



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**District Conversion Public Charter School
Renewal Application**



**Charter School: Cross County High School,
A New Tech School**

Arkansas Department of Education

**Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

Contact Information

Sponsoring Entity:	Cross County School District
Name of Charter School:	Cross County High School, A New Tech School
School LEA #	1901703
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Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Joan Ball P.O. Box 118, Cherry valley, AR 72324 870 588 4206 joan.ball@crosscountyschools.com

Number of Years Requested for Renewal (1-20) _____ 10 _____

Renewal Application Approval Date by the School/Entity Board(s) ___12-16-2015_____

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period. Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Cross County High School a New Tech School (CCHS) has seen a variety of successes since the implementation of the school’s charter. Our school’s vision is “to provide all students with the experiences and opportunities necessary to live a passion-driven life.” As we continue to grow towards our vision, we have found that innovation is key to ensuring that all students find success at CCHS and beyond. A major emphasis in our original charter application was the desire to be affiliated with the New Tech Network (NTN). We implemented project-based learning, the Teacher Advancement Program (TAP), a college and career access program (College x Career x Choice, C³), and a high school writing center. All of this work started with a focus on the data. We realized that to improve, we needed to change -- to grow, we needed to innovate. All the successes mentioned below originate from this mindset.

CCHS became a New Tech Network school during the 2011-2012 academic year. The New Tech Network is a nonprofit organization that transforms schools into innovative learning environments. The project-based learning approach engages students with dynamic, rigorous curriculum. Through extensive professional development and hands-on coaching, New Tech teachers evolve from keepers of knowledge to facilitators of rich, relevant learning. As a key to New Tech design principles, New Tech Network schools develop and maintain a culture that promotes trust, respect, and responsibility. Each year, NTN surveys students about their perception of school culture. This formative assessment is used as data to help build a strong culture around academic agency and success. The survey data shows a positive trend. When surveyed:

- 78% of students felt a strong connection to the school in 2015, as compared to 69% in 2013.
- 76% of students felt that they had a strong connection to the adults in the school in 2015, as compared to 66% in 2013.

The school district implemented TAP: The System for Teacher and Student Advancement during the spring semester of 2010. The goal of TAP is improved teacher professional practice resulting in improved student achievement. TAP is a reform system designed to elevate the teaching profession through the implementation of four interrelated elements: multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation. One of the core principals of TAP is that instructional effectiveness should be measured partly in terms of contributions that the teacher and the school make to student achievement, using a method called value-added assessment.

Value-added uses annual achievement test scores as the pretest and posttest to measure an entire year’s learning. The essence of value-added assessment is simply to use gains or growth in student achievement to measure the instructional performance of teachers and schools. The school-wide score is

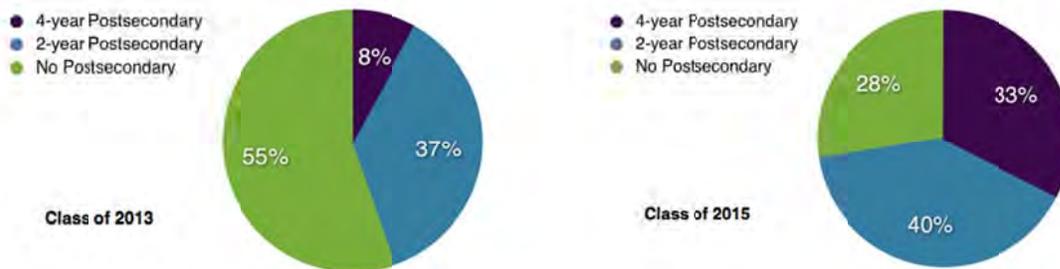
a composite of all the tested grades and subjects in the school. A school that achieves a year of academic growth as compared to other schools with similar students receives a score of “3.” CCHS scored a value added of a “3” during the academic years of 11-12 and 13-14. The value added reports along with standardized test data drives the ongoing applied professional growth (weekly cluster group meetings), which occurs during the regular school day. Cluster group meetings allow teachers to examine student data together, engage in collaborative planning, and learn instructional strategies to increase student achievement. The National Institute for Excellence in Teaching (NIET) awarded CCSD the TAP Ambassador Award and the TAP Award of Distinction. These awards were given because of the commitment that the district has shown to implement this initiative while working together to restructure systems and culture in support of building highly effective instructional teams.

While the implementation of the programs listed above has been successful, we realized that something was lacking: our students were enrolling in postsecondary opportunities at a rate far lower than the state and national average. In a response to this data, we launched the CCHS College and Career Access Program (C³) during the 2014-2015 academic year. This program provides guidance and support to our students and alumni in order to level the playing field. Many of our students are first generation (meaning they are the first in their family to attend college) or come from situations of poverty. This puts them at a disadvantage, since going to college is only made easier by having “experts” in your life to assist you through the difficult, often frustrating, process. The CCHS College and Career Access Program (C³) is designed to mitigate these disadvantages by taking control of the conversation, the timeline, and working to adjust mindsets. As part of the program, we:

- implement curriculum, strategies, and guidance carefully designed to help our students understand that postsecondary experiences are possible for them;
- plan trips to show our students what is possible (a college trip for every student, 7-12);
- provide our students, parents, community members with the resources and guidance necessary to help those around them achieve their goals;
- designed and launched a college and career course which is a requirement for all 11th graders;
- plan job shadowing experiences for all 11th graders;
- provide ACT boot camps to students prior to the ACT;
- provide guidance and support to CCHS alumni throughout college.

Last September, we were honored to host Governor Asa Hutchinson, along with other politicians and distinguished guests, for the expansion of our college and career access program (C³). In his address, Governor Hutchinson noted, “[...]I am excited about what you are doing here [...] because you will create students that go beyond high school and get a technical certificate or an associate's degree or a four-year degree, and they will go on because you prepared them well.” Overall, this program is a school-wide initiative intended to ensure that all students find success in high school and beyond.” We have found much success in making sure that students have choices upon graduation. As the charts below show (data sourced from National Student Clearinghouse), we have made big gains in the percentage of students who are enrolling in postsecondary opportunities. More students are going to four-year schools with high graduation rates. More students are starting at a community college or technical school (2-year postsecondary includes all community college and technical school), with many intending to continue on. As the program continue to expand, we will continue to focus on to providing access, but we are also want students who are prepared and eligibility. We do not just want to help students get into a

postsecondary experience, we want to ensure that they find success. In this, we will be tracking and supporting our alumni throughout their journey. We realize that their success is directly connected to our own.



The ACT (American College Testing Assessment) is the primary college-readiness assessment used in our region. The ACT allows for students to take the test up to twelve times. There are several reasons for taking the ACT multiple times; it increases a student's chance of increasing their scores, it increases their probability of getting scholarships, and it lowers the possibility of required remediation in college. Thus, one of our focuses has been on increasing our student's ACT scores and increasing the frequency in which they take the test. Through ACT boot camps, integration in our classrooms, and an awareness campaign, we have found success. For the Class of 2015, 92.5% of graduating seniors took the ACT, with 62% of students taking the test more than once. The average frequency rate was 2.51 tests per student. Additionally, CCHS was awarded the 2012 College Readiness Award by the Arkansas ACT Council. The school was recognized for having a significant increase in ACT scores over the last five years while, at the same time, increasing the number of students taking the ACT.

In making sure that students are prepared, eligible, and aware, we have found success. As part of the New Tech surveys all seniors are surveyed prior to graduation. In this survey, students are asked a variety of questions to gauge their awareness and eligibility. When surveyed, 82% of the Class of 2015 identified as aware of their options as compared to 56% for the Class of 2013. Additionally, 92% of the Class of 2015 identified as eligible for postsecondary options as compared to 62% for the Class of 2013.

During the 2013 school year, in collaboration with the University of Arkansas, CCHS launched a high school writing center, the first of its kind in the state. A writing center is a complete redesign in how a student interacts with writing. Normally, students receive an assignment, proceed through the writing process, and then they are assessed on their work. Writing Center Theory realizes that even the best writers need support outside of the classroom. Therefore, we train peer tutors to facilitate conversations with students during advisory. The forty-minute session is voluntary and completely student-driven. The tutor and the tutored plot the course of the conversation together. The peer tutor does not write or rewrite a paper for the student. Instead, writing center tutors know that the development of a student's writing requires an opportunity to talk about their writing. The peer tutors, like successful teachers of writing, engage students in conversations about their work thereby helping students understand and apply a broad range of writing principles. Overall, a writing center is a low risk environment where there is reverence

for writing. The CCHS Writing Center has seen a steady flow of clientele in its two and a half years of operation.

Due the success of the writing center, CCHS decided to launch a high school math lab last year. The math center functions similar to the high school writing center. Students who are effective communicators, collaborators, and have advanced math skills, are selected and trained in tutoring theory. Students, 7-12, are able to access the math lab's services during advisory.

Part B: Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Respond below in 11 point Times New Roman font.

Pursuant to Ark. Code Ann. §6-23-106, the Cross County School District has carefully reviewed the impact that the renewal of Cross County High School's (CCHS) conversion charter would have upon the efforts of Cross County School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of CCHS' conversion charter will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Cross County School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the CCHS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

Section 2 – Composition of the Charter School's Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

Cross County is a District Conversion Charter that has a seven member governing board one from each of the seven school board zones established before the charter was established. Each board member is elected by the constituents living in their respective zone. Members are elected in a public election to a five-year term. The school follows a "staggered" election schedule so only one to two zones open yearly. The board operates as all public schools under the same policies, procedures, and recommended guidelines set forth by the Arkansas School Board Association. The board's authority and responsibilities are no different than any other public school.

Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator's or board member's family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Because the governing board and staff adheres strictly to the disclosure rules of all public schools, the District ensures all these rules are followed. The District does employ a teacher who is a board member's sister. She was employed with the District before charter status and is assigned to the elementary building. She is a fully licensed teacher, recommended for employment by a hiring committee that does not include board members.

Complete the table on the following page.

Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Joan Ball, Brd President 870 588 4206	None	
Craig Walker, Brd Secretary 870 208 4421	None	
Shane Bell, Brd, V. Pres 870 588 1402	None	
Richard Imboden, Brd Mbr 870 926 3154	None	
James Matlock, Brd Mbr	None	

870 208 8414		
Steve Stricklin, Brd Mbr 870 588 1688	None	
Dennis Stevenson, Brd Mbr 870 588 6162	Melinda Hogan, Teacher	Sister
Carolyn Wilson, Supt. 870 588 3338	None	

Duplicate this page, if necessary.

Section 3 –Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Teachers Who Left During the School Year		Teachers Who Returned to Teach at the Charter the Following Year		Teachers Who Took Other Positions within the Charter Organization	
		Number	%	Number	%	Number	%
2012-2013	32	0	0	21	66	2	6
2013-2014	31	0	0	28	90	1	3
2014-2015	32	2	6	23	71	2	6
2015-2016	32	0	0				

Review the data in the Teacher Retention Table.

Discuss the reasons that teachers leave the charter and current practices and future plans to retain teachers.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Teachers leave Cross County High School, a New Tech School for a variety of reasons:

- 1) Teachers find a job closer to their home. Since our rural area has a declining population with a lack of industry/jobs and housing means most of our teachers live in surrounding towns (Jonesboro, Harrisburg, Wynne, etc.)
- 2) District hires teachers with Teach for America who make a two year commitment then often leave.
- 3) The surrounding districts pay higher salaries.
- 4) Some teachers leave education completely for a different career.
- 5) Some teachers prefer a more traditional instructional approach as opposed to New Tech and project/problem-based learning.
- 6) Teachers change positions within the school through New Tech and TAP advancement.

Teacher turnover is detrimental to our students' educational success. Selecting good teachers is one of the most important responsibilities of school leaders. The district strives to find the best teachers available and the current teacher shortage in so many areas, the district's location, and a lower salary has made it hard to find high quality teachers. In response, the district has partnered with Teach For America. The quality of the teachers we have recruited from Teach for America has been exceptional, but the turnover still exists. Teach For America is currently working with their participating schools to develop a retainment plan for irreplaceable teachers. This year there have been three meetings scheduled to address recruitment and retainment strategies.

To combat the persistent turnover in the high school the district has and is implementing several initiatives. First, the district has implemented the Teacher Advancement Program (TAP). TAP utilizes a system for continuous improvement of teacher quality through meaningful classroom evaluations, in-house professional development, teacher mentoring and a pay-for-performance reward system. Though funding could limit the performance pay portion, the actual benefit of the program comes from the extensive support system. The embedded, weekly professional development ensures that all staff work toward continuous improvement. Professional development is targeted to individual teachers and utilizes best practices and engaging strategies to combat weak areas in student performance. The TAP evaluation system provides four observations for each teacher by at least three different trained staff. The post conferences reinforce the individual teachers successes and identifies an area to focus improvement efforts and refinement. The TAP system provides assurance to all teachers, especially new teachers, in a non-threatening, non-punitive atmosphere of continuous support and improvement. TAP also offers multiple career paths for teacher advancement and increases in salary.

The district is making strides in growing our own teachers. We have four veteran teachers in the high school that graduated from Cross County High School and came back to teach. For several years, the staff has encouraged students to enter the education field with an emphasis on coming back home to teach. In the past four years, we have hired four more former graduates to teach. These home grown teachers have a deep commitment to the district and pride in being a part of making the district a success.

Another strategy that the district has implemented this year is to start the retainment conversations early in the year. The administration began in November holding conversations with individual teachers about their plans for next year. Based on these conversations and the input and

feedback from teachers the district officials began taking notes and making decisions on those low cost, high reward initiatives that might entice a teacher to stay. For instance, one teacher might really want to teach at a different grade level, or have a particular course she/he would like to teach. Hopefully there may be easy solutions to keep some of our teachers. Cross County High School is committed to obtaining and retaining effective teachers to provide the best possible education to our students.

Section 4 –Data and Best Practices

Part A: Test Data

Review the following assessment data, 2012-2014, for the charter and the district in which the charter resides.

		Cross County School District (District in which the charter is located)			Cross County High: A New Tech School		
		Literacy Proficient or Advanced	Mathematics Proficient or Advanced	Prior Year Graduation Rate	Literacy Proficient or Advanced	Mathematics Proficient or Advanced	Prior Year Graduation Rate
2012	All Students	68.45%	67.13%	81.13%	61.27%	67.03%	81.13%
	TAGG	62.55%	63.33%	80.77%	56.60%	64.79%	80.77%
2013	All Students	69.44%	66.57%	82.69%	63.49%	61.71%	82.69%
	TAGG	64.35%	62.50%	81.08%	59.18%	60.61%	81.08%
2014	All Students	67.08%	67.32%	72.22%	55.88%	63.95%	72.22%
	TAGG	62.15%	64.23%	64.86%	46.00%	60.16%	64.86%

Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current approved academic goals. Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

We feel our data does not truly reflect the depth of our accomplishments. With any implementation of new programs or initiatives, there is an anticipated implementation gap. Our ACTAAP score data beginning in 2012, shows the school narrowly missing state AMO targets for that year. 2012 literacy AMO targets were 63.3% for performance indicators and 63.1% for growth indicators. For that given year, our school’s performance was 61.2% in the performance indicator; however, we did meet the target for the student growth indicator with 65.06% of our students demonstrating growth in math skills. Math scores were close to targeted AMOs. Those AMO goals were 74% for performance and 56% for growth. The school’s actual performance was 67% in overall performance and 56.6% in growth. During that same year, based on comparable school data with the TAP program, the school was awarded a value add score of 3, which is based on performance comparisons, and indicates students actually grew one full year.

The 2013 test scores attests to the expected dip in student performance. The goals for literacy were 65% in performance and 68.5% in growth with the school’s actual performance being 63.48% in performance and 61.18% in growth. Math AMO goals were 70.33% for performance and 60.9% for growth. CCHS actually scored 61.7% in performance and 48.2% in growth with a school-wide value added score of 2 in 2013.

2014 garnered a school-wide value added score of 3 demonstrating students were showing growth, but the school did not meet the state’s AMO targets that year. Math did show a marked improvement with students scoring 63.95% with a state goal of 73%. Math increased 15.75 percentage points the following year. Literacy goals for this year were 69.02% in the performance indicator and 72.05% for growth indicators. Our school performance showed only 55.88% of our students met performance goals and 58.62% of students met growth goals, therefore, our literacy scores dipped and were 13.14% from the targeted goal that year.

In 2014, the school ratings were published; we were prepared for a “C”, but were surprised when we received a “D.” Analysis of the report indicated the district had an exceptionally low graduation rate for the school; keeping in mind that the rates reported on ESEA Accountability reports for a given year reflect the previous years graduation rate. The 2013 graduation rate was 72.22%, which is substantially lower than any in the five-year period. The rates over the last five years were as follows: 2011-81.13%, 2012-82.69%, 2013-72.22%, and 2014-89.13%. Throughout the years, we have stayed focused on the core tenets of academic success, including challenging and rigorous coursework, as well as, student-driven learning. These efforts are indicated from our 0% grade inflation rate from 2013 and 2014 as compared to the state’s rate of 2.51% and 7% respectively. This focus led to a huge improvement in 2015.

2015 demonstrated yet another year of growth for Cross County High School. The 2015 ESEA Accountability Report shows the school exceeded new AMO targets in literacy by 9.71 percentage points and narrowly missed new targets in Math by only 3.84 percentage points. The scores indicate the school is beginning to see positive growth and better student performance. School-wide strategies and effective teaching has shown to be main reasons for this growth and progress. Specifically, PARCC scores showed areas of need in some content areas or grade levels, but also demonstrated in some areas that we exceeded the state averages.

Grade	Scoring 3,4,5	Scoring 4,5	School Avg.	State Avg.	+/-
7th Literacy	65%	37%	737	735	+2

8th Literacy	41%	20%	720	733	-13
9th Literacy	50%	28%	731	737	-6
10th Literacy	68%	35%	739	735	+4
11th Literacy	48%	18%	721	743	-22
7th Math	48%	6%	721	730	-9
8th Math	27%	5%	708	720	-12
Algebra I	44%	7%	721	733	-11
Algebra II	10%	0%	694	717	-23
Geometry	35%	5%	717	730	-13

The leadership team, made up of mentor teachers, master teachers, and the principal, new tech trainers and advocates, researches and implements school-wide strategies to address deficit areas and track that data weekly. Once a deficit is identified, the leadership researches strategies that will help address these areas of need. These strategies are field tested on a group of students and adjustments are made to meet the needs of our students. Both quantitative and qualitative data is collected to track the progress of the field-tested students. Once the strategy has proven to show improvements, it is then rolled out for the entire staff to implement. The strategies and data are presented in weekly cluster meetings (PLC) as part of student and staff support and are implemented across all content areas and used by all teachers. During the 13-14 school year, based on the 12-13 ACTAAP Benchmark data, our students struggled with constructed response (responding to text) questions. Based on that data, the leadership team designed a research-based strategy to address constructed responses. Overall, students improved in the area of constructed response and essay questions. The charts below show student performance during the 2013 & 2014 school years. The performance comparison data highlighted in green indicates an increase from 2013 to 2014. The most dramatic increases were amongst IEP students as indicated in the second chart below.

Combined Population	Item Analysis	2014 School	2014 State		2013 School	2013 State		Performance Comparison
7- Math Released	A	1.5	3.1	-1.6	3.3	4.3	-1	-0.6
	B	3.1	3.3	-0.2	1.7	2.8	-1.1	0.9
	C	1.3	1.4	-0.1	2.0	2.9	-0.9	0.8
Not Released	A	2.6	3.4	-0.8	0.6	1.9	-1.3	0.5
	B	1.7	2.3	-0.6	2.8	2.9	-0.1	-0.5
7- Literacy	A-OR	3.9	4.9	-1	2.8	3.6	-0.8	-0.2

Released								
	B-OR	5.2	6.1	-0.9	2.5	4.1	-1.6	0.7
	Essay	17.1	17.2	-0.1	16.4	16.8	-0.4	0.3
Not Released	A-OR	3.2	4.7	-1.5	4.8	5.6	-0.8	-0.7
	Essay	15.9	16.9	-1	16.6	17.2	-0.6	-0.4
8- Math	A-OR	2.0	2.5	-0.5	4.4	5.1	-0.7	0.2
	B-OR	2.9	3.8	-0.9	1.0	1.3	-0.3	-0.6
	C-OR	3.7	4.2	-0.5	2.2	3.2	-1	0.5
Not Released	A-OR	1.1	1.8	-0.7	2.0	3.1	-1.1	0.4
	B-OR	2.2	2.5	-0.3	2.0	2.4	-0.4	0.1
8- Literacy Released	A-OR	4.4	5.5	-1.1	4.5	5.4	-0.9	-0.2
	B-OR	4.2	5.2	-1	6.0	6.4	-0.4	-0.6
	Essay	16.4	17.2	-0.8	17.4	17.6	-0.2	-0.6
Not Released	A-OR	4.9	6.0	-1.1	2.8	3.8	-1	-0.1
	Essay	16.3	17.2	-0.9	16.6	17.1	-0.5	-0.4
11 Literacy EOC	A-OR	4.8	5.0	-0.2	6.5	6.6	-0.1	-0.1
	B-OR	5.3	5.6	-0.3	6.1	6.2	-0.1	-0.2
	C-OR	5.9	6.0	-0.1	5.0	5.1	-0.1	0
	Essay	34.8	33.8	1	33.2	33.9	-0.7	1.7
Not Released	A-OR	5.0	5.6	-0.6	5.0	5.7	-0.7	0.1
	B-OR	4.0	4.2	-0.2	5.6	6.2	-0.6	0.4
	C-OR	5.4	6.0	-0.6	3.3	4.3	-1	0.4
	Essay	35.1	34.0	1.1	34.7	34.4	0.3	0.8

IEP	Item Analysis	2014 School	2014 State		2013 School	2013 State		Performance Comparison
7- Math Released	A	6.0	1.0	5	2.0	2.1	-0.1	5.1
	B	6.0	1.6	4.4	0.2	0.9	-0.7	5.1
	C	0.0	0.4	-0.4	0.9	0.9	0	-0.4
Not Released	A	4.0	1.1	2.9	0.1	0.6	-0.5	3.4
	B	6.0	0.9	5.1	1.4	1.7	-0.3	5.4
7- Literacy Released	A-OR	2.0	2.9	-0.9	1.8	1.8	0	-0.9
	B-OR	8.0	4.3	3.7	0.7	1.5	-0.8	4.5
	Essay	17.0	13.8	3.2	13.7	13.3	0.4	2.8
Not Released	A-OR	1.0	2.2	-1.2	1.8	3.0	-1.2	-0
	Essay	18.0	13.5	4.5	14.0	13.7	0.3	4.2
8- Math	A-OR	1.3	0.6	0.7	4.0	2.2	1.8	-1.1
	B-OR	1.6	1.5	0.1	2.0	0.2	1.8	-1.7
	C-OR	2.8	2.1	0.7	1.5	1.1	0.4	0.3
Not Released	A-OR	0.9	0.5	0.4	1.5	1.2	0.3	0.1
	B-OR	0.9	0.6	0.3	1.8	1.0	0.8	-0.5
8- Literacy Released	A-OR	2.6	3.8	-1.2	5.3	3.4	1.9	-3.1
	B-OR	2.5	3.1	-0.6	6.0	4.3	1.7	-2.3
	Essay	14.3	13.6	0.7	17	14.5	2.5	-1.8
Not Released	A-OR	3.9	3.9	0	1.8	2.2	-0.4	0.4
	Essay	13.9	13.5	0.4	16.5	13.7	2.8	-2.4
11 Literacy EOC	A-OR	No students were tested with IEPs			3.2	4.9	-1.7	
	B-OR				3.0	3.7	-0.7	
	C-OR				1.0	2.5	-1.5	

	Essay				21.0	26.4	-5.4	
Not Released	A-OR				1.5	3.4	-1.9	
	B-OR				1.8	3.8	-2	
	C-OR				1.0	1.5	-0.5	
	Essay				28.8	27.8	1	

The school has been utilizing TLI (The Learning Institute) interim assessments and ACT testing to track student academic growth and progress. This data is updated regularly and is compared to strategy data to determine trends and effectiveness. While TLI historically provided useful data that was strongly correlated to previous testing (ACTAAP), when the test actually changed to PARCC, the data proved less useful and it became difficult to correlate TLI data predictions to the PARCC assessment. Additionally, with an intense focus on college and career access, awareness, and eligibility, CCHS has recently doubled its efforts on ACT awareness and preparation. In collaboration with the University of Arkansas' Center for Multicultural and Diversity, CCHS trained all teachers in the ACT. As part of the school model, ACT is an integral part of our classrooms. Additionally, some teachers were provided additional, extensive training. Two times a year, these experts lead an ACT boot camp. The five-day, after school boot camp, provides students with extension ACT study and practice, as well as assistance with content deficiencies, for 15-20 students. The school also plans to utilize the state's ACT Aspire interim assessments as a tool to help track student growth and progress.

In years past, CCHS has struggled with motivating some students in their coursework. Thus, when designing our college and career access program (C³), we knew that we had to change mindsets on what is possible for our students, as well as help students understand the purpose of their work in high school. Our partnership with East Arkansas Community College (EACC), and their concurrent credit program, has helped drive us towards this aim. All 10th, 11th, and 12th grade students are provided the opportunity to take concurrent credit. Some courses are offered online, while some courses are offered at CCHS and taught by CCHS teachers. Since the recent evolution of the concurrent credit program, we have seen a large increase of students taking advantage of this program. The 2014-2015 school year indicated only 10 students took a concurrent credit course. During the first semester of 2015-2016, 28 students have enrolled in concurrent courses. We currently have 14 students initially signed up for the spring semester.

Part B: Discipline and Attendance Data

Review the following discipline data.

***Please note that some demographic categories are intentionally left out due to the school not having more than 10 students enrolled that fall into those categories.**

2014-2015 Discipline Data							
Disciplinary Infractions							
		Race		Gender		Group	
Type	Total	Black	White	Male	Female	FRL	SPED
Enrollment	285	31	244	160	125	125	37
Drugs	0	0	0	0	0	0	0
Alcohol	0	0	0	0	0	0	0
Tobacco	16	0	12	11	1	9	6
Truancy	39	8	21	12	18	24	2
Student Assault	21	4	14	15	4	17	3
Staff Assault	0	0	0	0	0	0	0
Knife	1	0	1	1	0	1	0
Handgun	0	0	0	0	0	0	0
Rifle	0	0	0	0	0	0	0
Shotgun	0	0	0	0	0	0	0
Club	0	0	0	0	0	0	0
Gangs	0	0	0	0	0	0	0
Vandalism	0	0	0	0	0	0	0
Insubordination	135	22	43	49	19	60	13
Disorderly Conduct	236	23	73	71	28	87	21

Explosives	0	0	0	0	0	0	0
Other	41	3	29	24	9	30	6
Bullying	1	0	0	1	0	1	0
Fighting	0	0	0	0	0	0	0
TOTAL	490	60	193	184	79	229	51

2014-2015 Discipline Data							
Disciplinary Actions							
		Race		Gender		Group	
Type	Total	Black	White	Male	Female	FRL	SPE D
Enrollment	285	31	244	160	125	125	37
In-School Suspension	419	48	147	144	60	175	37
Out-of-School Suspension (non-injury)	53	7	36	33	11	40	11
Expelled	0	0	0	0	0	0	0
Expelled for Weapons	0	0	0	0	0	0	0
Corporal Punishment	7	2	5	3	4	6	2
Other	9	2	5	4	3	7	1
No Action	1	1	0	0	1	1	0
Alternative Learning (full year)	0	0	0	0	0	0	0
Expelled for Drugs	0	0	0	0	0	0	0
Expelled for Dangerousness (non-injury)	0	0	0	0	0	0	0
Expelled for Dangerousness (injury)	0	0	0	0	0	0	0

Out-of-School Suspension (injury)	0	0	0	0	0	0	0
Alternative Learning (less than year)	0	0	0	0	0	0	0
TOTAL	490	60	193	184	79	229	51

Discuss the disciplinary infraction and action data. Be certain to discuss any disproportionate representation by one or more subgroups.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

The data indicates a possible discrepancy with economically disadvantaged (FRL) subpopulations. During those years, the school traditionally had from 70-74% that qualified for free and reduced lunch status. The vast majority of that students in the District make-up our FRL subpopulation. It was anticipated the subgroup would have a higher infraction rate occurring. When data is broken down further, 229 of the infractions with that subgroup is only 46% of the total number of infractions. There also appears to be disproportion between whites and blacks, but when looking at the total enrollment approximately 11% of the students are African American and 89% of the students are white. So essentially enrollment numbers is the logical explanation for all of the differences in data. All discipline follows the student handbook.

Explain how the numbers of out-of-school and in-school suspensions impact student achievement.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

The most concerning data item in the table is the 419 total days assigned to in-school suspensions. Many of these are due to class tardies. Students who have been tardy for a class 4 times, and have had a trust card pulled twice is assigned a day of ISS. The district is currently researching alternatives to suspension, especially with tardies. Any time a student is out of the classroom, it can have a detrimental/negative effect on that student's learning and achievement. Absences from class and/or school are directly related to student achievement. The more students are in school, the more likely they are to be successful and demonstrate proficiency. Schools do still have the responsibility to create and foster a safe environment for students, and unfortunately, that means students may have an instance(s) of out of school suspension (OSS) or in school suspension (ISS).

In the event a student is suspended from school (OSS), they do not receive a zero/no credit (if work is completed). Students can make up their work upon their return or work on any assignment after a suspension is over to receive credit for assignments, within a reasonable timeframe. At any time, a student can contact a teacher via email or phone to get any assistance during the suspension period.

During ISS, students have access to the materials they would normally have access to (i.e., laptops and other materials). Students also have access to teachers, if needed, either through email, face-to-face interactions, etc.

The school will be pursuing amendments to the tardy policy and the consequences to make efforts to lower ISS assignments; connecting community service hours is one option the school is exploring. Other strategies the school will explore to deter ISS instances are student research projects, lunch detentions, and/or after-school detentions.

To explain the enrollment discrepancy, the October 1 enrollment reflected 285 students. The data shows 285 students in the gender categories, but does not in the race categories. The race categories total 275 students. Data presented to the school in the charter renewal application only reported black and white students. There were 10 students reported as other races on the cycle 2 report based on October enrollment numbers.

Discuss the strategies used by the charter to ensure that discipline is administered in a fair and equitable manner.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

The school employs a full-time principal and part-time dean of students. The dean of students responds to and deals with all discipline. The dean does confer with the building principal in certain cases and the building principal handles severe issues. To ensure equity, the school’s handbook is followed and having that one person in charge of discipline helps to ensure student discipline is as consistent and fair as possible. Following the handbook consistently means everyone has prior knowledge of the consequences and everyone is treated the same. In the event a parent has a complaint or the dean requires or requests assistance, the building principal will step in and investigate to determine the best course of action.

Review the following attendance data.

2014-2015 Attendance				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ADA	273.6	259.68	250.94	250.49
ADM	283.68	279.36	276.68	273.45
Rate	96%	93%	91%	92%

Describe the methods used by the charter to improve student behavior and attendance.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

The school implements a “trust card” system, which is similar to PBIS (Positive Behavior Intervention System) that focuses on the foundations of trust. Every student enrolled in the school, receives an ID card that is also their “trust” card. When students have their “trust” cards, they have certain privileges that are consistent school-wide. Students have input in some of those privileges. The privileges for the 2015-2016 are as follows. Students with trust cards can:

1. work on projects outside the room in a designated area;
2. go to the restroom and office without a hall pass;
3. re-enter sporting events;
4. listen to music during work time in the classroom;
5. go the library and other supervised areas during lunch with a note;
6. attend Friday night tailgate parties (pre-game parties);
7. go to the front of lunch line;
8. take computer home;
9. have a dry snack and drink in class;
10. fun reward trip for those who keep trust card all semester.

Students are awarded each semester for exhibiting good behavior (#10 on list) and proving they can be trusted. These rewards vary year to year, but have included trips to nearby areas to bowl, to eat, etc.

Attendance is not a large, encompassing problem for the school, but there are certain students who do miss more than a reasonable number of days. The school follows the law in terms of reporting compulsory attendance. The school issues written notification to parents informing them of student absences. The principal and counselors have conferences with students and parents as another way to help improve attendance. The school is currently researching best practices and award systems to help improve attendance.

The school offers a School-Based Health Center partnering with a local medical clinic chain (ArCare) located on campus and also partners with local mental health professionals (Mid-South Health Systems) who are on campus daily. When students are sick, parents can make an appointment with the health center so students can see the doctor on campus and return to school. This service has been a positive intervention in helping improve student attendance. We have a very strong partnership with the medical clinic, which is in its fifth year of operation.

Students may also be referred for mental health counseling and assigned a certified therapist and case manager that provide counseling services on-site. These services assist in improving attendance and behavior. Counselors are on site daily to intervene and assist in behavior and discipline cases as needed. The counselors follow-up with students in cases of behavioral issues, they attend meetings with parents, and serve as committee members for IEP's, 504, and Alternative Education (if they provide services to the specific student). Our current mental health service provider is in its third year and the school could not be more pleased with that partnership.

Part C: Best Practices

Identify and describe one (or more) best practice(s) that support the achievement of, or progress toward achieving, the charter's current approved academic goals. Provide the data that led to the determination that this practice is effective.

Respond in 11 point Times New Roman font. This response can be no longer than 3 pages.

The mission of Cross County School District is to educate the whole child by preparing them to be lifelong learners and responsible citizens in a global society. In order to succeed in a rapidly changing world, all students will be able to:

- Think analytically
- Solve problems creatively
- Utilize technology appropriately
- Collaborate effectively
- Communicate articulately

School representatives and stakeholders both agree these are the skills students need to be successful in the globalized world. In an effort to provide the best opportunity for students to excel in applying these skills, the school chose to adopt school-wide learning outcomes, adopted the TAP model, and just recently launched a college and career access program (C³).

School-Wide Learning Outcomes

Cross County High School has adopted school-wide learning outcomes (SWLO) that are assessed in all classes:

- Written communication;
- Oral communication;
- Agency (work ethic);
- Knowledge and thinking (problem solving); and
- Collaboration

The school and other stakeholders developed a mission statement for the school district that shows the parallels between the SWLOs and what stakeholders deemed as important skills for students in the mission. Every teacher assesses SWLOs through the context of their content to foster the development of real-world skills students will need in their postsecondary careers. Students present or speak publicly at least 32 times over the course of one school year. Additionally, students learn and apply skills in work ethic, problem solving, and understand the importance of being able to work together and collaborate to accomplish a shared goal within a project. Being proficient in these skills, demonstrates our students are more real-world ready.

During the 2011-2012 school year, CCSD implemented CCSS K-12 literacy and then 2012-2013 K-12 math two years ahead of the mandated state implementation to ensure a smoother transition to Common Core State Standards (CCSS) from Arkansas Curriculum Frameworks. New Tech pushes our students to reach out into the community more and to be more effective problem solvers. Students present to each other, the teachers, and, at times, key community leaders. Our students are more comfortable with speaking publically, working together to solve problems, and thinking critically about text as a result of adopted school-wide learning outcomes. The school has made progress to meet the charter's goals as a result.

All of these requirements allow our students to meet the same goals as Common Core, which were designed to ensure that students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. Common Core focuses on developing the critical-thinking,

problem solving, and analytical skills students will need to be successful. Providing students an environment and a platform to showcase these skill-sets is what education today is all about. For a school that has a high rate of poverty and is isolated, the culture of the school says a lot about the students and community.

TAP and Cluster Meetings (PLC)

To continually improve instruction, CCSO implements the TAP model with fidelity. In order to ensure that all teachers develop an in-depth understanding of the TAP instructional rubric, all teachers attend weekly cluster meetings. The first cluster cycle focuses on understanding and implementing best practices by honing in on what each indicator from the TAP rubric looks and sounds like in a classroom. The following cluster cycles consist of teachers learning how to implement the strategies that have been field tested to strengthen identified student weaknesses. The meetings begin by looking for trends in student data from the week before and using that data to help drive teacher instruction for the approaching week. Most of the cluster time is spent developing ways for the strategy to seamlessly be implemented into their own curriculum. Master and mentor teachers model and label the indicators when facilitating cluster, as well as in the classroom when providing follow-up support to teachers.

Support is determined during each cluster meeting. Just like a teacher would provide differentiated support to their students depending on what their individual needs might be, master and mentor teachers provide differentiated support for teachers to meet their individual needs in order to grow them as teachers. Throughout the year, teachers have the support of master and mentor teachers to make suggestions, model, co-teach, observe, and plan. Each teacher is observed four times throughout the year. After each observation, teachers are given a reinforcement area that they are strongly encouraged to continue and a refinement area to work on. All teachers reflect weekly on their teaching practices by keeping an on-going individual growth plan. Implementing this model, has allowed for personal growth for each teacher, which results in student achievement gains.

College and Access Program (C³)

Cross County High School (CCHS) is a school dedicated to the academic success of every student. However, we feel that is not enough. Our focus is on the whole child. We want to ensure that all students have the opportunities and experiences to live passion-driven lives. The CCHS College and Career Access is designed to help the school meet this vision. An outline of the college and career access program's work can be found in Section 1. This work (college trips, additional counseling/support, parent involvement practices, college and career course, etc.) is all based on best practices and the Cycle of Inquiry (data, analysis, strategy, repeat).

The work on the college and career access program (C³) began with the data in the Spring of 2014. Upon investigation, we realized that our students were engaging in postsecondary experiences at a rate far below the national and state averages. This realization started a discussion and analysis period: we wanted to know why. As we dug deeper, we found three things. Students either 1) thought they were not smart enough for postsecondary ("only smart kids..."), and thus, often did not care about their school work, 2) students thought that only wealthy kids had opportunities after high school, and thus, they often did not care about their course work in high school 3) students were often ill-informed, mistaken, or wrong about

what is necessary to be accepted and successful in a postsecondary experience.

Yet, upon reflection, this analysis left us with more questions than answers. We often talked about intelligence being malleable in our classrooms. Like most schools, we often discussed career choices and college options. And, the guidance counselor often provided a lot of information about college and career choices. The question remained: why was it not enough?

Therefore, we entered back into the cycle of inquiry. We connected our students to the research available. What we found was that populations like ours, a large population of students from situations of poverty and a large population of first generation students, needed more. At this point, we knew it was time to innovate. We began our work with partnerships. We worked with KIPP, the University of Arkansas, Arkansas Tech, and others to create a system of support. Through the use of the cycle of inquiry, we identified our desired outcomes and attacked with strategy. We realized that students were limited in their mindsets around what is possible, thus, we launched a college trip for every grade, every year. We realized that parents were not involved in the process; thus, we decided to host a parent night for all 9th-12th grade parents to get them up to speed. We realized that students were limited in their knowledge of possible careers, thus, we set up a job shadow for every 11th grader. And, we realized that our student required student post-high school, thus, we created an alumni support program.

Our work with the college and career access program is steeped in best practices. The program itself is a product of the Cycle of Inquiry. The work inside the program is data-informed, innovative, relentless, and thoughtful. We know the vision that we have for students and we are willing to do whatever it takes to accomplish our goals.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter’s student academic performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in 2013 renewal application:

Describe the charter’s progress to achieving each goal and provide supporting documentation that demonstrates the progress.

Goals in Literacy

Cross County High School Reading and Reading Comprehension will increase to meet Annual Measurable Objectives (AMOs) and individual student growth goals each year for the first five years.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

All students will demonstrate growth and progress toward the school’s AMO expectations/projections as indicated by TLI assessments and ACTAAP testing.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Since both goals are interconnected, the following response will address both goals. As you notice from the chart, we did not meet the AMO for 2012-2013 and 2013-2014 school year. Cross County High

School met its AMO target for literacy based on 2014-2015 PARCC testing data.

Year	Literacy Performance %			Literacy Growth %		
	AMO	CCHS	+/-	AMO	CCHS	+/-
2012	63.33	61.27	-2.06	63.15	65.06	+1.91
2013	65.14	63.49	-1.65	68.55	61.18	-7.37
2014	69.02	55.88	-13.14	72.05	58.62	-13.43
2015	21.47	31.18	+9.71			

We realize some of the data in the table is not positive, but we are implementing interventions to help address the deficits. Those efforts are discussed in further detail below. The implementation of PBL (project-based learning) and PrBL (problem-based learning) began in 2012. And while we are now benefiting from the fruits of our labor, the process

was long and tough, both for teachers and students. We believe the implementation, and the implementation gap that was likely to occur, is visible in this literacy data. However, throughout the implementation, we did not let our work become stagnant. We actively incorporated research-based programs and strategies to push our student achievement in literacy. Some of these items can be found described below. We put many mechanisms in place to track all instructional processes to address individual growth including:

1. Value add scores to break down student growth further;
2. Field testing to identify student growth and progress toward school-wide instructional strategies;
3. School-wide instructional strategies that track weekly progress of high, medium, and low work (quantitative and qualitative) for all students;

4. Data walls to track each student based on a set baseline to indicate achievement using TLI, ACT scores, ACT interim assessments and pre and post-test data;
5. APEX, Naviance, and Reading Plus, for an example, are added computer aided platforms used to track all students.
6. ACT Aspire interim assessments and Noble Network interim assessments;
7. ACT boot camps, ACT Prep.

TAP Literacy School-wide Instructional Strategy

As part of the TAP model, the school's leadership team researches and field-tests best academic strategies to implement school-wide in areas identified from state testing data. These strategies are rolled out in the school's cluster meetings (PLCs). Cluster leaders explain, model, and keep track of student data throughout the duration of the strategy and other testing endeavors, i.e. TLI interim assessments and ACT pretests. As part of this work, we partnered with The Noble Network of schools, who developed interim assessments to target 9th/10th ACT testing. 11th grade students were given an ACT exam to break down skills deficits. TLI data was also used to set baselines for student growth and analysis. The school rolled out a pre-test to determine need areas and began charting that information. As strategies are implemented, post-testing will occur to determine growth in those identified areas. Previous strategies the school implemented to address reading include constructed response strategies, vocabulary development strategies, and close reading strategies. Additional supporting documents are attached regarding strategies and data.

New Tech School-wide Learning Outcomes

We also assess students using school-wide learning outcomes. Students are assessed in content, but also in how well they can communicate ideas both verbally and through writing, think and respond critically to texts, and collaborate with others to understand texts and improve the ability to present information. Additionally, students are assessed on agency (work ethic) and how well they endure and demonstrate effort during extended reading and writing. The 2015 ESEA Accountability Report demonstrates Cross County's students did meet AMO targets in literacy. Previous data indicates slow, but steady progress in literacy (reading/writing) skills. Students are reading more and delving into more complex text and are better able to analyze those texts for understanding based on literacy strategies implemented.

Cross County High School Writing Center

The school has been implementing a student-led Writing Center for nearly three years as an additional support to students. Students apply to be selected to be tutors within the Writing Center. A certified teacher trains all students in support strategies to implement during the time. Students make appointments to see a tutor during advisory time, which occurs four times weekly. Students have the opportunity to receive 160 minutes of tutoring weekly in reading and writing.

Other Literacy Supports

Other supports, such as computer-assisted programs, are used as additional interventions to target growth in literacy skills. These programs include, but are not limited to, Reading Plus, STAR testing, and APEX. Kindles were introduced this current school year as tools to improve and motivate students to read more. Overdrive, an online library, allows students to check out more books at any time of day (during off times, summer, and breaks). ACT boot camps are set up to ensure that students have best opportunity possible to be successful on ACT exams. Naviance provides a platform for students to train and pre-test ACT materials. Naviance tracks students' ACT scores, GPA, and college applications, all available to students at anytime via a personal log-in. After school tutoring is yet another option available to assist in student achievement.

Goals in Mathematics

Year	Math Performance %		Math Growth% *			
	AMO	CCHS	+/-	AMO	CCHS	+/-
2012	74.38	67.03	-7.35	57.62	56.63	-0.99
2013	70.33	61.71	-8.62	60.97	48.24	-12.73
2014	73.62	63.95	-9.67	65.38	52.87	-12.51
2015	12.09	8.24	-3.85			

We realize the data in the table is not positive, but we are implementing “interventions” to help address the deficits. Those efforts are discussed below. The implementation of PBL (project-based learning) and PrBL (problem-based learning) began in 2012. And while we are now benefiting from the fruits of our labor, the process was long and tough, both for teachers and students. We

believe the implementation, and the implementation gap that was likely to occur, is visible in this math data. However, throughout the implementation, we did not let our work become stagnant. We actively incorporated research-based programs and strategies to push our student achievement in mathematics. Some of these items can be found described below. Since both goals are interconnected, the following response will address both goals. Cross County High School has struggled to meet AMO goals. The 2015 ESEA Report does indicate positive growth. Individual student progress and success is just as important as overall performance. We put many mechanisms in place to track all instructional processes to address individual growth including:

1. Value add scores to break down student growth further;
2. Field testing to identify student growth and progress toward school-wide instructional strategies;
3. School-wide instructional strategies that track weekly progress of high, medium, and low work (quantitative and qualitative) for all students;
4. Data walls to track each student based on a set baseline to indicate achievement using TLI, ACT scores, ACT interim assessments and pre and post-test data;
5. APEX and Naviance, for an example, are added computer aided platforms used to track all students;
6. ACT Aspire interim assessments and Noble Network interim assessments;
7. ACT boot camps and ACT prep.

TAP School-Wide Instructional Strategy

As part of the TAP model, the school's leadership team researches and field tests best academic strategies to implement school-wide in areas identified from state testing data. These strategies are rolled out in the school's cluster meetings (PLCs). Cluster leaders explain, model, and keep track of student data throughout the duration of the strategy and other testing endeavors, i.e. TLI interim assessments and ACT pretests. The Noble Network of schools developed interim assessments to target 9th/10th ACT testing. 11th grade students were given an ACT exam to break down skills deficits. TLI data was also used to set baselines for student growth and analysis. The school rolled out a pre-test to determine need areas and began charting that information. As strategies are implemented, post-testing will occur to determine growth in those identified areas. Strategies assessed include content vocabulary, fractions and math computation, and problem solving.

New Tech School-Wide Learning Outcomes

In an effort to increase student achievement in math, the school is transitioning from project-based learning (PBL) to problem-based learning (PrBL) to better align the needs of effective instruction and student learning. As part of adopted school-wide learning outcomes (SWLOs), problem solving has been more beneficial in math and with the use of problem-based learning (PrBL). The problem-solving SWLO provides the teachers the opportunity to assess a student's logic, ability to justify, and ability to identify and generalize the underlying mathematical structures of a problem.

Other Math Supports

There are a variety of other math supports provided by CCHS. In an effort to continue the progress, we have implemented a Math Lab that is very similar to the school's Writing Center. This is a student-led math tutoring service available four days weekly. Students have the opportunity to receive up to 140 minutes of tutoring every week. After school tutoring is available to all students. Teachers in the classroom implement Visual Instructional Plans (VIPs) that scaffold and breakdown math equations into a visual reference point. APEX offers opportunities for students to catch up and receive credit recovery during the year. Policies are being developed to create a better avenue for students to receive credit recovery and the work they do within APEX. Intentional supplemental math connections are made in Agriculture and Family and Consumer Science courses daily. Students taking these courses are engaged in real-world application math processes.

Cross County High School Mathematics and Mathematical Reasoning will increase to meet Annual Measurable Objectives (AMOs) and individual student growth goals each year for the first five years.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

All students will demonstrate growth and progress toward the school's AMO expectations/projections as indicated by TLI assessments and ACTAAP testing.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Other Goals

Attendance will increase by 1% each year for the first two years and .5% each subsequent three years.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Cross County High School is meeting attendance goals. Attendance rates have stayed steady with the following rates (all based on ESEA Accountability Reports 3rd quarter averages):

YEAR	CCHS (3rd Q)	State Avg.	State Goal 2014
2012	96.71%	NA	
2013	95.15%	94.1%	
2014	95.22%	94.4%	91.13%
2015	94.94%	NA	

2012: 96.71%, 2013:95.15%, 2014: 95.22%, 2015: 94.94%. The school has met or surpassed the recent state goal of 91.13% as stated on the 2014 School Report Card. When comparing the school performance on the 2014 School Report card for attendance, the school’s attendance rates are as follows: 2012: 96.7%, 2013: 93.3%, and 2014: 93.8%. In both instances, the school’s performance did exceed the state’s goal.

Cross County High School offers a school-based health center on campus partnering with local medical and mental health providers. Having the health clinic on-site allows parents to make an appointment with the doctor’s office for students to walk over, meet with the doctor, and come back to school. Most students do return unless the doctor recommends otherwise. Mental health counseling is also available on-site daily. Counselors provide services to students making it unnecessary for students to miss school in order to make it to counseling sessions. Educating the whole child is necessary to keep them healthy both physically and mentally.

We also host project showcase nights as a motivational component to keeps students and parents alike interested and engaged in the happenings at Cross County High. As part of our college and career access program, all students grades 7-12 participate in college and career visits and job shadowing in an effort to keep students interested in the importance of school and a good education. These trips also give

the school the opportunity to ‘tap’ into student interests as well, giving them voice and choice in some instances. For example, a small group of students may request a visit to a local community college to observe a welding program; the school may be able to arrange that visit. Students are also interested in forming clubs that are not necessarily those “typical” clubs. Additionally, we have had students take the initiative to form three clubs this school year. Our students are taking note of outside interests and bringing those to school in a positive format to share with others in the form of new clubs.

One goal of the school overall is to provide more engaging and relevant instruction to help appeal to all students. When students are more engaged, they are more likely to be more successful and want to come to school. Our hopes are that as PBL becomes more and more mainstream, students will see the value in it and the value in New Tech and feel that CCHS is the place for them and encourage fewer absences.

In the second year, the graduation rate will increase by 2%, and will continue to increase by the same increment each subsequent year.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

YEAR	AMO	CCHS	+/-
2012	83.02	81.13	-1.89
2013	84.90	82.69	-2.21
2014	86.79	72.22	-14.57
2015	88.68	89.13	+45

Based on our goal, the school’s rate did increase from 2012 to 2013 by 1.56%. The following year, the rate decreased. The school’s 2014 graduation rate did drop significantly. School officials worked diligently with several students to reduce the chances of them dropping out and despite those efforts, that particular cohort year, there were many students who did drop out of school due to different personal reasons. The following year did show a 16.91% increase.

While the most recent data shows significant growth, we believe there is much work to be done. We pride ourselves in being innovative, progression, and responsive. Our vision requires that all students graduate with the opportunities and experiences necessary to live a passion-driven life.

A major part of our work in helping students graduate is helping them find a purpose for their work today by helping them connect today’s work to their future. In the past, our students have struggled with finding the worth in assignments that don’t feel connected to their future. This was occurring for a variety of reasons: a) some students did not see the importance of education in the pursuit of their goals, b) some students had a limited view of what was possible, c) some students did not know how their

coursework today could connect to their future. Cross County High School's leadership team decided that we needed to find a way to help students understand that what they are doing today will affect what is possible beyond our school.

The biggest mechanism used to attack these negative mindsets is the college and career access program (C³). The college and career access program (C³) is designed to help students understand the importance of their current coursework by showing them what is possible in the future and counseling them through their educational journey. We found that when we are able to show students what is possible, their work becomes purposeful and meaningful. When students try and see worth in their work, they not only are more likely to graduate, but more likely to be a highly successful student.

Another element that is leading to a higher graduation rate is our conversion to project-based learning (PbL). With PbL, students are challenged with authentic, rigorous course that meets the state standards while connecting to a student's interests. This student-centric model allows for more student voice, involvement, and buy in. Again, when students are more invested, they are must more likely to graduate and find success.

Finally, CCHS provides opportunities for credit recovery. If a student does not pass a course, they are able to make up the credit through APEX, a computer-based, online instructional system.

Part B: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Literacy: The school will narrow the achievement gap between the school's performance as compared to the state's performance by 2% each year until the school reaches the state average.

Math: The school will narrow the achievement gap between the school's performance as compared to the state's performance by 2% each year until the school reaches the state average.

Graduation: Based on our commitment to college and career readiness, we will meet or exceed the national graduation rate each year.

Attendance: The school will increase attendance rates by .5% or meet state goals.

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

During the most recent financial audit ending June 30, 2014, the audit stated “Upon auditor’s review of free and reduced lunch applications, it was noted that an application that was incorrectly processed as reduced, was in fact, based on income and household size, qualified for free status.” Subsequent reviews did not uncover additional incorrect applications, and it was believed to be a one-time error and not a systematic error. The employees responsible for processing applications have been made aware and will continue to strive for accurate processing on a go-forward basis. No other findings were noted.

Section 7 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-309	Certification to teach grade or subject matter—Exceptions— Waivers
6-17-401 et seq.	Certification Generally
6-17-902	Definition (definition of a teacher as licensed)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)

Waivers from ADE Rules Governing Standards for Accreditation

9.03.3.6	Grades 5-8 Fine Arts (to be integrated into the other curriculum)
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9.03.3.7	Grades 5-8 Health and Safety (not approved to the extent that it affects accountability)
9.03.3.8	Grades 5-8 Tools for Learning (to be integrated into the other curriculum)
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.3.11	5-8 Arkansas history (to be incorporated into other courses)
9.03.3.12	Pertaining to high school courses being taught in Grades 5-8 (waiver pertains to giving credit to seventh and eighth graders for physical science and Algebra I)
9.03.4.1	Requiring oral communication as part of the language arts curriculum
9.03.4.2	Science (to allow other courses to be granted science credits)
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
14.01	Graduation Requirements
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
18.01	Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

Waivers from Other Rules:

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ADE Rules for Gifted and Talented Program Approval Standards

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

Form is attached as additional documentation.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

The school would like to rescind the following waiver:

- | | |
|-----------|--|
| 9.03.3.12 | Pertaining to high school courses being taught in Grades 5-8 (waiver pertains to giving credit to seventh and eighth graders for physical science and Algebra I) |
|-----------|--|

If the charter wishes to maintain all currently approved waivers, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

The school would like to maintain the remaining approved waivers, with the exception 9.03.3.12 as stated in Part B: Waivers to Be Rescinded.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus.** The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

A request to add or change a location must be accompanied by a Facilities Utilization Agreement.

If no charter amendments are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

No amendments will be requested in regards to changing grade levels, the enrollment cap, relocation, or adding a campus.



Topic: PE Waiver Cross County High School

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

-

Standards for Accreditation

- 9.03.4.10 ("Physical Education") of the ADE Rules Governing the Standards for Accreditation

ADE Rules

-

Rationale

The size of our district, the location of the school due to a prior consolidation, and the distance to school for most of our student athletes demonstrate the need for football and basketball to be embedded into our school day. We realize that athletics is important to students and to the community. The community strongly supports our athletic program. Athletes in grades 9-12, spend a large amount of time addressing fitness, movement, and team building (personal and social behavior) which are the major components of the PE courses. Practice and preparation for competition ensures they are the most physically fit students on campus. Since we are offering basketball and football during the school day, we are asking to waive Section 9.03.4.10 ("Physical Education") of the ADE Rules Governing the Standards for Accreditation in a effort to allow students to receive a maximum of the 0.5 required PE credit for participating in a semester of basketball or football. This waiver would provide the opportunity for our students to take other academic courses during the day such as concurrent credit courses or other required or requested courses.

Cross County High School

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2012-2013 School Goal:

Based on 2011-2012 Benchmark test results for grades 7-8 and results from the End of Course (EOC) test results for 11th grade Literacy, Algebra I, and Geometry; by May 2013, Cross County High School, *A New Tech School* will increase the number of students who are proficient and advanced from 62.96% to 75% in literacy and 67.44% to 75% in math.

- The number of students in **seventh grade** who scored proficient or advanced will increase to 37 students in literacy and math.
- The number of students in **eighth grade** who scored proficient or advanced will increase to 35 students in literacy and math.
- The number of students in **Algebra I** who scored proficient or advanced will increase to 37 students.
- The number of students in **Geometry** who scored proficient or advanced will increase to 35 students.
- The number of students in **Grade 11 Literacy** who scored proficient or advanced will increase to 35 students.

In addition, CCHS will maintain or increase the achievement in the economically disadvantaged sub-population.

Cluster Goal:

By May 2013, all students will improve performance on benchmark tests by one proficiency level on reading comprehension section of the TLI test, which is aligned to the state literacy exam, due to teachers demonstrating proficiency in teaching strategies for interacting and responding to text as a result of modeling and grouping.

Strategy:

Master/Mentor teachers field tested a reading comprehension strategy, which focused on improving the students ability to take their background knowledge, combined with text clues to make inferences. This reading comprehension strategy was field tested prior to school-wide implementation to determine effectiveness and critical attributes for student success.

Pretest Data for Field Test Group (12 students in grades 10-11 from all benchmark categories: needs significant attention, needs attention, may need attention, likely proficient)	
High Level Student Performance	0
Medium Level Student Performance	4
Low Level Student Performance	8

Post Test Data for Field Test Group	
High Level Student Performance	4
Medium Level Student Performance	4
Low Level Student Performance	2

The Inference strategy was modeled for career teachers in weekly cluster (PLC) meetings. Career teachers Inference Strategy school-wide with the support of

Master/Mentor teachers.

Inference Strategy:
BK (Background Knowledge) + TC (Text Clues) = I (Inference)

**Using the Inference Equation:
Questions to Drive Thinking**

BK..... Do I know anything about this?
Have I heard it before?
Does the word have parts that have their own meanings?
Do I already have an idea what it means?

TC..... What does it say in the sentence with the word?
What's going on in the paragraph?
What's the situation in the moment where I find the
word?
Does the title or subject of the text give me a clue
about the word?

I..... Does my BK knowledge help me?
Does my inference make sense compared to any text
clues I've found?
Am I just guessing?

Driving Question:

How could students using their background knowledge and text clues help them make better inferences and improve reading comprehension?

<p>Lesson 1: Objective: I will define inferring; I will use BK+TC=I to make an inference. Using the gradual release method, introduced the "Inference Equation", BK+TC=I with a graphic organizer identifying the parts of the equation, after reading an informative text one paragraph at a time. The unfamiliar word is already underlined.</p> <p>Gradual Release Model: After reading the first paragraph, did a think aloud documenting background knowledge of the word, identifying text clues, and inferring the meaning of the word. Completed Box #1. We do - Repeated process working with students to formulate answers and completing Box #2. Had students copy onto paper. They do - Students independently completed two more words (boxes #3 & 4).</p>	<p>Lesson 1: High: 3 Medium: 3 Low: 4 Total: 10</p> <p>Students were able to pull out text clues relating to the unfamiliar word. However, they struggled with background knowledge. Some students (high/medium) already knew the identified words. Not high-interest reading material.</p> <p>Critical Attributes: - Think Aloud - Model - After inferring meaning, replace unfamiliar word with definition to determine if it "makes sense".</p>
<p>Lesson 2: Objective: I will use a BK+TC=I graphic organizer to infer the meaning of unfamiliar words. T- probed for background knowledge based on title of article (current event) Through gradual release, used Background Knowledge + Text Clues = Inference graphic organizer with informational text (unfamiliar words underlined).</p>	<p>Student interest was higher. Familiar with equation and graphic organizer.</p> <p>Lesson 2: High: 1 Medium: 5 Low: 4 Total: 10</p> <p>Students were able to somewhat identify background knowledge and text clues, but not get the correct definition. However, if they had multiple choices like they did on the pretest or benchmark, would they get it correct???</p>
<p>Lesson 3: Objective: I will use a BK+TC=I to infer meaning and use the word in an original sentence.</p>	<p>High interest; better background knowledge; easily works with graphic organizer. Lesson 3:</p>

<p>Gradual release, adding writing an original sentence to the graphic organizer.</p> <p>9/06/12 Post -test</p>	<p>High: 4 Medium: 2 Low: 4 Total: 10</p> <p>Critical Attributes:</p> <ul style="list-style-type: none"> - Relevant text - Probe for background knowledge based on title or subject - Think aloud model (gradual release) - Using in sentence solidifies understanding - Replace word with definition <p>High (3-4): 4 Medium (2): 4 Low: (0-1): 2 Total: 10</p>
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Based upon benchmark data and the 2013 ESEA Accountability Report in Literacy All Students fell below the AMO by 1.65%, and the TAG Group fell below the AMO by 1.76%.

STUDENT PERFORMANCE – LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT		STATUS PERFORMANCE – LITERACY				GROWTH PERFORMANCE – LITERACY			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	80	126	63.49	65.14	91.00	52	85	61.18	68.55	93.00
Targeted Achievement Gap Group	58	98	59.18	60.94	91.00	37	65	56.92	65.07	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	167	268	62.31	65.14	91.00	106	168	63.10	68.55	93.00
Targeted Achievement Gap Group	118	204	57.84	60.94	91.00	78	132	59.09	65.07	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	5	15	33.33	53.70					54.17	
Hispanic				100.00					100.00	
White	73	109	66.97	68.48		46	74	62.16	68.09	
Economically Disadvantaged	58	96	60.42	66.89		37	63	58.73	66.50	
English Language Learners										
Students with Disabilities	4	21	19.05	35.18		2	13	15.38	27.53	

School Goal:

Based on 2012-2013 Benchmark test results for grades 7-8 and results from the End of Course (EOC) test results for 11th grade Literacy, Algebra I, and Geometry, by May 2014, Cross County High School, *A New Tech School* will increase the number of students who are proficient and advanced from 65% to 73% in literacy and 60.5% to 79% in math.

- The number of students in **seventh grade** who scored proficient or advanced will increase to 37 students in literacy and 40 students in math.
- The number of students in **eighth grade** who scored proficient or advanced will increase to 40 students in literacy and 43 students in math.
- The number of students in **Algebra I** who scored proficient or advanced will increase to 40 students.
- The number of students in **Geometry** who scored proficient or advanced will increase to 41 students.
- The number of students in **Grade 11 Literacy** who scored proficient or advanced will increase to 35 students.

In addition, CCHS will maintain or increase the achievement in the economically disadvantaged sub-population.

Cycle Cluster Goal:

By May 2014, all students will improve performance on benchmark tests by 1 proficiency level with students performing in the highest proficiency level maintaining their scores due to teachers demonstrating proficiency in a constructive response strategy that address needs reflected in the individual student testing data.

Strategy:

Master/Mentor teachers field tested a Constructed Response Strategy, which focused on improving the students ability to use textual evidence when responding to a prompt. This writing strategy was field tested prior to school-wide implementation to determine effectiveness and critical attributes for student success.

Pretest Data for Field Test Group	
High Level Student Performance	1
Medium Level Student Performance	5
Low Level Student Performance	5

Post Test Data for Field Test Group	
High Level Student Performance	6
Medium Level Student Performance	5
Low Level Student Performance	0

Constructed Response Strategy

Using Textual Evidence

When Responding to a Prompt

1. Mark Prompt
 - a. Circle Command Words
 - b. Underline Look Fors
2. Reword

3. Find Look Fors
 - a. Scan text
 - b. Underline Textual Evidence
4. Construct Response
 - a. CSRQ
5. Checkmark Prompt

Driving Question:

How could students using textual evidence help them to better respond to writing prompts?

Lesson 1: Imperative Verbs

Students will be able to identify all the command words including question words.

Lesson 2:

Objective: Students will identify "look fors" by drawing boxes around the important information in a prompt.

Lesson 3: Paraphrase

Students will be able to paraphrase a prompt 4/5 times correctly.

Lesson 4: Find Look Fors

Students will be able to scan the text and match look fors identified in prompt.

Lesson 5: CSRQ

Students will be able to construct a CSRQ after using steps 1-4 of the constructed response strategy.

Lesson 6: Checkmark prompt

Students will be able to check to see that all parts of the question have been answered by "checkmarking" the prompt.

Lesson 7: Follow up lesson – Command words

Students will be able to identify command words. I will help students define what the command words (Identify, Describe, Explain) are asking them to do in a prompt.

Lesson 8: Follow up lesson – Complete Strategy – Describe

Student will develop the ability to describe and recognize the quality of the description.

Lesson 9: Follow up lesson – Complete Strategy – Explain

Students will develop ability to explain fully and recognize quality explanation.

Based upon benchmark data and the 2014 ESEA Accountability Report in Literacy All Students fell below the AMO by 13.14%, and the TAG Group fell below the AMO by 19.28%.

STUDENT PERFORMANCE – LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	76	136	55.88	69.02	91.00	51	87	58.62	72.05	93.00
Targeted Achievement Gap Group	46	100	46.00	65.28	91.00	30	61	49.18	68.95	93.00
Three Year Average Performance:	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	243	404	60.15	69.02	91.00	157	255	61.57	72.05	93.00
Targeted Achievement Gap Group	164	304	53.95	65.28	91.00	108	193	55.96	68.95	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	8	18	44.44	52.94		4	12	33.33	52.00	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	66	116	56.90	70.73		45	73	61.64	74.09	
Economically Disadvantaged	45	96	46.88	65.49		29	58	50.00	69.23	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	3	17	17.65	28.00		2	12	16.67	26.15	

However, due to the targeted literacy constructive response strategy, we began closing the gap between the district and state average on open responses and essays. There was an improvement in all populations, but a notable increase in open responses for our special education population.

2014-2015 School Goal:

Based on 2013-2014 Augmented Benchmark test results for grades 7-8 and results from the End of Course (EOC) test results for 11th grade Literacy, Algebra I, and Geometry, Cross County High School, A New Tech School had 61% of their students proficient and advanced in Literacy and 66% of their students proficient or advanced in Math (62.4% overall proficient or about 137 students out of 220). Given that information Cross County High School hopes to increase the amount of students who score within a similar band on the PARCC assessments, and correlating EOC exams. This means there will be about 186 out of 244 who score in a similar band for Literacy (76%) and about 198 students out of 244 who score in a similar band for Math (81.2%). These percentages correlate to the state's AMO set for the 14-15 school year, which are based off of Augmented Benchmark and EOC from the 13-14 school year (proficiency cut scores have not been determined for PARCC so the required AMO may not correlate).

- ❑ The number of students in seventh grade who scored proficient or advanced will increase from 36 to 43 students in literacy and from 35 to 45 students in math.
- ❑ The number of students in eighth grade who scored proficient or advanced will increase from 26 to 35 students in literacy and 23 to 38 students in math.
- ❑ The number of students in ninth grade who scored proficient or advanced will increase from 29 to 38 in literacy.
- ❑ The number of students in tenth grade who scored proficient or advanced will increase to 36 in literacy.
- ❑ The number of students in Grade 11 Literacy who scored proficient or advanced will increase to 34 students.
- ❑ The number of students in Algebra I who scored proficient or advanced will increase from 30 to 40 students.
- ❑ The number of students in Geometry who scored proficient or advanced will increase from 31 to 39 students.
- ❑ The number of students in eleventh grade who scored proficient or advanced will increase to 36 in math.

In addition, CCHS will maintain or increase the achievement in the economically disadvantaged sub-population.

Cycle Cluster Goals:

By the end of the cluster cycle, 76% of students in grades 7-11 will be proficient or advanced or within a similar band as determined by PARCC (high and medium students) in the area of tone and author's purpose by using Close Reading strategies. Students falling in the remaining 24% will show growth due to teachers demonstrating proficiency in teaching Close Reading strategies.

By the end of the cluster cycle, 76% of students in grades 7-11 will be proficient or advanced or within a similar band as determined by PARCC (high and medium students) in the area identifying and using stronger text evidence by using "Students Are Researching" strategy. Students falling in the remaining 24% will show growth due to teachers demonstrating proficiency in teaching "Students Are Researching" strategy.

Strategy:

Master/Mentor teachers field tested a close reading and researching strategy, which focused on improving the students ability to identify main idea, author’s purpose, word meaning, tone, and identifying textual evidence. Additionally, the strategy was modified to support students understanding of math word problems. This reading and researching strategy was field tested prior to school-wide implementation to determine effectiveness and critical attributes for student success.

Pretest Data for Field Test Group	
High Level Student Performance	8
Medium Level Student Performance	9
Low Level Student Performance	22

Post Test Data for Field Test Group	
High Level Student Performance	31
Medium Level Student Performance	9
Low Level Student Performance	0

The close reading and researching strategy was modeled for career teachers in weekly cluster (PLC) meetings. Career teachers implemented the reading and researching strategy school-wide with the support of Master/Mentor teachers.

Driving Question: How could students understanding tone help them to better analyze materials for meaning and author’s purpose?	
Lesson 1	<p>By the end of the cluster meeting, teachers will either practice a model using a video to teach tone and mood (English teachers), or will develop a two sentence method for teaching tone and mood (supporting teachers) and identify a method to assess the students’ understanding of the differences between the two, to increase student achievement.</p> <p>Cluster leader will model the first lesson for Tone, emphasizing the critical attributes of the lesson.</p> <p>Teachers will develop 2 sentences for the classroom or practice modeling, using the video, teaching tone and mood. Career teachers will bring back student work to analyze how well students understand tone vs. mood.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers’ classrooms.</p>
Lesson 2	<p>By the end of the cluster meeting, teachers will develop lesson 2 of the tone close reading strategy, to increase student achievement.</p> <p>Cluster leader will model the 4 steps to identify tone (paragraph) Career teachers will bring back student work to analyze how well students understand the 4 steps to identify tone. Teachers will practice with partner, modeling 4 steps and develop week 2 tone lesson.</p>

	<p>M/M teachers will plan, observe, team teach, or demonstrate in teachers' classrooms.</p>
Lesson 3	<p>By the end of the cluster meeting, teachers will develop an activity based on their students' work characteristics to reinforce tone, to increase student achievement.</p> <p>Cluster leader will model planning tone activities based on student work characteristics Review field test student work (log)</p> <p>Teachers will develop tone activity. Career teachers will bring back student work to analyze how well students understand tone.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers' classrooms.</p>
Lesson 4	<p>By the end of cluster, teachers will develop a model for teaching the use of tone sentence stems, to focus on providing stronger evidence to support tone, to increase student achievement.</p> <p>Cluster leader will model using tone sentence stems.</p> <p>Teachers will develop a lesson using tone sentence stems. Career teachers will bring back student work to analyze how well students understand how to provide stronger evidence to support tone, by using sentence stems.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers' classrooms.</p>
Lesson 5	<p>By the end of cluster, teachers will develop a lesson to teach Author's Purpose with a focus on persuasion, to increase student achievement.</p> <p>Video Activity (Inform, Persuade, Entertain) Master/Mentor teacher will model Author's Purpose lesson.</p> <p>Teachers will develop Author's Purpose lesson. Career teachers will bring back student work to analyze how well students understand Author's Purpose.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers' classrooms.</p>
Lesson 6	<p>By the end of cluster, teachers will develop a lesson requiring students to write a persuasive paragraph based on evidence, to increase student achievement.</p> <p>Master / Mentor teachers will model Persuasive writing</p> <p>Teachers will develop Author's Purpose lesson (student passage, write a</p>

	<p>persuasive paragraph using evidence from the text). Career teachers will bring back student work to analyze how well students understand Author's Purpose as demonstrated through writing a persuasive paragraph using textual evidence.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers' classrooms.</p>
Lesson 7	<p>By the end of cluster, teachers will be able to develop a plan for administering the close reading strategy post-test and examine the field test results to establish inter-rater reliability.</p> <p>M/M Teachers will model administering the close reading strategy post-tests, to ensure inter-rater reliability</p> <p>Teachers will ensure that a developed lesson to administer post-tests has been created with clear inter-rater reliability. Career teachers will bring back student work to analyze how well students understand the Tone & Author's Purpose Strategy.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers' classrooms.</p>
<p>Driving Question: How could students identify and use stronger text evidence when writing and researching?</p>	
Lesson 8	<p>By the end of cluster, teachers will develop a lesson to reinforce the "Students Are Researching" steps used to evaluate source materials, applying the learned Critical Attributes to improve the students' quality of research when using textual evidence.</p> <p>Cluster Leader will show a video model of field tested lesson – Using "Students Are Researching" to evaluate and identify valid sources. Career teachers will bring back student work to analyze how well students understand the 3 step "Students Are Researching" strategy.</p> <p>Teachers will ensure that a developed lesson to evaluate sources using the "Students Are Researching" has been created and includes all of the critical attributes.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers' classrooms.</p>
Lesson 9	<p>By the end of cluster, teachers will be able to develop a lesson that teaches the students how to determine opinion vs. fact and identify credible authors using the "Students Are Researching" strategy and applying the learned Critical Attributes to improve the students' quality of research when using textual evidence.</p> <p>Cluster leader will model the 4 steps to identify tone (paragraph)</p>

	<p>Cluster Leader will show a video model of field tested lesson– evaluating sources (opinion vs. non-opinion/ credible author). Career teachers will bring back student work to analyze how well students understand the difference between opinion vs. fact / credible author.</p> <p>Teachers will ensure that a developed lesson to evaluate sources (opinion vs. non-opinion/ credible author) has been created and includes all of the critical attributes.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers’ classrooms.</p>
Lesson 10	<p>By the end of cluster, teachers will be able to develop a lesson that teaches the students how to provide textual evidence in research, by using sentence stems.</p> <p>Cluster Leader will model a lesson demonstrating how to use sentence stems when providing textual evidence in research.</p> <p>Teachers will ensure that a developed lesson using sentence stems has been created and includes all of the critical attributes. Career teachers will bring back student work to analyze how well students understand providing textual evidence by using sentence stems.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers’ classrooms.</p>
Lesson 11	<p>By the end of the cluster, teachers will be able to develop a lesson that teaches students, when given a passage, how to identify the valuable information from the source that provided them with the answer they needed.</p> <p>Cluster Leader will model a lesson teaching how to identify valuable information from a source, highlighting the critical attributes.</p> <p>Teachers will ensure that a developed lesson teaching how to identify valuable information from a source is created and includes all of the critical attributes. Career teachers will bring back student work to analyze how well students understand providing strong “valuable” textual evidence.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers’ classrooms.</p>
Lesson 12	<p>By the end of cluster, teachers will be able to develop a plan for administering the “Students Are Researching” strategy post-test and examine the field test results to establish inter-rater reliability.</p> <p>M/M Teachers will model administering the “Students Are Researching” strategy post-tests, to ensure inter-rater reliability</p> <p>Teachers will ensure that a developed lesson to administer post-tests has been created with clear inter-rater reliability. Career teachers will bring back</p>

	<p>student work to analyze how well students understand the “Students Are Researching” strategy and providing strong textual evidence, from credible sources.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers’ classrooms.</p>
Lesson 13	<p>By the end of cluster, teachers will be able to evaluate the results from the “Students Are Researching” strategy post-tests and reflect on M/M support by completing surveys.</p> <p>M/M Teachers will model evaluating the “Students Are Researching” strategy post-tests, to determine success of the strategy.</p> <p>Teachers will complete M/M surveys as they reflect on the year’s support.</p> <p>M/M teachers will plan, observe, team teach, or demonstrate in teachers’ classrooms.</p>

Based upon PARCC data and the 2015 ESEA Accountability Report in Literacy All Students exceeded the AMO by 9.71%, and the TAG Group exceeded the AMO by 8.68%.

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	170	31.18	21.47
Targeted Achievement Gap Group	31	124	25.00	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	19	5.26	10.44
Hispanic	2	2	100.00	15.49
White	50	145	34.48	26.68
Economically Disadvantaged	30	120	25.00	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	24	4.17	3.23

Based upon PARCC data and the 2015 ESEA Accountability Report in Mathematics All Students fell just 3.85% below the AMO, and the TAG Group fell 2.41% below the AMO.

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	14	170	8.23	12.09
Targeted Achievement Gap Group	8	123	6.50	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	19	0.00	4.17
Hispanic	0	2	0.00	10.85
White	14	146	9.59	16.34
Economically Disadvantaged	7	119	5.88	8.85
English Language Learners	0	0		5.08
Students with Disabilities	2	23	8.70	3.23

2015-2016 School Goal:

Based on 2014-2015 TLI test results for grades 7-11, all grades showed a high priority in academic vocabulary, which will be addressed by the implementation of the Academic / Content Vocabulary Strategy. Cross County High School, *A New Tech School* will maintain or increase the number of students who are proficient and advanced to 70% in literacy and 65% (7th) to 60% (8th, Algebra I, Geometry) in math.

- ▣ * The number of students in **seventh grade** who scored proficient or advanced will increase from 64% to 70% in literacy and from 66% to 65% in math.
- * The number of students in **eighth grade** who scored proficient or advanced will increase from 67% to 70% in literacy and 55% to 60% in math.
- * The number of students in **ninth grade** who scored proficient or advanced will increase from 69% to 70% in literacy.
- * The number of students in **tenth grade** who scored proficient or advanced will increase from 61% to 70% in literacy.
- * The number of students in **Algebra I** who scored proficient or advanced will increase from 54% to 60% of students.
- * The number of students in **Geometry** who scored proficient or advanced will increase 55% to 60% of students.
- * The number of students in **Grade 11 Literacy** who scored proficient or advanced will increase from 63% to 70% of students.

Based on 2014-2015 TLI test results, the number of students who are proficient and advanced will maintain or increase proficiency to 75% in 7th grade, and 65% in Biology.

Based upon 2014-2015 ACTAAP data 26% of 8th grade students were proficient. Students will increase proficiency to 65% based upon TLI test results.

Based on 2014-2015 ACT 11th grade data, 53% of students scored above the remediation rate of 19.

- ▣ The number of students in eleventh grade, who scored above 19 on the ACT, will increase from 53% to 62%.
- ▣ The number of students in twelfth grade, who scored above 19 on the ACT, will increase from 21 to 26 students.

In addition, CCHS will maintain or increase the achievement in the economically disadvantaged sub-population.

Cycle Cluster Goals:

By the end of the cluster cycle, 70% of students in grades 7-11 will be proficient or advanced or within a similar band as determined by ACT Aspire & the ACT (high and medium students) in the area of literacy and math through the implementation of the Academic Vocabulary strategies. Students falling in the remaining 30% will show growth due to teachers demonstrating proficiency in teaching the Academic Vocabulary strategy. Additionally, students in grades 7-11 will be 65% proficient or advanced or within a similar band as determined by ACT Aspire & the ACT (high and medium students) in the area of fraction reasoning and computation through the implementation of the Understanding Fractions strategy. Students falling in the remaining 35% will show growth due to teachers demonstrating proficiency in the teaching the Understanding Fractions strategy.

Master/Mentor teachers are currently completing field testing of the Academic Vocabulary and Understanding Fractions strategies. The Academic Vocabulary strategy focuses on increasing students understanding of academic vocabulary through a six step process. Utilizing the works of Robert Marzano, Julia Simms, and Debra Pickering career teachers will implement a six-step process for vocabulary instruction in all content areas. Additionally, the research of Marilyn Burns and the Math Reasoning Inventory will be utilized to assess both student understand and computation of fractions, and provide a multistep Understanding Fractions strategy to increase student proficiency.

Pretest Data for Field Test Group	
High Level Student Performance	2
Medium Level Student Performance	10
Low Level Student Performance	29

Post Test Data for Field Test Group	
High Level Student Performance	Not Yet Available
Medium Level Student Performance	
Low Level Student Performance	

The Academic Vocabulary and Understanding Fractions strategies will be modeled for career teachers in weekly cluster (PLC) meetings. Career teachers will implement the Academic Vocabulary and Understanding Fraction strategies in their content areas with the support of Master/Mentor teachers.

Driving Question: How could students understanding of academic vocabulary improve their ability read, process information, and respond to various texts and word problems?	
Lesson 1	<p>What is academic vocabulary? How can the school create a list of academic terms that are horizontally and vertically aligned?</p> <p>Phase 1: Make decisions about the target number of words to be taught at each grade level and, by extension, across a grade-level interval (7-8, 9-10, or 11-12) or a multigrade span (7-12).</p> <p>Phase 2: For each academic content area in the program, create a rank ordered list of words considered important to the grade-level interval or multigrade span by selecting words which support the Common Core Standards, AR Frameworks, and ACT College and Career Readiness Stands and adding words that reflect local standards and curriculum materials.</p> <p>Phase 3: Based on the length of these lists, determine how many terms should be taught in each academic area.</p> <p>Phase 4: Generate the final list of terms for each academic area by making additions, deletions, or other alterations.</p> <p>Phase 5: Assign terms to specific grades.</p>
Lesson 2	<p>Step 1: Provide a description, explanation, or example of the new term.</p> <ul style="list-style-type: none"> ❑ Definition vs. Description ❑ Explaining Features of Words

	<ul style="list-style-type: none"> ▣ Providing Examples
Lesson 3	<p>Step 2: Ask student to restate the description, explanation, or example in their own words.</p> <ul style="list-style-type: none"> ▣ Linguistic and Nonlinguistic Representations ▣ Vocabulary Notebooks
Lesson 4	<p>Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.</p>
Lesson 5	<p>Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.</p> <ul style="list-style-type: none"> ▣ Identifying similarities and differences <ul style="list-style-type: none"> ○ Comparing and Contrasting ○ Classifying ○ Creating Analogies ▣ Examining Affixes and Root Words
Lesson 6	<p>Step 5: Periodically ask students to discuss the terms with one another</p> <ul style="list-style-type: none"> ▣ Role Cards ▣ Paired Thinking ▣ Inside-Outside Circle
Lesson 7	<p>Step 6: Involve students periodically in games that allow them to play with terms.</p> <ul style="list-style-type: none"> ▣ Games should present challenges that are appropriate and manageable for students. ▣ Games should arouse students' curiosity ▣ Games should prompt students to imagine different circumstances and situations. <p>(Possible games: alphabet antonyms, classroom feud, create a category, definition shme-definition, digital vocabulary field trip, draw me, magic letter-magic word, motor imaging, name it, name that category, opposites attract, possible sentences, puzzle stories, root relay, secret language, semantic feature analysis)</p>
<p>Driving Question: How could improving students' understanding and computation of fractions increase their understanding and math applications when solving mathematical problems?</p>	
Lesson 1	<p>Comparing Mentally Strategies appropriate to the numbers at hand</p> <ul style="list-style-type: none"> ▣ Uses relationship between numerators and denominators to compare <ul style="list-style-type: none"> ○ Understanding relationships between numerators and denominators can make comparisons with fractions easier. For example, when comparing $\frac{3}{8}$ and $\frac{5}{6}$ some students reason that $\frac{5}{6}$ is closer to 1, or that $\frac{3}{8}$ is less than $\frac{1}{2}$, and $\frac{5}{6}$ is greater. When comparing $\frac{5}{12}$ and $\frac{5}{8}$, some students reason that eighths are larger than twelfths and since there are the same number of each, $\frac{5}{8}$ must be greater than $\frac{5}{12}$.
Lesson 2	<p>Comparing Mentally Continued Strategies not appropriate for the numbers at hand</p> <ul style="list-style-type: none"> ▣ Converts to common denominators to compare <ul style="list-style-type: none"> ○ Converting to common denominators is not always an

	<p>efficient strategy for comparing fractions. For example, when mentally comparing $\frac{3}{8}$ and $\frac{5}{6}$, converting to common denominators indicates a lack of attention to the relationships between the numerators and denominators of the fractions at hand.</p>
Lesson 3	<p>Computing Mentally Strategies appropriate to the numbers at hand</p> <ul style="list-style-type: none"> ■ Reasons with decimals or percents <ul style="list-style-type: none"> ○ When students reason with decimals or percents to compare and compute with fractions, they show an understanding of equivalence. Quick recall of common equivalents can make mental comparison and computation easier. For example, when solving $3\frac{1}{2} \div 2$ students may relate the problem to decimals and reason that $3.5 \div 2 = 7$.
Lesson 4	<p>Computing Mentally Continued Strategies appropriate to the numbers at hand</p> <ul style="list-style-type: none"> ■ Extends understanding of operations with whole numbers to operations with fractions. <ul style="list-style-type: none"> ○ Applying understanding of operations with whole numbers to operations with fractions is essential for computing efficiently with fractions. For example, when solving $3\frac{1}{2} \div 2$, some students apply the distributive property by multiplying $3 \div 2$ to get 6, $\frac{1}{2} \div 2$ to get 1, and then adding $6 + 1$. Other students apply the understanding of multiplication as adding equal groups and think of $3\frac{1}{2} \div 2$ as $3\frac{1}{2} + 3\frac{1}{2}$.
Lesson 5	<p>Computing Mentally Continued Strategies appropriate to the numbers at hand</p> <ul style="list-style-type: none"> ■ Uses benchmark of $1\frac{1}{2}$ or 1 to estimate. <ul style="list-style-type: none"> ○ Learning to estimate is as important as learning to perform exact calculations. Estimation can be used to check the reasonableness of answers or to figure out an answer that does not need to be exact. The strategy of using benchmark numbers to make estimates requires relating fractions to an appropriate benchmark and then computing mentally. For example, when asked whether $1\frac{1}{12} + \frac{1}{5}$ is greater than 1 or less than 1, some students reason that $1\frac{1}{12}$ is $\frac{1}{12}$ away from 1 and $\frac{1}{5}$ is greater than $\frac{1}{12}$ so the sum must be greater than 1.
Lesson 6	<p>Computing Mentally Strategies not appropriate for the numbers at hand</p> <ul style="list-style-type: none"> ■ Uses standard algorithm to compute. <ul style="list-style-type: none"> ○ While using a standard algorithm is not a concern for an individual problem, it's a concern when students rely on the algorithm as their only strategy for computing mentally. For example, figuring out $3\frac{1}{2} \div 2$ by renaming $3\frac{1}{2}$ to $\frac{7}{2}$

	and then using the multiplication algorithm is inefficient and may indicate a lack of being able to numerically reason.
Lesson 7	<p>Computing Mentally Strategies not appropriate for the numbers at hand</p> <ul style="list-style-type: none"> ▣ Figures exact answer to estimate. <ul style="list-style-type: none"> ○ Learning to estimate is as important as learning to perform exact calculations. Estimation can be used to check the reasonableness of answers or to figure out an answer that does not need to be exact. Relying on figuring exact answers when estimating may indicate a lack of flexibility to reason in other ways with the numbers at hand. For example, when asked if $11/12 + 1/5$ is greater or less than 1, students who need to compute the exact answer indicate a lack of being able to reason numerically.
Lesson 8	<p>Applying Understanding</p> <ul style="list-style-type: none"> ▣ Models with mathematics to solve problems in context. <ul style="list-style-type: none"> ○ Solving problems in contexts requires that students can model situations mathematically—relate situations to the appropriate numerical operations and provide answers that relate to the problem contexts. For example, to figure out how many 1¼-pound hamburgers can be made from 2 1/2 pounds of meat, students figure out the number of 1¼s in 2 1/2 by either reasoning with equivalent fractions ($2\ 1/2 = 10/4$) or dividing $2\ 1/2$ by $1\ 1/4$.
Lesson 9	<p>Applying Understanding Continued</p> <ul style="list-style-type: none"> ▣ Understands equivalence in context <ul style="list-style-type: none"> ○ Students may be able to apply a procedure to convert a fraction like $3/4$ into $6/8$. However, it's also important for students to understand the meaning of equivalence; that is, that the two fractions represent the same quantity. For example, when told that Carlos lives $3/4$ of a mile from school and Terrell lives $6/8$ of a mile from school, students who understand equivalence know that the boys lives the same distance from school.

Cross Cnty High A New Tech Sch

School Report Card 2013-2014
 New Tech School | Cherry Valley , AR 72324
 70-588-3337

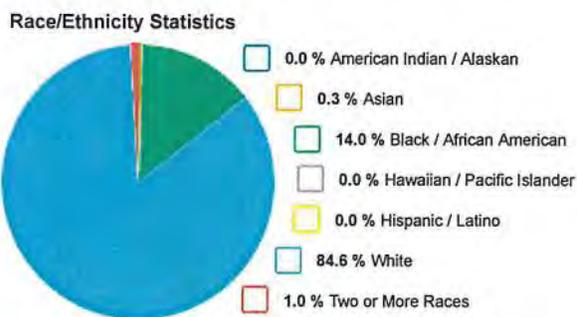
Principal
 Superintendent

Jennifer McFarland
 M Wilson

SCHOOL CHARACTERISTICS

Enrollment	299
Avg. Class Size	11
Avg. years teaching Experience	7
Per pupil spending	
District avg.	\$10,889
State avg.	\$9,457
School Choice Transfers	---

STUDENT DEMOGRAPHICS



2014

Other Demographics

Limited English proficiency	N/D
Low-income	73 %
Students eligible to receive special education	11 %

Cross County School District - 1901000

Cross Cnty High A New Tech Sch - 1901703

INDICATOR: Achievement

	2011-2012					2012-2013					2013-2014					School
	Tested 2013-2014	Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced			
8th Grade Literacy		Annual Measurable Objective (AMO)					2013 AMO						AMO			
Combined Population	97.7					1.89	35.85	43.4	18.87	62.26	4.76	38.1	42.9	14.3	57.2	69.02
AGG	96.6					2.38	40.48	38.1	19.05	57.14	7.14	42.9	35.7	14.3	50	65.28
African American	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	52.94
Hispanic	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	97.4					2.22	33.33	42.22	22.22	64.44	5.26	39.5	39.5	15.8	55.3	70.73
Economically Disadvantaged	96.3					0	40	40	20	60	3.85	46.2	34.6	15.4	50	65.49
Students with Disabilities	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	28.00
Limited English Proficient	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy					RV					RV						--
Female	100					0	21.43	42.86	35.71	78.57	0.00	7.69	61.5	30.8	92.3	
Male	96.7					4	52	44	0	44	6.90	51.7	34.5	6.90	41.4	
Migrant	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
8th Grade Mathematics		Annual Measurable Objective (AMO)					2013 AMO						AMO			
Combined Population	97.7					26.42	26.42	32.08	15.09	47.17	11.9	35.7	33.3	19.0	52.3	73.62
AGG	96.6					30.95	28.57	26.19	14.29	40.48	17.9	39.3	28.6	14.3	42.9	71.83
African American	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.29
Hispanic	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	97.4					26.67	20	35.56	17.78	53.33	13.2	36.8	28.9	21.1	50	75.50
Economically Disadvantaged	96.3					30	27.5	27.5	15	42.5	19.2	42.3	30.8	7.69	38.49	71.80
Students with Disabilities	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.80

	Tested 2013-2014	2011-2012				2012-2013					2013-2014					School
		Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	
Limited English Proficient	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100					10.71	25	42.86	21.43	64.29	0.00	38.5	46.2	15.4	61.6	
Male	96.7					44	28	20	8	28	17.2	34.5	27.6	20.7	48.3	
Migrant	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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Cross County School District - 1901000

Cross Cnty High A New Tech Sch - 1901703

INDICATOR: Achievement

	2011-2012					2012-2013					2013-2014					School
	Tested 2013-2014	Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced			
8th Grade Science																
Combined Population	97.7					37.74	35.85	26.42	0	26.42	19.0	50.0	28.6	2.38	30.98	
AGG	96.6					42.86	35.71	21.43	0	21.43	28.6	50.0	17.9	3.57	21.47	
African American	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Hispanic	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	97.4					33.33	37.78	28.89	0	28.89	21.1	47.4	28.9	2.63	31.53	
Economically Disadvantaged	96.3					42.5	35	22.5	0	22.5	26.9	53.8	15.4	3.85	19.25	
Students with Disabilities	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100					25	39.29	35.71	0	35.71	7.69	46.2	38.5	7.69	46.19	
Male	96.7					52	32	16	0	16	24.1	51.7	24.1	0.00	24.1	
Migrant	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
8th Grade Literacy		Annual Measurable Objective (AMO)					2013 AMO					AMO				
Combined Population	100					2.86	31.43	42.86	22.86	65.71	15.7	29.4	27.5	27.5	55	69.02
AGG	100					4	32	40	24	64	18.4	39.5	23.7	18.4	42.1	65.28
African American	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	52.94
Hispanic	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100					3.12	31.25	40.62	25	65.62	14.6	24.4	26.8	34.1	60.9	70.73
Economically Disadvantaged	100					4	32	40	24	64	19.4	36.1	25.0	19.4	44.4	65.49
Students with Disabilities	100					RV	RV	RV	RV	RV	33.3	58.3	8.33	0.00	8.33	28.00
Limited English Proficient	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

	Tested 2013-2014	2011-2012				2012-2013					2013-2014					School			
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	RV	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	RV	Below Basic	Basic		Proficient	Advanced	Prof & Advanced
Number of recently arrived LEP students not assessed in 8th Grade Literacy																			
Female	100					0	38.46	38.46	23.08	61.54			7.14	14.3	28.6	50.0	78.6		
Male	100					4.55	27.27	45.45	22.73	68.18			26.1	47.8	26.1	0.00	26.1		
Migrant	RV					RV	RV	RV	RV	RV			RV	RV	RV	RV	RV		

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 2012 Benchmark Results
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Cross County School District - 1901000

Cross Cnty High A New Tech Sch - 1901703

INDICATOR: Achievement

Grade	Tested 2013-2014	2011-2012					2012-2013					2013-2014					School AMO
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	
Mathematics		Annual Measurable Objective (AMO)					2013 AMO										AMO
Combined Population	100						31.43	20	28.57	20	48.57	29.4	13.7	45.1	11.8	56.9	73.62
AGG	100						28	24	24	24	48	39.5	15.8	34.2	10.5	44.7	71.83
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.29
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100						34.38	15.62	28.12	21.88	50	24.4	9.76	51.2	14.6	65.8	75.50
Economically Disadvantaged	100						28	24	24	24	48	41.7	16.7	30.6	11.1	41.7	71.80
Students with Disabilities	100						RV	RV	RV	RV	RV	58.3	0.00	41.7	0.00	41.7	48.80
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100						23.08	30.77	38.46	7.69	46.15	25.0	14.3	46.4	14.3	60.7	
Male	100						36.36	13.64	22.73	27.27	50	34.8	13.0	43.5	8.70	52.2	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
OC Algebra		Annual Measurable Objective (AMO)					2013 AMO										AMO
Combined Population	100						4.35	17.39	60.87	17.39	78.26	5.13	17.9	51.3	25.6	76.9	73.62
AGG	100						6.06	6.06	66.67	21.21	87.88	7.14	14.3	50.0	28.6	78.6	71.83
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.29
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100						2.44	14.63	63.41	19.51	82.93	3.13	18.8	50.0	28.1	78.1	75.50
Economically Advantaged	100						6.06	6.06	66.67	21.21	87.88	7.14	14.3	50.0	28.6	78.6	71.80
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.80
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100						4.55	22.73	54.55	18.18	72.73	0.00	20.0	60.0	20.0	80	

	Tested 2013-2014	2011-2012				2012-2013					2013-2014					School
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	
Male	100					4.17	12.5	66.67	16.67	83.33	8.33	16.7	45.8	29.2	75	
Migrant	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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Cross County School District - 1901000

Cross Cnty High A New Tech Sch - 1901703

INDICATOR: Achievement

	Tested 2013-2014	2011-2012				2012-2013				2013-2014				School		
		Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced			
EOC Geometry		Annual Measurable Objective (AMO)				2013 AMO								AMO		
Combined Population	97.6					7.14	28.57	33.33	30.95	64.29	7.32	19.5	56.1	17.1	73.2	73.62
AGG	96.8					9.68	32.26	38.71	19.35	58.06	3.33	16.7	60.0	20.0	80	71.83
African American	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.29
Hispanic	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	97.3					5.41	29.73	32.43	32.43	64.86	5.56	22.2	58.3	13.9	72.2	75.50
Economically Disadvantaged	96.6					9.68	32.26	38.71	19.35	58.06	3.57	14.3	60.7	21.4	82.1	71.80
Students with Disabilities	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.80
Limited English Proficient	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	94.1					12.5	29.17	20.83	37.5	58.33	6.25	18.8	56.3	18.8	75.1	
Male	100					0	27.78	50	22.22	72.22	8.00	20.0	56.0	16.0	72	
Migrant	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
EOC Biology																
Combined Population	97.4					20.51	56.41	17.95	5.13	23.08	21.1	52.6	26.3	0.00	26.3	
AGG	96.6					28.57	50	17.86	3.57	21.43	21.4	53.6	25.0	0.00	25	
African American	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Hispanic	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	97.1					15.15	57.58	21.21	6.06	27.27	20.6	50.0	29.4	0.00	29.4	
Economically Disadvantaged	96.3					28.57	50	17.86	3.57	21.43	19.2	53.8	26.9	0.00	26.9	
Students with Disabilities	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	94.1					23.81	47.62	23.81	4.76	28.57	25.0	37.5	37.5	0.00	37.5	

	Tested 2013-2014	2011-2012				2012-2013					2013-2014					School
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	
Male	100					16.67	66.67	11.11	5.56	16.67	18.2	63.6	18.2	0.00	18.2	
Migrant	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	Tested 2013-2014	2011-2012				2012-2013				2013-2014				School		
		Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced	Below Basic	Basic	Proficient	Prof & Advanced			
Grade 11 Literacy		Annual Measurable Objective (AMO)				2013 AMO								AMO		
Combined Population	100					8.82	26.47	44.12	20.59	64.71	4.65	39.5	37.2	18.6	55.8	69.02
AGG	100					11.11	29.63	48.15	11.11	59.26	5.88	47.1	35.3	11.8	47.1	65.28
African American	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	52.94
Hispanic	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100					6.9	20.69	48.28	24.14	72.41	5.41	40.5	32.4	21.6	54	70.73
Economically Disadvantaged	100					11.11	29.63	48.15	11.11	59.26	5.88	47.1	35.3	11.8	47.1	65.49
Students with Disabilities	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	28.00
Limited English Proficient	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed Grade 11 Literacy					RV					RV					—	
Female	100					10.53	26.32	42.11	21.05	63.16	4.17	33.3	37.5	25.0	62.5	
Male	100					6.67	26.67	46.67	20	66.67	5.26	47.4	36.8	10.5	47.3	
Migrant	RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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Cross Cnty High A New Tech Sch - 1901703

INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth

	2011-2012				2012-2013				2013-2014			
	%		%		%		%		%		%	
	Number Eligible Math	Meeting Growth Math	Number Eligible Literacy	Meeting Growth Literacy	Number Eligible Math	Meeting Growth Math	Number Eligible Literacy	Meeting Growth Literacy	Number Eligible Math	Meeting Growth Math	Number Eligible Literacy	Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	87	52.87	87	58.62
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61	42.62	61	49.18
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12	25	12	33.33
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA	NA	NA
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	73	57.53	73	61.64
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58	39.66	58	50
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12	50	12	16.67
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA	NA	NA

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INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	---	47	56	---	38	55
Grade One Math Problems	---	---	---	---	48	56	---	55	55
Grade Two Reading Comprehension	---	---	---	---	52	59	---	47	58
Grade Two Math Problems	---	---	---	---	55	58	---	41	58
Grade Three Reading	---	---	---	---	44	51	---	37	50
Grade Three Math	---	---	---	---	53	55	---	42	54
Grade Four Reading	---	---	---	---	52	53	---	48	52
Grade Four Math	---	---	---	---	59	61	---	61	61
Grade Five Reading	---	---	---	---	41	47	---	43	47
Grade Five Math	---	---	---	---	45	55	---	49	54
Grade Five Science	---	---	---	---	53	60	---	59	60
Grade Six Reading	---	---	---	---	38	46	---	43	46
Grade Six Math	---	---	---	---	45	55	---	47	54
Grade Seven Reading	---	---	---	40	40	50	41	41	49
Grade Seven Math	---	---	---	47	47	54	44	44	53
Grade Seven Science	---	---	---	52	52	61	48	48	60
Grade Eight Reading	---	---	---	48	48	53	36	36	52
Grade Eight Math	---	---	---	41	41	54	40	40	53
Grade Nine Reading Comprehension	---	---	---	48	48	50	43	43	51
Grade Nine Math Concepts and Problems	---	---	---	42	42	49	38	38	47

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INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
College Credit Accumulation Rate									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	---	74.8 %	79.7 %
African American	N/A	N/A	N/A	N/A	N/A	N/A	---	36.0 %	69.9 %
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	---	RV	79.0 %
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	---	81.9 %	82.4 %

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Cross Cnty High A New Tech Sch - 1901703

INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---	---	---			6,692			7,110
District Provided Remediation for Students Taking Voluntary Universal ACT					N	48		---	36
Number of Students in College and Career Readiness Planning (CCRPP)	---	---	---			1,790	0	0	0
Number of Students Taking ACT in Grades 9-11	---	---	---	25	25	26,174	15	15	25,004
Number of Students Taking ACT in Grade 12	---	---	---	26	26	18,507	24	24	18,262
ACT Reading	---	---	---	20.45	20.45	21.67	21.08	21.08	22.46
ACT English	---	---	---	20.41	20.41	21.31	20.08	20.08	21.38
ACT Mathematics	---	---	---	18.41	18.41	20.73	18.33	18.33	21.02
ACT Science	---	---	---	19.66	19.66	21.04	20.04	20.04	21.90
ACT Composite	---	---	---	19.79	19.79	21.31	19.63	19.63	21.24
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	---	---	---	0	0	897	0	---	84
SAT Critical Reading Mean	---	---	---			473		---	599
SAT Math Mean	---	---	---			472		---	597
SAT Writing Mean	---	---	---			459		---	584
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	40	40	24,364	28	28	25,547
Number of AP Exams Taken	---	---	---	65	65	42,545	36	36	44,424
Number of AP Exams Scored 3, 4, or 5	---	---	---	3	3	13,296	2	2	14,143
Number of Students Taking International Baccalaureate Courses	---	---	---			219	---	---	460
College Going Rate									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	---	35.9 %	51.5 %
African American	N/A	N/A	N/A	N/A	N/A	N/A	---	50.0 %	46.2 %
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	---	RV	33.2 %
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	---	33.3 %	50.6 %

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INDICATOR: School Performance

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Arkansas ESEA Accountability									
Needs Improvement				Y	2	797	Y	2	876
Needs Improvement Priority				N	0	38	N	0	36
Needs Improvement Priority Met Year 1 Exit Criteria				N	0	4	N	0	1
Needs Improvement Focus				N	0	80	N	0	81
Needs Improvement Focus Met Year 1 Exit Criteria				N	0	8	N	0	4
Achieving				N	0	130	N	0	67
Exemplary				N	0	9	N	0	1
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School Rating									
School Rating							D		
Overall Points for School Rating							196		
Count of Schools with Rating = A (270 - 300 Points)								0	162
Count of Schools with Rating = B (240 - 269 Points)								1	322
Count of Schools with Rating = C (210 - 239 Points)								0	365
Count of Schools with Rating = D (180 - 209 Points)								1	160
Count of Schools with Rating = F (Less than 180 Points)								0	43
Performance School Rating									
Performance (Status) School Rating	3			--					
- Schools in need of Immediate Improvement		0	9	--	--				
- Schools Approaching Standards (Alert)		0	10	--	--				
- Schools Meeting Standards		1	150	--	--				
- Schools Exceeding Standards		1	416	--	--				
- Schools of Excellence		0	444	--	--				

Cross County School District - 1901000

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INDICATOR: School Performance

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
District Provides Textbooks or Digital Resources for all pupils									
District Provides Textbooks or Digital Resources for all pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	Y	1	838	N	1	783	N	1	790
Accredited-Cited	N	1	212	Y	1	249	Y	1	254
Accredited-Probationary	N	0	18	N	0	30	N	0	27
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	96.7 %	95.1 %	95.2 %	93.3 %	92.6 %	94.1 %	93.8 %	92.4 %	94.4 %
Attendance Rate for Targeted Achievement Gap Group				92.7 %	92.6 %	93.9 %	93.2 %	92.1 %	94.0 %
Attendance Rate African American				95.2 %	93.6 %	94.1 %	93.4 %	89.5 %	94.3 %
Attendance Rate Hispanic					84.5 %	94.5 %	85.7 %	83.2 %	94.8 %
Attendance Rate Caucasian				92.9 %	92.6 %	94.0 %	93.8 %	93.2 %	94.3 %
Attendance Rate Economically Disadvantaged				92.7 %	92.5 %	93.7 %	93.0 %	91.9 %	93.8 %
Attendance Rate Students with Disabilities				92.8 %	92.5 %	94.0 %	95.2 %	93.6 %	94.1 %
Attendance Rate Limited English Proficient						94.8 %	0.0 %	0.0 %	95.3 %
Dropout Rate									
Dropout Rate	7.23 %	7.23 %	2.43 %	4.70 %	4.70 %	2.12 %	1.67 %	1.67 %	2.10 %

2012 - Grad 81.13 , AMO - 80.49
 2013 - " 82.69 AMO - 82.27
 2014 - " 77.22 AMO 87.90

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ICATOR: School Performance

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
uation Rate (*State Goal 85%)									
uation Rate Combined	82.7 %	82.7 %	84.1 %	72.2 %	72.2 %	84.9 %	89.1 %	89.1 %	86.9 %
uation Rate for Targeted Acheivement Gap Group	81.1 %	81.1 %	79.3 %	64.9 %	64.9 %	80.5 %	86.1 %	86.1 %	82.9 %
uation Rate African American	85.7 %	85.7 %	78.1 %	75.0 %	75.0 %	78.1 %	77.8 %	77.8 %	81.0 %
uation Rate Hispanic	0.0 %	0.0 %	78.0 %	0.0 %	0.0 %	81.8 %	0.0 %	0.0 %	84.5 %
uation Rate Caucasian	82.2 %	82.2 %	87.0 %	71.7 %	71.7 %	87.8 %	91.9 %	91.9 %	89.3 %
uation Rate Economically Disadvantaged	79.4 %	79.4 %	79.1 %	63.9 %	63.9 %	80.3 %	85.7 %	85.7 %	82.7 %
uation Rate Students with Disabilities	77.8 %	77.8 %	79.2 %	80.0 %	80.0 %	80.4 %	87.5 %	87.5 %	83.1 %
uation Rate Limited English Proficient	0.0 %	0.0 %	77.3 %	0.0 %	0.0 %	80.8 %	0.0 %	0.0 %	84.1 %
le Inflation Rate	--	--	--	0 %	0 %	2.51 %	0 %	0 %	7 %
age Remediation Rate	--	58.8 %	49.4 %	--	90.9 %	43.0 %	62.5 %	62.5 %	45.4 %
llment									
ber 1 Enrollment	318	638	468,656	298	619	471,867	299	666	474,995

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INDICATOR: School Environment

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	98.83 %		Y	96.89 %		Y	91.05 %
Expulsions	---	---	378	---	---	471	---	---	524
Weapons Incidents	---	2	690	---	---	763	---	2	843
Staff Assaults	---	2	436	---	---	495	---	---	504
Student Assaults	17	20	1,944	16	16	2,302	18	18	2,439

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INDICATOR: Retention

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	0	1	1,534	0	2	1,416	0	2	1,514
Percent of Students Retained at Grade 1	0.00 %	3.00 %	4.00 %	0.00 %	4.00 %	4.00 %	0.00 %	4.00 %	5.00 %
Number of Students Retained at Grade 2	0	0	594	0	0	558	0	0	572
Percent of Students Retained at Grade 2	0.00 %	0.00 %	2.00 %	0.00 %	0.00 %	2.00 %	0.00 %	0.00 %	3.00 %
Number of Students Retained at Grade 3	0	2	305	0	0	240	0	0	279
Percent of Students Retained at Grade 3	0.00 %	6.00 %	1.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	2.00 %
Number of Students Retained at Grade 4	0	0	141	0	0	114	0	1	137
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	2.00 %	2.00 %
Number of Students Retained at Grade 5	0	0	84	0	0	101	0	0	82
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 6	0	1	137	0	0	135	0	0	134
Percent of Students Retained at Grade 6	0.00 %	2.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 7	3	3	317	3	3	296	2	2	315
Percent of Students Retained at Grade 7	6.00 %	6.00 %	1.00 %	5.00 %	5.00 %	1.00 %	4.00 %	4.00 %	2.00 %
Number of Students Retained at Grade 8	0	0	253	4	4	251	0	0	274
Percent of Students Retained at Grade 8	0.00 %	0.00 %	1.00 %	9.00 %	9.00 %	1.00 %	0.00 %	0.00 %	1.00 %

Cross County School District - 1901000

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INDICATOR: Teacher Quality

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	---	---	---	90.3 %	95.2 %	97.9 %	90.3 %	95.1 %	95.7 %
% Teachers with Emergency / Provisional Credentials	---	---	---	0.0 %	0.0 %	0.9 %	0.0 %	0.0 %	0.8 %
% Teachers with Bachelor's Degree	69.0 %	67.0 %	59.0 %	75.0 %	70.0 %	59.0 %	79.0 %	68.0 %	57.0 %
% Teachers with Master's Degree	27.0 %	31.0 %	40.0 %	21.0 %	29.0 %	40.0 %	21.0 %	29.0 %	41.0 %
% Teachers with Advanced Degree	4.0 %	2.0 %	1.0 %	4.0 %	2.0 %	1.0 %	0.0 %	0.0 %	1.0 %
100% Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	0.0 %	0.9 %	0.0 %	0.0 %	0.9 %
100% Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	0.0 %	0.6 %	0.0 %	0.0 %	0.6 %
100% Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	0.0 %	0.7 %	0.9 %	0.4 %	0.7 %

School Board Members	Hours of Training
James Matlock	9.50
Steve Stricklin	12.50
Don Ball	0.00
Shane Bell	12.50
Richard Imboden	8.25
Wendell Stevenson	9.50
Craig Walker	8.00

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INDICATOR: School Choice

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	---	0.00 %	2.90 %	---	---	2.68 %	---	---	2.82 %

Cross County School District - 1901000

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INDICATOR: School Funding

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.9	37.2		39.9	37.4		39.9	37.5
Expenditure Per Student		\$10,596	\$9,379		\$11,125	\$9,324		\$10,889	\$9,457
Average Teacher Salary		\$37,868	\$46,946		\$44,306	\$47,316		\$42,632	\$48,060
Total Expenditures		\$7,619,589	\$5,196,885,067		\$7,351,257	\$5,088,669,535		\$7,901,084	\$5,288,037,508
Instructional Expenditures		\$3,090,999	\$2,485,540,210		\$3,091,432	\$2,472,977,282		\$3,099,829	\$2,500,807,896
Administrative Expenditures		\$687,134	\$317,870,955		\$647,038	\$312,346,508		\$631,497	\$325,831,774
Extracurricular Expenditures		\$230,031	\$201,604,356		\$211,940	\$184,520,020		\$237,300	\$174,851,754
Capital Expenditures		\$482,857	\$608,547,135		\$205,532	\$531,101,753		\$653,913	\$423,083,973
Debt Service Expenditures		\$514,714	\$267,265,988		\$341,776	\$235,094,970		\$319,547	\$285,311,300
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	71.7 %	72.6 %	60.5 %	74.5 %	73.7 %	60.3 %	73.2 %	75.8 %	60.9 %
State Free and Reduced-Price Meal Rate***			60.3 %			60.7 %			61.2 %
National Free and Reduced-Price Meal Rate**			53.9 %			50.6 %			52.1 %

*Source: FNS National databank for federal fiscal year 2013.

**State Free and Reduced Meal Rate includes preschool and adult education students.

Academic Indicator	Group	2011 AMO	2012 AMO	2013 AMO	2014 AMO	2015 AMO	2016 AMO	2017 AMO
Graduation	All Students		83.02	84.90	86.79	88.68	90.57	
Graduation	Targeted Achievement Gap Group		82.69	84.62	86.54	88.46	90.39	
Graduation	African American		88.75	90.00	91.25	92.50	93.75	
Graduation	Hispanic		100.00	100.00	100.00	100.00	100.00	

Graduation	Caucasian		83.26	85.12	86.98	88.84	90.70	
Graduation	Economically Disadvantaged		82.69	84.62	86.54	88.46	90.39	
Graduation	English Learners							
Graduation	Students with Disabilities		67.28	70.91	74.55	78.18	81.82	
Literacy Performance	All Students			65.14	69.02	72.89	76.76	80.64
Literacy Performance	Targeted Achievement Gap Group			60.94	65.28	69.62	73.96	78.3

Literacy Performance	African American			47.06	52.94	58.83	64.71	70.59
Literacy Performance	Hispanic			100.00	100.00	100.00	100.00	100
Literacy Performance	Caucasian			67.07	70.73	74.39	78.05	81.71
Literacy Performance	Economically Disadvantaged			61.17	65.49	69.80	74.12	78.43
Literacy Performance	English Learners							
Literacy Performance	Students with Disabilities			19.00	28.00	37.00	46.00	55

Literacy Growth	All Students			68.55	72.05	75.54	79.04	82.53
Literacy Growth	Targeted Achievement Gap Group			65.07	68.95	72.83	76.71	80.6
Literacy Growth	African American			46.00	52.00	58.00	64.00	70
Literacy Growth	Hispanic			100.00	100.00	100.00	100.00	100
Literacy Growth	Caucasian			70.85	74.09	77.33	80.57	83.81
Literacy Growth	Economically Disadvantaged			65.39	69.23	73.08	76.92	80.77

Literacy Growth	English Learners							
Literacy Growth	Students with Disabilities			16.92	26.15	35.38	44.61	53.85
Math Performance	All Students			70.33	73.62	76.92	80.22	83.52
Math Performance	Targeted Achievement Gap Group			68.31	71.83	75.35	78.87	82.4
Math Performance	African American			48.57	54.29	60.00	65.72	71.43
Math Performance	Hispanic			100.00	100.00	100.00	100.00	100

Math Performance	Caucasian			72.44	75.50	78.57	81.63	84.69
Math Performance	Economically Disadvantaged			68.28	71.80	75.33	78.85	82.38
Math Performance	English Learners							
Math Performance	Students with Disabilities			42.40	48.80	55.20	61.60	68
Math Growth	All Students			60.97	65.30	69.64	73.98	78.32
Math Growth	Targeted Achievement Gap Group			61.05	65.38	69.70	74.03	78.36

Math Growth	African American			46.00	52.00	58.00	64.00	70
Math Growth	Hispanic			100.00	100.00	100.00	100.00	100
Math Growth	Caucasian			61.98	66.20	70.43	74.65	78.88
Math Growth	Economically Disadvantaged			61.23	65.54	69.84	74.15	78.46
Math Growth	English Learners							
Math Growth	Students with Disabilities			23.84	32.30	40.77	49.23	57.69

Appendix D

2012 Arkansas School ESEA Accountability Report (11/15/12)

District: CROSS COUNTY SCHOOL DISTRICT	Superintendent: ROBERT MCCLURE
School: CROSS CNTY HIGH A NEW TECH SCH	Principal: DAVID CLARK
LEA: 1901703	Grades: 07 - 12
Address: 21 CR 215	Enrollment: 318
CHERRY VALLEY, AR 72324	Attendance Rate: 96.71% (3 QTR AVG)
Phone: 870-588-3337	Poverty Rate: 71.70%

Needs Improvement School

Achieving School Percent Tested					
	# Expected Literacy	Literacy	# Expected Math	Math	
All Students	151	YES	202	YES	
Targeted Achievement Gap Group	114	YES	157	YES	
ESEA Subgroups		# Expected Literacy	Literacy	# Expected Math	Math
African Americans	17	YES	21	YES	
Hispanic	n < 10	n < 10	n < 10	n < 10	
White	131	YES	175	YES	
Economically Disadvantaged	110	YES	154	YES	
English Learners	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	20	YES	27	NO(93%)	

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	53	81.13	80.49
Targeted Achievement Gap Group	52	80.77	80.49
Two Year Graduation Rate			
All Students	100	80.00	80.49
Targeted Achievement Gap Group	99	79.80	80.49
ESEA Subgroups		2011 Graduation Rate	
African Americans	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10
White	43	81.40	81.20
Economically Disadvantaged	52	80.77	80.49
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	11	63.64	45.00

Needs Improvement School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	142	61.27	63.33	83	65.06	63.15
Targeted Achievement Gap Group	106	56.60	63.58	67	61.19	63.15
Three Year Performance			Three Year Growth			
All Students	142	61.27	63.33	83	65.06	63.15
Targeted Achievement Gap Group	106	56.60	63.58	67	61.19	63.15
ESEA Subgroups		2012 Performance		2012 Growth		
African Americans	17	41.18	49.07	10	40.00	49.58
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	123	63.41	65.32	71	67.61	64.90
Economically Disadvantaged	102	56.86	63.58	65	61.54	63.15
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	20	10.00	28.70	13	7.69	20.29

2012 Arkansas School ESEA Accountability Report (11/15/12)

District: CROSS COUNTY SCHOOL DISTRICT	Superintendent: ROBERT MCCLURE
School: CROSS CNTY HIGH A NEW TECH SCH	Principal: DAVID CLARK
LEA: 1901703	Grades: 07 - 12
Address: 21 CR 215	Enrollment: 318
CHERRY VALLEY, AR 72324	Attendance Rate: 96.71% (3 QTR AVG)
Phone: 870-588-3337	Poverty Rate: 71.70%

Needs Improvement School

Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	185	67.03	74.38	83	56.63	57.62
Targeted Achievement Gap Group	142	64.79	74.50	67	56.72	57.62
	Three Year Performance			Three Year Growth		
All Students	185	67.03	74.38	83	56.63	57.62
Targeted Achievement Gap Group	142	64.79	74.50	67	56.72	57.62
	ESEA Subgroups			2012 Growth		
African Americans	21	42.86	70.27	10	40.00	54.17
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	160	69.38	75.23	71	57.75	58.10
Economically Disadvantaged	139	64.75	74.50	65	56.92	57.62
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	25	36.00	53.20	13	15.38	28.26

2013

District: CROSS COUNTY SCHOOL DISTRICT Superintendent: ROBERT MCCLURE
 School: CROSS CNTY HIGH A NEW TECH SCH Principal: DAVID CLARK
 LEA: 1901703 Grades: 07-12
 Address: 21 CR 215 Enrollment: 298
 CHERRY VALLEY, AR 72324 Attendance (3 QTR AVG): 95.15
 Phone: 870-588-3337 Poverty Rate: 74.50

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	141	146	96.58	189	196	96.43
Targeted Achievement Gap Group	109	112	97.32	143	147	97.28
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	16	17	94.12	18	20	90.00
Hispanic						
White	123	127	96.85	168	173	97.11
Economically Disadvantaged	107	110	97.27	140	144	97.22
English Language Learners						
Students with Disabilities	23	23	100.00	23	23	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	80	126	63.49	65.14	91.00	52	85	61.18	68.55	93.00
Targeted Achievement Gap Group	58	98	59.18	60.94	91.00	37	65	56.92	65.07	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	167	268	62.31	65.14	91.00	106	168	63.10	68.55	93.00
Targeted Achievement Gap Group	118	204	57.84	60.94	91.00	78	132	59.09	65.07	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	5	15	33.33	53.70					54.17	
Hispanic				100.00					100.00	
White	73	109	66.97	68.48		46	74	62.16	68.09	
Economically Disadvantaged	58	96	60.42	66.89		37	63	58.73	66.50	
English Language Learners										
Students with Disabilities	4	21	19.05	35.18		2	13	15.38	27.53	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	108	175	61.71	70.33	92.00	41	85	48.24	60.97	81.00
Targeted Achievement Gap Group	80	132	60.61	68.31	92.00	28	65	43.08	61.05	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	232	360	64.44	70.33	92.00	88	168	52.38	60.97	81.00
Targeted Achievement Gap Group	172	274	62.77	68.31	92.00	66	132	50.00	61.05	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	7	18	38.89	72.98					58.33	
Hispanic				100.00					100.00	
White	100	155	64.52	77.48		39	74	52.70	61.91	
Economically Disadvantaged	79	129	61.24	76.82		28	63	44.44	61.48	
English Language Learners										
Students with Disabilities	10	22	45.45	57.45		2	13	15.38	34.78	

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	43	52	82.69	82.27	94.00
Targeted Achievement Gap Group	30	37	81.08	82.27	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	43	52	82.69	82.27	94.00
Targeted Achievement Gap Group	30	37	81.08	82.27	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				79.17	
Hispanic					
White	37	45	82.22	82.91	
Economically Disadvantaged	27	34	79.41	82.27	
English Language Learners					
Students with Disabilities				50.00	

2014

District: CROSS COUNTY SCHOOL DISTRICT Superintendent: M WILSON
 School: CROSS CNTY HIGH A NEW TECH SCH Principal: JENNIFER MCFARLAND
 LEA: 1901703 Grade: 7 - 12
 Address: 21 CR 215 Enrollment: 299
 Address: CHERRY VALLEY, AR 72324 Attendance: 95.22
 Phone: 870-588-3337 Poverty Rate: 73.24

Report created on: 10/29/2014

% Prof/Adv.
 2014 Math + Literacy 60.4
 2013 Math + Literacy 62.5
 2012 Math + Literacy 64.5

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	145	146	99.32	185	187	98.93
Targeted Achievement Gap Group	108	109	99.08	135	137	98.54
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	19	19	100.00	23	23	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	124	125	99.20	158	160	98.75
Economically Disadvantaged	104	105	99.05	129	131	98.47
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	18	18	100.00	24	24	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	76	136	55.88	69.02	91.00	51	87	58.62	72.05	93.00
Targeted Achievement Gap Group	46	100	46.00	65.28	91.00	30	61	49.18	68.95	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	243	404	60.15	69.02	91.00	157	255	61.57	72.05	93.00
Targeted Achievement Gap Group	164	304	53.95	65.28	91.00	108	193	55.96	68.95	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	8	18	44.44	52.94		4	12	33.33	52.00	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	66	116	56.90	70.73		45	73	61.64	74.09	
Economically Disadvantaged	45	96	46.88	65.49		29	58	50.00	69.23	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	3	17	17.65	28.00		2	12	16.67	26.15	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	110	172	63.95	73.62	92.00	46	87	52.87	65.30	81.00
Targeted Achievement Gap Group	74	123	60.16	71.83	92.00	26	61	42.62	65.38	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	342	532	64.29	73.62	92.00	134	255	52.55	65.30	81.00
Targeted Achievement Gap Group	246	397	61.96	71.83	92.00	92	193	47.67	65.38	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	10	22	45.45	54.29		3	12	25.00	52.00	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	97	147	65.99	75.50		42	73	57.53	66.20	
Economically Disadvantaged	69	117	58.97	71.80		23	58	39.66	65.54	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	12	23	52.17	28.00		6	12	50.00	32.30	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	39	54	72.22	84.90	94.00
Targeted Achievement Gap Group	24	37	64.86	84.62	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	125	159	78.62	84.90	94.00
Targeted Achievement Gap Group	96	126	76.19	84.62	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	90.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	33	46	71.74	85.12	
Economically Disadvantaged	23	36	63.89	84.62	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	70.91	

2015 ESEA SCHOOL REPORT

District: CROSS COUNTY SCHOOL DISTRICT	Superintendent: M WILSON	LEA: 1901703
School: CROSS CNTY HIGH A NEW TECH SCH	Principal: JENNIFER MCFARLA	Address: 21 CR 215
Grade: 7 - 12	Attendance: 94.94	Address: CHERRY VALLEY, AR 72324
Enrollment: 285	Poverty Rate: 71.93	Phone: (870) 588-3337

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	182	187	97.33	181	189	95.77
Targeted Achievement Gap Group	135	139	97.12	134	138	97.10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	19	21	90.48	19	21	90.48
Hispanic	2	2	100.00	2	2	100.00
White	157	160	98.13	156	162	96.30
Economically Disadvantaged	131	135	97.04	130	134	97.01
English Language Learners						
Students with Disabilities	24	26	92.31	23	23	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	170	31.18	21.47
Targeted Achievement Gap Group	31	124	25.00	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	19	5.26	10.44
Hispanic	2	2	100.00	15.49
White	50	145	34.48	26.68
Economically Disadvantaged	30	120	25.00	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	24	4.17	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	14	170	8.24	12.09
Targeted Achievement Gap Group	8	123	6.50	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	19	0.00	4.17
Hispanic	0	2	0.00	10.85
White	14	146	9.59	16.34
Economically Disadvantaged	7	119	5.88	8.85
English Language Learners	0	0		5.08
Students with Disabilities	2	23	8.70	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	41	46	89.13	86.79	94.00	
Targeted Achievement Gap Group	31	36	86.11	86.54	94.00	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	123	152	80.92	86.79	94.00	
Targeted Achievement Gap Group	85	110	77.27	86.54	94.00	
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO		
African American	7	9	77.78	91.25		
Hispanic	0	0		100.00		
White	34	37	91.89	86.98		
Economically Disadvantaged	30	35	85.71	86.54		
English Language Learners	0	0				
Students with Disabilities	7	8	87.50	74.55		

2015 ESEA DISTRICT REPORT

District: CROSS COUNTY SCHOOL DISTRICT **Superintendent:** M WILSON
LEA: 1901000 **Attendance:** 95.90
Enrollment: 616 **Poverty Rate:** 73.70

Address: 21 CR 215
Address: CHERRY VALLEY, AR 72324
Phone: (870) 588-3338

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	366	372	98.39	365	374	97.59
Targeted Achievement Gap Group	272	277	98.19	271	276	98.19
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	35	37	94.59	35	37	94.59
Hispanic	5	5	100.00	5	5	100.00
White	322	326	98.77	321	328	97.87
Economically Disadvantaged	265	270	98.15	264	269	98.14
English Language Learners						
Students with Disabilities	40	42	95.24	39	39	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	96	342	28.07	22.73
Targeted Achievement Gap Group	54	252	21.43	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	33	9.09	10.77
Hispanic	2	3	66.67	18.35
White	91	302	30.13	26.04
Economically Disadvantaged	53	245	21.63	17.63
English Language Learners	0	0		7.64
Students with Disabilities	3	39	7.69	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	47	342	13.74	13.95
Targeted Achievement Gap Group	21	251	8.37	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	33	0.00	5.87
Hispanic	0	3	0.00	12.10
White	47	303	15.51	17.14
Economically Disadvantaged	20	244	8.20	11.02
English Language Learners	0	0		6.23
Students with Disabilities	2	38	5.26	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING						
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	41	46	89.13	85.81	94.00	
Targeted Achievement Gap Group	31	36	86.11	85.81	94.00	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	123	152	80.92	85.81	94.00	
Targeted Achievement Gap Group	85	110	77.27	85.81	94.00	
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO		
African American	7	9	77.78	83.33		
Hispanic	0	0	0.00			
White	34	37	91.89	86.33		
Economically Disadvantaged	30	35	85.71	85.81		
English Language Learners	0	0	0.00			
Students with Disabilities	7	8	87.50	60.00		

2013-2014 School Letter Grade Detail Report

School Letter Grade

1901703 - CROSS CNTY HIGH A NEW TECH SCH
1901000 - CROSS COUNTY SCHOOL DISTRICT

D

196 Points Earned

Grade Range: 7 - 12	Superintendent: M WILSON	Principal: JENNIFER MCFARLAND	
	School Statistics	District Statistics	State Statistics
Enrollment	299	666	471867
Econ. Disadvantaged	73.24%	75.83%	60.3%
Proficient/Advanced Literacy	55.88%	67.08%	76.55%
Proficient/Advanced Math	63.95%	67.32%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	12	25	0	37
Basic (0.25)	48	37	21.25	85
Proficient (1.0)	48	80	128	128
Advanced (1.25)	28	31	73.75	59
Totals			223	309

Weighted Performance Points Earned = $(223/309) * 100 = 72.17$

Component Two: School Improvement with ESEA Options

Number of Targets Met: 0	Number of Targets: 5	School Improvement Points Earned: 55					
	Literacy	Math	Graduation Rate				
All Students	N	N	N				
Targeted Achievement Gap Group (TAGG)	N	N	NA				
# Possible	Number of Targets Met:						
Targets:	0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Three: Graduation Rate

Graduation Rate for All Students	72.22%
Points Earned from Graduation Rate for All Students	72.22

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)			Graduation Rate Gap				
Non-TAGG Proficiency Rate:	77.65	TAGG Proficiency Rate:	54.02	Non-TAGG Graduation Rate:	NA	TAGG Graduation Rate:	64.86
Gap Size:		23.63	Gap Size:		N < 25	0	
Adjustment:		-3	Adjustment:		0		
Gap Adjustment	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap		
Achievement Gap Range	-6	-3	0	+3	+6		
Graduation Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%		
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%		

Overall School Score

Schools with Graduation Rate Score for This School
 Overall School Score = (Weighted Perf. + Gap Adj.) + (Improvement) + (Grad Rate + Gap Adj.)
 $(72.17 + -3) + (55) + (72.22 + 0) = 196$

Point Ranges for Grades

A: 270 to 300 B: 240 to 269 C: 210 to 239 D: 180 to 209 F: less than 180

Overall School Scores are rounded to the nearest whole number.



TAP Research Summary

**Examining the Evidence for the Impact of TAP: The System for Teacher
and Student Advancement**

June 2015

TAP Research Summary

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Researchers at the National Institute for Excellence in Teaching (NIET) and elsewhere have studied the effectiveness of TAP: The System for Teacher and Student Advancement in raising student achievement, improving the quality of instruction, and increasing the ability of high-need schools to recruit, retain, and support effective teachers. This document describes some of the most recent results that have emerged from the research on the TAP System to date. Data collection and analysis efforts are ongoing, and the findings described here will be updated periodically as information becomes available.

NIET Mission

Recognizing that an effective teacher is the most important school-based factor impacting student achievement, NIET is committed to ensuring a highly skilled, strongly motivated, and competitively compensated teacher for every classroom in America. NIET supports states, districts and schools in recruiting, developing, supporting, and retaining high-quality human capital in order to raise achievement levels for all students. NIET seeks to accomplish this commitment through two signature initiatives TAP™: The System for Teacher and Student Advancement and the NIET Best Practices Center.

TAP: The System for Teacher and Student Advancement Description

Introduced in 1999, the TAP System has become America's leading comprehensive educator effectiveness model that offers powerful career advancement and leadership opportunities for educators, a fair and transparent evaluation process that is linked to job-embedded professional development, and performance-based compensation. Each of these core elements is discussed below. For more information, visit www.niet.org/tap-system.

- **Multiple career paths.** In TAP schools, skilled teachers have the opportunity to serve as master and mentor teachers, receiving additional compensation for providing high levels of support to career teachers and increasing instructional effectiveness across the faculty. Master and mentor teachers form a leadership team, along with administrators, to deliver school-based professional support and conduct evaluations with a high level of expertise.
- **Ongoing applied professional growth.** Led by master and mentor teachers, TAP teachers participate in weekly cluster group meetings where they examine student data, engage in collaborative planning, and learn instructional strategies that have been field-tested in their own schools. Teachers benefit from a national TAP database of instructional strategies and their colleagues' experiences. Professional development continues in the classroom as master teachers model lessons, observe classroom instruction, and support teachers' pedagogical improvement.
- **Instructionally focused accountability.** TAP teachers are observed in classroom instruction several times a year by multiple trained observers, including principals and master and mentor teachers, using rubrics for several dimensions of instructional effectiveness. Evaluators are trained and certified, and leadership teams monitor the reliability and consistency of evaluations in their schools. These classroom evaluations are complemented by analyzing student achievement growth, rounding out a multi-measure system of teacher evaluation. Evaluation results are used as formative feedback in one-on-one mentoring sessions and guide planning for cluster group meetings.
- **Performance-based compensation.** TAP teachers have the opportunity to earn annual bonuses based on their observed skills, knowledge and responsibilities, their students' average achievement growth, and school-wide achievement growth. Master and mentor teachers receive additional

compensation based on their added roles and responsibilities, and principals can earn additional compensation based on school-wide achievement growth and other measures of effectiveness.

Best Practices Center Description

The NIET Best Practices Center (BPC) provides innovative services, support, and solutions to schools, districts, and states to improve educator effectiveness. Based on more than a decade of experience in schools across the country, the BPC works with its partners to redesign educator evaluation, deliver effective professional development, implement performance-based compensation systems, and train teacher leaders in schools. The BPC offers a network of expert trainers and access to a range of innovative Web-based resources and tools to support individual initiatives and goals. For more information, visit www.niet.org/best-practices-center.

TAP Influence in Schools

Since its inception in 1999, the TAP System of comprehensive educator effectiveness has operated across multiple states in hundreds of schools. TAP has grown steadily in the number of schools participating, with over 90% identified as high-need. In addition to schools and districts implementing the full TAP System, a number of states, districts, and schools are using TAP System materials and practices—in particular, the online portal which houses hundreds of hours of effective teaching across subjects and grade levels, the TAP teacher observational rubric, and the certification and recertification process for educator evaluators. As of the 2014-15 school year, NIET initiatives are impacting over 200,000 educators and more than 2.5 million students, approximately 5% of the American public school student population.

TAP Impact in Schools and Districts

A notable success of the TAP System is the expanding preponderance of performance data that comes from examining the impact of the system across multiple locations and conducted by different researchers using varied methodological frameworks (Algiers Charter School Association, 2011; Barnett, Rinthapol, & Alexander, 2015; Barnett, Rinthapol, & Hudgens, 2014; Buck & Coffelt, 2013; Daley & Kim, 2010; Hudson, 2010; Schacter et al., 2002; Schacter, Thum, Reifsneider, & Schiff, 2004; Schacter & Thum, 2005; Solmon, White, Cohen, & Woo, 2007). The next section discusses several of these studies demonstrating the impact of the TAP System. Following this general review, three new reports and the results from the 2014 TAP Teacher and Administrator Attitude Survey are presented.

Instructional Measurement That Leads to Improved Practice

To improve the quality of classroom instruction, the quality of each teacher's instruction must be assessed. Traditional school systems have not been successful at measuring and assessing classroom instruction. The New Teacher Project (TNTP) published a revealing report in 2009 showing that schools fail to evaluate their teachers in any meaningful way (Weisberg, Sexton, Mulhern, & Keeling, 2009). As TNTP reported, most teachers were rated at the very highest levels (replicated as Figure 1 below), despite the fact that most schools were not performing at these highest levels on achievement indicators.

A 2014 report from the National Council on Teacher Quality (NCTQ) indicated that while improvements in educator evaluation have occurred since the 2009 report, still many of the same problems persist.

Given that differences in teacher effectiveness represent the single most important school-related factor affecting student learning, accurately measuring differences in teacher performance is critical to the improvement of teaching and learning.

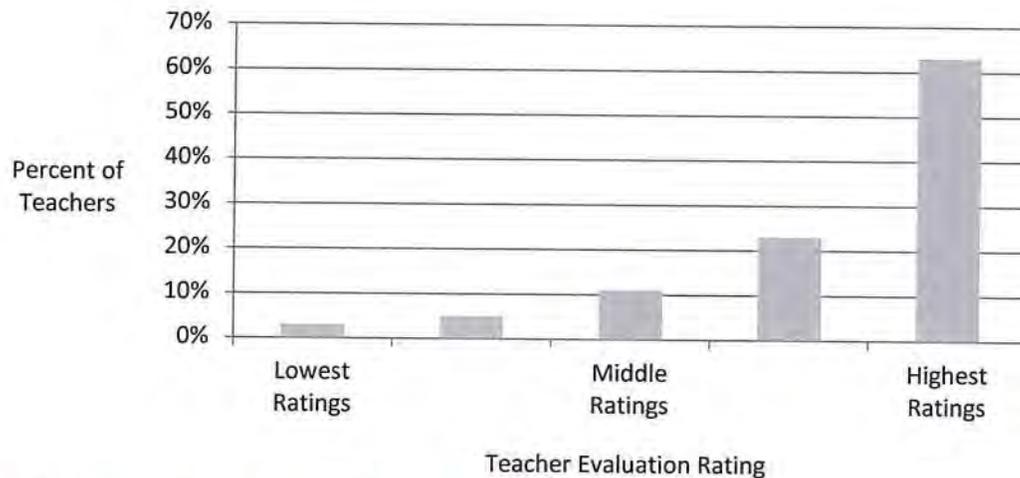
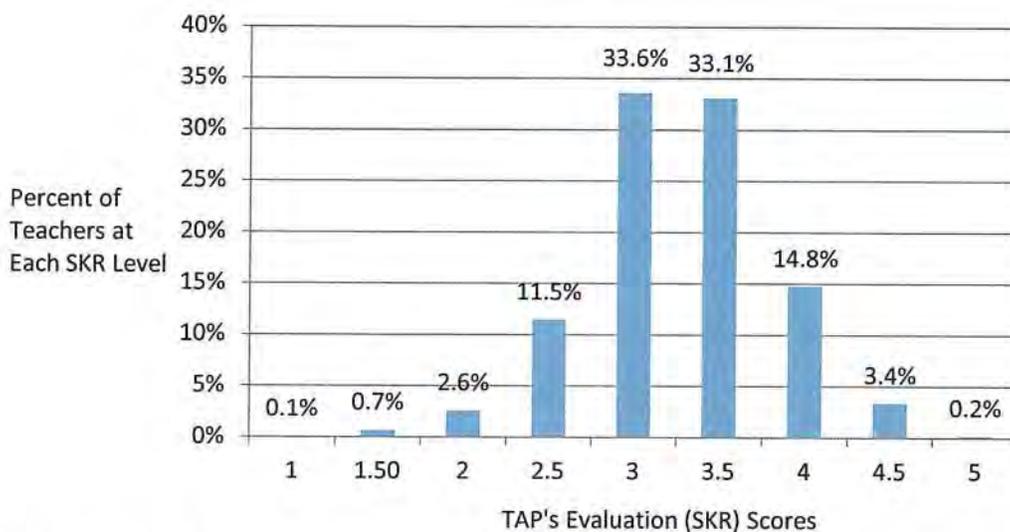


Figure 1: Traditional teacher evaluation scores.¹

In contrast to traditional evaluation methods noted above in Figure 1, the TAP System has developed a comprehensive approach to teacher evaluation and incentives that depends on multiple measures of both teaching practice and teaching outcomes. This system provides differentiated feedback for teacher improvement, in contrast to the often found inflated ratings found in evaluation systems (see Figure 2).

¹ Teacher evaluations in five urban school districts, based on data taken from <http://widgeteffect.org/downloads/TheWidgetEffect.pdf>. Scores on 3-point and 4-point scales have been interpolated to a 5-point scale using a cumulative probability density function based on reported data.



Note: Teacher Skills, Knowledge, and Responsibilities distribution of TAP evaluations using 1-5 scale in half-point increments. Figure based on 13,891 teachers and approximately 55,564 observations, 2013-14.

Figure 2: Observational ratings of teachers in TAP schools.

The above ratings are based only on the classroom evaluation component of the TAP System, before considering student learning growth measures. Teachers are observed several times a year by multiple trained and certified raters who consider 19 areas of effective instructional practice. These observers use a multi-dimensional, research-based set of standards and rubrics that are fair, transparent, and curriculum-independent. Results are provided immediately as feedback to the teacher in post-observation mentoring sessions. The scores from all observations of these 19 classroom indicators are combined with seven responsibility indicators at the end of the school year to create an overall Skills, Knowledge, and Responsibilities (SKR) score for each teacher. On a scale of 1.0 to 5.0, 1 represents unsatisfactory performance on a certain standard, 3 represents proficiency on that standard, and 5 represents exemplary performance on that standard. Teachers earn scores in increments of 0.5.

TAP Teachers Demonstrate Consistent Improvement across Time

TAP results show a steady improvement in observed skills during the course of the school year. Figure 3 shows recent improvement for teachers in TAP nationally. This shows the improvement in instructional quality scores over a two-year period. In the data shown, despite a slight dip over the summer, teachers demonstrated an overall path of improvement that continued over both years. This graph is based on a sample including all TAP schools during the years 2012-2014.

We tracked a cohort of 5,469 teachers through observations grouped into six periods in fall, winter and spring of the 2012-2013 and 2013-2014 school years. The cohort was composed of teachers working in TAP schools both years, with observations in each of the observation periods. Teachers present in only one school year or who lacked an observation in one of the quarters were excluded from the sample. Including teachers present in only some of the periods would have complicated efforts to compare the level of instructional quality at different time points, since each average could reflect substantially different groups of teachers.

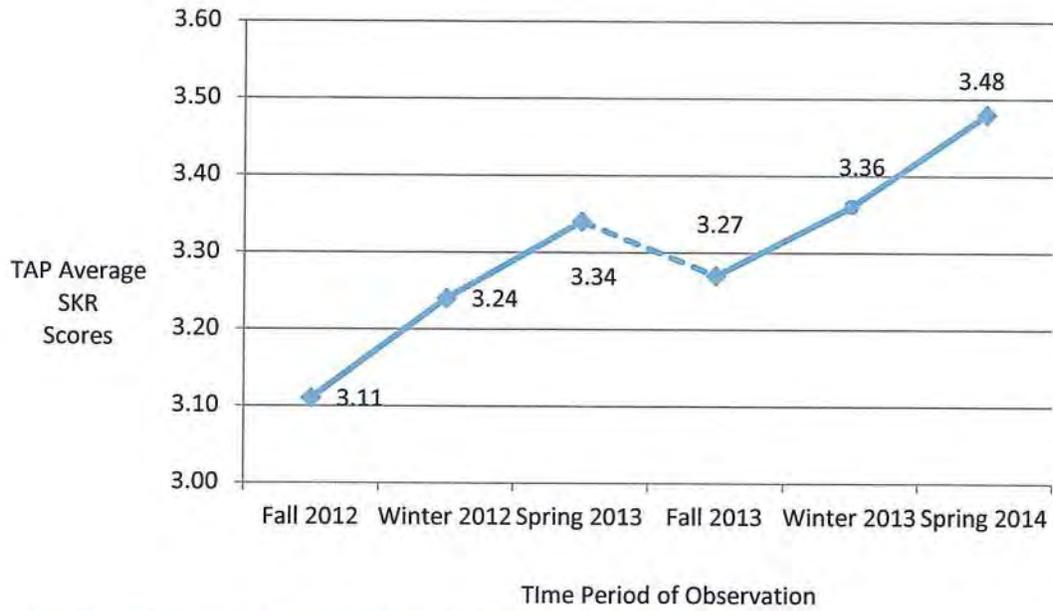
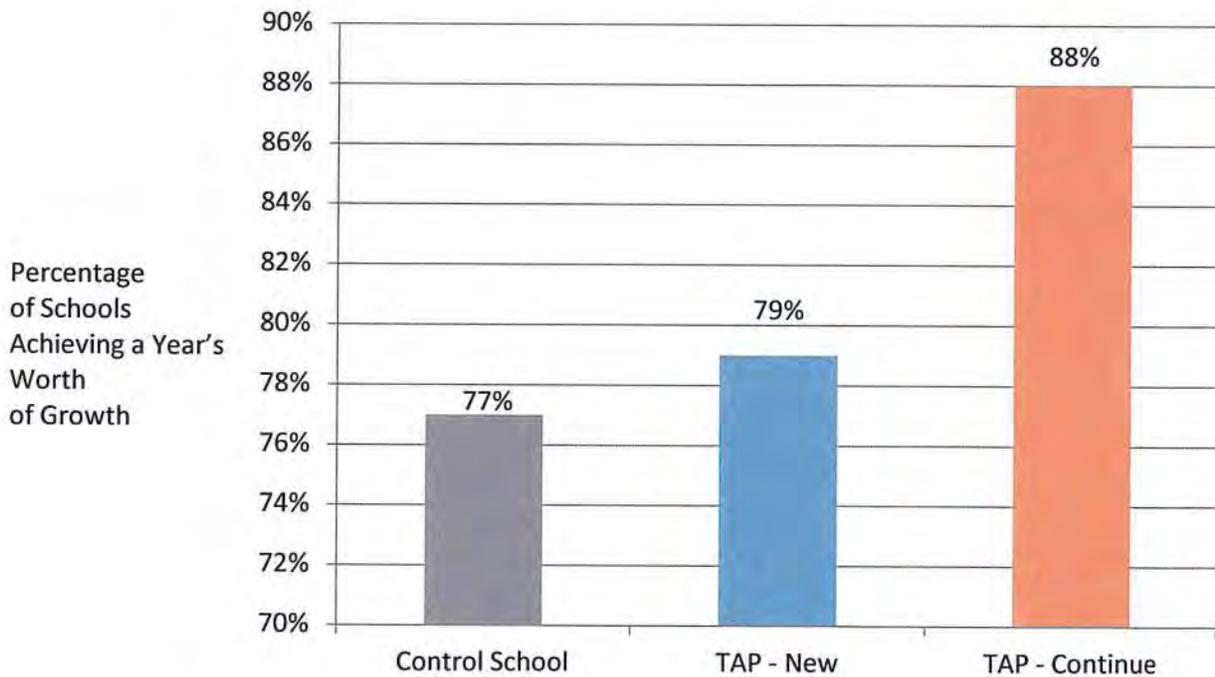


Figure 3: Teacher instructional improvement across time.

Within the TAP System, improvements to teacher instructional practices translate into gains in student achievement. More importantly, these improvements increase over time.



Note: Figure created with raw school-level, composite math and reading score data provided by SAS® for control (n=3,870) and TAP schools (n=353).

Figure 4: Student achievement growth by TAP System status

With student achievement gains and high performance scores on the teacher observation rubric, thus demonstrating increases in effectiveness, teachers are able to earn performance-based compensation. To represent this impact, Figure 4 shows how the salary of an effective teacher (defined as obtaining one year or more of student achievement growth and/or being rated as proficient on the TAP observation rubric, a top 10% effective teacher, and a TAP mentor and master teacher compares to all other teachers.

As demonstrated by the left side of the graph, teachers in schools with no additional financial awards for improving the performance of students or improving their own practice as demonstrated by high scores on a teacher observation rubric would receive the same salary (reflected on Figure 5 as the average teacher’s salary nationally). However, on the right side of the graph, we see that in the TAP schools effective teachers can earn an average bonus of approximately \$2,250 (4% of their annual salary), while teachers performing in the top 10% (those growing their students’ performance by significantly more than one year’s growth and demonstrating exemplary classroom practices) earn an average bonus of approximately \$3,750 (7% of their annual salary). Further, in TAP schools, the multiple career paths allow for master and mentor teachers to earn approximately \$10,000 (18% of their annual salary) through their performance bonus and salary augmentation for increased responsibilities.

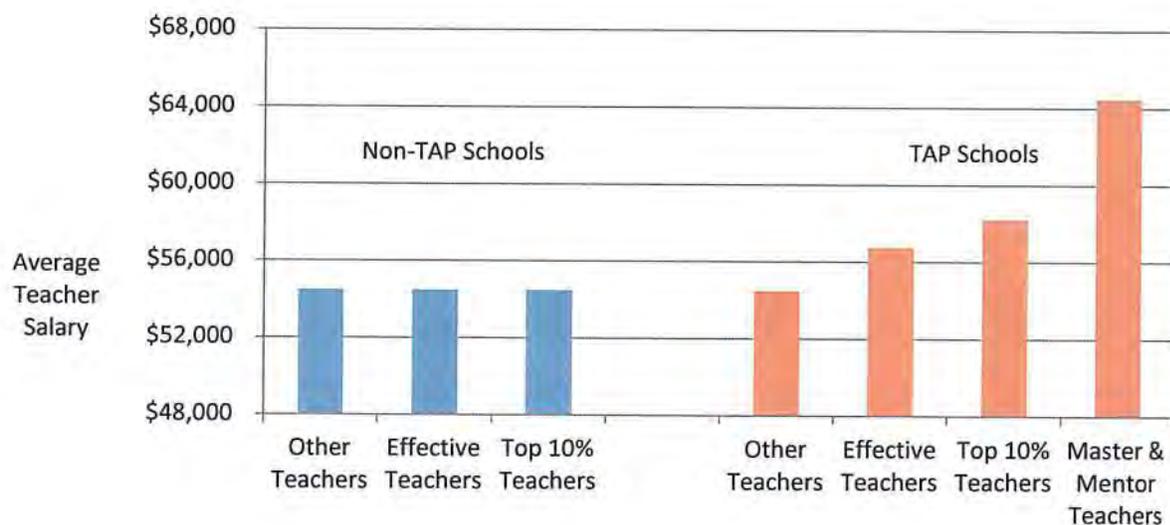


Figure 5: Teacher salary impacts based on demonstrated effectiveness.²

Results from Prior Selected Studies of TAP’s Impact

- Mann, Leutscher, and Reardon (2013) examined the impact of the TAP System across fifteen schools in Louisiana. In order to determine impact, a one-to-one nearest-neighbor matching algorithm with replacements was created to find a comparison school for each TAP school. Based on the propensity scores computed using the selection model, the algorithm chooses the non-TAP school with the propensity score closest to the propensity score of the TAP school. There was no significant difference between the TAP schools and their matched comparison

² Average teacher salary based on reported national average from the Bureau of Labor Statistics, 2012 <http://www.bls.gov/ooh/education-training-and-library/home.htm>

schools in the pretreatment year, $t(26) = 0.080, p > 0.05$. However, results of the study indicate that in the four primary subjects assessed, there was a significant effect in favor of the TAP schools for ELA: $F(1, 6421) = 6.334, p = 0.012$; Mathematics: $F(1, 6421) = 86.386, p = 0.000$; Science: $F(1, 7084) = 31.792, p = 0.000$; and Social Studies: $F(1, 7085) = 87.411, p = 0.000$. Further, the study examined the impact of the TAP System across time to find that the TAP schools significantly outperform comparison schools, $F(1, 24) = 5.30, p = 0.031$. The study also found that 92% of teachers reported that the TAP System made a positive difference on student achievement in their school and 91% reported that the AYP status was improved as a result of the TAP System.

- In 2010, Hudson examined the effect of the TAP System on student achievement across 151 schools in 11 states. Hudson used a statistical control matching method to ensure that the TAP schools and the comparison schools were equivalent prior to the intervention being implemented. Hudson also used a differences-in-differences approach to further account for any differences between the groups and to ensure that the evaluation was able to isolate the impact of the program. Results of the study indicate that students in TAP schools outperformed students in comparison schools by approximately 0.15 standard deviations in mathematics, and smaller effects but in favor of the TAP schools in reading. Hudson explains these findings in context to other education interventions by noting that “the estimated effect of TAP on mathematics achievement is more than twice as large [as class size reduction effects]” (p. 28).
- In 2007, Solmon et al. analyzed the impacts of the TAP System in terms of value-added gain scores across 650 classrooms in six states, including 61 TAP schools and 285 control schools. Researchers analyzed the student achievement gains at two levels of comparison—teacher-to-teacher and school-to-school. To evaluate TAP teachers (and similarly in evaluating TAP schools), researchers calculated the effect of each teacher on student progress as assessed by the difference between the actual average scores of the teacher’s students and the expected average scores of those students (as derived from previous scores). Through this process, researchers created a statistical control group for the TAP teachers based on performance. Results of the study indicate that in every state more TAP teachers demonstrated statistically significant at or above average amount of student achievement growth than control group teachers. Further, TAP schools outperformed their controls in 57% of the categories in math and in 67% of the categories in reading.
- In their 2002 study, Shacter et al., analyzed the growth in achievement of students ($n=3,319$) whose schools implemented the TAP System compared to the growth of achievement of students ($n=7,055$) from matched comparison schools. The schools were matched on achievement (percentile rank in reading, mathematics, and language), school size, percent of students eligible for free lunch, school configuration, and location. A statewide cluster analysis was conducted to match the schools. Beyond the matched comparisons, the results in achievement were based on a multi-level value-added model utilizing prior test scores as covariates. Results of the analysis revealed that TAP schools made significantly higher improvements in student achievement gains. Further, this study found that those schools that implemented the TAP System with higher fidelity more significantly outperformed comparison schools.
- In their 2004 follow-up study, Schacter et al. examined the impact of the TAP System across 11 schools. The same cluster level analysis with multi-level multivariate analyses were employed

using all available covariates to compare growth between the TAP and control schools. Results from the study indicate that 65% of the TAP schools outperformed their matched controls in reading, language, and mathematics achievement, with the magnitude of change ranging from 6% to 46%. The teacher satisfaction component of this study indicated strong support for the four core principles of the TAP System.

Following a consistent pattern of multiple researchers investigating TAP in different locations using varied methodological approaches, three new reports are highlighted and summarized below demonstrating TAP’s consistently positive impact on schools, teachers, and student achievement.

New TAP Studies

Evaluation of TAP System across Louisiana

A study released in fall 2014 (Barnett, Wills, & Kirby, 2014) evaluated the impact of the TAP System across 66 schools in Louisiana. The study, *Comprehensive Educator Effectiveness Models that Work: Impact of TAP: The System on Student Achievement in Louisiana*, was conducted by researchers within NIET and a third-party external evaluator, Dr. Peggy Kirby, president of ed-cet, inc., a firm specializing in education program evaluation. The study of schools from across Louisiana included elementary, middle, and high schools in urban, suburban, and rural communities. The study examined the impact of the TAP System on student achievement using two rigorous analytic strategies.

First, the authors employed a linear regression to compare 2012-13 Assessment Index (AI) performance of the 66 TAP schools and non-TAP schools statewide, controlling for prior (2010-11) achievement, percentage of students receiving free or reduced-price lunch, school configuration, school size (number of students), and percentage of English language learners.

Second, the authors compared the TAP schools with a propensity score matched group of non-TAP schools. The authors matched on baseline (2010-11) student achievement, school configuration (grades taught), percentage of students receiving free or reduced-price lunch, and school size (number of students). The matched groups were compared on 2012-13 K-8 AI as the dependent variable.

To answer the first question (Do students in TAP schools outperform students in similar schools statewide?) student performance was examined alongside a statewide group of comparison schools. Regression coefficients for all covariates were significant at $p < .05$ ($n = 1003$ schools with all covariate information), as shown in Table 1. Controlling for the covariates, implementation of the TAP System showed a significant positive effect on 2012-13 achievement: the 66 TAP schools scored 3.7 points higher on average than non-TAP schools ($p < .01$).

Table 1: Coefficient Estimates for Regression with 2012-13 Louisiana Assessment Index

	Estimate	Standard error	t	p
Intercept	19.252	3.558	5.41	.000***
2010-11 AI	0.786	0.022	36.16	.000***
% FRL	-0.183	0.022	-8.27	.000***
School configuration (baseline is elementary):				
Middle/junior high school	-1.669	0.786	-2.12	.034*

High school	-4.009	0.984	-4.07	.000***
School size	-0.003	0.001	-2.37	.018*
% LEP	0.334	0.076	4.41	.000***
TAP school	3.699	1.221	3.03	.003**

* $p < .05$. ** $p < .01$. *** $p < .001$.

For the second research question, the authors selected one propensity score matched control for each of the 66 TAP schools. The covariates in this model were 2010-11 AI, school configuration, percentage of students receiving free or reduced-price lunch, and school size (number of students). To verify the quality of matching, the authors assessed the standardized differences in means of the covariates between the TAP schools and the matches; all differences were well below the maximum acceptable value of 0.25 (Stuart, 2010). Like the TAP schools, the matched group consisted of 47 elementary schools, 15 middle schools, and 4 combination schools that serve students in the K-8 range.

The average 2012-13 AI for TAP schools (64.45) was 5.47 points greater than the average for the matched controls (58.98). To illustrate the gain in score for the TAP schools, Figure 6 shows the equivalent starting point for both TAP and control schools as a function of the maximum score on the 2010-11 AI (maximum of 200) and the change in score relative to the maximum score on the 2012-13 AI (maximum of 150). The score comparison indicates the TAP schools made larger gains in student achievement than matched comparison schools.

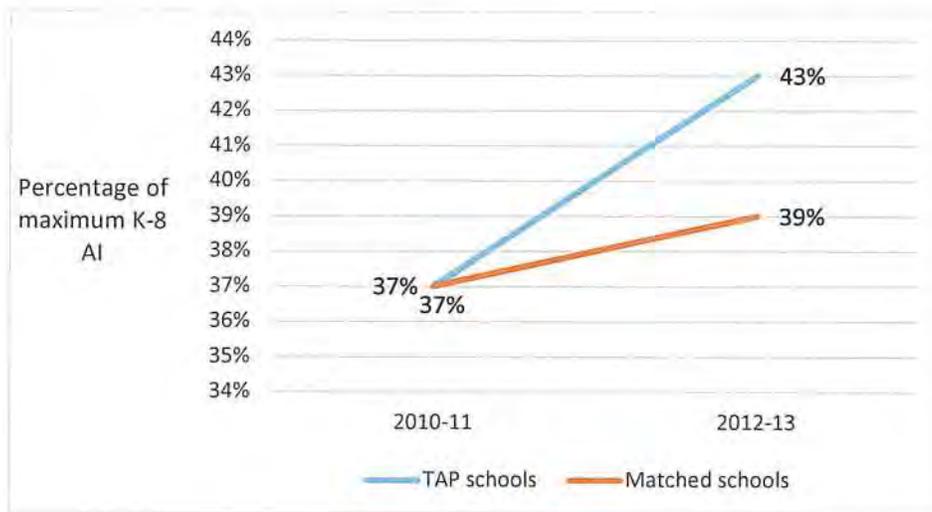


Figure 6: 2012-13 K-8 Assessment Index averages

Read the full Louisiana Impact report at <http://www.niet.org/assets/Publications/louisiana-tap-student-achievement.pdf>.

TAP's Effect on Teacher Retention

Counter to the national trends that show greater teacher attrition levels in high-need schools, a study from NIET finds that campuses implementing TAP: The System for Teacher and Student Advancement are keeping effective teachers at a higher rate than similar high-need schools and the national average overall (Barnett & Hudgens, 2014).

The TAP System retains teachers by creating teacher leaders; instituting high-quality and relevant professional development; building a structure for educator observation that supports faculty members through a trajectory of continual improvement; and offering opportunities for pay based on educators' roles and responsibilities, their accomplishments in the classroom, and the learning growth of their students. Specifically, the study—*Staying Power: The Impact of the TAP System on Retaining Teachers Nationwide*—reports that these methods have helped TAP schools retain approximately 14% more teachers than similar high-need schools and 10% more than the national average (Figure 7).

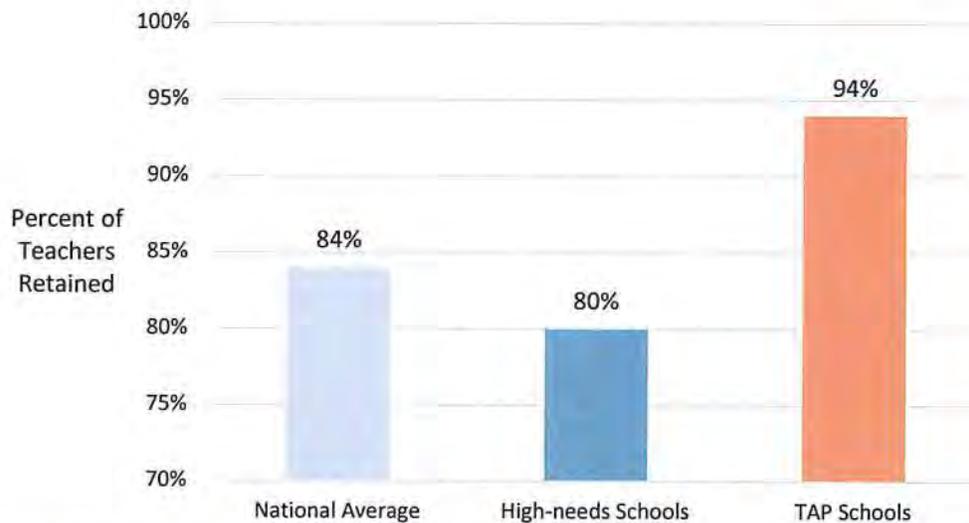


Figure 7: Retention rates in TAP schools relative to national average and high-need schools.

The study also examines the characteristics of different groups of teachers in TAP schools. The results of these analyses demonstrate that TAP teachers continue to improve while working in TAP schools. Specifically, the teachers in the TAP schools demonstrate growth in their instructional ability (TAP schools refer to this as Skills, Knowledge and Responsibilities or SKR scores). For stayers, SKR scores increased from 2010-11 ($M = 3.32$; $SD = 0.54$) to 2011-12 ($M = 3.44$; $SD = 0.51$), $t(2761) = 14.42$, $p = .00$, $d = 0.23$. Additionally, SKR scores increased from 2011-12 ($M = 3.25$; $SD = 0.50$) to 2012-13 ($M = 3.39$; $SD = 0.51$), $t(6412) = 28.84$, $p = .00$, $d = 0.28$.

More importantly, this growth in instructional ability also occurred while student performance scores demonstrated growth, as measured by the gain in the classroom value-added scores from 2011-12 ($M = 3.19$, $SD = 1.16$) to 2012-13 ($M = 3.25$; $SD = 1.13$), $t(1604) = 2.03$, $p = .04$, $d = 0.05$.

To put these findings into perspective, across the eight comparisons—two groups, two outcome measures, two change years—TAP schools resulted in higher mean scores in seven of the eight comparisons. In all four comparisons of teacher instructional ability, the TAP teachers demonstrated significant increases ($p < 0.05$). Further, in three of the four classroom value-added comparisons, the TAP schools also showed increases. This result indicates the TAP teachers remaining in TAP schools were more effective each year.

To also understand the degree of impact in retaining teachers, beyond a 14% comparative advantage, the effect size calculations provide further insight. The average effect size across the comparisons is $d = 0.26$. This finding shows that the effect of the TAP System on retaining teachers is approximately equal to the effect size of reducing class sizes by one-third on student achievement (Coe, 2002). While these

are different outcome measures, they provide some relativity to showcase how substantial the effect of the TAP System is on keeping teachers in schools.

To further explore the net effect of retaining teachers, and as demonstrated, more effective teachers, we examined the ongoing conversation about the costs of educator attrition for schools, teachers, students, and communities. Given the discrepancy in costs (ranging from \$5,000 to 200% of the departing teacher's salary), a conservative estimate of teacher attrition may be defined at \$8,500 per teacher (see ACORN, 2004; Barnes, Crowe, & Schaefer, 2007; Simon & Johnson, 2013; Texas Center for Educational Research, 2000).

To illustrate this impact, consider a representative elementary school with 40 teachers and a 20% attrition rate. In this school, eight teachers would depart the typical school each year. In a TAP System representative elementary school with 40 teachers, two teachers (6% attrition) would depart each year. The cost of attrition difference between these two schools on a conservative estimate would be \$50,000³. Using higher estimates of attrition and larger schools, one can quickly glean the impact of the TAP System retention rate on the overall budget of a school when examining solely the attrition aspect. Non-pecuniary benefits (i.e. collegiality, morale, teacher satisfaction) would be expected to increase as a result of lower attrition as well.

Read the full retention report at <http://www.niet.org/assets/Publications/staying-power-tap-system-teacher-retention.pdf>.

TAP High School Summit

Educators were drawn from TAP partnering high schools across the nation, including administrators and teachers from traditional public and charter schools, representing education agencies at the school, district, and state levels. The purpose of this meeting was to collect information from educators with regard to implementing the TAP System at the high school level, specifically focusing on *“what makes the high school implementation different/unique.”* Dozens of insights and solutions were discussed. The participants organized their insights around three key areas—cluster, field testing, and follow-up—and shared their experience in how the TAP System effectively impacts their high schools (see Figure 8 for list of topics).

³ This example uses a conservative estimate in a representative non-TAP and TAP school, each comprised of 40 teachers. In the non-TAP school, 8 teachers would leave each year (20% loss). In the TAP school, 2 teachers would leave each year (6% loss). The conservative estimate for each teacher lost is \$8,500. Therefore, the net loss of 6 teachers at the non-TAP school results in a cost of \$50,000.

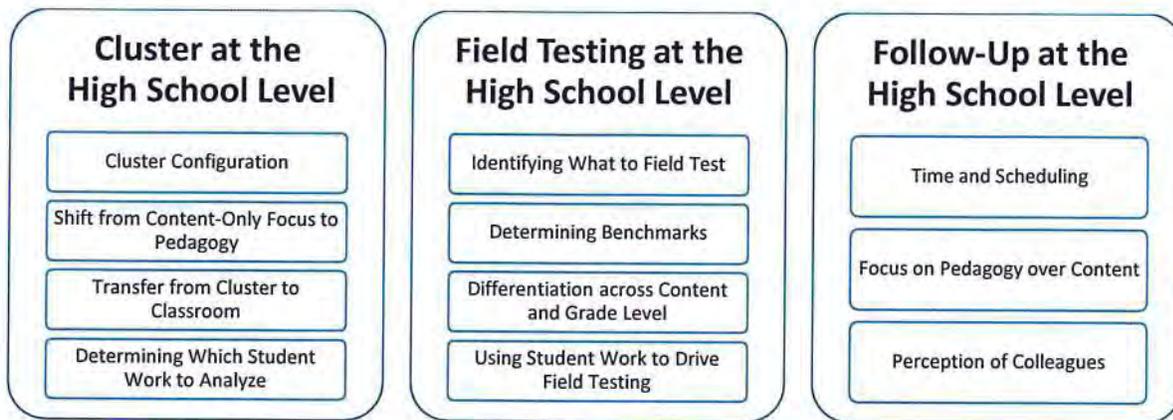


Figure 8: Key topics discussed at the High School Summit.

Read a summary of the discussion and solutions from the High School Summit report at <http://www.niet.org/assets/Publications/tap-high-school-symposium.pdf>

National TAP Attitude Surveys - 2014

Teacher Results - 2014 TAP Attitude Survey

Critics of performance incentives for teachers claim that they will result in competitiveness and a loss of collegiality among teachers. Notwithstanding, we find evidence of a high degree of collegiality in TAP schools. In the 2014 TAP national survey of teacher attitudes, 93% of teachers in TAP schools agree with statements reporting a high level of collegiality in their schools, and approximately 70% report strong agreement. This evidence for collegiality has been remarkably high over the last decade, as shown in Figure 9⁴, which indicates that TAP schools consistently have a collaborative and collegial environment.

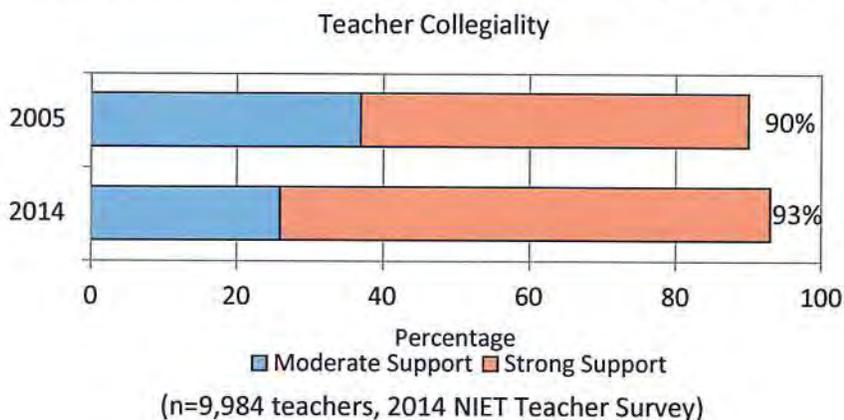


Figure 9: Level of reported collegiality from teachers in TAP schools nationwide.

⁴ The five dimensions represented in this and the next figures are constructed from multiple teacher survey items using factor analysis. Most items in the survey are based on a 5-point Likert scale indicating agreement (1=Not at All and 5=Very Much). For reporting purposes on collegiality and the four TAP elements, the results are presented as Moderate (weighted average of 3 on the items for that factor) and Strong (weighted average of 4 or 5 on the items for that factor).

Beyond the overall high levels of reported collegiality within TAP schools, the levels of support for the specific elements of TAP including *multiple career paths*, *ongoing applied professional growth*, *instructionally focused accountability* and *performance-based compensation* are also high and growing, as shown in Figures 10-13.

A growing number of teachers report that the creation of teacher leader roles in their school has a positive impact on student achievement and school goals. Teacher leaders and administrators form a leadership team that articulates school goals and supports each teacher in developing and achieving their own instructional goals based on their skills and their students’ needs. Teacher leadership roles also provide a pathway for teachers to make a greater contribution to the instructional excellence of a school without leaving the classroom.

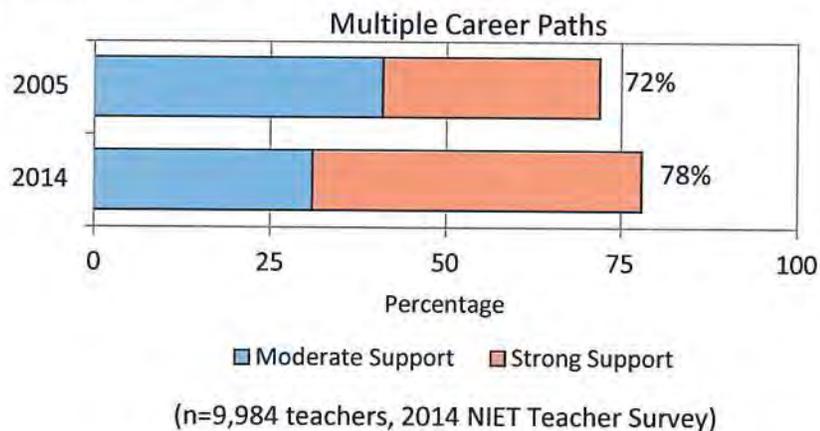
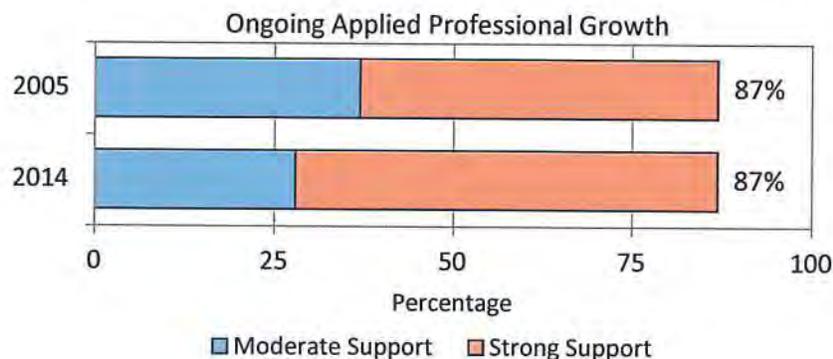


Figure 10: Level of reported support for multiple career paths from teachers nationwide.

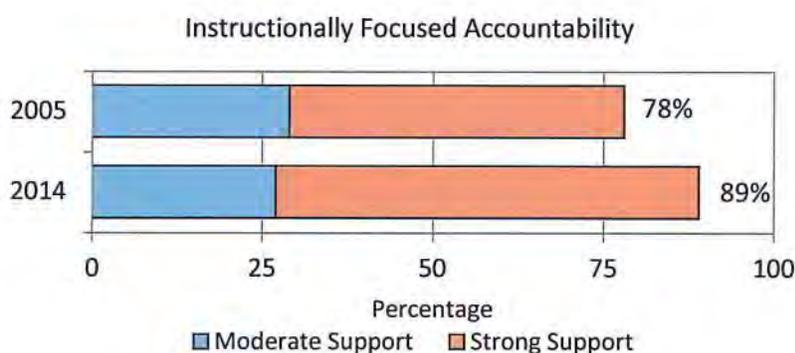
In TAP schools, master and mentor teachers lead weekly cluster group meetings where they examine student data, engage in collaborative planning, and discuss instructional strategies that have been field-tested in their own schools. Teachers benefit from access to a national TAP database of instructional strategies and their colleagues’ experiences. Professional development continues in the classroom as master teachers model lessons, observe classroom instruction and support teachers’ pedagogical improvement. Figure 11 demonstrates the increasing strong level of support for the professional growth that occurs in TAP schools, and further shows the sustained high level of overall support.



(n=9,984 teachers, 2014 NIET Teacher Survey)

Figure 11: Level of reported support for applied professional growth from teachers nationwide.

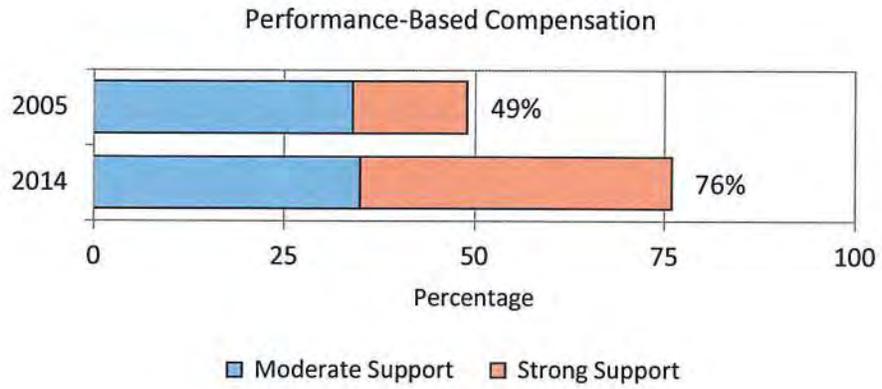
TAP teachers are observed in classroom instruction multiple times a year by multiple trained observers, including principals and master and mentor teachers, using rubrics measuring indicators of instructional effectiveness. Evaluators are trained and certified, and leadership teams monitor the reliability and consistency of evaluations in their schools. These classroom evaluations are complemented by analyzing student achievement growth, rounding out a multi-measure system of teacher evaluation. Evaluation results are used as formative feedback in one-on-one mentoring sessions, and guide planning for cluster group meetings. Figure 12 illustrates the strong level of support for the instructionally focused accountability reported by TAP teachers across the nation.



(n=9,984 teachers, 2014 NIET Teacher Survey)

Figure 12: Level of reported support for instructionally focused accountability from teachers nationwide.

TAP teachers have the opportunity to earn annual bonuses based on their observed skills, knowledge and responsibilities, their students' average achievement growth, and school-wide achievement growth. Master and mentor teachers receive additional compensation based on their added roles and responsibilities, and principals can earn additional compensation based on school-wide achievement growth and other measures of effectiveness. Figure 13 demonstrates the level of support for the performance-based compensation system from TAP teachers. Levels of support for performance-based compensation in TAP schools has increased significantly over time, from 49% in 2005 to 76% in 2014.

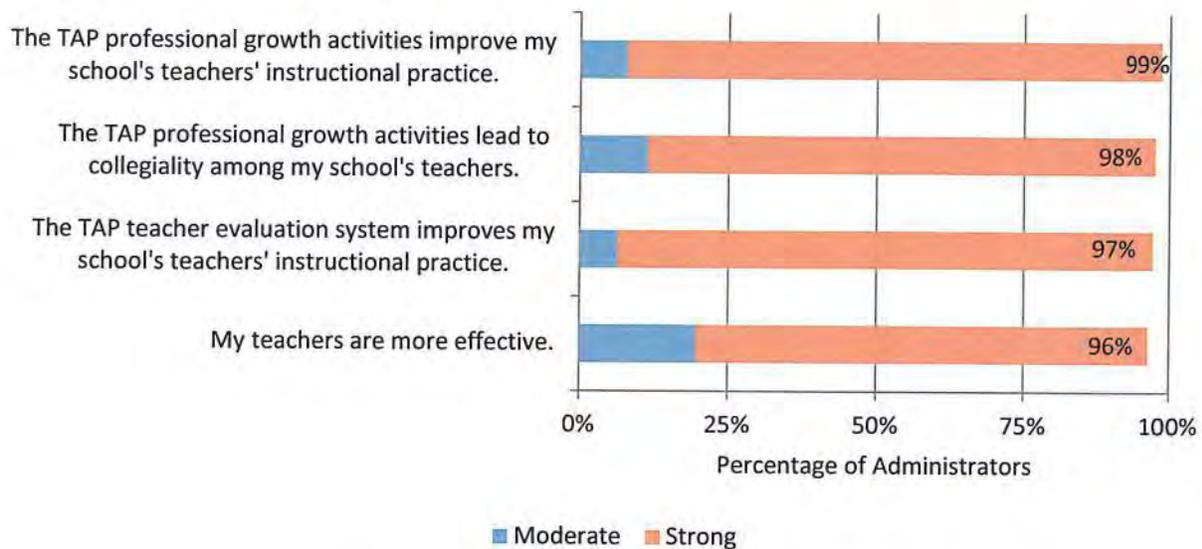


(n=9,984 teachers, 2014 NIET Teacher Survey)

Figure 13: Level of reported support for performance-based compensation from teachers nationwide.

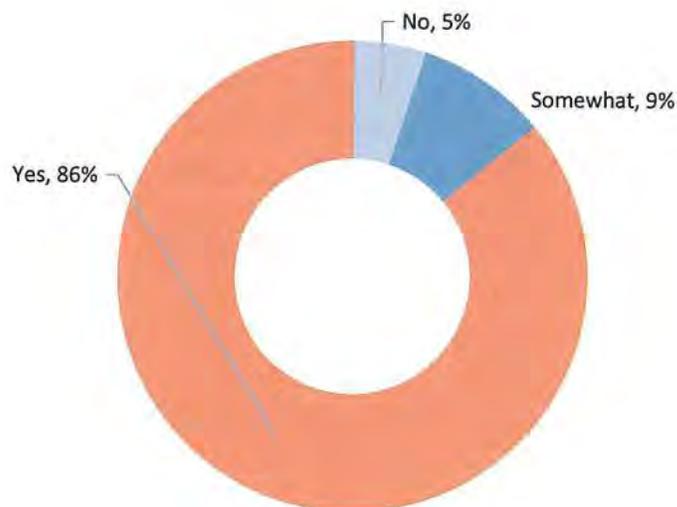
Principal Results – 2014 TAP Attitude Survey

The above substantially positive results from the TAP teacher survey are echoed by the 2014 TAP Principal Survey. As shown in Figure 14, principals have overwhelmingly reported that TAP has a positive effect on collegiality, instructional practices, and teacher effectiveness. Virtually all principals reported TAP’s professional growth activities increased teacher instructional practices. Further, as noted on Figure 15, a significant majority of principals (86%) agree that the TAP System helps retain effective teachers.



(n=430 administrators, 2014 NIET Administrator Survey)

Figure 14: Principal survey results on TAP outcomes in their schools.



(n=430 administrators, 2014 NIET Administrator Survey)

Figure 15: “The implementation of TAP has helped retain effective teachers at my school.”

Upcoming Projects

Teacher and Administrator Attitude Survey

The annual TAP Teacher and Administrator Attitude Survey measures the impact of TAP on teacher attitudes and job satisfaction. The survey contains questions that assess the perceptions of the implementation of TAP at the school and teachers' and administrators' overall job satisfaction. NIET asked approximately 14,000 teachers and 1,000 administrators within TAP schools across 11 states (i.e. AR, AZ, CA, CO, IA, IN, LA, MN, SC, TN, and TX) to complete the survey. The preceding results provide a glimpse into those responses aggregated across all respondents and comparing an early adoption year (2005) to the current year (2015). The next step in this analysis is to examine the changes across time and within each location, as well as examine additional questions reported throughout the survey, including the qualitative data and open-ended responses.

Measurement Stability of TAP Rubric and Alignment with Value Added

We are investigating multiple approaches to the stability of TAP observational rubric scores. One metric is the correlation between scores obtained from the same subjects at different time points. The correlations between average SKR scores in the 2010-11, 2011-12, and 2012-13 school years were highly significant and large, approaching 0.7 for consecutive school years. Another metric we investigated was the distribution of maximum year-to-year score changes. For more than 90% of teachers, scores either did not change over the period, or changed by 0.5. Score changes were within 1.0 for nearly 99% of teachers. Overall, the preliminary evidence—high year-to-year correlations, generally small year-to-year score changes, and a large proportion of score patterns consistent with improvement—is consistent with an instrument that generates stable scores while providing teachers with actionable feedback that guides them in improving their practice.

In addition, we are examining the relationship between TAP rubric scores and the classroom value-added component of teacher evaluation. The correlation of TAP SKR scores with classroom value-added exceeds all correlations between observational and classroom value-added measures reported in the literature to date (with the exception of one reported correlation with an equal value). This is encouraging evidence that the TAP observation rubric measures aspects of teacher practice that contribute to improved student test performance.

Career Ladders in Knox County, TN, TAP Schools

NIET received a federal Teacher Incentive Fund grant (TIF3) in 2010 to expand TAP System implementation in Knox County, TN, schools. With assistance from NIET, a third-party external evaluator is examining the career trajectories of former TAP mentor and master teachers who have transitioned into administrative leadership positions. Through the use of interview, survey, and focus group data, the authors explore structures within TAP that promote teacher leadership and prepare administrators to be effective instructional leaders.

Conclusion

The TAP System stands out because of its more than a decade-long track record of growth and success in raising student achievement in high-need schools. The research evidence also reveals several key reasons for TAP's positive impact: an evaluation system capable of differentiating teacher performance levels and providing detailed feedback for improvement, ongoing professional growth in classroom practice using student and teacher data to guide improvement, recruitment and retention of effective teachers, and the creation of a challenging, rewarding, and collegial environment focused on high-quality instruction and student learning.

Acknowledgements

The authors gratefully acknowledge the input and information provided by TAP System partner schools, including the willingness of administrators and teachers to respond to NIET's surveys and participate in focus group meetings. We are also indebted to the work of all of the NIET project directors and members who work with partnering schools each day.

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2015

NEW TECH NETWORK STUDENT OUTCOMES REPORT



RE-IMAGINING TEACHING & LEARNING

ALUMNI REFLECTIONS

“ My first year at New Tech included an integrated history and English course called American Studies. My classmates and I were given an assignment to create an informative website describing a movement in American history during a designated time period. A fellow student and I decided to document the development of union laws. Our understanding was developed through the use of traditional classroom resources and those of the internet. We used documents, articles, witness accounts and photographs to determine the cause and effects of the labor movement. As a result of our growing passion for the subject, our research led us to an investigation on current global working conditions. I had never felt such emotion in a school project as I did during our research on the sweat shops. In addition to our assigned project, we went beyond and created a site tracing popular fashion items to the pitiful labor conditions and wages that produced them. When the student is the one directing their own education, there is a natural feeling of discovery and enthusiasm that reaches beyond the subject at hand.

I've found that I consistently rely upon the skills and abilities developed at New Tech. My biggest fear was that I might be unprepared for the traditional academic work of college. During my freshman year at MIT, I participated in a course

which investigated the complex problem of monitoring and preserving the Amazon rainforest. This was a very open-ended project, one which the students were required to determine the structure. I noticed that many of my classmates had never encountered such a task; their previous experience primarily involved bookwork and exams. Some of them had never worked in groups, delivered presentations, or defended the results of their own findings. Although I had very little technical background on the subject matter at hand I fell naturally into the dynamics of this project due to my experience at New Tech. I was confidently able to adapt and be a leader in the situation, and to figure out the necessary steps to achieve our final product.

I believe that my curiosity and passion for learning was cultivated at New Tech, and the skills I developed — critical thinking, self-discipline and time management, communication and team work — have proven invaluable in nearly every aspect of my life.

LAUREN COONEY
NAPA NEW TECHNOLOGY HIGH SCHOOL

FACTS AND VISION

NEW TECH NETWORK SCHOOLS WITH GRADUATING CLASSES HAVE QUADRUPLED OVER THE LAST FOUR YEARS, AND NTN STUDENTS HAVE CONSISTENTLY OUTPERFORMED NATIONAL COMPARISON GROUPS.

MOST RECENTLY, NTN STUDENTS:

- GROW **65%** MORE IN HIGHER ORDER THINKING SKILLS BETWEEN FRESHMAN AND SENIOR YEARS THAN COMPARISON GROUP
- GRADUATE HIGH SCHOOL AT A RATE **9%** GREATER THAN THE NATIONAL AVERAGE
- ENROLL IN COLLEGE AT A RATE **9%** GREATER THAN THE NATIONAL AVERAGE
- PERSIST IN 4-YEAR COLLEGES AT A RATE OF **92%** AND IN 2-YEAR COLLEGES AT A RATE OF **74%**

New Tech Network envisions a nation where every public school has the capacity to realize the full potential of each student. We work with public schools to ensure that all students have the skills, knowledge and attributes they need to thrive in college, career and civic life. As a non-profit organization, we partner with districts to create vibrant schools and engage a national network of educators in continuous improvement. We provide professional development, coaching, access to Echo, our learning management system, and ongoing participation in improvement initiatives so that all systems to support learning are focused on college and career readiness.

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"Now that I am a month within graduation, I am so proud of myself. I truly believe that with the help of New Tech, I have acquired the patience, strength, and perseverance that I can apply to college and my career."

New Tech Student

AUTHOR BIOS

SHERRIE REED serves as the Director of Research for New Tech Network. Prior to joining NTN, she worked with local communities in the development of charter schools in three states. She served as the Executive Director of Cornerstone Academy, Inc. in California and a founding Board Member for Aspen Ridge Prep School in Colorado. She has worked in K-12 education as a teacher, administrator, and consultant for 20 years. Sherrie has also taught education courses for City University of Seattle, National University and University of California. She is a PhD Candidate in Education Policy at University of California, Davis and holds a MA and BA from University of Northern Colorado.

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MEGAN PACHECO serves as the Chief Learning Officer for New Tech Network. In this role she leads NTN's innovation and improvement efforts. Megan joined the New Tech Network in 2005 and has coached schools in California, Oregon, Texas, North Carolina, and South Dakota. Prior to joining New Tech Network, Megan taught math at the flagship school, Napa New Technology High School. Megan co-developed an integrated math/science class, taught Algebra I and Geometry, and served as the New Tech Site Advocate. Megan holds a MA in mathematics education from Sonoma State University and a BS in mathematics from Cal Poly San Luis Obispo.



COLLEGE AND CAREER READINESS FOR ALL STUDENTS

"I wanted to inform you that the skills I learned through New Tech have benefited me so much. I am able to open myself up to new opportunities because I have learned how to network with different people and different companies. In public speech and communication courses, speaking in front of hundreds of my peers is a breeze because of the New Tech model. My professors love it because I have been trained to critically think, I know what questions to ask during lectures. I find myself creating my own know/need to know charts."

Letter from a New Tech Graduate

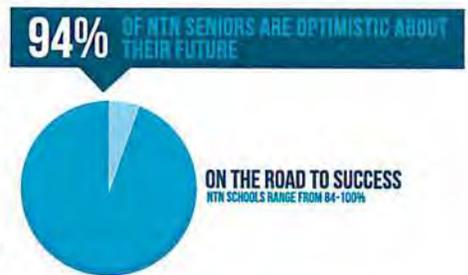
Ensuring all high school students graduate ready for college and career benefits not only the individual student but also greatly strengthens our country's health and vibrancy. The U.S. increasingly depends on educated workers for economic well-being and growth. In the last three decades, the percentage of jobs that require a post-secondary education doubled, with only 28% of jobs requiring a college degree in 1973 and 59% requiring a college education in 2008.¹ This increase in demand for a college-educated workforce is linked to productivity and economic growth, spurring innovation, attracting business investments, and developing leaders.² For individuals, a college degree means higher wages and a better quality of life. College graduates earn almost twice as much as those with only a high school education.³ Further, those with a college degree enjoy better access to healthcare and live, on average, more than five years longer than non-college graduates.⁴

Despite the benefits of a college education, the current US college graduation rates aren't producing sufficient quantities to meet employer needs. By 2018, the U.S. will fill only 86% of an estimated 22 million jobs requiring a college education.⁵ While college enrollment has been increasing steadily since the mid-1980s, in the last three years, college enrollment has declined slightly.⁶ Further, too many students who start college never finish, with some estimating that less than half of those who enroll in college complete a degree.⁷

A significant reason for low completion rates may be that students are ill-prepared for the demands of college.⁸ In fact, only 30% of students graduate high school with the minimum

readiness for college or career.⁹ Many claim that the skills and attributes necessary for success in college and career go beyond traditional academic content knowledge. In addition to content knowledge, skills necessary for postsecondary success include cognitive and metacognitive strategies (i.e. critical and analytical thinking), and intrapersonal and interpersonal skills.¹⁰ Moreover, employers rate collaboration, communication, and problem solving ability among most important skills for the contemporary workplace.¹¹

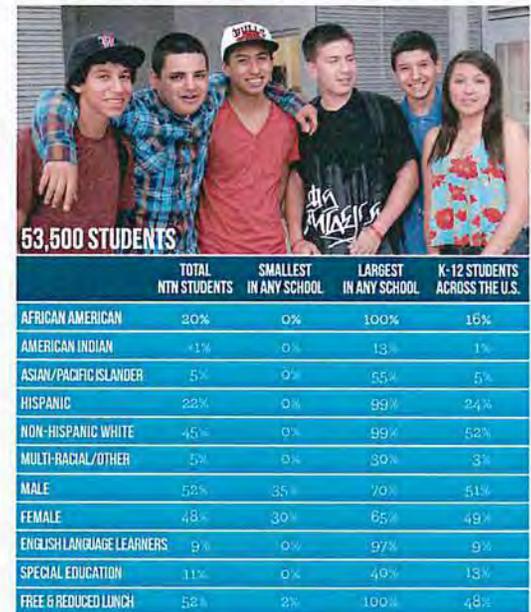
Recognizing the need for a broader skill set, New Tech Network strives to prepare high school students for college, career and civic life. In New Tech Network schools, students gain the content knowledge, critical thinking, collaboration, oral and written communication skills, as well as a personal agency that will lead them to success in postsecondary education and career.



NEW TECH NETWORK STUDENTS: REPRESENT THE DIVERSITY ACROSS THE U.S.

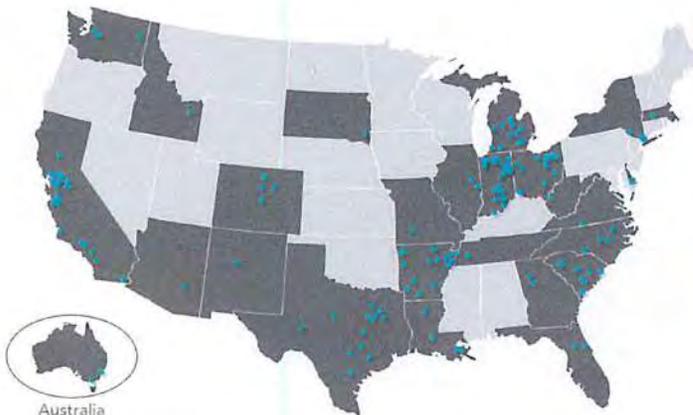
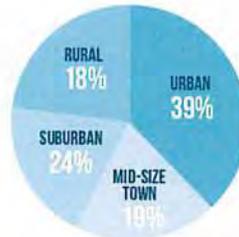
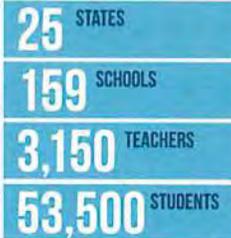
Students are the center of the New Tech Network learning community. The students in NTN schools are as diverse as the states, communities, and schools in which they learn and grow. Twenty-two percent of students in NTN schools are Hispanic, 20% are African American, 5% are Asian and Pacific Islander and another 5% identify with multiple ethnicities, while the remaining 45% are non-Hispanic white. Nine percent of students are English Language Learners, 11% are eligible for special education services and just over half (52%) qualify for free or reduced price meals.

On average, the New Tech Network student body is reflective of public school students across the U.S.¹² Yet, the composition of the student body varies substantially between the individual schools, reflecting their local communities. Ten NTN schools serve a student body comprised of more than 90% African American students and four schools serve a student body consisting of 90% or more Hispanic students. Asian students make-up approximately half of the student body in three schools and several schools in rural areas in the South and Midwest serve mostly non-Hispanic white students. The proportion of students eligible for free and reduced lunch in NTN schools ranges from less than 5% in three schools to 100% of students in eleven schools and four schools serve a predominantly English Language Learner population (>60%).



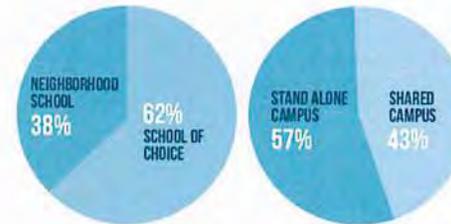
NEW TECH NETWORK SCHOOLS: LOCATED IN ALL TYPES OF COMMUNITIES

Located in 25 states and Australia, New Tech Network consists of 159 schools in which 3,150 teachers and 53,500 students learn together. Australia is currently home to two NTN schools. Across the U.S., NTN schools are found in all types of communities. Six states are each home to more than 10 NTN schools, with both California and Indiana hosting nearly 30 schools a piece. Thirty-nine percent of NTN schools are located in urban areas, 24% in suburban locations, 19% in mid-size towns, and 18% in rural areas.



To see a full list of all NTN's schools worldwide, visit <http://www.newtechnetwork.org/schools>.

New Tech Network works closely with school leaders and educators in 134 public district schools, 23 charter schools and 2 independent schools to align the learning systems to support the desired student outcomes.



Historically, New Tech Network worked with public school districts to re-imagine high schools. Within the last three years, New Tech Network has partnered with school districts

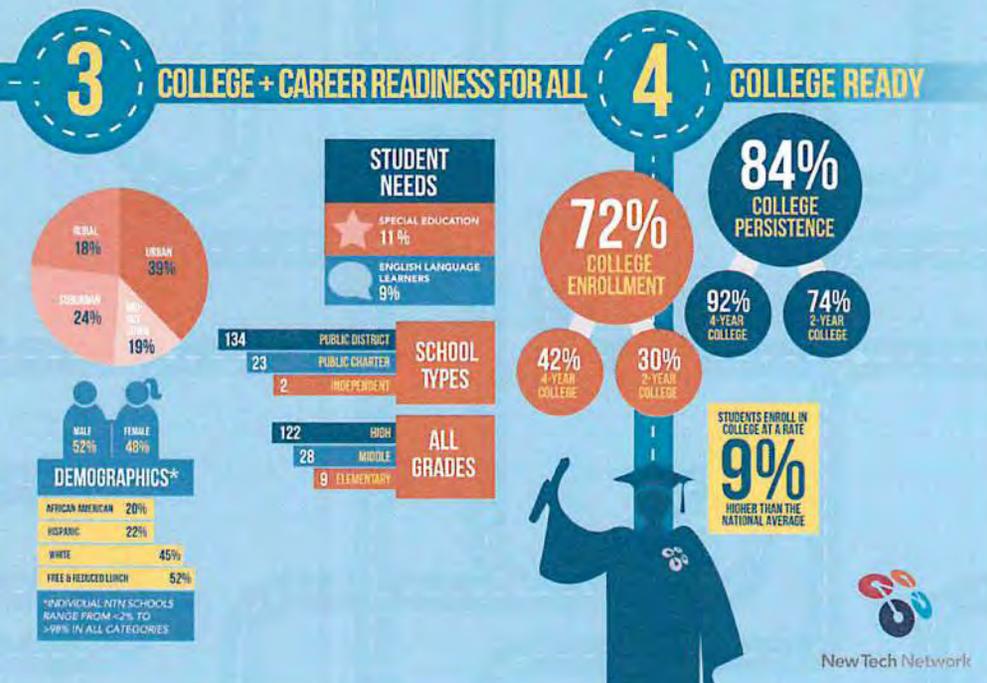
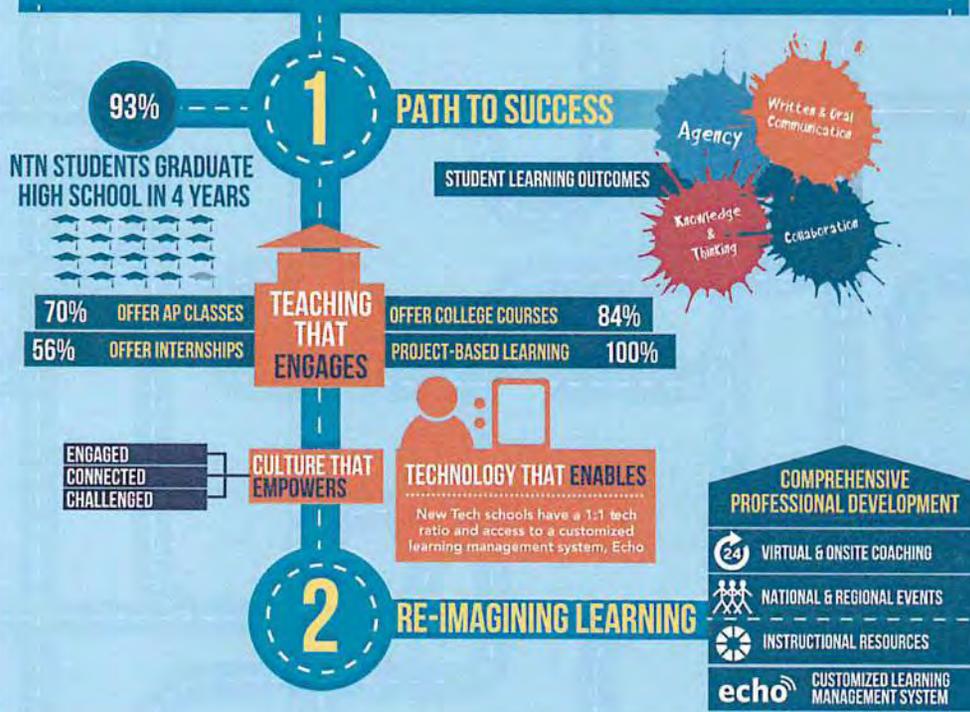
to create NTN middle schools and elementary schools. Currently, New Tech Network supports 122 high schools, 28 middle schools and 9 elementary schools across the U.S and Australia.

Because each school's context is different, the implementation of NTN schools reflects the needs of the local communities. Some communities choose to start brand new schools and allow students the choice to enroll, while other communities convert existing neighborhood schools. Currently, 62% of NTN schools are schools of choice.

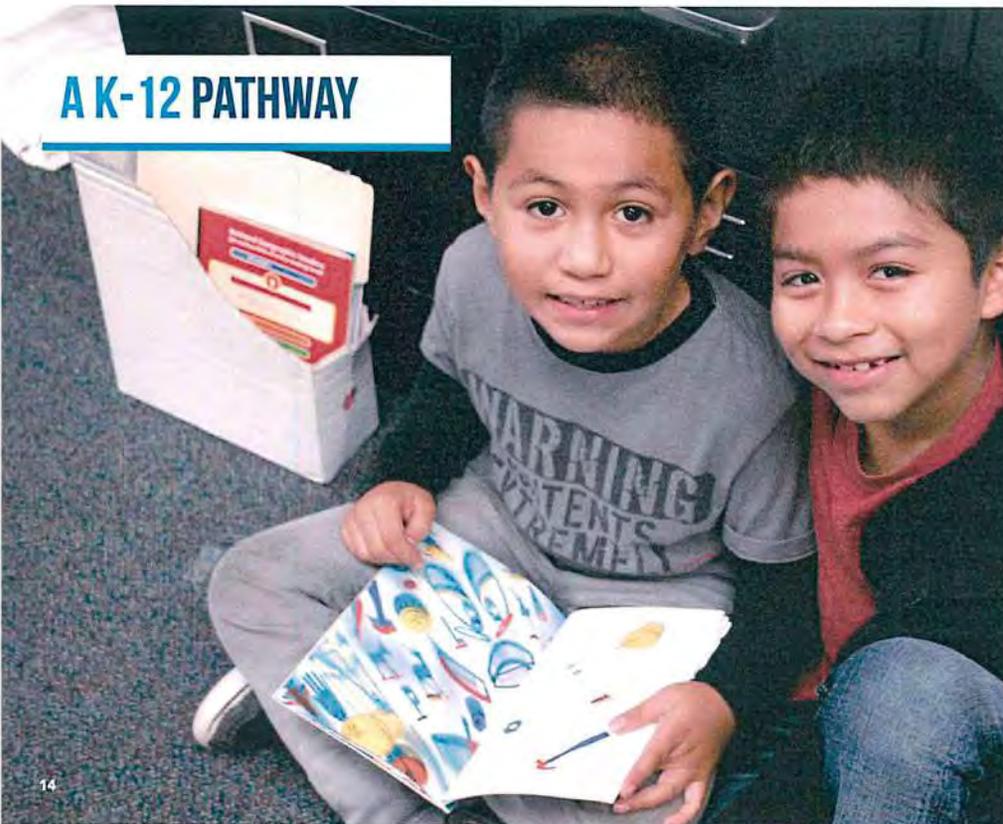
The facilities in which NTN schools are housed are also driven by local preferences. Over half (57%) of NTN schools operate in autonomous buildings. The remaining 43% of schools share their campuses with other schools, most of which serve the same grade levels. A handful of NTN schools are located on college campuses and a few share students with other schools for a portion of the instructional day.



NEW TECH NETWORK STUDENTS ARE READY FOR COLLEGE AND CAREER



A K-12 PATHWAY



NTN's first decade focused on spreading NTN high schools to communities interested in providing a more relevant learning experience for their students. Today, with a goal of college and career readiness for all students and the recognition that student readiness starts long before high school, we are focused on aligning the learning systems across districts to dramatically improve student accomplishment. For an increasing number of districts, this means incorporating the NTN design principles—teaching that engages, culture that empowers, and technology that enables— in elementary, middle and high schools.

In elementary schools, the NTN design principles are adapted to ensure they are developmentally appropriate for younger students. Project-based learning at the elementary level is student-centered and inquiry-based, just as it is in middle and high schools. Foundational skills are taught within the context of projects that integrate multiple subjects. Literacy skills are the anchor of project-based learning at the elementary level, with reading and writing embedded in the context of the

"New Tech contains some of the best education minds and leading edge thinkers on student-centered, inquiry based learning. The network is full of experts to collaborate with who are willing to experiment and push the edges on things such as integrating projects across content areas, using authentic, real world experiences, and developing 21st century schools to prepare students with vital skills to be productive citizens in our global economy."

Mike Kaechle, Teacher-Kent Innovation High

projects. Math is focused on reasoning and sense-making, collaborative and experiential by nature, and integrated in multi-disciplinary projects. The infusion of technology allows for differentiated learning, exploration of ideas, and practice of skills.

NTN middle schools are very similar to NTN high schools, with projects grounded in grade level appropriate subject matter content. In addition to academic content knowledge, a great deal of emphasis is placed on creating a positive school culture and developing a sense of personal agency within students. Students make community connections through relevant and meaningful projects. They learn to ask questions and think deeply about the content. They learn to have meaningful conversations and speak intelligently as they engage with community experts and present their work to external audiences. Students in NTN middle schools are prepared with the academic, problem-solving and communication skills necessary for success in high school and beyond.

96% ATTENDANCE RATE IN
ELEMENTARY SCHOOLS

94% ATTENDANCE RATE IN
SECONDARY SCHOOLS

90% OF STUDENTS RETURN TO NEW
TECH SCHOOLS EACH YEAR

TEACHING THAT ENGAGES

Learning Outcomes

The years spent in a New Tech Network school allow students to gain the academic and deeper learning skills necessary for success in any postsecondary option. NTN students learn disciplinary knowledge and skills to conduct inquiry and solve real-world problems. Throughout a project, they collaborate with peers, facilitators, and experts in the field. Students demonstrate their learning through effective oral and written communication for authentic audiences. Ownership of their learning experience and engagement in relevant and challenging tasks helps students develop a sense of agency, a skill essential to success in college, career, and civic duty.

Project-Based Learning

Project-based learning is at the heart of NTN's instructional approach. In PBL, students start each new unit of study with a complex and authentic task to complete. Often occurring in integrated subject area courses, students collaborate with their peers to investigate a real-world problem which demands mastery of subject matter content, critical thinking and problem-solving skills, oral and written communication skills, and individual agency. Entry Events, the Need-to-Know (NTK) process, engaging with content area experts, skill building workshops, and authentic assessment support student inquiry along their way. Projects culminate with the development and presentation of a real-world product, evaluated by community experts, educators, and peers.

College Ready Assessments

To gauge student growth and attainment of deeper learning that occurs in project-based learning, many NTN schools are beginning to use College Ready Assessments (CRAs). CRAs represent a common, high quality standard for written student work grounded in a discipline. CRAs, originally co-developed, refined, and validated by the Stanford Center for Assessment, Learning and Equity (SCALE) and Envision Learning Partners, are aligned to Common Core State Standards and are embedded in project-based learning. These assessments start early, with skills and standards scaffolded until high school juniors and seniors can demonstrate college-ready work. Results from this new effort will be analyzed and reported in upcoming years as most NTN schools incorporate CRAs into their design.

NTN schools successfully engage students at all grade levels. The high rates of student attendance in New Tech Network schools provides evidence of student engagement. NTN elementary schools demonstrate an average attendance rate of 96%, one percentage point higher than the national average for elementary schools. NTN middle and high schools achieve an average attendance rate of 94%, two percentage points higher than the national average for secondary schools. Serving as further evidence of student engagement, NTN schools of choice have 90% of eligible students return each year.

STUDENT LEARNING OUTCOMES



CULTURE THAT EMPOWERS

By making learning relevant and providing a collaborative learning culture, students are connected to, engaged in, and challenged by their work, one another, and the community. Each NTN school maintains a culture that promotes trust, respect, and responsibility; this culture encompasses both student and professional culture. At NTN schools, students and teachers alike have exceptional ownership of the learning experience and their school environment. Educators in schools collaborate in team-taught classes, provide constructive feedback to each other, and share leadership of the learning community. In this way, the professional culture for adults mirrors the culture we hope to build for students.

Common cultural structures across NTN schools include, but are not limited to: advisory courses, community meetings, interdisciplinary courses, and student-led organizations. Additionally, NTN educators strive to develop cultures that foster student agency. As a result of the intentional and pervasive focus on school culture, 84% of NTN students report they are proud of and connected to their school, and nearly 80% agree that they engage well with others in the learning community.

TECHNOLOGY THAT ENABLES

The smart use of technology supports New Tech Network's innovative approach to instruction and culture. Grounded in a belief in anywhere-anytime learning, 100% of NTN schools embrace one-to-one computing and access to the internet, anywhere on campus and outside school hours, for students using devices such as laptops, tablets or smart phones. All schools use Echo, NTN's proprietary web-based learning management system. Echo is designed to facilitate project-based learning and support a network which helps students, teachers, and parents connect to each other and to student projects across the country. With access to the web, Echo, and the latest in collaborative learning technology, every student becomes a more self-directed learner no longer relying primarily on teachers or textbooks for knowledge and direction.



Echo, NTN's proprietary learning management system (LMS), is designed to support classroom based PBL and assessment of deeper learning outcomes. Teachers, students, and parents at NTN high schools use Echo on a daily basis to access course resources, project plans, assignments, a multi-dimensional gradebook, online groups, and an extensive library of instructional resources for teachers. Google Apps for Education is seamlessly integrated into the platform, providing schools with a powerful suite of communication and publishing tools. Echo is delivered as a web-based service that is accessible 24/7 via any web browser on any device. Echo is well liked and broadly used in NTN schools, with high rates of user satisfaction.

COLLEGE & CAREER READINESS

2014
National Student
Exit Survey

18



For New Tech Network, college and career readiness means students are aware, eligible and prepared for the postsecondary option of their choosing.¹³ To make an informed decision about postsecondary plans, students must have an awareness of their options, as well as the costs and benefits of each option. In addition, students must be eligible for admission to the postsecondary option of their choosing. For all students, this means a high school diploma, completion of necessary coursework and proficient scores on admissions exams. Finally, students must be prepared for the demands of college, career and civic life. Preparedness includes not only academic content knowledge and problem-solving skills, but also the communication skills and personal agency skills to attain personal goals.

AWARE

THE STUDENT UNDERSTANDS POST-SECONDARY OPTIONS AND SEES THE IMPORTANCE OF COLLEGE.

+ ELIGIBLE

THE STUDENT COMPLETES REQUIREMENTS NECESSARY FOR COLLEGE ADMISSION.

+ PREPARED

THE STUDENT GRADUATES FROM HIGH SCHOOL WITH THE SKILLS NECESSARY FOR FURTHER EDUCATION WITHOUT RETENTION.

= COLLEGE READY

AWARE

In NTN schools, students explore postsecondary options through community-based projects, engagement with content area experts, internships, and college coursework. As a result, 94% of NTN students are optimistic about their future as reported by graduating seniors in the 2014 Student Exit Survey.

College-Level Coursework

Student engagement in college-level coursework and community-based internships is key in the preparation for college and career. Eighty-four percent of NTN high schools provide the opportunity for students to enroll in college courses and 70% offer AP courses. Many NTN schools have formal partnerships with local community and technical colleges. In most schools, 50% of students participate in dual enrollment and/or AP classes, while in some schools 100% of students participate.

Community-Based Internships

NTN students also engage in experiences designed to prepare them for success in the contemporary workplace. By collaborating with others on projects, students acquire a level of responsibility similar to a professional work environment. Students engage with field experts and community stakeholders during projects, and final products are presented to authentic audiences. Additionally, over half of NTN high schools offer community-based internships, with nearly half of all seniors participating.¹⁴

19

ELIGIBLE

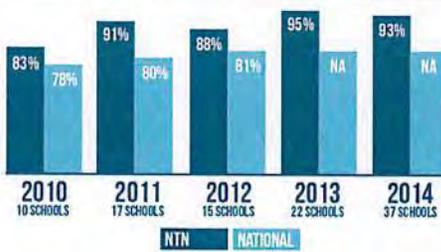
High school graduation is an essential eligibility requirement for most postsecondary options, including military enlistment, technical and trade school attendance, or 2-year and 4-year college enrollment. NTN students are meeting this requirement at an impressive rate. Across 37 schools with graduating classes in 2014, NTN schools boast an average 4-year cohort graduation rate of 93%. NTN schools have consistently outpaced the national average for high school graduation, since NTN began tracking the data from 10 schools in 2010. For the most recent year in which comparison data is available, 2012, New Tech Network schools demonstrate an 88% graduation rate, a rate 9% greater (or 7 percentage points higher) than the national rate of 81%.

Not only are NTN students completing high school at an impressive rate, they are completing high school with the eligibility for postsecondary education. Over 80% of NTN seniors apply to at least one college. Of those who apply, 80% are accepted to at least one college.

83% OF NTN SENIORS APPLIED TO COLLEGE

80% OF THOSE WHO APPLIED WERE ACCEPTED

NTN STUDENTS GRADUATE AT HIGHER RATES



PREPARED

CWRA: College & Work Readiness Assessment

NTN uses the College and Work Readiness Assessment to assess deeper learning and college readiness in a representative sample of Network schools.¹⁵ This nationally normed assessment, administered by the Council for Aid to Education, uses realistic performance tasks to assess four domains of deeper learning: analytical reasoning and evaluation, writing effectiveness, writing mechanics, and problem solving. The assessment measures students' growth of deeper learning during high school.

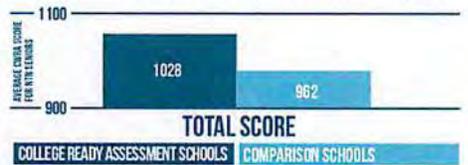
Students in New Tech Network schools demonstrate 65% more growth in measures of deeper learning between their freshman and senior years than do students in the national comparison sample. The trend of greater growth for students in NTN schools has persisted since the 2010-2011 when NTN began using the CWRA, with increasing number of schools participating in the assessment. The outstanding growth of NTN students is a promising indicator of the impact of New Tech Network schools.

Measuring Learning: College Ready Assessments

More than 40 New Tech high schools are currently working to embed College Ready Assessments (CRAs) in projects as a way of preparing students for the demands of college work, as described previously. While New Tech Network is just beginning to measure student progress and success on the CRAs, early indicators are promising. Seniors in NTN schools implementing the CRAs outscored seniors in schools not using the CRAs by one-third of a standard deviation on the externally administered College and Work Readiness Assessment, when controlling for student and school differences.

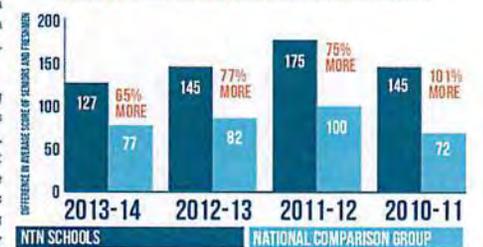
EMBEDDED PERFORMANCE ASSESSMENT PAYS OFF

STUDENTS IN NTN SCHOOLS USING COLLEGE READY ASSESSMENTS SCORE HIGHER ON NATIONALLY NORMED ASSESSMENT



GROWTH IN HIGHER ORDER THINKING

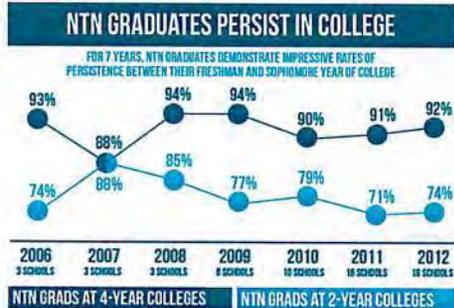
FOR 4 YEARS, NTN STUDENTS GROW MORE IN HIGHER ORDER THINKING THAN COMPARISON



COLLEGE READY

The combined awareness, eligibility and preparation is leading to success for NTN graduates. NTN students enroll in college at a greater rate than the national average, a trend sustained since New Tech Network began tracking college enrollment in 2005.

In 2013, 72% of NTN graduates enrolled in college compared to only 66% of high school graduates nationally, a rate 9% greater (or 6 percentage points higher). Mirroring national trends for 4-year college enrollment, 42% of NTN graduates enrolled in 4-year institutions in 2013. In this same year, 30% of NTN graduates entered 2-year colleges compared to only 24%, nationally. In previous years, NTN graduates enrolled in

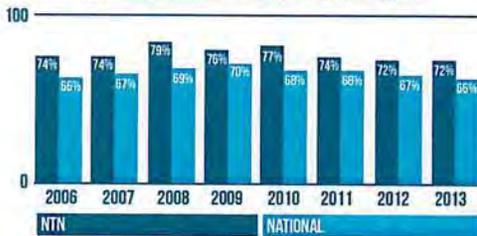


both 4-year and 2-year colleges at a higher rate than high school graduates across the U.S.

Benefits of a college education are maximized for society and individuals if students persist and earn a degree. For the class of 2012, 84% of NTN graduates who enrolled in college continued their postsecondary education into a second year. The ability to persist is evident for both students attending 4-year colleges, where 92% return for their sophomore year, and students attending 2-year institutions, where 74% return for a second year. The trend of persistence from freshman to sophomore years is consistent over time as the number of NTN schools has grown. Soon, we will be able to measure college completion rates as well.

NTN GRADUATES ENROLL IN COLLEGE AT GREATER RATE

FOR 8 YEARS, GRADUATES FROM NTN SCHOOLS MORE LIKELY TO ATTEND COLLEGE



RE-IMAGINING TEACHING AND LEARNING

We are committed to building a dynamic, perpetually learning network of districts, schools and educators. Together we aspire to be a nation proud of its public education system.

Please contact us to visit a school and see authentic learning rooted in engagement at every grade level.

Join us for a tour today:

www.newtechnetwork.org/engage/tours



¹Carnevale, A., Smith, N., & Strohl, J. (2010). Help wanted: projections of jobs and education requirements through 2018. Downloaded from Center on Education and the Workforce at Georgetown University website: <http://cew.georgetown.edu>. ²Berger, N. & Fisher, P. (2013). A well-educated workforce is key to state prosperity. Washington, DC: Economic Analysis and Research Network. Retrieved from <http://e2.epl.org/files/2013/11/20well-educated%20workforce%20is%20key%20to%20state%20prosperity.pdf>. ³Carnevale, A., Jayasudista, T., & Cheah, B. (2012). The college advantage: Weathering the economic storm. Downloaded from Center on Education and the Workforce at Georgetown University website: <http://cew.georgetown.edu/collegeadvantage>. ⁴Mears, E., Richards, S., & Cutler, D. (2008). The gap gets bigger: Changes in mortality and life expectancy, by education, 1981-2000. Health Affairs, 27(2), 350-360. ⁵Carnevale, et al., 2010. ⁶College Board. (2013). Enrollment by attendance status overtime. Retrieved from CollegeBoard website: <https://trends.collegeboard.org/college-pricing/figures-tables/enrollment-attendance-status-over-time>. ⁷Lederman, D. (2013). Enrollment decline picks up speed. Inside Higher Ed. Retrieved from Inside Higher Ed website: <http://www.insidehighered.com/news/2013/05/17/data-show-increasing-post-college-enrollment-declines>. U.S. Department of Education, National Center for Education Statistics. (2012). Digest of Education Statistics, 2011 (NCES 2012-001), Chapter 3. ⁸Bourd, J., Lovenheim, M., & Turner, S. (2009). Why have college completion rates declined? An analysis of changing student preparation and collegiate resources. NBER Working Paper 15566. Downloaded from National Bureau of Economic Research website: <http://www.nber.org/papers/w15566>. ⁹Bourd, J., Lovenheim, M., & Turner, S. (2007). Understanding changing college completion rates. Ann Arbor: University of Michigan Institute for Social Research. Retrieved December 9, 2013 from: <http://www.pacis.umich.edu/pubs/pdf/1707-638.pdf>. U.S. Department of Education, National Center for Education Statistics. (2013). The Condition of Education 2013 (NCES 2013-027), Institutional Retention and Graduation Rates for Undergraduate Students. ¹⁰Bettinger, E., Boatman, A., & Long, B. (2013). Student supports: Development education and other academic programs. The Future of Children, 23(1). Retrieved from Future of Children website: www.futureofchildren.org. ¹¹Owens, J., & Forster, G. (2003). Public high school graduation and college readiness rates in the United States, Working Paper 3. New York: Manhattan Institute, Center for Civic Information, Education. Retrieved from Manhattan Institute website: http://www.manhattan-institute.org/html/ewp_03.htm. ¹²Conley, D. T. (2007). Toward a more comprehensive conception of college readiness. Eugene, OR: Educational Policy Improvement Center. Retrieved from <https://docs.gatesfoundation.org/documents/collegereadinesspaper.pdf>. ¹³National Association of Colleges and Employers (2014). Job Outlook. Retrieved July 2014 from <http://iacreweb.org/>. ¹⁴National data based on 2011-2012, most recent available, retrieved from NCES February 18, 2015 http://nces.ed.gov/ipeds/data/ipeds_index.asp. ¹⁵Our thanks to Duane Baker at the BERG Group for this framework of college readiness. Read more at <http://www.berggroup.com/college-readiness.html>. ¹⁶The percentage of schools offering AP courses, dual enrollment courses, and internships is derived from the number of New Tech high schools with four or more years of implementations experience and currently serving juniors and seniors. ¹⁷National data based on Averaged Freshman Graduation Rates (AFGR), calculated by dividing the number of graduating seniors by the number of freshmen enrolled 4 years prior. Some NTN schools report AFGR, while others report 4-year cohort graduation rates, calculated as the percent of freshmen graduating from the same school within 4 years. ¹⁸Tinto, V. (1987). Leaving college. Chicago, IL: University of Chicago Press in DeBerard, M., Spelman, G. I., & Julka, D. L. (2004). Predictors of Academic Achievement and Retention Among College Freshmen: A Longitudinal Study. College Student Journal, 38(1), 66-80.4 years.



New Tech Network

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CROSS COUNTY SCHOOL DISTRICT NO. 7
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2014

Section I: SUMMARY OF AUDITORS' RESULTS

1. Type of Report Issued, Financial Statements
The independent auditors' report expresses an adverse opinion on the GAAP basis of reporting and unqualified opinion on the regulatory basic financial statements.
2. Significant Deficiencies, Financial Statements
No significant deficiencies were disclosed during the audit of the basic financial statements.
3. Material Noncompliance, Financial Statements
No instances of noncompliance material to the financial statements were disclosed during the audit.
4. Significant Deficiencies, Major Programs
No significant deficiencies were disclosed during the audit of the major federal award programs.
5. Type of Report Issued, Compliance
The auditors' report on compliance for the major federal award programs expresses an unqualified opinion.
6. Audit Findings Under Section 510(a)
As reported below, there were no audit findings relative to the major federal award programs.
7. Major Programs
Public Charter Schools, CFDA Number 84.282
Teacher Incentive Fund, CFDA 84.374A
Child Nutrition Cluster, CFDA Numbers 10.553 and 10.555
8. Threshold between Type A and Type B Programs
The threshold for distinguishing Type A and B programs was \$300,000.
9. Type of Auditee
Cross County School District No. 7 did not qualify as a low-risk auditee as that term is defined by OMB Circular A-133.

Section II: FINANCIAL STATEMENT FINDINGS

1. Significant Deficiencies
None
2. Significant Deficiencies – Prior Year
None.

Section III: FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

1. Significant Deficiencies
None
2. Significant Deficiencies – Prior Year
None

COBB AND SUSKIE, LTD.

CERTIFIED PUBLIC ACCOUNTANTS

One Financial Centre • Suite 400 • P. O. Box 21675 • Little Rock, Arkansas 72221-1675
(501) 225-2133 • Fax (501) 223-2839

Michael L. Cobb

Anne Suskie Pinyan

Independent Auditors' Report on Compliance With Arkansas State Requirements

The Board of Education
Cross County School District No. 7
Cross County, Arkansas

We have examined management's assertions that Cross County School District No. 7 substantially complied with the requirements of Arkansas Code Annotated 6-1-101 and applicable laws and regulations including those listed in the accompanying schedule of statutes required to be addressed by the Arkansas Department of Education during the year ended June 30, 2014. Management is responsible for the District's compliance with those requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the District's compliance with specified requirements.

In our opinion, Cross County School District No. 7 complied, in all material respects, with the aforementioned requirements for the year ended June 30, 2013. However, we noted certain immaterial instances of noncompliance that we have reported to the management of Cross County School District No. 7 in a separate letter dated March 13, 2015.

This report is intended solely for the information and use of the School Board, and the Arkansas Department of Education and is not intended to be and should not be used by anyone other than these specified parties.

Cobb and Suskie, Ltd.

Certified Public Accountants
March 13, 2015

CROSS COUNTY SCHOOL DISTRICT NO. 7
 SCHEDULE OF STATUTES REQUIRED BY ARKANSAS DEPARTMENT OF EDUCATION
 TO BE ADDRESSED IN INDEPENDENT AUDITORS' REPORT ON COMPLIANCE
 FOR THE YEAR ENDED JUNE 30, 2014

<u>DESCRIPTION</u>	<u>STATUTES</u>
Bidding and Purchasing Commodities	6-21-301 – 6-21-305
Ethical Guidelines and Prohibitions	6-13-628, 6-24-101 et seq.
Collateralization & Investment of Funds	6-20-222; 19-1-504
Deposit of Funds	19-8-104; 19-8-106
District Finances	6-20-402
• Bonded & Non-bonded Debt, District School Bonds	6-20-1201 – 6-20-1208, 6-20-1210
• Petty Cash	6-20-409
• Changes in Pullback (no deferrals – declining accrual percentages)	6-20-401
• Investment of Funds	19-1-504
Management of Schools	
• Board of Directors	6-13-604; 6-13-606; 6-13-608; 6-13-611 – 6-13-613; 6-13-617 – 6-13-620; 6-24-101 et seq.
• District Treasurer	6-13-701
○ Warrants/checks	6-17-918; 6-17-919; 6-20-403
Management Letter for Audit	14-75-101 - 14-75-104
Nonrecurring Salary Payments	6-20-412
Revolving Loan Fund	6-19-114; 6-20-801 et seq.
Salary Laws – Classified	6-17-2201 et seq.; 6-17-2301 et seq.
Salary Increases 5% or more (Certified & Classified)	6-13-635
School Elections	6-13-622; 6-13-630; 6-13-631; 6-13-634; 6-14-106; 6-14-109; 6-14-118
Teacher and Employees	
• Personnel Policies	6-17-201 et seq.; 6-17-2301
• Employment and Assignment	6-17-301 et seq.
• Teacher's License Requirement	6-17-401 et seq.
• Contracts	6-17-801 et seq.
• Certification Requirements	6-17-309; 6-17-401
• Fair Dismissal Act	6-17-1501 et seq.; 6-17-1701 et seq.
• Sick Leave Policies	6-17-1201 et seq.; 6-17-1301 et seq.
Teacher Salaries and Foundation Funding Aid	6-17-803; 6-17-907; 6-17-908; 6-17-911 – 6-17-913; 6-17-918; 6-17-919
Trust Funds (Education Excellence)	6-5-307
Use of Contractors, Improvement Contracts	22-9-201 – 22-9-205
Use of DM&O Millage	26-80-110
On Behalf Payments	The amount of funds paid by the Arkansas Department of Education to the Employee Benefits Division, on-behalf of the District's employees.

COBB AND SUSKIE, LTD.

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Michael L. Cobb

Anne Suskie Pinyan

MANAGEMENT LETTER

The Board of Education
Cross County School District No. 7
Cross County, Arkansas

In planning and performing our audit of the financial statements of Cross County School District No. 7 as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered Cross County School District No. 7's internal control over financial reporting as a basis for designing in our auditing procedures for the purpose of expressing our opinion on the financial statements but not for the purpose of expressing an opinion on the effectiveness of its internal control.

However, during our audit we became aware of certain matters that provide opportunities for strengthening internal control and operating efficiency. The memorandum that accompanies this letter summarizes our comments and suggestions regarding these matters. We previously reported on Cross County School District No. 7's internal control over financial reporting in our report dated March 13, 2015. This letter does not affect our report dated March 13, 2015, on the financial statements of Cross County School District No. 7.

Management's response to these findings and recommendations accompanies this management letter. We did not audit the District's response; and, accordingly, we do not express an opinion on it.

We will review the status of these comments during the next audit engagement. We have already discussed these comments and recommendations with certain Cross County School District No. 7 personnel, and we will be pleased to discuss it in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

Cobb and Suskie, Ltd

Certified Public Accountants
March 13, 2015

CROSS COUNTY SCHOOL DISTRICT NO. 7
FINDINGS AND RECOMMENDATIONS
FOR THE YEAR ENDED JUNE 30, 2014

1. Federal Program Compliance

Our review of fifteen free and reduced lunch applications disclosed that one application was determined to be on reduced status due to income; however, upon our review of income and household size, this applicant was qualified for free status.

We determined that this was an isolated incident and not indicative of how applications were normally processed. Reviewing and approving free and reduced lunch applications exercise due diligence in determining that the appropriate income limit has been used.

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

*Joan Ball
President*

*Shane Bell
Vice-President*

*Craig T. Walker
Secretary*

Dennis Stevenson

James Matlock

Richard Imboden

Steve Stricklin

March 13, 2015

Cobb and Suskie, Ltd.
Certified Public Accountants
One Financial Center, Suite 400
Little Rock, Arkansas 72211

Dear Mr. Cobb:

We are writing in response to your audit findings and recommendations for the audit period ended June 30, 2014. Our response to your findings and the plan of action we plan to take to correct these findings are as follows:

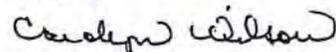
Finding #2014-1

Upon auditors' review of free and reduced lunch applications, it was noted that an application that was incorrectly processed as reduced, was in fact, based on income and household size, qualified for free status.

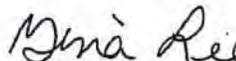
Subsequent reviews of processed applications did not uncover additional incorrect applications; therefore we believe this to be a one-time error rather than a systematic problem within the District. The employees responsible for the processing and review of applications have been made aware of the error and will continue to strive for accurate processing of applications on a go-forward basis.

Thank you for your diligence in your audit of our financial statements and ensuring our compliance with accounting standards and state and federal laws.

Sincerely,



M. Carolyn Wilson
Superintendent



Gina Lee
Business Manager

*Cross County Administrative Offices
M. Carolyn Wilson, Superintendent
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3338 ext 2200
870-588-3555 fax*

*Cross County Elementary Technology
Academy
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Cherry Valley, AR 72324
870-588-3327 ext 2228
870-588-4454 fax*

*Cross County High School
A New Tech School
Jennifer McFarland, Principal
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870-588-4606 fax*