

**IV. APPLICATION ASSURANCES
(CFDA No. 84.416)**

Legal Name of Applicant ² : Springdale School District	Applicant's NCES District ID ³ : 0512660
Applicant's Mailing Address: Po Box 8, Springdale, AR 72765-0008	
Employer Identification Number: 716021364	Organizational DUNS Number: 183873413
Race to the Top – District Contact Name: (Single point of contact for communication) Dr Marsha Jones	Contact Position and Office: Assistant Superintendent Central office Administration
Contact Telephone: (479) 750-8800	Contact E-mail Address: mjones@scale.org
<p>Required Applicant Signatures:</p> <ul style="list-style-type: none"> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) 	
Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): <i>Jim Kallina</i>	Telephone: 479-750-8800
Signature of Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity: <i>Jim Kallina</i>	Date: 9-30-13
Local School Board President (Printed Name): MIKE A. LUTTRELL	Telephone: 479-871-5493
Signature of Local School Board President: <i>Mike A. Luttrell</i>	Date: 9-30-2013
President of the Local Teacher Union or Association, where applicable, if not applicable provide rationale on pg.18 or pg.24 (Printed Name) ⁴ : Melissa Spence	Telephone: 479-530-8181
Signature of the President of the Local Teacher Union or Association: <i>Melissa Spence</i>	Date: 9-27-13

² Individual LEA, lead LEA for the consortium, or eligible legal entity.

³ Consortium applicants must provide the NCES District ID for each LEA in the consortium in Part VI, Program - Specific Assurances for Consortia Applicants. Applicants may obtain the NCES District ID at <http://nces.ed.gov/ccd/districtsearch>.

⁴ Where the signature is not applicable, write "N/A" and provide a rationale for why the signature is not applicable.

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Legal Name of Applicant ² : Springdale School District	Applicant's NCES District ID ³ : 0512660
Applicant's Mailing Address: PO Box 8, Springdale, AR 72765-0008	
Employer Identification Number: 716021364	Organizational DUNS Number: 183873413
Race to the Top – District Contact Name: (Single point of contact for communication) Dr. Marsha Jones	Contact Position and Office: Central Administration Office
Contact Telephone: (479) 750-8800	Contact E-mail Address: mjones@sdale.org
<p>Required Applicant Signatures:</p> <ul style="list-style-type: none"> • To the best of my knowledge and belief, all of the information and data in this application are true and correct. • I further certify that I have read the application, am fully committed to it, and will support its implementation. • I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) 	
Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Dr. Jim Rollins, Superintendent	Telephone: (479)750-8800
Signature of Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity: *Please see scanned document	Date:
Local School Board President (Printed Name): Mike Luttrell	Telephone: (479) 306-4677
Signature of Local School Board President: *Please see scanned document	Date:
President of the Local Teacher Union or Association, where applicable, if not applicable provide rationale on pg.18 or pg.24 (Printed Name) ⁴ : Melissa Spence	Telephone: (470)750-8775
Signature of the President of the Local Teacher Union or Association:	Date:

² Individual LEA, lead LEA for the consortium, or eligible legal entity.

³ Consortium applicants must provide the NCES District ID for each LEA in the consortium in Part VI, Program - Specific Assurances for Consortia Applicants. Applicants may obtain the NCES District ID at <http://nces.ed.gov/ipeds/districtsearch>.

⁴ Where the signature is not applicable, write "N/A" and provide a rationale for why the signature is not applicable.

V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

Absolute Priority 1: Personalized Learning Environments.

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

 Absolute Priority 2: Non-Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

 Absolute Priority 3: Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

 Absolute Priority 5: Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 21,424. The total Race to the Top – District grant funds requested is \$ 25,878,038.30, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

\$4-10 million - 2,000-5,000 participating students

\$10-20 million - 5,001-10,000 participating students

\$20-25 million - 10,001-20,000 participating students

\$25-30 million - 20,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

The applicant meets the definition of local educational agency (as defined in this notice).

The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

This application is the only Race to the Top – District application to which the applicant has signed on.

The applicant has not received a past Race to the Top – District grant, either as an individual LEA or as a lead or member LEA of a consortium.

This application serves a minimum of 2,000 participating students (as defined in this notice).

At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA **OR** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

_____ The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

(A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool-through-12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments **OR** evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part B4, from pages47to 47of the proposal.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments **OR**, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part B4, from pages47 to47 of the proposal.)

Rationale why signature of President of the Local Teacher Union or Association is not applicable	
LEA Name	Where not applicable, provide a rationale for why the signature is not applicable
1.	

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name):	
<i>Jim Rollins</i>	
Signature of Superintendent or CEO of the LEA:	Date:
<i>Jim Rollins</i>	9-30-13

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
 - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its State Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the

LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); and with the debarment and suspension regulations found at 2 CFR Part 3485.

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): <i>Jim Rollins</i>	
Signature of Superintendent or CEO of Individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: <i>Jim Rollins</i>	Date: <i>9-30-13</i>



**Department of Finance
and Administration**

1515 West Seventh Street, Suite 330
Post Office Box 8031
Little Rock, Arkansas 72203-8031
Phone: (501) 682-1074
Fax: (501) 682-5206
<http://www.arkansas.gov/dffigs>

September 30, 2013

Dr. Marsha Jones
Associate Superintendent
Springdale School District
804 W. Johnson Avenue, P.O. Box 8
Springdale, AR 72765

RE: AR 130930-064
Race to the Top grant application for school districts

Dear Dr. Jones:

The State Clearinghouse is in receipt of the above referenced application submitted in accordance with Executive Order 12372 "Intergovernmental Review of Federal Programs" and the Arkansas Project Notification and Review System.

The Proposal will be submitted to the proper state agencies and interested organizations for their review and comment.

The State Clearinghouse wishes to thank you for your cooperation. Should you have any questions, please contact our office at the above telephone number.

Sincerely,

A handwritten signature in black ink that reads "Tracy L. Copeland". The signature is fluid and cursive, with a long horizontal flourish extending to the left.

Tracy L. Copeland, Manager
State Clearinghouse

TLC/cc
Enclosure

APPLICATION FOR FEDERAL ASSISTANCE

Version 7/03

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED October 1, 2013	Applicant Identifier
<input type="checkbox"/> Construction	<input type="checkbox"/> Construction	3. DATE RECEIVED BY STATE September 30, 2013	State Application Identifier AR 121026-442 AR 130930-064
<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

5. APPLICANT INFORMATION

Legal Name: Springdale School District	RECEIVED SEP 30 2013 INTERGOVERNMENTAL SERVICES STATE CLEARINGHOUSE	Organizational Unit: Department:
Organizational DUNS: 183873413		Division:
Address: Street: 804 W. Johnson Avenue, PO Box 8	Name and telephone number of person to be contacted on matters involving this application (give area code)	Prefix: Dr.
City: Springdale	Middle Name Lynn	First Name: Marsha
County: Washington	Last Name Jones	Suffix:
State: AR	Zip Code 72765	Email: mjones@sdale.org
Country: United States	Phone Number (give area code) 479-750-8800	Fax Number (give area code) 479-750-8812

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

7 1 - 6 0 2 1 3 6 4

8. TYPE OF APPLICATION:

New Continuation Revision

If Revision, enter appropriate letter(s) in box(es)
(See back of form for description of letters.)

Other (specify)

7. TYPE OF APPLICANT: (See back of form for Application Types)

Public School District
Other (specify)

9. NAME OF FEDERAL AGENCY:

Department of Education

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:

8 4 - 4 1 6

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Race to the Top grant application for school districts

12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):

City of Springdale

13. PROPOSED PROJECT

Start Date: January 2014 Ending Date: June 2017

14. CONGRESSIONAL DISTRICTS OF:

a. Applicant 3rd b. Project 3rd

15. ESTIMATED FUNDING:

a. Federal	\$	29,670,909 ⁰⁰
b. Applicant	\$	2,906,487 ⁰⁰
c. State	\$	⁰⁰
d. Local	\$	⁰⁰
e. Other	\$	⁰⁰
f. Program Income	\$	⁰⁰
g. TOTAL	\$	32,577,396 ⁰⁰

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. Yes. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:

b. No. PROGRAM IS NOT COVERED BY E. O. 12372
 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

Yes If "Yes" attach an explanation. No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Authorized Representative

Prefix Dr.	First Name Marsha	Middle Name Lynn
Last Name Jones	Suffix	

b. Title
Associate Superintendent

c. Telephone Number (give area code)
479-750-8800

d. Signature of Authorized Representative
Marsha L. Jones

e. Date Signed
October 1, 2013

Reset Form

(A)(1) Articulating a comprehensive and coherent reform vision

Teach them All, Learning for All. This motto of the Springdale School District is at the core of all the work we have done over the past ten years to improve the quality of education for our students. Springdale Public Schools is a leader in the state of Arkansas, and recognized nationally, for the work we have done to personalize learning for students in our schools and to inform statewide conversation about educational reform. If funded, the RTTT-D grant will give the district the resources to move forward with our existing educational reform agenda at an accelerated pace.

The Springdale School District is the second largest school district in the state of Arkansas—exceeding 21,000 students in grades Pre-K through 12. We are also one of the fastest growing districts in the state, averaging between 500-700 new students per year. As a result of increased growth, we have opened 13 new buildings for a total of 29 school sites. Our school sites include an Early Childhood Center that serves 860 students in poverty, as well as an alternative high school that serves over 300 students.

This rapid population growth includes a radical demographic shift. Our largely “blue collar” district has shifted from a 95% Caucasian population to a majority- minority district. The rate of poverty has shifted from less than 15% to close to 70%. The fabric of our community is enriched with over 60% of our students speaking a second language. There are over 36 languages spoken from 40 countries, primarily Spanish, and we have a uniquely large population (over 2000) of Marshallese children.

Our district is committed to engaging and empowering the adult advocates of our students – be they parents, guardians, coaches or other appointed advocates. We have a parent participation rate of 95-100%. We attribute this high rate to our multi-lateral approach to making contact which includes: parent teacher conferencing, school-based programming, and the use of community liaisons. We use these opportunities to engage parents in conversations about student achievement and progress, and encourage them be a part of the goal setting process. We also serve parents in our community of learners through special parent programming like the Family Literacy Model.

Our educational program is well supported by our community at large. We are home to the industry headquarters for: Tyson’s Corporation, the world’s largest poultry company; JB Hunt, a nationally known trucking company; as well as Wal-Mart headquarters in the neighboring community of

Bentonville. We have over 150 business and university partners directly supporting the K-12 educational process including: the local business community of Springdale; the University of Arkansas; the Northwest Arkansas community college; and the Northwest Arkansas Technical Institute. We have prioritized the establishment of articulation agreements with these higher education institutions so that students can build bridges to postsecondary work during their high school career.

Springdale Public Schools has built upon these business and university connections to fuel nationally recognized programs. Our commitment to innovative personalized learning strategies established our district as a national leader in high school academy models. The National Career Academy Coalition, as well as the State of Arkansas Department of Education, has recognized us for our academy programs. These academy programs provide applied learning through personalized learning environments along specific career cluster pathways. Our academies include: the Medical Academy, the Information Technology Academy, the Architecture and Engineering Academy, and the Law Enforcement and Safety Academy. The academies each have advisory councils made up of individuals from the business and higher education arena linked to their areas of focus.

Our district is committed to demonstrating success despite the odds, and creating direct pipelines to college and career pathways for all students. Our Medical Academy is providing a direct pipeline to fill the need for bilingual nurses to serve Spanish-speaking patients in area hospitals. We are guiding students toward meaningful careers, and empowering students to build on their dual language capacity. Our district has been recognized for providing more engineering students, and uniquely more female engineering students, into the Engineering program at the University of Arkansas than any other high school in the state.

The International Baccalaureate program is also bringing distinction to the district. Our district is home to one of only three authorized IBO high school programs; and two of only four authorized IBO elementary programs in the state of Arkansas. The seven graduating seniors from the IB program received over \$4 million in college scholarships in SY11-12. The two elementary IB schools are considered *achieving schools* by all state indicators, even though they have over 70% poverty rates and over 60% ELL rates at each school. Springdale has consistently demonstrated success in innovative educational reform; please refer to Appendix A1 for additional areas of recognition and highlights of success.

We look to our high school graduation and college enrollment rates as a direct indicator of the work we do to prepare students for post-secondary endeavors. As posted in charts (A)(4)(c), and (A)(4)(d) respectively—our overall graduation rate is approximately 78%, based on cohort data from 9th grade, and our overall college enrollment rate is approximately 43%.

Given the district’s demographic shifts, the old ways of doing business are no longer effective. We have instituted a rigorous reform agenda in order to serve the diverse needs of our students. Despite significant change to the fabric of our district, we are unwavering in our commitment: *teach them all, learning for all*. We embrace the whole child approach to educating all students as defined by the Association for Supervision and Curriculum Development (ASCD). We have built a belief system recognizing that in order to get *all* students to unlock their potential, children need to be: 1) emotionally and physically safe; 2) healthy; 3) supported; 4) engaged; and 5) challenged. This approach has been demonstrated to mitigate the effects of poverty¹—a priority in our community. Our educators organize teaching around this belief system, and our outcome data demonstrates evidence of learning for all. Please refer to Appendix A2 for a chart outlining the work the district is doing to support the whole child.

Utilizing the whole child approach to education, we are creating conditions that support the four educational assurance areas of RTT-D. The precise focus of our reform agenda is preparing students who are college and career ready. We must expand personalized academic programs that not only prepare students for on-time high school graduation, but also position them to succeed in postsecondary endeavors.

The district is already operating a comprehensive and coherent reform agenda in direct alignment with the four core educational assurance areas set forth in RTT-D:

1. We implement a rigorous and relevant curriculum and are demonstrating that it prepares students for college and career readiness. Our curriculum is aligned to both the Common Core State Standards in grades K-12, as well as college and career readiness standards as defined by the State of Arkansas. We are working in association with the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium to evaluate student learning and improve instruction. This includes serving as a pilot site for the new PARCC assessments in 24

¹Payne. (2005). A Framework for Understanding Poverty: Aha! Process.

schools K-12. Please see Appendix A3a and A3b for the details of our pilot program with PARCC.

2. We track student progress through a district-designed data dashboard system, as well as a formative assessment system through our partnership with the Northwest Evaluation Association (NWEA)'s Measures of Academic Progress (MAP) assessment K-12. Collectively, we are able to measure the growth and success of *all* students, and we use this data to improve instruction.
3. The district recruits and develops the top tier of teachers from the local university systems in the area, as well as from around the state and nation. We support the retention of our teachers with the highest salary schedule in the state along with a strong benefit package. The use of a high quality evaluation system recently adopted by the state of Arkansas, known as the Teacher Excellence Support System (TESS), ensures that all Springdale teachers receive capacity building support for continued professional development. A special focus has been placed on hiring staff that better reflect the diversity of our student population. We have increased the number of minority teachers and administrators by 10%. All teachers are highly qualified, and over 50% of our teachers have a master's degree or higher. Additionally, our district accountability measures ensure parity among poverty schools and non-poverty schools by requiring that all core content teachers have the credentials to teach in place prior to offering them a contract. We regularly conduct an equity review of support staff in schools to ensure that there is parity in terms of instructional specialists, and that all class sizes meet state requirements.
4. The district has already implemented the Turnaround School Principles in the Archer Alternative Learning Center (ALC) High School. Due to low academic performance over the past three years, the school principal was replaced and all teachers were reconsidered for their placement during the summer of 2012. Since implementing Turnaround School Principles, preliminary student proficiency on the ELA End of Course Exam increased from 17% in 2012 to 33% proficient in 2013, and student proficiency on the Algebra End of Course Exam increased from 7% proficient in 2012 to 63% proficient in 2013. Please see section B1 for more details on our track record of success with the ALC.

Given our nationally-recognized work expanding personalized learning environments in Springdale Public Schools, and our commitment to the four core educational assurance areas, we are well-

positioned to move forward with our reform agenda through RTT-D. We have set three bold goals to guide our work of unprecedented and comprehensive reform.

Goal 1: The district will drastically accelerate student achievement

√ **Objective 1a: *Reach 100% of high need students through a high-quality Pre-K program.***

A recent study by the Arkansas Advocates for Children and Families found that “Pre-K programs were the most effective intervention in closing the achievement gap between white and minority students and between middle class and low income students.”² We propose to increase the number of Pre-K classes to serve all children currently on the waiting list, who meet the criteria to attend an Arkansas Better Chance Pre-K program due to poverty or Second Language Learner status.

√ **Objective 1b: *All students will be on grade level in reading by the end of grade 3.*** In a

recent study by the Winthrop Rockefeller Foundation, researchers concluded that being able to read on grade level by the end of third grade is “one of the most important predictors of school success and high school graduation.”³ We are shifting pedagogy and curriculum to prepare students with the necessary process skills to do college and career level work. This alignment work will create units that: embed the process skills of authentic literacy including the use of *Close* reading; increase the text complexity for each grade level; use analytical reading skills; and develop research and argumentative writing skills. Teams of curriculum experts will serve as district instructional facilitators and classroom teachers will work on curriculum units. A model for these units will be provided to the faculty to ensure continuity in unit development.

√ **Objective 1c: *All students will be on grade level in math by the end of 5th grade.*** Research conducted by the National Council of Teachers of Mathematics showed that “in order to equip students to master math concepts beyond Algebra, students must have: a strong conceptual understanding; specific fluency in math computation; and mastery of concepts in Number Sense, Geometry, Algebraic Thinking, and Measurement and Data by the end of the 5th grade.”⁴ We propose to ramp up work to align the curriculum so that it is based on the

² Arkansas Advocates for Children and Families. (2012) Pre-K – Access to Success

³ The Arkansas Campaign for Grade level Reading Published September 2012 by the Arkansas Advocates for Children and Families. p.5

⁴ retrieved from <http://www.corestandards.org/the-standards>

mathematical content and process skills as defined in the Common Core State Standards (CCSS) for mathematics. We will train all teachers in the use of a pedagogical model known as *Cognitively Guided Mathematics* that promotes the use of process skills defined as the eight Mathematical Practices in the Common Core State Standards.

- √ **Objective 1d:** *Every student will move up two (2) proficiency levels on the ELDA exam after three (3) years in the ELL program.* To accelerate purposeful learning of a second language, the district has instituted a pedagogical model known as the *Gradual Release of Responsibility*.⁵ Building on over three years of work, we propose to transform the delivery model of instruction. Teachers will help students acquire knowledge and academic language through structured teaching that includes modeling, guided instruction and both group and independent work. Early outcome data from this work demonstrates that between 70%-80% of second language learners in several of our elementary schools, who were considered a level 2 on a 5 point scale, passed Arkansas' benchmark exam in grades 3-5 in 2012. Please see Appendix A4 for a more detailed explanation.

Goal 2: The district will close the experience gap

- √ **Objective 2a:** *Support parents as partners in the educational process.* In the book *A Framework for Understanding Poverty*, Dr. Ruby Payne cites the “hidden rules and languages” that act as a barrier to college and career success for disadvantaged students⁶. We propose to develop a Parent Academy as an opportunity for families to access programming that will: help them better address gaps in their own academic skills; better prepare them to advocate for, and engage in their student's educational progress; and prepare them to be partners in bridging the gap between high school and college and careers. The latter will include opportunities for college visits, and programming on navigating the college application and match process, as well as taking full advantage of financial aid opportunities.
- √ **Objective 2b:** *Increase access to technology and integrate the use of technology into the classroom instruction.* A research study by Harold Wenglinsky⁷ found that computer usage

⁵ Fisher, D., & Frey, N. (2008). *Better Learning Through Structured Teaching: A framework for the gradual release of responsibility*. Alexandria, VaVA: Association for Supervision and Curriculum Development

⁶ Payne, R.K. (2005). *A Framework for understanding Poverty*. Highlands, Tex: aha! Process.

⁷Wenglinsky, H. (2006). *Technology and Achievement: The Bottom Line*. Educational Leadership. Vol. 63.

was “most effective when teachers used them to promote higher order thinking skills.” Furthermore, NAEP data for 12th graders who participated in the NAEP U.S. History assessment found that technology had a substantial impact when students were expressing ideas, thinking abstractly, or participating in problem solving. Our three pronged approach will first establish a 1:1 ratio of technology device per student and ensure that all classrooms are “Smart Classrooms” through the purchase of interactive white boards, cameras and laptop computers for teachers, with student access to iPads, Netbook carts, and computer labs in every school. Second we will expand parent access to technology through school-based and community “hot spots” and community liaisons with computer access. Third, we propose to expand and customize an interoperable data system that allows secure access to student progress data for students, teachers and parents. Our work in this area is informed by Livingston in his article “1-to-1 Learning: Laptop Programs That Work” (2009).⁸

Goal 3: The district will deepen student learning through personalized learning strategies, supported by a culture of collaboration.

√ **Objective 3a:** *Develop personalized pathways through school.* Research from the *National Education Policy Center*⁹ addresses the feasibility and advisability of providing multiple pathways through high school. According to these sources, the essential components for “multiple pathways reform” must include: project based learning and other engaging classroom strategies; courses that are well grounded in professional and technical standards; field-based learning and application in real world situations; and support to students as needed in the area of counseling, transportation and supplemental instruction. Furthermore, an Issue Brief published by the National Governor’s Association states student readiness for college and careers are hampered in the past by an underlying education system that dictates inputs such as the amount of time students are required to complete a course (commonly known as ‘seat time’).¹⁰ Our three pronged approach to meeting this objective will include: (i) piloting a Seat Time Waiver for the Arkansas Department of Education; (ii) ensuring

⁸ Livingston. (2009) 1-to-1 Learning: Laptop Programs That Work. ISTE

⁹ Saunders, M & Chrisman, C. (2011) *Linking Learning to the 21st Century: Preparing All students for College Career And Civic Participation*. Boulder, CO: National Education Policy Center. Retrieved October 1, 2012 from <http://nepc.colorado.edu/publication/linking-learning>

¹⁰ State Strategies for Awarding Credit to support Student Learning, February 2012) (p. 1.) Retrieved from <http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications>.

100% of students complete a personalized learning plan with student led conferencing; and (iii) expanding graduation pathways like more academy options, sustaining the work of the Alternative Learning Environment High School and developing more articulated courses with local colleges so students can pursue dual enrollment

- i.** We gained approval from the Arkansas Department of Education in 2012 to move forward with a state pilot transitioning away from a time-based model of 60 hours per Carnegie Unit, to a competency-based model of demonstrating course competencies. Since that time we have brought in outside experts to conduct focus groups with all stakeholder groups to assess readiness for a move to competency based instruction.
- ii.** Brown University’s model—*Changing Systems to Personalize Learning*, uses personalized learning strategies to adapt existing practices and improve student engagement.”¹¹ The model defines personalized learning strategies to include personalized learning plans, student led conferencing, project based learning, and advisories as key components to improving student achievement for at-risk students. We propose to require personal learning plans (PLPs) K-12 for all students in the district that include common and individual tasks customized to students’ academic and personal interests. Students will complete work towards their PLPs during dedicated time each week, including during Advisory at the secondary level. Students will present progress towards their PLPs during Student Led Conferences (SLCs) held twice each school year. Parents will be active participants in the goal setting and reflection process, and will have access to training through the Parent Academy in order to effectively engage in these conversations.
- iii.** Our work to expand graduation pathways will include additional academy options in our existing career academy design, expanding the work of our alternative learning environment high school – the Archer Learning Center, and developing more articulated courses with local colleges so students can pursue dual-enrollment.

¹¹ DiMartino, J., & Clarke, J. H. (2008). *Personalizing the High School Experience for Each Student*. Alexandria, VA: Association for Supervision and Curriculum Development.

√ **Objective 3b:** *Create a culture of collaboration—by design.* We propose to expand, and in some instances initiate, professional learning communities (PLCs) in each of our school sites through a multi faceted approach that includes: the creation of a new bell schedule that allows time for regular meetings of teacher teams; the provision of ongoing school change and instructional coaching; and the development of Demonstration Classrooms where teachers can observe innovative, personalized instructional strategies in an authentic setting. A recent article published in *Educational Leadership* (ASCD)¹² states “schools that improve significantly [use] coaches [as] the most crucial change agent in the school.” Coaches model lessons, observe instruction, review student data, and lead the collaborative marking of student work.” Teacher teams will be guided by academic coaches trained in the student-centered coaching model. This model uses student work samples to guide conversation facilitated by instructional coaches. School change coaches will also facilitate better collaboration in PLCs through the use of protocols, teaming exercises, and critical friends training.

This submission is in follow-up to our RTTT-D proposal submitted during the first grant cycle in 2012. The 2012 proposal was very highly regarded based on the reviewers’ comments. To strengthen our proposal the District Leadership Team scrutinized the readers’ comments and made adjustments in those areas of the proposal that the reviewers felt required more clarity or detail. The scores of the reviewers’ comments are listed in Appendix A5a and A5b along with the specific adjustments we made in response to the comments.

The vision we have set forth in our reform agenda fosters our sustained presence as a state leader in educational reform. The seat time waiver included in our RTT-D proposal will serve as the catalyst for innovating our academic programs to expand personalized learning environments K-12 both inside and outside of the traditional school setting. The creation of a Parent Academy will ensure parents are engaged and able to participate as allies in our work, and our focus on teacher professional development will ensure that all teachers are able to effectively implement and sustain the reform agenda in our proposal. By working at all levels of the district, our comprehensive approach will better serve all of our students.

¹² Fullan. & Knight. (2011, October). Coaches as System Leaders. *Educational Leadership*, 69(2), 50-51.

(A) (2) Applicant’s approach to implementation

The process used to establish a justified inclusion of all schools in the district as a part of the selection process is reflected in the following methodology: All schools in our district meet the RTT-D eligibility requirements in one of two ways: 1. Schools that are in poverty include all schools with greater than 40% of students receiving free or reduced price lunch (FRL). Each of these schools also includes a majority of high-need students (as defined in this application) due to our majority minority status, and high influx of Marshallese and Hispanic students. 2. The second criteria used to determine inclusion was the determination of whether or not a school was considered *Achieving*. Seventeen (17) of the twenty-nine (29) schools are in some form of school improvement. The RTT-D project is considered a district wide project since all schools either meet the criteria as a school in poverty, or as a school in some level of school improvement based on the *ESEA Flexibility Waiver* calculations. Schools are defined as meeting the proficiency standards based on performance by *All Students* as well as a cluster of students within what is called the *Targeted Achievement Gap Group (TAGG)*. The *TAGG* group includes Students with Disabilities, English Language Learners and Economically Disadvantaged students. Schools can meet performance targets through one of two measures: Proficiency or Growth. Based on the criteria within the accountability model, some high poverty schools are achieving; some are not. Some low poverty schools are not achieving. Twenty-two (22) of our school sites meet the definition of poverty schools based on the 40% FRL threshold. Represented within the district’s schools there are 8 Focus Schools, 1 Priority School, and 8 Needs Improvement schools, as defined by the *ESEA Flexibility Waiver* calculations. A new school opened this year as a Title I junior high – but they do not yet have a designation based on assessment data. Please note: our methodology is informed by the most recent data from 2012; the ADE has not released the 2013 designations as of the deadline for submission.

	School Demographics								
	Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
	A	B	C	D	E	F	G	H	I

LEA <i>(Column relevant for consortium applicants)</i>	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/E)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population
Springdale School District	<i>Archer ALC HS</i>	8-12	37	335	264	264	264	335	100%	79%	100%
	<i>Central JHS</i>	8-9	58	927	279	455	455	927	100%	49%	100%
	<i>Early Childhood Center</i>	PK	16	840	729	729	729	840	100%	87%	100%
	<i>Elmdale ES</i>	K-5	38	528	360	493	493	528	100%	93%	100%
	<i>Fadil Bayyari ES</i>	K-5	44	600	478	562	562	600	100%	94%	100%
	<i>George ES</i>	K-5	42	640	442	557	557	640	100%	87%	100%
	<i>George JHS</i>	8-9	60	700	412	573	573	700	100%	82%	100%
	<i>Har-Ber HS</i>	10-12	116	1800	509	793	793	1800	100%	44%	100%
	<i>Harp ES</i>	K-5	42	625	381	463	463	625	100%	74%	100%
	<i>Helen Tyson MS</i>	6-7	64	699	359	516	516	699	100%	74%	100%
	<i>Hellstern MS</i>	6-7	66	921	314	482	482	921	100%	52%	100%
	<i>Hunt ES</i>	K-5	39	614	182	253	253	614	100%	41%	100%
	<i>Jones ES</i>	K-5	40	570	431	557	557	570	100%	88%	100%
<i>J.O. Kelly MS</i>	6-7	56	676	488	597	597	676	100%	72%	100%	

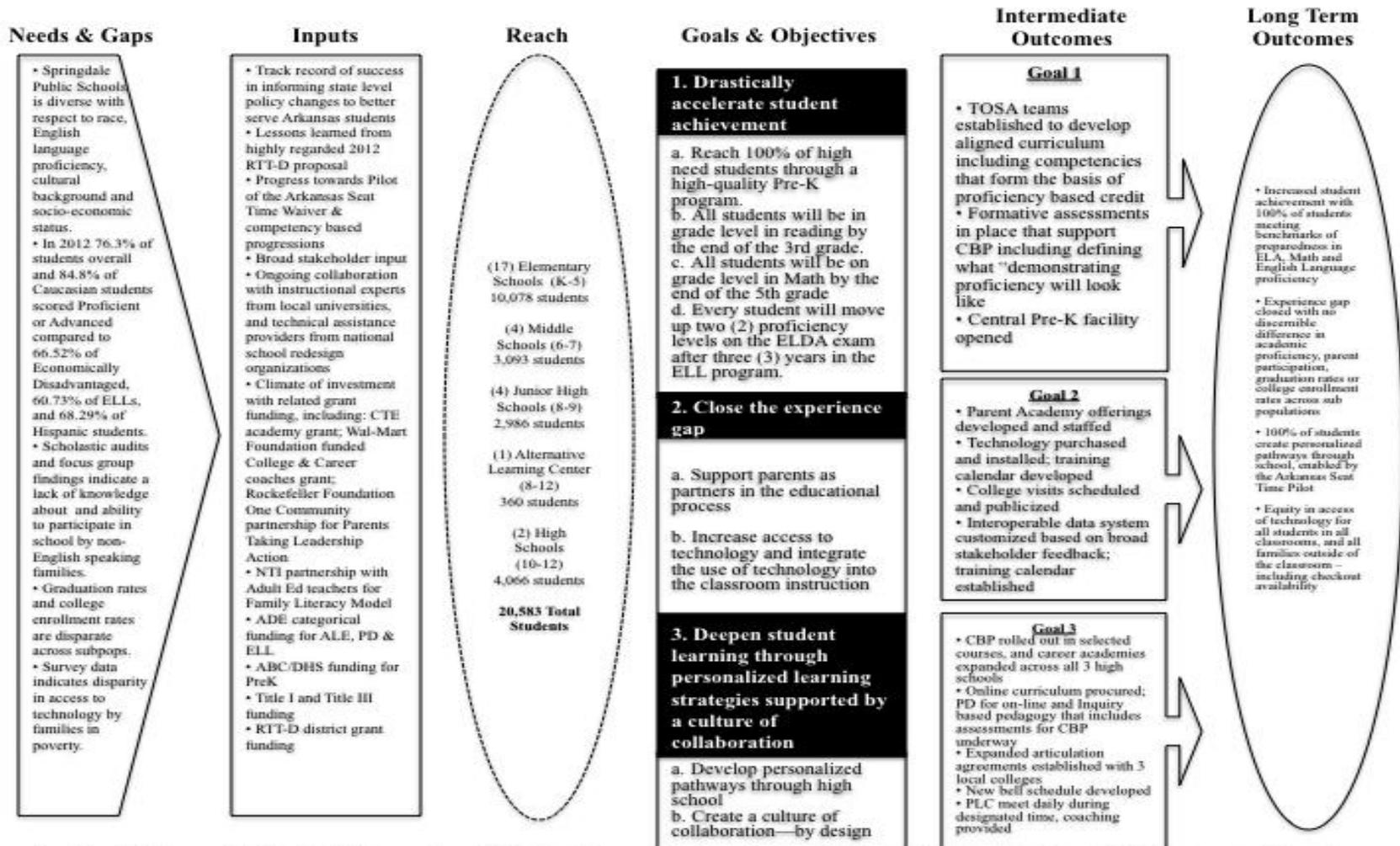
			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low- income students in LEA or Consortium	Total # of Students in the School	$(B/E)*100$ % of Participating Students in the School	$(D/B)*100$ % of Participating students from low- income families	$(C/D)*100$ % of Total LEA or consortium low- income population
	<i>John Tyson ES</i>	K-5	36	566	304	407	407	566	100%	98%	100%
	<i>Lakeside JHS</i>	8-9	56	638	345	534	534	638	100%	84%	100%
	<i>Lee ES</i>	K-5	34	511	343	465	465	511	100%	91%	100%
	<i>Monitor ES</i>	K-5	49	705	387	592	592	705	100%	84%	100%
	<i>Parson Hills ES</i>	K-5	36	528	388	510	510	528	100%	97%	100%
	<i>Shaw ES</i>	K-5	39	560	79	225	225	560	100%	40%	100%
	<i>Sonora ES</i>	K-5	44	703	317	541	541	703	100%	77%	100%
	<i>Sonora MS</i>	6-7	56	797	425	665	665	797	100%	83%	100%
	<i>Southwest JHS</i>	8-9	58	728	350	493	493	728	100%	68%	100%
	<i>Springdale HS</i>	10-12	151	2249	1028	1686	1686	2249	100%	75%	100%
	<i>T.G. Smith</i>	K-5	42	611	308	466	466	611	100%	76%	100%
	<i>Turnbow ES</i>	K-5	52	815	451	645	645	815	100%	79%	100%

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low- income students in LEA or Consortium	Total # of Students in the School	$(B/E)*100$ % of Participating Students in the School	$(D/B)*100$ % of Participating students from low- income families	% of Total LEA or consortium low- income population
	Walker ES	K-5	36	540	202	263	263	540	100%	49%	100%
	Westwood ES	K-5	36	484	274	411	411	484	100%	85%	100%
	Young ES	K-5	34	514	113	109	109	514	100%	21%	100%
TOTAL			1477	21424	10855	15306	15306	21424	100%	71%	100%

A (3) LEA-wide reform & change

The logic model below summarizes how the goals and objectives of our reform proposal will be scaled up and translated into meaningful reform to support district-wide change. The detailed timeline that follows aligns the goals and objectives of the logic model to the resources and deliverables required to reach both short-term and long-term outcome goals.

Springdale 2013 RTT-D Logic Model



Key: ELA= English Language Arts; ELL = English Language Learner; ELDA = English Language Development Assessment; TOSA = Teachers on Special Assignment; CBP = Competency Based Progression; PD = Professional Development; PLG = Professional Learning Groups

Implementation Timeline

Key: Y = School Year | S = Semester; Project Begins January 2014; ie Y1 S2; Year 1= SY14-15| Year 2 = SY15-16 | Year 3 = SY16-17 | Year 4 = SY17-18 | Year 5 = SY18-19

Activities	Y	S	Deliverables	Responsible Party
Goal 1: Drastically accelerate student achievement				
<ul style="list-style-type: none"> • Objective 1a: Reach 100% of high need students through Pre-K • Objective 1b: Ensure that all students are on grade level in reading by the end of grade 3. • Objective 1c: Ensure that all students are on grade level in math by the end of the 5th grade. • Objective 1d: Ensure that every student will move up two (2) proficiency levels on the ELDA exam after three (3) years in the ELL program. 				
P6 – Centralize Early Learning Center	2	1	Two new Pre-K classes	Pre-K Director
	3	1	Two new Pre-K classes	Assistant superintendent PreK-7
	4	1	One new Pre-K class with technology upgrade	Assist. Superintendent for Special Services
	3	1	Upgrade technology in all Early Childhood Center Classrooms	Assist. Superintendent for Special Services
	3	1	Intermediate Outcomes, Goal 1: Centralizing the Pre-K with playground	
P8 – High Quality Professional Development	1	2	Curriculum units aligned with CCSS in Literacy and with content expert	Literacy ToSA
	1	2	Curriculum units aligned with CCSS in Math and with content expert	Math ToSA Content expert
	1	2	Intermediate Outcome, Goal 1: ToSA teams established to develop aligned curriculum	Math and Literacy ToSAs PD coordinator Content expert
	2	1	Add two additional ToSAs each in literacy and math for curriculum writing	District School Improvement team Literacy and Math ToSAs
	3	1	Intermediate Outcome, Goal 1: Formative assessments aligned with PARCC assessments in Literacy and Math with content expert	PD Coordinator ELL Coordinator ELL Coordinator ELL Coordinator Content expert
	1	2	Job Embedded professional development for faculty	

	1	2	Classroom observation	
	3	1	Demonstration classrooms	
	1	2	Gradual Release of Responsibility Instructional model	
	2	1	ELL Curriculum Scaffolding expert	
	3	1	Demonstration Classrooms for teachers	
	2	1	ELL Scaffolding PD	
<p>Long Term Outcome, Goal 1: Increased student achievement with 100% of students meeting benchmarks of preparedness in ELA, Math and English Language proficiency</p>				
<p>Goal 2: Close the experience gap</p> <ul style="list-style-type: none"> Objective 2a: Support parents as partners in the educational process Objective 2b: Increase access to technology and integration of technology into the classroom 				
P9 – Parent Academy	2	1	Add two Family Literacy sites	ELL Coordinator and NTI
	3	1	Add two Family Literacy sites	Adult Ed coordinator
	4	1	Add one Family Literacy site	
	1	2	Design model for PLP and SLC writing teams and parent seminars	PD Coordinator, Building-Level
	2	1	Implement Personal Learning plans and student-led conferencing at 17 elementary schools with professional development for teachers	Parent Liaisons
	3	1	Intermediate Outcome, Goal 2: Parent Academy offerings developed and staffed	Assistant Superintendent PreK-7 and elementary principals
	4	2	Implement Personal Learning Plans and student-led conferencing at the three high schools with professional development for teachers	Parent Liaisons, PD Coordinator
	3	1	Intermediate Outcomes, Goal 2: College visits scheduled and publicized; training calendar established	Assistant Superintendent Pre-K-7 and middle school principals
	2	2	College Knowledge seminars and college visits scheduled	Assistant Superintendent for 8-12
	1	2	Public Will Building with first time college going families	Assistant Superintendent for 8-12
				Building principals, Counselors
				Secondary Principals, College Career Ready Coordinator, CTE

			Long Term Outcome, Goal 2: Experience gap closed with no discernible difference in academic proficiency, parent participation, graduation rates or college enrollment rates across sub populations	Coordinator, GT Coordinator and Assistant Superintendent 8-12
P7 – Technology Acquisition and Integration	2-4	1	1 additional EAST lab each year of the grant in years 1-2-3 and two classes in year 4	Assistant Superintendent for STEM Building principals Network Engineer
	2	1	Scale up of technology over 4 years starting with schools whose ratio is lowest:	
	2	2	7 non-title schools – 1 high school, 1 junior high, 1 middle school, 4 elementary schools	
	3	1	5 Title schools: 2 high schools and 3 junior highs	
	3	1	Intermediate Outcome, Goal 2: Technology purchased and installed with training calendar developed	
	3	2	3 Title I Middle Schools	
	2	2	13 Title I Elementary Schools	
	2	1	Implement 5 eMINTS classrooms	
	2	1	Intermediate Outcome: Purchase the Interoperable data system and training schedule	
Goal 3: Deepen student learning through personalized learning strategies, supported by a culture of collaboration <ul style="list-style-type: none"> • Objective 3a: Cultivate personalized learning environment using personalized pathways through school • Objective 3b: Create a culture of collaboration—by design 				
P1 – Seat Time Waiver Pilot	2	2	Establish Design team to work on competencies and rubrics for course work credit	Assistant Superintendent 8-12 High School Principals CTE Coordinator
	2	2	Make site visits to New Hampshire schools	
	2	1	Establish articulation pathways through high school	
	3	2	Contact office of innovation for support for waiver process	
			Intermediate Outcome, Goal 3: Seat time pilot rolled out in 3 high schools	

	5	1	Long Term Outcome, Goal 3: 100% of students create personalized pathways through school, enabled by the Arkansas Seat Time Pilot	
P2 – Schedule	1 3	2 2	Convene “schedule project team” district and school level Intermediate Outcome: New bell system established	High School Principal Assistant Superintendent 8-12
P3 – Advisory	2 3 4 2 3	1 2 2 1 1	Student-led conferencing at the middle school Student –led conferencing at the junior high Student –led conferencing at the high school Intermediate Outcome: Online option for students; articulated course offerings expanded	Middle School Principals Assistant Superintendent Prek_7 Assistant Superintendent 8-12 Junior High and High School Principals
P4 – Personalized Learning Plan/Student-Led Conferencing	2 3 4 2- 4	1 2 2 1	Use of PLP’s within the conferencing system at the middle school Use of PLP’s within the conferencing system at the junior highs Use of PLP’s within the conferencing system at the high schools Intermediate Outcome: Implement SLC at all levels in accordance with PLP model	Assistant Superintendent PreK-7 Middle School Principals Assistant Superintendent 8-12 Junior High and High school Principals
P5 – Multiple Pathways to Graduation	2 3 4 2	1 1 1 1	Addition of one career academy at each high school with CBD Addition of one career academy at the ALE with CBD Addition of second career academy at each high school with CBD Attend National Career Academy Conference	CTE Coordinator, High School Principals, Parents
P10 – Strengthening Professional Learning Communities	2 2 4	1 1 1	Initiate a handbook that defines the expectations for the Professional Learning Community with representative committees members from across the district over the course of the grant with a product complete by Year 4-1 st semester Attend National conference on professional Learning communities All faculty are involved in a PLC	Assistant Superintendent Pre-K 7 and 8-12 Associate Superintendent PD Coordinator 8 K-12 Faculty representatives
P11 – Educator Evaluation & Coaching	1 4 2 1	2 1 1 2	Implementation of TESS and LEADS Proposed implementation of Superintendent evaluation System Coaching from a national expert Evaluation model implemented with assistance from a national expert Project Manager Guidance and administrative assistant for all projects	Assistant Superintendents Pre-K-7 and 8-12 Superintendent Associate Superintendent

(A)(4) LEA-wide goals for improved student outcomes

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): We are in our final two years of State Benchmark Assessments in grades 3-8, and End of Course Assessments in Algebra and 11th grade Literacy. This year the new assessments are being piloted, and in SY2014-2015 the new assessments will replace the current system. The new assessment system stems from our partnership with the PARCC consortium. We anticipate an assessment in grades 3 through 8, and an End of Course Exam in Algebra and 10th grade Literacy.

The data submitted for this grant is based on the current assessment system and the trajectory toward having 100% of the students proficient or above. Please reference Appendix A6a-j for grade level specific achievement data across all demographics.

Methodology for determining status (e.g., percent proficient and above): Each school has been given a specific trajectory that sets new AMOs as part of the *ESEA Flexibility Waiver* process. The baseline year of 2011 established the number and percent of students who were proficient and above. This baseline was used to establish a trajectory of AMOs that will move a school toward 100% proficient and advanced over the next twelve years. We anticipate new baseline data to be established once the PARCC assessments are put into place in 2013.

For the purposes of this grant we are submitting our data based on the current trajectory patterns based on current assessments.

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): Growth trajectories were established using 2011 baseline data. Each student in a school has an established growth trajectory based on scaled score proficiency formulas for each grade from 3 to 8. The growth score for the school was determined by the number and percent of students who met their individual growth trajectory in the 2011 school year. That percentage was used to determine the difference between the percent of students who met their growth score and having 100 percent of students meet their growth score. AMOs were set by dividing the difference by 12 so that in 12 years the goal is to have 100 percent of the students meet their growth score. This calculation may be subject to change as we enter into a new testing cycle with the PARCC consortium, based on Common Core State Standards.

Specific methodology for determining achievement gap (as defined in this notice): The Arkansas Department of Education in the *ESEA Flexibility Waiver* proposal defined the achievement gap for each school based on the gap between the *Targeted Assistance Group (TAGG) Students* and *All Students* performance. The TAGG group is comprised of *Students with Disabilities*, *English Language Learners* and *Students in Poverty* based on Free and Reduced Lunch eligibility. The *ESEA Flexibility Waiver* allowed the state to set adjusted targets for *All Students* to meet proficiency at a level of 50% of the difference between their baseline number of proficient students in 2011 and 100% proficiency with trajectories computed over the next six years. The same

calculations were used for students who were in the TAGG group. The differences in the trajectories each year show the gap when subtracted one from the other: *TAGG* versus *All Students*.

Note: Some groups do not have a gap with *All Students* (Caucasian students exceed the expected trajectories). Please see actual definition excerpted from the *ESEA Flexibility Waiver* in Appendix A7. Refer to Appendix A8 ESEA Annual Measureable Objective as documentation of performance on summative assessments.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
<i>Literacy Performance</i>	OVERALL	76.35	78.5	80.65	82.8	84.95	87.1	89.25
	<i>African American</i>	63.16	66.51	69.86	73.21	76.56	79.91	83.26
	<i>Hispanic</i>	70.93	73.58	76.22	78.86	81.5	84.15	86.8
	<i>Caucasian</i>	85.87	87.15	88.44	89.72	91.01	92.29	93.57
	<i>Economically Disadvantaged</i>	69.31	72.1	74.89	77.68	80.47	83.26	86.05
	<i>English Learners</i>	6465.97	67.28	70.55	73.82	77.09	80.37	83.65
	<i>Students with Disabilities</i>	36.91	42.64	48.38	54.11	59.85	65.59	71.33
<i>Literacy Growth</i>	OVERALL	82.39	83.99	85.59	87.19	88.79	90.4	92.01
	<i>African American</i>	73.33	75.75	78.18	80.60	83.03	85.45	87.87
	<i>Hispanic</i>	80.59	82.36	84.15	85.89	87.65	89.42	91.19
	<i>Caucasian</i>	86.75	87.95	89.16	90.36	91.57	92.77	93.97
	<i>Economically Disadvantaged</i>	78.02	80.02	82.02	84.01	86.01	88.01	90.01
	<i>English Learners</i>	76.29	78.44	80.60	82.75	84.91	87.07	89.23

	<i>Students with Disabilities</i>	46.38	51.26	56.13	61.01	65.88	70.76	75.64
<i>Math Performance</i>	OVERALL	77.62	79.66	81.69	83.73	85.76	87.80	89.84
	<i>African American</i>	67.95	70.87	73.78	76.69	79.61	82.52	85.43
	<i>Hispanic</i>	73.44	75.86	78.27	80.69	83.10	85.52	87.94
	<i>Caucasian</i>	86.58	87.80	89.02	90.24	91.46	92.68	93.9
	<i>Economically Disadvantaged</i>	71.01	73.64	76.28	78.91	81.55	84.19	86.93
	<i>English Learners</i>	65.97	69.07	72.16	75.25	78.35	81.44	84.53
	<i>Students with Disabilities</i>	52.45	56.78	61.10	65.42	69.74	74.07	78.4
<i>Math Growth</i>	OVERALL	71.31	73.92	76.53	79.13	81.74	84.35	86.96
	<i>African American</i>	56.91	60.83	64.74	68.66	72.58	76.50	80.42
	<i>Hispanic</i>	66.81	69.83	72.84	75.86	78.88	81.90	84.92
	<i>Caucasian</i>	79.52	81.38	83.25	85.11	86.97	88.83	90.69
	<i>Economically Disadvantaged</i>	65.18	68.34	71.51	74.67	77.84	81.01	84.18
	<i>English Learners</i>	60.66	64.23	67.81	71.39	74.96	78.54	82.12
	<i>Students with Disabilities</i>	43.71	48.83	53.94	59.06	64.18	69.3	74.42

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): We are in our final two years of State Benchmark Assessments in grades 3-8, and End of Course Assessments in Algebra and 11th grade Literacy. This year the new assessments are being piloted, and in SY2014-2015 the new assessments will replace the current system. The new assessment system stems from our partnership with the PARCC consortium. We anticipate an assessment in grades 3 through 8, and an End of Course Exam in Algebra and 10th grade Literacy.

The data submitted for this grant is based on the current assessment system and the trajectory toward having 100% of the students proficient or above.

Methodology for determining status (e.g., percent proficient and above): Each school has been given a specific trajectory that sets new AMOs as part of the *ESEA Flexibility Waiver* process. The baseline year of 2011 established the number and percent of students who were proficient and above. This baseline was used to establish a trajectory of AMOs that will move a school toward 100% proficient and advanced over the next twelve years. We anticipate new baseline data to be established once the PARCC assessments are put into place in 2013.

For the purposes of this grant we are submitting our data based on the current trajectory patterns based on current assessments.

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): Growth trajectories were established using 2011 baseline data. Each student in a school has an established growth trajectory based on scaled score proficiency formulas for each grade from 3 to 8. The growth score for the school was determined by the number and percent of students who met their individual growth trajectory in the 2011 school year. That percentage was used to determine the difference between the percent of students who met their growth score and having 100 percent of students meet their growth score. AMOs were set by dividing the difference by 12 so that in 12 years the goal is to have 100 percent of the students meet their growth score. This calculation may be subject to change as we enter into a new testing cycle with the PARCC consortium, based on Common Core State Standards.

Specific methodology for determining achievement gap (as defined in this notice): The Arkansas Department of Education in the *ESEA Flexibility Waiver* proposal defined the achievement gap for each school based on the gap between the *Targeted Assistance Group (TAGG) Students* and *All Students* performance. The *TAGG* group is comprised of *Students with Disabilities*, *English Language Learners* and *Students in Poverty* based on Free and Reduced Lunch eligibility. The *ESEA Flexibility Waiver* allowed the state to set adjusted targets for *All Students* to meet proficiency at a level of 50% of the difference between their baseline number of proficient students in 2011 and 100% proficiency with trajectories computed over the next six years. The same calculations were used for students who were in the *TAGG* group. The differences in the trajectories each year show the gap when subtracted one from the other: *TAGG* versus *All Students*.

Note: Some groups do not have a gap with *All Students* (Caucasian students exceed the expected trajectories). Please see actual definition excerpted from the *ESEA Flexibility Waiver* in Appendix A4. Refer to Appendix A5 ESEA Annual Measureable Objective as documentation

of performance on summative assessments.

The State of Arkansas has set as its expectation that TAGG is the primary group of students on which schools are to focus. There are no performance or growth AMOs or trajectories for other sub-populations. In the table below, the percentages are for TAGG / All Students.

Goal area	Identify subgroup and comparison group		Baseline(s)		Goals				
	Subgroup	Comparison Group	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
<i>Literacy Performance</i>	TAGG	All Students	68.92 / 76.35	71.74 / 78.5	74.57 / 80.65	77.39 / 82.8	80.22 / 84.95	83.05 / 87.1	85.17 / 89.25
<i>Literacy Growth</i>	TAGG	All Students	77.79 / 82.39	79.82 / 83.99	81.83 / 85.59	83.85 / 87.19	85.87 / 88.79	87.89 / 90.4	89.5 / 92.01
<i>Math Performance</i>	TAGG	All Students	71.02 / 77.62	73.65 / 79.66	76.29 / 81.69	78.92 / 83.73	81.56 / 85.76	84.19 / 87.80	86.23 / 89.84
<i>Math Growth</i>	TAGG	All Students	65.13 / 71.31	68.3 / 73.92	71.47 / 76.53	74.64 / 79.13	77.18 / 81.74	80.98 / 84.35	83.58 / 86.96

(A)(4)(c) Graduation rates (as defined in this notice)								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
High school graduation rate	OVERALL	80.33	82.12	83.91	85.69	87.46	89.27	91.08
	<i>African American</i>	74.54	76.85	79.17	81.48	83.80	86.11	88.42
	<i>Hispanic</i>	76.30	78.45	80.61	82.76	84.92	87.07	89.22
	<i>Caucasian</i>	85.25	86.58	87.93	89.27	90.61	91.95	93.29
	<i>Economically</i>	75.12	77.38	79.65	81.91	84.17	86.43	88.69

	<i>Disadvantaged</i>							
	<i>English Learners</i>	74.29	76.63	78.96	81.30	83.64	85.98	88.32
	<i>Students with Disabilities</i>	70.32	73.02	75.72	78.41	81.11	83.81	86.51

(A)(4)(d) College enrollment (as defined in this notice) rates

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2011-12, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- (College enrollment SY 2011-12) = Number of SY 2009-10 graduates enrolled in a higher-education institution during the 16 months after graduation
- (College enrollment rate) = (College enrollment SY 2011-12) ÷ (Cohort Population, e.g., total number of SY 2009-10 graduates) * 100

Goal area	Subgroup	Baseline(s)			Goals			
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
College enrollment rate	OVERALL	50.84%	55.31%	59.78%	64.25%	68.72%	73.19%	77.66%
	<i>African American</i>	9.9%	18.09%	26.28%	34.47%	42.66%	50.85%	59.04%
	<i>Hispanic</i>	33.43%	39.48%	45.53%	51.58%	57.63%	63.68%	69.73%
	<i>Caucasian</i>	66.82%	69.83%	72.84%	75.85%	78.86%	81.87%	84.88%
	<i>Economically Disadvantaged</i>	69.48%	72.26%	75.04%	77.82%	80.6%	83.38%	86.16%
	<i>English Learners</i>	56.33%	60.3%	64.27%	68.24%	72.21%	76.18%	80.15%
	<i>Students with Disabilities</i>	17.34%	24.85%	32.36%	39.87%	47.38%	54.89%	62.4%

Optional: (A)(4)(e) Postsecondary Degree Attainment								
Methodology for postsecondary degree attainment: The number of Springdale School District graduates who had earned either an associate's degree or a bachelor's degree by May 2011. As the size of the senior class increases we are projecting an overall increase of 4% per year for degree-earning graduates. See Appendix A9.								
Goal area	LEA	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
Postsecondary degree attainment	OVERALL	53%	57%	61%	65%	69%	73%	77%

(B)(1) Demonstrating a clear track record of success

The Springdale School District has been on a trajectory of successful reform over the last five years in advancing student learning and achievement, as well as increasing equity in teaching and learning. Our district underwent a Quality Assurance Review in May 2010 through the *North Central Association* and *AdvancED*, as well as in January 2011 through the *Scholastic Audit System*. Needs assessments were conducted by external evaluators who spoke with stakeholders at all levels of the district—district personnel, school principals, teachers, students, parents and community members. The final reports identified the following areas of growth: closing the achievement gap; increasing the diversity of our instructional staff; creating a more robust data system; strengthening our alignment with college and career ready standards through more rigorous curriculum; and the need to implement a teacher evaluation system linked to student achievement data with professional growth goals. Since 2010 our district has seen accelerated student achievement as we work to address these areas of growth. The RTT-D proposal is an outgrowth of this work, as it aligns with the four core educational assurance areas. Please refer to Appendix B1a-f for the final reports on these needs assessments.

Uniquely, the district was one of 10 districts nationally to participate in the 2009 study investigating teacher effectiveness, known as *The Widget Effect*.¹³ The study found that current teacher evaluation systems do not differentiate teachers in terms of effectiveness, and included data that provided valuable evidence needed to inform the creation of a new system. See the Executive Summary in Appendix B2. Furthermore, the *ESEA Flexibility Waiver* included the requirements for improving our Teacher Evaluation System by SY2013-14. This year, we are implementing the new *Teacher Excellence Support System (TESS)* district-wide, which identifies those aspects of a teacher’s responsibilities demonstrated by research to promote improved student learning.¹⁴ The key tenets of the model include: Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction; and Domain 4: Professional Responsibilities. According to the guidelines established by the Arkansas Department of

¹³ Weisberg, D., Sexton, S., Mulhern, J., Keeling, D. (2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Brooklyn: The New Teacher Project.

¹⁴ Danielson, Charlotte. (2007). *Enhancing Professional Practice, A Framework for Teaching*. Alexandria VA: ASCD.

Education, 100% of our teachers are currently being trained in the model, and all principals have been, or are in the process of being, credentialed to be evaluators. The response to the training has been positive, with educators reporting that the rubric clearly defines what is expected of them to be proficient or distinguished in their work. Please see a copy of the new TESS system in Appendix B3.

Concurrently we are implementing the new principal evaluation system. This new system is known as the *Leaders Excellence and Development System*. It is based on the six ISLLC standards: 1. Vision and Mission; 2. Teaching and Learning; 3. Managing Organizational Systems and Safety; 4. Collaborating with Families and Stakeholders; 5. Ethics and Integrity; and 6. The Education System. All principals and assistant principals have been trained and are currently in the first phase of the model which includes Self-Reflection against the rubric for each standard, and the development of a Professional Growth Plan (PGP). Principal response has been positive, with principals reporting that the Professional Growth Plan model is particularly effective due to the focus on a strategic plan model that sets specific, measureable, attainable, realistic and time bound goals based on the available data. They also like the clear definitions within the rubric that define the practices of a proficient or distinguished principal. The Superintendent evaluation system is still under construction. The system was authorized under Act 222 of the 2013 legislative session. Currently an advisory committee is meeting to establish the initial work schedule.

a) From our earliest learners to our graduating seniors, Springdale can demonstrate evidence of a clear track of record of success in improving student learning outcomes and closing achievement gaps. Beginning in 2005, we have worked to expand our Pre-K program to better serve high need children who had been waitlisted due to lack of sufficient space. Our goal is to be able to serve 1200 students or 70% of pre-school age students (mirroring our current poverty level.) Our Pre-K program has grown from serving 120 students in 2005, to serving 860 students in 2013—more than two-thirds (70.5%) of the way toward our goal. Additionally, indicators from the Quall's Early Learning Inventory, demonstrate that we are better preparing students to start school. Please see Appendix B4 for more detail from the Early Learning Inventory. RTT-D resources to centralize the Early Learning Center will allow us to realize our goal.

We use on-time graduation rates and college enrollment data as indicators of our efforts to improve student learning outcomes and close achievement gaps. Given our majority-minority context, accelerating English language acquisition is a key focus area on the path to college and career-readiness. We are proud to share early outcome data from these four areas of focus: student achievement data in Math and English Language Arts for high needs students; English language acquisition; graduation rates; and college enrollment.

We regularly review trend data for our most high-need subpopulations—Hispanic students, students in poverty, and English Language Learners. Please reference the table below for achievement data in Math and English Language Arts (ELA) over the past three years. Please refer to Appendix B5 for additional trend data for subpopulation achievement over the past four years.

Achievement Data: Benchmark Exam 2009-2011	Math	ELA
All Students (combined)	72.6-79.7	63.6-73.6
Hispanic	61.6-74.8	48.7-67.7
Poverty	62.2-73.2	50.5-65.4
ELL	61.1-74.8	48.7-67.7

Springdale Public Schools uses the English Language Development Assessment (ELDA) to track English language acquisition. The ELDA aligns students to a level of 1-5 using their performance on the assessment. Over the past three years, the percentage of students showing positive growth in scaled scores on Listening and Speaking has gone up over 5 percentage points. Please refer to Appendix B6 for more detailed information on student growth on the ELDA.

We are particularly proud of our graduation rate. The trend data for high school graduation continues to be very strong with 98% of members of the senior class graduating. From 2010 to 2011, our cohort graduation rate increased from 78.50% to 80%. The cohort graduation data tracks students from 9th grade through the 12th grade. This data is more volatile due to the high

level of movement of students in and out of the district. Please refer to Appendix B7 for the Graduation Rate Report.

Because of our focus on college and career readiness, Springdale Public Schools has been a leader in instigating statewide focus on the systematic collection of college enrollment data. This data is not readily provided to the district by the State of Arkansas' Higher Education Division. Nevertheless we have pressed the state to provide this data, which allows us to track postsecondary enrollment and attainment. In our most current data, approximately 40% of 2011 Springdale Public School graduates enrolled in a public postsecondary school the first year after high school. The most up to date data from The Arkansas Department of Higher Education reports that 436 Springdale graduates enrolled in state colleges in 2012, compared to 404 students in 2010. This is an increase in college enrollment from 2011 to 2012 of approximately 9%. It is our hope to use the resources from RTT-D to build a more robust data collection system that includes data on college persistence, and continue to act as a statewide lever for change in articulation between high schools and postsecondary institutions.

We are proud of our improved student outcomes. Our data continues to show positive trends over the past five years—despite our rapidly growing population, and shifting demographic makeup. We are particularly proud of the work we do to accelerate English language acquisition as an early indicator for successful on-time completion of high school and matriculation into degree-bearing postsecondary programs. Please refer to Appendix B8 for Springdale's most recent Annual Report to the public on student achievement.

(b) The state of Arkansas has adjusted their definition of low-achieving schools based on the *ESEA Flexibility Waiver*. The baseline data for the establishment of schools defined as *Needs Improvement Focus Schools* identified eight schools. Of these eight schools, seven of them met their first year goals. Please see Appendix B9 for attached chart of *ESEA Flexibility Waiver* report card.

Archer Alternative Learning Center (ALC) high school did not meet their first year goals in 2011. Due to the ALC's *Priority* status, the district enacted School Turnaround principles in 2012, including: naming a new principal; re-interviewing all faculty on the basis of teaching and learning expectations; revising the school mission and vision; and implementing a new

classroom walkthrough system being utilized by the school principal to provide feedback to teachers on a daily basis.

Archer ALC has demonstrated success since implementing School Turnaround through a more personalized, and better supported, approach to educating ALL students. A detailed school improvement plan, and professional development program provided by external experts, has oriented the entire ALC community around the vision of increased student achievement. The district has invested approximately \$150,000 in technology upgrades to the school and additional staff was hired to allow for expanded elective offerings catered to student interests. As a result, preliminary student proficiency on the ELA End of Course Exam increased from 17% in 2012 to 33% proficient in 2013. More dramatically preliminary student proficiency on the Algebra End of Course Exam increased from 7% proficient in 2012 to 63% proficient in 2013. We attribute the rise in student achievement to: 1) the focus on a more personalized approach to the curriculum—now aligned to ADE College and Career Ready Standards; 2) the use of Academic Improvement Plans for students who do not achieve required performance levels; 3) a new bell schedule that allows more time in class leading to more diverse pedagogy offerings, as well as more time for teacher collaborative planning; and 4) access to an approved ADE External Provider who assists in leadership development and Professional Learning Community systems that focus on student-centered coaching. Parent participation is also increasing—a recent open house hosted over 80 families, in comparison to last year’s attendance of 15 families. This occurred due to more concerted, personalized, outreach to parents explaining the need to attend. Recent focus groups conducted in 2013 found that students report a more personalized learning environment, and a greater sense of teacher support since the reforms began. Please see Appendix B10 for a summary of findings from the focus groups.

Based on the most current published reports, a number of our schools have been recognized for recent improvements:

- School Performance Report Cards are prepared annually for each school, and include ratings based on improvement on a scale from 1-5 in two areas: *Gains* (did students meet or exceed gains as expected), and *Status* (did schools meet the AYP goals as expected). Of the twenty-five schools receiving ratings—19 schools were rated 3, 4 or 5 on the *Gains* Index, and 24 of the schools met the Performance Standards set by the state.

- Three Springdale schools were recognized by *The National Center for Educational Achievement* (a department of ACT) as higher achieving schools for 2012. Of these—two are Title I schools with large numbers of English Language Learners.
- Three of our middle schools have been recognized as *Diamond Schools to Watch* by the Arkansas Department of Education. Two of these schools are Title I schools with large English Language Learner populations.

Please refer to Appendix B11 for a complete listing of recent achievements in our persistently lowest-achieving and low-performing schools.

(c) The Springdale School District demonstrates our priority to make all student achievement data available to students, educators and parents in several ways:

Access to regularly updated and reported data

1. The district uses an online, district-developed, data dashboard where educators, students, and parents can track the real-time grades and assignments of students. Principals led district-provided professional development for all staff in the use of the data dashboard consistently throughout SY 2012-2013. The overall achievement data for both the district and the schools is presented in presentations to the public, printed in the newspaper, and posted on the district website. Please see Appendix B12 for an example of a recent public presentation on achievement data. The district Facebook page data indicates that during the last school year there was an average of nearly 10,000 visits per week—the largest public school Facebook following in the state. Information is communicated to parents in English, Spanish and Marshallese through print media, a district TV production system, and a district radio station.
2. Educators have access to interoperable student data systems through this data dashboard. Professional development is provided to educators on how to use this data to inform and personalize instruction. ELDA data on English Language Acquisition is provided to teachers in order to align customized instructional strategies to English Language Learners. Please see Appendix B13a and B13b for a sample lesson plan and a copy of the English Language Development Toolkit (ELDT) for lesson planning.
3. Parents and students receive grade reports every five weeks and report cards are formally published at the end of every nine weeks. The five-week progress reports allow students and

parents to work with the school to improve student achievement, and prevent students from falling through the cracks. Please see Appendix B14 for examples of a weekly progress intervention for a student needing improvement at the progress report.

4. Educators, students and parents are given copies of student assessment data so that they can be partners in setting improvement goals during conferencing. Each school trains their teachers in how to interpret these reports, and communicate what the data shows about student performance. Educators also receive training on how to communicate to parents their role in understanding this data, and how parents are part of the goal setting process.

Conferencing

1. Parent engagement in regular intervals of goal setting and monitoring is a focus area in our district. Currently, structured opportunities for parent conferencing take place no less than two times per year for all students. During these conferences, parents are asked to contribute to the goal setting process in the following ways: participating in the conference; discussing students' interests; providing parent insight into how the student can be more successful at school; and providing suggestions as to what can be done at home to help students meet their goals.
 - a. Elementary and middle school conferences are in many cases student-led, where students share their targets in reading and math assessment performance, as well as personal growth goals. Current achievement data is shared, and used to write academic improvement plans for students.
 - b. Secondary conferences include fall orientation and Career Action Planning conferences held each spring. The purpose of these conferences is to: look at course pathways based on college and career goals; communicate expectations for Advanced Placement options or standard course requirements to be college/career ready; and address the role of the ACT and the FAFSA in college enrollment and matriculation. Students receive information about their current and expected performance, and work together with educators and parents to set growth goals for the future.

At both the elementary and secondary level, we reach 95-100% of parents through either school-based or home visit-based conferencing.

2. Students who are in danger of being off-track have additional face-to-face conferences with educators and parents. During these conferences they work to set interim goals for academic achievement, as well as attendance and behavior.
 - a. (AIP) All students who have scored below grade level on state assessments have individual achievement plans (AIP's) written in concert with parents with an intervention plan. With the new accountability system that requires all students to not only meet grade level performance standards, but to also meet personalized growth goals, the goal process is involving all students, not just those who are falling behind as supported by the AIP model. Each student has a performance goal and a growth goal; students at the top end of the achievement curve are as accountable to improve as those who struggle. During the fall of the year, Parents verify that they have been involved in the collaborative process through a signature on the Academic Improvement Plan (AIP) document. Progress monitoring occurs throughout the year through an on-line grade system. Progress toward meeting goals is reviewed during spring student led conferences.
 - b. (IRI) within the Individual Reading Improvement Plan (IRI) or Academic Improvement Plan (AIP). Parents are given copies of this data at the first parent teacher conference held at the end of the first 5 weeks of school. Parents meet with students and teachers at each school to set goals based on student data.

Please see Appendix B15a, B15b, and B15c for an example of the Academic Improvement Plan (Or Individual Reading Improvement Plan)

Community Liaisons

Our district makes a concerted effort to ensure equity of access for the high-need families making up 70% of our community. For the past 10 years we have used community liaisons to interpret and communicate student achievement data, and build trust in being part of the school community to these high need parents. This program has grown every year, and now includes 7 community liaisons that target the Marshallese and Hispanic community. Community liaisons

are selected through an interview process by the ESL leadership team and are given special training on their roles and responsibilities which includes: safety procedures for visiting homes; communication strategies for speaking with parents; and a wealth of community resource contacts to provide parents when they request help. A typical 30-60 minute meeting between a parent and a liaison includes time spent discussing issues that pertain to the needs of the student(s), and the role the parent can play in supporting their child. Since we work with parents who have very little orientation to the United States public education system, time is spent helping parents learn how to navigate systems such as: how to call in when a child is sick; who the principal is and how to contact him/her; the purpose and use of regular grade reporting; and what to do if they or their child has a problem. This year our district's technology budget included funds to provide liaisons mobile technology (iPads) with access to the Internet. Training is underway to help the liaisons proficiently access relevant information with parents such as: attendance and behavior data; achievement data; and community resource supports. We believe that the new iPad system will strengthen our ability to bring data into the conversation, and we have in place measures to track the impact of these home visits and determine how this access changes the dynamics in the goal setting process. The liaisons have traditionally been used to help parents understand and access the school system; we now expect a new role for the liaisons to meaningfully connect this access to the goal setting process with the parent and the student through use of iPads.

Our district has a track record of reaching the majority of parents—data from the district indicates that overall we reach about 95% of families across the 29 schools in the district (5% through home visits and 90% at on-campus meetings.). Our goal is to make *meaningful* contact with 100% of parents and ensure that parents are better equipped to engage in conversations on student academic progress. With resources provided by RTT-D we will work to more meaningfully engage students and parents in the conferencing process. This will include the use of a Student-Led conferencing model to bolster student self-advocacy, and providing parents with resources through the Parent Academy to drive meaningful conversations on academic progress.

Our district demonstrates a clear track of success in many ways. We are working at both ends of the spectrum to facilitate students' entry into, and matriculation out of, high quality learning environments. This is demonstrated by our reform in the Pre-K program as well as our growth in academic achievement across subpopulations, including English language learners, and our increased high school graduation and college enrollment rates. We have demonstrated our ability to achieve significant reform through the successful outcomes of the Archer Learning Center. Lastly we have provided evidence of our commitment to making student performance data available to all stakeholders, including our decade-long commitment to ensuring equity in access to our high-need populations.

B2 Increasing transparency in LEA processes, practices, and investments

Our district prioritizes transparency in all our financial work. School level information is made available on our district website, and includes expenditures for each school as follows:

- A. Actual salaries at the school-level for all instructional and support staff based on the U.S. Census Bureau's classification used in the F33 survey of local government finances
- B. Actual personnel salaries at the school level for instructional staff
- C. Actual personnel salaries at the school level for teachers
- D. Actual non-personnel expenditures at the school level

In addition, our district is required by Arkansas Department of Education regulation to submit a budget to the department annually. The district is audited each year, and has received excellent ratings in all audit findings.

Please refer to Appendix B16 for financial data broken down by school, as provided on the F33 survey. Please note, the following schools are being targeted for our RTT-D proposal:

1. All *Priority* Schools (1): Archer Alternative Learning Center School (ALC)
2. All *Focus* Schools (8): Springdale High School, Har-Ber High School, Southwest Junior High, Central Junior High, Helen Tyson Middle School, George Elementary, Monitor Elementary, Parson Hills Elementary
3. All other schools with poverty levels greater than 40% (17): Elmdale Elementary, Jones Elementary, Lee Elementary, Westwood Elementary, TG Smith Elementary, JO Kelly Middle School, Harp Elementary, Bayyari Elementary, Turnbow Elementary, and Sonora Elementary, John Tyson Elementary, Lakeside Junior High, Early Childhood Center, George Junior High, Sonora Middle School, Sonora Elementary, Walker Elementary
4. Needs Improvement Schools that are non-poverty schools: Shaw Elementary, Young Elementary, and Hunt Elementary.

B3 State Context for Implementation

The Secretary's priority to expand personalized learning environments is reflected by the Arkansas Department of Education. Successful conditions and sufficient autonomy are in place and support our effort to institute programs and policies to implement the personalized learning environments described in our RTT-D proposal. Our district has historically played a role in informing state level policy to expand personalized learning environments by serving as a pilot site for new initiatives and offering feedback about roadblocks to effective implementation. This is evidenced by our statewide recognition for implementing high quality Career Academies, our unique and extensive experience working with English Language Learners, and our selection to serve as a pilot site for the new PARCC assessments. As a result, our district is afforded the autonomy to implement state mandates in a way that honors state directives, while meeting the needs of our uniquely diverse community. Oftentimes, this autonomy in implementation has resulted in our "on the ground" work informing, and leading to improvements in statewide policy.

The following district-led work demonstrates our autonomy to both inform, and operate within, the state context through our RTT-D reform agenda:

Piloting of new CTE program models

The ADE has looked to Springdale as a leader of innovative programming in Career and Technical Education. The merging of the general education model with the Technical Education model through our Medical Academy, Law Enforcement and Safety Academy, Information Technology Academy and the Architecture and Engineering Academy has been very successful. The district has the autonomy to make adjustments to our academy offerings to better reflect the interests of our student population. We are currently in the process of adding an Agriculture Business Academy and a Construction Management Academy. In addition, we have received two planning grants (\$30,000 each) from the ADE to expand our academy model wall-to-wall at Springdale High, and to initiate career academies at Har Ber High. Our district has been recognized for outstanding student performance on both CTE and NAEP assessments. Please refer to Appendix B17a and B17b for performance data on CTE students. The state has encouraged our district to pilot new program models, and to expand our Career and Technical

Education program under RTT-D. If funded, schools will determine the appropriate expansion of academy offering through input from advisory councils currently serving the existing Career and Technical courses.

Piloting of seat time waiver

In 2012 Springdale initiated a request to serve as a pilot site to shift away from the Carnegie Unit as the only determinate for awarding course credit, towards a competency based progression.

The ADE is very responsive to requests to implement innovative programming, and our Superintendent is working with the Arkansas Commissioner of Education to lead this pilot. Our leadership team recognizes the careful planning required to shift toward a competency-based model. We have already partnered with the Center For Secondary School Redesign (CSSR), a national organization uniquely qualified to help us lead this work through their direct experience implementing a competency based approach in their i3 project: The New England Network for Personalization and Performance. CSSR President Joe DiMartino, has made two site visits to Springdale to help assess the readiness of our school district to move toward this model. In addition, we are establishing a task force comprised of higher education, faculty and administration to lead this work.

Work already underway includes: a review of literature on competency based models and success stories from districts that have made the shift; a review of implementation models in New Hampshire and Alberta, Canada for a presentation to the State Board of Education; and multiple focus groups held at all school sites to assess readiness across broad stakeholder groups. Under RTT-D, we will design a framework of capacity building that looks at personalization, culture, and leadership. This framework will guide the work of the district as we move from a traditional model of schooling, to a transformational model of schooling. Please see Appendix B18 for a letter of support from the State Education Commissioner and Appendix B19 for a complete list of the members of the task force. Baseline data to determine readiness is one of the first steps that will occur this fall of 2013. Please see Appendix B20 for a copy of the tool we will use to assess readiness.

Piloting new teacher/leader evaluation system

The state of Arkansas has adopted a teacher, principal and superintendent evaluation system—the *Teacher Excellence Support System (TESS)* — that meets the requirements set forth in the *ESEA Flexibility Waiver* application. Springdale requested to be an early adopter in the piloting of the program beginning in school year 2011-2012. As a result, our principals have served as trainers across the region through the Northwest Arkansas Services Cooperative (NWASC). School year 2013-2014 is the formal pilot year for the TESS evaluation, and we have been asked to share our experiences with the ADE leadership as we move toward the full implementation in school year 2014-2015. Using the resources made possible through RTT-D to systematize high quality professional learning communities, the TESS evaluation will be an invaluable source of data to inform instructional conversations.

Regional Cooperative

Springdale joined together with other adjacent districts to form a regional cooperative—the Northwest Arkansas Services Cooperative (NWASC) — to target Math and ELA achievement. In response, the state provided specialists in these content areas to lead cooperative-sponsored workshops for our teachers throughout the school year. Our partnership with the NWASC: strengthens our ability to implement the CCSS with fidelity; ensures rigor and relevance in all content areas; and allows our teachers the autonomy to interpret the curriculum in their own unique way. The district has the autonomy to seek the best practices models that best serve our population. Using resources from RTT-D, we will build on these practices to create high-quality curriculum and provide professional development to better support our teachers in the classroom. We seek research-based models that meet the unique need of our Marshallese and Hispanic students through specialists such as Diane August and Doug Fisher. The work of Diane August is assisting us in the scaffolding of assignments for ELL students. Doug Fisher’s Gradual Release of Responsibility (GRR) is an instructional delivery system that facilitates the acquisition of language through productive group work and the use of academic language. Under the GRR model, 80% of classroom talk should be student talk. Other excellent research based models we are implementing include: *Cognitively Guided Instruction*, *Student Centered Coaching*, and *Close Reading*.

English Language Arts Design Collaborative and Math Design Collaborative

Our district was an early participant in the Southern Region Education Board’s Design Collaborative model. Both high schools in our district participate in this partnership that includes 9th and 10th grade English and Math teachers in the English Language Arts Design Collaborative, as well as the Math Design Collaborative. The purpose of this partnership is to shift the pedagogy of the high school classroom, with a focus on redesigning lesson documents. These new lesson plans transform the pedagogy within the classroom toward alignment with the “habits of mind” associated with college and career ready standards. The “habits of mind” that are embedded in the lessons include, for example: perseverance in problem solving; citing evidence in argumentative writing; and analyzing and critiquing writings of authors.

PARCC

The ADE has sought teachers from the Springdale school district to serve on curriculum development teams sponsored by PARCC. The content experts provide important input to the design of the PARCC assessment. Furthermore, our ESL Director has worked with designers from the PARCC team that are considering the assessment needs of the ELL students. Springdale is piloting the new PARCC assessments in 24 schools K-12—a significant number of schools given the comparative number represented from other districts in the state.

Office of Innovation

Act 601 of 2013 State Legislature created a District of Innovation Program. The Director of the Office of Innovation at the ADE contacted the Springdale School District to participate in a focus group linked to innovative practice, particularly with *Priority School* issues. The District has also been asked to participate in a research study focused on our innovative practices in teaching mathematics known as *Cognitively Guided Mathematics*. The district signed the MOU to participate in the research study in August 2013. The focus group meeting is scheduled for mid-October.

Parent Outreach

Springdale goes above and beyond the ADE requirements of parent outreach through parent teacher conferences. In order to meet the needs of our diverse community of parents, we extend our outreach in the following ways:

- An AmeriCorps program with 22 members serving Springdale Hispanic Families in a structured outreach program
- The addition of 3 new Marshallese liaisons for a district total of 7 (5 Marshallese, 2 Hispanic)
- Two communication specialists - members of the district’s public relations department - who work specifically on outreach to Hispanic and Marshallese communities in the area of TV, radio, print, and electronic media; they also work directly with parents in a parent liaison role.
- Parents Taking Leadership Action: a Rockefeller grant funded project piloted last year through *One Community*, and expanding to three schools this year. This project builds capacity in parents to better advocate for their students, and engages them in the learning process.
- Expansion of the Family Literacy Model which engages parents in English language acquisition while they work to gain knowledge about better participating in their child’s academic life.

Electronic Data Sharing

This state of Arkansas has instituted the *Triand* electronic data sharing system that allows student achievement data for each child in Arkansas K-12 to be distributed between districts as students move. This system supplies Springdale schools with transcripts, test data, and other student demographics for students who enter Springdale Schools from other Arkansas school districts. This system compliments our schools internally developed *DSI* and *Info* systems that allow visibility of student data across the district to stakeholders on student achievement. This system mitigates the educational issues surrounding highly mobile children—data arrives with the student once they are enrolled in a new school, within or across districts. Our district has exercised our autonomy to establish data systems that exceed what the state requires. The district has developed a user-friendly system known as “*Clarify*” that puts all the data for each student at the “push of a button” for all students. This is available for teachers and principals for all buildings. The district has created other data systems that define attendance neighborhoods so that new families can identify their attendance area school. With 400-500 new families to the district per year, this is an important resource.

The following state-led work demonstrates evidence of successful state conditions to implement our RTT-D reform agenda:

State provided PD

The State of Arkansas has provided extensive professional development on strategies, tools, and supports for students and educators aligned with College and Career ready standards. The Arkansas Department of Education (ADE), through the Arkansas State Board of Education, adopted the college and career ready standards as defined by the Common Core State Standards (CCSS). The district has complete autonomy in the design and delivery of the College & Career Ready curriculum standards, and has constructed Understanding by Design units that align with the expected Common Core State Standards. The ADE has published a realistic timeline for implementation that includes webinars and conferences focusing on implementation with fidelity. The State has partnered with ASCD for events that focus on the implementation of the CCSS. Please see Appendix B21 for a detailed timeline of CCSS implementation.

ESEA Waiver

The ADE has redefined graduation rates to align with the requirements of the *ESEA Flexibility Waiver*. Additionally, the *Waiver* gives targets for each school in the state, including the three Springdale high schools included in this grant application. Through the *ESEA Flexibility Waiver* approval process, the ADE has established growth trajectories for each district to close the achievement gap. Targets are set for all students, and grouped by subpopulations as defined by NCLB. A newly formed subpopulation known as the *Targeted Achievement Gap Group (TAGG)* is comprised of three sub-populations: English Language Learners, Students with Disabilities, and Disadvantaged students. This ensures that over 90% of students are “counted” in the statistical methods used to determine if schools are meeting their AMOs. Historically, under NCLB, only 9% of schools with *ELL* subpopulations, and only 13% of schools with *Students with Disabilities* subpopulations were counted due to the size of many small, rural districts in Arkansas. The *ESEA Flexibility Waiver* supports the development of the *TAGG* group to ensure that more districts are held to the same accountability standards. This demonstrates the statewide focus on equity in student achievement.

Given the state context for implementation, Springdale Public Schools is well positioned to carry out the expansion of personalized learning environments in our district. The work of RTT-D will allow our district to continue our long-standing tradition of being a state leader for innovative reform as evidenced above.

B4 Stakeholder engagement and support

Given our track record of successful, innovative reform, we value the critical role of broad stakeholder engagement and support in the development of significant change initiatives.

Our district is not engaged in collective bargaining with a union. Therefore, each participating school faculty has been asked to vote on their interest in participating in RTT-D. A confidence vote of 70% has been secured at each participating site. Please reference Appendix B22.

Please refer to the timeline below outlining the development of this RTT-D proposal:

2012 RTT-D Grant Proposal Submission Timeline	
8/3,6/12	The focus of two administrators' 'Back to School' meetings laid the groundwork for the tenets of the grant. Please refer to Appendix B23a and B23b for meeting agenda.
8/13-17/12	'Back to school' faculty meetings focused on the development of a RTT-D proposal, with focused professional development on the four core educational assurance areas.
8/30/12	The district submitted the intent to apply following the solicitation of feedback on the priorities of the grant across stakeholders.
9/18/12	A meeting was held with a teacher advisory council that advises the Superintendent on matters related to Curriculum and Instruction. The meeting shared the initial grant outline.
9/15/12	A meeting was held with the CEO and program officer for the Jones Center for Families with an overview of the RTT-D proposal; the partnership with the Jones Center for Families allows for expanded learning opportunities through an internship model and community service learning. Please see Appendix B24 for a letter of support.
9/24/12	Patrons that serve on an advisory council for the Superintendent were given an orientation to the RTT-D priorities with an opportunity to comment about the proposal process.
9/25/12	A summary of the district's initial RTT-D grant outline was posted online with an opportunity to provide input to the design of the proposal.
10/3/12	A survey was posted with parent, teacher, and principal access to determine gaps and needs as the district plans for enriched "personalized learning environments." Please see Appendix B25 for the survey results.

10/3/12	A draft of the proposal was posted on the district website with an opportunity for patrons to review the grant and provide input to the grant proposal.
10/9/12	A draft of the proposal was presented to the Springdale School Board with an opportunity for input. Please see Appendix B26for School Board minutes reflecting the presentation of the School Board for the RTT-D proposal.
10/10/12	A draft of the proposal was given to the participating school principals for review with an opportunity for additional input.
10/12/12	A copy of the proposal was submitted to Mayor Doug Sprouse and State Education Commissioner Tom Kimbrell for review and input.
10/15-26/12	Feedback from Mayor Doug Sprouse and State Education Commissioner Tom Kimbrell was collected and incorporated into the final drafting of the RTT-D proposal.
10/28/12	Submitted Race to the Top Application to USDOE

The following table demonstrates our ongoing work to sustain the focus of our goals during school year 2012-2013.

Goal 1: Drastically accelerate Student Achievement

Professional development provided as follows

- June/July – Curriculum writing teams meet in Literacy and Math
- June/July – Curriculum Writing teams worked with the NWAESC on ESL scaffolding with Diane August
- June/July – Curriculum writing teams worked with David Pook on Text Dependent Questions to be used in formative assessments
- June/July – Cognitively Guided Math Instruction In-service
- September – Springdale Teams worked on Text Dependent Questions with David Pook

In addition, we received a grant in August from the Department of Human Services and added 8 new Pre-K Classes

Goal 2: Close the experience gap

August: Opened a new junior high with technology infused classrooms including Chrome books for students in every classroom

September: Implemented the One Community Parent program Titled: Parents Taking Leadership

Action

September: Increased the number of Family Literacy Programs by 3 schools: 1 elementary, one middle and one junior high

September: Created Strategic plans aligned with getting more students eligible for prestigious scholarships, increasing parent awareness of postsecondary opportunities, and ensuring that all students understand the value and benefit of a postsecondary pathway.

September: Family information night about the National Merit Scholarship with brochures about FAFSA applications

September: Participated in the Every Day Counts planning meeting that focuses on increasing attendance

Goal 3: Deepen student learning through personalized learning strategies supported by a culture of collaboration.

January: submitted and Received Approval for 2013-2014 Wall-to Wall Academy Grant Proposal

January-July: worked on revising the Career Action Plan & course scheduling process for all students

March: Site visit from Joe DiMartino for an orientation on secondary school reform

April and May: Academy Planning Teams began work to expand wall-to-wall

July: Signed MOU for Wall to Wall Academy grants

August: opened a new EAST Lab in the middle school

August: Expanded the Alternative Learning Center to include eight graders and expanded course offerings in the Career and Technical areas of Business and technology

August: Common planning time for teachers was established as part of each secondary schools' schedule

September: Entered into a new service learning project with the Jones Center on a national art project known as the *Every Artist Project*

September: Joe DiMartino from CSSR conducted site visits in all secondary schools to determine readiness for a move towards competency based pathways

September: Began work on a systemic approach to Professional Learning Communities

September: Instructional Facilitators meeting focused on Student Centered Coaching

2013 RTTT-D Grant Proposal Submission Timeline

8/2/13	Back to School Superintendents meeting with principals to review the overarching goals of the district as reflected in the RTTT-D proposal
8/5/13	Back to School Division of Instruction meeting with principals to review the up-to-date work on targeted projects as reflected in the RTTT-D proposal
9/17/13	RTTT-D shared with Joint Council, a representative group of teachers across buildings, for input
9/17/13	RTTT-D informally shared with school board members during a lunch meeting with an invitation for input
9/18/13	RTTT-D proposal sent to Commissioner Tom Kimbrell and Mayor Doug Sprouse for review and input
9/28/13	Comment period closed. No comments were received from either Commissioner or Mayor.
9/18/13	RTTT-D proposal shared with the principals with an opportunity for input
9/23/13	RTTT-D proposal shared with Patron Shelf, a representative group of patrons from across the district with an opportunity for input
9/25/13	RTTT-D proposal posted on district's website for review and input
9/30/13	RTTT-D proposal input included
9/30/13	RTTT-D proposal mailed to USDOE

Springdale Public Schools solicited letters of support across a broad range of key stakeholders.

Please see Appendix B27a-rs for the following letters of support:

1. Keli Gill, President of City Council
Parent Teacher Association
2. Doug Sprouse, Mayor of Springdale, AR
3. Perry Webb, Chamber of Commerce
President
4. Margarita Solórzano, Hispanic Women's
Organization

5. Kathy McFetridge, School Board
President
6. Tom Smith, Dean of College of
Education, University of Arkansas
7. Central Jr. High School Parent Teacher
Organization
8. Central Jr. High School Student Council
9. Central Jr. High School Faculty and
Staff
10. Mike Gilbert, Chief Operating Officer,
Jones Center for Families
11. Congressman Steve Womack, 3rd
Congressional District, Arkansas
12. Jennifer Garner, Parent, Special Needs
Student
13. Dr. Danny Brackett, HarBer High
School Principal
14. Archer ALE Student Leadership Council
15. Community Parent Liaisons
16. Madison Haskins, HarBer High School
EAST Student
17. Joe DiMartino, Center for Secondary
School Redesign
18. Terri Ralston, Adult Education,
Northwest Technical Institute
19. Judy VanHoose, President, Springdale
Rotary Club

C. Preparing Students for College and Careers

In the process of preparing our proposal, the district has worked hard to align our plan for improving learning to our three goals. In the text below, each of the selection criteria are addressed in concert through our comprehensive approach of personalizing learning for all students. We are focused on the following goals and objectives to improve learning and teaching and support all students to graduate college-and career-ready:

- 1) Drastically accelerating student achievement by: a) reaching 100% of high-need students through a high-quality Pre-K program; b) ensuring all students will be on grade level in reading by the end of the 3rd grade; c) ensuring all students will be on grade level in math by the end of the 5th grade; and d) ensuring that every student will move up two (2) proficiency levels on the ELDA exam after three (3) years in the ELL program.
- 2) Closing the experience gap by: a) supporting parents as partners in the educational process; and b) increasing access to technology and integrating the use of technology into the classroom instruction.
- 3) Deepening student learning through personalized learning strategies, supported by a culture of collaboration by a) using personalized pathways through school; and b) creating a culture of collaboration—by design.

We have a high quality plan to implement instructional strategies that engage and empower all learners, and support the needs of every student. This includes using RTT-D resources to complete work towards the following eleven (11) projects:

- | | |
|--------------------------------------|---|
| 1. Seat Time Waiver Pilot (P1) | 7. Technology Acquisition and |
| 2. Schedule (P2) | Integration (P7) |
| 3. Advisory (P3) | 8. High Quality Professional |
| 4. Personal Learning Plans & Student | Development (P8) |
| Led Conferencing (P4) | 9. Parent Academy (P9) |
| 5. Multiple Pathways to Graduation | 10. Strengthening Professional Learning |
| (P5) | Communities (P10) |
| 6. Centralize Early Learning Center | 11. Educator Evaluation & Coaching |
| (P6) | (P11) |

Project 1 (P1): Seat Time Waiver Pilot In a competency based progression (CBP) schools must show that students are advancing not just by demonstrating growth in learning, but also by demonstrating competency in the understanding and application of content knowledge. Through a competency based system students:

- Understand the competencies they must master to earn a diploma
- Are able to demonstrate mastery of competencies in a variety of meaningful, personalized ways.
- Explore and discover deep learning opportunities both within and outside the traditional school building and school day.
- Explore a range of academic and career pathways, including setting and tracking their progress towards meaningful short and long term goals
- Understand, with the support of parents and educators that what they are learning is key to their success in accomplishing their goals.

Our work in this area builds off the following already-initiated work: elementary schools have moved to a rubric and competency-based model; EAST project based learning labs use a CBP through technology and community connections; competency-based work in our CTE academies; active participation in *Skills USA* a competency-based CTE competition—the President and the Treasurer of the Arkansas *Skills USA* chapter are Springdale students; each career academy requires a senior project that is in effect a competency-based graduation requirement; and focus groups to determine readiness for the transition to CBPs.

Using resources made available through RTT-D, we will move this work forward in all three of our high schools. This work will begin by establishing a District Competency-Based Design/Transition Team. This team will take on the following work: 1) review of literature; 2) conduct site visits at schools in New Hampshire that have been implementing CBPs for over five years; 3) develop a set of competencies that each student will need to demonstrate proficiency in order to earn course credit; 4) design rubrics; and 5) establish articulation pathways through high school.

Project 2 (P2): Schedule Springdale will convene a ‘schedule project team’ to carry out the research behind, and development of, a new bell schedule to better support the projects under RTT-D. The team will examine ways in which the bell schedule interferes with the district’s ability to accomplish its goals, and identify what’s working and what needs to change to meet our goals for student achievement. This includes identifying scheduling issues that must be aligned across all the schools in the district (bussing, cafeteria staffing, start and end times, etc.) The new bell schedule will prioritize flexibility for personalizing learning, and build time for: teacher collaboration (P8 and P10); dedicated advisory time to build relationships and develop personal learning plans that include college and career goals (P3 and P4); and support both the seat time pilot as well as the multiple graduation pathways work (P1 and P5).

Project 3 (P3): Advisory Dedicated daily advisory time ensures that every student is known well by at least one adult in the building. Students and teachers will use advisory time to complete work towards personal learning plans (PLPs), and to prepare for student led conferencing (SLC). In addition advisory time will be used to conduct college- and career-ready planning such as: going on college visits; building ‘college knowledge’ about the college application process, college match and enrollment processes, and navigating the financial aid path (FAFSA, need- vs merit-based financial aid, and private vs. public financial aid); in addition to dedicated time to work with college- & career-ready mentors and coaches.

The Central Junior High faculty has completed the development of a thoughtful advisory program that includes curricular guidance for advisors. Additionally they have created a research committee comprised of advisors, students and parents that will collect data to inform the advisory programming throughout the school year. Under RTT-D we will bring to scale this planning work to develop advisory in each middle school, junior high, and high school in the

district. By establishing a clear purpose for advisory that includes PLPs, regular SLCs, and college and career guidance—we can provide the structure and content for the advisory program to be truly effective in supporting personalized learning.

Project 4 (P4): Personal Learning Plans & Student Led Conferencing Personal learning plans (PLP)s will allow for consolidation of numerous efforts at personalizing learning that currently exist across the district, and become the focal point in insuring that each student takes full advantage of this array of services we offer to personalize learning.

PLPs and SLC are a natural outgrowth of the existing structures we have in place: elementary and middle schools use the National Counseling Standards to lay a pathway from elementary school to college, and conduct parent/teacher conferences twice a year; junior high schools conduct career planning work through *Mi Futuro*; Individualized Improvement Plans (K-3) and Academic Improvement Plans (3-12) create a roadmap for off-track students; and the Career Action Planning (8-12) conference aligns coursework and assessments to college- and career-ready pathways.

With guidance and training through RTT-D, we will take learning from these existing planning structures (Parent Teacher Conferences, Career Action Plans, Individualized Improvement Plans, Academic Improvement Plans) to establish personalized learning plans and student led conferencing for all students as described below.

PLPs will ask students to express themselves in their own voices—earning praise and recognition for their unique performance. PLPs provide a systemic way of guiding students to examine who they are by exploring their talents, interests, dreams and aspirations. Through this process of self-understanding, students become full partners in the learning process, and are

guided to: set personal and learning goals; ask questions; explore how to find out more; and reflect on what they have learned in the process.

The student led conference (SLC) provides a vehicle for students to articulate, with supporting evidence how they are progressing. During an SLC, students *lead* their adult supporters (parent, guardian, coach) through a thoughtful and thorough analysis of their progress to date, and commit to specific next steps for increased progress. Reflecting on their progress and articulating action plans builds ownership and leadership in students. Research on goal setting shows that committing to goals in writing increases the likelihood of their accomplishment, and describing commitments out loud provides an even greater chance of success¹⁵.

Work towards PLPs will be conducted during dedicated advisory time at each middle school, junior high, and high school. SLC will take place at least twice a year, and will replace the existing parent/teacher conferences and Career Action Planning conferences. Parents are more likely to participate in conferencing when it is student-led¹⁶, and parents will be better supported to actively participate in SLCs through opportunities provided by P9.

Project 5 (P5): Multiple Pathways to Graduation Our systemic commitment to personalizing learning—through the piloting of our seat time waiver (P1), the creation of a new bell schedule (P2), dedicated time for student advisory (P3) and ongoing work to complete personal learning plans (P4)—will facilitate greater access and opportunity to engage students in multiple pathways to graduation. We recognize that the steps to achievement of personal goals may not be fully realized in a traditional classroom setting. Under RTT-D, work towards this project will

¹⁵ Matthews, Gail. (n.d.) Goals Research Study. *Dominican University*.

¹⁶ Goodman, Amy. (2008). Student-Led, Teacher-Supported Conferences: Improving Communication Across an Urban District. *Middle School Journal*. I, 48-54.

include: expanding articulation agreements for dual enrollment with local postsecondary institutions; expanding career academy offerings with courses grounded in professional and technical standards; providing field-based, and project-based learning opportunities – including through the technology-based EAST learning labs; and facilitating extended learning opportunities such as community-based learning, online coursework, and independent projects. Additionally, we will be able to provide students with greater practical support to pursue these pathways, such as additional counseling and transportation to off-campus work sites. We are committed to implementing the activities outlined above as a student engagement strategy for deeper student learning.

Expansion of career academies will follow our commitment to adhering to the National Standards of Practice for Career Academies which include: VII) teaching and learning that exceeds external standards and college entrance requirements, and focuses learning; and VIII) links to the community including meaningful involvement of employers, postsecondary educators, and the civic community. Students opting to pursue one of these personalized pathways towards graduation will be required to: conduct original research, provide written reflection, develop an artifact of their work and complete an exhibition of their learning.

Project Six (P6): Centralize Early Learning Center In order to realize the ambitious outcomes set forth in our proposal, we are committed to ensuring that all students enter school with the skills and habits of mind of an early learner. RTT-D will provide resources that enable our district to realize our goal of providing a centralized early learning center that allows students to operate in age appropriate cohorts, instead of being scattered across the district. Since 2005 we have come more than half way towards our goal of ensuring that 100% of high-need students are enrolled in a high quality Pre-K program.

Educators in the early learning center will work in professional learning communities to vertically align the Pre-K and elementary curriculum, including preparing students for the rubric and competency-based model of instruction currently in place. The early learning center will be technology enabled with interactive white boards, teacher laptops, and Pre-K friendly computers built into designated workstations. Parents will have access to student performance data in the district's interoperable data system, and the early learning center will make Kindle devices available for parent checkout – ensuring equity in accessing student data. Educators will use the data system to both monitor student progress, and populate the system with data from the Quill Early Learning Inventory to inform future instruction.

Project 7 (P7): Technology Acquisition and Integration Technology resources are a natural fit with engaging students in personalized learning; and supporting students, parents and educators in regular progress monitoring. Personalized learning environments are accomplished when students can access information and communicate about their course work at any time and from any place. Through RTT-D we will expand our investment in technology to create 21st century learning environments on all school campuses, and increase access to technology for all families outside of the school.

Work and support already in place towards this project includes the following: the state of AR has required that every student, starting with this year's 9th graders, complete an online learning course; online learning courses are already heavily embedded at the Archer Alternative Learning Center High School; credit recovery and night school courses are internet-based and students can tailor their coursework to the credits they need to graduate; the district has initiated a progression of resource provision as funding is available to provide classrooms with netbooks, iPads, and e-readers; lessons plans are reviewed specifically to ensure that technology is embedded (part of

the new teacher evaluation system – Standard 1d: Demonstrating Knowledge of Resources. The impact on student achievement is observed formally on test data and in action research conducted by principals. In one of our elementary schools educators tracked the achievement levels of boys and their interest in reading based on access to e-readers. The principal reported that the boys’ interest in reading, and reading levels, increased dramatically as evidenced by her action research model. Please see Appendix C1 for a copy of this research.

Resources from RTT-D will enable to our district to ensure that every classroom is technology enabled with interactive white boards, cameras and laptop computers for teachers, and a 1:1 ratio of technology device/student. Devices such as iPads would allow students to access secure blogs for communicating with teachers and peers; and access secure platforms to give and receive feedback on posted assignments. What follows is an example of how one Springdale teacher has used the existing 1:1 ratio of technology in her classroom:

Utilizing a flipped classroom methodology, students are given personalized downloaded assignments on their iPad to take home and complete for homework. Once students return to the school’s secure Internet server, their work is automatically uploaded to the teacher’s computer. A follow-up class discussion includes opportunities for students to text their answers to the teacher who can then identify the student from their master response code. Assessment opportunities allow for student choice in demonstrating content knowledge-through PowerPoint, Prezzi, a written report, or a video recording.

Using the resources of RTT-D, this personalized, technology-enabled learning style would be a reality for all students, and would ensure that the interaction between the student and the teacher is not limited to the time in class. Additionally, the provision of devices with course content already installed makes null the cost-prohibitiveness of purchasing materials like books or course pamphlets.

Another aspect of this project is expanded investment in Environmental and Spatial Technology (EAST) project based-learning labs and eMINTS. EAST labs are technology-driven, student-centered learning environments where teachers facilitate learning using high tech resources. Labs are equipped with state-of-the-art workstations, servers, software and accessories including GPS/GIS mapping tools, architectural and CAD design software, 3D animation suites and virtual reality development tools. Students identify problems in their local communities and then use these tools to develop solutions—collaborating with civic and other groups in the process. EAST was recently named the Top Ed-Tech Initiative in Arkansas by *eSchool News*—which cited the EAST labs’ ability to demonstrate how powerful ed-tech is for students and communities. EAST labs are already in place in four of our schools. Through resources provided by RTT-D we will expand to allow even more Title I schools to access technology-driven project-based learning.

All teachers will have access to ongoing professional development as outlined in *P8* to build capacity in the integration of technology into the classroom. Our district is already partnered with eMINTS to prepare educators to be fully functional with technology and incorporate a “shared use of technology’ model with students. Technology workshops are held year-round for faculty members and include a focus on Web 2.0 tools, and the development of processes for students to gain knowledge and share their learning using electronic devices.

Another dimension of *P7* is a new robust, interoperable data tracking system with student, parent and educator access. This system will allow students and parents to log in to a secure platform and access performance data like: attendance records, behavior referrals, assignment completion and assessment scores. Through this system, teachers will be able to directly communicate with students and parents about individual progress and class expectations through a secure email account. Teachers will use this system to input and monitor student progress, generate individual

student and class achievement reports, and collaborate with other educators and support staff to coordinate student support.

As detailed in Section D2, Springdale is committed to ensuring access to technology for all families. Through the coordination of a low-cost home internet option for qualifying families, and the provision of web-ready devices to community liaisons making home visits, all families will have reliable means to access the new student data system. Additionally, *P9 – Parent Academy* will support this work in that parents will have access to programming on the role of technology in the education process.

Project 8 (P8): High Quality Professional Development In order to achieve the ambitious outcomes set forth in our RTT-D proposal, we have included a number of projects that will work in concert to create a transformational, personalized learning environment. Critical to the implementation of the activities outlined in each of the projects is the appropriate support for educators to build knowledge and skills in order to effectively carry out the work of our project.

RTT-D perfectly coincides with a transformational period of curriculum and assessment alignment currently underway in the district. This includes the development of curriculum that is aligned to the Common Core State Standards (CCSS); the habits of mind, and college- and career- ready graduation requirements as defined by the ADE; as well as the new PARCC assessment system. Under RTT-D we propose to move even further towards offering students personalized pathways through school with a competency based progression (CBP) model of instruction and assessment as part of *P1-Seat Time Waiver Pilot*.

Devoting dedicated time and staff to curriculum development and alignment will be carried out in the following way. The district will convene Teachers on Special Assignment (TOSA) teams

in multiple content areas to work in partnership with university and national experts on curriculum writing. These teams will have additional support from *P11 – Teacher Evaluation and Coaching*. These new curricula will include interim formative assessment systems that allow students to demonstrate mastery of standards at multiple times and in multiple comparable ways. Due to *P2-Schedule*, TOSA teams will be able to provide job-embedded professional development to their peers using dedicated common planning time. As teachers build capacity in the new curricula, demonstration classrooms will open on each school campus. Teachers from around the district will have ongoing opportunities to observe lessons in the demonstration classrooms to advance their own practice, and teachers will have opportunities to give and receive feedback on lesson design and delivery. As new curricula are rolled out, educators will have regular opportunities to engage in student-centered common planning time with peers who share common students.

Literacy TOSA teams will advance the implementation of research-based best practices like *Balanced Literacy* at the elementary level and *Authentic Literacy* at the secondary level. *Balanced Literacy* builds a foundational appreciation for reading and writing through teaching phonics, grammar skills, reading, writing and comprehension strategies. Instructional approaches for reading and writing include: modeling, guided and independent work as well as opportunities to share work. *Authentic Literacy* includes the use of *Close Reading*, and embeds process skills through: increasing text complexity at each grade level, using analytical reading skills, and developing research and argumentative writing skills.

TOSA teams focused on ELL students will advance the use of the *Gradual Release of Responsibility* in which teachers help students acquire knowledge and academic language through structured teaching that includes modeling, guided instruction and both group and

independent work. An in house ELL expert will be hired to support the work of dedicated ELL teachers, as well as regular education teachers, to provide high quality accommodations for ELL students.

Mathematics TOSA teams will advance the implementation of research-based best practices like *Cognitively Guided Instruction (CGI)*. *CGI* builds the capacity of teachers to connect the intuitive knowledge that students bring to the math learning process with formal concepts and operations. In a *CGI* math classroom, teachers focus on assessing the processes that students use to solve mathematical problems. From there, teachers work to correlate computational skills with problem solving in authentic settings. This leads to an emphasis on problem solving as opposed to repetition of number facts. A special focus for these TOSA teams will be the algebra curriculum. The new curriculum will be designed around a mastery learning model called *Mathematical Thinking*. This mastery-learning model embeds the eight mathematical practices listed as essential to developing college- and career-ready skills within the CCSS.

As referenced in *P7 – Technology Acquisition and Integration*, educators will have access to a wealth of student progress data; platforms to communicate with students, parents and other educators; and technology devices installed within the classrooms. As a growth area for the district we are partnered with eMINTS to provide professional development to get all teachers trained in the use of new equipment and systems, and build proficiency for deep integration into instruction. As referenced in *P1 – Seat Time Waiver Pilot*, and *P5 – Multiple Pathways to Graduation*, our work will be centered on cultivating college- and career-ready habits of mind through deep learning experiences. Several examples include: community projects will become the basis of an economics project; real world problem solving opportunities will be provided through mathematics; inquiry based science units will use an outdoor learning garden. *P-8 High*

Quality Teacher Professional Development will support educators to ensure that instructional strategies give students “practice “in the habits of mind required to stimulate creative thinking, problem solving, perseverance, collaboration and team work.

Work is already underway towards this project, and has been supported by experts from the field. This includes professional development during the summer of 2013 to initiate development of competency-based progressions using the *Understanding by Design* model. Additionally, teachers worked this summer to write formative assessments that included text dependent questions as required by the CCSS. These formative assessments are already being piloted with feedback loops for continuous improvement in place. Through RTT-D, the work of the TOSA teams will get underway immediately as we begin work towards realizing our ambitious outcomes.

Project 9 (P9): Parent Academy We are committed to closing the gap between parents who routinely participate in their child’s school, and those parents who are reluctant or unaware of the need to participate. Using resources provided by RTT-D we will scale up existing partnerships to create a series of programs for parents known as the Parent Academy. The purpose of the Parent Academy is to build advocacy skills for parents so that they can more meaningfully participate in the academic life of their child. Through a series of programming, parents will: build knowledge and skills to help their child set a vision towards a college and career pathway; understand the data that reflects their child’s achievement levels, build capacity in the access and use of technology; and establish goals that support increased achievement.

The work of creating a Parent Academy includes pulling disparate programming together to provide a cohesive and comprehensive set of offerings to better engage parents. This existing

programming includes: our partnership with the district's PTA leadership team; *Parents Taking Leadership Action* – a Rockefeller grant-funded project offered through the Hispanic outreach group *One Community*; the *Family Literacy Model* which engages parents in English language acquisition while they gain knowledge about how to better participate in their child's academic life; and a partnership with the Marshallese Community Advisory Team.

Work in this project will support *P4 – Personal Learning Plans and Student Led Conferencing*, as well as *P3 – Advisory*. Parents will have access to seminars that better prepare them to meaningfully participate in Student Led Conferences, and assist their child in establishing and monitoring goals set forth in their personal learning plans. Additionally, parents will have access to programming on college- and career-readiness that mirrors the content students receive in advisory. This includes: opportunities to go on college visits; and 'College Knowledge' seminars on the college application and match process, the selection and enrollment process, navigating the financial aid process: FAFSA, need- vs. merit-based aid, and public- and private-financial aid; as well as the planning for, and financial implications of, having a college-going child.

Work in this project will be supported by *P7 – Technology Acquisition and Integration*. As a result of *P7*, parents will have access to a parent portal in the district's interoperable data management system. Additionally, parents will have greater access to technology through: increased hot-spots for internet access around the district; more devices available for use and check-out throughout the district; as well as reduced cost internet access through our agreement with COX communications.

The key to the success of this model is our ability to successfully reach parents; the following steps are indicative of our plan going forward. We have scheduled our first outreach session targeted for Marshallese parents on October 4, 2013. In comparison to previous outreach we are

incentivizing attendance at this event by hosting a Marshallese community potluck and showcasing student performances by Marshallese students. These suggestions were brought about based on input solicited from the Marshallese Advisory Board. Announcements about the event have gone out through Marshallese churches and we are also using our community liaisons to make personal phone calls to parents. We are embedding a message of school involvement and goal setting in partnership with school personnel through student entertainment, food, and fellowship. We are confident that through greater incentivization, more parents will participate in school functions and build a critical mass of parent engagement.

Project 10 (P10): Strengthening Professional Learning Communities High Functioning professional learning communities (PLC) are integral to the development and implementation of the projects set forth in our proposal. Through *P2- Schedule*, educators will have access to dedicated, daily time for common planning time (CPT) with course-alike, grade-alike, or academy-alike educators. During this time, educators will review and craft plans to improve the academic engagement and achievement of the shared students they serve. CPT promotes the practice of personalized learning and teaching; increases the extent to which instruction is integrated across grade levels and content areas; and facilitates peer learning and continuous improvement for the entire school staff.

Educators will have access to opportunities to build capacity in their collaborative skills and practices in order to more effectively contribute to their PLCs. Structured support will be provided to learn the concepts, habits, tools and skills that lead to reflective practice and facilitative leadership. This will include the use of *Common Friends Group* protocols for: engaging in reflective discourse; giving and receiving of product feedback, examining student work and facilitating group development and processes.

We are building off existing work in this area—currently teachers meet in course-alike groups and have undergone extensive professional development to use data as evidence in conversations. We will build off this work and use a ‘train the trainer’ approach to building capacity amongst educators. This will include methods of peer observation and reflection, and participation in demonstration classrooms (part of *P8 – High Quality Professional Development*).

Project 11 (P11): Educator Evaluation & Coaching As a community of learners, all Springdale educators are supported by our evaluation systems: *Leaders Excellence and Development System*, and *Teacher Excellence and Support System (TESS)*. These evaluation systems provide a process of continuous improvement through experience, targeted professional development, and insights and direction provided through thoughtful, objective feedback about effectiveness. Through resources provided by RTT-D we will go above and beyond the expectations of these systems and conduct ongoing 360° evaluations of educators and leaders. These evaluations will provide competency feedback for administrators and teachers regarding their strengths and limitations in the context of their specific job goals and demands. The result of this evaluation process will be ongoing monitoring of capacity to aid in the implementation of our very targeted professional development plans.

We will partner with a national expert in school reform and a research and evaluation expert to provide critical coaching for, and third party evaluation of, our implementation efforts. Selection criteria for the partnership will include the capacity the organization has to provide instructional experts and school change coaches who can provide technical assistance as we move towards a transformational model of personalized schooling that includes competency based progressions, advisories with personal learning plans and student led conferencing, and multiple pathways to graduation. Additionally, as partners in our work, we will be seeking a partner who can also

provide invaluable support for change leadership. The selection criteria for the research and evaluation group will include the ability to support the district and school level improvement teams by building the evaluation capacity of Springdale staff. This ongoing facilitation and support will include: 1) professional development sessions exploring the basic tenets and processes of evaluation; 2) integration of existing avenues of exploration (including instructional rounds) into the evaluation and improvement process; and 3) coaching and mentoring as individuals work in partnership with professional evaluators.

Coaching for personalized schooling will include becoming familiar with the range of options for personalizing learning and teaching for anytime-anywhere learning, and incorporating personalization strategies into existing lessons and units. This will include methods for inquiry-based teaching such as embedding academic content in a way that has significant and lasting value for the student; and drafting questions that students are invested in answering, and that have multiple entry points for students of varying skill levels. Instructional coaches will also support teachers in facilitating multiple pathways for graduation. Educators will be able to assist students in designing projects that include artifacts and exhibitions of learning, demonstrate disciplined inquiry, and have value beyond the school. This work is expected to reflect college and career readiness, and will be assessed against rubrics that provide a consistent set of learning expectations for students and are scored through a moderation process to ensure both a deep level of learning, and fairness in scoring.

Based on review of change process literature by Michael Fullan, Richard Dufour and, Joe DiMartino to name three, targeted coaching tied to “Change Leadership, includes strategies to ensure that the ambitious instructional outcomes of our RTT-D work are realized through a culture of collaboration where teachers are willing and able to participate fully in the change

process. The introduction of new practices is always accompanied by the need to recalibrate role and position descriptions. A lack of role clarity is a leading cause in the failure of initiatives to meet their goals, and is a predictor of job productivity and satisfaction. Coaching will add clarity to role and position descriptions, help identify the professional development activities required, and build community support for change. In addition it is an expectation that the coaches will provide skills and strategies to deal with resistance to change through modules aimed at strengthening leadership skills, improving communication, creating buy-in for change, and finding time to support and sustain change.

Through support from our national expert, we will conduct a district-wide initiative mapping exercise at the outset of grant implementation, and the aforementioned 360° evaluations throughout the life of the grant. The initiative mapping exercise will clarify priorities for all stakeholders by aligning existing work in the district to the RTT-D projects and identifying those activities from past work that are of less importance and need to be taken “off the plate.” This will allow us maximize our time to focus on what’s most important for driving the ambitious improvements in student outcomes set forth in this proposal, and help each school to see how what seems like a group of disparate initiatives are connected, and therefore manageable.

¹⁷ Fullan, M. (2011). *Change Leader*. San Francisco, CA: Jossey-Bass.

¹⁸ Dufour, R., Marzano, R. (2011). *Leaders Learning – How District, School, and Classroom Leaders Improve Student Achievement*. Bloomington, IN: Solution Tree Press.

¹⁹ DiMartino, J., Wolk, D. (2010). *The Personalized High School – Making Learning Count for Adolescents*. San Francisco, CA: Jossey-Bass.

This table outlines in further detail how the aforementioned projects will work in concert to support the goals and objectives set forth in our RTT-D proposal.		Projects										
		(P1) Seat Time Waiver Pilot	(P2) Schedule	(P3) Advisory	(P4) PLP/SLC	(P5) Multiple Pathways to Graduation	(P6) Centralize Early Learning Center	(P7) Technology Acquisition and Integration	(P8) High Quality Professional Development	(P9) Parent Academy	(P10) Strengthening PLCs	(P11) Educator Evaluation & Coaching
Goal 1: The district will drastically accelerate student achievement	1a. Reach 100% of high need students through Pre K						X	X	X		X	X
	1b. Ensure all students on grade level in reading by end of 3 rd grade				X			X	X		X	X
	1c. Ensure all students on grade level in math by end of 5 th grade				X			X	X		X	X
	1d. Every student will move up two (2) proficiency levels on the ELDA exam after three(3) years in the ELL program				X			X	X	X	X	X
Goal 2: The district will close the experience gap	2a. Support parents as partners in the educational process			X				X		X	X	
	2b. Increase access to technology and integration of technology into classroom instruction					X	X	X	X	X	X	X
Goal 3: The district will deepen student learning through personalized learning strategies, supported by a culture of collaboration	3a. Personalized pathways through school	X	X	X	X	X		X	X		X	X
	3b. Create a culture of collaboration—by design		X					X	X		X	X

Our district has a high quality plan to implement the work put forward in the aforementioned projects This includes coordinated efforts to both: 1) initiate new work and scale-up existing work, and 2) roll out work through cohorts of implementation in some instances, and with across the board implementation in other instances. Please reference the overall timeline of implementation in Section A3, as well as more-detailed project specific timelines in section C1 and C2.

Table (C1) Plan for personalizing the learning environment such that all students have the support to graduate college- and career-ready.

Project	Activities	Y	S	Deliverables	Responsible
Goal 1: The district will drastically accelerate student achievement.					
6	Secure additional space	2	1	Addition of 5 Pre-K classrooms	Superintendent
	Hire staff for pre-K center and equip space for five new classes	2-4	1	Operating Pre-K center meeting ADE guidelines with program approval Technology upgrade for all classrooms	Assistant Superintendent Pre-K 7 and Pre-K Director Assistant Superintendent Department chairs for Professional development ELL Lead Teachers (Teachers on Special Assignment)
	Move existing classrooms in satellite locations around the district to central locations	2	1		
	Purchase technology for 21st Century Learning Classrooms	2-4	1		

8	Hire curriculum writing specialists in reading, math and science	1-2	1	Curriculum documents in math K-12, and literacy K-12 (cross curricular)	Superintendent Assistant Superintendent Pre-K 7 and Pre-K Director
	Contract for professional development in math, literacy across the curriculum, and ELL	2	1	ELL curriculum specialist contracted ELL scaffolding PD and documents	Assistant Superintendent Department chairs for Professional development ELL Lead Teachers (Teachers on Special Assignment)
	Job embedded PD for faculty/classroom observations	3	1	Formative assessments	
	Six demonstration classrooms identified	3	1		
	Begin site visits	3	2		
	Hire ELL scaffolding expert	2	1		
	Sustained implementation of GRR with PD	1	2		
8	Completion of vertically aligned college and career ready English curricula	1	2	Math curricula English curricula	District Leadership Team Teachers on Special Assignment
	Completion of vertically aligned college and career ready Math curricula	1	2	Formative assessments	experts from the University of Arkansas and national experts
	Refine curriculum based on data from assessments in Math and Literacy	2-4	1-2		
	Development of formative assessments	2	1		
	Refinement of formative assessments based on pilot of PARCC assessments	3	1		
	Implementation of refined formative assessments	3	1		
	Evaluate alignment and refine based on PARCC assessments	3	1		

	Implement refined formative assessments	2-4	1		
	Evaluate and analyze effectiveness based on PARCC assessments	2	2		
Goal 2: The district will close the experience gap.					
7	Generate bid specification for the new data system	1	2	New interoperable data management system	District leadership team Assistant Superintendent for Technology/STEM
	Install new data management system	2	1	Professional Development	Experts in the field at the University of Arkansas and national experts
	Provide professional development to staff and community regarding new system	2	1		Technology Technicians Technology Integration Specialists
	Evaluate effectiveness of system	2-3	1		
	Sustain and maintain system	4	1		
	Professional development to support new technology	1	4		
7	Determine location and specifications for EAST labs, with priority to schools without access to rain gardens, outdoor classrooms or community garden projects	1-4	1	Action plan to expand EAST classrooms Action plan for academy model expansion Action plan for addition of up to 9 EAST labs in Title I elementary and middle schools	District leadership team Elementary building principals Maintenance department District leadership team High school leadership teams associated with academy design District leadership team and elementary principals where EAST lab models are being put into place
	Select 5 eMINTS teachers and begin training	1-4	1	Adequate staff to support integration	
	Generate bid specifications and solicit bids for the EAST Lab model	1-4	1	Adequate staff to support	

	Generate bid specifications and solicit bids for scale up of technology across the district	1-4	1	installation Equity across the district in technology access	Career and Technical coordinator High school leadership teams in partnership with university and business partners
	Hire 4 Technology staff: 2 Tech Integration Specialists, 2 Technicians	1-4	1		
9	Scale up IRIs, AIPs, PLPs implemented for all students	2-4	1	Analysis of the Partners in Education roster of enrollment and participation by school with results housed in a central location by June 2014.	Partners in Education District leadership team Director of Partners in Education and Board members Building principals Participating partners
	Student Led Conferencing	2-4	1		
	Increase sites for Family Literacy Program. Select 5 sites over 3 year's	2-4	1	Increase partners enrollment and participation where needed in coordination with the Partners in Education Director.	K-12 counselors and principals College career readiness coordinator GT coordinator
	Public will building with first time college going families - field trips, college career nights, parent-friendly information	1	4	Planning documents and attendance records for student led conferences College Knowledge Seminars	High school principals Assistant superintendent 8-12
Goal 3: The district will deepen student learning through personalized learning strategies, supported by a culture of collaboration.					
1	Create a design and research team for seat time waiver.	1	1	Draft of proposal Program structure	District level task force to create proposal including the District Leadership Team in cooperation with the Commissioner of Education for the State of Arkansas and the State Board of Education
	Presentation of a pilot of seat time waiver concept to Springdale School Board	2	2		High school principals and
	Site visit to New Hampshire Schools	2	1		
	Contact office of innovation	2	1		

	Presentation of pilot concept to State Board of Education	2	3		building level leadership teams
	Design of pilot including articulation pathways through high school	2	1		
	Design team to work on competency and rubrics	2	1		
	Implement and evaluate model	4	1		
	Make adjustments to model	4	2		
	Implement revised model	4	2		
	Expand pilot	4	2		
2	Common Planning: Master Schedule development: reviewed and refined each year 2017 and beyond	1	2	Rubric, tools and calendar for teacher evaluation system training and implementation	District Improvement team Personnel director Professional development coordinator
	Professional development for Student Centered Coaching: 2014 and beyond as new teachers join the system	1	2	Rubric, tools and calendar for principal evaluation system training and implementation	Experts from the Northwest Arkansas Educational Service Center Arkansas Department of Education
	Career Action Planning and Personal Learning Plans: adjustments as dictated by PARCC Assessments	2	1		
	Advisor/Advisee models	2	1		

3	Revise PLP and CAP models	1	2	Revised tools for use with PLP planning and CAP planning	District Improvement Team and district level Task Force created to review and redesign PLP and CAP in alignment with new college career ready expectations.
	Implement and Sustain use of PLP and CAP models	1-4	1	Implementation schedule/calendar	
4	Establish a Task Force on Community Service Learning for High School Students in conjunction with the Jones Center for Families	2	1	Proposal for community service learning projects in cooperation with the Jones Center for Families An agreement with the University of Arkansas to increase the number of student mentors Professional Development in second language acquisition and scaffolding of grade level instruction with national experts	District leadership team Director and leadership team of the Jones Center for Families District coordinator for community service learning credit for high school students
4	Design of improved PLP and CAP documents and processes	1	2	PLPs for all learners Family Literacy Programs in 5 additional Title I Schools	District leadership team Elementary and secondary school leadership teams Principals in 5 Title I Schools
	Create a task force to redesign the PLP process	1	2		
	Roll out new PLP and CAP process with students and families	1	2		
	Monitor effectiveness of new CAP process	1	2		

	Make adjustments to PLP and CAP process and implement changes	2	2		
	Sustain and adapt model as needed June 2015 and post grant 2017 and beyond	3	2		
	Add FLP	1	2		
5	Expand academy model	2-4	1	New and Expanded academy models	District leadership team and high school leadership teams
	Implement academy model	2-4	1	New curriculum and formative assessment models New PLP and CAP process	including academy faculty in partnership with experts at the national and state level
	Evaluate effectiveness of academy model	2-4	1		District leadership team and Teachers on Special Assignment
	Implement changes to improve model	2-4	1		in partnership with University experts, national experts in curriculum writing
	Post grant: Monitor program effectiveness	5	1		District leadership team and high school leadership team including the high school counselors
5	Create, analyze, adjust and refine formative assessments, including opportunities for student exhibitions, aligned with the new CCSS units	1	1	Formative assessments for all CCSS units Exhibitions of learning rubrics and guidelines embedded in the CCSS and the academy curriculum	District leadership team Teachers on Special Assignment Building principals faculty involved in academies
	Create system for exhibitions in alignment with new academy models	2	1		
	Implement exhibitions for new academies	2	2		

Analyze effectiveness, adjust and refine exhibition process	2-4	2
Maintain and sustain exhibition model with new academies	4	2

(C1ai)(C1aii)—Our educators are mission and goal driven in their daily work, and we prioritize modeling these behaviors for our students. In order for students to understand that what they are learning is key to their success in accomplishing their goals (C1ai) and understand how to structure their learning to achieve their goals and measure progress towards those goals (Ciaii), they must first *have* personal goals. Beginning in the elementary setting students are engaged in work to build bridges through their education to later postsecondary goals. Through P6 we will ensure that more students are entering elementary schools ready to learn. Our commitment to ensuring every student has dedicated daily advisory time (P3) to complete work towards personal learning plans, with regular reflection through student led conferencing (P4), will build evidence-based understanding of the connection between classroom content and goal accomplishment. This structured process of goal setting and reflection sets a school course pathway linked to both college and career interests and graduation requirements, through learning and development goals. As students transition into a system where all coursework is described in terms of demonstrating proficiency (P1), the importance and relevance of content becomes clear to each student. Students will use their PLPs to determine placement in Career Academies or alternative pathways to high school graduation (P5). Through P7, P8 and P10, all educators will have access to, and regularly review, student goals. This information, coupled with formative student achievement data through our expanded data dashboard, will allow educators to make personalized connections between learning activities and students’ personal goals. Lastly, through the work of P9 – parents will be better able to engage in student led conferences, and continue the

conversation at home around the connection between classroom learning and long term goals.

(C1aiii)— We organize our learning approaches to engage and empower all learners in an age appropriate manner through deep learning experiences in areas of academic interest. Our RTT-D proposal expands approaches in place at both the elementary and secondary level. We will expand our Pre K programming (P6) to engage our most high-need students in early opportunities to explore academic interests. This includes the use of age-appropriate technology (P7) that stimulates early learners’ interests in the world around them. At the elementary level we are focused on accelerating math and literacy achievement through engaging young learners in authentic, personalized learning environments. This will be accomplished through the development of newly aligned curriculum and professional development (P8) to carryout best practices like *Balanced Literacy*, and *Cognitively Guided Instruction* that allows learners to work across the curriculum in deep learning experiences like our project-centered outdoor classrooms where gardens, various habitat, pond life and flora and fauna are observed, investigated, and reflected on.

At the secondary level, we are focused on engaging students in college and career preparatory experiences that put students on a pathway towards postsecondary plans. Students will have increased flexibility to move through content at a personalized pace, and pursue academic areas of interest (P1). Through our expanded career academy model and multiple pathways to graduation (P5), students will pursue deep learning experiences in an academy of choice, or in an extended learning opportunity of their interest.

These learning experiences will be enriched by increased access to technology (P7) with built in capability for customized exploration of the curriculum.

C1aiv— The Springdale Public Schools strives to provide all students with access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning. We are building off the shifting fabric of our community to incorporate the cultures and perspectives of new populations into our learning environments. Our district has in place two elementary, and one high school International Baccalaureate programs and we offer a foreign language program in five of our elementary schools. We have a particular focus on closing the experience gap through providing opportunities for all students to gain access and exposure to contexts and perspectives necessary for postsecondary success. This includes our commitment to a college going culture facilitated through advisory (P3) and supported by parents building ‘college knowledge’ (P9). Multiple pathways to graduation (P5) strengthen involvement with the community while enhancing exposure to a wider array of cultural opportunities. Through these experiences students will gain entry-level work skills, confidence in interacting with adults, and will experience the value of being an engaged community citizen. Greater access to technology (P7) will allow students to interact with a global community of learners who can provide context and perspectives that deepen student learning. And a requirement for participation in the EAST project based learning labs is that projects serve an explicit community need.

(C1av) High quality professional development (P8) with ongoing time for teacher professional learning communities (P10) will allow educators to develop and implement innovative new curricula aligned to college and career ready standards that embed the

habits of mind required of a college and career-ready student into learning opportunities. These habits of mind include skills and traits like goal setting, teamwork, perseverance, critical thinking, communication, creativity and problem solving. Aligning this curriculum development with structures like personal learning plans (P4) and multiple pathways to graduation (P5) will present opportunities for embedded lessons on perseverance and problem solving as students overcome obstacles and work to align their learning experiences with their college and career interests. These skills and traits are essential building blocks for students to master critical academic content. The flexibility (P1) and opportunity to pursue more authentic learning experiences (P5, P8) will ensure that students are involved in learning experiences that require problem-solving, critical thinking, and communication through teamwork—by design.

(C1bi) Our district is making significant strides towards facilitating a personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready. All students will complete work towards developing personalized sequences through the K-12 use of personal learning plans (P4). Personal learning plans have empowered learners in our district to voice their wants and needs when it comes to personalizing their educational experience. Using personal learning plans, students reflect on areas of growth and development, and make decisions about how they can best demonstrate competency of college and career ready standards. Working together with teachers, students are able to personalize a sequence of instructional content and skill development that enables them to achieve their individual learning goals. Students will have a greater number of options to personalize this

sequence, and the flexibility to proceed at their own pace through our Seat Time Waiver Pilot (P1) and Multiple Pathways to Graduation (P5). Through the work of the Parent Academy (P9) and with greater transparency in student performance data (P7), parents will be better able to engage meaningfully in developing and monitoring these personalized sequences. Our goal is to orient all students and their families towards realizing the goal of graduating on time, college and career ready.

(C1bii)— Our district has been a statewide leader in implementing high quality instructional strategies using a variety of personalized learning environments. Through RTT-D we are taking this work to the next level by allowing students, working together with their parents, more flexibility in selecting which learning experiences they will pursue. Our focus on expanding the proficiency of all educators (P8) in practices like *Cognitively Guided Mathematics*, and *Balanced* and *Authentic Literacy* ensures that students operate within a variety of high quality instructional settings. Students will continue to participate in AP courses and expanded dual enrollment opportunities, but the variety of personalized learning environments will be expanded. Multiple Pathways to Graduation (P5) will allow students to demonstrate mastery of standards in authentic settings of their choosing. These experiences have taught us that students thrive when they are challenged by the opportunity to demonstrate their mastery of content using a strategy or format of *their choosing*. We have also learned that every student must progress through curricula at a pace responsive to their goals and needs. Therefore, we plan to carry out a Seat Time Waiver Pilot (P1) to allow students to engage in high quality instructional strategies through a personalized progression.

(C1biii) As our district embraces the Common Core State Standards (CCSS), we are developing new curricula that engage all learners in high quality content aligned to college and career ready standards and graduation requirements. We will work to identify course and grade level competencies that are tied to the new standards with embedded formative assessments (P8), and allow students to demonstrate mastery in personalized and authentic ways using the flexibility of our seat time waiver (P1). Using the Personal Learning Plan structure, students and their families will participate in conversation and reflection on their personal outcomes and progress.

As part of our commitment to preparing students for 21st century success, we are expanding our digital footprint to include 1:1 technology for all students. Students will access and interact with digital learning content both to carry out instructional tasks, and to demonstrate mastery of competencies. They will also have greater capability to network with teachers and other students to better engage in the high quality content. Our suite of technology will include iPads, netbook carts, cameras and interactive whiteboards in each classroom. Every school will have a computer lab and EAST labs will be incorporated into the high schools.

(C1bivA) Since 2009, the district has been developing and implementing our district-designed data dashboard system. As part of our district-wide accountability measures, teachers must update individual student data on a frequent basis. This system allows students and parents access to student grades and progress. The data dashboard enables ongoing and regular feedback loops in two ways. The system has the capacity to send out alerts to students and parents when early warning indicators are reached and provide a resource for personal learning plans and student led conferencing (P4). The system will

also allow for easier access to individual student data, district data, trend data in achievement, financial data and other data of interest by parents, faculty, and community. The system will also enable the district to identify strengths and opportunities for district improvement that facilitate data-driven school improvement planning and professional development to improve student learning. We are working to create a robust data system to collect postsecondary enrollment and attainment data. We are working with experts in the field, along with our technology team, to access this data and build the system. With these efforts we will not only have the ability to garner ongoing and regular feedback on student progress towards college and career ready standards, but to follow through with graduated seniors and use their performance to inform and improve our programming.

(C1bivB) A cycle of formative assessments will provide actionable information to educators, parents, and students in a timely way to inform personalized learning recommendations based on students' current knowledge and skills. The development of formative assessments linked to curriculum units (P8) will drive instructional change for students as well as allow educators, parents, and students to track their progress over time. In addition, using progressions of scores on PLAN, EXPLORE and ACT, students can determine their pathways toward college and career ready pathways. Second language learners are given feedback on their ELDA scores that track English Language acquisition. Students are tested on the ELDA annually. In competency based progressions (P1) and Multiple Pathways to Graduation (P5), the use of exhibitions, scored on a rubric by peers and panels of community experts and faculty, will be expanded and well embedded in the college and career ready curriculum units. Integrated into these presentations will be the applied use of technology (P6) as students work on

their research and present their findings. The use of this model K-12, allows students to demonstrate those college and career ready skills not readily assessed by the PARCC assessments.

(C1bv) As part of our long-standing commitment to personalizing the academic experiences of all students, we have in place a variety of accommodations and high quality strategies to provide early interventions for struggling students. The personal learning plans afford regular and ongoing opportunities for students to communicate and reflect on their progress with a trusted adult. (P4) Students demonstrating a need for targeted accommodations or interventions have a variety of strategies available to them. It is our proposal to scale up these strategies through the work of RTT-D. We currently utilize Individualized Improvement Plans (IRI) in grades K-2 and Academic Improvement Plans (AIP) in grades 3-12 when students are not achieving grade level standards based on state or district assessment data. We propose to scale up this process by including progress towards college and career ready standards and competencies as part of this intervention model. This will help empower students to take ownership over their own progress by shifting the focus away from absolute scores on state and district assessments, to a focus on relevant college and career ready standards and graduation requirements that students regularly reflect on.

Through a network of supports provided by community stakeholders, our district has mentoring programs in place for students who struggle socially and/or academically.

Three of our schools are partnered with the *Primary Project* which is an early intervention behavioral program working in coordination with the mental health organization for our region. Through RTT-D we intend to scale up this partnership and

the important services they provide. A partnership with the University of Arkansas provides literacy support for both school day and after-school activities for struggling students. We are scaling up our partnership with *Partners in Education*, which provides support from local businesses in the community. This support includes fiscal support for supplies, as well as mentoring programs, buddy reading programs, and meal functions to ensure our most high-need students are able to engage in the learning progress. We are proud to share that over 100 businesses are supporting the 20 schools in our district. Please reference the Competitive Preference Priority for more detail on our community partnerships.

(C1c) As our district works to scale up many initiatives like personalized learning plans, increased access to technology, and greater opportunity for personalized pathways through learning, we are systematically ensuring that mechanisms are in place to provide training and support to students and their families during the transition period to ensure they understand how to use the tools and resources provided to them to track and manage their learning. Using dedicated daily advisory time (P3) students will have structured opportunities to become familiar with and complete work towards their personalized learning plans, and prepare for student led conferencing (P4). Advisory, coupled with the Parent Academy (P9) will ensure that students and parents know how to access and determine the relevance of available student data. Time will be built into advisory and class time to familiarize students with the proper use of our expanded suite of technology. It is our goal to implement the tools and resources necessary for expanded personalized learning environments with fidelity both to the contractual obligations to the US Department of Education and to the commitment our families and communities have

entrusted us with in providing a rigorous, college and career ready curriculum for all students.

(C)(2)Teaching and Leading

In the process of preparing our proposal, the district has worked hard to align our plan for improving teaching and leading to our three goals. In the text below, each of the selection criteria work in concert towards a comprehensive approach of personalizing learning environments and ensuring that each graduate of the Springdale Public Schools is college and career ready. We are committed to providing the necessary support to all staff as they work to implement our reform agenda.

Table (C2) Plan for personalizing the learning environment through expanding teacher and leader capacity and enhancing practices such that all students have the support to graduate college- and career-ready.

Project	Activities	Y	S	Deliverables	Responsible
Goal 1: The district will drastically accelerate student achievement.					
8	Development of formative assessments Analyze and evaluate formative assessments	3 3	1 2	Formative assessments in alignment with PARCC and other college- and career-ready skills	District Improvement Team Teachers on Special Assignment Experts in the field of assessment design from the University of Arkansas and the NWAESC National experts in ELL assessment
8	Development of curricular units: task force including Teachers on Special Assignment Refinement of curricular units	1 2	2 4	Curriculum units	District Improvement Team Teachers on Special Assignment Experts in the field
8	Professional development long range planning document	1	2	Tools for professional development in: ELL strategies and scaffolding for	District Improvement team Professional development coordinator

	Professional development tools, training documents, and calendar	2-4	1	CCSS; <i>Cognitively Guided Math</i> ; <i>Balanced Literacy</i> in the primary grades; <i>Authentic Literacy</i> K-12 Sustain PD for new faculty in Gradual Release of Responsibility Curriculum units and formative assessment tools	Teachers on Special Assignment Instructional facilitators at each building Building principals ELL Coordinator and staff National experts in ELL from regional labs sponsored by the USDOE
Goal 2: The district will close the experience gap.					
1	Seat time waiver: Presentation to Springdale School Board	2	2	Waiver to seat time	District Improvement Team Teachers on Special Assignment
	Presentation to State Board of Education	2	1		Experts in the field
	Proposal development	3	1		
	Alignment of courses, schedules, and assessments	4	1		
7	Technology scale up across the system: Bid process	1	2	Interoperable technology system	District Improvement Team Teachers on Special Assignment Experts in the field Technology Department
	Purchase and installation	2	1		
	Professional development for use	2-4	1		
	Full implementation	3-4	1		

7	Technology system: Bids for new interoperable system Installation of new interoperable system Professional development related to interoperable system Maintain and support use of interoperable system	2 2 3 3-4	1 2 1 1	New interoperable technology system Professional development, tools and evaluation process for student centered coaching	District Improvement Team Technology coordinator and team Professional development coordinator Experts in the field including those from the Northwest Arkansas Educational Service Center (NWESC) University partners
9	Professional development plan; review literature of PLP and SLC with principals, instructional facilitators, and ToSAs Create design team Align all practice at the building level through planning documents for PLP and SLC Implement across the district Reflect on and maintain PLP/SLC structure	1 2 3 3 4	2 2 1 2 2	Professional development calendar Training tools Minutes and sign-in sheets for participants	District Improvement Team Professional development coordinator Building level principals
10	Student Centered Coaching implementation	1	2	Calendar for PLC's from each building each year, including	District Improvement Team Professional development

	PLCs during the school day or outside of the schools day as designed at the building level	1	2	summer Minutes and record of attendance at PLC meetings	coordinator Building principals Department chairs or lead teachers
	Student Centered Coaching cycles during the school day or outside the school day as designed at the building level	1	2	Evidence of use of student work samples	teachers Instructional facilitators
	Summer workdays to support PLCs work started in the school year	2	4		
Goal 3: The district will deepen student learning through personalized learning strategies, supported by a culture of collaboration.					
2	Common Planning: Master Schedule development, reviewed and refined each year	1	2	Copies of Master Schedules	District Improvement team Experts from the Northwest Arkansas Educational Service Center Arkansas Department of Education
3	Career Action Planning and Personal Learning Plans with adjustments as dictated by PARCC Assessments and college- and career-ready indicators	2-4	1	Work teams at each school level develop guidelines on CAP and PLP design and roll out to faculty	District Improvement team Personnel director Professional development coordinator Experts from the Northwest Arkansas Educational Service Center Arkansas Department of Education

3	Advisor/Advisee models: Work teams at each school level develop advisor/advisee model and roll out to faculty	2	4	Advisor/advisee model	District Improvement team Professional development coordinator Experts from the Northwest Arkansas Educational Service Center Arkansas Department of Education
7	Expanded use of technology as resources are available	2	4	Professional Development seminars provided to faculty and parents	District Improvement team Professional development coordinator Experts from the Northwest Arkansas Educational Service Center Arkansas Department of Education
10	Student Centered Coaching: continue coaching model training Analyze and refine coaching model annually as needed Collect data on effectiveness of the model	1 2 3	2 1 1	Professional development Tools and evaluation process for Student Centered Coaching	District Improvement Team Technology coordinator and team Professional development coordinator Experts in the field including those from the Northwest Arkansas Educational Service Center (NWESC) University partners

11	New Teacher Evaluation system - TESS and LEADS	1	2	Documents generated as a result of TESS and LEADS	District Improvement team Personnel director Professional development coordinator Experts from the Northwest Arkansas Educational Service Center Arkansas Department of Education
	Administrator orientation and training on TESS and LEADS	1	2		
	New Principal evaluation system: LEADS	1	2		
	Administrator training on LEADS	1	2		
	Roll out LEADS	1	2		
	Implement the superintendent evaluation system as materials are released by the ADE	4	1		
	Monitor progress of superintendent state-level design team through Commissioner memos	2-4	1		
	Implement the superintendent evaluation once approved	4	1		

(C2ai) Given our track record as a district leader in the state of Arkansas for leading and sustaining education reform, we do not underestimate the power of high quality professional development and school change coaching to support the effective implementation of personalized learning environments that meet each student’s academic needs and help ensure all students can graduate on time and college- and career-ready. We have designed a number of projects to allow us to ensure all educators are supported in the work of RTT-D. Starting with designing a new bell schedule (P2) that allows for daily common planning time for teacher professional learning communities (P10), we will provide ongoing professional development (P5), and instructional and school change coaching (P11). Professional development will focus on curriculum and assessment design and implementation; utilizing the new interoperable data system (P7) in concert with personal learning plans (P4) to move students forward on personalized academic paths. This will include PD on the use and integration of new technology like interactive white boards, and the EAST project based learning labs into instructional activities. School change coaches (P11) will ensure that teacher professional development and professional learning community time is effectively managed through the use of protocols for giving and receiving feedback, and managing team time. Our new teacher evaluation system will be a valuable tool to inform evidence-based observations on the implementation of personalized learning environments.

(C2aii) From our earliest learners to our graduating seniors, students will have unprecedented access to content and instruction that engages them in common and individual tasks and is responsive to their academic needs and interests. This will involve a tremendous shift in practice on the part of the teachers as they adapt content and instruction, and determine optimal learning approaches for all students. Through high quality professional development (P8) teachers will

receive training in *Cognitively Guided Instruction*, *Balanced Literacy*, and *Authentic Literacy* – research backed practices that honor students’ foundational skills and experiences to build relevance in new content. ELL teachers will receive coaching on *Gradual Release of Responsibility* – a structured teaching model that includes guided instruction and time for both group and independent work. All educators will have dedicated time to innovate their curriculum using the CCSS frame to create new personalized units and instructional tasks that allow frequent classroom discussion, collaborative work time, project-based units and regular interaction with advanced technology. Piloting the Seat Time Waiver (P1) and providing multiple pathways to graduation (P5) will provide educators with the flexibility to work together with students and their families to create instructional sequences responsive to their needs and interests.

Professional development (P8) for all educators will ensure that teachers have the capacity to carry out this instructional change. This will include the use of Demonstration Classrooms where teachers can observe their peers utilizing these personalized instructional strategies.

(C2aiii) Technology acquisition (P7), advisory and personal learning plans (P3, P4), and strengthening professional learning communities (PLCs) (P10) will work concurrently to improve the individual and collective professional practice of all educators by allowing them to frequently measure student progress towards college and career ready standards and graduation requirements by using data to inform student progress. Our new interoperable data system allows all educators to upload, access and interact with student data in real-time for the purpose of informing instructional practice and accelerating student achievement. Educators will interact regularly with both advisory and classroom students to use this data to measure progress towards academic goals aligned to college- and career-ready standards, graduation requirements, and personal goals. During PLCs educators can engage in data-backed conversations on the

demonstrated efficacy of selected instructional strategies in realizing greater student achievement. These conversations will include artifacts of student learning that lend a personal lens to the discussion – grounded in concrete evidence of student learning and progress towards college- and career- ready standards and graduation requirements. Professional development (P8) and Coaching (P10) will ensure that teachers understand how to access and interact with the available data, and that protocols are in place for using this data to inform PLC conversations. Scaffolding provided through the parent academy (P9) will ensure that more parents are able to act as valued partners in these conversations on student progress.

(C2aiv) Our district is aligned with the national movement to adopt new and innovative teacher (TESS), principal (LEDS) and superintendent (in development) evaluation systems that measure progress based on student achievement and include frequent feedback on individual and collective effectiveness. The use of data made available through these ongoing evaluations will inform conversations that take place during professional development (P8), dedicated PLC time (P10), and coaching (P11). These new evaluation systems will provide recommendations aligned to supports and interventions deemed necessary for improvement. The new evaluation system meets the guidelines for evaluation as established by the *ESEA Flexibility Waiver* by looking at all aspects of the teaching and learning process, including the impact on student achievement during the course of instruction.

(C2bi) All educators will have access to student data through our new interoperable data system. This access will provide actionable information to educators, and allow them to identify optimal learning approaches in response to individual student academic needs and interests. This actionable information can be integrated at the micro and macro level. For example, the 1:1 technology ratio (P7) will allow educators to use real time data from students engaging in

classroom discussion through text messages to a central teacher hub that identifies students through their master response code. Teachers can immediately target students who aren't participating, or demonstrating mastery of content, to ensure they get back on track. At the macro level, teachers will be able access data on student formative and summative assessments that will inform instructional modifications to future content delivery. Teachers will have access to ongoing professional development (P8) to build awareness and readiness to access data, and incorporate available data into instructional decision-making. During PLC time (P10), educators will be able to reflect on their collective learning approaches, as well as individual student academic needs and interests using evidence provided by the new system.

(C2bii) Educators district-wide are already completing work towards developing curricula aligned to the CCSS, and informed by assessment systems provided by PARCC. As part of this work, they are aligning high-quality instructional content and assessments to college and career ready standards, including through the use of digital resources. Educators will use the high quality professional development (P8) outlined in C2aⁱⁱ, along with data from the new interoperable data system (P7) and personal learning plans (P4) to monitor student outcomes as a direct result of this alignment. Educators will have access to the eMINTS platform to collaborate digitally with other educators on this alignment. All educators are in the process of developing interim formative assessments, aligned to PARCC, to drive instruction. We are committed to a mid-grant goal that 100% of instruction will be informed by regular, embedded, formative assessments. Teacher professional development will be ongoing to ensure that educators have access to the tools and resources made available to them to develop and continually improve these formative assessments.

(C2biii) Given the extent of our investment in technology, educators will be able to generate a tremendous amount of actionable data about student progress. Educators will need processes and tools to match identified student needs with specific resources and approaches to continuously improve feedback on student achievement. Through high quality professional development (P8) and instructional coaching (P11) educators will develop protocols for sifting through available data, and determining what data is most relevant to improving content instruction and calibrating assessments to provide feedback on student achievement. Educators will engage in student-centered conversations during professional learning community time (P10). These conversations will be informed by artifacts of student learning, as well as student performance data. These resources will allow educators to determine the extent to which efforts to align the curriculum to college-and career-ready standards are leading to real gains in student achievement.

(C2ci, C2cii) Education thought leader Robert Marzano says that school leadership alone counts for a full 25% of a school's total impact on student achievement. Through RTT-D we are committed to ensuring that leaders have resources that enable them to structure an effective personalized learning environment through: information from the teacher evaluation system; and training to use these resources to continuously improve school progress. School leadership teams are working with the new teacher and administrator evaluation systems to establish transparency and create conditions for open and honest communication about individual and collective educator effectiveness, and school culture and climate. Our new teacher evaluation system, TESS (outlined in more detail below in C2d) provides a wealth of information on teacher effectiveness across four domains. Through the provision of professional development (P8) along with strengthened PLCs (P10) and coaching (P11), leaders will have ongoing opportunities to train teachers and other leaders on the use of these resources to improve school progress.

Ongoing observation and teacher/leader conferencing are the main tenets that leaders will use to structure effective personalized learning environments. In addition, leaders themselves will be supported in this work through professional development provided by the state of Arkansas, as well as principal coaching (P11) provided through RTT-D.

(C2d) Our district recruits and develops the top tier of teachers from local university systems, and throughout the state of Arkansas and beyond. As the highly regarded district for innovation and achievement in our region, we have not historically had difficulty staffing particular subjects or specialty areas. All teachers are highly qualified, and over 50% of our teachers have a master's degree or higher. Additionally, our district accountability measures ensure parity in staffing across poverty and non-poverty schools. Each year a spread sheet is used to compare the ratio of support staff between poverty and non-poverty schools. When necessary, staff are shifted to ensure parity, particularly when new schools are opened or demographic shifts occur. We will also add instructional support staff, certified and classified as funds allow in underserved schools. This year we have added instructional coaches in three schools (Lakeside, Sonora Middle School and Central Junior High) where the need dictated. The use of the Teacher Excellence and Support System (TESS), and the Leader Excellence and Development System (LEDS) ensures that all Springdale teachers and principals build capacity through continued professional development. This provides the basis of our plan to increase the number of students who receive instruction from effective and highly effective teachers and principals. Under these new evaluation methods, the district has developed a rubric framework that clearly defines Effective and Highly Effective Teachers and Principals. This includes all aspects of the education process and is linked to the impact on student achievement. The frameworks divide the complex activities of teaching and leading into 22 components clustered into four domains: 1)

planning and preparation; 2) classroom environment; 3) instruction; and 4) professional responsibility. This is based off Charlotte Danielson's work *Enhancing Professional Practice: A Framework for Teaching*.

Teachers and leaders receive timely feedback through walk through systems, observation systems and conferencing systems that occur routinely throughout the school year. Teacher and principal coaching provides the basis of a model to improve performance as needed. This process allows for teachers and leaders to be given marks for outstanding performance as well as specific explanations for practice that do not meet rubric standards. Under RTT-D we will go even further towards ensuring that students are being served by highly effective teachers and leaders. This includes 360° evaluations as part of the coaching model (P11) which provide valid feedback for teachers and leaders regarding their strengths and limitations in the context of their specific job goals and demands.

D LEA Policy and Infrastructure:

(D1) LEA practices, Policies and rules

(a)The district is organized in the following way to provide support and services to all participating schools in their practices, policies and rules to facilitate personalized learning:

1. The Superintendent is fully supportive of the RTT-D grant proposal and will support his staff in carrying out the duties of the proposal. The superintendent has assigned the three central office Curriculum and Instruction executive members of his cabinet to be directly involved in the implementation of the grant.
2. The Associate Superintendent for Curriculum, Instruction, Assessment, Accountability and Innovation will be the direct supervisor of the grant from the district perspective, as well as at the building levels. This individual will oversee the expenditures, procure the professional development agreements, assist with the bid and purchasing activities and monitor the timeline for implementation. The Associate Superintendent will also chair the Implementation Task Force.
3. The 3 Assistant Superintendents (Pre K-7, 8-12, STEM and technology) will work on-site at the building level to ensure fidelity of implementation in the following ways: assist in gathering the required reporting data from the schools; ensure that the professional development activities are being implemented in the classrooms as designed; and ensure that resources put into the school are being used as the grant has dictated.
4. An Implementation Task Force is in place to ensure that the work of the grant is being supported properly. The Task Force will have representation from each participating

school, and will include: administrators; teachers; students; parents; and community members.

5. A Project Manager and an administrative assistant will be hired for the purpose of managing all aspects of the grant including: data collection; reports; budget execution; and inventorying of equipment, materials and supplies.
6. The district currently has four Teachers on Special Assignment (TOSA) specialists who work directly on curriculum, instruction and assessment issues within the district. During the grant process, in order to expedite the writing of the curriculum units and lesson plans, up to six additional TOSA positions will be hired from within the district to generate the work in a timely manner.
7. The Business office will support the tracking of expenditures and monitor the receipt of Grant Funds.
8. Community liaisons and AmeriCorps members will connect with the Marshallese and Hispanic families as we institute the Parent Academy model supporting parents to be fully invested with their student with the expectation for all students to be college and career ready.

(b) Under RTT-D, the school leadership teams in participating schools will be provided flexibility and autonomy in all matters pertaining to grant implementation. The building level principals, in concert with the school leadership team, will have autonomy to: generate school schedules and calendars; make school personnel decisions—on staff selection and staffing roles; and manage their school level budgets. All expenditures will fall within the framework of the grant.

(c) In recent years, both high school principals have run into roadblocks when innovating due to the use of a seat time requirement with the Carnegie Unit. They both believe that if the district had a core-content based mastery model that would allow students to move through the system of courses linked to demonstrated mastery of competencies that this would keep students more connected. The district piloted a mastery learning Career and Technical course: *Computer Applications* several years ago. Students were allowed to test out of the basic course when they could demonstrate they met certain competencies. This model was very successful in keeping students with computer skills engaged at an appropriate level of rigor. Other Career and Technical classes have a competency-based model that allows students the opportunity to move forward as they demonstrate readiness. The core content classes are not organized in the same way.

In June 2013 President Obama released the High School Redesign initiative that included support for personalized learning opportunities like optimizing the pace of learning. This is reflected in the national move toward competency-based progressions and the Carnegie Foundation's yearlong study to research the continued usefulness of the Carnegie Unit as a tool for determining content mastery. The Carnegie Foundation has released a 50 state scan of course credit policies that categorizes the state of Arkansas as "*Category 4*," indicating a state where districts must use time-based credits. 34 states are already implementing reforms providing for flexibility in how students are awarded credit.¹⁷ Achieve, a bipartisan school reform organization, has recently released a state policy framework acknowledging that a state's vision for realizing competency based progression will fall along a continuum toward reimagining the

²⁰ 50 State Scan of Course Credit Policies. (2013). Carnegie Foundation for the Advancement of Teaching.

traditional, time-based education system.¹⁸ We have initiated work at the local level to reimagine a new system, have researched other state models, and have hosted national experts on the topic to conduct presentations and focus groups for broad stakeholder groups throughout the district.

We are committed to providing all students with opportunities to progress and earn credit based on demonstrated mastery through our seat-time waiver from the Arkansas State Board of Education. A critical focus of our RTT-D proposal, we are taking the lead in the State of Arkansas to “move the needle” away from the credit-bearing Carnegie Unit. The State Board of Education is fully supportive of this aspect of our RTT-D proposal, and ongoing conversations have taken place between the Superintendent and the high school principals as they explore readiness to make this transition. With no additional outside funding, members of our central office are collaborating with school leadership teams, teachers, students, parents and community members conduct exploratory work to develop the secondary model for implementation, This work includes identifying the possibilities and challenges that will be faced in moving towards a sustainable competency-based progression, including: implications for the bell schedule; advisor-advisee relationships; and parental engagement though student led conferencing. Please see Appendix D1 for agendas and summary findings from these planning meetings. Please see Appendix D2 for a copy of the presentation given to staff at the start of this conversation. Please see Appendix D3 for a letter of support from the State Education Commissioner indicating his interest in having school districts consider alternatives to the Carnegie Unit system as a way of personalizing instruction.

²¹ Advancing Competency-Based Pathways to College and Career Readiness: A State Policy Framework for Graduation Requirements, Assessment and Accountability. (2013). Achieve.

(d) The Springdale Public Schools has in place practices to facilitate personalized learning by giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.

Mastery learning is a driver for getting more students to grade level proficiency. Students in the elementary grades are given multiple opportunities to demonstrate mastery of content skills. An excellent example of this is the use of *Cognitively Guided Math*.¹⁹ In addition, all students K-12 use rubrics for the evaluation of writing. The secondary English classrooms are learning how to facilitate student mastery through the use of a rubric and peer-editing process. Writing is reviewed multiple times prior to the final grade being assigned.

The Algebra program is designed around a mastery-learning model that is being strengthened through the professional development linked to “*Extending Mathematical Thinking*.”²⁰ This model for teaching uses mastery learning and embeds the eight mathematical practices listed as essential to developing College and Career ready skills within the Common Core State Standards documents²¹

The district has had training in the use of formative assessment systems through workshops in the district on mastery learning strategies appropriate for all classrooms. In a number of our schools, students are already demonstrating mastery through public exhibitions. Much

²² Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999). *Children's Mathematics: Cognitively Guided Instruction*. Portsmouth, N.H: Heinemann.

²³ Empson, S. B., & Levi, L. (2011). *Extending Children's Mathematics: Fractions and Decimals*. Portsmouth, NH: Heinemann.

²⁴ Common Core State Standards for English Language Arts Grades K-5 and 6-12. (2011). Retrieved from <http://www.corestandards.org/the-standards>

preparation and rehearsal goes into preparing for these presentations. The AP classes use a mastery-learning model inherent in the preparation required for end of course assessments.

Career and Technical classes as well as the existing Academy classes allow for multiple opportunities for students to demonstrate their understanding of the skills and knowledge acquired in their course of study. The End of Course Assessments for these programs are the catalyst for bringing students to mastery within a grading period. The practice and rehearsal for the exhibitions supports the college and career readiness skills linked to research, communication, task presentation, problem solving, critical thinking, public speaking, and analytical writing.

(e) The Springdale Public Schools institutes policies to provide learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English Language Learners. It is a belief of the district that the most appropriate instructional environment for the vast majority of students is within the regular education classroom.

The support required for students to be successful in the classroom is provided in tailored and specific ways as needed. For example, students who require one-on-one aid in order to stay in the regular education classroom are supported by specially trained personnel who understand their behavioral and learning needs. Students who need assistive technology to participate in the learning process are provided resources such as specially designed computers, and communication devices. Each school has instructional specialists who provide instructional support and resources to regular education teachers in order to meet the needs of ALL students. In the elementary schools, instructional assistants support the needs of students directly in the

classroom, whereas in the secondary schools one-on-one tutoring is supported as needed before school, after school, during lunch and study periods, or on Saturdays. In addition, many of the schools have reading specialists who work directly with targeted students on a daily basis. Each school keeps data on the effectiveness of their intervention programs; when interventions are not working they are replaced with other interventions that may be more effective.

We are proud of the work we do to support the needs of our students and families outside of the school day as well. We have a program that ensures that migrant students have academic resources as well as health services and tutorial services. The district has a supply closet for clothing, school supplies and food for families. Annually, the community donates money through a “Christmas card” fund that provides medical and dental support to students as needed. The counseling program provides material resources as well as social services and direct counseling support to students in partnership with our community health clinic and our community mental health facility.

Many families have stated that they moved into the Springdale School District because of the support the school and community provides to children and families. See Appendix D4 for a letter of support from a Springdale parent.

(D)(2) LEA and school infrastructure

(a)(b)The overall vision of our proposal is to take personalized learning to scale across the district. To effectively scale up and expand our work, we must ensure that all participating students, parents, educators and other stakeholders, regardless of income, have access to learning resources both inside and outside of the school. Our commitment to implementing our RTT-D

program with fidelity, and ensuring the sustainability of grant funded activities means we must provide a wide range of technical support to ensure access and use of these resources.

Students will have access to necessary content, tools and other learning resources with corresponding technical support to carryout RTT-D in the following ways:

- Every student will enter school ready to learn (Pre-K); and have the reading and math foundation skills
- Students will be allowed an individualized pace of learning through content that is not dependent upon a “seat time requirement”
- Each student will complete a personalized learning plan (PLP), with academic and personal growth goals that will guide them on a pathway to an academy of choice. Work done to develop and reflect on PLPs will take place during dedicated advisory time where students will be supported by a trusted adult.
- Each student will be college- and career-ready with supporting activities such as: time working with career coaches; access to college field trips; and assistance navigating the college application and financial aid process.
- All students will have access to technology through our 1:1 technology initiative, and will be supported in utilizing this technology to the fullest extent possible through technology-integrated instructional practices.

Educators (Teachers and Administrators) will have access to necessary content, tools and other learning resources AND corresponding technical support to carryout RTT-D in the following ways

- The new teacher, principal and superintendent evaluation system required of all Arkansas schools will help build capacity in all staff.
- The technology department will manage the acquisition of technology for all classrooms as well as the EAST project based learning labs. Educators will have ongoing access to professional development on integrating technology into instructional practices.
- All educators will have access to a customized, interoperable data system through which they can monitor student progress, and use data to inform their instructional practices.
- The Superintendent and district level administrative staff, in coordination with the high school principals, will oversee the seat time waiver pilot and the shift to academy models of instruction.
- Professional development will ensure all educators have the necessary skills and capacity to provide appropriate pacing through content that is not dependent upon a “seat time requirement”
- The Instructional leadership Team, including Math and Literacy specialists, will organize the curriculum development and the writing of formative assessments with support from outside curriculum experts.
- The Professional Development Department will support all professional learning actions.
- The ESL Department will support all activities targeting ELL students including professional development (in coordination with the PD Department) on teaching grade level content for ELL students, English language acquisition, and ELL strategies for regular education teachers.
- We will expand our partnership with the Jones Center for Families for service learning projects.

Parents

- The expanded *Family Literacy Model* offers programming that allows parents to engage in English language acquisition while gaining knowledge and skills about the content their child is learning, and how to be a better contributor to their academic life. This programming is conveniently located on the campus of their child's school
- The newly created Parent Academy will be an invaluable resource for parents to: advance their own academic skills; learn how to access and use student performance data; converse with their children about academic goals and progression; and navigate the college application and enrollment process – including securing financial aid.
- The community liaison program will ensure that non-English speaking parents are supported and engaged in the school system. Liaisons will provide access to student achievement data, and offer assistance to parents on how to support and monitor their child's academic progress.

(D)(2)(c)(d) Information technology system acquisition and expansion is a major focus of the grant proposal. This expansion will provide greater access to the critical data educators need to do their jobs effectively, and that students and parents/guardians need to monitor academic progress.

Our existing *eSchool* platform provides educators with access to an interoperable data system that houses human resource data, student information data, budget data and instructional data under a single system. This one stop shop allows educators to monitor grades and assessment performance, view and make updates to school calendars, and manage communication between the school and homes through secure email. Under RTT-D we are expanding student access to

electronic learning systems such as the EAST project based learning labs and eMINTS; and the 1:1 technology ratio will allow for innovative methodology like the flipped classroom model. These new electronic learning systems will allow educators to access built-in student progress data to better inform instruction. Educators will have ongoing access to professional development on: integrating electronic learning systems into classroom instruction, accessing student progress data contained within these systems, and using this data to inform classroom instruction. Please see Appendix D5 for the specific professional development planned on accessing and using data from the interoperable data system, as well as the electronic learning systems.

Our existing data system provides students and families with access to a secure platform for exporting student data in an open data format. The updated and customized system will allow for a much broader use of the available data. This new system will allow teachers to communicate personally with parents via web-based tools, and grades and assignments will be available via this new system. The new system will greatly enhance parent access to reliable student progress data in comparison to the current grade card system. In addition, the system includes a home calling system that alerts parents to school events as well as student absences. RTT-D will provide our district with additional resources to properly train students and parents on how to access and use the information available in this system to set goals and monitor progress. The new system for data management will be in place in the spring of 2014. Parent training on the new system will occur through school based and district based trainings beginning in the late spring of 2014 and into the fall of 2015. Please see Appendix D6 for an anticipated schedule of parent training events.

A critical support afforded by RTT-D is the necessary resources to broaden the reach of our available data. A recent survey indicated that 60-70% of Springdale families do not have reliable Internet access. Our district is working with the city of Springdale to expand hot spots of Internet service and increased bandwidth. Currently, computer access is available at parent centers in each school, the public library, at the Jones Community Center, as well as through a check out system at various community locations. Through RTT-D we will be able to expand the number of iPads and net books that are available for parent checkout, as well as the number of locations with this access – like classrooms and libraries. Our district has initiated discussions with COX communications, the main supplier of Internet access in the region, to provide reduced-cost Internet services to families that demonstrate a need. The RTT-D grant will provide resources to inform families about this offer, and support them in using this new access to monitor student progress. Please see Appendix D7 for more details on the COX agreement. Lastly, the RTT-D program will provide resources to expand our successful community liaison program which supports our Marshallese and Hispanic families in accessing and interpreting available data, as referenced earlier. Highlighting the COX offer will be an agenda item on the liaison meetings as well as at Student Led Conferences.

The policy and infrastructure of the Springdale School District is will aligned to support the rigorous and far-reaching work put forth in our RTT-D proposal. Our district is committed to operating at the forefront of education innovation, and putting the appropriate policies and teams in place to support this work. We have a detailed plan in place to ensure that all stakeholders have access to the technical support required to effectively implement, engage in, and sustain the work of our RTT-D proposal.

(E)(1) Continuous improvement process

The Springdale School District’s proposal has a rigorous continuous improvement process that will provide timely and regular feedback on progress toward project goals, and opportunities for ongoing corrections and improvement during and after the term of the grant. Our strategy addresses progress monitoring of all grant activities including, most importantly, the impact on classroom practice.

York-Barr describes reflective practice as a critical attribute of a learning organization— “from an organizational perspective, reflective practice is considered a powerful norm in schools to achieve higher levels of student learning.”²² Each of the goals within this project provides important opportunities for the district to expand our college and career preparatory program of study. We have both a moral and fiscal responsibility to engage in reflective practices that will provide feedback about our progress toward each of the three major goals, and the supporting activities found within the goals. Our improvement process builds off of the preceding theory of action in Section A3 that provides a roadmap for the achievement of desired outcomes in each goal area. Our District Improvement Team will coordinate activities around each goal area to ensure a system of evaluation and reflection designed to provide for continuous improvement. In addition, a progress monitoring system will be designed by the Director of Improvement, Research and Evaluation, and each project will have an evaluation component designed specifically to measure the impact of our investment on student achievement as well as social and behavioral outcomes.

²⁵ York-Barr, Sommers, Ghore, Montie & Costa. (2001). *Reflective Practice to Improve Schools: An Action Guide for Educators*. Corwin Press, Inc. p1.

The District Improvement Team will coordinate the activities of the school and interest level improvement teams. Monthly meetings will be held with school improvement teams to evaluate progress toward grant goals. These meetings will focus on an area for exploration, such as closing the achievement gap, and will develop timelines and processes for obtaining, analyzing and sharing evidence and outcomes. Please reference Appendix E1 for more details. Outside facilitation and support will be available to these groups to ensure a high quality process that results in useful information, while building the skill of all involved. These will be presented to the District Instructional Team.

The preceding logic model in Section A3 will drive evaluation efforts and ensure evidence is gathered around particular program elements to determine which are linked with the most efficient, effective, relevant and useful outcomes. These evaluation efforts will allow for increased capacity of our professional learning communities to drive improved classroom practices that ensure personalized learning environments. Support for improvement teams will include:

- Professional development sessions exploring the basic tenets and processes of evaluation.
- Integration of existing avenues of exploration (including Instructional Rounds) into the evaluation and improvement process.
- Coaching and mentoring as individuals work in partnership with professional evaluators.
- Ongoing facilitation and support for improvement teams

Additionally, school improvement teams will collect and review data to inform instruction such as samples of student work, lesson plan design, and formative assessments. The District Improvement Team will participate in this process as well as participate in classroom

walkthroughs to collect trend data on classroom practice. Please reference Appendix E2 for the Classroom Walk Through (CWT) rubric.

The Superintendent, in his role as Chief Executive Officer of the district will approve and oversee the overall project. The Associate Superintendent will oversee and manage the district improvement team and all activities within the grant. The District Improvement Team will be made up of Teachers on Special Assignment working on curriculum development, and the individuals contracted with the district to support the work. Experts in evaluation and measurement from the University of Arkansas, along with other national experts, will work in partnership with the district. The Project Manager and an administrative assistant will collect and maintain the data that supports the work of each goal, and will publish reports to share information on the quality of RTT-D investments. This process evaluation will allow us to accurately monitor and describe the *work* of Springdale as a RTT-D district, including a picture of the myriad elements that function together to personalize education and improve achievement for all students. This real time evaluation process will allow for our leadership to have frequent conversations about the work with evidence to help them determine where, and how, to guide, redirect and refocus efforts.

(E)(2) Ongoing communication and engagement

The district will build off existing practices to ensure multiple measures of communication and engagement are in place with internal stakeholders:

- √ All RTT-D information will continue to be posted on our website and Facebook page;
- √ RTT-D information will be shared monthly with the Springdale School Board and minutes of these meetings will be posted on the website;

- √ Principals' meetings will have a standing item for a RTT-D update; and
- √ The Joint Council (representative teacher committee) will receive quarterly updates.

The district will build off existing practices to ensure multiple measures of communication and engagement are in place with external stakeholders:

- √ Upon grant initiation, a Community Partners (CP) meeting will establish communication channels, timelines, reporting responsibilities and data gathering expectations. Three times annually, the district will convene a CP Focus Group to make adjustments based on feedback received in the interim;
- √ Grant progress will be shared monthly during Patron Shelf Meetings, which include: community leaders; city council members; representatives from community organizations; and parents from all of the schools; and
- √ Grant information will be shared through the City Council PTA meeting that is comprised of PTA leadership teams from across the district.

In addition, an Improvement Showcase will be scheduled each spring. This event, led by the District Improvement Team, will bring together school level improvement teams for a public event to share the knowledge and outcomes developed over the year. This event will serve as the basis for planning program and evaluation activities for the coming year. Presentations will include data gathered by the project monitoring system under the direction of the Associate Superintendent. Our district improvement team will gather all necessary data and complete all reports required by the USDOE, including annual performance reports and a final performance report. In addition, we look forward to the opportunity to collaborate with national efforts to

share evaluation strategies and findings across a national technical assistance system and at other forums as appropriate or invited.

The table below provides a timeline of grant implementation and communication around continuous improvement.

Date	Activity	Person Responsible	Result
Fall 2013	Submit RTTT-D	Project Director	Submission by Oct. 3
Dec 2013	Announcement of Grant	USDOE	Written confirmation
January 2014	Establish District Improvement Team	Superintendent and Project Director	Meeting notes January 2014
Ongoing through the grant cycle	Monthly reports on RTTT-D	Superintendent, Project Director	Board agenda and copies of posted reports
Ongoing through the grant cycle	Monthly reports on the progress of each of the grant projects	Project Director, site directors	Copies of reports
Ongoing through the grant cycle	Monthly reports on the financials	Finance Officer for the district	Copies of the financials
Ongoing through the grant cycle	Monthly data collection to monitor efforts and progress	Director of Improvement, Research and Evaluation	Statistical reports
Ongoing through the grant cycle	Scheduled meeting presentations with Joint Council, Patron Shelf and City Council PTA	Superintendent, Project Director and CO staff	Agendas and printed reports detailing progress on each of the projects
Spring 2014 – ongoing through grant cycle	Improvement Showcase	District Improvement Team	Knowledge sharing and review of outcomes

(E)(3) Performance Measures

All

Ia. The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice)		
<p>Rationale: Highly effective teachers and principals are proven to have an impact on student achievement.^{23, 24} The district was part of the national study by the New Teacher Project in a report titled, <i>The Widget Effect</i>²⁵, which determined that the current model in the district did not discriminate skill levels of teachers and principals. The district will use the new teacher evaluation and new principal evaluation system being rolled out in SY2013-14 and SY2014-15 respectively. Until that time the district has no valid or reliable method for discriminating between effective and highly effective staff members.</p>	<p>Methodology: No data were able to be collected given the current model. Once the new systems are in place, data will be collected using the ADE approved rubric. This rubric, with discrete descriptors based on the Danielson model of teacher evaluation, will discriminate among categories of proficiency in order to determine highly effective staff. The new principal evaluation system uses a rubric that was designed in alignment with the Interstate School Leaders Licensure Consortium (ISLLC) standards.²⁶ This new system will also provide more discriminating information regarding effective and highly effective teachers and principals. Both systems reference student achievement as a component of the evaluation model. Current data were generated by setting the baseline with the current data and extrapolating the potential impact on the</p>	<p>Continuous Improvement: The district will immediately adjust the data collection model, once implemented, that determines highly effective teachers and principals as generated by the two new rubrics.</p>

²⁶ Danielson, C. (2002). *Enhancing Student Achievement: A Framework for School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development

²⁷ Van Meter, & Murphy (1997). ISLLC Standards. *COE Main*. Retrieved from <http://coe.fgcu.edu/faculty/valesky/isllcstandards.htm>

²⁸ Weiberg, Sexton, Mulhern, Keeling.(2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Brooklyn: The New Teacher Project.

²⁹ Van Meter, & Murphy (1997). ISLLC Standards. *COE Main*. Retrieved from <http://coe.fgcu.edu/faculty/valesky/isllcstandards.htm>

	percentage in the new system for 2013-2014.	
Ib. The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).		
<p>Rationale: Effective teachers and principals are proven to have an impact on student achievement^{27 28}. The district was part of the national study by the New Teacher Project in a report titled, <i>The Widget Effect</i>²⁹ which determined that the current model in the district did not discriminate skill levels of teachers and principals. The district has no real measure to collect this data; for the purpose of establishing a baseline the current evaluation data for teachers and principals was used. The current locally designed systems meet the existing requirements provided by state law. The district will begin using the new teacher evaluation system and the new principal evaluation system starting in SY2012-14 and SY2014-2015 respectively as described above. The new rubrics will be more discriminating in determining an effective teacher and principal.</p>	<p>Methodology: A teacher and or principal was determined to be effective if they met the requirements of the current system and were not placed on the district’s “clinical level” of performance at the building level, after having been on the level of “professional growth,” or they had not been given a formal improvement plan by the district personnel office. Current data were generated by setting the baseline with the current data and extrapolating the potential impact on the percentage in the new system for 2013-2014.</p>	<p>Continuous Improvement: The methodology will change immediately upon the implementation of the new teacher evaluation and the new principal evaluation model with a system that allows for the identification of an effective teacher and/or an effective principal. Student data are a component within the new system’s identification process.</p>

³⁰ Danielson, C. (2002). *Enhancing Student Achievement: A Framework for School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development

³¹ Van Meter, & Murphy (1997). ISLLC Standards. *COE Main*. Retrieved from <http://coe.fgcu.edu/faculty/valesky/isllcstandards.htm>

³² Weiberg, Sexton, Mulhern, Keeling.(2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. Brooklyn: The New Teacher Project.

Ic. The percentage of participating students, by subgroup (as defined in this notice), grades K-12 Grade Proficiency Status of All Students for Math Performance.

<p>Rationale: The performance measure is based on the ESEA AMO’s from the ADE published trajectories for our school district. The sub populations are defined in the <i>ESEA Flexibility Waiver</i> for end of course and Benchmark assessments. We are in our final two years of State Benchmark Assessments in grades 3-8, and End of Course Assessments in Algebra.</p>	<p>Methodology: During SY2013-2014 the new assessments will be piloted, and in SY2014-2015 the new assessments will replace the current system. <i>The data submitted for this grant is based on the current assessment system and the trajectory toward having 100% of the students proficient or above.</i></p>	<p>Continuous Improvement: The data will be recalibrated once the new Common Core assessments are put into place in 2014-2015. Once the new trajectories are published new AMO’s will be established for the district.</p>
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Id. The percentage of participating students, by subgroup (as defined in this notice), grades K-12 Grade Proficiency Status of All Students for Literacy Performance.

<p>Rationale: The performance measure is based on the ESEA AMO’s from the ADE published trajectories for our school district. The sub populations are the defined in the <i>ESEA Flexibility Waiver</i> on the end of course and Benchmark assessments. We are in our final two years of State Benchmark Assessments in grades 3-8, and End of Course Assessments in 11th Grade Literacy.</p>	<p>Methodology: During SY2013-2014 the new assessments are being piloted, and in SY2014-2015 the new assessments will replace the current system. <i>The data submitted for this grant is based on the current assessment system and the trajectory toward having 100% of the students proficient or above.</i></p>	<p>Continuous Improvement: The data will be recalibrated once the new Common Core assessments are put into place in 2014-2015. Once the new trajectories are published new AMO’s will be established for the district.</p>
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PreK-3

IIa. The number and percentage of grade 3 students who reach or exceed their grade level benchmark in reading		
Rationale: Being on grade level in reading at the end of grade three is validated in the research as a pivotal year for being on target for college and career readiness. ³⁰	Methodology: The district data will be derived from the benchmark assessment currently in place. Meeting this performance measure will determine the number and percent of students meeting proficiency standards and whether or not the school met their AMOs as established by the <i>ESEA Flexibility Waiver</i> .	Continuous Improvement: The district will adjust the assessment model and the trajectories for performance, growth and closing the achievement gap based on an expected shift in SY2014-2015 to the PARCC assessment model that has been adopted by the ADE for all schools in Arkansas.

IIb. The total number of days of school missed, both excused and unexcused, by grade 3 students		
Rationale: A strong predictor of failure in reading is a lack of attendance. ³¹	Methodology: The district is using the state’s reporting system, known as the Arkansas Public School Computer Network (APSCN) for the collection of the data in regard to absences.	Continuous Improvement: The current system does not break down the data by grade level. An improvement to the system will be to track the data by grade to determine if there are patterns of attendance that change over time based on a specific grade level. Additionally, these data are not posted on the schools’ official “report card” from the ADE. These data will be added to the schools’ annual report to the public.

³³ A Call to Action. (2012). *The Arkansas Campaign for Grade-Level Reading*. Retrieved from www.aradvocates.org.

³⁴ A Call to Action. (2012). *The Arkansas Campaign for Grade-Level Reading*. Retrieved from www.aradvocates.org.

IIC. The total number of days missed for out of school suspension for 3rd grade level students during the school year.		
Rationale: Students who exhibit anti-social behaviors such as intentional aggression, defiance of authority, deceitfulness and reckless disregard for self and others and are excluded from school due to the threat they pose to themselves or others, are predictors for poor school performance throughout their school career ³² .	Methodology: The district is using a data reporting system collected through the ADE data system known as APSCN.	Continuous Improvement: We can use results by both grade level and school. These data are not posted on the schools' official report card from the ADE. These data will be added by the district to the schools' annual report to the public.

4-8

IIIa. The number and percentage of 5th grade students who reached or exceeded their grade level benchmark in math		
Rationale: The foundational skills in mathematics preparing for pre-algebra and algebra are laid during the K-5 years. The foundational skills of addition, subtraction, multiplication, division, decimals and fractions are all expected to be mastered by the end of the K-5 years. The degree to which a child has mastered those concepts and processes will predict their capacity to understand higher mathematics starting with pre-algebra and Algebra in the middle grades (6-8) ³³ .	Methodology: The benchmark data from the participating schools will be used to determine the number and percent of students who met the proficiency standards at the 5 th grade in mathematics based on the AMO's established for each school as defined in the <i>ESEA Flexibility Waiver</i> .	Continuous Improvement: The district will adjust the assessment model and the trajectories for performance, growth and closing the achievement gap based on the expected shift in SY2014-2015 to the PARCC assessment model that has been adopted by the ADE for all schools in Arkansas.

³⁵ Antisocial behavior – Symptoms, Stages, Definition, Descriptoin, Demographics, Causes and Symptoms, Diagnosis.(n.d). *Encyclopedia of Children's Health: Infancy Through Adolescence*. Retrieved October 7, 2012 from <http://www.healthofchildren.com/A/Antisocial-Behavior.html>

³⁶ Common Core State Standards for Mathematics Grades K-8 and High School. (2011). Retrieved from <http://www.corestandards.org/the-standards>

IIIb. The total number of days of school missed, both excused and unexcused, by grade 5 students		
Rationale: Low attendance is highly correlated with, and predictive of, later school failure. A recent study of New York students showed that students with poor attendance in the 4 th grade effected the academic achievement of the student in subsequent grades. ³⁴	Methodology: The district is using data from the ADE data collection system known as APSCN.	Continuous Improvement: These data are not broken down by grade level. The district will create a system that tracks absences by grade level in order to determine if there are patterns of absenteeism at a particular grade level.

IIIc. The total number of days missed for out of school suspension for 5th grade level students during the school year		
Rationale: Students who exhibit anti-social behaviors such as intentional aggression, defiance of authority, deceitfulness and reckless disregard for self and others and are excluded from school due to the threat they pose to themselves or others, are predictors for poor school performance throughout their school career ³⁵ .	Methodology: The district is using data from the ADE data collection system known as APSCN.	Continuous Improvement: These data are not broken down by grade level. The district will create a system that tracks absences by grade level in order to determine if there are patterns of absenteeism at a particular grade level. These data are not on the school's ADE report card and will be added by the district to the schools' annual report to the public.

9-12

IVa. Number and percentage of 12th grade students who are completing the FAFSA form.		
Rationale: Students who complete the FAFSA are more likely to enroll in college because	Methodology: The data are	Continuous Improvement: Through the advisory program,

³⁷ Musser, M. P. (2011). Taking Attendance Seriously: How School Absences Undermine Student and School Performance in New York City. *CFE: The Campaign for Fiscal Equity, Inc.*

³⁸ Antisocial behavior – Symptoms, Stages, Definition, Descriptoin, Demographics, Causes and Symptoms, Diagnosis.(n.d). *Encyclopedia of Children's Health: Infancy Through Adolescence*. Retrieved October 7, 2012 from <http://www.healthofchildren.com/A/Antisocial-Behavior.html>

they have access to resources that will assist in paying the expenses for college. ³⁶ It also demonstrates a level of commitment to enroll in college when students fill out the paperwork associated with going to college.	housed in the counselors' offices at the high schools.	the district will have a more systematic way of knowing who has filled out the forms, and who has not. A district level housing of the data, will be put into place.
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IVb. The number and percent of 9th grade students who are considered ‘On track for Graduation’ based on the *Chicago Consortium on School Research* who define an “on track freshman” as one who has accumulated five full credits (ten semester credits) and has no more than one semester failure in a core subject (English, Math, Science or Social Science) by the end of the first year of high school.

Rationale: Researchers have determined that the success in 9 th grade is a highly reliable predictor of future high school graduation. Research data supports that attendance and grades in 9 th grade set a pattern that predictably indicates a student’s likelihood for graduating from high school. ³⁷	Methodology: Students will be monitored for those who are on track for graduation and those who are not based on whether a student has accumulated five full credits (ten semester credits) and has no more than one semester failure in a core subject (English, Math, Science or Social Science) by the end of the first year taking high school credit bearing courses.	Continuous Improvement: The model for defining “on track for graduation” will be used to follow students in order to see what interventions were successful in getting students to graduate even if they were not “on track” by definition at the end of the 9 th grade year. Those interventions that are not effective will be changed or eliminated from use.
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IVc. The number of students who participated in public exhibitions of learning or research paper presentations to community and peers tied to a rubric with college and career skills embedded in

³⁹ Nagaoka, J., Roderick, M., & Coca, V. (2009). *Barriers to College Attainment: Lessons from Chicago*. The Consortium on Chicago School Research at The University of Chicago.

⁴⁰ Allensworth, E., Eaton, J., What Matters for Staying On-Track and Graduating in Chicago Public Schools (2007). Consortium on Chicago School Research at the University of Chicago.

order to earn a class credit		
<p>Rationale: The standardized testing measures do not automatically assess college and career ready skills as broadly as they are defined. An exhibition or presentation of learning requires a plethora of skills aligned with college and career ready expectations such as: analysis of material, coherent development of ideas, effective writing and speaking communication skills, listening: and evaluation of information are some of the skills that are best exhibited in this type of setting³⁸.</p>	<p>Methodology: Students participating in the Career Academies at Springdale High School are engaged in learning exhibitions as a part of their senior final exams. The data are housed at the individual teacher level in terms of the number of projects, the nature of the projects and the ratings associated with the projects.</p>	<p>Continuous Improvement: The district will more systematically collect the data generated during the senior exam system. Additionally, multi-year projects will allow students to build their skills with feedback over the course of their academy experience in grades 10-12.</p>

IVd. The district will use the 11th grade English Language Arts End of Course assessment		
<p>Rationale: The ability to be able to pass the End of course assessment is tied to the student being college and career ready. It will serve as an additional “on track” for graduation indicator and as an early warning system for students who may not be on track for being college and career ready.</p>	<p>Methodology: The assessment data will be collected and measured against the AMOs established for the district and the schools.</p>	<p>Continuous Improvement: The assessment system will be shifting in SY2014-15 to the PARCC assessment. The metric will change at that time. Additionally, the grade level tested is expected to change from 11th to 10th in the next two years. When that change occurs, a new set of AMOs for the new grade level will also be established.</p>

IVe. The total number of days of school missed, both excused and unexcused, by grade 5 students.		
<p>Rationale: Research in the Chicago Public</p>	<p>Methodology:</p>	<p>Continuous Improvement:</p>

⁴¹ DiMartino, J., & Clarke, J. H. (2008). *Personalizing the High School Experience for Each Student*. Alexandria VA: Association for Supervision and Curriculum Development.

<p>Schools established a strong link between attendance and academic achievement. When students were not attending school regularly their achievement lagged which put them in jeopardy of graduating from high school on time.³⁹</p>	<p>Attendance data will be collected and analyzed from the ADE system known as APSNC.</p>	<p>The district will determine how data are being shared with parents and when and how the data are shared with students in an effort to improve student attendance patterns.</p>
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⁴² Allensworth, E., Eaton, J., What Matters for Staying On-Track and Graduating in Chicago Public Schools (2007). Consortium on Chicago School Research at the University of Chicago.

(E)(3) Performance Measures – Required for all applicants

		Performance Measure (All Applicants - a)										Applicable Population: All participating students *at this time, as referenced in the narrative, the district has no valid or reliable measure for this chart. The district is a part of the Widget Effect, starting with SY 2013-2014, we will be moving to a new evaluation system that will enable us to track highly effective educators.							
		Baseline 2012-2013			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17			SY 2017-18 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher and Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (I/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teacher/Principal (P/Q)*100
All participating students	Teacher	0	20149	0%	1310	20955	6.25%	2724	21793	12.5%	4250	22665	18.75%	5893	23571	25%	7536	24477	30.79%
	Principal	0	20149	0%	1310	20955	6.25%	2724	21793	12.5%	4250	22665	18.75%	5893	23571	25%	7536	24477	30.79%
Economically Disadvantaged	Teacher	0	11871	0%	722	12346	6.25%	1605	12840	12.5%	2504	13354	18.75%	3472	13888	25%	4440	14422	30.79%
	Principal	0	11871	0%	722	12346	6.25%	1605	12840	12.5%	2504	13354	18.75%	3472	13888	25%	4440	14422	30.79%
English Learners	Teacher	0	10550	0%	686	10972	6.25%	1426	11411	12.5%	2225	11867	18.75%	3088	12351	25%	3951	12835	30.78%
	Principal	0	10550	0%	686	10972	6.25%	1426	11411	12.5%	2225	11867	18.75%	3088	12351	25%	3951	12835	30.78%
Students with Disabilities	Teacher	0	1570	0%	102	1633	6.25%	212	1698	12.5%	331	1766	18.75%	459	1837	25%	587	1908	30.77%
	Principal	0	1570	0%	102	1633	6.25%	212	1698	12.5%	331	1766	18.75%	459	1837	25%	587	1908	30.77%

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).										Applicable Population: All participating students *at this time, as referenced in the narrative, the district has no valid or reliable measure for this chart. The district is a part of the Widget Effect, starting with SY 2013-2014, we will be moving to a new evaluation system that will enable us to track highly effective educators.									
Subgroup	Effective Teacher and Principal	Baseline 2012-13			Target														
					SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17			SY 2017-18 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teacher/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teacher/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teacher/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teacher/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teacher/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teacher/Principal (P/Q)*100	
All participating students	Teacher	8283	20149	41.11%	9662	20955	46.11%	11138	21793	51.11%	12717	22665	56.11%	14404	23571	61.11%	16091	24477	65.74%
	Principal	8283	20149	41.11%	9662	20955	46.11%	11138	21793	51.11%	12717	22665	56.11%	14404	23571	61.11%	16091	24477	65.74%
Economically Disadvantaged	Teacher	4880	11871	41.11%	5693	12346	46.11%	6563	12840	51.11%	7493	13354	56.11%	8487	13888	61.11%	9481	14422	65.74%
	Principal	4880	11871	41.11%	5693	12346	46.11%	6563	12840	51.11%	7493	13354	56.11%	8487	13888	61.11%	9481	14422	65.74%
English Learners	Teacher	4337	10550	41.11%	5059	10972	46.11%	5832	11411	51.11%	6659	11867	56.11%	7548	12351	61.11%	8437	12835	65.73%
	Principal	4337	10550	41.11%	5059	10972	46.11%	5832	11411	51.11%	6659	11867	56.11%	7548	12351	61.11%	8437	12835	65.73%
Students with Disabilities	Teacher	645	1570	41.11%	753	1633	46.11%	868	1698	51.11%	991	1766	56.11%	1123	1837	61.11%	1255	1908	65.78%
	Principal	645	1570	41.11%	753	1633	46.11%	868	1698	51.11%	991	1766	56.11%	1123	1837	61.11%	1255	1908	65.78%

(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3

(Note to applicants: Delete chart if the PreK-3 population is not part of your proposal)

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
a) Literacy Proficiency – Using the Augmented Benchmark	<i>3rd</i>	All participating students	80.75%	82.5%	84.25%	86%	87.75%	89.5%

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
		<i>African American</i>	80.75%	82.5%	84.25%	86%	87.75%	89.5%
		<i>Hispanic</i>	79.83%	81.66%	83.49%	85.32%	87.15%	88.98%
		<i>Caucasian</i>	88.08%	89.16%	90.24%	91.32%	92.4%	93.48%
		<i>Economically Disadvantaged</i>	78%	80%	82%	84%	86%	88.00%
		<i>English Learners</i>	75.25%	77.5%	79.75%	82%	84.24%	86.48%
		<i>Students with disabilities</i>	44.08%	49.16%	54.24%	59.32%	64.4%	69.48%
b) Absenteeism – The total number of days absent from school. using the data generated through the district’s database, Arkansas Public School Computer Network (APSCN). The measure was calculated by cutting the baseline in half for the post-grant goal and dividing by 5 to determine the years from baseline to post-grant	3 rd	All participating students	11,844.50	10,528.50	9,212.50	7,896.50	6,580.25	5,264
		<i>African American</i>	417	370.50	324	278	231.50	185
		<i>Hispanic</i>	4,796	4,263	3,730.50	3,197.50	2664.50	2,315
		<i>Caucasian</i>	4,959.50	4,408.50	3,857.50	3,306.50	2,755	2,203.5
		<i>Economically Disadvantaged</i>	9,104.50	8,093	7,081	6069.50	5,058	4,046.5
		<i>English Learners</i>	5,229	4,648	4,067	3,486	2905	2,324
		<i>Students with disabilities</i>	1,590.50	1,413.50	1,236.50	1,059.50	884	708.5
c) Discipline – is defined as the total number of days suspended	3 rd	All participating students						

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
using the data generated through the district's database, Arkansas Public School Computer Network (APSCN). The achievable goal measure was calculated by cutting the baseline in half for the post-grant goal and dividing by 5 to determine the years from baseline to post-grant. The goal is to have zero discipline reforms.		<i>African American</i>	3.50	2.50	1.50	1	0	0
		<i>Hispanic</i>	0	0	0	0	0	0
		<i>Caucasian</i>	3	2.50	2	1.50	1	.5
		<i>Economically Disadvantaged</i>	0.50	0	0	0	0	0
		<i>English Learners</i>	3.50	2.50	1.50	1	0	0
		<i>Students with disabilities</i>	0.50	0	0	0	0	0

(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8

(Note to applicants: Delete chart if the 4-8 population is not part of your proposal)

Performance Measure (Grades 4-8 – a)										Applicable Population: Grade 5 Absenteeism. To determine college & career readiness with this metric, we determined the total number of days 5 th grade students should have attended school and subtracted the days missed. Then maintaining 96% or baseline.								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).																		
Subgroup	Baseline 2012-13			Target														
				SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17			SY 2017-18 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	who are on track to college- & career-readiness (A/B)*100	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	who are on track to college- & career-readiness (D/E)*100	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	who are on track to college- & career-readiness (G/H)*100	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	who are on track to college- & career-readiness (I/J)*100	Total # of Participating Students	% who are on track to college- & career-readiness (I/J)*100	who are on track to college- & career-readiness (K/L)*100	Total # of Participating Students	% who are on track to college- & career-readiness (K/L)*100	who are on track to college- & career-readiness (M/N)*100	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100
All participating students	26355	27608	95.46%	27407	28711	95.46%	28512	29868	95.46%	29650	31061	95.46%	30840	32307	95.46%	32029	33553	95.46%
<i>African American</i>	727	765	95%	761	801	95%	794	836	95%	828	872	95%	862	907	95%	896	943	95.00%
<i>Hispanic</i>	11671	12175	95.86%	11671	12655	95.86%	12609	13154	95.86%	13121	13688	95.86%	13650	14240	95.86%	14179	14791	95.86%
<i>Caucasian</i>	11008	11587	95%	11448	12050	95%	11904	12531	95%	12378	13029	95%	12868	13545	95%	13358	14062	95.00%
<i>Economically Disadvantaged</i>	18526	19436	95.31%	19272	20220	95.31%	20035	21021	95.31%	20833	21858	95.31%	21664	22730	95.31%	22495	23602	95.31%
<i>English Learners</i>	11580	12709	91.12%	12162	13207	92.09%	12787	13741	93.06%	13440	14293	94.03%	14119	14863	95%	14799	15432	95.90%
<i>Students with disabilities</i>	2630	2794	94.13%	2737	2901	94.35%	2844	3008	94.57%	2969	3132	94.78%	3094	3257	95%	3219	3382	95.20%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [Provide Year]	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
b) Math Proficiency – Using the Augmented Benchmark	5 th Grade	All participating students	75.7%	78.4%	81.1%	83.8%	86.5%	89.2%

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline [Provide Year]	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
		<i>African American</i>	62.8%	67.6%	72.4%	77.2%	82%	86.8%
		<i>Hispanic</i>	81.1%	83.2%	85.3%	87.4%	89.5%	91.6%
		<i>Caucasian</i>	85.6%	87.2%	88.8%	90.4%	92%	93.6%
		<i>Economically Disadvantaged</i>	82.9%	84.8%	86.1%	88.6%	90.5%	92.4%
		<i>English Learners</i>	64.9%	68.8%	72.7%	76.6%	80.5%	84.4%
		<i>Students with Disabilities</i>	37%	44%	51%	58%	65%	72%
c) 4Discipline – is defined as the total number of days suspended using the data generated through the district’s database, Arkansas Public School Computer Network (APSCN). The achievable goal measure was calculated by cutting the baseline in half for the post-grant goal and dividing by 5 to determine the years from baseline to post-grant. The goal is to have zero discipline reforms.	5 th Grade	All participating students	62	55	48	41	34.5	28
		<i>African American</i>	2.5	2	1.5	1	0.5	0
		<i>Hispanic</i>	13	11	10	8	7	6
		<i>Caucasian</i>	14	13	11	9	8	7
		<i>Economically Disadvantaged</i>	62	55	48	41	34.5	28
		<i>English Learners</i>	62	55	48	41	34.5	28
		<i>Students with Disabilities</i>	13.5	12	10.5	9	7.5	6

**(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12
(Note to applicants: Delete chart if the 9-12 population is not part of your proposal)**

Performance Measure (Grades 9-12 – a)										Applicable Population: 12 th Grade Graduating Class for Springdale High School, Har-Ber High School and Springdale Archer Alternative Learning Center (ALC).								
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																		
Subgroup	Baseline 2012-13			Target														
				SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17			SY 2017-18 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Students who have completed and submitted FAFSA	Total # of Participating Students	(A/B)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(D/E)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(G/H)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(J/K)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(M/N)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(P/Q)*100 % who completed and submitted FAFSA
All participating students	494	1155	42.83%	536	1202	44.62%	580	1250	46.41%	626	1300	48.2%	676	1352	50%	728	1405	51.8%
<i>Economically Disadvantaged</i>	180	555	32.4%	205	557	36.8%	238	579	41.2%	275	602	45.6%	313	626	50%	354	651	54.4%
<i>English Learners</i>	93	303	30.8%	112	315	35.6%	133	328	40.4%	154	341	45.2%	178	355	50%	203	370	54.8%
<i>Students with Disabilities</i>	11	24	26%	31	98	32%	39	102	38%	47	106	44%	55	110	50%	64	114	56%

Performance Measure (Grades 9-12 – b)										Applicable Population: We will be using the On Track for Graduation Indicator for 9 th Grade only. On Track for Graduation is defined as having 5 credits and not failing in more than one core class.								
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).																		
Subgroup	Baseline 2012-13			Target														
				SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17			SY 2017-18 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Students who have completed and submitted FAFSA	Total # of Participating Students	(A/B)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(D/E)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(G/H)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(J/K)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(M/N)*100 % who completed and submitted FAFSA	Students who have completed and submitted FAFSA	Total # of Participating Students	(P/Q)*100 % who completed and submitted FAFSA

Subgroup	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100	# Participating Students on track	Total # of Participating Students	% on track (D/E)*100	# Participating Students on track	Total # of Participating Students	% on track (G/H)*100	# Participating Students on track	Total # of Participating Students	% on track (I/K)*100	# Participating Students on track	Total # of Participating Students	% on track (M/N)*100	# Participating Students on track	Total # of Participating Students	% on track (P/Q)*100
All participating students	885	3173	27.9%	990	3300	30%	1098	3432	32%	1213	3569	34%	1358	3772	36%	1454	3825	38%
<i>Economically Disadvantaged</i>	444	1586	28%	450	1649	30%	1583	4948	32%	1750	5146	34%	1927	5352	36%	2043	5377	38%
<i>English Learners</i>	250	888	28%	277	924	30%	308	961	32%	340	999	34%	374	1039	36%	401	1054	38%
<i>Students with Disabilities</i>	16	158	10%	25	164	15%	34	171	20%	45	178	25%	56	185	30%	66	189	35%

Performance Measure (Grades 9-12 – d, e) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
d) 11 th Grade Literacy Exam - Using the Augmented Benchmark Examination results from Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). The measure: (100 – (baseline))/2 over the next 5 years.	11 th Grade	All participating students	70.3%	73.6%	76.9%	80.2%	83.5%	86.8%
		<i>African American</i>	83.2%	84.4%	85.6%	86.8%	88%	89.2%
		<i>Hispanic</i>	56.8%	61.6%	66.4%	71.2%	76%	80.8%
		<i>Caucasian</i>	84.7%	86.4%	88.1%	89.8%	91.5%	93.2%
		<i>Economically Disadvantaged</i>	56.8%	61.6%	66.4%	71.2%	76%	80.8%
		<i>English Learners</i>	37.9%	44.8%	51.7%	58.6%	65.5%	72.4%
		<i>Students with Disabilities</i>	27.1%	35.2%	43.3%	51.4%	59.5%	67.6%
e) Absenteeism – The total number of days absent from school. using the data generated through the district’s database, Arkansas Public School Computer Network (APSCN). The measure was calculated by cutting the baseline in half for the post-grant goal and dividing by 5 to determine the years from baseline to post-grant.	9 th Grade	All participating students	390	346	303	260	216.5	173
		<i>African American</i>	25	22	20	17	14	11
		<i>Hispanic</i>	151	134	118	101	84	67
		<i>Caucasian</i>	175	155	136	116	97	78
		<i>Economically Disadvantaged</i>	390	346	303	260	216.5	173
		<i>English Learners</i>	390	346	303	260	216.5	173
		<i>Students with Disabilities</i>	95	85	74	64	53	42

(E)(4) Evaluating effectiveness of investments

Springdale evaluation activities will incorporate cost effectiveness analyses to specifically examine the costs and outcomes of interventions and improvement strategies. Results will be presented as cost-effectiveness ratios, expressing cost per outcome (e.g. cost per increase in the number of highly qualified teachers or for increased graduation rates). Tying this analysis directly to the logic model will enable our district to determine which programs are effective, as well as the efficiencies and costs associated with alternative approaches.

Evaluating the effectiveness of investments is particularly critical during the period of grant funding. RTT-D funding will enable Springdale to rapidly scale up and disseminate effective practices that create measurable, positive impacts for our students. While RTT-D funding will be used to fund this period of intense support and development, we remain absolutely committed to the sustainability of gains created during this period. Understanding the long-term costs will ensure our long-term goals are achievable.

The Director of Improvement, Research and Evaluations will supervise the evaluation process. Investments in professional development will be monitored using research partnerships with the University of Arkansas' National Office of Research and Measurement of Educational Statistics (NORMES) office. Instruments such as CBAM (Concerns-Based Adoption Model) will be used to determine the impact of investments, as referenced by Thomas Guskey in his book *Evaluating Professional Development*.⁴⁰ This rubric will inform the progress teachers are making in the implementation of a new system for teaching and learning. Additional evaluation efforts will

⁴³ Guskey. (2000). *Evaluating Professional Development*. Corwin Press, Inc. pg 182.

analyze the overall impact on learning by gathering data on: enrollment and attendance; academic achievement; as well as stakeholder satisfaction surveys.

Investments in technology will be evaluated on an ongoing basis and their effectiveness will be monitored by reviewing: integration of technology into daily lesson plans; student project work using technology; and the records of students checking out equipment. The impact of technology on student achievement will be measured through rubrics associated with learning outcomes facilitated by technology resources in student research projects, exhibitions of learning, and problem-based learning. In addition, the district will contract with an evaluation partner to conduct this work. The evaluation partner will develop and conduct a validation study that directly measures the effects and impacts of all RTTT-D initiatives.

F Budget and Sustainability

(F)(1) Budget for the Project

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See Budget summary narrative and instructions above, in particular "Subpart1: Overall Budget Summary Table."

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,223,000.00	\$1,554,000.00	\$1,145,500.00	\$910,000.00	\$4,832,500.00
2. Fringe Benefits	\$305,750.00	\$388,500.00	\$286,375.00	\$227,500.00	\$1,208,125.00
3. Travel	\$377,500.00	\$427,500.00	\$425,000.00	\$425,000.00	\$1,655,000.00
4. Equipment	\$4,704,000.00	\$6,521,500.00	\$3,912,500.00	\$514,000.00	\$15,652,000.00
5. Supplies	\$17,100.00	\$10,600.00	\$10,100.00	\$10,100.00	\$47,900.00
6. Contractual	\$280,000.00	\$275,000.00	\$265,000.00	\$260,000.00	\$1,080,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$1,000,000.00	\$0.00	\$0.00	\$0.00	\$1,000,000.00
9. Total Direct Costs (lines 1-8)	\$7,907,350.00	\$9,177,100.00	\$6,044,475.00	\$2,346,600.00	\$25,475,525.00
10. Indirect Costs	\$124,936.13	\$144,998.18	\$95,502.71	\$37,076.28	\$402,513.30
11. Total Grant Funds Requested (lines 9-10)	\$8,032,286.13	\$9,322,098.18	\$6,139,977.71	\$2,383,676.28	\$25,878,038.30
12. Funds from other sources used to support the project	\$330,000.00	\$355,000.00	\$764,375.00	\$678,750.00	\$2,128,125.00
13. Total Budget (lines 11-12)	\$8,362,286.13	\$9,677,098.18	\$6,904,352.71	\$3,062,426.28	\$28,006,163.30

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

Note: See budget summary narrative and instructions above, in particular “Subpart 2: Overall Budget Summary Narrative.”

Overall Budget Summary Narrative

The overall budget reflects the work required of the district to meet the expectations of fully personalizing the teaching and learning process for all students while preparing students to be college or career ready. The district planning team has determined that there are 11 projects that need to be put into place in order to realize the school wide reform initiative as described within the Logic model found on page 14 of the grant proposal.

The Logic model succinctly described the Needs and Gaps the Inputs, the Reach of the projects to all schools, the Goals and Objectives, Intermediate outcomes and long term outcomes that underpin the Project design work. Each project has been carefully crafted to support our faculty, students and parents so that we are able to meet the expected outcomes of the grant including specialized personnel, targeted professional development and curriculum development, specially selected national and state conference travel, essential technology support, material support required for the grant, enhanced parent involvement strategies and highly trained contracted service providers (to be selected.)

The carefully designed projects support the three (3) overarching goals and objectives of the proposal as described on pages 15-19 of the grant proposal. Restated here the overarching goals, objectives under each goal and the targeted projects that support them are as follows:

Goal 1: Drastically Accelerate Student Achievement

Objectives:

1a: Reach 100% of high need students though Pre-K

1b: Ensure that all students are on grade level in reading by the end of grade 3

1c. Ensure that all students are on grade level in math by the end of the 5th grade.

1d. Ensure that every student will move up two (2) proficiency levels on the ELDA exam after three (3) years in the Ell Program

Projects to support: P6- Centralized Early Learning and P8 -High Quality Professional Development

Goal 2: Close the Experience Gap

Objectives:

2a: Support parents as partners in the educational process

2b: Increase access to technology and integration of technology into the classroom

Projects to support: P9- Parent Academy, P7-Technology Acquisition and Integration;

Goal 3: Deepen student learning

Objectives

3a: Cultivate personalized learning environment using personalized pathways through school

3b. Create a culture of collaboration by design

Projects to support: P1- Seat Time Waiver, P2 -Schedule, P3- Advisory, P4- Personal learning plans and Student Led Conferences, P5- Multiple Pathways to Graduation, P-10 Strengthening Professional Learning Communities, and P11, Educator Evaluation and Coaching

The projects will propel the district toward the meeting of long term outcomes which is to 1. Have 100% of all students meeting benchmark outcomes, 2. Close the experience gap by having no discernible difference in achievement among groups of children, parent participation, graduation rates or college going rates across sub-population. 3: 100% of students have personalized pathways through school enabled by the Seat Time waiver. 4. Equity in accessing technology for all students and parents.

Budget Table 2-1: Overall Budget Summary Project List
Evidence for: [Fill in (F)(1) or Optional Budget Supplement]

Project Name	Primary Associated Criterion and location in application	Additional Associated Criteria and location in application	Total Grant Funds Requested	Total Budget
P1: Seat Time Waiver Pilot	C-1 P. 50, C-1 p. 71, C-1ai p. 76, C-1aiii p. 77, C-1bii. P.80, C-1bivB p. 82, C-2 p. 87, C-2aii p. 93	A-1 p. 8, A-2 p. 18, B-3 p.38, B-3, p.40, C-1 p. 60, C-1. P.67, d-1b p. 102	\$240,240.50	\$280,240.50
P2: Schedule	C-1 p.51, C-1 p.72, C-2 p. 89, C2ai p. 92	A-2 p.18, C-1 p. 67	\$191,681.25	\$206,681.25
P3: Advisory	C-1 p. 51, C-1 p.73, C-1ai p.76,	A-2 P. 18, C-1 p. 67	\$18,401.40	\$33,401.00

	C1-aiv p. 78, C-1c p.84, C-2 p. 89, C-2 p. 90, C-2aiii p. 93			
P4: Personal Learning Plan and Student Led Conferences (PLP/SLC)	C-1 p. 52, C-1 p. 73, C-1ai, P 76, C-1biv A p. 81, C-1bv p.83, C-1c p.84, -2ai p.92, C-2 aiii p.93, C2bii p. 95	A-1 p.8, B-1 p. 32, B-1 p.33, C-1 p. 67, C-1av p. 79, C-1bi p.74	\$26,835.38	\$41,835.38
P5: Multiple pathways to graduation	C-1 p. 53, C-1 p.74, C-1ai, p76, C-1aiii p. 77, C-1aiv p.78, C-1bii p.80, C-1bivB p. 82, C-2ai. p. 92, C2aii p. 93	A-1 p. 8, A-2 p18, B-3 p. 37, C-1 p. 60, C-1 p. 67, C-1av p.79	\$643,410.07	\$978,410.07
P6: Centralize Early Learning	C-1 p.54, C-1 p. 68, C-1ai p. 76, C-1aiii p. 77, C-1biv B p. 82	A-1 p.5, A-2 p. 15, B-1 p. 27, C-1 p. 67	\$1,657,020.50	\$2,125,145.50
P7: Technology Acquisition and Integration	C-1 p. 55, C-1 p. 70, C-1 ai, p. 76, C-1aiii p. 77, C-1aiv. p. 78, C-2 p. 87-88, C-2 p.70, C-2 ai p.92, C-2aiii p.93, C-2bi p. 94, C-2bii p.95, C-2cd p. 108	A-2, p. 17, B-3 p. 41, C-1 p. 60, C-1 p. 67	\$12,459,346.00	\$12,859,346.00
P8: High Quality Professional Development	C-1 p.58, C-1 p. 69, C-1 ai p. 76, C-1aiii p. 77, C-1av p. 78, C-1bii p.80, C-1biii p. 81, C-1 biv p. 82, C2 p.86, C-2 aii p. 92, C-2aii p. 93, C-2aiii p. 94, C-2aiv p. 94, C-2bi p. 95, C-2bii p. 95, C-2Ci, C-2cii p. 96	A-1 p. 5, A-2 p. 15, B-3 p. 39, B-3, p. 40, C-1 p.60 C-1 p. 6, C-1av p.79	\$4,670,939.80	\$5,470,939.80
P9: Parent Academy	C-1 p. 61, C-1 p. 71, C-1 ai p. 76, C-1aiv p. 78, C-1c p.84, C-2 p.88, C-2aiii p. 94, D-	A-1 p. 9, A-2 p.16, B-1 p.34, B-3 p. 41, C-1 p. 67	\$305,872.17	\$325,872.17

	2cd p. 109-110			
P10: Strengthening Professional Learning Communities	C-1 p. 63, C-1ai, p. 76, C-1av p. 78, C2 - p.88-89, C-2 p. 90, C-2 ai p. 92,C-2aiii p.93, C-2aiii p. 94, C- 2bi p. 95, C-2biii p. 96, C2ci, C2cii p. 96	A-1 p. 9, A-1 p.10, A-2 p. 18, C- 1 p. 67	\$158,456.52	\$178,456.52
P11: Educator Coaching and Evaluation	C-1 p. 64, C-2 p. 91, C-2 ai p. 92, C-2aic. P.94, C- 2biii p.96, C-2ci, C-2cii p. 96, C- 2ci, C-2cii p. 97, C-2d p.97-98, E-1 p. 113	A-1 p. 4, A-2 p.19, B-1 p. 26 B- 1 P.27, B-3p.39, C-1 p. 67	\$1,261,927.10	\$1,261,927.10
			Total for Grant Funds	Total Budget
			\$21,634,129.00	\$23,762,253.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Worksheet for Table 1-1

APPLICANT NAME	Springdale School District				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,223,000.00	\$1,554,000.00	\$1,145,500.00	\$910,000.00	\$4,832,500.00
2. Fringe Benefits	\$305,750.00	\$388,500.00	\$286,375.00	\$227,500.00	\$1,208,125.00
3. Travel	\$377,500.00	\$427,500.00	\$425,000.00	\$425,000.00	\$1,655,000.00
4. Equipment	\$4,704,000.00	\$6,521,500.00	\$3,912,500.00	\$514,000.00	\$15,652,000.00
5. Supplies	\$17,100.00	\$10,600.00	\$10,100.00	\$10,100.00	\$47,900.00
6. Contractual	\$280,000.00	\$275,000.00	\$265,000.00	\$260,000.00	\$1,080,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$1,000,000.00	\$0.00	\$0.00	\$0.00	\$1,000,000.00
9. Total Direct Costs (lines 1-8)	\$7,907,350.00	\$9,177,100.00	\$6,044,475.00	\$2,346,600.00	\$25,475,525.00
10. Indirect Costs	\$124,936.13	\$144,998.18	\$95,502.71	\$37,076.28	\$402,513.30
11. Total Grant Funds Requested (lines 9-10)	\$8,032,286.13	\$9,322,098.18	\$6,139,977.71	\$2,383,676.28	\$25,878,038.30
12. Funds from other sources used to support the project	\$330,000.00	\$355,000.00	\$764,375.00	\$678,750.00	\$2,128,125.00
13. Total Budget (lines 11-12)	\$8,362,286.13	\$9,677,098.18	\$6,904,352.71	\$3,062,426.28	\$28,006,163.30

Worksheet for Table 2-1

APPLICANT NAME		Springdale School District		
Project Name	Primary Associated Criterion and Location in Application	Additional Associated Criteria and Location in Application	Total Grant Funds Requested	Total Budget
P1: Seat Time Waiver Pilot	C-1 P. 50, C-1 p. 71, C-1ai p. 76, C-1aiii p. 77, C-1bii. P.80, C-1bivB, C-2 p. 87, C-2aii p. 93	A-1 p. 8, A-2 p. 18, B-3 p.38, B-3, p.40, C-1 p. 60, C-1. P.67, D-1b p. 102	\$238,713.00	\$278,713.00
P1: Seat Time Waiver Pilot	C-1 P. 50, C-1 p. 71, C-1ai p. 76, C-1aiii p. 77, C-1bii. P.80, C-1bivB p. 82, C-2 p. 87, C-2aii p. 93	A-1 p. 8, A-2 p. 18, B-3 p.38, B-3, p.40, C-1 p. 60, C-1. P.67, d-1b p. 102	\$190,462.50	\$205,462.50
P2: Schedule	C-1 p.51, C-1 p.72, C-2 p. 89, C2ai p. 92	A-2 p.18, C-1 p. 67	\$22,855.50	\$37,855.50
P3: Advisory	C-1 p. 51, C-1 p.73, C-1ai p.76, C1-aiv p. 78, C-1c p.84, C-2 p. 89, C-2 p. 90, C-2aiii p. 93	A-2 P. 18, C-1 p. 67	\$26,664.75	\$41,664.75
P4: PLP/SLC	C-1 p. 52, C-1 p. 73, C-1ai, P 76, C-1biv A p. 81, C-1bv p.83, C-1c p.84, -2ai p.92, C-2 aiia p.93, C2bii p. 95	A-1 p.8, B-1 p. 32, B-1 p.33, C-1 p. 67, C-1av p. 79, C-1bi p.74	\$639,319.13	\$974,319.13
P5: Multiple Pathways to Graduation	C-1 p. 53, C-1 p.74, C-1ai, p76, C-1aiii p. 77, C-1aiv p.78, C-1bii p.80, C-1bivB p. 82, C-2ai. p. 92, C2aii p. 93	A-1 p. 8, A-2 p18, B-3 p. 37, C-1 p. 60, C-1 p. 67, C-1av p.79	\$1,948,050.45	\$2,416,175.45
P6: Centralize Early Learning	C-1 p.54, C-1 p. 68, C-1ai p. 76, C-1aiii p. 77, C-1biv B p. 82	A-1 p.5, A-2 p. 15, B-1 p. 27, C-1 p. 67	\$17,944,868.85	\$18,344,868.85
P7: Technology Acquisition and Intergration	C-1 p. 55, C-1 p. 70, C-1 ai, p. 76, C-1aiii p. 77, C-1aiv. p. 78, C-2 p. 87-88, C-2 p.70, C-2 ai p.92, C-2aiii p.93, C-2bi p. 94, C-2bii p.95, C-2cd p. 108	A-2, p. 17, B-3 p. 41, C-1 p. 60, C-1 p. 67	\$3,151,824.24	\$3,951,824.24

P8: High Quality Professional Development	C-1 p.58, C-1 p. 69, C-1 ai p. 76, C-1aiii p. 77, C-1av p. 78, C-1bii p.80, C-1biii p. 81, C-1 biv p. 82, C2 p.86, C-2 aii p. 92, C-2aii p. 93, C-2aiii p. 94, C-2aiv p. 94, C-2bi p. 95, C-2bii p. 95, C-2Ci, C-2cii p. 96	A-1 p. 5, A-2 p. 15, B-3 p. 39, B-3, p. 40, C-1 p.60 C-1 p. 6, C-1av p.79	\$303,927.36	\$323,927.36
P9: Parent Academy	C-1 p. 61, C-1 p. 71, C-1 ai p. 76, C-1aiv p. 78, C-1c p.84, C-2 p.88, C-2aiii p. 94, D-2cd p. 109-110	A-1 p. 9, A-2 p.16, B-1 p.34, B-3 p. 41, C-1 p. 67	\$157,449.00	\$177,449.00
P10: Strengthening Professional Learning Communities	C-1 p. 63, C-1ai, p. 76, C-1av p. 78, C2 - p.88-89, C-2 p. 90, C-2 ai p. 92,C-2aiii p.93, C-2aiii p. 94, C-2bi p. 95, C-2biii p. 96, C2ci, C2cii p. 96	A-1 p. 9, A-1 p.10, A-2 p. 18, C-1 p. 67	\$1,253,903.52	\$1,253,903.52
P11: Educator Evaluation and Coaching	C-1 p. 64, C-2 p. 91, C-2 ai p. 92, C-2aic. P.94, C-2biii p.96, C-2ci, C-2cii p. 96, C-2ci, C-2cii p. 97, C-2d p.97-98, E-1 p. 113	A-1 p. 4, A-2 p.19, B-1 p. 26 B-1 P.27, B-3p.39, C-1 p. 67	#REF!	#REF!
#REF!			#REF!	#REF!
#REF!			#REF!	#REF!
#REF!	#REF!	#REF!	#REF!	#REF!
TOTALS			#REF!	#REF!

Project 1

Applicant Name	Springdale School District				
Project Name:	P1: Seat Time Waiver Pilot				
Primary Associated Criterion and Location in Application:	C-1 P. 50, C-1 p. 71, C-1ai p. 76, C-1aiii p. 77, C-1bii. P.80, C-1bivB, C-2 p. 87, C-2aii p. 93				
Additional Associated Criteria (if any) and Location in Application:	A-1 p. 8, A-2 p. 18, B-3 p.38, B-3, p.40, C-1 p. 60, C-1. P.67, D-1b p. 102				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$20,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$140,000.00

2. Fringe Benefits	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$35,000.00
3. Travel		\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00
4. Equipment					\$0.00
5. Supplies					\$0.00
6. Contractual					\$0.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$25,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$235,000.00
10. Indirect Costs	\$395.00	\$1,106.00	\$1,106.00	\$1,106.00	\$3,713.00
11. Total Grant Funds Requested (lines 9-10)	\$25,395.00	\$71,106.00	\$71,106.00	\$71,106.00	\$238,713.00
12. Funds from other sources used to support the project	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$40,000.00
13. Total Budget (lines 11-12)	\$35,395.00	\$81,106.00	\$81,106.00	\$81,106.00	\$278,713.00

Project 2

Applicant Name	Springdale School District				
Project Name:	P2: Schedule				
Primary Associated Criterion and Location in Application:	C-1 P. 50, C-1 p. 71, C-1ai p. 76, C-1aiii p. 77, C-1bii. P.80, C-1bivB, C-2 p. 87, C-2aii p. 93				
Additional Associated Criteria (if any) and Location in Application:	A-2 p.18, C-1 p. 67				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$50,000.00	\$50,000.00	\$50,000.00		\$150,000.00
2. Fringe Benefits	\$12,500.00	\$12,500.00	\$12,500.00		\$37,500.00
3. Travel					\$0.00
4. Equipment					\$0.00
5. Supplies					\$0.00
6. Contractual					\$0.00
7. Training Stipends					\$0.00

8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$62,500.00	\$62,500.00	\$62,500.00	\$0.00	\$187,500.00
10. Indirect Costs	\$987.50	\$987.50	\$987.50		\$2,962.50
11. Total Grant Funds Requested (lines 9-10)	\$63,487.50	\$63,487.50	\$63,487.50	\$0.00	\$190,462.50
12. Funds from other sources used to support the project	\$5,000.00	\$5,000.00	\$5,000.00		\$15,000.00
13. Total Budget (lines 11-12)	\$68,487.50	\$68,487.50	\$68,487.50	\$0.00	\$205,462.50

Project 3

Applicant Name	Springdale School District				
Project Name:	P3: Advisory				
Primary Associated Criterion and Location in Application:	C-1 p. 51, C-1 p.73, C-1ai p.76, C1-aiv p. 78, C-1c p.84, C-2 p. 89, C-2 p. 90, C-2aiii p. 93				
Additional Associated Criteria (if any) and Location in Application:	A-2 P. 18, C-1 p. 67				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$6,000.00	\$6,000.00	\$6,000.00		\$18,000.00
2. Fringe Benefits	\$1,500.00	\$1,500.00	\$1,500.00		\$4,500.00
3. Travel					\$0.00
4. Equipment					\$0.00
5. Supplies					\$0.00
6. Contractual					\$0.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$7,500.00	\$7,500.00	\$7,500.00	\$0.00	\$22,500.00
10. Indirect Costs	\$118.50	\$118.50	\$118.50		\$355.50
11. Total Grant Funds Requested (lines 9-10)	\$7,618.50	\$7,618.50	\$7,618.50	\$0.00	\$22,855.50
12. Funds from other sources used to support the project	\$5,000.00	\$5,000.00	\$5,000.00		\$15,000.00
13. Total Budget (lines 11-12)	\$12,618.50	\$12,618.50	\$12,618.50	\$0.00	\$37,855.50

Project 4

Applicant Name	Springdale School District				
Project Name:	P4: Personal Learning Plans and Student Led Conferencing (PLP/SLC)				
Primary Associated Criterion and Location in Application:	C-1 p. 52, C-1 p. 73, C-1ai, P 76, C-1biv A p. 81, C-1bv p.83, C-1c p.84, C-2ai p.92, C-2 aiii p.93, C2 bii p. 95				
Additional Associated Criteria (if any) and Location in Application:	A-1, p. 8, B-1 p. 32, B-1 p. 33, C-1 p. 67, C-lav p. 79, C-1bi p. 74				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel		\$6,000.00	\$6,000.00	\$9,000.00	\$21,000.00
2. Fringe Benefits		\$1,500.00	\$1,500.00	\$2,250.00	\$5,250.00
3. Travel					\$0.00
4. Equipment					\$0.00
5. Supplies					\$0.00
6. Contractual					\$0.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$0.00	\$7,500.00	\$7,500.00	\$11,250.00	\$26,250.00
10. Indirect Costs		\$118.50	\$118.50	\$177.75	\$414.75
11. Total Grant Funds Requested (lines 9-10)	\$0.00	\$7,618.50	\$7,618.50	\$11,427.75	\$26,664.75
12. Funds from other sources used to support the project		\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
13. Total Budget (lines 11-12)	\$0.00	\$12,618.50	\$12,618.50	\$16,427.75	\$41,664.75

Project 5

Applicant Name	Springdale School District				
Project Name:	P5: Multiple Pathways to Graduation				
Primary Associated Criterion and Location in Application:	C-1 p. 53, C-1 p.74, C-1ai, p76, C-1aiii p. 77, C-1aiv p.78, C-1bii p.80, C-1bivB p. 82, C-2ai. p. 92, C2aii p. 93				
Additional Associated Criteria (if any) and Location in Application:	A-1 p. 8, A-2 p18, B-3 p. 37, C-1 p. 60, C-1 p. 67, C-1av p.79				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total (e)

	(a)	(b)	(c)	(d)	
1. Personnel		\$115,000.00	\$57,500.00	\$115,000.00	\$287,500.00
2. Fringe Benefits		\$28,750.00	\$14,375.00	\$28,750.00	\$71,875.00
3. Travel		\$30,000.00	\$30,000.00	\$30,000.00	\$90,000.00
4. Equipment		\$60,000.00	\$60,000.00	\$60,000.00	\$180,000.00
5. Supplies					\$0.00
6. Contractual					\$0.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$0.00	\$233,750.00	\$161,875.00	\$233,750.00	\$629,375.00
10. Indirect Costs		\$3,693.25	\$2,557.63	\$3,693.25	\$9,944.13
11. Total Grant Funds Requested (lines 9-10)	\$0.00	\$237,443.25	\$164,432.63	\$237,443.25	\$639,319.13
12. Funds from other sources used to support the project		\$20,000.00	\$157,500.00	\$157,500.00	\$335,000.00
13. Total Budget (lines 11-12)	\$0.00	\$257,443.25	\$321,932.63	\$394,943.25	\$974,319.13

Project 6

Applicant Name	Centralize Early Learning				
Project Name:	P6: Centralize Early Learning Center				
Primary Associated Criterion and Location in Application:	C-1 p.54, C-1 p. 68, C-1ai p. 76, C-1aiii p. 77, C-1biv B p. 82				
Additional Associated Criteria (if any) and Location in Application:	A-1 p.5, A-2 p. 15, B-1 p. 27, C-1 p. 67				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel		\$190,000.00	\$190,000.00	\$75,000.00	\$455,000.00
2. Fringe Benefits		\$47,500.00	\$47,500.00	\$18,750.00	\$113,750.00
3. Travel					\$0.00
4. Equipment		\$96,000.00	\$242,000.00	\$11,000.00	\$349,000.00
5. Supplies					\$0.00
6. Contractual					\$0.00
7. Training Stipends					\$0.00
8. Other	\$1,000,000.00				\$1,000,000.00

9. Total Direct Costs (lines 1-8)	\$1,000,000.00	\$333,500.00	\$479,500.00	\$104,750.00	\$1,917,750.00
10. Indirect Costs	\$15,800.00	\$5,269.30	\$7,576.10	\$1,655.05	\$30,300.45
11. Total Grant Funds Requested (lines 9-10)	\$1,015,800.00	\$338,769.30	\$487,076.10	\$106,405.05	\$1,948,050.45
12. Funds from other sources used to support the project			\$271,875.00	\$196,250.00	\$468,125.00
13. Total Budget (lines 11-12)	\$1,015,800.00	\$338,769.30	\$758,951.10	\$302,655.05	\$2,416,175.45

Project 7

Applicant Name	Springdale School District				
Project Name:	P7: Technology Acquisition and Integration				
Primary Associated Criterion and Location in Application:	C-1 p. 55, C-1 p. 70, C-1 ai, p. 76, C-1aiii p. 77, C-1aiv. p. 78, C-2 p. 87-88, C-2 p.70, C-2 ai p.92, C-2aiii p.93, C-2bi p. 94, C-2bii p.95, C-2cd p. 108				
Additional Associated Criteria (if any) and Location in Application:	A-2, p. 17, B-3 p. 41, C-1 p. 60, C-1 p. 67				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$431,000.00	\$431,000.00	\$125,000.00		\$987,000.00
2. Fringe Benefits	\$107,750.00	\$107,750.00	\$31,250.00		\$246,750.00
3. Travel	\$347,500.00	\$347,500.00	\$347,500.00	\$347,500.00	\$1,390,000.00
4. Equipment	\$4,637,000.00	\$6,360,000.00	\$3,605,000.00	\$440,000.00	\$15,042,000.00
5. Supplies					\$0.00
6. Contractual					\$0.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$5,523,250.00	\$7,246,250.00	\$4,108,750.00	\$787,500.00	\$17,665,750.00
10. Indirect Costs	\$87,267.35	\$114,490.75	\$64,918.25	\$12,442.50	\$279,118.85
11. Total Grant Funds Requested (lines 9-10)	\$5,610,517.35	\$7,360,740.75	\$4,173,668.25	\$799,942.50	\$17,944,868.85
12. Funds from other sources used to support the project	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$400,000.00
13. Total Budget (lines 11-12)	\$5,710,517.35	\$7,460,740.75	\$4,273,668.25	\$899,942.50	\$18,344,868.85

Project 8

Applicant Name	Springdale School District				
Project Name:	P8: High Quality Professional Development				
Primary Associated Criterion and Location in Application:	C-1 p.58, C-1 p. 69, C-1 ai p. 76, C-1aiii p. 77, C-1av p. 78, C-1bii p.80, C-1biii p. 81, C-1 biv p. 82, C2 p.86, C-2 aii p. 92, C-2aii p. 93, C-2aiii p. 94, C-2aiv p. 94, C-2bi p. 95, C-2bii p. 95, C-2Ci, C-2cii p. 96				
Additional Associated Criteria (if any) and Location in Application:	A-1 p. 5, A-2 p. 15, B-3 p. 39, B-3, p. 40, C-1 p.60 C-1 p. 6, C-1av p.79				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$548,000.00	\$548,000.00	\$548,000.00	\$548,000.00	\$2,192,000.00
2. Fringe Benefits	\$137,000.00	\$137,000.00	\$137,000.00	\$137,000.00	\$548,000.00
3. Travel					\$0.00
4. Equipment	\$56,000.00				\$56,000.00
5. Supplies	\$14,800.00	\$9,000.00	\$9,000.00	\$9,000.00	\$41,800.00
6. Contractual	\$70,000.00	\$65,000.00	\$65,000.00	\$65,000.00	\$265,000.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$825,800.00	\$759,000.00	\$759,000.00	\$759,000.00	\$3,102,800.00
10. Indirect Costs	\$13,047.64	\$11,992.20	\$11,992.20	\$11,992.20	\$49,024.24
11. Total Grant Funds Requested (lines 9-10)	\$838,847.64	\$770,992.20	\$770,992.20	\$770,992.20	\$3,151,824.24
12. Funds from other sources used to support the project	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$800,000.00
13. Total Budget (lines 11-12)	\$1,038,847.64	\$970,992.20	\$970,992.20	\$970,992.20	\$3,951,824.24

Project 9

Applicant Name	Springdale School District				
Project Name:	P9: Parent Academy				
Primary Associated Criterion and Location in Application:	C-1 p. 61, C-1 p. 71, C-1 ai p. 76, C-1aiv p. 78, C-1c p.84, C-2 p.88, C-2aiii p. 94, D-2cd p. 109-110				
Additional Associated Criteria (if any) and Location in Application:	A-1 p. 9, A-2 p.16, B-1 p.34, B-3 p. 41, C-1 p. 67				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)

1. Personnel	\$60,000.00	\$60,000.00	\$15,000.00	\$15,000.00	\$150,000.00
2. Fringe Benefits	\$15,000.00	\$15,000.00	\$3,750.00	\$3,750.00	\$37,500.00
3. Travel	\$10,000.00	\$10,000.00	\$7,500.00	\$7,500.00	\$35,000.00
4. Equipment	\$5,000.00	\$5,000.00	\$5,000.00	\$2,500.00	\$17,500.00
5. Supplies	\$1,300.00	\$1,300.00	\$800.00	\$800.00	\$4,200.00
6. Contractual	\$20,000.00	\$20,000.00	\$10,000.00	\$5,000.00	\$55,000.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$111,300.00	\$111,300.00	\$42,050.00	\$34,550.00	\$299,200.00
10. Indirect Costs	\$1,758.54	\$1,758.54	\$664.39	\$545.89	\$4,727.36
11. Total Grant Funds Requested (lines 9-10)	\$113,058.54	\$113,058.54	\$42,714.39	\$35,095.89	\$303,927.36
12. Funds from other sources used to support the project	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$20,000.00
13. Total Budget (lines 11-12)	\$118,058.54	\$118,058.54	\$47,714.39	\$40,095.89	\$323,927.36

Project 10

Applicant Name	Springdale School District				
Project Name:	P10: Strengthening Professional Learning Communities				
Primary Associated Criterion and Location in Application:	C-1 p. 63, C-1ai, p. 76, C-1av p. 78, C2 - p.88-89, C-2 p. 90, C-2 ai p. 92, C-2aiii p.93, C-2aiii p. 94, C-2bi p. 95, C-2biii p. 96, C2ci, C2cii p. 96				
Additional Associated Criteria (if any) and Location in Application:	A-1 p. 9, A-1 p.10, A-2 p. 18, C-1 p. 67				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$60,000.00
2. Fringe Benefits	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$15,000.00
3. Travel	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$80,000.00
4. Equipment					\$0.00
5. Supplies					\$0.00
6. Contractual					\$0.00

7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$38,750.00	\$38,750.00	\$38,750.00	\$38,750.00	\$155,000.00
10. Indirect Costs	\$612.25	\$612.25	\$612.25	\$612.25	\$2,449.00
11. Total Grant Funds Requested (lines 9-10)	\$39,362.25	\$39,362.25	\$39,362.25	\$39,362.25	\$157,449.00
12. Funds from other sources used to support the project	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$20,000.00
13. Total Budget (lines 11-12)	\$44,362.25	\$44,362.25	\$44,362.25	\$44,362.25	\$177,449.00

Project 11

Applicant Name	Springdale School District				
Project Name:	P11: Educator Evaluation and Coaching				
Primary Associated Criterion and Location in Application:	C-1 p. 64, C-2 p. 91, C-2 ai p. 92, C-2aic. P.94, C-2biii p.96, C-2ci, C-2cii p. 96, C-2ci, C-2cii p. 97, C-2d p.97-98, E-1 p. 113				
Additional Associated Criteria (if any) and Location in Application:	A-1 p. 4, A-2 p.19, B-1 p. 26 B-1 P.27, B-3p.39, C-1 p. 67				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$93,000.00	\$93,000.00	\$93,000.00	\$93,000.00	\$372,000.00
2. Fringe Benefits	\$23,250.00	\$23,250.00	\$23,250.00	\$23,250.00	\$93,000.00
3. Travel					\$0.00
4. Equipment	\$6,000.00	\$500.00	\$500.00	\$500.00	\$7,500.00
5. Supplies	\$1,000.00	\$300.00	\$300.00	\$300.00	\$1,900.00
6. Contractual	\$190,000.00	\$190,000.00	\$190,000.00	\$190,000.00	\$760,000.00
7. Training Stipends					\$0.00
8. Other					\$0.00
9. Total Direct Costs (lines 1-8)	\$313,250.00	\$307,050.00	\$307,050.00	\$307,050.00	\$1,234,400.00
10. Indirect Costs	\$4,949.35	\$4,851.39	\$4,851.39	\$4,851.39	\$19,503.52
11. Total Grant Funds Requested (lines 9-10)	\$318,199.35	\$311,901.39	\$311,901.39	\$311,901.39	\$1,253,903.52
12. Funds from other sources used to support the					\$0.00

project					
13. Total Budget (lines 11-12)	\$318,199.35	\$311,901.39	\$311,901.39	\$311,901.39	\$1,253,903.52

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular “Subpart 4: Project-Level Budget Narratives.”

The RTT-D proposal is a comprehensive reform agenda based on college and career ready standards, that is supported by projects that serve students in PreK-12 in order to meet the following ambitious goals: 1. Drastically accelerate student achievement to get all students on grade level; 2. Deepen student learning to close the experience gap with second language learners and student in poverty; and 3. Increase equity through personalized learning by implementing a pilot “seat time” waiver model and changing the structure of schooling through personalized learning plans and academies.

The following narrative defines the projects listed in Section A as reference in the Budget appendix section:

Project 1 (P1): Seat time Waiver Pilot

In a competency based progression (CBP) schools must show that students are advancing not just be demonstrating growth in learning, but also be demonstrating competency in the understanding and application of content knowledge. Under RTT-D Springdale will work to bring to scale the implementation of CBP in our three high schools.

1. Develop a set of competencies in which each student will need to demonstrate proficiency in order to earn course credit.
2. Support the District Competency-Based Design/Transition Team
 - a. Review of literature
 - b. Conduct site visits at schools in New Hampshire that have been implementing competency based credit for over five years
 - c. Establish articulation pathways through high school
 - d. Rubric design (see Appendix Budget B4 for a sample competency validation rubric.)

Year 2 Deliverables: Establish design team to work on competencies and rubrics for course work credit; Contact Office of Innovation; Make site visits to New Hampshire schools; Establish articulation pathways through high school; Contact office of innovation for support waiver process; Student-led conferencing at the middle school; Presentation to the School Board, Alignment of courses, schedules, and assessments.

Note: There are no “funding cliff” issues in the project.

Project 2 (P2): Schedule

Springdale will convene a ‘schedule project team’ to carry out the research behind and develop a new bell schedule to better support the projects under RTT-D. The team will examine ways in which the bell schedule interferes with the district’s ability to accomplish its goals, and identify what’s working and what needs to change to meet our goals for student achievement. The new bell schedule will prioritize flexibility for personalized learning and build time for teacher collaboration and dedicated advisory time to build relationships and develop personal learning plans that include college and career goals. The team will reflect on the impact of the schedule change in the summer in preparation for the new year.

Year 1 Deliverable: Convene “schedule project team” at district and school level

Year 3 Deliverable: Make recommendations for changes to include extended learning opportunities.

Note: There are no “funding cliff” issues in the project.

Project 3 (P3): Advisory

Dedicated daily advisory time ensures that every student is known well by at least one adult in the building. Students and teachers will use advisory time to complete work towards personal learning plans (PLPs) and to prepare for student led conferencing (SLC). In addition advisory time will be used to conduct college and career-ready planning such as: going on college visits; building ‘college knowledge’ about the college application process, college match and enrollment processes; and navigating the financial aid path (FAFSA, need vs. merit based financial aid, and private vs. public financial aid). In addition there will be time to work with college and career-ready mentors and coaches. The team will reflect on the impact of the effectiveness of the advisory model in the summer to project in preparation for the new year.

Year 2 Deliverable: Student-led conferencing at the middle schools

Year 3 Deliverable: Student-led conferencing at the junior highs

Year 4 Deliverable: Student-led conferencing at the high schools

Note: There are no “funding cliff” issues in the project.

Project 4 (P4): Personal Learning Plans & Student-Led Conferencing

Personal learning plans (PLPs) will allow for consolidation of numerous efforts at personalizing learning that currently exists across the district, and PLPs will become the focal point in insuring that each student takes full advantage of this array of services being offered to personalize learning.

PLPs and SLC are a natural outgrowth of the existing structures we have in place. Elementary and middle schools use the National Counseling Standards to lay a pathway from elementary school to college, and they conduct parent/teacher conferences twice a year. Junior high schools conduct career planning work through Mi Futuro; Individualized Improvement Plans (K-3) and Academic Improvement Plans (3-12) create a roadmap for off-track students, and the Career Action Planning (8-12) conference aligns coursework and assessments to college and career-ready pathways. Teams from each school will reflect on the effectiveness of the PLPs and SLCs in order to prepare for the following year's PLP and SLC model.

Year 2 Deliverable: Use of PLPs within the conferencing system at the middle schools

Year 3 Deliverable: Use of PLPs within the conferencing system at the junior highs

Year 4 Deliverable: Use of PLPs within the conferencing system at the high schools

Note: There are no “funding cliff” issues in the project.

Project 5 (P5): Multiple Pathways to Graduation

Springdale School District's systemic commitment to personalizing learning – through the piloting of our seat time waiver, the creation of a new bell schedule, dedicated time for student advisory and ongoing work to complete personal learning plans – will facilitate greater access and opportunity to engage students in multiple pathways to graduation. We recognize that the steps to achievement of personal goals may not be fully realized in a traditional classroom setting. Under RTT-D, work towards this project will include: expanding articulation agreements for dual enrollment with local postsecondary institutions; expanding career academy offerings with courses grounded in professional and technical standards; providing field-based and project-based learning opportunities, including through the technology-based EAST learning labs; and facilitating extended learning opportunities such as community-based learning, online coursework, and independent projects.

Year 2 Deliverables: Addition of one career academy at each high school; attend National Career Academy Conference

Year 3 Deliverables: Addition of one career academy at the ALE; attend National Career Academy Conference

Year 4 Deliverables: Addition of second career academy at each high school; attend National Career Academy Conference

Note: There are no “funding cliff” issues in the project because the new teacher will be absorbed into the budget after the first year of the project.

Project 6 (P6): Centralized Early Learning Center

Educators in the Early Learning Center will work in professional learning communities to vertically align the Pre-K and elementary curriculum, including preparing students for the rubric and competency-based model of instruction currently in place. The Early Learning Center will be technology enabled with interactive white boards, teacher laptops, and Pre-K friendly computers built into designated workstations for all 47 classes serving 940 students. Centralizing the classrooms will allow for more coherent curriculum and instruction. Currently classes are scattered across the district, and newly renovated space will promote a much-needed improvement to the overall program.

Year 2 Deliverable: Two new Pre-K classes

Year 3 Deliverable: Two new Pre-K classes; centralizing the Pre-K with added playground equipment; technology upgrades in all Early Learning Center classrooms

Note: There is no “funding cliff” due to salaries because all salaries will come from Arkansas Better Chance grant funds available to Pre-K expansion.

Project 7 (P7): Technology Acquisition and Integration

Resources from RTT-D will enable our district to ensure that every classroom is technology enabled with interactive white boards, cameras and laptop computers for teachers, and a 1:1 ratio of technology device per student. Devices such as iPads would allow students to access secure blogs for communicating with teachers and peers, and access secure platforms to give and receive feedback on posted assignments.

Another aspect of this project is expanded investment in the Environmental and Spatial Technology (EAST) project-based learning labs and eMINTS. EAST labs are technology-driven, student-centered learning environments where teachers facilitate learning using high tech resources. Labs are equipped with state-of-the-art workstations, servers, software and accessories including GPS/GIS mapping tools, architectural and CAD design software, 3D animation suites, and virtual reality development tools. Students identify problems in their local communities and then use these tools to develop solutions, collaborating with civic and other groups in the process.

Another dimension of P7 is a new robust, interoperable data tracking system with student, parent

and educator access. This system will allow students and parents to log in to a secure platform and access performance data such as attendance records, behavior referrals, assignment completion and assessment scores. Through this system, teachers will be able to directly communicate with students and parent about individual progress and class expectations through a secure email account. Teachers will use this system to input and monitor student progress, generate individual student and class achievement reports, and collaborate with other educators and support staff to coordinate student support.

Year 1-4 Deliverables: Technical support critical to the success of the scale up

Year 2-4 Deliverables: One additional EAST lab each year of the grant in years 2-3 and two classes in year 4; addition of two staff members to provide instructional support and two additional technicians to support installation and maintenance; Year 2 Bid for interoperable data system.

Year 2-4 Deliverables: Scale up of technology over 4 years starting with schools whose ratio is lowest; 5 non-Title I schools – 1 high school, 1 junior high, 1 middle school, 2 elementary schools; Scale up of technology with: 5 Title I schools, 2 high schools and 4 junior highs, 3 Title middle schools, 13 Title I elementary schools; Purchase the interoperable data system

Year 3 Deliverables: Implement 5 eMINTS classrooms with professional development and equipment

Note: There will be no “funding cliff” because staff will be absorbed into the district budget 1 year after a new project is funded by the grant.

Project 8 (P8): High Quality Professional Development

Devoting dedicated time and staff to curriculum development and alignment will be carried out in the following way: The district will convene Teachers on Special Assignment (ToSA) teams in multiple content areas to work in partnership with university and national experts on curriculum writing. These teams will have additional support from P11 – Teacher Evaluation and Coaching. The new curricula will include interim formative assessment systems that allow students to demonstrate mastery of standards at multiple times and in multiple comparative ways. Due to P2 schedule, ToSA teams will provide job-embedded professional development to their peers using dedicated common planning time. As teachers build capacity in the new curricula, demonstration classrooms will be open on each school campus. Teachers from around the district will have ongoing opportunities to observe lessons in the demonstration classrooms to

advance their own practice, and teachers will have opportunities to give and receive feedback on lesson design and delivery. As new curricula are rolled out, educators will have regular opportunities to engage in student-centered common planning time with peers who share common students.

Year 1 Deliverables: Curriculum units aligned with CCSS in Literacy; Curriculum units aligned with CCSS in math; Job embedded professional development for faculty; Classroom observation; Gradual Release of Responsibility Instructional model; Long range Professional Development Plan

Year 2 Deliverables: ELL curriculum scaffolding expert; ELL scaffolding professional development

Year 3 Deliverables: Formative assessments aligned with PARCC assessments in Literacy and Math; Demonstration classrooms

Note: There is no “funding cliff” because additional ToSAs will return to the classroom at the end of the grant.

Project 9 (P9): Parent Academy

We are committed to closing the gap between parents who routinely participate in their child’s school and those parents who are reluctant or unaware of the need to participate. Using resources provided by RTT-D we will scale up existing partnerships to create a series of programs for parents known as the Parent Academy. The purpose of the Parent Academy is to build advocacy skills for parent so that they can more meaningfully participate in the academic life of their child. Through a series of programming parents will: build knowledge and skills to help their child set a vision towards a college and career pathway; understand the data that reflects their child’s achievement levels; build capacity in the access and use of technology; and establish goals that support increased achievement. The very successful Family Literacy Program model will be expanded by an additional 5 sites. Families come to school every day to build English skills, work in their child’s classroom, and learn life skills.

Parents will have access to seminars that better prepare them to meaningfully participate in Student Led Conferences, and assist their child in establishing and monitoring goals set forth in their personal learning plans. Additionally, parents will have access to programming on college and career-readiness that mirrors the content student receives in advisory. To ensure that all teachers are well prepared to support SLCs and PLPs, models will be developed at each school

level to support this activity. Additionally the parent liaison will work with Parent Academies to design the parent seminars.

Year 1 Deliverable: Public Will Building with first time college going families

Year 2 Deliverables: Add two Family Literacy sites; Implement Personal Learning Plans and Student-Led Conferencing at 17 elementary schools; implement Personal Learning Plans and Student-Led Conferencing at 4 middle schools; College Knowledge seminars.

Year 3 Deliverables: Add two Family Literacy sites; Implement Personal Learning Plans and Student-Led Conferencing at the 4 junior highs

Year 4 Deliverables: Add one Family Literacy site; Implement Personal Learning Plans and Student-Led Conferencing at the 3 high schools

Note: There will be no “funding cliff”. Teachers for the Family Literacy Program come from Adult Education Funding.

Project 10 (P10): Strengthening Professional Learning Communities

Educators will have access to opportunities to build capacity in their collaborative skills and practices in order to more effectively contribute to their PLCs. Structured support will be provided to learn the concepts, habits, tools and skills that lead to reflective practice and facilitative leadership. A district team will meet to create a district handbook that outlines the expectation and parameters of PLCs in Springdale.

Year 2 Deliverables: Initiate a handbook that defines the expectations for the Professional Learning Community with representative committee members from across the district over the course of the grant with a product complete by Year 4-1st semester; Attend National conference on Professional Learning Communities

Year 4 Deliverables: All faculty are involved in a PLC

Note: There are no “funding cliff” issues in this project.

Project 11 (P11): Educator Evaluation & Coaching

We will partner with a nationally known expert in school reform and an expert evaluation and research group to provide critical coaching for, and third party evaluation of, our implementation efforts. Our selection criteria will include the availability of instructional experts and school change coaches who can provide technical assistance as we move towards a transformational model of personalized schooling that includes competency based progressions, advisories with Personal Learning Plans and Student-Led Conferencing, and multiple pathways to graduation.

Additionally, as partners in our work, they will provide invaluable support for change leadership. The efforts of the expert evaluation and research group will support the district and school level improvement teams by building the evaluation capacity of Springdale staff. This ongoing facilitation and support will include: 1) professional development sessions exploring the basic tenets and processes of evaluation; 2) integration of existing avenues of exploration (including instructional rounds) into the evaluation and improvement process; and 3) coaching and mentoring as individuals work in partnership with professional evaluators. To assist the district in the evaluation and coaching, a locally-hired project director and assistant will monitor the project implementation and data collection work.

Year 1 Deliverables: Implementation of TESS and LEADS; Evaluation model implemented with assistance from a national expert; Project Manager guidance for all projects

Year 2 Deliverables: Coaching from a national expert

Year 4 Deliverables: Proposed implementation of superintendent evaluation system

Note: There are no “funding cliff” issues in this project.

Table 4-1: Project-Level Itemized Costs

Cost Description and Justification (including whether the cost is one-time investment or ongoing operational cost)					
1. Personnel Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
Project 1: Seat Time Waiver Pilot 1. Training dollars will be paid as stipends or as subs for teams of teachers to work on the Project. The amount of participants is tied to a sub cost (during the school day work) or a stipend (out of school work) of \$100 per day (6 hours). The amount set aside is in year 1: 20 teachers x 10days x \$100 = \$20,000. 2. In subsequent years we are increasing the number of participants so that all can contribute to the design. Each year there will be a core team and an expansion team. The core team will be the initial 20 teacher leaders.	\$20,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$140,000.00
Project 2: Schedule Training dollars will be paid as stipends or as subs for teams of teachers to work on the Project. The amount of participants is tied to a sub cost (during the school day work) or a stipend (out of school work) of \$100 per day (6 hours). The amount set aside each year 1: 50 teachers representing from all secondary schools x 10days x \$100 = \$50,000.	\$50,000.00	\$50,000.00	\$50,000.00		\$150,000.00

The teams will be for design, input, and adjustments once implemented.

Project 3: Advisory

Training dollars will be paid as stipends or as subs for teams of teachers to work on the Project. The amount of participants is tied to a sub cost (during the school day work) or a stipend (out of school work) of \$100 per day (6 hours). The amount set aside each year 1: 6 teachers representing all secondary schools x 10days x \$100 = \$6,000.

The teams will be for design, input, and adjustments once implemented.

Project 4: PLP/SLC

Training dollars will be paid as stipends or as subs for teams of teachers to work on the Project. The amount of participants is tied to a sub cost (during the school day work) or a stipend (out of school work) of \$100 per day (6 hours). The amount set aside each year 1: 6 teachers representing all secondary schools x 10days x \$100 = \$6,000. After the PLP/SLC have been assigned teachers will review the work.

Project 5: Multiple Pathways to Graduation

1. Title of Position: Academy teachers (5 positions over the course of the Grant)

2. Role/Responsibility: A content specialist teacher will be hired to align with the 5 new academies that are to be instituted. Proposed academies from which 5 academies will be finally selected include: Animal Science

\$6,000.00	\$6,000.00	\$6,000.00		\$18,000.00
	\$6,000.00	\$6,000.00	\$9,000.00	\$21,000.00
	\$115,000.00	\$57,500.00	\$115,000.00	\$287,500.00

<p>Agriculture Business, Construction Management/ Business, Information Technology, Engineering/architecture; Allied Health, Environmental Science.</p> <p>3. Rationale: The rigor of the academy model requires that the content area specialist have a “real-world” understanding of the content in order to make the connections with the other content area teachers within the academy. The grant will allow the district time to implement the new academy each year in order to give the district time to realign the use of personnel or make adjustments to the salary schedule. The grant will pay for the initial implementation year. The following year the district will pay the salaries thus avoiding a funding cliff at the end of the grant period.</p> <p>4. Salary: \$55,000</p> <p>5. Number of Employees: 5 total teachers</p> <p>6. Amount of Time to be expended: 9 months – teacher contract</p> <p><i>See attached Appendix Budget 1a – Salary Schedule; 1b – Calculation for Salary and Benefits</i></p>					
<p>Project 6: Centralize Early Learning</p>		\$150,000.00	\$150,000.00	\$75,000.00	\$375,000.00
<p>1. Title of Position: Early Childhood Teachers (5 positions over the course of the grant and 4 instructional assistants (IA) to serve an additional 100 students in 5 classes)</p> <p>2. Role/Responsibility: Classroom teacher and Instructional Assistant using the approved Pre-K curriculum as approved by the school district and accountable for work sampling assessment systems.</p>					

a. Four (4) IT Integration Specialists – one for each level of schooling (elementary, middle schools, junior high and high school)

b. Four (4) IT Technicians – one for each level of schooling (elementary, middle schools, Junior high and high school)

c. Two Certified Teachers – one for each of the new EAST (Engineering and Spatial Technology) labs

2. Role/Responsibility: An Integration Specialist is a specially trained, certified teacher who has experience and expertise in the integration of technology into the classroom. The individual is also a skilled professional development provider. The work of the Integration Specialist will be to provide professional development around integration strategies and also provide demonstration lessons, curriculum writing support and job-embedded professional development with individual teachers on-site in their classroom.

a. The technology technician is a skilled individual who can install and maintain all the technology that is being purchased through the grant funds

3. Rationale: The purchase of technology must be supported by support staff that can assist the district in the proper installation and integration of technology into the classroom. The district has a very skilled and capable staff to support the current level of technology available within the district with trained technicians and a cadre of trained integration specialists; however the opportunity to scale up access to and use of technology will require additional staff. Certified teachers who are integration specialists will be hired so that one specialist is available for each level of schooling. Trained technicians will be hired to serve each level of schooling along with our

current staff. The need to sustain the staff after the grant period will be reviewed during the course of the grant. The district will absorb the cost of the needed personnel at the end of the grant period. It is recognized that this could be considered a funding cliff; however, there will be adequate time to redirect district resources as necessary to sustain the positions associated with this project based on the needs determined through-out the grant.

4. Salary: \$55,000 per Integration Specialist (certified teacher); \$44,000 per technician

5. Number of Employees: Five (6) Certified Teachers (4 IT Integration Specialists, 2 EAST Teachers), and 4 IT Technicians

6. Amount of Time to be Expended: Teacher contracts of 9 months; 12 month contract for Integration Specialists

Project 8: High Quality Professional Development

1. Title of Position:

a. Math Teacher on Special Assignment (ToSA) - Four (4) positions, one for each level of schooling – elementary, middle school, junior high and high school; \$55,000 X 4 = \$220,000, annually

b. Literacy Teacher on Special Assignment (ToSA) - Four (4) positions, one for each level of schooling – elementary, middle school, junior high and high school; \$55,000 X 4 = \$220,000, annually

c. Additionally, 54 teachers (4 from grades K-12) will participate in curriculum writing with the ToSAs for 20

\$548,000.00	\$548,000.00	\$548,000.00	\$548,000.00	\$2,192,000.00

days at \$100 per day or $54 \times 20 \times 100 = \$108,000$, annually

2. Role/Responsibility: The ToSA positions are certified teachers who have expertise in math and/or literacy in the areas of PARCC, CGI, reading, assessment design, curriculum design and leadership skills. These positions will help accelerate the college/career ready standards, curriculum writing process, the assessment development, the implementation of PARCC assessment strategies, and will be on-site in schools to support the job-embedded professional development. They will be joining the four existing ToSA positions (one elementary math, one secondary math, one elementary literacy, one secondary literacy) to create a team approach to the implementation of the grant.

3. Rationale: The district has very capable leadership in the math and literacy area as we move to implement college career ready standards. However, the pace of writing is slow when curriculum writing teams must meet outside the school day or wait until summer. The new ToSAs will assist in the delivery of professional development as well. This model will accelerate the district's ability to produce the deliverables as indicated in the proposal. Given their title as a Teacher on Special Assignment, they will not sustain their position at the end of the grant period. However, they will be assured of being able to have a position (replacement position or growth position) in the district if they are hired from within the district. There is not a funding cliff for these positions.

4. Salary: Teacher contract at \$55,000

5. Number of Employees: Eight (8)

6. Amount of Time to be Expended – teacher contract

of 9 months

See attached Appendix Budget 3a, 3b, and 3c

Project 9: Parent Academy

1. Title of Position: Teacher

2. Role/Responsibility: A team of teachers from each level will work on the design of the parent academy seminars in coordination with our contracted provider.

3. Rationale: We are committed to closing the gap between parents who routinely participate in their child’s school activities and those parents who are reluctant or unaware of the need to participate.

4. Salary: \$60,000 (Training stipends will be available for 60 teachers x 10 days x \$100)

5. Number of Employees: 60

6. Amount of Time to be Expended – 10 days

Project 10: Strengthening Professional Development

1. Title of Position: Teacher

2. Role/Responsibility: Teams of teachers will work on the curriculum development and formative assessments by each level: elementary, middle school, junior high and high school - half will work in literacy and half in math. The subsequent years the writing team will edit and revise their work based on input.

3. Rationale: High functioning professional learning communities are integral to the development and implementation of the projects set forth in our proposal.

4. Salary: \$15,000

5. Number of Employees: 15

6. Amount of Time to be Expended: 10 days – 15 teachers x 10 days x \$100 = \$15,000)

\$60,000.00	\$60,000.00	\$15,000.00	\$15,000.00	\$150,000.00
\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$60,000.00

Project 11: Educator Evaluation and Coaching 1. Title of Position: Project Manager; Administrative Assistant 2. Role/Responsibility: Project Manager: To manage multi-faceted, large grant to include report writing, data management and to generally oversee every aspect of grant implementation. Administrative Assistant: provide clerical support of production, presentations, and all aspects of the grant. 3. Rationale: With such a large grant, there needs to be a team of overseers who manage all aspects of the grant to ensure fidelity of the grant and oversee expenditures. 4. Salary: PM: \$65,000; AA: \$28,000 5. Number of Employees: 2 6. Amount of Time to be Expended: 100% for four years	\$93,000.00	\$93,000.00	\$93,000.00	\$93,000.00	\$372,000.00
2. Fringe Benefits Explain the nature and extent of fringe benefits to be received and by whom.	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
Project 1: Seat Time Waiver Pilot 1. Title of Position: Stipend or Substitute 2. Fringe Benefit Percentage: 25% 3. Basis For: For stipend or sub day work	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$35,000.00
Project 2: Schedule 1. Title of Position: Stipend or Substitute 2. Fringe Benefit Percentage: 25% 3. Basis For: To research and develop new bell schedule to better support the projects under RTT-D	\$12,500.00	\$12,500.00	\$12,500.00		\$37,500.00

Project 3: Advisory 1. Title of Position: Stipend or Substitute 2. Fringe Benefit Percentage: 25% 3. Basis For: A small writing team to create an “advisory handbook” that will be available online for teachers	\$1,500.00	\$1,500.00	\$1,500.00	\$4,500.00
Project 4: PLP/SLC 1. Title of Position: Stipend or Substitute 2. Fringe Benefit Percentage: 25% 3. Basis For: This team of teachers will critique and edit the advisory handbook from year to year.		\$1,500.00	\$1,500.00	\$5,250.00
Project 5: Multiple Pathways to Graduation 1. Title of Position: Certified teacher with content expertise 2. Fringe Benefit Percentage: 25% 3. Basis For: Cost estimates are based on the existing salary schedule for the district.		\$28,750.00	\$14,375.00	\$71,875.00
Project 6: Centralize Early Learning Centers 1. Title of Position: Certified Early Childhood Teacher 2. Fringe Benefit Percentage: 25% 3. Basis For: cost estimates are based on the amounts to cover FICA, insurance and retirement		\$47,500.00	\$47,500.00	\$113,750.00
Project 7: Technology Acquisition and Integration 1a. Title of Position: Certified Integration Specialist Teachers 2a. Fringe Benefits Percentage: 25% 3a. Basis For: Cost estimate is the amount to cover FICA, insurance and retirement	\$107,750.00	\$107,750.00	\$31,250.00	\$246,750.00

1b. Title of Position: Technicians
2b. Fringe Benefits Percentage: 25%
2c. Basis For: Cost estimate is the amount to cover FICA, insurance and retirements

Project 8: High Quality Professional Development
1. Title of Position: Teachers on Special Assignments
- Literacy and Math
2. Fringe Benefits Percentage: 25%
3. Basis For: Cost estimates are the amounts to cover FICA, insurance and retirements

Project 9: Parent Academy
1. Title of Position: Teachers Stipends
2. Fringe Benefits Percentage: 25%
3. Basis For: A team of teachers from each level to work on the design of the parent academy seminars in coordination with our contracted provider

Project 10: High Quality Professional Development
1. Title of Position: Teachers Stipends
2. Fringe Benefits Percentage: 25%
3. Basis For: A team of teachers to work on the curriculum development and formative assessments by each level: elementary, middle school, junior high and high school- half will work in literacy and half in math. The subsequent years the writing team will edit and revise their work based on input

Project 11: Educator Evaluation and Coaching

\$137,000.00	\$137,000.00	\$137,000.00	\$137,000.00	\$548,000.00
\$15,000.00	\$15,000.00	\$3,750.00	\$3,750.00	\$37,500.00
\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$15,000.00
\$23,250.00	\$23,250.00	\$23,250.00	\$23,250.00	\$93,000.00

<p>1. Title of Position: Project Manager; Administrative Assistant</p> <p>2. Fringe Benefits Percentage: 25%</p> <p>3. Basis For: With such a large grant, there needs to be a team of overseers who manage all aspects of the grant to ensure fidelity of the grant and oversee expenditures.</p>					
<p>3. Travel Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</p>	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
<p>Project 1: Seat Time Waiver Pilot</p>		\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00
<p>1. Description of the Travel: The state of New Hampshire has adopted a seat time waiver process for its school districts. With guidance from our national expert hired to assist us in this grant work, we will select appropriate school representatives to attend. The trips will be in small groups across the four years of the grant in order to visit multiple districts and be have more insightful questions each time we travel. Note: as we learn more about this process we may have options to visit other schools in other states.</p> <p>2. Parties that will Engage in Travel: High school and junior high principals, secondary faculty members, and a representative from the Division of Instruction at the superintendent, associate superintendent or coordinator level. Eight (8) faculty members will travel each year representing the three high schools and the district office.</p>					

1. Description of the Travel: Participation in the National Career Academy Conference. The high schools that work conference and site visits where academies are currently in place will provide valuable networking with other school district personnel that have the same interests in the expansion of academies. The exact site visits to districts where specific academies are in place have not yet been determined; however, with the guidance of our national expert that is to be contracted, we will be advised of the potential sites.

2. Purpose of the Travel: Teams of teachers will attend sessions at conferences and visit school sites that support the agenda of moving toward academies including the use of, advisories, shifts in scheduling all shifts in how credit is awarded, curriculum integration, competency assessment (rubric) design and grading. At the end of each day teams will reflect upon their learning and create a report to be shared with all other faculty members upon their return.

3. Parties that will Engage in Travel: All three high schools will send core content teachers, administrator, and Career Technical teachers to either the National Career Academy Conference and the High Schools that work conference each year; each school team will make one site visit to a school district.

4. Estimate of the Number of Trips: Three site visits – one per high school team; two national conferences each year.

<p>5. Estimation of Transportation and/or Subsistence Costs for Each Trip: The anticipated costs for airfare is between \$700-\$900 dollars per person with additional costs for luggage; hotel costs are projected to be between \$200-\$250 per night for up to four nights, food costs are expected to be \$50,00 per day. Other costs include approximately \$100 for ground transportation either through car rental or taxis. A total allocation of \$2500 per person has been set aside with a margin for expenses for flight or hotel that may increase slightly.</p> <p>Project 6: Centralize Early Learning Center (N/A)</p>					
<p>Project 7: Technology Acquisition and Integration</p>	<p>\$347,500.00</p>	<p>\$347,500.00</p>	<p>\$347,500.00</p>	<p>\$347,500.00</p>	<p>\$1,390,000.00</p>
<p>1. Description of the Travel: Teachers, administrators and technology team members will attend national and state conferences that focus on the integration of technology into the classroom. Two national conferences, ISTE and STEM and two state conferences: TICAL and University of Arkansas STEM conference will provide the type of professional development needed in the area of Technology Acquisition and Integration.</p> <p>2. Parties that will Engage in Travel: Representative teachers from each campus (29 campuses) will attend either the National ISTE conference a National STEM conference for a total of 80 teachers (40 for each conference.) Additionally, 5 representatives from the Technology team will also attend one of two meeting. Different teachers will attend the national meeting each year. Additionally, 40 teachers from each campus and 5 representatives from the Technology team will attend the state conference known as TICAL or the University of Arkansas STEM conference.</p>					

3. Purpose of Travel: This exposure to state and national experts and demonstration models via presentations will help build the capacity of our faculty to understand better how to authentically integrate technology into the system. It will also expose them to “Aps” for student use as well as other program options that will support curriculum. The need to “move the needle” is great in the area of technology if we are to successfully implement a 21st Century learning environment in every classroom across 29 campuses. With the investment in hardware it seemed prudent to ensure that every school was represented at state and national conferences where the vision of what a 21st Century classroom should look like became a reality.

4. Estimate Number of Trips: Each year 2 - national conferences and two state conferences

5. Estimation of Transportation and/or Subsistence Costs for Each Trip: The anticipated costs for National Conference expenses linked to airfare is between \$700-\$900 dollars per person with additional costs for luggage; hotel costs are projected to be between \$200-\$250 per night for up to four nights, food costs are expected to be \$50.00 per day. Other costs include approximately \$100 for ground transportation either through car rental or taxis. A total allocation of \$2500 per person has been set aside with a margin for expenses for flight or hotel that may increase slightly. State trips will not involve airfare but will involve mileage at forty-one cents per mile reimbursement as per district policy. All other expenses are relatively the same. The allocation for in-state travel is approximately \$1500 per person.

Project 8: High Quality Professional Development

(N/A)					
Project 9: Parent Academy	\$10,000.00	\$10,000.00	\$7,500.00	\$7,500.00	\$35,000.00
<p>1. Description of the Travel: Parents, teachers and administrators will attend the national Family Literacy Council Annual Meeting. The district has participated in this conference in the past. It allows parents to participate in the agenda as presenters as well as attend sessions jointly with the school partners.</p> <p>2. The Parties Engaged in the Travel: Two parents, two teachers, one administrator and representatives from each new Family Literacy Program will attend the annual meeting each year of the grant. There will be a two programs established the second year of the grant for a total of 10 attendees, two new programs the third year of the grant for a total of 10 attendees and one new program for a total of 5 attendees the last year of the grant. Those that are selected will be from the Family Literacy program that was established during a specific year. The district will pay for any other district representatives that may attend the meeting.</p> <p>3. Purpose of Travel: The National Family Literacy Council partnered with the district over time as we established 11 sites for the Springdale Family Literacy Program. The expectation to fully implement 5 new programs over the course of the grant, will be aided greatly by attending the National Family Literacy Council conference. Attendees will network with other parents, teachers and administrators who have successfully implemented the program. Sessions provide great ideas on how to structure the activities for parents that are meaningful and integrated with their child's education.</p> <p>4. Estimate of the Number of Trips: 1 per year, each</p>					

year					
<p>5. Estimation of Transportation and/or Subsistence Costs for Each Trip: The anticipated costs for airfare is between \$300-400 per person given the proximity of Nashville where the conference with additional costs for luggage; hotel costs are projected to be between \$200-\$250 per night for up to two nights, food costs are expected to be \$50,00 per day. The anticipated costs for airfare is between \$700-\$900 dollars per person with additional costs for luggage; hotel costs are projected to be between \$200-\$250 per night for up to four nights, food costs are expected to be \$50,00 per day. Other costs include approximately \$100 for ground transportation either through car rental or taxis. A total allocation of \$2500 per person has been set aside with a margin for expenses for flight or hotel that may increase slightly.</p>					
Project 10: Strengthening Professional Learning Communities	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$80,000.00
<p>1. Description of the Travel: Parents, teachers and administrators will attend the national Family Literacy Council Annual Meeting. The district has participated in this conference in the past. It allows parents to participate in the agenda as presenters as well as attend sessions jointly with the school partners.</p> <p>2. The Parties Engaged in the Travel: Two parents, two teachers, one administrator and representatives from each new Family Literacy Program will attend the annual meeting each year of the grant. There will be a two programs established the second year of the grant for a total of 10 attendees, two new programs the third year of the grant for a total of 10 attendees and one new program for a total of 5 attendees the last year of the grant. Those that are selected will be from the Family Literacy</p>					

program that was established during a specific year. The district will pay for any other district representatives that may attend the meeting.

3. **Purpose of Travel:** The National Family Literacy Council partnered with the district over time as we established 11 sites for the Springdale Family Literacy Program. The expectation to fully implement 5 new programs over the course of the grant, will be aided greatly by attending the National Family Literacy Council conference. Attendees will network with other parents, teachers and administrators who have successfully implemented the program. Sessions provide great ideas on how to structure the activities for parents that are meaningful and integrated with their child's education.

4. **Estimate of the Number of Trips:** 1 per year, each year

5. **Estimation of Transportation and/or Subsistence Costs for Each Trip:** The anticipated costs for airfare is between \$300-400 per person given the proximity of Nashville where the conference with additional costs for luggage; hotel costs are projected to be between \$200-\$250 per night for up to two nights, food costs are expected to be \$50,00 per day. The anticipated costs for airfare is between \$700-\$900 dollars per person with additional costs for luggage; hotel costs are projected to be between \$200-\$250 per night for up to four nights, food costs are expected to be \$50,00 per day. Other costs

<p>include approximately \$100 for ground transportation either through car rental or taxis. A total allocation of \$2500 per person has been set aside with a margin for expenses for flight or hotel that may increase slightly.</p> <p>1. The anticipated costs for airfare is between \$700-\$900 dollars per person with additional costs for luggage; hotel costs are projected to be between \$200-\$250 per night for up to four nights, food costs are expected to be \$50,00 per day. Other costs include approximately \$100 for ground transportation either through car rental or taxis. A total allocation of \$2500 per person has been set aside with a margin for expenses for flight or hotel that may increase slightly.</p> <p>Project 11: Educator Evaluation and Coaching (N/A)</p>					
<p>4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
<p>Project 1: Seat Time Waiver Pilot (N/A) Project 2: Schedule (N/A) Project 3: Advisory (N/A)</p>					

Project 4: PLP/SLC (N/A)					
Project 5: Multiple Pathways to Graduation		\$60,000.00	\$60,000.00	\$60,000.00	\$180,000.00
<p>1. The Type of Equipment to be Purchased: The grant gives estimates of what is expected to be needed to move beyond the minimums as we look at the technical requirements of the Academies that are ultimately going to be put into place. At this time the district is investigating the feasibility of adding an Information Technology or /Business/Entrepreneurship academy at the Alternative learning center high school; Springdale High School is potentially looking to expand to include an Animal Science/Ag Business and Allied Health academy; Har-Ber High School is investigating a Construction Management/Business Entrepreneur academy or an Environmental Science academy. These are subject to change; we are in the exploration stage.</p> <p>2. Purpose of the Purchase: The funds will be used to add-value to the programs beyond what is of Education. All equipment will be industry standard equipment. Industry experts will guide our equipment selection.</p> <p>3. Estimated Unit Costs: Specific academies have not yet been approved, thus we cannot determine the specific unit costs. Bids will be taken for all equipment.</p> <p>4. Number of Units: This cannot be determined until the specific academies are selected. Estimates are provided and will serve as limits for total expenditures</p> <p>5. The Definition of the Equipment: This cannot be determined until the specific academies are selected.</p>					
Project 6: Centralize Early Learning Center:		\$96,000.00	\$242,000.00	\$11,000.00	\$349,000.00
1. The Type of Equipment to be Purchased:					

a. Classroom equipment for 5 new classrooms will be purchased to include tables, chairs, bookshelves, cots for children's nap time, teachers' desks, file cabinets, bulletin boards and cubby boxes for children's coats, etc, as well as non-consumable materials for pre-math, pre-literacy, pre-science, art, dramatic play and music are within the standards for Pre-K.

b. Technology for the 5 new classrooms and scale up for all classrooms in the centralized space will include: Promethean boards, I-Pads, computers for checkout, and computer tables appropriate for Pre-k students

2. **Purpose of Purchase:** With the addition of 5 new classrooms, furnishings and instructional materials appropriate to a Pre-K classroom are required.

3. **Estimated Unit Cost:**

a. \$ 20,000-23,000 per class for furnishings and instructional materials for 5 new classrooms that will be embedded in the budget for 2 classes the 2nd year of the grant 2 classes the 3rd year of the grant and 1 class the 4th year of the grant.

b. \$11,000 per classroom for 5 new classrooms in the Pre-K building for Technology and technology scale up with a Pre-K compute table for each class for the remaining classrooms. Basic technology costs are based on most recent bids in the opening of a new school this current school year: Note: We will purchase the scale up technology during the 2nd year and the remaining furnishing for the three new classrooms during the second year in order to get the most competitive bid on a large purchase.

4. **Number of Units:** 5 new classrooms and 42 technology scale-up classrooms

<p>5. The Definition of the Equipment: Classroom furnishings and non-consumable instructional materials; and Instructional Technology</p>					
<p>Project 7: Technology Acquisition and Integration</p>	<p>\$4,637,000.00</p>	<p>\$6,360,000.00</p>	<p>\$3,605,000.00</p>	<p>\$440,000.00</p>	<p>\$15,042,000.00</p>
<p>1. The Type of Equipment to be Purchased: Technology and technology support for instructional purposes that will accelerate the district’s move toward a ratio of 1:1 student- technology. The district’s proposal includes: iPad mini, chrome books, wireless access point network switches and servers. Additionally, the partnership with the eMINTS program has a set of equipment required for each classroom, which includes 25 iPads, printers, and computer stations for each classroom. The total in the grant is the contract for the entire PD and technology, which they provide.</p> <p>2. The Purpose of the Purchase: A 21st century classroom needs to be steeped in technology. In our school district with 70% poverty rates, the need to ensure that every student and their parents have access to technology is even more critical. The grant will allow us to accelerate our ability to move toward the goal of having a ratio of 1:1 technology in every classroom. The technology must be supported with “backbone” systems such as servers, wireless access point network switches and servers so that the accessibility is seamless and not hampered by network issues.</p> <p>3. Estimated Unit Cost of Each Item: iPad: \$500, chrome book: \$350, wireless access points; \$900, network switches: \$7000, Servers: \$9000.</p> <p>4. Number of Units Being Purchased: iPad: 2200; Chrome books: 6500, Wireless access points: 60, Network switches: 26, Servers: 10</p>					

5. The Definition of Equipment: Technology and technology support for student and parent use.					
Project 8: High Quality Professional Development	\$56,000.00				\$56,000.00
1. Type of Equipment to be Purchased: Office furniture and computer equipment that will be used by the additional 8 Teachers on Special Assignment (ToSA). This will include a desk, credenza, bookcases, file cabinets, chairs, table, telephone and technology: laptop, docking station, printer. Distributed across all the ToSAs is the cost of a copy machine and a fax machine for all of the 8 positions. 2. Purpose of Purchase: The equipment is for the purpose of providing the 8 new ToSAs appropriate workspace in alignment with the other ToSAs. 3. Estimated Unit Cost: Computer station: \$2500, Furnishings: \$4000 copy/fax machine: \$500 4. Number of Units: 8 – one for each new ToSA 5. Definition of the Equipment: Standard office furniture, technology, copy/fax machine					
Project 9: Parent Academy	\$5,000.00	\$5,000.00	\$5,000.00	\$2,500.00	\$17,500.00
1. Type of Equipment to be Purchased: Classroom furnishings for 5 new Family Literacy Program classes: desks, chairs, book cases, one computer station. 2. Purpose of the Purchase: The Family Literacy Programs will be housed in school classrooms that do not already have furnishings. The furniture will be used by the program during the school year on the same calendar as the regular school year.					

<p>3. Unit Cost: The furniture is estimated to be \$1500/class and the computer station is estimated to be \$1000 for a total of 2500 per class. The number of units being purchased: 5 classrooms for furnishings and 5 computer stations for use by the families.</p> <p>4. Number of Units: 5 over the course of the grant; two the first year, two the second year and 1 the third year.</p> <p>5. Definition of the Equipment: Classroom furnishings and computer workstation</p>					
<p>Project 10: High Quality Professional Development (NA)</p>					
<p>Project 11: Educator Evaluation and Coaching</p>	<p>\$6,000.00</p>	<p>\$500.00</p>	<p>\$500.00</p>	<p>\$500.00</p>	<p>\$7,500.00</p>
<p>1. Type of Equipment Being Purchased: Office furniture for the project director and the administrative assistant: desk, chair, credenza, book case, telephone, office table and chairs and technology: computer workstation, docking station and printer for each person and copy machine costs shared with the ToSAs</p> <p>2. Purpose of the Purchase: To support the work of the project director and the administrative assistant throughout the grant period.</p> <p>3. Estimated Unit Cost: \$4000 for the office furnishings shared by the project director and the administrative assistant; \$1000 each for the computer workstation and copy machine costs in years 2-4 shared with the ToSAs</p> <p>4. Number of Units: 2 desks and chairs, 1 table and 2 chairs, one book case, 2 credenzas, one phone.</p>					

<p>5. Definition of the Equipment: Office furnishings and computer workstations for project director and administrative assistant</p>					
<p>5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
<p>Projects 1-7: (N/A)</p>					
<p>Project 8: High Quality Professional Development</p>	\$14,800.00	\$9,000.00	\$9,000.00	\$9,000.00	\$41,800.00
<p>1. The Supplies being Purchased: Office supplies to support the work of the 8 ToSA's to include, copy paper, printer ink, copy machine supplies, sticky notes, markers, large pad paper, 8x11 pads of paper, calculators, and files, pens, pencils, pencil sharpener 2 wheeled carts per ToSA. 2. Purpose: The work of the ToSA's will be to produce documents that support the work of the teacher in the implementation of college career ready standards. The materials and supplies are standard tools for collaborative work in the design of curriculum and assessment documents to be shared with 1500 teachers. Some work will be posted on-line; however, some work such as rubrics for student use will need to be in hardcopy. 3. Estimate of the Materials and Supplies Needed: Office supplies will be approximately \$1750 per ToSA to be used during office work as well as during professional development presentations with reduced costs over the course of the grant.</p>					

<p>4. The basis for Cost Estimates: Recent purchases from local Quill.Com and Office Depot</p>					
<p>Project 9: Parent Academy</p>	\$1,300.00	\$1,300.00	\$800.00	\$800.00	\$4,200.00
<p>1. Supplies being Purchased: The Family Literacy model will use materials similar to those found in the classroom: paper, sticky notes, markers, large pad papers, 8x11pad of paper, calculators, files, pens, pencils and art supplies.</p> <p>2. Purpose of Purchase: The instructional delivery system for the Family Literacy program parallels the student learning environment modified for adult learner, therefore, the materials and supplies are similar and the supplies are similar.</p> <p>3. An Estimate of Materials and Supplies Needed: \$650 per class is needed representing the materials listed above for 20parents in each class with reduced costs over the course of the grant.</p> <p>4. The Basis for Cost Estimates: Recent purchases from local Quill.Com and Office Depot</p>					
<p>Project 10: High Quality Professional Development (N/A)</p>					
<p>Project 11: Educator Evaluation and Coaching</p>	\$1,000.00	\$300.00	\$300.00	\$300.00	\$1,900.00
<p>1. Supplies being Purchased: The project director and the administrative assistant will share materials required to carry out the duties within their office: printer paper, file, sticky notes, markers, large pad papers, 8x11 pad of paper, calculators, files, pens, pencils and art supplies.</p> <p>2. Purpose of Purchase: The purpose is to support the operational work of the project director and the</p>					

<p>administrative assistant as they carry out the oversight of the grant.</p> <p>3. An Estimate of Materials and Supplies Needed: \$1000.00 start-up is needed with reduced costs in the subsequent years. The basis for cost estimates: Recent purchases from local Quill.Com and Office Depot</p> <p>4. The Basis for Cost Estimates: Recent purchases from local Quill.Com and Office Depot</p>					
<p>6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
Projects 1-7 (N/A)					
Project 8: High Quality Professional Development	\$70,000.00	\$65,000.00	\$65,000.00	\$65,000.00	\$265,000.00
<p>1. The Products to be Acquired or Professional Services to be Provided: Professional Services contract with nationally known content experts in curriculum development, Cognitively Guided Mathematics and ELL Scaffolding Strategies, PARCC assessment development. These content experts will assist the ToSAs and the ESL office to write curriculum documents, design assessment, and create rubrics that align with college career ready</p>					

<p>standards.</p> <p>2. Purpose of Acquisition: The expertise of these national experts will allow us to create state of the art materials that can be used with fidelity to get all students college and career ready. They will bring authenticity to the work of the ToSAs based on their reputation as researchers or their experience in working with PARRC assessment design.</p> <p>3. Estimated Cost: All contracts will be based on \$1500 per day plus expenses (travel, hotel, food)</p> <p>4. Amount of Time to be Devoted to the Project: The expected contract will be between 10-12 days per provider per year. The first year allows for an extra contract day as we begin our work.</p> <p>5. Statement of Procedures Followed: The applicant has followed the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</p> <p>6. Anticipated Location and Rates: All professional development will be in locations that do not charge or on the school campus</p> <p>7. Basis for Cost Estimates: This is the amount the district has set as a limit per day for contracted service agreements.</p>					
Project 9: Parent Academy	\$20,000.00	\$20,000.00	\$10,000.00	\$5,000.00	\$55,000.00

<p>1. The Products to be Acquired or Professional Services to be Provided: The district will secure a local Parent Involvement (non-profit) group to provide guidance in the design of the Parent Seminars and they will provide Parent Seminars across the district. The model we will be using is currently being piloted in 3 schools across the district this school year.</p> <p>2. Purpose of Acquisition: The purpose of the contract is to provide expertise to the District Parent Liaison, the professional development coordinator and the building principals as we design seminars that will be of benefit to the parents as they learn how to more authentically engage with their students' academic life. The expertise needed is the knowledge of how to prepare materials for an adult audience who may not speak English, who may not have a cultural orientation to US public schools.</p> <p>3. Estimated Costs:</p> <p>4. Amount of Time to be Devoted to the Contract: 12-13 days/year will be provided by two consultants.</p> <p>5. Statement of Procedures Followed: The applicant has followed the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</p> <p>6. Anticipated Location and Rates: All professional development will be in locations that do not charge or on the school campus</p> <p>7. Basis for Cost Estimates: This is the amount the district has set as a limit per day for contracted service agreements.</p>					
Project 10: (N/A)					

Project 11: Educator Evaluation and Coaching	\$190,000.00	\$190,000.00	\$190,000.00	\$190,000.00	\$760,000.00
<p>1. The Products to be Acquired or Professional Services to be Provided: Professional Service: a. A national expert on Career Academies, personalization of instruction including seat time versus Carnegie Units, scheduling, advisories and Personalized learning plans will be secured.</p> <p>b. An expert in experimental design, research and data collection</p> <p>2. Purpose of Acquisition:</p> <p>a. The expertise of the nationally known secondary school reform leaders will expedite our ability to move toward a more personalized approach to having all students college and career ready. Additionally, the guidance we need through this contract will allow us to select school sites to visit in order to maximize our academy expansion process.</p> <p>b. The work of the district through this grant will have a multiplicity of research opportunities and data collection requirements. The district will secure a well-established national known third party research and evaluation group to provide the technical expertise to generate research and data management to support the work of the grant</p> <p>3. Estimated Costs:</p> <p>a. \$90,000 per year, including travel expenses of 1500 per onsite visit. This will be a turn-key model where onsite consultations will be matched with video conferences, GoTo Meeting electronic connections and material and resource support. Over the course of the entire grant period, this represents 10.7% of the grant award is approximately, what we have been charged in the past (10%-11%) for research and evaluation by a major land</p>					

<p>grant university research and statistics team.</p> <p>b. \$100,000 per year for four years of the grant</p> <p>4. Amount of Time to be Devoted to the Contract: The complexity of the work will require at least 3 consultants who will each contribute the equivalent of 15 days each to the work either on site (10 days) or electronically. Each consultant will work directly with the three high schools and the 4 junior high schools.</p> <p>5. Statement of Procedures Followed: The applicant has followed the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</p> <p>6. Anticipated Location and Rates: All professional development will be in locations that do not charge or on the school campus.</p> <p>7. Basis for Cost Estimates: a. This is the amount the district has set per day as a limit for contracted service agreements. The amount is the customary expense for research and development based on past experience with a land-grant university system at 10%-11% of the total grant award.</p>					
<p>7. Training Stipends Explain what training is needed, and the purpose and relation to the project.</p> <p>NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends</p>	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost

paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1). (N/A)					
8. Other Explain other expenditures that may exist and are not covered by other categories.	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
Project 6: Centralize Early Learning Center:	\$1,000,000.00				\$1,000,000.00
1. Major Type or Category: Renovations 2. Purpose of Expenditures: The district is actively seeking a vacated building in the City of Springdale for the purpose of centralizing the Pre-Kindergarten. The District has renovated buildings for school purposes several times including a hardware store that is now a state-of-the-art alternative learning center. This soon to be acquired building will be renovated for a state-of-the-art Pre-Kindergarten Center which will allow for a centralized early childhood learning center. 3. Cost per Item:	\$1,000,000				\$1,000,000
9. Total Direct Costs Sum lines 1-8. (N/A)	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
	\$ 7,907,350.00	\$ 9,177,100.00	\$ 6,044,475.00	\$ 2,346,600.00	\$ 25,475,525.00
10. Total Indirect Costs Identify and apply the indirect cost rate.	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
Project 1: Seat Time Waiver Pilot: 1.58%	\$ 395.00	\$ 1,106.00	\$ 1,106.00	\$ 1,106.00	\$ 3,713.00

Project 2: Schedule: 2.23%	\$ 987.50	\$ 987.50	\$ 987.50	\$ -	\$ 2,962.50
Project 3: Advisory: 2.23%	\$ 118.50	\$ 118.50	\$ 118.50	\$ -	\$ 355.50
Project 4: PLP/SLC: 2.23%	\$ -	\$ 118.50	\$ 118.50	\$ 177.75	\$ 414.75
Project 5: Multiple Pathways to Graduation: 2.23%	\$ -	\$ 3,693.25	\$ 2,557.63	\$ 3,693.25	\$ 9,944.13
Project 6: Centralize Early Learning Center: 2.23%	\$ 15,800.00	\$ 5,269.30	\$ 7,576.10	\$ 1,655.05	\$ 30,300.45
Project 7: Technology Acquisition and Integration: 2.23%	\$ 87,267.35	\$ 114,490.75	\$ 64,918.25	\$ 12,442.50	\$ 279,118.85
Project 8: High Quality Professional Development: 2.23%	\$ 13,047.64	\$ 11,992.20	\$ 11,992.20	\$ 11,992.20	\$ 49,024.24
Project 9: Parent Academy: 2.23%	\$ 1,758.54	\$ 1,758.54	\$ 664.39	\$ 545.89	\$ 4,727.36
Project 10: Strengthening Professional Learning Communities: 2.23%	\$ 612.25	\$ 612.25	\$ 612.25	\$ 612.25	\$ 2,449.00
Project 11: Educator Evaluation and Coaching	\$ 4,949.35	\$ 4,851.39	\$ 4,851.39	\$ 4,851.39	\$ 19,503.52

Sum lines 9-10.	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
• n/a	\$ 8,032,286.13	\$ 9,322,098.18	\$ 6,139,977.71	\$ 2,383,676.28	\$ 25,878,038.30
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
Project 1: Seat Time Waiver: Local professional development funds to support the work and trips to Little Rock to confer with the Commissioner about the waiver \$10,000	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Project 2: Schedule: Local professional development funds to support the work by secondary design team during the summer; \$5,000	\$5,000	\$5,000	\$5,000		\$15,000.00
Project 3: Advisory: Local professional development funds to support the work by secondary design team during the summer: \$5,000	\$5,000	\$5,000	\$5,000		\$15,000.00
Project 4: PLP/SLC: Local professional development funds to support the work by secondary design team during the summer: \$5,000	\$0	\$5,000	\$5,000	\$5,000	\$15,000.00
Project 5: Multiple Paths to Gradation:	\$0	\$20,000.00	\$157,500.00	\$157,500.00	\$335,000.00
a. Absorption of staff members in years 3 and 4 of the grant in order to avoid the funding cliff: two teachers in year 3 and two teachers in year 4.					

b. Local professional development funds to support the work during the summer by secondary design teams and site visits to state academy sites: \$ 20,000					
Project 6: Centralize Early Learning Center: Absorption of teacher salaries into the grant award provided through Arkansas Better Chance Pre-K funding stream so as to avoid the funding cliff	\$0.00	\$0.00	\$271,875.00	\$196,250.00	\$468,125.00
Project 7: Technology Acquisition and Integration: District professional development that will be supporting the scale up activities across the district: \$100,00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$400,000.00
Project 8: High Quality Professional Development: Title II Funds; Local professional development funds to support the work during the summer by all 12 ToSAs, as well as the ongoing budgeted work within their Title Two Budget for development curriculum, CGI contracts and Understanding by Design unit development that supports the grant curriculum and PD focus: \$200,000	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$800,000.00
Project 9: Parent Academy: Title III; Cost of the ESL 5 staff members office to attend the national Family Literacy Council Conference: \$1000 per staff member x 5 staff members: \$5,000	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$20,000.00
Project 10: Strengthening Professional Learning Communities: Local professional development funds to support the work during the summer by ToSA's and representative staff members from across the district: \$5,000	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$20,000.00

Project 11: Educator Evaluation and Coaching: (N/A)	\$0	\$0	\$0	\$0	\$0
	\$330,000.00	\$355,000.00	\$764,375.00	\$678,750.00	\$2,128,125.00
Sum lines 11-12.	Year 1 Cost	Year 2 Cost	Year 3 Cost	Year 4 Cost	Total Cost
• n/a	\$8,362,2 86.13	\$9,677,0 98.18	\$6,904,3 52.71	\$3,062,4 26.28	\$28,006,1 63.30

(F)(2) Sustainability of Project Goals

The work of the grant is embedded into the culture of the district. Therefore, sustaining the work of the grant is critical to the overall success of the district as we personalize instruction and have all students college and career ready. To ensure that the goals of the grant are sustained the following plan of action is in place:

1. Each project will be supported to with local funds to the extent necessary. Funding Cliffs are being avoided with a planned absorption of positions as described in each grant. See chart A below of on-going funding support systems for each Project 1-11.
2. The goals reflected in the grant will be sustained within the long term vision of the superintendent which over the past 15 years has been focused on personalizing instruction as a part of the districts four pillars: Academic Achievement, Safety, Personalization and Partnerships.
3. The goals of the grant moving toward having all student college career ready is inherent in the Arkansas Department of Education's adoption of Common Core State Standards which has that agenda at the heart of its' construction. Additionally, the district's focus on Learning for All has always included a college career ready aspect.
4. The Superintendent meets weekly with the Mayor and the Chamber president. This work reflected in the RTT-D application is the topic of conversation from the Superintendent on a weekly basis
5. City leaders will be sent updates routinely so they can stay informed and connected to the work. They will be invited to give feedback on a quarterly basis.
6. City Leaders are a part of our District Leadership team. This will ensure that during and after the grant award that they have the knowledge they need to help guide and sustain the work.
7. The Preference Priority partners through the Educational Foundation/Partner in Education group have a monthly meeting with the Superintendent. The head of this partnership group is on the District Leadership team. This will ensure that during and after the grant award that all the partners have access to the knowledge they need to help guide and sustain the work.

8. The greatest assurance that this work will be sustained is the demonstrated commitment to the work that occurred even though our initial attempts at gaining additional funding through RTT-D was noted in Appendix A5b. The importance of each of the projects is well established. The grant application allows the district to accelerate progress in meeting the shared agenda between our school district and the framers of the RTT-D application.

Chart A: Ongoing Funding Systems for Projects 1-11

P-1: Seat Time Waiver

The district has the capacity to sustain this project because the grant front-loads the professional development, technical support and site visits that will lay the ground work of the project. There are no funding cliff issues related to faculty. The locally existing professional development budget funds are sufficient to sustain the work to continue to create the competencies/rubrics for additional courses that are eligible for waivers

Three year sustaining budget post grant:

Personnel: stipends or subs	Year 1	Year 2	Year 3
Source: District PD funds	\$20,000	\$20,000	\$20,000

P-2: Schedule

There should be no required large scale support once the schedule has been readjusted to better meet the needs of students. A small amount of funds are being set aside in order to sustain the review of the budget as needs arise from one year to the next during the summer. There is no funding cliff due to personnel.

Three year sustaining budget post grant

Personnel: stipends or subs for each secondary	Year 1	Year 2	Year 3

school (7) to have a team of 7 for 10 days based on \$100 per day			
Source: District PD funds	\$7000	\$7000	\$7000

P3: Advisory

There is no need for large scale support once the advisory programs are in place. A small amount of funds are being set aside so a district team can review the advisory model that is in place based on feedback. A team of 10 teachers will have three days in the summer with a \$100 Stipend to review the feedback from the advisory program. There are no funding cliff issues related to personnel in this project

P3	Year 1	Year 2	Year 3
Source of Funds: District PD funds	\$3000	\$3000	\$3000

P4: PLP/SLC

There is no need for large scale support once the advisory programs are in place. A small amount of funds are being set aside so a district team from each level can review the feedback about the PLP/SLC process from the previous year. A team of 10 teachers representing each

Level will have 6 days to review the PLP process on day each semester and two days in the summer based on feedback from the faculty and parents.

Personnel	Year 1	Year 2	Year 3
Source of Funds: District PD funds	\$6000	\$6000	\$6000

P5: Multiple Pathways to Graduation

The district will avoid the Personnel Academy teachers funding cliff, the district will absorb to cost of the teachers provided by the grant during the second year of implementation. This will ensure that all staff are embedded in the budget at the completion of the grant cycle.

Training funds will continue so the twenty-five teachers in the 5 new academies teachers have time for reflection about their work with two days in the summer.

The new academy teachers will select a representative to attend an approved annual conference each year.

Personnel :	Year 1	Year 2	Year 3
Source of funds: Teacher Salary: District operating funds	\$165,000	\$176,000	\$165,000
Source of funds: Training: District PD funds	\$5000	\$5000	\$50000
Source of funds: Travel to national conferences: Carl Perkins	\$12,500	\$12,500	\$12,500

P6: Centralize Early Learning

There are no ongoing costs for personnel because all salaries will be absorbed by Arkansas Better Chance funds based on the district application for those funds; or the district will absorb the cost if those funds are not available. Equipment will be maintained as required by the ABD grant funds. Renovation costs will not be continued other than routine maintenance.

Personnel	Year 1	Year 2	Year 3
5 teachers and 5 IA's	\$325,000	\$325,000	\$325,000
Source of funds ABC or District operating	\$ 120,000	\$120,000	\$120,000
Source of funds: Equipment- ABC funds	\$1000	\$1000	\$1000
Source of funds: Renovation : routine maintenance- district	\$1000	\$1000	\$1000

maintenance budget			
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P7: Technology

The equipment acquisition will be maintained through regular technology maintenance budget. Teachers will be supported to attend national conferences on a rotating basis. Professional development will be sustained through the technology professional development budget. There are not personnel funding cliffs in this grant due to contracted personnel.

Personnel	Year 1	Year 2	Year 3
: Source of funds and training opportunities for parents and teachers sponsored by the district-district technology funds	\$100,000	\$100,000	\$100,000
Source of funds: Equipment maintenance: district technology funds	\$ 150,000	\$150,000	\$150,000

P8: High Quality Professional Development

There are no funding cliffs due to personnel because the 8 additional ToSAs will be returned to the classroom (Guaranteed positions for staff hired within the district) after the grant period with the expectation that the work will be completed.

Professional Development that supports the work for new staff and for adjustments in the curriculum or assessment process will be maintained through the district professional development funds.

Personnel	Year 1	Year 2	Year 3
Source of funds:8 ToSA positions- one required	0	0	0
Source of funds; Training costs; District PD funds	\$200,000	\$200,000	\$200,000

P9: Parent Academy

There are no funding cliffs due to personnel. Training costs will be sustained through Title One parent involvement funds as well as district provided parent involvement funds. Travel to the National Family

Literacy program will be maintained through Title III funds on a rotating basis with parents, teachers and administrators from the various programs. The contractual agreement will be complete. There will be no need for additional funds for the 5 Family Literacy programs. Materials and supplies for the program will come from Title I funds or other supplemental funds depending upon the school.

Personnel	Year 1	Year 2	Year 3
Source of funds:5 Adult Ed Teachers paid by NTI funds	\$100,000	\$100,000	\$100,000
Source of Funds: Training funds parent academies - district	\$10,000	\$10,000	\$10,000
Source of funds Travel District PD funds	\$10,000	\$10,000	\$10,000
Materials for 5 FLP and parent academies classrooms- Title one or supplemental district funds	\$ 15,000	\$1,500	\$1,500

P10: Strengthening Professional Learning Communities

There are no funding cliffs due to contracted personnel. The district will maintain the PLC’s through district wide review committees that are representative of all the levels 10 teachers for 3 days in the summer with a \$100 stipend The need to sustain attendance at the national conference will be reviewed; however the post grant funding proposal will set aside funds for two people each year.

Personnel	Year 1	Year 2	Year 3
Source of funds- Training costs: stipends	\$3000	\$3000	\$3000
National conference	\$5000	\$5000	\$5000

P11: Educator Evaluation and Coaching

There are no funding cliffs in this project due to certified personnel on contract. The need to sustain the contract with an external provider will be reviewed at the end of the grant cycle. There will be no need to sustain the research contract at the end of the grant cycle.

Training funds will be made available to support teachers and administrators based on the Professional Growth Plan that emerge from the TESS and LEADS process. There will be no expense with the Superintendent evaluation process.

There will be no need to sustain the project manager position or the administrative assistant.

Personnel	Year 1	Year 2	Year 3
Training – sources PD funds from district to support LEAD and TESS	\$150,000		
Contract services District PD funds	\$50,000	\$50,000	\$50,000

X. Competitive Preference Priority

Springdale Public Schools Education Foundation: *Results, Resource Alignment & Integrated Services*

As introduced earlier in our application, Springdale Public Schools is unwavering in our commitment: *teach them all, learning for all*. With the radical demographic shift seen in our community in the last decade, coupled by the socio-economic realities for many immigrant and low-income families, we have embrace the *Whole Child* approach to educating ALL students. Our belief system recognizes that in order to get ALL students to unlock their potential, children need to be 1) emotionally and physically safe; 2) healthy; 3) supported; 4) engaged; and 5) challenged. Throughout our proposal, we have demonstrated our intention to ensure that all students are engaged and challenged through a rigorous K-12 curriculum. Furthermore, we have outlined projects like advisory, personal learning plans, and Parent Academy to ensure that all students are supported—including by parents who are able to meaningfully engage in the learning process.

For too many of our low-income families, students need additional resources to ensure that they are safe, healthy and supported. Therefore, the Springdale Public Schools, in our alignment with the *Whole Child* approach to education, has established an integrative public/private partnership to augment the schools’ resources and address the social, emotional and behavioral needs of our students. In 2003, a group of Springdale community leaders initially came together to discuss the

possibility of creating a Springdale Public Schools Foundation that would raise private funds to support the school district's high expectations for student academic achievement. The resulting *Springdale Public Schools Education Foundation (SPSEF)* serves students in partnership with the *Springdale Schools Alumni Foundation* and the *Springdale Partners in Education*. The *SPSEF* believes every child needs a strong foundation. Therefore, the mission of *SPSEF* is to promote the highest quality of education in the Springdale schools by: supporting the teaching process; providing additional educational resources; addressing the social, emotional and behavioral needs of all students; and engaging parents along with a broad base of community support.

SPSEF's partnership with *Partners in Education*, works to streamline partnerships between businesses and schools. Started in the spring of 2008, *PIE* pairs area businesses with local schools to provide resources not otherwise available. The primary focus of *PIE* is to provide guidance and leadership to our next generation through: participation in the community; engagement with real world fields of work; and building community pride within our schools. The *Springdale Alumni Foundation (SAF)* provides the opportunity for alumni and patrons to maintain ties to the Springdale Public Schools and community. The *SAF* has completed several memorial projects across the district and awarded more than 30 scholarships to Springdale graduates.

Since 2003, the SPSEF has worked to integrate the myriad network of partners who provide services to our students through financial and human resources tied to the needs of the school. With the support of RTT-D we will advance the work of the SPSEF specifically by better integrating these support services with the educational process, and better engaging parents and families. Furthermore, through our new interoperable data system, coupled with every student’s personal learning plan, all educators will be better equipped to: assess the need for support services; identify and match students with supports; and evaluate the effectiveness of the support—including through the use of the Student Services Plan. Selected partnerships in place include: **Jones Center for Families (JCF)**: A critical element of our RTT-D proposal, the JCF engages high school students in the real world of work, community service and personal development. Students gain experience with practical life and work skills, and can earn community service credit, all while contributing directly to their community. Through RTT-D our work with the JCF will be expanded through a partnership with the *United Way* Youth Strategies project. This expanded partnership includes additional mentors who support students in developing skills such as critical thinking, problem solving, initiative, tenacity, patience and reliability.

The Primary Project: An early intervention behavioral program in coordination with the mental health organization for our region.

The Family Literacy Model: Welcomes parents to school with their child four days per week to gain academic and English language skills, as well as to attend class part of the day with their child. A major focus of this project is to build social confidence about being a part of the school community.

Adult Education Center at the Technical College: Hosts college and career readiness nights with a special focus on first-time graduates and first-time college enrollees. Middle grade parents and students participate in a program that takes them to college campuses during the school day to increase exposure. A major purpose of these field trips to build social confidence about going to college.

The Community Health Clinic: Sponsors a school based health clinic at Jones Elementary School for students, parents and community people. Physical health needs and counseling services are provided free of charge.

Northwest Arkansas Media: Sponsors the annual Community Christmas Card which provides money for Springdale Public Schools to buy personal and school supplies for needy students. Each year, approximately \$12,000.00 is collected to help students receive medical, dental, and eye care they need and can’t afford.

<p>Watch Dog Dads: Provides training to male members of a student’s family, who then volunteer in the schools. They are used wherever the school sees the need: providing extra security for the social and emotional well-being of students; offering tutoring and support to students; and serving as male role models in the building.</p>
<p>City of Springdale: Provides walking trails at all schools without nearby exercise facilities. Working to combat childhood and adult obesity, the schools use these trails for activities during physical education, and the adults in the community can use them after hours. These trails are truly a community partnership—the volunteer fire department in the area helped build the walks, and in off hours they use the trails for training.</p>
<p>Faith Based Organizations: Assist the schools in providing nourishment to ensure that minds and bodies are ready for learning. Churches provide: meals for students; backpacks with food;, and back to school events with haircuts, school supplies and clothing.</p>
<p>Cox Communications: Supplies mentors and tutors to elementary students. The mentors provide support to students in need, and the tutors provide academic support with schoolwork. This partnership also provides an outstanding anti-bullying program for students and parents. Cox Communications is partnered with the Martial Arts Association and the Springdale Police Department. Through this partnership, students engage in martial arts activities while parents learn about cyber bullying and internet safety from the Springdale Police Department.</p>
<p>Henkel Corporation: Grew out of early work to get all students in the 3rd grade on grade level in reading. Fifteen students were selected to work with a Henkel mentor. The students not only received a mentor, they received the support and love from a friend that would really make a difference in their lives. These mentors meet with students each week to help with reading and writing skills. The mentors also build positive relationships with students by coming to after school events and watching them perform. The company also provides movie tickets for staff to use as incentives that motivate and celebrate successes. The third grade classes take a field trip to the Henkel corporate offices to see where their mentors work, and are introduced to the operations of a global company.</p>
<p>University of Arkansas – Razor coaches’ project: University students working on degrees in counseling provide mentoring to students as they transition from high school to college. Students work with targeted first time college enrollees as they build social confidence with these students about their ability to attend college; university students work with the high school students to find economic resources that will make college affordable to low income students.</p>

We have set forth the following population-level desired results through our partnership with *SPSEF*:

Competitive Preference Priority: Population-Level Desired Results

Population Group	Type of Result	Desired Results
English Language Learners K-7	Family & Community Supports	Parents participate in school events and support their child academically due to increased knowledge by parents about what is expected.
English Language Learners 9-12	Educational	First time college enrollees who are second language learners will increase in number after graduating from high school college and career ready
Poverty students K-12	Family & Community Supports	Absenteeism and discipline referrals will decrease due to better nutrition
Poverty students K-5	Family & Community Supports	Students will come to school ready to learn with appropriate materials and supplies
Poverty students K-5	Family & Community Supports	Absenteeism is decrease due to on-site medical attention and ability to complete shot records.
Poverty students K-5	Family & Community Supports	Obesity rates for children will decrease due to increased activity on walking trails on school campus
Poverty students K-5	Education	Children will leave 3 rd grade on grade level in reading and 5 th grade on grade level in math
Poverty students 9-12	Education	First time college enrollees will increase in number

(3)(a) The SPSEF uses a secure data management system to manage, monitor and evaluate outcomes for participating students. Reports from this secure system can be merged with academic outcome data in the district’s interoperable data system. This coupling can be used to track the correlation between support services and academic and other performance measures.

(b) Educators use available data from our interoperable data system to better target resources for participating students—in particular high-need students. This data includes attendance records, discipline records, health records, poverty status, and homelessness status. Students can thus be matched with specific resources to address their need, and seamlessly receive services from the SPSEF.

(c) The school district maintains a database of available resources that are available to support students through the SPSEF. This database will be a growing resource for educators as they determine the types of services provided from each partner, and evaluate the correlation of various services with performance measures. Through the more highly calibrated interoperable data system we propose to expand, we will be better able to effectively determine those supports that most meaningfully impact student achievement. This data-driven approach will aid the district in identifying which supports to scale up. Additionally, this approach will enable the district to identify new supports if needed to adequately address the identified performance measures.

(d) The Director of the SPSEF works in collaboration with an advisory board to monitor and evaluate impact. Our growing partnership with the SPSEF, as part of the RTT-D proposal, will be evaluated alongside other grant related projects through the continuous improvement process outlined in section E. Specifically, the district improvement team will work to coordinate the activities of the SPSEF with the projects outlined in our proposal. The Director of Improvement, Research and Evaluation will collaborate with building principals, and the SPSEF Director to monitor, evaluate and expand the impact of our collaboration.

(4)The SPSEF uses a Student Services Plan across all 29 schools to track the types of services in place from over 150 partners. This data is analyzed both to determine the number of students and families served—along with what services they have accessed, to ensure integration of services with the educational program of the schools. These myriad services are also monitored to ensure

integration with the *Whole Child* approach to learning. This includes: readiness for learning support like ensuring that students are healthy, fed, and have an adequate and safe route to school; learning supports linked to the school day like the habits of mind of college- and career-ready students, and content-focused tutoring and enrichment; socio-emotional supports that address behavior expectations, bullying and body image; and parent support for dealing with behaviors that act as a barrier to learning. These services are integrated to ensure comprehensive support of the whole student including by meeting the academic and non-academic needs of ALL students.

(5) Through resources provided by RTT-D we will offer an expanded professional development calendar to build the capacity of educators to maximize the partnership with the SPSEF.

(a) Through targeted professional development sessions, and time spent working in professional learning communities, educators will be better equipped to assess the needs and assets of all students and families. This includes looking for risk-factors, and knowing how to access resources to evaluate student strengths and needs. (b) Professional learning community time will be spent to further identify and inventory the needs and assets of the school and community, and ensure that the SPSEF offers a comprehensive system of supports to improve student outcomes.

(c) Through the personal learning plans, educators will have a structure to carry out decision-making with student and parent involvement, and select, implement, and evaluate accessed supports. Through regular progress monitoring of the personal learning plans—tied to student achievement and academic/personal goals—educators will have a highly personalized infrastructure to evaluate which supports most meaningfully impact student achievement.

(d) A focused expansion of our work with the SPSEF is more meaningful participation of parents and families in both decision making to improve results over time, and in addressing family needs. Through our Parent Academy, families will gain more awareness about the wealth of resources provided through the SPSEF. The SPSEF will provide presentations and varied programming through the Parent Academy to inform families about the services available for both students and adults. Community liaisons working primarily with the Marshallese and Hispanic communities will make a special effort to link families with the supports of the SPSEF. Lastly, through the expansion of personal learning plans and student led conferencing, it is our goal that more parents attend and engage in conferencing and progress monitoring—this includes

participating in decisions about goal attainment. As more parents are aware of the resources available through the SPSEF, more of these supports will be engrained in the PLPs.

Each school principal works directly with the Director of the *SPSEF* to monitor and evaluate program effectiveness. As outlined above, the SPSEF Director, building principals and the Director of Improvement Research and Evaluation will carry out regular progress monitoring to track outcomes on a quarterly and annual basis to evaluate the effectiveness of partnership in achieving student goals. This includes the process for continuous improvement outlined in section E above.

Please see below for the identified annual performance measures for the proposed work of the *SPSEF*:

Competitive Preference Priority: Performance Measures

(Note: May use performance measures from (E)(3) as appropriate)

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<i>Grade Proficiency Status All Students Literacy Performance</i>	OVERALL Literacy	74.2	76.35	78.5	80.65	82.8	84.95	87.1
	<i>African American</i>	59.81	63.16	66.51	69.86	73.21	76.56	79.91
	<i>Hispanic</i>	68.29	70.93	73.58	76.22	78.86	81.5	84.15
	<i>Caucasian</i>	84.58	85.87	87.15	88.44	89.72	91.01	92.29
	<i>Economically Disadvantaged</i>	66.52	69.31	72.1	74.89	77.68	80.47	83.26
	<i>English Learners</i>	60.73	6465.97	67.28	70.55	73.82	77.09	80.37
	<i>Students with Disabilities</i>	31.17	36.91	42.64	48.38	54.11	59.85	65.59
<i>Literacy Growth</i>	OVERALL	80.79	82.39	83.99	85.59	87.19	88.79	90.4
	<i>African American</i>	70.90	73.33	75.75	78.18	80.60	83.03	85.45
	<i>Hispanic</i>	78.83	80.59	82.36	84.15	85.89	87.65	89.42
	<i>Caucasian</i>	85.54	86.75	87.95	89.16	90.36	91.57	92.77
	<i>Economically Disadvantaged</i>	76.02	78.02	80.02	82.02	84.01	86.01	88.01
	<i>English</i>	74.13	76.29	78.44	80.60	82.75	84.91	87.07

	<i>Learners</i>							
	<i>Students with Disabilities</i>	41.51	46.38	51.26	56.13	61.01	65.88	70.76
<i>Math Performance</i>	OVERALL	75.59	77.62	79.66	81.69	83.73	85.76	87.80
	<i>African American</i>	65.04	67.95	70.87	73.78	76.69	79.61	82.52
	<i>Hispanic</i>	71.03	73.44	75.86	78.27	80.69	83.10	85.52
	<i>Caucasian</i>	85.36	86.58	87.80	89.02	90.24	91.46	92.68
	<i>Economically Disadvantaged</i>	68.37	71.01	73.64	76.28	78.91	81.55	84.19
	<i>English Learners</i>	62.88	65.97	69.07	72.16	75.25	78.35	81.44
	<i>Students with Disabilities</i>	48.13	52.45	56.78	61.10	65.42	69.74	74.07
<i>Math Growth</i>	OVERALL	68.70	71.31	73.92	76.53	79.13	81.74	84.35
	<i>African American</i>	52.99	56.91	60.83	64.74	68.66	72.58	76.50
	<i>Hispanic</i>	63.79	66.81	69.83	72.84	75.86	78.88	81.90
	<i>Caucasian</i>	77.66	79.52	81.38	83.25	85.11	86.97	88.83
	<i>Economically Disadvantaged</i>	62.01	65.18	68.34	71.51	74.67	77.84	81.01
	<i>English Learners</i>	57.08	60.66	64.23	67.81	71.39	74.96	78.54
	<i>Students with Disabilities</i>	38.59	43.71	48.83	53.94	59.06	64.18	69.3

(A)(4)(c) Graduation rates (as defined in this notice)								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate	OVERALL	78.54	80.33	82.12	83.91	85.69	87.46	89.27
	<i>African American</i>	72.22	74.54	76.85	79.17	81.48	83.80	86.11
	<i>Hispanic</i>	74.14	76.30	78.45	80.61	82.76	84.92	87.07
	<i>Caucasian</i>	83.90	85.25	86.58	87.93	89.27	90.61	91.95
	<i>Economically Disadvantaged</i>	72.86	75.12	77.38	79.65	81.91	84.17	86.43
	<i>English Learners</i>	71.95	74.29	76.63	78.96	81.30	83.64	85.98
	<i>Students with Disabilities</i>	67.62	70.32	73.02	75.72	78.41	81.11	83.81

Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline 2010-11	Target				
				SY 2012- 13	SY 2013- 14	SY 2014-15	SY 2015-16	SY 2016- 17 (Post- Grant)
d) Absenteeism – The total number of days absent from school.). The measure was calculated by cutting the baseline in half for the post-grant goal and dividing by 5 to determine the years from baseline to post-grant.	<i>3rd</i>	All participating students	13,160.50	11,844.50	10,528.50	9,212.50	7,896.50	6,580.25
		<i>African American</i>	463	417	370.50	324	278	231.50
		<i>Hispanic</i>	5,329	4,796	4,263	3,730.50	3,197.50	2664.50
		<i>Caucasian</i>	5,510.5	4,959.50	4,408.50	3,857.50	3,306.50	2,755
		<i>Economically Disadvantaged</i>	10,116	9,104.50	8,093	7,081	6069.50	5,058
		<i>English Learners</i>	5,810	5,229	4,648	4,067	3,486	2905
		<i>Students with disabilities</i>	1,767.50	1,590.50	1,413.50	1,236.50	1,059.50	884

<p align="center">Performance Measure (Grades 4-8 – a)</p> <p>a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).</p>	<p>Applicable Population: Grade 5 Absenteeism. To determine college & career readiness with this metric, we determined the total number of days 5th grade students should have attended school and subtracted the days missed. Then maintaining 96% or baseline.</p>
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	Baseline 2010-2011			Target														
				SY 2012-13			SY 2013-14			SY 2014-15				SY 2015-16			SY 2016-17 (Post-Grant)	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All participating students	253361	265398	95.46%	263553	276087	95.46%	274079	287114	95.46%	285124	298684	95.46%	296508	310610	95.46%	308403	323070	95.46%
<i>African American</i>	6920	7298	94.82%	7271	7654	95%	7610	8010	95%	7948	8366	95%	8286	8722	95%	8624	9078	95%
<i>Hispanic</i>	112277	117124	95.86%	116711	121752	95.86%	116711	126558	95.86%	126096	131542	95.86%	131215	136882	95.86%	136505	142400	95.86%
<i>Caucasian</i>	105917	111428	95.05%	110084	115878	95%	114480	120506	95%	119046	125312	95%	123781	130296	95%	128685	135458	95%
<i>Economically Disadvantaged</i>	178127	186900	95.31%	185260	194376	95.31%	192724	202208	95.31%	200359	210218	95.31%	208332	218584	95.31%	216645	227306	95.31%
<i>English Learners</i>	110249	122286	90.15%	115806	127092	91.12%	121629	132076	92.09%	127879	137416	93.06%	134401	142934	94.03%	141199	148630	95%
<i>Students with Disabilities</i>	25243	26878	93.92%	26306	27946	94.13%	27375	29014	94.35%	28449	30082	94.57%	29693	31328	94.78%	30945	32574	95%

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline 2010-2011	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
f) Discipline – is defined as the total number of days suspended using the data generated through the district’s database, Arkansas Public School Computer Network (APSCN). The measure was calculated by cutting the baseline in half for the post-grant goal and dividing by 5 to determine the years from baseline to post-grant.	<i>5th Grade</i>	All participating students	69	62	55	48	41	34.5
		<i>African American</i>	3	2.5	2	1.5	1	0.5
		<i>Hispanic</i>	14	13	11	10	8	7
		<i>Caucasian</i>	16	14	13	11	9	8
		<i>Economically Disadvantaged</i>	69	62	55	48	41	34.5
		<i>English Learners</i>	69	62	55	48	41	34.5
		<i>Students with Disabilities</i>	15	13.5	12	10.5	9	7.5

Performance Measure (Grades 9-12 – b)									Applicable Population: We will be using the On Track for Graduation Indicator for 9 th Grade only. On Track for Graduation is defined as having 5 credits and not failing in more than one core class.									
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).																		
	Baseline 2010-2011			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All participating students	1174	1358	86%	1254	1412	88.8%	1345	1468	91.6%	1441	1527	94.4%	1543	1588	97.2%	1652	1652	100%
<i>Economically Disadvantaged</i>	673	842	80%	736	876	84%	802	911	88%	871	947	92%	946	985	96%	1024	1024	100%
<i>English Learners</i>	341	448	76%	376	466	80.8%	415	485	85.6%	456	504	90.4%	499	524	95.2%	545	545	100%
<i>Students with Disabilities</i>	102	122	84%	111	127	87.2%	119	132	90.4%	128	137	93.6%	137	142	96.8%	148	148	100%

XV. APPENDIX TABLE OF CONTENTS

Reference #	Attachment Title	Relevant Selection Criterion and Rationale	Page #
A1	Recognition and Highlights of Success	(A)(1) The district has many accomplishments which support the ability of the district to implement a rigorous reform agenda.	2
A2	<i>Teach Them All, Learning for All: In Support of the Whole Child</i>	(A)(1) The link between the 5 tenets of the Whole Child model as defined by ASCD and the four core assurance areas is presented in this chart along with specific activities of the district supporting each of the tenets	3
A3a	PARCC Field Test Endorsement	(A)(1) Springdale School District has been included in the Field Test sample. The purpose of the PARCC Field Test is to evaluate the quality of items and tasks developed this past year with input from local educators from PARCC member states.	4
A3b	PARCC Pilot Schedule	(A)(1) A random and representative sample of schools in each PARCC member state has been selected to administer field tests.	4
A4	English Language Learners Benchmark Data Grades 3-5	(A)(1) This data indicates the performance levels by students on the benchmark exam in each of the schools according to their ELDA level. This supports the success of our second language learners in several of our elementary schools in passing the Benchmark Exam even with limited English proficiency.	6
A5a	2012 Springdale Grant Application Scores and Comments	(A)(1) The work of the previous year assisted the writing team in creating amore coherent application.	9
A5b	Progress of Grant Report	(A)(1) The work plan represented by the grant continued regardless of the coutome of the grant. The grant will accelerate our work.	9
A6a	Grade-Level Specific Achievement Data – Benchmark Data, Highly Mobile	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6b	Grade-Level Specific Achievement Data – Benchmark Data, Caucasian	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6c	Grade-Level Specific	(A)(4)(a)	19

	Achievement Data – Benchmark Data, Economically Disadvantaged	The most current data is reflected with this chart. Last year’s performance data is not currently available.	
A6d	Grade-Level Specific Achievement Data – Benchmark Data, Gifted and Talented	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6e	Grade-Level Specific Achievement Data – Benchmark Data, Hispanic	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6f	Grade-Level Specific Achievement Data – Benchmark Data, IEP	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6g	Grade-Level Specific Achievement Data – Benchmark Data, LEP	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6h	Grade-Level Specific Achievement Data – End of Course Geometry	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6i	Grade-Level Specific Achievement Data – 11 th grade Literacy	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A6j	Grade-Level Specific Achievement Data - Algebra 1 End of Course	(A)(4)(a) The most current data is reflected with this chart. Last year’s performance data is not currently available.	19
A7	ESEA Flexibility Waiver	(A)(4)(a) The ESEA Flexibility Waiver has all of the definitions of how the state created the AMO’s for the district including the data in this chart.	20
A8	ESEA Annual Measurable Objectives	(A)(4)(a) The ESEA Annual data is the foundation for the LEA Goals for Student Outcomes data charts. Each school in the project has established trajectories for the purpose of closing the achievement gap. These have been determined based on approved statistics found within the ESEA Flexibility Waiver. These are considered to be ambitious but achievable.	20
A9	Postsecondary Degree Attainment	(A)(4)(e) Data to support the chart Optional (A)(4)(e) Postsecondary Degree Attainment. Data were used as baseline for the ambitious goals in this	25

		chart.	
B1a	AdvancEd Accreditation Report	(B)(1) The AdvancEd Accreditation report provides valuable needs and gaps assessment data used to determine the goals as presented in the proposal.	26
B1b	Scholastic Audit Report: Elmdale Elementary	(B)(1) The Scholastic Audit report for this school identified district level issues as well as school based issues. This report provides valuable needs and gaps assessment data used to determine the goals as presented in the proposal.	26
B1c	Scholastic Audit Report: Springdale High School	(B)(1) The Scholastic Audit report for this school identified district level issues as well as school based issues. This report provides valuable needs and gaps assessment data used to determine the goals as presented in the proposal.	26
B1d	Scholastic Audit Report: Central Junior High	(B)(1) The Scholastic Audit report for this school identified district level issues as well as school based issues. This report provides valuable needs and gaps assessment data used to determine the goals as presented in the proposal.	26
B1e	Scholastic Audit Report: George Junior High	(B)(1) The Scholastic Audit report for this school identified district level issues as well as school based issues. This report provides valuable needs and gaps assessment data used to determine the goals as presented in the proposal.	26
B1f	Scholastic Audit Report: Southwest Junior High	(B)(1) The Scholastic Audit report for this school identified district level issues as well as school based issues. This report provides valuable needs and gaps assessment data used to determine the goals as presented in the proposal.	26
B2	The Widget Effect Executive Summary	(B)(1) The district was selected as one of 10 research sites by the New Teacher Project. The purpose of this study was to determine how well teacher evaluation systems differentiated the effectiveness of a faculty. It was determined that current systems were not effective; hence the label of the report: The Widget Effect.	26
B3	Teacher Excellence Support System (TESS) Study Guide	(B)(1) The specific criteria for teacher performance is transparent in the new TESS model as reflected in this chart.	27
B4	Early Learning Inventory	(B)(1) This chart reflects the most current data. Last	27

		year's data is not yet available.	
B5	Subpopulation Trend Achievement Data	(B)(1) This district generated data report is valuable to the district to substantiate the progress the district is making over time for all students and within subpopulations.	28
B6	ELL Student Performance Overview	(B)(1) This district generated data report is valuable to the district to substantiate the progress the district is making over time for ELL students in literacy and math.	28
B7	District Report of Graduation Rate	(B)(1) This district generated data report is valuable to the district to substantiate the progress the district is making related to graduation rates.	29
B8	Annual Report to the Public	(B)(1) This report is a compilation of data that shows the trends for the district over the past 5 years. This report supports the statement that we are making positive growth in student achievement, high school completion rates and matriculation into degree bearing secondary programs and general achievement highlights.	29
B9	ESEA Flexibility Report Card	(B)(1) This report shows the current status of the schools based on the June, 2012 approved ESEA Flexibility Waiver request. This is a resource that supports the adjustments in how low achieving schools are defined and the fact that several of our schools met their first year AMO after having been placed on the improvement list.	29
B10	Springdale Report on Junior and Senior High Schools	(B)(1) The focus group work by DiMartino is setting the ground work for secondary school reform.	30
B11	Accomplishments and Achievements of Low-Performing Schools	(B)(1) Schools are recognized in Arkansas for performance and gains. This document provides the supporting data for the achievements listed in the report.	31
B12	Annual Report to the Public	(B)(1) This report is a compilation of data that shows the trends for the district over the past 5 years. This report supports the statement that we are making positive growth in student achievement, high school completion rates and matriculation into degree bearing secondary programs and general achievement highlights.	31
B13a	English Language Development Toolkit	(B)(1) This toolkit is used by teachers in creating	31

		personalized instructional systems for ELL students which also supports a strong lesson plan design for the delivery of instruction to the ELL student.	
B13b	English Language Learner Sample Lesson Plan	(B)(1) This toolkit is used by teachers in creating personalized instructional systems for ELL students which also supports a strong lesson plan design for the delivery of instruction to the ELL student. Attached is an actual lesson plan sample.	31
B14	Student Progress Intervention: <i>Student/Parent Compact</i>	(B)(1) Attached are examples of examples of weekly progress intervention reports used in our schools which supports the way in which the district makes it a priority to share information with parents.	32
B15a	Student Academic Improvement Plan – Literacy	(B)(1) Personalized learning plans are developed for each student who is not proficient on Benchmark exams.	33
B15b	Student Academic Improvement Plan – Mathematics	(B)(1) Personalized learning plans are developed for each student who is not proficient on Benchmark exams.	33
B15c	Student Academic Improvement Plan – Home Reading Plan	(B)(1) Parents must be partners in the learning process. Schools provide guidance to parents as reflected in this chart.	33
B16	Financial Data by School as provided on the F33 Survey	(B)(2) Transparency with data is exhibited by the posting of financial data, by school, on the F33 survey.	36
B17a	SREB High Schools That Work Assessment Report of HarBer High School	(B)(3) This attachment supports the academic success of students who are involved in career and technical education as part of the lists of successes in the district in meeting the challenge of getting all students college and career ready.	37
B17b	SREB High Schools That Work Assessment Report of Springdale High School	(B)(3) This attachment supports the academic success of students who are involved in career and technical education as part of the lists of successes in the district in meeting the challenge of getting all students college and career ready.	37
B18	Letter of Support: Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education	(B)(3) The district is committed to authentic reform through innovations such as removing the “seat time” based credit system. The ADE Commissioner of Education supports this as	38

		evidenced in the attached letter.	
B19	Task Force Members	(B)(3) This attachment reinforces the sincere desire of the district to reform the concept of personalization at the high school level. The Seat Time Waiver Task Force will work with the ADE in designing a reform model for the use of the Carnegie Unit. This task force will be comprised of all stakeholders as seen in the Task Force Roster in the attachment.	38
B20	Assessment Contiuum	(B)(3) The continuum is the type of tool that will be helpful to assess	38
B21	Common Core State Standards Implementation Timeline	(B)(3) The Arkansas Department of Education is supporting schools with the shift to college career ready standards, one of the four core assurance areas. Support by the ADE is provided within the attached timeline of activity chart.	42
B22	School Vote of Confidence	(B)(4) Each school submitted the proposal to their faculties. All schools reported the vote from their faculty. This chart indicates that all schools were in favor with a minimum of 70 to a max of 100%.	44
B23a	Agenda: Superintendent's Back-To-School Staff Meeting	(B)(4) The district began the reform agenda conversations at the start of the school year with principals in order to lay the groundwork for the reform agenda that is coming forward in this proposal – attached are the superintendent's comments to the principals.	44
B23b	Agenda: Principals Instructional Back-to-School Meeting	(B)(4) The district began the reform agenda conversations at the start of the school year with principals in order to lay the groundwork for the reform agenda that is coming forward in this proposal. Attached is the agenda for the principals' work session.	44
B24	Letter of Support: Mike Gilbert, Chief Operating Officer, Jones Center for Families	(B)(4) The district has a partnership with the community center; the reform agenda for college career ready includes the need to expand work experience for students as well as earn service learning credits.	44
B25	Survey: Personalized Learning Environments	(B)(4) The district established a baseline on the degree to which personalized learning environments were "to scale" based on stakeholder input. The results are attached.	44
B26	Presentation to Springdale	(B)(4)	45

	School Board	The Board minutes indicate that the RTT-D grant was presented to the school board October 9, 2012.	
B27a	Letter of Support: Keli Gil, President, Springdale City Council Parent Teacher Association	(B)(4) Parent support of the grant activities is found in the attached letter from the City Council PTA – a city wide organization comprised of all the school- based PTAs.	47
B27b	Letter of Support: Doug Sprouse, Mayor, Springdale, Arkansas	(B)(4) The Mayor of the city of Springdale has written a letter in support of our reform agenda.	47
B27c	Letter of Support: Perry Webb, President, Springdale Chamber of Commerce	(B)(4) The Chamber of Commerce in Springdale has written a letter in support of our reform agenda.	47
B27d	Letter of Support: Margarite Solorzano, Hispanic Women’s Organization	(B)(4) The Hispanic Women’s’ Organization in Springdale has written a letter in support of our reform agenda.	47
B27e	Letter of Support: Kathy McFetridge, President, Springdale School Board	(B)(4) The School Board President has written a letter in support of our reform agenda.	47
B27f	Letter of Support: Tom Smith, Dean of College of Education, University of Arkansas	(B)(4) The Dean of the college from the University of Arkansas has written a letter in support of our reform agenda.	47
B27g	Letter of Support: Central Junior High School Parent Teacher Organization	(B)(4) Letter of support from a Parent group.	47
B27h	Letter of Support: Central Junior High School Student Council Representatives	(B)(4) Letter of support from students at the junior high.	47
B27i	Letter of Support: Central Junior High School Staff	(B)(4) Letter of support from staff at the junior high.	47
B27j	Letter of Support: Mike Gilbert, Chief Operating Officer, Jones Center for Families	(B)(4) The district has a partnership with the community center. The reform agenda for college career readiness includes the need to expand work experience for students as well as earn service learning credits.	47
B27k	Letter of Support: Congressman Steve Womack, Third Congressional District, Arkansas	(B)(4) Letter of support from Congressman Steve Womack.	47
B27l	Letter of Support: Jennifer Garner, Parent, Special Needs Student	(B)(4) Letter of support from a parent.	47
B27m	Letter of Support: Dr. Danny Brackett, Principal,	(B)(4) Letter of support from an administrator.	47

	HBHS		
B27n	Letter of Support: Alternative Learning Environment Student Leadership Council	(B)(4) Letter of support from a student group.	47
B27o	Letter of Support: Community Liaisons	(B)(4) Letter of support from multicultural district liaisons to the community.	47
B27p	Letter of Support: Madison Haskins, HBHS EAST	(B)(4) Letter of support from a student group.	47
B27q	Letter of Support: Joe DiMartino, Center for Secondary School Redesign	(B)(4) Letter of support and commitment for Grant partnership.	47
B27r	Letter of Support: Terri Ralston, Adult Education, Northwest Technical Institute	(B)(4) Letter of support from education partner.	47
B27s	Letter of Support: Judy VanHoose, President, Springdale Rotary	(B)(4) Letter of support from community partner.	47
C1	Sonora Elementary iPad Classroom	(C)(P7) The district is committed to demonstrating knowledge of resources by initiating action to ensure every classroom is technology enabled.	56
D1	Agenda for Personalized Planning	(D)(1)(c) The work of Joe DiMartino is setting the foundation for secondary school reform.	102
D2	Minutes for Personalized Planning	(D)(1)(c) The work of Joe DiMartino is setting the foundation for secondary school reform.	102
D3	Letter of Support: Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education	(D)(1) The district is committed to authentic reform through innovations such as removing the “seat time” based credit system. The ADE Commissioner of Education supports this as evidenced in the attached letter.	102
D4	Letter of Support: Jennifer Garner, Parent, Special Needs Student	(D)(1)(e) Letter of support from a parent.	105
D5	Professional Development Plan on accessing eSchool data	(D)(2)(c)(d) The district is committed to providing administrators, teachers, and parents greater access to critical data needed to do their jobs more effectively and monitor student achievement.	109
D6	Anticipated schedule of parent training events	(D)(2)(c)(d) During the months of October and November parent meetings will be held.	109
D7	Partnership with Cox	(D)(2)(c)(d)	110

	Communications	The district has initiated discussions with Cox Communications to provide reduced-cost internet services to families that demonstrate need.	
E1	District Improvement Team Timelines and Tools	(E)(1) The District Improvement Team roster is included in this appendix.	112
E2	Classroom Walkthrough Rubric	(E)(1) The district uses a continuous improvement process rubric through an established classroom walkthrough system that is required of all principals and the district leadership team as we collect data about the current status of the district.	113
Budget 1a	Salary Schedule	Budget Table 4-1: Project 5 Supports the budget when salaries and fringe benefits were calculated for certified and classified personnel	166
Budget 1b	Calculation for Salary and Benefits	Budget Table 4-1: Project 5 Supports the budget when salaries and fringe benefits were calculated for certified and classified personnel	166
Budget 2	Qualls Data Chart	Budget Table 4-1: Project 6 Supports the impact PreK is having on disadvantaged children based on positive data reports	167
Budget 3a	SMART Goals and Plan – Literacy	Budget Table 4-1: Project 8 Exemplars of the type of work ToSAs are doing as a justification to accelerate the work of the ToSAs	171
Budget 3b	SMART Goals and Plan – Reading	Budget Table 4-1: Project 8 Exemplars of the type of work ToSAs are doing as a justification to accelerate the work of the ToSAs	171
Budget 3c	SMART Goals and Plan – Mathematics	Budget Table 4-1: Project 8 Exemplars of the type of work ToSAs are doing as a justification to accelerate the work of the ToSAs	171
Budget 4	CSSR School Transformation Roadmap	Budget Subpart 4 The following chart captures the practices that characterize three levels of school personalization, i.e., <i>Traditional</i> , <i>Transitional</i> , and <i>Transformational</i>	
Budget 5	Indirect Cost Rates	Budget Indirect Cost Information The restricted indirect cost rates for fiscal year 2012-13 for Arkansas school districts, education service cooperatives, and open-enrollment charter schools.	201



2011-12 Springdale School District Recognition and Highlights of Success

J.O. Kelly Middle School -- Renamed Arkansas Diamond School to Watch, Andrea McKenna was Arkansas' Milken Award winner, Eric Hipp named Arkansas Middle Level Assistant Principal of the Year, Carla Ratchford named Arkansas Physical Education Teacher of the Year.

Sonora Elementary School -- Principal Dr. Regina Stewman named National Distinguished Principal, Thomas Northfell named Kappa Delta Pi Teacher of Honor, EAST program earned Superior rating and Rising Star Award at national EAST conference in Hot Springs.

Hellstern Middle School -- Named Arkansas Diamond School to Watch, Kathy Prophet was selected as a member of the National Writing Committee for New Standards in Science.

Springdale High School -- Culinary Arts' program won People's Choice Award at Top Chefs and Rockstars competition, Won state 7A soccer championship, senior Andrew Hutchinson was named Arkansas Times Academic All-Star, senior Dexter Thomas was named Arkansas Swimmer of the Year.

HarBer High School -- Won state 7A wrestling championship, senior Zach Ford named Arkansas Times Academic All-Star, sophomore Payton Stumbaugh named state Female Track Athlete of the Year after winning state decathlon and five events at 7A state championship meet, Dottie Hill was Bessie B. Moore Award winner as Economics Education teacher, senior Kyle Witzigman became just second Springdale student ever to earn a trip to Boys Nation.

SHS and HarBer combined to take 2,500 Advanced Placement tests and their students earned \$27,800 for their scores on AP exams.

SHS and HarBer seniors combined to earn \$18,900,000 in college scholarship offers.

George Elementary -- Named Arkansas Recycling School of the Year by Arkansas Recycling Coalition, Tina Wright named Arkansas Mentor Teacher of the Year.

Tyson Middle School -- Renamed Arkansas Diamond School to Watch, Susan Gabbard named Arkansas Health Education Teacher of the Year.

Lee Elementary -- Sabrina Conde became first Springdale ELL student to spend first-12th grades in Springdale district and return as teacher.

Parson Hills Elementary -- Tanas Berry named Arkansas Dance Teacher of the Year.

Southwest Junior High -- Alan Showalter named NW Regional ACDA Outstanding Choir Director of the Year.

Jones Elementary -- Completed and opened Wellness Center.

Teach Them All, Learning for All: In Support of the Whole Child

<p>ASCD: Each student learns in an environment that is physically and emotionally safe for students and adults (ASCD) RTTT-D Core Educational Assurance area: Recruit, retain and reward effective teachers and principals Turn around the lowest achieving schools</p>	<p>The district has a systematic approach to Character Education that provides a safe and welcoming environment for all students. Each teacher is expected to create a safe environment for all children through the use of integrated character education. Discipline is centered on the character traits of responsibility self-discipline and respect for example. There is specific attention to diversity training for all district employees. The Back to School presentation for all administrators included Diversity training with an outside of district presenter.</p>
<p>ASCD: Each student enters school healthy and learns about and practices a healthy lifestyle RTTT-D Core Educational Assurances: Build Data systems and measure growth and success; inform teachers and principals about how they can improve instruction. Recruit, retain and reward effective teachers and principals. Turn around the lowest achieving schools</p>	<p>School based counseling is provided by community health centers to students as needed beyond the traditional school counseling. A social service account is available for students who need funds for medical, dental support. A dental truck (the “tooth truck”) visits targeted schools for free dental work on school grounds. A community health center is in-house on one of our elementary school campuses and a second application is pending to open an additional site – this is open to the students, parents and community. Back packs of food are sent home with students as needed for weekends. Clothing and school supplies are available in a social service center. Each school has a school nurse all day.</p>
<p>ASCD: Each student has access to personalized learning and is supported by qualified, caring adults RTTT-D: Recruit, retain and reward effective teachers and principals Turn around the lowest performing schools</p>	<p>Schools have mentoring programs for students who are struggling socially or academically. We have 3 schools with the Primary Project which is an early intervention behavioral program in coordination with the mental health organization for our region. The Family Literacy Program is one in which parents come to school with their child four days per week to gain English Language Skills, academic skills of the parent as well as attend class part of the day with their child. The Family Literacy program is a partnership with the Adult Ed center, housed at the technical college. College Career readiness nights are held with parents and students with special focus on first-time graduates or first-time college enrollments. Middle grade Parents and students participate in a program that takes them to college campuses during the school day so families understand the value of college. A partnership with the Walton Family Foundation is providing College Coaches for the two high schools to support student interest in attending college as well as assistance in filling out the FAFSA forms. A partnership with University of Arkansas students provides literacy support in after school and during the day activities for struggling students.</p>

<p>ASCD: Each student is actively engaged in learning and is connected to the school and broader community</p> <p>RTTT-D Core Assurances: Adopt standards and assessment that prepare student to succeed in college and workplace and to compete in the global workplace.</p> <p>Turn around the lowest achieving schools.</p>	<p>Project centered programming is available via the outdoor classrooms where gardens, various habitat, pond life and fauna and flora are observed and investigated. Students have applied learning opportunities such as working with University personnel on robotics projects, watershed projects, rain gardens, etc. Students attend science camps at Hobbs state Parks, Camp War Eagle, Ozark Natural science center as well as the Fayetteville Lake Study Center. Students have access to technology for the purpose of inquiry based study.</p> <p>Economic education is a signature program for our school district where students and teachers receive annual recognition for their work. All CTE programs have activities that apply the learning. We have unique program offerings such as a food production class that works with Tyson Foods. Academies include: science, architecture and engineering, culinary arts, law enforcement and public safety. Other CTE classes include : Construction, Information Technology, and Teacher Education</p>
<p>ASCD: Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.</p> <p>Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.</p> <p>RTTT-D Core Educational Assurances Adopt standards and assessments that prepare student to succeed in college and workplace and to compete in the global workplace.</p> <p>Recruit, retain , reward effective teachers and principals Turn around lowest performing schools</p>	<p>Each high school offers over 20 AP courses, articulation agreements are in place for junior college and college level classes in math and English. Students are allowed to enroll in college while in high school. Students participate in GT programs starting in the 2nd grade that include: Economic Fair, Shakespeare Festival, and Quiz Bowl. An International Baccalaureate program is in place in two elementary schools and one high school. A foreign language program is offered in five of our elementary schools. Students participate in economic education studies in all elementary schools.</p>



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

August 22, 2013

**State Board
of Education**

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Fayetteville
Chair

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Dear Superintendent or Charter School Director:

Arkansas is a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) that is a consortium of states developing innovative assessments, aligned to the Common Core State Standards, in English Language Arts/Literacy and Mathematics for students in grades 3-11. The PARCC Field Tests will be administered in the spring of 2014 to more than one million students across all PARCC states.

This letter is to let you know that one or more schools in your district have been selected to participate in the PARCC Field Tests next spring. Pearson will begin communicating via email directly with the District Test Coordinator of record during the first week of September.

The purpose of the PARCC Field Tests is to evaluate the quality of items and tasks developed this past year with input from local educators from PARCC member states. Educators across Arkansas have been involved in reviewing PARCC tasks and items and providing feedback on the PARCC assessment decision points. Data from the field tests will help determine which of the items will appear on PARCC's first operational assessments in 2014-2015.

A random and representative sample of schools in each PARCC member state has been selected to administer field tests. A sample of classrooms within selected schools will be asked to participate in either the English Language Arts/Literacy or the Mathematics field test. Most students will take only one component, the Performance Based Assessment (PBA) or the End-of-Year (EOY) assessment, within a given content area.

Approximately 42,500 Arkansas students have been selected to participate in the PARCC Field Tests that will be offered in both paper and computer-based versions. The notification letter from Pearson will identify the schools in your district that were randomly selected for the field tests and, for each school, the grade level(s), content area(s), test component(s) and test administration mode (paper or computer) for which they have been selected.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

2
Superintendent or Charter School Director
August 22, 2013

The PARCC Field Test administration windows in **Arkansas** will be as follows:

Grades	PARCC Field Test	Arkansas Window Dates
3-8	Performance Based Assessment (PBA)	March 31 - April 18, 2014
3-8	Performance Based Assessment (PBA) and End-of-Year (EOY)	March 31 - April 11, 2014 and May 5- June 6, 2014
3-8	End-of-Year (EOY)	May 5 - June 6, 2014
9-11	Performance Based Assessment (PBA)	March 31 - April 11, 2014
9-11	Performance Based Assessment (PBA) and End-of-Year (EOY)	March 31 - April 11, 2014 and May 5 – June 6, 2014
9-11	End-of-Year (EOY)	May 5 - June 6, 2014

The email notification letter that your District Test Coordinator will receive from Pearson will provide more detailed specifics and will require a confirmation response within two weeks of receipt. It is important to note that a random sample of schools/students participating in the field tests is necessary in order to generate data needed to evaluate the items and tasks. It is of the utmost importance that district leaders make every effort to confirm the participation of all selected schools in their districts. If a selected school or district chooses to decline participation, it is important that the district responds promptly so that another school or district can be selected as a replacement.

Since not all districts and schools will be included in the field tests, PARCC intends to provide all schools with computer-based practice tests next spring at the same time as field testing begins. The practice tests will be similar in content to the field tests and will allow all schools to become familiar with administering computer-based assessments as well as item types that will be included on the operational assessments in 2014-2015.

Your participation in the field tests is critical to developing high quality items and tasks and ensuring that PARCC administration protocols are clear and efficient. I ask your support in helping Arkansas transition from our current state assessments to PARCC. Thank you in advance for your cooperation.

Please contact me if you have additional questions.

Best Regards,

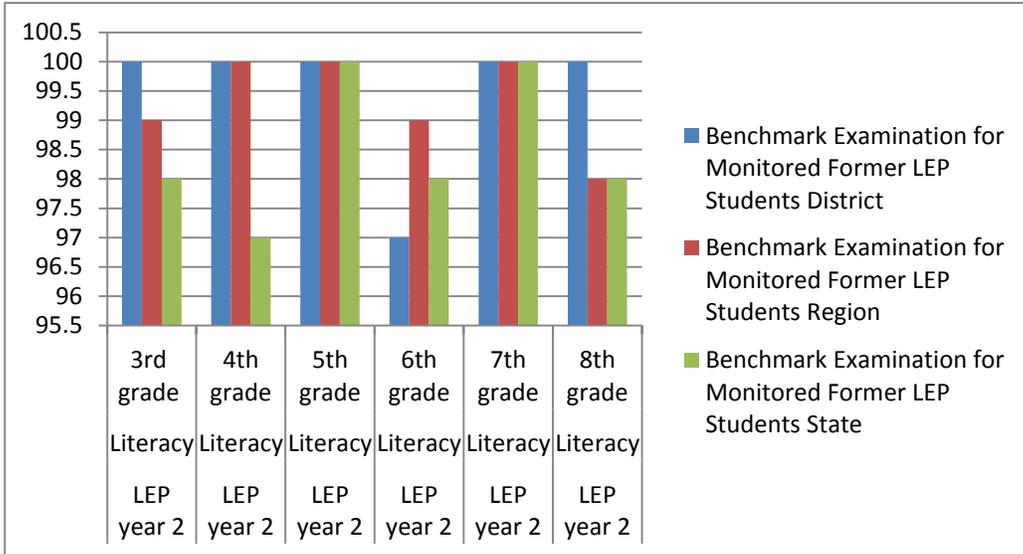


Melody Morgan
Director of Student Assessment

FullSchoolName	SchoolID	Grade/Course	Subject	NumberOfClasses	ModeOfAdmin	Component	NumberOfSessions
ELMDALE ELEMENTARY SCHOOL	7207040	5	Mathematics	2	Online	PBA	2
JONES ELEMENTARY SCHOOL	7207041	5	ELA	2	Online	PBA	3
ROBERT E. LEE ELEM. SCHOOL	7207042	4	Mathematics	2	Online	PBA	2
JOHN TYSON ELEMENTARY SCHOOL	7207044	3	ELA	2	Online	PBA	3
WESTWOOD ELEMENTARY SCHOOL	7207046	5	Mathematics	2	Online	PBA	2
CENTRAL JUNIOR HIGH SCHOOL	7207047	8	ELA	2	Online	PBA	3
SOUTHWEST JUNIOR HIGH SCHOOL	7207048	8	ELA	2	Paper	EOY	2
SPRINGDALE HIGH SCHOOL	7207049	Geometry	Mathematics	2	Paper	PBA	2
SPRINGDALE HIGH SCHOOL	7207049	Algebra II	Mathematics	2	Paper	PBA	2
PARSON HILLS ELEM. SCHOOL	7207050	3	ELA	2	Paper	PBA	3
THURMAN G. SMITH ELEM. SCHOOL	7207051	4	ELA	2	Online	EOY	2
WALKER ELEMENTARY SCHOOL	7207052	5	Mathematics	2	Online	PBA	2
GEORGE ELEMENTARY SCHOOL	7207053	4	ELA	2	Paper	PBA	3
J. O. KELLY MIDDLE SCHOOL	7207054	6	ELA	2	Paper	PBA	3
J. O. KELLY MIDDLE SCHOOL	7207054	7	ELA	2	Paper	PBA	3
HELEN TYSON MIDDLE SCHOOL	7207055	6	ELA	2	Paper	PBA	3
HELEN TYSON MIDDLE SCHOOL	7207055	7	ELA	2	Paper	PBA	3
BERNICE YOUNG ELEMENTARY	7207057	5	Mathematics	2	Online	PBA & EOY	4
BAYYARI ELEMENTARY SCHOOL	7207059	3	ELA	2	Online	PBA	3
BAYYARI ELEMENTARY SCHOOL	7207059	5	Mathematics	2	Online	EOY	2
GEORGE JUNIOR HIGH SCHOOL	7207060	8	ELA	2	Paper	PBA	3
GEORGE JUNIOR HIGH SCHOOL	7207060	9	ELA	2	Paper	PBA	3
HELLSTERN MIDDLE SCHOOL	7207061	6	ELA	2	Paper	PBA	3
HELLSTERN MIDDLE SCHOOL	7207061	7	ELA	2	Paper	PBA	3
HAR-BER HIGH SCHOOL	7207062	Geometry	Mathematics	2	Paper	PBA	2
HAR-BER HIGH SCHOOL	7207062	Algebra II	Mathematics	2	Paper	PBA & EOY	4
MONITOR ELEMENTARY	7207065	3	Mathematics	2	Paper	PBA & EOY	4
WILLIS SHAW ELEMENTARY SCH	7207066	4	ELA	2	Online	EOY	2
WILLIS SHAW ELEMENTARY SCH	7207066	5	ELA	2	Online	EOY	2
SPRINGDALE ALTERNATIVE SCHOOL	7207067	9	ELA	2	Online	PBA & EOY	5
SPRINGDALE ALTERNATIVE SCHOOL	7207067	10	ELA	2	Online	PBA	3
SONORA ELEMENTARY SCHOOL	7207068	3	ELA	2	Online	EOY	2
SONORA MIDDLE SCHOOL	7207069	6	ELA	2	Paper	PBA	3
SONORA MIDDLE SCHOOL	7207069	7	ELA	2	Paper	PBA	3

Benchmark Examination for Monitored Former LEP Students

category	subject	grade	District	Region	State
LEP year 2	Literacy	3rd grade	100	99	98
LEP year 2	Literacy	4th grade	100	100	97
LEP year 2	Literacy	5th grade	100	100	100
LEP year 2	Literacy	6th grade	97	99	98
LEP year 2	Literacy	7th grade	100	100	100
LEP year 2	Literacy	8th grade	100	98	98





Race to the Top - District

Technical Review Form

Application #0319AR-1 for Springdale School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>Springdale School District is a non-rural LEA in a non-Race to the Top State. The applicant presents a coherent and comprehensive picture of its current conditions and status and the changes it has experienced over recent years; examples of school and student successes are included. The district utilizes the whole child approach to educating all students as defined by the Association for Supervision and Curriculum Development (ASCD); the application includes a table illustrating how the ASCD tenets reflect the RTT-D core areas and clearly demonstrates how current conditions in the district support the four educational assurance areas of RTT-D. The district has aligned its K-12 curriculum to the Common Core State Standards; tracks student data via the district-developed data dashboard; strives to recruit top teachers and retain them with the highest salary schedule in the state; and has implemented the Turnaround School Principles in one district high school. The reform vision is comprehensive and coherent; builds on the District's ongoing work in the four core educational assurance areas; and articulates a clear and credible approach to meeting the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. The applicant clearly and thoughtfully presents three measurable reform goals with objectives aligned to the core assurances. For each objective supporting research is cited; and where available, evidence of success is included.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>(a) The description of the process used to select schools to participate is understandable and appropriate. The applicant used two methods to identify and select the first wave of reform schools. The initial group of first-wave schools was selected based on the <i>ESEA Flexibility Waiver</i> request that identified <i>Priority</i> and <i>Focus</i> Schools. The district has eight <i>Focus Schools</i> and one <i>Priority School</i>. The second method for identifying schools for the RTT-D proposal was high poverty schools with 70% or more of the students receiving Free or Reduced Lunch assistance. Seventy percent of students receiving Free or Reduced Lunch assistance is above the district average of poverty, currently 67% receiving such assistance. This resulted in the selection of thirteen elementary, five middle/junior, and three high schools, including one alternative learning school. All selected schools meet the competition's eligibility requirements.</p> <p>(b) A list of the participating schools is provided.</p> <p>(c) For each participating school, all required information is included: the total number of participating students, of participating students from low-income families, of participating students who are high-need, and of participating educators.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p>		

The applicant presents a high-quality plan for scaling up and translating the proposal into meaningful reform to support district-wide change beyond the initial participating schools. The scale-up plan mirrors exactly the high-quality plan described in the District's Vision; for each goal the same objectives are listed as in the master plan. For each objective, the plan to scale up the reform to all schools in the district includes a list of projects to be brought to scale. For each project, the applicant lists short-term outcomes, long-term outcomes, and required resources. The projects and expected outcomes are clearly described and quantified. The scale-up plan is a clear description of steps to be taken to move all the RTT-D reforms to every school in the district both during the grant period and beyond. Their clarity would allow new staff to continue the reform without pause.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

10

(A)(4) Reviewer Comments:

This requirement is clearly met. Baseline data and targets for student performance by grade and content area, graduation rates, and college enrollments for All Students and by the required subgroups are clearly presented, the rationale for the targets is included, and targets for subgroups enable narrowing of gaps between subgroup performance. Baseline data and targets for the optional category, Postsecondary Degree Attainment, is included. The applicant proposes the creation of a database to facilitate tracking postsecondary attainment; the system would also permit gathering information from attendees and graduates to be inform district improvement. Each target is ambitious yet achievable and equals or exceeds the State's targets.

The summative assessments used for baseline and growth targets are identified. To determine status, each school was given a specific trajectory that sets new AMOs as part of the *ESEA Flexibility Waiver* process. The baseline year of 2011 established the number and percent of students who were proficient and above. This baseline was used to establish a trajectory of AMOs that will move a school toward 100% proficient and advanced over the next twelve years. It is anticipated that new baseline data will be established once the PARCC assessments are put into place in 2013. Growth trajectories were established using 2011 baseline data. Each student in a school has an established growth trajectory based on scaled score proficiency formulas for each grade from 3 to 8. The growth score for the school was determined by the number and percent of students who met their individual growth trajectory in the 2011 school year. That percentage was used to determine the difference between the percent of students who met their growth score and having 100 percent of students meet their growth score. AMOs were set by dividing the difference by 12 so that in 12 years the goal is to have 100 percent of the students meet their growth score. The Arkansas Department of Education in its *ESEA Flexibility Waiver* proposal defined the achievement gap for each school based on the gap between the *Targeted Assistance Group (TAGG) Students* and *All Students* performance. The TAGG group is comprised of *Students with Disabilities*, *English Language Learners*, and *Students in Poverty* based on Free and Reduced Lunch eligibility. The *ESEA Flexibility Waiver* allowed the state to set adjusted targets for *All Students* to meet proficiency at a level of 50% of the difference between their baseline number of proficient students in 2011 and 100% proficiency with trajectories computed over the next six years. The same calculations were used for students who were in the TAGG group. The differences in the trajectories each year show the gap when subtracted one from the other: TAGG versus All Students. Baseline data and targets for student performance by grade and content area, graduation rates, and college enrollment are clearly presented, the rationale for the targets is included, and targets for subgroups enable narrowing of gaps between subgroup performance. Baseline data and targets for the optional category, Postsecondary Degree Attainment, is included. Each target is ambitious yet achievable and equals or exceeds the State's target.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	14

(B)(1) Reviewer Comments:

(a) The applicant includes documented evidence from external evaluators of its successes over the past years in advancing student learning and achievement and increasing equity in learning and teaching despite a rapidly growing population, increasing poverty, and shifting demographics. The evaluation reports acknowledge increased student

achievement, closing achievement gaps; improved language proficiency for ELLs, increased graduation rates, higher public postsecondary attendance, increasing the diversity of instructional staff; creating a more robust data system; and strengthening alignment with college and career ready standards through more rigorous curriculum. To illustrate improved student achievement, the applicant included a table which shows mathematics and English Language Arts achievement data for All, Hispanic, and Poor Students and for English Language Learners for 2009-2011 on the Benchmark Exam. Appendix B3 contains graphs showing student performance on the Benchmark Exams from 2007 to 2011 for these same subgroups. Achievement increased in both content areas for all student groups from 2007 to 2011. Gaps decreased between All Students and each of the three subgroups (Hispanic, Poor, ELL). **Four-year high school graduation and college enrollment rates were not found.**

(b) The state of Arkansas adjusted its definition of low-achieving schools based on the *ESEA Flexibility Waiver*. The baseline data for the establishment of schools defined as *Needs Improvement Focus Schools* identified eight schools. Of these eight schools, seven of them met their first year goals. The Springdale Alternative Learning Environment (ALE) high school did not meet its first year goals. Due to the ALE's *Priority* status, the district enacted School Turnaround principles, including: naming a new principal; re-interviewing all faculty on the basis of teaching and learning expectations; revising the school mission and vision; and implementing a new classroom walkthrough system being utilized by the school principal to provide feedback to teachers on a daily basis. The ALE has demonstrated success since implementing School Turnaround. Parent participation is increasing and algebra proficiency has grown over 2%.

(c) Student data are presented to the public in the newspaper, via the District's web page, and via Facebook. Students and parents can track real-time grades and assignments using a district-developed data dashboard. Parents and students receive additional information through parent-teacher conferences, interim reports, and report cards.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:
 The applicant includes evidence from the district's website that it provides all necessary information for selection criteria (B)(2).

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:
 The applicant documents and provides evidence of eleven specific and relevant state and district initiatives that clearly illustrate successful conditions and sufficient autonomy and authority to implement the personalized learning environments described in its proposal. These include the State's adoption of the Common Core standards and involvement in the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium, both supported by professional development and an implementation plan; regionally sponsored professional development in student-centered coaching and shifting the pedagogy of high school classrooms toward alignment with the "habits of the mind;" a state data system that allows immediate transfer of student records and transcripts; and the creation of a *Targeted Achievement GAP Group (TAGG)* to track the progress of student subgroups too small to be monitored in traditional accountability systems. The district will pilot the State's new teacher, principal and superintendent evaluation system and is working with the Arkansas Commissioner of Education to pilot a shift away from the Carnegie Unit as the only determinate for awarding course credit; the pilot will include a mastery-learning model. The district has merged general and technical education models through its Medical Academy, Law Enforcement and Safety Academy, Information Technology Academy, and Architecture and Engineering Academy, endeavors it has been encouraged by the state to expand.

(B)(4) Stakeholder engagement and support (10 points)	10	10
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(B)(4) Reviewer Comments:
 (a) The district does not have collective bargaining representation. Faculty members in each participating school voted on their interest in participating in RTTT-D. In every school at least 70% of the teachers voted to participate. A detailed schedule of events including opportunities for providing input into the RTT-D proposal illustrates the degree of stakeholder support.

(b) The proposal contains letters of support from representatives of government, community, parent, special interest, postsecondary, and student groups. These letters of support are not "boiler plate" but rather are individually authored letters that indicate a good understanding of the intentions of RTT-D proposal.

(B)(5) Analysis of needs and gaps (5 points)

5

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(B)(5) Reviewer Comments:

The District has already developed and undertaken a high-quality plan for analyzing its status in implementing personalized learning environments. Baseline data were available from assessment results; external evaluation data; the State Department's audit process; and faculty, parent, and student survey responses. These data indicated the following needs: improved reading and mathematics skills for all students; a systematic process of curriculum development to align to college- and career-ready standards; enhanced professional development for faculty in major focus areas of literacy, mathematics and English language acquisition; development and expansion of formative assessments; deepened learning experiences for students who are in poverty, particularly in accessing technology resources; a system for personalized learning with expanded career academies and embedded project-based learning; utilization of college and career coaches to support the transition into college; alternatives to the grading model that is currently based on a single method of earning credit; and improving the district's use of the professional learning community model. The District convened a District Improvement Team (DIT) that reviewed the data and identified the need for a comprehensive plan to meet these needs. The District's RTT-D proposal with its clearly defined, rigorous goals and objectives aligned to identified needs is the animation of that comprehensive plan.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19

(C)(1) Reviewer Comments:

(a) The applicant links each requirement in C-1(a) to the goals and objectives of this proposal which have been clearly presented; explains the rationale and research base for each objective; includes a clear timeline; lists deliverables; and identifies responsible parties. This organized and coherent presentation allows reviewers to visualize the plan and connect each piece to the RTT-D core areas. The narrative serves as a road map for moving from current status to the realization of an even more effective personalized learning environment.

(b) Under this proposal personal Learning and Academic Improvement Plans would become a reality for all students and Family Literacy Programs would be expanded to five additional Title I schools. The District implements several effective instructional approaches and environments and would expand these via the RTT-D proposal. The District has adopted the Common Core Standards, is developing new curricula aligned to those standards, and is identifying course and grade level competencies tied to the standards that would allow students to demonstrate mastery in authentic ways in lieu of seat time. Interim formative assessments are being developed to inform instruction and measure progress toward mastery. Formative assessments linked to the curriculum would provide actionable information to students in a timely way, and inform personalized learning recommendations based on students' current knowledge and skills. Formative assessments such as PLAN, EXPLORE and ACT would help students determine their pathways toward becoming college- and career- ready. Second language learners receive feedback on their ELDA scores that track English Language acquisition. A variety of accommodations and high quality strategies to provide early interventions for struggling students is in place. District plans include one-to-one technology for all students; the one-to-one access model would be phased in in the participating schools over the course of four years. This would enable students to access and interact with digital learning content to carry out instructional tasks and to demonstrate mastery of competencies. The technology would include iPads and netbook carts in each classroom. All classrooms would become "Smart Classrooms" by the incorporation of interactive white boards and cameras in every class. Each participating school would have a computer lab. As part of the district's accountability measures, teachers in every class are required to have six hours of technology per year. The proposal details the one-to-one rollout, including the addition of a technology integration specialist and three additional staff to support the roll-out; and the replacement cycle. The District would keep an inventory listing of technology

that indicates whether all classrooms within the grant have one-to-one technology support including technology for student checkout in each library for all 21 schools included in the proposal. Mechanisms are in place for high-need students to help ensure they are on track toward meeting college- and career-ready standards. Clear timelines, deliverables, and responsible parties are included. **This section would have been even stronger with the inclusion of a summary of evaluation data demonstrating the effects of the Individualized Improvement Plans in K-2 and the Academic Improvement Plans (AIP) in grades 3-12 for students not achieving at grade level.**

(c) The primary mechanism to support students is interaction with a teacher, mentor, or college/career coach. For example, Career Action Plans (CAP) are developed for all eighth graders. The plans are reviewed annually by students, parents, teachers, and, where possible, a college/career coach. The process is intended to enable students to measure progress toward their goals and make decisions about future learning. Personal Learning Plans (PLP) are in place in all schools. Working together with teachers, students personalize instructional content and skill development to enable them to achieve their individual learning goals. Using personal learning plans, students reflect on areas of growth and development and make decisions about how they can best demonstrate competency of college- and career-ready standards.

(C)(2) Teaching and Leading (20 points)	20	17
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(C)(2) Reviewer Comments:

(a) The applicant proposes a rigorous professional development agenda complete with timelines, deliverables, and responsible parties. The district has set aside time and funding to allow four days of teacher planning at the elementary level, and three days at the secondary level, in addition to regularly embedded common planning time within the school day and week. All training and professional development are aligned with the reform agenda.

Through its experience with the academy model, the district realizes the need for collaborative planning, high quality professional development, and school change coaching. Thus, it plans to provide common planning time for course-alike and grade-alike teachers by 2014. A timeline for professional development focusing on curriculum development, student-centered coaching, career action planning and personal learning plans, advisor/advisee models, expanded use of technology, and the new teacher evaluation system is included. The professional development activities are aligned with the reform goals and will be ongoing as new teachers join the system.

The seat-time waiver pilot allows educators to personalize student learning by adapting content and instruction to engage students in common and individual tasks to demonstrate mastery of college- and career-ready standards. Recognizing that this will involve a shift in practice on the part of educators, the district has in place professional development and common planning time to allow educators to adapt curriculum to the Common Core framework and to create personalized units and instructional tasks. Because of the large increase in ELLs in its schools, the district will provide professional development on English language acquisition, sponsor English language academies, and cover expenses for graduate credit and assessment on ESL endorsement for all teachers. Specific professional development will be provided for teachers of mathematics and English. A goal of the common planning and professional development is the development of demonstration model units to be shared across the district.

Included in the RTT-D proposal is a plan to expand the current data system to allow all educators to access and interact with student data in real-time for the purpose of informing instructional practice and accelerating student achievement. A series of professional development opportunities for all participating educators to access and gain experience with the new system is planned. Teachers will also receive training in the new student-centered coaching model, with select teachers serving as academic coaches.

The district is adopting a new teacher, principal, and superintendent evaluation system that will measure progress based on student achievement and provide frequent feedback on effectiveness. Training will be provided to all staff.

(b) All educators will have access to students' personal learning plans, career action plans, and cross-curricular data in the expanded data dashboard system. Professional development would be provided to develop effective strategies for using the data to personalize learning. Teachers would develop new curricular units and evaluate their use with the student-centered teaching coaching model.

District educators are already ramping up curriculum to meet the Common Core Standards and aligning instructional content and assessments to college- and career-ready standards as well as working on English acquisition, mathematics, and literacy skills. Personalized learning plans and career action planning would be incorporated into their individualized

student approaches. To support the mid-grant goal that 100% of instruction will be informed by regular, embedded, formative assessments, educators are developing interim formative assessments to drive instruction. Professional development would be provided to help them develop and improve the assessments. Teachers are already using eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies), a partnership that prepares educators to be functional with technology. Professional development centers on developing processes for students to gain and share knowledge using electronic devices.

To support the seat-time waiver which will permit teachers to match student needs with specific resources and approaches, educators will develop new curricular units that include embedded formative assessments and expanded use of technology. It will also allow increased flexibility for students to customize their educational progress to their own demonstrated mastery of college and career ready standards. Educators would have access to tools including personal learning plans, career action plans, and the cross-curricular data dashboard to inform decisions about how to best match instructional processes and tools with student needs.

(c) Because of the academy model, school leaders have experience facilitating distributed leadership models within school sites. The expanded academy model under RTT-D would bring to scale the distributed leadership model across the district. The model allow for broad stakeholder input and collaboration around school reform. School leadership teams are working with the new teacher, principal, and superintendent evaluation system to establish transparency and promote open communication about educator effectiveness.

The section regarding training, systems, and practices to continuously improve progress toward increased student performance and gap closure is not sufficiently addressed.

(d) The applicant's plan to increase the number of students who receive instruction from effective and highly effective teachers is to improve the quality of all teachers using the new educator evaluation system. The district has developed a rubric that clearly defines Effective and Highly Effective Teachers and Principals. Teachers will receive timely feedback through classroom walkthrough systems, observation systems and conference systems that occur through the school year. Teachers will be given coaching via the student centered coaching model to improve instruction as needed. The proposal does not address hard-to-staff schools, subjects, and specialty areas.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

(a) The LEA central office is organized to provide support and services to all participating schools. The District Superintendent fully supports the proposal and has assigned three central office Curriculum and Instruction executive members of his cabinet to be directly involved in the implementation of the grant, indicating buy-in and support from the top. The Associate Superintendent for Curriculum, Instruction, Assessment, Accountability and Innovation would be the direct supervisor of the grant; her/his duties would include overseeing expenditures, procuring professional development agreements, assisting with the bid and purchasing activities and monitoring the timeline for implementation. The Associate Superintendent would also chair the Implementation Task Force. Assistant Superintendents would work on-site at the building level to ensure fidelity of implementation by assisting in gathering the required reporting data; ensuring that the professional development activities are being implemented in the classrooms as designed; and ensuring that resources put into the school are being used as the grant has dictated. An Implementation Task Force, made up of administrators; teachers; students; parents; and community members representing each participating school, would be in place to ensure

support for the grant. A Project Manager would be hired to manage all aspects of the grant including data collection; reports; budget execution; and inventorying of equipment, materials and supplies. To expedite the writing of the curriculum units and lesson plans proposed in the grant, up to eight additional Teachers on Special Assignment (TOSA) positions will be created to generate the work in a timely manner. The Business office would support the tracking of expenditures and monitor the receipt of Grant Funds.

(b) Under RTT-D, the school leadership teams in participating schools would be provided flexibility and autonomy in all matters pertaining to grant implementation. The building level principals, in concert with the school leadership teams, would have autonomy to generate school schedules and calendars; make school personnel decisions; and manage school level budgets.

(c) The district is taking the lead in the State to move away from the Carnegie Unit system of granting credit, and is investigating alternatives. The State Board of Education is fully supportive of this, and preliminary conversations have begun between the Superintendent and high school principals.

(d) Students are given the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways. One example of this is the use of *Cognitively Guided Math* in elementary schools. All students K-12 use rubrics for the evaluation of writing. The secondary English classrooms are learning how to facilitate student mastery through the use of a rubric and peer-editing processes. Writing is reviewed multiple times prior to assigning the final grade. The Algebra program is designed around a mastery-learning model that is being strengthened through the professional development linked to “*Extending Mathematical Thinking*,” a model for teaching that uses mastery learning. In a number of schools, students demonstrate mastery through public exhibitions.

(e) The applicant provides evidence that learning resources and instructional practices are being implemented that are adaptable and fully accessible to all students, including students with disabilities and English language learners. One-on-one instruction and assistive technology are provided if needed. Each school has instructional specialists who provide instructional support and resources to teachers in order to meet the needs of students. Many of the schools have reading specialists who work directly with students on a daily basis. Elementary schools have instructional assistants who support the needs of students directly in the classroom. The District has a program that ensures that migrant students have academic resources as well as health services and tutorial services. The district has a supply closet for clothing, school supplies and food for families and students in need. Annually, the community donates funds through a “Christmas card” fund that provides medical and dental support to students as required. The counseling program provides material resources as well as social services and direct counseling.

(D)(2) LEA and school infrastructure (10 points)

10

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(D)(2) Reviewer Comments:

(a) The overall purpose of the District's proposal is to take personalized learning to scale across the district, as evidenced by the goals and objectives of its reform plan (ensuring that every student enters school ready to learn; has the reading and math foundation skills; has parents engaged in activities that will promote expanded experiences; is college and career ready with supporting activities such as career coaches; has access to field trips to colleges; has access to technology; has appropriate pacing through content that is not dependent upon a “seat time requirement”; and has a personalized learning plan with pathways to an academy of choice). The proposal clearly describes the LEAs infrastructure and how it supports that purpose; it identifies specific departments, teams, and positions that would be responsible for the various initiatives contained in the proposal. The table included in section (D)(2) lists by goal resources and technical support available to students, parents, educators, and other stakeholders. **Most of the resources and supports are geared toward educators rather than to other stakeholders.** Some, for example, extended day/year, the Jones Center Partnership, college and career nights, college site visits, and college/career coaches are intended to support families. Students would have appropriate hardware in their classrooms and devices could be checked out from the school libraries. The expanded data system supported by this proposal would enable delivery of learning materials to students electronically.

(b) **The applicant does not adequately address technical support for students, parents, and other stakeholders.**

(c) **Information technology system acquisition is a major focus of this grant proposal. The system specifications would include links to tutorial systems and ensure that parents and students could export information in an open data format. No other information is provided in the proposal.**

(d) The proposal states that the district's new data system would be an interoperable.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The proposal includes an excellent, inclusive continuous improvement process that would provide timely and regular feedback on progress toward goals and identify opportunities for ongoing corrections and improvement during and after the term of the grant. The strategy addresses progress monitoring of all grant activities including the impact on classroom practice. The District Improvement Team would oversee the continuous improvement process and coordinate activities around each goal area. Each project would have an evaluation component designed specifically to measure its impact on student achievement and social and behavioral outcomes, increasing the likelihood that evidence is gathered around particular program elements to determine which are linked with the most efficient, effective, relevant and useful outcomes. Monthly meetings would be held with school improvement teams to evaluate progress toward grant goals. Additionally, school improvement teams would collect and review data to inform the process such as samples of student work, lesson plan design, and formative assessments. Including school improvement teams in the continuous improvement process is a strategy that moves the reform efforts from the district to each of its participating schools. The District Improvement Team would participate in this process as well as participate in classroom walkthroughs to collect trend data on classroom practice. The Classroom Walk Through (CWT) rubric, provided in the Appendix, provides consistent categories of information from classroom visits. The Superintendent, as Chief Executive Officer, would approve and oversee the overall project. This indicates buy-in from the top. The Associate Superintendent would oversee and manage the district improvement team and all activities within the grant. The District Improvement Team would be made up of Teachers on Special Assignment working on curriculum development, and the individuals contracted with the district to support the work, assuring a link between employees and contractors. Experts in evaluation and measurement from the University of Arkansas, along with other national experts, would work in partnership with the district. The Project Manager would collect and maintain the data that supports the work of each goal and publish reports to share information on the quality of RTT-D investments. Lastly, RTT-D would provide for an additional position—the Director of Improvement, Research and Evaluation—who would supervise the evaluation process, collect and analyze data, and give guidance toward improvement efforts. This process evaluation should support accurate monitoring and describing of the work of a RTT-D district and provide a picture of the myriad elements that must function together to personalize education and improve achievement for all students. This real time evaluation process would allow district and school leadership to have frequent conversations about the work and provide evidence to help determine where, and how, to guide, redirect, and refocus efforts.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The applicant meets this requirement. RTT-D information would continue to be posted on the District's website and Facebook page; would be shared monthly with the School Board and minutes of the meetings would be posted on the website; principals' meetings would have a standing item for a RTT-D update; and The Joint Council (representative teacher committee) would receive quarterly updates. Upon grant initiation, a Community Partners (CP) meeting would establish communication channels, timelines, reporting responsibilities and data gathering expectations. Three times annually, the district would convene a CP Focus Group to make adjustments based on feedback received in the interim. The district would build off existing practices to ensure multiple measures of communication and engagement are in place with external stakeholders. Grant progress would be shared monthly during Patron Shelf Meetings, which include community leaders; city council members; representatives from community organizations; and parents from all of the schools. Grant information would be shared through the City Council PTA meeting that is comprised of PTA leadership teams from across the district. In addition, an Improvement Showcase would be scheduled each spring. This event, led by the District Improvement Team, would convene school level improvement teams for a public event to share the knowledge and outcomes developed over the year. This event would serve as the basis for planning program and evaluation activities</p>		

for the coming year. Presentations would include data gathered by the project monitoring system under the direction of the Director of Improvement, Research, and Evaluation. The district improvement team would gather all necessary data and complete all reports required by the USDOE, including annual performance reports and a final performance report. In addition, the applicant expresses enthusiasm about collaborating with national efforts to share evaluation strategies and findings across a national technical assistance system and at other forums as appropriate or invited.

(E)(3) Performance measures (5 points)

5

5

(E)(3) Reviewer Comments:

The applicant proposes twelve ambitious yet achievable performance measures. For required performance measure (b), the District's current educator evaluation model does not yield numbers of students with a highly effective teacher **and** a highly effective principal. That data will be available once the new evaluation system is place. For each required and district-generated performance measure the applicant provides the rationale for each measure, the methodology for the data collection, and continuous improvement strategies; for some measures supporting research is cited. Performance measures are specifically defined to facilitate accurate data collection. For each performance measure, baseline data and annual targets for the grant period and beyond are provided for All students and for the district's identified subgroups.

(E)(4) Evaluating effectiveness of investments (5 points)

5

5

(E)(4) Reviewer Comments:

Evaluation activities would incorporate cost effectiveness analyses to examine the costs and outcomes of interventions and improvement strategies. Results would be presented as cost-effectiveness ratios, expressing cost per outcome (e.g. cost per increase in the number of highly qualified teachers or for increased graduation rates). Tying this analysis directly to the logic model would enable the district to determine which programs are effective, as well as the efficiencies and costs associated with alternative approaches. The Director of Improvement, Research and Evaluations would supervise the evaluation process. Investments in professional development would be monitored using research partnerships with the University of Arkansas' National Office of Research and Measurement of Educational Statistics (NORMES) office.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

The applicant offers sixteen complementary projects that comprise this proposal (see below). Each project is described in detail and is accompanied by a budget, rationale, timeline, and deliverables; supporting research is provided as applicable.

- Scaling up the pre-K program
- Getting all students on grade level in literacy
- Getting all students on grade level in Mathematics
- Accelerating language acquisition for English Language Learners
- Extended day/ Extended year opportunities
- Service Learning Projects (supporting students' transition to college and careers)
- College and Career Ready Programs
- Family Literacy Model (parental involvement)
- Increased access to Technology
- Piloting the Seat Time Waiver
- Personalized Learning Plans (Career Planning)
- Personalized Learning Plans (Project Based Learning)
- Expanding Multiple Pathways to Graduation
- Strengthening Professional Learning Communities
- Project Manager and Secretarial Staff; stipends for school site managers

- Director of Improvement, Research and Evaluation

The applicant's overall and project budget narrative and tables meet the requirements of this grant:

- (a) The applicant clearly identifies all funds that would support the proposal and identifies the source.
- (b) The amounts are reasonable and sufficient to support the development and implementation of the proposal.
- (c) Funds for one-time investments and those that would be used for ongoing operational costs incurred during and after the grant are clearly delineated.

(F)(2) Sustainability of project goals (10 points)	10	10
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(F)(2) Reviewer Comments:

For each of the sixteen projects included in its proposal, the applicant identifies a sustainability plan. For example, Project 1 - Scaling up the pre-K program: The proposal's budget includes a total of ten certified teachers and ten classified aides. The district will use matching funds, district funds, and funds from the Arkansas Department of Education to sustain this ongoing expense. The District would sustain curriculum work past the grant with district professional development funds. The district would sustain ESL-related professional development activities through Federal Title III funds and state categorical funding as needed for new staff members. Extended day/ Extended year opportunities would be sustained using Title I funds. State Categorical funds supporting poverty children, Title I parent involvement funds, district technology funds, and other district funds would support the remaining projects as appropriate.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8

Competitive Preference Priority Reviewer Comments:

For the Competitive Preference Priority, the District is building upon partnerships that have been in place since 2003 when the *Springdale Public Schools Education Foundation (SPSEF)* was formed by community leaders. The SPSEF serves the social, emotional and behavioral needs of students in partnership with the *Springdale Partners in Education (PIE)* and the *Springdale Schools Alumni Foundation*. *PIE* pairs area businesses with local schools to provide guidance and leadership to students through participation in the community; engagement with real world fields of work; and building community pride within the schools. The *Springdale Alumni Foundation (SAF)* provides the opportunity for alumni and patrons to maintain ties to the Springdale Public Schools and community. It has completed several memorial projects across the district and awarded more than 30 scholarships to Springdale graduates. The SPSEF integrates the network of partners who provide services to students by providing financial and human resources tied to school needs. Twelve partnerships are described in the application serving students in all or part of grades K-12 and providing a myriad of services ranging from early intervention behavioral programs to mentoring to students as they transition from high school to college.

The applicant identifies eight desired results including both educational and other outcomes for students that align with and support the applicant's proposal. The results, presented by targeted group, include increased parental involvement and support; increased college enrollment by second language learners; decreased absenteeism and discipline referrals; students coming to school ready to learn with appropriate materials and supplies; decreased obesity rates; poverty students reading on level by the end of third grade and performing on level in mathematics by the end of 5th grade; and increased first-time college enrollees, especially among poverty students. The partnership would track the selected indicators that measure each result at the aggregate level for all children within the district by the *All Students* academic indicator in literacy and math. Academic progress would be tracked for participating students in reading and mathematics. Building level leadership and counselors would use attendance records, discipline records, health records, poverty status, and homelessness status, from the files to target resources for students and to match service providers with students in precise ways. To sustain this over the life of the grant, the applicant proposes a dynamic database of currently available services for use by principals and counselors. Counselors, principals, and classroom teachers would be the primary contact for targeting students who would benefit from services and would determine the support schedule. The roles of the

SPSEF Director are to manage the program, sustain the *PIE*, serve as liaison between the schools and the partners, increase the number of partners. When the need for support exceeds the services available at the school, the school leadership team would work with the *SPSEF* Director to seek additional partners. Moving forward, the District proposes customer satisfaction surveys and improved record-keeping through the establishment of a dedicated database to improve results.

The applicant does not specifically address the integration of these services within the education process or how the partnership would build staff capacity to assess students' needs and assets; create a decision-making process to select, implement, and evaluate supports, and engage parents.

Annual ambitious and achievable performance measures are included.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The proposal unquestionably meets the Absolute Priority. The applicant coherently and comprehensively addresses how it will build on the core educational assurance areas defined in this notice to create learning environments designed to significantly improve teaching and learning through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards; accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers. The applicant proposes three rigorous yet achievable goals with supporting objectives to attain its goal of taking personalized learning to scale across the district by ensuring that every student enters school ready to learn; has the reading and math foundation skills required to succeed; has parents engaged in activities that will promote expanded experiences; is college and career ready with supporting activities such as career coaches; has access to field trips to colleges; has access to technology; has appropriate pacing through content that is not dependent upon a “seat time requirement”; and has a personalized learning plan with pathways to an academy of choice. The proposal clearly describes the LEAs infrastructure and how it supports that purpose. The proposal grows from activities already underway in the District and provides documented evidence of their success. The application is clear, consistent, understandable, and research-based. It advocates a whole-child approach and a balanced education system that would personalize teaching and learning. It involves educators from every level within the District from superintendent to support staff and includes mechanisms to keep them connected and informed. Parents are provided opportunities to participate in their children's education, and community partners provide additional resources and support. The proposal is thorough, precise, and straightforward, making it easy to replicate. It does not depend on a buffet of programs and fads, but is grounded in research-based techniques and strategies that have been demonstrated to increase the achievement of all students.

Total	210	198
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Race to the Top - District

A. Vision (40 total points)

Technical Review Form

Application #0319AR-3 for Springdale School District	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>Selection Criteria (A)(1) – Vision: Articulating a comprehensive and coherent reform vision.</p> <p>The Springdale School District explicitly shared a comprehensive and coherent vision</p> <ul style="list-style-type: none"> • The applicant provided the reviewer with the “Big Picture” regarding the belief system of the school district. The district has clearly embraced the demographic changes and are committed to creating innovative personalized learning strategies to meet the needs of their students. They are guiding their students towards careers in which they are able to build on their dual-language capacity • The applicant provided specific examples of programs that are currently in place to support students in all subgroups with a focus on ELL students and students living below the poverty line • The applicant provided evidence of a current reform agenda that is in alignment with the four core educational assurances areas set forth RTT-D. The agenda items reflect: <ol style="list-style-type: none"> 1. Implementation of a rigorous and relevant curriculum aligned to the Common Core State Standards. 2. Tracking student performance data via a district-designed data dashboard system and formative assessments through partnerships. 3. The district recruits "top tier" teachers. They make a concerted effort to hire staff that reflects the diversity of the school population. 4. The district has implemented the Turnaround School Principles in the Alternative Learning Environment High Schools. Principals were replaced and teachers were considered for their placement. • The applicant clearly and thoroughly shared the goals which incorporated specific objective for each goal, related to the plan. The goals included: <ol style="list-style-type: none"> 1. Goal #1 - Drastically accelerating student achievement by: scaling-up the existing Pre-K program; ensuring that all students are on grade level, in reading, by grade 3; ensuring that all students are on grade level, in math, by grade 5, and; accelerating language acquisition for English Language Learners. 2. Goal #2 - Deepen student learning by: closing the achievement gap by: incorporating extended day and extended year programs and Increase access to technology and technology integration in classrooms. 3. Goal #3 - Increase equity through personalized learning strategies by: serving as a pilot for the Arkansas Seat-Time Requirement Waiver; extend personalized learning plans, project-based learning and, advisories; expand multiple pathways to graduation, and; strengthen professional learning communities. <p>Overall, the Springdale School District scored in the high range for this section. The applicant clearly and cohesively incorporated the importance of preparing all students for career and college readiness via the current reforms in place and the proposed goals shared that will bolster the reform.</p>		
(A)(2) Applicant’s approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The Springdale School District explicitly provided the criteria that they used to identify the schools that would be a part of the reform proposal.</p>		

(a) The participating schools that were selected clearly meet the criteria outlined by RTT-D. The district identified two methods in identifying the schools. The first group of schools were selected using the ESEA Flexibility Waiver. There were nine schools, 8 focus schools and 1 priority school selected. These schools were selected due to the need for assistance in meeting the new AMO goals identified by the ESEA Flexibility waiver. All of the schools met the 40% free and reduced benchmark, all of the schools are at the bottom 15% in student achievement, and the priority school is at the bottom 5% in student achievement. The second method reflected the identification of high poverty schools (as defined).

(b) The participating schools were all listed and specific data reflecting the number of participating students, educators, high-need students, and low-income students for each school participating in the grant.

(c) The applicant clearly shared the methods and data used to identify the schools that would be participating in this grant. The first method clearly defined the schools in the high-need (as defined) category and the low-income (as defined) category. The second method only identified the low-income (as defined) group of schools but, not the high-need (as defined). These two are not synonymous.

Overall, the Springdale School District scored in the high range for this section. The applicant provided a detailed analysis of the selection criteria, participating schools, and participating students. The schools selected would benefit from the goals and objectives identified in this application.

(A)(3) LEA-wide reform & change (10 points)	10	9
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(A)(3) Reviewer Comments:

Selection Criteria (A)(3) – Vision: LEA-wide reform and change.

The Springdale School District explicitly shared their high-quality reform proposal that described how the plan would be scaled-up, support district-wide change, and reach outcome goals.

The applicant presented a comprehensive plan reflecting the short-term outcomes, long-term outcomes, resources needed, and how the plan would be scaled-up to transcend the schools previously identified. The applicant shared the exact objectives attached to each of the three goals identified. The applicant identified the projects that will assist in scaling-up up the plan/goals to a meaningful reform. The applicant identified specific short-term outcomes and long-term outcomes for each project that supports the objective and ultimately the goals.

The following reflect the specific indicators that will lend to improving student learning:

- Scaling-up the pre-K program to ensure that all high-need students are able to attend this early learning opportunity
- Develop a curriculum that will ensure that students in grade 3 are reading at benchmark and are on grade level by the end of grade 5
- Train all faculty to ensure to accelerate language acquisition of all ELL students
- Conduct college and career readiness nights
- Extend the school day and school year opportunities
- Monitor teacher and principal performance
- Provide opportunities for students to gain credits through personalized learning opportunities

The resources shared in order to make these come to fruition were clearly identified and thoughtfully aligned to each goal.

Although the applicant identified the short-term outcomes and the long-term outcomes, the timeline was not clearly presented or shared. The short-term outcomes and long-term outcomes are relative. A more defined timeline would pinpoint when these particular projects would be implemented.

Overall, the Springdale School District scored in the high range for this section. The information supported the plan in the chart and was thorough and reasonable. However, a specific timeline would have provided increased clarity.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
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(A)(4) Reviewer Comments:

Selection Criteria (A)(4) – Vision: LEA-wide goals for improved student outcomes

The Springdale School District explicitly shared a plan for improved student outcomes that highlighted ambitious yet achievable annual goals.

(a) The applicant identified four criteria to determine proficiency status and growth. The four areas include: summative assessment data (state benchmark data), new AMO's set by the ESEA Flexibility Waiver, Growth score for the school determined by the percent of students who met their growth score and, the adjusted ESEA Flexibility Waiver defining the achievement gap for each school, which is based on the gap between the Targeted Assistance Group (students who are in the English Language Learners (ELL) and Students with Disabilities (SWD) subgroups) and all students.

(b) The Arkansas Department of Education defined the achievement gap for each school based on the difference between identified the Targeted Assistance Group (TAGG) of students and all students. The TAGG students are students who are in the ELL and SWD subgroups. The students in these subgroups must increase their proficiency rating by 50% of their baseline scores.

(c) The applicant shared the graduation rate trajectory via a chart. The quantitative gains over through SY2016-2017 are ambitious yet achievable. The growth rate is achievable if the students are engaged or exposed to the objectives and actions of the the goals set forth by the plan.

(d) The applicant identified a specific formula used to determine the growth rate of college enrollment. The applicant identified the projected rate for college enrollment through the SY 2016 - 2017 school year. The data was presented via a chart reflecting demographic student groups an the targeted populations (ELL, SWD, Economically Disadvantaged).

(e) The applicant identified a 4% increase per year.

Overall, the Springdale School District scored in the high range for this section. The information supported an ambitious yet achievable plan. An upgrade would reflect the applicant providing the specific grade levels as it related to the performance on summative assessments. **The chart for the literacy and math section did not define the exact levels (primary, middle, or upper)**

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13

(B)(1) Reviewer Comments:

Selection Criteria (B)(1) – Prior Record of Success and Conditions for Reform: Demonstrating a clear track record of success.

The Springdale School District shared extensive evidence that reflected a clear record of growth.

(a) The applicant share specific longitudinal data over a period that demonstrated growth in priority areas. The applicant included artifacts, as evidence, that supported the records of success. The Appendix B3 clearly shared desegregated demographic data reflecting the performance gains for students more than a four-year period, from 2004 - 2011. The data reflected math and literacy gains over time for students in grade 3 - 9 (composite), ELL students, and SWD. The graph reflects that all of the students named in this category performed higher than the benchmark. The applicant included a chart that reflected the data for student graduation rate for a three-year period.

(b) Based on the ESEA Flexibility Waiver, the definition of low-achieving schools was adjusted. The district identified 9 schools (8 Focus schools and 1 Priority School) that met this criteria. The eight focus schools met their first year school improvement goals but the one Priority School did not meet the benchmark. As a result, the district incorporated the principles from the Turnaround Schools. They named a new principal, re-interviewed faculty, revised the school mission and vision and, implemented a new classroom walk-through system designed to monitor instructional practices.

- The applicant included an example of a school under reform that has demonstrated a nominal gain in Algebra (2%) and an example of increased family engagement. The applicant mentioned other examples of schools that were recognized for their performance growth and achievement
- The applicant shared varied opportunities given to parents and students to communicate information regarding instruction and services. They also shared measures taken to inform stakeholders and improve stakeholder (parent) participation rates

(c) The district makes many efforts to make student performance data available to the public. The applicant shared the following ways in which data is made available to students, educators, and parents:

- A district Facebook account
- A district-developed data dashboard
- Parent and student conferences, no less than two times per year
- Students and parents receive grade reports every five weeks.
- ELDA data on ELL students is provided to teachers
- Students and parents use the data to assist in formulating student goals

Overall, the Springdale School District scored in the high range for this section. The information shared provided a clear view of the districts actions to keep parent and student stakeholders informed. Teachers have access to student information to assist them with informing their instructional practices and communicating to the parents and students. However, the applicant only provided limited information regarding how parents use the data to create goals. The applicant neglected to share the process in which this occurs nor did they include the share the frequency of this collaboration. The applicant did not provide enough information to determine if this level of parent involvement is effective.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

Selection Criteria (B)(2) – Prior Record of Success and Conditions for Reform: Increasing transparency in LEA processes, practices, and investments.

The Springdale School meets the all requirements as defined by Selection Criteria (B)(2).

The applicant shared that all salaries and expenditures are shared with the public on the district’s website. All audit information is available to the public. The applicant provided website snapshots to show aspects of the district budget, salaries, and expenditures

Overall, the Springdale School District scored in the high range for this section.

(B)(3) State context for implementation (10 points)	10	8
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(B)(3) Reviewer Comments:

Selection Criteria (B)(3) – Prior Record of Success and Conditions for Reform: State context for implementation.

The Springdale School District provided extensive evidence that demonstrates that they can execute the expansion of personalized learning environments in their district.

The applicant provided eleven specific examples of evidence that demonstrated the ability to meet the requirement for the expansion of personal learning environments. The applicant shared specific examples that support evidence of autonomy and support to carry out the work of the RTT-D:

- Each school district can provide updates from ADE to highlight the work of the PARCC consortium
- The district has identified a task force to determine a model that will be used to move away from Carnegie Units
- The district will pilot a state-endorsed program to expand career and technical programs. The high schools will determine which content areas that would benefit or support the expansion

Overall, the Springdale School District scored in the high range for this section. However, only a few examples reflected opportunities for the autonomy of the district.

(B)(4) Stakeholder engagement and support (10 points)	10	10
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(B)(4) Reviewer Comments:

Selection Criteria (B)(4) – Prior Record of Success and Conditions for Reform: Stakeholder engagement and support.

The Springdale School District met the benchmark for this Selection Criteria

(a) The applicant provided evidence that the stakeholders were involved and actively participated in the development of the proposal. The applicant provided a timeline reflecting dates of various events/meetings that took place in order to involve stakeholders in the proposal and the development process of this grant. (ii) The district does not have collective bargaining. However, the applicant clearly stated a confidence vote of 70% was secured at each participating site.

(b) The applicant provided various letters from stakeholders supporting the plan. The letters were included in the appendices. These letters were authentic letters of support and were not boiler-plate letters.

Overall, the Springdale School District scored in the high range for this section. The district did an excellent job involving all stakeholders in this process.

(B)(5) Analysis of needs and gaps (5 points)	5	5
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(B)(5) Reviewer Comments:

Selection Criteria (B)(5) – Prior Record of Success and Conditions for Reform: Analysis of needs and gaps.

The Springdale School District provided a comprehensive analysis of the needs and gaps.

The applicant identified specific areas that need growth and development. The applicant identified baseline data and established the goals needed to maximizing the personalized learning environment. The district took it a step further by establishing a District Improvement Team (DIT) to analyze the data collected and use that analysis to identify opportunities to close the instructional gaps. The DIT set ambitious goals but, also determined exactly what would need to occur to ensure that the goals are met. The DIT identified areas of upgrade the county needs to address around professional development.

The DIT is charged with analyzing the identified goal and monitoring the outcome of the goals. The applicant shared examples of this monitoring which would be in the form of feedback to staff, on-site professional development opportunities, and established rubrics that would be used during instructional walk-throughs.

Overall, the Springdale School District scored in the high range for this section.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	15

(C)(1) Reviewer Comments:

Selection Criteria (C)(1) –Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner.

The Springdale School District conveyed how the plan will supported all tenets outlined in the *Learning* selection criteria.

(a) The district understands that students must see the link between what they are learning and how this is the key to them meeting their future goals. The district shares four specific opportunities that students have to engage in establishing goals. These opportunities occur via: The Family Literacy Program, personalized learning plans, extended day and year program, and student engagement in goal planning and setting. Also the use of the data dashboard to provide access to student information. Although the applicant shared specific opportunities for students to delve into individualized goal-setting, they did not explicitly share the role of the parent engagement. The applicant also did not share exactly how each of those opportunities would occur. More details related to the "how" would support these claims.

The applicant shared that one way to deepen learning experiences in areas of interest would be by providing students with a coherent curriculum and sound instructional models, creating rigorous and engaging interdisciplinary models, and differentiating instruction. These components will support student learning and students meeting career and college readiness. The applicant also shared the importance of structured professional development. The applicant provided a timeline, deliverables, and the responsible parties.

The district has a heightened awareness to the importance of providing students with access to diverse cultures and contexts. The district has taken opportunities to incorporate into learning. They have foreign language programs and International Baccalaureate (IB) programs in two elementary schools and one high school. They have a viable partnership with the Jones Center to support families by providing access to the information pertaining to college readiness.

The district has developed a new curriculum that promotes the skills needed for the 21st century learner. These skills help students develop their critical thinking which is a key component for career and college readiness.

The applicant provided information related to the timeline, deliverables, responsible parties for each proposed idea in this section.

(b) In order to bolster personalized learning goals, the district uses summative data to help create goals for individual student plans. Plans are revisited with parents, students, and faculty in the Spring of every year. The district incorporates the Family Literacy Model to help students build a culture of support and identify the importance of goal-setting beyond high school. The applicant shares how they want to scale this idea up to incorporate more schools. However, the plan only speaks to how to share the information with that parent. It does not share the exact involvement of the parent or the role of the parent once the Spring meeting occurs.

The applicant shares that the district current has high-quality instructional approaches and environments, including:

- The IB program in two elementary schools and one high school
- 20 AP courses
- Dual enrollment opportunities
- Instructional strategies used to teach students to engage in challenging content
- Earning credit through content mastery as opposed to seat-based Carnegie Units

Although the applicant shared that strategies are taught to students, they did not provide details regarding which strategies were used or how they were embedded into instructional deployment.

The district will scale-up the student interaction with digital learning via instructional tasks. The use of iPads and Netbooks carts in each classroom will assist in access. Teachers are currently required to take a six hour technology course per year. The applicant needed to expand on how they plan to support the students in the use of this technology and how using the technology will translate into increasing student learning and achievement.

The system continually provides feedback to the stakeholders. The district wants to scale-up the current data dashboard system that is in place to increase the data that is provided to parents, students and staff.

(c) The district clearly uses data to inform student goals and learning. The applicant shares various training that the students will receive in order assist the student in being an active member in their goal setting and in their development. The applicant shares how the plan will support students use of tools to assist them in their development but, it does not share the exact objectives of the training the students will receive or how what they learn will directly support them. The applicant continuously reiterated the goals of the proposal and provided a detailed synopsis of how those goals would be met.

The applicant provided specific measures that they will take in order ensure that teacher capacity increases through staff development opportunities.

Overall, the Springdale School District scored in the medium-high range for this section. They clearly established opportunities to improve teaching and learning by personalizing the leaning environment for all students. The applicant incorporated the importance of involving the parents in this process and also provided details of how they would be involved. The one area the applicant did not develop regarding the parents related to access to technology in the home and how to ensure that all families have access and the knowledge needed to access student information.

(C)(2) Teaching and Leading (20 points)

20

17

(C)(2) Reviewer Comments:

Selection Criteria (C)(2) –Teaching and Leading: An approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students.

The Springdale School District conveyed how the plan will support all tenets outlined in the *Learning* selection criteria.

(a) The district understands the importance of providing their staff with the necessary support in order to support the reform. The applicant shared the need to scale-up the time teachers have to collaboratively plan together. They have started to identify time to provided common planning for teams. This will increase the conversation around teaching and learning with a student-centered model approach, a focus on career action planning and personal learning goals. They will also use that time to discuss their role as a teacher advisee, expanded use of technology and their evaluation system.

The teacher will use the Gradual Release of Responsibilities model for ELL students in order to promote student engagement in their own learning. Teachers will receive training on this model along with additional training on Cognitive Guided Math, Thinking Mathematically, Balanced Literacy, and how to incorporate the CCSS frame to create personalized learning units (differentiation). The seat-time waiver will allow teachers to bolster this personalized learning opportunity for all students.

The use of the existing data dashboard and the student-centered model will foster increased opportunities for staff to use data to inform their instructional practices.

The district will be piloting the new evaluation system for teachers and principals. The new evaluation system meets the guidelines established by the ESEA Flexibility Waiver. The state has a built-in support model.

(b) The scaled-up data dashboard will allow school leaders and educators to access career action plans, student performance data, personal learning plans, and cross-curricula data. The student-centered model will allow staff to reflect on their instructional approach and student needs.

The staff will pilot the seat-time waiver and incorporate the resources received via trainings (previously mentioned) to create personalized learning environments for all students. The applicant shared that the teachers will continue to incorporate the use of technology and model opportunities for students. The applicant did not incorporate details pertaining to how this modeling and technology incorporation will bolster personalized learning environments for students.

(c) The school leaders will ensure that level-alike teachers have increased common planning time which will lend to discussing the plan needed to incorporate various tools into their lessons. The teachers will have access to student data which will help them inform their instructional practices. The applicant stated that each school will designate coaches to facilitate the common planning and the discussion. Due to the seat-waiver, teachers will have the time needed to create teaching and learning opportunities suited for student needs.

All school leaders and leadership teams will receive training on the new systems put in place designed to support career and college readiness. The applicant inferred that this would be a model in which the leadership will be the trainers. The applicant should included more detailed information pertaining to the specifics regarding the trainings.

(d) The applicant incorporated some important ideas that will assist in bolstering opportunities for students to receive high-quality, effective instruction. The applicant noted that the district adopted the new evaluation method and developed a rubric that clearly defines Effective and Highly Effective Teachers and Principals. The applicant shared that teachers will receive specific feedback on an ongoing basis and that they will be recognized for their "outstanding performance." However, the applicant did not include the specific look-fors that lends itself to effective instruction or leadership practices. More detailed information in the section would provide increased clarity.

Overall, the Springdale School District identified and provided information related to all of the tenets. As a result the score is in the medium to high range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>Selection Criteria (D)(1) –LEA practices, policies, and rules: The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.</p> <p>The Springdale School District conveyed information outlined in this selection criterion.</p> <p>D1 (a) The applicant provided detailed information related to how the district is organized and the roles and responsibilities of specific individuals who support all schools. The applicant also incorporated information related to the roles and responsibilities of individual groups and individuals in place to support the grant. The shared information pertaining to:</p> <ul style="list-style-type: none"> • An Implementation Task Force • A Project Manger • Teachers on Special Assignment (TOSA) • The Director of Improvement, Research and Evaluation <p>(b) All schools will be provided with flexibility and autonomy over school schedules, calendars, personal decisions staff selection, and the management of their school level budgets.</p> <p>(c) The district gives students opportunities to progress based on mastering the indicators at their on pace. This is possible due to the seat-waiver pilot. The district will pilot the seat-waiver to provide students an opportunity to earn credits once content is mastered as opposed to the Carnegie Unit. The district is being supported by the the state, the board and parent stakeholders in the development of this proposal and model.</p> <p>(d) The applicant shared ways that the district provides multiple opportunities for students to demonstrate mastery of content. They use the eight core competencies outlined by CCSS to guide these opportunities for students in math, public exhibitions (student presentations), end of course assessments, task presentation, and opportunities for public speaking.</p> <p>(e) The district ensures that students with disabilities and ELL students receive equal access to the curriculum. They ensure this by providing one-on-one support, instructional specialists, resources to teachers, and assistants. The district also tends to the social, emotional needs of students and their families.</p> <p>Overall, the Springdale School District scored high on this section. The applicant shared specific practices, policies, and rules that facilitate personalized learning.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	7
<p>(D)(2) Reviewer Comments:</p>		

Selection Criteria (D)(2): LEA practices, policies, and rules: The LEA and school infrastructure supports personalized learning.

The Springdale School District conveyed a plan that would support the infrastructure of proposal.

(a) (b) The applicant identified pathways needed to create a viable personalized learning environment. The applicant discussed the components that will support students in this skill attainment. The applicant shared that all school staff and parent stakeholders would have access to student performance data. However, the information pertaining to parent access was not clear. The applicant did not share if all parents have technology access at home or if they will be provided with access at home. The applicant needed to provide additional information pertaining to the training plan that will be in place to ensure that all parent stakeholders are engaged in the process and are active members in this process.

(c) The applicant shared that the district was in the process of bidding on a data system to strengthen the districts current system and make it more user-friendly. The applicant shared the goal of this system which is ultimately to keep parents informed and engaged in their students education. However, the applicant did not provide a timeline related to the training of parents or address technology access in homes.

(d) The district currently has a data dashboard in place. They are looking to scale-up the system to refine the data pool and increase opportunities for stakeholders to use the data to inform the instructional programs for all students. The applicant did not share a detailed plan related to the particular tenet.

Overall, the Springdale School District scored in the middle to high range on this section.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	14
(E)(1) Reviewer Comments:		
<p>Selection Criteria (E)(1) – Continuous improvement process</p> <p>The Springdale School District conveyed a plan that would support the tenets outlined in this selection criterion.</p> <p>The applicant shared the moral and fiscal responsibility that is attached to the RTT –D budget. The applicant clearly established a sense of integrity as it relates to ensuring that the funds are appropriately allocated. The applicant clearly establishes that all of the goals identified were developed based on an established theory of action. As a result, the goals are aligned to needs for improvement. The applicant noted that a system of continuous feedback and reflection will be designed to monitor the goals and provide opportunities for continuous improvement. The applicant shared the role of many teams along with the role of the superintendent are to ensure that the plan is implemented with integrity. The DIT will be involved with the facilitation of presentations and identification of needed opportunities for professional development.</p> <p>The Project Manager will monitor and collect data pertaining to the individual goals and publish the findings. The Director of Improvement, Research, and Evaluation will collect teacher and principal evaluation data and use that data to provide guidance toward improvement efforts.</p> <p>The applicant clearly outlined how they will use regular and responsible feedback as the foundation toward continuous student improvement. However, the applicant did not share a specific timeline.</p> <p>Overall, the Springdale School District scored in the higher range on this section.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

Selection Criteria (E)(2) – Continuous improvement process

The Springdale School District established a comprehensive plan to strategically share information with the public on an ongoing basis.

E(2) The applicant identified multiple measures to share information with all of the stakeholders. The applicant noted that they would share information via:

- Posting all RTT-D information on the district website and Facebook page
- Posting all board minutes reflecting RTT-D information on the district website
- Adding to RTT-D updates to all principal agendas
- Quarterly updates from The Joint Council (teacher committee)

The district will establish a Community Partners committee. The CP meeting will be held three times annually to share information related to communication channels, timelines, data, and reporting of responsibilities. The district will make adjustment based on CP feedback.

The district will share grant progress monthly at Patron Shelf Meetings, which include: community leaders, city council members, representatives from community organizations, and parents. The district will also share information at City Council PTA meetings.

Overall, the Springdale School District scored in the high range for this section.

(E)(3) Performance measures (5 points)	5	5
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(E)(3) Reviewer Comments:

Selection Criteria (E)(3) – Continuous improvement process

The Springdale School District provided explicit information for this section.

(a) The applicant explicitly stated the school reform goals which were ambitious yet achievable. The applicant clearly identified a rationale, methodology, and the continuous improvement needed to support each goal. Each rationale was explicit and related directly to what is needed to support the reform. An example of a viable rationale was in support of the "highly effective principals and teachers are proven to have an impact on student achievement. The applicant's rationale cited the districts involvement in a study called, The Widget Effect. The findings noted that the current model of analyzing teachers did not discriminate skill levels of teachers and principals. Therefore adopting the new evaluation system will support previous findings and bolster the district's ability to establish a more reliable way to discriminate between effective and highly effective staff. The methodology established how each objective will be carried out and the continuous improvement provided an outcome.

The plan has the appropriate number of performance measures required. The performance measure were clearly identified. The plan clearly established the rate of growth over time.

The Springdale School District met all parameters of this section.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
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(E)(4) Reviewer Comments:

Selection Criteria (E)(4) – “Ambitious yet achievable” plan

The applicant established opportunities to identify ways to determine the effectiveness of described funding as it pertains to the grant. The Director of Improvement, Research, and Evaluation will supervise the evaluation process. Investments in professional development will be collaboratively monitored by the district and the University of Arkansas. The applicant established that the funds would be used to scale-up the plan to ensure long-term sustainability. The applicant reiterated the importance of closely monitoring the technology integration and closely monitoring professional development for teachers. They will analyze the overall impact of the learning by gathering data on enrollment and attendance; academic achievement; and stakeholder satisfaction surveys.

The Springdale School District met all parameters of this section.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>Selection Criteria (F)(1) – Budget for the Project</p> <p>(a) The Springdale School District shared a comprehensive budget that will support the proposal.</p> <p>(b) The proposed expenditures are reasonable and support the goal implementation of the plan. The applicant identified specific projects that are in place to support each goal objective. The applicant carefully allocated funds for each project.</p> <p>(c) The applicant provided a coherent rationale for each project. The applicant clearly delineated funds that will be needed for the life of the grant or if the funding was a one-time investment. The applicant also included line items from fund sources outside of the grant that will be used to support the project. The applicant shared the timeline for each project expenditure.</p> <p>Overall, the Springdale School District provided scored in the high range for this section.</p>		
(F)(2) Sustainability of project goals (10 points)	10	8
<p>(F)(2) Reviewer Comments:</p> <p>Selection Criteria (F)(2) – Sustainability for Project Goals</p> <p>The Springdale School District provided a list of sixteen projects that would derive from this proposal.</p> <p>The applicant shared a list of project goals that are a focus in this proposal. The applicant shared how the projects will be sustained beyond the life of the grant. The applicant identified the following as matching funding sources:</p> <ul style="list-style-type: none"> • Arkansas department of Education • District funds • Federal Title III funds • State Categorical funds • District Technology funds <p>The rationale for each project was appropriate and supported the goals of the reform. The overall budget summary chart clearly shares the grant expenditures over the course of the four-year grant period.</p> <p>Overall, the Springdale School District provided scored in the medium high range for this section.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	6

Competitive Preference Priority Reviewer Comments:

Competitive Preference Priority

In 2003, The Springdale School District and a group of community leaders established the Springdale Public Schools Education Foundation (SPSEF). The SPSEF was charged with raising private funds to support the school system. The SPSEF in partnership with the Springdale Alumni Foundation and the Springdale Partners in Education support teaching and learning, provide additional educational resources, support social-emotional needs of students and engages a broad-based community support system.

(1) The applicant shared that the SPSEF integrated a myriad of partners who provide financial support and human resources needs to students. There are 12 partnerships that are in place to serve students and families. These partnerships are geared toward supporting students and families with varying needs. There was one partner, The Family Literacy Program that directly supported the ELL students and their families.

(2) The applicant identified eight desired outcomes targeted for ELL students (K-7 and 9-12) and students who fall into the category of low-income. The types of results are geared toward supporting; family, education, and community. The desired outcomes were clearly defined and aligned to student needs.

(3) The applicant shared the student performance data are tracked and for participating students. The school leaders and counselors use data including attendance, discipline, health records, poverty status and homelessness status to target the students and match them to the various programs. The district has identified and decision-making model and infrastructure to select, implement and evaluate the supports to address the individual needs of students. The district is still analyzing protocols to scale-up this support in a methodical way. The district admittedly shared that a more concerted effort to establish overall satisfaction records need to be collected in order to manage the logistics.

(4) The partnerships do not have a clear mode of integration. This is an area that will need to be addressed.

(5) The applicant shared that SPSEF builds the capacity of all staff and partners via an annual meeting where all partners and school personnel meet to share mutual needs. The applicant did not explicitly share how the partnership would assist teachers in increasing their ability to meet the needs of their students. The applicant did not provide explicit ways in which, parents are involved in the decision-making process to improve student results over time.

Overall, the Springdale School District scored in the medium range for this section. More detailed information is needed to get a clear picture of the role of the partnerships as it relates to teachers and parents. Also, additional information pertaining to the plan to integrate these partnerships to ensure continuity of services for students and families.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The Springdale School District did an excellent job creating a comprehensive and well thought-out plan. The vision and the beliefs of this school district were woven throughout the application. The applicant clearly identified the three goals that were collaboratively identified to support educational reform. The applicant clearly identified the importance of

ongoing professional development, collaborative planning, and ongoing feedback to create a personalized learning environment for all students and in turn increase student achievement. The applicant conveyed the importance of working collaboratively with stakeholders to establish a network of support to meet the needs of students and families. The applicant is committed to accelerated instruction and deepening the learning experiences for students in order to prepare students for career and college readiness. The use of the new evaluation system for teachers and principals coupled with the seat-time waiver pilot program from the state, students will have increased access to effective educators, quality instruction, and increased opportunities to master indicators in an individualized learning environment.

This is a strong and competitive application.

Total	210	186
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Race to the Top - District Technical Review Form

Application #0319AR-4 for Springdale School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

(A)(1) Reviewer Comments:

The applicant provides a comprehensive and well-written plan. Its reform vision aligns with the Race To The Top core assurances by using the whole child approach to education as defined by the ASCD (Association for Supervision and Curriculum Development). For example, the applicant will train all teachers in Cognitive Guided Mathematics model that promotes the use of process skills defined in Common Core State Standards. The applicant has identified three main goals: accelerating student achievement, deepen student learning through the use of technology, and personalizing student learning strategies. Specific objectives for each meeting each goal have been outlined, i.e. scaling up its existing pre-K programs in order to accelerate learning for high needs students.

The district is well supported by over 150 community business and university partners. Letters of support are thoughtful and show a deep understanding of the plan goals.

(A)(2) Applicant's approach to implementation (10 points)	10	9
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(A)(2) Reviewer Comments:

(A)(2) Reviewer Comments:

The applicant's approach to implementing their reform proposal begins with participant selection. The selection process uses two methods of identification. First, participating schools were selected based on the ESEA Flexibility Waiver request that identified Priority (bottom 5%) and Focus Schools (bottom 15%). Secondly, all of the schools selected meet the 40% free or reduced lunch criteria - participating schools are high poverty schools with 70% or more children receiving free or reduced lunch assistance.

The applicant has provided extensive data (in table format) listing each participating school's raw data and percentages that meet and exceed grant requirements. This demographic data identifies both student and teacher information. The estimated number of participating students is over 16,000.

(A)(3) LEA-wide reform & change (10 points)	10	9
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(A)(3) Reviewer Comments:

(A)(3) Reviewer Comments:

The applicant has developed a high-quality plan, sharing its vision for reform. The goals and objectives will be scaled up to show meaningful reform and support district-wide change. The applicant provides a table that summarizes the goals and objectives, as evidenced by its methodical and detailed presentation. Each goal is identified with specific objectives listing "scaled up" projects, short and long term outcomes and resources to be used to reach their goals. For example: information provided in the table for Goal 3 – Increasing equity through personalized learning, presents objectives, i.e. participation as a pilot site for the Seat Time Requirement Waiver where an alternative to the Carnegie credit system is established.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
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(A)(4) Reviewer Comments:

(A)(4) Reviewer Comments:

The goals for improved student outcomes are outlined. Baseline assessment data (2011) establishes the number and percentage of students who are at proficiency level or above. The summative data submitted is based on the

current assessment system with growth trajectories that have been calculated and established for each student. The goals are ambitious and achievable as evidenced by the Math Performance growth for the African American subgroup that grows from 65.04 in 2011 to 79.61 by 2016. The methodology for determining growth is provided - the formulas used to set the goals are defined overall and for each subgroup. The applicant has presented a specific methodology for determining the decrease in achievement gap based on the gap between TAGG students and all students performance over the next six years.

High school graduation rate data baselines at SY 2010-2011. The high school graduation rate over time is ambitious and achievable as evidenced by its gradual increased graduation rate overall and by subgroups. The table for the graduation rate goal demonstrates this gradual improved expectation. For example, the graduation rate for English Language Learners grows from 71.95 percent in year 2011 to the goal of 83.64 percent by 2016. The current college enrollment rate overall is 46.37% with growth at 73.19% by SY 2016-17.

Optional postsecondary degree increases are projected at an overall increase of 4% per year, a reasonable and achievable goal.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13

(B)(1) Reviewer Comments:

(B)(1) Reviewer Comments:

The applicant provides evidence of improved student learning and achievement. The district underwent a Quality Assurance Review and Audit in (2010-2011). External evaluators identified growth in the following areas: closing the achievement gap, increased diversity in instructional staff, improving current data system, and aligning curriculum to college and career-ready standards. The audit results provided information that will be used to implement change where needed. The applicant provides trend data that shows improved student outcomes over the past five years as evidenced by its graduation rate increase from 78.5% in 2010 to 80%. Annual school performance report cards list achievements in their lowest achieving and low-performing schools.

The district was selected to participate in an investigate study known as The Widget Effect. The study identified a high need for change in teacher evaluation. A new teacher evaluation will be in place by SY2013-14. Resources for this grant will be used to build on to their data collection system, improving the way performance data is distributed to stakeholders. Achievement data is shared through public presentations, newspapers, and posted on the district's website. The district has developed a data dashboard where parents and students can access real-time assignments and grades. The data dashboard provides ongoing data information that is used to inform instruction, and improve participation and services. Parent Teacher conferences are well attended. Progress reports and report cards provide ongoing student improvement and intervention as needed.

The District Instructional Team will monitor and analyze the data throughout the project. The team will be involved in Teacher evaluation, professional development and will aid in making adjustments as needed.

(B)(1) Reviewer Comments:

The applicant provides evidence of improved student learning and achievement. The district underwent a Quality Assurance Review and Audit in (2010-2011). External evaluators identified growth in the following areas: closing the achievement gap, increased diversity in instructional staff, improving current data system, and aligning curriculum to college and career-ready standards. The audit results provided information that will be used to implement change where needed. The applicant provides trend data that shows improved student outcomes over the past five years as evidenced by its graduation rate increase from 78.5% in 2010 to 80%. Annual school performance report cards list achievements in their lowest achieving and low-performing schools.

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The District Instructional Team will monitor and analyze the data throughout the project. The team will be involved in Teacher evaluation, professional development and will aid in making adjustments as needed.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

5

5

(B)(2) Reviewer Comments:

(B)(2) Reviewer Comments:

The applicant has met the requirements.

The applicant has an active district website, where school level information is published. School expenditures and personnel salaries for school-level instructional staff and teachers are made available on this website.

In addition, districts are required by the state to submit a budget to the department annually. The information is published and made available to all stakeholders.

(B)(3) State context for implementation (10 points)

10

9

(B)(3) Reviewer Comments:

(B)(3) Reviewer Comments:

The district has sufficient autonomy under state legal and regulatory requirements as evidenced by its extensive list of state initiatives that support implementation of personalized learning environments. For example, professional development in the use of high quality strategies and tools in a personalized learning environment will be provided. The strategies and tools align with College and Career-ready standards. The applicant has provided a realistic timeline for implementation of common core standards. State provided reading, math, and science specialists work with teachers in a regional cooperative. This state level support is key in the implementation of an expanded effort in personalized learning environments.

(B)(4) Stakeholder engagement and support (10 points)

10

9

(B)(4) Reviewer Comments:

(B)(4) Reviewer Comments:

The proposal describes extensive evidence of stakeholder participation in the development of the plan. Stakeholders are identified along with a timeline documenting their participation. The timeline outlines activities focused on the development of the plan, participants, and opportunities for feedback. The feedback from stakeholders was used in development of the plan. Administrators, faculty, patrons and community partners have been involved in the systematic development of the project. Letters of support are included in the appendix. The letters of support have been received from community leaders, students, parents and staff and show enthusiastic support for the grant. The applicant is a district without collective bargaining representation. Therefore, the plan has been presented to each participating school faculty, receiving a confidence vote of at least 70% in support of the project.

(B)(5) Analysis of needs and gaps (5 points)

5

4

(B)(5) Reviewer Comments:

(B)(5) Reviewer Comments:

A thorough needs analysis has been conducted by the district with baseline data collection from a variety of sources. Achievement and trend data has been included for the current and past three years and will be used to establish current status in implementing personalized learning environments. External evaluation data, accreditation procedures, and surveys were used in developing the plan. The district assembled a District Improvement Team responsible for reviewing the data and identifying multiple improvement needs and gaps. The feedback from parents, students, and faculty has provided extensive information as to technology, professional development and parent involvement.

The baseline data collected will be used as they develop an improvement plan for personalizing student learning, accelerating student academic achievement and college readiness.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19

(C)(1) Reviewer Comments:

(C)(1) Reviewer Comments:

The narrative describes the need for each student to have personal goals in order to understand what they are learning and how to accomplish the goals. Students have been engaged in goal setting activities through personal learning plans that have been implemented in the district for ten years. The plans are developed in the fall of each year and are reviewed throughout the year in order to make timely adjustments toward meeting the goals. The district has adopted the Common Core Standards and is in the process of developing new curricula that engages all learners in an individualized learning environment. Common Core Standards are aligned to college and career ready standards and graduation requirements. The applicant plans to scale-up digital learning content and lists tools and resources that are high quality and directly aligned to goals. The district plans to create and refine formative assessments and addresses the high quality strategies and accommodations needed for struggling students. Students and families are given opportunities to review the transition to common core standards. Multiple training and support opportunities will be made available throughout the grant years.

The applicant has outlined and presents in table format, goals, initiatives, timelines, deliverables and responsible parties. The plan identifies and defines three major goals: accelerating student achievement, deepening student learning, and expanding personalized learning. The goals have been clearly presented and the objectives within each goal are detailed. The rationale and research base for each objective is included. For example; the district is scaling up its Career Action Plan. The timeline for revising their current PLP and CAP models will begin in January 2014 with the intent of implementation beyond grant years. The responsible parties for the design and implementation will be the District Improvement Team.

(C)(2) Teaching and Leading (20 points)	20	19
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(C)(2) Reviewer Comments:

(C)(2) Reviewer Comments:

The district has designed a plan that is comprehensive and aligns to the goals. Programs and initiatives are in place to support the district in meeting the goals. Collaborative planning time will be expanded to allow participating teachers to receive training in the development and implementation of professional learning communities, focusing on effective implementation of personalized learning environments. All participating teachers will have access to coaching as the project is developed and implemented. The focus will be on curriculum development, career action planning and personal learning plans. The district is committed to providing teachers and students with necessary tools, data, and resources to improving individualized learning as evidenced by its focus on expanding the use of technology.

An improved teacher evaluation system will assist schools in assessing teacher effectiveness, enabling students to receive instruction from identified high-quality teachers. A new teacher/Principal/Superintendent evaluation system meets all guidelines for the ESEA Flexibility Waiver and will be put into practice.

Again, timelines, deliverables, and responsible parties are identified in the plan with sufficient support for successful implementation.

The plan addresses the need and use of technology for data collection and individualized instruction.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	14

(D)(1) Reviewer Comments:

(D)(1) Reviewer Comments:

The LEA central office is organized to provide support and services to RTT-D participating schools to facilitate learning. The Superintendent is fully supportive (as expressed in a letter of support). This extensive support is evidenced by the assignment of highly trained experts to this project. The central office has assigned three Curriculum and Instruction experts to be directly involved in the implementation of the grant. Associate Superintendents will oversee curriculum, assessment and accountability. Assistant Superintendents will work onsite at the building level to ensure fidelity as implementation progresses.

Participating schools will have flexibility and autonomy in local school management procedures. They will have autonomy to generate school schedules and calendars and leadership teams will have direct involvement in personnel selection, staffing roles, budgets and scheduling.

The applicant is piloting an alternative to the Carnegie Unit's seat time requirement. This alternative focuses on student progress measured by competency rather than time. Students were allowed to test out of basic courses by demonstrating that they have met the competencies. Mastery learning strategies with frequent assessment and monitoring activities will be endorsed. Examples of demonstrated mastery learning strategies include the use of rubrics and peer-editing processes in secondary English classrooms.

Multiple learning resources and instructional practices are accessible and adaptable to all students – including high-needs students, students with disabilities and English Language Learners. School specialists and instructional staff provide in-class support as needed. The applicant describes support for families and students outside the school

day. Their migrant program ensures that migrant students have access to health programs, tutorial services and multiple academic resources. Community programs and donations provide medical and dental support to students as needed.

(D)(2) LEA and school infrastructure (10 points)

10

9

(D)(2) Reviewer Comments:

(D)(2) Reviewer Comments:

The applicant has designed a high quality plan, setting goals that are ambitious and achievable with implementation procedures that will allow them to meet their goals.

The proposal describes how the LEA and school infrastructure supports scaling up personalized learning across the district by ensuring that each student enters school ready to learn, has math and reading foundation skills, parent engaged activities, college and career readiness skills, access to technology and has a personal learning plan. The applicant gives examples of specific infrastructure support. For example, the ESL Department will support all activities targeting ELL students. The infrastructure supports professional development in the area of grade level content, technology access and usage. Partnerships will be established to promote service learning projects and family literacy.

Goals are set to accelerate student achievement, deepen student learning and increase equity through equal access to resources and technical support. The acquisition of a comprehensive information technology system is a major focus of the grant proposal.

The applicant is reviewing technology vendors, seeking an all-inclusive interoperable data system that allows parents and students to export data to other electronic systems.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

(E)(1) Reviewer Comments:

The applicant has met the requirements.

The applicant includes a rigorous continuous improvement process that will provide timely and regular feedback on progress toward meeting goals and opportunities for ongoing corrections and improvement to the grant during grant funded years and beyond. The improvement process builds off of progress toward and the achievement of outcomes described earlier in the proposal. The applicant's strategy for rigorous continuous improvement addresses frequent progress monitoring of academic growth and instructional practices. Professional development, professional learning communities, and the integration of coaching and mentoring help with school improvement and progress toward meeting grant goals. The periodic monitoring allows for timely modification of individual learning plans. This ongoing data collection process will be shared with stakeholders. The Project Manager will collect and maintain data and publish reports of progress. The District Improvement Team will coordinate goal activities and oversee a system of evaluation. An evaluation component is provided for each project. This ongoing monitoring will be shared publicly in meetings, conversations, and through printed and electronic media.

(E)(2) Ongoing communication and engagement (5 points)

5

5

(E)(2) Reviewer Comments:

(E)(2) Reviewer Comments:

The applicant has met the requirements.

The applicant's plan provides for ongoing communication and engagement. This ongoing communication and engagement is evident through the following: continuous progress of the grant will be posted on the district's website and facebook; information will be shared in monthly school board meetings with minutes published on the website; updates of RTT-D at principal meetings; and Joint Council quarterly updates. Community Partners will establish communication channels with patrons, parents and all stakeholders. The communication channels will provide all stakeholders with input opportunities throughout the grant. The applicant will complete all USDOE required reports, and looks forward to collaborating with other forums.

(E)(3) Performance measures (5 points)

5

5

(E)(3) Reviewer Comments:

(E)(3) Reviewer Comments:

The applicant has met the requirements.

The applicant has set ambitious and achievable performance measures with annual targets and has formulated gradual trajectories for improvement. The applicant has outlined each performance measure, rationale, methodology, and targets continuous improvement. Each performance measure is addressed by whole group participation and by subgroups, setting baselines and yearly targets. For example: the number and percentage of

grade 3 students who reach or exceed their grade level benchmark in reading: Rationale; 3rd grade is a pivotal year for being on target for college and career readiness; Methodology; benchmark data for the number and percentage of students meeting proficiency standards and the growth performance by SY2014-15. The on-track for graduation performance measure gives overall and subgroup baseline data with yearly progress data. The applicant has designed a high quality approach to implementation that allows for timely adjustments and changes as needed.

The applicant has explained each performance measure, the rationale for selecting the measure, its methodology, and targets for continuous improvement.

(E)(4) Evaluating effectiveness of investments (5 points)

5

5

(E)(4) Reviewer Comments:

(E)(4) Reviewer Comments:

The applicant has met the requirements.

Evaluation activities will incorporate cost effective analyses to outcomes of interventions and improvement strategies. The analysis is tied directly to the logic model and will enable the district to determine successful programs that are cost-effective. The evaluation process will be supervised by the Director of Improvement, Research, and Evaluation. Additional evaluation data will include enrollment and attendance, and stakeholder satisfaction surveys.

Technology evaluation will be an ongoing process. In addition to data collection, technology will be implemented as a learning tool, research tool, and an aid to problem-based learning. The district is committed to sustainability of the project.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

(F)(1) Reviewer Comments:

The budget is reasonable and sufficient to support the goals of this project. The budget narrative and tables are comprehensive, addressing each grant requirement. The applicant clearly provides a thorough and thoughtful rationale for its investments and priorities as evidenced by its commitment to scale up the Pre-K program. The district proposes to add 5 additional classrooms for pre-school activities and has budgeted \$280,000 during the grant period. Extensive charts are provided for each budget -The overall budget, and each project budget identify timelines and deliverables, along with cost and responsibility.

(F)(2) Sustainability of project goals (10 points)

10

10

(F)(2) Reviewer Comments:

(F)(2) Reviewer Comments:

Sustainability has been addressed for each Project goal. The applicant provides a list of each project with strategies for sustainability beyond the grant funding years. This project listing is comprehensive and includes extensive documentation of support from state and government leaders as well as financial support. For example, Project 7 – College and Career Readiness Programs; nine college and career coaches will be sustained through existing ADE funding budgets and Title I parent involvement funds. The applicant has designed a reasonable high quality plan.

(F)(2) Reviewer Comments:

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

Competitive Preference Priority Reviewer Comments:

The district has presented a comprehensive plan meeting the requirements of RTT-D. The proposal has addressed the development of sustainable partnerships that will support the plan beyond grant funding years. In alignment with the Whole Child approach to education, the partnership will promote the highest quality of education, support the teaching process, and provide additional educational resources not otherwise available. The Family literacy and parent involvement project has been specifically addressed as a key support system for students reaching college and career-readiness. Goals have been set for improving education and family supports, recognizing the importance of parent and family support and including them in the decision-making process for participating students. The applicant's education foundation pairs businesses to local schools, providing additional educational resources, supports the social, educational and emotional needs of students. The foundation integrates a large network of partners who provide financial and human resources as needed by specific schools. Annual performance measures are ambitious and results are achievable.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Absolute Priority 1 Reviewer Comments:

The applicant has created a comprehensive plan that meets the requirements for Absolute Priority 1.

The applicant has addressed how it will build on RTT-D core educational areas, and has created a plan to improve individualized learning environments. The project will implement strategies designed to improve teacher quality, ensuring that students with highest needs are taught by high quality teachers. The applicant has designed a project that will support student improvement through personalizing student learning, providing tools and strategies specific to skill development and mastery, and the use of technology to assist with goal achievement.

The goals of improving graduation rates, and college and career-readiness are reasonable and achievable.

Total	210	196
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Springdale Public Schools
District Accredited by AdvancED
PO Box 8
Springdale, AR 72765
Phone (479) 750-8800 Fax (479) 750-8814

To: Dr. Rollins

From: Marsha

Re: Update on RTTT-D application: Progress since the first submission

Date: September 21, 2013

An overarching program of work for the district has been established around three ambitious goals as reflected in the Race to the Top – District RTTT-D grant request. These three ambitious goals, as reflected in the RTTT-D proposal submitted in October of 2012 are:

1. Drastically Accelerate Student Achievement
2. Deepen Student Learning
3. Increase Equity Through Personalized Learning

These three goals have resulted in specific projects that are designed to move the district forward in these areas.

Last year the district submitted a proposal for consideration for funding. The funding will allow us to move our agenda forward in a more accelerated pace. The submission was an excellent experience as we formalized our formative goals and outcomes within the program of work. The proposal was very highly regarded by the reviewers. There were many perfect scores based on the scoring criteria. Those comments from the reviewers are being used to support our on-going efforts to carry out the program of work. Once again, should RTTT-D funding be available through the grant process, we will be able to accelerate the work; however, we will continue moving through the agenda with available resources.

In order to strengthen both our work plan, as well as strengthen our application process, we have gleaned the following areas of improvement that will be integrated into the existing proposal that is being submitted for 2013 RTTT-D funding consideration:

1. Improve the capacity for parents to be fully involved in the process.
The reviewers suggested that our work toward more authentic parent involvement was a good beginning; however, it was not explicit enough. Therefore, the proposal now includes references to:
 - a. Specific descriptions of our efforts to include “hard to reach parents” via assistance from the AmeriCorps members, Hispanic and Marshallese liaisons
 - b. A structure under the label “Parent Academy,” that provides a systems approach to improving parents’ capacity to authentically participate in communication and the student achievement goal setting processes. An example of a type of “Parent Academy” program is included in the expansion of the Family Literacy Model and

- the partnership with One Community and the Rockefeller-funded project titled, “Parents Taking Leadership Action” that is being piloted at Monitor, Jones and Parson Hills.
- c. Clarification of our work to have universal access to technology that can also support the students in their home environment, with examples such as the iPad Classroom, where students can use their classroom issued iPad at home; and the increase in technology available for every classroom used by every student, such as the design being implemented at Lakeside Junior High School
 - d. Provisions to improve involvement by parents in the secondary schools in the goal setting process that would occur more than once per year during the CAP conference process
2. Clarify the autonomy the district has within the state context to implement innovations. Additional information was added that includes:
- a. The examples of the many leadership opportunities the district has provided within the Career and Technical Education Field
 - b. Locally designed data management systems that exceed what is required (Clarify)
 - c. The selection of Teacher Leaders to participate on state committees such as the ESEA Flexibility Practitioners Advisory Committee
 - d. Representation on the PARCC design committees
 - e. Leadership with the ELL PARCC design
 - f. Implementation of innovative programming, such as CGI
 - g. Innovative formative assessment design through text-dependent questions
 - h. The partnership (research and focus groups) being established with the new Office of Educational Innovation at the University of Arkansas under the ACT 601 of 2013
3. Deepen the descriptors of actions taken to personalize learning. Additional information was added that includes:
- a. Ongoing work with the Center for Secondary School Reform using its framework to improve personalized learning at the secondary school
 - b. Ongoing work to improve the CAP process
 - c. Ongoing work to design unit plans that include more student choice
 - d. Ongoing work to scale achievement goal setting processes across the district
4. More clarity on the implementation of the new teacher evaluation system and the new principal evaluation system
- a. Timelines for implementation were included
 - b. Specifics about the design of the TESS model
 - c. Specifics about the design of the LEADs model

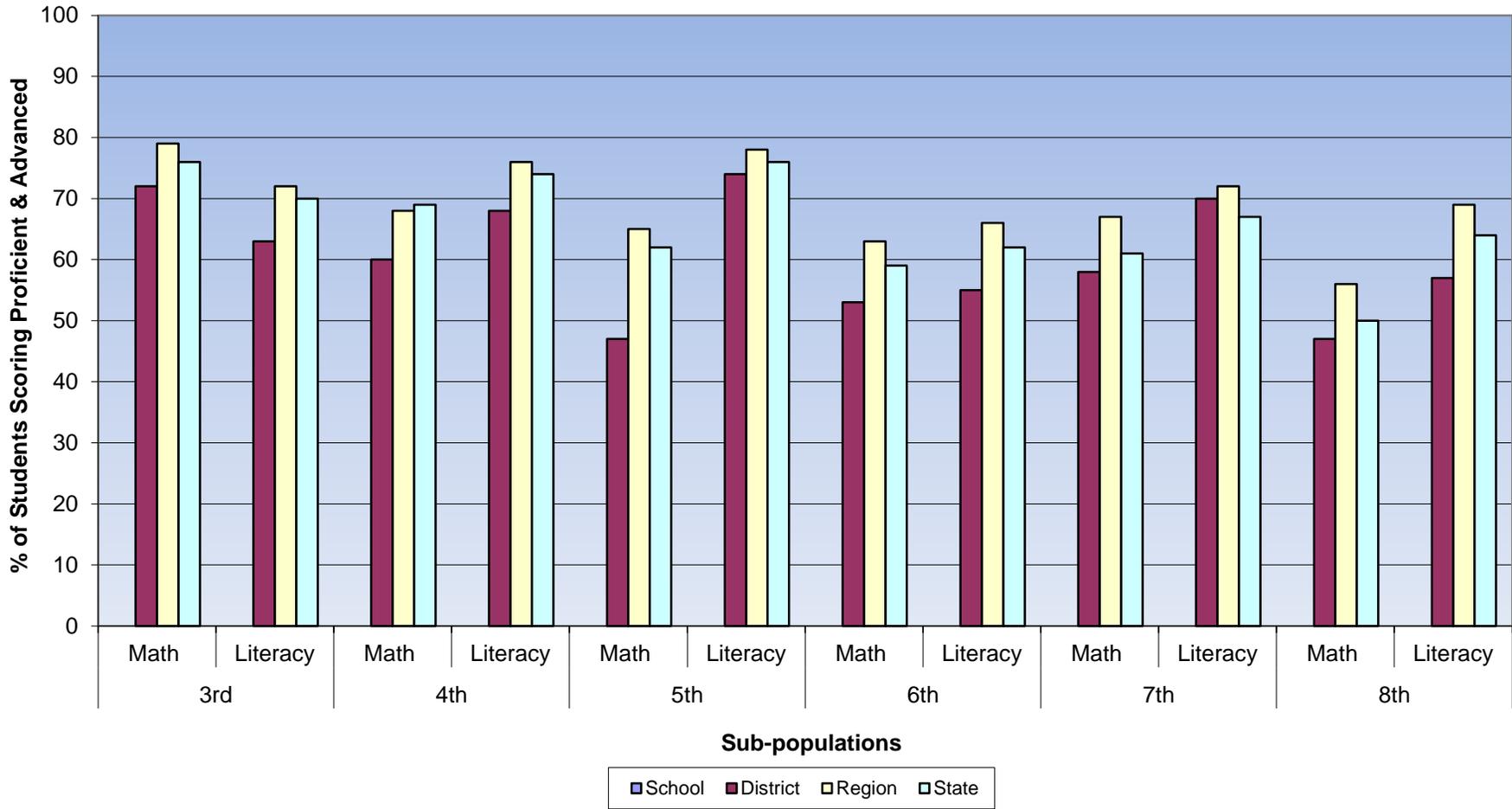
d. Schedule for the calibration of all administrators in the teacher evaluation process

As we move toward the submission of our RTTT-D grant, we are finding sustained support from all those who previously wrote letters of support. We also invited new letters of support from the three high schools, a student letter in support of EAST, a new letter from the President of Rotary, and a new letter from the Hispanic and Marshallese liaison.

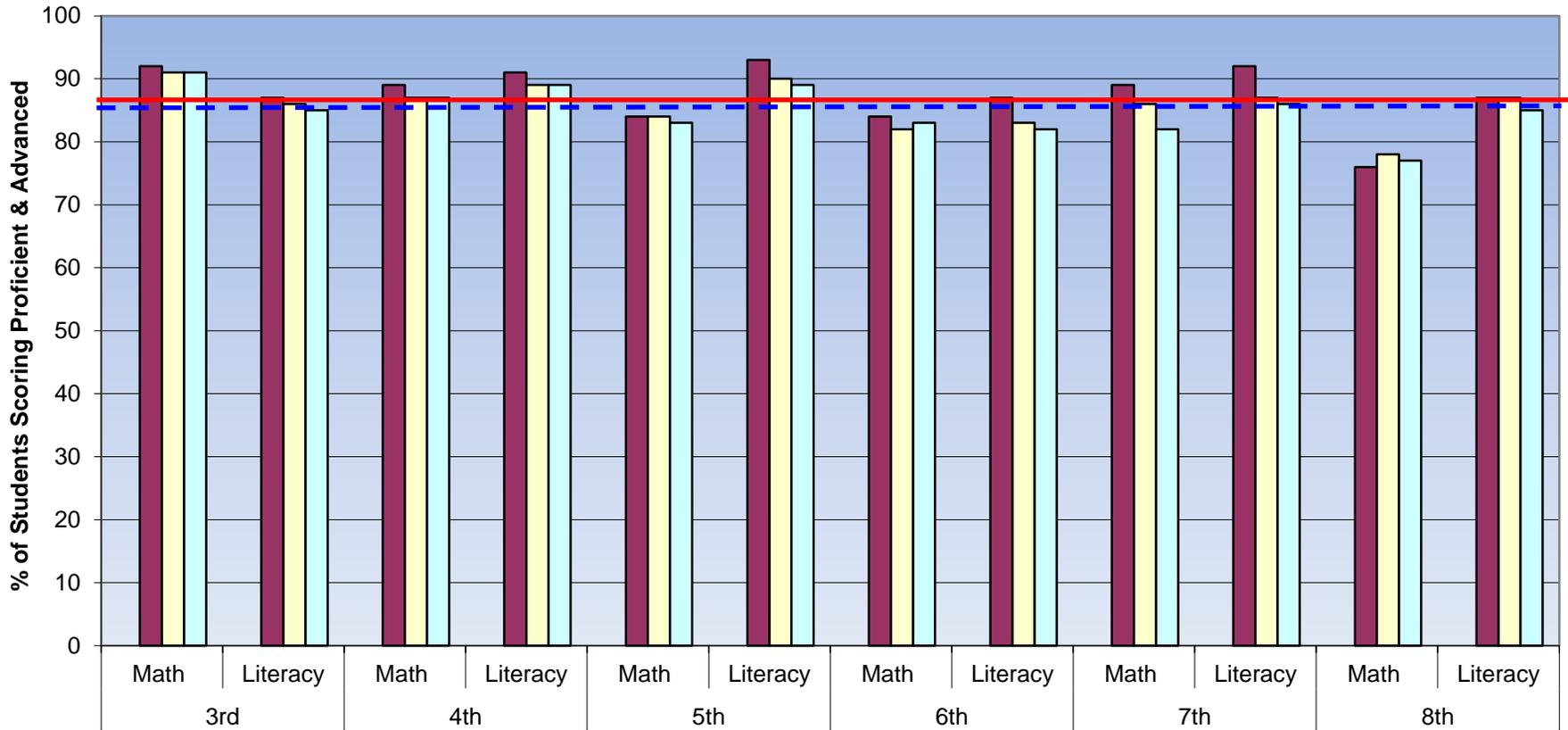
The new proposal did not change substantively in the goals or the projects. There is some reorganization of the formatting, however, in order to provide more clarity for the readers. The full proposal will be posted by September 25 for community review.

Attached is an excerpt from the grant that indicates the specific activities supporting the three overarching program of work goal statements that have occurred since the last submission.

School Name
Springdale Public Schools
2012 Benchmark
Highly Mobile Population



School Name
Springdale Public Schools
2012 Benchmark
Caucasian Population



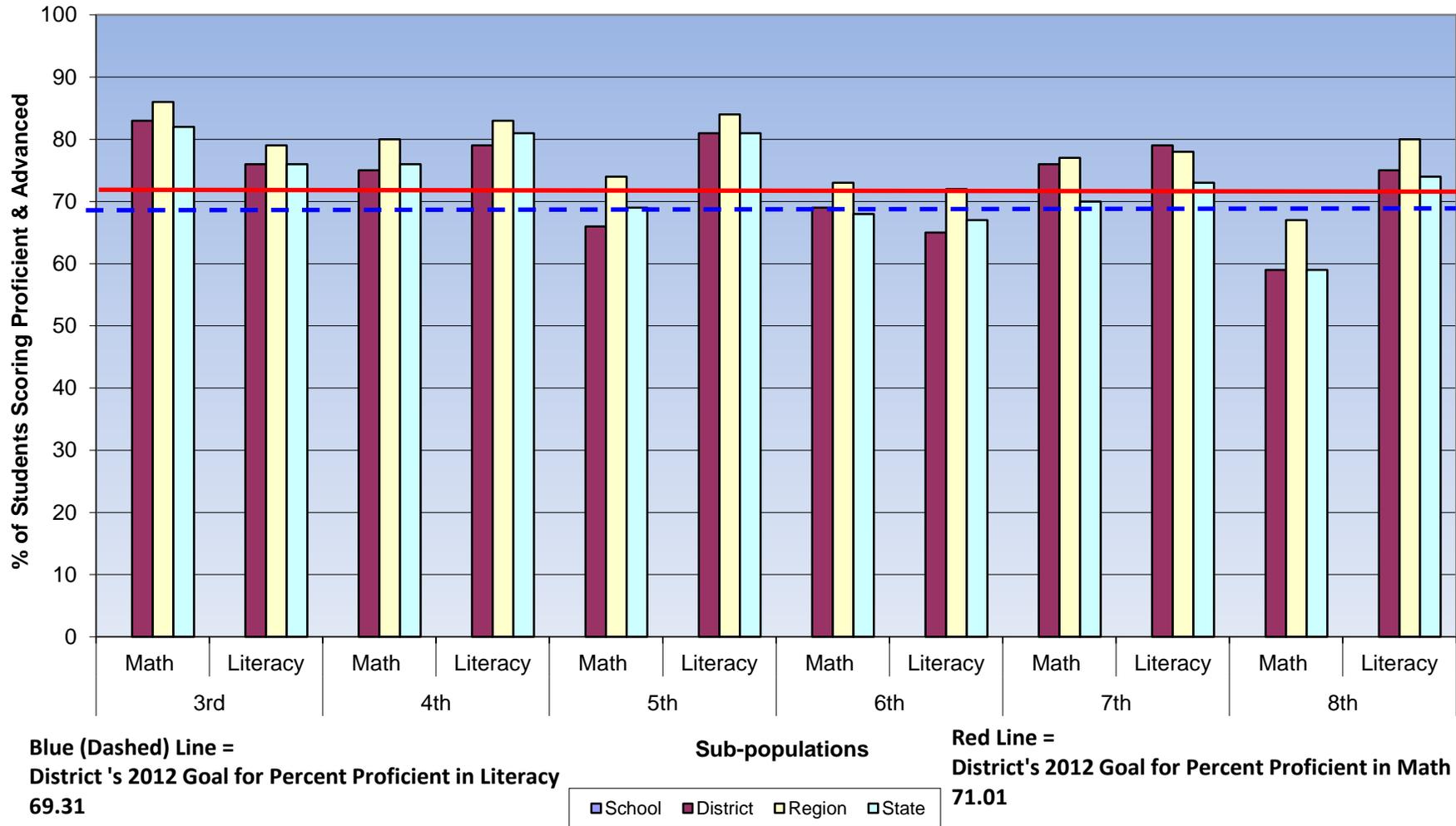
Blue (Dashed) Line =
District's 2012 Goal for Percent Proficient in Literacy
85.87

Sub-populations

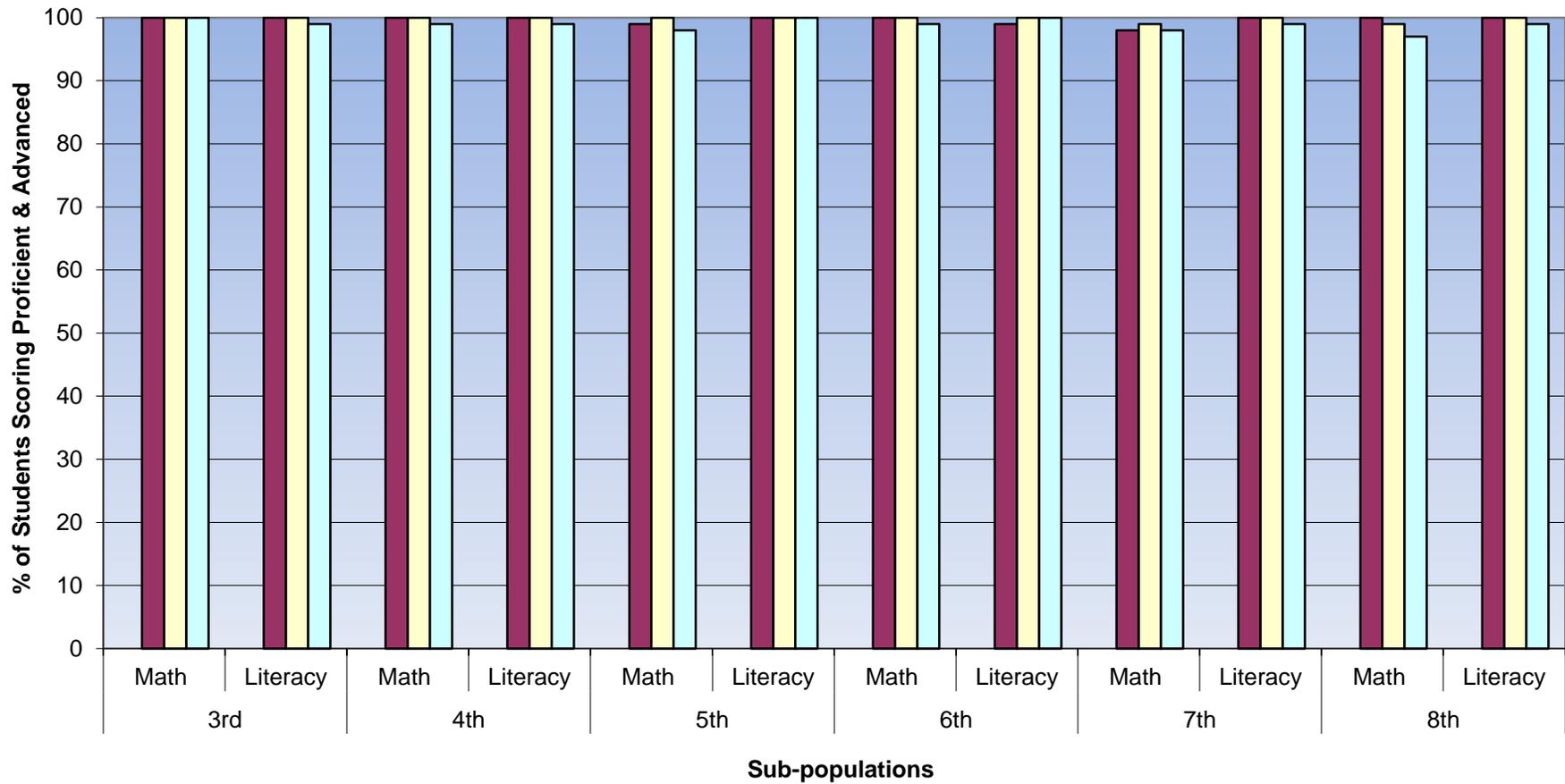


Red Line =
District's 2012 Goal for Percent Proficient in Math
86.58

Springdale Public Schools 2012 Benchmark Economically Disadvantaged Population

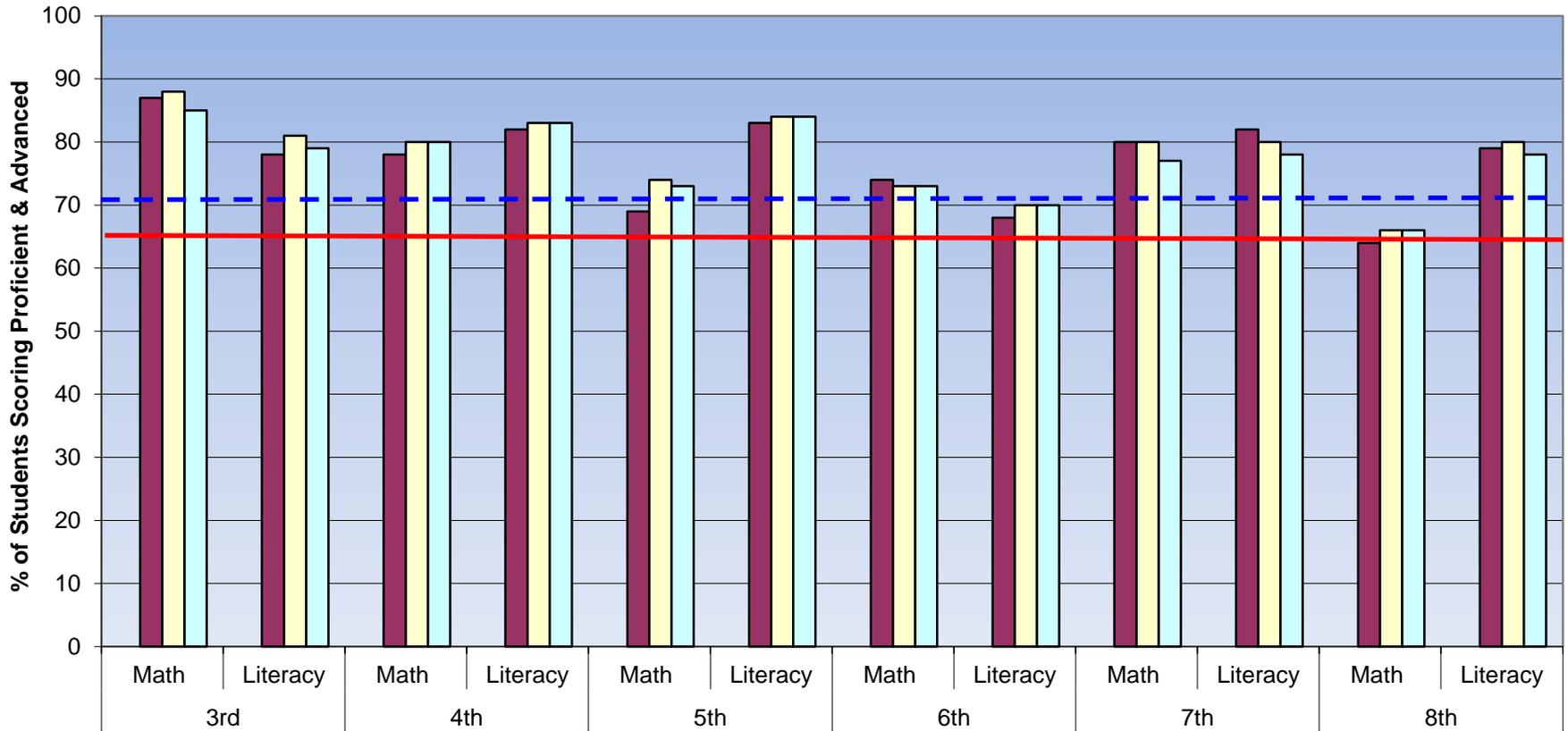


School Name
Springdale Public Schools
2012 Benchmark
Gifted & Talented Population



School
 District
 Region
 State

School Name
Springdale Public Schools
2012 Benchmark
Hispanic Population



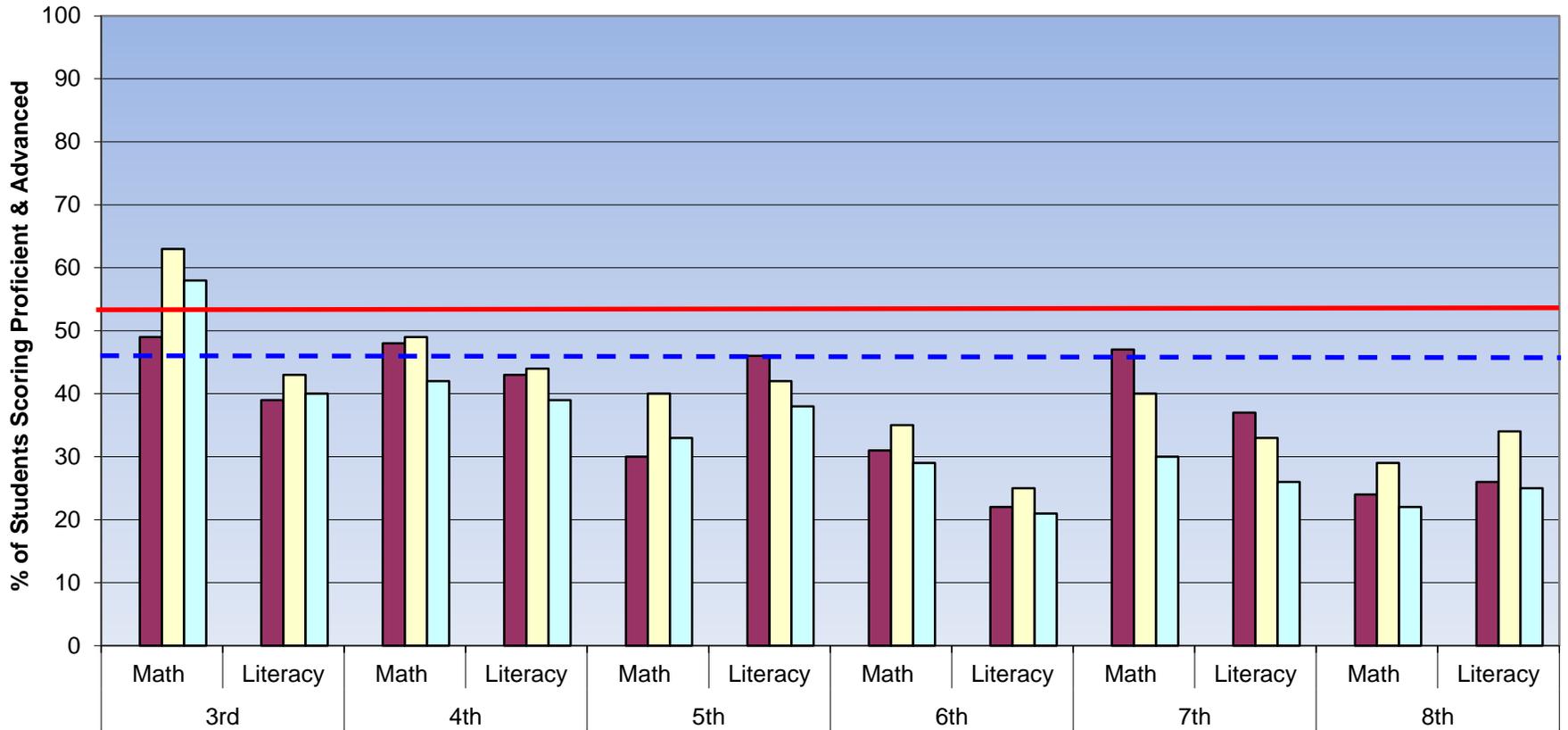
Blue (Dashed) Line =
District's 2012 Goal for Percent Proficient in Literacy
70.93

Sub-populations



Red Line =
District's 2012 Goal for Percent Proficient in Math
65.97

School Name
Springdale Public Schools
2012 Benchmark
IEP Population



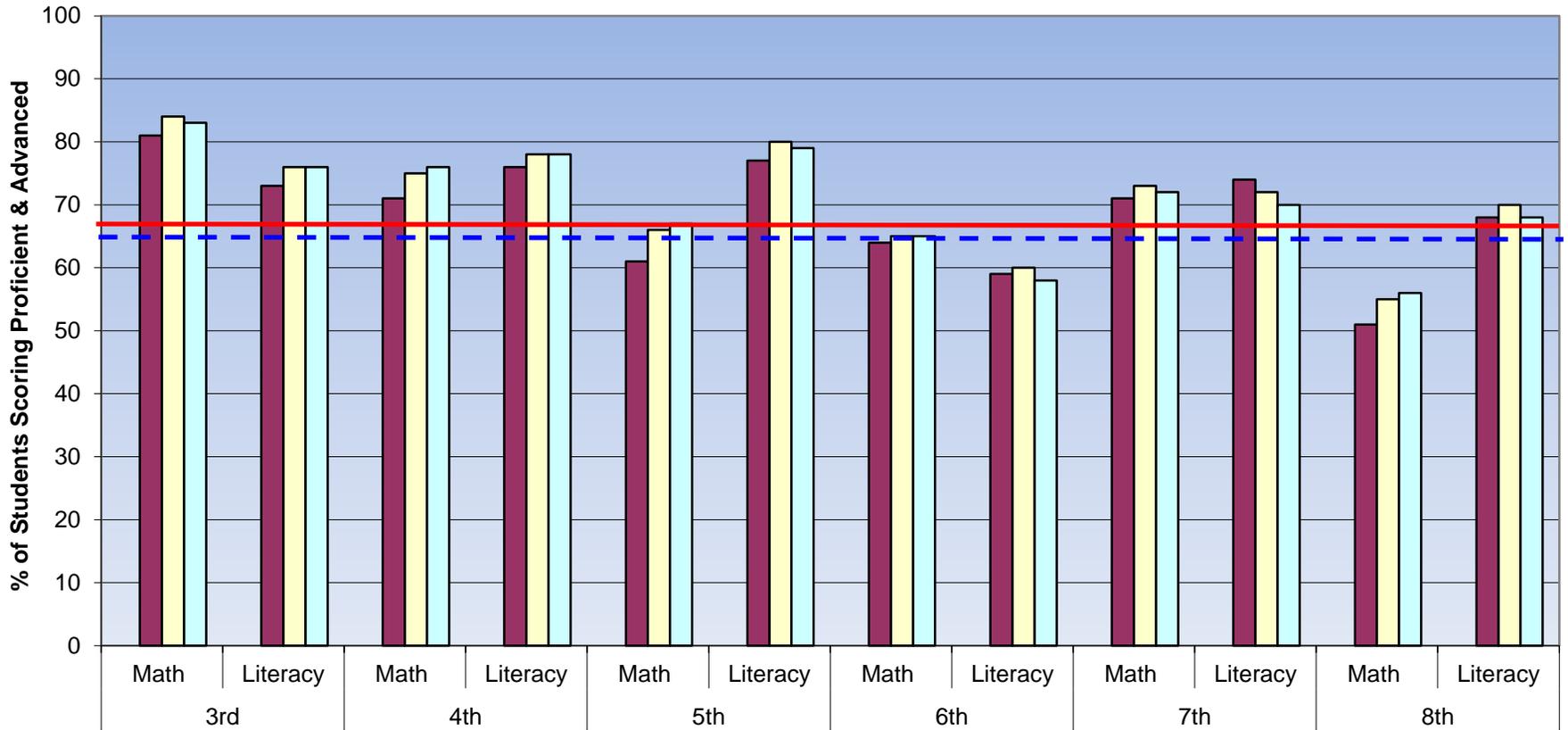
Blue (Dashed) Line =
District 's 2012 Goal for Percent Proficient in Literacy
46.38

Sub-populations



Red Line =
District's 2012 Goal for Percent Proficient in Math
52.45

School Name
Springdale Public Schools
2012 Benchmark
LEP Population



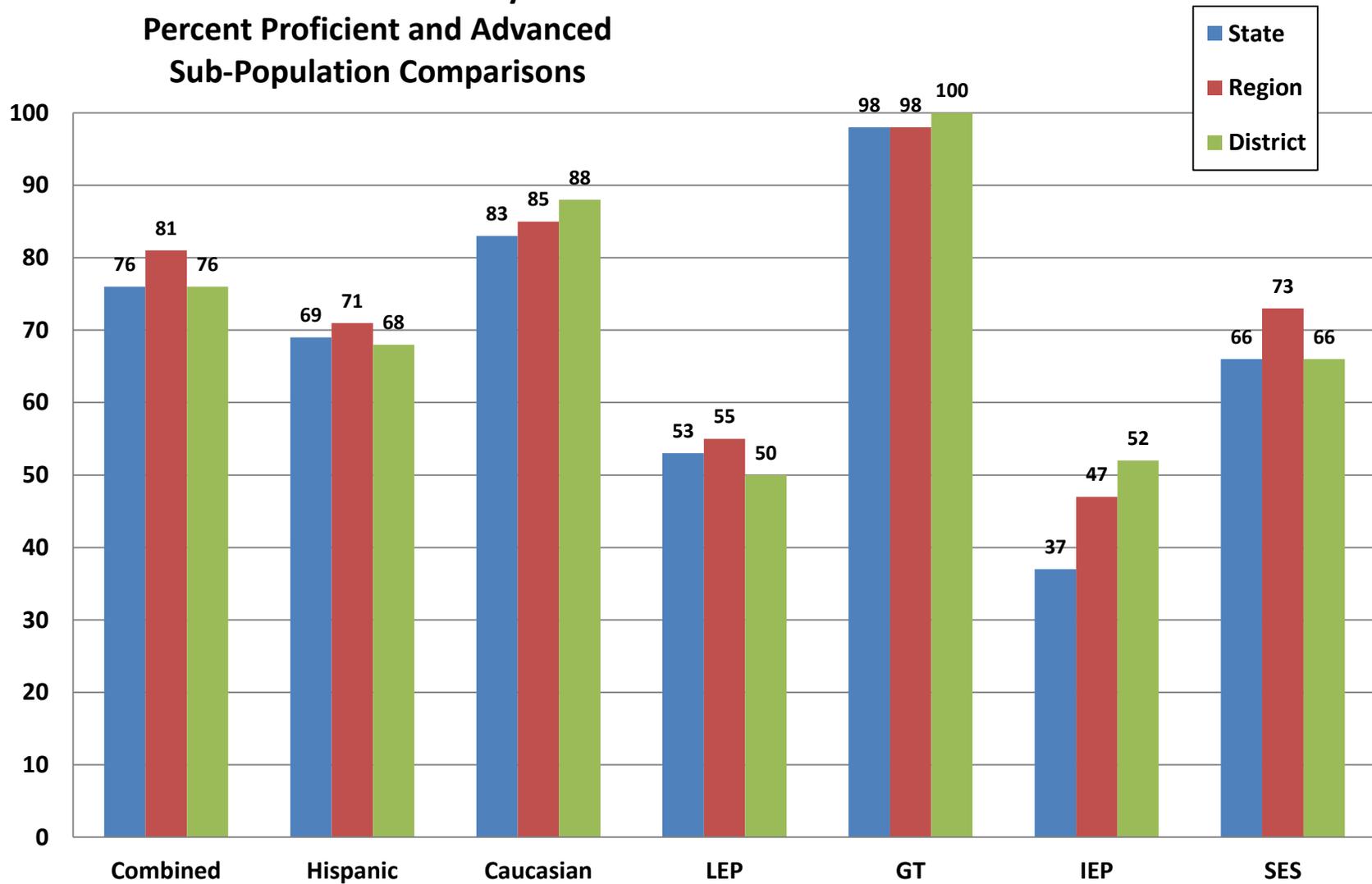
Blue (Dashed) Line =
District's 2012 Goal for Percent Proficient in Literacy
64.0

Sub-populations

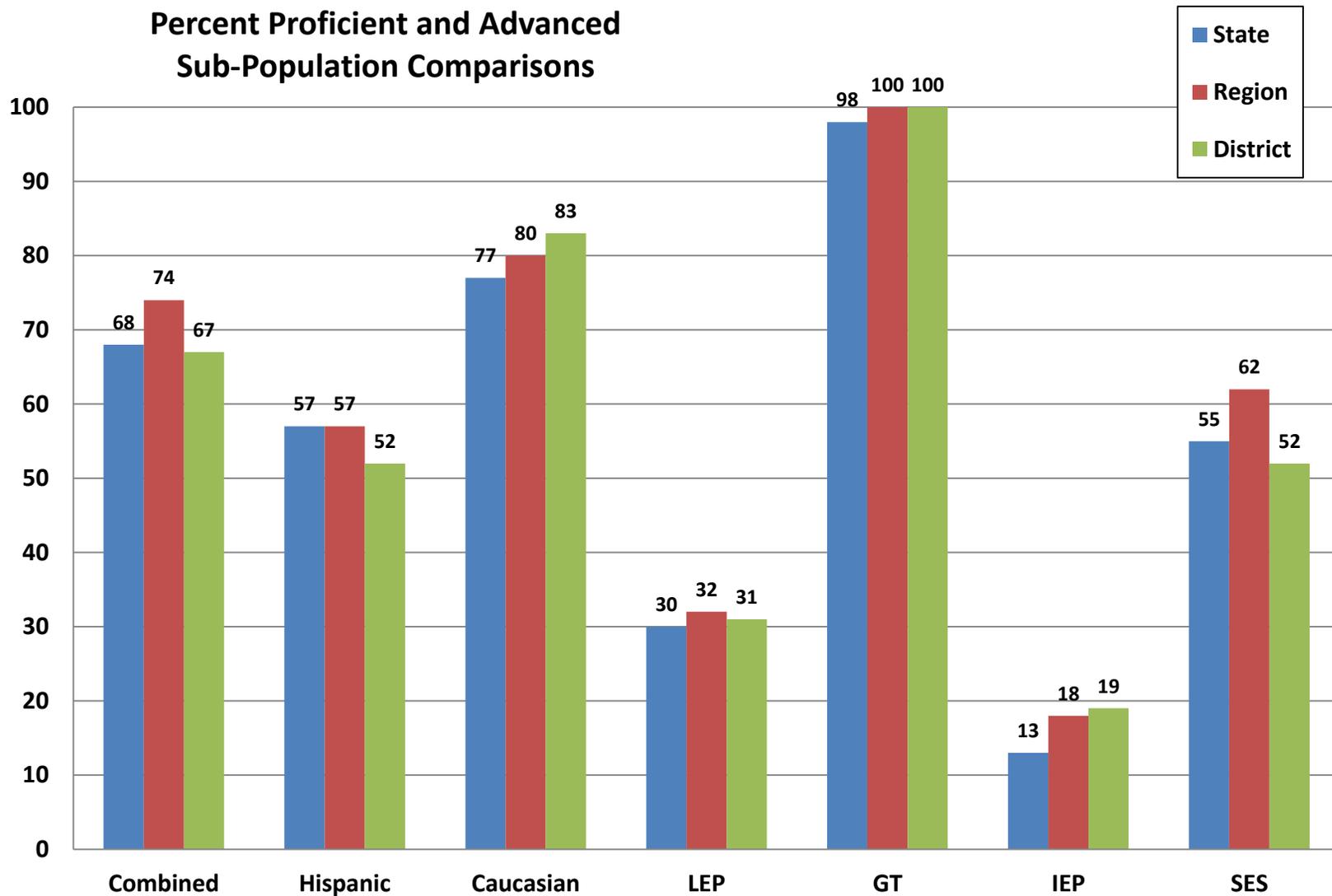


Red Line =
District's 2012 Goal for Percent Proficient in Math
65.95

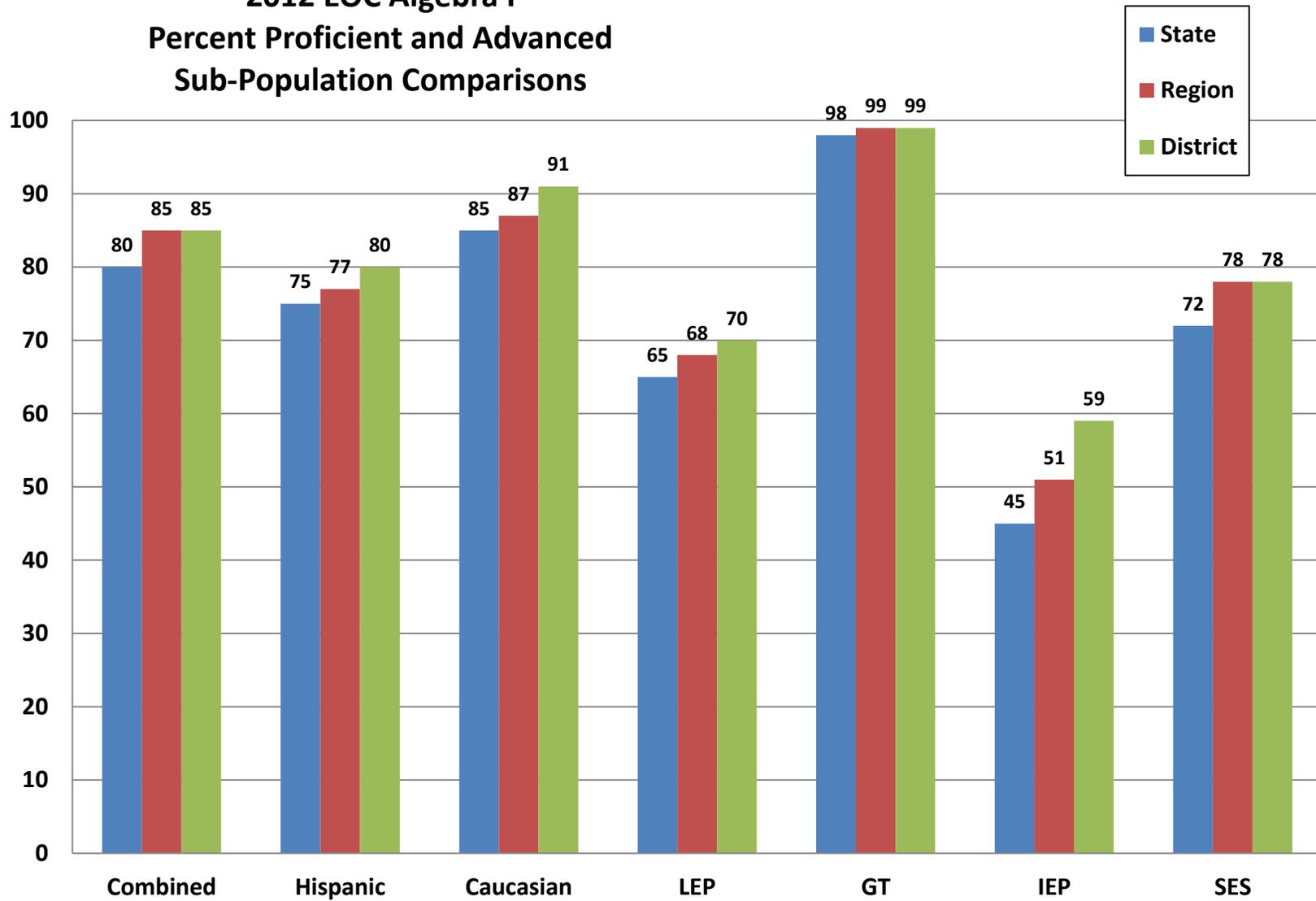
**Springdale School District
2012 EOC Geometry
Percent Proficient and Advanced
Sub-Population Comparisons**



**Springdale School District
2012 11th Grade Literacy Exam
Percent Proficient and Advanced
Sub-Population Comparisons**



**Springdale School District
2012 EOC Algebra I
Percent Proficient and Advanced
Sub-Population Comparisons**



ARKANSAS

June 18, 2012 Resubmission

ESEA Flexibility Request



U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	1
2	Notice and information provided to the public regarding the request	3
3	Comments on request received from LEAs (if applicable)	47
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	105
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	NA
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	211
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	NA
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	NA
9	Table 2: Reward, Priority, and Focus Schools	Within the Request
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	354
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Arkansas Department of Education	Requester's Mailing Address: Four Capitol Mall Little Rock, AR 72201
State Contact for the ESEA Flexibility Request Name: John Hoy Position and Office: Assistant Commissioner of Academic Accountability Contact's Mailing Address: Four Capitol Mall, Room 205-B Little Rock, AR 72201 Telephone: 501.682.5891 Fax: 501.682.7966 Email address: john.hoy@arkansas.gov	
Chief State School Officer (Printed Name): Dr. Tom W. Kimbrell	Telephone: 501.682.4203
Signature of the Chief State School Officer:  X _____	Date: February 27, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its

LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and SWD, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Consultation

Since the announcement of the opportunity to seek ESEA Flexibility, the Arkansas Department of Education (ADE) has been busy gathering thoughts from teachers, school leaders, parents and the general public on measuring school and teacher effectiveness, rewarding school success and helping schools improve.

ADE took an aggressive approach to engage and obtain input from educators including teachers and their representatives, parents and the general public to inform the development of this application. The Department hosted five rounds (two meetings each day) of public open forums across the state to solicit feedback from educators and interested community members from November-December, 2011. These face-to-face meetings afforded opportunities to share information about proposed accountability redesign concepts and engage in meaningful dialogue with constituents.

Teachers and administrators participating in these meetings provided valuable input that was incorporated into the state’s ESEA’s flexibility request. They were primarily concerned about the training required to support teachers and administrators in the new Teacher Evaluation and Support System. Attendance at the ten meetings included the following:

98 students
22 parents
102 teachers
300 administrators
83 community members

At each meeting, ADE staff gave an overview of the Principles contained within the waiver request—college and career ready expectations for all students; state-developed systems for differentiated recognition, accountability and support; and support for effective instruction and leadership, including new legislation for teacher evaluation and support systems. Links to the ESEA Flexibility documents were shared at each meeting.

Notice of the meetings was provided in a commissioner’s memo and posted on the ADE website (Attachment 1). In addition, a statewide press release notified media outlets of the dates, times and locations of the public forums (Attachment 2). Professional organizations—Arkansas Association of Educational Administrators (AAEA), Arkansas School Boards Associations (ASBA) and the Arkansas Education Association (AEA)—disseminated the notice among their members. Input was solicited from Native American leaders, the National Association for the Advancement of Colored People, special education community action groups, as well as schools and districts with high student populations of English learners (ELs).

The ADE provided a public comment email address (ade.nclbwaivers@arkansas.gov) to seek ongoing input from all teachers, school administrators, parents and community members. In addition, all stakeholders had opportunity to submit comments through a statewide survey posted on the ADE website <http://adesharepoint2.arkansas.gov/memos/Lists/Approved%20Memos/DispForm2.aspx?ID=515&Source=http%3A%2F%2Fadesharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx>. The survey yielded more than 200 respondents.

Arkansas also engaged stakeholders through a comprehensive approach that included a number of strategies to seek input and shape the creation of a next generation accountability system that fosters college and career readiness for all students. These included the core-working group, the stakeholder committee representing critical groups—civil rights, parents, business, educators and partner educational agencies—and the state’s Committee of Practitioners. Students were also given an opportunity to weigh in during meetings at local high schools. A listing of the meetings and those in attendance is provided in Attachment 3.

The ADE’s stakeholder engagement went beyond efforts mentioned above to include meetings with focus groups—Arkansas Association of Special Education Administrators, an advisory group of Arkansas school superintendents, the state’s commission for closing the achievement gap (Attachment 23), civil rights groups and adult English language learners (Attachment 24). Additional information was presented at statewide meetings—Arkansas Association of Educational Administrators, Arkansas School Boards Association and Arkansas Education Association (Attachment 20). These presentations were disseminated with each professional organization’s statewide membership. The public was afforded an opportunity for feedback through a statewide survey and a designated email address for the ESEA flexibility request.

The Commissioner’s Superintendent Advisory Council was convened to share and discuss the draft plan. The conversation generated concerns about how to ensure students with disabilities (SWD) and ELs master the Common Core State Standards. ADE affirmed its commitment to working with key entities and organizations to ensure educators have the skills necessary to support learner-centered instruction for college and career readiness.

In addition, the State Board of Education conducted a weekend work session focused on the ESEA Flexibility application.

Some comments from stakeholders during our public meetings were:

“I appreciate the geographic locations of the hearings.”

“I think a lot of these schools have languished...we can do a lot of things with consequences but until we set appropriate realistic goals for students and teachers to achieve...we are going to stay constantly frustrated by the results we get.” *Brenda Gullett, State Board Member*

And, one we have tried to adhere to as this application was written:

“Be thoughtful as you work on this Flexibility request, especially in the areas of (a) communication to school employees and the public and (b) smoothness of transitional implementation.”

ADE will continue its stakeholder engagement subsequent to approval of its ESEA Flexibility request. Staff will tour the state to educate schools and members of the public on changes being made to the state’s accountability system. ADE will also produce online tutorials and videos to explain aspects of the new system. This effort will be aimed at teachers, principals, parents and members of the public with the goal of ensuring the legitimacy of the state’s plan.

Of great importance is the ongoing collaboration between Commissioner of Education Dr. Tom Kimbrell and the State Board of Education to assist the state’s schools in the implementation of the Common Core State Standards that define the path to readiness for college, careers and informed citizenship. The flexibility requested in this application will help ensure improvement in this area.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

Overview

The vision of the Arkansas Department of Education (ADE) is to provide an innovative, comprehensive education system focused on outcomes that ensure every student in Arkansas is prepared to succeed in post-secondary education and careers. To assist in achieving this vision, the adoption and implementation of Common Core State Standards (CCSS) and membership in the Partnership for Assessment of Readiness for College and Careers (PARCC) has played an integral role.

Arkansas defines college and career ready as, "The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career." The foundation that CCSS will provide clearly demonstrates the move toward having students master rigorous content at deeper levels through the use of problem-solving and critical thinking skills.

Commissioner of Education Dr. Tom Kimbrell led in the development of goals to move the state toward having all students ready for college and career. Ambitious goals were required to guide the work and provide the road map to high achieving learning communities. Most are closely tied to the requirements of the flexibility application and are as follows:

Goal 1: Learning Standards, Next Generation Assessments and Accountability

Provide resources, tools and services to districts and schools that support the implementation of the Common Core State Standards and a common assessment system.

- Analyze and share openly how districts spend money efficiently and effectively on strategies that ensure high levels of teaching and learning and result in enhanced and sustained student success.
- Create an accountability system that will integrate academic and operational performance measures to yield data for determining how resources should be targeted, distributed and managed for increased and sustained student success.

Goal 2: Supporting Persistently Struggling Schools

Strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.

- Identify and promote effective early childhood, elementary, middle school and high school policies, practices and tools targeted to dropout prevention and recovery.
- Promote out-of-school learning opportunities for students who need additional time to learn and be successful.
- Identify alternative organizational structures to meet the needs of students left unmet by traditional school programs, structures and time frames.
- Identify persistently struggling schools and present districts with a focused number of options to

be implemented for reform and innovation and develop a comprehensive monitoring system to support schools in their transformation work.

- Keep students engaged and on-track to graduation by increasing personalized support; ensuring multiple pathways are available to help students to stay on track academically and accelerate learning when appropriate; and using data to better identify and respond to those at-risk of failure in a more timely and effective manner.
- Assess and focus on the teaching of essential career skills for all students, such as knowing workplace expectations, coming to work on time and having a customer service orientation.
- Promote a culture of college and career readiness in Arkansas through rigorous and relevant course requirements.

Goal 3: Improving Educator Effectiveness

Enhance state, district and school leadership capacity and support for aligning Arkansas's education systems for early learners, K-12 students and postsecondary learners.

- Develop customizable tools that help leaders at the local level make well-informed decisions.
- Assist districts with technology integration that results in increased use and analysis of data that will inform and improve instruction.
- Identify, develop and disseminate exemplary recruitment, preparation, licensure, mentoring, supervision and evaluation practices.

Goal 4: Strengthening Stakeholder Partnerships

Deepen essential partnerships with stakeholders through ongoing communication that will result in enhanced educational opportunities for Arkansas students.

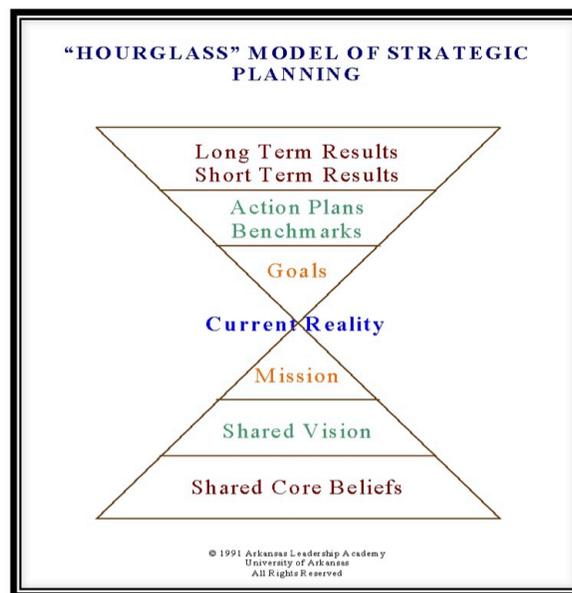
- Leverage partnerships to provide input, support and resources for key strategic initiatives of this plan.
- Cultivate relationships with child-serving agencies to maximize scarce resources, reduce duplication of efforts and provide a coherent set of services to children and families.
- Pursue grants to support the mission, vision and strategies of this plan.

By setting goals such as these, the state of Arkansas has made great progress in education over the past 20 years, moving from near the bottom of state comparisons to being ranked fifth in the nation this year according to *Education Week's Quality Counts* rankings (Attachment 4). However, we realize there is room for improvement, particularly in the area of student achievement. Analysis of statewide data and review of policy has revealed there are elements of accountability present, but our desire is to ensure a more inclusive and consistent system of accountability for our state and its schools.

Arkansas has been known historically as a small state, burdened with high levels of poverty in its mainly rural population. The state has instituted many reforms, including the legislated consolidation of many small schools and districts over the past ten years. The majority of the schools in the state, however, still remain small and rural. Due to the size of these rural communities, many schools do not have a large student population, and thus many of their subpopulations do not meet the minimum number (N) that are examined and used for student achievement accountability for the current No Child Left Behind (NCLB) requirements. Our proposal would address those students currently not being identified as part of an at-risk group and ensure they become part of the subpopulation used for accountability purposes.

We believe all of the Principles contained in this Flexibility application will move us toward greater success in closing the achievement gap. For too long, segments of our student population have struggled to achieve at desired levels. Implementation of the CCSS is the vehicle to re-energize our focus on classroom instruction and this flexibility is a timely opportunity to move from a compliance mindset to a focus on long-term, continuous improvement. Work has begun to assist educators in this endeavor. Extensive statewide professional development and outreach for teachers, administrators and parents began in July 2011. A successful system of professional development delivery exists in our state through regional educational cooperatives, educational television network, live streaming and regional institutes. All components of this system are being employed for two-way communication as we implement these new standards.

The theory of action underlying this change process is pictured below. In the development of each of the Flexibility Principles, the steps of the hourglass were followed from bottom to top in order to provide a clear and cohesive plan based upon core values and beliefs.



Public regional meetings around the state indicated the majority of respondents believed the disaggregation of data under NCLB by subgroups has been positive, shedding new light on the issue of achievement gaps for historically underachieving groups. One gap that is clearly growing smaller is that of our Hispanic/EL subpopulation. Other subpopulations have increased in their achievement, but not at rates enabling the gap to close. According to assessment data, the current accountability system has enabled large achievement gaps to persist in our student population. For example, only 16 percent of schools meet the minimum number of special education students for accountability, when 96 percent of our schools have a subpopulation of special education students attending their school. This reveals a gap of 80 percent of our schools that are not being held accountable for the achievement of this subpopulation. This Flexibility request proposes to require schools to be accountable for all low-achieving students by examining all students as well as a targeted group based on their membership in historically underperforming subpopulations, thus requiring accountability for all students in their care.

While each subpopulation would continue to be reported separately and still be used to trigger interventions and support, all would be included for accountability purposes and expected to meet proficiency and growth targets.

Significant advances in Arkansas's longitudinal data system and expanded interagency partnerships have enabled cross-agency data sharing and enriched Arkansas's available research and information for decision making across public preschool through postsecondary education systems. Arkansas was among the first states to meet 10 of the 10 essential elements of statewide longitudinal data systems outlined by the Data Quality Campaign. Further, Arkansas meets nine of the 10 actions to support effective data use and is on track to meet all 10 actions in the immediate future. Arkansas established the Arkansas Education to Employment Tracking and Trends Initiative (AEEETT) among the ADE, Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Workforce Services (ADWS) in 2009 to enable cross-agency data sharing and support research connecting P-20 leading indicators with postsecondary and career outcomes. The AEEETT Initiative allows creation of detailed High School Feedback reports to inform Arkansas high schools regarding their students' preparation for successful postsecondary education and/or the workforce outcomes.

Additional projects enabled significant advances in Arkansas's longitudinal data system that enhanced the Teacher Student Data Link (TSDL) to promote effective use of data for local decision making. The Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project, the Enterprise Architecture project, the Daily Roster Verification Pilot project, and Educator Data Integration project have expanded the longitudinal data system's architecture and capabilities necessary to support expanded district, school and classroom level data visualization and reporting tools. Pilot projects integrate classroom level assessment scores with summative and interim assessment scores for use with Arkansas's data visualization and reporting tools. This will enhance local and state-wide data-informed decision making as described throughout this ESEA Flexibility proposal. These advances in the P-20 longitudinal data system, coupled with changes to educator evaluation policy, position Arkansas to meet 10 of 10 *State Actions* recommended by the Data Quality Campaign as essential to linking data use to improved student achievement (Data Quality Campaign (DQC), 2011 *Ten State Actions to Ensure Effective Data Use*. Retrieved from <http://www.dataqualitycampaign.org/build/actions>). These state actions enable leaders at the state and local levels to connect professional development and credentialing decisions to leading and outcome indicators including student growth and achievement outcomes.

Improvement of instructional leadership at all levels from classroom to boardroom is a primary focus in our state and is imperative with the move to CCSS. Extensive work by educators and other stakeholders under the direction of Charlotte Danielson and Doug Reeves resulted in establishing congruent and consistent teacher and administrator evaluations that are aligned with interventions and support. Educators around the state have already realized that implementation of CCSS, next-generation assessments, the development of tiered support systems, differentiation and their ability to have students ready for college and career will all reflect on their professional evaluations. Legislation in 2011 strengthened this effort and provided statutes to hold individuals, schools, and districts accountable for improvement of instructional practices, and ties student achievement results to evaluation outcomes (Attachment 5).

The interventions planned for Priority and Focus schools will also address improvement of instructional leadership and effective instructional practices. Our nationally recognized longitudinal data system has been utilized to identify schools that have been persistently low achieving. There is legislation already in place to address systemic leadership development and school support systems that will be instituted in Priority and Focus schools (Attachment 6). For all other schools, an extensive multi-tiered system of differentiated intervention and support exists to meet improvement needs. This is funded through a state grant and includes positive behavioral supports and strategies targeted toward closing the achievement gap. Streamlined digital access of support resources will be developed by the ADE and be online by Spring of 2013 for school and public access.

The combination of CCSS, next generation assessments, a focus on persistently low achieving schools and new professional evaluation systems will create a sense of urgency in the area of improving classroom instruction. Accountability for all of our state's student population will underscore the rationale for effective and efficient methods of ensuring both students and adults are continuous and high achieving learners. The simplified reporting system outlined in this Flexibility application combined with our longitudinal data system will enable educators and stakeholders to share in the ownership of improved student and adult learning, resulting in greater numbers of our children prepared for college and careers.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 7)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Overview

The goal of Common Core State Standards (CCSS) is to prepare children to compete in a global environment. This begins and ends with college and career readiness. In an ethnically diverse state where more than half of our students are economically disadvantaged (59.1 percent), education is the ticket to a better life.

Arkansas participated early and eagerly in the thrust for the development of CCSS, initially under the leadership of former Arkansas Commissioner of Education Dr. Ken James. In 2009, he chaired the Council of Chief State School Officers (CCSSO), as thoughtful conversation about shared standards turned to carefully crafting them. Current Commissioner Dr. Tom Kimbrell energetically continues the commitment to embed the standards in our state’s education ethic and practice.

These internationally benchmarked standards reflect college and career readiness expectations that, by design, equip our students with the skills needed to be successful after graduating from our high schools—a focus for the Arkansas Department of Education (ADE), and an economic necessity for our state. The Arkansas State Board of Education strongly supports the initiative and formally adopted the CCSS in July 2010 (Attachment 7), thus proving Arkansas’s commitment to making sure our students are prepared for college, careers and life.

Arkansas played a role in the development and review of the CCSS to ensure the new standards were as solid as the state’s current standards. Now that the standards have been adopted and work has begun to transform our classrooms to fulfill the vision of the CCSS for college and career readiness, Arkansas has plans to revise other curriculum frameworks, while paying attention to interest at the national level in developing other common standards for science, history/social studies, the arts and foreign languages. During this process, it has been a goal of the ADE to invite our education partners to the table to create a system that covers P-20 and focuses on college and career readiness for all students. Arkansas is also playing a critical role in the assessments for the CCSS by serving as a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium.

The college and career readiness expectations set forth by the adoption of the CCSS require Arkansas educators to focus on all students, including those who do not speak English as a first language and those with special learning needs. Arkansas's expectation for their inclusion is evidenced by and captured in our vision for college and career readiness in all Arkansas schools, which is a part of our Strategic Plan for the Implementation of CCSS (Attachment 8). This vision reads, "All students in every Arkansas classroom will be engaged daily in rigorous learning experiences that build on students' talents, challenge their skills and understandings, and develop their ability to reason, problem solve, collaborate and communicate. Students will monitor their learning and direct their thinking to become productive and contributing team members. Students will grapple with complex texts and problems, construct viable arguments and persist until solutions are identified and substantiated. Through these learning experiences, students will be confident in their preparation for success in their post-school lives, including college and career."

This vision sets high standards for our students and will force educators to examine the practices they use each day in their classrooms across our state so they are ensuring all students experience learning at this level. The full implementation of the new Teacher Excellence and Support System (TESS) and CCSS will occur simultaneously in our state with purposeful connections created to support effective instruction for all students.

Arkansas has made a great deal of progress over the past several years on developing robust student-level longitudinal data systems that can track individual student progress from pre kindergarten through 12th grade and into postsecondary education. In 2009 Arkansas was recognized for its exemplary longitudinal data system, which satisfies all ten essential Data Quality Campaign elements. These systems provide better information for policymakers and educators about student and system performance at the school, district and state levels. In examining the state's data it is evident achievement gaps exist for many of our student subpopulations. The proposed accountability system outlined in Principle 2 will demonstrate a greater focus on at-risk student groups and ensure accountability for decreasing the achievement gap.

High Quality Plan

The ADE has a high quality plan for the transition to CCSS that includes all of the elements of a high quality request as defined by the U.S. Department of Education. This three-year plan is built upon the Strategic Plan referenced above and will lead to full implementation of the CCSS during the 2013-2014 school year.

Arkansas's CCSS Implementation Timeline

Transition	Implementation
Grades K-2	School Year 2011-2012
Grades 3-8	School Year 2012-2013
Grades 9-12	School Year 2013-2014

A more detailed transition plan with additional timeline detail and more information on each key milestone and activity is provided at the end of this section. Specifics of our alignment efforts, work to ensure that ELs and SWD are able to fully access the CCSS, our comprehensive plan for providing teachers and principals with ongoing professional development and support, and more, are outlined below.

Alignment

Following the adoption of the CCSS, the ADE brought together educators from across the state to perform an alignment analysis of the Arkansas Mathematics Curriculum Framework and English Language Arts Curriculum Framework to the CCSS. This work was completed by a committee of educators that included teachers at all grade levels, math and English language arts specialists, other content area specialists, including ELs and special education and faculty from institutions of higher education. To accomplish this work, the committees used the Common Core Comparison Tool created by Achieve to assist in determining the relationship between state standards and the CCSS documents. After this work, the ADE published these crosswalks to illustrate the results of this alignment analysis for Arkansas educators to use in the development of their local curriculum.

A comparison of Arkansas’s existing learning standards to CCSS revealed a 96 percent match in English language arts (ELA) and 95 percent in mathematics with some changes in grade level content. The match was both in the scope of content and depth of learning. There are 1,019 ELA Common Core standards. The statewide committee found that 96 percent of the Common Core ELA standards matched a student learning expectation or a cluster of student learning expectations somewhere in the Arkansas English Language Arts framework. It was noted the match might not be at the same grade level. The committee judged 608 of the CCSS to be an excellent match; 258 to be a good match; 95 standards as a weak match and 40 standards as a non-match.

There are 495 math Common Core standards. The statewide committee found that 95 percent of the Common Core math standards matched a student learning expectation or a cluster of student learning expectations somewhere in the Arkansas Mathematics framework. It was noted the match might not always be at the same grade level.

The committee judged 185 of the CCSS to be an excellent match; 210 to be a good match; 73 standards as a weak match and 16 standards as a non-match.

The math content from Algebra which is typically taught in grades 9-12 under the Arkansas frameworks will be pushed into middle school with the Common Core State Standards. Under CCSS Algebra I content standards will move to grade 8 and below. The state’s current work toward college and career readiness will help to ensure a smooth transition to CCSS. This work may be viewed on our website at http://arkansased.org/educators/curriculum/common_core.html.

After this comparison was completed, the recommendation was made to the Arkansas State Board of Education to adopt the standards as released without adding any additional content at this time. Because of the high percentage of correlation between Arkansas’s existing standards and the CCSS, it is evident Arkansas educators have fully embraced the new learning standards.

Special Populations

English Learners

Immigration's impact is often seen first in the classroom. Arkansas's student population has become increasingly more diverse with the state's ranking 24th in the nation in terms of diversity. In 1987, the diversity index for Arkansas was 38 percent; in 2006 that increased to 49 percent and continues to rise (*USDOE, National Center for Education Statistics*).

Current assessment, data collection and accountability goals for ELs will be reviewed for needed changes to transition to CCSS. As members of the PARCC consortium, the state will have access to resources, materials and assessments that will be developed in alignment with ELs linguistic demands. Separate English Language Proficiency standards have been developed. Assessment systems used to measure EL progress against the standards and accountability benchmarks for both English fluency and core content for ELs are in place. To date, Arkansas has met Annual Measurement Achievement Objectives measuring progress and success in reaching English fluency goals for ELs.

The Arkansas Augmented Benchmark and ELDA large-scale (and subsequent CCSS driven) assessments and EL focused data summits will be essential components in determining progress in reaching the milestone of full English proficiency by ELs. An expanded implementation timeline for these efforts is included as Attachment 9.

Special Education

The goal of CCSS is to ensure all students are prepared for college, careers and life. SWD are no exception. One tool to assist in the effort of preparing and supporting teachers of SWD is the program funded through the State Personnel Development Grant (SPDG). This is a multi-tiered response to intervention framework that facilitates high-quality core instruction for ELs, SWD and other students as identified.

During the transition to college-and-career-ready standards, a large portion of our professional development for all educators will focus on technology innovations and the Universal Design for Learning (UDL) principles. PARCC items will adhere to the UDL principles so they will be accessible to all students, to the greatest extent possible, without adaptation or specialized design. This training is an essential component in providing the opportunity for all students, including those with disabilities, ELs, and low-achieving students to achieve success.

In addition, Arkansas is a member of the State Collaborative on Assessment and Student Standards Assessing Special Education Students (SCASS ASSES) and the English Language Learner (ELL) SCASS. Both collaboratives address the inclusion of SWD and ELs in large-scale standards, assessments and accountability systems. The shared efforts of state education personnel, associate members, and partners to improve educational performance of SWD and ELs are further enhanced through shared understanding, policy guidance, research activities and professional development.

Committees of Arkansas educators are working to design a literacy tool that will address the skills, understanding and success criteria as required by the rigor of CCSS ELA. The educators will identify critical target areas and write examples of interventions and/or scaffolds for supporting ELs and SWDs during core instruction. The literacy tool will be available online and extensive professional development will be available to general education teachers and teachers of ELs and

SWDs.

Finally, the ADE will direct more comprehensive communication to districts and schools recommending that EL and SWD teachers collaborate with general education teachers throughout the implementation of CCSS. Professional development, as noted in the strategic plan, is appropriate for all educators and focuses on the core instruction of CCSS.

Outreach and Dissemination

ADE began the awareness phase of implementation of the CCSS during the 2010-2011 school year. Videos posted on the ADE website, presentations to boards and educators across the state and professional development offerings were some of the approaches used to begin discussions in our state about the new standards. ADE has also engaged the Arkansas Department of Career Education and the Arkansas Department of Higher Education in meetings to discuss the intentions of CCSS and to plan for its implementation, and has shared the stage with both groups in an effort to highlight the collaboration present and support for CCSS.

In November 2010, a representative group of educators, parents, business leaders, school board association members, education support organization representatives, higher education officials, charter school advocates and the Governor's Office policy analyst was formed to serve as the CCSS Guiding Coalition. The role of the Coalition is to help guide the state's efforts during implementation of the CCSS, to assist the state with communication to educators, parents and members of the public and to assist with the removal of bureaucratic barriers to change, while exerting their influence at key moments that support implementation. A list of Guiding Coalition members is included (Attachment 10).

ADE has developed and provided tools to the state's school districts to assist educators in disseminating information to parents and community members about the CCSS and the impact the standards will have on children's long-term success. Informational brochures for parents of students in elementary, middle school and high school are posted on the CCSS page of the ADE's website (http://arkansased.org/educators/curriculum/common_core -Attachment 11)

In October 2011, the CCSS Guiding Coalition and the Association for the Supervision and Curriculum Development (in partnership with the ADE, the CCSSO, and Arkansas ASCD) hosted a summit to advance the successful implementation of the CCSS. Educators, school board members, community leaders and higher education partners participated in activities designed to:

- Assess state and local needs to ensure the successful implementation of the CCSS.
- Learn and share successful implementation strategies and practices from national and Arkansas colleagues.
- Understand the importance of a whole child approach to education in setting the foundation for success from kindergarten through college and career choices.
- Begin an effective communication plan to bring awareness of the CCSS to community stakeholders.

At this summit, a video featuring Governor Mike Beebe, Commissioner of Education Dr. Tom Kimbrell and others was debuted. A DVD of this video has been provided to all school districts and Arkansas legislators for use in community, civic, parent or other meetings. This

video is also accessible for anyone to view at <http://www.commoncorearkansas.org/video>. In March 2012, Arkansas ASCD and ADE continued this effort of outreach by hosting regional summits across our state that aim to advance understanding and awareness of CCSS.

Commissioner Kimbrell has held meetings with the state’s journalists to explain the CCSS and garner support from the media. He has made guest appearances on local television and radio stations to talk about CCSS. Specific information and resources for parents, educators and community members are posted on the CCSS page of the ADE website www.arkansased.org/educators/curriculum/common_core. A detailed list of resources may be found in Attachment 12.

In Arkansas, we know communication and implementation must go hand in hand. We believe the best communications strategy is simply having a clear and easily articulated message that ensures an open dialog with critical stakeholders and transparency of the state’s intentions.

Supporting Arkansas Educators

The adoption of the CCSS in English language arts and mathematics by the Arkansas State Board of Education on July 12, 2010, serves as a catalyst for the transformation of K-12 education in Arkansas. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Arkansas schools during the next three years.

As Arkansas planned for the implementation of the CCSS, we recognized the challenges that awaited our school personnel.

- Training teachers to teach a redefined course of study
- Educating parents, business leaders and community members on the purpose, aim and content of the new standards
- Measuring student progress towards mastery of the redefined course of study and ensuring their success on state assessments.

The effective implementation of any one of these changes requires a firm commitment from all involved. The collective implementation poses a great challenge that could stretch the resources of most districts, potentially compromising the effectiveness of any one of the goals.

To assist schools in their efforts to strengthen the educational opportunities of all students, the ADE continues to provide comprehensive support to the state’s educators. Specifically, ADE is providing tailored professional development offerings to support teachers in the implementation of CCSS. A comprehensive three-year strategic plan (Attachment 8) has been developed and training is being provided to ensure teachers can teach effectively to the new standards.

This transition period between the adoption of the CCSS in 2010 and the first administration of the assessment of the CCSS in the 2014-15 school year requires a phased approach for Arkansas

districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

Phase Three: Focusing on curriculum development/adoption and utilizing the full range of assessment strategies to ensure success for all students

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

Each of the phases demands intensive professional learning at the local level. Research has shown that successful professional learning requires a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Arkansas will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development Planning for Implementation of the Common Core State Standards (Attachment 13) lays out in detail the priorities that are the most significant and will take both time and effort to fully implement in Arkansas classrooms. Many educators have already begun to explore the CCSS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. There is significant work to be done, and we have worked with curriculum directors, instructional leaders, instructional facilitators, and teachers to make thoughtful choices for the necessary transition in their schools.

A series of Common Core Institutes are being developed and offered statewide with the help of our partners at Arkansas Educational Television Network (AETN) through ArkansasIDEAS (Internet Delivered Education for Arkansas Schools). ArkansasIDEAS is a one-of-a-kind online resource for our state’s teachers and administrators and provides Arkansas educators with the highest quality online professional development available in the country. All professional development opportunities are recorded and available on the ArkansasIDEAS network.

Each school and district in the state has identified a CCSS leadership team made up of the principal and key staff for communication and implementation purposes. As resources are developed and offered on the ArkansasIDEAS network, these CCSS teams are notified of dates and times for debut. This delivery system allows for engagement at the school level and is also a cost savings to the district in time and money. Recent numbers from the Common Core website on the ArkansasIDEAS network have shown extensive use of follow-up resources; 5,690 visits, 3,355 unique visitors and 16,859 page views. A new component to the system currently under development will require the user to complete an evaluation and implementation survey before logging off to give ADE more information on scale of implementation. This will enable the ADE to determine delivery to the classroom level and accountability for Priority and Focus school training.

During the 2011-2012 school year, kindergarten through second grade classrooms across the state are fully implementing CCSS, with Grades 3-8 fully implementing in 2012-2013. The ADE and the Arkansas Department of Career Education, in partnership with the Southern Regional Education Board (SREB), are also rolling out a three-year state initiative to implement the new Common Core literacy and mathematics standards in grades nine through twelve, with full implementation occurring in the 2013-2014 school year. Eight expert content specialists in literacy and mathematics will work with the eight pilot high schools. These expert trainers will also support the state in years two and three to develop literacy and mathematics trainers in the state to roll out this initiative to additional high schools. The basic strategy is to build capacity within schools to implement classroom practices to address the new Common Core literacy and mathematics standards.

Special Considerations for Teachers of EL and SWD

For the past 15 years, the ADE has developed, funded and implemented a two-week summer training institute—the EL Academy. This training opportunity has educated over 2,000 public school and charter school teachers and administrators in effective strategies for working with EL

students. Completion of this institute leads to the state’s EL teaching certification endorsement. In order to support ADE efforts to reach the milestone of successfully preparing ELs to meet college and career ready standards, ADE will transition the current EL Academy curriculum to focus specifically on CCSS and the application of teaching strategies and classroom methods that address ELs’ needs in mastering CCSS. Furthermore, EL Academy faculty and ADE professional development staff will design and implement additional training required for continuing professional development on CCSS for teachers working with ELs.

Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts for school boards, superintendents, building administrators and teachers in all Arkansas schools during the next three years.

IMPLEMENTATION TIMELINE

Activity	Timeline
Redesign of EL Academy Training to Specifically Address CCSS	January – June, 2012 With Implementation Beginning June, 2012
Review and revision of EL component of the Arkansas Comprehensive School Improvement Plan (ASCIP) for accountability to reflect LEA Common Core initiatives	Fall, 2012 With Full Implementation by Academic Year, 2013
Training on Parental outreach for EL families on CCSS	Fall, 2011; On-going
Coordination with Career Education on development of bilingual materials and professional development on career ready standards	On-going

The ADE was awarded a Staff Personnel Development Grant (SPDG) from the U.S. Department of Education’s Office of Special Education Programs (OSEP) with the primary goal of working with schools, districts, communities and regional partners to maximize all students’ academic and social, emotional, and behavioral skills and success, including SWD. To meet that goal, intensive professional development and targeted technical assistance are provided in the areas of leadership, literacy and math instruction, intervention, school-wide Positive Behavior Support Systems (PBSS), social skills/self-management instruction, strategic or intensive cognitive-behavioral interventions, closing the achievement gap (CTAG), multi-tiered response-to-instruction and intervention and data-based problem solving; parent and community involvement and outreach; and personnel preparation and special education teacher recruitment and retention.

One objective currently of the SPDG is the development of a web-based mathematics intervention matrix that will help educators across the state identify and implement evidence-based instruction and intervention strategies at different levels of need and intensity for students who are underachieving, unsuccessful or unresponsive in the different facets of mathematics

across the school-age spectrum. Supporting this web-based application will be professional development training that will teach educators both how to use the website and how to identify, implement and evaluate the specific evidence-based instruction and intervention strategies cited. In addition, the SPDG literacy intervention matrix is currently being updated. All of these materials and professional development opportunities will be organized and guided by their respective CCSS.

Several of the most significant accomplishments and data-based outcomes from the first two and one-half years of the SPDG include:

- The establishment of an integrated statewide professional development network;
- Strategic monitoring, planning and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status; and
- Aggressive recruitment, training and capacity building to achieve 100 percent fully licensed special education teachers and to increase retention for special education teachers.

SPDG, as an intervention tool, will be used in all of the state's schools in the Focus category. Focus Schools had a mean achievement gap of 49.9 percentage points compared to the highest performing subgroup in the school. Students in the Focus Schools will need differentiated instruction, intervention and assessment strategies to meet their college and career goals. As members of the PARCC consortium, the state will have access to resources, materials and assessments that will be developed in alignment with these students' specific needs.

An expanded timeline for the SPDG program is included as Attachment 9.

IMPLEMENTATION TIMELINE

Activities	Timeline
<p>Goals: Establishment of an integrated statewide professional development network</p> <p>Strategic monitoring, planning, and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status</p> <p>Aggressive recruitment, training and capacity building to achieve 100% fully licensed special education teachers and increase retention for special education teachers</p>	2009 – 2014 and ongoing
<p>Activities: Professional development partnerships explored with nine Educational Service Cooperatives</p>	Year I 2009 - 2010

<p>Existing web-based materials developed during the first 5-year SPDG, were reviewed and updated</p> <p>35 PBSS Facilitators were surveyed regarding the PBSS certification process</p> <p>Progress was made toward securing two parent mentors for each school district to provide information and training for other parents in scientifically-based literacy and behavior interventions</p> <p>Arkansas's Smart Accountability process was approved by the U.S. Department of Education in January 2009 to help the ADE differentiate and support schools across the state in School Improvement Status</p> <p>Training that integrated components from the ADE's Scholastic Audit and the Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE) tool was conducted</p> <p>Schools in School Improvement Status who would participate in the SPDG were identified; strategic planning and implementation plan development to occur during the early part of Year 2</p> <p>Aggressive recruitment activities were carried out including: job fairs; use of TeachArkansas, efforts to provide financial support for districts' use of Teaches-Teachers.com; efforts to encourage districts' use of strategies developed with the National Special Education Personnel Center, and strategies to attract middle and high school students to teaching careers in special education</p>	
<p>The SPDG's school leadership and strategic planning, response-to-intervention (RTI)/closing the achievement gap (CTAG), and school improvement processes have become more completely embedded into the ADE's Smart Accountability process</p>	<p>Year II 2010 – 2011 and ongoing</p>
<p>SPDG staff continues to serve as full members on the Specialty Support Teams (SST's) that are working out of the ADE's Learning Services Division. SPDG coordinator for math/literacy is working on a national committee with U.S. Department of Education on integrating mathematics instruction and the RTI process</p>	<p>Year III 2011 – 2012 (to date) and ongoing</p>
<p>A number of data collection and/or evaluation tools or spreadsheets were developed with Public Sector Consultants, our Grant Evaluators, and disseminated as completed.</p>	

SPDG continues relationship with Mashburn Institute (SIM Project—Leadership and Classroom Instructional Strategies)	
The SPDG continues to support special education recruitment and retention activities across the state, as well as financially supporting paraprofessionals working toward their highly qualified status and undergraduate students who are earning licensure in different areas of special education	

Principal Development

All professional development centered around CCSS is open for administrators and teachers, and each school has been urged to attend as a leadership team, with the principal and assistant principal as integral members of this team. Besides content knowledge, the role of the school administrator in CCSS is to be a facilitator of the change process in transitioning to Common Core, the new TESS and next generation assessments.

Training for TESS will be provided for all administrators through the professional organizations as well as regional educational cooperatives. Administrators will once again have an opportunity to lead teachers through a monumental shift in evaluation practices and assist their staff in the implementation of this new system of evaluation and support.

The ADE funds and supports career professional development for administrators and teacher leaders. The Arkansas Leadership Academy creates learning opportunities where school administrators can gain the skills, knowledge and tools to be more effective facilitators of the change process. The Arkansas Leadership Academy and the Master Principal Program were legislated to build the leadership capacity in schools and communities in the state (Attachment 14). The Master Principal Program, Assistant Principal Institute, Superintendent Institute, Central Office Leader Institute, Teacher Leader Institute and Team Leadership Institute focus on the five performance areas of Leading and Managing Change, Creating and Living the Vision, Mission and Beliefs, Developing Deep Knowledge of Teaching and Learning, Building and Maintaining Collaborative Relationships, and Building and Sustaining Accountability Systems. Participants engage in sessions focused on leading students and adults to higher levels of learning and achievement through the continuous improvement process.

High Quality Instructional Materials

Arkansas is a governing state in the PARCC consortium. PARCC's goal is to provide guidance and support that will help teachers bring the CCSS to life in their classrooms. To support educators in their efforts to provide all students, including ELs and SWD, a first class education, PARCC is developing a number of tools and resources aligned to the CCSS and the PARCC assessments.

The tools and resources will provide opportunities for states to engage, involve, and empower educators around the implementation of the CCSS and PARCC assessments. The development and dissemination of these resources is built into Arkansas's communications and engagement plan. This will help ensure we are providing district leaders, administrators, school leaders and classroom teachers with regular, hands-on experiences with PARCC tools and resources.

Educators have asked for these new instructional materials aligned with CCSS as they are adopting an evaluation system (TESS) that will examine their knowledge of updated instructional tools and practices. All tools and resources will be available as they are released at <http://PARCConline.org>

Arkansas is an active member of the America Diploma Project (ADP) Network. The network has recently formed a collaborative, Educators Evaluating Quality Instructional Products (EQuIP), for the purpose of developing tools and processes to identify the quality of instructional materials aligned to the Common Core State Standards (CCSS). The EQuIP team is a diverse group of curriculum leaders from Higher Education and K-12 schools. We will be working with our member States to:

- Use a common rubric and rating scale to determine the alignment and quality of current instructional materials (tasks, lessons, units) in order to identify how they might need to be modified to better address the CCSS.
- Identify exemplars to increase the supply of high quality instructional materials (tasks, lessons, units) aligned to the CCSS that will be available to elementary, middle and high school teachers across the EQuIP states.
- Learn the tools and processes to build the capacity of educators across EQuIP states to evaluate the quality of instructional materials for use in their schools/classrooms.
- Learn how the Quality Review Process can be embedded as a professional development activity in the state's long-term implementation plan for the CCSS.

In addition, PARCC is developing model instructional units that will include a coherent set of tools including information about assessment results, formative activities, professional development materials and communications materials. The consortia is also developing online modules to support states and districts in:

1. Evaluating open-source and commercially-produced instructional materials for quality and alignment to the CCSS and PARCC;
2. Adapting previously successful materials to be aligned to the CCSS and PARCC; and
3. Creating their own high quality instructional materials aligned to the CCSS and PARCC.

The EQuIP team will assist in building capacity within the state's regional educational cooperatives' teacher center leaders. Professional development on these tools and resources will be offered during statewide curriculum institutes.

Expansion of College-Level Courses, Dual Enrollment Courses, or Accelerated Learning Opportunities

Arkansas is positioned well for the focus on college and career ready standards through CCSS. Prior to the adoption of CCSS the state was taking steps to ensure its students were college and career ready. In 2004 Arkansas was one of only 3 states to adopt college- and career- ready graduation requirements. In 2005 the state joined the ADP Assessment Consortium in the creation of a rigorous Algebra II exam, administered for the first time in 2008. In 2006, Arkansas aligned high school graduation standards with college admission requirements. Arkansas student

participation in advanced placement has quadrupled since 2001.

Arkansas schools have been nationally recognized for increasing participation in Advanced Placement by the College Board. In all, 21,280 Arkansas high school students took an AP test in 2010-2011. That's an increase of 6.5 percent over the previous year. Those students took 36,421 AP exams, which is an 8.7 percent increase. Arkansas student participation in advanced placement has quadrupled since 2001.

Most notably, Arkansas experienced a significant increase in the number of tests receiving a grade of 3, 4, or 5, which are the marks generally allowed for college credit. There were 10,949 such scores, which is an increase of 12.3 percent.

The gains cut across demographic lines:

--Among white students, the number of test takers increased 6.2 percent and scores of 3, 4, and 5 increased 14.7 percent.

--Among black students, the number of test takers increased 7.4 percent and scores of 3, 4 and 5 increased 15.4 percent.

--Among Hispanic students, the number of test takers increased 19.9 percent and scores of 3, 4, and 5 increased 12.4 percent.

Arkansas is the only state that requires every school district to offer at least one AP course in each of the four core subjects — mathematics, English, social studies, and science. Arkansas also picks up the cost of each AP test as an incentive for students to take AP. In all, 21,280 Arkansas high school students took an AP test last school year. That's an increase of 6.5 percent over the previous year. Those students took 36,421 AP exams, which is an 8.7 percent increase.

Arkansas Advanced Initiative for Math and Science (AAIMS), an affiliate of the National Math and Science Initiative (NMSI), has funded an Advanced Placement Training and Incentive program in 30 schools that began in August 2008. Under a competitive request for proposal process issued in August 2008 and 2009, AAIMS invited schools to apply for participation in the program. The goals of the program are to strengthen the teaching of the AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.

A primary goal of NMSI and AAIMS is to increase the number of students taking and scoring 3 or higher on AP math, science and English exams. AAIMS is required to implement proven strategies to increase significantly the number of students taking and passing Advanced Placement courses and exams. These strategies were developed by Advanced Placement Strategies, Inc. of Texas. In the schools they serve, over a five year period, on average the number of students scoring 3 or higher on AP English has tripled, the number of students scoring 3 or higher on AP mathematics exams has quadrupled, and the number of students scoring 3 or higher on AP science exams has quintupled. The strategies included extensive formal and informal training of AP and Pre-AP teachers, additional time on task for students, financial incentives based on academic results, and cultivation of lead teachers to provide leadership to the Program in their schools by mentoring other AP and Pre-AP Teachers.

During the previous legislative session, a bill was passed that required establishment of a statewide

transfer system for core courses among all public postsecondary institutions, resulting in the creation of the [Arkansas Course Transfer System \(ACTS\)](#). This system contains information about the transferability of more than 90 general education courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and equitable treatment in the application of general education credits for admissions and degree requirements. Students may complete specified general education courses anywhere in the public system, as well as many courses in the degree/major that have been pre-identified for transfer. Among the state's high schools, 22,354 students are currently taking advantage of concurrent credit courses. Students could be enrolled in multiple courses.

Although the impetus for this project was a legislative directive, there is now a growing interest in expanding the project to include Career Technical Education (CTE) courses. With so many existing individual articulation agreements and concurrent-credit possibilities in CTE courses, secondary CTE and Division of Workforce Education (CWE) will work collaboratively to establish an integrated system of statewide articulation agreements between secondary and postsecondary institutions. ADHE already has begun discussions with postsecondary chief academic officers regarding expansion of the ACTS system to include CTE courses. With the implementation of CCSS we expect greater numbers of student will take advantage of the opportunity of dual enrollment courses.

On August 16, 2011, STEM Works, the Governor's initiative to increase knowledge of science, technology, engineering and math was announced. This program's aim is to educate more K-12 students in the fields that need the most qualified workers and have the most potential for expanding the state's economy. Another project goal is equipping Arkansas colleges with the tools they need to better educate future K-12 teachers in these core subjects.

Fifteen school districts and one technical center were designated by the cabinet to participate either in Project Lead the Way or the New Tech Network. The New Tech high school model integrates STEM education and extensive project-based learning throughout the curriculum. Project Lead the Way includes several introductory courses in engineering or biomedical sciences that show how basic concepts taught in the classroom are used in the work world.

The accelerated learning opportunities described above will garner more student participation as schools implement CCSS. The ADE envisions more learning opportunities of this nature to be offered as more students become college and career ready.

Coordination Across State Agencies

As Arkansas moves forward in the implementation of the CCSS we realize and acknowledge that implementing these standards will, in the long run, require a revolution in our P–20 educational system. Doing it well will take the creation of new partnerships, a commitment to research on our continuing efforts, an equally strong commitment to use those inquiries to alter efforts midstream, and a considerable public education communication strategy.

We are very fortunate in our state to have a long-standing, strong and positive working relationship with our Department of Higher Education and our Institutions of Higher Education.

Higher education plays a vital role in the success of the CCSS. No issue looms larger for higher education than teacher preparation and professional development.

In Arkansas, discussions are taking place and plans are being made to collectively begin work around the following areas:

1. Aligning higher education curriculum with K–12 curriculum, which includes both adapting admissions standards and revising curricula of first year courses that act as bridges between K–12 and college majors.
2. Preparing and educating teachers, both prospective and practicing, which includes revising curriculum in disciplinary departments to prepare teachers to teach the Common Core; revising professional preparation coursework and experiences; and enhancing professional development offerings.
3. Conducting research on issues of teaching and learning the CCSS, teacher quality, and the implementation of the CCSS.
4. Establishing and sustaining long-term partnerships with other organizations and agencies in the educational system.

Faced with the need to create a competitive workforce and dramatically improve the quality of our education system, Arkansas has embraced an aggressive policy agenda to better prepare students for postsecondary education and careers. In doing so, we have made it a priority to better align and coordinate services, resources, and data across state agencies that serve children. We realize that a true 21st century education for students requires that state and local governments dismantle the obstacles to real collaboration between and among school systems and the social, health and safety support services in our system.

The Commission for the Coordination of Educational Efforts was created by Act 109 of the Second Extraordinary Session of 2003. The Act required the appointment of members by the Governor, President Pro Tempore, Speaker of the House, the Presidents Council of Colleges and Universities. Act 109 also required the Commission to recommend policies related to the improvement of coordination among and between the levels of education from pre-kindergarten to the graduate level.

The first meeting of the Arkansas Commission for Coordination of Educational Efforts was held August 12, 2004 where Dr. Ken James, then Commissioner of the ADE, and Dr. Linda Beene, then Director of the Department of Higher Education, presented an explanation of the commission, the reason for its creation and desired outcomes. Current Commissioner Dr. Tom Kimbrell, continues to meet with the Commission on a quarterly basis.

In Arkansas, conversation began very early between P-12 and Higher Education regarding the need to establish and maintain long-term partnerships to ensure the successful implementation of CCSS. Topics including aligning higher education curriculum with P-12 curriculum; preparing and educating teachers (both prospective and practicing); adapting admissions standards and revising curricula of first year courses to act as bridges between P-12 and college majors and other pertinent issues are being addressed.

Higher education faculty and administrative leaders in Arkansas are actively engaged in PARCC

Higher Education Leadership Team Meetings; Joint K-12 and Higher Education Leadership Team Meetings; PARCC Transition and Implementation Institutes; K-12 and Higher Education Design Meetings; Advisory Committee on College Readiness (ACCR) Meetings; and Technical Advisory Groups – Mathematics and English Language Arts/Literacy.

PARCC recently revised its bylaws to ensure the governance arrangements around PARCC college-ready decisions foster collaboration between K-12 and postsecondary leaders within each PARCC state and at the PARCC governance level.

The Arkansas Educator Leader Cadre (ELC) Team will play a major role in helping build expertise in the CCSS and PARCC. The ELC Team is made up of K-16 educators who will accomplish the goal of building statewide expertise through a combination of face-to-face meetings, on-line modules, and professional development webinars. Cadre members will discuss best practices around the use and implementation of the PARCC Model Content Frameworks and PARCC item prototypes, review sample tasks and model instructional units and identify ways of disseminating information through the network on how the PARCC resources can inform classroom practice.

Examples of K-12 educators working with higher education faculty to prepare teachers and leaders to provide instruction and leadership aligned to CCSS are provided below:

- The College of Education and Health Professions at the University of Arkansas in Fayetteville (UAF) collaborated with the Northwest Arkansas Education Service Cooperative to host a regional Common Core State Standards Summit May 2, 2012. Pre-service teachers in the Master of Arts in Teaching Program, their mentor teachers, and building and central office leaders from schools across Northwest Arkansas are the targeted participants for this professional development event. A PARCC representative will present on the anticipated shifts in assessment, the implications for instruction and classroom assessment. Pre-service teachers, mentor teachers and building principals will engage in facilitated, structured discussions of role-alike implications for practice and building level implications for practice. Participants will work together to develop building level plans for implementing strategies to address transition needs.
- The Arkansas Leadership Academy (ALA) is a higher education partner with ADE housed in the College of Education and Health Professions at UAF. ALA provides leadership development for teachers, assistant principals, principals, central office administrators, superintendents and boards of education. Additionally, ALA provides 25 low performing schools within 11 districts leadership and instructional capacity-building professional development and support. Working directly with schools from within higher education enhances the ability for pre-service programs to stay informed regarding practitioner issues, needs and challenges. Dr. Deborah Davis, ALA director and member of the CCSS Guiding Coalition, communicates between agencies to inform pre-service and practicing educator development programs (Attachment 10).
- The Common Core Guiding Coalition includes representatives from the Arkansas Department of Higher Education, the Arkansas Department of Career Education and Technical Education, and the dean of the College of Education and Director of Center for Leadership and Learning at Arkansas Tech University.

- The College of Education at the University of Central Arkansas (UCA) in Conway partnered with ADE to provide math education professors to develop professional development programs to assist Arkansas’s teachers and leaders through the major shifts in mathematics with the CCSS and implementation of instructional and assessment strategies aligned with CCSS. This partnership provides the benefit of informing pre-service programs at UCA regarding important transitions in instruction for CCSS.
- The UAF hosts an annual Literacy Symposium for area teachers and pre-service teachers to increase their literacy content knowledge. The focus of the Literacy Symposium 2012 is transition to CCSS in literacy.
- The National Office for Research on Measurement and Evaluation Systems at UAF and the Arkansas Research Center at UCA are conducting research using P-20 data from the SLDS to identify College and Career Readiness (CCR) indicators that might inform pre-service and practicing educators of important considerations in curriculum, instruction and assessment relative to CCR.

Increase Rigor

Increasing rigor in the classroom can be good for a variety of reasons, including better-equipping students for success on statewide assessments and with postsecondary opportunities. However, increasing academic challenge without increasing student failure, requires balancing challenge with support. Arkansas has taken critical steps to prepare all students for college and careers and has made a commitment to help support schools in mastering the balancing act by focusing on best practices to support rigor which include, but are not limited to: examining instruction, classroom-based assessment, curriculum coherence, expectations for student work, grading practices, course taking or grouping patterns, and student support. Collaboration among teachers is also essential for practices that support rigor.

A significant first step in this direction was the State Board of Education’s endorsement of Smart Core in 2006. This recommended high school program of studies includes four years of English language arts, four years of mathematics including at least one course beyond algebra II, three years of lab-based science, three years of history, two years of the same foreign language, and one-half unit of fine arts, health and safety, physical education and oral communication. Smart Core also includes six additional units within a career focus. Smart Core is required of all students unless waived by written consent of the parent. Currently, 90.7 percent of Arkansas’s Grades 9 through 12 students are enrolled in the Smart Core and 85 percent (30,441 students) of the graduating class of 2012 students completed the Smart Core.

Transition to New Assessments

In Arkansas, the transition to the CCSS will occur simultaneously with a next generation assessment system. Arkansas is a governing state in the PARCC.

With over a third of all students requiring remedial education upon enrollment in our nation’s public two- and four-year institutions of higher education (IHEs), it is clear there is a disconnect between the knowledge and skills students have when they graduate from high school and what they need for success in credit-bearing college courses. The PARCC system aims to eliminate this disconnect by better preparing students in high school, and measuring whether students are on

track to graduate ready for college and careers. Students who do not meet readiness/proficiency benchmarks will receive supports and interventions to address their readiness gaps, well before they enter their first year of college.

Transitioning to the CCSS and related assessments provides the ideal opportunity to think about how educators are trained on the new standards and related assessments.

Arkansas has developed a strategic plan to aid in the successful transition to the CCSS and PARCC assessments. The Arkansas plan articulates a vision of success, describing in detail various levels of alignment and implementation, identifying best practices for alignment and implementation of standards, creating tools and methods to help districts and schools design an aligned system for learning, and incorporating points of view from a broad cross-section of stakeholders.

How do scores on Arkansas’s criterion referenced tests (CRTs) help ADE, district and school personnel understand students’ levels of CCR? Longitudinal research conducted by Dougherty (2010) established suggested targets for determining students’ CCR using Arkansas’s CRT exams. Dougherty linked scores of comparable difficulty from Arkansas’s CRTs to benchmark scores on EXPLORE, PLAN and ACT exams. These links were based on students’ location in the grade level score distribution “relative to the average score in their respective grades” (p. 3). He used longitudinally linked scores for one grade of students and the distribution of scores from the other grades to establish targets on the CRTs linked to readiness benchmarks on the ACT, Incorporated exams. Dougherty suggested the targets could be used to establish academic preparation groups based on the distance of the students’ scores from the readiness targets in standard deviation units (Dougherty, 2010). Dougherty (2010) found minority and low income students exhibited the largest gap in college and career readiness among students from Arkansas. For Hispanic students and African American students, 31percent and 54 percent, respectively, were more than one standard deviation below the targets. Although this work has not been used to identify students for early intervention in Arkansas, it is possible to employ similar methodology to provide schools with early warning information for student interventions during the transition years to PARCC assessments. This would represent a richer use of CRT results connected to the goal of transitioning students, parents and teachers to think in terms of maintaining a CCR trajectory, particularly at middle and junior high schools.

For several years, the ADE has conducted training for special education teachers in the use of accommodations as well as in the administration of alternative assessments for special education students. Special education teachers will continue to receive this training aligned with the CCSS.

Other Activities

Arkansas is participating as a lead state in the development of the Next Generation Science Standards (NGSS). During the Next Generation Science Standards development process, 26 states will provide leadership to the writers and to other states as they consider adoption of the NGSS, and address common issues involved in adoption and implementation of the standards. This should also tie in to current and future goals of having our students ready for college and careers.

The lead state partners will:

- Give serious consideration to adopting the resulting Next Generation Science Standards as presented.
- Identify a state science lead who will attend meetings with writers to provide direction and work toward agreement on issues around the standards, adoption and implementation.
- Participate in Multi-State Action Committee meetings (Committee of the Chief State School Officers) to discuss issues regarding adoption and implementation of the new standards.
- Publically announce the state is part of the effort to draft new science standards and make transparent the state’s process for outreach/receiving feedback during the process.
- Form a broad based committee that considers issues regarding adoption and provides input and reactions to drafts of the standards.
- Publicly identify a timeline for adopting science standards.
- Utilize the collective experiences of the states to develop implementation and transition plans while the standards are being developed that can be used as models for all states.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 15)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually,</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the</p>
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	<p>beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Arkansas is a member and governing state of the Partnership for Assessment of Readiness for College and Careers (PARCC), which has formed to create an historic assessment system to provide more services and supports to students and teachers than are currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current assessment system. By partnering with other states, we will be able to leverage resources, share expertise and produce a system that will meet the needs and expectations of Arkansas students and teachers. The memorandum of understanding with PARCC can be found in Attachment 15.

The PARCC Partnership will begin field testing the new assessments in the 2012-2013 school year, with full operational administration scheduled to begin in 2014-15. This is an aggressive timeline that will require a strategy that draws on state policymakers, district and school officials, and classroom teachers to ensure a successful and efficient implementation and transition.

ADE considered making adjustments to the state assessments currently used for state and federal accountability. However, in Arkansas we need stability as we build capacity for more rigorous content standards with implementation of CCSS and a more rigorous assessment system through our membership in the PARCC that becomes operational in 2014-2015.

A comparison of current Arkansas standards with CCSS reveals a very high degree of alignment although there is not a perfect grade level match with all standards. Moreover, the CCSS are broader in scope and generally expect students to demonstrate mastery of critical knowledge and skills at an earlier age than now expected. Focusing on the magnitude of these shifts in instruction require tremendous planning and training for teachers and administrators.

Additionally, an early study of the test blueprint for the Benchmark Examinations, End of Course Examinations and the Grade 11 Literacy Examination all reveal the blueprints to be inadequately designed to test the depth and breadth of the CCSS. The idea of placing a few new field test items based on CCSS into open slots was also explored; however, that idea was abandoned because we knew students would be able to identify the field test items and it would be confusing and stressful to school districts to be tested on both the Arkansas Frameworks and the CCSS particularly when there are both state and federal requirements for schools to make annual progress.

Lastly, contracts for testing are already in place as are state budgets. Most of the changes outlined in federal guidance would require state dollars that are not available in the state budget or through additional federal dollars that come to the state.

In March 2012, the Technical Advisory Committee for assessments confirmed the state's course of action for large-scale assessment was proper and correct until the PARCC assessments become operational in 2014-2015.



PARCC TIMELINE



PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Overview

The primary goal of Arkansas’s proposed Differentiated Accountability, Recognition and Tiered-Support System (DARTSS) is to continuously improve educational access and opportunity such that all students attain college and/or career success. Arkansas has established a strong foundation for achieving this goal through adoption and implementation of the Common Core State Standards (CCSS) and membership as a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). This flexibility proposal delineates a comprehensive and coherent plan to integrate these efforts into a revised differentiated recognition, accountability and tiered-support system designed to further the potential for all students to achieve college and/or career success. This proposal is congruent with the intent of NCLB and responsive to lessons learned from piloting growth and differentiated accountability models, as well as input from stakeholders representing a wide variety of interests and concerns. Arkansas’s adoption of CCSS and participation in PARCC are pivotal in this plan. The revised accountability system must work within existing assessment system constraints in the short term, while planning for transition to PARCC assessments that will support more robust models for examining student and school achievement and growth relative to CCSS within three years. Arkansas’s longitudinal data system, which meets 10 of the 10 elements and 9 of the 10 actions recommended by the Data Quality Campaign, will enable the ADE to enhance the coherence of its efforts through effective use of educational data.

As a dynamic learning organization, the Arkansas Department of Education (ADE) has approached this flexibility request as an opportunity to evolve its accountability system using policy and data lessons learned through previous iterations and subsequent challenges of the system. The ADE proposes DARTSS to signal the agency’s intention to transition to a system of instructional support, assessment and accountability aligned more directly with College and Career Ready (CCR) expectations for all students. The proposed DARTSS was designed in response to student achievement strengths and concerns, as identified in Arkansas’s achievement data, and in response to stakeholder input received through regional public meetings, focus groups and surveys regarding the ESEA Flexibility proposal process and the transition to aligned CCR expectations. The following core values were established to guide innovation and refinement of accountability elements in the system.

1. Reduce the complexity of the current system so that parents and educators more readily discern schools' strengths and weaknesses.
2. Ensure fairness and sensitivity of accountability elements improve identification of needs of underperforming and/or at risk students, particularly ELs and SWDs.
3. Measure what is important—proficiency, growth and progress in gap closure.
4. Honor history—use state data and policy lessons learned to improve the system.
5. Remember fairness is not always simple—constraints/error in assessments and statistical models add some necessary complexity to the model in order to ensure fairness.
6. Infuse incentives in the accountability system.
7. Credit schools for progress and growth—this is a valued element of accountability determinations.
8. Ensure alignment of efforts to support students' path to college and/or career readiness.
9. Anticipate unintended consequences and minimize them.
10. Do what is best for Arkansas's children.

The ADE's theory of action calls for a careful analysis of Arkansas's current reality situated in the context of the agency's shared core beliefs, vision and mission and focused on its strategic goals as indicated in Principle 1. Although the current accountability system meets state and federal requirements, the system doesn't fully support the transition to an aligned CCR system. Further, despite progress made by Arkansas's students over the years of NCLB, achievement gaps for at risk students persist. Careful analysis of process and impact data, the leading and lagging indicators of district and school systems change, are integrated throughout this proposal to provide evidence to support Arkansas's flexibility request.

The ADE has established the timeline in Figure 2.1 to support effective integration of comprehensive elements of its proposed CCR standards, assessment, accountability and teacher/leader effectiveness systems through DARTSS. Arkansas began its transition to CCSS this year and is using feedback from educators to inform professional development and support (as indicated in Principal 1) with the goal of deep learning evidenced by change in instructional practice and student achievement. Additionally, several districts in Arkansas have begun piloting new evaluation rubrics as part of the Teacher Effectiveness and Support System (TESS) outlined in the Overview and detailed in Principal 3. These early pilot efforts provide information to ADE to inform the implementation process and adjust ADE's actions and support of these efforts to ensure all students have access to learning that supports their development toward CCR.

The timeline indicates the transition of Arkansas's assessment system and the use of student achievement scores in accountability proposed under this Flexibility request. Arkansas's Comprehensive Testing, Assessment and Accountability Program (ACTAAP) includes criterion-referenced tests (CRTs) for all students in math and literacy at Grades 3 through 8 and Grades 5 and 7 for science. At the high school level, Arkansas requires all students to complete End of Course Exams in Algebra, Geometry and Biology, as well as a Grade 11 Literacy Exam. SWD and ELs participate in these required assessments with or without accommodations as specified in their Individual Education Plans (IEP) or English Language Acquisition Plans (ELAP). Students with the most significant cognitive disabilities participate in the required assessments by completing an alternate portfolio assessment approved by USDE for use in NCLB accountability. Arkansas's approved Adequate Yearly Progress Workbook specifies the use of math and literacy exams in Adequate Yearly Progress (AYP) determinations for identifying schools' and districts' School Improvement status.

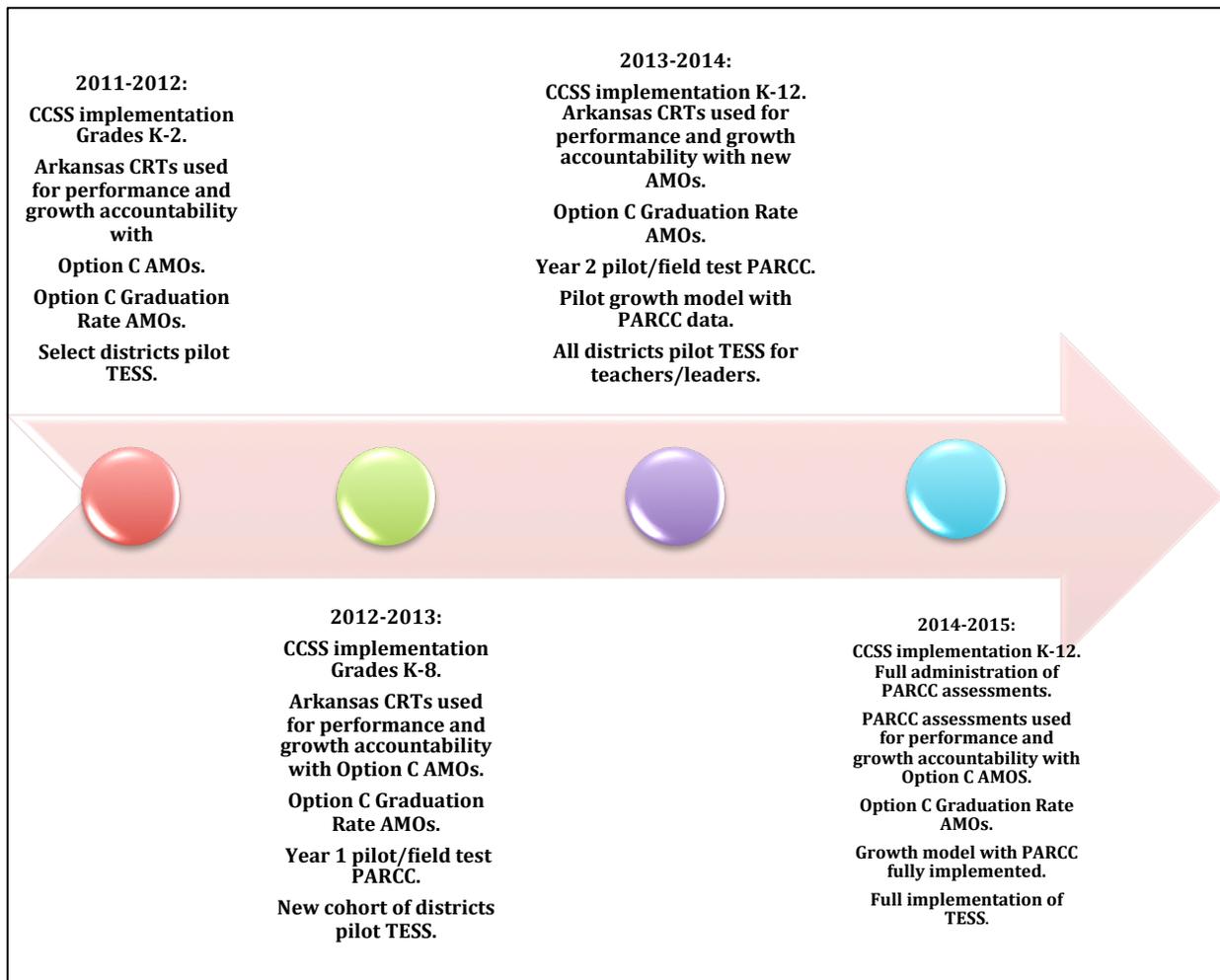


Figure 2.1. Arkansas's timeline for implementing CCSS and assessments for CCR.

The ADE proposes the continued use of its existing CRTs for accountability determinations under this Flexibility request until 2014-2015 for the following reasons: the alignment of Arkansas's approved standards and assessments with CCSS and CCR and lessons learned in the State's efforts to build district and school capacity for implementing systemic change. Arkansas completed an alignment analysis of the Arkansas Curriculum Frameworks for math and literacy with the CCSS when the CCSS was adopted in 2010. The analysis revealed a 96 and 95 percent alignment for literacy and mathematics, respectively, in scope of content and depth of learning represented in the standards. Arkansas's CRTs, aligned to the Arkansas Curriculum Frameworks, were designed to measure students' attainment of these challenging academic content standards and were approved by USDE for use in Arkansas's NCLB accountability system. Although the Arkansas Frameworks are not a perfect match to the CCSS, the existing assessment system represents the best option for use in accountability while PARCC assessments are developed.

To further students' attainment of challenging content standards, Arkansas incorporated rigor and relevance in its CRTs by requiring 50 percent of students' math and literacy scores derive from

constructed response items that require students integrate and apply grade level content in new contexts. Arkansas further defined rigor through the Performance Standards for students to achieve Proficient and Advanced performance levels. For example, a proficient student in math must “consistently apply integrated procedural knowledge and conceptual understanding to solve problems...” (Arkansas Department of Education, 2011, p. 10). Advanced students are distinguished from their proficient peers by demonstrating application and integration for the most complex math problems. In literacy, proficient students must demonstrate reading comprehension in response to text-based questions in a manner that extends and connects meaning derived from the text, and advanced students must also generalize and make critical judgments in response to text-based questions (ADE, 2011). The item formats that compose Arkansas’s CRTs include cognitively rigorous multiple-choice and constructed response items that require students to demonstrate higher levels of critical thinking skills that are aligned with CCR expectations.

Arkansas’s definition of CCR indicates that success in credit-bearing, first-year courses at postsecondary schools and successful attainment in a chosen career are valued as outcomes of CCR expectations. Students’ successes in first-year credit bearing postsecondary courses are one indicator of attainment of CCR. On-time bachelor’s degree completion is another indicator of students’ CCR. Research conducted at the Arkansas Research Center through cross-agency agreements established during Arkansas’s CELT grant (Principle 1, page 14) has resulted in the synthesis of student records across K-12 and postsecondary inputs and outcomes. Arkansas Research Center linked students’ on-time bachelor’s degree completion to performance on the Arkansas End of Course Exams in Geometry and Grade 11 Literacy to inform ADE of the rigor of Arkansas CRTs and the relationship between these variables. The findings from this research demonstrate a strong relationship between Geometry Exam scores and Grade 11 Literacy Exam scores, (0.90 and 0.93 respectively), with students’ on time completion of bachelor’s degrees. Twice as many students that scored Proficient on the Grade 11 Literacy Exam completed degrees as compared to those that scored Basic on the same exam—45 percent of Proficient students completed versus 21 percent of Basic students. Students that scored Advanced had three times the percentage completion (64 percent) compared to students that scored Basic. The results were similar for the Geometry Exam. Fifty-six percent of students scoring Advanced, 43 percent of students scoring Proficient and only 25 percent of students scoring Basic completed on-time bachelor’s degrees.

Other links between Arkansas’s CRT performance and CCR have been developed and may also be used to inform schools’ interventions during the transition to PARCC assessments. Longitudinal research conducted by Dougherty (2010) established suggested targets for determining students’ CCR using Arkansas’s CRT exams. Dougherty linked scores of comparable difficulty from Arkansas’s CRTs to benchmark scores on EXPLORE, PLAN and ACT exams. These links were based on students’ location in the grade level score distribution “relative to the average score in their respective grades” (p. 3). He used longitudinally linked scores for one grade of students and the distribution of scores from the other grades to establish targets on the CRTs linked to readiness benchmarks on the ACT, Incorporated exams. Dougherty suggested that academic preparation groups could be established based on the distance of the students’ scores from the readiness targets in standard deviation units (Dougherty, 2010). Dougherty (2010) found minority and low income students exhibited the largest gap in college and career readiness among students from Arkansas. For Hispanic students and African American students, 31 percent and 54 percent, respectively, were more than one standard deviation below the targets. Although this work has not been used to identify students for early intervention in Arkansas, it is possible to employ similar methodology to provide schools with early warning information for student interventions during the transition years

to PARCC assessments. This would represent a richer use of CRT results connected to the goal of transitioning students, parents and teachers to think in terms of maintaining a CCR trajectory, particularly at middle and junior high schools. The use of CRT score ranges associated with early warning signals for intervening when students are no longer on track for CCR would facilitate the transition to the use of PARCC assessments for the same purpose.

The concept of CCR continues to evolve as innovative indicators are developed through research that is possible with the advances in Arkansas's longitudinal data system. ADE anticipates the PARCC assessments may raise the CCR bar to some extent. Therefore, the ADE will reset AMOs upon full implementation of the PARCC assessments in 2014-2015 as needed to account for the transition to the new assessments and associated CCR performance levels.

Data- and research-informed decisions are foundational to the implementation of DARTSS. ADE recognized challenges to full implementation of the CCSS would arise on a statewide and local system level, particularly in rural and isolated LEAs with limited personnel to facilitate the changes. The ADE established a feedback loop within the strategic plan for implementing CCSS. Feedback on the ADE's plan for transition to CCSS solicited from educators through online surveys, and educator organizations such as the AEA and AAEA, reflected a growing enthusiasm for the effort, based on the promise of a deeper and more defined set of content standards to guide instructional goals. Concomitantly, educators, and in particular building leaders and instructional facilitators, expressed the need to limit introduction of new initiatives that may inadvertently distract from their primary focus on aligning instructional goals and practices in the classroom with CCSS and CCR expectations. The educational community is focused on transitioning to CCSS and PARCC assessments. Given the rigor of Arkansas's assessments and the alignment of CCSS and Arkansas Curriculum Frameworks, the ADE feels it would be imprudent to introduce interim changes to the existing assessments in addition to the changes proposed to the accountability system. Interim changes to assessments may spark the unintended consequence of focusing teachers on short term changes in the test, rather than the long term changes in instructional practice that will support greater access to CCR for all students. Ben Levin summarized these concerns well at the Forum on ESEA Flexibility.

“If schools and districts are more concerned about how they get a score than on how they are teaching, that's a problem...If people are spending time prepping for tests instead of teaching kids curriculum, that is a problem.” (USDE transcript, 2011).

The transition of Arkansas's accountability system must be carefully choreographed to minimize confusion over the changes and expedite the transition to CCR standards and assessments. The proposed differentiated system for recognition, accountability, intervention and support is admittedly parsimonious. The revised system is an integration of simplifications to the existing AYP determinations with careful consideration of elements that address errors in measurement and models, as well as elements that address fairness across the full spectrum of Arkansas schools (Figure 2.2). The parsimony of the system enhances the ADE's ability to transition more seamlessly as PARCC assessments are fully incorporated into the assessment system. Through the continued development of Arkansas's P-20 longitudinal data system, the ADE will use its rich data stores to inform policy revisions through careful analysis of data from implementation processes, teacher and leader effectiveness impact and student performance. ADE will model for its districts and schools a data-informed culture as it transitions its statewide system of assessment, accountability and support to a coherent focus on closing achievement gaps at the school and subgroup levels. Deeper

diagnostic views of the factors impacting student learning and CCR, coupled with a focus on educator effectiveness, will provide rich, contextual information to guide improvement in systems that have demonstrated resistance to change thus far.

Comprehensive Elements of DARTSS

Data-informed continuous improvement starts with ambitious and achievable goals for schools and districts and transparency in accountability for meeting the goals. The ADE proposes to hold all schools accountable for reducing by half the proficiency gap or growth gap, and the graduation rate gap for high schools within six years (Option C). School-based AMOs provide individualized and achievable progress targets for schools similar to growth or progress targets for students that are based on prior achievement. Arkansas students have made progress across the board, yet statewide achievement gaps for some students persist. These prior performance-based AMOs require all schools to reduce the achievement gap for all students and the ESEA subgroups within their schools. Using prior performance-based AMOs with Option C, schools that are furthest behind are required to make greater gains in the same time frame.

Figure 2.2 illustrates the major elements of DARTSS. Schools are broadly classified as Achieving or Needs Improvement based on modified annual progress decision rules and the proposed AMOs. Exemplary, Focus and Priority Schools will be identified from among all schools. A differentiated system of incentives, support and interventions will serve as a statewide multi-tiered framework to guide the ADE's response to schools' and districts' classifications. Sections 2.C. through 2.F. detail the differentiated incentives, supports and interventions for each classification of schools. Section 2.G. explains the intended integration of these elements for State, district and school capacity building. A strategic plan for statewide support and professional development to facilitate implementation of CCSS, PARCC assessments and TESS provides a foundational component for transitioning to CCR standards and assessments under DARTSS. TESS and the ADE's continuous improvement planning and monitoring processes (ACSIP) are necessary feedback loops within the system, and will inform leadership at school, district and state levels regarding fidelity of implementation as well as impact on student achievement.

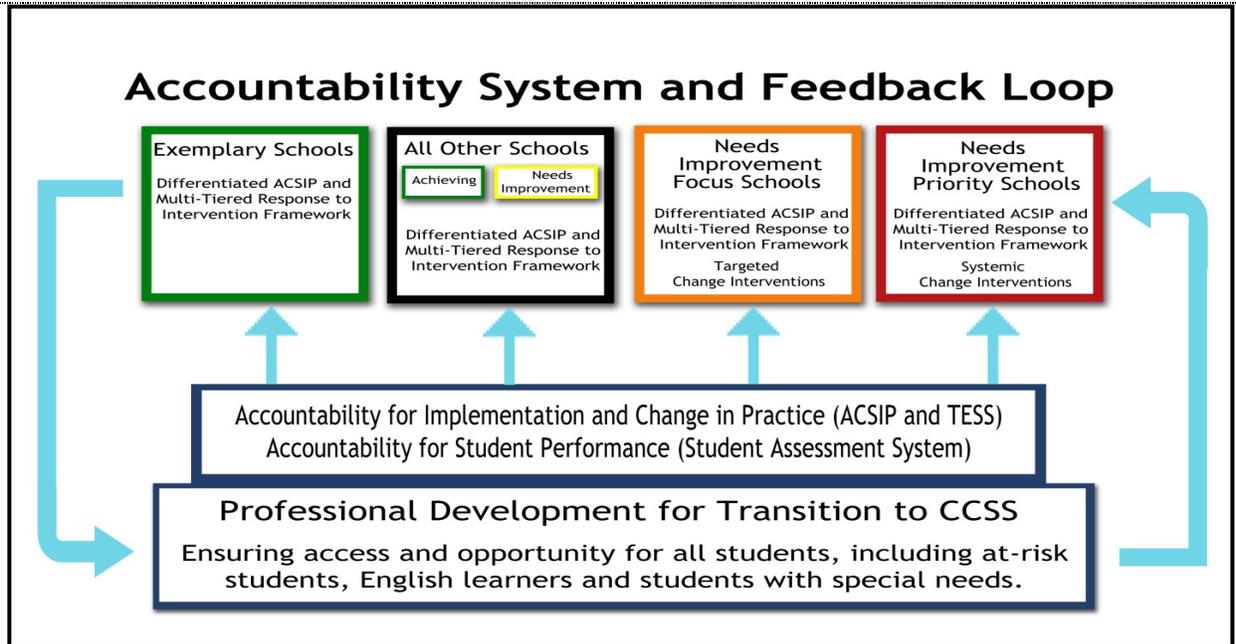


Figure 2.2. Differentiated Accountability, Recognition and Tiered Support System overview.

Arkansans have asked for a simpler accountability and reporting system that clearly indicates schools' progress in meeting student performance and growth goals yet maintains the focus on all students. This proposal is an important step in streamlining disparate state and federal accountability and reporting systems into a unitary, focused system that meets the needs of stakeholders to ensure schools are providing all students with access to and achievement of college and career readiness standards. ADE proposes to broadly classify schools as Achieving or Needs Improvement based on meeting AMOs in performance or growth and graduation rates (high school) for All Students and a Targeted Achievement Gap Group (TAGG) within each school. The TAGG will include students with membership in any or all of the following ESEA subgroups: economically disadvantaged students, ELs and SWD.

In prior years, the minimum N of 40 has resulted in many schools with few subgroups meeting the minimum number of students for inclusion in the AYP calculations. Reducing the minimum N to 25 results in more schools with more subgroups included in the accountability model, however, it is not sufficient to ensure at risk subgroups receive appropriate attention in all schools. The use of the TAGG for accountability increases accountability for at risk students over and above reducing the minimum N from 40 to 25. Specifically, reducing the minimum N to 25 and using the TAGG in accountability increases rates of inclusion of specific subgroups, African Americans, ELs and SWD in particular, and increases the number of schools accountable for students in the ESEA subgroups. Annual School Report Cards will report schools' broad classifications, as well as schools' progress in meeting their AMOs for All Students, TAGG students and ESEA subgroups. These determinations will serve to activate a multi-tiered support and intervention framework based on schools' needs as identified through the data. The parsimony of the system will facilitate struggling schools and districts closing the achievement gap and support educators' transition to CCSS, PARCC assessments and Arkansas's teacher and leader evaluation model by maintaining the focus on mastering the complexities of teaching and student learning and measuring and reporting what

matters to stakeholders.

- Composition of the Non-TAGG group
 - Non-TAGG students are full academic year students that are not participants in the Free/Reduced Lunch Program (not economically disadvantaged), not designated as ELs, and not designated as SWD.

Evidence to Support Proposed TAGG

Arkansas is making progress and this progress has become evident in several national indicators. Arkansas's existing accountability system and instructional support initiatives have resulted in improving Arkansas's overall Quality Counts Grade, ranking fifth among all states in the ratings with a grade of B in 2012. Quality Counts is Education Week's annual evaluation of public school quality indicators (Education Week, 2012). Arkansas received exemplary marks for Standards, Assessment and Accountability (A); Transitions and Alignment (A); and The Teaching Profession (B+) (Education Week, 2012). Yet recent progress has not resulted in commensurate ratings in K-12 Achievement (D) and Chance for Success (C-). Further, Arkansas has exhibited flat performance on the National Assessment of Educational Progress in recent years, and persistent gaps still exist in state-mandated assessment scores and graduation rates for underperforming subgroups of students despite all students improving achievement over time. While the current NCLB accountability requirements brought attention to the performance of subgroups, the current system has failed to result in the changes necessary to fully realize the goal of having *all* students attain proficiency in Arkansas's grade level academic content standards.

NCLB and state accountability requirements have resulted in general improvement trends in mathematics and literacy as measured by Arkansas's criterion-referenced assessments (Figure 2.3).

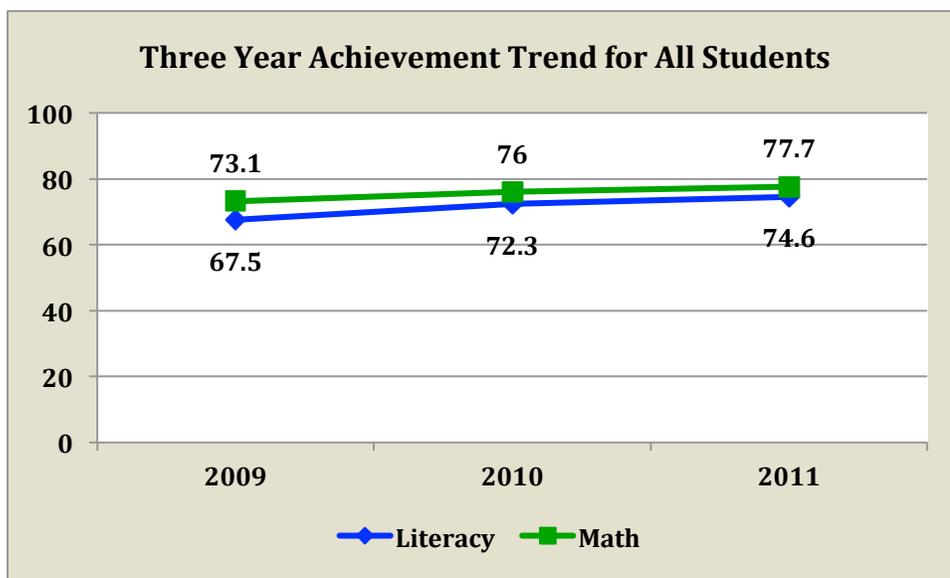


Figure 2.3. Three-year achievement trends for all students in math and literacy.

As intended by NCLB, disaggregation of these trends reveals large achievement gaps for several subgroups of students (Figures 2.4 and 2.5). Further, these subgroups demonstrate improvement trends, yet not at the differential rates necessary to close these gaps, except for Els and Hispanic students.

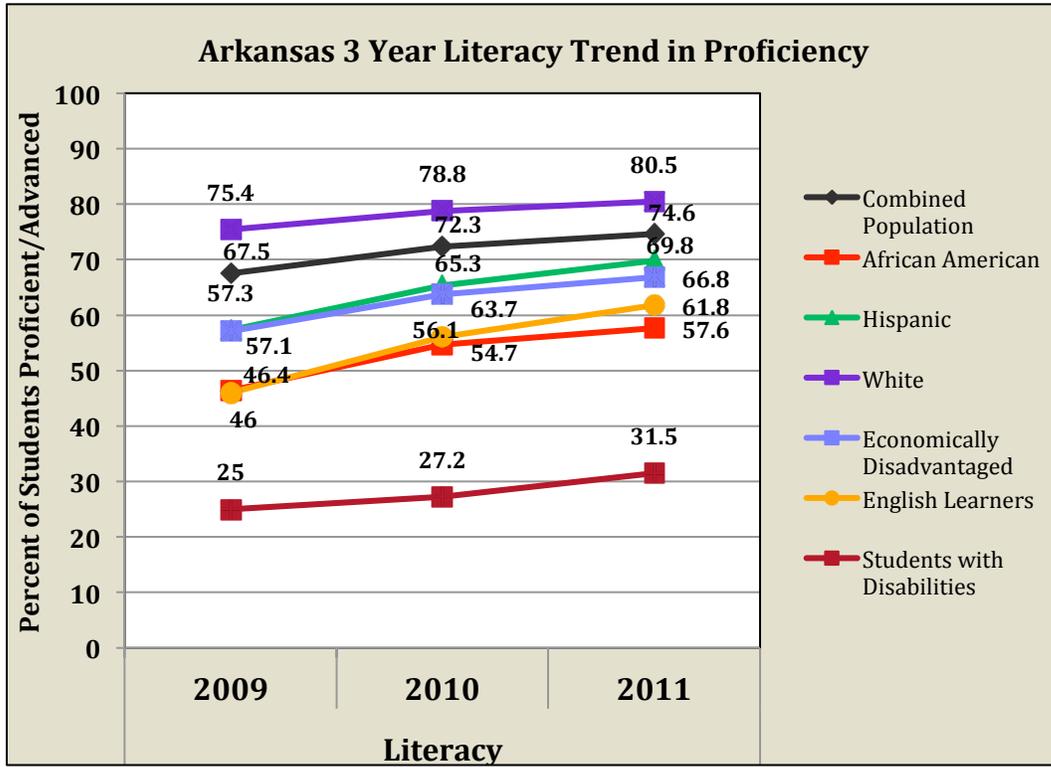


Figure 2.4. Three-year literacy trends by ESEA subgroups.

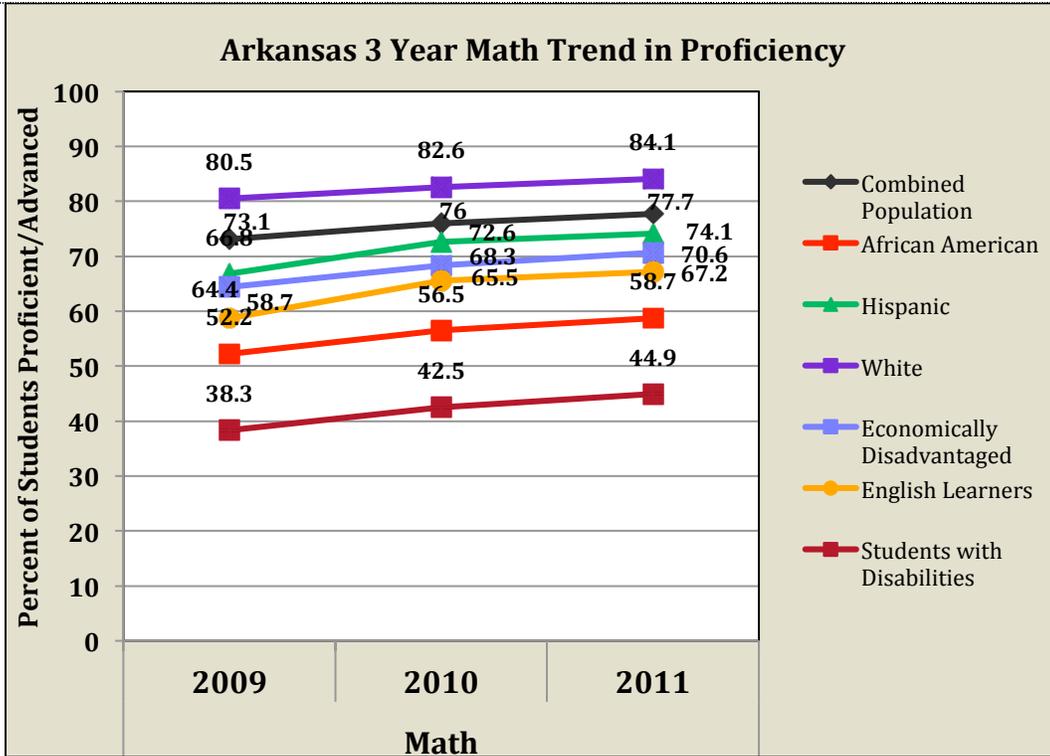


Figure 2.5. Three-year trends in math for ESEA subgroups.

Obviously, segments of our student population have struggled to achieve at desired levels. This ESEA Flexibility request provides a timely opportunity to move from an accountability system that provides an unintended positive bias for schools with small populations, to a system that focuses on long-term, continuous improvement through differentiated identification of schools’ needs in a manner that is sensitive to Arkansas’s students’ characteristics. For example, further analysis of subgroup accountability revealed factors that may contribute to the persistence of the gap between the highest performing subgroups and the lowest performing subgroups. Table 2.1 is a list of the percentage of schools that are accountable for each of the subgroups included in Arkansas’s Adequate Yearly Progress (AYP) Workbook based on the current minimum N of 40, and the percentage of schools that are not accountable for these subgroups despite having students identified as members of these subgroups. The final column in Table 2.1 indicates the percentage of schools with one or more students with membership in these subgroups.

Table 2.1

Percentage of Schools Accountable for and with Enrollment of Students in ESEA Subgroups

Group	Schools with subgroup that meets Minimum N (40)	Schools <i>not</i> accountable for students as a subgroup with Minimum N (40)	Schools with one or more students tested in the subgroup
African American	33%	47%	80%

Hispanic	13%	76%	89%
Caucasian	84%	6%	95%
Econ. Disadvantaged	92%	4%	96%
English Learners	9%	54%	63%
Students with Disabilities	16%	80%	96%

As illustrated in Figures 2.4 and 2.5 SWDs demonstrated the lowest performance of all the subgroups, yet under Arkansas’s current AYP workbook; only 16 percent of schools meet the minimum number of SWDs for accountability. Conversely, 96 percent of Arkansas’s schools have a subpopulation of special education students attending their school. This reveals a gap of 80 percent of our schools that are not being held accountable for the achievement of this subpopulation. An unintended consequence of the minimum N of 40 has been that the SWD subgroup has been virtually unaccounted for at the elementary level in larger LEAs and at the elementary and secondary level in small rural schools across the state. Thus, large metropolitan and urban systems have been mainly accountable for these groups, and usually only at the middle and high school levels.

Lowering the minimum N may seem like a logical alternative to the TAGG that would hold more schools accountable yet maintain the focus on the different ESEA subgroups. However, the characteristics of Arkansas’s schools indicate this would provide a minimal increase in accountability for EL and a moderate increase in the number of schools accountable for SWD as indicated in Table 2.2.

Table 2.2

Comparison of Percentage of Schools Accountable for ESEA Subgroups with Minimum N of 40 and 25

Group	Schools with subgroup that meets Minimum N (40) or 5% of ADM for schools with 800 or larger ADM	Schools with subgroup that meets Minimum N (25) for all schools regardless of ADM
Targeted Achievement Gap Group	91%	98%
African American	33%	40%
Hispanic	13%	23%
Caucasian	84%	88%
Econ. Disadvantaged	92%	97%
English Learners	9%	15%
Students with Disabilities	16%	43%

Reducing the minimum N to 25 for all schools, regardless of ADM, results in a limited increase in the percentage of schools accountable for each of the ESEA subgroups. Note with a minimum N of 25, only 40 percent of schools would be accountable for African American students, an increase of only 7 percent. The SWD subgroup triples in the percentage of schools accountable, yet more than half of Arkansas’s schools would still be unaccountable for SWD as its own subgroup. The Hispanic and EL subgroups are still minimally represented in the accountability for performance as a group.

The ADE proposes to address the persistence of achievement gaps such as these through this Flexibility opportunity by requiring schools to be accountable for all students that have membership in at-risk subgroups.

Arkansas proposes to examine all students as well as a Targeted Achievement Gap Group (TAGG) based on students' membership in historically underperforming at risk subpopulations, thus requiring accountability for all students in their care. Each ESEA subpopulation will have individual AMOs, will continue to be reported separately and will continue to be used to plan interventions and support. However, the TAGG, in addition to the All Students group, will be used to identify focus schools, and to inform accountability labels for all schools and districts in the P-12 system, thus increasing the number of schools accountable for students at risk. The All Students group, the TAGG and the ESEA subgroups will trigger the Statewide System of Support (SSOS) and interventions. This change in a key trigger for accountability (the TAGG), in addition to lowering the minimum N for all schools to 25, will ensure more schools are held accountable for closing the gap between top performing students and any lower performing students. Stakeholders were involved in the discussion of the creation of the TAGG, a mechanism for ensuring all schools were attentive to the needs of students at risk, and supported this as a strategy for improving accountability for reducing the achievement gaps in Arkansas (Attachment 20).

Data gathered from Arkansas's initial pilot of differentiated accountability helped inform the development of the TAGG concept. The pilot differentiated accountability model employed by the ADE differentiated labels and consequences for schools based on the percentage of groups/subgroups that met AYP through status/safe harbor or growth. Status refers to whether schools met annual measurable objectives (AMOs) for performance in math and literacy. Safe Harbor allowed schools to alternatively meet AYP through a 10 percent reduction in the percent of students scoring below proficient levels. The pilot growth model allowed schools to meet AYP through the alternative method of including below proficient students as proficient when these students met their annual growth increment in lieu of meeting the grade level proficient standard.

Data from 2011 accountability reports indicated most schools had fewer than half the subgroups meeting the minimum N for accountability. There are 14 possible groups/subgroups used in AYP in Arkansas. Each group counts once for literacy and once for math. The groups are:

- All Students,
- African American,
- Hispanic,
- Caucasian,
- Economically Disadvantaged,
- Limited English Proficient, and
- Students with Disabilities.

The number and percentage of schools accountable for zero to 14 groups/subgroups in the current AYP determinations are provided in Table 2.3. Note that Arkansas has nine schools that are so small the school does not have an All Students group that meets the minimum N for math and/or literacy. These schools fall under AYP workbook provisions for extremely small schools. Just over half of Arkansas's schools are accountable for four to six groups/subgroups. These groups are usually the

All Students group, the Economically Disadvantaged subgroup, and the schools' primary race subgroup. Twenty-five percent of schools have a substantive second subgroup (7 – 8 groups meeting minimum N) such as a secondary race subgroup or more rarely, an EL subgroup or SWD subgroup.

Table 2.3

Percent of Schools Accountable for Each of the Number of Groups Meeting Minimum N out of 14 Possible Groups

# of Groups Meeting Minimum N	Count	Percent
0– 1	9	0.84
2– 3	8	0.75
4– 6	611	57.04
7– 8	271	25.30
9 – 13	165	15.41
14	7	0.65

The TAGG consists of students with membership in any of the three groups historically at risk for underperformance: economically disadvantaged students, ELs and SWD. Table 4 presents the percentage of each race/ethnicity group represented in the TAGG. Note the TAGG captures more of the diversity of Arkansas's students for accountability than the ESEA subgroups alone. Ninety-eight percent of Arkansas's schools have a TAGG that meets the minimum N of 25 for all schools and districts.

Table 2.4

Demographics of the TAGG

NCLB Subgroup	TAGG	Not TAGG
Hispanic	92%	8%
Native American/Alaskan Native	64%	37%
Asian	60%	40%
Black/African American	86%	14%
Hawaiian Native/Pacific Islander	90%	10%
White	50%	50%
Two or More Races	65%	35%

The use of the TAGG to hold schools accountable for performance and growth of all students is not without challenges. In one tenth of Arkansas schools, the TAGG includes the entire school population due to the extent of poverty in these schools. Thus a gap between TAGG and Non-

TAGG cannot be calculated. In schools where the Non-TAGG is smaller than the minimum N, the percentage of Non-TAGG students proficient is subject to greater variability due to the smaller group size. Therefore, for the purposes of determining the magnitude of the achievement gap between TAGG and Non-TAGG students for Focus School Determinations (Section 2.E), the median school percentage of Non-TAGG students proficient will be used as the proxy for the Non-TAGG students in schools where the TAGG represents All Students and in schools where the Non-TAGG falls below the minimum N.

Through consultation with stakeholders, the ADE was provided with feedback on the inclusion of students in the TAGG. Specifically, the stakeholder groups indicated the importance of identifying students in the TAGG from among the historically at risk groups of economic disadvantage, ELs and SWD. Consideration of inclusion of students identified as African American or Hispanic was discouraged by stakeholders during consultation.

Further analysis of student performance based on TAGG or Non-TAGG membership was conducted to determine whether excluding students from the TAGG for membership in the African American or Hispanic subgroup without membership in any of the three at risk groups provided sufficient safeguards for meeting the academic needs of students in these historically underperforming minority groups. Table 2.4.1 provides a summary of performance indicators in math and literacy for minority students that would qualify for TAGG membership based on economic disadvantage, ELs or SWD as compared to the performance of minority students that were not members of one the TAGG risk groups.

Table 2.4.1

Performance of African American, Hispanic and Asian Students classified with in the TAGG or Non-TAGG Groups

	NonTAGG African Americans	TAGG African Americans	NonTAGG Hispanic	TAGG Hispanic	NonTAGG Asian	TAGG Asian
Literacy						
Below Basic	2.02	10.26	0.55	6.35	0.31	5.36
Basic	21.58	34.80	11.51	25.25	5.93	17.53
Proficient	46.23	39.44	40.89	43.61	26.50	40.80
Advanced	30.17	15.49	47.04	24.80	67.26	36.81
Proficient or Advanced	73.46	56.48	87.93	68.41	93.76	77.11
Math						
Below Basic	7.93	18.45	2.00	9.23	0.79	5.52
Basic	18.61	25.06	9.31	17.89	3.42	10.82
Proficient	40.57	35.30	34.65	38.31	18.89	32.17
Advanced	32.89	21.18	54.05	34.56	76.89	51.49

Proficient or Advanced	76.40	54.94	88.70	72.87	95.79	83.66
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As illustrated in Table 2.4.1, the descriptive statistics for minority students belonging to at risk groups (TAGG) indicate significantly lower performance for minority students that are at risk as compared to minority students that are not at risk. Cohen’s *b* was calculated to quantify the magnitude of these within race gaps and resulted in extremely large effects ranging from 10.27 (African American literacy) to 19.67 (Asian literacy). These gaps are meaningfully large and support the argument that even within racial/ethnic minority groups, risk factors are associated with educationally meaningful lower performance. The gap between African American students at risk and those not at risk is over 21 percentage points in literacy and 17 percentage points in math. These descriptive statistics support the assertion that membership in TAGG based on risk status, rather than minority status, is a statistically and educationally sound proposition.

Serving All Students in Districts and Schools

The accountability under No Child Left Behind (NCLB) has been the key driver of focused educational change. However, after ten years of NCLB implementation, Arkansas has concluded state rules for identification of school districts in academic distress do not accurately describe the degree of complexity necessary for targeting intervention to those districts and their schools.

The challenge is complicated, in this case, because Arkansas must be able to address the root causes—the impact of poverty, low expectations, chronic disruption from student migration, demonstrably lower teacher capacity relative to schools serving more affluent student populations—to be truly successful at any kind of scale. Turning around failing schools requires not just repair work but also a re-engineering of the school model and the systems that support it. That re-engineering requires more than the application of some reform “medicine.” Re-engineering requires re-thinking

the structures, authorities, capacities, incentives and resources that define the context, the operating conditions in which these schools do their work.

For this reason, Arkansas has chosen to participate in the ESEA Flexibility initiative in an effort to help districts better manage improvement in their schools and make systemic changes to improve instruction and student achievement. The flexibility proposed in this proposal will also help the state accelerate support and more intentionally target resources, technical assistance and interventions to the schools and districts that need the most assistance.

Clearly, one great challenge is combining the big stick and the helping hand, and pooling talent to push for results. The ADE and the Arkansas State Board of Education are committed to re-engineering our failing schools. The ADE’s Rules for Academic Distress are in the process of revision to align with this proposed accountability system and in a manner consistent with Arkansas law. Arkansas can and should expect its schools and districts to function at their best and serve all students well. The ADE’s proposed DARTSS will assist districts and their schools to make informed decisions regarding continuous improvement from the “bottom-up as much as possible and top

down as much as necessary” with Academic Distress representing the highest level of “top down” decision-making and a necessary element when local efforts fail to turn schools around.

A challenge Arkansas has with current state statute for Academic Distress is that it provides ADE with authority to identify schools, not districts, as being in Academic Distress. Given this constraint the state may intervene through this vehicle for low performing schools yet still have limited impact on the district. Districts may continue to inadequately resource a low performing school or avoid providing effective leadership structure and high expectations to the school due to the lack of a district systems approach to transformation. The proposed interventions for Priority Schools under DARTSS represent a shift toward a stronger systems approach to continuous improvement by involving the district leadership more directly in the responsibility for improving Priority Schools.

ADE is working with the Arkansas Board of Education and other stakeholders to rewrite the Academic Distress rule under this flexibility so that ADE may have the authority to identify a district that does not have a clear path for a student to go from kindergarten through Grade 12 without having to enter a Priority School that is not making progress. The intent in this case is for a district to be identified as in Academic Distress when a Priority School does not make the progress expected under the Priority School’s Priority Improvement Plan (PIP). Under these circumstances, district autonomy is greatly reduced and the ADE becomes a very active partner not only in that school, but in all schools within that district, in the allocation of district human capital and financial resources and in the governance of the Priority School. This could include removing the local school board and/or superintendent and moving forward with state governance of the district. Similar to mechanisms other states have utilized such as a turnaround office or state conservatorship—these actions would be delineated in a revised statute and rule. This ESEA Flexibility and proposed DARTSS provide an initial avenue to identify schools that are underperforming and put rigorous, ambitious change expectations in place. Through revision of the Academic Distress rule, when Priority Schools do not make progress, the ADE would be more involved in how their districts resource and govern their schools.

When a district reaches the level for designation of Academic Distress, State intervention is necessary, yet capacity is a constraining factor within the system. The proposed DARTSS has several advantages over the existing disparate State and NCLB accountability systems that are likely to build capacity as well as turn schools around. Through tiered intervention and support based on schools’ designation of Needs Improvement, Needs Improvement Focus and Needs Improvement Priority Schools, districts and their schools will engage in differentiated improvement processes based on the severity of needs rather than a one-size fits all approach to improvement. District and school educators will be incentivized by increased flexibility to construct local solutions to local problems. In the cases of Priority and Focus Schools, the local leadership may not have the tools to facilitate an ambitious change process. Thus, the differentiated interventions for these schools reflect these potential obstacles and ensure provision for external expertise and leadership focused on building local capacity for change and continuous improvement. ADE School Improvement Staff will focus support and/or intervention based on the degree of need as determined by the achievement indicators and implementation indicators in the system. External providers may be required (Priority) or optionally (Focus and all other schools) engaged to assist in building local capacity and local expertise through a ‘gradual release of responsibility’ model. Responsibility for implementation and results rests on districts initially with increasing oversight based on severity of the accountability designation. Lack of local action will result in loss of local flexibility and control that will be

specified in the revised Rules for Academic Distress. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not occurring.

Ensuring Access to CCR Expectations and Opportunities

Public regional meetings hosted by the ADE around the state and follow up focus groups indicated that the majority of Arkansans believe the disaggregation of data under NCLB by subgroups has been positive, shedding new light on the issue of achievement gaps for historically underachieving groups. However, as NCLB has matured several unintended consequences of the focus on subgroups have become evident. One example is evident in school improvement plans that include mechanical interventions based on subgroup membership. The interventions are often isolated from a systemic plan and focus mostly on surface level characteristics of the subgroup's needs, rather than on the authentic learning needs of the lower performing students within each group. Changes to the accountability system must provide incentives to not only disaggregate and report, but to clarify students' learning needs and respond with interventions and supports informed through deeper diagnostic views based on patterns of performance rather than subgroup labels. The intent is to incentivize the use of data to inform rigorous core instruction for all students and appropriate intervention or support for students with identified common and individual learning needs.

Additionally, Arkansas's statewide data indicate many students belong to more than one of the ESEA subgroups. In schools where more subgroups meet the minimum N, the perception is that membership of one student in multiple subgroups results in an exaggeration of school failure. Essentially, the low performance of the student, regardless of subgroup membership, should be the concern that demands a response within the accountability system. Use of the TAGG to trigger accountability is responsive to stakeholders concerns and lessons learned from Arkansas's statewide data.

The changes proposed in DARTSS more closely align with the intent of leaving no child behind based on the known characteristics of students and schools in Arkansas. Identification and use of the TAGG mitigates issues that have arisen under the compliance mindset that has evolved in recent years under NCLB. First, the formation of the TAGG is responsive to what ADE has learned from the data, particularly with regards to schools' accountability for ELs and SWD. Students with membership in lower performing or at risk groups are included in TAGG. Second, identification of the TAGG will enable a more authentic focus on student learning needs enabling teachers to move beyond at-risk labels to individual students. The TAGG exposes hidden achievement gaps by creating a subgroup that meets the minimum N in 98 percent of the schools in Arkansas. This is particularly important in schools where ELs and SWD have struggled, but the accountability N has not prompted a focus on these students' needs in particular. Continued reporting of NCLB subgroup progress in reducing the proficiency and growth gaps, combined with accountability for the TAGG group, will activate Arkansas's re-conceptualized tiered-support system.

Accountability for the All Students group and the TAGG group provide a macro-view of school and LEA performance that is intended to inform the macro-level of a continuous improvement process. However, this macro-level is not sufficient to inform student instruction at the classroom or micro-level, and changes in school performance happen first at that micro-level. An intended outcome of the DARTSS is to provide deeper diagnostic views of subgroup and student progress on CCR indicators that will jump-start stalled continuous improvement processes, and ultimately lead to daily

micro-adjustments to learning strategies thus maximizing students' access to CCR. To accomplish this outcome, ADE is envisioning and working toward an enhanced, thematic reporting of critical indicators along the pathway to CCR. The ADE will report annual accountability designations, progress of schools and districts in meeting AMOs for All Students, TAGG and ESEA subgroups, as well as progress on CCR relevant indicators (see page 94). Color coding and thematic presentation will enable easier interpretation of indicators to facilitate connections between accountability and continuous improvement planning (details on page 95).

Role-based access to these critical indicators will allow leaders to organize and view reports and relevant information to facilitate decisions at the leadership level. Teachers' role-based access will allow teachers to organize and view reports and relevant information to facilitate classroom instruction- and assessment-related decisions, as well as enhance their analysis by augmenting their view with classroom level data such as screening, progress monitoring and interim assessment results. Instructional facilitators' role-based access will ultimately allow them to migrate between leadership and classroom level views to ensure alignment and coherence in response to data findings. These technical improvements to reporting are intended to support a data-informed culture of decision making along the continuum from macro- to micro-level.

Proposed Changes to Accountability Determinations

Arkansas's current accountability system for Adequate Yearly Progress determination utilizes a *Status plus Growth* model. Under the current system a school may meet AYP by meeting AMOs for performance for All Students and all ESEA subgroups, meeting Safe Harbor for All Students and all ESEA subgroups, or meeting AMOs for All Students and all ESEA subgroups using status AMOs, plus counting students below proficient as proficient if they meet annual growth in the status calculations. This model does not account for schools whose students are scoring Proficient or Advanced, but are losing ground toward Proficiency by Grade 8. Thus, schools with high performance are not identified as Needs Improvement when their students are losing ground to the extent that they are no longer on a path to maintain grade level expectations. This can create a systemic problem within a district when elementary schools may meet their AYP targets while students lose ground toward meeting higher grades' standards. The current system uses a minimum N of 40, or 5% of ADM when ADM is greater than 800, which has also allowed many ESEA subgroups to go unaddressed in official ACSIP planning.

The need for all students to achieve or maintain a trajectory toward CCR is paramount as Arkansas transitions from State standards to the CCSS. ADE proposes the use of school and district level Growth AMOs as an additional indicator of progress toward CCR, particularly to transition schools toward habits of mind that address students who may be meeting or exceeding existing grade level standards, but not receiving the attention they need to continue to excel as they progress through higher and higher grade levels. This is critical to building the capacity of all Arkansas students to achieve more rigorous CCSS. Additionally, the ADE proposes lowering the minimum N to 25 beginning with 2012 assessment and reporting cycles to apply to All Students, the TAGG and ESEA subgroups. For the purposes of classifying schools as Achieving or Needs Improvement, ADE proposes using the minimum N of 25. For the purposes of further differentiating within Achieving and Needs Improvement Schools, the ADE proposes applying the minimum N of 25 to ESEA subgroups for requiring ACSIP interventions, as well as aligned human and financial resources to address the needs of ESEA subgroups that do not meet Performance and/or Growth AMOs.

ADE proposes the following actions within this Flexibility request to increase expectation for rigor necessary to achieve and maintain CCR for all students, including those already exceeding the standards; and to ensure that high performing schools are not masking lack of student growth among high performing students.

As indicated in Figure 2.2, DARTSS consists of a broad state-level classification of schools as Achieving or Needs Improvement with more explicit identification of schools at the extremes of performance: Exemplary Schools, Focus Schools and Priority Schools as delineated in Sections 2.C. through 2.E. Determination of the overarching accountability label is based on a set of decision rules modified from the existing Adequate Yearly Progress Workbook. Figure 2.6 compares the proposed decision rules to the existing AYP determination rules. The similarities and differences between the two sets of decision rules are situated within familiar elements to help minimize confusion over the transition in accountability determinations. The differences address specific elements in the flexibility guidance as indicted in Figure 5.

The recalculation of AMOs using Option C for individualized district, school and group AMOs is the first proposed change. The prior year performance or weighted three year average performance would continue to be used as specified in the AYP Workbook to determine whether schools meet their AMOs for the proficiency gap. This addresses concerns about year-to-year stability in the calculations when dealing with different groups of students from year to year. The small school rule would also apply here. Schools with fewer than 25 students in the All Students group for math or literacy would be required to use the 3-year weighted average in place of prior year performance. Another principle from the existing AYP determinations would apply to the proposed system—the consistent use of prior year or 3-year weighted averages to determine if AMOs were met. Accountability determinations would derive from either prior year for All Students and TAGG, or 3-year weighted average for both groups within a subject. The individualized AMOs would replace Safe Harbor by setting incremental progress expectations based on each school’s starting point in 2011. The state level confidence interval applied to meeting the prior statewide AMOs would no longer be applicable because schools will be working toward school-based AMOs.



Figure 2.6. Comparison of current and proposed decision rules for overarching accountability labels and reporting CCR indicators.

Another change in the proposed accountability system will support the transition to more robust growth measures as these are developed and validated in the transition to PARCC assessments. The current growth to standard model is scale-dependent based on the vertical moderation of the Grades 3 through 8 Arkansas Benchmark Examination score scale (Lissitz & Huynh, 2003). ADE proposes to employ this model during the transition to PARCC assessments. The ADE will use its longitudinal data system capabilities to evaluate the existing growth model's stability at the teacher level for use in TESS and the congruence between school accountability designations and teacher/leader effectiveness ratings. This will provide ADE opportunity to complete model growth measures using PARCC assessment pilot data to inform the transition of the growth measures for use with PARCC assessment. Ultimately, the growth measures used with the PARCC assessments will replace the current growth model in accountability designations and TESS. Transition of the growth model from the current Grades 3 to 8 score scale to the PARCC assessment score scale for Grades 3 to 11 will be informed by statistical modeling of school, teacher and student impact. Based on the results of this modeling, growth calculations will be transitioned concurrent with full implementation of PARCC assessments for use in accountability and TESS.

ADE proposes to use the existing growth to standard model approved by USDE to support accountability for growth of all students toward CCR at the K-8 level for the 2012-2013 through 2013-2014 school years. One significant change in the use of the growth model will enhance the focus on CCR for all students. Schools will be held accountable for meeting annual AMOs for growth based on the progress of all students on the continuum of achievement rather than merely crediting below proficient students who meet annual growth as proficient for AYP. This expands the current use of growth in AYP, a "status plus model," by giving schools credit for maintaining students' pathways to proficiency by Grade 8, including students who are proficient and advanced. This change introduces accountability in the growth model for students who are proficient or advanced but do not meet their annual growth. All students regardless of where they are on the achievement continuum would be expected to advance their learning annually to the degree necessary to meet or maintain their trajectory.

Arkansas's current NCLB growth to standard model results in all students in Grades 3 through 8 receiving a calculated growth trajectory (below proficient students) or a proficiency threshold (proficient and advanced students). The annual increments are proportional relative to the annual growth in scale score points needed to maintain a proficient score on the curvilinear scale from Grade 3 to Grade 8. Students' annual scale scores are compared to the sum of their prior scale score and their annual expected growth increment. The comparison of students' actual scale score to their expected scale score results in a determination of whether a student has met or failed to meet expected growth. This dichotomy (Yes/No) for meeting growth is then aggregated to a school level percent of students meeting growth out of all students tested.

Arkansas proposes to change how the four-year adjusted cohort graduation rate is used in annual accountability determinations by weighting it more heavily in the proposed DARTSS for high schools to enhance accountability for CCR at the high school level. The development of Arkansas's longitudinal data system has enabled the calculation of the four-year adjusted cohort graduation rate.

Arkansas published this rate for All Students and for ESEA subgroups for the first time with the 2010 Annual School Performance Report. The graduation rate data revealed gaps in the graduation rates among subgroups within schools that had not previously been accounted for in Arkansas's AYP model. Graduation rates provide a valuable indicator for CCR in high school accountability because high school graduation is influenced by all teachers at the high school level as each teacher contributes to students' cumulative credits toward a diploma. Similar to proficiency gaps, the graduation rate gap has been masked by relatively high graduation rates of the All Students group. Arkansas is proposing to require high schools meet AMOs for graduation rates for All Students and the TAGG based on 2010 baseline graduation rates and Option C for calculating annual targets. This will draw attention to and focus interventions and supports on closing identified gaps in graduation rates among high schools' subgroups where appropriate. Graduation rates provide an additional indicator for high schools that is a fundamental requisite to college and career readiness.

Currently, high school graduation rates are included in Arkansas AYP workbook as a secondary indicator for determining AYP. Graduation rates are used to determine schools' eligibility to use safe harbor as an alternative for meeting math and literacy progress, and in the overall improvement status determination, a single graduation rate target must be met for all students in addition to schools' meeting AYP for math and literacy. In DARTSS, the All Students graduation rate, the Non-TAGG and TAGG graduation rates, as well as NCLB subgroup graduation rates will be calculated and reported. Arkansas proposes to set AMOs for the graduation rate for the above mentioned groups by school, and to include schools' progress in meeting the AMOs for All Students and the TAGG in accountability determinations. The gap between the Non-TAGG and TAGG graduation rates will be considered proportionately with performance indicators in identifying high schools as Focus Schools. High schools' progress in meeting their graduation rate AMOs will also be used in identifying multi-tiered interventions and supports as outlined in Sections 2C - 2F.

The following clarifications of Arkansas' proposed accountability system and safeguards are included in the Arkansas request for ESEA Flexibility.

- All schools and districts are accountable for meeting Performance AMOs *or* Growth AMOs for ***both math and literacy*** for All Students and the TAGG in order to be classified as Achieving. Additionally, high schools must meet Performance AMOs for ***both math and literacy and Graduation Rate AMOs*** for All Students and the TAGG to be classified as Achieving. This is a more rigorous expectation than what is currently employed through AYP determinations using Status Plus Growth in that Growth AMOs and annual calculations of growth outcomes for schools and districts will include all students regardless of performance level.
- ADE will use the full spectrum of student performance (Below Basic, Basic, Proficient and Advanced) within the growth calculations under DARTSS. Through the inclusion of Proficient and Advanced students in the growth calculations, schools will be incentivized to review the growth of all students within their classrooms, not just those below the Proficient cut point or 'on the bubble', to ensure that all students are achieving or maintaining an appropriate achievement trajectory. This change in the use of growth scores credits schools and districts for improving performance of students from the lowest levels of the performance continuum while also setting the expectation that students proficient and above maintain a high achievement trajectory. Current AYP determinations use only the students below proficient in crediting schools for growth, thus ignoring Proficient or

Advanced students who may be losing ground. Figures 2.6.1 through 2.6.4 illustrate the reports that teachers and administrators access from ADE reporting systems to understand the extent of students’ growth as a result of prior year instruction.

- Figure 2.6.1 illustrates the performance of all groups, including ESEA subgroups, on growth outcomes used in accountability. Note that this is a private report and includes information to inform teachers and leaders about ESEA subgroup progress even when the group does not meet the minimum N for accountability. This is important information for teachers and leaders to use to identify patterns that may suggest alignment issues within instructional curriculum and assessment. The school and grade level reports also provide teachers and leaders with information that can help them look for patterns of vertical alignment expectations that may not be rigorous enough for students to achieve continued progress toward grade level standards.

School Overall						
Subgroup	Literacy			Math		
	Total	Number Meeting Growth	Percent Meeting Growth	Total	Number Meeting Growth	Percent Meeting Growth
Combined Population	239	142	59%	239	176	74%
African American	75	38	51%	75	49	65%
Hispanic	12	6	50%	12	9	75%
Caucasian	146	94	64%	146	113	77%
Economically Disadvantaged	192	104	54%	192	136	71%
Limited English Proficient	7	5	71%	7	6	86%
Students with Disabilities	19	5	26%	19	8	42%

School By Grade Level						
Grade=Fourth						
Subgroup	Literacy			Math		
	Total	Number Meeting Growth	Percent Meeting Growth	Total	Number Meeting Growth	Percent Meeting Growth
Combined Population	42	22	52%	42	30	71%
African American	16	6	38%	16	12	75%
Hispanic	3	2	67%	3	3	100%
Caucasian	22	13	59%	22	14	64%
Economically Disadvantaged	36	17	47%	36	26	72%
Limited English Proficient	3	2	67%	3	3	100%
Students with Disabilities	7	2	29%	7	4	57%

Figure 2.6.1. School and grade level summary of growth outcomes for All Students and ESEA Subgroups for school and/or district needs analysis.

Figures 2.6.2 through 2.6.4 include examples of individual student growth reports to illustrate the information teachers, parents and students have to understand students’ progress (purple line) relative to the expectations for grade level proficiency (blue line) and their expected Growth Trajectory (Figure 2.6.4) or Proficiency Threshold (Figures 2.6.2 and 2.6.3) as illustrated by the green line in each chart.

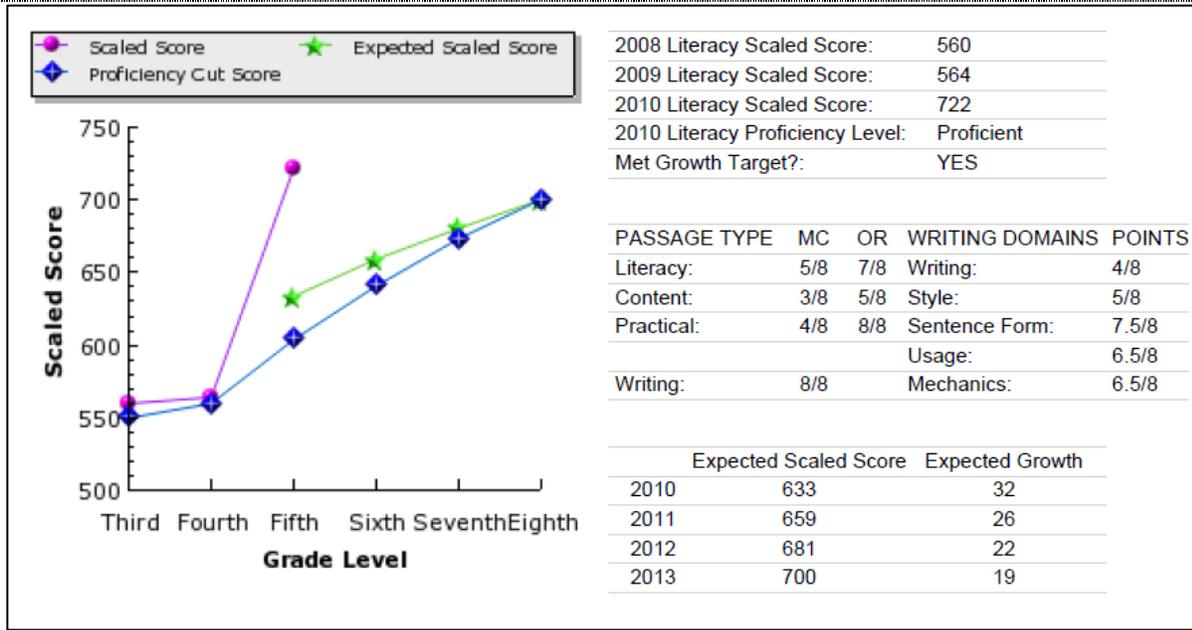


Figure 2.6.3. Individual student growth report illustrating a proficient student that was losing ground in Grade 4 and made up that loss in Grade 5.

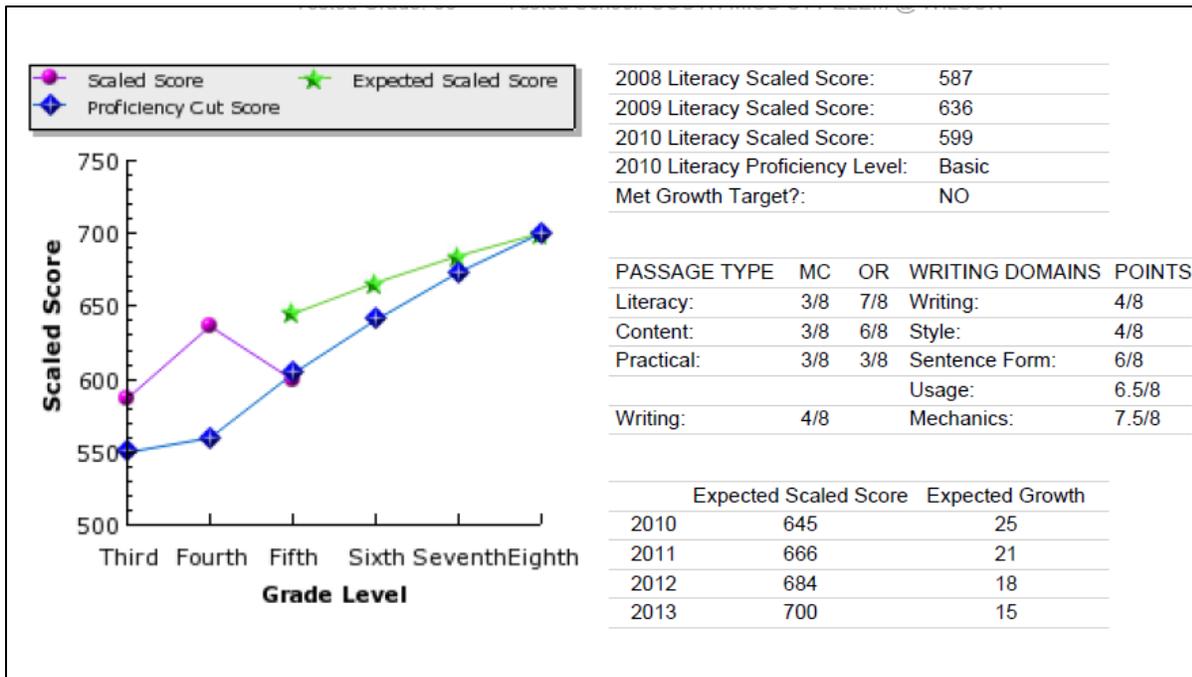


Figure 2.6.4. Individual student growth report illustrating a high performing student that maintained high performance in Grade 4 and has lost significant ground in Grade 5 and is no longer Proficient.

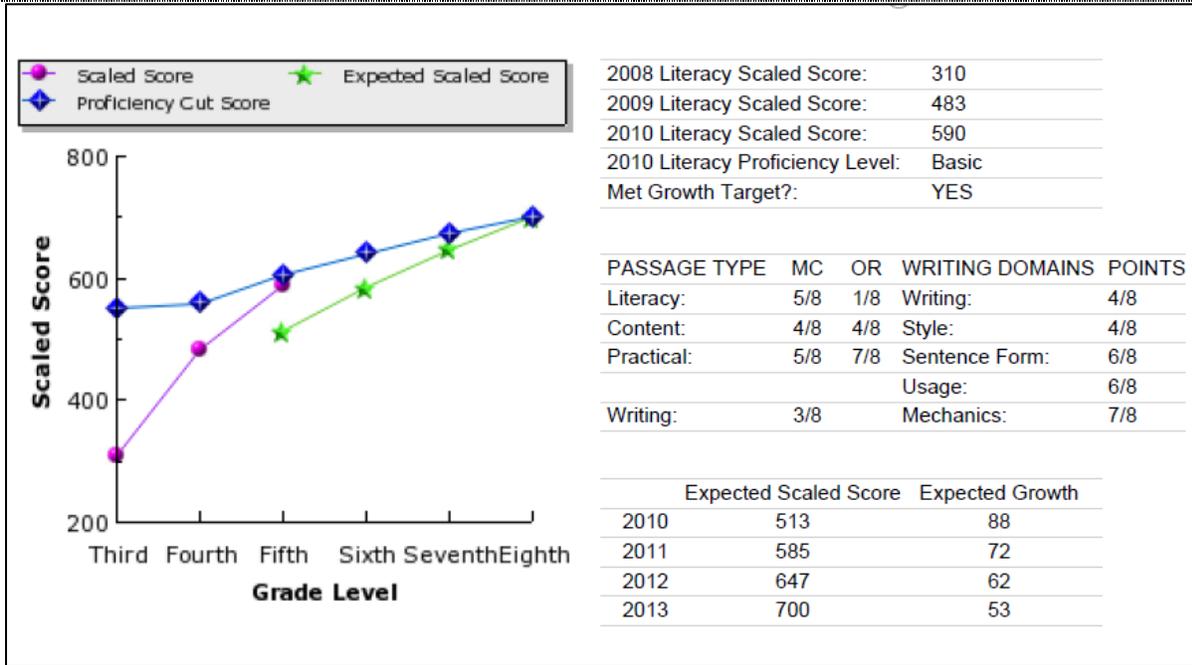


Figure 2.6.5. Individual student growth report illustrating a Below Basic student who has met their annual growth increment to maintain a path toward grade level proficiency through Grade 5.

- ADE recognizes that a small percentage of high performing schools may be labeled Achieving Schools when the schools meet the math and literacy performance AMOs for reducing the Proficiency Gap by 2017 for All Students and the TAGG, or when the schools meet the math and literacy Growth AMOs for reducing the Growth Gap by 2017 for All Students and the TAGG due to the high correlation between growth to standard and performance (0.86 and 0.73 for literacy and math, respectively). This may result in a small percentage of schools that are labeled Achieving for math and literacy performance, but have lower growth in one or both of these subjects. Six percent of schools with 75% or more students Proficient/Advanced have less than 75% of students meeting Growth in literacy. For math, due to differences in variance of the math score distribution, 41% of schools have 75% of students Proficient/Advanced and less than 75% meeting growth for math. To provide safeguards in the event a school meets for Performance but doesn't meet for Growth, ADE proposes further differentiating required interventions and continuous improvement planning among Achieving schools that meet both math and literacy AMOs through either Performance or Growth, but do not meet for both Performance and Growth.
 - Schools that meet AMOS for both subjects and for Performance and Growth will enter a three-year cycle for continuous improvement planning. Specifically, these schools will engage in a substantive revision of their ACSIP every three years as long as they maintain the conditions of meeting both Performance and Growth AMOs for All Students and the TAGG for both subjects. This provides an incentive to Achieving Schools meeting Performance or Growth to work toward meeting both sets of indicators. All schools, including the Achieving Schools on this three-year

- cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate (for high schools) by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
- Schools that meet AMOs for both subjects for Performance for All Students and the TAGG, yet fail to meet AMOs for Growth for All Students, the TAGG or any ESEA subgroups will be required to continue an annual ACSIP cycle and to demonstrate through their ACSIP further data-driven analysis of the growth concerns identified for any group (All Students, TAGG, and/or ESEA subgroups) not meeting Growth AMOs that is comprised of 25 or more students. Further, these schools will have to demonstrate through their ACSIP that human resources and funding are targeted to support these interventions and sufficient to enable successful implementation of the interventions. To reiterate, all schools, including the Achieving Schools on an annual ACSIP cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate (for high schools) by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
 - For high schools, the accountability for meeting Graduation Rate AMOs for All Students and the TAGG is required in addition to meeting Performance AMOs for math and literacy. Further, differentiation of consequences will occur within the Achieving and Needs Improvement schools in that schools failing to meet Graduation Rate AMOs for any ESEA subgroup with N greater than or equal to 25 will be required to engage in deeper analysis of the ESEA subgroup data, plan appropriate interventions for inclusion in ACSIP, and support these interventions with aligned human and financial resources sufficient to ensure successful implementation. To reiterate, all schools, including Achieving High Schools on a three-year or annual ACSIP cycle, must address the needs of all ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance and graduation rate by addressing these needs with specific interventions in their ACSIP that align strategies, human capital and financial resources necessary to support the interventions.
 - Districts will continue to submit ACSIP annually when any schools within the district are required to submit annual school ACSIP, regardless of whether the district is classified as Achieving or Needs Improvement. The district ACSIP must address aligned support and/or interventions as appropriate for all schools, including Achieving Schools on a three-year or annual ACSIP cycle, for ESEA subgroups that meet the minimum N of 25 and do not meet the ESEA subgroup AMO for performance, growth and/or graduation rate and must ensure sufficient human capital and financial resources to support the successful implementation of interventions.
 - The incentives for districts to meet AMOs and receive an Achieving status are embedded within the incentives for schools and the level of autonomy a district is granted based on school status.

This addresses several USDE considerations. Through DARTSS, Achieving Schools will have further differentiated consequences: those who meet AMOs for Performance *and* Growth enter into a three-year cycle for continuous improvement planning with the caveat that the three-year cycle is discontinued any year the school does not meet AMOs for Performance *and* Growth. Further, if these schools have any ESEA subgroups with 25 or more students that do not meet their AMOs, the ACSIP must include interventions for these subgroups to be implemented and monitored over the three-year cycle. Achieving Schools that do not meet for both subjects for Performance *and* Growth must continue an annual ACSIP cycle that attends to the needs identified through deeper analysis of All Students, TAGG and ESEA Subgroup performance and growth. Their ACSIP plans must align strategies, human capital and financial resources necessary to support the interventions for the TAGG, All Students and/or any ESEA subgroup that meets the minimum N of 25 but does not meet the AMO.

To clarify, schools will be considered Achieving Schools on a three-year ACSIP cycle when the schools

- meet AMOs for both math and literacy for Performance and Growth, and
- for high schools, meet AMOs for both math and literacy for Performance and meet AMOs for Graduation Rate.

Schools will be considered Achieving Schools on an annual ACSIP cycle when the schools

- meet AMOs for both math and literacy for Performance or Growth, and
- for high schools, meet AMOs for both math and literacy for Performance and meet AMOs for Graduation Rate.

Needs Improvement Schools are differentiated through public reporting of their label as Needs Improvement, Needs Improvement Focus School or Needs Improvement Priority School. In addition, Needs Improvement Schools that are not classified as Focus or Priority are differentiated within this classification by their identified areas of needed improvement and subsequent differentiated consequences. For example, a high school may be Needs Improvement if the school meets the Performance and/or Growth AMOs for literacy for All Students and the TAGG, but Graduation Rate AMOs are not met for both All Students and the TAGG. In this example, the school would be Needs Improvement for their Graduation Rate deficiency, and would be required to address the Graduation Rate concerns for any group, including ESEA subgroups that meet the minimum N of 25, that did not meet the AMOs for Graduation Rate within their annual ACSIP. ADE proposes to report, as indicated in Figure 2.6, and later in Figure 2.14, the specific areas where a school or district fails to meet AMOs to increase the transparency for educators and stakeholders.

As illustrated in Figure 2.6, and later in Figure 2.14, ADE will report the progress of All Students, the TAGG, *and* all ESEA subgroups with 10 or more students as compared to their AMOs. Schools will be required to address the needs of the All Students group, the TAGG, and any ESEA subgroup with 25 or more students that fail to meet their expected AMOs through ACSIP. Schools in Needs Improvement will engage in deeper analysis of areas identified through DARTSS as failing to meet AMOs, and will identify evidence-based practices or interventions to serve the needs identified in analysis. The school and district ACSIP will need to demonstrate alignment between the needs identified through data, the interventions and practices proposed, and the human and financial

resources allocated to support these efforts sufficient for their success in order to be approved by ADE. Further, ADE will review all annual and three-year ACSIP plans for approval to ensure required elements and alignment of interventions, strategies, human and financial resources to the needs identified through annual accountability AMOs and deeper analysis.

Arkansas requires districts to report school and student progress and performance annually (Arkansas Ann. Code § 6.15.1806) Districts are required to inform parents of student progress and performance on Arkansas's CRTs and on Norm Reference Tests (NRT). Districts must provide School Performance Reports to the local newspaper annually. The ADE publishes annual School, District and State Performance Reports on the department website at http://arkansased.org/testing/performance_report.html. Additionally, districts are required to publish schools' ACSIP on districts' websites in order to ensure transparency of the school improvement process. Through web-based reporting, stakeholders may access critical school performance indicators and schools' approved ACSIP designed to address schools' identified needs.

Another safeguard for students not meeting annual grade level expectations is the state required Academic Improvement Plan and Intensive Reading Intervention requirements. Arkansas Code § 6.15.1803(a)(2) requires any student not meeting proficiency standards in the previous spring to participate in remediation and/or intervention activities outlined in an individual Academic Improvement Plan (AIP) or Intensive Reading Intervention (IRI) for primary students scoring Below Basic in reading. Schools must notify the parent(s) of this requirement and inform the parent(s) of his/her role and responsibilities and the consequences for the student's failure to participate in the plan. Retention is the consequence outlined in the law for students who do not participate in the AIP or IRI. The requirement of an AIP or IRI (in the case of primary reading deficiency) for students not Proficient in math, literacy or science, provides an additional safeguard for all students, particularly students who are members of ESEA subgroups that may not meet the minimum N for accountability for the group at the school level. Accountability for students' participation in remediation and/or intervention to attain grade level proficiency ensures that students needs are addressed regardless of ESEA subgroup size.

Multi-tiered Support System: Incentives, Interventions and Supports

The proposed DARTSS will result in determinations for all schools and districts as Achieving or Needs Improvement, and in particular Exemplary, Focus and Priority Schools. Accountability determinations will result in all schools receiving a classification of Achieving or Needs Improvement based on meeting their AMOs as described in Section 2.A. Within the broader accountability framework, Exemplary Schools, Needs Improvement Focus Schools and Needs Improvement Priority Schools will be identified to differentiate further among degrees of school performance. Within Achieving and Needs Improvement categories ADE proposes to differentiate recognition and consequences based on the degree of excellence or needs as determined by schools' and districts' Performance, Growth and Graduation Rates. This flexibility request includes a careful plan for providing a congruent differentiated system of reward/recognition, incentives, interventions, and supports.

ADE recognizes that plans for accountability and support must be cognizant of what is workable and manageable given the capacity and resources of the agency. Currently, the Statewide System of Support is spread too thinly to have the intended impacts. For this plan to have the intended

impacts for schools and districts, ADE must target resources where they are most needed and resist the temptation to spread available resources too thinly. ADE will recognize exemplary performance and progress and use increased transparency to proclaim the degree of achievement concerns and/or gaps where they exist rather than using the obscure and confusing labels to communicate school or district needs. DARTSS provides a blueprint to accomplish this by aligning recognition, supports, engagement and interventions based on the degree of needs revealed through accountability measures. ADE will constantly monitor the effectiveness of DARTSS, making mid-course corrections where necessary to jump-start stalled improvement efforts or misaligned improvement efforts.

DARTSS accountability levels, supports, engagement and interventions are summarized as follows.

- Exemplary Schools:
 - Recognition and/or reward;
 - Very low engagement by ADE SSOS except to support/coordinate Model School activities;
 - 3-year ACSIP cycle with ADE review and approval of plan;
 - High district autonomy.
- Achieving Schools Meeting Performance AMOs *and* Growth AMOs (and Graduation Rate AMOs for high schools):
 - Very low ADE SSOS engagement;
 - 3-year ACSIP cycle with ADE review and approval of plan;
 - High district autonomy
- Achieving Schools Meeting Performance AMOs *or* Growth AMOs (and Graduation Rate AMOs for high schools):
 - Very low ADE SSOS engagement;
 - 1-year ACSIP cycle with ADE review and approval of plan;
 - High district autonomy;
- Needs Improvement Schools:
 - Low to moderate ADE SSOS engagement differentiated based on degree of identified needs;
 - 1-year ACSIP cycle with ADE review and approval of plan;
 - Low to high engagement of regional support center staff and resources for local, customized support;
 - Moderate district autonomy with the degree of ADE engagement differentiated based on progress of Needs Improvement Schools or persistence of gaps and other areas of need.
 - Schools that demonstrate a lack of progress in performance, graduation rate, or closing the achievement gaps after interventions will be subject to increasing state direction of interventions and funding allocations.
- Needs Improvement Focus Schools:
 - High SSOS engagement;
 - ADE School Improvement Specialist (SIS) approval of Targeted Improvement Plan (TIP) and resource/funds allocation,
 - 1-year ACSIP (with ADE review and approval) with TIP interventions and quarterly measurable objectives embedded;
 - Schools must demonstrate alignment of federal and National School Lunch

- Act (NSLA) fund allocations sufficient to support implementation of interventions;
- High engagement of regional support center staff and resources;
- Low district autonomy;
 - ADE approves interventions,
 - District and school leadership teams required,
 - District assigns locally-hired site-based SIS or optionally an external provider to monitor,
 - External provider required if lack of progress after 1 year,
 - Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3.
- Needs Improvement Priority Schools:
 - Very high SSOS engagement;
 - ADE assigns SIS to approve interventions & resource allocations,
 - ADE SIS monitors implementation;
 - 1-year ACSIP (with ADE review and approval) with PIP interventions and quarterly measurable objectives embedded;
 - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
 - Low district autonomy;
 - External provider required to build capacity and support implementation, or optionally a CMO or EMO,
 - District and school leadership teams required,
 - PIP interventions must address all seven turnaround principles including district replacing school leader and addressing teacher effectiveness needs,
 - ADE may require leader replacement if lack of progress in the first year (SIG requirement),
 - Local evaluation process and progress on PIP may be used to ensure teacher effectiveness in Priority Schools.
 - Priority schools' staff and leaders will participate in TESS training prior to the 2013-2014 school year, and pilot TESS during the 2013-2014 school year;
 - Lack of progress on interim benchmarks results in state direction of interventions as well as federal and NSLA funds,
 - Continued lack of progress on interim benchmarks and/or annual AMOs may result in district academic distress.

Differentiated consequences for districts are embedded in the consequences for Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority Schools as indicated by the differentiated levels of district autonomy related to school designations. Districts with Exemplary Schools and Achieving Schools that meet Performance AMOs and Growth AMOs (and Graduation Rate AMOs for high schools) will have the most autonomy. At the other end of the accountability spectrum, districts with Needs Improvement Focus and/or Priority Schools have the least autonomy. Thus, districts will be incentivized to support their lowest performing schools in their improvement efforts to achieve the greatest autonomy.

Re-conceptualizing Arkansas’s Statewide System of Support (SSOS) is a fundamental factor in the development of this multi-tiered system of support. The ensuing plans for identifying, supporting and/or intervening in schools based on accountability determinations require the ADE adopt a careful balance of flexibility as incentive to build capacity for locally-based, data-informed decisions with a revised role as an initial collaborator to support local decisions and oversight as necessary when local efforts do not achieve attended implementation and results.

The ADE approach to providing a multi-tiered support system is to assist schools and districts to make informed decisions regarding continuous improvement from the “bottom-up as much as possible and top down as much as necessary,” as delineated above. ADE has supported school and district level development of continuous improvement plans through ACSIP which included an annual review and approval of the plan. *ADE will continue to review and approve (where appropriate) all ACSIP.* However, the level of engagement by ADE in the needs assessment and planning process will vary based on schools’ and districts’ degree of need for support or intervention. This approach has several advantages. Through the proposed changes in accountability designations, ADE School Improvement Staff will be able to support and/or intervene based on the degree of need as determined by the achievement, growth and graduation rate indicators and implementation indicators in the system. Those with the greatest needs receive the most intensive interventions and support from the start. The incentive of flexibility in set asides for Title I, Part A funds that this Flexibility would bring allows district and school leadership to build their local capacity for decision-making and holds them accountable for the outcomes of those decisions where high to moderate district autonomy is appropriate. Collaborative support from ADE SISs, School Support Teams (SST) and state/regional/local content specialists will facilitate knowledge and skill building for leaders and teachers. Again, the level of intervention and support are greater for Needs Improvement Priority and Needs Improvement Focus Schools, and the levels of district autonomy are lower as is appropriate for districts with these schools. Oversight for implementation of interventions is designed to be responsive to the level of intervention need and the level of local response. Needs Improvement Priority and Focus Schools begin with greater oversight and involvement of ADE SIS compared to all other schools. Districts and schools begin with more flexibility for local control of resources and decisions. Progress in turning around student performance, improving instructional effectiveness and closing achievement gaps determines whether flexibility for decisions and use of Title I, Part A funds remains in the hands of local leadership or must shift to increasing ADE oversight, or advance to state direction and/or District Academic Distress Status and state sanctions.

ADE utilizes a regional approach to customize support available to schools and districts that allows districts to pool some of their resources within Regional Education Cooperatives (REC) to meet professional development and other systemic needs. In collaboration with partner organizations such as regional STEM centers and Education Renewal Zones, among other partners, RECs support schools and districts in self-assessment and planning, developing effective leadership and instructional practices; and provide training, modeling, and facilitation of the use of ADE resources and tools to support improvements. Districts have a strong incentive to participate in REC activities because they add value and needed capacity, provide customized professional development and other supports; and serve as an avenue for networking, particularly in Arkansas’s rural communities. This collaborate relationship between districts and the RECs builds trust and a climate of support. Superintendents participate in governance of RECs as members that constitute their boards of directors.

Each REC is led by a director who is a proven educational leader based on his or her prior record of accomplishment. These directors bring a deep understanding of the local, civic, cultural, economic, and educational context and the ability to meaningfully engage local stakeholder groups in their work. The directors are supported by teacher center coordinators who interact with the instructional corps within the region to analyze needs and provide resources and support. RECs employ a variety of specialists to support local districts in technology, data use, core instructional areas, EL programs and SWD programs.

Needs Improvement Focus and Needs Improvement Priority School Interventions begin with ADE SIS and/or external provider facilitated deep diagnostic analysis of systems that support student instruction and family/community engagement. District and school leadership teams are created to develop local structures that will support systemic changes and continuous improvement. Needs Improvement Priority Schools have more systemic needs and their planning and oversight processes reflect this difference in degree. Needs Improvement Focus Schools vary in their intensity and needs and the planning and oversight processes reflect this as well. The re-conceptualized SSOS and the redefined roles of ADE's School Improvement Staff will enhance the ADE's capacity to meet the support and monitoring needs of all schools. The following general timeline would guide the transition to the aforementioned system if this flexibility request is granted.

Implementation Timeline

February 2012

- Exemplary, Priority and Focus Schools preliminarily identified using 2011 CRT results and other indicators as outlined in Sections 2.C.-2.E.
- Preliminary individualized school, district and state AMOs calculated for All Students, TAGG, and ESEA subgroups using 2011 CRT results.

Spring/Summer 2012 (Given Flexibility Request is granted)

- Exemplary, Priority and Focus Schools determined using 2011 CRT results and other indicators as approved by USDE in the Flexibility request process.
 - Priority and Focus Schools announced. School and district leadership meet with Commissioner and ADE Learning Services and Accountability Divisions' staff to initiate Priority and Focused Improvement Processes.
 - Exemplary Schools announced and recognized. Exemplary Schools' district and building leaders meet with Commissioner and ADE Learning Services and Accountability Divisions' staff to initiate model school activities. Exemplary Schools will be recognized through a variety of public media and will serve as model schools for leader and teacher development to build capacity for improving achievement in similar schools from across Arkansas.
- Individualized School AMOs are published for All Students, TAGG, and ESEA subgroups using 2011 CRT results.
- Division of Learning Services and Accountability undergo restructuring to ensure alignment of personnel and resources to support planned interventions and support for Priority and Focus Schools, as well as all other schools.
- Communications plan operationalized to inform stakeholders of changes in accountability system and integration with CCSS, PARCC and TESS implementation.

- 2012 CRT results used to calculate 2012 Accountability Reports for schools, districts and state.

School Year 2012-2013

- Exemplary Schools recognized and model school activities initiated as per timeline provided in Section 2.C.
- Priority and Focus School intervention activities initiated as per timeline provided in Section 2.D.
- Accountability determinations for all schools and their districts released, supports and interventions for all schools initiated.
 - Accountability Status Determination
 - Meet proficiency gap AMOs (prior year or 3 year proficiency rate)—All Students and TAGG, or
 - Meet growth gap AMOs—All Students and TAGG (will include high schools once PARCC assessments are fully implemented)
 - High Schools meet proficiency gap AMOs *and* graduation rate gap AMOs—All Students and TAGG.
 - Apply Minimum N of 25.
 - Concomitant and transparent reporting of ESEA subgroups' progress provides an early warning system regarding students within the TAGG that may be contributing to schools' overall achievement gap.
 - Report progress toward meeting proficiency gap AMOs (prior year or 3 year proficiency rate)—All Students, TAGG, and ESEA subgroups.
 - Report progress toward meeting growth AMOs— All Students, TAGG, and ESEA subgroups.
 - Report high schools' progress toward meeting graduation rate AMOs—All Students, TAGG and ESEA subgroups.
- Apply confidentiality N of 10 for reporting purposes.
- School-based review of All Students, TAGG and ESEA subgroup indicators is augmented at the school level by the use of deeper diagnostic data collected locally to inform the micro-level view of strengths and obstacles to closing achievement gaps.
- Schools' revise their ACSIP to replicate successes where applicable, and to address identified obstacles and concerns where needed.
- The ACSIP (continuous improvement plan) is submitted for ADE approval.
 - Every three years for Exemplary and Achieving schools that maintain an Achieving status during that period.
 - Annually for schools designated as Needs Improvement.
 - Districts are the primary vehicle to support and intervene for school improvement efforts for schools that are not identified as Focus or Priority Schools.
 - Districts have primary responsibility for schools not identified as Focus or Priority Schools with oversight by ADE.
 - The ADE will provide coordinated web-based resources to support districts' efforts and will analyze regional impact and implementation data to coordinate district resources through regional educational cooperatives, Education Renewal Zones and regional math and science centers.
 - District monitors interim and annual progress.

- ADE monitors and holds districts accountable for annual progress of Needs Improvement schools that are not Priority or Focus Schools.
- Systemic intervention and support for Priority Schools (Section 2.D.).
- Focused intervention and support for Focus Schools (Section 2.E.).

NCLB and concurrent initiatives to support NCLB, such as state longitudinal data systems, provide the requisite infrastructure to support a data-informed culture at all levels of Arkansas’s educational system (P-20+). The Arkansas Department of Education (ADE) recognizes the importance of modeling and supporting continuous improvement processes, thus Arkansas has continuously studied the impact of its accountability system on the desired outcomes, and participated in federal Pilot Growth and Differentiated Accountability models in its efforts to refine the state’s ability to impact all students. These pilot initiatives have provided valuable information as Arkansas seeks to refine further its accountability system through this flexibility request. The proposed elements in this request are founded in lessons learned through the iterative process of using multiple measures and feedback to inform policy and practice decisions.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

- The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

- If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:
- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
 - b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Assessments included in DARTSS

The timeline provided in Figure 2.1 indicates the transition of Arkansas’s assessment system and the use of student achievement scores in accountability proposed under this request. Arkansas’s

Comprehensive Testing, Assessment and Accountability Program (ACTAAP) includes criterion-referenced tests (CRTs) for all students in math and literacy at Grades 3 through 8 and Grades 5 and 7 for science. At the high school level, Arkansas requires all students to complete End of Course Exams in Algebra, Geometry and Biology, as well as a Grade 11 Literacy Exam. SWD and ELs participate in these required assessments with or without accommodations as specified in their Individual Education Plans (IEP) or English Language Acquisition Plans (ELPA). Students with the most significant cognitive disabilities participate in the required assessments by completing an alternate portfolio assessment approved by USDE for use in NCLB accountability. Arkansas' approved Adequate Yearly Progress Workbook specifies the use of math and literacy exams in Adequate Yearly Progress (AYP) determinations for identifying schools' and districts' School Improvement status. Arkansas will transition to full implementation of PARCC assessments for reading/language arts and mathematics by 2014–2015 as indicated in the timeline. Additional subject area exams will be considered for inclusion in accountability determinations as the PARCC assessments evolve and additional subject areas become available.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State's report card or attach a copy of the average statewide</p>
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		<p>proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Method for Calculating Proficiency and Growth AMOs

Assessment results from the 2011 Augmented Benchmark Exams for Grades 3 through 8 math and literacy, Grade 11 Literacy Exam and End of Course Exams for Algebra and Geometry were used to calculate AMOs for schools. AMOs were calculated for the following groups for all schools:

- All Students (Combined Population)
- Targeted Achievement Gap Group (TAGG)
- African American Students
- Hispanic Students
- White Students
- Economically Disadvantaged Students
- English Learners (EL)
- Students with Disabilities (SWD)

AMOs were calculated for TAGG and all ESEA subgroups to model the impact of using the TAGG to identify schools for accountability purposes including identification of Focus Schools. The proposed TAGG includes 66.7 percent of Arkansas students based on students’ membership in the following historically underperforming subgroups and/or at risk subgroups: economically disadvantaged, ELs and SWD. Using these criteria, 98 percent of schools have a TAGG that meets the minimum N of 25 for the school. In approximately one tenth of schools, the TAGG is inclusive of all students in the school due to the high poverty rates in these schools.

Proficiency AMOs

Baseline performance for determining AMOs using Option C was calculated as follows. The percentages of students not meeting the proficient cut score in math and literacy in 2011 were calculated at the school, district and state level for All Students, TAGG and ESEA subgroups. Math and literacy AMOs were calculated separately. The percentage of students *Not Proficient* represents the *Proficiency Gap* for each group within the school, district and the state. Under Option C, ADE has chosen to reduce the *Proficiency Gap* by half by 2017. Table 2.5 provides an example of the calculations within a school for All Students and the TAGG. ESEA subgroups were also calculated for all schools, districts and the state using the same procedure.

Table 2.5.

Sample Proficiency Gap and Annual Measurable Objective Calculations

All Students' Proficiency AMOs	TAGG's Proficiency AMOs
76% Proficient = 24% Proficiency Gap	52% Proficient = 48% Proficiency Gap
12% = Proficiency Gap (24) ÷ 2	24% = Proficiency Gap(48) ÷ 2
2 Percentage Points = Annual Increase (12% ÷ 6)	4 Percentage Points = Annual Increase (24% ÷ 6)
2012 AMO = 76 + 2 = 78% Proficient	2012 AMO = 52 + 4 = 56% Proficient
2013 AMO = 78 + 2 = 80% Proficient	2013 AMO = 56 + 4 = 60% Proficient
2014 AMO = 80 + 2 = 82% Proficient	2014 AMO = 60 + 4 = 64% Proficient
2015 AMO = 82 + 2 = 84% Proficient	2015 AMO = 64 + 4 = 68% Proficient
2016 AMO = 84 + 2 = 86% Proficient	2016 AMO = 68 + 4 = 72% Proficient
2017 AMO = 86 + 2 = 88% Proficient	2017 AMO = 72 + 4 = 76% Proficient

Growth AMOs

The percentages of students not meeting the growth in math and literacy for Grades 3 through 8 in 2011 were calculated at the school, district and state levels for All Students, TAGG and ESEA subgroups. Math and literacy AMOs were calculated separately. The percentage of students *Not Meeting Growth* represents the *Growth Gap* for each group within the school, district and the state. Under Option C, the *Growth Gap* must be reduced by half by 2017. Table 2.6 provides an example of the calculations within a school for All Students and the TAGG. ESEA subgroups were also calculated for all schools, districts and the state using the same procedure.

Table 2.6.

Sample Growth Gap and Annual Measurable Objective Calculations

All Students' Growth AMOs	TAGG's Growth AMOs
88% Met Growth = 12% Growth Gap	52% Met Growth = 48% Growth Gap
6% = Growth Gap (12) ÷ 2	24% = Growth Gap (48) ÷ 2
1 Percentage Point = Annual Increase (6% ÷ 6)	4 Percentage Points = Annual Increase (24% ÷ 6)
2012 AMO = 88 + 1 = 89% Meeting Growth	2012 AMO = 52 + 4 = 56% Meeting Growth
2013 AMO = 89 + 1 = 90% Meeting Growth	2013 AMO = 56 + 4 = 60% Meeting Growth
2014 AMO = 90 + 1 = 91% Meeting Growth	2014 AMO = 60 + 4 = 64% Meeting Growth
2015 AMO = 91 + 1 = 92% Meeting Growth	2015 AMO = 64 + 4 = 68% Meeting Growth
2016 AMO = 92 + 1 = 93% Meeting Growth	2016 AMO = 68 + 4 = 72% Meeting Growth
2017 AMO = 93 + 1 = 94% Meeting Growth	2017 AMO = 72 + 4 = 76% Meeting Growth

Graduation Rate AMOs

Baseline graduation rates for 2010 were used to determine AMOs using Option C. The 4-year adjusted cohort graduation rate represents the percentage of students graduating out of the students expected to graduate. The percentages of students not graduating in 2010 were calculated at the school, district and the state levels for All Students, TAGG and ESEA subgroups. The percentage of students *Not Graduating* represents the *Graduation Gap* for each group within the school. Under Option C, the *Graduation Gap* must be reduced by half by 2017. Table 2.7 provides an example of the calculations within a school, district and the state for All Students and the TAGG. ESEA subgroups were also calculated for all schools, districts and the state using the same procedure.

Arkansas uses a lagging graduation in accountability; therefore, graduation rate AMOs will be calculated using 2010 cohort graduation rate.

Table 2.7.

Sample Graduation Gap and Annual Measurable Objective Calculations

All Students' Graduation Rate AMOs	TAGG's Graduation Rate AMOs
76% Graduation Rate = 24% Graduation Gap	52% Graduation Rate = 48% Graduation Gap
12% = Graduation Gap (24) ÷ 2	24% = Graduation Gap(48) ÷ 2
2 Percentage Points = Annual Increase (12% ÷ 6)	4 Percentage Points = Annual Increase (24% ÷ 6)
2012 AMO = 76 + 2 = 78% Graduation Rate	2012 AMO = 52 + 4 = 56% Graduation Rate
2013 AMO = 78 + 2 = 80% Graduation Rate	2013 AMO = 56 + 4 = 60% Graduation Rate
2014 AMO = 80 + 2 = 82% Graduation Rate	2014 AMO = 60 + 4 = 64% Graduation Rate
2015 AMO = 82 + 2 = 84% Graduation Rate	2015 AMO = 64 + 4 = 68% Graduation Rate
2016 AMO = 84 + 2 = 86% Graduation Rate	2016 AMO = 68 + 4 = 72% Graduation Rate
2017 AMO = 86 + 2 = 88% Graduation Rate	2017 AMO = 72 + 4 = 76% Graduation Rate

Arkansas has elected to set individualized AMOs for each school, district and the state based on 2011 performance and growth consistent with Option C. This option ensures schools that are furthest behind must make the largest gains. This option also addresses several concerns expressed by stakeholders in the regional public meetings. Specifically, stakeholders were concerned that existing AMOs did not recognize the diversity of starting points in performance across the state. Schools and districts that had started with very low percentages of students meeting proficiency had made progress, but because they had started 20-30 points behind the initial AMOs, these schools or districts were struggling to get credit for improvement. The individualized AMOs provide ambitious and achievable goals for schools by acknowledging each schools' starting points, yet requiring each school to close the gap with 100 percent proficiency, 100 percent growth, and 100 percent graduating by the same proportion within six years.

LEAs will be required to report on district and school report cards the performance of all subgroups against established LEA AMOs. The ADE will set AMOs for the SEA and report progress. The ADE will reset AMOs upon full implementation of the PARCC assessments in 2014-2015.

Schools that change configuration within a district and new schools will be held accountable for the district level AMOs. Once the first year of testing for these schools is complete, individualized AMOs will be calculated to close the gaps within six years.

A listing of all schools and their AMOs is provided as a data file in an Excel spreadsheet.

Baseline Performance, Growth and Graduation Rate Distributions

The distributions of schools' percentages in mathematics and literacy for proficiency (percentage of students proficient) and growth (percentage of students meeting annual growth) and graduation rate are illustrated in Figures 2.7 through 2.11.

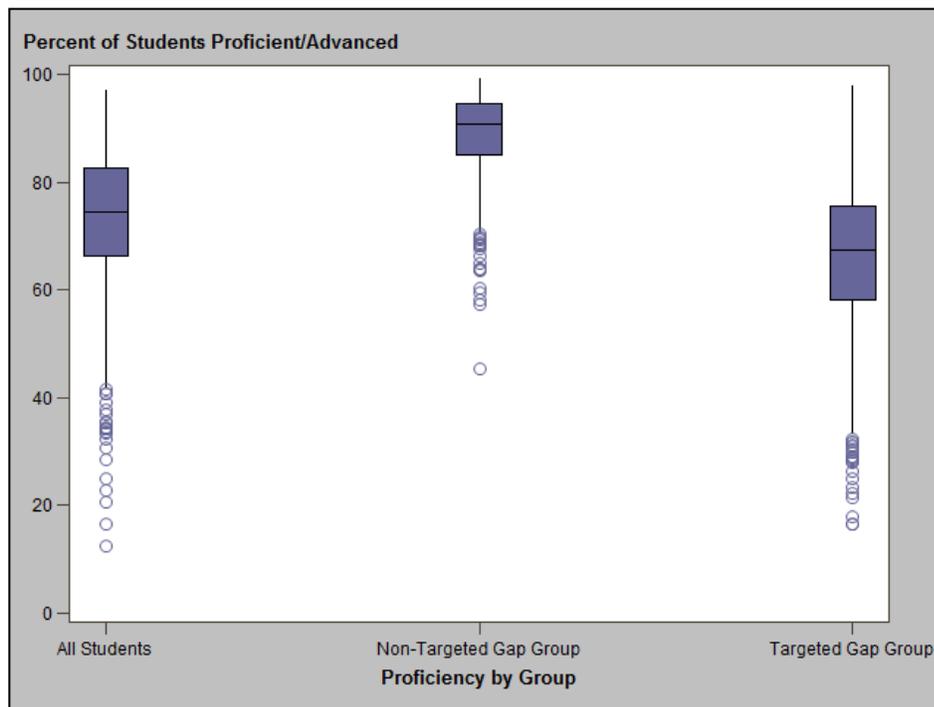


Figure 2.7. Literacy Performance for All Students and Targeted and Non-Targeted Achievement Gap Group.

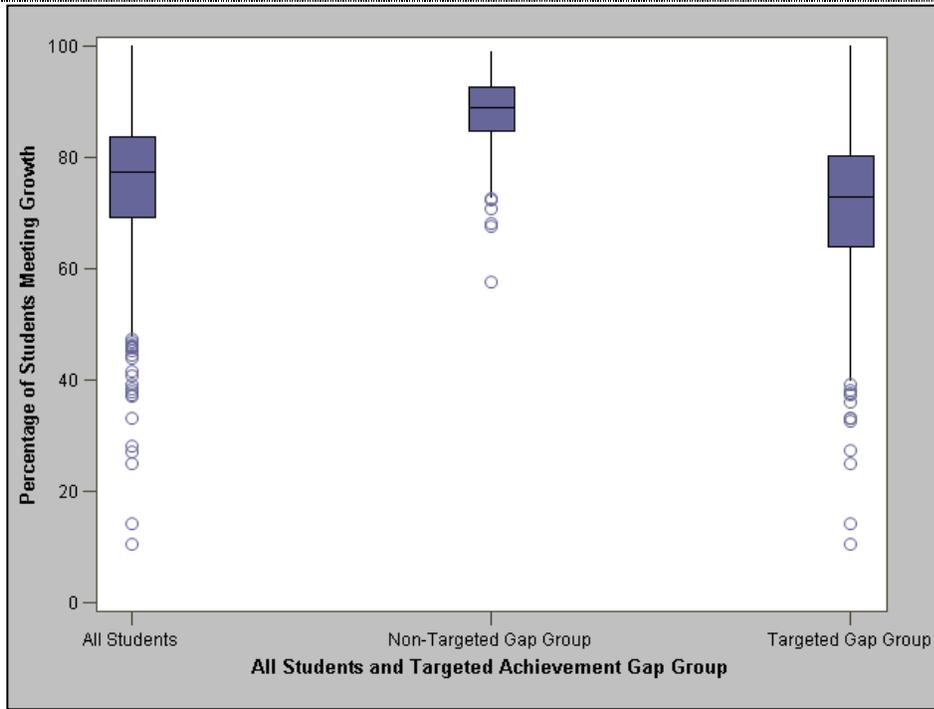


Figure 2.8. Literacy Growth for All Students and Targeted and Non-Targeted Achievement Gap Group.

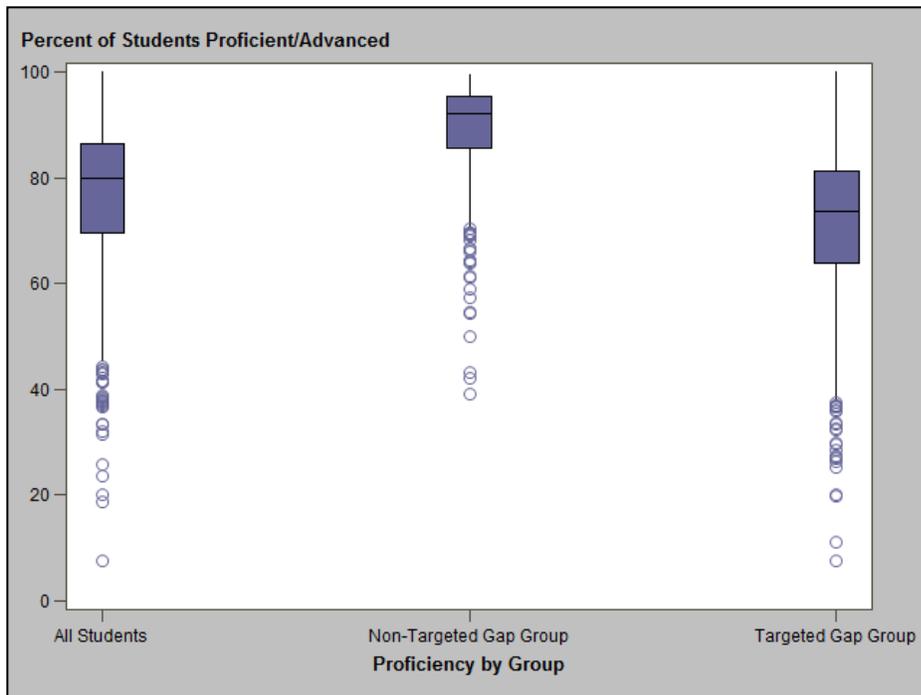


Figure 2.9. Math Performance for All Students and Targeted and Non-Targeted Achievement Gap Group.

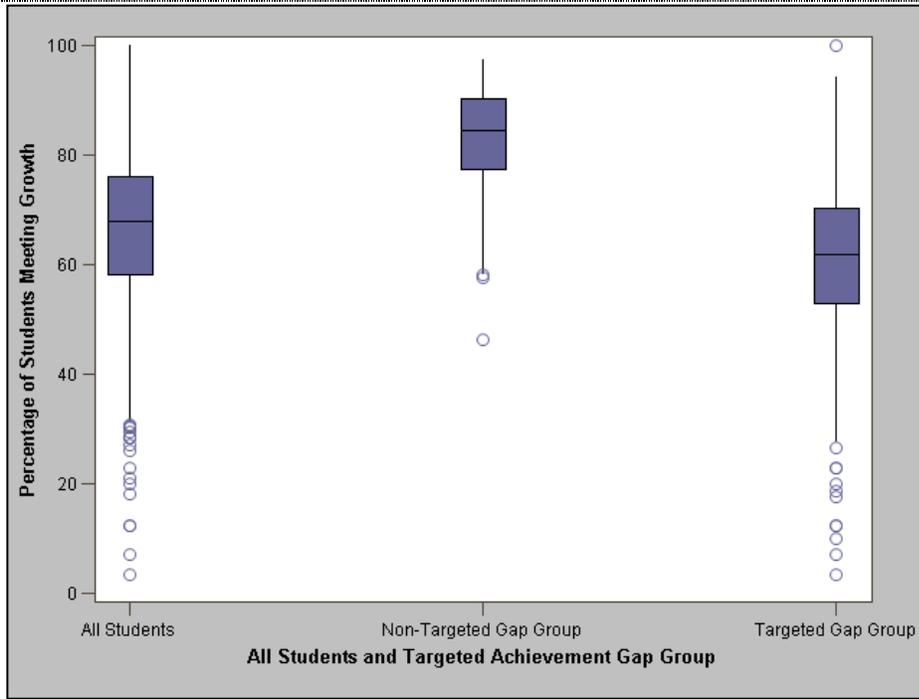


Figure 2.10. Math Growth for All Students and Targeted and Non-Targeted Achievement Gap Group.

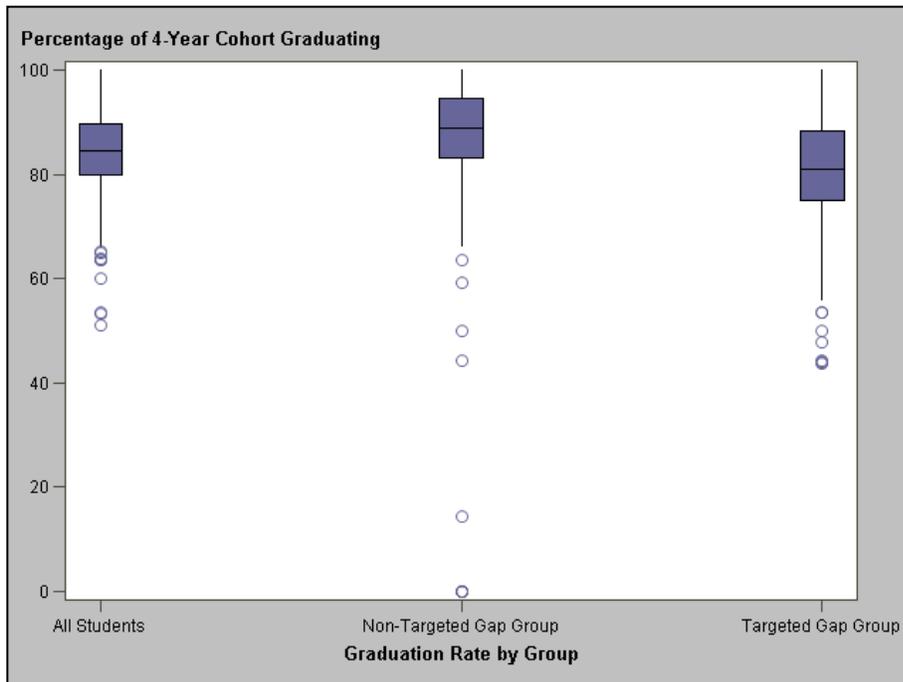


Figure 2.11. Graduation Rate for All Students and Targeted and Non-Targeted Achievement Gap Group.

A concern of stakeholders communicated through the regional meetings and follow-up draft review meetings was that of high performing schools receiving a label of Needs Improvement simply because their proficiency gap is so small in 2011 and their AMOs would place them in the range of performance that is most difficult to exceed consistently on an annual basis, strictly due to random error. For example, a school at 94.5 percent proficient in 2011 demonstrates exemplary performance, scores 94.5 percent again in 2012, but because they must increase to 95 percent the school becomes a Needs Improvement School. Stakeholders communicated concerns about the validity of a system that would penalize a school where 94.5 percent of its students meet grade level benchmarks. The use of a three-year weighted average or the most current year percentage provides some relief from being mislabeled because the three-year weighted average is more stable. However, the students included each year will vary as these calculations are based on cross-sectional data.

The ADE proposes to give schools and districts full credit for meeting a particular AMO when the Performance, Growth and/or Graduation Rate meets or exceeds 94%. This allows ADE to implement an important safeguard for schools or districts whose performance, growth and/or graduation rate are among the highest in the state. Tables 2.7.1 through 2.7.3 provide the percentile rank of the school-level distribution at which 94 percent of students are Proficient/Advanced, 94 percent of students are Meeting Growth and 94 percent of students are Graduating for All Students, TAGG and all ESEA subgroups. Ninety-four percent is at or above the 90th percentile rank of the school distribution for all groups. This safeguard ensures schools and/or districts demonstrating high-performance, high-growth and/or high graduation rates are not penalized for variations due to measurement error rather than a true decline in performance, growth or graduation rate.

- The annual school performance report is available at http://arkansased.org/testing/performance_report.html
- Average statewide proficiency based on all grades in literacy and math for All Students, the TAGG and ESEA subgroups are as follows.

Table 2.7.1

Percentile Ranks for Distribution of Schools' Proficiency for All Students, TAGG and ESEA Subgroups for Literacy and Math

Group or Subgroup	State Percentile Rank of School-Level 94% or Higher Proficient/Advanced for Literacy	State Percentile Rank of School-Level 94% or Higher Proficient/Advanced for Math
All Students	99 th	95 th
TAGG	99 th	95 th
African American	99 th	99 th
Hispanic	99 th	95 th
White	95 th	90 th
FRLP	99 th	95 th
EL	99 th	99 th
SWD	99 th	99 th

The percentile ranks of the school-level distribution at which 94 percent Proficient or Advanced are located for All Students, the TAGG and all ESEA subgroups are provided in Table 2.7.1. Note the request for schools to be granted status as meeting their AMO when their math or literacy performance is 94 percent or higher is equivalent to being at the 99th percentile for all groups except white students (95th percentile for white students) in literacy and at the 95th to 99th percentile rank in math except for white students (90th percentile for white students).

Table 2.7.2

Percentile Ranks for Distribution of Schools' Percent of Students Meeting Growth for All Students, TAGG and ESEA Subgroups for Literacy and Math

Group or Subgroup	State Percentile Rank of School-Level 94% or Higher Meeting Growth for Literacy	State Percentile Rank of School-Level 94% or Higher Meeting Growth for Math
All Students	99 th	99 th
TAGG	99 th	99 th
African American	99 th	99 th
Hispanic	95 th	99 th
White	95 th	99 th
FRLP	99 th	99 th
EL	95 th	99 th
SWD	99 th	99 th

The percentile ranks of the school-level distribution at which 94 percent Meeting Growth are located for All Students, the TAGG and all ESEA subgroups are provided in Table 2.7.2. Note the request for schools to be granted status as meeting their AMO when their math or literacy growth is 94 percent or higher is equivalent to being at the 99th percentile for all groups except white students (95th percentile for white, Hispanic and ELs) in literacy and at the 95th to 99th percentile rank in math.

Table 2.7.3

State Percentile Ranks for Graduation Rate for All Students, TAGG and ESEA Subgroups

Group or Subgroup	State Percentile Rank of 94% or Higher Graduation Rate
All Students	90 th
TAGG	90 th
African American	99 th
Hispanic	95 th
White	90 th
FRLP	90 th
EL	99 th
SWD	99 th

The percentile ranks of school-level distribution at which 94 percent of students meeting graduation rates are located for All Students, TAGG and ESEA subgroups are at or above the 90th percentile rank of the distributions.

School, District and State AMOs

The AMOs for proficiency and growth for mathematics and literacy based on 2011 results, and the AMOs for graduation rates based on 2010 results are available in separate electronic document.

District and State AMOs will also be available in a separate electronic document.

Table 2.7.4

Group	Literacy Percent Proficient or Advanced	Literacy N Tests Attempted	Math Percent Proficient or Advanced	Math N Tests Attempted
All Students	74.6	232,783	77.7	266,278
TAGG	65.9	147,486	70.1	167,213
Non-TAGG	89.7	85,297	90.5	99,065
African American	57.6	48,814	58.7	55,403
Hispanic	69.8	22,270	74.1	25,569
White	80.5	152,944	84.1	175,240
Economically Disadvantaged	66.8	139,967	70.6	158,993
English Learners	61.8	15,133	67.2	17,077
Students with Disabilities	31.5	25,944	44.9	27,578
Subgroups not included in AYP due to size of groups across Arkansas				
Native American	76.5	1,583	78.4	1,826
Asian	83.5	3,369	88.4	3,875
Pacific Islander	56.1	892	53.0	1,024
2 or More Races	79.5	2,856	81.0	3,262

o Grade level state performance is provided at

<http://normessasweb.uark.edu/schoolperformance/State/SRCy3.php>

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

The ESEA Flexibility represents an opportunity to move existing disparate State and NCLB accountability systems toward a unitary approach to differentiated recognition and accountability. State law poses a challenge to this unification in that existing state accountability specifications passed through Act 35 in the Second Extraordinary Session of the General Assembly in 2003 include specific language and performance rating systems reflect 2003 State and NCLB accountability provisions (Arkansas Ann. Code § 6.15.21). The process for identification of Exemplary Schools represents ADE’s attempt to incorporate the intent of ACT 35 rating systems with flexibility that is attainable under the request. For example, the ACT 35 rating systems, the Gain Index and Status Index, recognize schools for high performance and for improvement in performance. The proposed Exemplary Schools methodology provides for recognition of schools demonstrating high performance and high progress, along with several safeguards to ensure performance and progress are not attained at the expense of other indicators such as achievement gaps and graduation rates.

The ADE is proposing the DARTSS accountability designations and associated methodologies in 2.C. through 2.E. to set the foundation for a unitary state and federal accountability system moving into the 2013 General Assembly.

Stakeholders indicated four types of performance that should be valued in Exemplary School designation. These include:

- Schools demonstrating high performance;
- Schools with high TAGG populations with high performance;
- Schools with high progress; and
- Schools with high TAGG populations with high progress.

Arkansas Annotated Code Sections 6-15-2107 (Attachment 16) specifies a School Recognition Program to provide incentives for outstanding schools identified under the state accountability performance ratings. ADE proposes to identify Exemplary Schools that satisfy the state criteria for high performance and high improvement and the ESEA Flexibility criteria for high performance and high progress. Selecting schools from the four categories valued by stakeholders ensures performance and progress are equally valued and fairly assessed given the diversity of school populations and that Exemplary Schools criteria are congruent with federal and state criteria for designation. ESEA Flexibility requires the additional criteria for schools that qualify

for consideration as Exemplary Schools. These schools must not exhibit significant achievement gaps for any ESEA subgroups, and these schools must meet 95 percent tested for Combined Population and the TAGG in order to be considered for Exemplary School designation.

Schools are considered to have high TAGG populations when two-thirds of the students tested are members of the TAGG, i.e., economically disadvantaged, ELs and/or SWD. A two-thirds majority of disadvantaged students is currently used to identify ‘Beating the Odds’ schools for annual public recognition by the Office of Education Policy at the University of Arkansas. This criterion has face validity among educators and stakeholders in Arkansas. Also, this criterion will ensure a reasonable number of Title I schools will be designated Exemplary Schools.

To determine Exemplary Schools for high performance, high progress, high-TAGG performance and high-TAGG progress three years of Arkansas CRT results were used to calculate a three-year weighted average percentage of students Proficient for math and literacy combined for 2009 through 2011. The percentage for each school was determined by dividing the sum of all full academic year students tested who scored at or above Proficient at each tested grade for each of three consecutive years by the total number of full academic year students who tested for each of the three consecutive years. Combining the grade levels and the years for each school provides stability of the scores for accountability purposes.

Schools’ progress was determined by comparing the three-year weighted average percent Proficient for 2008 through 2010 to the three-year weighted average percent Proficient for 2009 through 2011. This results in a change or progress score for each school. Schools were then classified into three groups for ranking: K-5, 6-8 and 9-12 ranges. Arkansas schools have many different grade configurations, thus schools were classified within one of the three ranges based on the predominance of tested grades within the school. For example, a K-6 school would be classified in the K-5 range because the majority of tested grades (Grades 3-5) are in the K-5 level. A school serving Grades 5 through 8 would be classified as a 6-8 range. When a school has an equal number of tested grades for each range, the school is classified in the upper range.

To determine reasonable criteria for consideration as Exemplary Schools, the descriptive statistics for the distribution of performance and progress scores were calculated. Schools were included for consideration if they were ranked in the top of their range, and their scores were at or above the 99th percentile (K-5) or the 95th percentile (6-8 and 9-12). Schools were eliminated from Exemplary designation if subgroup performance demonstrated significant achievement gaps between All Students and the TAGG, as well as All Students and the largest within-school or TAGG gap. The within-school gap is the largest gap between the highest and lowest performing groups within the school. For example, some schools have the largest achievement gap between white and African American students, whereas other schools have the largest achievement gap between white student and SWD. Distributional analysis of the magnitude of the three-year average TAGG gap and the three-year average within school gap provided appropriate criteria for quantifying a significant gap.

Schools were eliminated from Exemplary School consideration if their TAGG and/or their largest gap (TAGG or within-school gap) were greater than the gap size at the 25th percentile of the gap size distribution. In other words, Exemplary Schools must be in the bottom quartile of gap size to remain in consideration for Exemplary School designation. The same process was

completed for high progress schools.

A further check of graduation rates for high schools was completed to ensure high schools included for Exemplary School Status were at or above the median Graduation Rate of 83.78. Graduation Rate gap distribution was examined to determine an appropriate criteria for maintaining inclusion in Exemplary Status. The lower bound of the 50th percentile Graduation Rate gap was selected as the cut point for 2011. This resulted in only one high school being retained in the Exemplary Schools list for 2011. The Graduation Rate gaps for TAGG and ESEA subgroups are a new element for accountability for high schools as compared to existing AYP.

A final check of the 2011 Adequate Yearly Progress and 2011 NCLB School Improvement Status for the 2011 Exemplary Schools list was completed. All High Performance schools were also designated as Achieving under NCLB School Improvement status. High Progress schools were Achieving or Alert status indicated they met Adequate Yearly Progress or missed for only one year for one or more groups. It was anticipated that these schools may not meet the NCLB AMOs (lowest AMO was 73.41) for 2011 because they were ranked on progress, regardless of initial performance and three-year average performance ranged from 55.6 to 86.1 percent for High Progress schools with 11 to 20 percentage point gains from their initial performance. High TAGG/High Performing Schools were Achieving under 2011 NCLB School Improvement status. The four High TAGG/High Progress schools were also on the High Progress list when ranking among all the schools' progress. These schools have the same caveats mentioned above for High Progress Schools.

These additional constraints for Exemplary School eligibility were applied prior to finalizing the lists.

One consideration for future Exemplary Schools is that of Needs Improvement Priority and Needs Improvement Focus schools that make immediate and substantive process in turning around school performance and/or closing the achievement gap and find themselves at the top of the high progress rankings. This consideration has arisen through analysis of the data that indicates some schools that have engaged in intensive improvement efforts have demonstrated high progress. The question for the ADE and stakeholders is whether exiting status as Priority or Focus is sufficient, or whether it is appropriate to designate an additional category of schools for closing the gap or turning around performance.

Another consideration for future Exemplary Schools is that of ensuring performance, growth and Graduation Rates of ESEA subgroups (for ESEA subgroups that meet the minimum N of 25 within a school) are appropriate to the designation of exemplary. Starting with 2012 AMOs, schools will be eliminated from consideration in the annual Exemplary School designation for high performance or high progress (among all schools and high TAGG schools) if the All Students, TAGG, and ESEA subgroups do not meet their annual AMOs for performance, growth and Graduation Rate when the group meets the minimum N of 25. This is especially important given the individualized AMOs proposed help level the playing field for annual improvement. In the case of a school whose performance, growth or Graduation Rate AMOs exceed 94 percent, and the school achieves 94 percent for performance, growth or Graduation Rate, the school will be retained for consideration.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

Nineteen schools are eligible for Exemplary School designation. Fifteen of these schools are Title I schools.

High Performance. Fourteen Exemplary Schools met the criteria for designation based on high performance. Ten of these schools were Title I schools. For six of these high performing Title I schools at least 66.7 percent of all students tested were designated in the TAGG.

High Progress. Five Exemplary Schools met the criteria for designation based on high progress. All of these schools were Title I schools. For three of these high progress Title I schools at least 66.7 percent of all students tested were designated in the TAGG.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The ADE consulted with representative stakeholders and with the Commissioner’s Superintendent Advisory Committee regarding criteria for determining Exemplary Schools and incentives and rewards. Both groups indicated the following incentives are valued: reduction in paperwork requirements, recognition and financial flexibility and/or reward. Exemplary Schools will be exempt from annual approval of ACSIP and will submit ACSIP plans on a 3-year cycle provided these schools continue to meet accountability requirements to be designated an Achieving School (pp.62-64). The ACSIP flexibility for a 3-year cycle remains as long as the school maintains Achieving status and meets requirements for a 3-year cycle by meeting Performance AMOs *and* Growth AMOs for All Students *and* the TAGG for math *and* literacy. For high schools the 3-year ACSIP cycle requires the high school to meet all Graduation Rate AMOs for All Students and the TAGG in addition to the requirement to meet Performance AMOs for math *and* literacy. This will reduce paperwork burden for these schools and recognize that their current plans are working. The differentiated consequences among Achieving Schools are detailed in 2.A.i.a.

To distinguish among Achieving Schools that are designated as Exemplary Schools, additional rewards and recognitions will apply. Exemplary Schools will receive public recognition for their designation and serve a capacity building role in Arkansas as Model Schools that will collaborate and share best practices with other schools around the state. The Arkansas Reading First Annual Evaluation Reports indicated Arkansas educators place a high value on job-embedded learning and coaching achieved through establishing model classrooms. Exemplary Schools will serve a similar capacity across the P-20 educational system by hosting opportunities to observe and discuss exemplary practices for practicing teachers as well as pre-service teachers. Additional funds will be requested to support Exemplary Schools’ expenses related to travel to state and regional conferences to share best practices and to host school visits.

The Arkansas School Recognition Program established in 2003 and detailed in Arkansas Annotated Code Section 6-15-2107 provides for financial awards to public schools achieving designation as ‘schools exceeding standards’ or ‘schools of excellence’ for performance or improvement. The ADE is working collaboratively with the Governor’s office, legislators and

stakeholders that collaborated to develop the recognition legislation to determine how these financial rewards can be incorporated into a unitary system to award Exemplary Schools under this program.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Method for Identifying Priority Schools

Calculations for Priority Schools were based on performance levels from Arkansas criterion-referenced assessments in 2009, 2010 and 2011 for Grades 3 through 8, Algebra and Geometry End of Course Exams, and Grade 11 Literacy Exams. Percentages included all students completing a full academic year, as well as students completing an alternate assessment. Five percent of the 803 Title I schools identified in 2010-11 result in a minimum of 40 Title I Priority Schools, inclusive of SIG schools, and 15 non-Title I schools with commensurate low performance. Priority Schools were identified from among all schools in 2010-2011, high schools with graduation rates less than 60 percent over several years, and Tier I or Tier II schools using SIG funds for a school intervention model. Lowest performance was determined using the Added Ranks method in A-15 of the SIG FY2010 Guidance. This method was used to identify persistently low achieving schools under Section 1003(g) and has consistently identified the lowest performing schools that have not shown progress within the prior three years.

1. Schools were ranked on current performance based on 2011 academic achievement for mathematics and literacy combined using an added ranks method.
 - a. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics in 2011. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
 - b. Schools were sorted from highest to lowest for the percentage of students proficient in literacy in 2011. Each school was assigned a rank based on this order with 1 representing the highest ranked performance.
 - c. An overall rank for 2011 academic achievement was obtained by summing the ranks for mathematics and literacy. Lowest performing schools in 2011 had the highest summed ranks.
2. Schools were ranked on progress by utilizing the added ranks method for 2009, 2010 and 2011 performance.
 - a. Schools were sorted from highest to lowest for percentage of students proficient in mathematics for each year. Each school was assigned a rank value based on this order for each year, with 1 representing the highest ranked performance.

- b. Schools were sorted from highest to lowest for percentage of students proficient in literacy for each year. Each school was assigned a rank based on this order for each year, with 1 representing the highest ranked performance.
 - c. Overall ranks for 2009 and 2010 were obtained by summing the ranks for mathematics and literacy.
 - d. A 3-year progress ranking was obtained by summing the 2009, 2010 and 2011 overall rank values.
3. A final combined rank score was obtained by creating a weighted sum that included overall rank for performance in 2011 and the overall 3-year progress rank. Three-year progress was weighted 1.0 and 2011 performance was weighted .80, thus giving slightly more credit to schools that may have been low performing, but demonstrated progress during the three years.
 4. The schools identified as persistently lowest-achieving were the bottom 5 percent of schools when sorted by the final combined rank score. Schools participating as Tier I or Tier II schools under SIG were included in the 5 percent.
 5. A four-year review of completion rates (2007–2010) did not reveal any Title I high schools or Title I-eligible high schools that demonstrated a persistently low graduation rate (less than 60 percent) over a number of years. Only one year of final four-year adjusted cohort graduation rates was available for analysis.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

SIG Schools and others with masked identity, associated rank scores, and performance data are provided in Table 2. Additional Information on priority schools is provided as a data file in an Excel spreadsheet.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Existing structures for ADE technical assistance and monitoring for schools and districts in NCLB Improvement, coupled with existing sanctions of NCLB have had a limited impact on whole school achievement in persistently low achieving schools, and limited impact on the achievement gap in other schools, despite continuous improvement of student performance in math and literacy. Arkansas’ pilot of differentiated accountability allowed the ADE to investigate the impact of focusing ADE’s response based on the level of schools’ needs and to identify obstacles to promoting changes in the effectiveness of district and school systems. The experience of working with the pilot differentiated accountability model has revealed patterns of dysfunction within schools that have not demonstrated improvement sought in student outcomes. Priority Schools have persistent, systemic improvement needs that are evidenced in academic expectations and school culture, as well as instructional, leadership and community engagement practices. Therefore, interventions must focus on identifying concerns at the educational system level and intervening within the entire system; both within the district’s organizational and support system and their Priority Schools’ organizational and instructional systems.

Schools are interdependent within their respective districts and achievement challenges are not isolated to a single campus within a district system, but may manifest to different degrees across schools in the district dependent upon many factors. Some factors are under the control of the school and others may be influenced by district level factors that are not easily mitigated within the school without district intervention and support. Therefore the ADE proposes to engage district leadership in diagnostic analysis and needs assessment in partnership with Priority School Leadership with oversight for quality and effectiveness provided by the ADE.

The ADE proposes to require Priority Schools to engage in comprehensive diagnostic analysis and needs assessment in tandem with an ADE SIS and SST from the ADE. Another concern in Priority Schools is the development of local capacity for continuous improvement. The interventions proposed for Priority Schools are designed to build local capacity for leading change by providing flexibility for decision making with greater responsibility for outcomes. The interventions are aligned with the Turnaround principles as indicated in the implementation timeline. The timeline provides an outline of the basic elements of the ADE's required Priority School Intervention. The Scholastic Audit referenced in the timeline of interventions is a comprehensive needs assessment of the educational system that has been required of all schools designated in Corrective Action under Arkansas' current AYP workbook.

Scholastic Audit is a comprehensive review of the learning environment, organizational efficiency, and academic performance of schools and districts. Audit findings are used to determine the type and level of support necessary to continuously improve student academic performance in each school and district audited. A scholastic audit team evaluates schools and districts using documents developed by the Kentucky Department of Education that are supported by research-based strategies. These documents were revised by the Arkansas Department of Education (ADE) for use by the state of Arkansas with permission for revision granted by the Kentucky Department of Education. The audit process results in recommendations unique to each school and district to improve teaching and learning. Schools and districts are advised to incorporate these recommendations into their ACSIP. In accordance with Arkansas Annotated Code §6-15-2701, Arkansas Public Schools identified as chronically underperforming (a school that does not meet adequate yearly progress under NCLB for 3 or more consecutive years) being in school improvement year three and beyond shall participate in a scholastic audit conducted by the ADE or its designees.

Under the Arkansas ESEA Flexibility proposal, Priority Schools will undergo a diagnostic analysis and needs assessment. The findings from this process will be used to develop a 3-year Priority Intervention Plan (PIP). The diagnostic analysis process will be used to identify the barriers within the LEA and its associated Priority School(s) that have prevented development of a supportive school culture for high achievement. Priority Schools will be given flexibility to use Title I funds previously set aside under ESEA Section 1116 (b) to support implementation of its PIP with approval from the ADE. Schools must commit to a minimum term of three years of collaboration with an external provider with dissolution allowed only with approval of the ADE. The level of involvement of the lead SI specialist will be deeper than in the prior differentiated accountability model, particularly in ensuring the schools are meeting their interim measurable objectives and intervening earlier to hold schools accountable for progress. Schools will be required to continue interventions under ADE SIS monitoring for three years once exited from Priority Status to ensure continuity of interventions and sustained progress.

Teacher and leader effectiveness are primary components for emphasis within the PIP. District involvement in the needs assessment and subsequent PIP development maximizes the opportunity for assessing leader effectiveness and ensuring an effective leader is in place or developed within its Priority School(s). In the event it is determined during the needs assessment that leadership must be replaced, the district will take this action prior to development of the PIP. The PIP will be developed with participation of the new leader, rather than the leader being replaced. Likewise, district involvement in the PIP is essential to assessing teacher effectiveness and supporting a culture of change in instructional practice. Specifically, school leadership must have the flexibility, as well as the support of district leadership to ensure effective teachers are encouraged to remain in a district's Priority Schools, ineffective teachers are developed into effective teachers, and teachers that do not satisfy development criteria within the timeframe specified for improvement are recommended for nonrenewal. Further, districts play a central role in ensuring that effective teachers are incentivized to remain in or transfer to Priority School(s), and ensuring transfer policies do not inadvertently incentivize the movement of ineffective teachers to Priority School(s) through inter-district transfer policies that may prioritize hiring at Priority School(s) on factors that do not account for teacher effectiveness. The waiver of set asides under ESEA Section 1116(b) will provide districts with flexibility to target funds to ensure effective teachers and leaders in Priority School(s) that may include incentives for effective teachers to transfer to or remain in Priority School(s), funds to support extensive job-embedded professional development through coaching and model classrooms.

All Priority schools will be required to align their PIP interventions with the turnaround principles using the Transformation Model.

- Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates if the needs analysis indicates the existing principal has not been effective and may not be effectively developed.
- Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.
 - a. Screen all existing staff and rehire no more than 50 percent; and
 - b. Select new staff
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.
- Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and implement strategies that provide increased learning time.
- Provide appropriate social-emotional and community-oriented services and supports for students.

ADE proposes to provide greater specificity and rigor in its requirements and evaluation of external providers for Priority Schools. The ADE will focus on the extent to which providers' methodology is likely to result in systemic, sustained improvement. Requirements to be met for approval of external providers are based on the growing body of empirical evidence delineating effective elements of systemic intervention. Guidelines will adhere to the following principles.

1. External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).
2. External providers will provide evidence of effectiveness in improving school performance (student and adult learning).
3. External providers will provide evidence of effectiveness in closing achievement gaps.
4. External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
5. External providers will demonstrate how they will collaborate with districts and schools in the development of a TIP or PIP within the ACSIP framework.
6. External providers must provide evidence of a proven track record—credible/valid results in other systems.
7. External providers will be required to use a systemic approach at the school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic shall:
 - a. Be grounded in research in effective school improvement.
 - b. Develop instructional leadership at all levels of the system.
 - c. Provide timely, frequent (weekly) support and reports to district and state.
 - d. Incorporate a system for adult learning (Professional Development).
8. External providers shall provide ADE appropriate credentials and prior experience of staff.
9. External providers shall engage with the ADE Learning Services division in effectiveness evaluations of the provider, district and schools.

This systemic approach to turnaround of priority schools applies to all levels within the educational system to ensure that change and continuous improvement occur. The focus is on increasing student and adult learning and leadership capacity within the school and district.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Implementation Timeline

Prior to the Start of 2012-2013 and through Year 1, Semester 1 (as needed):

- As early as possible following USDE approved flexibility request Commissioner announces and meets with Priority Schools’ principals and their district superintendents.
- ADE assigns lead SIS to LEA and its Priority School(s) to provide technical assistance/support and monitor Priority Intervention Plan.
 - A SST with diverse content area expertise will be created and assigned for each Priority School and its LEA.
- Diagnostic analysis and needs assessment of school system:
 - Community/stakeholder input on school’s strengths and challenges. Where applicable, districts partner with the Arkansas School Boards Association to use Study Circles methodology to gain stakeholder engagement and support (*Turnaround Principle 7: Community Engagement*)
 - Review of prior Scholastic Audit findings or contract for Scholastic Audit required under state law to include a review of the following elements.
 - Determine Leader effectiveness (*Turnaround Principle 1: Strong Leadership*)
 - School culture to support continuous improvement
 - Organizational structures to support continuous improvement
 - Allocation of human resources aligned with identified needs
 - Alignment of ACSIP interventions with identified needs
 - Allocation of financial resources aligned with identified needs
 - School schedule provides adequate time to support teacher collaboration for data use and instructional planning (*Turnaround Principle 3: Redesign School Day/Week/Year*)
 - Teacher team structure to support collaboration to meet students’ needs (*Turnaround Principle 3: Redesign School Day/Week/Year*)
 - Alignment of professional development plans with identified needs of students and teachers
 - Teacher team effectiveness in data use, problem identification, problem clarification and problem solving to support instructional change
 - Accountability systems to support continuous improvement (*Turnaround Principles 1, 2 & 4: Strong Leadership, Effective Teachers, & Strengthening Instruction*)
 - A teacher effectiveness system to support continuous instructional improvement:
 - Presence and sufficiency of classroom walk through practices and teacher follow up
 - Alignment of teacher evaluation practices with student growth and achievement findings
 - School academic assessment practices and response to intervention

practices to support instructional improvement and student learning. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)

- Valid and reliable screening, progress monitoring and interim assessments are used as part of a multi-tiered framework for responding to student learning needs.
- Data use is role-based and includes sources of data that are differentiated to provide appropriate information for leadership decisions and instructional decisions.
- School classroom management/student behavior management practices (*Turnaround Principle 6: School Environment*)
 - A positive behavior and instructional support system is evident and used to improve learning environment. (*Turnaround Principle 5: Collaborative Use of Data for Improvement*)
- Determine Teacher effectiveness
 - Diagnostic analysis of instructional program effectiveness (*Turnaround Principle 2: Effective Teachers*)
 - Immediate recommendations for professional development, support and/or intervention beginning Semester 2.
- Leadership teams established at school and district level to build leadership capacity of school and district. (*Turnaround Principle 1: Strong leadership*)

2012-2013

Year 1, Semester 2:

- ADE-approved external provider selected based on diagnostic needs analysis by district with oversight and guidance from ADE SIS.
 - A CMO or an EMO may apply to be an ADE-approved external provider and enter into a partnership with a district that has Priority School(s) to meet the requirements for intervention for Priority Schools.
- School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for development and implementation of PIP and failure to meet interim measurable objectives.
- In collaboration with the ADE SIS and SST, the district and school leadership team will specify a professional development plan to build the leadership capacity of the district and school leadership team members to be implemented immediately.
 - District and school leadership team works with ADE SIS and SST to develop leader and teacher effectiveness interventions. (*Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers*) *Can this be streamlined seems redundant*
 - Transfers in and out of Priority Schools
 - ADE SIS works with district and school leadership teams to ensure effective teachers are incentivized to remain in Priority Schools and within district transfers into Priority Schools do not undermine the effectiveness of the teacher corps.
 - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the

- strategies in the PIP with Turnaround Principles 1 and 2.
- Leadership change (replacing ineffective leader or intensively developing and maintaining promising leader and providing support to enable promising leader the flexibility and support to affect teacher effectiveness)
 - Leadership change may be limited in some rural or isolated communities. In this case, the development of the existing leader along with a strong leadership team is paramount.
 - Data indicated principal turnover was higher in schools in advanced School Improvement status, with only one-fourth of schools maintaining consistency in leadership over a three year period.
 - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the strategies in the PIP with Turnaround Principle 1.
 - District and school leadership teams work with ADE SST and external provider to develop a three year PIP as a component of the Arkansas Consolidated Improvement Plan (ACSIP). In the event it is determined that leadership must be replaced, the PIP will be developed with participation of the new leader, rather than the leader being replaced. The PIP must address:
 - Teacher effectiveness (*Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers*)
 - Flexibility provided through the waiver of ESEA Section 1116(b) will allow districts to develop incentives to ensure Priority School(s) retain effective teachers and have the funds to develop the existing teacher corps through intensive, job-embedded professional development through coaching, model classrooms, and other evidence based models for improving instructional practice.
 - The ADE SIS will collaborate with district and school leadership in developing district level strategies to confirm alignment of the strategies in the PIP with Turnaround Principles 1 and 2.
 - Priority Schools' PIPs will address teacher development and resources to support effective, evidence-based interventions and strategies for EL and SWD where appropriate. Priority Schools will receive professional development and implementation support from ADE to incorporate and implement effective evidence-based interventions and practices for meeting identified needs of EL and SWD subgroups where applicable. Details for this professional development and support are provided in 2.F. Incentives and Supports for Other Title I Schools (pages 124-125).
 - Redesign schedule to support teacher teaming/collaboration and data use (*Turnaround Principles 3 & 5: Redesign School Day/Week/Year & Collaborative Use of Data for Improvement*)
 - Interim measurable objectives for
 - Change in teacher and leader practice

- Student progress and achievement
 - Objectives must be set for evaluating interim progress of each low performing subgroup contributing to achievement gaps within the school.
 - Student safety and discipline
 - Parent and community engagement (*Turnaround Principles 1, 2 & 4: Strong Leadership, Effective Teachers, & Strengthening Instruction*)
- External provider is present and working with staff on a weekly basis at the school site.
- External provider reports weekly progress to ADE oversight team through ADE SIS and to the district superintendent.
- External provider engages leadership team and school board in ongoing development/training to include regular community engagement opportunities. (*Turnaround Principle 7: Community Engagement*)
- ADE SIS provides quarterly reports of school progress to the State Board of Education. (*Turnaround Principle 7: Community Engagement*)
- Priority Schools and their LEAs that fail to show progress on their Interim Measurable Objectives such as lack of commitment to implementing the PIP may be subject to losing flexibility in the use of state and/or federal categorical funds.

2013-2014

Year 2

- Priority Schools implement PIP including any changes in the following as specified in the PIP:
 - Change in school leader or participation of existing school leader in Arkansas’s Master Principal Program.
- PIP is revised to address findings from Year 1 PIP progress report.
- ADE SIS monitors external provider, school and district progress weekly based on the PIP and the interim measurable objectives.
- External provider reports weekly in written form to ADE SIS detailing school’s progress in implementing the PIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- ADE SIS collaboration sessions to share best practices, successes and challenges across spectrum of Priority Schools to increase ADE capacity to support Priority Schools and their LEAs. Collaboration will consist of in person and technology-bridged sessions. SST members will join as needed to share expertise for capacity building and problem solving. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)
 - Collaboration sessions will enhance capacity building by providing networks to share promising practices and to enable problem solving across Priority and Focus Schools.
- ADE School Improvement Unit (SIU) provides quarterly reports on Priority School progress to State Board of Education. (*Turnaround Principle 7: Community Engagement*)
- School leadership team and external provider submit Year 2 PIP progress report of Priority Schools’ progress on interim measurable objectives to district leadership team and

ADE SIS and SST. (*Turnaround Principle 7: Community Engagement*)

- Priority Schools meeting AMOs for All Students and TAGG for 2nd consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SST.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not occurring. See Principle 2.A. page 53 for additional details.
 - Consequence—ADE oversight of all state and/or categorical funds.

2014-2015

Year 3

- Priority Schools implement PIP including any changes in the following as specified in the PIP:
 - Participation of existing school leader in Arkansas’s Master Principal Program.
- ADE SIS monitors external provider, school and district progress weekly based on the PIP and the interim measurable objectives.
- External provider reports weekly in written form to ADE SIS detailing school’s progress in implementing the PIP, persistent obstacles, and next steps to support continued progress and address obstacles. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)
- ADE SIS collaboration sessions to share best practices, successes and challenges across spectrum of Priority Schools to increase ADE capacity to support Priority Schools and their LEAs. Collaboration will consist of in person and technology-bridged sessions. SIS team members will join as needed to share expertise for capacity building and problem solving. (*Turnaround Principles 4 & 5: Strengthening Instruction & Collaborative Use of Data for Improvement*)
 - Collaboration sessions will enhance capacity building by providing networks to share promising practices and to enable problem solving across Priority and Focus Schools.
- PIP is revised to address findings from Year 2 PIP progress report.
- ADE SIU provides quarterly reports on Priority School progress to State Board of Education. (*Turnaround Principle 7: Community Engagement*)
- Priority Schools meeting AMOs for All Students and TAGG for second consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SST.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status. The Arkansas State Board of Education has begun the process to redefine academic distress. A new definition would provide the state with the authority to take control of the school district if progress toward stated goals is not occurring. See Principle 2.A. page 53 for additional details.
 - Consequence—ADE oversight of all state and/or categorical funds.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Priority Schools that meet their AMOs for proficiency or growth for two consecutive years in math and literacy (and graduation rate for high schools) for All Students and TAGG, and are making satisfactory progress on their PIP will be eligible to exit Priority Status. Exited Priority Schools must continue to maintain the aforementioned interventions that have been implemented at the time the school meets these criteria and submit timely reports of progress on the PIP interim objectives to ADE for monitoring. ADE SIS will maintain a collaborative relationship to provide support to the LEA and its Priority Schools as needed.

Priority schools must continue implementing interventions aligned with the turnaround principles for at least three years, even if the school exits priority status.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Method to Identify Focus Schools

Focus Schools will include at a minimum 10 percent (80) of the Title I schools in Arkansas based on Title I program information from the 2010-2011 school year, as well as any non-Title I schools with commensurate magnitude gaps as the Title I schools identified through this process. Priority Schools with commensurate gaps will remain Priority Schools. The intent of the Focus School methodology is to identify schools with the largest and most persistent achievement gaps between their highest performing subgroups and their lowest performing subgroups. As indicated in the Principle 2 Overview, current NCLB accountability for subgroups and Arkansas’s approved minimum N for accountability have resulted in many schools failing to be held accountable for students in underperforming at risk subgroups. Lowering the minimum N to 25 resulted in a small increase to the schools accountable for ESEA subgroups at risk of underperforming, but

not at the magnitude needed to identify schools contributing to Arkansas's persistent gap. Further, the same student may already be counted in multiple groups as mentioned previously in the overview. The ADE proposes to use the TAGG for the purpose of calculating the magnitude of achievement gaps within Arkansas schools. Once schools are ranked by the magnitude of the TAGG to Non-TAGG gap, additional analyses will be conducted to ensure the use of the TAGG did not mask larger gaps among ESEA subgroups within schools based on the minimum N. Three years of proficiency data were used to ensure Focus Schools were schools with the largest gaps over a persistent period of time.

The ADE proposes to use the TAGG in its calculations for classifying Focus Schools. Annual reporting to the public will include the TAGG and ESEA subgroup indicators, where the subgroup includes 10 or more students, reported separately as indicated in Section 2.A. The purpose of reporting ESEA subgroups, rather than using the TAGG for determinations alone, is to enhance the transparency of accountability and subsequent engagement of the community in planning targeted interventions and support. Identification of the TAGG enables a more authentic focus on student learning needs rather than a focus on group labels. The TAGG exposes hidden achievement gaps by creating a subgroup that meets the minimum N of 25 in 98 percent of the schools in Arkansas. This is particularly important in schools where ELs and SWD have struggled, but the accountability N has not prompted a focus on these students' needs in particular.

The use of the TAGG to hold schools accountable for performance and growth of all students is not without challenges. In one tenth of Arkansas schools, the TAGG includes the entire school population, due to the extent of poverty in these schools. Thus a gap between TAGG and Non-TAGG cannot be calculated. In schools where the Non-TAGG is smaller than the minimum N, the percentage of Non-TAGG students Proficient is subject to greater variability due to the smaller group size. Therefore, for the purposes of determining the magnitude of the achievement gap between TAGG and Non-TAGG students for Focus School Determinations (Section 2.E), the median school percentage of Non-TAGG students Proficient will be used as the proxy for the Non-TAGG students in schools where the TAGG represents All Students and in schools where the Non-TAGG falls below the minimum N.

The annual school performance data from the Arkansas assessments required under section 1111(b)(3) of the ESEA for literacy and mathematics, as well as the 2010 and 2011 graduation rates for Arkansas high schools were used to identify Focus Schools. Calculations were based on the size of the gap in proficiency levels from Arkansas CRTs in 2009, 2010 and 2011 for Grades 3 through 8 and high school for math and literacy End of Course Exams, and included all students completing a full academic year, as well as significantly cognitively disabled students completing an alternate assessment. Four-year adjusted cohort graduation rates from 2010 and 2011 were also used as an additional indicator in identifying high schools as Focus Schools.

The magnitude of the achievement gaps for the Focus School determinations was calculated using three years of Arkansas CRT scores.

1. The three-year percent of students Proficient or Advanced in math and literacy was calculated for All Students, TAGG, Non-TAGG and all ESEA subgroups. The number of Proficient and Advanced scores in math and literacy for 2009, 2010 and 2011 were summed and divided by the sum of the number of valid test scores for math and literacy

for 2009, 2010 and 2011. The use of three years of scores and test attempts provided stability to ensure year to year variations and the impact of smaller N sizes that might inflate or deflate gap size were minimized.

2. The gap magnitude was calculated by subtracting the percent of students Proficient/Advanced in the TAGG from the percent of students Proficient/Advanced for Non-TAGG students within each school. In the case of schools with a Non-TAGG smaller than the minimum N, the median percent Proficient for Non-TAGG performance for all schools meeting the minimum N for Non-TAGG was substituted in the calculation. The median for Non-TAGG performance was 88.7 percent.
3. Schools were sorted from highest to lowest gap based on the size of the TAGG/Non-TAGG gap.
4. High schools' four-year adjusted cohort graduation rates were calculated. All high schools' graduation rates for the TAGG and ESEA subgroups were reviewed to ensure the identified Focus Schools included schools with the lowest performance and/or graduation rates for subgroups.
5. The schools identified as Focus Schools include 10 percent of Title I schools with the largest TAGG/Non-TAGG achievement gaps. Priority Schools that fell in the bottom 10 percent were not included in the Focus School list.
6. The largest gap was also calculated post-hoc to clarify whether the proposed method for identifying Focus Schools was capturing the significance of achievement gaps within-school. The Largest Gap was determined by comparing all within-school gaps to the TAGG gap and retaining the larger magnitude gap. This Largest Gap variable was used to sort and rank the schools in decreasing magnitude to identify the 10 percent of Title I and other schools with the largest magnitude gap. Thirty-eight schools were in the range for Focus School designation regardless of using Largest Gap or TAGG gap. The remaining schools designated would be different if the Largest Gap were used for Focus School designation. Further analysis of the within-school gaps that these schools would be accountable for indicated that the TAGG gap method held more schools accountable for larger within school gaps that would not be considered large enough to meet the minimum N if not included in the TAGG. For example, Focus Schools determined using the TAGG gap included only 26 schools with large enough groups of SWD to be held accountable, and these students had a median gap of 54.38 percentage points. In contrast, the Focus Schools determined using the Largest Gap included 96 schools that were already accountable for SWD as a subgroup and the median for this within-school gap for this group was 46.78. ADE examined these descriptive statistics for each of the within-school gaps for the Focus Schools that would be different under the two different methodologies. Each within-school gap for Focus Schools using the TAGG had larger mean and median gaps compared to the within-school gaps for the Focus Schools using Largest Gap. In the case of the Largest Gap Focus Schools, more schools were already meeting minimum N for the problematic achievement gap areas and would be held accountable for interventions based on this. In contrast, the Focus Schools determined using the TAGG gap identified more schools whose ESEA subgroups did not meet the minimum N on their own.
7. To ensure Focus Schools are not overrepresented by schools whose majority population are TAGG students, a frequency analysis was conducted. Fifty-nine percent (61) of the Focus Schools' TAGG/Non-TAGG gaps were determined by the schools' Non-TAGG to TAGG performance. In other words, 59 percent of Focus Schools have a group of 25

or more tested students. Forty-one percent (42 Focus Schools) did not have a Non-TAGG group that was large enough ($N \geq 25$) to use to calculate their TAGG/Non-TAGG gaps. The median state Non-TAGG performance was used to calculate the gaps for the 42 Focus Schools whose Non-TAGG groups were fewer than 25 tested students. The identified Focus Schools include the schools contributing the most to the statewide achievement gap for TAGG students and ESEA subgroups.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

The list of focus schools is provided in Table 2. Additional information on focus schools is provided as a data file in an Excel spreadsheet.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus Schools have persistent and oftentimes systemic concerns related to the schools’ and districts’ educational effectiveness in meeting the needs of particular groups of students, as evidenced by disparate performance between students classified in at risk groups and students not classified as at risk. Similar to Priority Schools, these needs are often evidenced in divergent academic expectations for students from historically underperforming or at risk groups. Further, instruction, leadership and community engagement practices that have enabled some students to achieve at high levels have not had the same impact on students in the TAGG. Therefore, diagnostic efforts must focus on identifying the elements of the educational system that are not working to serve the needs of these learners, thus perpetuating such large achievement gaps. Interventions will need to focus on providing the necessary support to teachers, leaders and the community, as well as providing a system of instruction and accountability that enables these students’ needs to be identified and met, regardless of group membership.

Schools are interdependent within their respective districts and achievement gaps are typically not isolated to a single campus within a district system, but may manifest to different degrees across schools in the district dependent upon many factors. Some of the factors are under the control of the school and others may be influenced by district level factors that are not easily mitigated within the school without district support or intervention. Therefore, the ADE proposes to engage district leadership in diagnostic analysis and needs assessment in partnership with Focus School leadership, with oversight for quality and effectiveness provided by the ADE.

Focus Schools are determined based on the magnitude of the achievement gap within the school. Due to the characteristics of Arkansas’s schools, ADE has identified that 10 percent of schools do not have a group of students not considered at risk (Non-TAGG) due to the extent of the poverty within the school community. Applying the minimum N of 25 to all schools, 27.7 percent of schools do not have a sufficient Non-TAGG population for gap calculation. The TAGG proficiency gap in these schools must be determined using a proxy for the Non-TAGG

population—the median proficiency of all schools’ Non-TAGG. Many of these schools will be identified as Priority Schools due to the TAGG group comprising the majority of the schools’ populations. Some of Arkansas’s schools with the largest gaps that are not identified as Priority Schools will be identified as Focus Schools. Analysis of the within-school gaps and TAGG gap for Focus Schools indicates variation in the level of systemic needs among Focus Schools. District involvement in Focus School needs assessment and planning will be critical to provide the flexibility to meet specific low performing students’ needs. The ADE proposes to require Focus School leadership and their respective district leadership to engage in diagnostic analysis and needs assessment to investigate the factors contributing to Focus Schools’ achievement gaps and to develop a TIP within their ACSIP that reduces the magnitude of the identified achievement gap as measured by their annual AMOs for the TAGG and each ESEA subgroup. Needs Improvement Focus Schools’ levels of support, engagement, district autonomy and interventions are clarified below.

- Needs Improvement Focus Schools:
 - High SSOS engagement;
 - ADE SIS approval of TIP and resource/funds allocation,
 - 1-year ACSIP with TIP interventions and quarterly measurable objectives embedded;
 - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
 - High engagement of regional support center staff and resources;
 - Low district autonomy;
 - ADE approves interventions,
 - District and school leadership teams required,
 - District assigns locally-hired site-based school improvement leader, or optionally an external provider to monitor,
 - External provider required if lack of progress after 1 year,
 - Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3.

ADE recognizes districts with Focus Schools may vary in their size, school configurations, and Title I, Part A allocations. The district is expected to allocate resources and funds differentially to appropriately address the needs of the Focus Schools. Focus School leadership, in consultation with ADE SIS, will allocate resources toward interventions determined through this in depth analysis of Focus School needs.

Focus Schools will have the option to partner with an external provider to develop and/or implement their TIP during the first year and subsequent years. If a Focus School does not make progress after the first year of implementation, the district will be required to contract with an external provider to ensure appropriate revisions of interventions and to monitor implementation. Focus Schools that fail to make progress after the second year of TIP implementation will be required to implement actions aligned with the turnaround principles as directed by ADE, to include leader replacement and/or removal of staff following appropriate evaluation.

The external provider must meet qualifications as outlined in the External Provider Requirements

utilized for SIG. These requirements include criteria to evaluate external providers for Focus Schools based on the extent to which the providers' methodology supports the needs of the identified TAGG and is likely to result in immediate and sustained improvement for TAGG students. Requirements to be met for approval of external providers are based on the growing body of empirical evidence delineating effective practices for identifying and meeting the needs of particular subgroups of students such as ELs and SWD. Requirements adhere to the following principles:

- External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).
- External providers will provide evidence of effectiveness in improving school performance (student and adult learning).
- External providers will provide evidence of effectiveness in closing achievement gaps.
- External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
- External providers will demonstrate how they will collaborate with districts and schools in the development a TIP or PIP within the ACSIP framework.
- External providers must provide evidence of a proven track record—credible/valid results in other systems.
- External providers will be required to use a systemic approach at school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic shall:
 - Be grounded in effective school improvement research.
 - Develop instructional leadership at all levels of the system.
 - Provide timely, frequent (weekly) support and reports to district and state.
 - Incorporate a system for adult learning (Professional Development).
- External providers shall provide appropriate credentials and prior experience of staff.
- External providers shall engage in collaborative, formative evaluation of the provider, district, and school's effectiveness by ADE Learning Services Division.

Implementation Timeline

Prior to Start of 2012-2013

- Commissioner announces Focus Schools and meets with Focus School principals and their district superintendents.
- ADE assigns a SIS to provide oversight.
- District assigns a locally hired, site-based school improvement specialist, or optionally an external provider to provide oversight for the diagnostic analysis and needs assessment, to provide technical assistance and support in development of the TIP and to monitor implementation of the TIP (Capacity Building).
- District establishes a district leadership team to work with the Focus School leadership and ADE to facilitate diagnostic data analysis, needs assessment, TIP development and TIP implementation.
- Focus School establishes a school leadership team to work with the district leadership team, and the site-based school improvement specialist or external provider.
- The site-based school improvement specialist or external provider submits monthly school

and district progress reports to the assigned ADE SIS.

- Diagnostic analysis and needs assessment of school system and district interdependencies:
 - Community/stakeholder input gathered (within 30 days of the Commissioner’s announcement) on each school’s strengths and challenges, particularly as this relates to the identified achievement gap
 - What are the core beliefs and vision about student learning and achievement of family and community stakeholders?
 - What are the aspirations of families and the community regarding their children?
 - What are the core beliefs and vision of the educational system (school & district) about student learning and family/community engagement?
 - Do educators in the system believe all parents have the capacity to support their children’s learning, or that all children have appropriate opportunities to achieve CCR?
 - What strengths and challenges exist for the district and school system and community in ensuring all students achieve CCR within their P-12 years?
 - Review of prior Scholastic Audit findings where applicable (Scholastic Audit required under state law for schools that have been in School Improvement Year 4 and beyond),
 - In the absence of a prior Scholastic Audit, must either contract for a Scholastic Audit or contract with an external provider to assist with a self-audit to assess the current effectiveness of the system with regards to the following:
 - School culture to support continuous improvement.
 - Organizational structures to support targeted improvement and closing the achievement gap—
 - Allocation of human resources aligned with identified needs
 - Alignment of ACSIP interventions with identified needs
 - Allocation of financial resources aligned with identified needs
 - school schedule provides adequate time to support teacher collaboration for data use and instructional planning
 - teacher team structure to support collaboration to meet students’ needs
 - Alignment of professional development plans with identified needs of students and teachers
 - Teacher team effectiveness in data use, problem identification, problem clarification and problem solving to support instructional change
 - Accountability systems to support targeted improvement.
 - Teacher effectiveness system supports continuous instructional improvement
 - Presence and sufficiency of classroom walk through practices and teacher follow up
 - Alignment of teacher evaluation practices with student growth and achievement findings
 - School assessment practices and response to intervention practices

support instructional improvement and student learning.

- Valid and reliable screening, progress monitoring and interim assessments are used as part of a multi-tiered framework for responding to student learning needs.
- Data use is role-based and includes sources of data that are differentiated to provide appropriate information for leadership decisions and instructional decisions.
- Instructional Program and Teacher Effectiveness
 - Extent and effectiveness of the school and district multi-tiered framework for response to intervention.
 - Curriculum expectations and alignment for all students.
 - District interdependencies impacting instructional program and teacher effectiveness.

2012-2013

Year 1, Semester 1:

- District and school leadership teams work with ADE SIS and/or an ADE approved external provider to finalize 3-year TIP within its ACSIP. The TIP must address the concerns and obstacles identified as contributing to the achievement gap.
- Given the statewide low performance of SWD, Focus Schools and their districts will be given preference to participate in the State Personnel Development Grant (SPDG). This grant program is funded by the USDE's Office of Special Education Programs (OSEP). Arkansas's SPDG integrates intensive professional development and targeted technical assistance to participating schools to maximize all students' academic and social, emotional, and behavioral skills and success, including SWD. Professional development and technical support in the areas of leadership, literacy and math instruction, intervention, positive behavior support systems, social skills/self-management instruction, strategic or intensive cognitive-behavioral interventions, closing the achievement gap (CTAG), multi-tiered response to intervention and data-based problem solving. Additionally, the SPDG provides professional development and targeted technical assistance in parent and community involvement, personnel preparation, and special education teacher recruitment and retention.
- Given the growing EL population in Arkansas and the need to build capacity to meet the needs of Els in a growing number of schools, Focus Schools and their districts with EL subgroups will be given preference for participation in the EL Academy described in Principle 1 to support teacher and leader development of best practices for EL students.
- Focus Schools' TIPs will address teacher development and resources to support effective, evidence-based interventions and strategies for ELs and SWD where appropriate. Focus Schools will have access to professional development and implementation support from ADE to incorporate and implement effective evidence-based interventions and practices for meeting identified needs of ELs and SWD subgroups where applicable. Details for this professional development and support are provided in 2.F. Incentives and Supports for Other Title I Schools (pages 124-125).
- The ADE SIS will monitor quality and effectiveness of the district and school in meeting interim objectives and summative AMOs in the TIP.
 - Interim measurable objectives for closing the achievement gap:

- Change in teacher and leader practice and district/school/team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap;
 - Student progress and achievement;
 - Student safety and discipline where appropriate to support closing the achievement gap; and
 - Parent and community engagement.
- If an external provider is selected to assist the Focus School(s) and district, the external provider will report weekly to ADE SST and SIS.
 - The external provider will be expected to engage the school and district leadership team and school board in ongoing development/training to include regular community engagement opportunities.
 - ADE SIS will provide quarterly reports of school progress to the State Board of Education
 - School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for implementation of TIP and failure to meet interim and/or summative measurable objectives.

2013-2014

Year 2

- ADE SIS monitors external provider, or site-based school improvement leader school and district progress monthly based on the TIP and the interim measurable objectives.
- External provider reports monthly to ADE SIS and district superintendent detailing school's and district's progress in implementing the TIP, persistent obstacles, and next steps to support continued progress and address obstacles.
- The ADE SIS will share best practices, successes and challenges across spectrum of Focus Schools to increase ADE capacity to support Focus Schools and their LEAs.
- ADE SIU reports on Focus School progress to State Board of Education on quarterly basis.
- School leadership teams and external providers (where applicable) submit Year 2 TIP progress report of Focus Schools' progress on interim measurable objectives to district leadership team and ADE SIS.
- TIP is revised to address findings from Year 2 TIP progress report.
- Focus Schools meeting AMOs for All Students and TAGG for second consecutive year exit Focus status.
- If ADE determines a Focus School is not making progress after one year on the interim measurable objectives or the AMOs, an approved external provider will be required to facilitate the implementation of the TIP.

2014-2015

Year 3

- ADE SIS monitors external provider or site-based school improvement leader, school and district progress monthly based on the TIP and the interim measurable objectives.
- External provider reports monthly to ADE SIS and district superintendent detailing school's and district's progress in implementing the TIP, persistent obstacles and next steps to support continued progress and address obstacles.

- The ADE SIS will share best practices, successes and challenges across spectrum of Focus Schools to increase ADE capacity to support Focus Schools and their districts.
- ADE SIU reports on Focus School progress to State Board of Education on Quarterly basis.
- School leadership teams and external providers (where applicable) submit Year 2 (previous year) TIP progress report of Focus Schools' progress on interim measurable objectives to district leadership team and ADE SIS.
- TIP is revised to address findings from Year 2 TIP progress report.
- Focus Schools meeting AMOs for All Students and TAGG for second consecutive year exit Focus status.
- If ADE determines a Focus School is not making progress after one year on the interim measurable objectives or the AMOs, an approved external provider will be required to facilitate the implementation of the TIP.
- Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information as described in Principle 3 under the direction of the ADE SIS.

Just as students have some needs in common and some unique concerns, Focus Schools are anticipated to have some diversity in their intervention needs, particularly given the characteristics of Arkansas's schools and subpopulations. Thus the plan for interventions recognizes and addresses this diversity, while maintaining a standard of intervention empirically supported to meet the needs of low performing students, and in particular ELs and SWD with the greatest achievement gaps.

A critical component of technical assistance to Focus Schools will be ensuring congruence between the factors identified as potentially contributing to large and persistent achievement gaps, and the interventions and actions developed in the TIP. Below are two contextual examples of needs assessment findings and subsequent interventions that Focus Schools may be required to implement based on different types of achievement gaps and different needs.

1. District A has a middle school designated as a Focus School due to a large TAGG/Non-TAGG gap. The All Students group had 59 percent of students scoring Proficient or Advanced in 2011. However, the Focus School needs assessment revealed a 24 percentage point gap for African American students, as well as a gap for SWD twice the size (50 percentage points) of the African American students' gap. Analysis by the district leadership team revealed a problem with alignment of expectations for SWD and AA students that extends into the feeder elementary schools. Further analysis revealed the middle school was not implementing a response to intervention (RTI) framework for its students to address the needs of learners within core instruction, identify students needing additional support, and identify students needing intensive intervention. Progress of students most at risk of not meeting grade level standards was not being monitored on a frequent basis. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. The following are examples of possible required interventions.
 - a. District leadership was charged with assessing the implementation of an RTI framework in district schools, starting with the schools in the middle school feeder pattern.

- b. Due to the size of the gap for SWD, the district planned to assign the school a designated Master Principal with a track record for closing achievement gaps within high poverty, high minority settings who had successfully implemented an RTI framework in previous settings.
 - c. District leadership provided the support to enable the formation of professional learning communities whose focus would be on implementing an RTI framework to close the achievement gaps.
 - d. The school's TIP outlined a plan for participation of teachers and instructional support staff in the SPDG program provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-management skills instruction, etc. within a RTI framework.
 - e. The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.
 2. District B has a junior high school and a high school designated as Focus Schools based on 30 and 33 percentage point TAGG/Non-TAGG gaps, respectively. The Focus School needs assessment revealed poverty achievement gaps in both schools and larger achievement gaps for the ELs and SWD. Under prior accountability, the schools did not meet the minimum N for accountability for SWD but did have at least 40 ELs. The Scholastic Audit revealed concerns with all three areas of Academic Performance and concerns with School Culture, specifically teacher beliefs and practices for high achievement. Collaborative structures and resources to support the needs of ELs and SWD within core instruction in the general education classroom were also deficient. The ADE SIS guided the district and school leadership teams to develop district and school level interventions to address this in the TIP. An evidence-based theory of action was developed to guide the TIP. The following are examples of possible required interventions.
 - a. The district and school leadership teams develop and implement a plan to redesign the school day to ensure time for collaboration through multidisciplinary professional learning communities. Redesigning the schedule will facilitate collaborative job-embedded professional development and provide a vehicle for RTI collaborative discussions to identify and meet the needs of these special populations.
 - b. The schools' TIPs outlined a plan for participation of teachers and instructional support staff in the SPDG and the EL Academy professional development programs provided through ADE. This program provides development and targeted assistance to the school in the areas of leadership, literacy and math instruction, appropriate learning interventions, progress monitoring, establishing PBSS, social and self-management skills instruction, etc. within a RTI framework.
 - c. The school's TIP included the implementation of universal screening in math and reading to identify students requiring intervention and progress monitoring and to inform students' needs within the RTI framework.
 - d. The district evaluates its existing protocols for ELs and SWD screening and intervention and revises these processes to ensure a RTI framework within and across schools to support the needs of ELs and SWD.
 - e. The district uses Title I, Part A funds to provide instructional coaches at the junior

- high and high school to support instruction, particularly for ELs and SWD.
- f. Multidisciplinary teams participates in ELs and/or SWD professional development to differentiate cultural and linguistic differences from disabilities in special education.
 - g. Alternately, a district may elect to work with an approved external provider with expertise in ELs to address the systemic needs identified, and/or with an external provider with expertise in SWD to address systemic needs identified for this group.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Focus Schools will exit Focus status upon meeting annual AMOs for proficiency or growth for All Students and TAGG for two consecutive years. The annual AMOs for the TAGG set ambitious and achievable AMOs in that each school's AMOs are based on their 2011 proficiency and reducing the proficiency gap or growth gap in half by 2017. All schools (Focus Schools in particular) must continue interventions for all ESEA subgroups that do not meet their AMOs even when the TAGG and All Students meet their AMOs. Additionally, the requirement that the progress of all ESEA subgroups toward meeting AMOs are reported provides schools with an incentive to investigate and address the factors contributing to achievement gaps across the full spectrum of each school's diversity.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Total # of Title I schools in the State: 803

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4

Graduation Rate Gaps are also represented by G in the Focus School Column. Focus Schools that are high schools also have large graduation rate gaps. Thirty-one of the Focus Schools are high schools with large TAGG/Non-TAGG and NCLB Subgroup achievement and graduation rate gaps.

Total # of Exemplary (Reward) Schools: 19 with a subset of 15 Title I Schools.

Total # of Priority Schools: 48 with a subset of 41 Title I Priority Schools.

Total # of Focus Schools: 110 with a subset of 83 Title I Focus Schools.

- Table 2 was constructed using the key from the USDE ESEA Flexibility Request document.

Key	
<p>Reward School Criteria:</p> <p>A. Highest-performing school</p> <p>B. High-progress school</p> <p>Priority School Criteria:</p> <p>C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group</p> <p>D-1. Title I-participating high school with graduation rate less than 60% over a number of years</p> <p>D-2. Title I-eligible high school with graduation rate less than 60% over a number of years</p> <p>E. Tier I or Tier II SIG school implementing a school intervention model</p>	<p>Focus School Criteria:</p> <p>F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate</p> <p>G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate</p> <p>H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school</p>

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 1	SCHOOL 1			C	
DISTRICT 2	SCHOOL 2			C	
DISTRICT 3	SCHOOL 3			C	
FORT SMITH SCHOOL DISTRICT	TRUSTY ELEMENTARY SCHOOL	050633000377		C, E	
DISTRICT 5	SCHOOL 5			C, D-2	
DISTRICT 6	SCHOOL 6			C	
DISTRICT 7	SCHOOL 7			C	
DISTRICT 8	SCHOOL 8			C	
DISTRICT 9	SCHOOL 9			C	
PULASKI CO. SPEC. SCHOOL DIST.	JACKSONVILLE HIGH SCHOOL	051185000919		C, D-2, E	
DISTRICT 9	SCHOOL 11			C	
DISTRICT 10	SCHOOL 12			C	
N. LITTLE ROCK SCHOOL DISTRICT	ROSE CITY MIDDLE SCHOOL	051068000803		C, E	
LITTLE ROCK SCHOOL DISTRICT	HALL HIGH SCHOOL	050900000616		C, E	
DISTRICT 11	SCHOOL 15			C	
DISTRICT 11	SCHOOL 16			C	
DISTRICT 11	SCHOOL 17			C	
DISTRICT 11	SCHOOL 18			C	
LITTLE ROCK SCHOOL DISTRICT	J.A. FAIR HIGH SCHOOL	050900001389		C, E	
DISTRICT 11	SCHOOL 20			C	
LITTLE ROCK SCHOOL DISTRICT	CLOVERDALE AEROSPACE TECH	050900001387		C, E	
MARVEL SCHOOL DISTRICT	MARVELL HIGH SCHOOL	050951000520		C, E	
HELENA/W. HELENA SCHOOL DIST.	CENTRAL HIGH SCHOOL	050768000476		C, E	
DISTRICT 14	SCHOOL 24			C	
OSCEOLA SCHOOL DISTRICT	OSCEOLA MIDDLE SCHOOL	051095000823		C, E	

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
OSCEOLA SCHOOL DISTRICT	OSCEOLA HIGH SCHOOL	051095000825		C, E	
DISTRICT 15	SCHOOL 27			C	
DISTRICT 15	SCHOOL 28			C	
DISTRICT 16	SCHOOL 29			C	
DISTRICT 17	SCHOOL 30			C	
DISTRICT 17	SCHOOL 31			C	
DISTRICT 17	SCHOOL 32			C	
DISTRICT 18	SCHOOL 33			C	
DISTRICT 19	SCHOOL 34			C	
DISTRICT 20	SCHOOL 35			C	
DISTRICT 21	SCHOOL 36			C	
DISTRICT 22	SCHOOL 37			C	
DISTRICT 23	SCHOOL 38			C	
DISTRICT 24	SCHOOL 39			C	
DISTRICT 24	SCHOOL 40			C	
DOLLARWAY SCHOOL DISTRICT	DOLLARWAY HIGH SCHOOL	050541000235		C, E	
DISTRICT 25	SCHOOL 42			C	
DISTRICT 26	SCHOOL 43			C	
DISTRICT 27	SCHOOL 44			C	
DISTRICT 28	SCHOOL 45			C	
DISTRICT 29	SCHOOL 46			C	
DISTRICT 30	SCHOOL 47			C	
DISTRICT 31	SCHOOL 48			C	
DISTRICT 33	SCHOOL 49				F, G
DISTRICT 34	SCHOOL 50				F, G
DISTRICT 34	SCHOOL 51				F, G
DISTRICT 36	SCHOOL 52				F, G
DISTRICT 37	SCHOOL 53				F, G
DISTRICT 37	SCHOOL 54				F, G
DISTRICT 39	SCHOOL 55				F, G

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 39	SCHOOL 56				F, G
DISTRICT 39	SCHOOL 57				F, G
DISTRICT 42	SCHOOL 58				F, G
DISTRICT 43	SCHOOL 59				F, G
DISTRICT 43	SCHOOL 60				F, G
DISTRICT 43	SCHOOL 61				F, G
DISTRICT 43	SCHOOL 62				F, G
DISTRICT 47	SCHOOL 63				F, G
DISTRICT 47	SCHOOL 64				F, G
DISTRICT 47	SCHOOL 65				F, G
DISTRICT 47	SCHOOL 66				F, G
DISTRICT 51	SCHOOL 67				F, G
DISTRICT 52	SCHOOL 68				F, G
DISTRICT 52	SCHOOL 69				F, G
DISTRICT 52	SCHOOL 70				F, G
DISTRICT 55	SCHOOL 71				F, G
DISTRICT 55	SCHOOL 72				F, G
DISTRICT 57	SCHOOL 73				F, G
DISTRICT 57	SCHOOL 74				F, G
DISTRICT 59	SCHOOL 75				F, G
DISTRICT 60	SCHOOL 76				F, G
DISTRICT 60	SCHOOL 77				F, G
DISTRICT 62	SCHOOL 78				F, G
DISTRICT 63	SCHOOL 79				F, G
DISTRICT 63	SCHOOL 80				F, G
DISTRICT 65	SCHOOL 81				F, G
DISTRICT 66	SCHOOL 82				F, G
DISTRICT 67	SCHOOL 83				F, G
DISTRICT 68	SCHOOL 84				F, G
DISTRICT 68	SCHOOL 85				F, G

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 68	SCHOOL 86				F, G
DISTRICT 68	SCHOOL 87				F, G
DISTRICT 72	SCHOOL 88				F, G
DISTRICT 73	SCHOOL 89				F, G
DISTRICT 73	SCHOOL 90				F, G
DISTRICT 73	SCHOOL 91				F, G
DISTRICT 76	SCHOOL 92				F, G
DISTRICT 76	SCHOOL 93				F, G
DISTRICT 78	SCHOOL 94				F, G
DISTRICT 78	SCHOOL 95				F, G
DISTRICT 80	SCHOOL 96				F, G
DISTRICT 81	SCHOOL 97				F, G
DISTRICT 82	SCHOOL 98				F, G
DISTRICT 82	SCHOOL 99				F, G
DISTRICT 84	SCHOOL 100				F, G
DISTRICT 84	SCHOOL 101				F, G
DISTRICT 86	SCHOOL 102				F, G
DISTRICT 87	SCHOOL 103				F, G
DISTRICT 88	SCHOOL 104				F, G
DISTRICT 88	SCHOOL 105				F, G
DISTRICT 90	SCHOOL 106				F, G
DISTRICT 91	SCHOOL 107				F, G
DISTRICT 92	SCHOOL 108				F, G
DISTRICT 93	SCHOOL 109				F, G
DISTRICT 93	SCHOOL 110				F, G
DISTRICT 93	SCHOOL 111				F, G
DISTRICT 93	SCHOOL 112				F, G
DISTRICT 93	SCHOOL 113				F, G
DISTRICT 93	SCHOOL 114				F, G
DISTRICT 93	SCHOOL 115				F, G

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 93	SCHOOL 116				F, G
DISTRICT 93	SCHOOL 117				F, G
DISTRICT 93	SCHOOL 118				F, G
DISTRICT 103	SCHOOL 119				F, G
DISTRICT 103	SCHOOL 120				F, G
DISTRICT 103	SCHOOL 121				F, G
DISTRICT 103	SCHOOL 122				F, G
DISTRICT 103	SCHOOL 123				F, G
DISTRICT 103	SCHOOL 124				F, G
DISTRICT 103	SCHOOL 125				F, G
DISTRICT 103	SCHOOL 126				F, G
DISTRICT 103	SCHOOL 127				F, G
DISTRICT 112	SCHOOL 128				F, G
DISTRICT 112	SCHOOL 129				F, G
DISTRICT 112	SCHOOL 130				F, G
DISTRICT 115	SCHOOL 131				F, G
DISTRICT 116	SCHOOL 132				F, G
DISTRICT 117	SCHOOL 133				F, G
DISTRICT 117	SCHOOL 134				F, G
DISTRICT 117	SCHOOL 135				F, G
DISTRICT 120	SCHOOL 136				F, G
DISTRICT 121	SCHOOL 137				F, G
DISTRICT 121	SCHOOL 138				F, G
DISTRICT 123	SCHOOL 139				F, G
DISTRICT 124	SCHOOL 140				F, G
DISTRICT 125	SCHOOL 141				F, G
DISTRICT 125	SCHOOL 142				F, G
DISTRICT 125	SCHOOL 143				F, G
DISTRICT 125	SCHOOL 144				F, G
DISTRICT 129	SCHOOL 145				F, G

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 129	SCHOOL 146				F, G
DISTRICT 131	SCHOOL 147				F, G
DISTRICT 131	SCHOOL 148				F, G
DISTRICT 133	SCHOOL 149				F, G
DISTRICT 133	SCHOOL 150				F, G
DISTRICT 133	SCHOOL 151				F, G
DISTRICT 133	SCHOOL 152				F, G
DISTRICT 133	SCHOOL 153				F, G
DISTRICT 133	SCHOOL 154				F, G
DISTRICT 133	SCHOOL 155				F, G
DISTRICT 133	SCHOOL 156				F, G
DISTRICT 133	SCHOOL 157				F, G
DISTRICT 142	SCHOOL 158				F, G
DISTRICT 143	SCHOOL 159		A		
DISTRICT 144	SCHOOL 160		A		
DISTRICT 144	SCHOOL 161		A		
DISTRICT 146	SCHOOL 162		A		
DISTRICT 147	SCHOOL 163		A		
DISTRICT 148	SCHOOL 164		A		
DISTRICT 149	SCHOOL 165		A		
DISTRICT 150	SCHOOL 166		A		
DISTRICT 150	SCHOOL 167		A		
DISTRICT 152	SCHOOL 168		B		
DISTRICT 153	SCHOOL 169		B		
DISTRICT 154	SCHOOL 170		A		
DISTRICT 155	SCHOOL 171		A		
DISTRICT 156	SCHOOL 172		B		
DISTRICT 157	SCHOOL 173		A		
DISTRICT 158	SCHOOL 174		A		
DISTRICT 159	SCHOOL 175		B		

LEA Name	SCHOOL NAME	SCHOOL NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 160	SCHOOL 176		A		
DISTRICT 161	SCHOOL 177		B		
Total # of Schools: 177					

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

All Other Schools (Including Title I Schools)

The ADE proposed DARTSS provides a road map to transition to a more robust, unified state and federal accountability system that holds all schools accountable for ensuring Arkansas’s students achieve and maintain a trajectory to college and/or career success throughout the P-20 system. The critical elements of DARTSS outlined in this flexibility request are designed to engage all schools and districts in a comprehensive and coherent system that intentionally integrates the transition to CCSS, PARCC assessments and the TESS for teacher/leader effectiveness with Arkansas’s proposed accountability system for achieving challenging CCR goals. Arkansas begins this transition by infusing innovation where appropriate and maintaining important structures that will support these innovations in accountability, interventions and support. ACSIP and the related planning process provides foundational structure to advance innovation in accountability, interventions and support for all schools, and in particular Needs Improvement Focus and Needs Improvement Priority Schools. As a dynamic learning organization, the ADE developed this proposal to address lessons learned through the implementation of the existing NCLB accountability workbook for all schools, and feedback from stakeholders received through the consultation process. This proposal includes an intentional re-conceptualization of accountability supports and interventions for all schools through the ADE’s SSOS) and the ACSIP. This conception includes a transformation in ADE Learning Services Division’s role as well.

The transformation begins with ADE facilitating an intentional shift from using ACSIP predominantly as a federal funds allocation tool (an unintended consequence of embedding federal funds approval in the school improvement process), to an ADE/district partnership role in continuous improvement planning through collaborative, data informed continuous improvement efforts that allow greater flexibility and responsibility for districts and their schools to address local learning and organizational needs (Figure 2.12). Concomitantly, ADE will focus the degree of oversight and monitoring toward schools based on needs as determined by schools and districts designation as Exemplary, Achieving, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority designations.

ADE recognizes that plans for accountability and support must be cognizant of what is workable and manageable given the capacity and resources of the agency. Currently, the SSOS is spread too thinly to have the intended impacts. For this plan to have the intended impacts for schools and districts, ADE must target resources where they are most needed and resist the temptation to

spread available resources too thinly. ADE will recognize exemplary performance and progress and use increased transparency to proclaim the degree of achievement concerns and/or gaps where they exist, rather than using obscure and confusing labels to communicate school or district needs. DARTSS provides a blueprint to accomplish this by aligning recognition, supports, engagement and interventions based on the degree of needs revealed through accountability measures. ADE will constantly monitor the effectiveness of DARTSS, making mid-course corrections where necessary to jump start stalled improvement efforts or misaligned improvement efforts.

DARTSS accountability levels and differentiated supports, engagement and interventions are summarized below.

- Exemplary Schools:
 - Recognition and/or reward;
 - Very low engagement by ADE SSOS except to support/coordinate Model School activities;
 - 3-year ACSIP cycle; and
 - High district autonomy.
- Achieving Schools Meeting Performance AMOs *and* Growth AMOs (and Graduation Rate AMOs for high schools):
 - Very low ADE SSOS engagement;
 - 3-year ACSIP cycle; and
 - High district autonomy
- Achieving Schools Meeting Performance AMOs *or* Growth AMOs (and Graduation Rate AMOs for high schools):
 - Very low ADE SSOS engagement;
 - 1-year ACSIP cycle; and
 - High district autonomy;
- Needs Improvement Schools:
 - Low to moderate ADE SSOS engagement differentiated based on degree of identified needs;
 - 1-year ACSIP cycle;
 - Low to high engagement of regional support center staff and resources for local, customized support;
 - Moderate district autonomy with the degree of ADE engagement differentiated based on progress of Needs Improvement Schools or persistence of gaps and other areas of need.
 - Schools that demonstrate a lack of progress in performance, graduation rate, or closing the achievement gaps after interventions will be subject to increasing state direction of interventions and funding allocations.
- Needs Improvement Focus Schools:
 - High SSOS engagement;
 - ADE SIS approval of TIP and resource/funds allocation,
 - 1-year ACSIP with TIP interventions and quarterly measurable objectives embedded;
 - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;

- High engagement of regional support center staff and resources;
- Low district autonomy;
 - ADE approves interventions,
 - District and school leadership teams required,
 - District assigns locally-hired site-based school improvement specialist or optionally an external provider to monitor,
 - External provider required if lack of progress after 1 year,
 - Persistent lack of progress will result in any or all of turnaround principles applied to school(s).
- Needs Improvement Priority Schools:
 - Very high SSOS engagement;
 - ADE assigns SIS to approve interventions & resource allocations,
 - ADE SIS monitors implementation;
 - 1-year ACSIP with PIP interventions and quarterly measurable objectives embedded;
 - Schools must demonstrate alignment of federal and NSLA fund allocations sufficient to support implementation of interventions;
 - Low district autonomy;
 - External provider required to build capacity and support implementation, or optionally a CMO or EMO,
 - District and school leadership teams required,
 - PIP interventions must address all seven turnaround principles including district replacing school leader and addressing teacher effectiveness needs,
 - ADE may require leader replacement if lack of progress in the first year (SIG requirement),
 - Local evaluation process and progress on PIP may be used to ensure teacher effectiveness in Priority Schools.
 - Priority schools' staff and leaders will participate in TESS training prior to the 2013-2014 school year, and pilot TESS during the 2013-2014 school year;
 - Lack of progress on interim benchmarks results in state direction of interventions as well as federal and NSLA funds,
 - Continued lack of progress on interim benchmarks and/or annual AMOs may result in district academic distress.

The district and school ACSIP, as well as the Scholastic Audit process, provide structures and performance standards to guide effective education and continuous improvement to ground this work. The ACSIP handbook, available at

http://acsip.state.ar.us/acsip_handbook_march2008.6.3.pdf, provides detailed descriptions of the structural elements required in the ACSIP plans. Districts' and schools' ACSIP integrate annual improvement planning with federal programs funding allocation. This provides districts and schools with a streamlined process and document for guiding continuous improvement. Several safeguards are included in the ACSIP process to promote congruence between identified needs and the allocation of resources to address those needs. Further, the ACSIP requires schools to analyze student achievement and growth results annually to establish priorities for improvement actions that are then specified in the ACSIP. Districts and schools must use three years of results

from Arkansas's CRTs, mandated statewide NRTs, attendance and graduation rates, and other data as appropriate for all students and for all ESEA subgroups to determine school improvement priorities for action.

In accordance with evidence-based practices, districts and schools must use multiple local data sources to inform deeper analysis of weaknesses identified using the state summative measures and to triangulate their findings and clarify their priorities. The ACSIP requirements for data analysis as part of the annual needs assessment ensures that districts and schools use the Performance, Growth and Graduation Rate AMOs to initially identify areas of strength and areas of concern that require additional data and analysis. The requirement for inclusion of other indicators such as attendance and discipline data guides districts and schools to look at factors beyond academic achievement that may reveal unmet needs of students, issues with school culture and organizational structures that need adjustments to facilitate learning. The requirement to include multiple local data sources for deeper analysis guides districts and schools to look more deeply at student learning to identify concerns that need to be addressed for particular groups of students or individuals, and to base interventions on multiple indicators designed to inform local improvement priorities. Many districts and schools engage in a high quality, meaningful ACSIP process. However, lower performing schools and schools with large within-school achievement gaps are evidence that meaningful use of the ACSIP process does not always occur. These systems may not identify data-based priorities or allocate sufficient resources to address persistent low performance and/or within-school achievement gaps. Differentiating ADE support, engagement and interventions for all schools based on the proposed DARTSS under ESEA Flexibility would allow ADE to focus with intensity on those schools with the greatest needs for state engagement in ACSIP and subsequent implementation of these plans.

The Scholastic Audit process and self-assessment tools are supported by ADE to assist districts and schools in collecting meaningful local data to assess local needs as part of the continuous improvement process. The Scholastic Audit is required for schools in Focus or Priority School designation because of its usefulness in identifying structural and organizational factors contributing to persistent low performance or persistent large within-school achievement gaps. Focus and Priority Schools will receive a high level of ADE engagement and monitoring in their ACSIP process to ensure concerns identified through Scholastic Audit and other data are appropriately addressed within the priorities and interventions identified in the district and school ACSIPs. Further, ADE must approve the allocation of funds to support the interventions sufficient for successful implementation. For Needs Improvement schools that are not designated as Focus or Priority, ADE engagement will be low to moderate. Differentiating engagement among all other Needs Improvement schools based on attainment or lack of attainment of annual AMOs allows ADE to target more effectively those districts and schools with the greatest needs. A self-assessment tool is available for all other schools (Needs Improvement and Achieving) to use to collect this valuable local data at http://arkansased.org/programs/pdf/audit_sisi_051910.pdf

The Scholastic Audit self-assessment tool provides detailed performance descriptors and indicators for the school improvement process for districts and schools to gauge their level of effectiveness in nine standards grouped under three key areas.

- Academic Performance:
 - Curriculum

- Instruction
- Classroom Assessment/Evaluation
- Learning Environment
 - School Culture
 - Student, Family and Community Support
- Efficiency
 - Leadership
 - Organization, Structure and Resources
 - Comprehensive and Effective Planning

The self-assessment tool provides 88 indicators with examples of evidence to support ratings along a continuum from 1 (Little or No Development or Implementation) to 4 (Exemplary Level of Development or Implementation). The value of the Scholastic Audit as a tool to inform improvement has been established in the literature. In a recent study, Lyons and Barnett (2011) identified three common indicators from the Scholastic Audit that were significant in explaining the variance points or differences between schools that improved in academic achievement and those that failed to improve. These indicators were significant across all grade configurations of schools. They were

- teacher beliefs and practices for high achievement (school culture/effective learning community),
- teachers' care and concern for eliciting students' best work (school culture/effective learning community, and
- students' instructional assistance outside the classroom (student, family and community support).

The Scholastic Audit self-assessment tool is provided as Attachment 22.

Following needs assessment in ACSIP, districts engage in setting priority interventions, writing SMART goals, and creating action plans for implementation. Districts and schools must set measurable benchmarks that include interim objectives for improving learning for needs identified among *All Students, TAGG students, and any ESEA subgroups not meeting AMOs*. The ACSIP is required to include evidence-based interventions (programs, initiatives, or strategies) to address student academic, behavioral and social needs identified in the data analysis. Districts and schools must demonstrate through their ACSIP plan coordination of federal, state and local funds to support interventions. The following action types may be found throughout the ACSIP dependent upon the data analysis and priorities determined at the local level:

- Actions involving alignment of district policies, curriculum, instruction, assessment and resources;
- Actions involving AIP/IRI plans for all students not performing at achievement levels as required by the State (ACT 35);
- Actions involving collaboration of all persons and organizations necessary to conduct an intervention;
- Actions involving equity (e.g., funds and programs used to reduce differences among population groups);

- Actions involving evaluation (e.g., periodic review of the plan and revision as required—formative and summative evaluation provisions);
- Actions involving professional development (e.g., provisions for appropriate training for staff and administrators);
- Actions involving technology (e.g., technology used in appropriate ways to achieve the benchmark);
- Actions involving Special Education (e.g., activities in accord with IDEA). Schools that have a special education trigger should include priorities for special education in each building and district ACSIP (this portion of the ACSIP will be approved by the Special Education Unit—contact the local Special education supervisor for assistance with this priority);
- Actions involving the attributes of a school-wide or targeted assistance program in each building, if applicable;
- Actions involving wellness activities contained in a priority for each building and district (this portion will be approved by the Child Nutrition Unit—contact the Regional Child Nutrition Specialist for assistance with this priority);
- Actions involving Scholastic Audit, if applicable, to address the findings of the audit and to include the Standard and Indicator number (may be an intervention, as well); and
- Actions involving parental engagement (Act 307 of 2007) where parents are encouraged to support and extend the resolution of the identified problem.
 - Parental Engagement actions shall include provisions for the following activities and items:
 - Informational Packets (formerly family kits);
 - Parent Involvement Meetings (formerly Parents Make a Difference evenings);
 - Volunteer Resource Book;
 - School’s process for resolving parental concerns in handbook;
 - Seminars to inform the parents of high school students about how to be involved in decisions course selection, career planning, and preparation for postsecondary opportunities;
 - Enable formation of PTA/PTO; and
 - Parent Facilitator.

Funds to support intended actions must be clearly delineated within the ACSIP. Responsible parties, timelines and outcomes are also identified within the actions in the ACSIP.

Clearly, the ACSIP provides a foundation to support a continuous improvement process. ADE is committed to the foundational structure of ACSIP requirements and seeks through this ESEA Flexibility proposal to help districts and schools re-conceptualize the use of ACSIP to facilitate data-informed continuous improvement cultures at the local level by providing differentiated consequences, recognition, intervention and support as described in Principle 2 of this proposal. The first step in this process is differentiating the ACSIP submission cycle by allowing Exemplary and some Achieving (2A) to submit ACSIP on a three-year basis provided these schools continue to meet Performance AMOs and Growth AMOs (and Graduation Rate AMOs for High School) for math and literacy for All Students and the TAGG. Schools with greater needs (Achieving

Schools that don't meet both Growth AMOs and Performance AMOs, Needs Improvement, Needs Improvement Focus and Needs Improvement Priority) will submit ACSIP annually, with Needs Improvement Focus and Needs Improvement Priority Schools formalizing interim measurable objectives in their TIP and PIP embedded within their ACSIP.

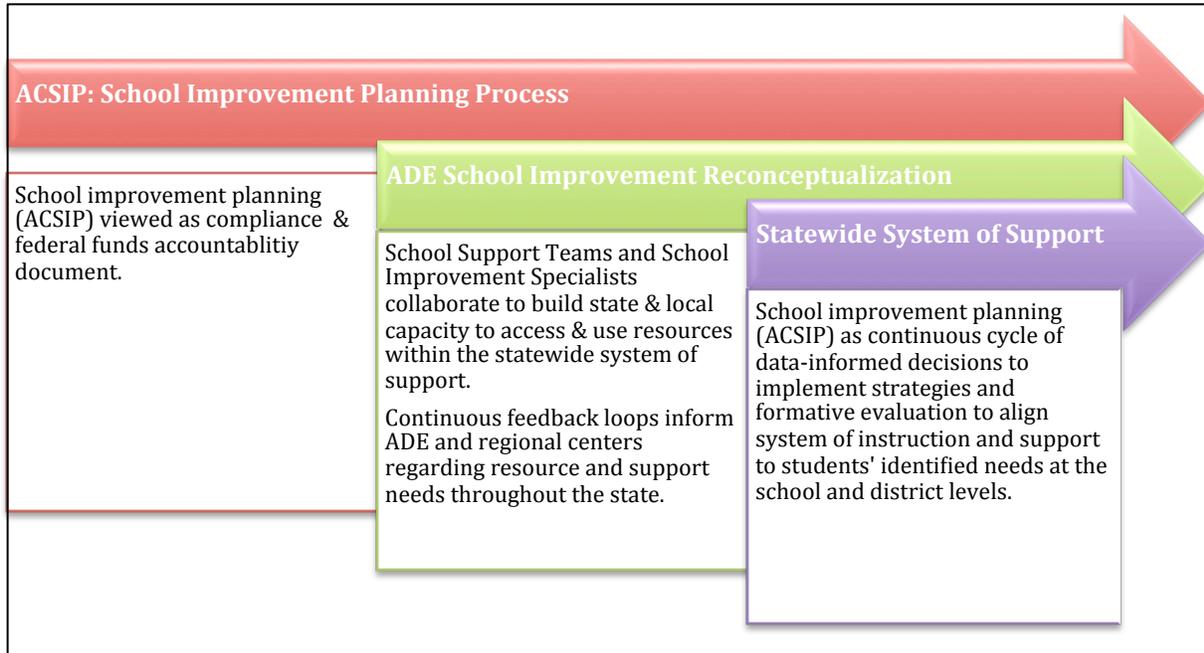


Figure 2.12. Re-conceptualizing the School Improvement Process and Statewide System of Support.

Arkansas's schools are experiencing increased poverty across most school populations, and growing diversity in student populations in its urban and suburban schools. Arkansas's percentage of students receiving Free or Reduced Meals has climbed from 50.1 percent to 59.1 percent in six years (ADE, 2011). The challenge for the ADE has been its capacity to intensively support schools with greater systemic needs while providing aligned resources to support an increasing diversity of schools in their efforts to improve instruction and achievement. As the variation in schools' needs has increased, access to evidence-based resources provided by the USDE and other organizations has also increased. However, the time and local capacity to locate and integrate aligned resources remains a constraint in local and particularly rural systems.

The SSOS plan capitalizes on the advances in Arkansas's longitudinal data system and increased cross-agency partnerships. These advances will allow the ADE to maximize its efforts to build local and state capacity to serve the needs of districts and their schools differentially utilizing aligned, evidence-based resources. Significant advances in Arkansas's longitudinal data system and expanded interagency partnerships through a Center for Educational Leadership and Technology (CELT) grant have enabled cross-agency data sharing and enriched Arkansas's available research and information for decision making across public preschool through postsecondary education systems. Arkansas was among the first states to meet 10 of the 10 essential elements of statewide longitudinal data systems outlined by the Data Quality Campaign. Further, Arkansas meets nine of

the 10 actions to support effective data use and is on track to meet all 10 actions in the immediate future. Arkansas established the Arkansas Education to Employment Tracking and Trends Initiative (AEETT) among the ADE, Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Workforce Services (ADWS) in 2009, to enable cross-agency data sharing and support research connecting P-20 leading indicators with postsecondary and career outcomes. The AEETT Initiative allows creation of detailed High School Feedback reports to inform Arkansas high schools regarding their students' preparation for successful postsecondary education and/or the workforce.

Additional projects funded through the CELT grant enabled significant advances in Arkansas's longitudinal data system that enhanced the Teacher Student Data Link (TSDL) to promote effective use of data for local decision-making. The Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project, the Enterprise Architecture project, the Daily Roster Verification Pilot project, and Educator Data Integration project have expanded the longitudinal data system's architecture and capabilities necessary to support expanded district, school and classroom level data visualization and reporting tools. Pilot projects include assimilating uploaded classroom level assessment scores for integration with summative and interim assessment scores for use with Arkansas's data visualization and reporting tools that will enhance local and state-wide data-informed decision making as described throughout this ESEA Flexibility proposal. These advances in the P-20 longitudinal data system, coupled with changes to educator evaluation policy, position Arkansas to meet 10 of 10 *State Actions* recommended by the Data Quality Campaign as essential to linking data use to improved student achievement (Data Quality Campaign (DQC), 2011). These *State Actions* enable leaders at the state and local levels to connect professional development and credentialing decisions to indicators including student growth and achievement outcomes.

These advances enhance ADE's ability to use continuous feedback loops illustrated in Figure 2.13 to ensure data will be available to move this re-conceptualization of SSOS from vision to action. The continuous feedback loops in the system will promote coherent use of data within and across school, district and state levels of decision-making to ensure congruence in level and diversity of need with level and diversity of support. The school, district and state level indicators provide a rich source of information about the progress of students on the path to CCR, as well as patterns and trends across various levels of the educational system. Arkansas's longitudinal data system will support a culture of effective data use across multiple agencies vested in the outcomes of the P-20 system. Continuous feedback within this system provides supporting agencies with information to guide decisions for resource development and allocation with the goal of supporting schools' and districts' continuous improvement processes.

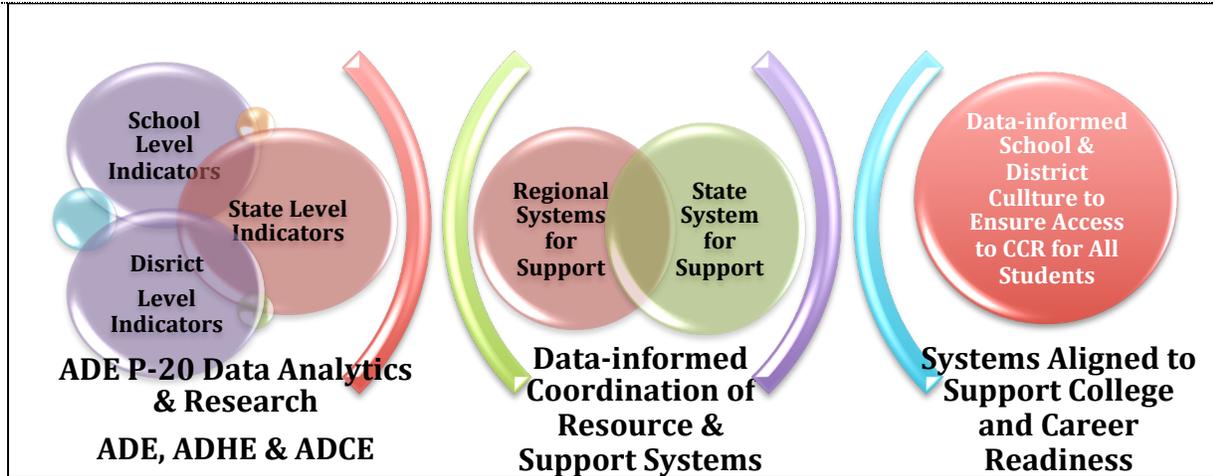


Figure 2.13. Ensuring congruence in level and diversity of need with level and diversity of support.

Data analytics provide ADE with information to monitor whether Achieving Schools continue to meet required AMOs as well as AMOs for ESEA subgroups, or whether patterns of concern emerge that need to be addressed globally in DARTSS or more specifically within the local district and school systems. Data analytics also provide important information for ADE to monitor the progress of Needs Improvement Schools in meeting the AMOs and ESEA subgroup AMOs. The analytic tools help ADE understand the nature, degree and specifics of district and school academic needs and to direct closer monitoring efforts (moderate engagement) to those systems that are not showing progress over time.

For example, ADE can gauge the level of relative growth of schools or districts within the state using the Hive data visualizations and analytics system available at <http://hive.arkansas.gov/home>



Figure 2.13.1. Median student growth percentiles for middle schools in a school district by grade.

Figure 2.13.1 Illustrates one type of summary information available to districts and schools for

local needs assessment in ACSIP and to ADE in monitoring SSOS relative to districts' and schools' needs. In this example, one year of relative student growth for Fuller Middle School is provided in literacy. Note that Grades 6 and 8 are at the lowest quartile for growth and the lowest quartile for performance relative to other students in the state. In contrast, Grade 7 growth is closer to median growth although performance is still lower than desired. This information is useful to schools in helping to direct local needs assessment. Why are Grades 6 and 8 relative growth so low? What factors are contributing to this? Curriculum alignment? Instructional alignment? Classroom assessment alignment? Classroom expectations for academic press? The information provides the local systems with a place to start digging deeper into the local issues that may be impacting student learning.

At the state level, broader analytics may identify district systems that need further support to meet the needs of their schools, whether through assistance in needs assessment and deeper analysis, or through accessing resources and other available supports regionally to improve outcomes for students.

SSOS to Improve Performance of ELs and SWD

As indicated in Principle 1.B., ADE is incorporating Universal Design for Learning Principles (UDL) within the professional development for all teachers and leaders to support districts and schools through the transition to the CCSS and PARCC assessments. ADE is working with committees of Arkansas educators to develop instructional and local assessment resources to support ELs and SWD during core instruction (SCASS ASES and ELL SCASS).

Further consultation with teachers serving ELs and SWD identified the need for ADE to provide additional resources through SSOS to assist all general education, EL and SWD teachers and instructional facilitators with specific instructional challenges in implementing CCSS. Specifically, teachers have asked ADE to develop and provide resources to help ELs and SWD use key ideas and details from text to gain meaning, and resources to match appropriate informational texts with language and reading levels of ELs. These resources will provide critical statewide support to teachers implementing the shift to using much a higher proportion of informational text in literacy instruction. This work will commence in the summer of 2012 with resources developed and released on an ongoing basis.

ADE contracts with an EL specialist through the Mid-Continent Comprehensive Center to develop and provide professional development to teachers working with ELs. These professional development opportunities are offered throughout the year. ADE monitoring of Focus and Priority School ACSIP plans will allow ADE to provide directive support to connect these most needy schools with these resources as a priority for participation. For all other Title I schools, the ACSIP process allows districts and schools to align their resources to support other expenses such as travel or the cost of substitute teachers for their teachers' and leaders' participation in professional development provided through ADE's SSOS efforts. In schools and/or districts with identified concerns for ELs and SWD the ACSIP approval process provides a check and balance through moderate engagement of ADE in systems where these needs are greatest and the ACSIP doesn't reflect appropriate interventions or resource allocation. For example, a school that is not meeting AMOs (growth, performance or graduation rate) for ELs or SWD would be expected to have interventions and resource allocations to address these concerns commensurate with the need. ADE approval of ACSIP on an annual basis for some Achieving Schools and all Needs

Improvement Schools provides opportunity to ensure alignment of needs with appropriate interventions and resources.

Incentives for Improving Student Achievement, Closing Gaps and Improving Instruction

All schools will be expected to meet annual individualized prior performance-based AMOs at the school, TAGG and ESEA subgroup levels. It is important to underscore the potential of the new AMOs for schools, their TAGG and their ESEA subgroups, as strong incentives for improving student achievement and closing achievement gaps. These progress targets for schools are conceptually similar to growth or progress targets for students that focus on moving students from their current achievement status toward annual expected growth or progress. These prior performance-based AMOs require all schools and the subgroups within schools, to close the magnitude of the achievement gap within a limited, but realistic timeframe. The use of the TAGG to activate ESEA subgroup accountability focuses more schools on the performance of all students at risk of not achieving CCR, thus bringing more attention to the ESEA subgroups within each school. Achievable annual AMOs are more likely to incentivize authentic school improvement, rather than compliance-motivated improvement planning.

The re-conceptualizing of school improvement planning and the SSOS (Figures 2.12 and 2.13) will help incentivize schools to use their school improvement processes to engage in long-term, continuous improvement strategies. To augment this effort, and to build capacity, the ADE proposes to allow greater flexibility in school improvement planning cycles based on schools' accountability status. As explained earlier, Exemplary and Achieving schools that meet AMOs for both performance and growth will be awarded greater flexibility in school improvement planning. Annual financial adjustments may still be necessary to comply with federal requirements. This provides an incentive to schools where improvement efforts are working to maintain successful practices. In schools that are not achieving AMOs, this paperwork reduction provides an incentive to create meaningful long-term plans that are likely to result in improved instruction and student achievement. This longer monitoring cycle for some Achieving and Exemplary Schools recognizes these systems are functioning in a manner that meets their students' learning needs and frees them from annual paperwork requirements. Stakeholders listed reduction in reporting and paperwork as important incentives that would free schools and their districts to spend more time and effort on improving instruction and achievement. Further, the three-year cycle for Exemplary and some Achieving Schools will free up ADE's human and material resources to target effort and assistance to support Priority, Focus and all other schools designated as Needs Improvement.

Exemplary Schools will have the additional incentive of public recognition and will serve as model schools to share successful strategies used to meet the needs of all learners. Given the ADE's plan to identify Exemplary Schools from among high performing, high performing/high TAGG, high progress and high progress/high TAGG schools, Exemplary Schools will represent a variety of levels of diversity in communities successfully preparing students.

An important incentive for all schools that has been underscored in its primacy by superintendents and building leaders during consultation, is the waiver of the set asides under ESEA Section 1116(a). Supplemental Educational Services (SES) and public school choice are required under Arkansas law and funded through local use of state categorical funding. SES are additional academic instruction designed to increase the academic achievement of students in

schools in the second year of improvement, corrective action, or restructuring. However, waiver of the set asides for Title I, Part A funds will provide districts, where appropriate to their accountability status, with greater flexibility in aligning state and federal resources to strategies for addressing the needs of schools in Needs Improvement, Priority School and School status. District level flexibility in the use of these funds will allow district leadership teams to more aggressively target schools with greater needs and/or larger populations while still providing appropriate support to Needs Improvement schools that may have a limited area of concern or a small population with needs.

This flexibility is accompanied by greater responsibility at the district level for achieving annual AMOs. Failure to meet AMOs for two consecutive years for a school's All Students group and the TAGG may result in increasing oversight of district improvement planning activities, particularly if ESEA subgroup results reveal persistent patterns of low performance. State level data analytics will provide ADE with access to trends and patterns among all schools (including Title I schools) that may signal the need for greater oversight or revision of state support and interventions for some Achieving and Needs Improvement schools through the annual ACSIP approval process. For example, the ADE may find a pattern among schools missing the AMOs for their TAGG group that is related to a specific subgroup such as SWD. The state level analytics would alert ADE to examine the district and school level strategies and resource allocations that may be contributing to this pattern. Guided by this information, an ADE SIS may need to work more closely with a district improvement team to uncover the contributing factors and develop strategies to address these factors. This allows for a tailored approach that integrates incentives and responsibility that is more likely to reap intended results than a one-size-fits-all support and intervention process.

Supports for Improving Student Achievement, Closing Gaps and Improving Instruction

The ACSIP process requires that schools use additional local data for deeper analysis of concerns identified through the use of state CRT results. These other data include the results of several CCR measures such as Graduation Rates, Explore, Plan and ACT results, AP Exam results, and Grade Inflation and Remediation Rates. As mentioned in Section 2.A. an intended outcome of the DARTSS is to provide deeper diagnostic views of school and student CCR indicators that will jump-start stalled continuous improvement processes, and ultimately lead to daily micro-adjustments to learning strategies, thus maximizing students' access to CCR. To accomplish this outcome, ADE is envisioning and working toward an enhanced, thematic reporting of critical indicators along the pathway to CCR. The ADE will report annual accountability designations, as well as progress on CCR relevant indicators based on schools' grade range. Color-coding will be used to enhance interpretation of indicators to facilitate connections between accountability and continuous improvement planning. Concomitant and transparent reporting of ESEA subgroups' progress provides an early warning system regarding students *within* the TAGG that may be contributing to schools' overall achievement gap.

An early concept version of a school accountability report page with color-coding is provided in Figure 2.14. This example was drafted based on elementary and middle level accountability elements. A high school report would include the graduation rate in place of or in addition to the growth columns. Some high schools include Grades 6, 7 and/or 8 and will have growth data. Others will not include these grades and will not have growth measures available until PARCC

assessments are in place. Note how the color-coding of the TAGG and ESEA subgroups immediately draws the eye to any areas of concern for performance. In both examples, these schools would be considered Needs Improvement Schools because AMOs were not met for both subjects, or for both subjects and Graduation Rate in the high school example.

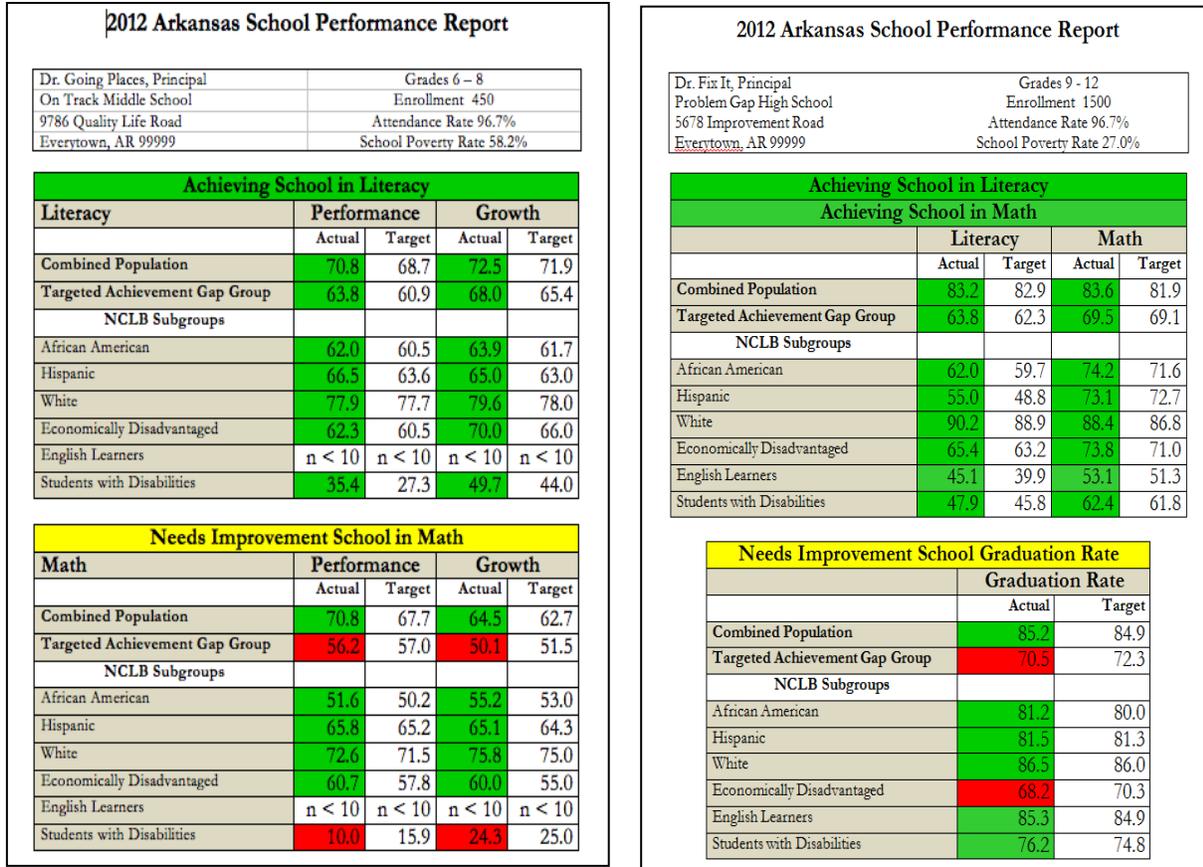


Figure 2.14. Early conceptualization of school performance report cover page.

On the cover page of this draft school performance report, the link between the ESEA subgroup that did not meet its AMOs is evident as the contributor to the TAGG not meeting its AMO. The targets and the school’s performance are readily available for comparison. In instances where the TAGG meets the AMO, but an ESEA subgroup does not, the ESEA subgroup scores will still reflect the red early warning color to draw attention to the needs of this group within the larger TAGG. Again, this is a critical enhancement of transparency of accountability and reporting that includes more schools in accountability for at risk students while providing important information that previously was not as visible because the ESEA subgroups’ scores were accompanied by a designation of ‘Not Applicable’ when the number of students fell below the minimum N of 40.

In order for schools to engage in meaningful analysis and planning efforts the global accountability indicators must be augmented with more and deeper indicators relevant to a school’s grade configuration. Arkansas’s existing school performance reports include numerous statistics that are important indicators along the pathway to CCR. At present, these data include the following.

- CRT achievement scores disaggregated by ESEA subgroups
- NRT achievement scores for Grades 3-9
- State and NCLB Accountability Status
- Accreditation Status
- Grade level retention rates
- Attendance rates
- Discipline and safety indicators
- Teacher Quality indicators
- School Choice indicators
- District level economic indicators including poverty indicators, per pupil expenditures, mills voted, total expenditures and relative expenditures within the total for instruction, administration, extracurricular activities, capital expenditures, and debt service.
- High schools include additional indicators such as
 - Dropout rates for high schools
 - Number of Students Taking AP Courses
 - Number of Students Taking AP Exams
 - Number of Students Scoring 3, 4 or 5
 - ACT School Average Score: Composite, English, Reading, Math and Science
 - Remediation Rate (% of ACT scores below 19 in math or English for senior class)
 - Grade Inflation Rate: % of students with GPA of 3.0 or higher that did not score proficient on Algebra and Geometry Exams.

As Arkansas continues its research and development in collaboration with the Arkansas Department of Higher Education and the Arkansas Department of Career Education, additional evidence-based indicators may be added to the report and organized thematically to enhance interpretation of a school system's effectiveness and progress in preparing all students for college and/or career success. For example, these indicators may include the following.

- College and career preparation indicators
 - Work Keys aggregated scores and/or other assessment scores for measuring preparation within specific technical careers
 - ACT aggregate scores and/or other NRT and CRT scores for measuring college preparation
 - Postsecondary enrollment indicators
 - Postsecondary remediation indicators
- College and career success indicators
 - Postsecondary degree completion (technical, bachelors, and advanced degrees)
 - Career placement indicators
- Early pathway indicators linked to CCSS and PARCC assessments for Grades K – 8
- Return on Investment (ROI) indicators

Arkansans have asked for a simpler accountability and reporting system that clearly indicates the school's progress in meeting student performance goals yet maintains the focus on all students. This proposal is an important step in streamlining disparate state and federal accountability and reporting systems into a unitary, focused system that meets the needs of stakeholders to ensure schools are providing all students with access to and achievement of CCR standards. This reporting system signals the level of ADE support and interventions schools require, and the areas in which needs are evident.

As indicated in Figures 2.12 and 2.13, the ADE is re-conceptualizing its SSOS to enhance its capacity to affect dramatic change in Priority and Focus Schools, and to provide incentives for all districts and schools to ensure high quality instructional programs and supports meet the needs of all students in their systems. The ADE anticipates renewed capacity to serve the more dramatic needs of its Focus and Priority Schools based on the proposed interventions for these schools, and renewed capacity to support all other schools by focusing on the district as the primary point of support and responsibility for school improvement as described under the incentives. Additionally, the ADE proposes a shift in its role as a resource provider to one of resource broker. The USDE's National and Regional Comprehensive Centers have led to an explosion of high quality information to guide best practices to meet a variety of student needs. Although these resources are readily available, constraints of human resources in many districts, particularly rural districts, prevents school and district improvement teams from accessing these resources to guide the development of their improvement strategies. The ADE proposes to act as a resource broker to centralize access to and encourage use of these resources by expanding its School Improvement Resource webpage to include thematic links to evidence-based strategies and supports and to model the use of these resources in its collaborative efforts with district and school leadership teams.

For example, the National Center for Instruction provides a wealth of materials to support teachers and leaders in planning and implementing strategies for struggling readers (children and adolescents). Analyses of Arkansas's state-level and regional-level assessment data indicate literacy is a primary challenge in poor, rural community schools. The most recent Webinar published at the Center, *Improving Adolescent Literacy in Rural Schools: A Schoolwide Approach*, includes timely and pertinent information to inform the development of the PIPs and TIPs in Arkansas's rural high schools. The majority of Arkansas's rural high schools are less likely to have the time to search library databases for evidence-based resources and they may be unaware of this resource. Intentional linking of resources based on themes within the School Improvement Resource webpage, coupled with local needs-based collaboration with ADE and regional specialists will increase the likelihood schools will use these resources to guide planning of comprehensive and targeted strategies. There is a capacity building connection here as well. Once school and district personnel are connected to one resource within these websites, they are more likely to navigate within these sites to additional resources to meet their needs. Further delving on the Comprehensive Center on Instruction site might lead educators to the Doing What Works resources on Adolescent Literacy or the Adolescent Literacy resources for principals, *Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders*, and the teachers' guides *Effective Instruction for Adolescent Struggling Readers-Second Edition* and *Assessments to Guide Adolescent Literacy Instruction*. Similarly, the National High School Center link would connect local leadership team members to *Tiered Interventions in High Schools: Using Lessons Learned to Guide Ongoing Discussion*. Many low performing high schools struggle to establish effective tiered intervention systems, and schools with achievement gaps struggle to effectively meet the needs of particular populations within their schools. More direct access to these and related sites will increase ADE's capacity to provide resources while building local capacity to access high quality, evidence-based tools and strategies for improving instruction. The National Centers include a wealth of resources tied to the focus on CCR that may go unused at the local level without intentional resource brokering by the ADE.

Centralized access to resources through the School Improvement Resource webpage provides a base layer of support for all schools. Priority and Focus Schools will be supported directly through the interventions specified in Sections 2.D and 2.E. For all other schools, the SSOS provides an avenue to request ADE assistance for comprehensive needs assessment through Scholastic Audit and/or intensive or targeted support from SSTs. SST members are selected based on the specific needs identified by the district and local school teams with the guidance of an ADE SIS. SST members may be content area specialists housed at RECs or regional STEM centers, higher education faculty, Education Renewal Zone personnel, and ADE specialists with expertise in areas of identified need. The aforementioned regional professional development and technical support organizations provide valued services to schools based on regional needs identified through regional analyses of implementation and outcome indicators supplemented by statewide analyses conducted using the statewide data network.

An intended result of this SSOS re-conceptualization, as well as the aforementioned incentives and supports, is to improve districts' and schools' instructional programs and increase their access to resources, programs and expertise that will enable increased student and school performance in identified areas of need. Through this flexibility request the ADE plans to build the capacity of the agency, districts and schools to allow for more intentional time spent in action related to improving schools' focus on student learning. This plan reduces the paperwork burden for Exemplary and Achieving Schools currently preoccupying personnel, refocuses the work of the ADE SISs to collaborative planning and support, and increases communities' access to state and national resources.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Build SEA, LEA and School Capacity to Improve Student Learning

The timing of this flexibility request with early implementation of CCSS, PARCC and TESS components in Arkansas’s schools proffers an opportunity for the ADE to synthesize greater coherence among previously isolated silos of State support and capacity building activities. Arkansas has devoted resources to develop support structures such as RECs, STEM centers, and Education Renewal Zones whose activities are intended to increase capacity at the state, regional and local level. Intentional coordination of these development efforts through the plans described in Principles 1 through 3 will enable educators to access support within a coherent framework.

Implementation of these three critical elements also provides opportunity and motivation for districts to build capacity to improve student learning. ADE is providing professional development, support and monitoring to ensure an aligned system of support through and following these transitions. Direct technical assistance and informal support will be most intensive in Priority and Focus Schools where ADE engagement will be highest. Continued monitoring and differentiated consequences for all other schools, especially Title I schools, will ensure support will be provided where data indicate more and/or persistent need. ADE must carefully prioritize its direct intervention to support districts improving capacity and outcomes for Priority and Focus Schools in order to avoid spreading the agency’s human resources too thin. Thoughtful, data-informed deployment of technical assistance and support through the SSOS is critical to building districts’ capacity to identify and meet the needs of their schools. Thus ADE will broker resources designed to support districts without Priority and Focus Schools in building local capacity.

ADE utilizes a regional approach to customize support available to schools and districts that allows districts to pool some of their resources within RECs to meet professional development and other systemic capacity building needs. In collaboration with partner organizations such as

regional STEM centers, Education Renewal Zones, among other partners, RECs support schools and districts in self-assessment and planning, develop effective leadership and instructional practices, and provide training, modeling, and facilitation of the use of ADE resources and tools to support improvements. Districts have a strong incentive to participate in REC activities because they add value and needed capacity, provide customized professional development and other supports, and serve as an avenue for networking, particularly in Arkansas's rural communities. This collaborative relationship between districts and the RECs builds trust and a climate of support. Superintendents participate in governance of RECs as members that constitute their boards of directors.

Each REC is led by a director who is a proven educational leader based on his or her prior record of accomplishment. These directors bring a deep understanding of the local, civic, cultural, economic, and educational context and the ability to meaningfully engage local stakeholder groups in their work. The directors are supported by teacher center coordinators who interact with the instructional corps within the region to analyze needs and provide resources and support. RECs employ a variety of specialists to support local districts in technology, data use, core instructional areas, EL programs and SWD programs.

In prior years support and development structures served to provide a series of often isolated or disconnected programs. As Arkansas's P-20 longitudinal data system has evolved, a data-informed culture has begun to emerge. The efforts of regional and State agencies have increasingly drawn on actionable information through the use of continuous feedback and analysis integrated across the data system. More powerful information is readily available to develop educators' focus on the goal of CCR for all students. Educational dashboards are planned to enable teachers to integrate local and State data for richer analyses at the classroom level. The web-based transcript developed through Arkansas's initial SLDS grant now provides critical information to teachers and leaders so they can begin meeting students' needs from the moment they walk through the door. ADE plans to enhance the information available for decision making through daily updates of the enrollment for the educational dashboard enabling teachers to access a dynamic transcript at the student level. The educational dashboard will enable teachers and leaders to integrate and analyze a variety of data to answer deeper questions more relevant to instructional planning and school improvement. Concomitantly, the PARCC will develop interim assessments aligned with the summative tests that will be better suited to inform instructional decisions. The results of these assessments may be integrated into the educational dashboard to enable richer analyses of patterns in student performance at the local, regional and State level. Richer data and analyses are not enough to affect change in practice. Change in practice occurs through sustained development opportunities such as job-embedded professional development within authentic practice environments. Additionally, data analyses is more effective among teams than at the individual level

Schools are encouraged to establish effective learning communities among teachers, leaders and support staff within and across schools to build capacity for professional development and problem-solving. Job-embedded professional development through these learning communities or team structures proffers an authentic vehicle for application of learning, peer networking and reflective practice. These structures and practices are associated with positive change in personal and organizational performance (Bengtson, Airola, Peer & Davis, 2011). Further, evidence supports the need for teachers to work in teams to analyze data for effective use in improving

instruction. In their 2010 report on teachers' ability to use data to inform instruction the Office of Planning, Evaluation and Policy Development found that more data literacy skills were evident, and more valid conclusions and inferences were drawn from data when groups of teachers worked together to comprehend, interpret and apply information from educational data. This is particularly important in schools that are struggling. Thus, Needs Improvement Priority and Needs Improvement Focus School interventions include development of these learning communities to augment local capacity for professional development and data-informed problem identification, problem clarification and problem solving. Schools with Needs Improvement status may access support for developing effective learning communities through the aforementioned regional support structures.

The strategic plan for CCSS implementation and educator development is an important component of the capacity building for the ADE. It is a propitious moment to ensure existing resources are used to build capacity at the state, district and school levels to attain the vision of providing “an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeeding post-secondary education and careers” (ADE, 2011).

The ADE approach to providing a multi-tiered support system is to assist schools and districts to make informed decisions regarding continuous improvement from the “bottom-up as much as possible and top down as much as necessary.” This approach has several advantages. Through the proposed changes in accountability designations, ADE School Improvement Staff will be able to support and/or intervene based on the degree of need as determined by the achievement indicators and implementation indicators in the system. The incentive of flexibility in set asides that this waiver would bring allows district and school leadership to build their local capacity for decision making and holds them accountable for the outcomes of those decisions. Collaborative support from ADE SISs and SSTs (Priority Schools) and state/regional/local content specialists will facilitate knowledge and skill building for leaders and teachers. At the same time this approach puts more responsibility on schools and districts for committing to and enacting change in their local systems. ADE school improvement staff's role within DARTSS will be responsive to the level of initiative and follow through demonstrated by district and school leadership with increased oversight and direction required for systems that fail to engage in diagnostic needs assessment, intervention planning and implementation. Districts that fail to support Priority and Focus School interventions may be subject to Academic Distress status with concurrent state directed use of funds.

The ADE has established several vehicles for monitoring leading and lagging indicators of schools' and districts' response to differentiated accountability requirements. Schools that are demonstrating success by meeting the criteria to be designated Exemplary, and Achieving Schools meeting both performance and growth AMOs will be provided a longer timeframe for submitting their ACSIP, the primary tool for monitoring school improvement processes. Some Achieving (those meeting performance AMOs but not growth AMOs), Needs Improvement, Focus and Priority Schools will be monitored through annual accountability designations followed by monitoring of ACSIP planning and outcomes with a scope congruent to schools' needs identified through their annual school performance report. The ACSIP planning and implementation process requires schools to establish interim indicators of progress for adults and students (leading indicators). Focus and Priority Schools will have more oversight for meeting interim

measurable objectives in their TIP and PIP that will be part of their ACSIP process. As TESS and PARCC assessments are implemented throughout schools in the State, interim achievement indicators will be available to inform teacher and leader effectiveness needs in schools providing a comprehensive accountability and feedback loop for the State and local systems.

The Superintendents Advisory Council to the Commissioner reiterated the importance of flexibility in meeting its needs to develop local capacity for school improvement. The Council supported the conceptualization of initial flexibility to collaborate with ADE to develop Priority and PIP and TIP as well as ACSIP, followed by state directed interventions and actions when districts and schools fail to embrace the responsibility and flexibility to enact change at the local level. Further, the Council approved the use of state-direction/restriction for fund use when schools and districts fail to implement their plans.

The ADE is requesting ESEA flexibility to waive the mandatory set asides of Title 1, Part A funds for transportation, professional development and SES. Districts with Needs Improvement Schools, Needs Improvement Focus Schools, and Needs Improvement Priority Schools are expected to engage in capacity building in these schools by ensuring these funds are redirected to support the interventions and strategies identified within the schools' ACSIP to address specific concerns within these Needs Improvement schools. The level of district autonomy in determining the allocation of these redirected set aside funds is delineated in Sections 2.A. (pp. 66 – 69), 2.E. (p. 102), 2.F. and (p. 119); districts with Needs Improvement Focus Schools and Needs Improvement Priority Schools have the highest level of ADE involvement and lowest level of district autonomy.

Capacity building is not an afterthought of this proposed accountability system. Capacity building is an important consideration that is integrated throughout this proposal and evidenced in the comprehensive development plans detailed for transition to CCSS, PARCC assessments and TESS, as well as the proposed DARTSS. Limited human and financial resources require the ADE, districts and schools to evaluate prudently the existing structures for accountability and school improvement. ADE's response to Principles 1 and 2 of this flexibility proposal includes a thoughtful selection of carefully choreographed strategies to build the capacity of ADE, districts and schools. Principle 3 will demonstrate how the TESS is coherent component within the system of accountability and responsive support to enable data-informed development of local leaders and instructional personnel. The TESS detailed in Principle 3 will assist district and school leaders in building leadership and instructional capacity at the local level. Professional development time, however, is scarce.

State Statutory Requirements for SES and Public School Choice

Arkansas Annotated Code requires schools designated in need of immediate improvement for two consecutive years as defined under § 6.15.2103 to offer public school choice and/or SES (Arkansas Ann. Code § 6.15.2103(c)(1)(2)). The state accountability indices that result in identification for state-required SES have become outdated since initial standard setting was conducted. Thus, few schools are identified as 'in need of immediate improvement' under these measures. Specifically, the schools currently identified consist of seven Alternate Learning Environment schools and the specialty schools for deaf and blind students. Approval of the ESEA Flexibility proposal would result in incongruent accountability consequences. ADE will

seek changes to address this legislation during the Arkansas General Assembly of 2013, working with the community of stakeholders vested in aligning policies to ensure state efforts and resources identify and meet the needs of underperforming students. The goal is to align the state law to mirror the balance of accountability, ADE oversight and flexibility commensurate to that which is proposed in this ESEA Flexibility request and to achieve congruent systems of accountability and intervention.

ADE will work with these schools during this transition period to incorporate any required SES into their ACSIP in such a manner as to ensure alignment of resources to support state requirements as well as interventions aligned with their designation under the proposed DARTSS. For example, a school designated as Needs Improvement, Needs Improvement Priority or Needs Improvement Focus would incorporate the state requirement into their ACSIP and/or TIP/PIP to ensure the SES support or extend the interventions identified during the data analysis and needs assessment. The ADE ACSIP reviewer or ADE SIS will review the alignment of these services within the schools' plans to maximize the efforts to support the lowest performing students.

The following information describes the ADE's existing SES process to ensure effectiveness of SES provided by SES providers. In addition to the information below, performance of SES providers is made transparent pursuant to Arkansas Annotated Code § 6.15.2011 (Attachment 25).

According to application guidelines, SES provider applicants are required to provide evidence for each indicator listed below. In addition, applicants must participate in an in-person interview as part of the final determination of approval status.

- Provide evidence that this program has contributed to a positive impact on student achievement on state, school, and/or another independent, valid and reliable performance test, particularly for low-income, underachieving students (cite available research studies).
- Provide evidence that this program has had a positive impact on student performance using a measure of school grades, homework completion, or school/teacher administered subject area test. Submit data within this section. Place charts/tables at the end of this section.
- Provide evidence of improved student outcomes, such as student attendance, retention/promotion, graduation, family/parent satisfaction, and/or student behavior/discipline. Discuss how the data from these conclusions were derived.
- Provide a copy of the proposed pre and post-test instrument for each grade and academic content area for which services are proposed. These must be available for review at each interview.
- Demonstrate in the application and provide proof of the capacity of the provider to serve any special populations of students, including special education and students with limited English proficiency, proposed to be served.
- Disclose to the ADE and persons reviewing applications and conducting in-person interviews any and all material requirements for participating in the program including internet connectivity, computer or other equipment including equipment and materials supplied by the applicant. And
- Inform the ADE if the provider has been removed from the approved SES provider list of any state, and the reasons for the removal.

Applicants are required to supply both a cost for each pupil for an instructional hour and per pupil for an instructional day AND a specific and detailed description of the pricing structure employed by the provider. As mandated by regulations, charges must not exceed a maximum of \$50 per pupil per hour of instruction, or \$100 per pupil per day of instruction or \$400 per pupil per instructional week, whichever amount is LESS.

Applicants are also required to indicate in the application whether the entity specializes in providing services to SWD and/or ELs.

According to the application and new for the 2011-2012 school year, external providers are also evaluated at the end of each school year to determine a performance category rating. This rating will determine if the provider will remain on the State approved list. Providers are measured in three categories: (1) Academic Achievement, (2) Customer Satisfaction and (3) Program Compliance. The results of the three categories are combined to determine the performance category rating (categories are listed below). Ratings are assigned for each provider and posted on the ADE's website annually. Rating categories are approved, satisfactory, probation I, probation II, and removal.

The provider is also required to submit to the school district and ADE a final written report, with supporting data, that summarizes the progress of all students served with their supplemental services. This information will be used to help determine if a provider will remain on the state-approved list.

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PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
<input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

The way the state of Arkansas evaluates teacher effectiveness is changing. The state’s new evaluation system requires principals to spend more time in the classrooms observing and analyzing instruction.

The old evaluation relied on a vague checklist of classroom practice. Teachers did not know what the principal was looking for, so they played it safe and taught a familiar lesson—one they knew would go well but did not improve teaching.

Research revealed almost 90 percent of Arkansas school districts were using some type of checklist as their evaluation instrument. Because there were no descriptors or rubrics, expectations were not clear. This lack of clarity provided little targeted feedback for teachers in improving their professional practice and improving student learning.

Using Charlotte Danielson’s *Framework for Teaching*, Arkansas found a more in-depth process for measuring performance. It requires more time of the administrator and teacher but leads to a much more valuable conversation about improving instruction in the classroom.

Quality teaching begins with a teacher’s formal education, but it grows through a process of

continuous improvement gained through experience, targeted professional development and the insights and direction provided through thoughtful, objective feedback about the teacher's effectiveness. Arkansas took a critical step toward ensuring high quality instruction and instructional leadership through the passage of the TESS that defines a system to support high quality classroom instruction and high quality instructional leadership, i.e., effective teaching and leading in Arkansas's schools (Ark. Code Ann. § 6-17-2802). The 2011 Arkansas General Assembly introduced and passed legislation to standardize comprehensive evaluation and support for licensed educators and non-licensed teachers employed in public charter schools under a waiver of teacher licensure requirements granted by the State Board of Education in the schools' charters. TESS provides statutory direction for reform of teacher and leader evaluation systems. Rules and regulations promulgated as a result of this legislation will provide districts with a blueprint to operationalize a standardized, valid and reliable evaluation and support system focused on professional growth of educators as measured by professional practice as well as student growth and achievement. This evaluation and support system, coupled with Arkansas's longitudinal data system teacher/student link, will provide state, district and school educators with essential feedback to ensure CCR access and achievement for all Arkansas students.

As stated in Arkansas's Annotated Code Section 6-17-2802, the Arkansas General Assembly intended to promote the following objectives through TESS.

- Provide school districts a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;
- Provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;
- Provide a basis for making teacher employment decisions;
- Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support and human capital decisions;
- Encourage highly effective teachers to undertake challenging assignments;
- Support teachers' roles in improving students' educational achievements;
- Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and
- Increase the awareness of parents and guardians of students concerning the effectiveness of teachers

The intent of this legislation is to support effective instruction and leadership. The objectives are congruent with the requirements in Principle 3 of the ESEA Flexibility Request and provide a comprehensive approach to accountability for high quality instruction and instructional leadership congruent with Arkansas's DARTSS. Teacher and leader evaluation is a critical area for reform if educational systems are to improve the quality of instruction to ultimately close achievement gaps and ensure access to CCR standards for all students. TESS is a significant part of a comprehensive and coherent differentiated system for accountability, recognition and tiered support. The law delineates the elements of the evaluation and support system that must be enacted including the required components of summative evaluation framework, the performance categories or descriptors and tiered professional support based on designation within each performance level. As per the law, the State Board of Education is charged to promulgate rules and regulations to operationalize TESS. The final rules and regulations shall without limitation:

- Recognize that student learning is the foundation of teacher effectiveness, and that evidence of student learning includes trend data and is not limited to a single assessment;
- Provide the goals of TESS are quality assurance and teacher growth;
- Reflect evidence based or proven practices that improve student learning;
- Utilize clear evidentiary data for teacher professional growth and development to improve student achievement;
- Recognize that evidence of student growth is a significant part of TESS;
- Ensure student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;
- Require annual evidence of student growth from artifacts and external assessment measures;
- Include clearly defined categories, performance levels and rubric descriptors for the framework;
- Include procedures for implementing components; and
- Include professional development requirements for all administrators and teachers to understand and successfully implement TESS (Ark. Code Ann. § 6-17-2804).

Rules and regulations pursuant to Arkansas Code Annotated Section 6-17-2804 will serve as the guidelines required under Principle 3.A. of the ESEA Flexibility. The ADE and the Arkansas Board of Education are in the process of promulgating these rules and regulations. It is anticipated the process will be complete by the end of the 2011-2012 school year.

The passage of TESS culminated the early work of Arkansas educators seeking to reform the educator evaluation system. A teacher evaluation task force was formed in the spring of 2009 with the purpose of researching, evaluating and recommending a framework for summative evaluation that would include valid assessment of educator practice and professionalism, as well as evidence of educator impact on student growth and achievement. A diverse group of 36 stakeholders met over a two-year period to accomplish this work collaborating with Charlotte Danielson, author of *A Framework for Teaching*. Stakeholders included teachers, principals and representatives from the ADE, RECs, college deans of education, businesses, legislators, school boards, superintendents and district human resource professionals. A list of the task force members and their affiliations is provided in Attachment 14. Many of the recommendations from the task force were incorporated into TESS.

TESS represents a significant change for educator evaluation in Arkansas. Prior to TESS districts chose or designed their own teacher and administrator evaluation instruments. TESS establishes standards for a consistent and uniform evaluation system for the support and improvement of teacher effectiveness across Arkansas. TESS also specifies that the ADE shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators. According to statute, administrator evaluation should be weighted on student performance and growth to the same extent as provided for teachers under TESS. Districts must pilot the model created by the ADE or use a nationally recognized model that meets all the requirements of the law and is approved by the ADE by the 2013-2014 school year. The new system of teacher evaluation will be in place for all districts by the 2014-2015 school year. (See Attachment 5: Ark. Code Ann. § 6-17-2802).

Rules Development, Stakeholder Input and Adoption Process

TESS includes an evaluation component and a complete support system to ensure evaluation is likely to result in improved practice and where appropriate, employment renewal decisions. TESS includes general requirements for educator evaluation and requires operational details be specified in rules. A TESS rules committee was formed with representation from all constituent groups to draft rules and regulations informed by research, best practices and stakeholder input. Representatives on the committee include the following stakeholders.

- Arkansas Education Association (AEA)
 - Teacher representatives and additional AEA staff represent the interests of licensed teachers locally and in Arkansas policy development and implementation;
- Arkansas Association of Education Administrators (AAEA)
 - Includes representation for Arkansas Association for School Administrators, Arkansas Association for Curriculum and Instruction Administrators, Arkansas Association of Federal Coordinators, Arkansas Association for Special Education Administrators, Arkansas Association for Elementary Principals, Arkansas Association for Secondary Principals, Arkansas Association for Gifted Education Administrators, Arkansas Association for Middle Level Administrators, Arkansas Association for Career and Technical Education Administrators;
- Arkansas Department of Higher Education (ADHE)
 - Representatives from postsecondary institutions’ colleges of education and colleges of arts and sciences;
- Arkansas School Boards Association (ASBA)
 - Representatives for district boards of education and state policy development related to boards;
- Arkansas Rural Education Association (AREA)
 - Representatives for small rural and isolated schools’ concerns;
- Walton Family Foundation (WFF)
 - Representatives of business and private sector foundations concerns;
- Arkansas Public School Resource Center (APSRC)
 - Representatives for charter schools and rural schools in Arkansas

The rules committee met September 29, 2011 for the first time to establish an agenda for future work and determine the information that would be needed to inform the rule-making process. The rules committee met in October to hear from the districts that had piloted components of TESS in 2010-2011. The feedback from this meeting was used to formulate a rough draft of rules for consideration during the January 17, 2012 meeting. The committee met twice monthly until the rules were presented to the Arkansas Board of Education for release to the public for comment. A focus group of special education teachers met February 16, 2012, to review the draft rules and provide feedback specific to the concerns of special education teachers. A group of teachers of ELs met March 2, 2012, to more specifically address the concerns of teachers working with these students.

In addition to the rules committee meetings, the ADE hosted public meetings in all geographic regions of the state in November and December in an effort to elicit more input in the rule-making process from all stakeholders. Two sessions were presented at each of five locations (10 meetings total). At each location, one meeting was held at 1:30 p.m. and the second at 5:00 p.m. to provide access to all teachers, administrators, parents and community members. A Commissioner’s memo

was disseminated to announce the meetings, press releases were sent out and all constituent groups were asked to forward the information about the regional meetings to their memberships. The attendees at the ten public regional meetings included the following:

- 98 students
- 22 parents
- 102 teachers
- 300 administrators
- 83 community members

A brief informational PowerPoint presentation was given summarizing the components and timeline of TESS. Attendees were provided the opportunity to comment on TESS, ask questions about TESS and make suggestions for consideration in the rule-making process. At the conclusion of each of the public regional meetings hosted by the ADE, attendees were directed to a survey released on the ADE's website. The purpose of the survey was to obtain feedback for TESS rule-making based on questions and comments from the regional meetings. A Commissioner's memo was released to provide information about the survey to ensure all educators had an opportunity for input to the initial draft of the rules.

The input from the regional meetings and the survey were reported to the rules committee for consideration in their work. Topics of concern that are currently being addressed include incorporation of student growth and achievement, inter-rater reliability and determining criteria for artifacts that can be used to satisfy the external assessments in non-tested content areas to ensure districts have adequate guidance in these areas. The October 31, 2011, meeting of the rules committee included reports from representatives in districts that conducted the 2010-2011 pilot of the TESS framework for assessing educator effectiveness. The pilot district representatives shared with rules committee members the positive aspects of using the standardized framework for teacher observation and the rich discussions that followed observations because of the robustness of the performance descriptors in the evaluation rubric. However, the pilot district representatives shared that they did not include a component for weighting student growth and achievement into the final performance levels. The pilot district representatives shared their challenges as well, leading to a deep discussion of the extent of detail that would need to be provided as guidance in the final rules.

One compelling concern of stakeholders communicated through the regional meetings and the rules committee regards the selection of an appropriate growth model for use in TESS. Constituents have expressed some agreement with the concept of using growth measures in TESS, and concomitantly expressed concerns about how to measure growth in a manner that is sensitive to the variations in demographics and prior achievement in classroom composition. A growth to standard model is currently used in AYP determinations, and a student growth percentile model is used to provide schools with data visualizations of relative student growth. These growth models have limitations and/or drawbacks that inhibit consensus for inclusion in TESS at the time of this proposal. The growth model used in NCLB AYP determinations is limited to use with the Grades 3 through 8 Arkansas CRTs. It is scale dependent and it leaves primary grades and high schools without a summative growth measure.

The student growth percentile model used in Arkansas's data visualization tool to inform students'

relative growth may be calculated across different tests and applied at all tested levels; however, administrators and teachers have raised concerns because of the normative measure of student growth. Further, some conceptions of evidence of student growth involve more qualitative interpretations of this component of TESS. The rules committee has heard these concerns and is deliberating how to include measures of growth in TESS, particularly as Arkansas transitions to PARCC assessments. The rules committee has acknowledged these disagreements are potential obstacles to implementing the law. Thus it is important to build consensus for what constitutes appropriate measures of student growth, and that these measures are congruent with what is valued and provide the best unbiased estimates of student growth compared to expected student growth.

Another concern the rules committee is deliberating is that of weighting student achievement and growth in the determination of an educators' overall performance level. Evidence of student growth is a significant part of TESS, and discussion has centered on the extent to which student achievement and growth outcomes were intended to be included in the system. Notes from rules committee meetings indicate the constituents have different interpretations of the intended weighting. As a result of these concerns, the rules committee has asked to incorporate modeling the impact of the inclusion of student achievement and growth measures at various weights within the 2012-2013 pilot implementation districts to identify and address the concerns that are contributing to these differing viewpoints of what constitutes evidence of growth.

A safeguard is proposed to ensure the use of growth in teacher evaluation ratings is consistent across districts and schools and to ensure congruence between teacher effectiveness ratings and impact on student growth in achievement. The ADE proposes to use a threshold for expected growth that would act as a trigger for concerns and prohibit the designation of a teacher as Distinguished. In grades and subjects where growth model data are available, and of sufficient N to support reliable inferences, the ACTAAP assessments are expected to be used as external assessments in the determination of teachers' ratings. The ADE proposes to limit the designation of teachers as Distinguished in the event that teachers' summary growth statistics fall below a threshold of growth among all teachers in the state. The threshold will be determined prior to the start of 2012-2013 school year after ADE modeling of teacher level growth summary statistics using Growth to Standard (GS) and Student Growth Percentile (SGP) growth models. After modeling, the threshold information will be included in TESS implementation guidance. In the event that a teacher receives strong professional practice ratings and demonstrates a low impact on student learning, it is expected that the teacher's Professional Learning Plan (PLP) will address this discrepancy and its root causes. Persistently low student growth will result in a lower teacher effectiveness rating. For example, teachers rated as Proficient, rather than Distinguished, due to low growth of his/her students will be rated as Basic if the low growth of his/her students persists over multiple years as indicated in the Rules for TESS. Likewise, teachers rated as Proficient or Basic may have their rating reduced to a lower level of teacher effectiveness in the event their students demonstrate persistent low growth (a level below the threshold for multiple years).

The special education focus group meeting held February 16, 2012, provided additional input to the rule-making process. This initial meeting was informational, providing special education teachers and supervisors with the basic components of TESS, and eliciting their concerns regarding the need for differentiated training for special education teachers and supervisors, and inclusion of specific guidelines for differentiation of the evidence used to support performance descriptors for special education teachers. This representative group will provide additional input based on feedback from

other special education teachers and supervisors for the remaining rules committee meetings.

The Assistant Commissioner of Human Resources and Licensure and educator evaluation lead conducted meetings with two groups; EL teachers and special education teachers. The teachers were asked to examine Danielson’s framework, which informs the rubric for Arkansas’s teacher evaluation system. The teachers were asked to identify components of the framework that might require modification based on the groups of students served. The teachers were also asked to submit suggestions on the application of student growth to the summative evaluations. Follow-up meetings are scheduled to provide further input during the implementation process.

Rules for implementing TESS address the questions and concerns expressed through stakeholder input and rules committee discussion. In April 2012, the draft rules were presented to the Arkansas State Board of Education for review and released for public comment. After the public review and revision process, final rules will be presented to the State Board of Education for approval. Once Board approval is attained the rules will be submitted to the Legislative Rules Committee as per the Administrative Procedures Act. It is anticipated this process will be completed by the end of the 2011-2012 school year.

Continuous Improvement

An effective accountability system cannot exist without an evaluation system that provides teachers and administrators with targeted data and information on educator practice and student learning to foster professional growth. The components of TESS enhance a comprehensive and coherent system of accountability and support that aligns all components of the system with CCR Goals. TESS provides an integrated system that links evaluation procedures with curricular standards, professional development activities, and targeted support.

The ADE is focused on improving educator and leader practice through a system of summative evaluations and formative observations that provide a continuous feedback loop for teachers and administrators to address teacher and student learning needs. Summative evaluation will include pre-observation conferencing, formal observation for at least 75 percent of the instructional period using a specified evaluation rubric with specific performance descriptors, and post-observation conferencing to include evidence provided by the teacher to inform the evaluation. A PLP will be developed to address findings from the summative evaluation. The plan must include half of the professional development hours required by rule or law and must address the teacher’s content area, instructional strategies related to the teacher’s content area, or the teacher’s needs identified through summative evaluation. Interim appraisals will include formative observations of teacher effectiveness to enhance the ability of district and school administrators to provide ‘just in time’, job-embedded professional development and support in addition to more formal professional development and growth opportunities. The frequency of formative observations will allow administrators to take the pulse of implementation of recommended improvements in instructional strategies at the classroom level. Formative observations will be used to build a collaborative and supportive learning process within schools that is likely to improve student achievement in the short and long term.

TESS enhances the goals of Principle 2 by assisting all districts’ and schools’ continuous improvement planning. Teacher and leader evaluations will inform the development of district and school professional development plans within the ACSIP, and in the case of Priority and Focus

Schools, within the PIP and TIP. This will ensure coherence in needs assessment and continuous improvement planning, particularly in struggling schools. Struggling schools in particular need a very concise, consistent evaluation support system. Research from the task force revealed that 87 percent of districts in the state have been using different checklists for teacher evaluations. The instruments were varied and did not provide any targeted support to teachers, nor did they use documented evidence to support the ratings. Many times struggling schools are overwhelmed with the enormity of the task of improving student learning overall, or for a particular population of students. Standardizing evaluation rubrics and criteria for performance levels will assist educators in maximizing the effectiveness of student learning.

TESS provides an instructional and leadership accountability and feedback system to inform continuous improvement planning and to focus districts' and schools' time, efforts and resources with regards to the development of its human resources. The new evaluation system will provide critical data and information needed to transform struggling schools, and allow district and school leadership to differentiate support. With differentiated support, all teachers, including teachers who provide services to at-risk subpopulations, such as SWD and EL teachers, will receive assistance to enhance their professional practice and to implement all aspects of CCSS. The differentiated support provided in the system will inform coaching, professional development and, where appropriate, employment renewal decisions.

Components of TESS

TESS includes a four-tier rating system that differentiates performance levels of educators as Distinguished, Proficient, Basic or Unsatisfactory (Ark. Code Ann. § 6-17-2805 (a)(2)) and differentiates intervention and support based on these ratings. The four performance levels are determined using an evaluation rubric as well as evidence of student growth and performance (Ark. Code Ann. § 6-17-2805 (a)(2)(c)(d)). Charlotte Danielson's *Framework for Teaching* was determined to be congruent with Arkansas's desired evaluation framework for assessing educator practice and was piloted in several districts during the 2010-2011 school year prior to the enactment of TESS. The *Framework for Teaching* details 22 components of professional practice that are grouped into four broader categories for evaluation. These components provide a valid, research-based framework for evaluation of educators that incorporates national best practices. Danielson's Framework coupled with rigorous training in the use of the Framework was demonstrated to produce observational outcomes that highly correlate with student growth in the Gates Funded Measures of Effective Teaching (MET) study. The *Framework for Teaching* is used for observation as well as pre- and post-observation conferences to ensure adequate evidence to support the ratings includes the use of student growth and achievement outcomes.

The four categories for evaluation of educator practice include the following:

- planning and preparation
- classroom environment
- instruction
- professional responsibilities

The *Framework for Teaching* provides evaluators with detailed rubrics that include performance descriptors and evidence criteria for rating teacher practice within each of the aforementioned categories. The use of the detailed performance descriptors and evidence criteria in the rubrics

ensures a valid, standardized approach to observational ratings of educator practice.

Based on summative evaluation, educators receive ratings for each of the 22 components within the four categories. The ratings determine the frequency of formal summative evaluation, interim appraisals and the level of support and learning to be specified in a PLP. Section 6-17-2808 specifies the frequency of evaluation based on educators' performance ratings, and Section 6-17-2806 of Arkansas Annotated Code specifies the support components of the evaluation system based on educators' ratings. Teachers who are considered novice or probationary are evaluated annually using the formal summative evaluation process. Non-probationary teachers that are not in Intensive Support Status receive a formal, summative evaluation every three years. New teachers may be novice (first year) or Probationary (two to three years). Novice, probationary and non-probationary teachers may be placed in Intensive Support Status based on the summative evaluation (Ark. Code Ann. § 6-17-2807). A teacher is placed in Intensive Support Status if the teacher has a rating of Unsatisfactory in any one entire teacher evaluation category of the evaluation framework, or if the teacher has a rating of Unsatisfactory or Basic in a majority of the descriptors in a teacher evaluation category. Figure 3.1 provides an overview of the differentiated support based on ratings.

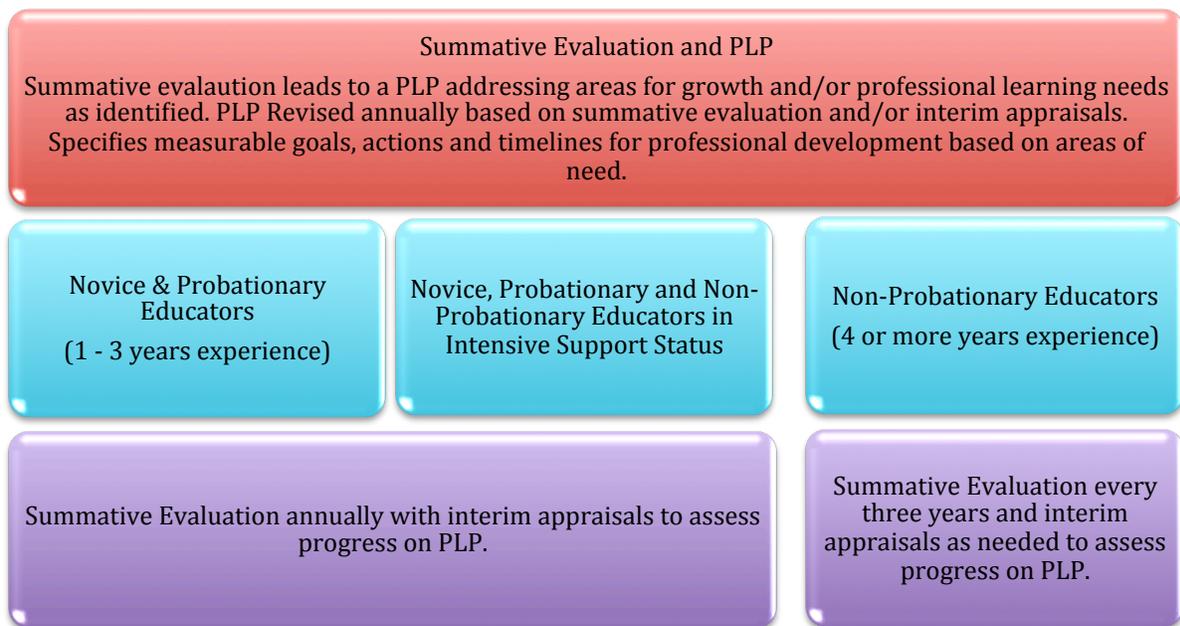


Figure 3.1. Overview of TESS and differentiated system of support.

Educators will receive a performance rating annually and aggregated reports of educator performance ratings will be included in the teacher quality indicators of the annual school performance report. All educators' ratings will be published in aggregate form at the school, district and state level on the annual school performance report. Each year all educators will complete a PLP in collaboration with the evaluator. The goals of the plan will be directly related to the areas identified from the most recent summative evaluation as needing improvement.

TESS requires that teacher evaluation include annual evidence of student growth from artifacts and external assessment measures, as well as judgments regarding teachers' professional practice using a clearly defined framework designed to ensure teacher quality and promote teacher professional

growth. Teachers are classified into one of four performance categories based on their impact on student learning and their professional practice: Distinguished, Proficient, Basic, and Unsatisfactory. Teachers' performance levels are determined using the intersection of their professional practice ratings and teachers' impact on student learning as evidenced in artifacts and external assessment measures.

Evaluators classify teacher's professional practice using detailed rubric descriptors for subcategories within in four categories of practice:

- planning and preparation,
- classroom environment,
- instruction, and
- professional responsibilities.

These classifications take into account classroom observations, artifacts of preparation, instruction and assessment, contribution to professional culture, and student feedback, among other considerations.

Another part of the performance level judgment considers whether the educator's impact on student learning is low, moderate, or high. Even though a certain percentage of student performance is not assigned to the overall teacher evaluation in the TESS law, it does specify that **half** of the evidence used to evaluate teachers must be student performance indicators that are externally generated, or artifacts that the teacher has not designed or scored. This part was purposely added to the law to ensure an emphasis on student performance based on external measures such as state and national assessments

Summary growth statistics at the teacher level that may be available include the GS growth model percentages, median SGP using the SGP model, and/or results from local district or school measures of achievement.

- GS statistics are available for Grades 4 to 8 in math and literacy using the ACTAAP CRT assessments.
- Median SGP are available for
 - Grades 1 – 9 for Reading and Math on ACTAAP NRT exams
 - Grades 3 – 8 for math and literacy on ACTAAP CRT exams
 - Grade 11 literacy, End of Course Algebra and End of Course Geometry on ACTAAP CRT exams
 - Grades 5 and 7 science on ACTAAP NRT or CRT exams and End of Course Biology ACTAAP CRT exams

The pending rules for TESS delineate the other external assessment measures that may be used when state level assessments of growth in student learning are not available. These may include pre- and post-test results from classroom and/or district assessments of knowledge, performance measures, and other assessments as listed in the attached pending rules.

The intersection of the judgment of professional practice and growth in student learning determines

the performance level assigned to teachers, as well as the consequences for teachers under the evaluation system. The expectation is that teachers will achieve Proficient ratings in professional practice and at least moderate impact on student learning. When professional practice ratings and impact on student learning are not congruent, this is cause for concern and a threat to the validity of the evaluation system. Strong performance ratings and low impact on student learning would not support a judgment of teacher performance as Distinguished. Thus, a safeguard is proposed to ensure the use of growth in teacher evaluation ratings is consistent across districts and schools and to ensure congruence between teacher effectiveness ratings and impact on student growth in achievement.

The ADE proposes to use a threshold for expected growth that would act as a trigger for concerns that would prohibit the designation of a teacher as Distinguished. In grades and subjects where growth model data are available, and of sufficient N to support reliable inferences, the ACTAAP assessments are expected to be used as external assessments in the determination of teachers' ratings. The ADE proposes to limit the designation of teachers as Distinguished in the event that teachers' summary growth statistics fall below a threshold of growth among all teachers in the state. The threshold will be determined prior to the start of 2012-2013 school year after ADE modeling of teacher level growth summary statistics using GS and SGP growth models. After modeling, the threshold information will be included in TESS implementation guidance. In the event that a teacher receives strong professional practice ratings and demonstrates a low impact on student learning, it is expected that the teacher's PLP will address this discrepancy and its root causes. Persistently low student growth will result in a lower teacher effectiveness rating. For example, teachers rated as Proficient, rather than Distinguished, due to low growth of his/her students will be rated as Basic if the low growth of his/her students persists over multiple years as indicated in the Rules for TESS. Likewise, teachers rated as Proficient or Basic may have their rating reduced to a lower level of teacher effectiveness in the event their students demonstrate persistent low growth (a level below the threshold for multiple years).

Performance ratings are the catalyst to engage educators in the process of continuous professional improvement as formalized in the educators' PLP. The *Framework for Teaching's* detailed performance descriptors provide guidance to the educator and evaluator for formulating goals within the PLP, enhancing the understanding of evaluators and educators in the evidence required to demonstrate proficient and distinguished practice. Differentiated PLPs will reflect the differentiated professional growth needs of educators and allow districts and schools to provide resources and supports based on the differentiated PLPs. For example, educators receiving a rating of Basic for a category will be required to address the professional learning needs identified within the category. Each educator must dedicate one-half of the professional development hours required by law or rule to professional learning in the educator's content area, instructional strategies applicable to the educator's content area or the educator's identified needs from summative evaluation and interim appraisals. Teachers in Intensive Support Status must use all professional development hours required by rule or law to address their identified needs. Evaluators will also use the performance ratings that are not Proficient or Distinguished as areas for growth when performing formative observations as part of the interim appraisal process. Formative observations are critical in the evaluator's role of monitoring the teacher's professional growth and helping guide professional development decisions.

The interim appraisal process will provide teachers with meaningful feedback, targeted professional

development activities and multiple opportunities for self-reflection of practice. The interim appraisal will allow teachers to focus on areas of weakness identified in previous summative evaluations. The interim appraisal will also focus on student learning results and growth every year. During this process, principals will continue to observe all teachers, but with a more targeted focus. Each year, principals facilitate conversations with teachers based on their individualized professional growth plans. Teachers will have input in their growth plans; however, the principal will have final approval on the content, based on identified areas. During the interim process, teachers will also receive feedback and coaching from peer teachers and instructional facilitators.

In cases where educators require intensive support to improve their practice TESS provides a timeline for intervention of no more than two semesters unless the educator has demonstrated significant progress within that time period. Evaluators shall notify the superintendent of an educator in Intensive Support Status who does not accomplish the goals and complete the tasks established for the Intensive Support Status during the given period. Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher's contract.

Multiple Measures

Multiple measures for supporting convergent validity of teacher effectiveness and producing reliable ratings are required in TESS. The post-observation conference includes presentation of artifacts and external assessment measures that provide evidence of student growth (Ark. Ann. Code § 6-17-2804 (7)). For tested content areas, half of the artifacts must derive from external assessment measures such as Arkansas's CRTs. The educator and evaluator may determine the additional artifacts for evidence within the guidelines provided by the ADE through the final rules for TESS. Artifacts that provide clear, concise, evidentiary data to improve student achievement may include one or more of the following:

- Lesson plans or pacing guides aligned with the standards;
- Self-directed or collaborative research approved by the evaluator;
- Participation in professional development;
- Contributions to parent, community or professional meetings;
- Classroom assessments including samples of student work, portfolios, writing, projects, unit tests, pre/post assessments and classroom-based formative assessments;
- District-level assessments including formative assessments, grade or subject level assessments, department level assessments and common assessments;
- State-level assessments including End-of-Course assessments, statewide assessments of student achievement and career and technical assessments; and
- National assessments including AP assessments, NRTs and career and technical assessments.

If the teacher and evaluator do not agree, the evaluator has the final decision regarding the external assessment measures to use in the evaluation, provided the measures meet the guidelines established in rule. An external assessment measure is defined as a measure of student achievement that is administered, developed and scored by a person or entity other than the teacher being evaluated, except that the assessment may be monitored by a licensed individual designated by the evaluator. The rules committee is deliberating the guidelines for inclusion in the rules for ensuring districts

select and use valid measures in the determination of performance ratings. Legislation states for non-tested areas, the type of artifact that may be used to satisfy the external assessment measure shall be determined in rule. The rules committee will outline an approved list of external measures in addition to the guidelines provided in the rules. Final approved measures and guidelines will be included in rules before the end of the 2011-2012 year.

TESS states that the following specialty area educators are considered teachers for the purpose of evaluation if they are required to hold a valid teaching license from the State Board of Education as a condition of employment, and are employed as a classroom teacher, guidance counselor, library media specialist; or teacher in another position (such as EL teacher) as identified by the State Board. TESS requires an appropriate evaluation framework, evaluation rubric and external assessment measures (such as student growth and achievement) are incorporated in the determination of the performance ratings for specialty teachers. The final rules will include the specific components that must be addressed for the specialty teachers' evaluation rubrics and external assessment measures to ensure valid and reliable performance ratings.

The statewide system will be deemed the standard evaluation process. However, school districts will have the option to develop a system of evaluation as long as it meets the states expectations for validity and reliability as specified in final rules.

Arkansas's teacher evaluation system (based on Danielson's model) was carefully designed to balance the need for statewide consistency with local district autonomy. Districts will have the flexibility to adopt the state's system, adapt the state's system to meet local needs, or modify their own systems consistent with the principles of Arkansas's model.

Districts wishing to utilize an evaluation model other than the state's system must have those in place during the 2012-2013 school year. Requests to use an alternate model must be submitted to ADE for review by December 31, 2012. ADE is developing the process and criteria for these reviews.

State assessments will be used for one measure of student growth in tested areas and grades. In addition, districts will be responsible for determining which non-state required measures should be used to rate educator impact on student learning, for example student portfolios, capstone projects and performance based assessments. What these district-determined measures will look like is still being defined. ADE will develop and disseminate guidance for their development, as well as guidance on how to use these measures within the evaluation framework. ADE guidance will be disseminated by July 2012.

It is expected that implementation consistency will vary initially due to the extent of the change in evaluation policy from total district autonomy to alignment with or use of the statewide model. Several safeguards for developing consistency in applying TESS and in educator evaluation ratings are planned initially, with additional safeguards developed iteratively as the ADE learns through the 2012-2013 pilot districts' implementation strengths and challenges. Initial safeguards will include but not be limited to the following:

- Training provided during the summer of 2012 will enable evaluators to familiarize themselves with the Danielson framework and the rubrics for rating educators during summative, interim and formative evaluations.

- The TeachScape tool itself provides a standard structure for recording observations within the Danielson framework and rubric descriptions.
- Role-play and think-aloud modeling strategies employed during the evaluator trainings will provide evaluators with learning and calibrating opportunities as they discuss interpretation and scoring/rating within specific examples that may impact consistency.
 - Use of current growth model data reveal a consistent pattern of less than 40% of a teacher's students meeting their annual growth increment in mathematics for three consecutive years in a Grade 5 assignment. In the Danielson framework, Setting Instructional Outcomes (value, sequence, and alignment) and Designing Student Assessments (congruence with instructional outcomes) are two areas of the rubric that could be used to address concerns about this teacher's use of growth results to adjust learning expectations for students and subsequently, adjust instruction and assessment practices. The persistent lack of growth can be inferred by the evaluator and teacher to reflect a lack of alignment between instruction and assessment outcomes in the classroom to higher expectations in state standards or CCSS. Using the rubric, this teacher may receive a rating of Unsatisfactory in these areas. Under TESS rules, the teacher and evaluator would develop professional learning outcomes to address these incongruences coupled with professional development support linked to these concerns.

As indicated in Principle 2, the ADE engages in research and review on a continuous basis for improving statewide systems of support and informing policy revisions and development. Research and review on the implementation of TESS will be no different. The ADE will analyze relevant evaluation data collected from districts to ensure the evaluation rule is being implemented effectively and with consistency statewide. During the pilot years, these analyses will be more frequent to allow for mid-course corrections and revision of guidance to ensure rapid movement toward statewide consistency. Once TESS implementation is more fully established within a district culture of continuous improvement, analyses may be conducted on an annual basis to ensure continued high consistency in implementation. Additionally, summary findings based on annual analyses will be publicly reported to ensure transparency of this effort.

Principal Evaluation

TESS provides direction for evaluation at all levels of instructional leadership. As per law, ADE will provide technical assistance to school districts for developing and implementing evaluation frameworks for administrators. Administrator evaluation will parallel teacher evaluation in regards to ensuring valid and reliable measures for performance ratings and the weight of student performance and growth in these determinations.

Work on administrator evaluation began in 2009 when legislation was passed to create a system of leadership development. Act 222 of the 2009 Regular Session created the School Leadership Coordinating Council. The purpose of the Council is to serve as a central body to coordinate the leadership development system efforts across the state. Representatives from the ADE, Department of Higher Education, Arkansas Leadership Academy, Arkansas Center for Executive Leadership, Career and Technical Education, Arkansas Association of Educational Administrators, Arkansas School Boards Association, Arkansas Education Association, and Arkansas Rural Education Association comprise the Council.

One task of the Council was to recommend an evaluation system for principals. During the 2010-2011 school year, the Council worked with Dr. Connie Kamm, senior consultant with Dr. Doug Reeves' Leadership and Learning Center. Based on the ISLLC standards, and other leadership systems, the group created a framework for a principal evaluation system. The framework included a 4-tier performance rating, rubrics and descriptors for each of the six standards. Professional growth plans and other resources were also created for the system. (Attachment 20) It should be noted that as with the teacher evaluation system, persistently low student growth will result in a lower principal effectiveness rating.

The ADE is sponsoring a pilot for the principal evaluation system with ten school districts during the 2011-2012 school year. Dr. Kamm has conducted the training for the principals and superintendents of the pilot districts. Personnel from pilot districts participated in an additional three-day follow-up training in November. Feedback on implementation was obtained from the administrators in the pilot districts to inform revisions and improvements to the system. A three-day follow-up training was held in March 2012 to obtain final recommendations from the pilot districts. By May 2013, all revisions will be made to the framework, rubrics and forms for a statewide system of principal evaluation.

After final revisions are complete, ADE will support legislation in the 2013 legislative session to implement the principal evaluation system. If successful, ADE will promulgate rules with the same process as followed in the teacher evaluation rules. Training will be provided on the new principal evaluation system to all administrators in the summer of 2014. Districts must fully implement the new system in the 2014-2015 school year.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Implementation

Although most of the components of the evaluation are set in statute, there are some decisions to be made in promulgating rules. The State Board of Education will approve the rules for TESS by summer of 2012. During the 2012-2013 school year, the statewide professional development plan will ensure all teachers and administrators in the state receive training on the new teacher evaluation system. All administrators will receive training in the principal evaluation system during the summer of 2014. The teacher evaluation systems will be piloted statewide in the 2013-2014 school year and fully implemented in the 2014-2015 school year. The principal evaluation system will be implemented in 2014-2015. Beginning with the 2017-2018 school year, the percent of teachers that are distinguished and proficient will be published on each school's annual

performance report that is provided to all parents.

A key factor in the successful implementation of the evaluation system will be inter-rater reliability. Providing rigorous, meaningful professional development to all evaluators is crucial to maintaining the fidelity and integrity of the system. Data gathered from pilot years will be used to assess classification accuracy and reliability in the use of observation rubrics. Extensive training and preparation in each evaluation system will address evaluator consistency (reliability) as well as the accuracy of the observation rubrics and evaluation protocols based on lessons learned from data during the pilot years. A certification process is being developed for all evaluators to help ensure consistency and fairness in the application of the system.

The district is the entry point for ADE technical support and the primary provider of school support. The ADE will provide resources and training to districts for implementation of the evaluation systems and ensure district ACSIP include appropriate resources and support for school level implementation. Once the final rules for TESS are approved, the ADE will work on guidance for districts to assist in planning and implementing TESS. This guidance will develop iteratively as ADE finalizes and implements professional development for evaluators and teachers, receives feedback from these stakeholders and pilot districts and reviews district evaluation plans for alignment with TESS. Local districts are key in facilitating the change process and developing local capacity to ensure effective instruction and instructional leadership for all students. To provide additional resources to new administrators, the ADE is restructuring the mentoring process for new teachers, principals and superintendents to align with the new evaluation systems.

The ADE will review the fidelity of implementation and outcome measures throughout the implementation of TESS. Arkansas's longitudinal data system will support a culture of effective data use across multiple agencies vested in the outcomes of the P-20 system. Continuous feedback within DARTSS will provide the ADE and supporting agencies such as teacher and leader preparation programs in higher education institutions with information to guide decisions for resource and personnel development. As mentioned in the Overview for this ESEA Flexibility Proposal, Arkansas has achieved significant advances in its longitudinal data systems' capabilities including the enhancement of the Teacher Student DATA Link as part of the Expand Enterprise Data Warehouse with Local Assessment Data and Teacher Student Link to Feed Data Visualization project. The data visualizations have been available to educators throughout the 2010-2011 and current school years. Educators have created and used data visualizations of student achievement and growth at the classroom level. Through this and other previously mentioned technology projects Arkansas adopted an official definition of teacher of record and developed a roster verification system that allows the teacher of record to be validated at the local school level. These efforts have positioned the ADE and Arkansas educators to implement more robust models for measuring student growth and assessing teacher impact on student growth and achievement.

The cross-agency agreements for data sharing provide another avenue to synthesize data gathered on fidelity of implementation and outcome measures of TESS to inform the teacher and leader development pipelines to enhance teacher and leader quality throughout the system. The longitudinal data system will support local decision-making regarding teacher and leader effectiveness by providing appropriate reports linking student and adult performance.

TESS will become the vehicle to drive self-reflection, self-assessment and more objective measures to guide professional growth for educators. Performance ratings will encourage educators to engage in the process of continuous improvement. In cases where educators require intensive support to improve their practice TESS provides a timeline for intervention. A teacher shall be placed in an intensive support status if the teacher has a rating of “unsatisfactory” in any one of the four categories of the evaluation of the framework (Ark. Code Ann. § 6-17-2807). If the teacher does not accomplish the goals and complete the tasks established for the intensive support status during the given period, the evaluator shall notify the superintendent of the district.

Upon review and approval of the documentation, the superintendent shall recommend termination or non-renewal of the teacher’s contract.

The interim appraisal process will provide teachers with meaningful feedback, targeted professional development activities and multiple opportunities for self-reflection of practice. The interim appraisal will allow teachers to focus on areas of weakness identified in previous summative evaluations. The interim appraisal will also focus on student learning results and growth every year. During this process, principals will continue to observe all teachers, but with a more targeted focus. Each year, principals will continue to facilitate conversations with teachers based on their individualized professional growth plans. Teachers will have input in their growth plans; however, the principal will have final approval on the content, based on identified areas. During the interim process, teachers will also receive feedback and coaching from peer teachers and instructional facilitators.

During the 2012-2013 school year, 11 schools were chosen to pilot TESS. Teachers and principals will provide ADE with feedback regarding the training provided prior to implementation, suggestions for additional assessment measures and the incorporation of student growth into the rubric. The National Office of Research, Measurement and Evaluation Systems (NORMES) will assist ADE in survey research and data analysis to determine if adjustments need to be made to the legislation or rules to better implement the system. All schools in the state will pilot the system in the 2013-2014 school year. ADE will continue to gather data during the statewide pilot. ADE will also form a technical advisory committee comprised of teachers, administrators, researchers and other stakeholders to review feedback and data and to recommend revisions to the system. The system will be fully implemented in the 2014-2015 school year. ADE will continue to gather data to evaluate the system.

Arkansas law states that one-half of the artifacts submitted by a teacher for the summative evaluation must relate to student growth. This language was a compromise negotiated by the Arkansas Education Association (state professional teacher association); teachers were not comfortable including a percentage in the law. Danielson's framework and the training provided to all administrators on the framework will provide LEAs with the support and guidance needed to ensure student growth is a significant factor in the summative evaluation. Arkansas law does not provide for the option of an overall percentage to be tied to a teacher's summative evaluation. TESS is designed to promote professional learning and professional growth. The framework will be the impetus for professional conversations and self-reflection not provided for in the current system.

TIMELINE OF IMPLEMENTATION

Activity	Timeline	Responsible Party	Resources	Documentation	Consideration
Rules and Regs written for TESS and passed by SBE	Summer 2012	Rule and Reg Committee and SBE	Constituent Groups, Regional Meetings, surveys, and ADE personnel	Teacher Excellence Support System Law (Attachment 5)	Significant decisions regarding the student achievement measures and student growth measures
Complete principal evaluation pilot and make revisions as needed and seek additional legislation for approval of Principal Evaluation system	May 2013	ADE	Outside consultants, constituent groups, legislators, and ADE personnel	Current Principal Evaluation Documents (Attachment 15)	Need to pass legislations to make sure the principal evaluation system is aligned with the teacher evaluation system
Provide professional development to all teachers and administrators on TESS	Sep.1, 2012- Aug.31, 2013	ADE	Outside consultants, Personnel from regional cooperatives, ADE personnel	Partial documentation is Danielson's <u>Framework for Teaching</u> which will be the framework used in Arkansas (Attachment 16)	Many people in a short time period, cost factor, and delivery of training; certification test for evaluators; time spent away from districts by school personnel
Provide training for principal evaluation training	2013-2014 School Year	ADE	Outside consultants, Personnel from regional cooperatives, ADE personnel	Current Principal Evaluation Documents (Attachment 15)	This will be the pilot year for the teacher evaluation system and the pilot year for the New PARCC assessments

Implement Pilot Statewide for TESS	2013-2014 School Year	ADE; School Districts	ADE personnel, personnel from regional cooperatives		Districts will be piloting this and also training for the principal evaluation system in the same year This is also the pilot year for new PARCC assessments
Obtain feedback and suggestions from administrators and teachers from pilot to revise as needed	Summer 2014	ADE; Administrators, teachers from school districts	Personnel from regional cooperatives, constituent groups, and regional meetings		Any revisions needed will have to be completed in a very short turnaround before the start of the next year
Full implementation of TESS	2014-2015 School Year	ADE; School Districts	ADE personnel, Personnel from regional cooperatives		Again, districts will be involved in two new evaluation systems, as well as, new PARCC assessments
Full implementation of Principal Evaluation	2014-2015 School Year	ADE; School Districts	ADE personnel, Personnel from regional cooperatives		Districts will be involved in two new evaluation systems, as well as, new PARCC assessments

Academic Indicator	Group	Total Number Attempting Literacy, Year 2011	Percent Proficient in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
Literacy Performance	All Students	9383	74.2	76.35	78.5	80.65	82.8	84.95	87.1
Literacy Performance	Targeted Achievement Gap Group	6571	66.09	68.92	71.74	74.57	77.39	80.22	83.05
Literacy Performance	African American	209	59.81	63.16	66.51	69.86	73.21	76.56	79.91
Literacy Performance	Hispanic	4021	68.29	70.93	73.58	76.22	78.86	81.5	84.15
Literacy Performance	Caucasian	4014	84.58	85.87	87.15	88.44	89.72	91.01	92.29
Literacy Performance	Economically Disadvantaged	6176	66.52	69.31	72.1	74.89	77.68	80.47	83.26
Literacy Performance	English Learners	3922	60.73	64	67.28	70.55	73.82	77.09	80.37
Literacy Performance	Students with Disabilities	985	31.17	36.91	42.64	48.38	54.11	59.85	65.59

Literacy Growth	All Students	6446	80.79	82.39	83.99	85.59	87.19	88.79	90.4
Literacy Growth	Targeted Achievement Gap Group	4490	75.77	77.79	79.81	81.83	83.85	85.87	87.89

Literacy Growth	African American	134	70.9	73.33	75.75	78.18	80.6	83.03	85.45
Literacy Growth	Hispanic	2768	78.83	80.59	82.36	84.12	85.89	87.65	89.42
Literacy Growth	Caucasian	2766	85.54	86.75	87.95	89.16	90.36	91.57	92.77
Literacy Growth	Economically Disadvantaged	4236	76.02	78.02	80.02	82.02	84.01	86.01	88.01
Literacy Growth	English Learners	2698	74.13	76.29	78.44	80.6	82.75	84.91	87.07
Literacy Growth	Students with Disabilities	595	41.51	46.38	51.26	56.13	61.01	65.88	70.76

Math Performance	All Students	10718	75.59	77.62	79.66	81.69	83.73	85.76	87.8
Math Performance	Targeted Achievement Gap Group	7472	68.38	71.02	73.65	76.29	78.92	81.56	84.19
Math Performance	African American	226	65.04	67.95	70.87	73.78	76.69	79.61	82.52
Math Performance	Hispanic	4563	71.03	73.44	75.86	78.27	80.69	83.1	85.52
Math Performance	Caucasian	4630	85.36	86.58	87.8	89.02	90.24	91.46	92.68

Math Performance	Economically Disadvantaged	7047	68.37	71.01	73.64	76.28	78.91	81.55	84.19
Math Performance	English Learners	4469	62.88	65.97	69.07	72.16	75.25	78.35	81.44
Math Performance	Students with Disabilities	1043	48.13	52.45	56.78	61.1	65.42	69.74	74.07

Math Growth	All Students	6488	68.7	71.31	73.92	76.53	79.13	81.74	84.35
Math Growth	Targeted Achievement Gap Group	4532	61.96	65.13	68.3	71.47	74.64	77.81	80.98
Math Growth	African American	134	52.99	56.91	60.83	64.74	68.66	72.58	76.5
Math Growth	Hispanic	2789	63.79	66.81	69.83	72.84	75.86	78.88	81.9
Math Growth	Caucasian	2766	77.66	79.52	81.38	83.25	85.11	86.97	88.83
Math Growth	Economically Disadvantaged	4278	62.01	65.18	68.34	71.51	74.67	77.84	81.01
Math Growth	English Learners	2740	57.08	60.66	64.23	67.81	71.39	74.96	78.54
Math Growth	Students with Disabilities	596	38.59	43.71	48.83	53.94	59.06	64.18	69.3

Graduation	All Students	1014	78.54	80.33	82.12	83.91	85.69	87.48	89.27
Graduation	Targeted Achievement Gap Group	503	71.65	74.01	76.38	78.74	81.1	83.46	85.83
Graduation	African American	26	72.22	74.54	76.85	79.17	81.48	83.8	86.11
Graduation	Hispanic	344	74.14	76.3	78.45	80.61	82.76	84.92	87.07
Graduation	Caucasian	563	83.9	85.24	86.58	87.93	89.27	90.61	91.95
Graduation	Economically Disadvantaged	443	72.86	75.12	77.38	79.65	81.91	84.17	86.43
Graduation	English Learners	218	71.95	74.29	76.63	78.96	81.3	83.64	85.98
Graduation	Students with Disabilities	71	67.62	70.32	73.02	75.72	78.41	81.11	83.81

Receiving an Award from an Arkansas College in Academic Years 2010-2013

Springdale School District		Certificate of Proficiency				Technical Certificate			Associate Degree			
		2010	2011	2012	2013	2010	2011	2012	2010	2011	2012	2013
Har-Ber High School												
American Indian	Male	-	1	-	-	-	-	-	-	-	-	-
Asian	Male	-	-	-	-	-	-	-	-	-	-	-
Black	Male	-	-	-	-	-	-	-	-	1	-	-
Hispanic	Female	-	-	-	-	-	-	-	-	3	2	1
	Male	-	1	1	-	-	-	1	-	1	1	-
Race Unknown	Female	-	-	-	-	-	-	-	-	1	1	1
	Male	-	1	1	-	-	-	1	-	2	1	-
Refused to Report Race	Female	-	-	-	-	-	-	-	2	2	2	-
	Male	-	-	-	-	-	-	-	1	-	-	-
Two or More Races	Male	-	-	-	-	-	-	-	-	1	-	-
White	Female	1	1	1	-	-	-	1	5	17	5	1
	Male	3	1	2	-	1	-	-	5	1	6	1

Receiving an Award from an Arkansas College in Academic Years 2010-2013

Springdale School District		Certificate of Proficiency				Technical Certificate			Associate Degree			
		2010	2011	2012	2013	2010	2011	2012	2010	2011	2012	2013
Springdale High School												
American Indian	Female	1	-	-	-	-	-	1	1	2	-	-
	Male	-	-	-	-	-	-	-	-	-	1	-
Asian	Female	-	-	-	-	-	-	-	-	2	2	-
	Male	-	-	-	-	-	-	-	3	1	1	-
Black	Female	-	-	-	-	-	-	-	-	1	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-
Hispanic	Female	1	1	1	-	1	2	1	4	11	11	-
	Male	-	-	1	-	-	3	2	2	4	6	1
Race Unknown	Female	2	1	1	-	1	1	1	4	10	10	-
	Male	1	-	-	1	1	2	-	2	5	5	2
Refused to Report Race	Female	1	-	3	-	-	-	3	10	11	11	2
	Male	2	2	1	1	1	2	-	4	8	3	2
Two or More Races	Female	-	-	-	-	-	-	-	-	1	-	-
	Male	-	-	-	-	-	-	-	-	2	-	-
White	Female	7	6	10	1	1	2	12	39	37	46	12
	Male	14	10	12	-	5	4	6	14	28	24	3

Receiving an Award from an Arkansa:

Springdale School District		Baccalaureate Degree				Post-Baccalaureate Certificate			Master's Degree			
		2010	2011	2012	2013	2010	2011	2012	2010	2011	2012	2013
Har-Ber High School												
American Indian	Male	-	-	-	-	-	-	-	-	-	-	-
Asian	Male	-	-	1	-	-	-	-	-	-	-	-
Black	Male	-	-	1	-	-	-	-	-	-	-	-
Hispanic	Female	-	-	1	-	-	-	-	-	-	-	-
	Male	-	2	2	-	-	-	-	-	-	-	-
Race Unknown	Female	-	1	2	-	-	-	-	-	-	-	-
	Male	-	2	2	-	-	-	-	-	-	-	-
Refused to Report Race	Female	-	-	3	-	-	-	-	-	-	1	-
	Male	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	Male	-	-	3	-	-	-	-	-	-	-	-
White	Female	1	6	42	5	-	-	-	1	1	1	-
	Male	-	4	30	1	-	-	-	-	-	-	-

Receiving an Award from an Arkansa:

Springdale School District		Baccalaureate Degree				Post-Baccalaureate Certificate			Master's Degree			
		2010	2011	2012	2013	2010	2011	2012	2010	2011	2012	2013
Springdale High School												
American Indian	Female	-	2	1	-	-	-	-	-	-	-	-
	Male	-	2	2	-	-	-	-	-	-	1	-
Asian	Female	4	2	1	-	-	-	-	-	-	-	-
	Male	-	4	3	-	-	-	-	-	-	2	-
Black	Female	-	-	1	-	-	-	-	-	-	-	-
	Male	-	-	-	1	-	-	-	-	-	-	-
Hispanic	Female	-	12	10	3	-	-	-	1	-	1	-
	Male	-	5	3	1	-	-	-	-	-	-	-
Race Unknown	Female	5	14	14	5	-	-	-	1	5	2	-
	Male	5	8	6	1	-	-	-	-	-	-	-
Refused to Report Race	Female	-	2	2	-	-	-	-	-	-	-	-
	Male	-	5	5	3	-	-	-	-	-	-	-
Two or More Races	Female	-	1	3	-	-	-	-	-	-	-	-
	Male	-	4	2	-	-	-	-	-	1	1	-
White	Female	71	88	67	7	11	5	1	29	33	22	2
	Male	66	68	44	6	-	-	-	15	17	14	3

Receiving an Award from an Arkansa:

Springdale School District		Post-Masters, Specialist, Post-First Prof Deg/Cert			Doctoral Degree - Research/Scholarship	
		2011	2012	2013	2011	2012
Har-Ber High School						
American Indain	Male	-	-	-	-	-
Asian	Male	-	-	-	-	-
Black	Male	-	-	-	-	-
Hispanic	Female	-	-	-	-	-
	Male	-	-	-	-	-
Race Unknown	Female	-	-	-	-	-
	Male	-	-	-	-	-
Refused to Report Race	Female	-	-	-	-	-
	Male	-	-	-	-	-
Two or More Races	Male	-	-	-	-	-
White	Female	-	-	-	-	-
	Male	-	-	-	-	-

Receiving an Award from an Arkansa:

Springdale School District		Post-Masters, Specialist, Post-First Prof Deg/Cert			Doctoral Degree - Research/Scholarship	
		2011	2012	2013	2011	2012
Springdale High School						
American Indian	Female	-	-	-	-	-
	Male	-	-	-	-	-
Asian	Female	-	-	-	1	-
	Male	-	-	-	-	-
Black	Female	-	-	-	-	-
	Male	-	-	-	-	-
Hispanic	Female	-	-	-	-	-
	Male	-	-	-	-	-
Race Unknown	Female	-	-	-	-	-
	Male	-	-	-	-	-
Refused to Report Race	Female	-	-	-	-	-
	Male	-	-	-	-	-
Two or More Races	Female	-	-	-	-	-
	Male	-	-	-	-	-
White	Female	-	1	1	2	1
	Male	2	-	-	-	-

Receiving an Award from an Arkansa:

Springdale School District		Doctoral Degree - Professional Practice			
		2010	2011	2012	2013
Har-Ber High School					
American Indain	Male	-	-	-	-
Asian	Male	-	-	-	-
Black	Male	-	-	-	-
Hispanic	Female	-	-	-	-
	Male	-	-	-	-
Race Unknown	Female	-	-	-	-
	Male	-	-	-	-
Refused to Report Race	Female	-	-	-	-
	Male	-	-	-	-
Two or More Races	Male	-	-	-	-
White	Female	-	-	-	-
	Male	-	-	-	-

Totals for Years			
2010	2011	2012	2013
-	1	-	-
-	-	1	-
-	1	1	-
-	3	3	1
-	4	5	-
-	2	3	1
-	5	5	-
2	2	6	-
1	-	-	-
-	1	3	-
8	25	50	6
9	6	38	2

Receiving an Award from an Arkansa:

Springdale School District		Doctoral Degree - Professional Practice				Totals for Years			
		2010	2011	2012	2013	2010	2011	2012	2013
Springdale High School									
American Indian	Female	-	-	-	-	2	4	2	-
	Male	-	-	-	-	-	2	4	-
Asian	Female	-	-	-	-	4	5	3	-
	Male	-	-	-	-	3	5	6	-
Black	Female	-	-	-	-	-	1	1	-
	Male	-	-	1	-	-	-	1	1
Hispanic	Female	-	-	-	-	7	26	24	3
	Male	-	-	-	-	2	12	12	2
Race Unknown	Female	-	-	1	-	13	31	29	5
	Male	-	1	1	-	9	16	12	4
Refused to Report Race	Female	-	-	-	-	11	13	19	2
	Male	-	-	-	-	7	17	9	6
Two or More Races	Female	-	-	-	-	-	2	3	-
	Male	-	-	-	-	-	7	3	-
White	Female	3	2	2	1	161	175	162	24
	Male	3	1	2	-	117	130	102	12



Accreditation Progress Report

Springdale School District
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Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : May 26, 2010

Report Due Date : May 1, 2012

Report Submitted Date : April 24, 2012

Report Accepted Date : July 10, 2012

Accreditation Progress Report

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1.0 About AdvancED and NCA CASI/SACS CASI

Background. Dedicated to advancing excellence in education worldwide, AdvancED provides accreditation, research, and professional services to 27,000 schools in 65 countries. AdvancED provides accreditation under the seals of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The Accreditation Process.

To earn and maintain accreditation, district/systems must:

1. Meet the AdvancED Standards for Quality School Systems.

District/Systems demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance and organizational effectiveness.

2. Engage in continuous improvement.

District/Systems implement continuous improvement focused on improving student performance and school effectiveness.

3. Demonstrate quality assurance through internal and external review.

District/Systems engage in a planned process of ongoing internal review and self-assessment. In addition, district/systems host an external Quality Assurance Review team once every five years. The team evaluates the district/system's adherence to the AdvancED quality standards, assesses the efficacy of the district/system's improvement process and methods for quality assurance, and provides commendations and required actions to help the district/system improve. The district/system acts on the team's required actions and submits an Accreditation Progress Report at prescribed intervals following the Quality Assurance Review.

The AdvancED accreditation process engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help district/systems be the best they can be on behalf of the students they serve.

2.0 Introduction to the Accreditation Progress Report

Purpose

The Accreditation Progress Report (APR) is a critical component of the AdvancED accreditation process. It engages the district/system in a detailed review and analysis of the steps it has taken to address the required actions made by the AdvancED Quality Assurance Review (QAR) team. Completing the report helps the district/system focus and reflect on its continuous improvement efforts.

It is the responsibility of the district/system to address each of the QAR report's required actions within the 5-year term accreditation. Deadlines for completion of the report are based on the district/system's accreditation status and must be met to maintain accreditation. Some district/systems may complete multiple reports during the 5-year term to demonstrate that they have fully addressed the required actions.

Structure of the Report

The APR is organized around the required actions in the district/system's QAR team report. The APR lists the required action from the report along with the rationale and evidence supporting the required action. The district/system then indicates the progress that it has made toward meeting the required action and provides a more detailed response describing the actions it has taken and the results obtained. The district/system provides a response for each of the QAR team required actions.

Following the district/system's response is the reviewer's response. Each APR is read by an AdvancED reader in the state or regional office who reviews the district/system's response to determine if the required action has been met. The reader provides his/her assessment of the progress the school has made and then offers comments to the district/system. If required actions remain in progress or not addressed, a new APR will be created with a new deadline for completion. As noted earlier, the district/system must address the required actions within the 5-year accreditation term.

Conclusion

The Accreditation Progress Report is a useful report for members of the district/system and broader community. It helps community members see and monitor the ongoing improvement efforts of their district/system. It demonstrates how the district/system uses its accreditation for the ongoing benefit of the students it serves.

3.0. Summary

1.1. Based on the actions taken by your institution to address the required actions provided by the QAR team, what has been the impact on your institution's overall effectiveness?:

The Springdale School District is recognized for its commitment to continuous improvement. Preparation for our 2010 QAR was a positive experience that served to reinforce our belief in the good work being done and to expose in more depth our growth areas. The actual QAR visit and report validated our self-assessment on both counts.

As a result of steps taken to address the required actions, our District has refined its intensity and focus on those areas while striving to "get better at getting better" in regard to areas that were recognized by the visiting team as being commendable. Our District values third party evaluation of our work and we work diligently to improve with each such assessment. AdvancED provided meaningful feedback that has been incorporated into our daily operation.

1.2. What would you consider to be challenges that still lie ahead and how do you plan to address those challenges?:

The District's challenges are centered around a steadily growing student population that is increasingly diverse and growing poorer with each passing year. These challenges are evident in the areas of student achievement (especially with the advent of Common Core), school construction, professional development, recruitment of a diverse teaching staff, and many others. These challenges are exacerbated by the fact that our neighboring districts are not being impacted in the same manner, resulting in many "apples/oranges" comparisons.

We believe that increased flexibility in ESEA requirements will result in a fairer assessment of our students' academic progress. We also have confidence that our focused professional development will result in improved instructional strategies that will lead to higher student achievement. Finally, we are confident that our District can achieve student success IF the students are enrolled in our district for an extended period of time. There is evidence to suggest that our once burgeoning student growth (the result of move-ins from out of District/state/country) is now occurring primarily through increasingly large kindergarten classes replacing much smaller graduating senior classes. Given the opportunity to immerse students in our "whole child" approach to education over time, we believe that our District can help define educational excellence in a diverse school district.

1.3. How will you use the insights gained from your accreditation activities to inform and enhance your quality assurance and school improvement efforts?:

The accreditation process served to involve individuals, committees, and schools in a self-evaluation of "where we were" as a district. Two years removed from that process, we still use that initial information as a benchmark by which to measure our progress. It is gratifying to note that in many areas we have significantly "moved the needle" in a relatively short period of time.

Springdale School District hosted a Quality Assurance Review team on 05/02/2010 - 05/05/2010. Through interviews with district/system stakeholders, classroom observations, and a review of district/system documents and student performance results, the team developed a Quality Assurance Review (QAR) report detailing its findings from the visit. The full report can be viewed at www.advanc-ed.org.

The QAR report contained commendations and required actions for the district/system. The district/system is responsible for addressing each of the required actions in the report. At prescribed intervals based on the district/system's accreditation status, the district/system must complete an Accreditation Progress Report. Below, please find the required actions from the QAR report and the district/system's response to each required action. Following the district/system's response is the reviewer's progress response and comments.

4.0. Required Action 1

Source: QAR

Date: 2010-05-20

Required Action:

Create school technology plans that are aligned to a long-term systemic technology plan to ensure the integration of technological resources in both instructional delivery and student learning opportunities.

Evidence:

The district has focused on acquiring many of the tools needed for technology integration. It was evident through student, staff, and parent interviews and classroom observation that some students have the opportunity to be engaged in learning and research through technological means. However, there was no evidence to support a systemic and systematic process and delivery of instruction using technology in the classrooms. District leadership should ensure that all staff has the necessary professional development in how to use these tools in the classroom and to integrate the use of these tools in the instructional program. Staff, stakeholder and student interviews revealed the need to expand technology and the technical support to help ensure the students have the tools to achieve academic excellence which is the district's vision.

Rationale:

A school district that provides technology plans that are aligned to a long-term systemic district technology plan will ensure ready access to instructional technology, information and media services, and materials needed for effective instruction and achievement in student learning.

4.1. District/System Response

Progress Status: In Progress

Response: The Springdale School District has made great strides in ensuring the long-term alignment of technology from building to building within our district. We have seen improvement in both the instructional delivery and student learning opportunities over the year. We are clearly through the beginning stages of this process and progressing nicely to full integration and alignment.

The district technology committee has worked all year to create a more usable technology plan that represents our vision, mission and goals with technology. A new vision statement and mission statement were created. Four district goals have been outlined with numerous strategies toward achieving those goals. The four goals are in the areas of (1) curriculum and instruction, (2) infrastructure, (3) professional development, and (4) parent and stakeholder involvement. District technology personnel are in the process now of getting feedback on the technology plan and ensuring that all stakeholders have had an opportunity to review the plan. During the summer of 2012, building leadership teams will begin the work of creating systematic building technology plans that closely align with the new district plan. The buildings will all use the same goals and strategies in each plan (as outlined by the district plan), but each building will determine the best set of activities to achieve the goals at the building level. Other policies are being rewritten and created to support this work as well. The Acceptable Use Policy is under the revision process, an Internet Safety/Cyber-bullying policy is being written, and a policy is currently being shared with all staff before adoption that allows for the students to bring their own technology to school for instructional use in the classroom.

District technology personnel are currently evaluating options for increasing the number of computing devices in grades 5-12 so that there is a 1:1 student/computer ratio at these grade levels. Our district is also preparing wireless access at all buildings to support devices that students will be bringing from home.

Professional development initiatives are improving in the district as well. A Leadership Technology Academy has been established. There are currently three cohorts of instructional leaders that are meeting monthly to improve their own technology integration skills as well as to prepare for the capacity-building of teachers in their schools through teacher-top-teacher training. An administrator technology academy will be held during the summer of 2012. Other professional development programs such as Enhancing Education Through Technology (EETT), and the eMINTS program are continuing to grow. MOODLE is a course management system that we not only utilize for student courses, but have also begun using to deliver some professional development content and as a way to provide resources to teachers.

Software programs are being utilized more fully and effectively to communicate with parents and stakeholders. We have improved the number of teacher pages being used as well as the ways in which the teachers are using this tool to share school related announcements and information that sustains and improves student accountability. The Parent Viewer in Gradebook is used to communicate student-specific information related to current academic standings and attendance and ParentLink, an automated phone system, is used to share important information that is best delivered as real-time reminders and announcements.

4.2. Reviewer Response

Progress Response: Completed

Comments for Institution: After having received the districts responses, AdvancED commends the district for creating a more usable technology plan that represents the district's vision, mission, and goals with technology. Four additional district goals have been outlined with numerous strategies toward achieving those goals. Although the district rated the required action In Progress, based on the wording of the required Action, it should be completed. AdvancED encourages the district to continue its work in these areas.

5.0. Required Action 2

Source: QAR

Date: 2010-05-20

Required Action:

Refine and fully implement strategies to close the achievement gap while maintaining high expectations for students and ensure that no group of students is overlooked regardless of achievement.

Evidence:

A review of summative test data shows significant gaps in sub-group results. Additionally, the district acknowledges that a gap continues to exist among No Child Left Behind subgroups' achievement levels. District personnel provide administration and staff with data each year which contain outcomes of state-administered summative exams for their current students. Based upon interviews with principals and teachers, attention to the achievement gaps between subpopulation groups appear to be inconsistent and/or minimal. Closer examination and focus on this data will lead to identification of specific areas of need for which Scientifically Research-Based (SRB) instructional strategies may be identified and implemented to improve achievement.

Rationale:

In order to realize the district's vision for "Teach them All and Learning for All," and to promote excellence at all levels, every subgroup must experience academic success.

5.1. District/System Response

Progress Status: In Progress

Response: The Springdale School District recognizes that every subpopulation in our district experiences academic success. We believe that the District's measured focus on closing the achievement gap in conjunction with our ongoing work to meet AYP expectations has narrowed the achievement gap.

Another factor in this effort has been our four-year professional development initiative focused on the Gradual Release of Responsibility model of student-to-student interaction that we believe is now making a real difference in addressing the achievement gap.

Finally, the Springdale School District has Toyota Family Literacy Project adult education classrooms in eleven schools serving 230 parents, many of whom have multiple children in our schools. This partnership is producing significant student

achievement results as these parents learn the English language at their children's school and also receive classroom instruction alongside their children. The Springdale School District was one of seven districts nationwide selected to participate in a research study involving Toyota Family Literacy Project schools.

The District emphasis on closing the achievement gap is further indicated by the addition of a new criterion on the principals' evaluation instrument as follows:

Criterion D – The principal analyzed school improvement data with a focus on narrowing the achievement gap between specific subpopulations (Caucasian v. Hispanic, Economically Disadvantaged, and LEP). Current year and prior year trends were used in this analysis.

- Distinguished: The achievement gap was narrowed in all three identified areas.
- Approaching Distinguished: The achievement gap was narrowed in at least two of the identified areas.

Proficient: The achievement gap was narrowed in at least one of the identified areas.

- Approaching Proficient: The achievement gap was neither narrowed nor widened in any identified areas.
- Limited: The achievement gap was not narrowed in any identified areas.

EVIDENCE

Data used in this response measured Caucasian v. Hispanic/Economically Disadvantaged/Limited English Proficiency on Arkansas Benchmark and End-of-Course exams in both math and literacy over a three-year period (2008-09 to 2010-11). The percent decrease in the achievement gap is indicated in red/*italics*.

Grades K-5

Hispanic (Math – 2%, Literacy – 47%)

Economically Disadvantaged (Math –13%, Literacy – 39%)

LEP (Math – 13%, Literacy – 5%)

Caucasian scores increased during this period (Math: 5%, Literacy: 8%)

Grades 6-8

Hispanic (Math – 42%, Literacy – 47%)

Economically Disadvantaged (Math – 33%, Literacy – 36%)

LEP (Math – 31%, Literacy – 32%)

Caucasian scores increased during this period (Math 5%, Literacy 7%)

Grades 9-12

Hispanic (Math – 27%, Literacy – 32%)

Economically Disadvantaged (Math –18%, Literacy – 22%)

LEP (Math – 13%, Literacy – 45%)

Caucasian scores increased during this period (Math: 5%, Literacy: 5%)

5.2. Reviewer Response

Progress Response: Completed

Comments for Institution: The Springdale School District was one of seven districts in the nation selected to participate in a research study involving Toyota Family Literacy Project Schools. This partnership is producing significant achievement results as the parents learn the English language at their children's school and receive classroom instruction alongside their children. Currently this project is in eleven schools in the Springdale District serving 230 parents, with multiple children. Although the district rated the Required Action in progress, it is felt that it should be rated as competed, based on the range of strategies currently implemented.

6.0. Required Action 3

Source: QAR

Date: 2010-05-20

Required Action:

Develop a long-range plan to recruit, retain, and support highly qualified administrators and teachers who are representative of the diversity of the students served.

Evidence:

This is the only region in the state with more newcomers than native Arkansans. The ethnicity of the district is 45% Caucasian, 42% Hispanic, 7% Marshallese, 5% African American, 2% Asian and 1% Native American. A total of 43 languages are spoken and 46% of the student population speaks a language other than English as their first language. The district establishes and implements a variety of processes to recruit, employ, retain, and mentor qualified professional and support staff. A highly competitive and attractive salary schedule is maintained to assist in the recruitment and retention of highly qualified staff. Despite these efforts the current certified professional

staff does not reflect the demographics and diversity of the district. The district has recognized this challenge and is establishing practices to “grow their own” to enhance the diversity of the district’s employees. Interviews indicated a desire by stakeholders and students to have more teachers and administrators who reflect the demographics of the district.

Rationale:

Education best practices indicate improved relationships, climate and achievement when equity in diversity exists in both the faculty/staff and the student populations served. Rapid changes in the district in demographics in the student population have resulted in a mismatch between the demographic profiles of the administration, faculty and staff and the communities and student groups served.

6.1. District/System Response

Progress Status: In Progress

Response: We recognize that "growing our own" teachers is the key to increasing the diversity of our staff. The district recently employed our first bilingual Hispanic teacher who had attended Springdale Schools since kindergarten. She, like others in postsecondary teacher preparation programs, was eager to make a meaningful contribution to her community. Both of our high schools now offer a two-year Orientation to Teaching course of study that is attracting a diverse population of juniors and seniors with an interest in pursuing careers in teaching.

We have used our seven year old, highly successful, grant-funded Bilingual Nursing Scholarship Initiative (BNSI) as the model for replication as the Northwest Arkansas Bilingual Teaching Scholarship Initiative (BTSI). The BNSI identifies students (and their parents) in middle grades and follows them through our high school medical classes with summer literacy/math sessions, career preparation, initial licensure/credentialing acceptance into nursing school, scholarships, and job placement. The results have been significant; 45 graduates are active nurses in Northwest Arkansas, with another 13 currently enrolled in nursing programs.

Our district has been actively involved since July 2011 in developing the BTSI with the following partners:

- Hispanic Scholarship Foundation
- Dean of the University of Arkansas College of Education
- Assistant Vice Provost for Diversity at the University of Arkansas

Project Teach Them All (English as a Second Language Teacher Preparation program) Director at the University of Arkansas

- Dean of Social and Behavioral Science at Northwest Arkansas Community College

Our BTSI proposal was presented to the Walton Family Foundation (WFF) on February 16, 2012 for consideration of funding a five-year grant that would target high school

students as well as bilingual AmeriCorps workers and instructional assistants. We were notified on March 12, 2012, that our grant has been approved by WFF for \$775,000 over the five-year grant period. 2012 graduates of Springdale high schools, as well as Springdale students currently enrolled in postsecondary teacher preparation programs, will be eligible for scholarships provided by this grant.

In addition, our district is working with NWACC on an I3 (Investing in Innovation) American Recovery and Reinvestment Act (ARRA) grant with a proposal to be submitted by mid-April 2012. If awarded, these funds will be used to provide summer language enrichment programs, stipends for summer and afterschool work, college visitations, and more for district high school students interested in pursuing careers in teaching.

6.2. Reviewer Response

Progress Response: Completed

Comments for Institution: The district has been actively involved in replicating a highly successful, grant funded Bilingual Nursing Scholarship Initiative (BNSI). As a result the district has been involved since July 2011 in developing the BTSI with partners, such as, Hispanic Scholarship Foundation; Dean of the University of Arkansas College of Education; Assistant Vice Provost for Diversity at the University of Arkansas; Project Teach Them All (English as a Second Language Teacher Preparation Program); Dean of Social and Behavioral Science at Northwest Arkansas Community College.

The BTSI proposal was presented to the Walton Family Foundation (WFF) on February 16, 2012, for consideration of funding a five year grant that would target high school students and AmeriCorp workers and instructional assistants. The district was notified on March 12, 2012, that their grant has been approved for \$775,000 over the five year grant period. 2012 graduates of Springdale high schools and Springdale students currently enrolled in postsecondary teacher preparation programs will be eligible for scholarships provided by this grant.

As detailed in the districts responses, the district has implemented multiple strategies that attend to the areas in the Quality Assurance Review Team's Required Actions. Although the district rated the Required Action as "In Progress", it is felt that it should be rated as "completed".

Springdale School District
Elmdale Elementary School
Scholastic Audit Summary Report

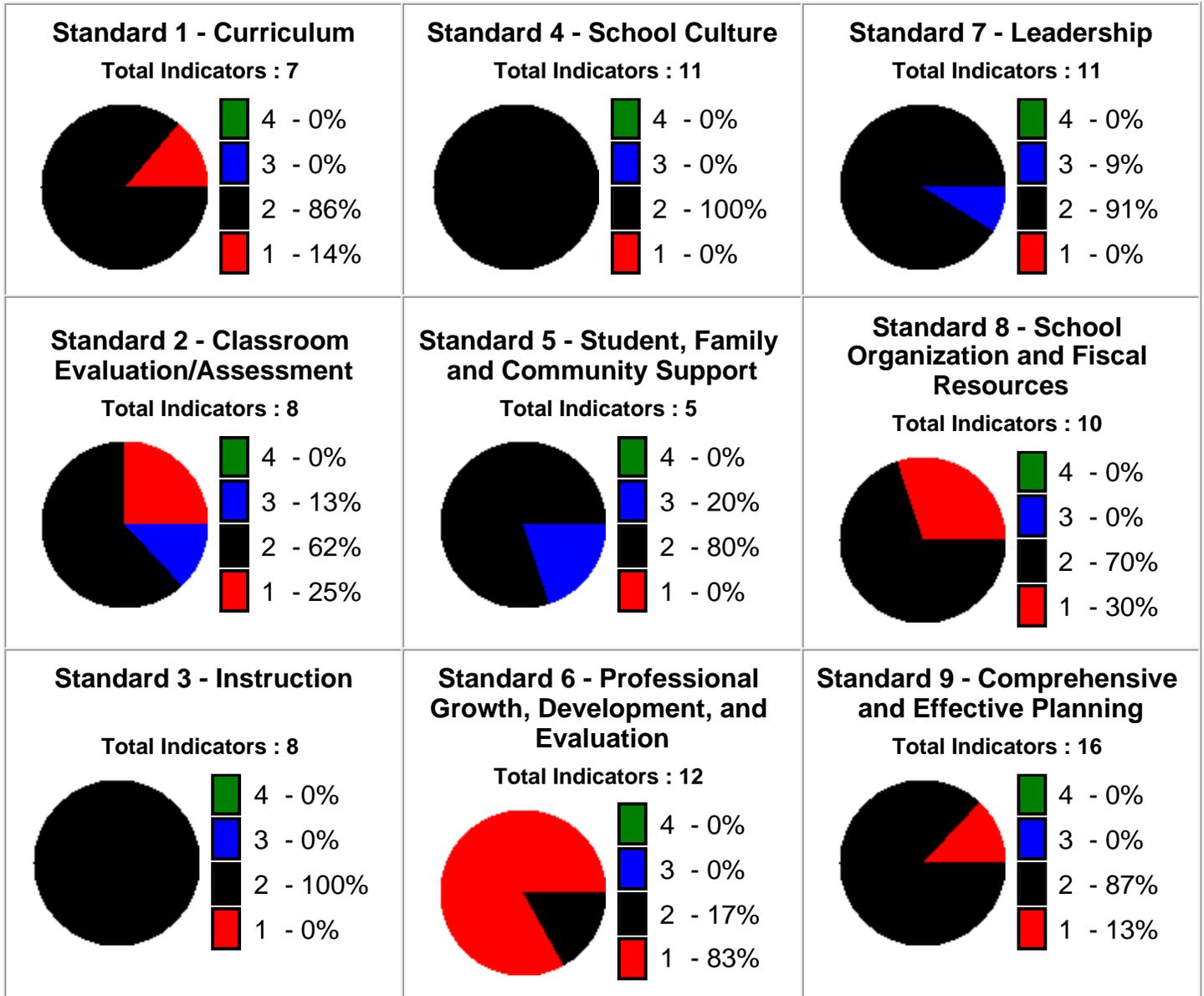


01/29/2012 - 02/03/2012

Elmdale Elementary School
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4 - Exemplary level of development and implementation
- 3 - Fully functional and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Springdale School District - Elmdale Elementary School

<p><u>Standard 1 - Academic Performance - Curriculum Curriculum</u></p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p><u>Standard 4 - Learning Environment - School Culture School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><u>Standard 7 - Efficiency - Leadership Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><u>Standard 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><u>Standard 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><u>Standard 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><u>Standard 3 - Academic Performance - Instruction Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="99 1549 565 1780" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p><u>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><u>Standard 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- . Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- . Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- . Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Elmdale Elementary School during the period of 01/29/2012 - 02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 4.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (148), and formal interviews and informal discussions with teachers (45), students (134), parents (78), central office personnel (08), support staff members (39), assistant principal (01), counselor (01), principal, and school board member (02).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Caroline Neel. The other team members were Linda Goodwin, Sandra Mills, Janice Johnson, Betty Norton, Bonnie Ross, Beverley Ruthven, Charlotte Wright, and Gary Williams.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

- Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 1 : Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 1 indicators (14%) evaluated as "Evaluation Category 1," 6 indicators (86%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Common Core State Standards

Interviews with Teachers and Students

Observations of Classrooms

A fully developed curriculum in all content areas has not been developed. A Student Achievement Policy that addresses curriculum has been developed and approved by the local school board. The policy states, "The Springdale school board understands that the best way to close the achievement gap is to assure that each student experiences a rich and rigorous curriculum that is developmentally appropriate." Most teachers use the Northwest Arkansas Total Instructional Alignment documents and pacing guides in third- through fifth-grade. Total Instructional Alignment and Common Core State Standards curriculum documents for mathematics, literacy, science, and social studies are used in kindergarten through second-grade. Elmdale science teachers have begun development of science curriculum documents that integrate the Arkansas Academic Content Standards with the Common Core State Standards. The implemented curriculum is not fully aligned with the Common Core State Standards in all content areas. Some connections are made between content areas and some lessons and units of study are culturally-responsive. The format and content of curriculum documents vary across grade-levels and subject-areas. Objectives are posted in most classrooms and some are in student friendly language. Few teachers articulate the objectives before, during, or after instruction. Few students can articulate learning objectives.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Team Meeting Agendas and Minutes

Interviews with Central Office Administrators, School Administrators, and Staff

The district initiates and facilitates some discussions among schools regarding curriculum standards to ensure they are clearly articulated across kindergarten through twelfth-grade. Some district level meetings have been held to vertically align curriculum and identify curricular gaps across some grade-levels and between feeder/receiver schools. Sign-in sheets from these meetings do not reflect that a representative from Elmdale Elementary School has participated in the alignment and gap analysis process as of January 30, 2012, during the 2011-12 school year. Several Elmdale Elementary School teachers participated in curriculum meetings at the district level during the 2010-11 school year. District leadership team meetings provide some opportunity for schools to participate in discussions across core content areas. Some horizontal and vertical alignment discussions, lesson planning, and clarification of curricular standards occur between grade-levels at the school level. Elmdale Elementary School teachers in all grade-levels have participated in building level common core planning days. During these meetings, some grade-level teachers inventoried resources available to implement the Common Core Curriculum and some grade-level teachers planned cross-curricular units of study. The district/school does not have a systematic process in place to evaluate the curriculum.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Team Meeting Agendas and Minutes

Interviews with Central Office Administrators, School Administrators, and Staff

A district wide systematic process has not been developed to eliminate unintentional curricular overlaps and gaps within the implemented curriculum across all grade-levels and content areas. Curriculum issues are sometimes addressed by the District Leadership Team. On December 12, 2011, a district meeting was held to address overlaps and gaps between the Arkansas Academic Content Standards student learning expectations and the Common Core State Standards. A Middle School Common Core Transition work session was held at the district level on January 16, 2012. Minutes from the meeting indicated that teachers participating in the work session felt they better understood the new curriculum and were better able to fill in the curricular gaps. As of January 30, 2012, the results of the work session have not been communicated to teachers and staff at Elmdale Elementary School. A district meeting is scheduled for February 6, 2012, for teacher representatives from fifth-and sixth-grades to address curricular gaps and overlaps. Meetings at the district level have not been held to allow teacher representatives from all buildings in the district to analyze the Common Core State Standards from kindergarten through twelfth-grade. A district level curriculum committee does not exist.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Team Meeting Agendas and Minutes

Interviews with Central Office Administrators, School Administrators, and Staff

The district facilitates some formal discussions between the primary, elementary, middle, and high schools regarding key curriculum transition points. Some formal meetings have been held to identify curriculum transition points between district feeder and receiver schools, and gaps/overlaps between grade-levels. Some district meetings have been held to allow teachers to compare standards and align Total Instructional Alignment documents, Common Core State Standards, and Arkansas Academic Content Standards. No systematic process is in place for teachers of transition grades in all schools to discuss curricular expectations that would promote a smooth transition as students move between schools within the district.

1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Team Meeting Agendas and Minutes

Interviews with Central Office Administrators, School Administrators, and Staff

Observations of Classrooms

The school curriculum provides some links to life and career options. Some teachers and grade-levels plan lessons and units that incorporate the application of real-world skills and career opportunities. The Common Core State Standards and Cognitively Guided Instruction provide some opportunity for the application of real-world skills through problem-solving and practical skills. Students have some opportunities to apply skills and knowledge from the curriculum, such as the Wild West unit in second grade. A field trip is scheduled for first-grade students to visit the Walton Arts Center. The physical education building has a word wall, posted objectives, and connections to the importance of maintaining a healthy life style.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Master Schedule

Interviews with School Administrators, Staff, Parents, and Students

Observation in Classrooms

All students have access to a core curriculum. Research-based instructional strategies and higher-level questioning are used in some classrooms. Some classrooms are textbook and worksheet driven and students are not required to utilize higher-order thinking and problem-solving skills. Most lessons plans include components such as differentiated learning strategies, addressing diverse learning styles, and multiple forms of assessments. Instructional practices do not always correspond to the activities and strategies referenced in lesson plans. Most teachers have learning objectives posted, and some are in student friendly language. Few teachers clearly communicate objectives or Student Learning Expectations before, during or following instruction so students can articulate what they are expected to know and be able to do. Clearly defined rubrics describing performance standards are not used in most classrooms to clarify expectations for students. Few student work samples are accompanied with high-quality feedback for improvement. Some students have low levels of engagement and are off task during classroom instruction. Instructional time is often lost due to activities such as taking attendance, counting students' daily lunch preferences, collecting information from home, and restroom/water fountain breaks.

Performance Rating:1

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Review of Common Core State Standards

Review of Meeting Agendas

Interviews with Teachers and Students

Observations of Classrooms

A Student Achievement Policy that addresses curriculum has been developed and approved by the local school board. The district has initiated a process to monitor, evaluate, review, and revise curriculum. Committees of targeted grade-level teachers throughout the district work together to review and align curriculum as schools continue to transition from the Arkansas Academic Content Standards/Total Instructional Alignment documents to the Common Core State Standards. Building-level teachers have been provided some release time to collaborate, update, modify, and discuss curriculum related issues. Data analysis has not been intentionally used to modify the current curriculum.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

District and building-level curriculum committees should be established for the formal review, revision, and evaluation of all existing curriculum documents. The district curriculum committee should consist of representatives from each district school. Chairpersons from each school committee would comprise the district-level committee. The Elmdale Elementary School curriculum committee should consist of teacher representatives from across all grade-levels and content areas, instructional facilitators, and school leadership. Instructional facilitators should serve as chairpersons for this committee. Teachers should be required to provide input concerning the review and revision of curriculum documents at least once per semester. The building chairpersons would attend the district curriculum committee meetings and share ideas and input obtained from teachers at their individual buildings. Building committee chairpersons should share minutes and documents obtained from the district curriculum committee meetings during the scheduled weekly grade-level meetings.

Instructional facilitators should provide job-embedded professional development in developing and using learning objectives for lessons. Learning objectives should be visible to students and provide outcomes that will be learned as a result of the instruction. Objectives should be stated in terms that are understood by all students and should be referred to when appropriate during instruction. Time should be provided during lesson closure to determine if the learning objective was met. Lesson plans should be monitored to ensure that quality objectives are included. Teachers should be required to submit lesson plans by the Friday preceding the instructional sequence.

Bell-to-bell engagement of all students in meaningful learning must become the norm in every classroom. Every minute of class time must be maximized through the delivery of research-based and culturally responsive instructional strategies. School leadership must monitor and assess the amount of time spent on non-instructional classroom activities. Common planning time must be used for activities to impact teacher and student performance such as lesson planning, review of student work, data analysis, and conferencing. Teachers must utilize all instructional and planning time if real school improvement is to occur.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 2 : Classroom Evaluation/Assessment

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 2 indicators (25%) evaluated as "Evaluation Category 1," 5 indicators (62%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of District and School Website

Review of Student Handbook

Review of Professional Development Documents

Review of ACTAAP Documents

Interviews with School Administrators, Staff, and Parents

Implementation of ACTAAP is coordinated by district and school leadership. The school-site test coordinator attends the Regional District Coordinator Training and the district-wide training. The school coordinator facilitates the training for Elmdale Elementary School teachers regarding ethics and procedures prior to the ACTAAP administration. Families receive the ADE testing brochure. The student handbook contains the Springdale School District 2011-2012 Testing Calendar. Assessment accommodations for students follow state guidelines. The local school board has not adopted a policy that addresses ACTAAP. A Testing Programs-Standardized Testing local school board policy revised April 9, 1985, references SRA Achievement Series in grades 1 through 11 and the Arkansas Minimum Performance Test in grades 3, 6, and 8.

Performance Rating:2

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Classroom Assessments

Review of Local School Board Policy

Interviews with School Administrators and Staff

Some classroom assessments are rigorous and provide authentic, real-world connections requiring students to use inquiry, problem-solving, and/or higher-order

thinking skills at the proficient level. Some teacher-designed classroom assessments of student learning in core content areas are textbook or publisher-generated and may be aligned with the Common Core State Standards or the Arkansas Academic Content Standards. The Northwest Educational Association Measure of Academic Progress is being administered to students three times during the school year. School-wide common assessments consisting of Benchmark released items or mirrored Benchmark items for mathematics and literacy are given quarterly. Some assessments are being administered to monitor student progress and identify students for appropriate interventions, such as Developmental Reading Assessment, Dynamic Inventory of Basic Early Literacy Skills, and Renaissance Learning STAR Math. The local school board has not adopted a policy to address classroom assessments. School leadership does not have a formal process in place to ensure all classroom assessments are frequent, rigorous, and standards-based for continuous student progress.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Master Schedule

Review of Professional Development Agendas and Minutes

Review of Classroom Assessments

Interviews with School Administrators and Staff

The master schedule provides for common planning time for grade-level teachers. Many teachers collaborate to develop teacher-designed common assessments within core content subject matter. Some teacher-designed classroom assessments are rigorous and make real-world connections requiring students to use inquiry, problem-solving, and/or higher-order thinking skills at the proficient level. Grade-level teams collaborate to develop quarterly common assessments consisting of Benchmark released items or mirrored Benchmark items for kindergarten through fifth-grade students in writing and third- through fifth-grade students in mathematics and reading. Some teachers provide students choice in assessments to demonstrate their learning. Many assessments are not designed to address diversity in student learning styles. School leadership does not have a formal process in place for monitoring all core content classroom assessments, or for providing specific and meaningful feedback to teachers concerning the assessments.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Professional Development Agendas and Minutes

Review of Student Achievement Data

Interviews with School Administrators and Staff

On-going analysis of daily assessments, formative assessments, or other assessment data is not consistently used to identify gaps in curriculum to address the needs of diverse student learners. Multiple assessments such as the Northwest Educational Association Measure of Academic Progress, Dynamic Inventory of Basic Early Literacy Skills, Developmental Reading Assessment, Renaissance STAR Reading, Renaissance STAR Math, and school-wide common assessments in literacy and mathematics are being administered. School leadership and classroom teachers maintain a notebook containing on-going assessment data used to monitor

student progress, place students in appropriate guided reading groups, flexible groups, and interventions. Instructional modifications are addressed based on data as teachers place students in groups and interventions. Data analysis is often an agenda item for team and faculty meetings. The supporting data disaggregation in ACSIP includes the Augmented Benchmark for third-, fourth-, and fifth- grades for 2009-2011, and ITBS for 2009-2011 for first- through fifth-grades. MAT-8 for 2009 and ITBS for 2010-2011 was included for kindergarten. Lowest areas in literacy and mathematics are identified based on trend analysis.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:

Review of ACSIP

Review of Data

Review of Lesson Plans

Review of Classroom Assessments/Rubrics

Interviews with Staff and Students

Many assessments are being designed to provide meaningful feedback on student learning for instructional purposes. School leadership and classroom teachers maintain a notebook containing on-going assessment data used to monitor student progress, place students in appropriate guided reading groups, flexible groups, and interventions. Instructional modifications are addressed based on data as teachers place students in groups and interventions. Data analysis is often an agenda item for team and faculty meetings. Assessments such as the Northwest Educational Association Measure of Academic Progress, Dynamic Inventory of Basic Early Literacy Skills, Developmental Reading Assessment, Renaissance STAR Reading, Renaissance STAR Math, and school-wide common assessments in literacy and mathematics are being administered. Few teachers provide students with specific, meaningful feedback that will enable students to attain proficient work. Feedback is often limited to the assignment of a grade and/or teacher comment in many classrooms. Students are provided some opportunities to choose the way they demonstrate learning based on multiple intelligences or preferred learning styles on a performance task.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of Classroom Assessments

Review of Professional Development Agendas and Minutes

Review of Student Work Samples

Interviews with School Administrators and Staff

Teachers have received some training in analyzing student work. Each teacher is required to score the reading and mathematics open response items and writing prompts on the quarterly common assessments. Grade-level team time and faculty meetings are sometimes used to collaboratively analyze student work for the purpose of scoring consistency and identifying student needs. This analysis does not always lead to improvement in instructional practices, pedagogy, or curriculum. Writing, math and science journals, folders, and portfolios are examples of how student work is maintained. Many teachers utilize student work samples during parent/teacher conferences. The practice of using student portfolios for reflection on student learning, future differentiated instruction for students, or as a tool for measuring student growth over time, is not utilized in most classrooms.

Performance Rating:1

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:

Review of Rubrics

Review of Student Work

Interviews with School, Administrators, Staff, and Students

Observations in Classroom and Hallways

Few students can articulate what they should know and be able to do in order to reach proficiency. Student learning objectives are posted in most classrooms. Few classrooms have essential questions posted. Teachers seldom reference objectives during instruction to clarify to students what they are learning, why it is important, and how it relates to real-world application. Teachers seldom utilize rubrics to provide students with a clear understanding of what is expected or to serve as a visible guide to direct student learning to proficiency. Student work is not displayed with accompanying rubrics in many classrooms or hallways. Common grade-level rubrics are being used with the required quarterly common assessments. Some teachers collaborate to develop rubrics. Most rubrics do not provide clear content or performance level expectations for student learning prior to instruction. Most rubrics are used as scoring guides for the assignment of a grade with minimal focus on providing meaningful feedback for students to improve future performance. Writing rubrics are sometimes used for students to self-evaluate, self-direct, plan goals, revise, and edit. Most lessons do not include closure activities to give students an opportunity for student reflection of learning.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:

Review of Student Work

Review of Rubrics

Review of Classroom Assessments

Interview with School Administrators and Staff

Observations of Classrooms and Common Areas

Performance standards are not clearly communicated and evident in many classrooms. Most teachers post student-friendly learning objectives. Teachers seldom reference objectives to clarify to students what they are learning, why it is important, and how it relates to real-world application. Few teachers provide students with rubrics for learning tasks and/or assessments to explain characteristics and requirements for producing quality work. Most rubrics are used for the purpose of scoring student work with little or no specific, meaningful feedback to impact future performance. Models of exemplary student work and teacher-made examples are seldom utilized to help students distinguish between levels of performance prior to the learning tasks. Some student work is displayed in hallways and accompanied with identified standards. Few work samples have clearly defined rubrics. Teachers communicate with families concerning student progress through a variety of ways such as parent-teacher conferences, telephone calls, and report cards.

Scholastic Audit Summary Report

Elmdale Elementary School

Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Teachers should clearly communicate learning expectations to students. Students should be able to communicate teachers' expectations in their own words both before and after instruction. School leadership must continue to require teachers to have clearly-stated lesson objectives posted for daily instruction in all content areas. The objectives must be verbally stated as the lesson begins, referred to during instruction, and restated during closure. Models of actual student work, teacher-made examples, and clearly defined rubrics should be used to clarify tasks and show distinctions in levels of performance. Students must have an understanding of what proficient work looks like. School leadership should monitor classrooms to ensure teachers are using best practices in communicating the learning expectations to students. This should be done during Classroom Walkthroughs. Specific, meaningful feedback and support must be provided to teachers for instructional improvement.

School leadership should provide professional development training to all teachers in providing students with effective feedback that moves student learning forward. British researchers Paul Black and Dylan Wiliam showed that quality feedback offers the greatest performance gains of any single instructional approach. The learner must become actively engaged and accountable in the learning. Teachers should provide timely feedback so that students remember their original thinking process and know how to change their thinking process in order to produce a better product. Feedback must be in student-friendly language so students know exactly where the error in their thinking process occurred and what they need to do to correct it for future performance. Teachers should provide specific, constructive feedback throughout the lesson as students respond to questions; turn in homework assignments; complete daily class work, projects or presentations; and take paper and pencil assessments. School leadership should monitor teachers using effective feedback to students during Classroom Walkthroughs. A helpful resource might be "Embedded Formative Assessment" by Dylan Wiliam.

Professional development must be provided to all teachers in the development of rigorous, relevant, authentic teacher-made rubrics, and the effective use of rubrics for instruction. A rubric should be an explicit summary of the criteria for assessing a particular piece of student work and levels of potential achievement for each criterion. Rubrics should also serve as a guide for teachers and help move them to proficiency in instructional practices. Rubrics should be given to students prior to instruction. School leadership must monitor the effective use of rubrics during instruction and review teacher-made rubrics to ensure students are performing at higher levels of thinking. School leadership must provide meaningful, timely written feedback to teachers.

Models of actual student performance, or teacher-made examples clarifying performance standards and levels of performance, should be displayed in the classroom and used during instruction. This will exemplify proficient work and allow students to compare their own work with samples provided for improved performance. The work must be accompanied with a rubric that clearly defines the criteria for quality work. The

accompanying rubric should be easy to interpret, content specific, and student friendly. School leadership should monitor student work displayed with rubrics during Classroom Walkthroughs and provide timely and meaningful feedback to teachers.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 3 : Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 8 indicators (100%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:
Review of ACSIP
Review of Lesson Plans
Interviews with Teachers and Staff
Observations of Classrooms

Some teachers use research-based and culturally responsive instructional strategies in their classrooms. Many strategies from the district Gradual Release of Responsibility strategy cards are commonly used in classroom instruction such as fly swatter, anchor charts, foldables, and four square. Limited use of higher-order thinking and problem-solving skills are present during classroom instruction. Many classroom activities include the use of textbook-generated materials that do not challenge students. Questioning techniques used by some teachers do not extend students' thinking past the lower levels of Bloom's taxonomy. Bell-to-bell teaching and learning does not occur in many classrooms. Many teachers fail to begin instructional sequences immediately following the tardy bell. Students are not involved in meaningful activities during administrative tasks such as collecting notes from home, getting lunch count, and taking attendance. Instructional time is not being maximized during Daily Oral Language, Five-a-Day math, math fact practice, and calendar time. Teachers sometimes provide accommodations to meet students' individual learning styles. Interdisciplinary connections are sometimes provided through the integration of social studies and/or science standards into the mathematics and/or literacy standards. Rubrics are used in some classrooms and seldom identify what proficient, rigorous work should include. Many scoring guides are being referred to as rubrics.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Interviews with Teachers

Observations of Classrooms

The belief that all students can learn at high levels is not evident in some classrooms. Daily learning activities, questions, and assessments in some classrooms do not reflect the rigor and level of thinking required for proficiency on state assessments. Many teachers incorporate strategies from the Gradual Release of Responsibility strategy cards during classroom instruction. Many teachers assign seat work that is not always aligned with the instructional objectives being taught in class. Instructional practices in many classrooms are textbook driven. Some students are engaged in SuccessMaker software in place of core instruction by a certified teacher. Many students receive guided reading instruction by classified employees. Third- through fifth-grade students are sometimes required to complete assessment tasks similar to those on the Benchmark test. Teachers occasionally use ACTAAP released items in reading, writing, and mathematics as classroom assessments. Essential questions are posted in few classrooms. Teachers occasionally analyze student work collaboratively during faculty meetings.

- 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:

- Review of Lesson Plans
- Review of Curriculum Documents
- Review of Meeting Agendas
- Interviews with Students and Staff
- Observations of Classrooms

School leadership conducts Classroom Walkthrough observations to monitor instruction. Timely, specific feedback is seldom given in order to encourage teachers to reflect on the impact of their instructional strategies. Trend data from Classroom Walkthroughs is shared with teachers during faculty meetings on a monthly basis. A common lesson plan format has not been developed for teachers to use in planning. Most teachers include lesson objectives, standards, procedure/activities, and assessments in lesson plans as requested by administration. Some teachers include specific "top ten strategies" in lesson plans that will be used during the lesson. A systematic process for reviewing lesson plans and providing meaningful feedback to teachers to impact student achievement is not in place. Teachers are required to submit a paper copy of their lesson plans on Monday mornings to school leadership. Feedback is rarely given to improve instructional planning practices. Limited evidence reflects that effective use of instructional time is addressed by school leadership.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:

- Review of Master Schedule
- Review of Lesson Plans
- Review of Agendas and Minutes
- Interviews with Staff and Students
- Observations of Classrooms

All teachers are appropriately licensed and meet the standards for highly-qualified teachers in their content area. Administrators and teachers participate in the required 60 hours of professional development each year. Twelve teachers are trained in one of the three levels of Cognitively Guided Instruction. Cognitively

Guided Instruction is not being fully implemented in most classrooms. Nine teachers have English as a Second Language endorsement. Most teachers have attended training on the Gradual Release of Responsibility model and Early Literacy Learning in Arkansas or Effective Literacy. Some teachers require students to demonstrate their learning in challenging ways. Teachers are not required to attend professional development meetings provided every other Friday by the instructional facilitators. Few teachers have fully implemented strategies from trainings in order to challenge and motivate students to higher levels of learning. There is minimal follow-up and support provided for teachers concerning mathematics training. In some classrooms, high expectations for learning are not evident for all students.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:
Review of Lesson Plans
Review of District Technology Plan
Review of Technology Inventory
Review of Local School Board Policies
Interviews with Staff and Students
Observations of Classrooms

The district has an approved technology plan and the local school board has adopted a technology policy. Instructional technology is not fully integrated into the teaching/learning process in all classrooms. Most classrooms have a teacher computer, three computers for student use, a laptop, a document camera, and a Promethean ActivBoard. Students have limited opportunities to use the Promethean ActivBoards in student-led activities to increase engagement. Two mobile computer labs of 15 computers are available for checkout by teachers. Some teachers have iPads. Fourteen cases of ActiVote student response systems for 30 students each are available for checkout by teachers in the computer lab. Some teachers indicate they have not had adequate training in using the ActiVote systems. The computer lab has 28 computers available for SuccessMaker and FASTT Math practice. Second- through fifth-grade classes spend 15 minutes on FASTT Math Fluency Program, 15 minutes on SuccessMaker math, and 15 minutes on SuccessMaker reading during their 45 minute weekly computer lab time. Kindergarten and first-grade classes divide the 45 minute weekly computer lab time between SuccessMaker mathematics and reading. Response To Intervention students visit the computer lab at various times to use SuccessMaker math and reading program. The library has 10 computers available for students to access Safari Montage and Renaissance Place or to perform research using the internet. Most third- through fifth-grade classrooms have a calculator for each student. Full implementation of recently purchased eBooks has not occurred. Classroom computers are primarily used for additional SuccessMaker practice. Technology is rarely used to expand the classroom into the community. A recently updated Classroom Walkthrough form includes a section to address technology. Leadership provides minimal feedback regarding the effectiveness of the use of technology.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:
Review of Lesson Plans
Review of District Technology Plan
Review of Local School Board Policies

Interviews with Staff and Students

Observations of Classrooms

Textbooks serve as a resource for content and instructional delivery in some classrooms. Many teachers use additional resources to supplement instruction and learning such as Shurley English and ActivBoard lessons. Many teachers indicate they have sufficient resources for delivering the curriculum. Instructional materials vary greatly from classroom to classroom within the building. Teachers indicate that not all classrooms have equitable amounts of materials and resources available. Most classrooms have Promethean ActivBoards, document cameras, computer workstations, and a laptop. Classroom teachers may request materials or supplies through instructional facilitators or school administration. The workroom has resources available such as guided reading books, calculators, and math manipulatives. The media center has 16,847 inventoried books. One hundred forty-seven books in the media center are dual language books. The district has purchased 250 licenses to access SuccessMaker online software. Many students are not able to access SuccessMaker during scheduled times due to the maximum number of licenses already being used throughout the district.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:

Review of Agendas and Minutes

Interviews with Staff and Students

Observations of Classrooms

Teachers have received some training in analyzing student writing samples and mathematics word problems. Faculty meetings are sometimes focused on analyzing common grade-level assessments given to students. Most teachers are not proficient in using the results of the analysis of student work as a tool for determining what instructional next steps must be planned. Some teachers do not use assessment analysis as a means of evaluating their own effectiveness in delivering instruction. Grade-level teachers have the opportunity to meet for weekly planning. All grade-level teachers do not meet on a consistent basis. School leadership is seldom present during grade-level meetings to provide support or training. Some teachers indicate they occasionally analyze student work during these meetings. Grade-level meetings are not monitored for their impact on improving instructional practices. Instructional facilitators provide assistance to a limited number of teachers through modeling lessons, coaching, and conferencing.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:

Review of School Board Policy

Interviews with Teachers and Students

Observations of Classrooms

The local board of education has adopted a policy for homework. Homework practices are not consistent among teachers. Some teachers send letters home to parents stating the week's homework assignments. Most teachers assign sustained reading, studying for assessments, practicing math facts, or completing unfinished class work as the homework tasks. Most homework does not connect to real-world experiences. There is little or no follow-up or feedback provided to students by teachers for homework assignments.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

Opportunities to build instructional leadership capacity at Elmdale Elementary School must be structured and supported. School administration must develop and require expectations of instructional facilitators that will lead to improved student achievement. Instructional facilitators should be provided professional development opportunities to grow as professional instructional leaders. Training should serve to assist in developing content knowledge, instructional and technological skills, and leadership capacity. Instructional facilitators should be explicitly trained in all building-level instructional initiatives. Schedules should be developed by school administration that will maximize opportunities for instructional facilitators to influence teacher growth and development. Having these resource personnel scheduled to meet with small groups of students does not take advantage of the full impact their expertise can have on student achievement. Instructional facilitator priorities should include:

1. Leading grade-level meetings
2. Modeling, co-teaching, and observing in classrooms
3. Providing feedback to teachers on classroom performance

An available resource is the Northwest Arkansas Educational Service Cooperative.

School leadership must assign instructional facilitators to lead specific grade-level meetings. Instructional facilitators should work with teachers during grade-level meetings to address curriculum concerns, support district training initiatives such as Cognitively Guided Instruction, model lessons using research-based instructional strategies, and train staff on implementation, interpretation, and usage of Common Core State Standards. Agendas should be developed by the specific instructional facilitator of each grade-level meeting. Meeting agendas must target areas that have been identified as needing improvement through analysis of Classroom Walkthrough data, student performance data, curriculum documents, ADE scholastic audit report, and teacher evaluations specific to that group. All agendas should be reviewed and maintained by school administration. There should be on-going conversation within the Instructional Leadership Team regarding the effectiveness of grade-level meetings that results in changes to meeting presentation and content. Minutes should be taken during meetings and shared with all team members and school administration. At least one administrator should attend all grade-level meetings. A possible resource is: "Building Teachers' Capacity For Success: A Collaborative Approach for Coaches and School Leaders", by Peter A. Hall and Alisa Simeral, and Diane Sweeney's "Student-Centered Coaching: A Guide for K-8 Coaches and Principals".

All teachers must be expected to improve their craft, not just those identified as needing improvement. A form or calendar should be developed in order to allow teachers to schedule times to have the instructional facilitators model strategies in their classrooms. Every classroom should have frequent visits for the purpose of modeling, training, and assisting teachers in developing best practices. School leadership should be responsible for monitoring responsibilities and making sure all classrooms are receiving equitable assistance from these resource personnel. Protocols should be developed to

give teachers targeted areas to focus on and record while the lesson is being modeled in their classroom. The instructional facilitator must hold a debriefing session after the model lesson to explain instructional decisions made during the lesson and answer any questions or concerns. Instructional facilitators should schedule classroom observations to observe teachers performing the strategy. Feedback should be provided to the teacher within two school days of the observation. School administration should monitor the monthly schedules of the instructional facilitators to ensure they are meeting the needs of all staff. A possible resource is Jim Knight's "Cognitive Coaching".

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 4 : **School Culture**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 11 indicators (100%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:

Review of ACSIP

Review of Attendance Records

Review of Classroom Walkthrough Observations

Review of District Parent/Student Handbook

Review of Faculty Handbook

Review of Discipline Infraction Records

Review of Local School Board Policy

Review of Master Schedule

Review of Student Handbook

Review of School District Safety Plan

Interviews with School Administrators, Teachers, Classified Staff, Students, and Parents

Observations of Classrooms, Hallways, Restrooms, and Cafeteria

The local school board has several policies regarding a safe, orderly, and equitable environment such as fire drills, visitors to the schools and school campuses, student conduct, student discipline, bullying, intimidation and harassment, supervision of students, and sexual harassment. The principal, assistant principal, and/or school personnel are charged with the responsibility of implementing these policies. The physical structure of the building is in good condition. The hallways and restrooms are clean and free of debris. Anti-bullying signs are posted throughout the school building. Teachers stand in their doorways as students enter the school building in the morning. Teachers and classified staff are in the parking lot after school, and there is someone available at the crosswalk to ensure the safety of students. Elmdale Elementary School shares a full-time school resource officer with Central Junior High School and local police officers patrol the area. Springdale Public Schools Safety Action Plan flip charts are located in the majority of classrooms. Drills for tornadoes and fires are conducted once a month (per board policy). The district and school motto are located on walls throughout the school and within most classrooms. Most teachers, staff, and students are aware of the informal behavioral expectations for the hallways, restrooms, and cafeteria. These expectations are not consistently implemented. Students were observed in hallways unattended. There is not a school-wide behavior initiative in place. There are procedures listed in the School Handbook to address guidelines for sending students

to the office for discipline issues. The district vision, school vision, and school motto are recited each morning after the Pledge of Allegiance. School operational procedures are intentionally planned to minimize disruptions throughout the school day. Announcements are made primarily in the morning between 8:15-8:30 a.m. and in the afternoons. A new phone system was installed in December to help disseminate information to teachers without interruption to all classrooms. Two signs are located near the front door directing parents and visitors to check in at the office. These signs are written in English only. APSCN documentation revealed approximately 1,676 tardies between August 17, 2011 and February 1, 2012. Forty-four students had ten or more tardies. Some building entrance doors are locked throughout the school day. On January 30, 2012 (between 9:30- 9:55 a.m.) eight outside doors were found to be unlocked, including the four front doors. Certified teachers are given fobs, which are key scans allowing access to locked doors. Elmdale Elementary School does not have a camera surveillance system in place. Teachers and staff are aware of procedures for lock downs and emergencies. A school representative is seated near the front door of the school to assist parents with sign-in procedures, registrations, and for monitoring purposes. There have been several assemblies this year regarding safety. These included a police department program, a fire department program, and an anti-bullying program. Students with disabilities are placed in self-contained classrooms or resource and inclusion classes with their non-disabled peers. English Language Learners receive services through pullout, push-in, and inclusion models. Para-professionals and instructional assistants are utilized to provide additional support. The majority of teachers, parents, and students state that Elmdale Elementary School is a safe environment in which to work and learn. Teachers, parents, and students stated that they love Elmdale Elementary School. Learning environment data was collected in the fall of 2011. Elmdale Elementary School distributed the School Perception Survey created by the ADE. Approximately 142 surveys were completed. Fifty-eight percent of parents strongly agreed with the statement, my child's school is safe and orderly, 35 percent agreed, four percent stated they don't know, two percent disagreed, and one percent strongly disagreed. Fifty-six percent of parents strongly agreed with the statement, my child is treated fairly at school, 36 percent agreed, four percent stated they don't know, less than one percent disagreed, and less than one percent strongly disagreed. The survey was distributed in English and Spanish. Two additional needs assessment surveys were distributed to parents. The School Community Survey was sent out to determine areas in need of improvement and the "We Are Interested in You" survey was distributed to provide information on ways to better serve parents. Teachers indicate that the results from survey data is analyzed and used for the purpose of making decisions regarding a safe, healthy, orderly, and equitable learning environment.

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Classroom Walkthrough Observations

Review of Faculty Meeting Agendas

Review of Local School Board Policy

Review of Professional Development Documentation

Interviews with Teachers, Parents, and Students

Observations of Classrooms

The local school board has a policy regarding student achievement. School leadership demonstrates a commitment to high academic expectations for all students. Some teachers at Elmdale Elementary School set high expectations for students. School leadership is focused on research-based instructional practices and data collection to increase student achievement. Faculty meeting agendas and staff development sign-in sheets indicate that teachers have met to analyze and disaggregate formative and summative testing data. Elmdale Elementary School utilizes several assessments including Benchmark, ITBS, Developmental Reading Assessment, Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, and Renaissance STAR. School leadership has hired one full-time instructional facilitator for literacy and one full-time English as a Second Language/instructional facilitator to assist with implementing research-based instructional strategies. The school does not have a mathematics instructional facilitator. School leadership monitors instruction through Classroom Walkthroughs, and feedback is provided at monthly faculty meetings. Classroom Walkthrough reports on individual teachers can be found in the building administrator's office. The school's professional development data indicates that professional development trainings have been implemented at the district and school level to improve student achievement and address the needs of the English Language Learners. Professional development documentation shows that some teachers have attended training on Cognitively Guided Instruction, Math Lab, Gradual Release of Responsibility model, Arts with Education/Tableau, Early Literacy Learning of Arkansas, and Effective Literacy. Teachers are utilizing several strategies that research has found to be successful with English Language Learners. Some of these include SuccessMaker, Cognitively Guided Instruction, and guided reading. The mission of Elmdale Elementary School is "All stakeholders of Elmdale Elementary School are committed to developing students who are: effective communicators, complex thinkers, quality producers, self-motivated learners, and community contributors." It has not been revised in several years. The vision statement is "Elmdale is a safe learning community where all can be successful." The school motto is "We stand together and we dare to try." The vision and motto were revised in August of 2010. Teachers, students, and parents have knowledge of the school vision and motto. Few teachers or students can articulate the mission statement.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of ACSIP

Review of Benchmark Test Scores

Review of Parent/Student Handbook

Interviews with Teachers

Observations of Classrooms and Hallways

Some teachers set high expectations for their students academically and behaviorally. Most teachers are utilizing teaching strategies from the Gradual Release of Responsibility model. Most discussion and questioning were at the lower level of Bloom's taxonomy. Some students were engaged during instructional time. Some classes are utilizing high yield instructional strategies. These strategies are not always fully implemented to extend student thinking. Most classrooms are utilizing some form of technology. Most classrooms have three desktop computers, one laptop, a teacher desktop computer, and a Promethean ActivBoard. Students utilize classroom computers to access SuccessMaker for reading and mathematics. The school also has a computer lab with 28 computers and two

mobile carts with 15 laptops each. Students in a special education classroom were observed utilizing an iPad to listen to stories. Some teachers are utilizing technology in their instruction in the form of laptops, document cameras, and ActiVote student response systems. Teachers state they utilize assessment scores as a factor for identifying areas of improvement and enrichment for students. Elmdale Elementary School does not have formal behavioral initiatives. Teachers state there are expectations for the hallways, bathrooms, and cafeteria. Each classroom has individual behavioral expectations for students. 'Caught Being Good' is a Parent Teacher Association initiative to reward good choices. Students are awarded coins, which can be presented in the school office for prizes. These rewards include items from a treasure chest, a positive phone call home from an administrator, or additional computer time. Once a month, the school has a character assembly to recognize students and classes for their positive choices.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:

Review of ACSIP

Interviews with Teachers and Classified Staff

Observations of Classrooms, Cafeteria, and Hallways

Some teachers and classified staff are involved in the formal and informal decision-making processes regarding teaching and learning. The mission statement has not been revised in several years, and is not a guide in the decision-making structures at Elmdale Elementary School. Most certified and classified staff are not aware of the school's mission statement. Classified staff state they are not involved in formal decisions regarding teaching and learning. Some classified staff state they felt that their ideas were respected and were comfortable speaking directly with administration about ideas or thoughts. Classified staff also stated they were not involved in the development of the school ACSIP. Decision-making structures are in place within Elmdale Elementary School to involve certified teachers in the decision-making processes for teaching and learning. Most certified teachers are assigned to a school committee. These committees include: Parent Advisory Board, ACSIP Leadership Team, Literacy, Math, Wellness, and Intervention Team. Teachers state their strengths were used as a criteria for placement on the various committees. Weekly staff meetings are held every Wednesday from 3:15 to 4:15 p.m. Classified staff are not required to attend these meetings. Most certified teachers report having an active voice in decisions made at staff meetings regarding teaching and learning.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:

Review of the ACSIP

Review of Local School Board Policy

Review of Professional Development Records

Interviews with Teachers

Observations of Classrooms

The local school board has a policy regarding student achievement. School leadership reviews Classroom Walkthrough trend data, professional development documents, and Benchmark test scores. Instructional practices sometimes change based on students' performance. All teachers have developed Improvement Plans that focus on individual academic needs of the students in their classrooms. Teachers are required to set professional growth goals. Teachers attend multiple professional development activities to address best practices, as well

as to analyze and disaggregate data. Teachers indicate they are dedicated to meeting the needs of all students. Most teachers attribute the lack of success on standardized assessments to factors such as poverty, lack of parental involvement, language barriers, high mobility rates, and/or failure to focus resources on the needs of the sub populations. Few teachers accept responsibility for their students' lack of progress. Some teachers state they are unsure why students are not progressing at higher rates due to the multiple strategies that are being utilized at Elmdale Elementary School.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:

Review of Local Board Policy

Review of Master Schedule

Interview with School Administrators, Teachers, and Students

Observations of Classrooms

All students have equitable access to the curriculum. Students with disabilities are assigned to co-taught classes, resource classes, or self-contained classes based on their least restrictive environment. Paraprofessionals are provided for students who need additional accommodations to meet the requirements of the general education curriculum. Placement decisions for general education students for the 2011-2012 school year occurred at the end of the 2010-2011 school year. Grade-level teams reviewed student profiles and matched students with teachers based on student personality, teacher personality, teaching styles, language, need for intervention or remediation, assessment data, and preferences for a specific gender of teacher. Parent requests were also accepted. Students who entered the school after placement decisions were made were placed based on class enrollment sizes. Teachers were provided with incoming class rosters at the end of the 2010-2011 school year to assess students. Teachers had an opportunity to work with and get to know their incoming students for approximately one week. Most teachers state they enjoy this process and it allows them to get to know their students before the new school year. The district does not have a policy requiring a flexible master schedule allowing teacher assignments to be adjusted in order to maximize the impact of strengths of specific teachers on student learning.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:

Review of Local School Board Policy

Review of Parent/Teacher Conference Sign-in Sheets

Review of School Website

Interviews with Teachers, Parents, and Students

Observations of Classrooms

Local school board policy addresses school-home communication in relationship to progress reports and parent-teacher conferences. Pupil progress is reported to parents four times a year, or more frequently if students are not performing at their expected achievement level. The policy states that elementary school teachers shall meet with the parents or guardians of each student at least once a semester through a parent-teacher conference, a telephone conference, or a home visit. Teachers communicate with parents concerning student progress and academic performance through parent-teacher conferences, folders, report cards, phone calls, e-mail, newsletters, teacher notes, and face-to-face communication. Teachers at Elmdale Elementary School reported a high participation rate at parent-teacher conferences

for the fall of 2011. Sign-in sheets indicated 94.1% participation at parent/teacher conferences school-wide. Parents report that teachers communicate with them frequently regarding academics. Notes printed on blue paper are sent home in both English and Spanish.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:

Review of the Master Schedule

Review of the Parent/Student Handbook

Interviews with Teachers, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Cafeteria

There is evidence of a caring and nurturing culture for students within Elmdale Elementary School. Several teachers state if a child is in need of items such as food, clothing, or other essentials, a school staff member will work to ensure the child's needs are met. Teachers state that they work together to support and encourage their students. Elmdale Elementary School utilizes 'Caught Being Good' Tokens to celebrate accomplishments. Teachers state they frequently praise and encourage students, establish rapport, and give hugs when needed. Appropriate behavior is recognized monthly in the form of student of the month. Students receive a certificate and pencil and individual classrooms are recognized at the monthly Behavior Assembly. Students are recognized at the Kiwanis Terrific Kid Celebration monthly in the cafeteria. Each teacher chooses two students from their class to recognize based upon non-academic criteria. Students have lunch at a specially decorated table. The students receive a certificate, a card for local gaming facility, a bumper sticker, and a pencil. Parents are invited to join their child for lunch in the cafeteria. A local disc jockey, Papa Rap provides music and entertainment. Achievements are also recognized through announcements, in classrooms, and in hallways. Parents state teachers really care about and love the students, and work together to meet the needs of students. Parents express that Elmdale Elementary School lives by the school motto. Most students say they love being at Elmdale Elementary School and feel their teachers care about them.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of District and School Web site

Review of Faculty Handbook

Interviews with Teachers, Staff, Parents, and Students

The local school board has a policy that outlines the components of the communication goals. Elmdale Elementary School does not have a formal communication plan to disseminate information to all stakeholders. Parents state they receive information from the school frequently through report cards, teacher notes, newsletters sent home in English and Spanish, e-mails, phone calls, parent/teacher conferences, folders, text messages, face-to-face conversations, Parent Link, and Parent Teacher Association meetings. There is a bulletin board in the entrance of the school that displays monthly events in both English and Spanish. Interpreters are available at the school to assist non-English speaking families. The district and school each have a Web site to provide additional information and resources. Teachers and staff report they receive e-mails and memos from the board office and the principal. Additional information is communicated at weekly staff meetings. The district Web site contains meeting

dates and agendas for board meetings. The district utilizes Facebook and Twitter as additional communication vehicles.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Review of the ACSIP

Review of Displays of Student Work

Review of School Web site

Interviews with Teachers, Staff, Parents, and Students

The local school board does not a policy regarding recognition of student achievement. Student work is displayed in some individual classrooms and hallways. Scoring rubrics accompany some of the displayed work. Specific feedback on student work and models of proficient work is limited. Some students can explain the purpose of a rubric. Few students can explain what is expected of them in order to produce proficient work. Student academic achievements are recognized in hallways, classrooms, award assemblies, on district and school Web sites, during announcements, and at some parent night activities. The school has an Honor Roll assembly for students achieving a 3.5 or higher grade point average. At the kindergarten level, students are recognized for accomplishments such as recognizing letters, sounds, and words, and counting to 100. Third-grade recognizes Accelerated Readers. Most grades have a recognition program to celebrate student achievements.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of Curriculum Documents

Review of Lesson Plans

Review of Library Resources

Review of Local School Board Web site

Interviews with Teachers, Classified Staff, Students, and Parents

Observations of Classrooms, Hallways, and Cafeteria

The local school board has a board policy regarding Equal Educational Opportunity and a Statement of Assurance. There is support for the physical, cultural, socio-economic, and intellectual needs of all students. The curriculum is not always culturally responsive to the needs of all students. Many teachers incorporate multicultural topics into their lessons. Teachers state that they address multiculturalism in their classrooms through discussions, texts, magazines, activities, and other resources. The composition of the staff reflects the diversity within the student population. Some staff members speak Spanish and function as interpreters. Nine teachers are English as a Second Language trained and endorsed. Multicultural texts are part of reading libraries in some classrooms. There are diverse books available for students to read and check out from the media center. Currently there are 147 dual language titles in the school library. Professional development to address the impact of cultural differences on learning and student achievement has been provided. The Springdale School District and Elmdale Elementary School offer several programs and events to address the diverse needs of their student population. The district has an English Speakers of Other Languages program. An English Speakers of Other Languages program handbook has been created to elaborate on program specifics. English

Language Development Tools and Strategy Cards are available to assist teachers with classroom instruction. Additional resources can be found for parents and teachers on the district's English Speakers of Other Languages Web page. The Springdale Family Literacy Program is designed to help parents and children achieve their greatest potential together through quality literacy programs. The major program goals are to support the academic achievement of English Language Learners and their parents and to connect Hispanic families to the American schooling system. The district currently has nine schools that serve as host sites including Elmdale Elementary School. Parents attend classes Monday through Thursday at the school from 8:15-11:15 a.m. Daycare is provided at no cost to parents. Several multicultural events have been held or are scheduled at Elmdale Elementary School throughout the school year including talent shows, ethnic bands in the cafeteria, family nights, a Back to School Luau, Cinco De Mayo celebrations, school dances incorporating Spanish music, fall carnival, and potlucks.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 4 : **School Culture**

An important aspect of students' access to education is the amount of time actually spent in the classroom. Excessive tardiness should not be tolerated at Elmdale Elementary School. Research shows that attendance problems correlate directly to achievement problems. School leadership and staff should develop a process for addressing student tardiness issues. The process should include, but not be limited to:

1. Explore the root causes for excessive tardiness
2. Counsel with the parent/guardian and student
3. Have parent(s) and student sign a contract with written goals of commitment
4. Assign a mentor to communicate with the student and parent(s)
5. Monitor individual tardiness on a weekly basis

It is vital that a sense of urgency relating to high learning expectations occur at Elmdale Elementary School. School leadership and all staff members should accept their role in all students' success and failure. The entire staff must take ownership and responsibility for student learning. Classroom instruction and all other school activities should reflect high academic expectations for all students. School Leadership should provide ongoing professional development training with follow-up on research-based best practices to assist teachers in understanding and accepting their professional role in the success and failure of students. School leadership should develop and implement a plan of action for frequent monitoring and providing immediate feedback. The plan should also include a process for evaluating the impact of research-based best practices on the performance of students and the professional growth of teachers. One possible resource is "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement" by Robert Marzano.

School leadership must ensure that all stakeholders are valued and involved in both formal and informal decision-making processes regarding student learning in order to improve academic success. School leadership should begin a formal process to review the school's mission statement annually. The process must involve all stakeholders (administrators, certified teachers, classified staff, parents, students, and community members) to ensure all ACSIP goals are aligned and guide all decision-making at Elmdale Elementary School.

Security issues exist at Elmdale Elementary School. To ensure the safety of all students, staff, and administrators, all perimeter doors must be locked. All staff should be provided with fobs to ensure access to locked building doors.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 4 indicators (80%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:

Review of Student Academic Records

Review of Student Grade Reports

Review of District Policies Handbook

Review of Procedures on Access to Student Records

Review of Academic Improvement Plans

Interviews with Staff

Student cumulative folders are maintained and kept in grade-level file cabinets in the main office with access on an as-needed basis. Relevant and current data from multiple sources are organized and included in the student folders. The school uses APSCN as its computerized student record system for enrollment, attendance, and discipline. APSCN is not used to maintain student academic records. Students' grades are recorded on permanent record cards and placed by class in the front portion of the grade-level file cabinets in the main office. Students' grades are recorded each nine weeks on a hand-written report card. The Pinnacle Gradebook system for parent notification of grades and attendance is not being fully utilized by teachers. Teachers are required to enter student attendance in Pinnacle Gradebook by 8:30 a.m. each morning. All teachers are not required to enter student grades. As of January 30, 2011, parents were not able to access the Pinnacle Gradebook notification system. The Special Education Individual Education Plans are kept in locked file cabinets in the main office vault. The assistant principal maintains the 504 folders in a locked file cabinet in her office. Student Academic Improvement Plans are developed and revisited in cooperation with classroom teachers and parents during two parent/teacher conferences. During the first conference, parents complete an Academic Improvement Plan Parental Involvement Checklist to identify strategies they can do at home to help their child. During the second parent/teacher conference the Academic Improvement Plans and checklist are revisited. Academic Improvement Plans are kept by the classroom teacher.

Performance Rating:2

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:
Review of Local School Board Policy
Review of District Policies Handbook
Review of School-to-Home Communications
Review of Solid Foundations' Notebooks
Review of Perception Surveys
Interviews with Staff, Parents, and Students
Observations of Classrooms and Hallways

The local school board has adopted a policy addressing parental involvement. The school has a parent involvement plan which was reviewed and revised for the 2011-2012 school year. The school provides a parent facilitator who works with the Parent Teacher Association to coordinate parental and family involvement opportunities. As of Monday, January 30, 2012, the Parent Teacher Association has a membership of approximately 300. The Parent Teacher Association has a bulletin board in the school's front hallway to post current information for parents in both English and Spanish. Parent and family involvement activities include a back to school Hawaiian Luau, Report to the Public, grade-level family nights, and a fall festival. Sign-in sheets document that 81 persons volunteered to help with the fall festival. A shelf located in the main office and one bookcase in the library serve as parent centers. Limited informational resources are available for parents' use. There is a district level parent center available to serve families of the Springdale School District's elementary schools. Most parents report they feel welcome in the school. A parent survey entitled "We are Interested in YOU" was sent to parents on January 12, 2011 to gather information to determine next steps and actions. Some parents volunteer at the school. The volunteer sign-in notebook documented approximately 85 persons volunteering between August 17, 2011 and January 30, 2012. School-to-home communication includes parent/teacher conferences, report cards, written notes, e-mails, text messaging, phone calls, home visits, agenda books for fourth- and fifth-graders, reading folders, school marquee, the Parent Link on-line automated system which provides messages in English and Spanish, school and Parent Teacher Association newsletters, and school and district Web sites. Not all information on the school's Web site is current. One school newsletter and monthly Parent Teacher Association newsletters have been sent home. Most written communication is provided to parents in English and Spanish. The school implements the Springdale Family Literacy Program through a partnership with the Northwest Arkansas Technical Institute. Other partnerships between the school and community include the Rice Depot, Kiwanian's Club, Zaxby's, DoubleTree Club Hotel, First Tee, Kendrick Fincher Foundation, Elmdale Baptist Church, Sonic, Wesley United Methodist Church, Northwest Arkansas Community College, University of Arkansas, and Springdale High School. Elmdale Solid Foundations' Professional Learning Community serves as the parental involvement committee and is a tool used by the school to plan, implement, and monitor parental involvement.

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:
Review of ACSIP
Review of Local School Board Policies
Review of School Schedules
Review of School Perception Surveys

Interviews with School Administrators, Staff, Parents, and Students
Observations of Classrooms and Hallways

The local school board has adopted a policy which states that all students have equal access to the curriculum. In addition to regular core classes, all students have music, library, art, and physical education classes scheduled weekly. Identified students are provided with appropriate Gifted and Talented and Special Education services. The guidance program provides support through activities including anti-bullying, drug awareness, conflict resolution, social issues, and middle school transition activities. There is no formal classroom schedule for the guidance program. The school counselors provide classroom activities by teacher request and as needed. A licensed social therapist from the Ozark Guidance Center provides services to students two days each week. The school provides services for homeless and migrant students. Students have access to the computer lab which provides technology-based learning through the SuccessMaker and the FASTT Math programs to support instruction and improve skills in reading and mathematics. Response to Intervention students use SuccessMaker for 15 minutes in reading and 15 minutes in mathematics daily from 7:45 to 9:00 and second-through fifth-grade classes use FASTT Math for 15 minutes and SuccessMaker for 15 minutes in reading and 15 minutes in mathematics once each week. Classrooms are equipped with three student computers with Internet access. Two mobile computer carts with 15 computers each are available for teachers to check out for use in classrooms. Developmental Reading Assessment data are used to place students in guided reading groups. Flexible grouping, Point-In-Time remediation and multiple opportunities for extended day activities are available for students. Title I instructional aides work with small groups of students to provide instruction for guided reading and flexible grouping. There are entrance and exit criteria for some programs.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Financial Documents

Review of Partners in Education Notebook

Review of Springdale Family Literacy Program Documents

Review of Perception Surveys

Interviews with Staff, Parents, and Students

Observations of Classrooms and Hallways

There are some school-based efforts to reduce learning barriers. The district allocates financial resources for instructional programs and materials to promote effective learning such as Cognitively Guided Instruction, Gradual Release of Responsibility model, Early Literacy Learning in Arkansas, Effective Literacy, before school and after school tutorial programs, computer classes, SuccessMaker and FASTT Math software programs, Accelerated Reader, guided reading groups, flexible groups, Point-In-Time remediation, and the Springdale Family Literacy Program. Some teachers incorporate the use of research-based instructional strategies in their classrooms. The district provides limited workshops on cultural differences in student learning. The school nurse maintains cumulative health folders for all students in her office. Students may be referred for school health and/or social services through school staff and parents. There is no reference to parental referral procedures in the Springdale Public Schools District Policies Handbook. There are many community resources used to help reduce the impact of physical and socio-economic barriers to learning such as donations of food, school

supplies, refurbished computers, gift cards, money, and clothing. For example, the Samaritan Community Center provides up to 90 snack packs for hungry kids every Friday and free flu shots are provided at the school through coordinating with the Washington County Health Department. Several local pharmacies, dentists, and eye doctors provide discounted rates to help parents with the cost of medicine, dental, and vision services for their children. The school nurse has a social services account through the district nursing department to supplement the individual student costs. There are six staff members that serve as interpreters as needed for English as a Second Language parents.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on

Review of ACSIP

Review of District Policies Handbook

Review of Perception Surveys

Review of School Schedules

Interviews with School Administrators, Staff, Parents, and Students

Observations of Classrooms and Hallways

There are multiple opportunities for students to participate in activities beyond initial classroom instruction. The opportunities provided for additional instructional support include activities and strategies such as guided reading, flexible grouping, cross grade-level partners, co-teaching, and Point-In-Time remediation. A computer lab, equipped with 28 computers, is available for students' use. Classes are scheduled in the computer lab for 45 minutes per week. The FASTT Math and SuccessMaker software programs are utilized by students in the computer lab, classroom, and mobile computer labs. Extended day programs are available for all kindergarten through fifth-grade students two or three days a week for at least 30 to 45 minutes each day. Specific schedules are at the discretion of the teachers. Students are not required to attend. Support programs such as speech pathology, occupational therapy, and physical therapy are available to meet student needs. The school has a homeless liaison and a part-time migrant teacher to provide services to students. The school provides limited opportunities for students to participate in service learning.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

School leadership and all staff should continue to cultivate meaningful parent and community involvement that is focused on improving student success and removing barriers to learning for all students at Elmdale Elementary School. The efforts made to date, such as the implementation of Solid Foundations, the Parent Teacher Association, the Springdale Family Literacy Program, grade-level Family Nights, and other parental involvement activities must be continued and additional avenues for involvement sought. Regular meetings should continue to be held for the purpose of sharing information and gaining input from all stakeholders with the intent to improve academic performance. Current research-based practices should continue to be explored and implemented to provide parents with strategies that will assist them in providing learning activities at home. Agendas, sign-in sheets, and minutes should continue to be generated and maintained for all meetings.

Interactive, meaningful, and regular communication between the school and home is critical. School leadership should expand and implement all components from the Solid Foundations' Elmdale Elementary Action Plan to develop a fully functioning, systematic, formal, two-way communication process. Communication between school and home should focus on positive contact with parents and should continue to include phone calls, e-mails, text messaging, written notes, home visits, Parent Link, the school marquee, monthly school newsletters, and the school Web site. The school Web site should be expanded and updated on a regular basis. Procedures should be outlined in the plan for required documentation of communication between school and home. One way to begin this process is to implement the strategy of the schoolwide notebooks of collected communications, such as e-mails, phone logs, and copies of written notes as referenced in the ACSIP.

The local school board of education has adopted a policy which states that all students have equal access to the curriculum. School leadership should ensure that a fully developed school guidance program is in place to provide consistent, on-going support to meet the needs of all students. School leadership should consider developing a monthly calendar which ensures that all students have access to planned activities for classroom guidance services.

School leadership should ensure that the existing components of Pinnacle GradeBook are fully functioning. If necessary, training should be provided for all staff members. Information relating to accessing the on-line Pinnacle GradeBook program should be given to all parents in the school. School leadership should monitor to ensure that teachers are entering information, such as student grades, on a regular basis, and that parents have access to the program via the school computer lab if access is not available at home.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 10 indicators (83%) evaluated as "Evaluation Category 1," 2 indicators (17%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Evaluation Documents
Review of Individual Professional Growth Goals
Interviews with School Administrators and Staff

The local school board has adopted policy addressing the evaluation of all staff members. School leadership implements procedures to evaluate all personnel assigned to the school. The evaluation system includes two tracks that guide teacher evaluations (clinical and professional growth). School leadership completes a summative evaluation for each teacher. Observations and conferences are required for teachers on the clinical evaluation track. Teachers, in collaboration with school leadership, complete individual professional goals. Some teacher goals are written to reflect specific individual teacher learning. Teachers complete an Individual Improvement Plan designed to monitor student progress based on the analysis of multiple assessments. Both of these documents are a component of the evaluation process and are reviewed two times during the school year. The district and school is piloting the Arkansas Department of Education's Arkansas Teacher Evaluation System. Administrators and the school faculty have participated in professional development this year on the evaluation system in preparation for implementation in 2012-2013. Nineteen teachers at Elmdale Elementary School have volunteered to participate in the 2012-2013 pilot. Some of the 19 teachers have attended three one-hour sessions focusing on the Teacher Evaluation System.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Budget Documents
Review of Evaluation Documents
Interviews with School Administrators and Staff

District leadership provides fiscal resources for professional development. Federal and state categorical funds are allocated by the district to the school to support

professional development. National School Lunch Act and federal allocations fund salaries to include the instructional facilitators and some instructional assistants. The 60 required professional development hours are provided by the district and school. School leadership may request funding for identified school professional development needs. The request, including a rationale, is sent to either the Assistant Superintendent for Teaching and Learning or the Federal Programs Coordinator. District personnel review the school request and provide funding, if approved. There is no formal procedure for teachers to request resources to support their Professional Growth Goals. The district encourages teachers to continue professional growth through the Staff Development Institute. Teachers who participate in professional development beyond the 60 required hours may earn Staff Development Institute credits. When accumulated, these credits support horizontal advancement on the salary schedule. Teachers who complete college/university classes beyond certification requirements are reimbursed \$150 per course by the district.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Professional Development Documents
Review of ACSIP
Review of Individual Professional Growth Goals
Interviews with School Administrators and Staff

Some district and school support for the long-term professional growth needs of individual staff members is evident. Teachers and administrators meet the ADE 60 hour professional development requirement through district and school professional development activities and opportunities offered through the district's after school training, Northwest Educational Service Cooperative professional development options, and state/national conferences. The district's Principal Academy and Assistant Principal Academy support the school administrators' leadership development. The school administrator participates in the Arkansas Leadership Academy Master Principal Institute. The Gradual Release of Responsibility model has been a district focus during the last three years and continues this year with emphasis on "Checking for Understanding" by Douglas Fisher and Nancy Frey. Few Elmdale Elementary School teachers are involved in leadership training. No teachers have attained or are in the process of National Board for Professional Teaching Standards certification.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Professional Development Documents
Review of ACSIP
Review of Individual Professional Growth Goals
Interviews with School Administrators and Staff

A systematic plan does not exist for building instructional capacity through on-going professional development. A needs assessment or professional development survey is not used in the planning of professional development at the district or school

level. There is not a professional development committee at the district or building level. The district has several structures in place (e.g., Joint Council and the Instructional Leadership Team) which may address professional development needs. Professional development at the school level is sometimes discussed during the instructional leadership team meetings and the leadership team meetings. Data analysis at the district level is sometimes included in professional development planning. For example, English Language Learners population growth led to training in the Gradual Release of Responsibility model. The school's instructional leadership team, which consists of the building administrators and instructional facilitators, meet weekly. Some discussion of Classroom Walkthrough trend data is included in these meetings. The Classroom Walkthrough trend data, which is presented to the faculty monthly, is sometimes used to identify possible professional development offerings for the bi-monthly "drive by" professional development offered by the instructional facilitators. Few district and school technology surveys are completed by teachers. Technology specific professional development needs emerge from review of the technology survey results. Grade-level team meetings are not required. When grade-level teams meet, there is little accountability for the content and next steps of these meetings. Instructional facilitators attend few grade-level team meetings. The school administrator meets with grade-level teams monthly to present various topics. Weekly faculty meetings, often focused on instruction, provide hours toward the required 60 hours of professional development. Teachers are encouraged to participate in English as a Second Language professional development. Approximately 19 percent of the teachers have English as a Second Language endorsement.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Professional Development Documents

Review of ACSIP

Review of Individual Professional Growth Goals

Interviews with Central Office Administrators, School Administrators, and Staff

Some professional development priorities randomly align with student performance goals and professional growth goals. Each teacher is responsible for developing, implementing, and revising Professional Growth Goals to guide their professional development. School leadership suggests possible areas for growth that may be considered as teachers develop their goals. Many teachers' Professional Growth Goals are based on district initiatives and do not reflect analysis of the individual teacher's class/student data (e.g., Gradual Release of Responsibility model, Cognitively Guided Instruction). Teachers complete an Individual Improvement Plan that targets individual student learning needs based on data. These documents are reviewed by the building administrator with the teacher at mid-year and at the end of the year during the summative evaluation.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Professional Development Documents

Review of ACSIP

Review of Individual Professional Growth Plans

Interviews with School Administrators and Staff

There is some connection among student learning goals, the school/district professional development priorities, and the school improvement plan. Some professional development opportunities are based on student needs as determined by data analysis. The instructional leadership team includes the principal, assistant principal, English as a Second Language/instructional facilitator, and literacy instructional facilitator. The principal facilitates these weekly meetings. Professional development needs are discussed and planned as a result of the instructional leadership team meetings. Approximately 19 professional development actions in the ACSIP focus on best practice, English as a Second Language, achievement gap, sub populations, and instructional facilitators providing mentoring, coaching and modeling. The literacy instructional facilitator and English as a Second Language/instructional facilitator provide mentoring, coaching, and modeling to few teachers. Two times a month instructional facilitators present 30 minute professional development sessions focusing on specific strategies requested by teachers or identified through Classroom Walkthrough trend data. Teachers are not required to attend these sessions. There is no formal evaluation measuring the effectiveness of the sessions for the individual participants. Intentional detailed review of participating teachers' implementation of strategies presented during Friday sessions is limited.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Professional Development Documents
Review of ACSIP
Review of Individual Professional Growth Plans
Review of Evaluation of Professional Development Form
Review of Team Meeting Minutes
Interviews with School Administrators and Staff

School leadership provides some job-embedded, on-going support through weekly faculty meetings, monthly grade-level team meetings, weekly instructional assistants meetings, and Friday "drive bys". Teachers are introduced to a variety of instructional topics during these 30 minute to 60 minute sessions. There is limited follow-up training that supports teachers' in-depth understanding and application of the learning. School leadership conducts Classroom Walkthroughs. Feedback is provided monthly to the faculty regarding trend data. Individual teachers may review their Classroom Walkthrough data, but few request access to the data. Limited individual feedback from Classroom Walkthroughs is provided informally to teachers as needed. As referenced in ACSIP, teachers may participate in local, regional, and state workshops and conferences such as Arkansas Association of Educational Administrators, Cognitively Guided Instruction, Association of Supervision and Curriculum Development, International Reading Association, Arkansas Reading Association, and National Council for Teaching Mathematics. Approximately half of the teachers are trained in Early Literacy Learning in Arkansas and/or Effective Literacy. The literacy instructional facilitator provides some formal support of the literacy initiatives. Twelve teachers are in various stages of training for Cognitively Guided Instruction. The fourth- and fifth-grade teachers participate in the district provided Math Lab professional development. The school does not have a mathematics instructional facilitator. No school-level, formal support is available for the implementation of Cognitively Guided Instruction or Math Lab. Some support for job-embedded professional development is provided by the Northwest Educational Service Cooperative. For example, the Northwest Educational Service Cooperative Science Specialist and a fifth-grade teacher worked with fifth graders during an

interdisciplinary lesson on biomes. Collaborative planning with job-embedded professional development was a component of this lesson/unit.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Professional Development Documents
Review of ACSIP
Review of Student Assessment Data
Review of Individual Professional Growth Goals
Review of Evaluation of Professional Development Form
Review of Team Meeting Minutes
Interviews with School Administrators and Teachers

Some professional development planning involves analyzing student assessment data. Few of the professional development initiatives for 2011-2012 are designed to specifically address the learning needs of the identified sub population groups not achieving Adequate Yearly Progress. School leadership emphasizes data analysis and requires teachers to analyze various forms of data. Assessment data is used to place students in classes, guided reading groups, flexible groups, and after-school programs. District and school staff review some student assessment data to revisit and update the ACSIP. The district and school have focused on the Gradual Release of Responsibility model which began as an English Language Learners initiative. Few professional development activities targeting data analysis of underachieving sub populations have been the focus of staff training. During the January 10, 2011 district professional development day, teachers participated in Ruby Payne's "Understanding Poverty". In 2011-2012, few professional development options include meeting the needs of students in poverty. There are some school initiatives/activities offered to address individual Caucasian student learning. After-school programs targeting Caucasian student participation, monitoring of Caucasian student progress during guided reading, and mentoring of Caucasian students are examples of school efforts to address the needs of this sub population.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Evaluation Documents
Review of Individual Professional Growth Goals
Review of Lesson Plans
Interviews with Administrators and Staff

There is some evidence that the school/district utilizes the summative employee evaluation and the teacher's individual Professional Growth Goals to improve staff proficiency. Teachers on the clinical track receive additional support for improvement of teaching and learning. Some intentional, specific feedback is provided during the summative evaluation. Systematic data is not often collected and/or analyzed for the purpose of identifying and planning professional development which reflects teacher evaluations. Many teachers' Professional Growth Goals are based on district initiatives.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Evaluation Documents
Review of Individual Professional Growth Goals
Interviews with School Administrators and Staff

A process of personnel evaluations, which meet or exceed standards, set in statute and regulation is addressed in district policy. School leadership implements personnel evaluation policies that meet required state statute. The personnel evaluation system includes formal and informal observations, Classroom Walkthroughs, and development of individual Professional Growth Goals that are reviewed during the summative evaluation process. School leadership requires teachers to develop Individual Improvement Plans based on student achievement data emphasizing on-going monitoring of student progress.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Evaluation Documents
Review of Professional Development Documents
Interviews with School Administrators and Staff

Few ACSIP actions address specific instructional leadership needs. School leadership, as required by the district, has created an Individual Professional Growth Plan through the development of a portfolio. The contents of the portfolio are reviewed twice each year. Members of the instructional leadership team meet weekly to discuss teaching and learning. This process has included some informal study within the team. School administrators participate in the district's Principal Academy and Assistant Principal Academy. The building administrator is in year two of the Arkansas Leadership Academy Master Principal Institute.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Evaluation Documents
Review of Individual Professional Growth Goals
Interviews with School Administrators and Staff

School leadership primarily utilizes the evaluation process to provide follow-up and support to teachers who are on the clinical evaluation track. Mid-year and end-of-year reviews of the teacher's individual Professional Growth Goals include some reflective discussion that focuses on progress of goals. The teacher evaluation process is not analyzed for effectiveness and impact on teacher efficacy or student achievement performance.

Scholastic Audit Summary Report

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01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

School leadership should develop a comprehensive three-year Professional Development Plan. The plan should support on-going and job-embedded professional development that emphasizes fidelity of implementation. Needs of the adult learners in the building should be identified and prioritized through analysis of observations, Classroom Walkthrough reports, focused learning walks, teacher surveys, multiple sources of student achievement, discipline, attendance, and tardy data. Specific professional development focusing on underachieving sub populations should be included in the comprehensive plan (e.g. meeting the needs of students of poverty). The plan should narrow the focus of the professional development topics to allow in-depth training with specific implementation steps. Systematic teacher feedback that targets the identified professional development focus should be specific resulting in improved teacher practice. A possible strategy for narrowing the instructional focus would be to identify one strategy/initiative for targeting during a given time period of observations and feedback. Administrators in collaboration with teachers should develop a list of "Look fors" specific to the focus strategy/initiative for use during observations. Administrators should research and develop a protocol for providing specific, detailed feedback that elicits teacher reflection with administrator questioning and guidance. Formative assessment analysis of the implementation of the professional development should be utilized to determine the next steps for implementation. Differentiation of professional development should be planned as varying levels of teacher knowledge and application of strategies emerge (e.g. additional training, peer observations, modeling). There should be some connection to the teachers' individual growth goals as differentiation is planned. This cycle of learning should be on-going and spiral as the year progresses. Summative evaluation of the year's professional development plan should be completed annually and utilized in developing and revising details for the next year. Resources to consider include: "Enhancing Professional Practice; A Framework for Teaching" by Charlotte Danielson, "Eric Jensen On Teaching Kids In Poverty - Brain-Based Learning" <http://www.youtube.com/watch?v=fSshAsUpeTI&feature=related>; "Eric Jensen On Teaching Kids In Poverty - Brain-Based Learning" <http://www.youtube.com/watch?v=fSshAsUpeTI&feature=related>; "Teaching with Poverty in Mind: Elementary School DVD, ASCD, Alexandria, VA; "Turning High-Poverty Schools into High-Performing Schools, by William H. Parrett and Kathleen Budge.

District leadership should develop a district-wide professional development committee/team. Members should be representative of all grade-levels, content areas, instructional facilitators, building administrators, and district personnel. This team should provide oversight for district-wide professional development. An ongoing process for assessing professional development's impact on teaching and learning should be created. Tasks to be addressed could include: review and revision of the professional development evaluation form; collection, organization and analysis of professional development evaluation results; and "what now?" The school administration should establish a similar process for assessing professional development's impact on teaching

and learning.

District leadership should establish a formal, systematic structure and process for supporting instructional facilitators. Weekly meetings should be scheduled and professional development planned that addresses learning needs of instructional facilitators. Instructional facilitators should collect and maintain school-specific data based on Classroom Walkthrough data, student work samples, student achievement data, and observations of classroom modeling practices. This data should drive professional development planning for the instructional facilitator meetings.

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01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 10 indicators (91%) evaluated as "Evaluation Category 2," 1 indicators (9%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:

Review of ACSIP

Review of Master Schedule

Review of School Meeting Agendas and Minutes

Review of Student Achievement Data

Interviews with School Administrators and Staff

Observations of Classrooms

School leadership analyzes multiple forms of data, as it becomes available, to guide many decisions. Northwest Evaluation Association Measures of Academic Progress data and ACTAAP data are used as the primary means to form conclusions concerning student academic performance. Other data sources, such as Iowa Test of Basic Skills, Renaissance Learning STAR Reading, Renaissance Learning STAR Math, Dynamic Indicators of Basic Early Literacy Skills, Developmental Reading Assessment, and building common assessments data are used to identify trends of students and individual needs. Teachers are required to develop an Individual Improvement Plan to address the needs of students for the upcoming year. These plans are developed by teachers after previous year data are analyzed. The Individual Growth Plan is approved by the school administrator at the beginning of the year and reviewed mid-year and at the end of the school year in conjunction with the teacher evaluation. Leadership has provided time in the schedule for grade-level teachers to meet. Meeting agendas and schedules are teacher directed and student data are reviewed during some meetings. Some grade-level meetings intentionally focus on differentiated instruction, flexible grouping, needed interventions, guided reading groups, and progress monitoring.

Performance Rating:2

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of ASCIP

Review of Student Handbook

Interviews with School Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

Leadership has developed a vision for the school. The school vision statement and motto were revised in August of 2010 in a collaborative effort with most certified staff. Few classified staff participated in the revision process. Parents, community members, and students were not included in the revision of the school vision. The school vision, school motto, and district vision are recited each morning over the intercom during announcements and most teachers can articulate the components of the school vision and school motto. Most students and classified staff are aware of the school vision and school motto. Some parents are aware of the school vision and motto. The vision statement and school motto are posted in some hallways and classrooms and have not been intentionally distributed to parents or community members. As of January 30, 2012 two versions of the school motto were on the school Web site. The Elmdale Vision recited daily, posted in the building, found on the school Web site, and in the ACSIP is "Elmdale is a safe learning community where all can be successful". The Elmdale Motto recited daily, posted in the building, found on school memos and other documents, and in the ACSIP is "At Elmdale We Stand Together, We also dare to try!" The second motto found on the Web site is "At Elmdale We Believe that All Students can Achieve Academic Proficiency, Feel Safe, and be Successful in Life". The mission statement was not revised and is not used to guide decision-making in the school. Most certified staff, classified staff, students, and parents are unaware of the school mission statement.

- 7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:
Review of Individual Professional Growth Plans
Review of Professional Development Documents
Interviews with School Administrators

Springdale Public Schools require principals to develop a portfolio to serve as the Individual Professional Growth Plan. The portfolio was created individually by the school administrator and includes student achievement data, plans to address and increase student achievement, professional goals of the school administrator such as building and maintaining collaborative relationships, and steps to meet the identified goals. School administrators participate in the district's Principal Academy and Assistant Principal Academy, and the school administrator is in year two of the Arkansas Leadership Academy Master Principal Institute. The portfolio was reviewed by the district leadership team in September of 2011 and feedback was provided. The portfolio is scheduled to be reviewed in June of 2012 by the Deputy Superintendent of Personnel as part of the summative evaluation. As of January 31, 2012, the assistant principal has not completed the development of an Individual Professional Growth Plan.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Achievement Data
Review of School Meeting Agendas and Minutes
Interviews with School Administrators and Staff
Observations of Classrooms

A collaborative school effort involving certified staff and the instructional leadership team disaggregates and reviews ACTAAP data and information from Northwest Evaluation Association Measures of Academic Progress to identify goals and actions for the school ACSIP. Some data gathered from assessments are analyzed by school leadership and staff to make instructional and assessment modifications necessary to meet the needs of the school's diverse population in the regular classroom. Most timelines included in the ACSIP correlate to the fiscal year (e.g., Start: 07/01/2011 End: 06/30/2012) and do not identify intermediate targets and timelines to address strategies for reducing gaps in student achievement. ACSIP is reviewed by certified staff at the end of the year to evaluate actions and make modifications. Multiple sources of student achievement data, such as Renaissance STAR Reading and Math, are reviewed by school leadership and certified staff during the school year. School leadership does not have a formal process in place for monitoring classroom assessments to provide immediate meaningful and specific feedback to teachers.

- 7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:

- Review of ACSIP
- Review of Curriculum Documents
- Review of Professional Development Documents
- Review of Lesson Plans
- Interviews with School Administrators and Staff
- Observations of Classrooms

School leadership provides teachers with access to the Arkansas Curriculum Frameworks, Common Core State Standards, and Total Instructional Alignment curriculum documents. Teachers are expected to have paper or electronic copies of the curriculum documents in their classrooms. Some grade-level meetings are used to review student work and achievement data to determine if standards have been taught or need to be re-taught to reach proficiency. School leadership has provided teachers with multiple forms of data, such as Northwest Evaluation Association Measures of Academic Progress. Some data analysis is used to improve instructional practice. Teachers have been trained in the development and use of Total Instructional Alignment curriculum documents. Teachers have not been fully trained in the implementation and use of Common Core State Standards curriculum documents. Leadership has formed a school leadership team and instructional leadership team.

- 7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:

- Review of Local School Board Policies
- Review of Master Schedule
- Interviews with School Administrators and Staff
- Observations of Classrooms

The local school board has a policy addressing the protection of instructional time. School leadership has not developed written procedures to address and protect instructional time. School leadership provides frequent observations and support to monitor that staff members use time as a resource for quality instruction. Some teachers do not plan effective instructional activities and use strategies that engage all students during instructional time. Monitoring of lesson

plans for maximizing instructional time and engaging all students is infrequent. Some instructional time is lost due to tardiness, off-task behavior, administrative tasks, and students leaving the classroom. Teachers are responsible for developing classroom procedures to address students leaving the classroom for reasons such as checking out library books and going to the restroom. There are no written procedures to guide intercom interruptions, field-trips, and assemblies. Assemblies are scheduled at the discretion of school leadership. Few intercom interruptions occurred during the school day the week of January 30 through February 3, 2012. Announcements are made at approximately 8:10 a.m. and 2:00 p.m. daily. The pledge of allegiance, school vision and motto, and district vision are recited during morning announcements. The master schedule is structured to accommodate common planning time.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of Budget Documents

Review of Local School Board Policies

Interviews with School Administrators and Staff

Observations of Classrooms

School leadership allocates adequate and ample fiscal, human, and building resources for supporting the academic programs of the school. Most staff members state they have the instructional materials and supplies necessary to achieve learning goals or requests made for needed instructional materials and supplies are granted by the principal. School leadership does not have a formal process to equitably monitor instruction or provide constructive and meaningful written feedback to the extent that immediately influences teachers to improve the teaching and learning process. School leadership monitors instruction through daily Classroom Walkthroughs. Data collected from Classroom Walkthroughs are shared with staff as building trend data during monthly faculty meetings. Specific feedback to teachers is not equitably provided following instructional observations and does not purposefully improve the teaching and learning process or connect resources to the instruction.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Student Handbook

Interviews with School Administrator, Staff, Parents, and Students

Observations of Classrooms, Common Areas, and Exterior Facilities

The local school board has adopted a policy and school leadership implements procedures to support a safe, healthy, and orderly environment. Signs are present in each hallway requiring visitors to report to the office. The instructions are printed in English only. An AmeriCorps staff member is frequently stationed at a desk outside the office monitoring students and visitors entering the building. Office staff frequently monitors students and visitors entering the building. School leadership was visible in hallways and classrooms during the week of January 30, 2012 through February 3, 2012. The school does not have a surveillance system to monitor the building. Elmdale Elementary School shares a school resource officer with Central

Junior High School. The school resource officer is stationed at Central Junior High School and comes to Elmdale Elementary School as needed. A retired police officer volunteers to monitor the crosswalk in the mornings. School leadership has established a school safety committee. Anti-bullying posters are displayed in hallways and in classrooms and printed in English and Spanish. Teachers accompany students during transition times. Some students are unsupervised in the hallways. Classroom doors are unlocked during the day. Not all exterior doors are locked during the instructional day. Crisis and emergency procedures are posted in the classrooms. Safety drills occur as required and safety procedures are reviewed by district personnel. Facilities are well-maintained to support the learning environment. Most staff, students, and parents feel the school is safe.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Student Handbook
Review of District/School Web Sites
Interviews with School Administrators, Staff, Parents, Students, and Local School Board Members

There is a process for the development and implementation of district policy. A policy and procedure is in place to address anticipated needs, such as enrollment increases. Amendments to local school board policies usually originate at the district level. School leadership is knowledgeable of district policies. The staff has some knowledge of local school board policies and how to access information when needed, applicable, or of interest to them. Revisions and new policies are reported to staff via Personnel Policy Committee members, Joint Council representative, and school leadership during monthly faculty meetings. Policies are available to all stakeholders on the district Web site. Not all policies are current and up-to-date.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:
Review of ASCIP
Review of Local School Board Policies
Review of Local School Board Meeting Agendas and Minutes
Interviews with School Administrators, Staff, and Local School Board Members

The local school board is aware of the school improvement status of Elmdale Elementary School. The local school board provides financial support for initiatives and programs included in the school ACSIP. Some local school board meeting agendas and minutes address improving teaching and learning. Local school board members attend monthly instructional meetings to inform them of district initiatives, such as the Gradual Release of Responsibility model. School administrators are required to report on school improvement/audit status as needed depending on where the school is functioning in regards to school improvement. District and school leadership are charged with establishing expectations for students and teachers and evaluating current instructional programs. Assessment data is reviewed by school leadership and is sometimes used to guide instruction that results in improved student achievement.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:
Review of ACSIP
Review of Local Board Policies
Review of Teacher Evaluations
Review of Individual Professional Growth Plans
Interviews with School Administrators and Staff
Observations of Classrooms

The principal is in her third year as principal and is participating in year two of Arkansas Leadership Academy Master Principal Institute. She is viewed favorably by most teachers, students, and parents. Most staff view the principal as the instructional leader of the school. She views herself as the instructional leader within the building. The principal has established a schedule where grade-level teachers may meet weekly. The principal attends few meetings and a formal process to report meeting outcomes is not in place. She has created an environment where data are collected and analyzed. The instructional leadership team, consisting of the principal, assistant principal, and the two instructional facilitators, meet weekly to review and discuss data and building instructional needs. At least one member of the instructional leadership team conducts daily Classroom Walkthroughs. Data from Classroom Walkthroughs are reported as building trend data to the teachers at monthly faculty meetings. Many decisions are based on data from multiple sources. Regular specific, meaningful written feedback is not given equitably to all teachers and focuses on teachers in the clinical evaluation phase. Immediate specific feedback is not systematically provided to move teachers past the proficient level of teaching. The principal provides opportunities for the assistant principal to build leadership capacity, such as sharing responsibility for management, providing instructional feedback, monitoring lesson plans, and serving as parent facilitator. The principal has established a culture where student and teacher successes are recognized and celebrated, such as the monthly awards assembly and Kiwanis Kids. She works with the staff and parents to build a positive and safe culture.

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01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

The principal must establish clear procedures to regularly and equitably monitor instruction. Immediate and specific meaningful feedback to improve teaching practices and positively impact student academic achievement must be provided. The district has established a clear evaluation policy. As the evaluation policy is utilized, it must be viewed for the purpose of improving instruction. In addition to the evaluative observations, the principal should continue Classroom Walkthrough observations to regularly observe all classrooms and monitor for identified areas of improvement. School leadership should use all observation data to determine areas of improvement for the entire staff. Frequent observations with meaningful and specific feedback must be used to improve all teachers. Teachers should grow in their pedagogy with the help of feedback from observations. Written feedback should be provided to teachers and retained by administration to track areas in need of improvement and foster growth for all teachers. Struggling teachers should grow to a proficient level and proficient teachers should grow to an advanced level. Teachers' Professional Growth Goals should be developed in a collaborative process between the teacher and principal. The goals should reflect an intentional connection to identified teacher needs, core beliefs, the school's vision and mission statements, and ACSIP. Goals in the Professional Growth Goals should be developed to address individual teacher needs as determined by frequent Classroom Walkthrough's, observations, formative evaluations, and summative evaluations. The Professional Growth Goals should continue to be monitored throughout the year to determine if progress is being made in meeting the goals. The plans should also continue to be reviewed in conjunction with the teacher evaluation and used to improve the quality of instruction. Resources to assist include "Teacher Evaluation: To Enhance Professional Practice" by Charlotte Danielson and Thomas L. McGreal.

School leadership must aggressively protect instructional time by establishing strong expectations for on-task behaviors of all staff and students. There must be a shared commitment by all staff, parents, students, and community members that instructional time is sacred in the school, where off-task behaviors are not acceptable (e.g., tardiness, giving instruction and immediately taking long restroom breaks and repeating instruction again before beginning the lesson/task, students leaving class for frequent restroom breaks, etc.). School leadership must explore alternate procedures for restroom breaks and transitioning from activities within the class or to other classrooms for instruction. Procedures should be consistent throughout the building to allow for efficient and effective monitoring of instructional time. Students must not be out of class unnecessarily during instructional time. Time, as a resource, must be utilized to maximize and improve teaching and learning. Routines should be established to begin morning classes without delay and engage students at high levels of learning. High expectations of student learning and on-task, in-class, quality instruction must become the norm of the school.

The Instructional Leadership Team, which includes the principal, assistant principal, and instructional facilitators, must have an intentional, active role in grade-level meetings and

the collaboration process. Grade-level meetings should continue and become a requirement for all certified staff. A systematic process should be developed to create norms, agendas, and determine next steps. Instructional facilitators should lead the meetings and set agendas based on needs identified through Classroom Walkthrough observations, surveys, and multiple sources of data. Meeting agendas and next steps should include a focus on teacher behavior through an analysis of student work. The principal and assistant principal should develop a schedule to equitably monitor grade-level meetings. All agendas and minutes should be submitted to the principal for monitoring and evaluation purposes. A possible resource is the Arkansas Leadership Academy Master Principals Institute, in which the principal is currently participating.

Scholastic Audit Summary Report

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01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 3 indicators (30%) evaluated as "Evaluation Category 1," 7 indicators (70%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of District Budgets

Interviews with Central Office Administrators, School Administrators, Staff, Parents, and Local School Board Members

The local school board has adopted an annual budget as required by state law. Stakeholder collaboration to advise the local school board on the development of the budget is limited to district-level administrators and building administrators. The local school board does not have standing committees to address resource allocations. Discretionary funding allocations do not intentionally address the needs identified in the school's ACSIP. The funding provided by the district is based on student enrollment. The allocation per pupil is \$45 at Elmdale Elementary School for the 2011-2012 school year. All classroom teachers at Elmdale Elementary School receive \$500 for instructional materials and supplies as required by state law. The District allocates funds in the following amounts for other school programs: \$500 for choral music, \$1,629 for art, \$660 for guidance, and a \$12 per pupil allocation for the media center. District allocations of state categorical and federal funds are based on the needs of the school as reflected in the district and school ACSIP. The primary source of funding in the school's ACSIP is Title I funds in the amount of \$217,770. The majority of these Title I funds are spent on salaries and benefits. Reallocated Title I Supplemental Educational Service funds equaling \$20,069 are earmarked for K-2 summer school which includes a summer library program and a summer technology program. The district sets aside funds for the Staff Development Institute to reimburse \$150.00 to teachers for each college-level course taken beyond certification requirements to encourage teachers to seek advanced degrees or classes relevant to their teaching positions. The school takes advantage of external community resources such as Springdale Family Literacy Program through a partnership with the Northwest Arkansas Technical Institute, Rice Depot, Kiwanis Club, Zaxby's, DoubleTree Club Hotel, First Tee, Kendrick Fincher Foundation, Elmdale Baptist Church, Sonic, Wesley United

Methodist Church, Northwest Arkansas Community College, and University of Arkansas.

- 8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Master Schedule
Interviews with School Administrators, Staff, and Parents
Observations of Classrooms

The master schedule reflects access to the curriculum for kindergarten through fifth-grade students and is supported by policy established by the local school board. Classes are offered for identified students with disabilities and for gifted and talented students. The level of implementation of the core curriculum (e.g., being challenging, rigorous, or relevant) is inconsistent from classroom to classroom. In addition to the core curriculum, students have access to music, art, physical education, computer lab, and library classes.

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Local School Board Policies
Review of District Budgets
Interviews with Central Office Administrators, School Administrators, Staff, and Local School Board Members

The local school board has not adopted a policy specifically addressing the protection of instructional time. The board has adopted policies impacting the use of instructional time such as student discipline, co-curricular, interscholastic programs, and attendance requirements. School leadership has implemented some procedures to protect instructional time such as limiting the use of the intercom and the scheduling of assemblies. Daily opening exercises, including announcements, are primarily made over the intercom at the beginning of the school day and in the afternoon. A new phone system was installed in December to help disseminate information to teachers without interruption to all classrooms. The classroom phones do not provide teachers access to communication with parents. An APSCN report dated August 17, 2011 through February 1, 2012, documented approximately 1,676 student tardies. Forty-four of the students listed in the APSCN report have ten or more tardies. Not all teachers consistently engage students in rigorous learning activities through high-probability, research-based instructional strategies. Some teachers do not plan and implement appropriate instructional activities to engage students for the entire allocated block of class time. Inconsistent classroom management and organizational practices by some teachers, such as taking attendance and transitioning from one activity to another, or for restroom and water breaks, contribute to the lack of full utilization of instructional time. Student and teacher recognition assemblies and special events are held regularly throughout the school year at the discretion of the principal.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Review of School Meeting Agendas and Minutes
Interviews with School Administrators and Staff
Observations in Classrooms and School Meetings

The master schedule provides common planning time for grade-level teachers during students' music, library, art, and physical education classes. Available resources are not fully utilized to support teacher collaboration and team planning to meet student learning expectations. Activities are not consistently planned and implemented during these times to ensure support for the school's mission or school improvement plan. School leadership does not formally evaluate the degree to which this planning time supports the implementation of ACSIP or how it affects teacher and student performance. Teachers are required to submit lesson plans to school leadership on a weekly basis. Meaningful feedback relating to submitted lesson plans is seldom provided to teachers. Some grade-level teachers share lesson plans to promote horizontal team planning. Some horizontal and vertical alignment discussions and clarification of curricular standards occur between grade levels at the school level. Some district-level meetings are held to vertically align curriculum and identify curriculum gaps between grade-levels and feeder/receiver schools. Documentation from these meetings does not indicate attendance of Elmdale Elementary School staff. District leadership team meetings provide some opportunity for schools to participate in discussions across core content areas.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:
Review of ACSIP
Review of the Master Schedule
Interviews with School Administrators and Staff
Observations of Classrooms and Common Areas

The Elmdale Elementary School Mission Statement in ACSIP states: "All stakeholders of Elmdale Elementary School are committed to developing students who are: effective communicators, complex thinkers, quality producers, self-motivated learners, and community contributors." The master schedule does not reflect an intentional connection to the mission of the school. The mission statement is not posted in classrooms or common areas. The mission statement has not been revised under the current administration and is not used to guide decision-making in the school. Most certified staff, classified staff, students, and parents are unaware of the school mission statement. The vision statement and school motto are posted in some hallways and classrooms and stated each morning after the Pledge of Allegiance. Staff, students, and parents support school improvement goal efforts through participation in activities held before school, during the school day, and after school. Elmdale Solid Foundations' Professional Learning Community serves as the parental involvement committee and is a resource used by the school to plan, implement, and monitor parental involvement. Parents and visitors express that the school exhibits a friendly and family environment. The developmental needs and learning styles of most students are considered when assigning students to teachers. At the end of the 2010-2011 school year, teachers in each grade-level divided their current students by achievement level, 504/special education placement, gender, ethnicity, personality traits, and behavioral criteria. From these groupings, rosters were developed and teacher assignments were made for the next

grade-level. The rosters were submitted to school leadership for final approval. New students entering school are assigned based on class size. The master schedule is designed to promote teacher collaboration by providing common planning time for weekly grade-level team meetings. School leadership does not have a process in place to monitor the implementation of team meetings for improving teacher effectiveness. Differentiation to ensure individualized instruction is not consistently used in all classrooms. Some teachers use research-based and culturally-responsive instructional strategies in their classrooms. Instruction has a focus on language acquisition and vocabulary development. Classroom instruction does not always include high-level questioning or opportunities to promote high student performance. Additional learning time is provided for students through intervention programs scheduled within the school day and through before- and after-school remediation and tutoring programs.

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of District Budgets

Interviews with Central Office Administrators, School Administrators, Staff, and Local School Board Members

Local school board policies require the superintendent to propose a budget for consideration by the local school board. The Annual Operating Budget policy states, in part, "The Superintendent shall annually recommend for Board adoption a base budget allocation amount for each school to be used for purchasing library resources and other instructional materials and supplies. Individual school budgets for this purpose shall be determined by multiplying the base times the total enrollment at the end of the first month. Textbooks shall be supplied to individual schools based on enrollment." Budgets are based on the number of students without regard to the differing student learning needs of each campus. Most staff members indicate they have sufficient materials, supplies, and equipment necessary to support instruction. District processes are followed in requisitioning and inventorying equipment and instructional materials for the classrooms. School staff participates annually in a four-hour acquisition process training provided by the district. All requests are submitted to the office. Purchase orders are approved by the school administrator and sent to the district office for final approval. The school does not have a formal collaborative process to include teachers in the budgeting of funds. There is no formal process in place to ensure resources are equitably distributed. The district provides assistance and encourages staff members to seek external resources and grants to supplement school resources. Examples of external resources to support Elmdale Elementary School are the Springdale Family Literacy Program through a partnership with the Northwest Arkansas Technical Institute, the Rice Depot, Kiwanis Club, Kendrick Fincher Foundation, Elmdale Baptist Church, Sonic, Wesley United Methodist Church, Northwest Arkansas Community College, and University of Arkansas.

8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of District Budgets

Interviews with Central Office Administrators, School Administrators, Staff, and Local School Board Members

Most budget decisions regarding state and federal program funds are made at the district-level and are intentionally aligned with the ACSIP actions identified at the district and school-levels. Title I funds, equaling \$217,770, support two of the action steps included in the Elmdale Elementary School ACSIP. The expenditure of these funds is monitored throughout the school year to determine compliance with grant conditions and line-item appropriations. These reviews seldom lead to budget modifications based on the changing needs of students or on determination of program value. District-level administrators determine which funding sources pay salaries, benefits, and support the actions in ACSIP. The district ACSIP supports programs and activities benefiting Elmdale Elementary School along with other schools in the district.

Performance Rating:1

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Master Schedule

Interviews with School Administrators and Staff

The local school board has not established a policy on staff assignments requiring placement to address specific student learning needs based on analysis of student performance data. All teachers at Elmdale Elementary School are fully licensed to teach in their assigned areas. School leadership is responsible for assigning teachers to grade-levels or positions. Assignments are based on certification and teacher preparation. Most physical classroom assignments are conducive to resource sharing and collaboration among core classroom teachers at the same grade-level. The school's master schedule provides common planning time for grade-level teachers. School leadership encourages grade-level teachers to attend team meetings on a weekly basis. There is little evidence to indicate school leadership is monitoring the implementation of team meetings for improving teacher effectiveness. Instructional assistants are assigned to teach guided reading groups, support the learning needs of special education students, and assist classroom teachers in providing academic interventions for identified students. Paraprofessionals assist students in physical education classes, computer lab, and media center.

8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of District Budgets

Interviews with Central Office Administrators, School Administrators, Staff, and Local School Board Members

There is not a local board policy governing expenditures of discretionary funds. There are no formal procedures guiding the distribution of discretionary

funds. District leadership does not conduct a structured, formal assessment of needs to guide budgeting discretionary funds. Allocation of most discretionary funds is distributed to the school based on a dollar amount per child without consideration to differing student learning needs. Elmdale Elementary School receives \$45 per student. Based on an October 1, 2010, enrollment of 543 students, the Elmdale Elementary School discretionary funds allocation is \$24,435 for the 2011-2012 school year.

- 8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:

Review of School ACSIP

Review of District and School Budgets

Interviews with School Administrators, District Bookkeeper, School Staff, and School Board Members

Most discretionary funds are allocated to schools on the basis of student enrollment, not on the identified needs of students. School budget decisions regarding the expenditure of discretionary funds are seldom intentionally aligned with the interventions and action steps in the school ACSIP. Most district-level budget decisions regarding the expenditure of federal and state categorical funds are intentionally aligned with the district and school ACSIP interventions and action steps. Expenditures are monitored by district leadership throughout the fiscal year to ensure compliance with accounting procedures and grant requirements. These reviews seldom result in modifications or adjustments to meet changing student needs.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

One of the most significant ways to impact student learning is by consistently providing quality instruction from bell-to-bell. Tardiness must not be accepted at Elmdale Elementary School. School leadership and staff should develop a process for addressing excessive student tardiness. All students should be engaged in meaningful work for the entire school day. All teachers must ensure instructional time is maximized through regular use of effective, research-based instructional and assessment strategies, and effective classroom management and organizational practices. School leadership should frequently monitor teachers' instructional strategies, classroom management, and organizational practices. Specific, face-to-face feedback aimed at improving professional performance and student learning should be provided. School leadership, working with district personnel, should provide professional development to assist teachers in need of improvement. Possible resources include "Enhancing Student Achievement: A Framework for School Improvement," by Charlotte Danielson; and "What Works in Schools," by Robert Marzano.

School leadership must mandate weekly grade-level common planning meetings are scheduled, held, and attended by all grade-level teachers. School leadership should immediately design an intentional process to monitor and evaluate the effectiveness of common planning time. This process should ensure common planning time is consistently focused on strategies for improving student achievement. Teachers should be required to plan lessons with vertical and horizontal alignment, share resources, and implement effective research-based instructional strategies to address diverse learning styles and increase rigor. Feedback pertaining to submitted lesson plans should be consistently provided to teachers. Teachers should examine the curriculum, assessment, and instructional practices to determine their impact on student learning and to identify professional development needs. Instructional facilitators must facilitate meetings. The principal and assistant principal should develop a schedule that allows the instructional facilitators to lead the meetings. Agendas, sign-in sheets, and minutes must be consistently maintained for reflection and documentation of progress.

A formal needs assessment must be conducted at the school and district level to guide distribution of discretionary funds. Leadership must meet with, and gather input from, school, family, and community stakeholders to identify student and teacher needs. Administration should collect, analyze, and prioritize the needs identified through stakeholder meetings. Administration should then prioritize needs and develop an implementation plan. The plan should provide a timeline for purchasing or providing the resources to ensure the continuous improvement of student achievement. The plan should include an evaluation component to assess the impact of the resources on instruction, assessment, effective use of classroom time, and student achievement.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 2 indicators (13%) evaluated as "Evaluation Category 1," 14 indicators (87%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:

Review of ACSIP

Review of Mission, Vision, and Motto

Review of Student Handbook

Review of School Website

Review of Agendas and Minutes

Interviews with School Administrators, Staff, Parents, and Students

Observations of Classrooms

The school's mission statement posted in ACSIP is "All stakeholders of Elmdale Elementary School are committed to developing students who are: effective communicators, complex thinkers, quality producers, self-motivated learners, and community contributors". The mission statement has not been revised under the current administration. Most staff and students are not aware of the mission statement. The school vision statement and motto were reviewed and revised in August 2010 in a collaborative process with most certified staff. Few classified staff and no parents and community members were included in the review and revision of the vision. The school vision statement, the district vision, and the school motto are recited by students each morning during announcements. The Elmdale Vision statement in ACSIP is "Elmdale is a safe learning community where all can be successful" and is posted in many classrooms. The Elmdale motto stated in ACSIP is "We stand together, and we dare to try." The Elmdale Motto recited daily is "We stand together, we also dare to try." A different motto found on the Web site is "At Elmdale We Believe that All Students can Achieve Academic Proficiency, Feel Safe, and be Successful in Life." Most teachers have copies of the ACSIP. Most classified staff were not involved in the development of the ACSIP.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:

Review of ACSIP

Review of Meeting Agendas and Minutes
Interviews with School Administrators and Staff

There is evidence that the school collects data of student performance for literacy and mathematics. Data cited in the ACSIP include overall performance levels of combined and sub populations for grades three through five, and combined for grades kindergarten through second in both mathematics and literacy. Test data from the Benchmark, Iowa Test of Basic Skills, MAT-8, and SAT-10 are included in the supporting data sections of the school ACSIP. Three-year trend analysis data statements are included to identify areas in need of improvement. The strands in which each grade-level had the lowest performance on the Benchmark for third-, fourth-, and fifth-grades are included for mathematics and literacy. The content skills identified as areas of concern are included for kindergarten through second-grade. Attendance rate data was included as additional data for mathematics and literacy priorities. Body Mass Index results, the percentage of students eligible for free and reduced-lunch meals, and School Health Index results were cited for the Improving Wellness priority. Supporting data for the Improving English Language Learner students' performance priority include data from the English Language Diagnosis and Assessment as well as Benchmark test data for grades three through five. Weekly faculty meetings are often used for analyzing data to find students' strengths and weaknesses in mathematics and literacy. There is not a systematic process in place for using the data analysis to guide decision-making regarding teaching and learning.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of the ACSIP

Review of Benchmark Assessment Data

Review of School Report Card

Interviews with District Administrators, School Administrators, Teachers, Staff, and Parents

The Elmdale Elementary School ACSIP outlines a summary of formative and summative assessment data. The ACSIP includes five priority areas to address literacy, mathematics, wellness, Title III/ELL, and Special Education. There is some evidence that the school collects data on student performance in the areas of literacy and mathematics. Achievement data is a measure for determining the needs and priorities of the ACSIP. Test data such as the Augmented Benchmark, Iowa Test of Basic Skills, MAT-8, and SAT-10 are included in the supporting data sections of the school ACSIP. Many ACSIP actions reflect an analysis of available data. Some data has been analyzed and disaggregated throughout the school year by administration and certified teachers during professional development days and staff meetings. Teachers cite goals in their Individual Improvement Plans that are directly correlated with student achievement data. School leadership uses data as a guide for school improvement.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP

Review of Meeting Agendas and Minutes

Interviews with School Administrators and Staff

Observations of Classrooms

Educational research is cited in the ACSIP for each intervention. Publication dates range from 1994-2009. A formal process is not in place for school staff to review

and update research prior to submission of the ACSIP. Some interventions have few scientifically-based resources cited. Some actions in the ACSIP address instructional strategies and practices based on research. The use of learning strategies and specific research-based teaching is observable in some classrooms. Higher-order thinking and problem-solving skills to engage and motivate students to learn can also be found in some classrooms. Adequate yearly progress for state standards are identified in the ACSIP. The Arkansas Curriculum Frameworks for curriculum alignment in mathematics and literacy priorities are referenced in the action components.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:

Review of ACSIP

Interviews with School Administrators and Staff

Observations of Classrooms

The strengths and limitations of the school are consistently monitored to ensure meeting the learning needs of individual students. The school uses ACTAAP data, Dynamic Indicators of Basic Early Literacy Skills, Developmental Spelling Assessment, writing assessments, STAR Reading, Star Math, school-wide common assessments in reading, writing and mathematics, and input and feedback from teachers to reflect on the learning needs of individual students. Weekly grade-level meetings sometimes focus on evaluation of student placement and achievement. Collaboration sometimes focuses on the identification of learning gaps within or across grade-levels, or to drive school planning or improvement. There is no specific formal process in place for consistent on-going monitoring or evaluation of interventions in the ACSIP. Teachers, staff, and parents have some opportunities to complete surveys. The ACSIP does not include a formal process to utilize perceptual data to identify the strengths and limitations of the school in meeting the unique learning needs of every student.

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of Meetings Agendas and Minutes

Observations of Classrooms

The mission statement and desired results for student learning are defined in the ACSIP goals. The priorities include literacy, mathematics, wellness, Title III/English Language Learners, and Special Education. Most goals are stated in clear and concise terms and address the needs of sub populations that failed to meet Adequate Yearly Progress. Goals do not reflect modifications that address the learning needs of all students.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Interviews with School Administrators and Staff

Observations of Classrooms

The ACSIP does not include perceptual data in supporting data statements to identify the school's strengths and weaknesses. Data used to develop the ACSIP are focused on student performance on state assessments. No systematic process is in place to analyze the data to identify the strengths and limitations of the school

instructional and organizational effectiveness using school stakeholders' perceptual data in the school improvement plan.

- 9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:
Review of School ACSIP
Review of Meeting Agendas and Minutes
Interviews with Teachers
Observations of Classrooms

The ACSIP includes goals to address literacy, mathematics, wellness, Title III/ELL and special education. The mathematics and literacy goals are measurable and written to address a specific percentage of students to reach proficiency in specific areas. The benchmark data identifies the specific growth needed to achieve adequate yearly progress for sub populations that are not proficient. Most of the actions in the ACSIP are clearly defined with concise language, timelines, and persons responsible for actions. Most actions are focused on improving overall student performance. Practices in some classrooms do not always address a systemic change in organizational practices to meet all students' individual needs.

- 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Teachers
Observations of Classrooms

Most goals in the ACSIP are clearly defined and based upon student needs as determined by data analysis. Some action components are aligned with specific goals and interventions that provide specific direction and support for research-based teaching and learning strategies designed to meet the learning needs of all students. There is no formal plan in place for monitoring the effectiveness of goals. Gaps in student achievement and weaknesses in all sub populations are not specifically addressed to meet the learning needs of every student. Some components include an intentional focus on specific areas of weakness.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:
Review of School ACSIP
Review of Meeting Agendas and Minutes
Interviews with Teachers
Observations of Classrooms

Most ACSIP timelines are identified as July 1, 2011 to June 30, 2012. Adequate resources are identified for most activities. Teachers reviewed the ACSIP by completing a jigsaw activity that resulted in recommendations or changes to the ACSIP. The principal is primarily responsible for the actions outlined in the ACSIP. Approximately half of the actions list the principal as the person responsible. The assistant principal, counselor, and instructional facilitators are designated as being responsible for 14 actions. Twenty-five actions are shared by 36 certified staff and 30 classified staff.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:

Review of Mission Statement
Review of Meeting Agendas and Minutes
Review of perception Surveys
Interviews with Staff and District Personnel

The school's mission statement is stated in the ACSIP. The current administration has not facilitated review or revision of the mission statement. The school's vision was reviewed and revised in August 2010. Few classified staff, parents, and community members were included in the review and revision of the vision statement. There is inconsistency among the stated mottos. The Elmdale Elementary School motto in ACSIP is different than the motto on the school Website, which is different from the motto posted in some classrooms. The school vision, the district vision, and the school motto are recited by students each morning during announcements. Most students were unable to articulate the school's vision. Most teachers retain a copy of the ACSIP in their classroom. Most classified staff were not involved in the development of the ACSIP. The ACSIP includes priorities to address literacy, mathematics, wellness, Title III/English Language Learners, and Special Education.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP
Review of Meeting Agendas and Minutes
Review of ACTAAP Data
Review of Interim Test Data
Interviews with School Administrators and Staff

There is some intentional evaluation of ACSIP actions that support goals and objectives for student learning. Data review as it relates to individual student progress occurs during the meetings of the Instructional Leadership Team, Leadership Team, grade-level teams, and the faculty. Some emphasis is placed on evaluation of the comprehensive goals and objectives of the ACSIP. Annual reviews of state assessment data and school improvement status are the primary measures for determining the success or failure of the interventions and action steps included in ACSIP. Few action steps include analysis of programs and initiatives to evaluate long-term goal attainment and program effectiveness. School leadership does not have a systematic, on-going process for using assessment data as a means for determining the achievement of ACSIP goals.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP
Review of Meeting Agendas
Review of Results of Perceptual Surveys
Interviews with School Administrators and Staff

Goals in the ACSIP connect some student achievement with classroom practices. Some focus of the ACSIP goals and actions do address the differences in student achievement across all sub populations. Most sub populations meet the minimum requirement for student count in order to be held accountable for Adequate

Yearly Progress standards on state assessments. Annual reviews of ACTAAP data and the resulting school improvement status are the primary measures for determining the effectiveness of the interventions and action steps included in the plan. A review and revision of action components in the ACSIP occurs at the end of the year with the certified staff.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of Meeting Agendas, Minutes, and Sign-In Sheets

Interviews with School Administrators, Staff, and Parents

The supporting data disaggregation in ACSIP includes the Augmented Benchmark for third-, fourth-, and fifth- grades for 2009-2011, ITBS for 2009-2011 for first-through fifth-grades. MAT-8 for 2009 and ITBS for 2010-2011 were included for kindergarten. School leadership does not conduct a systematic, ongoing, comprehensive analysis of the school's progress in achieving the goals of the ACSIP. An annual review of ACTAAP student achievement data serves as the primary basis for evaluating the impact of the ACSIP interventions and actions. Intermediate checkpoint dates have not been established to measure the implementation levels of actions or their impact on student achievement to provide school leadership with data to determine progress toward reaching school improvement goals throughout the school year. Weekly faculty meetings are often used for analyzing data to find students' strengths and weaknesses in mathematics and literacy. Stated in the ACSIP Priority 1-Literacy: "Both formative and summative data will be used to determine necessary changes to instruction. All stakeholders will continue to be an integral part of the discussion in order to develop collective ownership in the welfare of the school." There is little opportunity for classified staff to provide feedback or input in the school improvement planning process.

Performance Rating:1

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of School ACSIP

Review of Meeting Agendas and Minutes

Interviews with Teachers

Observations of Classrooms

School leadership does not have a formalized, systematic process for evaluating or monitoring the effectiveness of the ACSIP on an on-going basis. Few action steps allow for systematic modifications throughout the school year. School administration meets with all teachers quarterly to monitor student learning and analysis of instructional and organizational effectiveness. Daily Classroom Walkthroughs are conducted by the Instructional Leadership Team. Teachers receive feedback from Classroom Walkthroughs during monthly faculty meetings.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Interviews with School Administrators and Staff

Observations of Classrooms

Some of the actions in the ACSIP are being implemented in the school. There is no

formal process in place to monitor the level of implementation of all actions. Most certified staff members and a few classified staff members are aware of the ACSIP. The ACSIP is reviewed and revised by certified staff members annually through the completion of an ACSIP Jigsaw Activity. Staff members are asked to answer, "Does each action say what we mean for it to say? Are we doing what we say we are going to do? Is it making a difference? Do we need to continue it, change it, or do away with it?" Classified staff members are not involved in this process. Most staff members are not fully aware of their responsibility for implementing the ACSIP goals and actions.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

School leadership should review the ACSIP and make sure that the person responsible for actions is not primarily the principal. The principal is listed as person responsible for most of the actions. School leadership should create building level capacity by sharing the responsibility of the actions with other staff members and teachers.

All stakeholders groups, to include administrators, certified staff, classified staff, parents, community representatives, and students, should be actively engaged in an open dialogue to update and revise the mission statement for Elmdale Elementary School. Draft copies of statements should be presented to the community at open meetings for comments and revisions before the statement is finalized. Final copies should be disseminated to the public through the news, media, school Web site, and student handbook. The mission statement should be posted in prominent places in the school and all classrooms. The mission statement should be utilized to guide staff in their efforts to raise student achievement for all students at Elmdale Elementary School.

The ACSIP committees must re-visit the scientific research in the ACSIP and become more aware of current educational developments. The Association for Supervision and Curriculum Development has many topics that could assist the school in becoming more current on educational scientific research. Common Core State Standards, differentiated instruction, classroom management, and culturally responsive education might be beginning areas. Educators must keep up with educational research to be able to lead students into the future. A possible resource is <http://www.ascd.org/research>.

School leadership should work with the school's leadership team to develop a systematic process to actively involve all stakeholders in the development, implementation, and evaluation of the ACSIP. The process currently being used should be expanded to involve all stakeholders including administrators, all certified staff, parents, representatives from classified staff, and business and community members. The systematic process must include a comprehensive, consistent, on-going monitoring to ensure the full implementation of interventions and action components. All stakeholders should be regularly informed of the progress toward implementation of the plan through follow-up meetings. The meetings will lead staff to take ownership, accept their roles and responsibilities, and have buy-in to the implementation of the ACSIP and to view the ACSIP as a road map to increased student achievement. Agendas, sign-in sheets, and minutes should be maintained for all meetings to provide reflection.

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

01/29/2012 - 02/03/2012

Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Elmdale Elementary School during the period of 01/29/2012-02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 4. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	The instructional time is not fully protected.
Next Steps	School leadership must immediately establish procedures to protect and value instructional time. Monitoring for effective use of instructional time in all classrooms must be conducted on a daily basis. Instructional practices must ensure students are engaged in high-quality, time-on-task instruction.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	There is no formal process or sense of urgency to eliminate student tardiness.
Next Steps	The principal should review the Arkansas Public School Computer Network tardy report weekly and immediately address a plan to increase parental awareness of negative impact of student tardies on student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	Teachers are not provided timely, specific feedback that enables continuous progress and instructional practice.
Next Steps	Leadership should immediately begin the practice of providing teachers timely feedback from classroom observations focused on differentiated classroom instruction and high expectations for all students.
District Action Steps to Overcoming	

Obstacles	
Timeline/Person Responsible	

4. Deficiency	Students often cannot communicate what they should know, be able to do, and why it is important.
Next Steps	Students should understand and be able to communicate the learning objectives for each lesson throughout the day. Teachers must begin every instructional sequence with a clearly stated objective of what students should learn and be able to do. Students should be able to complete each statement at the end of each lesson: "Today, I learned... and The learning is important because..."
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	Security issues exist in the school. Exterior doors were found open during the school day. Signs in the main hallways directing visitors to report to the office are written only in English.
Next Steps	Lock all doors other than the front doors during the school day. Move existing signs directing visitors to report to the office closer to the front door. Display signs in Spanish and English.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	
Next Steps	
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Elmdale Elementary School Springdale School District

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In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Elmdale Elementary School for the hospitality extended during the course of this audit. We appreciate your attention to our comfort by providing an area to work that met our needs. It is hoped that this report will make a difference in the lives of the staff and students of Elmdale Elementary School. We encourage the school community to reflect on the findings and recommendations.

1. What if all students were in their seats and ready to learn when the tardy bell rings?
2. What if instruction of core curriculum begins with the sound of the tardy bell?
3. What if grade-level meetings were intentionally planned and focused on improving student achievement?
4. How would a culture of high expectation change the teaching and learning at Elmdale Elementary School?
5. What if all teachers had well-developed curriculum documents?
6. What if teachers had someone to help them implement Cognitively Guided Instruction?
7. What would student achievement look like if all students were actively engaged in learning that challenged their thinking?

Scholastic Audit Summary Report

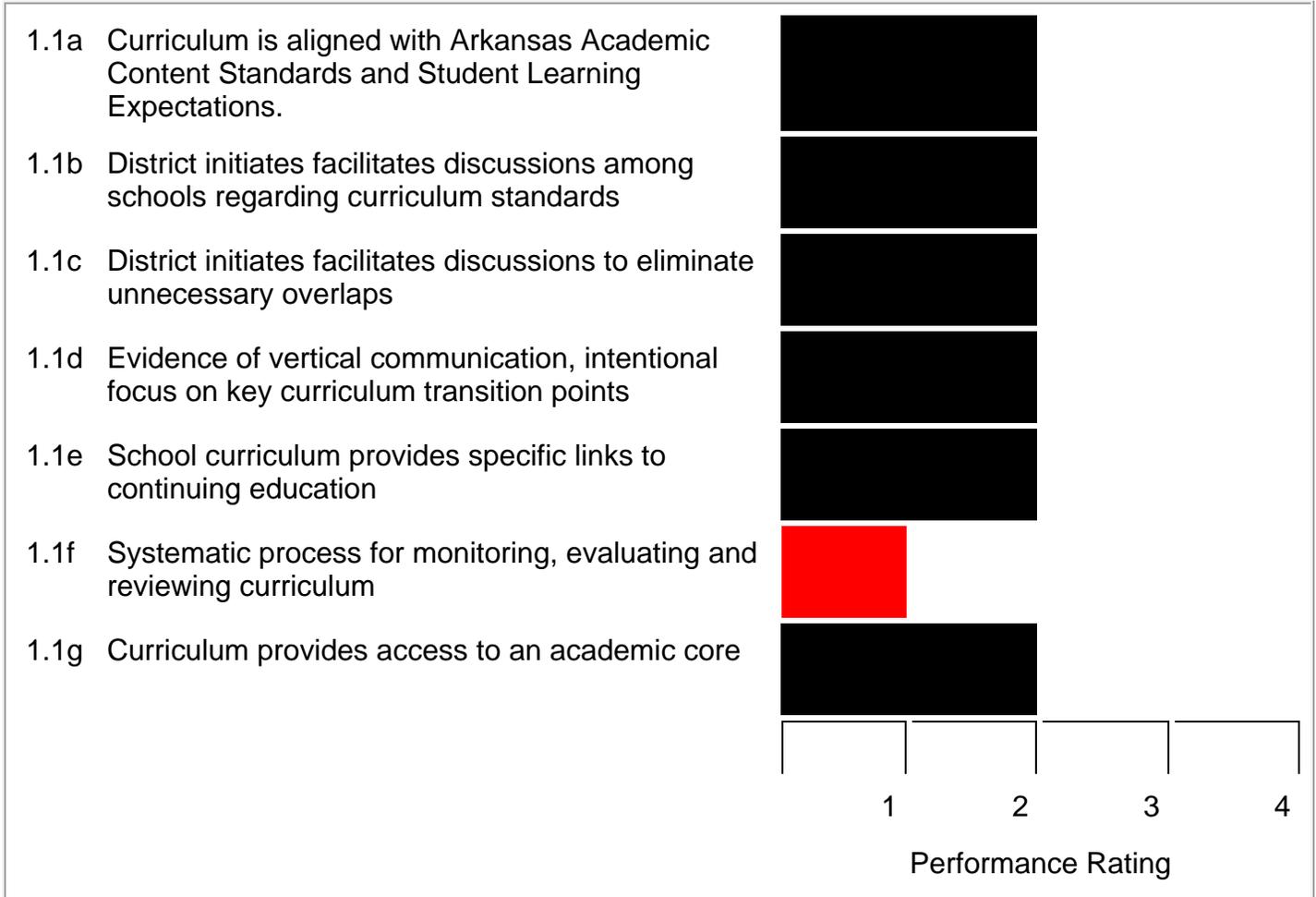
Elmdale Elementary School

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01/29/2012 - 02/03/2012

1.1 Curriculum

Academic Performance



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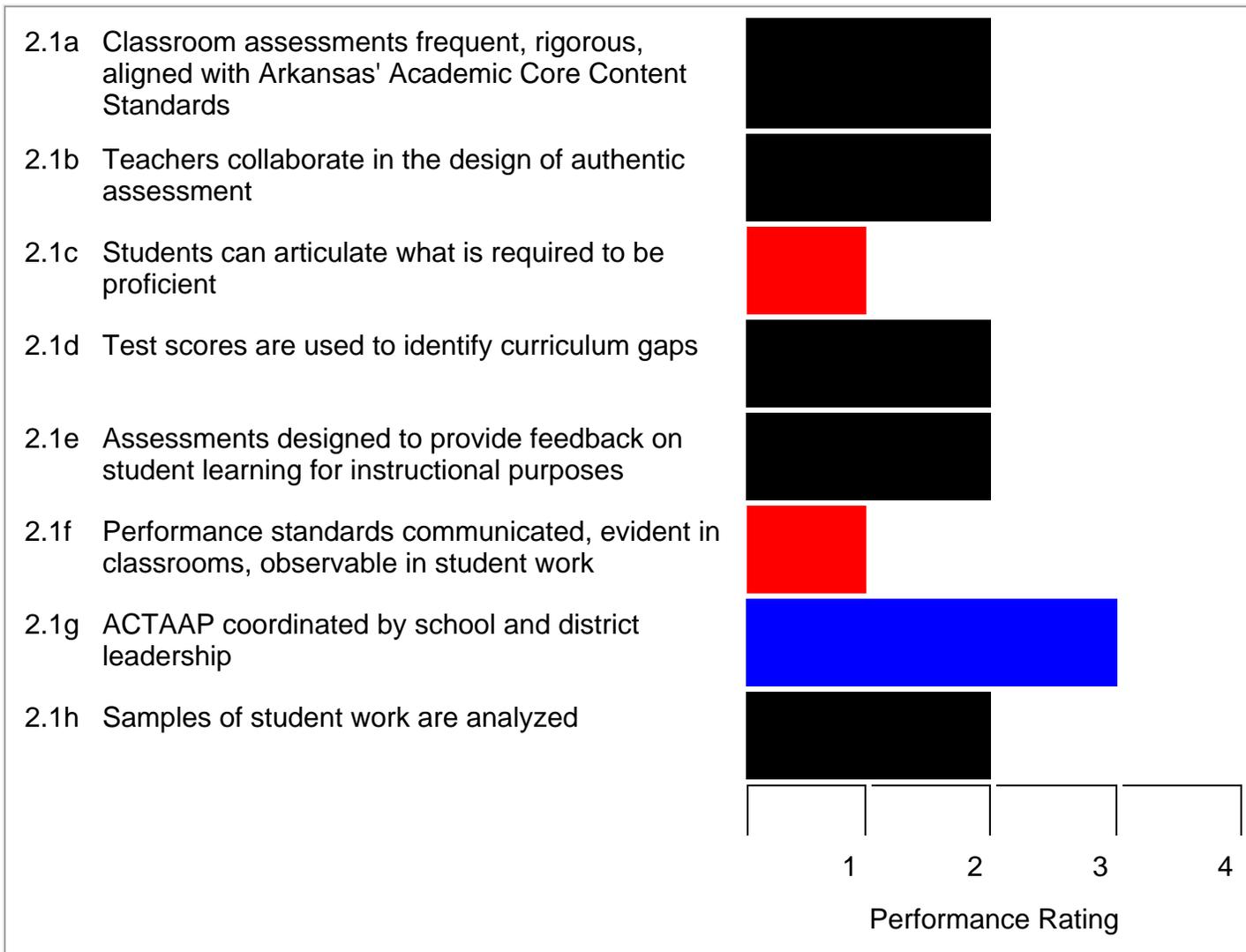
Elmdale Elementary School

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2.1 Classroom Evaluation/Assessment

Academic Performance



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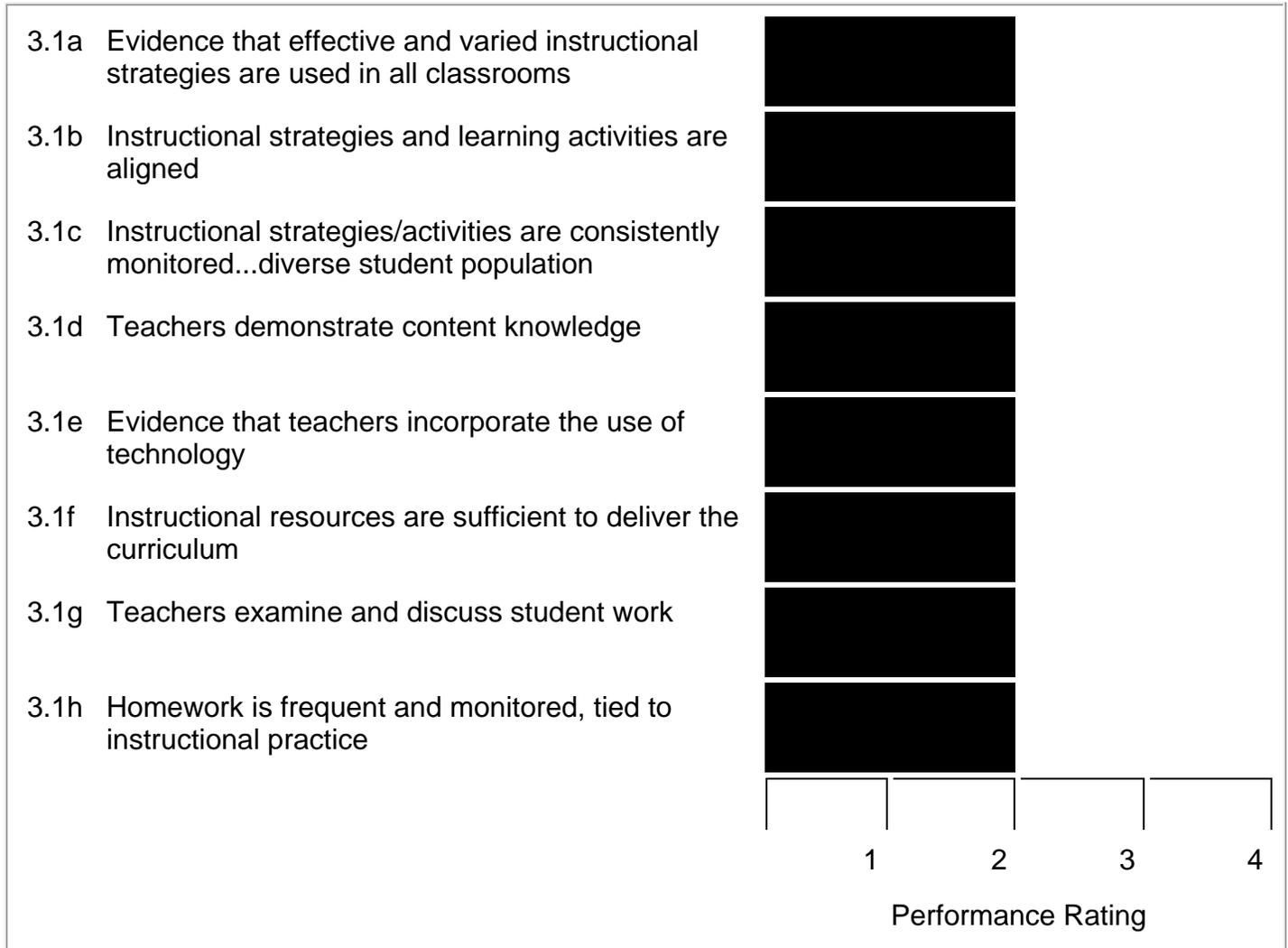
Elmdale Elementary School

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3.1 Instruction

Academic Performance



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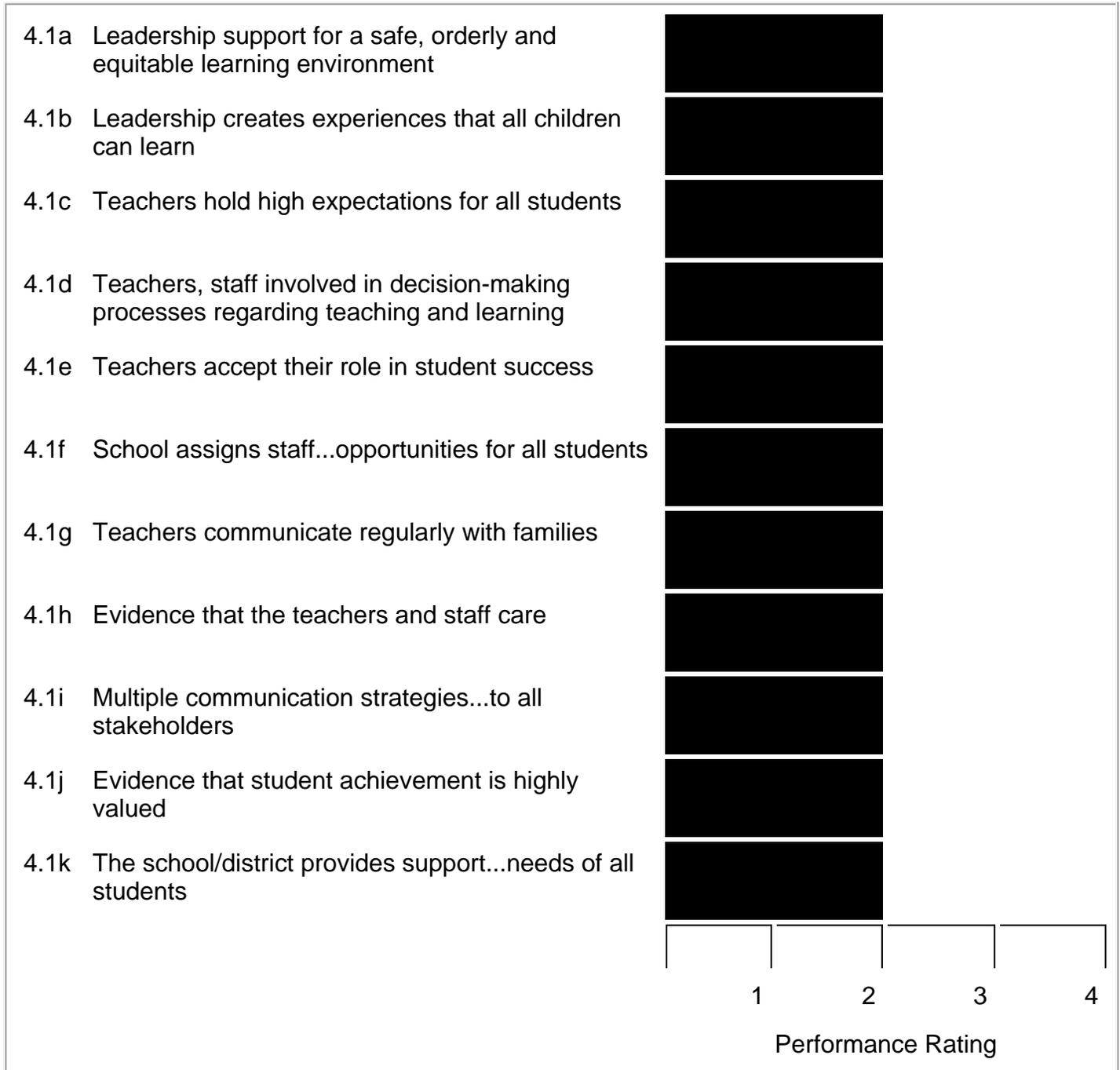
Elmdale Elementary School

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01/29/2012 - 02/03/2012

4.1 School Culture

Learning Environment



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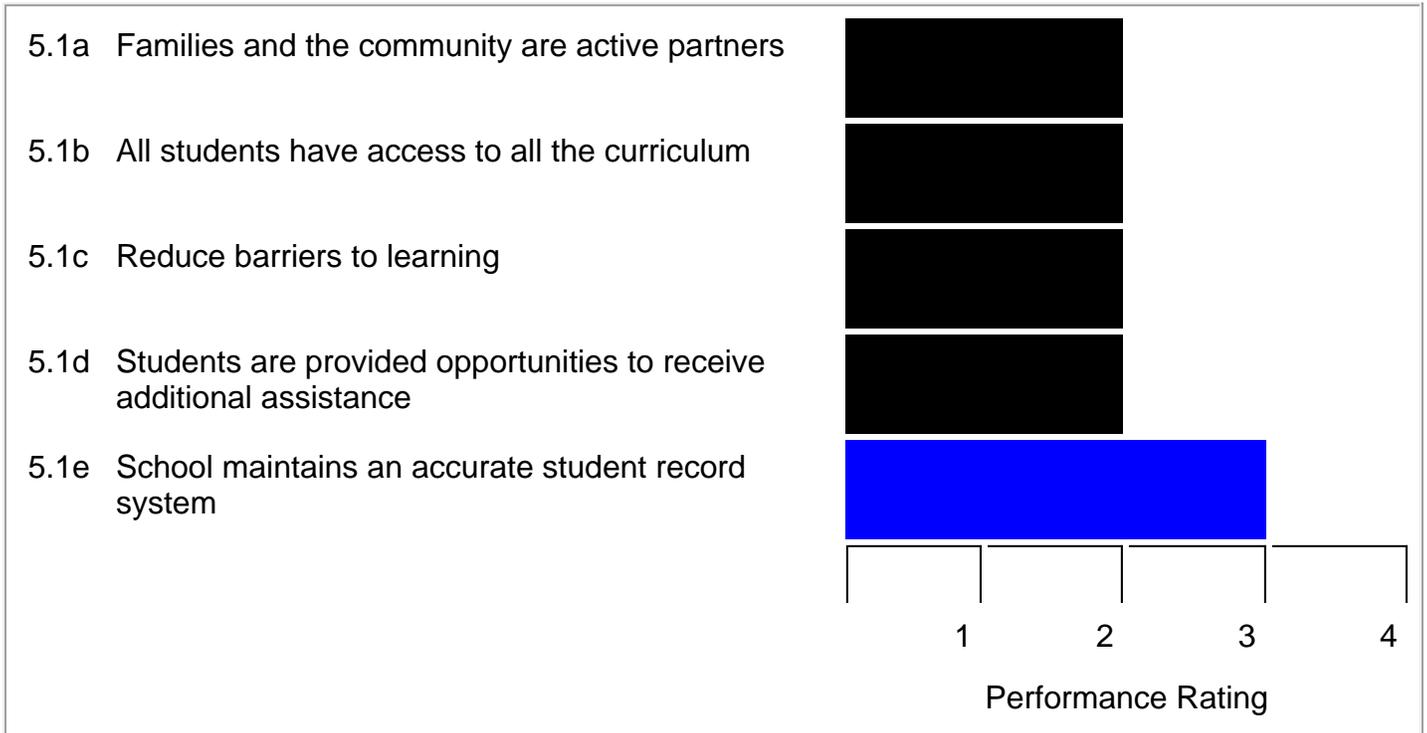
Elmdale Elementary School

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5.1 Student, Family and Community Support

Learning Environment



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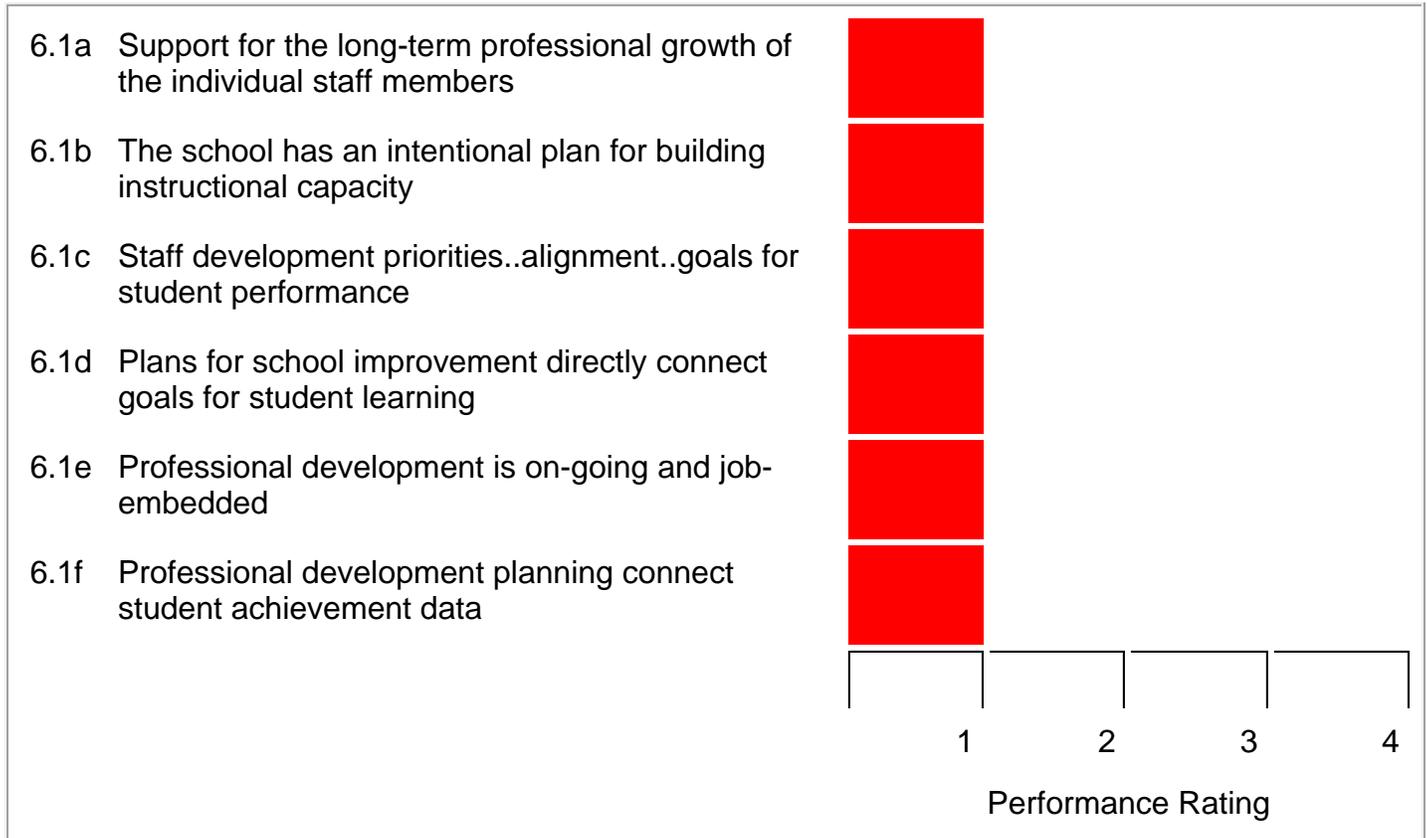
Elmdale Elementary School

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6.1 Professional Development

Learning Environment



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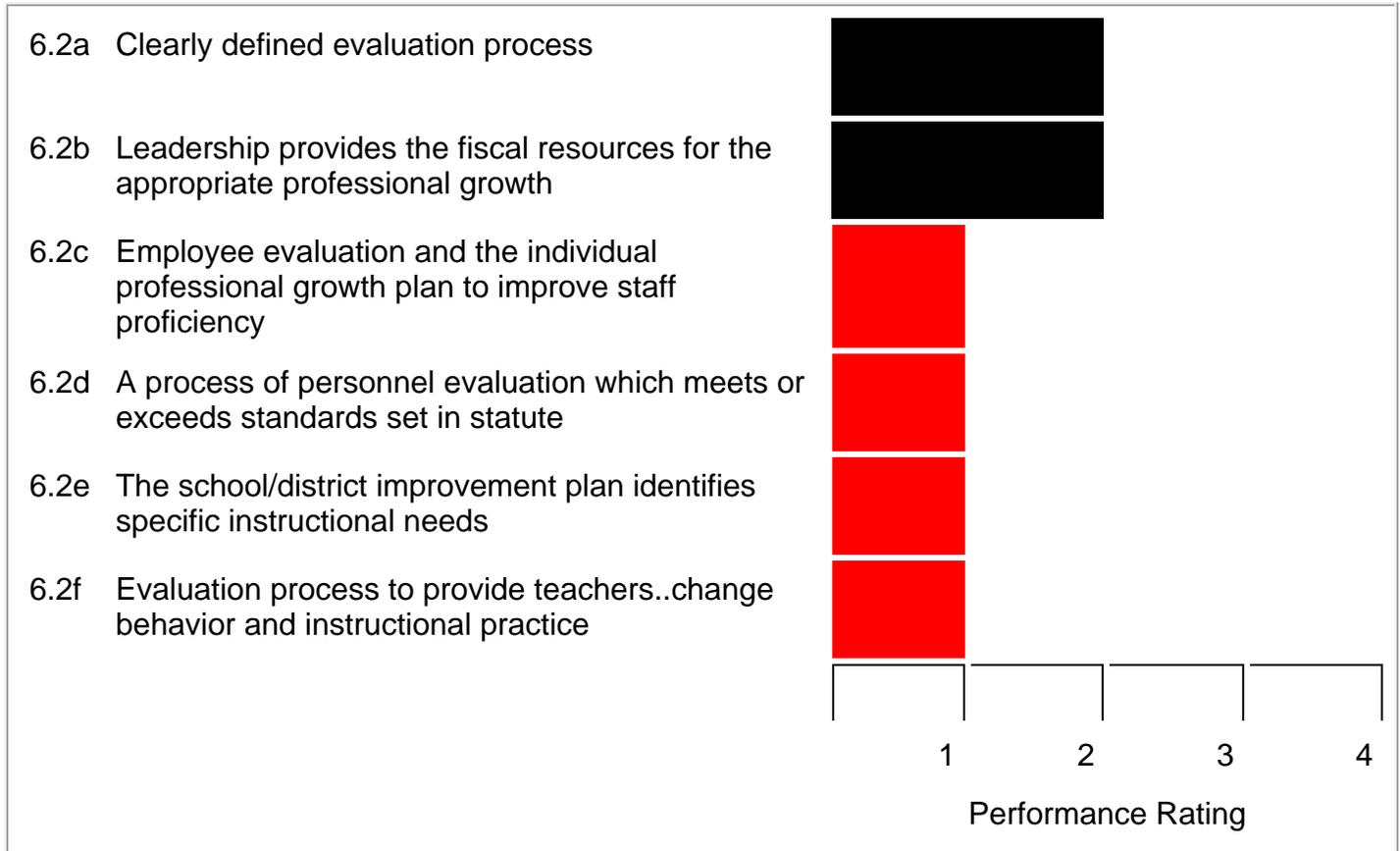
Elmdale Elementary School

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01/29/2012 - 02/03/2012

6.2 Professional Growth and Evaluation

Learning Environment



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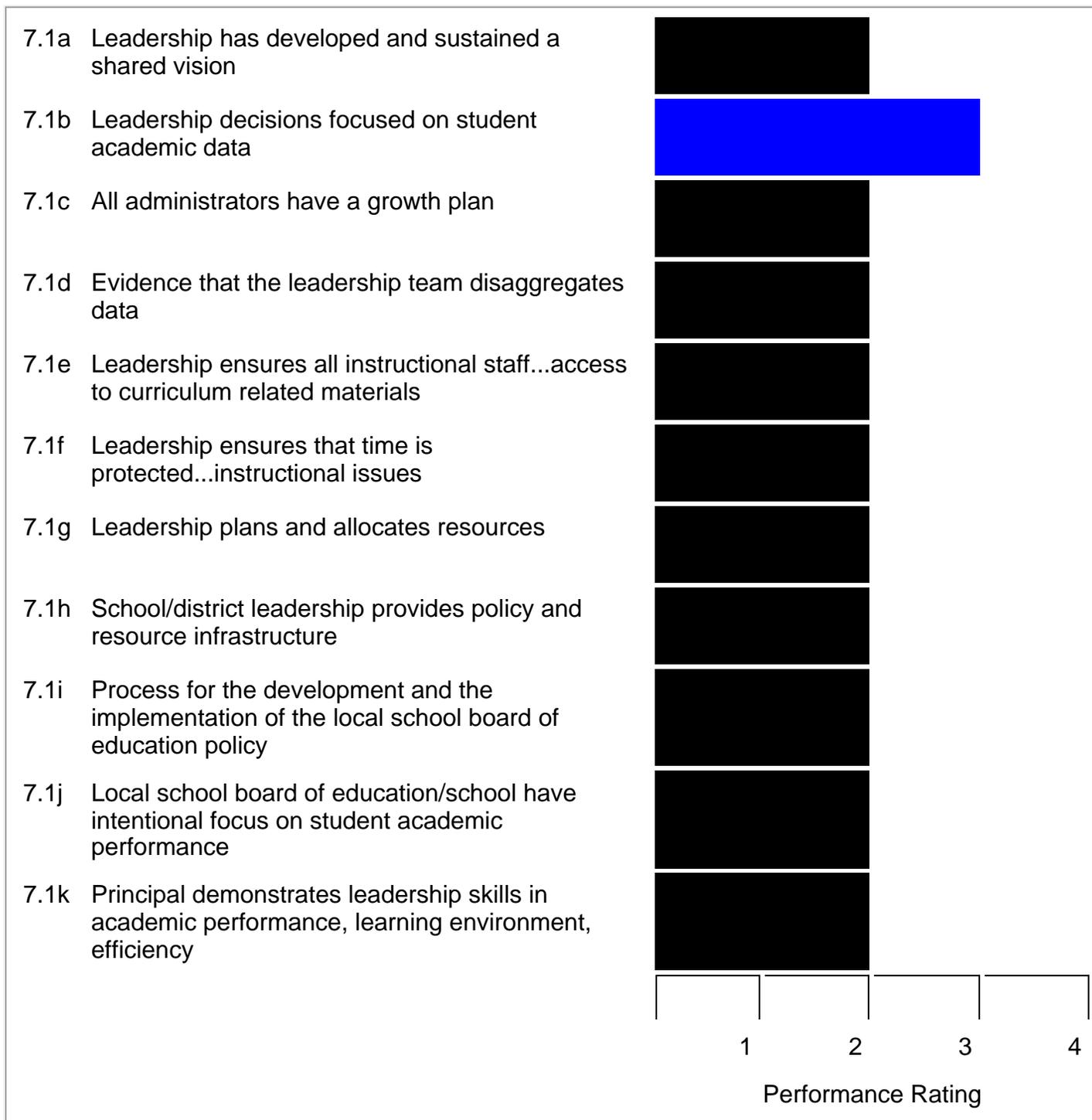
Elmdale Elementary School

Springdale School District

01/29/2012 - 02/03/2012

7.1 Leadership

Efficiency



Scholastic Audit Summary Report

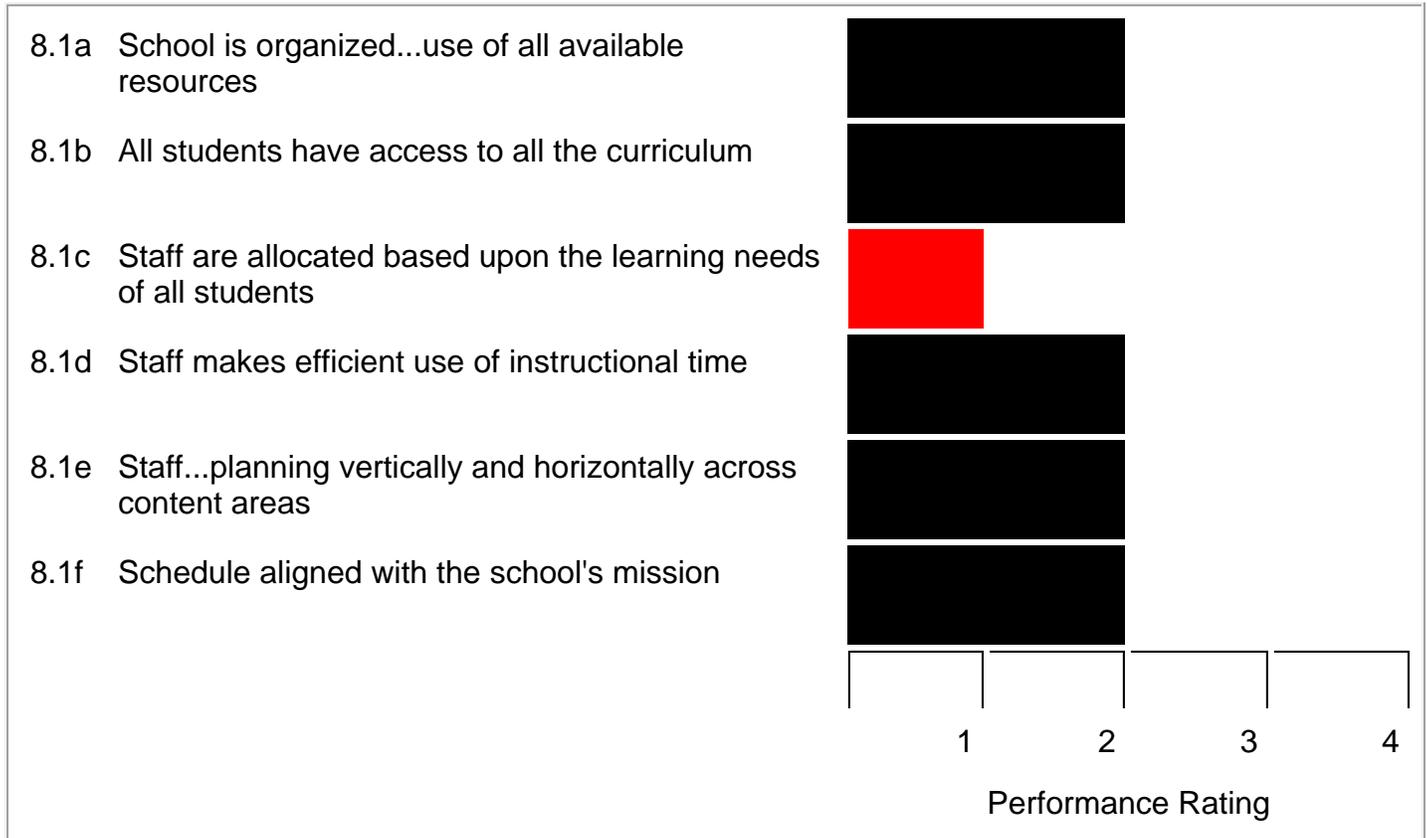
Elmdale Elementary School

Springdale School District

01/29/2012 - 02/03/2012

8.1 Organization of the School

Efficiency



Scholastic Audit Summary Report

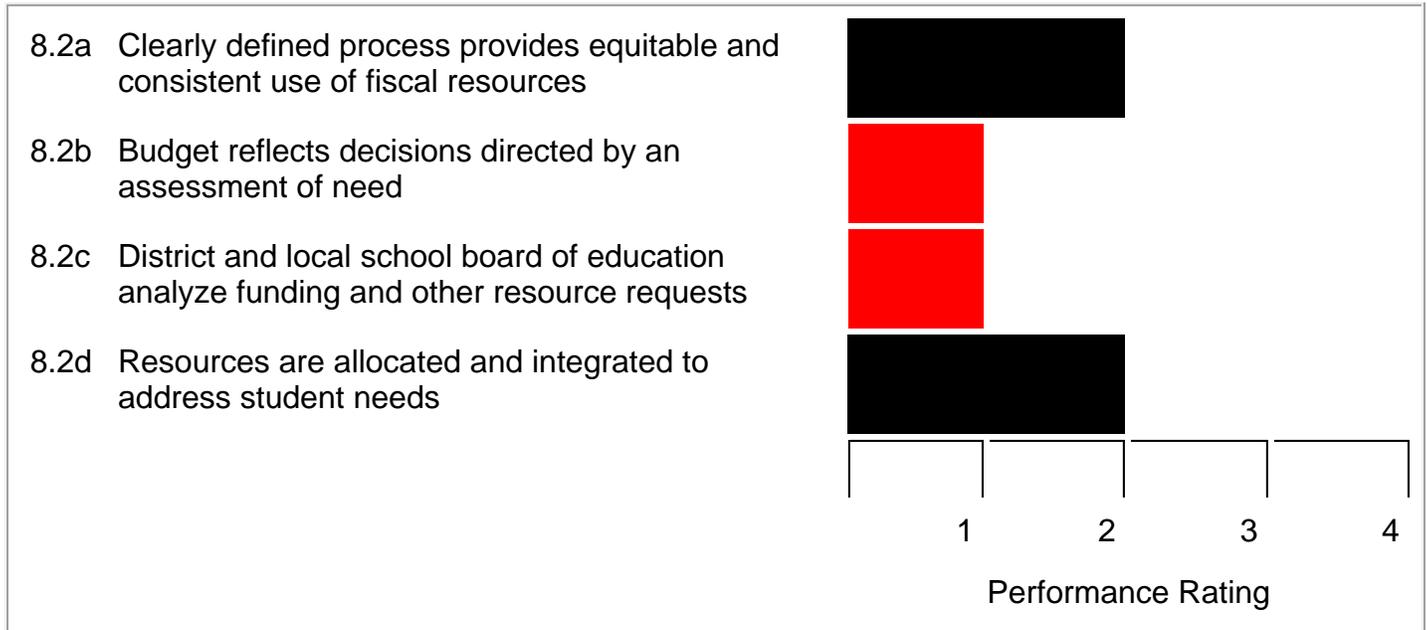
Elmdale Elementary School

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8.2 Resource Allocation and Integration

Efficiency



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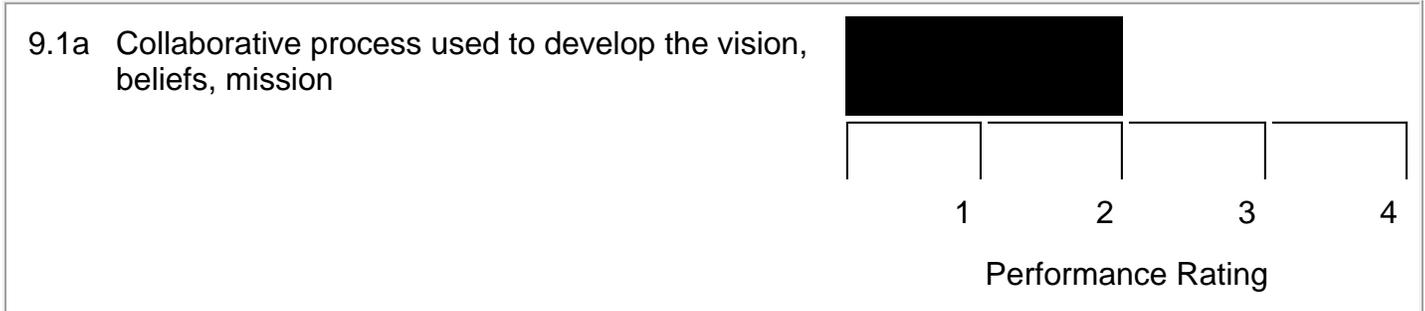
Elmdale Elementary School

Springdale School District

01/29/2012 - 02/03/2012

9.1 Defining the School Vision, Mission, Beliefs

Efficiency



Scholastic Audit Summary Report

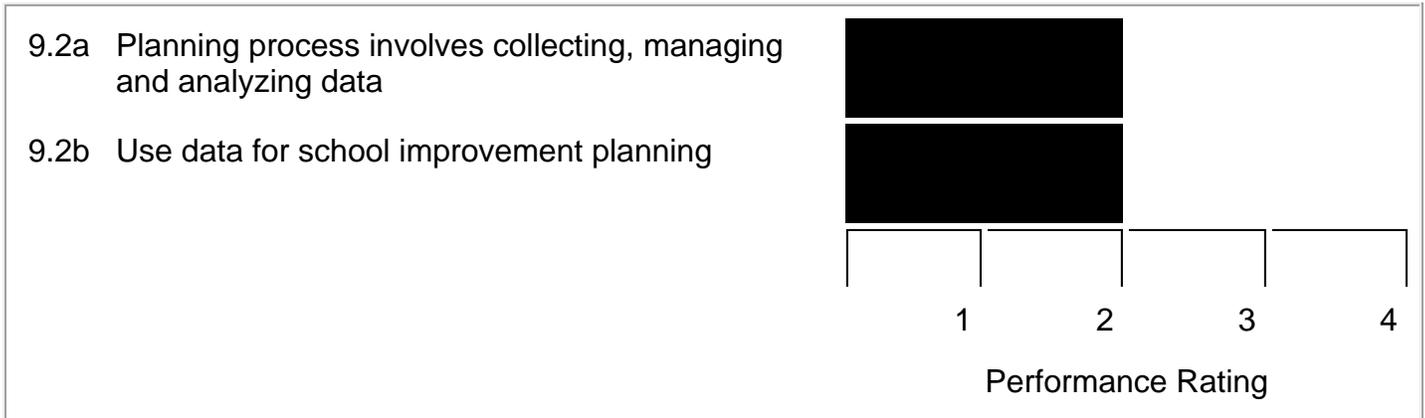
Elmdale Elementary School

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9.2 Development of the Profile

Efficiency



Scholastic Audit Summary Report

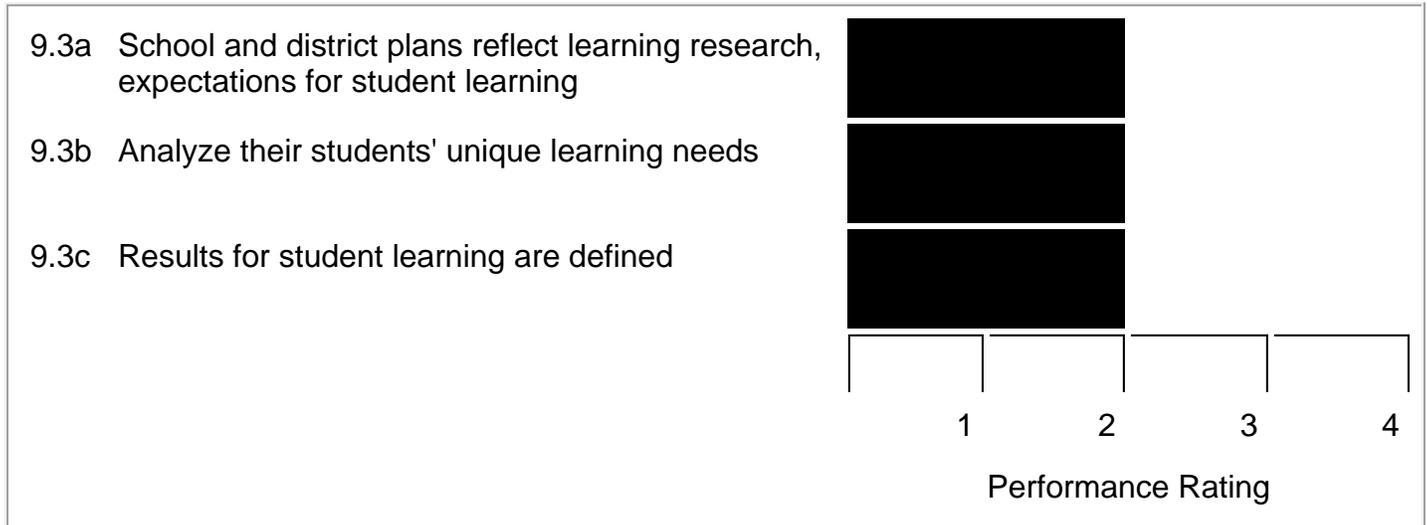
Elmdale Elementary School

Springdale School District

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9.3 Defining Desired Results for Student Learning

Efficiency



Scholastic Audit Summary Report

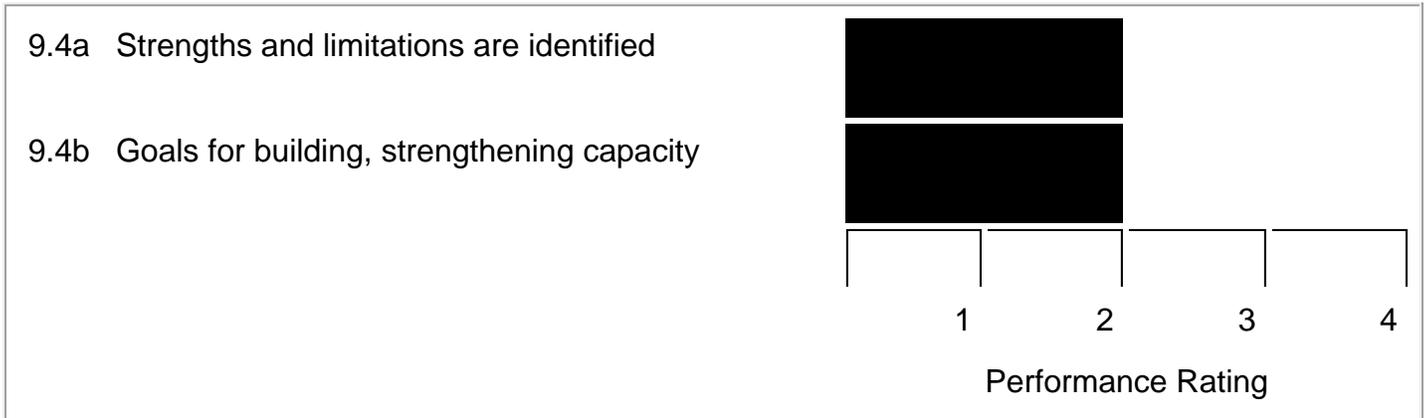
Elmdale Elementary School

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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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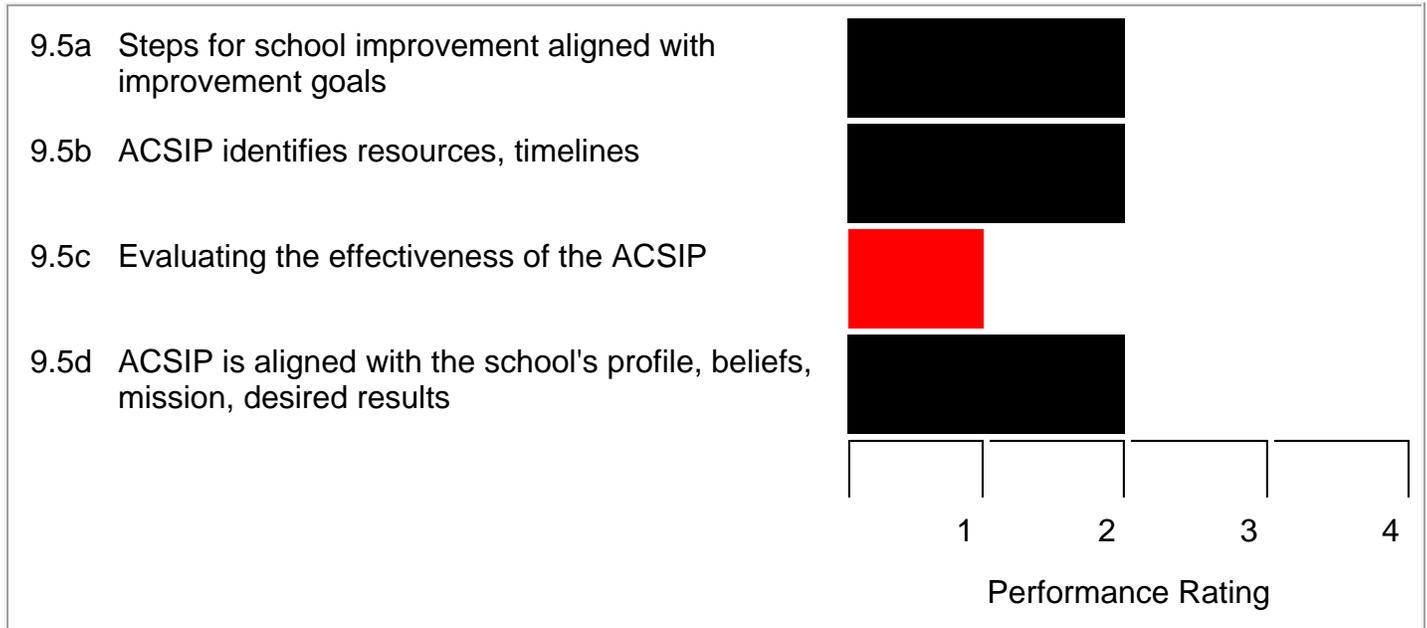
Elmdale Elementary School

Springdale School District

01/29/2012 - 02/03/2012

9.5 Development of the Improvement Plan

Efficiency



Scholastic Audit Summary Report

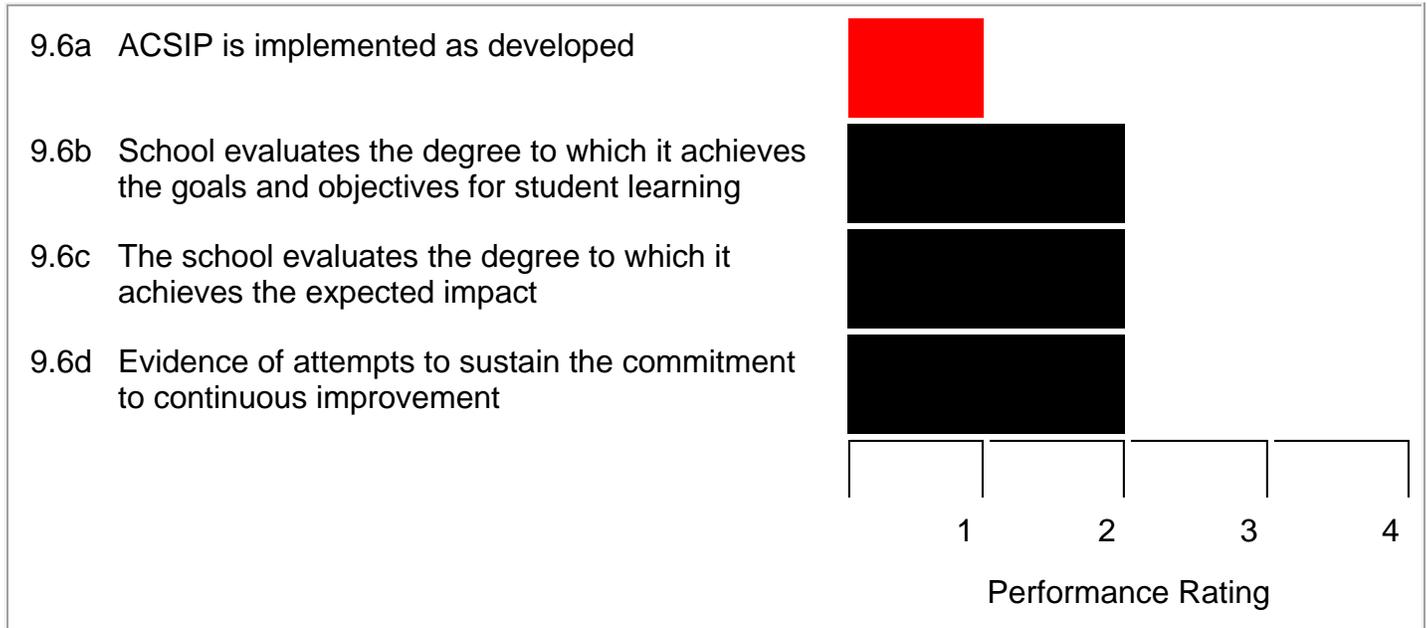
Elmdale Elementary School

Springdale School District

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9.6 Implementation and Documentation

Efficiency



Springdale School District

Springdale High School

Scholastic Audit Summary Report

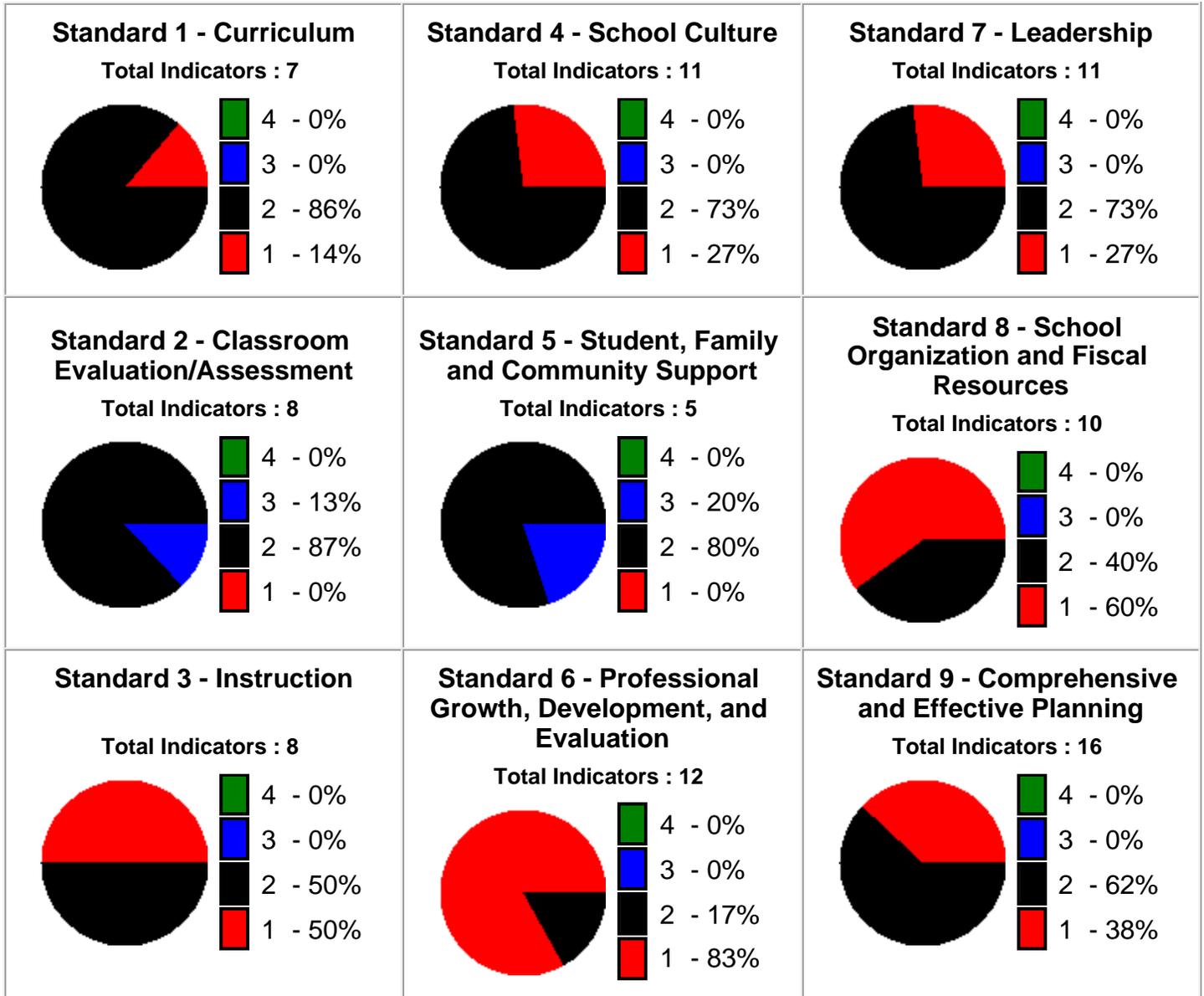


01/29/2012 - 02/03/2012

Springdale High School
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4 - Exemplary level of development and implementation
- 3 - Fully functional and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Springdale School District - Springdale High School

<p>Standard 1 - Academic Performance - Curriculum Curriculum</p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p>Standard 4 - Learning Environment - School Culture School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard 7 - Efficiency - Leadership Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard 3 - Academic Performance - Instruction Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="99 1549 565 1780" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- . Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- . Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- . Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Springdale High School during the period of 01/29/2012 - 02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 4.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (236), and formal interviews and informal discussions with teachers (163), students (249), parents (80), central office personnel (7), support staff members (29), assistant principals (3), counselor (4), principal, and school board members (2).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Sterling Ingram. The other team members were Kathy Balkman, Sally Bennett, Susan Buchanan, Linda Crawford, Judy Dowdy, Linda George, Sandy Griffith, Rudolph Howard, Jim Johnson, John Tackett, and Janice Warren.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

- Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 1 : Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 1 indicators (14%) evaluated as "Evaluation Category 1," 6 indicators (86%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Lesson Plans
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

Springdale High School curriculum documents define what students should know and be able to do in each subject area. Curriculum documents contain different components and are in varying levels of completion. Essential questions, skills, and processes are not identified in all content areas. The implemented curriculum in most classrooms is teacher-directed with most students taking notes. Technology in some classrooms is used as a teacher tool, not as a means for students to demonstrate their knowledge. The implemented curriculum is not always culturally responsive. Resources in the classroom, posters in the hallways, and book selections are not always responsive to students from different cultures. There is limited intentional interdisciplinary connection within or between content areas.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Master Schedule
Review of Faculty Meeting Agendas
Review of Department Meeting Agendas
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers

The school facilitates some discussions among grade levels to ensure that curriculum standards are clearly articulated. Planning time has not been built into the school day to give all teachers the opportunity to meet by content areas or grade

level. Some academy teachers have common planning periods. Teachers involved in the Arkansas Advanced Initiative for Math and Science meet with Central Junior High School, Mary Frances George Junior High School, and Southwest Junior High School Pre-Advanced Placement and Advanced Placement teachers to discuss Pre-Advanced Placement and Advanced Placement curriculum. There is no formal schedule for departmental meetings. Faculty meetings are scheduled bi-monthly.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Springdale School District Common Core State Standard Transition Chart

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

The district does not have a systematic process to eliminate unintentional curricular overlaps and gaps for all subject areas. The district has developed a transition chart for the implementation of Common Core State Standards. The transition chart has one class at the high school beginning implementation during the 2012-2013 school year. Vertical teams are in place for Advanced Placement classes in literacy, mathematics, and science as required by the Arkansas Advanced Initiative for Math and Science grant. There is a limited sustained effort to facilitate academic discussions beyond staff involved in Advanced Placement classes.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Springdale School District Common Core State Standard Transition Chart

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

There is little evidence that school or district leadership initiates vertical discussions to focus on key curriculum focal points. The district has developed a transition chart for the implementation of Common Core State Standards. The transition chart has the high school beginning implementation during the 2012-2013 school year. Teachers on Special Assignment work as a liaison between the schools and the Springdale School District Administrative office. Teachers involved in the Arkansas Advanced Initiative for Math and Science meet at least quarterly with Central Junior High School, Mary Frances George Junior High School, and Southwest Junior High School Pre-Advanced Placement teachers to discuss Pre-Advanced Placement and Advanced Placement curriculum.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Student Records

Review of Classroom Assessment Documents

Interviews with District Administrators

Interviews with Building Administrators
Interviews with Teachers
Interviews with Parents
Observations of Classrooms

The curriculum provides intentional connections to familiarize some students with a variety of post-secondary education and career options. Students can apply for acceptance into the Technology Information Academy, Engineering Academy, Law Academy, Teaching Academy, or Medical Academy. Selected students can participate in the International Baccalaureate Diploma Programme. Acceptance into the International Baccalaureate Diploma Programme is achieved through an application and interview process. Students can receive concurrent credit with Northwest Arkansas Community College. Students must have an overall grade-point average of 3.0 or higher. Concurrent courses include English Composition I and II, College Algebra, and Finite Mathematics. Examples of other course offerings are Culinary Arts I and II, Nursery/Landscape, Advertising and Graphic Design, and TV Production. Students have a Career Action Plan. Students have signed Smart Core/Core Informed consent forms.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:
Review of Curriculum Documents
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms

The implemented curriculum used in the school is often teacher-directed with most students taking notes. The curriculum provides some opportunities for expanded learning, such as field trips, shadowing, and work-based learning. Students can enroll in Jobs for Arkansas Graduates, Environmental and Spatial Technology, and Community Service classes. Few classrooms provide opportunities for higher-order thinking and problem solving. Some students are aware of the expectations in content areas. Student activities are posted as objectives in some classrooms. Many teachers do not communicate the learning expectations to students.

Performance Rating:1

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of ACSIP
Review of Curriculum Committee Agenda, Minutes, and Sign-In Sheets
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers

A systematic process for monitoring, evaluating, and reviewing the curriculum has not been established. There is not a procedure to address vertical and horizontal articulation between all grade levels or key transition points. The district does not have a standing curriculum committee. The district has a curriculum policy to address curriculum issues.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

District leadership must develop a systematic process for reviewing and revising the curriculum. The committee must include staff who represent each grade level and content area. The committee must be given time for horizontal and vertical articulation for grades K-12. A process must be developed for identifying curriculum gaps and overlaps between the currently implemented curriculum and the Common Core State Standards. The curriculum should be revised and the necessary changes implemented in a timely fashion.

A vertical team should be formed to develop a plan for the successful transition of students from the junior high schools to the high school. This plan should include a review of the student performance data and the curriculum. Attention should be given to the key curriculum transition points. Components of the transition plan should be developed to meet the needs of all students. The transition plan should be continually reviewed for needed revisions. Agendas, sign-in sheets, and minutes should be maintained and used for reflection, accountability, and documentation.

School leadership should work with teachers to make efficient use of instructional time. Bell-to-bell instruction must be a priority issue in all classrooms. Five-minute bell ringers that refresh what the students learned the previous day should be used. Appropriate use of the Gradual Release of Responsibility Model and other professional development received should be reflected in the delivery of the instruction. Each class should conclude with closure that includes a short verbal or written response to questions related to the learning. An example would be the use of exit slips for student reflection and a formative assessment for the teacher.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 2 : Classroom Evaluation/Assessment

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 7 indicators (87%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Review of Testing Agenda, Teacher Certification Verification Form, and Sign-In Sheets

Review of Assessment Data

Review of Classroom Assessments

Interviews with Teachers

Observations of Classrooms

The implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program is coordinated by school and district leadership. Test administration training for staff is held for each required state assessment. An agenda and sign-in sheets are maintained. The agenda includes information regarding the testing schedule and protocol for administration of the assessment. Assessment accommodations and modifications for students with disabilities are provided per the Individual Education Plans and Section 504 Accommodation Plans. There is no local school board policy that addresses the Arkansas Comprehensive Testing, Assessment and Accountability Program.

Performance Rating:2

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Classroom Assessments

Review of Assessment Data

Review of Student Work

Interviews with Teachers

Interviews with Students

Observations of Classrooms

Observations of Hallways

Classroom assessments for student learning are not always rigorous, authentic, or designed to assess proficient student work. Many classroom assessments are computer-generated using products from the adopted textbook series with multiple-choice, fill-in-the-blank, and matching questions. Some assessments are teacher designed with questions that ask for recall and comprehension of information and application of skill. Open-response questions are included in some of the teacher-designed tests. Most of the assessment questions do not challenge students to think at the higher levels of Bloom's Revised Taxonomy. Authentic assessments are administered in classes that require a product to assess student work, such as culinary arts and the fine arts. Some content classes assign authentic assessments as a way to measure student proficiency. Examples are Weather Report, Chemistry Comic Book, and Soundtracks of Your Life. Some of the authentic assessments are not age or grade appropriate and do not reflect high expectations. Posted student work rarely uses comments that would lead to improved student performance. Rubrics or scoring guides do not always accompany student work posted in hallways and in classrooms. There are local school board policies on standardized testing. There is no local school board policy on classroom assessments.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:

Review of Classroom Assessments

Review of Master Schedule

Review of Teacher Meetings Agendas, Minutes, and Sign-In Sheets

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

Interviews with Students

Observations of Classrooms

Observations of Hallways

Some teachers collaborate in the design and development of authentic assessments. One example of teachers who collaborate on common assessments would be the 11th grade English teachers who meet weekly. The Literacy and English as a Second Language Facilitators meet with them to assist with planning and developing assessments. Some science teachers also have common lesson plans, activities, and assessments. Most content-level teachers do not have common planning times that allow for formal collaboration. In a few classes, students are offered a choice on how they complete class assessment projects. For example, students may choose to create a media, a print, or a written project as the assessment for the instructional objective.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:

Review of Classroom Assessments

Review of Master Schedule

Interviews with Teachers

Interviews with Students

Observations of Classrooms

Observations of Hallways

In some classes there are few students who can articulate academic expectations and what is required to be proficient. Some students and teachers view rubrics as a

grading tool, not as a guide to achieve proficient work. Few teachers collaborate in the design and development of scoring guides or rubrics that describe proficient work. Many teachers who teach the same content area do not have a common planning time that allows for formal collaboration. Some teachers do not have a systematic process to provide students with the opportunity to reflect on or evaluate their own work.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:
Review of Classroom Assessments
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms

Classroom, district, and state assessment data are seldom used to identify curriculum gaps. The review of assessment data is sometimes used as a basis to change instructional and assessment practices. Some teachers reteach a skill based on a review of pre or post assessments.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:
Review of ACSIP
Review of Classroom Assessments
Review of Class Work
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms
Observations of Hallways

Not all assessments are designed to specifically provide meaningful feedback to students on their progress and learning. Sometimes classroom assessment data are analyzed. Some teachers change their instructional or assessment practices based on the analysis results, such as adding open-response questions. Classroom assessments are returned to the students with little specific written feedback that would guide students to improved academic performance. Most assessments are given to determine a grade and returned to the students with a grade and comments such as "this was a good answer." Formative assessments, such as exit slips, foldables, or graphic organizers are utilized in some classes. In a few classes, students are offered a choice on how they complete class assessment projects, such as homework grids or creating models. The development of an assessment wall is an action in the 2011-2012 ACSIP. This action has not been implemented.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:
Review of Rubrics
Review of Assessment Data
Review of Classroom Assessments
Interviews with Teachers
Interviews with Students
Observations of Classrooms

Observations of Hallways

Rubrics or scoring guides are utilized in some classrooms. Expectations for a quality product are not always reflected in rubrics or scoring guides. Rubrics or scoring guides are not displayed in all classrooms for students to use as a means to improve their work. Student work posted in hallways and classrooms is not always accompanied by rubrics or scoring guides. Some rubrics have elements that are not related to the assessment of student work, such as rating attendance or participation in the classroom. In most classes models of proficient work with rubrics or scoring guides are rarely available for student review. Some of the authentic assessments are not age- or grade-appropriate and do not reflect high expectations. The work on the assessments reflects little effort to produce a proficient product. Some students and teachers view the rubric as a grading tool, not as a guide to achieve proficient work. Examples are poster projects, oral presentation, and writing rubrics.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of Assessment Data

Review of Classroom Assessments

Review of Professional Development Documents

Interviews with Teachers

Interviews with Students

Observations of Classrooms

Observations of Hallways

Student work is sometimes analyzed to make changes in instruction, revise the curriculum and instructional strategies, or to gain information on student progress. Most student work is graded for a percent or a letter grade. Professional development has not been provided on a protocol or process on how to analyze formative assessments or student work and provide feedback that is designed to improve individual student performance. Professional development has been provided on analyzing open-response questions. Some teachers review student work to determine if a skill or concept requires a reteach or additional practice. This reteach or additional practice is often implemented for the whole class and is not specific to an individual student. Professional development has not been provided to all teachers on how to create and implement performance or portfolio assessments.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

School leadership must require that rigorous performance-based assessments be administered in all classrooms for all students. Performance-based assessments are an accurate and effective measure of learning for students who have language needs, come from poverty, or come from diverse cultures. Performance-based assessments require students to demonstrate their thinking and apply knowledge and skills in real-world activities, not just answer multiple-choice or fill-in-the blank questions. Professional development on how to create performance-based assessments must be provided to all staff to ensure that the assessments are designed to be challenging and grade appropriate. Teachers must have expectations that the final product is of grade-level quality and accurately measures the learning objective. Rubrics or scoring guides must be designed to guide students to achieve proficiency or higher levels of work, not to just determine a grade. School leadership must monitor the implementation of performance-based assessments in all classes. This can be accomplished by review of the performance-based assessments and lesson plans and observation in classrooms. Agendas and sign-in sheets of the professional development must be maintained for accountability, reflection, and documentation. Information on the development of performance-based assessments and performance tasks may be found in "Authentic Assessment Toolbox" at <http://jfmuller.faculty.noctrl.edu/toolbox/index.htm>

School leadership must provide opportunities for all teachers within content and grade levels to collaborate on common assessments and the data obtained from those assessments. This collaboration will allow the team of teachers to create common assessments ensuring that all students have access to the same curriculum, acquire the same knowledge and skills, take assessments of the same rigor, and have their work evaluated according to the same criteria. The data from common assessments can then be analyzed to identify strengths and weaknesses in the student learning, as well as to improve the performance of teachers individually and as team members. Teachers who are currently collaborating and developing common assessments should continue to refine the process to create more effective and efficient instruments to increase student achievement. School leadership must monitor to ensure that scheduled time for collaboration between teachers is being used effectively and that it results in common assessments. Monitoring can be accomplished through review of the common assessments and the subsequent data. Agendas and sign-in sheets of the collaborative meetings must be maintained for accountability, reflection, and documentation. For additional information contact the Northwest Arkansas Education Service Cooperative.

School leadership must require classes with state assessments to create assessment walls that are specific to the achievement of students in each content area and utilize them to maintain focus on the achievement needs of all students. Development of an assessment wall is an action component of the 2011-2012 ACSIP. Assessment walls provide a visible picture of individual student progress on common assessments and other assessments administered in the classroom. This allows teachers to pay particular attention to all students at risk and track their progress. Assessment walls also provide a

framework for teachers to discuss instruction, best practice strategies, and grouping of students. Guiding questions to lead the discussion of student progress might be include these:

1. What do we notice about student test scores?
2. What percent of our students are achieving at expected levels, above expected levels, or below expected levels?
3. Why is this happening?
4. What trends are we seeing?
5. What can we do to better meet the needs of our struggling students as well as our successful students?
6. Where were we last year? What progress are we seeing?

The assessment walls must be prominently displayed in a teacher work area allowing teachers to continually revise and update student information. School leadership must monitor that the assessment walls are being maintained and utilized. The collaboration time for common assessments could also be used for the assessment wall discussions, as they are inter-related. For additional information contact the Northwest Arkansas Education Service Cooperative.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 3 : Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 4 indicators (50%) evaluated as "Evaluation Category 1," 4 indicators (50%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:

- Review of ACSIP
- Review of Lesson Plans
- Review of Student Work
- Interviews with Teachers
- Interviews with Students
- Observations of Classrooms

Instructional strategies in many classrooms are not varied and effective. Most instruction is teacher-driven and is not student-centered. Some instruction is composed of whole-group lectures that utilize worksheets. The Gradual Release of Responsibility Model is not fully implemented in all classrooms. Some teachers utilize research-based strategies such as small groups, two-column note taking, and graphic organizers to clarify learning and prepare students for testing. Some teachers require students to make projects and/or presentations. Some products do not reflect grade-level rigor or in-depth, challenging information. Products and presentations in some classrooms demonstrate creativity and problem-solving abilities. Differentiated instruction, higher-order questioning, and problem-solving skills are not seen in all classrooms. Some instruction does not reflect interdisciplinary or culturally responsive connections. Some co-taught classes do not maximize the use of both teachers. Learning objectives posted on the board are seldom written as what students will be able to do or understand. Most posted objectives describe student assignments, such as "Students will read Chapters 1 and 2." Teachers seldom discuss the objectives as a learning goal for students. Not all students are engaged in learning activities or given the opportunity to respond to questions. Some teachers provide students with extended wait-time and check for understanding when questioning students whose native language is not English. Instruction in many classes does not extend from bell-to-bell. The tutoring period does not meet the individual learning needs of all students. Few students receive individualized instruction during that time. Most students read, complete assignments, put their head on their desks, or engage in private conversations.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:

Review of ACSIP
Review of Curriculum Units
Review of Lesson Plans
Review of Student Work
Interviews with Teachers
Observations of Hallways
Observations of Classrooms

Most instructional activities are aligned with the district pacing guides and the Arkansas State Standards. Some instructional strategies do not challenge students to make connections across content areas or make connections to the real world. In some classes Live Event Learning is the daily focus. Teacher-directed instruction seldom incorporates the use of research-based, differentiated learning strategies that engage all students. Many student assessments require responses that are true-false, multiple choice, and short answer. Many graded assignments do not contain specific feedback designed to enhance student achievement. There is minimal student work displayed in the classrooms and hallways. Much of the displayed work does not reflect challenging expectations, age-appropriate assignments, or proficient achievement. For example, displayed work that consists of cut and paste pictures from magazines, misspelled words, and incomplete sentences does not demonstrate grade-level proficiency. Rubrics for performance are most often scoring guides that do not always reflect rigorous expectations for a quality product. In some classes quarterly interim assessments require students to complete open-response questions, read various types of literary passages, and solve mathematics problems using the same format as reflected on state assessments. Common assessments are given in some departments. Some teachers analyze the results of interim assessments, reteach, and retest to improve student achievement.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:

Review of the District Technology Plan
Review of Student Work
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms

Most teachers do not fully utilize technology to expand student learning in all content areas. Some teachers have document cameras and data projectors in the classrooms. Some teachers use overhead projectors. The media center contains 40 computers available for student and teacher use. Few teachers use the media center computers for research and projects on a consistent basis. Computer labs are available to teachers and students for research and projects. Fifteen mobile units which contain 15 Netbooks in each computer cart and 12 Rovers are assigned to teachers in different departments throughout the year. Classroom Performance Systems are available for teachers' use. Students in the Environmental and Spatial Technology laboratory integrate technology with community and school projects, such as designing a Web site for the nurses in the school district. Computer labs are used for some student remediation and for technology classes. For example, READ

180 is used for a few students in special education. Few examples of students' work created with technology are displayed. School leadership has conducted few Classroom Walkthroughs to monitor technology practices. The district has a technology plan and policy.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:
Review of Scholastic Audit Questions
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms

Many teachers indicate they have adequate materials to support the curriculum. Procedures are in place for teachers to request resources within their departments. Some teachers maintain small, personal libraries within their rooms for student research and check-out. Some teachers collaborate to design cross-curricular, authentic projects using the available literature and technology resources in the school. Computer labs are available for teachers and students' research and projects. Computers are available in the library for research and projects. The media center contains over 26,000 books. Students and teachers checked out 10,271 items from August 2011 to January 30, 2012. Purchases for books are made in alignment with the district policy. The library contains a variety of printed texts on different reading levels and genres. Fiction and non-fiction books, books on careers, graphic novels, International Baccalaureate selections, and Spanish books are available to students, staff, and parents. A few Nooks are available for students. Teachers can check out audio-books for students. A few teachers utilize the Accelerated Reading program to motivate students to read. The media center is open for student use before school, during lunch, and after school until 6:45PM.

Performance Rating:1

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Work
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Hallways
Observations of Classrooms

School leadership does not have a systematic process for monitoring the effectiveness or the implementation of instructional strategies. School leadership seldom monitors instruction with Classroom Walkthroughs or classroom observation protocols. Few walkthroughs have been completed at the time of the audit. Classroom Walkthrough results have not been shared with the staff. Teachers receive minimal verbal or written feedback that impacts instructional practice.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate

students to high levels of learning.

Finding for this indicator is based on:

Review of ACSIP

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

Observations of Classrooms

Challenging and motivating students to high levels of learning through content is not demonstrated by many teachers. Many students do not receive opportunities in questioning, discussion, or application of knowledge in the learning environment. For example, students in many classes copy what the teacher writes on the board, listen to the teachers read from books or PowerPoint presentations, or listen to recorded books with few opportunities to actively participate in the learning. Some students are not challenged to use discussion, problem-solving skills, or application of knowledge to provide solutions to problems or to debate issues. In some classes teachers use their content knowledge to challenge and motivate students. Those teachers use real world, hands-on learning activities that are relevant to the students. Teachers are licensed to teach in their assigned areas.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:

Review of Master Schedule

Review of Professional Development Documents

Review of Student Work

Interviews with Building Administrators

Interviews with Teachers

Observations of Classrooms

Teachers do not systematically meet to collaborate on the strengths and weaknesses of student work and the next steps to improve instructional practices. Most teachers have not received professional development in protocols for analyzing student work. Some teachers collaborate to plan instruction, develop assessments, and analyze student work and projects. For example, the 11th grade English teachers and some mathematics teachers collaborate in planning, creating common tests, and the analysis of some student work. Some teachers meet informally to plan and review student work. Results of the reviews are not always used to inform instructional practices. Not all content- and grade-level teachers have common planning times. The master schedule provides for common planning times for 11th grade English teachers and most teachers within the learning academies.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Lesson Plans

Interviews with Teachers

Interviews with Parents

Interviews with Students

Observations of Classrooms

Most teachers do not assign homework. Many teachers have little expectation that homework will be returned. Many students describe the purpose of homework as practice or the completion of classroom work. Homework assignments are not

always discussed in class. Most students state that homework is graded. Some students receive little feedback beyond grades. Many students complete homework assignments during the tutoring time. There is a local school board policy that addresses homework.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

All teachers must develop clearly written goals and objectives which are essential to establish a specific purpose for daily lessons. Objectives should be written to identify what students will be able to do or understand and/or produce a quality product. Rigorous, challenging, and relevant objectives establish a focus for improvement in student achievement. Robert J. Marzano, in "Designing and Teaching Learning Goals and Objectives," addresses the types of objectives in easily understood and applicable terms that set the stage for teaching and learning. Learning objectives must be discussed with the students each day. Teachers must define the academic behaviors necessary to achieve the objective. Students must be able to leave classes each day with the answer to the question, "What did I learn today?" School leadership must monitor the written goals and objectives posted in all classrooms.

Teachers must have high expectations for all students' learning. Teachers must fully implement and expand the research-based strategies from previous professional development experiences. Teachers must not depend on whole-group instruction, lecture, or worksheets as a primary form of instruction. Relevant, challenging lessons must channel students to create quality products. Guiding questions using analyzing, evaluating, and creating levels of Bloom's Revised Taxonomy must set the tone of classroom discussions and include all students. Teachers should expect student responses to be given in complete sentences and require students to explain their thinking. All students must be expected to demonstrate their learning through class discussions, projects, exit slips, and authentic assessments. School leadership must monitor the use of research-based instructional strategies.

School leadership must monitor instruction on a consistent basis for effective implementation of rigorous, relevant, real-world instruction. Immediate written feedback to teachers must be provided on how to improve instruction. It is the responsibility of school leadership to provide support to ensure teachers demonstrate proficiency in facilitating effective, motivational, engaging learning experiences resulting in quality student products. Research-based strategies to include Live Event Learning and cross-curricular connections should be the focus of monitoring, faculty meetings, and follow-up professional development as needed.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 4 : School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 3 indicators (27%) evaluated as "Evaluation Category 1," 8 indicators (73%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of Student Handbook
Review of Discipline Records
Interviews with Building Administrators
Interviews with Teachers
Interviews with Parents
Interviews with Students
Observations of Classrooms

The staff and students feel safe at school. Security cameras are located throughout the building and campus. Monitors for the security cameras are located in the school resource officer's area and in the sophomore wing offices. There are two school resource officers at the school. Teachers have flip charts that outline emergency procedures. Fire and tornado drill procedures are posted in most classrooms. Some building entrances automatically lock when the door closes. The buildings and grounds are well maintained. The student handbook outlines the consequences of inappropriate behavior. Students are issued identification cards. When teachers request students to produce identification cards, many do not have cards in their possession. Intercom interruptions are limited during instructional time. Announcements are made during the tutoring period. Most teachers have an objective for learning posted on the board. Learning objectives posted on the board are seldom written as what students will be able to do or understand. Some parents and staff feel that student drop-off areas outside the building have limited supervision before and at the end of the school day. Most parents and students state that Springdale High School is a safe school. There are local school board policies that address discipline.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:
Review of Student Handbook

Review of Classroom Assessments
Review of Discipline Records
Review of Northwest Arkansas Times
Review of Springdale Morning News
Review of Bulldog Herald
Interviews with Building Administrators
Interviews with Teachers
Interviews with Parents
Observations of Classrooms

School leadership states a belief that all students can learn. The school has a mission statement. There are no clearly communicated, school-developed vision and belief statements. Teachers are provided opportunities to present successful instructional strategies at bi-monthly faculty meetings. Student accomplishments are recognized during daily announcements, in the Bulldog Herald, Bulldog TV, the local newspapers, the Hispanic radio station, LaZeta, district Web site, school board meetings, and school pep rallies. School leadership does not provide specific written feedback to teachers that enhances instructional practice.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of Master Schedule
Review of School Report Card
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students

There is some intentional assignment of staff to address some student needs. Some of the learning academies provide looping to better serve student needs. There is no local school board policy requiring a flexible master schedule. Students have access to all classes. Students are provided the opportunity to enroll in Advanced Placement classes and learning academies. The school assigns students to some classes according to the state student/teacher ratio standards.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of Student Handbook
Review of School Web Site
Interviews with Teachers
Interviews with Parents
Interviews with Students

There is a local school board policy that addresses home/school communication regarding student progress. Teachers communicate with parents through e-mails, School Fusion Web page, phone calls, letters, notes, and conferences. School information is posted on the school's Web site. Some teachers provide students and parents with their cell phone numbers. Parent-teacher conferences are held during the 1st and 3rd quarter of school and by teacher or parent request. Progress reports are sent home with students at the end of the five-week grading periods. Report cards are mailed home to parents at the end of each nine-weeks grading period when parents do not receive them at the fall and spring Parent-Teacher Conferences. Most school communications are sent home in English and in

Spanish. Some communications are translated for the Marshallese population.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:

Review of Perception Surveys
Review of Student Handbook
Review of School Web Site
Interviews with Teachers
Interviews with Classified Staff
Interviews with Students
Observations of Classrooms
Observations of Hallways

Most teachers and staff care about students' well-being and building positive relationships. Students state that most staff members care about their well-being and take a personal interest in their lives. Teacher actions do not translate into high expectations for academic success for all students. Most teachers do not equate the lack of student achievement with their own delivery of instruction. Difference Makers is a mentoring program for 11th grade students. Some teachers volunteer to adopt a student at the school to mentor. Assemblies are held to recognize student academic achievement and accomplishments.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:

Review of Local School Board Policy Manual
Review of Student Handbook
Review of School Web Site
Review of Northwest Arkansas Times
Review of Springdale Morning News
Review of Bulldog Herald
Interviews with Teachers
Interviews with Parents
Interviews with Students

The school uses multiple communication methods to inform parents about events. The local school board has adopted a communication policy. The school has a Web site with information available for stakeholders. Web Fusion is available to parents and students to view student grade information and classroom assignments. The local and school newspapers report school information and successes in academic and extra-curricular activities. Information is displayed on the school marquee. Staff members are available to serve as interpreters for Spanish speaking parents. There no staff members available to serve as interpreters for parents of Marshallese students.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Interviews with Teachers
Interviews with Students
Observations of Display Cases
Observations of Classrooms
Observations of Hallways

Student achievement is publicly celebrated. Student accomplishments are

recognized during the morning announcements. Some student work is displayed in individual classrooms and hallways. Few rubrics accompany the student work posted in classrooms and hallways. Student work, awards for community service, and trophies are displayed in display cases at the school. Newspaper articles and pictures are displayed in an 11th Grade Highlights display case. Artwork fills the display case in the 900 Building. Seniors' accomplishments are recognized at the end-of-year Senior Assembly. A 4.0 Banquet for those students and their parents is sponsored by the Chamber of Commerce. There are dinners each year for the Marshallese and Hispanic parents and students. There was an Arkansas Advanced Initiative for Math and Science Awards Ceremony in the fall. Student successes are recognized at local school board meetings.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:

Review of the ACSIP

Review of Local School Board Policy Manual

Review of Student Handbook

Interviews with Teachers

Interviews with Students

Observations of Classrooms

Observations of Hallways

There is local school board policy that addresses equity and diversity. Most teachers and staff at Springdale High School state a commitment to educational equity and an appreciation of the diversity of their school. Few staff members recognize the impact of cultural and socio-economic factors on learning. Instructional strategies in most classrooms do not address the learning needs of the diverse student population. There are limited culturally responsive resources available in most classrooms. These resources are not a consistent part of most instruction delivered by many teachers. Teachers are encouraged to receive training for English as a Second Language and bilingual endorsements. An English Immersion class is provided for Springdale High School students new to the United States at an off-campus site. Tutoring is offered before, during, and after school. All students within the school receive equitable access to core content. The district maintains an English as a Second Language Center for Families to assist new families in the district with translations and information on school-related needs.

Performance Rating:1

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Discipline Records

Review of Student Handbook

Review of Student Work

Interviews with Building Administrators

Interviews with Teachers

Interviews with Parents

Interviews with Students

Observations of Classrooms

Not all teachers hold high expectations for all students. Some staff state that culture,

language, and poverty serve as barriers to high student achievement. Some students are allowed to collaborate with other students to demonstrate learning. Technology in the classrooms is used as a teacher tool, not a learning tool for student use. Students were observed in many classrooms involved in group work. Questioning during instruction in some classrooms is done at the lower levels of Bloom's Revised Taxonomy. Standards of student behavior are clearly communicated to stakeholders. Some teachers, students, and parents state that school rules are not consistently enforced.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Faculty Meeting Agendas

Interviews with Building Administrators

Interviews with Teachers

Interviews with Classified Staff

Interviews with Students

The mission statement is posted in most classrooms. The mission statement is not used to guide decision-making. The master schedule does not provide time for all teachers to collaborate by content area and grade level during the instructional day. Classified staff are not involved in the decision-making processes that relate to the student learning environment.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Lesson Plans

Review of School Report Card

Interviews with Building Administrators

Interviews with Teachers

Interviews with Students

All teachers do not accept their role in student success and failure. Most teachers state that culture, language, and poverty are the barriers to student success. Students are provided limited opportunities to evaluate the instructional performance of their teachers. Some teachers provide students with exit slips in an effort to receive feedback on what changes they might need to make in their instruction. Springdale High School staff has had training on research-based strategies of Dr. Ruby Payne. The research-based strategies are not being used in many classrooms. The local school board does not have a policy that links teacher efficacy and student performance.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 4 : **School Culture**

School leadership must hold teachers accountable for using effective research-based instructional strategies in their daily instruction. School leadership must conduct classroom observations and provide teachers with specific, meaningful written or oral feedback on their instructional practices. The teaching staff and school administrators at Springdale High School have attended training on the Gradual Release of Responsibility Model, instructional strategies, and cooperative group work to increase student achievement. Teachers must implement the research-based instructional strategies such as Inside-Outside Circles, Carousel Walk, Think-Pair-Share, and Jigsaw. These strategies must be used daily to assist the large English Language Learner population at Springdale High School. Data from the observations must be used to monitor the effectiveness of programs and improve student engagement and learning. A resource for assistance could include "Classroom Strategies That Work" by Robert Marzano. Another resource that could be used is "Teacher Handbook-Instructional Strategies: How to Teach for Rigor and Relevance" from the International Center for Leadership in Education, Inc.

Specific strategies should be utilized in all classrooms to assist students whose first language is not English. Explicit support for vocabulary instruction must be provided. Key vocabulary should be identified prior to assigning a reading passage. Interactive word walls should be utilized to reinforce key vocabulary. Visual images such as picture maps, demonstrations, and graphic organizers should be made available to provide a context for learning. Model questions and answer stems should be provided to demonstrate English language structures. Flexible grouping configurations should be used to promote student conversations using academic vocabulary. Professional development should be continued for all staff members on strategies to assist English Language Learners. School leadership must monitor the implementation of effective strategies. A resource to help understand the English Language Learner is "How the ELL Brain Works" by David Sousa.

Teachers state they have seen an increase in student achievement with the Difference Makers mentoring program. School leadership should expand this mentoring program to include more students. By analyzing data, students who are at risk should be recommended for the program based on their individual needs including classroom performance, benchmark scores, and behavioral history. Students who have been successful in the mentoring program might be paired with new students in the program. Expanding the mentoring program increases the probability of success for more students at Springdale High School.

Scholastic Audit Summary Report

Springdale High School Springdale School District

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Summary Findings in : **Learning Environment**

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 4 indicators (80%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:

Review of Student Records
Review of Medication Log
Review of Academic Improvement Plans
Review of Individual Education Plans
Review of Section 504 Plans
Interviews with Teachers
Interviews with Classified Staff
Interviews with Students
Observations of Classrooms

School records are accurate and secure. Cumulative records, Smart Core/Core Informed Consent Forms, and Career Action Plans are kept in the Counseling Center. Academic Improvement Plans are maintained by the teachers and kept in the classroom. Health information is updated and maintained by the school nurse. Student health files are organized and secure in the health room. The Arkansas Public School Computer Network provides computer support to keep attendance, discipline, academic, and health records. Individual Education Plans and Section 504 Plans are up-to-date and kept in a secure location. Each semester teachers receive copies of accommodations and modifications to be made for the students with disabilities who are enrolled in their classes. Teachers can monitor their students' progress in other classes through the school's online grading program, GradeBook.

Performance Rating:2

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:

Review of Local School Board Policy Manual
Review of ACSIP

Review of School/District Web Site
Review of Academic Improvement Plans
Review of Parental Involvement Documentation
Review of Principal-Parent Committee Meeting Agenda and Sign-In Sheets
Interviews with Building Administrators
Interviews with Teachers
Interviews with Classified Staff
Interviews with Parents
Interviews with Students
Observations of GradeBook

Volunteer programs that actively recruit parents and community members for educational support are not in place. Parents participate in volunteer groups such as booster clubs and the Parent Teacher Student Organization. Two parents are listed as part of the ACSIP Planning Team. Parent-teacher conferences are scheduled in the fall and in the spring. Open House was held in conjunction with the Parent-Teacher Conferences on September 20, 2012. The fall Parent-Teacher Conferences were held from 4:00-7:15 PM on September 20 and 22. Academic Improvement Plans are discussed at fall conferences. Spring conferences are used to review Career Action Plans. A parent meeting was held on January 12, 2012, to inform parents about current school topics and to solicit input from parents on ways to improve the school. Suggestions dealt with school procedures, academic programs, and student services. Some teachers use parents and community members as resources in the classroom. The school receives financial support from the Community Care Foundation. The Burlsworth Foundation supplies help for students with visual needs. Teachers use the online grade reporting system, GradeBook, to keep parents informed of student grades. Most parents feel welcome in the school. There are staff members available to translate for Spanish speaking parents. There are no staff members available as interpreters for the parents of Marshallese students.

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:

Review of ACSIP
Review of Local School Board Policy Manual
Review of Master Schedule
Review of Weekly Schedule
Interviews with Building Administrators
Interviews with Teachers
Interviews with Classified Staff
Interviews with Parents
Observations of Classrooms

There is a local school board policy that ensures equal access for all students. School practices, procedures, and programs do not always ensure student access to the curriculum. Not all teachers use classroom technology to enhance the curriculum. Some students are able to use personal laptop computers to access online textbooks. Mobile computer carts are available for teachers to share. Three computer labs are available for teachers to schedule for classroom use. A few teachers have interactive whiteboards that may be used to enhance the curriculum. Most classroom instruction is not differentiated. Tutoring is offered before, during, and after school. The tutoring period within the school day is not always used for academic tutoring. Transportation is not provided for before-school tutoring. Transportation is provided for after-school tutoring. Remediation is provided during some of the tutoring periods. Some remediation is done in the

seminar room to accommodate more students at one time. Instruction is not always designed to address individual student achievement.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:
Review of Professional Development Documents
Review of Individual Education Plans
Review of Master Schedule
Review of Weekly Schedule
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms

Instructional practices do not always reduce barriers to learning. The master schedule provides time for students to receive tutoring on a daily basis. Not all tutoring classes are utilized for instruction. The tutoring period is also used for activities such as club meetings and class pictures. In some classes students were observed talking, using electronic devices, and taking make-up tests. Some teachers use textbooks as their primary source of instruction. Teachers have received some professional development training on differentiated instruction. Some instruction is whole-group lecture. Some professional development has been provided on cultural differences. Few teachers utilize the professional development that addresses cultural differences. Some students receive additional services through outside agencies such as Ozark Guidance Center and Springwoods Behavioral Hospital.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:
Review of ACSIP
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms
Observations of Hallways

Students are provided opportunities to receive support and instruction outside the classroom. The tutoring period built into the schedule is not always utilized for instruction. Remediation instruction is not always designed to meet the individual instructional needs of students. Some students with disabilities work at the Richardson Center. Difference Makers is a mentoring program available for 11th grade students. There is assistance given to students who need extra help meeting the attendance and grade requirements for graduation. Students are able to participate in service learning opportunities through classes and clubs. Some clubs sponsor food and book drives. Students in the International Baccalaureate Programme provide childcare for some parent meetings. Some of the learning academies require service projects as a part of class expectations. Learning academy students volunteer in health facilities, elementary schools, and corporate environments.

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Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Tutoring time should be reevaluated by school leadership for its effectiveness and impact on student achievement. Is the program effective? How do you know? What criteria should you use to evaluate its success? If the tutoring period is to continue, the following questions should be considered:

1. Has school leadership established the expectations for the tutoring program?
2. Is school leadership monitoring the tutoring period to ensure that those expectations are being met?
3. Are teachers working individually with students to actually make a difference in student progress?
4. Are teachers monitoring students' grades and counseling students about their grades?
5. Are there multiple purposes of the time? Which use is most important? Is it being given priority? Have the parameters of each use been defined?

If the program continues, it should be evaluated annually to ensure its integrity.

School leadership should expand the mentoring program. The success experienced last year in 11th grade Literacy should be a reason to include more students and to increase program time. Incoming 10th grade students could be identified by the junior high teachers and counselors as those recommended for the mentoring program. Recommendations should be based on students perceived to be at-risk, classroom performance, and benchmark history. Mentors assigned in the 10th grade should be encouraged to continue with the student through the 11th grade. Students in the academies and Advanced Placement programs who may not be recommended to receive a mentor could be paired with an incoming student in the same program and become the mentor for the new student. Another possibility of mentoring is with the English Language Learner students. Students who have successfully completed the program could be paired with students who are new to the program.

Teachers must implement the strategies they have learned through professional development. Evidence of the professional development that has been received on the Gradual Release of Responsibility Model and other professional development should be apparent in all classrooms. School leadership must monitor classrooms for implementation. All teachers must use a variety of instructional activities to meet the needs of all students. Teachers should utilize teaching strategies that engage all students in learning. The resources needed to support those strategies should be provided. Teachers should use teaching strategies that allow students to use available technology to demonstrate their knowledge. Instructional facilitators should be used to model professional development such as procedures of the Gradual Release of Responsibility Model.

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Springdale High School Springdale School District

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Summary Findings in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 10 indicators (83%) evaluated as "Evaluation Category 1," 2 indicators (17%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:

Review of ACSIP
Review of Local School Board Policy Manual
Review of Professional Development Documents
Review of Evaluation Process Documents
Review of Professional Growth Plans
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

The local school board policy addresses the process of personnel evaluation. This policy is not fully implemented at Springdale High School. At the time of the Scholastic Audit, four informal observation checklists for domains two and three had been completed. The district is in the initial study stage of implementing the new teacher evaluation system supported by the Arkansas Department of Education.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:

Review of ACSIP
Review of Local School Board Policy Manual
Review of Professional Development Documents
Review of Professional Growth Plans
Review of Financial Records
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

Fiscal resources are available to support professional development opportunities for certified staff. Teachers and administrators are provided opportunities to participate in professional development at the Northwest Arkansas Education Cooperative as well as some state and national conferences. School leadership is encouraged to participate in professional organization activities. Local school board policy provides

allocations to support professional development. Professional development surveys are not conducted on an annual basis to connect identified needs to allocation of fiscal resources.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:

Review of ACSIP
Review of Professional Development Documents
Review of School Web Site
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Classified Staff
Observations of Classrooms

Professional development does not always address the specific gaps in knowledge and skills of individual teachers to improve teaching and learning opportunities for students. Professional development surveys are not conducted on an annual basis to obtain input from teachers regarding professional development offerings. Professional development offerings are planned on a yearly basis at the district level. Some professional development such as training in the Gradual Release of Responsibility Model is an ongoing initiative that began in the 2009-10 school year. Leadership growth is promoted through the assignment of additional areas of responsibility. Building administrators are encouraged to participate in professional organizations and the Master Principal Institute. Few teachers view professional development as a means to develop teaching skills, refine professional practice, or demonstrate a commitment to life-long learning.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:

Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Review of School Web Site
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

School leadership has not developed a formal plan that intentionally focuses on building individual teacher's ability to deliver rigorous, standards-based instruction through ongoing, job-embedded professional development. The Gradual Release of Responsibility Model and Checking for Understanding training support district- and school-wide initiatives for overall school improvement as identified in the ACSIP. End-of-course/level-examination data are seldom reviewed with the explicit purpose of identifying specific areas where teachers may need additional professional development support to increase their content knowledge or to enhance their ability to deliver instruction to increase student achievement. Some faculty meetings, department meetings, and Curriculum Council meetings include agenda items that focus on instructional topics such as Live Event Learning and the Rigor/Relevance framework.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:

Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Review of School Web Site
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

Professional development offerings are seldom based on the two-fold consideration of both student achievement and teachers' individual professional growth plans. Most teachers independently complete professional growth plans and submit those plans for approval to school leadership. Many of the approved professional growth plans reflect goals for students rather than goals for increased teacher professionalism. Most teachers completed a mid-year reflection to self-assess their progress toward meeting their professional growth plan.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:

Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Review of School Web Site
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

A formal process that includes an annual professional development survey, a needs assessment, and the review of professional growth plan goals is not used to identify professional development offerings focused on school improvement initiatives. Some professional development needs are identified informally through the Curriculum Council. When an area such as technology is identified, a survey may be developed to assess participant interest in a professional development session. Some non-traditional delivery methods such as Modular Object-Oriented Dynamic Learning Environment online courses are available for teachers. Online courses from Internet Delivered Education for Arkansas Schools are not accepted by the district to fulfill the 60-hour professional development requirement. Some teachers participate in training through the Arkansas Advanced Initiative in Math and Science and the International Baccalaureate programs. The district contracts with Douglas Fisher for the Gradual Release of Responsibility Model and cooperative group work training.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:

Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Review of School Web Site
Interviews with District Administrators
Interviews with Building Administrators

Interviews with Teachers
Observations of Classrooms

Teachers have limited opportunities to participate in ongoing, job-embedded professional development that is focused on continuous improvement. Bi-monthly faculty meetings are scheduled with the expressed purpose of building a collaborative learning community. In addition to housekeeping-type items, other topics presented include classroom instructional strategies, student engagement, and presentations on books such as "Positive Words, Powerful Results" and "Keys to Magic Kingdom." These topics are not fully implemented in daily classroom instruction on a consistent basis. The district has established Modular Object-Oriented Dynamic Learning Environment online courses that teachers can access on a variety of topics such as the Leadership for Learning modules on the Gradual Release of Responsibility Model. A formal process is not in place to mentor, discuss, reflect, or monitor the application of new knowledge and skills presented in professional development offerings.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

Student achievement data are seldom analyzed with the explicit purpose of identifying professional development needs. Test data are reviewed to identify ACSIP priorities and student remediation. Some professional development materials and information from Ruby Payne and Eric Jensen have been provided to assist teachers in developing an understanding of students in poverty. Specific professional development has not been identified to enable teachers to better address the areas of student weakness.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Review of Financial Records
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

Most teachers view the evaluation process as a compliance requirement and not as a means of improving their professional practice. Most teachers have professional growth plans that were written independently. Some teachers within departments develop the same professional growth plans. Many teachers complete a mid-year reflection to assess their progress in reaching their goals. Many of the goals do not address what teachers will learn or accomplish to enhance their professional practice.

6.2d Leadership provides and implements a process of personnel evaluations, which

meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:

- Review of ACSIP
- Review of Professional Development Documents
- Review of Professional Growth Plans
- Review of Financial Records
- Interviews with District Administrators
- Interviews with Building Administrators
- Interviews with Teachers
- Observations of Classrooms

School leadership has not fully implemented the district personnel evaluation system. At the time of the Scholastic Audit, four informal observation checklists for domains two and three had been completed. The district personnel evaluation system meets statute and regulation.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:

- Review of ACSIP
- Review of Professional Development Documents
- Review of Professional Growth Plans
- Review of Financial Records
- Interviews with District Administrators
- Interviews with Building Administrators
- Interviews with Teachers
- Observations of Classrooms

The ACSIP provides some support for the development of instructional leadership needs. The Curriculum Council meets weekly. Council members are responsible for disseminating information to faculty and bringing forward faculty concerns to school leadership. Some professional development utilizing professional articles and book studies occurs during Curriculum Council meetings. School leadership completes the state-required professional development.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:

- Review of ACSIP
- Review of Professional Development Documents
- Review of Professional Growth Plans
- Review of Financial Records
- Interviews with District Administrators
- Interviews with Building Administrators
- Interviews with Teachers
- Observations of Classrooms

The district personnel evaluation system has not been fully implemented. At the time of the Scholastic Audit, four informal observation checklists for domains two and three had been completed. School leadership conducts a post-conference as part of the formal evaluation process. Professional growth plans are part of the evaluation process. Most professional growth plans are not collaboratively developed. Few informal classroom observations are conducted. Teachers seldom receive written, meaningful feedback that results in changed instructional practices to improve student achievement.

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Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

Ongoing, job-embedded collaboration time must be allocated for teachers to implement the learning strategies that have been provided in district professional development. Points of consideration could include these questions:

1. What will this new learning look like in my classroom?
2. What resources will I need?
3. What is my timeline for implementation?
4. How will I differentiate instruction based on my students' needs?
5. Has this new learning made a difference on student achievement in my classroom? How do I know?

The Gradual Release of Responsibility Model should serve as the overarching methodology to incorporate the strategies that teachers have learned in district-provided professional development. The learning frameworks from Dr. Forget's Motivation, Acquisition, and Extension literacy strategies and Dr. Payne's learning strategies for students in poverty should be integral components of teaching and learning in all content areas. Teachers should be given time to study, select, plan, implement, analyze, and adjust their instructional practice in a Professional Teaching and Learning Cycle. School leadership must monitor the implementation of the Gradual Release of Responsibility Model.

A suggested resource is http://txcc.sedl.org/resources/working_systemically/ptlc-intro.pdf.

School leadership must begin daily focus walks with the explicit purpose of providing teachers with specific guidance and support to enhance teaching and learning. School leadership should observe at least ten classrooms each week. An observation schedule should be developed that will ensure all teachers are observed within an observation cycle. School leadership must provide specific and timely feedback to assist teachers in refining their professional practice. Comments should address specific lesson components such as the implementation of instructional strategies, student engagement, and technology usage.

Leadership should create a comprehensive, systematic school professional development plan that includes both short- and long-term goals. Planning should include both the identified needs of individual staff members using their professional growth plans as a part of the evaluation procedure and a school-wide focus for improvement. An in-depth needs assessment survey should be administered annually to plan professional development offerings. Short- and long-term check points should be established to monitor the effectiveness of the planning. Ongoing, job-embedded training with follow-up should be the norm. Critical components of ongoing professional development should include data disaggregation, differentiated instruction, integrated technology, performance assessments with technology integration, analyzing student work, closing the achievement gap, and preparation for the Common Core State Standards. The Learning Forward Web Site at <http://www.learningforward.org/news/tools/index.cfm> provides information and a variety of tools on which to focus professional development efforts.

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Summary Findings in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 3 indicators (27%) evaluated as "Evaluation Category 1," 8 indicators (73%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:

Review of ACSIP

Review of School Report Card

Interviews with Building Administrators

Interviews with Teachers

Observations of Classrooms

School leadership reviews state assessment data. Some teachers review the data to determine content deficiencies. Some teachers review the data with their students. Some academic and instructional decisions have been made based on the results of the data review. Curriculum revisions and the development of common assessments have been made in some science, language arts, and mathematics classes based on the review of assessment data. All 11th grade students are administered the Measure of Academic Performance assessment, a predictor of how well students will do on the 11th grade Literacy Examination, twice during the school year. School leadership meets with parents to discuss Preliminary Scholastic Aptitude Test scores.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Faculty Meeting Agendas

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

School leadership reviews state assessment, graduation, and attendance data. Data are included in the ACSIP. Performance and deficiencies for sub populations are reported in the ACSIP. Classroom teachers review data to determine common deficiencies in their content area. Staff members are made aware of the overall performance of students on state assessments. District leadership reviews

assessment data. School leadership does not identify targets or timelines for reducing gaps in achievement.

- 7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Lesson Plans
Review of Curriculum Council Agendas
Interviews with Building Administrators
Interviews with Teachers

Staff has access to curriculum documents. Department chairpersons have the responsibility to ensure that all teachers have their curriculum. Some teachers attend professional development related to curriculum implementation and development. New teachers attend a two-day orientation session. During the second day, teachers are at the high school where curriculum information is shared. Some Pre-Advanced Placement and Advanced Placement teachers attend the Advanced Placement Institute and Laying the Foundation. Teachers receive information on curriculum development through e-mails from school leadership and in faculty meetings. Several data bases such as the Literacy Reference Center and the Career Data Base are available in the media center. An instructional leadership team meets quarterly.

- 7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:

Review of ACSIP
Review of Master Schedule
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms
Observations of Hallways

There is limited technology in some classrooms. Most teachers state that they have the necessary resources for their classrooms. Some teachers have classroom libraries. There are computer labs available for teacher and student use. Each department is allocated a budget. Art students are charged \$10.00 for supplies, and mathematics students are charged a \$4.99 fee. Schedule changes are made for several weeks after school begins. Over 600 schedule changes were made at the beginning of the 2011-12 school year. Few teachers receive feedback that leads to improved instructional practice. There is no evaluation system to determine the effectiveness of implemented programs or initiatives.

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:

Review of Local School Board Policy Manual
Review of Student Handbook
Interviews with Building Administrators
Interviews with Teachers
Interviews with Classified Staff

Observations of Classrooms

Observations of Hallways

Staff members and students feel safe in the building. The student handbook contains a section that addresses school safety which includes topics such as drug testing, fire drills, gangs/secret societies, and medication permits. There are two resource officers assigned to the school. Security cameras are located in the school. Students are issued an identification card. When cards are requested to be produced, many students do not have the card in their possession. The building is well-maintained. All maintenance requests are handled through the main office. There is limited technology in many of the classrooms. Students who are not successful have many options for extra help before, during, and after school. There is a variety of course offerings and programs available to students.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Local School Board Minutes

Review of District Web Site

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

Not all board policies are up-to-date. Local school board policies are posted on the district Web site. Teachers are aware of board policies. After each school board meeting, the minutes of the meeting are e-mailed to all staff members. The high school has a representative on the Personnel Policies Committee. District leadership monitors future needs of the district through a data base that projects increases in enrollment. Future building and staffing needs are determined through this projection.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Local School Board Minutes

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

School leadership reviews academic performance data. Some instructional and academic decisions are made based on a review of the data. Tutoring is available before, during, and after school. The local school board is supportive of academics. Board members visit the school during the school year. Time is provided on the local school board agenda for the recognition of student accomplishments. School leadership presents assessment results to the school board.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:

Review of Faculty Meeting Agendas

Review of Curriculum Council Meeting Agendas

Review of Leadership Self-Assessment

Review of Principal's Reflections

Interviews with Building Administrators

Interviews with Teachers

Most teachers view the principal as the instructional leader of the school. The principal has not conducted any evaluations during the 2011-12 school year. The principal is visible in the hallways. He does not observe classrooms for the purpose of helping teachers to improve their instructional practices. Limited Classroom Walkthroughs have been done by the principal. Faculty meetings are held bi-monthly. Each faculty meeting contains a professional development component. Some of the topics covered include classroom instructional strategies and student engagement. The professional development does not always address the individual needs of the staff. The principal has not developed an evaluation process to determine the effectiveness of existing programs and initiatives within the school. The principal spends time in meetings at the building level and at the district level. Some of the groups he meets with include the Curriculum Council, Instructional Leadership Team, and Administrative Team at the high school. Staff members feel that the principal is supportive of them. He completes a reflection each week and sends a copy to staff members. The principal has an open-door policy in talking with teachers.

Performance Rating:1

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Handbook

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

Observations of Classrooms

Observations of Hallways

There are no clearly communicated, school-developed vision and belief statements. The mission statement was developed seven years ago and has not been revised or revisited. The mission statement is not considered when designing instructional programs or in decision making. Most teachers are aware of the mission statement and have it posted in their classrooms.

7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:

Review of Professional Growth Goals Form

Interviews with District Administrators

Interviews with Building Administrators

All building administrators have developed professional growth goals. Three of the forms are signed by the evaluator and are identical in content, and one is not signed. The goals are developed collaboratively with their evaluator/supervisor. Goals are not monitored during the school year. All of the professional growth forms do not include goals which lead to the improvement of leadership skills. Some of the goals identified for growth are leading the staff in researching and developing strategies to increase the reading level of students and to understand students of poverty.

7.1f

Leadership ensures that time is protected and allocated to focus on curricular and

instructional issues.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Interviews with Building Administrators

Interviews with Teachers

Observations of Classrooms

Observations of Hallways

Not all teachers provide bell-to-bell instruction. In some classrooms students are allowed to stand at the door and wait for the dismissal bell. Some students are allowed to visit the last few minutes of class. An effort is made to limit intercom announcements. When students are needed in the office, student runners go to the classrooms with a note. Adjustments are sometimes made in the bell schedule to allow all classes to meet for a limited time due to assemblies and pep rallies. The local board of education has adopted a policy to address the loss of instructional time due to participation in co-curricular and interscholastic activities.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

School leadership should develop a well-defined system to evaluate all school-related programs for effectiveness and academic value. Examples of education programs to be evaluated include zero hour, elective offerings, mentoring program, tutoring programs, and Saturday school. The principal must ensure that all activities and programs that occur in the building are well-planned, based on the mission of the school, and focused on improving academic achievement. To develop an evaluation system, at least the following steps should be considered:

1. Identify six to eight individuals who represent all stakeholders to serve on a committee.
2. Develop evaluation criteria for the school-related programs.
3. Design and develop a rubric that assigns a score based on its academic value.
4. Collect a variety of data from each program.
5. Develop perceptual surveys to administer to stakeholders.
6. Evaluate existing programs for effectiveness.
7. Continue programs that are working. Make modifications to programs as determined by data.
8. Weed out what is not working.

Develop evaluation criteria prior to adding any additional program.

The principal and assistant principals must monitor the implementation of effective instructional strategies at Springdale High School. Short 20-25 minute observations should be conducted in all classrooms. Feedback should be given to teachers within three days of the observation. The feedback must be specific and documented and lead to changes in instructional practices. The principal must follow up with additional observations to ensure that continuous improvement is occurring in instructional practice. A timeline should be developed to ensure that all teachers are observed within a three-week period. A possible resource is "No More Valentines" by Morgaen L. Donaldson, Association for Supervision and Curriculum Development, 2010.

The principal must continue to conduct Classroom Walkthroughs. Data must be collected from all classrooms. Reports should be generated that show patterns and trends throughout the building, grade level, and content areas. The data should be analyzed to determine overall patterns for the building. The principal will then be able to review important data such as the number of times students are on task, the number of times higher-order questions are asked, and the number of times the learning objective is posted and discussed. Data should be shared and discussed with teachers. Action plans should be developed to address concerns. Curriculum Council members can assist in this effort.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 6 indicators (60%) evaluated as "Evaluation Category 1," 4 indicators (40%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of ACSIP
Review of Financial Records
Review of District Web Page
Interviews with Building Administrators
Interviews with Teachers
Interviews with Classified Staff

The district has established procedures for staffing, purchasing, and determining base-level discretionary funding for each school. Staffing level is determined collaboratively by school and district leadership based on school enrollment and enrollment in particular courses. The local school board does not have standing committees to address resource allocations. The school's base discretionary funding allocation is based on enrollment, not on the school's ACSIP. The local school board has adopted its annual budget as required by state law. There are no resource management policies. The school has a discretionary operating budget allocation of \$103,240 for office and classroom supplies, other general supplies, and some professional travel. The pupil allocation funding that the district provides is based on student enrollment; Springdale High School is allocated \$54.00 per student. The primary source of funding included in the school's ACSIP is National School Lunch Act funds. The majority of the dollars from these sources is spent on point-in-time interventions and before/after school programs. The principal receives additional funding for professional travel. Counselors and some specialty-area classes receive additional funding. The library is funded at \$12 per student or at what they had in their budget the previous year if there has been a drop in enrollment. The district ACSIP integrates funds from a variety of categorical sources; some of this funding supports the school's ACSIP actions. There is no formal procedure in the school to include parents, teachers, or non-instructional staff in developing the budget or allocating discretionary funds, except for some opportunity for teachers to identify needs during the budget process. The amount of funding in the school's discretionary account is determined annually by district leadership. Teachers are

informed of grant opportunities through e-mail and the district Web page. Some of the grant opportunities utilized by teachers include the Community Care Foundation, Arkansas Advanced Initiative in Math and Science, and 21st Century Community Learning Centers grant.

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of ACSIP

Review of Master Schedule

Interviews with Building Administrators

Interviews with Teachers

Interviews with Classified Staff

Interviews with Parents

Interviews with Students

Observations of Classrooms

The local school board has a policy that addresses equitable access to the curriculum for all students. Students are enrolled in regular, Pre-Advanced Placement, Advanced Placement, English as a Second Language, International Baccalaureate, career and technical, and special education classes. Some students are also enrolled in one of five academies. Forty-five minute class periods are built into the master schedule. Some students are enrolled in one of 11 "zero hour" classes held before the school day. There is no consistency in teacher expectations during the tutorial period. High-probability, research-based instructional strategies are not implemented in many classrooms. In many classrooms, students are disengaged during instructional sequences. Instruction is primarily lecture-based and teacher-centered. Bell-to-bell teaching and learning does not occur in most classrooms. Formative and varied authentic teacher-created assessments designed to measure student growth are not used in many classrooms. Many teachers do not have high expectations for all students nor assume responsibility for student performance. Course offerings meet Arkansas Academic Content Standards and ACTAAP.

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of ACSIP

Review of Financial Records

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

Interviews with Classified Staff

Most discretionary funds are allocated to schools on the basis of school enrollment, not on the identified needs of students. Funds allocated to the school by the district are managed by school leadership and are allocated to various instructional departments. Teachers access fiscal resources allocated to the school by submitting requests through their respective department heads. Many teachers indicate they are able to obtain the materials, supplies, and equipment they need. Some teachers indicate they supplement their classrooms out of their own pockets due to the rationing of paper and copy machine usage. The art department and mathematics department charge students a fee to supplement their instructional budgets. Art

students are charged \$10.00 for supplies, and mathematics students are charged a \$4.99 fee. District leadership has established budgetary procedures to allocate categorical funds to meet identified student needs. Some funding in the district ACSIP supports school programs or can be requested for such support. Some National School Lunch Act, English as a Second Language (Title III), and district pupil allocation funding are designated to the school. Springdale High School receives \$52.00 for each student enrolled. Allocation of the assigned funds does not include systematic input from all stakeholders. The local school board policies on budget development are defined. The superintendent is required to develop and recommend a budget that reflects the needs and priorities of the district.

8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of ACSIP
Review of Financial Records
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Classified Staff

Categorical funds are budgeted to support identified student needs. The expenditure of these funds is monitored throughout the school year to determine compliance with grant conditions and line-item appropriations. These program expenditures are not analyzed to determine specific program effectiveness on an ongoing basis. ACSIP actions are not revised during the school year on the basis of changing student needs or based on the evaluation of the effectiveness of program components. The district ACSIP supports programs and activities at Springdale High School.

Performance Rating:1

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:
Review of ACSIP
Review of Local School Board Policy Manual
Review of Master Schedule
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

The district does not have a policy requiring staff assignments to be based on the learning needs of students. Certified and classified staff allocations are determined collaboratively by school leadership and district leadership. These decisions are not always based on the identified learning needs of students or on the school's ACSIP. School leadership assigns staff to specific responsibilities. All teachers are highly qualified. The master schedule does not provide for departmental common planning time. The Instructional Leadership Team meets once a quarter. The Curriculum Council meets weekly. The Administrative Team meets every week. Most instructional departments meet at the beginning of each year during pre-school in-service meetings; departmental meetings are not regularly scheduled during the school year.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of Master Schedule
Review of Bell Schedule
Interviews with Building Administrators
Interviews with Teachers
Interviews with Students
Observations of Classrooms

The local board of education has adopted a policy to address the loss of instructional time due to participation in co-curricular and interscholastic activities. The local school board does not have a policy that directly addresses the loss of instructional time due to making announcements, use of the intercom, etc. Some teachers do not maximize instructional time through classroom management and organizational practices. Bell-to-bell teaching and learning does not occur in most classrooms. In some of the classes, students are not engaged in meaningful learning activities for more than twenty minutes. Intercom announcements are limited to the tutorial period. Flexible scheduling to meet instructional needs is not practiced. The tutorial period is not utilized in a consistent manner to improve student learning. In many classrooms, instruction is lecture-based, textbook-driven, and teacher-centered with little attention to students' learning styles, differentiation of instruction, or varied, authentic, teacher-created assessment strategies. Intentional use of higher-order questioning techniques to assess and increase student levels of learning does not occur in most classrooms. Feedback to teachers and self-reflection for improved practice are limited and not consistent to ensure ongoing improvement and effective use of instructional time. School leadership does not have a consistent, systematic process to monitor and evaluate the use of instructional time to ensure that all students have access to a rigorous and aligned curriculum during given time frames. Student tardiness occurs frequently throughout the day creating disruptions to instructional periods.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Review of Lesson Plans
Review of Faculty Meeting Agendas and Minutes
Interviews with Building Administrators
Interviews with Teachers
Observations of Classrooms

The master schedule does not provide common planning time for departments or teachers of the same content areas. Limited opportunities are provided for vertical and horizontal planning within the building and among other buildings in the district. Opportunities to meet with teachers from other buildings are generally limited to summer workshops. Limited cross-curricular planning takes place. Faculty meetings are held bi-monthly; some meetings focus on ACSIP action components or on more general issues related to curriculum, instruction, and assessment. Resources are not always utilized to support teacher collaboration to

promote high student achievement and to impact classroom instructional sequences. Meetings held during the school year are not intentionally monitored and evaluated for effectiveness to ensure implementation of the ACSIP and accomplishment of the school's mission.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:

- Review of ACSIP
- Review of Bell Schedule
- Review of Master Schedule
- Review of Lesson Plans
- Interviews with Building Administrators
- Interviews with Teachers
- Interviews with Classified Staff
- Observations of Classrooms

The school's schedule does not maximize teaching and learning time and does not meet the unique learning needs of all students. The master schedule provides for 11 "zero hour" classes held before the school day. Many teachers do not implement the Gradual Release of Responsibility model of with instructional sequences of "I do", "we do", and "you do." Some classrooms have students arranged in groups. These groups are sometimes involved in cooperative learning opportunities. School leadership seldom monitors or evaluates the use of instructional time to ensure alignment with the school's mission. The tutorial period is often not structured with any specific purpose and is not monitored for effectiveness at the classroom or building level. Student engagement in rigorous learning activities does not occur in many classrooms. Higher-level questioning and extension opportunities for thinking which promote high-student performance are not practiced in most classrooms. Interruptions to teaching and learning occur frequently throughout the school day in the form of tardiness to class. Most teachers do not monitor hallways during class changes. The master schedule does not provide for common planning time among departments or teachers of the same content areas.

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:

- Review of Local School Board Policy Manual
- Review of ACSIP
- Review of Local School Board Minutes
- Review of Financial Records
- Interviews with Board Members
- Interviews with District Administrators
- Interviews with Building Administrators
- Interviews with Teachers
- Interviews with Classified Staff

The district does not have a policy regarding the distribution of discretionary funds. Funds are allotted to each school based on student enrollment. No formal allocation procedures are in place within the building. No formal needs assessment is conducted to help determine spending priorities at the district or building level, except for allocation of categorical funds. The school's ACSIP and mission are not

consistently and intentionally considered when building-level expenditures are made from operating funds. Categorical funding is intentionally used to support the school's ACSIP. The district has adopted appropriate accounting procedures to control the expenditure of funds.

8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of ACSIP
Review of Financial Records
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Classified Staff

Most discretionary funds are allocated to schools on the basis of student enrollment, without regard to differing student needs or actions identified in the school ACSIP. School decisions regarding the expenditure of discretionary funds are not intentionally aligned with the school's ACSIP. Most budget decisions regarding categorical funds are made at the district level. Expenditures are monitored by school and district leadership throughout the year to ensure compliance with appropriate accounting procedures and grant requirements. These reviews seldom lead to budget modifications based on the changing needs of students or on determination of program value, as determined by defined evaluation criteria. Data are not collected to determine whether initiatives are properly implemented, effective, or in need of additional support.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

High expectations for student achievement in all areas must be consistently verbalized by all staff members and clearly observable in all classrooms. All students should be engaged in meaningful work for the entire school day. All teachers should ensure that instructional time is maximized through the regular use of research-based, high-yield instructional strategies and effective classroom management and organizational practices. Leadership should frequently monitor teachers' instructional strategies, classroom management, and organizational practices and provide specific feedback aimed at improving professional performance and student learning. What does not get monitored does not get done. Leadership should provide ongoing, job-embedded professional development and support to assist teachers who need to improve instructional strategies and/or classroom management and organizational practices. School leadership and teachers must accept their roles in the academic successes and failures of all students. Possible resources include current faculty members who are consistently using effective strategies and practices; deliberate and consistent implementation of the Jane Pollock strategies by all teachers; and "Enhancing Student Achievement: A Framework for School Improvement," by Charlotte Danielson.

Instructional time must be maximized across the curriculum to improve student achievement. This should begin with the development of a structured instructional sequence and consistent practice in every classroom. A priority should be placed on eliminating student tardiness to class. Tardiness causes frequent interruptions and prevents equitable access to rigorous teaching and learning experiences. The following actions should be immediately implemented:

1. All teachers and administrators should be in the hallways between classes to monitor student traffic and ensure that students are moving quickly and quietly to scheduled classes.
2. The seven-minute class change period should be reviewed to ensure that all students have adequate time to report to each class. Instructional periods are not maximized when the first ten minutes of each class are interrupted by tardy students coming into class.
3. All instructional periods must be structured to start promptly when the tardy bell rings. Students may intentionally report late if they do not think teaching and learning begins promptly after the tardy bell.
4. Bell-to-bell instruction must become the norm at Springdale High School. All faculty and staff must communicate the importance of being prompt. This is not a task that should be the exclusive responsibility of one group. Responsibility must be equally shared. If students look forward to highly-engaged learning opportunities in every class every day, they are less likely to be late for class. A resource that provides information about how other schools have handled the issue of tardiness can be accessed from <http://www.principalspartnership.com/tardiness.pdf>.

School leadership should develop procedures that include all stakeholders in an annual assessment of resources needed to support high student and staff performance. Budgets should be evaluated after input from all stakeholders. The district should consider

reviewing student fees for the purpose of removing potential barriers for accessing instructional programs. All resources should be utilized to meet the goals reflecting needs as determined by data. Priority should be given to those areas identified as most in need of improvement. These procedures should be developed and implemented in a time frame that enables school leadership to inform district leadership of needed resources. The resource needs assessment should be aligned with the ACSIP development process. School leadership should inform all staff members of budget allocations to instructional departments.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 6 indicators (38%) evaluated as "Evaluation Category 1," 10 indicators (62%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:
Review of ACSIP
Review of Scholastic Audit Questions
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers

The students, patrons, faculty, and staff of Springdale High School developed the mission statement seven years ago. The mission has not been revised or revisited since its creation. Individuals submitted drafts and each department collaborated using the drafts to create a proposal. The Curriculum Council used the proposals to create the mission statement that was reviewed and edited by students, patrons, administration, and staff. The mission statement is included in the ACSIP. The stakeholders involved in the development of the mission do not represent the demographics of the population. There are no clearly communicated, school-developed vision or belief statements.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:
Review of ACSIP
Review of Scholastic Audit Questions
Interviews with Building Administrators
Interviews with Teachers

Data from the 11th grade Literacy Examination and the Geometry and Algebra End-of-Course Examinations are included in the ACSIP. The data are reported by each sub population performance and include a trend analysis of the lowest-performing areas. Graduation and attendance rates are also included in the ACSIP. Teachers use Dashboard, a district-wide data tool, to access student data. Teachers can also use GradeBook to view each student's grades. Formative assessments are used to determine point-in-time remediation activities for some students. The data used in

ACSIP are not analyzed to determine the deficiencies of specific students.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of ACSIP

Review of ACTAAP Data

Review of National Office for Research on Measurement and Evaluation Systems Data

Review of Perception Surveys

Interviews with Building Administrators

Interviews with Teachers

Interviews with Parents

The collected data are used to identify some areas of need for the ACSIP. Data from the 11th Grade Literacy Examination, End-of-Course Algebra Examination, and End-of-Course Geometry Examination were reviewed and guides the interventions of the ACSIP. There is one intervention for language arts and one intervention for mathematics. The ACSIP reflects a review of the 2008-2009, 2009-2010 and 2010-2011 school years. The ACSIP includes an action component that states that Springdale High School utilizes a mathematics and literacy assessment wall to track grade level, classroom, and student achievement. The action component has not been implemented.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Interviews with Building Administrator

Interviews with Teachers

Interviews with Parents

Review of ACSIP

Review of Curriculum Documents

Review of ACSIP Meetings Agendas

Review of ACSIP Meetings Minutes

The school improvement planning team reviews educational research to plan and develop the ACSIP. Research cited is dated from 1998-2007. The research has not been fully analyzed as to its impact on student achievement. The research cited supports the alignment of the curriculum. The research cited does not directly support standards based mathematic programs. School leadership considers district and state standards to determine the goals and objectives of the ACSIP.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Review of Stakeholders Perceptual Survey

Review of Documentation of Data Analysis

Review of ACSIP Leadership Team Meetings Agendas and Minutes

The Curriculum Council of Springdale High School reviews data to identify the unique learning needs of their students. The team reviews student grades, test scores, demographics, school course history reading assessments, and anecdotal data from each geometry student and every student in the 11th grade to identify learning needs. The data are reviewed again in January. The review of the data is on a limited basis to create a baseline of academic weaknesses that can be used to monitor over time gains in achievement. The review of data is used to identify achievement gaps between sub populations of students. The review of data is not

always used to identify actions specific to the unique learning needs of students in each of the sub populations.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrators

Interviews with Teachers

Interviews with Parents

Interviews with Students

Surveys and other collected data are used on a limited basis to identify instructional and organizational strengths and limitations. Some sources of data utilized include summative and formative assessments, discipline and attendance data, and Northwest Evaluation Association assessments. ACSIP action components and supporting data do not include the use of surveys from staff members and stakeholders.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:

Review of ACSIP

Interviews with Building Administrators

Interviews with Teachers

The ACSIP does not contain specific goals for the 11th Grade Literacy Benchmark Examination or End-of-Course Examinations. There are goals and benchmarks for Literacy, Mathematics, Wellness, Title III/ELL, and Special Education. The 2011-2012 literacy goal for Springdale High School is to exceed Safe Harbor and meet or exceed the state requirement of the Adequate Yearly Progress target of 83.88%. The 2011-2012 mathematics goal is for students to meet or exceed the Adequate Yearly Progress target of 82.30% or make Safe Harbor. There is a second mathematics goal to exceed the 2011-2012 Adequate Yearly Progress status of 82.83%.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrators

Many interventions in the ACSIP support the school's achievement goals for overall improvement in literacy and mathematics. Some of the action components specifically target general improvement goals for the identified sub populations. Tiered interventions such as in-class assistance, before- and after-school tutoring, and Bulldog Tutoring Time are provided for students. Professional development opportunities that specifically address the identified sub populations include strategies for teaching English as a Second Language students, students with disabilities, and students in poverty. These programs are not fully monitored to determine the impact on individual student achievement. The ACSIP provides for the administration and review of a variety of assessments. Few of the actions directly support improvement in the identified target areas of literacy and

mathematics.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:
Review of ACSIP
Review of Scholastic Audit Questions
Interviews with District Administrators
Interviews with Building Administrators

The timelines established for the action components in the ACSIP are not designed to have maximum impact on student performance. Most timelines do not reflect time needed for actual implementation. Resources are identified for activities in the ACSIP. A Funding Summary is provided in the plan for Priority 1 - Improving Literacy. Title III funds are used to support the English as a Second Language Center for Families. National School Lunch Act funds are used to support point-in-time supplemental services. The ACSIP identifies persons responsible for implementation of the action components.

- 9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:
Review of ACSIP
Review of Scholastic Audit Questions
Review of ACSIP Leadership Team Meetings Agendas and Minutes
Review of Curriculum Council Meetings Agendas and Minutes
Review of Parent Meetings Agendas and Minutes
Review of Perception Surveys
Interviews with District Administrators
Interviews with Building Administrators
Interviews with Teachers
Interviews with Parents
Interviews with Students

There are no clearly communicated, school-developed belief statements for Springdale High School. Some action components reflect desired student outcomes identified in the ACSIP. Other action components do not reflect the school's mission to "provide educational opportunities for every student in a challenging environment." The 2011-2012 mathematics goal is for students to meet or exceed the Adequate Yearly Progress target of 82.30% or make Safe Harbor. A few action components address instructional procedures, attendance, and disciplinary data as components of instruction and learning. Data from multiple sources are used to identify learning needs of students and sub populations. Perception surveys, such as the parent survey, provide minimal impact on instructional and organizational effectiveness.

Performance Rating:1

- 9.3c The desired results for student learning are defined.

Finding for this indicator is based on:
Review of ACSIP
Review of Scholastic Audit Questions
Review of Documentation of Data Analysis
Review of Curriculum Council Meetings Agendas and Minutes
Goals for student learning are stated in the ACSIP. The goals are not

measurable. Each goal has a benchmark and actions. Some of the actions are not challenging or designed to help close the achievement gap between sub populations. One example is modifying the curriculum, instruction, and assessment to meet the needs of students. Not all goals are designed to close the achievement gap between sub populations. For example, the goal for the special education priority addresses the completion of initial and re-evaluations within the timelines required by the ADE. The goal and the benchmark for this priority are not aligned. Not all staff have a sense of shared responsibility in achieving the goals of the ACSIP.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of the ACSIP

Interviews with District Administrators

Interviews with Building Administrators

Interviews with Teachers

The ACSIP does not include a systematic process for school leadership to monitor the effectiveness of the interventions and action components. The ACSIP is reviewed annually and needed modifications are made at that time.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of Professional Development Records

Interviews with Building Administrators

Interviews with Teachers

Interviews with Classified Staff

Interviews with Parents

Observations of Classrooms

Observations of Hallways

The ACSIP is not consistently implemented as written. Teachers do not utilize mathematics and literacy assessment walls to track grade level, classroom, and student achievement. The building administrator does not document daily Classroom WalkThrough observations to monitor classroom instruction. School leadership provides some direction and support for the implementation of the ACSIP. Few staff members know the general goals of the ACSIP, especially those related to improving student performance in literacy, mathematics, wellness, and those related to the performance of English Language Learners and special education students. Most classified staff have little or no knowledge of the goals, interventions, or actions enumerated in the ACSIP. Action components are not continuously reviewed during the school year to ensure effectiveness or levels of implementation. Action components are reviewed during pre-school in-service meetings. Most timelines included in the ACSIP are from July 1, 2011, to June 30, 2012. Dates for measuring progress toward the desired goals are not included in the action components of the ACSIP.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Leadership Team Meetings Agendas and Minutes

Review of Scholastic Audit Questions

Interviews with Building Administrators

Interviews with Teachers

Interviews with Classified Staff

Data disaggregation to the individual student level is not used to make informed decisions in the ACSIP. A systematic process for evaluating the effectiveness of the ACSIP has not been established. Most evaluation actions list student assessments such as grade reports, reading assessment scores, end-of-course scores, and literacy scores. There is no deliberate process to evaluate the goals and objectives for student learning set by the ACSIP.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Teachers

The ACSIP does not clearly identify the process by which the school uses data to inform instructional practice on a consistent basis. Building administrators are responsible for 12 out of 21 action components in the Literacy goal of the ACSIP and two out of 13 action components in the Mathematics goal of the ACSIP. Classroom Walkthroughs are conducted and information is compiled by the building administrators to review the degree to which some instructional components are present in observed lessons. The data collected from those classroom visits are not used on a consistent basis to measure levels of implementation of identified high-yield instructional strategies or to provide feedback and follow-up to all teachers for improvement. Observations with feedback do not occur across the curriculum on a regular basis. The school collects student performance data from formative, interim, and summative assessments. Data are collected from several sources including Northwest Evaluation Association, Standardized Test for the Assessment of Reading, American College Test scores, state benchmark and end-of-course assessments, and the English Language Development Assessment. The school uses student performance on the 11th Grade Literacy Examination and End-of-Course assessments to measure the effective implementation of interventions and action components in the ACSIP. There is no process to evaluate action components at regular intervals for effectiveness.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Review of Local School Board Minutes

Review of Springdale Morning News

Review of Curriculum Council Meetings Agendas and Minutes

Interviews with Building Administrators

Interviews with Teachers

School leadership provides some attempts to sustain commitment for continuous improvement. The Report to the Public was presented on October 24, 2011. Successful instructional strategies are presented at some bi-monthly faculty meetings. During the Curriculum Council meetings progress toward implementing the ACSIP is sometimes discussed. A formal, systematic procedure is not in place to regularly report progress toward goal attainment. Feedback from all stakeholders is not collected and used to make revisions to the ACSIP.

Scholastic Audit Summary Report

Springdale High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Stakeholders should review the current mission statement in the spring or fall of 2012. They should focus on defining "mission" and identifying core values. The Curriculum Council should provide a list of 10-15 belief statements as a starting point for stakeholders which include administrators, teachers, classified staff, students, and parents. An example of this might be "At Springdale High School, we believe that..." Stakeholders should be asked to review the given belief statements, discuss what they believe is most important for students to know and be able to do (values and beliefs), add new belief statements to the list, and then create common themes based on the specified belief statements. The belief statements and common themes should be used to make any needed changes in the mission.

The ACSIP should be viewed as the guiding document for all school improvement efforts. The following agenda items should be included during reviews that are conducted each semester and at administrative meetings:

1. Identify each action that has been implemented. Is the action achieving the desired results? How do we know?
2. Determine if current research supports the action. What is the most current research? How can we share this information among staff members?
3. Establish an accountability system. Who is responsible for the action? Has the action been implemented as designed?
4. Identify pertinent data. What current and trend data need to be collected? How will modifications be made based on the data?

ACSIP meeting dates should be published on the school calendar. Sign-in sheets, agendas, and minutes should be maintained to provide a historical record of improvement efforts.

School leadership must expand the process for monitoring the implementation and effectiveness of actions in the ACSIP. This process must be collaboratively developed with teachers and should be designed to build capacity to monitor instructional effectiveness. One way to achieve this monitoring is by developing an implementation map. The map should reflect the extent of the implementation of each of the actions for each intervention in the ACSIP. The map should reflect four levels of implementation: exemplary, fully functioning, moving toward, and unacceptable. A resource for the development of implementation maps is Shirley Hord's Innovation Configurations at Sedl.org.

Scholastic Audit Summary Report

Springdale High School

Springdale School District

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Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Springdale High School during the period of 01/29/2012-02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 4. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	Students are seldom presented with examples of proficient work that serve as models of high performance.
Next Steps	Teachers in all classes should provide students with exemplars. Exemplars should be used to establish the expected performance level for all students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	Proficient student work is seldom displayed in classrooms and hallways.
Next Steps	Student work should be displayed to serve as instructional aids for teachers and as motivational aids for students. Student work displays should include a brief description of the assignment, the student learning expectation the work reflects, and the rubric used for scoring the work.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

3. Deficiency	Students are frequently late for class.
Next Steps	School leadership must set the expectation that all students will arrive to classes on time and be prepared for class. Consequences for tardiness must be consistently applied.
District Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
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4. Deficiency	Teachers receive minimal feedback that supports changes in classroom instructional practices.
Next Steps	School leadership must immediately begin a classroom observation process that provides teachers with specific guidance to enhance their professional practice.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	Students have little opportunity to reflect on their learning.
Next Steps	Teachers must provide students with tools such as exit slips to be used for reflection on their learning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	Few teachers utilize word walls to support student learning.
Next Steps	All teachers should develop interactive word walls that reflect the current unit of study.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Springdale High School Springdale School District

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In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Springdale High School for the hospitality extended during the course of this audit. We appreciate your attention to our comfort by providing an area to work that met our needs. It is hoped that this report will make a difference in the lives of the staff and students of Springdale High School.

A thorough reflection of the findings and recommendations contained in this report will be a beneficial part of your school improvement process. The charge to school leadership is to ask reflective questions that will help the school community focus on continuous improvement. It will be necessary to engage representatives of all stakeholder groups in this reflective process to create awareness of school improvement goals and sense of urgency in reaching those goals. We encourage the school community to reflect on the findings and recommendations, as well as the following reflective questions:

What would Springdale High School look like, if all students were a part of the school community where a sense of belonging replaced isolation due to language or socio-economic barriers?

What if all students were actively engaged in meaningful classroom discussions?

What would learning look like, if all teachers differentiated instruction to meet each student's needs?

What type of school would Springdale High School look like, if all teachers accepted responsibility when students do not succeed as well as when students are successful?

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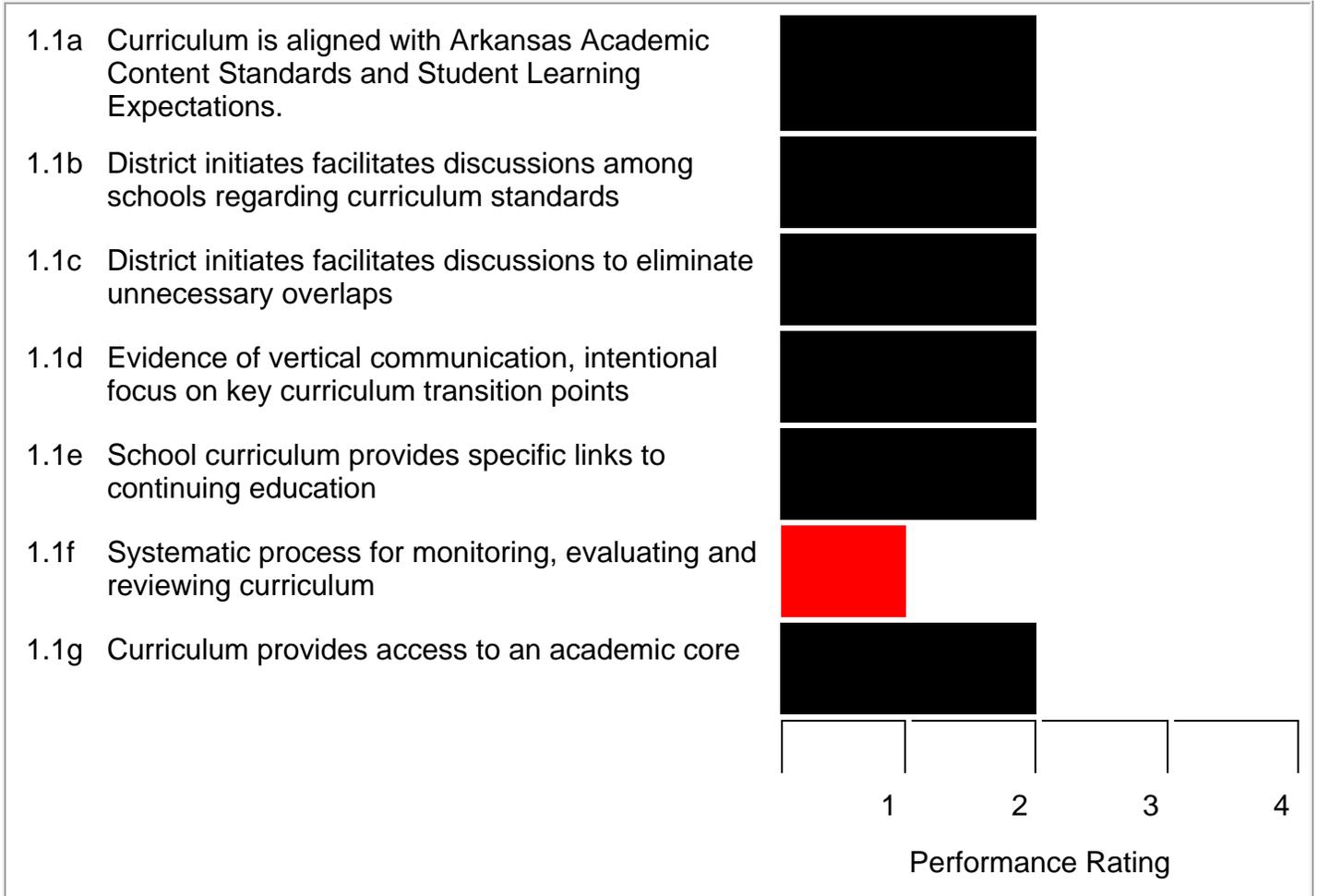
Springdale High School

Springdale School District

01/29/2012 - 02/03/2012

1.1 Curriculum

Academic Performance



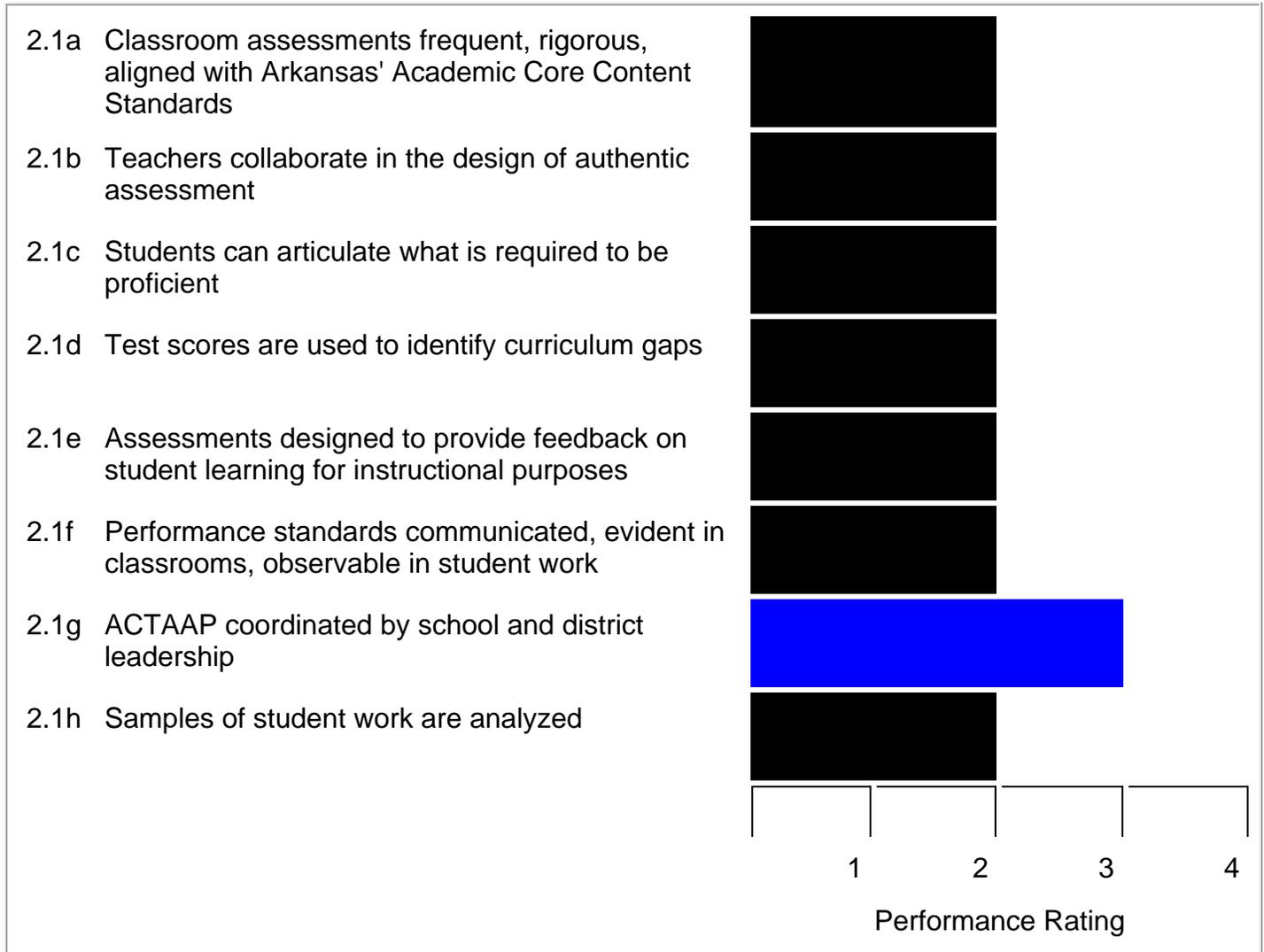
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2.1 Classroom Evaluation/Assessment

Academic Performance



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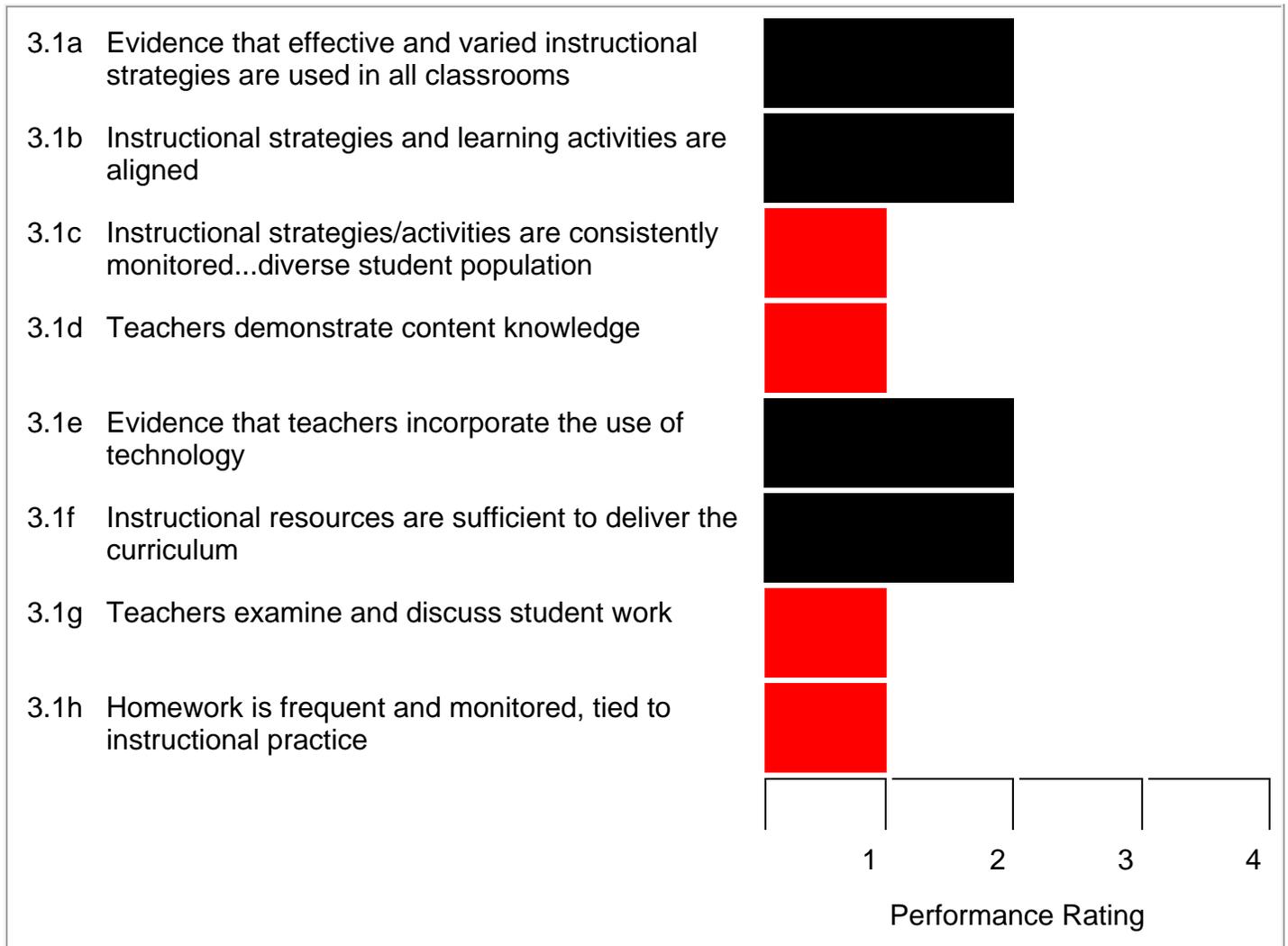
Springdale High School

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3.1 Instruction

Academic Performance



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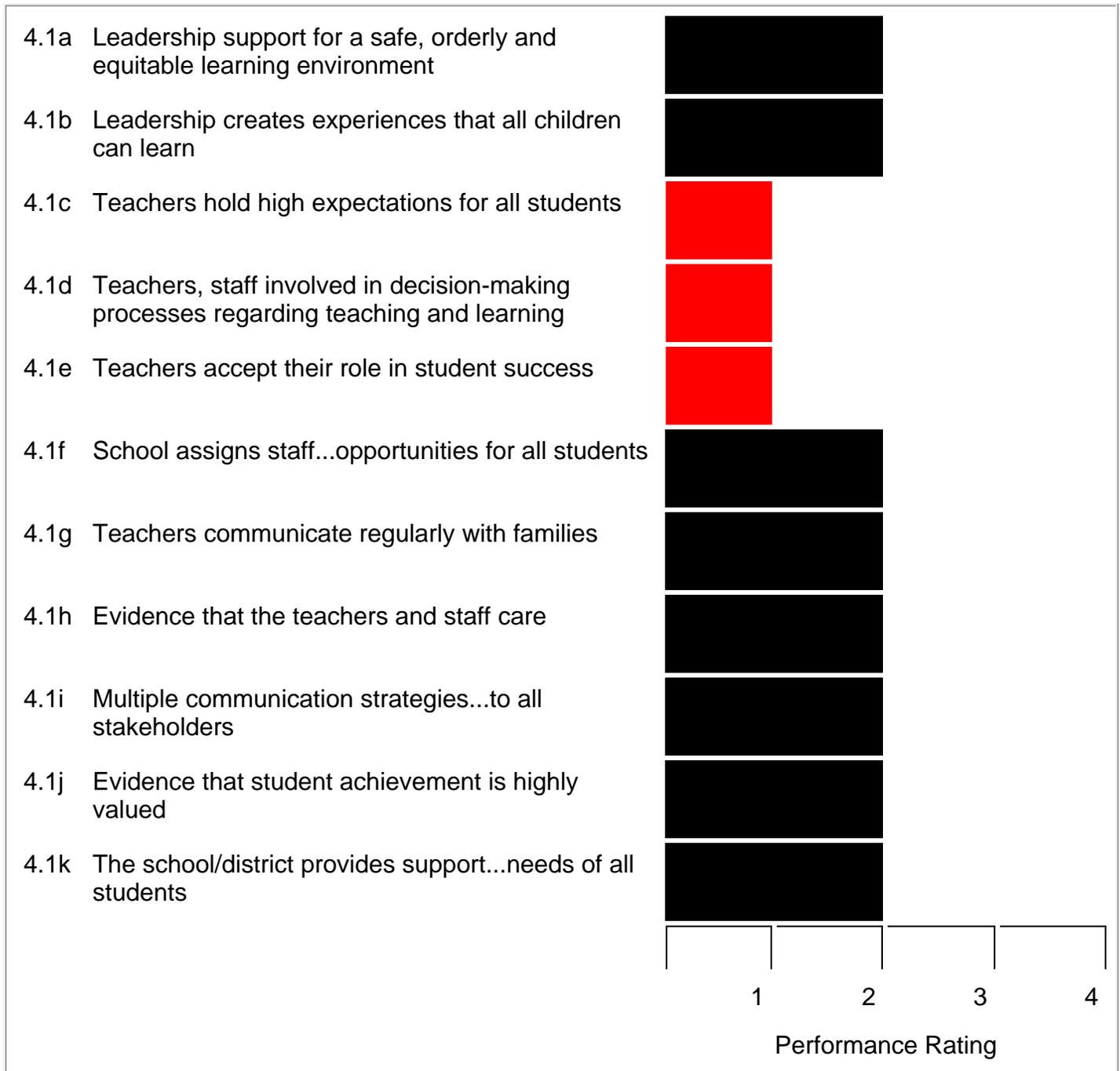
Springdale High School

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4.1 School Culture

Learning Environment



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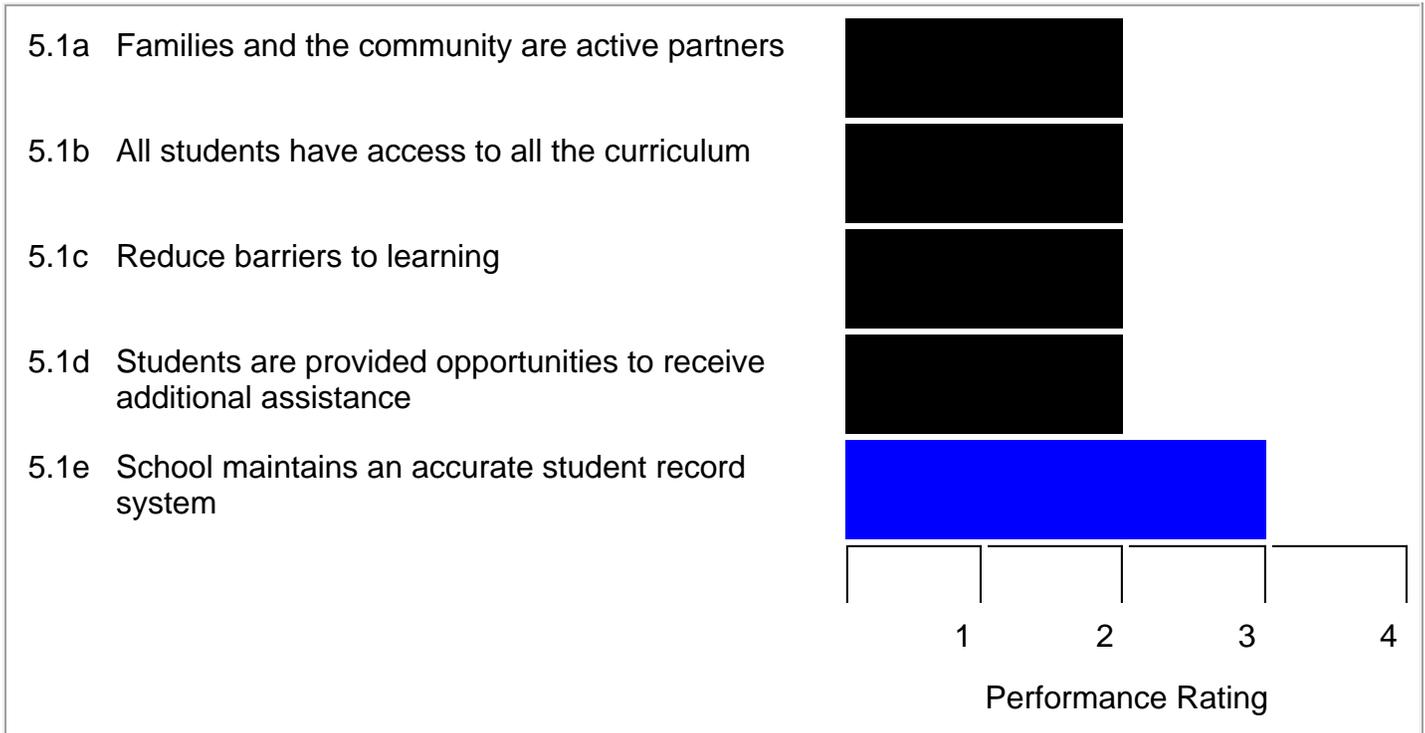
Springdale High School

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5.1 Student, Family and Community Support

Learning Environment



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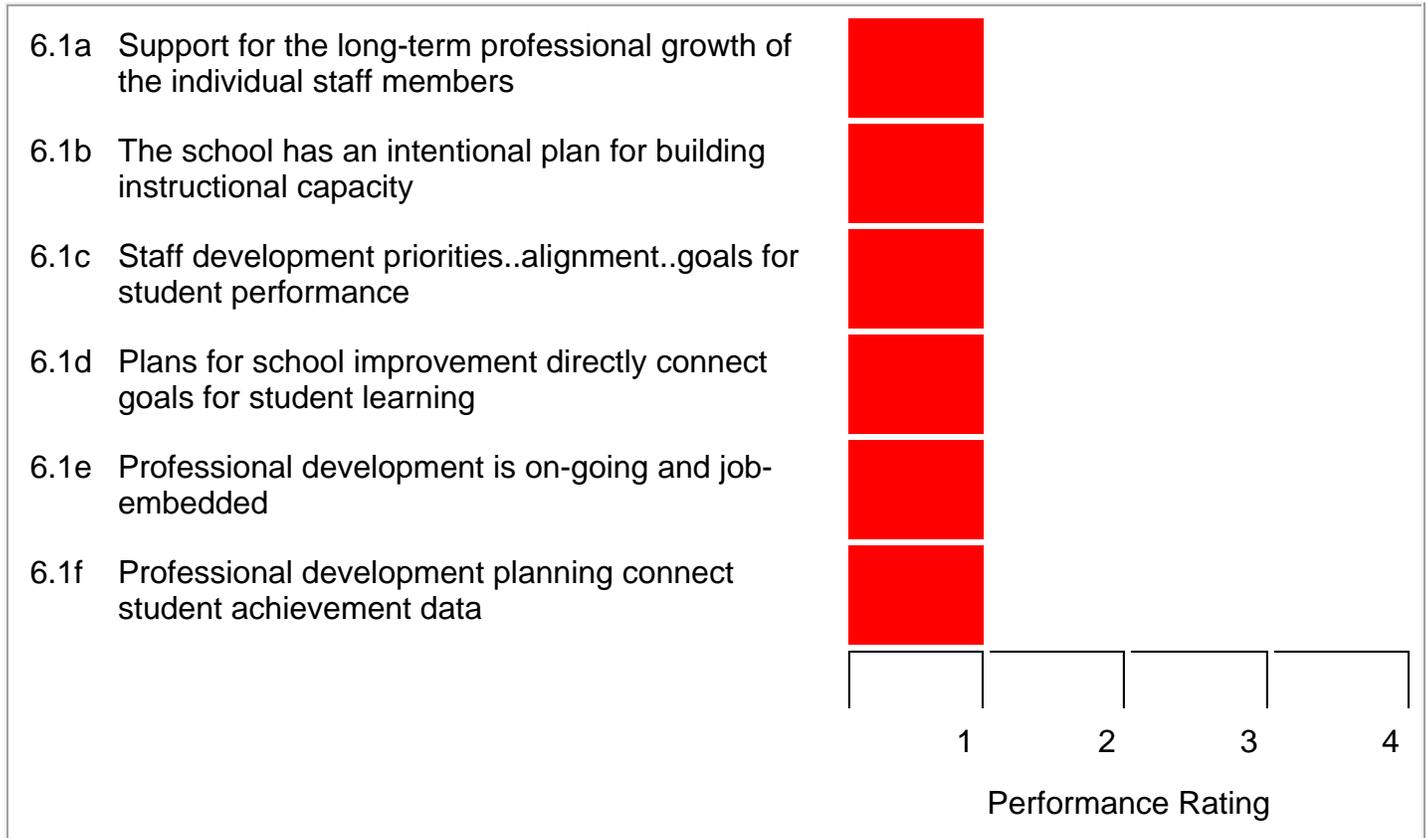
Springdale High School

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6.1 Professional Development

Learning Environment



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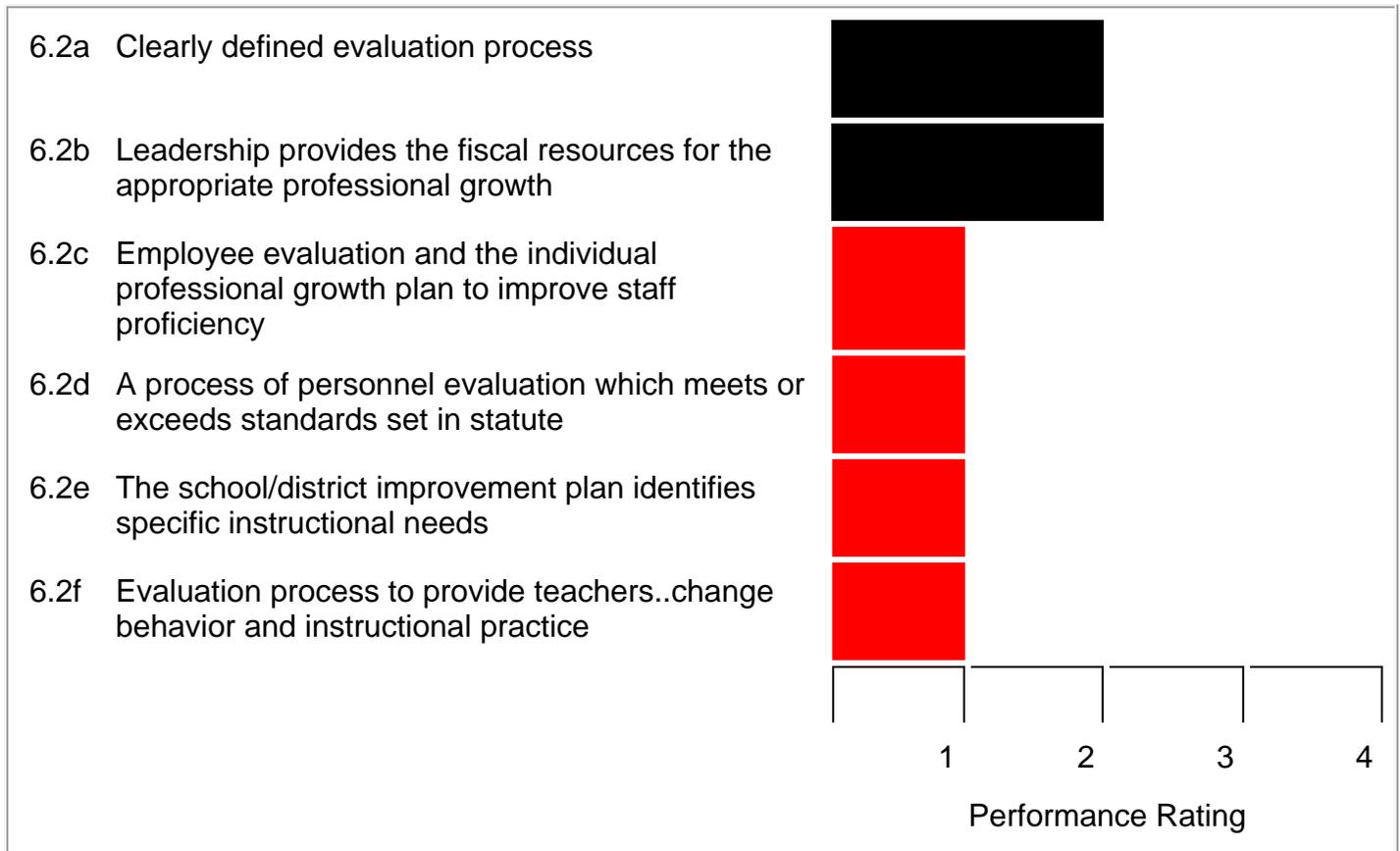
Springdale High School

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6.2 Professional Growth and Evaluation

Learning Environment



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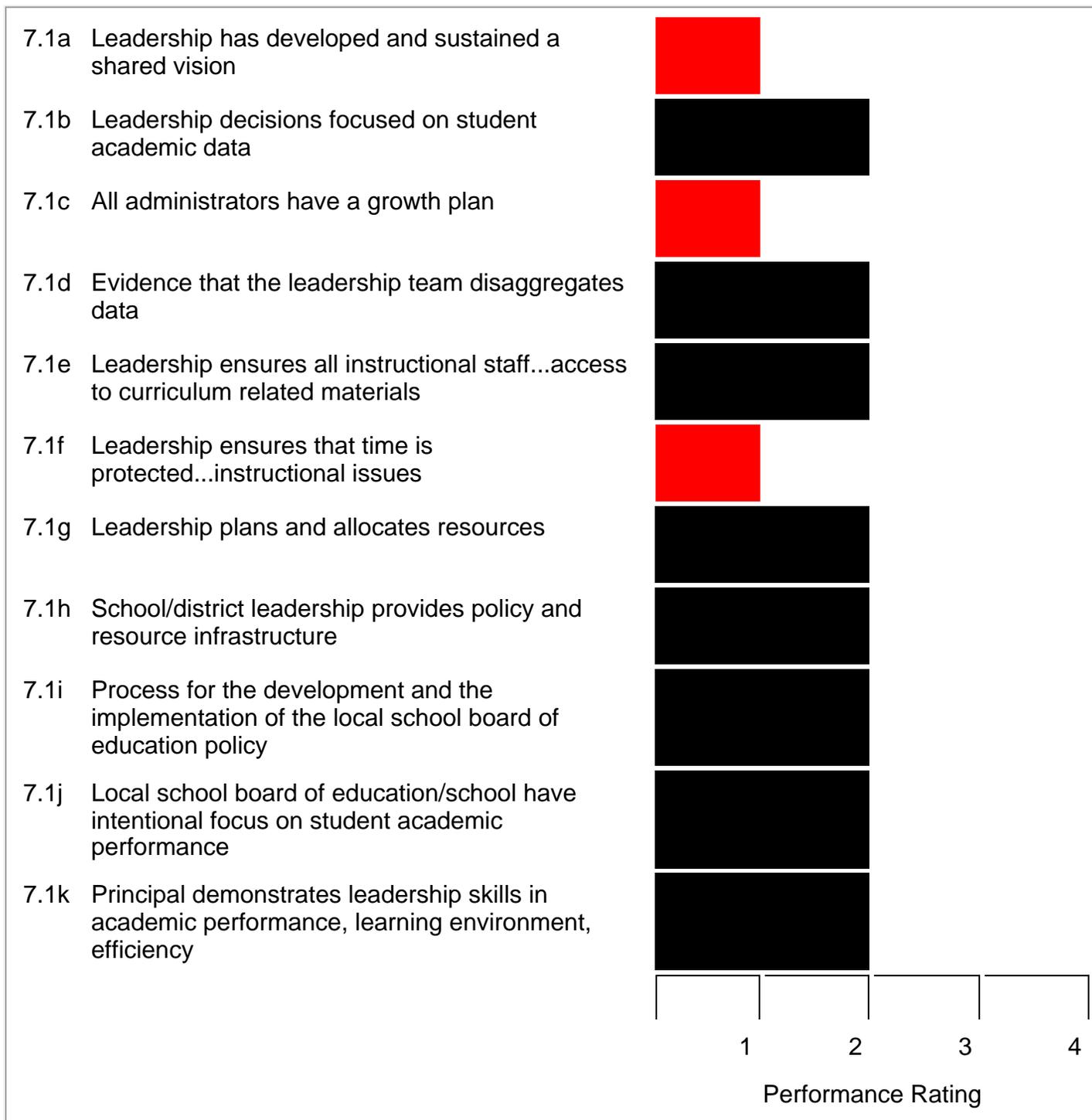
Springdale High School

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7.1 Leadership

Efficiency



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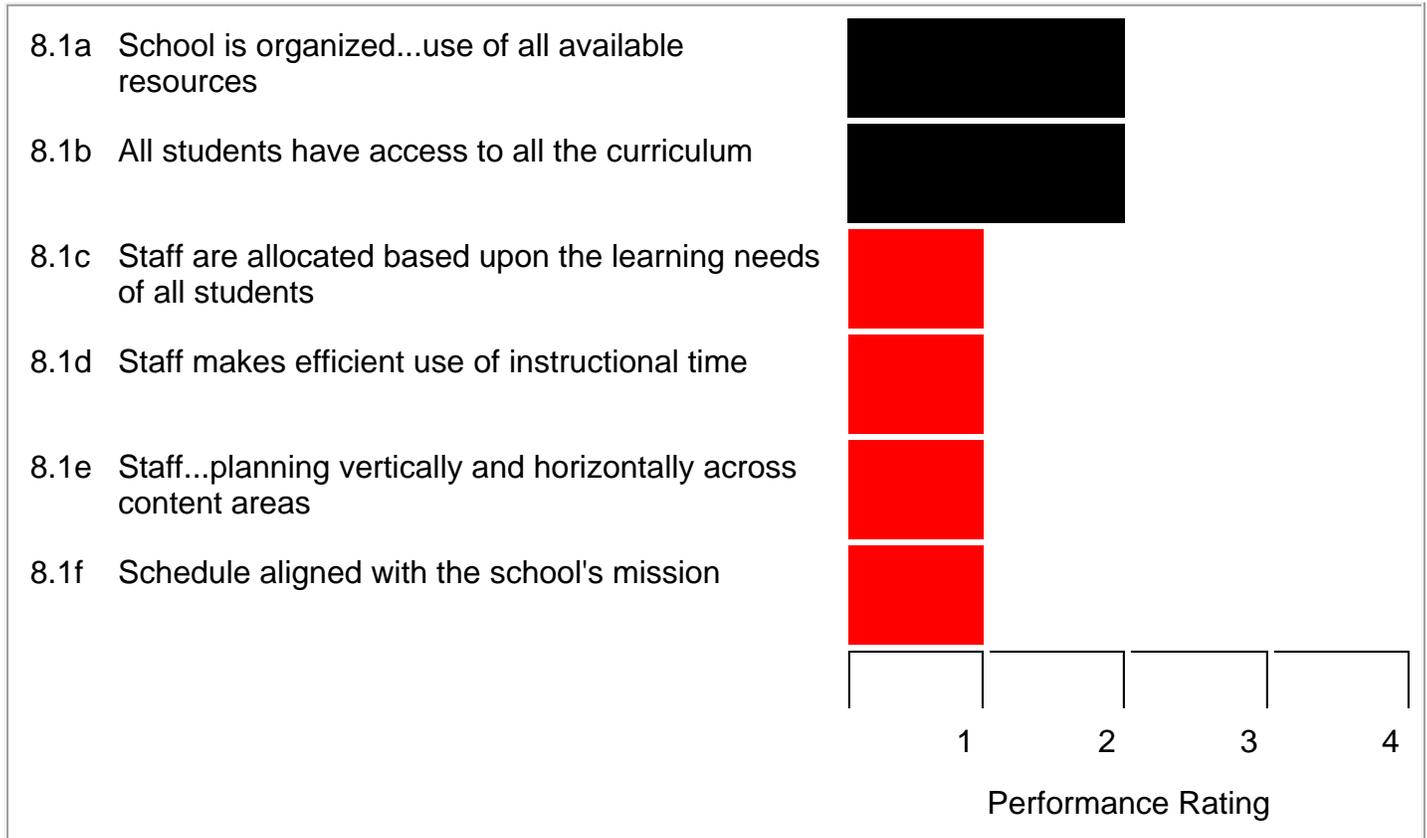
Springdale High School

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01/29/2012 - 02/03/2012

8.1 Organization of the School

Efficiency



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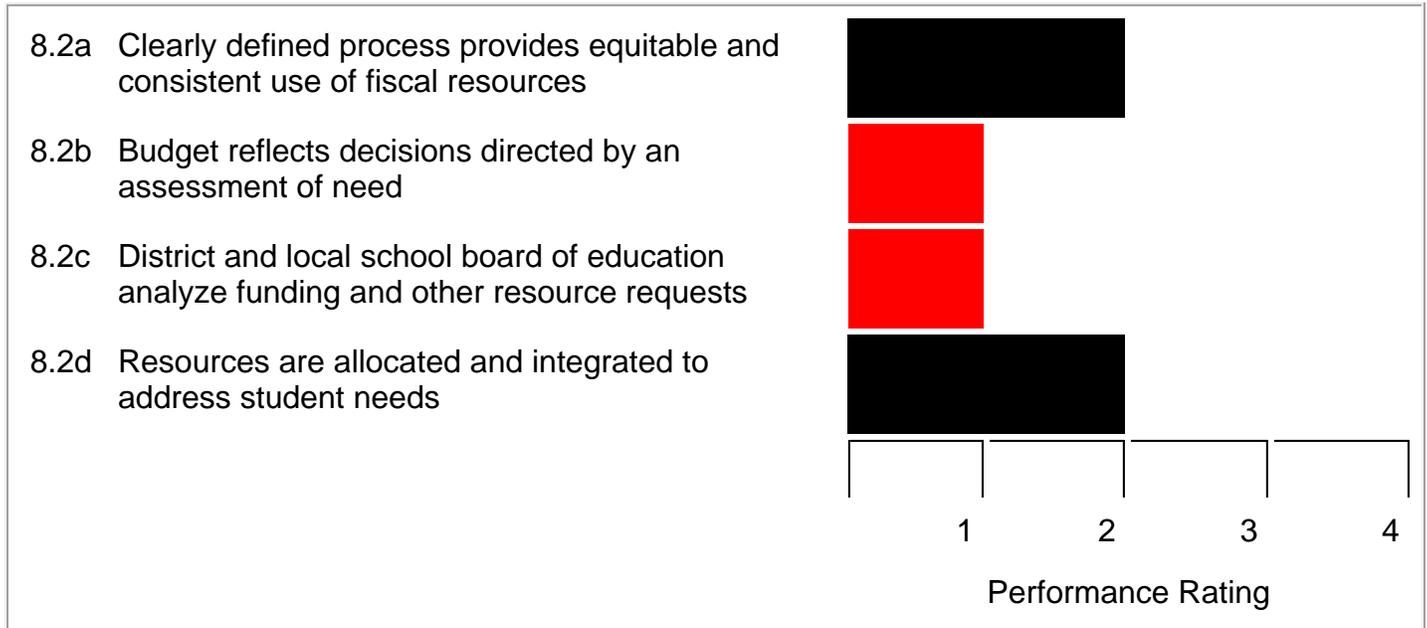
Springdale High School

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8.2 Resource Allocation and Integration

Efficiency



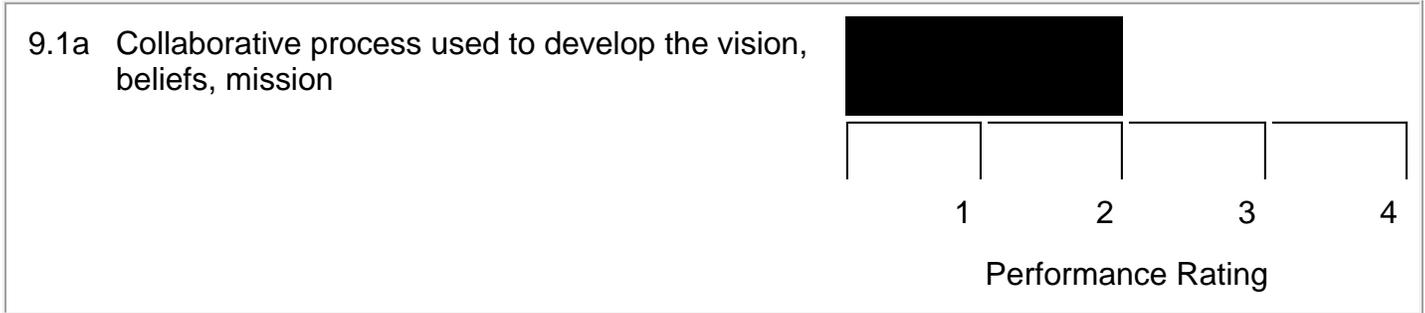
Scholastic Audit Summary Report

Springdale High School Springdale School District

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9.1 Defining the School Vision, Mission, Beliefs

Efficiency



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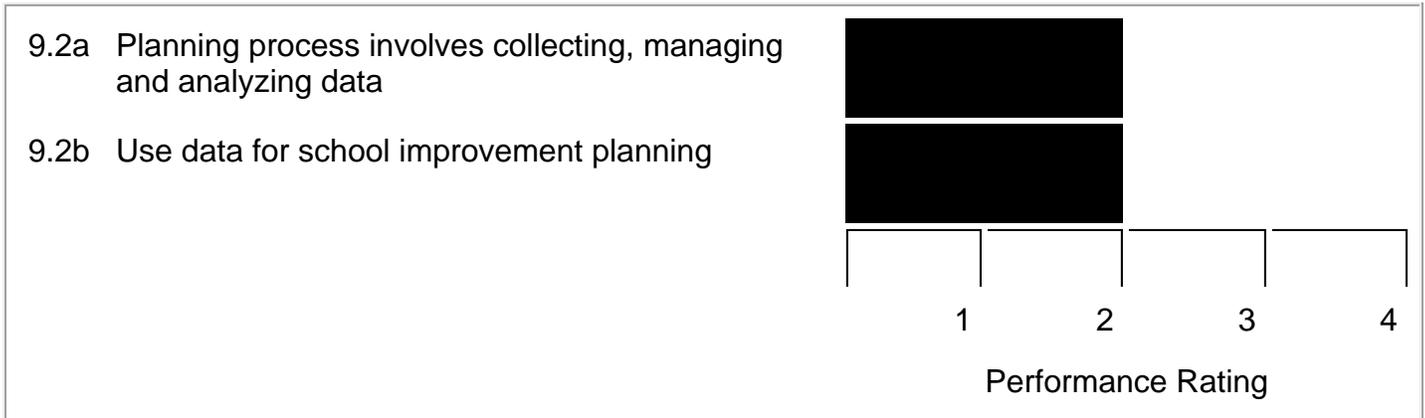
Springdale High School

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9.2 Development of the Profile

Efficiency



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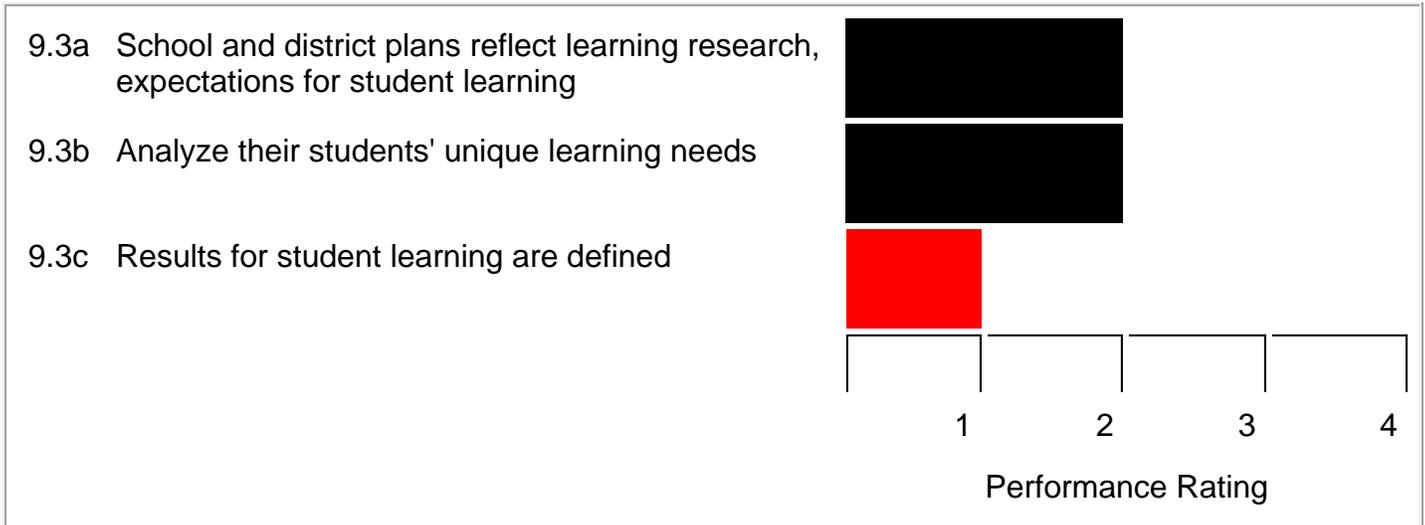
Springdale High School

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9.3 Defining Desired Results for Student Learning

Efficiency



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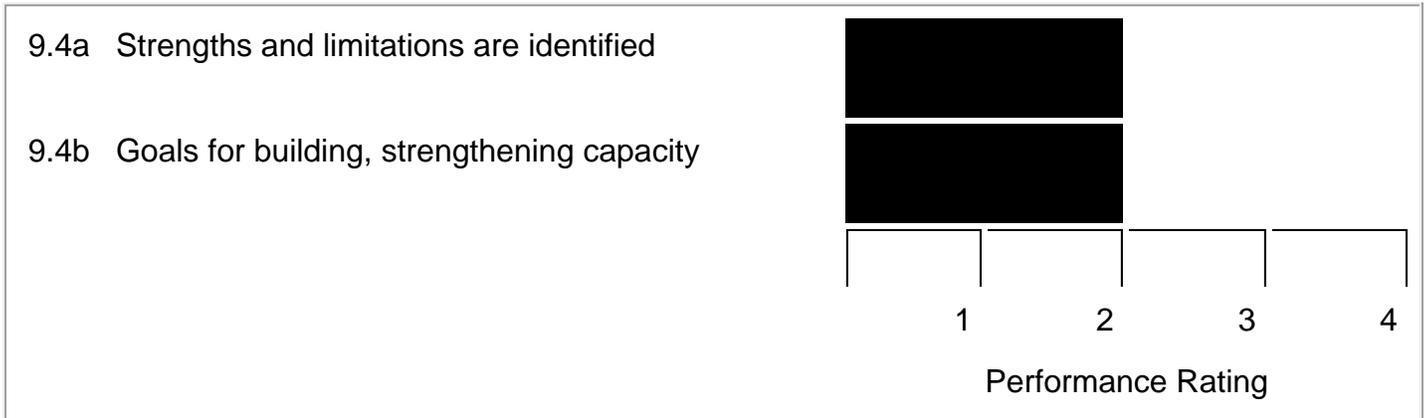
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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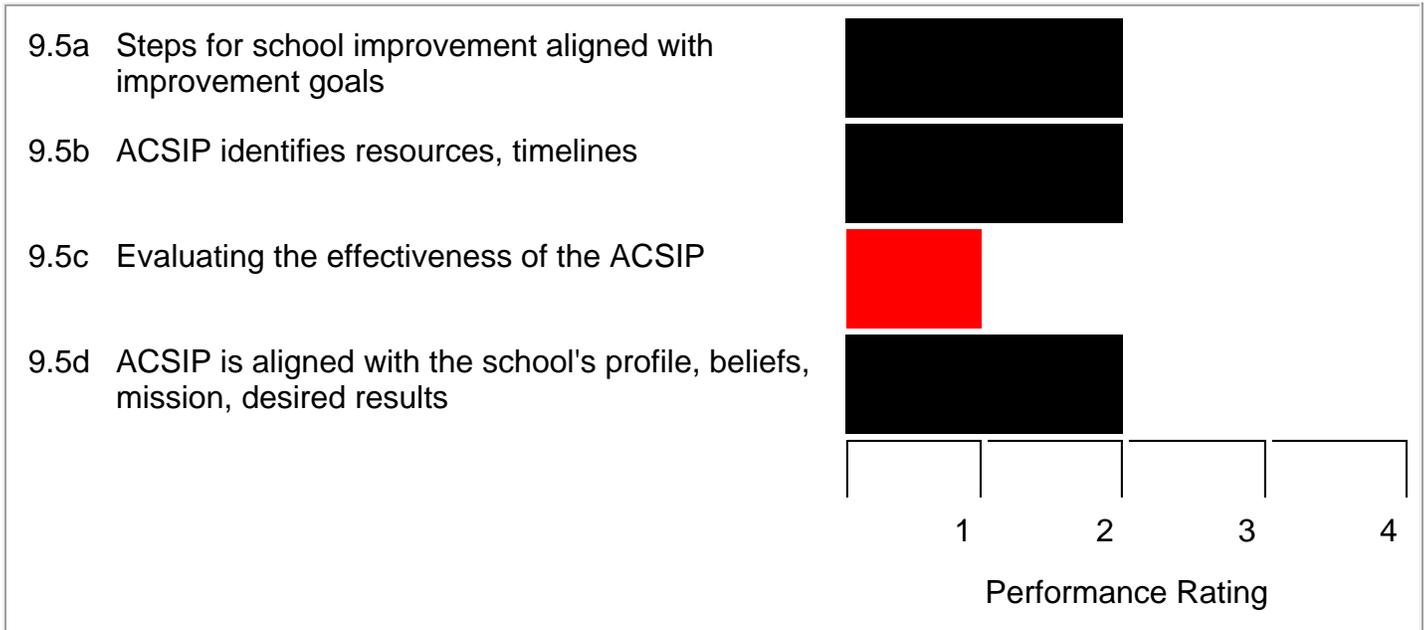
Springdale High School

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9.5 Development of the Improvement Plan

Efficiency



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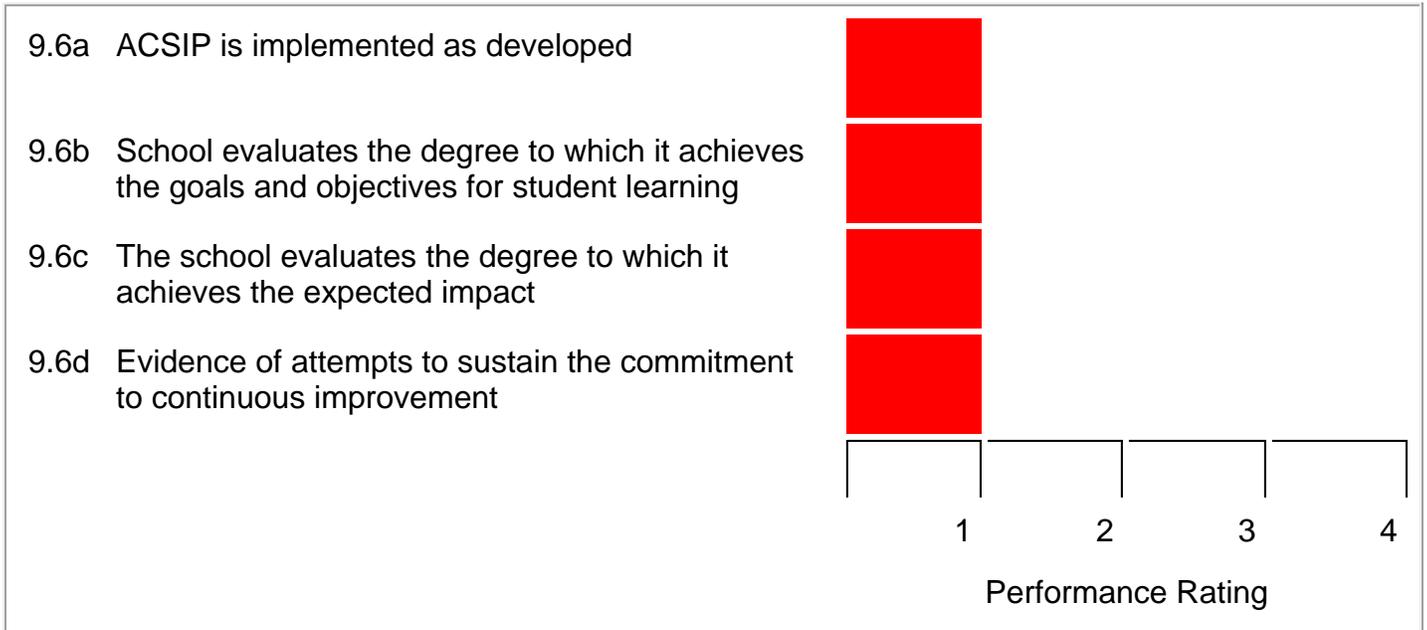
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9.6 Implementation and Documentation

Efficiency



Springdale School District
Central Junior High School
Scholastic Audit Summary Report

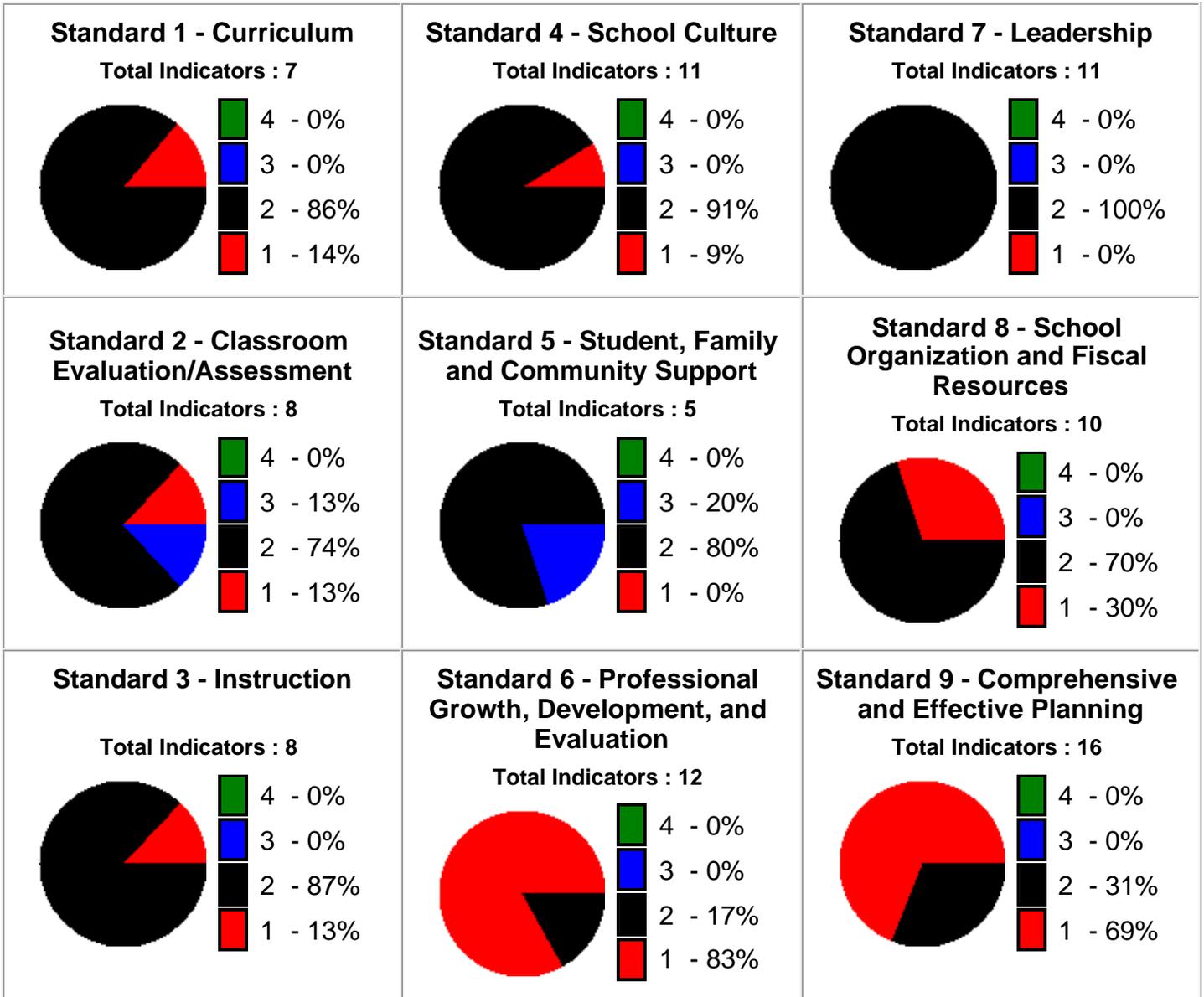


01/30/2012 - 02/03/2012

Central Junior High School
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4 - Exemplary level of development and implementation
- 3 - Fully functional and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Springdale School District - Central Junior High School

<p>Standard 1 - Academic Performance - Curriculum Curriculum</p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p>Standard 4 - Learning Environment - School Culture School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard 7 - Efficiency - Leadership Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard 3 - Academic Performance - Instruction Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="99 1549 565 1774" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- . Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- . Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- . Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Central Junior High School during the period of 01/30/2012 - 02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 3.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (121), and formal interviews with teachers (36), students (261), parents (92), central office personnel (8), support staff members (20), assistant principals (2), counselors (2), principal, and school board members (2).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Charlotte Earwood. The other team members were Lori Altschul, Pamela Butler, Gloria Clay, Shari Coston, Harold Davidson, Charlie Russell, Bobbie Smith, and Jackie Whitehead.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

- Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 1 : Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 1 indicators (14%) evaluated as "Evaluation Category 1," 6 indicators (86%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of ACSIP
Review of Curriculum Documents
Review of Lesson Plans
Interviews with Administrators and Staff
Observations of Classrooms

The written curriculum for every course is aligned with the Arkansas Academic Content Standards and Student Learning Expectations. The Total Instructional Alignment format created by the Northwest Arkansas Education Cooperative is the structure used in the development of the district-published curricula for courses in the core content areas of English, mathematics, science, and social studies. A variety of documents are used within the school for the implemented curriculum. The English curriculum has been overlaid with the Common Core Standards and is being implemented in all English classes this year. The science department uses the Arkansas Academic Content Standards for science as the written curriculum. The history department uses the Total Instruction Alignment adopted by the district. The mathematics department uses the Mastery Math curriculum documents. The district has not developed written curriculum documents for other subjects. Teachers in those classes use the Arkansas Academic Content Standards and Student Learning Expectations to develop their curriculum. Some departments have developed pacing guides for courses. The written curriculum documents do not consistently identify connections within or between content areas. The implemented curriculum sometimes includes these connections.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of ACSIP
Review of Curriculum Documents
Review of Lesson Plans
Review of Professional Development Documents

Review of District/School Meeting Agendas and Minutes
Interviews with Administrators and Staff

District leadership does not provide opportunities for formal discussions among schools to ensure curriculum standards in all subjects are clearly articulated across all grade levels, K-12. During the summer of 2011, the district convened representative Algebra I and geometry teachers to begin the process of identifying gaps and overlaps in the mathematics curriculum and to develop topical pacing calendars. The district secondary mathematics coordinator facilitated these meetings. This work has continued during the school year as the district begins the transition to the Common Core Standards. Recently, pre-algebra teachers have been added to the conversation. Similar work has been initiated in science with the district science coordinator facilitating that work. Biology teachers from the three junior high schools and both high schools worked independent of the other sciences. Non-negotiables were determined concerning what must be taught and what would not be taught at each grade. To begin the work of transitioning to the Common Core in language arts, English teachers representing every grade and every school were brought together during the spring of 2011 and again for two days during the summer. District administrators and the district literacy coordinator presented an overview of the Common Core Standards for K-12 English to familiarize all participants with the standards for all grades. Teachers then worked in grade-level groups to choose the number of units they would implement during the 2011-2012 academic year. The district has not facilitated K-12 vertical articulation of curriculum standards in other subject areas. School leadership has developed a master schedule that provides common planning time for most teachers within core subject areas. Peer study teams, consisting of teachers within a content area, meet twice monthly. These meetings provide time for vertical articulation of curricula between grades eight and nine and horizontally within grades. School leadership has not established a formal process for monitoring the work or effectiveness of these teams.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Review of Professional Development Documents

Review of District/School Meeting Agendas and Minutes

Interviews with Administrators and Staff

During the spring and summer of 2011, the district began a process of analyzing curriculum vertically in English, mathematics, and science as a process for transitioning to Common Core State Standards. English teachers representing grades 6-12 worked with the district literacy coordinator for one day to determine gaps and overlaps in the currently implemented curriculum. An overview of Common Core State Standards included information on the standards for each grade, K-12. Curriculum for each grade, including appropriate literature selections, was distributed. Algebra I and geometry teachers from each junior high and high school began a curriculum review to determine gaps and overlaps in their subjects. That work continued during the fall of 2011 when pre-algebra teacher representatives were included. Science teachers from the three junior high schools and both high schools worked to identify gaps and overlaps in the curriculum and develop non-negotiables in each science subject that identify what must be taught and what cannot be taught in each. Biology teachers were pulled from the science

committee and worked as a separate group. Topical pacing guides are being developed for each secondary science course. The district has not implemented procedures to eliminate overlaps in the curriculum for other content areas.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Review of Professional Development Documents

Review of District/School Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, and Students

The district has begun a process between schools and within grades to focus on key curriculum transition points to ensure smooth transitions between grades. Vertical articulation meetings began during the spring and summer of 2011 for secondary English, science, Algebra I, and geometry teachers to identify gaps and overlaps in the curriculum. Topical pacing guides were initiated to ensure appropriate curriculum topics in science classes. Pre-algebra teachers were added to the work committees as they continued to function during the fall semester. The language arts work began with articulation of Common Core State Standards for English classes in all grades, K-12. The work of identifying gaps and overlaps in the current curriculum continued following that introductory work. The district has not initiated a similar process in other subject areas. The elementary grades are not included in the mathematics or science articulation meetings. Counselors work with seventh-grade teachers each spring to schedule students for their eighth-grade classes. High school counselors do the same with ninth-grade teachers before they schedule students for tenth grade. Eighth-grade students participate in Career Action Planning conferences with their counselors and parents to establish graduation plans.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Review of Master Schedule

Review of Career Action Plans

Review of Smart Core Informed Consent Form

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

The implemented curriculum provides some opportunities for real-world applications linked to post-secondary education and career options. Eighth-grade students choose among elective courses that include Careers, Keyboarding, Keyboarding Connections, Computer Applications I, Engineering Industrial Technology Education, and Family and Work Connections. Ninth-grade students have elective course choices that include Family and Consumer Science, Foods/Clothing, Engineering Industrial Technology Education (Metal Tech, Wood Tech, or Video Production), Agriculture Science, Agriculture Science and Technology, and Computer Applications I and II. Teachers sometimes include references to careers and life skills within the context of other classes. Pre-advanced placement classes are

taught in English, Civics, Economics, World History, Algebra I, and Earth Science. An Academics-to-Career Expo is held on a school day during the fall for students to learn about careers and elective academics available at the high school. Mi Futuro includes all eighth-grade, first-semester Family and Consumer Science students in a mentoring program sponsored by WalMart that focuses on future career success based on academic achievement. Families of eighth-grade students are invited to I Expo, an evening event in which representatives from colleges, technical institutes, businesses, and academic representatives from each department of the junior high and high school are available in the commons area for question-and-answer sessions. Teachers are trained by the school counselors to work with students and their families to develop an Individual Graduation Plan for grades 9-12 during Career Action Plan conferences. Additional meetings for families of eighth-grade students that are scheduled during the year include information on ACT preparation, PSAT testing, Arkansas Challenge Scholarship requirements, concurrent course credit, the Tasseltime Web site for college information, and financial aid for post-secondary education.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Review of Master Schedule

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

School leadership ensures that all students have access to a challenging core curriculum. Special education resource students are scheduled into inclusion or resource classes for instruction in English, mathematics, science, and social studies. English language learners who need support in English acquisition are scheduled into ELL core classes for English, mathematics, science, and social studies. Students in these classes receive scaffolding to ensure students' academic success, including co-teaching by two teachers or a teacher and a Hispanic language expert, double-blocking class time, small pupil/teacher ratios, learning activities especially designed to address students' preferred learning styles, and an additional daily class of reading instruction. Teachers in these classes work collaboratively to ensure the curriculum is aligned with that in general education classrooms, including rigorous, authentic learning tasks and assessments. Other students are enrolled in pre-advanced placement classes that prepare them for college credit classes in high-school English, mathematics, science, and social studies. Some students are unable to enroll in physical education or Keyboarding due to scheduling conflicts with pre-advanced placement and some elective courses. Most courses provide opportunities for students to access Arkansas Academic Content Standards and Student Learning Expectations. Few teachers include the Student Learning Expectations in their lesson plans. Some teachers list the identification numbers of Student Learning Expectations or the topic of the day's instruction without identifying or communicating the standard to focus students on the desired outcome for the day's learning activities. Some teachers design instructional activities and assessment tasks that elicit higher-order thinking and problem-solving skills from students.

Performance Rating:1

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Review of District/School Meeting Agendas and Minutes

Review of Local School Board Policies

Interviews with Administrators and Staff

District and school leadership have not established a formal, systematic process for monitoring, evaluating, and reviewing the curriculum. District leadership has not established a standing K-12 curriculum committee. Informal curriculum committees are sometimes convened to address specific issues that emerge from district work sessions, including Joint Council and Personnel Policy Committee meetings, and/or national and state initiatives, such as the implementation of Common Core State Standards. Teachers in common content areas are assigned to a peer study team. Common planning time included in the school's master schedule provides these teams opportunities to review the curriculum as they perceive a need. The local school board has adopted a curriculum policy. The policy does not include procedures for addressing curriculum issues.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

District leadership should form a fully-functional, standing district curriculum committee K-12. This committee should establish a procedure through which all curricula are regularly reviewed, evaluated, and revised. The committee should implement procedures for teachers in all subject areas to develop district specific curriculum documents that eliminate gaps and overlaps in the curriculum K-12; facilitate vertical articulation between schools to eliminate gaps and overlaps in the curricula; facilitate horizontal articulation among teachers of the same content areas in different schools to share effective instructional strategies and revise curriculum maps; and facilitate discussions between feeder schools to address key curricula transition points. Members of the committee should be representative of every school, grade level, and content area.

School leadership should form a school curriculum committee that deals solely with school curricula issues. The purpose of this committee is to ensure a complete and cohesive curriculum for Central Junior High School. Members of the committee should include an administrator, representatives of each department, a counselor, and representatives from non-teaching staff, parents, and students. The committee should meet monthly to consider various elements of the school's written, implemented, and tested curriculum. The work of the committee could include the following:

1. Determine courses in which standards for mathematics and English/language arts can be taught to mastery, and include these skills in the curriculum documents for those classes.
2. Identify topics within grade levels that can be brought together into a thematic unit of instruction, and develop pacing guides to facilitate the simultaneous teaching of the concepts within the thematic unit.
3. Create authentic learning tasks and assessments of skills, knowledge, and processes that will prepare students to be self-sufficient and productive citizens, and include this information in curriculum maps and pacing guides.
4. Share knowledge of applications of skills in various fields of work to assist teachers in using interdisciplinary connections to engage students in authentic work.

Lesson planning is crucial to the success of both teaching and learning. Teachers should create detailed lesson plans that include research based strategies in every component in order to ensure the successful learning of each student. The first step in lesson planning is to identify the standards that will be the focus to the day's instructional activities. The number and wording of the objective should be recorded in the lesson plan to help the teacher focus on the desired outcomes and required level of rigor. The teacher should then create a student objective in language that clearly communicates with the students, making sure to maintain the level of rigor. The objective should be posted on the wall and used to focus students' attention of what they should know and be able to do at the end of the class. One example from science might be, "I will draw transverse and longitudinal waves and label their parts." The teacher should deconstruct the student learning expectation to determine the sequence of understanding and learning needed for students to achieve the objective. In the wave lesson, students will need to recall their own

experiences with waves, know what a wave is, recognize a simple drawing that represents a wave, understand the words identified with wave motion, label the wave drawings with the appropriate vocabulary (amplitude, wavelength, period, frequency, crest, trough). Next the teacher should decide on the specific assessment to be used to determine if each student has mastered the objective. Now the teacher is ready to structure the modeling, guided practice, and independent practice strategies that define the gradual release model of instruction. When selecting a teaching strategy, teachers must remember that there should not be a "one size fits all" approach with the only activity being that of teacher lecture. It is vitally important that each student is actively engaged in "accountable talk". A good place to start with detailed lesson design is double-entry planning. The teacher begins planning with a t-chart that is headed with labels of Teacher on one side and Students on the other. Create a timeline down one side that represents one class period of time. On the Teacher side, list all of the things that the teacher will do in order. On the Student side, list the things the students will be doing during each phase of the lesson. After completing lesson plans using this format for some time, teachers will purposefully plan ways to keep students actively engaged and challenged. The result will be maximized instructional time from bell to bell. Teachers should work collaboratively in Peer Study Teams to improve lesson planning through peer coaching. Lesson plans should be submitted to the teacher's evaluating administrator on a regular schedule prior to implementation. The supervising administrator for each teacher should evaluate each teacher's lesson plans and provide written feedback to help teachers grow in this skill. Job-embedded training should be provided to teachers needing or requesting more intense assistance. Resources for developing great lesson plans include Section D, Lesson Mastery, in the book, "How To Be An Effective Teacher: The First Days of School" by Harry K. Wong and Rosemary T. Wong, and Chapter 2, Planning that Ensures Academic Success, in the book, "Teach Like a Champion" by Doug Lemov.

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Summary Findings in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 1 indicators (13%) evaluated as "Evaluation Category 1," 6 indicators (74%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:

Review of ACTAAP Documents

Review of Local School Board Policies

Review of Professional Development Documents

Review of District/School Meeting Agendas and Minutes

Review of Testing Documents

Interviews with Administrators, Staff, Students, and Parents

District and school leadership coordinate implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program. School leadership develops a testing schedule, provides training on the administration and ethics procedures for the state assessment program, and communicates information on the purposes of ACTAAP to staff members, family members, and students. Testing accommodations are provided to meet students' individual needs and are documented according to Arkansas Department of Education Rules and Regulations. The local school board has not adopted a policy that specifically addresses implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program.

Performance Rating:2

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Local School Board Policies

Review of Assessments

Review of Student Work

Review of Curriculum Documents

Interview with Administrators, Staff, Parents, and Students

Observations of Classrooms

Most classroom assessments are aligned with the Arkansas Academic Content

Standards. Some assessments are rigorous, authentic, and require students to use problem-solving and higher-order thinking skills. Classroom assessments may include use of interactive white boards, signaled responses, open-response questions, essays, individual responses through random selection, daily board work, worksheets, responses using laptops and/or handheld devices, teacher-developed quizzes, diagrams, illustrations, foldables, posters, PowerPoints, peer reviews, shoulder partners, questioning, and observations. Some assessments are differentiated, based on student performance levels. Teachers sometimes utilize assessments to provide students with feedback for refining their performances to proficient and advanced levels. Assessment results are sometimes used to inform instructional practices in order to better meet the learning needs of individual students. Teachers are provided opportunities to meet as peer study teams to collaboratively develop and share assessment ideas. School leadership does not require teachers to submit assessments in order to ensure assessments are rigorous and standards-based and/or provide feedback that would support teachers' development of classroom assessments. The local school board has not adopted policies specifically addressing classroom assessments.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Assessments

Review of School Meeting Agendas and Minutes

Review of Student Work

Review of Scoring Guides and Rubrics

Interviews with Administrators and Staff

Observations of Classrooms and Peer Study Team Meetings

Peer study teams sometimes collaborate to develop assessments that are aligned with Arkansas Academic Content Standards and Common Core State Standards. Assessments sometimes reflect specific performance tasks and include rubrics to show students what they should know and be able to do. Some teachers provide students choices among assessment formats to demonstrate their learning. Few assessments are differentiated to address diversity in preferred learning styles. School leadership has not established a formal, ongoing process to review assessments and provide feedback to improve teachers' collaborative design of authentic assessment tasks.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:

Review of Scoring Guides and Rubrics

Review of Student Work

Review of Assessments

Review of Lesson Plans

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Some students are able to articulate lesson objectives and explain what they should know and be able to do to be proficient. Few teachers post student learning expectations and/or clearly communicate lesson objectives to students. Some teachers collaboratively develop rubrics to assess student performance in common content areas. Some students are able to articulate the purpose of a rubric. Clearly-

defined rubrics are sometimes provided to students prior to learning tasks as a means to inform students of what is required to earn specific performance levels on particular skills. Few rubrics are displayed with student work. Teachers seldom provide opportunities for students to reflect upon and evaluate their own work.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Curriculum Documents

Review of Student Achievement Data

Review of School Meeting Agendas and Minutes

Interviews with Administrators, Staff, and Students

Observations of Classrooms and Department Meetings

District and school leadership sometimes use student achievement data to identify curriculum gaps. For example, a district-level review of recent results from Benchmark Science and End-of-Course Biology Exams resulted in further study and reflection on the implemented science curriculum across all grade levels. School leadership reviews ACTAAP results with staff members during professional development activities each August. Department chairpersons collaboratively review these results to identify trends. These chairpersons facilitate department meetings to review trend data and determine curriculum gaps and review instructional practices. Teachers may access individual student data on Dashboard, an electronic data collection system. Some teachers use this data to inform instructional decisions regarding reteaching and remediation.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Assessments

Review of Student Achievement Data

Review of Curriculum Documents

Interviews with Administrators, Staff, and Students

Observations of Classrooms

Few assessments are specifically designed to provide teachers with feedback on student learning. Teachers sometimes utilize assessments to inform instructional practices to better meet the learning needs of students. Most summative assessments are for grading purposes. Many teachers utilize formative classroom assessments to measure student progress toward mastery of lesson objectives. These assessments include use of interactive white boards, signaled responses, open-response questions, essays, individual oral responses through random selection, daily board work, worksheets, electronic responses using laptops and/or handheld devices, teacher-developed quizzes, diagrams, illustrations, foldables, posters, PowerPoint presentations, peer reviews, shoulder partners, and teacher observation. Some teachers provide meaningful feedback to students during instructional activities and formative assessments and use results to determine and clarify students' misconceptions and misunderstandings.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:

Review of Assessment Documents

Review of School Meeting Agendas and Minutes
Review of Scoring Guides and Rubrics
Review of Curriculum
Interviews with Administrators, Staff, and Students
Observations of Classrooms and Peer Study Team Meetings

Performance standards are sometimes communicated to students, evident in classrooms, and observable in student work. Some teachers have developed rubrics that are shared with students and families as projects are assigned. Rubrics are not always displayed in classrooms and seldom accompany student work displays. Samples of proficient and advanced student work and teacher-made models are seldom used to clarify levels of performance. Some classroom assessment tasks require students to demonstrate characteristics of rigorous work. Teachers communicate with families in a variety of ways concerning student progress. Some communication methods include Parent Link, e-mails, phone calls, School Fusion, parent/teacher conferences, progress reports, and report cards.

Performance Rating:1

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Work

Review of Assessments

Review of School Meeting Agendas and Minutes

Review of Professional Development Documents

Interviews with Administrators, Staff, and Students

Observations of Classrooms and Department Meetings

Few teachers have participated in professional development on protocols for analyzing student work. Some teachers review samples of student work during peer study team meetings to inform instruction. Most teachers review student work individually to assign grades. Few teachers use student portfolios to measure academic growth over a period of time.

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Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Results of student achievement data analysis should be used to drive decision-making regarding curriculum and instruction to improve student performance. Staff development in data analysis must be provided to staff members that will allow them to analyze data, including daily student work, to make instructional modifications for individual students. Benchmark data for the receiver school must be analyzed to ensure that the feeder school eliminates any curriculum gaps. Training must be provided on analyzing student work in order to inform instruction, improve instructional strategies, revise curriculum, and obtain information on student progress. School leadership should utilize Peer Study Team and Curriculum Council meetings as a means to facilitate teachers' thorough analysis of data to the classroom, subgroups, and individual student levels. Collaboration on the analysis of the data should be to the depth needed to make informed decisions about curriculum, instruction, and assessment that will impact the performance of subgroups and individual students. Changes to the curriculum should be made when gaps and overlaps are identified. Instructional strategies should be modified when what is taught does not produce desired learning results for all students. Assessment strategies need to change when analysis does not give the staff the information needed to make informed decisions regarding instruction.

The master schedule provides common planning time for content-area teachers. School leadership should require Peer Study Teams to meet weekly to collaboratively plan lessons, review instructional strategies, and create common formative assessments. School leadership should attend these meetings periodically and monitor effectiveness with documentation of attendance, agendas and minutes. This documentation should be maintained by school leadership. School leadership should require a consistent lesson plan format for all teachers addressing the areas of focus, student learning objectives, essential vocabulary and questions, research-based instructional strategies, task analysis, materials and resources, and varied methods of assessment. School leadership should monitor lesson plans and provide specific, meaningful feedback to teachers to improve their planning skills.

Ongoing, job-embedded professional development must address the design and use of assessments that are standards-based, rigorous, and authentic. Peer Study Teams must collaboratively design authentic assessment tasks that provide choices and allow students to show what they know in a different manner from the usual paper/pencil tasks. Consideration must be given to individual learning styles, preferences, and multiple intelligences when designing these assessment tasks. Classroom formative assessments should be those that are used to inform instruction, influence teaching practices, and modify assessment practices. Formative assessments must become an integral part of instruction that involves collecting, interpreting, and reflecting on all available information to make instructional changes to improve student learning. Formative classroom assessments should always require students to show their work and/or justify their answers so teachers can modify instruction as necessary. All teachers must see assessment as a means to determine their own performance level. Assessment

strategies should change when analysis does not give the staff the information needed to make informed decisions about instruction and student achievement. All content-area staff should create and administer common formative assessments to evaluate the effectiveness of instruction and provide results to school leadership. School leadership must monitor the effective use of classroom assessment techniques requiring higher-order thinking and problem-solving skills for all students and provide meaningful feedback to teachers. User-friendly articles to begin these conversations about assessment are "Less Teaching, More Assessing" by John Wilcox, "Provide Feedback Early and Often" by Carol Ann Tomlinson and Jay McTighe, and "Healthier Testing Made Easy: The Idea of Authentic Assessment" at <http://www.edutopia.org>. A book source is "Transformative Assessments" by James Popham.

Teachers and students should have a shared understanding of what quality work looks and sounds like in various subjects and presentations. School leadership must provide ongoing, job-embedded training in the effective construction and application of performance standards, rubrics, and task-specific scoring guides. Teachers should have a clear understanding of the standards and provide students with a visible guide of what is expected before the task is assigned. Rubrics/scoring guides should be shared with the students prior to beginning a performance task so that students may provide input and get a clear understanding of the performance requirements. Rubrics should describe advanced, proficient, basic, and below basic performance levels. Once the criteria have been identified, performance descriptors must be clarified for each performance level. Student work samples and/or teacher-created work samples at proficient and advanced performance levels, accompanied by the task-specific rubric/scoring guide, should be posted in classrooms and common areas. Students should be taught to use performance standards and task-specific rubric/scoring guides to reflect on and evaluate their own work. School leadership should monitor the collaborative development and implementation of standards-based analysis of student work in all classrooms. Web site sources such as rubistar.com, rubric builder, and rubric generator are available to assist in construction of rubrics. Book resources include "Differentiating Instruction With Menus - Math, Language Arts, Science, Social Studies" (4 book set) by Laurie E. Westphal, Prufrock Press, Inc, 2009.

School leadership must provide teachers ongoing, job-embedded training on the use of meaningful feedback to students on their work and assessments as a way to improve student performance and achievement. Meaningful feedback should be used to enhance student learning and guide students to become independent learners. Content area teachers and multidisciplinary teams should collaborate on effective feedback strategies. These feedback strategies should be identified and prioritized for effectiveness and use by teachers. Students must be given an opportunity to provide feedback to teachers on instructional strategies and activities that were effective in increasing their understanding and performance. Self-reflection should be modeled by teachers and taught to students as a way to evaluate their own work. Teachers must intentionally include time for students' self-reflection on the learning process from introduction to assessment. School leadership should monitor the use of meaningful feedback to students. A book resource is "How To Give Effective Feedback To Your Students" by Susan M. Brookhart, Association for Supervision and Curriculum Development, 2008.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 3 : Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 1 indicators (13%) evaluated as "Evaluation Category 1," 7 indicators (87%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Student Work

Review of Professional Development Documents

Review of Perceptual Data

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Varied instructional strategies are used in most classrooms. Some teachers implement student-centered instructional strategies, including pair-share reading, group work with scoring rubrics, and graphic organizers. Few teachers consider cultural experiences, prior knowledge, and performance styles when planning lessons. Some teachers provide learning tasks that require students to use higher-order thinking and problem-solving skills. Instruction in some classrooms accommodates students' individual learning needs, such as protocols designed to scaffold learning for students who speak English as a second language. Students are sometimes engaged in collaborative learning groups in which each member of the group is accountable for and contributes to the learning. Some teachers intentionally include interdisciplinary connections in instruction.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Student Achievement Data

Review of ACSIP

Review of Assessments

Review of Student Work

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Most teachers provide learning tasks that are aligned with the district curriculum, which is based on school, district, and state learning goals. Some teachers include student-centered strategies in their instructional practices. Some teachers create assessments that mirror the rigor and format of state tests.

- 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:

- Review of Lesson Plans
- Review of Professional Development Documents
- Review of Classroom Observation Data
- Review of Curriculum Documents
- Review of Student Work
- Interviews with Administrators, Staff, Parents, and Students
- Observations of Classrooms

School leadership sometimes monitors classroom instruction to ensure that teachers modify instructional strategies to meet the changing needs of the school's diverse population. Feedback is sometimes provided to improve teachers' classroom practices in order to increase student learning. Some teachers plan and implement differentiated instruction to address students' individual learning needs, such as protocols designed to scaffold learning for students who speak English as a second language.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:

- Review of Professional Growth Goals
- Review of Professional Development Documents
- Review of Perceptual Data
- Review of Lesson Plans
- Review of Student Work
- Review of Student Achievement Data
- Review of Teacher Licensure
- Interviews with Administrators, Staff, Parents, Students, and Local School Board Members
- Observations of Classrooms and Common Areas

Most teachers demonstrate mastery of content knowledge. Some teachers implement learning tasks and create assessments that require students to use higher-order thinking and problem-solving skills. District and school leadership recruit and retain highly-qualified personnel to teach in their assigned grade levels and specialty areas. The school staff does not reflect the diversity of its student population. Two teachers have earned National Board Certification. All teachers participate in 60 hours of professional development as required annually by Arkansas Department of Education Rules and Regulations. Professional development does not always result in teachers' effective implementation of research-based instructional practices.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:

- Review of Local School Board Policies
- Review of Lesson Plans
- Review of Technology Plan

Review of Technology Inventory
Review of Classroom Observation Data
Review of ACSIP
Review of Professional Development Documents
Interviews with Administrators, Staff, Parents, Students, and Local School Board Members
Observations of Classrooms and Common Areas

Some teachers incorporate the use of technology in their classrooms through Internet research, interactive white boards, PowerPoint, and document cameras. Leadership communicates the expectation that teachers use technology in their classrooms and provides some professional development to support the use of available technology. Staff members sometimes utilize technology for student assessment, data review, and staff development. The school has 237 laptops and 284 desktop computers, 29 document cameras, one Interactive Projector, 39 interactive white boards, and 9 Rovers. Six mobile labs are available for core content departments. Two business classes and the oral communications class have classroom sets of computers. Some teachers give their students special permission to bring their own technology devices to school for instructional purposes. One classified staff member serves as technology coordinator for the building and manages the school computer lab. Lab activities are determined by the classroom teachers, in consultation with the technology coordinator. School leadership obtains district funds and seeks external sources to purchase technology for each classroom. School leadership seldom monitors the effective use of technology. The local school board has adopted a technology policy. The policy does not address the instructional use of technology.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:
Review of ACSIP
Review of Media Center Inventory
Review of Technology Plan
Review of Technology Inventory
Review of Budget Documents
Review of Instructional Materials
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

Instructional resources and equipment are available to teachers to support the school's implemented curriculum. Most teachers supplement resources to expand instructional materials beyond those provided through the district. The school's media center houses print resources to support teaching and learning. The current inventory lists 13,450 titles. The media center is open before school and during lunch for students with a teacher pass. Teachers sometimes allow students to utilize the library during class. The media specialist has purchased resources that reflect the school's diverse population, including books written in Spanish and fiction and non-fictional books related to Marshallese, Latino, and African-American cultures.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Local School Board Policies
Review of Student Handbook
Review of Student Work

Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

Most teachers assign homework at least three days per week. Most students can articulate the purpose of homework and the relationship between homework and class work. Homework includes reading assigned books for reports and projects and solving mathematics problems. Many teachers review homework with the whole class and/or have students conduct peer reviews of assignments. Most teachers provide minimal feedback on homework assignments. The local school board has adopted a policy addressing homework. Some teachers do not consistently implement the policy.

Performance Rating:1

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:

Review of School Meeting Agendas and Minutes
Review of Professional Development Documents
Review of Student Work
Review of Lesson Plans
Interviews with Administrators and Staff
Observations of Classrooms

Few teachers have participated in professional development on protocols for analyzing student work. District and school leadership have not developed a systematic process for teachers' collaborative analysis of student work across all content areas and grade levels. Some teachers may use common planning time to share and discuss student work. They seldom use this review to inform instructional practice and improve student achievement. Individual teachers sometimes analyze their students' work. Most teachers review student work for the purpose of grading.

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Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

School leadership should expand the use of classroom observations to include more in-depth observations followed with meaningful conversations about teaching and learning. School leadership should agree on a method for collecting observation data and immediately begin the process. Classroom observation data should be used to provide feedback to teachers regarding lesson plans, delivery of instruction, student engagement, best-practice instructional strategies, and rigorous, authentic assessments. School leadership should utilize results of formal and informal observations to provide meaningful feedback that is specific enough for teachers to replicate exemplary instruction and improve ineffective instructional strategies. Feedback should address each teacher's individual strengths and challenges. Classroom observation data should be analyzed during Curriculum Council meetings to determine trends and patterns over time. These analyses should be utilized to inform decision-making regarding support and follow-up by administration and within Peer Study Teams.

School leadership must provide training in protocols for collaboratively evaluating and analyzing student work, as well as student achievement data. Administrators must meet regularly with Peer Study Teams to examine and discuss student work and provide assistance through mentoring and coaching. Agendas should be prepared and minutes should be maintained for documentation and reflection of the process. School leadership must monitor team effectiveness and provide follow-up and support for continuous improvement. Collaborative analysis of student work should result in teachers' identification of students' individual strengths and learning needs to inform instructional decisions. Teachers should analyze state-released items and develop interdisciplinary open-response prompts to inform instructional practice and improve student performance. To facilitate analysis of student work, common rubrics should be developed for all content areas. One resource to guide implementation of this recommendation is "Engaging Students: The Next Level of Working on the Work" by Phillip C. Schlechty.

School leadership must establish and clearly communicate an expectation throughout the school for integration of technology into instruction in all content areas. School leadership should ensure that twenty-first century technology is expanded and included in all classrooms. Inclusion of instructional technology should be noted in teachers' lesson plans. Teachers that have interactive white boards should maximize the effectiveness of interactive teaching. In addition to using technology as an integral part of the delivery of instruction, teachers should involve students in the use of technology to expand their learning opportunities and to provide students with options on how to demonstrate their mastery of the curriculum. School leadership should utilize the district's recently-developed needs assessment on technology and research the effectiveness of a variety of electronic resources, selecting those that hold the greatest promise of increasing student achievement. School leadership should monitor the use of technology in classrooms, determine the best allocation of technology resources, and provide necessary support and training for teachers in the use of technology. Technology training for teachers should be ongoing, job-embedded, and specific to their content area to

enhance instruction and increase student learning and achievement. One online resource to support implementation of this recommendation is <http://www.edutopia.org/ten-tips-teaching-newmedia>. Contact Harry Dickens at the Arkansas Public School Resource Center for additional support.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 4 : School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 1 indicators (9%) evaluated as "Evaluation Category 1," 10 indicators (91%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:

Review of ACSIP

Review of District/School Meeting Agendas and Minutes

Review of Professional Development Documents

Review of Local School Board Policies

Review of Perceptual Data

Review of Student Handbook

Review of Teacher Handbook

Review of Discipline Records

Review of District/School Web Sites

Review of School Safety Plan

Review of Fire/Tornado Drill Records

Review of Parent Teacher Conferences Sign-In Sheets

Interviews with Administrators, Staff, Parents, Students, and School Board Members

Observations of Classrooms, Common Areas, and Exterior Facilities

Leadership maintains a safe, orderly, and equitable learning environment. Classrooms and common areas are well-maintained and clean. Restrooms are clean and well-stocked. No hot water is available in the restrooms, and some sinks have faucet knobs missing. Exterior doors are locked during the school day. Most classroom doors are locked during classes; some are left ajar. Discipline procedures and behavior expectations are printed in the student handbook, which is available in both English and Spanish. The handbook is given to all students upon enrollment and is available electronically on the district/school Web site. Classroom rules are posted in some classrooms and vary from class to class. Discipline issues are resolved in the classroom, through parent phone calls or e-mails, and through office referrals. Fire drills are held monthly, and tornado drills are held quarterly. Student fire marshalls collect data from fire drills. The fire department conducts regular checks of safety issues, such as proper working order of fire alarms and extinguishers. The school's report from the fire department is submitted directly to district leadership. Central office personnel are responsible for reviewing the report and correcting identified problems. Custodians/maintenance staff are assigned to day and evening shifts. Parent perceptual survey data indicate that 87.5 percent agree or strongly agree that the school is safe and orderly. As of

January 24, 2012, discipline records for the current school year reveal a total of 312 incidents, including infractions such as drugs, disrespectful behaviors, disruption of classrooms, and tardies. Students are frequently in the hall after the tardy bell rings. A school resource officer is on campus daily and is consistently visible in common areas. The school resource officer monitors the surveillance cameras, which are installed in high traffic areas throughout the school. The Pledge of Allegiance is broadcast on the school intercom system to all classrooms and recited by students and teachers during first period each morning. School-wide announcements are scheduled to be made after the pledge and during the last five minutes of sixth period. Announcements sometimes interrupt instructional time in individual classrooms throughout the day. School leadership seldom administers stakeholder surveys to collect perceptual data as a decision-making tool for school improvement planning. The local school board conducts regular school visits for first-hand knowledge of the learning environment in the schools of the district.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Master Schedule

Review of School Meeting Agendas and Minutes

Review of Professional Development Documents

Review of Lesson Plans

Review of Mission Statement and Motto

Review of Classroom Assessments

Review of Student Work

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

School leadership voices a commitment to high academic expectations for all students. This commitment is not always demonstrated in the day-to-day working and learning environment. School leadership seldom observes instruction and provides specific, meaningful feedback to change teacher practice. School leadership has not facilitated the development of a statement of beliefs that includes the belief that all children can learn at high levels. No vision for the school has been developed and the mission statement and/or motto are seldom used as a tool for focusing all stakeholders on continuous improvement in student learning. School leadership has developed a master schedule that includes common planning time for most content-area teachers. Teachers sometimes use this period to share innovative instructional strategies that have proven successful in their classrooms. School leadership participates in these activities on a limited basis. Monthly faculty meetings include professional development activities that are designed to improve professional practice. Families, business partners, and community members are encouraged to actively participate in school programs. Numerous evening events, designed to increase family involvement, are regularly sponsored by the school. These events include Open House, Parent/Teacher Conferences, Eighth-Grade Warrior Information Expo Parent Night, and an Academic to Career Expo. Sign-in sheets from these activities are not always used to collect data for evaluating of their effectiveness.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of Master Schedule
Review of Curriculum Documents
Review of Lesson Plans
Review of Local School Board Policies
Review of Perceptual Data
Review of Student Handbook
Review of Discipline Data
Review of Student Work
Review of Scoring Guides and Rubrics
Review of Classroom Rules
Interviews with Administrators, Staff, Parents, Students, and Local School Board Members
Observations in Classrooms and Common Areas

Some teachers' classroom practices demonstrate high expectations for all students. Bell-to-bell instruction is provided in some classrooms. A variety of research-based instructional strategies are implemented in many classrooms. Rubrics are used by some teachers to communicate high expectations for student performances. Some learning tasks and assessments mirror the rigor and format of state tests. Some teachers use a lecture format to deliver information to students and use whole-group questioning techniques that focus on lower-level questions of Bloom's taxonomy rather than more engaging and higher-order thinking activities. Some staff members indicate poverty and a lack of English language mastery as barriers to learning that they cannot impact. Behavior expectations are published in the student handbook and available on the district/school Web site. Classroom rules are posted in some classrooms. Classroom rules are not consistent among all classrooms.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Review of Local School Board Policies
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

Some teachers demonstrate acceptance of their role in student success and failure. Some teachers identify socioeconomic status and language barriers as the primary reasons for student failure and indicate they cannot overcome these issues. The master schedule provides for common planning time for academic departmental meetings. Some teachers reflect on the results of their instruction. Instructional assistants work with teachers to provide support for student learning in identified classroom settings. A review instrument is provided by the district to allow students to evaluate teacher performance from the students' perspective, in order to enhance teacher effectiveness in the classroom. Few teachers provide an opportunity for students to complete this instrument. The local school board has adopted a Philosophy of Education policy which recognizes the responsibility of the school to maximize potential for all students. The local school board has also assigned specific responsibilities to the classroom teacher, such as providing guidance to students, being responsible for child accounting, and administering classroom programs.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:
Review of ACSIP

Review of Master Schedule
Review of Local School Board Policies
Review of Professional Development Documents
Review of Lesson Plans
Review of Student Achievement Data
Review of Teacher Licensure
Interviews with Administrators, Staff, Parents, and Students
Observations in Classrooms

School leadership seldom schedules students to intentionally match teachers' instructional strengths to students' learning needs. Most teaching assignments are based on areas of licensure and additional endorsements. Students whose first language is one other than English; those who have identified handicapping conditions; and those who demonstrate exceptional academic abilities, creativity, and task commitment are assigned to specialized classes to better meet their learning needs. Level 1 and 2 English language learners are provided scaffolding and support in core curriculum areas through placement in classes with teachers who have training in English as a Second Language strategies. Students with handicapping conditions are provided support and scaffolding through placement in self-contained, resource, and/or inclusion classes. Instructional assistants provide additional instructional support for some students in both special education and English language learner classrooms. Pre-advanced Placement classes in English, civics, economics, world history, and earth science are available to students. Teachers recommend students for advanced classes based on classroom performance and Benchmark assessment results. Parents and students may also request placement in advanced classes. School leadership has created a master schedule that provides all students access to all core curriculum classes. A few specialized classes, such as Concert Women 1 and Art 2-D/3-D, are offered during the same period, requiring some students to choose between them. A conflict matrix is seldom used in planning the master schedule to minimize the number of students with course selection conflicts. The district adheres to Arkansas Department of Education Rules and Regulations regarding student/teacher ratios. The local school board has not adopted a policy regarding flexible master schedules.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:
Review of ACSIP
Review of Local School Board Policies
Review of Student Handbook
Review of District/School Web Sites
Review of School/Teacher Newsletters
Review of Family/Parent Contact Documents
Review of District Parent Involvement Plan
Interviews with Administrators, Staff, Parents, and Students
Observations in Classrooms and Common Areas

Teachers use a variety of methods to communicate individual student's academic and behavioral progress to families. ParentLink, an automated phone system, is used to notify parents of student absences. Teachers use e-mail, notes, phone calls, and student planners to communicate with families when there are concerns about student academic progress or behavior. Teachers may post class information such as lesson plans, homework assignments, teacher's notes, announcements, calendars of events, links to on-line textbooks, discussion blogs, and tutoring schedules on the School Fusion Web site. Families may access this information

electronically. Additional information available online, including student records and grades, can be accessed with a password provided to parents. District policy requires teachers send interim reports on students grades to parents at the end of the fifth week of each nine weeks grading period. During the first nine weeks, interim reports are issued for all students in all subjects. During the remainder of the year, interim reports are only required for students in danger of failing. Parent-teacher conferences are scheduled once each semester. Students are welcome to attend these conferences with their parents. Student-led conferencing is seldom practiced during parent-teacher conferences. Some teachers maintain a parent contact log in their classrooms as a data source for monitoring parental involvement. An instructional assistant is available to translate information to Spanish and serve as an interpreter for phone calls and conferences. Most on-line School Fusion information is available only in English. Career Action Planning conferences are held annually to review career and school goals in order to select course work for the upcoming school year. The local school board has adopted policies regarding school/home communications, such as progress reports and report cards. District and school leadership have facilitated the development of parental involvement plans.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:

Review of ACSIP

Review of Perceptual Data

Review of Student Handbook

Review of School Web Site

Review of Tutoring Schedules

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

Observations of Classrooms and Common Areas

Most staff members demonstrate that they care about students and have high expectations for them. Perceptual survey results indicate that 82 percent of parents who returned surveys feel welcome at the school. Eighty-five percent of parents in the same survey agree that teachers have high expectations and inspire students' best efforts. Many teachers tutor students before and after school in efforts to help students be successful. Most teachers use praise and positive reinforcement to recognize students' efforts. Some teachers administer interest inventories and use the information to establish positive relationships with students. Not all staff members model professional appearance. School leadership has not established an advisory program to assign at-risk students to an adult in the building who will mentor and advocate for them.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Student Handbook

Review of District/School Web Site

Review of School Newsletters

Review of Parent Center Resources

Review of Parent Teacher Organization

Review of Parent Involvement Plan

Review of Parent Contact Documents

Review of Written School-to-Home Communication

Review of School Correspondence

Interviews with Administrators, Staff, Parents, Students, Local School Board Members
Observations of Classrooms and Common Areas

The school has a written, parent involvement plan that establishes a variety of communication methods for interaction with parents. such as e-mail, School Fusion, ParentLink automated phone messaging system to relay announcements regarding school information, handout/send-home/mail documents, and the parent information center. A marquee at the front of the school displays current information. This information is taken primarily from the monthly school events calendar. Parents are able to access School Fusion through the school/district Web site and can view student grades, teacher lesson plans, homework assignments, teacher notes, and can interact with teachers through teacher discussion blogs and e-mail. Teachers complete progress reports and report cards, which are distributed to parents or guardians every four and a half weeks. Parents have the opportunity to attend parent-teacher conferences once each semester. Many students attend these conferences with their families. Teachers correspond with parents through e-mail, telephone calls, texts, notes, face-to-face conferences, and mailed correspondence. Announcements of upcoming events are made through the Hispanic radio station. The Springdale Morning News publishes articles and photos from school events. The Springdale School District's Facebook page is updated regularly with current information about school events. The Parent Teacher Organization has 130 members and involves parents in school activities. A Parent Involvement Committee has been established at the school. Local school board policies address communication with parents and community members.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Review of ACSIP

Review of Perceptual Data

Review of Student Handbook

Review of District/School Web Site

Review of School Newsletters

Review of Student Work

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

School leadership recognizes students' achievements in a variety of ways. A Renaissance Assembly is held at the end of the school year to recognize student academic achievements. The Warrior History Day Competition entries are displayed in the media center and the Lowe's room. Local contest winners enter regional, state, and national contests. School publications recognize student accomplishments. Fitness award winners are posted in the hall. Some teachers display student work in classrooms and common areas. Trophies are displayed throughout the school. Students participate in service activities, such as a food drive sponsored by the football team. Students are recognized on the school Web site for various achievements, including Warrior History Day Competition winners. The local school board recognizes student accomplishments and successes during regular meetings and luncheon visits to school campuses.

- 4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents
Review of Lesson Plans
Review of Local School Board Policies
Review of Mission Statement and Motto
Review of Student Handbook
Review of Teacher Handbook
Review of Media Center and Classroom Resources
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

The district/school provides support for its diverse student population. Multi-cultural and multi-lingual resources are available to address the differences in physical, cultural, socioeconomic, and intellectual needs of all students. Some teachers utilize research-based instructional strategies to differentiate for individual students' learning needs. Some teachers administer interest inventories at the beginning of the school year to better understand the differences in students' physical, cultural, and economic backgrounds and to provide valuable data for student learning activities to meet the needs of the diverse student population. Several teachers have participated in Sheltered Instruction Observation Protocols training, a program that addresses the learning needs of English learners. Many teachers have English as a Second Language endorsement and/or licensure. Student handbooks are available in both English and Spanish. Translators and interpreters are available to assist students and provide support for communication efforts between school staff and families. Sheltered classes scaffold learning in core academic areas for Level 1 and 2 English learners. Students may participate in a variety of academic clubs, including Future Business Leaders of America; Family, Career, and Community Leaders of America; Future Farmers of America; National Junior Honor Society; Arkansas Young Artists Association; and Technology Students Association. Students may join service clubs such as Builder's Club; Hooked on Fishing, Not on Drugs; Fellowship of Christian Athletes and Students; and International Club. Other student organizations include the Warrior Yearbook and Student Government Organization. The media center and some classrooms have multicultural resources, specifically novels and other reading materials. Two display cases located in the front hallway showcase a variety of multi-cultural artifacts, including student-made products. Many resources exist within the school to address students' physical needs. Some of these include school supplies which are available in the counselor's office, as well as clothes and coats. A backpack program assists five to ten families by sending food home with students. Students have access to a school nurse, counselors, and community social service agencies, such as Ozark Guidance, to minimize the impact of physical, cultural, and socioeconomic factors that may impede learning. The local school board has a policy that addresses educational equity for all students. There is no local school board policy that specifically addresses an appreciation of diversity.

Performance Rating:1

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Review of School Meeting Agendas and Minutes
Review of Mission Statement and Motto
Review of District/School Web Sites

Interviews with Administrators and Staff

Some teachers are involved in formal decision-making processes at the school. Non-teaching staff are seldom invited to participate in these decision-making processes. Most teachers and non-teaching staff are aware of the school's mission statement. The mission statement does not always guide decisions that impact teaching and learning. The school motto and mission statement are posted in most classrooms. Teachers who are members of the Curriculum Council provide input on school-level decisions. The master schedule provides for common planning time for teachers to collaborate within departments. Teachers are assigned to ACSIP committees, such as mathematics, literacy, and leadership. Minimal input in ACSIP decision-making is solicited from these teams. Few non-teaching staff are assigned to ACSIP committees. Some teachers initiate contact with same-subject teachers in other district schools to discuss curriculum and instructional issues.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 4 : **School Culture**

School leadership must establish and sustain a climate and culture of high expectations for all students and staff members at Central Junior High School. School culture is the sum of the values, safety practices, and organizational structures within a school and should be one in which diversity is celebrated and every student is valued. To build a culture of diversity and high expectations, leadership must work toward the goal of creating a learning community with a shared purpose and common values that accepts responsibility for student achievement and that forms a caring bond of respect among administrators, staff, families, and students.

High expectations must be set in all classrooms for all students. Teachers must hold all students to higher levels of achievement. Administrators must hold all teachers to higher levels of professional practice. School leadership must provide ongoing, job-embedded professional development on research-based instructional strategies and hold teachers accountable for effective implementation of these strategies. Authentic, meaningful student engagement must include higher levels of Bloom's taxonomy to encourage the development of problem-solving and critical thinking skills in every student. School leadership should establish procedures to enable teachers to observe and learn from each other. Peer observations within the classrooms will allow teachers to model research-based instructional strategies and encourage teachers to use these strategies effectively. Teachers should implement the district Student Review policy to gather feedback from the student's perspective and then utilize these perceptual data to better meet students' individual learning needs.

School and classroom discipline plans should be uniform throughout the school and posted in all classrooms and common areas. Uniform school and classroom rules provide students with consistent expectations, consequences, and rewards. This structure scaffolds student learning of rules and routines and supports a school-wide culture that promotes care of others, self, and the school environment. Consistent application of school and classroom discipline plans and procedures should reduce the need for redirection.

School leadership must involve representatives from all stakeholder groups, including teachers, non-teaching staff, families, students, and the community, in both formal and informal decision-making processes regarding teaching and learning. Stakeholder representatives must be involved in reviewing the school's mission and motto statements. School leadership must facilitate the creation of core beliefs and a shared vision. Non-teaching staff should be included in collaborative efforts to establish a community of caring adults that is passionate about creating and sustaining a positive learning and working environment for all.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 4 indicators (80%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:

Review of Student Handbooks

Review of Teacher Handbooks

Review of Student Grade Reports

Review of Student Achievement Data

Review of Cumulative Records

Interviews with Administrators, Staff, Parents, and Students

Observations of Common Areas

Cumulative student records, including special education records, are all maintained and secured in the school's vault located in the school office. Relevant and current data from multiple sources included in cumulative folders are accurate and well organized. School leadership controls access to these cumulative records, which are available to designated staff members. Health folders with students' immunization records document compliance with state statutes and are located in the nurse's office. Student attendance and discipline records are maintained in the Arkansas Public School Computer Network. Teachers use Dashboard, an electronic data collection system, to review student achievement data. Grades are maintained on the School Fusion Web site, an on-line program that families may access to monitor their children's progress at school and communicate with teachers.

Performance Rating:2

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of Parent Center Materials

Review of Perceptual Data

Review of Open House Sign-in Sheets

- Review of Master Schedule
- Review of Parent/Teacher Conference Sign-in Sheets
- Review of Teacher Handbook
- Review of Parent Contact Logs
- Review of Volunteer Sign-In Forms
- Review of School Calendar
- Review of District/School Web Sites
- Interviews with School Administrators, Staff, Parents, Students, and Local School Board Members
- Observations of Classrooms and Common Areas

The local school board has adopted a policy that addresses parent and community involvement. The school has developed a School Parent/Guardian Involvement Plan. A building administrator serves as the school's parent facilitator. Parents indicate that they feel welcome at the school. School leadership works collaboratively to ensure that concerns of all parents are met. The Parent Center is located in the front lobby outside the main office. Socially-sensitive materials are available in the counselors' office. Additional resource materials for parents consist of books, pamphlets, and magazines on shelves in the media center. One parent is included in the list of ACSIP committee members. Approximately 130 parents/family members belong to the Parent Teacher Organization. Few teachers attend the Parent Teacher Organization meetings. Recent activities sponsored by the school to promote parental involvement include Open House on August 27, 2011; parent-teacher conferences held on September 19-20, 2011; Eighth-Grade Warrior Information Expo Parent Night held on November 10, 2011; and Academic to Career Expo held on November 18, 2011. Few families participated in these activities. In addition to the Parent Teacher Organization and school-sponsored family events, stakeholders are encouraged to volunteer at the school. Parent Teacher Organization and Booster Club are two service organizations that encourage volunteers. The school communicates with parents through e-mails, telephone calls, ParentLink, report cards, progress reports, School Fusion Web site, parent-teacher conferences, and teacher notes. Some teachers maintain a log to document parent contacts. Parent-teacher conferences are conducted each semester. Central Junior High School partners with a variety of businesses and community members, including Lowe's, Northwest Arkansas Community College, and local churches. WalMart sponsors Mi Futuro, an eighth-grade mentoring program for thirty students enrolled in Family and Consumer Science classes each semester. Several service learning projects are available to students, such as Hooked on Fishing, Not Drugs; Fellowship of Christian Athletes and Students; International Club; Builder's Club (Kiwanis); and Student Council Government Organization.

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:

- Review of ACSIP
- Review of Master Schedule
- Review of Parent Teacher Conference Sign-in Sheets
- Review of Parent Contact Logs
- Review of Academic Improvement Plans
- Interviews with School Administrators, Staff, Students, and Parents
- Observations of Classrooms and Common Areas

The local school board has adopted a policy that ensures equal access to all educational programs for all students. School leadership has developed a master

schedule that provides supplemental instruction to support individual student achievement. ACTAAP scores, classroom performance, and family and teacher recommendations are among collected data used to determine student participation in such programs as double-blocked math classes, math and English classes for English language learners, and pre-advanced placement courses. School leadership facilitates additional program support outside the normal school day. Math Homework Help is available daily to all students before and after school. The Archer Grant funds an after-school tutoring program offered every Tuesday and is open to all students who need additional assistance in English, mathematics, history, and science. A stipend is paid to one teacher from each core discipline for this tutoring. Saturday School, facilitated by two licensed math teachers, offers credit recovery in Algebra I to ninth-grade students who are not passing or are in danger of not passing the course. Students' exit from these programs is usually based on program duration or the student's satisfaction with grade improvement. Few Academic Improvement Plans are developed for students who score below proficient on ACTAAP assessments. School counselors provide individual, group, and classroom guidance programs and work collaboratively with teachers and school leadership to facilitate additional support services that may be necessary to remove barriers to learning for at-risk students. One example is site-based mental health services provided by Ozark Guidance. School leadership has not established a formal, systematic process to monitor these programs and make data-driven adjustments or to evaluate them to determine their impact on student achievement.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of Perceptual Data

Review of Open House Sign-in Sheets

Review of Master Schedule

Review of Parent Teacher Conference Sign-in Sheets

Review of Parent Night Sign-In Sheets

Review of Parent Center Materials

Review of Professional Development Documents

Review of Individual Education Plans

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

District leadership provides some support to reduce barriers to learning. Few organizational processes, such as curriculum development, follow-up for professional development, and school improvement planning, are formalized in uniform structures that would maximize efficiency in reducing barriers to learning. Most classrooms have textbooks and other printed materials available, including classroom libraries in most English classes. Some teachers utilize these resources to promote active, student-centered instruction to meet the diverse learning needs of individual students and reduce barriers to learning. Some classrooms are equipped with technology resources that include document cameras, computers, projectors, iPads, laptops, Rovers, interactive whiteboards, and an interactive projector. Not all staff members have been trained and supported to effectively integrate these resources into the curriculum. Many teachers and parents express concerns regarding the level, quality, and accessibility of available instructional software and hardware. School leadership has developed procedures

for referring students for mental health and social services provided by Ozark Guidance. This agency provides professional counseling to students identified as needing specific services beyond the scope of those available through the school. Families are informed of mental and physical health and social services available through the school and other community agencies. Students with identified learning disabilities and other handicapping conditions are served in inclusion, resource, and self-contained special education classrooms. Special and general education co-teachers collaborate to integrate services in the general education classroom. Results from ACTAAP assessments are the primary basis for determining eligibility for intervention, remediation, and supplemental instruction. Tutoring is available for all students after school. The local school board has adopted a policy that encourages the use of community resources. Active partnerships between the school and community groups have been established. For example, Lowe's awarded the school a \$100,000 Lowe's Large Toolbox Educational Grant for an interactive seminar room and library expansion. Few staff members have received training on the relationship between a student's culture and learning style preferences. Some teachers provide differentiated instruction and implement research-based instructional strategies to meet students' individual learning needs. The district allocates some financial resources to support programs to reduce barriers to learning. School leadership facilitates the use of external funds for additional support programs, including an Archer Grant to implement an after-school tutoring program.

- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:

Review of ACSIP

Review of Academic Improvement Plans

Review of Student Handbook

Review of Lesson Plans

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

The school provides students with opportunities to receive additional assistance beyond initial classroom instruction through an after-school tutoring program and Saturday School. Saturday School is a credit-recovery class for ninth-grade students who are not passing or in jeopardy of not passing Algebra I. Targeted students are invited to attend Saturday School and receive instruction from two certified mathematics teachers. Some students are identified to receive services from school-based support and supplemental programs provided by outside agencies. There is limited collaboration among these program providers and classroom teachers to ensure that supplemental services address identified individual student learning needs. School leadership has not established a systematic process to monitor these programs to make data-driven adjustments or to evaluate their impact on student achievement. Some extra-curricular programs support student learning, such as Future Business Leaders of America; Family, Career, and Community Leaders of America; student council; Spelling Bee; Warrior Yearbook; and National Junior Honor Society. All students have equitable access to these programs. The school provides students with several opportunities for service learning such as Charter Club of Hooked on Fishing; Not Drugs; Fellowship of Christian Athletes and Students; International Club; Builder's Club (Kiwanis); and Student Council Government Organization.

Scholastic Audit Summary Report

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01/30/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Teachers must intentionally plan differentiated instruction to meet students' individual learning needs. School leadership should provide training on ways to accommodate various learning styles and multiple intelligences in classroom activities. Whole-group, lecture, and teacher-centered lessons do not meet the needs of every student. Teachers should administer learning styles inventories, analyze the results, and use this analysis to plan and deliver instruction that maximizes learning experiences for individual students. Teachers should purposefully design lessons to extend student thinking and utilize the higher levels of Bloom's taxonomy. Recommended printed resources to review are "So Each May Learn: Integrating Learning Styles and Multiple Intelligences", by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini and "The Differentiated Classroom: Responding to the Needs of All Learners," by Carol Ann Tomlinson.

The level of authentic parental involvement should be significantly increased. School leadership should work collaboratively with families and community members to develop a plan of action to increase meaningful involvement in the academic work of the school. School leadership should explore different levels of productive parental involvement. Families should be actively recruited to volunteer in the school, serve as tutors, mentors, chaperone academic field trips, and serve on school committees. School leadership should document success of parental participation in activities and events through sign-in sheets and evaluations. School leadership should facilitate a review of current research on working with hard-to-reach parents. Suggested resources are "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships," by Ann Henderson and "Mobilizing the Community to Help Students Succeed" by Hugh B. Price.

School leadership must develop an evaluation process to determine the effectiveness of supplemental and/or remedial programs in meeting the learning needs of students and to inform programmatic decisions. Achievement and attendance data on student participation in supplemental and remedial instruction should be analyzed to ensure that students enter and exit programs as needed based on specific and clearly-defined criteria.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 10 indicators (83%) evaluated as "Evaluation Category 1," 2 indicators (17%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:

- Review of ACSIP
- Review of Local School Board Policies
- Review of District/School Web Sites
- Review of Evaluation Documents
- Review of Professional Development Documents
- Review of School Meeting Agendas and Minutes
- Interviews with Administrators and Staff

The local school board has adopted a policy that clearly defines the district's evaluation process. The evaluation policy is available on the district Web site. School leadership implements the evaluation process as outlined in the policy. The evaluation process is not intentionally focused on student learning goals identified in the ACSIP. The forms used for evaluating professional staff are available on the district W-Drive, an electronic storehouse of district forms and resources. On December 14, 2011, school staff members participated in a professional development session designed to explain and discuss the current teacher evaluation process and the new teacher evaluation system adopted by the Arkansas Department of Education.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:

- Review of ACSIP
- Review of District ACSIP
- Review of Local School Board Policies
- Review of Budget Documents
- Review of Individual Professional Growth Goals
- Interviews with Administrators and Staff

District leadership provides fiscal resources to support professional development activities. Most of these activities are designed to ensure effective implementation of district initiatives. Few district-level professional development activities are based on individual growth needs identified in Individual Professional Growth Goals. Funding

for these activities is identified in the district ACSIP, rather than the school ACSIP. The local school board has adopted a professional development policy. The policy does not specifically address the appropriate and equitable allocation of professional development resources.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of Individual Professional Growth Goals

Review of Perceptual Data

Review of School Meeting Agendas and Minutes

Interviews with Administrators, Staff, and Local School Board Members

Observations of Classrooms

District and school leadership provide some support for the long-term professional growth needs of individual staff members. Most professional development activities are determined at the district level and are designed to provide training to licensed staff members for implementing district initiatives, such as the Gradual Release of Responsibility Instructional Model. Follow-up and support to effectively implement such initiatives at the building level are sometimes provided for staff members by building leadership. Some teachers view professional development as an opportunity to develop new instructional techniques that would impact student achievement. Other teachers view professional development as a contractual requirement that must be met each year. District leadership provides opportunities for building administrators to participate in activities designed to enhance leadership skills. Local school board members sometimes participate in professional development activities related to their responsibilities.

6.1b The school has an intentional plan for building instructional capacity through ongoing professional development.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of Professional Development Documents

Review of Individual Professional Growth Goals

Review of District/School Meeting Agendas and Minutes

Interviews with Administrators and Staff

District and school leadership have not developed a formal, systematic process to identify professional development needs. District leadership sometimes creates surveys to determine professional development needs related to specific issues that emerge during the school year. For example, a survey was recently created regarding teachers' use of instructional technology after concerns were shared during district work sessions, such as Joint Council and Personnel Policy Committee meetings. Also, an intentional plan for transition to Common Core State Standards includes professional development needs for effective implementation. School leadership reviews Individual Professional Growth Goals by department to determine professional development needs at the building level. These individual goals, as well as school improvement and student learning goals identified in the school ACSIP, are sometimes considered when planning ongoing professional development for building instructional capacity. One example of ongoing professional development

activities is the Gradual Release of Responsibility Instructional Model, which was initially introduced in 2008. Leadership does not provide job-embedded support and follow-up for effective implementation of this model.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:

Review of ASCIP

Review of Professional Development Documents

Review of Individual Professional Growth Goals

Review of Student Achievement Data

Interviews with Administrators and Staff

Few staff development priorities align with student learning goals identified in the ACSIP. For example, professional development that should provide strategies and tools for all content-area teachers to integrate writing practice that focuses on content and style has not been provided. Professional Growth Goals of staff members are considered when determining staff development priorities at the building level. Few teachers base their growth goals on results of formal personnel evaluations. Some teachers' growth goals reflect implementation of previously-acquired skills, rather than activities that would result in personal growth. Teachers determine their needs for professional development in isolation. School leadership collaboratively reviews progress toward reaching professional growth goals at the beginning, middle, and end of each school year.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of Classroom Observation Documents

Interviews with Administrators and Staff

Observations of Classrooms

District and school leadership have not established a formal, systematic process for determining professional development priorities. Professional development priorities are often based on implementation of district initiatives that research indicates have a high probability of positively impacting student learning and increasing student achievement. These priorities do not always intentionally align with student learning goals identified in the ACSIP. For example, few professional development activities for teachers at the building level are specifically designed to address identified areas of weakness, such as content and style in writing. Most professional development is designed to update pedagogy rather than content knowledge. Some teachers integrate newly acquired skills into their classroom instruction.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of School Meeting Agendas and Minutes

Review of Classroom Observation Data

Review of Perceptual Data

Interviews with Administrators and Staff

Some professional development is ongoing. For example, training on the Gradual Release of Responsibility Instructional Model has been provided annually since

2008. Few professional development activities are job-embedded. Professional development opportunities provided at the district and school level are sometimes conducted as stand-alone sessions with limited provision for follow-up and support. Most professional development does not intentionally include time for colleagues to reflect upon, discuss, and process new learning. Follow-up sessions of professional development seldom result in improved professional practice. District and school leadership provide limited job-embedded support and coaching for staff members to practice new learning and receive meaningful, specific feedback. School leadership sometimes observes classroom instruction to monitor implementation levels of professional development and to determine its impact on teaching and learning. Teachers may access non-traditional avenues for professional development, such as Arkansas Internet Delivered Education for Arkansas Schools, with approval of school leadership.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Achievement Data

Review of Professional Development Documents

Review of District/School Meeting Agendas and Minutes

Interviews with Administrators and Staff

District and school leadership review the results of annual ACTAAP assessments. School leadership shares these results with teachers during building-level professional development each August. Teachers have access to this data on Dashboard, an electronic data collection system. Few teachers have been trained in the protocols for analyzing student work to inform instruction. School leadership voices an expectation that teachers use student achievement data to plan differentiated lessons to meet the learning needs of the school's diverse population. Teachers' use of this data is rarely monitored. Some professional development planning is based on the review of student achievement data. For example, district leadership provides ongoing professional development to effectively implement the Gradual Release of Responsibility Instructional Model. Planning for this initiative was based on student performance data that identified achievement gaps between subgroups. Teachers' Individual Professional Growth Goals are not always considered when planning district- and building-level professional development.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of Individual Professional Growth Goals

Review of Classroom Observation Documents

Review of Evaluation Documents

Interviews with Administrators and Staff

District and school leadership does not always implement the evaluation process to improve staff proficiency. Personnel evaluations and Individual Professional Growth Goals do not always support the specific instructional needs of students as identified in the ACSIP. School leadership does not consistently implement the evaluation process to identify professional needs of instructional staff members. Few classroom observations with specific, meaningful feedback result in changing

teachers' professional practices. Not all teachers view the evaluation process as a vehicle to improve instructional practice. All certified staff members have Individual Professional Growth Goals. Individual Professional Growth Goals are developed by teachers with input from administrators after goals have been self-selected by the teacher. Most teachers view the plan as a personal goal that has been set for the year. School leadership conducts mid-year and end-of-year checks in collaboration with teachers to monitor progress toward achieving goals identified in Individual Professional Growth Goals. The process of completing Individual Professional Growth Goals is designed to foster personal reflection. School leadership completes an Individual Professional Growth Plan that is reviewed with district administrators. District personnel provide face-to-face feedback on progress toward reaching identified goals in order to increase personal leadership capacity and to improve student achievement.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:

- Review of Local School Board Policies
- Review of Evaluation Documents
- Review of Classroom Observation Documents
- Review of Individual Professional Growth Goals
- Interviews with Administrators and Staff

Teacher evaluations are conducted annually as required by local school board policy, state statute, and Arkansas Department of Education Rules and Regulations. School administrators share responsibility for implementing personnel evaluations. The two school administrators are each responsible for conducting evaluations of one-third of licensed staff members. The frequency and number of classroom observations are not consistent among all administrators. Probationary teachers and teachers in need of assistance are observed more frequently and formally than professional teachers. School leadership provides few opportunities for coaching, feedback, and reflection to improve effective teaching practices and increase student achievement.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:

- Review of ACSIP
- Review of School Budgets
- Review of Individual Professional Growth Goals
- Review of Professional Development Documents
- Interviews with District Administrators and Staff

Specific instructional leadership needs are not identified in ACSIP interventions and actions. The school administrator collaborates with district leadership to select professional development that addresses goals identified in his Individual Professional Growth Plan. School administrators select professional development that meets or exceeds the requirements of Arkansas Department of Education Rules and Regulations regarding professional development.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:

- Review of ACSIP
- Review of Student Achievement Data

Review of Classroom Observation Documents
Review of Evaluation Documents
Review of Local School Board Policies
Review of Individual Professional Growth Goals
Review of Professional Development Documents
Interviews with Administrators and Staff
Observations of Classrooms

School leadership seldom uses the evaluation process to provide teachers with follow-up and support to change behaviors, improve instructional practices, and increase student achievement. The frequency and number of classroom observations is not consistent among school administrators. Few classroom observations result in face-to-face, meaningful feedback and reflective coaching to challenge teacher thinking and change instructional practice. Follow-up and support is limited and seldom results in improved instructional practice and higher student achievement. Individual Professional Growth Goals are developed by teachers with input from administrators after goals have been self-selected by the teacher. Administrators perform a mid-year and end-of-year check with teachers to monitor progress toward achieving teachers' identified goals.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

Professional development offerings should be based on an analysis of a variety of student, teacher, and building-level data, as well as the Scholastic Audit report. These data collections should include student achievement data, teacher observation and evaluation results, stakeholder perceptual survey results, needs assessment results, and Scholastic Audit recommendations. All professional development training must include ongoing, job-embedded follow-up and support. School leadership should observe and monitor classroom practices to ensure effective implementation and evaluate the impact of job-embedded professional development training on classroom practices and student achievement.

Both short- and long-term professional development needs should be determined by an analysis, not a review, of achievement data. Data analysis should be conducted not only at the school level, but include analysis of teacher, class, and individual student data to identify specific professional development needs in order to improve classroom instruction and increase student achievement. For example, for the past three years, all subgroups at Central Junior High School have demonstrated deficiencies in reading literary passages and in content and style for writing, but professional development offered during that time period shows little to no attention to these specific learning needs. Professional development offerings should be intentionally aligned with student learning goals identified in the ACSIP based on student achievement data.

All administrators must consistently conduct coaching observations in all classrooms. Every classroom teacher should be observed at least once each week. This practice will ensure that the frequency and number of classroom observations conducted throughout the year are fair and equitable. Administrators should collaboratively develop common understandings of what effective, research-based instructional practice looks and sounds like, and then create written or electronic tools to document what is seen and heard. In most instances, coaching observations should last 15-20 minutes and address specific instructional practices, such as effective implementation of the lesson line (set, modeling, guided practice, independent practice, and closure), questioning techniques, use of research-based instructional skills (graphic organizers, non-linguistic representations, cooperative learning, etc.), and levels of student engagement. Specific, meaningful, feedback should occur after each observation in order to effect change. Frequent observations conducted on a consistent basis will demonstrate to teachers that administrators view instructional leadership as their most important role. By design, both coaching observations and the formal evaluation process must foster continuous teacher reflection.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 11 indicators (100%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of ACSIP

Review of School Profile

Review of Student Handbook

Review of District/School Web Sites

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

School leadership has not facilitated the development of a school vision. The mission statement is included in the school ACSIP. The mission statement is updated periodically upon recommendation of school leadership, including administrators, peer study teams, and the curriculum council. The faculty approves changes in the school mission. The mission statement is displayed in some common areas and classrooms. Few stakeholders have a working knowledge of the school's mission. School leadership provides reports on the school's progress toward reaching state student achievement goals through the Parent Teacher Organization and at Open House. School leadership has facilitated the creation of a school motto, "Warrior PRIDE - Personal Responsibility in Delivering Excellence." This motto is included in the school ACSIP, in the student handbook, and on most school communications. Many stakeholders are aware of the motto. Most stakeholders are familiar with the district motto, "Teach Them All, Learning for All."

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Achievement Data

Review of Professional Development Documents

Review of School Meeting Agendas and Minutes

Interviews with Administrators and Staff

District and school leadership review assessment data to determine the school's progress in meeting adequate yearly progress. Leadership decisions are often

based on this measure of student academic performance. School leadership facilitates a review of ACTAAP results with staff members during building-level professional development sessions each August and the data is available to staff through Dashboard, an electronic data collection program. Programmatic and academic decisions are not always made collaboratively with all members of the school's staff. Some departments and individual teachers use Benchmark and End-of-Course results to inform academic decisions at the classroom level.

- 7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:

Review of ACSIP

Review of Individual Professional Growth Goals

Review of Evaluation Documents

Review of Professional Development Documents

Interviews with Administrators

The school administrator has developed an Individual Professional Growth Plan. The school administrator's professional growth plan is focused on providing student services, completing a doctorate degree, and working with ethnic groups. The plan is tied to his summative evaluation. District administrators direct the school administrator to reflect upon and update the plan each year. The school administrator views his growth plan as an exercise in personal accountability. The two assistant principals have not developed Individual Professional Growth Plans.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:

Review of Student Achievement Data

Review of ACSIP

Review of Professional Development Documents

Review of School Meeting Agendas and Minutes

Review of Master Schedule

Interviews with Administrators and Staff

District and school leadership teams review disaggregated data from ACTAAP results to identify areas of weakness across the school's diverse population subgroups and incorporate the data into the school's ACSIP. This data is initially communicated to the school's instructional staff during building-level professional development activities each August. The data is also available to staff members on Dashboard, an electronic data collection program. Some departments and individual staff members use this data to plan instruction that addresses individual learning needs of students. School leadership seldom monitors teachers' use of data. Leadership compares ACTAAP data of subgroups including Hispanic, Caucasian, Economically Disadvantaged, Limited English Proficient, and Students with Individual Education Plans. Based on this data review, school leadership has included additional classes to support student learning and achievement. Double-blocked mathematics classes are provided for special education inclusion students, English language learners, and others who demonstrate a need for additional instruction. ELL English classes provide scaffolding for English language learners. Reading classes are provided for students who demonstrate a need for additional instruction in reading skills. Specific targets and timelines for closing achievement gaps among subgroups are not identified in the ACSIP.

7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:

Review of Professional Development Documents

Review of Curriculum Documents

Review of District/School Meeting Agendas and Minutes

Review of Lesson Plans

Review of Instructional Resources

Interviews with Administrators and Staff

School leadership provides staff members with access to the Arkansas Academic Content Standards. Representatives of the school's math and English departments participate in secondary vertical meetings to develop curriculum documents that guide the transition from state frameworks to Common Core State Standards. Some staff members have participated in professional development activities on ways to use these resources to plan and implement standards-based instruction. Some departments utilize curriculum documents based on the Total Instructional Alignment format to plan instruction that includes such lesson line components as student learning objectives, modeling, guided and independent learning tasks, questioning, and assessment. Most curriculum documents are seldom monitored during the school year. School leadership has developed a school leadership team known as the Curriculum Council to build the school's instructional and organizational capacity. Department chairpersons sometimes provide support to their peers regarding the effective implementation of the curriculum.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Student Handbook

Review of Teacher Handbook

Review of Master Schedule

Review of Modified Schedules

Review of Staff Schedules

Review of School Meeting Agendas and Minutes

Interviews with Administrators, Staff, and Students

Observations of Classrooms and Common Areas

School leadership provides some structure and specific procedures to ensure that time is allocated and protected to focus on curricular and instructional issues. These procedures are not consistently enforced. A modified schedule is implemented for assemblies that ensures no class period is deprived of excessive blocks of time. Brief school-wide announcements are made over the intercom at the end of sixth period each day. Administrators communicate the expectation that instruction is to occur from bell-to-bell. Many teachers plan instruction for the full period. This instructional time is sometimes interrupted when a student is called to the office and when students are tardy to class. A few teachers visit in the hallway after the tardy bell rings. Teachers at the school have autonomy to decide such procedures as the use of cell phones and other hand-held electronic devices in class and permission to eat and/or drink during class.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:
Review of ACSIP
Review of Budget Documents
Review of Instructional Resources
Review of Local School Board Policies
Review of Teacher Handbook
Interviews with Administrators and Staff
Observations of Classrooms and Common Areas

Resources are not always maximized to impact student learning and achievement. School leadership provides limited input in the development of the school's budget. Teacher-initiated requests are submitted to school leadership primarily through department chairpersons for approval on a case-by-case basis. Some staff members indicate they receive sufficient resources to support their instruction. Most classroom materials are current. Many classrooms have limited supplemental reading and resource materials. The district provides few technological resources to classrooms. Some departments have purchased technology and other instructional materials from fund raising activities and grants. The assignment of instructional staff supports academic learning goals. All teachers are certified in their assigned areas. Most teachers are trained in providing English-as-a-second-language services and some have earned additional licensure in this area. School leadership sometimes assesses the impact that allocation of resources and organizational structures have on improving instructional programs and organizational effectiveness. These assessments do not always result in programmatic changes.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Student Handbook
Review of Teacher Handbook
Review of Duty Schedules
Review of Classroom Rules and Consequences
Review of Perceptual Data
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

The local school board has adopted policies related to student discipline that address the provision of a safe and orderly learning environment. Another policy guarantees equitable opportunities for all students. Some staff members do not consistently implement discipline procedures. Some classrooms have posted rules and consequences. Rules and consequences are not uniform from room to room or from class to class. Teachers may assign detention after or before school. One administrator handles the majority of discipline referrals at the school. An in-school suspension program is available for use by the school. Students assigned to this program are housed at another school in the district during the in-school suspension period. Students with needs beyond the scope of the school may be assigned to an Alternative Learning Environment at another campus. Parents and students state the school is safe. The school has a surveillance camera system. Cameras are located in high-traffic areas. Teachers are present in the halls during class changes and are assigned morning and lunch duty to monitor student behavior. Other teachers are assigned assembly duty and are required to sit among students throughout the student seating area. A school resource officer is employed to

monitor common areas in the school and extra-curricular activities, such as ballgames. Most students view the resource officer as a positive role model. Students are taught healthy lifestyles in physical education classes. Posters displayed in the hall encourage and recognize students who successfully perform fitness tests. District leadership determines the allocation of resources to provide and maintain facilities and equipment for equitable access by all students. External resources, such as a grant from Lowe's, are also used to update and expand facilities. Most structures are in good repair. The building is clean and attractive.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Student Handbook

Review of District/School Web Sites

Review of Perceptual Data

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

District leadership has established a process for the development and implementation of district policy. The superintendent and local school board members review district policies annually. Most policies are reviewed and revised to meet state statute and Arkansas Department of Education Rules and Regulations. Some policies are updated to address instructional and organizational needs that emerge during Parent/Teacher Organization, Patron Shelf, Joint Council, and Personnel Policy Committee meetings. Nine of the twenty-four dated policies in the school's student handbook have been revised within the past five years. Ten of the policies have not been revised in over ten years. Policies are available on district and school Web sites. Hardcopies of the student handbook are distributed to all families. Few staff members, parents, students, and other stakeholder groups have a working knowledge of district policies and/or provide little feedback to the local school board regarding the impact of policies on teaching and learning.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:

Review of Student Achievement Data

Review of ACSIP

Review of Local School Board Meeting Minutes and Agendas

Review of School Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

Observations of Classrooms and Common Areas

Members of the district leadership team meet annually with school administrators to reflect on the school's ACTAAP data and review the school's ACSIP. ACTAAP data is reviewed to determine if students have met the targets for Adequate Yearly Progress. The school ACSIP Committee uses this data to establish goals and priorities for improving student achievement and includes them in the school's ACSIP. Most ACSIP interventions and actions are not intentionally focused to close achievement gaps among subgroups of the school's diverse population. Leadership has not established a formal, systematic process to determine ACSIP implementation levels and evaluate the effectiveness of ACSIP actions. The local school board makes student academic performance a priority. The local school board reviews achievement data with district leadership and collaboratively sets goals for the district. Many of the actions of the local school board are aligned with the district and school mission statements. The superintendent's and school

administrator's annual evaluations are tied to data performance. The local school board recognizes students' academic achievements during each of its monthly meetings. Members of the local school board make regular visits to different schools within the district to recognize outstanding performances of school staff and students. This time also provides school leadership an opportunity to update local school board members on progress toward meeting school improvement goals.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:

Review of Individual Professional Growth Goals

Review of Local School Board Policies

Review of Student Handbook

Review of Discipline Data

Review of Student Achievement Data

Review of Perceptual Data

Review of School Meeting Agendas and Minutes

Review of Budget Documents

Review of Professional Development Documents

Review of Classroom Observation Data

Review of Evaluation Documents

Interviews with Administrators, Staff, Students, and Parents

Observations of Classrooms and Common Areas

Most stakeholders indicate they view the principal as the instructional leader of the school. The principal engages instructional staff members in professional dialogue focused on student academic performance during regular faculty and Curriculum Council meetings. The principal is knowledgeable of state and local curriculum standards. He works with district leadership to ensure a smooth transition from Arkansas Academic Content Standards to Common Core State Standards. The principal is responsible for evaluating one-third of the staff. He conducts formal and informal observations of these staff members, as outlined in district policy. He reviews these staff members' Individual Professional Growth Goals at the beginning, middle, and end of the school year to monitor identified goals and determine progress toward reaching identified goals. The principal seldom conducts walk-through observations in all classrooms. He does not review teachers' lesson plans to monitor rigor and relevance of instruction and/or provide meaningful feedback to improve their instructional planning. The principal reviews ACTAAP results with staff members during building-level professional development each August. This data is also available to teachers on Dashboard, an electronic data collection system. The principal does not monitor teachers' use of this data to inform instruction. The principal is responsible for appropriating Pupil Allocation Funding at the building level. Most of these fiscal resources are expended to fulfill teachers' requests for instructional materials and supplies. The principal seeks external funding sources to supplement district funds. For example, the principal wrote and submitted a grant application to Lowe's requesting funding for building expansion and was awarded \$100,000. The principal works collaboratively with instructional and non-instructional staff members to provide a safe and orderly learning and working environment. The building is clean and well-maintained. A full-time school resource officer and nurse are available to students every school day. The principal empowers his assistants and department heads to take an active role in instructional leadership. Assistant principals are assigned numerous leadership responsibilities. Assistant principals are responsible for evaluating two-thirds of the faculty. They conduct classroom observations and provide meaningful feedback to improve teachers' instructional

practice. Assistant principals also review and monitor Individual Professional Growth Goals of staff members they evaluate. One assistant principal created and leads efforts to implement a classroom observation checklist based on the state evaluation model recently adopted by the Arkansas Department of Education. The assistant principals regularly review teacher lesson plans and sometimes provide feedback. The principal has designated representatives from mathematics and English departments to serve on a district-level curriculum committee charged with developing curriculum documents based on Common Core State Standards.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

All administrators at the school should develop individual professional growth plans focused on leadership skills that provide support for teacher efficiency, student achievement, and effective organizational management. A formal, written format should be developed by school and district leadership that must then be presented to the local school board for review, possible revisions, and adoption. After a professional growth document is approved, school administrators should develop their personal growth plans, record them on the approved format documents, and discuss them with their immediate supervisor. When the administrator and supervisor agree that the content of the plan meets the focus on agreed upon leadership skills, the document should be assigned dates for review, dates for revision if needed, and a date for completion. The document should then be signed by both the administrator and the immediate supervisor. The plan should then become part of the administrator's personal evaluation. In developing their personal growth plans, school administrators should make certain growth goals are stated in measureable terms and relate directly to their performance duties. Part of the board-approved document used to record the growth plan should contain a section that requires school administrators to list the professional development that will be obtained to meet the goals of the professional growth areas. The school administrator's immediate supervisor should collaborate with the administrator to provide follow-up and support so that the growth plan is effectively implemented and the administrator's leadership skills are enhanced. Requiring a professional growth plan for school administrators will reinforce the importance and value of professional growth for all. It also demonstrates to school staff that administrators hold themselves as accountable for school success as they hold staff members.

Each administrator at the school must demonstrate his or her commitment to lead the staff in the advancement of the school's instructional program by conducting frequent unannounced classroom observations and providing specific, meaningful feedback in a timely manner. An effective way to do this is to adopt a formal, systematic process that ensures that all school administrators regularly observe each of their assigned classrooms, observe the lesson for a designated length of time, complete an observation document during the visit, and provide immediate feedback. These observations must be in addition to evaluation observations. All administrators should mutually agree on the number of visits they will make during the school year and hold each other accountable to see that they fulfill this commitment. By conducting regular visits and providing timely feedback to all teachers, school leadership will know if school academic improvement goals are being met and if classroom learning environments are supportive, safe, orderly, and equitable.

School leadership should organize and implement structure to ensure time is protected in order for staff to be able to maximize quality instruction and the opportunity for student learning. A written plan to protect instructional time should be developed by the administration and staff. This plan should be approved by the local school board. Once approved by the board, the plan should be communicated in writing to all stakeholders in

the school. The plan should ensure that classroom interruptions are kept to a minimum. For example, announcements over the intercom should be limited, and every effort should be made to avoid interruptions during the day. Students should be required to be on time to every class or face a consequence for each tardy. Staff must model to students that they value instructional time by getting class started on time and remaining on task from bell-to-bell. Bell ringer opening work should be required of each teacher so that students are on task while the teacher checks roll and prepares to start the daily lesson. All teachers should post and enforce classroom rules that have been mutually developed by school administrators and teachers. One of these rules should require students to be in their seat, ready to work when the bell finishes its ring. When school leadership observes the plan to protect time is not being followed, documentation and corrective action should be enforced to ensure that all staff follows the plan on a consistent basis. Leadership should be accountable for following the plan and enforcing the plan.

Leadership should facilitate the development of a sustained, shared vision for the school. A process should be established to develop core beliefs and a vision. Representatives of all stakeholder groups should come together and develop a mission statement that is easy to understand and that states the goal of the school in meeting the needs of its students. The mission statement should be visited on an annual basis for review and revision as needed. Decisions made by school leadership should align with the vision and mission of the school. School leadership should communicate the vision and mission statement to all staff, families, students, and members of the community. Strategies used by the school to accomplish the vision and mission of the school should be revised or modified as appropriate as the vision, mission, and beliefs of the school change.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 3 indicators (30%) evaluated as "Evaluation Category 1," 7 indicators (70%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policies

Review of Master Schedule

Review of Budget Documents

Review of Curriculum Documents

Review of Equipment Inventory

Interviews with Administrators, Staff, Parents, Students, and School Board Members

Observations of Classrooms, Common Areas, and Exterior Facilities

The district has resource management procedures in place, along with established procedures for staffing, purchasing, and determining base-level discretionary funding for each school. Staffing level is determined collaboratively by school leadership and district leadership in the spring of each year, based on projected school enrollment and required class-size guidelines. Proposed additions to the teaching staff are usually not filled until enrollment is complete in the fall. The school's instructional funding allocation is based on student enrollment and is currently set at \$50.50 per student. This funding is established annually by district leadership and is not tied to the school's ACSIP. This generates a regular operating budget allocation of approximately \$45,000 for the current school year. This budget is used for copying expenses, postage, dues and fees, and general office and classroom supplies. Additional funding is provided by the district for library expenses (about \$10,500), choral music (\$3500), band (\$20,800), art (\$1600), physical education (\$910), parent involvement (\$400), and principal travel (\$600). District-wide budgets provide funding for textbooks, athletics, and vocational programs. The school ACSIP contains no specific funding amounts. The district ACSIP integrates funds from a variety of categorical sources; some of this funding supports the school's ACSIP actions, and the school may request funding through the district ACSIP. The school also receives additional benefits through district budgets for technology and professional development. There is no formal procedure in the district or the school to include parents, teachers, or non-instructional staff in developing the budget or allocating discretionary funds. The amount of funding in the school's discretionary

account is determined annually by district leadership. The school manages a building-level "activity" account, generated through fundraisers by various student groups and academic departments.

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:

- Review of Master Schedule
- Review of Student Course Requests
- Review of Individual Education Plans
- Review of Local School Board Policies
- Review of Curriculum Documents
- Review of Student Achievement Data
- Interviews with Administrators, Staff, and Students
- Observations of Classrooms

The district has a policy that addresses equitable access to the curriculum. Most courses are open to all students on an equitable basis. All classes do not provide the differentiation necessary to ensure success for all students. The master schedule is determined by the school leadership, with input from department chairs and counselors. A conflict matrix is not used to reduce conflicts created by courses with only one or two sections. About half of the students are successfully scheduled by computer; the remainder are scheduled by hand to resolve scheduling conflicts. No formal plan is in place to match particular students and teachers based on teaching/learning styles, behavioral issues, or teacher/counselor recommendations. All students have equitable access to music, art, physical education, foreign languages, computer labs, and vocational courses. The school provides special education, gifted and talented, and intervention services to appropriately identified students.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:

- Review of Local School Board Policies
- Review of District Meeting Agendas and Minutes
- Review of Master Schedule
- Review of Teacher Schedules
- Review of Classroom Observation Documents
- Review of Field Trip Records
- Review of Curriculum Documents
- Review of Media Center Resources
- Interviews with Administrators, Staff, and Students
- Observations of Classrooms and Common Areas

The district does not have a policy to protect instructional time, except that co-curricular and interscholastic programs are not to interfere with the regular instructional program. Some teachers plan and implement effective, research-based instructional activities that engage students for the entire allocated block of time. In other classes, the instructional program is teacher-centered and worksheet-based and requires thinking only at the knowledge and comprehension levels of Bloom's taxonomy. Some teachers provide students with bell-to-bell instruction. Students are sometimes not engaged with the instructional activities. Behavioral expectations and classroom routines and procedures vary from class to class. Some teachers have no procedures for turning in assignments, taking attendance, or for transitioning from one activity to another. School leadership limits school-wide use of the

intercom during class time. The Pledge of Allegiance is recited at the opening of school each day, and announcements are made following the pledge and at the end of sixth period.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:

- Review of ACSIP
- Review of Master Schedule
- Review of Lesson Plans
- Review of District/School Web Sites
- Review of Media Center Resources
- Review of School Meeting Agendas and Minutes
- Interviews with Administrators and Staff
- Observations of Classrooms

The master schedule provides one period of daily common planning time for teachers in the four core academic areas. School leadership has not clearly articulated how this time is to be used to support the ACSIP or to address the mission of the school. Structured activities are not regularly planned and implemented during these times to ensure support for the school's mission and ACSIP. School leadership does not assess the degree to which this planning time supports the implementation of the ACSIP and how it affects student and teacher performance. The district provides limited opportunities for teachers to meet with teachers from other buildings to discuss curriculum, assessment, or instructional issues. Limited cross-curricular planning occurs within the building, except that many teachers attempt to incorporate literacy and mathematics activities into their lessons.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:

- Review of ACSIP
- Review of Master Schedule
- Review of Mission Statement and Motto
- Review of Classroom Observation Documents
- Interviews with Administrators, Staff, and Students
- Observations of Classrooms

The master schedule is viewed primarily as an administrative tool to match students with teachers, to provide adequate time for instruction, and to ensure that students have access to required and elective courses. ACSIP goals are sometimes addressed through common planning time provided to core academic area teachers, planning time for Curriculum Council members, and double blocking of some classes. No clear expectations have been established for the use of common planning time. The master schedule does not intentionally address the school's mission. Once the master schedule has been established, students are assigned to particular class sections by computer. About half of the students are scheduled by computer. Manual scheduling is then used to resolve scheduling conflicts for the other students. Many teachers implement research-based instructional strategies in their classrooms to maximize instructional time.

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Budget Documents

Review of District ACSIP

Review of School ACSIP

Interviews with Administrators, Staff, and Local School Board Members

Most discretionary funds are allocated to the school on the basis of school enrollment, not on the identified needs of students. Funds allocated to the school by the district are managed by school leadership within categories established by district leadership. The local school board has adopted clearly-defined budgetary policies. The superintendent is required to develop and recommend a budget to the local school board annually. District leadership has established procedures to allocate categorical funds to meet identified student needs. These funds are included in the district ACSIP and are not reflected in, or budgeted through, the school ACSIP. Some funding in the district ACSIP supports school programs. Funding may be requested for additional support. Schools are encouraged to apply for grant funding from outside sources and are sometimes assisted in this process by district personnel. The school has recently received grants from the Archer Foundation to support after-school tutoring in the core academic areas, from Lowe's for construction of a seminar room and library expansion, and from other sources to support specific programs or classrooms.

8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:

Review of ACSIP

Review of Budget Documents

District Meeting Agendas and Minutes

Interviews with Administrators and Staff

Categorical funds, as outlined in the district ACSIP, are used specifically and intentionally to address items in the school's ACSIP. Various funds are integrated to support the district ACSIP, which has historically provided additional programs and services to the school, some of which directly support the school ACSIP. National School Lunch Act, English language learner, and professional development funds are three sources of funding managed by district personnel that benefit the school's ACSIP actions. Program activities are revised on an annual basis; they are rarely revised during the fiscal year on the basis of changing student needs or program evaluations. Criteria for the evaluation of the effectiveness of these expenditures are not always clearly identified at the building or district levels.

Performance Rating:1

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:

Review of Local School Board Policies

Review of Master Schedule

Review of Teacher Licensure

Review of Classroom and Building Assignments

Review of Lesson Plans
Review of School Meeting Agendas and Minutes
Review of School Report Card
Review of Highly Qualified Reports
Review of Perceptual Data
Interviews with Administrators, Staff, and Students
Observations of Classrooms

The local school board has not adopted a policy requiring staff assignments to be based on the learning needs of students. Certified and classified staff allocations are determined collaboratively by school and district leadership. These decisions are not always based on the identified learning needs of students or on the school's ACSIP. Instructional assistants are not provided in any general education classrooms. All teachers are highly-qualified. The master schedule provides one period of common planning time each day for most teachers in science, mathematics, language arts, and social studies. In addition, most teachers in these subject areas are located near each other in the building. School leadership has not established clear guidelines for how common planning time is to be used; some departments meet on a regular schedule, and others meet more informally on a regular or irregular basis. Department chairs also have a common planning time, and they meet with school leadership weekly during this time. These meetings are generally informal, with no prepared agenda or minutes.

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Budget Documents
Review of ACSIP
Review of Mission Statement and Motto
Review of Perceptual Data
Interviews with Administrators and Staff

The local school board has not adopted a policy regarding the expenditure of discretionary funds or activity funds. The general guideline is that such expenditures should be for "school purposes." Discretionary funds are allotted to each school based on student enrollment. The school administrator may request additional funding for such purposes as implementing new or special programs. School leadership has not established formal allocation procedures within the building. No formal needs assessment is conducted to help determine spending priorities at the district or building level, except for allocation of categorical funds. The school's ACSIP and mission are not consistently and intentionally considered when building allocations are determined by district leadership or when building-level expenditures are allocated from operating funds. Categorical funding is intentionally used to support the school's ACSIP. The district implements appropriate accounting procedures to control the expenditure of funds.

- 8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:
Review of Local School Board Policies
Review of Local School Board Meeting Agendas and Minutes
Review of ACSIP

Review of Mission Statement and Motto
Review of Budget Documents
Review of Perceptual Data
Interviews with Administrators, Staff, and Local School Board Members

Most discretionary funds are allocated to schools on the basis of student enrollment, without regard to differing student needs or actions identified in the school ACSIP. School decisions regarding the expenditure of discretionary funds are not intentionally aligned with the school ACSIP. Most budget decisions regarding categorical funds are made at the district level, are data-informed, and are intentionally aligned with the ACSIP actions identified at the district and school levels. Categorical funds which support personnel are typically continued from one year to the next, without formal evaluation of the degree to which these positions impact ACSIP goals or the mission of the school. Expenditures are monitored by school and district leadership throughout the year to ensure compliance with appropriate accounting procedures and grant requirements. These reviews seldom lead to budget modifications based on the changing needs of students or on determination of program value, as determined by clearly-defined evaluation criteria. Perceptual data are not collected to determine whether initiatives are effectively implemented or are in need of additional support.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

School and district leadership should develop specific criteria for the evaluation of actions and interventions identified in the ACSIP. Evaluation should occur both during the year and at the end of the year (perhaps quarterly) and should include student test results and other methodology (surveys of teachers and students, data from classroom walkthroughs and teacher observations, attendance and discipline data, identification and analysis of trends, etc.). The ACSIP includes 67 actions, making it difficult to determine which of those actions are working effectively and which are not. Better evaluation design would ensure that fiscal and human resources are being used in the most productive way and would allow for informed periodic revision of the ACSIP. A matrix could be established and updated at each of the predetermined times. The matrix might include columns showing

1. The action,
2. The stage of implementation (e.g., not begun, partially implemented, fully implemented),
3. The impact of the action on teacher behavior or student learning,
4. Research strategies used to complete columns 2 and 3, above, and
5. Resources needed for further/better/continuing implementation.

The school and the district have given some thought to the evaluation of the ACSIP interventions and actions. However, the current evaluation design does not allow determination of whether a particular action or intervention is affecting teaching and learning positively. A possible resource is "Finding the Story Behind the Numbers: A Tool-Based Guide for Evaluating Educational Programs," by James Cox.

The district and the school should establish a budget-development process that includes input from various stakeholder groups. A formal needs assessment should be conducted within the building in the spring of each year, prior to budget development, to establish building goals and priorities that will support school improvement efforts and to identify the fiscal, material, time, and human resources needed to address those priorities and reach the goals. That information should then be forwarded to the district office for consideration. The current procedures allow little input from anyone outside the district office and do not ask staff members to think seriously and reflectively about the resources needed to move the school forward.

The current focus on adequate yearly progress needs to shift to a focus on "school improvement." The proper question is "How can we get better?" not "How can we improve test scores?" School leadership should use classroom walkthroughs, teacher observations, the development of Individual Professional Growth Goals (their own and those of teachers), Peer Study Teams, and the allocation of fiscal and human resources to provide a coordinated approach to school improvement. Classroom walkthroughs (if continued, see below) and observations and the teacher evaluation process should provide specific feedback teachers can use for improvement and should result in the development of a database to identify trends, document the degree of implementation of research-based strategies (and any help needed for further implementation), identify the

need for professional development, and identify exemplary practices which could be shared with the faculty. Teacher observations/evaluations and professional growth goals should be viewed as significant improvement opportunities with real potential to promote continuous growth in individuals and the school, rather than as compliance activities.

The school and district need to determine whether the investment of time and human resources in the classroom walkthrough process is having a productive impact on teaching and learning. They might want to replace the walkthroughs with less frequent 15-20 minute observations, followed by 15-20 minute conversations between teacher and observer. Classroom Walkthroughs conducted for the purpose of gathering trend data, do not consistently impact or change teachers' instructional practices.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 11 indicators (69%) evaluated as "Evaluation Category 1," 5 indicators (31%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Handbook

Review of Professional Development Documents

Review of School Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

The school mission statement was developed several years ago. It is periodically updated at the recommendation of school administration, the Peer Study Teams and/or the Curriculum Council. Recommendations for changes are brought to the entire faculty for consensus. School leadership seldom provides opportunities for other stakeholder groups to participate in this process. Drafts of the mission are not presented to the general public for consideration before adoption by staff members. Leadership has not facilitated the development of a statement of shared beliefs or a vision.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:

Review of ACSIP

Review of School Meeting Agendas and Minutes

Review of School Report Card

Review of Perceptual Data

Interviews with Administrators and Staff

School leadership has not implemented a formal, systematic process for collecting, managing, and analyzing multiple sources of data. Data cited in the ACSIP are limited to ACTAAP exams, SAT-10 Norm-Referenced Test, Body Mass Index screening, free and reduced lunch percents, English Language Developmental Assessment levels, special education identification data, and average daily attendance. ACTAAP data are disaggregated by subgroups. Other relevant data,

such as discipline reports, parent involvement levels, formative and interim assessments, and perceptual data from stakeholder surveys are not included in ACSIP supporting data. The ACTAAP data reported in ACSIP for the past three years includes the percent of students in each subgroup who scored proficient or advanced on state mathematics and literacy assessments, along with the lowest identified areas for each subgroup. The data collected are not always integrated or analyzed using a systems approach that would inform decisions about changes in curriculum and instruction to improve student achievement in identified areas. The district has developed the Information Portal data management system for longitudinal student records in a number of areas including, but not limited to, assessment. Easy access to frequently requested information is provided through the Dashboard application within this system.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Achievement Data

Review of Perceptual Data

Review of ACSIP

Review of School Meeting Minutes and Agendas

Interviews with Administrators and Staff

Student achievement data collected from ACTAAP results are used to identify subgroups who are not achieving at levels required for Adequate Yearly Progress in mathematics and literacy. Specific areas of weakness in both subjects are also identified from this data. Goals for literacy and mathematics are focused on general improvement in ACTAAP assessment results to meet targets for Adequate Yearly Progress or Safe Harbor for each subgroup. Body Mass index data, School Health Index results, and the percentage of free and reduced lunch participation are used to identify needs for the Wellness priority. ACTAAP data and English Language Development Assessment data are used to identify priorities for the Facilitating Second Language Acquisition priority. ACSIP data for the Special Education Priority is the percent of students evaluated within 60 days of referral. School leadership conducts a review of ACTAAP data with staff during professional development activities each August. The results of this review are not used to determine ACSIP actions to specifically address identified weaknesses. For example, for the past three years all five identified subgroups were diagnosed with weak achievement in literary passages on the reading test and in style and content on the writing test. For the same period of time, all five identified populations were diagnosed with weak achievement in the Numbers and Operation strand and the Data Analysis and Probability strand of pre-algebra, and the Language of Algebra, Solving Equations, and Non-linear Functions strands of Algebra I. There are no actions in the ACSIP that specifically address changes in curriculum and instruction to improve student achievement in these areas. The goal for the Wellness priority is to increase parental awareness and involvement concerning student health and wellness. No data was included that established a baseline for the level of parental awareness and involvement by which improvement could be measured.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP

Review of School Meeting Agendas and Minutes

Review of Cited Research

Interviews with Administrators and Staff

Limited educational research is listed in the ACSIP to support the sixty-seven action steps. Five citations are included for the Literacy Priority to define thirty-one actions. One of these resources is on curriculum alignment, two focus on English Language Learners, and one is about Professional Learning Communities. The fifteen actions in the Mathematics Priority list "Total Instructional Alignment" by Lisa Carter as the only cited research. The Wellness Priority includes eight sources of educational research. Four of these are specific to healthy lifestyles and the other four are relevant to a safe environment for teaching and learning. The Facilitating Second Language Acquisition Priority cites one source, and the Special Education Priority references two sources. Research has not been conducted to identify strategies that have proven successful in schools with similar demographics. The school's ACSIP Committee has conducted limited research that would improve instructional practice and increase student achievement in identified areas of weakness. State standards related to Adequate Yearly Progress or Safe Harbor in mathematics and literacy guide the determination of goals and benchmarks for the ACSIP.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:

- Review of ACSIP
- Review of School Meeting Agendas and Minutes
- Review of Student Achievement Data
- Review of Professional Development Documents
- Review of Perceptual Data
- Interviews with Administrators and Staff

The school's ACSIP Committee has not established a formal, systematic approach for analyzing and integrating student achievement and perceptual data to determine students' unique learning needs. The school seldom conducts perceptual surveys of families, students, school staff, or other stakeholder groups to verify strengths and limitations of the school in meeting the learning needs of all students. The School Stakeholder Perception Survey for Parents, required by the Arkansas Department of Education prior to a Scholastic Audit, was distributed in the fall of 2011. Fifty-one completed surveys were returned. An annual review of ACTAAP assessment results is conducted by school administrators in August. This review includes data on combined and subgroup populations in each strand of mathematics and literacy for multiple-choice and open-response items. Teachers are provided time to study their students' scores. This data review is not always used to identify students' individual learning needs or inform decision-making regarding changes in instructional strategies that are necessary to improve achievement for every student.

Performance Rating:1

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:

- Review of ACSIP
- Review of School Meeting Agendas and Minutes
- Review of Student Achievement Data
- Interviews with Administrators and Staff

The desired results for student learning are not well defined. The goal in literacy is for all students to improve in reading comprehension and written expression on both multiple choice and open response questions on the Literacy Benchmark

Examinations or End-of-Course Examination. The literacy benchmark states that all populations met the target goal or qualified for safe harbor in 2011. The goal in math is for all students to improve in multiple choice and constructed response on the Mathematics Benchmark Examinations and End-of-Course Examinations. The benchmark is a list of populations who did not meet the 2011 target or qualify for safe harbor. The goal for the Facilitating Second Language Acquisition priority is for all English language learners to improve in English Language Acquisition that will enhance their ability to be academically successful in the overall school environment. The benchmark states, "All populations met targets in literacy in 2009 and are expected to do so in 2010." Additionally, individuals will show annual growth of one year or one level on the English Language Development Assessment. The timelines for all actions are July 1, 2011, to June 30, 2012. No intermediate benchmark dates are established to assess levels of implementation and impact on student achievement in order to make necessary changes throughout the school year. Desired results for student learning are not intentionally aligned with the school's mission. Most instructional staff members are knowledgeable of the ACSIP. Few know the specific goals or express a shared sense of responsibility for implementing the actions in order to achieve the goals.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Review of Perceptual Data

Review of School Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, and Students

District and school leadership seldom facilitate the collection of perceptual data to verify strengths and limitations regarding organizational and instructional effectiveness. Perceptual data are not included in the ACSIP to support decision-making regarding interventions and action steps or to measure the effectiveness of actions included in the plan. ACTAAP data are reviewed annually to determine school-wide areas of need for ACSIP reporting. The ACSIP does not include a process for systematically analyzing various data sources to validate goals included in the ACSIP or to determine the impact of ACSIP action items on instructional and organizational effectiveness.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Student Achievement Data

Interviews with Administrators and Staff

The goals of the ACSIP are not intentionally focused on building and strengthening the school's instructional and organizational effectiveness in order to support continuous, sustainable improvement. The ACSIP goals for mathematics and literacy are driven by current Adequate Yearly Progress or Safe Harbor targets as defined by the Arkansas Department of Education. Goals for Wellness are directed at parent involvement in students' life choices. The benchmark for Wellness is stated in measureable terms for a prior academic year. The goals and benchmarks for Facilitating Second Language Acquisition and for Special Education are stated in immediate year improvements.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:
Review of ACSIP
Review of Cited Research
Review of Student Achievement Data
Review of School Meeting Agendas and Minutes
Interviews with Administrators and Staff

Few of the actions included in the school ACSIP closely align with school improvement goals. Interventions and actions in Literacy and Mathematics priorities are directed at general improvement of instructional programs and increases in student achievement. Most do not include an intentional, directed focus on improving achievement for subgroups based on disaggregated data. Few actions address specific areas of weakness identified in ACSIP supporting data. For example, none of the actions included in the Literacy priority are specifically focused on improving student achievement on literary passages in reading or content and style in writing, even though these areas are cited as areas of weakness for all population subgroups for the past three years. Similarly, actions for addressing areas of weakness in eighth-grade mathematics do not specifically focus on improving student achievement in Numbers and Operations and Data and Probability strands. Actions regarding teaching and learning Algebra I do not specifically address Language of Algebra, Solving Equations, or Non-Linear Functions, even though students in all population subgroups have scored low in these areas for three consecutive years. These ACSIP actions may have an impact on closing achievement gaps, but the focus is not intentional. One action in the Wellness priority lists programs in place to help promote healthy lifestyle decisions, and a second one addresses measuring Body Mass Index annually. Two other actions are related to program evaluation. None of these actions address the goal of increasing parental awareness and involvement. Limited research is listed for literacy and mathematics that specifically addresses strategies such as differentiated instruction, learning styles, multiple intelligences, student groupings, or alternative approaches to teaching, that would improve professional practice and increase student performance in identified areas of weakness. The goal for Facilitating Second Language Acquisition is for all English language learners to improve in English language acquisition in order to enhance their ability to be academically successful in the overall school environment. The benchmark for this priority is limited to Benchmark Literacy assessment scores and English Language Development Assessment growth and does not address success in the overall school environment. The Special Education goal and benchmark both address the timeline in which students receive initial evaluations and re-evaluations as that relates to state guidelines.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:
Review of ACSIP
Review of School Meeting Agendas and Minutes
Interviews with Administrators and Staff

All 67 actions in the ACSIP have a timeline beginning July 1, 2011, and ending June 30, 2012. These timelines are not intentionally designed to maximize impact on students' academic performance. Actions do not include intermediate checkpoint dates for determining the impact of ACSIP actions on student learning and

performance throughout the year in order to inform decision-making regarding revisions to the school improvement plan. Action budgets are not identified for any action items that require financial resources to support implementation. The school administrator is responsible for implementation of 31 ACSIP actions. Two other staff members share responsibility for 21 additional actions. Approximately ten other school and district staff members share responsibility for implementation of the remaining 15 actions.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of ACSIP
Review of School Meeting Agendas and Minutes
Interviews with Administrators and Staff

School leadership has not established a formal, systematic process for evaluating the effectiveness of interventions and actions included in the ACSIP. Annual student achievement data from ACTAAP results serve as the primary means of evaluating the effectiveness of ACSIP actions. These data are reviewed to determine areas of weakness for combined and subgroup populations. No intermediate checkpoint evaluations are included in the ACSIP to determine the need for modifications to ACSIP actions in order to increase student learning and performance throughout the year.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:

Review of ACSIP
Review of School Meeting Agendas and Minutes
Review of School Profile
Review of Mission Statement and Motto
Review of Student Achievement Data
Review of Perceptual Data
Interviews with Administrators and Staff

Few goals, interventions, and actions outlined in the school's ACSIP are intentionally aligned with the school's mission. Some action components support desired results for student learning outlined in the ACSIP. School leadership has not facilitated an analysis of instructional and organizational effectiveness.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP
Review of ACSIP Committee Meeting Agendas and Minutes
Review of Professional Development Documents
Review of Professional Learning Community Meeting Agendas and Minutes
Interviews with Administrators, Staff, and Students

No formal process has been developed to assess levels of implementation of interventions and actions included in the ACSIP. School leadership provides little direction for the implementation of the ACSIP. School leadership sometimes sends directives to Peer Study Teams to discuss certain ACSIP action items or to review particular portions of the ACSIP. The school improvement committees reviewed the 2011-2012 ACSIP in August during professional development days. Adjustments were made to reflect changes in the program that had been made during the year and to include new district/school initiatives. Many actions in the ACSIP are written in broad, general terms and contain more than one strategy/activity. Evaluation

criteria for the level of implementation and the effectiveness of the actions are not included. Most certified staff members have some knowledge of the ACSIP. Few support personnel are aware of the ACSIP. Most staff members do not demonstrate a shared sense of responsibility for implementation of the ACSIP.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Student Achievement Data

Interviews with Administrators and Staff

School leadership has not established a formal process for conducting an ongoing, systematic evaluation of the impact ACSIP action components have on student learning. Results of student achievement in literacy and mathematics on annual ACTAAP examinations serve as the primary source for evaluating the plan's effectiveness. Few individual ACSIP actions have measurement and evaluation components that are directly linked to the specific action item. For example, action items in literacy concerning utilization of the Writer's Checklist, incorporating writing assignments into weekly lesson plans, and a formal in-school tutorial program do not have measurement and evaluation components specifically linked to them. In the mathematics priority, actions that include valid and reliable student assessment, highly-effective questioning, and balanced instruction do not include measurement and evaluation components specifically linked to them. No intermediate checkpoint evaluations are included in the ACSIP that would determine the need for modifications in order to increase student learning and achievement throughout the year.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of School Meeting Agendas and Minutes

Review of Student Achievement Data

Interviews with Administrators and Staff

District and school leadership do not systematically analyze a variety of data including classroom observation results, lesson plan reviews, and perceptual data to evaluate the impact of ACSIP actions on instructional practices and student achievement. Annual ACTAAP results are the primary data source used to determine effectiveness of ACSIP actions.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Student Achievement Data

Interviews with Administrators, Staff, Parents, and Local School Board Members

School leadership has not established a formal, systematic, ongoing process to comprehensively evaluate the school's progress in achieving the goals of the ACSIP. An annual review of ACTAAP results serves as the primary source to evaluate the impact of the ACSIP on student achievement. Limited feedback is collected from all stakeholder groups as part of the ACSIP evaluation

process. School leadership provides results from ACTAAP assessments during the school's Annual Report to the Public. One parent and no community members outside of school staff are listed on ACSIP committees. School leadership has not developed a process to engage representatives of the learning community in long-term planning related to continuous academic improvement for all students. The ACSIP Committee seldom identifies new and/or emerging areas for improving student performance.

Scholastic Audit Summary Report

Central Junior High School Springdale School District

01/30/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

School leadership should facilitate the process of collaboratively developing a list of common core beliefs, a new mission, and a vision statement. The core beliefs should be the list of important ideas that the entire school community agrees matter in the school setting. Special attention should be given to developing a common understanding of what education specific words, such as "curriculum," mean in this environment. After core beliefs are discovered and recorded, the mission of the school should be determined. The mission states what the job of the school is within the community. The degree to which the school completes its mission each year measures the success of the school. Finally, the school community should write their vision statement. The vision statement should vividly describe what Central Junior High School can become if all stakeholders work on the mission and achieve success. The vision statement should inspire and energize stakeholders by creating a mental image of what the school would look like if all stakeholders worked together to achieve the mission. The process for developing the core beliefs, mission, and vision statements must begin with school leadership bringing together representatives of all stakeholder groups, including district and school administrators, teachers, and non-instructional staff, parents and family members, community members, and students. Once input is collected from these representatives, this group of stakeholders should develop drafts of the core beliefs, mission, and vision statements that are presented to the general public at open meetings where public comment is encouraged. Any comments provided should be taken into consideration prior to final adoption of the core beliefs, mission, and vision statements. When these statements have been adopted, school leadership must actively engage all stakeholder groups in promoting the newly-established core beliefs, mission, and vision so that these become the foundation by which all decisions are made at Central Junior High School.

The school leadership team should establish a systematic process for collecting and intentionally using multiple forms of data to determine priorities, interventions, and actions in the ACSIP plan. Data sources used should include student achievement, demographic, perceptual, and school processes such as attendance, graduation, discipline. Student achievement data should represent multiple forms of student assessments, including ACTAAP disaggregated to relevant levels including the teacher, class, and individual student; MAP; and teacher-made classroom formative and summative assessments. Perceptual data should regularly be gathered from students, staff, parents, and community members on a variety of issues involving the organization and instruction patterns of the school. Other sources of data should include classroom walkthroughs and observations, individual Professional Growth Goals, and staff evaluations, discipline referrals, report cards, and attendance records of both students and staff. ACSIP committees should use data triangulation to review survey data from multiple sources to corroborate the identification of perceived strengths and limitations of the school. Data from these multiple sources should be included in the ACSIP.

School leadership should collaborate with representatives of all stakeholder groups to

develop and implement a systematic process to comprehensively analyze the school's progress in improving teaching and learning. A detailed profile of Central Junior High School should be created that describes the strengths and limitations of the school, staff, students, parents, and community in which the school functions. Once strengths and limitations have been identified, the ACSIP Planning Team should conduct a thorough review of current education research to determine which specific strategies will intentionally target each identified weakness. Special attention should be given to the success of schools with profiles similar to Central Junior High School in which school improvement efforts have been successful in significantly raising student achievement in identified areas for each subgroup. From this comprehensive literature review, the ACSIP sub-committees should develop research-based actions that directly target the identified weaknesses.

The ACSIP is currently evaluated by examining the results of the annual ACTAAP exams. Most of the interventions in the ACSIP are said to be evaluated using the same set of data sources. School leadership should develop a plan for evaluating the level of implementation and success of each ACSIP action step. A process for this procedure should include the following:

1. Simplify the action steps in the plan. Action steps should be targeted at a particular weakness and should be specific in their design to remediate that issue. Action steps should be research-based and manageable. The number of steps should be limited to what can be effectively implemented in terms of required professional development, monitoring to ensure fidelity of implementation, data collection to measure results, and time to manage these requirements.
2. Define what data sources will be used to evaluate the success of each action.
3. Develop a process for collecting and analyzing data.
4. Determine periodic check points for data collection and analysis.
5. Adjust ACSIP action steps based on the analysis of collected data.

Representatives from all stakeholder groups should be included in the development and implementation of this plan. The school ACSIP Steering Committee should ensure that time during school leadership team meetings, Peer Study Team meetings, and faculty meetings is spent analyzing data to determine levels of implementation of the actions and the resulting impact on student achievement. There should not be an assumption on the part of the school or district that the actions of the ACSIP plan from one year will automatically be carried over to the next year.

Membership on each of the ACSIP committees should be representative of all stakeholder groups. Currently only one parent is listed as a member of the ACSIP planning team. Each committee should be representative of the diversity of the school staff and include teachers from multiple disciplines. Input from multiple perspectives will strengthen the quality of the actions for whole school implementation and maximize the commitment to make the ACSIP work. Interdisciplinary connections will be enhanced by the inclusion of a variety of expertise on each committee. The addition of parents and community representatives on the planning team is essential to validate the barriers identified in the planning process and to help research and design action steps that have a high probability of solving those problems.

Scholastic Audit Summary Report

Central Junior High School

Springdale School District

01/30/2012 - 02/03/2012

Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Central Junior High School during the period of 01/30/2012-02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 3. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	Many students are tardy to class and/or wander in the hallways during class time.
Next Steps	Get kids in class on time and keep them there until class ends.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Instructional time is interrupted by intercom announcements.
Next Steps	School leadership must limit intercom announcements to one time during the day, except in emergencies.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	Few teachers communicate student learning expectations during instruction.
Next Steps	All teachers should write and communicate student learning expectations/lesson objectives in student-friendly language, such as, "I will use text features to increase my understanding of the content I have read." Teachers should consistently refer to the objective before, during, and at the close of the lesson to aid in student understanding.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Timeline/Person Responsible	
4. Deficiency	Classroom observations and implementation of the district's evaluation process does not impact instruction.
Next Steps	School leadership must get into classrooms every day and provide immediate meaningful, specific feedback to teachers in a face-to-face manner. This must be done consistently by the principal and assistant principals.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	Not all teachers consistently implement research-based instructional strategies.
Next Steps	School leadership must identify teachers who effectively implement various research-based instructional strategies. Allocate time for "crosswalks" in which teachers observe designated classrooms and collaboratively reflect on effective professional practices.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	Few models of exemplary work are displayed.
Next Steps	Teachers must display examples of proficient and advanced student work accompanied by rubrics to serve as models.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Central Junior High School Springdale School District

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In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Central Junior High School for the hospitality extended during the course of this audit. We appreciate your attention to our comfort by providing an area to work that met our needs. We believe this report will make a difference in the lives of the staff and students of Central Junior High School. We encourage the school community to reflect on the findings and recommendations. To facilitate that process, we offer the following questions for your consideration:

1. What if all professional meetings and informal conversations among adults focused on the use of effective instructional and assessment practices (or brain research, or improving student behavior)?
2. What if teacher evaluation and professional development were viewed as opportunities to improve the quality of teaching and learning at Central Junior High School?
3. How would the school change if every adult sincerely believed that every student wants to learn and can learn?
4. How could state tests, interim assessments, and classroom assessments be used to determine HOW things might be taught instead of just to identify topics that need to be retaught?
5. What would happen if every adult and every student got better every day at what they do?
6. What would happen to student performance if ALL teachers used effective, research-based strategies to engage students in rigorous, relevant instruction from bell-to-bell every day?
7. How would the school be different if worksheets were not permitted?
8. What would happen if administrators provided each teacher with timely, face-to-face feedback following every classroom observation?
9. How would teaching and learning improve if all school and district initiatives included appropriate modeling, coaching, support, and follow-up to ensure effective implementation?
10. How could students and teachers use technology more effectively?

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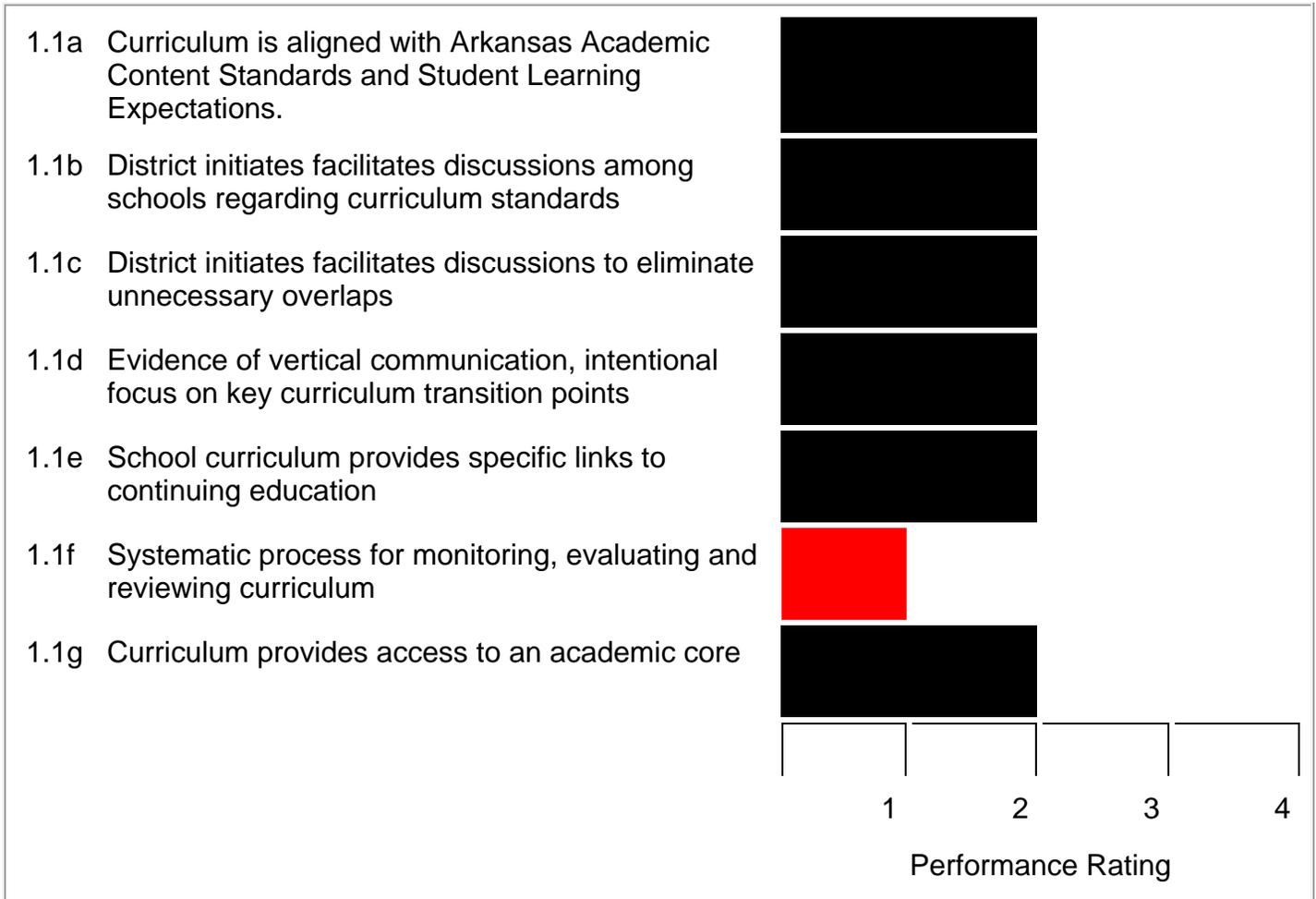
Central Junior High School

Springdale School District

01/30/2012 - 02/03/2012

1.1 Curriculum

Academic Performance



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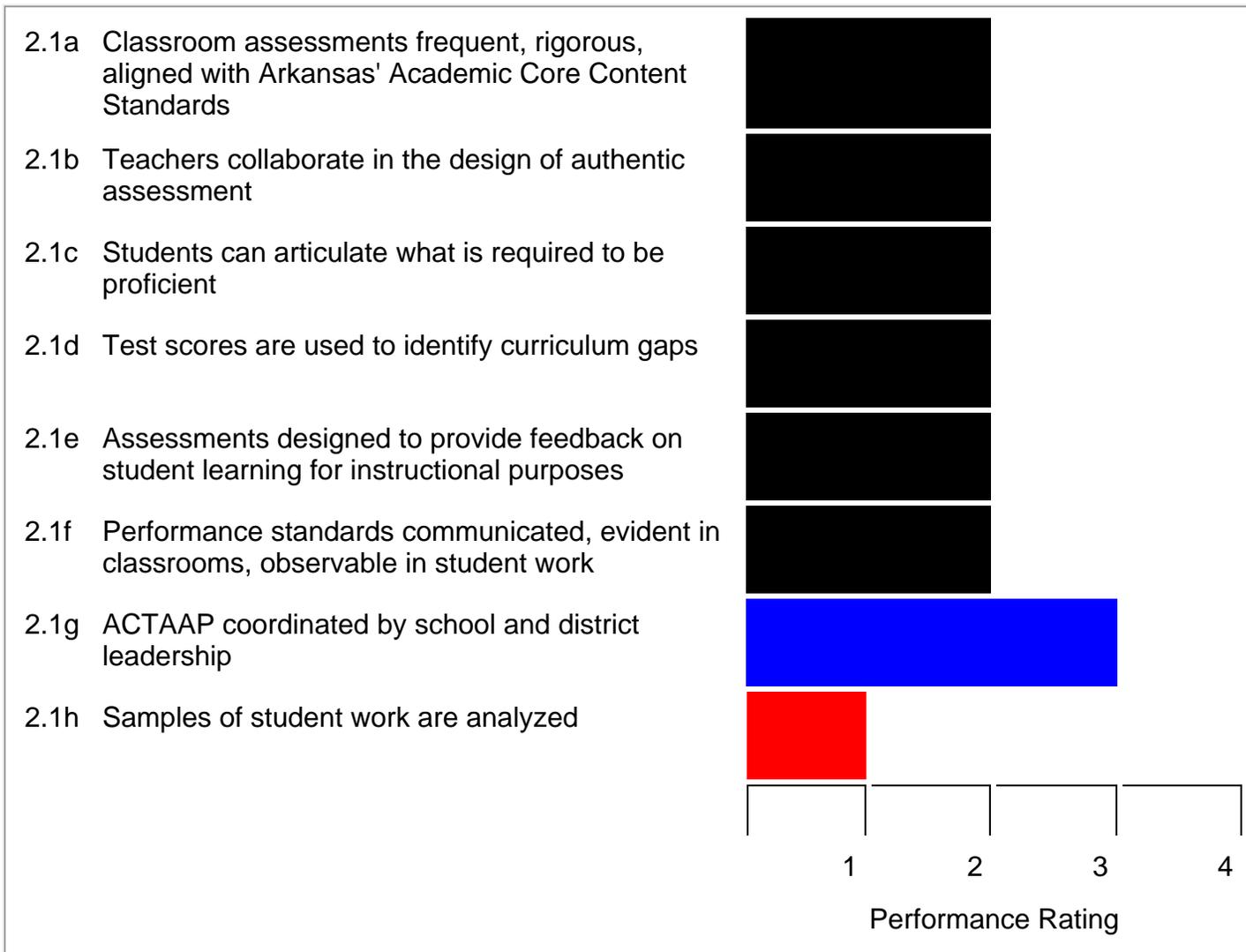
Central Junior High School

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2.1 Classroom Evaluation/Assessment

Academic Performance



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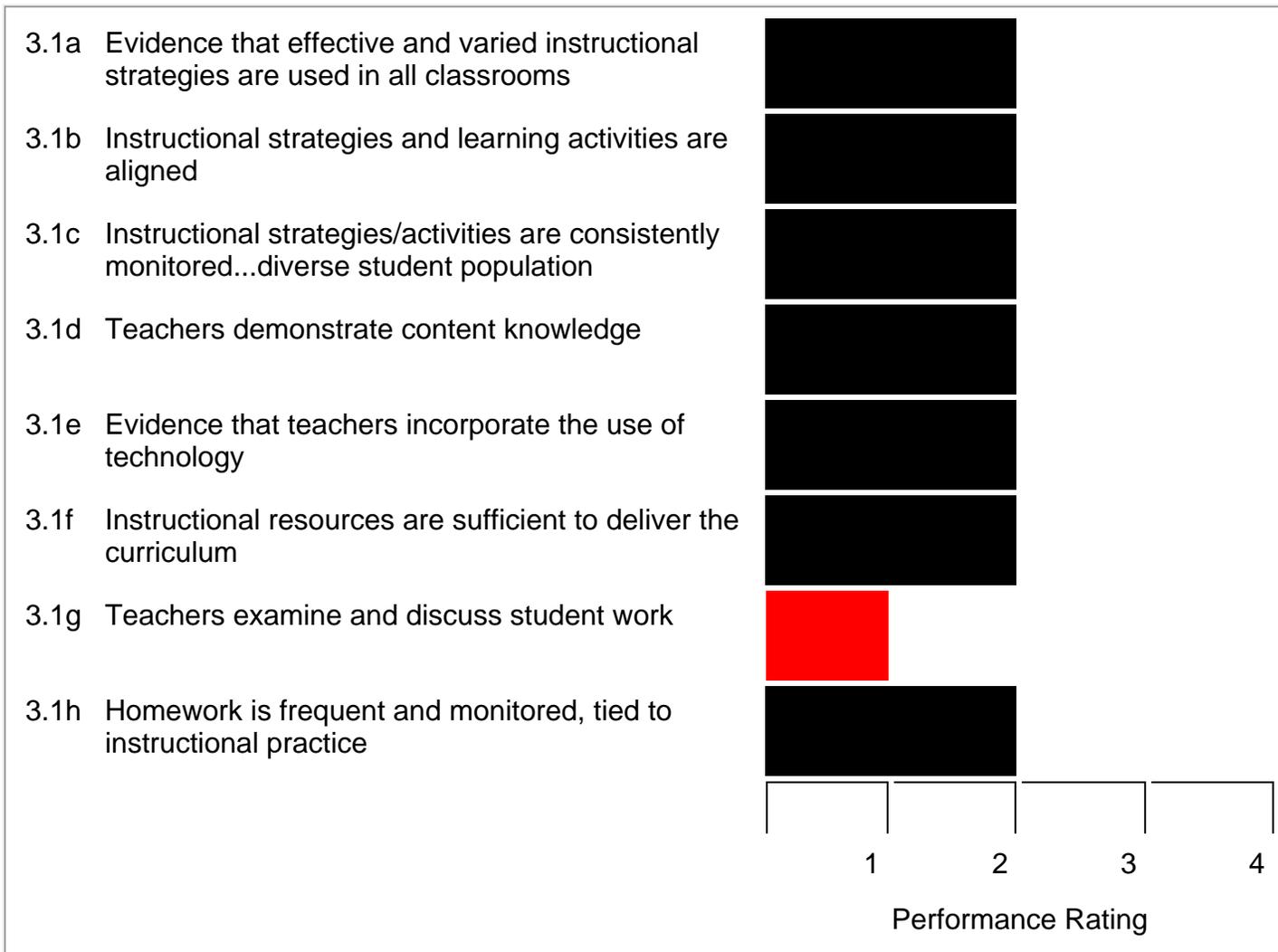
Central Junior High School

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01/30/2012 - 02/03/2012

3.1 Instruction

Academic Performance



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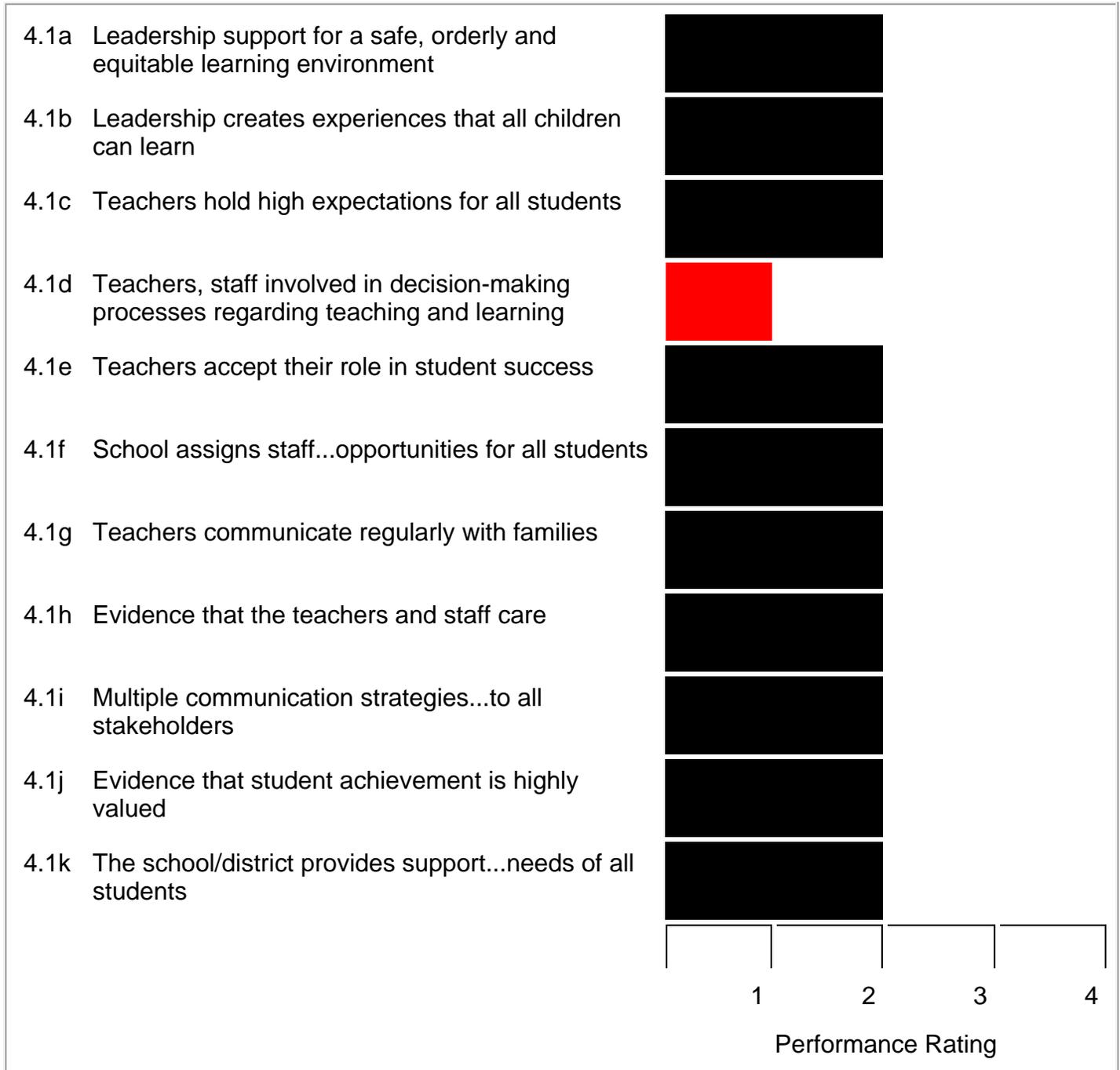
Central Junior High School

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01/30/2012 - 02/03/2012

4.1 School Culture

Learning Environment



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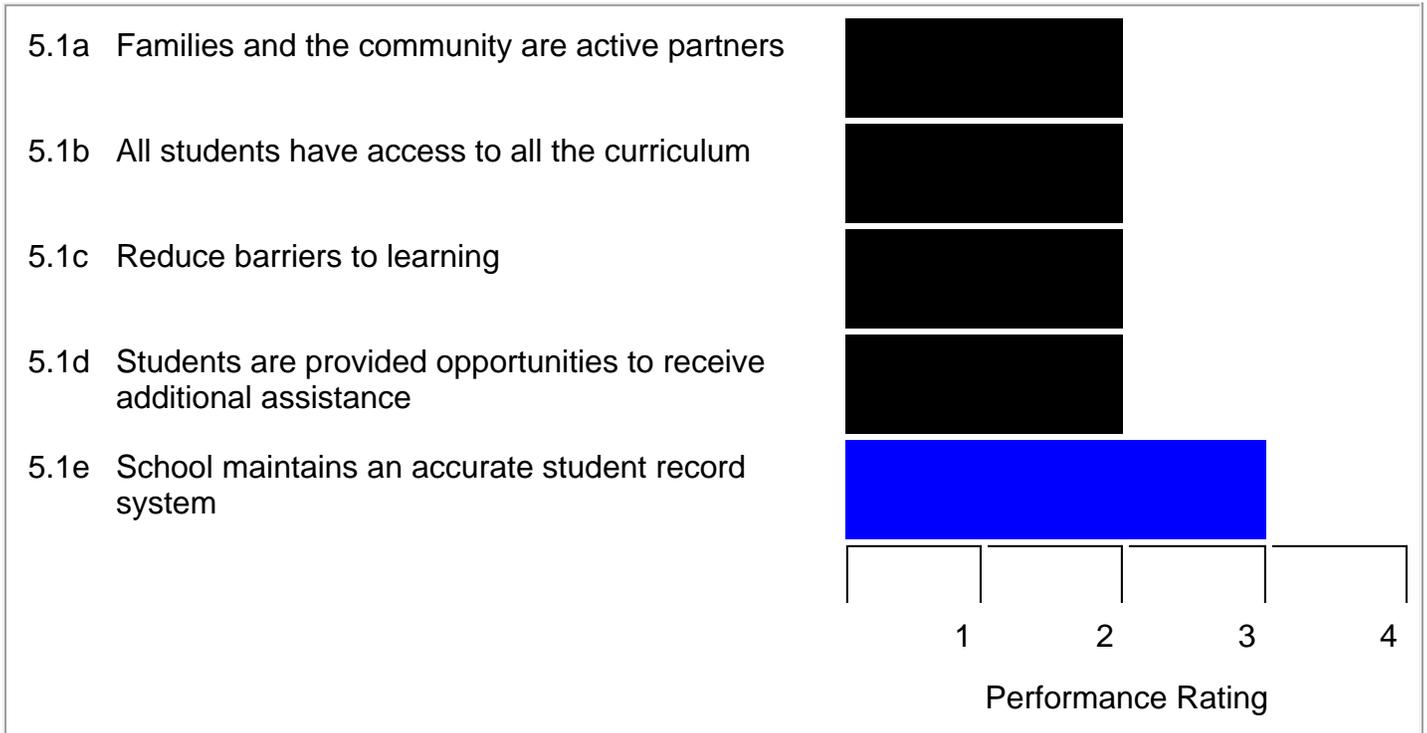
Central Junior High School

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5.1 Student, Family and Community Support

Learning Environment



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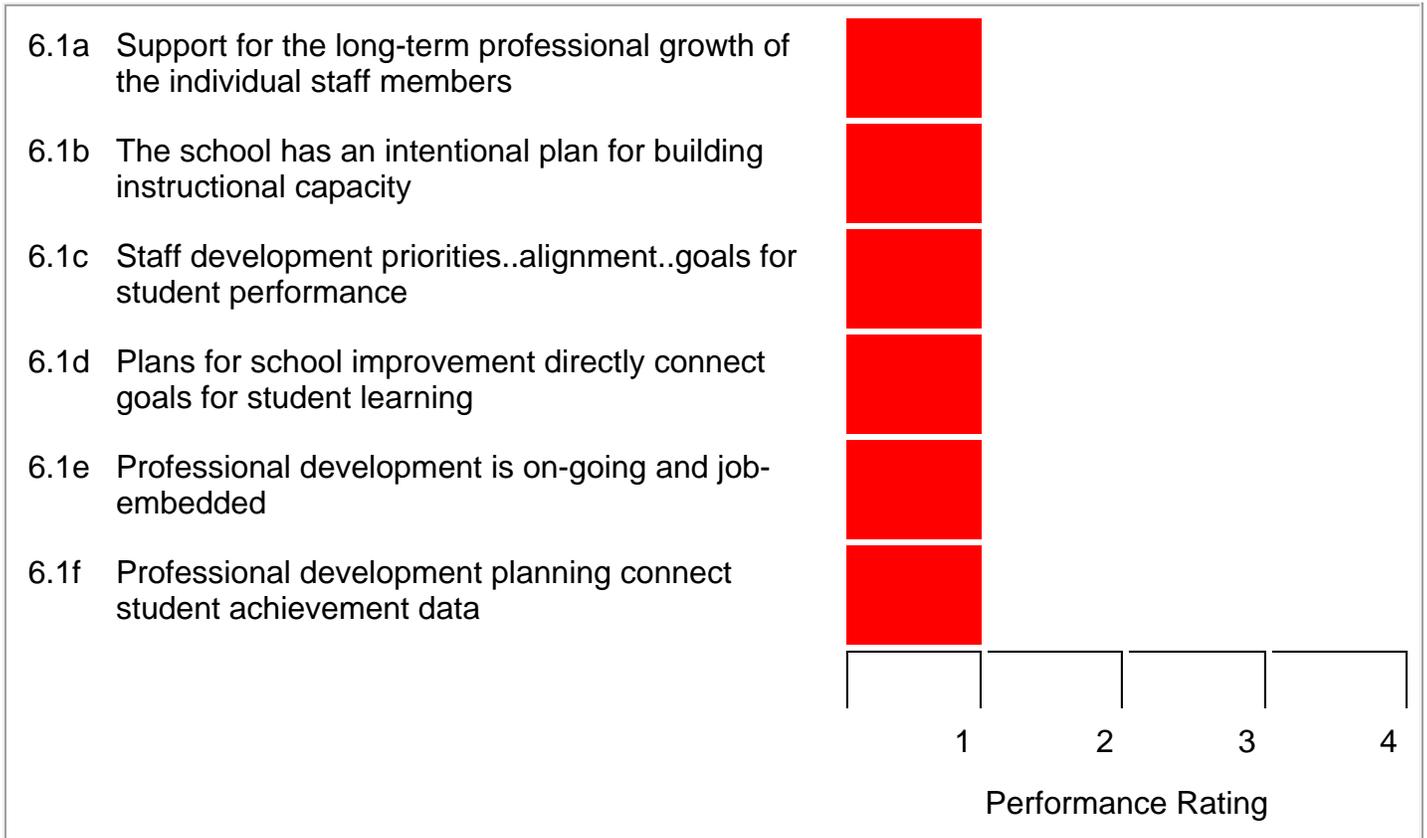
Central Junior High School

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6.1 Professional Development

Learning Environment



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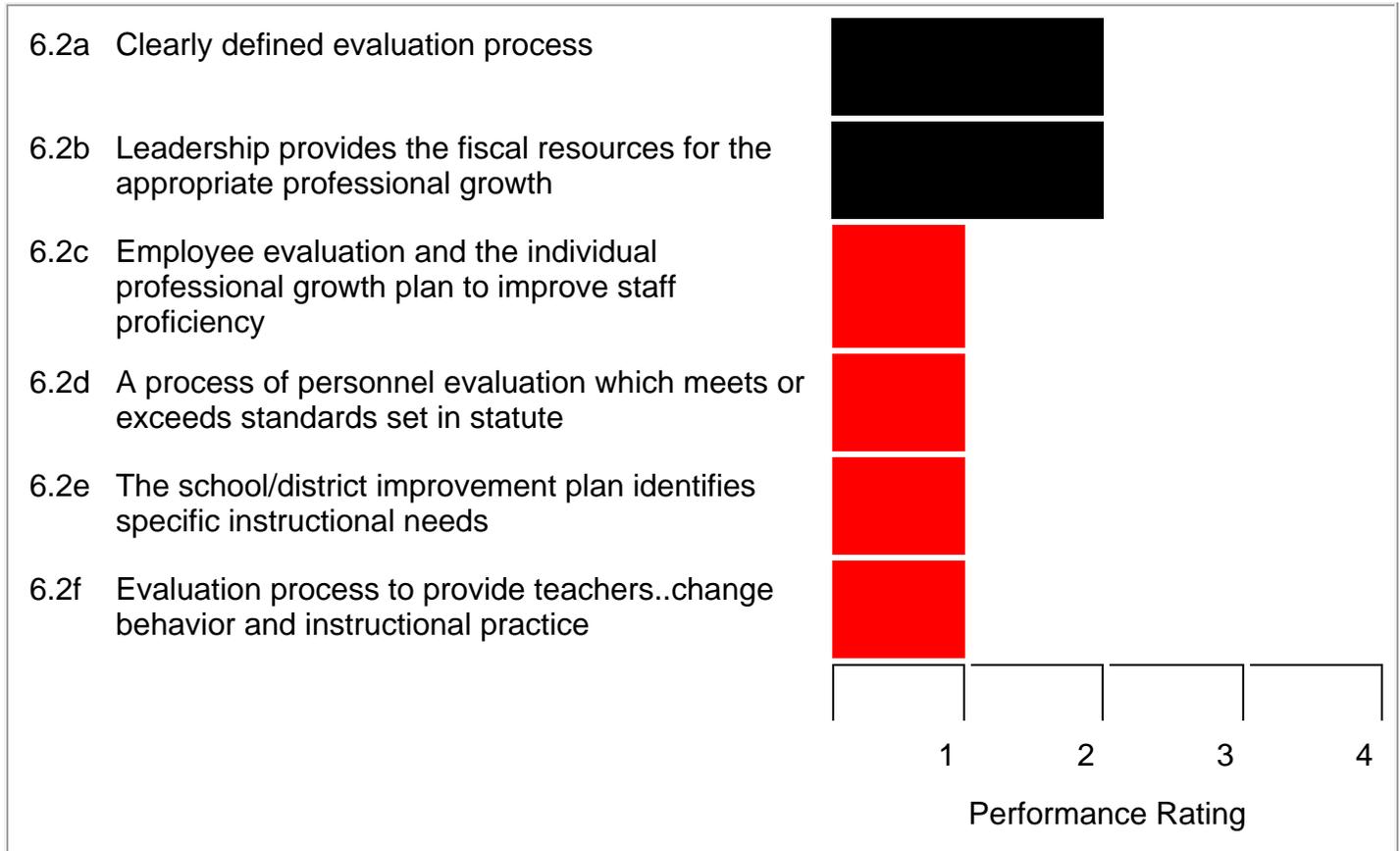
Central Junior High School

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6.2 Professional Growth and Evaluation

Learning Environment



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Central Junior High School

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7.1 Leadership

Efficiency

7.1a	Leadership has developed and sustained a shared vision	
7.1b	Leadership decisions focused on student academic data	
7.1c	All administrators have a growth plan	
7.1d	Evidence that the leadership team disaggregates data	
7.1e	Leadership ensures all instructional staff...access to curriculum related materials	
7.1f	Leadership ensures that time is protected...instructional issues	
7.1g	Leadership plans and allocates resources	
7.1h	School/district leadership provides policy and resource infrastructure	
7.1i	Process for the development and the implementation of the local school board of education policy	
7.1j	Local school board of education/school have intentional focus on student academic performance	
7.1k	Principal demonstrates leadership skills in academic performance, learning environment, efficiency	

1	2	3	4

Performance Rating

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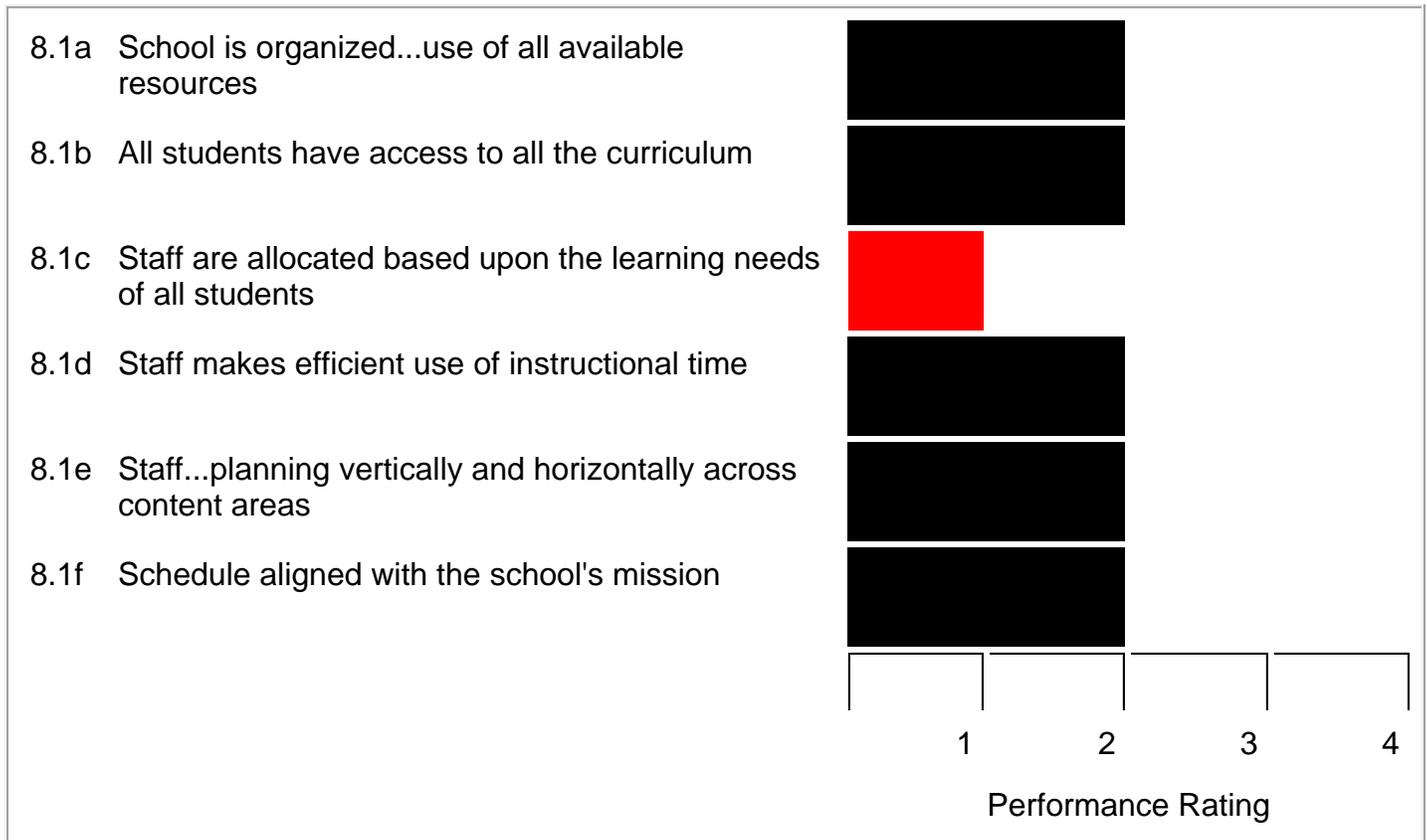
Central Junior High School

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01/30/2012 - 02/03/2012

8.1 Organization of the School

Efficiency



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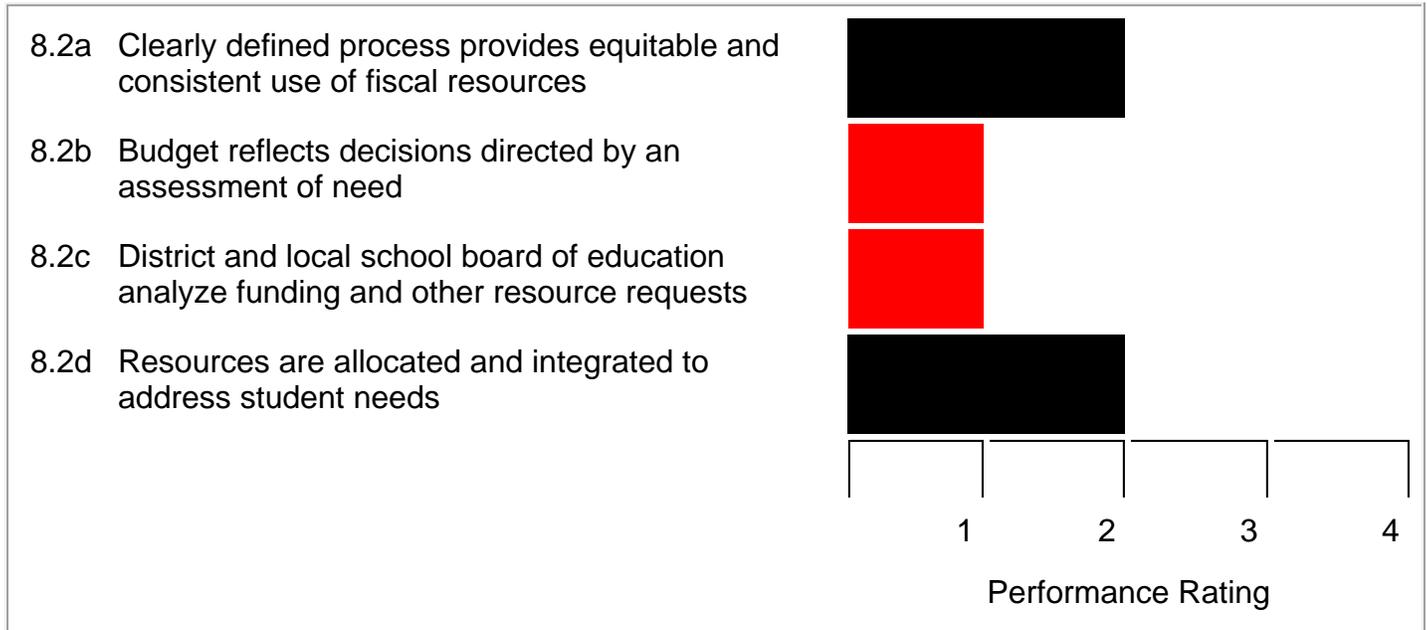
Central Junior High School

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8.2 Resource Allocation and Integration

Efficiency



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Central Junior High School

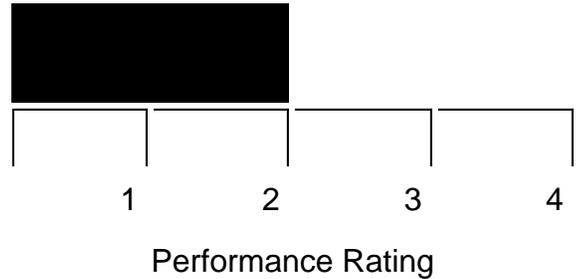
Springdale School District

01/30/2012 - 02/03/2012

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



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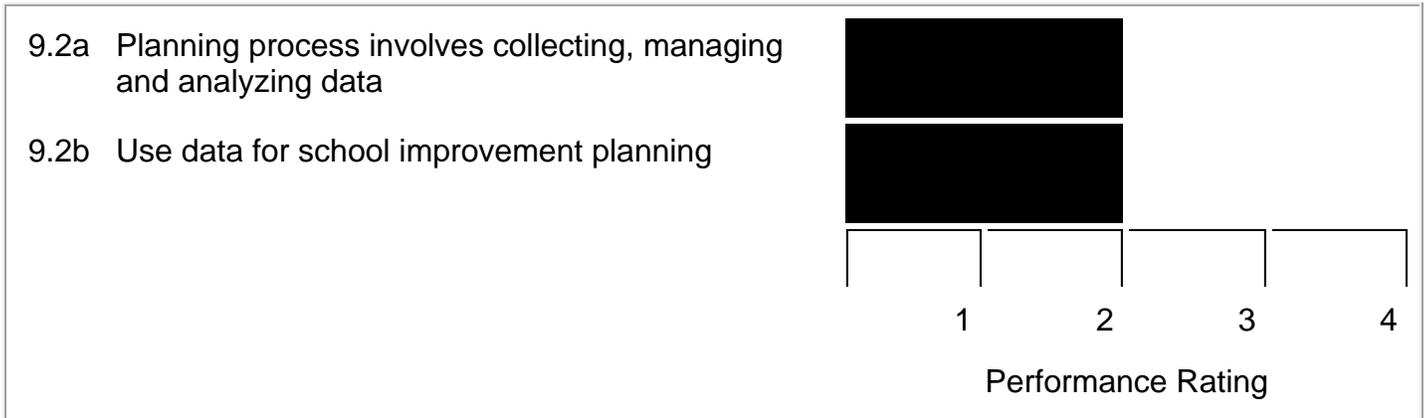
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9.2 Development of the Profile

Efficiency



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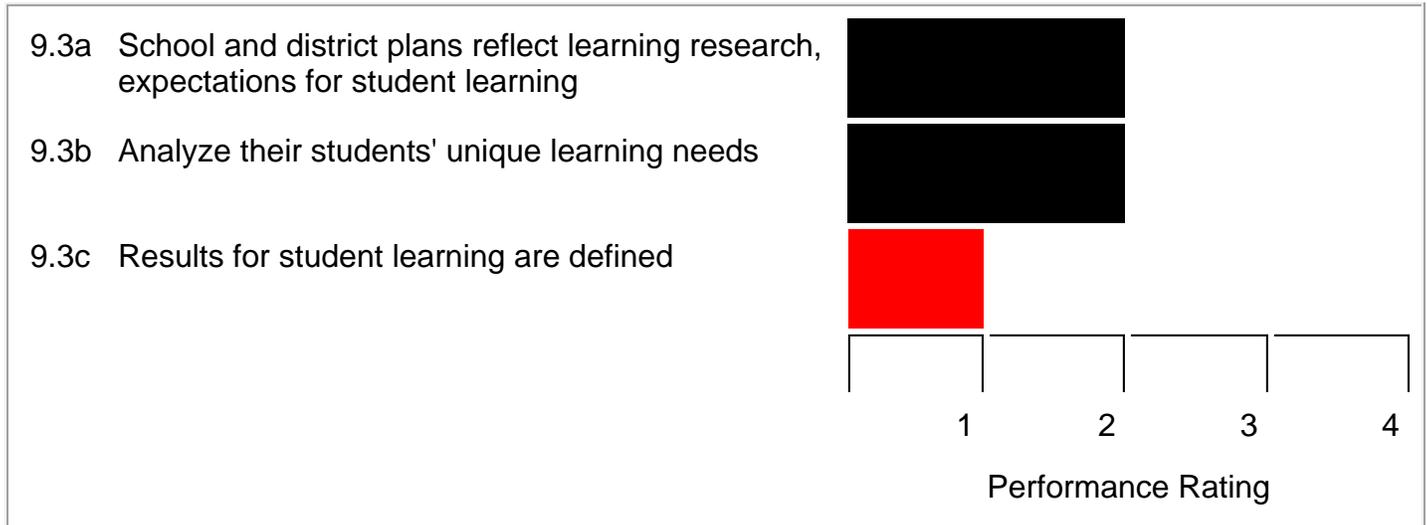
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9.3 Defining Desired Results for Student Learning

Efficiency



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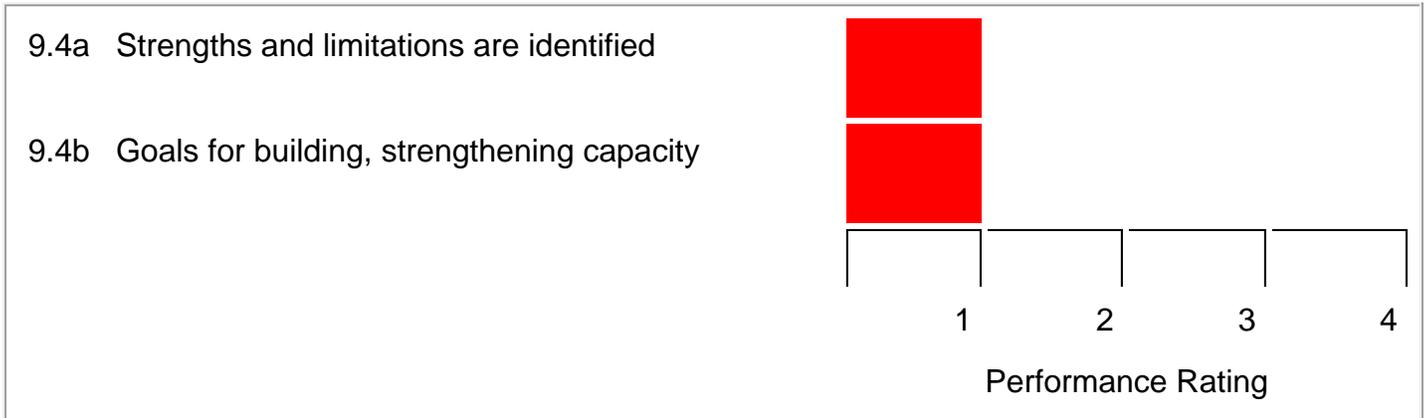
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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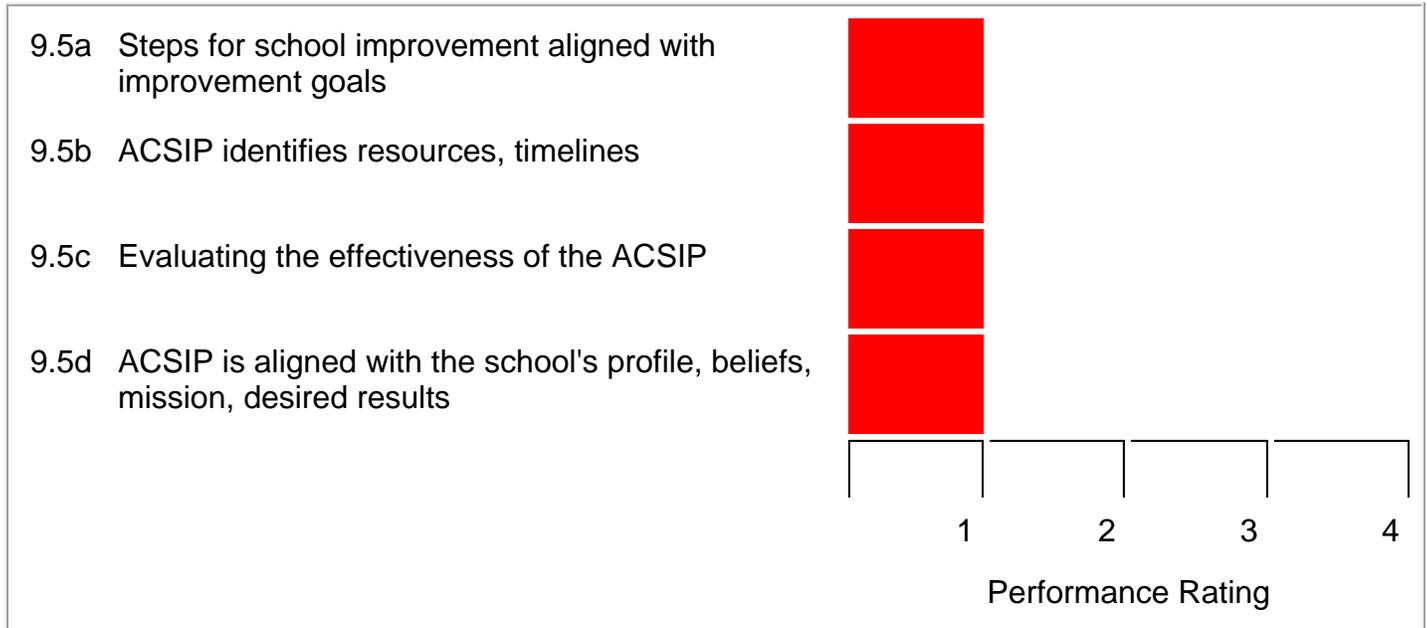
Central Junior High School

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9.5 Development of the Improvement Plan

Efficiency



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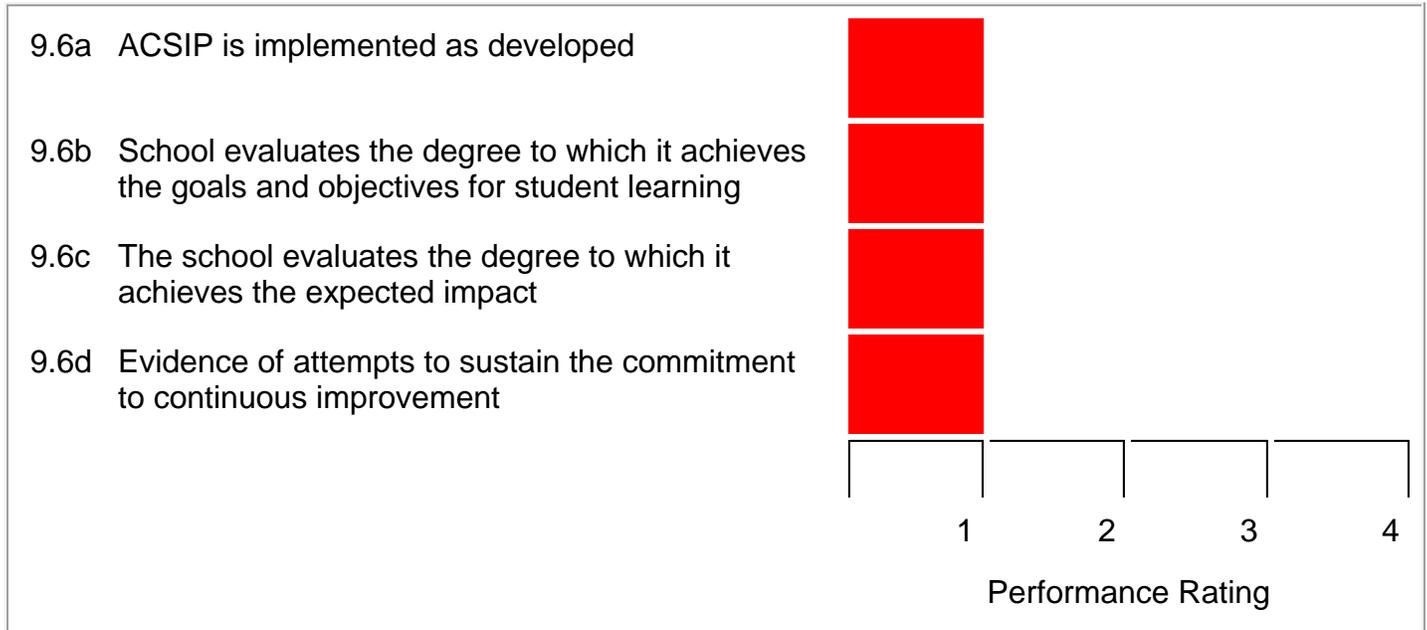
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9.6 Implementation and Documentation

Efficiency



Springdale School District
George Junior High School
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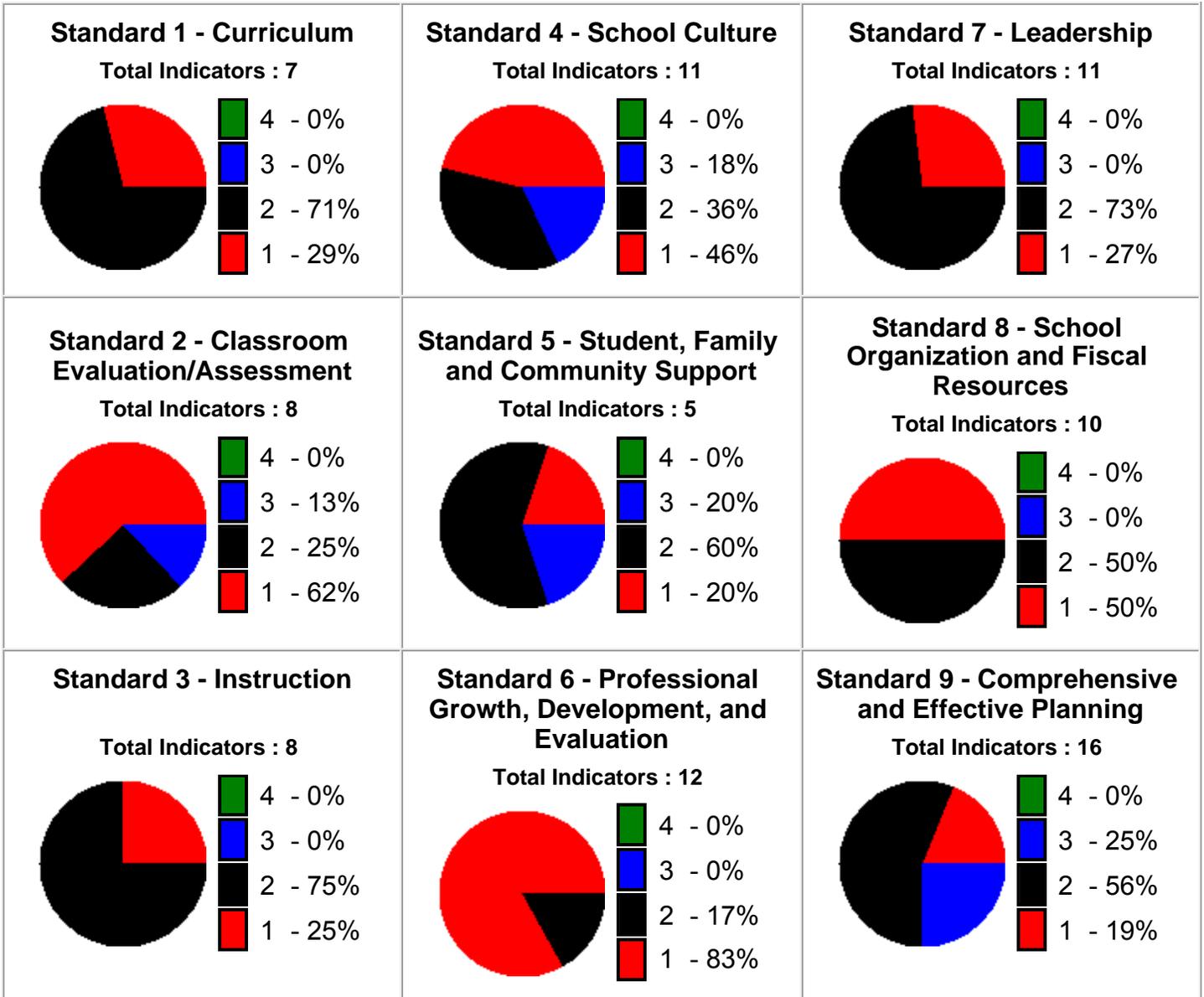


01/29/2012 - 02/03/2012

George Junior High School
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4 - Exemplary level of development and implementation
- 3 - Fully functional and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Springdale School District - George Junior High School

<p>Standard 1 - Academic Performance - Curriculum <u>Curriculum</u></p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations. 1.1b District initiates facilitates discussions among schools regarding curriculum standards 1.1c District initiates facilitates discussions to eliminate unnecessary overlaps 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points 1.1e School curriculum provides specific links to continuing education 1.1f Systematic process for monitoring, evaluating and reviewing curriculum 1.1g Curriculum provides access to an academic core</p>	<p>Standard 4 - Learning Environment - School Culture <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment 4.1b Leadership creates experiences that all children can learn 4.1c Teachers hold high expectations for all students 4.1d Teachers, staff involved in decision-making processes regarding teaching and learning 4.1e Teachers accept their role in student success 4.1f School assigns staff...opportunities for all students 4.1g Teachers communicate regularly with families 4.1h Evidence that the teachers and staff care 4.1i Multiple communication strategies...to all stakeholders 4.1j Evidence that student achievement is highly valued 4.1k The school/district provides support...needs of all students</p>	<p>Standard 7 - Efficiency - Leadership <u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision 7.1b Leadership decisions focused on student academic data 7.1c All administrators have a growth plan 7.1d Evidence that the leadership team disaggregates data 7.1e Leadership ensures all instructional staff...access to curriculum related materials 7.1f Leadership ensures that time is protected...instructional issues 7.1g Leadership plans and allocates resources 7.1h School/district leadership provides policy and resource infrastructure 7.1i Process for the development and the implementation of the local school board of education policy 7.1j Local school board of education/school have intentional focus on student academic performance 7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard 2 - Academic Performance - Classroom Evaluation/Assessment <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards 2.1b Teachers collaborate in the design of authentic assessment 2.1c Students can articulate what is required to be proficient 2.1d Test scores are used to identify curriculum gaps 2.1e Assessments designed to provide feedback on student learning for instructional purposes 2.1f Performance standards communicated, evident in classrooms, observable in student work 2.1g ACTAAP coordinated by school and district leadership 2.1h Samples of student work are analyzed</p>	<p>Standard 5 - Learning Environment - Student, Family and Community Support <u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners 5.1b All students have access to all the curriculum 5.1c Reduce barriers to learning 5.1d Students are provided opportunities to receive additional assistance 5.1e School maintains an accurate student record system</p>	<p>Standard 8 - Efficiency - School Organization and Fiscal Resources <u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources 8.1b All students have access to all the curriculum 8.1c Staff are allocated based upon the learning needs of all students 8.1d Staff makes efficient use of instructional time 8.1e Staff...planning vertically and horizontally across content areas 8.1f Schedule aligned with the school's mission <u>Resource Allocation and Integration</u> 8.2a Clearly defined process provides equitable and consistent use of fiscal resources 8.2b Budget reflects decisions directed by an assessment of need 8.2c District and local school board of education analyze funding and other resource requests 8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard 3 - Academic Performance - Instruction <u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms 3.1b Instructional strategies and learning activities are aligned 3.1c Instructional strategies/activities are consistently monitored...diverse student population 3.1d Teachers demonstrate content knowledge 3.1e Evidence that teachers incorporate the use of technology 3.1f Instructional resources are sufficient to deliver the curriculum 3.1g Teachers examine and discuss student work 3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="99 1549 565 1780" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation <u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members 6.1b The school has an intentional plan for building instructional capacity 6.1c Staff development priorities..alignment..goals for student performance 6.1d Plans for school improvement directly connect goals for student learning 6.1e Professional development is on-going and job-embedded 6.1f Professional development planning connect student achievement data <u>Professional Growth and Evaluation</u> 6.2a Clearly defined evaluation process 6.2b Leadership provides the fiscal resources for the appropriate professional growth 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency 6.2d A process of personnel evaluation which meets or exceeds standards set in statute 6.2e The school/district improvement plan identifies specific instructional needs 6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard 9 - Efficiency - Comprehensive and Effective Planning <u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission <u>Development of the Profile</u> 9.2a Planning process involves collecting, managing and analyzing data 9.2b Use data for school improvement planning <u>Defining Desired Results for Student Learning</u> 9.3a School and district plans reflect learning research, expectations for student learning 9.3b Analyze their students' unique learning needs 9.3c Results for student learning are defined <u>Analyzing Instructional and Organizational Effectiveness</u> 9.4a Strengths and limitations are identified 9.4b Goals for building, strengthening capacity <u>Development of the Improvement Plan</u> 9.5a Steps for school improvement aligned with improvement goals 9.5b ACSIP identifies resources, timelines 9.5c Evaluating the effectiveness of the ACSIP 9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results <u>Implementation and Documentation</u> 9.6a ACSIP is implemented as developed 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning 9.6c The school evaluates the degree to which it achieves the expected impact 9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- . Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- . Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- . Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of George Junior High School during the period of 01/29/2012 - 02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 4.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (124), and formal interviews and informal discussions with teachers (66), students (221), parents (114), central office personnel (6), support staff members (28), assistant principals (2), counselors (2), principal, and school board member (2).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Winston Simpson. The other team members were Co-Chair Renee Dawson, Richard Bland, Ruby Burgess, Jill Clogston, Paula Fabre, Mary Ann Butler, Lou Gregorio, and Sue Garner.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 1 : Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 2 indicators (29%) evaluated as "Evaluation Category 1," 5 indicators (71%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of School Web Site

Review of Professional Development Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

The Northwest Arkansas Instructional Curriculum documents are utilized as the published curriculum for most subject areas. These documents provide access to the Arkansas Academic Content Standards and Student Learning Expectations. The implemented curriculum for literacy, mathematics, and science utilizes both Arkansas Academic Content Standards and the Common Core State Standards.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Master Schedule

Review of Professional Development Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

Limited discussion occur within or between the schools regarding horizontal or vertical curriculum alignment. Mathematics, Literacy, and Science departments conduct discussions for transitioning from the Arkansas Content Academic Standards to the Common Core State Standards. Common planning time by grade and subject is provided in the master schedule for most teachers. On February 10, a follow-up meeting for mathematics teachers is scheduled for the purpose of expanding these discussions.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Professional Development Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

The district has not completed a systematic process for schools to meet to eliminate overlaps and close gaps. On January 16, a gap analysis process was initiated to determine gaps between the Arkansas Academic Content Standards and the Common Core State Standards for middle school and junior high school math departments. A follow-up meeting is scheduled for February 10, 2012 to continue the gap analysis and alignment with the Common Core State Standards.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Professional Development Documents

Interviews with Administrators and Staff

Some vertical communication with a focus on key curriculum transition points is occurring between schools. For example, seventh graders come over to tour the building and meet with counselors to receive information pertaining to scheduling classes. Parents are invited to come.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Curriculum Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

Observations of Classrooms

Some opportunities are provided for the application of skills, knowledge, and processes that will prepare students to be self-sufficient and productive citizens. The Pre-Advanced Placement classes are provided to enhance students' knowledge and experiences of post-secondary education and career options. The Annual Career Action Planning event held in the spring allows students to collaborate with local business representatives about possible career opportunities after graduation. The A Level-Up Program is a private, non-profit cooperation that provides after-school and summer tutorial programs for students at-risk of dropping out of school. Students are enrolled in the program as sixth graders and can remain through high school. If they remain in the program, the students have the opportunity to attending college at no cost, seek employment, or joining the military. In Agricultural Science Technology, the Supervised Agricultural Experience project is designed to direct the student into a career plan. Engineering and Technical Education prepares students for employment and/or to continue educational opportunities by teaching students to understand, design, produce, use, and manage the human-made world and function in a technological society.

Performance Rating:1

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

No systematic process for monitoring, evaluating, and reviewing the curriculum is in place. The district does not have a standing curriculum committee. The school has a Curriculum Council.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Master Schedule

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

The implemented curriculum does not provide all students access to the Arkansas Academic Content Standards and Student Learning Expectations. A rigorous, challenging curriculum is not provided for all students. Few teachers use student-centered instruction, culturally responsive strategies; most use teacher-directed, teacher-centered instructional strategies. Student levels of learning in the implemented curriculum in many classrooms are remembering (knowledge) and understanding (comprehension). Some teachers demonstrate high academic expectations for students. Some teachers utilize differentiated strategies to accommodate the learning needs of students. Some classroom teachers elicit higher-order thinking and problem-solving strategies. Few teachers utilize rubrics to clarify learning tasks and to show distinctions in levels of performance. Most teachers post the student learning objective. Minimal student work is displayed in the halls and classrooms.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

The District Leadership Team must create a district curriculum committee. The School Leadership Team must utilize the school Curriculum Council to ensure a successful transition from Arkansas Academic Content Standards to Common Core State Standards. District and school leadership teams in conjunction with the district and school curriculum committees should initiate and facilitate alignment of curriculum standards to ensure that clear articulation occurs across all levels from Kindergarten through twelfth grade. Teachers from the feeder/receiver schools should meet with similar content teachers to discuss curriculum and instruction. Time should be allowed for discussion of vertical and horizontal alignment of the curriculum, elimination of gaps and overlaps in the curriculum, and key transition points from feeder/receiver schools. Each building needs to address and know what curriculum, instruction, and assessments are being used in the feeder/receiver schools. The Curriculum Council needs to establish a process for including research-based instructional strategies in all curriculum documents. Teachers need to be held accountable for documenting and utilizing these strategies to meet the needs of all learners. Professional development needs to be provided to implement the published curriculum and aligned strategies. All curriculum meetings should have agendas, minutes, and sign-in sheets. A resource might include the book "So Each May Learn" by Harvey Silver.

District and school leadership should develop a process to monitor, evaluate, and review the curriculum. A monitoring plan should be developed for administrators, department chairs, and facilitators to ensure that teachers address specific student learning expectations. School leaders should conduct an annual review and evaluation of the curriculum to ensure that the curriculum is meeting the needs of all students. The monitoring plan should contain timelines and identify the person responsible for implementation. All meetings should have agendas, minutes, and sign-in sheets.

The principal must serve as the instructional leader to ensure the published curriculum is being implemented consistently in all classrooms. School leadership should develop an ongoing, systematic procedure to provide teachers with specific and meaningful feedback in a timely, face-to-face manner regarding their implementation of the published curriculum. The published curriculum must become the implemented curriculum. School leadership must spend time in classrooms making sure that instructional time is protected. Instruction should occur from bell-to-bell, be culturally appropriate, and be paced so that students are actively engaged for the whole class period. Learning tasks should be rigorous, relevant, and authentic. Teachers must provide opportunities for students to engage in creative problem-solving and apply higher-order thinking skills to real-life situations and/or scenarios. High expectations for all students should be the rule, with no exceptions. School leadership must be able to determine the effectiveness of the implemented curriculum and monitor its implementation on a continuous basis.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 2 : Classroom Evaluation/Assessment

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 5 indicators (62%) evaluated as "Evaluation Category 1," 2 indicators (25%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:
Review of ACTAAP Testing Schedules
Review of ACTAAP Testing Documents
Interviews with Administrators and Staff

Implementation of the ACTAAP is coordinated by school and district leadership. School and district leadership provides training on the administration and ethics procedures for state assessments. School and district leadership develops a testing schedule and comprehensive information on the purposes of assessments that are communicated to staff members, parents, and students. Assessment accommodations for individual students follow state regulations.

Performance Rating:2

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Assessments
Interviews with Administrators, Teachers, and Students
Observations of Classrooms

Some assessments are aligned with the Arkansas Academic Core Content Standards. Student learning in most classrooms is assessed often. Many classroom assessments are textbook generated. Teacher-created assessments are not always rigorous and do not require students to use inquiry, problem-solving, and higher-order thinking skills.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:
Review of ACSIP

Review of Assessments
Interviews with Administrators and Teachers
Observations of Classrooms

Data are collected and reviewed by school leadership and some teachers for the purpose of identifying curriculum gaps. A systematic approach to this process has not been completed. Achievement gaps are sometimes identified from the ACTAAP and Measures of Academic Progress interim assessments. Test scores are seldom used to modify curricular, instructional, or assessment practices.

Performance Rating:1

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:
Review of Assessments
Review of Lesson Plans
Interviews with Administrators and Staff
Observations of Classrooms

Teachers seldom collaborate in the design of authentic assessment tasks aligned with core content subject matter. Most assessment tasks do not provide choice in ways students may demonstrate what they know and are able to do.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Assessments
Interviews with Teachers and Students
Observations of Classrooms

Few students can articulate the academic expectations and proficiency requirements. Most teachers do not collaborate on the development of rubrics. Few rubrics are displayed in classrooms. Few students are given the opportunity to evaluate or reflect on their work in collaboration with the teacher or their peers.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Assessments
Interviews with Staff and Students
Observations of Classrooms

Few assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes. Many classroom assessments are textbook driven. Students seldom have opportunities to choose ways in which they demonstrate learning. Classroom assessment tasks are limited in variety.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Assessments
Interviews with Teachers and Students

Observations of Classrooms

Models of student performances or teacher-made examples of proficient work are seldom used to clarify student learning tasks and to show distinctions in the levels of performance. Few teachers provide students with assignment-specific rubrics on a consistent basis. The use of rubrics in most classrooms is limited to special projects or writing prompts.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of Student Work

Review of Lesson Plans

Interviews with Teachers

Samples of student work are seldom analyzed to inform instruction, to revise curriculum and pedagogy, or to obtain information on student progress. Student work is used primarily to assign grades. The master schedule does include common planning time for teacher collaboration. Most teachers have not received professional development on the protocols for collaborative analysis of student work.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Using data effectively is one of the most important tools available to bring about meaningful school reform. Teachers must learn to value the analysis and use of data in order to properly modify and improve their instruction. Data-driven decision-making requires new knowledge and skills. School leadership must provide data analysis training for staff members that empowers them to analyze data to the level necessary to understand why the methods and materials used in instruction did not result in success for some students and to make instructional modifications for individual students. The school leadership must participate in this training and monitor the implementation of the data analysis process. Data from classroom assessments, ACTAAP, and Measures of Academic Progress Assessments must be analyzed to determine misconceptions in students' thinking and to determine students' instructional needs. Instruction should be monitored and modified based on the results of this analysis. Helpful resources include "Using Data to Improve Schools: What's Working" published by American Association of School Administrators of Arlington, Virginia (www.assa.org) and "Enhancing Student Achievement: A Framework for School Improvement" by Charlotte Danielson. Content specialists from the Northwest Arkansas Education Cooperative are also resources to work with teachers in the data analysis process.

Professional development must be provided on the development and implementation of rubrics. Teachers must begin to understand the process of a backward design as part of the process for creating rubrics and scoring guides. As they develop their rubrics, teachers should keep in mind the question, "What components must be in place for this task to be proficient?" After the creation of rubrics, they should be shared with students both prior to being assigned a performance task and after the task has been evaluated and returned to the students for discussion and revision. Assessments must be used to inform instructional next steps in the delivery of the curriculum. Teachers should always provide meaningful feedback which extends student learning and assists them in using higher levels of thinking and problem-solving skills. Clear models of proficient student work must be shared with students to clarify assignments and raise expectations. This professional development must be ongoing, job-embedded, and supported by leadership. The Web site www.rubristar.com provides rubrics as well as a resource for teachers developing their own rubrics.

Students must be provided a choice in how they demonstrate what they know and are able to do. Teachers must work collaboratively to create a variety of authentic assessment tasks that are based on learning styles and multiple intelligences of students. For instance, students could demonstrate proficiency on a unit by a project, report, oral presentation, display, or essay. Staff members must research learning style inventories appropriate for their grade levels and administer them to determine the learning styles of their students. A variety of on-line surveys can be found on the Internet. Professional development on multiple intelligences must be provided for teachers to understand how to incorporate this information into their teaching strategies, learning activities, and classroom assessments. Information from the learning style

inventory and multiple intelligences should be shared with the students and their parents. This will help students understand how they learn best and modify their study habits to maximize learning. School leadership must hold teachers accountable for meeting weekly to review curriculum, develop authentic assessments, and to analyze student work. "Frames Of Mind: The Theory Of Multiple Intelligences" by Howard Gardner is a resource available for teachers.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 3 : Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 2 indicators (25%) evaluated as "Evaluation Category 1," 6 indicators (75%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Professional Development Documents

Interviews with Administrators, Staff, and Students

Observations of Classrooms

Research-based, high-probability instructional strategies are not used consistently in all classrooms. Teachers have received some training in using various instructional strategies. Many teachers use whole-group, teacher-centered instruction. Little attention is paid to students' learning styles or multiple intelligences. Many classroom activities and tasks, including use of textbooks and textbook-generated materials, reflect low expectations for student achievement. Higher-order thinking and problem-solving skills were evident in some classrooms. For example, a Socratic Seminar was observed in a classroom and students constructing concept maps or webs (graphic organizers) were seen in a few classrooms. Most curriculum/pacing guides and lesson plans are based on the Arkansas Academic Content Standards and Student Learning Expectations. They are not culturally responsive and do not require students to focus on guiding and essential questions. Interdisciplinary connections are occasionally planned as part of instruction. For example, some science classes are using mathematics and literacy skills to plan and develop a garden on the school campus.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Student Work

Review of Lesson Plans

Interviews with Administrators and Staff

Observations of Classrooms

The Northwest Arkansas Total Instructional Alignment Curriculum documents are used to guide lesson planning and instruction in some content areas. These documents are based on the Arkansas Academic Content Standards and Student Learning Expectations. Some assessments and practice activities are composed of released items from state assessments. Many lesson plans reflect strategies and assessments that are aligned to textbooks. Most lesson plans and strategies used in classrooms are not informed by analysis of assessment scores or student work.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:
Review of Classroom Observation Documents
Review of Lesson Plans
Review of Assessments
Review of Individual Professional Growth Plans
Interviews with Administrators, Teachers, and Students

Teachers do not always motivate students to high levels of learning. Few teachers are involved in long-term, sustained professional development. District leadership attempts to recruit licensed and highly qualified personnel to fill vacancies in classrooms. All teachers are appropriately licensed and highly qualified. Two staff members have Education Specialist degrees. Six teachers have National Board Certification. Thirty eight teachers have Master's degrees. All teachers participate in the required 60 hours of professional development. The school district and the local educational service cooperative offer opportunities for teachers to update their content knowledge and professional practices.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Classroom Observation Documents
Review of District Technology Plan
Review of Student Work
Review of District Policy Manual
Observations of Classrooms

Many classrooms have interactive whiteboards and/or Liquid Crystal Diode projectors. Most of the classrooms have a document camera. The interactive whiteboards and projectors are mostly used to display PowerPoint slides, examples from textbooks, or to demonstrate methods of solving mathematics problems. Few teachers use the technology in student-centered, interactive lessons. Students do not often use the interactive whiteboards boards for presentations in class. The mathematics classes have classroom sets of graphing calculators which students use during class. Many classrooms have no student computers. Computers on Wheels carts are available for use by teachers on an assigned or checkout basis. The library has computers available for student use and there is a computer lab that teachers can reserve for class work. Other computers are in use in keyboarding and remediation labs. The district has a technology plan and a computer use policy. School leadership does not monitor teachers in their use of technology.

- 3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:

Review of Textbooks/Instructional Resources
Interviews with Staff and Students
Observations of Classrooms

Most teachers indicate they have adequate resources for the teaching methods they currently use. Textbooks serve as the primary resource for content and instructional delivery in many classrooms. Most classrooms have sets of textbooks for in-class use. The school does not provide textbooks for students to take home for most classes. Most instruction is textbook driven. Some textbooks are available online for students with computer access at home. Classroom teachers request materials and supplies informally through school leadership. Materials do not always address the diverse learning needs of all students. Few classroom instructional materials reflect attention to cultural diversity. The media center houses 10,000 volumes, including some materials that reflect the cultural diversity of the student population. Daily access to technology in the classroom is limited for most students.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Classroom Observation Documents
Review of District Policy Manual
Interviews with Staff, Parents, and Students
Observations of Classrooms

Homework practices are not consistent among teachers. Some teachers do not assign homework. Some teachers assign homework as practice for previously-taught skills. Some teachers assign unfinished classwork for homework. Not all students can articulate the purpose of homework. Teachers provide limited feedback on homework assignments. The local school board has a homework policy. Leadership does not monitor the use of homework.

Performance Rating:1

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Classroom Observation Documents
Review of Student Work
Interviews with Administrators, Teachers, and Students

School leadership does not consistently monitor instructional strategies and activities used in classrooms. Few classroom observations take place. Teachers are not provided feedback or assistance from school leadership which addresses instructional improvement. Lesson plans are submitted to school leadership for review each Monday morning. For most teachers, differentiated learning is not a factor when planning lessons. Many classes are taught with whole-group instruction without regard to diversity of learning styles within the classroom.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets.

Review of Lesson Plans
Observations of Classrooms

Teachers have not received professional development in protocols for collaborative analysis of student work. Teachers seldom collaborate with peers to review and analyze student work for the purpose of revising instruction, curriculum, or teaching strategies. The master schedule provides common planning time for most department-level teachers by grade-level. This time is not always used effectively. Most subject-level collaboration takes place about once a month. The data from common assessments are not analyzed to inform instructional practices. Many teachers do not view assessment as a means of evaluating their own instructional effectiveness. There is limited work displayed and/or accompanied by rubrics or scoring guides.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

Classroom teachers must individually and collaboratively focus on the consistent and effective implementation of research-based instructional strategies. Rigor, relevance, and high student engagement should be visible in daily bell-to-bell instruction. This process should begin with discussions facilitated by the school principal on the teacher's role in student success. Teachers must begin to take responsibility for student learning. Collectively the school must provide an atmosphere of high expectations for all students including the support to make it a reality. The school principal must ensure that this goal becomes a high priority. Then teachers must be provided professional development in five key areas:

1. the change process
2. research-based effective instructional strategies
3. how to customize these strategies to fit their individual students
4. how to effectively assess whether the students are learning
5. how to modify instruction for those that are not mastering the concepts

The principal should begin by looking at ways to implement change. Two possible resources are "Leading Change in Your School" by Douglas Reeves and "Leadership that Works" by Robert Marzano, Timothy Waters, and Brian McNulty. One starting point for improving classroom instruction could be "Classroom Instruction That Works" by Marzano, Pickering and Pollack and its companion "A Handbook for Classroom Instruction That Works", and "Focus: Elevating the Essentials to Radically Improve Student Learning" by Mike Schmoker. A resource for differentiating instruction is "The Differentiated Classroom: Responding to the Needs of All Learners" by Carol Ann Tomlinson. One good source for improving the assessment process is "Transformative Assessment" by W. James Popham.

Use of instructional technology by students must become an integral component of classroom instruction. Training must be provided to teachers on how to make technology an integral instructional tool for student learning and engagement. The district/school trainer for interactive whiteboards must immediately begin working with teachers to ensure that they have the skills to use this tool to maximize learning. The principal must carefully monitor the use of technology as a learning tool and provide feedback and support to teachers that are not implementing the use of technology by students. Students must be given the opportunity to demonstrate their learning utilizing a variety of technological tools. A possible resource is "Using Technology with Classroom Instruction That Works" by Howard Pitler, Elizabeth Hubbell, and Matt Kuhn.

The teachers and staff must have a systematic plan to strengthen and maintain student-centered instruction based on data analysis. All teachers must be comfortable with the use of data in making informed, instructional decisions. Data disaggregation and item analysis must be continuously used to inform instructional planning and differentiation for all students. Based on the data, teachers must be trained in the use and appropriate selection of high-probability, research-based best practices to maximize student

achievement such as cooperative learning, learning styles, differentiated instruction, and multiple intelligences. Leadership must assure that collaborative planning time is used for subject area teachers to meet collaboratively and have conversations to study disaggregated data, identify best practices, and incorporate developmentally appropriate strategies into lessons. The teachers and staff must implement and document the strategies in all classrooms through rigorous and relevant lesson plans that reflect student learning expectations. Strategies, content, and activities must intentionally elicit student products that demonstrate a variety of multiple intelligences, learning modalities, learning styles, and student needs as determined from data analysis. School leadership must monitor and evaluate the implementation of the strategies and provide feedback on the effectiveness relevant to student achievement. Resources might include "A Passion of Proof: Using Data to Accelerate Student Achievement" by Carol Stack, "So Each May Learn" by Harvey Silver and Rickard Strong, and "The Differentiated Classroom: Responding to the Needs of All" by Carol Ann Tomlinson.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 4 : School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 5 indicators (46%) evaluated as "Evaluation Category 1," 4 indicators (36%) evaluated as "Evaluation Category 2," 2 indicators (18%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:

Review of District Policy Manual

Interviews with Administrators, Teachers, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

The physical condition of the school provides the students and staff with a safe and orderly learning environment. Hallways are monitored by school leadership, classroom teachers, and a resource officer. Security cameras are installed in the halls and outside entrances. The local school board has adopted a discipline policy that includes intolerance for bullying. Most teachers have "no bullying" signs posted in their classrooms. Most classroom doors are locked. All outside doors with the exception of the front entrance are locked. The school building is eight years old and the physical facilities are in good repair. All areas of the building are clean, well-maintained, and appropriate for the programs and services housed. School leadership has devised operational procedures to minimize opportunities for disruptive behavior. Students entering the building in the morning report to the arena where breakfast is served and where the school day starts with announcements, the pledge of allegiance, celebrations of student successes, and motivational words. Students are dismissed from the arena to their first period class. Students, staff, and parents report that the school is safe.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Review of School Web Site

Interviews with Administrations, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

School leadership and staff recognize various forms of student achievement through celebrations, award assemblies, and local news media. Students' academic, athletic, club, fine arts, and service achievements are recognized each day during the morning assembly. Students receiving accolades are presented an achievement certificate and receive a "shout out" from their peers. This assembly is held each morning before the first period class.

Performance Rating:2

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:

Review of District Policy Manual

Interviews with Administrators, aff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

School leadership expresses a commitment to high academic expectations. School leadership has initiated some experiences that foster the belief that all children can learn. For example, at the morning assembly, students who have achieved good grades and students who have shown academic growth are recognized. Instructional practices in many classrooms do not demonstrate the belief that all students are capable of completing critical thinking, inquiry-based projects, problem solving, and reasoning activities. Leadership has provided all teachers with a Tool Belt of many research-based, high-probability strategies to use when planning instruction. Leadership has not implemented an effective system for monitoring the use of the strategies.

- 4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:

Review of District Policy Manual

Review of Parent Handbook

Interviews with Administrators, Staff, Students, and Parents

Most school-to-home communication addresses student discipline or academic performance. Communication consists of notes, letters, email, progress reports, and phone calls. The school has a Web site and a Facebook page where parents can read announcements and information about the school. There is a link on the Web site to Grade Book where parents may access information regarding their children's academic progress. Some parents do not have Internet access. The district has a school-to-parent communication policy.

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Student Handbook

Review of Web Site

Review of Newspaper Articles

Interviews with Administrators, Staff, Parents, and Students

School leadership and staff members use a variety of communication tools to disseminate information. They include the local newspaper, school and district Web sites, and automated calls to contact parents. Not all parents have the appropriate technology to access electronic correspondence from the school. The school does not have a strategy for two-way communication with all stakeholders. There is a policy addressing parent and community involvement which includes communication goals.

- 4.1k The district/school provides support for the physical, cultural, socio-economic, and

intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Curriculum Documents

Review of Lesson Plans

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Hallways

The local school board has an Equal Educational Opportunity policy. There is some support for the physical, cultural, socio-economic, and intellectual needs of all students. The curriculum is not always culturally responsive to the needs of the students. Some teachers incorporate multicultural topics into their lessons. A few teachers address multicultural concepts in their classrooms through discussions, texts, articles, and other resources. Staff composition does not reflect the diversity within the student population. A few multicultural texts and posters are displayed as part of bulletin boards outside of some classrooms. There are diverse books available for students to read and check out from the media center. There has been limited professional development to address the impact of culture on learning and students achievement.

Performance Rating:1

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Lesson Plans

Review of Student Work

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

Not all teachers exhibit high expectations for all students. Most instruction is whole-group and teacher-directed. Some teachers use grouping as an instructional strategy. Students are seldom seen using the group time to discuss possible answers to the assigned work. Few differentiated learning strategies that engage all students are incorporated in lessons. Not all lessons and assessments require students to think beyond the knowledge, comprehension, and application levels of Bloom's taxonomy. Some teachers are implementing modifications and interventions for students with special needs. Behavioral expectations for students are provided in the student handbook and on the Web site. Most teachers have classroom rules posted in their classrooms.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:

Review of District Policy Manual

Review of the Master Schedule

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, and Parents

School Leadership has not developed a systematic process to involve teachers and non-teaching staff in discussions about the characteristics of a high-quality teaching and learning environment. The master schedule provides common planning time for

grade-level teachers in the same department. This time is seldom used to discuss the teaching and learning environment.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Lesson Plans

Interviews with Administrators, Teachers, Parents, and Students

Observations of Classrooms and Hallways

District policy does not acknowledge the link between efficacy and student achievement. A few teachers acknowledge that instructional practice is related to student learning. Most teachers do not assume the responsibility for student failure and success. Some staff and stakeholders express the belief that apathy, the home environment, and/or language barriers are the primary reasons for the low academic achievement of some students.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Master Schedule

Review of Lesson Plans

Interviews with Administrators, Staff, Parents, and Students

Most students are not assigned to classes with the intention of providing them access to staff's instructional strengths by matching student learning needs with teachers' instructional strengths. Students are assigned to core courses based on scores from the previous year's ACTAAP. Other assignments are based on state rules, and/or student interest. Student course needs, teachers' licensure, ADE rules, and time for grade-level teacher collaboration influence the development of the master schedule.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Lesson Plans

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, Parents, and Students

Not all teachers inspire students to their best efforts. Some teachers utilize opportunities to motivate and inspire all students to reach their full potential through instructional strategies that require active engagement, complex inquiry, or higher-order thinking skills. Students and parents say that most staff members care about students' well-being and take a personal interest in their lives.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 4 : **School Culture**

School leadership must ensure that all stakeholders are involved in both formal and informal decision-making processes in regards to student learning to improve academic success. School leadership must begin a process to review the school's mission statement annually and to develop core belief statements. A committee that includes stakeholders from administration, certified teachers, classified staff, parents, students, and community members must be created. The committee must develop the decision-making and monitoring process to ensure all ACSIP goals are aligned with the mission and core beliefs. The group must begin to determine what the characteristics of a high-quality teaching and learning environment are and these characteristics along with the mission statement and core beliefs must guide all decision-making at George Junior High School. Teachers and staff must use collaborative time provided in the master schedule to reflect on their instructional practices and the teaching and learning environment to ensure their personal growth and development which is a major factor in student achievement.

School leadership must continue establishing traditions that promote the belief that all students can achieve at high levels. An equitable teaching and learning environment creates a high level of learning for all students. Characteristics will include but not be limited to:

1. A staff that does not accept excuses for the lack of achievement by sub populations of students
2. An expectation that teachers change classroom practices to support the learning of struggling and achieving students
3. An atmosphere that encourages respectful dialogue among certified and non-certified staff regarding their role in helping all students learn
4. An ongoing, job-embedded system of staff development to enhance teacher's knowledge and skills for strengthening both struggling and achieving students' academic knowledge and abilities

School leadership must follow up classroom observations with substantive and meaningful feedback to promote change in instructional practices. The formal evaluation system must be fully implemented at George Junior High School. A possible resource is the Arkansas Leadership Academy: Master Principal Program.

All students must be assigned to classes in a manner that matches students' unique learning needs with teachers' strengths. Leadership must develop a master schedule that reflects priority placed on individual student's learning needs. Development of students' schedules and the master schedule must be a collaborative process that includes representatives of all departments and other key stakeholders.

All staff must be provided with an opportunity to attend professional development regarding the cultures of diverse populations and their learning styles. Culturally relevant content, materials, and resources must be incorporated into all classes. Teachers must reflect on and discuss effective learning strategies that address cultures and the diverse

populations represented at George Junior High School. Information about cultures represented in the population of the United States should become an integral part of the content taught at the school. Possible resources include: "Other People's Children: Cultural Conflict in the Classroom" by Lisa Delpit, "Affirming Diversity: The Sociopolitical Context of Multicultural Education" by Sonia Nieto and Patty Bode, "We Can't Teach What We Don't Know: White Teachers, Multiracial Schools" by Gary R. Howard.

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George Junior High School Springdale School District

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Summary Findings in : **Learning Environment**

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 1 indicators (20%) evaluated as "Evaluation Category 1," 3 indicators (60%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Student Records

Interviews with Administrators, Staff, and Parents.

Career Action Plans are generated collaboratively by students, counselors, and parents. Career Action Plans are kept by counselors. Transcripts and other confidential records are kept in the principal's office. Teachers may sign records out to examine or copy. Many records pertinent to instruction may be viewed by teachers on Dashboard. Records are accessible to parents.

Performance Rating:2

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Interviews with Administrators, Staff, and Parents

Observations of Classrooms

The local school board has adopted community involvement policies. A policy provides a Superintendent's Cabinet composed of three groups of stakeholders consisting of patrons, certified staff, and classified staff. Local school board policy requires that each building have one certified staff member in charge of encouraging parents to be full partners. Communication from the school to the home is generally in reaction to academic or behavior problems. Two parent/teacher conferences are held in addition to an annual open house and a Career Action Planning conference for each student at the end of the year. A parent-teacher organization exists. Some collaboration with the community exists with programs such as Partners in Education, A Level Up Program, Crystal Bridges Museum, and Family Literacy Night. Parents are sometimes asked to volunteer at special events.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:
Review of ACSIP
Review of District Policy Manual
Interviews with Administrators and Staff
Observations of Classrooms

The school/district provides some organizational structures to reduce barriers to learning. The school provides an English Language Learner facilitator. Programs such as the A Level Up, before and after school tutoring, double blocking in mathematics, and the Read 180 program are implemented to reduce barriers to learning. Tutoring from businesses such as Lulac and Cox Communications are available through the Partners in Education program. An AmeriCorps staff member, who speaks Spanish and English, is sometimes available at the front door. There is a staff member who speaks Marshallese and a staff member who speaks Spanish. The school provides the services of a nurse.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:
Review of ACSIP
Review of District Policy Manual
Interviews with Administrators, Staff, Parents, and Students

Students are provided with some opportunities to receive additional assistance to support their learning beyond the initial classroom instruction. English as a Second Language and Special Education programs serve many students. Migrant tutors funded by Title I provide assistance to students. The district's New Arrival Center provides guidance to those entering the country for the first time. Sheltered mathematics and English classes are provided for some students. Two sets of Reading 180 opportunities, one for English Language Learners and one for Special Education students, are offered. Before- and after-school tutoring are available to all students. An intervention schedule has been developed and is in use for one to three days each week near the end of each quarter. Some students are involved in the A Level Up program.

Performance Rating:1

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:
Review of ACSIP
Interviews with Administrators and Staff
Observations of Classrooms

Not all students have access to the entire curriculum. High-probability, research-based instructional strategies responsive to individual students' learning styles and multiple intelligences that provide each student an equitable opportunity to learn are not the norm in all classrooms.

The school provides students additional opportunity to learn through programs such as before and after school tutoring, double-blocked mathematics and literacy classes, and E-Text+2 classes. Career Action Planning conferences support collaboration among staff, students, and parents around students' education and career planning. The local school board has adopted a policy requiring that all students have equal access to the curriculum.

Scholastic Audit Summary Report

George Junior High School Springdale School District

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Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Instruction must address different learning styles through the utilization of higher-order thinking strategies and research-based, high-probability instructional strategies to remove learning barriers for all students. Teachers and administrators must receive professional development on research-based, high-probability strategies. Teachers should integrate new strategies into their lesson plans. Administrators should monitor implementation of the strategies through the use of observations and review of lesson plans. Review of the accumulated strategies should be reviewed at the beginning of each school year to ensure continuity. Two possible resources are "What Works in School: Translating Research into Action" by Robert Marzano and "The Differentiated Classroom: Responding to the Needs of All Learners" by Carol Ann Tomlinson.

The school must recruit community members and parents as active partners in the educational process. Representatives of these parental and community partners should be involved in the development of the ACSIP. Needs surveys should be created and offered to all stakeholders. Information should be shared and input solicited through the school Web site and Facebook page. Interested members of the community should be invited to attend public forums. The Parent Teacher Student Association should be encouraged to bring as many parents as possible into the process. Community organizations, including those which are predominately Hispanic or Marshallese, should be invited to encourage their constituencies to participate in the process. Possible resources include "Mobilizing the Community to Help Students," by Hugh Price and The National Parent Teacher Association at www.pta.org.

Staff must be offered professional development on cultural diversity, augmenting the training on poverty supplied in recent years with training focused on ethnic minorities. The training should enable teachers to create lessons which include greater recognition of the contexts within which all students learn. It should prepare them to relate to and reach out to parents and community members. School leadership should monitor classrooms and evaluate the implementation of the training. A possible resource is "Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity" by Nancy Schniedewind and Ellen Davidson

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 10 indicators (83%) evaluated as "Evaluation Category 1," 2 indicators (17%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:
Review of District Policy Manual
Review of Evaluation Documents
Interviews with Administrators and Staff

The local school board has adopted a policy regarding the evaluation of personnel. There have been no formal evaluations completed this year. Some informal classroom visits were conducted. Feedback for the purpose of evaluation or enhancing instructional capacity is seldom provided. There is no intentional link between the learning goals in the ACSIP and teacher evaluations.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:
Review of ACSIP
Review of District ACSIP
Review of School Budgets
Review of Professional Development Documents
Interviews with Administrators and Staff

Most professional development provided by the district is once per year prior to the beginning of school. Professional development provided by school/district leadership does not support the long-term professional growth of individual teachers. Funding for professional development is available through the district. Some categorical funding for professional development opportunities is identified in the school and district ACSIPs. Professional development identified in the ACSIPs is related to identified student needs. Funding for professional development in the school ACSIP includes Title I and Title III.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Professional Development Calendar
Review of Professional Development Documents
Interviews with Administrators and Teachers

Professional development provided by school leadership does not support the long-term professional growth of individual teachers. In 2008 the school district adopted the Gradual Release Model. There have been a few follow-up sessions on the model. There is evidence that most professional development is provided on site via in-services by the instructional facilitator or department chairs. Many sessions are one-day sessions and are optional. Teachers are allowed to attend professional development that is provided outside of the district. School-based or district-level professional development does not support the enhancement of leadership abilities for teachers.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Review of Professional Development Calendar
Review of Professional Development Documents
Interviews with Administrators and Teachers

Some professional development is offered on site. For example, the instructional facilitator has provided some in-service on the use of reading and writing strategies in all content areas. Most on-site professional development is provided by the instructional facilitator or department chairs. Most professional development offered consists of a one-day or one-hour sessions. There are many actions written in the ACSIP plan to promote building instructional capacity through Professional Learning Communities and team collaboration. The master schedule allows for teachers with similar content areas to meet daily for collaboration. There is little evidence of teachers meeting at a regularly scheduled time. Some teams meet once per month for planning. The collaborative time is not always used for building instructional capacity.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Professional Development Calendar
Review of Professional Development Documents
Review of Individual Professional Growth Plans
Interviews with Administrators and Teachers

Professional development does not always reflect the goals for student performance. The instructional facilitator has provided a few in-service sessions on reading and writing in the content areas. These sessions are in alignment with the literacy goals for student performance. Most teachers have not completed an Individual Professional Growth Plan. The Individual Professional Growth Plans are not used to align performance needs of students and the professional growth goals of teachers.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Professional Development Calendar
Review of Professional Development Documents
Interviews with Administrators and Teachers

Most professional development provided for teachers is not ongoing and is not a sustained process to build instructional capacity for improving student learning and achieving the priorities set in the ACSIP for student learning. There are many actions in the ACSIP that reflect a plan for school improvement. Specific goals for student achievement include improving multiple choice scores in reading content and practical passages and to increase student mathematics scores. There has been some on-site professional development provided in reading and writing strategies. Mathematics strategies have been provided by the mathematics department chair in a few one-hour inservice sessions. There is time in the schedule for common planning and on-site professional development. Teachers meet once per month during this time and do not utilize the common time for increasing their instructional capacity. There is an on-site instructional facilitator. The instructional facilitator does not meet with the teams and does not provide consistent professional development. Job-embedded support is provided when requested and not as needed by observation of classroom instruction.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Professional Development Calendar
Review of Professional Development Documents
Interviews with Administrators and Teachers

Most professional development provided by school leadership is not on-going. Most professional development provided by the district is once per year prior to the beginning of school. Professional development sessions have been provided on the Gradual Release Model that was adopted by the district in 2008. Assigned teachers and administrators provide training to some teachers on the model. Most teachers from George Junior High have received professional development on working with children of poverty. This session was a one-time event. The instructional facilitator provides support in the classroom when requested.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:
Review of Master Schedule
Review of Curriculum Documents
Review of Professional Development Calendar
Review of Professional Development Documents
Interviews with Administrators, Teachers, Parents, and Students
Observation of Classrooms

Data from the 2011 ACTAAP and the Measures of Academic Performance reflects a need for student improvement for English Language Learners and African American students in mathematics and literacy. Many double-blocked intervention classes including some English Language Learner sheltered classes have been created based on the data. These classes include a Title I reading class, a Read 180 class, and a mathematics intervention class. One of the assigned teachers has an English as a Second Language endorsement. Teachers assigned to these classes have not been provided ongoing professional development in the use of strategies that will allow them to meet the unique learning needs of this diverse population.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:
Review of District Policy Manual
Review of Individual Professional Growth Plans
Review of Evaluation Documents
Interviews with Administrators and Staff

The employee evaluation process is not used to improve staff proficiency. Teachers are informed annually about the certified evaluation process. As of the date of the audit, no teachers have been evaluated. Most teachers have not completed Individual Professional Growth Plans. School leadership has not established procedures for developing, monitoring, and revising professional growth plans. A direct link does not exist between the evaluation process, professional growth plans, instructional needs of students, and the professional growth needs of individual staff members. There is no process to make intentional connections between teacher growth needs and professional development.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:
Review of District Policy Manual
Review of Evaluation Documents
Interviews with Administrators and Staff
Observations of Classrooms

The professional staff evaluation process of the district meets all requirements of state statute and regulation. As of the date of the audit, no teachers have been evaluated. School leadership conducts limited informal observations. Limited written or oral feedback is provided. There is no evidence that feedback given to the teachers has improved teaching practices and student achievement.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:
Review of ACSIP
Review of Individual Professional Growth Plans
Review of District Policy Manual
Review of Professional Development Documents
Interviews with Administrators and Teachers

The ACSIP does not identify an action that specifically addresses the development of instructional leaders. The ACSIP does not contain actions that intentionally promote shared responsibilities to build leadership capacity within the school. Professional development offerings meet rules and regulations governing professional development in Arkansas. They do not intentionally meet the needs of individual school leaders.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:
Review of the ACSIP
Review of Evaluation Documents
Review of Professional Development Documents
Interviews with Administrators and Staff

School leadership has not implemented the personnel evaluation process. As of the date of the audit, no teachers have been evaluated. Some informal observations are conducted. Feedback, support, and follow-up are limited and lack specificity to positively change behavior and enhance instructional practice.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

School leadership must fully implement the district personnel evaluation plan with fidelity and in a manner that provides ongoing feedback to teachers for the purpose of driving continuous improvement in instructional practice. Formal observations required by the district's personnel evaluation plan, classroom observations of twenty-five minutes or more, and Classroom Walkthroughs must become integrated sources of data to support feedback to teachers with the power to drive continuous improvement of instruction and high student performance. School leadership and teachers should strategically link the professional growth needs identified in the evaluation/observation process with Individual Professional Growth Plans that are aligned with school-wide improvement goals. School leadership should monitor progress toward accomplishing identified needs and follow-up with positive support to promote individual and school improvement. Individual Professional Growth Plans should be collaboratively developed and revisited throughout the school year for modification to ensure that professional growth is occurring in a timely manner. A systematic process to routinely analyze the impact of professional development on teacher instructional practices and student achievement must be immediately implemented. Classroom Walkthrough observations must be implemented with feedback to identify existing and emerging concerns that can be addressed in future professional development activities.

The principal and assistant principals must begin to utilize the data from formal and informal classroom observations to determine the professional development needs of all teachers. The professional development needs must be based on instruction observed in classrooms, student performance data, level of student engagement, and actions in the ACSIP. The principal's leadership team could obtain Classroom Walkthrough training from the Arkansas Department of Education. The Classroom Walkthrough training provides some consistency on what you should observe in an effective classroom. Marzano's high-probability strategies are a part of the Classroom Walkthrough protocol. The data from the Classroom Walkthroughs must be used to collect trend data as well as to provide individual feedback to teachers.

The teachers at George Junior High school are afforded the opportunity for common planning time. The leadership must help teachers utilize this time more effectively. In addition to team planning, leadership must designate this time for ongoing professional development or Professional Learning Communities. This time must be utilized to focus on a specific instructional topic that will lift students to a higher level of learning.

Such topics are:

1. strategies from The Gradual Release of Responsibility model
2. creating and implementing rubrics
3. analyzing student work
4. implementing Marzano's high-probability strategies
5. creating common assessments

These sessions should evolve into Professional Learning Communities that involve

vertical grade levels as well as an integration of content area teachers. For example, all teachers should be involved in the implementation of Marzano's high-probability strategies. The leadership team must decide on a selected focus based on student performance, classroom observations, and actions written in the ACSIP plan. Once a focus is selected, professional text, videos, and human resources should be used for ongoing professional sessions on the topic. Alternating the collaboration times and the Professional Learning Community times will afford the teachers the opportunity for focused professional Learning Communities. To learn more about Professional Learning Communities see "Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn" by Richard Dufour, Rebecca DuFour and Robert Eaker; 2004.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 3 indicators (27%) evaluated as "Evaluation Category 1," 8 indicators (73%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:
Review of Committee Meetings, Agendas, and Minutes
Review of ACSIP
Interviews with Administrators and Teachers

Leadership reviews ACTAAP data. The data are used to make some decisions about student placement. There are some attempts by leadership to collaboratively disaggregate data to make instructional decisions to impact student achievement.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Assessment Data
Interviews with Administrators and Teachers

School leadership reviews disaggregated data. Data are not analyzed to the level necessary to determine causes of low performance for individual students. The data are used to determine placement in programs to meet the needs of some students. Most teachers do not differentiate instruction to meet the learning needs of the diverse student population to improve student performance. Data are incorporated into the ACSIP.

7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Lesson Plans
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Interviews with Administrators and Teachers

Leadership provides the instructional staff with access to Arkansas' Academic Content Standards and Student Learning Expectations. Some content areas have

curriculum maps. Most content areas are fully aligned with Arkansas' Academic Content Standards and Student Learning Expectations. Some teachers use the curriculum maps to drive their instruction. Not all instruction is rigorous and challenging. A school leadership team exists. The leadership team is not fully functional. Professional Development has not been provided for developing leadership capacity of the leadership team.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:
Review of District Policy Manual
Interview with Administrators and Students
Observation of Classrooms

There is a formal policy in place to ensure instructional time is protected from co-curricular and extracurricular activities. In most classrooms time is used as a resource to provide bell-to-bell instruction. A common planning time has been established. Most teachers do not use common planning time to collaborate regarding curriculum, assessments, and instruction. Leadership does not monitor the use of common planning time.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:
Review of ACSIP
Review of School Budget
Interviews with Administrators, Staff, and School Board Members

The master schedule provides teachers with common planning time. School leadership provides most classrooms with the necessary resources. Resource allocations are sufficient to support the learning goals of the school. There are formal, written processes in place to monitor and evaluate the progress and overall success of the school improvement plan. These processes are not fully implemented. Leadership conducts some classroom observations with little meaningful, formative feedback provided to teachers for improvement of instructional strategies. School leadership provides limited guidance and support for the implementation of the school improvement plan.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:
Review of District Policy Manual
Interviews with Administrators, Staff, Parents, and Students
Observation of Classrooms and Hallways

The local school board has adopted a policy to support a safe, healthy, and orderly learning environment. The local school board has adopted a policy that requires equitable access to all programs and services of the school. The district provides a resource officer who is in the building throughout the school day. Administrators and teachers monitor hallways at class changes. Security cameras are installed inside and outside of the building. Anti-bullying posters are displayed throughout the building. Teachers, parents, and students report that the building is a safe environment. All areas of the building are clean, well-maintained, and appropriate

for the programs and services housed.

- 7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Local School Board Minutes

Interviews with Administrators and School Board Members

Local school board policies are available in the building and on the Web site. Policies are developed by the district leadership and submitted to the local school board for approval. District leadership advises the local school board on the adoption and revision of policies. Stakeholders are seldom involved in the development of new policies.

- 7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Interviews with Administrators and School Board Members

The local school board meeting agendas include reports on student academic performance. Quarterly reports on progress toward meeting ACSIP goals are given at local school board meetings. Leadership provides some opportunities for all staff to review and disaggregate data. Staff do not analyze data to the depth necessary to identify root causes of low student performance among sub populations in their classes.

Performance Rating:1

- 7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Handbook

Interviews with Administrators and Teachers

The school has mission and vision statements developed by the principal and staff eight years ago when the school opened. The mission and vision statements are displayed in the school. School leadership has not developed belief statements. Most teachers know the school's mission statement. Leadership does not provide all stakeholders updates on progress toward achieving the mission statement.

- 7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:

Review of Individual Professional Growth Plans

Review of ACSIP

Interviews with Administrators

Not all Individual Professional Growth Plans are focused on developing effective leadership skills. The Individual Professional Growth Plans include goals such as improving instruction, assessing student achievement, implementing district initiatives, and use of data. Administrators have Individual Professional Growth Plans. The Individual Professional Growth Plan include goals, goal activities, and comments. The principal's Individual Professional Growth Plan is developed with

the superintendent and assistant superintendent. Assistant Principals' Individual Professional Growth Plans are developed with the principal. The Individual Professional Growth Plans are reviewed at the end of the year.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Interviews with Administrators, Teachers, Parents, and Students

The principal demonstrates varying levels of leadership skills in the areas of academic performance, learning environment, and efficiency. Few teachers seek advice from the principal regarding instructional practice. The principal and assistant principals conduct some classroom observations. Minimal formative feedback regarding instructional practices is provided. As of the date of the audit, no formal evaluations have been conducted. There is little connection between evaluation results, Individual Professional Growth Plans, and planned professional development. Some professional development for the principal and teachers is job-embedded. The principal has not implemented an effective process for monitoring implementation of effective instructional practices, collaborative use of common planning time to improve instruction, or implementation of ACSIP or for building instructional leadership within the faculty. The principal has not provided leadership to develop vision, beliefs, and mission statements for the school through a collaborative process involving representatives of all stakeholders. The principal provides some direction regarding the organization of the school. The principal has established a Leadership Team and a Curriculum Council. These leadership groups address some organizational and instructional issues. Data collected on an ongoing basis throughout the year to determine progress on ACSIP goals are reviewed quarterly by the principal with input from the school Leadership Team and Curriculum Council. Progress reports are not regularly provided to all staff members and other stakeholders. These quarterly reports are not based on a comprehensive, systematic plan designed to monitor the implementation and effectiveness of all ACSIP actions. The principal has helped to establish a positive culture within the school with the teachers, staff, parents, and students. Teachers and staff show concern for their students. Most staff members attribute the positive culture to the principal's leadership. The school is a safe and orderly learning environment. Primary responsibility for discipline is assigned to the assistant principals and teachers.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

School leadership must provide ongoing, job-embedded professional development that addresses improving instruction. Teacher evaluations must identify areas of improvement for each teacher that impact instructional practices. Training must be specifically identified and written into each Individual Professional Growth Plan. There must be an intentional connection between evaluation, Individual Profession Growth Plans, and professional development. Individual Professional Growth Plans must be collaboratively developed by the principal and each teacher. Some resources might be, "Classroom Instruction that Works: Research-Based Strategies for Increased Student Achievement" by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock, and "Improving Student Learning One Principal at a Time" by Jane E. Pollock, and Sharon M. Ford.

The principal must build leadership capacity within the building starting with the Leadership Team. Team members must receive professional development to gain skills to lead continuous school improvement. Leadership must ensure effective organizational behavioral and instructional practices. All members of the Leadership Team must embrace their leadership responsibilities including establishing a collaborative decision-making process for all staff. The team must develop a process for immediate implementation by all administrators, teachers, and staff to ensure that all students are engaged in meaningful learning through effective instruction. The Leadership Team should serve as guiding role models for maintaining the school's focus on student achievement. A possible resource for leadership growth is Robert J. Marzano's, "Leadership that Works" available through the Association of Supervision and Curriculum Development.

The principal must develop his leadership skills to ensure he is the instructional leader of the school. His Individual Profession Growth Plan must include professional development in the areas of leadership, research-based instructional strategies, coaching for instructional effectiveness, leading change, curriculum, and Professional Learning Communities. These skills are important to lead continuous improvement that results in higher student achievement. The Northwest Arkansas Education Cooperative is a possible resource for providing professional development in the identified areas.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 5 indicators (50%) evaluated as "Evaluation Category 1," 5 indicators (50%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:

Review of District Policy Manual

Review of School Board Minutes

Interviews with Administrators, Staff, Parents, Students, and School Board Members

The district/school makes limited use of staff or community stakeholders in participatory processes to plan or initiate actions to support high student and staff performance. Representatives of multiple stakeholder groups and staff members seldom participate in the development of resource management policies and procedures. No changes were approved by the local school board in resource management policies or procedures in the past 18 months. The local school board has no standing committees. There are no district-level standing committees to address allocation of resources. There are no school-level standing committees to address allocation of resources. Local school board policy does not require preparation of a tentative budget to support high student and staff performance. Most discretionary funds allocated to schools are allocated on the basis of a base budget amount per student by grade organization of the school without regard to differing student or staff needs. The school's Leadership Team develops the ACSIP with some input from department chairs and limited input from other teachers. School leadership meets with district leadership to discuss development of the ACSIP. District leadership finalizes school and district ACSIPs. The school makes some use of community resources to augment its resources. The school has a \$750 school garden grant from the City of Springdale and receives \$15,000 from a \$150,000 21st Century grant shared by three schools to support after-school tutoring. The school partners with a community organization to operate the A Level Up program in the George Junior High building that provides after-school and summer tutoring and enrichment services for disadvantaged youth from sixth grade through college age.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:

Review of District Policy Manual
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms

Most students are engaged in learning activities from bell-to-bell. Most teachers ensure that instructional time is maximized through classroom management and organizational practices. Some teachers engage students in rigorous learning activities through high-probability, research-based instructional strategies in some lessons. An assembly for all students is held each morning before classes begin to discuss announcements, accomplishments, upcoming events, guest speakers, and other school information. Grade-level and small group assemblies are held for discussion of topics such as grades and credits, counseling, school orientation, and recognition of accomplishments. These assemblies are scheduled in a manner that distributes the lost instructional time among core-subject classes. Five 45-minute, athletic pep rallies have been held as of the audit date. The local school board has adopted and published student behavior policies designed to effect an orderly environment for teaching and learning. The school board has adopted a policy to protect instructional time from extracurricular activities.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:

Review of ACSIP
Review of District Policy Manual
Review of Master Schedule
Interviews with Administrators, Teachers, Parents, and Students
Observations of Classrooms

Some features of the master schedule are intentionally aligned with the school's mission. Some students are double-blocked in math or language classes to address academic needs. Most of the master schedule is designed to meet ADE curriculum, class size, and teacher licensure rules. The master schedule contains six 54-minute classes and one 57-minute class. The master schedule provides common planning time for most core-subject teachers by grade level by subject. The master schedule does not facilitate collaboration among teachers across grade levels or disciplines. Teachers are seldom allowed to vary from the master schedule to provide extended time to meet instructional needs. Individual student's learning styles and developmental characteristics are seldom given priority when developing students' schedules.

- 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of ACSIP
Review of District ACSIP
Review of District Policy Manual
Review of School Budgets
Interviews with Administrators, Staff, Parents, Students, and School Board Members
Observations of Classrooms

Local board policies on budget development are clearly defined. Local school board policies require the superintendent to prepare the annual operating budget for consideration by the local school board. Local school board policies on budget development provide no guidance on the process for budget development or on who is to be included in the process. Administrative practices do not include a routine,

formal process for stakeholders other than district leadership to participate in budgeting discretionary funds. Most discretionary funds allocated to schools are allocated on the basis of a base budget amount per student by grade organization of the school without regard to differing student or staff needs. All schools with the same grade configuration are allocated the same amount of funds per student for an instructional budget. The base budget amount per student for junior high schools is \$50.50. With little input from other stakeholders, school and district leadership budgets categorical funds through the ACSIP development process. Decisions regarding budgeting of categorical funds are made by district leadership. Local school board policies do not require development of a budget based on equitable and consistent use of fiscal resources. Most teachers say they have the materials, supplies, and equipment needed to support instruction.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:

Review of ACSIP

Review of District ACSIP

Interviews with Administrators and Staff

Categorical funds are budgeted to support identified student needs. Expenditure of categorical funds is monitored throughout the school year. Expenditure of categorical funds is not analyzed to determine program effectiveness on an ongoing basis. Revenues from various sources are intentionally integrated to maximize student achievement. For example, National School Lunch Act, English Language Learner, Title I, Title II-A, and discretionary funds are budgeted to support the ACSIP mathematics and literacy priorities. Program initiatives supported with categorical funds are not revised within the fiscal year on the basis of changing student needs or program evaluations.

Performance Rating:1

- 8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:

Review of District Policy Manual

Review of Master Schedule

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Not all students have access to the entire curriculum. Many teachers do not provide all students access to the entire curriculum through purposefully choosing a variety of high-probability, research-based instructional strategies based on the varied learning characteristics and developmental needs of individual students. Most teachers do not provide students feedback that is timely, specific, understandable to the students, and that allows students opportunity to refine, revise, practice, and retry. The master schedule provides students access to all the curriculum required by ADE rules. The local school board has adopted a policy requiring equitable access to the curriculum for all students.

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:

Review of District Policy Manual
Review of Master Schedule
Review of Building Map
Interviews with Administrators, Teachers, and Students
Observations of Classrooms

Teachers' strengths and students' unique learning characteristics are seldom considered when allocating the services of teachers. Some students are assigned to a few classes on the basis of ACTAAP test scores and teacher recommendations. Most of the master schedule is based on ADE class size and curriculum regulations, teacher licensure, the number of students, and students' course requests. All teachers are licensed by the ADE for their assignments. Classroom assignments support opportunities for sharing, mentoring, and collaboration among subject-alike teachers. Paraprofessionals support the learning needs of a few special needs students. The local school board has not adopted a policy requiring assignment of staff based on student needs.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:

Review of ACSIP
Review of Master Schedule
Interviews with Administrators and Teachers

The master schedule includes common planning time for most teachers by grade-level content areas. Teachers seldom use common planning time for planned, structured collaborative work focused on improving teaching and learning or ACSIP goals and interventions. Leadership does not evaluate the impact of common planning time on student performance through a formal, structured evaluation plan. Lesson plans are not shared on-line or through other convenient means that promote horizontal and vertical planning of instruction and assessment. The school/district provides little time for teacher collaboration across content areas.

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:

Review of District Policy Manual
Review of School Budgets
Interviews with Administrators, Staff, Parents, Students, and School Board Members

Local school board policy does not require data-based decisions regarding the use of discretionary funds. Neither the district nor the school conducts a structured, formal assessment of needs to guide budgeting discretionary funds. With little exception, neither the budgeting of nor the expenditure of discretionary funds is intentionally aligned with the school ACSIP. District leadership develops a proposed budget of discretionary funds for the upcoming fiscal year by

1. Estimating state and local revenue
2. Estimating expenditures based on anticipated student enrollment
3. Estimating costs of meeting requirements of state laws and rules
4. Estimating personnel costs
5. Reviewing prior years expenditures

Established operational procedures are followed in expenditure of discretionary funds.

8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:

Review of ACSIP

Review of District ACSIP

Review of School Budgets

Interviews with Administrators, Staff, and School Board Members

Most decisions regarding expenditure of categorical funds are data-informed and intentionally aligned with the school's ACSIP. Expenditure of discretionary funds is not intentionally aligned with the school's ACSIP. Expenditures of discretionary and categorical funds are monitored by district-level administration on an ongoing basis to determine compliance with laws, rules, and grant conditions and line-item appropriations. Expenditures are not monitored on an ongoing basis to determine the need for budget changes based on changing student needs.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

All students must have access to the entire curriculum. In order to provide access to all the curriculum, teachers must plan and implement differentiated instruction and assessment strategies that are appropriate for each student's learning style and developmental characteristics. All teachers must use a variety of high-probability, research-based instructional strategies intentionally chosen to address each student's preferred learning styles, multiple intelligences, developmental characteristics, and academic needs. Instructional strategies employed by teachers must include feedback that is timely, specific, and understandable to students. Following feedback, students must have opportunity to refine, revise, practice, and retry the knowledge and/or skills not mastered. Possible resources are "So Each May Learn" by Harvey Silver, Richard Strong and Matthew Perini, "Assessment as Feedback" by Grant Wiggins at <http://education.jhu.edu/newhorizons/strategies/topics/Assessment%20Alternatives/wiggins.htm>, and "Classroom Instruction That Works" and "A Handbook for Classroom Instruction that Works" by Robert Marzano, Debra Pickering and Jane E. Pollock.

Staff assignments and individual student schedules must be based on matching students' unique learning needs and teachers' strengths. Leadership must develop a master schedule that reflects priority placed on student learning needs. The master schedule must provide opportunities for collaboration among teachers of core disciplines across subject areas and grade levels as well as within subject areas by grade during the regular school day. Teachers must use opportunities for collaboration to focus on improving staff and student performance. Development of the master schedule must be a collaborative process that includes representatives of all departments and other key stakeholders. Teachers must purposefully choose instructional strategies and classroom organizational practices that make effective use of instructional time. A possible resource is "The Master Schedule: A Culture Indicator" at http://www.nassp.org/tabid/3788/default.aspx?topic=The_Master_Schedule_A_Culture_Indicator.

District leadership and the principals must develop formal procedures that, annually, include all staff members in an assessment of resources needed to support high levels of student achievement and staff performance. The focus of the resource needs assessment must be student learning needs. This assessment of resources needed should be applicable to both discretionary and categorical funds. This assessment of needs should address both material and human resource needs. These procedures should be developed and implemented in a time frame that:

1. Enables school leadership to inform appropriate district leadership of resources needed for the next school year
2. Is aligned with development of the school and district ACSIPs.

The principal should meet with all teachers to discuss the school's budget after district leadership allocates funds to the school. A possible resource is the Arkansas School Business Officials, a constituent group of the Arkansas Association of Education Administrator, 501-372-1619.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 3 indicators (19%) evaluated as "Evaluation Category 1," 9 indicators (56%) evaluated as "Evaluation Category 2," 4 indicators (25%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of ACSIP

Review of Perceptual Survey Data

Interviews with Administrators and Staff

The ACSIP contains summative data from the Math and Literacy Benchmark exams, End- of-Course exams, Iowa Test of Basic Skills, and The English Language Development Assessment. The ACSIP also contains Attendance/Graduation Rate data. These data are used to identify and prioritize needs in the ACSIP. Action plans to address the identified needs include tutoring in math for struggling students, professional development for teachers on English as a Second Language strategies, and the institution of an additional reading course. Data indicating gaps in student performance are targeted as priorities in the ACSIP. The ACSIP includes an intervention and specific actions for English Language Learners and Special Education Students. A few actions are included for students with Academic Improvement Plans. Body Mass Index data are used to develop goals for the wellness priority.

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Teachers

Student learning goals are stated in terms of meeting Adequate Yearly Progress. ACSIP goals in literacy have benchmarks to increase performance to meet minimum state requirements for economically disadvantaged, Limited English Proficient, and Hispanic subgroups. ACSIP goals for mathematics have benchmarks to increase performance to meet adequate yearly progress for the combined population. The Caucasian subgroup met Adequate Yearly Progress and the Hispanic subgroup met Safe Harbor. It is expected that each of the other sub populations will meet or exceed Adequate Yearly Progress or meet Safe Harbor. ACSIP includes six priorities and goals, ten interventions and 145 actions. The principal is responsible for implementation for 68 of the actions. The vision statement is not included in the ACSIP.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:
Review of ACSIP
Review of Scholastic Audit Questions
Interviews with Administrators and Teachers

The ACSIP action steps are aligned with school improvement goals. The actions steps include strategies to close the achievement gap of the Economically Disadvantaged, Hispanic, and Students with Disabilities. Most actions include research that supports strategies to achieve the goals of the ACSIP.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:
Review of ACSIP
Review of Vision and Mission Statements
Review of School Web Site
Interviews with Administrators and Teachers

Most of the goals, interventions, and actions of ACSIP support the school's vision and mission. Data are used to place students based on learning needs. Strategies such as double blocking reading classes and extended time for mathematics are used to provide students with similar needs additional support. Pre-Advanced Placement courses are provided.

Performance Rating:2

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:
Review of ACSIP
Review of Perceptual Surveys
Review of School Meeting Agendas, Minutes, and Sign-in Sheets
Interviews with Administrators, Staff, and Parents

The school/district reviews assessment data for the development of the ASCIP. School leadership reviews assessment data to determine areas of strengths and weaknesses. Assessment data are not analyzed to the level necessary to determine the root causes of low achievement. The ACSIP planning process does not include collection and analysis of perceptual data. The ACSIP includes data such as:

1. Augmented Benchmark for Grade 8 in Literacy and Math
2. Algebra I and Geometry End-of-Course
3. Iowa Test of Basic Skills
4. Attendance
5. Graduation rate
6. Body Mass Index
7. Fully English Proficient Scores for English Language Learners

Most sources of data are disaggregated by sub populations established by ADE for the purpose of calculating adequate yearly progress. The school profile presented in the ACSIP does not include disaggregation by gender.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Assessment Data
Interviews with Administrators and Staff

Some educational research is cited for each intervention developed in the ACSIP. The Leadership Team and Curriculum Council take into account state standards and requirements as the ACSIP interventions and actions are developed. National expectations for student learning are addressed in some of the research cited to support interventions in the ACSIP. Implications of the research for student learning are not collaboratively and systematically evaluated. Goals in the ACSIP are linked to state data assessment results.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:
Review of ACSIP
Review of Perceptual Surveys
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Interviews with Administrators and Teachers

ACTAAP, attendance, Body Mass Index, and English Language Development Assessment data are used to identify baselines against which progress can be measured. The review of these data identify gaps among sub populations and identify broad areas in need of improvement. These data are not analyzed in the ACSIP planning process to the level necessary to determine root causes of low achievement for individual students. The school does not use stakeholder survey data to determine the perceived strengths and limitations of the school in meeting students learning needs.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:
Review of ACSIP
Review of ACTAAP Data
Interviews with Administrators and Staff

Some ACSIP interventions and actions address strengthening or building instructional and organizational capacity. For example, ACSIP actions include implementation of the Gradual Release of Responsibility instructional model, Professional Learning Communities and Classroom Walkthroughs. These actions, and others, are not fully implemented. Measurable ACSIP goals are stated in terms of student achievement data on ACTAAP and Body Mass Index data. Perceptual data are not used to develop ACSIP goals.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:
Review of ACSIP
Review of Scholastic Audit Questions
Interviews with Administrators and Teachers

Most timelines in the ACSIP reflect start dates of July 01, 2011 and end dates of June 30, 2012. The ACSIP does not have timelines that reflect intermediate starting and ending dates. Resources are identified for most actions. Some allocation of funds is included in the ACSIP. Most actions identify a specific person responsible for implementation. The school leadership is responsible for most of the actions. Some classroom teachers are responsible for carrying out activities in the ACSIP.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of ACSIP

Review of School Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

The ACSIP includes evaluation plans for four of its five priorities. Most of the ACSIP interventions include an evaluation plan. Student performance data from ACTAAP, End-of-Course, Body Mass Index, and other sources, are used to evaluate interventions. These data are reviewed by the building administrator, the Leadership Team, and Curriculum Council to identify elements of the ACSIP warranting revision. ACSIP plans to evaluate the impact of ACSIP interventions on classroom practice are Classroom Walkthroughs and teacher review of lesson plans and effectiveness of strategies in department meetings and professional learning communities. These evaluation plans are not fully implemented.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administration and Staff

School leadership collects and reviews data on an ongoing basis throughout the year to determine levels of student performance. The data are not always used to evaluate the degree to which the goals and objectives of the ACSIP are met.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of School Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

Four of five ACSIP priorities include evaluation plans. Ten of eleven ACSIP interventions include an evaluation plan. The protocols for evaluating ACSIP interventions are the same for most interventions. Some program evaluation actions within an intervention are redundant. Sources of student performance data used to evaluate interventions include common quarterly assessments, informal classroom assessments, Measures of Academic Performance, ACTAAP, End-of-Course, and English Language Development Assessment, Body Mass Index, and Risk Behavior Survey. Data are collected on an ongoing basis throughout the year and are reviewed quarterly by the principal with input from the school Leadership Team and Curriculum Council. Some of these reviews lead to identification of broad themes that need to be addressed, such as, English Language Learners are struggling with reading comprehension. Evaluation plans to determine the impact of ACSIP interventions on classroom practice are Classroom Walkthroughs and teacher review of lesson plans and effectiveness of strategies in department meetings and professional learning communities. These evaluation plans are not fully implemented.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of School Meeting Agendas, Minutes, and Sign-In Sheets

Interviews with Administrators, Staff, Parents, and Local School Board Members

The school Leadership Team meets monthly. Leadership meets monthly with leaders of the Parent Teacher Student Association. Agendas, minutes, and sign-in sheets are not maintained for most of these meetings. Progress on ACSIP interventions and actions are sometimes discussed in these meetings. The ACSIP states that teachers will discuss implementation and effectiveness of ACSIP strategies and student progress in department meetings/professional learning communities regularly. This plan is not fully implemented. The ACSIP includes an ongoing systematic, comprehensive process for analysis of the school's progress toward meeting the goals of the ACSIP. Progress toward meeting ACSIP goals is reported to the superintendent quarterly. The superintendent or designated staff reports progress to the local school board quarterly. Progress reports are not regularly provided to all staff members and other stakeholders.

Performance Rating:1

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:

Review of ACSIP

Review of School Web Site

Review of School Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, and Parents

The mission statement was developed eight years ago with input from staff members. During the eight-year existence of the school, few changes have been made. Most staff members did not participate in the writing or planning the ACSIP.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Review of Perception Surveys

Review of ACTAAP Data

Interviews with Administrators and Staff

Perceptual data are not used to determine organizational and instructional effectiveness of the school.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Teachers

The ACSIP is not implemented as developed. Many of the actions in the ACSIP are not fully implemented. For example, the Gradual Release of Responsibility instructional model is not fully implemented. Few teachers in the same content area with common planning time function as Professional Learning Communities. Students are seldom challenged to function at the higher level of Bloom's taxonomy through learning or assessment activities. The Leadership Team is responsible for most of the actions written in the ACSIP. Few teachers are aware of the actions written in the plan.

Scholastic Audit Summary Report

George Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

The ACSIP must be implemented as planned or modified through a data-based decision-making process. School leadership should develop a process to monitor the effectiveness and implementation of actions in the ACSIP. This process should be collaboratively developed by the school leadership with input from stakeholders responsible for implementation of each intervention. The process should be designed to build capacity within the staff to monitor instructional and organizational effectiveness. One way to achieve this is by developing an implementation/progress matrix. The matrix should reflect the extent of implementation of the action and progress toward the expected outcomes of the action. The matrix could reflect four levels of implementation/progress. Levels of implementation could include descriptors of exemplary, fully functioning, moving toward, and unacceptable. Levels of progress toward expected outcomes could include descriptors of achieved, substantial progress, some progress, and no progress. Such a matrix would include a row with eight columns for each ACSIP action; one column for each level of implementation and one column for each level of progress. Progress toward achieving ACSIP goals should be reported to the staff and other stakeholders on an ongoing basis, at least quarterly. Recommendations for revisions in the ACSIP should be shared and documented based on the degree of implementation and progress toward expected outcomes. Actions that are not working should be considered for removal or modification so that the ACSIP becomes a living document that guides school improvement at George Junior High School.

Varied data must be used to guide the development of the ACSIP. Data used to guide development of the ACSIP must include:

1. The results of surveys of stakeholders' perceptions of the strengths and limitations of the school in meeting the unique learning needs of students
2. The unique learning characteristics (multiple intelligences, learning styles, cultural and social factors that impact learning) of students
3. The results of student performance data from classroom assessments, formative assessments, interim assessments, and summative assessments

Perceptual data and student learning characteristics data must be considered as important as student performance data in development of ACSIP priorities, goals, interventions, and actions. The ACSIP must include well-defined priorities, goals, interventions, and actions to build organizational effectiveness as well as to build instructional effectiveness. The ACSIP should focus on a limited number of actions that have the power to move the school to high student and staff performance. Data must drive:

1. Identification of students' unique learning needs
2. Identification of strengths and limitations of instructional and organizational effectiveness
3. Identification of ACSIP priorities, goals, interventions, and actions
4. Evaluation of the effectiveness of the ACSIP
5. Assessment of the degree to which the school achieves the ACSIP goals for student learning

A possible resource is "Using Data to Improve Schools: What's Working" by the American Association of School Administrators of Arlington, Virginia (www.aassa.org).

Leadership must immediately develop a process for all staff members to participate in the development of the ACSIP. Committees must be formed to collaborate around the performance goals, vision, and mission statement of George Junior High School. Interventions and actions must be developed collaboratively within each committee and shared with the entire staff for review and revision. Representatives of all stakeholder groups, including parents and community members, must be a part of the committees and an intricate part of the decision-making process. The results of the 2012 Scholastic Audit should be a tool used in the development of the ACSIP.

Scholastic Audit Summary Report

George Junior High School

Springdale School District

01/29/2012 - 02/03/2012

Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of George Junior High School during the period of 01/29/2012-02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 4. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	Common team planning time is seldom used to improve professional practice or raise student achievement.
Next Steps	The principal should provide leadership to plan regularly scheduled department meetings during common planning time to focus on improving teaching and learning. They could start by focusing on fully implementing ACSIP actions such as the Gradual Release Model or Professional Learning communities. Leadership must participate in team and departmental meetings. Agendas, sign-in sheets, and minutes must be maintained. The ongoing work of the eighth-grade mathematics team is an example of such collaborative work.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Research-based, high-probability instructional strategies are not observable in most lessons.
Next Steps	Teachers should immediately increase the frequency with which high-probability research-based, instructional strategies are included in learning activities. With guidance by leadership, teachers with common planning time could select a high-probability, research-based instructional strategy for implementation and use common planning time to support each other in effective implementation.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	Instructional strategies are not purposefully chosen to address students' learning

	styles and multiple intelligences.
Next Steps	Teachers should immediately administer a multiple intelligences survey to all students. School-based staff development on using the data to plan lessons should be provided teachers and administrators. Teachers should plan and implement lessons that allow students to utilize their strengths.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	Most instruction is teacher-centered, not student centered.
Next Steps	School leadership should plan opportunities for teachers proficient in the use of student-centered instructional strategies to model for other teachers. As teachers begin implementation of modeled instructional practices, they should be provided coaching for effective implementation.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	Most lessons do not engage students higher-order thinking.
Next Steps	Teachers must develop questions and instructional activities from the application, analysis, synthesis, and evaluation levels of Bloom's taxonomy and routinely incorporate the questions into lesson plans and teaching strategies. Teachers with common planning time should use some of that time to work collaboratively at this task. Leadership should monitor use of these strategies and provide teachers specific, timely feedback for the purpose of improving instructional practice.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	
Next Steps	
District Action Steps to	

Overcoming Obstacles	
Timeline/Person Responsible	

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George Junior High School Springdale School District

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In Conclusion :

The Scholastic Audit team would like to thank the staff and students at George Junior High School for the hospitality extended during the course of this audit. We appreciate your attention to our comfort by providing an area to work that met our needs. It is hoped that this report will make a difference in the lives of the staff and students of George Junior High School. We encourage the school community to reflect on the findings and recommendations.

The charge to school leadership is to ask questions that will help your school address continuous school improvement and academic performance. It will be necessary to engage all stakeholders in related discussions to create awareness and a sense of urgency.

1. How would a culture of high expectations for all students change teaching and learning at George Junior High School?
2. What might classrooms at George Junior High School look like if instruction was student-centered instead of teacher-centered?
3. How would student achievement improve if all parents were actively involved in the learning environment at George Junior High School?
4. What would George Junior High School look like if all teachers implemented high-probability, research-based instructional strategies every day?
5. How would achievement gaps among sub populations change if all teachers worked collaboratively to use multiple forms of data and assessments as a means to modify practice and make decisions about student learning?

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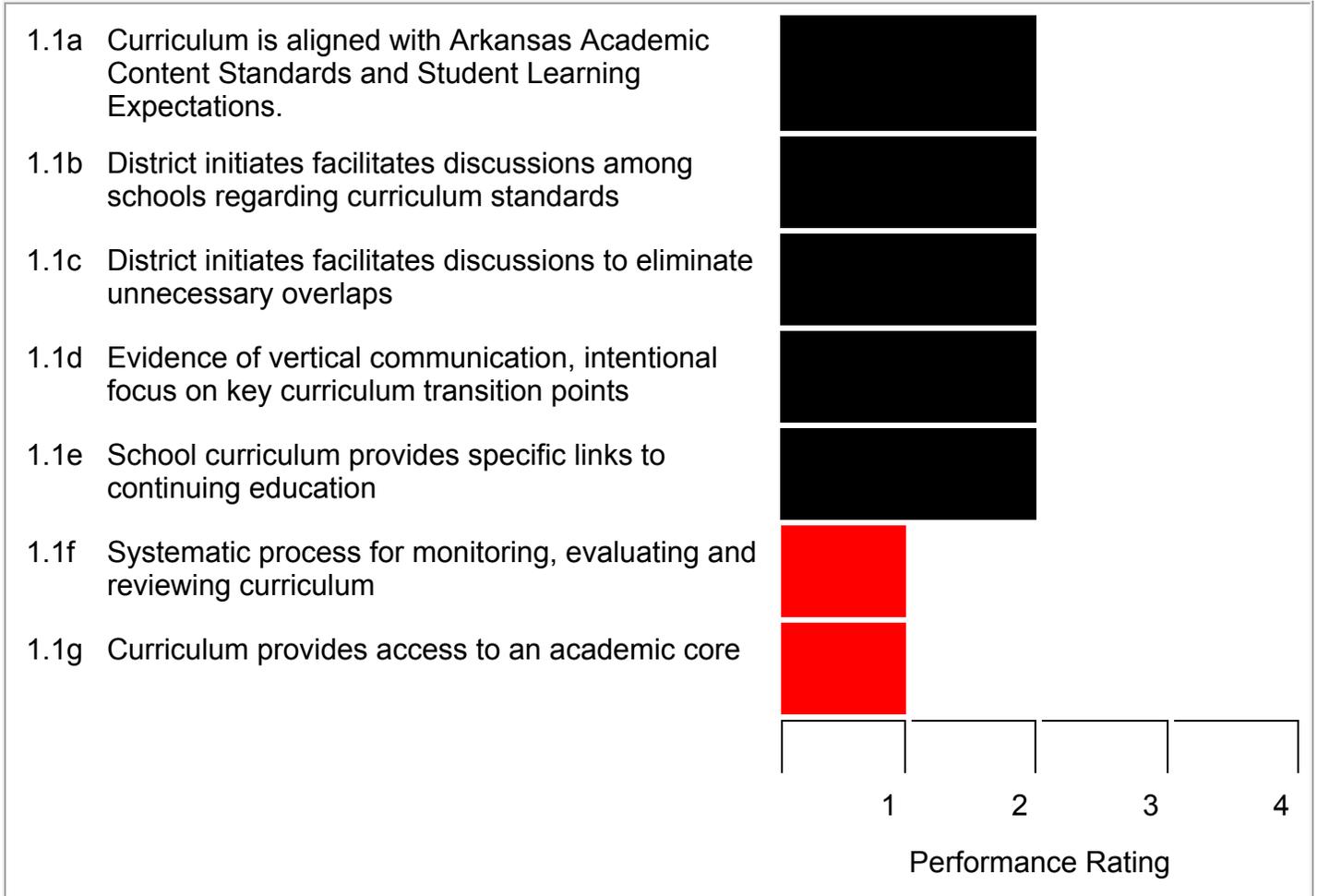
George Junior High School

Springdale School District

01/29/2012 - 02/03/2012

1.1 Curriculum

Academic Performance



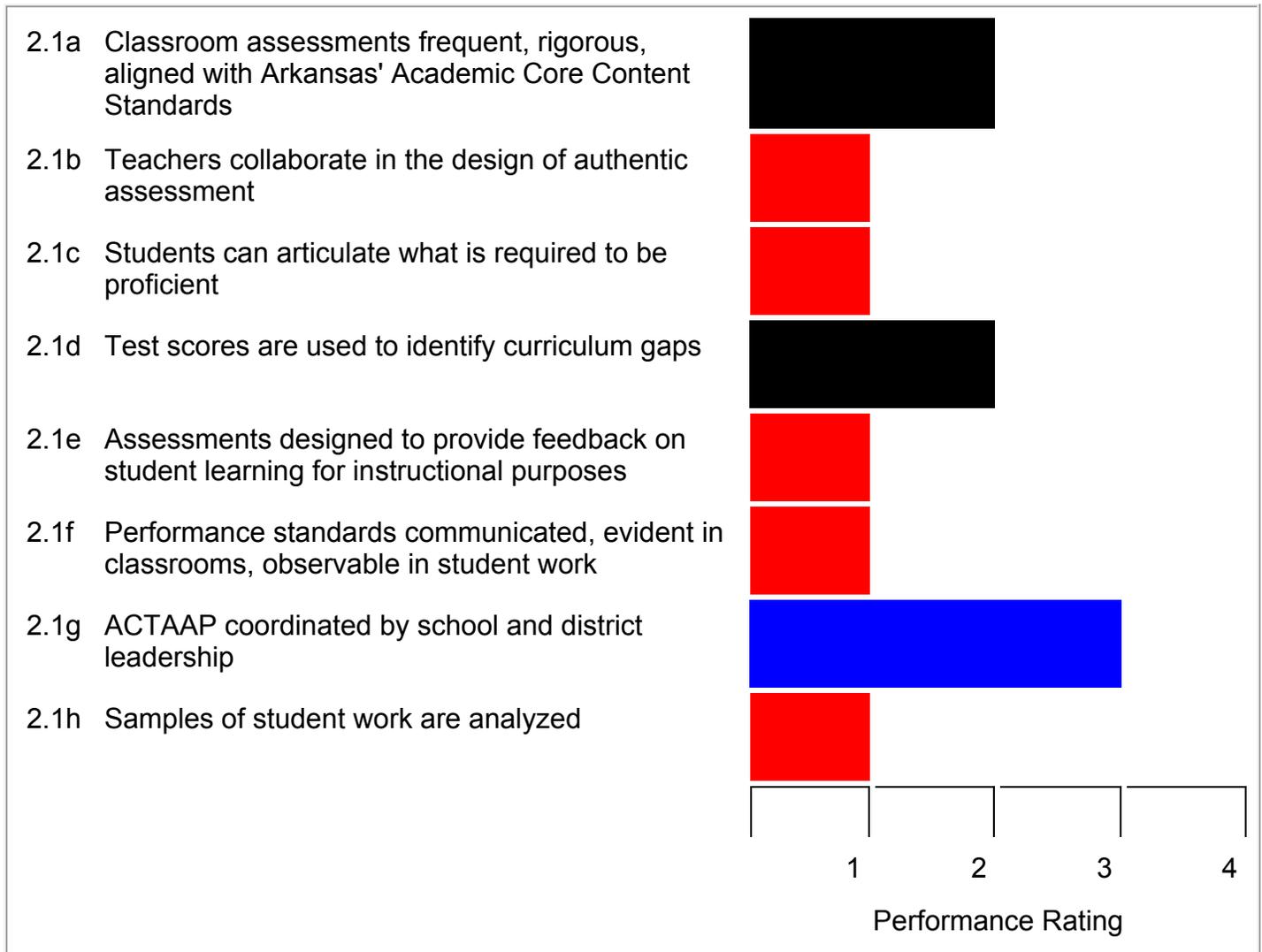
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2.1 Classroom Evaluation/Assessment

Academic Performance



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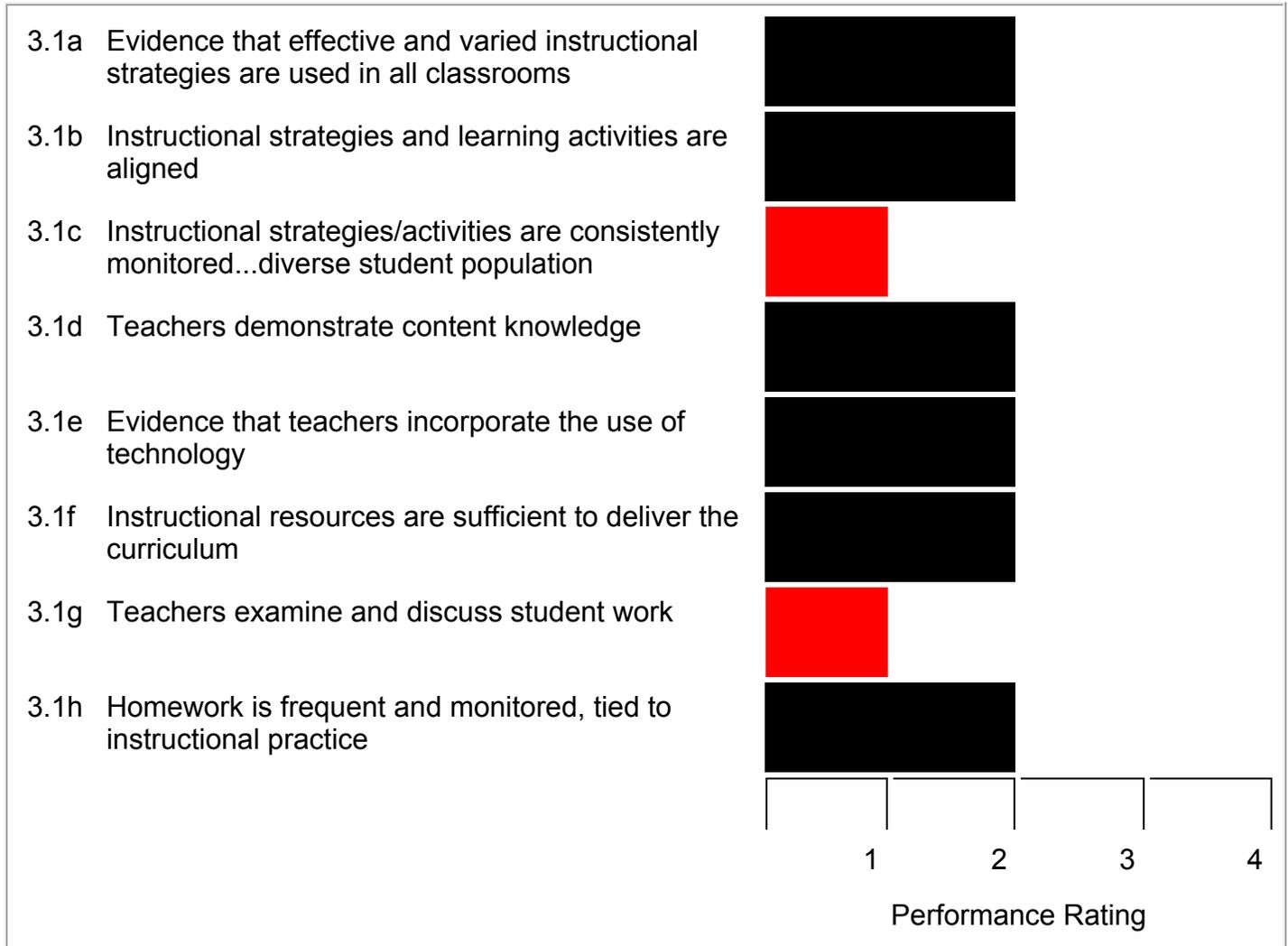
George Junior High School

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3.1 Instruction

Academic Performance



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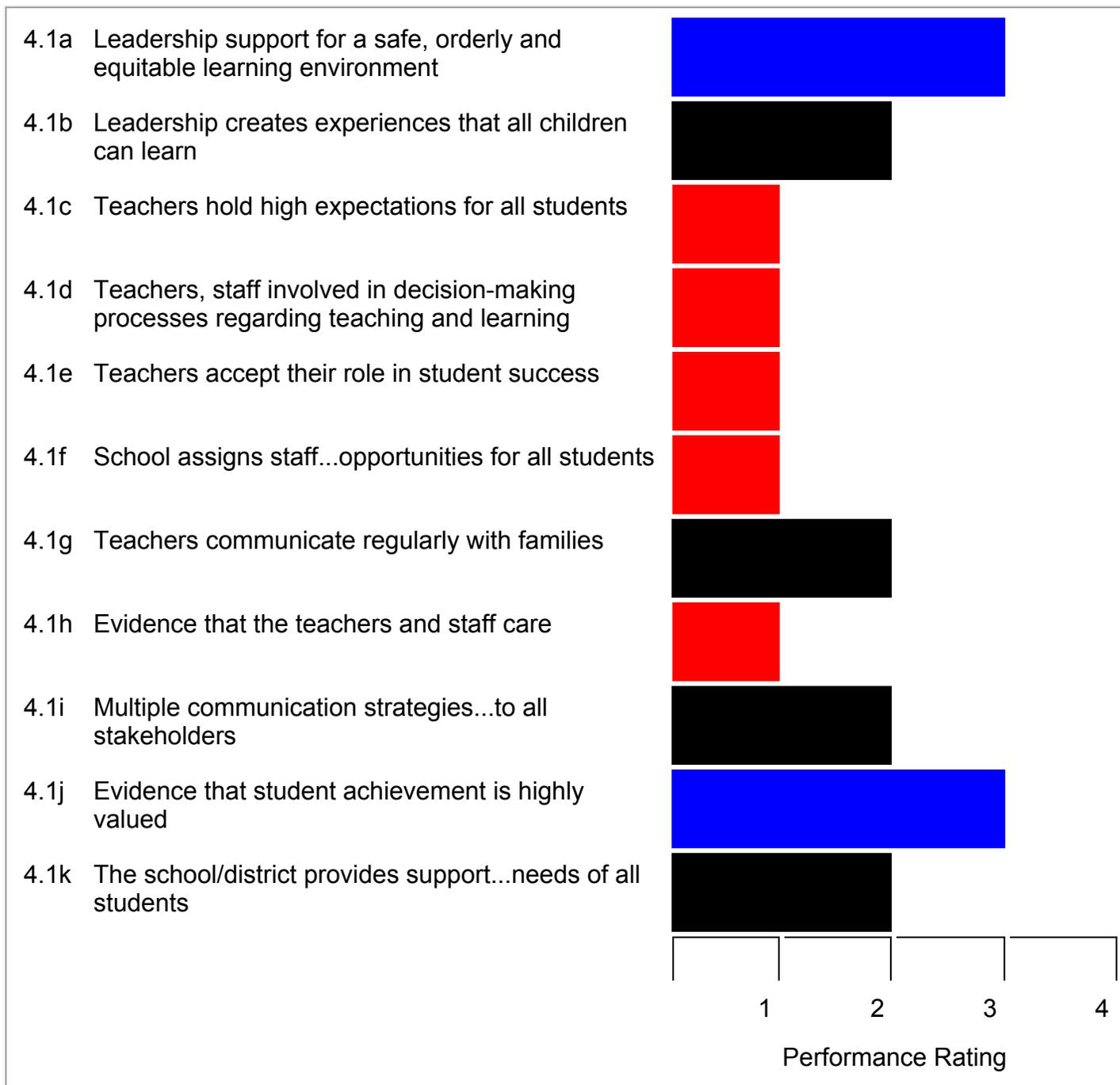
George Junior High School

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4.1 School Culture

Learning Environment



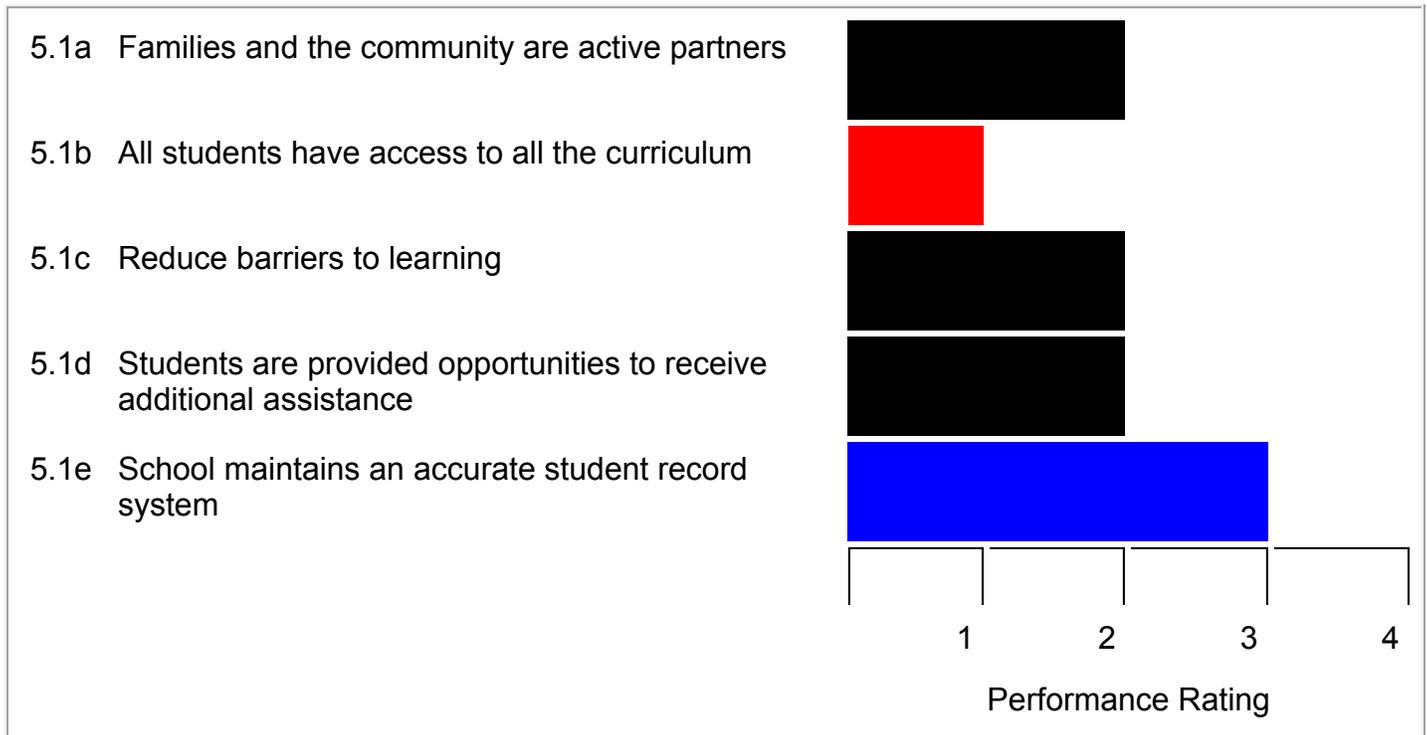
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5.1 Student, Family and Community Support

Learning Environment



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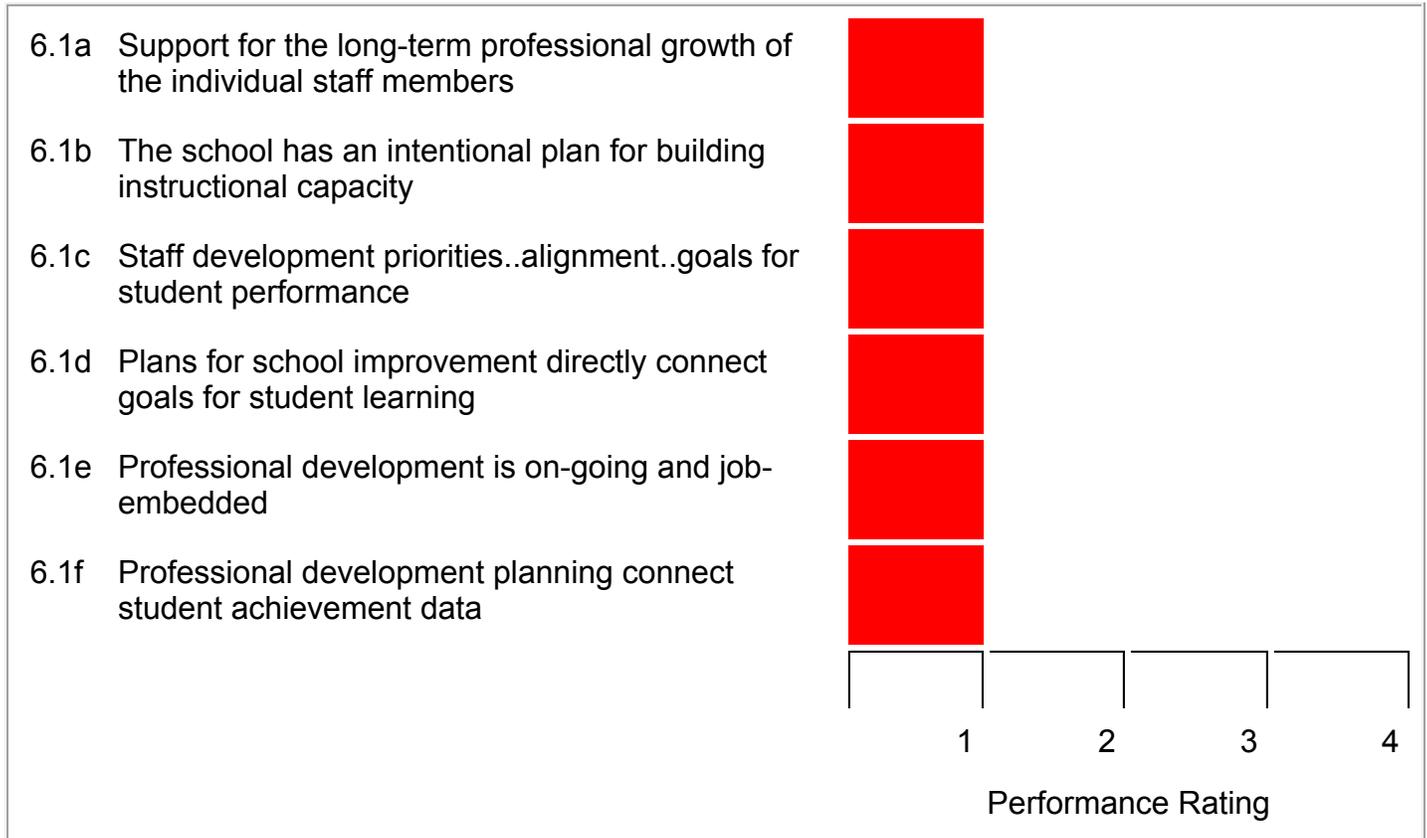
George Junior High School

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6.1 Professional Development

Learning Environment



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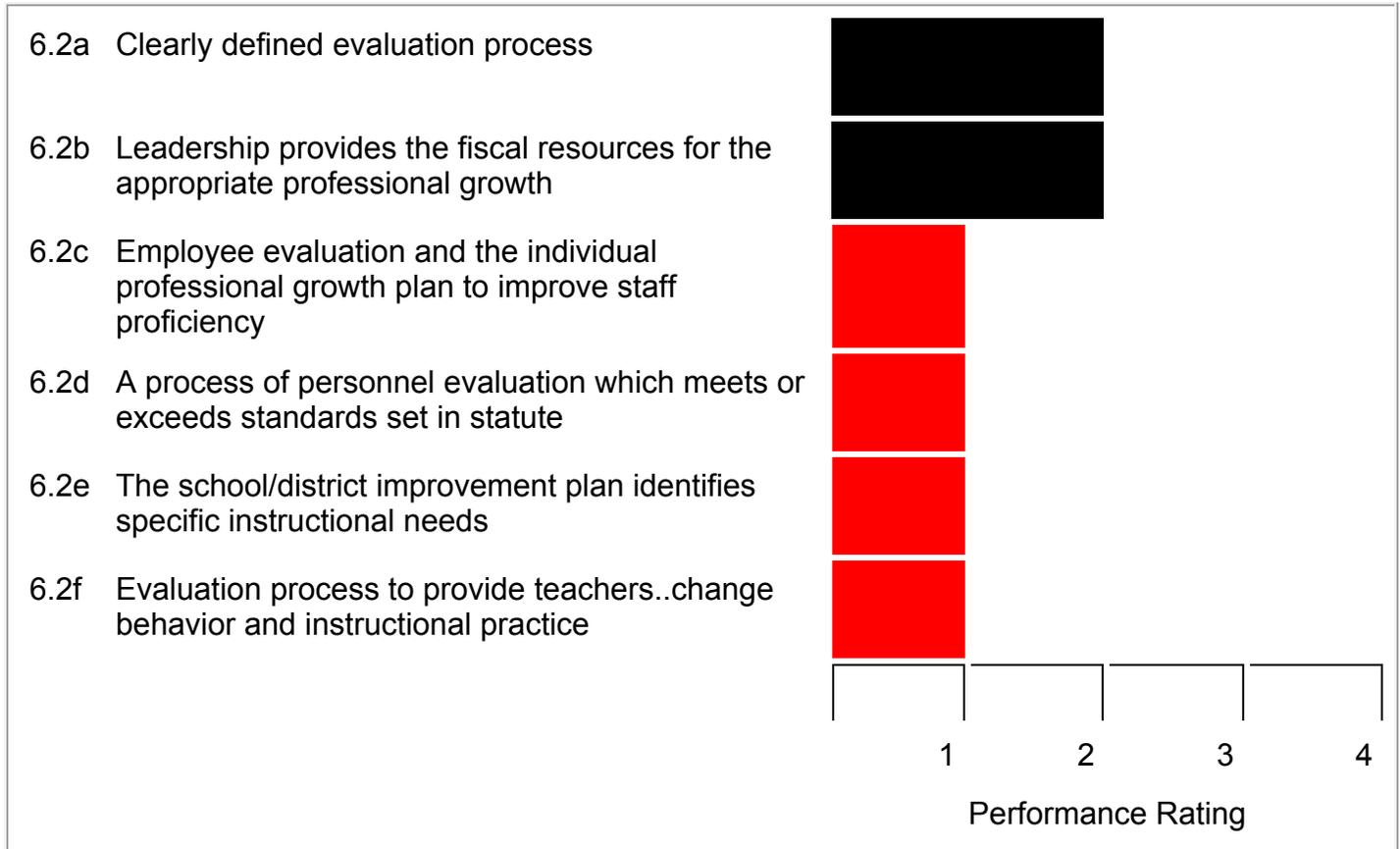
George Junior High School

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6.2 Professional Growth and Evaluation

Learning Environment



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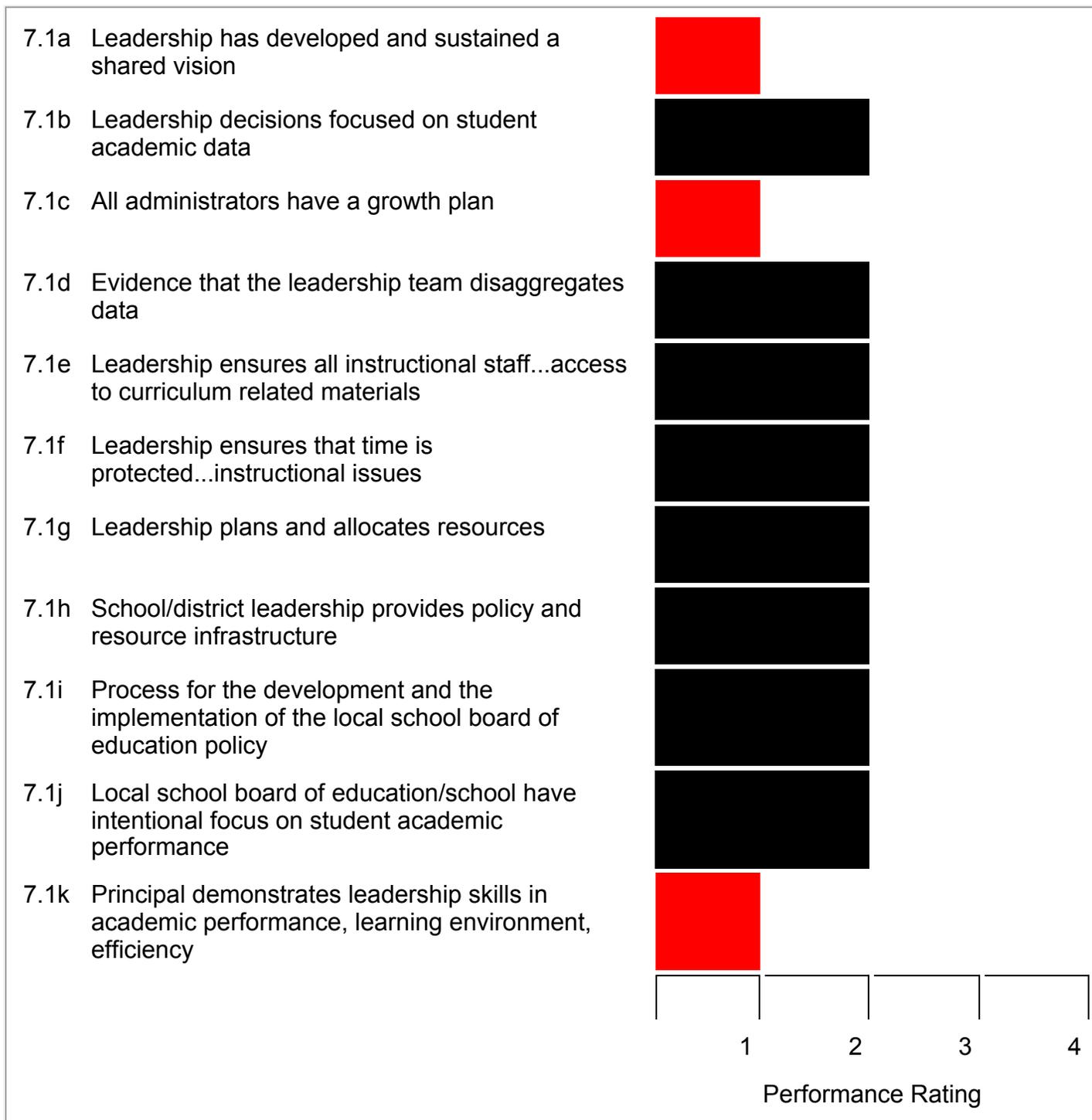
George Junior High School

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7.1 Leadership

Efficiency



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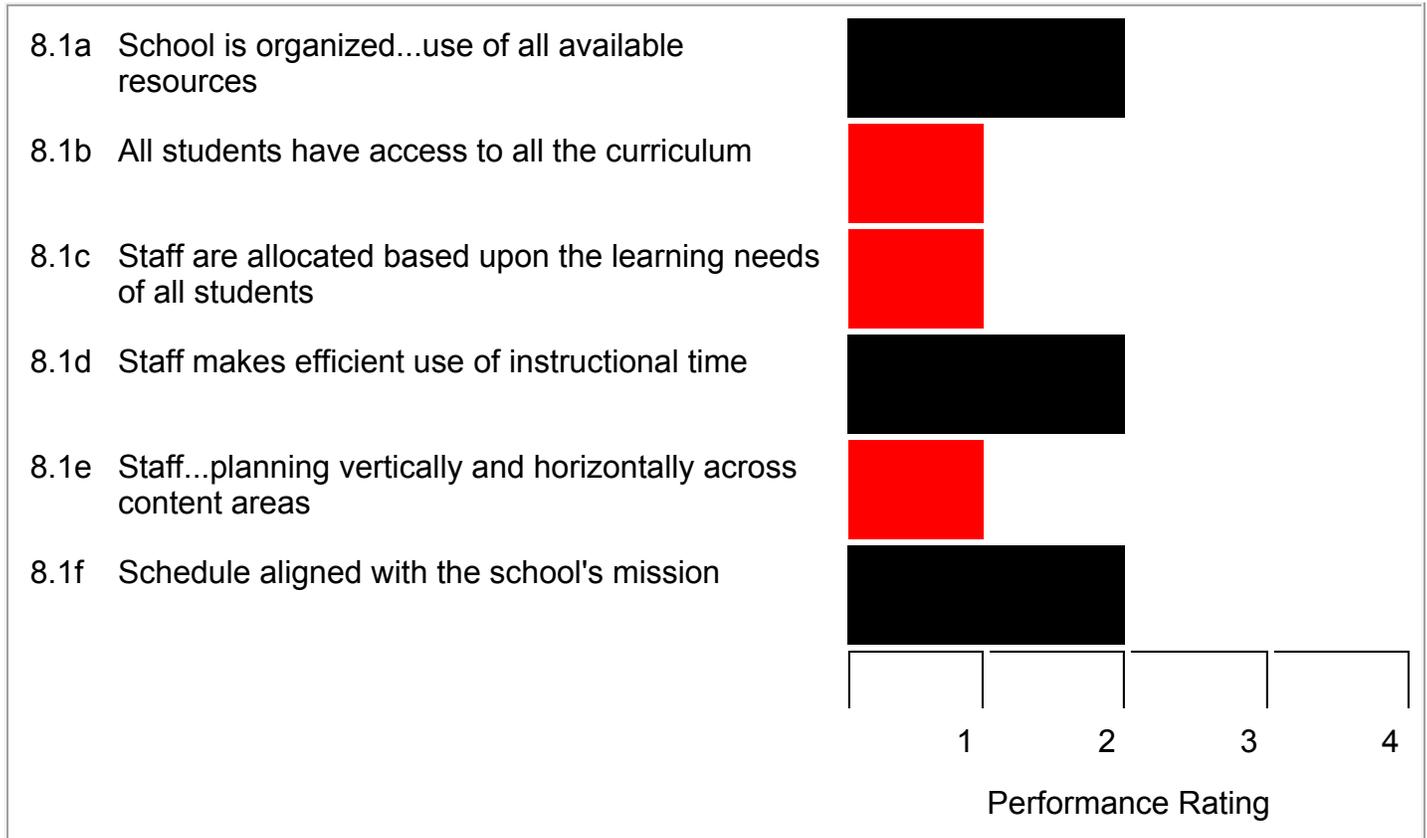
George Junior High School

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01/29/2012 - 02/03/2012

8.1 Organization of the School

Efficiency



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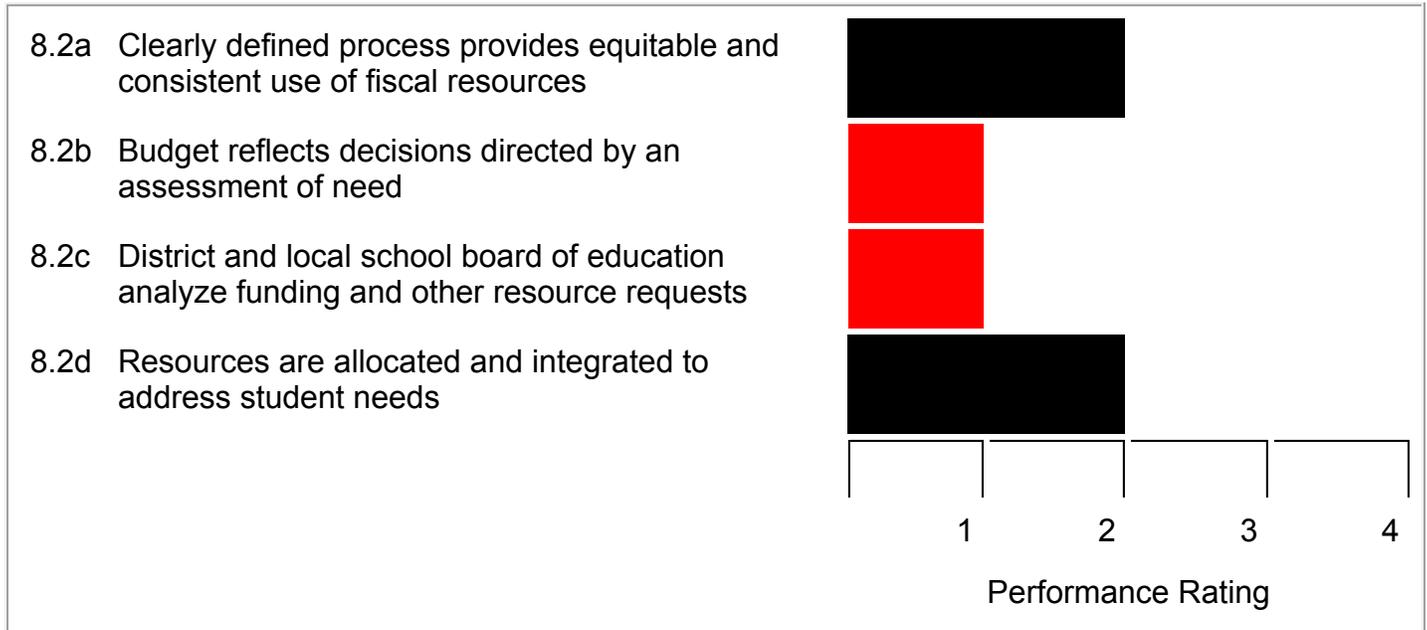
George Junior High School

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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



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George Junior High School Springdale School District

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9.2 Development of the Profile

Efficiency



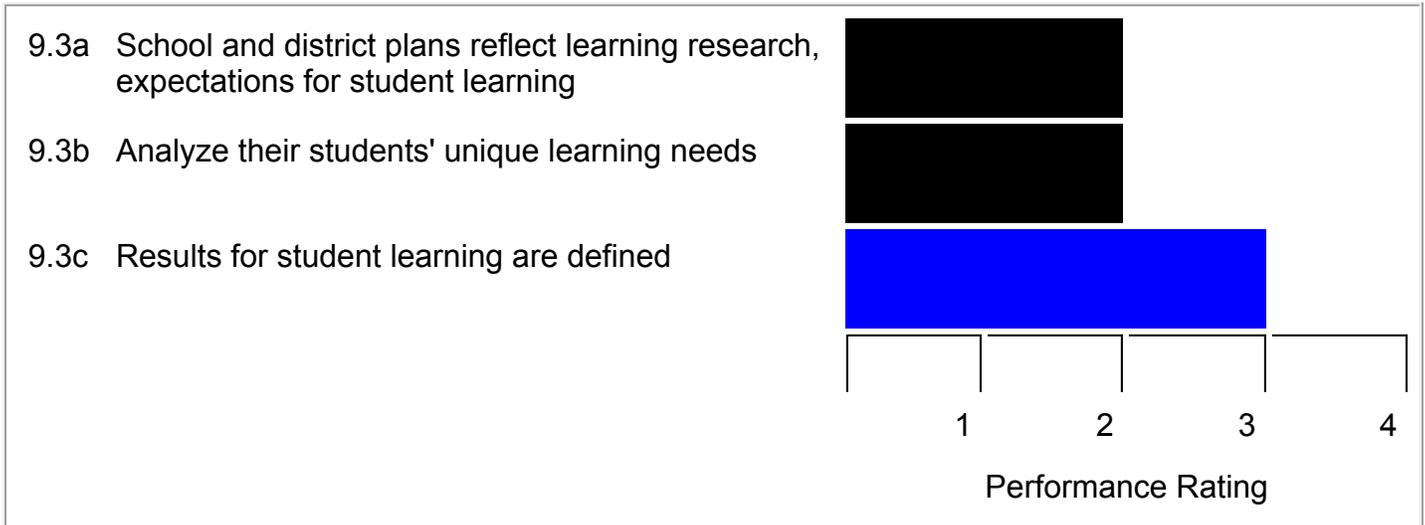
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9.3 Defining Desired Results for Student Learning

Efficiency



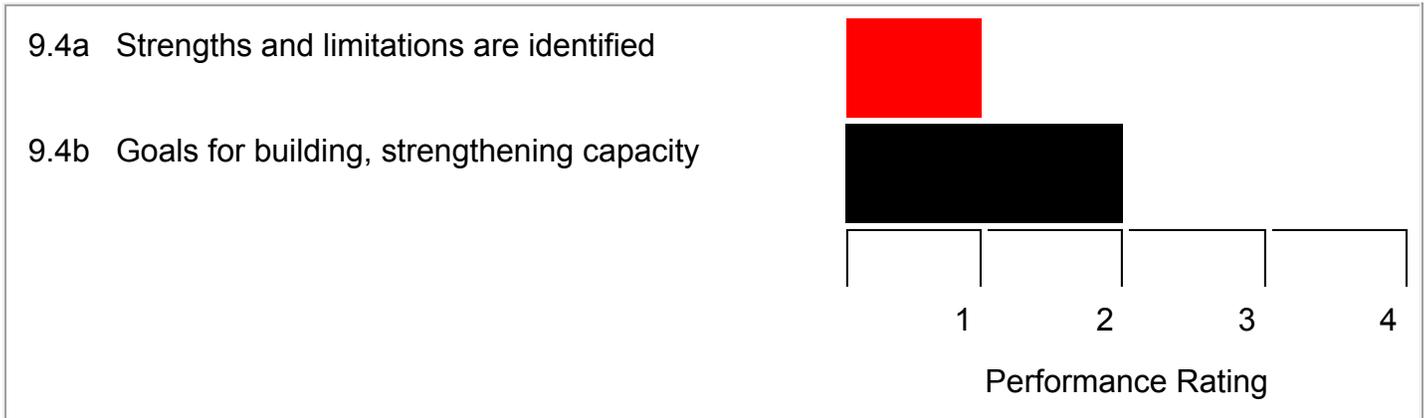
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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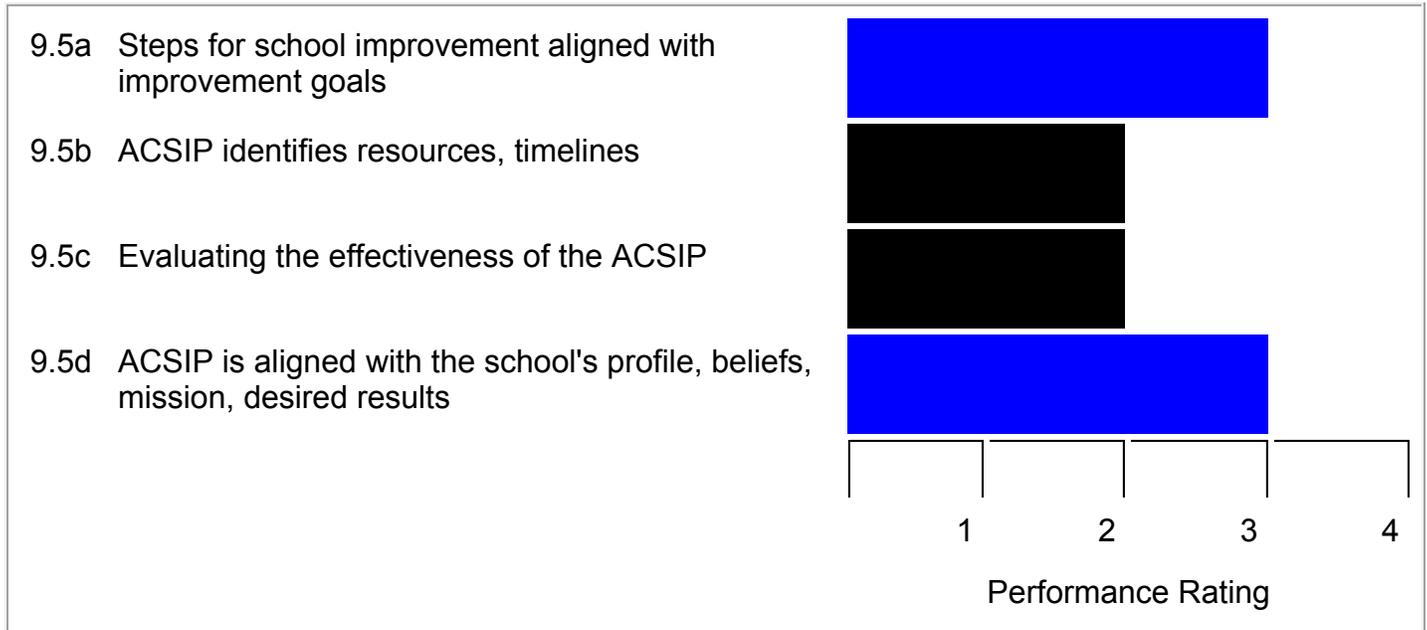
George Junior High School

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9.5 Development of the Improvement Plan

Efficiency



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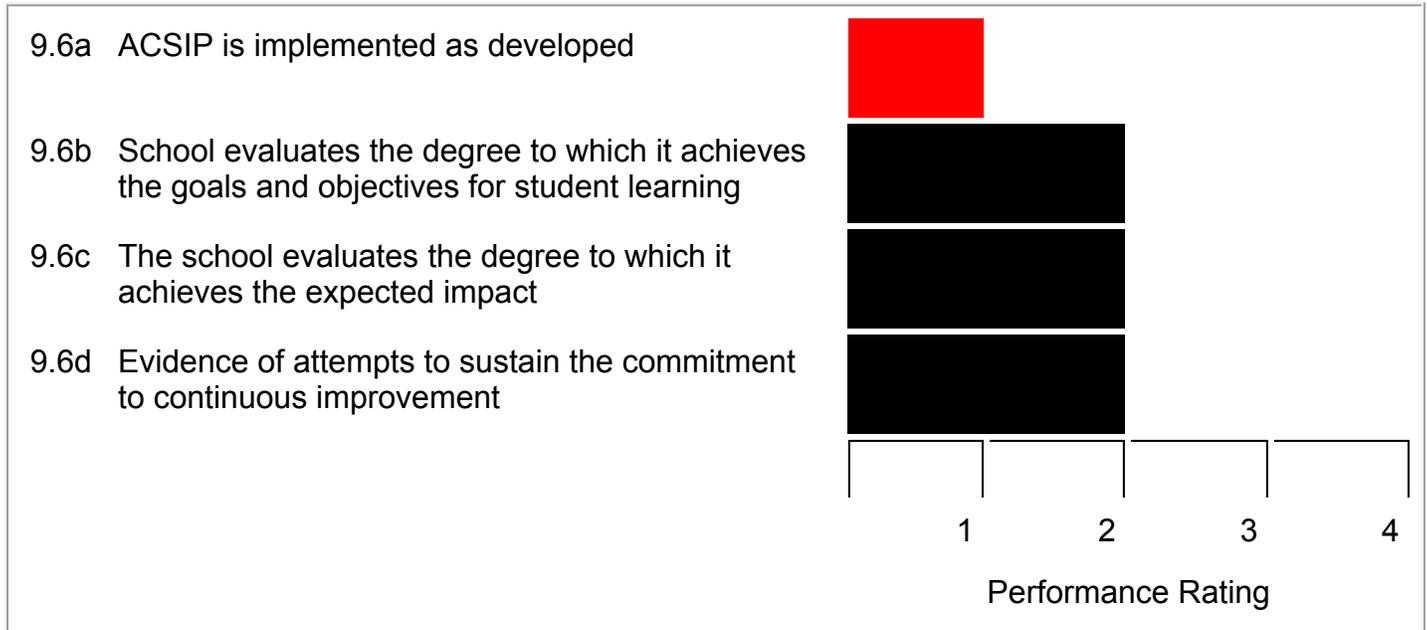
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9.6 Implementation and Documentation

Efficiency



Springdale School District
Southwest Junior High School
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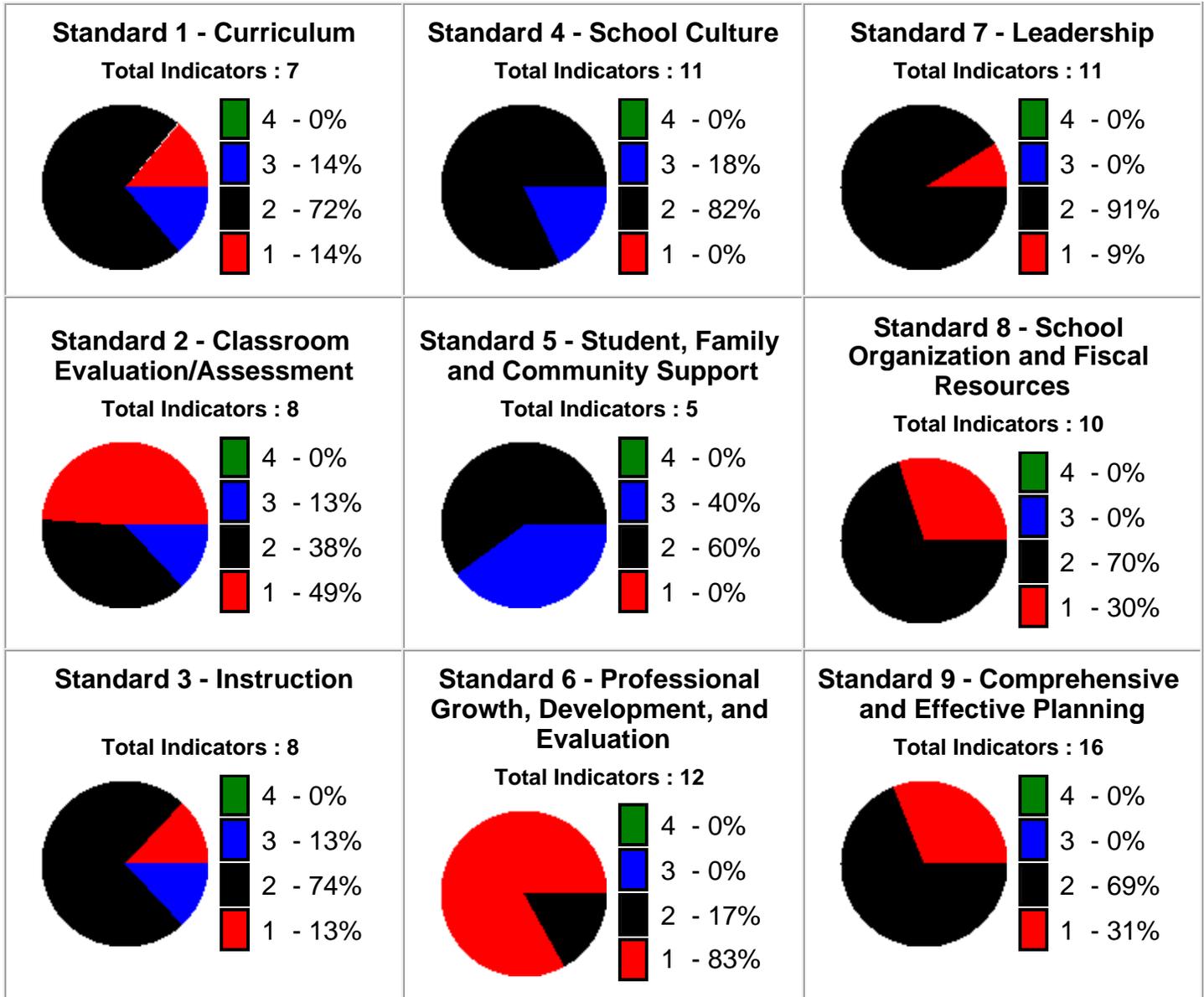


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Southwest Junior High School
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4 - Exemplary level of development and implementation
- 3 - Fully functional and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Springdale School District - Southwest Junior High School

<p><u>Standard 1 - Academic Performance - Curriculum Curriculum</u></p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p><u>Standard 4 - Learning Environment - School Culture School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><u>Standard 7 - Efficiency - Leadership Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><u>Standard 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><u>Standard 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><u>Standard 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><u>Standard 3 - Academic Performance - Instruction Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="99 1549 565 1766" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p><u>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><u>Standard 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- . Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- . Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- . Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Southwest Junior High School during the period of 01/29/2012 - 02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 4.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (155), and formal interviews and informal discussions with teachers (58), students (258), parents (109), family resource/youth services center director, central office personnel (8), support staff members (33), assistant principal (2), counselor (2), principal (1), and school board members (2).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Beverley Romanin. The other team members were Margaret Buford, Kathy Cooper, Lindy Franks, Janet Gordon, Kathy Heagwood, Cynthia Hernandez, Judge Larry, and Carol Miller.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

- Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 1 : Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 1 indicators (14%) evaluated as "Evaluation Category 1," 5 indicators (72%) evaluated as "Evaluation Category 2," 1 indicators (14%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:

Review of ASCIP

Review of Lesson Plans

Review of Career Planning Documents

Interviews with School Administration, Teachers, Community Members, and Students

Observations of Career Council Meeting, Media Center, Classrooms, and Hallways

The implemented curriculum provides connections to career options. Eighth-grade students take a semester career orientation class for the purpose of exploring career options. Students are allowed to participate in job-shadowing opportunities. Junior Achievement plans speakers and field trip experiences for student career opportunities. During the fall semester, Sams Club, J.B. Hunt, and Harps provided speakers to discuss career options. Southwest Junior High School is involved in a pilot program sponsored by Wal-Mart called Meet the MiFutro. Twenty-five executives from Wal-Mart meet with fifty at-risk students the third Tuesday of each month during the foundations period. The goal is to help these students realize their potential and provide a system of support and skills needed to be successful in a career. Students completing the requirements are allowed to visit the Wal-Mart Corporate offices. Some students participate in a weekly radio program outlining school activities. The library houses books on careers for student check-out.

Performance Rating:2

1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of ACSIP

Review of Arkansas Curriculum Frameworks

Review of Common Core State Standards

Review of Curriculum Documents

Review of District Strategy Cards

Review of School Web Site

Review of English Language Development Tool
Review of Lesson Plans
Review of Meeting Agendas and Minutes
Interviews with District Administration, School Administration, Teachers, and Students
Observations of Classrooms

The implemented curriculum is not fully aligned to the Arkansas Curriculum Frameworks. Most content subjects have written curriculum guides aligned to the Arkansas Curriculum Frameworks. Some teachers do not use these guides to drive instructional practices. Teachers in eighth-grade English utilize two units from the Common Core Mapping Project aligned with the Common Core State Standards. Ninth-grade English teachers use all units from the Common Core Mapping Project as a guide to facilitate learning. Teachers determine the resources to use from these maps. Teachers utilize these as a transition to Common Core State Standards. Math is using a spiral curriculum. Other content areas use the Northwest Arkansas Education Cooperative Total Alignment Document or documents aligned with the Arkansas Curriculum Frameworks. Career teachers have coordinated state-wide to create curriculum documents based on Curriculum Content Frameworks disseminated by the Arkansas Department of Workforce Education. Teachers indicated they had sufficient resources to meet the needs of all students. The district provides strategy cards with a variety of research-based, instructional strategies to engage learners. The English Language Development Tool was created by the district to assist teachers in determining strategies for the various levels of language development of students in classrooms. This tool is used to modify instruction for students classified in the English as a Second Language program. Most teachers are provided a common planning time for content teachers to meet. Teachers meet on a weekly basis to discuss units and create lesson plans for the following week. Lesson plans are submitted to the technology technician by noon on Monday to be posted online for parent and student use. These plans cannot be modified during the week without resubmitting them to the technology technician. Some teachers utilize a separate lesson plan document for use in the classroom that can be changed as needed. Most teachers include a focus on writing and testing vocabulary. The implemented curriculum in some classrooms is engaging and age appropriate. The curriculum provides few connections to other content areas. Planning for classroom instruction seldom considers the students' learning styles or differentiated teaching strategies.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Meeting Agendas and Minutes
Review of Professional Development Documents
Interviews with District Administration, School Administration, and Teachers
Observations of Departmental and Curriculum Council Meetings

The district intentionally and systematically initiates and facilitates some discussions among schools regarding curriculum standards to ensure they are clearly articulated across content areas and levels. There has been some work done during the summer and fall of 2011 with English teachers to discuss Common Core State Standards and implementation. Secondary math teachers from other schools collaborate to coordinate curriculum within courses to better meet the needs of mobile students. There is no formal process to collaborate or coordinate in all content areas. The district does not have a formal curriculum committee. Most content teachers are provided a common planning period for the purpose of

discussing curriculum, analyzing data, planning instruction, and creating common lesson plans.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Professional Development Documents

Review of Gap Analysis Document

Review of Meeting Agendas and Minutes

Interviews with District Administration, School Administration, and Teachers

The district has not developed a systematic process to eliminate or reduce unintentional overlaps and close gaps in all content areas. Discussions among schools in the district to address curricular overlaps or gaps are beginning to occur. Math teachers met in January to begin discussions on Common Core State Standards and the gap that exists between the Arkansas Curriculum Frameworks and the Common Core State Standards. A teacher from Southwest Junior High School collaborated with a teacher from one of the middle schools to create a document that shows the correlation between the two sets of standards. After the state assessment, teachers plan to review the document as a starting point for implementation of Common Core State Standards into classroom practice. The English teachers, through district meetings, have identified gaps between Arkansas Curriculum Frameworks and the Common Core State Standards. Teachers are incorporating some Common Core Mapping units and resources into instructional practices during the 2011-2012 school year. The analysis of student performance data does not always drive revisions to the curriculum.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of Career Documents

Interviews with District Administration, School Administration, Teachers, and Parents

The district initiates some communication to focus on key curriculum transition between feeder schools. The eighth-grade guidance program requires students, in collaboration with teachers and parents, to create Career Action Plans. Teachers receive a Career Action Plan folder on each student that includes activities to promote preparation for high school. A career planning day is scheduled in April to set student schedules for high school. Counselors meet with students entering eighth-grade to review the registration process and disseminate informational pamphlets to students. A parent night for students entering the junior high school is scheduled in April.

- 1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:

Review of ACSIP

Review of Assessment Documents

Review of Curriculum Documents

Review of Lesson Plans

Review of Student Work

Interviews with District Administration, School Administration, Teachers, Parents, and

Students
Observations of Classrooms

Students have access to a curriculum that addresses academic core content knowledge. Teachers do not always implement with the rigor outlined in the curriculum. Teachers use a variety of resources to deliver instruction. The district provides various documents with research-based, instructional strategies for teachers to incorporate into daily activities. Some classrooms provide opportunities for higher-order thinking, problem solving, small-group sharing, and engagement of all students. In some classrooms, instructional strategies include extended lecture or answering questions from the textbook providing few opportunities for students to problem solve or to think critically. Materials in many classrooms are developmentally appropriate. Textbooks are used as a primary resource in some classrooms. Students take common assessments in the core subjects that mirror the state assessments. Some teacher-created assessments do not require students to think and problem solve at the higher levels of Bloom's Taxonomy. Some student work is displayed in classrooms and hallways. Rarely is posted work accompanied by a rubric. Most students could articulate the purpose of a rubric and indicated the use of rubrics in some classrooms. Most teachers post objectives in the classroom. Instruction reflects the rigor detailed by the objective in some classrooms. Teachers are at varying levels of implementation of the Gradual Release Responsibility Model. Students are measured on a variety of assessments. Assessments are reviewed with students in most classrooms. Assessment data are not used in all classrooms to inform instruction or make changes to the curriculum.

Performance Rating:1

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of Meeting Agendas and Minutes

Review of Local School Board Policy

Interviews with District Administration, School Administration, and Teachers

District and school curriculum discussions do not result in the intentional, immediate, ongoing systematic change in the written or implemented curriculum that impacts student achievement or teacher performance. No formal process exists for communicating, implementing, or evaluating the existing curriculum. A process is in place for teachers to meet weekly by content subjects to discuss instructional practices and strategies. The local school board has a curriculum policy.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : Curriculum

District leadership should create a curriculum committee. The committee should meet regularly and include representatives from all district buildings. The purpose of this committee should be to address the following questions:

1. How do we develop a transition procedure to the Common Core State Standards for all content areas?
2. How do we document overlaps and gaps that exist between the Arkansas Curriculum Frameworks and the Common Core State Standards?
3. How do we disseminate this information to all staff members?
4. How do we determine if implementation is occurring?

The school leadership team could serve as the representative group from Southwest Junior High School. Committee agendas and minutes should be kept for documentation and submitted to district leadership.

Common planning time should be utilized at least once a week to discuss the implemented curriculum, strategies, and resources needed to fully implement the Common Core State Standards for all content areas and determine ways elective courses can support the shift to the new standards. Teachers should be considering the changes in rigor and depth of understanding required by the new standards. Resources should be analyzed to determine what is available to support implementation and if some resources need to be added or eliminated. School leadership should determine the needs of the building and individual teachers and take an active role in determining professional development to ensure the teachers have an ongoing and job-embedded process for implementing the new frameworks with fidelity. School leadership should create a systematic plan for observing all teachers and providing feedback to determine that instructional practices match the rigor of the standards.

Planning is a very important component of instructional delivery. Teachers should create informative lesson plans to guide their instructional practices. Lesson plans should be posted on individual teacher Web sites and allow teachers the ability to revise plans during the week. Lesson plans should be a living daily document for teachers as they determine the pacing and rigor needed to provide deep understanding of the standards. Attention should be paid to varying learning styles of students and differentiated learning opportunities. Research-based instructional strategies should continue to be incorporated into all lessons. Lesson plans should be monitored weekly by school leadership and feedback provided to teachers. School leadership should monitor classroom instruction to assure alignment between lesson planning and instructional practices. Feedback should include face-to-face meetings by school leadership in an effort to provide teachers with guidance that will assist in the improvement of their delivery of instruction.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Academic Performance**

Standard 2 : Classroom Evaluation/Assessment

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 4 indicators (49%) evaluated as "Evaluation Category 1," 3 indicators (38%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of School Report Card

Review of Professional Development Documents

Review of Testing Training Sign-In Sheets

Interviews with School Administration and Teachers

The school building testing coordinator attends training provided by the Arkansas Department of Education on the administration and ethical procedures for state assessments. The coordinator conducts meetings with faculty on state required procedures and testing schedule. Appropriate procedures are in place to ensure that the ACTAAP is coordinated and administered in compliance with required guidelines. Accommodations for individual students are provided based on properly documented needs with adherence to state regulations. Some special needs students complete alternate portfolio assessments according to regulation. The local school board does not have a policy addressing the state's assessment and accountability system.

Performance Rating:2

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:

Review of Classroom Displays

Review of Classroom Assessments

Review of Lesson Plans

Review of Student Work

Interviews with School Administration, Teachers, and Students

Observations of Classrooms and Hallways

Student-friendly objectives for student learning are posted in most classrooms. Some teachers inform students what they should know and how it is relevant to real-world applications. Some students report an understanding of what

they must learn from the posted objective; other students cannot articulate what they should know and be able to do. Students shared that they sometimes know how much they have learned by the grades on their papers. Rubrics or scoring guides are used by some teachers to clarify learning goals and to assess student work. Students have varied opportunities within the school day to reflect on their performance, utilize self-evaluation in the assessment process, or discuss with their peers what they have learned. Many assessments contain single answer questions with little opportunity for students to produce original thinking.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Classroom Assessments

Review of Student Work Samples

Interviews of School Administration, Teachers, and Students

Observations of Classrooms and Hallways

Clearly defined student performance criteria are not found in all classrooms. In most classrooms, objectives are posted; some teachers post activities in place of objectives. Some teachers do not present a learning objective to students at the beginning of the lesson. Few teachers provide classroom models or exemplary work to clarify performance expectations. Some student work is displayed in the hallways. In some classrooms, limited student work is displayed. Rubrics, scoring guides, or meaningful feedback do not accompany most displayed work. Most student assessment tasks are age and developmentally appropriate. Teachers communicate student progress with families through progress reports, report cards, parent-teacher conferences, e-mails, telephone calls, and the school's ParentLink Web site.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Meeting Agendas and Minutes

Review of Classroom Assessments

Review of Student Work Samples

Interviews with School Administration and Teachers

Observations of Classrooms and Department Meetings

Teachers sometimes meet to examine and discuss student work. Some teachers have received training on protocols for analyzing student work by district personnel and the school's instructional facilitator. Some individual teachers analyze student work on their own. Analyses of data are not consistently used to impact instructional practice or curriculum. Analysis of student work is discussed in department meetings.

Performance Rating:1

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:

Review of Arkansas Curriculum Frameworks

Review of Common Core State Standards

Review of Lesson Plans
Review of Classroom Assessments
Review of Student Work
Interviews with School Administration, Teachers, Parents, and Students
Observations of Classrooms and Hallways

Assessments are not always frequent, rigorous, and aligned with the curriculum frameworks. Higher-order thinking and problem solving outlined in the Student Learning Expectations are not always included on classroom assessments. Some assessments are designed with multiple choices, short answers, and fill-in-the-blank questions or they are textbook-driven. Daily formative assessments to guide both instruction and student progress are not used in all classrooms. Assessment data are not always used by teachers to change instruction. Most student assessment is used for tracking individual student progress. Assessment is not used on a regular basis as an integral part of instruction to provide feedback to students for re-testing, revisions, mastery of learning objectives, or to inform teachers of instructional next steps. Some students are familiar with rubrics as a way to assess their work. Few student exemplars are displayed; few rubrics are posted with student work.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:
Review of Arkansas Curriculum Frameworks
Review of Common Core State Assessments
Review of Classroom Assessments
Review of Curriculum Documents
Review of Lesson Plans
Review of Meeting Agendas and Minutes
Interviews with School Administration and Teachers
Observations of Classrooms and Hallways

Most teachers do not collaborate to create rigorous authentic assessments aligned with the Arkansas Curriculum Frameworks or the Common Core State Standards. Many assessments are textbook-driven or mirror released items from the Augmented Benchmark or End-of-Course exams. Few assessments are intentionally planned for the students' learning styles. Many assessments are knowledge-based and do not require the students to use problem-solving or higher-order thinking skills. Few assessments are project-based. Limited choice is available for students to demonstrate new learning. Few assessments are intentionally planned for the students to make real-world connections. School leadership does not review classroom assessments on a routine basis.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:
Review of ACSIP
Review of ACTAAP Released Items
Review of Classroom Assessments
Review of Meeting Agendas and Minutes
Interviews with School Administration, Teachers, and Staff
Observations of Classrooms

There is no systematic process in place for collecting, managing, and analyzing data to identify curriculum gaps or needed changes to the implemented curriculum. Most teachers use assessment results as the means to report student progress rather than as an indicator of the need to identify curricular gaps, modify curriculum and instruction, or strategically improve student learning. Most classroom instruction

does not reflect the intentional use of assessment as a means for determining where the student is, where he needs to go, and the teacher's responsibility to find effective strategies to move the student forward in his thinking and learning. Many assessments mirror the Augmented Benchmark Exam format.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:

Review of ACSIP

Review of Classroom Assessments

Review of Lesson Plans

Review of ACTAAP Released Test Items

Review of Student Work Samples

Review of Meeting Agendas and Minutes

Interviews with School Administration, Teachers, Staff, and Students

Observations of Classrooms

Assessments are not specifically designed to provide meaningful feedback to teachers on student learning for the purpose of changing teacher instructional practices. Most feedback to students is based on a letter or numeric grade. Assessments in most classrooms mirror the Augmented Benchmark or End-of-Course Exam format. Few teachers give students the opportunity to choose ways in which to demonstrate their learning based on multiple intelligences and personal learning styles. In most classrooms, students are given the same assessment with accommodations made as a requirement of Individual Education Plans, 504 requirements, and English Language Learner plans. Authentic, real-world, performance-based assessments are not used in all classrooms. Some assessments are textbook-generated with written feedback limited to points scored out of points possible. Some assessments consist of multiple choice, fill-in-the-blank, and short answers that limit feedback to assist teachers in making effective changes in instruction. Classroom questioning does not always assess higher-order thinking. Daily formative assessments are not used on a regular basis by most teachers to provide feedback on the impact of instructional practices on learning.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Student assessment must become more than the recording of a score. Assessments should be the guiding force in changing instructional practices to meet the needs of each and every student. School leadership should provide guidance and job-embedded professional development to develop authentic assessments. Teachers must develop assessments that are related to real-world experiences, problem solving, and higher-order thinking. Allowing students to show what they know using preferred learning styles requires assessments to be varied for all students. Providing choices to students when they must show what they have learned increases their ability to provide teachers a true picture of student learning achievements. Examples of ways that teachers can allow students to respond to learning in ways that are not the traditional paper-pencil assessments might include writing a poem, composing a song, producing a model, or creating a piece of art work. Leadership should monitor assessments regularly to ensure that they address higher-order thinking, multiple intelligences, and student choice in all content areas. A resource to consider might be, "So Each May Learn" by Harvey Silver, Richard Strong, and Matthew Perini which contains a chapter on "Designing Integrated Performance Assessments." Another suggested resource is "Transformative Assessments" by W. James Popham.

Teachers must use daily formative assessments as guides for next steps in instructional sequencing to meet student needs. Formative daily assessments, such as anecdotal notes, graphic organizers, exit slips, high-level questioning, and quick writes could provide immediate feedback to the teacher about student understanding of the lesson objective and a guide to the next instructional sequences. Students must be provided time for reflection on their learning, either individually, with a partner, or shared with the teacher. Types of student reflection include exit slips, journaling, teacher/student conferences, pair/share, and use of graphic organizers. Assessments should be regularly reviewed by school leadership. Ongoing, job-embedded instructional coaching support must be provided by school leadership until all teachers are proficient in utilizing formative assessment. Without help, teachers will continue teaching without the benefit of this important step in improving learning. A suggested resource is an article on the use of formative assessment, "Reclaiming Testing" by Marge Scherer found in Educational Leadership, November, 2005. Another resource is "What You Can Do in 5 minutes, 5 days, 5 months, 5 years . . . How You Can Replicate Authentic Assessment with the Resources and Time You Have" from the web-site, <http://www.edutopia.org/stw-assessment-tips-get-started-replication>.

Leadership should provide teachers training on designing rubrics for their content area. Rubrics provide a structured method for guiding students in reaching proficiency of their assigned tasks. Rubrics also provide meaningful feedback that will enhance student learning. The use of rubrics should become a routine part of the teaching process. Rubrics should not be used only during writing assignments or responding to open-response items. A letter grade or score should not be the only focus. The focus should include the learning that students will gain while performing the task. Teachers

should use rubrics on a regular basis as a means of allowing students to guide their own learning as well as a means of reflecting on their performance. Self-reflection is a means for students to realize strengths and weaknesses, and to develop a plan for improving their weaker skills. Scheduled common planning time provides opportunities for leadership to assist teachers in collaborating on the development of clearly defined rubrics and to share these with colleagues. The Web site <http://.bused.org/rsabe/rsabe05.pdf> gives easy steps in developing a rubric, why rubrics should be used, and descriptions for stronger performance levels.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

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Summary Findings in : **Academic Performance**

Standard 3 : Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 1 indicators (13%) evaluated as "Evaluation Category 1," 6 indicators (74%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Local School Board Policy

Interviews with School Administration, Teachers, and Students

Observations of Classrooms

Most students report that they are regularly assigned homework. Homework when assigned is primarily an extension of classroom assignments, preparation for tests or quizzes, or completion of projects. Most teachers provide comments as follow-up or feedback for homework assignments. Some assignments are returned with a score. The local school board has adopted a homework policy that outlines guidelines for assigning homework and suggests ways that parents may provide a supportive learning environment at home that is conducive to completing homework. Students are allowed to complete homework during the foundations period. Teachers are available to assist students with homework before and after school.

Performance Rating:2

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Student Work

Review of Professional Development Documents

Interviews with District Administration, School Administration, Teachers, Staff, and Students

Observations of Classrooms

Many teachers use a variety of research-based strategies to deliver instruction. Research-based instructional strategies are not consistently evident in all classrooms. Use of active learning opportunities, cooperative learning groups, project-based learning, and peer collaboration were observed in many

classrooms. Paper and pencil activities, extended whole-group instruction, and teacher-centered instruction were observed in some classrooms. The Gradual Release of Responsibility Model was observed in a few classrooms. Rubrics that describe performance standards and indicate an evaluation of performance are partially developed and used by some teachers. The Springdale School District has created the English Language Development Tools book of strategies for teaching English language learners. These strategies are being implemented by most teachers.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Arkansas Curriculum Frameworks

Review of Common Core State Standards

Review of Master Schedule

Review of Curriculum Documents

Review of Lesson Plans

Interviews with School Administration, Teachers, Staff, and Students

Observations of Classrooms

Instructional practices are aligned with the district, school, and state learning goals in most subject areas. Teachers have access to curriculum guides aligned to the Arkansas Curriculum Frameworks and Common Core State Standards. Most teachers align the content of the lesson with the curriculum guides; the level of rigor does not always match the content being taught. Transition to the Common Core State Standards is in varying stages of implementation. Common building assessments require students to complete assessment tasks similar to those on the state assessment. Teachers are provided common planning time in core-content areas. Instructional strategies are discussed in some content area meetings. The implemented curriculum and instructional strategies in some classrooms are engaging and age appropriate. Few adjustments are noted in regular classroom teaching strategies for students needing intervention or remediation. Tutors provide additional instruction for students in need of intervention or remediation before and after school as well as during the foundations period. Instructional practices in some classrooms do not challenge students to think at the higher levels of Bloom's Revised Taxonomy.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:

Review of Professional Development Documents

Review of Teacher Qualification Documentation

Review of Meeting Agendas and Minutes

Interviews with District Administration, School Administration, Teachers, and Students

Observations of Classrooms

Most teachers have partially implemented research-based instructional strategies designed to challenge and motivate students to higher levels of learning. Few teachers implement strategies that address the academic needs of the under-performing subgroups identified in the ACSIP. The Gradual Release Model of Responsibility was observed in a few classrooms. Professional development to increase teacher content knowledge and knowledge of instructional strategies is provided by the district and by the Northwest Arkansas Education Service Cooperative. Most teachers have attended professional development on effective

instructional strategies including those taught in the Gradual Release of Responsibility Model training. Teachers participate in the required professional development for certified personnel by the Arkansas Department of Education. School leadership recruits teachers licensed and highly qualified in their assigned content areas. All teachers are licensed in their areas of assignments. The non-certified staff reflects the diversity of the student body; the certified staff does not.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:

Review of District Technology Plan

Review of Lesson Plans

Review of Local School Board Policy

Review of Student Work

Interviews with District Administration, School Administration, Teachers, Staff, and Students

Observations of Classrooms

Some teachers use technology to enhance instruction on a regular basis. Most teachers have Liquid Crystal Display projectors and document cameras, or Promethean Boards. Technology is used to present information, illustrate concepts, model specific skills, provide examples of correctly completed math problems, and facilitate student note-taking. The use of technology in most classrooms is by the teacher. Some teachers have developed project-based learning activities that require students to conduct research, download videos, and develop PowerPoint presentations. Two computer labs are designated for keyboarding and computer applications classes. Two additional computer labs may be scheduled for student use by teachers. A limited number of computers are available for student use in the vocational classrooms. Several sets of laptop computers are located in academic departments. Additional computers are located in the library and in some classrooms. Teachers report difficulty in using available technology due to hardware repair issues. The district has a technology policy and plan. Leadership does not monitor student or teacher use of available technology to determine the impact on learning.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:

Review of Instructional Resources

Review of School Budget

Review of Media Center Inventory

Review of Lesson Plans

Review of Curriculum Documents

Interviews with District Administration, School Administration, Teachers, and Staff

Observations of Classrooms

The district and school provide funds sufficient to purchase instructional resources to deliver the school curriculum in most content areas. Most teachers report that leadership provides the instructional materials that they request. Departments have an established allocation for the purchase of resources. The procedures for requesting materials are informal and do not reflect attention to long term planning. Teachers have little input on how budgets are spent. Culturally responsive materials are evident in the media center and in classrooms. Instructional resources are age and developmentally appropriate for most students. The media center contains over 12,000 volumes including books and

encyclopedias in Spanish. The use of technology is mostly teacher-centered.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Meeting Agendas and Minutes

Interviews with School Administration and Teachers

Observations of Classrooms and Department Meetings

Some teachers meet to examine and discuss student work collaboratively. Training on protocols for analyzing student work has been provided for some teachers by the district and by the school's instructional facilitator. Some individual teachers analyze the work of their students. Analyses results do not consistently inform and impact instructional practices. Collaborative examination and analyses of student work are discussed in departmental meetings. The implementation of strategies identified from these collaborative discussions is left to the discretion of the teachers.

Performance Rating:1

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:

Review of Arkansas Curriculum Frameworks

Review of Common Core State Standards

Review of Lesson Plans

Review of Professional Development Documents

Review of Meeting Agendas and Minutes

Review of Teacher Evaluations

Interviews with School Administration, Teachers, Staff, and Students

Observations of Classrooms

Classroom visits by the principal and assistant principals occur on a limited basis in most classrooms. School leadership does not consistently provide feedback to teachers to ensure implementation of research-based instructional strategies. Teachers' lesson plans are posted weekly to the Web site. These lesson plans are occasionally reviewed by school leadership. Teachers receive little feedback on the lesson plans. Instructional practices utilized by some teachers are responsive to students' varied learning styles. Few teachers intentionally and purposefully use student achievement data and in-depth test item analyses to modify instructional practices. Most teachers do not develop differentiated lessons to meet individual student needs determined by data, learning styles, or ability levels.

Scholastic Audit Summary Report

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01/29/2012 - 02/03/2012

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

Teachers are using a variety of instructional strategies in many classrooms. In order for these instructional strategies and activities to meet the needs of a diverse student population, these strategies must be evaluated for rigor and relevance through formative assessments and deep analysis of data from interim assessments. School leadership must provide ongoing, job-embedded professional development opportunities for all teachers. Job-embedded professional development opportunities could be in the form of mentoring, coaching, co-teaching, peer review, or others. Teachers should select an appropriate professional development approach that will assist them in teaching higher-order thinking and problem-solving skills and creating rigorous learning opportunities for all students. School leadership must monitor implementation. One resource is "The Differentiated Classroom: Responding to the Needs of All Learners" by Carol Ann Tomlinson. This book explains common-sense, classroom-proven approaches that work for teachers and that make it easier to provide multiple learning paths for students.

Data disaggregation must be expanded to focus on a deeper analysis of individual student strengths and weaknesses and must include a variety of assessments including daily formative assessments, interim assessments, and state-mandated tests to inform instruction. Special attention should be given to sub populations performing below proficiency. This 'data dig' should include item analysis, types of student errors, and trends/patterns. Longitudinal data (three year history of data on the same students) will also inform data-driven decisions for student placement, remediation, and teacher accountability. Curriculum gaps and instructional implications will emerge to assist in decision making to improve instruction and, ultimately, student achievement. Faculty should use the knowledge they gain to customize instruction in all classrooms for all students and with particular emphasis on low performing subgroups. The school/district leadership should monitor and provide assistance and support to ensure that assessment is followed by in-depth data disaggregation and analysis focused on improved student achievement. Teachers must be involved in the process. Having disaggregated data handed to them will not provide them with a thorough understanding of the data. Teachers need help in understanding how data can be the changing force in the building. Continuous review of data must be valued as a tool to improve instruction. Constant review and results-driven decisions can be used to improve both instruction and student achievement. With additional training on how to manage data, teachers in the building will begin to view data as a means for improving instruction. Recommended resources include: "Getting Excited about Data: How to Combine People, Passion and Proof" by Edie Holcomb and "Raising the Bar and Closing the Gap: Whatever it Takes," Richard DuFour, et.al. Additional support can also be provided by the Northwest Arkansas Education Service Cooperative or the Arkansas Department of Education.

Use of instructional technology by students should become an integral component of classroom instruction. Training should be provided to teachers on how to make technology an integral instructional tool for student learning and engagement. The school

leadership should carefully monitor the use of technology as a learning tool and provide feedback and support to teachers that are not implementing the use of technology by students. Time should be provided each week for school leadership to complete a focus walk into all classrooms to monitor student use of technology. A variety of technological resources are available for student use. Students should be given the option to demonstrate their learning utilizing a variety of technological tools. A possible resource is "Using Technology with Classroom Instruction That Works" by Howard Pitler, Elizabeth Hubbell, and Matt Kuhn. A good video resource can be found at <http://www.edutopia.org/media-literacy-skills-video>.

Scholastic Audit Summary Report

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Summary Findings in : **Learning Environment**

Standard 4 : School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 9 indicators (82%) evaluated as "Evaluation Category 2," 2 indicators (18%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:

Review of Local School Board Policy

Review of Parent/Teacher Sign-In Sheets

Review of Web Site

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms

Parent-teacher conferences are conducted once each semester. Progress reports are sent home four times a year and are to be returned with a parent's signature. Report cards are sent by mail at the end of each nine-week grading period. Most teachers use e-mail, telephone calls, text messages, Web site, Facebook, Twitter, and notes home as methods of communication. Parents may check students' grades online. There is a Parent Teacher Student Organization.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of School Web Site

Review of School Correspondence to Parents

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms

The school uses a variety of strategies to communicate with parents. Strategies include parent-teacher conferences, e-mail, report cards, progress reports, Web site, Facebook, Twitter, letters, and phone calls. A Career Action Plan conference is held in the spring. The school uses ParentLink as a mass notification system. A school newsletter is mailed home several times a year. The Arkansas Democrat-Gazette, Springdale Edition, publishes some school news. La Prensa also publishes information about the school.

Performance Rating:2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of Perception Surveys

Review of Student Handbook

Review of Staff Schedules

Review of Discipline Reports

Interviews with School Administration, Teachers, Staff, Parents, and Students

Observations of Classrooms, Hallways, Common Areas, and Parking Lots

The physical structure of the school does not always provide students and staff with a safe, orderly, and equitable environment. The original one-story building was built in 1967, and a two-story addition was added in 1982. The two-story additional building does not have an elevator. Students with mobility issues do not have access to classes on the second floor. Not all of the sidewalks are level, which limits easy access for wheelchairs. Most students and parents state that the school is safe. Video surveillance cameras are used in the building. There are some places that the cameras are not able to record. Four portable classrooms were added recently to accommodate the growing student population. Access to these classrooms is not under a covered walkway and is not paved. There is no intercom access in these buildings; the office must either send a messenger or an e-mail. Most outside doors are locked during the school day. The doors on the west side that lead to the portable buildings and the doors that connect the addition to the original building are unlocked during the day to allow students to enter between classes. The doors on the east side of the new addition are unlocked during the day, also. Some parents expressed safety concerns about the lack of adult supervision and the lack of traffic lanes at the student drop-off and pick-up points. The Springdale School District Handbook outlines standards of conduct. The handbook is available in English and Spanish. Some classrooms have rules posted. Some teachers monitor hallways during class exchanges. Few staff members are on duty after-school in bus or car loading areas. There are limited intercom interruptions from the office during instructional time. Daily announcements are made at the beginning of second period on closed circuit television. Additional announcements are made during fifth period along with Channel One news. Some classrooms have fire and tornado maps displayed. The school discipline report as of January 27, 2012, reflects 628 days assigned in-school and out-of-school suspensions days. The facilities are clean and well maintained. Learning environment data are not collected on a regular basis or used in planning and decision-making.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Lesson Plans

Review of Meeting Agendas and Minutes

Review of Mission Statement

Review of Master Schedule

Interviews with School Administration, Teachers, Staff, Parents, and Students

Observations of Classrooms

A vision/motto statement, "Believe, Achieve, Succeed" is displayed in some places. The mission statement was developed by simplifying a former statement. High expectations for the success and performance of all students are

demonstrated by some of the teachers. There is no formal, intentional process by school leadership to monitor and evaluate classroom instructional and assessment practices or provide individual feedback to teachers to impact instruction. School leadership provides opportunities for faculty members to share the use of strategies or resources that have resulted in higher student achievement during departmental common planning times. There is limited monitoring of the instructional program by the administrative team to ensure that all students have access to challenging and rigorous learning experiences. School leadership does not provide for the needs of students who demonstrate mastery on benchmark examinations. All students are assigned to foundations classes, which are an extension of the fifth period class. Some students are tutored; some watch Channel One; some use this time to catch-up on work or do homework, and some visit with friends or are educationally disengaged. Club meetings are held on Fridays during this time. Preparations for Career Action Plan conferences occur during this time.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Classroom Assessments

Review of Student Work Samples

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms and Hallways

Some teachers demonstrate high expectations for all students. Some teachers use strategy cards and the English Language Development Tool. The use of higher-order thinking and problem-solving skills or research-based instructional strategies was observed in some classrooms. The use of available technology to engage students and to allow students to use preferred learning styles to demonstrate what they know and are able to do was not observed in most classrooms. Expectations from school leadership for teachers to use research-based instructional and assessment strategies, maximizing the use of class time, and engaging all students in learning have not been clearly communicated to all teachers. Most lesson plans do not reflect differentiation of instruction to address different learning styles, cultural differences, or individual academic growth needs. Most assessments are the same for all students. Many assessments do not require students to think critically. Most students were aware of rubrics. Student work displayed in classrooms and hallways rarely had accompanying rubrics or scoring guides. Standards of behavior are printed in the student handbook and on the Web site. Some classrooms have behavior rules displayed.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:

Review of ACSIP

Review of School Mission Statement

Review of Meeting Agendas and Minutes

Interviews with School Administration, Teachers, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

Some certified staff members participate in the school decision-making process. The leadership team is made up of the principal, assistant principals, literacy facilitator, English as a second language facilitator, the five department chairs, and the counselors. This team meets weekly during fourth period. No

procedures are in place to formally involve classified staff members in the decision-making process. Limited conversations occur between certified and classified staff regarding their contributions to a positive learning environment. Most staff members are aware that the school has a mission statement; the mission statement is not the major force guiding school decisions and instruction. Most teachers have the mission statement posted in their classrooms. Formal belief statements have not been developed. All stakeholders including the entire faculty and staff, parents, students, and community members did not participate in the development of the school mission statement.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Local School Board Policy

Review of Teacher Attendance Data

Review of Meeting Agendas and Minutes

Review of Professional Development Documents

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms

Some teachers recognize their role in the success or failure of students. Factors outside the school environment are cited as the root cause for low student achievement. Examples include the large non-Caucasian student population, the lack of student motivation, mobile students, and the increasing number of families living in poverty. The use of differentiated, research-based instructional strategies to teach to various learning styles is not evident in all classrooms. Teachers do not always analyze student work to make changes in instruction. Not all teachers provide choices in learning activities. Many teachers do not equate student lack of achievement with their own delivery of instruction. Limited opportunities are given to students to evaluate the teachers' instructional performance.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:

Review of ACSIP

Review of Meeting Agendas and Minutes

Review of Master Schedule

Review of Local School Board Policy

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms

Teaching assignments for classrooms are made based on teacher licensure, what subjects the teacher taught the previous year, and job openings. Students struggling in math and literacy are assigned to math and literacy teachers during the foundations periods for remediation. Students not needing the specialized instruction are assigned to other content area teachers. Students have equitable access to most classes. The district does not have a policy on the creation of a flexible master schedule to accommodate the changing needs of the students. All teachers are licensed to teach in their assigned areas.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of Lesson Plans

Review of Master Schedule

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

Most teachers and staff care about students and their well being; some teachers encourage academic excellence. There is some implementation of research-based instructional strategies to engage all students in the learning process. Engaged, active learning where students have opportunities to think critically, problem solve, and reflect on their own learning is occurring in some classrooms. In some classrooms, paper-pencil activities with whole-group instruction are the primary lesson-delivery method. Students are assigned to a foundations class that is an extension of their fifth period class. Some students leave this class for tutoring or to get help with class work or homework. Some teachers allow students to watch Channel One, talk, or visit. Career Action Plan conferences will utilize this time period. A formal mentoring or advisor/advisee program is not in place. Minimal student work is displayed in classrooms or hallways. Displayed work is posted without meaningful comments or corrections to enhance student academic growth. Most student work is not accompanied by scoring rubrics. Free math tutoring is available from 8:00 A.M to 8:30 A.M and from 4:00 P.M. to 4:30 P.M. daily. After-school tutoring is also available daily until 5:00 P.M. Transportation is provided. Each week a Student of the Week is selected. Winners are announced in the morning announcements and given a variety of prizes. A Creating Awareness While Raising Expectations Team meets weekly to discuss students who might be in need of additional help or some extra attention.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Review of Lesson Plans

Review of Student Work Samples

Review of Trophy Displays

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms and Hallways

Some student achievements and work are showcased throughout the school. Student art work and posters are displayed in some hallways. Both the band and the choir rooms have numerous trophies displayed. Trophy cases in the gymnasium showcase athletic accomplishments. Some classrooms have student work displayed. Most displayed work is not accompanied by scoring guides or rubrics with performance standards or meaningful feedback. Plaques outside the counselors' offices are for Southwest Junior High Outstanding Student, Outstanding Youth Award, Academic Hall of Fame, and Youth Excellence given by the Fayetteville Kiwanis Club. A Student-of-the-Week for each grade is announced weekly and Cougar Paw Prints are awarded to students who do something worthy of recognition. Some school news is included in the Springdale edition of the Arkansas Democrat Gazette and in La Prensa. Announcements are made daily at the beginning of second period and include students' birthdays and athletic scores and student accomplishments. Time is reserved during local school board meetings to highlight student achievements. An awards assembly is held at the end of the school year.

- 4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Lesson Plans
Review of Master Schedule
Review of Outside Agency Participation
Review of Local School Board Policy
Review of Library Resources
Interviews with School Administration, Teachers, Parents, and Students
Observations of Classrooms

Southwest Junior High School has some programs in place to minimize the impact that physical, cultural, and socio-economic factors have on learning. Both a Migrant program and an English Language Learner program are available. READ 180 and double-blocked math and English classes provide additional help for struggling learners. Tutoring is available before and after school and during the foundations period. The district provides limited transportation for the after-school tutoring. There are some high-interest, culturally diverse reading materials in the library and in classrooms. The library is open from 8:30 to 4:10 for student use. Two computer labs are available for classes to use. Some barriers to learning are addressed by outside counseling agencies, such as Ozark Guidance, Dayspring, Springwoods, and Upward Bound. The Backpacks for Kids program serves less than twenty students. Research-based instructional strategies to engage all students in the learning process are not evident in all classrooms. Lesson plans and authentic assessments do not always reflect the use of differentiated strategies. Multicultural education is not always intentionally addressed in classroom instruction. The local school board has a policy that addresses educational equity. There is no policy regarding an appreciation of diversity

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 4 : **School Culture**

School leadership must begin immediately to establish a formal mentoring/advocacy support structure for all students. Research should be conducted on model mentoring programs. Results of the research should be reviewed by the leadership team and shared with the faculty and staff. When adopting and establishing a mentoring program, the following components should be considered:

1. Goals for the mentoring program
2. Roles and responsibilities of mentors
3. Relationships between student, parents/guardians, and mentor
4. Assigning advisees to mentors
5. Program of ongoing professional development training for mentors
6. Mentoring structure
7. Procedures for monitoring and evaluating the effectiveness of the program

The foundations period would be the perfect time for mentoring/advocacy to occur. The time allowed for Channel One and the foundation period would allow forty-two minutes daily for activities in a small group setting for every student to become personally known by a caring adult. If only one day a week were allotted for mentoring/advocacy issues, then students who are tutored would still have four days for tutoring.

A culture of high expectations must be evident throughout Southwest Junior High School. School leadership has a direct impact on teacher effectiveness. Teachers have a direct impact on student outcomes. School leadership must promote high expectations to increase the effectiveness of the faculty, to boost the academic achievement of all students, and to consistently take leadership actions to improve outcomes for students. The following three messages must be regularly and consistently communicated from leadership to teachers and from teachers to students:

1. What we are doing is important.
2. You can accomplish this.
3. I will give you whatever support you need to meet the expectations.

If any of these three messages is missing, is inconsistently delivered, or is not supported with appropriate follow-up, low expectations will result. School leadership must monitor instruction for rigor and differentiation and provide targeted, specific feedback to teachers that will improve their instructional practices. Teachers must give targeted, specific feedback to students that will allow students to self-correct and improve academic performance.

One of the most important and effective strategies for shaping the culture of a school is to publicly celebrate student academic achievement. Celebrations make recipients of the recognition feel noted and appreciated, reinforce shared values, and signal to all what the school believes is important. Celebrations provide examples of the values of the school in action and encourage others to act in accordance with those values. The school must locate strategic places throughout the school to acknowledge the accomplishments of all students. All entryways, hallways, and the cafeteria could be used to display exemplary student work, students of the week, student accomplishments, Honor Roll, student

leaders, or most improved academically and behaviorally. Accomplishments that are acknowledged in the local newspaper should be displayed prominently for all to see. The school Web site could also be used to showcase academic accomplishments. Students could also be recognized on the Monday Memo, on the daily announcements, and in the newsletter that the office sends out periodically.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 3 indicators (60%) evaluated as "Evaluation Category 2," 2 indicators (40%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Parental/Family Involvement Documentation

Review of District/School Web Site

Review of Perceptual Surveys

Interviews with School Administration, Teachers, Parents, and Community Members

Observations of Classrooms

There is regular communication between Southwest Junior High School, parents, and community stakeholders. The school uses Pinnacle Global Scholar, ParentLink® Telephone Notification Service, the Springdale Public Schools Web site, e-mail, newsletters, and a Spanish and Marshallese community relations liaison to communicate most school-related information. AmeriCorps Volunteers also assist school personnel with language translations. Some parents indicate they were unaware of the many different ways to communicate with the school. Communication from the school to the home usually deals with issues of student behavior or academic performance. Family and community stakeholders are actively involved in the Parent-Teacher-Student Organization/or booster clubs at Southwest Junior High School. Cultural representation in this organization does not mirror the student population. Thirteen parents are listed as committee members in the ACSIP. Other parents volunteer in the school. The Springdale Partners-In-Education manages the contacts between the district and/or Southwest Junior High School and local companies. All Around Landscaping, Inc. was selected Partner of the Year at Southwest Junior High School. Other school community partners include the Burlsworth Foundation, the Art Center of the Ozarks, the Archer Foundation, Harp's Food Store, Ozark Guidance, Western Sizzlin, Care Foundation, Jones Center for Families, Northwest Arkansas Community College, Northwest Technical Institute, Shiloh Museum, Springdale Public Library, United Way of Northwest Arkansas, and the University of Arkansas. Resources, funding, talent, and time are provided by these partners. The Springdale Public School District has a Parental

Involvement Plan for parents and alumni.

- 5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:

Review of Student Academic Records

Review of Record Keeping Procedures

Review of Technology Plan

Interviews with School Administration, Teachers, and Staff

The school maintains cumulative records that contain students' medical, academic and educational development data. Copies of special education student records are kept at the school in a locked file cabinet in the special education office. The office is kept locked. The school maintains controlled access to students' academic records in a fire proof vault in the main office. Policies and procedures concerning access to student records are in place. Designated people have access to the vault and visitors must sign-in. The school nurse secures health folders with students' immunization and confidential individual medical records in a locked file cabinet within her office. Parents may access their student's grades by utilizing ParentLink.

Performance Rating:2

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:

Review of ACSIP

Review of Parental/Family Involvement Documentation

Review of Master Schedule

Review of Meeting Agendas and Minutes

Interviews with School Administration, Teachers, and Parents

Observations of Classrooms

Support is provided to some students to ensure access to the curriculum. Some students are double-blocked in math or English to provide additional time for mastery. A foundations period is integrated into the master schedule each day at 1:34 P.M. Students needing extra help in math or literacy go to their teachers for remediation and help with homework during this time. These teachers are to use point-in-time instruction for students with specific deficits. Students not scheduled for literacy or math remediation remain with the classroom teacher and can receive tutoring in all subject areas, makeup class work, work independently on other assignments, read, or receive information about their academic progress. Not all teachers ensure this time is being used productively. In some classes students are sitting and visiting with other students. Additional remediation is available before and after school. Few teachers were observed differentiating instruction to meet the needs of individual learning styles and the developmental levels. Teachers seldom use data from formative or summative assessment in planning instruction in response to individual students' needs. Some instructional strategies used in classrooms provide opportunity for meeting the cultural diversity of the student population. The counseling program provides individualized counseling, testing, advising, and Career Action Planning. A Creating Awareness while Raising Expectations team has been developed as an advocate for some students who are at-risk of not being academically successful in school. The district provides an Alternative Learning Environment where some students have the opportunity to recover nine credits in a year for graduation. Some special education students are

programmed into inclusion classrooms. Special education teachers observed in the inclusion classrooms were not participating in teaching the lesson. The district's technology management system provides support for the classroom technology instructional resources. Southwest Junior High School has two computer labs. Some teachers have computers and graphing calculators for student use in their classroom. Many classrooms have Promethean Boards and document cameras. Few students were observed interacting with technology in the classrooms. The district has a policy stating that all students have equal access to the curriculum. The policy is not fully implemented. The master schedule does include a regularly scheduled time for the Gifted and Talented students to meet.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Records

Interviews with District Administration, School Administration, Teachers, and Students

Observations of Classrooms

Barriers to learning are not always minimized. Few teachers were observed using differentiated instructional strategies to help remove the barriers to education for all students. Culturally relevant materials and activities were observed in some classrooms. Lesson plans did not reflect planning for students with varying abilities, interests, cultures, and gender differences. Bell-to-bell instruction was observed in some classrooms. Most classroom technology is teacher-centered. Student use of computers is primarily limited to Internet research. Most classrooms have a computer, a document camera, or a Promethean Board. Lap tops are available in some classrooms. The school has implemented point-in-time remediation, Guided Release of Responsibility Model and Career Action Planning to support student learning. A formal advisory-mentor program is not available for students in the building. The school schedules one parent night in the spring for Hispanic parents and one for Marshallese parents. The district has provided school-based professional development that focuses on work by Dr. Douglas Fisher and Dr. Ruby Payne. Teachers can receive twelve hours of graduate credit during the year for attending the English Language Institute. A full-time school nurse is located in the main office to provide health related services. The school participates in the Arkansas Rice Depot backpacks and "kid-friendly" ready-to-eat food program. The Burlsworth Foundation provides free eye exams and glasses if a student is not on Medicaid and does not have insurance. The district provides up to \$100.00 for the medical needs of students who are in financial need.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Records

Review of Master Schedule

Interviews with School Administration, Teachers, Parents, and Students

Observations of Classrooms

There are opportunities for students to receive additional assistance beyond initial classroom instruction. Four blocks of READ 180 are available for student use. Double-blocked math and English provide additional learning time for struggling students. Remediation is provided through the foundations period, and before- and after-school tutoring. The district provides limited transportation for students who

attend after-school tutoring. Clubs including Student Council, Chess Club, Future Business Leaders of America, Hiking Club, Future Farmers of America, Youth for Christ, Islanders, National Junior Honor Society, Family, Career and Community Leaders of America, and Make a Wish provide student opportunities for social interaction and to build leadership skills. An awards assembly is held at the end of the year to celebrate student success.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Southwest Junior High School has a long tradition of parents and community stakeholders who support the educational goals of its student population. Today with over 900 students from diverse cultures, the landscape of the student population continues to push leadership to search for ways to reach the educational goals of all stakeholders. Such conditions as poverty, lack of health insurance, and language barriers are a few of the issues that compound the challenge. School leadership must articulate and model age-appropriate and culturally sensitive educational strategies that will foster an educational environment that is responsive to the needs of all students. Cultural awareness training must be an ongoing part of the professional development of all school employees. One possible source is "Leadership for Social Justice: Making Revolutions in Education" by Catherine Marshall and Maricela Oliva.

The Hispanic and Marshallese parents and students promise to shape the cultural and demographic flavor of Southwest Junior High School for the foreseeable future. Currently, school leadership, faculty, and some school-based organizations do not mirror the student sub populations. An immediate effort should be made to move toward a more culturally diverse teaching staff that mirrors the cultural make-up of the student population.

Leadership must continuously monitor and evaluate the use of research-based instructional practices in all classrooms to reduce barriers to learning. Bell-to-bell instruction that is rigorous, relevant, and communicates that students can learn at a higher level must be evident in every classroom, every day. Teachers should introduce vocabulary on word walls, display and incorporate Bloom's levels of thinking, utilize graphic organizers, and use rubrics to relate to students what they are expected to know and be able to do. Content area and interdisciplinary connections should be made. Standards-based instructional strategies, differentiated instruction, grouping, and cooperative learning can be enhanced through book studies and professional development. Students' ability to think critically and creatively should be utilized by all teachers. It should be the clearly understood expectation from school leadership that:

1. Research-based instructional strategies are to be clearly observable in every classroom.
2. Implementation and refinement of research-based instructional strategies attained through professional development cannot be viewed as optional.
3. All students will be highly engaged in the learning process.
4. Increased student academic achievement is the expected outcome.

Leadership must provide whatever assistance is required to ensure that every teacher makes continuous progress in his/her ability to deliver research-based instructional strategies. A possible resources is "Focus: Elevating the Essentials To Radically Improve Student Learning" by Mike Schmoker.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 10 indicators (83%) evaluated as "Evaluation Category 1," 2 indicators (17%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of District Web Site

Review of Teacher Evaluation Documents

Interviews with District Administration, School Administration, and Teachers

The district currently uses a Differentiated Professional Evaluation system of appraisal for teachers. Teachers are placed in one of two tracks. New teachers and teachers requesting or requiring improvement are in the Clinical Evaluation track. These teachers have two formal and one informal observation each year at a minimum. Experienced teachers are in the Professional Development Evaluation track. These teachers have a conference with the principal at the end of the year. At this time they review the Professional Growth Goal, present their evidence of success and develop a new plan for the following year. The evaluator is required to visit each teacher's classroom twice per semester. This has not occurred. Evaluation is not intentionally aligned with the student learning goals of the ACSIP. Staff members do not participate in a collaborative yearly meeting in which the evaluation process is explained and discussed. Data from staff evaluations are seldom used to specifically guide teachers' professional growth. The local board of education has adopted a policy that defines the evaluation process.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Professional Development Allocations

Review of Teacher Evaluation Documents

Interviews with District Administration, School Administration, and Teachers

Fiscal resources are provided for professional development opportunities for the building staff from several sources. The building has a professional development budget provided by the district. A formal needs assessment to determine how

professional development budgets should be effectively allocated has not been conducted for several years. There is no process in place to link identified professional development needs of individual teachers' to available resources in order to maximize individual teachers' growth. Most teachers earn half of their required hours through the district; the other half is earned through a variety of sources that include College Board, Northwest Arkansas Education Service Cooperative, and institutions of higher education. The local school board has adopted a policy on professional development requirements. This policy does not ensure appropriate and equitable allocation of professional development resources.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of Individual Professional Growth Goals

Review of Meeting Agendas and Minutes

Interviews with District Administration, School Administration, and Teachers

Observations of Classrooms

There is some support for the long-term professional growth needs of the individual staff members. The district plans the specific training that will occur with input from the principals. In 2008, the district began the implementation of the Gradual Release of Responsibility Model. The author, Douglas Fisher and his colleagues have been in the district numerous times over the last four years providing training at the district and building level. Most math teachers have taken part in Cognitively Guided Instruction training. Teachers are responsible for completing additional required training to obtain hours outside of the ones provided by the district. Professional development opportunities provided by the district or chosen by teachers do not always meet teachers' individual needs. The building leadership team meets weekly with the principal. The district has provided teachers with copies of several books to assist with improving classroom instructional strategies. The professional development offerings are not specifically designed to provide for leadership growth or to encourage the staff to be life-long learners. Professional development offerings related to leadership development are provided for instructional facilitators, department heads, and school administrators. There is limited follow-up to guarantee that implementation and reflection occur. A formal needs assessment for professional development has not been done by the district or the building in several years.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Faculty Handbook

Review of Student Assessment Data

Review of Professional Development District Calendar

Review of Individual Professional Growth Goals

Review of Professional Development Documents

Interviews with District Administration, School Administration, and Teachers

Observations of Classrooms

Professional development planning is not balanced between consideration of the identified professional development needs of individual teachers and the school-wide focus on improvement. A needs assessment has not been completed in several years. Most teachers complete an annual Professional Growth Goal form with the principal in the spring. There are several strands that appear frequently. The use of Promethean boards and the Gradual Release of Responsibility Model appear most often. A formal process to analyze student achievement data to determine professional development needs of teachers or leadership has not been developed. Specific, individual professional development needs stated on the Professional Growth Goal and the needs of the students are not intentionally used to guide planning of professional development at the district and school level. Professional development is not monitored for classroom use or fidelity. There is little monitoring of instruction by leadership to determine the impact on instruction or student achievement. The school's assessment data for sub populations or individual students have not been examined to uncover the root cause of low student achievement. The evaluation process is not intentionally used as a tool for focusing professional development on the individual needs of teachers or the growth of the staff. Leadership has not utilized Classroom Walkthroughs as a tool to improve instruction or student achievement. Several walkthrough document models have been used in the course of the semester. Limited feedback is provided. A cycle of improvement driven by focused professional development is not in place to meet the instructional needs of the students.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Calendar

Review of Professional Development Documents

Review of Classroom Walkthrough Documents

Review of Individual Professional Growth Goals

Interviews with District Administration, School Administration, and Teachers

Observations of Classrooms

There is no formal, coordinated process for planning effective professional development that results in improved instructional practice and increased student achievement based on individual student needs. There are no clear and consistent connections between some professional development offerings and ACSIP goals. Individual Professional Growth Goals have been developed by teachers. Classroom visits are conducted throughout the year by some members of the leadership. Limited feedback is provided to teachers. Data from the observations are not systematically disaggregated to inform teaching and learning. Student learning goals identified in ACSIP and student achievement data are seldom used as a basis for establishing professional development priorities and informing decision making regarding the development of the district's professional development plan. Professional development offered by the district is not planned by teachers and administrators as stated in local school board policy. An observation and conferencing process is seldom utilized as a formative assessment of teacher strengths and needs.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:

Review of ACSIP

Review of Individual Professional Growth Goals
Review of Professional Development Calendar
Review of Professional Development Documents
Interviews with District Administration, School Administration, and Teachers
Observations of Classrooms

There is no coordinated, formal process that includes the use of student achievement data, the teacher evaluation process, and ACSIP for the long-term planning of professional development. Formal monitoring of classroom instruction only occurs for teachers in the Clinical Evaluation System. Professional development is included as actions in four of the five priorities in ACSIP. No formal process is in place to evaluate the impact of professional development on student achievement. School leadership does not consistently monitor the integration of professional development into classroom instruction to improve student learning. Teachers are not provided with immediate feedback or held accountable to improve teaching and learning. Effective, research-based, best practices are not in use in some classrooms. Computer labs were in use as was a computer cart. Several teachers are using document cameras and projectors. There are Promethean Boards in some classrooms. Many are being used as white boards and the technology is primarily teacher-centered, not student-centered.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:

Review of ACSIP
Review of Master Schedule
Review of Teacher Evaluation Documents
Review of Professional Development Calendar
Review of Professional Development Meeting Agendas and Minutes
Interviews with District Administration, School Administration and Teachers
Observations of Classrooms

Ongoing, job-embedded professional development does not regularly occur for teachers at Southwest Junior High School. There are ten Professional Learning Community teams at Southwest Junior High School. This year they have focused primarily on Scholastic Audit. The master schedule provides common planning time for most content area/department teachers to meet. Meetings and agendas are kept for most meetings in the building. These meetings are primarily for the purpose of writing lesson plans, quizzes, and matching resources to instruction. Most teachers in the math department are participating in Cognitively Guided Instruction training. This program of study takes three years to complete. The district has worked with Douglas Fisher and his colleagues to implement the Gradual Release of Responsibility Model over the last four years. Dr. Fisher continues to provide training annually at district request. There is little follow-up or specific feedback from school leadership to ensure that skills, strategies, and knowledge acquired in professional development sessions are implemented in the classroom. Professional development is not evaluated systematically over time to determine implementation fidelity and impact on instruction and student achievement. Alternative or non-traditional forms of professional development are utilized on a limited basis.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:

Review of ACSIP
Review of ACTAAP Achievement Data
Review of Professional Development Calendar

Review of Professional Development Documents
Review of Teacher Evaluation Documents
Interviews with District Administration, School Administration, and Teachers
Observations of Classrooms

Student achievement data are not used as the driving force of professional development. Training is provided each year on data and data disaggregation for the staff. Teachers use Dashboard as a tool to look at data. Most teachers are not proficient in their knowledge of individual student data from other data sources. Academic Improvement Plans for individual students have been created in the National Office for Research on Measurement and Evaluation Systems. Teachers are informed of the students' level of mastery. Classroom teachers are provided item-by-item deficiencies for most students in their classrooms. Limited in-depth analysis of multiple data sources, including student work, is conducted by school leadership to determine professional development needs; little disaggregation is completed by teachers. Longitudinal data (at least three years of data) are not analyzed to identify trends or adequately consider and plan for the diverse needs of sub populations or individual students with demonstrated achievement gaps. Ongoing, job-embedded professional development with specific follow-up has not occurred for all teachers on specific strategies to address weaknesses for closing the achievement gap. Teachers have common planning daily. This time is not fully utilized for teachers to enhance their professional practices with skills that will permit them to successfully accomplish deep analysis of student data, develop meaningful scoring guides and rubrics, and include authentic assessments with technology integration for all students.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:
Review of ACSIP
Review of Local School Board Policy
Review of Teacher Evaluation Documents
Interviews with District Administration, School Administration, and Teachers
Observations of Classrooms

There is no intentional process to make connections between teacher growth needs, student data, closing the achievement gaps, teacher evaluation, school improvement, and professional development. Individual Professional Growth Goals were developed in spring 2011 by teachers in the Professional Development Evaluation track in conjunction with the principal. The Clinical Evaluation process is underway for the new teachers and others in the building. A direct link does not exist between employee evaluations, instructional needs of students, and the professional growth needs of individual staff members. Focused and specific feedback from the school leadership to teachers, which results in improvements in instructional practices in the classroom, is seldom provided. Evaluation is not intentionally aligned with the student learning goals of ACSIP and the individual growth needs of staff members. Staff members do not participate in a collaborative yearly meeting in which the evaluation process is explained and discussed. Teachers do not view the evaluation process as an integral part of the overall plan for improving teaching and learning.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:
Review of Local School Board Policy

Review of Teacher Evaluation Documents
Interviews with District Administration, School Administration, Teachers, and Staff
Observations of Classrooms

School leadership is responsible for conducting personnel evaluations for employment purposes. The district has a Differentiated Professional Evaluation program with two tracks; Clinical Evaluation for new teachers and those that are placed in or select this track. Teachers in the Clinical Evaluation track have formal and informal visits with feedback from the principal. Not all required visits have been completed with focused feedback and follow-up. All other teachers are in the Professional Development Evaluation track. The Professional Development Evaluation track, as implemented, provides limited opportunity to enhance professional growth through coaching and feedback for teachers. The results of the evaluation are not measured to determine the impact on student achievement or instructional practice. The principal's self-evaluation is completed and reviewed by the district administration. The principal has a specific evaluation process that is completed by the district administration in the spring and in the fall. The district policy for personnel evaluations meets state standards set in statute and regulation.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Professional Development Documents

Review of Teacher Evaluation Documents

Interviews with District Administration, School Administration, and Teachers

The ACSIP does not identify an action specifically addressing the development of instructional leaders to promote building leadership capacity within the school. One action in the ACSIP recommends an audit of time resource allocation for the principal to increase the amount of time for instructional leadership. This has not occurred. Teachers that are department heads serve on the building leadership team. No training is targeted in the ACSIP to improve their leadership skills. The principal has completed a formal evaluation process with district administration. Professional development offerings meet the rules and regulations governing professional development in Arkansas. Professional development does not intentionally meet the needs of individual school leaders.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of Teacher Evaluation Documents

Interviews with District Administration, School Administration, and Teachers

Observations of Classrooms

The evaluation process is not used to provide all teachers with feedback, follow-up and support to intentionally improve instructional practices or student achievement. The Clinical Evaluation track is used with new teachers and those who need improvement. Teachers receive formal and informal observations. There is also a summative conference. Teachers in the Professional Development Evaluation track develop goals for professional development that are aligned with the school and district. The goals may be done individually or with a group of teachers. The teacher meets with the principal at the end of the school year to review their goals and discuss their progress for the year. Feedback is rarely

provided to teachers to foster teacher reflection and efficacy throughout the year. There is no system in place to ensure that the quality of classroom instruction is improved based on the evaluation system. There is not an accountability system in place to ensure that professional development filters to the students to improve instruction and academic achievement. There is no intentional connection between teacher growth needs, student learning needs, and professional development.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

School leadership should develop, distribute and administer a professional development needs assessment as soon as possible to help determine the differentiated professional growth needs of all staff. Results of the needs assessment should be compiled and shared with all stakeholder members. The principal should provide input on a range of needed professional development based on classroom observations. The quality of the data gathered in the classroom observations must serve as a key component of professional development planning. School leadership should work with district administrators to create a professional development plan to facilitate improvement in instructional practice that includes both long- and short-term goals. Professional development opportunities should include components related to identifying and using research-based, instructional strategies. Some specific topics for professional development must include differentiated instruction, multiple intelligences, integrated technology for students, and rigorous authentic performance assessments. Quality professional development with focused feedback and reflective practice is critical to improve instruction and student achievement. Professional development implementation must be monitored and job-embedded.

Frequent, meaningful feedback of instructional effectiveness must be provided to all teachers to encourage self-reflection and improvement of instructional practices. All administrators should share the responsibility for conducting scheduled Classroom Walkthroughs, drop-ins, observations, and evaluations to determine whether skills, strategies, and knowledge learned in professional development sessions are implemented in the classrooms and improve student achievement. For the purpose of collecting and analyzing instructional data, the leadership needs to develop an instrument with clear focus that is easy to use and easily understood by teachers. A spreadsheet should be developed to record all forms of teacher observation. This process should be cyclic. Both administrators and teachers must verify that the recommendations are improving instruction and student learning. Focused feedback must be timely to be relevant and bring about improvement in instruction. A lack of collaboration, reflection and feedback on all classroom observations is unacceptable. A good resource to consider is "Enhancing Professional Practice: A Framework for Teaching" by Charlotte Danielson.

School leadership should connect professional development, Individual Professional Growth Plans, the evaluation process, and school improvement efforts so there is a common thread of emphasis and importance placed on meeting all student needs and striving for higher student achievement. The timing is right to embrace the new teacher evaluation system being designed by the Arkansas Department of Education and Charlotte Danielson. Contact Karen Cushman, Assistant Commissioner, Arkansas Department of Education.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 1 indicators (9%) evaluated as "Evaluation Category 1," 10 indicators (91%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of ACSIP

Review of District/School Web Site

Review of School Mission Statement

Review of Student Handbook

Interviews with School Administration, Teachers and Students

Observation of Classrooms and Hallways

The school motto/vision, "Believe, Achieve, Succeed" is posted in the halls and in some classrooms. Most students and teachers cannot recite the vision when asked. The mission statement, "The Southwest Junior High faculty will provide a safe environment and, in collaboration with parents and community, will guide students in achieving proficiency in math, literacy and all academic skills, and in the development of confidence and self-discipline necessary to become successful, productive citizens for tomorrow's technological society," is posted in the building. School administration and some teachers indicate a belief that development of confidence is a priority in the building. School leadership does not complete Classroom Walkthroughs or observations with focused feedback to teachers. Teachers do not have support to change instructional practices that may be a barrier to students meeting the goals of the mission.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of School Web Site

Review of Mission Statement

Review of Student Handbook

Review of Meeting Agendas and Minutes

Interview with School Administration and Teachers

Observations of Classrooms

School leadership has a focus on academic performance. School leadership has not

developed and implemented a collaborative, systematic process to use data to drive all academic decisions. Both leadership and teachers focus most efforts on improving student achievement as evidenced through higher test scores. Student assessment data are gathered and disaggregated by the literacy facilitator. These data include Augmented Benchmark scores, End-Of-Course results, Iowa Test of Basic Skills scores, and building-level common assessments results. These data are distributed to the teachers and to the leadership team. Student placement in remediation during the foundations period and after-school tutoring is based on these data. Few teachers use data to inform differentiated instruction. Classroom Walkthrough data or classroom observation data are not gathered and disaggregated to provide teachers with focused feedback to improve instructional practices. Data are not used to develop most Individual Professional Growth Plans or professional development offerings. The impact on student learning by the ACSIP, educational programs, or the master schedule is not monitored using data.

7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documentation

Review of Individual Professional Growth Plans

Interviews with District Administration and School Administration

All school administrators have Individual Professional Growth Plans. The principal's plan is reviewed by the superintendent and a district-level team in the fall as part of the principal's yearly evaluation. The plan is reviewed in the spring for implementation progress by the district director of personnel. The plan is not revised during the year. The principal reviews the Individual Professional Growth Plans of the assistant principals in the spring of each year. These plans are not developed collaboratively and are not revised during the year.

7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:

Review of ACSIP

Review of Arkansas Curriculum Frameworks

Review of Common Core State Standards

Review of District Curriculum Documents

Review of Lesson Plans

Review of Meeting Agendas and Minutes

Review of Student Assessment Data

Interviews with District Administration, School Administration, and Teachers

Observations of Classrooms

School leadership has provided all instructional staff access to the curriculum based on the Arkansas Curriculum Frameworks. Common Core State Standards documents have also been provided to teachers. Literacy and math teachers have received district support and training to begin the transition to Common Core State Standards. Other content areas use the Northwest Arkansas Education Cooperative Total Alignment Documents or documents aligned with the Arkansas Academic Content Standards. The district provides various documents with research-based, instructional strategies for teachers to incorporate into daily activities. Some vertical planning takes place with the middle school and high school teachers in elective subjects including band, choral music, and agricultural science. Math teachers

collaborate horizontally with math teachers from other schools. An assistant principal is assigned to support literacy curriculum implementation; the other assistant principal focuses on the math curriculum implementation. The school leadership team meets weekly and discusses academic issues including curriculum implementation.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Master Schedule

Review of Meeting Agendas and Minutes

Review of Student Handbook

Interviews with School Administration, Teachers, and Students

Observations of Classrooms and Hallways

Leadership has some procedures in place to minimize interruptions of instructional time. A tardy policy provides that students are assigned lunch detention if they are not in class when the bell rings. This policy is being enforced by most teachers. Intercom interruptions are kept to a minimum. Morning announcements are pre-recorded by the principal and played via classroom television sets at the beginning of second period. Televisions in some rooms are inoperable. Time is not always utilized to provide maximum impact on student learning. Some teachers do not plan for a full period of teaching/learning; many students are not fully engaged in the learning in some classrooms. Some teachers use activities that engage students as soon as the class period begins. Common planning time is available for most teachers within their content areas. This time is not always used to discuss curricular or instructional issues. There is not a district policy that requires effective use of instructional time.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:

Review of ASCIP

Review of District and School Budgets

Review of School Performance Report

Interviews with School Administration, Teachers, Staff, Parents, and Students

Observations of Classrooms

School administration and teachers acknowledge they have sufficient resources to support instruction. Resources are provided by the principal on an as-needed basis. Materials to support a variety of student learning styles and individual student differences were not evident in all classrooms. Students have limited access to technology. A variety of technology found in classrooms includes a teacher computer, a document camera, an interactive white board and a liquid crystal display projector. Limited student use of technology was observed in classrooms. Some classrooms have sets of lap top computers. Technology is not always reliable. Some classrooms have chalk boards. The impact on student learning based on these resources is not monitored by school leadership. The principal does not complete daily classroom observations with the intent of providing specific, focused feedback to teachers that can lead to changing instructional practices. Data are not used to monitor the impact of programs on student learning.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of School Performance Report

Review of Discipline Reports

Review of District Budgets

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms, Hallways, and Parking Lots

Most procedures are in place to provide a supportive and safe learning environment for both students and staff. Visitors enter the building through the front doors and report to the main office. Faculty, parents, and students perceive the school to be a safe place. Parental concerns were reported regarding the safety of the student pick-up zones before and after school. There was limited supervision in some hallways in the main building during class changes. The gym building has little adult supervision between classes. Fire escape, tornado, and lockdown procedures are posted in most classrooms. Local school board policies addressing weapons, bullying, gangs, and supervision of students are in place to support a safe learning environment.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of Local School Board Minutes

Review of District/School Web Site

Interviews with Local School Board Members, District Administration, School Administration, and Teachers

School leadership is knowledgeable on the approved district policies. All new policies are discussed through the school leadership team and disseminated to the faculty and staff. The local school board reviews policies on a regular basis. Some district policies have not been updated. The current policy on student testing was last updated in 1985 and does not include the current state requirements outlined through ACTAAP. Both employees and community members have input on new district policy. A district personnel policy committee includes representatives from the building. All policies are available for review on the district Web site.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Local School Board Minutes

Interviews with Local School Board Members, District Administration, School Administration, and Teachers

The local school board reviews summative achievement data on a regular basis. The local school board relies on district and school leadership to set learning expectations and to monitor the effectiveness of existing instructional programs. School leadership along with the leadership team reviews data to compare the academic achievement levels of identified low-performing students. No systematic process is in place to monitor through the use of data on the

effectiveness of classroom instruction or instructional programs on an ongoing basis.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Student Assessment Data

Review of Classroom Assessments

Review of Lesson Plans

Review of Student Work Samples

Review of Discipline Records

Review of Teacher Evaluations

Review of Individual Professional Growth Plans

Review of Professional Development Documents

Review of Meeting Agendas and Minutes

Review of Student Handbook

Interviews with District Administration, School Administration, Teachers, Staff, Parents, and Students

Observations of Classrooms, Hallways, Common Areas, and Parking Lots

The principal has not developed effective leadership skills in all areas addressing the learning environment, academic performance, and efficiency. The principal has established a positive school culture. Expectations have been set for good behavior for the students and professionalism from the staff. A building focus on holding high expectations for all students with quality instruction that can lead to successful learning has not been established or monitored by the principal. Not all teachers are using research-based strategies that engage students in real-world learning. There is no effective feedback from the principal to change these practices. Most teachers, students, and parents report the building is safe. Some hallways are not monitored during passing periods. Adult supervision was not observed in the student pick-up area before or after school. Most students, faculty, and parents report they like the principal. Some teachers shared there is some bias in the principal's dealings with staff. Teacher efficacy including an understanding that teachers have the power and responsibility to ensure all students are successful has not been addressed by the principal through the ACSIP, professional development, or daily activities in the building. The principal works closely with community members and the Parent-Teacher-Student-Organization to provide many extra benefits for both the facilities and the students. The principal has ensured the building is well-maintained, space is maximized, and students are welcomed and valued for their accomplishments. Many teachers report they view the principal as the instructional leader. He has not established an effective process to monitor classroom instruction to improve teaching. No Classroom Walkthrough data have been gathered and shared with the teachers during this school year. Differentiated learning is used in few classrooms. Many teachers do not use performance-based assessments with rubrics or formative assessments to monitor daily student progress. Instructional time is not consistently used by all teachers to provide bell-to-bell, rigorous, engaged real-world learning experiences for all students. The principal does not provide focused feedback based on classroom observations on a continuous basis. The principal has not established a collaborative process for the development of Individual Professional Growth Plans for the teachers that are data-informed and specifically target individual teacher needs. A leadership team has been established and meets on a weekly basis. This team addresses some curricular and instructional issues. It does not monitor, through the use of data, the impact of the ACSIP, instructional programs, professional development, instructional practices,

teacher assignments, or the master schedule on student learning. The principal implements most district policy and has established procedures within the building for an orderly learning environment. The master schedule provides for common planning times for most content area teachers and through the foundations period, remediation and advisement for students. Not all teachers use common planning time or the foundations period effectively. Some students were observed visiting with classmates or disengaged in any academic activity. This time is not monitored by the principal for effective implementation or impact on student learning. The principal does not meet on a regularly established schedule with the assistant principals to discuss daily progress on school improvement.

Performance Rating:1

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of School Web Site

Review of Student Handbook

Review of Meeting Agendas and Minutes

Review of Professional Development Documents

Interviews with District Administration, School Administration, and Teachers

Data are used in limited ways to plan for school improvement. Limited data of classroom instructional practices are gathered to monitor and improve teaching strategies; student achievement data are not used to monitor programs for either implementation or effectiveness. Formative assessments that provide data on the most current student progress are not used in most classrooms. Differentiated instruction based on student data is used in few classrooms. Data are not used to monitor the ACSIP, professional development, Individual Professional Growth Plans, the master schedule, or the work of the leadership team.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

The principal must take full responsibility for improving instructional practices. There is some truth to the saying, "What gets monitored, gets changed." The principal must facilitate a connection between implementation of research-based instructional strategies, student achievement, professional development, and individual growth plans of the faculty. The principal should immediately implement the following schedule:

1. Complete several daily classroom visits to gather data on instructional effectiveness and to provide teachers with feedback that will change ineffective instructional practices.
2. A schedule should be established with the assistant principals to assist in this process. Teachers can be divided among the three administrators creating a manageable number of around 20 teachers each.
3. All teachers should be visited on a weekly basis with more focused observations for those teachers needing support for more extensive changes in instructional practices.
4. All classroom observations should be focused and intentional, with the goal of improving instructional practice, teacher effectiveness, and student achievement.
5. Classroom observations should be followed by debriefing sessions, providing teachers with both feedback on what they are doing right and the areas that must be changed.
6. A timeline for improvement should be established with each teacher. Teachers must be provided resources and support in making the needed changes. Some teachers may require daily quick-visits with specific feedback to remain focused on changing instructional practices. Resources that might be helpful include "The Learning Leader" by Douglas Reeves and the article "Seven Practices for Effective Learning" by Jay McTighe and Ken O'Connor found at http://www.edtechleaders.org/documents/seven_practices.pdf

The principal must facilitate a team approach for the building leadership. He should work with his assistant principals to coordinate a weekly time to discuss instructional issues. Setting aside an hour a week to coordinate instructional leadership is time well spent. During this time, each administrator can report on progress for all teachers assigned to them, provide quantitative data on agreed upon topics for overall building observations, and monitor both long- and short-term goals for instructional changes. An established time each week will allow this time to be built into individual schedules. The principal will be responsible for integrating data gathered from all three administrators and presenting results for discussion at the next meeting. These results should also be shared with the building leadership team. Targets for general Classroom Walkthroughs for the next week should be agreed upon. Data should be kept and reviewed quarterly to identify patterns of need and change. A resource might be "School Leadership That Works" by Marzano and Waters.

The principal must expand his capacity as an instructional leader. The role of a 21st century principal requires a thorough understanding of how students learn and what it looks like in the classrooms when teachers are providing the quality instruction that facilitates this learning. The principal must step up to the challenge of new learning for himself, building his skills so he can recognize and assist teachers in providing lessons

that target brain-based learning, multiple intelligences, and most importantly true differentiated instruction. The principal should also immediately establish a strong understanding and begin implementing the policies and procedures that address the effectiveness of the school building. Early focus points should include staff evaluations and the development of Individual Professional Growth Plans for both teachers and school administration that focus on improving student learning. The principal must seek professional development opportunities to improve his knowledge of research-based instructional practices and how to sustain school improvement efforts. He must establish a positive culture within the school, beginning with him, that will not tolerate low expectations or failure by teachers or students. Two books that might also be helpful are "School Leadership That Works" by Robert Marzano, Timothy Waters and Brian McNulty and "Leading Change in Your School" by Douglas Reeves. Viewing the extensive video collection showcasing exemplary learning at www.edutopia.org could provide a reference base on what a 21st century classroom should look like. A good example of available videos can be found at: <http://www.edutopia.org/stw-career-technical-education-overview-video> or <http://www.edutopia.org/stw-assessment-authentic-relevant-lessons-video> The Northwest Education Service Cooperative, Arkansas Department of Education, and the Arkansas Leadership Academy can provide information about professional development opportunities to build the skills needed to become an effective and visionary instructional leader.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 3 indicators (30%) evaluated as "Evaluation Category 1," 7 indicators (70%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of Master Schedule

Review of School Budget

Interviews with Local School Board Members, District Administration, School Administration, Teachers, and Staff

Observations of Classrooms

Resource management procedures are in place that allow for yearly student population changes with a small consideration for cost of living increases. These procedures are not formally outlined in local school board policy. Staffing and base funding allocations are not intentionally based on the school's ACSIP. Pupil allocation funds are assigned at \$50.50 per student. Teacher allocation funds are assigned per department based on prior year allocation. The principal and the leadership team are responsible for overseeing the allocation of resources at the school level. Not all stakeholders are involved in this process. The school has established partnerships with community organizations to supplement resources. School bus transportation is available for students who stay after school for tutoring; the buses drop them at their local elementary schools for easier parent pick up.

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Student Assessment Data

Review of Master Schedule

Review of Professional Development Documents

Review of Lesson Plans

Review of Student Work Samples

Interviews with School Administration, Teachers, Staff, Parents, and Students

Observations of Classrooms

The master schedule is developed by the principal, with some input from the leadership team. The schedule is completed after student needs for classes have been determined through Career Action Plans developed by a teacher, the student, and a parent conference. The master schedule is designed to provide student access to most classes; double-blocked classes, band, choir, athletics, and some singleton offerings constrict the schedule. There are four double-blocked periods using READ 180 for struggling literacy learners. The master schedule for 2011-2012, had to undergo a major revision eight weeks into the school year, causing many students to be displaced. Local school board policy makes reference to the importance of providing "all children" with appropriate learning experiences and assuring that each student has the opportunity to maximize his or her full potential.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:

Review of Student Assessment Data

Review of Student Handbook

Review of Lesson Plans

Review of Master Schedule

Interviews with School Administration, Teachers, Staff, and Students

Observations of Classrooms and Hallways

Leadership has established some procedures to protect instructional time. Bell-to-bell teaching and varied instructional strategies are evident in some classrooms. Announcements are limited to the beginning of second period. Classroom management and organizational practices are in place in some classrooms to ensure that instructional time is maximized. A school tardy policy is enforced by most teachers. Some teachers engage students in rigorous learning activities through research-based instructional strategies; some teachers do not challenge students to higher levels of thinking. In some classrooms, instruction time is not used for the entire class period. In several classrooms students were waiting unengaged at their desks or at the door for the bell to dismiss class. There is no local board policy specifically protecting instructional time other than that addressing co-curricular activity.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:

Review of ASCIP

Review of Student Assessment Data

Review of Meeting Agendas and Minutes

Review of Lesson Plans

Review of Student Work Samples

Review of Classroom Assessments

Review of Master Schedule

Interviews with School Administration, Teachers, and Staff

Observations of Classrooms and Departmental Meetings

The master schedule provides common planning time for subject area teachers to collaborate. This time is not always used to discuss curriculum or instructional practices. Most departments meet collaboratively one day a week to discuss lesson planning. Limited examples of cross-content area lesson planning were found in the building. The district initiates some communication between feeder schools to

coordinate curricular issues and facilitate Career Action Plans for students in grades seven through twelve.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of School Mission Statement

Review of Master Schedule

Interviews of School Administration, Teachers, Staff, Parents, and Students

Observations of Classrooms

The master schedule is designed to provide blocks of time for students most in need of help in literacy and math, which aligns with both the ACSIP goals and the school's mission statement. The literacy blocks employ the READ 180 program and math relies on before and after-school tutoring, in addition to the foundations period for remediation. Individual student's learning styles and developmental characteristics are not given priority when developing students' schedules. Some teachers provide rigorous learning opportunities for their students. Bell-to bell instruction and researched-based instructional strategies are used in some classrooms. In some classrooms, instruction is teacher-centered with limited opportunity for students to think critically, problem solve, or be connected to the learning. Inclusion is used to provide a more challenging curriculum for special education students.

- 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of Local School Board Policy

Review of District/School Budget

Review of Professional Development Documents

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, and Staff

Observations of Classrooms

The district process for equitable and consistent use of fiscal resources is based on student enrollment. Funds allocated to the school by the district are managed by school leadership with limited stakeholder input. Teacher requests are made through a purchase requisition system and budgeted amounts are very similar for departments from year to year. Teachers report that sufficient resources are provided to teach their classes.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:

Review of ACSIP

Review of District/School Budget

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, and Staff

Observations of Classrooms

The district ACSIP contains funding from categorical sources; the school has access to these funds. The allocation of state and federal funds is integrated to help address the learning needs of students. Categorical funds including professional

development and National School Lunch Act funds are used to target identified student needs. The district has not applied for Title I for this building. Program actions are not revised during the school year on the basis of changing student needs or on the evaluation of the effectiveness of program components. Revenue from various sources is not intentionally integrated to maximize student achievement.

Performance Rating:1

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:

Review of Student Assessment Data

Review of Lesson Plans

Review of Local School Board Policy

Review of Building Map

Review of Meeting Agendas and Minutes

Review of Master Schedule

Interviews with School Administration, Teachers, Staff, and Students

Observations of Classrooms

All teachers are licensed to teach in their assignments and are placed in teaching assignments based on their training and experience. One teacher is working on National Board certification. Math and literacy teachers are scheduled to provide content-specific remedial instruction for students during the foundations period. The master schedule provides subject-area teachers with common planning time. Departmental chairpersons are given an additional planning period to serve on the school leadership team. This team meets each Monday for an extended lunch. Non-instructional staff are assigned throughout the building to assist with special education students and English Language Learners in regular classes and to help with interpretation as needed. There is no local board policy focusing on student need identified through data as a primary element in placement of staff.

8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of Local School Board Policy

Review of District/School Budget

Interviews with District Administration, School Administration, Teachers, and Staff

Observations of Classrooms

The district distributes discretionary funds to schools on a per-student basis. No formal allocation procedures are in place within the building. Resources are allocated on an as-needed basis and not based on student needs or data. Categorical funding is intentionally used to support ACSIP. The district has adopted appropriate accounting procedures to control expenditure of funds.

8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy

Review of School Budget

Interviews with District Administration, School Administration, Teachers, and Staff

Observations of Classrooms

Not all budget decisions are aligned with ACSIP components. Most discretionary funds are allocated to schools on the basis of student enrollment without intentional regard for differing student needs or actions identified in the school ACSIP. Expenditures are monitored by school and district leadership throughout the year to ensure compliance with appropriate accounting procedures and grant requirements. Budget reviews seldom lead to budget modifications based on changing student needs or on determination of program value as determined by clearly defined evaluation criteria.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

A plan should be developed to ensure that budget practices are in accordance with student needs, are aligned with the ACSIP and school mission, and involve all stakeholders in budget development. A needs assessment should be administered to all staff members in the spring of 2012, and analyzed by school leadership in order to influence budgetary decisions for the 2012-2013 school year. Spending should support instructional needs, and input from all stakeholders should be used. Priority should be given to those areas identified as most in need of improvement. This plan should include clearly defined procedures and be monitored for the impact it has on student achievement.

School leadership should develop an inclusive process of working with all stakeholders on master schedule development. Crucial input from all faculty and staff must precede efforts to place classes on the schedule. Considerations based on student data must dictate the placement of classes for the most needy into the schedule first, such as special education and English language learners. Input from all those involved in working with the schedule is necessary prior to its creation in order to have stakeholder ownership. This ownership will decrease the stress caused when that schedule has to flex with the inevitable change in student needs. This input can be provided through department chairpersons who can then represent their area to the leadership team meeting.

School leadership should insist that time be viewed as a valuable resource for enhancing student learning. The following actions are suggestions for effective use of time:

1. Time set aside for grade-level and other meetings should focus on improving student and teacher performance through developing consistent use of researched-based teaching strategies, effective classroom assessments and rubrics, strategies for differentiating instruction and assessment, and analyzing student and teacher performance data to be used for instructional improvement.
2. Explicit effort should be made to emphasize the importance of and to protect instructional time. Lessons should begin at the bell and fill class time with student-centered activities organized with effective classroom management practices that ensure instructional time is used fully.
3. Leadership should frequently monitor hallways as well as teachers' classrooms to provide meaningful feedback on effective use of time.
4. Leadership, working with district personnel, should provide professional development to assist teachers who need improvement with instructional/assessment strategies and/or classroom management and organizational practices.

Possible resources include "Enhancing Student Achievement: A Framework for School Improvement" by Charlotte Danielson and "What Works in Schools" by Robert Marzano.

Scholastic Audit Summary Report

Southwest Junior High School Springdale School District

01/29/2012 - 02/03/2012

Summary Findings in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 5 indicators (31%) evaluated as "Evaluation Category 1," 11 indicators (69%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:

Review of ACSIP

Review of Vision/Mission Statements

Review of Student Handbook

Review of School Web Site

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms, Cafeteria, Hallways, and Common Areas

The mission statement was written several years ago through a collaborative process of stakeholders including administrators, teachers, and parents. The statement has not been re-evaluated since it was written. The mission statement is posted in most classrooms. Goals for the school are determined primarily by the school's leadership team which reviews the ACSIP at the beginning of the year. Faculty members provide input that is considered when yearly changes are made to the ACSIP. Classified employees, parents, and community members are not included in the ACSIP review process.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:

Review of ACSIP

Review of School Performance Report

Review of Student Assessment Data

Review of Perceptual Survey Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

Academic performance data are collected from a variety of sources including Augmented Benchmark exams, End-of-Course exams, Measures of Academic Progress testing, SAT exams, STAR testing, English Language Development Assessments, and common building assessments in the core areas. Student assessment data are reviewed by some teachers to identify students not performing

at proficient or advanced levels in math and literacy. Common assessments are used to pinpoint specific areas of need with some students. Assessment data are seldom disaggregated and analyzed to change instruction or determine root causes of achievement gaps within student sub populations. Classroom Walkthrough data are seldom collected for the purpose of verifying the use of research-based instructional strategies or to change ineffective teaching practices.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

Interventions described in the ACSIP are cited with research spanning from 1986 to 2009. Formats include books, journal articles, Web addresses, and research reports. Some research specifically addresses the English Language Learner population. Limited research is included to provide direction for eliminating gaps in learning for this population. Research cited in the ACSIP is not regularly discussed during team meetings. Research-based activities in the school focus on the Gradual Release of Responsibility Model; student-to-student interaction; Total Instructional Alignment; and best practices for reading, writing, and mathematics instruction.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:

Review of ACSIP

Review of School Performance Report

Review of Student Assessment Data

Review of Perceptual Survey Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

Surveyed parents perceive the strength of the school to be the level of personal caring and support for students. Assessment data from STAR, common building assessments, Augmented Benchmark exams, End-of-Course exams, and the English Language Development Assessment are reviewed to identify student learning deficits in literacy and math. Students not performing at the established master level receive remediation based on their areas of weakness. Academic Improvement Plans for students are not consistently monitored. Individual learning needs of students based on learning styles and preferences are not determined for all students. Parents and community stakeholders are not involved in identifying the learning needs of students.

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of School Performance Report

Review of Student Assessment Data

Review of Perceptual Survey Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

Student learning goals are defined in each of the ACSIP priority areas. Academic goals are defined in general terms with no specific goals targeting sub populations. Learning goals are to be measured by improved performance on state

assessments rather than student growth and learning. Not all staff members recognize and accept their roles for achieving the student learning goals as outlined in the ACSIP.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

Some action items in the ACSIP focus on improving the capacity of staff members through professional development. The ACSIP goals target improving instruction in literacy and math. Instructional interventions and instructional facilitators for literacy and English as a Second Language are provided. The foundations period allows for student academic remediation. Common planning time for teachers provides opportunities to plan lessons and analyze data together to monitor effectiveness of instruction. Daily Classroom Walkthroughs as described in the ACSIP will provide data to establish trends with teaching practices. Improving leadership capacity within the teaching staff is not addressed in the ACSIP. Evaluation of most academic interventions is to be based primarily on student test scores. No evaluation plan is in place to determine implementation or effectiveness of specific actions described in the ACSIP.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:

Review of ACSIP

Review of Mission/Vision Statement

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

The actions in the ACSIP support the school's general improvement goals and objectives. The school's mission statement outlines a plan for all students to be successful by achieving proficiency in all academic areas. Many actions in the ACSIP are focused on raising the achievement of all students. Some of the actions are intentionally focused on addressing the needs of students not performing at grade level. Specific goals for closing the learning gap among sub populations of students are not included.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Most of the actions in the ACSIP have timelines that began in July of 2011, and are scheduled to end in June of 2012. No intermediate dates are identified throughout the year to monitor for implementation of actions. Administrators, instructional facilitators, and department chairpersons are responsible for most of the actions. Teachers have a limited role in the implementation of the ACSIP actions. Categorical funding from the National School Lunch Act, professional

development funds, and charitable contributions support programs, actions, and interventions described in the plan.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents
Observations of Classrooms, Cafeteria, Hallways, and Common Areas

The actions in the ACSIP support the school's learning goals and objectives. The school's mission statement supports the goal for all students to be successful by achieving proficiency in all academic areas. Many ACSIP actions are planned to improve the academic performance of students. The primary focus of the ACSIP is to make adequate yearly progress in math and literacy as defined by the ADE. A few actions address the needs of special education students and English language learners. Instructional and organizational effectiveness are not systematically monitored to identify needed ACSIP actions and interventions.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of Professional Development Records

Interviews with District Administration, School Administration, Teachers, Staff, and Parents
Observations of Classrooms

Most staff members are aware of the general goals of the ACSIP. Many staff members are implementing strategies and actions detailed in the ACSIP. School leadership does not consistently provide direction for improving student and teacher performance based on the ACSIP goals. Some actions in the ACSIP have not been implemented including taking district quarterly assessments and analyzing the data, collecting and analyzing Classroom Walkthrough data, completing a time audit for the principal, literacy lab strategies in classrooms, and 6 Trait Writing.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Achievement Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents
Observations of Classrooms, Cafeteria, and Hallways

School leadership and teachers use interim testing and end-of-year, state-required testing to determine if students are performing at proficient or advanced levels in academic areas. Assessment data are not systematically used to determine whether actions detailed in the ACSIP are implemented effectively. Some of the ACSIP interventions include components for evaluation. These evaluation components do not include criteria for determining the effectiveness of implementation of the actions described in the ACSIP. The ACSIP is reviewed once or twice a year by the leadership team. Teachers provide input for the leadership team to consider when developing the next ACSIP. Classroom Walkthroughs have not been consistently implemented to provide feedback to teachers to help them implement the goals of the ACSIP.

Performance Rating:1

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of ACSIP

Review of School Performance Report

Review of Student Assessment Data

Review of Classroom Walkthrough Data

Review of Master Schedule

Review of Meeting Agendas and Minutes

Review of Perceptual Survey Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

The school improvement planning process does not effectively use multiple types of data to determine the changes needed to improve student learning. Student assessment data used for ACSIP planning include Augmented Benchmark, End-of-Course, and SAT10 scores. These data are not disaggregated beyond the reports supplied by the testing vendors. Teachers review additional student assessment data from Measures of Academic Progress testing, STAR testing, English Language Development Assessments, and common building assessments to identify student placement for remediation. Assessment data are seldom used to determine root causes of achievement gaps within student sub populations or to identify additional sub populations beyond those detailed in ACTAAP reports. Classroom visits by school leadership are not regularly occurring for the purpose of providing focused feedback to improve instruction and student learning. Differentiated learning based on data and targeted toward reducing the learning gap for low performing students is not occurring in most classrooms. Formative assessments that could provide current data on student learning and used to modify instruction are not being collected in most classrooms. Student attendance data are not integrated into the school improvement planning process. Data are not used to monitor the ACSIP, professional development, Individual Professional Growth Plans, or the master schedule.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Review of School Performance Report

Review of Student Assessment Data

Review of Meeting Agendas and Minutes

Review of Perceptual Survey Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

Collected assessment data are used to identify strengths and limitations of student academic performances. Assessment data are seldom used by teachers to identify needs and weaknesses with instructional practices. In-depth analysis of data to determine root causes of low student performance is not consistently performed. Strategies to reduce the learning gap among student sub populations are not identified. The school does not use data to determine effectiveness of programs, the ACSIP, or classroom instruction.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

Evaluation measures are defined for some actions in the ACSIP. Most evaluation measures are based on student assessment performances. A plan to revisit the ACSIP throughout the year to ensure implementation or determine effectiveness of actions has not been developed. At the beginning of the school year, modifications are made to the previous year's ACSIP based on input from staff.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of Meeting Agendas and Minutes

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms, Cafeteria, Hallways, and Common Areas

Classroom practice is not consistently monitored through Classroom Walkthroughs or formal and informal observations. Classroom observation data are not analyzed in a systematic manner that would enable leadership to determine the effectiveness of classroom practices. Teachers have participated in professional development activities. There is little documentation of monitoring to show the extent to which these professional development activities have impacted student learning or improved instructional practices. Research-based instructional and assessment strategies are not implemented by all teachers.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Assessment Data

Review of Classroom Walkthrough Data

Interviews with District Administration, School Administration, Teachers, Staff, and Parents

Observations of Classrooms

School leadership has not established a building-level culture that expresses urgency for school improvement. The ACSIP is not monitored regularly throughout the year to determine effectiveness of implementation of actions. Feedback from teachers is solicited once or twice a year. Little input from parents and other stakeholders is collected. Assessment data are analyzed to determine if students are performing at proficient levels. Some actions described in the ACSIP are not being implemented. School leadership does not regularly provide ACSIP goal progress reports to staff or other stakeholders. Data collected are not being used to determine causes of low student performance. Classroom Walkthrough data are not being compiled to provide meaningful feedback to teachers for improving instruction. Data are not used effectively to monitor teacher effectiveness, the learning environment, classroom instruction, or organizational effectiveness.

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Southwest Junior High School Springdale School District

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Summary of Recommendations in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

School leadership should develop a process to monitor the effectiveness and implementation of all actions identified in the ACSIP on a monthly basis. The ACSIP includes numerous actions, making it difficult to determine which of those actions are working effectively and which are not. An effective process would begin by identifying actions and interventions that are not effective or are not being implemented and remove them from the ACSIP. Each action in the plan should be evaluated for stage of implementation or completion and effectiveness. Evaluation measures should include:

1. The collection and analysis of information including assessment data.
2. The review of perceptual surveys of teachers, students, and parents.
3. Disaggregation of data from Classroom Walkthroughs and teacher observations.
4. The review of student and teacher attendance data.
5. The review of discipline data.
6. The identification of trends based on all available data.

The leadership team and staff should view the ACSIP as a living document that is subject to change throughout the school year. When actions that are properly implemented are not working, they should be removed from the ACSIP. When new actions with promise of improving learning are discovered, they should be added to the ACSIP. School leadership and the leadership team should assist the faculty and staff to view the ACSIP as a guide to school improvement. Implementation should be seen as the responsibility of ALL faculty and staff. All faculty and staff should be able to articulate the goals and actions of the plan and understand their roles in implementing them.

Collecting and organizing data are important first steps in improved student learning. Data analysis becomes the driving force for changing instructional practices and improving student learning. School leadership should begin to use data from Classroom Walkthroughs and teacher observations to provide meaningful feedback to teachers for the purpose of improving instruction. School leadership should monitor classrooms for bell-to-bell engagement, student use of technology, and student-centered teaching strategies that promote rigorous problem solving and creative thinking. Cumulative data should be gathered from Classroom Walkthroughs and observations with feedback given to teachers on the quality of instruction. Student assessment data should be disaggregated by teachers and by grade-level teams to see where the greatest need to change instruction is found based on student performance.

School leadership should analyze the impact of professional development described in the ACSIP. Professional development that is purposefully selected and properly implemented will result in improved student performance. All professional development activities should be monitored by administrators for implementation and effectiveness. Particular attention should be placed on the district focus for the Gradual Release of Responsibility Model. Monitoring should include Classroom Walkthroughs, classroom observations, and informal and formal surveys of teachers and students. Failure to follow-up on professional development as outlined in the ACSIP will result in strategies being implemented incorrectly, inconsistently, or not at all.

Scholastic Audit Summary Report

Southwest Junior High School

Springdale School District

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Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Southwest Junior High School during the period of 01/29/2012-02/03/2012. This school's last performance rating identified its classification as being in School Improvement Year 3. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	Leadership does not monitor teaching for effective use of instructional strategies.
Next Steps	Leadership should immediately begin to monitor classrooms weekly for effective use of instructional strategies and provide focused feedback to teachers.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	Data are not used to modify instruction to meet the needs of students.
Next Steps	Leadership should plan and schedule a summer professional development training for teachers on how to effectively use data to monitor and modify instruction.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

3. Deficiency	Technology use is teacher-centered and opportunities are not provided for student use of technology to demonstrate learning.
Next Steps	Teachers should immediately begin designing activities and assessments that allow students to use available technology. Teachers should plan one activity per week for students to use technology interactively.
District Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
4. Deficiency	Formative assessments are not being used by all teachers to check for understanding and evaluate instruction.
Next Steps	Teachers should immediately read and collaboratively discuss in their departmental meetings "What You Can Do in 5 minutes, 5 days, 5 months, 5 years . . . How You Can Replicate Authentic Assessment with the Resources and Time You Have" from the web-site, http://www.edutopia.org/stw-assessment-tips-get-started-replication , and begin to develop formative daily assessments during common planning time, and incorporate formative assessments into daily lesson plans.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	Parents report that pick-up and delivery areas are unsafe due to lack of supervision and erratic traffic flow.
Next Steps	The leadership team should develop and implement a plan for the staff to monitor the pick up and delivery of students to ensure their safety.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	No needs assessment has been completed to inform planning for professional development.
Next Steps	The leadership team should develop a tool to assess the needs of all faculty and leadership for professional development. The results of this assessment should drive professional development planning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

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In Conclusion :

The scholastic audit team would like to thank the faculty and staff of Southwest Junior High School for the gracious hospitality extended to our team during the course of this audit. We appreciate the willingness of your staff to use their valuable time to assist us with our work. It is our hope that this report will become a beneficial part of the school improvement effort and will make a difference in the lives of the staff and students at Southwest Junior High School.

The charge to your leadership team is to involve all stakeholders in asking reflective questions that will address continuous improvement of student academic performance. Questions that might be considered by your team to stimulate this process include:

How would it look if students used technology daily to enhance learning and demonstrate mastery?

How would it look if all teachers used research-based instructional strategies and evaluated their effectiveness in student learning?

How would it look if school leadership monitored classrooms weekly and provided focused feedback to teachers to improve efficacy?

What if teachers used common planning time to deeply analyze data with a focus on differentiating instruction to meet the needs of all learners?

What if all stakeholders (parents, community members, faculty, students, and staff) had a voice in the development of the ACSIP plan?

What if all teachers implemented with fidelity the Gradual Release of Responsibility model?

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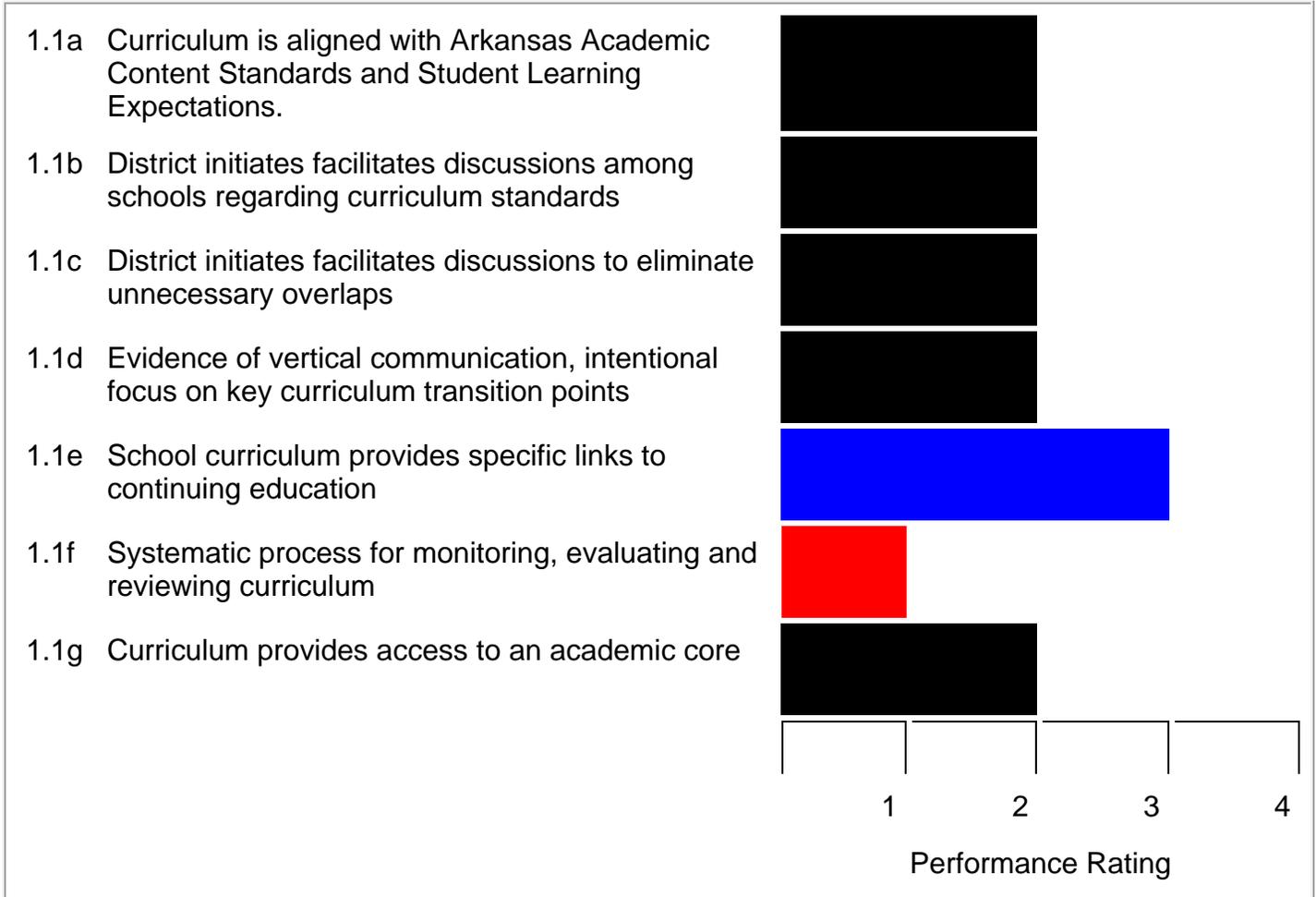
Southwest Junior High School

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01/29/2012 - 02/03/2012

1.1 Curriculum

Academic Performance



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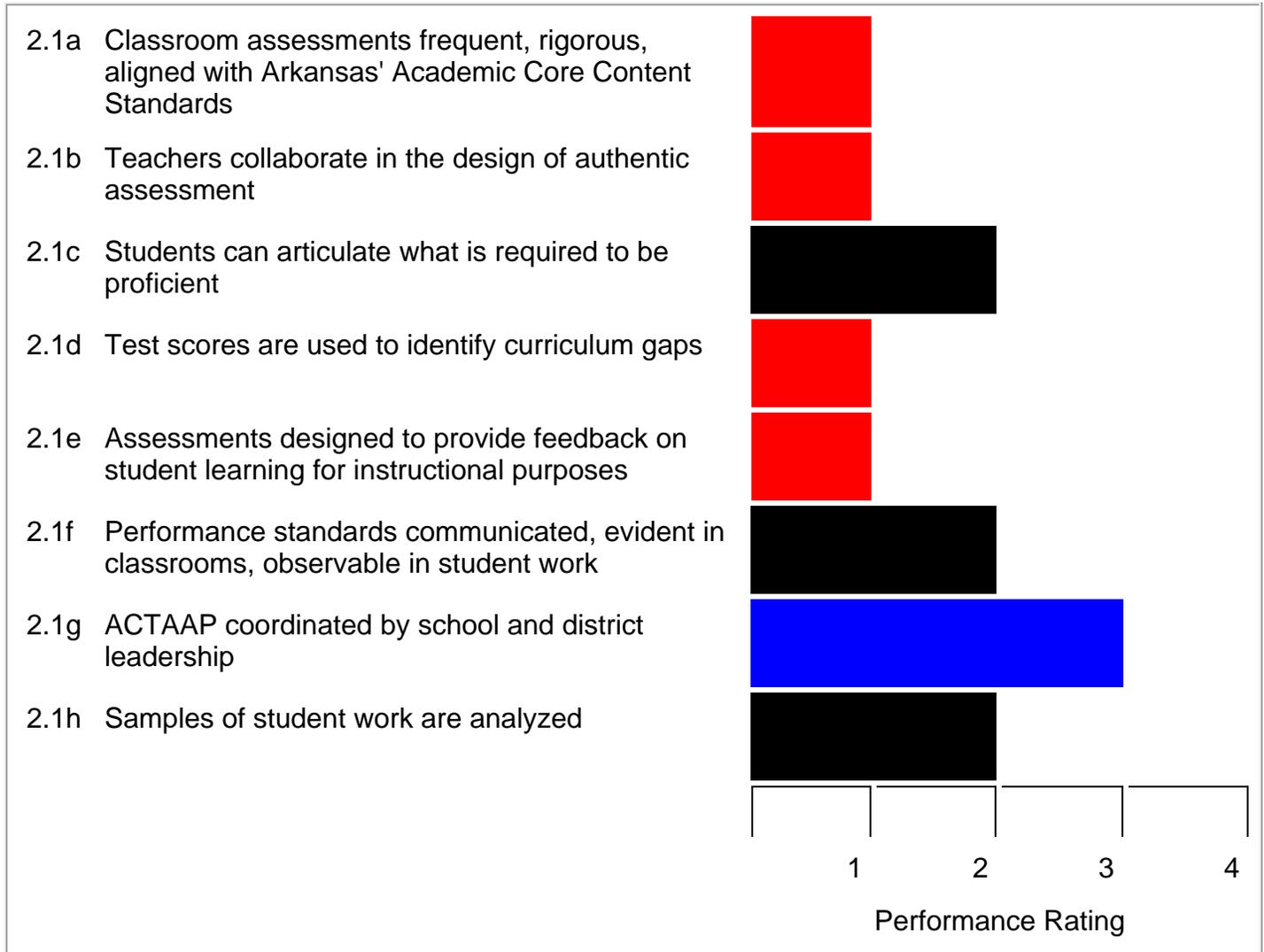
Southwest Junior High School

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2.1 Classroom Evaluation/Assessment

Academic Performance



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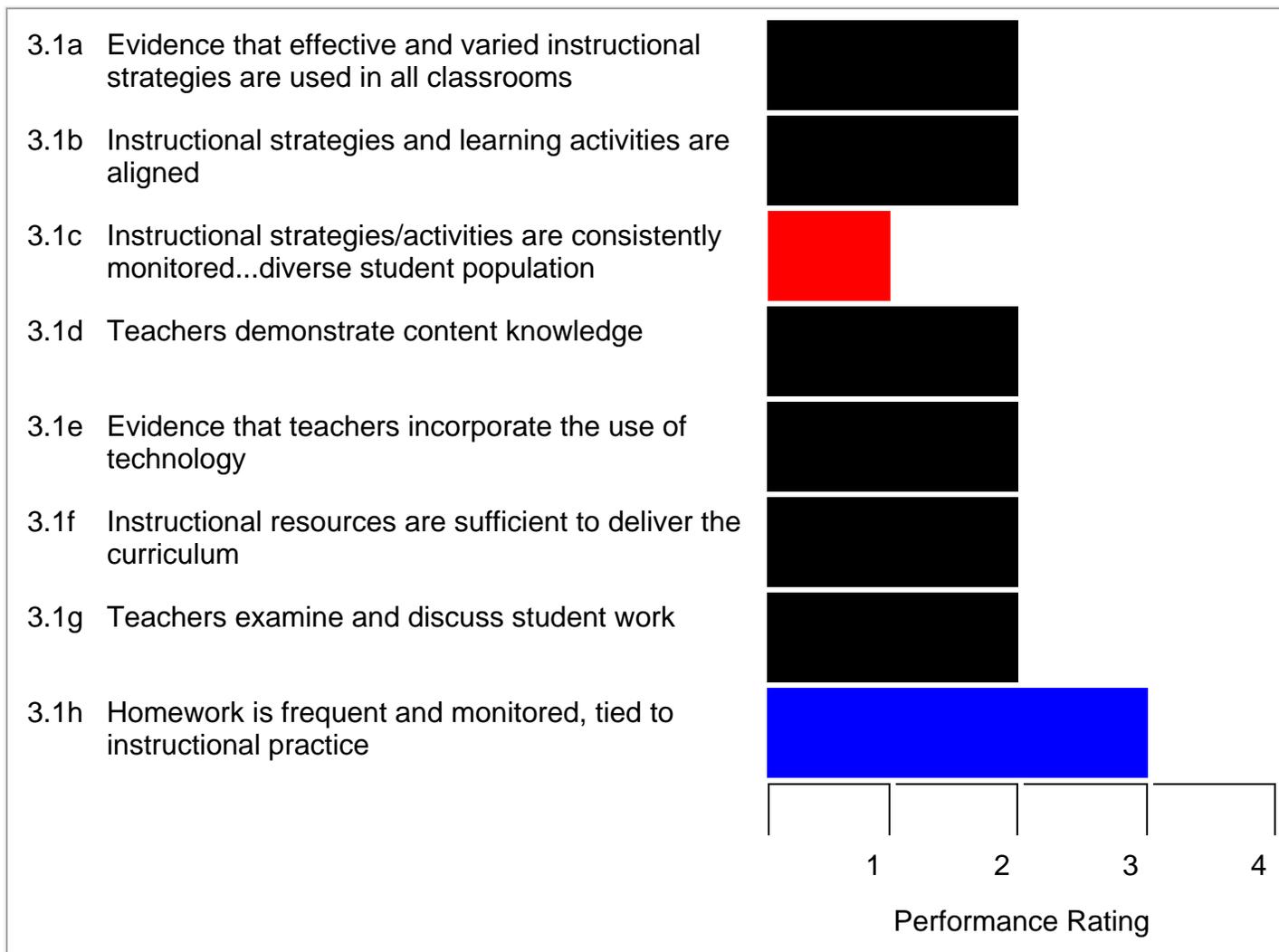
Southwest Junior High School

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3.1 Instruction

Academic Performance



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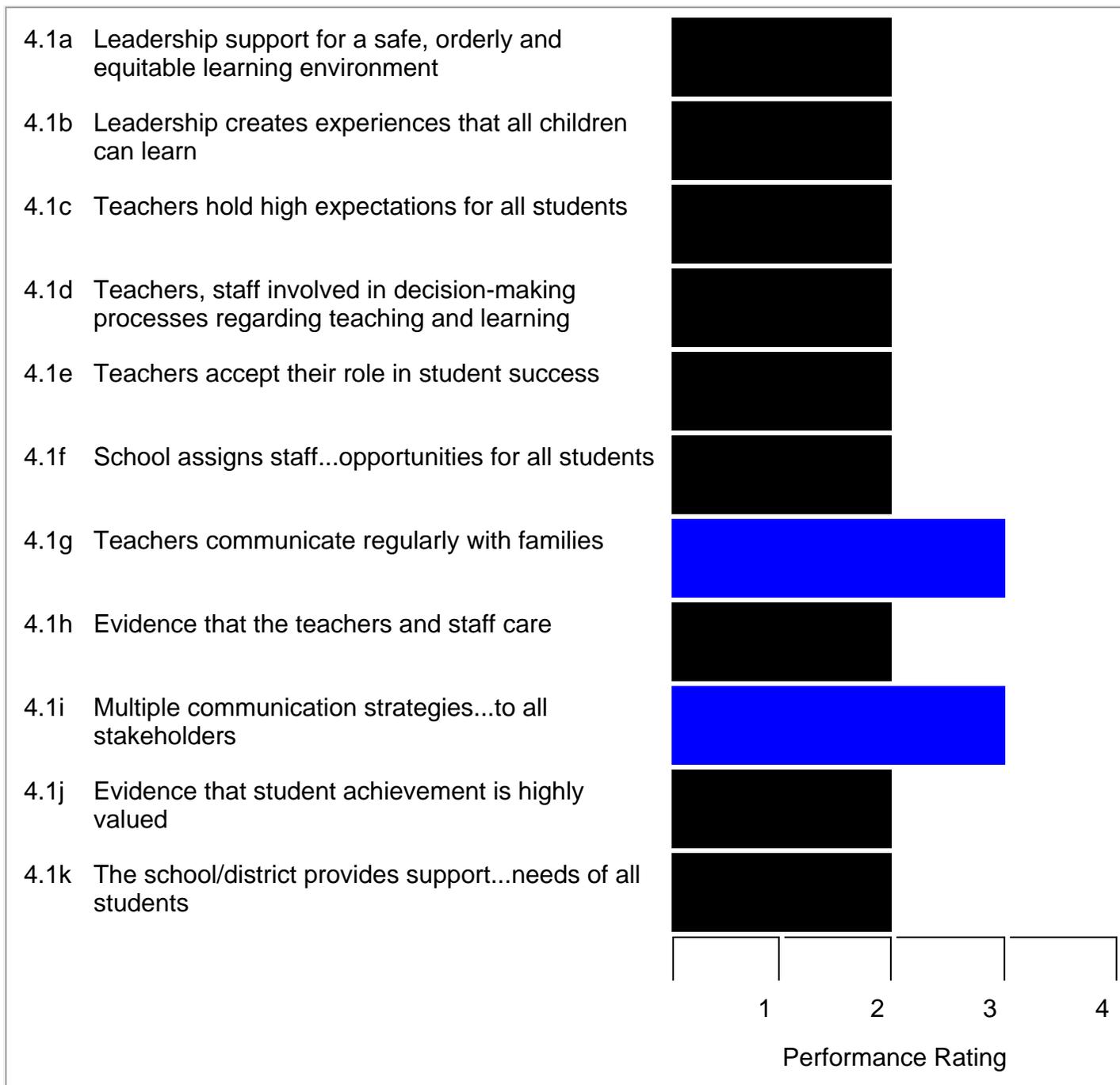
Southwest Junior High School

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4.1 School Culture

Learning Environment



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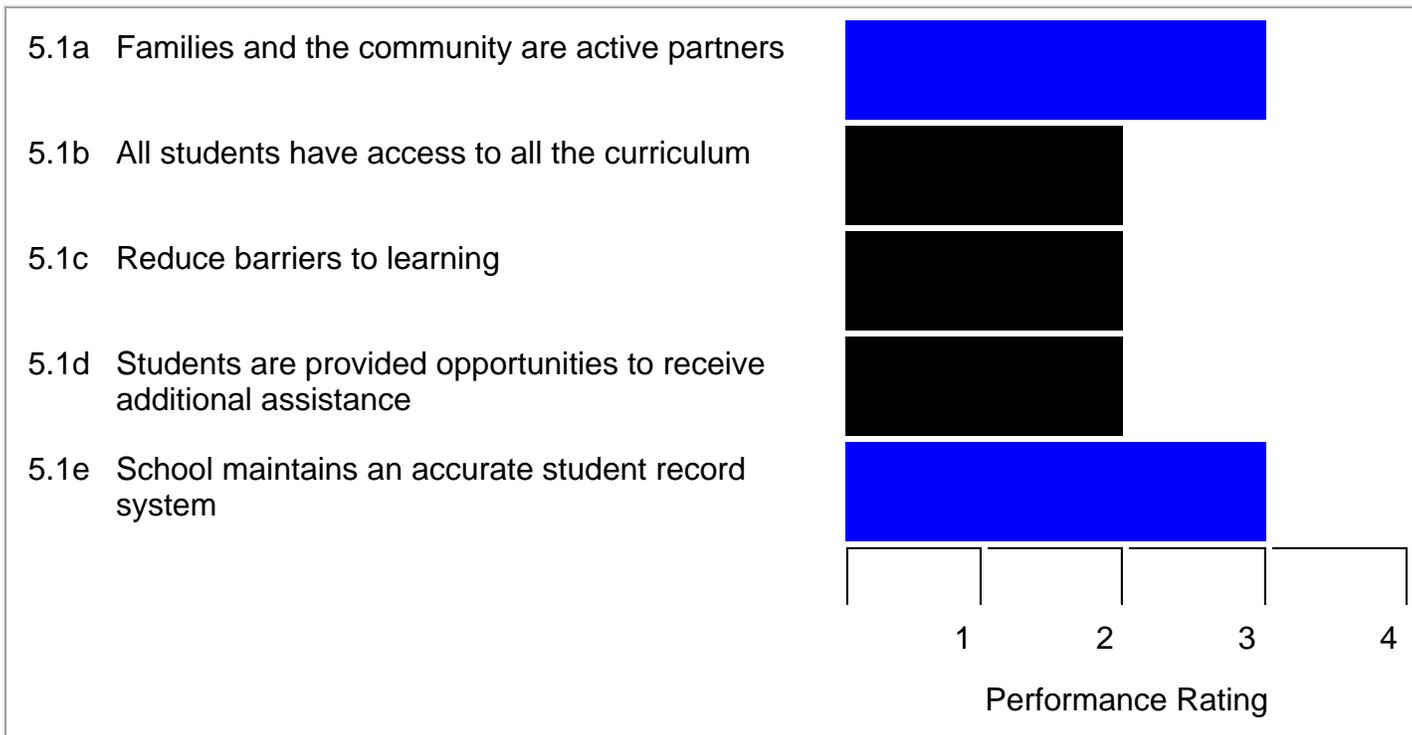
Southwest Junior High School

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5.1 Student, Family and Community Support

Learning Environment



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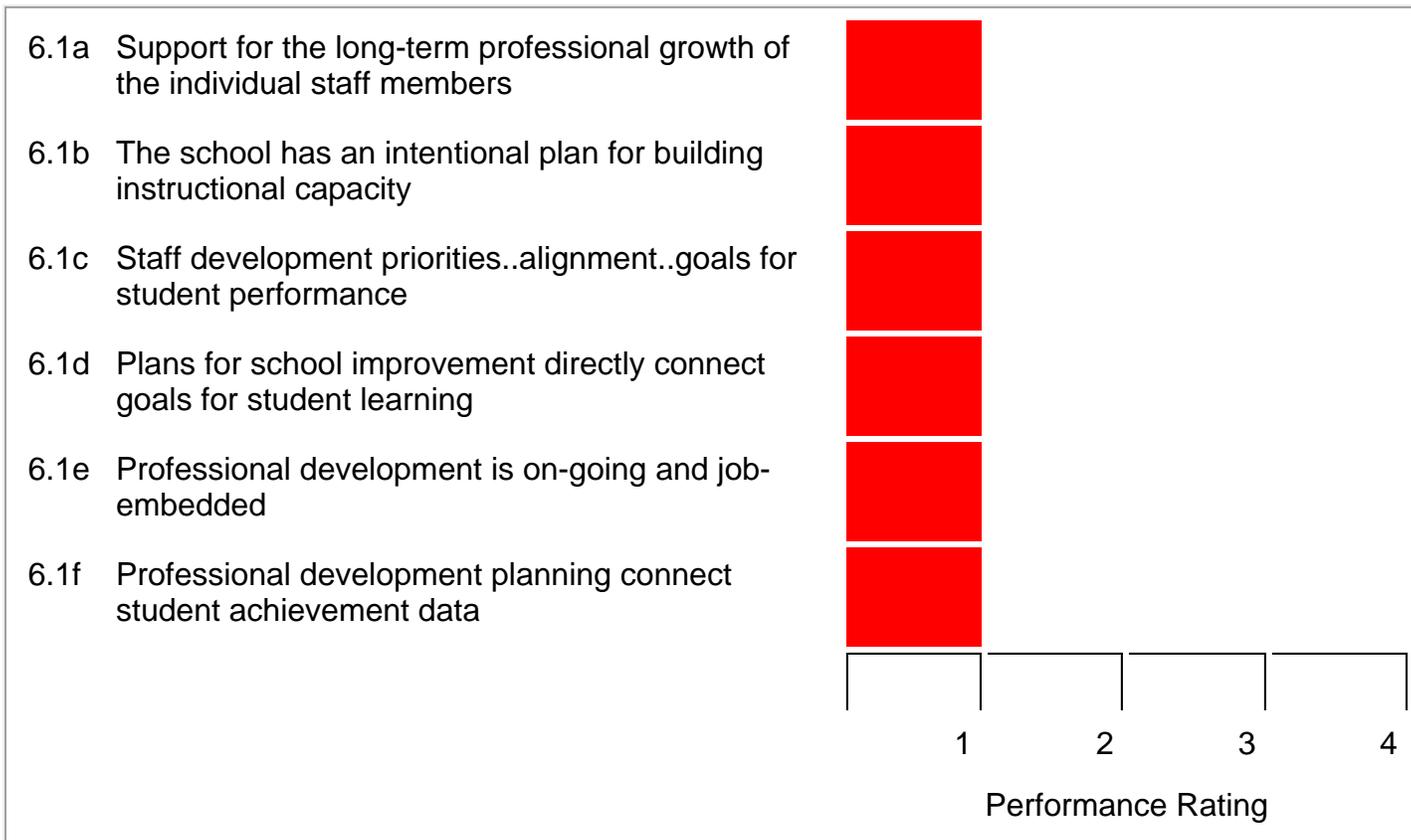
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6.1 Professional Development

Learning Environment



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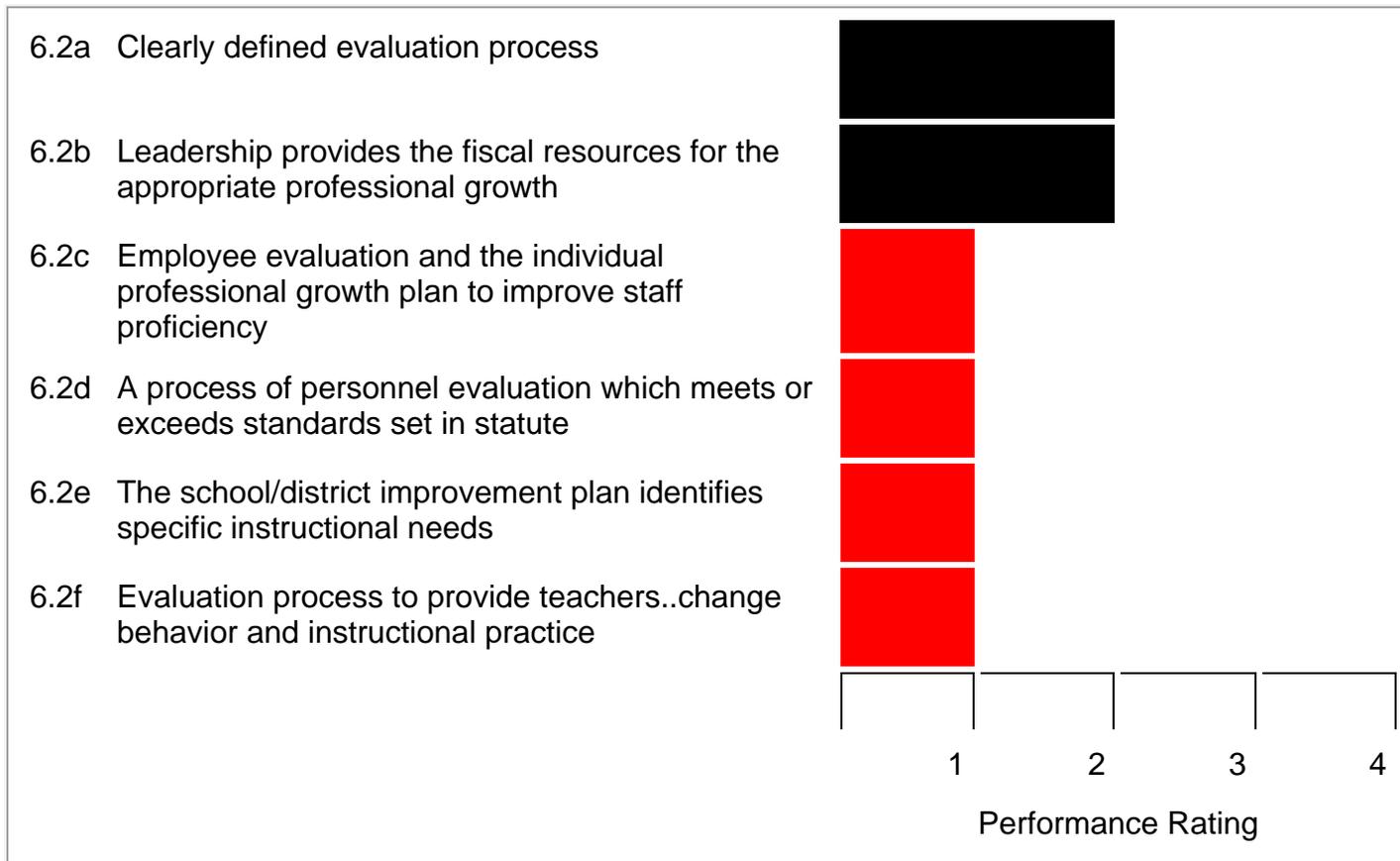
Southwest Junior High School

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6.2 Professional Growth and Evaluation

Learning Environment



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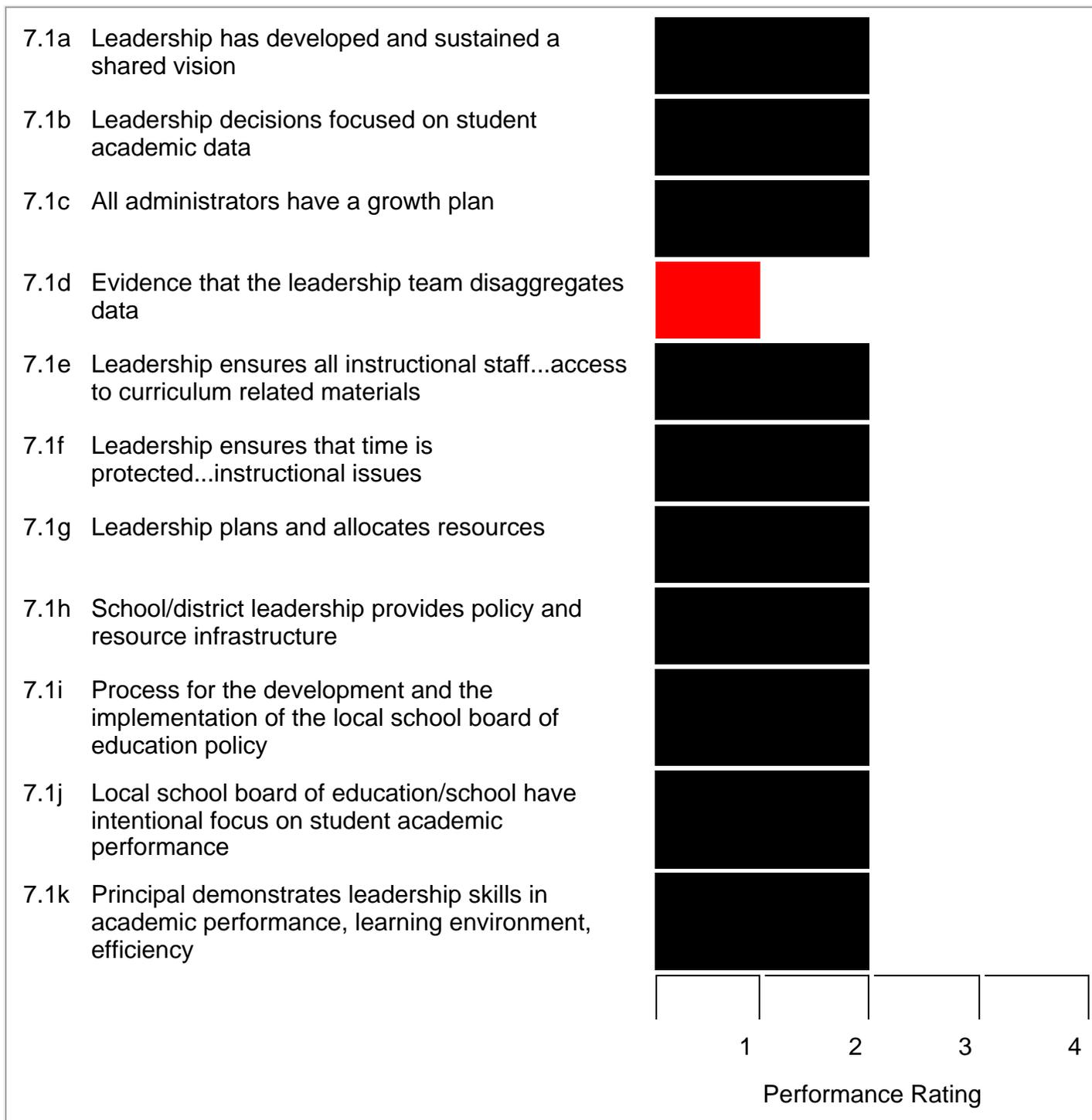
Southwest Junior High School

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7.1 Leadership

Efficiency



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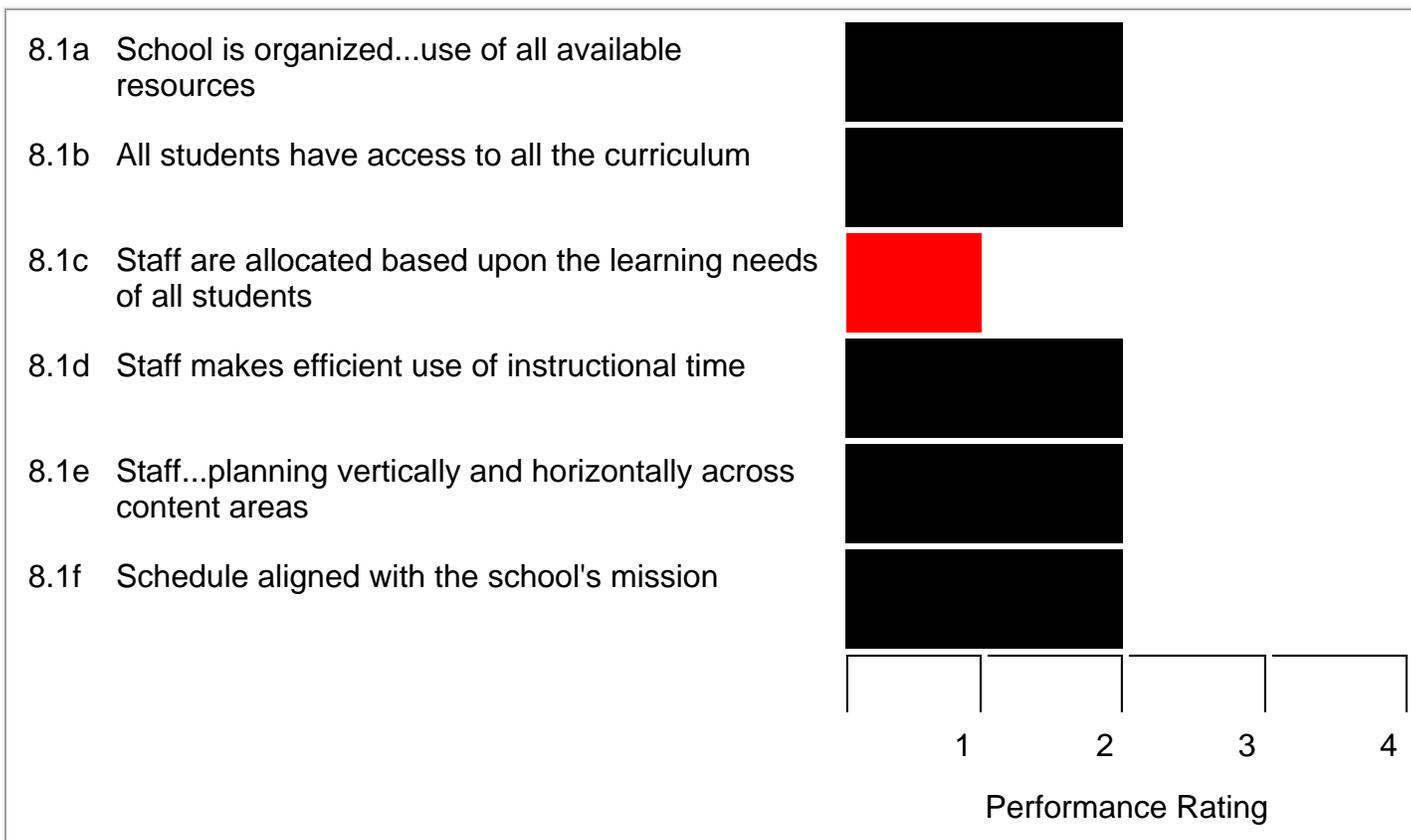
Southwest Junior High School

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8.1 Organization of the School

Efficiency



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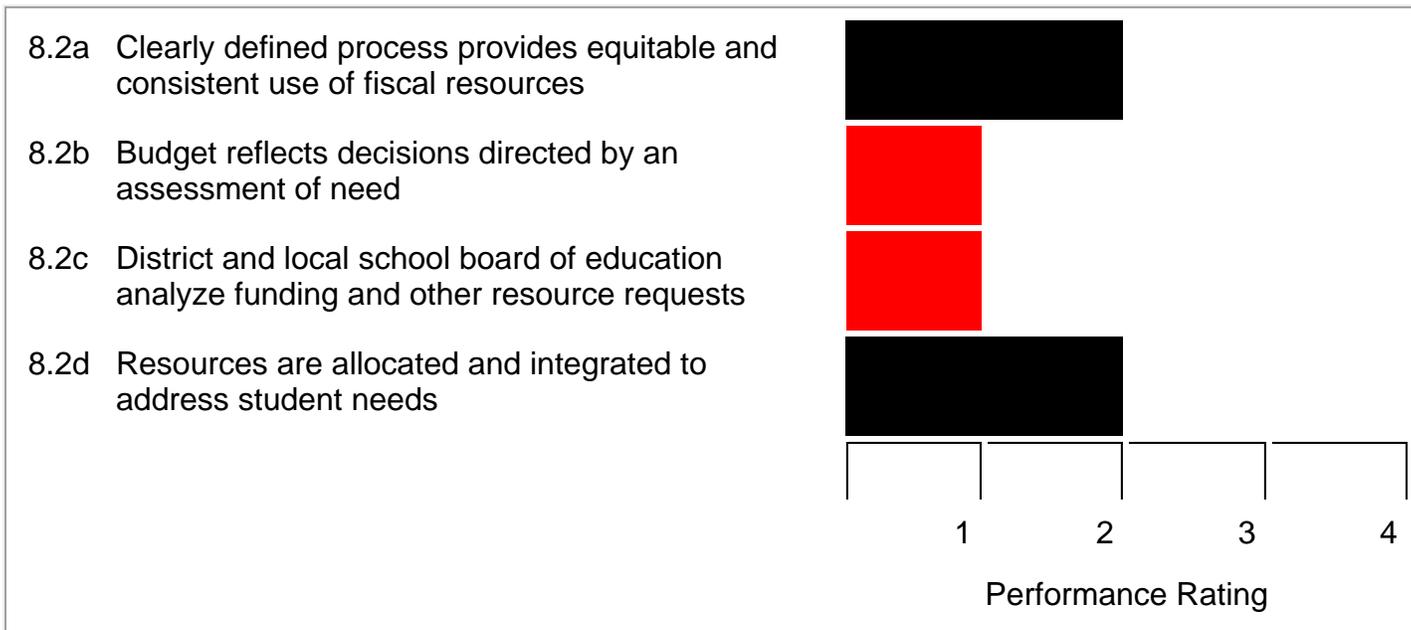
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8.2 Resource Allocation and Integration

Efficiency



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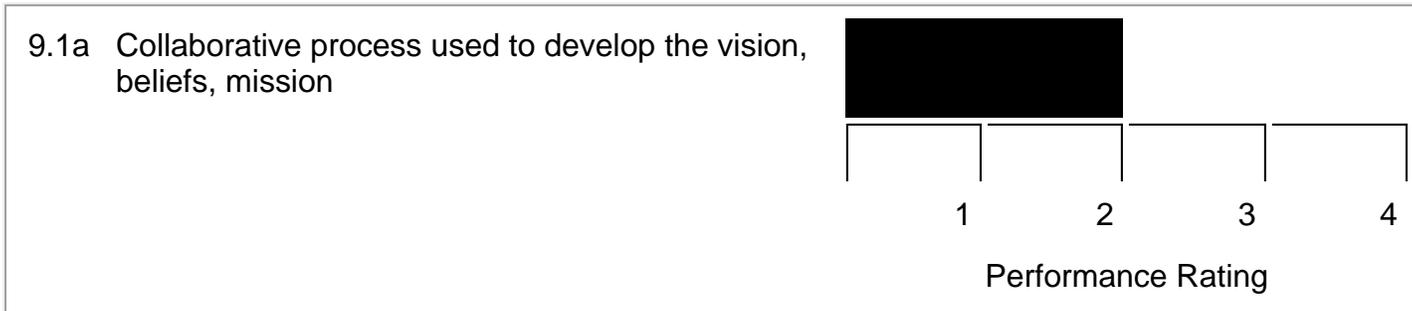
Southwest Junior High School

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9.1 Defining the School Vision, Mission, Beliefs

Efficiency



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9.2 Development of the Profile

Efficiency



Scholastic Audit Summary Report

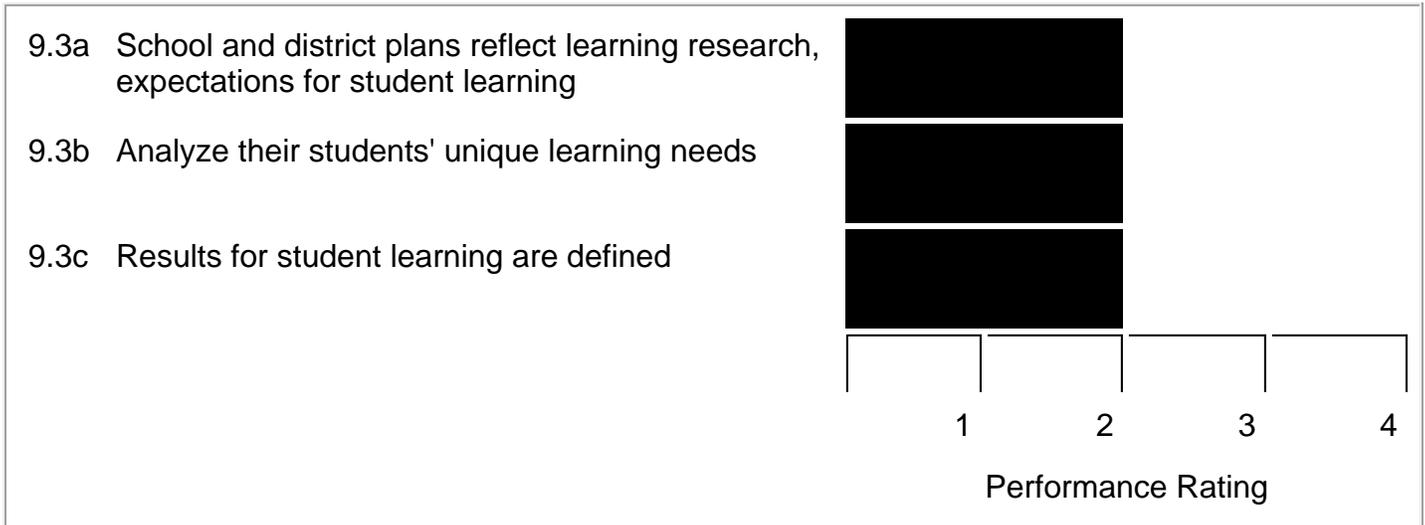
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9.3 Defining Desired Results for Student Learning

Efficiency



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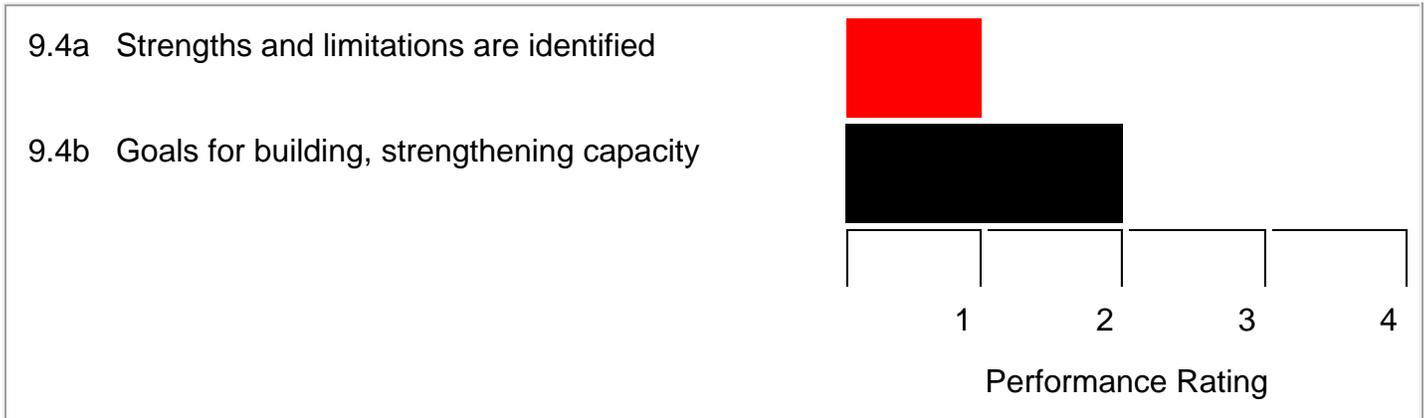
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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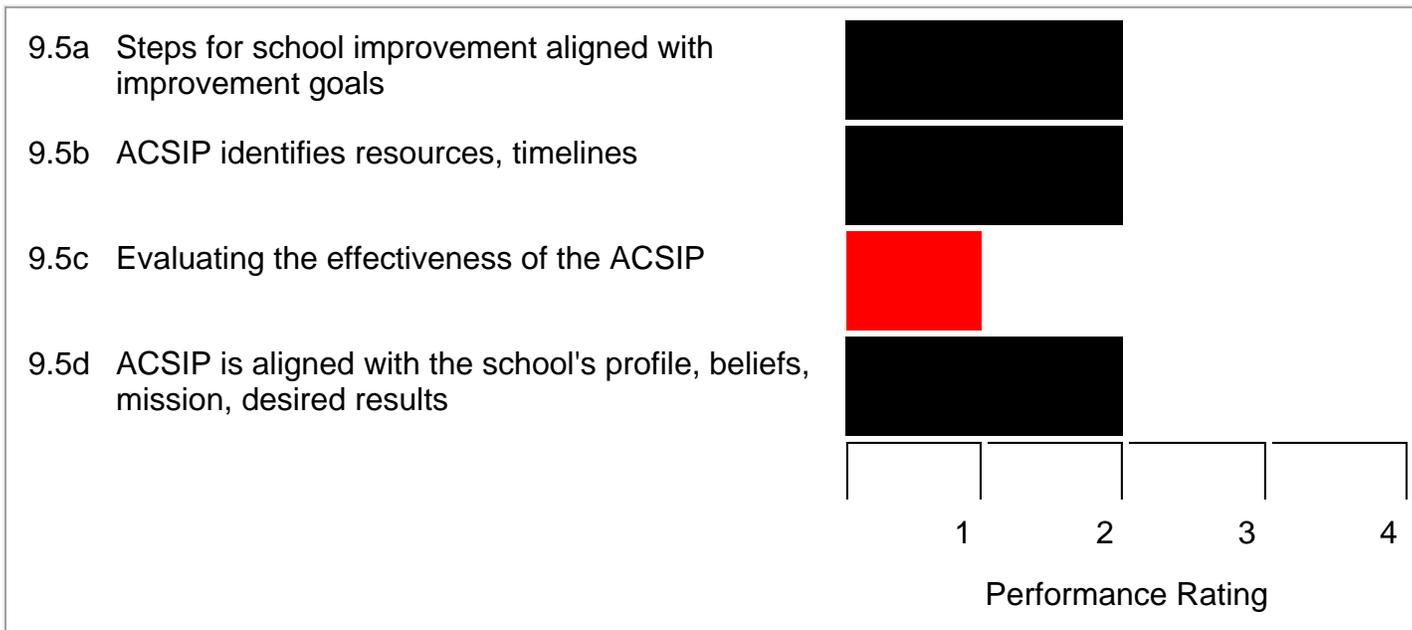
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9.5 Development of the Improvement Plan

Efficiency



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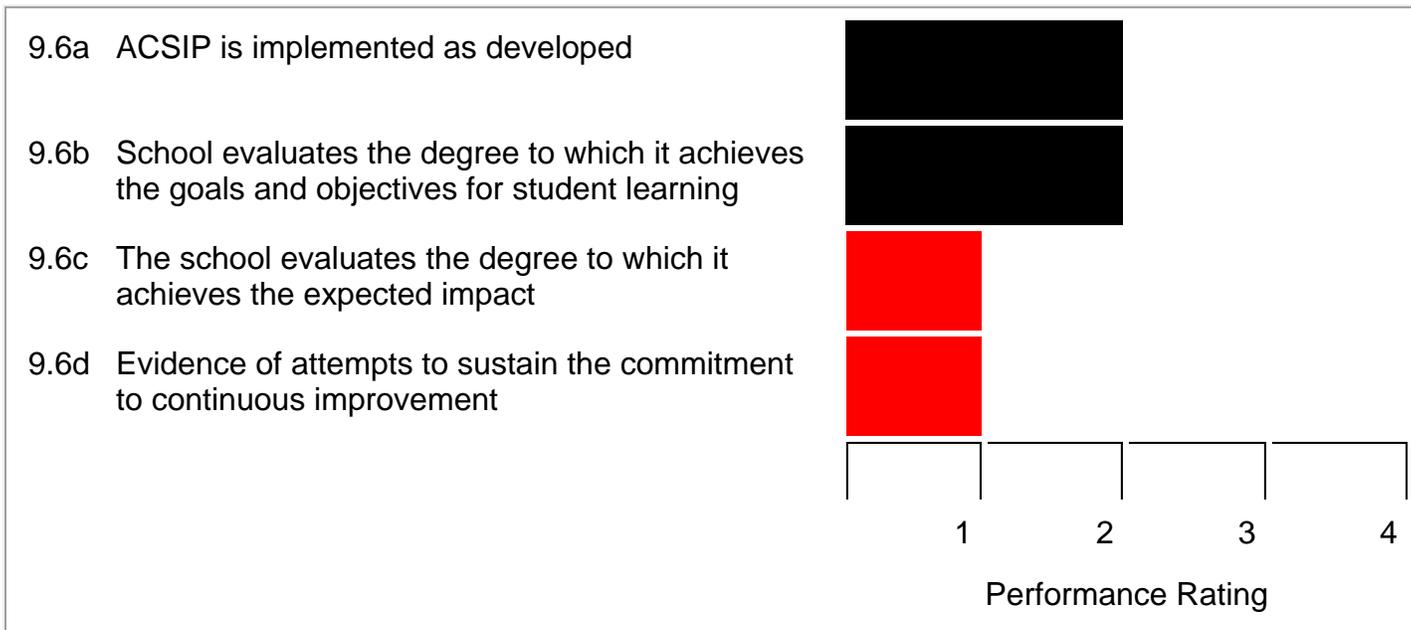
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9.6 Implementation and Documentation

Efficiency



2009



THE WIDGET EFFECT

Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness



The New Teacher Project • Daniel Weisberg • Susan Sexton • Jennifer Mulhern • David Keeling



THE WIDGET EFFECT

Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness



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SECOND EDITION

Acknowledgments | This report is the result of invaluable contributions from many individuals across The New Teacher Project. The authors would especially like to thank Dahlia Constantine, Timothy Daly, Vinh Doquang, Adele Grundies, Crystal Harmon, Dina Hasiotis, Ellen Hur, Gabrielle Misfeldt, David Osta, Ariela Rozman and Jeffrey Wilson for their efforts and insights. Additionally, we would like to thank Rachel Grainger, Judith Schiamburg and Andrew Sokatch for their work on the initial design of the project, and Caryn Fliegler and Elizabeth Vidyarthi for their help in the report's publication.

We would also like to recognize the advisory panels in each of the four study states for helping us shape the study design, understand state policy and refine the report's recommendations.

We are indebted to each of the districts represented in our study and their staff members who provided invaluable assistance to us with data collection and interpretation. We are grateful for the commitment from district leadership and central office staff as well as leadership and staff at local teachers unions, all of whom invested many hours of their valuable time to provide us with data, information and local context.

Finally, we thank each of the approximately 15,000 teachers and 1,300 administrators who dedicated time to completing our surveys. Your opinions and thoughts continue to inspire us to work to ensure that each and every student has access to outstanding teachers.

Funding Support | Primary funding for this report was provided by the Robertson Foundation, the Bill & Melinda Gates Foundation and the Joyce Foundation. Additional funding was provided by the Carnegie Corporation of New York, the Laura and John Arnold Foundation, the Charles and Helen Schwab Foundation and the Walton Family Foundation. We thank all of our funders for their generous support; however, we acknowledge that the findings and recommendations presented in this report are those of the The New Teacher Project alone and do not necessarily reflect our funders' opinions or positions.

“There are at least ‘several hundred’ incompetents now in the school system [says the superintendent]. Other observers think there are several thousands, while still others insist that ‘several’ would be nearer the mark. Whether these incompetents were unfit to teach at any time, or have been rendered unfit by the passing years, is a matter of opinion. The question is, why are they allowed to remain?”¹

So wrote The New York Times—in 1936.

In the 73 years since, we have made little progress toward answering the question of why poor instruction in our schools goes unaddressed. The question has been the subject of vigorous discussion, but most commentary has attempted to answer it by debating the failure of school districts to dismiss teachers who perform poorly.

The contours of this debate are well-known. One side claims that teacher tenure and due process protections render dismissal a practical impossibility, shielding ineffective teachers from removal in all but the most egregious instances. The other argues that the process provides only minimal protection against arbitrary or discriminatory dismissal, but that administrators fail to document poor performance adequately and refuse to provide struggling teachers with sufficient support. For decades these positions have remained largely unchanged.

The established arguments, however, fail to recognize that the challenge of addressing performance in the teaching profession goes far beyond the issue of dismissal. In fact, as this report illustrates, school districts fail to acknowledge or act on differences in teacher performance almost entirely. When it comes to officially appraising performance and supporting improvement, a culture of indifference about the quality of instruction in each classroom dominates.

Our research confirms what is by now common knowledge: tenured teachers are identified as ineffective and dismissed from employment with exceptional infrequency. While an important finding in its own right, we have come to understand that infrequent teacher dismissals are in fact just one symptom of a larger, more fundamental crisis—the inability of our schools to assess instructional performance accurately or to act on this information in meaningful ways.

This inability not only keeps schools from dismissing consistently poor performers, but also prevents them from recognizing excellence among top-performers or supporting growth among the broad plurality of hard-working teachers who operate in the middle of the performance spectrum. Instead, school districts default to treating all teachers as essentially the same, both in terms of effectiveness and need for development.

Of course, as teachers themselves are acutely aware, they are not at all the same. Just like professionals in other fields, teachers vary. They boast individual skills, competencies and talents. They generate different responses and levels of growth from students.

In a knowledge-based economy that makes education more important than ever, teachers matter more than ever. This report is a call to action—to policymakers, district and school leaders and to teachers and their representatives—to address our national failure to acknowledge and act on differences in teacher effectiveness once and for all. To do this, school districts must begin to distinguish great from good, good from fair, and fair from poor. Effective teaching must be recognized; ineffective teaching must be addressed.

Recently, President Obama spoke in bold terms about improving teacher effectiveness in just this way, saying, “If a teacher is given a chance or two chances or three chances but still does not improve, there is no excuse for that person to continue teaching. I reject a system that rewards failure and protects a person from its consequences. The stakes are too high. We can afford nothing but the best when it comes to our children’s teachers and the schools where they teach.”² We could not agree more. It is our hope that the recommendations contained in this report will outline a path to a better future for the profession.

A teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way.



EXECUTIVE SUMMARY

Suppose you are a parent determined to make sure your child gets the best possible education. You understand intuitively what an ample body of research proves: that your child's education depends to a large extent on the quality of her teachers. Consequently, as you begin considering local public schools, you focus on a basic question: who are the best teachers, and where do they teach?

The question is simple enough. There's just one problem—except for word of mouth from other parents, no one can tell you the answers.

In fact, you would be dismayed to discover that not only can no one tell you which teachers are most effective, they also cannot say which are the least effective or which fall in between. Were you to examine the district's teacher evaluation records yourself, you would find that, on paper, *almost every* teacher is a great teacher, even at schools where the chance of a student succeeding academically amounts to a coin toss, at best.

In short, the school district would ask you to trust that it can provide your child a quality education, even though it cannot honestly tell you whether it is providing her a quality teacher.

This is the reality for our public school districts nationwide. Put simply, they fail to distinguish great teaching from good, good from fair, and fair from poor. A teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way.

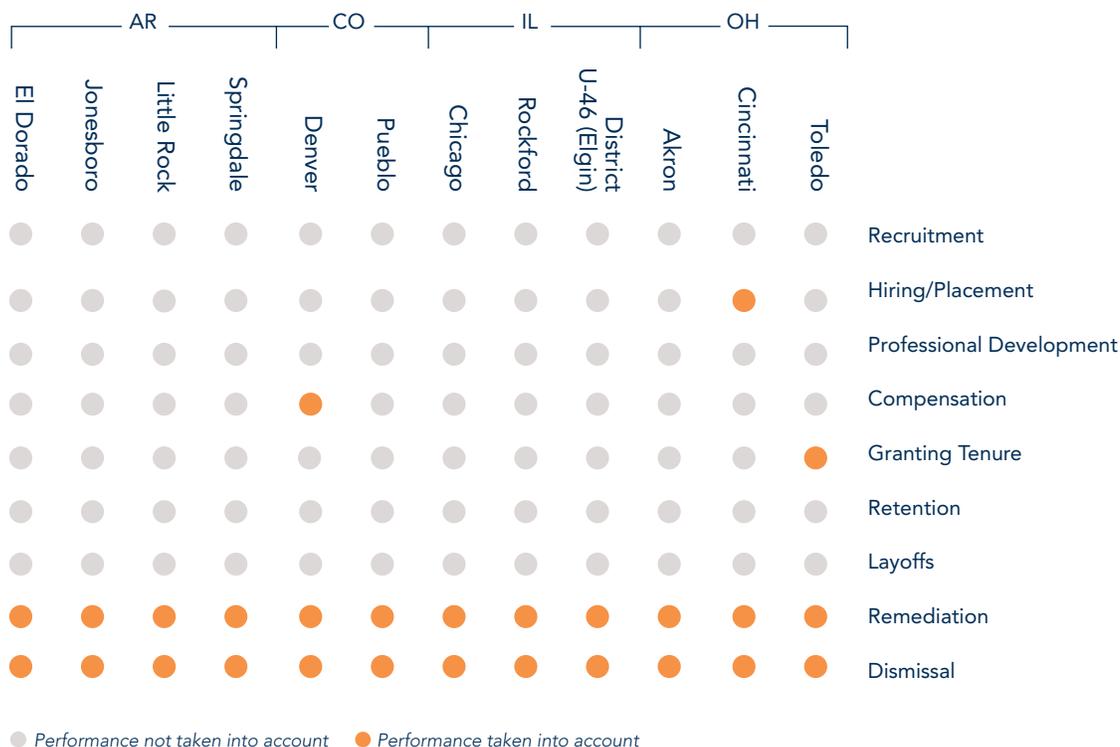
The Widget Effect

This report examines our pervasive and longstanding failure to recognize and respond to variations in the effectiveness of our teachers. At the heart of the matter are teacher evaluation systems, which in theory should serve as the primary mechanism for assessing such variations, but in practice tell us little about how one teacher differs from any other, except teachers whose performance is so egregiously poor as to warrant dismissal.

The failure of evaluation systems to provide accurate and credible information about individual teachers' instructional performance sustains and reinforces a phenomenon that we have come to call the **Widget Effect**. The Widget Effect describes the tendency of school districts to assume classroom effectiveness is the same from teacher to teacher. This decades-old fallacy fosters an environment in which teachers cease to be understood as individual professionals, but rather as interchangeable parts. In its denial of individual strengths and weaknesses, it is deeply disrespectful to teachers; in its indifference to instructional effectiveness, it gambles with the lives of students.

Today, the Widget Effect is codified in a policy framework that rarely considers teacher effectiveness for key decisions, as illustrated below.

Where Is Performance a Factor in Important Decisions About Teachers?*



The fact that information on teacher performance is almost exclusively used for decisions related to teacher remediation and dismissal paints a stark picture: In general, our schools are indifferent to instructional effectiveness—except when it comes time to remove a teacher.

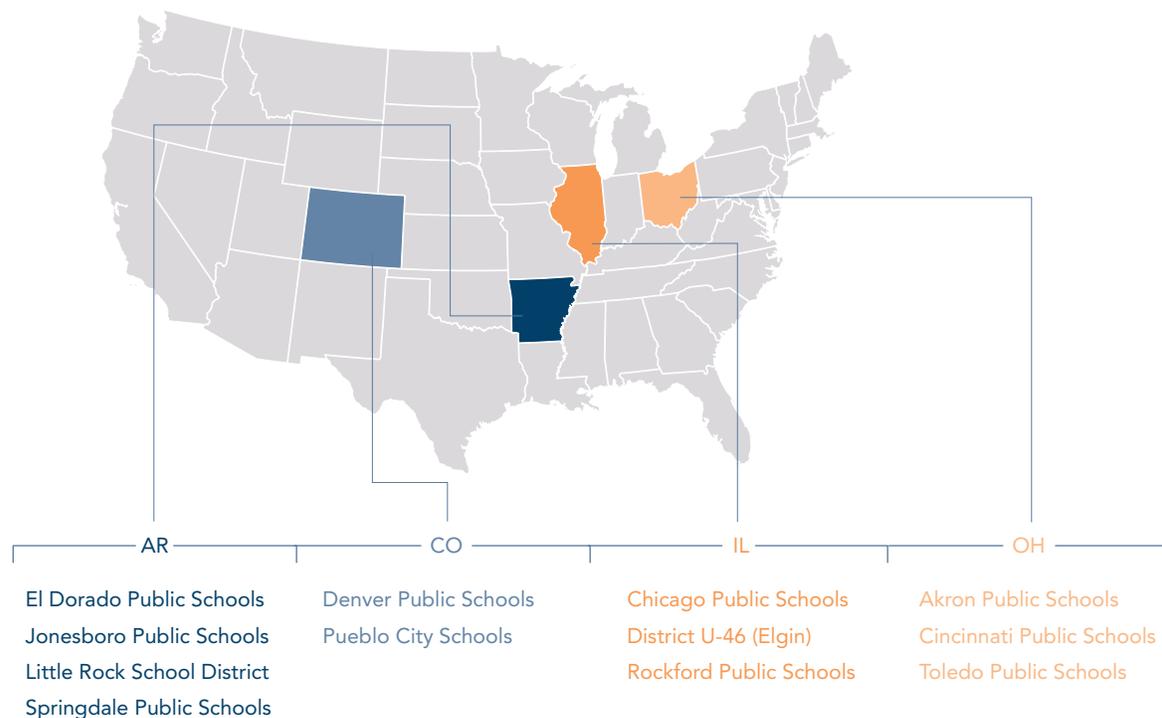
* See "Policy Implications of the Widget Effect" for additional information

Study Overview

This report is the product of an extensive research effort spanning 12 districts and four states. It reflects survey responses from approximately 15,000 teachers and 1,300 administrators, and it has benefited from the insight of more than 80 local and state education officials, teachers union leaders, policymakers and advocates who participated in advisory panels in each state, shaping the study design, data collection instruments, and findings and recommendations.

The four states included in the study, Arkansas, Colorado, Illinois and Ohio, employ diverse teacher performance management policies. The 12 districts studied range in size, geographic location, evaluation policies and practices and overall approach to teacher performance management. Jonesboro Public Schools, the smallest district studied, serves approximately 4,450 students; Chicago Public Schools, the largest, serves 413,700. All 12 districts employ some formal evaluation process for teachers, but the methods and frequency of evaluation differ. The outcomes, however, are strikingly similar.

Study Sites*



*For more information on the study sites, please see *Methodology*.

Characteristics of the Widget Effect in Teacher Evaluation

The Widget Effect is characterized by institutional indifference to variations in teacher performance. Teacher evaluation systems reflect and reinforce this indifference in several ways.

All teachers are rated good or great

In districts that use binary evaluation ratings (generally “satisfactory” or “unsatisfactory”), more than 99 percent of teachers receive the satisfactory rating. Districts that use a broader range of rating options do little better; in these districts, 94 percent of teachers receive one of the top two ratings and less than 1 percent are rated unsatisfactory.

Excellence goes unrecognized

When all teachers are rated good or great, those who are truly exceptional cannot be formally identified. Fifty-nine percent of teachers and 63 percent of administrators say their district is not doing enough to identify, compensate, promote and retain the most effective teachers.

Inadequate professional development

The failure to assess variations in instructional effectiveness also precludes districts from identifying specific development needs in their teachers. In fact, 73 percent of teachers surveyed said their most recent evaluation did not identify any development areas, and only 45 percent of teachers who did have development areas identified said they received useful support to improve.

No special attention to novices

Inattention to teacher performance and development begins from a teacher’s first days in the classroom. Though it is widely recognized that teachers are least effective in their beginning years, 66 percent of novice teachers in districts with multiple ratings received a rating greater than “satisfactory” on their most recent performance evaluation. Low expectations characterize the tenure process as well, with 41 percent of administrators reporting that they have never “non-renewed” a probationary teacher for performance concerns in his or her final probationary year.

Poor performance goes unaddressed

Despite uniformly positive evaluation ratings, teachers and administrators both recognize ineffective teaching in their schools. In fact, 81 percent of administrators and 57 percent of teachers say there is a tenured teacher in their school who is performing poorly, and 43 percent of teachers say there is a tenured teacher who should be dismissed for poor performance. Troublingly, the percentages are higher in high-poverty schools. But district records confirm the scarcity of formal dismissals; at least half of the districts studied did not dismiss a single non-probationary teacher for poor performance in the time period studied (ranging from two to five years in each district).

Flaws in Evaluation Practice and Implementation

The characteristics above are exacerbated and amplified by cursory evaluation practices and poor implementation. Evaluations are short and infrequent (most are based on two or fewer classroom observations, each 60 minutes or less), conducted by administrators without extensive training, and influenced by powerful cultural forces—in particular, an expectation among teachers that they will be among the vast majority rated as top performers.

While it is impossible to know whether the system drives the culture or the culture the system, the result is clear—evaluation systems fail to differentiate performance among teachers. As a result, teacher effectiveness is largely ignored. Excellent teachers cannot be recognized or rewarded, chronically low-performing teachers languish, and the wide majority of teachers performing at moderate levels do not get the differentiated support and development they need to improve as professionals.

Reversing the Widget Effect

The Widget Effect is deeply ingrained in the fundamental systems and policies that govern the teachers in our public schools. Better evaluation systems may offer a partial solution, but they will not overcome a culture of indifference to classroom effectiveness. Reversing the Widget Effect depends on better information about instructional quality that can be used to inform other important decisions that dictate who teaches in our schools.

01 | Adopt a comprehensive performance evaluation system that fairly, accurately and credibly differentiates teachers based on their effectiveness in promoting student achievement. Teachers should be evaluated based on their ability to fulfill their core responsibility as professionals—delivering instruction that helps students learn and succeed. This demands clear performance standards, multiple rating options, regular monitoring of administrator judgments, and frequent feedback to teachers. Furthermore, it requires professional development that is tightly linked to performance standards and differentiated based on individual teacher needs. The core purpose of evaluation must be maximizing teacher growth and effectiveness, not just documenting poor performance as a prelude to dismissal.

02 | Train administrators and other evaluators in the teacher performance evaluation system and hold them accountable for using it effectively. The differentiation of teacher effectiveness should be a priority for school administrators and one for which they are held accountable. Administrators must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support to teachers.



03 | Integrate the performance evaluation system with critical human capital policies and functions such as teacher assignment, professional development, compensation, retention and dismissal. Even the best evaluation system will fail if the information it produces is of no consequence. An effective evaluation system must be fully integrated with other district systems and policies and a primary factor in decisions such as which teachers receive tenure, how teachers are assigned and retained, how teachers are compensated and advanced, what professional development teachers receive, and when and how teachers are dismissed. Only by attaching stakes to evaluation outcomes will teachers and administrators invest in the hard work of creating a truly rigorous and credible evaluation system.

04 | Adopt dismissal policies that provide lower-stakes options for ineffective teachers to exit the district and a system of due process that is fair but efficient.

If the evaluation system is implemented effectively, unsatisfactory ratings will not be anomalous, surprising or without clear justification. Likewise, the identification of development areas and the provision of support will be continual. As in other professions, teachers who see significant, credible evidence of their own failure to meet standards are likely to exit voluntarily. Districts can facilitate this process by providing low-stakes options that enable teachers to leave their positions without being exiled. For teachers who must be officially dismissed, an expedited, one-day hearing should be sufficient for an arbitrator to determine if the evaluation and development process was followed and judgments made in good faith.

Our recommendations outline a comprehensive approach to improving teacher effectiveness and maximizing student learning. If implemented thoroughly and faithfully, we believe they will enable districts to understand and manage instructional quality with far greater sophistication. Improved evaluation will not only benefit students by driving the systematic improvement and growth of their teachers, but teachers themselves, by at last treating them as professionals, not parts.



THE PROBLEM: TEACHERS AS INTERCHANGEABLE PARTS

Teaching is the essence of education, and there is almost universal agreement among researchers that teachers have an outsized impact on student performance. We know that improving teacher quality is one of the most powerful ways—if not *the* most powerful way—to create better schools. In fact, a student assigned to a very good teacher for a single school year may gain up to a full year’s worth of additional academic growth compared to a student assigned to a very poor teacher. Having a series of strong or weak teachers in consecutive years compounds the impact. Give high-need students three highly effective teachers in a row and they may outperform students taught by three ineffective teachers in a row by as much as 50 percentile points.³

The lesson from these decades of research is clear: teachers matter. Some teachers are capable of generating exceptional learning growth in students; others are not, and a small group actually hinders their students’ academic progress.

This simple premise—that teachers matter—has driven The New Teacher Project’s prior research and continues to drive our work today. Our 2003 report, *Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms*, documented how vacancy notification policies, rigid staffing rules and late budget timelines caused urban districts to hire too late to capture the highest-quality teacher applicants. Our 2005 report, *Unintended Consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts*, illustrated how contractual staffing rules, built around the assumption that any teacher could fill any vacancy, forced schools to hire teachers they did not want and teachers to take positions for which they might not be a good fit.

Each of these reports in its own way documented a flawed assumption that has pervaded American educational policy for decades—the assumption that teachers are interchangeable parts. We have come to call this phenomenon the **Widget Effect**. In the presence of the Widget Effect, school systems wrongly conflate educational access with educational *quality*; the only teacher quality goal that schools need to achieve is to fill all of their positions. It becomes a foregone conclusion that, so long as there is an accredited teacher—any teacher—in front of the classroom, students are being served adequately.

While the Widget Effect pervades many aspects of our education system, it is in teacher evaluation that both its architecture and its consequences are most immediately apparent. In this report, we examine the central role that the design and implementation of teacher evaluation systems play in creating and reinforcing the Widget Effect; how teacher and administrator beliefs about evaluation illustrate the Widget Effect at work; and how the Widget Effect fuels a policy framework that ignores both strong and weak teacher performance. In the absence of meaningful performance information, teacher effectiveness is treated as a constant, not a variable, and school districts must instead rely on other considerations—many of them unrelated to student academic success—to make critical workforce decisions.

In the presence of the Widget Effect, school systems wrongly conflate educational access with educational quality.

CHARACTERISTICS: THE WIDGET EFFECT IN TEACHER EVALUATION

The Widget Effect is rooted in the failure of teacher evaluation systems to produce meaningful information about teacher effectiveness. In theory, an evaluation system should identify and measure individual teachers' strengths and weaknesses accurately and consistently, so that teachers get the feedback they need to improve their practice and so that schools can determine how best to allocate resources and provide support. In practice, teacher evaluation systems devalue instructional effectiveness by generating performance information that reflects virtually no variation among teachers at all.

This fundamental failing has a deeply insidious effect on teachers and schools by institutionalizing indifference when it comes to performance. As a result, important variations between teachers vanish. Excellence goes unrecognized, development is neglected and poor performance goes unaddressed.

All Teachers Are Rated Good or Great

The disconnect between teacher evaluation systems and actual teacher performance is most strikingly illustrated by the wide gap between student outcomes and teacher ratings in many districts. Though thousands of teachers included in this report teach in schools where high percentages of students fail year after year to meet basic academic standards, less than one percent of surveyed teachers received a negative rating on their most recent evaluation.⁴

This is not to say that responsibility for a failing school rests on the shoulders of teachers alone, or that none of these teachers demonstrated truly high performance; however, there can be no doubt that these ratings dramatically overstate the number of exemplary teachers and understate the number with moderate and severe performance concerns. These data simultaneously obscure poor performance and overlook excellence, as the value of superlative teacher ratings is rendered meaningless by their overuse.

To a large degree, teacher evaluation systems codify this whitewashing of performance differences, beginning with the rating categories themselves. Five of the ten districts in this study with available teacher evaluation rating data⁵ use a binary rating system for assessing teacher performance;

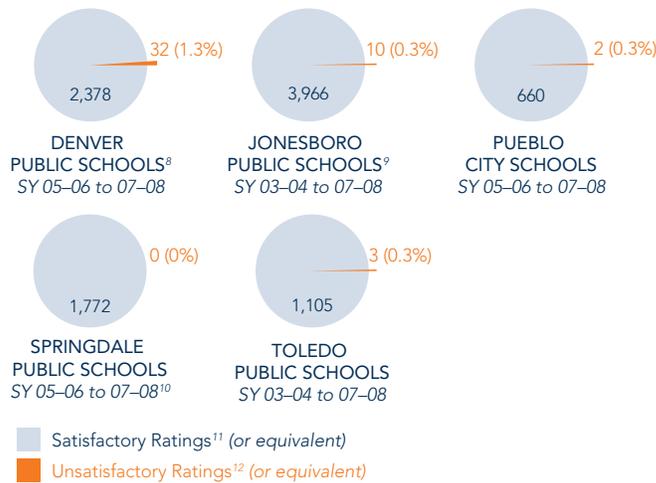
“Poorly performing teachers are rated at the same level as the rest of us. This infuriates those of us who do a good job.”

—Akron Public Schools Teacher

teachers are categorized as either “satisfactory” or “unsatisfactory.”⁶ There are no shades of gray to describe nuances in performance.

As *Figure 01* illustrates, in districts that use binary ratings, virtually all tenured⁷ teachers (more than 99 percent) receive the satisfactory rating; the number receiving an unsatisfactory rating amounts to a fraction of a percentage. In these districts, it makes little difference that two ratings are available; in practice only one is ever used.

FIGURE 01 | Evaluation Ratings for Tenured Teachers in Districts with Binary Rating Systems*



One might hope that teacher evaluation systems that employ a broader range of rating options would more accurately reflect the performance differences among teachers. However, even when given multiple ratings from which to choose, evaluators in all districts studied rate the majority of teachers in the top category, rather than assigning the top rating to only those teachers who actually outperform the majority of their peers. As illustrated in *Figure 02*, in the five districts with multiple teacher evaluation ratings for which data were available,¹³ 70 percent of tenured teachers still received the highest rating.¹⁴ Another 24 percent received the second-highest rating.

While districts using multiple rating systems do show some additional variability in teacher evaluation beyond those using binary rating systems, districts with four or more ratings still assign tenured teachers the lowest two rating options in one out of 16 cases.¹⁵ In each case, the basic outcome remains true: almost no teachers are identified as delivering unsatisfactory instruction.

*Note: Evaluation rating data in *Figures 01* and *02* were collected from each district. Data are as accurate as the records provided to TNTP for this study.

FIGURE 02 | Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems*

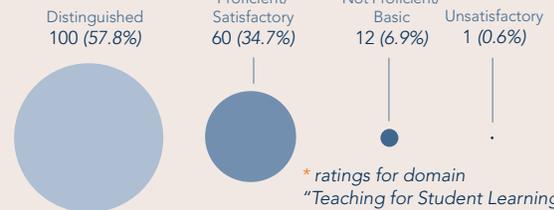
AKRON PUBLIC SCHOOLS SY 05–06 to 07–08



CHICAGO PUBLIC SCHOOLS SY 03–04 to 07–08



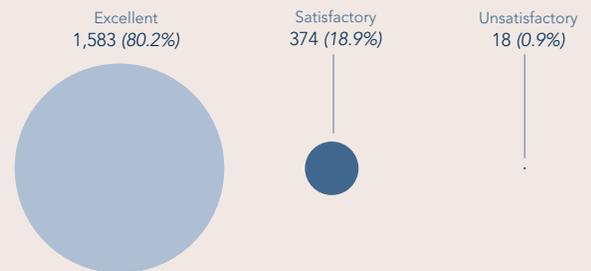
CINCINNATI PUBLIC SCHOOLS SY 03–04 to 07–08*



DISTRICT U-46 (ELGIN) SY 03–04 to 06–07

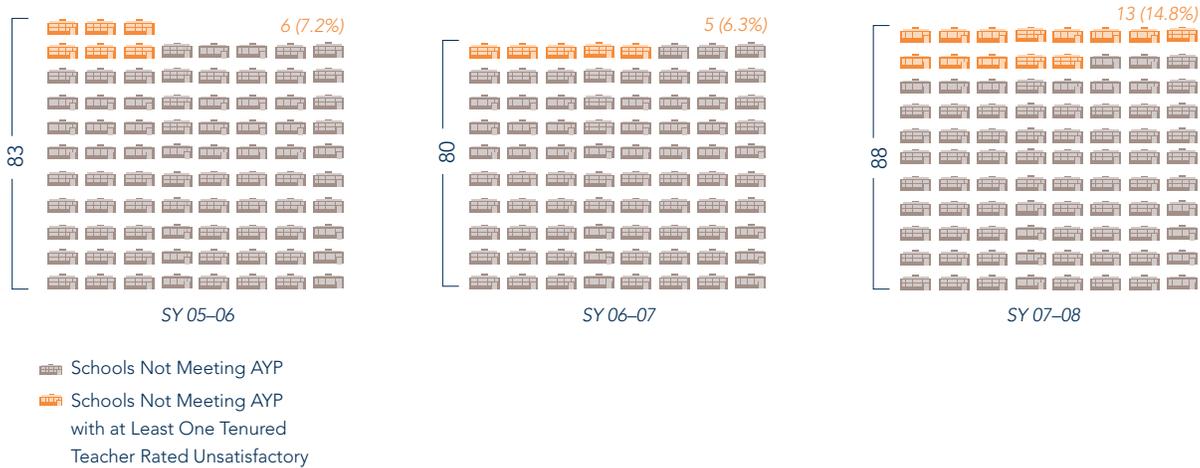


ROCKFORD PUBLIC SCHOOLS SY 03–04 to 07–08



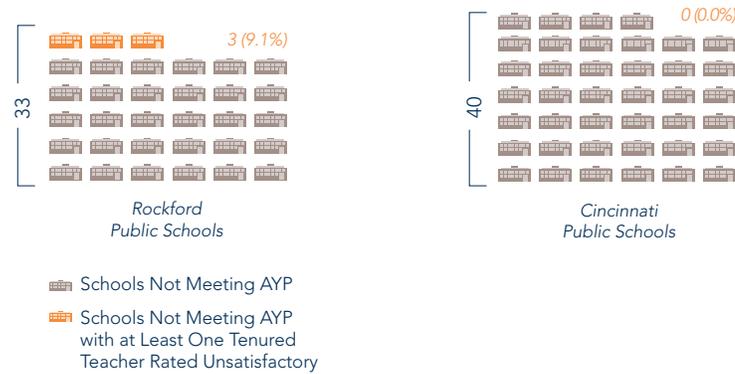
These data often stand in sharp relief against current levels of student achievement. For example, in Denver schools that did not make adequate yearly progress (AYP), more than 98 percent of tenured teachers received the highest rating—satisfactory.¹⁶ On average, over the last three years, only 10 percent¹⁷ of failing schools issued at least one unsatisfactory rating to a tenured teacher.

FIGURE 03 | Frequency of Unsatisfactory Ratings in Denver Public Schools that Did Not Meet AYP¹⁸



These findings are consistent with a one year snapshot of data from other districts. Less than 10 percent of Rockford’s failing schools rated a tenured teacher unsatisfactory in 2007–08, and none of Cincinnati’s failing schools did.

FIGURE 04 | Rockford Public Schools & Cincinnati Public Schools AYP Data (SY07-08)¹⁹



Moreover, it is important to note that performance simply goes untracked for a subset of teachers. In some cases, this is systemic. One of the 12 districts studied does not centrally track or record any evaluation data at all. However, in many other cases, it reflects the perfunctory nature of the evaluation system itself, as 9 percent of teachers surveyed appear to have missed their most recent scheduled evaluation.²⁰

Excellence Goes Unrecognized

In a world where all teachers are rated as good or great, the truly outstanding teachers—those who are realizing life-changing academic success for their students—cannot be formally identified. And if they are not formally identified, schools cannot prioritize their retention or leverage them to develop and improve their colleagues.

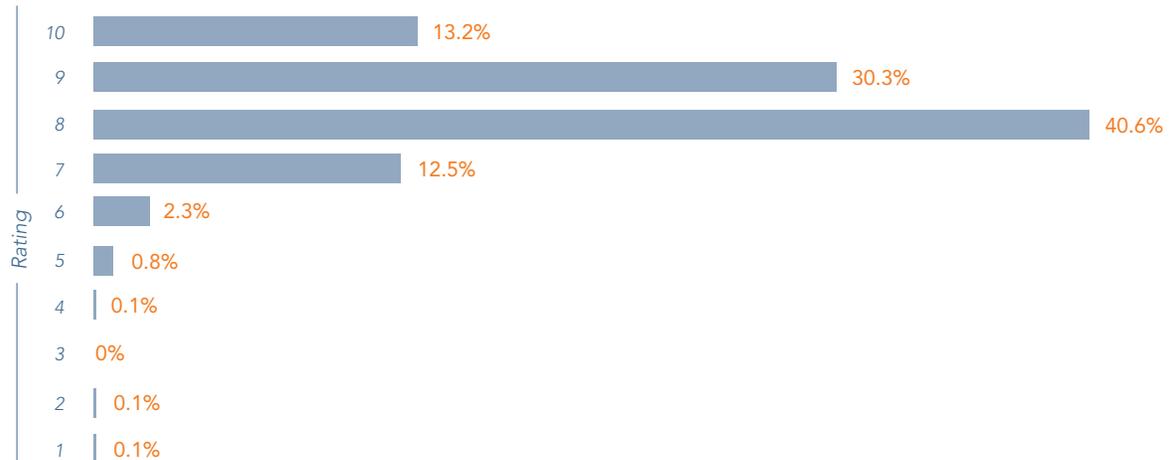
In theory, districts should be able to identify their top performers by awarding them the highest rating on the evaluation scale, but as previously illustrated, the highest rating is awarded to many more teachers than can possibly fall into this category. The dilution of the highest rating category is reflected in teacher and administrator perceptions about how this category is defined. Nearly a quarter of administrators (24 percent) and nearly a fifth of teachers (18 percent) equate their district’s highest rating with a teacher who is merely effective or even somewhat effective, rather than seeing that rating as reserved for those who are truly exceptional.²¹

In the absence of a mechanism for identifying and rewarding outstanding performers, the average effort becomes the bar for the mark of excellence. In a subset of districts²² where teachers were asked to rate their instructional performance on a scale from 1 to 10, more than 43 percent rated themselves a 9 or higher (see *Figure 05*). These teachers are not irrationally inflating their estimate of their teaching performance; they are simply responding to an environment in which all are assumed to be superior performers.

“There is no recognition for teachers who are doing an exemplary job.”

-Chicago Public Schools Teacher

FIGURE 05 | Teacher Assessments of Their Own Instructional Performance
ON A SCALE OF 1 TO 10, HOW WOULD YOU RATE YOUR INSTRUCTIONAL PERFORMANCE?



If districts could systematically identify which teachers perform at the highest level, they could use this information to inform teaching assignments, target teachers for teacher leader positions, and prioritize the retention of these teachers. In the absence of this information, however, excellence cannot be recognized or rewarded. As in other areas studied, there is broad agreement among teachers and administrators that this is a problem. Fifty-nine percent of teachers and 63 percent of administrators from the four study sites where we surveyed more deeply on the topic report their district is not doing enough to identify, compensate, promote and retain the most effective teachers.²³

Development Is Limited

The damage of ignoring differences in teacher effectiveness is not isolated to the limited recognition of excellence; an equally troubling consequence is that teachers rarely receive meaningful feedback on their performance through the formal evaluation system. In the 12 districts studied, development areas were identified for only 26 percent of teachers during their most recent evaluations.²⁴

In other words, nearly 3 of 4 teachers went through the evaluation process but received no specific feedback about how to improve their practice. This is true even for novice teachers who are most in need of actionable feedback as they learn their craft—only 43 percent of teachers in their first four years had any development areas identified. It is inconceivable that 74 percent of teachers, and 57 percent of teachers in their first four years, do not require improvement in any area of performance.

Some may argue that administrators prefer to give teachers critical feedback outside the formal evaluation process. However, 47 percent²⁵ of teachers report not having participated in a single informal conversation with their administrator over the last year about improving aspects of their instructional performance. In addition, of the relatively small group of teachers who had a performance area identified as in need of improvement or unsatisfactory, 62 percent said they were not aware of performance concerns before their evaluation.²⁶

This suggests that many administrators do not regularly or proactively offer feedback on instructional performance outside of the formal evaluation process.

While districts often fail to identify areas where teachers are in need of improvement, they also fail to provide targeted support to the subset of teachers who have had development areas identified. Less than half (45 percent²⁷) of teachers across all districts who had development areas identified on their most recent evaluations said they received useful support to improve those areas.

Constructive feedback that specifies areas for development is a critical facet of any performance evaluation, even for strong performers. In theory, even if virtually all teachers are rated as good or great, their evaluations could provide them with valuable feedback they could use to improve their instructional practice. However, that theoretical potential currently goes unrealized and teachers are too often denied both the knowledge and the opportunity to improve.

As a result, it is not surprising that so many teachers believe that the current evaluation system, and the absence of meaningful feedback it produces, does them a disservice. Only 42 percent of teachers agree that evaluation allows accurate assessment of performance and only 43 percent of teachers agree that evaluation helps teachers improve.²⁸

“The evaluation process should have teacher development as the primary goal, not just assigning a number on a rubric. As it is set up now, there is no immediate feedback to the teacher in any constructive format. Scores are based on rigid, often meaningless recitations. It is the epitome of poor teaching methods to give a score without discussion.”

—Cincinnati Public Schools Teacher

Novice Teachers Receive No Special Attention or Scrutiny²⁹

One could argue teacher ratings are so high and development is so limited because probationary teachers undergo a rigorous screening process through which weak performers are weeded out. According to this line of argument, all the poorly performing teachers were effectively ushered out while they were still novices. Yet as illustrated in *Figure 06*, our research found no evidence that teachers are subject to a rigorous screening process during their probationary periods; only a fraction of teachers are “non-renewed” by the districts when they have the opportunity to do so.

As a result, though the awarding of tenure status has the potential to recognize effective teaching and to transition out teachers who are unable to reach a reasonable performance standard, in practice there is no observable rigor applied to the tenure decision. It is not surprising that many administrators (41 percent) report that they have never non-renewed a teacher in his or her final probationary year because they found that teacher’s performance unworthy of tenure. Moreover, 76 percent³⁰ of novice teachers express confidence that they will receive tenure even before they have completed the probationary period, often because they have consistently received superlative ratings—even as first-year teachers.

This lack of rigor also leads to a limited focus on development for novice teachers. Though it is widely recognized that teachers are less effective in their first years in the classroom, differences in performance tend to go unremarked from the very beginning of a teacher’s career. Novice teachers begin receiving the highest rating when they start their career or within a few years of being hired, with 66 percent of novice teachers in districts with multiple ratings receiving a rating greater than “satisfactory” on their most recent performance evaluation.³¹ By giving novice teachers high ratings from the day they begin teaching, schools communicate inattention to and low expectations for instructional performance. Furthermore, they miss a critical window of opportunity to focus new teachers on their instructional strengths and

“New teachers are given so little support in my district that sometimes they are simply doomed to fail. Yet, no one notices and they finish their probationary status without a negative evaluation.”

-Denver Public Schools Teacher

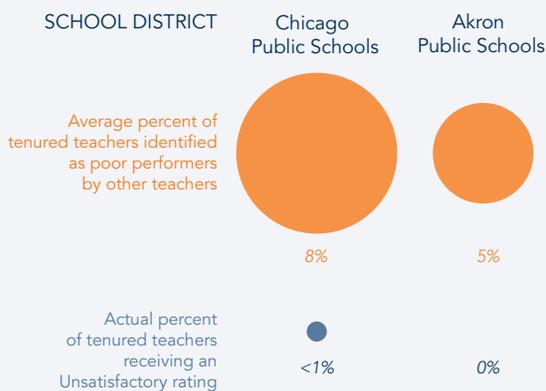
FIGURE 06 | Non-renewal Patterns of Probationary Teachers³²

SCHOOL DISTRICT	Number of non-renewals for performance in 5 years	Average percent of probationary teachers non-renewed for performance each year
Denver ³³ Public Schools	132	3.0%
Jonesboro Public Schools	0	0.0%
Chicago ³⁴ Public Schools	29	0.1%
District U-46 (Elgin)	28	0.9%
Toledo Public Schools ³⁵	7	0.9%
Cincinnati Public Schools	7	0.1%

“I think it gives the hard working, honest teachers a bad reputation being lumped together with a group of sub-par teachers. What’s even worse is that our principal does absolutely nothing about any of this.”

-Akron Public Schools Teacher

FIGURE 07 | Percent of Poor Performers Teachers Observe in Their Schools vs. Percent of Teachers Given an Unsatisfactory Rating³⁶



weaknesses during a formative point in their careers. Instead of getting meaningful feedback about what they are doing right and wrong in their instructional practice, new teachers mostly get the message that their actual performance has little bearing on how they are rated.

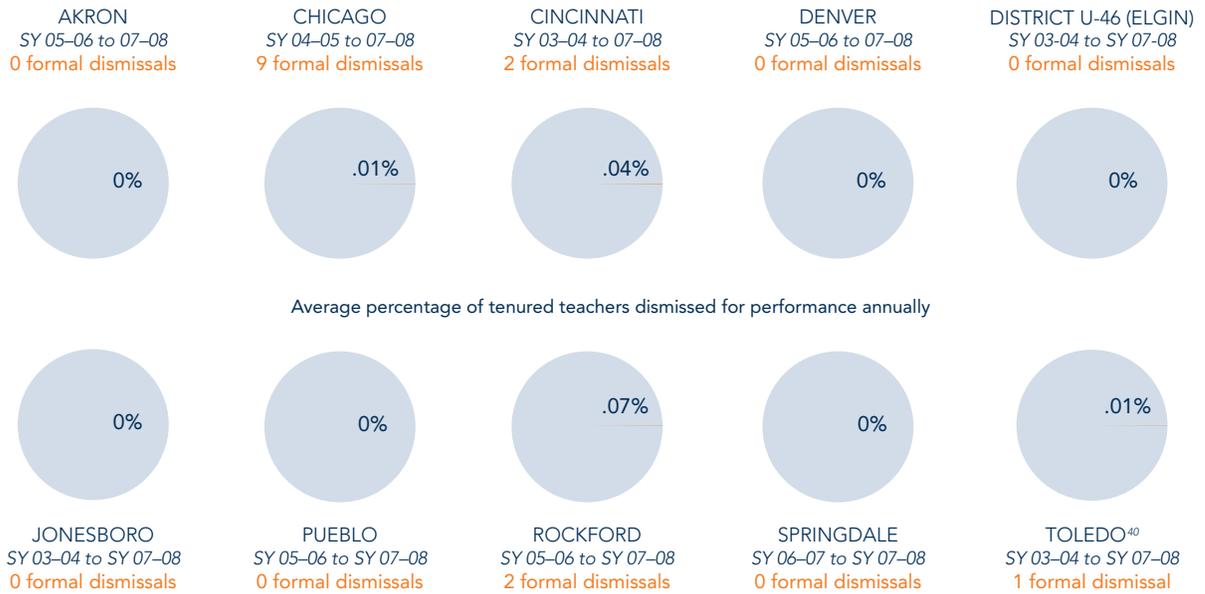
Poor Performance Goes Unaddressed

It goes without saying that teacher dismissal has become a polarizing issue in the education community; however, we found that teachers and administrators broadly agree about the existence and scope of the problem and about what steps need to be taken to address poor performance in schools. In fact, an overwhelming majority of both teachers (68 percent) and administrators (91 percent) agree or strongly agree that dismissing poor performers is important to maintaining high-quality instructional teams. This may seem self-evident, but it suggests a consensus that teacher performance management should entail accountability, not just development.

In the four districts where we surveyed more deeply, teachers and administrators agree that there is a small but significant subset of teachers who perform poorly, with 81 percent of administrators and 57 percent of teachers reporting that there is a tenured teacher in their school who delivers poor instruction.³⁷ In *Figure 07*, we examine the levels of poor instructional performance teachers observe in their schools and compare it to the actual number of unsatisfactory ratings given in Chicago and Akron.³⁸ The data confirm what teachers and school administrators report—the number of teachers identified as unsatisfactory is miniscule and far lower than the percentage of poor performers observed by their colleagues.

Moreover, 43 percent of teachers across all districts believe that there is a tenured teacher in their school who should be *dismissed* for poor instructional performance but has not been. Yet experienced teachers are almost never actually dismissed for poor performance. Most administrators have not initiated the dismissal of a single tenured teacher in the past five years.³⁹ In fact, the number of dismissals for performance in each district studied can be counted in the single digits, if at all.

FIGURE 08 | Frequency of Tenured Teacher Dismissals for Performance

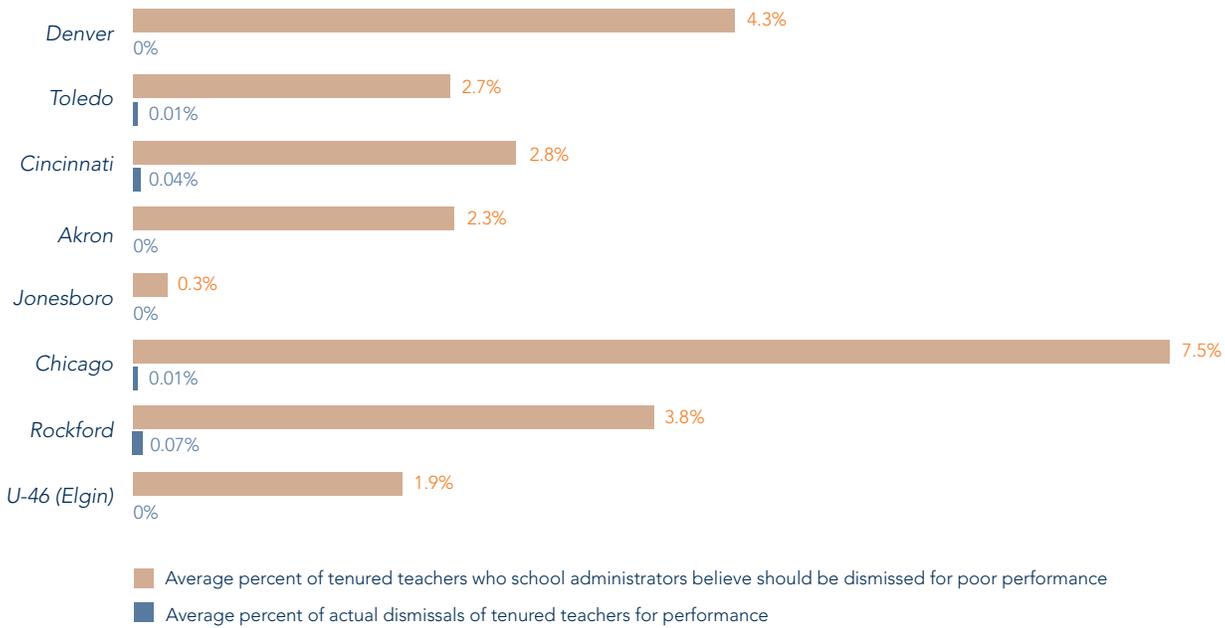


Note: Teacher dismissal for performance data was collected from ten districts, representing some combination of school years 2003-04 through 2007-08.⁴¹

It is not surprising then that most teachers (68 percent⁴²) believe that poor performance is overlooked by administrators. This is essentially confirmed by administrators themselves, 86 percent⁴³ of whom say they do not always pursue dismissal even if it is warranted. School administrators appear to be deterred from pursuing remediation and dismissal because they view the dismissal process as overly time consuming and cumbersome, and the outcomes for those who do invest the time in the process is uncertain. Even for the small number of administrators that actually do attempt the process, fully half report that it yielded an outcome other than dismissal.

While all of the districts studied share the goal of an evaluation system that can identify instances of ineffective performance so administrators can properly intervene, the data make clear that this does not occur. Despite the fact that teachers and administrators report that poor performance is commonplace, intervention appears to be extremely rare when compared to the scope of the problem (*see Figure 09*). We are left to conclude that current systems for managing teacher performance fail to function on the most basic level—addressing poor instructional performance.

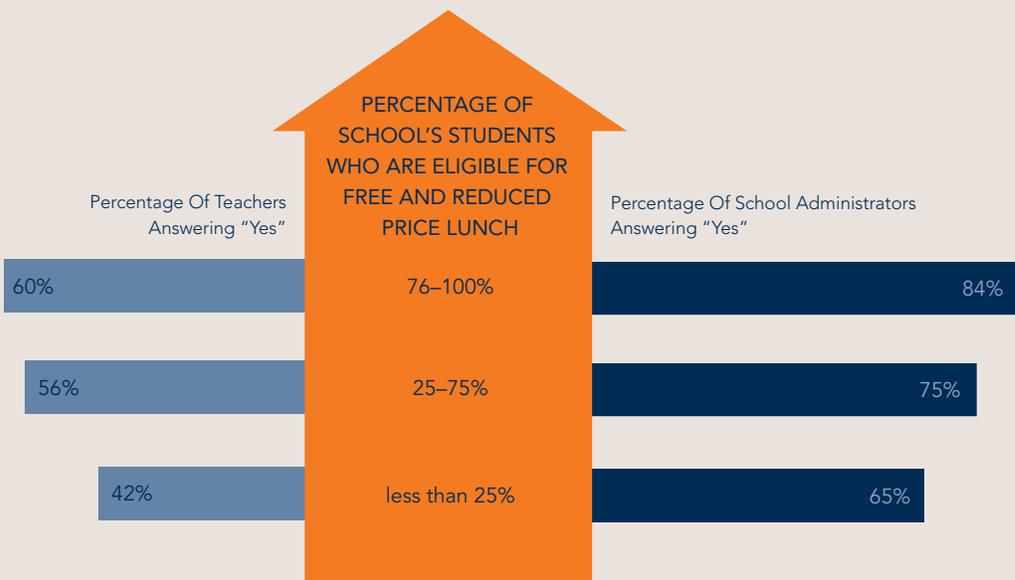
FIGURE 09 | Perceived Need for Dismissals vs. Actual Dismissals, by District



The Impact on High-Need Schools

Though poor performance goes unaddressed in most schools, our data indicate that the problem is most acute in the highest-need schools. These data are consistent across multiple districts⁴⁴ and with research that reflects that poor and minority children, who have the greatest need for effective teachers, are least likely to get them.

FIGURE 10 | In your opinion, are there tenured teachers in your school who deliver poor instruction?



FLAWS IN EVALUATION PRACTICE AND IMPLEMENTATION

While most teacher evaluation systems espouse grand intentions for teacher development, assessment and improvement, the data above show that all too often the outcome fails to equal the intent. Instead, the process becomes devalued. Evaluations are perfunctory, school districts do not invest in administrator capacity to provide meaningful feedback, and teachers come to expect that they will receive only positive feedback.

Teacher Evaluations Are Perfunctory

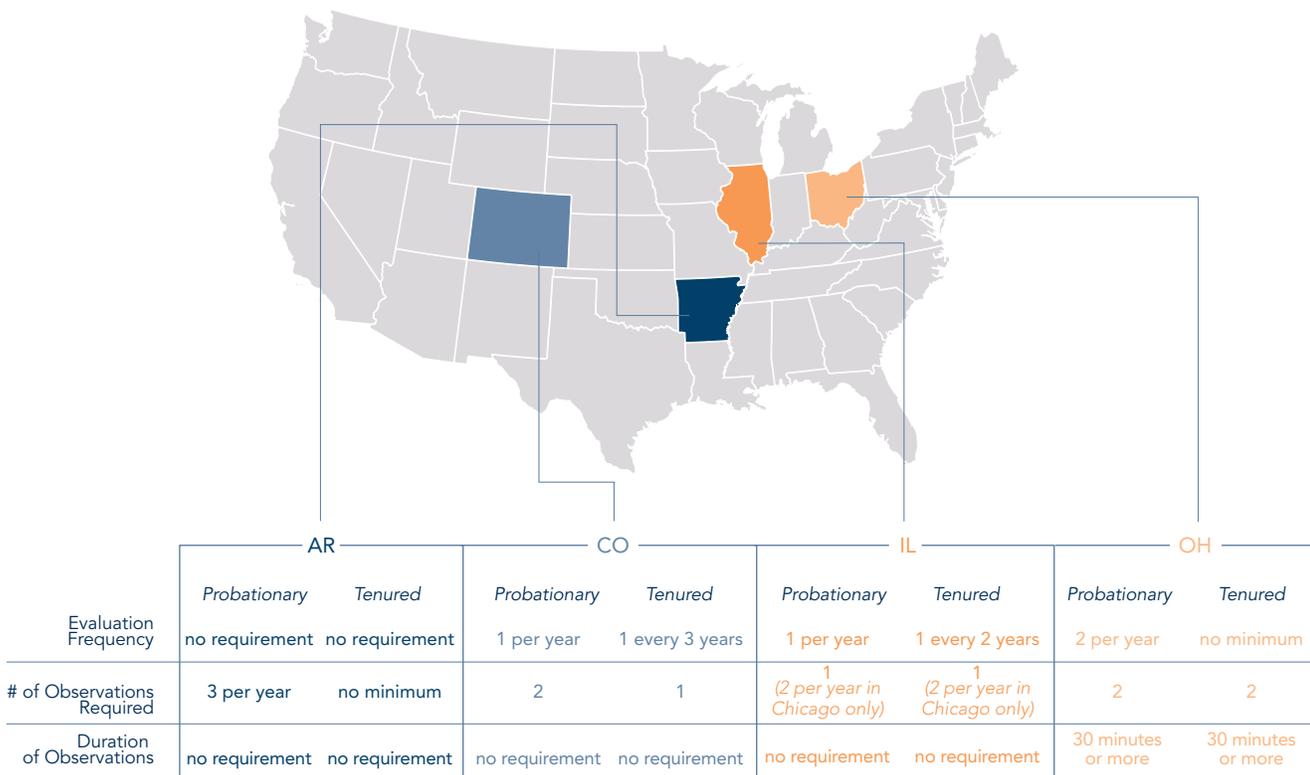
The current evaluation process reflects and codifies the assumption underlying the Widget Effect—that all teachers are essentially interchangeable. Operating under a belief system that one teacher is as good as any other, schools invest very little time or effort in evaluating teachers. Instead, they apply a perfunctory process, at best designed to capture a snapshot of a teacher’s instructional performance at a moment in time. Across the four states studied, all probationary teachers must be evaluated annually; however, tenured teachers may not be required to be evaluated at all, or only once every few years.

“It’s the easiest thing for administrators to do. It’s the path of least resistance. They don’t have time or often, even the authority, to coach or correct ineffective teachers. The good teachers remain unrewarded for doing fantastic jobs, while bad teachers get to coast along.”

—Little Rock Public Schools Teacher



FIGURE 11 | State Teacher Evaluation Requirements in Brief



Moreover, only five of the districts studied track evaluation results electronically, a step that would at least provide the opportunity to easily monitor and use evaluation information to inform decision-making at a school and district-wide level. Other districts record evaluations in paper files, typically housed at the central office.

Not surprisingly, school administrators spend very little time on what is a largely meaningless and inconsequential evaluation process. Most teacher evaluations are based on two or fewer classroom observations totaling 76 minutes or less. Across all districts, 64 percent of tenured teachers were observed two or fewer times for their most recent evaluation, for an average total of 75 minutes.⁴⁵ Probationary teachers receive little additional attention despite their novice status; 59 percent of probationary teachers were observed two or fewer times

for their most recent evaluation, for an average total of 81 minutes, a mere six additional minutes. Clearly, effective evaluation amounts to far more than how much time an administrator spends in a teacher's classroom, but the infrequency and brevity of administrator observations underscores their inattention to performance.

Equally important, evaluators spend no more time to observe or give feedback to the small number of teachers identified as mediocre or poor performers than they spend with highly rated teachers. Teachers receiving lower than the highest rating report the same number of observations as their more highly rated colleagues and the same amount of informal feedback.

FIGURE 12⁴⁶ | Number of classroom observations by evaluator, prior to evaluator assigning final evaluation rating(s).

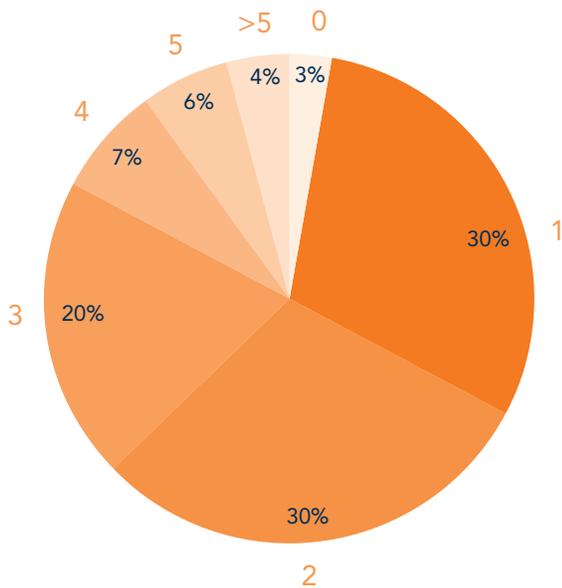
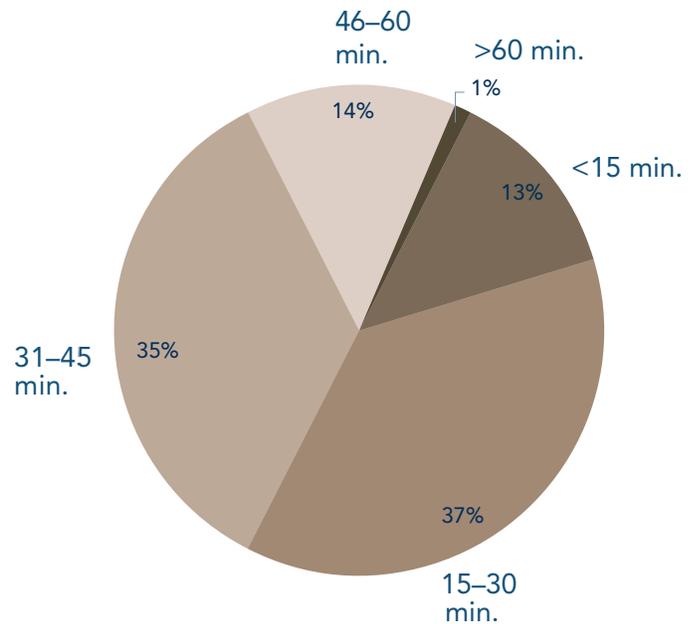


FIGURE 13⁴⁷ | Average minutes of a classroom observation, prior to a teacher being assigned a final evaluation rating(s).



65 percent of the lower-rated teachers and 62 percent of highest-rated teachers report 2 or fewer observations during their last evaluation cycle.⁴⁸

58 percent of lower-rated teachers receive informal feedback as compared to 56 percent of highest-rated teachers.⁴⁹

Even when performance is clearly an issue—as represented by the small number of teachers who received the lowest rating on their last evaluation—evaluators fail to invest significant time monitoring instruction. Among the small number of teachers receiving the lowest rating, 74 percent report that they were observed three or fewer times despite significant concerns about their performance.

“I do not feel adequately trained to conduct a teacher evaluation. There are evaluation tools, but no one reviews them with you. We are not trained on the process. As a first year principal, you try it and you move through the process because it has to be done.”

—Toledo Public Schools Principal

School Administrators Receive Limited Training

Given the low priority assigned to teacher evaluation, it comes as no surprise that school districts invest minimally in evaluation training for school administrators. In many districts, evaluation training is a one-time endeavor provided either when an administrator is new in his or her position or when the district implements a revised teacher evaluation system. Consequently, school administrators are ill-equipped to evaluate teachers effectively.

Background conversations conducted with district staff suggest that, in many of our study sites, school administrators receive varying levels of training on how to conduct an effective teacher evaluation. For example, in the Cincinnati Public Schools, evaluation training can be provided upon request. In Chicago Public Schools and District U-46 (Elgin), training may occur once a year for a limited number of principals, but not all. In other districts, including El Dorado Public Schools and Akron Public Schools, it simply does not occur.

As a result, across all study sites, 51 percent of school administrators describe their level of training in how to conduct an effective evaluation as “very extensive” or “extensive”⁵⁰ and school administrators with more evaluation training are more likely to report that they enforce a high standard for instructional performance.

Yet, it is important to note that extensive training alone did not produce a significant change in evaluation outcomes. School administrators with more extensive training report increased percentages of teachers enrolled in remediation or dismissed for delivering poor instruction than school administrators with less training. Yet even among those who report “very extensive” training, only 36 percent have recommended dismissal of a tenured teacher for poor instruction in the last five years.

Teacher Expectations Are Skewed

It is tempting to believe that simply requiring more frequent and thorough evaluations would result in more rigorous and accurate assessments of teacher performance and increase teachers’ confidence in and esteem for the evaluation process. However, we believe these reforms, while necessary, would be insufficient because the minimal nature of the process speaks to a far deeper problem in the culture of schools: the assumption that not only are all teachers the same, but that they are all performing at a high level.

Our research reflects that there is a strong and logical expectation among teachers that they will receive outstanding performance ratings. While the vast majority of teachers receive the highest rating, those teachers who do not receive it tend to believe that the higher rating was warranted.

In the six districts with multiple-rating scales for which survey data were available,⁵¹ 49 percent of probationary teachers and 77 percent of tenured teachers indicated that they believe they should have received the highest rating on their most recent evaluation. In the four districts with binary rating scales for which survey data were available,⁵² 99 percent of probationary and 100 percent of tenured teachers think they should have received the highest rating (Satisfactory) on their most recent evaluation.

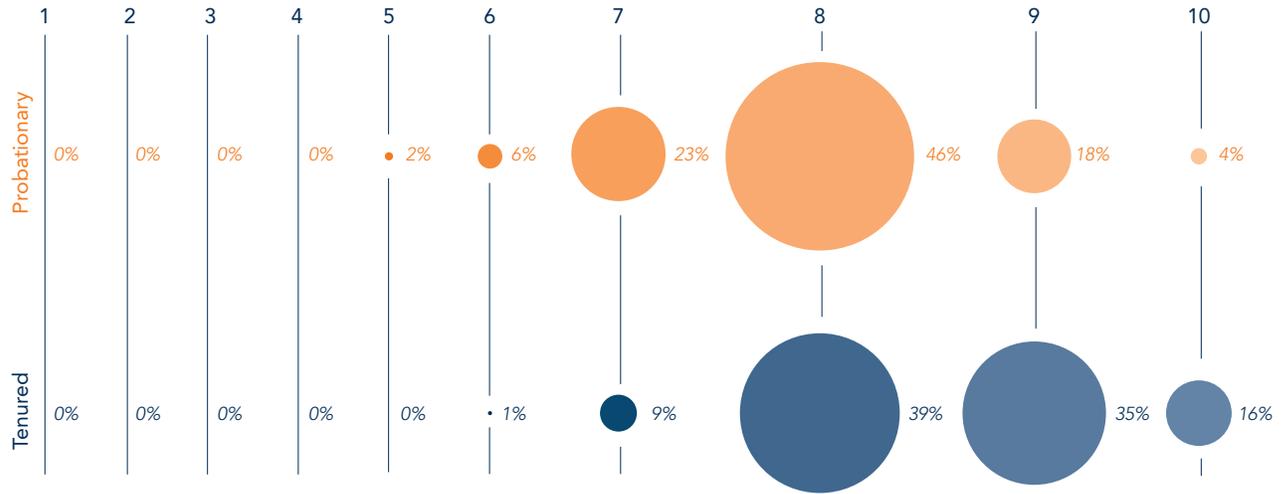
Even teachers who are just beginning their careers believe they deserve the highest performance ratings and are dissatisfied if they are rated good, not great. This inflated sense of performance is evident in the self-assessment ratings of novice teachers. In a subset of districts⁵³ where teachers were asked to assess their own instructional performance on a scale of 1 to 10, 69 percent of novice teachers rated their instructional performance an 8 or higher.

“Many teachers are accustomed to receiving a ‘superior’ rating and simply do not accept anything lower. It also seems to be an easier way out for the administrators, rather than have a confrontation with the teacher.”

—Chicago Public Schools Teacher

FIGURE 14 | Teachers' Self Assessments of Instructional Performance

ON A SCALE OF 1 TO 10, HOW WOULD YOU RATE YOUR INSTRUCTIONAL PERFORMANCE?



In a system where negative or even less than perfect performance ratings are given only rarely, teachers naturally develop an expectation that they will be among the large majority considered top performers. In this context, teachers perceive low or negative ratings not in terms of what they communicate about performance but as a personally-directed insult or attack. The response is understandable in the context of the current system, where so few teachers get critical feedback of any kind. When their evaluation does include criticism, they feel as though they have been singled out while other examples of poor performance go unaddressed.

This creates a culture in which teachers are strongly resistant to receiving an evaluation rating that suggests their practice needs improvement. Schools then find themselves in a vicious cycle; administrators generally do not accurately evaluate poor performance, leading to an expectation of high performance ratings, which, in turn, cause administrators to face stiff cultural resistance when they do issue even marginally negative evaluations. The result is a dysfunctional school community in which performance problems cannot be openly identified or addressed.



POLICY IMPLICATIONS OF THE WIDGET EFFECT

By failing to produce meaningful information about instructional effectiveness, teacher evaluation systems severely limit the ability of schools and school systems to consider performance when answering critical questions or making strategic decisions about their teacher workforce. On paper, all teachers appear to be equally effective and interchangeable, so schools begin to treat them as such. It is in this way that the Widget Effect takes root.

The Widget Effect endures because there is no mandate for teacher evaluations to do more than identify a few teachers as egregiously incompetent. Performance ratings are not used for critical decisions. Unless a teacher is identified for improvement or dismissal due to a performance assessment suggesting near-total incompetence, evaluations tend to have no consequences, positive or negative.

As a result, the current education policy landscape is chiefly characterized by indifference toward instructional quality. There is no consequence for mediocre or below average teaching, as long as a teacher is not one of the unlucky few to be rated unsatisfactory and face remediation (and even then, it is often overlooked). Ineffective teachers receive salary step increases each year. They may be assigned to work with any group of students, even those who are years behind in academic progress and most in need of accelerated progress. They do not receive differentiated professional development to help them improve.

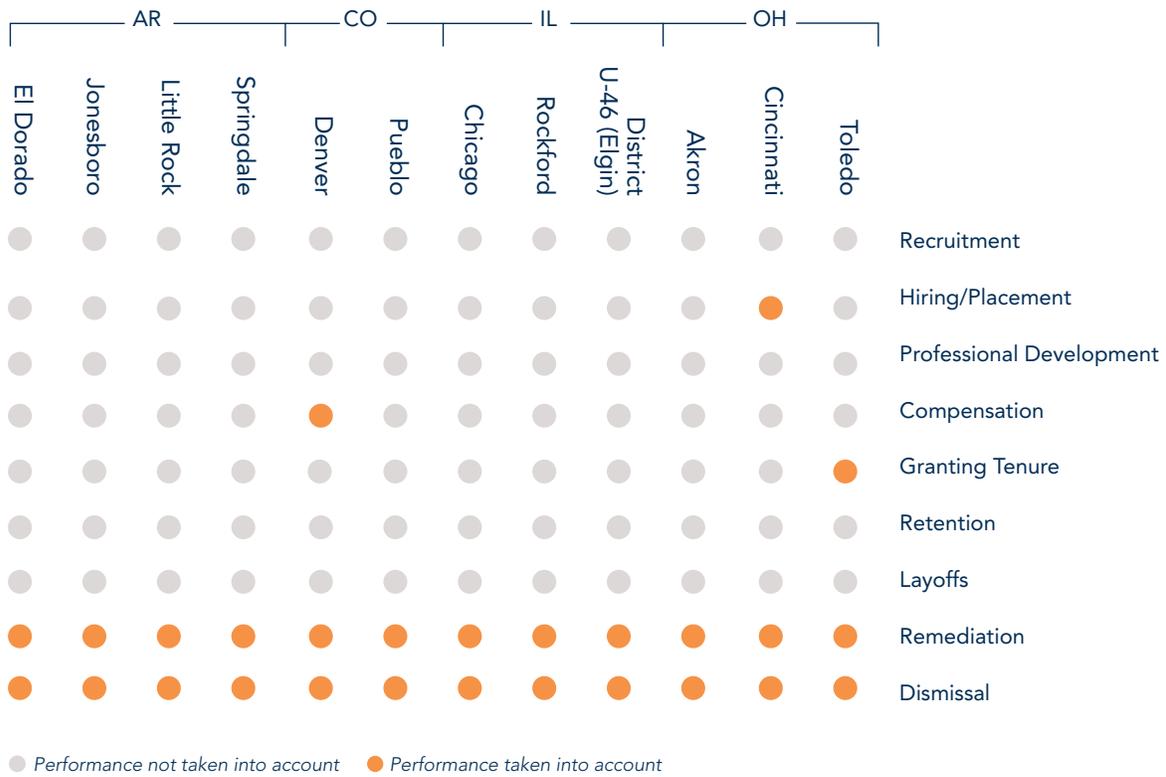
The indifference extends to the top end of the performance scale as well. For example, an exceptional performance rating does not provide protection from layoff for a teacher in any of the 12 districts studied. An outstanding instructor has no additional right to choose curricular materials for her courses, to participate in the selection or induction of newly hired teachers, or to receive a raise. In short, there is little or no benefit associated with being among the best.

In the absence of policy systems based on instructional effectiveness, districts make decisions about teachers in other ways. Most often, districts default to using a teacher's length of service in the system as a proxy for effectiveness and the basis for most high-stakes decisions.

“There are teachers who pour their hearts and souls into teaching. It is heartbreaking to know that all students may have gained in your classroom will not be continued as they move forward. This causes resentment and frustration in our school culture.”

–Chicago Public Schools Teacher

FIGURE 15 | The Widget Effect in Action: Where Evaluation Outcomes Are a Factor in Important Human Capital Decisions⁵⁴



In Chicago, where teachers and administrators were asked about whether effectiveness should be a factor in these decisions, the vast majority of administrators (86 percent)⁵⁵ reported that they would spend more time and effort on the evaluation process if evaluations held more importance for other decisions.⁵⁶ Similarly, teachers also indicated that evaluations should be considered in decisions such as which teachers lose their position during budget cuts, with 78 percent⁵⁷ of teachers in Chicago reporting that these choices should be informed by additional factors other than length of service teaching in the district (seniority).

Given the profound impact of the Widget Effect, it is not surprising that only 49 percent of teachers and only 44 percent of administrators agree or strongly agree that their district enforces a high standard of instructional performance for all teachers. It is a change in this number that will ultimately act as a barometer for whether our schools have eliminated the Widget Effect and introduced a new culture that promotes and supports instructional effectiveness.

“We’re...making an unprecedented commitment to ensure that anyone entrusted with educating our children is doing the job as well as it can be done... [T]hat commitment means...treating teachers like the professionals they are while also holding them more accountable. New teachers will be mentored by experienced ones. Good teachers will be rewarded with more money for improved student achievement, and asked to accept more responsibilities for lifting up their schools. Teachers throughout a school will benefit from guidance and support to help them improve.”

-President Barack Obama

RECOMMENDATIONS: REVERSING THE WIDGET EFFECT

The Widget Effect is deeply ingrained in the fundamental systems and policies that determine the quality and effectiveness of the teachers in our public schools. While high-functioning evaluation systems alone may be an insufficient antidote, it is clear that reversing the Widget Effect depends on the ability of such systems to produce accurate and credible information on instructional performance that can be connected to other high-stakes decisions.

Overcoming the Widget Effect will require the commitment and investment of all stakeholders in public education today. Taken together, the recommendations below represent a comprehensive approach to improving instructional effectiveness and maximizing student learning. We believe they will enable our nation’s schools to recognize, reward and retain their most effective teachers; to provide useful and differentiated support and development to teachers who have not yet achieved their potential; and to ensure that those who do not improve despite receiving support are not permitted to remain in the classroom.

These recommendations are interlinked and co-dependent; adopting one or two while ignoring others will not eliminate the Widget Effect or produce the quantum leaps in student achievement our children deserve.

01 | Adopt a comprehensive performance evaluation and development system that fairly, accurately and credibly differentiates teachers based on their effectiveness in promoting student achievement and provides targeted professional development to help them improve.

Teachers, as professionals, should have their performance assessed based on their ability to succeed at the core mission of our public schools—to deliver instruction that fosters student academic growth. Such a system has to recognize that teachers perform at varying levels—they are not interchangeable parts with uniform attributes, strengths and weaknesses.

In order to be successful, it is critical that a teacher evaluation system be credible; credible to teachers, to administrators, to superintendents, to school boards and to parents. There is no single “correct” model of performance evaluation, but credible systems will share several characteristics:

Clear and straightforward performance standards focused on student achievement outcomes.

Multiple, distinct rating options that allow administrators to precisely describe and compare differences in instructional performance.

Regular monitoring and norming of administrator judgments (e.g., through or with the aid of peer evaluations, independent or third party reviews, and/or teacher surveys).⁵⁷

Frequent and regular feedback to teachers about whether and how their teaching performance meets, exceeds or fails to meet standards.

Professional development that is linked to the performance standards and differentiated based on individual teacher needs.

Intensive support for teachers who fall below performance standards.

VALUE-ADDED DATA AND TEACHER EVALUATION

Some districts and states have developed “value-added” models to assess the impact of individual schools and teachers on student achievement. These models use various predictive factors to determine how well students are expected to achieve on standardized tests and then measure the positive or negative variation from that expected performance level as a means of evaluating the impact of individual teachers. These models, which have shown both to reliably predict the future impact of many teachers and to correlate with administrator evaluations of classroom performance, are promising. However, they cannot serve as a substitute for a comprehensive teacher evaluation system. First, value-added models apply typically only to a minority of teachers, those in annual testing grades and subjects in elementary and middle schools. Second, while value-added models may be useful in identifying the impact of teachers on the margins of the performance spectrum, they are less reliable in differentiating among teachers in the middle ranges of performance. Value-added can be a useful supplement to a performance evaluation system where a credible model is available and may be appropriate for wider use as student assessment systems and value-added models evolve.⁵⁹

UNPRECEDENTED OPPORTUNITIES FOR IMPLEMENTATION AND SUPPORT

These recommendations are ambitious and comprehensive, befitting the demonstrable need for dramatic change in our schools. However, they are also pragmatic and achievable. While there will clearly be significant transition costs associated with the implementation of our recommendations, there are also unprecedented opportunities for schools to obtain external funding for this purpose. Major philanthropies are investing in human capital reform in K-12 education at historic levels,⁶⁰ and the American Recovery and Reinvestment Act includes substantial new funding for teacher effectiveness reform.⁶¹ In addition, school districts may be able to reallocate the substantial funding they currently dedicate to undifferentiated professional development to provide better evaluation systems and more relevant professional development to meet the needs of their teachers.⁶²

02 | Train administrators and other evaluators in the teacher performance evaluation system and hold them accountable for using it effectively.

In order for a performance evaluation system to fairly and accurately reflect variations in teacher effectiveness, those who are conducting the evaluations—principals, assistant principals, peers or third parties—must be well trained in setting rigorous but achievable performance standards, objectively measuring teacher performance against those standards, providing constructive and actionable feedback to teachers and designing and providing the differentiated support teachers need to meet or exceed the standards.

The training must be intensive and ongoing. Evaluators will need to become expert on the performance evaluation system before it is launched, but just as importantly, will need ongoing guidance as they use the system. District officials must recognize that principals and assistant principals will be chiefly responsible not just for implementing a new evaluation process, but for leading a change in culture.

District officials also have an important role to play in ensuring that teachers are fairly and accurately differentiated based on their effectiveness in the classroom. They must ensure that differentiation through the performance evaluation system remains a priority for administrators by investing in ongoing support and holding them accountable for this process. Administrators who cannot effectively evaluate teacher performance will be unable to reward and retain top performers, improve or remove poor performers, or help all teachers to understand and respond to their own strengths and weaknesses. This fundamental failure translates to an inability to ensure that students receive consistently high-quality instruction, a failing that administrators' own evaluations must reflect.

03 | Use performance evaluations to inform key decisions such as teacher assignment, professional development, compensation, retention and dismissal.

The production of accurate information that can inform important human capital decisions in districts and schools is one of the clear advantages of utilizing a robust teacher performance evaluation system. At present, decisions about how much to pay teachers, where to assign them, what professional development to provide and whom to exit are based on information that generally has little or no relationship to effectiveness in the classroom.

Once districts fairly and accurately assess teacher effectiveness, they can and should put this information to broader use. For example, it might be used to match teachers who provide particularly effective instruction to English Language Learners with students in that category, or to determine which teachers to target for retention through recognition, additional responsibility, compensation or promotion.

Modify teacher compensation systems, most of which are exclusively based on years of service and attainment of educational credits, so that they also reward high-performing teachers and withhold step increases for low-performing teachers.

Factor teacher effectiveness into layoff and excessing (displacement) decisions, rather than basing such decisions solely on seniority.

Target professional development to identified teacher needs so that it helps teachers address areas where they can improve.

Recognize consistently excellent teachers through additional compensation and career ladder opportunities as well as opportunities to employ innovative instructional approaches and share best practices with novices and other colleagues.

Fairly but swiftly remove consistently low-performing teachers who are identified as such through a fair, credible evaluation process and who fail to meet performance standards despite receiving individualized support.

Attaching “stakes” to performance evaluation outcomes for teachers and school administrators is not merely advisable, it is essential. Basing these critical decisions on accurate measures of teacher effectiveness will help to create cultures of excellence in schools, where the focus is on achieving individual, group and school performance goals related to student achievement. In addition, administrators will have to invest substantial time in the performance evaluation system, and will be required to have the difficult conversations about performance with their teachers that so rarely occur in schools today. Without attaching stakes to evaluation outcomes, it would be unrealistic to expect that administrators will continue to do the hard work to ensure that the performance evaluation system remains rigorous and credible.

04 | Adopt dismissal policies that provide lower-stakes options for ineffective teachers to exit the district and a system of due process that is fair but streamlined and efficient.

When virtually all teachers are rated as satisfactory or better, a teacher identified as unsatisfactory may justifiably wonder whether he or she is the subject of a witch hunt. But under a system with clear performance standards, frequent constructive feedback and ample support for teachers failing to meet the standards, unsatisfactory ratings will not be anomalous, surprising or without clear justification. As a result, it is far more likely that teachers identified as unsatisfactory will accept the appraisal of their performance and voluntarily exit the district (as is common in other professions) rather than challenge the decision through formal processes.

Districts and states can facilitate the voluntary departure of unsatisfactory performers by providing low-stakes options such as multi-year unpaid sabbaticals (without job guarantees upon return). Districts can also motivate unsatisfactory teachers to voluntarily exit by denying them salary increases unless and until they meet performance standards, and by allowing pension plan portability so that veteran teachers who need a change can accept positions in other districts without sacrificing pension benefits.

Regardless of whether teachers leave voluntarily or through a streamlined due process system, they should not face license revocation unless they are a danger to children. Just as in other professions, those who fail to meet performance standards of a particular employer should not be barred from the profession, because “fit” matters and an effective match with a new school may lead to improved instructional performance.

Formal dismissal processes should no longer determine whether teachers can continue to practice their chosen profession, but, rather, should be a check on arbitrary decisions by administration. This much more narrow focus, coupled with a transparent evaluation system and process, should permit a dismissal process that does not involve protracted and expensive quasi-judicial hearings in which arbitrators substitute their judgment about teacher competence for that of school or district leaders. There should be no necessity, in fact, for schools and districts to invest hundreds of hours and hundreds of thousands of dollars seeking the dismissal of a single unsatisfactory-rated teacher.⁶³

Nor will extensive remediation processes be necessary in cases of unsatisfactory performance. Teachers failing to meet performance standards will receive fair notice of performance problems, guidance on how to improve and time to do so, all within the context of the performance evaluation system. On the heels of such a process, dismissal should not require extensive additional documentation or lengthy testimony about performance problems or remediation. In the context of a credible performance evaluation system, an expedited hearing of one day’s duration should be sufficient for an arbitrator to determine if the performance evaluation and development process were followed and that the judgments of schools administrators were made in good faith.

At present, decisions about how much to pay teachers, where to assign them, what professional development to provide and whom to exit are based on information that generally has little or no relationship to effectiveness in the classroom.

- ¹ Victor H. Bernstein, "Security of the Teacher in his Job," *The New York Times*, May 24, 1936.
- ² Remarks by President Barack Obama to the U.S. Hispanic Chamber of Commerce on a Complete and Competitive American Education, March 10, 2009.
- ³ For information about the impact of teacher effectiveness on student outcomes, see Rivkin, S., E. Hanushek, and J. Kain (2005). "Teachers, Schools, and Academic Achievement," *Econometrica*, 73(2), 417-458. Also see Sanders, W.L. and Rivers, J.C. (1996). "Research Project Report: Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." University of Tennessee Value-Added Research and Assessment Center; and Rockoff, J. E. (2004). "The Impact of Individual Teachers on Students' Achievement: Evidence from Panel Data." *American Economic Review* 94(2), 247-52.
- ⁴ Teacher survey data from Akron Public Schools, Chicago Public Schools, Denver Public Schools, District U-46 (Elgin), Little Rock School District, Pueblo City Schools, Rockford Public Schools, Springdale Public Schools and Toledo Public Schools. A "negative" evaluation constitutes the lowest evaluation rating possible, per each district's evaluation system/tool.
- ⁵ Evaluation data from El Dorado Public Schools and Little Rock School District were unavailable for manual collection. In these instances, the districts are represented by survey data alone.
- ⁶ Districts that use a binary rating system to evaluate teachers include Denver Public Schools, Jonesboro Public Schools, Pueblo City Schools, Toledo Public Schools and Springdale Public Schools. Springdale Public Schools uses a binary evaluation system for most non-probationary teachers and a multiple rating system for probationary teachers and some non-probationary teachers.
- ⁷ Throughout this report, the generic term "tenured" is used to refer to teachers who have tenure, non-probationary status or continuing-contract status.
- ⁸ Denver Public Schools uses a multiple rating system for various indicators, and then a final summative rating of "satisfactory" or "unsatisfactory."
- ⁹ In Jonesboro Public Schools, teachers receive either "Meets Expectations" or "Needs Improvement" on each of the eight domains that comprise the district's evaluation tool. In compiling the data, teachers were given one point for each of the eight domains in which they received a rating of "Meets Expectations" box checked for more than half of the sub-domains in a particular domain. Rating totals represent the sum of ratings across all eight domains.
- ¹⁰ Rating data for teachers evaluated using the Professional Development Model only, an option available only to teachers with non-probationary status. (Teacher contract status data was unavailable for Springdale Public Schools, so data regarding the use of the Professional Development Model to evaluate a teacher was used as a proxy to identify teachers with non-probationary status.)
- ¹¹ Satisfactory ratings represent all ratings given during the period specified by district in Figure 01.
- ¹² Unsatisfactory ratings represent all ratings given during the period specified by district in Figure 01.
- ¹³ Districts that use a multiple rating system to evaluate teachers include Akron Public Schools, Chicago Public Schools, Cincinnati Public Schools, District U-46 (Elgin) and Rockford Public Schools. Throughout this report, evaluation rating data from Cincinnati Public Schools refer only to the domain "Teaching for Student Learning."
- ¹⁴ Highest ratings were assigned within the last three to five school years, depending upon district. See Figure 2 for the time periods associated with each district.
- ¹⁵ Based on percent of teachers that receive one of the lowest two ratings in Akron Public Schools, Chicago Public Schools and Cincinnati Public Schools.
- ¹⁶ As defined by the federal No Child Left Behind Act. Schools with grade configurations that include both elementary and secondary grade levels, such as K-8 schools, receive multiple AYP ratings. If a school received at least one AYP rating of "Not Meeting," we counted the school in the set of those schools not meeting AYP.
- ¹⁷ Average calculated using the number of schools not meeting AYP in each school year as the unit of analysis.
- ¹⁸ Denver Public Schools Adequate Yearly Progress data was collected from the Colorado Department of Education website, located at <http://www.cde.state.co.us/FedPrograms/ayp/results.asp>, in March 2009. Charter schools were omitted from the data included in Figure 3.
- ¹⁹ Rockford Public Schools Adequate Yearly Progress data was collected from the Illinois State Board of Education website, located at <http://webprod.isbe.net/ereport-card/publicsite/getSearchCriteria.aspx> in March 2009. Cincinnati Public Schools Adequate Yearly Progress Data was collected from the Ohio Department of Education website, located at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=130> in December 2008.
- ²⁰ Teachers were asked to report when their instructional performance was last evaluated.
- ²¹ Expanded surveys were issued in Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools. Teachers and administrators in these districts were asked how their respective district's evaluation ratings translate to varying levels of effectiveness, including an exemplary teacher, an effective teacher, a somewhat effective teacher or an ineffective teacher.
- ²² Expanded surveys were issued in Akron Public Schools, Chicago Public Schools, Little Rock School District, and Springdale Public Schools to survey teachers on additional topics including teacher development and the recognition of excellence. Data taken from these expanded surveys issued in four study sites are noted as such throughout the report.
- ²³ Expanded surveys were issued in Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools to survey teachers on additional topics including teacher development and the recognition of excellence.
- ²⁴ Teachers in all 12 districts were asked if their evaluator identified any areas of unsatisfactory performance or performance in need of improvement on their most recent evaluation.
- ²⁵ Expanded surveys were issued in Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools. Teachers were asked if they had participated in an informal conversation with their principal or evaluator in school year 2008-09, to discuss aspects of their instruction that could be improved.
- ²⁶ Expanded surveys were issued in Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools. Teachers who had a performance area identified as in need of improvement or unsatisfactory were asked if they were made aware of concerns about the quality of their instruction prior to their most recent evaluation.
- ²⁷ Respondents answering "Strongly agree" or "Agree."
- ²⁸ Respondents answering "Strongly agree" or "Agree."
- ²⁹ Novice is defined by the probationary teaching period, which depends on state policy and in some cases, district practice. Districts in our study range from a three to four year novice period.
- ³⁰ Respondents answering "Very confident" or "Confident."
- ³¹ Percent of novice teachers in Akron Public Schools, Cincinnati Public Schools, Chicago Public Schools, District U-46, Little Rock School District, Rockford Public Schools and Springdale Public Schools who indicated they received a greater than satisfactory rating on their most recent performance evaluation. Cincinnati includes evaluation ratings for the "Teaching for Student Learning" domain only.
- ³² Teacher non-renewals were counted based on extant data provided by the districts included in Figure 06. Data are as accurate as the records provided to TNTP for this study.
- ³³ Data from SY05-06 through SY07-08.
- ³⁴ Data available only for SY04-05 through SY07-08.
- ³⁵ During the time period 2003-04 through 2007-08, Toledo Public Schools had five informal dismissals of probationary teachers (i.e., probationary teachers who were recommended for non-renewal but elected to resign instead). Data on informal dismissals were not available for all districts studied.
- ³⁶ Percent of teachers identified as poor performers was collected from teacher surveys in Chicago and Akron. Data regarding the actual percent of teachers receiving an unsatisfactory rating was provided by each district.

- ³⁷ Expanded surveys were issued in Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools. Respondents were asked if there are tenured teachers in their school who deliver poor instruction.
- ³⁸ Expanded surveys were issued in Akron Public Schools and Chicago Public Schools, which asked teachers if they are aware of poor performers in their school. Evaluation rating data was also available for these districts, allowing for the comparison of reported poor performers and number of unsatisfactory ratings.
- ³⁹ Respondents across all districts except Rockford Public Schools who indicated they have not initiated a dismissal proceeding for a poorly performing tenured teacher in the past five years.
- ⁴⁰ During the time period 2003-04 through 2007-08, Toledo Public Schools had five informal dismissals of tenured teachers (i.e., tenured teachers who were recommended for dismissal but elected to resign or retire instead). Data on informal dismissals were not available for all districts studied.
- ⁴¹ Teacher dismissal for performance data was collected from ten districts representing some combination of school years 2003-04 through 2007-2008 as noted in Figure 08. A formal dismissal is defined as a case of poor instructional performance whereby the district initiated dismissal proceedings against a teacher and those proceedings resulted in a dismissal. Akron Public Schools, Cincinnati Public Schools, Denver Public Schools, Jonesboro Public Schools, Pueblo City Schools, Springdale Public Schools and Toledo Public Schools each supplied a code that identified which teachers were dismissed for poor performance. Chicago Public Schools, District U-49 (Elgin) and Rockford Public Schools supplied remediation data and a code detailing remediation outcome, which equates to dismissal.
- ⁴² Respondents who said that they believe that administrators fail to dismiss tenured teachers who are poor instructional performers.
- ⁴³ Survey data from Akron Public Schools, Little Rock School District, and Springdale Public Schools.
- ⁴⁴ Expanded surveys were issued in Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools. Teachers and administrators were asked if there are tenured teachers in their school who deliver poor instruction.
- ⁴⁵ Respondents were asked how many classroom observations their evaluator conducted prior to issuing their most recent evaluation rating, as well as the amount of time the evaluator spent, on average, in their classroom while conducting this (these) observation(s).
- ⁴⁶ Respondents in all districts were asked to identify the number of classroom observations conducted prior to their evaluator assigning their most recent evaluation rating.
- ⁴⁷ Respondents in all districts were asked to identify the average number of minutes their evaluator spent observing them prior to assigning their most recent evaluation rating(s).
- ⁴⁸ Survey respondents were asked to identify their most recent performance evaluation rating. These data were then analyzed against the number of classroom observations conducted for the most recent evaluation. Data from Akron Public Schools, Chicago Public Schools, District U-46 (Elgin), Little Rock School District, Rockford Public Schools and Springdale Public Schools.
- ⁴⁹ Survey respondents in Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools were asked to identify their most recent performance evaluation rating. These data were then analyzed against teacher reports of informal feedback.
- ⁵⁰ Respondents were asked to describe the extent of training they have received on how to conduct an effective evaluation of a teacher's instructional performance.
- ⁵¹ Akron Public Schools, Chicago Public Schools, District U-46 (Elgin), Little Rock School District, Rockford Public Schools and Springdale Public Schools.
- ⁵² Denver Public Schools, Jonesboro Public Schools, Pueblo City Schools and Toledo Public Schools. These data do not include Springdale Public Schools, which uses a multiple rating evaluation system for probationary teachers and some non-probationary teachers and a binary evaluation rating system for most non-probationary teachers.
- ⁵³ Akron Public Schools, Chicago Public Schools, Little Rock School District and Springdale Public Schools.
- ⁵⁴ Definitions used in determining significance:
- Recruitment:* District uses instructional effectiveness outcomes to determine and target likely sources of high-potential teacher candidates.
- Hiring/Placement:* District uses instructional effectiveness outcomes to determine which teachers are hired into which schools and/or placed in particular positions, e.g. hard-to-staff schools, lead teacher position, lead mentor, etc.
- Professional Development:* District uses instructional effectiveness outcomes to determine what types of specific development and support an individual teacher needs in order to continuously improve their teaching performance.
- Compensation:* District uses instructional effectiveness outcomes to determine compensation decisions, e.g., advance on salary schedule, pay-for-performance programs, merit pay, etc.
- Granting Non-Probationary Status/Tenure:* District uses instructional effectiveness outcomes to determine which teachers are awarded non-probationary status or tenure.
- Retention:* District uses instructional effectiveness outcomes to identify outstanding teachers, recognize their efforts and reward them for their performance, through preferred placement, greater autonomy, etc.
- Layoffs:* District uses instructional effectiveness outcomes to determine which teachers are retained and/or released during layoff situations.
- Remediation:* District uses instructional effectiveness outcomes to determine which teachers receive remediation support and what type of remediation they need.
- Dismissal:* District uses instructional effectiveness outcomes to determine which teachers should be dismissed because their influence on student learning is less than satisfactory.
- ⁵⁵ Respondents from the Chicago Public Schools administrator survey only.
- ⁵⁶ Expanded surveys were issued in Chicago Public Schools to survey teachers on additional topics including teacher development and the recognition of excellence.
- ⁵⁷ Respondents from the Chicago Public Schools teacher survey only.
- ⁵⁸ A critical part of ensuring that teachers accept any performance evaluation system as fair and credible is monitoring administrator judgments to ensure they are fair and objective. There are several mechanisms that can be used for this purpose. Peer evaluators can be deployed to provide input on administrator evaluations. District officials can independently review administrator judgments. Outside firms can be retained to provide objective third party assessments of the fidelity of administrators to performance evaluation standards. Teachers can be surveyed confidentially to assess their views of the accuracy of performance evaluations in their schools. These mechanisms will allow district officials to identify administrators who are not being fair or objective and instill confidence among teachers in the fairness of the process.
- ⁵⁹ Various researchers have explored the strengths and weaknesses of using value added data as an indicator of teacher effectiveness. See Goldhaber, D. and M. Hansen (2008). "Assessing the potential of using value-added estimates of teacher job performance for making tenure decisions." National Center for Analysis of Longitudinal Data in Education Research. Retrieved April 27, 2009, from http://www.urban.org/UploadedPDF/1001265_Teacher_Job_Performance.pdf. See Rothstein, J. (2008). "Teacher quality in educational production: tracking, decay, and student achievement." NBER. Retrieved April 27, 2009, from <http://www.nber.org/papers/w14442>. See McCaffrey, D., Lockwood, J.R., Koretz, D., & Hamilton L.S. (2003). Evaluating value-added models for teacher accountability. Santa Monica, CA: RAND
- ⁶⁰ Erik Robelen. "Gates Revamps its Strategy for Giving in Education." Education Week, November 11, 2008.
- ⁶¹ See U.S. Department of Education <http://www.ed.gov/news/pressreleases/2009/04/04012009.html>.
- ⁶² Shields, R., & Hawley Miles, K. (2008). "Finding Resources and Organizing to Build Teaching Capacity: The Professional Development Strategic Review."
- ⁶³ New York State School Boards Association (2007). "Accountability for All."
- ⁶⁴ Non-probationary teachers in Springdale Public Schools can be evaluated using one of two models. Under the Professional Development Model, which is used for most non-probationary teachers, there is no required minimum number of observations and there are two possible ratings. Under the Clinical Model, which non-probationary teachers can opt to use and is also used for non-probationary teachers with performance concerns, there are two required observations for teachers who opt to use the model, three for teachers with performance concerns, and four possible ratings.

This report is based on data collected from a diverse group of sources, including state and local education stakeholders in four states; district leadership, administrators and teachers in 12 school districts; and existing state and district policies.



METHODOLOGY

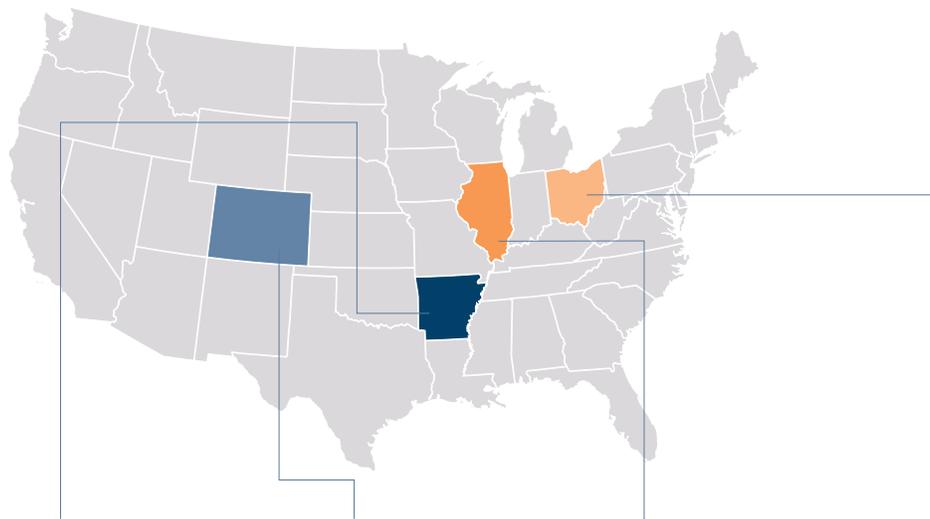
This report is based on data collected from a diverse group of sources, including state and local education stakeholders in four states; district leadership, administrators and teachers in 12 school districts; and existing state and district policies.

The four states and 12 districts represented in this report include:

Arkansas	Colorado	Illinois	Ohio
El Dorado Public Schools Jonesboro Public Schools Little Rock School District Springdale Public Schools	Denver Public Schools Pueblo City Schools	Chicago Public Schools District U-46 Rockford Public Schools	Akron Public Schools Cincinnati Public Schools Toledo Public Schools

The four states employ diverse teacher performance management policies and have demonstrated a significant commitment to improving teaching and learning. Arkansas is currently developing more guidance for districts on how to design and manage an effective teacher evaluation system, while Colorado and Ohio already provide some suggested structure for districts, particularly with respect to evaluation frequency and the number of observations required per evaluation. Illinois sets the most stringent requirements for the frequency of evaluation of tenured teachers: once every two years.

FIGURE 16 | State Teacher Evaluation Requirements in Brief



	AR		CO		IL		OH	
	Probationary	Tenured	Probationary	Tenured	Probationary	Tenured	Probationary	Tenured
Evaluation Frequency	no requirement	no requirement	1 per year	1 every 3 years	1 per year	1 every 2 years	2 per year	no minimum
# of Observations Required	3 per year	no minimum	2	1	1 (2 per year in Chicago only)	1 (2 per year in Chicago only)	2	2
Duration of Observations	no requirement	no requirement	no requirement	no requirement	no requirement	no requirement	30 minutes or more	30 minutes or more

All of the districts included in this report are committed to reform and face significant challenges in improving student achievement. The percentage of students who are economically disadvantaged, as defined by the U.S. Department of Education, ranges from 42 percent to 84 percent. The enrollment in the districts we studied

ranges from 4,450 to 413,700 students. Some districts are located in or near urban centers, while others are located in rural areas. The districts' evaluation policies and practices differ but, as this study demonstrates, the outcomes of the evaluation process are similar.

FIGURE 17 | District Teacher Evaluation Requirements-Tenured Teachers

District	Formal Evaluation Frequency	Number of Observations	Duration of Observations	Number of Ratings	Peer Review Process
Akron Public Schools	Once every 3 years	No more than 4	More than 15 minutes	5	No
Cincinnati Public Schools	Once every 5 years	1 sufficient in length; 2 at certain levels on the salary scale	Sufficient in length to justify rating	4	Yes
Chicago Public Schools	Once every 2 years, or annually for teachers rated Satisfactory or Unsatisfactory	At least 2		4	No
Denver Public Schools	Once every 3 years	At least one	At least 20 minutes	2	No
District U-46 (Elgin)	Once every 2 years	At least 1, no more than 3	At least 30 minutes	3	No
El Dorado Public Schools	Once per year	No requirement		N/A	No
Jonesboro Public Schools	At least once per year	At least one formal and one informal	Formal is at least 30 minutes	2	No
Little Rock School District	Full evaluation is once every 3 years, with teachers being evaluated on various domains each year	Different domains evaluated every year so that each teacher is comprehensively evaluated every three years			No
Pueblo City Schools	Once every 3 years	One observation a year		2	No
Rockford Public Schools	Once every 2 years	3	One must be at least 30 minutes	3	No
Springdale Public Schools ⁶⁴	Once every year	Varies	No minimum	Varies	No
Toledo Public Schools	Every 4 years, four-year contract teachers only; continuing contract teachers are not evaluated unless there are performance concerns	At least one observation	At least 30 minutes	2	Yes



Sources of Quantitative Data

Most districts included in this report provided teacher demographic data, including teacher contract status, separations from the district and teaching assignments. Most districts also provided data from their teacher evaluation systems, from which we created databases of historical evaluation ratings. Using these data, we were able to identify the teacher being evaluated, their contract status within the district, evaluation ratings for the past 3-5 years, and any movement made by the teacher subsequent to a given evaluation (e.g., transferring within or separating from the district).

Electronic evaluation data provided by district	Evaluation data manually collected by district or The New Teacher Project	Evaluation data unavailable for manual collection
Chicago Public Schools	Akron Public Schools	El Dorado Public Schools
Cincinnati Public Schools	Jonesboro Public Schools	Little Rock School District
Denver Public Schools	Pueblo City Schools	
District U-46 (Elgin)	Springdale Public Schools	
Rockford Public Schools	Toledo Public Schools	

We also conducted surveys of active school administrators and active teachers in every district. In six districts (Akron Public Schools, Cincinnati Public Schools, Denver Public Schools, District U-46, Pueblo City Schools, and Rockford Public Schools) we surveyed former classroom teachers who had left the respective district within the last five years for any reason. In all, we surveyed approximately 1,300 administrators, 15,000 active teachers and 790 former teachers. Each participant group was asked questions regarding their experiences with and perceptions of their district's evaluation system, evaluators and remediation program. All surveys were conducted via an anonymous online survey.

Survey Response Totals by District

	Teachers	Administrators
Akron Public Schools	1,010	36
Chicago Public Schools	4,858	624
Cincinnati Public Schools	1,287	70
Denver Public Schools	1,863	150
District U-46 (Elgin)	1,677	78
El Dorado Public Schools	341	15
Jonesboro Public Schools	405	11
Little Rock School District	687	36
Pueblo City Schools	565	34
Rockford Public Schools	947	92
Springdale Public Schools	763	55
Toledo Public Schools	773	80
Total	15,176	1,281

Sources of Qualitative Data

This report is based on an analysis of each district's current collective bargaining agreement, as well as relevant human resources policies and state legislation. To fully understand how each of these policies is implemented at the district level, we conducted interviews with district leadership, school board members, human resources staff members, legal counsel, labor relations specialists, union leadership, school principals, other evaluators, and teachers. In all we conducted 130 interviews.

Four-State Advisory Panel Process

This report benefits from the involvement of four advisory panels, one in each of our study states of Arkansas, Colorado, Illinois and Ohio.

We established the advisory panels because we believed strongly that it would have been impossible to author a high-quality report without incorporating the many perspectives of the various local education stakeholders. In the end, the advisory panels brought to bear participants' substantial experience and expertise to inform the study methodology, findings and recommendations.

Advisory panel membership varied from state to state but, in general, these panels were comprised of representatives from the state education agencies, state teachers unions or associations, school district superintendents and human resources staff, local teachers union or association leaders, and state-level professional organizations, such as the school administrators associations, personnel administrators associations, and school boards associations. In total, approximately 80 stakeholders participated in the four advisory panels.

Advisory panels met three times from June 2008 to April 2009 to discuss the study and its progress. The first meeting helped us to formulate and refine hypotheses and identify data sources, as well as build knowledge of local contexts. The second meeting allowed us to showcase portions of our data with the advisory panels, demonstrate what we were learning and test our arguments. The third and final meeting provided us with an opportunity to share our draft recommendations and gauge their viability.

In the end, advisory panel members were given the opportunity to provide a written response to the process and recommendations—a feature that we believe adds needed context to a challenging issue. Those responses can be found on our website at www.widgeteffect.org. Participation in an advisory panel does not suggest agreement with our findings and recommendations; the views of advisory panel members are presented first-hand in their written responses.

View the Advisory Panel members' responses to this report at www.widgeteffect.org

We are grateful to all of our advisory panel members for their unique contributions and insights.

ARKANSAS

Shirley Billingly

Assistant Superintendent, El Dorado Public Schools

Ginny Blankenship

Research and Fiscal Policy Director, Arkansas Advocates for Children and Families

Sue Castleberry

Assistant Superintendent, Jonesboro Public School District

Barbara Culpepper

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Luke Gordy

Executive Director, Arkansans for Education Reform Foundation

Kristen Craig Gould

Staff Attorney, Arkansas School Boards Association

David Hartz

Associate Superintendent Human Resources / Governmental Liaison, Little Rock School District

Kenneth James

Commissioner of Education, Arkansas Department of Education

Hartzell Jones

Deputy Superintendent for Personnel, Springdale Public Schools

Cathy Koehler

President, Little Rock Classroom Teachers Association

Renee Kovach

Director of Certified Personnel, Little Rock School District

David Leonard

President, Jonesboro Faculty and Staff Association

Daniel N. Marzoni

President, Arkansas Education Association

Michael Mertens

Assistant Executive Director, Arkansas Association of Educational Administrators

Rich Nagel

Executive Director, Arkansas Education Association

Dale Query

Superintendent, Arkansas Rural Education Association

Jim Rollins

Superintendent, Springdale Public Schools

Don Sharp

Superintendent of Schools, Cotter Public Schools / Vice President, Arkansas Rural Education Association

Scott Smith

Executive Director, Arkansas Public School Resource Center

Beverly Williams

Assistant Commissioner, Arkansas Department of Education

“We need to develop a succinct performance appraisal system that recognizes good work, helps marginal employees get better and identifies employees who should be dismissed due to their inability to improve. Student performance must be the driving force to improve our current systems.”

-Springdale Public Schools (AR)

COLORADO

Linda Barker
Director of Teaching & Learning, Colorado Education Association

Pamela Constable
Teacher—Pueblo City Schools, Pueblo Education Association

Randy DeHoff
Board Member, Colorado State Board of Education

Mark Fermanich
Research Director, Colorado Children's Campaign

Jami Goetz
Director of Office of Professional Services and Educator
Licensing, Colorado Department of Education

Patricia Gonzalez
Assistant Superintendent of Human Resources,
Pueblo City Schools

Chris Gramstorff
Human Resources Director, Aurora Public Schools

Beverly Ingle
President, Colorado Education Association

Brenna Isaacs
President, Aurora Education Association

Brad Jupp
Academic Policy Advisor, Denver Public Schools

Tony Lewis
Executive Director, Donnell-Kay Foundation

Richard Lloyd
President, Denver Federation of Teachers

Carole Partin
President, Pueblo Education Association

Van Schoales
Program Officer, Urban Education, Piton Foundation

Shayne Spalten
Chief Human Resources Officer, Denver Public Schools

Kim Ursetta
President, Denver Classroom Teachers Association

Terry Whitney
Senate Majority Legislative Director, Colorado Legislature

“I believe that all stakeholders should come together to create a more credible, meaningful, and productive system for teacher, administrator, and school effectiveness evaluations. Teachers are professionals who value their chosen career and would like to work with colleagues who are excited and knowledgeable about their fields and teaching in general. Teachers and administrators working together in a system which promotes teachers as professionals and supports their professional development to meet the needs of their students, increase instructional quality, and develop effective curriculum is a benefit to all.”

-Pueblo Education Association (CO)

ILLINOIS

David Alexander
IEA UniServ Director, Illinois Education Association

Jo Anderson
Executive Director, Illinois Education Association

Karen Bieschke
Vice President, Rockford Education Association

Bob Corder
Director, Human Resources, Rockford Public Schools

Beth Dalton
President, Illinois Association of School Personnel Administrators

Tim Davis
President, Elgin Teachers Association

Mark Doan
Superintendent, Farmington Central Community Schools/
Representative, Illinois Association of School Administrators

Lisa Jensen
Human Resources Director, School District U-46

Ascencion Juarez
Chief Human Resources Officer, Chicago Public Schools

John Luczak
Senior Program Officer, Joyce Foundation

Cordelia (Dea) Meyer
Executive Vice President, Civic Committee of
The Commercial Club of Chicago

Molly Phalen
President, Rockford Education Association

Elliot Regenstein
Partner, EducationCounsel LLC

Rachel Resnick
Chief Labor Relations Officer, Chicago Public Schools

Charles P. Rose
Partner, Franczek Sullivan P.C.

Angela Rudolph
Program Officer, Joyce Foundation

Brian Schwartz
Associate Director & General Counsel,
Illinois Principals Association

Nancy Slavin
Director, Recruitment and Workforce Development,
Chicago Public Schools

Audrey Soglin
Director, Center for Educational Innovation,
Illinois Education Association-NEA

Robin Steans
Executive Director, Advance Illinois

Linda Tomlinson
Assistant Superintendent, Illinois State Board of Education

Lisa Vahey
Director, Chicago New Teacher Center

Cynthia S. Woods
Director for Advocacy, Illinois Association of School Boards

“The impact of reviewing how teachers and administrators are evaluated, as well as the impact of evaluations and decisions made about pay and retention need to be discussed openly so that questions can be raised and concerns addressed. Illinois is a very diverse state and decisions about hiring, teacher evaluations, and retention are decided at the local level. Therefore, it is paramount that unions, professional associations, teachers, administrators, and representatives from business and the community be involved as we collaborate and work toward ensuring that all students have effective teachers.”

-Illinois State Board of Education (IL)

OHIO

Tony Bagshaw

Senior Director of Knowledge Management, Battelle for Kids

Kenneth (Ken) Baker

Associate Executive Director, The Ohio Association of Secondary School Administrators

Ann Bischoff

Senior Policy Analyst, KidsOhio.org

Patricia Frost-Brooks

President, Ohio Education Association

Lesley-Ann Gracey

Professional Issues Representative, Cincinnati Federation of Teachers

Kirk Hamilton

Deputy Executive Director, Buckeye Association of School Administrators

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Francine Lawrence

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Sue Taylor

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William Wendling

Executive Director, The Ohio 8

Michelle Winship

Education Reform Consultant, Ohio Education Association

Cynthia L. Yoder

Executive Director, Center for the Teaching Profession, Ohio Department of Education

“I agree that all stakeholders need to come together to create a more effective teacher evaluation system. Cincinnati did try to do just that when we created our Teacher Evaluation System. Our system is a living, breathing structure that has changed for the better over time. We are constantly looking for ways to improve and build upon our evaluation system. The difficulty for us is that we do not have many other national examples to follow that have as detailed or as comprehensive of an approach to teacher evaluation. Comprehensive evaluation systems like ours are very expensive to run and we can only evaluate 1/5 of the teachers each year. If this is where our country is going we will need to find many, many more dollars to do this, particularly if every teacher is comprehensively evaluated every year. Again, I caution us all to consider changing the larger context of school structure first.”

-Cincinnati Federation of Teachers (OH)



About The New Teacher Project | The New Teacher Project (TNTP) is a national nonprofit dedicated to closing the achievement gap by ensuring that poor and minority students get outstanding teachers. Founded by teachers in 1997, TNTP partners with school districts and states to implement scalable responses to their most acute teacher quality challenges. TNTP recruits and trains thousands of exceptional new teachers annually, supports school principals in staffing their classrooms, provides teacher certification in high-need subjects, and documents the policy barriers that keep students from getting the teachers they need. Since its inception, TNTP has trained or hired approximately 33,000 teachers, benefiting an estimated 4.8 million students nationwide. This report is part of an ongoing series of studies on the policies and practices that determine the composition and quality of the nation's teacher workforce.

For more information, please visit www.tntp.org.

The report, graphics and figures were designed by Cricket Design Works in Madison, Wisconsin.

The text face is Baskerville Regular, originally designed by John Baskerville in England in the mid-18th century, revived in the early 20th century.

Fonts used for subheads, pull quotes and figure headers include Elmhurst Regular, Small Caps and Italic designed by Christopher Slye and issued by Font Bureau.

Headers, graphics, figures and pull quotes are set in Avenir, part of a family of type designed by Adrian Frutiger in 1988, published by Linotype.



tntp.org



Second Edition

Learn more at www.widgeteffect.org

Teacher Excellence Support System

TESS		1	2	3	4	
DOMAIN 2: CLASSROOM ENVIRONMENT						
2a Creating an Environment of Respect and Rapport	Managing relationships with students and ensuring that those are positive and supportive.	Indicators <ul style="list-style-type: none"> • Respectful talk and turn-taking • Respect for students' background and life outside the classroom • Teacher and student body language • Physical proximity • Warmth and caring • Politeness • Encouragement • Active listening • Fairness 	Negative interactions; inappropriate or insensitive to students; put-downs, sarcasm, conflict	Classroom interactions generally appropriate; students rarely respect each other; uneven results from teacher's response to disrespect	Interactions friendly; respect for teacher; generally polite; impersonal and business-like	Highly respectful; genuine, warm; civil; connections with students as individuals
Teacher Interactions with students, including both words and actions	Teacher sets tone through interactions. Teacher conveys interest in and concern for students					
Student interactions with other students, including both words and actions	How students are treated by each other. Teachers model respectful interactions and acknowledge respectful interactions.					
2b Establishing a Culture for Learning	Atmosphere of classroom that reflects the educational importance of the work. Teacher and students value the learning.	Indicators <ul style="list-style-type: none"> • Respectful talk and turn-taking • Respect for students' background and life outside the classroom • Teacher and student body language • Physical proximity • Warmth and caring • Politeness • Encouragement • Active listening • Fairness 	Lack of commitment to learning; little or no investment of student energy in learning; learning expectations reserved for one or two students	Little commitment to learning; completion of task rather than quality; student success if result of natural ability	Cognitively busy with high expectations for all; teacher conveys that with hard work, all students can be successful	Cognitively vibrant; high expectations for all and teacher insists on hard work; students assume responsibility for high quality work
Importance of the content and of learning	Teachers convey the education value of the what the students are learning.					
Expectations for learning and achievement	Students receive the message that while the work is challenging, they are capable of success if they are prepared to do the work.					

Teacher Excellence Support System

TESS			1	2	3	4
Student pride in work	Student are willing to devote the energy to do the work and they take pride in their accomplishments. Their pride is reflected in their interactions with classmates and the teacher.					
2c Managing Classroom Procedures	Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time.	Indicators <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students play an important role in carrying out the routines • Students know what to do, where to move 	Much time is lost due to inefficient routines and procedures. Little or no evidence that teacher is managing groups. Little evidence that students know or follow established routines.	Some time is lost due to partially effective routines. Management of groups is inconsistent. With guidance and prompting, students follow established routines.	Little loss of time due to ineffective routines. Management is consistently successful. With minimal guidance, students follow established routines.	Instructional time is maximized due to efficient routines and procedures. Students contribute to the management of the classroom. Routines are well understood by all.
Management of instructional groups	Teachers help students to develop the skills to work purposefully and cooperatively. <i>Focus here is on grouping for procedures.</i>					
Management of transitions	Little time should be lost as students move from one activity to another					
Management of materials and supplies	Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials.					

Teacher Excellence Support System

TESS			1	2	3	4
Performance of non-instructional duties	Little instructional time is lost in activities such as taking attendance, recording the lunch count, or return of permission slips for a class trip.					
2d Managing Student Behavior	Classroom is orderly, businesslike, and productive. Students know what they are permitted to do and what they can expect of their classmates. Students feel respected; their dignity is not undermined.	Indicators <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Fairness • Absence of misbehavior 	No standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive or disrespectful.	Implementation of standards of conduct is inconsistent. Teachers try to monitor, but with inconsistent results. Inconsistent implementation.	Behavior is generally appropriate. Teacher monitors behavior. Response to misbehavior is consistent, proportionate, respectful and effective.	Behavior is entirely appropriate. Students take an active role in monitoring their own behavior. Teacher's monitoring of behavior is subtle and sensitive to respect student dignity.
Expectations	It is clear that expectations for student conduct have been established and that they are being implemented.					
Monitoring of student behavior	Teachers are attuned to what is happening in the classroom and move subtly to respond. At high levels, the monitoring is preventive.					

Teacher Excellence Support System

TESS		1	2	3	4
Response to student misbehavior	Accomplished teachers try to understand the behavior and respond in such a way that they respect the dignity of the student. The best responses are those address the misbehavior early in the episode.				

Teacher Excellence Support System

TESS		1	2	3	4	
DOMAIN 3: INSTRUCTION						
3a Communicating with Students	Teachers convey that teaching and learning are purposeful activities and make the purpose clear to students. Teachers give clear directions for classroom activities. Concepts are presented clearly. Capitalize on prior knowledge. Use of language is vivid, rich, and error-free.	Indicators <ul style="list-style-type: none"> • Clarity of purpose of the lesson • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts • Students comprehension of content • Correct and imaginative use of language 	Instructional purpose is confusing. Major errors in teacher's explanation. Vocabulary is inappropriate. Errors in grammar or syntax.	Purpose is understood with limited success and clarified after initial student confusion. Minor errors in explanation. Explanation consists of a monologue. Language is correct, but vocabulary is limited or not fully appropriate.	Purpose is clearly communicated and procedures are clearly explained. Content is well scaffolded and connects with students' knowledge and experience. Language is clear and vocabulary is appropriate.	Instructional purpose is clear and connects to students' interests. The lesson and directions are clear and anticipate possible student misunderstandings. Explanation is clear and develops conceptual understandings. Students contribute to extending the knowledge. Language is expressive.
Expectations for learning	Goals are clearly communicated to the learners. The learners are clear about what they are learning					
Directions and procedures	Students are clear about what they are expected to do during a lesson.					
Explanations of content	Explanations are clear with appropriate scaffolding and anticipate possible student misconceptions.					
Use of oral and written language	Teachers use language that represents the best model of accurate syntax and rich vocabulary.					

Teacher Excellence Support System

TESS			1	2	3	4
3b Questioning and Discussion Techniques	Used as techniques to deepen student understanding.	Indicators	Low cognitive questions; recitation style with teacher mediating	Few students; uneven results	Most students; questions promote thinking	Students initiate; high level questioning
Quality of questions/prompts	Questions of high quality cause students to think and reflect, to deepen their understanding and to test their ideas against those of their classmates. Occasionally, for the purposes of review, teachers may ask students a series of (usually low level) questions in a type of verbal quiz. This strategy may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.	<ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both students and teachers • Questions with multiple correct answers, or multiple approaches even when there is a single correct response • Effective use of student response and ideas • Discussion in which the teachers steps out of the central, mediating role • High levels of student participation in discussion 				
Discussion techniques	Some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. True discussion poses a question and invites students' points of views to be heard. It is not always mediated by the teacher.					

Teacher Excellence Support System

TESS		1	2	3	4	
Student participation	Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.					
3c Engaging Students in Learning	Critical question: "What are the students being asked to do?" What level of engagement is observed? Watch the teacher, but also pay close attention to what students are saying and doing.	Indicators <ul style="list-style-type: none"> • Activities aligned with the goals of the lesson' • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that require high level student thinking and are aligned with lesson objectives. • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively "working," rather than watching while teacher "works" 	Learning tasks are poorly aligned with outcomes. No clearly defined structure. Pacing is either too slow or too fast. Few students are intellectually engaged.	Learning tasks are partially aligned and require minimal thinking. Students are mostly passive and merely compliant.	Learning tasks are aligned and are designed to challenge student thinking. Lesson has clearly defined structure, is intellectually engaging and is scaffolded. Pacing is appropriate and most students are	Virtually all students are engaged in challenging content with well-designed learning tasks, suitable scaffolding, and fully aligned outcomes. Some student initiated inquiry. Pacing provides students time to engage intellect-ually.
Activities and assignments	May allow students some choice; at highest level provides choice					
Grouping of students	Grouping is for the purpose of instruction rather than procedure; <i>note difference between this and 2c</i>					
Instructional materials and resources	Chosen carefully to enhance instruction and/or to scaffold					

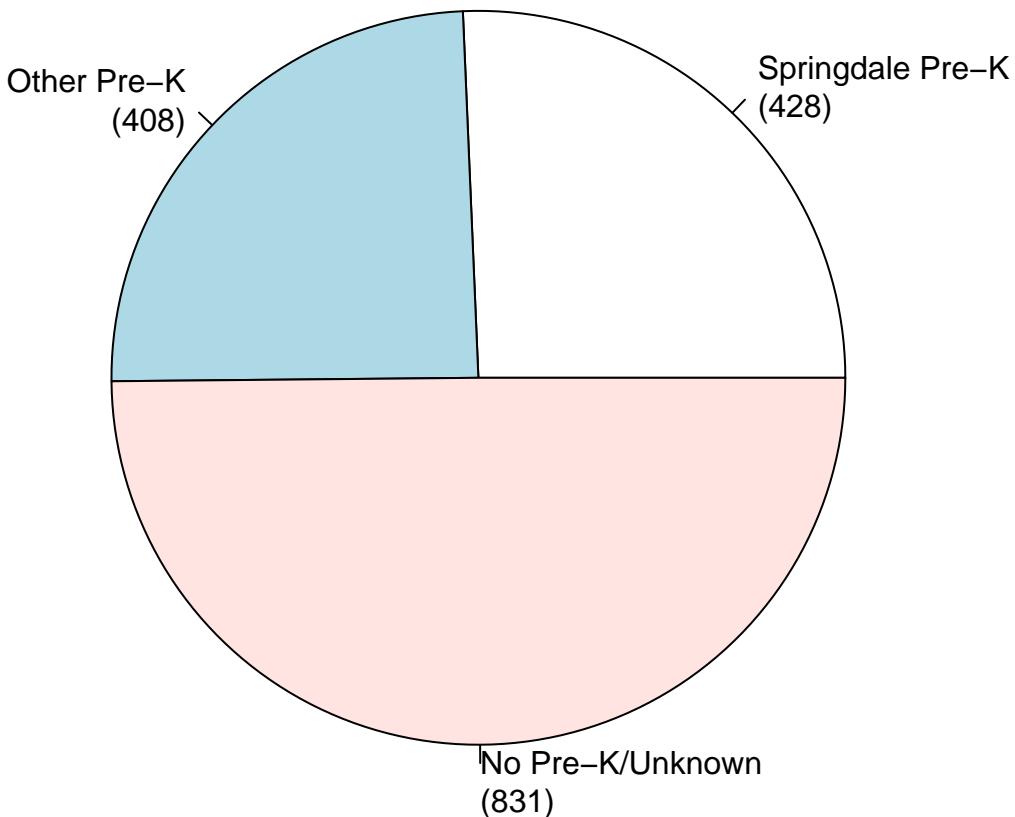
Teacher Excellence Support System

TESS			1	2	3	4
Structure and pacing	Teacher keeps things moving within a well-defined structure; well-designed lessons include time for reflection and closure	<ul style="list-style-type: none"> • Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection 			engaged.	Students have some choice in how to complete tasks.
3d Using Assessment in Instruction	Teacher constantly monitors learning and uses that information to drive instruction; questions are used gather specific information to discern to the level of understanding of students.	Indicators <ul style="list-style-type: none"> • The teacher paying close attention to evidence of student understanding • The teacher posing questions specifically created to elicit evidence of student understanding 	Little or no assessment or monitoring of student learning; feedback is absent or poor quality.	Assessment is used sporadically and some monitoring of progress. Feedback to students is general.	Assessment is used regularly by teacher and/or students to assess learning. Specific feedback is given that advances learning.	Assessment is fully integrated through the use of formative assessment. Students have contributed to assessment criteria. A variety of feedback from the teacher and from peer is accurate and specific.
Assessment criteria	At its highest level, students have had a hand in articulating the criteria for, for example, a clear oral presentation.	<ul style="list-style-type: none"> • The teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria 	Students do not appear to be aware of assessment criteria. No attempt to adjust lesson based on student	Students are only partially aware of criteria. A few assess their own work. Questions,	Students appear to be aware of criteria and	
Monitoring of student learning	The teacher must weave monitoring of student learning seamlessly into the lesson	<ul style="list-style-type: none"> • The teacher adjusting instruction in response to evidence of student 				

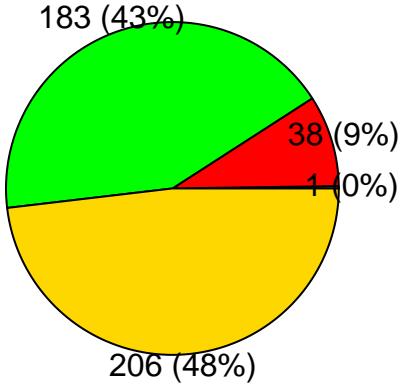
Teacher Excellence Support System

TESS			1	2	3	4
Feedback to students	Valuable feedback must be timely, constructive, and sustentative and provide students the guidance they need to improve their performance.	understanding (or lack of it)	feedback.	etc. are rarely used to diagnose evidence of learning. Adjustments to lessons are minimal and ineffective.	some engage in self-assessment. Questions, etc. are used to diagnose evidence of learning. Adjustments are made to lessons to address student misunderstandings.	Questions, etc. are used regularly to diagnose evidence of learning.
Student self-assessment and monitoring or progress	The culmination of students assuming responsibility for their learning is when they monitor their own learning and take appropriate action. They can only do when they check their progress against clear criteria.					

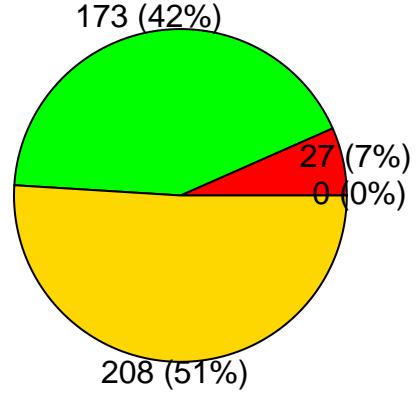
**Springdale Public Schools
Qualls Early Learning Inventory August 2012
Students Tested By Pre-K Participation**



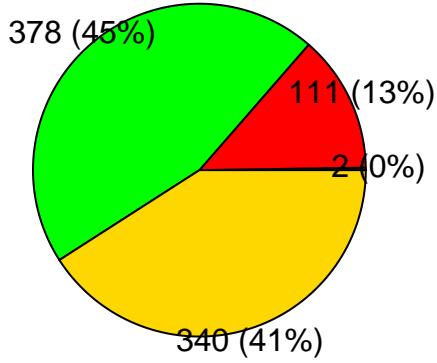
Springdale Public Schools Qualls Early Learning Inventory August 2012 Attentive Behavior By Pre-K Participation



Springdale Pre-K



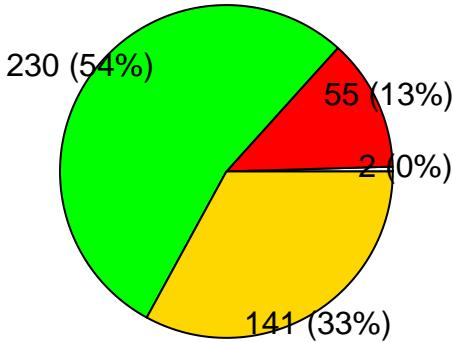
Other Pre-K



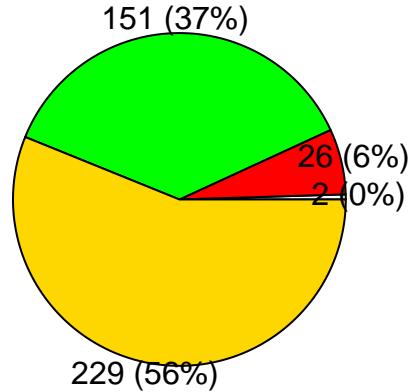
No Pre-K/Unknown



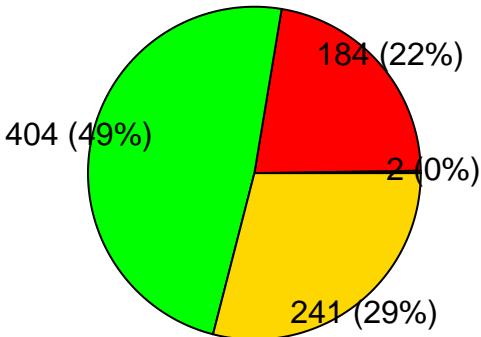
**Springdale Public Schools
 Qualls Early Learning Inventory August 2012
 General Knowledge By Pre-K Participation**



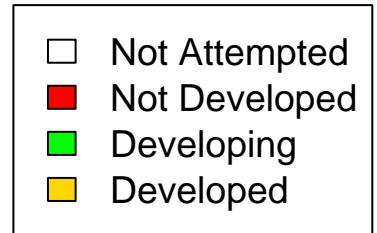
Springdale Pre-K



Other Pre-K

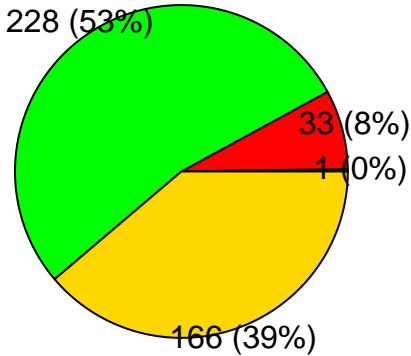


No Pre-K/Unknown

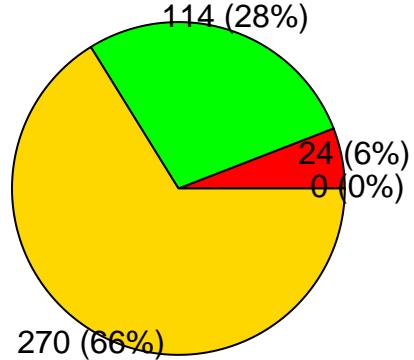


General Knowledge

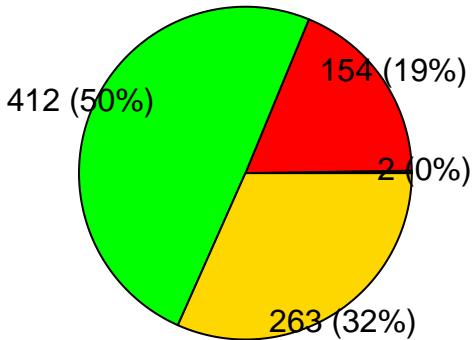
Springdale Public Schools Qualls Early Learning Inventory August 2012 Math Concepts By Pre-K Participation



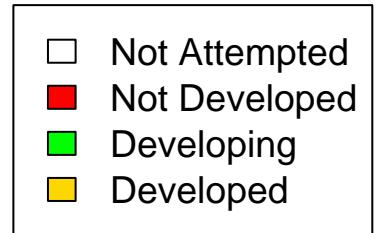
Springdale Pre-K



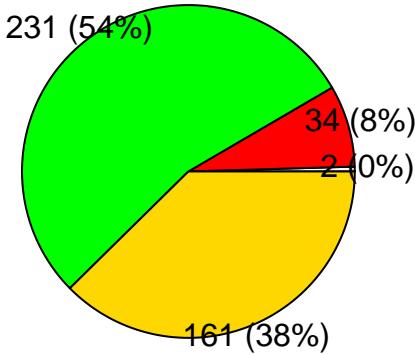
Other Pre-K



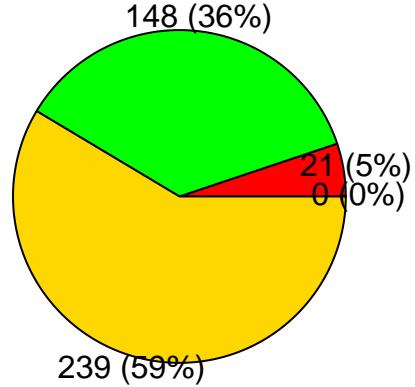
No Pre-K/Unknown



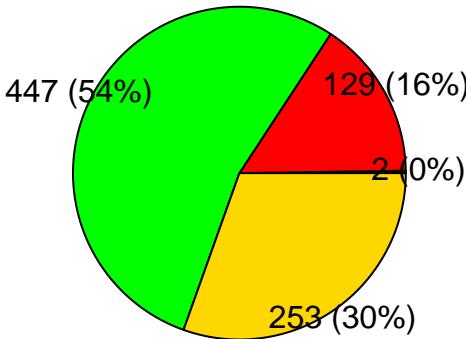
**Springdale Public Schools
 Qualls Early Learning Inventory August 2012
 Oral Communication By Pre-K Participation**



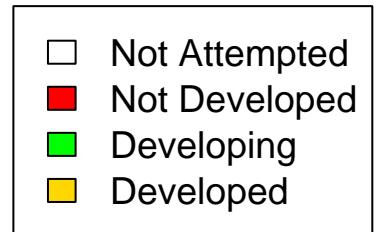
Springdale Pre-K



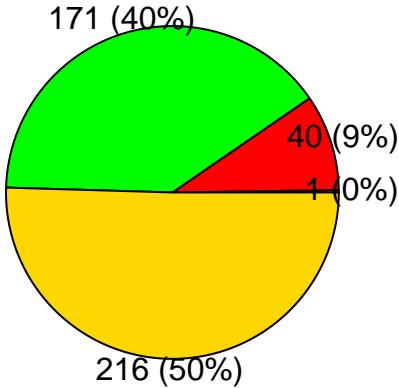
Other Pre-K



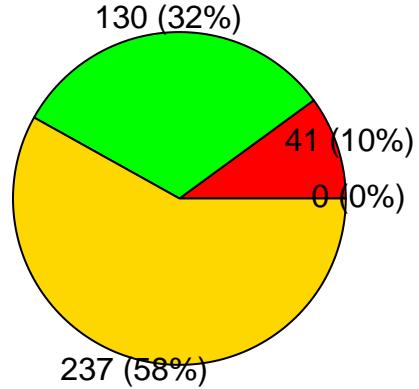
No Pre-K/Unknown



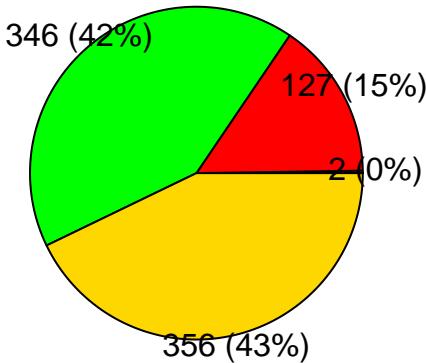
**Springdale Public Schools
 Qualls Early Learning Inventory August 2012
 Work Habits By Pre-K Participation**



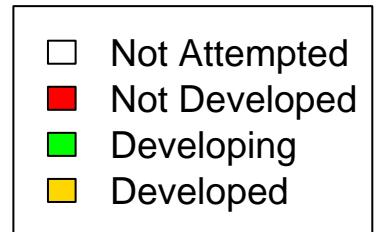
Springdale Pre-K



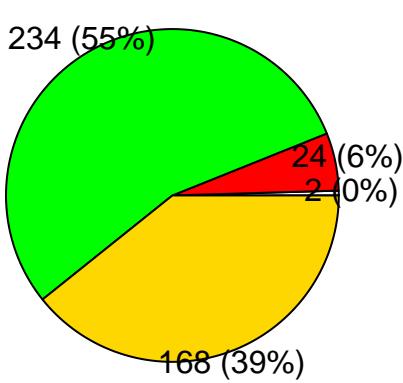
Other Pre-K



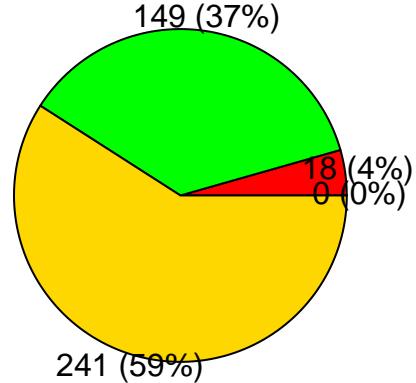
No Pre-K/Unknown



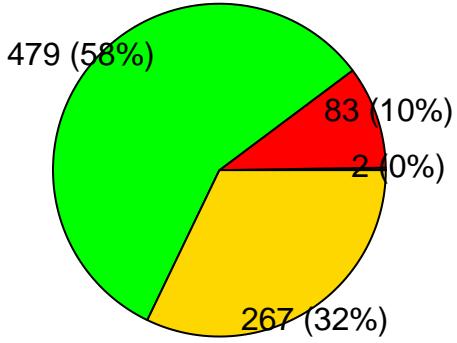
**Springdale Public Schools
 Qualls Early Learning Inventory August 2012
 Written Language By Pre-K Participation**



Springdale Pre-K



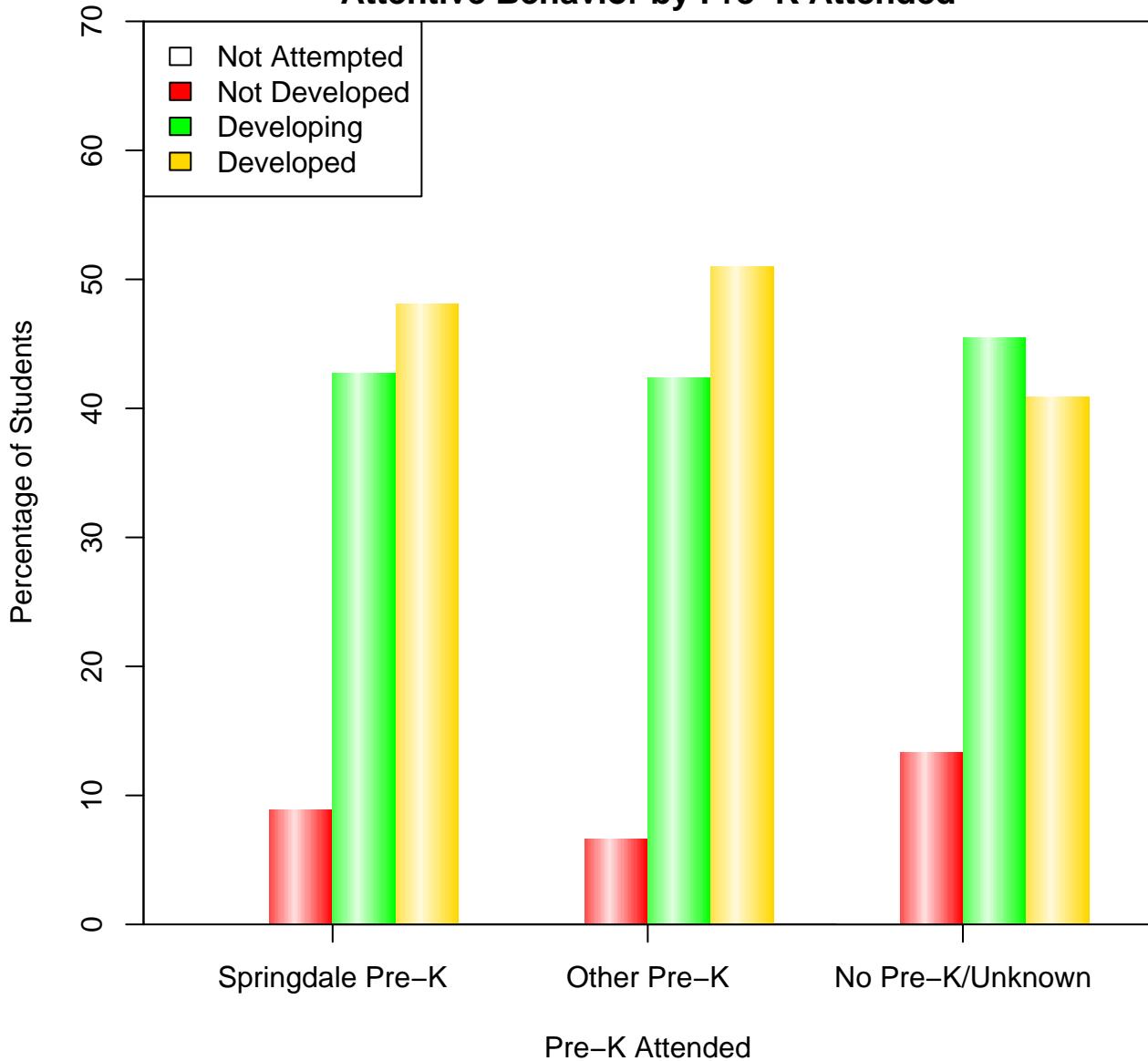
Other Pre-K



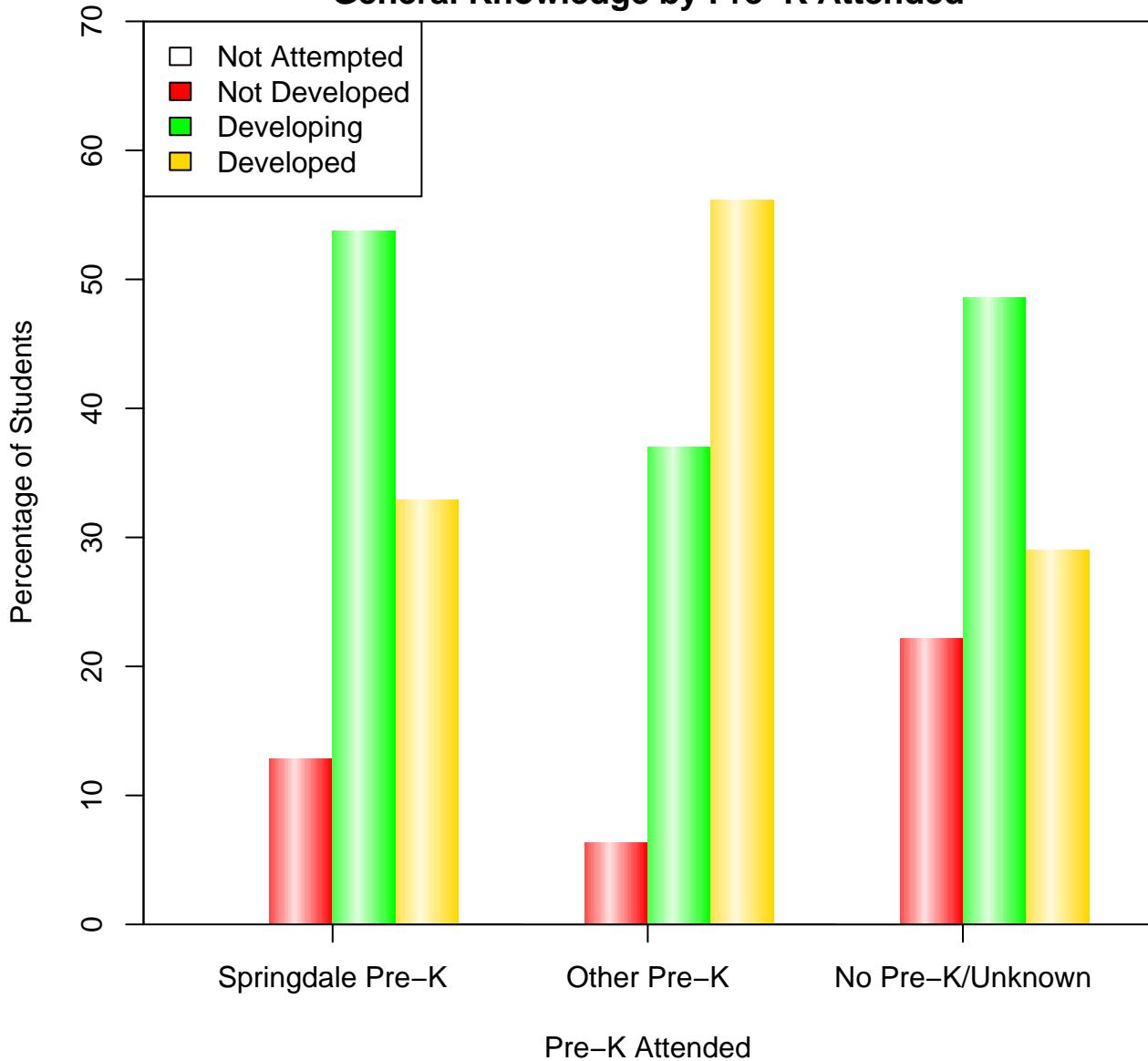
No Pre-K/Unknown



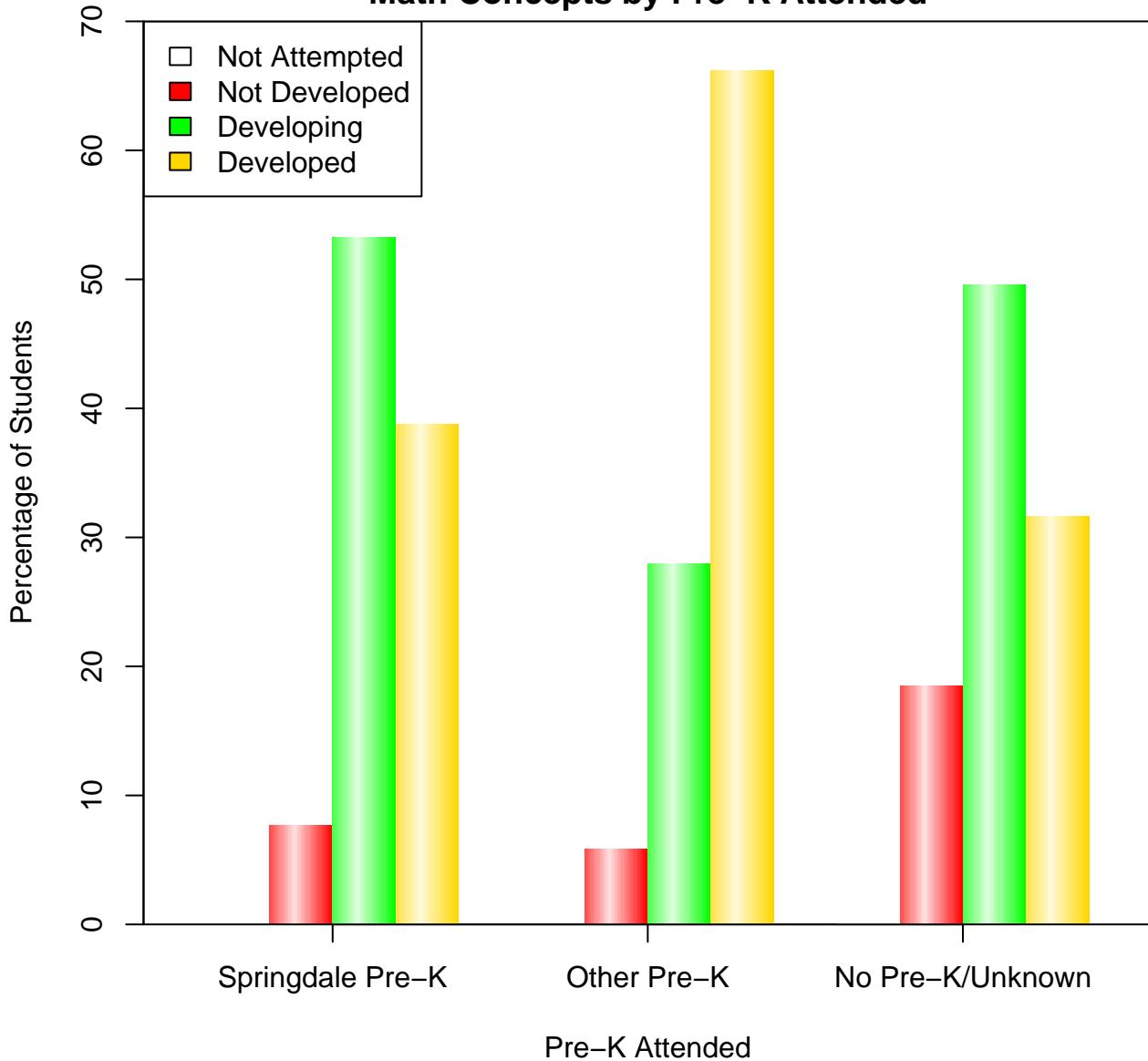
Springdale Public Schools
Qualls Early Learning Inventory August 2012
Attentive Behavior by Pre-K Attended



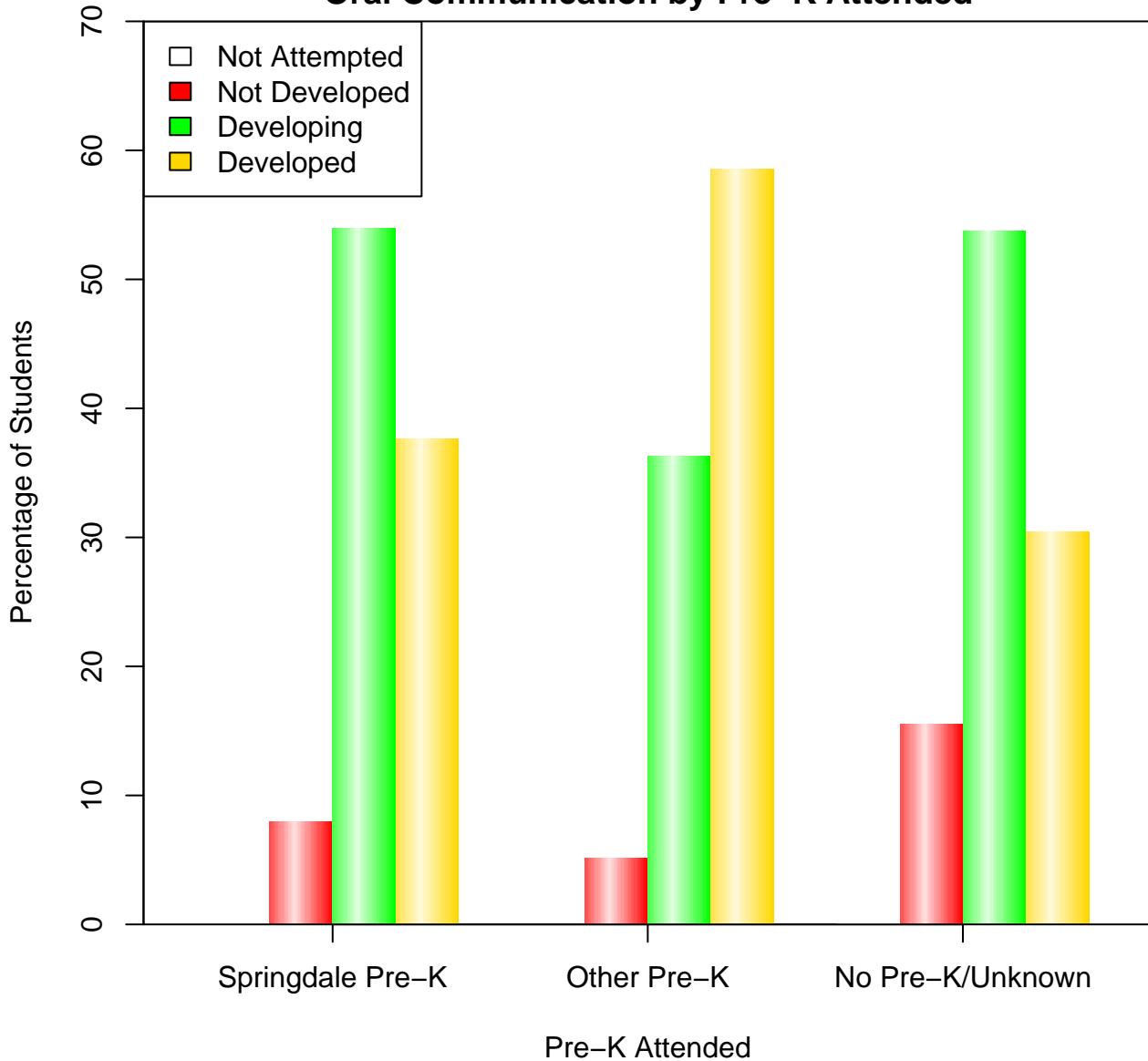
**Springdale Public Schools
Qualls Early Learning Inventory August 2012
General Knowledge by Pre-K Attended**



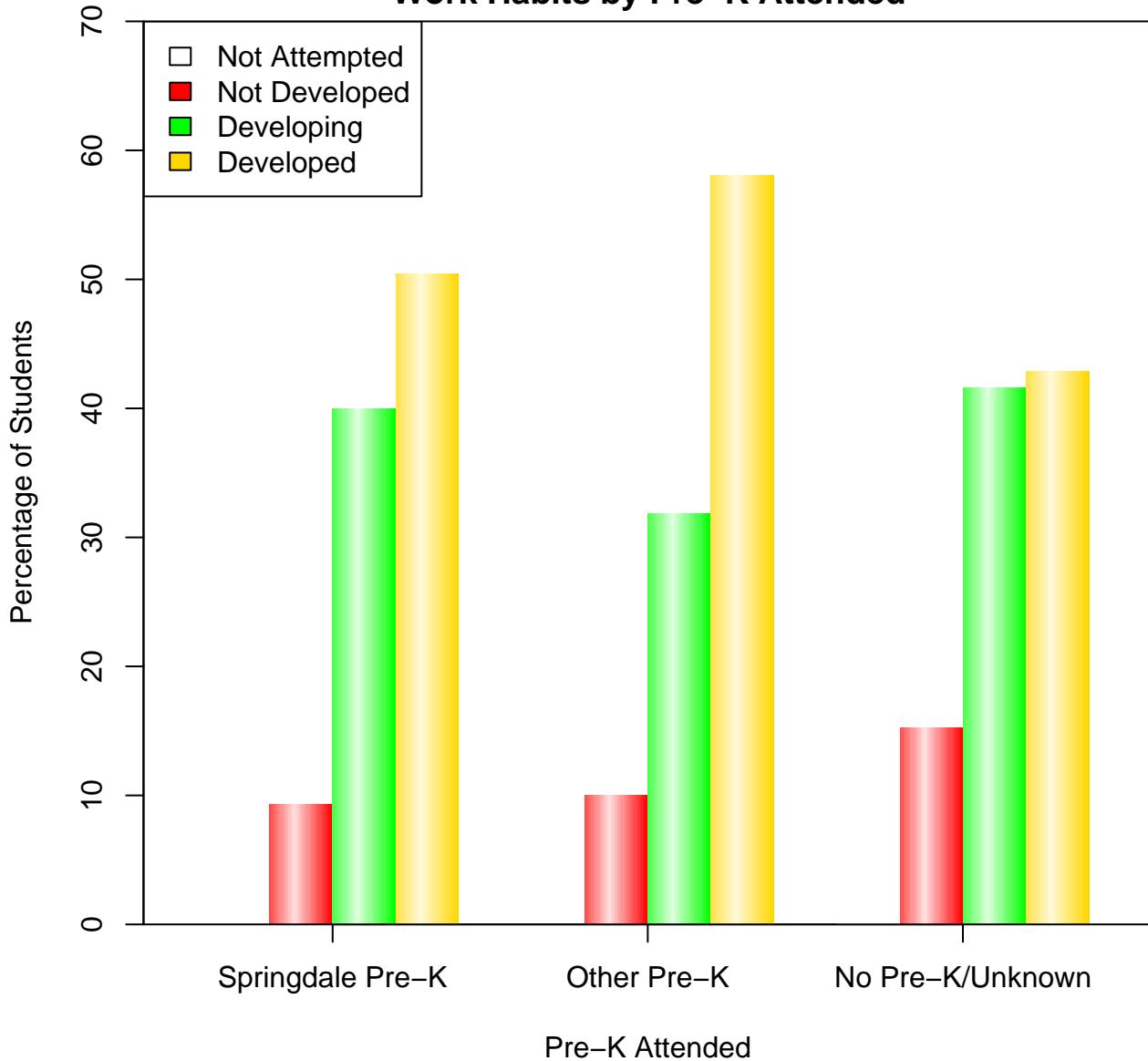
Springdale Public Schools
Qualls Early Learning Inventory August 2012
Math Concepts by Pre-K Attended



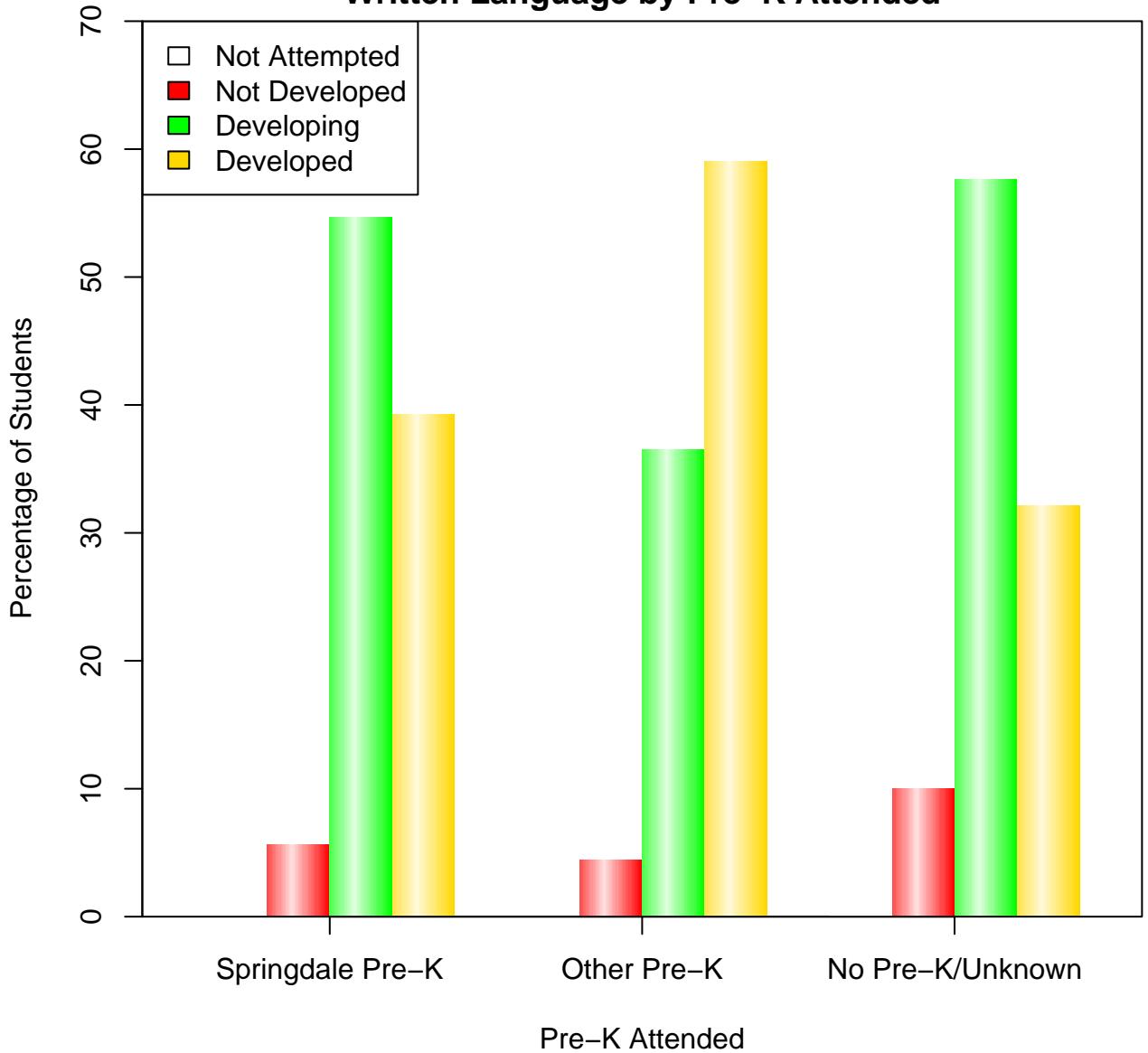
Springdale Public Schools
Qualls Early Learning Inventory August 2012
Oral Communication by Pre-K Attended



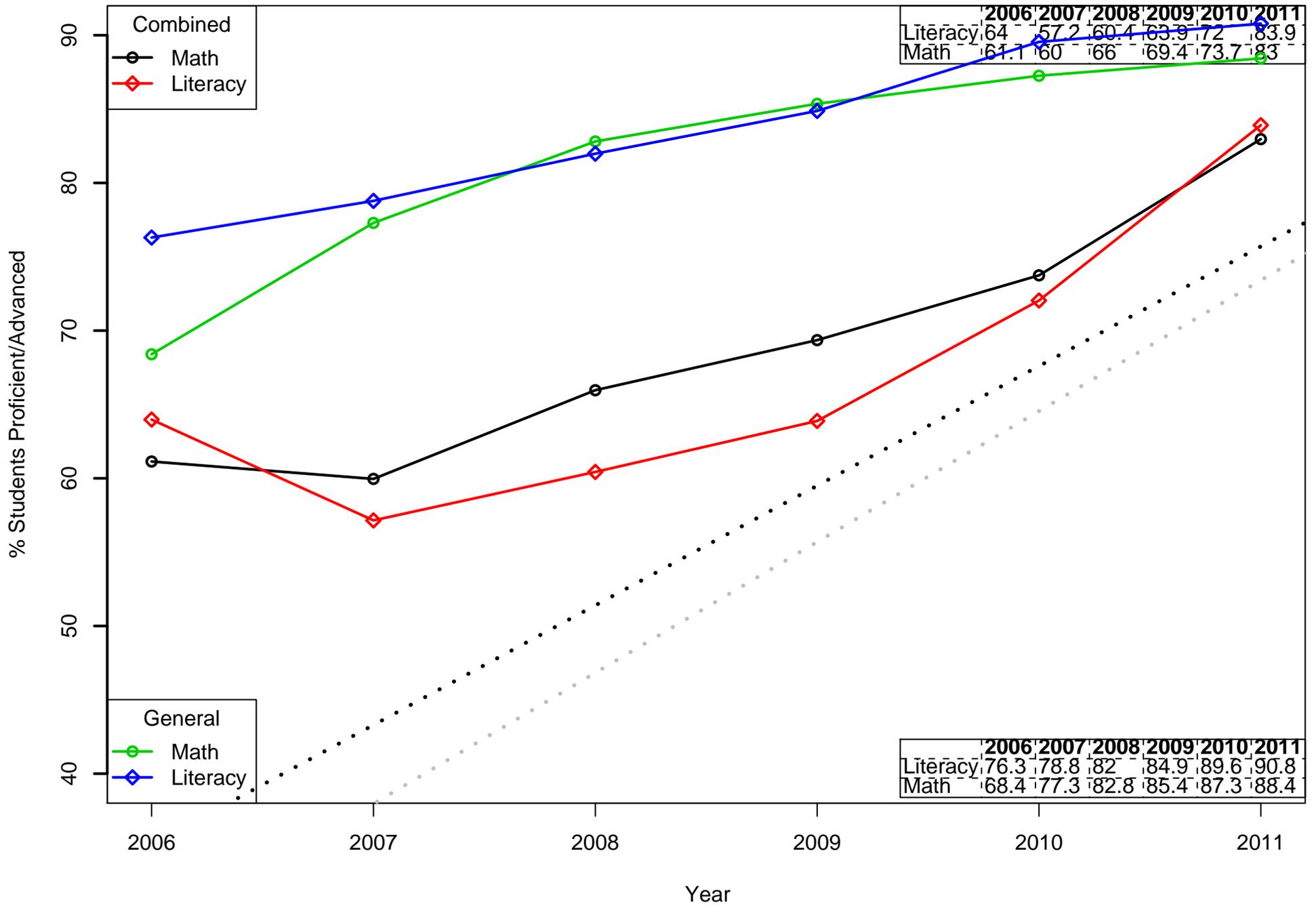
**Springdale Public Schools
Qualls Early Learning Inventory August 2012
Work Habits by Pre-K Attended**



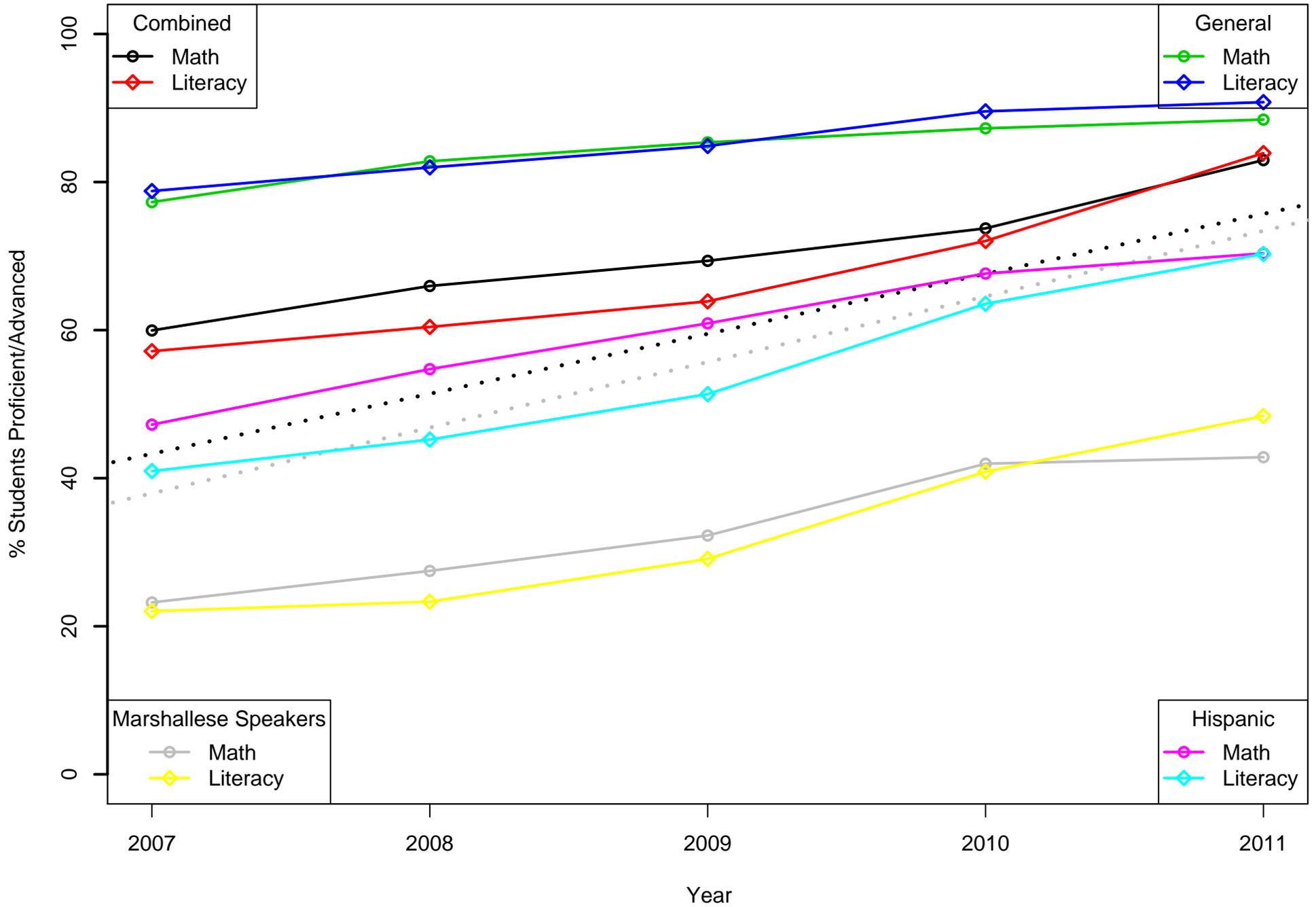
**Springdale Public Schools
Qualls Early Learning Inventory August 2012
Written Language by Pre-K Attended**



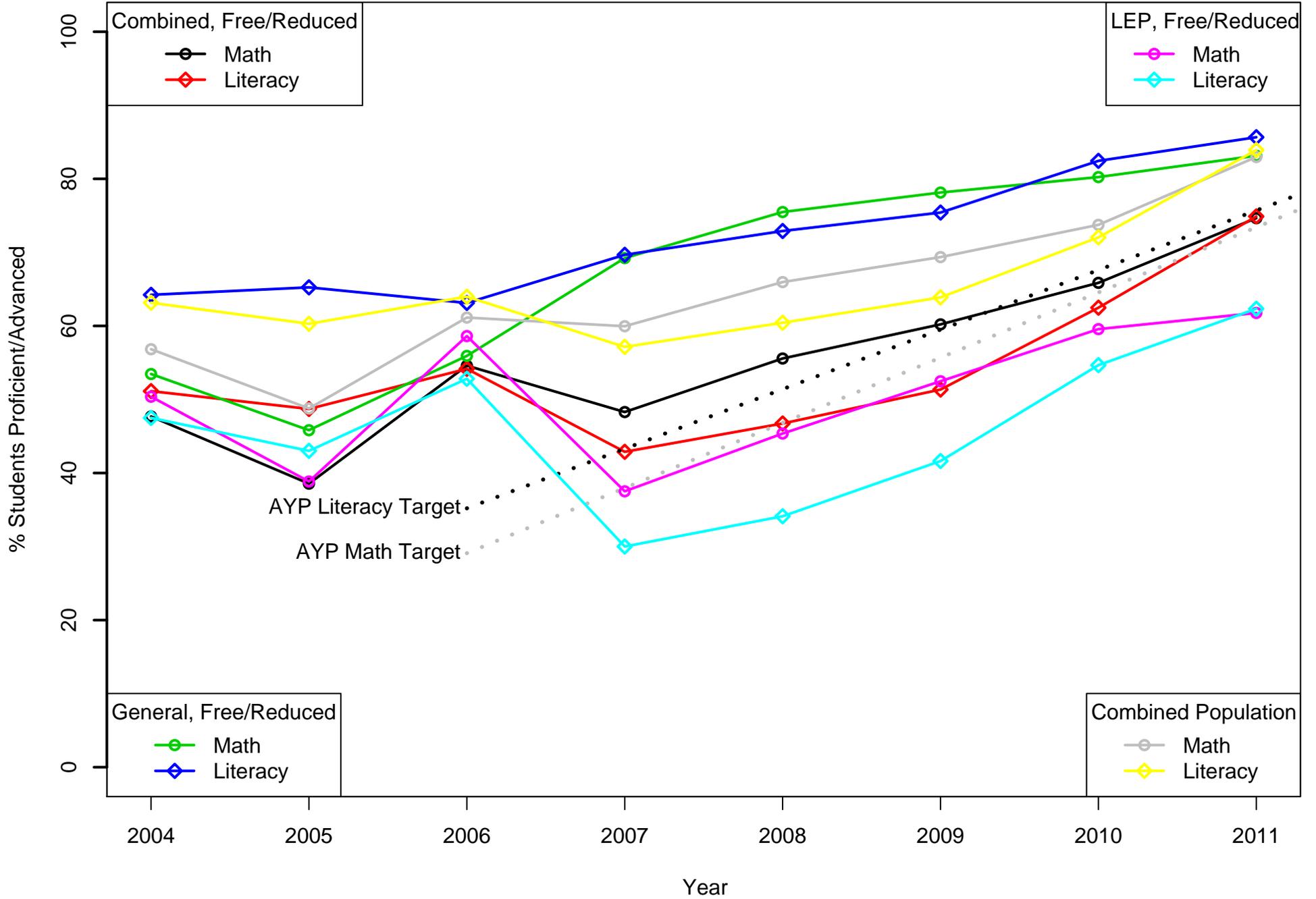
Benchmark Results



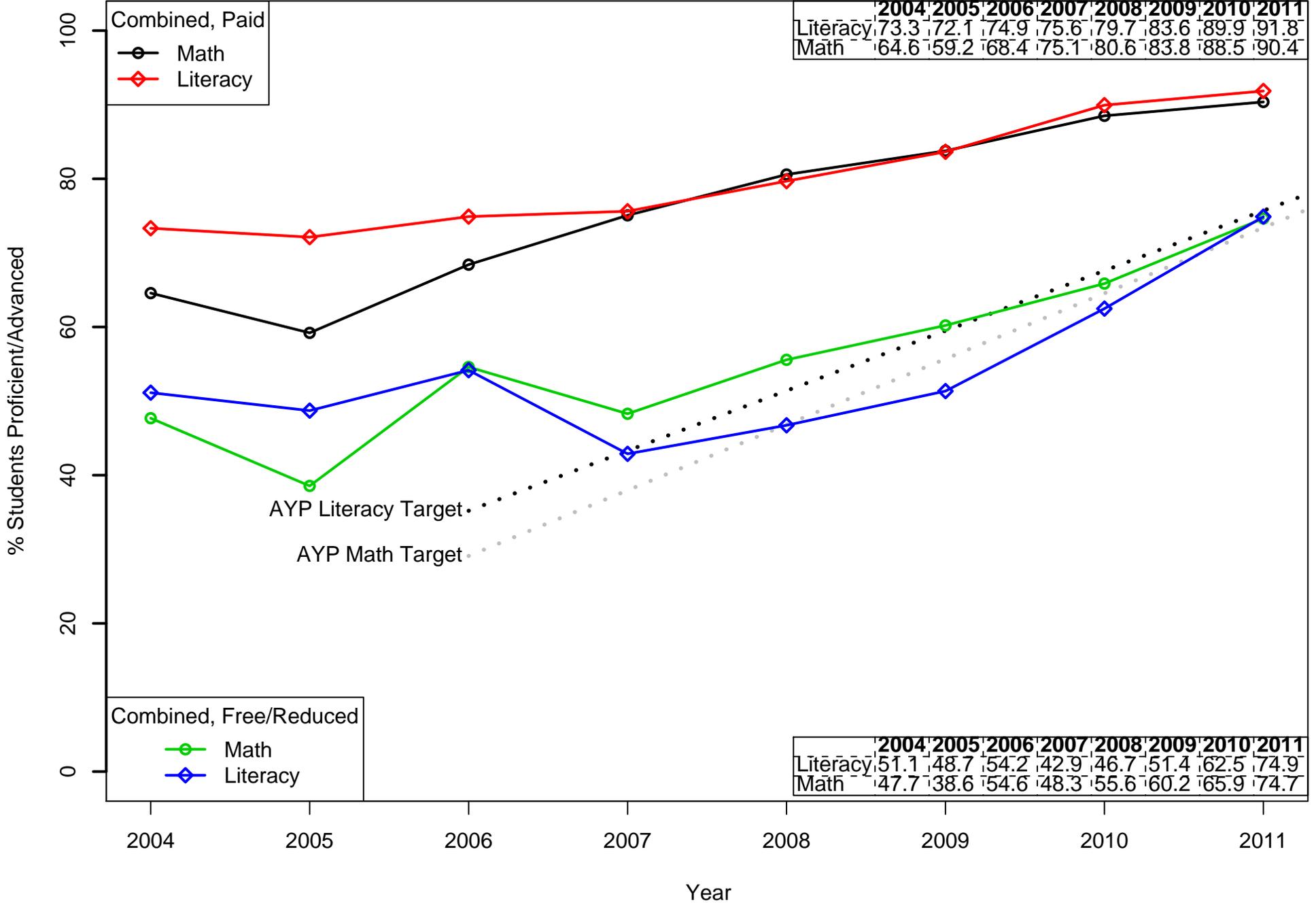
Benchmark Results



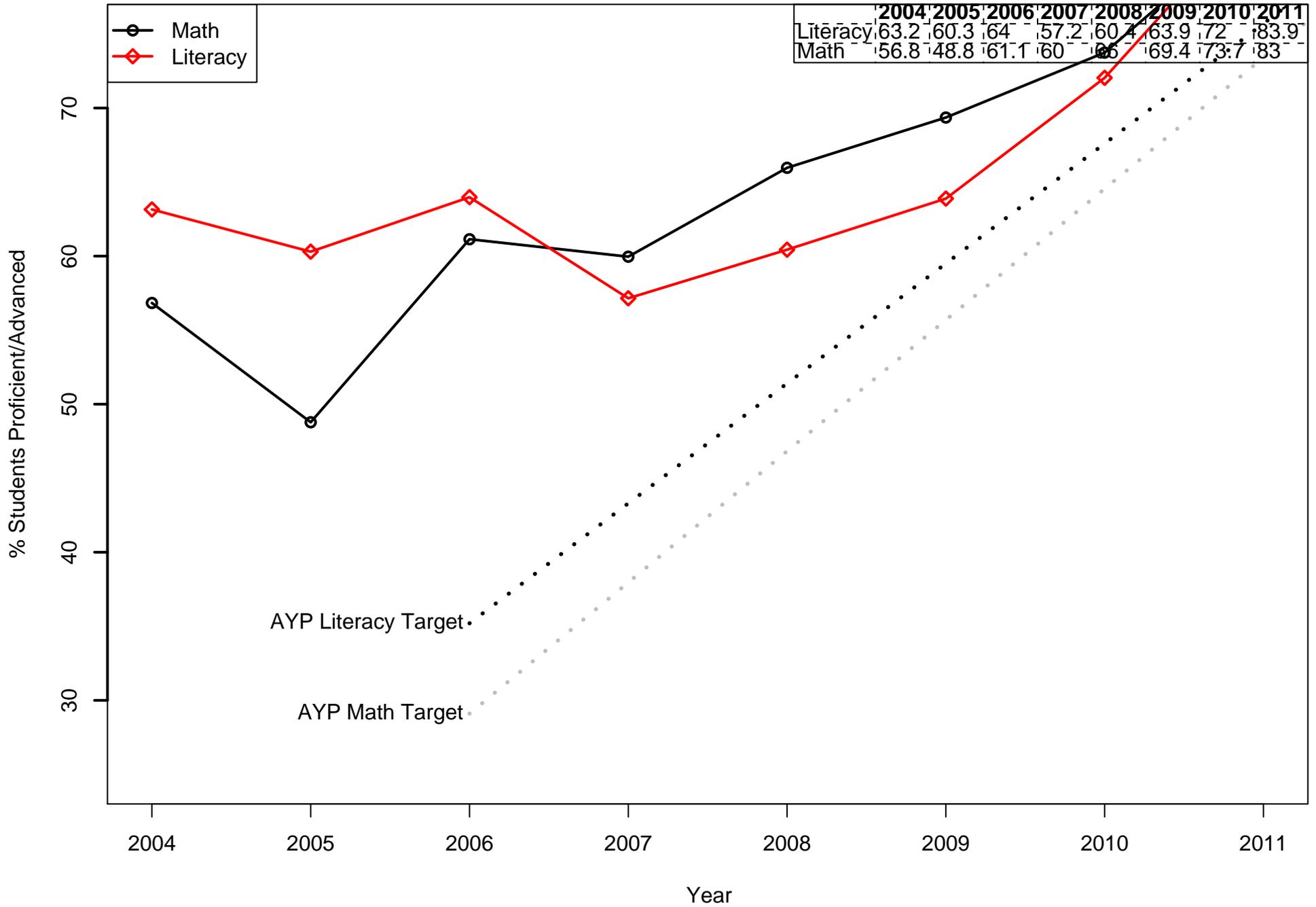
Benchmark Results



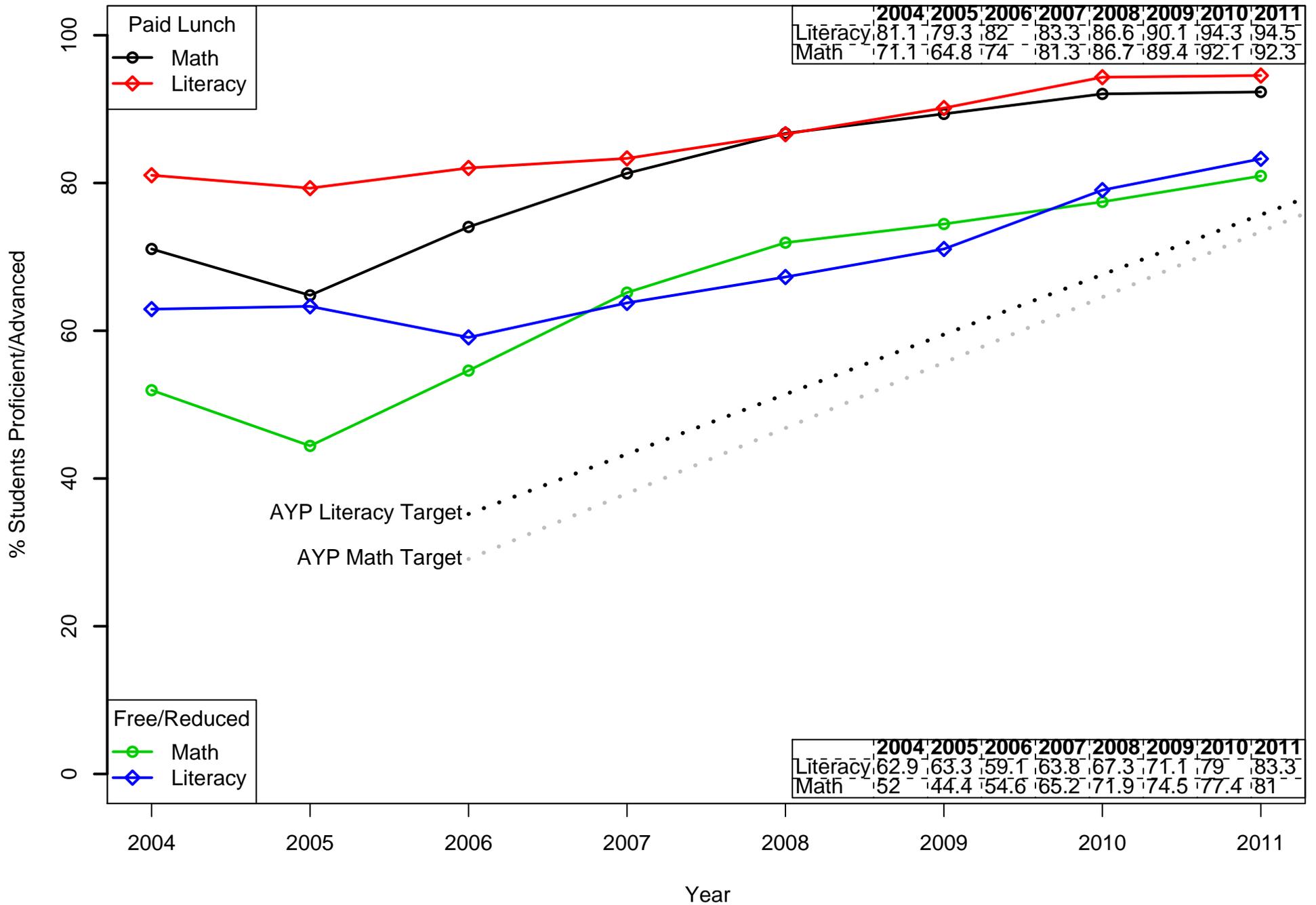
Combined Population Benchmark Results By Free/Reduced Lunch Participation



Springdale Public Schools Benchmark Scores Grades 3–9, Combined Population



BenchMark Results Comparison English Speaking Non-ELL Non-Mobile Non-SPED Students





Springdale ELL Student Performance Overview



Completed for
Springdale Public Schools
by
Sarah McKenzie, PhD

Examining ELL Performance

Where are we succeeding?
Where do we need to improve?

ELDA:

Are students scoring higher?
Are more students achieving the higher levels?
Are students moving levels or are they getting 'stuck'?

ACTAAP:

What %age of LEP students score Proficient?
Has it been improving over time?

NWEA MAP:

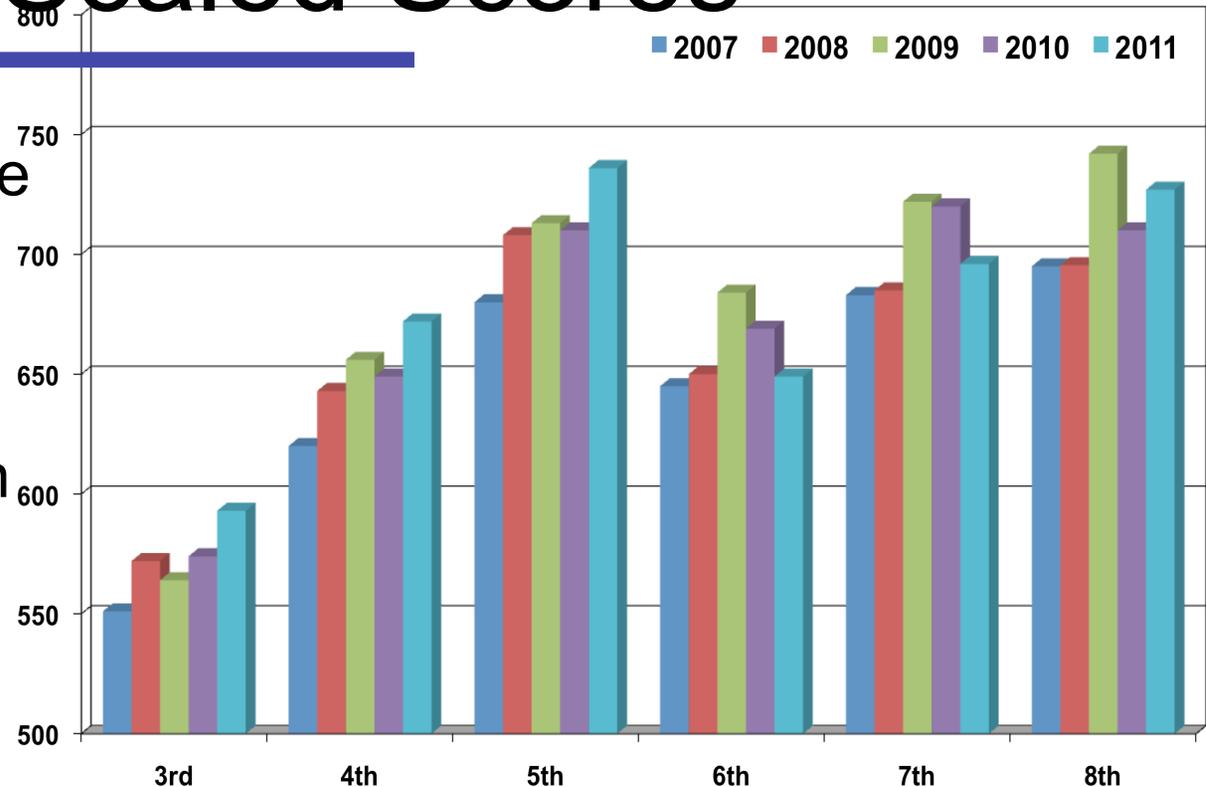
Are LEP students going to be Proficient this year?
Are LEP students demonstrating typical growth?

At district, school and grade level

ELDA Performance Patterns

Reading Scaled Scores

Average performance increased at most grades- 6th and 7th grades experienced drops in performance in 2011



71% of students experienced ELDA Reading Scaled Score Growth from 2010 to 2011

ELDA Performance Patterns

“No Growth Kids” : Reading Scaled Scores

29% of the students who tested in 10 and 11*

- from all ELDA levels- 35% of level 4s did not gain in scaled score...
- from all grade levels (except 3rd)
- fewer than expected at 1st/4th/5th/7th grades!

**(excluding those Level 5 both years)*

More students than expected increased at:

Jones

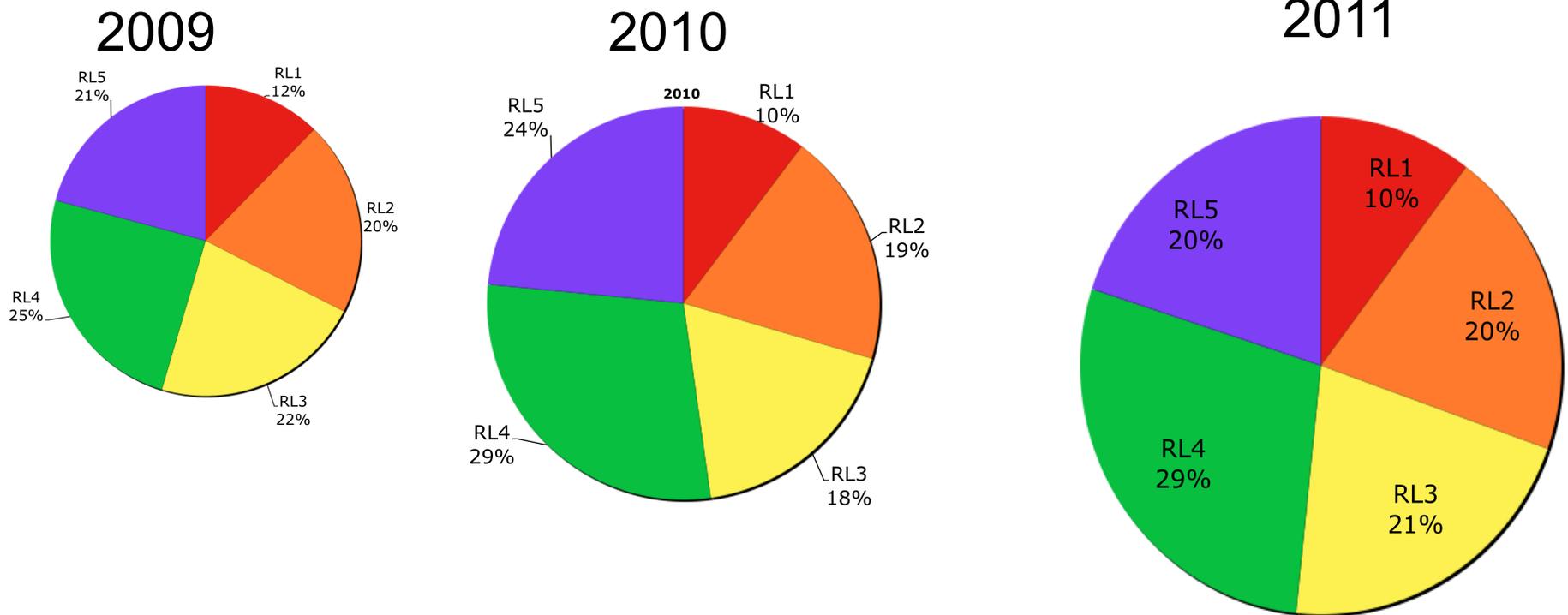
Parson Hills

Harp

Bayarri

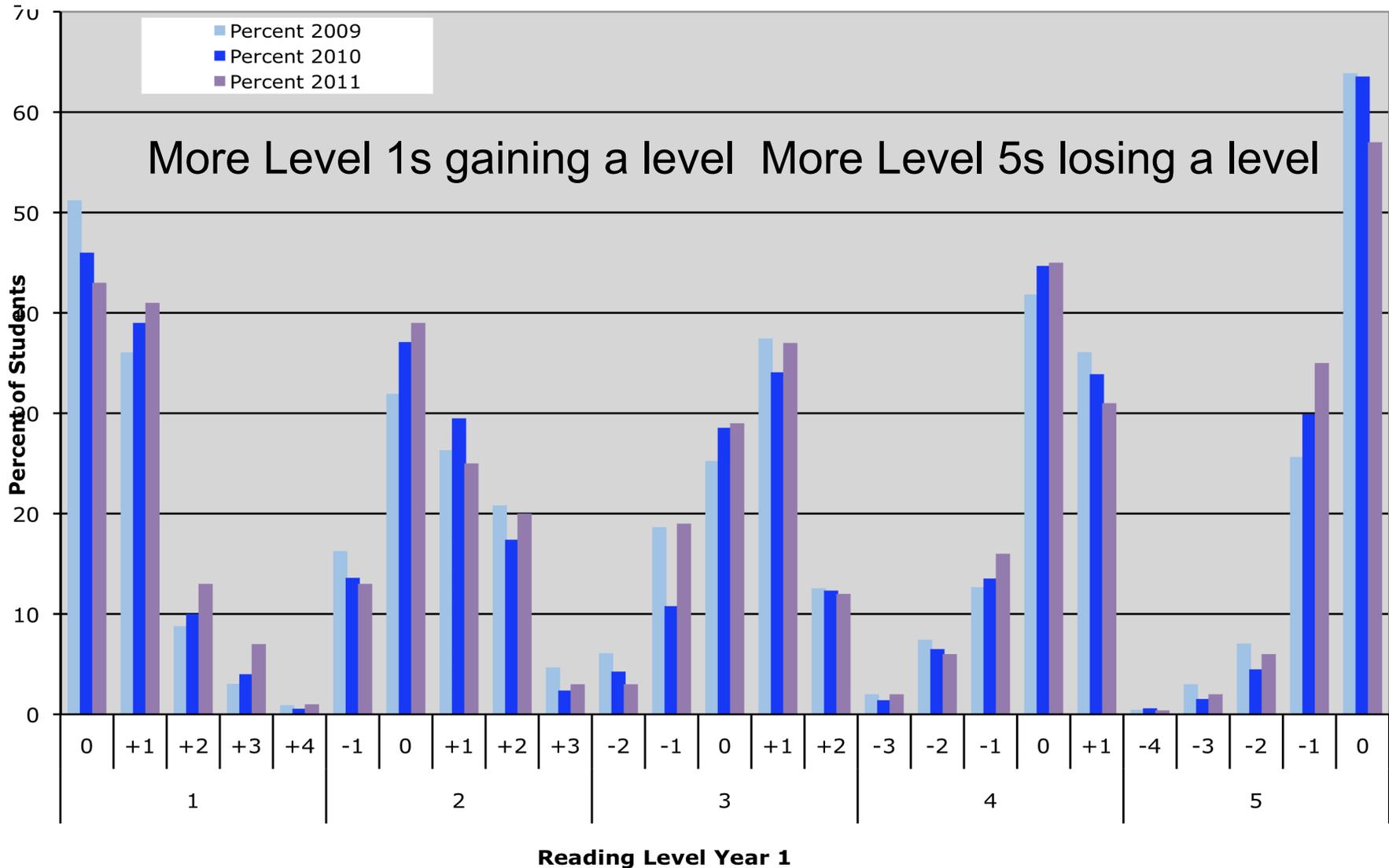
Turnbow

ELDA Reading Level Performance 2009-2011



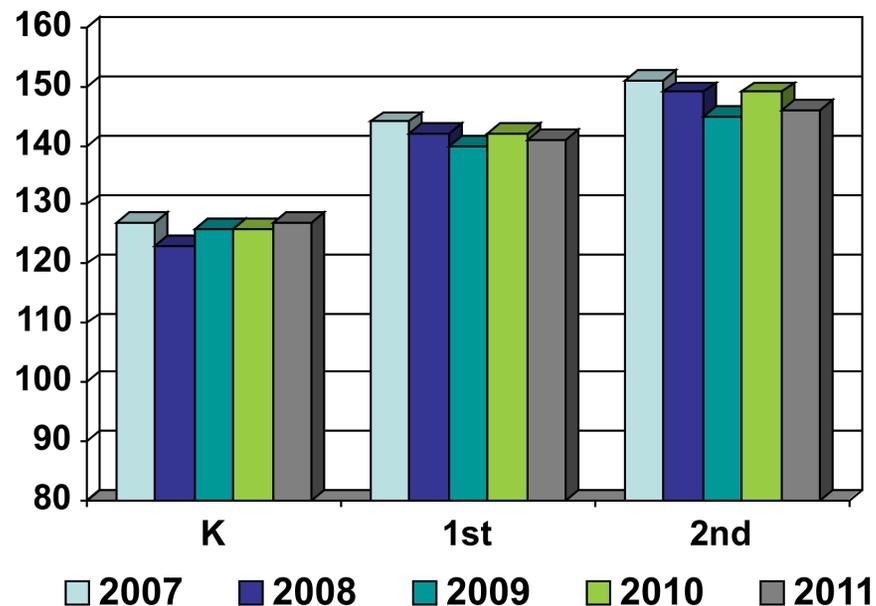
Levels have remained fairly consistent since 2008

ELDA Reading Level Change 2009-2011: District Level



ELDA Performance Patterns- Writing Scaled Scores

Performance is
basically static:
Some small gains:
5th, 8th (15pts)



65% of students experienced ELDA Writing Scaled Score Growth from 2010 to 2011.

ELDA Performance Patterns

“No Growth Kids” : Writing Scaled Scores

35% of the students who tested in 10 and 11

- 56% were level 4 in 2010
- from all grade levels (except 3rd)
- fewer than expected at 4th/ 5th grades!

**(excluding those Level 5 both years)*

More students than expected increased at:

Jones

Harp

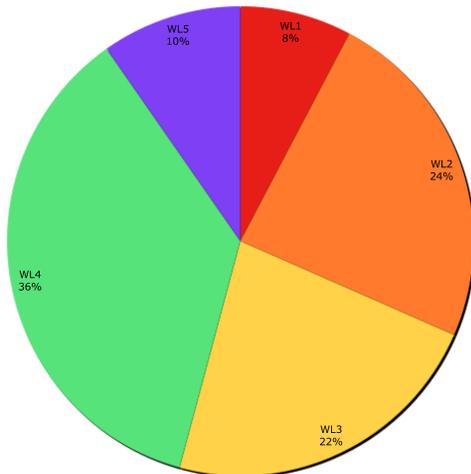
Bayarri

Turnbow

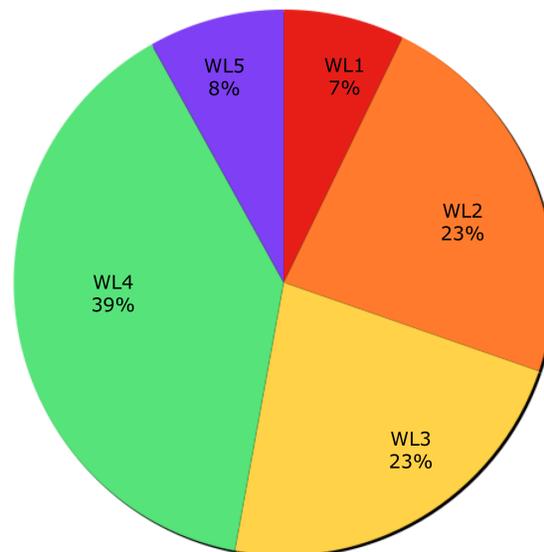
Monitor

ELDA Writing Level Performance 2009-2011

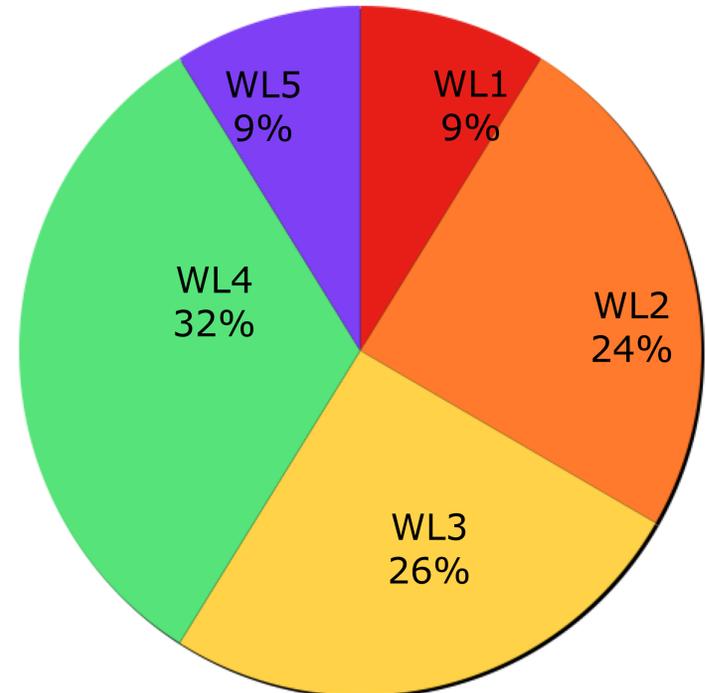
2009



2010

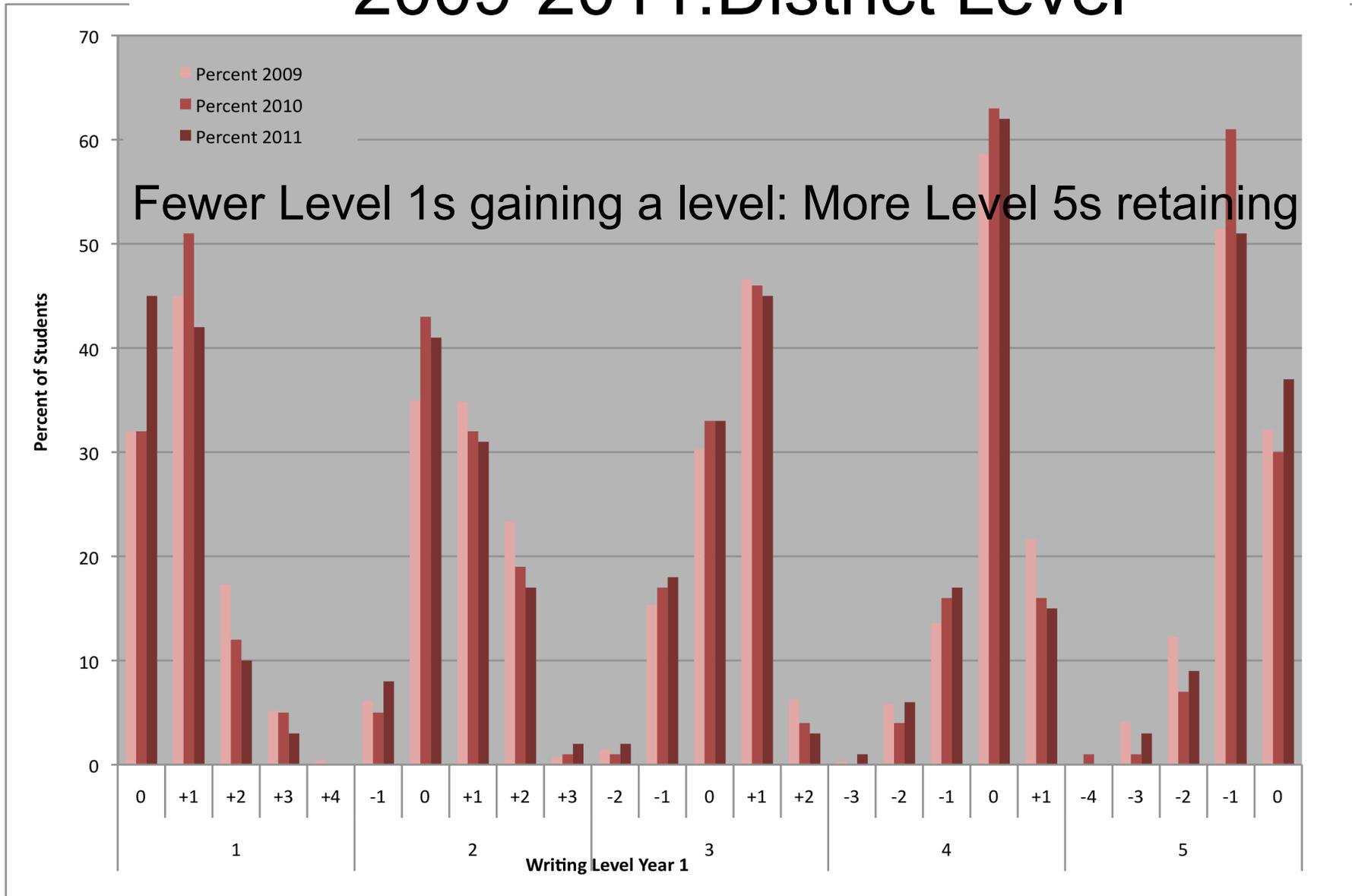


2011



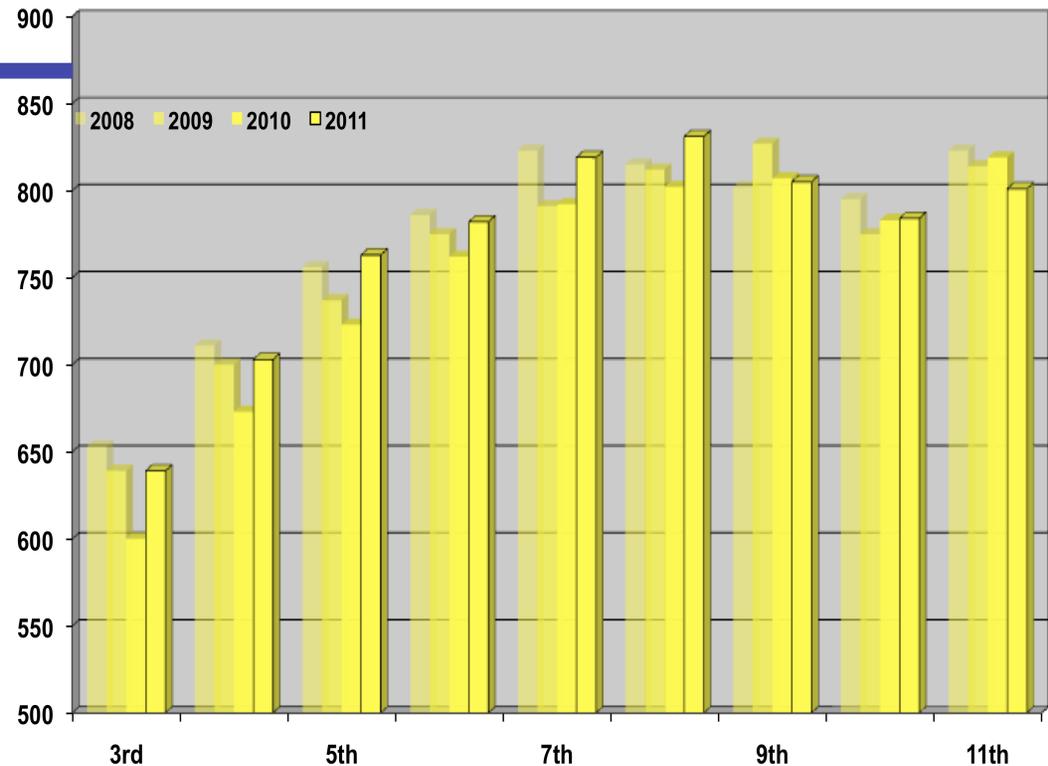
Level 4 and 5 Percentages have decreased slightly since 2009

ELDA Writing Level Change 2009-2011: District Level



ELDA Performance Patterns- Listening Scaled Scores

Overall performance has increased since prior year in most grades



75% of students experienced ELDA Listening Scaled Score Growth from 2010 to 2011

ELDA Performance Patterns

“No Growth Kids” : Listening Scaled Scores

25% of the students who tested in 10 and 11*

- Over 60% were levels 3/4 in 2010
- from all grade levels (except 3rd)- 27% were from 2nd grade
- fewer than expected at 4th/ 5th grades!

**(excluding those Level 5 both years)*

More students than expected increased at:

Jones

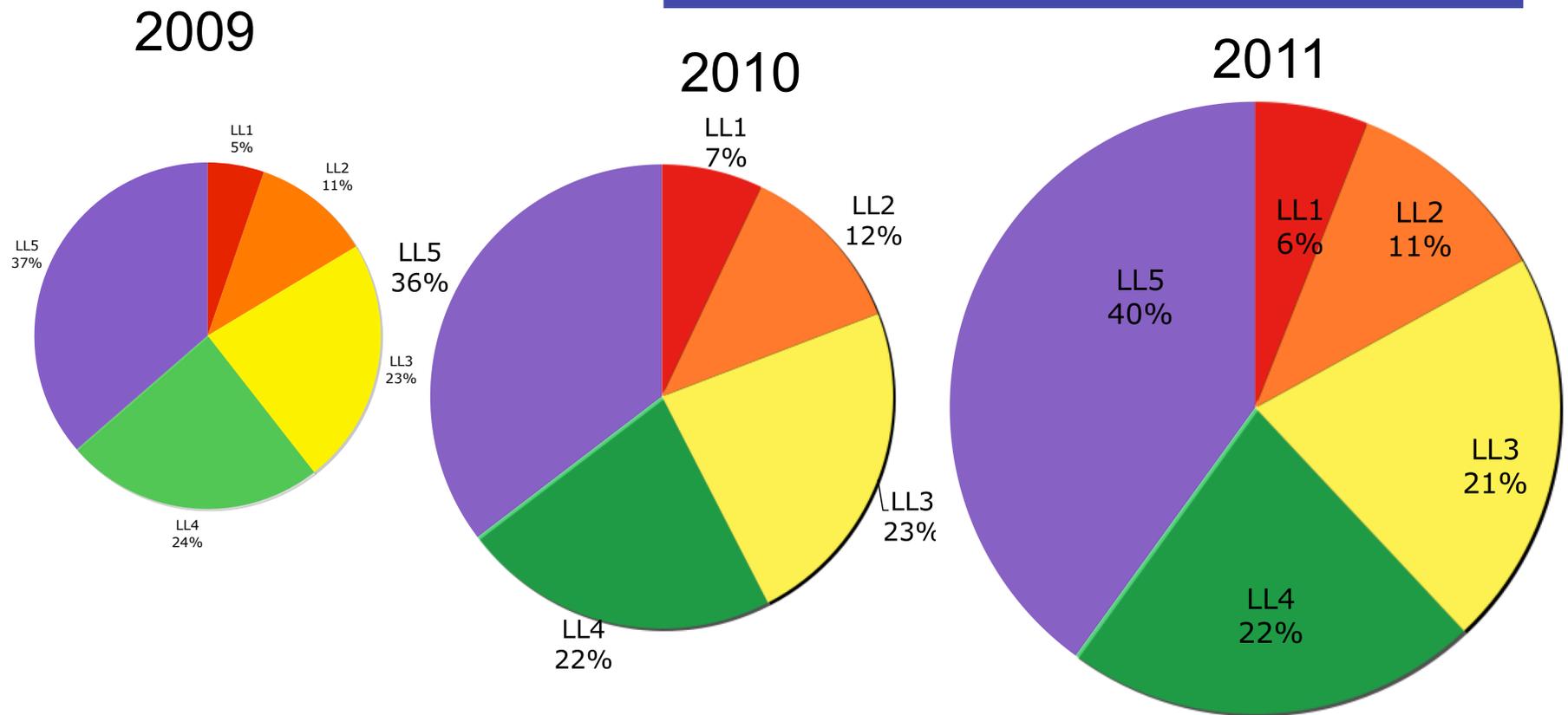
Walker

HTMS

Harp

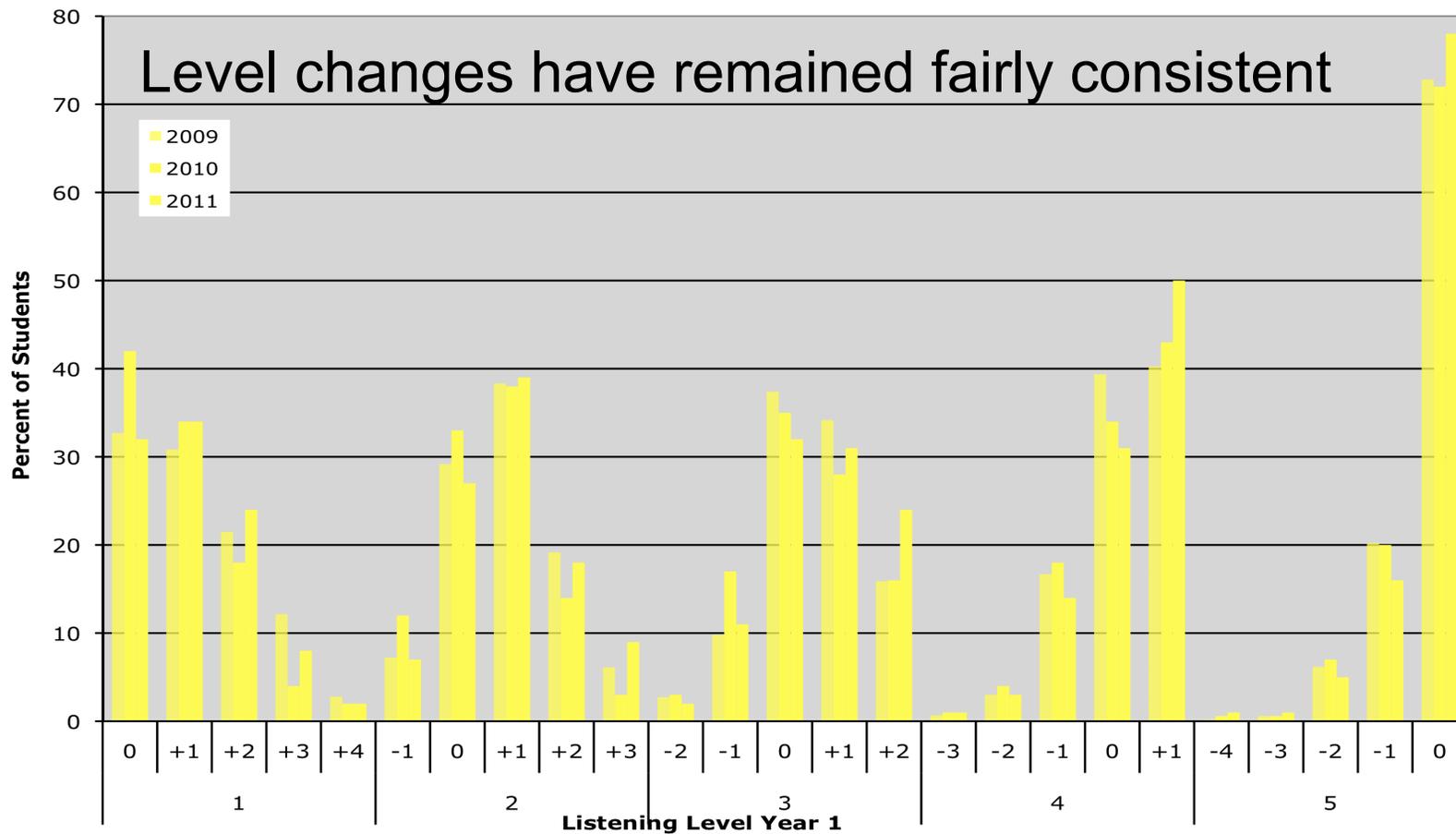
Hellstern

ELDA Listening Level Performance 2009-2011



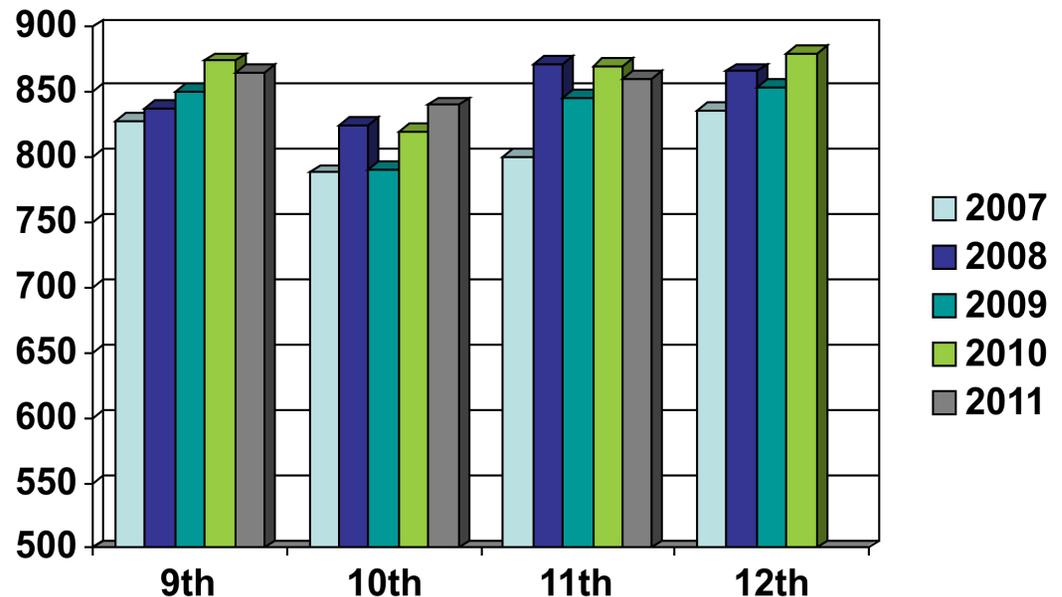
Consistent percentages at each level over time

ELDA Listening Level Change 2009-2011: District Level



ELDA Performance Patterns- Speaking Scaled Scores

Average performance is unchanged in most grades, but 3rd, 4th and HS students are making gains



71% of students experienced ELDA Speaking Scaled Score Growth from 2010 to 2011

ELDA Performance Patterns

“No Growth Kids” : Speaking Scaled Scores

29% of the students who
tested in 10 and 11*

- From all ELDA levels in 2010
- from all grade levels (except 3rd)
- fewer than expected at 4th/ 5th/6th
grades!

**(excluding those Level 5 both years)*

**More students than
expected increased at:**

Jones

Lee

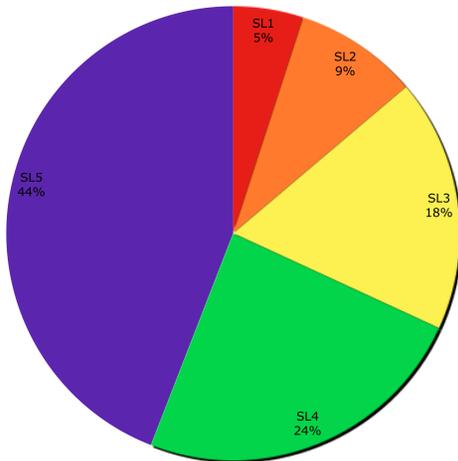
Westwood

JOKelly

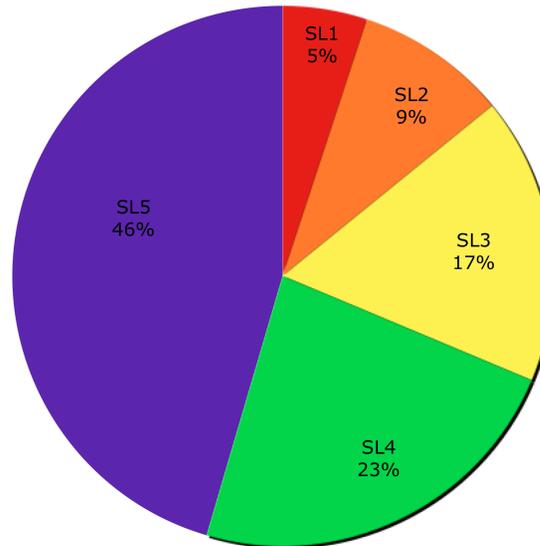
HTMS

ELDA Speaking Level Performance 2009-2011

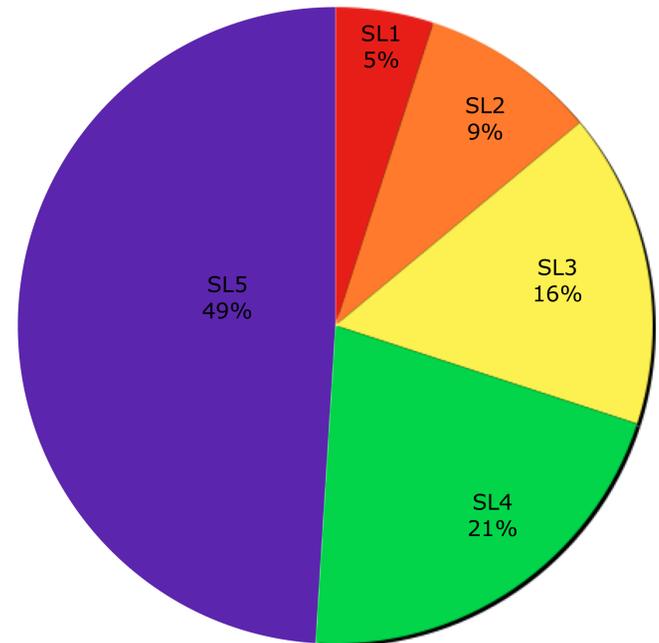
2009



2010

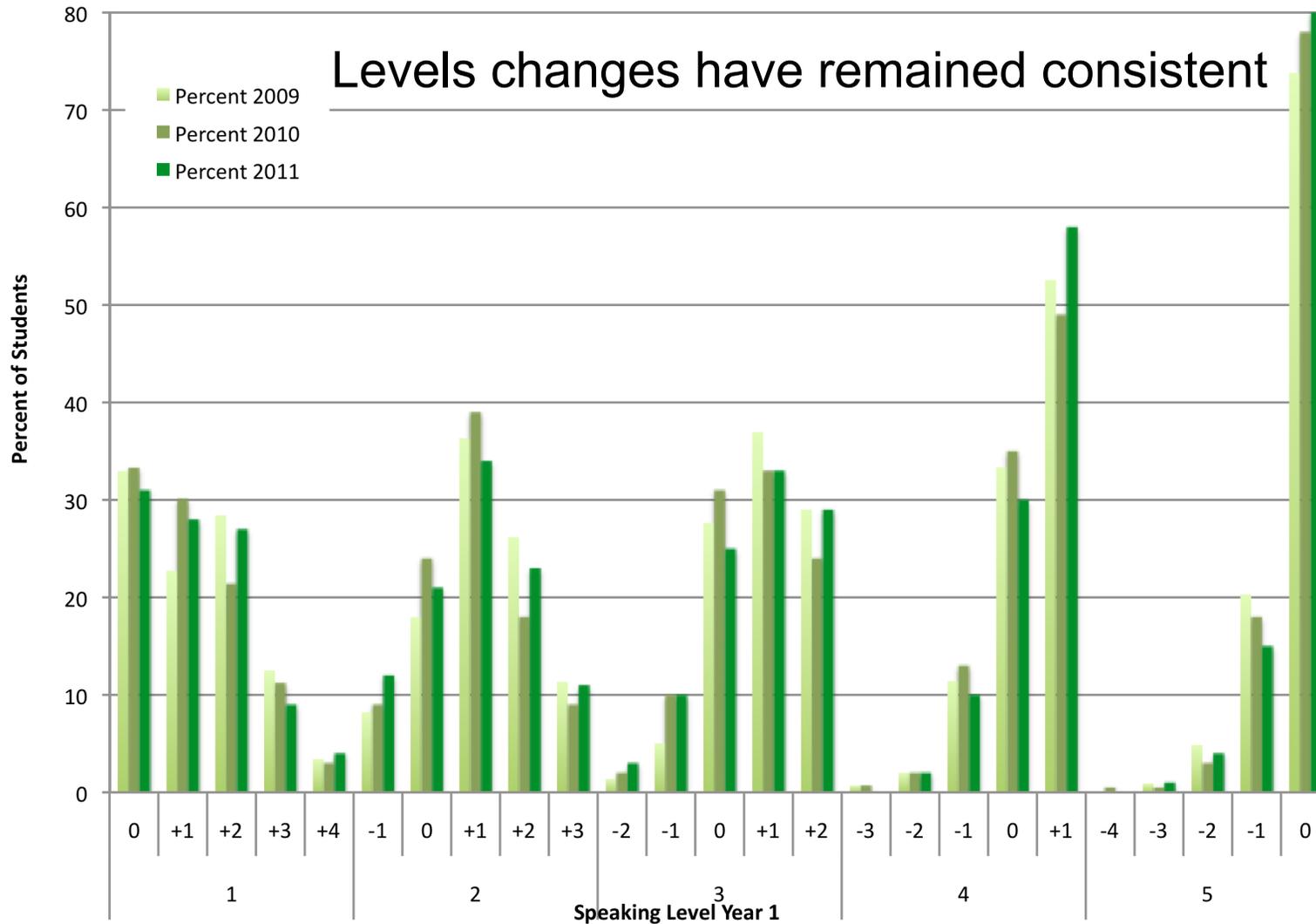


2011



Very similar performance over time:
70% level 4 or 5

ELDA Speaking Level Change 2009-2011: District Level

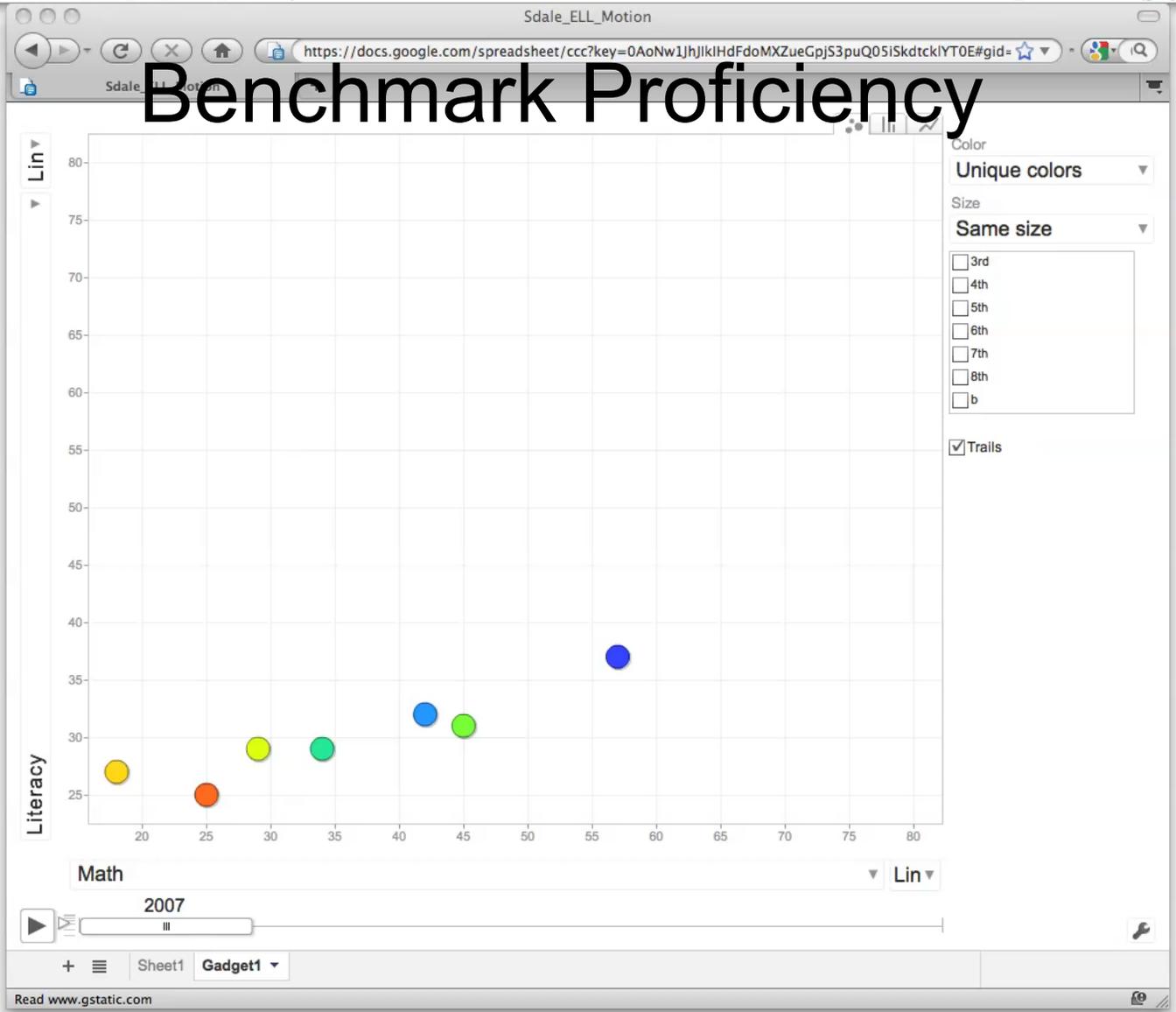


ELDA Summary

- Some increases in Scaled Score
- Percentages at Levels consistent
- Percentages increasing/decreasing consistent

STATIC-

hard to use to inform instruction
or track progress



Slice it for AYP

- Grades combined at school-level for AYP
- Schools combined at district-level for AYP

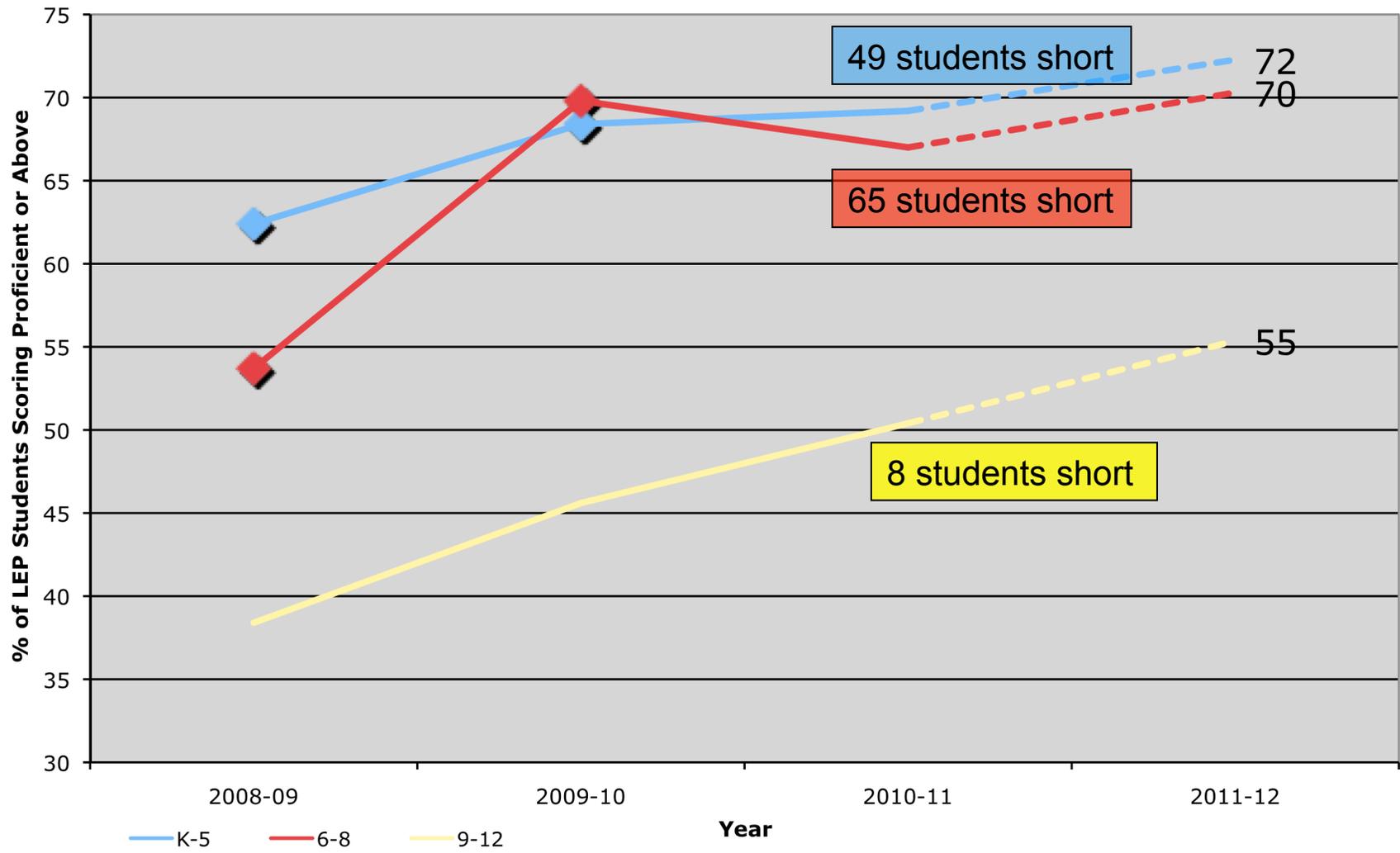
K-5

6-8

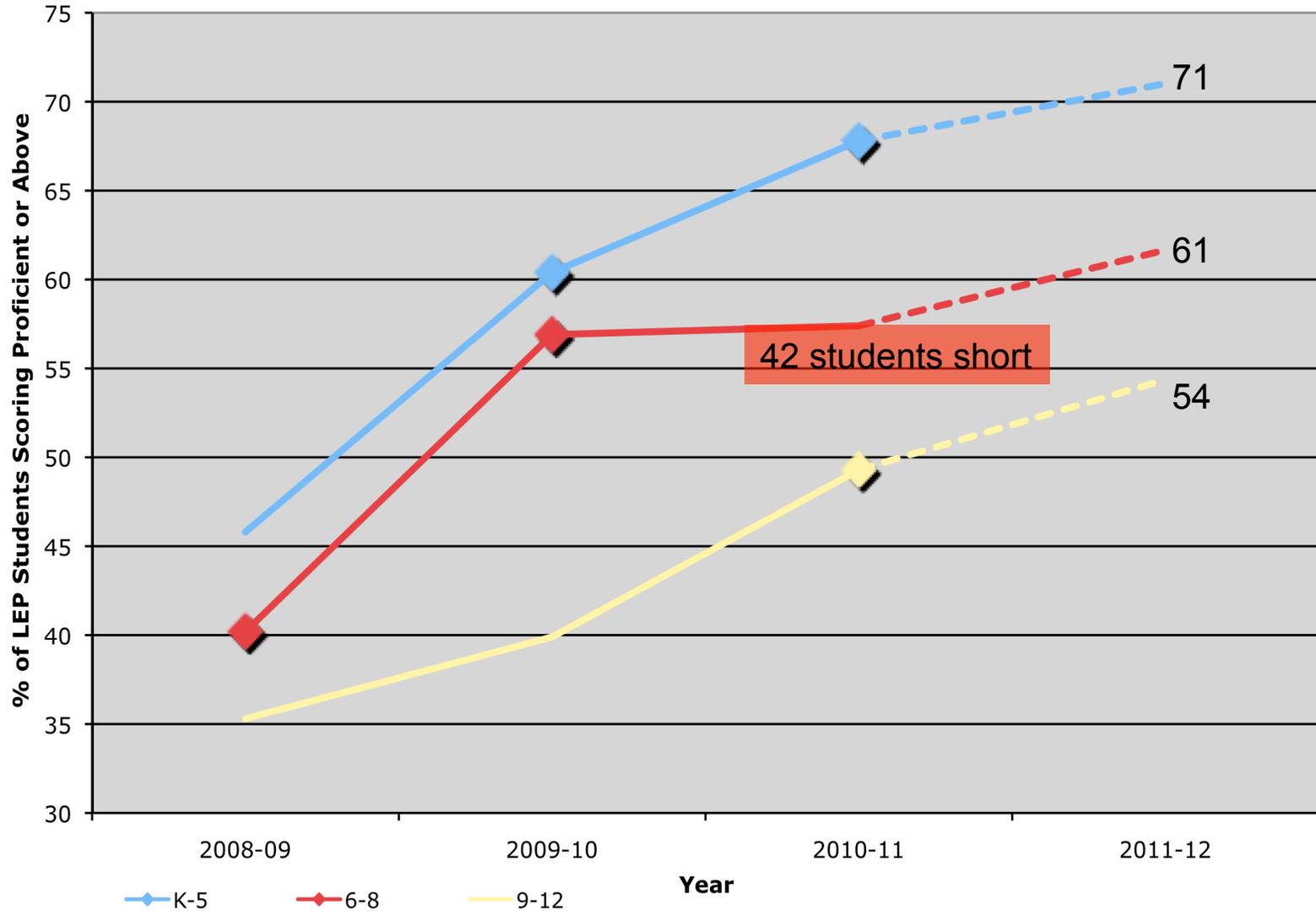
9-12

Accountability Labels and Safe Harbor apply

LEP Math Percent Proficient 2008-2011



LEP Literacy Percent Proficient 2008-2011



Summary of Proficiency

- LEP students have been increasingly more proficient in Math since 2007
 - Although district-wide LEP did not MS in math last year it was CLOSE!
- LEP students have been increasingly more proficient in Literacy since 2007
 - District-wide LEP MS in literacy last year for K-5 and 9-12! 6-8 was CLOSE!

What Does 'Proficiency' Mean?

5 th Grade	AR	CA	FL	GA	NH	NJ	NM	MA
Reading	32	40	55	12	34	43	27	52
Math	27	47	46	10	34	27	53	70

AR	3rd	4th	5th	6th	7th	8th	Alg*	Geo*	11 th *
Reading	33	30	32	30	35	22			55
Math	19	24	27	25	33	37	18	38	

Predictions of Proficiency

- Based on Fall MAP scores (~3,100):
 - 40% will be Proficient in Literacy
 - 52% will be Proficient in Math
- Adjusting for improvements over the year:
 - ~ Approx. 60% will be Proficient in Literacy
 - ~ Approx. 65% will be Proficient in Math

NWEA MAP data: Focus on Proficiency AND Growth

- Individualized (Computer-Adaptive)
- Proficiency Predictions from the Fall are very reliable (underestimate Proficient)
- Provides CLEAR and MEASUREABLE targets for growth based on how the student performed in the Fall.

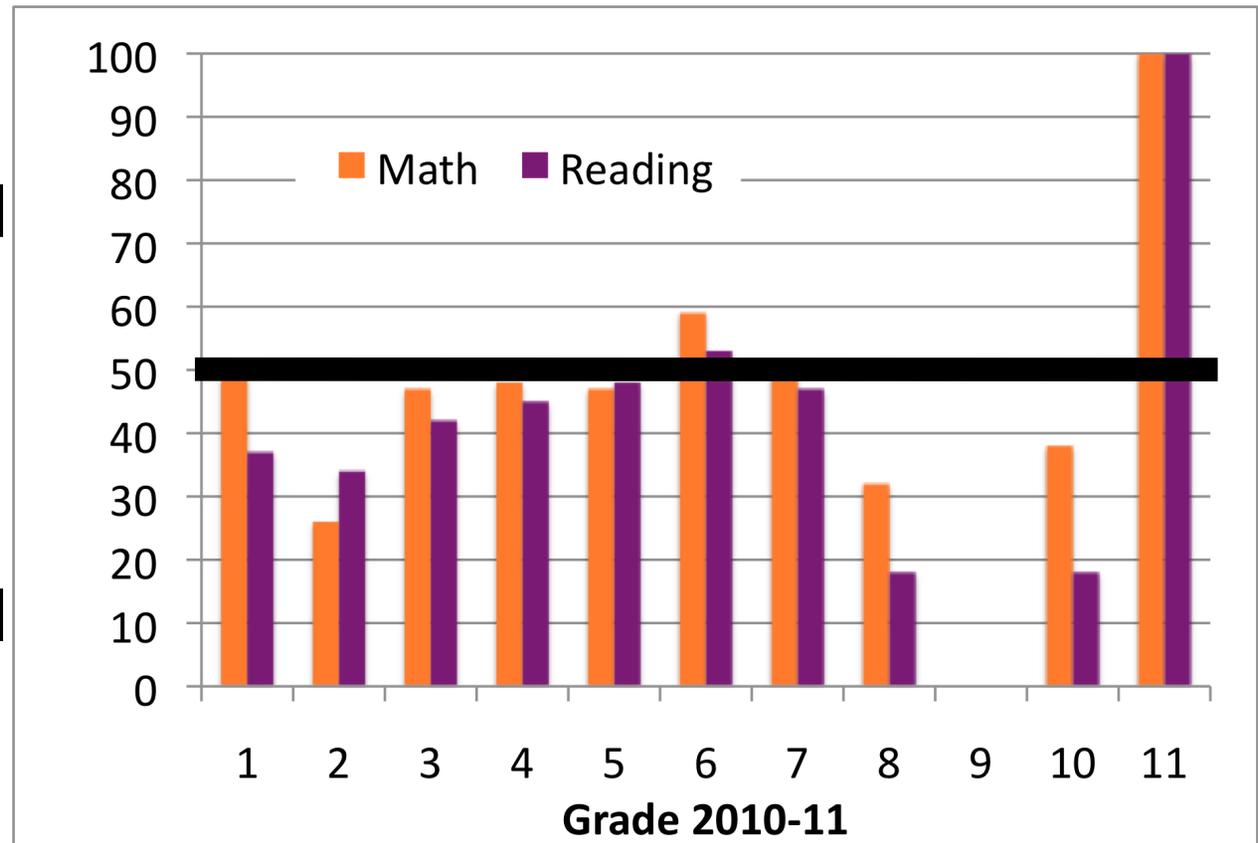
More to Life than Proficiency

- How did our students GROW last year?
- Was that the same, less or more than 'typical'?
- ELL Populations represented in norming sample used to determine 'typical growth'?
- **On average, 50% of students will meet or exceed typical growth**

How Did SPS ELL Students GROW Last Year?

Math: 45%
met or exceeded
typical growth

Reading: 44%
met or exceeded
typical growth



Math Growth Highlights!

Highest %age met growth at:

Har Ber

HTMS

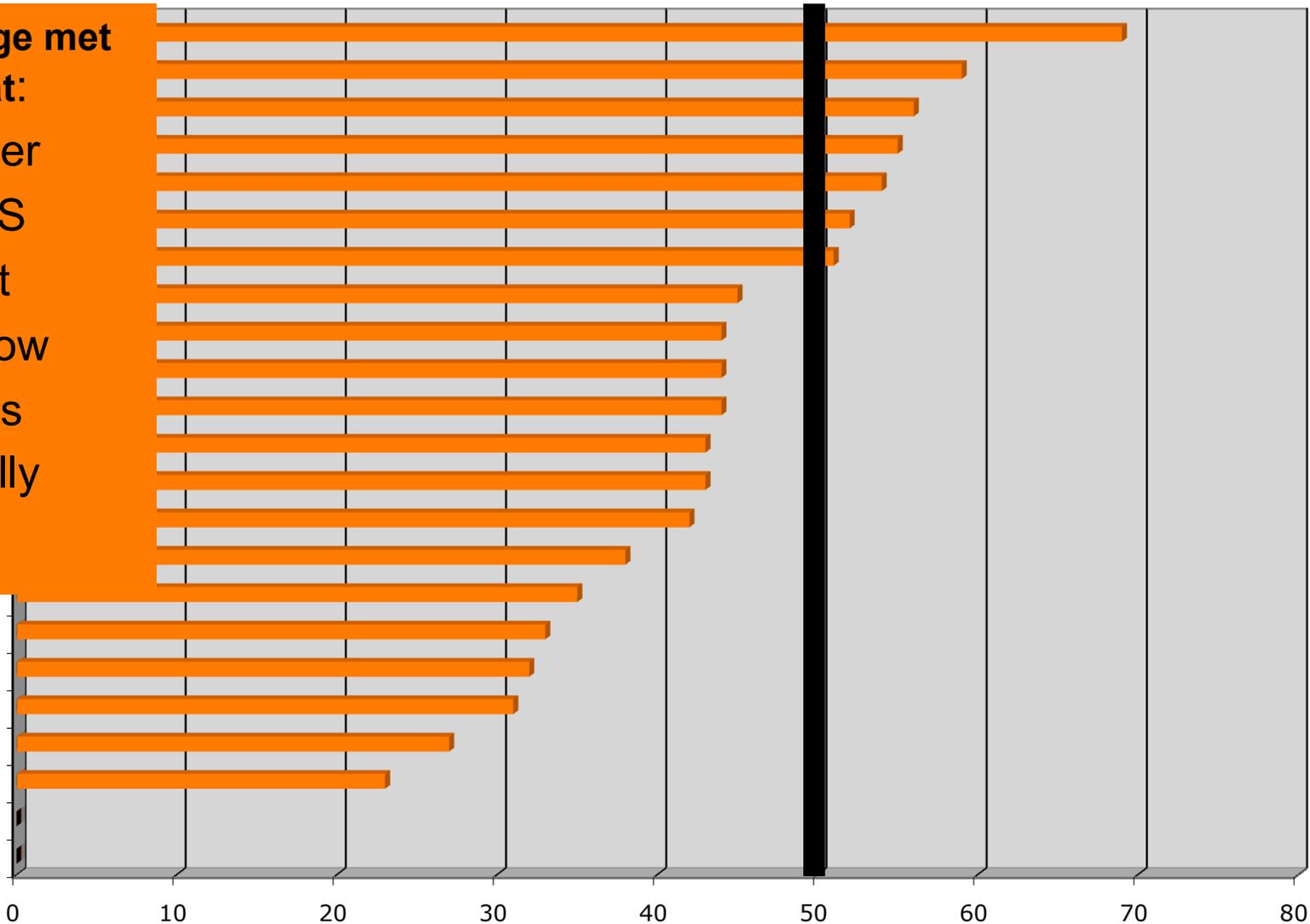
Hunt

Turnbow

Jones

JOKelly

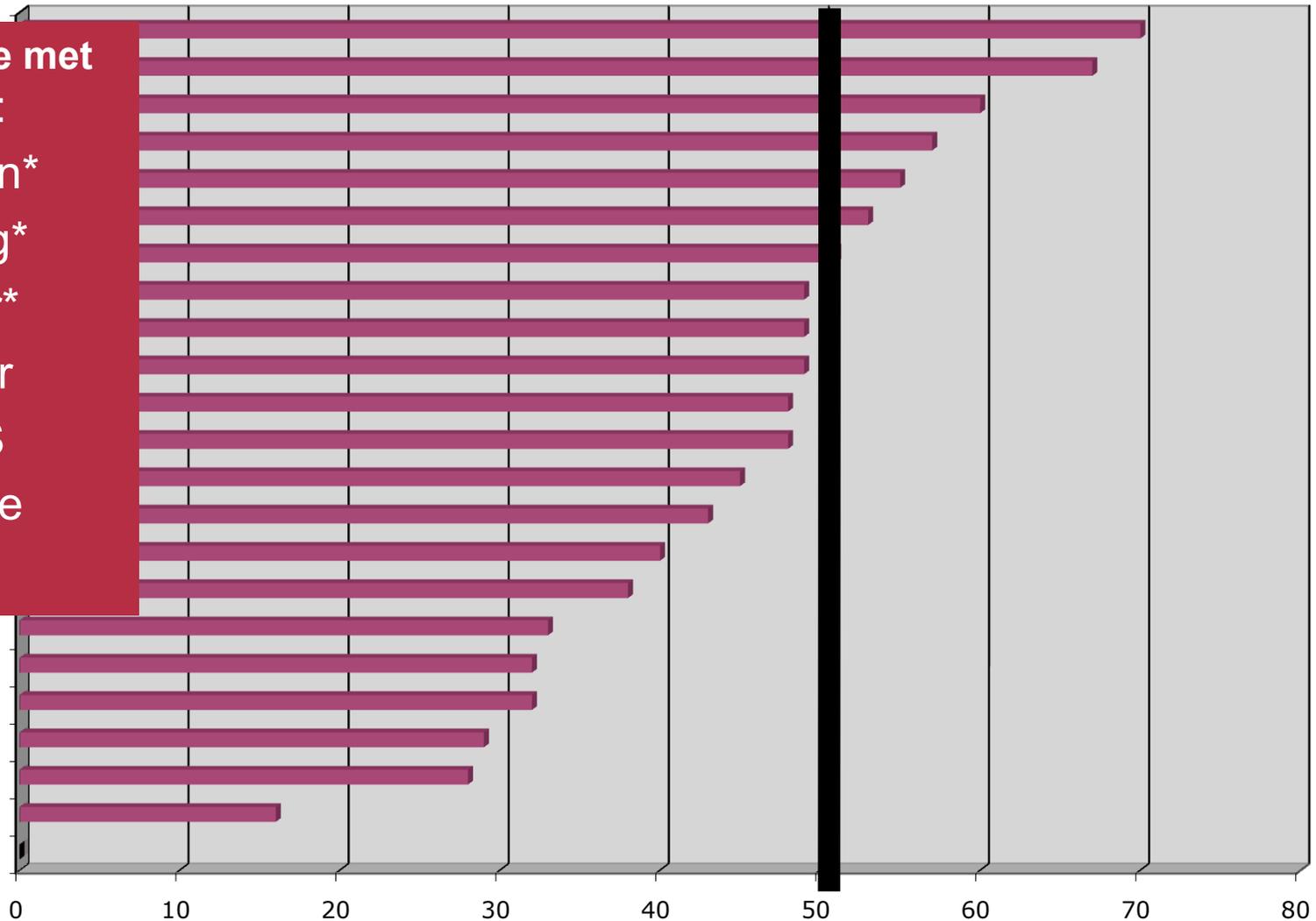
Lee



Reading Growth Highlights!

Highest %age met growth at:

- Hellstern*
- BYoung*
- Walker*
- HarBer
- HTMS
- Elmdale
- Hunt



So... ELL Performance

Where are we succeeding?
Where do we need to improve?

So... ELL Performance

ELDA:

Are students scoring higher?

YES- especially in reading and listening but only at some grades

Are more students achieving the higher levels?

NO- percentages of students scoring at each level have remained consistent for several years

Are students moving levels or are they getting 'stuck'?

YES and YES: Students are increasing levels, but are demonstrating consistent patterns for several years, some of which indicate 'stuck'.

So... ELL Performance

ACTAAP:

What %age of LEP students score Proficient?

The Percent Proficient has been increasing significantly over time!

NWEA MAP:

Are LEP students going to be Proficient this year?

Many are: MAP data provides good predictions!

Are LEP students demonstrating typical growth?

LEP growth varies by grade and school, but as a district LEP students are nearing typical growth

2012 ESEA AMOs
 SPRINGDALE SCHOOL DISTRICT

District Number	District Name	Academic Indicator	Group	Number Expected to Graduate, Year 2010	Graduation Rate, Year 2010	Year 2011 AMO	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	All Students	1014	78.54	80.33	82.12	83.91	85.69	87.48	89.27
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	Targeted Achievement Gap Group	503	71.65	74.01	76.38	78.74	81.1	83.46	85.83
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	African American	26	72.22	74.54	76.85	79.17	81.48	83.8	86.11
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	Hispanic	344	74.14	76.3	78.45	80.61	82.76	84.92	87.07
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	Caucasian	563	83.9	85.24	86.58	87.93	89.27	90.61	91.95
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	Economically Disadvantaged	443	72.86	75.12	77.38	79.65	81.91	84.17	86.43
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	English Learners	218	71.95	74.29	76.63	78.96	81.3	83.64	85.98
7207	SPRINGDALE SCHOOL DISTRICT	Graduation	Students with Disabilities	71	67.62	70.32	73.02	75.72	78.41	81.11	83.81

Annual Report to the Public

School Accreditation Standards and Act 35 of the State of Arkansas require that districts report their status of academic performance to the public annually. The purpose of this report is to highlight some areas within the school achievement programs that are considered strengths as well as areas that are in need of improvement.

SPRINGDALE SCHOOL DISTRICT HIGHLIGHTS 2010-11 School Year

ACADEMICS

- Both J.O. Kelly Middle School and Helen Tyson Middle School were renewed as Arkansas Diamond Schools to Watch. Both originally received the distinction three years ago.
- The Springdale ACT composite score for the graduating class of 2011 was above the state and national averages (District (D): 21.3, State (S): 19.9, National (N): 21.1). Scores in the four subtests were also at or above state and national averages: (English- D: 21.0, S: 19.6, N: 20.6), (Mathematics- D: 21.1, S: 19.7, N: 21.1), (Reading- D: 21.6, S: 20.2, N: 21.3), (Science- D: 21.0, S: 19.8, N: 20.9).
- 26 students were candidates for the International Baccalaureate (IB) Diploma and were offered college scholarships of \$3.1 million. These students sat for 145 IB exams during their junior and senior years. The Springdale School District is one of only six public school districts in the state that offer the IB Diploma Program.
- Springdale Har-Ber High School and Springdale High School combined to administer 1,818 Advanced Placement exams. Over 140 Springdale students were awarded \$24,000 by the Arkansas Advanced Institute for Math and Science (AAIMS) for outstanding performance on AP exams. The District offers 22 AP courses.
- 98 students were recognized by the AP Scholars program. Of these, 65 were recognized as AP Scholars, 23 as AP Scholars with Honor, and 10 as AP Scholars with Distinction.
- Harp Elementary School was awarded the 2011 International Reading Association Exemplary Reading Program Award. One school from each state is selected for this award.
- Springdale High School's Gear Hogs, a team of 32 Architecture and Engineering Academy students, earned the Rookie All-Star Award at the First Robotics Regional Competition in Chicago and later competed in the World Championship.
- The Har-Ber High School Television Productions program received the Pillar of Emmy Award at the St. Louis Emmy Awards.
- Madison Heim, HBHS senior, was named Journalist of the Year at the 2011 Arkansas Scholastic Press Association Convention and Har-Ber TV won the All-Arkansas Award.
- Walker Elementary School placed first in the nation in the National Geographic Contest.

- Springdale elementary and high school students excelled in the Arkansas Stock Market Game. At the elementary level, of 173 entries, Springdale won the top three spots. Har-Ber High School students placed second and third in the regional competition.
- McKenna Scharlau, a Springdale High School senior, was a National Merit Finalist. She was an International Baccalaureate student and now attends the University of Arkansas.
- Mark Brandon Lee, a Har-Ber High School senior, was a National Merit Finalist and now attends Fordham University.
- Kyle Pugh, a Springdale High School senior, was a National Merit Finalist and now attends the University of Arkansas.
- Springdale High School senior and International Baccalaureate student Rick Palomino was honored by the PSAT in the Hispanic Recognition Program. He now attends Dartmouth College.
- Rick Palomino of Springdale High School and Derek Roetzel of Har-Ber High School were among 20 students in Arkansas named to the Arkansas Times Academic All-Star list.
- 22 seventh graders received state recognition and one student received grand recognition for their performance on the ACT as part of the Duke Talent Search.

ATHLETICS

- Sarah Chewing, a diver from Springdale High School, earned her fourth consecutive state diving championship.
- For the third time in the past four years, Har-Ber High School cheerleaders earned a state championship.
- Jacob Lee of Har-Ber High School was named the Arkansas Activities Association Interscholastic Star for 2011.
- Gabe Gonzalez of Springdale High School and Valerie Reina of Har-Ber High School won 7A West and 7A state cross country championships. Valerie Reina was named the Gatorade Arkansas Girls Cross Country Runner of the Year.
- Springdale High School quarterback Joseph Calcagni was the most valuable player in the Max Emfinger All American Bowl in Baton Rouge, LA. He signed to play football at Tulsa University.
- Springdale High School lineman Mitch Smothers and Har-Ber High School offensive lineman Brey Cook played in the Under Armour All-American Game in St. Petersburg, FL. Both signed to play football at the University of Arkansas.
- The Southwest Junior High School volleyball team won the conference championship.

- The Southwest Junior High School Boys Basketball team won the conference championship.
- The Central Junior High School Girls Track team won the Conference Champions' title by more than 100 points – the first conference title for Central girls in school history!

PERFORMING ARTS

- The Har-Ber High School band has been invited to perform at the Midwest International Band and Orchestra Clinic in Chicago on December 15, 2011. Only five bands from around the world are selected to perform at the clinic each year. Since the clinic became an international event in 1981, only two bands from Arkansas have been selected to perform – Har-Ber High School this year and Springdale High School in 1993.
- Har-Ber High School and Springdale High School combined for 101 All-Region Choir members representing 42 percent of students named all-region.
- The Springdale High School A Cappella Choir and the Central Junior High School Choir were the only high school and junior high school choirs selected to perform at the Arkansas All-State Choral Music convention.
- Har-Ber High School and Springdale High School Bands both received Superior Ratings at the Region I ASBOA **Marching** Assessment. That is 38 consecutive years for Springdale High School and Har-Ber High School has never received less than superior rating since opening in 2005.
- Har-Ber High School, Springdale High School, Central Junior High, George Junior High and Southwest Junior High Schools bands had 12 bands that received superior ratings at the Region 1 **Concert** assessment. There were 13 bands that received superior ratings for the Sight Reading Portion of the Concert Assessment. 12 bands earned the Arkansas School Band and Orchestra Association Sweepstakes award.
- Har-Ber High School and Springdale High School Bands combined had 33 Arkansas All State Band Members.
- Har-Ber High School and Springdale High School Bands combined had 93 students in the All Region Band, which was 40% of students named to the All Region Bands.
- Central, George, and Southwest Junior High Schools combined had 138 students in the All Region Junior High Band, which was 43% of the students name to the All Region Band.
- Twelve of the 23 students selected for the All-Region Jazz Band were students at George Junior High School.
- The George Junior High School band was selected as the only public school band to perform at the American School Band Directors Association Convention in Chattanooga, Tennessee in June of 2011.

OTHER NOTABLE ACCOMPLISHMENTS

- Dr. Michael Shepherd of Har-Ber High School was named Virco National Assistant Principal of the Year by the National Association of Secondary School Principals (NASSP).
- Therese Thompson of Tyson Elementary School was the Springdale Teacher of the Year and the 2011 First Runner-up for Arkansas Teacher of the Year.
- Dr. Regina Stewman, current principal of Sonora Elementary, was named 2010 Arkansas Elementary Principal of the Year.
- Stacey Plumlee of Young Elementary School was named 201 Arkansas Elementary Assistant Principal of the year.
- Stacey Dominguez of Shaw Elementary School received the 2010 National Presidential Award for Math and Science Teaching.
- Shaw Elementary School fourth grade teacher Lisa Taylor was named 2011 Arkansas Far Bureau Ag in the Classroom (AITC) Outstanding Teacher.
- Ryan Willroth, physical education instructor at Helen Tyson Middle School, was named as the Arkansas Middle Level Physical Education Teacher of the Year.
- Central Junior High School's Darren Vaughn was named Arkansas Veterans of Foreign wars Teacher of the Year. As the state winner, Vaughn was one of 50 teachers from across the United States to be considered for National VFW Teacher of the Year.
- Thomas Pittman of Central Junior High won the Senior Division Patricia Behring Outstanding Teacher Award and Winfield Watson, also of Central, is the winner of the Junior Division.
- Springdale High School teacher Kathy Johnson received the 2010-2011 Affiliate Educator Award presented by the Arkansas and Northeastern Oklahoma affiliate of the National Center for Women and Information Technology.
- Six Springdale teachers were named Bessie B. Moore Awards Program for Excellence in Economic Education winners.
- Associate Superintendent Dr. Marsha Jones was appointed to the Northwest Arkansas Technical Institute Board of Trustees by Governor Mike Beebe.
- Superintendent Dr. Jim Rollins was presented the Honorary American FFA Degree at the National Future Farmers of American Convention in Indianapolis, Indiana.
- Springdale has 13 teachers who last year earned National Board certifications. The district ranks among the top five in Arkansas, with 60 National Board certified teachers.
- Toyota Family Literacy Programs are in place at nine elementary schools and at JO Kelly Middle School. Note: The KMS program is among the first of its kind in the nation.

- Four Alternative Learning Environment (ALE) programs served more than 331 secondary students. The Regional Educational Alternative Program (REAP) is a partnership among the Bentonville, Rogers, and Springdale districts.
- The fourth year of the Black Stallion Project resulted in every district fourth grader receiving a hardback copy of *The Black Stallion* (more than 3,100 books).

SPRINGDALE SCHOOL DISTRICT DATA

- The number of advanced degrees held by the 1,368 Springdale School district certified staff are as follows:
 - Masters – 746
 - Specialist – 22
 - Doctorate – 20
 - 58% of staff hold a Masters degree or higher
- The Springdale School District is fully accredited by the Arkansas Department of Education (ADE). A team of ADE specialists conducted an On-campus Standards Review site visit from November 2 – 5, 2010.
- The Springdale School District was recognized as being District Accredited by AdvanceED at the Spring 2011 National Conference.
- District October 1, 2011 enrollment was 19,374, making Springdale the second largest school district in the state.
- The 2010 District Graduation Rate was 84.4%.
- The 2009 District Remediation Rate was 35.5.
- The 2010 District Dropout Rate was 2.3%.
- The Springdale School District received the 7A 2010 Arkansas Healthy School board Award. It is the second time Springdale has been so honored.
- The Wellness Center at Jones Elementary, one of nine in the state, opened and is part of the Coordinated School Health and Wellness Initiative which focuses on promoting overall health, wellness and academic achievement in Arkansas Public Schools.
- 14 Springdale teams participated in the Odyssey of the Mind Regional Competition and 11 of these teams have advanced to the state finals. Six teams finished first in their competition, another two were second, two were third and two were fourth. Four teams advanced to the Odyssey of the Mind World Competition.

Arkansas Public School Choice Act

- During the 2010-2011 school year, six (6) students transferred out of the district under the Arkansas Public School Choice Act and twenty-six (26) students transferred into the district.

The total number of school choice participants is fifty-eight (58) including those remaining from previous years.

Annual Retention Report

- 2010-11 retention data indicate that 77 students in grades K-8 were retained.
- The choice of retention was carefully analyzed and the principal met with or advised parents of the need for retention.

Unsafe School Provision

- During the 2010-11 school year, no students were listed as requesting a transfer due to unsafe school provision.

Benchmark/End-of-Course Report

Under federal No Child Left Behind (NCLB) legislation, each school and school district must have a certain number of students of all abilities and ethnicities who score at proficient or advanced levels in both math and literacy. This is known as making Adequate Yearly Progress (AYP). Students are identified as subpopulations for the purpose of reporting this test data. NOTE: A school must test at least 40 students in an identified subpopulation in order for subpopulation scores to count toward AYP. Those subpopulations are shown in the following chart:

Subpopulations	Categories	
<i>Combined</i> – includes all students tested except those classified as Limited English Proficient (LEP) who have been in the United States for less than one year	Math	Literacy
<i>African American</i>	Math	Literacy
<i>Hispanic</i>	Math	Literacy
<i>Caucasian</i>	Math	Literacy
<i>Economically Disadvantaged</i> – students who qualify for National School Lunch Act free and reduced-price school lunches (<i>SES</i>)	Math	Literacy
<i>Limited English Proficient</i> – students who are not fluent in English, but have been in the United States for more than one year (<i>LEP</i>)	Math	Literacy
<i>Students with Disabilities</i> – students who qualify for Special Education services under an Individual Education Plan (<i>Special Education</i>)	Math	Literacy

Any school or school district that does not achieve a certain percentage of proficient or advanced students in **any single category** for two consecutive years is said to be in School Improvement. A review of the subpopulation categories will show that in many instances **a single student can be represented in as many as five different subpopulations (example: Combined, Hispanic, LEP, Economically Disadvantaged, and Students with Disabilities).**

Springdale School District Benchmark/End-of-Course Report

In April 2011 students in grades 3-8 completed the Arkansas Benchmark examinations. The percentage of Springdale students who scored proficient or advanced by grade level is as follows:

3rd grade - Math 82, Literacy 74;
 4th grade - Math 79, Literacy 82;
 5th grade - Math 72, Literacy 73;
 6th grade - Math 77, Literacy 73;
 7th grade - Math 79, Literacy 72;
 8th grade - Math 58, Literacy 78

Arkansas End-of-Course examinations for Algebra I, Geometry, and 11th grade literacy were also administered in the spring of 2011. The percentage of students who scored proficient or advanced on those exams is as follows:

Algebra I - 77;
 Geometry - 76;
 11th Grade Literacy - 62

All of these percentages (except for 5th-grade Math, 3rd-grade Literacy, 5th-grade Literacy, 8th grade Math, 6th and 7th-grade Literacy and 11th-Grade Literacy) exceeded the state Adequate Yearly Progress (AYP) target.

School Benchmark/End-of-Course Report

The schools within the district which met AYP are as follows:

Achieving	STATUS Math – Subpop	STATUS Literacy - Subpop
Tyson Elementary		
Young Elementary		
Turnbow Elementary		
Harp Elementary		
Hunt Elementary		
Jones Elementary		
Westwood Elementary		
Springdale High School (WSI – Achieving – Year 4)	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency	Limited English Proficiency
Southwest Junior High School (WSI – Achieving – Year 3)	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	

Other schools did not meet AYP for 2010-11 and have been placed on Alert status (but not School Improvement). Those schools are as follows:

Alert	STATUS Math – Subpop	STATUS Literacy - Subpop
Bayyari Elementary	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency	Combined Population; Limited English Proficiency
Lee Elementary	Combined Population; Econ. Disadvantaged	Caucasian
Shaw Elementary		Econ. Disadvantaged
Monitor Elementary	Hispanic; Econ. Disadvantaged; Limited English Proficiency	Hispanic; Econ. Disadvantaged; Limited English Proficiency
Walker Elementary		Limited English Prof.
George Elementary	Combined Population; Caucasian	
Parson Hills Elementary	Combined Population; Econ. Disadvantaged; Limited English Proficiency	
Hellstern Middle School	Limited English Proficiency; Students with Disabilities	Students with Disabilities

Certain schools did not meet AYP in all subpopulation areas. In many cases this was due to state regulations that require any student who has been in the United States for one year to be proficient or advanced in English language exams, regardless of the students' level of English fluency. Additionally, students who are classified as Special Education are by definition special needs students who in many cases struggle to perform at grade level. Those schools and their areas of school improvement are as follows:

Whole School Improvement – Year 1	STATUS Math – Subpop	STATUS Literacy - Subpop
Smith Elementary	Combined Population; Econ. Disadvantaged	
Whole School Improvement – Year 2	STATUS Math – Subpop	STATUS Literacy - Subpop
ALE – Alternative Learning Environment	Combined Population; Hispanic; Caucasian; Econ. Disadvantaged; Limited English Proficiency	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency
Whole School Improvement – Year 3 (Corrective Action)	STATUS Math – Subpop	STATUS Literacy - Subpop
Central Junior High School	Hispanic; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	

Har-Ber High School	Hispanic; Econ. Disadvantaged; Limited English Proficiency	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency
Whole School Intensive Improvement – Year 4	STATUS Math – Subpop	STATUS Literacy - Subpop
Elmdale Elementary	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency	Caucasian
Helen Tyson Middle School	Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	Students with Disabilities
George Junior High School	Combined Population; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	
Whole School Intensive Improvement – Year 5 (Restructuring)	STATUS Math – Subpop	STATUS Literacy - Subpop
J.O. Kelly Middle School (KMS) <i>Note: KMS has presented an extended appeal of this designation to the Arkansas Department of Education. If approved, then KMS will be an Achieving School (WSII – Achieving – Year 4)</i>		Combined Population; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities

It is the goal of the Springdale School District for every student to perform at proficient or advanced levels on all assessments. Our entire staff works diligently in order to achieve that goal. Our schools are providing before and after school tutoring, extended time in math and literacy classes, literacy specialists, English as a Second Language (ESL) specialists, reading teachers, instructional assistants, alternative education programs, and many more learning opportunities. In addition, our teachers are honing their instructional skills through an intensive program of ongoing professional development. We recognize that there is room for improvement and we are committed to doing whatever is necessary to achieve our goal. In Springdale we teach them all.

2012 Arkansas District ESEA Accountability Report

District: SPRINGDALE SCHOOL DISTRICT	Superintendent: JIMMY ROLLINS
LEA: 7207000	Grades: K - 12
Address: P.O. BOX 8	Enrollment: 19376
SPRINGDALE, AR 72765	Attendance Rate: 95.04% (3 QTR AVG)
Phone: 479-750-8800	Poverty Rate: 65.90%

Needs Improvement District

Achieving District Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	10273	YES	12061	YES
Targeted Achievement Gap Group	7436	YES	8655	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	228	YES	277	YES
Hispanic	4454	YES	5102	YES
White	4306	YES	5132	YES
Economically Disadvantaged	7017	YES	8172	YES
English Learners	4360	YES	5027	YES
Students with Disabilities	1091	YES	1199	YES

Needs Improvement District Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	1316	80.09	80.33
Targeted Achievement Gap Group	771	74.45	74.01
ESEA Subgroups			
African Americans	43	76.74	74.54
Hispanic	476	75.84	76.30
White	664	86.75	85.24
Economically Disadvantaged	682	73.75	75.12
English Learners	292	78.42	74.29
Students with Disabilities	116	81.03	70.32

Achieving District in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	9748	80.31	76.35	6689	86.44	82.39
Targeted Achievement Gap Group	6986	74.06	68.92	4811	82.21	77.79
Three Year Performance			Three Year Growth			
All Students	28208	75.32	76.35	19302	82.28	82.39
Targeted Achievement Gap Group	19700	67.28	68.92	13465	77.24	77.79
ESEA Subgroups	2012 Performance		2012 Growth			
African Americans	196	78.57	63.16	138	84.06	73.33
Hispanic	4266	76.47	70.93	2947	83.85	80.59
White	4101	88.59	85.87	2795	91.45	86.75
Economically Disadvantaged	6605	74.37	69.31	4565	82.50	78.02
English Learners	4136	69.27	64.00	2856	79.73	76.29
Students with Disabilities	1015	38.52	36.91	644	49.22	46.38

2012 Arkansas District ESEA Accountability Report

District: SPRINGDALE SCHOOL DISTRICT	Superintendent: JIMMY ROLLINS
LEA: 7207000	Grades: K - 12
Address: P.O. BOX 8	Enrollment: 19376
SPRINGDALE, AR 72765	Attendance Rate: 95.04% (3 QTR AVG)
Phone: 479-750-8800	Poverty Rate: 65.90%

Needs Improvement District

Achieving District in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	11329	78.68	77.62	6758	67.76	71.31
Targeted Achievement Gap Group	8040	72.45	71.02	4880	61.60	65.13
	Three Year Performance			Three Year Growth		
All Students	32515	76.37	77.62	19535	68.50	71.31
Targeted Achievement Gap Group	22572	69.20	71.02	13698	61.88	65.13
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	233	68.67	67.95	138	51.45	56.91
Hispanic	4860	75.93	73.44	2975	64.57	66.81
White	4838	87.21	86.58	2795	74.99	79.52
Economically Disadvantaged	7602	72.68	71.01	4632	61.98	65.18
English Learners	4710	67.22	65.97	2925	58.12	60.66
Students with Disabilities	1107	49.95	52.45	647	37.71	43.71

Springdale Arkansas Junior High and High School observations
Center for Secondary School Redesign, Inc.
Prepared by Joe DiMartino

I visited all Springdale junior highs and high schools on September 3, 4, and 5, 2013. At each school focus groups of students and faculty members were conducted. In total I was able to interact with 119 individuals including 11 building administrators, 2 guidance counselors, 6 instructional facilitators, 40 teachers and 70 students. The conversations were conducted at all seven junior highs and high schools in the district. At each school I had separate conversations with adults and students. Each group was asked to offer their opinions of both positives and areas that could be improved within their respective school. Summaries of the responses gathered from both groups at each school visited are described later in this report.

General Observations

CSSR works in school districts across the country. I found the level of warmth and caring across the district was extremely high. Combining this with a high level of professionalism made for a very compelling impression that Springdale is a truly remarkable school district.

All the adults voiced pride to be associated with Springdale schools. Students and adults were extremely respectful and open. Diversity was presented as strength rather than a challenge at all the schools. All students had a number of positive thoughts about their school. But, I also found a willingness to openly share observations for improvement with an understanding that constant improvement was expected and desired in Springdale. Some important common suggestions were raised across all the school sites, which are summarized here.

Cross-District Suggestions for Improvement

Initiative Mapping – Schools were concerned with the high number of change initiatives underway in the district that have come about as a result of state and federal mandates. Both district level and school level initiative mapping will help to align the various initiatives and to streamline the implementation of all the mandates. It will also help each school to see how what seems as a group of disparate initiatives are connected and, therefore, manageable.

Personal Learning Plans – PLPs will allow for consolidation of numerous efforts at personalizing learning that currently exist across the district. Effective PLPs will require a strong advisory program. Each school has some form of advisory/advisee program in place that can form the basis of this effort, but all schools acknowledged that their advisory could be improved. By engaging a conversation to establish a clear purpose for advisory that includes PLPs, regular student led conferences and college and career guidance can provide the structure and content for the advisory program to be truly effective in supporting personalized learning. The PLP could become the focal point of all the aspects of insuring that each student takes full advantage of the array of services that the district offers to personalize learning

Competency based progressions – There's a strong willingness to participate in the pilot to eliminate the seat time mandated by the Carnegie unit and move to demonstrating mastery as the basis for course credit. This work can build on the experience of schools in New Hampshire that have been awarding credit based on mastery since the State mandated the elimination of the Carnegie Unit in 2008. (I've attached some guidance provided by the State of New Hampshire that could be used to facilitate this move.)

Scheduling – The district and schools should consider changing the bell schedule so that there will be time committed to staff professional development, (primarily through regularly scheduled daily common planning time, for all teachers) and advisory time to support

personalized learning. Determining what needs to be common across all schools in the district and what can be determined for each school based on its unique needs can be established through district wide and school wide conversations,

Protocols for Common Planning Conversations Making effective use of protocols can improve the quality of the conversations that take place during common planning time. The district is currently taking advantage of PLC training offered by the DuFours, which are generally discipline specific and are strong on the use of data. The District could also consider providing training on the Critical Friends Protocols that are more geared to interdisciplinary conversations designed to assist teachers to improve their practice.

General Note: No students acknowledged engagement in ESL courses raising two questions. Does the district offer ESL in a manner that is seamless and participants are not fully aware that they are in different English class than other student? Or, are students embarrassed to publicly announce they had been in an ESL class? Based on all the other observations across the district my assumption is that the ESL offerings are intentionally provided in a manner that appears seamless to students. However, it was noted that many students don't understand why they are tested more than other students. While I see this seamless approach as an extremely valuable practice, I would recommend further discussion with ESL teachers and students to insure that students understand the targets that need to be met to and how the testing is used to determine when they are ready to be moved into the mainstream.

Summaries of Conversations at Each School

Lakeside Junior High is a newly opened school including 8 and 9th grades. Therefore the faculty and administration are all new and a strong culture has not yet been created. However, several key elements that will lead to a strong, positive culture of learning and respect are underway. A leadership team with broad representation has been created. And, teacher teaming, which is should lead to a strong culture of collaboration, is being stressed. In fact, I was able to observe a common planning time meeting of one teaching team and found the meeting to be a collegial conversation. Specific observations include:

- Teams meet on a weekly basis once per week for a full class period
- The use of protocols for discussion have helped make the meetings more productive
- Teams are interdisciplinary and include instructional facilitators and administrators as regular participants
- Planning for creating an advisor/advisee program is beginning
- The group has student caseloads that have some students, but not all, in common.
- Teaching pre-AP courses has been intentionally distributed across numerous teaches. There are no identified pre AP teachers.

Because the school has just opened, students had little on which to base their reflections. Some had been at a different junior high in the previous year and others had been in a middle school. Since the school year was only in its third week these reflections should be considered with caution. Observations and suggestions for improvement included:

- Classes don't offer enough hands on activities and as a result are boring
- Provide more opportunities for computer usage for conducting research
- Offer field trips
- Use ipads for instructional games
- Have a less restrictive dress code.

Things for Lakeside Junior High to consider:

- Increase the repertoire of protocols for staff to use during common planning time
- Look into ways to create a bell schedule that allows for daily common planning time and for teams having a matched set of students
- Include students, teachers and parents in the advisory planning team.

George Junior High is enjoying starting the school year with approximately half as many students this year as had been the case for the last several years. (Thanks to the opening of Lakeside Junior High.) The school presents a warm and positive culture that is exemplified by a daily full school meeting in the cafeteria (what I would call a “pick me up”) to get each school day off in positive manner by highlighting something positive students or teachers had been doing. The school is this year planning for implementing an advisory program in the next school year

Faculty comments included:

- There’s a feeling of family in the school
- Extra-curriculars are an important part of the culture
- The school is seen as a community center that include family nights
- There is a passion to excel
- Advisory, once a clear purpose has been established, should meet every day
- There's a need to focus better on transitions both for students coming in from the middle school and leaving to go to high school
- With 80% of the student population being current for former ESL students, more support needed is needed for new arrivals
- Build stronger family connections

Students were forthcoming with identifying strengths and suggestions for improvement.

Comments included:

- Clubs offer a positive experience

- The school culture is supportive and welcoming
- Some teachers are more likely to include opportunities for student collaborative work than others
- Students would benefit for more 1 to 1 connections with teachers
- Classes can be boring especially math and physical science classes.
- Would like more opportunities for hands on classroom activities
- The biology textbooks are seen as too big
- A general feeling that there were too many teacher centric classes where student get the message to “do it my way or you fail.”

Things for George Junior High to consider:

- With the assistance of instructional facilitators. Identify protocols for use in common planning time that will support improved teaching practices
- Create an advisory program that meets daily and that is centered around moving to student led conferences rather than parent teacher conferences
- Examine how to create a bell schedule that would support the advisory and creating common planning time opportunities that are both interdisciplinary and discipline specific.

Southwest Junior High has a strong community that is perceived as welcoming and friendly that sees the diversity of the student body as a very positive asset. Extra curricular offerings are numerous and have been very well received by students and faculty.

Student comments:

- Teachers and Principals are friendly. They try to know each student
- Me Futuro program supported by Walmart is seen as a very valuable method of providing career guidance
- Teachers of variety of techniques in the classroom
- Counselors are “cool” and respond to individual needs
- Teachers make class fun

- The time for passing is too short
- Need for more 1 to 1 opportunities for students to engage with adults
- Better explanation of homework assignments

Meeting with faculty and administrators resulted in an engaging and energetic conversation about all the various initiatives that are demanded on the school by state and federal mandates.

Faculty comments:

- We have an inviting culture here including strong parental support
- The faculty sees itself as a family group
- The diversity of the student population is a valued strength
- All adults in the school community work very hard
- The advisory program has been revised and includes more time for teachers to check on student progress
- Coming together around the challenges that are being propagated by the US and Arkansas Departments of Education: teacher evaluation, common core, student-centered coaching, and RTI.
- Technology is not available for implementing the PARCC common core assessment system
- The significant amount of testing required has greatly limited the time available in the schedule for instruction.

Things for Southwest Junior High to consider:

- Engage in initiative mapping that will allow for consolidation of all the various initiatives currently underway
- Explore scheduling option that will include greater common planning time opportunities for teachers

Central Junior High

The Central Junior High faculty has completed a very thoughtful advisory program including curricular guidance for use by advisors. Each advisor has been provided with a binder that includes a schedule and suggested activities for the first quarter of the school year. The school has also created a research committee comprised of advisors, students and parents that will be collecting data to inform the advisory activities for the balance of the school year. The faculty presented the advisory information discussed ways to improve on the advisory program.

Students were respectful and articulate in their discussion. Comments included:

- Teachers are helpful and provide personalized feedback and support
- “0” hour classes conducted both in the school and at the high schools offer great value
- The school feels very safe
- Classes should include more hands on activities. When asked to collectively come up with suggestions:

- A group of students suggested more debates in English class where student could read the same books and argue key points
- Another group focused on math and suggested projects that tie into real life activities such as carpentry.

Things for Central Junior High to consider

- Build on the strength of the advisory program to move from parent teacher conferences to student led conferences.
- Revise the bell schedule to allow for both interdisciplinary and discipline specific common planning time opportunities

Springdale High School

Springdale has embraced career academies and it was apparent that the school culture considers career academies as integral to student success. In fact, Springdale High is in the

process of planning on implementing career academies wall to wall. Each career academy requires a senior project that is in effect a competency-based graduation requirement.

Student comments:

- Liked the career focus of the school
- Seeing the same teachers across years in the career academies is important
- Student are doing more writing this year with worksheets routinely requiring short response answers
- There's more independent work in their classrooms this year.
- There's also more group work in all classes except for math.
- The size of the building makes traveling between classes a challenge
- Class periods could be longer to allow for more hands on activities
- Too much lecture is making some classes boring
- At least one teacher is routinely getting feedback from students about teaching practice.
- SkillsUSA, which provides competency based CTE competitions, should be strengthened. (Note: This year both the President and Treasurer of the Arkansas SkillsUSA chapter are Springdale students!)

Teacher comments:

- There is a strong sense of community
- Diversity is a positive aspect of the school
- Innovative pedagogical ideas are encouraged and valued
- Faculty members feel they have the freedom to add a personal approach to classroom practices
- JETS (Junior English Tested Students) teachers, and career academies have daily common planning time that faculty members find extremely valuable.

Things for Springdale High to consider:

- Reestablish the sophomore center team, which offered common planning time for all teachers of core subjects to sophomores could be reinstated

- Implement some form of controlled choice for student participation in career academies in the move to wall-to-wall academies to avoid the development of tracking.
- Explore scheduling options that will include greater common planning time opportunities for teachers and time for an advisory program for students.

Har-Ber High

Har-Ber High faculty and students were very interested in both the problems and possibilities of engaging in competency-based progressions that would be offered if the Carnegie Unit were to be eliminated.

Faculty comments

- EAST program provides a strong connection with competency-based approaches through its technology and community connections
- Discipline specific common planning time has real value
- No teaming outside of the disciplines is currently offered.

Student comments:

- Theater allows for impressive opportunities for creative expression
- Similar program opportunities should exist across both comprehensive high schools (district wide choice of schools or both schools offering the same programs.)
- JROTC should be offered
- Develop a cure for “senioritis,” which some felt was already occurring.

Suggestions included senior project or a second semester personalized senior experience requiring student to be out of the school for at half of each day.

- Better preparation for the college application experience starting well before senior year and including awareness and guidance on completing the FAFSA.

Things for Har-Ber High to consider:

- Explore the possibility of establishing an ROTC program
- Explore scheduling option that will include greater common planning time opportunities for teachers and time for an advisory program for students.

- Development of an advisory program that addresses post-secondary awareness for all students prior to their senior year.
- Creating ways for the EAST program to pilot for the move away from Carnegie Units.

Archer Learning Center

Archer Learning Center is an alternative school that has many positive aspects. Many of the students at ALE are substantially behind in the credits needed for graduation. As a result, the school staff saw tremendous value in moving away from the Carnegie Unit. In fact staff suggested that it would be the ideal pilot site for such an initiative.

Student Positives:

- Small Classes 10-15 students
- Block schedule allows for numerous hands on activities to be regularly employed
- Teachers are very friendly and caring for each student.
- Automotive time about at a regional CTE center

Student suggestions for change:

- Create career academies or allow transfers into the career academies in the other high schools
- Work to publicize the good that goes on at the school to address public perception of the school is bad, considered as a “prison for kids”
- Because resources are limited, there has been a reliance on using on line activities that are often done in class. (The example given was science labs offered electronically.)
- Concerns that as the school grows, the personalized nature of it will change.

Faculty comments:

- There’s a strong focus on connecting with students

- Classes employ hands on personalized pedagogy, but use the district course content
- Collaborative PLC meets daily for 45 minutes
- Alternative personalized teaching attempts to meet each student's personalized needs
- Dramatic increase in end of course assessments scores
- Creative Block schedule includes 50% more time for EOC courses
- Formative assessments have helped to personalize the pedagogy
- There's a fear that rapid student growth is forcing a move away from the personalized culture that exists toward a traditional culture
- Expansion has resulted in smaller classrooms. Some of their students need more space.

Things for Archer Learning Center to consider:

- Carefully planning the growth in the number of students to insure that the culture doesn't change.
- Develop methods for community members and staff from other facilities across the district to visit and meet their students and see how they are succeeding here.
- Pilot common core implementation
- Become the pilot site for competency based progressions

George Junior High School

- University of Arkansas' Office of Education Policy High Ranking School in the areas of Literacy, Biology, and Geometry - 2012
- Arkansas Democrat Gazette Best of the Best Schools in NWA - 2010
- Achieving School Status based on ESEA - 2012

J.O. Kelly Middle School

- One of the first four middle schools in the state to be named 2008 Arkansas Diamond School / National School To Watch
- Redesignated National School To Watch/Arkansas Diamond School 2011
- 2012 Milken Educator, Andrea McKenna
- 2009-2010 Arkansas Middle Level English Teacher of the Year, Andrea McKenna
- August 2008- Awarded a \$500,000 21st Century Community Learning Grant- KMS will receive over \$500,000 over the course of five years for after school and summer programming.
- 2008-2009 Middle Level Physical Education Teacher of the Year- Sue Nicodemus
- CARE Foundation grants:
 - Toyota Family Literacy Program to begin Fall 2010
 - Middle Grade Literacy Grant- Training for teachers and money for classroom libraries
 - P.E. For Life Grant- 40 mountain bikes, climbing wall, exercise room
- University of Arkansas Partnerships:
 - Training site for Master's in the Art of Teaching (MAT) Program
 - University of Arkansas National Science Foundation Grant- GK12 for Science/Math- Post graduate students in math and sciences work with KMS teachers on University of Arkansas campus for 3 weeks during the summer. They are then assigned to KMS classes 10 hours per week throughout the school year.
 - University of Arkansas Partnership- Math Grant for Teacher Training
 - University of Arkansas Partnership-Education Renewal Zone- Teacher In-Service
- National Board Certified Teachers: Denise Parkhurst and Michelle Clinger-Parker and six others will be pursuing this achievement next year.
- Sara Ford named Arkansas Middle School Principal of the Year 2006, National Distinguished Principal 2006, National Milken Educator 1997
- English for Spanish Speaker Parent Classes at Kelly Middle School
- Dr. Penny Pabst was 2001 Arkansas Middle School Physical Education Teacher of the Year
- Arkansas Team that Makes a Difference, 2003 Exemplary Middle School Team Dream Team
- 2002 Shannon Wright Award Winner Exemplary Middle School for Arkansas
- Teacher Argonaut for JASON Project 2000

Hellstern Middle School

- 2011-2012 Diamond Schools to Watch Award

Sonora Middle School

- Awarded 21st Century Community Learning Centers grant providing family literacy support and after school support

Bayyari Elementary

- Three school nurses awarded a Johnson & Johnson grant. The grant provides community resources and partnerships to support our students.

Elmdale Elementary

- Economics for Arkansas Award presented to Michelle Wallis
- Sue Neese named PTA Teacher of the Year
- Michele Hutton received Completion Award - Two Phases of Master Principal Program
- Third grade recognized by Walton Arts Center for integration of Arts and Literacy in the Classroom
- Partners in Education Award
- Adopt-a-Classroom Award from Office Max

George Elementary

- Arkansas Recycling Coalition 2011 Elementary School Recycler of the Year Award
- Tina Wright awarded Outstanding Mentor Teacher of the Year for by the Arkansas Association of Teacher Educators in September. A longtime mentor teacher to students in the Master of Arts in Teaching program in childhood education, Wright works at George Elementary School in Springdale.
- Champions for Kids Champions Torch for Outstanding School in America 2012
- Gold Award of Distinction US School Challenge National Award. The Healthier US School Challenge (HUSSC) is a voluntary national certification initiative for schools participating in the National School Lunch Program. It supports First Lady Michelle Obama's Let's Move campaign by recognizing schools that are creating healthier school environments through their promotion of good nutrition and physical activity.
- International Distinguished Kiwanis K-Kids Club

Harp Elementary

- Christi Schrauger is being recognized as the state recipient for the Presidential Award for Excellence in the Teaching of Mathematics. Christi was a first grade teacher for the purposes of recognition. She is currently a math facilitator at Sonora Middle School.
- Lynn Massey, our GT teacher, is being recognized as an Arkansas 2012 Bessie B. Moore Award Winner for Economics Arkansas. We share Mrs. Massey with Lee Elementary.
- Harp Elementary is a two-time recipient of the Exemplary Reading Program Award from the International Reading Association.

Sonora Elementary

- Dr. Regina R. Stewman, principal, National Distinguished Principal, Arkansas Parent Teacher Association Administrator of the Year (2012), and former Arkansas Principal of the year (2011).
- Four Nationally Board Certified Teachers, with 3 additional staff members in process.
- Mr. Tom Northfell awarded 2011 "Teacher of Honor" through Kappa Delta Pi - International Honor Society in Education.
- Mrs. Amy Sandy, the Outstanding Arkansas Mathematics Teaching Award 2010 by the Arkansas Oklahoma Section of the Mathematical Association of America.
- Sonora provides numerous activities, both during and after school for students to be engaged: Robotics, Archery, Golf, Honor Choir, Kiwanis Kids, Girls on the Run, etc.
- Sonora is home to the first Environmental and Spatial Technology (EAST) elementary program in Springdale. In our first year our program, serving 80 students in 3rd – 5th grade, won two awards at the Annual Conference: Rising Star Award & Superior Rating.
- Eight of Sonora's staff attended the Arts With Education (AWE) Institute to support integrating the arts into our daily curriculum. These trained teachers have also provided training to the rest of our certified and classified staff.
- Sonora's campus houses a student run Greenhouse and Rain Garden.
- Sonora provides a free Family Literacy Program for our Hispanic speaking families to support language acquisition in the family.

Annual Report to the Public

School Accreditation Standards and Act 35 of the State of Arkansas require that districts report their status of academic performance to the public annually. The purpose of this report is to highlight some areas within the school achievement programs that are considered strengths as well as areas that are in need of improvement.

SPRINGDALE SCHOOL DISTRICT HIGHLIGHTS 2010-11 School Year

ACADEMICS

- Both J.O. Kelly Middle School and Helen Tyson Middle School were renewed as Arkansas Diamond Schools to Watch. Both originally received the distinction three years ago.
- The Springdale ACT composite score for the graduating class of 2011 was above the state and national averages (District (D): 21.3, State (S): 19.9, National (N): 21.1). Scores in the four subtests were also at or above state and national averages: (English- D: 21.0, S: 19.6, N: 20.6), (Mathematics- D: 21.1, S: 19.7, N: 21.1), (Reading- D: 21.6, S: 20.2, N: 21.3), (Science- D: 21.0, S: 19.8, N: 20.9).
- 26 students were candidates for the International Baccalaureate (IB) Diploma and were offered college scholarships of \$3.1 million. These students sat for 145 IB exams during their junior and senior years. The Springdale School District is one of only six public school districts in the state that offer the IB Diploma Program.
- Springdale Har-Ber High School and Springdale High School combined to administer 1,818 Advanced Placement exams. Over 140 Springdale students were awarded \$24,000 by the Arkansas Advanced Institute for Math and Science (AAIMS) for outstanding performance on AP exams. The District offers 22 AP courses.
- 98 students were recognized by the AP Scholars program. Of these, 65 were recognized as AP Scholars, 23 as AP Scholars with Honor, and 10 as AP Scholars with Distinction.
- Harp Elementary School was awarded the 2011 International Reading Association Exemplary Reading Program Award. One school from each state is selected for this award.
- Springdale High School's Gear Hogs, a team of 32 Architecture and Engineering Academy students, earned the Rookie All-Star Award at the First Robotics Regional Competition in Chicago and later competed in the World Championship.
- The Har-Ber High School Television Productions program received the Pillar of Emmy Award at the St. Louis Emmy Awards.
- Madison Heim, HBHS senior, was named Journalist of the Year at the 2011 Arkansas Scholastic Press Association Convention and Har-Ber TV won the All-Arkansas Award.
- Walker Elementary School placed first in the nation in the National Geographic Contest.

- Springdale elementary and high school students excelled in the Arkansas Stock Market Game. At the elementary level, of 173 entries, Springdale won the top three spots. Har-Ber High School students placed second and third in the regional competition.
- McKenna Scharlau, a Springdale High School senior, was a National Merit Finalist. She was an International Baccalaureate student and now attends the University of Arkansas.
- Mark Brandon Lee, a Har-Ber High School senior, was a National Merit Finalist and now attends Fordham University.
- Kyle Pugh, a Springdale High School senior, was a National Merit Finalist and now attends the University of Arkansas.
- Springdale High School senior and International Baccalaureate student Rick Palomino was honored by the PSAT in the Hispanic Recognition Program. He now attends Dartmouth College.
- Rick Palomino of Springdale High School and Derek Roetzel of Har-Ber High School were among 20 students in Arkansas named to the Arkansas Times Academic All-Star list.
- 22 seventh graders received state recognition and one student received grand recognition for their performance on the ACT as part of the Duke Talent Search.

ATHLETICS

- Sarah Chewing, a diver from Springdale High School, earned her fourth consecutive state diving championship.
- For the third time in the past four years, Har-Ber High School cheerleaders earned a state championship.
- Jacob Lee of Har-Ber High School was named the Arkansas Activities Association Interscholastic Star for 2011.
- Gabe Gonzalez of Springdale High School and Valerie Reina of Har-Ber High School won 7A West and 7A state cross country championships. Valerie Reina was named the Gatorade Arkansas Girls Cross Country Runner of the Year.
- Springdale High School quarterback Joseph Calcagni was the most valuable player in the Max Emfinger All American Bowl in Baton Rouge, LA. He signed to play football at Tulsa University.
- Springdale High School lineman Mitch Smothers and Har-Ber High School offensive lineman Brey Cook played in the Under Armour All-American Game in St. Petersburg, FL. Both signed to play football at the University of Arkansas.
- The Southwest Junior High School volleyball team won the conference championship.

- The Southwest Junior High School Boys Basketball team won the conference championship.
- The Central Junior High School Girls Track team won the Conference Champions' title by more than 100 points – the first conference title for Central girls in school history!

PERFORMING ARTS

- The Har-Ber High School band has been invited to perform at the Midwest International Band and Orchestra Clinic in Chicago on December 15, 2011. Only five bands from around the world are selected to perform at the clinic each year. Since the clinic became an international event in 1981, only two bands from Arkansas have been selected to perform – Har-Ber High School this year and Springdale High School in 1993.
- Har-Ber High School and Springdale High School combined for 101 All-Region Choir members representing 42 percent of students named all-region.
- The Springdale High School A Cappella Choir and the Central Junior High School Choir were the only high school and junior high school choirs selected to perform at the Arkansas All-State Choral Music convention.
- Har-Ber High School and Springdale High School Bands both received Superior Ratings at the Region I ASBOA **Marching** Assessment. That is 38 consecutive years for Springdale High School and Har-Ber High School has never received less than superior rating since opening in 2005.
- Har-Ber High School, Springdale High School, Central Junior High, George Junior High and Southwest Junior High Schools bands had 12 bands that received superior ratings at the Region 1 **Concert** assessment. There were 13 bands that received superior ratings for the Sight Reading Portion of the Concert Assessment. 12 bands earned the Arkansas School Band and Orchestra Association Sweepstakes award.
- Har-Ber High School and Springdale High School Bands combined had 33 Arkansas All State Band Members.
- Har-Ber High School and Springdale High School Bands combined had 93 students in the All Region Band, which was 40% of students named to the All Region Bands.
- Central, George, and Southwest Junior High Schools combined had 138 students in the All Region Junior High Band, which was 43% of the students name to the All Region Band.
- Twelve of the 23 students selected for the All-Region Jazz Band were students at George Junior High School.
- The George Junior High School band was selected as the only public school band to perform at the American School Band Directors Association Convention in Chattanooga, Tennessee in June of 2011.

OTHER NOTABLE ACCOMPLISHMENTS

- Dr. Michael Shepherd of Har-Ber High School was named Virco National Assistant Principal of the Year by the National Association of Secondary School Principals (NASSP).
- Therese Thompson of Tyson Elementary School was the Springdale Teacher of the Year and the 2011 First Runner-up for Arkansas Teacher of the Year.
- Dr. Regina Stewman, current principal of Sonora Elementary, was named 2010 Arkansas Elementary Principal of the Year.
- Stacey Plumlee of Young Elementary School was named 201 Arkansas Elementary Assistant Principal of the year.
- Stacey Dominguez of Shaw Elementary School received the 2010 National Presidential Award for Math and Science Teaching.
- Shaw Elementary School fourth grade teacher Lisa Taylor was named 2011 Arkansas Far Bureau Ag in the Classroom (AITC) Outstanding Teacher.
- Ryan Willroth, physical education instructor at Helen Tyson Middle School, was named as the Arkansas Middle Level Physical Education Teacher of the Year.
- Central Junior High School's Darren Vaughn was named Arkansas Veterans of Foreign wars Teacher of the Year. As the state winner, Vaughn was one of 50 teachers from across the United States to be considered for National VFW Teacher of the Year.
- Thomas Pittman of Central Junior High won the Senior Division Patricia Behring Outstanding Teacher Award and Winfield Watson, also of Central, is the winner of the Junior Division.
- Springdale High School teacher Kathy Johnson received the 2010-2011 Affiliate Educator Award presented by the Arkansas and Northeastern Oklahoma affiliate of the National Center for Women and Information Technology.
- Six Springdale teachers were named Bessie B. Moore Awards Program for Excellence in Economic Education winners.
- Associate Superintendent Dr. Marsha Jones was appointed to the Northwest Arkansas Technical Institute Board of Trustees by Governor Mike Beebe.
- Superintendent Dr. Jim Rollins was presented the Honorary American FFA Degree at the National Future Farmers of American Convention in Indianapolis, Indiana.
- Springdale has 13 teachers who last year earned National Board certifications. The district ranks among the top five in Arkansas, with 60 National Board certified teachers.
- Toyota Family Literacy Programs are in place at nine elementary schools and at JO Kelly Middle School. Note: The KMS program is among the first of its kind in the nation.

- Four Alternative Learning Environment (ALE) programs served more than 331 secondary students. The Regional Educational Alternative Program (REAP) is a partnership among the Bentonville, Rogers, and Springdale districts.
- The fourth year of the Black Stallion Project resulted in every district fourth grader receiving a hardback copy of *The Black Stallion* (more than 3,100 books).

SPRINGDALE SCHOOL DISTRICT DATA

- The number of advanced degrees held by the 1,368 Springdale School district certified staff are as follows:
 - Masters – 746
 - Specialist – 22
 - Doctorate – 20
 - 58% of staff hold a Masters degree or higher
- The Springdale School District is fully accredited by the Arkansas Department of Education (ADE). A team of ADE specialists conducted an On-campus Standards Review site visit from November 2 – 5, 2010.
- The Springdale School District was recognized as being District Accredited by AdvanceED at the Spring 2011 National Conference.
- District October 1, 2011 enrollment was 19,374, making Springdale the second largest school district in the state.
- The 2010 District Graduation Rate was 84.4%.
- The 2009 District Remediation Rate was 35.5.
- The 2010 District Dropout Rate was 2.3%.
- The Springdale School District received the 7A 2010 Arkansas Healthy School board Award. It is the second time Springdale has been so honored.
- The Wellness Center at Jones Elementary, one of nine in the state, opened and is part of the Coordinated School Health and Wellness Initiative which focuses on promoting overall health, wellness and academic achievement in Arkansas Public Schools.
- 14 Springdale teams participated in the Odyssey of the Mind Regional Competition and 11 of these teams have advanced to the state finals. Six teams finished first in their competition, another two were second, two were third and two were fourth. Four teams advanced to the Odyssey of the Mind World Competition.

Arkansas Public School Choice Act

- During the 2010-2011 school year, six (6) students transferred out of the district under the Arkansas Public School Choice Act and twenty-six (26) students transferred into the district.

The total number of school choice participants is fifty-eight (58) including those remaining from previous years.

Annual Retention Report

- 2010-11 retention data indicate that 77 students in grades K-8 were retained.
- The choice of retention was carefully analyzed and the principal met with or advised parents of the need for retention.

Unsafe School Provision

- During the 2010-11 school year, no students were listed as requesting a transfer due to unsafe school provision.

Benchmark/End-of-Course Report

Under federal No Child Left Behind (NCLB) legislation, each school and school district must have a certain number of students of all abilities and ethnicities who score at proficient or advanced levels in both math and literacy. This is known as making Adequate Yearly Progress (AYP). Students are identified as subpopulations for the purpose of reporting this test data. NOTE: A school must test at least 40 students in an identified subpopulation in order for subpopulation scores to count toward AYP. Those subpopulations are shown in the following chart:

Subpopulations	Categories	
<i>Combined</i> – includes all students tested except those classified as Limited English Proficient (LEP) who have been in the United States for less than one year	Math	Literacy
<i>African American</i>	Math	Literacy
<i>Hispanic</i>	Math	Literacy
<i>Caucasian</i>	Math	Literacy
<i>Economically Disadvantaged</i> – students who qualify for National School Lunch Act free and reduced-price school lunches (<i>SES</i>)	Math	Literacy
<i>Limited English Proficient</i> – students who are not fluent in English, but have been in the United States for more than one year (<i>LEP</i>)	Math	Literacy
<i>Students with Disabilities</i> – students who qualify for Special Education services under an Individual Education Plan (<i>Special Education</i>)	Math	Literacy

Any school or school district that does not achieve a certain percentage of proficient or advanced students in **any single category** for two consecutive years is said to be in School Improvement. A review of the subpopulation categories will show that in many instances **a single student can be represented in as many as five different subpopulations (example: Combined, Hispanic, LEP, Economically Disadvantaged, and Students with Disabilities).**

Springdale School District Benchmark/End-of-Course Report

In April 2011 students in grades 3-8 completed the Arkansas Benchmark examinations. The percentage of Springdale students who scored proficient or advanced by grade level is as follows:

3rd grade - Math 82, Literacy 74;
 4th grade - Math 79, Literacy 82;
 5th grade - Math 72, Literacy 73;
 6th grade - Math 77, Literacy 73;
 7th grade - Math 79, Literacy 72;
 8th grade - Math 58, Literacy 78

Arkansas End-of-Course examinations for Algebra I, Geometry, and 11th grade literacy were also administered in the spring of 2011. The percentage of students who scored proficient or advanced on those exams is as follows:

Algebra I - 77;
 Geometry - 76;
 11th Grade Literacy - 62

All of these percentages (except for 5th-grade Math, 3rd-grade Literacy, 5th-grade Literacy, 8th grade Math, 6th and 7th-grade Literacy and 11th-Grade Literacy) exceeded the state Adequate Yearly Progress (AYP) target.

School Benchmark/End-of-Course Report

The schools within the district which met AYP are as follows:

Achieving	STATUS Math – Subpop	STATUS Literacy - Subpop
Tyson Elementary		
Young Elementary		
Turnbow Elementary		
Harp Elementary		
Hunt Elementary		
Jones Elementary		
Westwood Elementary		
Springdale High School (WSI – Achieving – Year 4)	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency	Limited English Proficiency
Southwest Junior High School (WSI – Achieving – Year 3)	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	

Other schools did not meet AYP for 2010-11 and have been placed on Alert status (but not School Improvement). Those schools are as follows:

Alert	STATUS Math – Subpop	STATUS Literacy - Subpop
Bayyari Elementary	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency	Combined Population; Limited English Proficiency
Lee Elementary	Combined Population; Econ. Disadvantaged	Caucasian
Shaw Elementary		Econ. Disadvantaged
Monitor Elementary	Hispanic; Econ. Disadvantaged; Limited English Proficiency	Hispanic; Econ. Disadvantaged; Limited English Proficiency
Walker Elementary		Limited English Prof.
George Elementary	Combined Population; Caucasian	
Parson Hills Elementary	Combined Population; Econ. Disadvantaged; Limited English Proficiency	
Hellstern Middle School	Limited English Proficiency; Students with Disabilities	Students with Disabilities

Certain schools did not meet AYP in all subpopulation areas. In many cases this was due to state regulations that require any student who has been in the United States for one year to be proficient or advanced in English language exams, regardless of the students' level of English fluency. Additionally, students who are classified as Special Education are by definition special needs students who in many cases struggle to perform at grade level. Those schools and their areas of school improvement are as follows:

Whole School Improvement – Year 1	STATUS Math – Subpop	STATUS Literacy - Subpop
Smith Elementary	Combined Population; Econ. Disadvantaged	
Whole School Improvement – Year 2	STATUS Math – Subpop	STATUS Literacy - Subpop
ALE – Alternative Learning Environment	Combined Population; Hispanic; Caucasian; Econ. Disadvantaged; Limited English Proficiency	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency
Whole School Improvement – Year 3 (Corrective Action)	STATUS Math – Subpop	STATUS Literacy - Subpop
Central Junior High School	Hispanic; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	

Har-Ber High School	Hispanic; Econ. Disadvantaged; Limited English Proficiency	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency
Whole School Intensive Improvement – Year 4	STATUS Math – Subpop	STATUS Literacy - Subpop
Elmdale Elementary	Combined Population; Hispanic; Econ. Disadvantaged; Limited English Proficiency	Caucasian
Helen Tyson Middle School	Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	Students with Disabilities
George Junior High School	Combined Population; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities	
Whole School Intensive Improvement – Year 5 (Restructuring)	STATUS Math – Subpop	STATUS Literacy - Subpop
J.O. Kelly Middle School (KMS) <i>Note: KMS has presented an extended appeal of this designation to the Arkansas Department of Education. If approved, then KMS will be an Achieving School (WSII – Achieving – Year 4)</i>		Combined Population; Econ. Disadvantaged; Limited English Proficiency; Students with Disabilities

It is the goal of the Springdale School District for every student to perform at proficient or advanced levels on all assessments. Our entire staff works diligently in order to achieve that goal. Our schools are providing before and after school tutoring, extended time in math and literacy classes, literacy specialists, English as a Second Language (ESL) specialists, reading teachers, instructional assistants, alternative education programs, and many more learning opportunities. In addition, our teachers are honing their instructional skills through an intensive program of ongoing professional development. We recognize that there is room for improvement and we are committed to doing whatever is necessary to achieve our goal. In Springdale we teach them all.



ELDT

English Language Development Tool

Differentiating Instruction for ELLs:
Accessing the Curriculum While Developing Language

Dr. Jim Rollins, *Superintendent*

Mary Bridgforth, *ESOL Program Director*



Acknowledgements

Upon this second publication of the English Language Development Tool we must take this opportunity to thank all who have contributed to the formation of this document.

First, we extend our deepest gratitude to the Care Foundation, Inc. Without their generous support this document and the Instructional Routine Cards that accompany it would not have been possible. Their strong partnership in the development of this tool will directly aid teachers in enriching the educational experiences of all students in Springdale.

We must also acknowledge the work of the teachers of Springdale. It was their collaborative efforts that brought the vision of designing a tool to help our teachers teach all students effectively to fulfillment. We are grateful for the shared heart, knowledge and talent of the teachers who composed this document:

Kelly Autry	Mendi Hayter	Jeanie Nance
Ian Balmer	Leecie Henson	Sheila Neal
Elizabeth Barker	Cristina Herbold	Christy Norwood
Layne Bass	Stephanie Hinsey	Katie Roberts
Jennifer Baston	Charlene Hornor	Heather Roberts-Barron
Jennifer Billingsley	Laurinda Joenks	Cindy Robinson
Susana Campbell	Willow Jongewaard	Lynn Ryan
Lisa Casey	Maureen Johnson	Joye Ryan-Jones
Jaime Cavitt	Teresa Jordan	DeAnn Sallings
Jami Cheshier	Ashley Kasnicka	Deanna Self
Jennifer Chotard	Ruth Kennedy	Kevin Snavely
Lisa Coats	Kelly Knipe	Lisa Spears
Cherokee Cole	Marsha Layer	Connie Stave
Julie Crane	Lacy Lett	Lisa Taylor
Susan Cronin	Kimberly Lewis	Brittney Taylor
Stacey Dominguez	Tammy Logan	Lynette Terrell
Cynthia Edwards	Cindy Love	Therese Thompson
Don Eichenberger	Cameron McCain	Valarie Traylor
Christy Ferguson-King	Rhonda McCrackin	Cheryl Tupper
Cynthia Finstrom	Mark McEuen	Jessie Walls
Carmen Flynt	Andrea McKenna	Brenda Wentz
Marie Fowler	May Meredith	Kim Westphal
Jill Fulks	Jennifer Met	Sara White
Tammy Guthrie	Jaime Miller	Janice Whitmire
Anne Hammontree	Tana Miller	Emily Williamson
Lana Hampton	Justin Minkle	Dev Willis

We would also like to thank the many Springdale teachers that utilized the ELDT in their teaching, met with their Peer Study Teams to reflect on its use, and gave feedback on how to improve the tool. It is our hope that, with your input, we have made the ELDT even more useful for teachers.

FOREWORD

“Action to overcome language barriers”...as teachers in Springdale, we strive to provide to every student in our district equal access to all educational opportunities. The task set before you is not an easy one: providing a high quality educational experience to all students in your classroom while not lowering standards for anyone. This English Language Development Tool (ELDT) was developed to help you in your efforts to make your grade-level curriculum accessible to all your students.

This tool was designed to be used in conjunction with your content area frameworks/TIA and to enhance the implementation of the Gradual Release of Responsibility Model. After establishing the goal of learning, how the goal will be assessed, and the student learning experiences you will provide for attainment of the goal, refer to this tool. It will guide you in making all the phases of your lesson accessible to all English Language Learners in your classroom.

The ELDT has three distinct parts to help you in planning. First, each student’s stage of English development is identified in all four domains of language: listening, speaking, reading and writing. Secondly, the actions you can take as a teacher “to appropriately overcome language barriers” to reach the goal of instruction are included. And finally, you will find instructional routines that will serve as appropriate learning experiences allowing all members of your class to equally participate in the instruction you provide to your students.

A description of each instructional routine can be found in the glossary of the tool. The accompanying Strategy Cards provide directions for implementing many of the instructional routines in your classroom.

Also included with this tool is a flipchart that can be used as a quick reference guide for understanding the stages of English development and what behaviors can be used by the teacher to develop students’ English proficiency.

Language Domain	
Stage of English Development	Student Descriptor
	• Teacher Action
	<i>Instructional Routines</i>

Key for Parts of the ELDT

“In Springdale, we believe in our children, their potential and their promise.”

- Dr. Jim Rollins

It is our sincere desire that you find this English Language Development Tool of use to you as you help your children believe in the potential and promise that belongs to them.

Listening – Level 1

Students

Level 1 (Pre-Functional)

Listening – Level 1

Level 1 (Pre-Functional)

Understands some common words or key phrases when contextualized or when cognates are used

- Use cognates if applicable
Parking Lot, Vocabulary Log
- Pre-teach vocabulary necessary for comprehension
Realia/Visuals, Observation Charts
- Use visuals, props, actions and manipulatives to build/connect to background knowledge and activate schema
Realia/Visuals, TPR
- Display pictures of key words before, during, and after instruction
Word Wall, Carousel/Gallery Walk, Fly Swatter
- Use repetition, pause between phrases, simplify language, paraphrase often, and limit use of idiomatic expressions
Chunk and Chew, Fast Finger, Fly Swatter
- Revisit new information to give students multiple exposures to vocabulary
Whip Around Share, Inside/Outside Circle, Yesterday's News
- Provide multiple learning experiences with key vocabulary
Concept/Word Sort, Songs/Chants, Barrier Game
- Frame instructional delivery in a context that conveys meaning to students
Realia/Visuals, Modeling
- Use read alouds with simple language, repetition, and strong picture support
Nursery Rhymes/Poetry, Rhythm and Repetition

Understands some high-frequency, single-word or single-phrase directions when highly contextualized

- Provide opportunities for students to respond to high frequency, single step directions
Echo, Barrier Game, Parking Lot
- Increase wait time
TPS, Numbered Heads Together, Response Boards
- Utilize informal assessments to evaluate comprehension
Ticket Out, Thumbs Up/Thumbs Down
- Allow students to demonstrate understanding
TPR, Response Boards, Fast Finger, Fly Swatter
- Use visuals, gestures, and context of the situation when giving directions
Realia/Visuals, Drama, Anchor Chart

Generally unable to identify intent of the speaker

- Use visuals and gestures to convey the purpose/goal at the beginning of a lesson and establish a routine of referring to goals throughout and at the end of each lesson (display objective)
Ticket Out, Progressive Map, GIST
- Teach students listening behaviors (turn taking, eye contact, posture, facial expressions, active listening behaviors)
TPS, Modeling, Anchor Chart
- Model listening comprehension skills
Fishbowl, Inside/Outside Circle, Whip Around Share
- Model and identify various registers (formal and informal), intonations and inflection
Role Play, Reader's Theater
- Ensure that language is used interactively (student-student or teacher-student)
TPS, I Have/Who Has?, Couch Potato/Aerobics Instructor

Listening – Level 2

Students

Level 2 (Beginning)

Listening – Level 2

Level 2 (Beginning)

Understands most common information, but may identify and understand only key words, phrases, and cognates in content-area settings

- Incorporate and pre-teach academic vocabulary, key words, signal words, phrases and cognates in all content instruction and begin to introduce "mortar words"

Anchor Chart, Word Wall, Fly Swatter, Carousel/Gallery Walk

- Use visuals, gestures, demonstrations, manipulatives and props to introduce new learning

Fishbowl, Teach the Text Backwards, TPR

- Revisit new information to give students multiple exposures to concepts and academic vocabulary

Yesterday's News, Word Wall, Entry Slip

- Pause between phrases, repeat, and rephrase complex messages

Chunk and Chew, TPS

- Make students aware of idioms when used and clarify their meaning

Realia/Visuals, Reader's Theater, Read Aloud

- Provide multiple learning experiences with key vocabulary

Fast Finger, 2 Cents, Barrier Game

- Frame instructional delivery in a context that conveys meaning to students

Realia/Visuals, Modeling

- Use read alouds with simple language, repetition, and strong picture support

Nursery Rhymes/Poetry

Understands simple, basic grammatical structures and simple social vocabulary

- Restate in simplified form

Chunk and Chew, TPS

- Read aloud texts with basic and increasingly more difficult vocabulary and grammatical structures

Reader's Theater

- Make students aware of collocations (i.e., words that naturally go together: put on, put off) and clarify their meaning when necessary

Begins to understand straightforward, single-step directions

- Provide opportunities to practice following straightforward, single-step and multi-step directions

TPR, Barrier Game, Sage and Scribe

- Model complex, multi-step directions using clear pronunciation, visuals, gestures, and props

TPS, Fishbowl, Anchor Chart

- Use visuals and gestures to help convey meaning of multi-step directions

Begins to interpret speaker's purpose

- Establish and display the purpose/objective of the lesson and reinforce throughout lesson

Progressive Map, Ticket Out

- Allow students to demonstrate understanding

Response Boards, Thumbs Up/Thumbs Down, Fast Finger

- Utilize think alouds to model how to determine speaker's purpose

- Provide opportunities for students to clarify/comprehend speaker's purpose with partners or group members

TPS, Numbered Heads Together, Whip Around Share

- Model and provide opportunities for students to identify various registers (formal and informal)

Role Play, 3-Step Interview, Video Clips

- Ensure that language is used interactively (student-student or teacher-student)

Couch Potato/Aerobics Instructor, Numbered Heads Together, 2 Cents

- Expose students to a variety of speakers with varying purposes

Canned Questions, RAFT

Limited understanding of details but usually understands the main idea of simple messages, presentations and conversations

- Explicitly teach listening behaviors (turn taking, eye contact, posture, facial expressions, active listening behaviors)

Fishbowl, TPS, Modeling

- Allow student interaction within a group to allow time to process and clarify information

Collaborative Poster, Numbered Heads Together, Couch Potato/Aerobics Instructor

- Activate and/or build student's background knowledge before introducing new concepts

Realia/Visuals, Carousel/Gallery Walk

- Pre-teach and model key vocabulary

Teach the Text Backwards, Vocabulary Log

- Display print with visuals to support instruction

Anchor Chart, Word Wall, Foldable

- Assist students in identifying supporting details through visual aids and graphic organizers

Graphic Organizer, GIST

Listening – Level 3

Students

Level 3 (Intermediate)

Listening – Level 3

Level 3 (Intermediate)

Understands a range of vocabulary and some idioms, mostly related to school-social environments, and key vocabulary from content areas

- Explicitly teach academic vocabulary necessary for comprehension
Frayer Model/4 Square Vocabulary, Concept/Word Sort
- Use idioms in context and compare to literal meaning
Find Someone Who, Collaborative Poster
- Revisit new information to give students multiple exposures to concepts and academic vocabulary
Yesterday's News, Word Wall, Whip Around Share, TPS
- Model the use of context clues to determine the meaning of an unknown word
Think Aloud, Role Play, Fishbowl
- Frame instructional delivery in a context that conveys meaning to students
Realia/Visuals, Modeling
- Use read alouds with simple language, repetition, and strong picture support
Nursery Rhymes/Poetry
- Provide multiple learning experiences with key vocabulary
Drama, Songs/Chants, Barrier Game, 2 Cents

Understands frequently used verb tenses and word order patterns in simple sentences and in school-social settings

- Introduce and reinforce academic vocabulary in a meaningful context using compound sentences
Chunk and Chew, Sentence Frame
- Model speaking in complete and complex sentences
Sentence Frame
- Note and model examples of changing verb tenses (*go, going, gone, will go, went*)
Word Wall, Generative Sentences, Line Up/Fold Up

Understands single-step and some multi-step directions

- Provide opportunities to practice following and giving multi-step directions
TPR, Barrier Game
- Use visuals, modeling and demonstration to help clarify complex and multi-step directions
Anchor Chart

Draws simple conclusions about the speaker's purpose and understands explicitly expressed points of view

- Establish and display purpose/objective of the lesson and revisit often
Ticket Out, TPS, Progressive Map
- Utilize think alouds to model how to determine speaker's or text's purpose
Reciprocal Teaching, Fishbowl
- Model and provide opportunities for students to identify various registers (formal and informal), intonation and inflection
Role Play, RAFT, Reader's Theater
- Ensure that language is used interactively (student-student or teacher-student)
3-Step Interview, Role Play, Numbered Heads Together
- Expose students to a variety of speakers with varying purposes
Read Aloud, Canned Questions, Video Clips

Understands short messages and longer conversations and presentations on general school and social topics in familiar situations/academic areas

- Recognize that students may seem fluent socially while not yet comprehending academic language
- Provide opportunities for students to clarify and process the message through group interaction
Phone a Friend, Numbered Heads Together, Paraphrase/Passport
- Activate and/or build background knowledge
Realia/Visuals, KWLH Chart
- Ask open-ended questions that require higher-order thinking
TPS, Cubing, Canned Questions
- Rephrase and repeat when necessary
- Gradually expose students to longer conversations and messages
Reciprocal Teaching, GIST, 2 Cents

Listening – Level 4

Students

Level 4 (Advanced)

Listening – Level 4

Level 4 (Advanced)

Understands a wide range of vocabulary (including academic vocabulary) and idioms

- Introduce and develop academic vocabulary in meaningful, authentic contexts and provide opportunities for students to practice

Carousel/Gallery Walk, Realia/Visuals

- Revisit new information to give students multiple exposures to concepts and academic vocabulary as needed

Fly Swatter, Concept/Word Sort, Word Wall

- Use a wider variety of idioms in context and compare to literal meaning

Carousel/Gallery Walk, Video Clips, Realia/Visuals

- Model the use of context clues to determine the meaning of an unknown word

Think Aloud, Role Play

- Frame instructional delivery in a context that conveys meaning to students

Realia/Visuals, Modeling

- Use read alouds with simple language, repetition, and strong picture support

Nursery Rhymes/Poetry

- Provide multiple learning experiences with key vocabulary

Songs/Chants, Barrier Game, Drama

Understands most of the basic language forms of spoken English and begins to develop understanding of more complex structures of spoken English

- Use compound and complex sentences and give students opportunities to demonstrate understanding

TPS, Generative Sentences

Understands speech in most school-social settings

- Interact with students informally and formally

- Read aloud to students using different genres relating to same content

- Continue to expand academic and social language through authentic activities

Collaborative Poster, Project Based Learning, 2 Cents

Understands multi-step directions

- Provide opportunities for students to follow and give complex multi-step directions

Barrier Game, GIST

Understands and is able to interpret the speaker's point of view

- Establish and display purpose/objective of the lesson and revisit often

Ticket Out, TPS

- Utilize think alouds in determining speaker's point of view

- Provide opportunities for students to identify various registers

Role Play, Reader's Theater, RAFT

- Ensure that language is used interactively (student-student or teacher-student)

Line Up/Fold Up, Reciprocal Teaching, Paraphrase/Passport

- Expose students to a variety of speakers with varying purposes

Canned Questions, Video Clips

- Instruct students in determining the nuances of verbal and non-verbal language (gestures, intonation, body language)

Role Play, Fishbowl, Reader's Theater

Understands main ideas and some key supporting details in content-area settings and presentations on familiar and academic topics

- Provide opportunities for students to clarify and process the message through group interaction

Phone a Friend, Numbered Heads Together, Learning Chips

- Activate and/or build background knowledge

Realia/Visuals, KWLH Chart

- Continue to ask open-ended questions that require higher order thinking

Cubing, Canned Questions, TPS

- Expand student's awareness to a variety of signal words

Word Wall, Anchor Chart, Foldable

- Provide exposure to a variety of organizational patterns (debate, interviews, conversations)

Fishbowl, GIST

- Develop/activate background knowledge before presenting new topics

Fishbowl, Continuum Line, 4 Corners

- Read aloud to students from different genres relating to same content

Listening – Level 5

Students

Level 5 (Fully English Proficient)

Listening – Level 5

Level 5 (Fully English Proficient)

Comprehends a range of vocabulary relating to both content areas and school-social settings

- Continue to develop academic and social vocabulary

Word Wall, Concept/Word Sort

- Facilitate discussion about meanings of unfamiliar idioms

- Expect comprehension of words using context clues

Parking Lot, Video Clips, Reader's Theater

- Provide challenging academic listening opportunities

GIST

Comparable to a minimally proficient native speaker and understands most of the complex structures of spoken English relative to grade level

- Continue to use compound and complex sentences and give students opportunities to demonstrate understanding

TPS, Generative Sentences, GIST, 2-Column Notes

- **Understands a significant amount of grade-level appropriate social and academic speech**

- Interact and conference with students informally and formally

- Read aloud to students from different genres relating to same content

- Provide interactive opportunities

Project Based Learning, Reciprocal Teaching, Numbered Heads Together

Understands multi-step directions

- Provide opportunities to follow and give complex multi-step directions

Barrier Game, Sage and Scribe

Interprets and understands the purpose of presentations on familiar topics

- Utilize think alouds to model how to determine purpose of presentations

- Develop/activate background knowledge before presenting new topics

Fishbowl, 4 Corners, Continuum Line

- Continue to ask and practice higher order thinking questions soliciting opinion, judgment, prediction, hypothesis, inference, and creativity

Cubing, Canned Questions, Numbered Heads Together

- Provide students opportunities to demonstrate comprehension of more complex oral presentations of various registers and organizational patterns (persuasion and justification)

TPS, Jigsaw, Numbered Heads Together

- Continue to instruct students in determining the nuances of verbal and non-verbal language (gestures, intonation, body language)

- Provide opportunities for students to critique oral presentations

Rubric

Speaking – Level 1

Students

Level 1 (Pre-Functional)

Speaking – Level 1

Level 1 (Pre-Functional)

Says a few common, everyday words and phrases with very simple structures

- Provide a safe environment that encourages students to practice speaking
- Connect with the student's cultural and personal experiences
Find Someone Who, KWLH Chart
- Build and connect to background knowledge
Realia/Visuals, Anchor Chart
- Introduce needed vocabulary in a meaningful context using realia, situational context, and gestures
Word Wall, Realia/Visuals, TPR
- Establish daily conversational routines such as greetings and requests
Entry Slip, Sentence Frame, 3-Step Interview
- Help students expand key words to phrases, phrases to sentences, sentences to conversations
Sentence Frames, Sentence Frame, Thumbs Up/Thumbs Down
- Provide opportunities for students to use basic school and social vocabulary
Drama, TPS, Barrier Game, 2 Cents
- Provide opportunities for structured conversations using sentence starters and sentence frames to aid in academic vocabulary development
Find Your Partner/Mix and Match, Conga Line
- Increase wait time
TPS, Response Boards

Speaks with pronunciation that may interfere with communication

- Accept approximations and restate student's message correctly
- Isolate and instruct on commonly mispronounced words
- Help students set individual speaking goals
Echo, Choral Reading

Provides basic information in response to request

- Provide many opportunities for interaction and encourage risk taking
Cloze, Numbered Heads Together, Line Up/Fold Up
- Model and ask students to list, name and produce phrases and simple sentences using basic information
Songs/Chants, Sentence Frame, TPS

Speaking – Level 2

Students

Level 2 (Beginning)

Speaking – Level 2

Level 2 (Beginning)

Primarily relies on supplied academic vocabulary and is limited to key words

- Provide a safe environment that encourages students to practice speaking
Find Someone Who, 4 Corners
- Connect with the student's cultural and personal experiences
- Build and connect to background knowledge
Realia/Visuals, Entry Slip
- Introduce needed vocabulary in a meaningful context using realia, situational context, and gestures
Word Wall, Realia/Visuals, Video Clips
- Interact with students to increase academic vocabulary
Barrier Game, I Have/Who Has, Find Someone Who
- Teach, use, and expand on academic vocabulary, key words, signal words, phrases, and cognates
Teach the Text Backwards, Carousel/Gallery Walk
- Teach and provide opportunities for students to use academic vocabulary in group discussions
3-Step Interview, Whip Around Share, TPS
- Increase wait time
TPS, Response Boards

Uses common patterns, memorized phrases, simple word order and simple transitional markers in social situations

- Model and provide practice using of compound sentences
Find Your Partner, Sentence Frames, Sentence Surgery
- Introduce and model correct use of signal words
Anchor Chart, Word Wall, Songs/Chants
- Model and provide opportunities for varied word order patterns
Cloze Paragraph, Sentence Frames, Generative Sentences
- Restate and model correct word order when used incorrectly
- Engage students in manipulating word order
Generative Sentences, CSRQ
- Teach students to use appropriate questions and responses to express needs and wants
3-Step Interview, Role Play, Anchor Chart

Speaks with frequent grammatical and pronunciation errors and a lack of flexibility may impede communication

- Accept approximations but restate correctly as needed
- Isolate and instruct on commonly misused grammatical structures
- Conference to set individual goals to improve errors
Echo, Choral Reading

Able to name or list; sometimes uses language to connect or tell

- Provide many opportunities for interaction and encourage risk taking
Inside/Outside Circle, Numbered Heads Together, Learning Chips
- Prompt students to correctly use signal words
Anchor Chart, Sentence Frames
- Provide students opportunities to elaborate
Carousel/Gallery Walk, Sentence Frames, Collaborative Poster
- Model and provide practice for describing and narrating about classroom and personal experiences
Pass the Story, 2 Cents, Find Someone Who
- Model and provide practice for comparing/contrasting, sequencing, and summarizing about classroom and personal experiences (using visuals, graphic organizers, and props)
Graphic Organizer, Realia/Visuals, Strongly Agree/Disagree

Speaking – Level 3

Students

Level 3 (Intermediate)

Speaking – Level 3

Level 3 (Intermediate)

Uses common, specific school-social vocabulary, idiomatic expressions and some academic vocabulary

- Activate and build background knowledge on selected vocabulary
Vocabulary Prediction Chart, KWLH, 4 Corners
- Introduce needed vocabulary in a meaningful context using realia and gestures
Chunk and Chew, Word Wall, Role Play
- Continue to model and structure learning activities that require students to use academic vocabulary in a variety of discussion formats
4 Corners, TPS, Project Based Learning
- Allow opportunities for feedback from teacher and peers
Rubric, Response Boards, Thumbs Up/Thumbs Down
- Plan for meaningful interactions using vocabulary in context and expect students to use academic vocabulary in authentic activities
Appointment Clock, Find Your Partner/Mix and Match, Inside/Outside Circle

Uses repetition and everyday, imprecise words and combines native language with English (code-switching) to sustain conversations

- Offer opportunities for students to write down words they are code-switching, define them, and use them
Foldable, Vocabulary Log, Sentence Frame
- Teach with synonyms and analogies for students to expand vocabulary
Find Your Partner/Mix and Match, Carousel/Gallery Walk

Uses common, straight-forward grammatical structures but makes errors in grammatical structure and pronunciation especially in complex constructions and academic situations

- Model and provide practice with higher level grammatical structures
- Model and expect use of compound and complex sentences
- Provide opportunities to practice a variety of grammatical structures
Generative Sentences, RAFT, 2 Cents

- Help students set individual goals to improve errors in speech

Uses register (formal/informal) with some errors

- Construct activities to practice formal and informal situations
3-Step Interview, Role Play, Reader's Theater
- Construct activities that promote authentic communication for a variety of contexts, purposes and audiences
Whip-Around, Project Based Learning
- Provide templates to scaffold language to appropriate academic register
Language Frame, Anchor Chart

Begins to use tone and inflection to express meaning

- Model correct use of language register, inflection, and intonation
Read Aloud, Fishbowl, Video Clips
- Provide opportunities to practice a variety of speaking genres (persuasive, debate, narrative, informational, lyrical)
Drama, Role Play, Reader's Theater, Debates, Strongly Agree/Disagree

Uses language to connect, tell and sometimes to expand

- Provide opportunities for interaction and discussion (student to student, student to teacher)
Barrier Game, TPS, Sage and Scribe
- Allow students to verbalize connections to classroom and personal experiences
Carousel/Gallery Walk, Crystal Ball, Yesterday's News, Progressive Map
- Have students explain and justify their answers using signal words and accept general and indirect answers
4 Corners, Whip Around Share, 3-Step Interview
- Allow extra wait time as needed for answers and explanations
TPS

Can retell, describe, narrate, and give simple, concrete instructions with some flexibility and creativity but still has limited use of transitional markers

- Provide many opportunities for interaction
Role Play, Strongly Agree/Disagree, Line Up/Fold Up, Barrier Game
- Model and provide practice for describing and narrating (using visuals, graphic organizers, and props)
Drama, Cartoon Strip
- Model and provide practice for comparing/contrasting, sequencing, paraphrasing, and summarizing (using visuals, graphic organizers, and props)
Chunk and Chew, 3-Step Interview, Anchor Chart, Learning Chips

Speaking – Level 4

Students

Level 4 (Advanced)

Speaking – Level 4

Level 4 (Advanced)

Uses sufficient vocabulary and idiomatic phrases in social settings but only some vocabulary when in academic settings

- Plan explicit vocabulary instruction with academic language (using realia, visuals, gestures, modeling, demonstrations)

Vocabulary Log, Chunk and Chew

- Activate and build background knowledge on selected vocabulary

Vocabulary Prediction Chart, KWLH

- Model and structure opportunities for students to use descriptive language (strong verbs, adjectives, adverbs), academic vocabulary, and idiomatic expressions

Think Aloud, TPS, 2 Cents

Uses a wider range of grammatical structures; errors in grammar and pronunciation rarely interfere with communication

- Focus on correct usage of grammatical structures

Find the Fib, TPS, Think Aloud

- Help students self-monitor their speech and set individual goals

Journaling, Rubric

Consistent Use of Register (formal/informal)

- Clarify student's message when necessary

- Model and provide opportunities for students to communicate for a variety of purposes and audiences

Reader's Theater, Project Based Learning, Yesterday's News

Uses tone and inflection to express meaning

- Model and provide opportunities to practice a variety of speaking genres (persuasive, debate, narrative, informational, lyrical)

Drama, Role Play, Reader's Theater, Fishbowl, Debate, Temperature Check

Uses mostly coherent, unified and appropriately sequenced response with more flexibility, creativity, and spontaneity

- Model higher-order thinking and provide opportunities for students to practice responding in higher-order thinking discussion formats (opinion, judgment, prediction, inference)

Canned Questions, Cubing, Carousel/Gallery Walk

- Model and provide opportunities for students to speak in a variety of organizational patterns using supporting details (debates, interviews, presentations)

- Increase wait time as needed

TPS

Speaking – Level 5

Students

Level 5 (Fully English Proficient)

Speaking – Level 5

Level 5 (Fully English Proficient)

Uses more complex grammar, vocabulary, and idiomatic expressions that are appropriate for topic and audience (approaching the level of a native speaker)

- Plan and teach explicit vocabulary instruction with academic language (using realia, visuals, gestures, modeling, demonstrations)

Chunk and Chew, Vocabulary Log

- Model and provide opportunities for students to communicate for a variety of purposes and audiences

Role Play, Debate, Reader's Theater

- Provide authentic opportunities for academic language interaction in various groupings to enhance descriptive language and to correct grammatical structure usage

Jigsaw, 4 Corners, Whip Around Share

Consistent use of register (formal/informal)

- Provide authentic opportunities for correct register usage

Debate, RAFT

- Clarify student's message when necessary

Uses tone and inflection to express meaning

- Provide opportunities to practice a variety of speaking genres (persuasive, debate, narrative, informational, lyrical) to enhance awareness of tone and inflection

Role Play, Fishbowl, Reciprocal Teaching

Uses coherent, unified and appropriately sequenced responses in extended discussions to connect, tell, expand and reason but may lack the needed explicit vocabulary

- Model higher-order thinking and provide opportunities to practice (opinion, judgment, prediction, inference) these skills

Canned Questions, Reciprocal Teaching, Anchor Chart

- Provide opportunities for students to speak in a variety of organizational patterns (debates, interviews, presentations)

RAFT, Drama, Debate

- Provide appropriate feedback to promote speaking that is equivalent to grade-level, native English speakers

Rubric

Reading – Level 1

Students

Level 1 (Pre-Functional)

Reading – Level 1

Level 1 (Pre-Functional)

May identify isolated words, key phrases and cognates especially when highly contextualized

- Teach new words and concepts through auditory, visual, and kinesthetic activities to make text comprehensible

Vocabulary Log, Concept/Word Sort, Tic-Tack-Toe, TPR

- Teach sight words and phrases in context with visuals

Semantic Feature Analysis, Observation Charts

- Use cognates as applicable

- Display color photographs/pictures of classroom procedures and new vocabulary using short sentences and provide a labeled classroom

- Provide bilingual dictionaries, bilingual books, picture dictionaries, and a variety of texts that are age and reading level appropriate, challenging, interesting, and authentic

May understand some high frequency, simple written directions especially when highly contextualized

- Model the directions in chunks using gestures, visual cues, and props

Think Aloud, Chunk and Chew

- Give directions orally and check for understanding, THEN introduce simplified written directions

TPR, Fast Finger

May have limited comprehension of ideas intended by writer of text. Meaning is hindered due to limited knowledge of vocabulary and structural patterns.

- Pre-teach vocabulary using realia, visuals and gestures

Carousel/Gallery Walk, Vocabulary Log, Fly Swatter

- Provide opportunities to build/activate background knowledge

Realia/Visuals, Carousel/Gallery Walk, Teach the Text Backwards, KWLH, Anticipation Guide

- Model as think aloud how to use visual cues and graphic organizers to gain meaning from text

- Read aloud to students using graphics to help convey meaning

- Provide multiple opportunities to work with a familiar text

Reading in 4 Voices, Book Walk, Guided Reading

- Integrate listening, speaking, and writing with reading instruction

Cartoon Strip, GIST, Changing the Ending, Pass the Paper, TWPS

- Think aloud about the author's purpose

RAFT, Cartoon Strip, Graphic Organizer

- Group students with different interests, cultural, and language backgrounds to read and discuss selected texts

Reading in 4 Voices, TPS, 4 Corners, Reciprocal Teaching

- Introduce and practice higher-order thinking questions soliciting opinion and predictions

4 Corners, Strongly Agree/Disagree

- Provide reading opportunities with a variety of print materials at different reading levels (magazines, newspapers, Internet and texts)

Reading – Level 2

Students

Level 2 (Beginning)

Reading – Level 2

Level 2 (Beginning)

Understands simple, basic everyday vocabulary and grammatical structures

- Teach new words and concepts through auditory, visual, and kinesthetic activities to make text comprehensible
TPR, Role Play, Carousel/Gallery Walk
- Make vocabulary meaningful by connecting it to the text
Cloze, TPR, Anchor Chart
- Display color photographs/pictures of classroom procedures and new vocabulary using short sentences
- Provide a print rich classroom
Anchor Chart, Concept/Word Sort
- Organize word walls into categories
Concept/Word Sort
- Expose students to texts that contain a variety of words and phrases that convey the same meaning
- Identify and draw attention to grammatical structures within the texts
Text Reconstruction, Generative Sentences, Cloze
- Raise awareness of the use of signal words, idioms, and slang in texts
Vocabulary Log, Fly Swatter, Concept/Word Sort

Begins to understand some straightforward written directions

- Model the directions using gestures, visual cues, and props that accompany written directions
Fishbowl, TPR, Labeled Classroom
- Provide opportunities for practice following straightforward, single-step directions
TPR, TPS, Conga Line

Has limited understanding of text purpose

- Identify the author's reason for using formal and informal language and word choice in text
RAFT, Drama
- Incorporate opportunities to share/discuss author's purpose with others
Reciprocal Teaching, Numbered Heads Together, Anticipation Guide
- Provide reading opportunities with a variety of print materials at different reading levels including material related to student's home cultures (magazines, newspapers, Internet and texts)
Jigsaw, Carousel/Gallery Walk

Understands main ideas and can identify a few explicit support ideas of simple, authentic informative and narrative materials and relies heavily on visual cues and some prior experience with topic

- Activate, connect, and build background knowledge
Realia/Visuals, KWLH, Anticipation Guide, Carousel/Gallery Walk
- Model using visual cues and graphic organizers to gain meaning from text
Text to Graphics and Back Again, Guided Reading
- Model and guide visualizing and predicting to develop comprehension
Think Aloud, Graphic Organizer, Heading to Question
- Assist students in identifying main idea and supporting details through graphic organizers, highlighting, and summarizing
GIST, Foldable, Cubing, Sage and Scribe
- Read aloud to students using graphics to help convey meaning
- Use familiar texts to introduce new concepts
Concept/Word Sort, Find the Fib, Semantic Feature Analysis, Chunk and Chew
- Integrate listening, speaking, and writing with reading instruction
- Group students with different interests and cultural backgrounds and language
Reading in 4 Voices, TPS, 4 Corners, Reciprocal Teaching
- Provide guided practice with higher-order thinking soliciting opinion, prediction, and hypothesis
Strongly Agree/Disagree, Cubing, Guided Reading
- Teach organizational patterns of texts (problem/solution, cause/effect)
Anchor Chart, Graphic Organizer, Heading to Question
- Make available supplementary and age-appropriate reading materials with strong picture support
- Engage students in reading texts by having them describe, retell, compare and contrast
Inside/Outside Circle, Jigsaw, Fishbowl, Reciprocal Teaching, Guided Reading

Reading – Level 3

Students

Level 3 (Intermediate)

Reading – Level 3

Level 3 (Intermediate)

Understands a range of vocabulary and some idioms in social and academic contexts

- Teach new words and concepts through auditory, visual, and kinesthetic activities to make text comprehensible
TPR, Role Play, Carousel/Gallery Walk
- Make vocabulary meaningful by connecting it to the text
Cloze, TPR, Frayer Model
- Model and practice with students how context clues can be utilized to determine meaning of unknown vocabulary
Chunk and Chew, Vocabulary Prediction Chart, Cloze
- Provide a print rich classroom
Word Wall, Concept/Word Sort, Labeled Classroom
- Expand awareness of a greater variety of idioms
Cloze, Anchor Chart, Barrier Game, Vocabulary Log
- Provide time to practice reading and interacting with new vocabulary in a meaningful context
Semantic Feature Analysis, Barrier Game, I Have/Who Has, Envelope Relay
- Read aloud to students

Understands frequently used verb tenses and word order patterns in simple sentences

- Teach less frequently used verb tenses, a greater variety of word order patterns, and more complex sentence structures
I Have/Who Has, Generative Sentences
- Provide time to practice new verb tenses in a meaningful context
Find Someone Who, Couch Potato/Aerobics Instructor

Understands simple written directions as well as some more complex directions

- Model and provide opportunities for sequencing of procedural text and instructions (recipes, "how to" instructions, science experiments)
Graphic Organizer, Anchor Chart

Begins to understand text purpose

- Analyze the author's choice of words in text
RAFT
- Incorporate opportunities to read a variety of text with different author purposes
Reciprocal Teaching, Fishbowl, Whip Around Share, Changing the Ending, Guided Reading
- Display and implement the use of strategies to determine author's purpose (signal words, text features, headings, questions at the end)
Heading to Question, Carousel /Gallery Walk, Anchor Chart

Understands main ideas of narrative, descriptive and content-area texts when they deal with areas of personal interest or topic familiarity, mostly when below grade level

- Aid students in making connections to text through activating, connecting, and building background knowledge
TPS, Dialogue Journal, Whip Around Share, Realia/Visuals, Reciprocal Teaching
- Model and guide visualizing and predicting to develop comprehension
Think Aloud, Barrier Game, Role Play
- Practice identifying main ideas and supporting details in descriptive text
2-Column Notes, Collaborative Poster, Anticipation Guide
- Use familiar texts to introduce new learning
- Teach organizational patterns of texts (problem/solution, cause/effect, compare/contrast)
I Have/Who Has, Find Your Partner, Sage and Scribe
- Expose students to a variety of challenging (not at frustration level) texts with varying purposes and point of views
Reciprocal Teaching, Think Aloud, Choral Reading
- Make supplementary materials with pictures and graphics available that are age and reading level appropriate.
- Practice higher-order thinking soliciting opinion, judgment, prediction, hypothesis, inference, and creation
Reciprocal Teaching, Strongly Agree/Disagree, Cubing
- Integrate listening, speaking, and writing with reading instruction
Appointment Clock, Project Based Learning, Reading in 4 Voices
- Group students with different interests and cultural backgrounds and language
2-Column Notes, Changing the Ending, Collaborative Poster
- Make texts (grade level) comprehensible to students
Teach the Text Backwards, Realia/Visuals, Role Play

Reading – Level 4

Students

Level 4 (Advanced)

Reading – Level 4

Level 4 (Advanced)

Understands a wide range of vocabulary and idioms, especially of school-social environments, and is beginning to develop a wide range of academic vocabulary related to content areas

- Develop academic vocabulary in meaningful context and provide opportunities for students to practice

Pass the Paper, Concept/Word Sort, Vocabulary Prediction Chart, Cloze

- Continue to develop comprehension of unknown words using context clues

Think Aloud, Sentence Frame, Text Reconstruction

- Facilitate discussion to clarify meaning of unfamiliar idioms (raining cats and dogs)

2 Cents, Numbered Heads Together, Strongly Agree/Disagree

- Read aloud to students

- Provide supplementary reading materials to engage students in extra reading practice

Understands most of the basic language forms of written English and is beginning to develop understanding of more complex structures

- Identify and draw attention to grammatical structures within the texts

Cloze, Think Aloud

- Allow time for students to practice using complex structures in a variety of interactive situations

TPS, Pass the Paper, Reader's Theater

Understands most written directions

- Model reading and following directions as needed

Think Aloud, Barrier Game, Sage and Scribe

- Read practical "how to" text (Examples- directions to games, cookbooks, etc.)

- Give more complex written directions for students to follow; monitor comprehension

Fishbowl, Barrier Game

Begins to interpret text on the basis of understanding its purpose and sophisticated writer perspectives

- Expose students to more sophisticated texts (Expository, Narrative, and Persuasive) and a greater variety of purposes including text that entertain, persuade, inform, and instruct

2-Column Notes, Text to Graphics and Back Again, Reading in 4 voices, Jigsaw

- Analyze the author's choice of words in text

Understands main ideas of a broad range of texts including significant, relevant details and can make inferences from extended narratives on familiar topics especially when approaching grade level

- Aid students in making connections to text through activating, connecting, and building background knowledge

TPS, Dialogue Journal, Whip Around Share

- Ask and practice higher-order thinking questions soliciting opinion, judgment, prediction, hypothesis, inference, and design

Canned Questions, Reciprocal Teaching, 2-Column Notes

- Group students with different interests, cultural backgrounds, and language to read a variety of text

Reciprocal Teaching, Couch Potato/Aerobics Instructor, Jigsaw

Understands (on or approaching grade level) most non-academic texts (Practical Text), content area texts, mostly on familiar topics (Content Text), and excerpts from literature (Literary Text)

- Develop and/or activate background knowledge

- Teach/model with read alouds of different genres and provide resources to encourage reading of different genres

- Provide exposure to a variety of organizational patterns (cause/effect, compare/contrast, sequence, and topic organization)

I Have/Who Has, Find Someone Who, Graphic Organizer

- Use excerpts from grade level texts on new topics for students to find main idea and make inferences

GIST, Cartoon Strip, Graphic Organizer

- Present challenging (grade level) texts to students; however, the text will still need to be made comprehensible

Realia/Visuals, Teach the Text Backwards

Reading – Level 5

Students

Level 5 (Fully English Proficient)

Reading – Level 5

Level 5 (Fully English Proficient)

Understands complex structures of written English and has a broad range of vocabulary and idioms relating to both content areas and school-social environments

- Continue to introduce new vocabulary

Vocabulary Prediction Chart, Semantic Feature Analysis

- Expect students to use context clues to gain meaning of unknown words

Cloze, Frayer Model, Sentence Surgery

- Facilitate discussion about meanings of unfamiliar idioms

- Read aloud to students

Often successfully interprets text on the basis of understanding its purpose and can evaluate multiple perspectives of meaning

- Expose students to more sophisticated texts (Expository, Narrative, and Persuasive) and a greater variety of purposes including text that entertain, persuade, inform, and instruct

Reciprocal Teaching, Think Aloud, Reading in 4 Voices

- Group students with different interests, cultural backgrounds, and language to read a variety of texts

4 Corners, Changing the Ending, Reciprocal Teaching

Understands main ideas and can extract precise and detailed information from a range of texts on familiar and unfamiliar topics in a number of genres comparable to a (minimally) proficient native English reader (or higher) at the same grade level

- Continue to practice higher order thinking soliciting opinion, judgment, prediction, hypothesis, inference, and design

Canned Questions, Collaborative Poster, Carousel/Gallery Walk

- Provide exposure to a variety of organizational patterns (cause/effect, compare/contrast, sequence, and topic organization)

Whip Around Share, Strongly Agree/Disagree

Understands the range of texts available to a proficient native English speaker, including literacy and academic genres and texts from school-social settings

- Continue to develop and/or activate background knowledge

Anticipation Guide, Appointment Clock, Carousel/Gallery Walk

- Contrast organization of expository and narrative texts (i.e. narrative is organized by sequence; expository is organized by topic)

Graphic Organizer, TPS, Inside/Outside Circle

- Provide instruction on or above grade level

Think Aloud, Continuum Line, Dialogue Journal

- Supply challenging reading materials that are practical text, content text, and literary text.

- Group students with different interests, cultural backgrounds, and language to read a variety of texts

Reciprocal Teaching, Numbered Heads Together

Writing – Level 1

Students

Level 1 (Pre-Functional)

Writing – Level 1

Level 1 (Pre-Functional)

May be able to write simple, key words

- Expand language through comprehensible input (manipulatives, props, realia, real experiences)

Anchor Chart, Graphic Organizer, Realia/Visuals

- Make vocabulary resources available to students (e.g., picture dictionary, word-to-word, student dictionary) and model their use

- Provide opportunities for students to write using basic school and social vocabulary

Vocabulary Log, 4 Square Writing, Story Innovation

May script incoherent message due to incorrect sentence structure and text usage

- Set writing goals and establish the purpose for writing

Story Starters, RAFT, Generative Sentences

- Model how words convey a message

Sentence Frame, Sentence Frames, Cartoon Strips

- Engage students in manipulating word order

Sentence Surgery, Generative Sentence, Concept/Word Sort

- Draw pictures as a prewriting activity

- Model and guide students in using graphic organizers to plan writing

Graphic Organizer, 4 Square Writing

- Provide opportunities for students to discuss ideas before writing in pairs or small groups

TWPS, Conga Line, 3-Step Interview, Whip Around Share

- Conference with students to set individual writing goals

Writer's Checklist, Rubric, Journaling

- Provide opportunities for structured daily writing using starters and simple sentence frames

Journaling, Yesterday's News

May attempt to apply writing conventions but may do so inappropriately or may do so correctly only when copying

- Think aloud emphasizing writing conventions (capitalization and punctuation)

Pass the Paper, Sage and Scribe, Fishbowl

- Model how to use resources (writer's checklist, Word Wall, words around the room, ABC chart/phonics)

Think Aloud, Fishbowl

- Focus on a student's message rather than on grammar, syntax, or spelling

Comic Strips, Graphic Organizers

- Allow extra time and vary the weight of grade components as appropriate

TWPS, Rubric, Writer's Checklist

- Conference with students to set individual writing goals

Rubric, Writer's Checklist

Writing – Level 2

Students

Level 2 (Beginning)

Writing – Level 2

Level 2 (Beginning)

Can compose simple written expression with limited vocabulary
<ul style="list-style-type: none"> Expand language through comprehensible input using (manipulatives, props, realia, real experiences) <i>Foldable, Observation Charts, Graphic Organizer</i>
<ul style="list-style-type: none"> Teach root words, prefixes, and suffixes from selected vocabulary <i>Anchor Chart, Semantic Feature Analysis, Vocabulary Log</i>
<ul style="list-style-type: none"> Model the use and making of vocabulary resources available (e.g., picture dictionary, word-to-word, student made dictionary) <i>Frayer Model, Word Wall</i>
<ul style="list-style-type: none"> Provide opportunities for students to use known vocabulary and expect them to use newly learned vocabulary <i>Dialogue Journal, TWPS, Collaborative Poster</i>
May use some basic features such as ordering sentences appropriately and using simple transitional devices while writing narrative or simple descriptive texts
<ul style="list-style-type: none"> Explicitly model and teach conjunctions and signal words <i>Anchor Chart, Foldable, 4 Square Writing</i>
<ul style="list-style-type: none"> Set writing goals and establish purpose for writing <i>RAFT, Graphic Organizer, 4 Square Writing</i>
<ul style="list-style-type: none"> Model and guide students in writing complete sentences to elaborate ideas <i>Think Aloud, Text Reconstruction</i>
<ul style="list-style-type: none"> Use compound sentence and paragraph frames to structure student's writing Use texts as resources and study how authors use a variety of sentence structures Engage students in manipulating word order <i>TWPS, Sentence Surgery, Generative Sentences</i>
<ul style="list-style-type: none"> Allow students to write daily on self-selected topics and to prompts <i>Ticket Out, Entry Slip, Crystal Ball, Journaling</i>
Can begin to write simple narrative and descriptive texts
<ul style="list-style-type: none"> Model and provide practice for describing and narrating <i>4 Square Writing, Barrier Game, TWPS</i>
<ul style="list-style-type: none"> Model and guide students in varying register according to audience <i>RAFT, Role Play, Strongly Agree/Disagree</i>
<ul style="list-style-type: none"> Share a variety of well-written student work <i>Anchor Chart, Writers Workshop</i>
<ul style="list-style-type: none"> Model and provide practice for comparing/contrasting, sequencing, paraphrasing, and summarizing <i>Graphic Organizer, GIST, Progressive Map</i>
<ul style="list-style-type: none"> Construct grade-level, authentic writing activities for a variety of contexts, purposes, and audiences <i>RAFT, Story Starters, Project Based Learning</i>
<ul style="list-style-type: none"> Use texts as resources and study how authors use register, voice, and tone <i>Guided Reading</i>
<ul style="list-style-type: none"> Model and use prewriting activities such as graphic organizers and brainstorming to aid students in organizing and recording their ideas <i>Graphic Organizer, Anchor Chart, 4 Square Writing</i>
<ul style="list-style-type: none"> Provide opportunities for students to discuss ideas before writing in a variety of group formats <i>TWPS, Inside/Outside Circle, Whip Around Share, 4 Corners</i>
<ul style="list-style-type: none"> Provide practice and opportunities for composing in authentic activities <i>Project Based Learning, Story Starters, Collaborative Poster</i>
<ul style="list-style-type: none"> Provide opportunities for teacher and peer conferencing <i>Writer's Checklist, Rubric, Writers Workshop</i>
May make frequent errors in mechanics, except for limited proficiency in present tense, subject-verb-object sentences, repetitive phrases and needs explicit support when editing
<ul style="list-style-type: none"> Point out structural differences in student's native language and English <i>Anchor Chart, Sentence Surgery, Generative Sentences, Graphic Organizer</i>
<ul style="list-style-type: none"> Isolate and instruct on commonly misused grammatical structures <i>Anchor Chart, Writers Workshop, Generative Sentences</i>
<ul style="list-style-type: none"> Model write alouds Model how to use writing resources (e.g., rubrics, checklists, textbooks, word-to-word dictionaries) Model and guide students in revising and editing their own drafts <i>TWPS, Rubric, Writer's Checklist, Fishbowl</i>
<ul style="list-style-type: none"> Model the correct use of varying tenses <i>Sentence Frame, Semantic Feature Analysis, Sentence Surgery</i>

Writing – Level 3

Students

Level 3 (Intermediate)

Writing – Level 3

Level 3 (Intermediate)

Uses everyday vocabulary but knows very few content-specific words

- Explicitly teach transition, signal, descriptive, and academic words
Foldable, Vocabulary Prediction Chart, Word Wall
- Teach root, prefixes, and suffixes from selected vocabulary
Anchor Chart, Foldable, Concept/Word Sort, Semantic Feature Analysis
- Model and expect students to use resources to enhance writing
Anchor Chart, Word Walls, Think Aloud
- Provide opportunities for students to use new and known vocabulary
Concept/Word Sort, Generative Sentences, Pass the Paper, Cartoon Strip
- Model write alouds concentrating on word choice
Cloze
- Teach cognates
Semantic Feature Analysis, Foldable

Demonstrates some use of transition words and sentence order

- Set writing goals and establish writing purpose
RAFT, Graphic Organizer, 4 Square Writing
- Use texts as resources and study how authors use words and sentence structures
Generative Sentences, Sentence Surgery
- Engage students in manipulating sentence/paragraph order
TWPS, Generative Sentences, Graphic Organizer
- Allow students to write daily on self-selected topics and to prompts
Journaling, 4 Square Writing, Story Starters
- Model correct use of transition words and correct sentence order
4 Square Writing, Sentence Frame, Text Reconstruction

Can compose narrative and some descriptive text and can begin to write informational and persuasive texts using some variation in their register, voice, and tone

- Construct authentic writing activities for a variety of contexts, purposes, and audiences
TWPS, RAFT, Story Starters, Collaborative Poster
- Use texts as resources and study how authors use register, voice, and tone
Graphic Organizer, Anchor Chart
- Model and use prewriting activities such as graphic organizers and brainstorming to aid students in organizing and recording their ideas
Graphic Organizers, Text to Graphics and Back Again, 4 Square Writing
- Provide opportunities for students to discuss ideas before writing in a variety of group formats
TWPS, Strongly Agree/Disagree, Whip Around Share, 4 Corners
- Provide opportunities for teacher and peer conferencing
Writer's Checklist, Rubric, Reciprocal Teaching, Writers Workshop

Can begin to revise for content, organization and vocabulary

- Model, guide, and conference with students in revising their own drafts for content, organization, and vocabulary
Graphic Organizer, Anchor Chart, Rubric

Demonstrates and edits basic sentence structures but still makes mechanical errors that increase with grammatical complexity

- Identify and instruct on commonly occurring grammatical and mechanical errors in student's work
Rubric, Writer's Checklist, Entry Slip
- Model write alouds on writing conventions
- Model how to use writing resources (thesaurus, word wall, graphics) to enhance drafts
4 Square Writing, Writers Workshop
- Model and guide students in editing their own drafts
Writer's Checklist, Rubric
- Provide teacher and peer conferences using a rubric to set individual writing goals
Dialogue Journal

Writing – Level 4

Students

Level 4 (Advanced)

Writing – Level 4

Level 4 (Advanced)

Has sufficient vocabulary to express themselves but are sometimes wordy or off-topic, more frequently in academic contexts

- Provide and develop a variety of academic vocabulary in different contexts

Foldable, Vocabulary Log, Word Wall

- Teach root, prefixes, and suffixes from selected vocabulary

Anchor Chart, Graphic Organizer, Vocabulary Log

- Write aloud to demonstrate how to choose specific words

- Model and practice summarizing and paraphrasing

GIST, Cartoon Strips, TWPS

- Provide opportunities for students to use new and known vocabulary

TWPS, Concept/Word Sort, Generative Sentences, Pass the Paper

Consistently demonstrates successful use of transition words and sentence order

- Set writing goals and purpose for writing

Anchor Chart, RAFT

- Use texts as resources to demonstrate transition words and sentence order

- Allow students to write daily in all content areas

TWPS, Ticket Out, Entry Slip

- Model and guide students in using more precise transition words and greater sentence variety

Anchor Chart, 4 Square Writing

Can successfully compose narrative and descriptive texts and may be successful writing informational and persuasive texts that indicates some awareness of audience

- Model how an author shows awareness of audience

Carousel/Gallery Walk, Role Play, Story Innovation

- Model and expect students to implement voice and style

TWPS, RAFT

- Use texts as resources to demonstrate purpose, tone, and voice

TWPS, Fishbowl, Writer's Workshop

- Provide opportunities for students to discuss ideas in a variety of group formats before writing

Whip Around Share, Conga Line, 4 Corners

- Provide practice and opportunities for composing in different genres and authentic activities

Story Starters, Collaborative Poster, Pass the Pencil

Can revise for content, organization, and vocabulary

- Model, guide, and conference with students in revising their own drafts using rubrics and checklists

Text Reconstruction, Anchor Chart, TWPS

- Provide opportunities for students to revise drafts to incorporate varied vocabulary and structure

Writer's Workshop, Carousel/Gallery Walk

- Model how to use writing resources to enhance drafts

Can revise and edit for sentence structure and grammar usage

- Isolate and instruct on misused grammatical usage

Writer's Workshop, Anchor Chart, Dialogue Journal

- Provide opportunities for students to receive feedback and revise drafts

Journaling, Rubric

- Provide opportunities for student's to critique other authors' works

Fishbowl, Whip Around Share, 3-Step Interview, Carousel/Gallery Walk

Writing – Level 5

Students

Level 5 (Fully English Proficient)

Writing – Level 5

Level 5 (Fully English Proficient)

Has sufficient vocabulary to express themselves but at times can be wordy or off-topic, more frequently in academic contexts

- Continue to provide and develop a variety of academic vocabulary in different contexts

Vocabulary Log, Foldable, Word Wall

- Continue to teach root words, prefixes, and suffixes with selected vocabulary

Anchor Chart, Foldable, Concept/Word Sort

Demonstrates appropriate use of transition phrases, sentence and paragraph order

- Model and expose students to various purposes for writing

Fishbowl, RAFT

- Model how to use precise transitional words and greater sentence variety

Anchor Chart, Graphic Organizer, 4 Square Writing

- Model and engage students in content area writing

TWPS, Carousel/Gallery Walk, Pass the Paper

Can successfully compose narrative, descriptive, informational, and persuasive pieces using appropriate writing conventions and subtleties

- Expose students to a variety of fictional and non-fictional texts to enhance content writing

Carousel/Gallery Walk, Jigsaw

- Expect students to further develop voice and style

Reader's Theater, Anchor Chart, RAFT, Debate

- Provide opportunities for students to discuss ideas in a variety of group formats before writing

TWPS, 4 Corners, 3-Step Interview, Whip Around Share

- Give opportunity for students to receive feedback from teacher and peers

3-Step Interview, Fishbowl, Rubric

Can use appropriate writing conventions with limited errors that do not affect comprehensibility

- Continue to model isolated writing convention errors

Anchor Chart, Writer's Checklist, Rubric

- Provide opportunities for conferencing

Dialogue Journal

Can revise for content, organization and vocabulary

- Model, guide, and conference with students in revising for content, organization, and vocabulary

Text Reconstruction, Generative Sentences

- Provide opportunities for students to revise drafts

Carousel/Gallery Walk, 3-Step Interview, Rubric

- Continue to model usage of writing references

Can revise and edit for sentence structure and grammatical usage

- Provide opportunities for students to revise and edit

TWPS, Carousel/Gallery Walk, 3-Step Interview, Rubric

Glossary of Instructional Routines

<i>INSTRUCTIONAL ROUTINE</i>	<i>DESCRIPTION</i>
2 Cents*	Students speak by “putting in their two cents,” allowing them the opportunity to interact and build academic vocabulary.
2-Column Notes*	A note-taking strategy for use during a lecture or while reading.
3-Step Interview*	A collaborative process that requires a two-way conversation among four students.
4 Corners*	Students share their knowledge on a given topic by choosing a corner of the room and discussing the topic.
4 Square Writing*	A graphic organizer for writing that divides the topic, details, and conclusion into four squares and includes a center box for the introduction.
Anchor Chart*	A chart that references key points to display for student use.
Anticipation Guide*	A strategy used before reading in which the teacher provides students with general statements related to the topic. Students agree or disagree with the statements.
Appointment Clock*	Students make appointments with other classmates to discuss and exchange ideas on a specific topic or question.
Barrier Game*	Students interact and use language to give and receive instructions to complete a task.
Block Party*	Students form triads and discuss questions related to the same topic three different times. Students complete a collaborative or independent task based on their discussions.
Book Walk	Before reading, the teacher leads the students in a preview of the text by looking at the pictures to determine what the text is about, looking at the structure of the text such as highlighted words to determine meanings, and looking for unfamiliar words, etc.
Canned Questions*	The teacher uses a variety of questions at different levels of Bloom’s Taxonomy to create discussion and understanding of the lesson.
Carousel/ Gallery Walk*	Students walk around the room with a specific task as they view student-created work.

* indicates that this instructional routine has a supplemental card that includes steps and differentiation

<i>INSTRUCTIONAL ROUTINE</i>	<i>DESCRIPTION</i>
Cartoon Strip*	Students create or complete cartoon strips to share their own story or to show comprehension.
Changing the Ending	After reading a story, students change the ending.
Choral Reading	Teacher and students read a shared piece of text aloud together.
Chunk and Chew	Teacher delivers a lecture or video in small “chunks” and gives students time to “chew” (discuss and respond to) the new information.
Cloze	A sentence or paragraph with a portion of text or certain words removed. The student identifies the correct words or type of words.
Collaborative Poster*	A group-generated poster that reflects all students’ learning.
Concept/Word Sort*	Students sort words or concepts based on commonalities, relationships, or other criteria to extend their thinking and understanding.
Conga Line*	Students stand face to face in two lines to share knowledge and understanding of a given topic or concept.
Continuum Line	Self-assessment activity in which students line up to represent their degree of knowledge about a specific concept.
Couch Potato/ Aerobics Instructor*	Students take on roles as either a couch potato or an aerobics instructor to pair and discuss academic content.
Crystal Ball (Writing to Learn)*	Students predict what they will learn or what will happen next in a lesson.
Cubing	Students roll dice with questions on all sides. The questions vary in the level of Bloom’s Taxonomy.
Debate	A formal discussion about a controversial topic.
Dialogue Journal (Writing to Learn)*	A notebook kept jointly by two people, usually a student and a teacher.
Drama	Acting out a script.

* indicates that this instructional routine has a supplemental card that includes steps and differentiation

<i>INSTRUCTIONAL ROUTINE</i>	<i>DESCRIPTION</i>
Echo	Students repeat words and phrases spoken or read to them by the teacher or a partner.
Entry Slip/Admit Slip (Writing to Learn)*	Students provide written responses to questions the teacher poses at the beginning of class.
Envelope/Definition Relay*	Students work in groups to match definitions with vocabulary words.
Fast Finger/ Fly Swatter*	Students point to or “swat” the answer to a question posed by the teacher.
Find Someone Who/ Interactive Bingo*	Students share information with others as they complete a checklist of attributes or a bingo card.
Find the Fib*	Students work together to figure out which two statements are true and which statement is false.
Find Your Partner/ Mix and Match*	Students must interact to find a partner who has the corresponding card.
Fishbowl*	A few students model a skill or task while other students observe the process.
Foldable*	Student-constructed visual aid that organizes, displays, and arranges information.
Framer Model/ Four Square Vocabulary*	A graphic organizer that contextualizes vocabulary through an illustration, a sentence and a definition.
Generative Sentences*	Students must place vocabulary terms in specific locations within the sentence.
G.I.S.T.*	<u>G</u> enerating <u>I</u> nteraction <u>B</u> etween <u>S</u> chema and <u>T</u> ext is a summarizing strategy in which students read text and determine the main idea.
Golden Line Response*	Students read a piece of text, select one line that resonates with them and share it with the group.
Graphic Organizer*	A visual display that shows the relationships between facts, terms and/or ideas.
Guided Reading	A small group setting that allows the teacher to meet individual reading needs.

- indicates that this instructional routine has a supplemental card that includes steps and differentiation

<i>INSTRUCTIONAL ROUTINE</i>	<i>DESCRIPTION</i>
Heading to Question	Students turn each non-fiction heading into a question.
I Have/Who Has*	Students read and answer questions from cards. Each card has an answer and poses a new question to be answered.
Inside/Outside Circle*	Students stand in two concentric circles to discuss skills or facts related to the lesson.
Jigsaw*	Students become experts on assigned content and then teach their team members.
Journaling (Writing to Learn)*	A reflective activity/assessment in which students write about previous learning.
KWLH Chart	A chart that shows what students k now about a topic, what they w ant to learn, what they l earned and h ow they learned it.
Learning Chips	Chips/cards that have discussion questions or language frames on them to facilitate group discussion.
Line-Up/Fold-Up*	Students form a single-file line then “fold” so that each student is facing a partner for interaction.
Modeling	Demonstration of a skill or task.
Novel Ideas Only*	Students brainstorm ideas individually and work in a small group to come up with a common list. Each group adds “novel ideas” to a class list until all ideas are shared.
Numbered Heads Together*	Students work together in pairs or small groups to answer a question. Any group member may be called upon to report the group’s answer.
Nursery Rhymes/ Poetry	The repetitive nature of most children's songs and rhymes help students learn vocabulary and the rhythm of the language. Nursery rhymes help ESL students with vocabulary, intonation patterns, and sentence structure.
Observation Charts*	In teams, students observe charts or pictures to preview a new unit of study. Students make predictions, answer questions, or make observations.
Paraphrase/Passport	Person "A" speaks and the team listens. Person "B" paraphrases "A" then speaks. Person "C" paraphrases "B," then speaks, continue pattern. Person "A" paraphrases last speaker.

* indicates that this instructional routine has a supplemental card that includes steps and differentiation

<i>INSTRUCTIONAL ROUTINE</i>	<i>DESCRIPTION</i>
Parking Lot	A chart on which the class lists questions/ideas to consider at a later time.
Pass the Paper/ Progressive Writing*	Students write for a set period of time about a topic and then pass their writing to the next student, who will read and add to the story.
Phone a Friend/ Ask an Expert	A student pretends to phone another student for help with a response. The student is still responsible for sharing the given answer to the group.
Progressive Map/ Road Map	A chart or “road map” that students or the teacher creates that represents the progression of content that is being learned.
Project Based Learning	Students explore real-world problems and challenges while working together in small groups.
R.A.F.T.*	Students write to a teacher-assigned topic according to the acronym: R=role; A=audience; F=format; T=topic.
Read Aloud	The teacher uses picture books or chapter books to model fluency, build students' comprehension, and develop students' vocabulary.
Reader's Theater*	Students are given a role and a text to act out and read aloud.
Reading in 4 Voices*	Students take turns reading assigned portions of a text in small groups.
Realia/Visuals	Color pictures, props, or real-life experiences that activate or build schema and make meaning comprehensible.
Reciprocal Teaching*	Students in small groups are given roles that lead to higher comprehension of text.
Response Boards	Individual students or groups of students are given marker boards to record an answer to a question. The teacher uses the students' responses to assess their learning.
Role Play	Students physically act out characters, situations or vocabulary.
Rubric	A scoring tool for subjective assessment. A rubric includes a set of criteria and standards that are linked to learning objectives and is used to assess a student's performance on papers, projects, essays, and other assignments. Rubrics can be student or teacher created.

* indicates that this instructional routine has a supplemental card that includes steps and differentiation

<i>INSTRUCTIONAL ROUTINE</i>	<i>DESCRIPTION</i>
Sage and Scribe*	Students in pairs take turns being a “Sage” who tells how to perform a task or solve a problem or a “Scribe” who does everything the Sage says step-by-step.
Semantic Feature Analysis*	A grid to help students explore how concepts or words are related to one another.
Sentence Frame/ Sentence Stem	A structure for speaking or writing where students must fill in the missing word or words.
Sentence Surgery/ Jumbled Sentences	The teacher or students take a sentence from the text and write it on a sentence strip and then cut up the sentence in words or phrases. Students then reconstruct the sentence in the right order.
Songs/Chants*	Students learn targeted language and content through rhythm and repetition.
Story Innovation	Students change key words of an original story to make a new story while retaining the underlying original story structure.
Story Starters	Students develop a story based creative writing prompts.
Strongly Agree/Disagree	A 4 Corners activity in which the teacher makes a statement to the students related to a current event, a story or novel, etc. Students demonstrate whether they agree or disagree with the statement by going to a corner of the room.
Teach the Text Backwards*	Students complete an application of the content, such as a science lab or other activity, before they are asked to discuss the content and read the text.
Temperature Check*	Students self-assess their knowledge about specific content using a given rating scale.
Text Reconstruction	Teacher cuts a paragraph or sentences from text in. Students put the sentences or paragraph in the correct order and explain why it is in that order.
Text to Graphics and Back Again	Using a graphic organizer, students write about the beginning, middle and end of a story. Then, they use their graphic organizer to write or retell the story to others.
Think Aloud*	Teacher models by “thinking aloud” how a skilled learner constructs meaning.
TPS* (Think-Pair-Share)	Students are given time to think and/or write about a topic, then share their thoughts with a partner.

* indicates that this instructional routine has a supplemental card that includes steps and differentiation

<i>INSTRUCTIONAL ROUTINE</i>	<i>DESCRIPTION</i>
Thumbs Up/ Thumbs Down*	Informal assessment method in which students respond by holding their thumbs up or down.
Ticket Out/Exit Slip (Writing to Learn)*	Students write responses to questions the teacher poses at the end of class to reflect on what they have learned and express what or how they are thinking about the new information.
T.P.R.* (Total Physical Response)	Hand gestures, facial expressions, or whole body movements used to help build background knowledge, clarify meaning or review concepts.
Video Clips	Short clips of video correlated with the lesson content to build student background knowledge.
Vocabulary Log*	Student-constructed journal of new content vocabulary.
Vocabulary Prediction Chart*	Students predict words that they might see in a chosen text.
Whip Around Share*	In groups of four, students take turns responding to a prompt.
Word Wall*	A specified area in the classroom with displayed academic vocabulary or sight words.
Writer's Checklist	A checklist for a writer to use to check and self-correct errors.
Yesterday's News (Writing to Learn)*	Students spend five minutes at the beginning of class writing a note to a student (real or fictional) who missed the previous class.

* indicates that this instructional routine has a supplemental card that includes steps and differentiation

Listening

Speaking

Reading

Writing

<p>The student writes:</p> <ul style="list-style-type: none"> • Using sufficient vocabulary to express themselves • Using transition phrases, sentence order and paragraph order appropriately • Narrative, descriptive, informational and persuasive texts • Using appropriate writing conventions • Revising for content, organization and vocabulary • Revising for sentence structure and grammatical usage 	<p>The student reads and understands:</p> <ul style="list-style-type: none"> • Complex structures of English • A broad range of social and academic vocabulary and idioms • Main ideas and precise, detailed information • A range of texts on familiar and unfamiliar topics 	<p>The student speaks using:</p> <ul style="list-style-type: none"> • More complex grammar, vocabulary and idiomatic expressions • Consistent use of formal and informal register • Tone and inflection that express meaning • A coherent response in extended discussions 	<p>The student hears and understands:</p> <ul style="list-style-type: none"> • A range of academic and social vocabulary • Complex structures of spoken English • Most social and academic speech • Multi-step directions • Purpose of presentations
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<p>To meet student needs:</p> <ul style="list-style-type: none"> • Develop/activate background knowledge before presenting new topics • Provide challenging listening opportunities • Establish the purpose of the lesson and revisit often • Read aloud to students • Ask higher-order thinking questions soliciting opinion, judgment, prediction, hypothesis, inference and creativity • Require students to critique oral presentations 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Provide opportunities for interaction using academic language to enhance descriptive language and use of correct grammatical structures • Model higher-order thinking and provide opportunities to practice (opinion, judgment, prediction, inference) in authentic situations • Provide students with appropriate feedback to oral presentations to promote speaking development 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Develop academic vocabulary in meaningful contexts, activate background knowledge, and provide opportunities for students to practice using academic vocabulary • Expose students to more sophisticated texts for a greater variety of purposes • Integrate listening, speaking and writing with reading instruction • Provide opportunities for students to discuss the text in groups 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Have students write daily in all content areas using academic vocabulary • Provide opportunities for students to discuss ideas in groups before writing to further develop voice and style • Conference with students to set individual writing goals focusing on revising for content, organization and vocabulary
<p>Level 5</p>	<p>Level 5</p>	<p>Level 5</p>	<p>Level 5</p>

<p>The student writes:</p> <ul style="list-style-type: none"> • Using sufficient vocabulary to express themselves • Using transition words and sentence order successfully • Narrative and descriptive texts • Informational and persuasive texts with some awareness of audience • Revising for content, organization and vocabulary • Editing for sentence structure and grammar usage 	<p>The student reads and understands:</p> <ul style="list-style-type: none"> • A wide range of social vocabulary and idioms • A range of academic vocabulary • Most directions • Main ideas of a broader range of texts • Significant relevant details • Most non-academic texts • Content area texts on familiar topics 	<p>The student speaks using:</p> <ul style="list-style-type: none"> • Vocabulary and idiomatic phrases in social settings • Some vocabulary in academic settings • A wider range of grammatical structures • Appropriate use of register in formal and informal situations • Tone and inflection that express meaning • A mostly coherent response 	<p>The student hears and understands:</p> <ul style="list-style-type: none"> • A wide range of academic vocabulary and idioms • Speech in most school-social settings • Multi-step directions • Main ideas and some key supporting details in presentations on familiar and academic topics
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<p>To meet student needs:</p> <ul style="list-style-type: none"> • Introduce and develop academic vocabulary and concepts in meaningful, authentic contexts and provide multiple exposures as needed • Read aloud to students • Give students opportunities to follow complex multi-step directions • Establish the purpose of the lesson and revisit often • Expose students to a variety of organizational patterns that stimulate higher order thinking such as debate, interviews, and formal and informal conversations • Ask higher-order thinking questions 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Model and engage students in using descriptive language (strong verbs, adjectives, adverbs), academic vocabulary and idioms in authentic situations • Model and engage students in a variety of speaking situations (persuasive, debate, narrative, informational) using supporting details • Increase wait time as needed • Help students set individual goals to improve errors in speech 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Develop academic vocabulary in meaningful contexts, activate background knowledge, and provide opportunities for students to practice using academic vocabulary • Help students comprehend new academic vocabulary using context clues and word parts (prefix, suffix and root word) • Expose students to more sophisticated texts for a greater variety of purposes • Provide time to practice reading and interacting with new vocabulary in a meaningful context • Integrate listening, speaking and writing with reading instruction • Provide opportunities for students to discuss the text in groups 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Give daily writing in all content areas using academic vocabulary • Provide practice and opportunities for composing in different genres and authentic activities • Provide opportunities for students to discuss ideas in groups before writing • Provide students with graphic organizers to structure writing • Conference with students to set individual writing goals focusing on summarizing and using a greater variety of transition words • Provide opportunities for students to critique other authors' works
<p>Level 4</p>	<p>Level 4</p>	<p>Level 4</p>	<p>Level 4</p>

<p>The student writes:</p> <ul style="list-style-type: none"> • Everyday vocabulary and a few content-specific words • Narrative and descriptive text • Basic informational and persuasive texts • Using some variation in register voice and tone • Using basic sentence structures 	<p>The student reads and understands:</p> <ul style="list-style-type: none"> • A range of social and academic vocabulary and some idioms • Frequently used verb tenses and word order patterns • Simple directions and some complex directions • Main ideas of narrative, descriptive and content area texts on familiar topics 	<p>The student speaks using:</p> <ul style="list-style-type: none"> • Common social vocabulary and idiomatic expressions • Some academic vocabulary • Correct grammar and pronunciation in informal situations • Appropriate register for most formal and informal situations • Tone and inflection that express meaning • Language that can express meaning and sometimes expand • Retellings, descriptions, narrations and simple instructions 	<p>The student hears and understands:</p> <ul style="list-style-type: none"> • A range of school-social vocabulary • Key vocabulary from content areas • Some idioms • Verb tenses and word order patterns frequently used in school-social situations • Single-step and some multi-step directions • Presentations on school, social and familiar topics
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<p>To meet student needs:</p> <ul style="list-style-type: none"> • Teach academic vocabulary necessary for comprehension of concepts • Give students multiple exposures to key content and vocabulary • Read aloud to students • Give students opportunities to follow multi-step directions • Establish the purpose of the lesson and revisit often • Use think alouds to model metacognition and higher order thinking • Gradually expose students to longer conversations and messages • Ask higher-order thinking questions soliciting opinion, judgment, prediction, hypothesis, inference and creativity 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Plan for meaningful interactions using vocabulary in context • Provide templates to scaffold language for formal and informal situations • Allow extra wait time as needed for answers and explanations • Model and engage students in a variety of speaking situations (persuasive, debate, narrative, informational) • Allow students to verbalize connections to classroom and personal experiences • Model and engage students in comparing/contrasting, sequencing paraphrasing and summarizing about familiar topics using visuals, graphic organizers and props • Help students set individual goals to improve errors in speech 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Teach new vocabulary and concepts through auditory, visual and kinesthetic activities to activate background knowledge and make text comprehensible • Model and practice with students how context and word parts (prefix, suffix and root word) can be utilized to determine meaning of unknown words • Provide time to practice reading and interacting with new vocabulary in a meaningful context • Read aloud to students • Display and model the use of anchor charts/posters (signal words, text features, transitions) • Assist students in making connections to text through activating and connecting to background knowledge • Integrate listening, speaking and writing with reading instruction • Provide opportunities for students to discuss the text in groups 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Teach transition, signal, descriptive and academic words using visuals, props and realia • Give daily writing using sentence starters, sentence frames, and paragraph frames that use newly learned vocabulary • Provide opportunities for students to discuss ideas in groups before writing • Provide students with graphic organizers to structure writing • Conference with students to set individual writing goals focusing on editing their own drafts for correct use of transition words and correct sentence order
Level 3	Level 3	Level 3	Level 3

<p>The student writes:</p> <ul style="list-style-type: none"> • Simple written expressions with limited vocabulary • Simple narrative and descriptive text using basic transitional words • In present tense • Subject-verb-object sentences • Repetitive phrases 	<p>The student reads and understands:</p> <ul style="list-style-type: none"> • Simple, basic everyday vocabulary • Straightforward directions • Main ideas and a few explicit details of texts with visuals and some prior experience with the topic 	<p>The student speaks using:</p> <ul style="list-style-type: none"> • Key words • Supplied academic vocabulary • Common patterns and memorized phrases • Simple transitional markers • Words to express meaning (grammar and pronunciation) may impede communication) 	<p>The student hears and understands:</p> <ul style="list-style-type: none"> • Common key words or phrases • Simple social vocabulary • Single-step directions • Main idea of simple messages and conversations
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<p>To meet student needs:</p> <ul style="list-style-type: none"> • Use visuals, gestures, props, demonstrations and manipulatives to build and connect to background knowledge when introducing new concepts and vocabulary • Give students multiple exposures to key content and vocabulary • Read aloud to students • Give students opportunities to follow straightforward, single-step and multi-step directions • Establish the purpose of the lesson and reinforce throughout the lesson • Make sure that language is used interactively (student-student or student-teacher) • Ask higher-order thinking questions soliciting opinion, judgment, prediction, hypothesis, inference and creativity 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Provide a safe environment that encourages students to practice speaking through frequent interaction • Interact with students by connecting to their background knowledge • Use sentence starters and sentence frames to structure conversations and encourage use of academic vocabulary in group discussions • Increase wait time for student responses • Teach students common questions and responses to express needs and wants • Accept approximations in pronunciation and grammar, but point out and instruct on frequently misused grammatical structures • Model and engage students in comparing/contrasting, sequencing and summarizing about familiar topics using visuals, graphic organizers and props 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Teach new vocabulary and concepts through auditory, visual and kinesthetic activities to activate background knowledge and make text comprehensible • Post key words and phrases with illustrations • Model and practice with students how word parts (prefix, suffix and root word) can be utilized to determine meaning of unknown words • Read aloud to students using graphics to help convey meaning • Assist students in identifying the main idea and supporting details through graphic organizers, highlighting and summarizing • Use familiar text to introduce new skills • Integrate listening, speaking and writing with reading instruction • Provide opportunities for students to discuss the text in groups 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Use manipulatives, props, realia and real experiences to expand language and vocabulary • Give structured daily writing using sentence starters, sentence frames, and paragraph frames that use newly learned vocabulary • Provide opportunities for students to draw and discuss ideas in groups before writing • Guide students in using graphic organizers and text resources (rubrics, checklists, textbooks, word to word dictionaries) • Conference with students to set individual writing goals focusing on writing in complete sentences and elaboration
<p>Level 2</p>	<p>Level 2</p>	<p>Level 2</p>	<p>Level 2</p>

<p>The student says:</p> <ul style="list-style-type: none"> • Simple, key words 	<p>The student reads and understands:</p> <ul style="list-style-type: none"> • Isolated words and key phrases • Some high frequency, simple directions • Very basic ideas intended by author 	<p>The student speaks using:</p> <ul style="list-style-type: none"> • A few common words and phrases • Basic information in response to a request (pronunciation may interfere with communication) 	<p>The student hears and understands:</p> <ul style="list-style-type: none"> • Common words or key phrases • Simple directions
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<p>To meet student needs:</p> <ul style="list-style-type: none"> • Use visuals, gestures, props, demonstrations and manipulatives to build and connect to background knowledge when introducing new concepts and vocabulary • Give students multiple exposures to key content and vocabulary • Read aloud to students • Ask students to follow high frequency, single-step directions • Use visuals and gestures to help students understand the purpose of the lesson and routinely reinforce throughout the lesson • Make sure that language is used interactively (student-student or student-teacher) • Ask higher-order thinking questions soliciting opinion, judgment, prediction, hypothesis, inference and creativity 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Provide a safe environment that encourages students to practice speaking • Establish daily conversational routines such as greetings and requests • Use sentence starters and sentence frames to structure conversations and encourage use of academic vocabulary • Increase wait time for student responses • Accept approximations in pronunciation, but point out and instruct on frequently mispronounced words • Give many opportunities for student-student or small group interaction and encourage risk taking 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Teach new vocabulary and concepts through auditory, visual and kinesthetic activities to activate background knowledge and make text comprehensible • Post key words and phrases with illustrations • Read aloud to students using graphics, drama and props to help convey meaning • Model how to use visual cues and graphic organizers to gain meaning from text • Provide students with multiple exposures to texts • Integrate listening, speaking and writing with reading instruction • Provide opportunities for students to discuss the text in groups 	<p>To meet student needs:</p> <ul style="list-style-type: none"> • Use manipulatives, props, realia and real experiences to expand language and vocabulary • Give structured daily writing using sentence starters and simple sentence frames that use basic school and social vocabulary • Provide opportunities for students to discuss ideas in groups before writing • Guide students in using graphic organizers and writing resources (rubrics, checklists, word walls) • Conference with students to set individual writing goals focusing on capitalization and punctuation
Level 1	Level 1	Level 1	Level 1
Listening	Speaking	Reading	Writing
<p>English Language Development Tool Quick Reference Guide</p>			

Sample Lesson Plans

Note that for this purpose the following are partial sample lesson plans

Mrs. Campbell's Lesson Plan March 7, 2011

Content Objective: The students will identify and compare the story elements of the stories: The Three Little Pigs and Little Red Riding Hood.

Language Objective: The students will hold a conversation with their partner speaking in complete sentences using the sentence frames provided. (Prompts for speaking ELL's level 2/3.)

Before Student Interaction: The teacher will model how to use the sentence frames provided using another known fairy tale. The teacher will assign student partners. The teacher will have the students read the anchor charts about listening and speaking to remind students what their conversation should look like and sound like.

Student to Student Interaction: The students will take turns using the sentence frames to share their responses. If their partner's response is correct they should say: I agree. If their partner's response was incorrect they would say: I don't agree and then offer them the correct response using the sentence frames.

Setting: The setting of the story The Three Little Pigs was _____ and the setting in the story Little Red Riding Hood was _____. The settings are the same/different because _____.

Characters: The characters in the story The Three Little Pigs were _____ and the characters in the story Little Red Riding Hood were _____. The characters are the same/different because _____.

Problem: The problem in the story The Three Little Pigs was _____ and the problem in the story Little Red Riding Hood was _____. The problems in these stories were the same/different because _____.

Solution: The solution in the story The Three Little Pigs was _____ and the solution in the story Little Red Riding Hood was _____. The solution in these stories were the same/different because _____.

The teacher observes and records student interactions:

After Student Interaction: The teacher draws sticks for a few students to share to the entire group.

Mrs. Campbell's Lesson Plan
March 7, 2011

Content Objective: The students will identify and compare the story elements of the stories: The Three Little Pigs and Jack and the Beanstalk.

Language Objective: The students will hold a conversation with their partner speaking in complete sentences using the sentence frames provided. (**Prompts for speaking ELL's level 1.**)

Before Student Interaction: The teacher will model how to use the sentence frames provided using another known fairy tale. The teacher will assign student partners. The teacher will have the students read the anchor charts about listening and speaking to remind students what their conversation should look like and sound like.

Student to Student Interaction: The students will take turns using the sentence frames to share their responses. If their partner's response is correct they should say: I agree. If their partner's response was incorrect they would say: I don't agree and then offer them the correct response using the sentence frames.

Setting: The setting of the story The Three Little Pigs was _____.

The setting in the story Jack and the Beanstalk was _____.

The settings are the same/different.

Characters: The characters in the story The Three Little Pigs were _____.

The characters in the story Jack and the Beanstalk were _____.

The characters are the same/different because _____.

Problem: The problem in the story The Three Little Pigs was _____.

The problem in the story Little Red Riding Hood was _____.

The problems in these stories were the same/different.

Solution: The solution in the story The Three Little Pigs was _____.

The solution in the story Little Red Riding Hood was _____.

The solution was the same/different.

The teacher observes and records student interactions:

After Student Interaction: The teacher draws sticks for a few students to share to the entire group.

Sample of a 2nd grade lesson plan

Second Grade Lessons 9.4-9.7			
Schedule	Monday	Tuesday	Wednesday
7:45-8:05	Familiar Reading (Running Records)	Familiar Reading (Running Records)	Familiar Reading (Running Records)
8:00	Announcements/Pledge/Attendance	Announcements/Pledge/Attendance	Announcements/Pledge/Attendance
8:05-8:15	Calendar/Math Board/Actor's Toolbox	Calendar/Math Board/Actor's Toolbox	Calendar/Math Board/Actor's Toolbox
8:15-9:00	Specials	Specials	Specials
Math 9:00-10:00	Melody has _____ boxes. Each box has _____ pencils. How many pencils does she have in all? (2,5) (8, 10) (7, 11) (12,11)	CO: We will examine base 10. LO: We will write number sentences to show our thinking. T will do base 10 math wall and T/F statements on math wall. T will give students the number 137. S will build that number in as many different ways as they can using pictures and number sentences as a class. S will build other numbers in a group (17, 43, 78, 112, 141, 175) on butcher paper.	CO: We will count by 5s, 10s, 100s, to 1000. LO: We will write number sentences to show our thinking. Counting Collections
10:00-10:20 Shared Reading/ Read Aloud	CO: We will review the elements of a tall tale using a Powerpoint with other tall tale book examples. LO: We will listen to a story and identify the elements of the talltale , John Henry. T will review the powerpoint sharing the elements that create a tall tale. T will read aloud pages 1-5 and the students will listen for an exaggerated section of the story.	CO: We will review the elements of a tall tale using a Powerpoint with other tall tale book examples. LO: We will listen to a story and identify the elements of the talltale , John Henry. T will review the powerpoint sharing the elements that create a tall tale. T and student will decide on something exaggerated in the story . T will read aloud pages 6-10 and the students will listen for an exaggerated section.	CO: We will review the elements of a folktale. LO: We will listen to a story and identify the elements of the tall tale, John Henry. T will review the hand motions for the different elements. T will read aloud pages 11-16. S will listen and share an exaggerated element of the story.
10:20-11:00 Writing	CO: We will identify the parts of a complete sentence. LO: We will write complete sentences. T will tell the students what makes up a complete sentence (1. complete thought, 2. capital letter, 3. punctuation at the end, 4. makes sense, 5. subject and verb) S will sort fragments and complete sentences.	CO: We will identify the parts of a complete sentence. LO: We will edit a peice of writing. T will read a peice of writing that has run-on sentences only stopping where the periods are. T will reaview what makes up a complete sentence. S will sort run-on sentences and complete sentences. S will edit writing with T adding punctuation to make the sentences complete.	CO: We will identify the subject and verbs in sentences. T will tell students that subjects are the who/what and verbs are the do. T will give examples of subjects and verbs in sentences. T will highlight the subject in green and the verbs in red. S will the subjects and verbs in sentence making sure they make sense. S will highlight the subject in green and the verb in red.
Lunch 11:00-11:20			
11:20-11:30 bathroom/drink/ read aloud			
Word Study 11:30-11:50	CO: We will listen for rhyming words. Lo: We will read our words. S will sort their words with the same sounds. S will glue word sorts onto paper.	CO: We will spell our words correctly. LO: We will write our words. S will take an assessment on their words.	CO: We will match our words to our pictures. LO: We will read our words. T will introduce the words and pictures to the class. S will match the words and pictures whole group. S will cut their words.
Guided Reading 11:50-1:20	*See gr lesson plans *12:30-observation	*See gr lesson plans.	*See gr lesson plans.
1:20-1:35 Recess			
1:40-2:20 Content	CO: We will explore the various types of transportaion. LO:We will create a venn diagram of past and present types of transportation. We will sort transportaion on a timeline. http://www.youtube.com/watch?v=vNgAHOIofpl - type in History of Transportation on You Tube TTW talk about the various forms of transportation found in video. Make a venn diagram of past and present transportation.	CO: We will explore various types of transportations. LO: We will sort means of transportation onto a timeline. Watch pp of transportation, look at timeline at the end, practice putting items in order. Students will work in pairs to create their own timeline. TSW use the sentence stems. _____ is faster than _____ because _____.	* Extra PE 1:45-2:15
2:30-3:00: Computer lab	computer lab	computer lab	computer lab
3:00 Dismissal	Dismissal	Dismissal	Dismissal

Sample from a 4th Grade Teacher's Lesson Plan

Schedule	Standard	Objectives	Engagement/Learning Experiences	Academic Vocabulary	Assessment
7:45 to 8:00—Agenda/Reading Boxes/Announcements/Actor's Toolbox					
8:00 to 8:30 Word Study	4.L.6 (CCSS) Students will acquire and use accurately grade-level appropriate general and academic word and phrases	Content— Students will apply double vowel rules when reading words with long vowels Language— Students read and write words with double vowels	Collaboration—We will review the sort from last week. Next, I will show the students 10 new words and they will sort under the categories that they think they fall under. They will then work with a partner to go on a word hunt for words with the same vowel pattern. Word Hunt for Similar Words		Teacher observation, student work
8:30 to 10:00 Read Integrated Reading Block and Guided Reading Groups	RI.4.1 (CCSS) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Content— Students will refer to evidence from the text when inferring Language— Students will discuss their inferences in the story <u>Tight Times</u>	Focus lesson—introduce inferring with quick example of how to tell what kind of "mood" someone is in. Lesson from Strategies that Word— <u>Tight Times</u> and will respond with two-column notes. Graphic Organizer	Inference	Teacher observation, student work
10:00 to 10:30—Success Maker/FASTT Math					
10:30 to 11:15—Activity (Monday: P.E, Tuesday: Art, Wednesday: P.E, Thursday: Music, Friday: Library)					
11:20 to 11:40—Lunch (Duty on Monday and every fourth Friday)					
11:40 to 12:00—Gross Motor Development					
12:00 to 1:30 Writer's Workshop/Integrated Content	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and	Content— We will apply our knowledge of the circulatory systems to write a	Minilesson—developing a topic sentence using the four types of topic sentences: <ul style="list-style-type: none"> • Question • Declarative Sentence 	Topic Sentence	Teacher observation, student work, four squares

Megan Venable's **Lesson Plans** October 1-5, 2012

		Monday	Tuesday	Wednesday	Thursday	Friday
Table Work	7:45-8:15	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
Morning Meeting	8:15-8:45	<p>Introduce Steve Jenkins Share his biography Talk about how he writes books about facts- give examples of facts</p>	<p>Introduce Never Smile at a Monkey By: Steve Jenkins</p> <p>Read to class, talk about what animals are in the book. Pick 2 animals and compare</p>	<p>Never Smile at a Monkey By: Steve Jenkins</p> <p>Retell what animals they saw and heard about animals in the book yesterday. Match animals to what they do</p>	<p>Never Smile at a Monkey: By: Steve Jenkins</p> <p>Read to the class, review what is a Fact and have students retell FACTS from the book.</p>	<p>Never Smile at a Monkey</p> <p>Have students write about one of the animals they learned about in the book and draw a picture.</p>

Push in for Guided Reading/ Shared Reading	8:45-9:00	<p>“Habitats” Poem”</p> <p>Build Background Knowledge:</p> <ul style="list-style-type: none"> • Can you think of any living things that are in our world? (buzz w/ partner) • What are these living things? • What could they all be called? (Lead them to the categories “Plants” and “Animals.”) • What do they need to stay alive? • Plants make their own food, but what do animals eat? <p>VOCABULARY: Introduce the terms herbivore-plant eater, carnivore-meat eater, and omnivore-both. Briefly explain the food chain.</p>	<p>“Habitats” Poem</p> <p>Phonological awareness</p> <ul style="list-style-type: none"> • Tell the students that you are going to play a game. <ul style="list-style-type: none"> • You will say a word a funny way, and they will tell what that word is when you call on them. • Use the following words from the poem: l-i-k (like) p-l-a-n-t-s (plants) p-l-a-c (place) s-u-n (sun) ch-a-n (chain) f-oo-d (food) • Read the poem to the students. • Then read the poem together, having the girls read one part, and the boys read the other. Then switch. 	<p>Read “Habitats” poem.</p> <p>Phonics</p> <ul style="list-style-type: none"> • Tell the students that you are going to write a word on your whiteboard. (Use a small whiteboard.) • Then you will turn it so they can see it. They will then raise their hands as soon as they know what the word says, and you will call on one of them to read the word. <ul style="list-style-type: none"> • Remind students to look through the word and give each letter its sound. Tell them that these are not tricky words. • Use the following words: Is Are Too and They to That but An 	<p>Read “Habitats” poem.</p> <p>Vocabulary:</p> <p>Go over vocab. Words with students.</p> <ul style="list-style-type: none"> • Organism • Herbivore • Carnivore • Omnivore • Predator • Prey 	<p>“Habitats” poem.</p> <p>Fluency</p> <ul style="list-style-type: none"> • Read “Habitats” assigning each table a Stanza or section and then reading the last stanza together. • Encourage students to read quickly, smoothly, and with expression. • Glue copy of poem in poetry journal.
	9:00-9:40	<p>Guided Reading/ Mini-lesson</p> <p>Pull groups: Venable, 1, 2 Fenix, 3, 4 Bryant, 2, 1</p>	<p>Guided Reading/Mini-lesson</p> <p>Pull groups: Venable, 3,4 Fenix, 1, 2 Bryant, 4,3</p>	<p>MAP TESTING 9:20-10:30</p>	<p>Guided Reading/Mini-lesson</p> <p>Pull groups: Venable, 3,4 Fenix, 1, 2 Bryant, 4,3</p>	<p>Pull groups to listen to them read</p> <p>Other students will be working in stations around the room.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writer's Workshop</p>	<p>11:30-12:20</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.2 Drafting/revising process of informative/explanatory writing</p>	<p>Mini Lesson: Introduce Four-square writing as a tool to organize our writing</p> <p>Workshop: kids can write about four things they can play</p>	<p>Mini Lesson: Continue to practice how to use four-square writing as a tool to organize our writing</p> <p>Workshop: students will write about four things they know about habitats</p>	<p>Mini Lesson: Model making a draft from four square page</p> <p>Workshop: students will use their four-square from yesterday to make a draft.</p>	<p>Mini Lesson: Model making a draft from four square page</p> <p>Workshop: students will continue to work on creating their draft.</p>	<p>Mini Lesson: Talk about adding detail, model adding detail to your draft.</p> <p>Workshop: when students have finished their draft, they can go back and add details to their writing.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specials</p>	<p>12:20-1:00</p>	<p>P.E.</p>	<p>Music</p>	<p>No computer lab- finish morning lessons that were missed during MAP testing</p>	<p>MATH SKILL: SHAPES</p>	<p>P.E.</p>

	<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>SL.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>We will learn about habitats.</p> <p>Language Objective: We will tell that animals live in habitats.</p> <p>Use the Weekly Reader copy about habitats to introduce different places animals live.</p> <p>Read as a class on the document camera. Before, during and after have students ask "I wonder" questions while reading.</p> <p>Questions could be like "I wonder what other animals live in the _____?" or "I wonder what the polar bear eats?"</p> <p>After "I wonder" questions, Students get their own copies of the weekly reader for their book boxes. Color as time allows</p>	<p>We will learn about habitats and animals that live in them.</p> <p>Language Objective: We will tell that animals can live in some habitats because of certain characteristics.</p> <ul style="list-style-type: none"> • Discuss the fact that different animals are suited for different habitats. (i.e., deer-forest; polar bear-arctic) • Do "Blubber Glove" experiment. <p>Lead children to determine that an animal's blubber makes it suited to a polar habitat.</p>	<p>We will learn about predators and prey.</p> <p>Language Objective: We will tell that some animals eat other animals.</p> <ul style="list-style-type: none"> • Read <u>What Do You Do When Something Wants to Eat You?</u> By Steve Jenkins. • Discuss, using the vocabulary predator and prey. <p>Math Skill: Shapes: sorting 3D and 2D shapes</p>	<p>Content Objective: We will learn about carnivores, omnivores, and herbivores.</p> <p>Language Objective: We will tell that some animals eat other animals, some animals eat plants, and some animals eat both.</p> <ul style="list-style-type: none"> • Review Vocabulary words learned in shared reading "Herbivore, Omnivore, and Carnivore" • Using the interactive white board, write the three categories on a chart and have students identify animals for each category. • Examples: Herbivore: bunny, horse, goats, deer Omnivore: bear, pig, fox, raccoon, Carnivore: tiger, lion, shark, eagle 	<p>will learn that some animals stay awake at night.</p> <p>Language Objective: We will name animals that stay awake at night.</p> <ul style="list-style-type: none"> • Read <u>Where Are the Night Animals?</u> By Mary Ann Fraser. • Identify animals that stay awake at night. Introduce the vocabulary word, nocturnal.
Word Work	2:45-3:00	Play Flyswatter with vocab words	Practice naming nouns	Spelling out loud sight words	Finish content lesson	Math Skill: Shapes Do "I have who has shapes"
	3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Sept. 17-21	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>
7:45 Morning Work	Complete cursive, Complete math journal, complete 5 - A - Day	Complete math journal, complete 5 - A - Day	Complete math journal, complete 5 - A - Day
8:00 Pledge/Announcements	Pledge/Announcements	Pledge/Announcements	Pledge/Announcements
8:10 Morning Work	Review and discuss all morning work	8:00 Map Testing	8:00 Map Testing
9:00 Specials	Physical Education	Library	Music
9:45 Reading/Writing/CCSS	Introduce Spelling words, Complete flow chart writing about digestive system. Introduce poetry folder and Love that Dog. Answer questions in poetry folder. RF.4.3 Know and apply grade level phonics, RI4.1 Refer to details and examples in a text when explaining what the text says	Science quiz. Introduce Bio Poem - write one together about Ruby Bridges after read aloud. Continue Love That Dog folder. RF.4.3 Know and apply grade level phonics, RI4.1 Refer to details and examples in a text when explaining what the text says	Guided Reading Groups. Review Elizabeth Blackwell, begin writing BioPoem about her. Continue Love That Dog folder. RF.4.3 Know and apply grade level phonics, RI4.1 Refer to details and examples in a text when explaining what the text says
11:20 Recess	Recess	Recess	Recess
11:50 Lunch	Lunch	Lunch	Lunch
12:20 AR Reading	AR Reading	AR Reading	AR Reading
12:30 Math or Computer Lab	check morning work	check morning work	check morning work
1:15 Math	Begin Array chart to discuss factors and products, prime, composite, square, even/odd. Students create individul charts . 4.oab.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors.	Continue Array chart to discuss factors and products, prime, composite, square, even/odd. Students create individul charts. 4.oab.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors.	Introdue multiples as products, find multiples for a given number, make a foldable of the multiples for 2s-9s. 4.oaa.1 Interpret a multiplication equation as a comparison

LL	Reading	Speaking	Writing	Reading/ Literacy	Math	Science	Social Studies
1	Peter Weikam	Peter	Peter	SW be able to identify the author's purpose using a sentence frame.	With a partner, SW be able to measure a distance using non-standard units.	Using a globe, SW be able to identify where most of Earth's water comes from.	
2	Ryalson Camilo Jerman	Weikam	Ryalson Camilo Weikam Nala Jerman	SW be able to identify the author's purpose using a sentence frame.	With a partner, SW be able to measure a distance using non-standard units.	Using a globe, SW be able to identify where most of Earth's water comes from.	
3	Emline Nala	Nala	Andrew Fernando	SW be able to identify the author's purpose from text using 3 read-aloud stories.	With a partner, SW be able to measure a distance using non-standard units and write about their findings using words or pictures	Using a globe, SW be able to identify where most of Earth's water comes from.	
4	Andrew Fernando	Emline Camilo Jerman	Steicy Joselyn	SW be able to identify the author's purpose and cite examples from text using 3 read-aloud stories.	With a partner, SW be able to measure a distance using non-standard units and write about their findings.	Using a globe and text, SW be able to say that 75% of Earth's surface is H ₂ O.	
5	Steicy Joselyn	Ryalson Steicy Joselyn Andrew Fernando		SW be able to identify the author's purpose and cite examples from text using 3 read-aloud stories.	With a partner, SW be able to measure a distance using non-standard units and write about their findings	Using a globe and text, SW be able to say that 75% of Earth's surface is H ₂ O and using a SF, SW be able to state the 3 states of matter of H ₂ O on Earth.	

Tuesday - reading -use story sort and classroom library search for texts that PIE math - vocabulary (CCD for tiling or iteration), anchor chart, Science - draw and label the water cycle

Monitor- Check Your Understanding!

How well do I understand? I'm _____ Skill or Standard	<p style="text-align: center;">4 <u>Advanced</u></p>  <p style="text-align: center;">"I'm confident I'm working above grade level."</p>	<p style="text-align: center;">3 <u>Proficient</u></p>  <p style="text-align: center;">"I understand, can explain, and am right where I need to be."</p>	<p style="text-align: center;">2 <u>Basic</u></p>  <p style="text-align: center;">"I still need some help from my teachers and classmates."</p>	<p style="text-align: center;">1 <u>Below</u></p>  <p style="text-align: center;">"I don't understand, and I need some extra help."</p>

Name _____

Week of _____

Weekly Progress Report

Means "Needs Improvement"

	Great Week!! Keep up the good work.
	Reading: Be sure to practice 30 minutes each night.
	Spelling: Assigned list Using correct spelling in writing
	Math
	Finishing work on time
	Neatness
	Excessive talking in class
	Turning in homework
	Comments: Thank you everyone who sent apples, ice cream, spoons, bowls for our apple pies. Also, thank you to Aaron's, Oscar's and Drake's mom for helping. It was a lot of fun!!! 😊

Parent's signature _____

Monitor Elementary Class Contract

We all agree that academic success is a cooperative effort. To ensure that your student will reach their potential this year, the student, the parents/guardians, and the teacher shall agree to the following:

As a student, I will:

1. Be respectful of my teacher and classmates.
2. Obey all rules.
3. Come prepared to school to learn.

As a parent/guardian, I will:

1. Monitor my student's schoolwork and activities.
2. Support the classroom behavior policy.
3. Attend parent-teacher conferences.

As a teacher, I will:

1. Provide a safe and comfortable environment for my students.
2. Enforce classroom rules consistently.
3. Provide students with clear expectations.
4. Work to make learning an enjoyable experience.
5. Support my students as they learn and grow.

The following are the classroom rules that the students and I worked together to come up with and agree to follow:

1. Respect the teacher and your classmates ALWAYS.
2. Do your best work.
3. Listen and follow directions.
4. Be patient and always raise your hand before speaking.
5. Have a great attitude every day.

And NEVER FORGET... It's okay to make mistakes! That's how we learn! 😊

To show your support of these rules and expectations, please sign and return.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Teacher Signature _____ Date _____

Elmdale Elementary

- Send home weekly folders with the students' work, notes and a newsletter
- Face-to-Face conversations
- Some students have daily communication notebooks as needed
- Conference
- Personal phone calls home
- Students write letters home and get them signed if homework or class work is not being completed.
- Students write their assignments into their agendas.
- A folder is sent home with graded work and a signature page letting me know that parents have received the papers.

George Elementary School

- Student Goal Setting Sheets signed by parents before MAP testing and updated 3 times.
- Weekly newsletters in Tuesday Folders.
- Agendas signed weekly by parents.

Lee Elementary School

- Kindergarten Teachers send home a homework packet each week with daily activities. Included in this is a daily communication regarding behavior feedback.
- 1st grade teachers send home a daily folder. This includes completed graded work for parents to review.
- 2nd – 5th Grade teachers send home a daily agenda; this provides opportunity to communicate skills covered each day and teachers and parents use it as a tool to communicate progress as needed, typically when student performance is not where it should be.
- All grades send home our "Tuesday Folder." This communicates information at the school level and teachers use this to communicate progress. Completed work also goes home in this folder.
- Built into all classroom behavior management plans is parent communication at a certain level of misbehavior.
- When students are not responding, teachers are expected to make two parent contacts regarding poor academic progress prior to referral to Tier 2 on the POI.

Bayyari Elementary School Learning Compact

If children are to achieve the high standards of conduct and accomplishments that parents and staff members desire for our students, we must all work as a team. As individuals, and as members of a team, we must understand our responsibilities to our children. At the same time, students must demonstrate self-discipline, positive attitudes toward themselves, others and the school; citizenship, industry and personal accomplishment. We recognize that children learn from adults and that caring encouragement, positive support, and a nurturing environment are critical to the healthy development of every child. Each person has a responsibility in the child's education, but cooperative work between parents and staff transcends whatever any single individual can provide.

Teachers

- Set high attainable expectations for myself and my students.
- Respect cultural differences of others.
- Care about my students.
- Communicate and work with families to support students' learning.
- Respond in a timely manner to parental requests.
- Invite parents to help with the class (make class materials, read aloud, teach a craft, chaperone a field trip).
- Provide a safe and non-threatening learning environment.
- Use special activities in the classroom to make learning enjoyable.
- Plan for and meet specific education goals for each individual student.
- Provide activities for students and parents which are designed to enhance their knowledge in the use of technology.

Child's Name

I, the teacher, have read and do agree to these responsibilities.

Parents or Other Responsible Adult

- Help child attend school regularly and on time, ready for the day's learning activities by providing him/her adequate food and rest.
- Provide paper, pencils, and other materials necessary to learn at school.
- Stay aware of and encourage what is being learned by looking at the work, asking my child questions and keeping in touch with the teacher.
- Support the school in its effort to maintain proper discipline.
- Schedule time for homework and look over it regularly.
- Read with my child and let my child see me read.
- Encourage real life math activities in and around the home.
- Monitor TV watching by selecting the programs and discussing them together.
- Provide good leisure activities (library, hobbies, museums, sports and family outings).
- Participate in activities provided by the school community which are designed to help me grow in the use of technology.

I, the parent/guardian, have read and do agree to these responsibilities.

Date: _____

HARP ELEMENTARY



Putting It ALL Together
Teach Them ALL...Learning for ALL...ALL Achieve

Harp Elementary School Learning Compact for 2012-2013

If children are to achieve the high standards of conduct and accomplishments that parents and staff members desire for our students, we must all work together as a team. As individuals, and as members of a team, we must understand our responsibilities to our children. At the same time, students must demonstrate self-discipline, positive attitudes toward themselves, others and the school; citizenship industry, and personal accomplishments. We recognize that children learn from adults and that caring, encouragement, positive support, and a nurturing environment are critical to the healthy development of every child. Each person has a responsibility in the child's education, but cooperative work between parent and staff transcends whatever any single individual can provide.

Teachers:

- Set high attainable expectations for myself and my students.
- Respect cultural differences of others.
- Care about my students.
- Communicate and work with families to support students' learning.
- Respond in a timely manner to parental requests.
- Invite parents to help with the class and/or within the school (make class materials, read aloud, teach a craft, volunteer to tutor, Watch DOG Dad, Safegate Mom, etc.)
- Provide a safe and non-threatening learning environment.
- Use special activities in the classroom to make learning enjoyable.
- Plan for and strive to meet specific education goals for each individual student.
- Provide activities for students which are designed to enhance their knowledge in the use of technology.

I, the teacher, have read and do agree to these responsibilities.

Parents or Guardian:

- Help child attend school regularly and on time, ready for the day's learning activities by providing him/her adequate food and rest.
- Provide paper, pencils, and other materials necessary to learn at school.
- Stay aware of and encourage what is being learned by looking at the work, asking my child questions, and keeping in touch with the teacher.
- Support the school in its effort to maintain proper discipline.
- Schedule time for homework and look over it regularly.
- Read with my child daily and let my child see me read.
- Encourage real life math activities in and around home.
- Monitor TV watching by selecting programs and discussing them together.
- Provide good leisure activities (library, hobbies, museums, sports, and family outings).
- Participate in school activities and events which enrich and foster student learning.

I, the parent/guardian, have read and do agree to these responsibilities.

Child's Name _____

Sonora Elementary

- In order to communicate with parents regarding their child's progress, we send home the student's goal sheets. This informs the parents of letters, letter sounds, and math concepts that their child needs to focus on for mastery. Each week we send home guided reading book so the child can read to their parents. By asking parents to read to their child, they can see any struggles their child might be experiencing. Also, we send home our sight word list book. The sight word book is compiled of lists based on DRA levels. Each student begins learning words from DRA A list and once mastered, the student moves to the next list DRA 1. This informs the parents of the sight words their child needs help learning.
- Parent/student access to IXL Math, SpellingCity, and Kidblog
- Graded daily work and weekly assessments sent in Tuesday folders and stamped for parent signatures
- All parents have my email and cell phone number. These two-way means of communications have been frequently used.
- Class Dojo weekly behavior and progress notes e-mailed to parents
- E-mail blast every Sunday to one teacher's parents with spelling, notes, and other information
- Agendas in 3rd, 4th, and 5th grade
- Two positive phone calls before one negative
- Nightly reading or word study homework with parent signature page for notes and comments from teacher or parent
- Monthly school-wide newsletter for specialty staff and PTA
- Weekly newsletters from teachers with academic expectations
- Parent Link phone calls
- Report to parents if their child is able to sustain independent reading for the weekly goal amount of time, if their child scored 80% or above in reading or math on Success Maker, and also if their child shared a good strategy in CGI or shared a good writing example
- Access to class blog. They can see their child's work and comment to me and their child. Also provides the opportunity to see what others in the class are doing. (www.kidblog.org/worthywarriors)

2013-2014 Academic Improvement Plan for Literacy

School: Harvey Jones Elementary District: Springdale Public Schools Grade: 4 Principal: Melissa Fink
 Name: _____ Student ID: _____ Parent/Guardian: Mr & Mrs
 Previous Teacher: Stout Current Teacher: Stout

Criterion Referenced Test: Benchmark
 Performance Class: Advanced Scaled Score 806

Passage Type	MC	OR	Writing Domains	Points	Norm-Referenced	Scaled Score	NPR
Literary	7/8	6/8	Content	5.5/8	Reading Vocabulary		
Content	7/8	7/8	Style	5.5/8	Reading Comprehension		
Practical	7/8	8/8	Sentence Formation	6.5/8	Reading Total		
			Usage	5.5/8	Language Total		
Writing	5/8		Mechanics	7.0/8			

Additional test data used to diagnose student's grade level weaknesses:

Anecdotal records - reading
Writing Sample
Reading MAP scores
DRA level

Student's weaknesses in grade level content standards to be addressed in plan:

1. Read closely to determine what the text says explicitly
2. Determine central ideas/themes of text
3. Read & comprehend complex text independently and proficiently
4. Produce clear and coherent writing in which the dev., org., + style are appropriate to task/audience.

Instructional support services to be provided:

Method of Delivery

Tutorial
 Extended Year
 Learning labs (school day)
 Saturday School
 Double blocking instruction in deficient areas
 Other (please explain)

Standards-based supplemental/ remedial strategies to bring student to proficient level: GRR, PGW

Guided reading/book clubs,
Close Analytical Reading, Read Aloud/
shared reading, Writers Workshop,
 Revisions: Guided research, goal setting

Evidence of Frequent Monitoring/ Progress of Learning Strategies

Formative Assessment (s):
 Method: _____
Measures of Academic Progress
 Result: _____
 Date: Fall winter Spring

Method: _____
Developmental Reading Assess.
 Result: _____
 Date: Fall winter Spring

Method: bi-weekly
Routine BM released assess.
 Result: _____
 Date: Oct. Dec. Feb.

Summative Assessment
 Method: Benchmark Exam
 Result: _____
 Date: April 2014

**Beginning with the 2005-06 school year, students who do not participate in the remediation program will be retained.

Ark. Ann. Code 6-15-2003

Signing this document affirms understanding of roles and responsibilities regarding this plan.

Parent/Guardian Signature: * Melissa Fink
 Teacher Signature: Amber Stout
 Principal/Designee Signature: Melissa Fink

Date: 9-23-13 End Date: _____
 Date: 9-23-13 End Date: 5-20-14
 Date: 9/24/13 End Date: 5/20/14

Initial: * MF
 Initial: AS
 Initial: MF

2013-2014 Academic Improvement Plan for Mathematics

School: Harvey Jones Elementary District: Springdale Public Schools Grade: 4 Principal: Melissa Fink
 Name: _____ Student ID: _____ Parent/Guardian: Mr. & Mrs. Stout
 Previous Teacher: Stout Current Teacher: Stout
 Criterion Referenced Test: Benchmark
 Performance Class: Advanced Scaled Score: 650

Strand	MC	OR	Points	Norm-Referenced	Scaled Score	NPR
Number & Operations	6/9	2/8		Math Conc. & Est.		
Algebra	7/9	8/8		Math Prob. Solv & Data		
Geometry	7/8	6/8		Math Total W/O Comp.		
Measurement	4/7	6/8		Math Computation		
Data Analysis & Probability	7/7	6/8		Math Total W/Comp.		

Additional test data used to diagnose student's grade level weaknesses:
Anecdotal records - GGI
Math Map scores

Student's weaknesses in grade level content standards to be addressed in plan: Math Practices...

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Model with mathematics
4. Attend to precision
5. Look for and make use of structure.

Instructional support services to be provided:
 Method of Delivery
 Tutorial
 Extended Year
 Learning labs (school day)
 Saturday School
 Double blocking instruction in deficient areas
 Other (please explain)

Standards-based supplemental/ remedial strategies to bring student to proficient level: GRR, PGW
Cognitively Guided Instruction,
Math Wall, Manipulatives,
goal setting

Revisions:

Evidence of Frequent Monitoring/ Progress of Learning Strategies

Formative Assessment (s)
 Method: _____
Measures of Academic Progress
 Result: _____
 Date: Fall | Winter | Spring
 Method: bi-weekly
Routine BM released Assess.
 Result: _____
 Date: Oct. | Dec. | Feb.
 Method: _____
 Result: _____
 Date: _____

Summative Assessment
 Method: Benchmark Exam
 Result: _____
 Date: April 2014

**Beginning with the 2005-06 school year, students who do not participate in the remediation program will be retained.

Ark. Ann. Code 6-15-2003

Signing this document affirms understanding of roles and responsibilities regarding this plan.

Parent/Guardian Signature: *Melissa Fink Date: 9-23-13 End Date: _____
 Teacher Signature: Amber Stout Date: 9-23-13 End Date: 5-20-14
 Principal/Designee Signature: Melissa Fink Date: 9/24/13 End Date: 5/20/14

Initial: * MF
 Initial: AS
 Initial: MF

Child's Name _____

Home Reading Plan

Who will be responsible for making sure that my child is reading at home?

Mother or Dad

If the responsible person is not available to read, who will make sure that my child is reading at home?

Older Brother

What is a quiet place where my child can read?

Bed Room or Living room

Types of questions to ask my child before, during and after reading:

- What do you think the story will be about? (Before)
- What do you think will happen next? (During)
- What were the main points in the book? (After)
- What will you change about ~~the story~~ the story?
-

How much time will I dedicate to read with child at home?

20 min.

Parent Signature _____

Yankun

Springdale School District
Current Operation Expenditure

	Instruction		Pupil		Staff		Admin		Oper & Maint		Food Serv		Grand
	Salaries	Benefits	Salaries	Benefits	Salaries	Benefits	Salaries	Benefits	Salaries	Benefits	Salaries	Benefits	Total
Elmdale Elementary	2,472,538	560,757	90,069	44,265	392,897	63,307	11,641	48,669	1,856	21,564	131,009	30,747	3,869,319
Jones Elementary	2,210,593	477,327	94,484	31,573	405,405	75,640	9,986	62,157	1,841	26,167	135,489	37,420	3,568,081
Lee Elementary	1,937,027	418,022	94,423	32,992	232,074	45,019	11,926	49,453	1,338	26,134	106,275	28,778	2,983,459
Tyson Elementary	2,325,946	526,568	72,530	30,797	308,993	45,535	9,062	54,843	2,141	19,547	96,123	23,109	3,515,193
Westwood Elementary	1,952,680	456,489	108,884	26,801	262,038	35,184	11,292	48,352	37,127	28,794	93,361	26,164	3,087,165
Central Junior High	3,720,503	788,331	144,178	43,777	160,475	47,770	8,792	92,753	4,174	37,789	137,412	35,263	5,221,216
Southwest Junior High	4,056,195	927,310	211,380	52,063	305,828	59,247	67,599	88,711	63,302	54,095	134,936	36,300	6,056,966
Springdale High School	9,303,126	2,206,455	788,614	112,391	967,987	96,659	64,724	188,778	150,872	204,288	220,706	62,105	14,366,706
Parson Hills Elementary	2,183,604	509,085	121,530	46,391	390,041	32,688	12,594	51,916	2,751	33,678	154,534	39,430	3,578,242
Smith Elementary	2,664,232	576,675	93,122	43,769	267,077	65,875	11,292	48,566	27,193	26,346	119,420	34,746	3,978,313
Walker Elementary	2,439,277	576,675	88,038	42,829	104,348	45,426	55,127	43,817	31,885	23,336	91,910	26,412	3,569,080
George Elementary	2,403,923	508,760	96,066	38,854	289,625	79,566	16,368	46,541	5,973	21,861	130,734	33,508	3,671,780
JO Kelly Middle	3,068,936	692,381	166,924	49,514	298,946	41,818	14,435	64,840	16,561	41,444	145,876	41,456	4,643,132
Helen Tyson Middle	3,658,361	814,800	126,579	52,433	310,661	60,206	21,112	84,424	17,932	35,070	135,983	42,387	5,359,948
Young Elementary	2,258,553	464,176	115,025	34,515	115,626	47,151	10,972	45,779	9,552	27,311	83,815	20,380	3,232,856
Harp Elementary	2,290,355	509,688	115,916	39,600	250,935	48,658	14,242	47,003	3,944	29,682	121,230	30,434	3,501,688
Bayyari Elementary	2,423,155	545,918	134,309	32,057	314,603	65,673	17,270	47,814	5,156	34,853	117,929	31,122	3,769,859
George Junior High	4,210,289	942,450	316,875	51,267	219,983	42,642	12,754	90,285	6,075	87,078	181,777	51,055	6,212,532
Hellstern Middle	3,895,547	830,700	97,487	41,821	93,311	46,945	18,711	83,958	4,760	24,264	177,178	44,355	5,359,037
Har-Ber High School	7,276,350	1,628,754	516,498	95,499	486,797	74,043	56,021	160,440	22,269	133,859	188,426	53,361	10,692,315
Hunt Elementary	2,424,240	498,676	124,916	39,668	110,141	55,153	59,622	49,973	4,097	34,942	154,495	42,501	3,598,424
Turnbow Elementary	2,853,063	650,219	169,291	75,389	333,535	46,058	11,936	49,988	29,799	29,164	141,963	38,068	4,428,474
Monitor Elementary	2,853,602	682,421	156,335	41,717	391,199	54,518	12,235	47,625	10,362	29,278	149,159	38,041	4,466,492
Shaw Elementary	2,163,274	439,617	165,198	36,454	84,167	49,973	11,038	48,116	4,309	31,370	89,471	22,651	3,145,637
Alternative Learning	1,655,392	309,007	610	7,483	120,139	52,560	161	70,678		132			2,216,161
Sonora Elementary	2,279,011	501,065	176,561	32,382	223,605	56,650	11,132	45,835	4,349	29,754	100,861	27,500	3,488,706
Sonora Middle	2,854,909	623,052	97,738	35,325	243,551	62,471	13,454	79,157	863	7,689	129,173	37,283	4,184,663

SREB



Southern
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Education
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Har-Ber High School

All Students

ARKANSAS

2012 *High Schools That Work* Assessment of
Reading, Mathematics and Science

2012 *HSTW* Teacher Survey Report

Prepared by:
Educational Testing Service
Princeton, NJ

Number of Students = 57

Report #: 04046

This report presents the findings of an assessment conducted by Educational Testing Service for the Southern Regional Education Board State-Career/Technical Education Consortium. It does not, however, necessarily reflect the views of that organization.

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Dear Colleague:

Schools in the *High Schools That Work (HSTW)* and *Technology Centers That Work (TCTW)* networks have committed themselves to raising student achievement in reading, mathematics and science. These networks of schools have grown to more than 1,100 sites in 35 states committed to achieving this goal. A nationally respected educational leader has described the networks as "the largest, most focused and most effective force dedicated to school improvement in this country." One distinguishing characteristic of this effort is that participating school teams understand it is not easy to demonstrate school improvement without an information system linking student outcomes to school and classroom practices. With such information, teachers and principals can take thoughtful action to increase student learning.

For a high school to change, the leaders and teachers first must have a vision of how the school can be different. They need to determine where they are and where they want to be. To close the gap between "what is" and "what can be," the faculty must become a learning community that constantly searches for ways to advance the achievement of all students.

The information contained in this report offers teachers and administrators the opportunity to determine what needs to be done next by comparing the achievement of their students and their school's practices to:

- ◆ all *HSTW* and *TCTW* sites participating in the 2012 Assessment;
- ◆ high-scoring sites similar to yours in categories based on racial/ethnic composition and parental education; and
- ◆ data from the 2010 *HSTW* Assessment.

HSTW and *TCTW* sites are expected to show consistent progress until at least 85 percent of students meet the readiness goals in reading, mathematics and science and until the school improvement framework is fully implemented. Active membership in the network is maintained by demonstrating significant progress toward fully implementing all Key Practices and achieving the three readiness goals. For a quick overview of how your school performed, review the Executive Summary on page 1. Then determine the extent to which your school is deeply implementing the *HSTW* Key Practices by reviewing the Overview beginning on page 3 and the Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement beginning on page 25. Finally, review the entire report and use the indicators listed in the Brief Summary of Results on Indicators for High School Improvement to chart your school's progress in implementing the design and meeting the readiness goals. By comparing your site's practices and results with those of high-scoring sites, you can identify important aspects of curriculum and instruction that promote improved learning for all students. Administrators, academic and career/technical teachers and counselors can work together as a school team to determine how school and instructional practices advance student achievement. School leaders will need to assemble their staff to review the results of this report, make plans to address the gaps revealed through the indicators and carry out those plans.

Gene Bottoms
Senior Vice President
Southern Regional Education Board

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ORGANIZATION OF THIS REPORT

The tables that follow provide detailed information related to student performance in reading, mathematics and science. The tables relate mean scores to student perceptions about classroom experiences, coursework, post-high school plans, the amount of homework students are assigned, teaching styles and emphases, plans after graduation, extra help students received, satisfaction with guidance support and work experience. The report concludes with an Appendix describing the assessment and defining the performance levels.

The report provides self-reported item-by-item results for all students at the site, for career/technical students at the site and for students at high-scoring sites in your category or for all sites that participated in the 2012 assessment. The report also provides results for sites that participated in the previous assessment. If there are no data in the column showing comparative results, the survey item was new or your site did not participate in the last assessment.

Questions about *HSTW* or this report may be directed to:

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READING THE TABLES AND INTERPRETING RESULTS

Interpreting assessment results, attempting to put them in a real-world context, advancing plausible explanations of effects and suggesting possible courses of action will always be an art, not a science. The findings offer comparisons between student performance and other variables, such as course enrollment, and classroom, laboratory, computer or workplace experiences. These relationships are statistical relationships only and should not be mistaken for cause and effect statements. Nevertheless, these relationships do provide insights into the importance of various indicators of performance. In order to bring meaning to these data, teachers and administrators who understand local conditions and possibilities must use other information, such as failure rates, and apply their professional judgment and experience as they interpret these findings.

The Results Finder at the end of this report indicates the page number on which data for particular survey items may be found.

Guideposts to help interpret the tables in each section:

1. Readiness goals: The readiness goals are three achievable goals established as minimum targets for school improvement. The values represent scores at the Basic performance levels in reading, mathematics and science.

Students who meet these goals are likely prepared for postsecondary studies and careers. Students who achieve at or above the Proficient level are likely prepared for post-secondary studies and careers in more specialized fields

that require greater understanding of reading, mathematics and science concepts and skills.

More detailed information on the performance levels can be found in the Appendix.

The philosophy supporting the readiness goals has remained unchanged since *HSTW* began. If your school has achieved a mean score at or above the goal in a subject area, it is important to do two things. First, set a goal of at least 85 percent of your students scoring at that level. Second, set a higher goal for your mean score at or above the Proficient level. Doing those two things should guide you in refining instructional and curriculum practices for improving student achievement.

- 2. The Selective Nature of the Data:** The assessment results should not be interpreted as being representative of all students in the entire region or state. Rather, participating schools most often were selected because school or district officials demonstrated a willingness to pursue rigorous initiatives for improving high school learning for students.
- 3. All Sites:** Data in the All Sites column of this report represents all students tested during the 2012 assessment.
- 4. High-Scoring Sites in Your Category:** Interpretation of assessment results may be more meaningful when comparisons are made between students of similar backgrounds. Hence, the four school categories below were developed using student-reported data related to race/ethnicity and parents' educational attainment. Schools ranking in the top 15 percent in two or more subjects were identified as high-scoring.

"High-Scoring Sites in Your Category" Designations:

Category A: Schools with a minority enrollment greater than or equal to 30 percent and with at least 60 percent of the students reporting that one or both of their parents had some education after high school.

Category B: Schools with a minority enrollment greater than or equal to 30 percent and with less than 60 percent of the students reporting that one or both of their parents had some education after high school.

Category C: Schools with a minority enrollment less than 30 percent and with at least 60 percent of the students reporting that one or both of their parents had some education after high school.

Category D: Schools with a minority enrollment less than 30 percent and with less than 60 percent of the students reporting that one or both of their parents had some education after high school.

It is important to note that as interesting and relevant as school category comparisons can be, there remains a single readiness goal for every *HSTW* school.

5. Data in the Mean and Standard Error Fields: The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

When fewer than five scores go into a calculation, standard errors and means are not reported. When there are only one or two students for a calculation, dashes will appear and no means or percentages are reported. The uncertainty is extremely high in these cases and you should have no confidence in interpreting any such value.

Be especially careful reviewing the Work-Based Learning Experiences section beginning on page 173. These data might be based on small subgroups of students who took the assessment.

Standard errors are not reported when they equal zero. This means that every student included in the mean earned exactly the same score. Generally a standard error value of zero occurs when there are very few students. In these cases, we do not report means or standard errors as we regard the values as being the result of chance. In both of these instances, only percentages are reported.

6. No Comparison Across Subject Areas: The scores for each subject are on a separate scale. For example, a 275 in mathematics does not equal a 275 in science.

7. Comparisons in 2010 and 2012 data: Beginning in 2012, the *HSTW* Assessment subject tests are comprised of only multiple-choice questions. When comparing 2010 and 2012 data, please note that the 2010 subject tests included a small percentage of open-ended questions as well as multiple-choice questions. After recalculating 2010 data without open-ended scores, we found that the network-level data showed little statistical change when data for open-ended questions were removed. Sites with small sample sizes, however, should take caution when comparing 2010 and 2012 data.

8. CT Student Designation: "CT Students" data refer to students who indicated that they will have completed a career/technical concentration in one of the 16 career clusters by the time they graduate. If a student self-reported that he or she did not complete a career/technical concentration in high school, that student's data will not be included in "CT Students" data.

A FINAL WORD

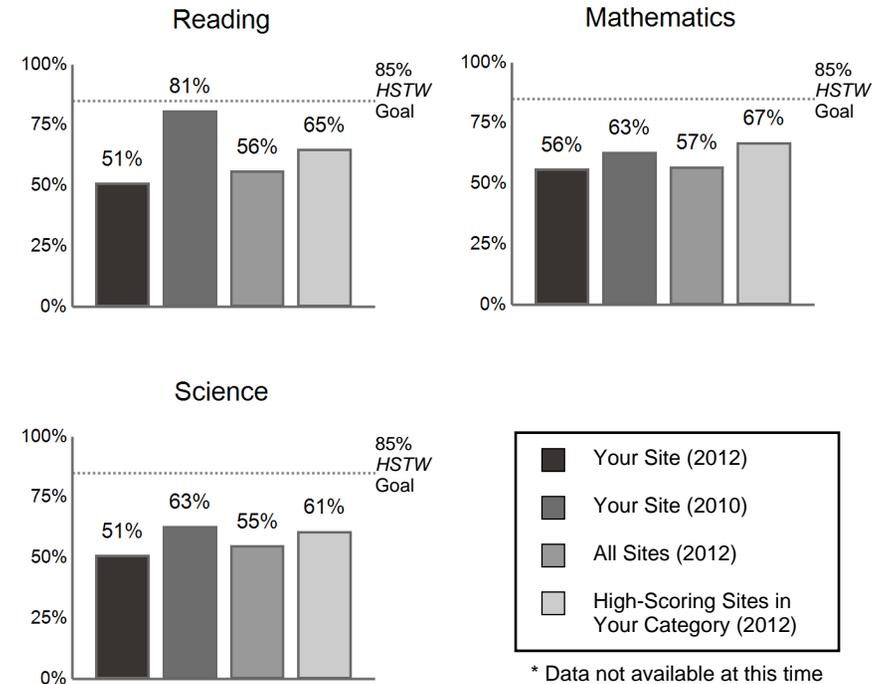
It is important to underscore that the results of this assessment are not the only information necessary to evaluate educational progress. While these results are important, there are other factors to examine when assessing educational progress. A school or district's policies, mission statement and curriculum, as well as state and local data, must also be considered.

The results of this assessment are not intended to evaluate the progress of individual students, but to help teachers learn more about their school program and students' experiences.

HSTW Implementation Summary

Indicators	Your Site (2012)	Your Site (2010)	High-Scoring Sites in Your Category (2012)
Percentage of students completing the HSTW-Recommended Curriculum:			
English/Language Arts	32%	86%	43%
Mathematics	89%	86%	66%
Science	35%	88%	56%
2-3 Subjects	46%	89%	57%
Percentage of students experiencing an intensive emphasis on the HSTW indices:			
High Expectations	16%	16%	19%
Literacy	25%	21%	27%
Numeracy	45%	47%	45%
Engaging Science	13%	11%	15%
Integrating Academics into CT	23%	25%	23%
Quality CT Studies	38%	56%	39%
Work-Based Learning	50%	43%	37%
Guidance	35%	42%	37%
High School Importance	35%	26%	38%
Extra Help	31%	19%	21%
Percentage of teachers experiencing an intensive emphasis on the HSTW indices:			
Continuous Improvement	59%	65%	31%

Percentage of Students Meeting HSTW Readiness Goals



State Data

AYP Status

Year	AYP	Year	AYP

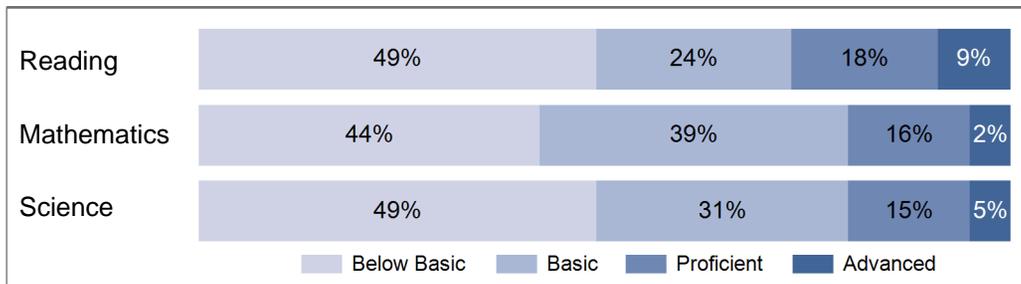
State Assessment Results

Subject	Year	% Meeting Standards

Graduation Rate

School Year	Graduation

Percentage of Students at Each Performance Level



Key Indicators of Student Achievement

The following student and teacher survey items have been found to be predictive of student achievement. Consider your school's performance on these items. The remainder of this report will more deeply explore students' and teachers' school and classroom experiences.

Students reported:	Your Site (2012)	Your Site (2010)	High-Scoring Sites in Your Category (2012)
Their teachers often clearly indicated the amount and quality of work that are necessary to earn a grade of A or B at the beginning of a project or unit.	55%	60%	56%
They often revised their essays or other written work several times to improve their quality.	28%	44%	33%
They read an assigned book in English class and demonstrated understanding of the significance of the main ideas at least monthly .	42%	32%	57%
They completed short writing assignments of one to three pages for which they received a grade in their English classes at least monthly .	56%	95%	77%
They often used word-processing software to complete an assignment or project.	58%	67%	57%
They used a graphing calculator to complete mathematics assignments at least weekly .	89%	84%	72%
They solved mathematics problems other than those found in the textbook at least monthly .	74%	82%	83%
They used science equipment to do science activities in a classroom or laboratory at least weekly .	25%	11%	30%
They prepared a written report of their lab results in science at least monthly .	54%	47%	57%
They often were able to get extra help from their teachers when they needed it without much difficulty.	54%	46%	43%
During high school, a teacher or counselor talked to them individually about their plans for a career or further education after high school.	82%	95%	90%
They completed a project that first required some research and a written plan before completing the task in their career/technical classes at least once a semester (CT students only).	86%	88%	80%

Teachers reported:	Your Site (2012)	Your Site (2010)	High-Scoring Sites in Your Category (2012)
They strongly agree that the goals and priorities for their school are clear.	61%	75%	37%
They strongly agree that teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.	54%	56%	36%
They strongly agree that teachers in this school are continually learning and seeking new ideas on how to improve students' achievement.	68%	81%	45%
They strongly agree that teachers and school administrators work as a team to improve student achievement at their school.	65%	59%	32%
They strongly agree that teachers use data continuously to evaluate the school's academic and technical programs and activities.	65%	61%	41%
They strongly disagree that students should be grouped for learning by skill or ability level.	4%	12%	6%

Mean Reading Scores

Readiness Goal

Reading 250

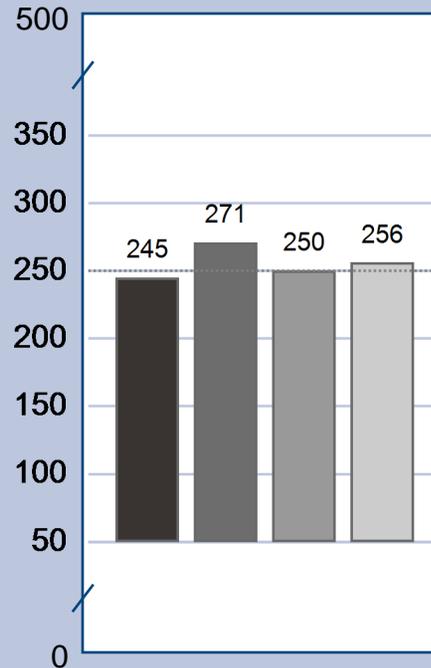
Performance Levels

Reading

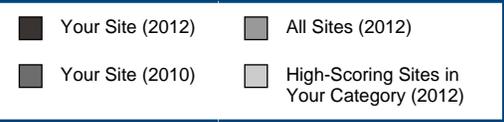
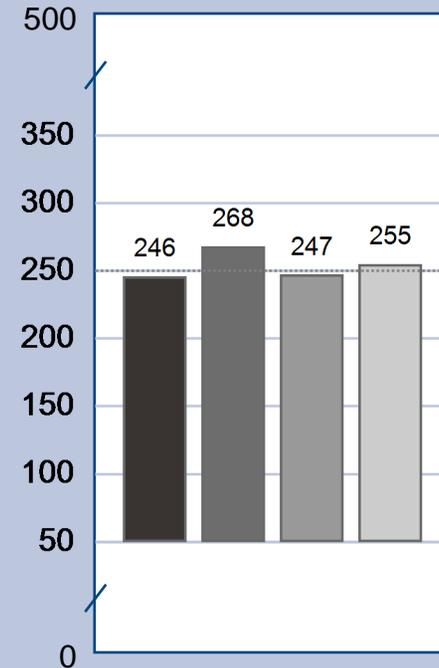
Basic 250-271
 Proficient 272-301
 Advanced 302-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No mean score is reported for fewer than five students

Mean Mathematics Scores

Readiness Goal

Mathematics 257

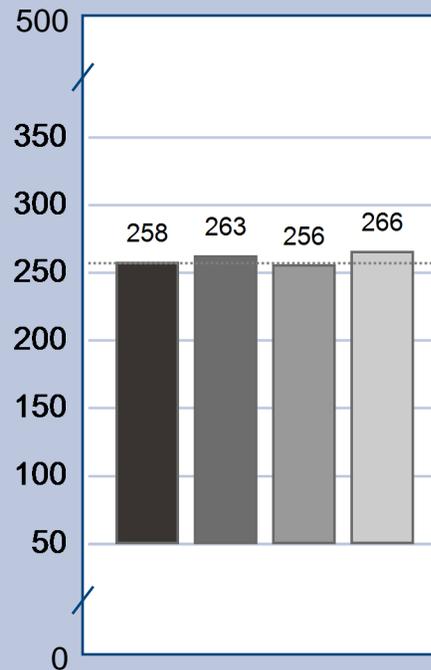
Performance Levels

Mathematics

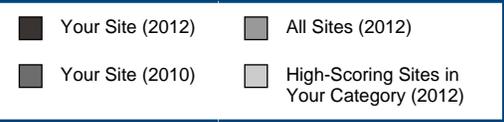
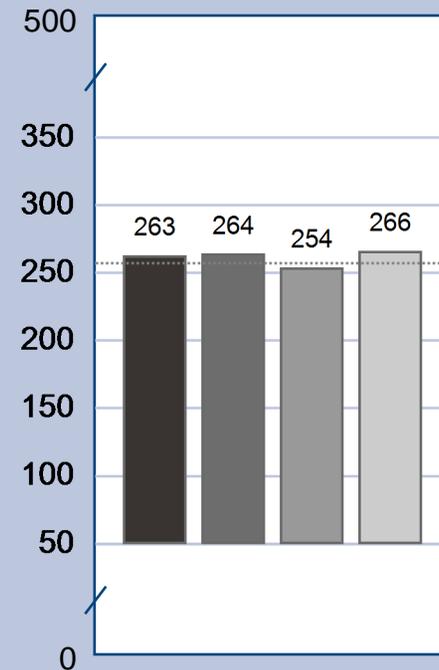
Basic 257-291
 Proficient 292-318
 Advanced 319-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No mean score is reported for fewer than five students

Mean Science Scores

Readiness Goal

Science 258

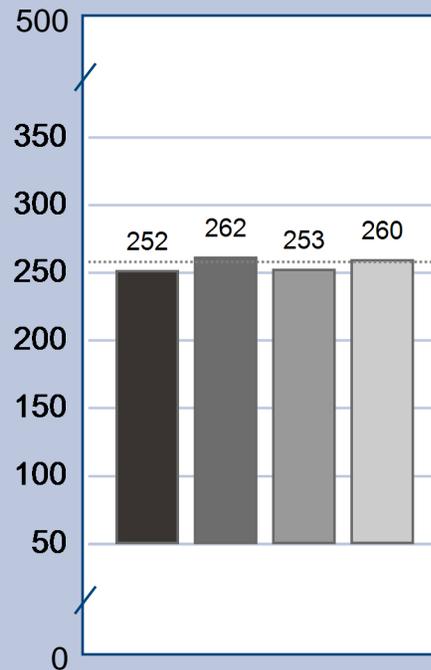
Performance Levels

Science

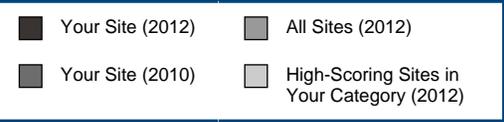
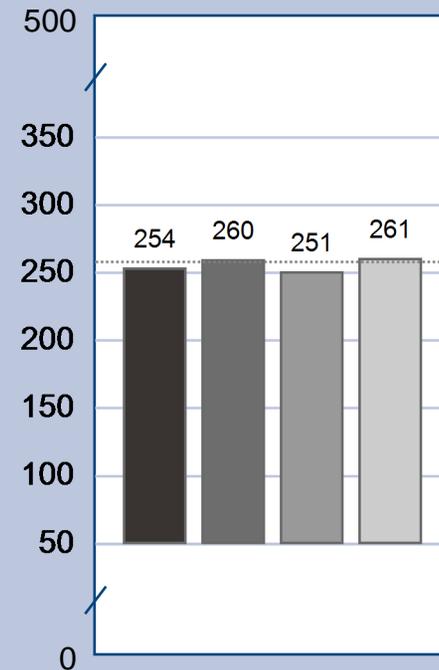
Basic 258-285
 Proficient 286-310
 Advanced 311-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No mean score is reported for fewer than five students

Percentage of Students Meeting the Reading Readiness Goal

Readiness Goal

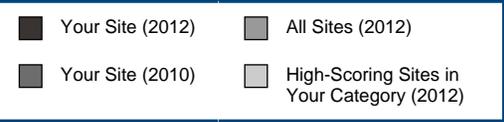
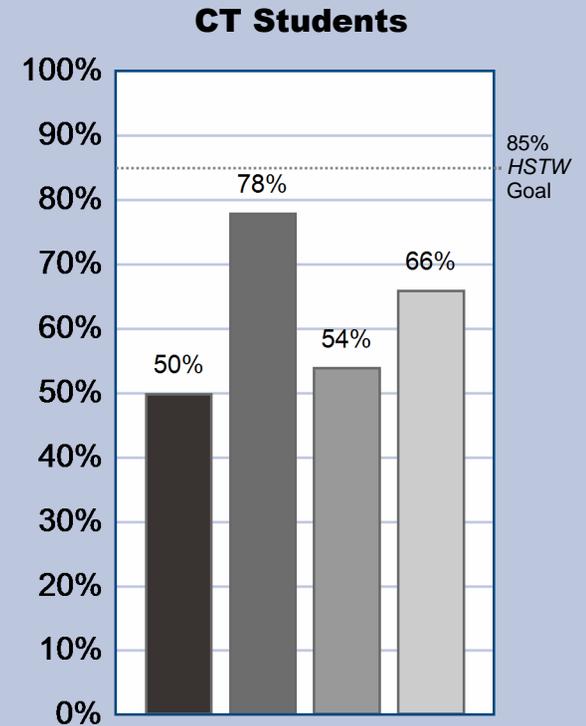
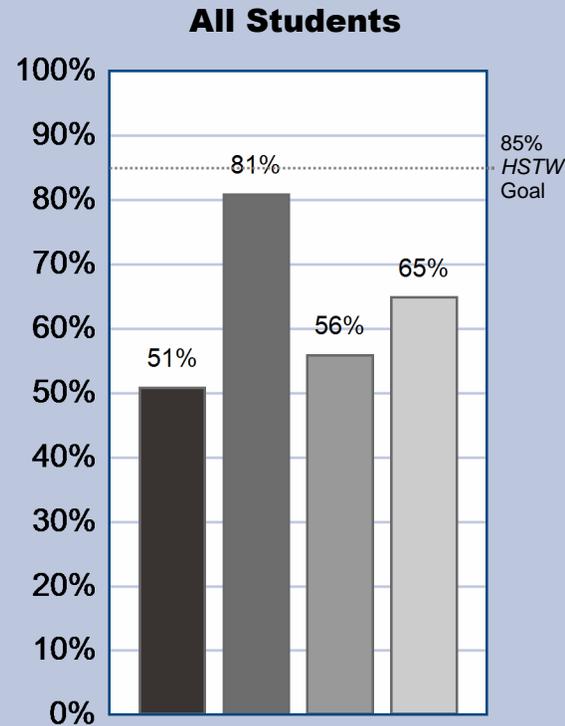
Reading 250

Performance Levels

Reading

Basic 250-271
 Proficient 272-301
 Advanced 302-500

Scale 0-500



* Data not available at this time

** No student data available

Percentage of Students Meeting the Mathematics Readiness Goal

Readiness Goal

Mathematics 257

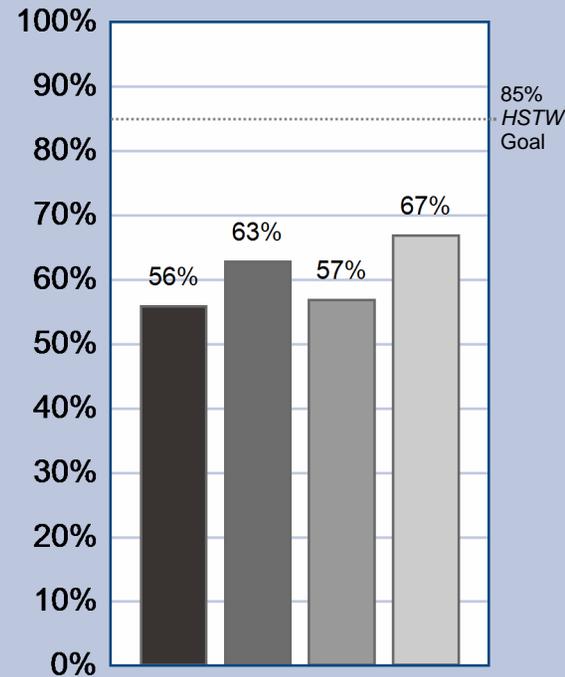
Performance Levels

Mathematics

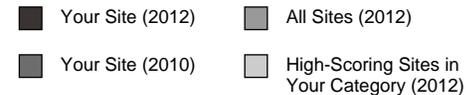
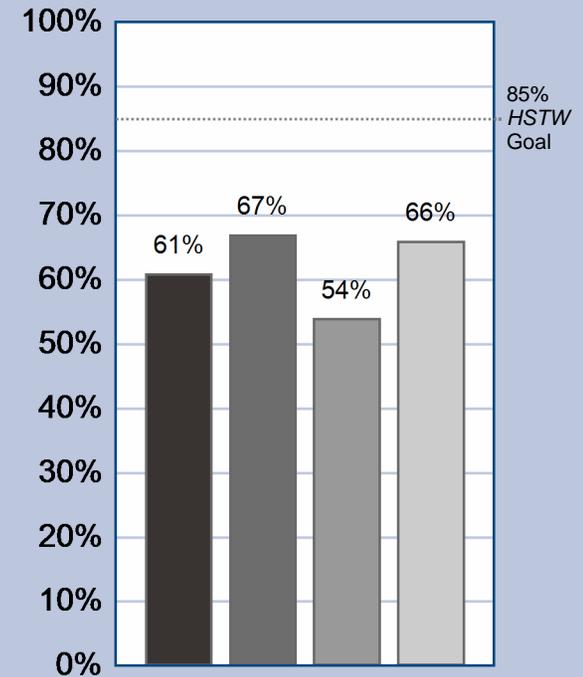
Basic 257-291
 Proficient 292-318
 Advanced 319-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No student data available

Percentage of Students Meeting the Science Readiness Goal

Readiness Goal

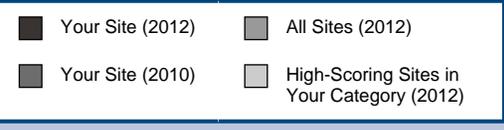
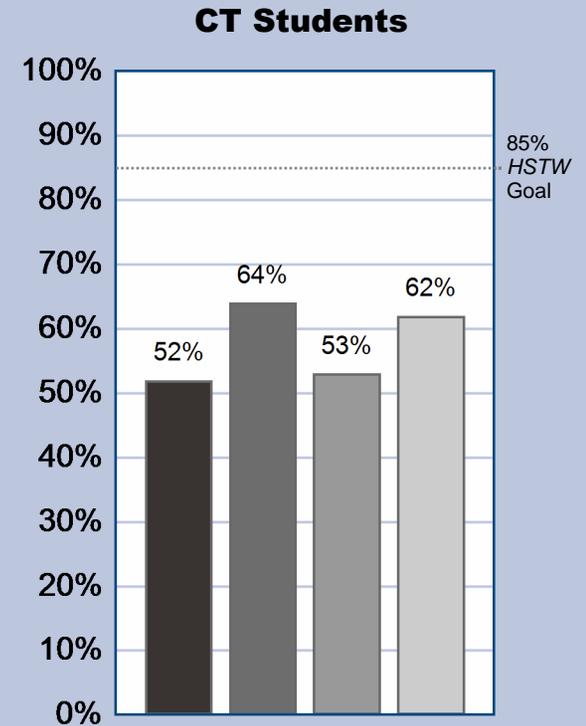
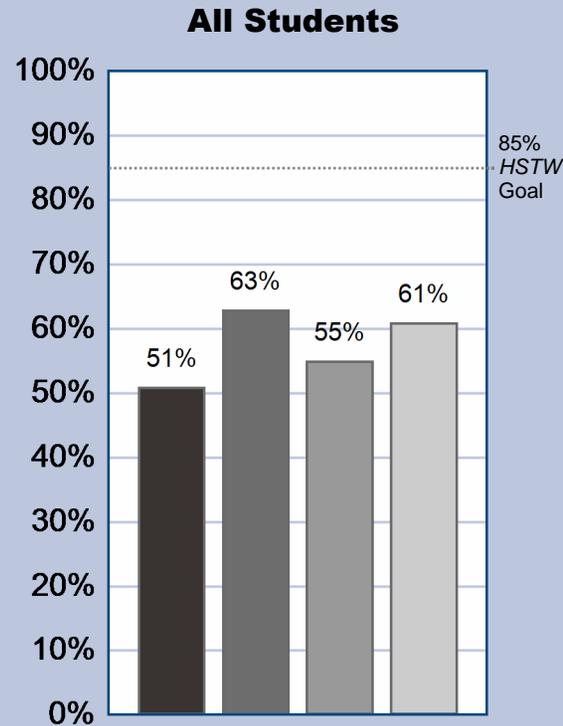
Science 258

Performance Levels

Science

Basic 258-285
 Proficient 286-310
 Advanced 311-500

Scale 0-500



* Data not available at this time

** No student data available

Percentage of Students at Each Performance Level

Readiness Goals

Reading	250
Mathematics	257
Science	258

Performance Levels

Reading

Basic	250-271
Proficient	272-301
Advanced	302-500

Mathematics

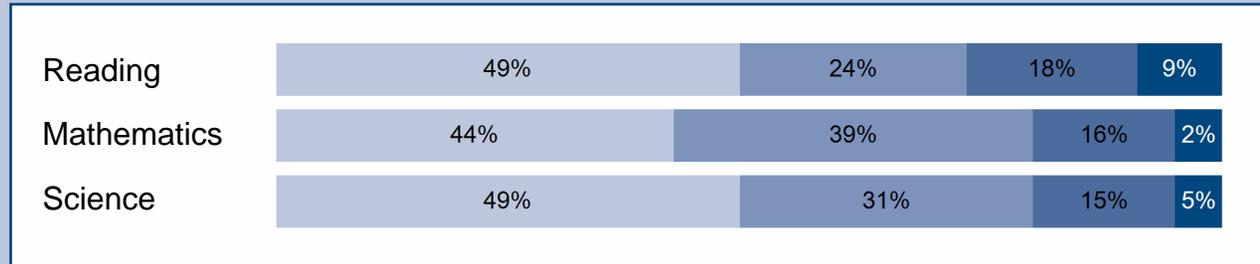
Basic	257-291
Proficient	292-318
Advanced	319-500

Science

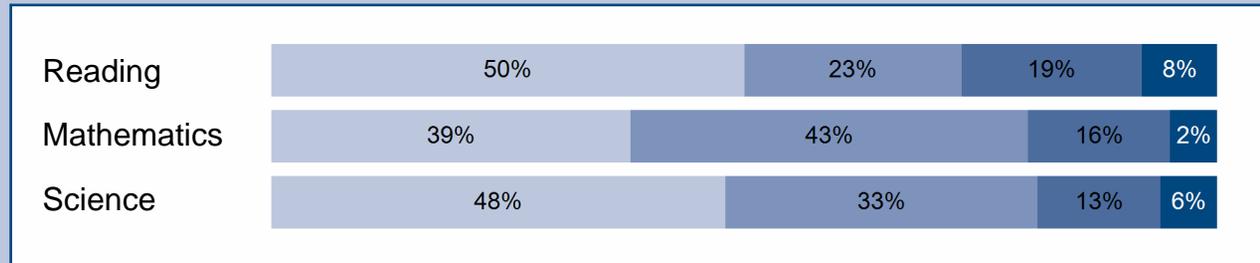
Basic	258-285
Proficient	286-310
Advanced	311-500

Scale 0-500

All Students



CT Students



Percentage of Students Completing the English/Language Arts Recommended Curriculum

Readiness Goal

Reading 250

Performance Levels

Reading

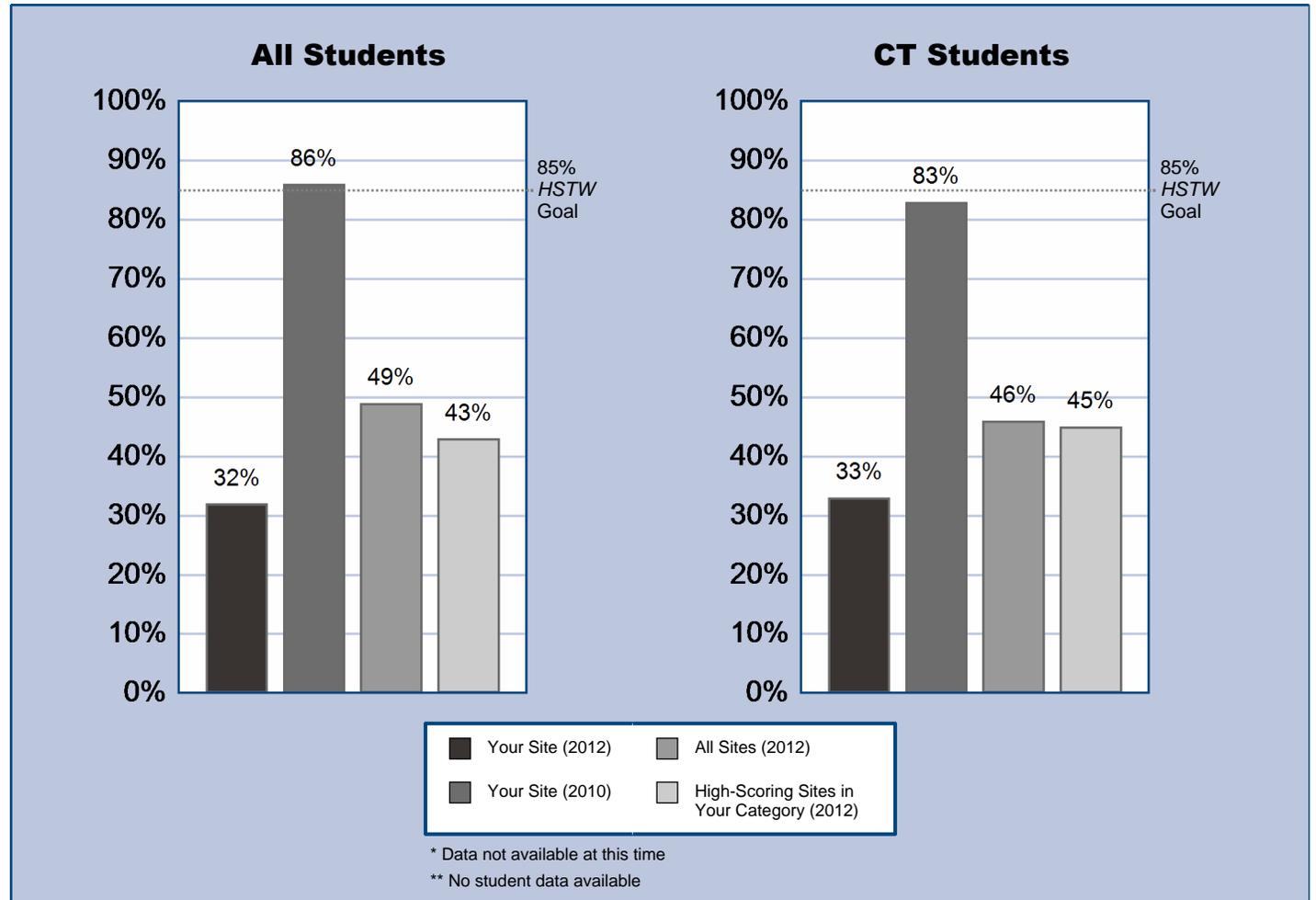
Basic 250-271
 Proficient 272-301
 Advanced 302-500

Scale 0-500

HSTW-Recommended Curriculum

English/Language Arts

Four or more courses in college-preparatory English/language arts



Percentage of Students Completing the Mathematics Recommended Curriculum

Readiness Goal

Mathematics 257

Performance Levels

Mathematics

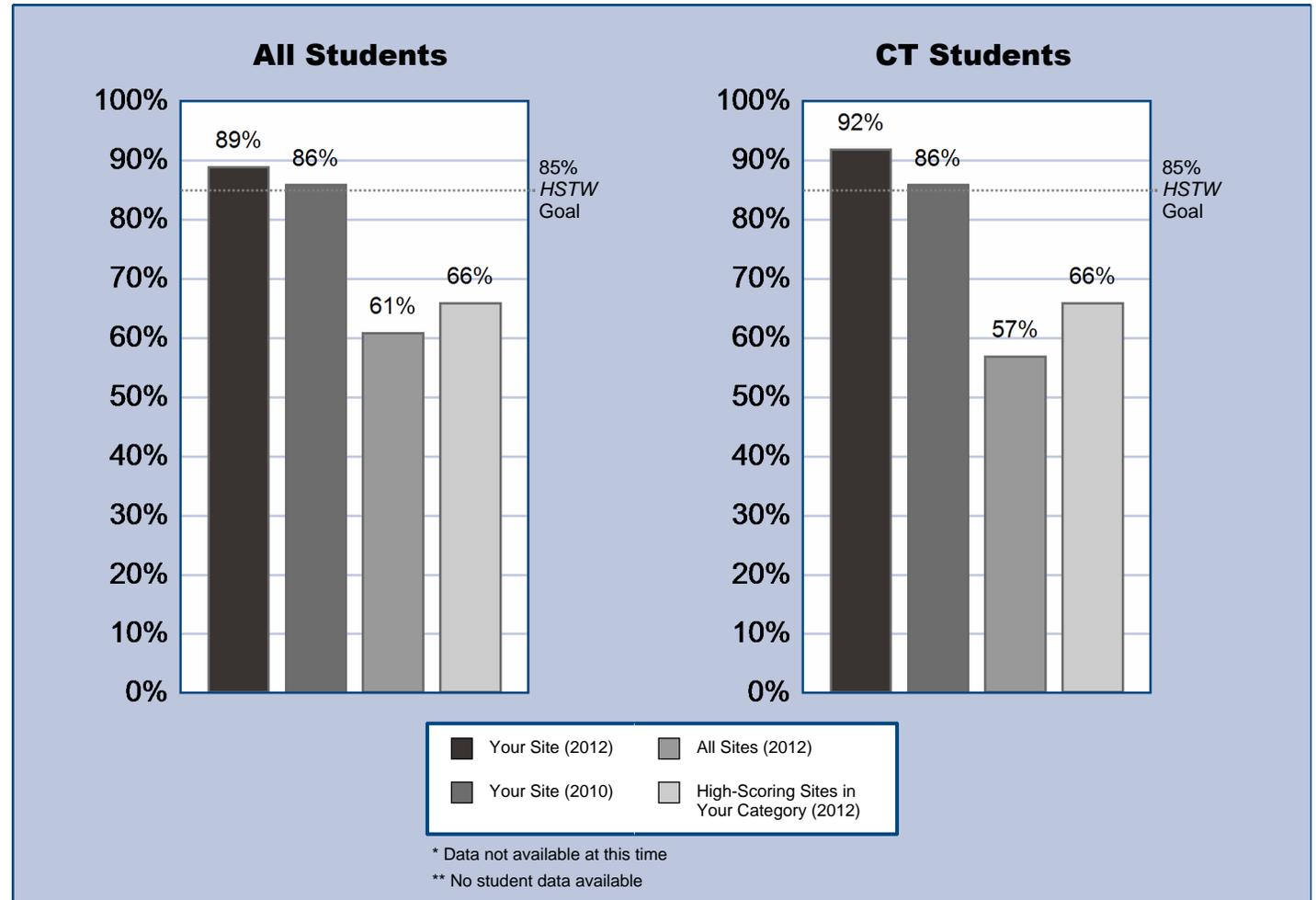
Basic 257-291
 Proficient 292-318
 Advanced 319-500

Scale 0-500

HSTW-Recommended Curriculum

Mathematics

Four or more courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course



Percentage of Students Completing the Science Recommended Curriculum

Readiness Goal

Science 258

Performance Levels

Science

Basic 258-285
 Proficient 286-310
 Advanced 311-500

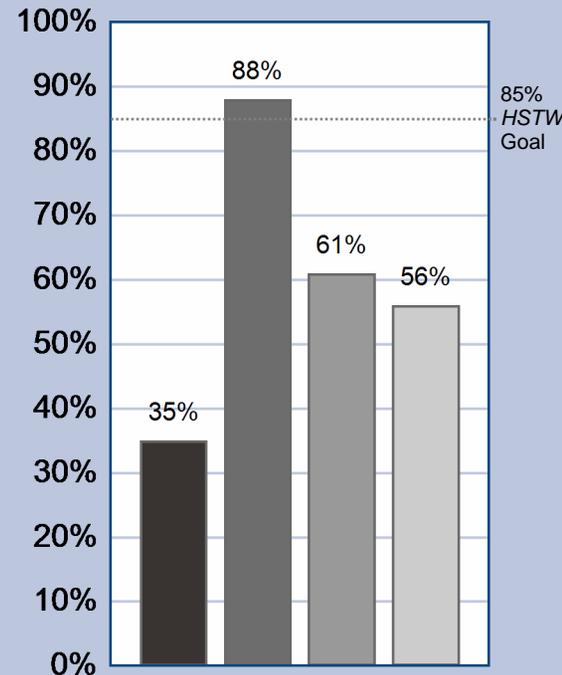
Scale 0-500

HSTW-Recommended Curriculum

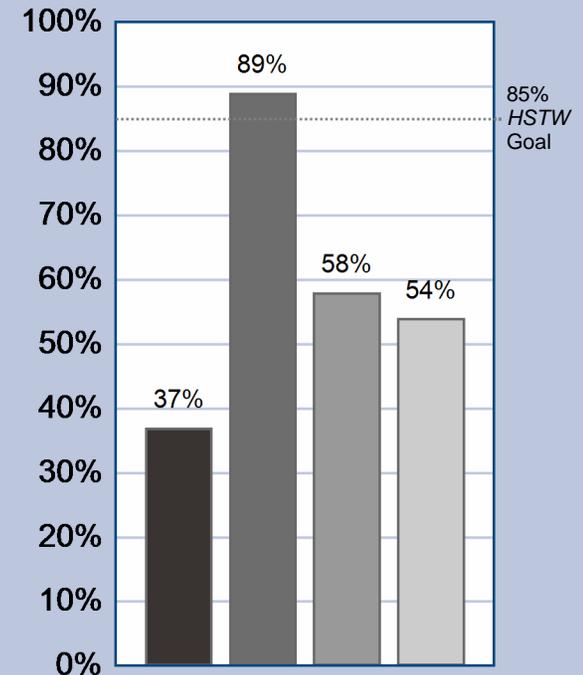
Science

Three or more courses in science, including at least two or more courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics

All Students



CT Students



Your Site (2012)
 All Sites (2012)
 Your Site (2010)
 High-Scoring Sites in Your Category (2012)

* Data not available at this time

** No student data available

Emphasis on High Expectations

Indicators

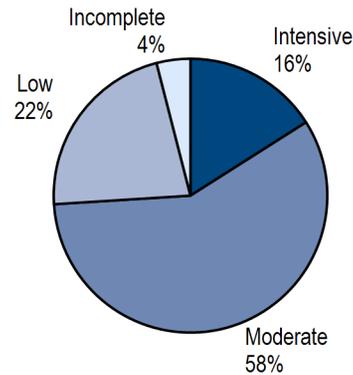
Students reported:

- Their teachers **often** knew their subject and made it interesting and useful.
- Their teachers **often** set high standards for them and were willing to help them meet them.
- Their teachers **often** clearly indicated the amount and quality of work that were necessary to earn a grade of A or B at the beginning of a project or unit.
- Their teachers **often** cared about them enough that they would not let them get by without doing the work.
- Most of their teachers **often** encouraged them to do well in school.
- Their courses **sometimes or often** were exciting and challenging.
- They **often** worked hard to meet high standards on assignments.
- They **somewhat or strongly agreed** that with hard work, they could understand the material being taught in their classes.
- They **somewhat or strongly agreed** that the grades they received were the result of the amount of effort they put forth in their classes.
- They usually spent **one or more hours** on homework each day.

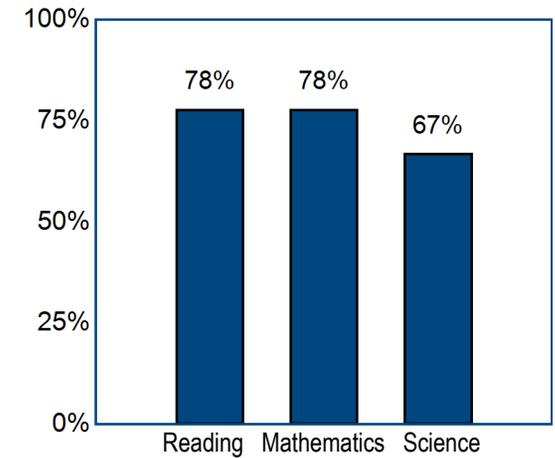
Intensive: 9 to 10 indicators
Moderate: 5 to 8 indicators
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

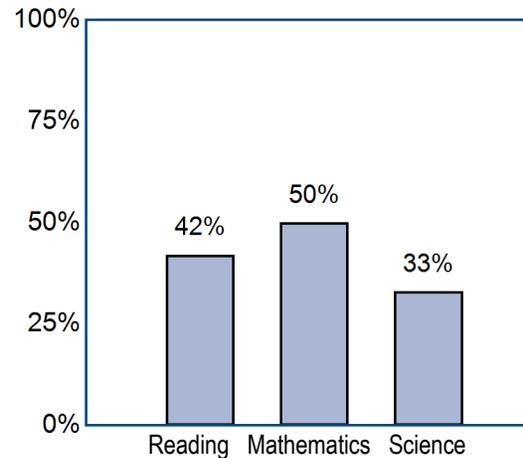
Percentage of Students at Each Level of Emphasis



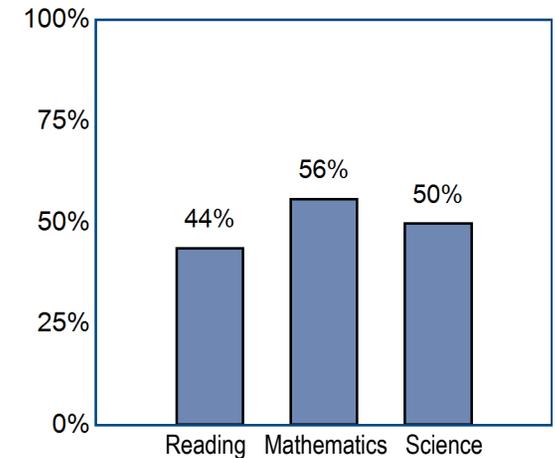
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Literacy Across the Curriculum

Indicators

Students reported:

- They **often** revised their essays or other written work several times to improve their quality.
- They **sometimes or often** were asked to write in-depth explanations about a class project or activity.
- They completed short writing assignments of one to three pages for which they received a grade in their English classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their science classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their social studies classes **at least monthly**.
- They read an assigned book and demonstrated understanding of the significance of the main ideas **at least monthly**.
- They analyzed works of literature in class **at least weekly**.
- They discussed or debated topics with other students about what they read in English or language arts classes **at least monthly**.
- They drafted, rewrote and edited writing assignments before being given a grade **at least monthly**.
- They stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements **at least once a semester**.

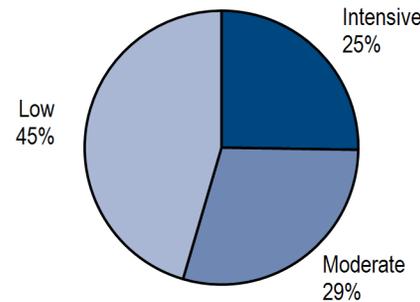
Intensive: 8 to 10 indicators

Moderate: 5 to 7 indicators

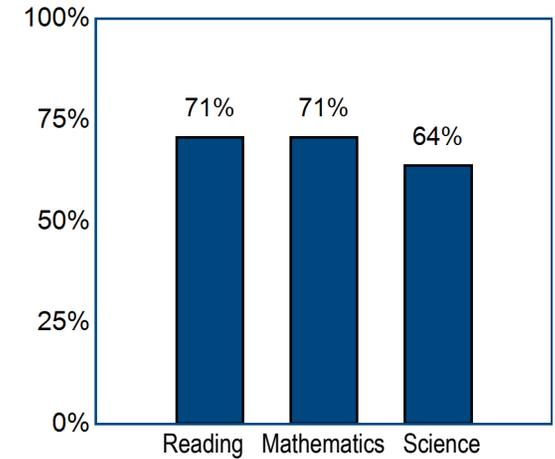
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

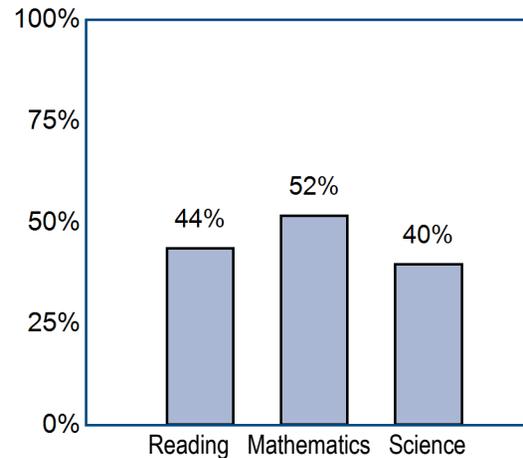
Percentage of Students at Each Level of Emphasis



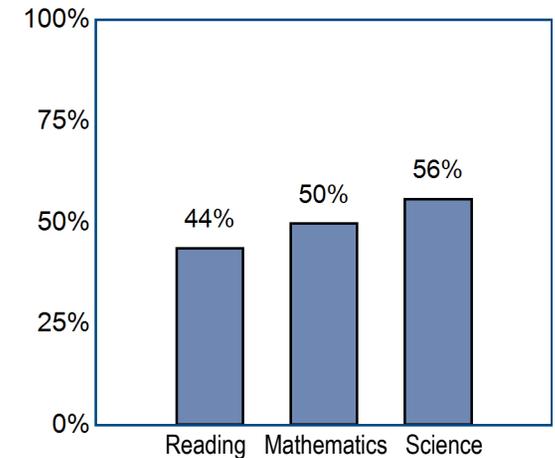
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Emphasis on Numeracy Across the Curriculum

Indicators

Students reported:

- They used math in classes other than mathematics **at least monthly**.
- Their mathematics teachers **sometimes or often** showed how mathematics concepts are used to solve problems in real-life situations.
- They **often** developed and analyzed tables, charts and graphs in their school work.
- They solved mathematics problems with more than one possible answer **at least monthly**.
- They solved mathematics problems other than those found in the textbook **at least monthly**.
- They were assigned word problems in mathematics **at least monthly**.
- They used a graphing calculator to complete mathematics assignments **at least weekly**.
- They worked in a group to brainstorm how to solve a mathematics problem **at least monthly**.

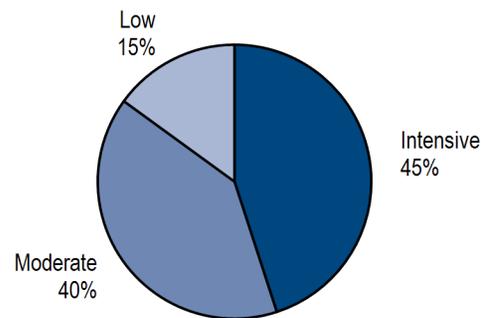
Intensive: 7 to 8 indicators

Moderate: 4 to 6 indicators

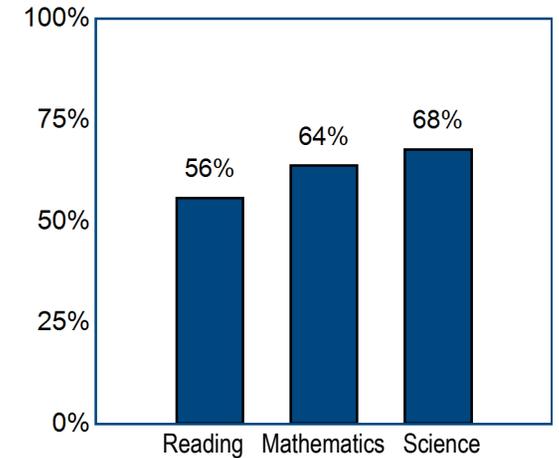
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of the index.

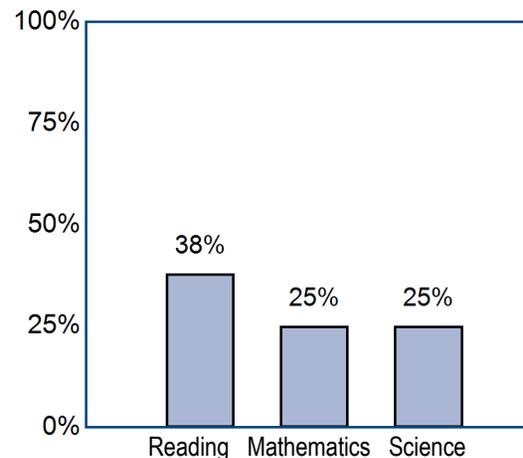
Percentage of Students at Each Level of Emphasis



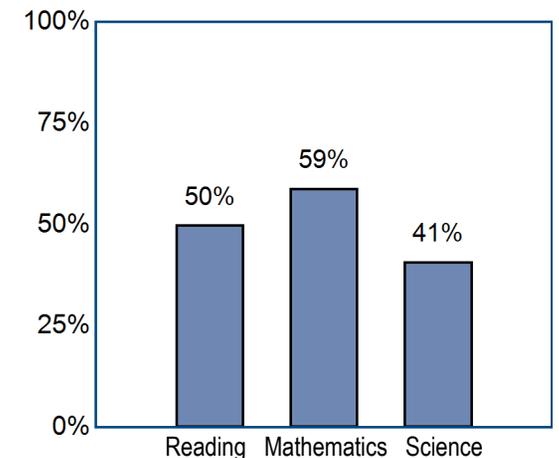
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Challenging and Engaging Science Curriculum and Instruction

Indicators

Students reported:

- Their science teachers **often** showed how scientific concepts are used to solve problems in real-life situations.
- They read an assigned article or book (other than a textbook) dealing with science **at least monthly**.
- They used science equipment to do science activities in a classroom or laboratory **at least weekly**.
- They used computers or technology to do science activities **at least monthly**.
- They used graphs, charts and diagrams to interpret and explain scientific phenomena **at least monthly**.
- They used formulas and equations to solve questions in science **at least weekly**.
- They collected data from experiments and created graphic representations of the results **at least monthly**.
- They prepared a written report of their lab results **at least monthly**.
- They participated in a classroom discussion relating science to everyday life **at least monthly**.
- They worked with other students in their class on a challenging science assignment or project **at least monthly**.

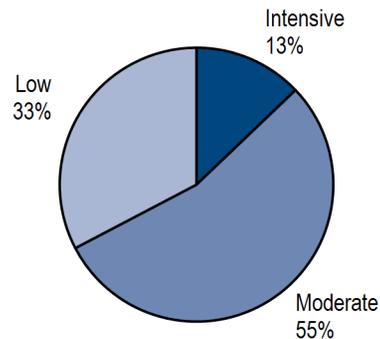
Intensive: 9 to 10 indicators

Moderate: 4 to 8 indicators

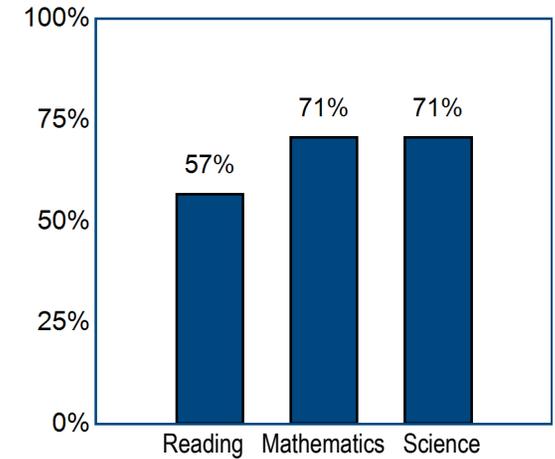
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of the index.

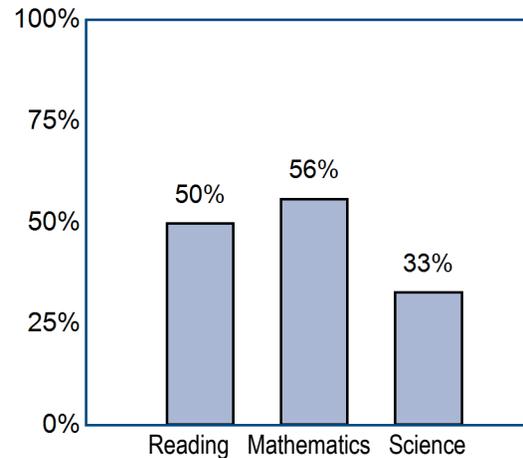
Percentage of Students at Each Level of Emphasis



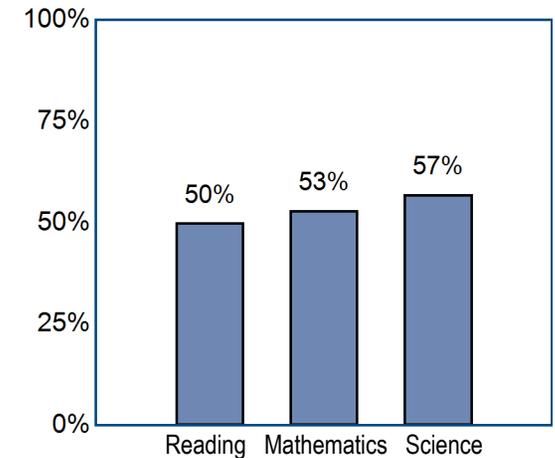
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Completion of the *HSTW*-Recommended Curriculum

Indicators

English/Language Arts

Four or more courses in college-preparatory English/language arts.

Mathematics

Four or more courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.

Science

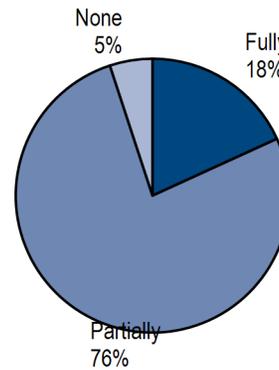
Three or more courses in science, including at least two courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics.

Fully: All 3 subjects

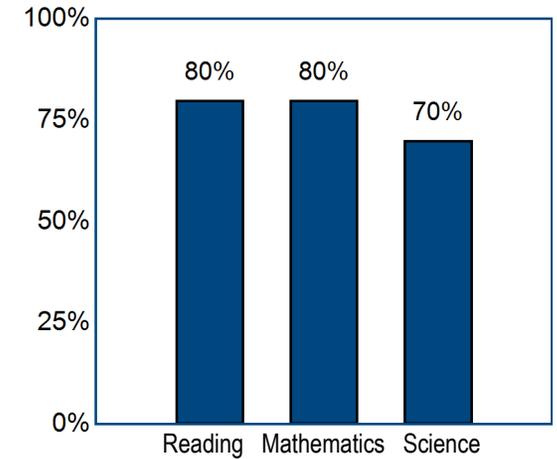
Partially: 1 or 2 subjects

None: 0 subjects

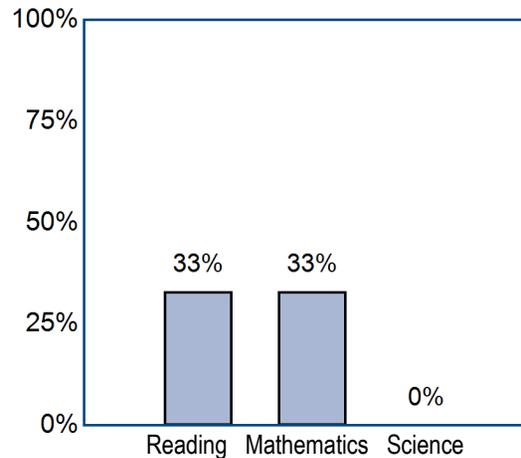
Percentage of Students Completing the *HSTW*-Recommended Curriculum



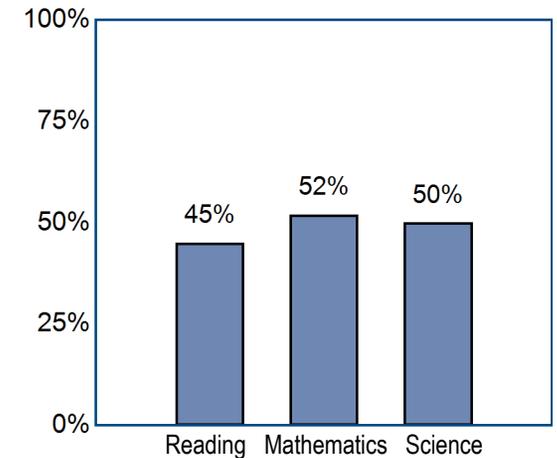
Percentage of students fully completing the curriculum who met the readiness goals



Percentage of students not completing the curriculum who met the readiness goals



Percentage of students partially completing the curriculum who met the readiness goals



** No students at this level of emphasis

Emphasis on Integrating Academic Content and Skills into Career/Technical Courses

Indicators

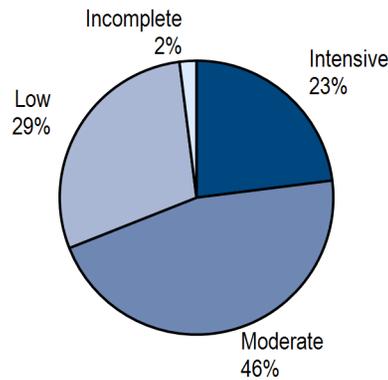
Career/technical students reported:

- They read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least weekly**.
- They read a career-related article and demonstrated understanding of the content in their career/technical classes **at least monthly**.
- They used computer skills to complete an assignment or project in their career/technical classes **at least weekly**.
- They used mathematics to complete challenging assignments in their career/technical classes **at least weekly**.
- Their career/technical teachers **sometimes or often** stressed reading.
- Their career/technical teachers **sometimes or often** stressed writing.
- Their career/technical teachers **often** stressed mathematics.
- Their career/technical teachers **often** stressed science.

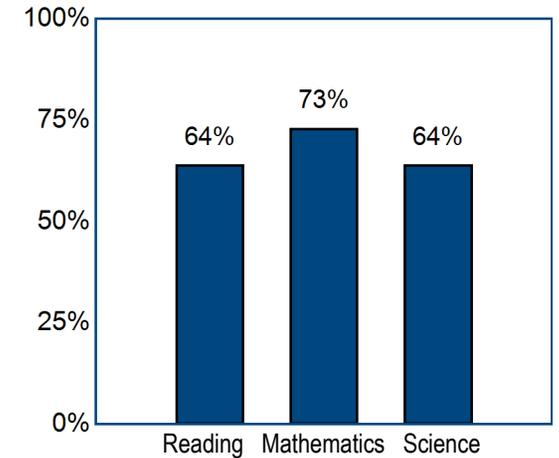
Intensive: 6 to 8 indicators
Moderate: 3 to 5 indicators
Low: 0 to 2 indicators

Incomplete: Students did not respond to one or more of the components of the index.

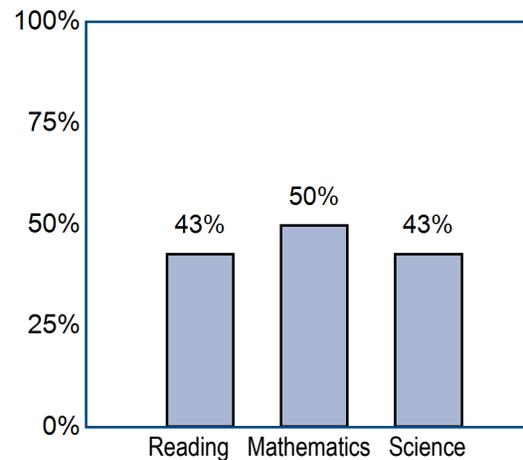
Percentage of Students at Each Level of Emphasis



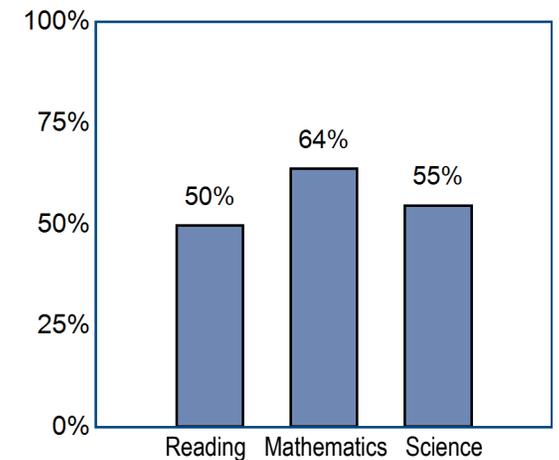
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Emphasis on Quality Career/Technical Studies

Indicators

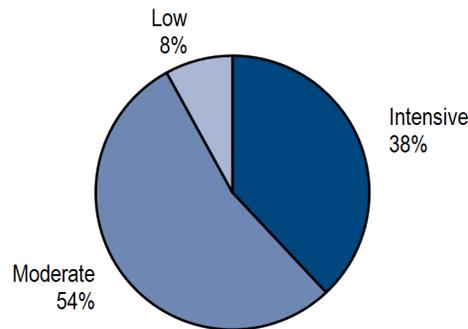
Career/technical students reported:

- They took a mathematics course during their senior year.
- They took a science course during their senior year.
- They were encouraged to take a combination of academic and career/technical courses.
- They completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.
- They had challenging assignments in their career/technical classes **at least monthly**.
- They completed a project that first required some research and a written plan before completing the task in their career/technical classes **at least once a semester**.
- They used computer software or other technology related to their career/technical area to complete assignments **at least weekly**.
- They made journal or lab manual entries that recorded their class work in their career/technical classes **at least weekly**.

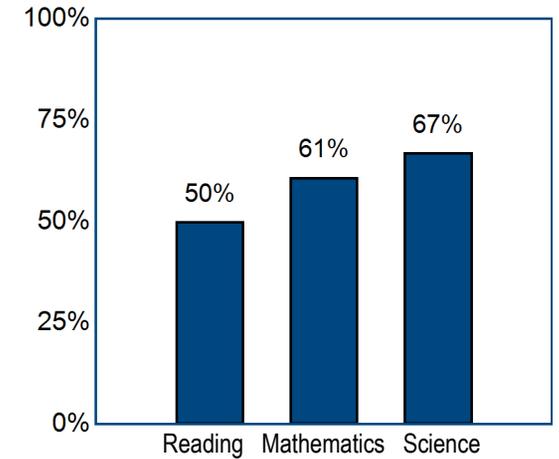
Intensive: 6 to 8 indicators
Moderate: 4 to 5 indicators
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of the index.

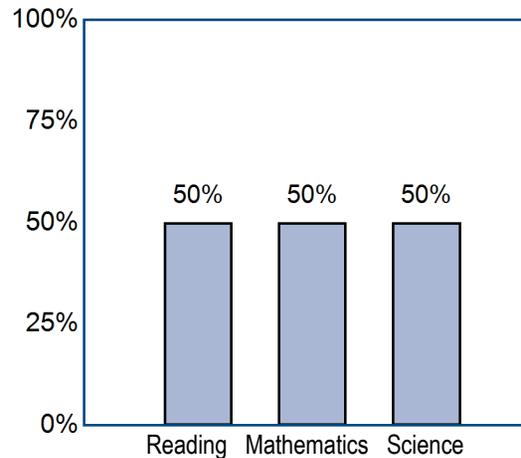
Percentage of Students at Each Level of Emphasis



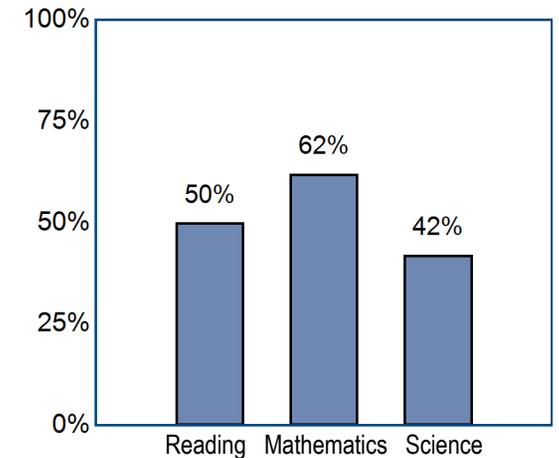
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Emphasis on Providing Quality Work-Based Learning Experiences

Indicators

Students who reported having a job as part of a formal work or training program in the past 12 months reported:

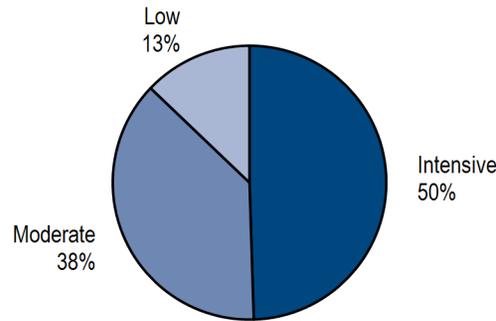
- They observed veteran workers performing certain jobs.
- They had someone teach them how to do the work.
- They received school credit for their work experience.
- Their employers encouraged them to develop good work habits **at least monthly**.
- Their employers encouraged them in their academic studies at school **at least monthly**.
- Their employers encouraged them to develop good customer relations skills **at least monthly**.
- Their employers encouraged them to develop good teamwork skills **at least monthly**.
- Their employers showed them how to use communication skills (reading, writing, speaking) in job-related activities **at least monthly**.
- Their employers showed them how to use mathematics in job-related activities **at least monthly**.

Intensive: 7 to 9 indicators
Moderate: 4 to 6 indicators
Low: 0 to 3 indicators

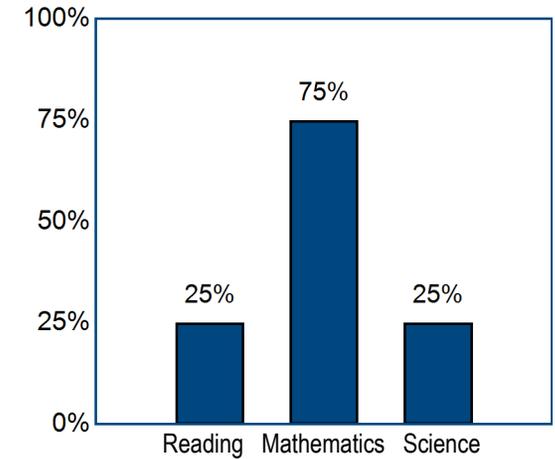
Incomplete: Students did not respond to one or more of the components of the index.

Caution should be taken when interpreting results from this index as the total number of students included in the calculations may be very small. See page 33 for the number of students included at this site.

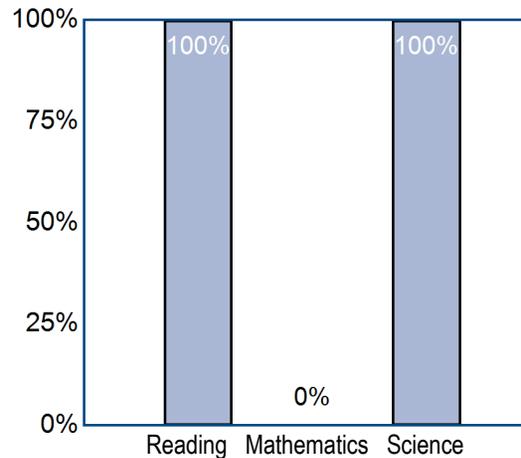
Percentage of Students at Each Level of Emphasis



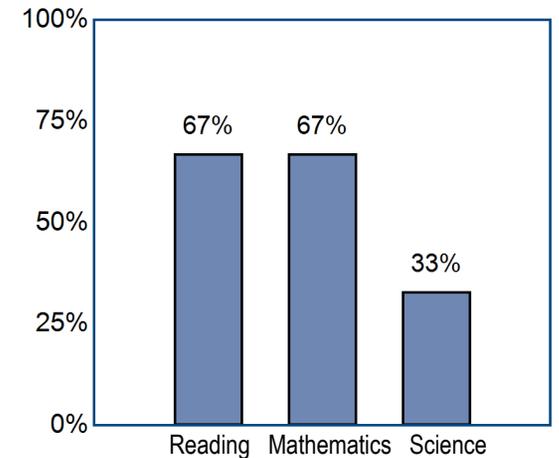
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Emphasis on Providing Timely Guidance to Students

Indicators

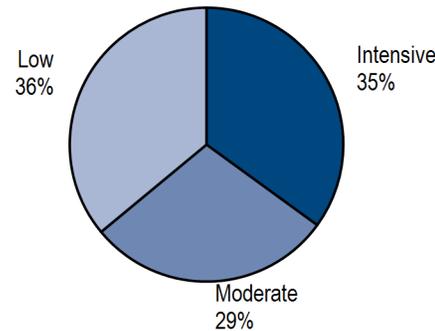
Students reported:

- Their teachers or counselors **often** encouraged them to take more challenging English courses.
- Their teachers or counselors **often** encouraged them to take more challenging mathematics courses.
- Their teachers or counselors **often** encouraged them to take more challenging science courses.
- When planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults with whom they lived **at least once a year**.
- They reviewed the sequence of courses they planned to take throughout high school **at least once a year**.
- They were **very satisfied** with the help they received at school in the selection of high school courses.
- A teacher or counselor talked to them individually about their plans for a career or further education after high school.
- They and/or their parents (or step-parents/guardians) received information or assistance from someone at their school in selecting or applying to college.
- Someone from a college talked to them about going to college.
- They spoke with or visited someone in a career that they aspire to.

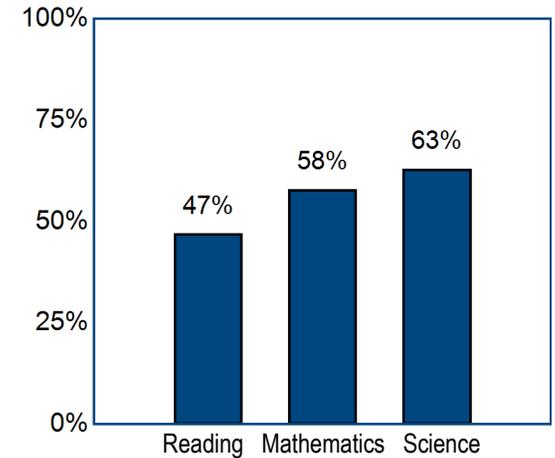
Intensive: 7 to 10 indicators
Moderate: 5 to 6 indicators
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

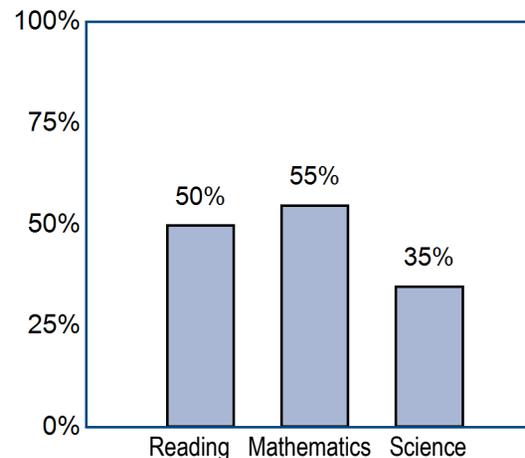
Percentage of Students at Each Level of Emphasis



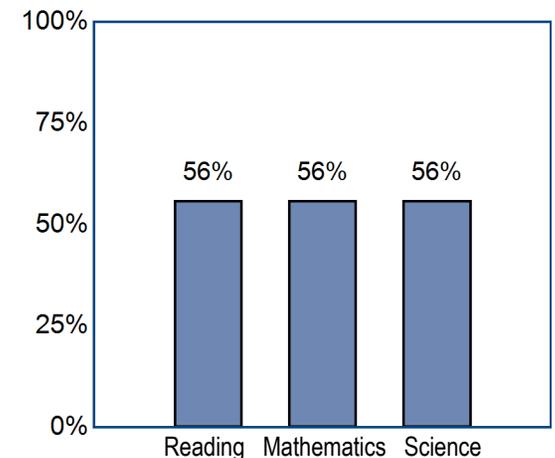
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Perceived Importance of High School Studies

Indicators

Students reported:

- They **often** tried to do their best work in school.
- They **often** knew when projects were due.
- They **often** actively managed their time in order to complete assignments.
- They **often** kept their notes and handouts for each class separate.
- It is **very important** to attend all of their classes.
- It is **very important** to participate actively in class.
- It is **very important** to study hard to get good grades.
- It is **very important** to take a lot of college-preparatory classes.
- It is **very important** to graduate from high school.
- It is **very important** to continue their education beyond high school.

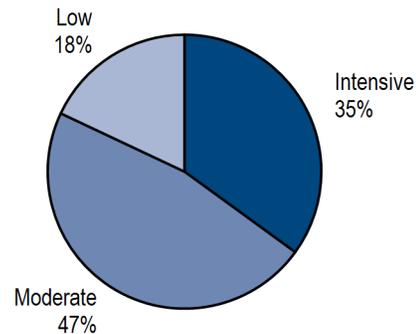
Intensive: 9 to 10 indicators

Moderate: 5 to 8 indicators

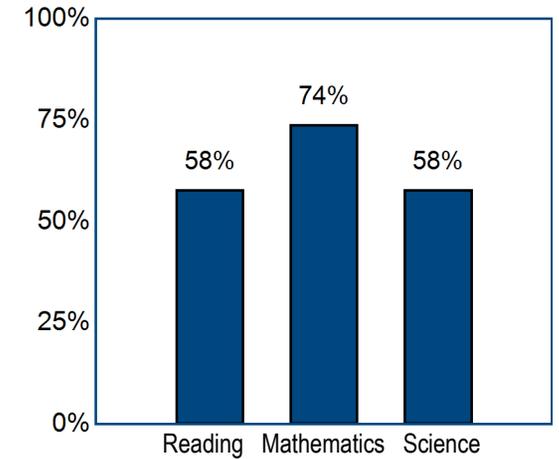
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

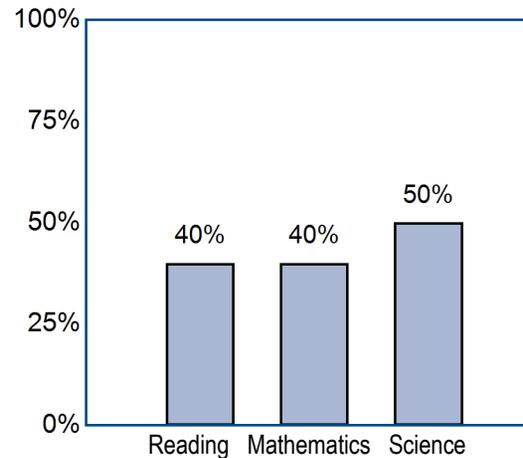
Percentage of Students at Each Level of Emphasis



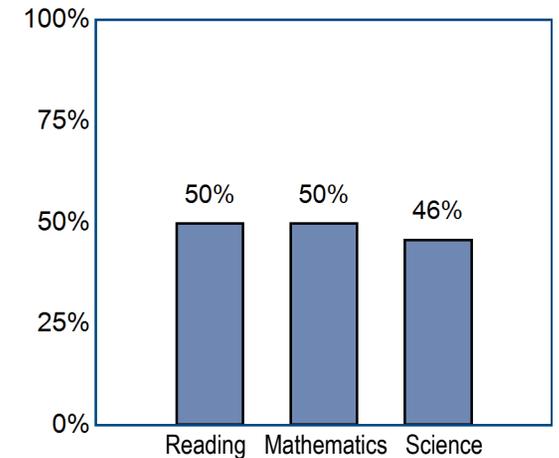
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Providing Quality Extra Help

Indicators

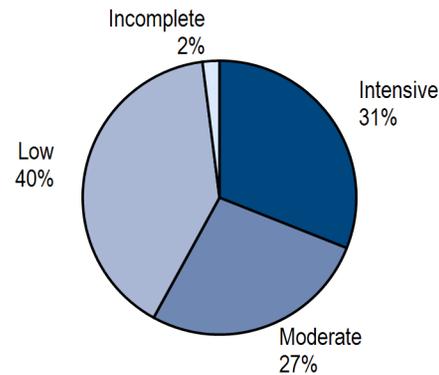
Students reported:

- Their teachers **often** encouraged students to help each other and to learn from each other.
- They **often** were able to get extra help from their teachers when they needed it without much difficulty.
- Their teachers **frequently** were available before, during or after school to help them with their studies.
- Extra help they received **often** helped them to understand their schoolwork better.
- Extra help they received **often** helped them to make a greater effort to meet expectations.
- Extra help they received **often** helped them to get better grades.

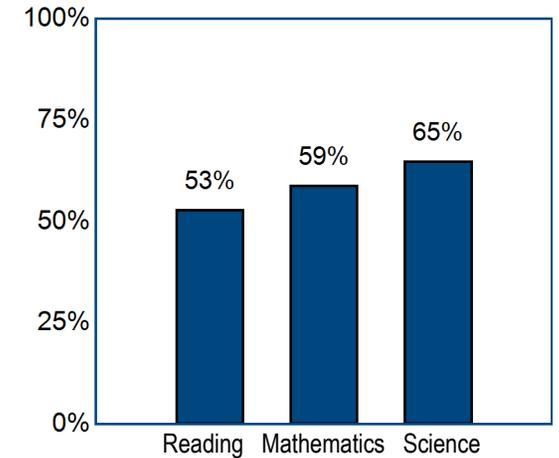
Intensive: 5 to 6 indicators
Moderate: 3 to 4 indicators
Low: 0 to 2 indicators

Incomplete: Students did not respond to one or more of the components of the index.

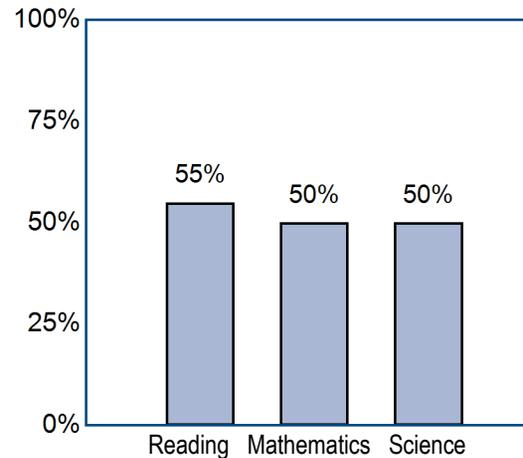
Percentage of Students at Each Level of Emphasis



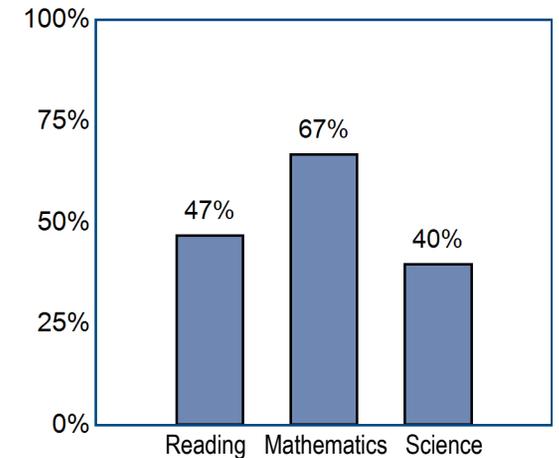
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Teachers' Perceptions on Continuous School Improvement

Indicators

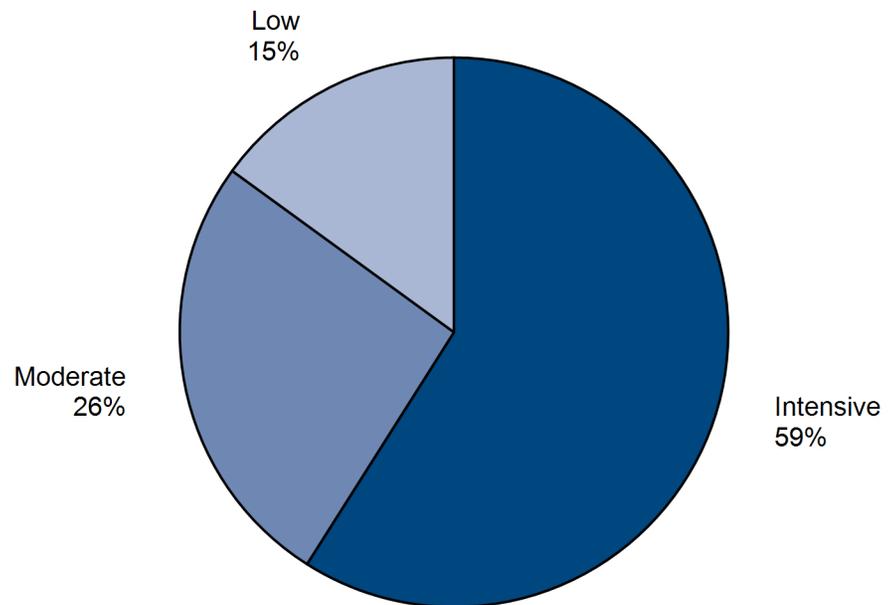
Teachers reported:

- They **strongly agreed** that the goals and priorities for their school are clear.
- They **strongly agreed** that teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.
- The principal stressed **monthly** that they should teach all students to the same high standards.
- They **strongly agreed** that teachers in their school are continually learning and seeking new ideas on how to improve student achievement.
- They **strongly agreed** that teachers and school administrators work as a team to improve student achievement in their school.
- They **strongly agreed** that teachers in their school use data continuously to evaluate the school's academic and technical programs and activities.

Intensive: 4 to 6 indicators
Moderate: 2 to 3 indicators
Low: 0 to 1 indicators

Incomplete: Teachers did not respond to one or more of the components of the index.

Percentage of Teachers at Each Level of Emphasis



Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement

Promoting high academic achievement for high school students requires the monitoring of complex school and classroom practices that impact student learning. Schools are unlikely to improve the achievement of their students if they focus on only one or just a few of the *HSTW* or *TCTW* Key Practices. See *High Schools That Work: An Enhanced Design to Get All Students to Standards* and *Technology Centers That Work: An Enhanced Design to Get All Students to Standards* to learn more about the Key Practices. School leaders should focus on a combination of practices that work together to increase student learning and lead to higher achievement among all groups of students. For example, it is not enough simply to eliminate the general track. Teachers also must implement teaching strategies that motivate all students to learn the higher-level content of a college-preparatory curriculum. More students should complete college-preparatory courses and they must be held to high standards in those courses. Similarly, raising expectations means getting all students to do at least one or more hours of homework each day, having teachers give students extra help frequently and getting students to revise their essays often. Raising expectations does not mean doing one or two of these things. It means doing all of these things and more. Consequently, instructional leaders must do more than examine variables in isolation. They must examine combinations of related variables to gain a better understanding of the factors influencing student achievement.

To support schools in looking at these combinations of related variables, SREB has developed 11 indices related to instructional effectiveness and student achievement. These indices will provide an overview of how well the school is implementing a framework based on the *HSTW* and *TCTW* Key Practices associated with high student achievement. The 11 indices are:

- Emphasis on High Expectations
- Emphasis on Literacy Across the Curriculum
- Emphasis on Numeracy Across the Curriculum
- Emphasis on Challenging and Engaging Science Curriculum and Instruction
- Completion of the *HSTW*-Recommended Curriculum
- Emphasis on Integrating Academic Content and Skills into Career/Technical Courses (CT students only)
- Emphasis on Career/Technical Studies (CT students only)
- Emphasis on Providing Quality Work-Based Learning Experiences
- Emphasis on Providing Timely Guidance to Students
- Perceived Importance of High School Studies
- Emphasis on Providing Quality Extra Help

The following tables, developed for each of the above indices, include a list of practices that have been statistically identified as positively impacting student achievement. These practices have been respectively combined to produce the 11 composite indices. Student achievement data reported is based on the level of emphasis (intensive, moderate or low) experienced by students. This level of emphasis is based on the number of identified practices that students experience.

Emphasis on High Expectations

Students were asked to report on activities related to high expectations. The following 10 indicators were examined to produce a composite index.

Students reported:

- Their teachers **often** knew their subject and made it interesting and useful.
- Their teachers **often** set high standards for them and were willing to help them meet them.
- Their teachers **often** clearly indicated the amount and quality of work that were necessary to earn a grade of A or B at the beginning of a project or unit.
- Their teachers **often** cared about them enough that they would not let them get by without doing the work.
- Most of their teachers **often** encouraged them to do well in school.
- Their courses **sometimes or often** were exciting and challenging.
- They **often** worked hard to meet high standards on assignments.
- They **somewhat or strongly agreed** that with hard work, they could understand the material being taught in their classes.
- They **somewhat or strongly agreed** that the grades they received were the result of the amount of effort they put forth in their classes.
- They usually spent **one or more hours** on homework each day.

Emphasis on High Expectations	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (9 to 10 indicators)	16	277	277	267	19	266	274	266
▲ Moderate (5 to 8 indicators)	58	237	256	249	52	257	267	261
▲ Low (0 to 4 indicators)	22	240	249	242	26	249	259	256
▲ Incomplete Data ¹	4	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Literacy Across the Curriculum

Students were asked to report on activities related to literacy across the curriculum. The following 10 indicators were examined to produce a composite index.

Students reported:

- They **often** revised their essays or other written work several times to improve their quality.
- They **sometimes or often** were asked to write in-depth explanations about a class project or activity.
- They completed short writing assignments of one to three pages for which they received a grade in their English classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their science classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their social studies classes **at least monthly**.
- They read an assigned book and demonstrated understanding of the significance of the main ideas **at least monthly**.
- They analyzed works of literature in class **at least weekly**.
- They discussed or debated topics with other students about what they read in English or language arts classes **at least monthly**.
- They drafted, rewrote and edited writing assignments before being given a grade **at least monthly**.
- They stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements **at least once a semester**.

Emphasis on Literacy Across the Curriculum	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (8 to 10 indicators)	25	263	273	253	27	266	271	266
▲ Moderate (5 to 7 indicators)	29	243	257	262	40	258	267	262
▲ Low (0 to 4 indicators)	45	237	250	246	32	246	260	252
▲ Incomplete Data ¹	0	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Numeracy Across the Curriculum

Students were asked to report on activities related to numeracy across the curriculum. The following eight indicators were examined to produce a composite index.

Students reported:

- They used math in classes other than mathematics **at least monthly**.
- Their mathematics teachers **sometimes or often** showed how mathematics concepts are used to solve problems in real-life situations.
- They **often** developed and analyzed tables, charts and graphs in their school work.
- They solved mathematics problems with more than one possible answer **at least monthly**.
- They solved mathematics problems other than those found in the textbook **at least monthly**.
- They were assigned word problems in mathematics **at least monthly**.
- They used a graphing calculator to complete mathematics assignments **at least weekly**.
- They worked in a group to brainstorm how to solve a mathematics problem **at least monthly**.

Emphasis on Numeracy Across the Curriculum	All Students at Your Site (2012)*			All Students at High-Scoring Sites in Your Category (2012)*				
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (7 to 8 indicators)	45	252	259	264	45	263	273	267
▲ Moderate (4 to 6 indicators)	40	244	264	247	43	254	264	258
▲ Low (0 to 3 indicators)	15	228	237	233	11	237	245	244
▲ Incomplete Data ¹	0	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Challenging and Engaging Science Curriculum and Instruction

Students were asked to report on activities related to challenging and engaging science curriculum and instruction. The following 10 indicators were examined to produce a composite index.

Students reported:

- Their science teachers **often** showed how scientific concepts are used to solve problems in real-life situations.
- They read an assigned article or book (other than a textbook) dealing with science **at least monthly**.
- They used science equipment to do science activities in a classroom or laboratory **at least weekly**.
- They used computers or technology to do science activities **at least monthly**.
- They used graphs, charts and diagrams to interpret and explain scientific phenomena **at least monthly**.
- They used formulas and equations to solve questions in science **at least weekly**.
- They collected data from experiments and created graphic representations of the results **at least monthly**.
- They prepared a written report of their lab results **at least monthly**.
- They participated in a classroom discussion relating science to everyday life **at least monthly**.
- They worked with other students in their class on a challenging science assignment or project **at least monthly**.

Emphasis on Challenging and Engaging Science Curriculum and Instruction	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (9 to 10 indicators)	13	253	263	260	15	257	270	265
▲ Moderate (4 to 8 indicators)	55	246	258	254	56	259	268	262
▲ Low (0 to 3 indicators)	33	241	255	247	28	250	258	254
▲ Incomplete Data ¹	0	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Completion of the HSTW-Recommended Curriculum¹

High school course-taking patterns were recorded using student transcripts and current course schedules. This information was used to determine if students met the *HSTW*-recommended curriculum in English/language arts, mathematics and science.

- **HSTW-Recommended English/Language Arts Curriculum:** Four or more courses in college-preparatory English/language arts. Courses taken in regular or career/technical English also counted toward the required four courses if the student reported he or she (a) wrote a major research paper at least once a semester, (b) read an assigned book at least monthly and (c) completed a short writing assignment (one to three pages) at least monthly.
- **HSTW-Recommended Mathematics Curriculum:** Four or more courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.
- **HSTW-Recommended Science Curriculum:** Three or more courses in science, including at least two courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics. Courses taken in regular or general physical science, biology, or chemistry also counted toward college-preparatory requirement if the student reported he or she (a) used science equipment to do science activities in a classroom or laboratory at least monthly, (b) read an assigned book or article dealing with science at least monthly, (c) completed a laboratory assignment to address a problem found in the community at least monthly and (d) prepared a written report of lab results at least monthly.

Completion of the <i>HSTW</i> -Recommended Curriculum	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Fully Completed (completed all 3 subjects)	18	268	270	266	24	267	278	271
▲ Partially Completed (completed 1 or 2 of the subjects)	76	242	258	250	62	256	265	261
▲ Did Not Complete (completed none of the subjects)	5	---	---	---	15	236	247	241

¹Definitions of the *HSTW*-recommended curriculum are presented in the Appendix.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Integrating Academic Content and Skills into Career/Technical Courses

Students were asked to report on activities related to integrating academic content and skills into their career/technical courses. The following eight indicators were examined to produce a composite index. Results are reported for CT students only.

Students reported:

- They read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least weekly**.
- They read a career-related article and demonstrated understanding of the content in their career/technical classes **at least monthly**.
- They used computer skills to complete an assignment or project in their career/technical classes **at least weekly**.
- They used mathematics to complete challenging assignments in their career/technical classes **at least weekly**.
- Their career/technical teachers **sometimes or often** stressed reading.
- Their career/technical teachers **sometimes or often** stressed writing.
- Their career/technical teachers **often** stressed mathematics.
- Their career/technical teachers **often** stressed science.

Emphasis on Integrating Academic Content and Skills into Career/Technical Courses	CT Students at Your Site (2012)*				CT Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (6 to 8 indicators)	23	251	277	256	23	257	268	264
▲ Moderate (3 to 5 indicators)	46	250	263	262	45	260	267	262
▲ Low (0 to 2 indicators)	29	238	251	241	28	247	262	257
▲ Incomplete Data ¹	2	---	---	---	5	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Quality Career/Technical Studies

Students were asked to report on activities related to quality career/technical studies. The following eight indicators were examined to produce a composite index. Results are reported for CT students only.

Students reported:

- They took a mathematics course during their senior year.
- They took a science course during their senior year.
- They were encouraged to take a combination of academic and career/technical courses.
- They completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.
- They had challenging assignments in their career/technical classes **at least monthly**.
- They completed a project that first required some research and a written plan before completing the task in their career/technical classes **at least once a semester**.
- They used computer software or other technology related to their career/technical area to complete assignments **at least weekly**.
- They made journal or lab manual entries that recorded their class work in their career/technical classes **at least weekly**.

Emphasis on Quality Career/Technical Studies	CT Students at Your Site (2012)*			CT Students at High-Scoring Sites in Your Category (2012)*				
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (6 to 8 indicators)	38	238	261	255	39	260	270	266
▲ Moderate (4 to 5 indicators)	54	250	262	253	40	254	264	258
▲ Low (0 to 3 indicators)	8	---	---	---	18	249	261	257
▲ Incomplete Data ¹	0	---	---	---	4	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Providing Quality Work-Based Learning Experiences

Students were asked to report on activities related to work experiences outside of school. The following nine indicators were examined to produce a composite index. *Results are based on all students who reported having a job as part of a formal work or training program in the past 12 months.* (N = 8)**

Students reported:

- They observed veteran workers performing certain jobs.
- They had someone teach them how to do the work.
- They received school credit for their work experience.
- Their employers encouraged them to develop good work habits **at least monthly**.
- Their employers encouraged them in their academic studies at school **at least monthly**.
- Their employers encouraged them to develop good customer relations skills **at least monthly**.
- Their employers encouraged them to develop good teamwork skills **at least monthly**.
- Their employers showed them how to use communication skills (reading, writing, speaking) in job-related activities **at least monthly**.
- Their employers showed them how to use mathematics in job-related activities **at least monthly**.

Emphasis on Providing Quality Work-Based Learning Experiences	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (7 to 9 indicators)	50	---	---	---	37	238	261	246
▲ Moderate (4 to 6 indicators)	38	---	---	---	30	234	253	240
▲ Low (0 to 3 indicators)	13	---	---	---	30	212	246	231
▲ Incomplete Data ¹	0	---	---	---	3	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

**Caution should be taken when interpreting results for this index as the total number of students included in the calculations may be very small.

Emphasis on Providing Timely Guidance to Students

Students were asked to report on activities related to guidance received from counselors, teachers and parents. The following 10 indicators were examined to produce a composite index.

Students reported:

- Their teachers or counselors **often** encouraged them to take more challenging English courses.
- Their teachers or counselors **often** encouraged them to take more challenging mathematics courses.
- Their teachers or counselors **often** encouraged them to take more challenging science courses.
- When planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults with whom they lived **at least once a year**.
- They reviewed the sequence of courses they planned to take throughout high school **at least once a year**.
- They were **very satisfied** with the help they received at school in the selection of high school courses.
- A teacher or counselor talked to them individually about their plans for a career or further education after high school.
- They and/or their parents (or step-parents/guardians) received information or assistance from someone at their school in selecting or applying to college.
- Someone from a college talked to them about going to college.
- They spoke with or visited someone in a career that they aspire to.

Emphasis on Providing Timely Guidance to Students	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (7 to 10 indicators)	35	246	256	259	37	260	272	264
▲ Moderate (5 to 6 indicators)	29	246	263	256	38	252	261	256
▲ Low (0 to 4 indicators)	36	243	255	243	22	257	263	262
▲ Incomplete Data ¹	0	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Perceived Importance of High School Studies

Students were asked to report experiences that reflect the extent to which they are making the most of their high school years in preparation for the future. The following 10 indicators were examined to produce a composite index.

Students reported:

- They **often** tried to do their best work in school.
- They **often** knew when projects were due.
- They **often** actively managed their time in order to complete assignments.
- They **often** kept their notes and handouts for each class separate.
- It is **very important** to attend all of their classes.
- It is **very important** to participate actively in class.
- It is **very important** to study hard to get good grades.
- It is **very important** to take a lot of college-preparatory classes.
- It is **very important** to graduate from high school.
- It is **very important** to continue their education beyond high school.

Perceived Importance of High School Studies	All Students at Your Site (2012)*			All Students at High-Scoring Sites in Your Category (2012)*				
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (9 to 10 indicators)	35	259	266	257	38	259	267	263
▲ Moderate (5 to 8 indicators)	47	240	254	248	47	257	266	261
▲ Low (0 to 4 indicators)	18	234	251	257	13	247	261	254
▲ Incomplete Data ¹	0	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Providing Quality Extra Help

Students were asked to report on activities related to receiving quality extra help. The following six indicators were examined to produce a composite index.

Students reported:

- Their teachers **often** encouraged students to help each other and to learn from each other.
- They **often** were able to get extra help from their teachers when they needed it without much difficulty.
- Their teachers **frequently** were available before, during or after school to help them with their studies.
- Extra help they received **often** helped them to understand their schoolwork better.
- Extra help they received **often** helped them to make a greater effort to meet expectations.
- Extra help they received **often** helped them to get better grades.

Emphasis on Providing Quality Extra Help	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (5 to 6 indicators)	31	250	258	264	21	259	268	259
▲ Moderate (3 to 4 indicators)	27	244	261	243	29	255	263	259
▲ Low (0 to 2 indicators)	40	243	256	251	49	256	267	262
▲ Incomplete Data ¹	2	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Summary of Results on Indicators for High School Improvement (Companion data for *HSTW* Benchmarks document)

Schools in the *HSTW* network are expected to show progress in changing school and classroom practices in ways that improve student achievement. This summary outlines some of the most powerful indicators of high quality academic and career/technical classroom experiences and student achievement derived from the *HSTW* Assessment and student and teacher surveys. When greater percentages of students and teachers experience these Key Practices, greater percentages of students should reach the network readiness goals of 250 in reading, 257 in mathematics and 258 in science.

This summary is intended for use alone or in conjunction with the SREB publication *Establishing Benchmarks and Measuring Progress at HSTW Sites* to help schools chart their progress as they work toward meeting the goals set for each indicator over a period of several years. School leaders are expected to share this summary and/or the benchmarks document with their entire faculty and to discuss as a group how to revise their school improvement plan. "Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement" on page 25 and the complete data tables in this report provide additional insight into changes needed in curriculum, instructional strategies and school policies and can be used to highlight the support schools need from district offices, parents and the community to improve learning and reach the goals outlined in the improvement plan.

Meeting *HSTW* Readiness Goals

- Raise the reading, mathematics, science, communication, problem-solving and technical achievement of more students to meet readiness standards for college and careers.

	Table Reference ¹	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of students meeting the reading readiness goal of 250	Overview	51%	81%	85%
The percentage of students meeting the mathematics readiness goal of 257	Overview	56%	63%	85%
The percentage of students meeting the science readiness goal of 258	Overview	51%	63%	85%

¹This column refers readers to the appropriate table in this report that contains more detailed data about a particular item. Items that come from the Student Survey will contain a table number. Items that come from the *HSTW* Teacher Survey will use "TS" to reference the *HSTW* Teacher Survey. "Indices" refers to the "Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement" that begins on page 25. "Overview" refers to the overview section of this report that begins on page 3.

Emphasis on Setting and Helping Students Meet High Expectations

- **High Expectations** -- Set higher expectations for all students and help students meet them.
- **Perceived Importance of High School Studies** -- Help students understand the importance of high school in preparing for the future.
- **Extra Help** -- Providing a structured system of extra help to enable students to complete an accelerated program of study that includes high-level academic content and a concentration.
- **Habits of Success** -- Help each student develop and utilize the basic organizational and study skills needed for success.
- **Guidance** -- Involve each student and his or her parents in a guidance and advisement system aimed at ensuring the completion of an accelerated program of study with a career/technical or academic concentration that is aligned with the student's post-high school goals.

High Expectations	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on high expectations (nine to 10 indicators)	Indices	16%	16%	60%
Students reported that their teachers often knew their subject and made it interesting and useful.	Table 23	39%	49%	80%
Students reported that their teachers often set high standards for them and were willing to help them meet them.	Table 23	54%	54%	80%
Students reported that their teachers often clearly indicated the amount and quality of work that were necessary to earn a grade of A or B at the beginning of a project or unit.	Table 23	55%	60%	85%
Students reported that their teachers often cared about them enough that they would not let them get by without doing the work.	Table 23	39%	39%	80%
Students reported that most of their teachers often encouraged them to do well in school.	Table 23	60%	66%	80%

High Expectations (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that their courses sometimes or often were exciting and challenging.	Table 23	75%	75%	80%
Students reported that they often worked hard to meet high standards on assignments.	Table 23	49%	51%	80%
Students reported that they somewhat or strongly agreed that with hard work, they could understand the material being taught in their classes.	Table 23	91%	95%	80%
Students reported that they somewhat or strongly agreed that the grades they received were the result of the amount of effort they put forth in their classes.	Table 23	93%	93%	80%
Students reported that they usually spent one or more hours on homework each day.	Table 25	39%	44%	80%
Perceived Importance of High School Studies	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on helping students understand the importance of high school studies to their future (nine to 10 indicators)	Indices	35%	26%	75%
Students reported that they often tried to do their best work in school.	Table 23	65%	67%	85%
Students reported that they often knew when projects were due.	Table 26	82%	75%	85%
Students reported that they often actively managed their time in order to complete assignments.	Table 26	40%	21%	85%
Students reported that they often kept their notes and handouts for each class separate.	Table 26	72%	74%	85%

Perceived Importance of High School Studies (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that it is very important to attend all their classes.	Table 28	72%	82%	95%
Students reported that it is very important to participate actively in class.	Table 28	56%	60%	85%
Students reported that it is very important to study hard to get good grades.	Table 28	72%	74%	85%
Students reported that it is very important to take a lot of college-preparatory classes.	Table 28	51%	49%	80%
Students reported that it is very important to graduate from high school.	Table 28	93%	95%	100%
Students reported that it is very important to continue their education beyond high school.	Table 28	79%	84%	100%
Extra Help	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on six indicators that suggest the school has an intensive emphasis on providing quality extra help (five to six indicators)	Indices	31%	19%	60%
Students reported that their teachers often encouraged students to help each other and to learn from each other.	Table 27	44%	39%	75%
Students reported that they often were able to get extra help from their teachers when they needed it without much difficulty.	Table 27	54%	46%	75%
Students reported that their teachers frequently were available before, during or after school to help them with their studies.	Table 27	65%	67%	75%
Students reported that the extra help they received often helped them to understand their schoolwork better.	Table 27	52%	35%	75%

Extra Help (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that the extra help they received often helped them to make a greater effort to meet expectations.	Table 27	39%	33%	75%
Students reported that the extra help they received often helped them to get better grades.	Table 27	61%	46%	75%
Habits of Success	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they often arrived to class on time.	Table 26	81%	88%	85%
Students reported that they often used a daily planner or agenda book.	Table 26	25%	26%	70%
Students reported that they often outlined and took notes from the textbook.	Table 26	35%	26%	70%
Guidance	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on providing timely guidance to all students (seven to 10 indicators)	Indices	35%	42%	85%
Students reported that their teachers or counselors often encouraged them to take more challenging English courses.	Table 28	30%	28%	85%
Students reported that their teachers or counselors often encouraged them to take more challenging mathematics courses.	Table 28	30%	35%	85%
Students reported that their teachers or counselors often encouraged them to take more challenging science courses.	Table 28	25%	28%	85%

Guidance (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that when planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults with whom they lived at least once a year .	Table 28	63%	75%	95%
Students reported that they reviewed the sequence of courses they planned to take throughout high school at least once a year .	Table 28	70%	77%	85%
Students reported that they were very satisfied with the help they received at school in the selection of high school courses.	Table 28	46%	39%	85%
Students reported that a teacher or counselor talked to them individually about their plans for a career or further education after high school.	Table 28	82%	95%	100%
Students reported that they and/or their parents (or step-parents/guardians) received information or assistance from someone at their school in selecting or applying to college.	Table 32	58%	79%	90%
Students reported that someone from a college talked to them about going to college.	Table 32	79%	81%	95%
Students reported that they spoke with or visited someone in a career that they aspire to.	Table 32	74%	72%	85%
Students reported that they received the most help in planning their high school education plan of studies by the end of the ninth grade .*	Table 28	39%	40%	85%
Students reported that they had an adult mentor or advisor who worked with them all four years of high school.*	Table 28	61%	53%	90%

* This item is not included in the *HSTW* Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement as reported beginning on page 25 but has been included here as it adds value to documenting school improvement efforts. This symbol will be used throughout this section to indicate such items.

Emphasis on Rigorous Programs of Study and Quality Career/Technical Studies

- Program of Study** -- Ensure that 85 percent of all high school graduates complete a ready academic curriculum and a concentration. A ready academic curriculum includes at least four courses in college-preparatory English/language arts, at least four courses in college-preparatory mathematics, at least three years of laboratory-based science, and a concentration in an academic (i.e., mathematics/science or the humanities) or a career/technical area. A career/technical concentration consists of four courses in a broad technical or career field or major. A humanities concentration consists of four or more courses each in college-preparatory/honors English/language arts and college-preparatory/honors social studies, with at least one course at the Advanced Placement level, and four additional courses in one or more of the humanities, such as foreign language, fine arts or additional literature or social studies courses. A concentration in mathematics and science consists of four courses each in college-preparatory/honors mathematics and science, including at least one course at the Advanced Placement level.
- Career/Technical Studies** -- Increase access to challenging academic and career/technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.
- Work-Based Learning** -- Providing students with access to a structured system of work-based learning that is collaboratively planned by educators, employers and employees and results in an industry-recognized credential and employment in a career pathway.

Program of Study	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of students who fully completed the <i>HSTW</i> -recommended curriculum (all three subjects)	Indices	18%	75%	85%
The percentage of students who completed at least four courses in college-preparatory English/language arts	Table 2	32%	86%	85%
The percentage of students who completed at least four courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics	Table 2	89%	86%	85%
The percentage of students who completed at least three courses in science, including at least two courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics	Table 2	35%	88%	85%

Program of Study (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of students who completed at least one concentration in a career/technical area, mathematics/science or the humanities	Calc. ¹	91%	84%	85%
The percentage of students who received the <i>HSTW</i> Award of Educational Achievement ²	Calc.	24%	47%	60%
Career/Technical Studies	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
The percentage of career/technical student responses on eight indicators that suggest the school has an intensive emphasis on quality career/technical studies (six to eight indicators)	Indices	38%	56%	60%
Students reported that they took a mathematics course during their senior year.	Table 10	98%	100%	85%
Students reported that they took a science course during their senior year.	Table 14	73%	94%	85%
Students reported that they were encouraged to take a combination of academic and career/technical courses.	Table 28	88%	92%	100%
Students reported that they completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.	Table 24	37%	47%	75%
Students reported that they had challenging assignments in their career/technical classes at least monthly .	Table 22	71%	79%	85%

¹ETS conducted a special calculation to generate this information. It is not included in subsequent tables. "Calc." will be used throughout this section to indicate such items.

²To earn the *HSTW* Award of Educational Achievement, students must score at or above SREB's readiness goals in reading, mathematics and science on the *HSTW* Assessment and complete a college-preparatory curriculum consisting of at least two of the following: four courses in college-preparatory English/language arts, four courses in college-preparatory mathematics and three courses in science with at least two courses at the college-preparatory level. They must also complete a career/technical, mathematics/science or humanities concentration.

Career/Technical Studies (continued)	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
Students reported that they completed a project that first required some research and a written plan before completing the task in their career/technical classes at least once a semester.	Table 22	86%	88%	85%
Students reported that they used computer software or other technology related to their career/technical area to complete assignments at least weekly.	Table 22	39%	41%	85%
Students reported that they made journal or lab manual entries that recorded their class work in their career/technical classes at least weekly.	Table 22	14%	24%	85%
Students reported that they had an expert outside the school evaluate their work, products, projects or accomplishments.*	Table 22	39%	50%	75%
Students reported that they took a performance test containing industry standards they had to meet to pass the test.*	Table 22	47%	50%	75%
Work-Based Learning**	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on nine indicators that suggest the school has an intensive emphasis on providing quality work-based learning experiences (seven to nine indicators)	Indices	50%	43%	65%
Students reported that they observed veteran workers performing certain jobs.	Table 34	56%	67%	85%
Students reported that they had someone teach them how to do the work.	Table 34	67%	57%	85%

**Percentages reported are based on all students who reported having a job as part of a formal work or training program in the past 12 months.

Work-Based Learning (continued)**	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they received school credit for their work experience.	Table 34	56%	71%	85%
Students reported that their employers encouraged them to develop good work habits at least monthly .	Table 35	56%	71%	85%
Students reported that their employers encouraged them in their academic studies at school at least monthly .	Table 35	56%	71%	85%
Students reported that their employers encouraged them to develop good customer relations skills at least monthly .	Table 35	78%	71%	85%
Students reported that their employers encouraged them to develop good teamwork skills at least monthly .	Table 35	78%	71%	85%
Students reported that their employers showed them how to use communication skills (reading, writing, speaking) in job-related activities at least monthly .	Table 35	33%	43%	85%
Students reported that their employers showed them how to use mathematics in job-related activities at least monthly .	Table 35	44%	29%	85%

**Percentages reported are based on all students who reported having a job as part of a formal work or training program in the past 12 months.

Emphasis on Engaging Students in Challenging Content

- **Students Actively Engaged** -- Engage each student in the learning process through literacy across the curriculum, numeracy across the curriculum, engaging science practices, engaging learning strategies and engaging instructional strategies.

English Curriculum/Literacy Across Curriculum	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on literacy across the curriculum (eight to 10 indicators)	Indices	25%	21%	60%
Students reported that they often revised their essays or other written work several times to improve their quality.	Table 7A	28%	44%	80%
Students reported that they sometimes or often were asked to write in-depth explanations about a class project or activity.	Table 7A	58%	63%	85%
Students reported that they completed short writing assignments of one to three pages for which they received a grade in their English classes at least monthly .	Table 7	56%	95%	85%
Students reported that they completed short writing assignments of one to three pages for which they received a grade in their science classes at least monthly .	Table 15	16%	42%	85%
Students reported that they completed short writing assignments of one to three pages for which they received a grade in their social studies classes at least monthly .	Table 7A	51%	40%	85%
Students reported that they read an assigned book and demonstrated understanding of the significance of the main ideas at least monthly .	Table 7	42%	32%	85%
Students reported that they analyzed works of literature in class at least weekly .	Table 7	47%	44%	85%
Students reported that they discussed or debated topics with other students about what they read in English or language arts classes at least monthly .	Table 7	58%	63%	85%

English Curriculum/Literacy Across Curriculum (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they drafted, rewrote and edited writing assignments before being given a grade at least monthly .	Table 7	51%	72%	85%
Students reported that they stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements at least once a semester .	Table 7	65%	82%	85%
Students reported that they read and interpreted scientific or technical books and manuals at least monthly .*	Table 7A	33%	38%	85%
Students reported that they often used word-processing software to complete an assignment or project.*	Table 24	58%	67%	85%
Students reported that they wrote a major research paper (with footnotes and a bibliography) in their English classes at least once a year .*	Table 7	88%	96%	85%
Students reported that they read eight or more books this year in English class.*	Table 7	2%	5%	75%
Mathematics Curriculum/Numeracy Across Curriculum	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on eight indicators that suggest the school has an intensive emphasis on numeracy across the curriculum (seven to eight indicators)	Indices	45%	47%	60%
Students reported that they used math in classes other than mathematics at least monthly .	Table 11	81%	77%	75%
Students reported that their mathematics teachers sometimes or often showed how mathematics concepts are used to solve problems in real-life situations.	Table 11	67%	67%	85%
Students reported that they often developed and analyzed tables, charts and graphs in their school work.	Table 24	32%	28%	85%

Mathematics Curriculum/Numeracy Across Curriculum (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they solved mathematics problems with more than one possible answer at least monthly .	Table 11	77%	82%	85%
Students reported that they solved mathematics problems other than those found in the textbook at least monthly .	Table 11	74%	82%	85%
Students reported that they were assigned word problems in mathematics at least monthly .	Table 11	86%	86%	85%
Students reported that they used a graphing calculator to complete mathematics assignments at least weekly .	Table 11	89%	84%	85%
Students reported that they worked in a group to brainstorm how to solve a mathematics problem at least monthly .	Table 11	75%	77%	85%
Students reported that they completed Algebra I in the 6th, 7th or 8th grade.*	Table 10	49%	49%	85%
Students reported that they took a mathematics course during their senior year.*	Table 10	98%	100%	95%
Science Curriculum/Engaging Science Experiences	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on challenging and engaging science curriculum and instruction (nine to 10 indicators)	Indices	13%	11%	60%
Students reported that their science teachers often showed how scientific concepts are used to solve problems in real-life situations.	Table 15	35%	33%	75%
Students reported that they read an assigned article or book (other than a textbook) dealing with science at least monthly .	Table 15	33%	47%	75%

Science Curriculum/Engaging Science Experiences (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they used science equipment to do science activities in a classroom or laboratory at least weekly .	Table 15	25%	11%	85%
Students reported that they used computers or technology to do science activities at least monthly .	Table 15	65%	51%	85%
Students reported that they used graphs, charts and diagrams to interpret and explain scientific phenomena at least monthly .	Table 15	58%	65%	85%
Students reported that they used formulas and equations to solve questions in science at least weekly .	Table 15	53%	28%	85%
Students reported that they collected data from experiments and created graphic representations of the results at least monthly .	Table 15	60%	49%	85%
Students reported that they prepared a written report of their lab results at least monthly .	Table 15	54%	47%	85%
Students reported that they participated in a classroom discussion relating science to everyday life at least monthly .	Table 15	56%	72%	85%
Students reported that they worked with other students in their class on a challenging science assignment or project at least monthly .	Table 15	67%	79%	95%
Students reported that they took a science course during their senior year.*	Table 14	72%	93%	95%
Students reported that they completed a laboratory assignment in which they used science to address a problem found in their community at least once a semester .*	Table 15	51%	67%	75%
Students reported that they participated in a classroom discussion about current science-related stories in the news at least monthly .*	Table 15	46%	67%	75%

Engaging Learning Strategies	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported they used knowledge and skills from different courses at least monthly .	Table 24	73%	96%	85%
Students reported that they used computer skills or programs at least monthly .	Table 24	82%	86%	85%
Students reported that they used the internet to retrieve information for a project or report at least monthly .	Table 24	89%	95%	95%
Students reported that they never or seldom failed to complete or turn in their assignments.	Table 23	57%	65%	80%
Students reported that they sometimes or often were part of a team or small group in class.	Table 24	88%	88%	95%
Students reported that they sometimes or often were able to choose topics for research or project work.	Table 24	68%	70%	85%
Engaging Instructional Strategies	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported requiring students to use methods and ideas from their discipline to solve problems students were likely to encounter in the real world at least monthly .	TS	88%	81%	85%
Teachers reported requiring students to use word processing to complete an assignment or project at least weekly .	TS	17%	23%	85%
Teachers reported requiring students to complete computer-assisted research/ assignments at least once a semester .	TS	78%	67%	85%
Teachers reported requiring students to develop and analyze tables, charts and graphs in schoolwork at least weekly .	TS	27%	26%	85%

Engaging Instructional Strategies (continued)	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported requiring students to work on open-ended problems for which there was no immediately obvious method of solution at least monthly .	TS	56%	52%	85%
Teachers reported requiring students to work on an extended, major project that lasted one week or more at least once a semester .	TS	77%	78%	85%
Teachers reported requiring students to work in cooperative groups to deepen understanding of content at least weekly .	TS	43%	58%	85%
Teachers reported including all of the following forms of assessment in students' course grades: projects or practical/laboratory exercises; portfolio of student work; teacher-made open-ended tests; and end-of-course exam in their content area that is used schoolwide.	TS (Calc.)	21%	12%	85%

Emphasis on Integrating Academic and Career/Technical Content

- **Integrating Academic Content and Skills** -- Engage students in activities that integrate academic content and skills into career/technical courses.
- **Teacher Collaboration** -- Have an organization, structure and schedule that gives academic and career/technical teachers time to plan and provide integrated instruction aimed at teaching high-level academic and career/technical content.

Integrating Academic Content and Skills	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
The percentage of career/technical student responses on eight indicators that suggest the school has an intensive emphasis on integrating academic content and skills into career/technical courses (six to eight indicators)	Indices	23%	25%	60%
Students reported that they read and interpreted technical books and manuals to complete assignments in their career/technical classes at least weekly .	Table 22	29%	38%	75%
Students reported that they read a career-related article and demonstrated understanding of the content in their career/technical classes at least monthly .	Table 22	51%	68%	75%
Students reported that they used computer skills to complete an assignment or project in their career/technical classes at least weekly .	Table 22	45%	50%	75%
Students reported that they used mathematics to complete challenging assignments in their career/technical classes at least weekly .	Table 22	29%	26%	75%
Students reported that their career/technical teachers sometimes or often stressed reading.	Table 21	76%	74%	85%
Students reported that their career/technical teachers sometimes or often stressed writing.	Table 21	71%	82%	85%
Students reported that their career/technical teachers often stressed mathematics.	Table 21	48%	35%	75%

Integrating Academic Content and Skills (continued)	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
Students reported that their career/technical teachers often stressed science.	Table 21	39%	35%	75%
Students reported that they used database or spreadsheet software to complete an assignment or project at least monthly .*	Table 22	47%	35%	75%
Students reported that they completed short writing assignments of one to three pages for which they received a grade at least monthly .*	Table 22	33%	50%	75%
Students reported that they discussed or debated topics with other students about what they have read at least once a semester .*	Table 22	67%	76%	75%
Teacher Collaboration	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported meeting as a member of a team of academic and career/technical teachers to plan joint instructional activities and to take collective responsibility for student learning at least monthly .	TS	32%	33%	65%
Teachers reported meeting with a group of teachers to examine students' work to determine if it meets state or national standards in their content area at least once a year .	TS	80%	82%	65%
Teachers reported meeting with other teachers in their department or school to align assignments and agree upon what student work looks like below, at or above grade-level (college- and career-ready-level) at least once a year .	TS	87%	87%	90%

Emphasis on Transitions

- **Middle Grades to High School** -- Build a strong bridge from the middle grades to high school to raise student achievement and learning.
- **High School to Post-High School** -- Prepare students for postsecondary studies and careers.

Middle Grades to High School	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in reading to succeed in college-preparatory courses.	Table 31	56%	54%	85%
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in writing to succeed in college-preparatory courses.	Table 31	46%	46%	85%
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in mathematics to succeed in college-preparatory courses.	Table 31	44%	47%	85%
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in science to succeed in college-preparatory courses.	Table 31	42%	44%	85%
	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported meeting with teachers from feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering their high school at least annually .	TS	68%	65%	75%

High School to Post-High School	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they attended a meeting at school with their parents (step-parents or guardians) to talk about plans for after high school.	Table 32	46%	30%	95%
Students strongly agreed that the courses they took in high school successfully prepared them for a career or further education.	Table 32	39%	42%	95%
Students reported that they earned or attempted to earn college credit in high school by taking classes at a community, technical or four-year college or by taking a dual-enrollment, joint-enrollment or concurrent-enrollment course at their high school.	(Calc.)	30%	47%	80%
	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Eleventh- and 12th-grade teachers reported meeting with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for students graduating from their high school at least annually .	TS	54%	67%	75%

Setting a Clear Mission and Vision for Success

- Send a consistent message to students, families and the community about what is expected of students, teachers and administrators.

	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported that preparing almost all students with the academic knowledge and skills needed to be successful in postsecondary studies and/or careers is a very important goal.	TS	66%	65%	85%
Teachers strongly agreed that the surrounding community actively supports their school's instructional goals.	TS	36%	49%	60%

Focusing on Continuous Improvement and Demonstrating Strong Leadership

- **Continuous School Improvement** -- Use student assessment and evaluation data continually to improve the school climate, organization, management, curriculum and instruction to advance student learning.
- **Strong Leadership** -- Have a school principal and a strong, effective leadership team who support, encourage and actively involve faculty in implementing the Key Practices.

Continuous School Improvement	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
The percentage of teacher responses on six indicators that suggest the school has an intensive emphasis on continuous school improvement (four to six indicators)	TS	59%	65%	60%
Teachers strongly agreed that the goals and priorities for their school are clear.	TS	61%	75%	60%
Teachers strongly agreed that teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.	TS	54%	56%	60%
Teachers reported that the principal stressed monthly that they should teach all students to the same high standards.	TS	71%	82%	60%
Teachers strongly agreed that teachers in their school are continually learning and seeking new ideas on how to improve student achievement.	TS	68%	81%	60%
Teachers strongly agreed that teachers and school administrators worked as a team to improve student achievement in their school.	TS	65%	59%	60%
Teachers strongly agreed that teachers in their school used data continuously to evaluate the school's academic and technical programs and activities.	TS	65%	61%	60%
Teachers reported believing a great deal that staff development experiences have resulted in holding their students to the current national standards developed by teachers in their fields.*	TS	26%	27%	60%

Continuous School Improvement (continued)	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported believing a great deal that staff development programs were sustained over time, with ample follow-up activities.*	TS	22%	36%	60%
Teachers reported believing a great deal that they were expected to reflect on what they learned in staff development programs and apply it in the classroom.*	TS	52%	67%	60%
Strong Leadership	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported that the principal talked with them to make sure that the teaching content in their class was within the established scope and sequence for the curriculum at least annually .	TS	89%	88%	85%
Teachers reported that the principal used data continuously to evaluate the school's academic and technical programs and activities at least annually .	TS	99%	100%	85%
Teachers reported that the principal consulted with staff members before making decisions that affected them at least annually .	TS	85%	96%	85%
Teachers reported that the principal encouraged them to experiment with instructional strategies at least every semester .	TS	92%	100%	85%
Teachers reported that the principal organized study team meetings to address how to implement the individual components of the school improvement plan at least annually .	TS	95%	98%	85%
Teachers reported that the principal involved staff in school improvement decisions and activities at least annually .	TS	92%	96%	85%

Supporting the Staff with Professional Development

- Have a superintendent and school board who support school administrators and teachers in carrying out the Key Practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together and six to eight days per year of staff development on using the Key Practices to improve student learning.

Teachers report receiving more than 40 hours of staff development during the past three years on:	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Additional study to gain greater depth in content areas	TS	26%	42%	75%
Raising expectations for student achievement	TS	17%	17%	75%
Aligning assignments to grade-level standards	TS	7%	14%	75%
Using reading and writing for learning strategies across the curriculum	TS	18%	34%	75%
Using real-world problems in instruction and assignments	TS	7%	13%	75%
Using data to improve instruction and learning	TS	9%	8%	75%
Using project-based learning in instruction and assignments	TS	12%	17%	75%
Using performance assessment (e.g., presentations, writing, projects, portfolios)	TS	7%	11%	75%
Having students design and conduct research investigations	TS	3%	6%	75%
Using applied learning strategies to teach higher-level academic content	TS	12%	27%	75%

Career/technical teachers reported receiving more than 40 hours of staff development during the past three years on:	Table Reference	Site CT Teachers (2012)	Site CT Teachers (2010)	Goal
Embedding mathematics in career/technical instruction	TS	7%	21%	75%
Applying scientific methods of inquiry in career/technical instruction	TS	0%	7%	75%
Embedding literacy (reading, writing, communication) in career/technical instruction	TS	20%	29%	75%
Using authentic problems and projects in career/technical instruction	TS	0%	14%	75%

REPORT SUMMARY FOR ALL STUDENTS AND CAREER/TECHNICAL COMPLETERS

Assessment Completion Summary
The 2012 *High Schools That Work* Assessment

Number of students who completed the Student Survey and:	<u>All</u>	2012*	<u>CT</u>	<u>All</u>	2010*	<u>CT</u>
The Reading Test	55		48	57		36
The Mathematics Test	57		49	57		36
The Science Test	55		48	57		36
All Three Tests	55		48	57		36
 Students who met the criteria for the Award of Educational Achievement:						
Students received the Award of Educational Achievement	13			27		
Students met the award criteria with a CT concentration			11			19
CT students also met the criteria for a mathematics/science concentration			2			11
CT students also met the criteria for a humanities concentration			8			8
Students met the award criteria with a mathematics/science concentration	2			18		
Students met the award criteria with a humanities concentration	10			12		

Note: The number of students reported on the front cover of this report is the number who completed the Student Survey and at least one subject test and may differ from the numbers on this page.

***Group statistics are most comparable across years if the groups tested are similar in size and composition. A school that changes from testing all seniors one year to testing a smaller random sample of seniors the next year, for example, must use extreme caution when interpreting any differences in group statistics.**

Table 1

Summary of Mean Scores and Percentage of Students Meeting Readiness Goals

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Reading Mean Score	245 (5.8)	246 (6.0)	271 (4.2)	268 (5.7)	256 (1.2)	255 (1.6)	250 (0.2)	247 (0.3)
Mathematics Mean Score	258 (4.6)	263 (4.6)	263 (3.9)	264 (4.9)	266 (1.2)	266 (1.5)	256 (0.2)	254 (0.3)
Science Mean Score	252 (5.1)	254 (5.4)	262 (4.3)	260 (5.4)	260 (1.0)	261 (1.3)	253 (0.2)	251 (0.3)
<u>Percent Meeting Readiness Goals:</u>								
Reading (250)	51%	50%	81%	78%	65%	66%	56%	54%
Mathematics (257)	56%	61%	63%	67%	67%	66%	57%	54%
Science (258)	51%	52%	63%	64%	61%	62%	55%	53%

Table 2

Completing the *HSTW*-Recommended Curriculum*

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
English: Four college-preparatory courses								
All Students								
Yes	31	263 (9.4)	86	274 (3.9)	44	264 (1.7)	49	259 (0.3)
No	69	237 (6.9)	14	258 (18.0)	56	250 (1.6)	51	240 (0.3)
CT Students								
Yes	31	262 (10.7)	83	269 (5.3)	45	264 (2.2)	46	256 (0.4)
No	69	239 (7.0)	17	265 (23.0)	55	248 (2.2)	54	240 (0.4)
Mathematics: Four college-preparatory courses								
All Students								
Yes	89	260 (4.8)	86	268 (4.0)	66	272 (1.3)	61	266 (0.2)
No	11	243 (16.4)	14	238 (10.9)	34	253 (2.0)	39	241 (0.3)
CT Students								
Yes	92	263 (4.7)	86	267 (4.8)	67	272 (1.7)	57	263 (0.3)
No	8	--- (---)	14	243 (17.4)	33	255 (2.6)	43	241 (0.4)

*See Appendix for a description of the recommended curriculum.

Table 2 (continued)

Completing the *HSTW*-Recommended Curriculum*

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
Science: Three courses, two college-preparatory All Students								
Yes	36	273 (5.9)	88	265 (4.5)	56	265 (1.4)	61	259 (0.2)
No	64	241 (6.6)	12	245 (12.7)	44	254 (1.5)	39	244 (0.3)
CT Students								
Yes	38	270 (6.3)	89	261 (5.9)	54	265 (1.8)	58	257 (0.3)
No	63	244 (7.2)	11	--- (---)	46	257 (1.8)	42	244 (0.4)
Social Studies: Three college- preparatory courses** All Students								
Yes	40	251 (9.3)	40	280 (6.0)	47	263 (1.8)	50	256 (0.3)
No	60	241 (7.4)	60	265 (5.6)	53	250 (1.5)	50	243 (0.3)
CT Students								
Yes	40	249 (9.8)	53	275 (6.6)	52	260 (2.3)	49	254 (0.4)
No	60	244 (7.7)	47	261 (9.4)	48	250 (2.1)	51	241 (0.4)

*See Appendix for a description of the recommended curriculum.

**The mean reading scores are given for students completing or not completing three courses in social studies.

Table 2A

Completing the *HSTW*-Recommended Curriculum* and Meeting Readiness Goals

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Completed all ** <i>HSTW</i>-recommended curriculum regardless of performance									
All Students									
Yes	18	268 (13.9)	270 (12.5)	266 (8.7)	75	278 (3.6)	269 (4.0)	267 (4.2)	24
No	82	240 (6.2)	255 (5.1)	249 (5.9)	25	252 (11.7)	245 (9.2)	248 (11.2)	76
CT Students									
Yes	19	267 (15.5)	277 (11.4)	264 (9.4)	72	273 (5.1)	269 (4.6)	264 (5.1)	21
No	81	241 (6.3)	258 (4.9)	251 (6.2)	28	257 (15.6)	251 (12.4)	250 (14.5)	79
Completed all ** <i>HSTW</i>-recommended curriculum and met all readiness goals									
All Students									
Yes	9	289 (10.6)	291 (5.5)	280 (8.6)	42	290 (3.6)	284 (3.4)	283 (3.2)	14
No	91	241 (5.9)	254 (5.0)	250 (5.4)	58	258 (5.8)	249 (5.0)	247 (5.7)	86
CT Students									
Yes	10	289 (10.6)	291 (5.5)	280 (8.6)	42	285 (4.7)	281 (3.5)	281 (2.1)	13
No	90	241 (6.2)	259 (4.9)	251 (5.8)	58	256 (8.2)	252 (6.9)	245 (7.8)	87
Met or exceeded all readiness goals regardless of curriculum									
All Students									
Yes	33	285 (5.2)	290 (4.1)	282 (4.5)	51	291 (3.5)	284 (2.9)	283 (3.0)	42
No	67	226 (6.1)	242 (5.0)	238 (6.1)	49	251 (5.6)	243 (5.0)	240 (5.6)	58
CT Students									
Yes	33	283 (5.4)	290 (4.5)	282 (4.7)	56	288 (4.6)	282 (2.8)	282 (2.6)	43
No	67	227 (6.5)	248 (5.0)	240 (6.4)	44	244 (7.8)	242 (7.4)	233 (7.5)	57

*See Appendix for a description of the recommended curriculum.

**Only the English, mathematics and science recommended curricula are considered in these calculations.

Table 2B

Concentration Information for Award Recipients*

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category %</u>
Career/Technical Concentration									
Yes	85	284 (6.0)	294 (5.1)	283 (5.9)	70	286 (4.4)	281 (2.8)	280 (2.3)	72
No	15	--- (--,-)	--- (--,-)	--- (--,-)	30	300 (4.2)	290 (7.5)	290 (8.6)	28
Mathematics/Science Concentration									
Yes	15	--- (--,-)	--- (--,-)	--- (--,-)	67	293 (3.9)	286 (4.1)	286 (4.0)	19
No	85	287 (6.7)	292 (3.6)	281 (5.3)	33	285 (7.0)	278 (3.2)	277 (3.8)	81
Humanities Concentration									
Yes	77	286 (6.8)	290 (4.2)	281 (5.6)	44	292 (6.0)	281 (4.7)	286 (4.3)	63
No	23	--- (--,-)	--- (--,-)	--- (--,-)	56	289 (4.2)	285 (4.0)	281 (4.3)	37

**HSTW* Award recipients met all three assessment readiness goals; completed at least two parts of the recommended curriculum; and completed a career/technical, mathematics/science or humanities concentration.

Table 2C

Concentration Information for All Students

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Career/Technical Concentration									
Yes	87	246 (6.0)	262 (4.6)	254 (5.4)	63	268 (5.7)	264 (4.9)	260 (5.4)	59
No	13	241 (20.5)	229 (17.4)	244 (17.0)	37	277 (5.9)	263 (6.8)	266 (6.9)	41
Mathematics/Science Concentration									
Yes	4	--- (---)	--- (---)	--- (---)	46	280 (5.8)	274 (5.8)	274 (5.7)	7
No	96	244 (5.9)	256 (4.7)	251 (5.2)	54	264 (5.7)	254 (4.9)	252 (5.7)	93
Humanities Concentration									
Yes	35	266 (8.5)	265 (8.4)	271 (4.6)	33	280 (6.3)	268 (5.8)	267 (7.1)	33
No	65	235 (7.0)	254 (5.8)	243 (6.9)	67	267 (5.4)	261 (5.2)	260 (5.4)	67

Table 3

Percentages of Students Performing Within Each Performance Level

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

Performance Levels ¹	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Reading						
Below Basic	49	50	19	22	35	34
Basic (250 - 271)	24	23	25	25	32	32
Proficient (272 - 301)	18	19	37	36	27	27
Advanced (302 - 500)	9	8	19	17	7	6
Mathematics						
Below Basic	44	39	37	33	33	34
Basic (257 - 291)	39	43	47	56	42	42
Proficient (292 - 318)	16	16	14	11	22	21
Advanced (319 - 500)	2	2	2	0	3	3
Science						
Below Basic	49	48	37	36	39	38
Basic (258 - 285)	31	33	42	47	40	40
Proficient (286 - 310)	15	13	16	14	19	18
Advanced (311 - 500)	5	6	5	3	3	3

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

READING ACHIEVEMENT, CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 4

Reading Achievement: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	100	245 (5.8)	100	271 (4.2)	100	256 (1.2)	100	250 (0.2)
CT Students	100	246 (6.0)	100	268 (5.7)	100	255 (1.6)	100	247 (0.3)
Gender								
All Students								
Female	53	246 (7.5)	56	269 (4.4)	53	260 (1.5)	50	254 (0.3)
Male	47	245 (9.1)	44	274 (7.8)	47	251 (1.9)	50	245 (0.3)
CT Students								
Female	56	247 (7.6)	56	267 (5.7)	52	260 (2.0)	49	251 (0.4)
Male	44	245 (9.8)	44	270 (10.8)	48	251 (2.5)	51	243 (0.4)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	0		0		1	241 (14.2)	2	243 (1.5)
Asian	7	--- (---)	-	--- (---)	4	253 (7.6)	1	257 (1.9)
Black or African-American	-	--- (---)	0		16	239 (3.1)	18	232 (0.5)
Hispanic or Latino	33	238 (9.3)	14	267 (12.5)	43	255 (1.6)	10	245 (0.7)
Native Hawaiian or Pacific Islander	-	--- (---)	-	--- (---)	0	--- (---)	0	240 (3.7)
White	55	250 (8.4)	77	272 (4.8)	31	267 (2.0)	64	255 (0.3)
Multiracial	-	--- (---)	-	--- (---)	4	260 (5.6)	5	252 (1.0)
CT Students								
American Indian/Alaskan Native	0		0		1	265 (9.9)	2	244 (1.8)
Asian	8	--- (---)	-	--- (---)	4	249 (12.3)	1	254 (2.4)
Black or African-American	-	--- (---)	0		15	234 (4.5)	17	230 (0.6)
Hispanic or Latino	35	240 (9.7)	11	--- (---)	41	253 (2.1)	9	245 (0.8)
Native Hawaiian or Pacific Islander	0		-	--- (---)	-	--- (---)	0	240 (4.8)
White	52	247 (9.2)	81	269 (6.3)	35	267 (2.7)	65	252 (0.3)
Multiracial	-	--- (---)	-	--- (---)	5	259 (6.1)	4	249 (1.3)

Table 4A

Reading Achievement: Students Who Met the Readiness Goal Within Demographic Groups

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	51	280 (4.0)	81	283 (2.9)	65	276 (0.8)	56	278 (0.1)
CT Students	50	280 (4.2)	78	282 (4.1)	66	276 (1.0)	54	277 (0.2)
Gender								
All Students								
Female	55	277 (3.7)	81	278 (3.0)	69	277 (1.0)	61	278 (0.2)
Male	46	284 (8.0)	80	290 (5.2)	60	276 (1.1)	52	278 (0.2)
CT Students								
Female	56	277 (4.0)	80	277 (4.3)	70	276 (1.4)	58	277 (0.2)
Male	43	284 (9.2)	75	289 (7.3)	61	276 (1.3)	50	277 (0.2)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	0		0		45	274 (6.6)	51	274 (0.9)
Asian	100	--- (---)	-	--- (---)	80	273 (2.3)	65	282 (1.3)
Black or African-American	0		0		48	268 (1.5)	38	271 (0.3)
Hispanic or Latino	50	271 (4.3)	63	290 (8.9)	63	275 (1.1)	51	275 (0.4)
Native Hawaiian or Pacific Islander	0		-	--- (---)	100	--- (---)	49	275 (2.3)
White	50	286 (6.5)	84	282 (3.4)	75	282 (1.4)	63	280 (0.2)
Multiracial	0		-	--- (---)	71	277 (3.9)	59	279 (0.6)
CT Students								
American Indian/Alaskan Native	0		0		80	--- (---)	52	274 (1.1)
Asian	100	--- (---)	-	--- (---)	85	270 (2.4)	64	277 (1.4)
Black or African-American	0		0		46	268 (2.1)	35	271 (0.4)
Hispanic or Latino	53	271 (4.3)	-	--- (---)	62	272 (1.3)	50	274 (0.5)
Native Hawaiian or Pacific Islander	0		0		-	--- (---)	47	277 (2.7)
White	44	288 (7.5)	83	281 (4.4)	74	283 (1.8)	59	278 (0.2)
Multiracial	0		-	--- (---)	76	273 (3.3)	57	277 (0.7)

Table 4B

Reading Performance Levels: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site ¹					2012 High-Scoring Sites in Your Category				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	49	24	18	9	100	35	32	27	7
CT Students	100	50	23	19	8	100	34	32	27	6
Gender										
All Students										
Female	53	45	24	24	7	53	31	33	29	8
Male	47	54	23	12	12	47	40	30	24	6
CT Students										
Female	56	44	26	22	7	52	30	34	29	7
Male	44	57	19	14	10	48	39	31	26	5
Race/Ethnicity										
All Students										
American Indian/Alaskan Native	0	0	0	0	0	1	55	18	27	0
Asian	7	0	75	25	0	4	20	55	23	3
Black or African-American	-	-	-	-	-	16	52	31	16	1
Hispanic or Latino	33	50	28	22	0	43	37	32	26	5
Native Hawaiian or Pacific Islander	-	-	-	-	-	0	0	67	0	33
White	55	50	17	17	17	31	25	28	33	13
Multiracial	-	-	-	-	-	4	29	34	27	10
CT Students										
American Indian/Alaskan Native	0	0	0	0	0	1	20	40	40	0
Asian	8	0	75	25	0	4	15	65	20	0
Black or African-American	-	-	-	-	-	15	54	30	14	1
Hispanic or Latino	35	47	29	24	0	41	38	33	26	3
Native Hawaiian or Pacific Islander	0	0	0	0	0	-	-	-	-	-
White	52	56	12	16	16	35	26	27	35	13
Multiracial	-	-	-	-	-	5	24	41	31	3

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

Table 5

Reading: Percentages of Correct Responses by Text Type and Cognitive Target

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Text Type*						
Informational	47	47	58	56	50	50
Literary Nonfiction	52	53	71	69	60	60
Item Type*						
Locate/Recall	41	42	52	51	44	44
Integrate/Interpret (includes vocabulary)	53	53	66	64	57	57
Critique/Evaluate	42	41	54	51	47	47

*See Appendix for information about the content of the test.

Table 6

Reading: English Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
<u>English courses taken or currently taking:</u>												
English 9: Basic, Functional, Practical or Skills	7	--- (---)	6	--- (---)	0		0		15	239 (3.0)	15	238 (4.0)
English 9: Standard, General, Regular or Mixed-Group	69	242 (6.7)	69	241 (7.0)	14	270 (14.4)	19	278 (13.8)	54	252 (1.5)	53	251 (2.1)
English 9: Accelerated, Academic, College-Prep or Honors	24	266 (11.9)	25	265 (12.9)	86	272 (4.3)	81	266 (6.2)	37	266 (1.9)	40	265 (2.4)
English 10: Basic, Functional, Practical or Skills	4	--- (---)	2	--- (---)	0		0		15	240 (3.0)	14	236 (4.3)
English 10: Standard, General, Regular or Mixed-Group	71	237 (6.4)	71	237 (7.0)	9	267 (19.2)	8	--- (---)	46	251 (1.7)	43	249 (2.3)
English 10: Accelerated, Academic, College-Prep or Honors	25	274 (10.1)	27	270 (10.2)	91	272 (4.3)	92	267 (5.8)	43	266 (1.8)	48	266 (2.2)
English 11: Basic, Functional, Practical or Skills	0		0		0		0		13	238 (3.0)	13	238 (4.3)
English 11: Standard, General, Regular or Mixed-Group	75	235 (6.1)	75	237 (6.4)	11	260 (22.8)	14	269 (25.6)	44	251 (1.7)	43	249 (2.4)
English 11: Tech-Prep, Applied or Applied Communications	0		0		0		0		3	253 (4.3)	4	252 (5.5)
English 11: Accelerated, Academic, College-Prep or Honors	0		0		58	269 (5.3)	56	263 (7.4)	24	259 (2.4)	28	262 (2.9)
English 11: Advanced Placement	25	276 (10.6)	25	272 (11.8)	32	280 (5.3)	31	277 (7.0)	19	274 (2.4)	20	272 (3.2)

Table 6 (continued)

Reading: English Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	
<u>English courses taken or currently taking:</u>													
English 12: Basic, Functional, Practical or Skills	5	---	4	---	2	---	0		12	237 (3.5)	13	240 (4.3)	
English 12: Standard, General, Regular or Mixed-Group	78	236 (5.9)	79	235 (6.0)	5	---	8	---	39	249 (1.9)	37	247 (2.6)	
English 12: Tech-Prep, Applied or Applied Communications	0		0		0		0		3	249 (5.8)	3	242 (9.1)	
English 12: Accelerated, Academic, College-Prep or Honors	0		0		75	272 (4.2)	78	272 (5.7)	25	258 (2.1)	27	261 (2.7)	
English 12: Advanced Placement	15	292 (8.3)	17	292 (8.3)	7	---	6	---	21	275 (2.3)	24	271 (2.9)	
Journalism	7	---	8	---	11	293 (8.4)	8	---	11	260 (3.4)	9	260 (4.7)	
Debate	100	245 (5.8)	100	246 (6.0)	2	---	0		19	259 (2.4)	19	257 (3.3)	
Other Advanced English	5	---	4	---	18	278 (9.1)	14	265 (15.2)	9	263 (3.9)	6	261 (6.7)	

Table 7

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	
English teachers have shown how what we learn in English classes relates to real-life issues													
Never	9	223 (23.6)	10	223 (23.6)	11	267 (19.2)	17	267 (19.2)	9	249 (4.0)	8	245 (5.7)	
Seldom	29	246 (7.6)	31	245 (8.1)	25	279 (10.3)	22	268 (15.8)	21	258 (2.6)	20	256 (3.5)	
Sometimes	40	248 (10.5)	42	247 (10.5)	37	276 (4.8)	25	274 (10.1)	33	257 (2.0)	34	256 (2.6)	
Often	22	250 (12.3)	17	259 (13.7)	28	261 (7.2)	36	265 (7.0)	36	256 (1.9)	37	256 (2.7)	
Completed short writing assignments of one to three pages for which I received a grade in English classes													
Never	2	--- (---)	0		0		0		2	242 (7.5)	1	236 (13.0)	
Once a year	2	--- (---)	2	--- (---)	0		0		5	243 (5.2)	6	241 (6.8)	
Once a semester	40	236 (6.6)	44	238 (6.5)	5	--- (---)	6	--- (---)	17	242 (2.8)	18	239 (3.8)	
Monthly	33	233 (12.0)	31	233 (12.3)	47	277 (6.2)	42	276 (9.5)	39	259 (1.8)	38	258 (2.5)	
Weekly	24	281 (8.8)	23	282 (10.5)	47	268 (5.5)	53	266 (6.5)	37	261 (1.9)	37	263 (2.5)	

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Wrote a major research paper (with footnotes and a bibliography) in English classes												
Never	13	230 (10.4)	13	238 (8.5)	4	--- (---)	3	--- (---)	14	254 (3.2)	13	250 (4.2)
Once a year	18	229 (15.0)	15	220 (13.4)	23	269 (9.9)	19	258 (16.7)	28	260 (2.0)	28	261 (2.5)
Once a semester	47	250 (8.5)	52	252 (8.7)	39	273 (6.8)	42	271 (8.3)	37	254 (2.0)	38	253 (2.7)
More than once a semester	22	257 (12.5)	21	254 (14.9)	35	269 (7.0)	36	269 (9.1)	22	255 (2.7)	21	256 (3.8)
Number of books read this year in English class												
0-1 books	22	241 (11.0)	21	245 (11.7)	26	260 (11.3)	22	246 (17.6)	20	255 (2.5)	19	251 (3.5)
2-3 books	55	244 (8.8)	52	243 (9.5)	33	279 (5.0)	42	278 (5.4)	35	251 (2.0)	35	253 (2.7)
4-5 books	18	252 (12.3)	21	252 (12.3)	33	271 (6.9)	31	271 (9.8)	24	261 (2.5)	26	258 (3.1)
6-7 books	4	--- (---)	4	--- (---)	2	--- (---)	3	--- (---)	12	260 (3.2)	11	263 (5.0)
8-10 books	0	---	0	---	0	---	0	---	4	255 (4.4)	4	256 (6.3)
11 or more books	2	--- (---)	2	--- (---)	5	--- (---)	3	--- (---)	5	263 (5.5)	5	255 (7.0)

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Read an assigned book and demonstrated understanding of the significance of the main ideas												
Never	9	219 (15.6)	10	219 (15.6)	11	279 (8.3)	14	278 (10.1)	5	236 (4.5)	6	231 (4.4)
Once a year	13	231 (17.3)	10	236 (22.0)	11	250 (19.9)	8	--- (---)	8	251 (3.4)	7	247 (4.7)
Once a semester	36	253 (10.3)	40	256 (10.5)	47	275 (6.0)	39	273 (9.7)	30	254 (2.0)	32	254 (2.6)
Monthly	29	255 (10.2)	25	254 (10.1)	19	268 (7.3)	25	265 (8.7)	36	261 (2.0)	36	261 (2.7)
Weekly	13	232 (13.4)	15	232 (13.4)	12	277 (13.0)	14	270 (17.6)	21	257 (2.7)	19	258 (4.1)
Analyzed works of literature in class												
Never	4	--- (---)	2	--- (---)	2	--- (---)	3	--- (---)	3	222 (6.4)	2	221 (13.5)
Once a year	4	--- (---)	2	--- (---)	2	--- (---)	0		6	244 (4.0)	8	241 (4.4)
Once a semester	16	252 (12.1)	19	252 (12.1)	19	263 (10.6)	14	247 (20.0)	12	239 (3.9)	13	237 (4.9)
Monthly	27	234 (8.9)	29	236 (9.2)	33	283 (6.7)	31	287 (8.5)	28	253 (2.1)	27	253 (2.8)
Weekly	49	253 (9.5)	48	252 (10.1)	44	272 (5.1)	53	267 (6.1)	51	265 (1.6)	49	265 (2.1)

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Discussed or debated topics with other students about what I read in English classes												
Never	2	---	0	---	4	---	3	---	6	250 (4.9)	6	247 (5.7)
Once a year	7	---	8	---	9	283 (12.7)	8	---	8	245 (4.0)	9	244 (5.4)
Once a semester	33	240 (9.2)	33	248 (8.6)	25	275 (9.6)	25	264 (13.3)	16	246 (2.9)	17	241 (3.8)
Monthly	29	244 (9.9)	31	242 (10.3)	37	271 (6.0)	33	267 (7.8)	31	259 (2.0)	32	260 (2.6)
Weekly	29	256 (13.6)	27	254 (15.4)	26	271 (7.5)	31	273 (8.5)	39	261 (1.9)	38	262 (2.6)
Drafted, rewrote and edited writing assignments before being given a grade												
Never	7	---	6	---	4	---	6	---	4	246 (5.6)	4	246 (7.6)
Once a year	7	---	8	---	2	---	3	---	7	251 (3.9)	8	249 (5.1)
Once a semester	33	247 (6.7)	38	247 (6.7)	23	279 (7.9)	25	274 (10.3)	22	253 (2.6)	25	249 (3.3)
Monthly	44	248 (10.6)	40	252 (11.3)	46	275 (5.6)	36	276 (7.4)	43	261 (1.8)	42	260 (2.5)
Weekly	9	248 (20.2)	8	---	26	272 (6.8)	31	271 (9.1)	24	255 (2.4)	22	258 (3.2)

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	
Stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements													
Never	13	230 (14.7)	13	239 (13.5)	2	--- (---)	3	--- (---)	9	249 (4.3)	8	250 (5.9)	
Once a year	20	248 (16.1)	17	244 (19.3)	16	286 (10.2)	17	286 (15.4)	12	257 (3.3)	11	257 (5.0)	
Once a semester	36	249 (10.3)	42	249 (10.3)	44	265 (6.5)	42	259 (8.8)	38	258 (2.0)	38	255 (2.6)	
Monthly	22	246 (9.1)	21	249 (8.4)	33	269 (7.0)	33	267 (8.9)	32	257 (2.0)	33	256 (2.6)	
Weekly	9	246 (20.0)	8	--- (---)	5	--- (---)	6	--- (---)	9	250 (3.6)	10	253 (4.6)	

Table 7A

Student Reading Achievement and Perceptions About Literacy Experiences

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Read and interpreted scientific or technical books and manuals												
Never	36	245 (8.2)	35	238 (8.2)	25	261 (10.4)	23	266 (15.2)	29	252 (2.0)	30	252 (2.6)
Once a year	16	253 (12.2)	15	270 (6.3)	21	289 (5.1)	17	286 (8.7)	14	257 (2.8)	14	256 (3.8)
Once a semester	13	210 (14.6)	13	200 (11.9)	16	250 (12.4)	17	234 (12.8)	20	255 (2.6)	19	254 (3.3)
Monthly	18	238 (15.8)	19	245 (15.8)	25	277 (6.6)	31	277 (8.2)	19	259 (2.9)	18	255 (4.2)
Weekly	16	274 (14.0)	19	274 (14.0)	13	282 (8.2)	11	--- (---)	17	260 (3.1)	18	262 (4.3)
Revised my essays or other written work several times to improve their quality												
Never	4	--- (---)	2	--- (---)	2	--- (---)	3	--- (---)	4	248 (5.7)	3	254 (8.0)
Seldom	27	223 (10.3)	31	223 (10.3)	19	250 (10.2)	25	250 (11.2)	17	259 (2.9)	18	258 (3.7)
Sometimes	42	250 (7.8)	40	251 (7.4)	35	280 (5.3)	28	281 (8.3)	46	253 (1.8)	50	252 (2.3)
Often	27	260 (12.9)	27	265 (13.2)	44	276 (6.3)	44	274 (8.6)	33	259 (1.9)	29	259 (2.7)
Have been asked to write in-depth explanations about a class project or activity												
Never	13	230 (13.1)	15	230 (13.1)	11	274 (10.3)	14	276 (12.3)	10	249 (3.6)	10	247 (5.1)
Seldom	29	240 (10.2)	29	243 (10.9)	26	270 (9.4)	25	262 (14.7)	24	257 (2.3)	23	261 (2.7)
Sometimes	44	262 (8.3)	44	261 (8.6)	37	268 (7.7)	28	263 (12.1)	43	257 (1.8)	42	256 (2.5)
Often	15	218 (16.0)	13	217 (17.8)	26	276 (6.4)	33	274 (7.5)	24	256 (2.6)	24	253 (3.5)

Table 7A (continued)

Student Reading Achievement and Perceptions About Literacy Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
<u>In classes other than English:</u>												
Teachers have helped me understand what I have read												
Never	2	---	2	---	4	---	6	---	4	245 (5.1)	4	243 (7.8)
Seldom	22	239 (10.7)	21	230 (9.0)	21	257 (10.9)	28	251 (12.6)	17	254 (2.8)	16	258 (3.8)
Sometimes	42	251 (8.6)	44	257 (8.5)	40	281 (5.5)	31	286 (7.2)	41	256 (1.8)	43	255 (2.3)
Often	35	241 (11.4)	33	242 (12.6)	35	269 (6.6)	36	266 (8.3)	37	258 (2.0)	37	256 (2.7)
We have discussed or debated topics from materials we read												
Never	9	248 (22.1)	8	---	5	---	6	---	4	252 (5.7)	4	262 (7.1)
Seldom	15	245 (14.1)	15	253 (12.9)	25	258 (10.3)	25	247 (14.2)	14	254 (3.1)	14	253 (4.2)
Sometimes	44	252 (8.6)	46	248 (8.8)	25	280 (8.7)	19	298 (8.1)	43	256 (1.7)	43	254 (2.2)
Often	33	236 (10.6)	31	240 (11.5)	46	274 (4.8)	50	268 (5.6)	39	257 (2.0)	39	257 (2.8)

Table 7A (continued)

Student Reading Achievement and Perceptions About Literacy Experiences

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	
Completed short writing assignments of one to three pages for which I received a grade in social studies classes													
Never	16	229 (9.1)	17	226 (9.7)	16	257 (12.3)	19	252 (15.2)	16	251 (2.8)	20	251 (3.5)	
Once a year	15	245 (15.5)	15	253 (15.0)	11	250 (17.0)	17	250 (17.0)	13	252 (3.1)	13	252 (4.1)	
Once a semester	18	246 (8.8)	21	246 (8.8)	33	276 (7.3)	31	277 (10.6)	27	254 (2.4)	26	251 (3.4)	
Monthly	38	244 (11.2)	35	245 (12.1)	32	279 (5.5)	22	277 (4.4)	28	263 (2.1)	27	265 (2.6)	
Weekly	13	268 (17.9)	13	268 (21.2)	9	279 (11.2)	11	--- (--)	15	254 (3.1)	14	255 (4.5)	

MATHEMATICS ACHIEVEMENT, CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 8

Mathematics Achievement: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	100	258 (4.6)	100	263 (3.9)	100	266 (1.2)	100	256 (0.2)
CT Students	100	263 (4.6)	100	264 (4.9)	100	266 (1.5)	100	254 (0.3)
Gender								
All Students								
Female	54	263 (5.1)	56	257 (3.9)	53	263 (1.5)	50	255 (0.3)
Male	46	253 (8.1)	44	271 (7.3)	47	269 (1.8)	50	258 (0.3)
CT Students								
Female	57	264 (5.4)	56	260 (4.9)	52	263 (2.0)	49	252 (0.4)
Male	43	261 (7.9)	44	269 (9.1)	48	270 (2.2)	51	256 (0.4)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	0		0		1	267 (13.1)	2	247 (1.5)
Asian	7	--- (---)	-	--- (---)	4	279 (5.7)	1	272 (1.8)
Black or African-American	-	--- (---)	0		16	255 (2.9)	19	240 (0.5)
Hispanic or Latino	33	248 (6.4)	14	269 (10.3)	43	263 (1.7)	10	252 (0.6)
Native Hawaiian or Pacific Islander	-	--- (---)	-	--- (---)	0	--- (---)	0	247 (3.5)
White	54	260 (6.6)	77	261 (4.7)	31	272 (2.1)	63	262 (0.2)
Multiracial	-	--- (---)	-	--- (---)	4	269 (5.9)	5	255 (0.9)
CT Students								
American Indian/Alaskan Native	0		0		1	281 (15.7)	2	248 (1.9)
Asian	8	--- (---)	-	--- (---)	4	283 (6.6)	1	268 (2.4)
Black or African-American	-	--- (---)	0		15	256 (3.8)	18	239 (0.6)
Hispanic or Latino	35	251 (6.3)	11	--- (---)	41	262 (2.1)	9	251 (0.8)
Native Hawaiian or Pacific Islander	0		-	--- (---)	-	--- (---)	0	249 (4.3)
White	53	264 (6.6)	81	261 (5.6)	35	272 (2.7)	65	258 (0.3)
Multiracial	-	--- (---)	-	--- (---)	5	271 (6.1)	4	253 (1.3)

Table 8A

Mathematics Achievement: Students Who Met the Readiness Goal Within Demographic Groups

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	56	284 (3.1)	63	282 (2.7)	67	286 (0.7)	57	284 (0.1)
CT Students	61	283 (3.3)	67	280 (2.9)	66	286 (0.9)	54	283 (0.2)
Gender								
All Students								
Female	65	280 (3.2)	59	272 (2.4)	65	283 (0.9)	56	282 (0.2)
Male	46	290 (6.2)	68	293 (3.4)	70	289 (1.0)	58	286 (0.2)
CT Students								
Female	68	280 (3.4)	65	273 (3.0)	63	284 (1.1)	53	281 (0.2)
Male	52	289 (6.5)	69	289 (3.9)	70	288 (1.4)	56	285 (0.2)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	0		0		73	288 (7.3)	47	282 (0.9)
Asian	100	--- (---)	-	--- (---)	83	292 (3.3)	71	294 (1.1)
Black or African-American	0		0		56	282 (1.7)	40	277 (0.3)
Hispanic or Latino	42	273 (5.2)	63	287 (8.3)	65	283 (1.0)	53	281 (0.4)
Native Hawaiian or Pacific Islander	0		-	--- (---)	100	--- (---)	47	283 (2.4)
White	61	285 (3.7)	61	281 (3.2)	74	289 (1.2)	63	286 (0.2)
Multiracial	-	--- (---)	-	--- (---)	68	289 (3.4)	56	283 (0.6)
CT Students								
American Indian/Alaskan Native	0		0		80	--- (---)	48	282 (1.0)
Asian	100	--- (---)	-	--- (---)	85	292 (5.2)	69	291 (1.4)
Black or African-American	0		0		54	281 (2.3)	39	277 (0.4)
Hispanic or Latino	47	273 (5.2)	75	--- (---)	63	282 (1.3)	52	281 (0.5)
Native Hawaiian or Pacific Islander	0		0		-	--- (---)	50	281 (2.5)
White	65	284 (3.9)	66	278 (3.1)	72	291 (1.6)	59	284 (0.2)
Multiracial	-	--- (---)	-	--- (---)	68	289 (3.7)	55	281 (0.7)

Table 8B

Mathematics Performance Levels: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site ¹					2012 High-Scoring Sites in Your Category				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	44	39	16	2	100	33	42	22	3
CT Students	100	39	43	16	2	100	34	42	21	3
Gender										
All Students										
Female	54	35	48	16	0	53	35	46	18	1
Male	46	54	27	15	4	47	30	39	26	5
CT Students										
Female	57	32	50	18	0	52	37	44	18	1
Male	43	48	33	14	5	48	30	41	25	5
Race/Ethnicity										
All Students										
American Indian/Alaskan Native	0	0	0	0	0	1	27	45	18	9
Asian	7	0	50	25	25	4	17	44	29	10
Black or African-American	-	-	-	-	-	16	44	40	15	1
Hispanic or Latino	33	58	37	5	0	43	35	45	19	1
Native Hawaiian or Pacific Islander	-	-	-	-	-	0	0	67	0	33
White	54	39	39	23	0	31	26	40	29	4
Multiracial	-	-	-	-	-	4	33	40	25	3
CT Students										
American Indian/Alaskan Native	0	0	0	0	0	1	20	40	20	20
Asian	8	0	50	25	25	4	15	50	25	10
Black or African-American	-	-	-	-	-	15	46	40	13	1
Hispanic or Latino	35	53	41	6	0	41	37	46	17	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	-	-	-	-	-
White	53	35	42	23	0	35	28	38	29	5
Multiracial	-	-	-	-	-	5	32	39	29	0

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

Table 9

Mathematics: Percentages of Correct Responses by Content Area and Mathematical Complexity

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

Content Area*	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Number Properties and Operations	39	39	36	36	44	43
Measurement and Geometry	44	44	43	42	46	46
Data Analysis, Statistics and Probability	36	39	38	38	42	42
Algebra	38	40	38	38	40	40
Complexity*						
Low	47	49	47	46	51	51
Moderate	32	32	32	33	35	35
High	34	36	35	34	32	31

*See Appendix for information about the content of the test.

Table 10

Mathematics: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean
<u>Mathematics courses taken or currently taking:</u>												
Mathematics: Basic, Fundamental, Practical, Essential, General, Consumer or Business	0		0		2	--- (---)	3	--- (---)	21	258 (2.5)	25	260 (2.8)
Mathematics: Applied or Technical (First Year)	0		0		0		0		6	267 (4.7)	6	270 (4.9)
Mathematics: Applied or Technical (Second Year)	0		0		0		0		5	268 (4.9)	6	270 (5.3)
Mathematics: Integrated	0		0		0		0		11	265 (3.7)	14	266 (4.1)
Pre-Algebra or Algebra Foundations	5	--- (---)	2	--- (---)	33	247 (6.3)	33	247 (8.6)	20	259 (2.6)	20	258 (3.5)
Algebra I: Basic, Elementary, I-A or I-B	18	250 (12.4)	18	255 (12.7)	7	--- (---)	8	--- (---)	25	257 (2.2)	28	259 (2.8)
Algebra I: Regular, Advanced or College-Prep	88	259 (4.9)	88	263 (4.8)	93	264 (4.1)	92	265 (5.0)	72	267 (1.3)	69	268 (1.7)

Table 10 (continued)

Mathematics: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean
<u>Mathematics courses taken or currently taking:</u>												
Algebra II	100	258 (4.6)	100	263 (4.6)	100	263 (3.9)	100	264 (4.9)	83	267 (1.2)	82	267 (1.6)
Algebra III: (including Trigonometry, Mathematics Analysis or Advanced Mathematics)	46	258 (5.3)	51	260 (5.1)	39	265 (5.2)	42	266 (6.8)	26	265 (2.2)	27	268 (2.7)
Geometry	100	258 (4.6)	100	263 (4.6)	98	263 (4.0)	97	263 (4.9)	87	267 (1.2)	85	267 (1.6)
Pre-Calculus or Calculus	25	281 (9.6)	24	279 (11.0)	32	285 (4.8)	33	283 (4.7)	32	281 (1.9)	33	280 (2.4)
Calculus: Advanced Placement (AB or BC)	9	282 (23.9)	10	282 (23.9)	5	--- (---)	6	--- (---)	7	298 (3.1)	6	294 (5.6)
Statistics	0		0		0		0		4	268 (5.8)	5	264 (8.0)
Statistics: Advanced Placement	7	--- (---)	6	--- (---)	25	286 (6.2)	25	277 (7.7)	7	282 (4.0)	8	281 (4.9)
Other Advanced Mathematics	26	258 (9.5)	24	264 (9.6)	21	251 (7.8)	22	257 (9.2)	20	268 (2.5)	20	264 (3.5)

Table 10 (continued)

Mathematics: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Completed Algebra I in 6th, 7th or 8th grade												
Yes	49	259 (6.9)	49	263 (7.2)	49	274 (5.4)	53	276 (5.2)	44	272 (1.8)	46	273 (2.2)
No	51	258 (6.3)	51	262 (5.8)	51	254 (5.2)	47	251 (7.5)	56	261 (1.5)	54	260 (1.9)
Took a mathematics course during my senior year												
Yes	98	258 (4.7)	98	262 (4.6)	100	263 (3.9)	100	264 (4.9)	83	267 (1.3)	84	267 (1.6)
No	2	--- (---)	2	--- (---)	0		0		17	259 (2.8)	16	260 (3.1)
Number of full-year mathematics courses taken in grades 9 through 12*												
Two or fewer	0		0		0		0		9	264 (4.0)	11	266 (4.9)
Three	0		0		0		0		15	253 (3.2)	12	255 (4.4)
Four	79	254 (4.9)	78	259 (4.6)	47	251 (5.8)	42	253 (8.6)	43	264 (1.7)	41	262 (2.1)
Five	19	274 (12.0)	20	273 (13.2)	51	275 (4.7)	56	273 (5.4)	19	275 (2.5)	20	273 (3.2)
Six or more	2	--- (---)	2	--- (---)	2	--- (---)	3	--- (---)	14	274 (3.0)	16	275 (3.8)

* The data for this item was calculated from responses in the course experience section of the student survey.

Table 11

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Mathematics teachers have shown how mathematics concepts are used to solve problems in real-life situations												
Never	9	224 (10.0)	6	--- (---)	9	268 (11.2)	11	--- (---)	7	261 (4.6)	7	263 (6.3)
Seldom	25	266 (7.0)	27	263 (6.7)	25	245 (8.4)	19	249 (14.3)	16	263 (2.7)	18	266 (3.1)
Sometimes	33	255 (9.8)	37	259 (9.6)	30	269 (6.5)	31	266 (8.9)	33	263 (2.1)	31	261 (2.8)
Often	33	265 (7.1)	31	272 (6.5)	37	270 (6.3)	39	267 (7.1)	44	270 (1.7)	44	270 (2.1)
Solved mathematics problems with more than one possible answer												
Never	4	--- (---)	4	--- (---)	5	--- (---)	8	--- (---)	4	247 (7.3)	5	251 (8.5)
Once a year	9	235 (11.6)	10	235 (11.6)	5	--- (---)	6	--- (---)	4	258 (5.5)	5	254 (6.3)
Once a semester	11	266 (17.8)	8	--- (---)	7	--- (---)	0	---	10	259 (3.4)	12	260 (3.8)
Monthly	19	267 (7.8)	22	267 (7.8)	32	264 (6.4)	22	270 (7.7)	22	263 (2.4)	20	262 (3.4)
Weekly	58	257 (6.5)	55	262 (6.6)	51	271 (5.0)	64	268 (5.3)	59	270 (1.4)	59	271 (1.9)
Solved mathematics problems other than those found in the textbook												
Never	12	242 (15.1)	10	259 (14.9)	5	--- (---)	8	--- (---)	5	242 (6.9)	5	243 (9.2)
Once a year	9	267 (15.3)	10	267 (15.3)	5	--- (---)	6	--- (---)	3	260 (5.7)	4	260 (6.4)
Once a semester	5	--- (---)	6	--- (---)	7	--- (---)	3	--- (---)	8	257 (4.0)	9	256 (4.5)
Monthly	11	249 (11.2)	10	243 (11.2)	25	261 (6.3)	14	256 (13.3)	21	261 (2.4)	21	264 (3.0)
Weekly	63	263 (5.8)	63	268 (5.6)	58	273 (4.6)	69	272 (4.5)	62	271 (1.4)	62	270 (1.8)

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Were assigned word problems in mathematics												
Never	4	---	4	---	4	---	6	---	3	241 (8.9)	3	235 (11.3)
Once a year	4	---	4	---	0	---	0	---	3	250 (7.3)	3	249 (9.2)
Once a semester	7	---	8	---	11	235 (13.6)	8	---	8	257 (3.7)	8	256 (4.4)
Monthly	9	265 (20.4)	10	265 (20.4)	19	262 (8.5)	14	277 (7.8)	22	261 (2.7)	22	262 (3.4)
Weekly	77	257 (5.2)	73	263 (5.1)	67	270 (4.2)	72	268 (4.7)	65	270 (1.3)	65	271 (1.7)
Used a graphing calculator to complete mathematics assignments												
Never	0	---	0	---	2	---	3	---	4	244 (7.1)	3	234 (13.7)
Once a year	5	---	6	---	2	---	3	---	3	249 (8.2)	3	249 (10.6)
Once a semester	2	---	2	---	4	---	0	---	5	246 (5.7)	7	246 (6.1)
Monthly	4	---	4	---	9	256 (13.1)	3	---	16	266 (2.9)	14	266 (3.7)
Weekly	89	260 (4.8)	88	266 (4.5)	84	268 (3.8)	92	268 (4.1)	72	269 (1.3)	73	270 (1.6)
Worked in a group to brainstorm how to solve a mathematics problem												
Never	9	243 (15.3)	8	---	11	251 (9.2)	8	---	9	263 (3.7)	8	261 (5.1)
Once a year	5	---	6	---	5	---	6	---	6	248 (6.5)	5	249 (8.0)
Once a semester	11	253 (13.7)	12	253 (13.7)	7	---	3	---	11	259 (3.6)	11	259 (4.9)
Monthly	21	261 (8.6)	20	260 (10.1)	32	267 (6.1)	33	274 (6.4)	28	269 (2.1)	28	269 (2.6)
Weekly	54	261 (7.1)	53	268 (6.9)	46	269 (5.3)	50	266 (5.3)	46	268 (1.6)	47	269 (2.0)

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Received computer-assisted instruction in math that was connected to what I was learning in my math class												
Never	51	254 (6.3)	55	258 (6.2)	58	259 (4.8)	56	260 (6.6)	34	265 (1.9)	33	267 (2.5)
Seldom	21	272 (9.1)	22	279 (6.0)	28	273 (7.6)	28	275 (6.7)	33	268 (1.9)	35	266 (2.5)
Sometimes	21	250 (9.8)	16	254 (9.9)	7	--- (---)	6	--- (---)	25	263 (2.4)	25	264 (3.0)
Often	7	--- (---)	6	--- (---)	7	--- (---)	11	--- (---)	7	267 (5.0)	8	269 (6.0)
Used math in classes other than mathematics												
Never	2	--- (---)	0		5	--- (---)	3	--- (---)	4	244 (6.8)	3	252 (6.8)
Once a year	0		0		2	--- (---)	0		4	252 (5.3)	5	248 (6.6)
Once a semester	18	260 (7.7)	18	264 (6.9)	16	251 (10.1)	19	246 (11.4)	11	259 (3.6)	11	257 (5.4)
Monthly	32	260 (7.3)	33	262 (7.4)	28	259 (7.9)	31	262 (8.7)	30	267 (1.9)	30	268 (2.5)
Weekly	49	259 (7.5)	49	262 (7.6)	49	271 (5.3)	47	273 (6.8)	51	269 (1.6)	52	269 (2.0)

SCIENCE ACHIEVEMENT, CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 12

Science Achievement: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	100	252 (5.1)	100	262 (4.3)	100	260 (1.0)	100	253 (0.2)
CT Students	100	254 (5.4)	100	260 (5.4)	100	261 (1.3)	100	251 (0.3)
Gender								
All Students								
Female	53	245 (6.7)	56	257 (4.7)	53	258 (1.3)	50	251 (0.3)
Male	47	260 (7.7)	44	269 (7.5)	47	263 (1.6)	50	256 (0.3)
CT Students								
Female	56	247 (6.9)	56	255 (6.6)	53	259 (1.6)	49	249 (0.3)
Male	44	263 (8.2)	44	266 (9.0)	47	263 (2.0)	51	254 (0.4)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	0		0		1	268 (9.4)	2	246 (1.4)
Asian	7	--- (---)	-	--- (---)	4	269 (4.5)	1	262 (1.7)
Black or African-American	-	--- (---)	0		16	249 (2.4)	19	233 (0.5)
Hispanic or Latino	33	245 (8.2)	14	264 (12.5)	43	257 (1.5)	10	248 (0.6)
Native Hawaiian or Pacific Islander	-	--- (---)	-	--- (---)	0	--- (---)	0	246 (3.2)
White	55	256 (7.0)	77	262 (4.8)	31	270 (1.9)	63	260 (0.2)
Multiracial	-	--- (---)	-	--- (---)	4	257 (5.2)	5	255 (0.9)
CT Students								
American Indian/Alaskan Native	0		0		1	264 (15.0)	2	247 (1.7)
Asian	8	--- (---)	-	--- (---)	4	274 (5.8)	1	259 (2.2)
Black or African-American	-	--- (---)	0		15	249 (3.1)	18	231 (0.6)
Hispanic or Latino	35	244 (8.7)	11	--- (---)	40	258 (1.8)	9	248 (0.8)
Native Hawaiian or Pacific Islander	0		-	--- (---)	-	--- (---)	0	243 (4.4)
White	52	256 (7.6)	81	257 (6.0)	35	270 (2.3)	65	257 (0.3)
Multiracial	-	--- (---)	-	--- (---)	5	252 (6.2)	4	254 (1.2)

Table 12A

Science Achievement: Students Who Met the Readiness Goal Within Demographic Groups

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	51	281 (3.3)	63	281 (2.7)	61	280 (0.7)	55	280 (0.1)
CT Students	52	281 (3.5)	64	279 (2.6)	62	280 (0.9)	53	279 (0.1)
Gender								
All Students								
Female	45	272 (3.6)	50	278 (3.1)	57	277 (0.9)	52	277 (0.2)
Male	58	289 (4.6)	80	284 (4.2)	65	282 (1.0)	58	283 (0.2)
CT Students								
Female	44	273 (3.8)	50	278 (3.7)	58	277 (1.1)	49	276 (0.2)
Male	62	288 (5.2)	81	280 (3.8)	65	282 (1.3)	56	282 (0.2)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	0		0		64	286 (7.1)	48	276 (0.8)
Asian	100	--- (---)	-	--- (---)	83	279 (3.0)	64	284 (1.1)
Black or African-American	0		0		42	275 (1.8)	31	273 (0.3)
Hispanic or Latino	44	269 (3.9)	75	278 (8.4)	57	277 (0.9)	48	276 (0.4)
Native Hawaiian or Pacific Islander	0		-	--- (---)	-	--- (---)	47	276 (1.6)
White	50	287 (4.5)	61	282 (3.2)	74	284 (1.1)	63	282 (0.1)
Multiracial	-	--- (---)	-	--- (---)	54	280 (3.1)	57	280 (0.5)
CT Students								
American Indian/Alaskan Native	0		0		80	--- (---)	48	276 (1.0)
Asian	100	--- (---)	-	--- (---)	90	280 (4.8)	62	281 (1.4)
Black or African-American	0		0		43	273 (2.3)	28	272 (0.4)
Hispanic or Latino	47	269 (3.9)	100	--- (---)	57	276 (1.2)	47	276 (0.5)
Native Hawaiian or Pacific Islander	0		0		0		43	275 (2.2)
White	48	288 (5.1)	59	279 (2.5)	74	285 (1.5)	60	280 (0.2)
Multiracial	-	--- (---)	-	--- (---)	52	275 (2.6)	54	278 (0.7)

Table 12B

Science Performance Levels: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site ¹					2012 High-Scoring Sites in Your Category				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	49	31	15	5	100	39	40	19	3
CT Students	100	48	33	13	6	100	38	40	18	3
Gender										
All Students										
Female	53	55	38	7	0	53	43	40	16	2
Male	47	42	23	23	12	47	35	39	22	4
CT Students										
Female	56	56	37	7	0	53	42	41	16	1
Male	44	38	29	19	14	47	35	40	21	5
Race/Ethnicity										
All Students										
American Indian/Alaskan Native	0	0	0	0	0	1	36	27	27	9
Asian	7	0	75	0	25	4	18	63	15	5
Black or African-American	-	-	-	-	-	16	58	33	10	0
Hispanic or Latino	33	56	39	6	0	43	43	40	17	1
Native Hawaiian or Pacific Islander	-	-	-	-	-	0	33	33	0	33
White	55	50	23	20	7	31	26	41	27	6
Multiracial	-	-	-	-	-	4	46	37	15	2
CT Students										
American Indian/Alaskan Native	0	0	0	0	0	1	20	40	40	0
Asian	8	0	75	0	25	4	10	70	10	10
Black or African-American	-	-	-	-	-	15	57	35	8	0
Hispanic or Latino	35	53	41	6	0	40	43	40	17	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	-	-	-	-	-
White	52	52	24	16	8	35	26	41	27	7
Multiracial	-	-	-	-	-	5	48	41	10	0

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

Table 13

Science: Percentages of Correct Responses by Content Area and Science Practice

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Content Areas*						
Life Sciences	47	47	48	48	52	53
Physical Science	53	54	52	50	54	54
Earth and Space Science	47	46	51	51	49	50
Science Practices*						
Identifying Science Principles	44	45	47	47	48	48
Using Science Principles	53	53	49	48	55	55
Using Scientific Inquiry	47	48	52	50	47	47
Using Technological Design	52	51	55	54	56	57

* See Appendix for information about the content of the test.

Table 14

Science: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean
Science courses taken or currently taking:												
General Science	0		0		9	238 (19.8)	11	--- (---)	9	258 (3.1)	10	261 (3.5)
Applied Science: Principles of Technology or Applied Physics (First Year)	0		0		0		0		5	258 (4.7)	7	262 (4.7)
Applied Science: Principles of Technology or Applied Physics (Second Year)	0		0		0		0		2	252 (8.3)	2	245 (13.3)
Applied Science: Applied Biology or Applied Chemistry	0		0		0		0		6	260 (3.6)	6	262 (4.3)
Integrated Science	0		0		0		0		7	257 (4.1)	6	262 (4.8)
Life Science	0		0		0		0		8	257 (3.8)	6	259 (5.1)
Earth Science	0		0		5	--- (---)	6	--- (---)	19	258 (2.4)	17	258 (3.5)
Environmental Science	15	253 (11.8)	13	247 (14.8)	25	250 (10.7)	28	253 (13.6)	31	255 (2.0)	29	256 (2.6)
Environmental Science: Advanced Placement	2	--- (---)	2	--- (---)	19	258 (10.0)	22	258 (13.6)	3	274 (6.5)	3	263 (13.0)
Physical Science: Basic, Practical or Fundamental	5	--- (---)	4	--- (---)	0		0		8	257 (3.3)	9	259 (4.6)
Physical Science: Regular or General	73	248 (6.2)	75	249 (6.6)	9	249 (16.7)	8	--- (---)	41	258 (1.6)	48	258 (1.8)
Physical Science: Advanced, Academic, College-Prep or Honors	0		0		65	261 (4.9)	58	262 (6.9)	15	264 (2.7)	20	261 (3.2)

Table 14 (continued)

Science: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean
<u>Science courses taken or currently taking:</u>												
Biology: Basic, Practical or Fundamental	0		0		2	--- (---)	3	--- (---)	14	250 (2.7)	13	254 (3.5)
Biology: Regular or General	100	252 (5.1)	100	254 (5.4)	12	243 (12.0)	11	--- (---)	59	258 (1.3)	60	259 (1.7)
Biology: Advanced, Academic, College-Prep or Honors	0		0		86	265 (4.6)	86	261 (6.0)	32	268 (1.7)	31	268 (2.3)
Biology: Advanced Placement	7	--- (---)	8	--- (---)	21	278 (10.3)	22	263 (11.5)	3	279 (6.7)	3	277 (12.2)
Biology II	0		0		0		0		8	261 (3.2)	8	258 (4.3)
Anatomy and Physiology	40	251 (8.6)	44	248 (8.7)	51	271 (4.8)	53	268 (4.9)	18	262 (2.4)	19	264 (3.0)
Chemistry: Basic or General	67	247 (6.8)	65	248 (7.2)	9	268 (17.8)	14	268 (17.8)	49	260 (1.4)	51	262 (1.7)
Chemistry: Advanced, Academic, College-Prep or Honors	22	273 (7.1)	25	273 (7.1)	81	265 (4.4)	75	260 (6.0)	27	269 (1.9)	25	268 (2.8)
Chemistry: Advanced Placement	11	280 (11.4)	13	280 (11.4)	11	284 (4.9)	11	--- (---)	5	264 (5.7)	5	256 (7.7)
Physics:	22	267 (6.6)	21	264 (7.1)	7	--- (---)	8	--- (---)	22	270 (2.1)	21	270 (2.9)
Physics: Advanced Placement (B)	0		0		0		0		3	281 (6.4)	3	277 (10.2)
Physics: Advanced Placement (C: Electricity and Magnetism or C: Mechanics)	2	--- (---)	2	--- (---)	2	--- (---)	3	--- (---)	1	256 (26.2)	1	--- (---)
Other Advanced Science	0		0		14	273 (7.6)	17	275 (8.2)	19	264 (2.4)	18	260 (3.4)

Table 14 (continued)

Science: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Took a science course during my senior year												
Yes	73	252 (6.5)	75	252 (6.7)	93	264 (4.3)	94	262 (5.3)	69	261 (1.3)	65	261 (1.7)
No	27	254 (7.8)	25	260 (7.6)	7	--- (---)	6	--- (---)	31	259 (1.6)	35	261 (2.0)
Number of full-year science courses taken in grades 9 through 12*												
Two or fewer	0		0		0		0		4	251 (5.5)	2	259 (9.7)
Three	40	240 (7.3)	35	244 (8.1)	14	240 (12.4)	14	248 (17.3)	31	255 (1.8)	32	258 (2.1)
Four	55	258 (7.0)	58	256 (7.3)	51	266 (5.3)	44	263 (6.9)	43	262 (1.6)	43	262 (2.0)
Five	5	--- (---)	6	--- (---)	30	263 (8.8)	33	256 (11.4)	13	270 (2.5)	13	268 (3.2)
Six or more	0		0		5	--- (---)	8	--- (---)	9	260 (3.8)	10	258 (5.0)

* The data for this item was calculated from responses in the course experience section of the student survey.

Table 15

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Science teachers have shown how scientific concepts are used to solve problems in real-life situations												
Never	11	218 (15.8)	10	216 (19.2)	4	--- (---)	3	--- (---)	9	251 (3.6)	9	262 (3.4)
Seldom	20	249 (9.0)	19	254 (8.6)	19	238 (10.5)	19	232 (16.2)	18	255 (2.3)	18	254 (3.1)
Sometimes	33	253 (8.8)	35	253 (9.3)	44	264 (5.9)	42	257 (7.8)	35	258 (1.7)	36	258 (2.1)
Often	36	264 (8.6)	35	266 (8.5)	33	273 (6.8)	36	277 (5.1)	38	266 (1.6)	37	268 (2.1)
Completed short writing assignments of one to three pages for which I received a grade in science classes												
Never	20	238 (9.5)	23	238 (9.5)	16	229 (12.0)	17	218 (16.2)	26	259 (1.8)	28	258 (2.2)
Once a year	27	255 (10.7)	27	262 (11.0)	16	270 (14.3)	17	256 (17.9)	15	258 (2.4)	15	258 (3.3)
Once a semester	36	260 (7.9)	35	258 (8.9)	26	267 (8.0)	22	274 (5.9)	27	261 (2.1)	26	262 (2.5)
Monthly	15	252 (16.4)	13	258 (17.2)	35	270 (4.0)	36	275 (3.9)	21	267 (2.1)	21	271 (2.7)
Weekly	2	--- (---)	2	--- (---)	7	--- (---)	8	--- (---)	11	251 (3.8)	10	253 (4.9)
Read an assigned article or book (other than a textbook) dealing with science												
Never	33	250 (11.1)	38	250 (11.1)	21	259 (9.9)	25	255 (12.8)	20	260 (2.2)	21	260 (2.6)
Once a year	15	250 (12.2)	13	263 (10.9)	12	247 (16.2)	14	232 (18.7)	13	258 (3.1)	14	261 (3.7)
Once a semester	18	255 (9.4)	21	255 (9.4)	19	266 (11.2)	14	275 (18.1)	21	260 (2.0)	21	260 (2.6)
Monthly	25	268 (6.7)	21	265 (8.4)	33	270 (6.7)	31	271 (6.1)	27	260 (2.2)	27	261 (2.8)
Weekly	9	218 (17.7)	8	--- (---)	14	257 (5.0)	17	259 (6.5)	19	263 (2.2)	17	264 (2.9)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Used science equipment to do science activities in a classroom or laboratory												
Never	2	---	0	---	2	---	3	---	4	241 (6.4)	4	245 (8.4)
Once a year	4	---	4	---	5	---	6	---	6	250 (4.4)	6	253 (4.9)
Once a semester	18	244 (9.8)	21	244 (9.8)	32	267 (9.2)	33	267 (10.7)	15	253 (2.4)	17	253 (2.9)
Monthly	51	261 (6.9)	50	263 (7.4)	51	265 (4.5)	47	263 (5.4)	44	264 (1.4)	45	266 (1.8)
Weekly	25	247 (12.3)	25	247 (12.5)	11	263 (8.0)	11	---	30	263 (1.9)	28	262 (2.6)
Used computers or technology to do science activities												
Never	5	---	4	---	7	---	8	---	13	254 (2.8)	14	254 (3.1)
Once a year	5	---	4	---	7	---	6	---	10	261 (2.7)	11	260 (3.1)
Once a semester	25	263 (6.1)	27	263 (6.6)	35	258 (8.1)	31	256 (10.9)	22	261 (2.1)	22	260 (2.7)
Monthly	44	263 (6.6)	44	261 (7.3)	37	272 (6.6)	36	266 (8.8)	35	260 (1.9)	34	263 (2.4)
Weekly	20	236 (15.4)	21	241 (15.9)	14	265 (7.1)	19	268 (7.1)	20	264 (2.2)	19	265 (3.0)
Used graphs, charts and diagrams to interpret and explain scientific phenomena												
Never	16	238 (10.3)	19	238 (10.3)	5	---	8	---	10	251 (3.0)	11	252 (3.6)
Once a year	9	228 (12.5)	6	---	11	255 (16.3)	6	---	8	257 (3.7)	7	257 (5.1)
Once a semester	15	247 (12.8)	15	246 (14.8)	19	264 (9.5)	22	265 (7.3)	17	251 (2.5)	20	250 (2.8)
Monthly	27	257 (11.8)	31	257 (11.8)	42	267 (6.9)	36	260 (9.6)	34	263 (1.7)	34	267 (2.1)
Weekly	33	266 (8.1)	29	268 (7.9)	23	254 (8.7)	28	255 (11.0)	30	266 (1.9)	28	266 (2.5)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Used formulas and equations to solve questions in science												
Never	7	---	8	---	2	---	3	---	5	240 (5.5)	5	244 (6.1)
Once a year	7	---	6	---	19	264 (9.7)	28	266 (10.5)	7	252 (3.4)	8	253 (3.7)
Once a semester	20	244 (9.9)	19	249 (10.4)	14	252 (11.9)	8	---	13	253 (2.5)	13	253 (3.0)
Monthly	13	247 (22.2)	15	247 (22.2)	37	272 (6.8)	25	264 (12.0)	28	259 (2.0)	28	258 (2.6)
Weekly	53	260 (6.1)	52	261 (6.0)	28	254 (8.3)	36	254 (10.0)	47	266 (1.4)	45	269 (1.8)
Completed a laboratory assignment in which I used science to address a problem found in my community												
Never	29	246 (9.8)	29	252 (10.0)	19	269 (5.0)	19	263 (6.1)	22	263 (2.2)	21	266 (2.5)
Once a year	18	268 (10.3)	19	264 (10.8)	14	249 (16.0)	14	261 (22.5)	12	256 (3.4)	13	258 (3.7)
Once a semester	15	257 (7.4)	17	257 (7.4)	25	270 (9.8)	25	256 (10.4)	23	261 (2.0)	24	262 (2.6)
Monthly	25	244 (13.8)	23	246 (16.9)	33	254 (7.2)	31	254 (11.8)	28	261 (2.0)	27	260 (2.6)
Weekly	13	258 (8.9)	13	254 (9.0)	9	279 (4.8)	11	---	17	256 (2.6)	15	256 (3.6)
Collected data from experiments and created graphic representations of the results												
Never	4	---	4	---	5	---	6	---	7	250 (4.4)	8	257 (5.0)
Once a year	13	231 (7.1)	13	232 (8.4)	9	238 (21.7)	11	---	11	258 (3.2)	12	259 (3.7)
Once a semester	22	250 (13.8)	25	250 (13.8)	37	269 (7.5)	36	265 (9.7)	20	258 (2.1)	23	259 (2.4)
Monthly	45	261 (6.5)	46	265 (6.7)	37	266 (5.4)	33	272 (4.2)	36	263 (1.7)	34	263 (2.3)
Weekly	16	258 (13.5)	13	258 (12.6)	12	255 (10.9)	14	259 (15.2)	26	262 (2.0)	23	262 (2.8)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Prepared a written report of my lab results												
Never	16	233 (10.9)	17	233 (12.3)	4	--- (---)	6	--- (---)	11	258 (3.0)	12	257 (3.6)
Once a year	9	260 (22.0)	8	--- (---)	11	234 (17.8)	14	229 (21.0)	11	256 (2.9)	12	256 (3.1)
Once a semester	20	263 (8.3)	19	264 (10.2)	39	272 (7.2)	31	271 (8.0)	21	260 (2.1)	23	259 (2.5)
Monthly	40	258 (8.0)	46	258 (8.0)	37	263 (4.8)	39	263 (6.7)	32	262 (2.0)	31	267 (2.5)
Weekly	15	240 (16.7)	10	252 (19.0)	11	268 (8.3)	11	--- (---)	25	260 (2.0)	22	261 (2.9)
Participated in a classroom discussion relating science to everyday life												
Never	16	224 (10.2)	15	229 (11.4)	11	227 (17.6)	17	227 (17.6)	11	258 (2.9)	12	256 (3.7)
Once a year	11	261 (15.4)	10	263 (18.7)	9	251 (16.8)	6	--- (---)	12	257 (3.1)	11	258 (4.2)
Once a semester	15	255 (11.9)	15	254 (13.7)	9	248 (17.6)	8	--- (---)	16	259 (2.6)	19	258 (3.0)
Monthly	24	251 (13.7)	27	251 (13.7)	23	258 (6.8)	19	251 (9.1)	25	260 (2.2)	25	263 (2.8)
Weekly	35	263 (6.8)	33	264 (6.1)	49	276 (4.5)	50	276 (4.1)	37	262 (1.6)	33	264 (2.0)
Participated in a classroom discussion about current science-related stories in the news												
Never	15	226 (13.3)	15	233 (13.5)	14	257 (9.3)	17	255 (12.5)	14	260 (2.9)	14	260 (3.6)
Once a year	9	228 (25.0)	8	--- (---)	7	--- (---)	11	--- (---)	10	255 (2.9)	12	255 (3.5)
Once a semester	29	265 (6.1)	27	264 (7.0)	12	265 (7.4)	11	--- (---)	19	261 (2.4)	20	264 (2.8)
Monthly	25	271 (9.0)	27	270 (9.6)	26	261 (8.1)	25	262 (8.9)	29	263 (1.9)	29	264 (2.5)
Weekly	22	241 (10.3)	23	245 (10.2)	40	273 (5.4)	36	274 (5.0)	28	259 (1.9)	26	259 (2.5)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	
Worked with other students in my class on a challenging science assignment or project													
Never	11	223 (11.7)	10	222 (14.2)	5	--- (---)	8	--- (---)	5	250 (3.9)	6	251 (4.5)	
Once a year	9	268 (17.5)	10	268 (17.5)	5	--- (---)	3	--- (---)	7	260 (3.4)	8	254 (4.4)	
Once a semester	13	251 (21.7)	15	251 (21.7)	11	265 (19.5)	8	--- (---)	19	257 (2.6)	21	257 (2.8)	
Monthly	45	257 (6.8)	44	259 (7.4)	47	265 (5.4)	44	269 (6.6)	32	263 (1.8)	31	264 (2.4)	
Weekly	22	251 (9.9)	21	253 (8.0)	32	264 (6.3)	36	261 (6.3)	36	261 (1.7)	34	264 (2.2)	

CAREER/TECHNICAL CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 16

Reading: Career/Technical Student Performance by Type of Program

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

<u>Type of Program</u>	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Agriculture, Food and Natural Resources	6	--- (---)	8	--- (---)	7	259 (6.6)
Architecture and Construction	25	251 (10.6)	11	--- (---)	5	240 (8.3)
Arts, Audio/Video Technology and Communications	6	--- (---)	11	--- (---)	16	264 (3.7)
Business, Management and Administration	0	--- (---)	6	--- (---)	7	239 (6.3)
Education and Training	6	--- (---)	8	--- (---)	4	257 (5.3)
Finance	4	--- (---)	3	--- (---)	2	255 (8.8)
Government and Public Administration	0	--- (---)	0	--- (---)	1	--- (---)
Health Science	25	245 (13.1)	36	275 (6.8)	20	259 (3.2)
Hospitality and Tourism	0	--- (---)	0	--- (---)	2	243 (10.0)
Human Services	4	--- (---)	0	--- (---)	4	242 (9.0)
Information Technology	4	--- (---)	3	--- (---)	4	264 (9.3)
Law, Public Safety, Corrections and Security	2	--- (---)	6	--- (---)	7	244 (6.2)
Manufacturing	2	--- (---)	0	--- (---)	2	258 (6.5)
Marketing	0	--- (---)	3	--- (---)	1	242 (10.5)
Science, Technology, Engineering and Mathematics	4	--- (---)	0	--- (---)	6	274 (5.7)
Transportation, Distribution and Logistics	0	--- (---)	0	--- (---)	2	245 (10.1)
Other Career/Technical Concentration	10	236 (15.8)	6	--- (---)	8	256 (5.0)

Table 17

Mathematics: Career/Technical Student Performance by Type of Program

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

<u>Type of Program</u>	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Agriculture, Food and Natural Resources	6	--- (---)	8	--- (---)	7	268 (5.7)
Architecture and Construction	24	257 (10.8)	11	--- (---)	5	263 (6.0)
Arts, Audio/Video Technology and Communications	8	--- (---)	11	--- (---)	16	267 (3.6)
Business, Management and Administration	0	--- (---)	6	--- (---)	7	258 (5.5)
Education and Training	6	--- (---)	8	--- (---)	5	257 (8.6)
Finance	4	--- (---)	3	--- (---)	2	271 (10.1)
Government and Public Administration	0	--- (---)	0	--- (---)	1	--- (---)
Health Science	24	261 (10.4)	36	265 (5.8)	20	262 (2.8)
Hospitality and Tourism	0	--- (---)	0	--- (---)	2	268 (13.1)
Human Services	4	--- (---)	0	--- (---)	4	259 (8.1)
Information Technology	4	--- (---)	3	--- (---)	4	289 (4.5)
Law, Public Safety, Corrections and Security	2	--- (---)	6	--- (---)	7	266 (4.9)
Manufacturing	2	--- (---)	0	--- (---)	2	281 (7.1)
Marketing	0	--- (---)	3	--- (---)	1	268 (6.6)
Science, Technology, Engineering and Mathematics	4	--- (---)	0	--- (---)	6	289 (6.7)
Transportation, Distribution and Logistics	0	--- (---)	0	--- (---)	2	245 (9.9)
Other Career/Technical Concentration	10	269 (8.5)	6	--- (---)	8	262 (5.4)

Table 18

Science: Career/Technical Student Performance by Type of Program

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

<u>Type of Program</u>	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Agriculture, Food and Natural Resources	6	--- (---)	8	--- (---)	7	256 (6.3)
Architecture and Construction	25	265 (10.1)	11	--- (---)	5	256 (6.6)
Arts, Audio/Video Technology and Communications	6	--- (---)	11	--- (---)	16	266 (2.9)
Business, Management and Administration	0	--- (---)	6	--- (---)	7	240 (6.5)
Education and Training	6	--- (---)	8	--- (---)	5	251 (6.3)
Finance	4	--- (---)	3	--- (---)	2	259 (9.1)
Government and Public Administration	0	--- (---)	0	--- (---)	1	--- (---)
Health Science	25	252 (6.8)	36	268 (6.5)	20	264 (2.3)
Hospitality and Tourism	0	--- (---)	0	--- (---)	2	259 (8.7)
Human Services	4	--- (---)	0	--- (---)	4	255 (4.6)
Information Technology	4	--- (---)	3	--- (---)	4	268 (5.9)
Law, Public Safety, Corrections and Security	2	--- (---)	6	--- (---)	7	258 (3.9)
Manufacturing	2	--- (---)	0	--- (---)	2	271 (4.6)
Marketing	0	--- (---)	3	--- (---)	1	265 (4.8)
Science, Technology, Engineering and Mathematics	4	--- (---)	0	--- (---)	6	286 (5.1)
Transportation, Distribution and Logistics	0	--- (---)	0	--- (---)	2	256 (9.0)
Other Career/Technical Concentration	10	221 (18.7)	6	--- (---)	8	260 (3.6)

Table 19

Location of Career/Technical Courses

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

Where career/technical courses were taken:	<u>%</u>	2012 Site CT Students			<u>%</u>	2010 Site CT Students			2012 High-Scoring Sites in Your Category
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	CT Students <u>%</u>
My high school	100	246 (6.0)	262 (4.6)	254 (5.4)	94	273 (5.1)	268 (4.2)	264 (4.9)	81
Another high school	2	--- (---)	--- (---)	--- (---)	0				5
Area career/technical center	0				0				9
Community technical college	0				3	--- (---)	--- (---)	--- (---)	8
On the job through an apprenticeship or cooperative education program	0				9	--- (---)	--- (---)	--- (---)	2

Table 20

Student Achievement by Number of Career/Technical Courses Taken

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site CT Students			%	2010 Site CT Students			
	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Number of courses taken in career/ technical areas in grades 9 through 12								
Zero	4	--- (---)	--- (---)	---	0	---	---	
One	2	---	---	---	3	---	---	
Two	4	---	---	---	3	---	---	
Three	19	256 (17.3)	264 (9.9)	272 (10.4)	20	257 (13.8)	262 (14.6)	251 (12.9)
Four	10	263 (16.8)	263 (11.9)	252 (17.0)	11	---	---	---
Five	21	259 (10.0)	263 (13.8)	258 (9.6)	11	---	---	---
Six	17	239 (12.7)	260 (11.2)	261 (5.2)	14	277 (11.2)	273 (2.5)	279 (6.4)
Seven	10	242 (12.0)	259 (10.6)	256 (15.8)	6	---	---	---
Eight or more	13	241 (21.2)	272 (10.3)	235 (26.0)	31	282 (5.5)	265 (8.4)	265 (7.8)

	2012 Site High-Scoring Sites in Your Category CT Students		
	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>
Number of courses taken in career/ technical areas in grades 9 through 12			
Zero	5	252 (8.2)	255 (4.7)
One	7	242 (6.8)	254 (5.1)
Two	10	243 (4.5)	251 (5.0)
Three	13	243 (5.5)	259 (3.3)
Four	20	252 (3.4)	263 (3.1)
Five	11	258 (4.2)	256 (3.4)
Six	9	261 (5.0)	263 (4.5)
Seven	5	267 (6.7)	275 (5.0)
Eight or more	22	269 (2.8)	266 (2.7)

Table 21

Student Perceptions About Career/Technical Teachers Stressing Reading, Writing, Mathematics and Science Skills

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

How often career/technical teachers stressed the following subjects and skills:	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	%	Mean	%	Mean	%	Mean
Reading (Reading Mean)						
Never	4	--- (---)	12	--- (---)	8	256 (6.2)
Seldom	19	245 (15.2)	15	268 (9.2)	13	258 (5.7)
Sometimes	40	235 (8.8)	24	258 (14.0)	33	247 (2.9)
Often	38	252 (9.5)	50	275 (7.5)	47	260 (2.1)
Writing (Reading Mean)						
Never	8	--- (---)	9	--- (---)	9	251 (6.6)
Seldom	21	229 (14.4)	9	--- (---)	15	250 (5.0)
Sometimes	31	250 (7.4)	24	276 (11.6)	33	254 (2.7)
Often	40	246 (10.3)	59	277 (6.5)	43	259 (2.3)
Mathematics (Mathematics Mean)						
Never	13	268 (12.6)	12	--- (---)	10	264 (5.9)
Seldom	17	256 (9.9)	21	247 (12.9)	17	266 (3.5)
Sometimes	23	264 (8.4)	32	271 (3.4)	29	259 (2.6)
Often	48	264 (7.6)	35	274 (8.8)	45	270 (2.3)
Science (Science Mean)						
Never	13	260 (13.2)	21	265 (5.6)	13	257 (4.2)
Seldom	17	233 (14.0)	9	--- (---)	19	260 (2.9)
Sometimes	31	254 (6.9)	35	256 (11.4)	31	257 (2.4)
Often	40	261 (10.0)	35	270 (5.7)	37	266 (2.1)

Table 22

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site CT Students			%	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Read and interpreted technical books and manuals to complete assignments									
Never	15	246 (14.9)	271 (10.8)	256 (16.8)	15	264 (19.8)	260 (17.9)	257 (17.8)	17
Once a year	8	--- (---)	--- (---)	--- (---)	12	--- (---)	--- (---)	--- (---)	12
Once a semester	15	245 (13.3)	251 (13.2)	241 (12.7)	6	--- (---)	--- (---)	--- (---)	13
Monthly	33	233 (9.7)	251 (7.2)	254 (6.4)	29	272 (10.9)	267 (7.2)	262 (10.7)	27
Weekly	29	255 (13.0)	276 (8.7)	256 (13.3)	38	272 (6.6)	271 (6.7)	271 (4.4)	30
Read a career-related article and demonstrated understanding of the content									
Never	15	249 (18.6)	274 (12.3)	248 (15.9)	6	--- (---)	--- (---)	--- (---)	17
Once a year	6	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	12
Once a semester	27	241 (9.0)	248 (8.7)	250 (9.7)	24	261 (15.0)	259 (11.9)	250 (14.0)	19
Monthly	35	252 (8.6)	268 (8.0)	260 (5.8)	26	274 (7.9)	274 (7.2)	264 (5.9)	29
Weekly	17	222 (19.2)	255 (10.0)	237 (19.8)	41	272 (8.5)	266 (7.2)	267 (9.1)	23
Had challenging assignments									
Never	6	--- (---)	--- (---)	--- (---)	12	--- (---)	--- (---)	--- (---)	5
Once a year	8	--- (---)	--- (---)	--- (---)	0	---	---	---	7
Once a semester	15	238 (11.0)	255 (7.3)	256 (7.9)	9	---	---	---	19
Monthly	38	236 (10.4)	255 (6.9)	246 (10.1)	41	279 (7.3)	273 (5.0)	270 (6.1)	32
Weekly	33	258 (9.4)	272 (8.2)	268 (6.0)	38	276 (8.2)	270 (7.6)	267 (7.9)	36

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site CT Students			<u>%</u>	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Completed a project that first required some research and a written plan before completing the task									
Never	6	--- (---)	--- (---)	--- (---)	9	--- (---)	--- (---)	--- (---)	9
Once a year	8	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	11
Once a semester	21	254 (10.0)	271 (7.3)	260 (5.8)	26	261 (11.9)	254 (11.5)	249 (11.3)	25
Monthly	31	220 (9.8)	239 (8.6)	234 (9.9)	35	276 (9.2)	274 (5.2)	269 (8.3)	33
Weekly	33	256 (9.7)	273 (5.7)	255 (9.7)	26	270 (10.9)	264 (10.0)	261 (11.2)	22
Used computer skills to complete an assignment or project									
Never	4	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	7
Once a year	13	234 (17.0)	232 (10.7)	254 (14.6)	3	--- (---)	--- (---)	--- (---)	7
Once a semester	6	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	16
Monthly	33	237 (10.5)	259 (6.6)	249 (8.3)	41	270 (7.3)	264 (4.8)	259 (6.3)	30
Weekly	44	256 (9.5)	275 (6.8)	260 (9.2)	50	272 (9.1)	267 (8.2)	262 (9.1)	41
Used database or spreadsheet software to complete an assignment or project									
Never	29	259 (7.5)	265 (7.3)	258 (9.1)	35	264 (9.1)	258 (7.8)	257 (9.0)	19
Once a year	17	235 (15.4)	255 (17.7)	251 (13.8)	12	--- (---)	--- (---)	--- (---)	13
Once a semester	8	--- (---)	--- (---)	--- (---)	18	294 (7.9)	289 (5.8)	286 (5.3)	20
Monthly	23	247 (8.9)	262 (6.9)	257 (7.0)	18	263 (14.0)	269 (10.6)	257 (13.1)	26
Weekly	23	250 (17.9)	271 (9.9)	262 (15.3)	18	264 (15.2)	258 (13.4)	252 (15.3)	22

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site CT Students			%	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Used computer software or other technology related to my career/technical area to complete assignments									
Never	15	271 (7.8)	267 (11.3)	262 (6.8)	18	275 (10.4)	260 (8.2)	262 (13.0)	10
Once a year	6	--- (---)	--- (---)	--- (---)	9	--- (---)	--- (---)	--- (---)	10
Once a semester	13	238 (16.6)	262 (13.1)	246 (13.7)	12	--- (---)	--- (---)	--- (---)	16
Monthly	29	228 (8.1)	250 (6.9)	230 (10.8)	21	276 (8.7)	270 (5.2)	272 (6.5)	28
Weekly	38	257 (11.3)	274 (7.3)	275 (7.1)	41	277 (8.7)	275 (7.7)	267 (8.1)	34
Used mathematics to complete challenging assignments									
Never	13	272 (13.0)	283 (5.3)	248 (16.2)	35	271 (6.9)	264 (5.6)	263 (7.8)	17
Once a year	17	243 (8.9)	258 (9.2)	258 (6.7)	12	--- (---)	--- (---)	--- (---)	9
Once a semester	13	220 (23.4)	243 (14.1)	233 (8.3)	21	256 (15.9)	253 (11.6)	249 (14.8)	19
Monthly	29	241 (11.0)	253 (9.0)	247 (12.3)	6	--- (---)	--- (---)	--- (---)	27
Weekly	29	252 (11.6)	273 (8.7)	270 (10.0)	26	268 (11.6)	271 (11.3)	264 (11.0)	28
Made journal or lab manual entries that recorded my class work									
Never	40	258 (9.4)	268 (8.4)	269 (7.2)	24	278 (9.1)	264 (7.1)	267 (10.1)	24
Once a year	8	--- (---)	--- (---)	--- (---)	9	--- (---)	--- (---)	--- (---)	12
Once a semester	23	235 (13.2)	264 (7.7)	241 (12.3)	18	284 (10.2)	274 (9.9)	268 (9.2)	20
Monthly	15	230 (19.5)	251 (12.9)	228 (15.6)	26	251 (10.9)	264 (11.1)	256 (11.7)	18
Weekly	15	242 (10.1)	256 (8.4)	263 (12.8)	24	270 (13.7)	263 (11.1)	257 (13.8)	26

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site CT Students			<u>%</u>	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Completed short writing assignments of one to three pages for which I received a grade									
Never	13	264 (18.6)	269 (15.2)	279 (13.4)	21	280 (9.7)	271 (10.4)	268 (10.9)	14
Once a year	9	--- (---)	--- (---)	--- (---)	9	--- (---)	--- (---)	--- (---)	12
Once a semester	45	248 (7.5)	261 (6.8)	249 (8.2)	21	267 (8.3)	260 (6.1)	259 (4.8)	24
Monthly	26	230 (13.1)	253 (9.2)	246 (7.9)	29	282 (10.5)	279 (5.5)	277 (8.9)	28
Weekly	9	--- (---)	--- (---)	--- (---)	21	260 (12.6)	260 (12.0)	254 (13.9)	23
Discussed or debated topics with other students about what I have read									
Never	17	258 (11.6)	269 (12.1)	261 (16.3)	24	260 (12.8)	253 (12.4)	249 (12.9)	16
Once a year	15	265 (21.6)	266 (17.2)	264 (15.0)	0				10
Once a semester	15	244 (10.2)	244 (12.1)	260 (5.4)	21	267 (10.8)	259 (5.5)	255 (9.3)	18
Monthly	35	241 (9.8)	266 (6.1)	243 (9.8)	21	290 (10.0)	287 (4.3)	278 (7.9)	26
Weekly	19	231 (15.6)	259 (10.7)	254 (12.2)	35	269 (9.0)	266 (7.4)	266 (9.2)	30
Had an expert outside the school evaluate my work, products, projects or accomplishments									
Yes	38	229 (9.8)	250 (6.5)	245 (10.8)	50	265 (9.4)	261 (7.2)	257 (8.7)	36
No	63	256 (7.1)	269 (5.9)	259 (5.6)	50	276 (5.3)	270 (5.4)	268 (5.5)	64

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site CT Students			<u>%</u>	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Took a performance test containing industry standards I had to meet to pass the test									
Yes	48	243 (9.1)	258 (5.9)	256 (8.4)	50	269 (7.6)	264 (5.9)	263 (7.8)	49
No	52	248 (8.1)	266 (7.0)	252 (7.0)	50	272 (7.9)	268 (7.0)	261 (7.1)	51
Hours spent on homework assigned by career/technical teachers each day									
I don't usually have homework assigned	63	246 (7.3)	264 (6.0)	256 (7.9)	53	271 (7.5)	258 (6.8)	262 (7.0)	47
I have homework, but I don't usually do it	0				0				7
Less than 1 hour	21	250 (17.5)	258 (9.1)	253 (8.3)	26	277 (11.7)	274 (7.2)	264 (10.2)	22
1 hour	15	245 (12.0)	269 (9.0)	251 (7.2)	18	258 (11.1)	274 (9.6)	261 (15.9)	18
2 or more hours	2	--- (--.-)	--- (--.-)	--- (--.-)	3	--- (--.-)	--- (--.-)	--- (--.-)	6

RAISING EXPECTATIONS AND STUDENT ACHIEVEMENT

Table 23

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Teachers know their subject and make it interesting and useful									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	0				1
Seldom	11	219 (13.5)	230 (10.2)	217 (10.5)	5	--- (---)	--- (---)	--- (---)	10
Sometimes	49	241 (8.6)	261 (5.8)	253 (7.8)	46	277 (6.1)	267 (5.8)	265 (6.7)	46
Often	38	258 (8.9)	264 (8.5)	264 (7.1)	49	269 (6.1)	264 (5.8)	261 (5.8)	43
CT Students									
Never	0				0				1
Seldom	10	226 (14.3)	232 (12.1)	221 (11.4)	6	--- (---)	--- (---)	--- (---)	9
Sometimes	54	238 (8.4)	260 (5.7)	251 (7.9)	44	275 (8.9)	268 (7.1)	263 (8.7)	47
Often	35	264 (9.0)	274 (7.8)	268 (7.0)	50	266 (7.8)	263 (7.2)	261 (7.3)	43
Teachers have set high standards for me and are willing to help me meet them									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	0				2
Seldom	11	249 (16.8)	260 (8.5)	252 (25.5)	11	261 (18.2)	256 (17.5)	251 (19.3)	11
Sometimes	33	248 (7.9)	258 (7.2)	249 (7.9)	35	280 (7.0)	263 (6.8)	271 (6.8)	35
Often	55	242 (9.0)	259 (7.2)	256 (6.6)	54	268 (5.2)	266 (4.9)	259 (5.4)	52
CT Students									
Never	0				0				2
Seldom	13	249 (16.8)	260 (8.5)	252 (25.5)	17	261 (18.2)	256 (17.5)	251 (19.3)	11
Sometimes	35	252 (7.4)	261 (7.2)	252 (7.6)	36	277 (10.3)	265 (7.4)	268 (8.8)	34
Often	52	241 (9.7)	263 (7.3)	255 (7.1)	47	264 (6.8)	267 (6.6)	257 (6.8)	53

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Teachers have clearly indicated the amount and quality of work that are necessary to earn a grade of A or B at the beginning of a project or unit									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	0				3
Seldom	7	--- (---)	--- (---)	--- (---)	9	282 (25.6)	269 (21.9)	270 (23.9)	10
Sometimes	33	244 (8.6)	260 (7.2)	248 (9.4)	32	277 (5.0)	261 (7.4)	265 (5.7)	32
Often	56	245 (9.0)	261 (6.9)	253 (6.9)	60	267 (5.5)	264 (4.6)	260 (5.7)	56
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0				3
Seldom	9	--- (---)	--- (---)	--- (---)	11	--- (---)	--- (---)	--- (---)	8
Sometimes	32	246 (7.5)	264 (5.8)	248 (10.0)	31	280 (6.4)	271 (6.4)	266 (7.9)	35
Often	57	246 (9.5)	264 (7.0)	254 (7.1)	58	261 (7.0)	261 (6.2)	256 (6.8)	54

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Teachers care about me enough that they will not let me get by without doing the work									
All Students									
Never	11	227 (13.1)	244 (15.0)	234 (10.0)	5	--- (---)	--- (---)	--- (---)	7
Seldom	22	253 (10.3)	258 (11.2)	250 (11.5)	21	267 (10.8)	257 (11.5)	253 (10.8)	17
Sometimes	31	237 (9.7)	256 (8.2)	252 (9.5)	35	267 (6.8)	259 (5.4)	258 (7.0)	37
Often	36	253 (11.4)	264 (7.9)	260 (8.9)	39	279 (6.2)	271 (6.0)	272 (5.5)	39
CT Students									
Never	8	--- (---)	--- (---)	--- (---)	6	--- (---)	--- (---)	--- (---)	7
Seldom	23	260 (8.1)	262 (11.1)	257 (10.6)	17	256 (19.5)	246 (17.3)	239 (16.2)	16
Sometimes	35	237 (9.7)	256 (8.2)	252 (9.5)	39	265 (8.3)	263 (6.9)	256 (9.1)	37
Often	33	250 (13.1)	268 (7.3)	256 (10.7)	39	274 (8.8)	271 (7.1)	269 (7.0)	40
Most of my teachers have encouraged me to do well in school									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	0				2
Seldom	9	224 (16.5)	241 (9.7)	241 (13.7)	13	287 (13.7)	278 (11.7)	275 (13.0)	8
Sometimes	29	245 (8.7)	261 (8.8)	253 (10.2)	21	262 (13.2)	243 (11.1)	252 (13.5)	27
Often	58	248 (8.5)	261 (6.4)	255 (7.0)	66	271 (4.1)	267 (3.9)	263 (4.3)	63
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0				1
Seldom	8	--- (---)	--- (---)	--- (---)	17	285 (16.0)	275 (13.3)	271 (14.8)	8
Sometimes	31	248 (8.8)	265 (8.1)	253 (10.9)	22	260 (18.0)	245 (13.3)	250 (16.3)	27
Often	58	246 (8.9)	262 (6.5)	254 (7.2)	61	267 (5.2)	268 (4.8)	261 (5.6)	63

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My courses have been exciting and challenging									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	5
Seldom	22	251 (12.3)	257 (9.6)	252 (12.3)	19	280 (12.0)	259 (10.7)	270 (11.3)	18
Sometimes	42	242 (8.0)	263 (5.8)	248 (7.1)	49	267 (5.1)	263 (4.7)	260 (5.1)	48
Often	33	249 (11.5)	258 (10.1)	261 (9.9)	26	274 (7.0)	267 (7.7)	260 (8.0)	29
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	5
Seldom	25	251 (12.3)	257 (9.6)	252 (12.3)	17	285 (21.4)	261 (17.4)	268 (19.7)	17
Sometimes	44	248 (7.5)	268 (5.2)	254 (6.4)	47	261 (6.3)	265 (4.4)	257 (6.6)	48
Often	29	244 (13.2)	261 (10.8)	256 (12.3)	33	276 (7.3)	269 (8.9)	266 (7.6)	30
Tried to do my best work in school									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	0	---	---	---	1
Seldom	4	--- (---)	--- (---)	--- (---)	7	---	---	---	5
Sometimes	29	231 (11.2)	250 (9.9)	238 (10.0)	26	267 (7.7)	272 (6.5)	263 (8.1)	29
Often	65	249 (6.6)	259 (5.1)	255 (5.9)	67	276 (4.6)	262 (4.7)	263 (4.8)	66
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0	---	---	---	1
Seldom	4	--- (---)	--- (---)	--- (---)	8	---	---	---	5
Sometimes	25	238 (12.9)	265 (9.8)	241 (11.0)	31	273 (9.1)	280 (6.0)	272 (7.9)	27
Often	69	246 (6.7)	259 (4.9)	254 (6.2)	61	273 (6.6)	261 (5.9)	258 (6.9)	68

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Worked hard to meet high standards on assignments									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	0	---	---	---	1
Seldom	5	---	---	---	7	---	---	---	7
Sometimes	44	235 (7.8)	251 (7.1)	249 (7.7)	42	272 (5.9)	267 (6.3)	262 (6.6)	36
Often	47	253 (8.2)	262 (6.4)	255 (7.2)	51	278 (5.2)	265 (4.9)	266 (5.6)	57
CT Students									
Never	2	---	---	---	0	---	---	---	1
Seldom	6	---	---	---	6	---	---	---	6
Sometimes	44	237 (8.3)	257 (7.0)	249 (8.1)	42	270 (7.6)	273 (6.4)	264 (7.5)	32
Often	48	249 (8.7)	262 (6.2)	254 (7.7)	53	274 (7.4)	262 (6.3)	261 (7.3)	61
Failed to complete or turn in my assignments									
All Students									
Never	19	240 (13.4)	259 (10.4)	243 (16.8)	28	269 (8.2)	260 (8.5)	255 (8.7)	21
Seldom	39	254 (10.2)	257 (7.8)	261 (6.5)	37	271 (6.8)	260 (7.0)	263 (7.3)	38
Sometimes	31	238 (8.6)	254 (8.5)	245 (7.8)	32	274 (8.0)	270 (5.5)	267 (7.2)	34
Often	11	236 (21.1)	257 (14.7)	247 (18.9)	4	---	---	---	7
CT Students									
Never	19	244 (14.3)	266 (8.3)	242 (18.8)	33	264 (10.3)	258 (10.4)	250 (10.7)	22
Seldom	38	249 (11.2)	261 (7.3)	260 (6.9)	36	267 (9.3)	268 (8.8)	263 (8.5)	38
Sometimes	32	239 (8.8)	255 (9.1)	248 (8.0)	28	276 (11.5)	268 (5.3)	268 (10.0)	33
Often	11	249 (20.9)	267 (13.0)	260 (16.8)	3	---	---	---	8

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
I believe that with hard work, I can understand the material being taught in my classes									
All Students									
Strongly disagree	4	---	---	---	0	---	---	---	2
Somewhat disagree	5	---	---	---	5	---	---	---	3
Somewhat agree	42	238 (8.3)	254 (6.7)	249 (7.4)	35	277 (7.3)	274 (5.7)	269 (6.2)	29
Strongly agree	49	254 (8.4)	270 (6.1)	257 (8.1)	60	272 (4.9)	261 (5.1)	260 (5.7)	66
CT Students									
Strongly disagree	0	---	---	---	0	---	---	---	1
Somewhat disagree	6	---	---	---	6	---	---	---	4
Somewhat agree	42	241 (8.8)	258 (6.6)	251 (8.0)	39	279 (8.5)	276 (5.5)	268 (7.8)	28
Strongly agree	52	255 (8.0)	271 (5.9)	258 (8.0)	56	266 (6.9)	260 (6.7)	258 (7.2)	67
The grades that I receive are the result of the amount of effort that I put forth in my classes									
All Students									
Strongly disagree	4	---	---	---	2	---	---	---	3
Somewhat disagree	2	---	---	---	5	---	---	---	8
Somewhat agree	43	244 (9.2)	257 (7.8)	250 (8.5)	40	280 (6.2)	270 (6.2)	272 (6.5)	31
Strongly agree	52	247 (8.1)	265 (5.9)	253 (6.9)	53	265 (5.8)	260 (5.7)	254 (6.0)	58
CT Students									
Strongly disagree	0	---	---	---	3	---	---	---	3
Somewhat disagree	2	---	---	---	6	---	---	---	7
Somewhat agree	45	249 (9.4)	261 (7.7)	252 (8.8)	33	271 (10.0)	266 (8.5)	265 (8.9)	32
Strongly agree	53	246 (8.0)	265 (5.9)	253 (6.9)	58	266 (7.4)	263 (6.9)	256 (7.7)	58

Table 24

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Used knowledge and skills from different courses									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	0	---	---	---	3
Once a year	11	219 (12.4)	244 (10.1)	238 (15.8)	2	---	---	---	4
Once a semester	11	229 (17.3)	230 (10.0)	223 (15.2)	2	---	---	---	14
Monthly	24	241 (14.1)	256 (11.7)	265 (9.0)	23	278 (7.2)	267 (6.2)	270 (9.1)	23
Weekly	50	258 (7.4)	268 (5.9)	261 (6.8)	74	271 (4.9)	264 (4.7)	261 (4.7)	56
CT Students									
Never	4	---	---	---	0	---	---	---	2
Once a year	11	228 (10.5)	251 (8.2)	249 (13.8)	3	---	---	---	3
Once a semester	9	---	---	---	0	---	---	---	14
Monthly	23	237 (14.4)	257 (11.6)	263 (10.1)	19	267 (11.1)	264 (6.3)	255 (9.7)	24
Weekly	53	257 (8.0)	269 (5.8)	260 (7.3)	78	271 (6.2)	267 (5.5)	264 (6.0)	57

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Used computer skills or programs									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	0				3
Once a year	5	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	5
Once a semester	7	--- (---)	--- (---)	--- (---)	9	259 (9.5)	256 (12.4)	249 (12.1)	9
Monthly	24	230 (10.6)	242 (7.6)	244 (10.8)	28	281 (7.9)	268 (7.2)	273 (6.5)	24
Weekly	60	255 (7.8)	267 (6.1)	255 (6.9)	58	268 (5.8)	262 (5.6)	260 (6.2)	60
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0				2
Once a year	6	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	3
Once a semester	8	--- (---)	--- (---)	--- (---)	8	--- (---)	--- (---)	--- (---)	8
Monthly	25	234 (10.8)	244 (8.0)	249 (10.7)	25	284 (10.6)	277 (5.0)	277 (10.3)	25
Weekly	58	257 (8.1)	271 (5.6)	255 (7.5)	64	264 (7.3)	262 (6.9)	256 (6.8)	61

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Used the internet to retrieve information for a project or report									
All Students									
Never	0				0				2
Once a year	4	---	---	---	0				1
Once a semester	5	---	---	---	5	---	---	---	9
Monthly	35	233 (8.1)	247 (7.9)	243 (9.2)	25	278 (7.5)	260 (7.4)	262 (8.2)	31
Weekly	56	254 (8.5)	265 (6.3)	257 (6.9)	70	271 (4.8)	267 (4.6)	265 (4.9)	57
CT Students									
Never	0				0				1
Once a year	2	---	---	---	0				1
Once a semester	6	---	---	---	6	---	---	---	9
Monthly	35	239 (7.7)	251 (8.2)	250 (8.9)	19	273 (14.6)	258 (9.8)	258 (15.9)	33
Weekly	56	252 (9.3)	267 (6.1)	255 (7.7)	75	270 (5.8)	268 (5.1)	263 (5.2)	55
Were part of a team or small group in class									
All Students									
Never	7	---	---	---	2	---	---	---	3
Seldom	5	---	---	---	11	267 (20.1)	264 (18.1)	254 (17.1)	11
Sometimes	47	244 (8.6)	266 (6.0)	244 (8.2)	39	276 (6.2)	266 (5.3)	266 (5.8)	41
Often	40	248 (9.4)	251 (8.3)	260 (6.1)	49	270 (5.7)	263 (5.8)	263 (6.3)	45
CT Students									
Never	4	---	---	---	3	---	---	---	3
Seldom	6	---	---	---	11	---	---	---	11
Sometimes	52	240 (8.4)	264 (6.0)	242 (8.3)	42	276 (8.6)	274 (5.8)	267 (7.6)	41
Often	38	251 (10.5)	257 (8.9)	263 (6.2)	44	266 (7.2)	260 (6.8)	261 (7.7)	46

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category %</u>
Were able to choose topics for research or project work									
All Students									
Never	2	---	---	---	4	---	---	---	4
Seldom	29	238 (8.8)	242 (8.9)	248 (10.3)	26	271 (10.2)	260 (7.6)	264 (8.0)	16
Sometimes	42	251 (8.7)	265 (7.3)	256 (8.2)	39	270 (5.9)	263 (5.7)	265 (6.8)	43
Often	27	246 (13.8)	265 (8.4)	255 (8.9)	32	273 (7.2)	267 (7.8)	259 (8.0)	36
CT Students									
Never	2	---	---	---	6	---	---	---	3
Seldom	27	237 (10.2)	252 (8.7)	246 (12.3)	28	271 (13.8)	260 (10.4)	260 (11.2)	17
Sometimes	44	253 (9.0)	266 (7.7)	259 (8.4)	36	265 (8.8)	264 (7.1)	262 (9.3)	41
Often	27	246 (13.7)	266 (7.8)	257 (7.6)	31	268 (9.0)	267 (8.8)	260 (9.0)	39
Had to develop and analyze tables, charts and graphs in my school work									
All Students									
Never	5	---	---	---	0				3
Seldom	24	239 (8.5)	256 (6.6)	243 (7.8)	28	258 (9.6)	249 (8.3)	250 (10.0)	20
Sometimes	38	246 (8.7)	259 (6.0)	255 (8.4)	44	272 (5.9)	262 (5.1)	261 (6.0)	45
Often	33	253 (13.0)	262 (11.1)	266 (8.8)	28	284 (5.5)	280 (6.5)	276 (5.5)	33
CT Students									
Never	4	---	---	---	0				2
Seldom	27	239 (8.5)	256 (6.6)	243 (7.8)	31	251 (13.6)	248 (11.2)	241 (13.6)	19
Sometimes	40	248 (8.9)	260 (6.2)	258 (8.6)	36	273 (8.0)	269 (5.4)	264 (7.2)	46
Often	29	256 (14.4)	271 (11.4)	269 (9.0)	33	279 (6.4)	274 (7.4)	273 (4.7)	33

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Have used word-processing software to complete an assignment or project									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	4	--- (---)	--- (---)	--- (---)	3
Seldom	13	255 (11.3)	265 (7.2)	259 (13.4)	7	--- (---)	--- (---)	--- (---)	9
Sometimes	27	242 (12.0)	255 (8.5)	254 (7.0)	23	284 (6.1)	270 (8.6)	271 (5.6)	31
Often	58	245 (7.9)	260 (6.7)	251 (7.7)	67	274 (4.6)	266 (4.2)	264 (5.2)	56
CT Students									
Never	0				6	--- (---)	--- (---)	--- (---)	4
Seldom	15	255 (11.3)	265 (7.2)	259 (13.4)	11	--- (---)	--- (---)	--- (---)	7
Sometimes	29	236 (11.4)	251 (8.2)	250 (6.6)	25	292 (7.4)	277 (10.3)	275 (7.4)	31
Often	56	249 (8.5)	267 (6.7)	254 (8.4)	58	270 (6.0)	267 (4.5)	262 (6.6)	58
Completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others									
All Students									
Yes	38	230 (10.1)	253 (8.3)	243 (9.2)	49	269 (6.2)	264 (5.2)	263 (5.9)	57
No	62	255 (6.6)	261 (5.8)	258 (5.9)	51	274 (5.7)	263 (6.0)	261 (6.2)	43
CT Students									
Yes	38	237 (10.8)	261 (8.2)	249 (9.6)	47	270 (8.6)	271 (6.4)	267 (7.3)	60
No	63	251 (7.1)	263 (5.6)	257 (6.4)	53	266 (7.7)	258 (7.1)	254 (7.9)	40

Table 25

Performance of Students by Amount of Time Spent on Homework

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

Hours spent on homework each day	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
All Students									
I don't usually have homework assigned	24	229 (11.4)	252 (9.3)	247 (11.9)	11	251 (14.2)	245 (11.1)	242 (12.5)	19
I have homework, but I don't usually do it	22	246 (13.9)	251 (12.2)	261 (11.3)	12	258 (20.7)	255 (17.5)	257 (21.4)	10
Less than 1 hour	15	229 (15.7)	252 (14.4)	240 (10.6)	33	277 (6.0)	268 (5.8)	269 (6.2)	24
1 hour	27	254 (10.6)	262 (9.0)	250 (11.4)	30	270 (6.3)	264 (7.6)	255 (6.3)	29
2 or more hours	13	274 (8.0)	278 (5.6)	268 (5.3)	14	289 (5.6)	272 (6.3)	282 (7.4)	18
CT Students									
I don't usually have homework assigned	25	232 (11.8)	255 (9.6)	252 (11.9)	14	252 (17.4)	243 (13.5)	243 (15.3)	19
I have homework, but I don't usually do it	23	245 (15.2)	256 (12.0)	264 (12.0)	6	--- (---)	--- (---)	--- (---)	10
Less than 1 hour	13	243 (17.3)	269 (11.8)	247 (9.1)	39	273 (7.6)	270 (6.9)	266 (6.7)	25
1 hour	25	246 (11.6)	262 (9.3)	242 (13.1)	31	264 (8.5)	264 (7.5)	253 (9.1)	29
2 or more hours	15	274 (8.0)	278 (5.6)	268 (5.3)	11	--- (---)	--- (---)	--- (---)	17

Table 26

Student Achievement and Habits of Success

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	High-Scoring Sites in Your Category
Arrived to class on time									
All Students									
Never	0				0				1
Seldom	7	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	3
Sometimes	11	235 (22.4)	262 (20.0)	239 (14.8)	11	251 (19.5)	252 (16.7)	249 (22.0)	14
Often	82	248 (6.2)	259 (5.2)	254 (5.6)	88	275 (3.8)	266 (3.8)	265 (3.9)	82
CT Students									
Never	0				0				1
Seldom	6	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	3
Sometimes	10	247 (23.1)	273 (20.4)	251 (11.5)	11	--- (---)	--- (---)	--- (---)	13
Often	83	246 (6.6)	262 (5.0)	253 (6.1)	86	275 (4.9)	270 (4.3)	266 (4.7)	83
Knew when projects were due									
All Students									
Never	0				0				1
Seldom	4	--- (---)	--- (---)	--- (---)	9	239 (18.6)	243 (15.2)	250 (17.5)	4
Sometimes	13	235 (21.4)	242 (16.7)	252 (15.9)	16	284 (11.3)	286 (8.1)	284 (8.0)	17
Often	84	246 (6.2)	262 (4.9)	252 (5.5)	75	272 (4.3)	261 (4.3)	259 (4.8)	78
CT Students									
Never	0				0				1
Seldom	2	--- (---)	--- (---)	--- (---)	8	--- (---)	--- (---)	--- (---)	4
Sometimes	13	244 (23.3)	246 (19.2)	263 (14.5)	19	279 (13.9)	282 (9.9)	279 (7.8)	17
Often	85	246 (6.3)	265 (4.6)	251 (5.8)	72	269 (6.0)	261 (5.2)	257 (6.3)	78

Table 26 (continued)

Student Achievement and Habits of Success

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	High-Scoring Sites in Your Category <u>%</u>
Actively managed my time in order to complete assignments									
All Students									
Never	7	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	4
Seldom	16	240 (11.9)	262 (14.5)	246 (13.6)	16	280 (10.3)	277 (7.1)	281 (8.8)	11
Sometimes	36	241 (10.5)	260 (7.6)	246 (8.4)	56	274 (5.1)	265 (5.5)	264 (5.1)	39
Often	40	250 (9.0)	253 (7.3)	253 (7.9)	21	273 (9.1)	262 (7.3)	254 (10.0)	46
CT Students									
Never	8	--- (---)	--- (---)	--- (---)	6	--- (---)	--- (---)	--- (---)	4
Seldom	17	247 (11.0)	268 (15.3)	253 (13.3)	17	272 (14.1)	273 (8.1)	278 (9.7)	11
Sometimes	35	245 (11.3)	266 (7.0)	248 (9.1)	56	268 (7.3)	265 (6.8)	261 (6.5)	38
Often	40	244 (9.5)	255 (6.8)	250 (8.5)	22	278 (11.4)	269 (7.8)	260 (12.1)	47
Used a daily planner or agenda book									
All Students									
Never	38	233 (9.8)	258 (7.1)	246 (8.4)	35	275 (6.9)	272 (5.6)	271 (6.1)	36
Seldom	24	250 (11.3)	252 (11.4)	259 (10.2)	16	260 (12.8)	256 (11.4)	252 (15.4)	19
Sometimes	16	250 (16.6)	261 (14.5)	265 (11.5)	23	268 (9.8)	255 (9.8)	256 (9.4)	18
Often	22	257 (10.3)	262 (8.4)	247 (12.1)	26	276 (6.6)	264 (7.0)	263 (6.8)	27
CT Students									
Never	40	239 (9.9)	263 (7.0)	252 (8.0)	36	275 (8.9)	276 (6.6)	269 (7.7)	37
Seldom	19	245 (12.8)	255 (11.4)	258 (13.7)	17	259 (16.6)	255 (15.4)	253 (16.6)	17
Sometimes	19	250 (16.6)	261 (14.5)	265 (11.5)	19	259 (15.5)	243 (12.3)	246 (14.7)	18
Often	23	256 (11.2)	267 (7.4)	244 (12.7)	28	272 (9.2)	269 (6.9)	262 (9.4)	27

Table 26 (continued)

Student Achievement and Habits of Success

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Outlined and took notes from the textbook									
All Students									
Never	11	228 (15.5)	250 (15.9)	243 (12.1)	19	258 (12.8)	264 (12.0)	264 (12.9)	9
Seldom	20	240 (12.7)	256 (10.4)	247 (15.1)	18	264 (12.0)	256 (9.1)	248 (9.5)	21
Sometimes	33	248 (8.6)	261 (7.7)	263 (6.2)	37	279 (5.8)	267 (6.0)	270 (5.7)	32
Often	36	251 (11.3)	258 (8.7)	249 (9.4)	26	276 (5.7)	264 (7.1)	260 (8.3)	38
CT Students									
Never	13	228 (15.5)	250 (15.9)	243 (12.1)	19	251 (16.7)	260 (16.8)	254 (17.6)	10
Seldom	19	253 (11.0)	266 (9.9)	261 (15.0)	22	260 (14.7)	252 (10.8)	247 (12.0)	19
Sometimes	35	247 (9.1)	265 (7.0)	265 (6.2)	28	281 (8.2)	274 (6.2)	276 (5.4)	32
Often	33	247 (12.9)	261 (8.9)	242 (11.0)	31	274 (7.3)	266 (7.4)	259 (9.3)	39
Kept my notes and handouts for each class separate									
All Students									
Never	4	---	---	---	4	---	---	---	7
Seldom	11	222 (13.2)	216 (12.7)	239 (18.4)	9	285 (8.0)	288 (4.9)	274 (6.6)	10
Sometimes	13	232 (23.4)	245 (12.8)	252 (13.7)	14	260 (16.1)	263 (16.5)	260 (13.3)	19
Often	73	250 (6.1)	265 (5.0)	254 (5.9)	74	273 (4.6)	262 (4.2)	261 (5.2)	64
CT Students									
Never	4	---	---	---	3	---	---	---	6
Seldom	6	---	---	---	8	---	---	---	10
Sometimes	13	217 (21.4)	235 (9.1)	244 (13.1)	17	259 (17.8)	256 (19.1)	258 (17.1)	20
Often	77	250 (6.3)	268 (5.0)	255 (6.1)	72	270 (6.4)	264 (5.1)	258 (6.4)	64

AVAILABILITY OF EXTRA HELP FOR STUDENTS

Table 27

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	%	Reading Mean	Mathematics Mean	Science Mean	%	Reading Mean	Mathematics Mean	Science Mean	High-Scoring Sites in Your Category %
Teachers have encouraged students to help each other and to learn from each other									
All Students									
Never	4	---	---	---	2	---	---	---	3
Seldom	13	235 (15.4)	262 (15.1)	241 (17.5)	16	258 (16.5)	253 (15.4)	256 (17.7)	18
Sometimes	40	244 (9.9)	260 (7.4)	250 (7.6)	44	273 (5.3)	266 (5.9)	265 (5.6)	40
Often	44	250 (8.6)	258 (7.1)	259 (8.0)	39	272 (5.7)	264 (4.4)	260 (5.4)	39
CT Students									
Never	2	---	---	---	3	---	---	---	2
Seldom	13	244 (15.3)	270 (15.5)	249 (18.3)	19	246 (18.7)	246 (18.2)	241 (18.7)	17
Sometimes	44	240 (9.6)	257 (7.4)	248 (7.6)	39	274 (7.3)	272 (5.2)	267 (7.4)	42
Often	42	254 (9.2)	266 (6.5)	262 (8.7)	39	270 (7.0)	262 (6.1)	259 (6.3)	39
Have been able to get extra help from my teachers when I needed it without much difficulty									
All Students									
Never	5	---	---	---	0				3
Seldom	15	246 (12.7)	256 (11.5)	241 (15.2)	16	269 (17.2)	265 (13.1)	256 (17.1)	12
Sometimes	25	242 (13.2)	260 (8.6)	241 (12.6)	39	269 (6.2)	263 (6.4)	265 (6.3)	42
Often	55	249 (7.8)	261 (6.7)	262 (5.0)	46	274 (5.0)	264 (5.3)	262 (5.3)	43
CT Students									
Never	2	---	---	---	0				2
Seldom	17	246 (12.7)	256 (11.5)	241 (15.2)	22	269 (19.6)	264 (14.8)	254 (19.3)	12
Sometimes	25	240 (12.9)	260 (8.5)	240 (13.2)	33	264 (6.7)	263 (7.9)	261 (6.2)	42
Often	56	249 (8.4)	265 (6.6)	261 (5.4)	44	271 (7.3)	265 (6.3)	262 (6.8)	44

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Teachers were available before, during or after school to help with my studies									
All Students									
Never	0				0				1
Occasionally	31	232 (9.2)	252 (6.5)	246 (10.9)	28	274 (10.1)	271 (8.5)	266 (9.8)	30
Frequently	64	252 (7.0)	262 (6.1)	257 (5.4)	67	270 (4.0)	261 (4.2)	261 (4.2)	56
Did not need help	5	--- (--.)	--- (--.)	--- (--.)	5	--- (--.)	--- (--.)	--- (--.)	12
CT Students									
Never	0				0				1
Occasionally	31	234 (9.8)	258 (5.5)	251 (11.7)	31	275 (13.7)	277 (10.9)	268 (12.1)	31
Frequently	65	250 (7.3)	264 (6.1)	255 (5.9)	64	267 (4.9)	260 (4.4)	259 (5.5)	53
Did not need help	4	--- (--.)	--- (--.)	--- (--.)	6	--- (--.)	--- (--.)	--- (--.)	15

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
How often the extra help I received at school helped me to understand my schoolwork better									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	1
Seldom	6	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	9
Sometimes	24	220 (13.6)	237 (7.7)	240 (8.8)	40	270 (5.1)	262 (6.0)	265 (6.2)	31
Often	54	249 (7.5)	262 (6.1)	248 (7.3)	35	266 (6.9)	263 (6.7)	252 (6.9)	42
Did not need extra help	13	264 (15.9)	282 (16.6)	276 (13.4)	16	299 (5.9)	278 (6.8)	282 (8.2)	17
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0	--- (---)	--- (---)	--- (---)	1
Seldom	6	--- (---)	--- (---)	--- (---)	8	--- (---)	--- (---)	--- (---)	9
Sometimes	23	225 (15.4)	244 (7.3)	244 (8.7)	36	264 (7.7)	268 (7.1)	258 (8.5)	30
Often	55	248 (7.4)	264 (6.0)	247 (7.5)	33	257 (8.5)	257 (8.8)	253 (9.2)	41
Did not need extra help	13	262 (18.7)	282 (19.6)	278 (15.6)	22	297 (6.3)	274 (6.6)	276 (6.8)	20

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
How often the extra help I received at school helped me make a greater effort to meet expectations									
All Students									
Never	4	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	2
Seldom	13	249 (12.4)	246 (11.8)	255 (17.4)	12	248 (13.8)	235 (9.8)	243 (14.8)	9
Sometimes	36	251 (10.0)	261 (7.6)	257 (6.3)	39	280 (4.4)	273 (6.3)	273 (4.2)	30
Often	36	239 (9.3)	257 (7.6)	249 (8.0)	33	261 (7.5)	256 (6.2)	249 (8.3)	41
Did not need extra help	11	244 (20.6)	260 (17.8)	240 (25.5)	14	300 (6.6)	282 (6.0)	285 (8.5)	19
CT Students									
Never	4	--- (---)	--- (---)	--- (---)	0				1
Seldom	10	261 (9.2)	263 (6.3)	273 (18.1)	14	238 (17.1)	233 (14.0)	227 (15.4)	7
Sometimes	35	257 (10.2)	267 (7.0)	261 (5.8)	31	280 (7.0)	285 (4.8)	281 (4.2)	30
Often	38	233 (8.9)	257 (7.4)	244 (8.1)	36	254 (8.7)	251 (7.6)	245 (9.1)	40
Did not need extra help	13	244 (20.6)	260 (17.8)	240 (25.5)	19	298 (7.2)	279 (5.7)	279 (7.0)	22

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
How often the extra help I received at school helped me get better grades									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	1
Seldom	9	255 (11.9)	242 (13.1)	267 (17.0)	5	--- (---)	--- (---)	--- (---)	6
Sometimes	20	238 (12.7)	250 (9.5)	251 (9.9)	33	281 (6.7)	270 (7.0)	270 (7.8)	27
Often	60	244 (7.7)	260 (5.9)	251 (5.8)	46	268 (5.1)	264 (4.4)	257 (4.8)	48
Did not need extra help	9	250 (24.0)	264 (21.3)	240 (31.2)	14	288 (7.7)	269 (10.9)	278 (9.3)	18
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0	---	---	---	1
Seldom	8	---	---	---	8	---	---	---	5
Sometimes	21	244 (12.8)	253 (9.9)	257 (8.8)	33	278 (9.7)	271 (7.9)	265 (10.6)	25
Often	58	243 (8.0)	263 (5.6)	249 (6.0)	42	267 (6.0)	266 (6.2)	261 (5.8)	48
Did not need extra help	10	250 (24.0)	264 (21.3)	240 (31.2)	17	287 (8.7)	273 (5.7)	275 (7.5)	20

GUIDING AND SUPPORTING STUDENTS

Table 28

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My teachers or counselors have encouraged me to take more challenging English courses									
All Students									
Never	25	233 (7.5)	245 (9.7)	243 (9.8)	23	248 (10.7)	251 (9.4)	249 (10.7)	21
Seldom	20	256 (13.3)	267 (9.8)	261 (10.4)	25	273 (8.1)	261 (9.2)	259 (8.7)	22
Sometimes	25	237 (11.8)	252 (7.8)	249 (7.7)	25	286 (5.8)	274 (6.4)	278 (7.3)	27
Often	29	256 (12.5)	268 (9.7)	258 (12.1)	28	277 (6.2)	267 (6.1)	262 (6.8)	29
CT Students									
Never	23	238 (7.6)	256 (9.3)	248 (11.5)	22	236 (13.8)	246 (13.5)	240 (16.0)	20
Seldom	21	250 (12.8)	263 (9.9)	257 (10.6)	19	275 (12.9)	270 (10.9)	264 (12.3)	21
Sometimes	29	237 (11.8)	252 (7.8)	249 (7.7)	19	285 (8.0)	276 (7.0)	275 (6.2)	29
Often	27	260 (13.9)	277 (9.4)	262 (13.5)	39	275 (7.1)	266 (7.0)	262 (7.4)	30

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My teachers or counselors have encouraged me to take more challenging mathematics courses									
All Students									
Never	22	242 (11.0)	258 (9.1)	243 (12.6)	23	250 (11.7)	245 (8.8)	245 (10.4)	23
Seldom	24	251 (8.6)	251 (11.2)	252 (8.4)	18	257 (6.6)	244 (7.3)	248 (10.4)	22
Sometimes	24	243 (12.7)	262 (6.6)	252 (11.4)	25	286 (4.9)	272 (8.3)	277 (7.2)	27
Often	31	245 (12.9)	259 (10.3)	260 (9.3)	35	282 (5.9)	279 (4.2)	270 (5.6)	28
CT Students									
Never	23	247 (10.7)	262 (9.1)	248 (12.9)	17	241 (24.0)	241 (18.6)	236 (22.0)	22
Seldom	21	248 (7.0)	257 (10.1)	249 (9.4)	22	258 (5.3)	250 (8.2)	249 (8.9)	21
Sometimes	27	243 (12.7)	262 (6.6)	252 (11.4)	14	278 (7.5)	263 (6.1)	267 (4.8)	30
Often	29	246 (14.6)	265 (11.1)	263 (9.6)	47	280 (6.8)	279 (4.9)	272 (6.4)	28

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My teachers or counselors have encouraged me to take more challenging science courses									
All Students									
Never	29	240 (8.5)	253 (7.5)	239 (9.1)	16	247 (12.0)	247 (8.4)	243 (9.8)	27
Seldom	20	260 (11.4)	258 (12.7)	267 (9.8)	25	263 (10.1)	250 (10.8)	248 (10.0)	24
Sometimes	25	238 (12.3)	259 (8.5)	249 (10.5)	32	279 (6.0)	268 (5.3)	271 (7.6)	26
Often	25	247 (14.1)	261 (11.1)	261 (10.8)	28	284 (4.9)	280 (4.5)	275 (4.5)	23
CT Students									
Never	31	244 (8.2)	256 (7.6)	242 (9.1)	14	238 (18.3)	244 (13.7)	232 (16.3)	27
Seldom	21	260 (12.6)	265 (12.0)	271 (10.0)	25	265 (14.7)	257 (15.1)	250 (13.4)	24
Sometimes	23	231 (12.7)	259 (7.4)	242 (12.3)	28	274 (9.2)	266 (6.3)	265 (9.9)	25
Often	25	251 (15.1)	270 (10.8)	265 (10.3)	33	279 (5.7)	276 (4.2)	275 (4.6)	24

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Someone in my family emphasized the importance of education for me to be successful									
All Students									
Never	4	---	---	---	2	---	---	---	2
Seldom	9	273 (21.4)	266 (16.0)	272 (22.2)	4	---	---	---	6
Sometimes	20	234 (10.7)	246 (8.5)	240 (14.3)	12	287 (10.7)	273 (8.2)	283 (7.5)	16
Often	67	245 (7.1)	260 (6.2)	254 (5.4)	82	270 (4.3)	264 (4.3)	261 (4.6)	75
CT Students									
Never	4	---	---	---	3	---	---	---	2
Seldom	10	273 (21.4)	266 (16.0)	272 (22.2)	6	---	---	---	6
Sometimes	21	239 (10.5)	249 (8.9)	245 (14.9)	14	290 (15.1)	279 (9.4)	285 (10.1)	17
Often	65	244 (7.6)	265 (5.9)	254 (5.6)	78	266 (5.7)	264 (5.1)	258 (5.7)	75

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
When I received the most help in planning my high school education plan of studies									
All Students									
Before grade 9	20	240 (10.6)	255 (9.4)	255 (5.7)	12	270 (6.3)	267 (5.2)	261 (8.3)	23
Grade 9	18	240 (17.0)	253 (12.7)	263 (10.6)	28	279 (6.0)	266 (7.4)	269 (6.2)	25
Grade 10	24	268 (10.9)	267 (10.5)	269 (9.3)	18	268 (16.0)	260 (13.2)	256 (15.5)	13
Grade 11	27	240 (10.6)	262 (7.9)	240 (12.2)	23	268 (7.0)	258 (6.9)	252 (7.8)	25
Did not receive help	11	227 (16.8)	242 (17.9)	225 (16.6)	19	268 (11.1)	268 (10.2)	271 (10.3)	14
CT Students									
Before grade 9	23	240 (10.6)	255 (9.4)	255 (5.7)	17	267 (6.7)	264 (5.6)	265 (8.9)	25
Grade 9	19	244 (18.5)	260 (12.1)	264 (11.8)	28	283 (5.6)	271 (8.5)	269 (6.2)	27
Grade 10	19	271 (11.0)	272 (11.2)	272 (9.2)	19	253 (20.5)	253 (15.0)	244 (20.6)	12
Grade 11	31	240 (10.6)	262 (7.9)	240 (12.2)	17	276 (11.2)	262 (11.6)	260 (11.4)	24
Did not receive help	8	--- (---)	--- (---)	--- (---)	19	257 (15.3)	267 (13.5)	259 (12.9)	12

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	%	Reading Mean	Mathematics Mean	Science Mean	%	Reading Mean	Mathematics Mean	Science Mean	High-Scoring Sites in Your Category %
<u>When planning and reviewing my high school four-year education plan, I:</u>									
Talked with my parents, step-parents or other adults with whom I live									
All Students									
Never	11	239 (21.3)	249 (19.8)	238 (19.7)	7	--- (---)	--- (---)	--- (---)	10
Once or twice overall	24	247 (12.2)	257 (10.2)	260 (12.1)	18	257 (11.8)	259 (12.1)	261 (11.4)	17
About once a year	13	251 (15.6)	261 (15.0)	246 (23.0)	7	--- (---)	--- (---)	--- (---)	9
About once a semester	9	221 (20.6)	253 (10.6)	248 (4.8)	23	270 (10.4)	259 (8.0)	260 (9.7)	18
More than once a semester	44	249 (8.5)	260 (6.9)	255 (5.7)	46	274 (4.9)	263 (5.3)	260 (5.8)	46
CT Students									
Never	10	252 (20.5)	258 (21.8)	249 (19.9)	8	--- (---)	--- (---)	--- (---)	9
Once or twice overall	23	252 (13.1)	267 (9.4)	269 (12.3)	19	256 (15.0)	259 (17.1)	261 (15.6)	16
About once a year	13	248 (18.1)	271 (14.1)	239 (26.0)	8	--- (---)	--- (---)	--- (---)	9
About once a semester	8	--- (---)	--- (---)	--- (---)	31	267 (12.0)	258 (8.5)	256 (10.8)	20
More than once a semester	46	248 (8.4)	261 (6.6)	253 (5.9)	33	271 (7.6)	269 (5.5)	260 (8.2)	46

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>When planning and reviewing my high school four-year education plan, I</u>									
Reviewed the sequence of courses I planned to take throughout high school									
All Students									
Never	15	238 (16.1)	256 (15.4)	233 (16.6)	5	--- (---)	--- (---)	--- (---)	11
Once or twice overall	13	235 (16.1)	252 (16.3)	238 (15.8)	18	277 (7.3)	277 (7.2)	280 (7.2)	17
About once a year	16	259 (15.9)	264 (11.8)	274 (18.1)	19	269 (12.4)	250 (11.2)	256 (11.4)	16
About once a semester	29	238 (10.1)	257 (8.0)	245 (6.4)	28	270 (6.9)	260 (6.8)	260 (7.1)	26
More than once a semester	27	254 (11.2)	259 (8.9)	265 (5.7)	30	276 (6.4)	271 (5.4)	261 (7.5)	30
CT Students									
Never	13	246 (18.1)	275 (12.6)	242 (20.3)	8	--- (---)	--- (---)	--- (---)	8
Once or twice overall	13	243 (16.3)	258 (18.1)	246 (16.4)	17	273 (10.0)	283 (4.8)	277 (6.3)	18
About once a year	19	259 (15.9)	264 (11.8)	274 (18.1)	22	277 (15.0)	254 (15.2)	255 (14.9)	15
About once a semester	29	233 (10.9)	259 (8.1)	241 (6.5)	25	270 (9.9)	265 (5.8)	263 (8.8)	29
More than once a semester	27	252 (11.1)	260 (8.0)	263 (5.9)	28	267 (8.7)	266 (6.2)	257 (9.6)	30

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Satisfaction with help received at school in the selection of high school courses									
All Students									
Not at all satisfied	9	239 (24.6)	243 (19.8)	232 (19.6)	5	--- (---)	--- (---)	--- (---)	13
Somewhat satisfied	45	244 (8.6)	260 (7.2)	253 (7.3)	56	267 (6.7)	263 (6.1)	259 (6.5)	54
Very satisfied	45	248 (8.4)	258 (6.7)	256 (7.7)	39	278 (3.8)	266 (4.5)	266 (4.8)	33
CT Students									
Not at all satisfied	8	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	12
Somewhat satisfied	48	249 (8.5)	266 (6.7)	256 (7.3)	58	265 (8.7)	263 (7.4)	258 (8.2)	54
Very satisfied	44	245 (8.7)	259 (6.8)	255 (8.3)	39	277 (5.4)	266 (5.9)	267 (5.3)	34

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Had an adult mentor or advisor who worked with me all four years of high school									
All Students									
Yes, the same person all four years	2	--- (---)	--- (---)	--- (---)	4	--- (---)	--- (---)	--- (---)	27
Yes, but not the same person all four years	58	253 (6.5)	263 (6.1)	265 (5.5)	49	278 (4.7)	271 (4.2)	270 (4.9)	41
No	40	237 (10.2)	253 (7.7)	235 (8.8)	47	269 (6.4)	260 (6.3)	259 (6.2)	32
CT Students									
Yes, the same person all four years	2	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	28
Yes, but not the same person all four years	58	251 (6.8)	265 (5.9)	264 (6.1)	53	276 (6.3)	272 (4.3)	270 (6.3)	39
No	40	242 (10.9)	260 (7.6)	240 (9.4)	44	263 (9.0)	259 (8.5)	253 (8.2)	33

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	%	Reading Mean	Mathematics Mean	Science Mean	%	Reading Mean	Mathematics Mean	Science Mean	High-Scoring Sites in Your Category %
If I had an adult mentor or advisor, this mentor/advisor worked with me to develop my course choices for high school and to review my selections									
All Students									
Yes	76	256 (7.9)	263 (7.0)	271 (4.5)	83	272 (5.2)	267 (4.6)	263 (5.8)	78
No	24	235 (12.2)	257 (12.9)	244 (16.2)	17	281 (22.9)	265 (20.4)	275 (22.3)	22
CT Students									
Yes	76	251 (8.4)	262 (7.2)	269 (4.9)	85	272 (6.2)	269 (4.3)	266 (6.4)	76
No	24	240 (13.1)	266 (10.5)	243 (18.7)	15	--- (---)	--- (---)	--- (---)	24
A teacher or counselor talked to me individually about my plans for a career or further education after high school									
All Students									
Never	18	244 (10.6)	264 (11.0)	232 (14.1)	5	--- (---)	--- (---)	--- (---)	10
Once or twice overall	25	262 (10.9)	270 (9.5)	263 (11.0)	35	280 (5.2)	267 (5.5)	281 (4.9)	18
About once a year	18	254 (14.6)	259 (12.3)	260 (12.2)	35	260 (7.2)	258 (6.8)	247 (7.2)	18
About once a semester	27	236 (12.7)	248 (8.2)	250 (8.0)	12	279 (10.0)	261 (13.1)	264 (11.5)	29
More than once a semester	11	218 (11.5)	243 (15.3)	257 (12.0)	12	275 (12.4)	278 (9.9)	259 (8.4)	25
CT Students									
Never	19	242 (11.8)	271 (8.6)	232 (15.8)	8	--- (---)	--- (---)	--- (---)	10
Once or twice overall	27	269 (9.2)	275 (8.8)	269 (9.8)	31	275 (8.0)	272 (5.1)	276 (5.5)	18
About once a year	15	252 (15.1)	255 (14.6)	263 (13.0)	39	259 (9.2)	258 (9.2)	251 (9.2)	20
About once a semester	29	233 (13.3)	251 (8.2)	248 (8.2)	17	281 (11.7)	271 (10.6)	266 (13.4)	30
More than once a semester	10	221 (13.7)	252 (14.2)	258 (14.7)	6	--- (---)	--- (---)	--- (---)	23

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Was encouraged to take a combination of academic and career/technical courses									
All Students									
Never	9	250 (15.6)	277 (10.6)	252 (22.9)	16	267 (12.0)	273 (8.1)	271 (9.1)	17
Once or twice overall	20	278 (9.8)	274 (10.8)	273 (9.9)	12	273 (13.8)	276 (9.1)	269 (12.7)	17
About once a year	18	230 (13.3)	247 (10.8)	240 (10.8)	19	257 (11.5)	234 (8.4)	250 (13.9)	19
About once a semester	25	229 (11.3)	247 (7.8)	244 (8.0)	21	271 (10.3)	262 (10.2)	252 (8.6)	22
More than once a semester	27	245 (11.3)	257 (10.4)	254 (11.4)	32	282 (4.0)	273 (4.8)	270 (5.5)	24
CT Students									
Never	10	250 (15.6)	277 (10.6)	252 (22.9)	8	--- (--.)	--- (--.)	--- (--.)	13
Once or twice overall	19	275 (10.6)	279 (8.3)	274 (10.6)	19	273 (13.8)	276 (9.1)	269 (12.7)	15
About once a year	19	235 (13.8)	250 (11.6)	246 (10.5)	11	--- (--.)	--- (--.)	--- (--.)	20
About once a semester	29	229 (11.3)	247 (7.8)	244 (8.0)	28	266 (11.4)	254 (9.8)	248 (9.5)	24
More than once a semester	23	250 (12.8)	270 (10.1)	257 (13.8)	33	278 (5.0)	270 (6.6)	270 (5.7)	29

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>
Received information and help about participating in a cooperative career/technical education program									
All Students									
Yes	49	242 (9.2)	261 (6.6)	254 (6.4)	46	276 (5.4)	262 (5.8)	260 (5.3)	50
No	51	248 (7.2)	254 (6.9)	251 (8.1)	54	268 (6.2)	265 (5.5)	264 (6.5)	50
CT Students									
Yes	50	246 (9.7)	266 (6.3)	256 (6.5)	50	273 (7.3)	261 (6.8)	258 (6.4)	53
No	50	246 (7.3)	258 (6.8)	251 (8.7)	50	263 (8.7)	267 (7.1)	262 (9.0)	47
Received information and help in getting into a youth apprenticeship or work-based learning program									
All Students									
Yes	33	238 (10.1)	258 (7.0)	255 (7.6)	21	273 (8.3)	259 (9.0)	256 (9.5)	30
No	67	249 (7.1)	258 (6.3)	251 (6.7)	79	271 (4.9)	265 (4.4)	264 (4.8)	70
CT Students									
Yes	38	238 (10.1)	258 (7.0)	255 (7.6)	22	270 (12.0)	260 (10.4)	253 (10.9)	29
No	63	251 (7.4)	264 (6.1)	253 (7.4)	78	268 (6.5)	265 (5.6)	262 (6.3)	71

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>I believe it is important to:</u>									
Attend all of my classes									
All Students									
Not at all important	2	---	---	---	4	---	---	---	1
Somewhat important	27	240 (12.2)	252 (8.9)	255 (9.1)	14	269 (14.3)	284 (10.8)	275 (10.3)	10
Very important	71	246 (6.6)	258 (5.5)	250 (6.2)	82	275 (3.7)	263 (3.6)	263 (4.2)	90
CT Students									
Not at all important	2	---	---	---	6	---	---	---	1
Somewhat important	27	243 (13.4)	259 (8.5)	262 (8.7)	6	---	---	---	9
Very important	71	246 (6.7)	261 (5.3)	249 (6.5)	89	276 (4.8)	268 (4.1)	265 (5.0)	90
Participate actively in class									
All Students									
Not at all important	4	---	---	---	2	---	---	---	1
Somewhat important	40	239 (10.2)	251 (7.7)	252 (7.4)	39	265 (8.0)	264 (7.0)	259 (7.6)	27
Very important	56	251 (7.2)	264 (6.3)	251 (7.2)	60	274 (4.7)	262 (4.8)	263 (5.2)	72
CT Students									
Not at all important	4	---	---	---	3	---	---	---	2
Somewhat important	42	241 (10.8)	255 (7.7)	256 (7.4)	44	263 (9.5)	259 (8.2)	258 (9.1)	24
Very important	54	251 (7.3)	269 (5.9)	250 (7.8)	53	271 (7.1)	267 (6.1)	260 (6.9)	74

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category %</u>
<u>I believe it is important to:</u>									
Study hard to get good grades									
All Students									
Not at all important	2	---	---	---	0				3
Somewhat important	25	237 (13.1)	251 (10.3)	266 (10.3)	26	280 (8.2)	277 (5.4)	277 (6.5)	21
Very important	73	246 (6.2)	259 (5.3)	247 (5.8)	74	268 (4.8)	259 (4.8)	257 (5.1)	77
CT Students									
Not at all important	2	---	---	---	0				3
Somewhat important	29	237 (13.1)	251 (10.3)	266 (10.3)	31	283 (7.9)	278 (5.2)	277 (5.7)	20
Very important	69	247 (6.3)	265 (4.8)	247 (6.1)	69	262 (7.1)	258 (6.3)	253 (7.0)	77
Have grades that are good enough to get me accepted to college									
All Students									
Not at all important	5	---	---	---	2	---	---	---	1
Somewhat important	11	235 (27.3)	252 (13.1)	243 (18.5)	5	---	---	---	11
Very important	84	245 (6.0)	258 (5.4)	251 (5.4)	93	273 (4.0)	264 (3.9)	262 (4.2)	88
CT Students									
Not at all important	6	---	---	---	3	---	---	---	1
Somewhat important	13	235 (27.3)	252 (13.1)	243 (18.5)	3	---	---	---	11
Very important	81	246 (6.2)	264 (5.3)	253 (5.7)	94	270 (5.6)	266 (4.7)	262 (5.3)	88

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>I believe it is important to:</u>									
Take a lot of college-preparatory classes									
All Students									
Not at all important	13	255 (21.4)	245 (15.9)	250 (18.9)	5	--- (---)	--- (---)	--- (---)	5
Somewhat important	38	232 (8.8)	250 (7.4)	249 (8.1)	46	267 (7.3)	265 (6.6)	260 (6.7)	33
Very important	49	253 (7.7)	267 (6.5)	256 (7.1)	49	273 (5.0)	260 (5.1)	262 (6.0)	62
CT Students									
Not at all important	8	--- (---)	--- (---)	--- (---)	6	--- (---)	--- (---)	--- (---)	4
Somewhat important	42	230 (9.0)	249 (7.6)	248 (8.5)	50	264 (9.2)	264 (8.2)	256 (8.3)	33
Very important	50	252 (7.9)	271 (5.7)	253 (7.6)	44	270 (7.0)	262 (6.1)	261 (7.7)	63
Graduate from high school									
All Students									
Not at all important	0				4	--- (---)	--- (---)	--- (---)	1
Somewhat important	7	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	4
Very important	93	246 (6.0)	259 (5.0)	254 (5.4)	95	276 (3.6)	267 (3.6)	266 (3.9)	96
CT Students									
Not at all important	0				6	--- (---)	--- (---)	--- (---)	1
Somewhat important	8	--- (---)	--- (---)	--- (---)	0				3
Very important	92	247 (6.2)	264 (4.9)	256 (5.7)	94	273 (4.8)	268 (4.0)	265 (4.7)	96

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>I believe it is important to:</u>									
Continue my education beyond high school									
All Students									
Not at all important	4	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	1
Somewhat important	18	236 (14.7)	254 (11.7)	246 (15.5)	14	264 (15.6)	260 (12.5)	265 (15.1)	10
Very important	78	249 (6.1)	259 (5.5)	254 (5.5)	84	275 (3.8)	266 (3.9)	263 (4.1)	89
CT Students									
Not at all important	4	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	1
Somewhat important	19	242 (15.2)	258 (12.3)	252 (16.0)	11	--- (---)	--- (---)	--- (---)	9
Very important	77	249 (6.3)	264 (5.2)	255 (5.9)	86	273 (5.1)	268 (4.3)	264 (5.0)	90

TRANSITION TO AND BEYOND HIGH SCHOOL

Table 29

**Student Achievement and the Amount of Education
Students Think They Will Complete**

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		High-Scoring Sites in Your Category			
How much education I think I will complete by the time I am 30									
All Students									
Less than high school graduation	0				2	---	---	---	0
High school graduation or obtain a GED	4	---	---	---	2	---	---	---	2
Complete a career/technical, trade or business school program	11	246 (19.5)	265 (16.3)	250 (17.0)	5	---	---	---	6
Two or more years of college	13	209 (7.7)	233 (9.1)	205 (14.8)	2	---	---	---	12
Finish college (four- or five-year degree)	22	245 (11.0)	265 (10.3)	256 (9.3)	46	272 (4.9)	265 (5.1)	257 (4.8)	33
Graduate degree	37	266 (8.4)	270 (7.9)	264 (6.6)	42	282 (5.5)	270 (5.5)	277 (5.7)	40
I don't know	13	220 (20.6)	238 (11.4)	250 (14.8)	2	---	---	---	7
CT Students									
Less than high school graduation	0				3	---	---	---	0
High school graduation or obtain a GED	4	---	---	---	0				1
Complete a career/technical, trade or business school program	11	244 (23.8)	279 (9.6)	254 (20.2)	6	---	---	---	7
Two or more years of college	13	213 (7.7)	236 (10.3)	207 (17.3)	0				13
Finish college (four- or five-year degree)	23	249 (11.3)	271 (8.8)	256 (10.2)	50	272 (6.8)	267 (6.7)	260 (6.5)	35
Graduate degree	36	262 (9.2)	270 (8.2)	261 (7.3)	42	274 (7.6)	269 (4.4)	269 (7.1)	37
I don't know	13	227 (22.7)	244 (11.9)	261 (11.3)	0				7

Table 30

Student Achievement and Post-High School Plans

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %	
	Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean		
The one thing that will take the largest share of my time in the first year after I leave high school:									
All Students									
Attending a four-year college or university	44	254 (9.6)	270 (7.7)	260 (7.7)	65	277 (4.9)	267 (4.4)	268 (5.2)	55
Taking courses at a two-year or community college	22	242 (8.5)	243 (9.1)	241 (12.2)	21	259 (8.7)	248 (9.9)	244 (8.5)	21
Taking courses at a technical or business school	4	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	4
Working full-time	9	258 (14.8)	252 (9.3)	261 (8.8)	2	--- (---)	--- (---)	--- (---)	7
Working part-time, but not attending school or college	11	228 (15.1)	250 (15.0)	249 (15.6)	2	--- (---)	--- (---)	--- (---)	2
Working as an apprentice or in an on-the-job training program	4	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	1
Full-time military service	5	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	6
Being a homemaker	0				0				0
Other	2	--- (---)	--- (---)	--- (---)	0				4

Table 30 (continued)

Student Achievement and Post-High School Plans

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %	
	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		
The one thing that will take the largest share of my time in the first year after I leave high school:									
CT Students									
Attending a four-year college or university	44	254 (9.7)	271 (8.0)	262 (7.7)	64	271 (7.0)	266 (5.1)	262 (6.7)	55
Taking courses at a two-year or community college	23	241 (9.3)	248 (8.6)	242 (13.3)	22	251 (11.9)	242 (11.9)	240 (12.5)	21
Taking courses at a technical or business school	4	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	4
Working full-time	10	258 (14.8)	252 (9.3)	261 (8.8)	3	--- (---)	--- (---)	--- (---)	7
Working part-time, but not attending school or college	8	--- (---)	--- (---)	--- (---)	0				1
Working as an apprentice or in an on-the-job training program	4	--- (---)	--- (---)	--- (---)	0				2
Full-time military service	4	--- (---)	--- (---)	--- (---)	8	--- (---)	--- (---)	--- (---)	6
Being a homemaker	0				0				0
Other	2	--- (---)	--- (---)	--- (---)	0				4

Table 31

Student Achievement and Student Beliefs About Having
Necessary Skills When Entering High School

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

<u>When I entered high school, I was prepared with the necessary knowledge and skills to succeed in college-preparatory courses in:</u>	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Reading									
All Students									
Not at all prepared	2	---	---	---	4	---	---	---	5
Somewhat prepared	38	243 (7.3)	255 (8.1)	254 (8.5)	39	265 (7.5)	260 (7.8)	260 (7.1)	36
Very well prepared	55	246 (9.2)	261 (6.3)	251 (7.1)	54	279 (4.9)	268 (4.5)	265 (5.6)	56
I don't know	5	---	---	---	4	---	---	---	3
CT Students									
Not at all prepared	2	---	---	---	6	---	---	---	5
Somewhat prepared	38	248 (7.4)	264 (7.4)	259 (9.2)	42	264 (10.3)	265 (9.9)	258 (10.0)	35
Very well prepared	56	245 (9.4)	263 (6.1)	250 (7.0)	53	274 (6.8)	264 (5.2)	261 (6.9)	57
I don't know	4	---	---	---	0				3
Writing									
All Students									
Not at all prepared	4	---	---	---	2	---	---	---	7
Somewhat prepared	47	243 (7.5)	258 (7.0)	247 (9.1)	49	274 (6.5)	267 (6.4)	266 (6.3)	41
Very well prepared	44	247 (10.3)	259 (7.4)	256 (6.1)	46	274 (5.2)	262 (5.1)	261 (5.9)	49
I don't know	5	---	---	---	4	---	---	---	3
CT Students									
Not at all prepared	2	---	---	---	3	---	---	---	6
Somewhat prepared	50	245 (7.6)	263 (6.6)	250 (9.4)	53	268 (9.0)	266 (8.0)	263 (8.6)	41
Very well prepared	44	246 (10.7)	262 (7.5)	256 (5.7)	44	269 (7.3)	261 (5.8)	256 (7.0)	50
I don't know	4	---	---	---	0				3

Table 31 (continued)

Student Achievement and Student Beliefs About Having
Necessary Skills When Entering High School

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

<u>When I entered high school, I was prepared with the necessary knowledge and skills to succeed in college-preparatory courses in:</u>	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Mathematics									
All Students									
Not at all prepared	9	230 (19.8)	246 (13.7)	222 (23.2)	7	--- (---)	--- (---)	--- (---)	9
Somewhat prepared	44	239 (9.2)	250 (7.2)	248 (6.9)	42	264 (7.0)	254 (6.1)	252 (6.3)	41
Very well prepared	44	252 (8.4)	267 (7.4)	261 (7.6)	47	281 (5.4)	275 (5.2)	271 (6.0)	46
I don't know	4	--- (---)	--- (---)	--- (---)	4	--- (---)	--- (---)	--- (---)	4
CT Students									
Not at all prepared	8	--- (---)	--- (---)	--- (---)	6	--- (---)	--- (---)	--- (---)	8
Somewhat prepared	42	242 (10.3)	260 (6.5)	250 (7.2)	47	266 (9.0)	254 (8.2)	253 (8.7)	41
Very well prepared	48	249 (8.2)	265 (7.5)	259 (7.7)	44	274 (8.2)	274 (5.6)	265 (8.0)	48
I don't know	2	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	3
Science									
All Students									
Not at all prepared	5	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	9
Somewhat prepared	44	250 (8.2)	258 (6.6)	248 (7.8)	51	265 (6.1)	261 (6.1)	254 (5.3)	46
Very well prepared	44	240 (9.9)	255 (8.6)	258 (7.5)	44	281 (5.6)	267 (5.4)	273 (6.5)	39
I don't know	7	--- (---)	--- (---)	--- (---)	4	--- (---)	--- (---)	--- (---)	6
CT Students									
Not at all prepared	6	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	9
Somewhat prepared	46	252 (8.4)	262 (6.5)	249 (7.9)	53	260 (7.8)	258 (7.9)	251 (7.3)	46
Very well prepared	42	240 (10.5)	261 (8.5)	261 (7.7)	42	279 (8.9)	271 (5.6)	269 (8.8)	40
I don't know	6	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	5

Table 32

Transition Planning

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During high school:</u>									
My parents and I received information or assistance from someone at my school in selecting or applying to college									
All Students									
Never	42	254 (8.6)	265 (7.5)	254 (9.6)	21	278 (8.3)	271 (7.1)	273 (7.1)	20
Once or twice overall	18	242 (9.5)	259 (8.5)	246 (9.2)	39	265 (7.1)	262 (6.3)	258 (7.5)	18
About once a year	15	241 (18.9)	249 (14.0)	245 (11.9)	19	267 (9.0)	251 (7.6)	260 (10.7)	16
About once a semester	13	229 (15.1)	244 (14.0)	241 (12.2)	16	277 (12.4)	274 (12.2)	258 (11.0)	25
More than once a semester	13	242 (21.7)	258 (15.5)	277 (9.0)	5	--- (---)	--- (---)	--- (---)	22
CT Students									
Never	42	257 (9.0)	274 (6.1)	257 (10.3)	28	277 (9.6)	271 (7.2)	271 (8.2)	22
Once or twice overall	19	248 (7.9)	263 (8.1)	252 (7.7)	39	261 (9.3)	264 (8.1)	258 (9.0)	16
About once a year	13	222 (18.5)	234 (13.1)	233 (11.1)	11	--- (---)	--- (---)	--- (---)	17
About once a semester	13	234 (17.2)	252 (13.3)	239 (14.2)	17	269 (17.5)	268 (15.9)	256 (15.6)	23
More than once a semester	15	242 (21.7)	258 (15.5)	277 (9.0)	6	--- (---)	--- (---)	--- (---)	22

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>
<u>During high school:</u>									
Someone from a college talked to me about going to college									
All Students									
Never	22	255 (12.4)	257 (11.5)	258 (11.5)	19	275 (8.6)	271 (8.8)	266 (11.6)	10
Once or twice overall	29	252 (9.1)	265 (7.8)	257 (8.7)	28	273 (8.1)	262 (6.7)	273 (7.7)	16
About once a year	11	228 (19.0)	243 (12.5)	248 (13.6)	21	249 (10.8)	244 (9.7)	243 (10.9)	16
About once a semester	15	248 (16.0)	252 (16.0)	255 (10.5)	12	283 (6.6)	268 (11.4)	264 (7.7)	27
More than once a semester	24	234 (13.4)	260 (9.3)	243 (13.6)	19	282 (7.4)	277 (6.6)	262 (6.5)	32
CT Students									
Never	19	267 (12.4)	274 (9.6)	262 (13.0)	19	276 (8.9)	269 (10.3)	267 (11.5)	10
Once or twice overall	31	252 (9.8)	270 (6.6)	259 (9.1)	28	265 (11.8)	260 (9.1)	264 (10.4)	17
About once a year	13	228 (19.0)	243 (12.5)	248 (13.6)	17	235 (18.2)	248 (16.7)	231 (19.8)	15
About once a semester	13	231 (14.8)	238 (17.6)	246 (10.9)	17	287 (6.8)	271 (13.0)	269 (7.1)	25
More than once a semester	25	239 (13.5)	265 (8.9)	248 (13.7)	19	279 (8.6)	273 (6.4)	264 (8.2)	33

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		Reading	Mathematics	Science		Reading	Mathematics	Science	High-Scoring Sites
		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
									<u>%</u>
<u>During high school:</u>									
I spoke with or visited someone in a career I aspire to									
All Students									
Never	27	227 (9.9)	246 (8.9)	247 (9.0)	28	268 (7.5)	269 (7.1)	261 (7.9)	25
Once or twice overall	15	253 (7.8)	269 (6.2)	248 (14.1)	16	282 (8.6)	268 (8.1)	275 (11.1)	17
About once a year	15	238 (18.6)	249 (13.3)	248 (13.8)	16	253 (10.2)	253 (11.8)	247 (13.1)	17
About once a semester	9	270 (9.4)	263 (13.6)	263 (9.5)	23	264 (10.2)	254 (8.5)	252 (7.6)	19
More than once a semester	35	253 (11.3)	265 (9.4)	258 (10.2)	18	293 (6.5)	273 (9.3)	278 (7.8)	21
CT Students									
Never	25	230 (10.8)	258 (8.3)	249 (9.2)	28	264 (9.4)	266 (9.3)	261 (7.7)	24
Once or twice overall	17	253 (7.8)	269 (6.2)	248 (14.1)	14	269 (12.5)	259 (10.4)	260 (15.5)	18
About once a year	13	244 (23.1)	263 (12.6)	260 (14.5)	19	251 (13.1)	260 (13.2)	248 (17.1)	16
About once a semester	10	270 (9.4)	263 (13.6)	263 (9.5)	28	269 (12.2)	258 (10.5)	255 (9.8)	20
More than once a semester	35	247 (11.9)	261 (10.1)	255 (11.1)	11	--- (--)	--- (--)	--- (--)	21
I attended a meeting at school with my parents (step-parents or guardians) to talk about plans for after high school									
All Students									
Yes	45	238 (9.7)	254 (7.4)	256 (6.3)	30	271 (8.8)	260 (7.8)	260 (9.1)	38
No	55	251 (6.8)	261 (6.2)	250 (7.8)	70	271 (4.7)	265 (4.6)	263 (4.8)	62
CT Students									
Yes	44	237 (10.1)	255 (7.4)	257 (6.3)	25	266 (13.9)	262 (10.4)	253 (13.9)	39
No	56	253 (7.1)	268 (5.7)	251 (8.3)	75	269 (6.1)	265 (5.6)	262 (5.7)	61

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	%	Reading Mean	Mathematics Mean	Science Mean	%	Reading Mean	Mathematics Mean	Science Mean	High-Scoring Sites in Your Category %
<u>During high school:</u>									
I held an internship that helped me explore a career option									
All Students									
Yes	20	241 (12.9)	244 (12.1)	253 (9.2)	12	248 (17.7)	238 (15.2)	236 (14.6)	25
No	80	246 (6.5)	261 (5.1)	252 (6.0)	88	275 (4.0)	267 (3.8)	266 (4.2)	75
CT Students									
Yes	19	235 (15.3)	246 (12.9)	255 (11.0)	11	--- (---)	--- (---)	--- (---)	24
No	81	248 (6.5)	266 (4.7)	254 (6.2)	89	271 (5.2)	266 (4.6)	264 (4.9)	76
I think that the courses I have taken in high school have successfully prepared me for a career or further education									
All Students									
Strongly disagree	5	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	4
Somewhat disagree	5	--- (---)	--- (---)	--- (---)	11	274 (14.1)	268 (11.8)	267 (16.4)	11
Somewhat agree	49	255 (8.2)	266 (6.1)	258 (5.2)	46	271 (6.9)	264 (6.3)	260 (6.6)	43
Strongly agree	40	233 (9.5)	258 (7.6)	241 (10.0)	42	275 (4.8)	265 (5.2)	266 (5.4)	42
CT Students									
Strongly disagree	2	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	3
Somewhat disagree	6	--- (---)	--- (---)	--- (---)	8	--- (---)	--- (---)	--- (---)	11
Somewhat agree	52	255 (8.1)	267 (5.6)	257 (5.3)	42	274 (10.0)	268 (8.4)	265 (9.1)	40
Strongly agree	40	237 (10.0)	262 (8.0)	246 (10.7)	47	269 (6.0)	266 (5.9)	263 (6.3)	46

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>Have earned or attempted to earn college credit in high school by taking:</u>									
Classes at a community, technical or four-year college									
All Students									
Yes	18	239 (12.0)	247 (12.2)	236 (14.5)	19	274 (8.2)	254 (8.3)	258 (8.9)	35
No	82	247 (6.6)	260 (5.1)	256 (5.3)	81	271 (4.8)	266 (4.4)	263 (4.9)	65
CT Students									
Yes	17	233 (14.2)	259 (11.7)	231 (17.0)	22	275 (11.3)	264 (7.8)	258 (11.0)	37
No	83	249 (6.6)	263 (5.1)	258 (5.3)	78	266 (6.6)	264 (5.9)	261 (6.4)	63
A dual-enrollment, joint-enrollment or concurrent-enrollment class at my high school									
All Students									
Yes	18	255 (12.3)	266 (13.8)	248 (9.6)	40	277 (7.1)	263 (7.1)	266 (7.3)	36
No	82	243 (6.5)	256 (5.0)	253 (5.9)	60	268 (5.1)	264 (4.6)	259 (5.2)	64
CT Students									
Yes	17	253 (15.4)	274 (14.1)	249 (11.7)	42	267 (9.8)	260 (8.8)	256 (8.8)	39
No	83	245 (6.6)	260 (4.8)	255 (6.1)	58	269 (7.0)	267 (5.7)	262 (7.1)	61

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Number of college courses for which I will have earned credit by the time I graduate high school									
All Students									
0	41	236 (7.1)	252 (6.9)	249 (7.9)	28	261 (7.6)	264 (6.0)	258 (8.1)	42
1	17	223 (12.6)	255 (8.5)	231 (14.3)	28	273 (10.1)	262 (9.0)	261 (9.6)	14
2	22	247 (12.8)	255 (9.6)	259 (8.1)	23	280 (5.0)	267 (6.3)	266 (4.2)	14
3	4	--- (--.)	--- (--.)	--- (--.)	7	--- (--.)	--- (--.)	--- (--.)	9
4	13	291 (8.3)	285 (15.0)	278 (9.1)	12	261 (10.3)	242 (10.9)	251 (15.1)	6
5 or more	4	--- (--.)	--- (--.)	--- (--.)	2	--- (--.)	--- (--.)	--- (--.)	16
CT Students									
0	40	239 (7.5)	260 (6.1)	253 (8.6)	22	256 (9.5)	271 (8.0)	257 (9.6)	38
1	19	223 (12.6)	255 (8.5)	231 (14.3)	36	274 (12.3)	261 (11.0)	264 (11.6)	15
2	25	247 (12.8)	255 (9.6)	259 (8.1)	25	282 (6.6)	270 (6.6)	268 (4.5)	14
3	2	--- (--.)	--- (--.)	--- (--.)	3	--- (--.)	--- (--.)	--- (--.)	10
4	10	299 (9.7)	301 (9.7)	280 (12.6)	14	255 (13.3)	254 (11.3)	243 (19.2)	7
5 or more	4	--- (--.)	--- (--.)	--- (--.)	0				16

WORK-BASED LEARNING EXPERIENCES

Table 33

Student Achievement and Work-Based Learning Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
During the school year, number of hours worked each week in a part-time job*									
All Students									
0	38	228 (8.1)	242 (6.3)	245 (8.9)	35	279 (6.0)	269 (5.5)	273 (4.0)	58
1 to 10	18	261 (12.0)	278 (8.7)	261 (8.7)	16	284 (13.6)	269 (14.1)	275 (15.4)	8
11 to 15	11	253 (22.9)	263 (19.2)	262 (15.5)	12	258 (15.0)	249 (13.7)	238 (14.0)	9
16 to 20	18	255 (15.2)	265 (12.6)	258 (13.7)	19	261 (7.6)	258 (6.0)	248 (8.9)	10
21 to 30	11	251 (15.2)	258 (15.5)	240 (17.3)	11	263 (9.7)	272 (14.6)	262 (6.7)	11
More than 30	4	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	4
CT Students									
0	35	234 (8.7)	251 (5.6)	252 (9.6)	36	281 (7.2)	275 (5.3)	276 (4.7)	58
1 to 10	19	260 (13.3)	277 (9.8)	260 (9.7)	14	269 (22.3)	254 (17.8)	248 (19.9)	9
11 to 15	10	240 (22.6)	254 (20.9)	254 (16.4)	11	--- (---)	--- (---)	--- (---)	9
16 to 20	19	253 (16.9)	272 (12.0)	255 (14.9)	22	260 (10.5)	263 (6.7)	251 (12.1)	10
21 to 30	13	251 (15.2)	258 (15.5)	240 (17.3)	11	--- (---)	--- (---)	--- (---)	11
More than 30	4	--- (---)	--- (---)	--- (---)	6	--- (---)	--- (---)	--- (---)	3

* The remaining questions in Table 33 are based on students who indicated working at least one hour each week.

Table 33 (continued)

Student Achievement and Work-Based Learning Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
The primary reason I have this job									
All Students									
To earn money for things I want	50	250 (11.2)	263 (8.4)	245 (10.2)	59	269 (7.0)	260 (6.9)	256 (8.1)	47
To save money for college	26	259 (11.8)	282 (5.0)	261 (8.5)	22	272 (14.2)	254 (13.0)	262 (13.0)	23
To help support my family/family business	18	278 (15.6)	282 (16.4)	276 (11.2)	14	246 (12.6)	270 (15.3)	244 (18.8)	24
It is related to my career/technical studies	0				5	--- (--.)	--- (--.)	--- (--.)	4
It is a place to work when I finish high school	6	--- (--.)	--- (--.)	--- (--.)	0				2
CT Students									
To earn money for things I want	48	244 (11.5)	259 (8.8)	241 (10.9)	52	256 (10.2)	246 (8.2)	245 (10.8)	44
To save money for college	29	259 (11.8)	282 (5.0)	261 (8.5)	22	272 (23.3)	261 (19.7)	257 (21.0)	23
To help support my family/family business	19	278 (15.6)	282 (16.4)	276 (11.2)	17	--- (--.)	--- (--.)	--- (--.)	27
It is related to my career/technical studies	0				9	--- (--.)	--- (--.)	--- (--.)	5
It is a place to work when I finish high school	3	--- (--.)	--- (--.)	--- (--.)	0				1

Table 33 (continued)

Student Achievement and Work-Based Learning Experiences

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Job is part of a formal work or training program organized through my school*									
All Students									
Yes, it is a co-operative learning program (co-op)	9	---	---	---	5	---	---	---	5
Yes, it is an apprenticeship	0	---	---	---	3	---	---	---	2
Yes, it is an internship	3	---	---	---	5	---	---	---	7
Yes, it is part of Jobs for America's Graduates	9	---	---	---	5	---	---	---	5
No	79	259 (7.7)	270 (6.5)	258 (6.8)	81	274 (5.0)	265 (4.8)	264 (5.9)	81
CT Students									
Yes, it is a co-operative learning program (co-op)	10	---	---	---	9	---	---	---	6
Yes, it is an apprenticeship	0	---	---	---	4	---	---	---	2
Yes, it is an internship	3	---	---	---	9	---	---	---	8
Yes, it is part of Jobs for America's Graduates	10	---	---	---	4	---	---	---	6
No	77	256 (8.2)	271 (6.6)	255 (7.4)	74	273 (6.9)	267 (5.1)	263 (6.8)	78

*The questions in Table 34 and Table 35 are based on the students who answered yes to this question.

Table 34

Extent of On-The-Job Training Received by Students

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		<u>Reading</u>	<u>Mathematics</u>	<u>Science</u>		<u>Reading</u>	<u>Mathematics</u>	<u>Science</u>	<u>High-Scoring Sites</u>
		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>in Your Category</u>
									<u>%</u>
<u>While working at my job, I:</u>									
Observed veteran workers performing certain jobs									
All Students									
Yes	50	---	---	---	67	---	---	---	53
No	50	---	---	---	33	---	---	---	47
CT Students									
Yes	50	---	---	---	60	---	---	---	56
No	50	---	---	---	40	---	---	---	44
Had someone teach me how to do the work									
All Students									
Yes	63	249 (22.3)	259 (18.7)	262 (18.6)	57	---	---	---	76
No	38	---	---	---	43	---	---	---	24
CT Students									
Yes	63	249 (22.3)	259 (18.7)	262 (18.6)	50	---	---	---	69
No	38	---	---	---	50	---	---	---	31

Table 34 (continued)

Extent of On-The-Job Training Received by Students

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	<u>2012 Site Reading Mean</u>	<u>2012 Site Mathematics Mean</u>	<u>2012 Site Science Mean</u>	<u>%</u>	<u>2010 Site Reading Mean</u>	<u>2010 Site Mathematics Mean</u>	<u>2010 Site Science Mean</u>	<u>2012 High-Scoring Sites in Your Category %</u>
<u>While working at my job, I:</u>									
Received school credit for my work experience									
All Students									
Yes	63	264 (19.9)	280 (9.5)	269 (14.6)	71	240 (22.2)	229 (21.1)	220 (15.9)	51
No	38	--- (---)	--- (---)	--- (---)	29	--- (---)	--- (---)	--- (---)	49
CT Students									
Yes	63	264 (19.9)	280 (9.5)	269 (14.6)	67	--- (---)	--- (---)	--- (---)	54
No	38	--- (---)	--- (---)	--- (---)	33	--- (---)	--- (---)	--- (---)	46

Table 35

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04046 - Har-Ber High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During the past 12 months, my employers:</u>									
Encouraged me to develop good work habits									
All Students									
Never	25	--- (---)	--- (---)	--- (---)	0	--- (---)	--- (---)	--- (---)	8
Once a year	0	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	9
Once a semester	13	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	32
Monthly	13	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	17
Weekly	50	--- (---)	--- (---)	--- (---)	57	--- (---)	--- (---)	--- (---)	35
CT Students									
Never	25	--- (---)	--- (---)	--- (---)	0	--- (---)	--- (---)	--- (---)	7
Once a year	0	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	9
Once a semester	13	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	33
Monthly	13	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	15
Weekly	50	--- (---)	--- (---)	--- (---)	50	--- (---)	--- (---)	--- (---)	36

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During the past 12 months, my employers:</u>									
Encouraged me in my academic studies at school									
All Students									
Never	25	---	---	---	0				12
Once a year	0				0				13
Once a semester	13	---	---	---	29	---	---	---	22
Monthly	13	---	---	---	43	---	---	---	23
Weekly	50	---	---	---	29	---	---	---	31
CT Students									
Never	25	---	---	---	0				7
Once a year	0				0				18
Once a semester	13	---	---	---	33	---	---	---	22
Monthly	13	---	---	---	50	---	---	---	24
Weekly	50	---	---	---	17	---	---	---	29

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During the past 12 months, my employers:</u>									
Encouraged me to develop good customer relations skills									
All Students									
Never	13	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	12
Once a year	0				0				4
Once a semester	0				14	--- (---)	--- (---)	--- (---)	17
Monthly	38	--- (---)	--- (---)	--- (---)	57	--- (---)	--- (---)	--- (---)	29
Weekly	50	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	38
CT Students									
Never	13	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	11
Once a year	0				0				4
Once a semester	0				17	--- (---)	--- (---)	--- (---)	20
Monthly	38	--- (---)	--- (---)	--- (---)	50	--- (---)	--- (---)	--- (---)	29
Weekly	50	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	36

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During the past 12 months, my employers:</u>									
Encouraged me to develop good teamwork skills									
All Students									
Never	13	--- (---)	--- (---)	--- (---)	0	---	---	---	9
Once a year	0				14	--- (---)	--- (---)	--- (---)	8
Once a semester	0				14	--- (---)	--- (---)	--- (---)	19
Monthly	25	--- (---)	--- (---)	--- (---)	43	--- (---)	--- (---)	--- (---)	22
Weekly	63	225 (23.0)	244 (19.3)	241 (17.0)	29	--- (---)	--- (---)	--- (---)	42
CT Students									
Never	13	--- (---)	--- (---)	--- (---)	0	---	---	---	9
Once a year	0				17	--- (---)	--- (---)	--- (---)	11
Once a semester	0				17	--- (---)	--- (---)	--- (---)	22
Monthly	25	--- (---)	--- (---)	--- (---)	33	--- (---)	--- (---)	--- (---)	20
Weekly	63	225 (23.0)	244 (19.3)	241 (17.0)	33	--- (---)	--- (---)	--- (---)	38

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During the past 12 months, my employers:</u>									
Showed me how to use communication skills (reading, writing, speaking) in job-related activities									
All Students									
Never	25	--- (---)	--- (---)	--- (---)	29	--- (---)	--- (---)	--- (---)	6
Once a year	0				0				9
Once a semester	38	--- (---)	--- (---)	--- (---)	29	--- (---)	--- (---)	--- (---)	21
Monthly	0				14	--- (---)	--- (---)	--- (---)	24
Weekly	38	--- (---)	--- (---)	--- (---)	29	--- (---)	--- (---)	--- (---)	40
CT Students									
Never	25	--- (---)	--- (---)	--- (---)	33	--- (---)	--- (---)	--- (---)	5
Once a year	0				0				7
Once a semester	38	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	24
Monthly	0				17	--- (---)	--- (---)	--- (---)	24
Weekly	38	--- (---)	--- (---)	--- (---)	33	--- (---)	--- (---)	--- (---)	40

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04046 - Har-Ber High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>During the past 12 months, my employers:</u>									
Showed me how to use mathematics in job-related activities									
All Students									
Never	25	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	17
Once a year	25	--- (---)	--- (---)	--- (---)	29	--- (---)	--- (---)	--- (---)	10
Once a semester	0				29	--- (---)	--- (---)	--- (---)	21
Monthly	13	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	22
Weekly	38	--- (---)	--- (---)	--- (---)	14	--- (---)	--- (---)	--- (---)	31
CT Students									
Never	25	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	16
Once a year	25	--- (---)	--- (---)	--- (---)	33	--- (---)	--- (---)	--- (---)	11
Once a semester	0				17	--- (---)	--- (---)	--- (---)	25
Monthly	13	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	18
Weekly	38	--- (---)	--- (---)	--- (---)	17	--- (---)	--- (---)	--- (---)	29

2012 *HSTW* Teacher Survey Results

This section of the assessment report provides information on teachers' views about improving student achievement, their expectations of students, the extent to which they use instructional practices that improve student achievement and school leaders' support for changing practices. This section is based on information collected from 26,080 teachers at 546 *HSTW* sites. At this site, 95 teachers participated in the survey, including 79 academic and 16 career/technical teachers. Among the responding teachers, 16 said they taught English/language arts, 15 said they taught mathematics, 10 taught life or physical science and 13 taught history or social studies.

The teacher survey results in the pages that follow are reported in sections based on themes from the *HSTW* framework for school improvement. In order to protect the anonymity of respondents, data will not appear in the subject-specific sections (those that report the responses of English/language arts, mathematics, science or career/technical teachers only) if 10 or fewer teachers from your school completed the survey.

The table below summarizes the responses of teachers at your school to the survey items in each theme-based section. This summary feature is designed to illustrate the level of implementation and focus on each theme reported by teachers at your school as compared to all the other schools in the network. The implementation focus level is reported using a scale of one to four, with four being the highest level of implementation and one being the lowest. This rating was computed using the standards set by *HSTW* regarding the frequency at which each practice should occur or the desired level of agreement with a given statement. These are not quartile rankings. The implementation focus rating of "4" indicates a school is in the top 10 percent of schools in a given theme. A "3" indicates a school is in the 76-90 percent range of schools and a "2" indicates a school is in the 51-75 percent range of schools. A "1" indicates a school is in the bottom 50 percent of schools for level of implementation of the theme.

*Please note: Implementation focus is a school-level report feature. The following table will be blank in composite reports.

***HSTW* Implementation Focus Level Summary**

	Implementation Focus Level			
	1 Lowest	2	3	4 Highest
Having a Functional Mission			X	
Raising Expectations and Providing Extra Help		X		
Teaching Challenging Academic and Career/Technical Content:				
Teaching Challenging Mathematics Content	X			
Teaching Challenging Science Content		X		
Teaching Challenging English/Language Arts Content	X			
Teaching Challenging Career/Technical Content	X			
Using Assessment Techniques to Improve Learning	X			

	Implementation Focus Level			
	1 Lowest	2	3	4 Highest
Engaging High School Students in Learning:				
Improving Students' Literacy	X			
Guiding and Supporting Students		X		
Helping Students Make Successful Transitions:				
From High School to Further Learning		X		
Supporting Teachers in Continuous School Improvement		X		
Teachers' Perceptions on Continuous School Improvement			X	

I. HAVING A FUNCTIONAL MISSION

Every high school that has achieved and sustained meaningful student achievement gains has a significant number of teachers and leaders who agree that their mission is to prepare all students for postsecondary learning without remediation and for a good job. A school can reach consensus on such a mission when someone focuses the faculty and community on the mission, identifies the gap between where the school is and where it should be, and engages the faculty and community in looking at the actions and policies needed to close the gap.

Your Site	High-Scoring Sites ¹	All Sites ²	Teachers reported:
66%	55%	60%	Preparing almost all students with the academic knowledge and skills needed to be successful in postsecondary studies and/or careers is a very important goal .
74	58	62	Helping students master the content in English/language arts, mathematics and science courses needed to graduate from high school is a very important goal . ³
49	42	50	Helping students complete an educational and career plan for high school and beyond is a very important goal .
66	49	49	Developing students' abilities to solve problems and think critically is a very important goal .
61	37	48	They strongly agree that the goals and priorities for their school are clear.
36	15	25	They strongly agree that the surrounding community actively supports their school's instructional goals.

¹Data in the "High-Scoring Sites" column represent high-scoring sites in your category.

²Data in the "All Sites" column represent all sites that completed the 2012 *HSTW* Teacher Survey.

³This item was omitted from the calculation of the Implementation Focus Level table on page 183 and from the calculation of the following table.

What is the school's emphasis on the mission to prepare students for further learning?

	Your Site	High-Scoring Sites	All Sites
Intensive (4 to 5 indicators)	38%	22%	29%
Moderate (2 to 3 indicators)	36	34	33
Low (0 to 1 indicators)	26	44	36
Incomplete Data ¹	0	0	1

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers' responses indicate an intensive emphasis on the mission to prepare all students for further learning without remediation or for a good job after graduation, then greater effort must be made to build consensus for such a mission. To constantly convey the importance of the mission to the faculty and to actively engage the community in improving student achievement, school leaders can take the following actions:

- Compile and share information with teachers and parents about the percentage of graduates who enter college and must take remedial courses.
- Invite employers to discuss with teachers and parents the qualifications of high school graduates applying for jobs.
- Keep score on the percentage of students who take and successfully complete the *HSTW*-recommended academic core and either an academic or career concentration and share this information with the entire faculty.
- Interview graduates who work and who have entered postsecondary education about their high school experiences and what the school could have done differently to better prepare them for the future.
- Assign a team of teachers to interview faculty in postsecondary institutions about their expectations and challenges to teaching graduates from high school and share the information with the entire faculty, guidance counselors, students and parents.

II. RAISING EXPECTATIONS AND PROVIDING EXTRA HELP

Raising expectations involves giving students challenging assignments that have personal meaning to them and consistently pushing students to do high-quality work. Teachers should agree that all students must meet common, high standards regardless of their post-high school plans and that they must continually redo work until it meets those standards. Students have higher achievement when their teachers clearly indicate what they must do to earn an A or a B and require them to spend one or more hours on homework each day, read a great deal and meet high standards. Teachers should be readily available to provide extra help. School leaders and teachers must create a demanding environment that is supportive of students who have difficulty meeting higher standards. This sends the message to students that they matter and that what they do in school matters.

What is the school's emphasis on practices that establish a climate of high expectations and extra help to meet higher standards?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
54%	36%	41%	Strongly agree that the teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.
49	34	39	Strongly agree that their school has the same standards and expectations in English/language arts, mathematics and science classes for students planning to directly enter a four-year college, a two-year college or a career.
12	6	6	Strongly disagree that students' success or failure in school is largely due to factors beyond them.
4	6	5	Strongly disagree that students should be grouped for learning by skill or ability level.
32	45	41	Assign at least three writing assignments of at least one page to their students in a typical month.
36	33	35	Require students to read at least three books or their equivalent, other than the textbook, on average for each class they teach.
32	31	31	Assign more than one hour of homework per week, on average, in their courses.
38	58	52	Require students who are not performing at a C level or above to receive extra help at least once a week .

Improvement Actions

If less than 50 percent of teachers responded at the desired level for any item above, it is likely that the school is not sending a consistent message that all students must meet high expectations. Furthermore, if the percentages in this table show that less than half of your teachers are:

- requiring students to work hard to meet college-preparatory-level standards, ask a study team to make recommendations on how to:
 - ▲ get more students to complete, at a minimum, the *HSTW*-recommended curriculum;
 - ▲ eliminate different levels of the same course and teach all academic courses to college-preparatory standards;
 - ▲ provide course syllabi that contain guidelines for quality work and examples of work that meets high standards to students and parents;
 - ▲ have a monthly discussion with a random group of 10 to 12 students to get ideas on what they and the school need to do to get them to improve the quality of their work; and
 - ▲ have teachers meet monthly to review and discuss the quality of student work.
- strengthening students' literacy skills, adopt *HSTW* literacy goals and train teachers to implement them.
- expecting their students to do at least one hour of homework each week, then lead teachers to:
 - ▲ help all students understand that learning and achievement come from effort in class and doing quality homework outside of class; and
 - ▲ make homework more meaningful and hold students accountable for their work so that homework effectively expands learning.
- requiring low performers to receive extra help at least weekly, ask a study team to determine how to give extra help to all who need it.

Teachers and school leaders agree to:

- require students to redo work to meet college-preparatory standards developed for each course and to attend extra help sessions until standards are met.
- constantly remind students that achievement comes from effort in class and through doing meaningful homework outside of class.
- consider implementing a grading policy based on the "Power of I" concept of using a grade of "I" for "Incomplete" to encourage students to improve low marks. Teachers should agree on a common set of indicators for what comprises "A" or above-grade-level work, "B" or grade-level work and "C" or approaching-grade-level work. Students who fail to obtain a "C" or fail to complete assignments receive an "I" for "Incomplete" until they master the material and complete the assignments at least at the "C" level.

III. TEACHING CHALLENGING ACADEMIC AND CAREER/TECHNICAL CONTENT

Student achievement improves when teachers teach academic and/or technical content that challenges student interest and curiosity, when the content is rigorous enough to help students develop a sense of accomplishment and when they use assessment techniques that hold students accountable for learning. The fastest way to raise student achievement is to give all students access to college-preparatory content in mathematics, science and English/language arts and to get students in career/technical classes to complete assignments that require them to use high-level academic content. This requires that all teachers be committed to teaching all students to the same high academic standards.

A. Teaching Challenging Mathematics Content

Mathematics teachers improve achievement by getting students to understand and learn how to reason with mathematics.

To what extent do mathematics teachers use each of the following practices to get students to learn challenging mathematics content?

Your Site	High-Scoring Sites	All Sites	Mathematics teachers¹ reported that they:
37%	40%	41%	Require students to complete a written report on a mathematics project at least once a semester.
47	47	50	Require students to orally defend a process that they used to solve a mathematics problem at least weekly. ²
16	34	45	Require students to use a computer to complete mathematics assignments at least monthly.
84	74	71	Require students to use a graphing calculator to complete mathematics assignments at least monthly.
89	95	96	Require students to use mathematics to solve a real-world problem at least monthly.

¹The survey requested that respondents skip this series of questions if they did not teach mathematics.

²This item was omitted from the calculation of the Implementation Focus Level table on page 183 and from the calculation of the following table.

**To what extent do mathematics teachers use each of the following practices to get students to learn challenging mathematics content?
(continued)**

Your Site	High-Scoring Sites	All Sites	Mathematics teachers ¹ reported that they:
89%	84%	85%	Require students to work in groups to brainstorm how to solve a mathematics problem at least monthly .
45	53	56	Majored in mathematics or mathematics education. ³

¹The survey requested that respondents skip this series of questions if they did not teach mathematics.

³This item was omitted from the calculation of the Implementation Focus Level table on page 183.

Improvement Actions

The school probably has a teacher-centered, drill sheet approach to teaching mathematics if less than 50 percent of the school's mathematics teachers are using practices that require students to read, write and talk with each other about mathematics; using applied learning strategies that require students to use mathematics to solve real-world problems; and getting students to work together to solve challenging problems. To strengthen mathematics teaching, organize a study team composed of mathematics, science and career/technical teachers to take the following actions to increase mathematical understanding:

- Give students graded assignments that require them to read, write and talk with each other about mathematics.
- Give students contextual learning assignments based on real-world problems found in the community or work that requires them to use a computer or graphing calculator to solve.
- Have mathematics teachers collaborate with career/technical teachers to develop challenging joint mathematics assignments.
- Require students to work together to discuss how to solve challenging problems.
- Ensure all mathematics classes are taught by teachers who majored in mathematics.
- Teach mathematics content that enables students to meet readiness standards in mathematics.
- Assign students to a mathematics study team in which they work together to complete assignments. Students should be required to accept responsibility for helping each other master the material. Part of their grade should depend on everyone meeting the course standards.
- Require end-of-course exams in Algebra and geometry to measure students' grasp of concepts. Results should be used to improve the quality of instruction and learning.

B. Teaching Challenging Science Content

Review the following results to determine the extent to which science teachers engage students in reading, writing and talking about science; investigating science questions around real problems found in the work setting or community; using technology, computers or graphing calculators to complete assignments; and working together to complete group assignments.

To what extent do science teachers use the following practices to get students to learn challenging science content?

Your Site	High-Scoring Sites	All Sites	Science teachers ¹ reported that they:
88%	65%	66%	Require students to read science-related materials (besides textbooks) and demonstrate understanding of the content at least monthly .
56	49	61	Require students to use a computer to complete science assignments at least monthly .
56	50	52	Require students to complete a lab assignment using science to address a problem found in the community or in a work setting at least monthly .
56	50	50	Require students to use science equipment to do science activities in a science laboratory at least weekly .
50	68	66	Require students to complete a science research project that includes doing an experiment and preparing a written report of the results at least once a semester .

¹The survey requested that respondents skip this series of questions if they did not teach science.

**To what extent do science teachers use the following practices to get students to learn challenging science content?
(continued)**

Your Site	High-Scoring Sites	All Sites	Science teachers ¹ reported that they:
69%	65%	72%	Require students to work with other students on a challenging science assignment at least monthly .
50	66	66	Majored in biology, physics, chemistry or science education. ²

¹The survey requested that respondents skip this series of questions if they did not teach science.

²This item was omitted from the calculation of the Implementation Focus Level table on page 183.

Improvement Actions

If less than 50 percent of the school's science teachers are using the practices listed above, the school has a textbook-based science curriculum. Organize a study team of science, mathematics and career/technical teachers to look at how to make science instruction more fully based in a real-world context by taking the following actions:

- Develop assignments that require students to read, write and talk with each other about interesting scientific topics that relate to what they are studying in science.
- Give students assignments that require them to address problems found in the community or workplace and to complete a major research project.
- Revise course syllabi to include challenging assignments that require students to use graphing calculators and computers; joint science assignments developed with career/technical teachers; and at least one graded lab assignment each week that includes a written summary.
- Give challenging science assignments at the Proficient or Advanced level that require students to work together.
- Ensure all science classes are taught by teachers who majored in science.
- Make all science courses inquiry-based.
- Assign students to a science study team in which they work together to complete assignments. Students should be required to accept responsibility for helping each other master the material. Part of their grade should depend on everyone meeting the course standards.
- Require end-of-course exams in ninth- and 10th-grade science to measure students' grasp of science concepts and processes. Results should be used to improve the quality of instruction and learning.

C. Teaching Challenging English/Language Arts Content

Review the following results to determine the extent to which English/language arts teachers at the school are using strategies that get students to read more; find their own voices in English/language arts by analyzing what they read; write their interpretations and complete a major research paper based on reading several sources; and read and write occasionally within the context of the real world.

To what extent do English/language arts teachers use each of the following practices to get students to learn challenging content?

Your Site	High-Scoring Sites	All Sites	English/language arts teachers ¹ reported that they:
36%	53%	47%	Require students to read an assigned book outside of class and demonstrate understanding of the significance of the main ideas at least monthly .
73	71	74	Require students to select entries from recommended reading lists for out-of-school reading at least once a year .
59	65	60	Require students to read several pieces on the same topic and discuss the different points of view at least monthly .
73	65	68	Require students to analyze works of literature in class at least weekly .
91	83	84	Require students to write a major research paper at least once a year .
9	10	15	Require students to write and prepare business or technical documents at least monthly .

¹The survey requested that respondents skip this series of questions if they did not teach English/language arts.

**To what extent do English/language arts teachers use each of the following practices to get students to learn challenging content?
(continued)**

Your Site	High-Scoring Sites	All Sites	English/language arts teachers ¹ reported that they:
61%	63%	64%	Majored in English, literature or English/language arts education. ²

¹The survey requested that respondents skip this series of questions if they did not teach English/language arts.

²This item was omitted from the calculation of the Implementation Focus Level table on page 183.

Improvement Actions

The school needs a study team if less than 50 percent of English/language arts teachers require students to:

- read eight to 10 books yearly;
- make choices about what they read and discover their own voices as a result of what they read through their written work and oral presentations;
- write a major research paper each year;
- use reading and writing for learning across the curriculum; and
- use reading and writing skills that will enable them to meet readiness standards in those areas required for taking postsecondary credit-bearing courses.

Actions the study team should consider include:

- Increase the amount of reading and writing that students do in all English/language arts classes to include reading eight to 10 books annually.
- Teach all English/language arts classes as if they are college-preparatory classes by asking all students to analyze, interpret and respond to what they read.
- Give assignments that engage students in reading and writing about topics that interest them and involving career/technical and other teachers in joint assignments.
- Ensure all English/language arts are classes taught by teachers who majored in English/language arts.
- Train all teachers to use reading- and writing-for-learning strategies.

D. Teaching Challenging Career/Technical Content

Review the following results to determine the extent to which career/technical teachers at the school give curriculum assignments that require students to use academic skills to meet national industry standards.

To what extent do career/technical teachers get students to meet industry and academic standards?

Your Site	High-Scoring Sites	All Sites	Career/technical teachers ¹ reported that they:
20%	46%	48%	Require students to use mathematics to complete assignments at least weekly .
13	42	47	Require students to read and interpret technical books and manuals in carrying out assignments at least weekly .
13	23	26	Require students to write and prepare business or technical documents and service reports at least weekly .
27	29	32	Hold students to academic content standards in writing assignments set by the English/language arts department at least weekly .
27	30	35	Require students to use scientific inquiry methods to solve problems related to their career/technical field of study or work setting at least weekly .
7	23	23	Require students to complete a joint mathematics assignment for them and a mathematics teacher, for which they received a grade in both classes at least once a semester .
7	20	21	Required students to complete a joint science assignment for them and a science teacher, for which they received a grade in both classes at least once a semester .
73	76	85	Require students to meet performance standards that relate to national industry standards developed by a national committee of teachers and employers at least once a year .

¹The survey requested that respondents skip this series of questions if they did not teach career/technical courses.

Improvement Actions

If less than 50 percent of the school's career/technical teachers require students to apply challenging technical, communications, mathematics and science skills related to their career/technical field to complete assignments, students are not being exposed to the depth of knowledge and skills they need to undertake further learning in their career/technical field. Ask career/technical teachers to work together to do the following:

- Require students to keep a folder or portfolio of a list of books and articles they have read and their writing samples; the problems they are solving that involve algebra, geometry or trigonometry; and samples of how they used their knowledge and skills in biology, chemistry or physics to complete various assignments.
- Require every student to complete a senior project that includes a research paper or career/technical project, a product or service, and an oral presentation.
- Require students to apply the academic skills they have learned in their career/technical field to complete assignments.
- Require students to pass a three-part final exam in their career area that includes a comprehensive written exam aligned with national certification standards that measure students' ability to read and interpret technical materials, apply major mathematics concepts to enter and advance in the field and understand major technical concepts; an oral exam; and an open-ended project.
- Continue or pursue professional development to strengthen their skills in assigning and evaluating assignments that require students to use challenging communications, mathematics and science skills in their technical area.
- Continue or pursue training and support to identify mathematics and literary skills embedded in career/technical projects and activities they assign to students. They should be able to develop lesson plans for teaching those skills. If possible, they should work with academic teachers on integrating these projects.
- Organize faculty study groups on community-based learning, interdisciplinary units, student-designed research, integration of academic and career studies, and more thoughtful questioning and discussion techniques.
- Use non-traditional models for staff development: videotape master teachers and discuss their strategies; use faculty meetings for teacher and student demonstrations; and develop assessment guidelines that involve students and incorporate samples of their work.

E. Using Assessment Techniques to Improve Learning

Teaching challenging content depends on teachers using assessment techniques that require students to demonstrate deep understanding of each content and/or career/technical area. This means grading students on how well they can collect, understand and synthesize information; explain orally and in writing what they have done; and discuss and defend their conclusions.

To what extent are teachers using assessment techniques to improve learning?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they use an assessment technique to determine how well students can:
57%	62%	63%	Solve problems and give a clear rationale for the method used to solve them at least monthly .
85	82	83	Collect, organize, synthesize and use information to complete a project at least once a semester .
64	65	67	Make a written report and explain verbally what they had done and why at least once a semester .
49	60	61	Demonstrate critical knowledge about technical and related academic competencies used to complete an assignment at least monthly .

What is the school's emphasis on using assessment techniques to improve learning?

	Your Site	High-Scoring Sites	All Sites
Intensive (4 indicators)	29%	38%	38%
Moderate (2 to 3 indicators)	46	40	41
Low (0 to 1 indicators)	24	20	18
Incomplete Data ¹	0	2	2

¹Teachers did not respond to one or more of the components of the index.

To what extent do career/technical teachers use assessment techniques that require students to demonstrate in writing that they understand the major concepts in their field?

Your Site	High-Scoring Sites	All Sites	Career/technical teachers ¹ reported they:
6%	23%	26%	Require students to take a test that is predominantly essay questions at least monthly .
75	81	81	Include teacher-made, open-ended tests in students' course grades.
75	69	63	Include an end-of-course exam in their content area that is used schoolwide in students' course grades.

¹The percentages reported in this table were calculated using only the responses of teachers who indicated that their primary responsibility was as a career/technical teacher.

Improvement Actions

If less than 50 percent of teachers' responses show an intensive emphasis on using the outlined assessment techniques, then much of the classroom assessment is designed to reinforce teaching at or below a Basic level. Actions the school can take to strengthen the use of assessment techniques to improve student learning including the following:

- Ask each department to compare current exams to NAEP standards for Basic, Proficient and Advanced levels of performance in the various content areas.
- Give exams that require students to think at a higher level; student achievement will not likely rise above what is required to pass an exam.
- Reach agreement on exam standards, explaining them to students and parents and helping them understand why students must be better prepared for further learning after high school.
- Ask English/language arts and mathematics teachers to work with community college instructors to determine readiness standards that students must meet to enroll directly into credit-bearing courses in college without having to take remedial courses.
- Have career/technical teachers assess students for mastery of literacy and mathematics content and skills that were embedded in the activities they completed.

IV. ENGAGING HIGH SCHOOL STUDENTS IN LEARNING

Effective teachers use strategies that motivate students to learn challenging content and advance their knowledge of the subject matter and skills that are essential in an information-based economy.

A. Improving Students' Literacy

Improving students' literacy is the responsibility of all teachers, not just English/language arts teachers. Teachers should use their knowledge of content and best teaching practices to give assignments that develop students' skills in reading to understand the main idea; designing a research experiment, implementing it and preparing a written report about it; summarizing what they learned orally and in writing; and using technology to collect information and communicate what they have learned.

To what extent do teachers use literacy strategies to advance students' academic and technical achievement?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
78%	80%	79%	Require students to read an assigned book or article and demonstrate understanding of the content at least once a semester.
53	55	55	Require students to design a research investigation, implement it and prepare a written report that summarizes and interprets their findings at least once a semester.
56	65	62	Require students to work on open-ended problems for which there is no immediately obvious method of solution at least monthly.
60	63	62	Require students to complete writing assignments typical of the type of writing associated with the subject (e.g., reports, technical manuals, descriptive writing, summaries) at least monthly.
76	77	76	Require students to stand before class to make an oral presentation on a project or assignment to meet specific requirements at least once a semester.
42	46	46	Require students to revise essays or written work several times to improve their quality at least monthly. ¹

¹This item was omitted from the calculation of the Implementation Focus Level table on page 183.

**To what extent do teachers use literacy strategies to advance students' academic and technical achievement?
(continued)**

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
33%	50%	47%	Require students to use a journal to write about things they learned at least monthly .
17	26	27	Require students to use word processing to complete an assignment or project weekly . ¹
78	73	78	Require students to complete computer-assisted research/assignments at least once a semester .

¹This item was omitted from the calculation of the Implementation Focus Level table on page 183.

What is the school's emphasis on improving students' literacy skills?

	Your Site	High-Scoring Sites	All Sites
Intensive (6 to 9 indicators)	45%	51%	50%
Moderate (3 to 5 indicators)	36	32	32
Low (0 to 2 indicators)	19	16	15
Incomplete Data ¹	0	1	2

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers' responses indicate an intensive emphasis on improving literacy in all courses, the school needs to reinforce and challenge students to demonstrate basic literacy skills by doing the following:

- Train all teachers to use reading and writing strategies for learning across the curriculum and having academic and technical teachers work together to develop assignments that require students to read and write in all courses.
- Hold students accountable for reading eight to 10 books across the curriculum each year and expanding the number to 25 to 30 books after two or three years.
- Require students to do a research paper for each grade level in all classes and developing grade-level scoring guides for them across the curriculum.
- Expect students to do short writing assignments weekly and to revise their work until it meets standards based on scoring guides developed by the English/language arts department.
- Identify specific reading standards and make all teachers responsible for giving assignments and assessments that determine if students have mastered those standards in the context of their discipline area.

V. GUIDING AND SUPPORTING STUDENTS

All students do better in school when they set a high school program of study -- including courses that prepare them for further learning -- by the end of ninth grade and have an adviser who meets with them individually to review or adjust their high school plans. Students and parents also need someone from the school to help them better understand the preparation needed for further learning.

To what extent are teachers involved in guiding and supporting students?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
67%	49%	54%	Are a part of a structured guidance/advisory program in their school.
91	56	58	Assist students and their parents in developing a plan of study for high school and beyond.
80	95	96	Meet with a core group of students whom they advise at least once a year.*
78	75	72	Inform parents and students about the students' readiness to do post-high school studies at least once a year.*
75	74	72	Work with parents and students on ways to address gaps in academic achievement at least once a year.*

* Teachers only responded to these items if they answered yes to a question asking if the teacher has a core group of students whom he or she advises.

Improvement Actions

If the school does not have a large guidance staff, and less than 50 percent of teachers are helping to focus students on the future, the school probably has many students who are not taking the courses necessary for further learning in a postsecondary or work setting. The school needs a special study team to devise a way to take the following actions to help students plan and complete a program of study that prepares them for further learning:

- Get all parents and their children to work one-on-one with a school representative to develop a plan of high school study by the end of grade nine and to review the plan annually.
- Determine the gaps between students' course-taking patterns and their goals beyond high school and share the information with each student and his/her parents. This should give students the reality checks they need to take courses consistent with their goals for further learning.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.
- Plan a teacher/mentor system that includes staff and helps students and parents plan challenging programs of study.
- Schedule regular meetings for teachers/mentors and their students.
- Develop a focused program of study for each student for four years of high school and two years after high school and includes a challenging academic core and an academic or career concentration or a blend of the two.
- Encourage all students to take more mathematics and science courses.
- Provide information about further educational and employment opportunities and assist students in setting goals for beyond high school.

VI. HELPING STUDENTS MAKE SUCCESSFUL TRANSITIONS

Teachers and school leaders need to help students make a successful transition between the middle grades and high school and between high school and the workplace or further learning. This means getting students to take the right courses and giving them the extra help and guidance they need to make each transition a success.

A. Helping Students Make Successful Transitions from the Middle Grades to High School

As high schools raise their graduation requirements, helping students make a successful transition from the middle grades to high school is important if they are to graduate. The following indicators suggest whether or not the school has an effective system in place to help students make this transition successfully.

To what extent are teachers helping to improve students' transitions from the middle grades to high school?

Your Site	High-Scoring Sites	All Sites	Teachers reported:
68%	38%	43%	They meet with teachers from feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering their high school at least annually .
20	21	23	They are very familiar with the content and specific goals of the courses taught in the middle grades schools that send students to their high school.
14	1	4	81 percent or more of students enter ninth grade ready to do well in college-preparatory academic courses. ¹

¹The survey requested respondents skip this question if they did not teach ninth-grade courses.

Improvement Actions

The school has a problem it needs to address if less than 50 percent of teachers indicate an intensive emphasis on helping students make the transition from the middle grades to high school. School leaders should have a teacher study team consider the following actions:

- Help middle grades students, parents, teachers and school leaders understand the need to accelerate instruction for seventh- and eighth-grade students who are not prepared for high school level work in mathematics, English/language arts and reading. Require students who are not ready for high school at the end of eighth grade to attend a special summer program to strengthen their reading, writing, mathematics, computer and study skills before entering ninth grade.
- Increase the percentage of students completing pre-algebra and algebra by the end of grade eight and scoring at the proficient level on an end-of-course test.
- Have a high school representative meet with each entering ninth-grader and his/her parents to discuss the student's readiness to begin challenging high school studies and to present an extra-help plan for those students who are not prepared for college-preparatory mathematics and English/language arts.
- Provide more personalized instruction, guidance and extra-help services to ninth-graders to help them make the transition and select the best teachers to work with them.
- Use flexible scheduling to create "double doses" of English/language arts and mathematics or catch-up courses in those areas in ninth grade as ways to get many more students to complete college-preparatory English/language arts and college-preparatory Algebra I by the end of grade nine.
- Increase the likelihood that students in large schools will complete a challenging program of study that prepares them for further learning by examining the failure rates in college-preparatory courses. If failure rates are high, it would be appropriate for the school to create small learning communities in which groups of students, organized by grade level or career path, work with the same group of teachers throughout the day. Small learning communities can help improve achievement by making instruction more personalized and providing opportunities for teachers to mentor their students.
- Help ninth-grade students set an outcome goal beyond high school and define a program of study that will help them reach that goal.
- Enroll at-risk students in career/technical programs that will provide them with real-world context for their studies as a means of keeping them interested in and completing high school.

B. Helping Students Make Successful Transitions from High School to Further Learning

Many students leave high school and learn that they cannot pass employer exams for good jobs or that they must take remedial courses in college. Most high schools, however, do not talk with employers and postsecondary instructors to understand why their graduates are having such trouble and continue to allow their students to waste the senior year.

To what extent are teachers helping students make a successful transition from high school to further learning?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
54%	48%	52%	Meet at least annually with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for graduating students. ²
7	10	14	Feel comfortable recommending 81 percent or more of their current seniors as highly competent to an employer in their area of specialization. ¹
93	84	86	Encourage all students to take a mathematics course during their senior year.
89	79	80	Encourage all students to take a science course during their senior year.

¹The survey requested that respondents skip this question if they did not teach 11th- or 12th-grade courses.

²The survey requested that respondents skip this question if they did not teach career/technical courses.

Improvement Actions

If less than 50 percent of teachers encourage students to take mathematics their senior year or meet with postsecondary instructors to learn how to reduce the numbers of students requiring remedial courses, the school will continue to produce graduates who are not prepared for further learning. If most career/technical teachers are not comfortable recommending at least 81 percent of their students to employers, they have a problem. To improve the transition from high school to further learning, teachers can take the following steps:

- Work regularly with the colleges that enroll the highest percentages of their students to find out what they expect students to know and be able to do, particularly in reading, English/language arts and mathematics. Revise the curriculums and requirements, particularly during the senior year, to address those points.
- Find out what the major employers who hire graduates expect students to know and be able to do in reading, English/language arts and mathematics to pass employer exams. Require students to use more communications and mathematics skills to complete career/technical assignments in and out of class.
- Appoint a counselor to lead senior year efforts.
- Administer college placement exams to juniors and enroll those who do not pass in well-developed catch-up mathematics or English/language arts classes as a way to get more seniors ready for college without having to take remedial coursework.
- Require all students to take three rigorous academic courses in the senior year, including a college-preparatory mathematics course.
- Enroll seniors not meeting college- and career-readiness standards in catch-up courses in English/language arts and mathematics designed to get them to standards. If seniors are not planning on further study after high school, enroll them in career/technical courses that lead to employer certification or provide an edge in the workplace.

VII. SUPPORTING TEACHERS IN CONTINUOUS SCHOOL IMPROVEMENT

To teach in ways that improve student achievement, teachers must regularly seek new ideas, evaluate what they do and revise their lesson plans to get more students to meet challenging standards. Professional development helps academic and career/technical teachers learn and master new research-based instructional practices, reflect on what they have learned and share responsibility in applying new knowledge as they plan joint assignments that require students to use academic content and skills to complete real-world, hands-on projects. Professional development should provide follow-up activities to help teachers fine-tune the new practices.

To what extent are teachers supported in school improvement?

Your Site	High-Scoring Sites	All Sites	Teachers reported:
26%	20%	24%	Their staff development experiences have resulted in holding their students to the current national standards developed by teachers in their field. ¹
22	17	18	Staff development programs are sustained over time, with ample follow-up activities that include an expert observing their teaching and giving them ideas for refining instruction to get higher achievement from their students.
52	35	36	They are expected to reflect on what they learn in staff development programs and apply it in the classroom.
17	14	18	There are incentives that encourage them to participate in staff development.
68	45	47	They strongly agree that teachers in their school are continually learning and seeking new ideas on how to improve student achievement.
65	32	42	They strongly agree that teachers and school administrators work as a team to improve student achievement in their school.
65	41	43	They strongly agree that teachers use data continuously to evaluate the school's academic and technical programs and activities.

¹For the first four items in the table, responses of "a great deal" are reported.

**To what extent are teachers supported in school improvement?
(continued)**

Your Site	High-Scoring Sites	All Sites	Teachers reported:
32%	49%	43%	They meet as a member of a team of academic and career/technical teachers to plan joint instructional activities and to take collective responsibility for student learning at least monthly .
17	39	31	They meet with a group of teachers to examine students' work to determine if it meets state or national standards in their content area at least monthly .
60	53	48	They strongly agree that they are encouraged to revise their lesson plans to teach more rigorous content to all students.

What is the school's emphasis on supporting teachers in continuous improvement?

	Your Site	High-Scoring Sites	All Sites
Intensive (6 to 10 indicators)	26%	21%	23%
Moderate (3 to 5 indicators)	51	35	31
Low (0 to 2 indicators)	23	41	42
Incomplete Data ¹	0	3	3

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of the responses indicate an intensive emphasis on supporting teachers in continuous school improvement, it is likely that the current professional development programs are not helping teachers determine how to change instruction, expectations of students and evaluation of student work to improve student achievement. School and district leaders may need to determine if their professional development system is designed to close the gaps in student achievement. The following steps will help teachers focus on continuous improvement:

- Organize teacher study teams to review the results of the *HSTW* Assessment, teacher survey, and graduate follow-up study; state assessment and other external exams; technical assistance visits; and other school-based data (i.e., SAT, AP and other test scores; graduation rate; remediation rate of graduates entering postsecondary studies).
 - ▲ Identify areas where gains have been made and identify key practices that have led to those changes. Develop and implement a strategy for continued progress in these areas.
 - ▲ Identify areas where improvement is needed. Select the areas where a clear and doable strategy can be implemented. Focus on these areas to bring about real change. Develop an action plan that begins implementation immediately.
- Disaggregate the data to determine the major gaps in student achievement, such as the gap in reading achievement between male and female students, between African-American and white students, and between students in the various career/technical areas.
 - ▲ Identify strategies that can minimize and eventually eliminate the achievement gap. Not only should higher-level college-preparatory and AP courses be open to all students, but lower-achieving groups should be prepared to succeed in these courses and encouraged to enroll in more challenging courses.
- Have teachers modify their instruction by regularly assessing student learning, using the results to revise instruction and extra help programs for students, implementing the revisions and continuing the process until students meet standards.
- Determine the reasons why students are unsuccessful in courses with the highest failure rates and which groups of students are struggling the most and use double-dosing to provide more intensive instruction to students who need it.
- Provide staff development aligned to the school's improvement plan. As part of this development, there should be a plan to implement learned strategies in the classroom, to assist teachers in implementation of strategies, and to allow teachers to work together.

VIII. TEACHERS' PERCEPTIONS ON CONTINUOUS SCHOOL IMPROVEMENT

Providing staff development opportunities for teachers helps them to learn and master new research-based instructional practices, reflect on what they have learned and share responsibility in applying new knowledge as they plan meaningful assignments. In addition to the importance of staff development, teachers must also perceive that their school is engaging in continuous improvement. It is their belief in these school improvement methods that will make school improvement efforts successful.

Your Site	High-Scoring Sites	All Sites	Teachers reported:
61%	37%	48%	They strongly agree that the goals and priorities for their school are clear.
54	36	41	They strongly agree teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.
71	50	48	The principal stresses monthly that they should teach all students to the same high standards.
68	45	47	They strongly agree that teachers in their school are continually learning and seeking new ideas on how to improve students achievement.
65	32	42	They strongly agree that teachers and school administrators work as a team to improve student achievement in their school.
65	41	43	They strongly agree that teachers in their school use data continuously to evaluate the school's academic and technical programs and activities.

What is the school's emphasis on teachers' perception on continuous improvement?

	Your Site	High-Scoring Sites	All Sites
Intensive (4 to 6 indicators)	59%	31%	37%
Moderate (2 to 3 indicators)	26	25	24
Low (0 to 1 indicators)	15	42	37
Incomplete Data ¹	0	2	3

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers responded at the desired level for any item above, it is likely that teachers are not getting a consistent message of continuous school improvement. School leaders can take the following actions:

- Make professional development an ongoing process related to school improvement goals, rather than a series of fragmented events.
- Maximize the impact of professional development by doing the following:
 - ▲ Prepare teachers in advance by explaining how the event can help improve student learning and achievement, having all participants read about and discuss the topics prior to the event and explaining that they will become in-house experts, some of whom will have "demonstration classrooms" to teach others sound classroom management and instructional methods.
 - ▲ Set the stage for follow-up activities by requiring participants to develop an action plan for what they will do differently at school before leaving any event.
 - ▲ Support teachers by providing time to reflect on and practice newly learned concepts; having workshop coaches visit classrooms to model new strategies; and using a structured system of observation, collaboration and evaluation to ensure that substantial changes are taking place.
- Identify and provide the kind of professional support that will improve teaching skills and content knowledge.
- Constantly review what is taught, how it is taught, and how the school and community are working together for improvement.
- Thoroughly understand quality instruction and what conditions foster teaching and learning.
- Use data to initiate change, improve student achievement and keep everyone well-informed of progress made and challenges ahead.
- Create a shared leadership approach with a team of teacher leaders to improve curriculum and instruction.
- Visit classrooms frequently to identify outstanding practices for sharing with all staff and to identify ways to improve individual teacher instruction that will result in improved student achievement.

- Design a professional development plan that provides ongoing, in-depth opportunities to learn and systematic follow-up for classroom applications.
- Actively participate in professional development with teachers and create a risk-free environment that encourages teachers to work together and to do what is necessary to improve curricula and instruction.
- Create a flexible time and an organization that encourages teachers to face difficult issues, share instructional practices and content knowledge, and agree on solutions that address student needs.

APPENDIX

THE HIGH SCHOOL ASSESSMENT

The goal of the student assessment component of *High Schools That Work* is to establish benchmarks and to measure the progress that sites have made to improve the performance of their students. This assessment tested approximately 40,461 students in the subjects of reading, mathematics and science during February 2012. The students were enrolled in approximately 718 schools in 33 states. Many schools participated in the *HSTW* Assessment for the first time in 2012. Participating schools selected one of several sampling options for either CT students or all seniors.

The assessment contained a student survey that included student background and demographic questions, a course experience survey using transcript information and questions about student perceptions of school and classroom practices, expectations, experience in the workplace and post-graduation plans. This information enables teams of teachers, counselors and administrators at each site to link student achievement to school and classroom practices.

DESIGN OF THE ASSESSMENT

The Reading Test

The reading framework describes the text types and cognitive skills that form the basis of the assessment.

Text Types

- Informational
- Literary Nonfiction

Informational Texts, specifically exposition, argumentation, and persuasive text, commonly exhibit the following distinct structural features:

- Description - A descriptive text structure presents a topic with attributes, specifics, or setting information that describes that topic.
- Sequence - Ideas are grouped on the basis of order or time.
- Causation - The text presents causal or cause and effect relationships between the ideas presented.
- Problem/Solution - The main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem or a question and an answer that responds to the question.

- Comparison - Ideas are related to one another on the basis of similarities and differences. The text presents ideas that are organized to compare, to contrast, or to provide an alternative perspective.

Expository text, argumentation, and persuasive text often contain pictures, charts, tables, and other graphic elements that augment text and contribute to its meaning. Ancillary aids such as headings, bolded text, or bulleted lists emphasize specific components of the text to reinforce authors' messages.

Literary nonfiction texts such as biographies, essays, and speeches employ distinct, varied structural patterns and literary features to reflect their purpose and audience. These works may not only present information and ideas but also employ distinctly literary elements and devices to communicate their message and to make their content more accessible to readers. These texts usually follow a structure that in many ways mirrors the story structure of fictional works and they may employ literary devices, but they also present information. Readers approach texts of this type not only to gain enjoyment and information but also to learn and to appreciate the specific craft behind authors' choices of words, phrases and structural elements.

Item Type

The term *item type* refers to the mental processes or kinds of thinking that underlie reading comprehension. Test questions are aligned to three cognitive skills which are applicable to both informational and literary nonfiction texts:

- Locate/recall
- Integrate/interpret includes Vocabulary
- Critique/evaluate

Locate and recall questions require students to identify clearly stated main ideas or supporting details or find essential elements of a story, such as characters, time, or setting. Their process in answering these questions often involves matching information given in the item to either literal or synonymous information in the text before they can then use the textual information to develop a response.

Integrate and interpret questions require students to move beyond the discrete information, ideas, details, and themes, presented in text and extend their initial impressions by processing information logically and completely. When readers engage in the process of integrating and interpreting, they make comparisons and contrasts of information or

character actions, examine relations across aspects of text, or consider alternatives to what is presented in text.

Vocabulary questions, a subset of integrate and interpret questions, are designed to measure whether students know and understand the meanings of the words that writers use to convey new information or meaning, not to measure readers ability to learn new terms or words. Students are not asked to draw on their prior knowledge by providing a written definition of each word on a list or in a set of words. The target words in each vocabulary question represents the vocabulary of mature language users and characterize written rather than oral language.

Critique and evaluate questions require students to stand back from what they read and view the text objectively. The focus remains on the text itself, but the readers purpose is to consider the text critically by assessing the text from numerous perspectives and synthesizing what is read with other texts and other experiences. Items may ask students to evaluate the quality of the text as a whole, to determine what is most significant in a passage, or to judge the effectiveness of specific textual features to accomplish the purpose of the text (e.g., the effectiveness of details selected to support a persuasive argument).

The Mathematics Test

The framework is based on assessing students' understanding of mathematics at grade 12 using two primary dimensions - the content of mathematics and mathematical complexity. The mathematical content dimension is comprised of four content areas. The content areas assessed are Number Properties and Operations; Measurement and Geometry; Data Analysis, Statistics and Probability; and Algebra.

Content Areas

Number Properties and Operations focuses on student understanding of numbers (whole numbers, fractions, decimals, integers) and their applications. Understanding numerical relationships as expressed in ratios, proportions and percents is included here.

Measurement and Geometry focuses on student ability to describe real-world objects using numbers. Students are asked to identify attributes, select appropriate units, apply measurement concepts and communicate measurement-related ideas to others. Questions require an ability to read instruments using metric, customary or nonstandard units, with an emphasis on precision and accuracy. This area also focuses on students' knowledge of geometric figures and relationships and on their skills in working with this know-

ledge. It also focuses on the use of precise geometric terms and understanding how to prove statements deductively.

Data Analysis, Statistics and Probability focuses on data representation and analysis across all disciplines and reflects the importance and prevalence of these activities in our society. Questions emphasize appropriate methods for gathering data, the visual exploration of data and the development and evaluation of arguments based on data analysis.

Algebra focuses on topics that are based on content covered by two full years of high school algebra. In addition to questions about linear functions, questions about nonlinear functions such as quadratic, proportional, exponential, and trigonometric may be presented in problem situations. This area also focuses on translating verbal descriptions of problem situations into symbolic form. Expressions involving several variables, systems of linear equations and solving inequalities are also part of this content area

Complexity

In addition to assessing students' understanding of mathematical content, the questions also assess the level (high, moderate, low) at which students can solve mathematics problems.

High questions make heavy demands on students, who are expected to use reasoning, planning, analysis and judgment. Students may be expected to justify mathematical statements or develop a mathematical argument.

Moderate questions are those in which students might be asked to interpret a representation or to bring multiple ideas together. In addition, they might be asked to show or explain their work.

Low questions expect students to recall or recognize concepts or procedures. These questions typically specify what the student is to do, which is often to carry out a procedure that can be performed mechanically.

The Science Test

The science framework describes the science content and the science practices that form the basis for the assessment.

The science content for the assessment is defined by a series of statements that describes key facts, concepts, principles, laws, and theories in three broad areas:

- Physical Science
- Life Science
- Earth and Space Science

Physical Science deals with matter, energy and motion. The topic, matter, is divided into two subtopics: properties of matter and changes in matter. Conservation of mass, the particulate model of matter, and the Periodic Table of the Elements are the conceptual glue tying together these two subtopics and their related principles. The topic, energy, is divided into two subtopics, one addressing the forms of energy and the other energy transfer and conservation. The topic, motion, is divided into two subtopics. The first addresses motion at the macroscopic level, and the second addresses the forces that affect motion.

Life Science deals with structures and functions of living systems and changes in living systems. Structures and functions of living systems comprise the ways that living systems are organized and how living systems carry out their life functions. Changes in living systems comprises how organisms reproduce, how they pass genetic information to their offspring, and how genetic information can change as it passes from one generation to the next.

Earth and Space Science deals with Earth in space and time, Earth structures, and Earth systems. Earth in space and time focuses on objects in the universe and the history of Earth. Content statements related to Earth structures fall into two subtopics: properties of Earth mate-

rials and tectonics. Earth systems is organized according to three subtopics: energy in Earth systems, climate and weather, and biogeochemical cycles.

Science Practices

The second dimension of the framework is defined by four science practices:

- Identifying Science Principles
- Using Science Principles
- Using Scientific Inquiry
- Using Technological Design

These practices are not distinct and some overlap can be expected. They can also

be combined with any science content statement to generate student performance expectations, and assessment items can then be developed based on these performance expectations. The cognitive demands placed on students as they engage in assessment tasks are also described.

2012 ASSESSMENT CONTENT
(Target percentages by category as specified in Assessment Frameworks)

READING		MATHEMATICS		SCIENCE	
<u>Text Type</u>		<u>Content Areas</u>		<u>Content Areas</u>	
Informational	80%	Number Properties and Operations	11%	Life Sciences	43%
Literary Nonfiction	20%	Measurement and Geometry	29%	Physical Sciences	42%
<u>Item Type</u>		Data Analysis, Statistics and Probability	24%	Earth and Space Science	15%
Locate/Recall	17%	Algebra	36%	<u>Science Practices</u>	
Integrate/Interpret includes Vocabulary	54%	<u>Complexity</u>		Identifying Science Principles	28%
Critique/Evaluate	28%	Low	51%	Using Science Principles	40%
		Moderate	44%	Using Scientific Inquiry	11%
		High	5%	Using Technological Design	21%

Note: Beginning in 2012, the *HSTW* Assessment subject tests are comprised of only multiple-choice questions. When comparing 2010 and 2012 data, please note that the 2010 subject tests included a small percentage of open-ended questions as well as multiple-choice questions. After recalculating 2010 data without constructed-response scores, we found that the network-level data showed little statistical change when data for constructed-response questions were removed. Sites with small sample sizes, however, should take caution when comparing 2010 and 2012 data.

ADMINISTRATION OF THE ASSESSMENT

The assessment administration was conducted by school personnel. The data were analyzed and reported by ETS.

SCORING OF THE ASSESSMENT

The questions for each subject test were analyzed to confirm that they performed as expected. Questions that failed to meet ETS standards of quality were deleted from the assessment scoring. Test questions are also subject to a second procedure, known as Differential Item Functioning (DIF). In this procedure, ETS analyzes the performance of test questions after they have been administered to determine whether examinees of similar ability in different gender or ethnic groups are performing differentially. DIF helps ETS evaluate whether certain information (for instance, the context in which a test question is posed) may be interfering with the original intent of the test question in a way that differentially favors or disfavors different groups. Items that appear by ETS standards to systematically discriminate negatively against these groups were similarly dropped from scoring.

FINDING SIGNIFICANT DIFFERENCES

While the comparative network data represent large numbers of students, the data presented for a school are based on a relatively small number of students. Therefore, caution must be exercised when interpreting the results. New subject tests were administered for the first time in 2008. While it is appropriate to compare 2012 test scores to 2010 test scores, it is not appropriate to compare 2008 and 2012 test scores to test scores from years prior to 2008.

Statistical tests can suggest whether the data drawn from the student sample are strong enough to believe that meaningful mean score differences are present for different groups. The reader is cautioned to rely on the results of the statistical tests rather than on the apparent magnitude of the difference between sample means when determining whether the sample differences are likely to represent actual differences in the sample groups.

To determine whether a real difference is likely between the average scaled score for two groups, one needs to obtain an estimate of the degree of uncertainty associated with the difference between the mean scores for those groups. This estimate of uncertainty is called the Standard Error of the Difference (SED). The larger the uncertainty suggested by the SED, the less confident one should be in the difference.

a. To determine the SED:

Take the square of each group's standard error, sum the squared standard errors, and take the square root of that sum.

$$SED = \sqrt{(SE_A^2 + SE_B^2)}$$

SE_A and SE_B are measures of uncertainty for the individual means just as SED is a measure of uncertainty of their difference.

The SED is used to create a confidence interval. A confidence interval provides a range of scaled score differences in which the "true" difference most likely occurs.

b. To determine the confidence interval:

The difference between the means of the two groups plus or minus two standard errors of the difference represents an approximate 95 percent confidence interval, that is, 95 times out of 100, the true score is within this interval.

$$\text{MeanA} - \text{MeanB} \pm 2(\text{SED})$$

For example, if the range of differences (or confidence interval) is between 3 and 5 with numbers greater than zero meaning that group A is earning higher scores than group B, we are fairly certain that the true difference is greater than zero. If our range of differences is between -3 and -5 with numbers less than zero meaning that group A is earning lower scores than group B, we are fairly certain that the true difference is less than zero. As long as the confidence interval does not contain

zero, we say that the difference between the two groups is statistically "significant." This means we are fairly sure that the mean scores are different. How sure? Well, if we say that the real difference is within the confidence interval 95 percent of the time, 5 percent of the time it won't be and we will have claimed a difference that was not there. It is sometimes said that the difference is at the .05 or 5 percent level meaning that we will be wrong 5 percent of the time.

On the other hand, if the interval contains zero, we say the difference is not significant. That is because the difference could be zero which would mean that the groups being tested are really the same; however, being not statistically significant doesn't necessarily mean the difference is zero. It just means that the evidence is not good enough to say there is a difference.

As an example of comparing groups, consider the problem of determining whether the mean reading scale score of group A is higher than of group B. Suppose that the reading mean scores and standard error were as follows:

Group	Mean Reading Score
A	218 (0.9)
B	216 (1.1)

Compute the Standard Error of the Difference

$$SED = \sqrt{(0.9)^2 + (1.1)^2} = 1.4$$

Determine the confidence interval

$$(218-216) \pm 2(1.4) = 2 \pm 2.8 = (-0.8, 4.8)$$

The value zero is within the confidence interval; therefore, there is insufficient evidence to claim that group A outperformed group B.

Be aware that if the groups are extremely different in size or in variability of scores, the interval might be very large or small. We recommend that you view such intervals cautiously.

One final note of caution concerns deciding what a significant difference means. Finding a difference only suggests that the means are unlikely to be the same. The test cannot tell you why the difference exists. Differences between groups of students exposed to varying educational curricula or practices could exist for many reasons. All reasons should be considered carefully. The more important part of your investigation may well be in your ability to eliminate alternative possibilities.

The statistical test also cannot tell you whether the difference is practically meaningful. Means based on many students can result in small differences that are statistically significant. These differences may or may not be large enough to warrant changes in practice.

HSTW-Recommended Curriculum:

- Four college-preparatory English courses that emphasize reading, writing and presentation skills.
- Four college-preparatory mathematics courses, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement Mathematics.
- Three science courses, with two in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics.
- Three college-preparatory social studies courses.
- Four courses above the academic core in either a career/technical, an academic or a blended academic and career/technical concentration or a concentration in mathematics/science or the humanities.

College-Preparatory English -- To determine if English courses described as "general," "regular," "tech-prep," or "standard" met the *HSTW* definition for college-preparatory English, an additional analysis was conducted to find out if the student had all of the following experiences: completed at least one major research paper each year; read at least one assigned book each month; and completed at least one short writing assignment each month.

College-Preparatory Mathematics -- The sequence of mathematics courses was examined to determine if courses such as elementary algebra, algebra taken before ninth grade or applied mathematics would count for college-preparatory credit. These courses only counted for college-preparatory credit when taken in combination with a higher-level mathematics course such as Algebra II, geometry, trigonometry, pre-calculus, calculus or another higher-level mathematics course.

College-Preparatory Science -- To determine if science courses described as "general" or "regular" met the *HSTW* definition for college-

preparatory science, an additional analysis was conducted to find out if the student had all of the following experiences at least once a month: used science equipment to do science activities in a classroom or laboratory; read an assigned book (other than a textbook) or article dealing with science; completed a laboratory assignment in which science is used to address a problem found in the community; and prepared a written report of the results of research projects.

PERFORMANCE LEVELS

The *HSTW* Assessment tests a wide range of student knowledge and skills in reading, mathematics and science - from very little understanding on the part of the student to an advanced level of understanding. To help school leaders and staff see how their students' scores are distributed along that wide range, this report shows the percentage of students whose scores reach each of three levels of performance - Basic, Proficient and Advanced. Students with scores that reflect less than basic knowledge and skills in an area have scores that occur below the Basic level of performance. Table 3 in this report shows the distribution of your students' scores across the various levels of performance in reading, mathematics and science.

This information is important because it gives school leaders a sense of the percentage of their students who have demonstrated that they have some of the essential skills needed to undertake further learning in a postsecondary or work setting. Students who score at least at the Basic level and above in reading, mathematics and science are more likely to be prepared for further learning than are students who do not. All high school sites involved in one of SREB's school improvement initiatives should aim to get at least 85 percent of their students to score at least at the Basic level in all three areas. Of the students who participated in the 2012 *HSTW* Assessment, 56 percent scored at or above that level in reading, 57 percent scored at or above that level in mathematics and 55 percent scored at or above that level in science. All high schools should aim toward increasing the percentages of their students to score at the Proficient level in all three areas.

To support teachers in using assignments that cause more students to score at the Proficient level or above in reading, mathematics or science, SREB convened panels of curriculum experts -- teachers, test developers and curriculum specialists -- in reading, mathematics and science to review the assessment items and determine the level of knowledge and skills that each item requires students to demonstrate. What follows is a description of the minimum knowledge and skills that students demonstrate at each performance level.

General Performance Level Descriptors

Reading

Basic (250-271): Students performing at the Basic level are able to enter postsecondary studies without needing additional preparation and/or are able to pass the reading portion of most employer exams for entry-level jobs. They demonstrate understanding of grade-level texts by being able to identify relevant information, identify purpose, differentiate between fact and opinion, and connect ideas across a text to make inferences. They recognize how interpretations can be sustained or refuted on the basis of examples and specific information presented in a text. They recognize the appropriate meaning of words and phrases within the context of a passage. They demonstrate understanding of the way organizational patterns, language and graphical features are used to present information.

Proficient (272-301): Students performing at the Proficient level are able to enter reading-intensive postsecondary studies and/or are able to pass the reading portion of most employer exams for specialized jobs. They demonstrate in-depth understanding of grade-level texts by being able to infer main ideas, compare and contrast information in different parts of a text, provide overall interpretations of a text's meaning, and extend ideas presented in the text. They recognize connections between ideas within a text, between ideas across different texts, and between texts and real-life experiences. They make inferences and represent, recognize or determine central themes and ideas based on an under-

standing of how organizational patterns, language and graphical features are used.

Advanced (302-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring intensive reading and comprehension of complex materials and/or are able to pass the reading portion of most employer exams for specialized career paths. They are able to integrate ideas in a text, explain causal relationships, and evaluate information and organizational features. They use context to determine the most appropriate meaning of words, phrases and technical language. They analyze abstract text ideas to provide specific and extensive support for generalizations, evaluations and interpretations of the text. They analyze how authors develop themes and central ideas.

Mathematics

Basic (257-291): Students performing at the Basic level are able to enter non-mathematics-intensive postsecondary studies without needing additional preparation and/or are able to pass the mathematics portion of most employer exams for entry-level jobs. They have factual and conceptual mathematical knowledge and are able to solve problems that require direct application of learned concepts and procedures. They can perform procedures and computations involving the real number system, algebra, descriptive statistics, and probability. They can recall and use basic geometric properties and measurement conventions.

Proficient (292-318): Students performing at the Proficient level are able to enter mathematics-intensive postsecondary studies and/or are able to pass the mathematics portion of most employer exams for specialized jobs. They are able to use multiple mathematical ideas or strategies and apply, integrate and connect skills across the various strands of mathematics. They demonstrate an understanding of complex mathematical concepts. They are able to use analysis techniques and critical thinking to solve mathematical problems.

Advanced (319-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring significant applications of mathematical concepts and principles and/or are able to pass the mathematics portion of most employer exams for specialized career paths. They demonstrate a strong conceptual understanding of numbers and algebra. They are able to apply algebra, geometry and advanced mathematics skills to such tasks as formulating mathematical models, providing mathematical justifications, analyzing similarities and differences, producing deductive arguments and performing multiple-step procedures having multiple decision points. These students have the knowledge and skills necessary to make important connections across mathematical strands and between mathematics and other content applications in problem-solving and prediction-formulation.

Science

Basic (258-285): Students performing at the Basic level are able to enter non-science-intensive postsecondary studies without needing additional preparation and/or are able to pass the science portion of most employer exams for entry-level jobs. They demonstrate a fundamental understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They understand factual and conceptual scientific knowledge; recognize processes of the scientific method, demonstrate use of the method and/or explain how this method

is used in problem solving; collect and organize data; and read and interpret graphs, diagrams and maps.

Proficient (286-310): Students performing at the Proficient level are able to enter science-intensive postsecondary studies and/or are able to pass the science portion of most employer exams for specialized jobs. They demonstrate understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They apply their knowledge of the scientific method to new situations and can design and evaluate scientific investigations. They can analyze data and create graphs, diagrams and tables.

Advanced (311-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring understanding of complex concepts and processes and/or are able to pass the science portion of most employer exams for specialized career paths. They demonstrate an advanced understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They have the ability to use their knowledge in complex practical situations. They use the scientific method to design and conduct multiple-variable investigations. They can apply statistics to analyze and interpret data and represent these data in multiple ways.

RESULTS FINDER
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Solved mathematics problems with more than one possible answer	93	Completed short writing assignments of one to three pages for which I received a grade in science classes	104	Science: Performance by type of program	112
Solved mathematics problems other than those found in the textbook	93	Read an assigned article or book (other than a textbook) dealing with science	104	Where career/technical courses were taken	113
Were assigned word problems in mathematics	94	Used science equipment to do science activities in a classroom or laboratory	105	Number of courses taken in career/technical areas in grades 9 through 12	114
Used a graphing calculator to complete mathematics assignments	94	Used computers or technology to do science activities	105	How often career/technical teachers stressed the following subjects and skills	115
Worked in a group to brainstorm how to solve a mathematics problem	94	Used graphs, charts and diagrams to interpret and explain scientific phenomena	105		
Received computer-assisted instruction in math that was connected to what I was learning in my math class	95				

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
Read and interpreted technical books and manuals to complete assignments	116	RAISING EXPECTATIONS AND STUDENT ACHIEVEMENT		Had to develop and analyze tables, charts and graphs in my school work	131
Read a career-related article and demonstrated understanding of the content	116	Teachers know their subject and made it interesting and useful	122	Have used word-processing software to complete an assignment or project	132
Had challenging assignments	116	Teachers have set high standards for me and are willing to help me meet them	122	Completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others	132
Completed a project that first required some research and a written plan before completing the task	117	Teachers have clearly indicated the amount and quality of work that are necessary to earn a grade of A or B at the beginning of a project or unit	123	Hours spent on homework each day	133
Used computer skills to complete an assignment or project	117	Teachers care about me enough that they will not let me get by without doing the work	124	Arrived to class on time	134
Used database or spreadsheet software to complete an assignment or project	117	Most of my teachers have encouraged me to do well in school	124	Knew when projects were due	134
Used computer software or other technology related to my career/technical area to complete assignments	118	My courses have been exciting and challenging	125	Actively managed my time in order to complete assignments	135
Used mathematics to complete challenging assignments	118	Tried to do my best work in school	125	Used a daily planner or agenda book	135
Made journal or lab manual entries that recorded my class work	118	Worked hard to meet high standards on assignments	126	Outlined and took notes from the textbook	136
Completed short writing assignments of one to three pages for which I received a grade	119	Failed to complete or turn in my assignments	126	Kept my notes and handouts for each class separate	136
Discussed or debated topics with other students about what I have read	119	I believe that with hard work, I can understand the material being taught in my classes	127	AVAILABILITY OF EXTRA HELP FOR STUDENTS	
Had an expert outside the school evaluate my work, products, projects or accomplishments	119	The grades that I receive are the result of the amount of effort that I put forth in my classes	127	Teachers have encouraged students to help each other and to learn from each other	138
Took a performance test containing industry standards I had to meet to pass the test	120	Used knowledge and skills from different courses	128	Have been able to get extra help from my teachers when I needed it without much difficulty	138
Hours spent on homework assigned by career/technical teachers each day	120	Used computer skills or programs	129	Teachers were available before, during or after school to help with my studies	139
		Used the internet to retrieve information for a project or report	130		
		Were part of a team or small group in class	130		
		Were able to choose topics for research or project work	131		

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
How often the extra help I received at school helped me to understand my schoolwork better	140	A teacher or counselor talked to me individually about my plans for a career or further education after high school	153	<u>During high school (continued):</u>	
How often the extra help I received at school helped me make a greater effort to meet expectations	141	Was encouraged to take a combination of academic and career/technical courses	154	I spoke with or visited someone in a career I aspire to	168
How often the extra help I received at school helped me get better grades	142	Received information and help about participating in a cooperative career/technical education program	155	I attended a meeting at my school with my parents (step-parents or guardians) to talk about plans for after high school	168
GUIDING AND SUPPORTING STUDENTS		Received information and help in getting into a youth apprenticeship or work-based learning program	155	I held an internship that helped me explore a career option	169
My teachers or counselors have encouraged me to take more challenging English courses	144	<u>I believe it is important to:</u>		I think that the courses I have taken in high school have successfully prepared me for a career or further education	169
My teachers or counselors have encouraged me to take more challenging mathematics courses	145	Attend all my classes	156	<u>Have earned or attempted to earn college credit in high school by taking:</u>	
My teachers or counselors have encouraged me to take more challenging science courses	146	Participate actively in class	156	Classes at a community, technical or four-year college	170
Someone in my family emphasized the importance of education for me to be successful	147	Study hard to get good grades	157	A dual-enrollment, joint-enrollment or concurrent-enrollment class at my high school	170
When I received the most help in planning my high school education plan of studies	148	Have grades that are good enough to get me accepted to college	157	Number of college courses for which I will have earned credit by the time I graduate high school	171
<u>When planning and reviewing my high school four-year education plan, I:</u>		Take a lot of college-preparatory classes	158		
Talked with my parents, step-parent or other adults with whom I live	149	Graduate from high school	158		
Reviewed the sequence of courses I planned to take throughout high school	150	Continue my education beyond high school	159		
Satisfaction with help received at school in the selection of high school courses	151	TRANSITION TO AND BEYOND HIGH SCHOOL			
Had an adult mentor or advisor who worked with me all four years of high school	152	How much education I think I will complete by the time I am 30	161	WORK-BASED LEARNING EXPERIENCES	
If I had an adult mentor or advisor, this mentor/advisor worked with me to develop my course choices for high school and to review my selections	153	The one thing that will take the largest share of my time in the first year after I leave high school	162	During the school year, number of hours worked each week in a part-time job	173
		When I entered high school, I was prepared with the necessary knowledge and skills to succeed in college-preparatory courses	164	The primary reason I have this job	174
		<u>During high school:</u>		Job is part of formal work or training program organized through my school	175
		My parents and I received information or assistance from someone at my school in selecting or applying to college	166	<u>While working at my job, I:</u>	
		Someone from a college talked to me about going to college	167	Observed veteran workers performing certain jobs	176
				Had someone teach me how to do the work	176
				Received school credit for my work experience	177

QUESTION	PAGE
<u>During the past 12 months, my employers:</u>	
Encouraged me to develop good work habits	178
Encouraged me in my academic studies at school	179
Encouraged me to develop good customer relations skills	180
Encouraged me to develop good teamwork skills	181
Showed me how to use communication skills (reading, writing, speaking) in job-related activities	182
Showed me how to use mathematics in job-related activities	183
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SREB



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Regional
Education
Board

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Springdale High School

All Students

ARKANSAS

2012 *High Schools That Work* Assessment of
Reading, Mathematics and Science

2012 *HSTW* Teacher Survey Report

Prepared by:
Educational Testing Service
Princeton, NJ

Number of Students = 60

Report #: 04018

This report presents the findings of an assessment conducted by Educational Testing Service for the Southern Regional Education Board State-Career/Technical Education Consortium. It does not, however, necessarily reflect the views of that organization.

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Dear Colleague:

Schools in the *High Schools That Work (HSTW)* and *Technology Centers That Work (TCTW)* networks have committed themselves to raising student achievement in reading, mathematics and science. These networks of schools have grown to more than 1,100 sites in 35 states committed to achieving this goal. A nationally respected educational leader has described the networks as "the largest, most focused and most effective force dedicated to school improvement in this country." One distinguishing characteristic of this effort is that participating school teams understand it is not easy to demonstrate school improvement without an information system linking student outcomes to school and classroom practices. With such information, teachers and principals can take thoughtful action to increase student learning.

For a high school to change, the leaders and teachers first must have a vision of how the school can be different. They need to determine where they are and where they want to be. To close the gap between "what is" and "what can be," the faculty must become a learning community that constantly searches for ways to advance the achievement of all students.

The information contained in this report offers teachers and administrators the opportunity to determine what needs to be done next by comparing the achievement of their students and their school's practices to:

- ◆ all *HSTW* and *TCTW* sites participating in the 2012 Assessment;
- ◆ high-scoring sites similar to yours in categories based on racial/ethnic composition and parental education; and
- ◆ data from the 2010 *HSTW* Assessment.

HSTW and *TCTW* sites are expected to show consistent progress until at least 85 percent of students meet the readiness goals in reading, mathematics and science and until the school improvement framework is fully implemented. Active membership in the network is maintained by demonstrating significant progress toward fully implementing all Key Practices and achieving the three readiness goals. For a quick overview of how your school performed, review the Executive Summary on page 1. Then determine the extent to which your school is deeply implementing the *HSTW* Key Practices by reviewing the Overview beginning on page 3 and the Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement beginning on page 25. Finally, review the entire report and use the indicators listed in the Brief Summary of Results on Indicators for High School Improvement to chart your school's progress in implementing the design and meeting the readiness goals. By comparing your site's practices and results with those of high-scoring sites, you can identify important aspects of curriculum and instruction that promote improved learning for all students. Administrators, academic and career/technical teachers and counselors can work together as a school team to determine how school and instructional practices advance student achievement. School leaders will need to assemble their staff to review the results of this report, make plans to address the gaps revealed through the indicators and carry out those plans.

Gene Bottoms
Senior Vice President
Southern Regional Education Board

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ORGANIZATION OF THIS REPORT

The tables that follow provide detailed information related to student performance in reading, mathematics and science. The tables relate mean scores to student perceptions about classroom experiences, coursework, post-high school plans, the amount of homework students are assigned, teaching styles and emphases, plans after graduation, extra help students received, satisfaction with guidance support and work experience. The report concludes with an Appendix describing the assessment and defining the performance levels.

The report provides self-reported item-by-item results for all students at the site, for career/technical students at the site and for students at high-scoring sites in your category or for all sites that participated in the 2012 assessment. The report also provides results for sites that participated in the previous assessment. If there are no data in the column showing comparative results, the survey item was new or your site did not participate in the last assessment.

Questions about *HSTW* or this report may be directed to:

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READING THE TABLES AND INTERPRETING RESULTS

Interpreting assessment results, attempting to put them in a real-world context, advancing plausible explanations of effects and suggesting possible courses of action will always be an art, not a science. The findings offer comparisons between student performance and other variables, such as course enrollment, and classroom, laboratory, computer or workplace experiences. These relationships are statistical relationships only and should not be mistaken for cause and effect statements. Nevertheless, these relationships do provide insights into the importance of various indicators of performance. In order to bring meaning to these data, teachers and administrators who understand local conditions and possibilities must use other information, such as failure rates, and apply their professional judgment and experience as they interpret these findings.

The Results Finder at the end of this report indicates the page number on which data for particular survey items may be found.

Guideposts to help interpret the tables in each section:

1. Readiness goals: The readiness goals are three achievable goals established as minimum targets for school improvement. The values represent scores at the Basic performance levels in reading, mathematics and science.

Students who meet these goals are likely prepared for postsecondary studies and careers. Students who achieve at or above the Proficient level are likely prepared for post-secondary studies and careers in more specialized fields

that require greater understanding of reading, mathematics and science concepts and skills.

More detailed information on the performance levels can be found in the Appendix.

The philosophy supporting the readiness goals has remained unchanged since *HSTW* began. If your school has achieved a mean score at or above the goal in a subject area, it is important to do two things. First, set a goal of at least 85 percent of your students scoring at that level. Second, set a higher goal for your mean score at or above the Proficient level. Doing those two things should guide you in refining instructional and curriculum practices for improving student achievement.

- 2. The Selective Nature of the Data:** The assessment results should not be interpreted as being representative of all students in the entire region or state. Rather, participating schools most often were selected because school or district officials demonstrated a willingness to pursue rigorous initiatives for improving high school learning for students.
- 3. All Sites:** Data in the All Sites column of this report represents all students tested during the 2012 assessment.
- 4. High-Scoring Sites in Your Category:** Interpretation of assessment results may be more meaningful when comparisons are made between students of similar backgrounds. Hence, the four school categories below were developed using student-reported data related to race/ethnicity and parents' educational attainment. Schools ranking in the top 15 percent in two or more subjects were identified as high-scoring.

"High-Scoring Sites in Your Category" Designations:

Category A: Schools with a minority enrollment greater than or equal to 30 percent and with at least 60 percent of the students reporting that one or both of their parents had some education after high school.

Category B: Schools with a minority enrollment greater than or equal to 30 percent and with less than 60 percent of the students reporting that one or both of their parents had some education after high school.

Category C: Schools with a minority enrollment less than 30 percent and with at least 60 percent of the students reporting that one or both of their parents had some education after high school.

Category D: Schools with a minority enrollment less than 30 percent and with less than 60 percent of the students reporting that one or both of their parents had some education after high school.

It is important to note that as interesting and relevant as school category comparisons can be, there remains a single readiness goal for every *HSTW* school.

5. Data in the Mean and Standard Error Fields: The scale for each subject is 0 to 500. The numbers in () are the standard errors. Information about finding significant differences between scores can be found in the Appendix. All percentages have been rounded to whole numbers. Percentages less than .5 have been rounded to zero.

When fewer than five scores go into a calculation, standard errors and means are not reported. When there are only one or two students for a calculation, dashes will appear and no means or percentages are reported. The uncertainty is extremely high in these cases and you should have no confidence in interpreting any such value.

Be especially careful reviewing the Work-Based Learning Experiences section beginning on page 173. These data might be based on small subgroups of students who took the assessment.

Standard errors are not reported when they equal zero. This means that every student included in the mean earned exactly the same score. Generally a standard error value of zero occurs when there are very few students. In these cases, we do not report means or standard errors as we regard the values as being the result of chance. In both of these instances, only percentages are reported.

6. No Comparison Across Subject Areas: The scores for each subject are on a separate scale. For example, a 275 in mathematics does not equal a 275 in science.

7. Comparisons in 2010 and 2012 data: Beginning in 2012, the *HSTW* Assessment subject tests are comprised of only multiple-choice questions. When comparing 2010 and 2012 data, please note that the 2010 subject tests included a small percentage of open-ended questions as well as multiple-choice questions. After recalculating 2010 data without open-ended scores, we found that the network-level data showed little statistical change when data for open-ended questions were removed. Sites with small sample sizes, however, should take caution when comparing 2010 and 2012 data.

8. CT Student Designation: "CT Students" data refer to students who indicated that they will have completed a career/technical concentration in one of the 16 career clusters by the time they graduate. If a student self-reported that he or she did not complete a career/technical concentration in high school, that student's data will not be included in "CT Students" data.

A FINAL WORD

It is important to underscore that the results of this assessment are not the only information necessary to evaluate educational progress. While these results are important, there are other factors to examine when assessing educational progress. A school or district's policies, mission statement and curriculum, as well as state and local data, must also be considered.

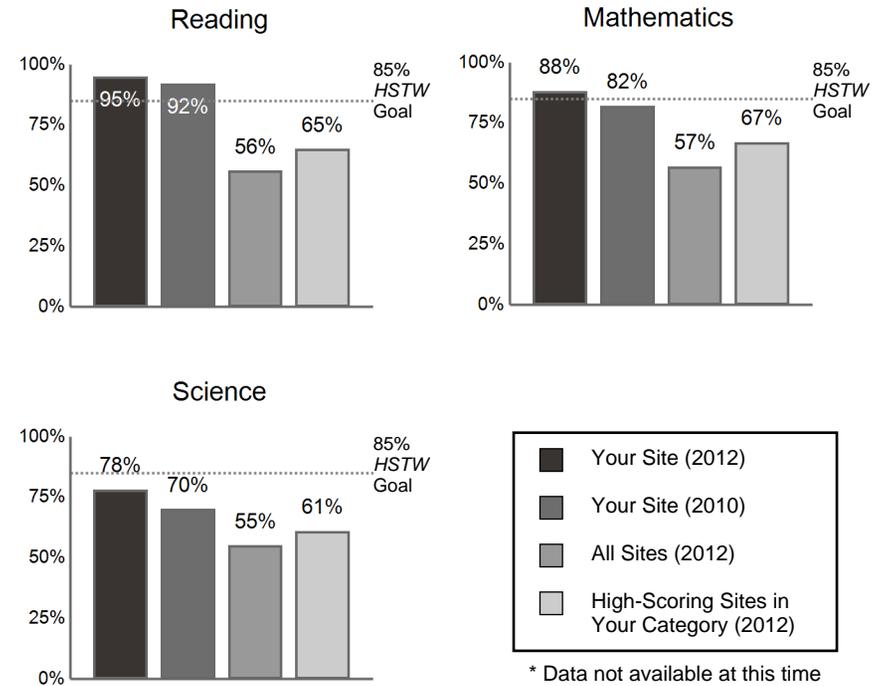
The results of this assessment are not intended to evaluate the progress of individual students, but to help teachers learn more about their school program and students' experiences.

High Schools That Work Assessment Executive Summary

HSTW Implementation Summary

Indicators	Your Site (2012)	Your Site (2010)	High-Scoring Sites in Your Category (2012)
Percentage of students completing the HSTW-Recommended Curriculum:			
English/Language Arts	58%	92%	43%
Mathematics	98%	98%	66%
Science	30%	98%	56%
2-3 Subjects	68%	98%	57%
Percentage of students experiencing an intensive emphasis on the HSTW indices:			
High Expectations	40%	22%	19%
Literacy	38%	27%	27%
Numeracy	52%	43%	45%
Engaging Science	7%	7%	15%
Integrating Academics into CT	28%	40%	23%
Quality CT Studies	60%	52%	39%
Work-Based Learning	57%	43%	37%
Guidance	55%	57%	37%
High School Importance	43%	47%	38%
Extra Help	30%	23%	21%
Percentage of teachers experiencing an intensive emphasis on the HSTW indices:			
Continuous Improvement	54%	80%	31%

Percentage of Students Meeting HSTW Readiness Goals



State Data

AYP Status

Year	AYP	Year	AYP

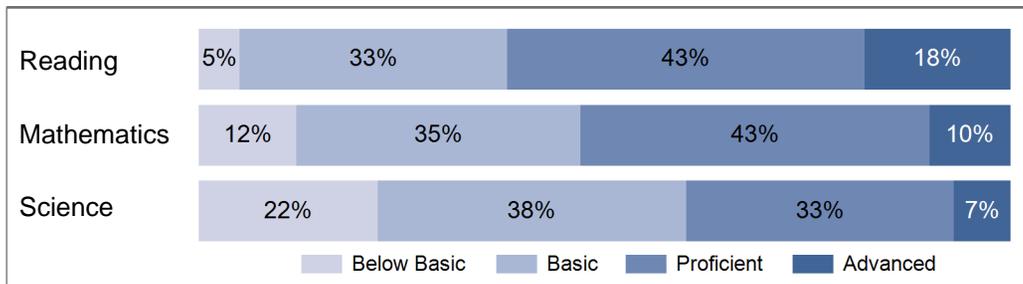
State Assessment Results

Subject	Year	% Meeting Standards

Graduation Rate

School Year	Graduation

Percentage of Students at Each Performance Level



Key Indicators of Student Achievement

The following student and teacher survey items have been found to be predictive of student achievement. Consider your school's performance on these items. The remainder of this report will more deeply explore students' and teachers' school and classroom experiences.

Students reported:	Your Site (2012)	Your Site (2010)	High-Scoring Sites in Your Category (2012)
Their teachers often clearly indicated the amount and quality of work that are necessary to earn a grade of A or B at the beginning of a project or unit.	70%	58%	56%
They often revised their essays or other written work several times to improve their quality.	38%	30%	33%
They read an assigned book in English class and demonstrated understanding of the significance of the main ideas at least monthly .	65%	42%	57%
They completed short writing assignments of one to three pages for which they received a grade in their English classes at least monthly .	83%	80%	77%
They often used word-processing software to complete an assignment or project.	63%	58%	57%
They used a graphing calculator to complete mathematics assignments at least weekly .	90%	83%	72%
They solved mathematics problems other than those found in the textbook at least monthly .	90%	73%	83%
They used science equipment to do science activities in a classroom or laboratory at least weekly .	18%	27%	30%
They prepared a written report of their lab results in science at least monthly .	68%	57%	57%
They often were able to get extra help from their teachers when they needed it without much difficulty.	48%	50%	43%
During high school, a teacher or counselor talked to them individually about their plans for a career or further education after high school.	90%	98%	90%
They completed a project that first required some research and a written plan before completing the task in their career/technical classes at least once a semester (CT students only).	91%	83%	80%

Teachers reported:	Your Site (2012)	Your Site (2010)	High-Scoring Sites in Your Category (2012)
They strongly agree that the goals and priorities for their school are clear.	60%	89%	37%
They strongly agree that teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.	52%	73%	36%
They strongly agree that teachers in this school are continually learning and seeking new ideas on how to improve students' achievement.	68%	85%	45%
They strongly agree that teachers and school administrators work as a team to improve student achievement at their school.	58%	80%	32%
They strongly agree that teachers use data continuously to evaluate the school's academic and technical programs and activities.	53%	75%	41%
They strongly disagree that students should be grouped for learning by skill or ability level.	5%	28%	6%

Mean Reading Scores

Readiness Goal

Reading 250

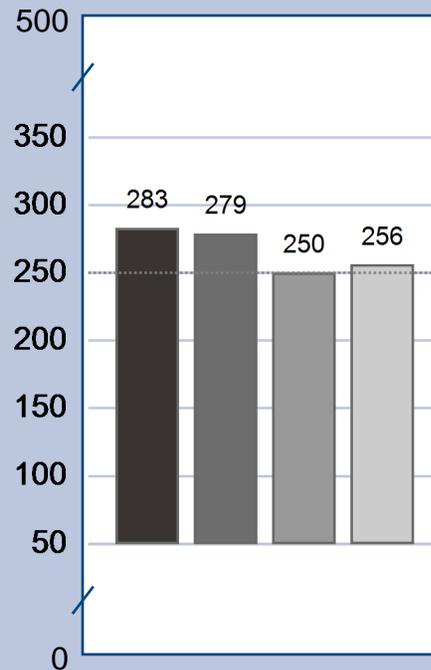
Performance Levels

Reading

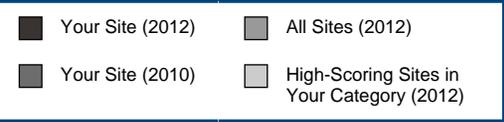
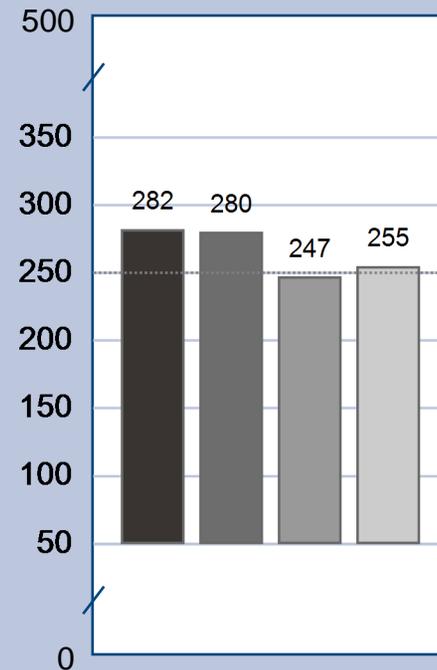
Basic 250-271
 Proficient 272-301
 Advanced 302-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No mean score is reported for fewer than five students

Mean Mathematics Scores

Readiness Goal

Mathematics 257

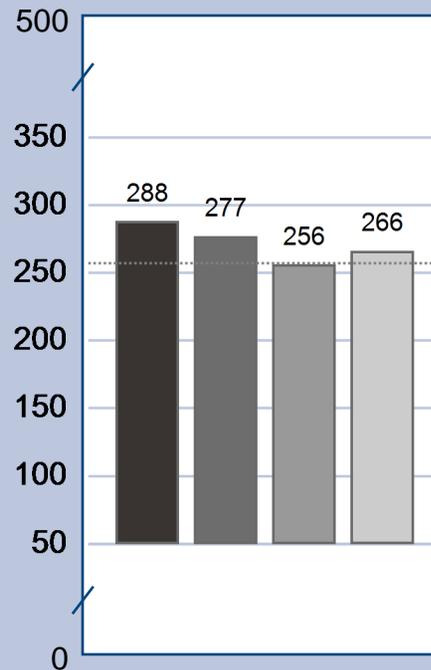
Performance Levels

Mathematics

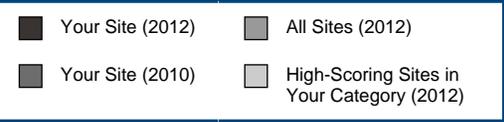
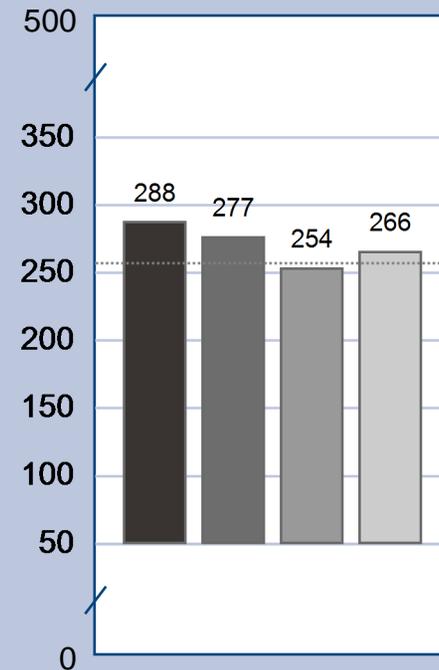
Basic 257-291
 Proficient 292-318
 Advanced 319-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No mean score is reported for fewer than five students

Mean Science Scores

Readiness Goal

Science 258

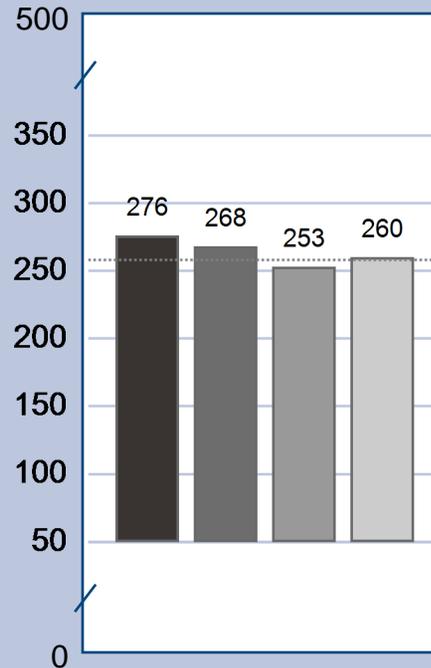
Performance Levels

Science

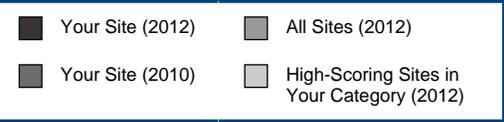
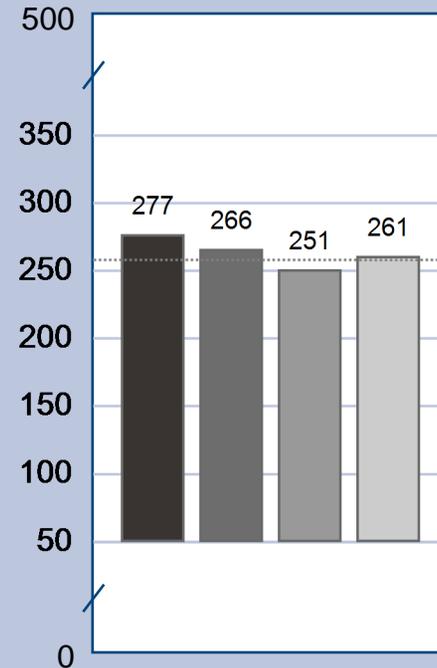
Basic 258-285
 Proficient 286-310
 Advanced 311-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No mean score is reported for fewer than five students

Percentage of Students Meeting the Reading Readiness Goal

Readiness Goal

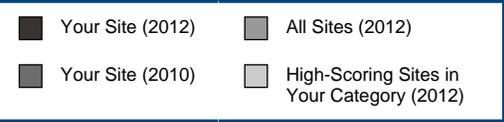
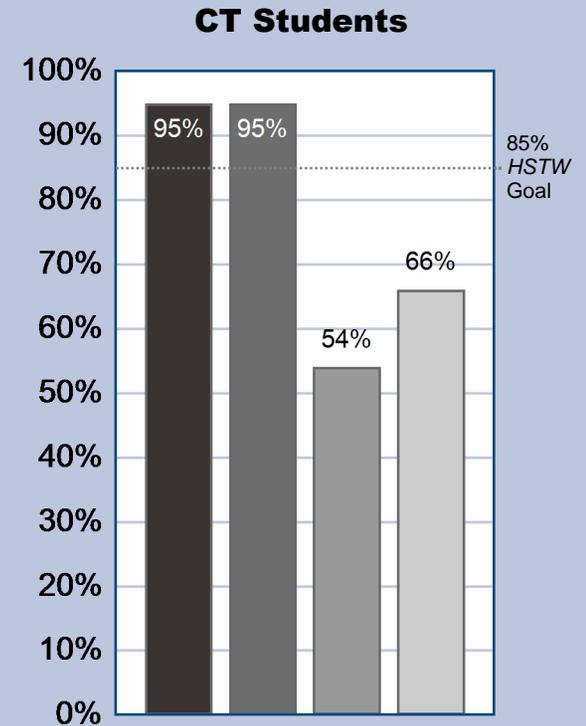
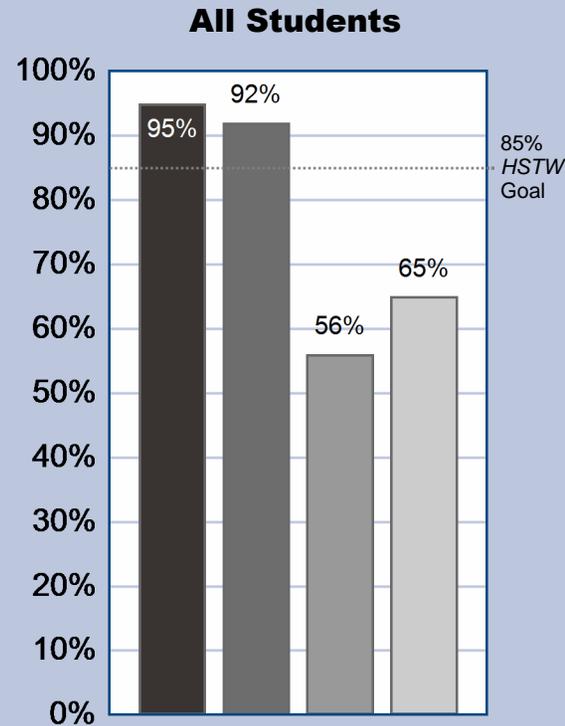
Reading 250

Performance Levels

Reading

Basic 250-271
 Proficient 272-301
 Advanced 302-500

Scale 0-500



* Data not available at this time
 ** No student data available

Percentage of Students Meeting the Mathematics Readiness Goal

Readiness Goal

Mathematics 257

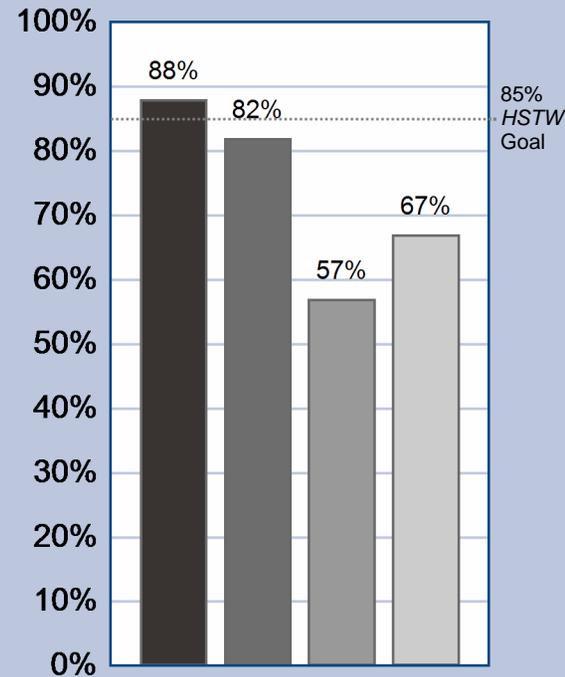
Performance Levels

Mathematics

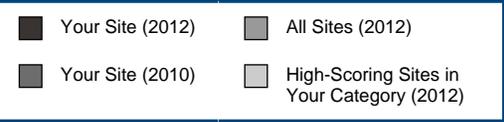
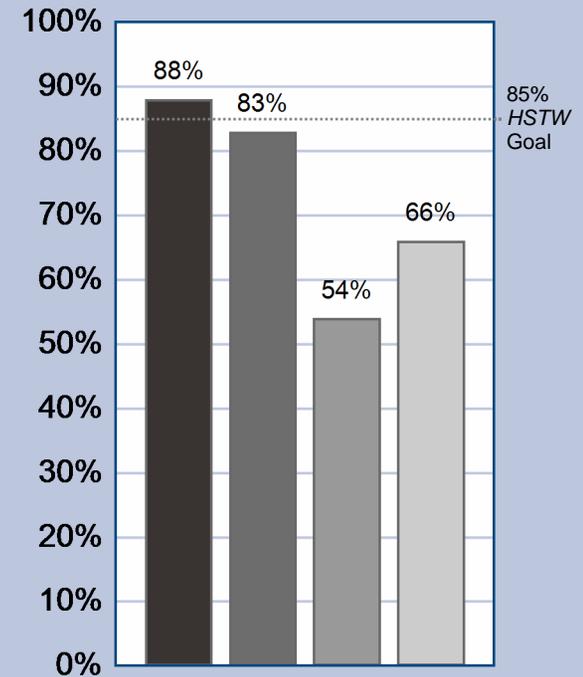
Basic 257-291
 Proficient 292-318
 Advanced 319-500

Scale 0-500

All Students



CT Students



* Data not available at this time

** No student data available

Percentage of Students Meeting the Science Readiness Goal

Readiness Goal

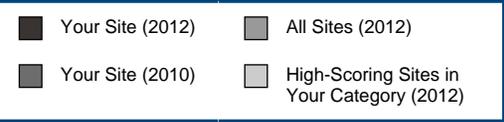
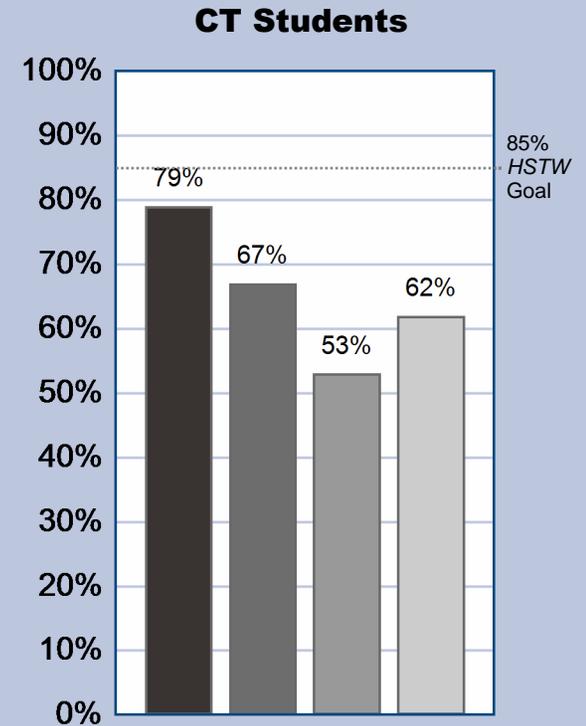
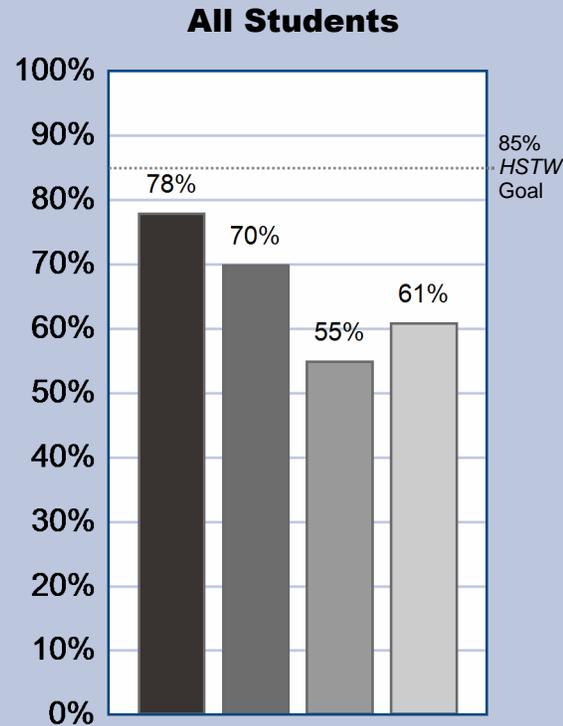
Science 258

Performance Levels

Science

Basic 258-285
 Proficient 286-310
 Advanced 311-500

Scale 0-500



* Data not available at this time

** No student data available

Percentage of Students at Each Performance Level

Readiness Goals

Reading	250
Mathematics	257
Science	258

Performance Levels

Reading

Basic	250-271
Proficient	272-301
Advanced	302-500

Mathematics

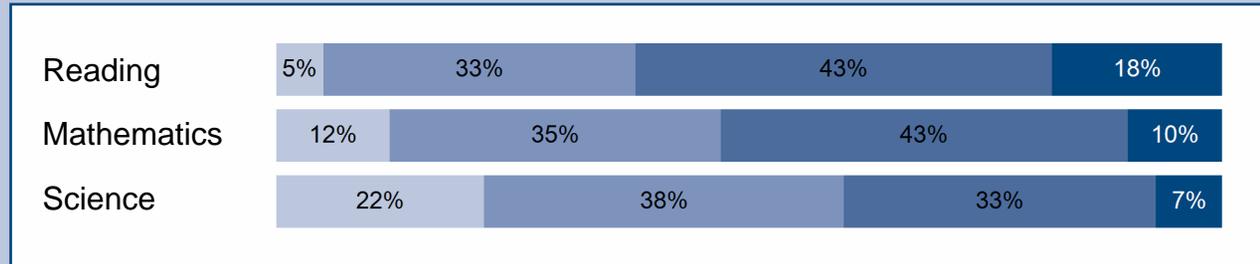
Basic	257-291
Proficient	292-318
Advanced	319-500

Science

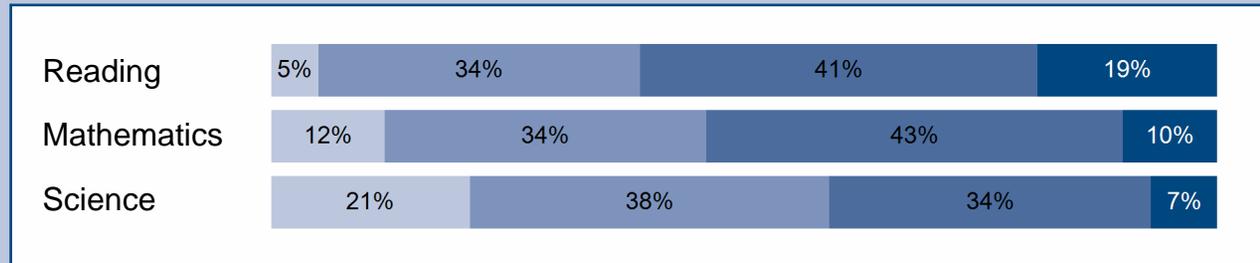
Basic	258-285
Proficient	286-310
Advanced	311-500

Scale 0-500

All Students



CT Students



Percentage of Students Completing the English/Language Arts Recommended Curriculum

Readiness Goal

Reading 250

Performance Levels

Reading

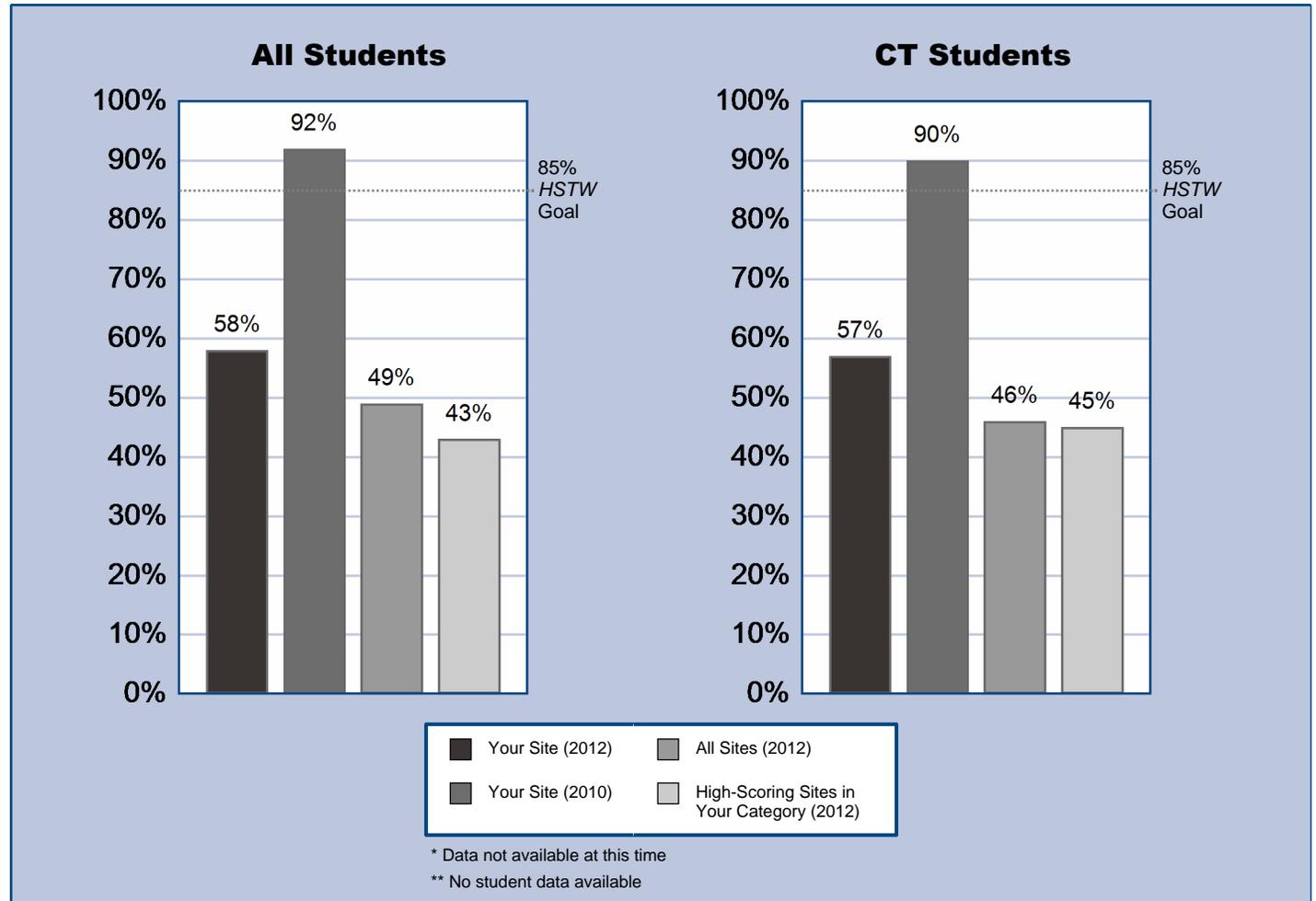
Basic 250-271
 Proficient 272-301
 Advanced 302-500

Scale 0-500

HSTW-Recommended Curriculum

English/Language Arts

Four or more courses in college-preparatory English/language arts



Percentage of Students Completing the Mathematics Recommended Curriculum

Readiness Goal

Mathematics 257

Performance Levels

Mathematics

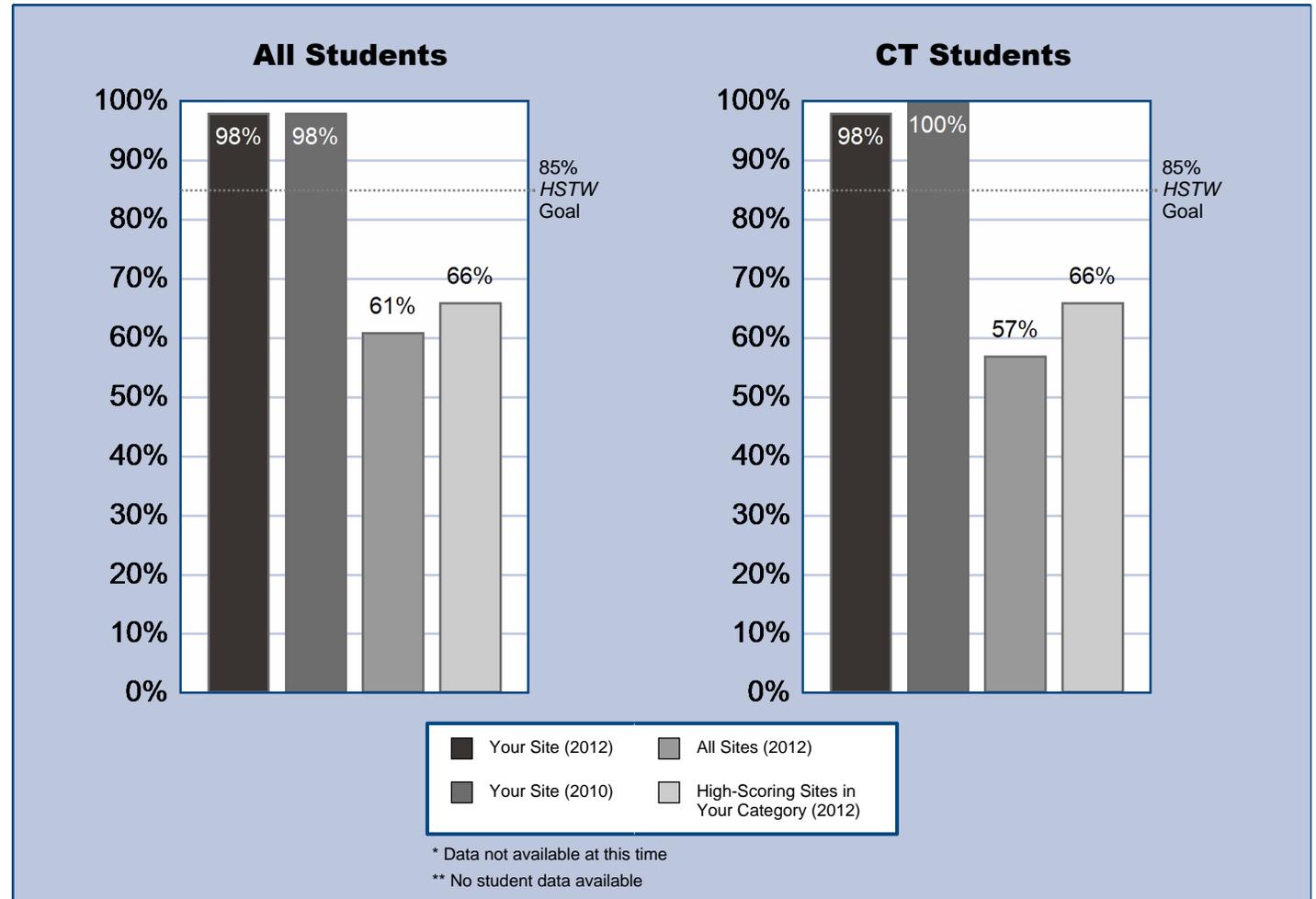
Basic 257-291
 Proficient 292-318
 Advanced 319-500

Scale 0-500

HSTW-Recommended Curriculum

Mathematics

Four or more courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course



Percentage of Students Completing the Science Recommended Curriculum

Readiness Goal

Science 258

Performance Levels

Science

Basic 258-285
 Proficient 286-310
 Advanced 311-500

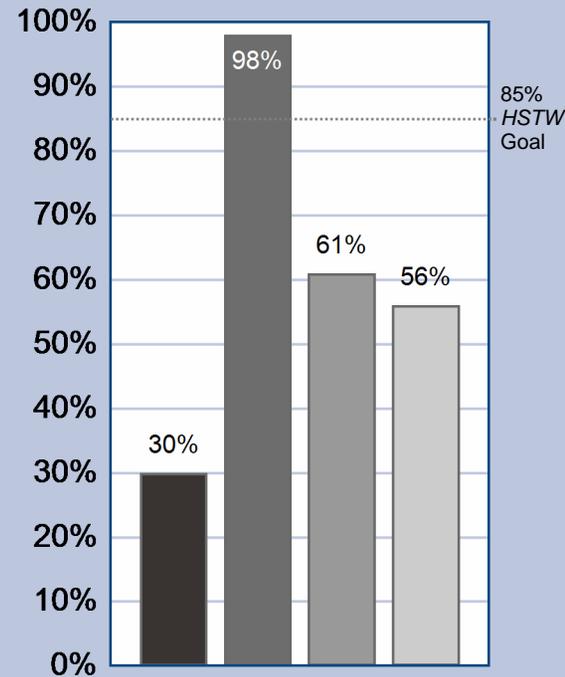
Scale 0-500

HSTW-Recommended Curriculum

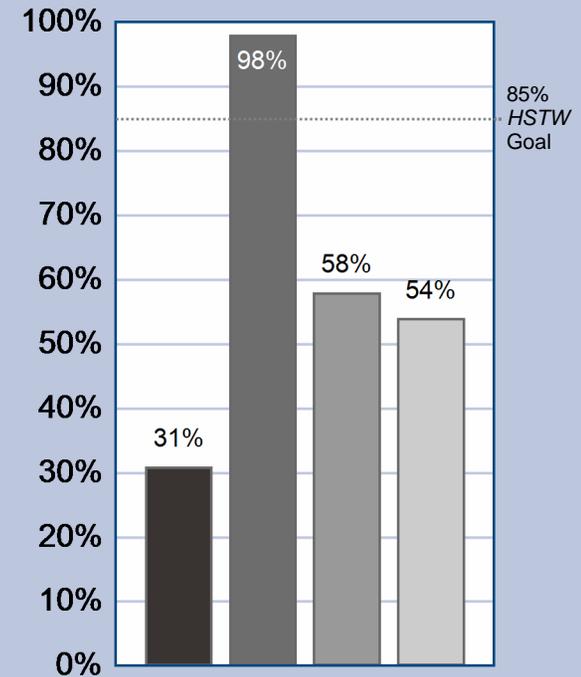
Science

Three or more courses in science, including at least two or more courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics

All Students



CT Students



* Data not available at this time

** No student data available

Emphasis on High Expectations

Indicators

Students reported:

- Their teachers **often** knew their subject and made it interesting and useful.
- Their teachers **often** set high standards for them and were willing to help them meet them.
- Their teachers **often** clearly indicated the amount and quality of work that were necessary to earn a grade of A or B at the beginning of a project or unit.
- Their teachers **often** cared about them enough that they would not let them get by without doing the work.
- Most of their teachers **often** encouraged them to do well in school.
- Their courses **sometimes or often** were exciting and challenging.
- They **often** worked hard to meet high standards on assignments.
- They **somewhat or strongly agreed** that with hard work, they could understand the material being taught in their classes.
- They **somewhat or strongly agreed** that the grades they received were the result of the amount of effort they put forth in their classes.
- They usually spent **one or more hours** on homework each day.

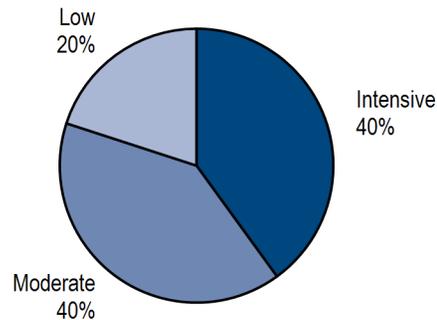
Intensive: 9 to 10 indicators

Moderate: 5 to 8 indicators

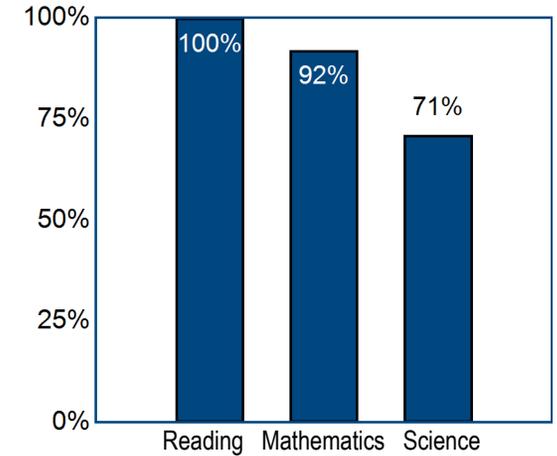
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

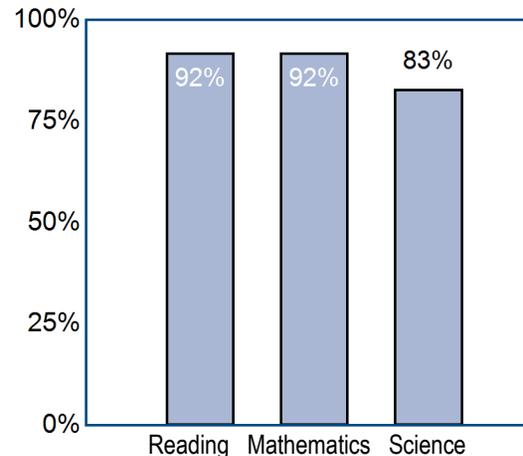
Percentage of Students at Each Level of Emphasis



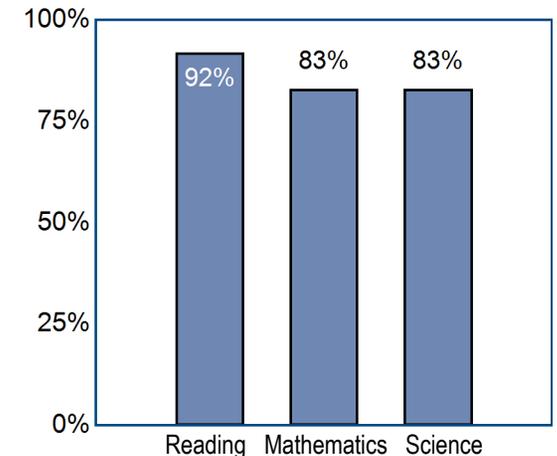
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Literacy Across the Curriculum

Indicators

Students reported:

- They **often** revised their essays or other written work several times to improve their quality.
- They **sometimes or often** were asked to write in-depth explanations about a class project or activity.
- They completed short writing assignments of one to three pages for which they received a grade in their English classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their science classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their social studies classes **at least monthly**.
- They read an assigned book and demonstrated understanding of the significance of the main ideas **at least monthly**.
- They analyzed works of literature in class **at least weekly**.
- They discussed or debated topics with other students about what they read in English or language arts classes **at least monthly**.
- They drafted, rewrote and edited writing assignments before being given a grade **at least monthly**.
- They stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements **at least once a semester**.

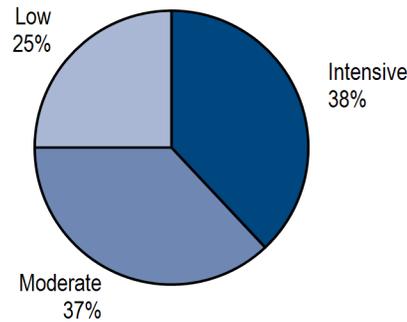
Intensive: 8 to 10 indicators

Moderate: 5 to 7 indicators

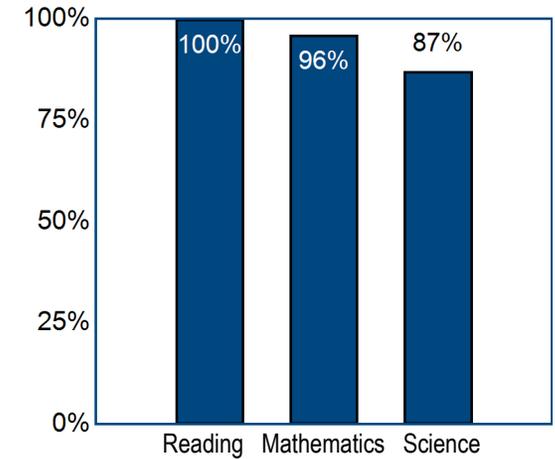
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

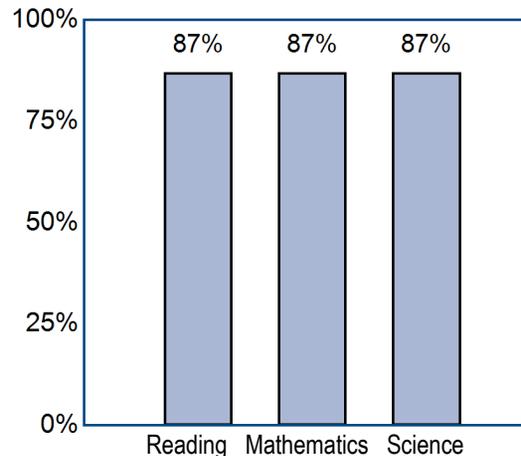
Percentage of Students at Each Level of Emphasis



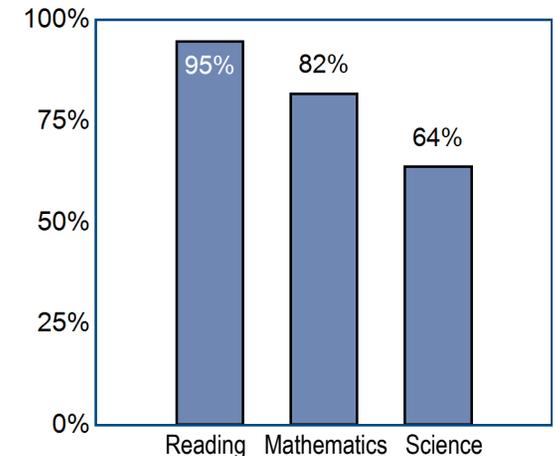
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Numeracy Across the Curriculum

Indicators

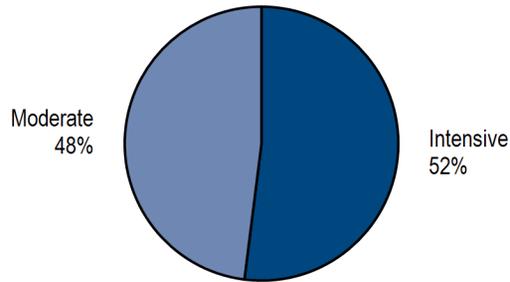
Students reported:

- They used math in classes other than mathematics **at least monthly**.
- Their mathematics teachers **sometimes or often** showed how mathematics concepts are used to solve problems in real-life situations.
- They **often** developed and analyzed tables, charts and graphs in their school work.
- They solved mathematics problems with more than one possible answer **at least monthly**.
- They solved mathematics problems other than those found in the textbook **at least monthly**.
- They were assigned word problems in mathematics **at least monthly**.
- They used a graphing calculator to complete mathematics assignments **at least weekly**.
- They worked in a group to brainstorm how to solve a mathematics problem **at least monthly**.

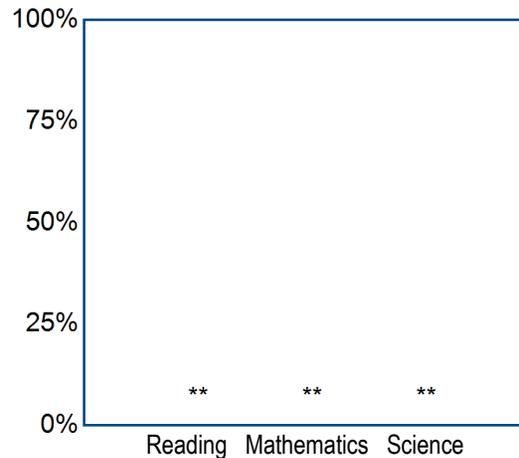
Intensive: 7 to 8 indicators
Moderate: 4 to 6 indicators
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of the index.

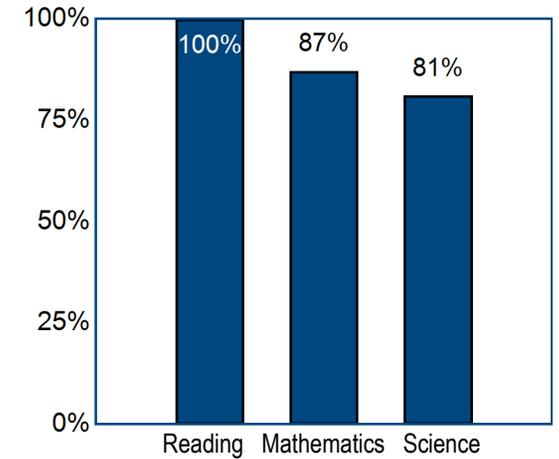
Percentage of Students at Each Level of Emphasis



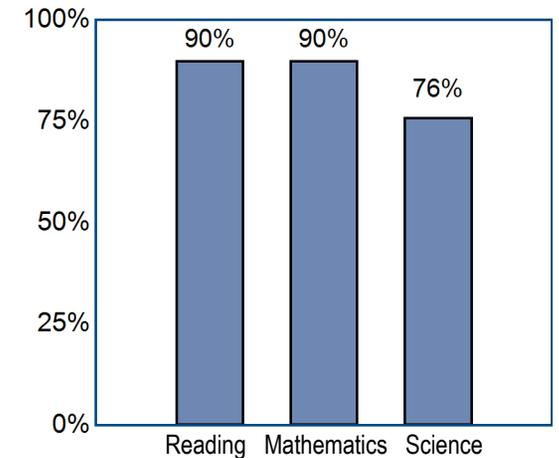
Percentage of students in the low category who met the readiness goals



Percentage of students in the intensive category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Emphasis on Challenging and Engaging Science Curriculum and Instruction

Indicators

Students reported:

- Their science teachers **often** showed how scientific concepts are used to solve problems in real-life situations.
- They read an assigned article or book (other than a textbook) dealing with science **at least monthly**.
- They used science equipment to do science activities in a classroom or laboratory **at least weekly**.
- They used computers or technology to do science activities **at least monthly**.
- They used graphs, charts and diagrams to interpret and explain scientific phenomena **at least monthly**.
- They used formulas and equations to solve questions in science **at least weekly**.
- They collected data from experiments and created graphic representations of the results **at least monthly**.
- They prepared a written report of their lab results **at least monthly**.
- They participated in a classroom discussion relating science to everyday life **at least monthly**.
- They worked with other students in their class on a challenging science assignment or project **at least monthly**.

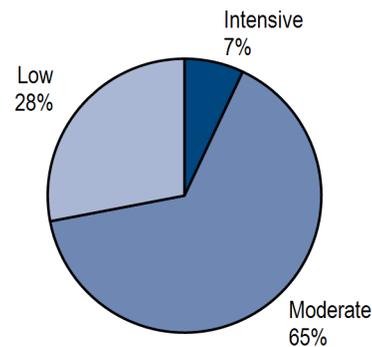
Intensive: 9 to 10 indicators

Moderate: 4 to 8 indicators

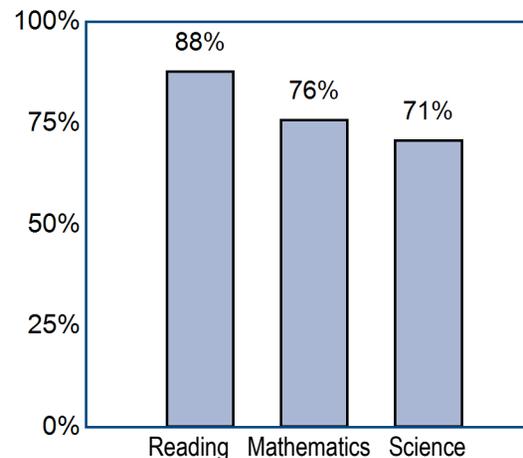
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of the index.

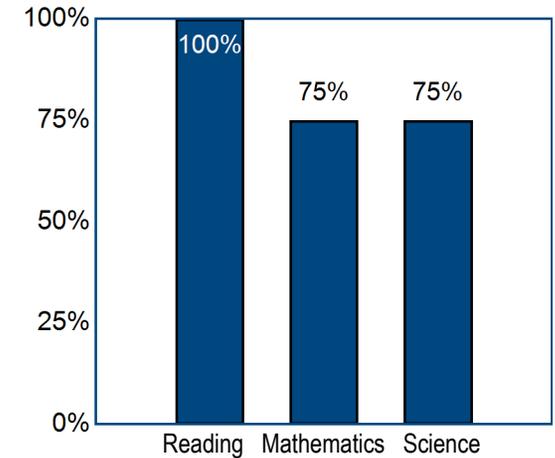
Percentage of Students at Each Level of Emphasis



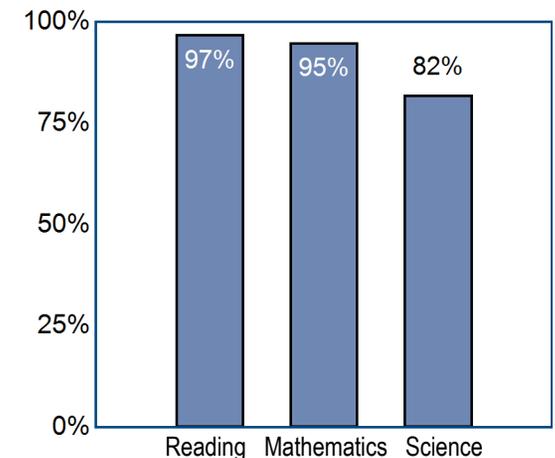
Percentage of students in the low category who met the readiness goals



Percentage of students in the intensive category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Completion of the *HSTW*-Recommended Curriculum

Indicators

English/Language Arts

Four or more courses in college-preparatory English/language arts.

Mathematics

Four or more courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.

Science

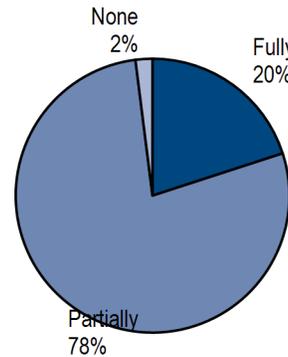
Three or more courses in science, including at least two courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics.

Fully: All 3 subjects

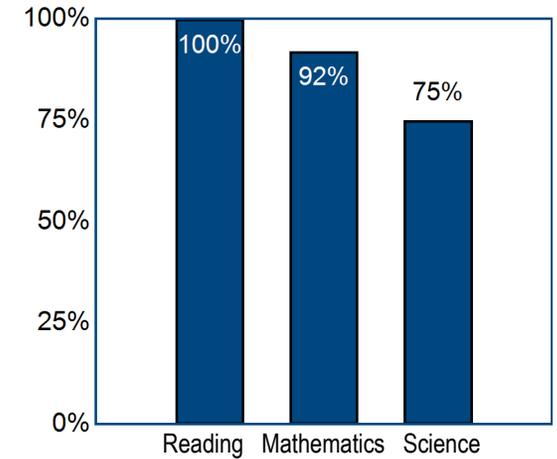
Partially: 1 or 2 subjects

None: 0 subjects

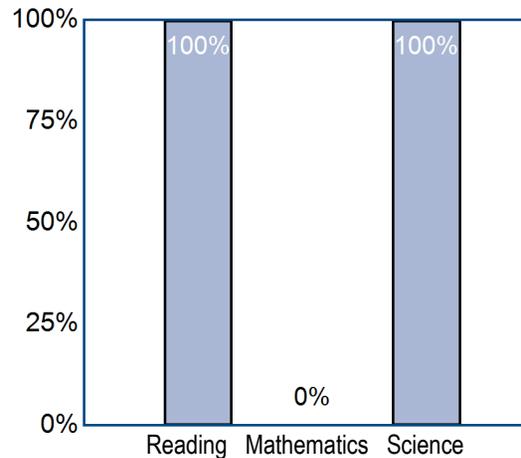
Percentage of Students Completing the *HSTW*-Recommended Curriculum



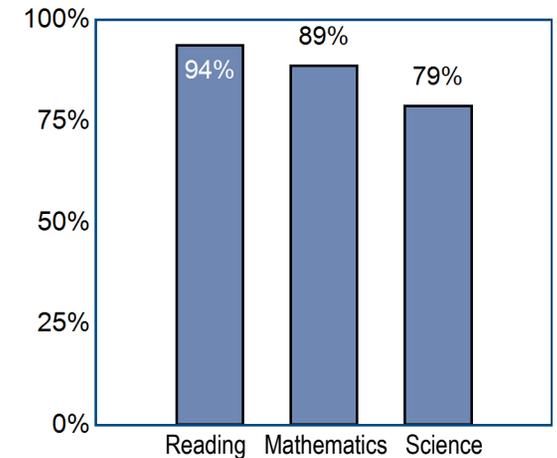
Percentage of students fully completing the curriculum who met the readiness goals



Percentage of students not completing the curriculum who met the readiness goals



Percentage of students partially completing the curriculum who met the readiness goals



** No students at this level of emphasis

Emphasis on Integrating Academic Content and Skills into Career/Technical Courses

Indicators

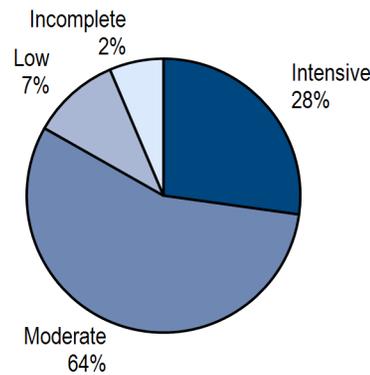
Career/technical students reported:

- They read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least weekly**.
- They read a career-related article and demonstrated understanding of the content in their career/technical classes **at least monthly**.
- They used computer skills to complete an assignment or project in their career/technical classes **at least weekly**.
- They used mathematics to complete challenging assignments in their career/technical classes **at least weekly**.
- Their career/technical teachers **sometimes or often** stressed reading.
- Their career/technical teachers **sometimes or often** stressed writing.
- Their career/technical teachers **often** stressed mathematics.
- Their career/technical teachers **often** stressed science.

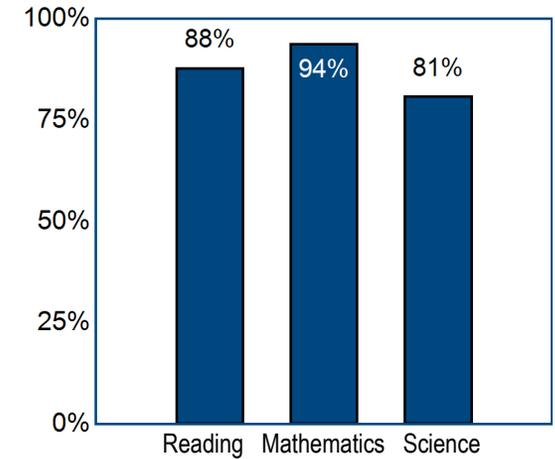
Intensive: 6 to 8 indicators
Moderate: 3 to 5 indicators
Low: 0 to 2 indicators

Incomplete: Students did not respond to one or more of the components of the index.

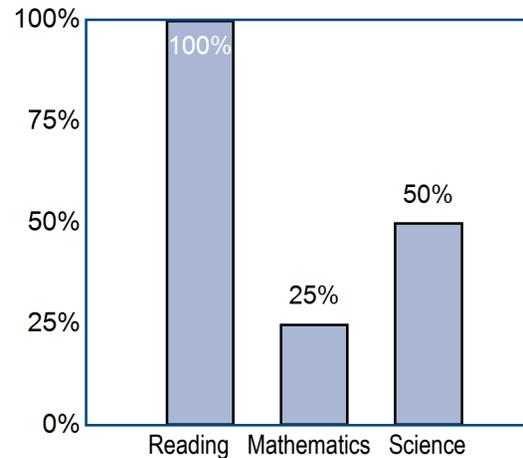
Percentage of Students at Each Level of Emphasis



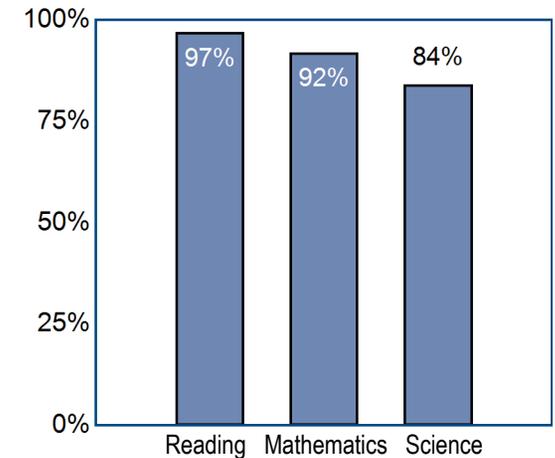
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Quality Career/Technical Studies

Indicators

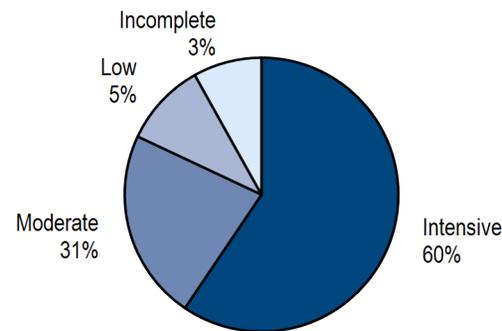
Career/technical students reported:

- They took a mathematics course during their senior year.
- They took a science course during their senior year.
- They were encouraged to take a combination of academic and career/technical courses.
- They completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.
- They had challenging assignments in their career/technical classes **at least monthly**.
- They completed a project that first required some research and a written plan before completing the task in their career/technical classes **at least once a semester**.
- They used computer software or other technology related to their career/technical area to complete assignments **at least weekly**.
- They made journal or lab manual entries that recorded their class work in their career/technical classes **at least weekly**.

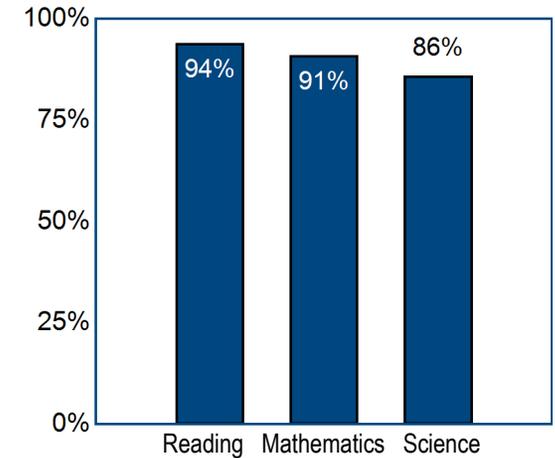
Intensive: 6 to 8 indicators
Moderate: 4 to 5 indicators
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of the index.

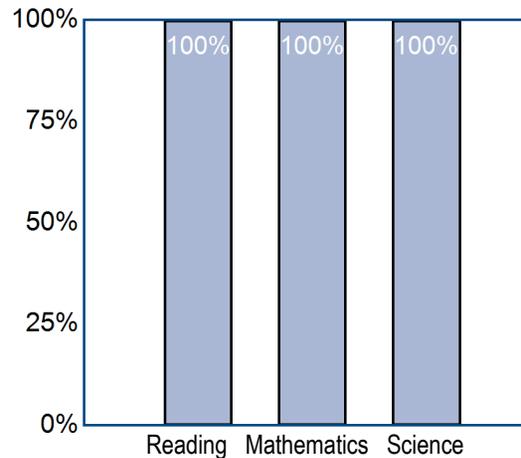
Percentage of Students at Each Level of Emphasis



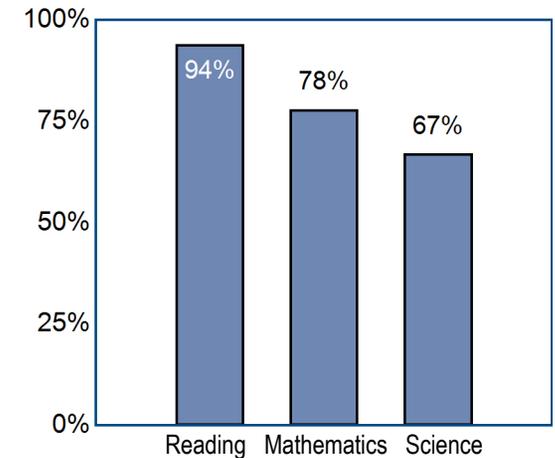
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Providing Quality Work-Based Learning Experiences

Indicators

Students who reported having a job as part of a formal work or training program in the past 12 months reported:

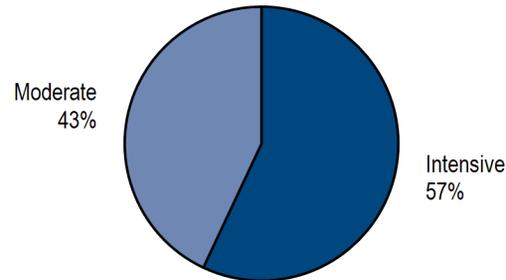
- They observed veteran workers performing certain jobs.
- They had someone teach them how to do the work.
- They received school credit for their work experience.
- Their employers encouraged them to develop good work habits **at least monthly**.
- Their employers encouraged them in their academic studies at school **at least monthly**.
- Their employers encouraged them to develop good customer relations skills **at least monthly**.
- Their employers encouraged them to develop good teamwork skills **at least monthly**.
- Their employers showed them how to use communication skills (reading, writing, speaking) in job-related activities **at least monthly**.
- Their employers showed them how to use mathematics in job-related activities **at least monthly**.

Intensive: 7 to 9 indicators
Moderate: 4 to 6 indicators
Low: 0 to 3 indicators

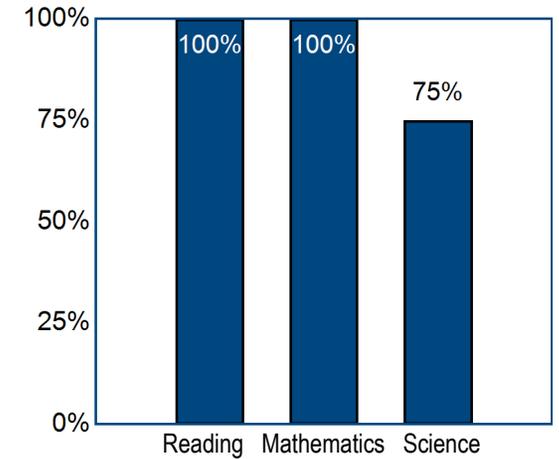
Incomplete: Students did not respond to one or more of the components of the index.

Caution should be taken when interpreting results from this index as the total number of students included in the calculations may be very small. See page 33 for the number of students included at this site.

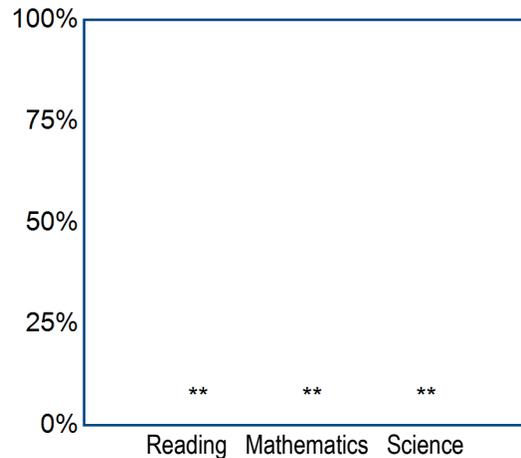
Percentage of Students at Each Level of Emphasis



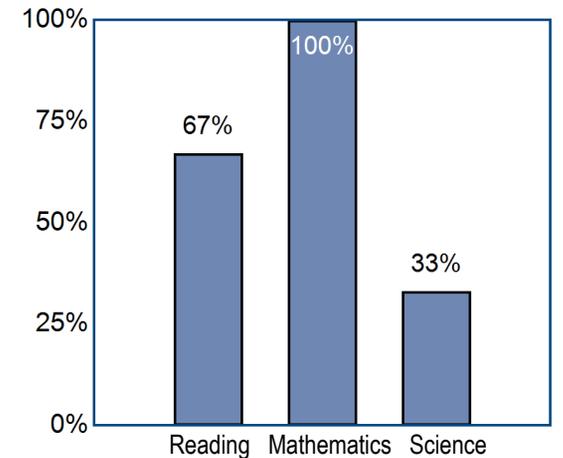
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Emphasis on Providing Timely Guidance to Students

Indicators

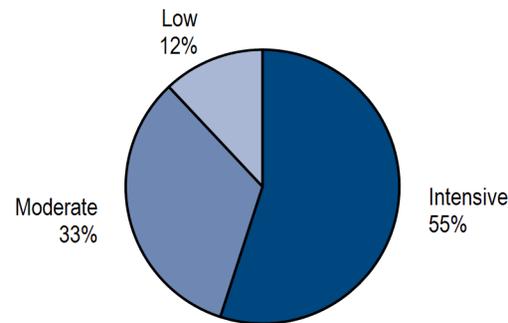
Students reported:

- Their teachers or counselors **often** encouraged them to take more challenging English courses.
- Their teachers or counselors **often** encouraged them to take more challenging mathematics courses.
- Their teachers or counselors **often** encouraged them to take more challenging science courses.
- When planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults with whom they lived **at least once a year**.
- They reviewed the sequence of courses they planned to take throughout high school **at least once a year**.
- They were **very satisfied** with the help they received at school in the selection of high school courses.
- A teacher or counselor talked to them individually about their plans for a career or further education after high school.
- They and/or their parents (or step-parents/guardians) received information or assistance from someone at their school in selecting or applying to college.
- Someone from a college talked to them about going to college.
- They spoke with or visited someone in a career that they aspire to.

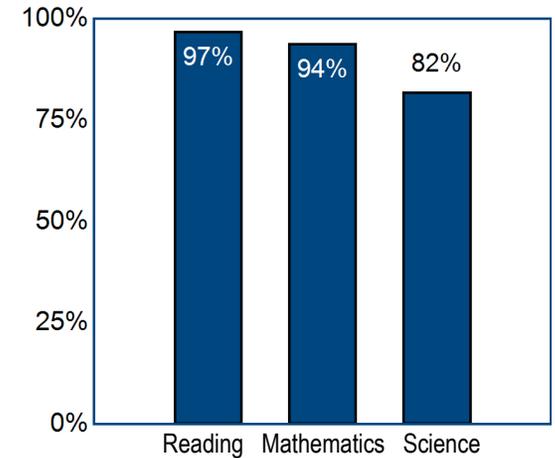
Intensive: 7 to 10 indicators
Moderate: 5 to 6 indicators
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

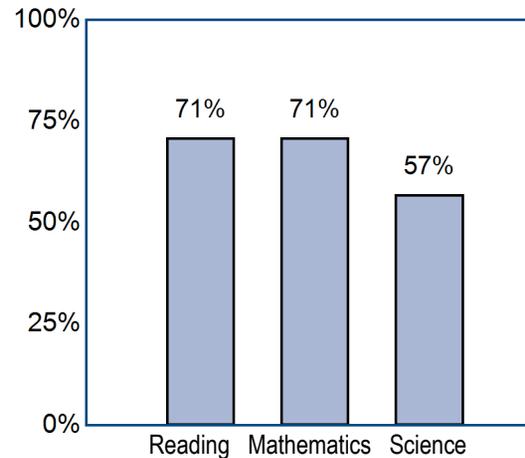
Percentage of Students at Each Level of Emphasis



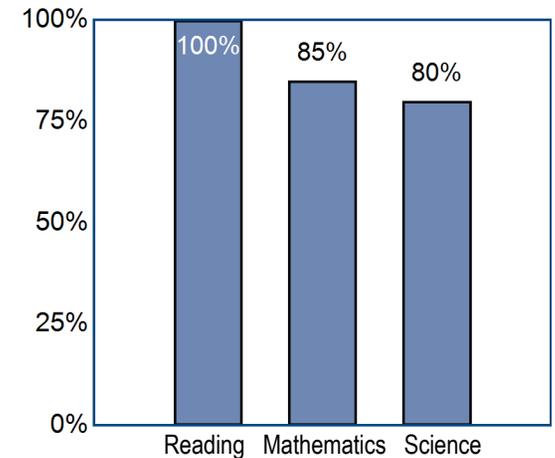
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Perceived Importance of High School Studies

Indicators

Students reported:

- They **often** tried to do their best work in school.
- They **often** knew when projects were due.
- They **often** actively managed their time in order to complete assignments.
- They **often** kept their notes and handouts for each class separate.
- It is **very important** to attend all of their classes.
- It is **very important** to participate actively in class.
- It is **very important** to study hard to get good grades.
- It is **very important** to take a lot of college-preparatory classes.
- It is **very important** to graduate from high school.
- It is **very important** to continue their education beyond high school.

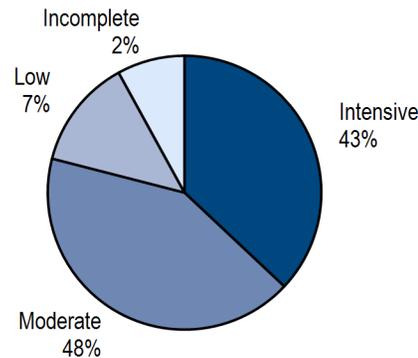
Intensive: 9 to 10 indicators

Moderate: 5 to 8 indicators

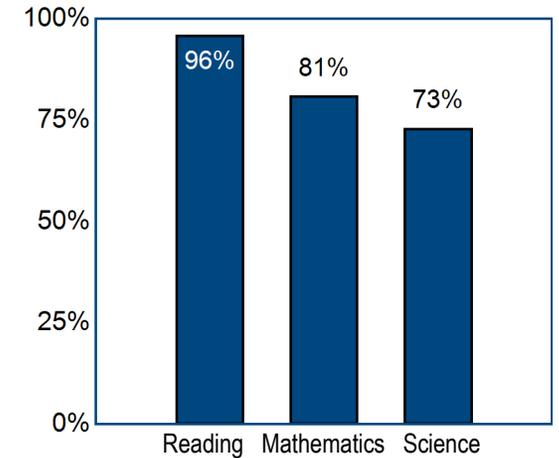
Low: 0 to 4 indicators

Incomplete: Students did not respond to one or more of the components of the index.

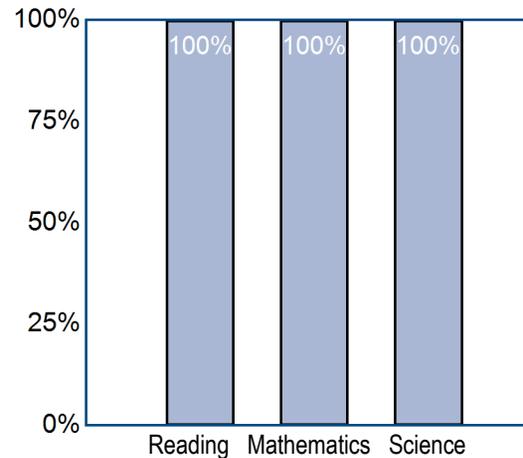
Percentage of Students at Each Level of Emphasis



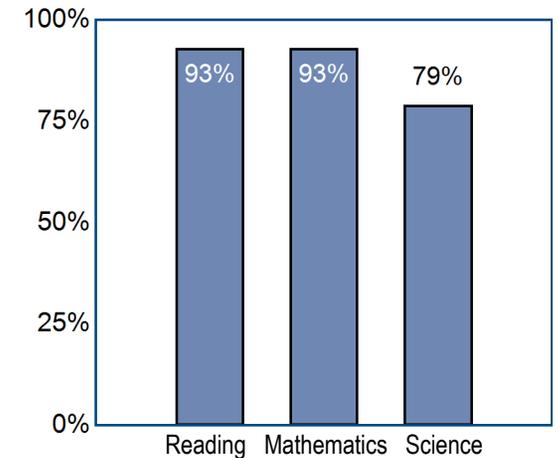
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Emphasis on Providing Quality Extra Help

Indicators

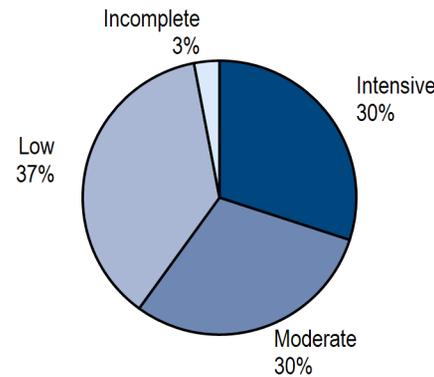
Students reported:

- Their teachers **often** encouraged students to help each other and to learn from each other.
- They **often** were able to get extra help from their teachers when they needed it without much difficulty.
- Their teachers **frequently** were available before, during or after school to help them with their studies.
- Extra help they received **often** helped them to understand their schoolwork better.
- Extra help they received **often** helped them to make a greater effort to meet expectations.
- Extra help they received **often** helped them to get better grades.

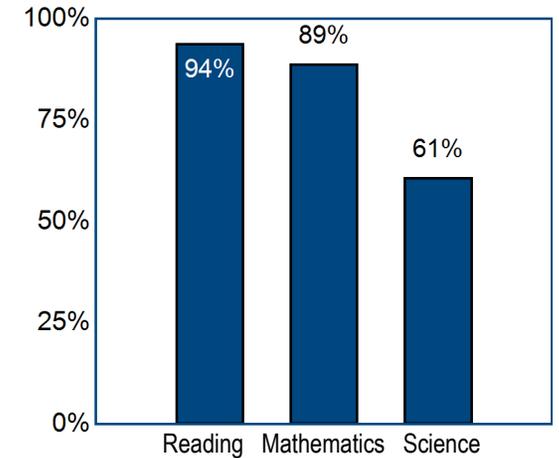
Intensive: 5 to 6 indicators
Moderate: 3 to 4 indicators
Low: 0 to 2 indicators

Incomplete: Students did not respond to one or more of the components of the index.

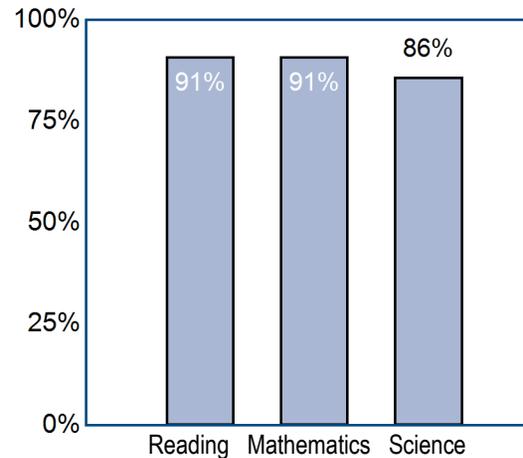
Percentage of Students at Each Level of Emphasis



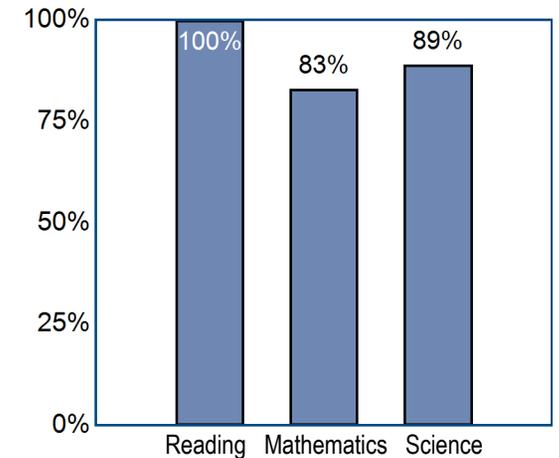
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



** No students at this level of emphasis

Teachers' Perceptions on Continuous School Improvement

Indicators

Teachers reported:

- They **strongly agreed** that the goals and priorities for their school are clear.
- They **strongly agreed** that teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.
- The principal stressed **monthly** that they should teach all students to the same high standards.
- They **strongly agreed** that teachers in their school are continually learning and seeking new ideas on how to improve student achievement.
- They **strongly agreed** that teachers and school administrators work as a team to improve student achievement in their school.
- They **strongly agreed** that teachers in their school use data continuously to evaluate the school's academic and technical programs and activities.

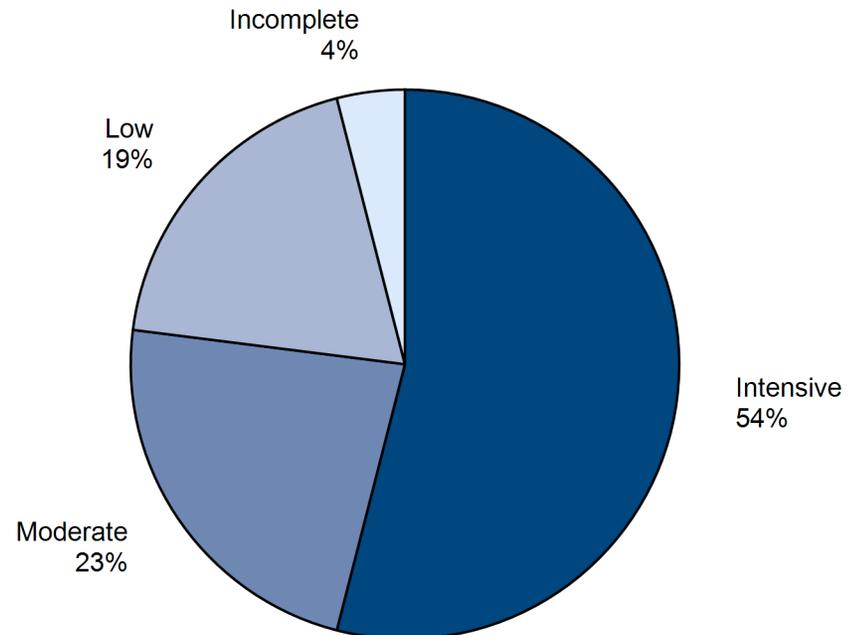
Intensive: 4 to 6 indicators

Moderate: 2 to 3 indicators

Low: 0 to 1 indicators

Incomplete: Teachers did not respond to one or more of the components of the index.

Percentage of Teachers at Each Level of Emphasis



Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement

Promoting high academic achievement for high school students requires the monitoring of complex school and classroom practices that impact student learning. Schools are unlikely to improve the achievement of their students if they focus on only one or just a few of the *HSTW* or *TCTW* Key Practices. See *High Schools That Work: An Enhanced Design to Get All Students to Standards* and *Technology Centers That Work: An Enhanced Design to Get All Students to Standards* to learn more about the Key Practices. School leaders should focus on a combination of practices that work together to increase student learning and lead to higher achievement among all groups of students. For example, it is not enough simply to eliminate the general track. Teachers also must implement teaching strategies that motivate all students to learn the higher-level content of a college-preparatory curriculum. More students should complete college-preparatory courses and they must be held to high standards in those courses. Similarly, raising expectations means getting all students to do at least one or more hours of homework each day, having teachers give students extra help frequently and getting students to revise their essays often. Raising expectations does not mean doing one or two of these things. It means doing all of these things and more. Consequently, instructional leaders must do more than examine variables in isolation. They must examine combinations of related variables to gain a better understanding of the factors influencing student achievement.

To support schools in looking at these combinations of related variables, SREB has developed 11 indices related to instructional effectiveness and student achievement. These indices will provide an overview of how well the school is implementing a framework based on the *HSTW* and *TCTW* Key Practices associated with high student achievement. The 11 indices are:

- Emphasis on High Expectations
- Emphasis on Literacy Across the Curriculum
- Emphasis on Numeracy Across the Curriculum
- Emphasis on Challenging and Engaging Science Curriculum and Instruction
- Completion of the *HSTW*-Recommended Curriculum
- Emphasis on Integrating Academic Content and Skills into Career/Technical Courses (CT students only)
- Emphasis on Career/Technical Studies (CT students only)
- Emphasis on Providing Quality Work-Based Learning Experiences
- Emphasis on Providing Timely Guidance to Students
- Perceived Importance of High School Studies
- Emphasis on Providing Quality Extra Help

The following tables, developed for each of the above indices, include a list of practices that have been statistically identified as positively impacting student achievement. These practices have been respectively combined to produce the 11 composite indices. Student achievement data reported is based on the level of emphasis (intensive, moderate or low) experienced by students. This level of emphasis is based on the number of identified practices that students experience.

Emphasis on High Expectations

Students were asked to report on activities related to high expectations. The following 10 indicators were examined to produce a composite index.

Students reported:

- Their teachers **often** knew their subject and made it interesting and useful.
- Their teachers **often** set high standards for them and were willing to help them meet them.
- Their teachers **often** clearly indicated the amount and quality of work that were necessary to earn a grade of A or B at the beginning of a project or unit.
- Their teachers **often** cared about them enough that they would not let them get by without doing the work.
- Most of their teachers **often** encouraged them to do well in school.
- Their courses **sometimes or often** were exciting and challenging.
- They **often** worked hard to meet high standards on assignments.
- They **somewhat or strongly agreed** that with hard work, they could understand the material being taught in their classes.
- They **somewhat or strongly agreed** that the grades they received were the result of the amount of effort they put forth in their classes.
- They usually spent **one or more hours** on homework each day.

Emphasis on High Expectations	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (9 to 10 indicators)	40	282	286	274	19	266	274	266
▲ Moderate (5 to 8 indicators)	40	281	286	277	52	257	267	261
▲ Low (0 to 4 indicators)	20	288	295	279	26	249	259	256
▲ Incomplete Data ¹	0	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Literacy Across the Curriculum

Students were asked to report on activities related to literacy across the curriculum. The following 10 indicators were examined to produce a composite index.

Students reported:

- They **often** revised their essays or other written work several times to improve their quality.
- They **sometimes or often** were asked to write in-depth explanations about a class project or activity.
- They completed short writing assignments of one to three pages for which they received a grade in their English classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their science classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their social studies classes **at least monthly**.
- They read an assigned book and demonstrated understanding of the significance of the main ideas **at least monthly**.
- They analyzed works of literature in class **at least weekly**.
- They discussed or debated topics with other students about what they read in English or language arts classes **at least monthly**.
- They drafted, rewrote and edited writing assignments before being given a grade **at least monthly**.
- They stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements **at least once a semester**.

Emphasis on Literacy Across the Curriculum	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (8 to 10 indicators)	38	291	296	285	27	266	271	266
▲ Moderate (5 to 7 indicators)	37	281	280	269	40	258	267	262
▲ Low (0 to 4 indicators)	25	272	286	275	32	246	260	252
▲ Incomplete Data ¹	0	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Numeracy Across the Curriculum

Students were asked to report on activities related to numeracy across the curriculum. The following eight indicators were examined to produce a composite index.

Students reported:

- They used math in classes other than mathematics **at least monthly**.
- Their mathematics teachers **sometimes or often** showed how mathematics concepts are used to solve problems in real-life situations.
- They **often** developed and analyzed tables, charts and graphs in their school work.
- They solved mathematics problems with more than one possible answer **at least monthly**.
- They solved mathematics problems other than those found in the textbook **at least monthly**.
- They were assigned word problems in mathematics **at least monthly**.
- They used a graphing calculator to complete mathematics assignments **at least weekly**.
- They worked in a group to brainstorm how to solve a mathematics problem **at least monthly**.

Emphasis on Numeracy Across the Curriculum	All Students at Your Site (2012)*			All Students at High-Scoring Sites in Your Category (2012)*				
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (7 to 8 indicators)	52	286	292	279	45	263	273	267
▲ Moderate (4 to 6 indicators)	48	279	283	273	43	254	264	258
▲ Low (0 to 3 indicators)	0	---	---	---	11	237	245	244
▲ Incomplete Data ¹	0	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Challenging and Engaging Science Curriculum and Instruction

Students were asked to report on activities related to challenging and engaging science curriculum and instruction. The following 10 indicators were examined to produce a composite index.

Students reported:

- Their science teachers **often** showed how scientific concepts are used to solve problems in real-life situations.
- They read an assigned article or book (other than a textbook) dealing with science **at least monthly**.
- They used science equipment to do science activities in a classroom or laboratory **at least weekly**.
- They used computers or technology to do science activities **at least monthly**.
- They used graphs, charts and diagrams to interpret and explain scientific phenomena **at least monthly**.
- They used formulas and equations to solve questions in science **at least weekly**.
- They collected data from experiments and created graphic representations of the results **at least monthly**.
- They prepared a written report of their lab results **at least monthly**.
- They participated in a classroom discussion relating science to everyday life **at least monthly**.
- They worked with other students in their class on a challenging science assignment or project **at least monthly**.

Emphasis on Challenging and Engaging Science Curriculum and Instruction	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (9 to 10 indicators)	7	---	---	---	15	257	270	265
▲ Moderate (4 to 8 indicators)	65	284	293	278	56	259	268	262
▲ Low (0 to 3 indicators)	28	278	274	270	28	250	258	254
▲ Incomplete Data ¹	0	---	---	---	1	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Completion of the HSTW-Recommended Curriculum¹

High school course-taking patterns were recorded using student transcripts and current course schedules. This information was used to determine if students met the *HSTW*-recommended curriculum in English/language arts, mathematics and science.

- ***HSTW*-Recommended English/Language Arts Curriculum:** Four or more courses in college-preparatory English/language arts. Courses taken in regular or career/technical English also counted toward the required four courses if the student reported he or she (a) wrote a major research paper at least once a semester, (b) read an assigned book at least monthly and (c) completed a short writing assignment (one to three pages) at least monthly.
- ***HSTW*-Recommended Mathematics Curriculum:** Four or more courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.
- ***HSTW*-Recommended Science Curriculum:** Three or more courses in science, including at least two courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics. Courses taken in regular or general physical science, biology, or chemistry also counted toward college-preparatory requirement if the student reported he or she (a) used science equipment to do science activities in a classroom or laboratory at least monthly, (b) read an assigned book or article dealing with science at least monthly, (c) completed a laboratory assignment to address a problem found in the community at least monthly and (d) prepared a written report of lab results at least monthly.

Completion of the <i>HSTW</i> -Recommended Curriculum	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Fully Completed (completed all 3 subjects)	20	294	296	283	24	267	278	271
▲ Partially Completed (completed 1 or 2 of the subjects)	78	280	287	275	62	256	265	261
▲ Did Not Complete (completed none of the subjects)	2	---	---	---	15	236	247	241

¹Definitions of the *HSTW*-recommended curriculum are presented in the Appendix.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Integrating Academic Content and Skills into Career/Technical Courses

Students were asked to report on activities related to integrating academic content and skills into their career/technical courses. The following eight indicators were examined to produce a composite index. Results are reported for CT students only.

Students reported:

- They read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least weekly**.
- They read a career-related article and demonstrated understanding of the content in their career/technical classes **at least monthly**.
- They used computer skills to complete an assignment or project in their career/technical classes **at least weekly**.
- They used mathematics to complete challenging assignments in their career/technical classes **at least weekly**.
- Their career/technical teachers **sometimes or often** stressed reading.
- Their career/technical teachers **sometimes or often** stressed writing.
- Their career/technical teachers **often** stressed mathematics.
- Their career/technical teachers **often** stressed science.

Emphasis on Integrating Academic Content and Skills into Career/Technical Courses	CT Students at Your Site (2012)*				CT Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (6 to 8 indicators)	28	273	287	277	23	257	268	264
▲ Moderate (3 to 5 indicators)	64	288	293	280	45	260	267	262
▲ Low (0 to 2 indicators)	7	---	---	---	28	247	262	257
▲ Incomplete Data ¹	2	---	---	---	5	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Quality Career/Technical Studies

Students were asked to report on activities related to quality career/technical studies. The following eight indicators were examined to produce a composite index. Results are reported for CT students only.

Students reported:

- They took a mathematics course during their senior year.
- They took a science course during their senior year.
- They were encouraged to take a combination of academic and career/technical courses.
- They completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.
- They had challenging assignments in their career/technical classes **at least monthly**.
- They completed a project that first required some research and a written plan before completing the task in their career/technical classes **at least once a semester**.
- They used computer software or other technology related to their career/technical area to complete assignments **at least weekly**.
- They made journal or lab manual entries that recorded their class work in their career/technical classes **at least weekly**.

Emphasis on Quality Career/Technical Studies	CT Students at Your Site (2012)*			CT Students at High-Scoring Sites in Your Category (2012)*				
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (6 to 8 indicators)	60	280	292	281	39	260	270	266
▲ Moderate (4 to 5 indicators)	31	286	279	269	40	254	264	258
▲ Low (0 to 3 indicators)	5	---	---	---	18	249	261	257
▲ Incomplete Data ¹	3	---	---	---	4	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Providing Quality Work-Based Learning Experiences

Students were asked to report on activities related to work experiences outside of school. The following nine indicators were examined to produce a composite index. *Results are based on all students who reported having a job as part of a formal work or training program in the past 12 months.* (N = 7)**

Students reported:

- They observed veteran workers performing certain jobs.
- They had someone teach them how to do the work.
- They received school credit for their work experience.
- Their employers encouraged them to develop good work habits **at least monthly**.
- Their employers encouraged them in their academic studies at school **at least monthly**.
- Their employers encouraged them to develop good customer relations skills **at least monthly**.
- Their employers encouraged them to develop good teamwork skills **at least monthly**.
- Their employers showed them how to use communication skills (reading, writing, speaking) in job-related activities **at least monthly**.
- Their employers showed them how to use mathematics in job-related activities **at least monthly**.

Emphasis on Providing Quality Work-Based Learning Experiences	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (7 to 9 indicators)	57	---	---	---	37	238	261	246
▲ Moderate (4 to 6 indicators)	43	---	---	---	30	234	253	240
▲ Low (0 to 3 indicators)	0	---	---	---	30	212	246	231
▲ Incomplete Data ¹	0	---	---	---	3	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

**Caution should be taken when interpreting results for this index as the total number of students included in the calculations may be very small.

Emphasis on Providing Timely Guidance to Students

Students were asked to report on activities related to guidance received from counselors, teachers and parents. The following 10 indicators were examined to produce a composite index.

Students reported:

- Their teachers or counselors **often** encouraged them to take more challenging English courses.
- Their teachers or counselors **often** encouraged them to take more challenging mathematics courses.
- Their teachers or counselors **often** encouraged them to take more challenging science courses.
- When planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults with whom they lived **at least once a year**.
- They reviewed the sequence of courses they planned to take throughout high school **at least once a year**.
- They were **very satisfied** with the help they received at school in the selection of high school courses.
- A teacher or counselor talked to them individually about their plans for a career or further education after high school.
- They and/or their parents (or step-parents/guardians) received information or assistance from someone at their school in selecting or applying to college.
- Someone from a college talked to them about going to college.
- They spoke with or visited someone in a career that they aspire to.

Emphasis on Providing Timely Guidance to Students	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (7 to 10 indicators)	55	287	294	281	37	260	272	264
▲ Moderate (5 to 6 indicators)	33	281	286	272	38	252	261	256
▲ Low (0 to 4 indicators)	12	266	262	267	22	257	263	262
▲ Incomplete Data ¹	0	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Perceived Importance of High School Studies

Students were asked to report experiences that reflect the extent to which they are making the most of their high school years in preparation for the future. The following 10 indicators were examined to produce a composite index.

Students reported:

- They **often** tried to do their best work in school.
- They **often** knew when projects were due.
- They **often** actively managed their time in order to complete assignments.
- They **often** kept their notes and handouts for each class separate.
- It is **very important** to attend all of their classes.
- It is **very important** to participate actively in class.
- It is **very important** to study hard to get good grades.
- It is **very important** to take a lot of college-preparatory classes.
- It is **very important** to graduate from high school.
- It is **very important** to continue their education beyond high school.

Perceived Importance of High School Studies	All Students at Your Site (2012)*				All Students at High-Scoring Sites in Your Category (2012)*			
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (9 to 10 indicators)	43	280	278	273	38	259	267	263
▲ Moderate (5 to 8 indicators)	48	280	292	275	47	257	266	261
▲ Low (0 to 4 indicators)	7	---	---	---	13	247	261	254
▲ Incomplete Data ¹	2	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Emphasis on Providing Quality Extra Help

Students were asked to report on activities related to receiving quality extra help. The following six indicators were examined to produce a composite index.

Students reported:

- Their teachers **often** encouraged students to help each other and to learn from each other.
- They **often** were able to get extra help from their teachers when they needed it without much difficulty.
- Their teachers **frequently** were available before, during or after school to help them with their studies.
- Extra help they received **often** helped them to understand their schoolwork better.
- Extra help they received **often** helped them to make a greater effort to meet expectations.
- Extra help they received **often** helped them to get better grades.

Emphasis on Providing Quality Extra Help	All Students at Your Site (2012)*			All Students at High-Scoring Sites in Your Category (2012)*				
	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score	%	Mean Reading Score	Mean Mathematics Score	Mean Science Score
▲ Intensive (5 to 6 indicators)	30	278	286	272	21	259	268	259
▲ Moderate (3 to 4 indicators)	30	280	280	272	29	255	263	259
▲ Low (0 to 2 indicators)	37	288	295	284	49	256	267	262
▲ Incomplete Data ¹	3	---	---	---	2	---	---	---

¹Students did not respond to one or more of the components of the index.

*Students must have completed all three subject tests to be included in this index.

Summary of Results on Indicators for High School Improvement (Companion data for *HSTW* Benchmarks document)

Schools in the *HSTW* network are expected to show progress in changing school and classroom practices in ways that improve student achievement. This summary outlines some of the most powerful indicators of high quality academic and career/technical classroom experiences and student achievement derived from the *HSTW* Assessment and student and teacher surveys. When greater percentages of students and teachers experience these Key Practices, greater percentages of students should reach the network readiness goals of 250 in reading, 257 in mathematics and 258 in science.

This summary is intended for use alone or in conjunction with the SREB publication *Establishing Benchmarks and Measuring Progress at HSTW Sites* to help schools chart their progress as they work toward meeting the goals set for each indicator over a period of several years. School leaders are expected to share this summary and/or the benchmarks document with their entire faculty and to discuss as a group how to revise their school improvement plan. "Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement" on page 25 and the complete data tables in this report provide additional insight into changes needed in curriculum, instructional strategies and school policies and can be used to highlight the support schools need from district offices, parents and the community to improve learning and reach the goals outlined in the improvement plan.

Meeting *HSTW* Readiness Goals

- Raise the reading, mathematics, science, communication, problem-solving and technical achievement of more students to meet readiness standards for college and careers.

	Table Reference ¹	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of students meeting the reading readiness goal of 250	Overview	95%	92%	85%
The percentage of students meeting the mathematics readiness goal of 257	Overview	88%	82%	85%
The percentage of students meeting the science readiness goal of 258	Overview	78%	70%	85%

¹This column refers readers to the appropriate table in this report that contains more detailed data about a particular item. Items that come from the Student Survey will contain a table number. Items that come from the *HSTW* Teacher Survey will use "TS" to reference the *HSTW* Teacher Survey. "Indices" refers to the "Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement" that begins on page 25. "Overview" refers to the overview section of this report that begins on page 3.

Emphasis on Setting and Helping Students Meet High Expectations

- **High Expectations** -- Set higher expectations for all students and help students meet them.
- **Perceived Importance of High School Studies** -- Help students understand the importance of high school in preparing for the future.
- **Extra Help** -- Providing a structured system of extra help to enable students to complete an accelerated program of study that includes high-level academic content and a concentration.
- **Habits of Success** -- Help each student develop and utilize the basic organizational and study skills needed for success.
- **Guidance** -- Involve each student and his or her parents in a guidance and advisement system aimed at ensuring the completion of an accelerated program of study with a career/technical or academic concentration that is aligned with the student's post-high school goals.

High Expectations	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on high expectations (nine to 10 indicators)	Indices	40%	22%	60%
Students reported that their teachers often knew their subject and made it interesting and useful.	Table 23	67%	43%	80%
Students reported that their teachers often set high standards for them and were willing to help them meet them.	Table 23	75%	68%	80%
Students reported that their teachers often clearly indicated the amount and quality of work that were necessary to earn a grade of A or B at the beginning of a project or unit.	Table 23	70%	58%	85%
Students reported that their teachers often cared about them enough that they would not let them get by without doing the work.	Table 23	40%	42%	80%
Students reported that most of their teachers often encouraged them to do well in school.	Table 23	70%	75%	80%

High Expectations (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that their courses sometimes or often were exciting and challenging.	Table 23	97%	82%	80%
Students reported that they often worked hard to meet high standards on assignments.	Table 23	65%	63%	80%
Students reported that they somewhat or strongly agreed that with hard work, they could understand the material being taught in their classes.	Table 23	97%	100%	80%
Students reported that they somewhat or strongly agreed that the grades they received were the result of the amount of effort they put forth in their classes.	Table 23	85%	95%	80%
Students reported that they usually spent one or more hours on homework each day.	Table 25	53%	52%	80%
Perceived Importance of High School Studies	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on helping students understand the importance of high school studies to their future (nine to 10 indicators)	Indices	43%	47%	75%
Students reported that they often tried to do their best work in school.	Table 23	70%	75%	85%
Students reported that they often knew when projects were due.	Table 26	87%	75%	85%
Students reported that they often actively managed their time in order to complete assignments.	Table 26	38%	48%	85%
Students reported that they often kept their notes and handouts for each class separate.	Table 26	67%	65%	85%

Perceived Importance of High School Studies (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that it is very important to attend all their classes.	Table 28	93%	87%	95%
Students reported that it is very important to participate actively in class.	Table 28	78%	73%	85%
Students reported that it is very important to study hard to get good grades.	Table 28	82%	80%	85%
Students reported that it is very important to take a lot of college-preparatory classes.	Table 28	78%	67%	80%
Students reported that it is very important to graduate from high school.	Table 28	100%	97%	100%
Students reported that it is very important to continue their education beyond high school.	Table 28	97%	93%	100%
Extra Help	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on six indicators that suggest the school has an intensive emphasis on providing quality extra help (five to six indicators)	Indices	30%	23%	60%
Students reported that their teachers often encouraged students to help each other and to learn from each other.	Table 27	57%	50%	75%
Students reported that they often were able to get extra help from their teachers when they needed it without much difficulty.	Table 27	48%	50%	75%
Students reported that their teachers frequently were available before, during or after school to help them with their studies.	Table 27	62%	62%	75%
Students reported that the extra help they received often helped them to understand their schoolwork better.	Table 27	50%	46%	75%

Extra Help (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that the extra help they received often helped them to make a greater effort to meet expectations.	Table 27	43%	42%	75%
Students reported that the extra help they received often helped them to get better grades.	Table 27	62%	58%	75%
Habits of Success	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they often arrived to class on time.	Table 26	95%	77%	85%
Students reported that they often used a daily planner or agenda book.	Table 26	28%	33%	70%
Students reported that they often outlined and took notes from the textbook.	Table 26	50%	42%	70%
Guidance	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on providing timely guidance to all students (seven to 10 indicators)	Indices	55%	57%	85%
Students reported that their teachers or counselors often encouraged them to take more challenging English courses.	Table 28	45%	35%	85%
Students reported that their teachers or counselors often encouraged them to take more challenging mathematics courses.	Table 28	38%	40%	85%
Students reported that their teachers or counselors often encouraged them to take more challenging science courses.	Table 28	38%	32%	85%

Guidance (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that when planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults with whom they lived at least once a year .	Table 28	82%	80%	95%
Students reported that they reviewed the sequence of courses they planned to take throughout high school at least once a year .	Table 28	82%	75%	85%
Students reported that they were very satisfied with the help they received at school in the selection of high school courses.	Table 28	58%	52%	85%
Students reported that a teacher or counselor talked to them individually about their plans for a career or further education after high school.	Table 28	90%	98%	100%
Students reported that they and/or their parents (or step-parents/guardians) received information or assistance from someone at their school in selecting or applying to college.	Table 32	85%	87%	90%
Students reported that someone from a college talked to them about going to college.	Table 32	78%	85%	95%
Students reported that they spoke with or visited someone in a career that they aspire to.	Table 32	82%	82%	85%
Students reported that they received the most help in planning their high school education plan of studies by the end of the ninth grade .*	Table 28	48%	38%	85%
Students reported that they had an adult mentor or advisor who worked with them all four years of high school.*	Table 28	73%	72%	90%

* This item is not included in the *HSTW* Selected Indices of Curriculum and Instructional Practices Associated with Student Achievement as reported beginning on page 25 but has been included here as it adds value to documenting school improvement efforts. This symbol will be used throughout this section to indicate such items.

Emphasis on Rigorous Programs of Study and Quality Career/Technical Studies

- Program of Study** -- Ensure that 85 percent of all high school graduates complete a ready academic curriculum and a concentration. A ready academic curriculum includes at least four courses in college-preparatory English/language arts, at least four courses in college-preparatory mathematics, at least three years of laboratory-based science, and a concentration in an academic (i.e., mathematics/science or the humanities) or a career/technical area. A career/technical concentration consists of four courses in a broad technical or career field or major. A humanities concentration consists of four or more courses each in college-preparatory/honors English/language arts and college-preparatory/honors social studies, with at least one course at the Advanced Placement level, and four additional courses in one or more of the humanities, such as foreign language, fine arts or additional literature or social studies courses. A concentration in mathematics and science consists of four courses each in college-preparatory/honors mathematics and science, including at least one course at the Advanced Placement level.
- Career/Technical Studies** -- Increase access to challenging academic and career/technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.
- Work-Based Learning** -- Providing students with access to a structured system of work-based learning that is collaboratively planned by educators, employers and employees and results in an industry-recognized credential and employment in a career pathway.

Program of Study	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of students who fully completed the <i>HSTW</i> -recommended curriculum (all three subjects)	Indices	20%	90%	85%
The percentage of students who completed at least four courses in college-preparatory English/language arts	Table 2	58%	92%	85%
The percentage of students who completed at least four courses in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics	Table 2	98%	98%	85%
The percentage of students who completed at least three courses in science, including at least two courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics	Table 2	30%	98%	85%

Program of Study (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of students who completed at least one concentration in a career/technical area, mathematics/science or the humanities	Calc. ¹	100%	83%	85%
The percentage of students who received the <i>HSTW</i> Award of Educational Achievement ²	Calc.	52%	57%	60%
Career/Technical Studies	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
The percentage of career/technical student responses on eight indicators that suggest the school has an intensive emphasis on quality career/technical studies (six to eight indicators)	Indices	60%	52%	60%
Students reported that they took a mathematics course during their senior year.	Table 10	100%	100%	85%
Students reported that they took a science course during their senior year.	Table 14	69%	55%	85%
Students reported that they were encouraged to take a combination of academic and career/technical courses.	Table 28	91%	93%	100%
Students reported that they completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.	Table 24	67%	71%	75%
Students reported that they had challenging assignments in their career/technical classes at least monthly .	Table 22	88%	88%	85%

¹ETS conducted a special calculation to generate this information. It is not included in subsequent tables. "Calc." will be used throughout this section to indicate such items.

²To earn the *HSTW* Award of Educational Achievement, students must score at or above SREB's readiness goals in reading, mathematics and science on the *HSTW* Assessment and complete a college-preparatory curriculum consisting of at least two of the following: four courses in college-preparatory English/language arts, four courses in college-preparatory mathematics and three courses in science with at least two courses at the college-preparatory level. They must also complete a career/technical, mathematics/science or humanities concentration.

Career/Technical Studies (continued)	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
Students reported that they completed a project that first required some research and a written plan before completing the task in their career/technical classes at least once a semester.	Table 22	91%	83%	85%
Students reported that they used computer software or other technology related to their career/technical area to complete assignments at least weekly.	Table 22	53%	43%	85%
Students reported that they made journal or lab manual entries that recorded their class work in their career/technical classes at least weekly.	Table 22	30%	19%	85%
Students reported that they had an expert outside the school evaluate their work, products, projects or accomplishments.*	Table 22	54%	55%	75%
Students reported that they took a performance test containing industry standards they had to meet to pass the test.*	Table 22	53%	36%	75%
Work-Based Learning**	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on nine indicators that suggest the school has an intensive emphasis on providing quality work-based learning experiences (seven to nine indicators)	Indices	57%	43%	65%
Students reported that they observed veteran workers performing certain jobs.	Table 34	71%	57%	85%
Students reported that they had someone teach them how to do the work.	Table 34	71%	71%	85%

**Percentages reported are based on all students who reported having a job as part of a formal work or training program in the past 12 months.

Work-Based Learning (continued)**	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they received school credit for their work experience.	Table 34	86%	71%	85%
Students reported that their employers encouraged them to develop good work habits at least monthly .	Table 35	100%	43%	85%
Students reported that their employers encouraged them in their academic studies at school at least monthly .	Table 35	71%	43%	85%
Students reported that their employers encouraged them to develop good customer relations skills at least monthly .	Table 35	100%	43%	85%
Students reported that their employers encouraged them to develop good teamwork skills at least monthly .	Table 35	86%	43%	85%
Students reported that their employers showed them how to use communication skills (reading, writing, speaking) in job-related activities at least monthly .	Table 35	86%	43%	85%
Students reported that their employers showed them how to use mathematics in job-related activities at least monthly .	Table 35	29%	50%	85%

**Percentages reported are based on all students who reported having a job as part of a formal work or training program in the past 12 months.

Emphasis on Engaging Students in Challenging Content

- **Students Actively Engaged** -- Engage each student in the learning process through literacy across the curriculum, numeracy across the curriculum, engaging science practices, engaging learning strategies and engaging instructional strategies.

English Curriculum/Literacy Across Curriculum	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on literacy across the curriculum (eight to 10 indicators)	Indices	38%	27%	60%
Students reported that they often revised their essays or other written work several times to improve their quality.	Table 7A	38%	30%	80%
Students reported that they sometimes or often were asked to write in-depth explanations about a class project or activity.	Table 7A	73%	58%	85%
Students reported that they completed short writing assignments of one to three pages for which they received a grade in their English classes at least monthly .	Table 7	83%	80%	85%
Students reported that they completed short writing assignments of one to three pages for which they received a grade in their science classes at least monthly .	Table 15	38%	28%	85%
Students reported that they completed short writing assignments of one to three pages for which they received a grade in their social studies classes at least monthly .	Table 7A	40%	40%	85%
Students reported that they read an assigned book and demonstrated understanding of the significance of the main ideas at least monthly .	Table 7	65%	42%	85%
Students reported that they analyzed works of literature in class at least weekly .	Table 7	63%	48%	85%
Students reported that they discussed or debated topics with other students about what they read in English or language arts classes at least monthly .	Table 7	73%	65%	85%

English Curriculum/Literacy Across Curriculum (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they drafted, rewrote and edited writing assignments before being given a grade at least monthly .	Table 7	65%	60%	85%
Students reported that they stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements at least once a semester .	Table 7	82%	70%	85%
Students reported that they read and interpreted scientific or technical books and manuals at least monthly .*	Table 7A	22%	47%	85%
Students reported that they often used word-processing software to complete an assignment or project.*	Table 24	63%	58%	85%
Students reported that they wrote a major research paper (with footnotes and a bibliography) in their English classes at least once a year .*	Table 7	85%	77%	85%
Students reported that they read eight or more books this year in English class.*	Table 7	12%	7%	75%
Mathematics Curriculum/Numeracy Across Curriculum	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on eight indicators that suggest the school has an intensive emphasis on numeracy across the curriculum (seven to eight indicators)	Indices	52%	43%	60%
Students reported that they used math in classes other than mathematics at least monthly .	Table 11	85%	85%	75%
Students reported that their mathematics teachers sometimes or often showed how mathematics concepts are used to solve problems in real-life situations.	Table 11	82%	72%	85%
Students reported that they often developed and analyzed tables, charts and graphs in their school work.	Table 24	37%	27%	85%

Mathematics Curriculum/Numeracy Across Curriculum (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they solved mathematics problems with more than one possible answer at least monthly .	Table 11	93%	75%	85%
Students reported that they solved mathematics problems other than those found in the textbook at least monthly .	Table 11	90%	73%	85%
Students reported that they were assigned word problems in mathematics at least monthly .	Table 11	95%	87%	85%
Students reported that they used a graphing calculator to complete mathematics assignments at least weekly .	Table 11	90%	83%	85%
Students reported that they worked in a group to brainstorm how to solve a mathematics problem at least monthly .	Table 11	88%	75%	85%
Students reported that they completed Algebra I in the 6th, 7th or 8th grade.*	Table 10	53%	57%	85%
Students reported that they took a mathematics course during their senior year.*	Table 10	100%	100%	95%
Science Curriculum/Engaging Science Experiences	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
The percentage of student responses on 10 indicators that suggest the school has an intensive emphasis on challenging and engaging science curriculum and instruction (nine to 10 indicators)	Indices	7%	7%	60%
Students reported that their science teachers often showed how scientific concepts are used to solve problems in real-life situations.	Table 15	42%	42%	75%
Students reported that they read an assigned article or book (other than a textbook) dealing with science at least monthly .	Table 15	40%	40%	75%

Science Curriculum/Engaging Science Experiences (continued)	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they used science equipment to do science activities in a classroom or laboratory at least weekly .	Table 15	18%	27%	85%
Students reported that they used computers or technology to do science activities at least monthly .	Table 15	48%	35%	85%
Students reported that they used graphs, charts and diagrams to interpret and explain scientific phenomena at least monthly .	Table 15	65%	53%	85%
Students reported that they used formulas and equations to solve questions in science at least weekly .	Table 15	53%	47%	85%
Students reported that they collected data from experiments and created graphic representations of the results at least monthly .	Table 15	58%	42%	85%
Students reported that they prepared a written report of their lab results at least monthly .	Table 15	68%	57%	85%
Students reported that they participated in a classroom discussion relating science to everyday life at least monthly .	Table 15	52%	47%	85%
Students reported that they worked with other students in their class on a challenging science assignment or project at least monthly .	Table 15	58%	57%	95%
Students reported that they took a science course during their senior year.*	Table 14	67%	47%	95%
Students reported that they completed a laboratory assignment in which they used science to address a problem found in their community at least once a semester .*	Table 15	53%	60%	75%
Students reported that they participated in a classroom discussion about current science-related stories in the news at least monthly .*	Table 15	50%	33%	75%

Engaging Learning Strategies	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported they used knowledge and skills from different courses at least monthly .	Table 24	75%	88%	85%
Students reported that they used computer skills or programs at least monthly .	Table 24	87%	88%	85%
Students reported that they used the internet to retrieve information for a project or report at least monthly .	Table 24	87%	93%	95%
Students reported that they never or seldom failed to complete or turn in their assignments.	Table 23	60%	68%	80%
Students reported that they sometimes or often were part of a team or small group in class.	Table 24	88%	90%	95%
Students reported that they sometimes or often were able to choose topics for research or project work.	Table 24	82%	77%	85%
Engaging Instructional Strategies	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported requiring students to use methods and ideas from their discipline to solve problems students were likely to encounter in the real world at least monthly .	TS	94%	96%	85%
Teachers reported requiring students to use word processing to complete an assignment or project at least weekly .	TS	19%	20%	85%
Teachers reported requiring students to complete computer-assisted research/ assignments at least once a semester .	TS	64%	65%	85%
Teachers reported requiring students to develop and analyze tables, charts and graphs in schoolwork at least weekly .	TS	20%	23%	85%

Engaging Instructional Strategies (continued)	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported requiring students to work on open-ended problems for which there was no immediately obvious method of solution at least monthly .	TS	55%	71%	85%
Teachers reported requiring students to work on an extended, major project that lasted one week or more at least once a semester .	TS	74%	77%	85%
Teachers reported requiring students to work in cooperative groups to deepen understanding of content at least weekly .	TS	59%	71%	85%
Teachers reported including all of the following forms of assessment in students' course grades: projects or practical/laboratory exercises; portfolio of student work; teacher-made open-ended tests; and end-of-course exam in their content area that is used schoolwide.	TS (Calc.)	27%	32%	85%

Emphasis on Integrating Academic and Career/Technical Content

- **Integrating Academic Content and Skills** -- Engage students in activities that integrate academic content and skills into career/technical courses.
- **Teacher Collaboration** -- Have an organization, structure and schedule that gives academic and career/technical teachers time to plan and provide integrated instruction aimed at teaching high-level academic and career/technical content.

Integrating Academic Content and Skills	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
The percentage of career/technical student responses on eight indicators that suggest the school has an intensive emphasis on integrating academic content and skills into career/technical courses (six to eight indicators)	Indices	28%	40%	60%
Students reported that they read and interpreted technical books and manuals to complete assignments in their career/technical classes at least weekly .	Table 22	32%	50%	75%
Students reported that they read a career-related article and demonstrated understanding of the content in their career/technical classes at least monthly .	Table 22	54%	57%	75%
Students reported that they used computer skills to complete an assignment or project in their career/technical classes at least weekly .	Table 22	51%	60%	75%
Students reported that they used mathematics to complete challenging assignments in their career/technical classes at least weekly .	Table 22	32%	33%	75%
Students reported that their career/technical teachers sometimes or often stressed reading.	Table 21	84%	88%	85%
Students reported that their career/technical teachers sometimes or often stressed writing.	Table 21	89%	90%	85%
Students reported that their career/technical teachers often stressed mathematics.	Table 21	67%	50%	75%

Integrating Academic Content and Skills (continued)	Table Reference	Site CT Students (2012)	Site CT Students (2010)	Goal
Students reported that their career/technical teachers often stressed science.	Table 21	60%	50%	75%
Students reported that they used database or spreadsheet software to complete an assignment or project at least monthly .*	Table 22	63%	45%	75%
Students reported that they completed short writing assignments of one to three pages for which they received a grade at least monthly .*	Table 22	61%	45%	75%
Students reported that they discussed or debated topics with other students about what they have read at least once a semester .*	Table 22	81%	79%	75%
Teacher Collaboration	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported meeting as a member of a team of academic and career/technical teachers to plan joint instructional activities and to take collective responsibility for student learning at least monthly .	TS	49%	63%	65%
Teachers reported meeting with a group of teachers to examine students' work to determine if it meets state or national standards in their content area at least once a year .	TS	78%	85%	65%
Teachers reported meeting with other teachers in their department or school to align assignments and agree upon what student work looks like below, at or above grade-level (college- and career-ready-level) at least once a year .	TS	87%	96%	90%

Emphasis on Transitions

- **Middle Grades to High School** -- Build a strong bridge from the middle grades to high school to raise student achievement and learning.
- **High School to Post-High School** -- Prepare students for postsecondary studies and careers.

Middle Grades to High School	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in reading to succeed in college-preparatory courses.	Table 31	73%	58%	85%
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in writing to succeed in college-preparatory courses.	Table 31	73%	45%	85%
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in mathematics to succeed in college-preparatory courses.	Table 31	70%	67%	85%
Students reported that when they entered high school, they were very well prepared with the necessary knowledge and skills in science to succeed in college-preparatory courses.	Table 31	58%	52%	85%
	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported meeting with teachers from feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering their high school at least annually .	TS	67%	79%	75%

High School to Post-High School	Table Reference	Site All Students (2012)	Site All Students (2010)	Goal
Students reported that they attended a meeting at school with their parents (step-parents or guardians) to talk about plans for after high school.	Table 32	48%	60%	95%
Students strongly agreed that the courses they took in high school successfully prepared them for a career or further education.	Table 32	60%	60%	95%
Students reported that they earned or attempted to earn college credit in high school by taking classes at a community, technical or four-year college or by taking a dual-enrollment, joint-enrollment or concurrent-enrollment course at their high school.	(Calc.)	35%	58%	80%
	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Eleventh- and 12th-grade teachers reported meeting with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for students graduating from their high school at least annually .	TS	65%	69%	75%

Setting a Clear Mission and Vision for Success

- Send a consistent message to students, families and the community about what is expected of students, teachers and administrators.

	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported that preparing almost all students with the academic knowledge and skills needed to be successful in postsecondary studies and/or careers is a very important goal.	TS	66%	79%	85%
Teachers strongly agreed that the surrounding community actively supports their school's instructional goals.	TS	32%	62%	60%

Focusing on Continuous Improvement and Demonstrating Strong Leadership

- **Continuous School Improvement** -- Use student assessment and evaluation data continually to improve the school climate, organization, management, curriculum and instruction to advance student learning.
- **Strong Leadership** -- Have a school principal and a strong, effective leadership team who support, encourage and actively involve faculty in implementing the Key Practices.

Continuous School Improvement	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
The percentage of teacher responses on six indicators that suggest the school has an intensive emphasis on continuous school improvement (four to six indicators)	TS	54%	80%	60%
Teachers strongly agreed that the goals and priorities for their school are clear.	TS	60%	89%	60%
Teachers strongly agreed that teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.	TS	52%	73%	60%
Teachers reported that the principal stressed monthly that they should teach all students to the same high standards.	TS	75%	85%	60%
Teachers strongly agreed that teachers in their school are continually learning and seeking new ideas on how to improve student achievement.	TS	68%	85%	60%
Teachers strongly agreed that teachers and school administrators worked as a team to improve student achievement in their school.	TS	58%	80%	60%
Teachers strongly agreed that teachers in their school used data continuously to evaluate the school's academic and technical programs and activities.	TS	53%	75%	60%
Teachers reported believing a great deal that staff development experiences have resulted in holding their students to the current national standards developed by teachers in their fields.*	TS	29%	36%	60%

Continuous School Improvement (continued)	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported believing a great deal that staff development programs were sustained over time, with ample follow-up activities.*	TS	21%	44%	60%
Teachers reported believing a great deal that they were expected to reflect on what they learned in staff development programs and apply it in the classroom.*	TS	47%	76%	60%
Strong Leadership	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Teachers reported that the principal talked with them to make sure that the teaching content in their class was within the established scope and sequence for the curriculum at least annually .	TS	78%	93%	85%
Teachers reported that the principal used data continuously to evaluate the school's academic and technical programs and activities at least annually .	TS	98%	100%	85%
Teachers reported that the principal consulted with staff members before making decisions that affected them at least annually .	TS	83%	93%	85%
Teachers reported that the principal encouraged them to experiment with instructional strategies at least every semester .	TS	92%	96%	85%
Teachers reported that the principal organized study team meetings to address how to implement the individual components of the school improvement plan at least annually .	TS	92%	98%	85%
Teachers reported that the principal involved staff in school improvement decisions and activities at least annually .	TS	92%	93%	85%

Supporting the Staff with Professional Development

- Have a superintendent and school board who support school administrators and teachers in carrying out the Key Practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together and six to eight days per year of staff development on using the Key Practices to improve student learning.

Teachers report receiving more than 40 hours of staff development during the past three years on:	Table Reference	Site All Teachers (2012)	Site All Teachers (2010)	Goal
Additional study to gain greater depth in content areas	TS	28%	35%	75%
Raising expectations for student achievement	TS	13%	34%	75%
Aligning assignments to grade-level standards	TS	11%	24%	75%
Using reading and writing for learning strategies across the curriculum	TS	33%	63%	75%
Using real-world problems in instruction and assignments	TS	13%	21%	75%
Using data to improve instruction and learning	TS	11%	26%	75%
Using project-based learning in instruction and assignments	TS	12%	22%	75%
Using performance assessment (e.g., presentations, writing, projects, portfolios)	TS	13%	23%	75%
Having students design and conduct research investigations	TS	5%	9%	75%
Using applied learning strategies to teach higher-level academic content	TS	13%	43%	75%

Career/technical teachers reported receiving more than 40 hours of staff development during the past three years on:	Table Reference	Site CT Teachers (2012)	Site CT Teachers (2010)	Goal
Embedding mathematics in career/technical instruction	TS	4%	14%	75%
Applying scientific methods of inquiry in career/technical instruction	TS	8%	14%	75%
Embedding literacy (reading, writing, communication) in career/technical instruction	TS	23%	57%	75%
Using authentic problems and projects in career/technical instruction	TS	12%	14%	75%

REPORT SUMMARY FOR ALL STUDENTS AND CAREER/TECHNICAL COMPLETERS

Assessment Completion Summary
The 2012 *High Schools That Work* Assessment

Number of students who completed the Student Survey and:	<u>All</u>	2012*	<u>CT</u>	<u>All</u>	2010*	<u>CT</u>
The Reading Test	60		58	60		42
The Mathematics Test	60		58	60		42
The Science Test	60		58	60		42
All Three Tests	60		58	60		42

Students who met the criteria for the Award of Educational Achievement:

Students received the Award of Educational Achievement	31			34		
Students met the award criteria with a CT concentration			30			28
CT students also met the criteria for a mathematics/science concentration			3			9
CT students also met the criteria for a humanities concentration			22			14
Students met the award criteria with a mathematics/science concentration	3			11		
Students met the award criteria with a humanities concentration	23			19		

Note: The number of students reported on the front cover of this report is the number who completed the Student Survey and at least one subject test and may differ from the numbers on this page.

***Group statistics are most comparable across years if the groups tested are similar in size and composition. A school that changes from testing all seniors one year to testing a smaller random sample of seniors the next year, for example, must use extreme caution when interpreting any differences in group statistics.**

Table 1

Summary of Mean Scores and Percentage of Students Meeting Readiness Goals

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Reading Mean Score	283 (3.0)	282 (3.1)	279 (2.9)	280 (3.5)	256 (1.2)	255 (1.6)	250 (0.2)	247 (0.3)
Mathematics Mean Score	288 (3.8)	288 (3.9)	277 (3.0)	277 (3.5)	266 (1.2)	266 (1.5)	256 (0.2)	254 (0.3)
Science Mean Score	276 (3.3)	277 (3.3)	268 (3.4)	266 (4.5)	260 (1.0)	261 (1.3)	253 (0.2)	251 (0.3)
<u>Percent Meeting Readiness Goals:</u>								
Reading (250)	95%	95%	92%	95%	65%	66%	56%	54%
Mathematics (257)	88%	88%	82%	83%	67%	66%	57%	54%
Science (258)	78%	79%	70%	67%	61%	62%	55%	53%

Table 2

Completing the *HSTW*-Recommended Curriculum*

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
English: Four college-preparatory courses								
All Students								
Yes	58	284 (3.9)	92	281 (2.9)	44	264 (1.7)	49	259 (0.3)
No	42	280 (4.8)	8	258 (9.1)	56	250 (1.6)	51	240 (0.3)
CT Students								
Yes	57	284 (4.1)	90	281 (3.7)	45	264 (2.2)	46	256 (0.4)
No	43	280 (4.8)	10	--- (---)	55	248 (2.2)	54	240 (0.4)
Mathematics: Four college-preparatory courses								
All Students								
Yes	98	289 (3.7)	98	278 (3.0)	66	272 (1.3)	61	266 (0.2)
No	2	--- (---)	2	--- (---)	34	253 (2.0)	39	241 (0.3)
CT Students								
Yes	98	289 (3.8)	100	277 (3.5)	67	272 (1.7)	57	263 (0.3)
No	2	--- (---)	0		33	255 (2.6)	43	241 (0.4)

*See Appendix for a description of the recommended curriculum.

Table 2 (continued)

Completing the *HSTW*-Recommended Curriculum*

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
Science: Three courses, two college-preparatory All Students								
Yes	30	276 (5.3)	98	268 (3.5)	56	265 (1.4)	61	259 (0.2)
No	70	276 (4.1)	2	--- (---)	44	254 (1.5)	39	244 (0.3)
CT Students								
Yes	31	276 (5.3)	98	266 (4.6)	54	265 (1.8)	58	257 (0.3)
No	69	278 (4.1)	2	--- (---)	46	257 (1.8)	42	244 (0.4)
Social Studies: Three college- preparatory courses** All Students								
Yes	41	290 (5.3)	37	282 (4.5)	47	263 (1.8)	50	256 (0.3)
No	59	277 (3.4)	63	277 (3.7)	53	250 (1.5)	50	243 (0.3)
CT Students								
Yes	40	290 (5.5)	31	280 (6.0)	52	260 (2.3)	49	254 (0.4)
No	60	276 (3.4)	69	279 (4.4)	48	250 (2.1)	51	241 (0.4)

*See Appendix for a description of the recommended curriculum.

**The mean reading scores are given for students completing or not completing three courses in social studies.

Table 2A

Completing the *HSTW*-Recommended Curriculum* and Meeting Readiness Goals

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Completed all ** <i>HSTW</i>-recommended curriculum regardless of performance									
All Students									
Yes	20	294 (5.9)	296 (6.0)	283 (6.4)	90	281 (2.9)	279 (3.1)	271 (3.1)	24
No	80	280 (3.4)	285 (4.5)	275 (3.7)	10	263 (8.8)	264 (8.4)	238 (16.0)	76
CT Students									
Yes	21	294 (5.9)	296 (6.0)	283 (6.4)	88	281 (3.8)	278 (3.7)	270 (4.1)	21
No	79	279 (3.5)	286 (4.6)	276 (3.8)	12	268 (8.9)	264 (10.3)	238 (19.5)	79
Completed all ** <i>HSTW</i>-recommended curriculum and met all readiness goals									
All Students									
Yes	15	301 (5.4)	306 (2.9)	293 (4.4)	62	288 (3.4)	287 (2.8)	283 (2.3)	14
No	85	279 (3.2)	284 (4.3)	273 (3.6)	38	265 (3.6)	262 (4.8)	244 (5.0)	86
CT Students									
Yes	16	301 (5.4)	306 (2.9)	293 (4.4)	62	288 (4.4)	285 (3.4)	283 (3.0)	13
No	84	279 (3.3)	285 (4.4)	274 (3.6)	38	265 (3.7)	263 (5.9)	238 (6.2)	87
Met or exceeded all readiness goals regardless of curriculum									
All Students									
Yes	73	289 (3.3)	300 (2.5)	287 (2.6)	65	288 (3.2)	287 (2.7)	282 (2.3)	42
No	27	266 (4.6)	252 (7.2)	248 (5.3)	35	263 (3.6)	260 (5.1)	242 (5.1)	58
CT Students									
Yes	74	288 (3.4)	300 (2.5)	287 (2.6)	67	288 (4.0)	285 (3.1)	282 (2.9)	43
No	26	264 (4.5)	252 (7.6)	249 (5.5)	33	262 (3.5)	260 (6.5)	234 (6.2)	57

*See Appendix for a description of the recommended curriculum.

**Only the English, mathematics and science recommended curricula are considered in these calculations.

Table 2B

Concentration Information for Award Recipients*

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>
Career/Technical Concentration									
Yes	97	286 (4.1)	297 (2.5)	286 (2.7)	82	288 (4.0)	285 (3.1)	282 (2.9)	72
No	3	--- (--.-)	--- (--.-)	--- (--.-)	18	289 (4.6)	287 (6.4)	278 (5.3)	28
Mathematics/Science Concentration									
Yes	10	--- (--.-)	--- (--.-)	--- (--.-)	32	298 (7.8)	292 (4.9)	282 (5.0)	19
No	90	286 (4.3)	297 (2.6)	285 (2.9)	68	284 (3.1)	282 (3.2)	281 (3.0)	81
Humanities Concentration									
Yes	74	290 (4.8)	299 (2.6)	288 (3.3)	56	290 (3.0)	287 (3.4)	280 (3.7)	63
No	26	275 (6.3)	290 (5.1)	279 (3.2)	44	286 (6.8)	284 (4.6)	283 (3.4)	37

**HSTW* Award recipients met all three assessment readiness goals; completed at least two parts of the recommended curriculum; and completed a career/technical, mathematics/science or humanities concentration.

Table 2C

Concentration Information for All Students

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

		2012 Site				2010 Site			2012 High-Scoring Sites in Your Category
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>
Career/Technical Concentration									
Yes	97	282 (3.1)	288 (3.9)	277 (3.3)	70	280 (3.5)	277 (3.5)	266 (4.5)	59
No	3	--- (---)	--- (---)	--- (---)	30	278 (5.1)	279 (5.7)	273 (4.3)	41
Mathematics/Science Concentration									
Yes	5	--- (---)	--- (---)	--- (---)	18	298 (7.8)	292 (4.9)	282 (5.0)	7
No	95	282 (3.1)	287 (4.0)	276 (3.4)	82	275 (2.7)	274 (3.3)	265 (3.9)	93
Humanities Concentration									
Yes	67	288 (3.8)	291 (4.4)	281 (3.8)	40	286 (3.4)	281 (4.4)	269 (6.4)	33
No	33	273 (4.1)	280 (7.0)	266 (5.7)	60	275 (4.0)	275 (4.0)	267 (3.9)	67

Table 3

Percentages of Students Performing Within Each Performance Level

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

Performance Levels ¹	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Reading						
Below Basic	5	5	8	5	35	34
Basic (250 - 271)	33	34	28	36	32	32
Proficient (272 - 301)	43	41	50	45	27	27
Advanced (302 - 500)	18	19	13	14	7	6
Mathematics						
Below Basic	12	12	18	17	33	34
Basic (257 - 291)	35	34	53	60	42	42
Proficient (292 - 318)	43	43	27	21	22	21
Advanced (319 - 500)	10	10	2	2	3	3
Science						
Below Basic	22	21	30	33	39	38
Basic (258 - 285)	38	38	40	38	40	40
Proficient (286 - 310)	33	34	28	26	19	18
Advanced (311 - 500)	7	7	2	2	3	3

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

READING ACHIEVEMENT, CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 4

Reading Achievement: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	100	283 (3.0)	100	279 (2.9)	100	256 (1.2)	100	250 (0.2)
CT Students	100	282 (3.1)	100	280 (3.5)	100	255 (1.6)	100	247 (0.3)
Gender								
All Students								
Female	57	282 (3.9)	62	278 (4.3)	53	260 (1.5)	50	254 (0.3)
Male	43	283 (4.9)	38	280 (3.1)	47	251 (1.9)	50	245 (0.3)
CT Students								
Female	55	281 (4.1)	67	279 (4.9)	52	260 (2.0)	49	251 (0.4)
Male	45	283 (4.9)	33	281 (4.0)	48	251 (2.5)	51	243 (0.4)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	-	--- (---)	0		1	241 (14.2)	2	243 (1.5)
Asian	-	--- (---)	5	--- (---)	4	253 (7.6)	1	257 (1.9)
Black or African-American	0		0		16	239 (3.1)	18	232 (0.5)
Hispanic or Latino	45	272 (3.8)	48	273 (4.0)	43	255 (1.6)	10	245 (0.7)
Native Hawaiian or Pacific Islander	-	--- (---)	0		0	--- (---)	0	240 (3.7)
White	45	293 (4.6)	43	284 (4.6)	31	267 (2.0)	64	255 (0.3)
Multiracial	-	--- (---)	-	--- (---)	4	260 (5.6)	5	252 (1.0)
CT Students								
American Indian/Alaskan Native	-	--- (---)	0		1	265 (9.9)	2	244 (1.8)
Asian	-	--- (---)	-	--- (---)	4	249 (12.3)	1	254 (2.4)
Black or African-American	0		0		15	234 (4.5)	17	230 (0.6)
Hispanic or Latino	43	270 (3.8)	48	270 (4.1)	41	253 (2.1)	9	245 (0.8)
Native Hawaiian or Pacific Islander	-	--- (---)	0		-	--- (---)	0	240 (4.8)
White	47	293 (4.6)	48	288 (5.4)	35	267 (2.7)	65	252 (0.3)
Multiracial	-	--- (---)	-	--- (---)	5	259 (6.1)	4	249 (1.3)

Table 4A

Reading Achievement: Students Who Met the Readiness Goal Within Demographic Groups

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	95	285 (2.9)	92	283 (2.6)	65	276 (0.8)	56	278 (0.1)
CT Students	95	284 (3.0)	95	282 (3.3)	66	276 (1.0)	54	277 (0.2)
Gender								
All Students								
Female	97	283 (3.8)	89	283 (4.0)	69	277 (1.0)	61	278 (0.2)
Male	92	287 (4.6)	96	282 (2.8)	60	276 (1.1)	52	278 (0.2)
CT Students								
Female	97	282 (4.0)	93	282 (4.7)	70	276 (1.4)	58	277 (0.2)
Male	92	287 (4.6)	100	281 (4.0)	61	276 (1.3)	50	277 (0.2)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	-	--- (---)	0		45	274 (6.6)	51	274 (0.9)
Asian	-	--- (---)	100	--- (---)	80	273 (2.3)	65	282 (1.3)
Black or African-American	0		0		48	268 (1.5)	38	271 (0.3)
Hispanic or Latino	89	275 (3.6)	86	279 (3.5)	63	275 (1.1)	51	275 (0.4)
Native Hawaiian or Pacific Islander	-	--- (---)	0		100	--- (---)	49	275 (2.3)
White	100	293 (4.6)	96	285 (4.5)	75	282 (1.4)	63	280 (0.2)
Multiracial	-	--- (---)	-	--- (---)	71	277 (3.9)	59	279 (0.6)
CT Students								
American Indian/Alaskan Native	-	--- (---)	0		80	--- (---)	52	274 (1.1)
Asian	-	--- (---)	-	--- (---)	85	270 (2.4)	64	277 (1.4)
Black or African-American	0		0		46	268 (2.1)	35	271 (0.4)
Hispanic or Latino	88	274 (3.7)	90	274 (3.5)	62	272 (1.3)	50	274 (0.5)
Native Hawaiian or Pacific Islander	-	--- (---)	0		-	--- (---)	47	277 (2.7)
White	100	293 (4.6)	100	288 (5.4)	74	283 (1.8)	59	278 (0.2)
Multiracial	-	--- (---)	-	--- (---)	76	273 (3.3)	57	277 (0.7)

Table 4B

Reading Performance Levels: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site ¹					2012 High-Scoring Sites in Your Category				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	5	33	43	18	100	35	32	27	7
CT Students	100	5	34	41	19	100	34	32	27	6
Gender										
All Students										
Female	57	3	32	47	18	53	31	33	29	8
Male	43	8	35	38	19	47	40	30	24	6
CT Students										
Female	55	3	34	44	19	52	30	34	29	7
Male	45	8	35	38	19	48	39	31	26	5
Race/Ethnicity										
All Students										
American Indian/Alaskan Native	-	-	-	-	-	1	55	18	27	0
Asian	-	-	-	-	-	4	20	55	23	3
Black or African-American	0	0	0	0	0	16	52	31	16	1
Hispanic or Latino	45	11	48	33	7	43	37	32	26	5
Native Hawaiian or Pacific Islander	-	-	-	-	-	0	0	67	0	33
White	45	0	19	52	30	31	25	28	33	13
Multiracial	-	-	-	-	-	4	29	34	27	10
CT Students										
American Indian/Alaskan Native	-	-	-	-	-	1	20	40	40	0
Asian	-	-	-	-	-	4	15	65	20	0
Black or African-American	0	0	0	0	0	15	54	30	14	1
Hispanic or Latino	43	12	52	28	8	41	38	33	26	3
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	47	0	19	52	30	35	26	27	35	13
Multiracial	-	-	-	-	-	5	24	41	31	3

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

Table 5

Reading: Percentages of Correct Responses by Text Type and Cognitive Target

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Text Type*						
Informational	64	64	61	60	50	50
Literary Nonfiction	73	72	79	81	60	60
Item Type*						
Locate/Recall	64	63	58	56	44	44
Integrate/Interpret (includes vocabulary)	71	70	71	72	57	57
Critique/Evaluate	58	58	54	54	47	47

*See Appendix for information about the content of the test.

Table 6

Reading: English Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
<u>English courses taken or currently taking:</u>												
English 9: Basic, Functional, Practical or Skills	0		0		0		0		15	239 (3.0)	15	238 (4.0)
English 9: Standard, General, Regular or Mixed-Group	55	276 (4.0)	57	276 (4.0)	0		0		54	252 (1.5)	53	251 (2.1)
English 9: Accelerated, Academic, College-Prep or Honors	45	291 (4.1)	43	290 (4.5)	95	280 (2.9)	95	280 (3.7)	37	266 (1.9)	40	265 (2.4)
English 10: Basic, Functional, Practical or Skills	0		0		0		0		15	240 (3.0)	14	236 (4.3)
English 10: Standard, General, Regular or Mixed-Group	45	276 (3.5)	47	276 (3.5)	3	--- (---)	5	--- (---)	46	251 (1.7)	43	249 (2.3)
English 10: Accelerated, Academic, College-Prep or Honors	55	288 (4.5)	53	288 (4.8)	95	281 (2.8)	93	282 (3.4)	43	266 (1.8)	48	266 (2.2)
English 11: Basic, Functional, Practical or Skills	0		0		0		0		13	238 (3.0)	13	238 (4.3)
English 11: Standard, General, Regular or Mixed-Group	43	276 (3.5)	45	276 (3.5)	2	--- (---)	2	--- (---)	44	251 (1.7)	43	249 (2.4)
English 11: Tech-Prep, Applied or Applied Communications	3	--- (---)	3	--- (---)	0		0		3	253 (4.3)	4	252 (5.5)
English 11: Accelerated, Academic, College-Prep or Honors	10	296 (4.8)	10	296 (4.8)	63	276 (4.0)	64	278 (4.7)	24	259 (2.4)	28	262 (2.9)
English 11: Advanced Placement	42	288 (4.9)	40	287 (5.3)	33	286 (2.9)	31	286 (4.0)	19	274 (2.4)	20	272 (3.2)

Table 6 (continued)

Reading: English Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	
<u>English courses taken or currently taking:</u>													
English 12: Basic, Functional, Practical or Skills	2	---	2	---	0		0		12	237 (3.5)	13	240 (4.3)	
English 12: Standard, General, Regular or Mixed-Group	32	272 (4.5)	33	272 (4.5)	0		0		39	249 (1.9)	37	247 (2.6)	
English 12: Tech-Prep, Applied or Applied Communications	0		0		0		0		3	249 (5.8)	3	242 (9.1)	
English 12: Accelerated, Academic, College-Prep or Honors	3	---	3	---	67	276 (3.8)	67	278 (4.9)	25	258 (2.1)	27	261 (2.7)	
English 12: Advanced Placement	63	286 (3.7)	62	285 (3.9)	33	286 (3.6)	33	282 (4.0)	21	275 (2.3)	24	271 (2.9)	
Journalism	0		0		0		0		11	260 (3.4)	9	260 (4.7)	
Debate	0		0		93	280 (2.9)	90	281 (3.6)	19	259 (2.4)	19	257 (3.3)	
Other Advanced English	0		0		2	---	2	---	9	263 (3.9)	6	261 (6.7)	

Table 7

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	
English teachers have shown how what we learn in English classes relates to real-life issues													
Never	3	--- (---)	3	--- (---)	14	277 (9.6)	15	279 (10.7)	9	249 (4.0)	8	245 (5.7)	
Seldom	13	282 (9.9)	14	282 (9.9)	19	277 (5.3)	17	279 (5.2)	21	258 (2.6)	20	256 (3.5)	
Sometimes	33	273 (4.0)	34	273 (4.0)	29	282 (6.2)	34	282 (7.4)	33	257 (2.0)	34	256 (2.6)	
Often	50	290 (4.4)	48	289 (4.7)	39	281 (3.9)	34	281 (4.7)	36	256 (1.9)	37	256 (2.7)	
Completed short writing assignments of one to three pages for which I received a grade in English classes													
Never	0		0		0		0		2	242 (7.5)	1	236 (13.0)	
Once a year	3	--- (---)	3	--- (---)	5	--- (---)	7	--- (---)	5	243 (5.2)	6	241 (6.8)	
Once a semester	13	277 (4.8)	14	277 (4.8)	15	271 (6.3)	17	270 (8.1)	17	242 (2.8)	18	239 (3.8)	
Monthly	35	285 (5.2)	36	285 (5.2)	52	275 (3.1)	50	278 (3.1)	39	259 (1.8)	38	258 (2.5)	
Weekly	48	282 (4.8)	47	281 (5.1)	28	290 (7.0)	26	289 (10.3)	37	261 (1.9)	37	263 (2.5)	

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Wrote a major research paper (with footnotes and a bibliography) in English classes												
Never	15	282 (5.8)	14	280 (6.1)	23	271 (4.8)	21	275 (5.1)	14	254 (3.2)	13	250 (4.2)
Once a year	13	285 (11.5)	14	285 (11.5)	15	273 (7.5)	17	275 (8.3)	28	260 (2.0)	28	261 (2.5)
Once a semester	38	278 (4.5)	40	278 (4.5)	47	282 (4.7)	48	279 (6.1)	37	254 (2.0)	38	253 (2.7)
More than once a semester	33	287 (5.4)	33	287 (5.7)	15	289 (5.1)	14	292 (6.2)	22	255 (2.7)	21	256 (3.8)
Number of books read this year in English class												
0-1 books	3	--- (---)	3	--- (---)	7	--- (---)	5	--- (---)	20	255 (2.5)	19	251 (3.5)
2-3 books	27	271 (4.9)	28	271 (4.9)	52	276 (4.5)	52	279 (5.5)	35	251 (2.0)	35	253 (2.7)
4-5 books	40	290 (4.5)	38	289 (4.9)	27	278 (3.6)	29	280 (4.6)	24	261 (2.5)	26	258 (3.1)
6-7 books	18	288 (7.3)	19	288 (7.3)	8	280 (14.0)	10	--- (---)	12	260 (3.2)	11	263 (5.0)
8-10 books	8	276 (13.0)	9	276 (13.0)	2	--- (---)	0		4	255 (4.4)	4	256 (6.3)
11 or more books	3	--- (---)	3	--- (---)	5	--- (---)	5	--- (---)	5	263 (5.5)	5	255 (7.0)

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Read an assigned book and demonstrated understanding of the significance of the main ideas												
Never	2	---	2	---	3	---	5	---	5	236 (4.5)	6	231 (4.4)
Once a year	2	---	2	---	5	---	7	---	8	251 (3.4)	7	247 (4.7)
Once a semester	32	278 (5.4)	33	278 (5.4)	50	280 (4.3)	52	281 (5.5)	30	254 (2.0)	32	254 (2.6)
Monthly	45	283 (4.3)	47	283 (4.3)	32	282 (4.7)	26	280 (5.7)	36	261 (2.0)	36	261 (2.7)
Weekly	20	289 (7.6)	17	288 (9.1)	10	270 (12.3)	10	---	21	257 (2.7)	19	258 (4.1)
Analyzed works of literature in class												
Never	0	---	0	---	5	---	2	---	3	222 (6.4)	2	221 (13.5)
Once a year	3	---	3	---	7	---	10	---	6	244 (4.0)	8	241 (4.4)
Once a semester	5	---	5	---	10	279 (2.4)	5	---	12	239 (3.9)	13	237 (4.9)
Monthly	28	270 (4.1)	29	270 (4.1)	30	276 (5.2)	33	276 (5.8)	28	253 (2.1)	27	253 (2.8)
Weekly	63	289 (3.7)	62	289 (3.9)	48	285 (4.4)	50	284 (5.6)	51	265 (1.6)	49	265 (2.1)

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Discussed or debated topics with other students about what I read in English classes												
Never	7	---	7	---	17	262 (7.4)	17	266 (9.0)	6	250 (4.9)	6	247 (5.7)
Once a year	8	274 (8.6)	9	274 (8.6)	8	270 (9.1)	12	270 (9.1)	8	245 (4.0)	9	244 (5.4)
Once a semester	12	278 (8.5)	12	278 (8.5)	10	273 (3.2)	7	---	16	246 (2.9)	17	241 (3.8)
Monthly	20	279 (8.1)	21	279 (8.1)	30	282 (4.2)	26	282 (4.9)	31	259 (2.0)	32	260 (2.6)
Weekly	53	288 (4.0)	52	287 (4.3)	35	288 (5.3)	38	288 (6.5)	39	261 (1.9)	38	262 (2.6)
Drafted, rewrote and edited writing assignments before being given a grade												
Never	7	---	7	---	7	---	7	---	4	246 (5.6)	4	246 (7.6)
Once a year	7	---	7	---	12	270 (5.8)	17	270 (5.8)	7	251 (3.9)	8	249 (5.1)
Once a semester	22	283 (6.5)	22	283 (6.5)	22	284 (8.4)	21	288 (11.1)	22	253 (2.6)	25	249 (3.3)
Monthly	43	289 (5.1)	43	288 (5.3)	38	279 (4.5)	33	281 (5.2)	43	261 (1.8)	42	260 (2.5)
Weekly	22	276 (5.3)	21	275 (5.6)	22	281 (5.0)	21	279 (6.5)	24	255 (2.4)	22	258 (3.2)

Table 7 (continued)

Student Reading Achievement and Perceptions About English Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	
Stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements													
Never	5	---	5	---	7	---	5	---	9	249 (4.3)	8	250 (5.9)	
Once a year	13	280 (6.2)	14	280 (6.2)	23	276 (6.0)	24	276 (5.8)	12	257 (3.3)	11	257 (5.0)	
Once a semester	38	287 (4.4)	36	287 (4.7)	35	287 (5.1)	40	286 (6.2)	38	258 (2.0)	38	255 (2.6)	
Monthly	27	276 (5.8)	28	276 (5.8)	28	277 (5.1)	29	277 (6.2)	32	257 (2.0)	33	256 (2.6)	
Weekly	17	277 (7.7)	17	277 (7.7)	7	---	2	---	9	250 (3.6)	10	253 (4.6)	

Table 7A

Student Reading Achievement and Perceptions About Literacy Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Read and interpreted scientific or technical books and manuals												
Never	35	282 (4.5)	34	281 (4.7)	28	270 (4.4)	31	276 (3.8)	29	252 (2.0)	30	252 (2.6)
Once a year	22	292 (8.4)	22	292 (8.4)	15	275 (6.3)	14	274 (9.1)	14	257 (2.8)	14	256 (3.8)
Once a semester	22	280 (6.3)	22	280 (6.3)	10	284 (9.2)	7	--- (--.)	20	255 (2.6)	19	254 (3.3)
Monthly	12	276 (7.4)	10	272 (7.6)	25	289 (6.9)	21	291 (11.5)	19	259 (2.9)	18	255 (4.2)
Weekly	10	280 (9.3)	10	280 (9.3)	22	280 (5.7)	26	281 (6.6)	17	260 (3.1)	18	262 (4.3)
Revised my essays or other written work several times to improve their quality												
Never	3	--- (--.)	3	--- (--.)	7	--- (--.)	10	--- (--.)	4	248 (5.7)	3	254 (8.0)
Seldom	15	284 (11.4)	16	284 (11.4)	20	271 (4.1)	21	270 (3.2)	17	259 (2.9)	18	258 (3.7)
Sometimes	43	281 (4.5)	45	281 (4.5)	43	277 (4.3)	36	276 (5.4)	46	253 (1.8)	50	252 (2.3)
Often	38	282 (4.3)	36	281 (4.6)	30	290 (6.0)	33	293 (7.4)	33	259 (1.9)	29	259 (2.7)
Have been asked to write in-depth explanations about a class project or activity												
Never	8	284 (5.3)	9	284 (5.3)	13	257 (4.1)	17	259 (3.8)	10	249 (3.6)	10	247 (5.1)
Seldom	18	275 (7.2)	19	275 (7.2)	28	277 (3.8)	24	277 (4.5)	24	257 (2.3)	23	261 (2.7)
Sometimes	38	288 (5.6)	40	288 (5.6)	37	279 (4.2)	38	280 (5.0)	43	257 (1.8)	42	256 (2.5)
Often	35	281 (4.5)	33	279 (4.9)	22	296 (7.4)	21	298 (9.8)	24	256 (2.6)	24	253 (3.5)

Table 7A (continued)

Student Reading Achievement and Perceptions About Literacy Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
<u>In classes other than English:</u>												
Teachers have helped me understand what I have read												
Never	3	---	3	---	7	---	5	---	4	245 (5.1)	4	243 (7.8)
Seldom	18	297 (7.5)	19	297 (7.5)	25	277 (7.4)	29	281 (8.6)	17	254 (2.8)	16	258 (3.8)
Sometimes	35	277 (4.9)	36	277 (4.9)	36	282 (3.7)	32	286 (4.1)	41	256 (1.8)	43	255 (2.3)
Often	43	283 (4.2)	41	282 (4.5)	32	280 (4.8)	34	275 (5.5)	37	258 (2.0)	37	256 (2.7)
We have discussed or debated topics from materials we read												
Never	7	---	7	---	5	---	5	---	4	252 (5.7)	4	262 (7.1)
Seldom	7	---	7	---	17	277 (5.4)	24	277 (5.4)	14	254 (3.1)	14	253 (4.2)
Sometimes	42	280 (4.3)	40	278 (4.5)	38	282 (3.5)	36	285 (4.1)	43	256 (1.7)	43	254 (2.2)
Often	45	287 (5.1)	47	287 (5.1)	40	281 (5.6)	36	279 (7.9)	39	257 (2.0)	39	257 (2.8)

Table 7A (continued)

Student Reading Achievement and Perceptions About Literacy Experiences

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

Reading Readiness Goal: 250

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Completed short writing assignments of one to three pages for which I received a grade in social studies classes												
Never	27	275 (6.0)	28	275 (6.0)	20	263 (5.5)	21	263 (6.7)	16	251 (2.8)	20	251 (3.5)
Once a year	17	282 (6.5)	17	282 (6.5)	13	276 (6.8)	12	277 (7.0)	13	252 (3.1)	13	252 (4.1)
Once a semester	17	279 (9.8)	17	279 (9.8)	27	285 (6.7)	31	286 (8.2)	27	254 (2.4)	26	251 (3.4)
Monthly	37	288 (4.3)	34	287 (4.7)	33	285 (4.1)	29	287 (4.0)	28	263 (2.1)	27	265 (2.6)
Weekly	3	--- (--.)	3	--- (--.)	7	--- (--.)	7	--- (--.)	15	254 (3.1)	14	255 (4.5)

MATHEMATICS ACHIEVEMENT, CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 8

Mathematics Achievement: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	100	288 (3.8)	100	277 (3.0)	100	266 (1.2)	100	256 (0.2)
CT Students	100	288 (3.9)	100	277 (3.5)	100	266 (1.5)	100	254 (0.3)
Gender								
All Students								
Female	57	284 (4.3)	62	275 (3.9)	53	263 (1.5)	50	255 (0.3)
Male	43	293 (6.6)	38	282 (4.3)	47	269 (1.8)	50	258 (0.3)
CT Students								
Female	55	284 (4.5)	67	273 (4.7)	52	263 (2.0)	49	252 (0.4)
Male	45	293 (6.6)	33	285 (4.0)	48	270 (2.2)	51	256 (0.4)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	-	--- (---)	0		1	267 (13.1)	2	247 (1.5)
Asian	-	--- (---)	5	--- (---)	4	279 (5.7)	1	272 (1.8)
Black or African-American	0		0		16	255 (2.9)	19	240 (0.5)
Hispanic or Latino	45	268 (5.9)	48	267 (4.2)	43	263 (1.7)	10	252 (0.6)
Native Hawaiian or Pacific Islander	-	--- (---)	0		0	--- (---)	0	247 (3.5)
White	45	303 (2.9)	43	285 (3.8)	31	272 (2.1)	63	262 (0.2)
Multiracial	-	--- (---)	-	--- (---)	4	269 (5.9)	5	255 (0.9)
CT Students								
American Indian/Alaskan Native	-	--- (---)	0		1	281 (15.7)	2	248 (1.9)
Asian	-	--- (---)	-	--- (---)	4	283 (6.6)	1	268 (2.4)
Black or African-American	0		0		15	256 (3.8)	18	239 (0.6)
Hispanic or Latino	43	267 (6.3)	48	267 (5.4)	41	262 (2.1)	9	251 (0.8)
Native Hawaiian or Pacific Islander	-	--- (---)	0		-	--- (---)	0	249 (4.3)
White	47	303 (2.9)	48	286 (3.8)	35	272 (2.7)	65	258 (0.3)
Multiracial	-	--- (---)	-	--- (---)	5	271 (6.1)	4	253 (1.3)

Table 8A

Mathematics Achievement: Students Who Met the Readiness Goal Within Demographic Groups

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	88	296 (2.6)	82	285 (2.3)	67	286 (0.7)	57	284 (0.1)
CT Students	88	296 (2.6)	83	284 (2.5)	66	286 (0.9)	54	283 (0.2)
Gender								
All Students								
Female	88	291 (2.9)	78	284 (3.1)	65	283 (0.9)	56	282 (0.2)
Male	88	302 (4.4)	87	287 (3.6)	70	289 (1.0)	58	286 (0.2)
CT Students								
Female	88	291 (2.9)	75	284 (3.4)	63	284 (1.1)	53	281 (0.2)
Male	88	302 (4.4)	100	285 (4.0)	70	288 (1.4)	56	285 (0.2)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	-	--- (---)	0		73	288 (7.3)	47	282 (0.9)
Asian	-	--- (---)	100	--- (---)	83	292 (3.3)	71	294 (1.1)
Black or African-American	0		0		56	282 (1.7)	40	277 (0.3)
Hispanic or Latino	74	283 (3.8)	69	279 (3.2)	65	283 (1.0)	53	281 (0.4)
Native Hawaiian or Pacific Islander	-	--- (---)	0		100	--- (---)	47	283 (2.4)
White	100	303 (2.9)	92	289 (3.4)	74	289 (1.2)	63	286 (0.2)
Multiracial	-	--- (---)	-	--- (---)	68	289 (3.4)	56	283 (0.6)
CT Students								
American Indian/Alaskan Native	-	--- (---)	0		80	--- (---)	48	282 (1.0)
Asian	-	--- (---)	-	--- (---)	85	292 (5.2)	69	291 (1.4)
Black or African-American	0		0		54	281 (2.3)	39	277 (0.4)
Hispanic or Latino	72	283 (3.9)	70	279 (3.7)	63	282 (1.3)	52	281 (0.5)
Native Hawaiian or Pacific Islander	-	--- (---)	0		-	--- (---)	50	281 (2.5)
White	100	303 (2.9)	95	288 (3.5)	72	291 (1.6)	59	284 (0.2)
Multiracial	-	--- (---)	-	--- (---)	68	289 (3.7)	55	281 (0.7)

Table 8B

Mathematics Performance Levels: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site ¹					2012 High-Scoring Sites in Your Category				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	12	35	43	10	100	33	42	22	3
CT Students	100	12	34	43	10	100	34	42	21	3
Gender										
All Students										
Female	57	12	44	44	0	53	35	46	18	1
Male	43	12	23	42	23	47	30	39	26	5
CT Students										
Female	55	13	44	44	0	52	37	44	18	1
Male	45	12	23	42	23	48	30	41	25	5
Race/Ethnicity										
All Students										
American Indian/Alaskan Native	-	-	-	-	-	1	27	45	18	9
Asian	-	-	-	-	-	4	17	44	29	10
Black or African-American	0	0	0	0	0	16	44	40	15	1
Hispanic or Latino	45	26	52	22	0	43	35	45	19	1
Native Hawaiian or Pacific Islander	-	-	-	-	-	0	0	67	0	33
White	45	0	22	63	15	31	26	40	29	4
Multiracial	-	-	-	-	-	4	33	40	25	3
CT Students										
American Indian/Alaskan Native	-	-	-	-	-	1	20	40	20	20
Asian	-	-	-	-	-	4	15	50	25	10
Black or African-American	0	0	0	0	0	15	46	40	13	1
Hispanic or Latino	43	28	52	20	0	41	37	46	17	0
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	47	0	22	63	15	35	28	38	29	5
Multiracial	-	-	-	-	-	5	32	39	29	0

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

Table 9

Mathematics: Percentages of Correct Responses by Content Area and Mathematical Complexity

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

Content Area*	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Number Properties and Operations	61	61	38	36	44	43
Measurement and Geometry	51	51	44	43	46	46
Data Analysis, Statistics and Probability	51	51	48	48	42	42
Algebra	55	55	44	44	40	40
Complexity*						
Low	60	61	52	52	51	51
Moderate	46	47	35	34	35	35
High	40	40	45	48	32	31

*See Appendix for information about the content of the test.

Table 10

Mathematics: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean
<u>Mathematics courses taken or currently taking:</u>												
Mathematics: Basic, Fundamental, Practical, Essential, General, Consumer or Business	0		0		0		0		21	258 (2.5)	25	260 (2.8)
Mathematics: Applied or Technical (First Year)	0		0		0		0		6	267 (4.7)	6	270 (4.9)
Mathematics: Applied or Technical (Second Year)	0		0		0		0		5	268 (4.9)	6	270 (5.3)
Mathematics: Integrated	2	--- (---)	2	--- (---)	0		0		11	265 (3.7)	14	266 (4.1)
Pre-Algebra or Algebra Foundations	13	276 (12.0)	14	276 (12.0)	2	--- (---)	0		20	259 (2.6)	20	258 (3.5)
Algebra I: Basic, Elementary, I-A or I-B	8	290 (12.9)	9	290 (12.9)	2	--- (---)	2	--- (---)	25	257 (2.2)	28	259 (2.8)
Algebra I: Regular, Advanced or College-Prep	97	286 (3.8)	97	286 (3.9)	58	270 (3.8)	64	268 (4.2)	72	267 (1.3)	69	268 (1.7)

Table 10 (continued)

Mathematics: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean	All Students %	Mean	CT Students %	Mean
<u>Mathematics courses taken or currently taking:</u>												
Algebra II	100	288 (3.8)	100	288 (3.9)	100	277 (3.0)	100	277 (3.5)	83	267 (1.2)	82	267 (1.6)
Algebra III: (including Trigonometry, Mathematics Analysis or Advanced Mathematics)	27	293 (4.0)	26	293 (4.3)	27	270 (5.2)	29	268 (5.3)	26	265 (2.2)	27	268 (2.7)
Geometry	98	289 (3.7)	98	289 (3.8)	100	277 (3.0)	100	277 (3.5)	87	267 (1.2)	85	267 (1.6)
Pre-Calculus or Calculus	48	302 (3.8)	48	302 (3.9)	62	286 (3.1)	57	287 (3.4)	32	281 (1.9)	33	280 (2.4)
Calculus: Advanced Placement (AB or BC)	10	321 (4.2)	10	321 (4.2)	17	295 (6.2)	12	299 (7.3)	7	298 (3.1)	6	294 (5.6)
Statistics	5	--- (---)	5	--- (---)	0		0		4	268 (5.8)	5	264 (8.0)
Statistics: Advanced Placement	23	289 (7.5)	24	289 (7.5)	20	288 (4.5)	21	289 (4.9)	7	282 (4.0)	8	281 (4.9)
Other Advanced Mathematics	28	265 (9.3)	28	265 (9.9)	20	265 (8.2)	21	264 (9.7)	20	268 (2.5)	20	264 (3.5)

Table 10 (continued)

Mathematics: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Completed Algebra I in 6th, 7th or 8th grade												
Yes	53	299 (4.0)	53	299 (4.2)	57	286 (3.3)	52	285 (3.6)	44	272 (1.8)	46	273 (2.2)
No	47	274 (5.8)	47	275 (6.0)	43	266 (4.5)	48	267 (5.5)	56	261 (1.5)	54	260 (1.9)
Took a mathematics course during my senior year												
Yes	100	288 (3.8)	100	288 (3.9)	100	277 (3.0)	100	277 (3.5)	83	267 (1.3)	84	267 (1.6)
No	0		0		0		0		17	259 (2.8)	16	260 (3.1)
Number of full-year mathematics courses taken in grades 9 through 12*												
Two or fewer	0		0		0		0		9	264 (4.0)	11	266 (4.9)
Three	0		0		0		0		15	253 (3.2)	12	255 (4.4)
Four	55	279 (5.1)	55	280 (5.3)	93	277 (3.1)	93	276 (3.6)	43	264 (1.7)	41	262 (2.1)
Five	32	298 (5.2)	31	298 (5.4)	7	--- (---)	7	--- (---)	19	275 (2.5)	20	273 (3.2)
Six or more	13	298 (12.6)	14	298 (12.6)	0		0		14	274 (3.0)	16	275 (3.8)

* The data for this item was calculated from responses in the course experience section of the student survey.

Table 11

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Mathematics teachers have shown how mathematics concepts are used to solve problems in real-life situations												
Never	7	---	7	---	8	258 (8.3)	12	258 (8.3)	7	261 (4.6)	7	263 (6.3)
Seldom	12	302 (4.5)	12	302 (4.5)	20	280 (7.5)	24	280 (7.5)	16	263 (2.7)	18	266 (3.1)
Sometimes	37	284 (7.1)	38	284 (7.1)	37	280 (5.0)	36	278 (6.4)	33	263 (2.1)	31	261 (2.8)
Often	45	286 (5.8)	43	286 (6.1)	35	278 (4.5)	29	280 (5.2)	44	270 (1.7)	44	270 (2.1)
Solved mathematics problems with more than one possible answer												
Never	3	---	3	---	8	264 (17.8)	12	264 (17.8)	4	247 (7.3)	5	251 (8.5)
Once a year	0	---	0	---	7	---	10	---	4	258 (5.5)	5	254 (6.3)
Once a semester	3	---	3	---	10	268 (5.2)	14	268 (5.2)	10	259 (3.4)	12	260 (3.8)
Monthly	18	291 (5.0)	19	291 (5.0)	23	281 (4.7)	24	281 (5.0)	22	263 (2.4)	20	262 (3.4)
Weekly	75	286 (4.8)	74	286 (5.0)	52	282 (4.0)	40	286 (4.6)	59	270 (1.4)	59	271 (1.9)
Solved mathematics problems other than those found in the textbook												
Never	0	---	0	---	12	273 (7.4)	14	268 (6.3)	5	242 (6.9)	5	243 (9.2)
Once a year	3	---	3	---	2	---	2	---	3	260 (5.7)	4	260 (6.4)
Once a semester	7	---	7	---	13	279 (4.4)	19	279 (4.4)	8	257 (4.0)	9	256 (4.5)
Monthly	18	293 (6.6)	17	296 (6.4)	22	281 (4.6)	21	287 (3.6)	21	261 (2.4)	21	264 (3.0)
Weekly	72	285 (5.0)	72	285 (5.1)	52	277 (5.0)	43	275 (7.2)	62	271 (1.4)	62	270 (1.8)

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Were assigned word problems in mathematics												
Never	0		0		2	--- (---)	2	--- (---)	3	241 (8.9)	3	235 (11.3)
Once a year	0		0		2	--- (---)	2	--- (---)	3	250 (7.3)	3	249 (9.2)
Once a semester	5	--- (---)	5	--- (---)	10	274 (7.2)	12	269 (6.8)	8	257 (3.7)	8	256 (4.4)
Monthly	12	298 (10.8)	12	298 (10.8)	13	277 (7.3)	14	284 (7.4)	22	261 (2.7)	22	262 (3.4)
Weekly	83	286 (4.3)	83	287 (4.4)	73	279 (3.7)	69	277 (4.6)	65	270 (1.3)	65	271 (1.7)
Used a graphing calculator to complete mathematics assignments												
Never	0		0		0		0		4	244 (7.1)	3	234 (13.7)
Once a year	0		0		3	--- (---)	5	--- (---)	3	249 (8.2)	3	249 (10.6)
Once a semester	0		0		7	--- (---)	7	--- (---)	5	246 (5.7)	7	246 (6.1)
Monthly	10	280 (12.7)	10	280 (12.7)	7	--- (---)	7	--- (---)	16	266 (2.9)	14	266 (3.7)
Weekly	90	288 (4.0)	90	289 (4.1)	83	278 (3.3)	81	277 (4.0)	72	269 (1.3)	73	270 (1.6)
Worked in a group to brainstorm how to solve a mathematics problem												
Never	3	--- (---)	3	--- (---)	5	--- (---)	7	--- (---)	9	263 (3.7)	8	261 (5.1)
Once a year	0		0		2	--- (---)	0		6	248 (6.5)	5	249 (8.0)
Once a semester	8	296 (7.7)	9	296 (7.7)	18	277 (3.7)	26	277 (3.7)	11	259 (3.6)	11	259 (4.9)
Monthly	28	287 (8.0)	28	289 (8.3)	23	276 (5.9)	19	283 (6.0)	28	269 (2.1)	28	269 (2.6)
Weekly	60	289 (4.2)	60	288 (4.4)	52	279 (4.7)	48	276 (6.2)	46	268 (1.6)	47	269 (2.0)

Table 11 (continued)

Student Mathematics Achievement and Perceptions About Mathematics Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Mathematics Readiness Goal: 257

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Received computer-assisted instruction in math that was connected to what I was learning in my math class												
Never	45	282 (6.6)	45	283 (6.8)	55	275 (3.4)	62	275 (3.9)	34	265 (1.9)	33	267 (2.5)
Seldom	35	290 (5.5)	36	290 (5.5)	27	276 (8.0)	21	277 (11.4)	33	268 (1.9)	35	266 (2.5)
Sometimes	17	296 (5.0)	16	296 (5.5)	10	276 (3.3)	12	277 (3.6)	25	263 (2.4)	25	264 (3.0)
Often	3	--- (---)	3	--- (---)	8	300 (3.7)	5	--- (---)	7	267 (5.0)	8	269 (6.0)
Used math in classes other than mathematics												
Never	2	--- (---)	2	--- (---)	3	--- (---)	5	--- (---)	4	244 (6.8)	3	252 (6.8)
Once a year	0		0		2	--- (---)	2	--- (---)	4	252 (5.3)	5	248 (6.6)
Once a semester	13	286 (13.6)	12	290 (15.1)	10	281 (6.8)	12	281 (8.3)	11	259 (3.6)	11	257 (5.4)
Monthly	28	287 (5.9)	28	286 (6.3)	33	274 (5.0)	33	275 (5.4)	30	267 (1.9)	30	268 (2.5)
Weekly	57	289 (5.2)	59	289 (5.2)	52	281 (4.2)	48	280 (5.4)	51	269 (1.6)	52	269 (2.0)

SCIENCE ACHIEVEMENT, CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 12

Science Achievement: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	100	276 (3.3)	100	268 (3.4)	100	260 (1.0)	100	253 (0.2)
CT Students	100	277 (3.3)	100	266 (4.5)	100	261 (1.3)	100	251 (0.3)
Gender								
All Students								
Female	57	269 (4.1)	62	259 (4.5)	53	258 (1.3)	50	251 (0.3)
Male	43	286 (4.7)	38	283 (3.4)	47	263 (1.6)	50	256 (0.3)
CT Students								
Female	55	270 (4.1)	67	256 (5.5)	53	259 (1.6)	49	249 (0.3)
Male	45	286 (4.7)	33	285 (5.0)	47	263 (2.0)	51	254 (0.4)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	-	--- (---)	0		1	268 (9.4)	2	246 (1.4)
Asian	-	--- (---)	5	--- (---)	4	269 (4.5)	1	262 (1.7)
Black or African-American	0		0		16	249 (2.4)	19	233 (0.5)
Hispanic or Latino	45	262 (4.8)	48	256 (5.2)	43	257 (1.5)	10	248 (0.6)
Native Hawaiian or Pacific Islander	-	--- (---)	0		0	--- (---)	0	246 (3.2)
White	45	289 (3.4)	43	279 (3.5)	31	270 (1.9)	63	260 (0.2)
Multiracial	-	--- (---)	-	--- (---)	4	257 (5.2)	5	255 (0.9)
CT Students								
American Indian/Alaskan Native	-	--- (---)	0		1	264 (15.0)	2	247 (1.7)
Asian	-	--- (---)	-	--- (---)	4	274 (5.8)	1	259 (2.2)
Black or African-American	0		0		15	249 (3.1)	18	231 (0.6)
Hispanic or Latino	43	263 (5.0)	48	250 (6.7)	40	258 (1.8)	9	248 (0.8)
Native Hawaiian or Pacific Islander	-	--- (---)	0		-	--- (---)	0	243 (4.4)
White	47	289 (3.4)	48	280 (4.4)	35	270 (2.3)	65	257 (0.3)
Multiracial	-	--- (---)	-	--- (---)	5	252 (6.2)	4	254 (1.2)

Table 12A

Science Achievement: Students Who Met the Readiness Goal Within Demographic Groups

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category		2012 All Sites	
	%	Mean	%	Mean	%	Mean	%	Mean
All Students	78	286 (2.6)	70	281 (2.2)	61	280 (0.7)	55	280 (0.1)
CT Students	79	286 (2.7)	67	282 (2.9)	62	280 (0.9)	53	279 (0.1)
Gender								
All Students								
Female	71	280 (3.4)	57	277 (2.8)	57	277 (0.9)	52	277 (0.2)
Male	88	292 (3.7)	91	286 (3.1)	65	282 (1.0)	58	283 (0.2)
CT Students								
Female	72	280 (3.5)	57	276 (3.3)	58	277 (1.1)	49	276 (0.2)
Male	88	292 (3.7)	86	290 (4.1)	65	282 (1.3)	56	282 (0.2)
Race/Ethnicity								
All Students								
American Indian/Alaskan Native	-	--- (---)	0		64	286 (7.1)	48	276 (0.8)
Asian	-	--- (---)	-	--- (---)	83	279 (3.0)	64	284 (1.1)
Black or African-American	0		0		42	275 (1.8)	31	273 (0.3)
Hispanic or Latino	59	277 (4.6)	48	278 (3.0)	57	277 (0.9)	48	276 (0.4)
Native Hawaiian or Pacific Islander	0		0		-	--- (---)	47	276 (1.6)
White	96	291 (3.3)	92	282 (3.2)	74	284 (1.1)	63	282 (0.1)
Multiracial	-	--- (---)	-	--- (---)	54	280 (3.1)	57	280 (0.5)
CT Students								
American Indian/Alaskan Native	-	--- (---)	0		80	--- (---)	48	276 (1.0)
Asian	-	--- (---)	-	--- (---)	90	280 (4.8)	62	281 (1.4)
Black or African-American	0		0		43	273 (2.3)	28	272 (0.4)
Hispanic or Latino	60	277 (4.9)	40	276 (4.5)	57	276 (1.2)	47	276 (0.5)
Native Hawaiian or Pacific Islander	0		0		0		43	275 (2.2)
White	96	291 (3.3)	90	284 (3.9)	74	285 (1.5)	60	280 (0.2)
Multiracial	-	--- (---)	-	--- (---)	52	275 (2.6)	54	278 (0.7)

Table 12B

Science Performance Levels: Demographic Report

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site ¹					2012 High-Scoring Sites in Your Category				
	%	% Below Basic	% Basic	% Proficient	% Advanced	%	% Below Basic	% Basic	% Proficient	% Advanced
All Students	100	22	38	33	7	100	39	40	19	3
CT Students	100	21	38	34	7	100	38	40	18	3
Gender										
All Students										
Female	57	29	44	24	3	53	43	40	16	2
Male	43	12	31	46	12	47	35	39	22	4
CT Students										
Female	55	28	44	25	3	53	42	41	16	1
Male	45	12	31	46	12	47	35	40	21	5
Race/Ethnicity										
All Students										
American Indian/Alaskan Native	-	-	-	-	-	1	36	27	27	9
Asian	-	-	-	-	-	4	18	63	15	5
Black or African-American	0	0	0	0	0	16	58	33	10	0
Hispanic or Latino	45	41	41	19	0	43	43	40	17	1
Native Hawaiian or Pacific Islander	-	-	-	-	-	0	33	33	0	33
White	45	4	37	44	15	31	26	41	27	6
Multiracial	-	-	-	-	-	4	46	37	15	2
CT Students										
American Indian/Alaskan Native	-	-	-	-	-	1	20	40	40	0
Asian	-	-	-	-	-	4	10	70	10	10
Black or African-American	0	0	0	0	0	15	57	35	8	0
Hispanic or Latino	43	40	40	20	0	40	43	40	17	0
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	-	-
White	47	4	37	44	15	35	26	41	27	7
Multiracial	-	-	-	-	-	5	48	41	10	0

¹See Appendix for a description of the *HSTW* performance levels and the procedures used to establish the performance-level cut scores.

Table 13

Science: Percentages of Correct Responses by Content Area and Science Practice

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

Science Readiness Goal: 258

	2012 Site		2010 Site		2012 High-Scoring Sites in Your Category	
	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>	<u>All Students</u>	<u>CT Students</u>
Content Areas*						
Life Sciences	58	58	50	50	52	53
Physical Science	63	63	55	54	54	54
Earth and Space Science	64	65	55	52	49	50
Science Practices*						
Identifying Science Principles	54	55	51	49	48	48
Using Science Principles	62	63	49	49	55	55
Using Scientific Inquiry	62	63	56	54	47	47
Using Technological Design	66	67	60	60	56	57

* See Appendix for information about the content of the test.

Table 14

Science: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	
<u>Science courses taken or currently taking:</u>													
General Science	0		0		0		0		9	258 (3.1)	10	261 (3.5)	
Applied Science: Principles of Technology or Applied Physics (First Year)	0		0		0		0		5	258 (4.7)	7	262 (4.7)	
Applied Science: Principles of Technology or Applied Physics (Second Year)	0		0		0		0		2	252 (8.3)	2	245 (13.3)	
Applied Science: Applied Biology or Applied Chemistry	0		0		0		0		6	260 (3.6)	6	262 (4.3)	
Integrated Science	0		0		0		0		7	257 (4.1)	6	262 (4.8)	
Life Science	0		0		0		0		8	257 (3.8)	6	259 (5.1)	
Earth Science	0		0		2	--- (---)	0		19	258 (2.4)	17	258 (3.5)	
Environmental Science	3	--- (---)	3	--- (---)	2	--- (---)	2	--- (---)	31	255 (2.0)	29	256 (2.6)	
Environmental Science: Advanced Placement	0		0		0		0		3	274 (6.5)	3	263 (13.0)	
Physical Science: Basic, Practical or Fundamental	2	--- (---)	2	--- (---)	0		0		8	257 (3.3)	9	259 (4.6)	
Physical Science: Regular or General	63	268 (4.0)	64	269 (4.0)	0		0		41	258 (1.6)	48	258 (1.8)	
Physical Science: Advanced, Academic, College-Prep or Honors	0		0		55	257 (4.9)	57	253 (6.2)	15	264 (2.7)	20	261 (3.2)	

Table 14 (continued)

Science: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

<u>Science courses taken or currently taking:</u>	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Biology: Basic, Practical or Fundamental	0		0		0		0		14	250 (2.7)	13	254 (3.5)
Biology: Regular or General	97	277 (3.3)	97	278 (3.3)	0		0		59	258 (1.3)	60	259 (1.7)
Biology: Advanced, Academic, College-Prep or Honors	3	--- (---)	3	--- (---)	97	268 (3.5)	98	266 (4.6)	32	268 (1.7)	31	268 (2.3)
Biology: Advanced Placement	5	--- (---)	5	--- (---)	2	--- (---)	0		3	279 (6.7)	3	277 (12.2)
Biology II	0		0		0		0		8	261 (3.2)	8	258 (4.3)
Anatomy and Physiology	32	276 (4.4)	33	276 (4.4)	30	272 (5.5)	38	271 (6.2)	18	262 (2.4)	19	264 (3.0)
Chemistry: Basic or General	88	279 (3.2)	88	280 (3.2)	0		0		49	260 (1.4)	51	262 (1.7)
Chemistry: Advanced, Academic, College-Prep or Honors	3	--- (---)	3	--- (---)	85	268 (3.8)	86	266 (5.0)	27	269 (1.9)	25	268 (2.8)
Chemistry: Advanced Placement	5	--- (---)	3	--- (---)	8	289 (9.1)	10	--- (---)	5	264 (5.7)	5	256 (7.7)
Physics:	42	280 (4.4)	43	280 (4.4)	25	278 (4.8)	24	277 (5.7)	22	270 (2.1)	21	270 (2.9)
Physics: Advanced Placement (B)	10	284 (13.2)	10	284 (13.2)	20	283 (3.8)	17	286 (4.8)	3	281 (6.4)	3	277 (10.2)
Physics: Advanced Placement (C: Electricity and Magnetism or C: Mechanics)	0		0		0		0		1	256 (26.2)	1	--- (---)
Other Advanced Science	0		0		0		0		19	264 (2.4)	18	260 (3.4)

Table 14 (continued)

Science: Course Experience

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Took a science course during my senior year												
Yes	67	276 (4.0)	69	276 (4.0)	47	265 (5.9)	55	266 (7.0)	69	261 (1.3)	65	261 (1.7)
No	33	276 (5.7)	31	279 (5.7)	53	271 (3.8)	45	266 (5.5)	31	259 (1.6)	35	261 (2.0)
Number of full-year science courses taken in grades 9 through 12*												
Two or fewer	0		0		2	--- (---)	2	--- (---)	4	251 (5.5)	2	259 (9.7)
Three	50	276 (5.3)	48	278 (5.4)	72	266 (4.2)	64	262 (6.0)	31	255 (1.8)	32	258 (2.1)
Four	47	277 (3.6)	48	277 (3.6)	27	275 (5.9)	33	275 (6.7)	43	262 (1.6)	43	262 (2.0)
Five	3	--- (---)	3	--- (---)	0		0		13	270 (2.5)	13	268 (3.2)
Six or more	0		0		0		0		9	260 (3.8)	10	258 (5.0)

* The data for this item was calculated from responses in the course experience section of the student survey.

Table 15

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Science teachers have shown how scientific concepts are used to solve problems in real-life situations												
Never	10	266 (7.6)	10	266 (7.6)	7	--- (---)	10	--- (---)	9	251 (3.6)	9	262 (3.4)
Seldom	15	271 (10.3)	16	271 (10.3)	22	272 (6.8)	24	277 (7.2)	18	255 (2.3)	18	254 (3.1)
Sometimes	33	271 (5.9)	33	273 (5.8)	30	275 (5.5)	26	271 (8.0)	35	258 (1.7)	36	258 (2.1)
Often	42	285 (4.4)	41	285 (4.5)	42	266 (4.5)	40	264 (6.3)	38	266 (1.6)	37	268 (2.1)
Completed short writing assignments of one to three pages for which I received a grade in science classes												
Never	30	263 (4.9)	29	265 (4.8)	25	253 (8.2)	29	254 (10.4)	26	259 (1.8)	28	258 (2.2)
Once a year	10	277 (12.1)	10	277 (12.1)	22	274 (6.4)	17	266 (10.1)	15	258 (2.4)	15	258 (3.3)
Once a semester	22	286 (5.0)	22	286 (5.0)	25	282 (5.1)	31	280 (5.8)	27	261 (2.1)	26	262 (2.5)
Monthly	33	283 (6.4)	33	284 (6.7)	23	264 (6.3)	19	261 (9.9)	21	267 (2.1)	21	271 (2.7)
Weekly	5	--- (---)	5	--- (---)	5	--- (---)	5	--- (---)	11	251 (3.8)	10	253 (4.9)
Read an assigned article or book (other than a textbook) dealing with science												
Never	25	279 (6.8)	24	283 (6.2)	27	257 (7.9)	36	259 (8.3)	20	260 (2.2)	21	260 (2.6)
Once a year	22	278 (7.2)	22	278 (7.2)	15	269 (9.7)	14	267 (13.1)	13	258 (3.1)	14	261 (3.7)
Once a semester	13	268 (10.1)	14	268 (10.1)	18	266 (5.9)	17	265 (8.0)	21	260 (2.0)	21	260 (2.6)
Monthly	27	272 (6.2)	26	273 (6.6)	27	269 (6.0)	17	257 (11.5)	27	260 (2.2)	27	261 (2.8)
Weekly	13	285 (7.2)	14	285 (7.2)	13	289 (5.3)	17	290 (5.9)	19	263 (2.2)	17	264 (2.9)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Used science equipment to do science activities in a classroom or laboratory												
Never	3	---	3	---	7	---	10	---	4	241 (6.4)	4	245 (8.4)
Once a year	0		0		8	254 (14.4)	5	---	6	250 (4.4)	6	253 (4.9)
Once a semester	18	267 (6.8)	19	267 (6.8)	12	268 (5.9)	15	269 (7.0)	15	253 (2.4)	17	253 (2.9)
Monthly	60	282 (3.7)	60	283 (3.7)	46	273 (5.6)	39	268 (9.1)	44	264 (1.4)	45	266 (1.8)
Weekly	18	265 (10.3)	17	269 (10.7)	27	265 (6.6)	32	265 (7.8)	30	263 (1.9)	28	262 (2.6)
Used computers or technology to do science activities												
Never	18	268 (5.0)	19	268 (5.0)	35	257 (6.8)	43	258 (7.9)	13	254 (2.8)	14	254 (3.1)
Once a year	15	264 (4.6)	16	264 (4.6)	15	266 (9.6)	14	262 (12.7)	10	261 (2.7)	11	260 (3.1)
Once a semester	18	278 (9.8)	19	278 (9.8)	15	278 (4.7)	12	275 (7.6)	22	261 (2.1)	22	260 (2.7)
Monthly	37	284 (5.3)	36	285 (5.5)	32	275 (4.6)	29	273 (6.7)	35	260 (1.9)	34	263 (2.4)
Weekly	12	278 (11.9)	10	287 (10.2)	3	---	2	---	20	264 (2.2)	19	265 (3.0)
Used graphs, charts and diagrams to interpret and explain scientific phenomena												
Never	12	269 (8.0)	12	269 (8.0)	27	261 (5.9)	36	259 (5.9)	10	251 (3.0)	11	252 (3.6)
Once a year	10	267 (8.6)	10	267 (8.6)	7	---	5	---	8	257 (3.7)	7	257 (5.1)
Once a semester	13	275 (8.7)	14	275 (8.7)	13	265 (16.5)	14	262 (22.3)	17	251 (2.5)	20	250 (2.8)
Monthly	35	283 (4.9)	34	284 (5.1)	38	278 (3.8)	33	278 (5.5)	34	263 (1.7)	34	267 (2.1)
Weekly	30	275 (7.3)	29	277 (7.2)	15	264 (8.1)	12	257 (12.9)	30	266 (1.9)	28	266 (2.5)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Used formulas and equations to solve questions in science												
Never	12	268 (7.8)	10	268 (9.2)	12	276 (5.9)	17	276 (5.9)	5	240 (5.5)	5	244 (6.1)
Once a year	7	--- (---)	7	--- (---)	15	248 (8.2)	14	245 (10.9)	7	252 (3.4)	8	253 (3.7)
Once a semester	5	--- (---)	5	--- (---)	12	276 (5.1)	10	--- (---)	13	253 (2.5)	13	253 (3.0)
Monthly	23	293 (5.2)	24	293 (5.2)	15	277 (6.4)	10	--- (---)	28	259 (2.0)	28	258 (2.6)
Weekly	53	272 (4.8)	53	273 (4.8)	47	267 (5.8)	50	267 (7.6)	47	266 (1.4)	45	269 (1.8)
Completed a laboratory assignment in which I used science to address a problem found in my community												
Never	35	274 (5.0)	33	277 (4.9)	23	267 (5.6)	29	268 (6.5)	22	263 (2.2)	21	266 (2.5)
Once a year	12	280 (8.9)	12	280 (8.9)	17	257 (8.2)	14	252 (10.6)	12	256 (3.4)	13	258 (3.7)
Once a semester	20	277 (9.9)	21	277 (9.9)	13	285 (5.2)	10	--- (---)	23	261 (2.0)	24	262 (2.6)
Monthly	25	279 (6.1)	26	279 (6.1)	25	281 (4.3)	24	281 (6.2)	28	261 (2.0)	27	260 (2.6)
Weekly	8	270 (10.7)	9	270 (10.7)	22	253 (9.7)	24	249 (12.5)	17	256 (2.6)	15	256 (3.6)
Collected data from experiments and created graphic representations of the results												
Never	15	269 (7.9)	16	269 (7.9)	13	257 (14.0)	19	257 (14.0)	7	250 (4.4)	8	257 (5.0)
Once a year	10	271 (9.4)	10	271 (9.4)	22	260 (7.5)	24	260 (9.5)	11	258 (3.2)	12	259 (3.7)
Once a semester	17	275 (7.8)	17	275 (7.8)	23	274 (5.3)	21	274 (6.1)	20	258 (2.1)	23	259 (2.4)
Monthly	45	281 (5.2)	45	281 (5.3)	28	278 (4.9)	24	278 (7.7)	36	263 (1.7)	34	263 (2.3)
Weekly	13	275 (9.5)	12	281 (8.0)	13	259 (9.1)	12	252 (13.6)	26	262 (2.0)	23	262 (2.8)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category			
	All Students		CT Students		All Students		CT Students		All Students		CT Students	
	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean
Prepared a written report of my lab results												
Never	8	267 (11.3)	9	267 (11.3)	10	268 (4.8)	14	268 (4.8)	11	258 (3.0)	12	257 (3.6)
Once a year	5	--- (---)	5	--- (---)	18	258 (8.3)	21	257 (9.7)	11	256 (2.9)	12	256 (3.1)
Once a semester	18	276 (7.1)	19	276 (7.1)	15	274 (6.5)	7	--- (---)	21	260 (2.1)	23	259 (2.5)
Monthly	53	283 (3.9)	53	284 (4.0)	27	286 (4.1)	26	285 (5.7)	32	262 (2.0)	31	267 (2.5)
Weekly	15	263 (11.3)	14	267 (11.8)	30	255 (7.2)	31	251 (9.7)	25	260 (2.0)	22	261 (2.9)
Participated in a classroom discussion relating science to everyday life												
Never	15	264 (8.8)	14	268 (8.6)	15	254 (14.0)	19	257 (15.7)	11	258 (2.9)	12	256 (3.7)
Once a year	13	282 (5.9)	14	282 (5.9)	20	260 (7.0)	26	262 (7.5)	12	257 (3.1)	11	258 (4.2)
Once a semester	20	275 (9.0)	21	275 (9.0)	18	277 (5.0)	14	275 (7.9)	16	259 (2.6)	19	258 (3.0)
Monthly	30	282 (6.3)	29	283 (6.6)	25	273 (5.6)	19	270 (9.1)	25	260 (2.2)	25	263 (2.8)
Weekly	22	275 (5.6)	22	275 (5.6)	22	271 (6.8)	21	270 (9.6)	37	262 (1.6)	33	264 (2.0)
Participated in a classroom discussion about current science-related stories in the news												
Never	20	271 (6.1)	21	271 (6.1)	20	262 (11.5)	24	261 (13.2)	14	260 (2.9)	14	260 (3.6)
Once a year	10	273 (11.3)	9	282 (8.7)	18	262 (6.2)	21	264 (7.3)	10	255 (2.9)	12	255 (3.5)
Once a semester	20	276 (9.8)	21	276 (9.8)	28	271 (5.5)	26	270 (7.9)	19	261 (2.4)	20	264 (2.8)
Monthly	37	277 (4.8)	36	277 (5.0)	25	275 (5.9)	21	274 (9.1)	29	263 (1.9)	29	264 (2.5)
Weekly	13	286 (9.0)	14	286 (9.0)	8	263 (10.0)	7	--- (---)	28	259 (1.9)	26	259 (2.5)

Table 15 (continued)

Student Science Achievement and Perceptions About Science Class Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Science Readiness Goal: 258

	2012 Site				2010 Site				2012 High-Scoring Sites in Your Category				
	All Students		CT Students		All Students		CT Students		All Students		CT Students		
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	
Worked with other students in my class on a challenging science assignment or project													
Never	5	---	5	---	8	273 (8.1)	12	273 (8.1)	5	250 (3.9)	6	251 (4.5)	
Once a year	7	---	7	---	10	268 (7.5)	12	273 (7.0)	7	260 (3.4)	8	254 (4.4)	
Once a semester	30	276 (5.3)	31	276 (5.3)	25	254 (9.2)	24	245 (12.3)	19	257 (2.6)	21	257 (2.8)	
Monthly	35	275 (5.9)	33	278 (6.0)	30	274 (4.9)	29	271 (6.5)	32	263 (1.8)	31	264 (2.4)	
Weekly	23	281 (7.0)	24	281 (7.0)	27	273 (6.0)	24	273 (9.0)	36	261 (1.7)	34	264 (2.2)	

CAREER/TECHNICAL CURRICULUM AND ENGAGING STUDENTS IN LEARNING

Table 16

Reading: Career/Technical Student Performance by Type of Program

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250

<u>Type of Program</u>	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Agriculture, Food and Natural Resources	9	286 (9.7)	12	269 (12.0)	7	259 (6.6)
Architecture and Construction	3	--- (---)	0		5	240 (8.3)
Arts, Audio/Video Technology and Communications	3	--- (---)	2	--- (---)	16	264 (3.7)
Business, Management and Administration	0		2	--- (---)	7	239 (6.3)
Education and Training	2	--- (---)	2	--- (---)	4	257 (5.3)
Finance	2	--- (---)	5	--- (---)	2	255 (8.8)
Government and Public Administration	0		5	--- (---)	1	--- (---)
Health Science	19	273 (4.0)	31	290 (8.0)	20	259 (3.2)
Hospitality and Tourism	2	--- (---)	0		2	243 (10.0)
Human Services	2	--- (---)	7	--- (---)	4	242 (9.0)
Information Technology	14	283 (9.8)	17	269 (4.4)	4	264 (9.3)
Law, Public Safety, Corrections and Security	12	285 (12.1)	14	284 (6.2)	7	244 (6.2)
Manufacturing	0		0		2	258 (6.5)
Marketing	0		0		1	242 (10.5)
Science, Technology, Engineering and Mathematics	19	293 (9.4)	2	--- (---)	6	274 (5.7)
Transportation, Distribution and Logistics	0		0		2	245 (10.1)
Other Career/Technical Concentration	14	281 (6.3)	0		8	256 (5.0)

Table 17

Mathematics: Career/Technical Student Performance by Type of Program

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Mathematics Readiness Goal: 257

<u>Type of Program</u>	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Agriculture, Food and Natural Resources	9	298 (5.4)	12	264 (14.4)	7	268 (5.7)
Architecture and Construction	3	--- (---)	0		5	263 (6.0)
Arts, Audio/Video Technology and Communications	3	--- (---)	2	--- (---)	16	267 (3.6)
Business, Management and Administration	0		2	--- (---)	7	258 (5.5)
Education and Training	2	--- (---)	2	--- (---)	5	257 (8.6)
Finance	2	--- (---)	5	--- (---)	2	271 (10.1)
Government and Public Administration	0		5	--- (---)	1	--- (---)
Health Science	19	279 (8.8)	31	280 (6.7)	20	262 (2.8)
Hospitality and Tourism	2	--- (---)	0		2	268 (13.1)
Human Services	2	--- (---)	7	--- (---)	4	259 (8.1)
Information Technology	14	296 (9.7)	17	275 (6.1)	4	289 (4.5)
Law, Public Safety, Corrections and Security	12	281 (14.4)	14	280 (11.0)	7	266 (4.9)
Manufacturing	0		0		2	281 (7.1)
Marketing	0		0		1	268 (6.6)
Science, Technology, Engineering and Mathematics	19	301 (8.5)	2	--- (---)	6	289 (6.7)
Transportation, Distribution and Logistics	0		0		2	245 (9.9)
Other Career/Technical Concentration	14	268 (13.6)	0		8	262 (5.4)

Table 18

Science: Career/Technical Student Performance by Type of Program

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Science Readiness Goal: 258

<u>Type of Program</u>	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>	<u>%</u>	<u>Mean</u>
Agriculture, Food and Natural Resources	9	287 (5.5)	12	275 (14.2)	7	256 (6.3)
Architecture and Construction	3	--- (---)	0		5	256 (6.6)
Arts, Audio/Video Technology and Communications	3	--- (---)	2	--- (---)	16	266 (2.9)
Business, Management and Administration	0		2	--- (---)	7	240 (6.5)
Education and Training	2	--- (---)	2	--- (---)	5	251 (6.3)
Finance	2	--- (---)	5	--- (---)	2	259 (9.1)
Government and Public Administration	0		5	--- (---)	1	--- (---)
Health Science	19	275 (6.3)	31	266 (6.4)	20	264 (2.3)
Hospitality and Tourism	2	--- (---)	0		2	259 (8.7)
Human Services	2	--- (---)	7	--- (---)	4	255 (4.6)
Information Technology	14	272 (13.7)	17	258 (11.4)	4	268 (5.9)
Law, Public Safety, Corrections and Security	12	273 (9.8)	14	269 (10.9)	7	258 (3.9)
Manufacturing	0		0		2	271 (4.6)
Marketing	0		0		1	265 (4.8)
Science, Technology, Engineering and Mathematics	19	292 (7.4)	2	--- (---)	6	286 (5.1)
Transportation, Distribution and Logistics	0		0		2	256 (9.0)
Other Career/Technical Concentration	14	270 (8.0)	0		8	260 (3.6)

Table 19

Location of Career/Technical Courses

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

Where career/technical courses were taken:	<u>%</u>	2012 Site CT Students			<u>%</u>	2010 Site CT Students			2012 High-Scoring Sites in Your Category
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	CT Students <u>%</u>
My high school	98	283 (3.1)	289 (4.0)	279 (3.2)	98	279 (3.6)	276 (3.5)	266 (4.6)	81
Another high school	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	5
Area career/technical center	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	9
Community technical college	0				0				8
On the job through an apprenticeship or cooperative education program	0				2	--- (---)	--- (---)	--- (---)	2

Table 20

Student Achievement by Number of Career/Technical Courses Taken

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site CT Students				2010 Site CT Students			
	%	Reading Mean	Mathematics Mean		Science Mean	%	Reading Mean	Mathematics Mean
Number of courses taken in career/ technical areas in grades 9 through 12								
Zero	2	--- (---)	--- (---)	--- (---)	0			
One	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)
Two	5	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)
Three	10	295 (17.3)	288 (18.6)	285 (12.4)	7	--- (---)	--- (---)	--- (---)
Four	2	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)
Five	10	281 (7.7)	295 (6.1)	276 (6.9)	5	--- (---)	--- (---)	--- (---)
Six	17	280 (8.2)	283 (12.2)	267 (11.1)	19	296 (11.4)	291 (9.6)	274 (9.6)
Seven	17	281 (4.3)	293 (4.3)	286 (6.9)	17	288 (6.9)	274 (4.8)	284 (4.6)
Eight or more	34	288 (4.3)	294 (4.9)	281 (3.8)	38	273 (4.0)	273 (5.3)	251 (8.9)

	2012 Site High-Scoring Sites in Your Category CT Students			
	%	Reading Mean	Mathematics Mean	Science Mean
Number of courses taken in career/ technical areas in grades 9 through 12				
Zero	5	252 (8.2)	262 (5.8)	255 (4.7)
One	7	242 (6.8)	251 (5.8)	254 (5.1)
Two	10	243 (4.5)	260 (4.8)	251 (5.0)
Three	13	243 (5.5)	259 (4.9)	259 (3.3)
Four	20	252 (3.4)	268 (3.0)	263 (3.1)
Five	11	258 (4.2)	267 (3.9)	256 (3.4)
Six	9	261 (5.0)	271 (4.8)	263 (4.5)
Seven	5	267 (6.7)	272 (6.9)	275 (5.0)
Eight or more	22	269 (2.8)	273 (3.1)	266 (2.7)

Table 21

Student Perceptions About Career/Technical Teachers Stressing Reading, Writing, Mathematics and Science Skills

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

How often career/technical teachers stressed the following subjects and skills:	2012 Site CT Students		2010 Site CT Students		2012 High-Scoring Sites in Your Category CT Students	
	%	Mean	%	Mean	%	Mean
Reading (Reading Mean)						
Never	7	--- (---)	2	--- (---)	8	256 (6.2)
Seldom	9	321 (11.9)	10	--- (---)	13	258 (5.7)
Sometimes	23	277 (5.9)	29	281 (9.2)	33	247 (2.9)
Often	61	281 (3.4)	60	281 (3.9)	47	260 (2.1)
Writing (Reading Mean)						
Never	5	--- (---)	5	--- (---)	9	251 (6.6)
Seldom	5	--- (---)	5	--- (---)	15	250 (5.0)
Sometimes	32	285 (6.4)	36	273 (4.7)	33	254 (2.7)
Often	58	281 (3.7)	55	286 (5.3)	43	259 (2.3)
Mathematics (Mathematics Mean)						
Never	4	--- (---)	5	--- (---)	10	264 (5.9)
Seldom	12	297 (4.1)	19	268 (10.3)	17	266 (3.5)
Sometimes	18	271 (11.8)	26	271 (6.7)	29	259 (2.6)
Often	67	292 (4.5)	50	285 (3.7)	45	270 (2.3)
Science (Science Mean)						
Never	5	--- (---)	14	241 (19.6)	13	257 (4.2)
Seldom	12	263 (7.4)	10	--- (---)	19	260 (2.9)
Sometimes	23	279 (8.4)	26	269 (6.9)	31	257 (2.4)
Often	60	283 (3.3)	50	271 (5.3)	37	266 (2.1)

Table 22

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

	2012 Site CT Students			2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students		
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>
Read and interpreted technical books and manuals to complete assignments									
Never	14	276 (7.0)	281 (14.0)	274 (7.4)	5	--- (---)	--- (---)	--- (---)	17
Once a year	18	288 (7.8)	288 (11.5)	277 (11.8)	14	288 (17.7)	283 (9.5)	268 (7.7)	12
Once a semester	9	295 (15.1)	304 (7.2)	278 (9.5)	5	--- (---)	--- (---)	--- (---)	13
Monthly	28	281 (6.2)	291 (7.2)	285 (5.7)	26	277 (5.8)	280 (8.9)	274 (6.9)	27
Weekly	32	280 (5.1)	285 (6.1)	273 (4.9)	50	278 (4.1)	271 (4.2)	258 (7.5)	30
Read a career-related article and demonstrated understanding of the content									
Never	14	283 (10.2)	285 (18.3)	284 (9.9)	5	--- (---)	--- (---)	--- (---)	17
Once a year	11	293 (14.1)	292 (8.9)	264 (13.8)	12	279 (8.7)	280 (7.3)	267 (6.8)	12
Once a semester	21	291 (6.0)	291 (9.8)	279 (7.4)	26	284 (9.4)	282 (6.7)	274 (8.6)	19
Monthly	37	278 (4.4)	290 (5.3)	281 (4.6)	31	284 (5.0)	282 (5.6)	272 (10.0)	29
Weekly	18	274 (6.8)	280 (6.0)	273 (7.1)	26	272 (6.2)	267 (8.2)	255 (6.8)	23
Had challenging assignments									
Never	0				0				5
Once a year	2	--- (---)	--- (---)	--- (---)	0				7
Once a semester	11	285 (9.9)	286 (10.7)	272 (9.1)	12	293 (19.8)	284 (14.8)	269 (16.6)	19
Monthly	32	276 (5.4)	282 (8.1)	275 (6.2)	33	271 (4.8)	273 (6.2)	260 (6.2)	32
Weekly	56	286 (4.2)	295 (3.9)	282 (4.3)	55	282 (3.7)	278 (4.2)	269 (6.5)	36

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site CT Students			%	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Completed a project that first required some research and a written plan before completing the task									
Never	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	9
Once a year	7	--- (---)	--- (---)	--- (---)	12	277 (8.9)	278 (6.6)	268 (7.4)	11
Once a semester	21	279 (7.0)	282 (11.2)	284 (6.9)	26	291 (8.9)	286 (6.9)	270 (7.6)	25
Monthly	44	286 (5.1)	293 (5.3)	279 (5.0)	31	277 (5.3)	276 (7.2)	278 (7.1)	33
Weekly	26	278 (6.0)	287 (6.0)	272 (6.6)	26	275 (5.8)	270 (6.4)	253 (10.8)	22
Used computer skills to complete an assignment or project									
Never	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	7
Once a year	0	---	---	---	2	---	---	---	7
Once a semester	9	289 (6.7)	306 (6.6)	299 (4.5)	19	274 (9.0)	270 (11.0)	266 (7.6)	16
Monthly	39	281 (5.0)	285 (6.4)	276 (4.2)	14	289 (6.1)	284 (9.1)	274 (11.7)	30
Weekly	51	283 (4.7)	291 (4.8)	276 (5.2)	60	280 (4.9)	279 (3.8)	265 (6.3)	41
Used database or spreadsheet software to complete an assignment or project									
Never	11	290 (9.2)	299 (10.4)	279 (7.5)	17	283 (6.0)	280 (6.7)	273 (7.8)	19
Once a year	12	287 (10.4)	268 (19.0)	270 (10.7)	10	---	---	---	13
Once a semester	14	276 (5.1)	289 (5.2)	277 (6.6)	29	293 (8.5)	281 (7.2)	270 (6.1)	20
Monthly	33	287 (6.6)	290 (7.1)	283 (4.6)	12	273 (10.4)	279 (11.7)	260 (26.3)	26
Weekly	30	276 (4.9)	290 (5.6)	275 (7.9)	33	272 (4.5)	273 (6.2)	263 (7.2)	22

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site CT Students			%	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Used computer software or other technology related to my career/technical area to complete assignments									
Never	2	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	10
Once a year	7	--- (---)	--- (---)	--- (---)	12	279 (8.7)	272 (9.5)	269 (16.5)	10
Once a semester	11	284 (7.8)	301 (5.0)	289 (4.7)	17	282 (6.1)	272 (6.7)	268 (8.8)	16
Monthly	28	280 (5.5)	280 (6.5)	274 (5.3)	21	288 (12.0)	285 (10.1)	258 (13.7)	28
Weekly	53	282 (4.7)	290 (5.4)	277 (5.2)	43	274 (4.4)	275 (5.2)	265 (5.9)	34
Used mathematics to complete challenging assignments									
Never	14	293 (6.2)	295 (10.6)	280 (5.9)	17	283 (5.2)	283 (4.9)	282 (6.7)	17
Once a year	9	281 (6.5)	294 (2.8)	275 (10.1)	17	277 (16.0)	266 (11.7)	237 (15.8)	9
Once a semester	18	279 (5.1)	289 (1.5)	278 (4.8)	21	286 (6.1)	278 (5.6)	276 (7.3)	19
Monthly	28	284 (7.1)	284 (10.1)	273 (8.1)	12	282 (8.6)	288 (10.3)	264 (9.4)	27
Weekly	32	279 (6.5)	287 (7.7)	283 (6.1)	33	274 (4.8)	274 (6.5)	266 (6.8)	28
Made journal or lab manual entries that recorded my class work									
Never	23	285 (5.9)	286 (9.0)	277 (5.8)	24	269 (6.3)	265 (8.4)	259 (8.3)	24
Once a year	12	286 (5.7)	299 (11.2)	280 (10.5)	19	275 (6.5)	276 (8.1)	260 (15.6)	12
Once a semester	16	288 (10.2)	298 (5.7)	289 (3.5)	17	297 (13.1)	294 (7.8)	283 (6.5)	20
Monthly	19	278 (7.7)	282 (8.4)	277 (7.0)	21	277 (5.6)	274 (6.9)	251 (6.3)	18
Weekly	30	279 (6.0)	284 (8.4)	273 (7.8)	19	285 (6.2)	280 (4.8)	283 (7.1)	26

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site CT Students			<u>%</u>	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>
Completed short writing assignments of one to three pages for which I received a grade									
Never	16	281 (8.2)	294 (9.8)	283 (7.9)	14	273 (6.2)	279 (8.2)	271 (13.1)	14
Once a year	5	--- (--,-)	--- (--,-)	--- (--,-)	7	--- (--,-)	--- (--,-)	--- (--,-)	12
Once a semester	18	289 (6.9)	293 (11.8)	282 (5.9)	33	281 (7.4)	279 (5.9)	260 (6.8)	24
Monthly	33	285 (6.5)	291 (6.4)	281 (5.8)	21	291 (5.3)	284 (4.6)	276 (4.4)	28
Weekly	28	277 (5.2)	278 (6.4)	270 (6.7)	24	276 (6.9)	271 (9.6)	269 (8.8)	23
Discussed or debated topics with other students about what I have read									
Never	9	280 (6.0)	301 (5.4)	285 (10.5)	14	265 (6.8)	268 (10.4)	252 (21.2)	16
Once a year	11	267 (7.6)	267 (20.2)	271 (8.8)	7	--- (--,-)	--- (--,-)	--- (--,-)	10
Once a semester	14	274 (6.5)	283 (13.5)	266 (11.6)	14	274 (4.0)	276 (6.3)	267 (10.9)	18
Monthly	28	286 (6.0)	288 (7.2)	280 (6.4)	29	285 (4.3)	284 (5.8)	267 (7.0)	26
Weekly	39	287 (5.8)	293 (4.7)	281 (4.7)	36	284 (7.9)	274 (7.1)	271 (6.6)	30
Had an expert outside the school evaluate my work, products, projects or accomplishments									
Yes	54	284 (4.6)	291 (4.7)	281 (4.3)	55	287 (5.0)	282 (4.5)	269 (5.2)	36
No	46	279 (4.3)	284 (6.7)	273 (5.1)	45	270 (4.0)	271 (5.1)	263 (7.8)	64

Table 22 (continued)

Student Achievement and Perceptions of Activities in Career/Technical Classes

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site CT Students			<u>%</u>	2010 Site CT Students			2012 High-Scoring Sites in Your Category CT Students
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>
Took a performance test containing industry standards I had to meet to pass the test									
Yes	53	285 (3.6)	294 (4.3)	281 (4.0)	36	284 (7.2)	278 (6.2)	264 (9.6)	49
No	47	279 (5.3)	282 (6.7)	274 (5.3)	64	277 (3.7)	276 (4.2)	267 (4.6)	51
Hours spent on homework assigned by career/technical teachers each day									
I don't usually have homework assigned	46	288 (5.1)	293 (7.0)	281 (4.6)	29	283 (9.3)	282 (7.9)	283 (6.9)	47
I have homework, but I don't usually do it	5	--- (-.-)	--- (-.-)	--- (-.-)	5	--- (-.-)	--- (-.-)	--- (-.-)	7
Less than 1 hour	18	282 (7.2)	285 (7.1)	265 (9.5)	21	281 (8.0)	272 (9.9)	249 (13.5)	22
1 hour	21	281 (6.2)	289 (6.5)	288 (6.2)	21	277 (5.8)	273 (4.7)	262 (5.4)	18
2 or more hours	11	274 (8.0)	269 (12.9)	267 (9.3)	24	276 (4.2)	278 (5.8)	260 (8.2)	6

RAISING EXPECTATIONS AND STUDENT ACHIEVEMENT

Table 23

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Teachers know their subject and make it interesting and useful									
All Students									
Never	0				3	---	---	---	1
Seldom	3	---	---	---	7	---	---	---	10
Sometimes	30	286 (6.6)	287 (6.8)	275 (6.4)	47	276 (3.6)	279 (4.4)	268 (4.7)	46
Often	67	282 (3.4)	286 (4.7)	277 (3.9)	43	285 (5.0)	278 (4.5)	271 (4.2)	43
CT Students									
Never	0				2	---	---	---	1
Seldom	3	---	---	---	10	---	---	---	9
Sometimes	31	286 (6.6)	287 (6.8)	275 (6.4)	50	278 (4.0)	276 (4.9)	266 (5.5)	47
Often	66	281 (3.5)	287 (4.9)	278 (3.9)	38	285 (7.1)	280 (5.8)	269 (6.3)	43
Teachers have set high standards for me and are willing to help me meet them									
All Students									
Never	0				3	---	---	---	2
Seldom	7	---	---	---	8	276 (9.2)	271 (6.3)	275 (10.6)	11
Sometimes	18	293 (10.3)	290 (12.4)	288 (8.1)	20	274 (5.9)	275 (6.4)	266 (7.1)	35
Often	75	281 (2.9)	288 (3.8)	274 (3.8)	68	283 (3.3)	281 (3.2)	271 (3.5)	52
CT Students									
Never	0				5	---	---	---	2
Seldom	7	---	---	---	12	276 (9.2)	271 (6.3)	275 (10.6)	11
Sometimes	19	293 (10.3)	290 (12.4)	288 (8.1)	14	277 (7.0)	275 (8.2)	257 (9.7)	34
Often	74	281 (3.0)	288 (3.9)	275 (3.8)	69	284 (4.1)	282 (3.6)	271 (4.6)	53

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Teachers have clearly indicated the amount and quality of work that are necessary to earn a grade of A or B at the beginning of a project or unit									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	3
Seldom	5	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	10
Sometimes	23	283 (6.0)	297 (5.3)	284 (5.9)	38	271 (3.4)	276 (4.3)	267 (5.3)	32
Often	70	281 (3.5)	282 (4.8)	273 (3.9)	58	286 (3.9)	280 (4.1)	272 (3.6)	56
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	3
Seldom	5	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	8
Sometimes	24	283 (6.0)	297 (5.3)	284 (5.9)	38	274 (3.2)	276 (4.2)	270 (7.0)	35
Often	69	280 (3.6)	282 (5.0)	274 (3.9)	57	286 (5.3)	279 (5.2)	268 (4.7)	54

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	High-Scoring Sites in Your Category
Teachers care about me enough that they will not let me get by without doing the work									
All Students									
Never	12	292 (12.1)	287 (14.2)	275 (9.7)	13	267 (8.2)	262 (6.8)	255 (13.8)	7
Seldom	20	274 (7.0)	279 (11.3)	271 (6.4)	12	276 (8.3)	279 (7.1)	271 (12.9)	17
Sometimes	28	275 (5.2)	280 (6.5)	265 (7.2)	33	280 (3.3)	278 (3.4)	273 (4.9)	37
Often	40	289 (4.0)	298 (4.1)	287 (4.0)	42	283 (5.2)	281 (5.7)	267 (4.6)	39
CT Students									
Never	10	292 (14.3)	292 (15.9)	283 (7.0)	14	267 (9.6)	267 (8.2)	251 (18.5)	7
Seldom	21	274 (7.0)	279 (11.3)	271 (6.4)	12	283 (8.5)	278 (7.8)	272 (17.8)	16
Sometimes	28	274 (5.3)	278 (6.8)	265 (7.7)	33	281 (3.3)	278 (3.5)	271 (5.8)	37
Often	41	289 (4.0)	298 (4.1)	287 (4.0)	40	282 (7.1)	279 (7.3)	265 (6.1)	40
Most of my teachers have encouraged me to do well in school									
All Students									
Never	0				3	--- (---)	--- (---)	--- (---)	2
Seldom	8	288 (18.6)	282 (19.6)	270 (9.7)	5	--- (---)	--- (---)	--- (---)	8
Sometimes	22	280 (6.3)	285 (9.0)	274 (6.2)	17	274 (3.6)	274 (4.4)	277 (4.9)	27
Often	70	283 (3.3)	289 (4.2)	278 (4.1)	75	280 (3.5)	279 (3.7)	269 (3.7)	63
CT Students									
Never	0				5	--- (---)	--- (---)	--- (---)	1
Seldom	9	288 (18.6)	282 (19.6)	270 (9.7)	7	--- (---)	--- (---)	--- (---)	8
Sometimes	22	280 (6.3)	285 (9.0)	274 (6.2)	17	271 (4.4)	275 (4.8)	277 (6.9)	27
Often	69	282 (3.5)	290 (4.3)	279 (4.1)	71	282 (4.3)	278 (4.5)	267 (4.9)	63

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My courses have been exciting and challenging									
All Students									
Never	0				2	--- (---)	--- (---)	--- (---)	5
Seldom	3	--- (---)	--- (---)	--- (---)	17	280 (4.4)	281 (4.7)	283 (6.5)	18
Sometimes	42	285 (5.4)	292 (5.0)	280 (5.0)	32	279 (5.9)	278 (5.3)	265 (7.9)	48
Often	55	280 (3.6)	283 (5.7)	272 (4.5)	50	278 (4.1)	276 (4.7)	264 (3.9)	29
CT Students									
Never	0				2	--- (---)	--- (---)	--- (---)	5
Seldom	3	--- (---)	--- (---)	--- (---)	19	278 (5.1)	277 (4.4)	281 (7.9)	17
Sometimes	43	285 (5.4)	292 (5.0)	280 (5.0)	38	278 (6.9)	281 (5.6)	263 (9.2)	48
Often	53	279 (3.8)	284 (6.0)	274 (4.5)	40	280 (5.1)	273 (6.5)	261 (5.5)	30
Tried to do my best work in school									
All Students									
Never	0				0				1
Seldom	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	5
Sometimes	28	288 (6.2)	301 (3.9)	280 (4.6)	20	291 (8.3)	280 (7.3)	280 (6.6)	29
Often	70	280 (3.5)	281 (4.9)	274 (4.2)	75	275 (2.9)	277 (3.5)	265 (4.1)	66
CT Students									
Never	0				0				1
Seldom	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	5
Sometimes	29	288 (6.2)	301 (3.9)	280 (4.6)	17	288 (13.9)	281 (8.9)	276 (10.9)	27
Often	69	279 (3.6)	282 (5.1)	275 (4.2)	79	278 (3.3)	276 (4.0)	264 (5.2)	68

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Worked hard to meet high standards on assignments									
All Students									
Never	0				0				1
Seldom	3	--- (---)	--- (---)	--- (---)	8	282 (9.0)	274 (9.3)	267 (13.3)	7
Sometimes	32	279 (5.1)	289 (6.7)	279 (6.0)	28	282 (4.6)	277 (4.8)	274 (5.2)	36
Often	65	284 (3.9)	285 (4.7)	274 (4.0)	63	277 (3.9)	278 (4.0)	265 (4.6)	57
CT Students									
Never	0				0				1
Seldom	3	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	6
Sometimes	33	279 (5.1)	289 (6.7)	279 (6.0)	26	279 (4.3)	277 (4.1)	274 (6.5)	32
Often	64	283 (4.1)	285 (4.9)	275 (4.0)	67	280 (4.9)	278 (4.9)	263 (5.9)	61
Failed to complete or turn in my assignments									
All Students									
Never	15	272 (7.5)	272 (12.1)	267 (6.3)	27	278 (5.8)	275 (7.2)	261 (7.9)	21
Seldom	45	283 (4.5)	289 (4.7)	277 (5.2)	42	277 (3.6)	280 (3.8)	268 (5.0)	38
Sometimes	32	280 (5.0)	285 (7.1)	274 (5.7)	27	279 (4.5)	273 (4.4)	277 (5.1)	34
Often	8	306 (9.3)	314 (10.1)	298 (7.8)	5	--- (---)	--- (---)	--- (---)	7
CT Students									
Never	16	272 (7.5)	272 (12.1)	267 (6.3)	29	275 (7.1)	273 (8.9)	258 (10.3)	22
Seldom	45	283 (4.6)	289 (4.9)	277 (5.3)	48	281 (3.5)	279 (3.9)	267 (5.8)	38
Sometimes	31	280 (5.2)	287 (7.3)	277 (5.5)	19	274 (4.2)	274 (2.9)	276 (8.3)	33
Often	9	306 (9.3)	314 (10.1)	298 (7.8)	5	--- (---)	--- (---)	--- (---)	8

Table 23 (continued)

Student Achievement and Perceptions of Schoolwork and Teacher Expectations

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
I believe that with hard work, I can understand the material being taught in my classes									
All Students									
Strongly disagree	2	---	---	---	0				2
Somewhat disagree	2	---	---	---	0				3
Somewhat agree	15	288 (11.7)	286 (9.5)	269 (7.4)	32	279 (6.1)	280 (4.3)	271 (4.9)	29
Strongly agree	82	281 (3.0)	286 (4.2)	277 (3.7)	68	279 (3.1)	276 (3.9)	267 (4.5)	66
CT Students									
Strongly disagree	2	---	---	---	0				1
Somewhat disagree	2	---	---	---	0				4
Somewhat agree	16	288 (11.7)	286 (9.5)	269 (7.4)	31	283 (7.7)	280 (5.0)	271 (5.9)	28
Strongly agree	81	280 (3.1)	287 (4.4)	278 (3.7)	69	278 (3.8)	275 (4.5)	264 (6.0)	67
The grades that I receive are the result of the amount of effort that I put forth in my classes									
All Students									
Strongly disagree	7	---	---	---	0				3
Somewhat disagree	8	301 (18.9)	300 (13.5)	277 (16.9)	5	---	---	---	8
Somewhat agree	25	283 (6.2)	289 (8.2)	270 (7.8)	28	274 (4.2)	272 (4.6)	265 (5.3)	31
Strongly agree	60	279 (3.2)	285 (5.0)	277 (3.7)	67	280 (3.9)	279 (3.9)	269 (4.5)	58
CT Students									
Strongly disagree	7	---	---	---	0				3
Somewhat disagree	9	301 (18.9)	300 (13.5)	277 (16.9)	5	---	---	---	7
Somewhat agree	22	281 (7.0)	290 (9.2)	273 (8.3)	29	275 (5.1)	267 (4.1)	264 (6.7)	32
Strongly agree	62	279 (3.2)	285 (5.0)	277 (3.7)	67	281 (4.8)	281 (4.7)	267 (6.1)	58

Table 24

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Used knowledge and skills from different courses									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	3
Once a year	8	284 (8.7)	297 (4.5)	283 (2.4)	5	--- (---)	--- (---)	--- (---)	4
Once a semester	15	279 (6.4)	291 (11.6)	274 (6.0)	5	--- (---)	--- (---)	--- (---)	14
Monthly	28	290 (6.8)	291 (5.6)	276 (6.1)	27	278 (4.9)	281 (5.0)	266 (4.8)	23
Weekly	47	280 (4.1)	284 (6.3)	277 (5.5)	62	283 (3.7)	280 (3.9)	275 (3.7)	56
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	2
Once a year	9	284 (8.7)	297 (4.5)	283 (2.4)	5	--- (---)	--- (---)	--- (---)	3
Once a semester	16	279 (6.4)	291 (11.6)	274 (6.0)	5	--- (---)	--- (---)	--- (---)	14
Monthly	26	290 (7.7)	292 (5.9)	280 (6.0)	21	275 (6.6)	280 (6.2)	261 (7.1)	24
Weekly	48	280 (4.1)	284 (6.3)	277 (5.5)	67	285 (4.4)	279 (4.3)	273 (4.5)	57

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Used computer skills or programs									
All Students									
Never	3	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	3
Once a year	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	5
Once a semester	8	269 (7.8)	279 (19.7)	273 (7.8)	8	272 (10.9)	277 (4.2)	266 (10.4)	9
Monthly	28	277 (5.2)	286 (5.0)	272 (5.3)	20	273 (6.7)	268 (8.5)	267 (7.3)	24
Weekly	58	288 (3.9)	292 (4.6)	281 (4.6)	68	282 (3.4)	281 (3.3)	269 (4.2)	60
CT Students									
Never	3	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	2
Once a year	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	3
Once a semester	9	269 (7.8)	279 (19.7)	273 (7.8)	10	--- (---)	--- (---)	--- (---)	8
Monthly	29	277 (5.2)	286 (5.0)	272 (5.3)	21	274 (8.0)	265 (9.9)	269 (9.7)	25
Weekly	57	288 (4.1)	293 (4.8)	283 (4.5)	64	282 (4.6)	282 (3.7)	265 (5.8)	61

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category</u>
Used the internet to retrieve information for a project or report									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	2
Once a year	0				3	--- (---)	--- (---)	--- (---)	1
Once a semester	12	273 (7.7)	294 (15.6)	282 (8.1)	2	--- (---)	--- (---)	--- (---)	9
Monthly	38	283 (4.4)	285 (4.6)	275 (4.2)	28	282 (4.7)	279 (4.6)	268 (3.9)	31
Weekly	48	286 (4.6)	289 (6.0)	277 (5.4)	65	279 (3.7)	277 (3.9)	271 (4.1)	57
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	1
Once a year	0				5	--- (---)	--- (---)	--- (---)	1
Once a semester	12	273 (7.7)	294 (15.6)	282 (8.1)	2	--- (---)	--- (---)	--- (---)	9
Monthly	40	283 (4.4)	285 (4.6)	275 (4.2)	29	284 (5.2)	279 (4.6)	269 (4.5)	33
Weekly	47	286 (4.9)	290 (6.3)	279 (5.5)	62	280 (4.8)	277 (4.8)	268 (5.7)	55
Were part of a team or small group in class									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	3
Seldom	10	282 (7.2)	289 (6.4)	276 (8.1)	7	--- (---)	--- (---)	--- (---)	11
Sometimes	32	278 (4.8)	281 (8.1)	271 (4.3)	30	284 (6.6)	275 (6.0)	271 (8.0)	41
Often	57	285 (4.4)	290 (4.7)	279 (5.0)	60	278 (3.3)	279 (3.7)	267 (3.7)	45
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	3
Seldom	10	282 (7.2)	289 (6.4)	276 (8.1)	7	--- (---)	--- (---)	--- (---)	11
Sometimes	33	278 (4.8)	281 (8.1)	271 (4.3)	24	289 (11.0)	278 (8.1)	265 (13.8)	41
Often	55	285 (4.7)	290 (4.9)	281 (5.0)	64	279 (3.3)	278 (4.4)	268 (4.5)	46

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category %</u>
Were able to choose topics for research or project work									
All Students									
Never	5	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	4
Seldom	13	284 (11.2)	294 (8.5)	268 (11.6)	17	276 (12.0)	274 (10.0)	260 (7.0)	16
Sometimes	38	283 (4.6)	289 (6.2)	280 (4.3)	47	277 (3.6)	273 (4.4)	264 (5.7)	43
Often	43	284 (4.5)	288 (5.5)	278 (5.2)	30	286 (3.7)	286 (4.0)	279 (3.1)	36
CT Students									
Never	5	--- (---)	--- (---)	--- (---)	10	--- (---)	--- (---)	--- (---)	3
Seldom	14	284 (11.2)	294 (8.5)	268 (11.6)	21	280 (12.7)	275 (11.1)	261 (7.8)	17
Sometimes	38	283 (4.8)	290 (6.4)	283 (3.8)	36	275 (4.4)	270 (5.4)	256 (9.1)	41
Often	43	283 (4.6)	287 (5.7)	278 (5.4)	33	287 (4.4)	285 (4.1)	279 (3.6)	39
Had to develop and analyze tables, charts and graphs in my school work									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	3
Seldom	17	286 (3.7)	291 (8.3)	271 (5.1)	20	273 (5.1)	270 (5.3)	263 (6.8)	20
Sometimes	45	276 (4.6)	281 (6.4)	273 (5.4)	48	282 (4.8)	277 (4.4)	269 (5.2)	45
Often	37	289 (5.6)	293 (5.4)	281 (5.2)	27	281 (4.4)	286 (5.8)	268 (6.3)	33
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	2
Seldom	17	286 (3.7)	291 (8.3)	271 (5.1)	24	274 (4.8)	273 (5.7)	262 (7.9)	19
Sometimes	45	276 (4.7)	282 (6.6)	275 (5.3)	45	282 (6.7)	276 (6.1)	266 (7.3)	46
Often	36	288 (5.8)	293 (5.6)	282 (5.4)	26	281 (5.1)	280 (6.6)	266 (8.3)	33

Table 24 (continued)

Student Achievement and Perceptions of Classroom Requirements

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Have used word-processing software to complete an assignment or project									
All Students									
Never	0				7	--- (---)	--- (---)	--- (---)	3
Seldom	5	--- (---)	--- (---)	--- (---)	10	272 (8.4)	279 (4.6)	271 (6.1)	9
Sometimes	32	285 (5.3)	291 (7.2)	282 (5.4)	25	266 (5.0)	262 (6.8)	244 (8.1)	31
Often	63	282 (3.9)	285 (4.8)	274 (4.3)	58	288 (3.5)	284 (3.5)	278 (3.1)	56
CT Students									
Never	0				7	--- (---)	--- (---)	--- (---)	4
Seldom	5	--- (---)	--- (---)	--- (---)	10	--- (---)	--- (---)	--- (---)	7
Sometimes	33	285 (5.3)	291 (7.2)	282 (5.4)	26	263 (5.6)	258 (8.3)	235 (9.4)	31
Often	62	281 (4.1)	286 (5.0)	275 (4.4)	57	288 (4.7)	284 (3.8)	278 (3.9)	58
Completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others									
All Students									
Yes	68	285 (4.0)	292 (4.0)	281 (4.2)	63	280 (3.8)	276 (4.0)	266 (4.6)	57
No	32	279 (4.2)	281 (8.4)	268 (4.7)	37	277 (4.2)	280 (4.3)	272 (4.8)	43
CT Students									
Yes	67	284 (4.2)	292 (4.1)	282 (4.2)	71	281 (4.6)	277 (4.6)	265 (5.7)	60
No	33	279 (4.2)	281 (8.4)	268 (4.7)	29	277 (4.4)	276 (4.1)	269 (6.7)	40

Table 25

Performance of Students by Amount of Time Spent on Homework

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

Hours spent on homework each day	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
All Students									
I don't usually have homework assigned	12	278 (9.7)	288 (17.5)	282 (10.9)	7	--- (---)	--- (---)	--- (---)	19
I have homework, but I don't usually do it	17	294 (8.3)	307 (4.1)	293 (5.1)	12	297 (12.6)	287 (9.2)	288 (4.4)	10
Less than 1 hour	18	278 (6.7)	277 (10.6)	261 (8.1)	30	285 (4.8)	286 (4.6)	269 (5.4)	24
1 hour	35	282 (5.0)	289 (4.8)	276 (5.7)	23	279 (3.9)	275 (5.1)	270 (4.3)	29
2 or more hours	18	281 (6.7)	276 (8.5)	273 (5.4)	28	267 (4.6)	266 (6.1)	254 (8.6)	18
CT Students									
I don't usually have homework assigned	12	278 (9.7)	288 (17.5)	282 (10.9)	5	--- (---)	--- (---)	--- (---)	19
I have homework, but I don't usually do it	17	294 (8.3)	307 (4.1)	293 (5.1)	7	--- (---)	--- (---)	--- (---)	10
Less than 1 hour	17	276 (7.0)	275 (11.5)	260 (9.0)	31	285 (4.6)	286 (5.3)	270 (6.8)	25
1 hour	34	281 (5.3)	291 (4.8)	278 (5.5)	26	280 (4.6)	276 (4.7)	267 (4.9)	29
2 or more hours	19	281 (6.7)	276 (8.5)	273 (5.4)	31	266 (5.0)	263 (6.9)	253 (11.0)	17

Table 26

Student Achievement and Habits of Success

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Arrived to class on time									
All Students									
Never	0				3	---	---	---	1
Seldom	0				5	---	---	---	3
Sometimes	5	---	---	---	15	274 (6.9)	278 (7.5)	262 (9.1)	14
Often	95	283 (3.0)	288 (3.8)	277 (3.0)	77	279 (3.4)	277 (3.6)	268 (4.0)	82
CT Students									
Never	0				2	---	---	---	1
Seldom	0				5	---	---	---	3
Sometimes	5	---	---	---	14	273 (3.8)	275 (6.5)	250 (10.2)	13
Often	95	282 (3.0)	288 (3.9)	279 (3.0)	79	281 (4.3)	277 (4.3)	267 (5.3)	83
Knew when projects were due									
All Students									
Never	0				0				1
Seldom	2	---	---	---	5	---	---	---	4
Sometimes	12	270 (8.8)	283 (5.8)	279 (9.6)	20	293 (8.2)	281 (6.7)	283 (5.3)	17
Often	87	284 (3.2)	288 (4.3)	275 (3.5)	75	276 (2.9)	277 (3.5)	265 (4.0)	78
CT Students									
Never	0				0				1
Seldom	2	---	---	---	5	---	---	---	4
Sometimes	12	270 (8.8)	283 (5.8)	279 (9.6)	21	290 (10.6)	283 (7.1)	284 (6.8)	17
Often	86	283 (3.3)	288 (4.4)	276 (3.5)	74	278 (3.5)	276 (4.1)	263 (5.2)	78

Table 26 (continued)

Student Achievement and Habits of Success

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	High-Scoring Sites in Your Category <u>%</u>
Actively managed my time in order to complete assignments									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	0				4
Seldom	17	304 (7.4)	311 (4.5)	299 (4.6)	7	--- (---)	--- (---)	--- (---)	11
Sometimes	43	277 (4.5)	280 (6.5)	269 (5.3)	45	277 (3.6)	278 (3.5)	269 (4.6)	39
Often	38	279 (4.2)	285 (5.4)	276 (4.4)	48	277 (3.7)	275 (4.9)	265 (5.5)	46
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0				4
Seldom	17	304 (7.4)	311 (4.5)	299 (4.6)	7	--- (---)	--- (---)	--- (---)	11
Sometimes	43	277 (4.6)	281 (6.7)	270 (5.3)	43	274 (3.0)	276 (3.6)	265 (5.8)	38
Often	38	278 (4.2)	285 (5.6)	276 (4.6)	50	279 (4.7)	274 (5.7)	264 (7.3)	47
Used a daily planner or agenda book									
All Students									
Never	35	285 (5.1)	293 (6.2)	280 (4.8)	38	282 (5.5)	282 (5.4)	276 (5.1)	36
Seldom	20	281 (5.9)	283 (8.3)	266 (8.0)	15	274 (6.8)	275 (6.3)	266 (7.0)	19
Sometimes	17	279 (9.0)	284 (11.3)	279 (9.6)	13	278 (4.6)	285 (6.0)	267 (5.9)	18
Often	28	283 (5.7)	286 (6.9)	276 (5.9)	33	279 (4.8)	270 (5.0)	260 (7.2)	27
CT Students									
Never	36	285 (5.1)	293 (6.2)	280 (4.8)	38	282 (7.4)	281 (7.1)	273 (6.8)	37
Seldom	21	281 (5.9)	283 (8.3)	266 (8.0)	14	277 (7.8)	271 (6.2)	271 (9.0)	17
Sometimes	16	277 (9.8)	282 (12.4)	281 (10.6)	14	281 (5.7)	287 (3.7)	264 (5.9)	18
Often	28	283 (6.1)	287 (7.2)	279 (5.4)	33	277 (5.3)	269 (5.4)	256 (9.9)	27

Table 26 (continued)

Student Achievement and Habits of Success

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		<u>Reading</u>	<u>Mathematics</u>	<u>Science</u>		<u>Reading</u>	<u>Mathematics</u>	<u>Science</u>	<u>High-Scoring Sites</u>
		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>in Your Category</u>
									<u>%</u>
Outlined and took notes from the textbook									
All Students									
Never	3	--- (---)	--- (---)	--- (---)	10	284 (19.2)	283 (12.0)	272 (8.3)	9
Seldom	13	296 (10.7)	298 (11.7)	282 (9.1)	18	276 (4.6)	279 (6.2)	273 (8.6)	21
Sometimes	33	281 (5.4)	293 (5.2)	277 (6.8)	30	279 (5.4)	279 (5.9)	271 (4.9)	32
Often	50	279 (3.8)	279 (5.6)	273 (4.0)	42	279 (3.3)	274 (4.3)	262 (6.1)	38
CT Students									
Never	3	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	10
Seldom	14	296 (10.7)	298 (11.7)	282 (9.1)	21	275 (5.6)	278 (7.3)	271 (10.3)	19
Sometimes	33	280 (5.6)	295 (5.2)	280 (6.7)	29	276 (5.8)	272 (7.3)	269 (5.6)	32
Often	50	279 (3.9)	278 (5.8)	273 (4.1)	43	278 (4.3)	276 (4.8)	259 (8.1)	39
Kept my notes and handouts for each class separate									
All Students									
Never	5	--- (---)	--- (---)	--- (---)	8	270 (9.4)	269 (9.2)	267 (11.3)	7
Seldom	7	--- (---)	--- (---)	--- (---)	8	281 (6.4)	283 (9.1)	262 (15.9)	10
Sometimes	22	282 (6.9)	290 (7.5)	275 (7.6)	18	267 (5.4)	275 (3.8)	258 (5.3)	19
Often	67	278 (3.0)	282 (4.7)	273 (3.8)	65	284 (3.7)	278 (4.1)	272 (4.4)	64
CT Students									
Never	5	--- (---)	--- (---)	--- (---)	10	--- (---)	--- (---)	--- (---)	6
Seldom	7	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	10
Sometimes	21	281 (7.4)	289 (8.1)	276 (8.2)	17	269 (3.0)	277 (4.9)	256 (6.2)	20
Often	67	277 (3.1)	283 (4.8)	274 (3.7)	67	283 (4.9)	276 (4.8)	270 (5.8)	64

AVAILABILITY OF EXTRA HELP FOR STUDENTS

Table 27

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category %</u>
Teachers have encouraged students to help each other and to learn from each other									
All Students									
Never	0				2	--- (---)	--- (---)	--- (---)	3
Seldom	10	264 (5.7)	264 (15.4)	257 (4.6)	10	279 (10.7)	273 (4.1)	270 (6.1)	18
Sometimes	33	283 (6.1)	288 (6.3)	276 (6.2)	38	276 (3.7)	279 (4.2)	266 (6.3)	40
Often	57	286 (3.6)	291 (4.7)	280 (4.2)	50	283 (4.4)	278 (4.8)	270 (4.8)	39
CT Students									
Never	0				0				2
Seldom	10	264 (5.7)	264 (15.4)	257 (4.6)	12	286 (9.4)	275 (4.4)	273 (5.9)	17
Sometimes	34	283 (6.1)	288 (6.3)	276 (6.2)	38	274 (4.3)	278 (4.8)	265 (8.5)	42
Often	55	285 (3.8)	292 (4.9)	282 (4.1)	50	282 (5.8)	276 (5.9)	265 (6.3)	39
Have been able to get extra help from my teachers when I needed it without much difficulty									
All Students									
Never	3	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	3
Seldom	8	292 (11.1)	297 (13.2)	279 (14.0)	12	279 (8.6)	265 (6.9)	252 (16.0)	12
Sometimes	40	284 (5.4)	283 (7.3)	276 (5.5)	37	276 (4.3)	278 (4.0)	271 (5.1)	42
Often	48	279 (3.9)	289 (4.6)	276 (4.5)	50	282 (4.3)	281 (4.7)	270 (4.1)	43
CT Students									
Never	3	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	2
Seldom	9	292 (11.1)	297 (13.2)	279 (14.0)	14	278 (10.2)	264 (7.9)	248 (18.5)	12
Sometimes	40	284 (5.7)	284 (7.5)	278 (5.3)	33	279 (4.5)	280 (4.1)	271 (6.9)	42
Often	48	279 (3.9)	289 (4.7)	276 (4.7)	50	281 (5.8)	280 (5.6)	269 (5.4)	44

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Teachers were available before, during or after school to help with my studies									
All Students									
Never	2	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	1
Occasionally	20	272 (5.2)	280 (11.0)	274 (5.8)	30	274 (4.1)	277 (4.3)	266 (6.5)	30
Frequently	62	285 (4.3)	287 (4.8)	275 (4.8)	62	282 (4.0)	278 (4.2)	267 (4.4)	56
Did not need help	17	286 (5.2)	300 (4.9)	285 (4.5)	5	--- (---)	--- (---)	--- (---)	12
CT Students									
Never	2	--- (---)	--- (---)	--- (---)	0				1
Occasionally	21	272 (5.2)	280 (11.0)	274 (5.8)	38	275 (3.7)	276 (4.6)	266 (6.8)	31
Frequently	60	285 (4.5)	287 (5.0)	276 (4.8)	55	283 (5.8)	275 (5.5)	262 (6.4)	53
Did not need help	17	286 (5.2)	300 (4.9)	285 (4.5)	7	--- (---)	--- (---)	--- (---)	15

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
How often the extra help I received at school helped me to understand my schoolwork better									
All Students									
Never	0				0				1
Seldom	5	--- (---)	--- (---)	--- (---)	10	279 (6.2)	277 (5.9)	265 (12.2)	9
Sometimes	33	284 (4.6)	289 (7.2)	278 (4.9)	25	269 (4.2)	271 (5.7)	258 (8.9)	31
Often	50	277 (3.9)	282 (4.7)	272 (5.0)	46	280 (4.1)	279 (4.5)	269 (3.9)	42
Did not need extra help	12	302 (12.0)	309 (6.5)	295 (7.2)	19	290 (9.2)	287 (7.0)	285 (4.2)	17
CT Students									
Never	0				0				1
Seldom	5	--- (---)	--- (---)	--- (---)	15	279 (6.2)	277 (5.9)	265 (12.2)	9
Sometimes	32	284 (4.9)	291 (7.4)	280 (4.3)	24	267 (4.8)	263 (4.8)	256 (13.0)	30
Often	50	277 (4.0)	282 (4.9)	273 (5.2)	49	280 (4.5)	279 (5.1)	267 (4.4)	41
Did not need extra help	13	302 (12.0)	309 (6.5)	295 (7.2)	12	305 (16.3)	303 (5.9)	294 (3.2)	20

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
How often the extra help I received at school helped me make a greater effort to meet expectations									
All Students									
Never	0				2	--- (---)	--- (---)	--- (---)	2
Seldom	2	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	9
Sometimes	37	282 (4.9)	284 (7.3)	279 (4.4)	32	274 (4.5)	274 (6.0)	264 (5.1)	30
Often	43	278 (4.2)	284 (5.4)	267 (5.7)	42	279 (3.5)	279 (3.9)	270 (4.6)	41
Did not need extra help	18	295 (8.3)	302 (6.3)	292 (5.0)	17	291 (10.2)	282 (7.3)	282 (4.3)	19
CT Students									
Never	0				2	--- (---)	--- (---)	--- (---)	1
Seldom	2	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	7
Sometimes	38	282 (4.9)	284 (7.3)	279 (4.4)	33	275 (5.5)	270 (6.7)	265 (6.6)	30
Often	41	277 (4.4)	284 (5.7)	269 (5.9)	48	281 (3.6)	280 (3.9)	269 (5.2)	40
Did not need extra help	19	295 (8.3)	302 (6.3)	292 (5.0)	10	--- (---)	--- (---)	--- (---)	22

Table 27 (continued)

Student Achievement and Extra Help

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
How often the extra help I received at school helped me get better grades									
All Students									
Never	0				0				1
Seldom	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	6
Sometimes	23	284 (5.4)	285 (10.2)	278 (5.4)	20	267 (4.6)	270 (7.8)	252 (11.1)	27
Often	62	277 (3.5)	283 (4.2)	271 (4.3)	58	277 (3.3)	276 (3.8)	268 (3.6)	48
Did not need extra help	13	300 (10.6)	312 (5.7)	292 (8.1)	17	297 (8.7)	288 (6.0)	285 (4.0)	18
CT Students									
Never	0				0				1
Seldom	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	5
Sometimes	24	284 (5.4)	285 (10.2)	278 (5.4)	14	260 (4.1)	254 (7.8)	229 (16.7)	25
Often	60	276 (3.7)	283 (4.4)	273 (4.4)	69	280 (3.4)	278 (3.8)	269 (4.0)	48
Did not need extra help	14	300 (10.6)	312 (5.7)	292 (8.1)	12	305 (16.3)	300 (7.2)	292 (4.5)	20

GUIDING AND SUPPORTING STUDENTS

Table 28

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My teachers or counselors have encouraged me to take more challenging English courses									
All Students									
Never	10	292 (14.0)	273 (16.8)	274 (9.2)	17	266 (4.6)	271 (5.7)	266 (14.0)	21
Seldom	13	274 (7.7)	270 (15.9)	265 (6.8)	13	275 (5.5)	273 (6.1)	260 (8.7)	22
Sometimes	32	279 (4.5)	287 (4.5)	268 (6.4)	35	278 (4.6)	274 (5.2)	266 (4.4)	27
Often	45	286 (4.5)	297 (4.7)	286 (4.4)	35	289 (5.5)	285 (5.4)	274 (4.9)	29
CT Students									
Never	10	292 (14.0)	273 (16.8)	274 (9.2)	21	269 (4.1)	272 (6.3)	268 (15.5)	20
Seldom	14	274 (7.7)	270 (15.9)	265 (6.8)	12	268 (6.5)	270 (6.7)	250 (10.2)	21
Sometimes	31	278 (4.7)	288 (4.5)	270 (6.4)	38	281 (5.4)	275 (6.3)	265 (5.1)	29
Often	45	285 (4.7)	297 (4.8)	287 (4.4)	29	291 (8.2)	285 (6.9)	272 (7.5)	30

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My teachers or counselors have encouraged me to take more challenging mathematics courses									
All Students									
Never	10	290 (14.9)	273 (16.1)	265 (10.9)	13	268 (7.8)	264 (5.4)	243 (11.9)	23
Seldom	17	281 (5.7)	279 (11.5)	267 (6.3)	18	271 (5.8)	267 (7.8)	268 (8.4)	22
Sometimes	35	274 (4.4)	280 (5.6)	271 (5.8)	28	278 (4.4)	276 (4.9)	264 (5.4)	27
Often	38	289 (4.7)	302 (4.5)	288 (4.6)	40	287 (4.9)	288 (4.4)	279 (4.2)	28
CT Students									
Never	9	289 (18.2)	275 (19.5)	272 (9.9)	17	272 (7.8)	265 (6.3)	242 (13.7)	22
Seldom	17	281 (5.7)	279 (11.5)	267 (6.3)	24	270 (6.3)	264 (7.9)	266 (8.8)	21
Sometimes	36	274 (4.4)	280 (5.6)	271 (5.8)	29	280 (4.9)	283 (5.4)	264 (7.0)	30
Often	38	289 (4.9)	302 (4.7)	289 (4.7)	31	291 (7.6)	287 (5.7)	281 (6.3)	28

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
My teachers or counselors have encouraged me to take more challenging science courses									
All Students									
Never	22	278 (5.3)	269 (11.8)	265 (5.1)	12	279 (6.1)	281 (6.6)	261 (8.0)	27
Seldom	18	285 (8.3)	294 (6.4)	272 (9.4)	23	274 (5.6)	271 (4.8)	273 (4.9)	24
Sometimes	22	279 (5.9)	289 (4.6)	273 (5.4)	33	277 (3.6)	273 (5.0)	258 (7.4)	26
Often	38	286 (5.2)	294 (5.5)	287 (5.4)	32	285 (6.8)	286 (6.1)	278 (5.1)	23
CT Students									
Never	22	278 (5.3)	269 (11.8)	265 (5.1)	17	279 (6.1)	281 (6.6)	261 (8.0)	27
Seldom	19	285 (8.3)	294 (6.4)	272 (9.4)	24	280 (5.3)	277 (5.4)	280 (4.3)	24
Sometimes	21	277 (6.2)	288 (4.8)	274 (5.8)	31	273 (4.8)	269 (6.4)	244 (9.3)	25
Often	38	286 (5.5)	296 (5.6)	289 (4.9)	29	287 (9.6)	282 (8.0)	280 (7.0)	24

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Someone in my family emphasized the importance of education for me to be successful									
All Students									
Never	5	--- (---)	--- (---)	--- (---)	0	---	---	---	2
Seldom	3	---	---	---	5	---	---	---	6
Sometimes	20	281 (6.1)	286 (8.4)	272 (7.6)	13	266 (8.3)	263 (7.0)	247 (14.8)	16
Often	72	282 (3.8)	287 (4.7)	276 (3.9)	82	281 (3.1)	279 (3.3)	271 (3.2)	75
CT Students									
Never	5	---	---	---	0	---	---	---	2
Seldom	3	---	---	---	5	---	---	---	6
Sometimes	19	280 (6.5)	288 (8.8)	276 (7.2)	17	270 (8.6)	263 (8.1)	246 (17.0)	17
Often	72	282 (3.9)	287 (4.8)	276 (4.0)	79	281 (4.0)	279 (3.9)	270 (4.3)	75

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
When I received the most help in planning my high school education plan of studies									
All Students									
Before grade 9	25	284 (7.1)	281 (8.9)	273 (7.3)	13	266 (6.4)	274 (8.7)	259 (16.0)	23
Grade 9	23	278 (5.1)	289 (6.6)	281 (4.8)	25	285 (6.4)	280 (6.2)	278 (5.8)	25
Grade 10	17	300 (8.2)	299 (12.8)	291 (9.5)	15	283 (5.4)	285 (6.2)	268 (5.3)	13
Grade 11	23	279 (4.3)	284 (6.1)	265 (5.5)	40	278 (5.0)	273 (5.1)	264 (5.1)	25
Did not receive help	12	271 (8.4)	287 (7.8)	275 (9.6)	7	--- (---)	--- (---)	--- (---)	14
CT Students									
Before grade 9	24	284 (7.6)	283 (9.4)	276 (7.1)	14	270 (7.2)	271 (10.0)	254 (20.7)	25
Grade 9	24	278 (5.1)	289 (6.6)	281 (4.8)	26	283 (6.5)	280 (8.0)	281 (6.5)	27
Grade 10	16	300 (9.2)	299 (14.3)	294 (10.1)	19	283 (6.1)	281 (5.7)	269 (5.9)	12
Grade 11	24	279 (4.3)	284 (6.1)	265 (5.5)	36	279 (7.4)	274 (6.2)	258 (7.1)	24
Did not receive help	12	271 (8.4)	287 (7.8)	275 (9.6)	5	--- (---)	--- (---)	--- (---)	12

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	%	Reading Mean	Mathematics Mean	Science Mean	%	Reading Mean	Mathematics Mean	Science Mean	High-Scoring Sites in Your Category %
<u>When planning and reviewing my high school four-year education plan, I:</u>									
Talked with my parents, step-parents or other adults with whom I live									
All Students									
Never	10	273 (10.0)	287 (9.4)	278 (10.2)	8	275 (9.4)	281 (12.3)	264 (25.0)	10
Once or twice overall	8	271 (11.4)	248 (26.6)	263 (10.1)	12	267 (8.0)	262 (5.3)	251 (7.8)	17
About once a year	18	292 (7.1)	296 (7.0)	282 (6.7)	8	271 (5.0)	273 (11.0)	265 (14.0)	9
About once a semester	18	283 (6.9)	293 (7.1)	284 (9.3)	12	281 (8.9)	278 (8.2)	281 (8.3)	18
More than once a semester	45	283 (4.4)	289 (4.5)	273 (4.7)	60	283 (3.9)	280 (3.9)	270 (3.5)	46
CT Students									
Never	10	273 (10.0)	287 (9.4)	278 (10.2)	7	--- (---)	--- (---)	--- (---)	9
Once or twice overall	7	--- (---)	--- (---)	--- (---)	12	268 (8.7)	264 (7.1)	248 (10.4)	16
About once a year	19	292 (7.1)	296 (7.0)	282 (6.7)	10	--- (---)	--- (---)	--- (---)	9
About once a semester	17	282 (7.6)	296 (6.9)	290 (8.3)	5	--- (---)	--- (---)	--- (---)	20
More than once a semester	47	283 (4.4)	289 (4.5)	273 (4.7)	67	283 (4.4)	281 (4.3)	270 (4.3)	46

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>When planning and reviewing my high school four-year education plan, I</u>									
Reviewed the sequence of courses I planned to take throughout high school									
All Students									
Never	8	272 (12.1)	287 (11.5)	275 (12.2)	12	272 (7.5)	273 (8.4)	254 (18.3)	11
Once or twice overall	10	281 (9.9)	267 (22.1)	282 (12.1)	13	279 (5.7)	269 (8.2)	274 (6.7)	17
About once a year	13	297 (8.4)	304 (5.3)	286 (4.8)	12	280 (6.5)	284 (7.7)	286 (7.1)	16
About once a semester	28	281 (6.3)	287 (8.2)	283 (6.5)	27	286 (7.6)	283 (5.9)	270 (6.2)	26
More than once a semester	40	281 (4.1)	288 (4.0)	267 (4.9)	37	276 (4.1)	276 (5.1)	263 (4.3)	30
CT Students									
Never	9	272 (12.1)	287 (11.5)	275 (12.2)	14	271 (8.7)	272 (10.0)	251 (21.3)	8
Once or twice overall	10	281 (9.9)	267 (22.1)	282 (12.1)	10	--- (-.-)	--- (-.-)	--- (-.-)	18
About once a year	14	297 (8.4)	304 (5.3)	286 (4.8)	14	286 (3.2)	291 (4.6)	289 (7.2)	15
About once a semester	29	281 (6.3)	287 (8.2)	283 (6.5)	24	288 (10.4)	278 (7.7)	267 (8.1)	29
More than once a semester	38	280 (4.3)	289 (4.2)	268 (5.0)	38	277 (4.9)	275 (6.2)	262 (5.4)	30

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Satisfaction with help received at school in the selection of high school courses									
All Students									
Not at all satisfied	2	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	13
Somewhat satisfied	40	276 (4.4)	279 (6.6)	273 (4.1)	45	279 (4.9)	276 (4.8)	267 (4.6)	54
Very satisfied	58	288 (3.9)	294 (4.4)	279 (4.7)	52	280 (3.4)	280 (3.7)	271 (3.8)	33
CT Students									
Not at all satisfied	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	12
Somewhat satisfied	41	276 (4.4)	279 (6.6)	273 (4.1)	48	279 (6.2)	275 (5.5)	265 (5.4)	54
Very satisfied	57	288 (4.1)	295 (4.5)	281 (4.7)	48	282 (3.6)	281 (4.3)	269 (5.3)	34

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Had an adult mentor or advisor who worked with me all four years of high school									
All Students									
Yes, the same person all four years	24	279 (7.0)	279 (10.0)	269 (6.4)	32	284 (5.7)	279 (4.6)	271 (4.1)	27
Yes, but not the same person all four years	49	286 (4.3)	289 (4.7)	273 (5.2)	40	282 (4.1)	278 (5.4)	270 (5.2)	41
No	27	279 (5.4)	291 (7.5)	288 (4.3)	28	269 (4.8)	275 (5.3)	262 (8.5)	32
CT Students									
Yes, the same person all four years	23	278 (7.4)	277 (10.7)	269 (6.9)	36	286 (7.2)	279 (4.8)	272 (4.7)	28
Yes, but not the same person all four years	49	285 (4.5)	290 (4.7)	274 (5.1)	40	279 (4.8)	276 (6.4)	267 (6.9)	39
No	28	279 (5.4)	291 (7.5)	288 (4.3)	24	272 (5.5)	273 (7.1)	254 (12.9)	33

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		<u>Reading</u>	<u>Mathematics</u>	<u>Science</u>		<u>Reading</u>	<u>Mathematics</u>	<u>Science</u>	<u>High-Scoring Sites</u>
		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>in Your Category</u>
									<u>%</u>
If I had an adult mentor or advisor, this mentor/advisor worked with me to develop my course choices for high school and to review my selections									
All Students									
Yes	81	285 (4.0)	288 (4.3)	272 (4.2)	91	282 (3.6)	276 (3.7)	270 (3.6)	78
No	19	277 (9.6)	277 (15.9)	269 (12.5)	9	--- (---)	--- (---)	--- (---)	22
CT Students									
Yes	80	285 (4.2)	289 (4.5)	273 (4.2)	91	280 (4.5)	275 (4.2)	268 (4.5)	76
No	20	277 (9.6)	277 (15.9)	269 (12.5)	9	--- (---)	--- (---)	--- (---)	24
A teacher or counselor talked to me individually about my plans for a career or further education after high school									
All Students									
Never	10	293 (9.3)	300 (4.3)	284 (7.6)	2	--- (---)	--- (---)	--- (---)	10
Once or twice overall	23	281 (4.3)	285 (9.0)	271 (5.0)	17	277 (7.0)	273 (8.9)	274 (9.0)	18
About once a year	15	286 (9.1)	290 (9.5)	278 (7.4)	20	279 (9.2)	282 (6.4)	267 (7.5)	18
About once a semester	25	286 (7.4)	292 (8.9)	280 (7.2)	20	278 (5.7)	275 (6.0)	261 (6.1)	29
More than once a semester	27	275 (5.3)	281 (6.7)	273 (8.0)	42	282 (3.5)	280 (4.3)	274 (3.9)	25
CT Students									
Never	10	293 (9.3)	300 (4.3)	284 (7.6)	2	--- (---)	--- (---)	--- (---)	10
Once or twice overall	24	281 (4.3)	285 (9.0)	271 (5.0)	17	272 (8.9)	271 (12.0)	272 (12.2)	18
About once a year	16	286 (9.1)	290 (9.5)	278 (7.4)	19	283 (13.0)	281 (8.7)	265 (9.7)	20
About once a semester	24	285 (7.9)	291 (9.5)	281 (7.6)	21	282 (6.2)	270 (6.2)	258 (7.5)	30
More than once a semester	26	274 (5.6)	282 (7.0)	276 (7.9)	40	282 (3.6)	283 (4.1)	274 (5.1)	23

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Was encouraged to take a combination of academic and career/technical courses									
All Students									
Never	8	286 (10.8)	278 (22.6)	274 (12.3)	10	255 (8.9)	262 (8.3)	246 (17.8)	17
Once or twice overall	7	--- (-.-)	--- (-.-)	--- (-.-)	3	--- (-.-)	--- (-.-)	--- (-.-)	17
About once a year	20	291 (6.0)	307 (4.6)	287 (5.5)	17	274 (6.6)	274 (8.3)	273 (6.4)	19
About once a semester	15	286 (11.2)	282 (13.7)	273 (11.9)	7	--- (-.-)	--- (-.-)	--- (-.-)	22
More than once a semester	50	278 (3.7)	282 (4.2)	274 (4.3)	63	283 (3.4)	281 (3.7)	268 (4.0)	24
CT Students									
Never	9	286 (10.8)	278 (22.6)	274 (12.3)	7	--- (-.-)	--- (-.-)	--- (-.-)	13
Once or twice overall	7	--- (-.-)	--- (-.-)	--- (-.-)	5	--- (-.-)	--- (-.-)	--- (-.-)	15
About once a year	21	291 (6.0)	307 (4.6)	287 (5.5)	17	271 (9.4)	266 (10.2)	268 (8.3)	20
About once a semester	16	286 (11.2)	282 (13.7)	273 (11.9)	5	--- (-.-)	--- (-.-)	--- (-.-)	24
More than once a semester	48	276 (3.9)	282 (4.4)	276 (4.3)	67	282 (4.2)	280 (4.1)	266 (5.1)	29

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Received information and help about participating in a cooperative career/technical education program									
All Students									
Yes	67	285 (3.9)	287 (4.7)	278 (4.3)	85	282 (2.9)	279 (3.0)	271 (3.2)	50
No	33	277 (4.4)	288 (6.6)	273 (4.6)	15	261 (7.9)	267 (9.4)	251 (13.1)	50
CT Students									
Yes	66	285 (4.1)	288 (4.9)	279 (4.3)	86	282 (3.6)	279 (3.3)	269 (4.2)	53
No	34	277 (4.4)	288 (6.6)	273 (4.6)	14	265 (9.9)	263 (13.4)	247 (18.3)	47
Received information and help in getting into a youth apprenticeship or work-based learning program									
All Students									
Yes	35	285 (4.7)	286 (6.3)	273 (6.9)	42	283 (5.0)	278 (4.5)	274 (4.3)	30
No	65	281 (3.9)	288 (4.8)	278 (3.4)	58	276 (3.3)	277 (4.0)	264 (4.9)	70
CT Students									
Yes	33	284 (5.1)	286 (6.8)	276 (7.2)	43	284 (6.1)	280 (5.0)	275 (5.5)	29
No	67	281 (3.9)	288 (4.8)	278 (3.4)	57	276 (4.1)	274 (4.8)	259 (6.4)	71

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>I believe it is important to:</u>									
Attend all of my classes									
All Students									
Not at all important	0				2	---	---	---	1
Somewhat important	7	---	---	---	12	298 (13.2)	284 (10.4)	271 (10.1)	10
Very important	93	282 (3.2)	286 (3.9)	274 (3.3)	87	277 (2.7)	277 (3.1)	267 (3.7)	90
CT Students									
Not at all important	0				2	---	---	---	1
Somewhat important	7	---	---	---	10	---	---	---	9
Very important	93	281 (3.3)	286 (4.1)	275 (3.4)	88	277 (2.9)	276 (3.6)	265 (4.8)	90
Participate actively in class									
All Students									
Not at all important	2	---	---	---	2	---	---	---	1
Somewhat important	20	282 (5.5)	281 (10.6)	270 (8.5)	25	287 (6.6)	280 (6.4)	276 (6.0)	27
Very important	78	281 (3.3)	289 (4.0)	277 (3.5)	73	277 (3.1)	277 (3.4)	265 (4.1)	72
CT Students									
Not at all important	2	---	---	---	2	---	---	---	2
Somewhat important	21	282 (5.5)	281 (10.6)	270 (8.5)	21	288 (11.2)	282 (8.5)	272 (9.3)	24
Very important	78	281 (3.4)	289 (4.1)	279 (3.5)	76	278 (3.4)	276 (3.9)	264 (5.3)	74

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>I believe it is important to:</u>									
Study hard to get good grades									
All Students									
Not at all important	3	---	---	---	3	---	---	---	3
Somewhat important	15	296 (10.4)	306 (5.7)	291 (7.7)	17	284 (10.3)	281 (7.1)	269 (8.4)	21
Very important	82	280 (3.1)	283 (4.3)	273 (3.6)	80	278 (2.9)	277 (3.4)	267 (3.8)	77
CT Students									
Not at all important	3	---	---	---	2	---	---	---	3
Somewhat important	16	296 (10.4)	306 (5.7)	291 (7.7)	17	284 (15.1)	283 (8.6)	265 (11.9)	20
Very important	81	279 (3.2)	283 (4.4)	274 (3.6)	81	279 (3.2)	276 (3.9)	265 (5.0)	77
Have grades that are good enough to get me accepted to college									
All Students									
Not at all important	0				0				1
Somewhat important	5	---	---	---	12	276 (4.2)	271 (6.7)	266 (9.9)	11
Very important	95	283 (3.1)	288 (3.8)	276 (3.4)	88	280 (3.2)	278 (3.2)	268 (3.7)	88
CT Students									
Not at all important	0				0				1
Somewhat important	5	---	---	---	10	---	---	---	11
Very important	95	283 (3.2)	288 (3.9)	278 (3.4)	90	281 (3.8)	278 (3.7)	267 (4.7)	88

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>I believe it is important to:</u>									
Take a lot of college-preparatory classes									
All Students									
Not at all important	2	---	---	---	3	---	---	---	5
Somewhat important	20	292 (8.4)	290 (10.0)	278 (9.4)	30	284 (6.3)	280 (5.8)	270 (5.9)	33
Very important	78	280 (3.1)	287 (4.2)	275 (3.4)	67	277 (3.2)	277 (3.6)	267 (4.4)	62
CT Students									
Not at all important	2	---	---	---	5	---	---	---	4
Somewhat important	21	292 (8.4)	290 (10.0)	278 (9.4)	26	287 (9.5)	282 (7.5)	267 (8.5)	33
Very important	78	279 (3.2)	287 (4.3)	277 (3.4)	69	277 (3.5)	275 (4.1)	265 (5.7)	63
Graduate from high school									
All Students									
Not at all important	0				0				1
Somewhat important	0				3	---	---	---	4
Very important	100	283 (3.0)	288 (3.8)	276 (3.3)	97	279 (3.0)	277 (3.1)	268 (3.5)	96
CT Students									
Not at all important	0				0				1
Somewhat important	0				2	---	---	---	3
Very important	100	282 (3.1)	288 (3.9)	277 (3.3)	98	279 (3.6)	276 (3.5)	266 (4.6)	96

Table 28 (continued)

Guidance Support for Program Planning, Course Selection and Parent Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>I believe it is important to:</u>									
Continue my education beyond high school									
All Students									
Not at all important	0				0				1
Somewhat important	3	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	10
Very important	97	282 (3.1)	287 (3.9)	275 (3.3)	93	279 (3.0)	277 (3.1)	267 (3.6)	89
CT Students									
Not at all important	0				0				1
Somewhat important	4	--- (---)	--- (---)	--- (---)	2	--- (---)	--- (---)	--- (---)	9
Very important	96	281 (3.2)	287 (4.1)	276 (3.3)	98	280 (3.6)	277 (3.6)	266 (4.6)	90

TRANSITION TO AND BEYOND HIGH SCHOOL

Table 29

**Student Achievement and the Amount of Education
Students Think They Will Complete**

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		High-Scoring Sites in Your Category			
How much education I think I will complete by the time I am 30									
All Students									
Less than high school graduation	0				0				0
High school graduation or obtain a GED	0				2	--- (---)	--- (---)	--- (---)	2
Complete a career/technical, trade or business school program	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	6
Two or more years of college	10	270 (6.6)	268 (22.5)	268 (8.0)	8	265 (7.0)	271 (8.0)	266 (10.9)	12
Finish college (four- or five-year degree)	40	288 (5.2)	293 (5.0)	274 (6.4)	35	282 (3.3)	281 (4.8)	274 (5.5)	33
Graduate degree	40	282 (4.9)	290 (5.3)	282 (4.3)	45	287 (4.4)	283 (3.6)	272 (3.5)	40
I don't know	8	276 (5.2)	270 (10.4)	274 (7.0)	5	--- (---)	--- (---)	--- (---)	7
CT Students									
Less than high school graduation	0				0				0
High school graduation or obtain a GED	0				2	--- (---)	--- (---)	--- (---)	1
Complete a career/technical, trade or business school program	2	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	7
Two or more years of college	10	270 (6.6)	268 (22.5)	268 (8.0)	7	--- (---)	--- (---)	--- (---)	13
Finish college (four- or five-year degree)	40	288 (5.5)	295 (5.0)	276 (6.4)	36	277 (3.4)	279 (4.9)	271 (7.4)	35
Graduate degree	40	281 (5.0)	290 (5.5)	282 (4.4)	48	289 (5.7)	283 (4.2)	271 (4.3)	37
I don't know	9	276 (5.2)	270 (10.4)	274 (7.0)	2	--- (---)	--- (---)	--- (---)	7

Table 30

Student Achievement and Post-High School Plans

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site				2010 Site			2012	
	Reading	Mathematics	Science		Reading	Mathematics	Science	High-Scoring Sites	
	Mean	Mean	Mean	%	Mean	Mean	Mean	in Your Category	
	<u>%</u>			<u>%</u>				<u>%</u>	
The one thing that will take the largest share of my time in the first year after I leave high school:									
All Students									
Attending a four-year college or university	58	289 (4.3)	294 (4.2)	283 (3.9)	60	286 (3.9)	282 (3.9)	277 (3.0)	55
Taking courses at a two-year or community college	25	271 (4.0)	275 (9.6)	264 (5.0)	27	271 (4.1)	268 (5.8)	250 (8.8)	21
Taking courses at a technical or business school	0				2	--- (---)	--- (---)	--- (---)	4
Working full-time	10	274 (6.6)	276 (13.1)	261 (14.9)	7	--- (---)	--- (---)	--- (---)	7
Working part-time, but not attending school or college	0				3	--- (---)	--- (---)	--- (---)	2
Working as an apprentice or in an on-the-job training program	3	--- (---)	--- (---)	--- (---)	0				1
Full-time military service	3	--- (---)	--- (---)	--- (---)	0				6
Being a homemaker	0				0				0
Other	0				2	--- (---)	--- (---)	--- (---)	4

Table 30 (continued)

Student Achievement and Post-High School Plans

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	2012 Site				2010 Site			2012	
	Reading	Mathematics	Science		Reading	Mathematics	Science	High-Scoring Sites	
	Mean	Mean	Mean	%	Mean	Mean	Mean	in Your Category	
	<u>%</u>							<u>%</u>	
The one thing that will take the largest share of my time in the first year after I leave high school:									
CT Students									
Attending a four-year college or university	59	289 (4.5)	295 (4.2)	285 (3.7)	60	285 (5.2)	282 (4.7)	276 (3.8)	55
Taking courses at a two-year or community college	26	271 (4.0)	275 (9.6)	264 (5.0)	31	271 (4.3)	267 (5.8)	246 (10.6)	21
Taking courses at a technical or business school	0				2	--- (---)	--- (---)	--- (---)	4
Working full-time	10	274 (6.6)	276 (13.1)	261 (14.9)	7	--- (---)	--- (---)	--- (---)	7
Working part-time, but not attending school or college	0				0				1
Working as an apprentice or in an on-the-job training program	3	--- (---)	--- (---)	--- (---)	0				2
Full-time military service	2	--- (---)	--- (---)	--- (---)	0				6
Being a homemaker	0				0				0
Other	0				0				4

Table 31

**Student Achievement and Student Beliefs About Having
Necessary Skills When Entering High School**

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

<u>When I entered high school, I was prepared with the necessary knowledge and skills to succeed in college-preparatory courses in:</u>	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Reading									
All Students									
Not at all prepared	3	---	---	---	2	---	---	---	5
Somewhat prepared	20	283 (6.0)	294 (5.8)	278 (5.4)	32	274 (6.4)	274 (6.5)	262 (8.3)	36
Very well prepared	73	284 (3.6)	286 (4.7)	277 (4.0)	58	283 (3.2)	280 (3.1)	272 (3.2)	56
I don't know	3	---	---	---	8	269 (7.7)	268 (13.8)	258 (11.4)	3
CT Students									
Not at all prepared	3	---	---	---	2	---	---	---	5
Somewhat prepared	21	283 (6.0)	294 (5.8)	278 (5.4)	36	272 (8.0)	273 (7.3)	261 (10.2)	35
Very well prepared	72	283 (3.8)	286 (4.8)	278 (4.0)	55	285 (3.4)	281 (3.8)	270 (4.0)	57
I don't know	3	---	---	---	7	---	---	---	3
Writing									
All Students									
Not at all prepared	5	---	---	---	5	---	---	---	7
Somewhat prepared	20	288 (5.3)	299 (7.4)	285 (4.4)	42	273 (5.4)	273 (5.4)	262 (6.6)	41
Very well prepared	73	283 (3.7)	285 (4.5)	275 (4.0)	45	286 (3.4)	283 (3.3)	275 (3.2)	49
I don't know	2	---	---	---	8	275 (7.5)	262 (9.6)	255 (13.4)	3
CT Students									
Not at all prepared	5	---	---	---	5	---	---	---	6
Somewhat prepared	21	288 (5.3)	299 (7.4)	285 (4.4)	43	275 (6.9)	272 (6.2)	261 (8.5)	41
Very well prepared	72	282 (3.8)	285 (4.7)	277 (4.1)	43	287 (3.7)	285 (3.7)	274 (4.2)	50
I don't know	2	---	---	---	10	---	---	---	3

Table 31 (continued)

Student Achievement and Student Beliefs About Having
Necessary Skills When Entering High School

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
Your School Category: B
Group: All Students

Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258

<u>When I entered high school, I was prepared with the necessary knowledge and skills to succeed in college-preparatory courses in:</u>	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Mathematics									
All Students									
Not at all prepared	0				7	---	---	---	9
Somewhat prepared	30	276 (4.9)	274 (8.7)	265 (4.7)	23	280 (9.2)	268 (7.9)	263 (9.9)	41
Very well prepared	70	285 (3.7)	294 (3.6)	281 (4.0)	67	279 (2.8)	282 (2.8)	272 (3.3)	46
I don't know	0				3	---	---	---	4
CT Students									
Not at all prepared	0				7	---	---	---	8
Somewhat prepared	29	275 (5.1)	274 (9.2)	268 (4.5)	29	278 (10.6)	269 (9.0)	260 (11.3)	41
Very well prepared	71	285 (3.8)	293 (3.7)	281 (4.1)	60	281 (3.0)	284 (2.8)	271 (4.3)	48
I don't know	0				5	---	---	---	3
Science									
All Students									
Not at all prepared	7	---	---	---	5	---	---	---	9
Somewhat prepared	32	275 (4.2)	279 (7.4)	266 (5.5)	37	273 (6.0)	271 (5.9)	254 (6.4)	46
Very well prepared	58	286 (4.2)	293 (3.8)	282 (4.3)	52	286 (3.0)	284 (2.9)	280 (3.0)	39
I don't know	3	---	---	---	7	---	---	---	6
CT Students									
Not at all prepared	7	---	---	---	5	---	---	---	9
Somewhat prepared	33	275 (4.2)	279 (7.4)	266 (5.5)	40	273 (7.3)	270 (6.8)	252 (7.7)	46
Very well prepared	57	285 (4.5)	294 (3.8)	284 (4.2)	48	288 (3.1)	286 (3.1)	280 (4.0)	40
I don't know	3	---	---	---	7	---	---	---	5

Table 32

Transition Planning

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During high school:</u>									
My parents and I received information or assistance from someone at my school in selecting or applying to college									
All Students									
Never	15	266 (6.6)	257 (14.3)	264 (5.7)	13	269 (9.3)	274 (7.5)	255 (14.7)	20
Once or twice overall	22	292 (3.6)	291 (7.2)	277 (6.8)	15	281 (4.5)	276 (7.0)	259 (7.8)	18
About once a year	10	300 (15.2)	300 (11.1)	282 (15.1)	15	277 (5.4)	275 (4.4)	266 (7.4)	16
About once a semester	30	278 (3.7)	290 (5.3)	269 (6.0)	23	274 (5.1)	271 (7.6)	268 (6.4)	25
More than once a semester	23	283 (7.5)	296 (5.4)	290 (5.3)	33	287 (5.9)	285 (5.3)	278 (4.8)	22
CT Students									
Never	16	266 (6.6)	257 (14.3)	264 (5.7)	10	--- (--.)	--- (--.)	--- (--.)	22
Once or twice overall	21	292 (3.9)	294 (7.3)	281 (5.9)	17	280 (5.8)	276 (7.1)	254 (9.0)	16
About once a year	10	300 (15.2)	300 (11.1)	282 (15.1)	19	276 (6.1)	275 (5.0)	265 (8.3)	17
About once a semester	29	277 (3.7)	289 (5.6)	269 (6.3)	21	272 (6.4)	267 (9.3)	261 (8.7)	23
More than once a semester	24	283 (7.5)	296 (5.4)	290 (5.3)	33	288 (7.8)	286 (6.1)	282 (5.9)	22

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

		2012 Site				2010 Site			2012
	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>%</u>	<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	<u>High-Scoring Sites in Your Category</u>
									<u>%</u>
<u>During high school:</u>									
Someone from a college talked to me about going to college									
All Students									
Never	22	276 (4.6)	279 (9.9)	267 (7.6)	15	258 (5.3)	262 (4.9)	245 (13.2)	10
Once or twice overall	17	281 (6.7)	284 (10.4)	275 (8.0)	17	281 (4.2)	273 (6.6)	270 (5.2)	16
About once a year	12	279 (9.2)	285 (14.6)	277 (8.2)	13	279 (5.7)	280 (7.1)	261 (7.9)	16
About once a semester	20	295 (9.2)	298 (8.0)	283 (7.4)	22	290 (8.0)	282 (5.7)	278 (6.8)	27
More than once a semester	30	281 (4.9)	290 (4.5)	279 (5.9)	33	281 (4.6)	283 (6.1)	274 (4.6)	32
CT Students									
Never	21	274 (4.6)	277 (10.6)	267 (8.3)	17	264 (5.2)	262 (6.4)	246 (17.2)	10
Once or twice overall	17	281 (6.7)	284 (10.4)	275 (8.0)	12	279 (7.9)	276 (5.4)	262 (6.7)	17
About once a year	12	279 (9.2)	285 (14.6)	277 (8.2)	17	279 (6.6)	280 (8.2)	259 (8.9)	15
About once a semester	21	295 (9.2)	298 (8.0)	283 (7.4)	21	286 (10.9)	280 (7.6)	277 (9.7)	25
More than once a semester	29	281 (5.2)	292 (4.3)	282 (5.4)	33	284 (5.8)	281 (7.2)	274 (5.7)	33

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012
		Reading	Mathematics	Science		Reading	Mathematics	Science	High-Scoring Sites
		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>		<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	in Your Category
									<u>%</u>
<u>During high school:</u>									
I spoke with or visited someone in a career I aspire to									
All Students									
Never	18	284 (7.3)	294 (11.7)	284 (6.9)	18	259 (6.2)	261 (8.2)	249 (11.5)	25
Once or twice overall	30	281 (6.0)	284 (6.3)	273 (5.8)	10	300 (14.4)	289 (9.3)	284 (4.6)	17
About once a year	12	293 (6.9)	283 (11.3)	270 (7.2)	18	274 (3.7)	272 (6.0)	265 (6.5)	17
About once a semester	15	278 (7.0)	281 (11.2)	267 (9.2)	18	279 (5.0)	277 (6.0)	281 (7.2)	19
More than once a semester	25	282 (6.5)	292 (6.1)	283 (7.2)	35	286 (3.8)	286 (4.1)	269 (4.4)	21
CT Students									
Never	19	284 (7.3)	294 (11.7)	284 (6.9)	19	261 (7.2)	258 (10.1)	243 (14.6)	24
Once or twice overall	29	280 (6.3)	286 (6.5)	275 (5.6)	12	304 (17.0)	286 (10.8)	283 (5.7)	18
About once a year	12	293 (6.9)	283 (11.3)	270 (7.2)	14	268 (3.4)	270 (7.6)	256 (9.9)	16
About once a semester	16	278 (7.0)	281 (11.2)	267 (9.2)	17	281 (4.4)	279 (7.1)	282 (10.3)	20
More than once a semester	24	281 (6.8)	292 (6.6)	285 (7.6)	38	285 (4.2)	285 (4.2)	269 (5.3)	21
I attended a meeting at school with my parents (step-parents or guardians) to talk about plans for after high school									
All Students									
Yes	48	280 (4.0)	286 (5.2)	274 (5.0)	60	283 (4.1)	276 (4.2)	270 (3.7)	38
No	52	285 (4.5)	289 (5.6)	279 (4.3)	40	273 (3.5)	280 (3.9)	265 (6.5)	62
CT Students									
Yes	48	280 (4.2)	287 (5.3)	275 (4.9)	55	282 (5.7)	274 (5.4)	265 (5.1)	39
No	52	284 (4.6)	289 (5.7)	279 (4.4)	45	276 (3.4)	280 (4.0)	266 (7.9)	61

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site <u>Reading Mean</u>	2012 Site <u>Mathematics Mean</u>	2012 Site <u>Science Mean</u>	<u>%</u>	2010 Site <u>Reading Mean</u>	2010 Site <u>Mathematics Mean</u>	2010 Site <u>Science Mean</u>	2012 High-Scoring Sites in Your Category <u>%</u>
<u>During high school:</u>									
I held an internship that helped me explore a career option									
All Students									
Yes	33	288 (6.6)	291 (6.1)	286 (4.9)	15	291 (6.7)	285 (6.0)	274 (4.0)	25
No	67	280 (3.1)	286 (4.8)	271 (4.0)	85	277 (3.1)	276 (3.3)	267 (3.9)	75
CT Students									
Yes	34	288 (6.6)	291 (6.1)	286 (4.9)	17	289 (7.4)	284 (7.0)	272 (4.2)	24
No	66	279 (3.2)	286 (5.0)	273 (4.1)	83	278 (3.9)	275 (3.9)	265 (5.3)	76
I think that the courses I have taken in high school have successfully prepared me for a career or further education									
All Students									
Strongly disagree	2	--- (---)	--- (---)	--- (---)	0	---	---	---	4
Somewhat disagree	0				5	--- (---)	--- (---)	--- (---)	11
Somewhat agree	38	280 (5.6)	289 (5.7)	277 (5.5)	35	271 (4.1)	271 (5.2)	262 (6.5)	43
Strongly agree	60	284 (3.5)	286 (5.2)	275 (4.2)	60	283 (3.9)	280 (3.7)	270 (4.0)	42
CT Students									
Strongly disagree	2	--- (---)	--- (---)	--- (---)	0	---	---	---	3
Somewhat disagree	0				5	--- (---)	--- (---)	--- (---)	11
Somewhat agree	40	280 (5.6)	289 (5.7)	277 (5.5)	38	271 (4.8)	268 (5.9)	259 (8.1)	40
Strongly agree	59	283 (3.7)	286 (5.4)	277 (4.2)	57	285 (4.8)	283 (4.3)	268 (5.5)	46

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>Have earned or attempted to earn college credit in high school by taking:</u>									
Classes at a community, technical or four-year college									
All Students									
Yes	23	273 (5.6)	281 (7.4)	275 (7.5)	42	274 (3.4)	274 (5.0)	263 (5.1)	35
No	77	286 (3.5)	290 (4.4)	277 (3.6)	58	282 (4.2)	280 (3.6)	272 (4.5)	65
CT Students									
Yes	22	271 (5.6)	279 (7.8)	276 (8.0)	50	274 (4.1)	270 (4.9)	263 (5.9)	37
No	78	285 (3.5)	290 (4.4)	278 (3.5)	50	285 (5.5)	284 (4.5)	269 (6.8)	63
A dual-enrollment, joint-enrollment or concurrent-enrollment class at my high school									
All Students									
Yes	20	276 (6.0)	279 (9.1)	271 (5.8)	33	285 (6.9)	280 (6.0)	268 (5.7)	36
No	80	284 (3.4)	290 (4.1)	278 (3.8)	67	276 (2.5)	276 (3.3)	268 (4.3)	64
CT Students									
Yes	19	273 (6.2)	277 (9.8)	271 (6.3)	31	290 (8.7)	280 (7.9)	271 (7.7)	39
No	81	284 (3.5)	290 (4.2)	279 (3.7)	69	275 (2.9)	275 (3.7)	264 (5.6)	61

Table 32 (continued)

Transition Planning

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
Number of college courses for which I will have earned credit by the time I graduate high school									
All Students									
0	25	282 (4.8)	297 (4.9)	284 (5.9)	28	274 (5.7)	276 (5.1)	270 (8.5)	42
1	17	275 (7.2)	273 (13.5)	271 (8.2)	23	273 (4.6)	269 (7.5)	259 (6.1)	14
2	30	284 (6.1)	286 (5.4)	272 (6.2)	27	289 (6.9)	282 (4.6)	274 (4.7)	14
3	7	--- (---)	--- (---)	--- (---)	8	286 (6.1)	292 (9.6)	285 (5.1)	9
4	5	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	6
5 or more	17	287 (7.9)	287 (9.6)	274 (8.7)	8	282 (6.5)	278 (12.4)	269 (9.0)	16
CT Students									
0	26	282 (4.8)	297 (4.9)	284 (5.9)	29	281 (5.8)	278 (6.0)	272 (11.5)	38
1	17	275 (7.2)	273 (13.5)	271 (8.2)	21	265 (5.2)	262 (9.7)	252 (8.1)	15
2	29	283 (6.4)	288 (5.5)	274 (6.1)	29	288 (8.6)	280 (5.0)	271 (5.3)	14
3	7	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	10
4	3	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	7
5 or more	17	287 (7.9)	287 (9.6)	274 (8.7)	7	--- (---)	--- (---)	--- (---)	16

WORK-BASED LEARNING EXPERIENCES

Table 33

Student Achievement and Work-Based Learning Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
During the school year, number of hours worked each week in a part-time job*									
All Students									
0	52	283 (4.1)	288 (5.1)	276 (4.4)	35	276 (4.6)	274 (5.4)	271 (5.8)	58
1 to 10	7	--- (---)	--- (---)	--- (---)	8	282 (9.5)	281 (8.2)	274 (8.1)	8
11 to 15	7	--- (---)	--- (---)	--- (---)	23	283 (8.5)	280 (7.5)	271 (9.5)	9
16 to 20	18	296 (7.2)	296 (9.0)	284 (7.2)	25	278 (4.2)	274 (5.0)	265 (5.5)	10
21 to 30	17	266 (4.9)	275 (10.2)	273 (8.9)	8	282 (6.2)	289 (6.1)	251 (7.2)	11
More than 30	0				0				4
CT Students									
0	52	283 (4.2)	288 (5.3)	276 (4.5)	31	278 (5.7)	271 (7.6)	270 (8.0)	58
1 to 10	7	--- (---)	--- (---)	--- (---)	12	282 (9.5)	281 (8.2)	274 (8.1)	9
11 to 15	7	--- (---)	--- (---)	--- (---)	21	285 (11.9)	281 (9.6)	270 (14.9)	9
16 to 20	19	296 (7.2)	296 (9.0)	284 (7.2)	26	274 (5.0)	275 (5.0)	259 (6.7)	10
21 to 30	16	263 (4.3)	277 (11.3)	277 (8.3)	10	--- (---)	--- (---)	--- (---)	11
More than 30	0				0				3

* The remaining questions in Table 33 are based on students who indicated working at least one hour each week.

Table 33 (continued)

Student Achievement and Work-Based Learning Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
The primary reason I have this job									
All Students									
To earn money for things I want	31	289 (8.4)	297 (9.0)	279 (9.1)	49	284 (6.2)	279 (5.6)	268 (5.3)	47
To save money for college	31	281 (9.5)	285 (12.6)	287 (7.5)	21	276 (4.7)	275 (6.1)	270 (8.2)	23
To help support my family/family business	24	271 (6.8)	269 (10.1)	257 (8.6)	26	278 (5.8)	280 (7.3)	260 (11.6)	24
It is related to my career/technical studies	14	--- (---)	--- (---)	--- (---)	5	--- (---)	--- (---)	--- (---)	4
It is a place to work when I finish high school	0				0				2
CT Students									
To earn money for things I want	32	289 (8.4)	297 (9.0)	279 (9.1)	45	286 (8.3)	285 (5.8)	266 (7.6)	44
To save money for college	32	281 (9.5)	285 (12.6)	287 (7.5)	28	276 (4.7)	275 (6.1)	270 (8.2)	23
To help support my family/family business	21	267 (6.8)	271 (11.8)	262 (8.5)	24	277 (8.5)	272 (8.3)	257 (16.1)	27
It is related to my career/technical studies	14	--- (---)	--- (---)	--- (---)	3	--- (---)	--- (---)	--- (---)	5
It is a place to work when I finish high school	0				0				1

Table 33 (continued)

Student Achievement and Work-Based Learning Experiences

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
Job is part of a formal work or training program organized through my school*									
All Students									
Yes, it is a co-operative learning program (co-op)	0				0				5
Yes, it is an apprenticeship	7	--- (---)	--- (---)	--- (---)	0				2
Yes, it is an internship	7	--- (---)	--- (---)	--- (---)	10	--- (---)	--- (---)	--- (---)	7
Yes, it is part of Jobs for America's Graduates	10	--- (---)	--- (---)	--- (---)	8	--- (---)	--- (---)	--- (---)	5
No	76	283 (5.1)	287 (7.4)	279 (5.6)	82	280 (4.2)	278 (4.0)	266 (4.9)	81
CT Students									
Yes, it is a co-operative learning program (co-op)	0				0				6
Yes, it is an apprenticeship	7	--- (---)	--- (---)	--- (---)	0				2
Yes, it is an internship	7	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	8
Yes, it is part of Jobs for America's Graduates	11	--- (---)	--- (---)	--- (---)	7	--- (---)	--- (---)	--- (---)	6
No	75	283 (5.4)	289 (7.6)	281 (5.3)	86	280 (5.0)	280 (4.1)	264 (6.2)	78

*The questions in Table 34 and Table 35 are based on the students who answered yes to this question.

Table 34

Extent of On-The-Job Training Received by Students

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	<u>2012 Site Reading Mean</u>	<u>2012 Site Mathematics Mean</u>	<u>2012 Site Science Mean</u>	<u>%</u>	<u>2010 Site Reading Mean</u>	<u>2010 Site Mathematics Mean</u>	<u>2010 Site Science Mean</u>	<u>2012 High-Scoring Sites in Your Category %</u>
<u>While working at my job, I:</u>									
Observed veteran workers performing certain jobs									
All Students									
Yes	71	289 (10.2)	294 (3.4)	282 (9.3)	57	--- (---)	--- (---)	--- (---)	53
No	29	--- (---)	--- (---)	--- (---)	43	--- (---)	--- (---)	--- (---)	47
CT Students									
Yes	71	289 (10.2)	294 (3.4)	282 (9.3)	50	--- (---)	--- (---)	--- (---)	56
No	29	--- (---)	--- (---)	--- (---)	50	--- (---)	--- (---)	--- (---)	44
Had someone teach me how to do the work									
All Students									
Yes	71	280 (10.7)	292 (5.3)	279 (11.4)	71	286 (10.8)	283 (11.7)	267 (11.7)	76
No	29	--- (---)	--- (---)	--- (---)	29	--- (---)	--- (---)	--- (---)	24
CT Students									
Yes	71	280 (10.7)	292 (5.3)	279 (11.4)	75	--- (---)	--- (---)	--- (---)	69
No	29	--- (---)	--- (---)	--- (---)	25	--- (---)	--- (---)	--- (---)	31

Table 34 (continued)

Extent of On-The-Job Training Received by Students

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	<u>2012 Site Reading Mean</u>	<u>2012 Site Mathematics Mean</u>	<u>2012 Site Science Mean</u>	<u>%</u>	<u>2010 Site Reading Mean</u>	<u>2010 Site Mathematics Mean</u>	<u>2010 Site Science Mean</u>	<u>2012 High-Scoring Sites in Your Category %</u>
<u>While working at my job, I:</u>									
Received school credit for my work experience									
All Students									
Yes	86	284 (9.8)	291 (4.5)	275 (10.2)	71	286 (10.8)	283 (11.7)	267 (11.7)	51
No	14	--- (---)	--- (---)	--- (---)	29	--- (---)	--- (---)	--- (---)	49
CT Students									
Yes	86	284 (9.8)	291 (4.5)	275 (10.2)	75	--- (---)	--- (---)	--- (---)	54
No	14	--- (---)	--- (---)	--- (---)	25	--- (---)	--- (---)	--- (---)	46

Table 35

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

**Report: 04018 - Springdale High School
Your School Category: B
Group: All Students**

**Reading Readiness Goal: 250
Mathematics Readiness Goal: 257
Science Readiness Goal: 258**

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During the past 12 months, my employers:</u>									
Encouraged me to develop good work habits									
All Students									
Never	0				14	--- (---)	--- (---)	--- (---)	8
Once a year	0				0				9
Once a semester	0				43	--- (---)	--- (---)	--- (---)	32
Monthly	29	--- (---)	--- (---)	--- (---)	0				17
Weekly	71	284 (13.5)	284 (8.2)	264 (14.1)	43	--- (---)	--- (---)	--- (---)	35
CT Students									
Never	0				25	--- (---)	--- (---)	--- (---)	7
Once a year	0				0				9
Once a semester	0				50	--- (---)	--- (---)	--- (---)	33
Monthly	29	--- (---)	--- (---)	--- (---)	0				15
Weekly	71	284 (13.5)	284 (8.2)	264 (14.1)	25	--- (---)	--- (---)	--- (---)	36

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>During the past 12 months, my employers:</u>									
Encouraged me in my academic studies at school									
All Students									
Never	0				14	--- (---)	--- (---)	--- (---)	12
Once a year	0				0				13
Once a semester	29	--- (---)	--- (---)	--- (---)	43	--- (---)	--- (---)	--- (---)	22
Monthly	14	--- (---)	--- (---)	--- (---)	0				23
Weekly	57	--- (---)	--- (---)	--- (---)	43	--- (---)	--- (---)	--- (---)	31
CT Students									
Never	0				25	--- (---)	--- (---)	--- (---)	7
Once a year	0				0				18
Once a semester	29	--- (---)	--- (---)	--- (---)	50	--- (---)	--- (---)	--- (---)	22
Monthly	14	--- (---)	--- (---)	--- (---)	0				24
Weekly	57	--- (---)	--- (---)	--- (---)	25	--- (---)	--- (---)	--- (---)	29

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>During the past 12 months, my employers:</u>									
Encouraged me to develop good customer relations skills									
All Students									
Never	0				14	--- (---)	--- (---)	--- (---)	12
Once a year	0				0				4
Once a semester	0				43	--- (---)	--- (---)	--- (---)	17
Monthly	14	--- (---)	--- (---)	--- (---)	0				29
Weekly	86	280 (11.8)	285 (6.7)	269 (12.2)	43	--- (---)	--- (---)	--- (---)	38
CT Students									
Never	0				25	--- (---)	--- (---)	--- (---)	11
Once a year	0				0				4
Once a semester	0				50	--- (---)	--- (---)	--- (---)	20
Monthly	14	--- (---)	--- (---)	--- (---)	0				29
Weekly	86	280 (11.8)	285 (6.7)	269 (12.2)	25	--- (---)	--- (---)	--- (---)	36

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>During the past 12 months, my employers:</u>									
Encouraged me to develop good teamwork skills									
All Students									
Never	0				14	--- (---)	--- (---)	--- (---)	9
Once a year	0				0				8
Once a semester	14	--- (---)	--- (---)	--- (---)	43	--- (---)	--- (---)	--- (---)	19
Monthly	0				0				22
Weekly	86	280 (11.8)	285 (6.7)	269 (12.2)	43	--- (---)	--- (---)	--- (---)	42
CT Students									
Never	0				25	--- (---)	--- (---)	--- (---)	9
Once a year	0				0				11
Once a semester	14	--- (---)	--- (---)	--- (---)	50	--- (---)	--- (---)	--- (---)	22
Monthly	0				0				20
Weekly	86	280 (11.8)	285 (6.7)	269 (12.2)	25	--- (---)	--- (---)	--- (---)	38

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	%	2012 Site			%	2010 Site			2012 High-Scoring Sites in Your Category %
		Reading Mean	Mathematics Mean	Science Mean		Reading Mean	Mathematics Mean	Science Mean	
<u>During the past 12 months, my employers:</u>									
Showed me how to use communication skills (reading, writing, speaking) in job-related activities									
All Students									
Never	0				14	---	---	---	6
Once a year	0				0				9
Once a semester	14	---	---	---	43	---	---	---	21
Monthly	0				0				24
Weekly	86	280 (11.8)	285 (6.7)	269 (12.2)	43	---	---	---	40
CT Students									
Never	0				25	---	---	---	5
Once a year	0				0				7
Once a semester	14	---	---	---	50	---	---	---	24
Monthly	0				0				24
Weekly	86	280 (11.8)	285 (6.7)	269 (12.2)	25	---	---	---	40

Table 35 (continued)

School and Work Partnerships: Employer Involvement

The 2012 *High Schools That Work* Assessment

Report: 04018 - Springdale High School
 Your School Category: B
 Group: All Students

Reading Readiness Goal: 250
 Mathematics Readiness Goal: 257
 Science Readiness Goal: 258

	<u>%</u>	2012 Site			<u>%</u>	2010 Site			2012 High-Scoring Sites in Your Category <u>%</u>
		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>		<u>Reading Mean</u>	<u>Mathematics Mean</u>	<u>Science Mean</u>	
<u>During the past 12 months, my employers:</u>									
Showed me how to use mathematics in job-related activities									
All Students									
Never	14	--- (---)	--- (---)	--- (---)	0				17
Once a year	29	--- (---)	--- (---)	--- (---)	0				10
Once a semester	29	--- (---)	--- (---)	--- (---)	50	--- (---)	--- (---)	--- (---)	21
Monthly	0				17	--- (---)	--- (---)	--- (---)	22
Weekly	29	--- (---)	--- (---)	--- (---)	33	--- (---)	--- (---)	--- (---)	31
CT Students									
Never	14	--- (---)	--- (---)	--- (---)	0				16
Once a year	29	--- (---)	--- (---)	--- (---)	0				11
Once a semester	29	--- (---)	--- (---)	--- (---)	67	--- (---)	--- (---)	--- (---)	25
Monthly	0				33	--- (---)	--- (---)	--- (---)	18
Weekly	29	--- (---)	--- (---)	--- (---)	0				29

2012 *HSTW* Teacher Survey Results

This section of the assessment report provides information on teachers' views about improving student achievement, their expectations of students, the extent to which they use instructional practices that improve student achievement and school leaders' support for changing practices. This section is based on information collected from 26,080 teachers at 546 *HSTW* sites. At this site, **125** teachers participated in the survey, including **99** academic and **26** career/technical teachers. Among the responding teachers, **17** said they taught English/language arts, **16** said they taught mathematics, **9** taught life or physical science and **12** taught history or social studies.

The teacher survey results in the pages that follow are reported in sections based on themes from the *HSTW* framework for school improvement. In order to protect the anonymity of respondents, data will not appear in the subject-specific sections (those that report the responses of English/language arts, mathematics, science or career/technical teachers only) if **10 or fewer** teachers from your school completed the survey.

The table below summarizes the responses of teachers at your school to the survey items in each theme-based section. This summary feature is designed to illustrate the level of implementation and focus on each theme reported by teachers at your school as compared to all the other schools in the network. The implementation focus level is reported using a scale of one to four, with four being the highest level of implementation and one being the lowest. This rating was computed using the standards set by *HSTW* regarding the frequency at which each practice should occur or the desired level of agreement with a given statement. These are not quartile rankings. The implementation focus rating of "4" indicates a school is in the top 10 percent of schools in a given theme. A "3" indicates a school is in the 76-90 percent range of schools and a "2" indicates a school is in the 51-75 percent range of schools. A "1" indicates a school is in the bottom 50 percent of schools for level of implementation of the theme.

*Please note: Implementation focus is a school-level report feature. The following table will be blank in composite reports.

***HSTW* Implementation Focus Level Summary**

	Implementation Focus Level			
	1 Lowest	2	3	4 Highest
Having a Functional Mission		X		
Raising Expectations and Providing Extra Help		X		
Teaching Challenging Academic and Career/Technical Content:				
Teaching Challenging Mathematics Content	X			
Teaching Challenging Science Content	X			
Teaching Challenging English/Language Arts Content		X		
Teaching Challenging Career/Technical Content	X			
Using Assessment Techniques to Improve Learning	X			

	Implementation Focus Level			
	1 Lowest	2	3	4 Highest
Engaging High School Students in Learning:				
Improving Students' Literacy	X			
Guiding and Supporting Students			X	
Helping Students Make Successful Transitions:				
From High School to Further Learning		X		
Supporting Teachers in Continuous School Improvement			X	
Teachers' Perceptions on Continuous School Improvement			X	

I. HAVING A FUNCTIONAL MISSION

Every high school that has achieved and sustained meaningful student achievement gains has a significant number of teachers and leaders who agree that their mission is to prepare all students for postsecondary learning without remediation and for a good job. A school can reach consensus on such a mission when someone focuses the faculty and community on the mission, identifies the gap between where the school is and where it should be, and engages the faculty and community in looking at the actions and policies needed to close the gap.

Your Site	High-Scoring Sites ¹	All Sites ²	Teachers reported:
66%	55%	60%	Preparing almost all students with the academic knowledge and skills needed to be successful in postsecondary studies and/or careers is a very important goal .
67	58	62	Helping students master the content in English/language arts, mathematics and science courses needed to graduate from high school is a very important goal . ³
52	42	50	Helping students complete an educational and career plan for high school and beyond is a very important goal .
58	49	49	Developing students' abilities to solve problems and think critically is a very important goal .
60	37	48	They strongly agree that the goals and priorities for their school are clear.
32	15	25	They strongly agree that the surrounding community actively supports their school's instructional goals.

¹Data in the "High-Scoring Sites" column represent high-scoring sites in your category.

²Data in the "All Sites" column represent all sites that completed the 2012 *HSTW* Teacher Survey.

³This item was omitted from the calculation of the Implementation Focus Level table on page 183 and from the calculation of the following table.

What is the school's emphasis on the mission to prepare students for further learning?

	Your Site	High-Scoring Sites	All Sites
Intensive (4 to 5 indicators)	36%	22%	29%
Moderate (2 to 3 indicators)	40	34	33
Low (0 to 1 indicators)	23	44	36
Incomplete Data ¹	1	0	1

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers' responses indicate an intensive emphasis on the mission to prepare all students for further learning without remediation or for a good job after graduation, then greater effort must be made to build consensus for such a mission. To constantly convey the importance of the mission to the faculty and to actively engage the community in improving student achievement, school leaders can take the following actions:

- Compile and share information with teachers and parents about the percentage of graduates who enter college and must take remedial courses.
- Invite employers to discuss with teachers and parents the qualifications of high school graduates applying for jobs.
- Keep score on the percentage of students who take and successfully complete the *HSTW*-recommended academic core and either an academic or career concentration and share this information with the entire faculty.
- Interview graduates who work and who have entered postsecondary education about their high school experiences and what the school could have done differently to better prepare them for the future.
- Assign a team of teachers to interview faculty in postsecondary institutions about their expectations and challenges to teaching graduates from high school and share the information with the entire faculty, guidance counselors, students and parents.

II. RAISING EXPECTATIONS AND PROVIDING EXTRA HELP

Raising expectations involves giving students challenging assignments that have personal meaning to them and consistently pushing students to do high-quality work. Teachers should agree that all students must meet common, high standards regardless of their post-high school plans and that they must continually redo work until it meets those standards. Students have higher achievement when their teachers clearly indicate what they must do to earn an A or a B and require them to spend one or more hours on homework each day, read a great deal and meet high standards. Teachers should be readily available to provide extra help. School leaders and teachers must create a demanding environment that is supportive of students who have difficulty meeting higher standards. This sends the message to students that they matter and that what they do in school matters.

What is the school's emphasis on practices that establish a climate of high expectations and extra help to meet higher standards?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
52%	36%	41%	Strongly agree that the teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.
44	34	39	Strongly agree that their school has the same standards and expectations in English/language arts, mathematics and science classes for students planning to directly enter a four-year college, a two-year college or a career.
9	6	6	Strongly disagree that students' success or failure in school is largely due to factors beyond them.
5	6	5	Strongly disagree that students should be grouped for learning by skill or ability level.
39	45	41	Assign at least three writing assignments of at least one page to their students in a typical month.
29	33	35	Require students to read at least three books or their equivalent, other than the textbook, on average for each class they teach.
24	31	31	Assign more than one hour of homework per week, on average, in their courses.
59	58	52	Require students who are not performing at a C level or above to receive extra help at least once a week .

Improvement Actions

If less than 50 percent of teachers responded at the desired level for any item above, it is likely that the school is not sending a consistent message that all students must meet high expectations. Furthermore, if the percentages in this table show that less than half of your teachers are:

- requiring students to work hard to meet college-preparatory-level standards, ask a study team to make recommendations on how to:
 - ▲ get more students to complete, at a minimum, the *HSTW*-recommended curriculum;
 - ▲ eliminate different levels of the same course and teach all academic courses to college-preparatory standards;
 - ▲ provide course syllabi that contain guidelines for quality work and examples of work that meets high standards to students and parents;
 - ▲ have a monthly discussion with a random group of 10 to 12 students to get ideas on what they and the school need to do to get them to improve the quality of their work; and
 - ▲ have teachers meet monthly to review and discuss the quality of student work.
- strengthening students' literacy skills, adopt *HSTW* literacy goals and train teachers to implement them.
- expecting their students to do at least one hour of homework each week, then lead teachers to:
 - ▲ help all students understand that learning and achievement come from effort in class and doing quality homework outside of class; and
 - ▲ make homework more meaningful and hold students accountable for their work so that homework effectively expands learning.
- requiring low performers to receive extra help at least weekly, ask a study team to determine how to give extra help to all who need it.

Teachers and school leaders agree to:

- require students to redo work to meet college-preparatory standards developed for each course and to attend extra help sessions until standards are met.
- constantly remind students that achievement comes from effort in class and through doing meaningful homework outside of class.
- consider implementing a grading policy based on the "Power of I" concept of using a grade of "I" for "Incomplete" to encourage students to improve low marks. Teachers should agree on a common set of indicators for what comprises "A" or above-grade-level work, "B" or grade-level work and "C" or approaching-grade-level work. Students who fail to obtain a "C" or fail to complete assignments receive an "I" for "Incomplete" until they master the material and complete the assignments at least at the "C" level.

III. TEACHING CHALLENGING ACADEMIC AND CAREER/TECHNICAL CONTENT

Student achievement improves when teachers teach academic and/or technical content that challenges student interest and curiosity, when the content is rigorous enough to help students develop a sense of accomplishment and when they use assessment techniques that hold students accountable for learning. The fastest way to raise student achievement is to give all students access to college-preparatory content in mathematics, science and English/language arts and to get students in career/technical classes to complete assignments that require them to use high-level academic content. This requires that all teachers be committed to teaching all students to the same high academic standards.

A. Teaching Challenging Mathematics Content

Mathematics teachers improve achievement by getting students to understand and learn how to reason with mathematics.

To what extent do mathematics teachers use each of the following practices to get students to learn challenging mathematics content?

Your Site	High-Scoring Sites	All Sites	Mathematics teachers¹ reported that they:
38%	40%	41%	Require students to complete a written report on a mathematics project at least once a semester.
27	47	50	Require students to orally defend a process that they used to solve a mathematics problem at least weekly. ²
15	34	45	Require students to use a computer to complete mathematics assignments at least monthly.
77	74	71	Require students to use a graphing calculator to complete mathematics assignments at least monthly.
96	95	96	Require students to use mathematics to solve a real-world problem at least monthly.

¹The survey requested that respondents skip this series of questions if they did not teach mathematics.

²This item was omitted from the calculation of the Implementation Focus Level table on page 183 and from the calculation of the following table.

**To what extent do mathematics teachers use each of the following practices to get students to learn challenging mathematics content?
(continued)**

Your Site	High-Scoring Sites	All Sites	Mathematics teachers ¹ reported that they:
92%	84%	85%	Require students to work in groups to brainstorm how to solve a mathematics problem at least monthly .
41	53	56	Majored in mathematics or mathematics education. ³

¹The survey requested that respondents skip this series of questions if they did not teach mathematics.

³This item was omitted from the calculation of the Implementation Focus Level table on page 183.

Improvement Actions

The school probably has a teacher-centered, drill sheet approach to teaching mathematics if less than 50 percent of the school's mathematics teachers are using practices that require students to read, write and talk with each other about mathematics; using applied learning strategies that require students to use mathematics to solve real-world problems; and getting students to work together to solve challenging problems. To strengthen mathematics teaching, organize a study team composed of mathematics, science and career/technical teachers to take the following actions to increase mathematical understanding:

- Give students graded assignments that require them to read, write and talk with each other about mathematics.
- Give students contextual learning assignments based on real-world problems found in the community or work that requires them to use a computer or graphing calculator to solve.
- Have mathematics teachers collaborate with career/technical teachers to develop challenging joint mathematics assignments.
- Require students to work together to discuss how to solve challenging problems.
- Ensure all mathematics classes are taught by teachers who majored in mathematics.
- Teach mathematics content that enables students to meet readiness standards in mathematics.
- Assign students to a mathematics study team in which they work together to complete assignments. Students should be required to accept responsibility for helping each other master the material. Part of their grade should depend on everyone meeting the course standards.
- Require end-of-course exams in Algebra and geometry to measure students' grasp of concepts. Results should be used to improve the quality of instruction and learning.

B. Teaching Challenging Science Content

Review the following results to determine the extent to which science teachers engage students in reading, writing and talking about science; investigating science questions around real problems found in the work setting or community; using technology, computers or graphing calculators to complete assignments; and working together to complete group assignments.

To what extent do science teachers use the following practices to get students to learn challenging science content?

Your Site	High-Scoring Sites	All Sites	Science teachers ¹ reported that they:
65%	65%	66%	Require students to read science-related materials (besides textbooks) and demonstrate understanding of the content at least monthly .
35	49	61	Require students to use a computer to complete science assignments at least monthly .
59	50	52	Require students to complete a lab assignment using science to address a problem found in the community or in a work setting at least monthly .
35	50	50	Require students to use science equipment to do science activities in a science laboratory at least weekly .
65	68	66	Require students to complete a science research project that includes doing an experiment and preparing a written report of the results at least once a semester .

¹The survey requested that respondents skip this series of questions if they did not teach science.

**To what extent do science teachers use the following practices to get students to learn challenging science content?
(continued)**

Your Site	High-Scoring Sites	All Sites	Science teachers¹ reported that they:
59%	65%	72%	Require students to work with other students on a challenging science assignment at least monthly .
50	66	66	Majored in biology, physics, chemistry or science education. ²

¹The survey requested that respondents skip this series of questions if they did not teach science.

²This item was omitted from the calculation of the Implementation Focus Level table on page 183.

Improvement Actions

If less than 50 percent of the school's science teachers are using the practices listed above, the school has a textbook-based science curriculum. Organize a study team of science, mathematics and career/technical teachers to look at how to make science instruction more fully based in a real-world context by taking the following actions:

- Develop assignments that require students to read, write and talk with each other about interesting scientific topics that relate to what they are studying in science.
- Give students assignments that require them to address problems found in the community or workplace and to complete a major research project.
- Revise course syllabi to include challenging assignments that require students to use graphing calculators and computers; joint science assignments developed with career/technical teachers; and at least one graded lab assignment each week that includes a written summary.
- Give challenging science assignments at the Proficient or Advanced level that require students to work together.
- Ensure all science classes are taught by teachers who majored in science.
- Make all science courses inquiry-based.
- Assign students to a science study team in which they work together to complete assignments. Students should be required to accept responsibility for helping each other master the material. Part of their grade should depend on everyone meeting the course standards.
- Require end-of-course exams in ninth- and 10th-grade science to measure students' grasp of science concepts and processes. Results should be used to improve the quality of instruction and learning.

C. Teaching Challenging English/Language Arts Content

Review the following results to determine the extent to which English/language arts teachers at the school are using strategies that get students to read more; find their own voices in English/language arts by analyzing what they read; write their interpretations and complete a major research paper based on reading several sources; and read and write occasionally within the context of the real world.

To what extent do English/language arts teachers use each of the following practices to get students to learn challenging content?

Your Site	High-Scoring Sites	All Sites	English/language arts teachers ¹ reported that they:
57%	53%	47%	Require students to read an assigned book outside of class and demonstrate understanding of the significance of the main ideas at least monthly .
78	71	74	Require students to select entries from recommended reading lists for out-of-school reading at least once a year .
57	65	60	Require students to read several pieces on the same topic and discuss the different points of view at least monthly .
70	65	68	Require students to analyze works of literature in class at least weekly .
87	83	84	Require students to write a major research paper at least once a year .
17	10	15	Require students to write and prepare business or technical documents at least monthly .

¹The survey requested that respondents skip this series of questions if they did not teach English/language arts.

**To what extent do English/language arts teachers use each of the following practices to get students to learn challenging content?
(continued)**

Your Site	High-Scoring Sites	All Sites	English/language arts teachers ¹ reported that they:
64%	63%	64%	Majored in English, literature or English/language arts education. ²

¹The survey requested that respondents skip this series of questions if they did not teach English/language arts.

²This item was omitted from the calculation of the Implementation Focus Level table on page 183.

Improvement Actions

The school needs a study team if less than 50 percent of English/language arts teachers require students to:

- read eight to 10 books yearly;
- make choices about what they read and discover their own voices as a result of what they read through their written work and oral presentations;
- write a major research paper each year;
- use reading and writing for learning across the curriculum; and
- use reading and writing skills that will enable them to meet readiness standards in those areas required for taking postsecondary credit-bearing courses.

Actions the study team should consider include:

- Increase the amount of reading and writing that students do in all English/language arts classes to include reading eight to 10 books annually.
- Teach all English/language arts classes as if they are college-preparatory classes by asking all students to analyze, interpret and respond to what they read.
- Give assignments that engage students in reading and writing about topics that interest them and involving career/technical and other teachers in joint assignments.
- Ensure all English/language arts are classes taught by teachers who majored in English/language arts.
- Train all teachers to use reading- and writing-for-learning strategies.

D. Teaching Challenging Career/Technical Content

Review the following results to determine the extent to which career/technical teachers at the school give curriculum assignments that require students to use academic skills to meet national industry standards.

To what extent do career/technical teachers get students to meet industry and academic standards?

Your Site	High-Scoring Sites	All Sites	Career/technical teachers ¹ reported that they:
33%	46%	48%	Require students to use mathematics to complete assignments at least weekly .
37	42	47	Require students to read and interpret technical books and manuals in carrying out assignments at least weekly .
26	23	26	Require students to write and prepare business or technical documents and service reports at least weekly .
33	29	32	Hold students to academic content standards in writing assignments set by the English/language arts department at least weekly .
19	30	35	Require students to use scientific inquiry methods to solve problems related to their career/technical field of study or work setting at least weekly .
26	23	23	Require students to complete a joint mathematics assignment for them and a mathematics teacher, for which they received a grade in both classes at least once a semester .
26	20	21	Required students to complete a joint science assignment for them and a science teacher, for which they received a grade in both classes at least once a semester .
81	76	85	Require students to meet performance standards that relate to national industry standards developed by a national committee of teachers and employers at least once a year .

¹The survey requested that respondents skip this series of questions if they did not teach career/technical courses.

Improvement Actions

If less than 50 percent of the school's career/technical teachers require students to apply challenging technical, communications, mathematics and science skills related to their career/technical field to complete assignments, students are not being exposed to the depth of knowledge and skills they need to undertake further learning in their career/technical field. Ask career/technical teachers to work together to do the following:

- Require students to keep a folder or portfolio of a list of books and articles they have read and their writing samples; the problems they are solving that involve algebra, geometry or trigonometry; and samples of how they used their knowledge and skills in biology, chemistry or physics to complete various assignments.
- Require every student to complete a senior project that includes a research paper or career/technical project, a product or service, and an oral presentation.
- Require students to apply the academic skills they have learned in their career/technical field to complete assignments.
- Require students to pass a three-part final exam in their career area that includes a comprehensive written exam aligned with national certification standards that measure students' ability to read and interpret technical materials, apply major mathematics concepts to enter and advance in the field and understand major technical concepts; an oral exam; and an open-ended project.
- Continue or pursue professional development to strengthen their skills in assigning and evaluating assignments that require students to use challenging communications, mathematics and science skills in their technical area.
- Continue or pursue training and support to identify mathematics and literary skills embedded in career/technical projects and activities they assign to students. They should be able to develop lesson plans for teaching those skills. If possible, they should work with academic teachers on integrating these projects.
- Organize faculty study groups on community-based learning, interdisciplinary units, student-designed research, integration of academic and career studies, and more thoughtful questioning and discussion techniques.
- Use non-traditional models for staff development: videotape master teachers and discuss their strategies; use faculty meetings for teacher and student demonstrations; and develop assessment guidelines that involve students and incorporate samples of their work.

E. Using Assessment Techniques to Improve Learning

Teaching challenging content depends on teachers using assessment techniques that require students to demonstrate deep understanding of each content and/or career/technical area. This means grading students on how well they can collect, understand and synthesize information; explain orally and in writing what they have done; and discuss and defend their conclusions.

To what extent are teachers using assessment techniques to improve learning?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they use an assessment technique to determine how well students can:
61%	62%	63%	Solve problems and give a clear rationale for the method used to solve them at least monthly .
85	82	83	Collect, organize, synthesize and use information to complete a project at least once a semester .
66	65	67	Make a written report and explain verbally what they had done and why at least once a semester .
62	60	61	Demonstrate critical knowledge about technical and related academic competencies used to complete an assignment at least monthly .

What is the school's emphasis on using assessment techniques to improve learning?

	Your Site	High-Scoring Sites	All Sites
Intensive (4 indicators)	38%	38%	38%
Moderate (2 to 3 indicators)	42	40	41
Low (0 to 1 indicators)	18	20	18
Incomplete Data ¹	2	2	2

¹Teachers did not respond to one or more of the components of the index.

To what extent do career/technical teachers use assessment techniques that require students to demonstrate in writing that they understand the major concepts in their field?

Your Site	High-Scoring Sites	All Sites	Career/technical teachers ¹ reported they:
16%	23%	26%	Require students to take a test that is predominantly essay questions at least monthly .
68	81	81	Include teacher-made, open-ended tests in students' course grades.
76	69	63	Include an end-of-course exam in their content area that is used schoolwide in students' course grades.

¹The percentages reported in this table were calculated using only the responses of teachers who indicated that their primary responsibility was as a career/technical teacher.

Improvement Actions

If less than 50 percent of teachers' responses show an intensive emphasis on using the outlined assessment techniques, then much of the classroom assessment is designed to reinforce teaching at or below a Basic level. Actions the school can take to strengthen the use of assessment techniques to improve student learning including the following:

- Ask each department to compare current exams to NAEP standards for Basic, Proficient and Advanced levels of performance in the various content areas.
- Give exams that require students to think at a higher level; student achievement will not likely rise above what is required to pass an exam.
- Reach agreement on exam standards, explaining them to students and parents and helping them understand why students must be better prepared for further learning after high school.
- Ask English/language arts and mathematics teachers to work with community college instructors to determine readiness standards that students must meet to enroll directly into credit-bearing courses in college without having to take remedial courses.
- Have career/technical teachers assess students for mastery of literacy and mathematics content and skills that were embedded in the activities they completed.

IV. ENGAGING HIGH SCHOOL STUDENTS IN LEARNING

Effective teachers use strategies that motivate students to learn challenging content and advance their knowledge of the subject matter and skills that are essential in an information-based economy.

A. Improving Students' Literacy

Improving students' literacy is the responsibility of all teachers, not just English/language arts teachers. Teachers should use their knowledge of content and best teaching practices to give assignments that develop students' skills in reading to understand the main idea; designing a research experiment, implementing it and preparing a written report about it; summarizing what they learned orally and in writing; and using technology to collect information and communicate what they have learned.

To what extent do teachers use literacy strategies to advance students' academic and technical achievement?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
80%	80%	79%	Require students to read an assigned book or article and demonstrate understanding of the content at least once a semester.
50	55	55	Require students to design a research investigation, implement it and prepare a written report that summarizes and interprets their findings at least once a semester.
55	65	62	Require students to work on open-ended problems for which there is no immediately obvious method of solution at least monthly.
57	63	62	Require students to complete writing assignments typical of the type of writing associated with the subject (e.g., reports, technical manuals, descriptive writing, summaries) at least monthly.
77	77	76	Require students to stand before class to make an oral presentation on a project or assignment to meet specific requirements at least once a semester.
43	46	46	Require students to revise essays or written work several times to improve their quality at least monthly. ¹

¹This item was omitted from the calculation of the Implementation Focus Level table on page 183.

**To what extent do teachers use literacy strategies to advance students' academic and technical achievement?
(continued)**

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
41%	50%	47%	Require students to use a journal to write about things they learned at least monthly .
19	26	27	Require students to use word processing to complete an assignment or project weekly . ¹
64	73	78	Require students to complete computer-assisted research/assignments at least once a semester .

¹This item was omitted from the calculation of the Implementation Focus Level table on page 183.

What is the school's emphasis on improving students' literacy skills?

	Your Site	High-Scoring Sites	All Sites
Intensive (6 to 9 indicators)	38%	51%	50%
Moderate (3 to 5 indicators)	42	32	32
Low (0 to 2 indicators)	18	16	15
Incomplete Data ¹	2	1	2

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers' responses indicate an intensive emphasis on improving literacy in all courses, the school needs to reinforce and challenge students to demonstrate basic literacy skills by doing the following:

- Train all teachers to use reading and writing strategies for learning across the curriculum and having academic and technical teachers work together to develop assignments that require students to read and write in all courses.
- Hold students accountable for reading eight to 10 books across the curriculum each year and expanding the number to 25 to 30 books after two or three years.
- Require students to do a research paper for each grade level in all classes and developing grade-level scoring guides for them across the curriculum.
- Expect students to do short writing assignments weekly and to revise their work until it meets standards based on scoring guides developed by the English/language arts department.
- Identify specific reading standards and make all teachers responsible for giving assignments and assessments that determine if students have mastered those standards in the context of their discipline area.

V. GUIDING AND SUPPORTING STUDENTS

All students do better in school when they set a high school program of study -- including courses that prepare them for further learning -- by the end of ninth grade and have an adviser who meets with them individually to review or adjust their high school plans. Students and parents also need someone from the school to help them better understand the preparation needed for further learning.

To what extent are teachers involved in guiding and supporting students?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
84%	49%	54%	Are a part of a structured guidance/advisory program in their school.
93	56	58	Assist students and their parents in developing a plan of study for high school and beyond.
92	95	96	Meet with a core group of students whom they advise at least once a year.*
80	75	72	Inform parents and students about the students' readiness to do post-high school studies at least once a year.*
81	74	72	Work with parents and students on ways to address gaps in academic achievement at least once a year.*

* Teachers only responded to these items if they answered yes to a question asking if the teacher has a core group of students whom he or she advises.

Improvement Actions

If the school does not have a large guidance staff, and less than 50 percent of teachers are helping to focus students on the future, the school probably has many students who are not taking the courses necessary for further learning in a postsecondary or work setting. The school needs a special study team to devise a way to take the following actions to help students plan and complete a program of study that prepares them for further learning:

- Get all parents and their children to work one-on-one with a school representative to develop a plan of high school study by the end of grade nine and to review the plan annually.
- Determine the gaps between students' course-taking patterns and their goals beyond high school and share the information with each student and his/her parents. This should give students the reality checks they need to take courses consistent with their goals for further learning.
- Make parents partners in their student's education and create a structure for parent and educator collaboration.
- Plan a teacher/mentor system that includes staff and helps students and parents plan challenging programs of study.
- Schedule regular meetings for teachers/mentors and their students.
- Develop a focused program of study for each student for four years of high school and two years after high school and includes a challenging academic core and an academic or career concentration or a blend of the two.
- Encourage all students to take more mathematics and science courses.
- Provide information about further educational and employment opportunities and assist students in setting goals for beyond high school.

VI. HELPING STUDENTS MAKE SUCCESSFUL TRANSITIONS

Teachers and school leaders need to help students make a successful transition between the middle grades and high school and between high school and the workplace or further learning. This means getting students to take the right courses and giving them the extra help and guidance they need to make each transition a success.

A. Helping Students Make Successful Transitions from the Middle Grades to High School

As high schools raise their graduation requirements, helping students make a successful transition from the middle grades to high school is important if they are to graduate. The following indicators suggest whether or not the school has an effective system in place to help students make this transition successfully.

To what extent are teachers helping to improve students' transitions from the middle grades to high school?

Your Site	High-Scoring Sites	All Sites	Teachers reported:
67%	38%	43%	They meet with teachers from feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering their high school at least annually .
30	21	23	They are very familiar with the content and specific goals of the courses taught in the middle grades schools that send students to their high school.
0	1	4	81 percent or more of students enter ninth grade ready to do well in college-preparatory academic courses. ¹

¹The survey requested respondents skip this question if they did not teach ninth-grade courses.

Improvement Actions

The school has a problem it needs to address if less than 50 percent of teachers indicate an intensive emphasis on helping students make the transition from the middle grades to high school. School leaders should have a teacher study team consider the following actions:

- Help middle grades students, parents, teachers and school leaders understand the need to accelerate instruction for seventh- and eighth-grade students who are not prepared for high school level work in mathematics, English/language arts and reading. Require students who are not ready for high school at the end of eighth grade to attend a special summer program to strengthen their reading, writing, mathematics, computer and study skills before entering ninth grade.
- Increase the percentage of students completing pre-algebra and algebra by the end of grade eight and scoring at the proficient level on an end-of-course test.
- Have a high school representative meet with each entering ninth-grader and his/her parents to discuss the student's readiness to begin challenging high school studies and to present an extra-help plan for those students who are not prepared for college-preparatory mathematics and English/language arts.
- Provide more personalized instruction, guidance and extra-help services to ninth-graders to help them make the transition and select the best teachers to work with them.
- Use flexible scheduling to create "double doses" of English/language arts and mathematics or catch-up courses in those areas in ninth grade as ways to get many more students to complete college-preparatory English/language arts and college-preparatory Algebra I by the end of grade nine.
- Increase the likelihood that students in large schools will complete a challenging program of study that prepares them for further learning by examining the failure rates in college-preparatory courses. If failure rates are high, it would be appropriate for the school to create small learning communities in which groups of students, organized by grade level or career path, work with the same group of teachers throughout the day. Small learning communities can help improve achievement by making instruction more personalized and providing opportunities for teachers to mentor their students.
- Help ninth-grade students set an outcome goal beyond high school and define a program of study that will help them reach that goal.
- Enroll at-risk students in career/technical programs that will provide them with real-world context for their studies as a means of keeping them interested in and completing high school.

B. Helping Students Make Successful Transitions from High School to Further Learning

Many students leave high school and learn that they cannot pass employer exams for good jobs or that they must take remedial courses in college. Most high schools, however, do not talk with employers and postsecondary instructors to understand why their graduates are having such trouble and continue to allow their students to waste the senior year.

To what extent are teachers helping students make a successful transition from high school to further learning?

Your Site	High-Scoring Sites	All Sites	Teachers reported that they:
65%	48%	52%	Meet at least annually with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for graduating students. ²
7	10	14	Feel comfortable recommending 81 percent or more of their current seniors as highly competent to an employer in their area of specialization. ¹
93	84	86	Encourage all students to take a mathematics course during their senior year.
82	79	80	Encourage all students to take a science course during their senior year.

¹The survey requested that respondents skip this question if they did not teach 11th- or 12th-grade courses.

²The survey requested that respondents skip this question if they did not teach career/technical courses.

Improvement Actions

If less than 50 percent of teachers encourage students to take mathematics their senior year or meet with postsecondary instructors to learn how to reduce the numbers of students requiring remedial courses, the school will continue to produce graduates who are not prepared for further learning. If most career/technical teachers are not comfortable recommending at least 81 percent of their students to employers, they have a problem. To improve the transition from high school to further learning, teachers can take the following steps:

- Work regularly with the colleges that enroll the highest percentages of their students to find out what they expect students to know and be able to do, particularly in reading, English/language arts and mathematics. Revise the curriculums and requirements, particularly during the senior year, to address those points.
- Find out what the major employers who hire graduates expect students to know and be able to do in reading, English/language arts and mathematics to pass employer exams. Require students to use more communications and mathematics skills to complete career/technical assignments in and out of class.
- Appoint a counselor to lead senior year efforts.
- Administer college placement exams to juniors and enroll those who do not pass in well-developed catch-up mathematics or English/language arts classes as a way to get more seniors ready for college without having to take remedial coursework.
- Require all students to take three rigorous academic courses in the senior year, including a college-preparatory mathematics course.
- Enroll seniors not meeting college- and career-readiness standards in catch-up courses in English/language arts and mathematics designed to get them to standards. If seniors are not planning on further study after high school, enroll them in career/technical courses that lead to employer certification or provide an edge in the workplace.

VII. SUPPORTING TEACHERS IN CONTINUOUS SCHOOL IMPROVEMENT

To teach in ways that improve student achievement, teachers must regularly seek new ideas, evaluate what they do and revise their lesson plans to get more students to meet challenging standards. Professional development helps academic and career/technical teachers learn and master new research-based instructional practices, reflect on what they have learned and share responsibility in applying new knowledge as they plan joint assignments that require students to use academic content and skills to complete real-world, hands-on projects. Professional development should provide follow-up activities to help teachers fine-tune the new practices.

To what extent are teachers supported in school improvement?

Your Site	High-Scoring Sites	All Sites	Teachers reported:
29%	20%	24%	Their staff development experiences have resulted in holding their students to the current national standards developed by teachers in their field. ¹
21	17	18	Staff development programs are sustained over time, with ample follow-up activities that include an expert observing their teaching and giving them ideas for refining instruction to get higher achievement from their students.
47	35	36	They are expected to reflect on what they learn in staff development programs and apply it in the classroom.
18	14	18	There are incentives that encourage them to participate in staff development.
68	45	47	They strongly agree that teachers in their school are continually learning and seeking new ideas on how to improve student achievement.
58	32	42	They strongly agree that teachers and school administrators work as a team to improve student achievement in their school.
53	41	43	They strongly agree that teachers use data continuously to evaluate the school's academic and technical programs and activities.

¹For the first four items in the table, responses of "a great deal" are reported.

**To what extent are teachers supported in school improvement?
(continued)**

Your Site	High-Scoring Sites	All Sites	Teachers reported:
49%	49%	43%	They meet as a member of a team of academic and career/technical teachers to plan joint instructional activities and to take collective responsibility for student learning at least monthly .
35	39	31	They meet with a group of teachers to examine students' work to determine if it meets state or national standards in their content area at least monthly .
58	53	48	They strongly agree that they are encouraged to revise their lesson plans to teach more rigorous content to all students.

What is the school's emphasis on supporting teachers in continuous improvement?

	Your Site	High-Scoring Sites	All Sites
Intensive (6 to 10 indicators)	32%	21%	23%
Moderate (3 to 5 indicators)	37	35	31
Low (0 to 2 indicators)	27	41	42
Incomplete Data ¹	4	3	3

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of the responses indicate an intensive emphasis on supporting teachers in continuous school improvement, it is likely that the current professional development programs are not helping teachers determine how to change instruction, expectations of students and evaluation of student work to improve student achievement. School and district leaders may need to determine if their professional development system is designed to close the gaps in student achievement. The following steps will help teachers focus on continuous improvement:

- Organize teacher study teams to review the results of the *HSTW* Assessment, teacher survey, and graduate follow-up study; state assessment and other external exams; technical assistance visits; and other school-based data (i.e., SAT, AP and other test scores; graduation rate; remediation rate of graduates entering postsecondary studies).
 - ▲ Identify areas where gains have been made and identify key practices that have led to those changes. Develop and implement a strategy for continued progress in these areas.
 - ▲ Identify areas where improvement is needed. Select the areas where a clear and doable strategy can be implemented. Focus on these areas to bring about real change. Develop an action plan that begins implementation immediately.
- Disaggregate the data to determine the major gaps in student achievement, such as the gap in reading achievement between male and female students, between African-American and white students, and between students in the various career/technical areas.
 - ▲ Identify strategies that can minimize and eventually eliminate the achievement gap. Not only should higher-level college-preparatory and AP courses be open to all students, but lower-achieving groups should be prepared to succeed in these courses and encouraged to enroll in more challenging courses.
- Have teachers modify their instruction by regularly assessing student learning, using the results to revise instruction and extra help programs for students, implementing the revisions and continuing the process until students meet standards.
- Determine the reasons why students are unsuccessful in courses with the highest failure rates and which groups of students are struggling the most and use double-dosing to provide more intensive instruction to students who need it.
- Provide staff development aligned to the school's improvement plan. As part of this development, there should be a plan to implement learned strategies in the classroom, to assist teachers in implementation of strategies, and to allow teachers to work together.

VIII. TEACHERS' PERCEPTIONS ON CONTINUOUS SCHOOL IMPROVEMENT

Providing staff development opportunities for teachers helps them to learn and master new research-based instructional practices, reflect on what they have learned and share responsibility in applying new knowledge as they plan meaningful assignments. In addition to the importance of staff development, teachers must also perceive that their school is engaging in continuous improvement. It is their belief in these school improvement methods that will make school improvement efforts successful.

Your Site	High-Scoring Sites	All Sites	Teachers reported:
60%	37%	48%	They strongly agree that the goals and priorities for their school are clear.
52	36	41	They strongly agree teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.
75	50	48	The principal stresses monthly that they should teach all students to the same high standards.
68	45	47	They strongly agree that teachers in their school are continually learning and seeking new ideas on how to improve students achievement.
58	32	42	They strongly agree that teachers and school administrators work as a team to improve student achievement in their school.
53	41	43	They strongly agree that teachers in their school use data continuously to evaluate the school's academic and technical programs and activities.

What is the school's emphasis on teachers' perception on continuous improvement?

	Your Site	High-Scoring Sites	All Sites
Intensive (4 to 6 indicators)	54%	31%	37%
Moderate (2 to 3 indicators)	23	25	24
Low (0 to 1 indicators)	19	42	37
Incomplete Data ¹	4	2	3

¹Teachers did not respond to one or more of the components of the index.

Improvement Actions

If less than 50 percent of teachers responded at the desired level for any item above, it is likely that teachers are not getting a consistent message of continuous school improvement. School leaders can take the following actions:

- Make professional development an ongoing process related to school improvement goals, rather than a series of fragmented events.
- Maximize the impact of professional development by doing the following:
 - ▲ Prepare teachers in advance by explaining how the event can help improve student learning and achievement, having all participants read about and discuss the topics prior to the event and explaining that they will become in-house experts, some of whom will have "demonstration classrooms" to teach others sound classroom management and instructional methods.
 - ▲ Set the stage for follow-up activities by requiring participants to develop an action plan for what they will do differently at school before leaving any event.
 - ▲ Support teachers by providing time to reflect on and practice newly learned concepts; having workshop coaches visit classrooms to model new strategies; and using a structured system of observation, collaboration and evaluation to ensure that substantial changes are taking place.
- Identify and provide the kind of professional support that will improve teaching skills and content knowledge.
- Constantly review what is taught, how it is taught, and how the school and community are working together for improvement.
- Thoroughly understand quality instruction and what conditions foster teaching and learning.
- Use data to initiate change, improve student achievement and keep everyone well-informed of progress made and challenges ahead.
- Create a shared leadership approach with a team of teacher leaders to improve curriculum and instruction.
- Visit classrooms frequently to identify outstanding practices for sharing with all staff and to identify ways to improve individual teacher instruction that will result in improved student achievement.

- Design a professional development plan that provides ongoing, in-depth opportunities to learn and systematic follow-up for classroom applications.
- Actively participate in professional development with teachers and create a risk-free environment that encourages teachers to work together and to do what is necessary to improve curricula and instruction.
- Create a flexible time and an organization that encourages teachers to face difficult issues, share instructional practices and content knowledge, and agree on solutions that address student needs.

APPENDIX

THE HIGH SCHOOL ASSESSMENT

The goal of the student assessment component of *High Schools That Work* is to establish benchmarks and to measure the progress that sites have made to improve the performance of their students. This assessment tested approximately 40,461 students in the subjects of reading, mathematics and science during February 2012. The students were enrolled in approximately 718 schools in 33 states. Many schools participated in the *HSTW* Assessment for the first time in 2012. Participating schools selected one of several sampling options for either CT students or all seniors.

The assessment contained a student survey that included student background and demographic questions, a course experience survey using transcript information and questions about student perceptions of school and classroom practices, expectations, experience in the workplace and post-graduation plans. This information enables teams of teachers, counselors and administrators at each site to link student achievement to school and classroom practices.

DESIGN OF THE ASSESSMENT

The Reading Test

The reading framework describes the text types and cognitive skills that form the basis of the assessment.

Text Types

- Informational
- Literary Nonfiction

Informational Texts, specifically exposition, argumentation, and persuasive text, commonly exhibit the following distinct structural features:

- Description - A descriptive text structure presents a topic with attributes, specifics, or setting information that describes that topic.
- Sequence - Ideas are grouped on the basis of order or time.
- Causation - The text presents causal or cause and effect relationships between the ideas presented.
- Problem/Solution - The main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem or a question and an answer that responds to the question.

- Comparison - Ideas are related to one another on the basis of similarities and differences. The text presents ideas that are organized to compare, to contrast, or to provide an alternative perspective.

Expository text, argumentation, and persuasive text often contain pictures, charts, tables, and other graphic elements that augment text and contribute to its meaning. Ancillary aids such as headings, bolded text, or bulleted lists emphasize specific components of the text to reinforce authors' messages.

Literary nonfiction texts such as biographies, essays, and speeches employ distinct, varied structural patterns and literary features to reflect their purpose and audience. These works may not only present information and ideas but also employ distinctly literary elements and devices to communicate their message and to make their content more accessible to readers. These texts usually follow a structure that in many ways mirrors the story structure of fictional works and they may employ literary devices, but they also present information. Readers approach texts of this type not only to gain enjoyment and information but also to learn and to appreciate the specific craft behind authors' choices of words, phrases and structural elements.

Item Type

The term *item type* refers to the mental processes or kinds of thinking that underlie reading comprehension. Test questions are aligned to three cognitive skills which are applicable to both informational and literary nonfiction texts:

- Locate/recall
- Integrate/interpret includes Vocabulary
- Critique/evaluate

Locate and recall questions require students to identify clearly stated main ideas or supporting details or find essential elements of a story, such as characters, time, or setting. Their process in answering these questions often involves matching information given in the item to either literal or synonymous information in the text before they can then use the textual information to develop a response.

Integrate and interpret questions require students to move beyond the discrete information, ideas, details, and themes, presented in text and extend their initial impressions by processing information logically and completely. When readers engage in the process of integrating and interpreting, they make comparisons and contrasts of information or

character actions, examine relations across aspects of text, or consider alternatives to what is presented in text.

Vocabulary questions, a subset of integrate and interpret questions, are designed to measure whether students know and understand the meanings of the words that writers use to convey new information or meaning, not to measure readers ability to learn new terms or words. Students are not asked to draw on their prior knowledge by providing a written definition of each word on a list or in a set of words. The target words in each vocabulary question represents the vocabulary of mature language users and characterize written rather than oral language.

Critique and evaluate questions require students to stand back from what they read and view the text objectively. The focus remains on the text itself, but the readers purpose is to consider the text critically by assessing the text from numerous perspectives and synthesizing what is read with other texts and other experiences. Items may ask students to evaluate the quality of the text as a whole, to determine what is most significant in a passage, or to judge the effectiveness of specific textual features to accomplish the purpose of the text (e.g., the effectiveness of details selected to support a persuasive argument).

The Mathematics Test

The framework is based on assessing students' understanding of mathematics at grade 12 using two primary dimensions - the content of mathematics and mathematical complexity. The mathematical content dimension is comprised of four content areas. The content areas assessed are Number Properties and Operations; Measurement and Geometry; Data Analysis, Statistics and Probability; and Algebra.

Content Areas

Number Properties and Operations focuses on student understanding of numbers (whole numbers, fractions, decimals, integers) and their applications. Understanding numerical relationships as expressed in ratios, proportions and percents is included here.

Measurement and Geometry focuses on student ability to describe real-world objects using numbers. Students are asked to identify attributes, select appropriate units, apply measurement concepts and communicate measurement-related ideas to others. Questions require an ability to read instruments using metric, customary or nonstandard units, with an emphasis on precision and accuracy. This area also focuses on students' knowledge of geometric figures and relationships and on their skills in working with this know-

ledge. It also focuses on the use of precise geometric terms and understanding how to prove statements deductively.

Data Analysis, Statistics and Probability focuses on data representation and analysis across all disciplines and reflects the importance and prevalence of these activities in our society. Questions emphasize appropriate methods for gathering data, the visual exploration of data and the development and evaluation of arguments based on data analysis.

Algebra focuses on topics that are based on content covered by two full years of high school algebra. In addition to questions about linear functions, questions about nonlinear functions such as quadratic, proportional, exponential, and trigonometric may be presented in problem situations. This area also focuses on translating verbal descriptions of problem situations into symbolic form. Expressions involving several variables, systems of linear equations and solving inequalities are also part of this content area

Complexity

In addition to assessing students' understanding of mathematical content, the questions also assess the level (high, moderate, low) at which students can solve mathematics problems.

High questions make heavy demands on students, who are expected to use reasoning, planning, analysis and judgment. Students may be expected to justify mathematical statements or develop a mathematical argument.

Moderate questions are those in which students might be asked to interpret a representation or to bring multiple ideas together. In addition, they might be asked to show or explain their work.

Low questions expect students to recall or recognize concepts or procedures. These questions typically specify what the student is to do, which is often to carry out a procedure that can be performed mechanically.

The Science Test

The science framework describes the science content and the science practices that form the basis for the assessment.

The science content for the assessment is defined by a series of statements that describes key facts, concepts, principles, laws, and theories in three broad areas:

- Physical Science
- Life Science
- Earth and Space Science

Physical Science deals with matter, energy and motion. The topic, matter, is divided into two subtopics: properties of matter and changes in matter. Conservation of mass, the particulate model of matter, and the Periodic Table of the Elements are the conceptual glue tying together these two subtopics and their related principles. The topic, energy, is divided into two subtopics, one addressing the forms of energy and the other energy transfer and conservation. The topic, motion, is divided into two subtopics. The first addresses motion at the macroscopic level, and the second addresses the forces that affect motion.

Life Science deals with structures and functions of living systems and changes in living systems. Structures and functions of living systems comprise the ways that living systems are organized and how living systems carry out their life functions. Changes in living systems comprises how organisms reproduce, how they pass genetic information to their offspring, and how genetic information can change as it passes from one generation to the next.

Earth and Space Science deals with Earth in space and time, Earth structures, and Earth systems. Earth in space and time focuses on objects in the universe and the history of Earth. Content statements related to Earth structures fall into two subtopics: properties of Earth mate-

rials and tectonics. Earth systems is organized according to three subtopics: energy in Earth systems, climate and weather, and biogeochemical cycles.

Science Practices

The second dimension of the framework is defined by four science practices:

- Identifying Science Principles
- Using Science Principles
- Using Scientific Inquiry
- Using Technological Design

These practices are not distinct and some overlap can be expected. They can also

be combined with any science content statement to generate student performance expectations, and assessment items can then be developed based on these performance expectations. The cognitive demands placed on students as they engage in assessment tasks are also described.

2012 ASSESSMENT CONTENT
(Target percentages by category as specified in Assessment Frameworks)

READING		MATHEMATICS		SCIENCE	
<u>Text Type</u>		<u>Content Areas</u>		<u>Content Areas</u>	
Informational	80%	Number Properties and Operations	11%	Life Sciences	43%
Literary Nonfiction	20%	Measurement and Geometry	29%	Physical Sciences	42%
<u>Item Type</u>		Data Analysis, Statistics and Probability	24%	Earth and Space Science	15%
Locate/Recall	17%	Algebra	36%	<u>Science Practices</u>	
Integrate/Interpret includes Vocabulary	54%	<u>Complexity</u>		Identifying Science Principles	28%
Critique/Evaluate	28%	Low	51%	Using Science Principles	40%
		Moderate	44%	Using Scientific Inquiry	11%
		High	5%	Using Technological Design	21%

Note: Beginning in 2012, the *HSTW* Assessment subject tests are comprised of only multiple-choice questions. When comparing 2010 and 2012 data, please note that the 2010 subject tests included a small percentage of open-ended questions as well as multiple-choice questions. After recalculating 2010 data without constructed-response scores, we found that the network-level data showed little statistical change when data for constructed-response questions were removed. Sites with small sample sizes, however, should take caution when comparing 2010 and 2012 data.

ADMINISTRATION OF THE ASSESSMENT

The assessment administration was conducted by school personnel. The data were analyzed and reported by ETS.

SCORING OF THE ASSESSMENT

The questions for each subject test were analyzed to confirm that they performed as expected. Questions that failed to meet ETS standards of quality were deleted from the assessment scoring. Test questions are also subject to a second procedure, known as Differential Item Functioning (DIF). In this procedure, ETS analyzes the performance of test questions after they have been administered to determine whether examinees of similar ability in different gender or ethnic groups are performing differentially. DIF helps ETS evaluate whether certain information (for instance, the context in which a test question is posed) may be interfering with the original intent of the test question in a way that differentially favors or disfavors different groups. Items that appear by ETS standards to systematically discriminate negatively against these groups were similarly dropped from scoring.

FINDING SIGNIFICANT DIFFERENCES

While the comparative network data represent large numbers of students, the data presented for a school are based on a relatively small number of students. Therefore, caution must be exercised when interpreting the results. New subject tests were administered for the first time in 2008. While it is appropriate to compare 2012 test scores to 2010 test scores, it is not appropriate to compare 2008 and 2012 test scores to test scores from years prior to 2008.

Statistical tests can suggest whether the data drawn from the student sample are strong enough to believe that meaningful mean score differences are present for different groups. The reader is cautioned to rely on the results of the statistical tests rather than on the apparent magnitude of the difference between sample means when determining whether the sample differences are likely to represent actual differences in the sample groups.

To determine whether a real difference is likely between the average scaled score for two groups, one needs to obtain an estimate of the degree of uncertainty associated with the difference between the mean scores for those groups. This estimate of uncertainty is called the Standard Error of the Difference (SED). The larger the uncertainty suggested by the SED, the less confident one should be in the difference.

a. To determine the SED:

Take the square of each group's standard error, sum the squared standard errors, and take the square root of that sum.

$$SED = \sqrt{(SE_A^2 + SE_B^2)}$$

SE_A and SE_B are measures of uncertainty for the individual means just as SED is a measure of uncertainty of their difference.

The SED is used to create a confidence interval. A confidence interval provides a range of scaled score differences in which the "true" difference most likely occurs.

b. To determine the confidence interval:

The difference between the means of the two groups plus or minus two standard errors of the difference represents an approximate 95 percent confidence interval, that is, 95 times out of 100, the true score is within this interval.

$$\text{MeanA} - \text{MeanB} \pm 2(\text{SED})$$

For example, if the range of differences (or confidence interval) is between 3 and 5 with numbers greater than zero meaning that group A is earning higher scores than group B, we are fairly certain that the true difference is greater than zero. If our range of differences is between -3 and -5 with numbers less than zero meaning that group A is earning lower scores than group B, we are fairly certain that the true difference is less than zero. As long as the confidence interval does not contain

zero, we say that the difference between the two groups is statistically "significant." This means we are fairly sure that the mean scores are different. How sure? Well, if we say that the real difference is within the confidence interval 95 percent of the time, 5 percent of the time it won't be and we will have claimed a difference that was not there. It is sometimes said that the difference is at the .05 or 5 percent level meaning that we will be wrong 5 percent of the time.

On the other hand, if the interval contains zero, we say the difference is not significant. That is because the difference could be zero which would mean that the groups being tested are really the same; however, being not statistically significant doesn't necessarily mean the difference is zero. It just means that the evidence is not good enough to say there is a difference.

As an example of comparing groups, consider the problem of determining whether the mean reading scale score of group A is higher than of group B. Suppose that the reading mean scores and standard error were as follows:

Group	Mean Reading Score
A	218 (0.9)
B	216 (1.1)

Compute the Standard Error of the Difference

$$SED = \sqrt{(0.9)^2 + (1.1)^2} = 1.4$$

Determine the confidence interval

$$(218-216) \pm 2(1.4) = 2 \pm 2.8 = (-0.8, 4.8)$$

The value zero is within the confidence interval; therefore, there is insufficient evidence to claim that group A outperformed group B.

Be aware that if the groups are extremely different in size or in variability of scores, the interval might be very large or small. We recommend that you view such intervals cautiously.

One final note of caution concerns deciding what a significant difference means. Finding a difference only suggests that the means are unlikely to be the same. The test cannot tell you why the difference exists. Differences between groups of students exposed to varying educational curricula or practices could exist for many reasons. All reasons should be considered carefully. The more important part of your investigation may well be in your ability to eliminate alternative possibilities.

The statistical test also cannot tell you whether the difference is practically meaningful. Means based on many students can result in small differences that are statistically significant. These differences may or may not be large enough to warrant changes in practice.

HSTW-Recommended Curriculum:

- Four college-preparatory English courses that emphasize reading, writing and presentation skills.
- Four college-preparatory mathematics courses, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement Mathematics.
- Three science courses, with two in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics.
- Three college-preparatory social studies courses.
- Four courses above the academic core in either a career/technical, an academic or a blended academic and career/technical concentration or a concentration in mathematics/science or the humanities.

College-Preparatory English -- To determine if English courses described as "general," "regular," "tech-prep," or "standard" met the *HSTW* definition for college-preparatory English, an additional analysis was conducted to find out if the student had all of the following experiences: completed at least one major research paper each year; read at least one assigned book each month; and completed at least one short writing assignment each month.

College-Preparatory Mathematics -- The sequence of mathematics courses was examined to determine if courses such as elementary algebra, algebra taken before ninth grade or applied mathematics would count for college-preparatory credit. These courses only counted for college-preparatory credit when taken in combination with a higher-level mathematics course such as Algebra II, geometry, trigonometry, pre-calculus, calculus or another higher-level mathematics course.

College-Preparatory Science -- To determine if science courses described as "general" or "regular" met the *HSTW* definition for college-

preparatory science, an additional analysis was conducted to find out if the student had all of the following experiences at least once a month: used science equipment to do science activities in a classroom or laboratory; read an assigned book (other than a textbook) or article dealing with science; completed a laboratory assignment in which science is used to address a problem found in the community; and prepared a written report of the results of research projects.

PERFORMANCE LEVELS

The *HSTW* Assessment tests a wide range of student knowledge and skills in reading, mathematics and science - from very little understanding on the part of the student to an advanced level of understanding. To help school leaders and staff see how their students' scores are distributed along that wide range, this report shows the percentage of students whose scores reach each of three levels of performance - Basic, Proficient and Advanced. Students with scores that reflect less than basic knowledge and skills in an area have scores that occur below the Basic level of performance. Table 3 in this report shows the distribution of your students' scores across the various levels of performance in reading, mathematics and science.

This information is important because it gives school leaders a sense of the percentage of their students who have demonstrated that they have some of the essential skills needed to undertake further learning in a postsecondary or work setting. Students who score at least at the Basic level and above in reading, mathematics and science are more likely to be prepared for further learning than are students who do not. All high school sites involved in one of SREB's school improvement initiatives should aim to get at least 85 percent of their students to score at least at the Basic level in all three areas. Of the students who participated in the 2012 *HSTW* Assessment, 56 percent scored at or above that level in reading, 57 percent scored at or above that level in mathematics and 55 percent scored at or above that level in science. All high schools should aim toward increasing the percentages of their students to score at the Proficient level in all three areas.

To support teachers in using assignments that cause more students to score at the Proficient level or above in reading, mathematics or science, SREB convened panels of curriculum experts -- teachers, test developers and curriculum specialists -- in reading, mathematics and science to review the assessment items and determine the level of knowledge and skills that each item requires students to demonstrate. What follows is a description of the minimum knowledge and skills that students demonstrate at each performance level.

General Performance Level Descriptors

Reading

Basic (250-271): Students performing at the Basic level are able to enter postsecondary studies without needing additional preparation and/or are able to pass the reading portion of most employer exams for entry-level jobs. They demonstrate understanding of grade-level texts by being able to identify relevant information, identify purpose, differentiate between fact and opinion, and connect ideas across a text to make inferences. They recognize how interpretations can be sustained or refuted on the basis of examples and specific information presented in a text. They recognize the appropriate meaning of words and phrases within the context of a passage. They demonstrate understanding of the way organizational patterns, language and graphical features are used to present information.

Proficient (272-301): Students performing at the Proficient level are able to enter reading-intensive postsecondary studies and/or are able to pass the reading portion of most employer exams for specialized jobs. They demonstrate in-depth understanding of grade-level texts by being able to infer main ideas, compare and contrast information in different parts of a text, provide overall interpretations of a text's meaning, and extend ideas presented in the text. They recognize connections between ideas within a text, between ideas across different texts, and between texts and real-life experiences. They make inferences and represent, recognize or determine central themes and ideas based on an under-

standing of how organizational patterns, language and graphical features are used.

Advanced (302-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring intensive reading and comprehension of complex materials and/or are able to pass the reading portion of most employer exams for specialized career paths. They are able to integrate ideas in a text, explain causal relationships, and evaluate information and organizational features. They use context to determine the most appropriate meaning of words, phrases and technical language. They analyze abstract text ideas to provide specific and extensive support for generalizations, evaluations and interpretations of the text. They analyze how authors develop themes and central ideas.

Mathematics

Basic (257-291): Students performing at the Basic level are able to enter non-mathematics-intensive postsecondary studies without needing additional preparation and/or are able to pass the mathematics portion of most employer exams for entry-level jobs. They have factual and conceptual mathematical knowledge and are able to solve problems that require direct application of learned concepts and procedures. They can perform procedures and computations involving the real number system, algebra, descriptive statistics, and probability. They can recall and use basic geometric properties and measurement conventions.

Proficient (292-318): Students performing at the Proficient level are able to enter mathematics-intensive postsecondary studies and/or are able to pass the mathematics portion of most employer exams for specialized jobs. They are able to use multiple mathematical ideas or strategies and apply, integrate and connect skills across the various strands of mathematics. They demonstrate an understanding of complex mathematical concepts. They are able to use analysis techniques and critical thinking to solve mathematical problems.

Advanced (319-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring significant applications of mathematical concepts and principles and/or are able to pass the mathematics portion of most employer exams for specialized career paths. They demonstrate a strong conceptual understanding of numbers and algebra. They are able to apply algebra, geometry and advanced mathematics skills to such tasks as formulating mathematical models, providing mathematical justifications, analyzing similarities and differences, producing deductive arguments and performing multiple-step procedures having multiple decision points. These students have the knowledge and skills necessary to make important connections across mathematical strands and between mathematics and other content applications in problem-solving and prediction-formulation.

Science

Basic (258-285): Students performing at the Basic level are able to enter non-science-intensive postsecondary studies without needing additional preparation and/or are able to pass the science portion of most employer exams for entry-level jobs. They demonstrate a fundamental understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They understand factual and conceptual scientific knowledge; recognize processes of the scientific method, demonstrate use of the method and/or explain how this method

is used in problem solving; collect and organize data; and read and interpret graphs, diagrams and maps.

Proficient (286-310): Students performing at the Proficient level are able to enter science-intensive postsecondary studies and/or are able to pass the science portion of most employer exams for specialized jobs. They demonstrate understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They apply their knowledge of the scientific method to new situations and can design and evaluate scientific investigations. They can analyze data and create graphs, diagrams and tables.

Advanced (311-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring understanding of complex concepts and processes and/or are able to pass the science portion of most employer exams for specialized career paths. They demonstrate an advanced understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They have the ability to use their knowledge in complex practical situations. They use the scientific method to design and conduct multiple-variable investigations. They can apply statistics to analyze and interpret data and represent these data in multiple ways.

RESULTS FINDER
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QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
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Took a mathematics course during my senior year	92	Took a science course during my senior year	103	CAREER/TECHNICAL CURRICULUM AND ENGAGING STUDENTS IN LEARNING	
Number of full-year mathematics courses taken in grades 9 through 12	92	Number of full-year science courses taken in grades 9 through 12	103	Reading: Performance by type of program	110
Mathematics teachers have shown how mathematics concepts are used to solve problems in real-life situations	93	Science teachers have shown how scientific concepts are used to solve problems in real-life situations	104	Mathematics: Performance by type of program	111
Solved mathematics problems with more than one possible answer	93	Completed short writing assignments of one to three pages for which I received a grade in science classes	104	Science: Performance by type of program	112
Solved mathematics problems other than those found in the textbook	93	Read an assigned article or book (other than a textbook) dealing with science	104	Where career/technical courses were taken	113
Were assigned word problems in mathematics	94	Used science equipment to do science activities in a classroom or laboratory	105	Number of courses taken in career/technical areas in grades 9 through 12	114
Used a graphing calculator to complete mathematics assignments	94	Used computers or technology to do science activities	105	How often career/technical teachers stressed the following subjects and skills	115
Worked in a group to brainstorm how to solve a mathematics problem	94	Used graphs, charts and diagrams to interpret and explain scientific phenomena	105		
Received computer-assisted instruction in math that was connected to what I was learning in my math class	95				

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
Read and interpreted technical books and manuals to complete assignments	116	RAISING EXPECTATIONS AND STUDENT ACHIEVEMENT		Had to develop and analyze tables, charts and graphs in my school work	131
Read a career-related article and demonstrated understanding of the content	116	Teachers know their subject and made it interesting and useful	122	Have used word-processing software to complete an assignment or project	132
Had challenging assignments	116	Teachers have set high standards for me and are willing to help me meet them	122	Completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others	132
Completed a project that first required some research and a written plan before completing the task	117	Teachers have clearly indicated the amount and quality of work that are necessary to earn a grade of A or B at the beginning of a project or unit	123	Hours spent on homework each day	133
Used computer skills to complete an assignment or project	117	Teachers care about me enough that they will not let me get by without doing the work	124	Arrived to class on time	134
Used database or spreadsheet software to complete an assignment or project	117	Most of my teachers have encouraged me to do well in school	124	Knew when projects were due	134
Used computer software or other technology related to my career/technical area to complete assignments	118	My courses have been exciting and challenging	125	Actively managed my time in order to complete assignments	135
Used mathematics to complete challenging assignments	118	Tried to do my best work in school	125	Used a daily planner or agenda book	135
Made journal or lab manual entries that recorded my class work	118	Worked hard to meet high standards on assignments	126	Outlined and took notes from the textbook	136
Completed short writing assignments of one to three pages for which I received a grade	119	Failed to complete or turn in my assignments	126	Kept my notes and handouts for each class separate	136
Discussed or debated topics with other students about what I have read	119	I believe that with hard work, I can understand the material being taught in my classes	127	AVAILABILITY OF EXTRA HELP FOR STUDENTS	
Had an expert outside the school evaluate my work, products, projects or accomplishments	119	The grades that I receive are the result of the amount of effort that I put forth in my classes	127	Teachers have encouraged students to help each other and to learn from each other	138
Took a performance test containing industry standards I had to meet to pass the test	120	Used knowledge and skills from different courses	128	Have been able to get extra help from my teachers when I needed it without much difficulty	138
Hours spent on homework assigned by career/technical teachers each day	120	Used computer skills or programs	129	Teachers were available before, during or after school to help with my studies	139
		Used the internet to retrieve information for a project or report	130		
		Were part of a team or small group in class	130		
		Were able to choose topics for research or project work	131		

QUESTION	PAGE	QUESTION	PAGE	QUESTION	PAGE
How often the extra help I received at school helped me to understand my schoolwork better	140	A teacher or counselor talked to me individually about my plans for a career or further education after high school	153	<u>During high school (continued):</u>	
How often the extra help I received at school helped me make a greater effort to meet expectations	141	Was encouraged to take a combination of academic and career/technical courses	154	I spoke with or visited someone in a career I aspire to	168
How often the extra help I received at school helped me get better grades	142	Received information and help about participating in a cooperative career/technical education program	155	I attended a meeting at my school with my parents (step-parents or guardians) to talk about plans for after high school	168
GUIDING AND SUPPORTING STUDENTS		Received information and help in getting into a youth apprenticeship or work-based learning program	155	I held an internship that helped me explore a career option	169
My teachers or counselors have encouraged me to take more challenging English courses	144	<u>I believe it is important to:</u>		I think that the courses I have taken in high school have successfully prepared me for a career or further education	169
My teachers or counselors have encouraged me to take more challenging mathematics courses	145	Attend all my classes	156	<u>Have earned or attempted to earn college credit in high school by taking:</u>	
My teachers or counselors have encouraged me to take more challenging science courses	146	Participate actively in class	156	Classes at a community, technical or four-year college	170
Someone in my family emphasized the importance of education for me to be successful	147	Study hard to get good grades	157	A dual-enrollment, joint-enrollment or concurrent-enrollment class at my high school	170
When I received the most help in planning my high school education plan of studies	148	Have grades that are good enough to get me accepted to college	157	Number of college courses for which I will have earned credit by the time I graduate high school	171
<u>When planning and reviewing my high school four-year education plan, I:</u>		Take a lot of college-preparatory classes	158		
Talked with my parents, step-parent or other adults with whom I live	149	Graduate from high school	158	WORK-BASED LEARNING EXPERIENCES	
Reviewed the sequence of courses I planned to take throughout high school	150	Continue my education beyond high school	159	During the school year, number of hours worked each week in a part-time job	173
Satisfaction with help received at school in the selection of high school courses	151	TRANSITION TO AND BEYOND HIGH SCHOOL		The primary reason I have this job	174
Had an adult mentor or advisor who worked with me all four years of high school	152	How much education I think I will complete by the time I am 30	161	Job is part of formal work or training program organized through my school	175
If I had an adult mentor or advisor, this mentor/advisor worked with me to develop my course choices for high school and to review my selections	153	The one thing that will take the largest share of my time in the first year after I leave high school	162	<u>While working at my job, I:</u>	
		When I entered high school, I was prepared with the necessary knowledge and skills to succeed in college-preparatory courses	164	Observed veteran workers performing certain jobs	176
		<u>During high school:</u>		Had someone teach me how to do the work	176
		My parents and I received information or assistance from someone at my school in selecting or applying to college	166	Received school credit for my work experience	177
		Someone from a college talked to me about going to college	167		

QUESTION	PAGE
<u>During the past 12 months, my employers:</u>	
Encouraged me to develop good work habits	178
Encouraged me in my academic studies at school	179
Encouraged me to develop good customer relations skills	180
Encouraged me to develop good teamwork skills	181
Showed me how to use communication skills (reading, writing, speaking) in job-related activities	182
Showed me how to use mathematics in job-related activities	183
<i>HSTW</i> TEACHER SURVEY	184



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

September 19, 2013

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of Education**

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Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

I write to you in support of Springdale School District's application for the Race to the Top funds. Springdale is a progressive school district with an inclusive and committed effort to build an education reform infrastructure that dramatically improves student outcomes over time. Race to the Top funds will accelerate that progress.

Public education in Arkansas is embarking upon an exiting journey of change. Educational change will be the result of uniting, nurturing and cultivating a learning community that will allow and encourage innovation and risk. It must be a community that supports the evolution of ideas and concepts and creates an environment that allows for the citizens of the community to play an active role.

Springdale's application focuses on the learning community drawing upon all of its human resources to serve as facilitators of learning. They propose to break down barriers that prevent the demonstration of knowledge, experience and thought – barriers such as the number of hours required for learning, the limited number of hours within the day, the specific location and who can certify that learning has taken place.

As Commissioner of Education, I believe clocks, calendars, and walls can no longer limit learning. We must create an environment that is personalized for each student. Tomorrow's schools must provide for continual instruction and assessment that is accessible and flexible for all students. The change in education will require a shift in the traditional delivery system. It will require constant, consistent and persistent involvement of the entire community. All must recognize their roles and responsibilities within that community. Springdale is poised to pioneer this work as a school district and community.

Springdale's application is a first step in this adaptive, innovative thinking. If we are willing to listen and learn from one another, we can change our delivery and assessment system, and if we can change our delivery and assessment system, we will change education.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom W. Kimbrell".

Tom W. Kimbrell, Ed.D.
Commissioner of Education
State of Arkansas

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Springdale Public Schools

Member of North Central Association

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RTTD Task Force

School Administration:

Dr. Jim Rollins, Superintendent
Dr. Marsha Jones, Assistant Superintendent
Mr. Jared Cleveland, Deputy Superintendent
Mrs. Kimberly Garrett, Assistant Superintendent
Dr. Kathy Morledge, Assistant Superintendent
Mr. Clay Hendrix, Assistant Superintendent

School Members:

Danny Brackett, Har-Ber High School Principal
Paul Griep, Alternate Learning Environment Principal
Peter Joenks, Springdale High School Principal
Coleen Foster, Har-Ber High School Counselor
Annick Downing, Springdale High School Counselor

Patrons at Large:

Jan Struebing
Mike Gilbert, Jones Center for Families
Keli Gill, Current City Council PTA President
Current Chair Education Committee, Chamber of Commerce

University:

Diana Johnson, Northwest Arkansas Community College
Elizabeth Smith, Education Renewal Zone Director
Terry Ralston, Northwest Technical Institute
Denise Airola, Arkansas Department of Education Office of Innovation, University of Arkansas

Arkansas Common Core Strategic Plan

The Arkansas plan articulates a vision of success, describing in detail various levels of alignment and implementation success, identifying best practices for alignment and implementation of standards, creating tools and methods to help districts and schools design an aligned system for learning, and incorporating points of view from a broad cross-section of stakeholders.

The Arkansas plan for implementation of the Common Core State Standards (CCSS) is considered to be a work-in-progress. It is constantly being revised, edited, and expanded to assist Arkansas educators as they implement CCSS. As requested, information from various stakeholders and/or organizations specified in this plan will be added in the "Additional Information" box at the end of each Strategic Action Area. All updates will be dated. Upon full implementation of the CCSS, this document is intended to show the work by Arkansas educators beginning with the initial creation of this plan in October, 2011.

The intent of this strategic plan is to serve as a guide for Arkansas educators and stakeholders to plan for full implementation of Common Core State Standards.

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Arkansas Common Core Strategic Plan

Strategic Action Area 1: COMMUNICATION

➤ Successful implementation of the Common Core State Standards requires a focus on communication, a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding.

Desired Outcome 1A: Translates the standards to support broader understanding of intent and implications.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will implement the vision for implementation of CCSS	Schools will support the vision of and provide resources for implementation of CCSS	Districts will support the vision of and provide resources for implementation of CCSS	Co-ops will support the vision for implementation of CCSS; IHEs and its support programs such as ERZs, STEM Centers and other partners will support the vision for implementation of CCSS by communicating and informing IHE faculty what CCSS encompasses to integrate into pre-service and graduate degree programs and coursework.	ADE will develop and communicate a vision for the implementation of CCSS
2012-2013	Teachers will use communication tools to assist parents and local stakeholders in understanding the intent and implications of CCSS	Schools will use communication tools to assist local stakeholders in understanding the intent and implications of CCSS	Districts will use communication tools to assist local stakeholders in understanding the intent and implications of CCSS	Co-ops will collaborate with ADE and districts to share and post communication tools for districts and schools to use with local stakeholders to support broader understanding of the intent and implications of CCSS	ADE will collaborate with co-ops to post communication tools for districts and schools to use with local stakeholders to support broader understanding of the intent and implications of CCSS
2013-2014					

Desired Outcome 1B: Communicate the levels of expectations of the standards to all stakeholders.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Schools will identify a math lead and an ELA lead to receive CCSS information and to be responsible for relaying information to all teachers	The principal will work with the ELA and math leads to plan and deliver professional development and to provide information regarding CCSS	The district will identify key district leaders to plan and support professional development and to provide information regarding CCSS	Co-ops will identify staff to support districts/schools in their implementation of CCSS; Stakeholders will share communications with membership, promote the plan for CCSS implementation, and identify their roles in the support of student college and career readiness; IHEs, ERZs, STEM Centers and other partners will support the implementation of the CCSS through sharing information, professional development opportunities, and instructional resources with IHE faculty and administration.	ADE will communicate information via the delivery chain
2012-2013	PLC will identify best practices that highlight the levels of expectation of the standards and share information with the school leadership team	Schools will identify best practices that highlight the levels of expectation of the standards and share information with the district	Districts will identify best practices that highlight the levels of expectation of the standards and share information with the co-op	Co-ops will identify best practices that highlight the levels of expectation of the standards and share information with the ADE	ADE will collaborate with co-ops to communicate best practices that highlight the levels of expectations of the standards.
2013-2014					
Additional Information:					
11/30/2012	1A: Vision for College & Career Readiness in Arkansas Schools is posted on http://commoncore.aetn.org/strategic-plan/CCSS%20Vision%20and%20Principles.pdf				
10/11/2011	1A. CCSS video of Governor Beebe, Dr. Kimbrell, Dr. Bednar, Dr. Potter, and Shane Broadway posted on http://www.commoncorearkansas.org/video/				
5/16/2012	1B: A copy of each CCSS email is posted on http://adesecondarymath.pbworks.com/w/page/46711781/CCSS%20communication%20from%20ADE%20for%20Content%20Leads				

Arkansas Common Core Strategic Plan

Strategic Action Area 2: CURRICULUM

➤ Successful implementation of the Common Core State Standards requires a curriculum to be a well-defined set of research-based experiences in which students and instructors are engaged to attain understanding and achievement of outcomes and expectations aligned to the standards.

Desired Outcome 2A: Translate the standards to support implementation.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-12 teachers will develop and implement curriculum aligned to the CCSS, participate in CCSS Institutes, work in PLCs to focus on student learning and will report implementation progress to school leadership	School representatives (principal, math lead, ELA lead) will develop and implement curriculum aligned to CCSS, participate in CCSS Institutes, provide information from CCSS Institutes to all K-12 teachers, provide on-going support to teachers for full implementation of CCSS and will report implementation progress to district	District representatives (Superintendent and/or key personnel who support principals and facilitate professional development) will develop curriculum aligned to CCSS, participate in CCSS Institutes, provide support, deliver information to schools and report implementation progress to Co-ops	AETN/ArkansasIDEAS will host CCSS Institutes; Co-ops will facilitate CCSS Institutes via CIV; Co-ops will provide support to districts and will report implementation progress to ADE; IHE will collaborate with partners in K-12, ERZ, STEM Centers and other partners to facilitate ongoing support for the IHE faculty as the Common Core State Standards are integrated into the standards and practices of the pre-service and graduate degree programs and coursework.	ADE will provide on-going guidance for curriculum development via "What Every Arkansas Educator Needs to Know About Common Core State Standards"; ADE will provide CCSS Institutes and supporting materials; ADE will provide support to regional cooperatives and STEM centers
2012-2013	K-12 teachers will continue to develop and implement curriculum aligned to the CCSS as directed by the school and district, participate in CCSS Institutes, work in PLCs to focus on student learning and will report implementation progress to school leadership	School representatives (principal, math lead, ELA lead) will continue to develop and implement curriculum aligned to CCSS, participate in CCSS Institutes, provide information from CCSS Institutes to all K-12 teachers, provide on-going support to teachers for full implementation of CCSS and will report implementation progress to district	District representatives (Superintendent and/or key personnel who support principals and facilitate professional development) will continue to develop curriculum aligned to CCSS, participate in CCSS Institutes, provide support, deliver information to schools and report implementation progress to Co-ops	AETN/ArkansasIDEAS will host CCSS Institutes; Co-ops will facilitate CCSS Institutes via CIV; Co-ops will provide support to districts and will report implementation progress to ADE; Arkansas ASCD will host the Fall Institute featuring The Understanding By Design Guide to Creating High-Quality Units by Wiggins and McTighe	ADE will collaborate with Arkansas ASCD to examine a model for curriculum design based on The Understanding By Design Guide to Creating High-Quality Units by Wiggins and McTighe; ADE will provide guidance and professional development on credit-bearing courses aligned to CCSS; ADE will offer guidance on recently released Model Content Frameworks and Publisher's Criteria, as well as other resources as they become available, for ELA and math.
2013-2014					

Desired Outcome 2B: Develop tools and evaluations to help identify and select appropriate resources and materials.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	PLCs will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Schools will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Districts will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Co-ops and STEM Centers will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS; IHEs/ERZ/STEM Centers/other partners will share the checklists of criteria for selecting resources specific to ELA and math to support Common Core State Standards implementation to IHE faculty.	ADE will provide an analysis tool for evaluating instructional materials specific to CCSS for ELA and math
2012-2013	Teachers will use technology as a tool for learning	Schools will provide professional development and support as needed to use technology as a tool for learning	Districts will design curriculum and provide professional development and support as needed to use technology as a tool for learning	Co-ops and STEM Centers will support the use of technology as a tool for learning; IHEs and partners will provide support to the IHE faculty through the identification of resources, research-based best practices, and technology integration to support Common Core State Standards as they are embedded into the pre-service and graduate degree programs and coursework. IHE faculty will collaborate with K-12 colleagues to assist in the design of interventions to ensure students are college-ready.	ADE will provide guidance on best practices for using technology as a tool for learning; ADE will provide a quality review rubric for CCSS lessons and units
2013-2014					

Additional Information:

- 2/10/2012 2A: "What Every Educator Needs to Know About Common Core State Standards" is posted on <http://www.arkansased.org/educators/pdf/curriculum/CCSS%20Information&%20Resources%20Guide%202-10-12%20revised.pdf>
- 5/10/2012 2A: CCSS Institutes are posted on <http://ideas.aetn.org/commoncore/institutes>
- 11/30/2011 2B: ELA and Math Analysis Tools are available on <http://ideas.aetn.org/commoncore/strategic-plan> (see 2b.)

Arkansas Common Core Strategic Plan

Strategic Action Area 3: ASSESSMENT

➤ Successful implementation of the Common Core State Standards requires assessments that include the processes used to measure student progress toward attainment of the standards and the ongoing learning in the classroom.

Desired Outcome 3A: Develop training programs to build assessment literacy.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	PLCs will discuss implementation of the district assessment plan and report progress to the school	Schools will provide professional development and support to teachers for full implementation of the district assessment plan and report implementation progress to the district	Districts will develop a district assessment plan, support schools in implementing the district assessment plan and report implementation progress to the Co-op	Co-ops and STEM Centers will build internal capacity to provide and support professional development for assessment literacy and will report implementation progress to the ADE; IHEs will refine coursework for pre-service and graduate degree programs through data-informed discussions to impact implementation CCSS. Teacher education programs will review and revise, as needed, programs of study to ensure candidates understand and can effectively utilize performance assessments to assess student learning.	ADE will create professional development for assessment literacy which includes templates for a district assessment plan
2012-2013			Districts will report the district assessment plan to the co-op	Co-ops will post examples of local assessment plans and will share information with ADE;	ADE will collaborate with districts to share model assessment plans
2013-2014					

Desired Outcome 3B: Ensure teachers utilize formative assessment continuously.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will develop expertise in formative assessment practices	Schools will provide professional development and support to teachers to develop expertise in formative assessment practices	Districts will provide professional development and support to schools to develop teachers' expertise in formative assessment practices	Co-ops and STEM Centers will support a common language and common understanding of formative assessment practices across districts; IHEs will support a common language and common understanding of formative assessment practices in pre-service and graduate degree programs and coursework.	ADE will provide guidance on the use of formative assessment
2013-2014	Teachers, individually and in PLCs, will use data to improve teaching and learning in the classroom	Leadership teams will utilize data to improve teaching and learning in the school	District leadership teams will utilize data to improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support use of formative assessment in districts/schools; IHEs will utilize data-informed decision making to improve teaching and learning in the pre-service and graduate degree programs and coursework to support CCSS. Teacher Education faculty will model performance assessments and require teacher candidates to effectively demonstrate that they can design and deliver effective instruction and assess learning based upon alignment to CCSS. IHEs will continue to collaborate with ADE to acquire data that provides evidence of teacher education graduates impact on students learning.	ADE will utilize data to shape professional development and support use of formative assessment across the state

Desired Outcome 3C: Participate, implement, and support the work of the assessment consortia.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					ADE will seek flexibility from the USDOE regarding transition allowances from the current state assessment/accountability system to Next-Generation Assessments/ PARCC/Revised Accountability System
2012-2013		Schools will implement the ESEA Flexibility approved June 29, 2012	Districts will implement the ESEA Flexibility approved June 29, 2012	Partners will support the implementation of the ESEA Flexibility, approved June 29, 2012	ADE will develop a transition plan to move from current state assessments to PARCC; ADE will implement the ESEA Flexibility, approved June 29, 2012
2013-2014					ADE will evaluate the transition plan to move from current state assessments to PARCC; ADE will provide information on the research, design, security, management, reporting, implementation, administration, scoring, technology, and accountability requirements of PARCC
Additional Information:					
1/31/2012	3A: Institute #2 on Assessment Literacy is posted on http://ideas.aetn.org/commoncore/institutes				
3/13/2012	3B: Institute #3 on Formative Assessment is posted on http://ideas.aetn.org/commoncore/institutes				
11/2/2011	3C: Five public informational meetings were held across the state (11/21, 11/29, 12/1, 12/5, 12/6) to discuss USDOE ESEA waiver/teacher evaluation.				
6/29/2012	3C: ESEA Flexibility was approved June 29, 2012 for Arkansas. http://www.arkansased.org/esea-flexibility				

Arkansas Common Core Strategic Plan

Strategic Action Area 4: INSTRUCTIONAL LEADERSHIP

➤ Successful implementation of the Common Core State Standards requires instructional leadership that creates a vision for deeper levels of teaching and learning portraying a clear commitment to learning for understanding.

Desired Outcome 4A: Disseminate and promote evidence-based/research-based instructional practices that are aligned with the vision of the standards.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-2 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE; IHEs will revise teacher education programs of study to ensure teacher candidates understand and can demonstrate proficiency in research-based instructional strategies and best-practices to support classroom instructional practices and impact high student achievement to support CCSS implementation. IHE faculty will participate in national, state and regional professional development to become knowledgeable of the common core standards and how to incorporate those standards into the teacher education and content courses. IHEs will partner with educational cooperatives, STEM Centers and ERZ projects to meet these goals. Data will continue to be collected and analyzed on a regular basis to assess progress.	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-2

2012-2013	K-8 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE; IHEs will continue to strengthen teacher education and content area programs of study to ensure teacher candidates understand and can demonstrate proficiency in research-based instructional strategies and best-practices to support classroom instructional practices and impact high student achievement to support CCSS implementation. IHEs will continue to partner with K-12 to immerse candidates into quality field-based experiences and internships to observe outstanding instructional models and to demonstrate their ability to positively impact student learning. Teacher education and content units will collaborate to ensure deeper content knowledge and content-specific pedagogy for candidates to be proficient in the implementation of common core curriculum. IHEs will partner with educational cooperatives, STEM Centers and ERZ projects to meet these goals. Data will continue to be collected and analyzed on a regular basis to assess progress.	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-8
2013-2014	K-12 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE; IHEs will continue to provide teacher candidates with instruction in the use of research-based instructional strategies and engage them in meaningful field experiences to reinforce delivery of quality classroom instructional best practices that will positively impact student achievement and achieve the goals of CCSS. Data will continue to be collected and analyzed on a regular basis to assess progress.	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-12

Desired Outcome 4B: Develop the instructional leadership of school, district, regional, and state leaders.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will take a leadership role in supporting and collaborating with their colleagues regarding CCSS implementation	School leadership teams will identify support for PLCs and teachers for implementation of CCSS	District leadership teams will identify instructional leadership support for school leadership teams for implementation of CCSS	Co-ops, STEM Centers, Arkansas Leadership Academy, Arkansas ASCD, AAEA, and other stakeholders will support the development of instructional leadership based on CCSS; IHEs will collaborate with K-12 partners to embed research-based instructional leadership strategies and quality field experiences into programs of study to support CCSS curriculum and instruction into pre-service and graduate degree programs and coursework. Data will continue to be collected and analyzed on a regular basis to assess progress.	ADE will collaborate with stakeholders and organizations to support the development of instructional leadership based on the CCSS
2012-2013	Instructional facilitators and teacher leaders will facilitate student centered coaching to support the implementation of CCSS	Schools will provide support for implementation of TESS; Schools will provide professional development and technical support to instructional facilitators and other teacher leaders on student centered coaching, teaching and learning to support the implementation of CCSS	Districts will provide support for implementation of TESS; Districts will provide professional development and technical support to instructional facilitators and others on student centered coaching, teaching and learning to support the implementation of CCSS	Co-ops will provide support for implementation of TESS; Co-ops will provide professional development and technical support to instructional facilitators and others on student centered coaching, teaching and learning to support the implementation of CCSS	ADE will collaborate with districts to support TESS; ADE will continue to provide guidance for leadership toward student centered coaching, teaching and learning to support the implementation of CCSS
2013-2014					

Additional Information:

- 1/27/2012 4A: Stephen Barkley addressed how focusing on student learning rather than teaching opens the doors for coaching, facilitating, collaborating, and differentiated instruction. Leadership Series #1 video and associated materials are posted on <http://ideas.aetn.org/commoncore/leadership>
- 2/2/2012 4A: Diane Sweeney presented Student Centered Coaching. Leadership Series #2 video and associated materials are posted on <http://ideas.aetn.org/commoncore/leadership>
- 4/4/2012 4A. Monticello High School shared their experiences with the implementation of the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC). Leadership Series #3 video and associated materials are posted on <http://ideas.aetn.org/commoncore/leadership>
- 10/11/2011 4B: The Arkansas CCSS Guiding Coalition and ASCD (in partnership with the Arkansas Department of Education, the Council of Chief State School Officers, and Arkansas ASCD) hosted a Summit to advance the successful implementation of the CCSS. Throughout the summit, participants: collaborated with colleagues to assess state and local needs to ensure the successful implementation of the CCSS, participated in interactive sessions to learn and share successful implementation strategies and practices from national and Arkansas colleagues, understood the importance of a whole child approach to education in setting the foundation for success from kindergarten through college and career choices, and began an effective communication plan to bring awareness of the CCSS to community stakeholders. The video is accessible on <http://ideas.aetn.org/commoncore/leadership>
- 3/8/2012 4B: ADE, Arkansas ASCD, and the CCSS Guiding Coalition in partnership with AETN/Arkansas IDEAS and regional education cooperatives hosted a statewide event designed to involve community shareholders in discussion around the Common Core State Standards. This event utilized technology at regional sites throughout Arkansas as shareholders pledged to support the implementation of the Common Core State Standards by asking questions, being heard, learning more, doing more, getting involved, and advocating for the whole child. The video is accessible on <http://ideas.aetn.org/commoncore/leadership>

Arkansas Common Core Strategic Plan

Strategic Action Area 5: PROFESSIONAL DEVELOPMENT

➤ Successful implementation of the Common Core State Standards requires professional development that takes a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness” in guiding student learning (National Staff Development Council, 2010).

Desired Outcome 5A: Develop a systemic approach that sustains and supports communities of practice, including professional learning communities.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers, teacher leaders, PLC, and/or instructional facilitators will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the school leadership team	School leadership team will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the district leadership team	District leadership team will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the co-op	Co-ops will identify professional learning needs based on student evidence and other data regarding the implementation of CCSS and communicate the information to the ADE	ADE will collaborate with educators to identify tools and feedback loops that assist in making informed decisions regarding professional learning needed for fidelity of implementation of the standards
2013-2014	Teachers will participate in PLCs to collaborate on CCSS implementation	School leadership teams will collaborate on CCSS implementation and will communicate with PLCs and district leadership teams	District leadership teams will collaborate on CCSS implementation and will communicate with school leadership teams, Co-ops, and STEM Centers	Co-ops, STEM Centers, organizations, and stakeholders will collaborate on CCSS implementation and will communicate across Co-op regions and with the ADE; IHEs, ERZs, and STEM Centers will collaborate to provide support for pre-service and graduate degree programs and coursework as the public schools transition from Arkansas Curriculum Frameworks to the CCSS following the state implementation timeline.	ADE will collaborate with Co-ops, STEM Centers, organizations and stakeholders to build the collaborative capacity of CCSS implementation across the state

Desired Outcome 5B: Create a clearinghouse of evidence-based/research-based best practices for instruction.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers, teacher leaders, and/or instructional facilitators will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc. with the school leadership team	School leadership team will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc. with the district leadership team	District leadership team will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc with the co-op	Co-op will identify district, school, and classroom examples of best practices and share information, video, vignettes, etc. with the ADE	ADE and partners will collaborate to identify district, school, and classroom examples of best practices
2013-2014	Teachers and PLCs will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	School leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	District leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	Co-ops and STEM Centers will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models; IHEs, ERZs, and STEM Centers will access the digital clearinghouse to identify exemplar practices of evidence/research-based instructional models to incorporate into pre-service and graduate degree programs and coursework.	ADE will create a digital clearinghouse based on evidence-based/research-based instructional models

Desired Outcome 5C: Build the capacity of multiple stakeholders to support the continued development of the knowledge and skills needed by educators to teach the standards.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will increase their knowledge and skills related to the CCSS implementation	School leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	District leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	Co-ops and STEM Centers will provide and/or facilitate professional development modules with fidelity to support districts/schools knowledge and skills related to CCSS implementation; IHEs, ERZs, and STEM Centers will facilitate (e.g., organize, locate) ongoing, job-embedded professional development for IHE faculty related to CCSS in order to integrate the standards and practices into pre-service and graduate degree programs and coursework.	ADE will create professional development modules to support the knowledge and skills related to CCSS implementation
2013-2014	Teachers will use data to improve teaching and learning in the classroom; PLCs will utilize data to improve teaching and learning in the school	School leadership teams will utilize data to shape and improve teaching and learning in the school	District leadership teams will utilize data to shape and improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support to districts/schools; IHEs, ERZs, and STEM Centers will utilize data-informed decision making to shape professional development and support to the IHE faculty.	ADE will utilize data to shape professional development and support across the state

Additional Information:

2/28/2012 5A: The Guide for Professional Development Planning for Implementation of CCSS is posted on <http://ideas.aetn.org/commoncore/strategic-plan>

2/15/2012 5C: The big shifts in ELA and Math were identified and posted on <http://ideas.aetn.org/commoncore/strategic-plan> (5c.)

2/28/2012 5C: Professional Development Modules were designed to support the big shifts in ELA and Math. An overview and schedule for these courses are posted on (5c.) <http://ideas.aetn.org/commoncore/strategic-plan> The courses are available face-to-face or blended from the regional education cooperative or University STEM Center. The courses are also available via Moodle.

Arkansas Common Core Strategic Plan

Strategic Action Area 6: POLICY ➤
 Successful implementation of the Common Core State Standards requires a focus on policies, formal and informal guidelines that define the parameters for action through which an organization carries out its priorities to influence systemic decisions.

Desired Outcome 6A: Create a feedback system that supports local implementation of the standards.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014					ADE will develop a feedback system to support local implementation of CCSS

Desired Outcome 6B: Align all policies to systematically support implementation of the standards.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers and PLCs will notify school leadership teams of policies that present barriers to the implementation of the CCSS	School leadership teams will notify district leadership teams of policies that present barriers to the implementation of the CCSS	District leadership teams will notify Co-ops, STEM Centers and membership organizations of policies that present barriers to the implementation of the CCSS	Co-ops, STEM Centers, and membership organizations will notify ADE of policies that present barriers to the implementation of the CCSS; IHEs will notify ADE of policies that present barriers to the implementation of the CCSS.	ADE will develop a comprehensive list of policies to be considered for revision in support of the implementation of CCSS
2013-2014					ADE will support an alignment of all educational policies related to the implementation of the CCSS

Desired Outcome 6C: Evaluate the allocation of resources for implementation of the standards.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014	Teachers and PLCs will utilize available resources to support implementation of CCSS	School leadership teams will provide adequate resources (time, professional development, materials, etc.) to support implementation of CCSS	Districts will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately	Co-ops and STEM Centers will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately; IHEs, ERZs, and STEM Centers will make data-informed decision making in providing resources (professional development, materials, etc.) to IHE faculty to support implementation of CCSS in the pre-service and graduate degree programs and coursework.	ADE will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately
Additional Information:					
5/31/2012	6B: The Commissioner requested districts submit items for consideration. A comprehensive list of recommendations and issues related to barriers and supports for implementation of CCSS were submitted for consideration.				

Arkansas Common Core Strategic Plan

Strategic Action Area 7: INTERNAL AND EXTERNAL ALIGNMENT OF POLICIES AND PRACTICES (ALIGNED SYSTEM) ➤
 Successful implementation of the Common Core State Standards requires a focus on internal and external alignment, connection and configuration of various systemic elements including people, practices, policies, and structure.

Desired Outcome 7A: Articulate and create tools and methods to assist districts in creating an aligned system for learning.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Classrooms will implement the strategic plan for implementation of CCSS	School leadership teams will develop a strategic plan to assist classrooms in the implementation of CCSS	District leadership teams will develop a strategic plan to assist schools and classrooms in the implementation of CCSS	Co-ops, STEM Centers, organizations, and stakeholders will support the ADE strategic plan; IHEs will support the ADE strategic plan.	ADE will develop a strategic plan to assist regions, districts, schools, and classrooms in the implementation of CCSS
2012-2013	PLCs will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	School leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	District leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the district strategic plan	Co-ops, STEM Centers, organizations and stakeholders will support the use of the online self-monitoring tool for implementation of CCSS; IHEs will support the use of the online self-monitoring tool for implementation of CCSS.	ADE, in conjunction with Arkansas ASCD, will design an online tool for schools and districts to self-monitor implementation of CCSS
2013-2014					

Desired Outcome 7B: Create a clear internal mission and vision to which all policies, structures, and practices are aligned.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Classrooms will promote learning that aligns to the vision, mission, and message regarding implementation of CCSS	Schools will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Districts will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Co-ops, STEM Centers, organizations and stakeholders will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS; IHEs will promote the learning that aligns to the vision, mission, and message regarding the implementation of CCSS in the pre-service and graduate degree programs and coursework.	ADE will align internal department programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS
2012-2013	Classrooms will provide learning experiences that support college and career readiness	Schools will align services to support college and career readiness	Districts will align services to support college and career readiness	Co-ops will align services to support college and career readiness	ADE will publicize a state-wide definition of college and career readiness for students
2013-2014					

Additional Information:

11/30/2011	7A: The Arkansas Common Core State Standards Strategic Plan and supporting documents were posted on http://ideas.aetn.org/commoncore/strategic-plan
12/8/2011	7A: Institute #1 on the Arkansas Common Core Strategic Plan was presented. The video and associated materials are posted on http://ideas.aetn.org/commoncore/institutes
12/8/2011	7B: ADE and AETN/Arkansas IDEAS launched the Arkansas Common Core website pages available at http://ideas.aetn.org/commoncore

Acronym	Full Title/Name	Links
AAEA	Arkansas Association of Educational Administrators	http://www.theaaea.org/
ADE	Arkansas Department of Education	http://www.arkansased.org/
AETN	Arkansas Educational Television Network	http://www.aetn.org/
Arkansas ASCD	Arkansas Association for Supervision and Curriculum Development	http://arkansasascd.org/
Arkansas IDEAS	Internet Delivered Education for Arkansas Schools	http://ideas.aetn.org/
ASCD	ASCD Learn. Teach. Lead.	http://www.ascd.org/
CCSS	Common Core State Standards	http://www.corestandards.org/
CIV	Compressed Interactive Videoconference	http://www.arkansased.org/divisions/learning-services/technology-initiatives-and-resources/civ-calendar
Co-op	Education Cooperatives	http://www.arkansased.org/contact-us/education-service-cooperatives
ELA	English Language Arts	http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
ERZ	Education Renewal Zone	http://www.arkansased.org/divisions/learning-services/education-renewal-zones
ESEA	Elementary and Secondary Education Act	http://www.k12.wa.us/ESEA/
IHE	Institutions of Higher Education	http://www.adhe.edu/Pages/home.aspx
LDC	Literacy Design Collaborative	http://www.arkansased.org/divisions/learning-services/professional-development/common-core-professional-development/ela-literacy
MDC	Mathematics Design Collaborative	http://www.arkansased.org/divisions/learning-services/professional-development/common-core-professional-development/mathematics
PARCC	Partnership for Assessment of Readiness for College and Careers	http://www.parcconline.org/
PLC	Professional Learning Community	http://www.sedl.org/change/issues/issues61.html
STEM	Science, Technology, Engineering and Mathematics	http://www.atu.edu/msi/ArSTEM/Network.htm
TESS	Teacher Excellence and Support System	http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system
USDOE	United States Department of Education	http://www.ed.gov/

RTTD School Vote of Confidence %

Bayyari	100%
Elmdale	99%
George	84%
Harp	99%
Jones	100%
Lee	Approved
Monitor	100%
Parson Hills	100%
Smith	YES
Sonora	100%
Turnbow	100%
Westwood	over 70%

KMS	98%
HTMS	100%
SMS	100%

CJHS	87%
GJHS	100%
SWJHS	90%
HBHS	100%
SHS	over 70%
ALE	96%

AGENDA
for
Back-to-School Meeting
With Teachers and Administrators
2013—2014

Date: August 15, 2013
Time: 1:00 to 3:30 p.m.
Site: Performing Arts Center at
Springdale High School

1:00 p.m. Welcome and Opening Comments.

Presenter: Mr. Rick Schaeffer

- *Presentation of colors. (Har-Ber High School FFA)*
- *Pledge of allegiance. (Springdale High School
Student Council president)*
- *National Anthem. (Springdale School District choir directors)*

Entertainment Session #1:

George Junior High School band directed by Mr. Mike Echols



1:15 p.m.

Superintendent's Welcome.

Presenter: Dr. Jim Rollins, Superintendent of Schools

Video #1: "Raise your children well."

Video #2: "Pep talk."

Superintendent's Message to Staff:

"The Springdale Schools Are a Great Choice."

Presenter: Dr. Jim Rollins, Superintendent of Schools

Video #3: "Land-fill orchestra."

Introduction of New Assistant Superintendents:

- *Deputy Supt. for Personnel:* *Mr. Jared Cleveland*
- *Asst. Supt. for Teaching & Learning (8—12):* *Mrs. Kim Garrett*
- *Asst. Supt. for Technology & Education Innovation:* *Mr. Clay Hendrix*

1:40 p.m.

Entertainment Session #2.

- *Violinist: Sojas Wagle of Tyson Middle School*
- *Vocalist: Alex Bryant of HBHS performing "Titanium"*



1:45 p.m.

"This is Common Core."

Mr. Rick Schaeffer will introduce Mr. Tim Stevenson, the creator of EAST in Arkansas, guest speaker.

(Mr. Schaeffer will coordinate a question-and-answer session following the address by Mr. Stevenson.)

2:15 p.m. Student Response to "Elevating Student Engagement in the Classroom."

Presenters: Panel of students from the district's EAST initiatives, facilitated by EAST instructors.

Reactors:

- *Sonora Elementary: Josh Worthy, instructor / Rikki Vaughan, student*
- *Westwood Elementary: Karri Kinne, instructor / Abby Herrera, student*
- *Springdale High School: Remington Myers, instructor / Arielle Williams, student*
- *Har-Ber High School: Debbie Lamb, instructor / Madison Haskins, student*



2:30 p.m. Entertainment Session #3.

- *Harpist: Emily Carpenter of Central Junior High School*
- *Vocalist: Justin Goetsch performing "Mack the Knife"*

2:40 p.m. "The Best Year Ever! Our Best Work is in Front of Us."

Presenter: Dr. Jim Rollins, Superintendent of Schools

Video #4: "I don't have to, I get to." (Oak Ridge Boys)

3:15 p.m. Entertainment Session #4.



- *Vocalist: Michael Rothmeyer singing a Michael Buble' song*

*Video #5: "The Virtual Choir"
Michael Whittaker*

3:30 p.m. Adjournment.

CREATING THE ROADMAP TO EXCELLENCE

PRINCIPALS ACADEMY
AUGUST 5, 2013
SPRINGDALE HIGH SCHOOL CAFETERIA

7:45 A.M.	STARTING THE JOURNEY: MEET AND GREET	
8:00 A.M.	REVIEW OF ITINERARY	MARSHA JONES
8:15 A.M.	PLANNING THE JOURNEY: INNOVATION AND ASSESSMENT DATA	CLAY HENDRIX BOBBY COLE
9:00 A.M.	MAPPING THE JOURNEY: LITERACY AND MATHEMATICS (SEE LEGEND ON THE BACK FOR HOW SESSIONS WILL MEET)	
	GRADES P – 5 LITERACY MATH	CARRIE BRADOW LAURA WIELAND
	GRADES 6 – 12 LITERACY MATH	JANET HARRIS JENNIFER RAABE
11:15 A.M.	STAFFING OUR JOURNEY	JARED CLEVELAND
11:45 A.M.	LUNCH	
12:30 P.M.	JOURNEY SUCCESS: BEST SCHOOL IN THE UNIVERSE	KIM GARRETT KATHY MORLEDGE
1:30 P.M.	THE JOURNEY CONTINUES: <i>LEADS & TESS</i> (SEE LEGEND ON THE BACK FOR HOW SESSIONS WILL MEET)	
		MARSHA JONES CLAY HENDRIX JARED CLEVELAND KATHY MORLEDGE KIM GARRETT KIMBERLY GLASS DONDI FRISINGER
2:30 P.M.	TOOLS FOR THE JOURNEY (SEE LEGEND ON THE BACK FOR HOW SESSIONS WILL MEET)	
	FIRST 20 DAYS/ PD PLAN (CAFETERIA)	MARY BRIDGFORTH KIMBERLY GLASS
	PLCS (SEMINAR ROOM)	TAMEKIA BROWN SHAWNA LYONS MELISSA FINK
	DOK/PARCC(LIBRARY)	MARSHA JONES
4:00 P.M.	CREATING OUR OWN MAPS	MARSHA JONES

LEGEND

9:00 A.M.

MAPPING THE JOURNEY: LITERACY AND MATHEMATICS

EAST SIDE SCHOOLS (ELEMENTARY AND SECONDARY)
BEGIN WITH LITERACY FOR SESSION 1 AND MOVE TO
MATHEMATICS FOR SESSION 2 *AFTER* THE BREAK

WEST SIDE SCHOOLS (ELEMENTARY AND SECONDARY)
BEGIN WITH MATHEMATICS FOR SESSION 1 AND MOVE TO
LITERACY FOR SESSION 2 *AFTER* THE BREAK

PARTICIPANTS WILL MOVE AMONG SESSIONS.

SESSION 1: 9:00 – 9:55

BREAK: 9:55 A.M.

SESSION 2: 10:15 – 11:10

GRADES P – 5

LITERACY (LIBRARY)	CARRIE BRADOW
MATH (UPSTAIRS LIB CLSRM)	LAURA WIELAND

GRADES 6 – 12

LITERACY (CAFETERIA)	JANET HARRIS
MATH (ROOM 300)	JENNIFER RAABE

1:30 P.M.

THE JOURNEY CONTINUES: *LEADS & TESS*

GO TO ASSIGNED ROOMS:
PRINCIPALS (SEMINAR ROOM)
ASST. PRINCIPALS (CAFETERIA)
ILT *LEADS/TESS* (ROOM 300)

FACILITATORS WILL MOVE AMONG SESSIONS WITH THE
EXCEPTION OF ILT.

(25 MINUTE SESSIONS/5 MINUTES PASSING)

2:30 P.M.

TOOLS FOR THE JOURNEY

PARTICIPANTS WILL ROTATE AMONG SESSIONS BASED ON
AGENDA *STICKER

*TRAINS – 1. FIRST 20 DAYS/PD PLAN, 2. PLCS, 3. DOK/PARCC

*PLANES – 1. PLCS, 2. DOK/PARCC, 3. FIRST 20 DAYS/PD PLAN

*CARS – 1. DOK/PARCC, 2. FIRST 20 DAYS/PD PLAN, 3. PLCS

(25 MINUTE SESSIONS/5 MINUTES PASSING)

FIRST 20 DAYS/
PD PLAN (CAFETERIA)

MARY BRIDGFORTH
KIMBERLY GLASS

PLCS (SEMINAR ROOM)

TAMEKIA BROWN
SHAWNA LYONS
MELISSA FINK

DOK/PARCC(LIBRARY)

MARSHA JONES



September 18, 2013

To Whom It May Concern:

I am pleased to write this letter of support for the Race To The Top (RTTT) proposal submitted by the Springdale (AR) School District. Since inception in 1994, the Jones Center for Families has been a strong community partner with the Springdale School District. Our partnership continues to grow and strengthen within our community.

We share many common goals and as community partners we are totally supportive of the District's Teach Them All, Learning for All vision. Our youth are our future and I am fully aware of the District's resolve to prepare each student at the very highest level possible.

Our collaborative efforts include work with the District ALE program students and another local nonprofit organization to provide enterprise learning opportunities through grounds management of our 30 acre facility, providing classroom space and exposure to recreation, and the Arts in our Jones Center for Families.

The proposal of the District has three focus areas, which in our view, directly focus on the critical targets; increase equity through personalized learning, accelerate student achievement, and deepen student learning. These are high-need areas in our wonderful, yet rapidly changing community.

I hope you accept this letter of support favorably, as our community and The Springdale School District need assistance to continue to move positively forward with the future leaders of our community.

Sincerely,

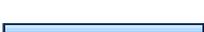
A handwritten signature in black ink that reads "Mike Gilbert".

Mike Gilbert
Chief Operating Officer
Jones Center for Families

1. Which school level are you associated with?

		Response Percent	Response Count
Elementary Schools		45.5%	613
Middle Schools		12.5%	168
Junior High Schools		12.8%	172
High Schools		16.6%	224
Other (or Multiple)		12.6%	170
		answered question	1,347
		skipped question	2

2. Which choice best describes your role in this district?

		Response Percent	Response Count
School or district administrator		4.5%	60
Teacher		49.7%	669
Other school or district staff		12.3%	166
Student within the district		5.3%	71
Family member of a student within the district		30.0%	404
Community member		1.2%	16
District school board member		0.1%	1
Other		0.8%	11
		answered question	1,347
		skipped question	2

3. Select how well your school functions on the elements described (1=Not at all, 5=To a great extent).

	1	2	3	4	5	Rating Average	Response Count
Students are encouraged to engage in high level coursework. They are not restricted in their choices or tracked according to perceived ability.	1.7% (22)	7.3% (93)	20.7% (263)	42.6% (542)	27.6% (351)	3.87	1,271
Students are able to learn at their own pace and through extended learning opportunities. Students can earn credit or complete coursework in settings outside the traditional classroom.	8.0% (101)	16.0% (202)	27.4% (346)	29.6% (374)	19.1% (241)	3.36	1,264
Students have a voice in the governance of the school.	10.0% (126)	26.1% (330)	33.1% (419)	19.1% (241)	11.7% (148)	2.96	1,264
All students are known well by at least one adult at the school.	1.3% (16)	3.4% (43)	10.4% (132)	24.8% (314)	60.1% (760)	4.39	1,265
answered question							1,273
skipped question							76

4. Select how well your school functions on the elements described (1=Not at all, 5=To a great extent).

	1	2	3	4	5	Rating Average	Response Count
The schools expect students to think clearly and act wisely in the community.	1.1% (14)	2.1% (26)	9.3% (116)	33.3% (414)	54.1% (672)	4.37	1,242
Schools create opportunities for learning that engage students in topics and activities that engage and excite them.	0.9% (11)	3.5% (44)	16.0% (198)	40.8% (506)	38.8% (481)	4.13	1,240
Teaching and learning involve teachers and students. Students routinely and appropriately provide feedback to teachers on their experiences.	3.1% (38)	10.4% (129)	26.9% (332)	33.7% (416)	26.0% (321)	3.69	1,236
Students demonstrate mastery of content through experiences that require research, reflection, and presentation of their work to peers and adults.	1.7% (21)	8.2% (101)	24.4% (302)	39.3% (486)	26.5% (328)	3.81	1,238
Teachers work in teams and receive coaching and professional development designed to improve their practice.	1.7% (21)	4.9% (61)	14.8% (183)	30.9% (381)	47.7% (589)	4.18	1,235
Parents and community members support the schools and are actively involved in the education of the students.	2.0% (25)	10.1% (125)	24.2% (299)	34.7% (429)	29.0% (359)	3.79	1,237
answered question							1,243
skipped question							106

5. Select how well your school functions on the elements described (1=Not at all, 5=To a great extent).

	1	2	3	4	5	Rating Average	Response Count
Educators focus on preparing students for post-secondary readiness and success.	0.7% (9)	2.8% (34)	15.6% (192)	40.5% (497)	40.3% (495)	4.17	1,227
Educators focus is on students experiences and strengths instead of on student deficits and weaknesses.	2.4% (29)	8.2% (100)	27.7% (339)	37.8% (463)	24.1% (295)	3.73	1,226
Students set personal goals and create plans to achieve them. Educators and families support these activities.	2.9% (35)	15.7% (193)	28.5% (350)	31.5% (386)	21.4% (263)	3.53	1,227
Teachers serve as advisors, coaches and learning facilitators.	1.2% (15)	3.1% (38)	15.6% (192)	36.8% (451)	43.3% (531)	4.18	1,227
Data on student progress is systematically collected and reviewed to drive classroom practices and improve learning.	1.5% (18)	3.2% (39)	17.9% (220)	34.2% (419)	43.2% (530)	4.15	1,226
Technology is widely available to students and used in a way to enhance students' learning.	3.8% (46)	13.7% (168)	18.8% (231)	30.1% (369)	33.6% (412)	3.76	1,226
Students are able to self-monitor their progress and demonstrate their learning through projects, performances, and other authentic assessments.	1.7% (21)	8.1% (99)	28.7% (351)	36.7% (448)	24.8% (303)	3.75	1,222
answered question							1,229
skipped question							120

6. Select how well your school functions on the elements described (1=Not at all, 5=To a great extent).

	1	2	3	4	5	Rating Average	Response Count
School leaders create a compelling vision of the future. Leaders model appropriate vision-focused behavior and take personal ownership for results.	2.0% (24)	6.9% (83)	19.6% (236)	38.3% (461)	33.2% (400)	3.94	1,204
The schools focus on results. Activities that do not produce results are dropped or changed.	1.9% (23)	9.1% (109)	27.1% (326)	34.3% (412)	27.6% (332)	3.77	1,202
Leaders engage in activities that produce positive results and support sustainable change.	1.6% (19)	5.7% (69)	23.0% (277)	39.4% (473)	30.3% (364)	3.91	1,202
Leadership is shared through collaboration at all levels. Students are provided a significant role in school governance.	6.1% (73)	19.3% (232)	30.2% (363)	26.9% (324)	17.5% (211)	3.31	1,203
The union is not viewed as an antagonist, but rather a full partner in the development and support of processes that support the full personalization of teaching and learning activities.	9.4% (110)	12.3% (144)	35.2% (413)	25.2% (295)	17.9% (210)	3.30	1,172
Leaders are skilled communicators and create buy-in.	3.4% (41)	8.5% (102)	26.2% (313)	34.6% (413)	27.2% (325)	3.74	1,194
Leaders recognize the value of teams and actively employ them as engines of school change.	2.6% (31)	6.3% (75)	19.6% (235)	37.2% (445)	34.3% (411)	3.94	1,197
Decisions are data driven and thoughtful.	2.2% (26)	5.0% (60)	21.6% (257)	35.5% (423)	35.6% (424)	3.97	1,190
						answered question	1,207
						skipped question	142



Springdale School District No. 50
Springdale, Arkansas

District Update

The Springdale School Board met in regular session on October 9, 2012. Board members present were: Kathy McFetridge, president; Mike Luttrell, vice president; Jeff Williams, secretary-treasurer; David Van Bebber, Danny Dotson, Randy Hutchinson and Kevin Ownbey.

The Board members approved as presented the minutes of their last regular meeting held on September 11, 2012.

Dr. Jim Rollins, Superintendent of Schools, introduced senior Cuauhtemoc Zizumbo who addressed the Board as the Springdale High School student body representative for that evening's meeting.

The Board members conducted an election of officers to represent them for the 2012–2013 school year, reelecting the current slate of officers. Mrs. McFetridge was reelected president; Mr. Luttrell was reelected vice president; and Mr. Williams was reelected secretary–treasurer.



Dr. Tamekia Brown, Principal of Central Junior High School, introduced art teacher Laurie Foster who reported on the activities and outstanding projects of young artists at Central.

Dr. Don Love, Assistant Superintendent for Teaching & Learning (8–12), announced honors earned recently by the Jobs for Arkansas Graduates (JAG) programs at Springdale High School and Har-Ber High School. He introduced SHS faculty members Sherrie James and Britt James, each of whom was named an "Outstanding Specialist." Mrs. James also received a national award for improving the attendance rates of her JAG students. Dr. Love then introduced Don Struebing of the Har-Ber faculty who also received "Outstanding Specialist" ranking. Mr. Struebing also received the distinguished "5 of 5" recognition at the state level and national honors in three categories.



Mr. Stowe Hoffius, a Construction Technology instructor at Har-Ber High School, reported on the event held at his school on September 19 at which students were presented career–skill certificates for their work in construction. He introduced Mr. John Bain of Multicraft, 2012 graduate Bayler Stemple who will serve a four-year plumbing apprenticeship at Multicraft, and junior Luke Steenbergen, who recently received his NCCER credential (National Center for Construction Education and Research).

Principal Pete Joenks of Springdale High School reported about the recent visit to his school of Dr. Gene Bottoms, Director of the Southern Regional Education Board (SREB) to observe the distinguished *High Schools That Work* program at SHS.

Dr. Regina Stewman, Principal of Sonora Elementary School, announced her school's recognition in an article on "Honor Roll Schools" in the October issue of *Parents* magazine. The magazine was focusing on "most-innovative schools," and Sonora was selected as one of only 10 schools out of 500 nominees to be honored. Dr. Patricia Relph, Arts Learning Specialist at the Walton Arts Center, spoke about the partnership between SES and WAC that promotes creativity and innovation.



Dr. Shawna Lyons, Principal of Sonora Middle School, briefly commented about the dedication ceremony for that school that was conducted on October 5, 2012.

Information Director Rick Schaeffer presented the public relations "Annual Plan" for the Springdale School District, giving specific attention to efforts to communicate with the respective constituent groups with the district (parents, business leaders, teachers, senior citizens, etc.) He explained the important and impact of utilizing the various social networks (Facebook, Twitter, etc.) and commented that by the end of that week the district will have an operating Spanish-language Facebook page in addition to the English page. He commented on the expanding radio and television coverage of district/student achievements and news, digital billboards, and the initiation of parent bloggers for each school. Mr. Schaeffer reported that the *Washington Post* newspaper plans to run a story in the spring of 2013 on the new food lab at Springdale High School.

Athletic Director Wayne Stehlik reported on the district's youth football program operated in partnership with the Springdale Youth Center.

Dr. Rollins announced that the Springdale School Board is on the program to present at the annual conference of the Arkansas School Boards Association scheduled for December 5–7, 2012, at the Peabody Hotel and Statehouse Convention Center in Little Rock. The theme for this year's conference is: "Beyond Black & White: The Many Faces of Diversity."

Dr. Rollins presented a preliminary agenda for the School Board–administrator work session scheduled for November 13, 2012.



Dr. Marsha Jones, Associate Superintendent, reported on the emerging "Graduation for All" summit that will be held on November 25, 2012. That event will be a joint effort of the Springdale School District with the Northwest Arkansas Education Service Center and the Education Task Force from the Northwest Arkansas Council.

Dr. Jones also reported on the district's planned submission of an application for a lucrative grant under the "Race to the Top" national initiative. The submission deadline is October 30, 2012. The focus on the application will be "personalization of instruction." Springdale is one of five districts in Arkansas that are submitting applications.

Dr. Don Love, Assistant Superintendent, reported on the participation of Springdale students in the American College Test (ACT) program.

Dr. Love then described the planning and support efforts for students who are participating in the National Merit qualifying examinations.

Next Dr. Love reported on the Advanced Placement (AP) and Arkansas Advanced Initiative for Math and Science (AAIMS) programs.

Dr. Love presented an update on the status of the International Baccalaureate Diploma Programme opportunities available for Springdale students.



Dr. Gary Compton, Assistant Superintendent for Support Services, reported on the status of various construction projects going on in the district including the work on the Har-Ber High School athletic complex, the renovation of the Cannon building and the ALE facilities, and the construction of the new junior high school on Hylton Road. He commented that all 13 portable buildings owned by district are in place and in use.

Dr. Compton stated that he is working with the City of Springdale to install more sidewalks in strategic areas to effect "safe routes to school" for Springdale students if he is successful in obtaining requested grant monies for that purpose.

Dr. Compton announced that the Food Service department has received a significant grant from the United States Department of Agriculture ("the first and only one in Arkansas" to receive that grant). He also reported the receipt by the Nursing Program of a \$1,000.00 grant from the Kiwanis Club to fund the district's dental program.

Dr. Compton also commented on the district's transportation services.

Dr. Compton stated that the "Breakfast in the Classroom" program will start in December 2012, with five elementary schools participating at the beginning (hopefully more later).

Mr. Kelly Hayes, Comptroller, presented a financial report regarding the various building projects currently under way in the Springdale School District.

Mr. Hayes obtained Board approval of the financial statements for the district for the month of September 2012.

Mrs. Melissa Spence, President of the Springdale Education Association, spoke briefly, commenting that "everything is going good." She reported that the SEA will be represented at the upcoming annual conference of the Arkansas Education Association. The SEA is interviewing candidates for state representative.

Mrs. Kathy McFetridge commented on the upcoming regional meeting of the Arkansas School Boards Association.

Dr. Rollins commented on the "pre-design" efforts being made now so that we will be ready if our application for funding under the state facilities partnership program is approved for the construction of new media centers/classroom additions at Smith and Elmdale Elementary Schools.

There being no further business to come before the Board, the meeting was then adjourned.

Reported by Cynthia Newman,  *Secretary to Supt./School Board*

Springdale City Council PTA

20200 Sonora Road Springdale AR, 72764

September 20, 2013

To Whom it May Concern,

The Springdale City Council PTA strongly supports the vision of the Springdale School District of Teach them All, Learning for All. This has been the core of our partnerships for many years as we have worked together to accomplish this mission. Our parents and schools work together to personalize learning for children.

Our school district is the second largest school district in the state of Arkansas with close to 21,000 students in grades Pre-K through 12. This rapid population growth has led to more opportunities for parents and schools to learn different ways to communicate with an ever-changing, diverse population (33 languages) with near 70% poverty.

Through partnerships with parents, our district is committed to demonstrating success by creating opportunities for parents to learn about pathways to college and careers for all students through a grant provided by the National PTA.

For these reasons, our Springdale City Council PTA strongly supports the Springdale School District's application for the Race to the Top Grant. If given the opportunity to receive this grant, our organization would continue efforts to partner with the school district on supporting the district's goals to

1. Drastically accelerate student achievement
2. Increase equity through personalized learning strategies
3. Deepen student learning

Thank you for considering the Springdale School District's request for the Race to the Top Grant.

Sincerely,

A handwritten signature in black ink, appearing to read 'Keli Gill', with a large, stylized flourish at the end.

Keli Gill, SCCPTA President



Mayor Doug Sprouse

201 Spring Street
Springdale, Arkansas 72764
(479) 750.8114
(479) 750.8559 fax
www.SpringdaleAR.gov

September 19, 2013

To Whom It May Concern:

This letter is written in support of the Springdale (AR) School District's grant application for Race To The Top (RTTP) funding. The partnership that exists between the city of Springdale and the Springdale School District is both powerful and longstanding. I firmly believe that our city can grow and prosper only if our schools are highly successful in their vision of Teach Them All, Learning For All.

To this end, the district's RTTP goals of drastically accelerating student achievement, increasing equity through personalized learning strategies, and deepening student learning all support the vision of our schools.

Rapid population growth, increased diversity, and increasing poverty levels are some major challenges shared by both city government and our school district. Together, in partnership, I know that we will address these challenges and become a better community in the process.

Thank you for your consideration of the Springdale School District's application.

Sincerely,

A handwritten signature in blue ink that reads "Doug Sprouse". The signature is written in a cursive style with a large initial 'D'.

Doug Sprouse
Mayor



Leading Business.
Leading Springdale.

September 25, 2013

To Whom It May Concern,

I am pleased to support the Springdale School District's Race To The Top (RTTT) proposal. The excellent work of this school district is an essential component to the continued success of our growing community. In partnership, the Chamber and the District have historically worked together for the betterment of our youth. That unwavering partnership, in my view, sets our community apart from many others.

The focus of the grant application is certainly on target to meet the needs of our students, accelerate student achievement, deepen student learning, and increase equity through personalized learning. Together they are true difference makers.

As always, I am appreciative of the Springdale School District's focus on continuous improvement (getting better at getting better). I am totally supportive of this RTTT grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Perry Webb".

Perry Webb
President/CEO



HISPANIC WOMEN'S ORGANIZATION OF ARKANSAS

September 20, 2013

To Whom It May Concern:

On behalf of the Hispanic Women's Organization of Arkansas (HWOA) I would like to express support for the Springdale School District's Race To The Top (RTTT) grant application. HWOA and Springdale schools have worked together over the years for the betterment of our youth. The work is challenging, but enormously rewarding.

Rapid population growth in our area, coupled with increasing diversity and poverty, have strengthened our partnership as we work toward the common goal of improving young lives by improving our educational system. This growth has been more dramatic in the Latino population. The Springdale Schools went from 5.35% Latinos in 1995 to 44% in 2012. With this growth, we continue to see a greater need for access to quality education to impact our most vulnerable; school-aged children and their working poor families. Many of our parents work different shifts, share one family car, and rely on the educational system to prepare their children for their future as they do not have the time or knowledge to guide them.

The Springdale School District administration has been proactive in responding to the needs of the growing population. They have increased the number of schools to meet the growing need for classroom space and have been innovative in their teaching approaches to satisfy the needs of the community, offering programs such as the Family Literacy program where parents and children attend classes together. Education reform starts locally, implementing ambitious yet achievable plans for coherent, compelling and comprehensive education reform. The Springdale School District is very proactive in that regard focusing in three main areas:

- Working to accelerate student achievement
- Increase equity through personalized learning strategies
- Increase student learning being supportive of the District's vision of Teach Them All, Learning for All.

The Springdale School District's strategies will transform our school system, finding new innovative ways to educate our children and preparing them for decades to come. Our community will clearly benefit from the Race To The Top grant which will allow the schools to meet demands of the growing diverse population and remain competitive, providing the best education to our future leaders.

Thank you for your consideration of the Springdale School District's proposal, and please do not hesitate to contact me if I can be of any further assistance.
479-751-9494 or at margarita.s@hwoa.org.

Sincerely,

Margarita Solórzano
Executive Director

"Celebrating Education, Culture and Community"

614 East Emma, Suite 231 • P.O. Box 6132 • Springdale, AR 72766
Ph: 479-751-9494 • Fax: 479-751-1110
www.hwoa.org • hwoa@jcf.jonesnet.org

SPRINGDALE SCHOOL DISTRICT

Administration Office: 804 West Johnson
P. O. Box 8
Springdale, Arkansas
72765-0008

District Accreditation by *AdvancED*



Jim D. Rollins, Ed.D.
Superintendent
Phone: (479) 750-8800
Fax: (479) 750-8812

September 18, 2013

TO: "Race to the Top" Selection Committee

It is the goal of the Springdale School District to provide an optimal educational experience for each student, with a personalized instructional plan to address the strengths, weaknesses and specific needs of each individual. With that goal at the forefront, we are putting forth an ambitious reform initiative for which we are seeking grant funding under the "Race to the Top" national program of support for education.

The tenets and details of the district's Race to the Top grant application were presented to the members of the Springdale School Board for their information, input and endorsement. As the president of the Springdale School Board, I want to express enthusiastic approval and support for the application.

We are preparing students today to live and compete in a global society that will require increasingly sophisticated knowledge and technological skills. It is imperative that we assure that our students are college/career-ready when they graduate from our high schools. I firmly believe that our plan articulated in the Race to the Top application will greatly support and enhance our effectiveness in that effort.

I will sincerely appreciate your serious and thoughtful consideration of our application.

Sincerely,

A handwritten signature in black ink that reads "Kathy McPetridge".

Kathy McPetridge
President, Springdale School Board



UNIVERSITY OF ARKANSAS

GRAD 324 ♦ Fayetteville, Arkansas 72701 ♦ (479) 575-3208 ♦ (479) 575-3119 (Fax)
Office of the Dean, College of Education & Health Professions

September 19, 2013

Dr. Jim Rollins, Superintendent
Springdale Public Schools
804 W. Johnson
Springdale, AR 72764

Dear Dr. Rollins:

I am pleased to indicate to you the support of the College of Education and Health Professions for your *Race to the Top* proposal. As you are aware, the College of Education and Health Professions prepares professionals in all areas of education, including preparation programs in teacher education, educational administration, physical education, counselor education, health education, health science, and recreation. Over the past many years we have had an extremely successful, collaborative relationship with your district in all of these preparation programs. We continue to be very interested in working with the Springdale district in your efforts to improve the educational outcomes for all of your students.

After reading your proposal it is apparent that you will focus on three very important areas: (1) accelerate student achievement, (2) deepen student learning, and (3) increase equity through personalized learning. Each of these three goals will undoubtedly improve educational outcomes for your students. I applaud you for your efforts to secure funding for these very important endeavors. Please keep me informed of the status of your proposal. We unequivocally support your efforts.

Sincerely,

Tom E.C. Smith
Dean and University Professor

September 23, 2013

Dr. Jim Rollins,
Superintendent
804 W. Johnson Ave.
Springdale, AR 72765

Dear Dr. Rollins:

The purpose of this letter is to express support for the *Race to the Top Grant* currently being proposed for the Springdale Public School District.

As members of the Parent Teachers Organization, the purpose of this grant closely aligns with the goals and vision we have for our schools. Additionally, as parents with children in Springdale schools with plans to continue attending in future years, this type of investment is necessary to ensure the continued success of our students.

The focus of this grant aligns with key issues we collectively agree as being important issues impacting a wide variety of student needs. Many of these students are underrepresented within our current base of resources. The use of technology, blended with extended or alternate approaches, provides a flexible and well reasoned approach to learning.

By focusing on accelerating student achievement across the spectrum of income and grade levels, our students will be better prepared to compete and perform in their academic work.

We appreciate the leadership and vision that our school staff is bringing to benefit all the students that attend Springdale schools.

Sincerely,
CJHS PTO Board Members



2811 West Huntsville Ave, Springdale, AR 72762 Phone•(479)750-8854 FAX•(479)750-8700
Principal • Dr. Tamekia Brown Assistant Principals • Curtis Gladden and Anne Martfeld

Monday, September 23, 2013

Dear Dr. Jim Rollins,

We would like to introduce ourselves as elected leaders of Central Jr. High School Student Council. We represent the 8th and 9th grade student body. As the voice of CJHS, we strive to improve our school for current and future generations of Central Warriors. The purpose of this letter is to show that as students, we support the *Race to the Top School Reform* to improve the educational needs of all learners.

The diversity within the school district displays our different intellectual needs. We believe that in order to improve the education of each individual student, we need to address the technology needs of the students who can't afford personal access to technology. With this grant, we could provide a better learning experience for all students who work at different paces. Technology is becoming a staple in our lives. More jobs require the use or knowledge of technological skills; therefore this grant can create opportunities to increase our educational experiences.

Please consider our input as the Student Council representatives. We genuinely hope you consider our thoughts and thank you for giving us the chance to expand multiple pathways to success. Through this opportunity we can sharpen our arrows and aim for higher learning.

Sincerely,

CJHS Student Council Representatives



Central Junior High School

“Aiming High With Warrior Pride”

Tamekia Brown, Principal. Curtis Gladden and Anne Martfeld, Assistant Principals.
2811 West Huntsville, Springdale, AR 72762. Phone 479.750.8854. FAX 479.750.8700.

tbrown@sdale.org cgladden@sdale.org amartfeld@sdale.org www.springdaleschools.org

Dr. Jim Rollins
804 W. Johnson Ave.
PO Box 8
Springdale, AR 72765

Dear Dr. Rollins,

Please accept this letter in support of the grant application. Central Junior High staff members are aware of and support the goals presented in the Race to the Top Grant and we are ready to partner with you to improve the quality of teaching and learning in the event that we are awarded. Our staff voted favorably (90%) in support of the district's efforts.

Sincerely,

Dr. Tamekia Brown,
Principal



September 18, 2013

To Whom It May Concern:

I am pleased to write this letter of support for the Race To The Top (RTTT) proposal submitted by the Springdale (AR) School District. Since inception in 1994, the Jones Center for Families has been a strong community partner with the Springdale School District. Our partnership continues to grow and strengthen within our community.

We share many common goals and as community partners we are totally supportive of the District's Teach Them All, Learning for All vision. Our youth are our future and I am fully aware of the District's resolve to prepare each student at the very highest level possible.

Our collaborative efforts include work with the District ALE program students and another local nonprofit organization to provide enterprise learning opportunities through grounds management of our 30 acre facility, providing classroom space and exposure to recreation, and the Arts in our Jones Center for Families.

The proposal of the District has three focus areas, which in our view, directly focus on the critical targets; increase equity through personalized learning, accelerate student achievement, and deepen student learning. These are high-need areas in our wonderful, yet rapidly changing community.

I hope you accept this letter of support favorably, as our community and The Springdale School District need assistance to continue to move positively forward with the future leaders of our community.

Sincerely,

A handwritten signature in black ink that reads "Mike Gilbert".

Mike Gilbert
Chief Operating Officer
Jones Center for Families

Congress of the United States
House of Representatives
Washington, DC 20515-0403

September 20, 2013

The Honorable Arne Duncan
U.S. Department Of Education
400 Maryland Avenue, SW
Washington, DC 20202-0008

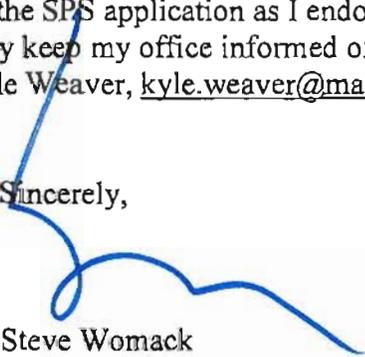
Dear Honorable Duncan,

It is my pleasure to once again submit a letter of support for the Race to the Top – District Competition application submitted by Springdale Public Schools (SPS). I understand this is a competitive grant, and I request all full and fair consideration of the SPS proposal. Northwest Arkansas has some of the best schools in the state, and I have been impressed by the work that SPS administrators, teachers and staff have put into elevating the educational achievement of each student. In this proposal, SPS has paid particular attention to areas of parental engagement and has actively sought to improve what was an already a strong application.

SPS has demonstrated a willingness to engage national leaders in education reform to ensure Springdale schools are at the forefront of academic innovation. It is my understanding that SPS is committed to reaching students through personalized learning environments tied to college-and career-ready standards designed to heighten student engagement and maximize academic potential through the use of educational methods and resources tailored to meet individual student needs. Additionally, SPS is committed to teacher and administration evaluations and the other core educational assurance areas required by those competing for grant funding.

I appreciate the thoughtful review of the SPS application as I endorse their effort to seek funding from this competitive grant. You may keep my office informed of the status of the SPS application through my Projects Director Kyle Weaver, kyle.weaver@mail.house.gov or 479-464-0446.

Sincerely,



Steve Womack
Member of Congress

SW/jb

Greg and Jennifer Garner
19352 Hilton Rd.
Springdale, AR 72764

September 23, 2013

To Whom It May Concern:

Our three children attend school in the Springdale School District, Forrest (17), Glenn (15), and Summer (11).

The oldest has utilized the Special Education services of the Springdale District since pre-school due to a traumatic brain injury he sustained at the age of two years. Now a senior, Forrest is on track to graduate with his classmates—which is no small feat as he is severely handicapped. Being non-verbal, non-ambulatory, and totally dependent upon others for care, he is trapped in a body that does not consistently respond. There have been many challenges over the last 15 years, but the district has been willing to try many different things in search of finding solutions that work for Forrest.

Glenn is attending the Engineering Academy at Springdale High. The level of academics taught in this academy is impressive as well as engaging for our son. There are also extra-curricular engineering opportunities available—the First Robotics Challenge Team and the Electric Vehicle Team both of which our son is involved! We are happy to see Glenn so enthusiastic about his studies.

Our daughter, Summer, is now attending Sonora Middle School. She is excited about the opportunities provided to her through the GT program, is active on the First Lego Robotics Team, and recently made the girls basketball team.

As parents in the Springdale School District, we are pleased to be sending our children to any of the schools within the district—in fact our children have attended 10 of the district's schools. We find the caliber and consistency of education provided at all the schools to be excellent.

Sincerely,

Greg and Jennifer Garner

Springdale School District's
Har-Ber High School
Home of the Wildcats



Danny Brackett, Principal
Nichole Davis, Asst. Principal

Shannon Tisher, Asst. Principal
Rob Lindley, Asst. Principal

300 Jones Road
Springdale, AR 72762

September 19, 2013

Dr. Jim Rollins, Superintendent
Springdale Public Schools
Springdale, AR 72764

Dear Dr. Rollins,

What an honor to work in a school district that is constantly striving to teach all students to proficiency in every area. I thank you for your leadership.

As we look to future, we must continue to personalize learning for every student. I see this occurring in structures and curriculum. Structurally or logistically, we must review utilization of the variable of time and how we use time in our learning endeavors. The current 7 period, 50 minute structure works well for the majority of our students but there are many who do not perform well. The current use of time makes it difficult for students and staff to form what I refer to as the “learning relationship”. We consistently hear students, parents, and staff suggest that with more time, we could accomplish higher levels of learning. The thought that we can have more time is truly not the issue. It’s better utilization of time. I look forward to working with you, your team, and Joe DiMartino as we examine this important variable of time in personalization of learning. This will include but not be limited to, examination of the need or use of bells, transitions, and classroom locations.

The goal of structures or logistics should be to support curriculum and instruction. These structures should support curriculum of a project based learning environment, standards based learning, and a strong mentoring or advisory program. We have a model in our building with the Environmental And Spatial Technology (E.A.S.T.) lab. Students select their projects, create timelines, research and communicate needs, and then demonstrate learning by presentation with real world audiences. Their facilitator, Ms. Lamb, becomes and mentor/advisor for the students in this program. Another example is our Construction Management Program. Students are learning real world skills and are credentialed to move to careers and/or college. Application of core learning brings school to life for these students. Each of these examples relies on standard based learning and assessments. Our conversations should continue to examine the purpose of the Carnegie Unit of Credit verses Standards Based Learning where students can demonstrate mastery of content skills. In

our curriculum, we must also look to integrate the core subjects and career and technical subjects. This integration would require changes in our structure to allow for common planning, common assessments, and applicable projects.

Finally, both structure and curriculum must be viewed from the lens of smaller learning communities. Creating career pods, houses, or academies would allow personalization at a greater level in a large, comprehensive high school. As you are aware, we are exploring what this might look like in our school community. We look forward to partnering with you, your team, and the community in this important work with the goal, “Learning for all, in all, all the time”.

Thank you again for your leadership.

Sincerely,

A handwritten signature in black ink, appearing to read "Danny Brackett". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Danny Brackett, Ed.D.

September 24, 2013

Dr. Jim Rollins, Superintendent
804 W. Johnson Avenue
Springdale, Arkansas 72765

Dear Dr. Rollins,

It is our understanding that the Springdale School District is applying for a Race to the Top Grant. If approved, this grant would significantly reform and enrich our school's academic program.

Mr. Griep, our building principal, has discussed some of the benefits of the grant. These include increased technology within all classrooms, a focus on Science, Technology Engineering, and Mathematics, a family literacy program, rich professional development for our teachers, and the development of academic lessons that promote Common Core strategies and problem solving. As a result of these research-based initiatives, we believe that all students will be better prepared for their future. Students will have the knowledge and the skills to be college and career ready.

As members of the Student Leadership Council at our school, we strongly endorse our district's application for the Race to the Top Grant. Thank you for your consideration.

Respectfully Submitted,

A handwritten signature in blue ink, appearing to be 'D. G.', is written over the text 'Student Leadership Council Members'.

Student Leadership Council Members

To Whom It May Concern:

Over the last 20 years, many Marshallese and Spanish speaking families have made Springdale their home due in part to the educational experiences provided to our children by Springdale Public Schools. Springdale experienced a 1,752% increase in the number of English Language Learners (ELLs) from 1995-2012. The growth of students from diverse backgrounds continues to soar today. During the 2007-2008 school year, the student population was 52.4% white, 38% Hispanic, and 7% Pacific Islander. Thirty-seven percent of the students were ELLs. Just five years later, the percentage of Hispanic students has surpassed that of white students. Today, our student body includes 43.73% Hispanic, 40.63% white, and 9.63% Pacific Islander. Nearly 44% of our students are learning English as a second language.

These numbers may seem overwhelming, but this great school district has gone above and beyond to respond to its rapidly changing student body and to the multicultural families it serves.

One of the most important goals of the district is for all students to be on grade level. When district and school leaders and/or teachers and parents identify an obstacle to this goal, solutions are researched and implemented. For example, when concern was raised about the number of ELLs who needed additional classroom support, the district's ESOL offices began sponsoring free before and after school programs at a number of schools. These programs include interventions, as well as enrichment activities. Both Har-Ber and Springdale High Schools sponsor free credit recovery classes, night school, and summer school for students who are not on track to graduate. They also promote college preparation through Saturday and afterschool ACT prep classes. Students in all grades can attend free summer school programs designed especially for language learners and engage in small group instruction both in and out of the classroom, as the district has adopted a model of instruction that accounts for the needs of *all* children.

The district supports children's more physical needs, too. Students' needs are met beginning with essential school supplies, clothing, and shoes, which are all distributed through the nursing staff. Four schools also house community wellness centers that serve students who may not otherwise have easy access to healthcare. Our schools also provide food for students whose families are struggling by providing backpacks filled with food every Friday. All of these are services our Hispanic and Marshallese families often need.

A second goal of the district is to increase parental engagement in learning. The district provides numerous opportunities for parents to be involved in their students' learning, including several initiatives to engage parents of minority students. Multicultural nights allow parents to share their cultures with one another. Family Literacy nights, which always include interpretation, provide schools with opportunities to share ideas with parents as to how they can promote their children's literacy at home. Perhaps the most unique, the Springdale Family Literacy Program offers parents a multi-faceted approach to learning. The program is composed of four components: 1) Parent Time, a time for parents to learn more about the community or about topics of interest; 2) Adult Education, a time for parents to participate in English language development classes; 3) Parent and Child Together (PACT) Time, a time

for parents and students to interact over classroom curriculum in the child's regular classroom; and 4) Children's Education, a child's regular classroom instruction time.

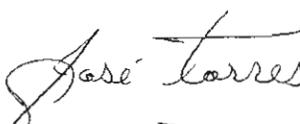
In working to achieve these goals, the district began employing us, community liaisons over thirteen years ago. Our work supports students by making them aware of the many programs provided for them. It also allows us to serve in a one-on-one mentoring role when students need encouragement concerning grades or behavior. We are also able to support parents through translation of school communication, phone calls, and home visits. In addition to providing valuable information about their student's performance, we discuss opportunities for parents to get involved in PTA, Watchdog Dads, and Helping Hands programs, while also promoting special school programs. As a result, we've seen increasing participation amongst our Marshallese and Hispanic parent populations.

Much of our work as liaisons extends to include many district shareholders who might not be reached otherwise. Through Cox Television, we are able to provide a local television station for Hispanic families, as well as Marshallese and Spanish language radio shows. We also utilize social media and a district newsletter to inform the community about goings-on in the schools. We understand that spreading the positive message of what our district is doing to engage families from all backgrounds is one of the most important jobs we have.

Obviously, the work taking place in Springdale Public Schools is positive. As you consider which districts will receive the next round of Race to the Top funds, please know that our leadership keeps the best interests of *all* students and families at the forefront of its planning. They have made every attempt to include people from all backgrounds in all they do. The numbers speak for themselves: Springdale is a great place to be, and our population's increasing diversity is a testament to it!

Sincerely,


Kumon Benjamin


Jose Torres


Arita Iban


Alvin Lopez


CARLWIS ALBERTAR


Tommy Labwiji

Madison Haskins

September 18, 2013

EAST at Har-Ber High School

To whom it may concern:

The EAST classroom is an exemplary example of the innovated learning Har-Ber High School is looking to implement. The EAST model is a way to get students not only involved in the community, but also within the classroom and with their peers. EAST students get the chance to control how much or little they learn by the amount of effort and involvement they chose to exert. Students learn professional communication skills by collaborating with other students about their projects and collaborating with community to enhance their projects. Through these projects students learn about problems in the community, they learn how to collaborate with peers and community partners, and they also learn how to solve the problems they encounter while working on their projects. Students also have a chance to work with the advanced technology that is used prominently in the business world. Therefore the students are a step ahead of students who don't get the opportunity to work with technology. Beginning this past year EAST has begun a mentoring program that includes Har-Ber EAST students reaching out to the projects of Elementary School EAST students. Not only do we share our knowledge of projects, even the Har-Ber EAST students learn from the passion and curiosity of the younger students. Har-Ber EAST has also began an advisory board which allows students to take on leadership roles and to conduct the EAST program rather than the facilitator. The students get a sense of ownership from the personalized program run by their peers.

The effects of Har-Ber EAST on the students and the community are easy to recognize. Har-Ber EAST have a sense of ownership because the program is run by the students. The mentor and advisory aspect of EAST allows the students to learn from their peers and younger EAST students. The personalization of the learning in the EAST classroom allows the students to control how successful they are in the class. Therefore Har-Ber EAST is an excellent example of what Har-Ber High School is looking to have in their classroom environments.

Sincerely,

A handwritten signature in cursive script that reads "Madison Haskins".

Madison Haskins

September 23, 2013

Dr. Jim Rollins, Superintendent
Springdale Public Schools
804 W. Johnson Ave
Springdale AR 72765

Dear Dr. Rollins:

The Center for Secondary School Redesign, Inc. (CSSR) is pleased to offer our organizational commitment to Springdale School District's Race to the Top District Initiative.

CSSR will provide Springdale Junior Highs and High schools with a school change coach with significant experience in transforming traditional school structures into small, personalized communities. Our school change coaches build on the existing strengths of the school community and help them identify transformational pathways to improved student success.

CSSR School change coaches with particular expertise in improving outcomes for at risk students will be assigned to each school. They will work with administrators on a monthly basis to ensure policies, procedures and structures are crafted in a manner that provides every student with opportunities to successfully participate in: a structured, planned series of college and career planning activities; a structured career exploration experience that includes a community based, extended learning opportunity during the high school years; and a dual credit experience.

Since 2005, the Center for Secondary School Redesign, Inc. (CSSR) has been a leading provider of groundbreaking technical assistance to support policy and culture change at the federal, state, district, and school levels. Our work leads to a richer and more personalized secondary school experience for all youth. Utilizing a school change coach model, a virtual office, and a coast-to-coast network of nationally recognized school change coaches, we work to implement targeted change initiatives. In addition to

technical assistance, CSSR provides professional development, strategic planning, research, and support for schools and districts throughout the country.

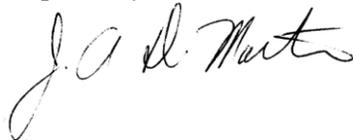
Our comprehensive approach addresses instruction, leadership and culture change best practices. To build capacity and sustain knowledge we believe in working alongside our clients to develop a path that will meet their specific, contextual needs and lead to higher student achievement. We offer a variety of customized services delivered by our diverse team of experts who contribute years of knowledge and experience to the conversation and activities. At the core of our work is the belief that students must always be at the center of any learning environment.

The school change process is difficult and complex. This is especially true when new practices are being implemented while school is in session, and prior professional development has not totally prepared the staff to deal effectively with the changes being introduced. A CSSR school change coach has an expertise in facilitating the school change process and working with staff to ensure the successful adoption of the initiatives being introduced. All CSSR coaches have a deep understanding of both the “WHAT” of content best practices, and the “HOW” of implementing process and organization development. To begin any program, a school leadership team must have the tools, research, and data on best practices to support implementation, but also must have the roadmap on how best to make sure the program is sustainable over a long period of time.

Specifics services that will be provided are detailed below.

We look forward to partnering with the Springdale School District on this very important and noteworthy initiative that will have significant impact on students both within the district and throughout the country.

Respectfully Submitted,



Joseph A DiMartino, President
Center for Secondary School Redesign, Inc.

Supporting Personalized Learning

Project 1 - Seat Time Waiver Pilot

In a **Competency Based System** schools must show that students are advancing not just by demonstrating growth in learning, but also by demonstrating competency in the understanding and application of content knowledge. As students transition into a system where all coursework is described in terms of demonstrating proficiency, the importance and relevance of content becomes clear to each student. CSSR assists schools to develop competencies that meet the most rigorous level of performance using the Competency Validation Rubric to guide competency development (see attached). Through a competency based system students will:

- Understand the competencies they must master in order to earn a diploma
- Be able to demonstrate mastery of competencies in a variety of meaningful, personalized ways.
- Explore and discover deep learning opportunities both within and outside the traditional school building and school day.
- Explore a range of academic and career pathways, including setting and tracking their progress toward meaningful short and long term goals.
- And, with the support of parents and educators, all students understand that what they are learning is key to their success in accomplishing their goals.

Since the steps to achievement of personal goals might not be fully realized in a traditional classroom setting, student can be guided to **Extended Learning Opportunities** (ELOs) that will help prepare them for success – including community-based learning, online coursework, and independent projects. In the CSSR approach demonstration of mastery in an ELO includes doing original research, a written reflection, development of a product and an exhibition of the learning achieved through the ELO. This process allows students to earn credit for the challenging work they do outside of the traditional classroom environment such as internships, community service projects and online coursework. The ELO process strengthens involvement with the community while enhancing exposure to a wider array of cultural opportunities.

CSSR will assist the Springdale School District to:

1. Develop a set of competencies that each student will need to demonstrate proficiency of in order to earn course credit
2. Create a program for Extended Day/Extended Year (Extended Learning Opportunities)
3. Collaborate with EAST in the Project Based Learning expansion to additional schools

4. Support the District Competency-Based Design/Transition Team
 - a. Review of Literature
 - b. Conduct Site Visits at schools in New Hampshire that have been implementing competency based credit for over five years.
 - c. Establish articulation pathways through high school
 - d. Rubric Design

Project 2 – Schedule

CSSR works with school leadership teams to examine ways in which the bell schedule interferes with the school’s ability to accomplish its goals. Through this process, the schools identify what’s working and what needs to change to meet their goals for student achievement. A key element of this process is the exploration of numerous bell schedules in use in a wide variety of schools across the country in order to expand thinking about what’s possible. Once created, CSSR helps the school to develop a professional development plan to gain staff buy-in for the new schedule.

CSSR will assist the Springdale School District to:

1. Facilitate a district level conversation to identify scheduling issues that must be aligned across all the schools in the district
2. Work with each school’s leadership team to convene a schedule project team to create a bell schedule that meets common district requirements (bussing, cafeteria staffing, start and end times, etc.)
3. Support each bell schedule team to prioritize flexibility for personalizing learning, and build time for:
 - a. Teacher collaboration
 - b. Connecting with students to develop college and career goals through dedicated advisory time
 - c. ELO opportunities for all students

Project 3 – Advisory

Student advisory can be accomplished through regular meetings between small groups of students and educators within a school. CSSR provides training for creating and implementing a student advisory that meets individual school needs – whether that be academic, social/emotional, civic responsibility, and/or career and college readiness. Our coaches work with a site-based design team to create a program focused on a clear purpose established by the school. We work with you to align the organization, content,

assessment, professional development and leadership necessary for successful implementation.

CSSR will assist middle school, junior high and high school leadership teams and create a vehicle for each student to be known well by at least one adult in the building. The advisory program thus created will include clear roles for advisors and advisees and will develop an appropriate set of activities that will assist each student to undertake:

- a. College and career planning
 - i. College and Career Ready Orientation & Access to College and Career Ready Coaches
 - ii. College Knowledge
 1. College Trips
 2. College Application & Match Process
 3. Financial Aid
 - a. Scholarship Based Assessments
 - b. Private vs. Public Financial Aid
 - c. FAFSA
- b. Developing their PLPs and
- c. Conducting student led conferences.

Project 4 - PLP/SLC

Fully developed **Personal Plans for Progress (PPP)** ask students to express themselves in their own voices – earning praise and recognition for their unique performances. The purpose of PPPs is to provide a systemic way of guiding students to examine who they are by exploring their talents, interests, dreams and aspirations. Through this process of self-understanding, students become full partners in the learning process, and are guided to: set personal and learning goals; ask questions; explore how to find out more; and reflect on what they have learned in the process. CSSR coaches work with your school to develop a process to ensure PPPs for each student. This includes the establishment of the procedural aspects of this work, as well as working with the school leadership to vest other educators in this process.

The **Student Led Conference**, a key component of the Personal Plan for Progress, provides a vehicle in which students are able to articulate, with supporting evidence, how they are progressing. During a Student Led Conference, students lead their adult supporters (parent, guardian, coach) through a thoughtful and thorough analysis of their progress to date, and commit to specific next steps for increased progress. Reflecting on their progress and articulating action plans builds ownership and leadership in students. Research on goal setting shows that committing to our goals in writing increases the

likelihood of their accomplishment, and describing our commitment out loud provides an even greater chance of success. CSSR helps schools to develop the leadership and infrastructure necessary to facilitate Student Led Conferencing.

CSSR will provide guidance and training to take learning from existing planning structures (Career Action Plans, Individualized Improvement Plans, Academic Improvement Plans, Individual Reading Improvement Plan, Parent Teacher Conferences) to establish personalized learning plans and student led conferencing for all students as described above.

Project 5 - Multiple Pathways to Graduation

CSSR assists schools to create smaller learning communities that are guided by National Standards of Practice (NSOP) for Career Academies:

- I. Defined Mission and Goals. Each academy will have a written definition of its mission, goals and benchmarks.
- II. Each academy will be defined within the high school, reflecting its status as a small learning community.
- III. Each academy will exist in a unique state, district and local context, all of which are important determinants of success.
- IV. Academy will include appropriately credentialed staff and leadership.
- V. Adequate professional development time, leadership and support are critical.
- VI. The Academy will have a governing structure that incorporates the explicit roles of all stakeholders and the leaders of the advisory board.
- VII. Teaching and learning within a career academy meets or exceeds external standards and college entrance requirements and focuses learning
- VIII. Academies link high schools to their host communities including meaningful involvement of employers, postsecondary educators and the civic community in its operation.
- IX. Recognizing that improvement in student performance is central to their mission, academies gather, use and report data on student performance accurately and fairly.
- X. Sustainability is supported through a regular cycle of improvement based on self examination and refinement

CSSR will support Springdale Schools to:

1. Create Wall to Wall Career Academies as defined by the NSOP noted above.
 - a. Courses grounded in professional and technical standards

2. Assist in the creation of articulation agreements with local post secondary institutions including dual enrollment options
3. Assist the District to create plans for multiple pathways in addition to career academies that include:
 1. Field Based Learning
 2. Service Learning Projects
 3. Project Based Learning
 4. Archer Learning Center
 5. Student Support
 - i. Counseling
 - ii. Transportation
 - iii. Supplemental Instruction

Project 10 - Strengthening PLCs

Common Planning Time (CPT) is the practice of adults meeting together on a frequent basis to review and craft plans to improve the academic engagement and achievement of the shared students they serve. Embedding a structured and purposeful CPT into the school schedule: promotes the practice of personalized learning and teaching; increases the extent to which instruction is integrated across grade levels and content areas; and facilitates peer learning and continuous improvement for the entire school staff. CSSR works with schools to provide CPT by: crafting a school schedule that provides the time, and facilitating the development of highly functioning teacher teams.

Collaborative Skills and Practices – by design – are integral to any high performing professional learning community, and contribute directly to increased student learning and achievement. CSSR works with educators to learn the concepts, habits, tools and skills that lead to reflective practice and facilitative leadership. Professional development is provided through the use of protocols for engaging in reflective discourse; giving and receiving of product feedback; examining student work; and facilitating group development and processes.

CSSR will use a train the trainer approach to assist school and/or district based PLCs in the use of the protocols mentioned above so that PLCs will become more productive. Protocols including methods of peer observation and training will be included.

Project 11 - Educator Evaluation & Coaching

CSSR coaches are school change experts that will support Springdale in a number of additional ways. Coaching services will be drawn from the following list of services depending on specific needs.

Personalized learning and teaching environments meet the needs and aspirations of individual learners, by design. Through a workshop series, CSSR coaches familiarize teams of teachers with learning strategies to begin personalization with the individual “persons” in the classroom. Participants explore methods to personalize content, instruction, product, and assessment with students. Educators become familiar with a range of options for personalizing learning and teaching both in and out of the classroom. CSSR coaches support teachers in creating a fold-out plan to incorporate personalization strategies into existing lessons and units that include:

Inquiry based teaching that provides a vehicle for student interest to be the framework for mastering academic content in a way that has significant and lasting value for the student. CSSR coaches have extensive experience working with educators to ensure mastery of common core standards in all disciplines through the use of inquiry based teaching. Coaches work with educators to draft questions that students are invested in answering and that have multiple entry points for students of varying skill levels. Our approach supports teachers both in understanding the use of, and implementing inquiry based teaching as a student engagement vehicle for deeper learning;

Performance assessment, where students demonstrate mastery of course content in an authentic and public format. Student designed projects are essential to this work, and include exhibitions as well as other products that demonstrate deep authentic learning through: construction of knowledge; disciplined inquiry; and value beyond the school. Student work is expected to reflect college and career readiness, and is assessed against rubrics that provide a consistent set of learning expectations for students and scored through a moderation process to ensure both a deep level of learning, and fairness in scoring. CSSR provides professional development to schools seeking to begin or expand this work.

Support for Leading Change

Given the complexity of running an effective district and school – to include the number of initiatives in play at any one time – everyone is faced with the challenge of staying on top of how well all the parts are functioning as part of a larger system. This means a

district/school must have a very efficient and effective system for measuring and communicating progress. CSSR has a proven approach to initiating and sustaining a **continuous improvement** process that ensures the utilization of the right data to make timely adjustments to processes and practices, and to optimize the allocation of resources in the service of meeting district and school goals.

The **Challenge Night** model is designed to bring student voice and choice into focus at each school by involving students, teachers, and administrators in a series of purposeful activities and protocols. This process is extremely successful in moving participants to action, and empowering them to improve the culture and climate of their school with a true focus on personalizing learning for students. The formula is simple – building trust between students and adults is the first step in creating a collaborative, student-centered learning environment. CSSR helps schools to plan for and implement Challenge Nights, and to plan for and carry out the follow up of the event.

A key cause of the failure of initiatives to meet their goals is a lack of **role clarity**, which is the number one predictor of job productivity and satisfaction. The introduction of new practices is always accompanied by the need to recalibrate the role and position descriptions with regard to task and skill priorities. CSSR employs a process that adds clarity to role and position requirements, clearly identifies professional development activities in support of role and position changes, and builds community support for changes.

Most initiatives do not succeed at the level everyone wishes they would. This is not due to a lack of smarts, resources, positive values, or a genuine desire for improvement in student performance. Most of the time it boils down to the lack of specific leadership skills and strategies required to **deal with resistance to change**, and the inability to find time to make things happen. CSSR has a variety of modules aimed at strengthening leadership skills at every level for the purpose of improving communications, creating buy-in for change, and finding the time necessary to support and sustain change.

One of the most persistent problems encountered by schools and districts is finding the time to focus on what's most important in driving improvement in student outcomes. Good intentions have resulted in almost every school and district being "over-goaled." Given limited resources, it is essential that schools focus on those programs and practices that have the most impact on outcomes. CSSR employs a methodology for doing this called "**Initiative Mapping**." This process clarifies priorities, and provides a realistic process for taking those activities off the plate that are of less importance.

CSSR is accomplished at assisting building Principals to implement regular **teacher evaluations**. We also support district-wide redesign of teacher evaluation, for example with the evaluations similar to the New York Annual Professional Performance Review (APPR) that represent a key element of many Race to the Top initiatives. Our work supports Principals to conduct walk-throughs, observations and final evaluations that reveal a thorough and evidence-backed review of teacher performance, and will stand up to potential scrutiny in an appeals process. This work is grounded in helping evaluators recognize student-centered best practices in the classroom setting.

The demand for top-performing district and school administrators is at an all time high. Initiating and sustaining positive change is one of the essential roles of leadership. To ensure administrators have “the right stuff” to be successful, CSSR has developed a **360° administrator evaluation** process that provides valid competency feedback for administrators regarding their strengths and limitations in the context of their specific job goals and demands. The result of the evaluation process is an accurate picture of leadership capacity to aid in the creation of very targeted professional development plans.

Service Provided	Year 1	Year 2	Year 3	Year 4	Total
Seat Time Waiver Pilot	\$30,000.00	\$30,000.00	\$22,500.00	\$15,000.00	\$97,500.00
Revise bell Schedule	\$36,000.00	\$15,000.00	\$4,500.00	\$4,500.00	\$60,000.00
Create advisory programs	\$18,000.00	\$18,000.00	\$4,500.00	0	\$40,500.00
Create process for PLPs and SLCs	\$22,500.00	\$7,500.00	0	0	\$30,000.00
Multiple Pathways to Graduation	\$36,000.00	\$36,000.00	\$15,000.00	\$7500.00	\$94,500.00
Strengthening PLCs	\$22,500.00	\$22,500.00	0	0	\$45,000.00
Coaching	\$60,000.00	\$60,000.00	\$30,000.00	\$22,500.00	\$172,500.00
Totals	\$225,000.00	\$189,000.00	\$76,500.00	\$49,500.00	\$540,000.00



Adult Education Center

"Equal Access to All"

September 24, 2013

Dr. Jim Rollins, Superintendent
Springdale Public Schools
P.O. Box 8
Springdale, AR 72764

RE: Race to the Top Grant

Dr. Rollins:

The Adult Education Center at Northwest Technical Institute totally supports the Springdale Family Literacy Program. In 2008, the Adult Education Center began a valuable partnership with your school district to provide the funding for the salaries of adult education instructors at the program sites. In addition, the center supplies testing materials, manages the assessment process, and tracks attendance of the adult participants.

The Adult Education Center is fully committed, as funding allows, to continuing our partnership with Springdale Public Schools in helping to provide one of the most essential elements of ESL learning: officially certified teachers. Since inception, the number of instructors has expanded from the original three to the current twelve. Additional instructors may be added if our program success-based funding increases. The Race to the Top Grant will help reach this goal.

This partnership must continue in order to assist in the sustainability of the Springdale Family Literacy Program. The success of the program and achievements of not only the adults, but their families, is extremely important to the community as a whole.

Sincerely,

X 

Signed by: tralston
Terri Ralston
Director of Adult Education

Springdale Public Schools

District Accredited by AdvancED

PO Box 8

Springdale, AR 72765

Phone (479) 750-8800 Fax (479) 750-8814



**ROTARY
CLUB**

OF SPRINGDALE

P.O. Box 6006

Springdale, AR 72766-6006

October 16, 2012

To Whom It May Concern:

I am pleased to express my support for the Springdale School District's Race To The Top (RTTT) grant proposal. The community of Springdale is extremely proud of and supportive of our schools.

Our student enrollment is now the second largest in the state and is increasing on a regular basis. That growth includes increases in diversity and poverty which are challenges that our schools are addressing head on. The district's grant application focuses on three areas that I believe speak to the vision of Teach Them All, Learning For All; dramatically accelerate student achievement, increased (personalization) of learning, and deepened student learning.

Thank you for your consideration of the Springdale School District's application.

Sincerely,

Judy Van Hoose
President
Springdale Rotary Club

Springdale School District

Teachers Salary Schedule for 2013-2014

190 day contract

Adopted: June 11, 2013

Years of Experience	BSE	BSE + 15	MED	MED + 15	MED + 30	EDS
0	\$45,820	\$47,082	\$48,344	\$49,607	\$50,869	\$52,132
1	\$46,504	\$47,767	\$49,029	\$50,291	\$51,554	\$52,816
2	\$47,189	\$48,451	\$49,714	\$50,976	\$52,238	\$53,501
3	\$47,950	\$49,213	\$50,475	\$51,738	\$53,000	\$54,262
4	\$48,635	\$49,897	\$51,160	\$52,422	\$53,685	\$54,947
5	\$49,319	\$50,582	\$51,844	\$53,107	\$54,369	\$55,632
6	\$50,004	\$51,266	\$52,529	\$53,791	\$55,054	\$56,316
7	\$50,689	\$51,951	\$53,213	\$54,476	\$55,738	\$57,001
8	\$51,373	\$52,636	\$53,898	\$55,160	\$56,423	\$57,685
9	\$52,058	\$53,320	\$54,583	\$55,845	\$57,107	\$58,370
10	\$52,742	\$54,005	\$55,267	\$56,529	\$57,821	\$59,054
11	\$53,427	\$54,689	\$55,951	\$57,213	\$58,505	\$59,738
12	\$54,111	\$55,374	\$56,636	\$57,898	\$59,188	\$60,423
13	\$54,796	\$56,058	\$57,320	\$58,583	\$59,873	\$61,107
14	\$55,481	\$56,743	\$58,003	\$59,267	\$60,557	\$61,792
15	\$56,165	\$57,428	\$58,685	\$59,951	\$61,242	\$62,476
16	\$56,850	\$58,112	\$59,367	\$60,636	\$61,926	\$63,161
17	\$57,534	\$58,797	\$60,051	\$61,320	\$62,611	\$63,845
18	\$58,219	\$59,481	\$60,735	\$62,004	\$63,295	\$64,530
19	\$58,903	\$60,166	\$61,419	\$62,688	\$63,980	\$65,214
20	\$59,588	\$60,850	\$62,103	\$63,373	\$64,664	\$65,899
21	\$60,272	\$61,535	\$62,787	\$64,057	\$65,349	\$66,583
22	\$60,957	\$62,219	\$63,471	\$64,742	\$66,033	\$67,268
23	\$61,642	\$62,904	\$64,155	\$65,426	\$66,718	\$67,952
24	\$62,326	\$63,589	\$64,839	\$66,110	\$67,402	\$68,637
25	\$63,011	\$64,273	\$65,523	\$66,795	\$68,087	\$69,321
26	\$63,695	\$64,958	\$66,207	\$67,479	\$68,771	\$70,006
27	\$64,380	\$65,642	\$66,891	\$68,164	\$69,455	\$70,690
28	\$65,064	\$66,327	\$67,575	\$68,848	\$70,139	\$71,375
29		\$67,011	\$68,259	\$69,533	\$70,823	\$72,059
30		\$67,696	\$68,943	\$70,217	\$71,508	\$72,744
31			\$69,627	\$70,901	\$72,192	\$73,428
32			\$70,312	\$71,586	\$72,877	\$74,113

There will be a one-time stipend of \$500 for each teacher who accumulates 20 years of in-district experience.

There will be a one-time stipend of \$1000 for each teacher who accumulates 25 years of in-district experience.

The District will contribute \$28.14 per month toward a dental insurance program for each full-time, certified employee.

Springdale School District

Salary Class: Bus Drivers

Approved: June 11, 2013
Year: 2013-2014

Schedule: 4BD Schedule:4B2 Schedule: 4B2
180 Days 188 Days 188 Days

Years of Experience	3:00 HR Route	4:00 HR Route	5:00 HR Route
0	\$ 10,799	\$ 11,921	\$ 12,878
1	\$ 11,024	\$ 12,159	\$ 13,117
2	\$ 11,254	\$ 12,397	\$ 13,356
3	\$ 11,481	\$ 12,632	\$ 13,595
4	\$ 11,708	\$ 12,869	\$ 13,830
5	\$ 11,935	\$ 13,107	\$ 14,069
6	\$ 12,163	\$ 13,346	\$ 14,306
7	\$ 12,390	\$ 13,585	\$ 14,543
8	\$ 12,619	\$ 13,821	\$ 14,781
9	\$ 12,844	\$ 14,059	\$ 15,017
10	\$ 13,073	\$ 14,296	\$ 15,255
11	\$ 13,303	\$ 14,533	\$ 15,495
12	\$ 13,529	\$ 14,771	\$ 15,729
13	\$ 13,757	\$ 15,007	\$ 15,967
14	\$ 13,982	\$ 15,246	\$ 16,200
15	\$ 14,208	\$ 15,484	\$ 16,434
16	\$ 14,437	\$ 15,721	\$ 16,671
17	\$ 14,666	\$ 15,957	\$ 16,908
18	\$ 14,895	\$ 16,193	\$ 17,145

Springdale School District
Salary Class: Cafeteria Assistant Managers

Schedule: 4CA

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 189 Days/7 Hours

Years of Experience	ASSISTANT MANAGER	SCHOOLED 1 YEAR	SCHOOLED 2 YEARS	CERTIFIED ASST. MGR.
0	\$ 17,342	\$ 17,502	\$ 17,660	\$ 18,011
1	\$ 17,649	\$ 17,810	\$ 17,967	\$ 18,319
2	\$ 17,955	\$ 18,122	\$ 18,279	\$ 18,627
3	\$ 18,267	\$ 18,426	\$ 18,588	\$ 18,937
4	\$ 18,581	\$ 18,734	\$ 18,890	\$ 19,242
5	\$ 18,886	\$ 19,046	\$ 19,207	\$ 19,553
6	\$ 19,197	\$ 19,355	\$ 19,512	\$ 19,859
7	\$ 19,504	\$ 19,665	\$ 19,821	\$ 20,170
8	\$ 19,807	\$ 19,971	\$ 20,133	\$ 20,476
9	\$ 20,121	\$ 20,273	\$ 20,438	\$ 20,786
10	\$ 20,428	\$ 20,590	\$ 20,744	\$ 21,101
11	\$ 20,735	\$ 20,904	\$ 21,047	\$ 21,407
12	\$ 21,044	\$ 21,219	\$ 21,353	\$ 21,713
13	\$ 21,351	\$ 21,533	\$ 21,656	\$ 22,019
14	\$ 21,662	\$ 21,848	\$ 21,964	\$ 22,328
15	\$ 21,969	\$ 22,161	\$ 22,271	\$ 22,635
16	\$ 22,277	\$ 22,474	\$ 22,578	\$ 22,942
17	\$ 22,584	\$ 22,788	\$ 22,891	\$ 23,256
18	\$ 22,891	\$ 23,101	\$ 23,204	\$ 23,569

All workers four (4) hours and over will be paid through lunch time.

Uniform allowance is included in the above figures.

Springdale School District

Salary Class: Cafeteria Managers

Schedule: 4CM

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 189 Days/7 hours

Years of Experience	MANAGER	SCHOOLED 1 YEAR	SCHOOLED 2 YEARS	CERTIFIED MANAGER	RECERTIFIED MANAGER	JHS RECERTIFIED MANAGER	SHS RECERTIFIED MANAGER
0	\$ 19,235	\$ 19,393	\$ 19,555	\$ 19,905	\$ 20,062	\$ 20,224	\$ 20,540
1	\$ 19,542	\$ 19,704	\$ 19,860	\$ 20,217	\$ 20,368	\$ 20,528	\$ 20,847
2	\$ 19,854	\$ 20,014	\$ 20,173	\$ 20,524	\$ 20,681	\$ 20,839	\$ 21,158
3	\$ 20,162	\$ 20,323	\$ 20,478	\$ 20,827	\$ 20,989	\$ 21,145	\$ 21,465
4	\$ 20,470	\$ 20,628	\$ 20,786	\$ 21,137	\$ 21,290	\$ 21,458	\$ 21,776
5	\$ 20,782	\$ 20,941	\$ 21,102	\$ 21,448	\$ 21,607	\$ 21,768	\$ 22,082
6	\$ 21,087	\$ 21,248	\$ 21,410	\$ 21,751	\$ 21,915	\$ 22,074	\$ 22,391
7	\$ 21,399	\$ 21,555	\$ 21,714	\$ 22,064	\$ 22,223	\$ 22,380	\$ 22,700
8	\$ 21,704	\$ 21,867	\$ 22,024	\$ 22,372	\$ 22,532	\$ 22,690	\$ 23,008
9	\$ 22,013	\$ 22,172	\$ 22,334	\$ 22,684	\$ 22,837	\$ 22,998	\$ 23,317
10	\$ 22,325	\$ 22,485	\$ 22,636	\$ 22,989	\$ 23,150	\$ 23,304	\$ 23,628
11	\$ 22,630	\$ 22,795	\$ 22,945	\$ 23,301	\$ 23,463	\$ 23,608	\$ 23,941
12	\$ 22,945	\$ 23,115	\$ 23,250	\$ 23,607	\$ 23,778	\$ 23,919	\$ 24,247
13	\$ 23,254	\$ 23,425	\$ 23,554	\$ 23,921	\$ 24,093	\$ 24,227	\$ 24,562
14	\$ 23,563	\$ 23,741	\$ 23,860	\$ 24,216	\$ 24,407	\$ 24,531	\$ 24,874
15	\$ 23,872	\$ 24,055	\$ 24,164	\$ 24,537	\$ 24,720	\$ 24,838	\$ 25,184
16	\$ 24,181	\$ 24,371	\$ 24,468	\$ 24,858	\$ 25,031	\$ 25,146	\$ 25,492
17	\$ 24,490	\$ 24,687	\$ 24,784	\$ 25,178	\$ 25,352	\$ 25,467	\$ 25,812
18	\$ 24,799	\$ 25,003	\$ 25,100	\$ 25,499	\$ 25,673	\$ 25,788	\$ 26,133

All workers four (4) hours and over will be paid through lunch time.

Uniform allowance is included in the above figures.

Springdale School District

Salary Class: Cafeteria Workers

Schedule: 4C4

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 188 Days/4 Hours

Years of Experience	WORKER	SCHOOLED 1 YEAR	SCHOOLED 2 YEARS	CERTIFIED WORKER
0	\$ 9,070	\$ 9,159	\$ 9,267	\$ 9,446
1	\$ 9,240	\$ 9,331	\$ 9,444	\$ 9,626
2	\$ 9,418	\$ 9,507	\$ 9,621	\$ 9,801
3	\$ 9,598	\$ 9,681	\$ 9,798	\$ 9,971
4	\$ 9,769	\$ 9,860	\$ 9,967	\$ 10,147
5	\$ 9,945	\$ 10,034	\$ 10,145	\$ 10,325
6	\$ 10,121	\$ 10,209	\$ 10,318	\$ 10,500
7	\$ 10,299	\$ 10,382	\$ 10,494	\$ 10,679
8	\$ 10,477	\$ 10,553	\$ 10,670	\$ 10,853
9	\$ 10,652	\$ 10,724	\$ 10,845	\$ 11,028
10	\$ 10,830	\$ 10,897	\$ 11,019	\$ 11,206
11	\$ 11,009	\$ 11,070	\$ 11,195	\$ 11,384
12	\$ 11,187	\$ 11,242	\$ 11,370	\$ 11,562
13	\$ 11,365	\$ 11,415	\$ 11,544	\$ 11,740
14	\$ 11,543	\$ 11,587	\$ 11,718	\$ 11,918
15	\$ 11,721	\$ 11,759	\$ 11,892	\$ 12,096
16	\$ 11,899	\$ 11,931	\$ 12,068	\$ 12,274
17	\$ 12,077	\$ 12,109	\$ 12,246	\$ 12,452
18	\$ 12,255	\$ 12,287	\$ 12,424	\$ 12,630

All workers four (4) hours and over will be paid through lunch time.

Uniform allowance is included in the above figures.

Springdale School District

Salary Class: Clerical Salary Schedule

Schedule: 4SE
 Approved: June 11, 2013
 Year: 2013-2014
 Contract Length: 262 Days/8 Hours

Years of Experience	SECRETARY	REGISTRAR I	REGISTRAR II	EXEC. SECT'Y I	EXEC. SECT'Y II	BKPR. I	BKPR. II
0	\$ 25,511	\$ 26,624	\$ 27,791	\$ 29,012	\$ 30,441	\$ 30,441	\$ 31,874
1	\$ 26,238	\$ 27,355	\$ 28,519	\$ 29,742	\$ 31,170	\$ 31,170	\$ 32,599
2	\$ 26,967	\$ 28,081	\$ 29,247	\$ 30,464	\$ 31,901	\$ 31,901	\$ 33,330
3	\$ 27,697	\$ 28,805	\$ 29,974	\$ 31,199	\$ 32,629	\$ 32,629	\$ 34,058
4	\$ 28,425	\$ 29,541	\$ 30,703	\$ 31,923	\$ 33,357	\$ 33,357	\$ 34,788
5	\$ 29,154	\$ 30,265	\$ 31,433	\$ 32,655	\$ 34,085	\$ 34,085	\$ 35,517
6	\$ 29,880	\$ 30,995	\$ 32,161	\$ 33,380	\$ 34,815	\$ 34,815	\$ 36,244
7	\$ 30,611	\$ 31,723	\$ 32,888	\$ 34,111	\$ 35,541	\$ 35,541	\$ 36,969
8	\$ 31,336	\$ 32,451	\$ 33,617	\$ 34,837	\$ 36,272	\$ 36,272	\$ 37,700
9	\$ 32,060	\$ 33,180	\$ 34,347	\$ 35,568	\$ 36,998	\$ 36,998	\$ 38,429
10	\$ 32,791	\$ 33,912	\$ 35,074	\$ 36,296	\$ 37,726	\$ 37,726	\$ 39,158
11	\$ 33,516	\$ 34,641	\$ 35,808	\$ 37,023	\$ 38,453	\$ 38,453	\$ 39,886
12	\$ 34,240	\$ 35,373	\$ 36,537	\$ 37,750	\$ 39,180	\$ 39,180	\$ 40,611
13	\$ 34,962	\$ 36,107	\$ 37,269	\$ 38,475	\$ 39,908	\$ 39,908	\$ 41,340
14	\$ 35,684	\$ 36,836	\$ 38,003	\$ 39,204	\$ 40,636	\$ 40,636	\$ 42,067
15	\$ 36,405	\$ 37,569	\$ 38,733	\$ 39,930	\$ 41,364	\$ 41,364	\$ 42,795
16	\$ 37,129	\$ 38,302	\$ 39,466	\$ 40,660	\$ 42,092	\$ 42,092	\$ 43,524
17	\$ 37,852	\$ 39,034	\$ 40,200	\$ 41,393	\$ 42,825	\$ 42,825	\$ 44,257
18	\$ 38,576	\$ 39,767	\$ 40,933	\$ 42,126	\$ 43,558	\$ 43,558	\$ 44,990

- Superintendent's Secretary - plus 25%

Secretary: Secretaries in Secondary & Middle Schools, Transportation, Maintenance, and Food Services.
 Contract Days: 193, 203, 213, 240, 262
 Responsibilities: Secretarial duties for Principals or Supervisors; requires typing and computer skills.
- Registrar I: Elementary & Middle School Registrars - Contract Days: 213
 Special Services Registrar: - Contract Days: 262
 Responsibilities: Secretarial duties, records and reports.
- Registrar II: Secondary Registrars - Contract Days: 240, 262
 Records Specialists - Contract Days: 262
 Responsibilities: Secretarial duties, records and reports, and office supervision.
- Exec. Secty I: Receptionist and General Secretary to an Administrator - Contract Days: 262
- Exec. Secty II: Highly proficient in secretarial skills and document drafting; assigned full-time to an Administrator
 - Contract Days: 262
- Bookkeeper I: Have not completed at least 4 approved courses in post-secondary school
 designed to improve their job skills - Contract Days: 262
- Bookkeeper II: Have completed at least 4 approved courses in post-secondary school
 designed to improve their job skills - Contract Days: 262
 Responsibilities: Accounting of district money to Superintendent, Board, and State; requires being
 knowledgeable and trained in accounting procedures.

Springdale School District
Salary Class: Computer Lab Assistants

Schedule: 4CL

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 193 Days/7.5 Hours

Years of Experience	LEVEL ONE	LEVEL TWO	LEVEL THREE
0	\$ 16,799	\$ 19,036	\$ 21,274
1	\$ 17,245	\$ 19,481	\$ 21,724
2	\$ 17,692	\$ 19,931	\$ 22,171
3	\$ 18,141	\$ 20,378	\$ 22,619
4	\$ 18,589	\$ 20,825	\$ 23,070
5	\$ 19,036	\$ 21,274	\$ 23,521
6	\$ 19,481	\$ 21,724	\$ 23,969
7	\$ 19,931	\$ 22,171	\$ 24,418
8	\$ 20,378	\$ 22,619	\$ 24,869
9	\$ 20,825	\$ 23,070	\$ 25,381
10	\$ 21,274	\$ 23,521	\$ 25,766
11	\$ 21,724	\$ 23,969	\$ 26,215
12	\$ 22,170	\$ 24,418	\$ 26,666
13	\$ 22,619	\$ 24,869	\$ 27,115
14	\$ 23,070	\$ 25,318	\$ 27,563
15	\$ 23,521	\$ 25,767	\$ 28,013
16	\$ 23,970	\$ 26,216	\$ 28,463
17	\$ 24,419	\$ 26,665	\$ 28,913
18	\$ 24,868	\$ 27,114	\$ 29,363

Springdale School District

Salary Class: Custodians

Schedule: 4CU

16

Year: 2013-2014

Contract Length: 262 Days/8 Hours

Years of Experience	DAY CUSTODIAN	NIGHT CUSTODIAN
0	\$ 25,194	\$ 25,697
1	\$ 25,921	\$ 26,422
2	\$ 26,647	\$ 27,152
3	\$ 27,380	\$ 27,882
4	\$ 28,106	\$ 28,608
5	\$ 28,835	\$ 29,337
6	\$ 29,567	\$ 30,070
7	\$ 30,299	\$ 30,795
8	\$ 31,030	\$ 31,525
9	\$ 31,765	\$ 32,255
10	\$ 32,497	\$ 32,983
11	\$ 33,230	\$ 33,711
12	\$ 33,962	\$ 34,438
13	\$ 34,696	\$ 35,165
14	\$ 35,428	\$ 35,893
15	\$ 36,161	\$ 36,621
16	\$ 36,893	\$ 37,349
17	\$ 37,625	\$ 38,077
18	\$ 38,357	\$ 38,809

Springdale School District

Salary Class:

Director of Technology

Schedule: 4DT

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 262 Days/8 Hours

Years of Experience	Director of Technology
0	\$ 81,952
1	\$ 82,842
2	\$ 83,730
3	\$ 84,620
4	\$ 85,512
5	\$ 86,402
6	\$ 87,291
7	\$ 88,180
8	\$ 89,070
9	\$ 89,961
10	\$ 90,849
11	\$ 91,739
12	\$ 92,630
13	\$ 93,520
14	\$ 94,410
15	\$ 95,196
16	\$ 96,191
17	\$ 97,185
18	\$ 98,179

Springdale School District

Salary Class:

Food Service Assistant Director

Schedule: 4FS

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 213 Days/8 Hours

Years of Experience	ASST DIRECTOR
0	\$ 34,988
1	\$ 35,505
2	\$ 36,028
3	\$ 36,545
4	\$ 37,070
5	\$ 37,585
6	\$ 38,106
7	\$ 38,625
8	\$ 39,142
9	\$ 39,664
10	\$ 40,183
11	\$ 40,692
12	\$ 41,112
13	\$ 41,733
14	\$ 42,247
15	\$ 42,764
16	\$ 43,286
17	\$ 43,808
18	\$ 44,333

Springdale School District

Salary Class:

Information and Communication

Specialist

Schedule: 4PR

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 262 Days/8 Hours

Years of Experience	Information and Communication Specialist
0	\$ 60,021
1	\$ 61,030
2	\$ 62,039
3	\$ 63,161
4	\$ 64,171
5	\$ 65,178
6	\$ 66,188
7	\$ 67,197
8	\$ 68,204
9	\$ 69,213
10	\$ 70,221
11	\$ 71,230
12	\$ 72,237
13	\$ 73,246
14	\$ 74,255
15	\$ 75,263
16	\$ 76,271
17	\$ 77,279
18	\$ 78,287

Springdale School District

Salary Class: Instructional Assistants

Approved: June 11, 2013

Year: 2013-2014

	Schedule: 4IA	Schedule: 4LA	Schedule: 4IN
Years of Experience	CLASSROOM ASSISTANT* 186 Days 7.5 Hours	LIBRARY ASSISTANT 193 Days 7.5 Hours	INTERPRETER DEAF ED. 186 Days 7 Hours
0	\$ 16,193	\$ 16,798	\$ 19,832
1	\$ 16,642	\$ 17,245	\$ 20,282
2	\$ 17,090	\$ 17,692	\$ 20,725
3	\$ 17,535	\$ 18,141	\$ 21,173
4	\$ 17,977	\$ 18,589	\$ 21,622
5	\$ 18,426	\$ 19,036	\$ 22,068
6	\$ 18,874	\$ 19,481	\$ 22,514
7	\$ 19,325	\$ 19,931	\$ 22,957
8	\$ 19,770	\$ 20,378	\$ 23,405
9	\$ 20,216	\$ 20,825	\$ 23,850
10	\$ 20,667	\$ 21,274	\$ 24,300
11	\$ 21,113	\$ 21,724	\$ 24,750
12	\$ 21,561	\$ 22,171	\$ 25,199
13	\$ 22,010	\$ 22,619	\$ 25,649
14	\$ 22,457	\$ 23,070	\$ 26,099
15	\$ 22,905	\$ 23,521	\$ 26,550
16	\$ 23,352	\$ 23,970	\$ 26,999
17	\$ 23,798	\$ 24,419	\$ 27,448
18	\$ 24,244	\$ 24,868	\$ 27,897

* Special Education Assistant - Plus 5%

Springdale School District
Salary Class: Maintenance Master Technician Specialists

Schedule: 4MT

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 262 Days/8 Hours

Years of Experience	MASTERTECHNI CIAN SPECIALIST
0	\$ 43,020
1	\$ 44,066
2	\$ 45,117
3	\$ 46,161
4	\$ 47,211
5	\$ 48,258
6	\$ 49,308
7	\$ 50,352
8	\$ 51,404
9	\$ 52,449
10	\$ 53,495
11	\$ 54,539
12	\$ 55,587
13	\$ 56,633
14	\$ 57,678
15	\$ 58,728
16	\$ 59,777
17	\$ 60,825
18	\$ 61,874

Springdale School District
Salary Class: Maintenance Technicians

Schedule: 4MA
Approved: June 11, 2013
Year: 2013-2014
Contract Length: 262 Days/8 Hours

Years of Experience	TRAINEE	TECHNICIAN 3rd CLASS	TECHNICIAN 2nd CLASS	TECHNICIAN 1st CLASS	MASTER TECHNICIAN 3rd CLASS	MASTER TECHNICIAN 2nd CLASS	MASTER TECHNICIAN 1st CLASS	TECHNICIAN SPECIALIST
0	\$ 22,785	\$ 25,459	\$ 26,261	\$ 27,064	\$ 33,213	\$ 34,015	\$ 40,335	\$ 42,303
1	\$ 23,512	\$ 26,186	\$ 26,988	\$ 27,791	\$ 33,939	\$ 34,742	\$ 41,062	\$ 43,030
2	\$ 24,239	\$ 26,913	\$ 27,715	\$ 28,518	\$ 34,666	\$ 35,469	\$ 41,790	\$ 43,758
3	\$ 24,967	\$ 27,640	\$ 28,442	\$ 29,245	\$ 35,394	\$ 36,197	\$ 42,517	\$ 44,485
4	\$ 25,694	\$ 28,368	\$ 29,170	\$ 29,973	\$ 36,121	\$ 36,924	\$ 43,244	\$ 45,212
5	\$ 26,421	\$ 29,095	\$ 29,897	\$ 30,699	\$ 36,848	\$ 37,651	\$ 43,971	\$ 45,938
6	\$ 27,148	\$ 29,822	\$ 30,624	\$ 31,426	\$ 37,575	\$ 38,377	\$ 44,699	\$ 46,667
7	\$ 27,876	\$ 30,549	\$ 31,351	\$ 32,153	\$ 38,303	\$ 39,105	\$ 45,426	\$ 47,393
8	\$ 28,603	\$ 31,277	\$ 32,079	\$ 32,881	\$ 39,030	\$ 39,832	\$ 46,153	\$ 48,120
9	\$ 29,330	\$ 32,004	\$ 32,806	\$ 33,608	\$ 39,757	\$ 40,559	\$ 46,880	\$ 48,847
10	\$ 30,057	\$ 32,731	\$ 33,533	\$ 34,335	\$ 40,484	\$ 41,286	\$ 47,608	\$ 49,575
11	\$ 30,785	\$ 33,458	\$ 34,260	\$ 35,062	\$ 41,212	\$ 42,014	\$ 48,335	\$ 50,302
12	\$ 31,512	\$ 34,186	\$ 34,988	\$ 35,790	\$ 41,939	\$ 42,741	\$ 49,062	\$ 51,029
13	\$ 32,239	\$ 34,913	\$ 35,715	\$ 36,517	\$ 42,666	\$ 43,468	\$ 49,788	\$ 51,756
14	\$ 32,966	\$ 35,640	\$ 36,442	\$ 37,244	\$ 43,393	\$ 44,195	\$ 50,516	\$ 52,484
15	\$ 33,694	\$ 36,367	\$ 37,169	\$ 37,971	\$ 44,121	\$ 44,923	\$ 51,243	\$ 53,211
16	\$ 34,421	\$ 37,095	\$ 37,897	\$ 38,699	\$ 44,848	\$ 45,650	\$ 51,970	\$ 53,938
17	\$ 35,148	\$ 37,823	\$ 38,625	\$ 39,427	\$ 45,576	\$ 46,378	\$ 52,698	\$ 54,666
18	\$ 35,876	\$ 38,551	\$ 39,353	\$ 40,155	\$ 46,304	\$ 47,106	\$ 53,426	\$ 55,394

Springdale School District
Salary Class: Migrant Records Clerks

Schedule: 4MR

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 193 Days/8 Hours

Years of Experience	
0	\$ 22,394
1	\$ 22,869
2	\$ 23,338
3	\$ 23,806
4	\$ 24,343
5	\$ 24,747
6	\$ 25,216
7	\$ 25,686
8	\$ 26,152
9	\$ 26,625
10	\$ 27,095
11	\$ 27,565
12	\$ 28,034
13	\$ 28,506
14	\$ 28,976
15	\$ 29,445
16	\$ 29,915
17	\$ 30,386
18	\$ 30,857

Springdale School District

Salary Class: Nurses

Schedule: 4NU

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 193 Days/7 Hours

Years of Experience	LPN	RN
0	\$ 29,646	\$ 31,974
1	\$ 30,343	\$ 32,903
2	\$ 31,044	\$ 33,834
3	\$ 31,740	\$ 34,770
4	\$ 32,439	\$ 35,696
5	\$ 33,136	\$ 36,630
6	\$ 33,834	\$ 37,560
7	\$ 34,535	\$ 38,489
8	\$ 35,231	\$ 39,421
9	\$ 35,930	\$ 40,354
10	\$ 36,630	\$ 41,281
11	\$ 37,326	\$ 42,214
12	\$ 38,020	\$ 43,144
13	\$ 38,717	\$ 44,075
14	\$ 39,413	\$ 45,007
15	\$ 40,110	\$ 45,936
16	\$ 40,809	\$ 46,864
17	\$ 41,508	\$ 47,793
18	\$ 42,207	\$ 48,721

Springdale School District
Salary Class: Occupational Therapist

Schedule: 4OT

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 186 Days/7.5 Hours

Years of Experience	OCCUPATIONAL THERAPIST	OCCUPATIONAL THERAPIST ASSISTANT
0	\$ 73,419	\$ 33,832
1	\$ 74,337	\$ 34,747
2	\$ 75,255	\$ 35,664
3	\$ 76,172	\$ 36,582
4	\$ 77,086	\$ 37,498
5	\$ 78,005	\$ 38,414
6	\$ 78,921	\$ 39,332
7	\$ 79,839	\$ 40,248
8	\$ 80,753	\$ 41,165
9	\$ 81,673	\$ 42,083
10	\$ 82,589	\$ 42,999
11	\$ 83,506	\$ 43,918
12	\$ 84,423	\$ 44,833
13	\$ 85,343	\$ 45,749
14	\$ 86,263	\$ 46,664
15	\$ 87,181	\$ 47,580
16	\$ 88,101	\$ 48,497
17	\$ 89,021	\$ 49,415
18	\$ 89,941	\$ 50,333

Springdale School District
Salary Class: Occupational Therapist

Schedule: 4OT

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 186 Days/7.5 Hours

Years of Experience	OCCUPATIONAL THERAPIST	OCCUPATIONAL THERAPIST ASSISTANT
0	\$ 73,419	\$ 33,832
1	\$ 74,337	\$ 34,747
2	\$ 75,255	\$ 35,664
3	\$ 76,172	\$ 36,582
4	\$ 77,086	\$ 37,498
5	\$ 78,005	\$ 38,414
6	\$ 78,921	\$ 39,332
7	\$ 79,839	\$ 40,248
8	\$ 80,753	\$ 41,165
9	\$ 81,673	\$ 42,083
10	\$ 82,589	\$ 42,999
11	\$ 83,506	\$ 43,918
12	\$ 84,423	\$ 44,833
13	\$ 85,343	\$ 45,749
14	\$ 86,263	\$ 46,664
15	\$ 87,181	\$ 47,580
16	\$ 88,101	\$ 48,497
17	\$ 89,021	\$ 49,415
18	\$ 89,941	\$ 50,333

Springdale School District

Salary Class: Supervisors

Schedule: 4SU

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 262 Days/8 Hours

Years of Experience	CUSTODIAL	WAREHOUSE	BUSINESS OFFICE	FOOD SERVICE	TRANS-PORTATION	MAIN-TENANCE
0	\$ 43,424	\$ 43,424	\$ 54,128	\$ 54,128	\$ 54,970	\$ 55,813
1	\$ 44,354	\$ 44,354	\$ 55,288	\$ 55,288	\$ 56,130	\$ 56,972
2	\$ 45,286	\$ 45,286	\$ 56,456	\$ 56,456	\$ 57,297	\$ 58,139
3	\$ 46,218	\$ 46,218	\$ 57,612	\$ 57,612	\$ 58,454	\$ 59,297
4	\$ 47,141	\$ 47,141	\$ 58,775	\$ 58,775	\$ 59,622	\$ 60,463
5	\$ 48,077	\$ 48,077	\$ 59,940	\$ 59,940	\$ 60,783	\$ 61,625
6	\$ 49,005	\$ 49,005	\$ 61,106	\$ 61,106	\$ 61,949	\$ 62,789
7	\$ 49,935	\$ 49,935	\$ 62,268	\$ 62,268	\$ 63,113	\$ 63,955
8	\$ 50,870	\$ 50,870	\$ 63,430	\$ 63,430	\$ 64,276	\$ 65,118
9	\$ 51,799	\$ 51,799	\$ 64,597	\$ 64,597	\$ 65,437	\$ 66,281
10	\$ 52,731	\$ 52,731	\$ 65,763	\$ 65,763	\$ 66,604	\$ 67,445
11	\$ 53,662	\$ 53,662	\$ 66,925	\$ 66,925	\$ 67,767	\$ 68,610
12	\$ 54,595	\$ 54,595	\$ 68,086	\$ 68,086	\$ 68,929	\$ 69,775
13	\$ 55,527	\$ 55,527	\$ 69,251	\$ 69,251	\$ 70,093	\$ 70,936
14	\$ 56,461	\$ 56,461	\$ 70,415	\$ 70,415	\$ 71,259	\$ 72,115
15	\$ 57,393	\$ 57,393	\$ 71,580	\$ 71,580	\$ 72,425	\$ 73,293
16	\$ 58,325	\$ 58,325	\$ 72,743	\$ 72,743	\$ 73,590	\$ 74,473
17	\$ 59,258	\$ 59,258	\$ 73,906	\$ 73,906	\$ 74,756	\$ 75,653
18	\$ 60,191	\$ 60,191	\$ 75,069	\$ 75,069	\$ 75,921	\$ 76,833

Springdale School District
Salary Class: Technology Engineer

Schedule: 4NE

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 262 Days/8 Hours

Years of Experience	NETWORK ENGINEER NO DEGREE	NETWORK ENGINEER DEGREE*	TECHNOLOGY TECHNICIAN
0	\$ 62,608	\$ 71,507	\$ 38,359
1	\$ 63,502	\$ 72,397	\$ 39,204
2	\$ 64,388	\$ 73,286	\$ 40,057
3	\$ 65,280	\$ 74,175	\$ 40,903
4	\$ 66,168	\$ 75,067	\$ 41,746
5	\$ 67,059	\$ 75,957	\$ 42,598
6	\$ 67,948	\$ 76,846	\$ 43,443
7	\$ 68,838	\$ 77,735	\$ 44,296
8	\$ 69,728	\$ 78,625	\$ 45,141
9	\$ -	\$ 79,516	\$ 45,994
10	\$ -	\$ 80,404	\$ 46,840
11	\$ -	\$ 81,294	\$ 47,685
12	\$ -	\$ 82,185	\$ 48,533
13	\$ -	\$ 83,075	\$ 49,379
14	\$ -	\$ 83,965	\$ 50,228
15	\$ -	\$ 84,856	\$ 51,075
16	\$ -	\$ 85,746	\$ 51,922
17	\$ -	\$ 86,636	\$ 52,770
18	\$ -	\$ -	\$ 53,618

(*or comparable qualifications)

Springdale School District
Salary Class: Transportation Mechanic

Schedule: 4ME

Approved: June 11, 2013

Year: 2013-2014

Contract Length: 262 Days/8 Hours

Years of Experience	MECHANIC HELPER	MECHANIC	HEAD MECHANIC
0	\$ 26,147	\$ 36,695	\$ 38,289
1	\$ 27,361	\$ 37,425	\$ 39,013
2	\$ 28,573	\$ 38,153	\$ 39,746
3	\$ 29,791	\$ 38,883	\$ 40,475
4	\$ 31,005	\$ 39,612	\$ 41,204
5	\$ 32,219	\$ 40,338	\$ 41,929
6	\$ 33,434	\$ 41,063	\$ 42,659
7	\$ 34,646	\$ 41,800	\$ 43,388
8	\$ 35,857	\$ 42,529	\$ 44,111
9	\$ 37,069	\$ 43,253	\$ 44,845
10	\$ 38,279	\$ 43,986	\$ 45,573
11	\$ 39,489	\$ 44,714	\$ 46,300
12	\$ 40,698	\$ 45,445	\$ 47,027
13	\$ 41,909	\$ 46,178	\$ 47,751
14	\$ 43,118	\$ 46,906	\$ 48,479
15	\$ 44,328	\$ 47,637	\$ 49,204
16	\$ 45,536	\$ 48,369	\$ 49,934
17	\$ 46,745	\$ 49,104	\$ 50,669
18	\$ 47,953	\$ 49,839	\$ 51,404

Uniforms will be supplied by the School District.

Springdale Public Schools

Member of North Central Association

P.O. Box 8

Springdale, Arkansas 72765

Phone (479) 750-8800 Fax (479) 750-8813

SPRINGDALE PUBLIC SCHOOLS MATCHING BENEFITS

FICA 6.2%

MEDICARE 1.45%

ARKANSAS TEACHER RETIREMENT 14%

HEALTH INSURANCE BENEFIT \$152.00 PER MONTH

DELTA DENTAL BENEFIT \$28.14 PER MONTH FOR CERTIFIED EMPLOYEES

UNUM LONG TERM DISABILITY .0074

THE AVERAGE TEACHER SALARY IS \$55,000

Qualis

Early Learning Inventory

Percent of Students in Developmental Classifications

Not Developed			Percent of Students					
	N	% District	% State	0	25	50	75	100
General Knowledge	280	16	18					
Oral Communication	199	11	11					
Written Language	133	8	18					
Math Concepts	233	13	19					
Work Habits	229	13	17					
Attentive Behavior	196	11	16					

= District = State

Developing			Percent of Students					
	N	% District	% State	0	25	50	75	100
General Knowledge	833	47	48					
Oral Communication	860	49	56					
Written Language	907	51	59					
Math Concepts	791	45	52					
Work Habits	681	39	52					
Attentive Behavior	770	44	49					

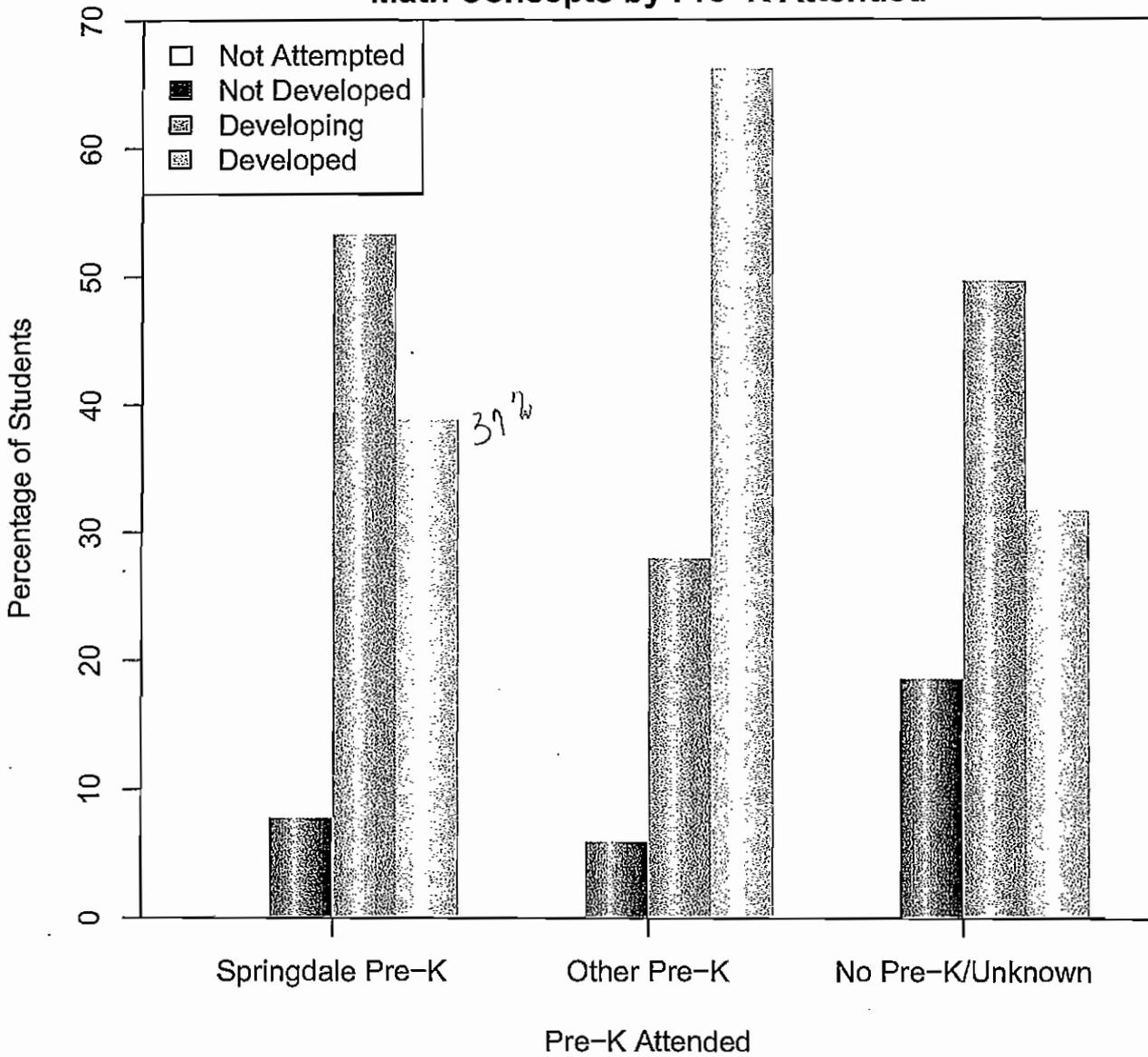
= District = State

Developed			Percent of Students					
	N	% District	% State	0	25	50	75	100
General Knowledge	842	36	34					
Oral Communication	697	40	33					
Written Language	717	41	23					
Math Concepts	734	42	29					
Work Habits	849	48	31					
Attentive Behavior	793	45	35					

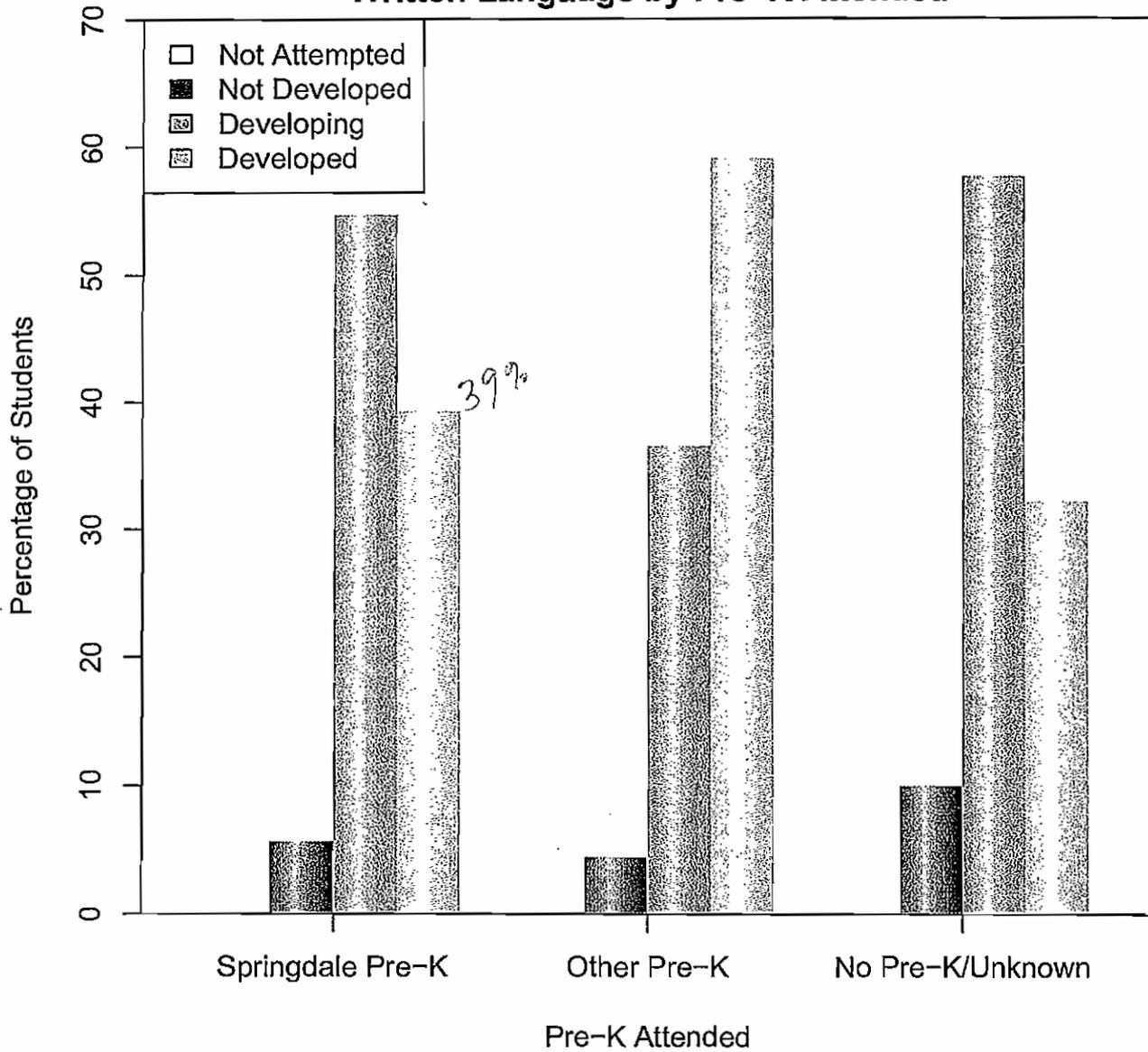
The total number of students in this district is 1763; N is the number of students included. = District = State

Progress is compared to a state sample of Kindergarten students in the fall.

**Springdale Public Schools
 Qualls Early Learning Inventory August 2012
 Math Concepts by Pre-K Attended**



**Springdale Public Schools
 Qualls Early Learning Inventory August 2012
 Written Language by Pre-K Attended**



Written Language

Does the student:

- | | | | | |
|--|------------|-----------------|----------------|------------|
| 14. print her/his own first and last name? | No
① | First only
① | Both
② | |
| 15. write uppercase letters? | None
① | Some
① | Most
② | All
③ |
| 16. write lowercase letters? | None
① | Some
① | Most
② | All
③ |
| 17. copy simple words (e.g., dog, big, Mom)? | None
① | Few
① | Some
② | Many
③ |
| 18. write simple words from memory (e.g., the, is, red, one, boy)? | None
① | Few
① | Some
② | Many
③ |
| 19. match simple words with pictures (e.g., cat, child, door)? | Never
① | Rarely
① | Sometimes
② | Often
③ |
| 20. combine drawing and writing to convey her/his ideas? | Never
① | Rarely
① | Sometimes
② | Often
③ |

Math Concepts

Does the student:

- | | | | | |
|--|------------|----------------|----------------|------------|
| 21. count orally from 1 to 10? | No
① | Sometimes
① | Yes
② | |
| 22. count orally from 1 to 20? | No
① | Sometimes
① | Yes
② | |
| 23. write simple numerals? | None
① | Some
① | Many
② | |
| 24. identify simple shapes (e.g., circles, rectangles, diamonds)? | None
① | Some
① | Many
② | |
| 25. know the relative value of common coins? | None
① | Some
① | All
② | |
| 26. compare the size of familiar objects that are not in view (e.g., cat/lion, car/train)? | Never
① | Rarely
① | Sometimes
② | Often
③ |
| 27. use blocks, beads, or other materials to make and extend patterns (e.g., alternating color or shapes, numerical sequence, odd/even)? | Never
① | Rarely
① | Sometimes
② | Often
③ |
| 28. measure objects using a self-defined unit (e.g., finger, stick)? | Never
① | Rarely
① | Sometimes
② | Often
③ |
| 29. classify objects according to numerical properties (e.g., size, length, height, value)? | Never
① | Rarely
① | Sometimes
② | Often
③ |
| 30. demonstrate an understanding of the numerical value of simple numbers (e.g., can use manipulatives to represent a quantity)? | Never
① | Rarely
① | Sometimes
② | Often
③ |

Janet Harris and Carrie Bradow-
SMART Goals and Plan 2013-14 - Literacy TOSA

STAGE 1 – DESIRED RESULTS- SMART GOAL

Unit Title: Formative Rubrics for UbD Plans

Established Goals/Standards:

All UbD plans will have common rubrics for the performance assessment and common assignments that include evidence of Depth of Knowledge levels 3 and 4.

SMART Goal:

All 100% of the UbD plans will have common rubrics for the performance assessment and common assignment for each unit by May 2014 that the teachers will use to evaluate work.

100% of the performance assessments and common assignments will be calibrated by select IFs and teachers using the common rubrics after each unit and post calibrated work samples from each unit on the w drive for all teachers to use by May 2014.

All schools will report scored work on common assignments based on the rubrics on Elementary Units 1, 3, and 4 and secondary Units 1, 2, and 4 with all of our students scoring 80% (proficient or higher) by May 2015.

Understandings: *Teachers will understand that...*

Learning can be assessed in a variety of ways for a variety of purposes.

Tools for assessment can lead to a deeper understanding of content and learning behaviors.

Systems can be sustained when structures are established.

Essential Questions:

Why do we assess?

What is the purpose of systems?

Teachers will know:

- Webb's DOK (Depth of Knowledge)
- CCSS and PARCC Equip Rubric
- Unit UbD content and purposes of the rubrics

Teachers will be able to:

- Critique rubrics that include evidence of Webb's DOK
- Collaborate and reflect on rubrics for specific purposes
- Develop rubrics through calibration of student work
- Create rubrics that include evidence of Webb's DOK that align to CCSS

STAGE 2 – DATA COLLECTION-EVIDENCE

Data Collection:

- Feedback from IFs and teachers through reflection sheets at the end of the units
- Collecting rubrics from each unit assessment
- Reflecting on level of DOK in the rubrics for each unit UbD plan through reflection surveys for writers and IFs
- Calibrated work samples of proficiency on the w drive
- Scores on the NWEA MAP assessment and PARCC assessment

Other Evidence:

Collected through CWT (Classroom Walk-Throughs):

- Use of Common Assessment Rubrics
- Levels of DOK evidenced in teacher questions/assessments
- Levels of DOK evidenced in student responses

Janet Harris and Carrie Bradow-
 SMART Goals and Plan 2013-14 - Literacy TOSA

STAGE 3 – IMPLEMENTATION PLAN

Summary of Steps to Implementation:

Implementation Evidence
<ul style="list-style-type: none"> • Collect student work and rubrics from assessments already in place for UbD units • Calibrate on the scoring already in place for the rubrics originally developed
Professional Development
<ul style="list-style-type: none"> • Meet with IFs and UbD writers to lay foundational understanding of Webb’s DOK • Use the understanding of DOK to analyze and critique the rubrics and student work collected to revise and develop new rubrics for the completed units
Implementation Evidence
<ul style="list-style-type: none"> • UbD writers and IFs will create additional rubrics for all UbD Units connecting the DOK learning evidences
TOSAs check for evidence of DOK in rubrics for each CCSS ELA UbD Unit and post calibrated examples by May 2014
Professional Development
<ul style="list-style-type: none"> • Webb’s DOK foundational understanding revisited with all teachers to understand and use in their planning in connection to the UbD assessments
Implementation Evidence
<ul style="list-style-type: none"> • All schools will report scores for common assignments on Units 1, 2 and 4 (secondary) and Units 2, 3, and 4 (elementary) with evidence of 80% scoring proficiency or higher
TOSAs share overall district data and calibrated examples collected on the w drive by May 2015

Carrie Bradow- SMART Goal and Plan 2013-14 - Literacy TOSA

STAGE 1 – DESIRED RESULTS- SMART GOAL	
Unit Title: <u>Reading Program</u>	
<p>Established Goals/Standards: Locate and use effective tools to develop a reading program K-2 centered on balanced literacy instruction to ensure all K-2 students read on grade level by 3rd grade.</p>	
<p>Transfer Goals: 100% of the elementary educators in the Springdale District will identify and apply the 6 pillars of effective literacy instruction daily to facilitate literacy learning aligned to the CCSS for all students by May 2016, in order to have all students reading on grade level by 3rd grade as assessed by the PARCC literacy assessment, NWEA MAP assessments, and classroom formative reading assessments.</p>	
<p>Understandings: <i>Teachers will understand that...</i> Reading about, within, and beyond text deepens the literacy acquisition of students. Reading is a multifaceted thinking process to make meaning of text. Establishing a balanced learning environment affects literacy learning with complex text as the center of learning.</p>	<p>Essential Questions: How can we read about, within, and beyond text? What is reading? How does the learning environment affect literacy learning?</p>
<p>Teachers will know:</p> <ul style="list-style-type: none"> • Guided Reading • Phonics, Spelling and Word Study • Interactive Read Aloud and Literature Discussion • Shared and Performance Reading • Writing About Reading • Oral, Visual and Technological Communication • About, Within and Beyond Text Strategies • Organizing, Balancing and Managing a Literacy Block to meet student needs • Assess student’s reading to track progress and learning 	<p>The Teacher will be able to :</p> <ul style="list-style-type: none"> • choose complex texts to fit the student on grade level and for specific purposes • scaffold student reading levels up to grade level proficiency using research based practices and resources • model close reading of the text using text dependent questions to scaffold depth of knowledge and evaluation of the text <p>Teachers will be able to organize the literacy block to allow every day:</p> <ul style="list-style-type: none"> • Every child reads something he or she chooses. • Every child reads accurately. • Every child reads something he or she understands. • Every child writes as an extension of reading. • Every child writes about something personally meaningful. • Every child talks with peers about reading and writing. • Every child listens to a fluent adult read aloud.

Carrie Bradow- SMART Goal and Plan 2013-14 - Literacy TOSA

STAGE 2 – ASSESSMENT EVIDENCE- DATA COLLECTION	
<p>Data Collection: PARCC Assessment Data NWEA MAP Data Classroom Assessment Data (DRA, F&P Benchmark Assessment, other formative assessments)</p>	<p>Other Evidence: Collected through Classroom Walk Through Data Every day students will:</p> <ul style="list-style-type: none"> • Read something he or she chooses • Read accurately. • Read something he or she understands. • Write as an extension of reading. • Write about something personally meaningful. • Talk with peers about reading and writing. • Listen to a fluent adult read aloud.
<p>Key Criteria/Rubrics: Through CWT Data the following can be observed:</p> <ul style="list-style-type: none"> ➤ Students will read grade level appropriate texts independently by the beginning of 3rd grade. ➤ Students will closely read text through shared reading, collaboratively and independently. ➤ Students will demonstrate understanding of reading about, within, and beyond text by participating in conversations and written expression. ➤ Students will participate in a Literacy Learning Block where each child every day: reads something he or she chooses, reads accurately, reads something he or she understands, writes about something personally meaningful, writes about something personally meaningful, talks with peers about reading and writing, listens to a fluent adult read aloud. ➤ Use the Fountas and Pinnell Benchmark Literacy Assessment Kit or DRA to determine grade level reading proficiency 	

STAGE 3 – ACTION/LEARNING PLAN		
Summary of Steps to Implementation:		
	Professional Development	Instructional Outcomes (Observable in Classrooms/PD Sessions)
	Bring a focus group together that consists of representatives from each elementary school (instructional facilitators that work with K-2)	Asking teachers to share how they set up the Literacy Learning Block and the practices that are put into place
	Discuss and collect information (including videos of exemplars in practice) from these representatives about their K-2 reading programs at each building	Collecting Data and Observations of current structures and practices in place
	Use the Fountas and Pinnell Continuum of Literacy Learning Resource and PD DVD series to lead the team through a Book Study and develop a plan to use the resource in classrooms connecting this resource with others used in the district. (3 days)	Share observations collected from K-2 classrooms around the district with the focus group to lend ideas and information where needed, collaborate and organize plan
	Continue to Use the Fountas and Pinnell Continuum of Literacy Learning Resource and PD DVD series to lead the focus team of IFs through a Book Study and develop a plan to use the resource in classrooms connecting this resource with others used in the district. (4 days)	Continue to share observations collected from K-2 classrooms around the district with the focus group to lend ideas and information where needed, collaborate and organize plan
	Purchase the resources needed for each building to assist the IFs in rolling out the PD to each staff of K-2 teachers	PD at the building level supported by the District Pre-K-5 Literacy TOSA

Carrie Bradow- SMART Goal and Plan 2013-14 - Literacy TOSA

	<p>Use the district resources based on the Fountas and Pinnell Continuum of Literacy Learning Resource and PD DVD series to lead each elementary staff of K-2 teachers to implement these research based practices and connected resources aligned to the CCSS in their classrooms</p>	<p>Developing classroom practices around the understanding of the Continuum of Literacy Learning</p>
	<p>Set up schedules and structures in the classroom that support the implementation of the Literacy Learning as modeled in the Fountas and Pinnell resource</p>	<p>Classroom Walk Through Data collected to reveal any gaps in implementation, additional PD for new hires, support from IFs at building level supported by District Pre-K-5 Literacy TOSA</p>
	<p>Establish learning walks and video taping of strong implementation of the Literacy Learning as modeled in the Fountas and Pinnell resource to help support and sustain the program.</p>	<p>Conducting Learning Walks within the building to foster growth and discussion about implementation and student behaviors in literacy learning, Videotaping to use as a resource for future PD and calibration of program expectations</p>
	<p>Parent Connections (suggestions):</p> <ul style="list-style-type: none"> ➤ Include the shifts in newsletters to parents, including the schedule for the Literacy Learning Block ➤ Set up Parent Nights where parents rotate through a Literacy Learning Block ➤ Send home books to support the literacy learning in the classroom with a bookmark of helpful hints to support deeper reading and connecting the strategies of about, within and beyond the text ➤ Use a parent log included with the books sent home where parents can write to the teacher (to set up a conversational dialogue between the teacher's observations and the parent's observations) and document practicing reading behaviors with their students 	

****Resources:**

Fountas and Pinnell Continuum for Literacy Learning and Genre Study
 Richard Allington's Struggling Readers
 Timothy Shanahan's CCSS Close Reading Strategies
 Fisher and Frey's Text Complexity
 Mike Schmoker's Focus

STAGE 1 – DESIRED RESULTS

Unit Title: Secondary Mathematics – Implementation of Common Core

Established Goals/Standards:

One model classroom will be established at each secondary school to provide a classroom-embedded model of professional development to further the implementation of Common Core by the end of the school year.

STAGE 2 – ASSESSMENT EVIDENCE/DATA COLLECTION

Key Evidences:

- Initial Professional Development on Shifts – Attendance
6th – 8th: Thinking Mathematically, 9th – 12th: MDC
- Classroom Walk-Through Data
- Video Taped Examples for Classrooms
- PLC Meetings– time spent on discussion of lessons and sorting work
- Classroom data from MAPs and/or portfolio of student work and/or formative assessments
- Time Logged @ schools
- IF learning cycles – building capacity through IF work with classroom teachers
- Math IF Agendas – Topics of Discussion Addressing Needs of the District

STAGE 3 – ACTION PLAN

Summary of Learning Activities:

Professional Development	Instructional Outcomes (Observable in Classrooms)
Dr. Kent – Thinking Mathematically	Problem posing, Questioning, Professional Noticing of Students Work, Mathematical Discourse, 8 Mathematical Practices, Sorting Work
Linda Griffith – administrators, geometry, algebra 1, bridge, algebra 2	Problem posing, Questioning, Professional Noticing of Students Work, Mathematical Discourse, 8 Mathematical Practices, Students Constructing Own Knowledge
MDC – Algebra 1, Geometry, Algebra 2	Assessment Tasks Used for: Professional Noticing, Mathematical Discourse, Questioning, 8 Mathematical Practices, Students Constructing Own Knowledge
Carnegie Book Training – Algebra 2	Using Book Activities/Posed Problems as a Resource to show: Professional Noticing, Mathematical Discourse, Questioning, 8 Mathematical Practices, Students Constructing Own Knowledge
Geometry trainings – Based on Linda Griffith video	Problem posing, Questioning, Professional Noticing of Students Work, Mathematical Discourse, 8 Mathematical Practices, Students Constructing Own Knowledge
IF Meetings – District Topics: Rigor, Coaching Cycles, Leading PLCs, etc.	District definition of quality instruction, Productive PLCs, Building Capacity w/Teachers

STAGE 1 – DESIRED RESULTS**Unit Title: Secondary Mathematics – Implementation of Common Core****Established Goals/Standards:**

Common Core unit resources will be developed for grades 6, 7, 8, Algebra 1, Geometry, Bridge to Algebra II and Algebra II that reflect the District’s shift in pedagogy and provide consistency in instruction across the District by the end of the school year.

STAGE 2 – ASSESSMENT EVIDENCE/DATA COLLECTION**Key Evidences:**

- Unit Resource Documents
- Agendas/Sign-In Sheets
- Classroom Walk-Through Data
- Time Frames and Unit Standards
- MDC Units – Possible UBD units
- PLC Meetings
- Common Assessment/Tasks
- Math IF Agendas – Topics of Discussion Addressing Needs of the District

STAGE 3 – ACTION PLAN**Summary of Learning Activities:**

Professional Development	Instructional Outcomes (Observable in Classrooms)
Linda Griffith Trainings – Unit Development	Ways to Pace a Unit, Using “Box of Resources” to develop a unit,
PLC – Van De Walle Book Talks	IFs using the Van De Walle books to equip teachers to find good tasks, generate rubrics, productive talk, lesson planning
Common Assessment Data – Mastery Connects	Computer program designed to track mastery of concepts, grouping for remediation, standards addressed over the course of the year
MDC Training - UBD	Teachers begin to understand “Big Ideas” & “Essential Questions”
Carnegie Book Training – Algebra 2	Using Book Activities/Posed Problems as a Resource to show: Professional Noticing, Mathematical Discourse, Questioning, 8 Mathematical Practices, Students Constructing Own Knowledge
IF Meetings – District Topics: Rigor, Coaching Cycles, Leading PLCs, etc.	District definition of quality instruction, Productive PLCs, Building Capacity w/Teachers, Use of Resources

CSSR SCHOOL TRANSFORMATION ROADMAP

The following chart captures the practices that characterize three levels of school personalization, i.e., *Traditional*, *Transitional*, and *Transformational*. The transformational practices in the third column are described starting on page 3. The colors between the levels reflect the effort required to make the change from one level to the next: **Green = Relatively Easy; Yellow = Moderately Difficult; Red = Very Difficult**. Level of difficulty is a function of both effort and anticipated resistance to change. As can be seen, the attainment of the fully personalized environment depicted in the *Transformational* Column is very difficult, and while aspired to, is attained by very few schools. ***It requires a high level of sophistication in culture change/change leadership skills to reach the Transformational level.***

DIMENSIONS	<i>Traditional</i> → <i>Transitional</i> → <i>Transformational</i>		
	(industrial model)	(teacher-centered model)	(student-centered model)
A. STRUCTURE			
1 -Equity	Tracks	Open Access to AP, IB, etc.	De-tracking/Honors Challenge
2 -Schedule	7-9 Periods	Block	Flexible Scheduling & Grouping
3 -Learning Locus	Classroom	School	Anywhere/Anyplace
4 -Timeframe	8 a.m. – 2 p.m.	Before School/8-2/After School	Anytime
5 -Governance	Student Council	Rep Democratic Structures	Student Led Site Council
6 -Student Support	Guidance	Teachers & Guidance	Advisories/Teachers/Guidance
B. OWNERSHIP FOR LEARNING AND DEVELOPMENT			
1 -Philosophy	My Kids/My Classroom	Our Kids/Our School	Whole Child/Our Community
2 -Student	Passive Recipient/Compliant	Engaged	Passion & Self-Direction
3 - Cllsrm Climate	Teacher Control	Some Shared Ownership	Positive & Student Led/Managed
4 -Personalization	Parent-Teacher Conferences	Student Led Conferences	Student Exhibitions
5 -Accountability	Student	Teacher	Learning Team
6 -Prof Culture	Faculty Meetings	Prof Learning Community	Focus Empowered Groups
7 -Develop Vehicle	Recertification Hours - 3 Years	Common Plng Time/Grp Learning	Collaborative Inquiry
8 -Parents	Passive/Not Engaged	Attend Events	Full Partner
9 -Community	Compliance	Cooperation & Provide Resources	Collaboration & Full Partner

DIMENSIONS	<i>Traditional</i> → <i>Transitional</i> → <i>Transformational</i> (industrial model) (teacher-centered model) (student-centered model)				
	C. PEDAGOGY				
1-Teacher Goal	Pass My Specific Course		Meet All Course Requirements		Post-Sec Readiness/Success
2-View of Student	Deficit Model		RTI		Assets Model-Learner Profiles
3-Personalization	Group Instruction		Differentiation		Student Choice/PPP
4-Content Vehicle	Text-Driven Instruction		Competency & Pjct-Based Instruct		Demonstration of Mastery
5-Individualization	One Size/Speed Fits All		Limited Differentiation		Each Student Own Focus & Pace
6-Feedback	Provided by Teacher		Student Reflection & Peer Input		Full Discussion of Learning
7-Curric Impetus	Teacher/Content		Inquiry/Essential Questions		Performance Based Assessment
8-Teacher Role	Instructor		Instructor/Advisor		Facilitator/Advisor/Coach
9-Data Use	Not Collected or Ignored		Spotty/Isolated Use for Instruction		Full Use – Integrated & Systemic
10-Technology	None or Crutch		Limited Tools		Full Suite/Enabler of Learning
D. ASSESSMENT					
1-Purpose	To Categorize/Slot Students		To Identify Deficits		To Facilitate Learning
2-Framework	Assessment of Learning		Assessment for Learning		Assessment as Learning
3-Type Assessment	High Stakes Tests		Structured Perform. Assessment		Personalized Performance
4-Reporting	Letter Grades/GPA		Standards Based Description		Proficiency Description
5-Grad Reqrments	Seat Time		Limited Performance Options		Multiple Pathways

Transformational Level Definitions

A. STRUCTURE

Dimension	Transformational Level Definition
1 - <i>Equity</i>	Each and every student is guaranteed through heterogeneous grouping the opportunity to learn the curricula at the highest achievement level possible. All courses offer all students access to an honors challenge that is the equivalent to the level of work required in post secondary educational settings and requires demonstration of mastery of deeper learning.
2 - <i>Schedule</i>	Each student has an opportunity to learn through flexible times and in non-traditional groupings that allow for and support extended learning opportunities designed by and for each individual student.
3 - <i>Learning Locus</i>	Learning isn't confined to the schoolhouse. Each student has the opportunity to learn anywhere and any place.
4 - <i>Timeframe</i>	Each student has the opportunity to learn anytime and at any pace, and this is recognized and promoted by the schedule.
5 - <i>Governance</i>	Each student has a voice in the governance of the school through a governing body that includes a majority of students that are democratically selected and that represent the demographic make up of the school. This committee makes all school based decisions not governed by state or local policies.
6 - <i>Student Support</i>	Each student is known well so that he or she can be educated well. All adults jointly support student growth.

B. OWNERSHIP FOR LEARNING AND DEVELOPMENT

Dimension	Transformational Level Definition
1 - <i>Philosophy</i>	The school community is committed to creating conditions for students to learn to think clearly and act wisely in community. Schools strive to successfully engage each student through personalized learning, personalized teaching and personalized assessment
2 - <i>Student</i>	Passion & Self-Direction: Schools must create opportunities for learning that engage students in learning topics and activities that excite and engage them that allows for the deepest learning possible.
3 - <i>Classroom Climate</i>	Positive & Student Led / Managed: Learning and teaching are collaborative and student centered with routine feedback from students to teachers helping to guide how instructions is carried out.
4 - <i>Personalization</i>	Students demonstrate mastery of standards-based requirements through exhibitions that require students to conduct original research, create a product, reflect on their learning and communicate and defend their

	learning to an expert panel.
<i>5 - Accountability</i>	Understanding the importance to model and teach responsibility for learning in the context of a collaborative culture all teams need to include students & teachers. Other participants may be community representatives, families, administrators and other faculty members (e.g., guidance, ELL, special education) as needed.
<i>6 - Professional Culture</i>	Educators work collaboratively to improve the practice of each individual participant through smaller autonomous collaborative groups that are interdisciplinary in nature.
<i>7 - Development Vehicle</i>	Adults in the system are treated as professionals to encourage collaboration, empowerment, and responsibility for outcomes, by prioritizing coaching and development through professional feedback
<i>8 - Parents</i>	Parents routinely and regularly support the school and their children through participation in student led conferences, site council, and in other capacities.
<i>9 - Community</i>	Community members routinely and regularly participate on the site council, in planning & decision processes and in providing services

C. PEDAGOGY

Dimension	Transformational Level Definition
<i>1 - Teacher Goal</i>	Post secondary readiness and success involves the staff in a distributive model by helping students acquire the skills, habits, and attitudes needed to be successful in college and careers
<i>2 - View of Student</i>	Focus is on students coming to the classroom with experiences and strengths to build upon and contribute to their learning instead of the focus on which experiences and strengths they don't have and the need to correct this before progress is possible.
<i>3 - Personalization</i>	Providing students the opportunity to use their voice in making choices to utilize their strengths and interest while guiding them to seek assistance or create change for themselves, usually documented in a personal plan for progress.
<i>4 - Content Vehicle</i>	The pedagogy in a student centered model is geared toward and driven by students gaining and demonstrating the knowledge, skills (habits) and dispositions needed for students to be competent.
<i>5 - Individualization</i>	Learning takes place when students are ready to learn and is not limited by age, curriculum, space, available resources, texts, time, and teacher knowledge
<i>6 - Feedback</i>	In schools that are transformational we find students and the learning facilitators (adults and peers) discussing all aspects of their experience and performance.

<i>7- Curricular Impetus</i>	In schools that are transformational the competencies desired are demonstrated, defined by the performance-based assessments and inform the students' activities & experiences necessary for the acquisition of 21 st century learning standards.
<i>8- Teacher Role</i>	When a school is transformational all adults are teachers, and as teachers, they advise, coach, and facilitate all student learning
<i>9- Data Use</i>	When a school is transformational it regularly and systematically reviews and uses all forms of data about student learning. The data drives classroom and school-wide practices to improve learning.
<i>10- Technology</i>	When a school is transformational it has a wide-range of technology available to all students. The use of technology must enable students to expand their horizon.
D. ASSESSMENT	
Dimension	Transformational Level Definition
<i>1- Purpose</i>	Assessment is used to guide and inform growth and development so that teachers can alter instruction to meet the needs of each student.
<i>2- Framework</i>	Assessment is ongoing and informs learning. Students have regular access to their assessment results so that they can focus on their individual needs and aspirations.
<i>3- Type Assessment</i>	Student designed exhibitions that demonstrate deep learning and are aligned with competencies that reflect college readiness
<i>4- Reporting</i>	An articulation of a students' growth and challenges measured against competencies or proficiencies and that allow for the student to self monitor progress.
<i>5- Graduation Requirements</i>	When ready, students will demonstrate learning aligned with competencies and through personal interests. The possibilities of how students can demonstrate readiness for a high school diploma are as infinite as student interest allows.



Approved Memos: Indirect Cost Rates for 2012-2013



Version History

Title	Indirect Cost Rates for 2012-2013
Memo Number	FIN-13-083
Memo Date	5/29/2013
Attention	Co-op Directors; Superintendents; General Business Managers
Memo Type	Regulatory
Response Required	No
Section	Fiscal & Administrative Services
Regulatory Authority	OMB Circular A-87
Contact Person	Cindy Hollowell or Amy Thomas
Phone Number	501 682-4484
E-Mail	Cindy.Hedrick@Arkansas.gov or Amy.Thomas@Arkansas.gov
Memo Text	<p>Attached are the restricted indirect cost rates for fiscal year 2012-2013 for Arkansas school districts, education service cooperatives, and open-enrollment charter schools, in a separate list for each group. The fiscal year 2012-2013 rates have been calculated using fiscal year 2010-2011 data, applying a carry-forward method. The carry-forward compares rates calculated for the second preceding year to actual indirect costs realized in that year's expenditure data, with differences resulting in the adjustment of current year indirect cost rates. This adjustment will lower indirect cost rates in the event of an "over-recovery" and will raise indirect cost rates when an "under-recovery" occurs. If the application of the carry-forward adjustment results in a negative indirect cost rate, an indirect cost rate of zero is assigned. Indirect cost rates of an abnormally high value after the carry-forward adjustment may be assigned a "negotiated" rate determined by ADE and the individual district, cooperative, or charter. Open-enrollment charter schools not operating in fiscal year 2010-2011 have been assigned the statewide average indirect cost rates for fiscal year 2012-2013.</p>

The methodology for calculating restricted indirect cost rates

requires reclassification of indirect expenditures in some 2300, 2500, and 2600 function codes. Also, the methodology allows application of an indirect cost rate to only the first \$25,000 of each purchased service contract. Therefore, the federal program's total direct expenditures, less capital outlay and purchased service contracts, will be provided on the federal Cognos report. LEAs will be able to add to this total the first \$25,000 of each purchased service contract to arrive at the total direct cost of the program. The indirect cost rate may be applied to that total. LEAs must retain supporting documentation relating to the first \$25,000 of each purchased service contract.

Please print this Commissioner's Communication along with the attached list of indirect cost rates and place both in the audit file. The FY13 Indirect Cost Rates (with carry-forward adjustments) are to be used for expenditures in the fiscal year 2012-2013. Please contact Cindy Hollowell at Cindy.Hedrick@Arkansas.gov or 501-682-4484 or Amy Thomas at Amy.Thomas@Arkansas.gov or 501-682-4257 with questions concerning the calculation of these rates. Questions concerning the application of these rates may be directed to Annette Pearson at Annette.Carlton-Pearson@Arkansas.gov or 501-683-1243. For the related federal regulations, refer to the "Cost Allocation Guide for State and Local Governments" published by the U.S. Department of Education available at <http://www2.ed.gov/about/offices/list/ocfo/fipao/guideigcwebsite.pdf> as well as the Office of Management and Budget (OMB) Circular A-87 available at http://www.whitehouse.gov/omb/circulars_a087_2004/.

Attachments

Charters.pdf
Cooperatives.pdf
Districts.pdf

Version: 10.0
Created at 5/29/2013 2:58 PM by Cindy Hedrick (ADE)
Last modified at 6/4/2013 9:32 AM by Phyllis Stewart (ADE)

Arkansas Department of Education
 Restricted Indirect Cost Rates
 Fiscal Year 2012-2013
 June 1, 2013

Notes:

- 1) Fiscal year 2012-2013 indirect cost rates were calculated using fiscal year 2010-2011 data.
- 2) Calculations resulting in negative rates have been set to zero.
- 3) School districts, education service cooperatives, and open-enrollment charter schools with a negotiated (reduced) rather than calculated rate are indicated with a double asterisk (**).
- 4) Unrestricted indirect cost rates will be provided upon request.
- 5) APSCN is the source of the data used to calculate these rates.

LEA	School District	Restricted FY13 Indirect Cost Rate
7006000	NORPHLET SCHOOL DISTRICT	0.0728
7007000	PARKERS CHAPEL SCHOOL DIST.	0.0428
7008000	SMACKOVER SCHOOL DISTRICT	0.0285
7009000	STRONG-HUTTIG SCHOOL DISTRICT	0.0600
7102000	CLINTON SCHOOL DISTRICT	0.0998
7104000	SHIRLEY SCHOOL DISTRICT	0.0318
7105000	SOUTH SIDE SCHOOL DISTRICT	0.0215
7201000	ELKINS SCHOOL DISTRICT	0.0430
7202000	FARMINGTON SCHOOL DISTRICT	0.0337
7203000	FAYETTEVILLE SCHOOL DISTRICT	0.0285
7204000	GREENLAND SCHOOL DISTRICT	0.0380
7205000	LINCOLN SCHOOL DISTRICT	0.0335
7206000	PRAIRIE GROVE SCHOOL DISTRICT	0.0562
7207000	SPRINGDALE SCHOOL DISTRICT	0.0158
7208000	WEST FORK SCHOOL DISTRICT	0.0669
7301000	BALD KNOB SCHOOL DISTRICT	0.0293
7302000	BEEBE SCHOOL DISTRICT	0.0159
7303000	BRADFORD SCHOOL DISTRICT	0.0398
7304000	WHITE CO. CENTRAL SCHOOL DIST.	0.0249
7307000	RIVERVIEW SCHOOL DISTRICT	0.0417
7309000	PANGBURN SCHOOL DISTRICT	0.0257
7310000	ROSE BUD SCHOOL DISTRICT	0.0345
7311000	SEARCY SCHOOL DISTRICT	0.0185
7401000	AUGUSTA SCHOOL DISTRICT	0.0453
7403000	MCCRORY SCHOOL DISTRICT	0.0243
7503000	DANVILLE SCHOOL DISTRICT	0.0573
7504000	DARDANELLE SCHOOL DISTRICT	0.0296
7509000	WESTERN YELL CO. SCHOOL DIST.	0.0679
7510000	TWO RIVERS SCHOOL DISTRICT	0.0239

Sonora Elementary School
Mrs. Worthy's 1:1 iPad Classroom 2012-2013
A Year in Reflection

We implemented a 1:1 iPad initiative in my classroom this year. I had a class of 28 boys. Out of my 28 boys, 21 had parental permission to take their iPads home 4 out of 5 nights a week.

Formative Assessments

Reading

- At the beginning of the year, I had 9 students who were below grade level in reading. 3 of these students were over 2 years behind. At the end of the school year, I had 6 students who were below grade level. The students who were below grade level stayed on their growth trajectory (to grow 1.5 years in reading) for the year.
- Beginning of the year MAP data showed that 8 students were below grade level in literacy and were predicted to score basic on the Benchmark assessment in literacy. At the end of the year, 3 students were below grade level and were predicted to score below grade level on the Benchmark assessment.
- 100% of the class passed the Benchmark assessment in literacy (two met it through growth).

Math

- Beginning of the year MAP data showed that 8 students were below grade level in math and were predicted to score basic on the Benchmark assessment in math. At the end of the year, 1 student was below grade level and were predicted to score below grade level on the Benchmark assessment.
- 97% (all but 1 student) passed the benchmark in mathematics, 20 of which were advanced.

Anecdotal Reflections

- Having a 1:1 iPad classroom completely transformed the learning that took place in my classroom. The student engagement increased significantly. The students took ownership of their learning because they had many options on how to demonstrate their learning. They also knew that their work would be shared not only with their classmates but with others world-wide.
 - Edmodo is an app that we used daily to stay connected in class. Students used this app to share projects with the class, blog, collaborate in literacy groups, analyze data, and more. Parents were also able to utilize Edmodo to see what their students were working on in class. The iPads allowed for our class to use significantly less paper and work more online.
 - Edmodo also allowed for me to start dabbling in “flipping” my classroom. I was able to post videos and lessons for the students to watch before the lesson. They were able to do this at home (if they had the privilege) or I also gave them

time in class. This allowed more time to dig deeper into the content and collaborate on projects with their classmates.

- Allowing the students to take the iPads home was HUGE. They were able to continue their learning outside of the school walls. They could post questions for me that I was able to answer after school hours. The students also enjoyed being able to complete independent learning projects at home that gave us a glimpse into their life and culture.
- I also saw an increase in parent communication in my classroom. The parents were very excited about this piloted class and were constantly giving me feedback. Several did not have internet connection at home prior to the school year, but got connected once they saw the benefit for their sons. I also had multiple students whose parents bought them a device of some sort because they saw the educational benefit. Apps like Text Plus and Remind 101 are two ways that I communicated with parents.

Plans for 2013-2014 School Year

- Continue “flipping” the classroom
- Incorporate more “Project-Based” learning—1 per UBD Unit
- Utilize Google apps/docs
- Online books to increase student reading engagement

**Initially, we had planned for the iPads to be a way to increase student engagement in reading by utilizing online books. There is not a district policy yet that addresses the purchase of online books. We hope next year to get the students connected to the Springdale Public Library and possibly add eBooks to our school library. Therefore, we did not include STAR and the Reading Engagement Survey in our Formative assessments. We were able to get the same information from the MAP assessment (Lexile/Reading Range).*

Mrs. Worthy's Data

Name	Beginning DRA	End DRA	Beginning MAP	End MAP	Benchmark
Morgan Bergstrom	40	70	211	216	Advanced
Keith Berlanga	40	60	208	212	Proficient
Dylan Bowen	24	34	183	195	Basic (met growth)
Nelson Conner	60	80	212	220	Advanced
Diego Escalona	38	50	203	204	Proficient
Creed Evans	40	60	203	214	Proficient
Luke Evans	40	60	199	217	Advanced
Landen Ferguson	38	60	200	211	Proficient
Taylib Garcia	40	60	205	206	Proficient
Israel Gurrola-Gonzalez	28	40	193	200	Proficient
Jared Guardado	38	50	199	208	Advanced
Joshua Holliday	30	50	193	203	Proficient
Anderson Jones	38	60	210	211	Basic (met growth)
Burke Jongewaard	38	40	197	198	Proficient
Alejandro Puente	50	70	194	218	Proficient
Kalin Rochell	40	80	208	217	Advanced
Manuel Rodriguez	34	40	177	203	Proficient
Junior Roman	34	50	196	201	-----
Dustin Ross	28	40	181	195	Proficient
Pablo Silva	20	38	179	202	Proficient
Ryan Souvannarath	34	50	204	201	Proficient
Kyuss Taylor	40	60	200	210	Advanced
Ian Whitaker	60	80	218	218	Advanced
Daniel Bejarano	18	38	182	195	Proficient

*Yellow indicates below grade level at the beginning of the 2012-2013 school year.

Agenda for Personalization Planning

Facilitators: Joe DiMartino and Kim Garrett

Location: Central Office Conference Room

Date: May 13, 2013

- I. Welcome and Introductions
- II. What is Personalization?
- III. Best Practices of Personalization across the country
- IV. Moving away from Traditional Bell Schedules
- V. Moving toward Transformational Student-centered education
- VI. What are our next steps

Agenda for Personalization Planning
Facilitators: Joe DiMartino and Kim Garrett
Location: Central Office Conference Room
Date: May 13, 2013

- I. Welcome and Introductions
 - a. Introduction of Joe DiMartino and his work across the nation
 - b. Introduction of all Springdale staff members

- II. What is Personalization?
 - a. Joe shared how personalization can support all of our district and student goals by creating conditions for students to learn to think clearly and act wisely in their community. We need to successfully engage each student through personalized learning, personalized teaching, and personalized assessment.
 - b. Discussion took place about where we are now and the vision about where we want to be to best support students.

- III. Best Practices of Personalization across the country
 - a. Joe shared The Center for Secondary School Redesign (CSSR) Best Practice Continua: Part I – Three Levels and described different schools already in the process of personalization.
 - b. Discussion took place about the shift in thinking required to move from a traditional (industrial model) of education to a Transformational (student-centered) model. All school leaders agreed that this is the direction that we need to move in.
 - c. Joe shared the effort required and anticipated resistance to each type of move in changing schools to student-centered models.

- IV. Moving away from Traditional Bell Schedules
 - a. Many different bell schedules were discussed about how to support more student-centered time with students.
 - b. We want to investigate more of these options and look at how we can begin personalization through changing the bell schedule.

- V. Moving toward Transformational Student-centered education
 - a. Advisory was discussed and Joe shared a variety of options for us to continue to investigate.
 - b. One of the principals (Hoover) has already signed up to attend a conference this summer with a few members of his leadership team about advisory and making the 9th grade year a better year of individualized support.
 - c. The group agreed that he would bring back ideas from that conference for the group.

- VI. What are our next steps
 - a. Joe's website has a lot of articles and descriptions of schools who are moving toward personalization. These articles will be read and discussed to prepare for the next meeting with Joe.
 - b. Don Hoover will attend summer conference about advisory and bring back ideas to the district.
 - c. Each high school will create their "personalization" plan with their leadership team for investigating how academies contribute to the overarching mission of personalization for every school.
 - d. Each high school will send a group of teachers and leaders to the Academy conference next year and two school sites to investigating academies.
 - e. Joe will come back in the fall and will meet with focus groups of students and teachers in each secondary school to help us gather baseline data of where we are to begin creating our comprehensive district personalization plan.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

September 19, 2013

**State Board
of Education**

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Brenda Gullett
Fayetteville
Chair

Dear Secretary Duncan,

Sam Ledbetter
Little Rock
Vice Chair

I write to you in support of Springdale School District's application for the Race to the Top funds. Springdale is a progressive school district with an inclusive and committed effort to build an education reform infrastructure that dramatically improves student outcomes over time. Race to the Top funds will accelerate that progress.

Dr. Jay Barth
Little Rock

Joe Black
Newport

Public education in Arkansas is embarking upon an exiting journey of change. Educational change will be the result of uniting, nurturing and cultivating a learning community that will allow and encourage innovation and risk. It must be a community that supports the evolution of ideas and concepts and creates an environment that allows for the citizens of the community to play an active role.

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Springdale's application focuses on the learning community drawing upon all of its human resources to serve as facilitators of learning. They propose to break down barriers that prevent the demonstration of knowledge, experience and thought – barriers such as the number of hours required for learning, the limited number of hours within the day, the specific location and who can certify that learning has taken place.

Vicki Saviers
Little Rock

Diane Zook
Melbourne

As Commissioner of Education, I believe clocks, calendars, and walls can no longer limit learning. We must create an environment that is personalized for each student. Tomorrow's schools must provide for continual instruction and assessment that is accessible and flexible for all students. The change in education will require a shift in the traditional delivery system. It will require constant, consistent and persistent involvement of the entire community. All must recognize their roles and responsibilities within that community. Springdale is poised to pioneer this work as a school district and community.

Springdale's application is a first step in this adaptive, innovative thinking. If we are willing to listen and learn from one another, we can change our delivery and assessment system, and if we can change our delivery and assessment system, we will change education.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Sincerely,

A handwritten signature in black ink, appearing to read "Tom W. Kimbrell".

Tom W. Kimbrell, Ed.D.
Commissioner of Education
State of Arkansas

*An Equal Opportunity
Employer*

Greg and Jennifer Garner
19352 Hilton Rd.
Springdale, AR 72764

September 23, 2013

To Whom It May Concern:

Our three children attend school in the Springdale School District, Forrest (17), Glenn (15), and Summer (11).

The oldest has utilized the Special Education services of the Springdale District since pre-school due to a traumatic brain injury he sustained at the age of two years. Now a senior, Forrest is on track to graduate with his classmates—which is no small feat as he is severely handicapped. Being non-verbal, non-ambulatory, and totally dependent upon others for care, he is trapped in a body that does not consistently respond. There have been many challenges over the last 15 years, but the district has been willing to try many different things in search of finding solutions that work for Forrest.

Glenn is attending the Engineering Academy at Springdale High. The level of academics taught in this academy is impressive as well as engaging for our son. There are also extra-curricular engineering opportunities available—the First Robotics Challenge Team and the Electric Vehicle Team both of which our son is involved! We are happy to see Glenn so enthusiastic about his studies.

Our daughter, Summer, is now attending Sonora Middle School. She is excited about the opportunities provided to her through the GT program, is active on the First Lego Robotics Team, and recently made the girls basketball team.

As parents in the Springdale School District, we are pleased to be sending our children to any of the schools within the district—in fact our children have attended 10 of the district's schools. We find the caliber and consistency of education provided at all the schools to be excellent.

Sincerely,



Greg and Jennifer Garner

Springdale Public Schools Proposed eSchool Professional Development Schedule

January 2014

- Review off platforms available for the interoperable data system compatible with eSchool format

June-July 2014

- Purchase interoperable data system to support eSchool

August 2014

- Present the system to building principals and support teachers in the Back to School Inservice meeting dates

September-October 2014

- Technology staff, principals, and teacher leaders attend training to be able to present professional development and provide support to building staff up two or three days depending upon the recommendation of the vendors

October-November 2014

- Technology staff, principals and teacher leaders present eSchool interoperable data system to parents with additional tutorial sessions personally scheduled as needed. Sessions will be scheduled as various times of the day or evening for the convenience of the of the parents

December 2014

- Reflect on current and ongoing needs for professional development with the eSchool interoperable data system as we develop the calendar for subsequent semester.

Anticipated Schedule of Parent eSchool Training Events

July-August 2014

- A parent orientation session will be designed by the PD office in coordination with the District parent liaisons, PTA, building-level representatives and at-large patrons about the new eSchool system.

September 2014

- Parents will be advised through email and print material that eSchool becomes operable in the district.

Mid September 2014

- Parent benefits are defined and distributed by the technology teams

October 2014

- Informational meetings are held at each school. Times are varied in order to accommodate parent availability

Mid October 2014

- Tutorial sessions are established throughout the district in order to support individual parent needs to understand the system

Note: evaluations will be collected after each session in order to determine gaps and omissions in presentation.

January Semester

- Advanced sessions for parents about the use of eSchool will be designed and offered in the spring semester

Providence Journal

August 22, 2013

Collaboration to provide high-speed Internet access to low-income families ★★★★★

August 22, 2013 01:00 AM

By Linda Borg

Journal Staff Writer

lborg@providencejournal.com

CENTRAL FALLS — High-speed Internet access will now be available to low-income families at a greatly reduced rate, thanks to a partnership between Cox Communications and Connect2Compete, a national, nonprofit organization that promotes digital literacy.

Cox will offer families who meet the guidelines Internet service for \$9.95 a month. In addition, families can purchase a \$150 refurbished desktop or a \$199 laptop from GoodPC, a partner of Connect2Compete.

“Internet access is increasingly imperative for everything we do in life, and so much of that foundation starts with education,” said Brian Vahaly, chief operating officer of Connect2Compete. “With over 100 million Americans lacking Internet connectivity at home, it starts with events like today to start reversing the trend.”

The program is aimed at the school districts with the poorest families: Providence, Pawtucket, Central Falls, Newport and Woonsocket, but any student who participates in the federal free-lunch program is eligible.

According to Connect2Compete, students with a personal computer and Internet access at home have graduation rates that are 6- to 8-percent higher than students who don't have these services.

Although Rhode Island ranks among the highest in the nation for broadband speed and coverage, there are still 29 percent of Rhode Island households without Internet, Vahaly said.

Fifty percent of today's jobs require technology skills and that number is expected to grow to 77 percent over the next decade. And more than 80 percent of Fortune 500 companies require on-line applications.

“I went 15 years without a computer,” said Samantha Assad, 18, a senior at Central Falls High School. “I finally got one last year. This program will bring new technology to families who weren’t getting the skills they need.”

To be eligible for the service, a family must have at least one child receiving a federal free lunch, an indicator of poverty. The family must not have subscribed to Cox Internet Service within the last 90 days and the household must have no outstanding bills with Cox.

Governor Chafee said his administration is dedicated to “helping those who need it the most,” urging families to take advantage of this service.

“The digital divide is real and we need to close it,” Providence Mayor Angel Taveras told a crowd at Central Falls High School on Wednesday. “It doesn’t just give you access to the Internet; it gives you access to the world.”

Pawtucket Mayor Donald R. Grebien cited the financial challenges his city faced when he took office.

“Education,” he said, “is not something you can put a price tag on. “This is a great opportunity to collaborate.”

John Wolfe, senior vice president and general manager of Cox Communications, said, “With Internet access at home, students will be able to complete homework assignments, communicate with teachers and explore learning opportunities on-line to prepare students for a brighter future.”

To apply for broadband, visit www.cox.com.

To apply to purchase a computer, visit www.connect2compete.org

Chafee was one of many elected officials, including Mayor James Diossa of Central Falls, Taveras of Providence and Grebien of Pawtucket, who attended Wednesday’s news conference at Central Falls High School. Participants also included Central Falls School Supt. Frances Gallo and Providence School Supt. Susan Lusi.

<http://www.providencejournal.com/breaking-news/content/20130822-collaboration-to-provide-high-speed-internet-access-to-low-income-families.ece>

District Improvement Team: Timelines and evaluation tools

The following chart defines the timelines, evaluation tools and the evidence of impact based on the following categories listed within each of the three major goal areas: Program Expansion, professional development activities, personalization, and technology

Goal 1: Activities that drastically accelerate student achievement	Timeline	Evaluation tool	Effectiveness of investments
<p>Program expansion: Expand opportunities for student to enroll in Pre-K</p>	<p>2014-2015 school year</p>	<p>Increase Pre-K enrollment by 40 students</p>	<p>Increased number of students who are meeting the expectations for kindergarten as measured by the Quall's Early Learning Inventory</p>
<p>Professional development:</p> <p>Aligning curriculum documents with college career ready standards in order to improve teaching and learning so as to get all students on grade level in reading by 3rd grade and in mat by 5th grade</p> <p>Providing curriculum development in teaching literacy skills and mathematics in order to have all students college and career ready.</p>	<p>2014-2017</p>	<p>Review of Curriculum documents by experts in the field based on a rubric related to the components involved in Curriculum development leading to improved lesson design leading to improved student achievement</p>	<p>Implementation of improved lessons based on well written curriculum documents learning to improved student achievement with a goal of having all students reading by the end of 3rd grade and all students on grade level in math by the end of 5th grade based on benchmark assessments.</p> <p>All curriculum aligned to college career ready standards k-12 with embedded effective teaching practices in the lesson plans to improve literacy and mathematics instruction</p>
<p>Professional development :</p> <p>teaching of Literacy skills and mathematics</p>	<p>2014-2017</p>	<p>Number of teachers trained leading the changes in the classroom resulting in increased student achievement in literacy and math</p>	<p>More effective classroom practice leading to improved performance on benchmark assessments.</p>

Professional development: accelerating English Language development	2014-2017	Completion of teaches in the English Language Institutes including a focus on scaffolding learning based using grade level college career ready standards	The number of teachers who take and pass the ELL Praxis exam and the observed change in lesson design and subsequent instructional practice to include scaffolding tools in teaching of ELL students
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Goal 2: Activities to Deepen student learning	Timeline	Evaluation tool	Effectiveness of investments
Personalization of Learning: Closing the experience gap by expanding opportunities that engage students and families in more college career ready activities	2014-2017	AMO's in reading, Math and graduation. Enrollment numbers in extended day extended year, community service learning activities, Family literacy programs, college field trips Number of students being assisted by career coaches including filling out FAFSA applications and increase in the number of career coaches	Meeting AMO trajectories towards meeting the college career ready standards. Increased number of Students' enrolling in post high school programs
Technology: Increase access to technology including a more robust interoperable system that facilitates all technology related issues in terms of accessing student/teacher,/district data	2014-2016	Integration of technology into instruction based on lesson plans and used by students in research and exhibitions of learning. Patrons, faculty and teachers use the system based on electronic tracking of number of "hits" on the system	Technology skills of students will be evidenced in the outcomes of project based learning as well as in the daily operations of the classroom Feedback about the systems will indicate effectiveness of the interoperable system based on surveys.

Goal 3: Increase Equity through personalized learning	Timeline	Evaluation tool	Effectiveness of investments
Personalization of learning: student engagement: Pilot for a “seat time waiver	2013-2017	Approval of a system for a “seat time” waiver	Students having high school “credits” issued through alternative systems
Personalization of learning: improved CAP planning plans and expanded academy options for students	2013-2017	New Personalized learning systems know as CAP in place leading to placements in academies	More personalized pathways for students based on satisfaction surveys Improved graduation rates
Personalization of learning: Exhibitions through Project based learning	2013-2017	Exhibitions of learning through projects in the EAST labs as well as through the academy models	Students exhibiting college career ready standards that are not measured in standardized assessment.
Professional development : developing the academy model and the improvement of professional learning communities with a focus on student learning (student centered coaching)	2013-2017	Teachers engaged in professional development events leading to more effective practice through the academy model, professional learning communities with student centered coaching leading to improved student achievement and increased enrollment in post high school learning environments	Students will be achieving at higher levels based on AMO’s in reading, math and graduation rates t as well as enrolling in post high school learning environments at increased levels.

ARKANSAS CWT STANDARD SURVEY

Date:	Time (circle one):	Beginning	Middle	End																						
Grade:	Subject:																									
1. Focus on Curriculum																										
1a. What is the learning objective(s) for the lesson?																										
Objective(s)?																										
1b. Learning objective(s) is evident to the students (select one)																										
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident	<input type="checkbox"/> Unable to determine																								
1c. Learning objective(s) on target for grade-level standards (select one)																										
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine																								
2. Focus on Instruction																										
2a. Identify instructional practices																										
<input type="checkbox"/> Authentic/relevant	<input type="checkbox"/> Coaching	<input type="checkbox"/> Discussion																								
<input type="checkbox"/> Hands-on experiences	<input type="checkbox"/> Informal assessment	<input type="checkbox"/> Learning centers																								
<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Presentation/demonstration																								
<input type="checkbox"/> Providing directions/instructions	<input type="checkbox"/> Providing opportunities for practice	<input type="checkbox"/> Teacher-directed Q & A																								
<input type="checkbox"/> Testing	<input type="checkbox"/> None																									
2b. Identify grouping format																										
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group	<input type="checkbox"/> Paired	<input type="checkbox"/> Individual																							
2c-2d. Identify research-based instructional strategies (2c. Teacher, 2d. Student)																										
<table border="1" style="display: inline-table; vertical-align: top;"><tr><th>T</th><th>S</th></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> Identifying similarities and differences	T	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="display: inline-table; vertical-align: top;"><tr><th>T</th><th>S</th></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> Cooperative learning	T	S	<input type="checkbox"/>										
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3. Focus on the Learner																										
3a. Identify student actions																										
<input type="checkbox"/> Listening	<input type="checkbox"/> Reading	<input type="checkbox"/> Speaking																								
<input type="checkbox"/> Working with hands-on materials	<input type="checkbox"/> Writing																									
3b. Identify instructional materials																										
<input type="checkbox"/> Computer software	<input type="checkbox"/> Content-specific manipulatives	<input type="checkbox"/> Handheld technology																								
<input type="checkbox"/> Lab/activity sheet	<input type="checkbox"/> Overhead/board/flip chart	<input type="checkbox"/> Published print materials																								
<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Student-created materials	<input type="checkbox"/> Textbook																								
<input type="checkbox"/> Video	<input type="checkbox"/> Web sites	<input type="checkbox"/> Worksheets																								
<input type="checkbox"/> None																										
3c. Determine level(s) of student work																										
<input type="checkbox"/> Recalling information (Knowledge)	<input type="checkbox"/> Understanding information (Comprehension)																									
<input type="checkbox"/> Using information in a new way (Application)	<input type="checkbox"/> Breaking down information into parts (Analysis)																									
<input type="checkbox"/> Putting information together in new ways (Synthesis)	<input type="checkbox"/> Making judgments and justifying positions (Evaluation)																									
3d. Determine level of class engagement (select one)																										
<input type="checkbox"/> Highly engaged—Most students are authentically engaged																										
<input type="checkbox"/> Well managed—Students are willingly compliant, ritually engaged																										
<input type="checkbox"/> Passive compliance—Temporarily compliant, based on commands																										
<input type="checkbox"/> Dysfunctional—Many students actively reject the assigned task or substitute another activity																										
4. Focus on Classroom Environment																										
<input type="checkbox"/> Materials are available in the classroom	<input type="checkbox"/> Models/exemplars of quality student work posted																									
<input type="checkbox"/> Routines and procedures are evident	<input type="checkbox"/> Students interact with classroom environment																									
<input type="checkbox"/> Rubrics are displayed/provided	<input type="checkbox"/> Current student work displayed																									
<input type="checkbox"/> None																										
5. Focus on the Needs of All Learners																										
The teacher is responding to specific learning needs through differentiation of:																										
<input type="checkbox"/> Content	<input type="checkbox"/> Process	<input type="checkbox"/> Product																								
<input type="checkbox"/> Learning environment	<input type="checkbox"/> Unable to determine	<input type="checkbox"/> None																								