

Turnaround Schools Update for:

Arlington High School

High Level Summary

- The Year One Focus on School Culture was absolutely essential.
- Year One academic growth is projected beyond our goals.
- Professional Development for our young staff will be essential for Year Two.
- Student Assignment continues to be an issue.
- Funding will be critical to meet our objectives Year Two.

Arlington Culture

Safety, Security, and School Life

Arlington Safety

- In the 2011-2012 school year, Arlington was one of the least safe schools we had entered in any of our professional careers.
- Physical and Psychic safety are key to engaging students meaningfully in the learning process.
- There were no institutional mandates or efforts to counter the lack of safety at Arlington.

Security

- We deployed a police detail (3-4) as well as hall monitors (5-7) to cover the expanse of the property as well as the hard-to-secure architecture of the building.
- Our school police saw a disturbing array of criminal behavior throughout the school year.
- Our hall monitors were able to provide invaluable supervision as well as intelligence on misbehavior for our students.

School Life

- In addition to securing the space for learning, we had to start the process of building back the co-curricular programs.
- We have restarted the choir and band programs.
- We have hired a full time athletic director to restart the sports programs.
- In Year Two we will focus more deliberately on those programs which build school spirit.

Arlington Academics

Student Growth Indicators

Academic Summary

- Given the chaotic school environment, we questioned whether we could reach our academic goals in year one.
- With the exception of the Biology I ECA, we predict we will exceed our goals for test performance in every category (ISTEP+ data is currently unavailable so we are using the Acuity Predictive Assessment as a basis for our analysis)



Table 5: Annual Goals

Middle School ISTEP Pass Rates							
	Arlington Data		EdPower Data	EdPower Goals			
	10-11	11-12	12-13	12-13	13-14	14-15	15-16
Grade 7							
Pass Both ELA and Math	17.3	16.9		25	33	42	50% +
Pass ELA	26.8	27	33*	33	40	47	55% +
Pass Math	23.9	32.9	42*	30	36	43	50% +
Grade 8	10-11	11-12	12-13	12-13	13-14	14-15	15-16
Pass Both ELA and Math	12.3	18.2		21	30	41	50% +
Pass ELA	26.8	23.7	47*	34	41	48	55% +
Pass Math	21.7	32.4	37*	28	35	43	50% +
High School – Core 40 ECA Pass Rates							
	Arlington Data		EdPower Data	EdPower Goals			
	10-11	11-12	12-13	12-13	13-14	14-15	15-16
Biology	5.1	13.3	11	14	23	32	40% +
English 10	32.9	43.7	51	37	41	46	50% +
Algebra	16.4	16.8	26	24	32	41	50% +
Graduation/Diploma Type	Arlington Data		EdPower Data	EdPower Goals			
	10-11		11-12	15-16			
Core 40 & Core 40 Honors (% of total grads)	70% (with 40% waivers)			70% (with no waivers)			
General Diploma (% of total grads)	30%			30%			
Graduation Rate (% of scholars)	59%			70%			

*ISTEP+ Scores for 12-13 predicted based on Acuity Predictive Assessment taken in February.

Professional Development

Teaching the Teachers

The Talent Students Need

- Our team at Arlington is young and relatively inexperienced.
- If we are going to exceed our stipulated goals for 2015-2016, we need stronger instruction and management at Arlington.
- In response, we have restructured our Summer Teaching Institute as well as the building leadership to support staff growth.

Student Assignment

Who attends a Turnaround School

Who does Arlington Serve

- With respect to boundaries and how students are assigned to the school, the water is still murky.
- Only two weeks ago did Arlington receive a list of students assigned for next year based on boundary (198 students).
- Only 112 records were received of the 198 (and two were for students who were not on the list).
- The absence of reliable data makes it difficult to impossible to do any planning prior to the start of the school year.

Fiscal Health

Continuing the journey toward student success

Turnaround Work is Arduous

- We have built a building staff for 2013-2014 that is commensurate with the expected population of the school and consistent with how our other schools are staffed.
- However, the crisis-orientation of the school requires tremendous network supports if intend to turn the school around by 2016.
- Our approach is not cookie-cutter. We are data-driven and instructionally focused.

Network Management

- In this regard, the School Improvement Grant we received last year (SIGa) is critical to our continued work.
- It allowed us to drive curricular, instructional, administrative, and assessment support to the building on a continual basis.
- Without funding at the same or increased levels, the work is untenable.

Thank you for allowing us to serve!

Questions

And

Answers