

COMPONENT 3

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

Indicator 3.1 Variety of Academic and Non-Academic Assessment Measures

Indicator 3.2 Data Collection and Analysis

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

Strengths:

- Cleveland City Schools met the NCLB benchmarks district-wide, except for the graduation rate
- Achievement scores for grades K-8 in Reading/Language Arts and Mathematics show proficiency gains from 88% to 90% (Reading/LA) and from 87% to 89% (Math)
- Science and Social Studies (Grades K-8) improved from 52 to 54 NCEs
- Value-added scores (K-8) showed scores of "A" for all subjects
- Writing scores in grades 5, and 8 received "A" on the state report card
- English I proficiency increased from 87.7% to 93.7%
- English II showed a positive trend with the percent of students scoring advanced
- US History proficiency increased from 89.7% to 92.7%
- Writing scores for grade 11 were graded "A"
- ACT Scores continued to surpass both state and national levels
- Career/Technical education
 - Academic attainment
 - Completion rate
 - Placement of students
 - Participation of non-traditional programs
 - Completion of non-traditional programs
- Value-added scores for Math Foundations and English I were above the state status

Needs:

- Math and Reading achievement will continue to be areas of need in spite of previous gains
- Scores on Algebra I and Math Foundations proficiency, both lower than the previous year, will need to be addressed
- English I and II had 6.3% and 6.4% below proficiency but will need to continue the emphasis on proficiency and advanced
- Career/Technical education – specifically skills proficiencies
- Value-added scores for Algebra I and Biology were below the state status

What evidence/sources support your response? (Assessment Methods)

- Based on the State Report Card and standardized test data including TCAP Achievement, Gateway tests, End of Course tests, ACT results, TVAAS and graduation rate

Indicator 3.3 Report Card Disaggregation

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

Strengths:

- **All subgroups** except Students with Disabilities met the NCLB target of 79% proficient for Math (K-8)
- **All subgroups** except Students with Disabilities and Limited English Proficient Students met the NCLB 83% target for Math (K-8)
- Reading/Language Arts TCAP data in grades 4,5, and 7 indicated strengths
- TCAP Mathematics scores in grades 4, 5, 6, and 7 were good
- End of Course tests were also a strength

Needs:

- Three schools did not meet federal AYP guidelines based on the performance of Students with Disabilities:
 - 2 schools (E. L. Ross and D. P. Yates) in the area of Math
 - Cleveland Middle School in the areas of Math and Reading/Language Arts
- Students with Disabilities and Limited English Students are below the NCLB target proficiency in Reading/Language Arts and Math although 3-year averages show positive trends
- Algebra Gateway showed **increases in below proficiency** in all subgroups except Hispanic Students
- English Gateway showed **increases in below proficiency** in all subgroups except Students with Disabilities
- Reading skills for ELL students and Students with Disabilities must continue to be an emphasis

What evidence/sources support your response? (**Assessment Methods**)

- Based on the State Report Card, TCAP achievement tests, the CELLA test, Gateways exams, Career/Tech Report Card, Special Education Federal Tables, NCLB Benchmarks

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

Strengths:

- Cleveland City Schools was in good standing according to NCLB [benchmark](#) standards
- K-8 promotion and attendance rates [exceeded the state target rates](#)
- [Grades 9-12 met the state target goal of 93% for attendance](#)
- The system was above the state average in per pupil expenditure
- [Students, parents, and the community surveys reveal that Cleveland City Schools is a safe environment for learning with high expectations of students](#)
- [Technology use has increased for students and teachers](#)

Needs:

- Areas of need included Highly Qualified Teachers ([Report Card indicates 89.8%](#))
- Graduation Rate [of 84.9% is below the state target of 90%](#)
- Suspension Rate of African American students ([10.7%](#)) is higher than all subgroups
- [Because of the increased use of technology, more personnel is needed to maintain this use](#)

What evidence/sources support your response? ([Assessment Methods](#))

- Based on the [Tennessee Report Card](#), [Technology in Education Survey System](#), and [Public Engagement Surveys](#)

Indicator 3.4 Narrative Synthesis of All Data

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

Strengths:

- The curriculum has been aligned with state standards for K-12
- This curriculum is available on the system website
- A structured reading program (including three-tier reading in K-5) has been implemented in grades K-6 that is based on Reading First Guidelines
- Each elementary and middle school has the services of a Literacy Coach
- A reading consultant worked with teachers monthly on scientifically based reading practices
- Read 180 (scientifically researched reading program) has been implemented in the middle and high school levels to address the needs of student with disabilities
- K-8 Mathematics teachers received professional development for Best Mathematics Practices
- Reorganization has occurred at the ninth grade level according to “High Schools that Work” guidelines
- Placement of students in the first year of Mathematics at the high school level has improved student success
- The high school has also implemented a Credit Recovery program for students that have failed courses
- The Tennessee Scholars program encourages students to excel academically
- 100% of the Cleveland City Schools are accredited by SACS

Needs:

- The high school needs to provide interventions for students taking the Gateway Algebra and English tests in grades 9-12, for all subgroups
- Interventions must be made for dropout prevention to address the cohort drop out rate of 6%
- A plan needs to be developed for continuous monitoring for student progress in grades K-8

What evidence/sources support your response? (Assessment Methods)

- Based on
 - Some progress monitoring data available for our K-5 Reading and Mathematics programs
 - T-CAP data
 - State Report Card indicate areas of need
 - SACS Guidelines
 - Perkins Report Card Data

Indicator 3.5 Prioritized List of Goal Targets

What are your data driven prioritized goals?

1. Reading/Language Arts: [NCLB Benchmarks K-8 \(89%\); 9-12 \(93%\)](#)
[Cleveland \(3-years\) K-8 \(89%\); 9-12 \(91%\)](#)
 - a. To decrease the number of students in all subgroups listed as not proficient in Reading/Language Arts by 10% by the end of SY [2008](#)
 - b. To increase the number of students scoring at the advanced level of proficiency in Reading/Language Arts by a minimum of 10% by the end of SY [2008](#)

2. Mathematics: [NCLB Benchmarks K-8 \(86%\); 9-12 \(83%\)](#)
[Cleveland \(3-years\) K-8 \(89%\); 9-12 \(86%\)](#)
 - a. To decrease the number of students in all subgroups listed as not proficient in Mathematics by 10% by the end of SY [2008](#)
 - b. To increase the number of students scoring at the advanced level of proficiency in Mathematics by a minimum of 10% by the end of SY [2008](#)

3. To increase the graduation rate by 2% per year. [NCLB Benchmark - 90%](#)
[Cleveland - 84.9%](#)

[All these goals will meet or exceed NCLB Benchmarks](#)