DISTRICT: Nᴏʀᴛʜ Lɪᴛᴛʟᴇ Rᴏᴄᴋ Sᴄʜᴏᴏʟ Dɪsᴛʀɪᴄᴛ
SUPERINTENDENT: Bᴏʙʙʏ Aᴄᴋʟɪɴ

SCHOOL: Nᴏʀᴛʜ Lɪᴛᴛʟᴇ Rᴏᴄᴋ Aᴄᴀᴅᴇᴍʏ
PRINCIPAL: Cʜᴀʀʟᴇs Jᴏɴᴇs
SCHOOL LEADERSHIP TEAM MEMBERS:
Cʜᴀʀʟᴇs Jᴏɴᴇs - Pʀɪɴᴄɪᴘᴀʟ
Mᴀᴛᴛ Bɪɴꜰᴏʀᴅ - Assɪsᴛᴀɴᴛ Pʀɪɴᴄɪᴘᴀʟ
Jᴏᴇ Aɴɴ Hᴀʀʀɪs - Cᴏᴜɴsᴇʟᴏʀ
Mᴇʟɪssᴀ Wᴀʟʟs - SPED Tᴇᴀᴄʜᴇʀ
Pᴀᴛʀɪᴄᴋ Bʀᴜᴄᴇ - CTE/JAG Sᴘᴇᴄɪᴀʟɪsᴛ
Jᴀsᴍɪɴᴇ Hᴀʀʀɪs - HS Eɴɢʟɪsʜ ᴛᴇᴀᴄʜᴇʀ
Sᴛᴀᴄɪ Aᴅᴀᴍs - Sᴄɪᴇɴᴄᴇ/Mᴀᴛʜ/ACT Pʀᴇᴘ Tᴇᴀᴄʜᴇʀ
Bᴀʀʙᴀʀᴀ Jᴏɴᴇs - Mᴇᴅɪᴀ Sᴘᴇᴄɪᴀʟɪsᴛ
Kɪꜰꜰɪɴᴇʏ Lᴀʀᴅ - MS Eɴɢʟɪsʜ Tᴇᴀᴄʜᴇʀ
Eʟɪᴢᴀʙᴇᴛʜ Jᴏʜɴsᴏɴ - MS Mᴀᴛʜ

Diagnostic Analysis Update: 6/20/2018   Districts and Schools

<u>2017/18</u> School Year

Diagnostic Analysis Process

Step 1: **Identify Data**

- 45-Day Progress Reports and ACT Summative data provided.
- Additional data must be obtained at the local level from the School Performance Report Card, Student GPS, and school records.

Step 2: **Analyze Data**

- Utilize the Diagnostic Analysis guiding questions located underneath each table to assist in identifying needs.

Step 3: **Prioritize Needs**

- Utilize the Process Template to prioritize needs and determine goals.

Step 4: **Create a Theory of Action**

- Utilize the Theory of Action guiding questions when determining the school plan.

Step 5: **Rationale for District Support**

- Describe support needed from the district.

Data Review and Analysis

*Utilize the Diagnostic Analysis guiding questions below to assist in identifying needs. The following questions will be repeated under each appropriate table.

ACT Aspire Summative Results Chart: pg. 5

- What school data indicates progress?-Lexile Scores, ACT Aspire Scores, Pre/Post Tests on Standards, Interim Assessments, and attendance.
- Based on data trends from the previous summative assessment(s), which areas need improvement? **Reading**-, **MS Math**-
- 1) Expressions and Equations 2) Geometry 3) Modeling, **HS Math**-1) Functions 2) Geometry 3) Integrating essential skills , **Science**

Schoolwide Grade Comparison and Analysis Chart: pg. 5

- How are unit assessments predictive of report card grades? When done with fidelity unit assessments are indicative of report card grades and are a direct link to to test scores, grades, and individual achievement. Unit assessments should be directly tied to the standards and scored proficiently to assure that they mirror the state assessment results.
- Describe the grading policy throughout the school/district. Is the grading policy uniform?
  The grading policy is uniform districtwide, (90%, 80% 70%, 60%) however it is not done to fidelity. I.e-Grade inflation.
- How are unit assessments written with varied levels of Depth of Knowledge?
  Teacher developed units, building vocabulary, project based assessments. Level 1 - vocabulary, Level 2 - Gradual release/Formative, Level 3 - Student led with provide support/Formative, Level 4 - Summative (independent learning).
- How are instructional practices and assignments aligned with unit assessments?
  Test what you teach/standard based instruction, the information that is covered in the classroom/lesson plans will be assessed
   (Learning Farm, IXL, APEX, etc).

Prior "D-F" Grades Chart: pg. 6

- What are the contributing factors impacting the percentage of "D-F" grades?
  Foundation deficiencies, attendance, behavior, social economic disadvantage/mindset, juvenile issues.

- What does data indicate needs improvement?
  Deficits in reading, language arts, and math, attendance, graduation rate, grade point averages, behavior, and credit deficiency,

Teacher Data Chart: pg. 7

- What is the relationship between teacher attendance and student achievement?

  When teachers are absence so is instruction and guidance. If students are to be successful it's MORE important that the teacher is in the classroom to provide instruction and support.

- What is the relationship between the educator climate survey results and teacher attendance?

About 77% of certified staff missed 10 or more days. The school climate does not reflect negative climate issues that foster teacher absenteeism.

Student Data Chart: pg. 8

- What is the relationship between student attendance and student achievement? In traditional education students must be present to be successful, foundational skills are not developed without consistent attendance.
- What is the relationship between the student climate survey results and student attendance?

The survey suggests the relationship between the student learning climate and student attendance coincide because if students are not comfortable and in-school they are not going to show an increase in achievement or be productive in school. Most students assigned to The Academy enter from the high school credit deficit, grade point averages below 1.00, attendance deficient, and multiple out of school suspensions.

Demographic/Discipline Referral Data Chart: pg. 9

- Is student discipline a contributing factor to low student achievement? Yes. Student achievement coincides with student attendance; therefore when attendance becomes an issue academic success declines unless the curriculum is not rigorous. In traditional education students must be present to be successful, foundational skills are not developed without consistent attendance. With only 34% of the student population receiving referrals, discipline is of moderate but not major concern. Goals have been created to combat whole school as well as subpopulation discipline.
- What does the data indicate regarding student behaviors, subpopulations, and the number of discipline referrals issued by teachers? Failing students have a higher absentee rate, African American males have higher numbers of referrals and suspension which impacts attendance.

High School Grade Inflation Rate Chart: pg. 9

- What are the contributing factors impacting grade inflation rate?
  Class participation grades, lack of rigor, an attempt to build confidence in students who generally have little success, the premises that test scores are not the deciding factor in the overall success of students as it relates to student work ethic.

Step 1: Identify Data

ACT Aspire Summative Results and Quarter III Interim														
Grade Level	% of Students Tested in 2017	English % Met Readiness Benchmark (Ready/Exceeding)			Reading % Met Readiness Benchmark (Ready/Exceeding)			Science % Met Readiness Benchmark (Ready/Exceeding)			Math % Met Readiness Benchmark (Ready/Exceeding)		
		2017	2018	Difference	2017	2018	Difference	2017	2018	Difference	2017	2018	Difference
6	17	25	45	+20	0		+15	ND	25	0	0	15	+15
7	27	30	44	+14	0		+15	ND	15	0	0	4	+4
8	20	64	55	-9	14		+6	ND	5	0	7	15	+8
9	22	8	14	+6	46		-46	0	0	0	0	9	+9
10	30	12	23	+11	0		+10	0	0	0	0	0	0

➤ What school data indicates progress?

Student ACT/Aspire scores indicate progress in the areas of English (for grades 6, 7, 9, and 10), Reading (grades 6, 7, 8, and 10) and Math (grades 6, 7, 8, and 9) from 2017 Summative. Also data from Learn Farm, IXL, Read180, and Lexile testing.

➤ Based on data trends from the previous summative assessment(s), which areas need improvement?

Intervention and improvements are needed for ALL grades Science, Reading (Grade 9) and Math (Grade 10)

Schoolwide Grade Comparison & Analysis																						
Grade Level/ Course	# of Students Enrolled	% of D/F Grades in Math				% of D/F Math Unit Test Grades				Grade Level	# of Students Enrolled	% of D/F Grades in ELA				% of D/F ELA Unit Test Grades			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Alg A	30	73%	50%	67%	40%					Eng 9	24	92%	100%	100%	92%				
Alg B	30	73%	50%	53%	47%					Eng 10	34	91%	100%	82%	74%				
Geom A	18	77%	94%	94%	78%					Eng 11	22	55%	95%	64%	22%				
Geom B	10	60%	50%	40%	50%					Eng 12	16	50%	44%	50%	38%				
Alg II	10	60%	50%	50%	30%														
Bridge to Alg II	10	50%	60%	80%	60%														

➢ How are unit assessments predictive of report card grades?
➢ Describe the grading policy throughout the school/district. Is the grading policy uniform?
➢ How are unit assessments written with varied levels of Depth of Knowledge?
➢ How are instructional practices and assignments aligned with unit assessments?

Prior "D/F" Grades							
Grade Level	# of students with "D/F" in Math in school year			Grade Level	# of students with "D/F" in ELA in school year		
	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
09	34	56	98	09	32	56	93
10	15	26	29	10	14	18	58
11	04	04	31	11	06	09	38
12	04	06	12	12	00	06	18

What are the contributing factors impacting the percentage of "D/F" grades?
What does data show needs to be influenced? Attendance, Behavior, Foundation deficits.

Elementary: Students performing below grade level Secondary: Students performing below grade level		
Grade Level	% of students performing below grade level in Math as determined by _____ (assessment tool) (Input EOY % from previous school year)	% of students performing below grade level in Reading as determined by _____ (assessment tool) (Input EOY % from previous school year)

➢ Why are students consistently performing below grade level? Poor attendance, inappropriate behavior, the lack of strong foundational skills, etc
➢ What does data indicate needs improvement? Data indicates that the two major areas that need improvement are attendance and reading skills which impedes academic achievement.
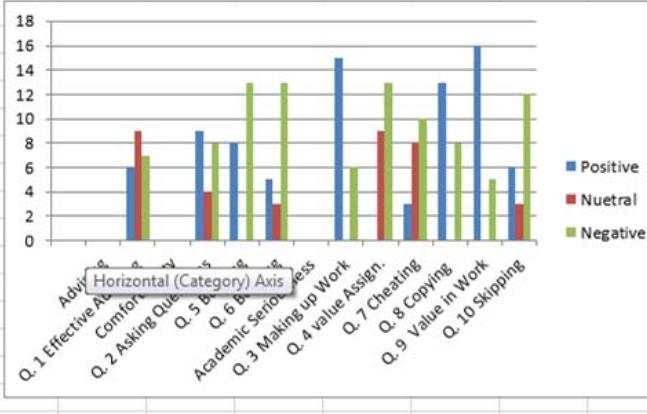
Previous School Year Teacher Data					
Grade Span	Total Teachers Per Grade Span	Total Teacher Days Absent for Illness & Personal	Total Teacher Days Absent for School Sponsored Events or Professional Development	Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 10 or more days for any reason	
				Semester 1	Semester 2
K-4	00				
5-8	15	150	33	33%	15%
9-10	17	192	50	18%	12%
11-12	17	192	50	18%	12%

Average Educator Climate Survey Result	

➢ What is the relationship between teacher attendance and student achievement? If students are to be successful teacher must be present to provide consistency, structure, instruction, rigor, relevance, and relationships. Research shows that when staff is consistently absent, student performance declines, disruptive behavior increase, and academic achievement decrease.

➢ What is the relationship between the educator climate survey results and teacher attendance? The educator's climate survey did not seem to have a major influence on teacher absenteeism and did not correlate with the overall results of the survey. Teachers attitudes/ feelings were more positive in most areas with the exception of staff collaboration and the impact of student discipline (actions) on instruction.

	Student Data					
Grade Level	Average Daily Attendance (%)				Number of Students Absent 10 or more Days Per Semester	
	Q1	Q2	Q3	Q4	Semester 1	Semester 2
6th	18.39	18.88	17.8	18.93		
7th	20.25	18.79	21.07	17.83	Middle School-44 out 67	Middle School -17 out of 71
8th	14.75	13.99	15.94	14.53	High School-56 out of 89	High School- 11 out of 92
9th	19	18.16	17.76	17.53		
10th	22.76	20.98	22.96	21.3		
11th	13.61	13.05	16.65	15.96		
12th	18.11	16.9	16.91	17.23		
Average Student Climate Survey Result					

	A	B	C	D
1		Positive	Nuetral	Negative
2				
3	Advising			
4	Q. 1 Effective Advising	6	9	7
5	Comfortability			
6	Q. 2 Asking Questions	9	4	8
7	Q. 5 Bullying	8		13
8	Q. 6 Bullying	5	3	13
9	Academic Seriousness			
10	Q. 3 Making up Work	15		6
11	Q. 4 value Assign.	0	9	13
12	Q. 7 Cheating	3	8	10
13	Q. 8 Copying	13		8
14	Q. 9 Value in Work	16		5
15	Q. 10 Skipping	6	3	12
16				
17				

➢ What is the relationship between student attendance and student achievement? Student achievement coincides with student attendance, therefore when attendance is deficient academic achievement declines. In traditional education students must be present to be successful as research indicates that foundational skills are not developed without consistent attendance. It is imperative that students receive classroom instruction to insure that they are exposed the components necessary for success.

➢ What is the relationship between the student climate survey results and student attendance? The survey suggests the relationship between the student learning climate and student attendance coincide because if students are not comfortable and in school, they are not going to show an increase in achievement or be productive in school.

Demographics/Discipline Referrals (# of students with 5 or more referrals per subgroup)																	
As of Date <u>March 15, 2018</u>									**TNOS** (Total Number of Students per Subgroup) ≥ (Greater than or equal to)								
Grade Level	**Total # of Referrals**	**Total # of Students Enrolled**	**ELL**		**SWD**		**African American**		**Hispanic**		**White**		**Males**		**Females**	
			TNOS	>5	TNOS	>5	TNOS	>5	TNOS	>5	TNOS	>5	TNOS	>5	TNOS	>5
12	8	19	0	0	0	0	8	0	0	0	0	0	6	0	2	0
11	11	49	0	0	0	0	11	0	0	0	0	0	3	0	8	0
10	25	42	1	0	0	0	23	4	1	0	1	0	16	3	9	1
9	18	20	0	0	0	0	17	0	0	0	1	0	12	0	6	0
8	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	1	28	0	0	0	0	1	0	0	0	0	0	1	0	0	0
6	2	12	0	0	0	0	1	0	0	0	1	0	2	0	0	0
6-12	65	190	1	0	0	0	61	4	1	0	3	0	40	4	25	1

- **cccls student discipline a contributing factor to low student achievement?**

With 34% of the student population receiving referrals, discipline is of moderate but not major concern. Goals have been created to combat whole school as well as subpopulation discipline. In understanding that students are assigned to The Academy for disruptive behavior, the number, even

though it would seem somewhat high, is actually in decline as most of student referrals follow students from other schools (Middle/High Schools). Because of the high percentage of referrals at the 9th and 10th grade levels, there will be a major focus on the mentor program in addressing student behavior. Mentor will also address low foundational skill to aide in creating positive attitudes through improved self-esteem.

- **What does the data indicate regarding student behaviors, subpopulations, and the number of discipline referrals issued by teachers?**

Data regarding student behaviors, subpopulations, and the number of discipline referrals issued by teachers highlights specific indicators. Student chronic behaviors include disrespect and disruption of the classroom. Both infractions relate to classroom environment and instruction, according to Charlotte Danielson. Subpopulations including grade, race,and gender identify high needs in high school and also minority populations matching our school population. The data also exhibits a low variety in teachers that write referrals. It was accounted that only one teacher wrote referrals in middle school and three writing the majority of high school referrals. North Little Rock Academy is a predominantly African American male student population and the majority of referral reflect as such.

Secondary: High School Grade Inflation Rate	
2014 - 2015	
2015 - 2016	
2016 - 2017	

➤ What are the contributing factors impacting grade inflation rate? Determining grade inflation for most Academy students is difficult as most students assigned to The Academy have grade point averages of less than 1.00. When looking at grade inflation, it is important to address it through assessing the standards at proficiency levels. Even though most Academy teachers embrace the theory that a positive work ethic should be rewarded with token grade inflation, progress

monitoring is a must to determine if grade inflation exist and fidelity occurs through assessment and remediation.

Step 2: **Analyze Data**

- Utilize the Diagnostic Analysis guiding questions located underneath each table to assist in identifying needs.**Step 3: Prioritize Need***Utilize

Process Template

e **data** shows we need to influence _____. (Lagging Indicator

Variables impacting _____ :

The variable(s) that will be our focus for improvement:

Initiatives; Interventions; Strategies

Leading Indicators

Examples:
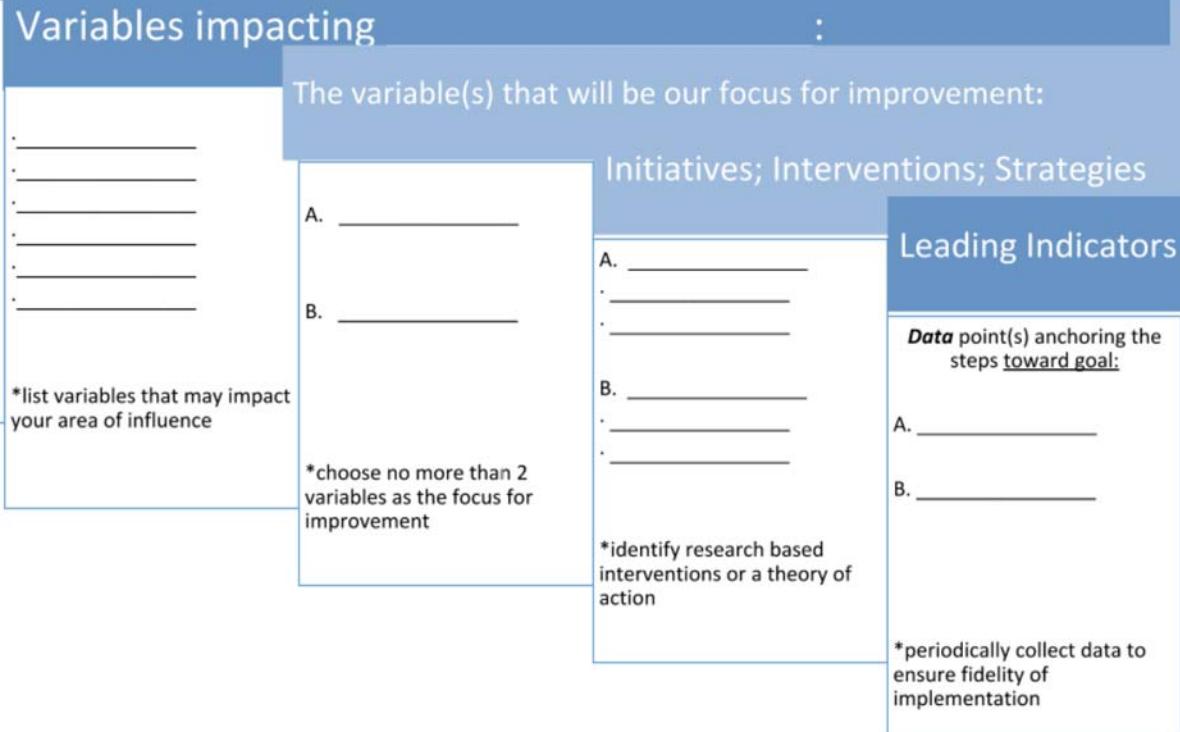
graduation rates

ummative assm't

·ELA scores

·ACT scores

·math scores

ther_____

. _____
. _____
. _____
. _____
. _____
. _____

*list variables that may impact your area of influence

A. _____

B. _____

*choose no more than 2 variables as the focus for improvement

A. _____
. _____
. _____

B. _____
. _____
. _____

*identify research based interventions or a theory of action

Data point(s) anchoring the steps toward goal:

A. _____

B. _____

*periodically collect data to ensure fidelity of implementation

the attached Leading and Lagging Indicator "Process Template" to prioritize needs and determine goals/indicators to be influenced. (Repeat this process as needed)

Step 4: **Create a Theory of Action** (Repeat page as needed)

School: <u>North Little Rock Academy</u>   LEA# <u>**NLRHS-6002082**</u>

Create a goal statement based on the lagging indicator the school wants to influence (increase or decrease):

Goal Statement: In order North Little Rock Academy to be successful in adequately preparing students to be career and college ready,

we must create a climate and culture of learning that motivates staff and students to improve attendance, use data to

drive rigorous instruction, implement research based strategies/programs, implement with fidelity a mentor peer

coaching model for greater student support, identify negative behaviors that impede student progress, and work with

parents to create stronger partnerships.

I. What will the school do to influence the lagging indicator?

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1..In the areas of foundational skills deficit, the staff has worked during 18 hours of professional development to identify deficits, developed strategies to address them, identified ways the elective classes and support staff can provide additional support, (i.e. math can be supported by PE through reinforcement of ratios, percentages, angles, probabilities, timeline, etc). Read10, Critical Reading, and Creative Writing curriculums will support deficits in the respected areas and supported as well. Programs like IXL, ACT Prep, Read180, APEX, Learning Farm, and other platform will provide digital support in the areas of assessment and remediation.

II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?

1. Data will be collected in the areas of math, reading, language arts, and science to determine students deficits and provide support. Data will be collected from various sources (NWEA, IXL, Learning Farm, GIZMO, etc). The data will be used to structure instruction, pre and post assessments, and/or activities. Student outcomes will be discuss with students and parents and posted in the building data room for Professional Learning Communities.Intervention strategies will be developed and implemented throughout the curriculum.

III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)

1. Through greater student engagement and attendance we expect an increase in students scoring ready/proficient on ACT/Aspire . In the area of language arts and reading, we expect lexile reading levels and writing skills (teachers are exploring research based programs) to improve by 25% or more by implementing a more rigorous Critical Reading and Creative Writing in the high school and Read10 in the middle school. All students will be enrolled in a research based reading program to address reading deficits..

2. Math and science will be supported across the curriculum by using concepts, strategies, standards, etc. Each student at the high school level will be assigned to a regular math and science class and an additional ACT Prep math focus class. The middle school will have two math teachers who will network, team teach, deficit group teach, etc. Both grade level classes will be scheduled during the same period to better address student needs together.

3. With a stronger academic expectation and focus on academic achievement, we will see a decrease in disruptive behavior, absenteeism, and increases in academic performance and test scores. We will implement incentive programs that will motivate students to strive for academic achievement. Some incentives will be educational (i.e. college visits, motivational movies tied to the disciplines, door prizes tied to instructional supplies/materials, time on equipment such as 3D printers/Z Space, etc) while others may be something enjoyable to students (i.e. field days, gym time, food from the garden, healthy snacks, etc.)

Helpful resources for evidence-based practices (EBP):
Rules on EBP -
What Works Clearinghouse https://ies.ed.gov/ncee/wwc/
Evidence for ESSA https://www.evidenceforessa.org/
Council of Chief State School Officers http://www.ccsso.org/Documents/2017/ESSA/EvidenceConsiderationsCCSSOFebruary2017.pdf
Florida Center for Reading Research http://www.fcrr.org/
National Center for Intensive Interventions http://www.intensiveintervention.org/

Step 5: School Rationale for District Support

*Please indicate the district supports and/or resources that will be needed to effectively address all components of the selected initiatives, interventions, strategies, or theories of action (i.e., technical support, materials, personnel, estimated cost), even if funding is not needed.

Initiative/Intervention/Strategy: Focus on improved reading, writing, math, and science skills Read180, IXL, Learning Farm, APEX Learning system, Gizmo, Creative Writing, Critical Reading	District Supports/Resources Needed	Estimated Cost: The estimated cost for implementation of program, strategies, services, etc. will be funded by The Academy's Federal Funds budget. Additional funding for students incentives that are not covered by Federal Funds will be raise through educational projects and donations.	F u n d i n g S o u r c e	District An
1. Mentors: Paraprofessionals	Mentor Peer Coaching training	$2500		
2. Parent Meeting (4) Parent Facilitator PTSA President	Student incentives	$4000.00		
3. Student Attendance Student Climate Committee	Incentives	$1200.00		

4. Field trips Classroom teachers /Climate Committee	Experience based learning: Field trips, Instructional activities (i.e. games, competitions, construction, etc.)	$7000		

Have any of the initiatives/interventions/strategies listed above been used before? Provide an explanation for numbers of years implemented and previous funding amount received

The present mentorship program was implemented at the NLR Academy during the school 2016-2017 school year during the implementation of Personalized Learning. there was no formal training in effective mentoring.

How will the initiative/intervention/strategy be expanded if it has been implemented in the past?

Paraprofessional staff will be properly trained in Mentor Peer Coaching model to better equip Coaches with skills needed to provide support to students. Students will be monitored bi-weekly to ensure that progress is being made with attendance. Mentor logs will be checked bi-weekly, as well as attendance records and teacher lesson plans.