

COMPONENT 3

ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS

TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The following summary questions address the use of various data in Component 3. They are designed as a culminating activity to help you assimilate the work of Component 3. This information comprises Component 3 of the TCSPP to be turned in to the Tennessee Department of Education.

Evaluation of Aggregated Data - Narrative Response Required

What are the strengths and needs of your system based on the aggregated data?

Students who attend Williamson County Schools perform relatively well in many areas compared to state and national averages. Even though students perform well, there are areas where WCS students can demonstrate improvement in order to achieve greater gains. Some of the strengths of the system include the following:

- Williams county students average nearly 10 percentage points more than the state average for students who achieve proficient and advanced on math and reading TCAP assessments during the past three years at all grade levels. Students who achieved proficient or advanced in math had scores ranging from 95.90 at 4th grade to 98.10 at 7th grade in 2006. Student who achieved proficient or advanced in reading/language arts had scores ranging from 96.8 at 4th grade to 98.6 at the 5th grade.
- The percentage of students who scored “competent” or greater in writing has increased and the WCS mean writing score has increased as well.
- The attendance rate has risen and exceeds state mandate at the high school level.
- WCS students have exceeded or met all state performance levels in career and technical.
- Progress has been made in increasing TVAAS scores in 18 of 20 categories in the past year. (5th and 6th grade science are the only two categories that did not show gains on the 2006 TCAP)
- 98.59% of 12th grade career-technical concentrators attained 75% of career-technical competencies in 04-05, which is above the state average.
- CTE programs have participation and recognition in CTSO regional and state activities.
- There are articulation agreements in place or in progress in every CTE program.
- CTE programs offered reflect the economic development of Williamson County.

Some areas where student performance can be improved include the following:

- Math Foundations II scores are the weakest of the End of Course tests for WCS students with only 78% of students in grades 9-12 scoring proficient or advanced.
- Three year trends in value added show significant improvement, but 4th and 8th grades both have two areas of low growth.
- 5th and 6th grade science demonstrated no growth for 2006.
- Only 24% of all high school students taking the ACT in 2004 met all four criteria for being college ready as projected by ACT.
- There is no formal district wide data for K-2 to measure performance or growth.
- Graduation rates in three high schools do not meet state standard.
- Although county schools have met AYP for students with an IEP, district standards

for this sub-population must be closely monitored.

- Out of a random sample of 68 PHS students taking the HSTW NAEP, 50% scored below the SREB goal in math, reading, and science.
- The graduation rate for 2005 CTE graduates is 89.09%, which is slightly below Williamson County Schools' graduation rate of 89.80%
- The graduation rate of ELL CTE concentrators is 50%.
- Some students do not choose a CTE course as an elective.
- All CTE teachers are not actively implementing a CTSO or advisory committees.
- CTE graduates are not taking advantage of articulation agreements.
- Few students are taking advantage of dual enrollment opportunities.
- Nearly 50% of 8th grade students completed a technology literacy assessment during the 2005-06 school year.

What evidence/sources support your response?

The component three committee found evidence to support the strengths and needs in the following documents:

- √ TCAP Data and RCPI reports
- √ TCAP Writing Assessments
- √ Attendance documents and graduation rate (State Report Card)
- √ Career & Technical Report Card
- √ TVAAS data
- √ EOC scores
- √ ACT Report
- √ High Schools That Work Data (PHS)
- √ Technology Literacy Assessments

Evaluation of Disaggregated Data - Narrative Response Required

What are the strengths and needs of your system based on the disaggregated data?

The committee reviewed specific disaggregated data from many of the same sources cited in the question above to determine sub-populations who either perform well or need additional assistance. Some of the strengths of WCS include the following:

- WCS met the federal benchmarks for AYP for every qualifying sub-group in grades 3-12. Even though county schools met AYP for all sub-populations, we further disaggregated data relative to gender, race (White, Hispanic, Black, Native American, and Asian/Pacific Islander), economically disadvantaged, language proficiency, and special education populations. We discovered that there were not significant gaps in achievement levels for these sub-populations except for the areas noted below, or the limited number of students in the some sub-groups made comparative data inconclusive.
- 97% of all students scored proficient or advanced for the three year average in grades 3-8 on the State TCAP 2006. Gender disaggregated data shows a difference of less than 1% of students achieving proficient or advanced.
- All students continue to perform well on State Gateway assessments. 99% of students scored proficient or advanced on Gateway Biology and English II, and 95% of students scored proficient or advanced on the Algebra I gateway exam.

- The percentage of non-traditional participation in and completion of CTE programs in WCS exceeds that of the state.

Some of the areas that need to improve include:

- Limited English proficient students do not score proficient or advanced at the same percentage as other students in the district. 2006 TCAP 3 year average showed only 85% of Limited English proficient students scored proficient or advanced.
- Economically Disadvantaged students do not score proficient or advanced at the same percentage as other students in the district. (2006 TCAP shows only 87% proficient or advanced).
- African American and Hispanic sub populations performed at the proficient or advanced levels of 92% and 90%, which is 5 – 7 percentage points lower than the overall population.
- Special education students do not score proficient or advanced at the same percentage as other students in the district.
- Dual enrollment students (college prep and vocational) account for only 2% of students (46/1963 seniors) at all WCS high schools.
- Graduation rates for all students need to be increased.

What evidence/sources support your response?

The component three committee found evidence to support the strengths and needs in the following documents:

- √ State Report Card
- √ State TCAP scores
- √ Gateway Scores
- √ Career & Technical Report Card
- √ Columbia State Community College/Student Enrollment Data

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Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Non-Academic Data- Narrative Response Required

What are the strengths and needs of your system based on the non-academic data?

The component three review committee examined a variety of data sources to identify areas of strength and needs relative to non-academic data. We attempted to focus our search on data related to students, parents, and other community data that has been collected. The following items were identified as strengths for Williamson County Schools:

- Elementary teachers indicate that environment, expectations, and leadership are well above national averages on the school climate survey.
- Secondary teachers indicate that involvement, environment, and instruction are well above national average on the school climate survey.
- The Pride survey indicates a decrease in students' harmful behaviors (drugs, alcohol, and cigarettes).
- CTE programs have participation and recognition in CTSO regional and state

activities.

- There are articulation agreements in place or in progress in every CTE program.
- CTE programs offered reflect the economic development of Williamson County.
- The percent of students who enroll in (33.97%) and complete (45.18%) a non-traditional CTE program is above the state average.

Some of the areas that WCS needs to improve include the following:

- WCS needs a more specific assessment to quantify the increase or decrease in student bullying behaviors.
- The fear of being hurt at school by another student has increased as quantified on the PRIDE survey.
- The spring 2005 parent survey clearly indicated the need for directional signage in all buildings.
- A district wide system of tracking student discipline and behavior data would be desirable.
- Categorical responses in Environment and Order from the School Climate Survey indicate improvement needed in student behavior in the middle and high schools.
- All CTE teachers are not actively implementing a CTSO or advisory committees.
- Few CTE seniors are signing and taking advantage of articulation agreements.
- The number of students enrolled in CTE courses in the 12th grade is over twice as many than are enrolled in the 9th grade.
- Increase the number of 8th grade students who are proficient on the technology literacy assessment.

What evidence/sources support your response?

The component three committee found evidence to support the strengths and needs in the following documents:

- √ School climate survey (CREP, Memphis)
- √ Pride survey
- √ Employment records
- √ Lack of system wide discipline data
- √ Student Focus Groups
- √ Tech Prep Data
- √ CTE Report Card

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Evaluation of Our Process for Developing Priorities for Improving Schools

Through a process of collaboration and informed decision making, the Component 3 Committee analyzed and interpreted all gathered academic and non-academic data to identify the district's strengths and needs. Using the discrepancy analysis process, the academic and non-academic needs were listed. Each committee member used a rating process to determine the prioritized needs. Scores were tallied and the prioritized needs established.

The committee also looked for academic and non-academic trends that are relevant to the district and important to know when considering curriculum, instruction, personnel and expenditure of funds.

Evaluation of the System's Current Approach in Meeting the Needs of All Students - Narrative Response Required

What are the strengths and needs of your system in meeting the needs of all students?

Williamson County Schools provides a number of programs and services to meet the individual needs of all students. Some of the program strengths to meet the needs of students include the following:

- Formative assessments are utilized to assist with instructional diagnostics for individual learners in grades K-12.
- WCS high schools offer a number of advanced and AP courses.
- WCS schools have extensive co-curricular activities programs.
- A district wide goal has placed an emphasis on reading (e.g. reading specialists, Read 180 programs).
- As a result of district goals and state mandates, the district created a wellness committee and a new nutritional menu to meet state guidelines.
- The district has increased the number of school nurses over the last 5 years, and social workers and behavior specialists in the last two years to meet the needs of students.
- WCS has offered a differentiation workshop for 15 consecutive years.
- A variety of CTE programs are offered at each high school; however, more expensive programs are only offered at individual schools.
- Open zoning is available to students if a CTE program is not offered at the school to which they are zoned.
- WCS funds 3 full time teacher assistant positions to work directly with students in CTE programs at Franklin HS.

Even though Williamson County Schools focuses on meeting the needs of individual students, the committee identified some areas where improvements can be made to meet the needs of all students:

- An assessment is needed to determine success of various intervention programs.
- A data collection system for reading needs to be implemented which should include an indicator for DRA student performance.
- An analysis of identifying giftedness (especially male students) may provide additional insight for assisting gifted learners.
- More students need to understand the benefits of dual tract path and dual enrollment.
- A uniform plan and an analysis of Kuder and Explore data to determine students' interests may provide additional insight for student motivation.
- Continue development of curriculum for CTE courses that reflect the integration of skills in math, science, reading and leadership (CTSO) and the input of advisory committees.
- Continue evaluation of CTE programs for quality, industry standards, scope and sequence, student interest and community need.

What evidence/sources support your response?

The component three committee found evidence to support the strengths and needs in the following documents:

- √ Formative assessment Instruments (DRA, IAI, PAMS)
- √ Preliminary report
- √ Course offerings at the high school level
- √ School Improvement Plans
- √ Wellness plan
- √ Employment Records
- √ Professional development records
- √ Kuder and ACT Explore reports
- √ School Board Policy
- √ Staffing Guidelines
- √ CTE Monitoring Reports
- √ CTE Teacher Quality Program Reports

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

1. 89% of students in the following subgroups in grades 3-8 will score proficient or advanced on the TCAP reading assessment:
 - a. Special Education
 - b. English Language Learners
 - c. Economically Disadvantaged
2. 93% of students in the following subgroups in grades 9-12 will score proficient or advanced in Reading and Language Arts as measured by the English II Gateway and TCAP Writing Exam:
 - a. Special Education
 - b. English Language Learners
 - c. Economically Disadvantaged
3. 86% of students in the following subgroups in grades 3-8 will score proficient or advanced on the TCAP math assessment:
 - a. Special Education
 - b. Economically Disadvantaged
4. 83% of students in the following subgroups in grades 9-12 will score proficient or advanced on the Algebra I Gateway:
 - a. Special Education
 - b. English Language Learners
 - c. Economically Disadvantaged
5. Improve middle and high school students' sense of connectedness to school as measured by student surveys and teacher climate surveys.
6. By May, 2008 60% of WCS graduating seniors will achieve an ACT Composite score of 21 or above.
7. Williamson school high schools will meet the graduation rate target requirement for NCLB of 90% graduation rate. Schools who did not meet AYP will meet the target graduation rates for 2007-2008 (which will be the graduation rate for 2006-2007): Fairview High - 89%; Franklin High - 89.1%; MCHS - 85.9%.

