Arlington High School

End of Year Data Report & Priorities

2012-2013

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Introduction

Introduction

- **Deliverable 4: School Turnaround Plan**
  - In accordance with Indiana statute, including Indiana Code 5-22-9, the Indiana Department of Administration (IDOA), acting on behalf of the Indiana Department of Education (IDOE), requested turnaround proposals ii.
  - EdPower was asked and entertained a rigorous school turnaround plan process.
  - In the fall of 2012, EdPower signed a contract with the IDOE to act as the Turnaround School Operator (TSO) for AHS iii.

ii Indiana Dept. of Education. (2012). Requests for Proposals. Retrieved from
http://www.doe.in.gov/improvement/turnaround/turnaround-school-operator
Iii Indiana Dept. of Education. (2012). Signed contract. Retrieved from
http://www.doe.in.gov/improvement/turnaround/turnaround-school-operator

Introduction

- **Deliverable 4: School Turnaround Plan**
  - During EdPower's observation year vii, priority areas were presented along with action steps which culminated in AHS' school improvement plan.
  - The school improvement plan is a roadmap to turnaround utilizing effective practices incubated via the Tindley school coupled with national systems.

iv Indiana Dept. of Education. (2012). Arlington High School: A Plan for Action. Retrieved from http://www.doe.in.gov/sites/default/files/sboe/edpowerpresentation.pdf

Introduction

- **Deliverable 4: School Turnaround Plan**
  - Priority areas of AHS as articulated in D4:
    - Safety and security for both scholars and staff.
    - Data-driven and ongoing instruction for every scholar.
    - Training and coaching of teachers.
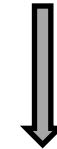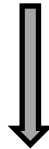 - Priority areas of AHS abbreviated from D4:
    (constant internal messaging of "The Big 3")
    - Culture
    - Attendance
    - Academics

v Indiana Dept. of Education. (2012). Arlington High School: A Plan for Action. Retrieved from http://www.doe.in.gov/sites/default/files/sboe/edpowerpresentation.pdf

Introduction

AHS – **Building Level**

AHS – **Network Level**

Culture ⟶ Safety and security for both scholars and staff.
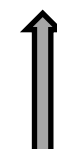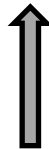
Attendance ⟶ Data-driven and ongoing instruction for every scholar.
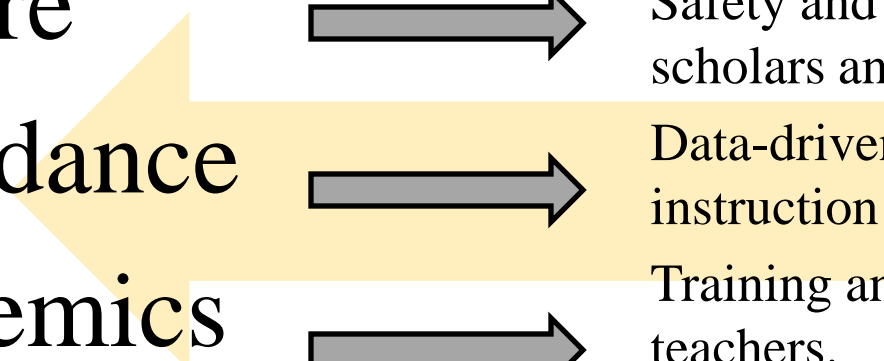
Academics ⟶ Training and coaching of teachers.

Systems – **Building Level**
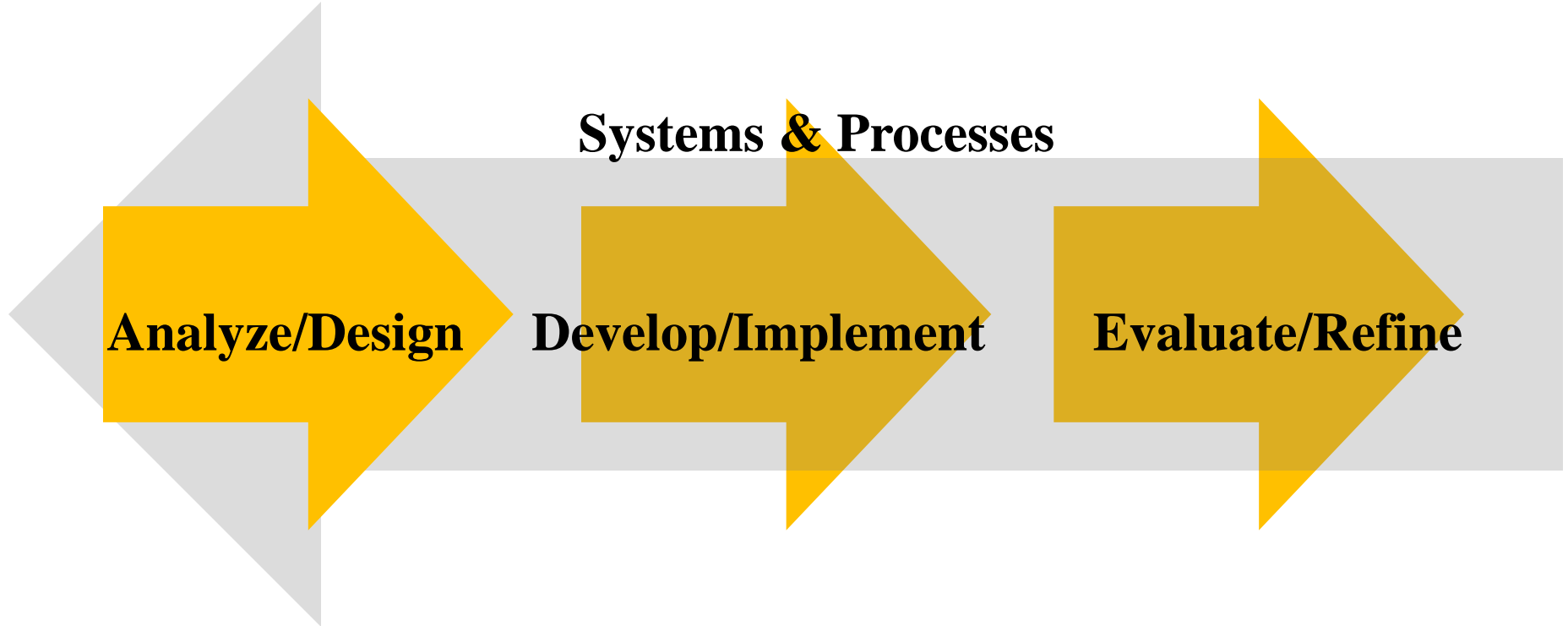
Systems – **Network Level**

Introduction

Arlington High School Data-Driven
Organizational Priority Cycle

Systems & Processes

Analyze/Design

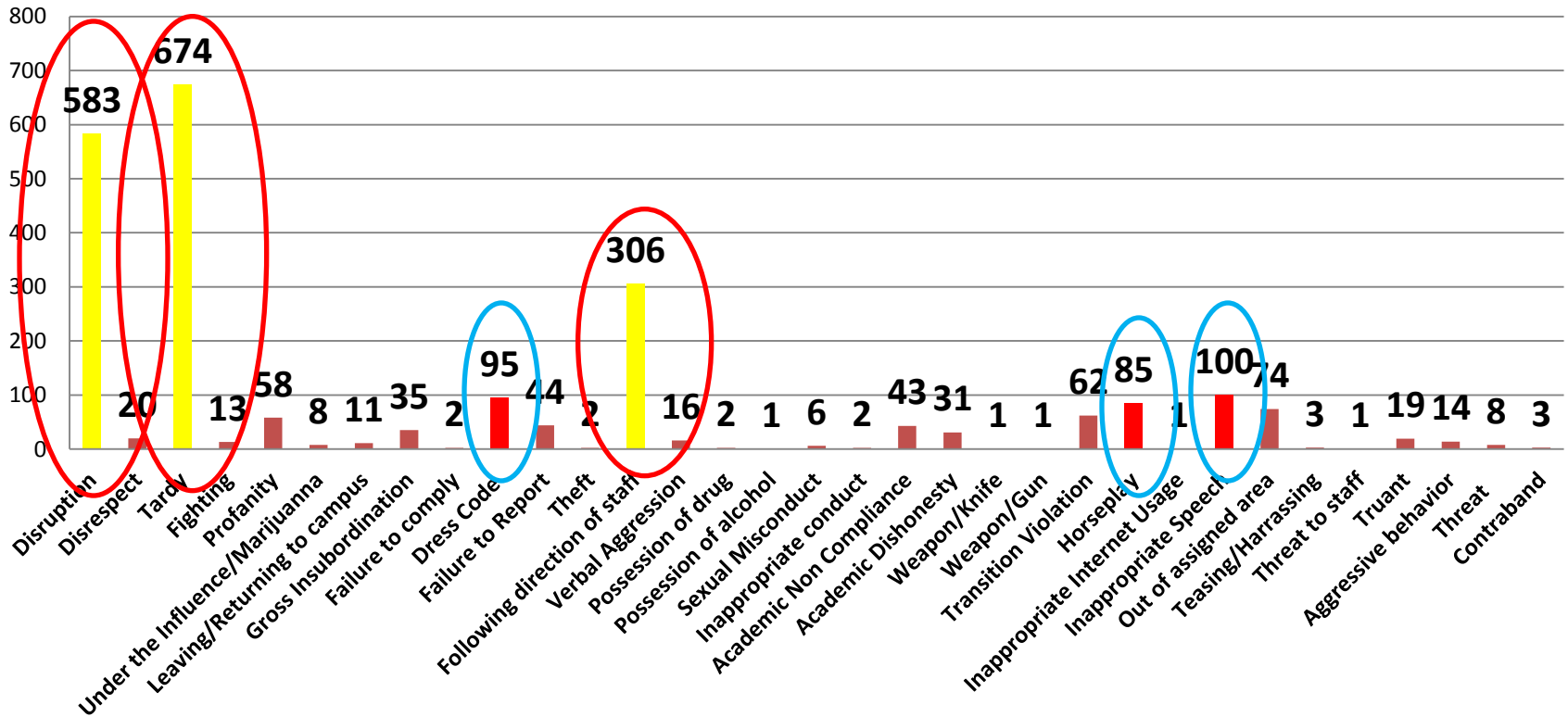**Develop/Implement**

Evaluate/Refine

#1 Culture

EOY Cultural Report & Priorities
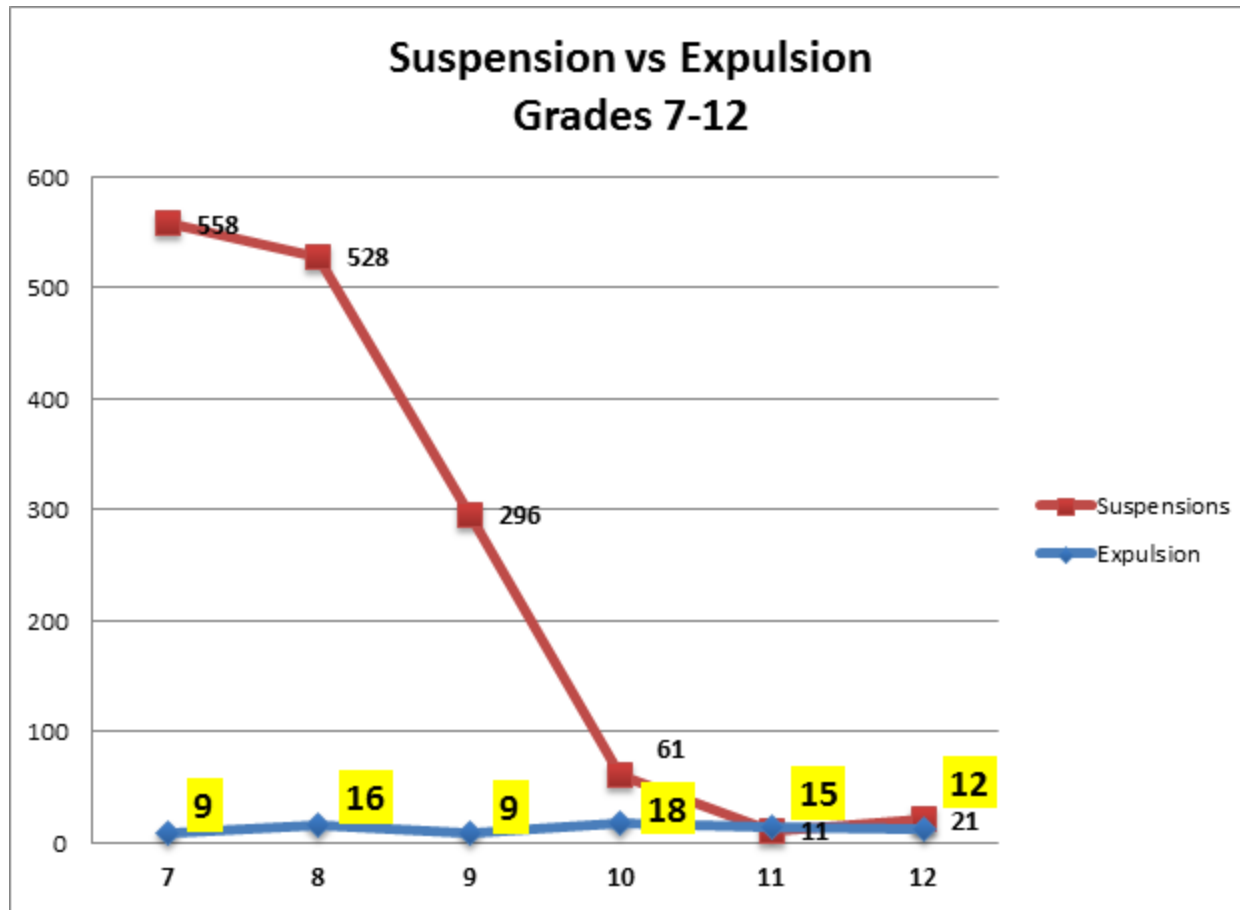
Culture

The "Big 3" in **red** represent 1563 (67%)

**All Infractions
Grades 7-12**

The "Little 3" in **light blue** represent 280 (12%)

Suspensions vs. Expulsions

EOY Cultural Response

- **#1 Culture**
  - We will continue to support good discipline practices and to foster a safe, respectful, and productive learning environment in every classroom.
  - We will be intentional on creating a discipline philosophy that is solely based on fostering, teaching and acknowledging positive scholar behavior.
  - Create an atmosphere in which scholars truly believe they are "gifted and talented" and will graduate college and be career ready.
  - We will keep scholars connected to school, during out of school suspension, by providing education services that will allow the scholar to return to school with a chance to graduate college and be career ready.

EOY Cultural Response

- **#1 Culture**
  - Transparency with discipline data. Present the data during team meetings while allowing the data to drive decision geared toward providing professional development around areas for improvement.
  - With an end goal to reduce the number of disciplinary incidents by 20% vi in year 2 of the turnaround compared to 2012-2013 data.
  - Continuously refine RTI system and be determined to end the "disproportionate" impact of school discipline on minorities and the discrepant impact on special education scholars.
  - Reduce tardy and absences by 30% and achieve a 90% attendance rate or higher for the 2013-2014 school year.

vi Indiana Dept. of Education. (2012). Arlington High School: A Plan for Action. Retrieved from
http://www.doe.in.gov/sites/default/files/sboe/edpowerpresentation.pdf

#2 Attendance

EOY Attendance Report & Priorities

Attendance
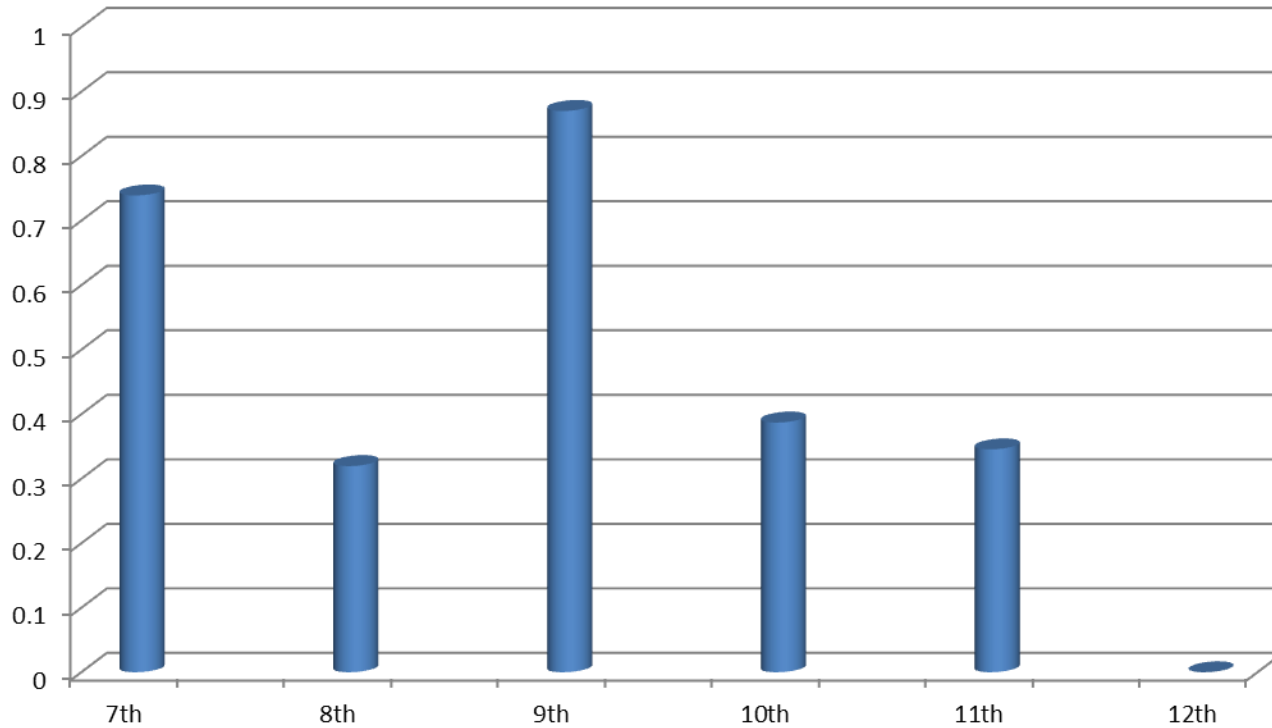
AHS Attendance Disaggregated by Grade

Attendance

Grade Level	Yearly Average
7th	83%
8th	76%
9th	80%
10th	77%
11th	70%
12th	75%

AHS EOY 12-13 Attendance Average =
**76.83% , Established Baseline Data
D4 2nd Year Goal = 90%**

EOY Attendance Response

- **#2 Attendance**
  - Attendance data is predicated upon fidelity of teachers following attendance and systems.
  - Communication among various staff need to be strengthened
    - Exceptional Learner Services
    - 7-12th Teachers
    - Oversight of Teachers taking attendance the first 10 minutes of class for all periods

#3 Academics

EOY Academic Report & Priorities

Table 5: Annual Goals (as articulated on pg. 70 of Deliverable 4: School Turnaround Plan
*ISTEP+ Scores for 12-13 predicted based on Acuity Predictive Assessment taken in February.

Middle School ISTEP Pass Rates							
	Arlington Data		EdPower Data	EdPower Goals			
Grade 7	10-11	11-12	12-13	12-13	13-14	14-15	15-16
Pass Both ELA and Math	17.3	16.9	19.5	25	33	42	50% +
Pass ELA	26.8	27	33*/25.6	33	40	47	55% +
Pass Math	23.9	32.9	42*/32.9	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	28.4	21	30	41	50% +
Pass ELA	26.8	23.7	47*/36.8	34	41	48	55% +
Pass Math	21.7	32.4	37*/49.5	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	12-13	15-16
Core 40 & Core 40 Honors (% of total grads)	70% (with 40% waivers)	100% (no waivers)	70% (with no waivers)
General Diploma (% of total grads)	30%	0%	30%
Graduation Rate (% of scholars)	59%	50%	70%

Arlington MS NWEA Post-Test Data Report

7th Grade

	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Math	208.2	15	4m	218.2	24	5m	10.0	88
Reading	202.2	16	4b	207.7	20	5b	5.5	30

8th Grade

	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Math	216.3	20	5m	219.9	20	6b	3.6	12
Reading	209.6	25	5m	215.0	31	6m	5.4	51

9th Grade

	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Math	212.6	11	4e	221.9	22	6b	9.3	97
Reading	208.7	20	5m	221.4	46	9b	12.7	99

Arlington HS NWEA Post-Test Data Report

High School English

	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Zupan – English 10	211.2	21	5m	217.4	34	7m	6.2	74
Siddeeq – English 11	219.3	39	8b	219.1	38	8b	-0.2	12
Leard – English 12	225.9	55	12+	223.8	49	11e	-2.1	5

High School Math

	Pre-Test Score	Pre-Test %ile	Pre-Test Grade Eq.	Post-Test Score	Post-Test %ile	Post-Test Grade Eq.	RIT Growth	Growth %ile
Lee – Geometry	221.6	25	6b	227.7	32	7m	6.1	82
Lee – Alg. 2	216.6	15	5m	225.4	25	7b	8.8	97
Hill – Algebra	222.8	26	6m	221.9	22	6b	-0.9	1
Hill – Pre-Calc	237.4	52	11m	238.9	50	12+	1.5	23

EOY Academic Response

- **#3 Academics – Middle School**
- There were three grade levels and subjects that demonstrated strong growth when compared to how much similar grade-level students grew nation-wide:
  - **7th Grade Math: 88th Percentile**
  - **9th Grade Math: 97th Percentile**
  - **9th Grade Reading: 99th Percentile**
- Middle school will have to do a better job of pushing students even further such that they continue to be on the trajectory of on-grade level or above by the end of the school year.
- There were three grade levels and subjects that did not demonstrate strong growth when compared to how much similar grade-level students grew nation-wide:
  - **7th Grade Reading: 30th Percentile**
  - **8th Grade Math: 12th Percentile**
  - **8th Grade Reading: 51st Percentile**

EOY Academic Response

- **#3 Academics – High School**
- There were three grade levels and subjects that demonstrated strong growth when compared to how much similar grade-level students grew nation-wide:
  - **9th Grade Math: 97th Percentile**
  - **9th Grade Reading: 99th Percentile**
  - **English 10: 74th Percentile**
  - **Geometry: 82nd Percentile**
  - **Algebra 2: 51st Percentile**
- High school will have to do a better job of pushing students even further such that they are on-grade level or above by the end of the school year.
- There were three subjects that did not demonstrate strong growth when compared to how much similar grade-level students grew nation-wide:
  - **Algebra 1: 1st Percentile**
  - **English 12: 5th Percentile**
  - **English 11: 12th Percentile**

EOY Academic Report Priorities

- **#3 Academics– All School**
    1. **Admin Must Develop Structured Calendar to Ensure Oversight of Fidelity of Curriculum and Instructional Systems.**
        1. Atlas Uploads
        2. Lesson Plan Feedback (Focus on Assessment)
        3. Classroom Observation & Feedback
        4. Formal Evaluations (Each Semester)
        5. PGP
        6. Grade book Audits
        7. Parent Logs
    2. **Develop Interim Assessments**
    3. **Develop Classroom Culture Observations SOP proposal**.
    4. **Develop SOP proposal for data dives process** .
    5. **Follow Classroom observation/feedback cycle with fidelity.**
    6. **Refine Video tape analysis and present SOP proposal** .

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