

LAWTON HIGH SCHOOL
2019-2020 ANNUAL PROGRAM REVIEW
OSDE School Report Card ~ 2017 - 2020

1) Go to www.oklaschools.com and open the report card for your school. 2) Use each Indicator section of the Report Card to complete the charts.

OSDE School Report Card Overview 1. Click on OVERVIEW. 2. Enter the letter grade for each category. <i>Points Earned column will auto-populate as the charts below are completed.</i>	2017-2018			2018-2019			**2019-2020		
	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned	Letter Grade	Points Possible	Points Earned
Academic Achievement	D	45	9.80	D	45	13.00			
Graduation	D	10	4.50	F	10	3.50			
English Language Proficiency Progress	C	15	8.00	C	15	6.10			
Chronic Absenteeism	F	10	3.75	D	10	4.98			
Postsecondary Opportunities	C	10	5.00	C	10	5.20			
OVERALL GRADE	D	90	31.05	D	90	32.78			

ACADEMIC ACHIEVEMENT 1. Click on INDICATORS - ACADEMIC ACHIEVEMENT. 2. Click on each tab on the right to record the % of points earned & points earned. (% appear on the on the right and points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned
ELA	31.33%	15	4.70	22.67%	15	3.40			
Mathematics	34.00%	15	5.10	12.67%	15	1.90			
Science	N/A	15	N/A	51.33%	15	7.70			
COMPOSITE	21.8%	45	9.80	28.9%	45	13.00			

GRADUATION 1. Click on INDICATORS - GRADUATION. Use the 1st chart. 2. Click on each tab on the right to record the % of points earned & points earned. (% appear on the on the right and points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned
4 Year	N/A	5	N/A	50.0%	5	2.5			
5 Year	N/A	3	N/A	36.7%	3	1.1			
6 Year	N/A	2	N/A	0.0%	2	0.0			
COMPOSITE	45.0%	10	4.5	35.0%	10	3.5			

ELP PROGRESS 1. Click on INDICATORS - ELP PROGRESS. Use the 1st chart. 2. Click on each tab on the right to record the % of points earned & points earned. (% appear on the on the right and points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned
English Language Proficiency Progress	53.3%	15	8.0	40.7%	15	6.1			

CHRONIC ABSENTEEISM 1. Click on INDICATORS - CHRONIC ABSENTEEISM. Use the 1st chart. 2. Click on each tab on the right to record the % of points earned & points earned. (% appear on the on the right and points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned
English Language Proficiency Progress	38.0%	10	3.8	49.8%	10	5.0			

POSTSECONDARY OPPORTUNITIES 1. Click on INDICATORS - POSTSECONDARY OPPORTUNITIES. Use the 1st chart. 2. Click on each tab on the right to record the % of points earned & points earned. (% appear on the on the right and points earned appear on the left of the webpage.)	2017-2018			2018-2019			**2019-2020		
	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned	% of Points Earned	Points Possible	Points Earned
English Language Proficiency Progress	50.0%	10	5.0	52.0%	10	5.2			

OVERVIEW by PRIORITY GROUPS 1. Click on OVERVIEW and scroll down to view grades. 2. Click on VIEW BY STUDENT GROUPS on the top right. 3. Select each of the subgroups below one at a time and record the report card letter grades for the subgroup in ACADEMIC ACHIEVEMENT, GRADUATION, and OVERALL GRADE. *Select the subgroups as shown below; not the ones labeled as priority in the drop down menu. (This creates a pop-up window. Close the pop-up window before selecting the next subgroup.) *If the site has less than 10 students in a particular priority group, there will not be an option to select that group. Enter N/A in those cells.	2017-2018			2018-2019			**2019-2020		
	ACADEMIC ACHIEVEMENT LETTER GRADE	GRADUATION LETTER GRADE	OVERALL GRADE	ACADEMIC ACHIEVEMENT LETTER GRADE	GRADUATION LETTER GRADE	OVERALL GRADE	ACADEMIC ACHIEVEMENT LETTER GRADE	GRADUATION LETTER GRADE	OVERALL GRADE
Priority Student Groups									
Students with Disabilities	D	F	D	D	F	D			
Economically Disadvantaged	C	F	D	D	F	D			
English Learner	N/A	N/A	N/A	D	F	D			
Black	D	C	F	D	F	D			
Hispanic	C	B	C	D	F	D			
White	C	D	D	D	F	D			
American Indian	D	F	F	D	F	F			
Asian/Pacific Islander	C	N/A	N/A	N/A	C	N/A			
Two or More Races	D	D	F	B	F	C			

**2019-2020 No OSDE Report Card Data due to Covid 19

**LAWTON HIGH SCHOOL
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1) On MEASURED PROGRESS, Click REPORTING and accept the Terms. 2) Program: CCRA; select/check school from the drop down list; GET REPORT. 3) Under OPTIONS, select DISSAGGREGATE then check FULL ACADEMIC YEAR and UPDATE. 4) Under OPTIONS, select STATS and uncheck all selections in the SCORES section except "% At or Above Proficient." Then UPDATE. 4) For viewing ease, click on TRANSPOSE on the far right. 5) Carefully complete the charts below using only the_FAY data for each year Use "% At or Above Proficient."

Percentage of FAY Students Showing Mastery on the CCRA 2019

CCRA	Science	Physical Science	Earth Science
Percent At or Above Proficient	21%	28%	35%

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Demographic Data from the Last Five (5) Years to Include the Current Year

STUDENT DEMOGRAPHIC DATA - Transfer data (as shown) from the FY19 and FY20 Demographic Data by Site pdfs in the Training Docs

Student Enrollment by Gender					
Year	Total Enrollment	# Male	% Male	# Female	% Female
2019 - 2020	1742	928	53.3%	1001	46.7%
2018 - 2019	1776	956	53.8%	871	46.2%
2017 - 2018					
2016 - 2017					
2015 - 2016					

Student Enrollment by Ethnicity							
Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
2019 - 2020	1742	29.3%	9.5%	24.3%	2.1%	43.7%	11.4%
2018 - 2019	1776	28.2%	7.5%	20.6%	2.4%	37.4%	8.7%
2017 - 2018							
2016 - 2017							
2015 - 2016							

Students Eligible for Free and Reduced Lunch Program		
Year	Number	% of Population
2019 - 2020	1321	75.8%
2018 - 2019	1286	72.4%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students Participating in Title I Programs		
Year	Program Enrollment	% of Population
2019 - 2020	N/A	N/A
2018 - 2019	N/A	N/A
2017 - 2018		
2016 - 2017		
2015 - 2016		

Student Attendance						
Year	Average Daily Attendance	Percent of Student Population	# Male	% Male	# Female	% Female
2019 - 2020	1429.26	86.6%	754.95	86.7%	674.31	86.6%
2018 - 2019	1299.43	87.2%	680.82	86.6%	618.61	87.9%
2017 - 2018						
2016 - 2017						
2015 - 2016						

Student Tardy Rate						
Year	Average Daily Tardies	Percent of Student Population	# Male	% Male	# Female	% Female
2019 - 2020	75.16	4.56%	39.59	4.55%	35.58	4.57%
2018 - 2019	99.12	6.65%	57.63	7.33%	41.49	5.90%
2017 - 2018						
2016 - 2017						
2015 - 2016						

Student Mobility Rate				
Year	Full Academic Year (FAY)		NON Full Academic Year (NFAY)	
	# Students	% of Student Population	# Students	% of Student Population
2019 - 2020	1527	87.7%	215	12.3%
2018 - 2019	1551	87.3%	225	12.7%
2017 - 2018				
2016 - 2017				
2015 - 2016				

Students Truancy Rate		
Year	Average Daily Truancy	% of Population
2019 - 2020	148.08	9.0%
2018 - 2019	143.06	9.6%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students Identified as English Learners (EL)		
Year	Program Enrollment	% of Population
2019 - 2020	48	2.8%
2018 - 2019	49	2.8%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students in Foster Care		
Year	Number	% of Population
2019 - 2020	0	0.00%
2018 - 2019	0	0.00%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Student Behavior			
Year	Average Daily Referrals	Average Daily In-School Suspensions	Average Daily Out-of-School Suspensions
2019 - 2020	0.91	0.25	0.11
2018 - 2019	0.71	0.20	0.11
2017 - 2018			
2016 - 2017			
2015 - 2016			

Students in Military Families		
Year	Number	% of Population
2019 - 2020	395	22.7%
2018 - 2019	396	22.3%
2017 - 2018		
2016 - 2017		
2015 - 2016		

Students Eligible for McKinney-Vento Homeless Program		
Year	Number	% of Population
2019 - 2020	102	5.90%
2018 - 2019	102	5.70%
2017 - 2018		
2016 - 2017		
2015 - 2016		

STAFF DEMOGRAPHIC DATA - This data can be summarized using the FY20 Teacher Demographics in the Training Docs

Teachers & Title I Funded Paraprofessionals	
Position	Number
Certified Teachers/Staff	105
Certified Paraprofessionals	0
Non-Certified Paraprofessionals	0

Teaching Experience of Certified Staff						
Total # of Certified Teachers/Staff	Years of Experience (# of Teachers)					
	0-2	3-5	6-10	11-15	15-20	20+
105	24	17	18	16	8	24
	% of Total					
	22%	16%	17%	15%	7%	22%

Teacher Certification			
Total # of Certified Teachers/Staff	Certification Type	Number	% of Total
	Traditional		0%
105	Emergency	10	10%
	Alternative		0%

Teacher Education						
Total # of Certified Teachers/Staff	Degree Received (# of Teachers)					National Board Certification
	Bachelor's		Master's		Doctorate	
105	53		51		1	2
	% of Total					
	50%		49%		1%	2%

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Stakeholder Perception Data from the Title I Needs Assessment Survey

STAKEHOLDER GROUP	Number of PARENT Responses	Number of COMMUNITY Responses	Number of STAFF Responses
How many representatives from each stakeholder group provided a response on the Needs Assessment Survey? RECORD THE NUMBER OF RESPONSES FOR EACH STAKEHOLDER GROUP.	100	1	51

Use the results from the Needs Assessment Survey to complete the summary chart below.

Record the percentages for each response option. Record zero percent if there is no data reported for a response option.

Percentage of ALL Stakeholder Responses	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	NO OPINION
Extended Learning Time					
Tutoring programs for students (beyond the regular school	3.3%	11.8%	31.6%	48.0%	5.3%
Early Intervention					
Additional Staff: Certified teachers and paraprofessionals who	2.0%	8.6%	27.0%	57.2%	5.3%
Computer-Assisted Instruction: Evidenced based educational	2.6%	16.4%	37.5%	42.1%	1.3%
High-Quality Curriculum					
Student Devices: Used in the classroom in coordination with	3.3%	6.6%	29.6%	59.2%	1.3%
Technology Rich Classrooms: The use of audio and visual	0.70%	9.9%	23.0%	66.4%	0.0%
Instructional Materials: To provide instructional support in core-	1.3%	11.8%	26.3%	59.2%	1.3%
Library: resources and books, as well as additional classroom	1.3%	9.2%	25.7%	61.8%	2.0%
Behavioral Supports (Counselor)					
Full-time counselors and counseling services provided for	3.3%	16.4%	25.7%	52.6%	2.0%
Professional Development for School Staff					
Instructional Consultant: A professional development coach who	5.3%	18.4%	30.9%	42.8%	2.6%
Professional Development Training opportunities for staff	2.6%	12.5%	30.3%	52.6%	2.0%
Professional Development Training opportunities for staff members to address the school's areas of greatest need	0.70%	11.2%	33.6%	53.9%	0.7%
Parent & Family Engagement					
Parent Coordinator: A person who helps coordinate family	5.9%	14.5%	34.2%	40.8%	4.6%
Parent Resource Center: Educational materials available for	4.6%	13.8%	33.6%	45.4%	2.6%
School/Home Connection:	7.2%	11.8%	27.6%	33.6%	19.7%
School/Home Connection: Transportation provided for those who	3.9%	14.50%	26.3%	37.5%	17.8%
School/Home Connection: Provisions made to accommodate	2.6%	11.8%	27.0%	40.8%	17.8%
School/Home Connection: Provisions made to accommodate	3.9%	9.9%	29.6%	40.1%	16.4%
School/Home Connection: The use of school communication	2.0%	6.6%	27.6%	61.8%	2.0%
Parent Educational Opportunities: Family engagement events/activities scheduled throughout the school year. Examples:					
How to become a parent volunteer at school	6.6%	22.4%	29.6%	30.3%	11.2%
Information on state academic standards & state/local	6.6%	17.1%	35.5%	38.8%	2.0%
How parents and school staff can work together to support classroom instruction at school and at home	0.70%	12.5%	38.8%	44.7%	3.3%
How to monitor student progress in school	0.0%	8.6%	36.2%	53.9%	1.3%
How to improve the academic achievement	0.70%	7.9%	32.9%	57.2%	1.3%
Parent Educational Opportunities					
What days are most convenient for you to attend parent meetings? RECORD THE NUMBER OF RESPONSES FOR EACH DAY.	MONDAY				THURSDAY
	65				96
What time of day is most convenient for you to attend parent meetings? RECORD THE NUMBER OF RESPONSES FOR EACH TIME PERIOD.	BEFORE SCHOOL				EVENINGS
	26				87

**LAWTON HIGH SCHOOL
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Perception Data from the Nine Essential Elements Survey ~ Certified Staff at Site

Site Averages for the Nine Essential Elements	EE 1	EE2	EE3	EE4	EE5	EE6	EE7	EE8	EE9
	3.41	3.41	3.40	3.54	3.44	3.51	3.59	3.46	3.53

Site's Strongest Indicators			
4.1	4.10	6.7	7.11

Site's Weakest Indicators			
5.1	1.4	3.8	2.3

The highest 5% of indicator score values are shown in green.

The lowest 5% of indicator score values are shown in red.

Additional indicators may be highlighted in the event of equivalent highest/lowest score values.

Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators School Site Averages		
Indicator Number	Elements & Indicators	Rating Avg. (Score range 1 - 4)
ESSENTIAL ELEMENT 1: Academic Performance - Curriculum		Element 1 Average:
*The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards. *The school leader recognizes and encourages implementation practices that motivate and increase student achievement.		3.41
1.1	Academic expectations are aligned with the Oklahoma Academic Standards (OAS).	3.60
1.2	OAS standards and objectives are clearly articulated.	3.50
1.3	Overlaps and gaps in curriculum are discussed.	3.26
1.4	Key curriculum vertical transition points are communicated.	3.13
1.5	Curriculum links are provided for continued education, career, and life options.	3.45
1.6	A process exists to monitor, evaluate and review curriculum	3.34
1.7	Common academic core is available for all students.	3.62
ESSENTIAL ELEMENT 2: Academic Performance - Classroom Evaluation/Assessment		Element 2 Average:
*The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. *The school leader communicates both a focused mission to improve student achievement and a vision of the critical elements of curriculum and instructional practices that makes high achievement possible.		3.41
2.1	Multiple classroom assessments are frequent, rigorous, and aligned.	3.47
2.2	Teachers collaborate in design of assessment.	3.46
2.3	Students can articulate expectations and know requirements.	3.20
2.4	Test scores are used to identify gaps.	3.38
2.5	Assessments provide meaningful feedback.	3.37
2.6	The state standards (OAS) are communicated and observable.	3.48
2.7	Oklahoma Academic Standards (OAS) are aligned with criterion-referenced tests and end-of-instruction tests.	3.47
2.8	Student work is analyzed.	3.41

Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators		
School Site Averages		
Indicator Number	Elements & Indicators	Rating Avg. (Scores range 1 - 4)
ESSENTIAL ELEMENT 3: Academic Performance - Instruction		Element 3 Average:
*The school faculty provides an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance. *The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.		3.40
3.1	Varied instructional strategies are used in all classrooms.	3.49
3.2	Instructional strategies and activities are aligned with goals.	3.52
3.3	Strategies are monitored and aligned to address learning styles.	3.32
3.4	Teachers demonstrate content knowledge	3.53
3.5	Teachers incorporate technology in their classrooms.	3.59
3.6	Sufficient instructional resources are available.	3.28
3.7	Teachers collaborate to review student work.	3.29
3.8	Homework is frequent, monitored, and connected to instructional practice.	3.18
ESSENTIAL ELEMENT 4: Learning Environment - School Culture		Element 4 Average:
*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence. *The school leader sets high expectations for all students to learn high-level content.		3.54
4.1	Leadership support is provided for a safe and orderly environment.	3.68
4.2	Leadership beliefs and practices focus on high achievement for all students.	3.64
4.3	Teacher beliefs and practices focus on high achievement for all students.	3.57
4.4	Teachers and nonteaching staff are involved in decision making.	3.43
4.5	Teachers accept their role in student successes or failures.	3.35
4.6	Teacher assignments are based on strengths.	3.34
4.7	Teachers communicate student progress with parents.	3.43
4.8	Teachers care about students and inspire best efforts.	3.58
4.9	Multiple communication strategies are used to disseminate information.	3.64
4.10	Student achievement is valued and publicly celebrated.	3.68
4.11	Equity and diversity are valued and supported.	3.55
ESSENTIAL ELEMENT 5: Learning Environment - Student, Family, and Community Support		Element 5 Average:
*The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. *The school leader sets high expectations for all students to learn high-level content. The school leader keeps everyone informed and focused on student achievement. The school leader includes parents as partners in education and creates a structure for parent and educator collaboration.		3.44
5.1	Families and communities are active partners.	2.95
5.2	All students have access to all curriculum.	3.55
5.3	School provides organizational structure.	3.50
5.4	Student instructional assistance is provided outside of the classroom	3.59
5.5	The school/district maintains an accurate recordkeeping system.	3.59

Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators
School Site Averages

Indicator Number	Elements & Indicators	Rating Avg. (Scores range 1 - 4)
ESSENTIAL ELEMENT 6: Learning Environment - Professional Growth, Development, & Evaluation		Element 6 Average:
*The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence. *The school leader provides opportunities for research based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.		3.51
6.1	Long-term professional development plans are written.	3.42
6.2	There is a plan to build instructional capacity with on-going professional development.	3.55
6.3	Professional development is aligned with student performance goals.	3.40
6.4	School improvement goals are connected to student learning goals.	3.57
6.5	Professional development is on-going and job-embedded.	3.49
6.6	Professional development is aligned to analysis of test data.	3.26
6.7	The school has a clearly defined teacher evaluation process.	3.68
6.8	The district and site leaders provide sufficient professional development resources.	3.53
6.9	Teacher evaluations and professional development plans are used effectively.	3.50
6.10	The evaluation process meets or exceeds statutes.	3.57
6.11	The needs of instructional leaders are addressed.	3.55
6.12	District and site leaders provide evaluation follow-up and support.	3.58
ESSENTIAL ELEMENT 7: Efficiency - Leadership		Element 7 Average:
*The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction, and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity. *The school leader creates both a focused mission to improve student achievement and a vision of how to implement the critical elements necessary for the alignment of curriculum, assessment, and instructional practices.		3.59
7.1	The school and district leadership team has developed a shared vision.	3.61
7.2	Leadership decisions are collaborative and data-driven.	3.57
7.3	The leaders develop a professional development plan focused on effective skills.	3.53
7.4	The leadership team disaggregates data.	3.52
7.5	The leadership team provides access to curriculum and data.	3.61
7.6	The school leadership maximizes time effectiveness.	3.56
7.7	The school & district leadership team provides resources, monitors progress & removes barriers to learning.	3.53
7.8	The school and district leaders ensure a safe and effective learning environment.	3.66
7.9	The site and district leadership team develops effective school policies.	3.60
7.10	School policies have an intentional focus on student academic performance.	3.61
7.11	The leadership team has skills in academic performance, learning environment, and efficiency.	3.68

Oklahoma Nine Essential Elements of Effective Schools ~ 88 Indicators
School Site Averages

Indicator Number	Elements & Indicators	Rating Avg. (Scores range 1 - 4)
ESSENTIAL ELEMENT 8: Efficiency - Organizational Structure & Resources		Element 8 Average:
*The school/district leadership is organized to maximize use of all available resources to support high quality performance of students and staff. *The school leader acquires and uses resources wisely for the purpose of student achievement. The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.		3.46
8.1	The school/district maximizes organization of resources for achievement.	3.44
8.2	Master schedule provides all students access to all curriculum.	3.41
8.3	Staffing is based on student needs.	3.38
8.4	The staff use of instructional time is efficient in order to maximize learning.	3.50
8.5	Vertical and horizontal team planning is focused on the improvement plan.	3.36
8.6	Schedule is aligned with student learning needs.	3.42
8.7	Resources are used equitably.	3.49
8.8	Budget for discretionary funds is directed by an assessment of needs.	3.48
8.9	Funds are aligned with school goals.	3.57
8.10	State and federal funds are allocated to align with school goals and data needs.	3.53
ESSENTIAL ELEMENT 9: Efficiency - Comprehensive & Effective Planning		Element 9 Average:
*The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. *The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.		3.53
9.1	A collaborative process is used that engages the entire school community.	3.53
9.2	The planning process involves collecting, managing, and analyzing data.	3.43
9.3	Data is used for school improvement planning.	3.53
9.4	Plans reflect research-based expectations for learning.	3.48
9.5	The school/district analyzes student learning needs.	3.47
9.6	Desired learning results are defined.	3.55
9.7	Data is used to determine strengths and limitations.	3.51
9.8	School goals are defined.	3.58
9.9	School improvement action steps are aligned with goals and objectives.	3.60
9.10	The plan identifies resources, timelines, and personnel responsibility.	3.59
9.11	A process is established to effectively evaluate plan.	3.56
9.12	The plan is aligned with mission, beliefs, school profile, and desired results.	3.58
9.13	The plan is implemented as developed.	3.54
9.14	Evaluate the degree of student learning set by the plan.	3.51
9.15	Evaluate degree of student performance specified in the plan.	3.45
9.16	There is evidence to sustain the commitment to continuous improvement.	3.59