Plan of Support

School: _____

District: _____

Principal: _____

It is required that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports.
  Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process..

- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.

- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School lmprovement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units

taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam. It is recommended that districts use an assessment inventory process to complete this section. http://www.achieve.org/assessmentinventory

- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.

- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their "feelings or perceptions" of support on a quarterly basis (ADE developed instrument or ADE approved instrument).

- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.

- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

This plan was developed by the following named personnel:
Please list names and identify if person is on building leadership or district leadership.

DISTRICT:
SCHOOL:
STATUS:
SITE-BASED SIS:
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT:
PRINCIPAL:

45-DAY Priority School Progress Report: Secondary

_____ QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.
Quarter 1:
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)
Quarter 1:
Quarter 2:
Quarter 3:
Quarter 4:
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1:
Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include all discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)			
	1Q	2Q	3Q	4Q	As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
5														
6														
7														
8														
9														
10														
11														
12														

SWD-Students with Disabilities

EL-English Language Students

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8																		
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

***Comments/Clarifications**:*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter Number of Students Absent 10 or more Days Per Semester					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7										
8										
9										
10										
11										
12										

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D}$ *X 100*			
								A	a	B	b	C	c	D	d				
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																			
6																			
7																			
8																			
Alg 1 8																			
Alg 1 9																			
Geo 9																			
Geo 10																			
Alg 2																			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter Lower Case Letters: Report the number of D and F grades on each post-unit assessment								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D}$ *X 100*			
								A	a	B	b	C	c	D	d				
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																			
6																			
7																			
8																			
9																			
10																			

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by _____(assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by _____(assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9				
10				
11				
12				

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results				
Student Results				

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

DISTRICT: Little Rock School District
SCHOOL: Cloverdale Middle School
STATUS: Priority and Academic Distress
SITE-BASED SIS: Michael Anthony
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Misty Pitman and Sharesa White

SUPERINTENDENT: Baker Kurrus
PRINCIPAL: Wanda Ruffins

45-DAY PLAN

FOURTH QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:
The Leadership Team should focus directly on student achievement by reviewing grade level formative assessments to determine needed classroom instructional support.

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:
District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):
The leadership team continues to utilize the instructional analysis tool to make decisions regarding student performance on multiple assessments. The data analysis determines which students need enrichment outside the classroom to address academic deficits in literacy and math. Communication between the core instructional teams and the leadership team has increased.

The ESL Coordinator position has been posted and interviews will be conducted during the summer. We are working with the district in an attempt to hire a Spanish interpreter/paraprofessional to work with our ESL parents and students.

Quarterly Objective:
Increase the resources available to parents and students with an emphasis on the ESL population.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. In an effort to increase our focus on science, representatives from the science department will be invited to a leadership team meeting to discuss ways the team can help improve science scores (i.e. reasoning skills PD…). (ID10)	4/4/16	4/4/16	Anthony			Leadership Sign In and Minutes
2. Host a parent center open house (Pastries for Parents) that will survey parents on ways we can help then to help their kids and encourage active engagement in academics. (ID10)	4/21/16	4/21/16	Smothers			Agenda Sign In Sheets Completed Surveys
3. Make a request with justifications to hire a full-time certified, bilingual compliance person to assist with teacher support and training.(ID10)	6/2/16	5/12/16	Ruffins			Request Forms Email Correspondence
4. Make a request with justifications to hire a non-certified interpreter/paraprofessional in an effort to increase resources for our growing ESL population. (ID10)	6/2/16	*The principal has been in contact with the district director of the English for Speakers of Other Languages (ESOL) department regarding funding*	Ruffins			Request Forms Email Correspondence

		for this position.				

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:
The ADE Review Team recommends the development of a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/posttests.

ADE Recommendation 2:
The School Leadership Team should give specific attention to progress of both, Special Education and ELL Students in specific classrooms.

ADE Recommendation 3:
Progress of these students should also be monitored and assessed.

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):
Instructional units and pre/posttests are now used throughout all content areas. Consistency is still needed in some non-core areas. Core teachers are analyzing data and using the data to develop remediation, differentiation and enrichment plans. Teachers also use the data to address gaps in curriculum. Some non-core teachers are still struggling to figure how to use data to inform instruction; however, they are looking at their data and working to resolve this issue. Teachers in a variety of content areas are using Criterion Writing in an effort to increase the use of writing in content areas other than English Language Arts.

Quarterly Objective:
Increase opportunities to use data to guide instruction.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. 4th quarter pre-/post assessments will be developed in all content areas. (IIB02)	6/2/16	6/2/16	Anthony			Pre-/Post Assessments Collaboration and Team Minutes Observation Notes
2. Using Criterion Writing, teachers will assess student writing for grammar, style, mechanics, and usage while providing immediate feedback to students. (IIB04)	6/2/16	6/2/16	Braswell			Reports from Criterion Writing

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
The targeted attendance group began meeting on a regular basis. Students appeared to make a significant effort to improve their attendance. The data is still incomplete at this time. We are still working to decrease the number of tardies, particularly during transition times between classes.

Quarterly Objective:
Get clarity and revise the way we address behavior and attendance issues.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The targeted attendance group and their attendance coaches will meet together once a month with a counselor providing workshops on the importance of good attendance. (IIIC10)	5/31/16	5/20/16	McCollum			Agenda Sign in sheets
2. Request technical assistance/professional development in the form of a PLC from the district student	5/27/16	*We are still attempting to schedule a date for this PLC. We will try again at the*				

services department regarding the SBIT process to improve tier 1, 2 and 3 discipline interventions. (IIIC10)		*beginning of the 2016-2017 school year.*				
3. Revisit due process with the staff as it relates to the tardy policy. (IIIC10)	5/3/16	5/3/16	Bernard			
4. Revisit schoolwide and classroom rituals and routines during collaboration using a reflection form. (IIIC10)	6/3/16	*We were unable to complete this task due to the many end-of-year activities that occurred. This will occur prior to the arrival of students at the beginning of the 2016-2017 school year.*	Anthony			

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice (Assess where we are):
The revised home/school compact was reviewed with parents and staff members and has been posted so that it is available to all parties.

Quarterly Objective:
Make the Home/School Parent Compact available to all parents, students and staff.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Post the updated compact to the website, Cloverdale staff folder and EdLine. (IVA01)	5/20/16	5/20/16	Larry			
2. Review compact at PTSA and faculty meetings. (IVA01)	5/5/16	5/3/16	Bernard			

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):
Students from our three main feeder schools came to Cloverdale and met with the administrators, toured the campus, met some of the sixth grade staff members and received information regarding the adjustment to a middle school schedule… Communication has been established between the instructional facilitators at Cloverdale and our feeder high school regarding transitioning to Read 180 and Math 180 classes at the high school level so that there is no gap or repeat of instruction.

Quarterly Objective:
Implement strategies to prepare students, parents and staff for the transition from elementary to middle school and from middle school to high school.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Extend an invitation to Watson, Wakefield and Baseline Elementary Schools for 5th grade students assigned to Cloverdale next year (and their parents) to attend a Cloverdale Informational Meeting. Students will receive a gift bag and a	5/10/16	5/10/16	Baylark			

Cloverdale fact sheet to take home with them. (VA01)						
2. The Cloverdale instructional facilitators will meet with the McClellan instructional facilitators to ensure a smooth transition of Read/Math 180 and System 44 students to high school. (VA01)	6/1/16	6/1/16	Braswell			

Include additional task lines as needed.

ARKANSAS DEPARTMENT OF EDUCATION

PRINCIPAL'S REPORT FOURTH QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

YES **or NO** (*Please circle)*

If yes, what support have you received from the district?

- Weekly reports submitted and comments made
- Bi-weekly meetings with school-based school improvement specialists
- Communication from ADE forwarded

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Math and READ 180/System 44 were implemented at the beginning of the school year. We have identified the students who need to continue in phase 2. Some students were able to exit based on their lexile/quantile scores and teacher recommendations. This includes students who will be enrolled in these classes at the high school level this year. Student placement is currently being determined based on SMI/SRI scores from the 2015-2016 school year.
- In our efforts to address the needs of our ELL students, English Language Development (ELD) classes were created for students who scored L1R1W1S1 on the LAS or ELDA. Students will exit the ELD class intervention based on spring 2016 ELPA21 scores.
- A full-time on-site School Improvement Specialist was put in place. He provided professional development and worked with instructional teams, collaboration groups, the leadership team, and the building principal. He brought transparency to some of our barriers. He served as a liaison between the local team, the district team and the state as well as a conduit between content teams and the leadership team. Actions from leadership put in place in classrooms because of communication from the SIS. We will continue to have this position as long as we are a priority school.
- City Year focus groups were established due to weaknesses in academics, behavior and attendance. They fill the gap for students who needed both Read180 and Math180, but are only able to take one of those classes. In addition, they counseled students who struggled with behavior and social issues. Criteria for City Year include high poverty and test scores. They served as a resource for both staff and students.
- Achieve3000 began as a pilot program in the ELD classes in November 2015. The students participating in Achieve3000 nearly doubled their Lexile score from an average of 123L in November to an average of 230L in May.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Internal SIS:

- Disseminates information
- Works with process manager to input information into Indistar
- Participates and provides input in district leadership and instructional team meetings
- Attends trainings and conferences
- Provides job-embedded professional development
- Monitors tasks for completion
- Submits weekly report on school's progress to state and district

ADE SIS Team:

- Provides professional development
- Provides feedback and recommendations
- Monitors 45-day plan
- Provides technical assistance
- Onsite visit

What are the barriers, if any, in improving student outcomes?

- Teacher absences – We have been brainstorming ways to repair this issue, but have so far been unable to
- Students not in class due to level 3 and 4 sanctions – Classroom rituals and routines will be reviewed and revised prior to the beginning of the 2016-2017 school year
- Lack of resources to meet the needs of LEP students with limited exposure to the English language outside of the school setting – An ESL Coordinator will be hired over the summer and the number of ELD classes will be increased for the next school year
- Inability to communicate effectively with non-English speaking parents – We are working to create a position for an interpreter/paraprofessional to work with both parents and students
- Apathy from some parents – Our new parent coordinator is working positively with parents to decrease this concern

How is your leadership team monitoring student progress in the skill area of science?

- Assessments – formative, summative, performance based
- Student Academic Improvement Plans
- Analyzing data from online textbook assessments
- Pre/posttest data and reflections submitted by all science teachers
- Science portion of the ACT Aspire

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- Pre/posttest results
- Math Inventory/Reading Inventory/Phonics Inventory results with programming based on these results
- Instructional analysis tool
- Interim assessments
- Reflection Tool
- Criterion Writing
- Achieve3000

How are you responding to the results?

- Designed appropriate reflection tools
- Planning appropriate professional development
- Data analysis with teachers
- Additional support for teachers
- Curriculum gap analysis
- Identify weak areas and facilitate student reflection
- Collaborative planning
- Schoolwide push for vocabulary building
- Program decision to keep SRI/SMI assessments

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- Making connections with high school and elementary school instructional facilitators
- Celebrating student growth
- Collaboration with science teachers
- Posting position for an ESL coordinator
- Parent Center open house

If anything, what do you intend to change or modify for the next quarter?

- Continue to increase focus on science
- Increase push for student organization skills
- Develop parent workshops that will encourage active engagement in academics
- Early detection of high-priority students, based on attendance, academic and discipline trend data, for prevention and intervention strategies
- Additional time spent on pull-ins and push-outs for ELL students
- Expand awareness of resources available to the ELL population

ARKANSAS DEPARTMENT OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter **(IMO AREA 2: Student Progress and Achievement)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	218	222	221	224	27	63	1	1	0	1	6	10	17	17
7	183	182	177	180	27	46	6	5	5	0	12	21	26	27
8	186	191	199	200	23	43	3	6	4	3	11	17	25	25

Comments/ Clarifications:

We developed a mentoring program earlier in the year, but realized that we are not truly equipped to mentor. We need to monitor this program and make decisions before assigning student next year. We will continue to track students with a large number of absences on data dashboard.

The reported discipline data accurately depicts the school climate. Very few of our students have 5 or more discipline referrals. Most referrals are category 1 offenses.

Cloverdale has a pretty high attendance rate. The majority of attendance issues are related to student tardies. The parents of students with a large number of absences are mailed letters warning them of this issue. Phone calls are automatically generated each time a student is absent. Court referrals are made by the attendance clerk on a regular basis.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of *ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by _____ ___ _____/_____ (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by _Scholastic Math Inventory_ _September_/_2015_ _May_/_2016_ (Month Determined)		Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by _____ _ _____/_____ (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by _Scholastic Reading Inventory_ _September_/_2015_ _May_/_2016_ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	23.08	23.08	53.85	53.85			126	120			82	75
7	27.27	9.09	38.46	46.15			133	82			87	91
8	20.00	30.00	87.50	37.50			123	118			74	112

Comments/ Clarifications:

There is no system in place at this time to encourage positive teacher attendance. We tried a monetary reward a few years ago system through the SIG grant, but there was little to no improvement.

There were several long-term teacher absences that occurred this past year. Several other teachers missed more than 5 days as well. Most of these absences was related to teacher illness/sick leave. Some was due to professional development, but not an excessive amount. The leadership team is concerned about teacher absences and has talked about ways to decrease the number of teacher absences. This is definitely an area that we would like to improve on.

The leadership team is concerned about the increase in students that are 3 or more years below grade placement in ELA in the 7^{th} and 8^{th} grades. This will be addressed at the beginning of next school year.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	224	91	74	80	43	209	202	204		615	268	75	43	49	44
7	35	180	64	78	86	86	138	141	150		429	292	51	58	59	68
8	37	200	32	56	61	68	161	161	178		517	260	89	77	69	50
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

Teachers are asked to reflect on pretest/posttest results and determine a differentiation plan/remediation plan respectively. Teachers are asked to examine the standards that were not mastered by the majority of the students. The standard is taught using a different approach or strategy. Teachers are free to choose their plans to best meet the needs of their students. Teachers are also asked to use their collaboration to discuss strategies to reinforce/reteach/enrich learning for students. Teachers have also used flex grouping to remediate/enrich students. With flex-grouping, students who need to revisit or enrich a particular skill will be matched with a teacher who has past success with teaching that skill according to the data. During collaborations, teachers are engaged in collegial conversations with each other or the Math IF in order to build capacity across the department.

Teachers and students have expressed concern with test exhaustion. There are a greater number of D/F's on the posttests. There has been some discussion in the leadership team on how to alleviate some of the testing tension in classrooms.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	21	224	6	20	21	38	222	193	207		622	10	33	10	3	2
7	48	180	27	37	59	62	159	159	153		471	102	53	52	52	22
8	38	200	34	7	14	48	139	165	160		464	90	47	51	50	19
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

Teachers are asked to reflect on pretest/posttest results and determine a differentiation plan/remediation plan respectively. Teachers are asked to examine the standards that were not mastered by the majority of the students. The standard is taught using a different approach or strategy. Teachers are free to choose their plans to best meet the needs of their students. Teachers are also asked to use their collaboration to discuss strategies such as AVID Critical Reading/AVID Weekly Skill, Step-Up to Writing, and technology to reinforce/reteach/enrich learning for students. Teachers have also used flex grouping to remediate/enrich students. With flex-grouping, students who need to revisit or enrich a particular skill will be matched with a teacher who has past success with teaching that skill according to the data. During collaborations, teachers are engaged in collegial conversations with each other or the Literacy IF in order to build capacity across the department.

Teachers and students have expressed concern with test exhaustion. There are a greater number of D/F's on the posttests. There has been some discussion in the leadership team on how to alleviate some of the testing tension in classrooms.

LEADERSHIP TEAM REPORT CONTINUED
(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

ARKANSAS DEPARTMENT OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: JA FAIR
STATUS: PRIORITY
SITE-BASED SIS: DIONNE BRITTON
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESA WHITE

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LAGAIL BIGGS

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:	**Current reality of effective practice:**
1st Quarter 1. School Leadership Team: Literacy and Math Lead Teachers, Literacy and Math Instructional Facilitators, 9th grade Academy Lead Teacher, City Year Project Manager, Counselor, District Math Lead Teacher, Principal, Assistant Principals. 2. Campus Leadership Team: All Instructional department chairs, Parent Involvement Coordinator, Instructional Technology Specialist, Guidance counselor, Parent, Student representative, Principal and Assistant Principal. 3. School Community Council: Selected Parents for our student body. 4. Student Government Association: Elected student officers from each grade level 5. Collaboration Teams: Common content teachers meet 3 times a week to create CFA's, analyze data, lesson planning. The School Leadership Team meets on the 1st and 3rd Wednesday of every month. Campus Leadership meets the 2nd Wednesday of every month,	4th Quarter: 1.The School Leadership Team continues to meet twice monthly. We have continued to share minutes via email of the meetings with staff. We have received comments that this has helped staff's understanding of work that the SLT is doing. We continue to encourage feedback from staff. We added the SLT minutes on the faculty agenda as a standing item to elicit more in-depth feedback from all staff members. We surveyed our staff to determine the SLT's effectiveness; 69% of teachers surveyed feel that the SLT has a plan to increase student achievement. 2. The Campus Leadership Team continues to meet monthly on the 2nd Wednesday of each month. This team continues to discuss management and building level issues. They also are briefed on the SLT minutes. The SLT has the bylaws in electronic format for review by the new administration. 3. The Instructional Leadership Team has a standing, weekly meeting. This quarter the focus of our meetings has been on plans for the 2016-17 school year, which has been challenging since a new administration will be in place.

Student Government meets daily during their Leadership Class Period, The School Community Council meets on the 3rd Wednesday of every month. Each committee has an agenda and minutes for each meeting. The School Leadership looks at and disaggregates various forms of data, SMI/SRI data, CFA data, Soar Data, grade distributions, discipline reports, attendance reports. After looking at the data the team determines the next steps and/or intervention strategies. This information is shared with the Campus Leadership team, which then is shared in the department meeting and collaboration meetings. Feedback from the various teams drives the instruction and professional development.	4. Grade Level Teams continue to meet on scheduled Collaboration Days. Digital copies of bylaws/protocols have been provided. 5. Student Council meets daily during their Leadership class to discuss and plan student projects and activities. 6. The School Community Council meets on a monthly basis to elicit parent input. <u>Continued and Ongoing</u> Agendas for all collaboration meetings are submitted via google forms or to Principal Biggs. Teachers and staff will continue to obtain professional development on submitting forms using Google Docs. Agendas and minutes are kept for the School Leadership Team Meetings, Department Meetings, Campus Leadership Meetings, School Community Council Meetings The 9th and 10th grade teachers are organized into academies. Career academies are being established. These teams along with the Algebra I teachers and the Geometry teachers have a common planning period.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:	**Current reality of effective practice:**
1st Quarter The teachers at JA Fair are divided into common content teams. The content teams meet three times a week. During these meetings teachers will determine the unit of study, identify matching priority standards, unwrap the matching priority standards, write essential questions, write selected response items, write constructed response items and create scoring guides. Each team will administer a CFA for each unit. The same test will be administered as a post test to determine growth and/or remediation. Faculty was provided training on designing pre/post test. Teachers were also given training on how to disaggregate data. All pre/post test are uploaded and shared to Google Drive. Administration monitors the progress of the delivery of pre/post test via Google Docs and shared folders.	4th Quarter This quarter we continued using the shared schedule and timeline to administer pre-post tests. The Grade Level Teams and administrators appreciated this schedule, which allowed everyone to know what to expect and to more effectively monitor progress; however, 4th Quarter Testing interfered with our schedule. Therefore, a request was made to ADE to give only two pre-post tests and the Semester test average as an option. We will look to see how district and state tests affect our pre-post testing schedule for the 2016017 school year. Now that we have an established timeline, we are discussing the alignment of our unit tests to content being taught, the instructional methods used to address student deficiencies based on pre-test results, and interventions needed to assist struggling learners. We rewrote our description of full implementation in this area to include creating a 9 week comprehensive test and dividing that test into three segments, ensuring alignment. We have proposed summer training to the district to address the above topics with teachers. <u>Continued and Ongoing</u> • Currently all teachers have received initial professional development on pre/post test and data analysis. • During collaboration team time, teachers are discussing pre/post test data and analysis and providing next steps and interventions that will address student needs. • Teachers complete a 5-step data analysis for all student data discussed but we feel that this needs to be reviewed. We need to look at software to help teachers with analysis of data.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice from the beginning of the year:	**Current reality of effective practice:**
1st Quarter: The Campus Leadership Team has initiated a school-wide discipline plan to address minor classroom infractions. The 9th grade academy has implemented a discipline plan to address minor classroom infractions. All teachers have developed rituals and routines and they're posted in each classroom. Teachers taught their rituals and routines to their classes. Campus Leadership team is in the process of reviewing school-wide rituals and routines that will be shared with all stakeholders and posted school-wide.	4th Quarter: The 9th grade academy continues to operate with a Category One discipline plan. The Campus Leadership team meets and discusses school-wide discipline initiatives. We will review classroom rituals and routines and discuss the need to consistently teach the rules to students throughout the year. Reviewing Category I Offences is an area listed on the Needs Assessment. Student Council provides student input for building level policies. The Administration is currently implementing all student safety compliance drills to ensure student safety in the event of an actual crisis.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice from the beginning of the year:	**Current reality of effective practice:**
1st Quarter The Parent Facilitator Team has been established. The team consists of the Parent Involvement Coordinator, Parent Facilitator, parent representative from each grade level and the Principal. The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings	4th Quarter This quarter we began reflecting on our plan from the previous school year. Parental involvement doubled from the previous year. The guidance counselor is reflecting on the Passport to 10th Grade Program. We held activities in the area of math and literacy while informing parents of their students' progress. The guidance department along with the Career Coach conducted a Parent Workshop for seniors and their parents. A monthly newsletter is sent to our parents, which include tips for academic success. The Guidance office continues to participate in monthly meetings and assists Administration. <u>Ongoing</u> The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:	**Current reality of effective practice:**
1st Quarter The guidance department has implemented a senior mentoring program to assist all seniors with their college and career transition. Students are counseled regarding their current readiness to graduate, apply for post-secondary opportunities and/or vocational career options. FAFSA financial planning night is held for all parents and seniors. Counselors visit all classrooms to discuss college/career options. <u>Ongoing Yearly Activities</u> We offer a Career/Transition Fair for all students. All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions. City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs. All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club. We offer three Career Academies: IT, Sports Medicine and Environmental Science All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy. Financial Aid Workshop for all seniors and their parents. We have a Career Coach-offer the COMPASS test in house to our students	4th Quarter The Guidance Department completes a Post Secondary District Report each year that tracks students through their Freshman Year in College. Based on this report, approximately 46% of our students enter college. This is determined by the annual follow up report that is conducted each fall. The counselors schedule Senior Exit Surveys with Seniors during the third quarter. JA Fair received 2.7 million dollars in scholarship money for Seniors. <u>Ongoing Yearly Activities</u> We offer a Career/Transition Fair for all students. All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions. City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs. All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club. We offer three Career Academies: IT, Sports Medicine and Environmental Science All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy. Financial Aid Workshop for all seniors and their parents. We have a Career Coach-offer the COMPASS test in house to our students

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Streamlining the pre/post test process
- Creating the submission of data scheduled for teachers
- Reviewing the data and deciding on the next professional development needed for staff
- Looking at teacher survey results and making professional development decisions
- Sharing SLT minutes with staff, conducting SLT PLC and adding SLT to staff meeting agendas

If anything, what do you intend to change or modify for the year?

- Continue to utilize data to make decisions while filtering the information down to Campus Leadership
- Build on the work we have done with Common Formative Assessments

ARKANSAS DEPARTMENT OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO **AREA 2: STUDENT PROGRESS AND ACHIEVEMENT**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9th	259	262	249	246	28	18	10	42	62	39	**20**	**25**	**33**	**28**
10th	250	250	236	230	29	13	18	40	70	26	**15**	**14**	**28**	**23**
11th	166	169	157	151	23	6	9	18	40	21	**10**	**6**	**9**	**11**
12th	183	176	163	165	36	3	2	11	14	5	**5**	**7**	**8**	**4**

Comments/ Clarifications:

The school utilizes progressive discipline. Referrals were decreased from third quarter. Student absences also decreased in all grade levels; except grade 11 from third quarter. The administration discussed the 3rd Quarter data with the Student Behavior Intervention Team and Campus Leadership Team, which led to a decrease in referrals and absences.

LEADERSHIP TEAM REPORT CONTINUED

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of *ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by _____Test on _____/_____(Date)		Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by _____Test on _____/_____(Date)		Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by _____Test on _____/_____(Date)		Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by _____Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
20%	20%	56%	22%			456	377			271	240
25%	25%	45%	27%								
0%	33%	67%	50%								
20%	40%	60%	20%								

Comments/ Clarifications:

Teacher absences decreased in each grade level from the third quarter to the fourth quarter. The Building Administration implemented the "Letters of Concern" system, which notifies teachers of their absences and allows administrators to express concern and brainstorm strategies for decreasing absences with individual teachers.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	**89**	**201**	**13**	**87**	**105**	**98**	**0**	**74**	**0**		**74**	**70**	**82%**	**94%**	**69%**	**95%**
10	**111**	**195**	**104**	**106**	**127**	**119**	**179**	**153**	**191**		**523**	**236**	**49%**	**90%**	**65%**	**45%**
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

In 9th Grade 95% of students earned D/F on 4th Quarter pre-post tests, but 49% earned D/F for the nine weeks. We will discuss this data during our summer workshop to ensure that daily assignments are aligned to pre-post tests and to ensure that proper planning is in place so that state tests and pre-post assessments are given consistently during the 4th Quarter. In 10th Grade 45% of students earned D/F on pre-post tests, while 61% earned D/F for the nine weeks. The School Leadership Team is hosting a summer workshop to address re-teaching and remediation of concepts that is preventing student mastery. The District Leadership Team is providing funding for the summer training and will discuss funding options to allow for blocks of time during the summer or during school time to plan and create pre-post tests and Data Days to analyze data. Ongoing Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum standards and to ensure student mastery.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	**131**	**246**	**83**	**133**	**106**	**103**	**179**	**0**	**79**		**258**	**138**	**67%**	**45%**	**24%**	**53%**
10	**21**	**230**	**97**	**105**	**43**	**47**	**86**	**132**	**100**		**318**	**99**	**69%**	**72%**	**50%**	**31%**
					Example		***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

In 9th Grade 53% of students earned D/F on pre-post tests but 42% earned D/F for nine weeks. In 10th Grade 31% earned D/F on pre-post tests and 20% earned D/F for nine weeks. The District Leadership Team provided funding for summer workshop and will discuss funding to allow for blocks of time during school time to plan and create aligned pre-post tests. Ongoing Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

ARKANSAS DEPARTMENT OF EDUCATION

DISTRICT: LITTLE ROCK **SUPERINTENDENT: BAKER KURRUS**
SCHOOL: HALL HIGH **PRINCIPAL: LARRY SCHLEICHER**
STATUS: PRIORITY & ACADEMIC DISTRESS
SITE-BASED SIS: ROXIE BROWNING
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN & SHARESA WHITE

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:	**Current reality of effective practice:**
• Leadership Team bylaws have been established. • The Leadership Team needs to establish a subcommittee that meets every two weeks to analyze math and literacy data that is used to determine professional development and identify resources for teachers. • Leadership Team and Instructional Teams established and meet with agendas and minutes. • No Student Team, Management Team, or School Community Council has been established. • A plan established for 2 –way communication. • SRI, SMI, and CFA data is being discussed at team meetings.	**Fourth Quarter** **1. School Leadership Team meets twice a month. Agendas and minutes are posted in Indistar and shared with faculty members via email and a common drive.** **2. Instructional/Collaboration Teams (common subject) meet at least twice per week during 52 minute collaboration periods. Minutes and agendas (Collaboration Logs) are uploaded to a common drive.** **3. Management/Administrative Team meet each Tuesday morning with agendas and minutes kept on file electronically.** **4. School Leadership Team is reviewing school performance data to determine school improvement and professional development needs.**

	5. Students are providing their input as it relates to school improvement in a variety of formats. **6. Each team has a specific purpose and scheduled time to meet. Teams work from agendas and minutes.**
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: • Instructional Teams are meeting twice a week to develop instructional units based on curriculum standards and documents. • 9th Grade Instructional Teams are meeting but still need to focus on disaggregating the data and planning to address the deficits. • Pre and post tests are being administered at 3-4 week intervals.	**Current reality of effective practice:** **Fourth Quarter** **1. Literacy and math Instructional (Collaboration) Teams develop instructional units based on the curriculum standards and the LRSD curriculum document.** **2. Teachers use an instructional "unit-based" progress monitoring and response system in math and literacy courses via pre/post-tests at two to three week intervals which encompasses three to six weeks of work.** **3. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans.**

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year: • There is no faculty/staff developed discipline management plan. • There is no evidence that all teachers establish rituals and routines. • There is no evidence that all teachers teach the rules and procedures in their classrooms. • There is no evidence that all teachers are consistent with enforcing agreed-upon rules and regulations. • There has been no analysis of discipline reports to determine areas of improvement.	**Current reality of effective practice:** **Fourth Quarter** **1. The faculty has developed a discipline management plan that guides student behavior throughout the school via a list of school wide rituals and routines to be implemented next school year.**

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.	
Current reality of effective practice from the beginning of the year: • Compact exists. • Parents, staff, and students are not aware of it.	**Current reality of effective practice:** **Fourth Quarter:** • **Hall's Parent Compact** outlines how parents, school staff, and students will share responsibility for improving academic achievement. • The compacts describes how the school and parents can work together to help students achieve the state's standards.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals. **ADE will monitor the following:** • The guidance plan • The process of tracking recent graduates	
Current reality of effective practice from the beginning of the year: • A guidance plan exists. • Recent graduates are tracked.	**Current reality of effective practice:** **Fourth Quarter:** • Hall's Counselors, AVID Coordinator, and Career Coach work to provide students in 9^{th}-12^{th} with opportunities to explore their career options and plan for career or college after high school. • Counselors maintain contact with recent graduates, and are updating records to track their post-secondary activities. • A data base has been developed to gather the recent graduate information. • Advertisement of opportunities for summer enrichment programs, ACT preparation classes, college visits to campus, and other career and college related activities are ongoing.

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The decision to be more open with communication with the staff regarding the school improvement efforts, SLT meetings, and professional development plans.

We can attribute the changes to the overwhelming feeling of not getting much accomplished in the way that we've worked in the past. In an effort to make a difference in our outcome, we recognized that we needed to make a change in the way that we operate as an SLT.

If anything, what do you intend to change or modify for the year?

- Implement meaningful, necessary changes in regards to school climate. We would like for our team to be able to discuss changes that will make a major impact in our school. If we're going to look at data, there must be some follow-through in terms of support and accountability with the teachers in regards to that data.
- There will be a school wide initiative to implement AVID (Achievement Via Individual Determination) instructional strategies which are best teaching practices.
- Implement meaningful professional development opportunities that meet the teaching and learning needs.
- Provide ongoing support and accountability when implementing professional development to the instructional staff.
- Redesigning the 9th Grade Academy.

ARKANSAS DEPARTMENT OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO **AREA 2: STUDENT PROGRESS AND ACHIEVEMENT**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	329	326	323	309	40	84	19	8	5	37	**32**	**46**	**81**	**37**
10	278	296	286	282	45	72	14	10	9	26	**31**	**33**	**47**	**26**
11	242	241	233	227	34	58	9	2	3	18	**18**	**10**	**33**	**18**
12	225	224	205	200	31	52	2	3	3	7	**12**	**8**	**25**	**7**

Comments/ Clarifications: There was an influx of EL students that enrolled into the school during the 2nd semester. More referrals were actually documented within the AS400 system during the 4th quarter. As a result of noticing from previous quarters' data, the assistant principals entered more referrals into the system during the 4th quarter. As we prepared for the testing cycle, we identified students who were on attendance rosters as absent for multiple days and contacted parents/guardians. Several students were then removed from the teacher rosters. It has been discovered that many students are not following the proper protocols to un-enroll from school. This has prompted discussions to determine a better system for supporting student enrollment and disenrollment.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of *ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by _____Test on _____/_____(Date)		Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory (SMI)Test on _____/_____(Date)		Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by _____Test on _____/_____(Date)		Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
27.59	62.07	44.83	32.00			147/170	212/217			175/274	271/335
21.43	28.57	38.46	23.08			128/136	58/61			123/195	198/243
14.29	64.29	61.54	30.00							122/197	
66.67	33.33	50.00	10.00							68/116	

***Comments/ Clarifications:** It was not required by the district to conduct a second and third SMI or SRI assessment. Some math and literacy teachers chose to conduct a second and a third while the vast majority did not. The percentage of teacher absences went down in the 4th quarter. We feel that we can attribute this to more conversations being held regarding the importance of being in the classroom. Additionally, the school spirit and morale was boosted with successful spring sports and other student activities.*

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4			1st	2nd	3rd	4th
9	**201**	**260**	**129**	**157**	**187**	**168**							**53**			
10	**144**	**183**	**91**	**119**	**147**	**150**							**82**			
Algebra	**164**	**257**	**159**	**195**	**221**	**164**	**267**	**317**	**263**	*****	**847**	**589**		**69.5%**	**69.5%**	*****
Geometry	**116**	**178**	**81**	**106**	**115**	**116**	**218**	**196**	**216**	*****	**630**	**326**		**50%**	**51.7%**	*****
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications: *** Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the following:** ***The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3rd pre/post exam. Several math and literacy teachers voluntarily conducted a 3rd pre/post assessment and shared their analysis of those results with the local SIS due to the***

timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the "other data" category.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	**133**	**230**	**53**	**105**	**94**	**113**	**241**	**259**	**205**	*****	**705**	**328**	**17%**	**74%**	**46.5%**	*****
10	**109**	**155**	**59**	**119**	**32**	**34**	**215**	**194**	**76**	*****	**485**	**285**	**61%**	**65%**	**58.76%**	*****
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications: *** Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the following:** ***The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3rd pre/post exam. Several math and literacy teachers voluntarily conducted a 3rd pre/post assessment and shared their analysis of those results with the local SIS due to the timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the "other data" category.***

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The semester exam class averages were not analyzed by the SLT due to the timing of when tests were given and the end of teacher contracts ending.

ARKANSAS DEPARTMENT OF EDUCATION

District: Little Rock School District
School: Henderson Middle School
Status: Priority and Academic Distress
Site-based sis: Jimmy Smith, Jr.
EXTERNAL Provider: N/A
ADE School Improvement Specialist Team: Dr. Richard Wilde and Misty Pittman

Superintendent: Baker Kurrus
Principal: Frank Williams

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. The School Improvement Specialist will begin to send leadership meeting agendas via email to the team members in advance along with minutes from the previous meeting. Leadership minutes will be shared with the staff via email communication. Staff members are encouraged to ask questions, comment, and make suggestions, to the leadership team. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their	**Current reality of effective practice:** The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. Henderson Middle School staff members receive the leadership meeting minutes via email. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The Leadership Team inconsistently looks at school performance data and aggregated classroom observation data. Some decisions made during the leadership meeting concern the general operation of the school and its continuous improvement

common planning period. The leadership team has developed a structure to effectively utilize collaboration time to develop units of instruction, design and differentiate classroom lesson plans, design intervention strategies, guide implementation of the structure, and provide essential professional development for teachers.	
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests will be used in English and Math classes to guide instruction. Science and Social Studies will also develop pre/posts tests to support instruction in core content areas. The Instructional Team reviews the results of the pre- and post-tests, and more	**Current reality of effective practice:** Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests are used to plan and differentiate units of instruction. All core content areas develop pre- and post-tests. The fine arts department is also developing pre- and post-tests during collaboration periods. The leadership team is active in summer professional development to utilize the results from the pre-/post-

training is needed to differentiate instruction based on pre-and post-tests results.	test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.
IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year: Teachers taught schoolwide and classroom rituals/routines and rules for the first 3 weeks of the school year. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses.	**Current reality of effective practice:** A discipline committee has been formed in an attempt to reduce category one infractions. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses. Some teachers consistently teach the rules and procedures while others are inconsistent.in their reinforcement of classroom rules.
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	

Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.	
Current reality of effective practice from the beginning of the year: Henderson Middle School Learning compact has been developed for distribution to parents being served.	**Current reality of effective practice:** Henderson Middle School Learning compact has been developed for distribution to parents being served. The learning compact will be modified during the summer for redistribution for the 2016-2017 school year.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:	Current reality of effective practice:
N/A	

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

1. Decision to implement math and literacy intervention
    - SRI and SMI data determined that these programs will benefit student growth
2. Resurrection of National Junior Honor Society and Beta Club
    - To meet the need of honoring students' academic success as well as promote peer tutoring within the building for 2016-2017 school year.
3. Formation of a discipline committee to be implemented during the 2016-2017 school year.
    - This will reinforce school wide ritual and routines as well as obtain buy in from stakeholders on the development of a new discipline policy.

If anything, what do you intend to change or modify for the year?

- Create a calendar of events to outline academic incentives as well as behavior incentives
- Create a calendar that outlines various data sources that the leadership team will review at leadership team meetings.
- Start of the leadership team meeting with an "ice breaker" or activity to create excitement about leadership meeting.

ARKANSAS DEPARTMENT OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter **(IMO AREA 2: Student Progress and Achievement)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	275	270	257	258	40	28	0	2	4	3	18	15	25	26
7	226	234	239	240	37	19	3	6	11	8	13	26	50	39
8	275	271	265	271	45	32	6	9	10	5	22	30	46	44

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of *ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by _____ ___ _____/_____ (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory September / 2015 (Month Determined)		Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by _____ _ _____/_____ (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory September / 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	14.29	21.43	7.14	50.00			102	136			167	133
7	16.67	41.67	16.67	33.33			154	161			54	107
8	9.09	36.36	18.18	27.27			88	158			79	111

Comments/ Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	49	258	56	73	90	67	231	228	219		678	438	0	46.49	67.74	64.60
7	77	240	41	57	88	85	185	171	177		533	421	0	97.11	90.44	78.98
8	74	271	69	64	92	100	232	239	234		705	541	0	80.55	79.21	76.73
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20 %***			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	258	60	68	50	71	305	309	281		895	268	0	39.43	37.96	29.94
7	50	240	63	87	84	54	92	80	87		259	101	0	60.13	47.27	38.99
8	79	271	19	15	33	19	208	225	200		633	231	0	45.25	38.92	36.49
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Interpretation of the 4th Quarter SRI Data, there were 249 sixth graders that were tested:

1. 13 students scored Advanced in the Year-End Proficiency Range for 6th Grade
2. 31 students scored Proficient in the Year-End Proficiency Range for 6th Grade
3. 72 students scored Basic in the Year-End Proficiency Range for 6th Grade
4. 133 students scored Below Basic in the Year-End Proficiency Range for 6th Grade

Interpretation of the 4th Quarter SRI Data, there were 222 seventh graders that were tested:

1. 14 students scored Advanced in the Year-End Proficiency Range for 7th Grade
2. 37 students scored Proficient in the Year-End Proficiency Range for 7th Grade
3. 64 students scored Basic in the Year-End Proficiency Range for 7th Grade
4. 107 students scored Below Basic in the Year-End Proficiency Range for 7th Grade

Interpretation of the 4th Quarter SRI Data, there were 281 eighth graders that were tested:

1. 24 students scored Advanced in the Year-End Proficiency Range for 8th Grade
2. 60 students scored Proficient in the Year-End Proficiency Range for 8th Grade
3. 86 students scored Basic in the Year-End Proficiency Range for 8th Grade
4. 111 students scored Below Basic in the Year-End Proficiency Range for 8th Grade

Interpretation of the 4th Quarter SMI Data, there were 293 sixth graders that were tested:

1. 201 of them completed the SMI assessment; 92 of them currently have an IT (Incomplete Test)
2. 2 students scored Advanced in the Year-End Proficiency Range for 6th Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 6th Grade
4. 46 students scored Basic in the Year-End Proficiency Range for 6th Grade
5. 136 students scored Below Basic in the Year-End Proficiency Range for 6th Grade

Interpretation of the 4th Quarter SMI Data, there were 257 seventh graders that were tested:

1. 222 of them completed the SMI assessment; 35 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 7th Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 7th Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 7th Grade
5. 161 students scored Below Basic in the Year-End Proficiency Range for 7th Grade

Interpretation of the 4th Quarter SMI Data, there were 205 eighth graders that were tested:

1. 119 of them completed the SMI assessment; 86 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 8th Grade
3. 9 students scored Proficient in the Year-End Proficiency Range for 8th Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 8th Grade
5. 158 students scored Below Basic in the Year-End Proficiency Range for 8th Grade

ARKANSAS DEPARTMENT OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT **SUPERINTENDENT: BAKER KURRUS**
SCHOOL: MCCLELLAN HIGH SCHOOL **PRINCIPAL: HENRY ANDERSON**
STATUS: PRIORITY
SITE-BASED SIS: ZORETTA FINLEY
EXTERNAL PROVIDER: FETTERMAN
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESA WHITE

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: McClellan has an Interdisciplinary Leadership Team that is meeting regularly (every two weeks) and addressing various instructional aspects surrounding the various departments of the school. This team looks at scores from SMI, SRI, ACT, Explore, PLAN, attendance data, etc. The Interdisciplinary Team and Leadership team have met in conjunction since July 2015 and have now began to meet separately. The Leadership Team has met and reviewed ASCIP action recommendations and is now working to look at incoming data from TLI. The Leadership team has four new members but is working to bring everyone up to speed on the work completed last year.	**Current reality of effective practice:** The Interdisciplinary Team will now become known as the School Leadership Team, it will continue to meet every other Wednesday from 4 – 5pm. The building management team and the School Climate & Student Discipline Team will meet regularly with more fidelity next school year. The Student Advisory Council has been solidified and those students have started meeting. They have elected officers, created their by-laws, and reviewed data from the Student Climate Survey. They also approved the School Learning Compact. The next task is to begin drafting a building wide Homework policy to share with the School Leadership Team. We are still in the process of creating a School Community Council. We have reached out to members of the community who have agreed to participate. We are currently seeking out parents to participate. We will host a Partner in Education luncheon in August for recruitment purposes. Each team is creating an agenda and sign-in sheet, and taking

	minutes at every meeting.
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: McClellan High School Teachers have collaboration periods embedded into their daily schedules. Within this time period, subject and grade-level alike teachers have been working to build units of study and common formative assessments (CFAs) that include differentiation. The results of pre-and post-test data are being recorded and some work has gone into how to let these results drive instruction.	**Current reality of effective practice:** The teachers meet by content area and departments during their collaboration period. All departments are administering pre and posttests. The teachers still need assistance with data disaggregation, how that affects their lesson plans, and creating next steps. Student attendance is also an issue. It is not uncommon for 5 to 6 students in a class to miss pretest but be present for the posttest or vice versa. During the collaboration times we decided that if a student shows up for class after the pretest date the teacher is to immediately give it upon their return. For this reason our data is ever changing. We have also made plans to use our 1003a grant money to pay for select teachers to come in during the summer to create the content area pre and posttest for next school year before classes start.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year: The entire campus has worked on compliance with the tardy policy and hall pass policy. These are posted in every classroom and can be found throughout the building. Teachers are using the hall pass policy to safeguard instructional time. Teachers have worked individually and within their departments to establish routines and rituals that are assisting in cultivating the classroom atmosphere into one that holds learning as the standard.	**Current reality of effective practice:** The teachers have implemented the hall pass policy with fidelity. Students are aware of the rituals and routines for being in the hallway. The tardy policy has been listed and is posted throughout the building; however, tardies and skipping still seem to be an issue for a small population of our students. This behavior is being addressed through an emergency removal process. The principals have made sure that teachers have their classroom rules and rituals and routines posted in their rooms. Teachers have also started sending emails when they notice that a student is present at school but missing from their class. Mr. Anderson and the security team have also started doing afternoon roundups and addressing students who are either sitting out in front of the building or hanging out at the stadium instead of going to class.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.	
Current reality of effective practice from the beginning of the year: McClellan has a Title I compact that is utilized. There is a need for the compact to be more aligned with our current reality and the direction that we will take to improve our school.	**Current reality of effective practice:** The School Leadership Team, the building management team, and the staff worked together to draft a School Learning Compact that addressed the specific needs of our campus. The Learning Compact was then vetted to the newly created Student Advisory Council, who voted for it unanimously. The plan is to make the Learning Compact part of the check-in process during student registration in early August. The compact will also be shared with our Partners in Education during the Partners in Education luncheon in August. The Student Advisory Council is also beginning work on a school homework policy and a school handbook during their second meeting in May.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals. **ADE will monitor the following:** • The guidance plan • The process of tracking recent graduates	
Current reality of effective practice from the beginning of the year: We have yet to officially address this IMO. Currently, the counseling department works with students as they plan for college and military careers. The AVID Program works diligently with its students regarding college opportunities and selection. The SPED Department works with transition opportunities and programs for its students. Although these actions are taking place, there is not a truly articulated plan that addresses this IMO.	**Current reality of effective practice:** The Career Coach and the AVID Coordinator provide the students with the opportunity to visit different college campuses such as: University of Central Arkansas, University of Arkansas at Pine Bluff, the University of Arkansas at Little Rock, Philander Smith College, Pulaski Technical College, and Henderson State University. The Career and Technical Education (CTE) department also hosted a college fair on campus for the students as well. The CTE department also promotes the Jobs After Graduation program where students are connected with employers now and can request to leave school early to go to work. We also have a Marketing program with its own co-op that allows students to leave early to go work and receive real-world work experience. We have a functioning bank here on campus that functions during both lunches and the 9th grade Economics students are encouraged to open an account. The counselors go through the English classes to provide the upper level students with a hard copy of the scholarship lists every 9 weeks. The students can come to the counselors to request copies of the applications.

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Adopted a set of bylaws by which to be governed.
- Assigned roles to members of SLT.
- Assisted teachers in crafting a school learning compact for the 16-17 school year.
- Created a Student Advisory Council that meets twice a month for two hours.
- Starting recruiting parents to participate in the School Community Council.
- Used the Indicators in Action modules with some of the instructional teams.
- Continued (all teams) to create agendas, keep minutes and sign-in sheets for each meeting.
- Continue to have a collaboration period during the school day for instructional teams to meet.
- Worked diligently with the staff to create a School Learning Compact.
- Established a binder system for the Instructional Teams to keep all of their documents (sign-in sheets, agendas, minutes, and test data) on hand.

If anything, what do you intend to change or modify for the year?

- The Interdisciplinary team will be replaced by a school leadership team.
- The School Leadership Team will have fewer members; 10 max.
- We have members who had agreed to serve on the School Community Council for next school year.
- The Student Advisory Council will continue to meet and serve as ambassadors to the school.
- Start the year off with Indicators in Action Leadership modules for the Leadership Team.
- Use the Indicators in Action School Community Modules to train the School Community Council.

ARKANSAS DEPARTMENT OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO **AREA 2: STUDENT PROGRESS AND ACHIEVEMENT**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	230	243	235	230	**37**	**20**	**9**	**4**	**9**	**12**	**14**	**19**	**27**	**40**
10	198	209	202	205	**28**	**10**	**8**	**4**	**2**	**6**	**9**	**17**	**28**	**25**
11	187	186	162	160	**31**	**7**	**3**	**0**	**1**	**0**	**7**	**6**	**19**	**14**
12	176	179	166	167	**20**	**7**	**0**	**0**	**0**	**0**	**5**	**6**	**10**	**5**
Algebra I	153	171	193	196										
Geometry	159	169	179	179										
Algebra II	137	137	143	140										

Comments/ Clarifications:

In looking at the data we notice a trend of absences growing throughout the school year. The 9th and 10th grade students seem to have more absences than any other grades. These students continue to struggle with making the transition to high school. On the middle school level students are only required to pass math, English, science or social studies to move forward while every class counts starting 9th grade because the students begin to earn credits. This process is a difficult shift for the students and they have a hard time understanding that they need to earn a certain amount of credits to be classified a 10th or 11th grader.

For the 4th quarter there were 36 students who received Out-of-School Suspensions. There were 84 students who were absent with no reason provided. Eighteen students were absent due to illness. Seventeen students checked out early. Ten students were absent due extenuating circumstances. Eleven students had medical appointments.

There were 14 referrals from 8 students for refusal to follow reasonable directives. Another thirty-one referrals for 16 students for repeated violations of Category I offenses. There were ten referrals for 7 students who had disorderly conduct. There were eight referrals for 5 students who cut class, six referrals for 4 students who were verbally abusive and/or using fighting words. Five students had referrals for being tardy. There were five referrals for 4 students who used profanity

towards a staff member. There was 1 referral for theft and 1 referral for breaking and entering. There were 3 referrals for Category 2 offenses, 1 for use/possession of drugs, 4 referrals for gambling and 2 for fighting.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				**Number of *ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by _____Test on _____-/_____(Date)**		**Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by ___SMI__Test on __10__/_15__(Date)**		**Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by _____Test on _____/_____(Date)**		**Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by ___SRI__Test on _10_/_15__(Date)**	
1st	**2nd**	**3rd**	**4th**	**1st Quarter**	**4th Quarter**	**1st Quarter**	**4th Quarter**	**1st Quarter**	**4th Quarter**	**1st Quarter**	**4th Quarter**
35.71	**35.71**	**17.65**	**47.06**			**37**				**157**	
0	**14.29**	**50**	**50**			**45**				**105**	
20	**20**	**33.33**	**11.11**							**82**	
14.29	**57.14**	**33.33**	**33.33**							**75**	

Comments/ Clarifications:

Teacher Absences – 42 days were for professional leave by 12 teachers, 62 sick days were used by 15 teachers, and 7 personal days were used by 6 teachers and 1 teacher was out for jury duty. These numbers include 8 ninth grade core teachers, 4 tenth grade core teachers, 1 eleventh grade teacher and two 12th grade core teachers. One teacher is retiring and used 15 sick days by themselves. The policy as it is currently written requires a teacher to take a ½ absence at minimum. Going forward next year next teachers will be able to take time off in hour increments to go to the doctor and come back to work rather than miss a ½ or whole day of work.

Students below grade level - No SMI or SRI testing were done at the end of the school year.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	**170**	**230**	**93**	**110**	**119**	**136**										
10	**88**	**205**	**56**	**92**	**113**	**98**										
11	**0**	**160**														
12	**0**	**167**														
Algebra I	**153**	**196**	**83**	**80**	**92**	**112**	**169**	**177**	**25**		**371**	**303**	**83%**	**78%**	**80%**	**82%**
Geometry	**81**	**179**	**54**	**90**	**104**	**90**	**180**	**163**	**0**		**343**	**162**	**51%**	**31%**	**54%**	**47%**
Algebra II	**22**	**140**	**75**	**71**	**93**	**66**	**114**	**110**	**32**		**256**	**124**			**66%**	**48%**
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

Algebra I – 9th grade – 51 students earned Ds and 53 students earned a F.

Geometry – 9th grade – 2 students earned Ds and 12 students earned a F.

Mathematics – 9th grade – 61 students earned Ds and 75 students earned a F.

Geometry – 10th grade – 36 students earned Ds and 40 students earned a F.

Mathematics – 10th grade – 48 students earned a D and 50 students earned Fs.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	**98**	**230**	**62**	**68**	**58**	**50**	**14**	**159**	**0**		**173**	**146**	**77%**	**55%**	**48%**	**84%**
10	**28**	**205**	**39**	**59**	**26**	**34**	**70**	**0**	**0**		**70**	**60**	**91%**	**51%**	**44%**	**86%**
11	**0**	**160**														
12	**0**	**167**														
						Example	***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

9th grade English – 19 students earned a D and 31 students earned Fs.

10th grade English – 10 students earned a D and 24 students earned Fs.

The ACT Aspire and 11th grade ACT assessments were given all on line this year. This new testing protocol was a shift for our staff and listed as a barrier for completing the pre and posttests assessments for the 4th quarter.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Achieve Team Process: An Overview
Little Rock School District
2016-2017

Document Review and Update per notes from Mr. Poore (10/4/16)

Overview

The Achieve Team is a synergistic approach to the school improvement process that will provide strategic yet differentiated support to selected schools. The current structure brings together the **school team** and the **support team**. The school team membership is determined by the school. The support team brings together the district's central office staff (i.e., Curriculum and Instruction, Professional Development, Accountability, Student Services, Testing, etc.) along with our educational partner (i.e., the Arkansas Department of Education). Based on the school's goals and plans for reaching their objective(s), commitments are generated from the support team to assist the school in eliminating barriers that could impede their implementation of their planned priorities to improve their school. From these two groups the "Achieve Team" will emerge. This approach is clearly aligned to the expectations of the ADE and with the Every Student Succeeds Act (ESSA) in that "schools will develop their own improvement plan to be approved by the district" (8/22/2016, ESSA - ADE Summary). Our process takes this a step further; the district doesn't just approve the plan, it provides meaningful support to the school with assisting them in implementing their plan. Similarly, "districts will develop their own improvement plan that will be approved by the state" (http://www.arkansased.gov/public/userfiles/ESEA/Every_Student_Succeeds_Act_Summary_August_22_rv.pdf). In our case, the ADE has acted as a partner in providing guidance and support with this innovative process.

Initial School Selections -- Fair, Henderson and Washington

To effect sustainable change at the school level, the district chose a school improvement process where each school along with their stakeholders would have ownership of/for improving their school. As a district, one of our main priorities is to provide leadership and support to our district's persistently low performing schools or academically distressed schools. To begin the Achieve Team work, the district selected three schools on which to begin this process. Each school represented one of three levels (high school, middle school and elementary school). Two of the three are currently in academic distress. The district does not have an elementary school that is in academically distressed. Piloting the process with these three schools assisted us in shaping the Achieve Team process. Following the initial process with the selected schools, the Achieve Team Process will be used with all other schools identified as academically distressed and selected Focus schools. Eventually, all schools should have this opportunity because of the differentiated support inherent in the process.

Preplanning for the Process - District Provided Planning Tool

After visiting with each school leader and/or team, all had an idea of what the Achieve Team was as well as how it might provide support for developing and implementing their plan for their identified priorities. The hope of each team was the idea of "support for the work they envisioned" as opposed to "cookie cutter" approaches that heretofore had not taken into account the specific concerns of their school. During the preplanning stage, the school principal/team was provided a planning tool that could graphically capture and guide their work as they focused on their priorities. The district tool easily aligned with the state tool for school improvement planning, INDISTAR.

Process: Facilitated Group Discussion

Initial Meeting: Two Teams with a single purpose

- The school team (i.e., Team 1) would present their plan or ideas without interruptions from those who are in the audience. The school team should organize themselves in a way that works for them. (Approximate Time 40 minutes).

- The support team (i.e., Team 2) will listen and take notes while Team 1 is sharing.

- Mr. Poore should facilitate a discussion between the two teams to (Approximate Time 45 minutes:
    - capture the salient points of the plan or ideas presented by the school team (review)
    - Use Clarifying statements or questions about the plan or ideas presented
    - Use questions to uncover significant elements of the plan/ideas
    - Provide insight
    - Suggest what might have been missed

The facilitated discussion is so very critical to the process. Sometimes, a school might actually see that what they have is a plan in its current stage is no quite doable, but the team helps them with by identifying steps that can be taken immediately that will lead to their goals.

Time 85 minutes

Notes (Additions, corrections, concerns):

Capturing Commitments and Establishing Accountability

Once the Facilitated Discussion has taken place, a plan of action begins to form. The facilitator captures the main points from the priorities that have been shared by the school. The facilitator checks in with both groups to see if all of the main points have been captured. Once everyone is clear on the main points, the facilitator seeks commitments from Group 2 as to how that person or group can assist the school with that identified barrier or need to ensure that the school can begin implementing their planned priorities. Those making the commitment are clearly identified and a date given to when that commitment will take place.

Next Steps

At the end of each meeting, next steps are determined such as:

- Set the next meeting dates to identify where we are in the process (two months)
- Set shorter term dates with the team as it relates to the commitments made

Administrative Follow-up (Accountability Actions)

1. Superintendent Poore meets with the Associate Superintendents
2. Associate Superintendents will meet with the Principal
3. Set time to engage in Focus Walks in each of the schools

Effective Instruction

The most prevalent model of instruction in our school is more teacher-centered than student-centered. It is necessary to implement instructional practices that are differentiated to better support student learning.

1

Assess and Plan appropriate Indicators to move from 1 to 2.

IDO4: All teams prepare agendas for their meetings as it relates to BLM

IDO5: All teams maintain official minutes of their meetings (agendas, work products and next steps).

By the end of the first ***quarter (October14), (a)*** the plan for professional development that will support the "Blended Learning" Model will be in place; ***(b)*** the plan for implementing our BLM will be in place.

2

Data

What evidence do you have to suggest that instruction is more teacher centered than student centered?

- ✓ Based on observation data, there is little to no differentiation of content or product regarding student engagement (3c Danielson)
- ✓ The quantity of Category I infractions correlates to the lack student engagement (Low engagement –High Category 1 infractions)
- ✓ Pre/post Test Results

What type of support will our school need to move our plan for more effective instruction from 1 to 2?

- Additional human resources or realigning current resources:
- Targeted professional development: OdysseyWare (Schedule/Time); Peer to Peer Support
- Materials Supplies:
- Purchase Service:
- Capital Equipment:
- Other:

What **barriers, if any**, do you anticipate with implementing your plan for more effective instruction?

Are there any costs associated with any of the bullets above for example costs for professional development provided by OdysseyWare? Other costs? List itemized costs below and include them in your Title I Budget Packet in Function code 2213 faculty and staff support.

$_____

$_____

$_____

LEADERSHIP

Improve our school's team structure as a communication strategy for continuous school improvement.

1

Assess and Plan appropriate Indicators to move from 1 to 2.

IDO1: A team structure is officially incorporated into the school improvement process having a clearly defined and written procedure.

IDO7: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

By the end of the first quarter, a system will be in place for the collection and review of team agendas, minutes and work products that will reflect the participants understanding of the schools goals for student learning and effective instruction.

2

Data

What evidence do you have to suggest that your team structure needs improving?

- ✓ The principal does not have a system in place to collect and review team agendas, minutes or work products.
- ✓ The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.

What type of **support** will our school need to move our plan for **leadership** from 1 to 2?

- Additional human resources or realigning current resources:
- Targeted professional development:
- Materials Supplies:
- Capital Equipment:
- Other:

What **barriers, if any,** do you anticipate with implementing your plan for leadership?

-

Are there any costs associated with any of the bullets above for example costs for a school team to attend the Arkansas Leadership Academy? List itemized costs below and include them in your Title I Budget Packet in Function code 2213 faculty and staff support.

$_____
$_____
$_____

PARENTAL INVOLVEMENT

Data

What evidence do you have to suggest that parents are not partners?

- ✓ Based on trend data, parents participate or attend parent involvement activities but are not often included in the programming of the activities.
- ✓ Attendance varies based on the activities presented such as ----
- ✓ What does your parent survey suggest as areas of interest or need?

We would like to move from parents being "just" participants of the activities planned for them to being our partners to improve the culture of our school and positively impact our students' academic achievemer
1

Assess and Plan appropriate Indicators to move from 1 to 2.

By the end of the first ***semester,*** parents will have determined the professional development needed for developing (.i.e., building) collaborative partnerships. 2

IVA01: The school's Title I Compact (or Non-Title I Schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their student's learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

What type of support will our school need to move our plan for improved parental involvement from 1 to 2?

- ➢ Additional human resources or realigning current resources:
- ➢ Targeted professional development: ADI Courses (INDISTAR) *School Community Modules*
- ➢ Materials & Supplies: Johns Hopkins National Network of Partnership Schools (NNPS)
- ➢ Purchase Service: Parenting Partners Institute for Parent Development ($4000.00)
- ➢ Capital Equipment: Charging Carts for chrome books
- ➢ Other: NNPS Membership $200.00 (Function Code 2171)

What **barriers, if any**, do you anticipate with implementing your plan for improved parental involvement and community engagement?

Are there any costs associated with any of the bullets? Are there other costs? List itemized costs below and include them in your Title I Budget Packet in Function code 2170 or 2171 Parental Involvement.

$_____

$_____

$_____

STUDENT ACHIEVEMENT

Assess and Plan appropriate Indicators to move from 1 to 2.

Based on student data, the typical classroom in our school has a tremendous difference of student ability levels. Student achievement would improve if students were able to engage with what is being taught.

1

To address student learning needs and improve student engagement, we will implement a Blended Learning Model to improve student academic achievement and performance.

2

Identify and select those indicators that support a Blended Learning Model.

Identify and select those indicators that support a Blended Learning Model.

Data

What evidence do you have to suggest that the lack of student engagement negatively impacts student academic achievement and performance?

- ✓ Based on observation data, there is little to no differentiation of content or product regarding student engagement (3c Danielson)
- ✓ The quantity of Category I infractions correlates to the lack student engagement (Low engagement –High Category 1 infractions)
- ✓ Pre/post Test Results

What type of support will our school need to move our plan for improved student achievement and performance from 1 to 2?

- ➢ Additional human resources or realigning current resources:
- ➢ Targeted professional development: OdysseyWare (Schedule/Time); Peer to Peer Support
- ➢ Materials Supplies: Chrome Books (Title I)
- ➢ Purchase Service: student licenses (1591—63210)
- ➢ Capital Equipment: Charging Carts for chrome books
- ➢ Other:

What **barriers, if any,** do you anticipate with implementing your plan for improved student achievement and performance?

Are there any costs associated with any of the bullets? Are there other costs? List itemized costs below and include them in your Title I Budget Packet in Function code 1591 direct instructional support for students. If you are providing before or after school tutoring, include it in your Title I Budget Packet in Function code 1511.

$_____

$_____

$_____

Student Discipline

Inappropriate student behavior continues to be a barrier to student learning and academic achievement.

Assess and Plan appropriate Indicators to move from 1 to 2.

1

Our school will become will begin implementing a school-wide systems of support that includes proactive strategies for **defining**, **teaching**, and **supporting** appropriate student behaviors to create positive school environments. By the end of the first ***quarter (October14),*** we will have . . .

XXXX: Select the indicators that are relevant for your purpose.

XXXX: Select the indicators that are relevant for your purpose.

Data

What evidence do you have to suggest inappropriate student behavior negatively impacts student achievement in your school?

- ✓ Based on
- ✓ Category I infractions
- ✓

What type of support will our school need to move our plan for *schoolwide system of support for behavior* from 1 to 2?

- Additional human resources or realigning current resources:
- Targeted professional development:
- Materials Supplies:
- Purchase Service:
- Capital Equipment:
- Other:

What **barriers, if any**, do you anticipate with implementing your plan for a schoolwide system of support for behavior?

Are there any costs associated with any of the bullets above for example costs for professional development regarding the selected system? Other costs? List itemized costs below and include them in your Title I Budget Packet in Function code 1591 (costs associated with direct student support and 2213 for costs related to professionals development for faculty and staff support.

$_____

$_____

$_____

Cloverdale Middle School ACT Aspire Results Interpretation for Root Causes

While some students at Cloverdale Middle School successfully demonstrated their skills in the various reporting content areas on the ACT Aspire assessment, many were unsuccessful in their attempts to demonstrate their skills. It is no longer adequate to merely state student academic failure, but necessary to look for reasons that provide explanations for poor performance. Root cause analysis is a mechanism designed to do just that. It forces interested stakeholders to not only acknowledge the students' failed attempts to demonstrate their skills on the assessments, but determine why the students did not demonstrate their skills and how to address the causes in an effort to give those students an opportunity to successfully demonstrate their skills in the future. This report will look at 6th, 7th, and 8th grade student ACT Aspire test results for the five tested subjects and consider possible causes for the low scores.

Cloverdale had reportable test results for up to 216 6th grade students. The results from the 6th grade English Exam show more than half of the students (123) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 1). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 2).

Table 1

6th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	208	123	92	31
Hispanic	63	40	21	19
Black	135	77	58	9
White	6	5	3	2
No Race	4	1	0	1
Total	**208**	**123**	**92**	**31**
Female	95	54	46	8
Male	113	69	46	23
ELL	61	40	31	9
SPED	25	24	12	12
Econ. Dis.	141	81	65	16
Gifted	33	8	8	0

Table 2

6th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	52 Average	5 of 12 or less 4 of 12	6 of 12
Students in Need of Support	27 Average	5 of 12 or less 2 of 12	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	108 Average	1 of 3 or less 0 of 3	2 of 3
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	79 Average	9 of 20 or less 7 of 20	10 of 20
Students in Need of Support	31 Average	8 of 20 or less 4 of 20	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Mathematics Exam show more than half of the students (169) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 3). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed from two to seven points below the benchmark (see Table 4).

Table 3

6th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	216	169	128	41
Hispanic	67	54	43	11
Black	135	104	78	26
White	7	6	5	1
No Race	7	5	2	3
Total	**216**	**169**	**128**	**41**
Female	100	74	60	14
Male	116	95	68	27
ELL	66	53	42	11
SPED	25	22	11	11
Econ. Dis.	141	107	86	21
Gifted	33	16	15	1

Table 4

6th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	118 Average	10 of 28 or less 5 of 28	11 of 28
Students in Need of Support	41 Average	8 of 28 or less 4 of 28	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	103 Average	5 of 18 or less 3 of 18	6 of 18
Students in Need of Support	41 Average	5 of 18 or less 2 of 18	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	94 Average	4 of 16 or less 3 of 16	5 of 16
Students in Need of Support	37 Average	4 of 16 or less 2 of 16	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	105 Average	6 of 24 or less 4 of 24	7 of 24
Students in Need of Support	41 Average	6 of 24 or less 3 of 24	
The Number System			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	132 Average	1 of 4 or less 0 of 4	2 of 4
Expressions & Equations			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	120 Average	1 of 4 or less 0 of 4	2 of 4
Ratios & Proportional Relationships			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	131 Average	1 of 4 or less 0 of 4	2 of 4

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	128 Average	1 of 4 or less 0 of 4	2 of 4
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	145 Average	1 of 4 or less 0 of 4	2 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Reading Exam show more than half of the students (164) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 5). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 6).

Table 5

6th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	208	164	34	130
Hispanic	63	55	10	45
Black	60	101	23	78
White	6	5	0	5
No Race	4	3	1	2
Total	**208**	**164**	**34**	**130**
Female	95	68	19	49
Male	113	96	15	81
ELL	61	55	10	45
SPED	25	24	0	24
Econ. Dis.	141	108	26	82
Gifted	33	12	5	7

Table 6

6th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	27 Average	9 of 14 or less 7 of 14	10 of 14
Students in Need of Support	129 Average	9 of 14 or less 4 of 14	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	30 Average	6 of 11 or less 5 of 11	
Students Close or Need of Support	129 Average	6 of 11 or less 3 of 11	7 of 11
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	30 Average	2 of 4 or less 1 of 4	
Students Close or Need of Support	128 Average	2 of 4 or less 0 of 4	3 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Science Exam show almost all students (184), with the exception of 32, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 7). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 8).

Table 7

6th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	216	184	41	143
Hispanic	67	60	12	48
Black	135	112	14	88
White	7	5	2	3
No Race	7	6	3	4
Total	**216**	**184**	**41**	**143**
Female	100	84	21	63
Male	116	100	20	80
ELL	66	59	10	49
SPED	25	24	0	24
Econ. Dis.	141	115	27	88
Gifted	33	17	10	7

Table 8

6th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	38 Average	12 of 20 or less 10 of 20	13 of 20
Students in Need of Support	142 Average	11 of 20 or less 6 of 20	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	37 Average	5 of 11 or less 3 of 11	6 of 11
Students in Need of Support	143 Average	5 of 11 or less 2 of 11	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	35 Average	3 of 9 or less 2 of 9	
Students in Need of Support	140 Average	3 of 9 or less 1 of 9	4 of 9

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Writing Exam show more than half of the students (160) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 9). The Writing Exam was broken down into four reporting categories, and, on average, students performed two to three points below the benchmark (see Table 10).

Table 9

6th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	204	160	90	70
Hispanic	62	53	24	29
Black	134	102	62	40
White	5	4	3	1
No Race	3	1	1	0
Total	**204**	**160**	**90**	**70**
Female	94	67	45	22
Male	110	93	45	48
ELL	60	50	21	29
SPED	25	24	7	17
Econ. Dis.	141	109	66	43
Gifted	33	20	19	1

Table 10

6th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	90 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	70 Average	2 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	90 Average	3 of 6 or less 2 of 6	
Students in Need of Support	70 Average	2 of 6 or less 1 of 6	4 of 6
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	90 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	70 Average	2 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	90 Average	3 of 6 or less 2 of 6	
Students in Need of Support	70 Average	3 of 6 1 of 6	4 of 6

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

Five subject areas were tested on the ACT Aspire. Cloverdale had reportable test results for up to 183 7th grade students. The results from the 7th grade English Exam show more than half of the students (107) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 11). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 12).

Table 11

7th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	177	107	69	38
Hispanic	43	27	17	10
Black	122	72	49	23
White	4	3	2	1
No Race	8	5	1	4
Total	**117**	**107**	**69**	**38**
Female	84	42	29	13
Male	92	64	40	24
ELL	41	27	17	10
SPED	23	23	14	9
Econ. Dis.	11	64	43	21
Gifted	34	4	4	0

Table 12

7th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	87 Average	4 of 10 or less 2 of 10	5 of 10
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	49 Average	2 of 6 or less 1 of 6	3 of 6
Students in Need of Support	33 Average	2 of 6 or less 0 of 6	
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	64 Average	9 of 19 or less 6 of 19	10 of 19
Students in Need of Support	38 Average	6 of 19 or less 4 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Mathematics Exam show almost all students (163), with the exception of 20, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 13). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 14).

Table 13

7th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	183	163	70	93
Hispanic	48	42	19	23
Black	122	108	48	60
White	4	4	1	3
No Race	9	9	2	7
Total	**183**	**163**	**70**	**93**
Female	90	81	47	34
Male	92	81	23	58
ELL	46	43	19	24
SPED	23	23	1	22
Econ. Dis.	113	101	47	54
Gifted	34	21	19	2

Table 14

7th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	69 Average	9 of 28 or less 6 of 28	10 of 28
Students in Need of Support	93 Average	9 of 28 or less 4 of 28	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	57 Average	5 of 18 or less 4 of 18	6 of 18
Students in Need of Support	93 Average	5 of 18 or less 3 of 18	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	52 Average	4 of 16 or less 3 of 16	5 of 16
Students in Need of Support	85 Average	4 of 16 or less 2 of 16	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	63 Average	7 of 26 or less 5 of 26	8 of 26
Students in Need of Support	93 Average	7 of 26 or less 4 of 26	

The Number System			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	146 Average	1 of 4 or less 0 of 4	2 of 4
Expressions & Equations			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	116 Average	1 of 4 or less 0 of 4	2 of 4
Ratios & Proportional Relationships			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	129 Average	1 of 4 or less 0 of 4	2 of 4
Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	130 Average	1 of 4 or less 0 of 4	2 of 4
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	103 Average	1 of 4 or less 0 of 4	2 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Reading Exam show almost all students (151), with the exception of 28, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 16).

Table 15

7th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	176	151	42	109
Hispanic	43	35	6	29
Black	121	106	33	73
White	4	3	0	3
No Race	8	7	3	4
Total	**176**	**151**	**42**	**109**
Female	84	72	21	51
Male	91	78	21	57
ELL	41	35	6	29
SPED	22	22	3	19
Econ. Dis.	111	93	28	65
Gifted	34	22	14	8

Table 16

7th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	31 Average	9 of 16 or less 7 of 16	10 of 16
Students in Need of Support	109 Average	9 of 16 or less 4 of 16	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	33 Average	4 of 7 or less 3 of 7	5 of 7
Students in Need of Support	104 Average	4 of 7 or less 2 of 7	
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	33 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	104 Average	3 of 6 or less 1 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Science Exam show almost all students (165), with the exception of 17, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 17). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 18).

Table 17

7th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	182	165	24	141
Hispanic	48	43	9	34
Black	121	110	14	96
White	4	3	0	3
No Race	9	9	1	8
Total	**182**	**165**	**24**	**141**
Female	91	80	16	64
Male	91	84	8	76
ELL	46	42	8	34
SPED	22	22	0	22
Econ. Dis.	113	100	13	87
Gifted	34	23	9	14

Table 18

7th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	20 Average	12 of 19 or less 10 of 19	13 of 19
Students in Need of Support	140 Average	12 of 19 or less 5 of 19	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	17 Average	3 of 9 or less 2 of 9	4 of 9
Students in Need of Support	133 Average	3 of 9 or less 1 of 9	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	22 Average	6 of 12 or less 4 of 12	8 of 12
Students in Need of Support	140 Average	7 of 12 or less 2 of 12	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Writing Exam show almost all of the students (206), with the exception of 20, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 19). The Writing Exam was broken down into four reporting categories, and, on average, students performed two to three points below the benchmark (see Table 20).

Table 19

7th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	174	146	54	92
Hispanic	43	39	10	29
Black	119	95	40	55
White	4	4	1	3
No Race	8	8	3	5
Total	**174**	**146**	**54**	**92**
Female	84	67	30	37
Male	89	78	24	54
ELL	41	39	9	30
SPED	22	22	2	20
Econ. Dis.	110	89	31	58
Gifted	34	21	14	7

Table 20

7th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	52 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	92 Average	3 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	54 Average	3 of 6 2 of 6	
Students in Need of Support	92 Average	2 of 6 or less 1 of 6	4 of 6
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	52 Average	3 of 6 or less 2 of 6	
Students in Need of Support	92 Average	3 of 6 or less 1 of 6	4 of 6
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	50 Average	3 of 6 or less 2 of 6	
Students in Need of Support	92 Average	3 of 6 or less 1 of 6	4 of 6

For 8th grade, Cloverdale had reportable test results for up to 197 students. The results from the 8th grade English Exam show a more than half of the students (109) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 21). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 22).

Table 21

8th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	191	109	68	41
Hispanic	42	23	12	11
Black	132	77	51	26
White	9	6	3	3
No Race	8	3	2	1
Total	**191**	**109**	**68**	**41**
Female	116	62	38	24
Male	75	47	30	17
ELL	40	23	12	11
SPED	18	16	5	11
Econ. Dis.	107	62	41	21
Gifted	36	8	8	0

Table 22

8th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	52 Average	4 of 10 or less 3 of 10	5 of 10
Students in Need of Support	38 Average	4 of 10 or less 1 of 10	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	61 Average	2 of 5 or less 1 of 5	3 of 5
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	53 Average	10 of 20 or less 9 of 20	11 of 20
Students in Need of Support	41 Average	9 of 20 or less 5 of 20	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Mathematics Exam show almost all of the students (171), with the exception of 26, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 23). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to nine points below the benchmark (see Table 24).

Table 23

8th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	197	171	69	102
Hispanic	46	37	16	21
Black	132	116	46	70
White	9	8	4	4
No Race	10	10	3	7
Total	**197**	**171**	**69**	**102**
Female	117	103	49	54
Male	80	68	20	48
ELL	44	38	17	21
SPED	18	18	2	16
Econ. Dis.	108	96	43	53
Gifted	36	21	16	5

Table 24

8th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	62 Average	14 of 33 or less 12 of 33	15 of 33
Students in Need of Support	102 Average	12 of 33 or less 6 of 33	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	66 Average	6 of 20 or less 4 of 20	8 of 20
Students in Need of Support	99 Average	7 of 20 or less 3 of 20	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	38 Average	5 of 20 or less 4 of 20	6 of 20
Students in Need of Support	98 Average	5 of 20 or less 3 of 20	

Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	61 Average	7 of 21 or less 5 of 21	8 of 21
Students in Need of Support	102 Average	7 of 21 or less 3 of 21	

The Number System			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	124 Average	0 of 2 0 of 2	2 of 2
Expressions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	26 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	99 Average	3 of 6 or less 1 of 6	
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	61 Average	2 of 4 or less 1 of 4	3 of 4
Students in Need of Support	100 Average	2 of 4 or less 0 of 4	
Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	122 Average	2 of 6 or less 1 of 6	3 of 6
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	147 Average	1 of 3 or less 0 of 3	2 of 3

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Reading Exam show more than half of the students (142) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 26).

Table 25

8th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	190	142	66	76
Hispanic	42	28	10	18
Black	131	100	49	51
White	9	6	3	3
No Race	8	8	4	4
Total	**190**	**142**	**66**	**76**
Female	116	83	40	43
Male	74	59	26	33
ELL	40	28	10	18
SPED	18	16	3	13
Econ. Dis.	106	79	39	40
Gifted	36	14	13	1

Table 26

8th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	63 Average	11 of 17 or less 8 of 17	12 of 17
Students in Need of Support	76 Average	9 of 17 or less 4 of 17	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	59 Average	6 of 10 or less 4 of 10	7 of 10
Students in Need of Support	75 Average	6 of 10 or less 2 of 20	
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	103 Average	1 of 4 or less 0 of 4	2 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Science Exam show almost all students (180), with the exception of 15, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 27). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to seven points below the benchmark (see Table 28).

Table 27

8th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	195	180	33	147
Hispanic	46	39	7	32
Black	130	123	23	100
White	9	8	2	6
No Race	10	10	1	9
Total	**195**	**180**	**33**	**147**
Female	117	109	23	86
Male	78	71	10	61
ELL	44	39	7	32
SPED	17	17	2	15
Econ. Dis.	106	99	19	80
Gifted	36	27	10	17

Table 28

8th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	12 of 19 or less 10 of 19	13 of 19
Students in Need of Support	147 Average	12 of 19 or less 5 of 19	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	29 Average	4 of 9 or less 2 of 9	5 of 9
Students in Need of Support	145 Average	4 of 9 or less 1 of 9	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	22 Average	6 of 12 or less 4 of 12	7 of 12
Students in Need of Support	141 Average	6 of 12 or less 2 of 12	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Writing Exam show almost all of the students (175), with the exception of 11, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 29). The Writing Exam was broken down into four reporting categories, and, on average, students performed one to three points below the benchmark (see Table 30).

Table 29

8th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	186	175	71	104
Hispanic	38	35	11	24
Black	131	124	54	70
White	9	9	3	6
No Race	8	7	3	4
Total	**186**	**175**	**71**	**104**
Female	112	104	51	53
Male	40	23	20	3
ELL	36	34	10	24
SPED	18	18	4	14
Econ. Dis.	107	101	39	62
Gifted	36	30	18	12

Table 30

8th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	71 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	104 Average	2 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	71 Average	3 of 6 2 of 6	4 of 6
Students in Need of Support	104 Average	2 of 6 or less 1 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	69 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	104 Average	3 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	67 Average	3 of 6 or less 3 of 6	4 of 6
Students in Need of Support	104 Average	3 of 6 or less 2 of 6	

When considering Cloverdale's average number (127) of 6th grade students who did not meet the readiness benchmark for various tested subjects, roughly 87 have a discipline status for single or multiple infractions. For the average number (146) of 7th grade students not meeting the ACT Aspire readiness benchmark on various tested subjects, roughly 93 have a discipline status for single or multiple infractions. Of the average number (155) of 8th grade students at Cloverdale who did not meet the readiness benchmark in various tested subjects, roughly 100 had a discipline status for either single or multiple infractions (see Figure 1). As well, these 6th grade students who did not meet the ELA or STEM readiness due to scoring Close or Need of Support on the tested subjects and had single or multiple infractions were absent an average of 11.4 days and tardy an average of 8.6 days over the course of the school year. Their 7th grade counterparts were absent an average of 16.4 days and tardy an average of 20.7 days over the 2015-16 school year, and 8th grade students who did not meet the ELA and STEM readiness and had single or multiple discipline infractions were absent an average of 13.4 days and tardy an average of 23.4 days during the 2015-2016 school year (see Figure 2).

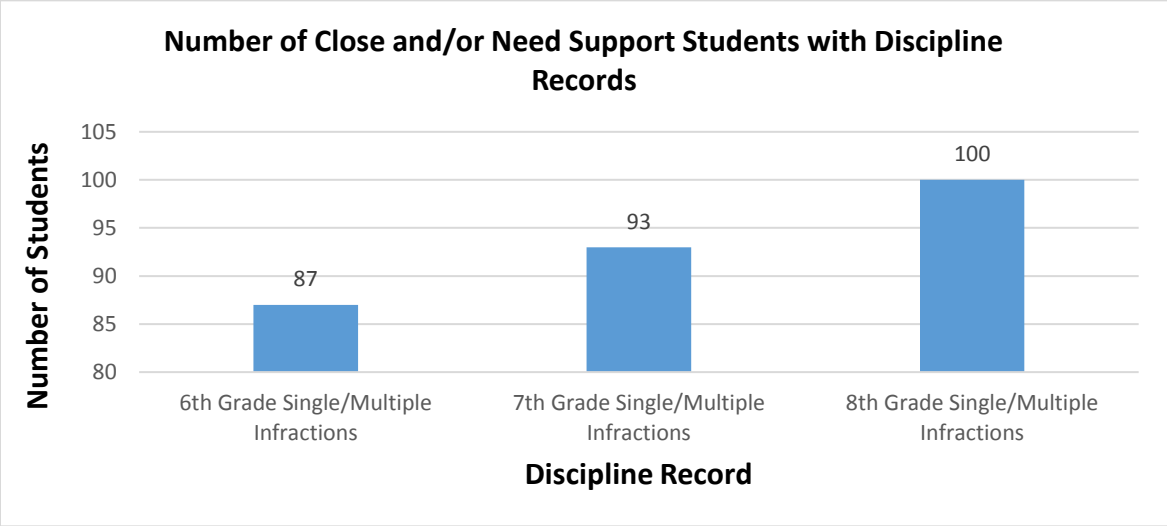

Figure 1. Number of Close and/or Need Support Students with Discipline Records.

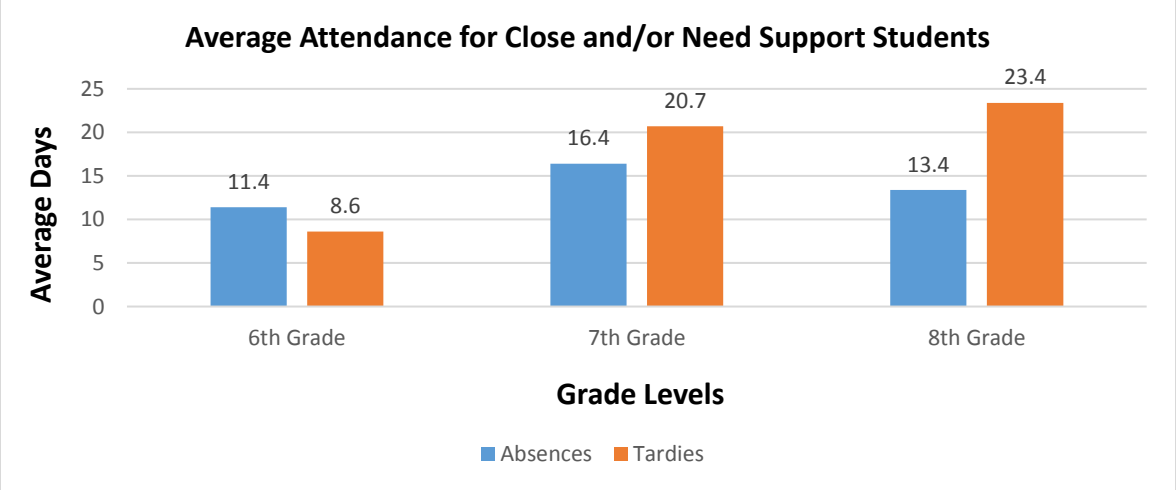

Figure 2. Average Days Absent or Tardy for Close and/or Need Support Students.

Root Cause Analysis

It is clear that a majority of 6th, 7th, and 8th grade students did not successfully demonstrate their skills on various content strands for the five tested subjects. While several of these students had discipline records and multiple absences throughout the school year, there were some students who did not meet readiness and neither had a discipline record nor multiple absences. With this information, questions to ask and identifiable causes for the students' failure to perform are:

Student focused (Contributing)

- Were the students present for instruction daily?
- Did the students have discipline problems that delayed access to instruction?

Teacher focused

- Were the content area teachers present daily?
- Did teachers present instruction in a mode that complemented student learning styles?
- Did teachers create lesson plans that engaged students?
- Do teachers have strong content knowledge?
- Do teachers have high expectations for all students?

School focused

- Is the culture conducive to instruction and learning, i.e. safe environment, respect for differences?
- Is there accountability for all stakeholders?
- Are there quality intervention programs with incentives for struggling students?
- Are there rules in place that undermine equity?

System focused

- Is the curriculum sound, i.e. broad subjects, content strands, no gaps?
- Is quality professional development available to address teacher/leadership deficiencies?
- Are there policies in place (or not in place) that put certain students at a disadvantage?
- Are there policies in place that perpetuate mediocrity or excellence?

Time should be given to discuss these possible root causes, add to or delete from the list upon additional data collection, address the major remaining causes in the form of a plan for change, see what comparable successful schools are doing, revise the plan if needed, implement the plan, and ultimately evaluate the plan noting successes and failures to see improvement in student performance.

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Hall High School ACT Aspire Results Interpretation for Root Causes

While some students at Hall High School successfully demonstrated their skills in the various reporting content areas on the ACT Aspire assessment, many were unsuccessful in their attempts to demonstrate their skills. It is no longer adequate to merely state student academic failure, but necessary to look for reasons that provide explanations for poor performance. Root cause analysis is a mechanism designed to do just that. It forces interested stakeholders to not only acknowledge the students' failed attempts to demonstrate their skills on the assessments, but determine why the students did not demonstrate their skills and how to address the causes in an effort to give those students an opportunity to successfully demonstrate their skills in the future. This report will look at 9th and 10th grade student ACT Aspire test results for the five tested subjects and consider possible causes for the low scores.

Hall had reportable test results for up to 315 9th grade students. The results from the 9th grade English Exam show more than half of the students (231) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 1). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 2).

Table 1

9th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	289	231	80	151
Hispanic	56	50	15	35
Black	198	155	57	98
White	18	11	3	8
No Race	17	15	5	10
Total	**289**	**231**	**80**	**151**
Female	131	95	36	59
Male	158	136	44	92
ELL	58	64	16	38
SPED	33	32	5	27
Econ. Dis.	176	138	41	97
Gifted	28	10	7	3

Table 2

9th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	73 Average	6 of 13 or less 4 of 13	7 of 13
Students in Need of Support	148 Average	6 of 13 or less 3 of 13	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	63 Average	3 of 6 or less 2 of 6	4 of 6
Students Close or Need of Support	141 Average	3 of 6 or less 1 of 6	
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	68 Average	17 of 31 or less 15 of 31	18 of 31
Students in Need of Support	151 Average	16 of 31 or less 10 of 31	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Mathematics Exam show almost all students (306), with the exception of 9, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 3). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed from two to nine points below the benchmark (see Table 4).

Table 3

9th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	315	306	29	277
Hispanic	68	66	5	61
Black	198	194	22	172
White	18	16	2	14
No Race	31	30	0	30
Total	**315**	**306**	**29**	**277**
Female	140	132	14	118
Male	175	174	15	159
ELL	70	68	3	65
SPED	33	33	0	33
Econ. Dis.	176	170	20	150
Gifted	28	24	8	16

Table 4

9th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	27 Average	13 of 32 or less 10 of 32	14 of 32
Students in Need of Support	277 Average	13 of 32 or less 5 of 32	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	22 Average	9 of 21 or less 8 of 21	10 of 21
Students in Need of Support	276 Average	9 of 21 or less 4 of 21	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	21 Average	5 of 20 or less 4 of 20	6 of 20
Students Close or Need of Support	263 Average	5 of 20 or less 2 of 20	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	18 Average	10 of 23 or less 8 of 23	11 of 23
Students Close or Need of Support	276 Average	10 of 23 or less 4 of 23	
Number & Quantity			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close of Need of Support	201 Average	0 of 2 0 of 2	1 of 2
Algebra			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	20 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	274 Average	3 of 5 or less 1 of 5	
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	290 Average	1 of 4 or less 0 of 4	2 of 4

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	282 Average	2 of 5 or less 1 of 5	3 of 5
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	271 Average	2 of 4 or less 1 of 4	3 of 4

The results from the 9th grade Reading Exam show almost all students (262), with the exception of 25, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 5). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 6).

Table 5

9th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	287	262	53	209
Hispanic	56	54	9	45
Black	196	179	38	141
White	18	13	2	11
No Race	17	16	4	12
Total	**287**	**262**	**53**	**209**
Female	131	113	36	77
Male	156	149	17	132
ELL	58	58	9	49
SPED	33	33	1	32
Econ. Dis.	174	157	29	128
Gifted	28	22	13	9

Table 6

9th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	43 Average	10 of 18 or less 8 of 18	11 of 18
Students in Need of Support	209 Average	10 of 18 or less 4 of 18	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	33 Average	4 of 7 or less 3 of 7	
Students in Need of Support	205 Average	4 of 7 or less 1 of 7	5 of 7
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	27 Average	2 of 6 or less 1 of 6	3 of 6
Students in Need of Support	182 Average	2 of 6 or less 0 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Science Exam show almost all students (300), with the exception of 12, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 7). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to seven points below the benchmark (see Table 8).

Table 7

9th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	312	300	39	261
Hispanic	68	66	7	59
Black	195	187	27	160
White	18	16	3	13
No Race	31	31	2	29
Total	**312**	**300**	**39**	**261**
Female	140	133	22	111
Male	172	167	17	150
ELL	70	68	5	63
SPED	33	33	0	33
Econ. Dis.	174	168	28	140
Gifted	28	20	6	14

Table 8

9th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	38 Average	9 of 17 or less 7 of 17	
Students Close or Need of Support	261 Average	9 of 17 or less 3 of 17	10 of 17
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	34 Average	5 of 11 or less 3 of 11	
Students in Need of Support	260 Average	5 of 11 or less 1 of 11	6 of 11
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	27 Average	6 of 12 or less 4 of 12	
Students in Need of Support	259 Average	6 of 12 or less 2 of 12	7 of 12

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Writing Exam show more than half of the students (242) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 9). The Writing Exam was broken down into four reporting categories, and, on average, students performed one to three points below the benchmark (see Table 10).

Table 9

9th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	278	242	83	159
Hispanic	52	44	12	32
Black	193	169	61	108
White	18	13	7	6
No Race	31	16	3	13
Total	**278**	**242**	**83**	**159**
Female	129	103	44	59
Male	149	139	39	100
ELL	53	47	13	34
SPED	31	31	4	27
Econ. Dis.	170	151	55	96
Gifted	28	19	15	4

Table 10

9th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	83 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	159 Average	3 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	33 Average	2 of 6 2 of 6	3 of 6
Students in Need of Support	159 Average	2 of 6 or less 1 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	83 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	159 Average	2 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	242 Average	3 of 6 2 of 6	4 of 6

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

Five subject areas were tested on the ACT Aspire. Hall had reportable test results for up to 258 10th grade students. The results from the 10th grade English Exam show more than half of the students (207) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 11). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to nine points below the benchmark (see Table 12).

Table 11

10th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	250	207	62	145
Hispanic	54	48	7	41
Black	168	137	50	87
White	16	10	5	5
No Race	12	12	0	12
Total	**250**	**207**	**62**	**145**
Female	136	106	38	68
Male	113	100	24	76
ELL	53	48	5	24
SPED	32	30	6	24
Econ. Dis.	142	116	36	80
Gifted	23	12	11	1

Table 12

10th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	6 of 13 or less 4 of 13	7 of 13
Students Close or Need of Support	144 Average	6 of 13 or less 2 of 13	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	40 Average	3 of 6 or less 2 of 6	4 of 6
Students Close or Need of Support	128 Average	3 of 6 or less 1 of 6	
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	52 Average	18 of 31 or less 15 of 31	19 of 31
Students in Need of Support	145 Average	18 of 31 or less 10 of 31	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Mathematics Exam show almost all students (255), with the exception of 3, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 13).

The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to ten points below the benchmark (see Table 14).

Table 13

10th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	258	255	19	236
Hispanic	60	60	5	55
Black	169	167	13	154
White	16	15	1	14
No Race	13	13	0	13
Total	**258**	**255**	**19**	**236**
Female	140	138	10	128
Male	117	116	9	107
ELL	59	59	4	55
SPED	32	31	1	30
Econ. Dis.	144	143	10	133
Gifted	23	20	4	16

Table 14

10th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	19 Average	15 of 32 or less 12 of 32	16 of 32
Students in Need of Support	236 Average	13 of 32 or less 6 of 32	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	12 Average	11 of 21 or less 9 of 21	12 of 21
Students in Need of Support	236 Average	11 of 21 or less 5 of 21	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	14 Average	6 of 20 or less 5 of 20	7 of 20
Students in Need of Support	231 Average	6 of 20 or less 2 of 20	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	13 Average	12 of 23 or less 10 of 23	13 of 23
Students in Need of Support	236 Average	11 of 23 or less 5 of 23	

Number & Quantity			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	123 Average	0 of 2 or less 0 of 2	1 of 2
Algebra			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	12 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	229 Average	3 of 5 or less 1 of 5	
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	231 Average	1 of 4 or less 0 of 4	2 of 4

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	221 Average	2 of 5 or less 1 of 5	3 of 5
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	230 Average	2 of 4 or less 1 of 4	3 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Reading Exam show almost all students (232), with the exception of 17, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to nine points below the benchmark (see Table 16).

Table 15

10th Grade Reading Exam *Demographic and Close/Need Support Performance Level*

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	249	232	24	208
Hispanic	54	51	4	47
Black	167	156	17	139
White	16	13	3	10
No Race	12	12	0	12
Total	**249**	**232**	**24**	**208**
Female	136	126	19	107
Male	112	105	15	100
ELL	53	51	3	48
SPED	32	30	0	30
Econ. Dis.	141	133	15	118
Gifted	23	16	6	10

Table 16

10th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	23 Average	12 of 18 or less 10 of 18	13 of 18
Students in Need of Support	208 Average	10 of 18 or less 4 of 18	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	19 Average	5 of 7 or less 4 of 7	
Students in Need of Support	204 Average	5 of 7 or less 1 of 7	6 of 7
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	23 Average	3 of 6 or less 2 of 6	
Students in Need of Support	205 Average	3 of 6 or less 0 of 6	4 of 6

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Science Exam show almost all students (253), with the exception of 2, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 17). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 18).

Table 17

10th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	255	253	16	237
Hispanic	60	60	3	57
Black	166	165	12	153
White	16	15	1	14
No Race	13	13	0	13
Total	**255**	**253**	**16**	**237**
Female	138	137	9	128
Male	116	115	7	108
ELL	59	59	2	57
SPED	32	31	2	29
Econ. Dis.	142	141	9	132
Gifted	23	21	8	13

Table 18

10th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	14 Average	10 of 17 or less 7 of 17	11 of 17
Students in Need of Support	237 Average	10 of 17 or less 3 of 17	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	13 Average	5 of 11 or less 3 of 11	6 of 11
Students in Need of Support	236 Average	5 of 11 or less 1 of 11	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	9 Average	7 of 12 or less 6 of 12	8 of 12
Students in Need of Support	237 Average	7 of 12 or less 2 of 12	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Writing Exam show more than half of the students (207) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 19). The Writing Exam was broken down into four reporting categories, and, on average, students performed one to three points below the benchmark (see Table 20).

Table 19

10th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	245	207	58	149
Hispanic	52	48	10	38
Black	166	140	44	96
White	16	8	3	5
No Race	11	11	1	10
Total	**245**	**207**	**58**	**149**
Female	133	106	39	67
Male	111	100	19	81
ELL	51	48	10	38
SPED	32	30	3	27
Econ. Dis.	141	116	36	80
Gifted	23	9	7	2

Table 20

10th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	58 Average	3 of 6 3 of 6	4 of 6
Students in Need of Support	149 Average	3 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	21 Average	2 of 6 2 of 6	3 of 6
Students in Need of Support	149 Average	2 of 6 or less 1 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	58 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	149 Average	2 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	57 Average	3 of 6 3 of 6	4 of 6
Students in Need of Support	149 Average	3 of 6 or less 2 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

When considering the average number (296) of 9th grade Hall students who did not meet readiness benchmark for various tested subjects, roughly 161 have a discipline status for single or multiple infractions. For the average number (251) of 10th grade students not meeting the ACT Aspire readiness benchmark on various tested subjects, roughly 131 have a discipline status for single or multiple infractions (see Figure 1). As well, these same 9th grade students were absent an average of 15.2 days and tardy an average of 10.3 days over the course of the school year. Their 10th grade counterparts were absent an average of 13.4 days and tardy an average of 9.6 days over the 2015-16 school year (see Figure 2).

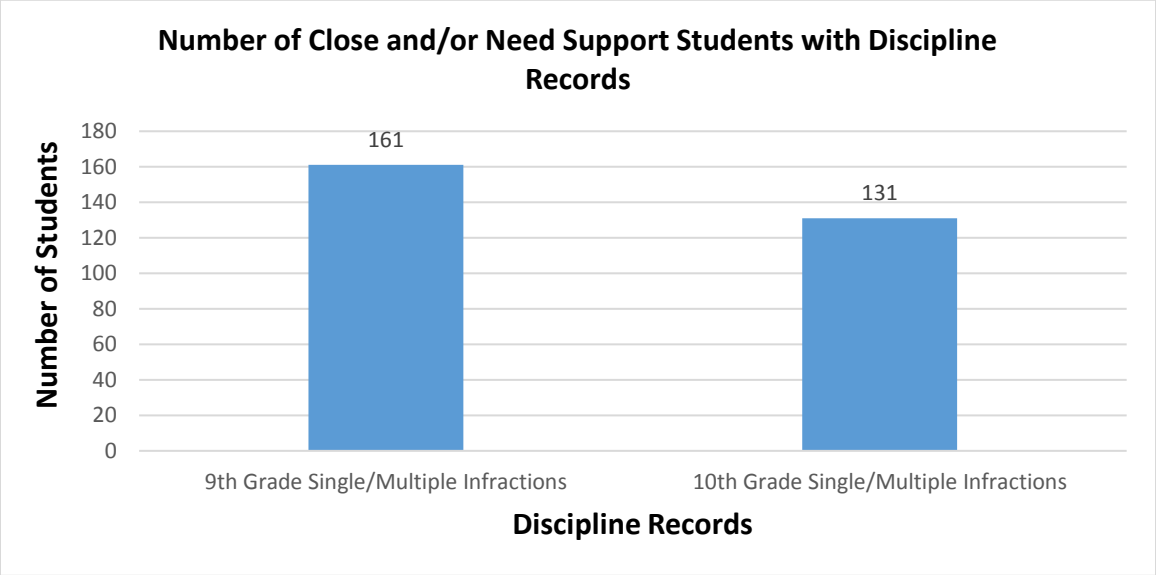

Figure 1. Number of Close and/or Need Support Students with Discipline Records.

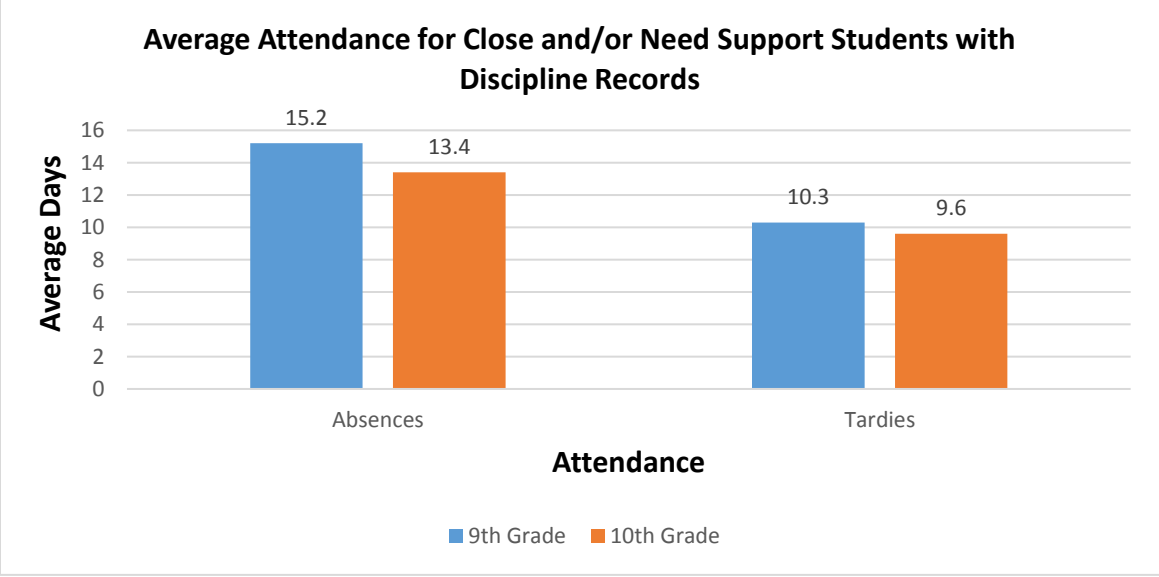

Figure 2. Average Days Absent or Tardy for Close and/or Need Support Students with Discipline Records.

Root Cause Analysis

It is clear that a majority of 9th and 10th grade students did not successfully demonstrate their skills on various content strands for the five tested subjects. While several of these students had discipline records and multiple absences throughout the school year, many of the students did not. With is information, questions to ask and identifiable causes for the students' failure to perform are:

Student focused (Contributing)

- Were the students present for instruction daily?
- Did the students have discipline problems that delayed access to instruction?

Teacher focused

- Were the content area teachers present daily?
- Did teachers present instruction in a mode that complemented student learning styles?
- Did teachers create lesson plans that engaged students?
- Do teachers have strong content knowledge?
- Do teachers have high expectations for all students?

School focused

- Is the culture conducive to instruction and learning, i.e. safe environment, respect for differences?
- Is there accountability for all stakeholders?
- Are there quality intervention programs with incentives for struggling students?
- Are there rules in place that undermine equity?

System focused

- Is the curriculum sound, i.e. broad subjects, content strands, no gaps?
- Is quality professional development available to address teacher/leadership deficiencies?
- Are there policies in place (or not in place) that put certain students at a disadvantage?
- Are there policies in place that perpetuate mediocrity or excellence?

Time should be given to discuss these possible root causes, add to or delete from the list upon additional data collection, address the major remaining causes in the form of a plan for change, see what comparable successful schools are doing, revise the plan if needed, implement the plan, and ultimately evaluate the plan noting successes and failures to see improvement in student performance.

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Henderson Middle School ACT Aspire Results Interpretation for Root Causes

While some students at Henderson Middle School successfully demonstrated their skills in the various reporting content areas on the ACT Aspire assessment, many were unsuccessful in their attempts to demonstrate their skills. It is no longer adequate to merely state student academic failure, but necessary to look for reasons that provide explanations for poor performance. Root cause analysis is a mechanism designed to do just that. It forces interested stakeholders to not only acknowledge the students' failed attempts to demonstrate their skills on the assessments, but determine why the students did not demonstrate their skills and how to address the causes in an effort to give those students an opportunity to successfully demonstrate their skills in the future. This report will look at 6th, 7th, and 8th grade student ACT Aspire test results for the five tested subjects and consider possible causes for the low scores.

Henderson had reportable test results for up to 259 6th grade students. The results from the 6th grade English Exam show more than half of the students (157) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 1). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 2).

Table 1

6th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	258	157	115	42
Hispanic	25	14	9	5
Black	211	132	96	36
White	15	6	5	1
No Race	7	5	5	0
Total	**258**	**157**	**115**	**42**
Female	120	70	54	16
Male	138	87	61	26
ELL	28	15	9	6
SPED	34	28	16	12
Econ. Dis.	160	102	72	30
Gifted	58	11	10	1

Table 2

6th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	79 Average	5 of 12 or less 3 of 12	6 of 12
Students in Need of Support	41 Average	5 of 12 or less 2 of 12	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	128 Average	1 of 3 or less 0 of 3	2 of 3
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	100 Average	9 of 20 or less 7 of 20	10 of 20
Students in Need of Support	42 Average	7 of 20 or less 4 of 20	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Mathematics Exam show more than half of the students (187) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 3). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed from two to eight points below the benchmark (see Table 4).

Table 3

6th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	259	187	136	51
Hispanic	25	10	7	3
Black	211	166	125	41
White	15	6	4	2
No Race	8	5	0	5
Total	**259**	**187**	**136**	**51**
Female	120	87	72	15
Male	139	100	64	36
ELL	28	11	7	4
SPED	34	30	15	15
Econ. Dis.	160	126	87	39
Gifted	58	27	22	5

Table 4

6th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	132 Average	10 of 28 or less 5 of 28	11 of 28
Students in Need of Support	51 Average	7 of 28 or less 3 of 28	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	102 Average	5 of 18 or less 3 of 18	6 of 18
Students in Need of Support	51 Average	5 of 18 or less 2 of 18	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	106 Average	4 of 16 or less 3 of 16	5 of 16
Students in Need of Support	50 Average	4 of 16 or less 1 of 16	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	123 Average	6 of 24 or less 5 of 24	7 of 24
Students in Need of Support	51 Average	5 of 24 or less 4 of 24	
The Number System			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	166 Average	1 of 4 or less 0 of 4	2 of 4
Expressions & Equations			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	80 Average	1 of 4 or less 0 of 4	2 of 4
Students in Need of Support	43 Average	0 of 4 0 of 4	
Ratios & Proportional Relationships			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	151 Average	1 of 4 or less 0 of 4	2 of 4

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	134 Average	1 of 4 or less 0 of 4	2 of 4
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	156 Average	1 of 4 or less 0 of 4	2 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Reading Exam show almost all students (212), with the exception of 47, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 5). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to five points below the benchmark (see Table 6).

Table 5

6th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	259	212	54	158
Hispanic	25	18	4	14
Black	211	180	44	136
White	15	8	3	5
No Race	8	6	3	3
Total	**259**	**212**	**54**	**158**
Female	120	94	27	67
Male	139	118	27	91
ELL	28	20	5	15
SPED	34	32	2	30
Econ. Dis.	160	133	32	101
Gifted	58	33	18	15

Table 6

6th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	42 Average	9 of 14 or less 8 of 14	10 of 14
Students in Need of Support	156 Average	9 of 14 or less 4 of 14	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	50 Average	6 of 11 or less 4 of 11	
Students Close or Need of Support	157 Average	6 of 11 or less 3 of 11	7 of 11
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	42 Average	2 of 4 or less 1 of 4	
Students Close or Need of Support	152 Average	2 of 4 or less 0 of 4	3 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Science Exam show almost all students (214), with the exception of 45, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 7). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to seven points below the benchmark (see Table 8).

Table 7

6th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	259	214	51	163
Hispanic	25	16	5	11
Black	211	184	40	144
White	15	8	5	3
No Race	8	6	1	5
Total	**259**	**214**	**51**	**163**
Female	120	100	27	73
Male	139	114	24	90
ELL	28	19	7	12
SPED	34	32	3	29
Econ. Dis.	160	137	33	104
Gifted	58	32	19	13

Table 8

6th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	42 Average	12 of 20 or less 9 of 20	13 of 20
Students in Need of Support	163 Average	12 of 20 or less 6 of 20	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	5 of 11 or less 3 of 11	6 of 11
Students in Need of Support	162 Average	5 of 11 or less 1 of 11	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	201 Average	3 of 9 or less 1 of 9	4 of 9

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 6th grade Writing Exam show more than half of the students (196) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 9). The Writing Exam was broken down into four reporting categories, and, on average, students performed two to three points below the benchmark (see Table 10).

Table 9

6th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	252	196	132	64
Hispanic	25	18	6	12
Black	207	165	117	48
White	14	9	8	1
No Race	6	4	1	3
Total	**252**	**196**	**132**	**64**
Female	117	82	64	18
Male	135	114	68	46
ELL	28	21	8	13
SPED	30	27	7	20
Econ. Dis.	155	133	92	41
Gifted	58	30	28	2

Table 10

6th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	132 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	64 Average	2 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	132 Average	3 of 6 or less 2 of 6	
Students in Need of Support	64 Average	2 of 6 or less 1 of 6	4 of 6
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	132 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	64 Average	2 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	195 Average	3 of 6 2 of 6	4 of 6

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

Five subject areas were tested on the ACT Aspire. Henderson had reportable test results for up to 233 7th grade students. The results from the 7th grade English Exam show a little less than half of the students (110) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 11). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 12).

Table 11

7th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	227	110	86	24
Hispanic	17	9	7	2
Black	175	85	68	17
White	16	7	5	2
No Race	19	9	6	3
Total	**227**	**110**	**86**	**24**
Female	112	44	33	11
Male	115	66	53	13
ELL	17	8	7	1
SPED	35	31	24	7
Econ. Dis.	142	70	55	15
Gifted	42	7	6	1

Table 12

7th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	93 Average	4 of 10 or less 2 of 10	5 of 10
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	79 Average	2 of 6 or less 1 of 6	3 of 6
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	83 Average	9 of 19 or less 7 of 19	10 of 19
Students in Need of Support	24 Average	6 of 19 or less 4 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Mathematics Exam show more than half of the students (195) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 13). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 14).

Table 13

7th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	230	195	82	113
Hispanic	19	12	2	10
Black	175	154	65	89
White	16	13	8	5
No Race	20	16	7	9
Total	**230**	**195**	**82**	**113**
Female	112	93	43	50
Male	118	102	39	63
ELL	19	12	2	10
SPED	35	33	7	26
Econ. Dis.	141	121	51	70
Gifted	43	25	16	9

Table 14

7th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	82 Average	9 of 28 or less 5 of 28	10 of 28
Students in Need of Support	113 Average	9 of 28 or less 4 of 28	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	72 Average	5 of 18 or less 4 of 18	6 of 18
Students in Need of Support	113 Average	7 of 18 or less 2 of 18	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	67 Average	4 of 16 or less 3 of 16	5 of 16
Students in Need of Support	108 Average	5 of 16 or less 2 of 16	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	71 Average	7 of 26 or less 5 of 26	8 of 26
Students in Need of Support	113 Average	9 of 26 or less 4 of 26	

The Number System			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	161 Average	1 of 4 or less 0 of 4	2 of 4
Expressions & Equations			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	130 Average	1 of 4 or less 0 of 4	2 of 4
Ratios & Proportional Relationships			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	154 Average	1 of 4 or less 0 of 4	2 of 4
Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	150 Average	1 of 4 or less 0 of 4	2 of 4
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	114 Average	2 of 4 or less 1 of 4	3 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Reading Exam show almost all students (178), with the exception of 45, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to six points below the benchmark (see Table 16).

Table 15

7th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	223	178	56	122
Hispanic	17	12	6	6
Black	174	142	42	100
White	15	11	3	9
No Race	17	13	5	7
Total	**223**	**178**	**56**	**122**
Female	107	84	32	52
Male	116	94	24	70
ELL	17	13	7	5
SPED	35	34	4	30
Econ. Dis.	140	114	30	84
Gifted	43	29	16	13

Table 16

7th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	9 of 16 or less 7 of 16	10 of 16
Students in Need of Support	122 Average	9 of 16 or less 4 of 16	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	45 Average	4 of 7 or less 3 of 7	5 of 7
Students in Need of Support	119 Average	4 of 7 or less 2 of 7	
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	32 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	118 Average	3 of 6 or less 1 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Science Exam show almost all students (206), with the exception of 27, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 17). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 18).

Table 17

7th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	233	206	44	162
Hispanic	19	16	4	12
Black	176	155	28	127
White	17	15	5	10
No Race	21	20	7	13
Total	**233**	**206**	**44**	**162**
Female	115	100	25	75
Male	118	106	19	87
ELL	19	15	4	11
SPED	35	25	1	24
Econ. Dis.	143	125	25	100
Gifted	43	29	13	16

Table 18

7th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	30 Average	12 of 19 or less 11 of 19	13 of 19
Students in Need of Support	159 Average	12 of 19 or less 6 of 19	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	35 Average	3 of 9 or less 2 of 9	4 of 9
Students in Need of Support	155 Average	3 of 9 or less 1 of 9	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	40 Average	6 of 12 or less 4 of 12	8 of 12
Students in Need of Support	161 Average	6 of 12 or less 1 of 12	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 7th grade Writing Exam show almost all of the students (206), with the exception of 20, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 19). The Writing Exam was broken down into four reporting categories, and, on average, students performed two to three points below the benchmark (see Table 20).

Table 19

7th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	226	206	93	113
Hispanic	17	15	5	10
Black	174	161	74	87
White	17	14	8	6
No Race	18	16	6	10
Total	**226**	**206**	**93**	**113**
Female	111	94	48	46
Male	115	112	45	67
ELL	17	15	6	9
SPED	34	34	6	28
Econ. Dis.	141	130	60	70

Table 20

7th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	92 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	113 Average	3 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	92 Average	3 of 6 or less 2 of 6	
Students in Need of Support	113 Average	2 of 6 or less 1 of 6	4 of 6
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	93 Average	3 of 6 or less 2 of 6	
Students in Need of Support	113 Average	2 of 6 or less 1 of 6	4 of 6
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	194 Average	3 of 6 or less 2 of 6	4 of 6

For 8th grade, Henderson had reportable test results for up to 267 students. The results from the 8th grade English Exam show a little more than half of the students (140) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 21). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 22).

Table 21

8th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	264	140	79	61
Hispanic	35	21	11	10
Black	197	106	59	47
White	16	5	5	0
No Race	16	8	4	4
Total	**264**	**140**	**79**	**61**
Female	132	58	33	25
Male	132	82	46	36
ELL	30	18	10	8
SPED	37	34	14	20
Econ. Dis.	164	86	48	38
Gifted	43	4	3	1

Table 22

8th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	63 Average	4 of 10 or less 3 of 10	5 of 10
Students in Need of Support	59 Average	4 of 10 or less 2 of 10	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	87 Average	2 of 5 or less 1 of 5	3 of 5
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	58 Average	10 of 20 or less 8 of 20	11 of 20
Students in Need of Support	61 Average	9 of 20 or less 5 of 20	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Mathematics Exam show almost all of the students (239), with the exception of 27, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 23). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to nine points below the benchmark (see Table 24).

Table 23

8th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	266	239	69	170
Hispanic	37	32	10	22
Black	197	182	51	131
White	16	12	5	7
No Race	16	13	3	10
Total	**266**	**239**	**69**	**170**
Female	133	118	36	82
Male	133	121	33	88
ELL	32	28	9	19
SPED	37	37	5	32
Econ. Dis.	165	148	47	101
Gifted	43	31	20	11

Table 24

8th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	64 Average	14 of 33 or less 11 of 33	15 of 33
Students in Need of Support	170 Average	13 of 33 or less 6 of 33	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	60 Average	7 of 20 or less 4 of 20	8 of 20
Students in Need of Support	170 Average	7 of 20 or less 3 of 20	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	48 Average	5 of 20 or less 4 of 20	6 of 20
Students in Need of Support	159 Average	5 of 20 or less 2 of 20	

Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	59 Average	7 of 21 or less 5 of 21	8 of 21
Students in Need of Support	170 Average	7 of 21 or less 3 of 21	

The Number System			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	0 of 2 0 of 2	2 of 2
Students in Need of Support	120 Average	1 of 2 or less 0 of 2	
Expressions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	40 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	154 Average	3 of 6 or less 1 of 6	
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	56 Average	2 of 4 or less 1 of 4	3 of 4
Students in Need of Support	167 Average	2 of 4 or less 0 of 4	
Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	181 Average	2 of 6 or less 1 of 6	3 of 6
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	206 Average	1 of 3 or less 0 of 3	2 of 3

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Reading Exam show more than half of the students (187) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 26).

Table 25

8th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	254	187	75	112
Hispanic	33	18	5	13
Black	191	150	61	89
White	15	4	2	2
No Race	15	15	7	8
Total	**254**	**187**	**75**	**112**
Female	126	89	44	45
Male	128	98	31	67
ELL	28	16	3	13
SPED	33	30	3	27
Econ. Dis.	158	113	42	71
Gifted	43	16	11	5

Table 26

8th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	72 Average	11 of 17 or less 9 of 17	12 of 17
Students in Need of Support	112 Average	9 of 17 or less 4 of 17	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	53 Average	6 of 10 or less 5 of 10	7 of 10
Students in Need of Support	112 Average	6 of 10 or less 2 of 20	
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	156 Average	1 of 4 or less 0 of 4	2 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Science Exam show almost all students (242), with the exception of 25, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 27). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 28).

Table 27

8th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	267	242	47	195
Hispanic	37	30	5	25
Black	197	187	35	152
White	16	11	3	8
No Race	17	14	4	10
Total	**267**	**242**	**47**	**195**
Female	134	119	30	89
Male	133	123	17	106
ELL	32	25	4	21
SPED	37	37	2	35
Econ. Dis.	165	149	25	124
Gifted	43	31	18	13

Table 28

8th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	40 Average	12 of 19 or less 10 of 19	
Students in Need of Support	195 Average	12 of 19 or less 6 of 19	13 of 19
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	33 Average	4 of 9 or less 3 of 9	
Students in Need of Support	192 Average	4 of 9 or less 1 of 9	5 of 9
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	37 Average	6 of 12 or less 4 of 12	
Students in Need of Support	191 Average	6 of 12 or less 2 of 12	7 of 12

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 8th grade Writing Exam show almost all of the students (251), with the exception of 10, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 29). The Writing Exam was broken down into four reporting categories, and, on average, students performed one to three points below the benchmark (see Table 30).

Table 29

8th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	261	251	116	135
Hispanic	35	33	9	24
Black	194	187	92	95
White	16	16	8	8
No Race	16	15	7	8
Total	**261**	**251**	**116**	**135**
Female	131	125	50	75
Male	130	126	41	85
ELL	30	29	7	22
SPED	34	34	7	27
Econ. Dis.	162	154	71	83

Table 30

8th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	115 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	135 Average	2 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	116 Average	3 of 6 2 of 6	4 of 6
Students in Need of Support	135 Average	2 of 6 or less 1 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	116 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	135 Average	2 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	91 Average	3 of 6 or less 3 of 6	4 of 6
Students in Need of Support	135 Average	3 of 6 or less 2 of 6	

When considering Henderson's average number (193) of 6th grade students who did not meet the readiness benchmark for various tested subjects, roughly 119 have a discipline status for single or multiple infractions. For the average number (179) of 7th grade students not meeting the ACT Aspire readiness benchmark on various tested subjects, roughly 129 have a discipline status for single or multiple infractions. Of the average number (211) of 8th grade students at Henderson who did not meet the readiness benchmark in various tested subjects, roughly 128 had a discipline status for either single or multiple infractions (see Figure 1). As well, these 6th grade students who did not meet the ELA or STEM readiness due to scoring Close or Need of Support on the tested subjects and had single or multiple infractions were absent an average of 17.8 days and tardy an average of 19.4 days over the course of the school year. Their 7th grade counterparts were absent an average of 19.4 days and tardy an average of 16.7 days over the 2015-16 school year, and 8th grade students who did not meet the ELA and STEM readiness and had single or multiple discipline infractions were absent an average of 22.1 days and tardy an average of 16.9 days during the 2015-2016 school year (see Figure 2).

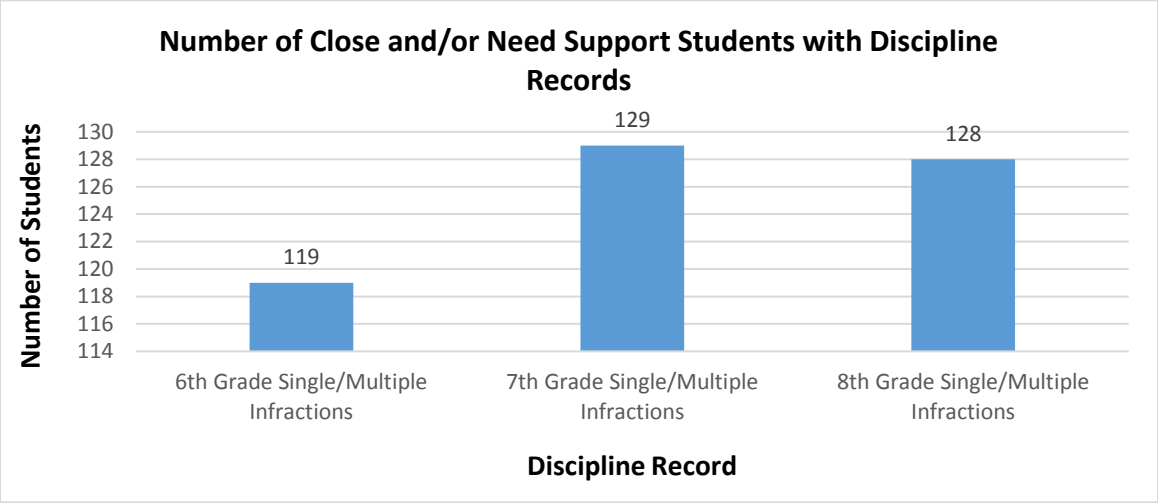

Figure 1. Number of Close and/or Need Support Students with Discipline Records.

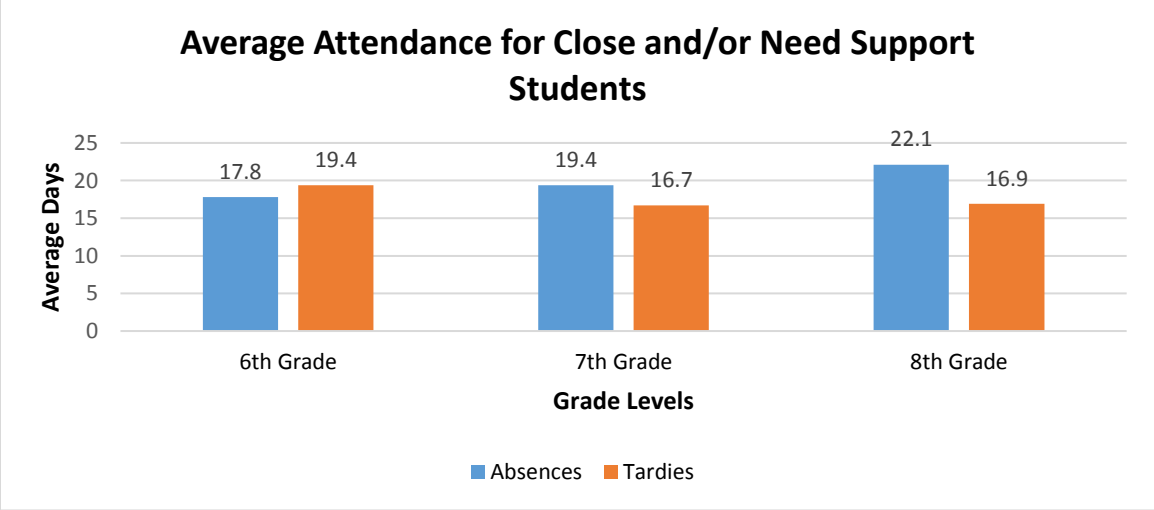

Figure 2. Average Days Absent or Tardy for Close and/or Need Support Students.

Root Cause Analysis

It is clear that a majority of 6th, 7th, and 8th grade students did not successfully demonstrate their skills on various content strands for the five tested subjects. While several of these students had discipline records and multiple absences throughout the school year, there were many students who did not meet readiness and neither had a discipline record nor multiple absences. With this information, questions to ask and identifiable causes for the students' failure to perform are:

Student focused (Contributing)

- Were the students present for instruction daily?
- Did the students have discipline problems that delayed access to instruction?

Teacher focused

- Were the content area teachers present daily?
- Did teachers present instruction in a mode that complemented student learning styles?
- Did teachers create lesson plans that engaged students?
- Do teachers have strong content knowledge?
- Do teachers have high expectations for all students?

School focused

- Is the culture conducive to instruction and learning, i.e. safe environment, respect for differences?
- Is there accountability for all stakeholders?
- Are there quality intervention programs with incentives for struggling students?
- Are there rules in place that undermine equity?

System focused

- Is the curriculum sound, i.e. broad subjects, content strands, no gaps?
- Is quality professional development available to address teacher/leadership deficiencies?
- Are there policies in place (or not in place) that put certain students at a disadvantage?
- Are there policies in place that perpetuate mediocrity or excellence?

Time should be given to discuss these possible root causes, add to or delete from the list upon additional data collection, address the major remaining causes in the form of a plan for change, see what comparable successful schools are doing, revise the plan if needed, implement the plan, and ultimately evaluate the plan noting successes and failures to see improvement in student performance.

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J.A. Fair High School ACT Aspire Results Interpretation for Root Causes

While some students at J.A. Fair High School successfully demonstrated their skills in the various reporting content areas on the ACT Aspire assessment, many were unsuccessful in their attempts to demonstrate their skills. It is no longer adequate to merely state student academic failure, but necessary to look for reasons that provide explanations for poor performance. Root cause analysis is a mechanism designed to do just that. It forces interested stakeholders to not only acknowledge the students' failed attempts to demonstrate their skills on the assessments, but determine why the students did not demonstrate their skills and how to address the causes in an effort to give those students an opportunity to successfully demonstrate their skills in the future. This report will look at 9th and 10th grade student ACT Aspire test results for the five tested subjects and consider possible causes for the low scores.

J.A. Fair had reportable test results for up to 246 9th grade students. The results from the 9th grade English Exam show more than half of the students (171) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 1). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to three points below the benchmark (see Table 2).

Table 1

9th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	246	171	67	104
Hispanic	24	12	4	8
Black	200	143	59	84
White	12	7	0	7
No Race	10	9	4	5
Total	**246**	**171**	**67**	**104**
Female	120	78	43	35
Male	126	93	24	69
ELL	16	12	3	9
SPED	36	35	1	34
Econ. Dis.	163	121	51	70
Gifted	40	9	7	2

Table 2

9th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	162 Average	6 of 13 or less 4 of 13	7 of 13
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	151 Average	3 of 6 or less 2 of 6	4 of 6
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	51 Average	17 of 31 or less 15 of 31	18 of 31
Students in Need of Support	104 Average	16 of 31 or less 15 of 31	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Mathematics Exam show almost all students (233), with the exception of 13, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 3). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed from one to seven points below the benchmark (see Table 4).

Table 3

9th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	246	233	42	191
Hispanic	24	22	8	14
Black	200	188	32	156
White	12	11	1	10
No Race	10	12	1	11
Total	**246**	**233**	**42**	**191**
Female	120	114	21	93
Male	126	119	21	98
ELL	16	16	4	12
SPED	36	35	0	35
Econ. Dis.	163	156	30	126
Gifted	40	33	9	24

Table 4

9th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	231 Average	13 of 32 or less 7 of 32	14 of 32
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	221 Average	9 of 21 or less 5 of 21	10 of 21
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	199 Average	5 of 20 or less 3 of 20	6 of 20
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	229 Average	10 of 23 or less 6 of 23	11 of 23
Number & Quantity			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close of Need of Support	122 Average	0 of 2 0 of 2	1 of 2
Algebra			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close of Need of Support	224 Average	3 of 5 or less 1 of 5	4 of 5
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	210 Average	1 of 4 or less 0 of 4	2 of 4
Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	198 Average	2 of 5 or less 1 of 5	3 of 5
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	214 Average	2 of 4 or less 1 of 4	3 of 4

The results from the 9th grade Reading Exam show almost all students (214), with the exception of 32, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 5). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to five points below the benchmark (see Table 6).

Table 5

9th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	246	214	61	153
Hispanic	24	19	6	13
Black	200	174	49	125
White	12	9	1	8
No Race	12	12	5	7
Total	**246**	**214**	**61**	**153**
Female	120	98	34	64
Male	126	116	27	89
ELL	16	16	4	12
SPED	36	35	1	34
Econ. Dis.	163	142	39	103
Gifted	40	26	14	12

Table 6

9th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	51 Average	10 of 18 or less 6 of 18	11 of 18
Students in Need of Support	153 Average	9 of 18 or less 6 of 18	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	198 Average	4 of 7 or less 2 of 7	5 of 7
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	160 Average	2 of 6 or less 1 of 6	3 of 6

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Science Exam show almost all students (237), with the exception of 8, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 7). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed four to six points below the benchmark (see Table 8).

Table 7

9th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	245	237	50	187
Hispanic	24	22	6	16
Black	199	193	41	152
White	12	12	0	12
No Race	10	10	3	7
Total	**245**	**237**	**50**	**187**
Female	120	116	29	87
Male	125	121	21	100
ELL	16	16	2	14
SPED	36	36	1	35
Econ. Dis.	162	156	34	122
Gifted	40	37	20	17

Table 8

9th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	234 Average	9 of 17 or less 4 of 17	10 of 17
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	236 Average	5 of 11 or less 2 of 11	6 of 11
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	223 Average	6 of 12 or less 3 of 12	7 of 12

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Writing Exam show more than half of the students (196) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 9). The Writing Exam

was broken down into four reporting categories, and, on average, students performed one to two points below the benchmark (see Table 10).

Table 9

9th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	243	196	93	103
Hispanic	24	19	14	5
Black	197	157	72	85
White	12	11	5	6
No Race	10	9	2	7
Total	**243**	**196**	**93**	**103**
Female	120	87	51	36
Male	123	109	42	67
ELL	16	10	4	6
SPED	35	27	5	22
Econ. Dis.	161	132	71	61
Gifted	40	22	19	3

Table 10

9th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	196 Average	3 of 6 or less 2 of 6	4 of 6
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	93 Average	2 of 6 or less 2 of 6	3 of 6
Students in Need of Support	103 Average	2 of 6 or less 2 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	196 Average	3 of 6 or less 2 of 6	4 of 6
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	93 Average	3 of 6 3 of 6	4 of 6
Students in Need of Support	103 Average	3 of 6 or less 2 of 6	

Five subject areas were tested on the ACT Aspire. J.A. Fair had reportable test results for up to 235 10th grade students. The results from the 10th grade English Exam show more than half of the students (167) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 11). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to four points below the benchmark (see Table 12).

Table 11

10th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	235	167	63	104
Hispanic	17	10	6	4
Black	200	149	56	93
White	6	2	0	2
No Race	12	6	1	5
Total	**235**	**167**	**63**	**104**
Female	118	80	42	38
Male	117	87	21	66
ELL	10	8	4	4
SPED	27	27	4	23
Econ. Dis.	128	94	36	58
Gifted	36	5	3	2

Table 12

10th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	155 Average	6 of 13 or less 4 of 13	7 of 13
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	133 Average	3 of 6 or less 2 of 6	4 of 6
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	157 Average	18 of 31 or less 15 of 31	19 of 31
Students in Need of Support	104 Average	16 of 31 or less 15 of 31	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Mathematics Exam show almost all students (226), with the exception of 9, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 13). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to nine points below the benchmark (see Table 14).

Table 13

10th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	235	226	23	203
Hispanic	17	15	2	13
Black	200	193	17	176
White	6	6	2	4
No Race	12	12	2	10
Total	**235**	**226**	**23**	**203**
Female	118	115	14	101
Male	117	111	9	102
ELL	10	10	0	10
SPED	27	27	0	27
Econ. Dis.	128	123	8	115
Gifted	36	28	9	19

Table 14

10th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	21 Average	15 of 32 or less 8 of 32	16 of 32
Students in Need of Support	203 Average	12 of 32 or less 7 of 32	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	223 Average	11 of 21 or less 6 of 21	12 of 21
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	216 Average	6 of 20 or less 3 of 20	7 of 20
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	223 Average	12 of 23 or less 6 of 23	13 of 23

Number & Quantity			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	95 Average	0 of 2 or less 0 of 2	1 of 2
Algebra			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	212 Average	3 of 5 or less 1 of 5	4 of 5
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	194 Average	1 of 4 or less 0 of 4	2 of 4
Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	197 Average	2 of 5 or less 1 of 5	3 of 5
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	190 Average	2 of 4 or less 1 of 4	3 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Reading Exam show almost all students (204), with the exception of 29, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to seven points below the benchmark (see Table 16).

Table 15

10th Grade Reading Exam *Demographic and Close/Need Support Performance Level*

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	233	204	40	164
Hispanic	17	13	2	11
Black	198	177	33	144
White	6	5	3	2
No Race	12	9	2	7
Total	**233**	**204**	**40**	**164**
Female	118	102	27	75
Male	115	102	13	89
ELL	10	10	0	10
SPED	27	27	0	27
Econ. Dis.	127	114	18	96
Gifted	36	21	15	6

Table 16

10th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	36 Average	12 of 18 or less 6 of 18	13 of 18
Students in Need of Support	164 Average	10 of 18 or less 6 of 18	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	189 Average	5 of 7 or less 2 of 7	6 of 7
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	185 Average	3 of 6 or less 1 of 6	4 of 6

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Science Exam show almost all students (225), with the exception of 10, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 17). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to seven points below the benchmark (see Table 18).

Table 17

10th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	235	225	28	197
Hispanic	17	16	2	14
Black	200	191	23	168
White	6	6	2	4
No Race	12	12	1	11
Total	**235**	**225**	**28**	**197**
Female	118	111	14	97
Male	117	114	14	100
ELL	10	10	0	10
SPED	27	27	0	27
Econ. Dis.	128	121	14	107
Gifted	36	27	13	14

Table 18

10th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	10 of 17 or less 4 of 17	11 of 17
Students in Need of Support	197 Average	9 of 17 or less 4 of 17	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	220 Average	5 of 11 or less 2 of 11	6 of 11
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	220 Average	7 of 12 or less 3 of 12	8 of 12

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Writing Exam show more than half of the students (169) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 19). The Writing Exam was broken down into four reporting categories, and, on average, students performed one to two points below the benchmark (see Table 20).

Table 19

10th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	234	169	76	93
Hispanic	17	13	5	7
Black	199	141	66	75
White	6	4	1	3
No Race	12	11	4	8
Total	**234**	**169**	**76**	**93**
Female	118	75	37	38
Male	116	94	39	55
ELL	10	10	4	6
SPED	27	27	6	21
Econ. Dis.	127	95	47	48
Gifted	36	13	10	3

Table 20

10th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	169 Average	3 of 6 or less 2 of 6	4 of 6
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	24 Average	2 of 6 2 of 6	3 of 6
Students in Need of Support	93 Average	2 of 6 or less 2 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	76 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	93 Average	2 of 6 or less 2 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	169 Average	3 of 6 or less 2 of 6	4 of 6

When considering the average number (210) of 9th grade J.A. Fair students who did not meet readiness benchmark for various tested subjects, 97 have a discipline status for single or multiple infractions. For the average number (198) of 10th grade students not meeting the ACT Aspire readiness benchmark on various tested subjects, 113 have a discipline status for single or multiple infractions (see Figure 1). As well, these same 9th grade students were absent an average of 13.61 days and tardy an average of 7.69 days over the course of the school year. Their 10th grade counterparts were absent an average of 13.78 days and tardy an average of 12.62 days over the 2015-16 school year (see Figure 2).

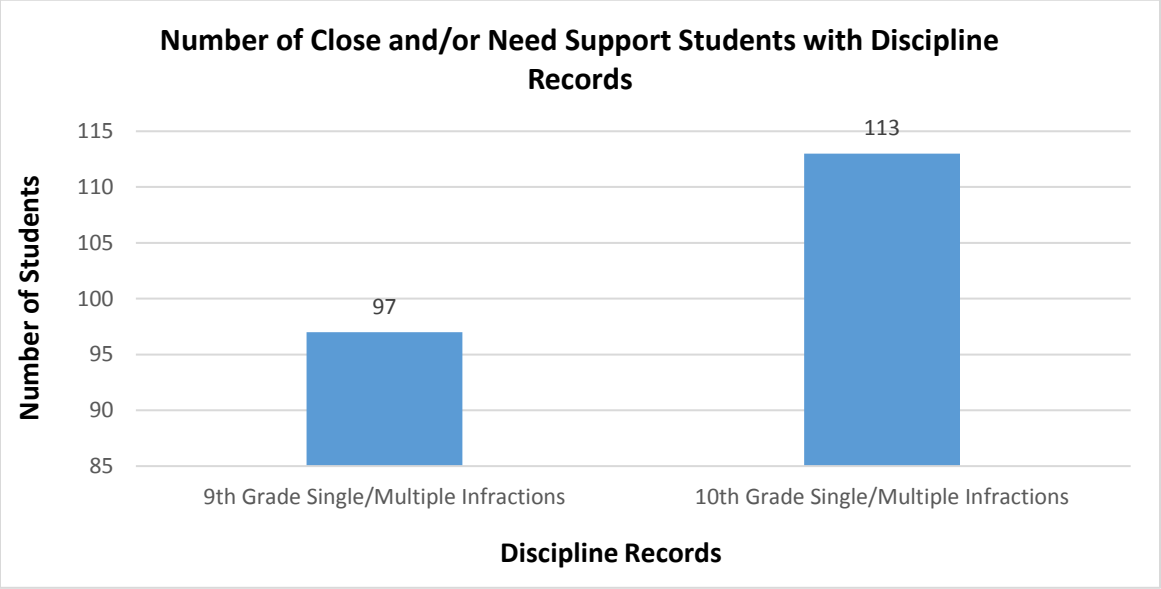

Figure 1. Number of Close and/or Need Support Students with Discipline Records.

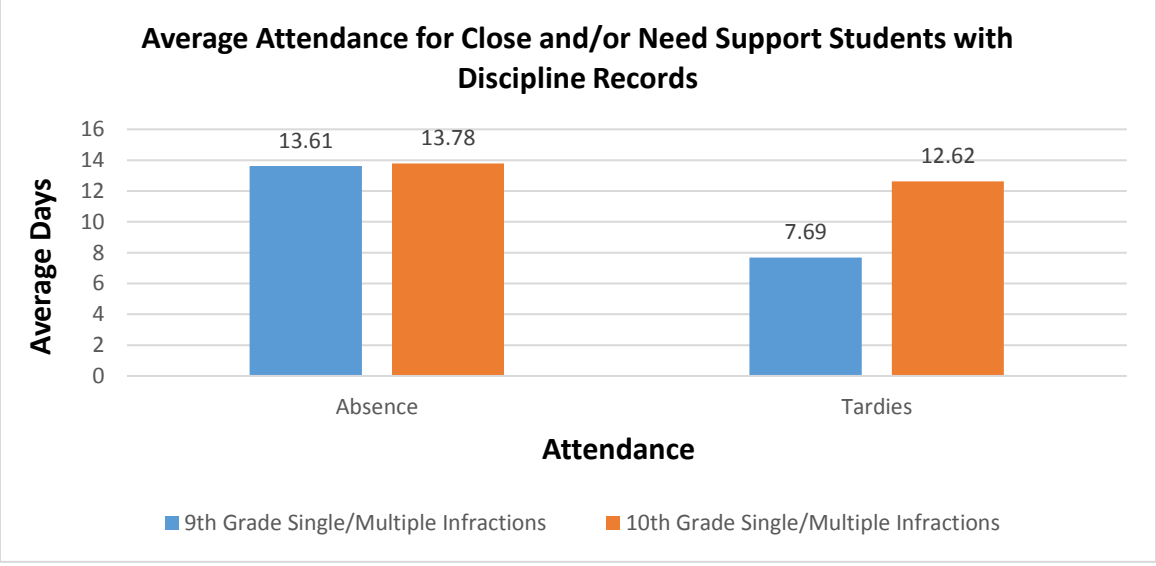

Figure 2. Average Days Absent or Tardy for Close and/or Need Support Students with Discipline Records.

Root Cause Analysis

It is clear that a majority of 9th and 10th grade students did not successfully demonstrate their skills on various content strands for the five tested subjects. While several of these students had discipline records and multiple absences throughout the school year, many of the students did not. With is information, questions to ask and identifiable causes for the students' failure to perform are:

Student focused (Contributing)

- Were the students present for instruction daily?
- Did the students have discipline problems that delayed access to instruction?

Teacher focused

- Were the content area teachers present daily?
- Did teachers present instruction in a mode that complemented student learning styles?
- Did teachers create lesson plans that engaged students?
- Do teachers have strong content knowledge?
- Do teachers have high expectations for all students?

School focused

- Is the culture conducive to instruction and learning, i.e. safe environment, respect for differences?
- Is there accountability for all stakeholders?
- Are there quality intervention programs with incentives for struggling students?
- Are there rules in place that undermine equity?

System focused

- Is the curriculum sound, i.e. broad subjects, content strands, no gaps?
- Is quality professional development available to address teacher/leadership deficiencies?
- Are there policies in place (or not in place) that put certain students at a disadvantage?
- Are there policies in place that perpetuate mediocrity or excellence?

Time should be given to discuss these possible root causes, add to or delete from the list upon additional data collection, address the major remaining causes in the form of a plan for change, see what comparable successful schools are doing, revise the plan if needed, implement the plan, and ultimately evaluate the plan noting successes and failures to see improvement in student performance.

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McClellan High School ACT Aspire Results Interpretation for Root Causes

While some students at McClellan High School successfully demonstrated their skills in the various reporting content areas on the ACT Aspire assessment, many were unsuccessful in their attempts to demonstrate their skills. It is no longer adequate to merely state student academic failure, but necessary to look for reasons that provide explanations for poor performance. Root cause analysis is a mechanism designed to do just that. It forces interested stakeholders to not only acknowledge the students' failed attempts to demonstrate their skills on the assessments, but determine why the students did not demonstrate their skills and how to address the causes in an effort to give those students an opportunity to successfully demonstrate their skills in the future. This report will look at 9th and 10th grade student ACT Aspire test results for the five tested subjects and consider possible causes for the low scores.

McClellan had reportable test results for up to 200 9th grade students. The results from the 9th grade English Exam show more than half of the students (149) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 1). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 2).

Table 1

9th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	200	149	62	87
Hispanic	23	15	5	10
Black	167	127	53	74
White	6	4	3	1
No Race	4	3	1	2
Total	**200**	**149**	**62**	**87**
Female	95	61	31	30
Male	105	88	31	57
ELL	16	13	4	9
SPED	25	26	2	23
Econ. Dis.	119	87	39	48
Gifted	42	14	11	3

Table 2

9th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	54 Average	6 of 13 or less 4 of 13	7 of 13
Students in Need of Support	87 Average	5 of 13 or less 2 of 13	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	51 Average	3 of 6 or less 2 of 6	4 of 6
Students Close or Need of Support	80 Average	3 of 6 or less 1 of 6	
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	17 of 31 or less 15 of 31	18 of 31
Students in Need of Support	87 Average	17 of 31 or less 10 of 31	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Mathematics Exam show almost all students (177), with the exception of 7, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 3). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed from one to eight points below the benchmark (see Table 4).

Table 3

9th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	184	177	33	144
Hispanic	23	22	7	15
Black	155	149	25	124
White	4	4	1	3
No Race	2	2	0	2
Total	**184**	**177**	**33**	**144**
Female	91	86	23	63
Male	94	91	10	81
ELL	16	16	3	13
SPED	17	17	2	15
Econ. Dis.	110	106	19	87
Gifted	42	35	19	16

Table 4

9th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	30 Average	13 of 32 or less 11 of 32	
Students in Need of Support	144 Average	13 of 32 or less 6 of 32	14 of 32
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	22 Average	9 of 21 or less 8 of 21	
Students in Need of Support	144 Average	8 of 21 or less 5 of 21	10 of 21
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	23 Average	5 of 20 or less 4 of 20	
Students Close or Need of Support	129 Average	5 of 20 or less 3 of 20	6 of 20
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	24 Average	10 of 23 or less 8 of 23	
Students Close or Need of Support	144 Average	10 of 23 or less 5 of 23	11 of 23
Number & Quantity			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close of Need of Support	107 Average	0 of 2 0 of 2	1 of 2
Algebra			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	27 Average	3 of 5 or less 2 of 5	
Students in Need of Support	141 Average	3 of 5 or less 1 of 5	4 of 5
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	154 Average	1 of 4 or less 0 of 4	2 of 4

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	162 Average	2 of 5 or less 1 of 5	3 of 5
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	20 Average	2 of 4 or less 1 of 4	3 of 4
Students in Need of Support	137 Average	2 of 4 or less 0 of 4	

The results from the 9th grade Reading Exam show almost all students (178), with the exception of 22, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 5). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 6).

Table 5

9th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	200	178	54	124
Hispanic	24	20	6	14
Black	170	153	47	106
White	5	4	1	3
No Race	1	1	0	1
Total	**200**	**178**	**54**	**124**
Female	95	83	36	47
Male	105	95	18	77
ELL	16	15	3	12
SPED	24	24	2	22
Econ. Dis.	122	110	39	71
Gifted	42	26	15	11

Table 6

9th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	46 Average	10 of 18 or less 8 of 18	11 of 18
Students in Need of Support	124 Average	10 of 18 or less 4 of 18	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	35 Average	4 of 7 or less 3 of 7	
Students in Need of Support	121 Average	4 of 7 or less 1 of 7	5 of 7
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	28 Average	2 of 6 or less 1 of 6	3 of 6
Students in Need of Support	114 Average	2 of 6 or less 0 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Science Exam show almost all students (180), with the exception of 10, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 7). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 8).

Table 7

9th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	190	180	32	148
Hispanic	21	18	3	15
Black	165	158	27	131
White	2	2	1	1
No Race	2	2	1	1
Total	**190**	**180**	**32**	**148**
Female	89	84	18	66
Male	101	96	14	82
ELL	15	14	1	13
SPED	25	25	0	25
Econ. Dis.	114	110	21	89
Gifted	42	33	22	11

Table 8

9th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	28 Average	9 of 17 or less 6 of 17	10 of 17
Students Close or Need of Support	148 Average	8 of 17 or less 3 of 17	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	29 Average	5 of 11 or less 3 of 11	6 of 11
Students in Need of Support	148 Average	5 of 11 or less 1 of 11	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	6 of 12 or less 5 of 12	7 of 12
Students in Need of Support	143 Average	6 of 12 or less 2 of 12	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 9th grade Writing Exam show more than half of the students (151) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 9). The Writing Exam was broken down into four reporting categories, and, on average, students performed one to three points below the benchmark (see Table 10).

Table 9

9th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	186	151	72	79
Hispanic	20	15	10	5
Black	162	132	60	72
White	2	2	1	1
No Race	2	2	1	1
Total	**186**	**151**	**72**	**79**
Female	87	62	38	24
Male	99	89	34	55
ELL	12	11	6	5
SPED	23	23	2	21
Econ. Dis.	111	90	43	47
Gifted	41	23	19	4

Table 10

9th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	72 Average	3 of 6 3 of 6	4 of 6
Students in Need of Support	79 Average	3 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	23 Average	2 of 6 2 of 6	3 of 6
Students in Need of Support	79 Average	2 of 6 or less 1 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	72 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	79 Average	2 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	72 Average	3 of 6 3 of 6	4 of 6
Students in Need of Support	79 Average	3 of 6 2 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

Five subject areas were tested on the ACT Aspire. McClellan had reportable test results for up to 165 10th grade students. The results from the 10th grade English Exam show more than half of the students (114) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 11). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 12).

Table 11

10th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	157	114	49	65
Hispanic	9	6	2	4
Black	138	101	44	57
White	5	2	0	2
No Race	5	5	3	2
Total	**157**	**114**	**49**	**65**
Female	70	47	25	22
Male	87	67	24	43
ELL	8	6	2	4
SPED	19	18	3	15
Econ. Dis.	99	74	33	41
Gifted	34	16	12	4

Table 12

10th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	41 Average	6 of 13 or less 4 of 13	7 of 13
Students Close or Need of Support	65 Average	6 of 13 or less 2 of 13	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	35 Average	3 of 6 or less 2 of 6	4 of 6
Students Close or Need of Support	58 Average	3 of 6 or less 1 of 6	
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	39 Average	18 of 31 or less 16 of 31	19 of 31
Students in Need of Support	64 Average	17 of 31 or less 11 of 31	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Mathematics Exam show almost all students (148), with the exception of 8, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 13).

The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to nine points below the benchmark (see Table 14).

Table 13

10th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	156	148	18	130
Hispanic	9	8	1	7
Black	137	130	17	113
White	6	6	0	6
No Race	4	4	0	4
Total	**156**	**148**	**18**	**130**
Female	71	65	9	56
Male	85	83	9	74
ELL	8	7	1	6
SPED	18	17	0	17
Econ. Dis.	97	91	13	78
Gifted	33	29	8	21

Table 14

10th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	18 Average	15 of 32 or less 12 of 32	16 of 32
Students in Need of Support	130 Average	14 of 32 or less 7 of 32	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	13 Average	11 of 21 or less 9 of 21	12 of 21
Students in Need of Support	130 Average	10 of 21 or less 5 of 21	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	15 Average	6 of 20 or less 4 of 20	7 of 20
Students in Need of Support	130 Average	6 of 20 or less 3 of 20	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	16 Average	12 of 23 or less 10 of 23	13 of 23
Students in Need of Support	130 Average	11 of 23 or less 6 of 23	

Number & Quantity			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	57 Average	0 of 2 0 of 2	1 of 2
Algebra			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	11 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	120 Average	3 of 5 or less 1 of 5	
Functions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	128 Average	1 of 4 or less 0 of 4	2 of 4

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	123 Average	2 of 5 or less 1 of 5	3 of 5
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	122 Average	2 of 4 or less 1 of 4	3 of 4

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Reading Exam show almost all students (150), with the exception of 15, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 16).

Table 15

10th Grade Reading Exam *Demographic and Close/Need Support Performance Level*

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	165	150	48	102
Hispanic	8	7	2	5
Black	147	133	42	91
White	6	6	4	2
No Race	4	4	0	4
Total	**165**	**150**	**48**	**102**
Female	76	68	26	42
Male	89	82	22	60
ELL	7	7	2	5
SPED	19	19	0	19
Econ. Dis.	107	98	34	64
Gifted	34	30	18	12

Table 16

10th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	47 Average	12 of 18 or less 10 of 18	13 of 18
Students in Need of Support	102 Average	10 of 18 or less 5 of 18	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	39 Average	5 of 7 or less 4 of 7	
Students in Need of Support	100 Average	5 of 7 or less 2 of 7	6 of 7
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	33 Average	3 of 6 or less 2 of 6	
Students in Need of Support	98 Average	3 of 6 or less 1 of 6	4 of 6

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Science Exam show almost all students (157), with the exception of 6, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 17). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to seven points below the benchmark (see Table 18).

Table 17

10th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	163	157	27	130
Hispanic	9	8	0	8
Black	144	139	26	113
White	5	5	1	4
No Race	5	5	0	5
Total	**163**	**157**	**27**	**130**
Female	76	71	8	63
Male	87	86	19	67
ELL	8	8	0	8
SPED	19	19	0	19
Econ. Dis.	105	99	20	79
Gifted	33	32	10	22

Table 18

10th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	21 Average	10 of 17 or less 8 of 17	11 of 17
Students in Need of Support	119 Average	9 of 17 or less 4 of 17	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	19 Average	5 of 11 or less 3 of 11	6 of 11
Students in Need of Support	119 Average	5 of 11 or less 1 of 11	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	19 Average	7 of 12 or less 5 of 12	8 of 12
Students in Need of Support	119 Average	7 of 12 or less 3 of 12	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 10th grade Writing Exam show more than half of the students (115) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 19). The Writing Exam was broken down into four reporting categories, and, on average, students performed one to three points below the benchmark (see Table 20).

Table 19

10th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	154	115	69	46
Hispanic	8	7	6	1
Black	137	102	58	44
White	5	3	3	0
No Race	4	3	2	1
Total	**154**	**115**	**59**	**46**
Female	68	43	31	12
Male	86	72	38	34
ELL	7	6	5	1
SPED	15	15	2	13
Econ. Dis.	97	71	42	29
Gifted	34	20	17	3

Table 20

10th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	62 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	41 Average	3 of 6 or less 1 of 6	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	14 Average	2 of 6 2 of 6	3 of 6
Students in Need of Support	41 Average	2 of 6 or less 1 of 6	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	63 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	41 Average	3 of 6 or less 1 of 6	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	63 Average	3 of 6 or less 2 of 6	4 of 6
Students in Need of Support	41 Average	3 of 6 or less 2 of 6	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

When considering the average number (192) of 9th grade McClellan students who did not meet readiness benchmark for various tested subjects, roughly 100 have a discipline status for single or multiple infractions. For the average number (153) of 10th grade students not meeting the ACT Aspire readiness benchmark on various tested subjects, roughly 75 have a discipline status for single or multiple infractions (see Figure 1). As well, these same 9th grade students were absent an average of 11.1 days and tardy an average of 9.8 days over the course of the school year. Their 10th grade counterparts were absent an average of 11.4 days and tardy an average of 12.9 days over the 2015-16 school year (see Figure 2).

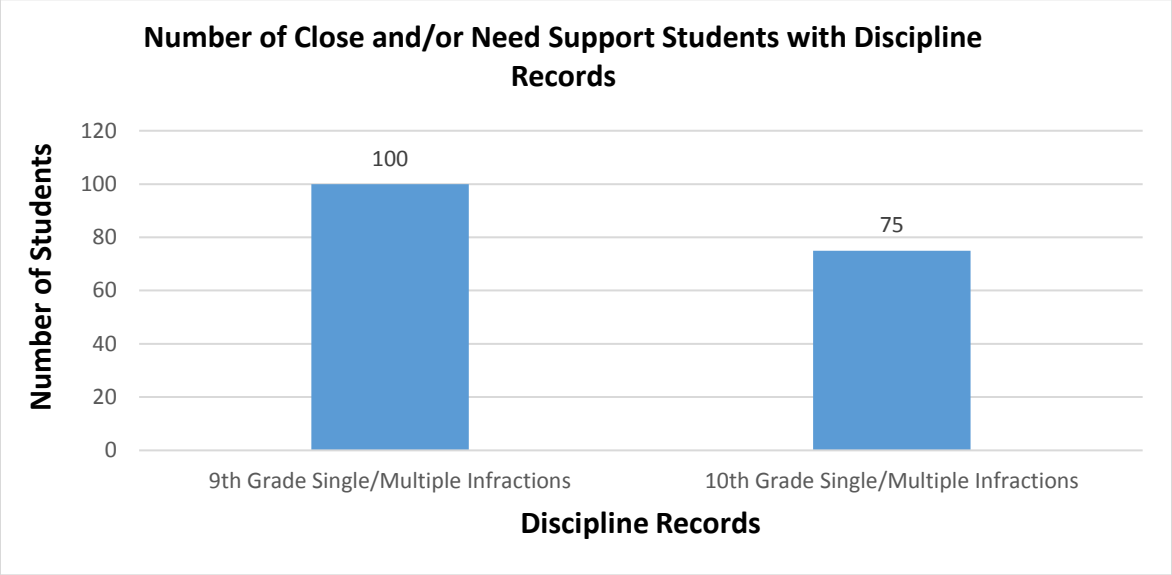

Figure 1. Number of Close and/or Need Support Students with Discipline Records.

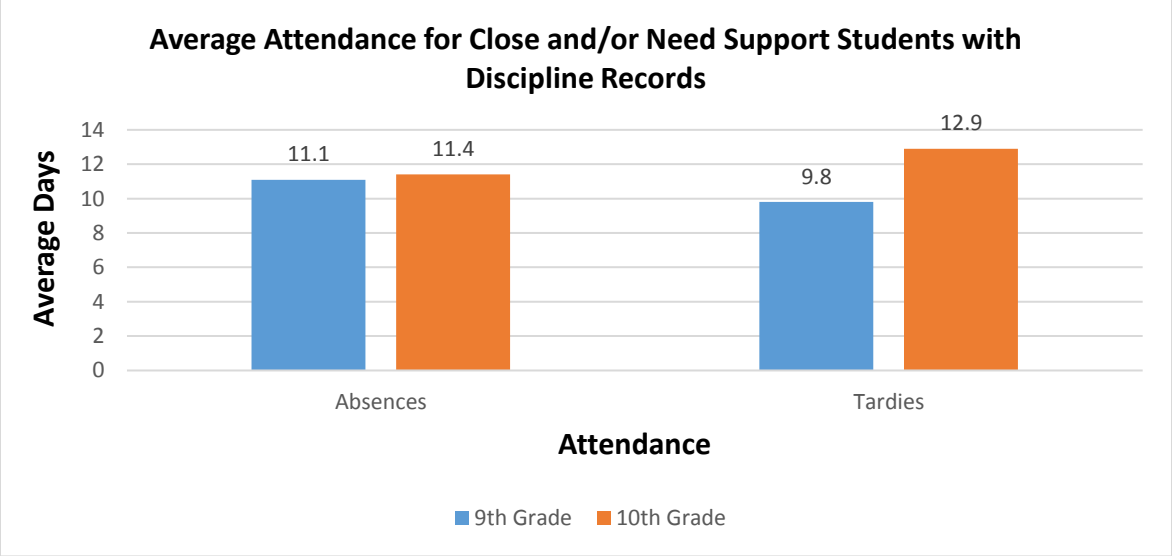

Figure 2. Average Days Absent or Tardy for Close and/or Need Support Students with Discipline Records.

Root Cause Analysis

It is clear that a majority of 9th and 10th grade students did not successfully demonstrate their skills on various content strands for the five tested subjects. While several of these students had discipline records and multiple absences throughout the school year, some of the students did not. With is information, questions to ask and identifiable causes for the students' failure to perform are:

Student focused (Contributing)

- Were the students present for instruction daily?
- Did the students have discipline problems that delayed access to instruction?

Teacher focused

- Were the content area teachers present daily?
- Did teachers present instruction in a mode that complemented student learning styles?
- Did teachers create lesson plans that engaged students?
- Do teachers have strong content knowledge?
- Do teachers have high expectations for all students?

School focused

- Is the culture conducive to instruction and learning, i.e. safe environment, respect for differences?
- Is there accountability for all stakeholders?
- Are there quality intervention programs with incentives for struggling students?
- Are there rules in place that undermine equity?

System focused

- Is the curriculum sound, i.e. broad subjects, content strands, no gaps?
- Is quality professional development available to address teacher/leadership deficiencies?
- Are there policies in place (or not in place) that put certain students at a disadvantage?
- Are there policies in place that perpetuate mediocrity or excellence?

Time should be given to discuss these possible root causes, add to or delete from the list upon additional data collection, address the major remaining causes in the form of a plan for change, see what comparable successful schools are doing, revise the plan if needed, implement the plan, and ultimately evaluate the plan noting successes and failures to see improvement in student performance.

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Washington Elementary School ACT Aspire Results Interpretation for Root Causes

While some students at Washington Elementary School successfully demonstrated their skills in the various reporting content areas on the ACT Aspire assessment, many were unsuccessful in their attempts to demonstrate their skills. It is no longer adequate to merely state student academic failure, but necessary to look for reasons that provide explanations for poor performance. Root cause analysis is a mechanism designed to do just that. It forces interested stakeholders to not only acknowledge the students' failed attempts to demonstrate their skills on the assessments, but determine why the students did not demonstrate their skills and how to address the causes in an effort to give those students an opportunity to successfully demonstrate their skills in the future. This report will look at 3rd, 4th, and 5th grade student ACT Aspire test results for the five tested subjects and consider possible causes for the low scores.

Washington had reportable test results for up to 66 3rd grade students. The results from the 3rd grade English Exam show more than half of the students (43) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 1). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 2).

Table 1

3rd Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	66	43	37	6
Hispanic	0	0	0	0
Black	60	39	34	5
White	2	1	1	0
No Race	4	3	2	1
Total	**66**	**43**	**37**	**6**
Female	38	22	14	3
Male	28	21	9	3
ELL	1	1	0	1
SPED	14	12	10	2
Econ. Dis.	43	26	21	5
Gifted	13	2	2	0

Table 2

3rd Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	29 Average	2 of 9 or less 1 of 9	3 of 9
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	34 Average	7 of 16 or less 5 of 16	8 of 16
Students in Need of Support	6 Average	4 of 16 or less 2 of 16	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 3rd grade Mathematics Exam show more than half of the students (47) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 3). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed from two to eight points below the benchmark (see Table 4).

Table 3

3rd Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	66	47	23	24
Hispanic	0	0	0	0
Black	60	42	22	20
White	2	1	0	1
No Race	4	4	1	3
Total	**66**	**47**	**23**	**24**
Female	38	22	14	8
Male	28	25	9	16
ELL	1	1	1	0
SPED	14	14	4	10
Econ. Dis.	43	29	14	15
Gifted	13	0	0	0

Table 4

3rd Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	23 Average	7 of 23 or less 5 of 23	9 of 23
Students in Need of Support	24 Average	7 of 23 or less 3 of 23	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	18 Average	5 of 14 or less 3 of 14	6 of 14
Students in Need of Support	24 Average	3 of 14 or less 1 of 14	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	16 Average	5 of 16 or less 3 of 16	6 of 16
Students in Need of Support	24 Average	5 of 16 or less 1 of 16	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	23 Average	10 of 29 or less 7 of 29	12 of 29
Students in Need of Support	24 Average	6 of 29 or less 4 of 29	
Number & Operations: Fractions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	34 Average	1 of 3 or less 0 of 3	0 of 3
Number & Operations: Base 10			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	22 Average	1 of 3 or less 0 of 3	2 of 3
Students in Need of Support	21 Average	1 of 3 0 of 3	
Operations & Algebraic Thinking			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	34 Average	1 of 3 or less 0 of 3	2 of 3

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	41 Average	1 of 3 or less 0 of 3	2 of 3
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	44 Average	1 of 3 or less 0 of 3	2 of 3

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 3rd grade Reading Exam show almost all students (53), with the exception of 13, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 5). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to eight points below the benchmark (see Table 6).

Table 5

3rd Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	66	53	9	44
Hispanic	0	0	0	0
Black	60	48	9	39
White	2	1	0	1
No Race	4	4	0	4
Total	**66**	**53**	**9**	**44**
Female	38	28	6	22
Male	28	25	3	22
ELL	1	1	0	1
SPED	14	14	1	13
Econ. Dis.	43	34	5	29
Gifted	13	3	3	0

Table 6

3rd Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	7 Average	9 of 18 or less 7 of 18	11 of 18
Students in Need of Support	44 Average	9 of 18 or less 3 of 18	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	7 Average	4 of 7 or less 3 of 7	5 of 7
Students Close or Need of Support	41 Average	4 of 7 or less 1 of 7	
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	8 Average	1 of 4 or less 0 of 4	2 of 4
Students Close or Need of Support	42 Average	1 of 4 or less 0 of 4	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 3rd grade Science Exam show almost all students (56), with the exception of 10, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 7). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 8).

Table 7

3rd Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	66	56	11	45
Hispanic	0	0	0	0
Black	60	51	11	40
White	2	1	0	1
No Race	4	4	0	4
Total	**66**	**56**	**11**	**45**
Female	38	30	8	22
Male	28	26	3	23
ELL	1	1	0	1
SPED	14	14	1	13
Econ. Dis.	43	36	8	28
Gifted	13	6	6	0

Table 8

3rd Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	10 Average	10 of 19 or less 8 of 19	11 of 19
Students in Need of Support	45 Average	8 of 19 or less 4 of 19	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	10 Average	4 of 8 or less 3 of 8	5 of 8
Students in Need of Support	31 Average	4 of 8 or less 2 of 8	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	4 Average	5 of 9 or less 4 of 9	7 of 9
Students in Need of Support	45 Average	6 of 9 or less 3 of 9	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 3rd grade Writing Exam show almost all students (56), with the exception of 3, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 9). The Writing Exam was broken down into four reporting categories, and, on average, students performed two to three points below the benchmark (see Table 10).

Table 9

3rd Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	59	56	25	31
Hispanic	0	0	0	0
Black	54	52	25	27
White	1	0	0	0
No Race	4	4	0	4
Total	**59**	**56**	**25**	**31**
Female	35	33	18	15
Male	24	23	7	16
ELL	1	1	0	1
SPED	9	9	2	7
Econ. Dis.	39	39	16	23
Gifted	13	10	8	2

Table 10

3rd Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	31 Average	2 of 5 or less 1 of 5	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	31 Average	2 of 5 or less 1 of 5	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	31 Average	2 of 5 or less 1 of 5	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	23 Average	3 of 5 3 of 5	4 of 5
Students in Need of Support	31 Average	3 of 5 2 of 5	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

Five subject areas were tested on the ACT Aspire. Washington had reportable test results for up to 61 4th grade students. The results from the 4th grade English Exam show more than half of the students (45) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 11). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to five points below the benchmark (see Table 12).

Table 11

4th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	61	45	23	22
Hispanic	1	0	0	0
Black	52	40	22	18
White	4	1	0	1
No Race	4	4	1	3
Total	**61**	**45**	**23**	**22**
Female	33	22	11	9
Male	28	25	12	13
ELL	2	1	1	0
SPED	17	16	6	10
Econ. Dis.	46	30	16	14
Gifted	8	4	4	0

Table 12

4th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	39 Average	2 of 6 or less 1 of 6	3 of 6
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	35 Average	1 of 3 or less 0 of 3	2 of 3
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	20 Average	7 of 16 or less 5 of 16	8 of 16
Students in Need of Support	22 Average	4 of 16 or less 3 of 16	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 4th grade Mathematics Exam show almost all of the students (53), with the exception of 8, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 13). The Mathematics Exam was broken down into nine reporting categories and while some students

performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 14).

Table 13

4th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	61	53	34	19
Hispanic	1	0	0	0
Black	52	46	30	16
White	4	3	1	2
No Race	4	4	3	1
Total	**61**	**53**	**34**	**19**
Female	33	26	19	18
Male	28	27	15	20
ELL	2	0	0	0
SPED	17	17	9	8
Econ. Dis.	46	40	26	14
Gifted	8	4	3	1

Table 14

4th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	33 Average	8 of 23 or less 6 of 23	9 of 23
Students in Need of Support	19 Average	6 of 23 or less 3 of 23	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	4 of 14 or less 3 of 14	5 of 14
Students in Need of Support	19 Average	4 of 14 or less 1 of 14	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	21 Average	4 of 16 or less 3 of 16	5 of 16
Students in Need of Support	18 Average	4 of 16 or less 2 of 16	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	8 of 24 or less 5 of 24	9 of 24
Students in Need of Support	19 Average	7 of 24 or less 4 of 24	

Number & Operations: Fractions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	47 Average	1 of 3 or less 0 of 3	2 of 3
Number & Operations: Base 10			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	43 Average	1 of 3 or less 0 of 3	2 of 3
Operations & Algebraic Thinking			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	24 Average	0 of 3 0 of 3	1 of 3

Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	40 Average	1 of 3 or less 0 of 3	2 of 3
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	27 Average	0 of 3 0 of 3	1 of 3

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 4th grade Reading Exam show almost all students (54), with the exception of 7, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 16).

Table 15

4th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	61	54	16	38
Hispanic	1	0	0	0
Black	52	47	14	23
White	4	3	0	3
No Race	4	4	2	2
Total	**61**	**54**	**16**	**38**
Female	33	27	9	18
Male	28	27	7	20
ELL	2	1	0	1
SPED	17	17	1	16
Econ. Dis.	46	39	14	25
Gifted	8	5	2	3

Table 16

4th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	14 Average	8 of 16 or less 7 of 16	9 of 16
Students in Need of Support	38 Average	8 of 16 or less 3 of 16	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	13 Average	5 of 8 or less 3 of 8	6 of 8
Students in Need of Support	37 Average	5 of 8 or less 2 of 8	
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	11 Average	1 of 5 or less 0 of 5	2 of 5
Students in Need of Support	38 Average	1 of 5 or less 0 of 5	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 4th grade Science Exam show almost all students (56), with the exception of 5, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 17). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 18).

Table 17

4th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	61	56	9	47
Hispanic	1	0	0	0
Black	52	50	9	41
White	4	2	0	2
No Race	4	4	0	4
Total	**61**	**206**	**44**	**162**
Female	33	30	8	22
Male	28	26	1	25
ELL	2	1	0	1
SPED	14	17	2	15
Econ. Dis.	46	41	9	32
Gifted	8	6	3	3

Table 18

4th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	9 Average	8 of 15 or less 6 of 15	9 of 15
Students in Need of Support	47 Average	7 of 15 or less 3 of 15	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	4 Average	3 of 8 or less 2 of 8	4 of 8
Students in Need of Support	44 Average	3 of 8 or less 1 of 8	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	8 Average	4 of 13 or less 3 of 13	6 of 13
Students in Need of Support	47 Average	5 of 13 or less 1 of 13	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 4th grade Writing Exam show almost all of the students (55), with the exception of 5, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 19). The Writing Exam was broken down into four reporting categories, and, on average, students performed two to three points below the benchmark (see Table 20).

Table 19

4th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		**Number Not Meeting Benchmark**	**Number Close**	**Number Need Support**
All	60	55	18	37
Hispanic	1	1	1	0
Black	51	47	17	30
White	4	3	0	3
No Race	4	4	0	4
Total	**60**	**55**	**18**	**37**
Female	32	27	11	16
Male	28	28	7	21
ELL	2	2	1	1
SPED	17	17	2	15
Econ. Dis.	45	40	12	28
Gifted	8	5	2	3

Table 20

4th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	18 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	37 Average	2 of 5 or less 1 of 5	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	17 Average	3 of 5 or less 2 of 5	
Students in Need of Support	37 Average	2 of 5 2 of 5	4 of 5
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	17 Average	3 of 5 or less 2 of 5	
Students in Need of Support	37 Average	2 of 5 2 of 5	4 of 5
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	18 Average	3 of 5 or less 2 of 5	
Students is Need of Support	37 Average	2 of 5 or less 2 of 5	4 of 5

For 5th grade, Washington had reportable test results for up to 71 students. The results from the 5th grade English Exam show a little more than half of the students (37) did not meet the required benchmark but performed at the Close or Need Support levels (see Table 21). The English Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 22).

Table 21

5th Grade English Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	71	37	23	14
Hispanic	2	1	1	0
Black	63	32	21	11
White	3	1	0	1
No Race	3	3	1	2
Total	**71**	**140**	**79**	**61**
Female	30	12	7	5
Male	41	25	16	9
ELL	2	1	1	0
SPED	26	19	8	11
Econ. Dis.	49	26	18	8
Gifted	18	2	2	0

Table 22

5th Grade English Reporting Categories

Production of Writing			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	21 Average	4 of 8 or less 3 of 8	5 of 8
Students in Need of Support	14 Average	3 of 8 or less 1 of 8	
Knowledge of Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	15 Average	0 of 2 0 of 2	1 of 2
Conventions of Standard English			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	19 Average	8 of 15 or less 6 of 15	9 of 15
Students in Need of Support	14 Average	4 of 15 or less 3 of 15	

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 5th grade Mathematics Exam show almost all of the students (53), with the exception of 18, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 23). The Mathematics Exam was broken down into nine reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to six points below the benchmark (see Table 24).

Table 23

5th Grade Mathematics Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	71	53	30	23
Hispanic	2	2	1	1
Black	63	46	26	20
White	3	2	2	0
No Race	3	3	1	2
Total	**71**	**53**	**30**	**23**
Female	30	19	13	6
Male	41	34	17	17
ELL	2	2	1	1
SPED	26	25	11	14
Econ. Dis.	49	35	22	13
Gifted	18	4	4	0

Table 24

5th Grade Mathematics Reporting Categories

Grade Level Progress			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	28 Average	9 of 23 or less 6 of 23	8 of 23
Students in Need of Support	23 Average	6 of 23 or less 2 of 23	
Foundation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	25 Average	4 of 14 or less 3 of 14	5 of 14
Students in Need of Support	23 Average	4 of 14 or less 1 of 14	
Justification and Explanation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	27 Average	5 of 16 or less 3 of 16	6 of 16
Students in Need of Support	23 Average	4 of 16 or less 0 of 16	
Modeling			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	27 Average	7 of 19 or less 5 of 19	8 of 19
Students in Need of Support	23 Average	6 of 19 or less 3 of 19	

Number & Operations: Fractions			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	45 Average	1 of 3 or less 0 of 3	2 of 3
Number & Operations: Base 10			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	39 Average	1 of 3 or less 0 of 3	2 of 3
Operations & Algebraic Thinking			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	44 Average	1 of 3 or less 0 of 3	2 of 3
Geometry			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	43 Average	1 of 3 or less 0 of 3	2 of 3
Statistics & Probability			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	38 Average	1 of 3 or less 0 of 3	2 of 3

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 5th grade Reading Exam show almost all of the students (61), with the exception of 10, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 15). The Reading Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed two to seven points below the benchmark (see Table 26).

Table 25

5th Grade Reading Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	71	61	15	46
Hispanic	2	2	0	2
Black	63	55	15	40
White	3	1	0	1
No Race	3	3	0	3
Total	**71**	**61**	**15**	**46**
Female	30	23	8	15
Male	41	38	7	31
ELL	2	2	0	2
SPED	26	25	2	23
Econ. Dis.	49	35	12	31
Gifted	18	10	8	2

Table 26

5th Grade Reading Reporting Categories

Key Ideas & Details			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	10 Average	10 of 16 or less 8 of 16	11 of 16
Students in Need of Support	46 Average	8 of 16 or less 4 of 16	
Craft & Structure			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	11 Average	5 of 8 or less 4 of 8	6 of 8
Students in Need of Support	45 Average	5 of 8 or less 2 of 8	
Integration of Knowledge & Ideas			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	49 Average	1 of 5 or less 0 of 5	2 of 5

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 5th grade Science Exam show almost all students (59), with the exception of 12, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 27). The Science Exam was broken down into three reporting categories and while some students performed one point below the benchmark, on average the majority of students performed three to six points below the benchmark (see Table 28).

Table 27

5th Grade Science Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	71	59	11	48
Hispanic	2	2	0	2
Black	63	53	11	42
White	3	1	0	1
No Race	3	3	0	3
Total	**71**	**59**	**11**	**48**
Female	30	22	4	18
Male	41	37	7	30
ELL	2	1	0	1
SPED	26	26	4	22
Econ. Dis.	49	41	8	33
Gifted	18	7	3	4

Table 28

5th Grade Science Reporting Categories

Interpretation of Data			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	10 Average	10 of 14 or less 8 of 14	11 of 14
Students in Need of Support	48 Average	9 of 14 or less 5 of 14	
Scientific Investigation			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	10 Average	5 of 11 or less 3 of 11	6 of 11
Students in Need of Support	48 Average	5 of 11 or less 2 of 11	
Evaluation of Models, Inferences, & Experimental Results			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students Close or Need of Support	55 Average	6 of 11 or less 4 of 11	7 of 11

Note: The Number of Students does not equal the Number Not Meeting Benchmark because some students met the benchmark for this skill area, although the overall performance level was below Ready for the tested subject.

The results from the 5th grade Writing Exam show all of the students (63), with the exception of 1, did not meet the required benchmark but performed at the Close or Need Support levels (see Table 29). The

Writing Exam was broken down into four reporting categories, and, on average, students performed one to three points below the benchmark (see Table 30).

Table 29

5th Grade Writing Exam Demographic and Close/Need Support Performance Level

Number of Student Tests		Number Not Meeting Benchmark	Number Close	Number Need Support
All	64	64	44	19
Hispanic	1	1	0	1
Black	58	58	43	15
White	3	2	1	1
No Race	2	2	0	2
Total	**64**	**63**	**44**	**19**
Female	27	26	22	4
Male	38	37	22	15
ELL	1	1	0	1
SPED	21	21	9	12
Econ. Dis.	46	46	35	11
Gifted	18	17	17	0

Table 30

5th Grade Writing Reporting Categories

Ideas & Analysis			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	19 Average	2 of 5 or less 1 of 5	
Development & Support			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	19 Average	2 of 5 or less 1 of 5	
Organization			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	3 of 5 or less 2 of 5	4 of 5
Students in Need of Support	19 Average	2 of 5 or less 1 of 5	
Language			
	Number of Students	**Points Earned or Number Correct**	**Points Needed to Meet Benchmark**
Students who are Close	44 Average	3 of 5 3 of 5	4 of 5
Students in Need of Support	19 Average	2 of 5 or less 1 of 5	

When considering Washington's average number (51) of 3rd grade students who did not meet the readiness benchmark for various tested subjects, roughly 7 have a discipline status for single or multiple infractions. For the average number (52) of 4th grade students not meeting the ACT Aspire readiness benchmark on various tested subjects, roughly 12 have a discipline status for single or multiple infractions. Of the average number (54) of 5th grade students at Washington who did not meet the readiness benchmark in various tested subjects, roughly 7 had a discipline status for either single or multiple infractions (see Figure 1). As well, these 3rd grade students who did not meet the ELA or STEM readiness due to scoring Close or Need of Support on the tested subjects and had single or multiple infractions were absent an average of 8.5 days and tardy an average of 15.7 days over the course of the school year. Their 4th grade counterparts were absent an average of 9.6 days and tardy an average of 24.0 days over the 2015-16 school year, and 5th grade students who did not meet the ELA and STEM readiness and had single or multiple discipline infractions were absent an average of 8.1 days and tardy an average of 12.4 days during the 2015-2016 school year (see Figure 2).

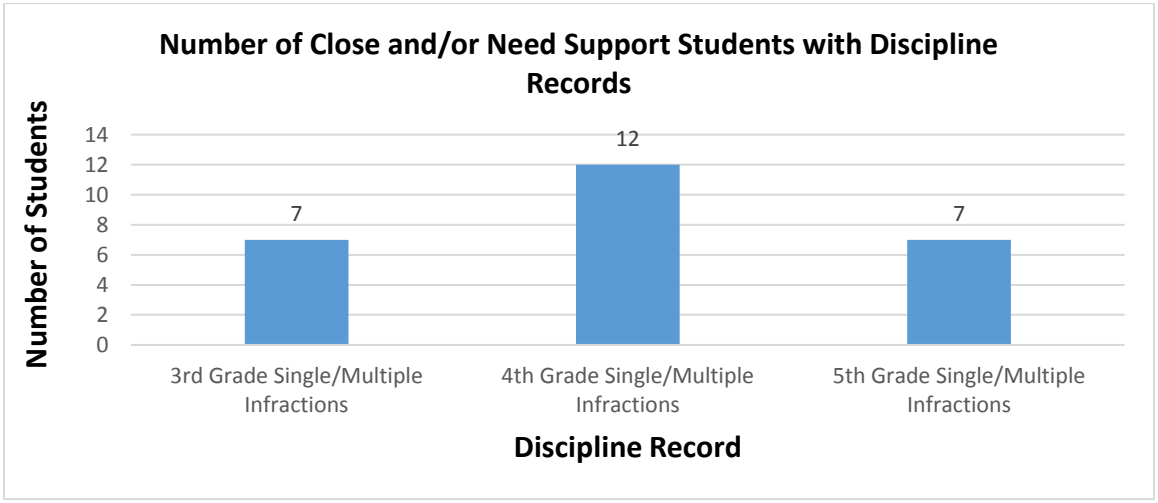

Figure 1. Number of Close and/or Need Support Students with Discipline Records.

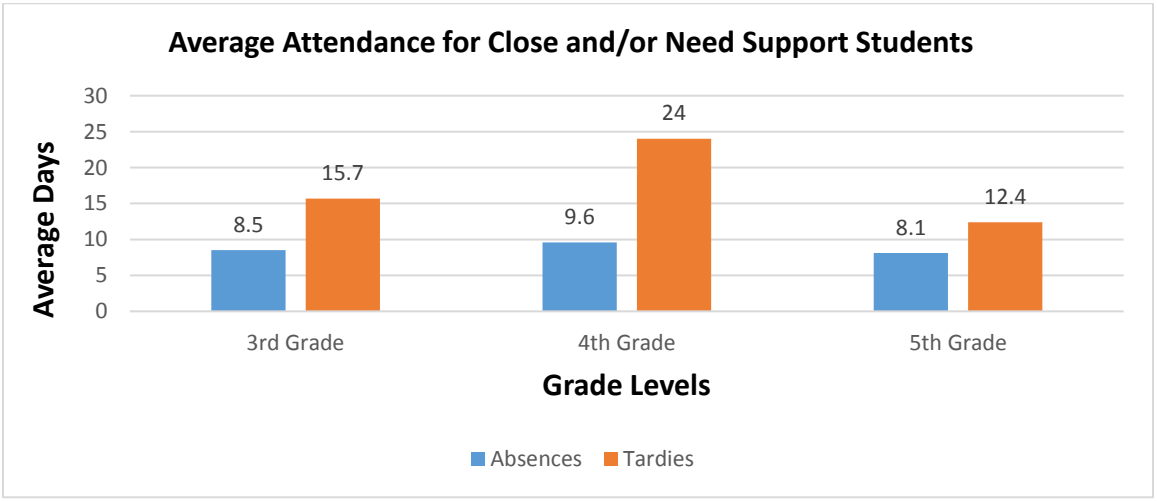

Figure 2. Average Days Absent or Tardy for Close and/or Need Support Students.

Root Cause Analysis

It is clear that a majority of 3rd, 4th, and 5th grade students did not successfully demonstrate their skills on various content strands for the five tested subjects. While some of these students had discipline records and multiple absences throughout the school year, most students who did not meet readiness had neither a discipline record nor multiple absences. With this information, questions to ask and identifiable causes for the students' failure to perform are:

Student focused (Contributing)

- Were the students engaged in the instruction?
- Were the students motivated to participate in the lessons?
- Were the students participating in quality supplemental programs?

Teacher focused

- Were the content area teachers present daily?
- Did teachers present instruction in a mode that complemented student learning styles?
- Did teachers create lesson plans that engaged students?
- Do teachers have strong content knowledge?
- Do teachers have high expectations for all students?

School focused

- Is the culture conducive to instruction and learning, i.e. safe environment, respect for differences?
- Is there accountability for all stakeholders?
- Are there quality intervention programs with incentives for struggling students?
- Are there rules in place that undermine equity?

System focused

- Is the curriculum sound, i.e. broad subjects, content strands, no gaps?
- Is quality professional development available to address teacher/leadership deficiencies?
- Are there policies in place (or not in place) that put certain students at a disadvantage?
- Are there policies in place that perpetuate mediocrity or excellence?

Time should be given to discuss these possible root causes, add to or delete from the list upon additional data collection, address the major remaining causes in the form of a plan for change, see what comparable successful schools are doing, revise the plan if needed, implement the plan, and ultimately evaluate the plan noting successes and failures to see improvement in student performance.

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ACHIEVE Team Support Meeting - Cloverdale

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
9/23/2016	**Students will receive effective instruction, with instruction strategies and interventions geared to their individual learning and behavioral needs.**							
	a) Expand the implementation of literacy and math interventions for students who are not performing at grade level.			**1) Two Intervention teachers, 2) Targeted PD, 3) Teacher kits and student books, 4) 30 new devices and charging carts, 5) Systematic approach to the upgrading of technology**				
		I) Expand Read and Math 180 interventions. Expand System 44 for students who are too low for Read 180. Review student learning data and pre-/post-tests for students in need of support.				3/17/17		1) Unit Pre- and Post-tests 2) Student learning data 3) ACT Aspire? (Note about meeting with Dr. Cummings)
		II) Repair non-working Smart Boards and review replacement cycle for computers	John Ruffins	Smart Board repairs, upgraded computers, quick turnaround time on repairs as needs arise	10/3/16	10/30/16		
		III) Meet with Mr. Ruffins regarding status of technology	Mike Poore		10/18/16			

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date expected initiation	Date expected completion	Date completed	Assessment of Results
	b) Implement instructional strategies for ESOL students that will better support their learning			**1) Full-time ELD teacher and full-time interpreter, 2) Book - Making Content Comprehensible for English Language Learners from 1003(a) funds, 3) Achieve 3000**				
		I) Form four new ELD classes targeting level 1 and some level 2					Completed	
		II) Provide after-school class for homework help, tutoring and language acquisition					Completed	
		III) Discuss with Cloverdale and Transportation the barriers to additional students attending the after-school class	Daniel Whitehorn					
		IV) Provide PD on ESOL strategies - SIOP	Wanda Ruffins, Karen Henery, Lupe Pena		10/17/16			
		V) Meeting will be held to determine school needs	Wanda Ruffins, Karen Henery		9/27/16			
		VI) Create a schedule of all PLC trainings for the rest of the year	Wanda Ruffins, Karen Henery		10/30/16			
		V) Provide monthly support on ESOL strategies	Lupe Pena			Monthly		
		VI) Obtain a book on ESOL strategies						

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date expected initiation	Date expected completion	Date completed	Assessment of Results
		VII) Purchase Achieve 3000						
		VIII) Cloverdale staff attend state SIOP training						
	c) Provide consistent, effective instruction for students with disabilities in inclusion classes, using a variety of instructional modes			**1) Additional staff or realign current staff, 2) Embedded PD on SPED co-teaching**				
		I) Provide training on co-teaching	Cassandra Steele					
	d) Staff and students will understand and implement strategies to promote positive behaviors conducive to learning							
		I) Effective and engaging instruction will be used in all classrooms to promote learning and encourage positive behaviors						
		II) PD will be provided regarding behavioral management strategies and tiered system	Cassandra Steele					
		III) A lunch meeting will be scheduled with students to discuss discipline/behavior	David Bernard, Mike Poore, Daniel Whitehorn		9/30/16			
		IV) A meeting will be held to discuss PD and develop a plan	Cassandra Steele, Wanda Ruffins		9/30/16	10/15/16		
		V) PBIS training will be provided	Karen Greenlee					

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date expected initiation	Date expected completion	Date completed	Assessment of Results
		VI) A system will be developed for referring students to the SBIT				12/19/16		
	e) Parental involvement at the school will be increased in an effort to improve school culture			**NNPS Membership $200.**				
		a) Develop a parent volunteer database	10/13/2016					
		b) Train PTSA Board members on database						
		c) Contact each volunteer from the database						
		d) Compile a list of specific ways to use volunteers						

ACHIEVE Team Support Meeting - J. A. Fair

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
9/21/2016	**Ensure sound classroom instructional practices that are differentiated to support student learning**							**1) ACT Aspire Fall to Spring, 2) Pre and post testing, 3) SMI and SRI, 4) Surveys pre and post of students, staff, and parents, 5) Support of PLC environments by administrator**
	a) Implement AVID school-wide to promote a culture of learning	I) Survey teachers about the AVID strategies they want to use			10/13/16			
		II) Survey parents about the AVID strategies their children need			10/13/16			
		III) Identify 2 strategies to be taught across all content areas and 2 strategies specific to each content area			10/13/16			
		IV) Provide PD for teachers on AVID, Cornell notes, and reading strategies	Laqueta Grayson		10/17/16			
		V) Secure appropriate AVID materials and resources						
		VI) ACHIEVE Team will provide support to Fair Leadership Team, 1st and 3rd Wednesdays from 4:10 - 5:10 p.m.	Sheketa McKisick, Laqueta Grayson					
		VII) Implement AVID school-wide			3/17/17			
		VIII) Send six teachers, an AVID coordinator, and an administrator to the AVID summer institute			Summer 2017			

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date expected initiation	Date expected completion	Date completed	Assessment of Results
		IX) Send staff members to December AVID institute			Dec. 8-10, 2016			
		X) Provide PD on Saturdays or after school (Was this a commitment?)		Stipends needed				
	b) All teachers will use a tiered instruction model, implementing RtI for academics and behavior	I) Provide PD on Tiered Instruction in PLC 3-4x	Karl Romain		Ongoing (Nov. 9 and Dec. 14?)			
		II) Provide support in behavior RtI	Cassandra Steele					
		III) Provide 1/2 day PD in math instruction, including hands-on methods	Vanessa Cleaver	Sub pay (Mr. Burton will work with Mr. Anthony)				
		IV) Provide 1/2 day PD in literacy instruction	Carol Carter	Sub pay (Mr. Burton will work with Mr. Anthony)				
		V) Purchase math manipulatives						
		VI) Team will map out a plan of action			11/1/16			

ACHIEVE Team Support Meeting - Hall

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
10/5/2016	**1) Provide effective instruction to all students, with additional supports for students in need**							
	a) Implement AVID strategies school-wide	I) Provide AVID training to teachers in PLC's	Tracy Mason, Roxie Browning					
		II) Send more teachers to AVID training						
	b) Implement appropriate teaching strategies for English Language Learners	I) Train all teachers in ELL strategies, possibly over three Saturday sessions						
	c) Provide additional supports for homeless and sheltered students	I) Provide AVID and ELL training for tutors working in shelters	Anita Farver	Title 1 funds				
	d) Improve access to the general education curriculum for students with disabilities	I) Provide PD regarding co-teaching						
	e) Increase the number of students obtaining all credits and graduating	I) Provide 8th hour enrichment and make-up courses for students who failed courses/under credits						
		II) Consider return to having Success Academy						
	f) Promote positive behaviors and student engagement in all classrooms	I) Deliver PD on classroom management strategies; consider peer support/feedback from successful teachers	Veronica Perkins					

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
		II) Consider study of Love and Logic book/methods						
		III) Determine how to better transition students returning from ALE						
	g) Assist students with significant social needs	I) Explore position for social worker or student advocate(s) to work with targeted populations	Mike Poore, Marvin Buron					
	h) Utilize technology to support learning	I) Investigate improving speed of laptops	Travis Taylor					
	2) Improve the perception of Hall within the District and community							
	a) Positive message about Hall conveyed to parents and students	I) Discuss assignment of students with the Student Registration office	Mike Poore				10/5/16	
	b) Develop school programming that offers value to students and parents and is competitive with other options available to them	I) Investigate School of Innovation, concurrent credit, JROTC, Project Lead the Way, Career Technical Education, career internships						
	3) Develop a positive school culture							

		I) Work with the Hall staff and leadership team to develop a shared mission, vision, core beliefs, and core committements	Danyell Crutchfield-Cummings, Marvin Burton, Mike Poore, Staff trained at Arkansas Leadership Academy					
		II) Survey staff about needs	Larry Schleicher			10/17/16		

ACHIEVE Team Support Meeting - Henderson Middle School

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
9/14/2016	**1. Improve the school's use of data to identify instructional areas that need school-wide improvement. Within the PLC and content team, bring data from difference sources to the team, analyze the data, and make decisions/commitments based on the data by the end of the meeting.**							
	a) Teachers will improve in using data to drive instruction, differentiating as needed	I. Determine a book for a book study (Suggested: "How Teachers can Turn Data into Action", Dallas ISD model, "Disrupting Class" by Clayton Christensen, "Blended" by Michael Horn	Frank Williams	Book for study ?$$	9/24/16	11/1/16 All will have read book		1) Leadership Retreat 2) Org. Health Survey in February
		II. Use data from Read 180 weekly	Frank Williams					
	2. Provide student-centered learning environments, differentiating instruction and meeting individual student needs in order to improve outcomes. Focus areas will be science, social studies, writing, and use of project-based learning.							
	a) Improve instruction and increase student engagement	Procure and establish a contract for use of Odyssey software after all questions (below) are answered and approval is received	Frank Williams	$24,000	9/21/16	Pending		1) Walk throughs 2) Interim DAS 3) Reduction in Truancy and Behavior 4) Reduction in need for summer school

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date expected initiation	Date expected completion	Date completed	Assessment of Results
	b) Have adequate tech equipment to implement Odyssey with fidelity	Order appropriate number of Chromebooks to implement Odyssey	Frank Williams Sheketa McKisick	?$$				
	c) Obtain Chromebooks by??? Date	I. Talk to John Ruffins about contacting Chromebooks vendor	Mike Poore		10/3/16			
		II. Contact Chromebooks vendor	John Ruffins			11/1/16		
		III. Report back to Henderson team, Mike Poore, and Daniel Whitehorn about order	John Ruffins			11/1/16		
	d) Determine the professional development training date/time options	Contact Odyssey vendor to find out if they can do multiple afternoon sessions or a Saturday session and learn how many hours of PD are needed for training.	Frank Williams		10/3/16	6/1/17		1)Survey 2) Student engagement seen in walk through
	e) Determine additional costs for PD	Calculate staff costs for after-hours training	Frank Williams	$14,000 103A	9/22/16	9/22/16	9/22/16	
	f) Learn how other districts have implemented the program	Contact similar school districts that have implemented Odyssey	Frank Williams		Sept.	Sept.		
	g) Determine whether the Odyssey program will be financially sustainable after the first year	Contact Odyssey vendor for answers to the following questions: 1) Does LRSD have ongoing rights to the software at no cost or is this only for 1 year? 2) Will there be a cost for software updates in the first year or on an ongoing basis? 3) What are the expected annual PD costs? 4) Will LRSD be able to use a trainer of trainers model? 5) Does Odyssey have an implementation model for blended delivery/stations if all students do not have a device? Is there research to support this model?	Frank Williams		10/3/16			

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date expected initiation	Date expected completion	Date completed	Assessment of Results
	h) Determine if software will meet the school's needs	Set up two-week trial period with the Odyssey vendor	Frank Williams		9/22/16	10/10/16		
	i) Determine if Odyssey software is aligned with standards	Assess Odyssey software for alignment with standards and how it impacts writing	Carl Romain and Laura Beth Arnold		9/22/16	10/10/16		
	3. Implement the plan in an effective, cost-efficient manner.							
	a) Henderson team will have effective meetings regarding planning and implementation	ACHIEVE Team will supply an executive coach	Veronica Perkins		10/3/16	5/1/17		Dr. Perkins' journal entries
	b) ACHIEVE team will provide ongoing support to help Henderson team achieve their goals	ACHIEVE Team will meet again with the Henderson team on November 16 at 9:35 a.m.	Mike Poore					
	c) Henderson will use resources more efficiently as a paperless school by November 16	Work with staff to achieve paperless environment	Frank Williams		Sept.	6/1/17		Compare costs to 15-16 paper costs

ACHIEVE Team Support Meeting - McClellan

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
10/4/2016	**1) Foster good communication between Teachers, School Improvement Staff, and Leadership Team**							
		I) Create Google Classrooms for instructional teams with access to meeting minutes, 45 day plans, templates, test scores			Initiated	Ongoing		
	2) Provide effective instruction to students							
	a) Utilize technology effectively to support instruction and increase student engagement	I) Provide an executive coach to provide support for technology planning and classroom implementation	Travis Taylor					
		II) Develop departmental tehnology implementation plans	Department Chairs					
		III) Provide professional development regarding technology integration	Seketa Ross, Travis Taylor					
	b) Use student data to plan instruction that meets student needs	I) Deliver professional development on common formative assessment and instructional strategies for literacy and math	Veronica Perkins		10/17/16			
		II) Provide ongoing support to literacy and math departments regarding instructional strategies	Carol Carter, Vanessa Cleaver		Ongoing			

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
		III) Deliver professional development on AVID critical reading strategies to teachers of social studies, science, fine arts, languages, other electives	Carol Carter		10/17/16			
		IV) Provide ongoing support regarding critical reading strategies	Carol Carter		Ongoing			
	c) Improve math achievement for struggling students	I) Provide before and after-school tutoring with meals and transportation	Patricia Ellis-Brunston					
		II) Provide remedial Fridays with the math team targeting a specific skill	Patricia Ellis-Brunston		Ongoing			
		III) Provide interventions during non-core instructional times	City Year					
		IV) Consider establishing a class for students repeating a math course	Patricia Ellis-Brunston					
	d) Improve literacy achievement for struggling students	I) Provide before and after-school tutoring with meals and transportation	Christina Cereghini		10/10/16			
		II) Provide interventions during non-core instructional times for 9th graders	City Year					
		III) Develop a proposal for Super Saturdays with the literacy and social studies departments targeting 45 students; provide meals and transportation	Christina Cereghini; K. Crutchfield	1003a funds	10/15/16			

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
	e) Increase the number of students completing all credits and graduating	I) Change credit recovery course delivery to having certified teachers in all subject areas	Jacqueline O'Connor					
		II) Increase student participation and parental involvement by contacting parents, monitoring attendance, and monitoring behavioral concerns to determine students at-risk	Jacqueline O'Connor; City Year mentors					
		III) Consider changing at-home credit recovery program to improve student outcomes	Jacqueline O'Connor					
		IV) Develop a plan for re-teaching students who have failed a course or are at risk of failing						
	f) Ensure students with disabilities have access to the general education curriculum and supports	I) Implement disciplinary literacy, Step up to Writing, and Math 180	Dorothy Jones					
		II) Attend literacy department meetings and have a math department representative regularly meet with special ed. department team	Dorothy Jones; Christina Cereghini; Patricia Ellis-Brunston					
	3) Improve school culture							
		I) Provide support and coaching to principal	Mike Poore, Marvin Burton					

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
		II) Increase student engagement and motivation - Student Advisory Council, student engagement activities, parental engagement	Zoretta Finley; Jacqueline O'Connor; City Year mentors					
		III) Unify staff around school improvement and release from Academic Distress designation	Gabriel Jackson and Leadership Team					
		IV) Develop the McClellan school website	Journalism teacher					
	4) Provide continuing support for McClellan staff and leadership							
		I) ACHIEVE Team return visit on December 6 from 2:00 - 4:00 p.m.			12/6/2016			

ACHIEVE Team Support Meeting - Washington Elementary School

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed	Date of expected initiation	Date of expected completion	Date completed	Assessment of Results
9/16/2016	**1) Teachers will provide effective instruction**			Working Smartboards; paper for informational packets; professional development; Academic Intervetionist; IT specialist; coaching with Lit/Math facilitators				
	a) Students will receive instruction that best meets their individual learning needs	I) Teachers will plan for differentiation				10/31/2016		
		II) Differentiated practices will be present during instructional delivery						
		III) Academic Interventionist will initiate services with first cohort of Tier II students	Academic Interventionist					
		IV) Math specialists will have focus strand/skill for each grade level and will develop/present differentiated content	Math specialists					

Site Visit Date	Goal	Commitment/Action	Person(s) Responsible	Resources Needed		Date expected	Date completed	Assessment of Results
	b) Teachers will have appropriate professional development to support goals	I) Support will be provided for PD on October 17 for Kagan, writing, and differentiation. Ongoing support and follow-through will be provided as well.	Coordinated by: Sadie Mitchell Veronica Perkins PD Support: Sabrina Stout Melinda Smith ?Multi-site facilitator					
		II) Training will be provided on Step Up to Writing including the differences between manuals. The team will think about how to help parents implement the program at home.	Laura Beth Arnold					
9/16/2016 (cont'd)		III) Training will be provided on how to access Indistar resources for instruction	Sheketa McKisick					
	c) Teachers will have working technology and the materials needed to implement programs	I) Smartboards will be repaired. Katherine Snyder will send an accounting of problems to Mike Poore. Mr. Poore will follow up with Ms. Snyder.	Mike Poore Katherine Snyder	Repairs and replacement parts (fans, light bulbs, projectors)			9/20/16 Ms. Snyder sent list to Mr. Poore	
		II) Additional Step Up to Writing kits will be provided to the school	Veronica Perkins			9/30/2016		
Site Visit Date	**Goal**	**Commitment/Action**	**Person(s) Responsible**	**Resources Needed**		**Date expected**	**Date completed**	**Assessment of Results**

	2) Students will be engaged in the learning process and will demonstrate improvements in academic achievement and performance			**1) ADE/ASU RtI and PBIS support 2) Target PD for classroom behavior plans for differentiated needs, 3) paper for information packets, 4) Kagan training for teachers**				
	a) Students will communicate effectively to express their needs and manage/resolve conflicts	Teachers will implement strategies to address communication and conflict resolution		Kagan Training $5,000				PBIS/RtI data from Spring 2016
	b) Students will demonstrate appropriate behaviors during instruction	Teachers will implement strategies to effectively manage behavior		Kagan Training				PBIS/RtI data from Spring 2016
	c) Students will receive differentiated instruction appropriate for their engagement in learning	Teachers will provide differentiated instruction to increase student engagement		Kagan Training				PBIS/RtI data from Spring 2016
	d) Kagan methodology will be used by all teachers	I) Training will be provided to teachers on Kagan strategies	Coordinated by: Sadie Mitchell Veronica Perkins PD Support: Sabrina Stout Melinda Smith ?Multi-site facilitator			10/17/2016		PBIS/RtI data from Spring 2017
Site Visit Date	**Goal**	**Commitment/Action**	**Person(s) Responsible**	**Resources Needed**		**Date expected**	**Date completed**	**Assessment of Results**

		II) Full Kagan training will be considered by the district. Information will be provided to elementary principals.	Veronica Perkins					
	3) Parents will consistently be involved in their child's learning							
	a) Parents will participate in scheduled parent involvement activies							
	b) Parents will attend parent/teacher conferences							
	4) The community will be supportive of Washington							
	a) SOMA business district will provide support to Washington	I) VIPS will coordinate a meeting with SOMA business group and Washington, Gibbs, and Rockefeller	Sadie Mitchell					
		II) School will participate in a Community Walk in the SOMA district, possibly 3:30 - 5:00 p.m. on October 26				10/26/2016		
	5) Strengthen school leadership							
	a) Improve team structure	Merge Bylaws into Charter						
Site Visit Date	**Goal**	**Commitment/Action**	**Person(s) Responsible**	**Resources Needed**		**Date expected**	**Date completed**	**Assessment of Results**

	b) Focus SILT meeting time on school performance data and classroom observation data to make decisions	Submit team action agendas/minutes/work products that utilize school designated format and reflect participants' understanding of the school's goals for student learning and effective instruction	Grade level and department chairs; Monitored by Katherine Snyder					
	c) Improve teacher leadership	Consider further training in Arkansas Leadership Academy		Year 2 - $5,000. Year 3 - $5,000				