

RED RIVER PARISH SCHOOL DISTRICT - CUMULATIVE EXECUTIVE SUMMARY
An Academic Review

END OF 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020

Executive Summary a Major Component of District Plan Includes the Following:

Part A: Goals and Subjective Response

Part B: Objectives

Part C: Final Accountability Results

Part D: Recognition of Progress and Required Improvements

CUMULATIVE EXECUTIVE SUMMARY TO BE COMPLETED THROUGH 2020-2021 IN FALL 2021
BASED ON RECEIPT OF LOUISIANA ACCOUNTABILITY DATA FROM SPRING 2021
AND FINAL EVALUATION OF 2020-2021 SCHOOLWIDE PLAN IMPLEMENTATION.



PART A: GOALS AND SUBJECTIVE RESPONSE TO GOAL ACTIONS

EACH GOAL REFERS TO THE SECTIONS OF DISTRICT AND SCHOOL PLANNING GUIDES FOR EACH YEAR. EACH PLANNING GUIDE PROVIDES BOTH THE STEPS SET AT THE BEGINNING OF EACH YEAR AND PROGRESS BY THE END OF EACH SPECIFIC YEAR. LISTINGS IN THIS SECTION OF THE EXECUTIVE SUMMARY VERIFY PROGRESS TOWARDS GOALS. ACTIONS COMPLETED ARE CUMULATIVE; BUILDING ON PREVIOUS WORK AND RAISING EXPECTATIONS FOR LEADERS, TEACHERS, AND STUDENTS.

GOAL: READY TO LEARN

2014-2015

College and Career Pathways determined options for early childhood, promotion for 4th and 8th graders, and expansion of high school offerings. (High School in separate goal of School Completion.)

- The Early Childhood Network was established with Red River School Board as Lead Agency.
- Pupil Progress Plan set the criteria for promotion to fourth and eighth grade.

2015-2016

Preparing Children for Kindergarten: Early Childhood - All three milestones were completed.

- Red River School System became Louisiana Early Childhood Care and Education Network Lead Agency beginning July, 2015. As a result a written plan was developed with goals, calendars, CLASS observation process, processes for use of data, and other details to strengthen collaborative leadership and coordination with all Program Partners.
- To meet the goal of “utilizing all available spaces to serve at-risk children” a coordinated enrollment process was developed for implementation beginning in 2016-2017.
- Building on guidance for classroom best practices, the Network Partners established direction for assessing program and staff needs and created job-embedded professional development options for teacher support.

2016-2017

Prepare Children for Kindergarten

- Established a system for conducting accurate CLASS observations and providing feedback twice each year for all publicly funded classrooms.
- Curriculum plan revised and required assessments completed; professional development plan more individualized.
- Coordinated enrollment and funding requests in place.

2017-2018

Early Childhood – Prepare Children for Kindergarten – Ready to Learn

- Focus for year was strengthening the overall network.
- Increased scores in the CLASS Domain of Instructional Support network wide by using knowledge gained from MMCI & MTP pilots.
- Engaged Head Start local and district contacts by meeting with Pine Belt to strengthen collaborating partnership.
- Use consultant from Resource & Referral Group by ensuring all childcare centers have schedules of workshops available.

- Provide professional development in curriculum and planning using TS Gold

2018-2019

Now an Element in Schoolwide Plans – Focus on Transition

Early childhood transition plans assist preschool children in the transition from early childhood programs to local elementary programs. Transition plans should be seamless and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the transition strategies. Plans for evaluation of effective implementation should be in place.

Activities to Provide Effective and Timely Early Childhood Transition

- District continued as Lead Agency with focus on improvement. Network partners beginning to close.

2019-2020

Early childhood for the school district increased in responsibility with the Head Start Program now entirely under the direction of the Red River School Board. All students were placed in the Elementary School building. This action brought increased leadership, teachers, paraprofessionals, classes, students, and parents into the school setting.

GOAL: INSTRUCTIONAL LEADERSHIP

2014-2015

School and Teacher Learning Targets ensures assessments

- Improved rigor, consistency, and alignment to standards when planning Student Learning Targets.
- Used LDOE reviews and practice tests to select materials and development assessments.
- District set calendar followed in each school to implement SLT process and verified by district monitoring.
- Role of Teacher Leaders revised for “coaching” and leadership for weekly scheduled teacher collaboration sessions.
- Data Analysis Guide used to study trend data and guide in setting school accountability objectives.

Observation and Feedback - All milestones provided for implementation of the COMPASS process.

- Leaders used COMPASS and student achievement data to determine teacher progress in assigned placement.
- Data provided evidences of progress and allowed support according to needed improvement for struggling teachers.
- COMPASS ongoing and final data were entered into the LDOE computer system for final end of year results.

2015-2016

Developing High-Quality Instruction in Every Classroom: Instructional Leadership

- Districtwide the goal setting process continued and school principals followed the time frames and process for observation, feedback, and evaluation through the COMPASS process.
- Plans included the Quarterly District and School Leader PLC work sessions to offer better support of teachers and principals, including guidance for decision-making. However, with planned changes in district leadership and differences in needs of each of the three schools, one-on-one collaboration with each school provided a better option than districtwide work sessions.
- Changes in the district did not deter from each school and the district meeting COMPASS implementation requirements.

2016-2017

High-Quality Instruction in Every Classroom – School Leadership

- District participation in Principal Fellowship.
- Used Believe and Prepare district identified and trained four mentor teachers to support new teachers for full year.

2017-2018

Develop High-Quality Instruction in Every Classroom—Instructional Leadership

- Principals participated in learning groups for curriculum-centered professional development.
- Principals had set schedule for interaction with Director of Student Learning to analyze data, identify needs and offer support.

2018-2019

School Leadership is now included mainly in Element 6 Professional Development of Schoolwide Plans

- Redesign Grant Professional Development Activities: (RG) a. District wide PD with external vendors: ANet, Great Minds, and Zearn, Learnzillion
- Instructional coaching for new and struggling teachers by mentors and instructional coaches.
- Other: Leadership/instructional coaching support through Generation Ready.

SRCL Grant Professional Development Activities:

- Provide teachers with ongoing and differentiated training on reading and writing protocol
- Learning walks of teachers into other teachers' classrooms.
- Administrative walk-throughs
- Added Content Leaders in ELA and Math
- All principals and assistant principals completed NISL

2019-2020

- Bringing together PBIS, and full implementation of "Capturing Kids Hearts" provide for Element 5, Tiered Intervention. of Schoolwide Plans.
- Along with Element 5 of Schoolwide Plans the administration is to ensure Element 4 "Student Support Services," are completed by the many resource persons and programs available to address student needs.

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GOAL: CURRICULUM AND ASSESSMENT

2014-2015

Assessment and Curriculum provided for high quality curriculum, training for implementation, and aligned benchmark assessment

- District and school analyzed LDOE reviews of curriculum and assessment and choose new ELA and Math districtwide
- District provided extensive funding for purchase of materials, training for cohort groups, training in each school
- Used benchmark assessments as scheduled throughout year to assess progress and train students for state assessments
- Completed actions for schools to be technologically equipped to support curriculum, academics, and assessments

2015-2016

Developing High-Quality Instruction in Every Classroom: Curriculum and Assessment

- Using LDOE Curricular Resources reviews, District Curriculum Planning Requirements, and ongoing professional development, Teacher Leaders guided teachers in making decisions and planning for higher quality curricula.
- Following LDOE guidance in identifying assessment options, establishing and completing assessment calendars, and collaborative review of results assisted with use of higher-quality common assessments and ongoing study of results.
- Increasing the opportunities for Teacher Leader and other staff members to attend professional development activities assisted all teachers in identifying standards, planning curriculum and instruction, and preparing students for State assessments.

2016-2017 and 2017-2018

Develop High-Quality Instruction in Every Classroom – Academics: Curriculum, Assessment, and Professional Development (Curriculum, Assessment, and Professional Development Combined; Professional Development replaced School and Teacher Collaboration. (See 2016-2017 and 2017-2018 combined below.)

2019-2020

Major changes occurred in the district with removal of materials no longer applicable to instruction and replaced with full use of the LDOE Tier I curriculum in all applicable grades.

- Full implementation of Tier I and other curriculum was planned with professional development for appropriate staff.
- Focus on Content Leader training and turnkey in schools; Use of Guidebooks; Zearn, other Tier I curriculum
- Focus on plans for Struggling Learners and addressing the need to improve Comprehensive Intervention for subgroups.

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GOAL: SCHOOL AND TEACHER COLLABORATION

2014-2015

School and Teacher Collaboration provided collaboration time for teachers and principals to improve teacher practice and student learning.

- Collaboration time was set weekly in each school with school records and district monitoring ensuring implementation.
- PLC models and other methods of collaboration were studied throughout the year.
- Data from assessments and examination of student work became integral component of collaboration sessions.
- Teacher Leader responsibilities and results in each school were examined in districtwide Teacher Leader sessions and in providing evidences of actions being completed during districtwide monitoring each semester

2015-2016

Developing High-Quality Instruction in Every Classroom: Curriculum and Assessment – Milestone 3 Professional Development (Other Milestones in separate goal of Curriculum and Instruction.)

- Following LDOE guidance in identifying assessment options, establishing and completing assessment calendars, and collaborative review of results assisted with use of higher-quality common assessments and ongoing study of results.

2016-2017 NOW COMBINED CURRICULUM AND ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Develop High-Quality Instruction in Every Classroom: Academics – Curriculum, Assessment, and Professional Development

- Curriculum Course Overviews were used to indicate curriculum aligned for all grades.
- Used schedules to begin directing use of subject-selected assessments; collaboration meetings continued.
- Ensured readiness for online testing in grades 3 through 8.
- Efforts at district calendar for professional development
- Initiated “Capturing Kids Hearts.”

2017-2018

- Better assessment alignment and quality in ELA, Math, and Social Studies with use of ANet consultants and district leadership team with ANet ELA and Math rubric training.
- Mentor and Lead Teachers attended teacher leader summit sessions with follow-up activities at each school.
- High percentage of teachers administer diagnostic assessments from remediation guides and administer culminating writing tasks from Guidebooks.
- Continuous monitoring via weekly walk-throughs by school leadership.
- Initial Tier I ELA and Math Curriculum with fidelity – Curriculum Mapping, Zearn PD,
- Create as master schedule that encompasses RTI for struggling students
- Leadership Pipeline Development was in place utilizing the TIF Grant and Believe and Prepare by employment of Pipeline Lead to coordinate with Instructional Coaches to assist new teacher, coordinate with school leaders and Mentor Teachers, and enroll mentor teachers and aspiring leaders to attend NISL.
- MAJOR: With beginning of school each Schoolwide Team utilized a locally developed format to write plans that assures compliance with federal legislation and includes all requirement of LDOE Statewide Monitoring Self-Assessment Tool.
- MAJOR: In second semester district awarded School Design Grant for Elementary School for next years and SCRL Grant for Junior High School with some inclusion into high school activities.

2018-2019

- Continued items from prior year but due to lack of academic progress the focus will be on better planning used across each grade and subject area in elementary grades.
- Full Tier I Curriculum Alignment in elementary grades with only Tier I in place with full implementation.

- Increased number of mentor teachers.
- Incorporated in Curriculum but listed as separate Elements in Schoolwide Plans are Element 3 Student Support Services and Element 5-Tiered Intervention. Both have an array of activities, with major activities directed at required improvement in both Elementary and Junior High School due to urgent or needed intervention in listed subgroups.
- Full implementation of School Redesign and SRCL grants.

2019-2020

- District making some revisions in leadership team members at Junior High School with principal, assistant principal, counselor, and curriculum leader.
- Some changes at High School with two assistant principals – curriculum and instruction, student services.
- Increased content leader training.
- Continued closer interactions between District Director of Student Learning and principals.
- Continued use of Professional Learning Communities during school day.

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GOAL: SCHOOL COMPLETION

2014-2015

College and Career Pathways determined options for early childhood, promotion for 4th and 8th graders, and expansion of high school offerings. (Early childhood and other pre-high school grade in separate goal of Ready to Learn.)

- Jump Start pathways were determined and teachers identified for training and certification.

2015-2016

Creating a Path to Prosperity for Every Student. High Schools - All three milestones were completed.

- Red River High School realizes the need to annually increase the graduation rate and many actions are used to identify and plan for struggling students. Major actions included monitoring progress of all students through scheduled weekly teacher collaboration sessions, implementation of T9 Grade Guidance, and guidance provided to students by two counselors.

- To provide opportunities for students to move successfully to college and/or the workplace, the entire staff participated in professional development/training, coursework alignment, resource selection, and portfolio study to bring together options to increase graduation rate and post-secondary learning or employment.
- Extensive use of the “High School Planning Guide,” use of data, and close communication with students, strengthened both counseling and mentoring of all students to stay on track to graduate.

2016-2017

Create a Path to Prosperity for Every Student

- Continued review of Graduation Requirements with parents.
- Offered more options for students to earn credit through technology and partnership and area colleges.

2017-2018

Create a Path to Prosperity for Every Child – High Schools

- Reorganization of administration and leadership positions.
- Created a publication of a student handbooks incorporating course catalog, pathway information, and FAFSA details
- Implemented a WIN period of 40 minutes per day for struggling students, ACT preparation, and pathway counseling.
- Allowed students to complete credit recovery instruction through an online portal.
- Incorporated Student Tracker for all students at RRHS.

2018-2019

Renamed as Element 4 Student Opportunities in Schoolwide Plans and applicable to High Schools

- Opportunities for students include Advanced Placement courses (3).
- Opportunities for students include industry- based credentials in Carpentry, Welding, Nursing, and Culinary Arts, just to name a few
- Opportunities for students include Dual Enrollment courses in partnership with Northwestern State University.

2019-2020

Student opportunities continued and/or increased Advanced Placement, Industry-Based Credentials and Dual Enrollment.

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GOALS: ALIGNED RESOURCES and ALIGNED PLANNING

2014-2015; 2015-2016; 2016-2017; 2017-2018, 2018-2019, 2019-2020

Align Resources allowed review of needs, costs, funds available and alignment of funds to needs using program guidelines.

- Unified Application includes alignment after various needs assessments and collaborative sessions provide priorities
- District follows LDOE guidance to determine flexibility within each funding source as well as use of funds. The Unified Application is always submitted in a timely manner and audits indicate appropriate expenditures.
- Schoolwide Plans include funding sources and are matched to Elements.
- District Planning demonstrates State, district and school compatibility
- Schoolwide Plans for each school include all applicable Elements with activities requiring evidence of implemented activities.
- Full use of LDOE Title I Schoolwide Programs “Program Monitoring Self-Assessment Tool” and full compliance by LDOE

ELEMENTS WITH ACTIONS OF IMPLEMENTATION

- Comprehensive Needs Assessment (Element 1) With this year more requirements were included and the district expanded the full needs assessment ensuring this major component details the major needs of each school.
 - Establish a Schoolwide Planning Team
 - Clarify the Visions for the Process
 - Create a Comprehensive Profile of the School
 - Identify Data Sources
 - Analyze Data
- Strategies for Improvement (Evidence-Based) (Element 2)
- Student Support Services (Element 3)
- Student Opportunities (Element 4)
- Tiered Intervention (Element 5)
- Professional Development Element (6)
- Early Childhood Transition (7)
- Supplement, not Supplant



PART B: OBJECTIVES AND RESULTS

2014-2015

- Assessment objectives set for 60% to 70% proficient scores were met only in high school.
- Accumulated Credit objective of 6.9 points was met with 7.0 points.
- High School Graduation Rate of 26.0 points exceeded the objective of 24.0.
- Progress Points ensured the junior high reached letter grade of C.

2015-2016

- Assessment objectives were set, but not fully met in any school total; elementary did increase in proficiency by 3 to 4 percent; junior high and high school decreased in math and science with additional decrease in high school ELA. Overall districtwide percent of proficiency remained at about 55%.
- High school Graduation Rate objective was exceeded with a graduation rate of 88.8% producing 31.9 SPS points and also increasing the Graduation Index to 25.0 SPS points.
- High school ACT objective of 16 was met with 16.9 SPS points.

2016-2017

- Overall proficiency declined to about 42%, the lowest since records are displayed on current charts of last five years. Junior high and elementary each declined about 10% with high school showing just slight increase, but much decline remains when compared to many prior years.
- No progress points were earned in any of the three schools.
- The one major increase was produced by the 9th grade Accumulated Credit points of 7.3, awarded to Junior High SPS.
- Although the high school graduation rate remained higher than most year prior to 2016, the rate was not above 80% and created a drop in both the graduation rate and graduation index. These, along with a drop in ACT compounded the drop in overall performance.
- Declines in areas listed resulted in the District School Performance Score dropping to 62.0, the lowest on record, and resulting in a “D” Letter Grade.

2017-2018 Notes were not included as the transition in the accountability system was based on a new transition scale.

2018-2019

- Overall district progress was minimal, but the district was able to increase the Progress Index from 74.4 to 76.5 a low “B” letter grade. This was due mainly to the high school scores.
- The Accumulated Credit with over 7 points continued the strength for this area even with a small 5% rate for the SPS for the junior high school.

- Elementary scores did not meet any of the achievement percent objectives set for the school for the year. Junior high was close to the 50% in some areas, as the objectives were kept low due to prior year progress.
- High school will be noted as the most positive affect on the school and district scores with a high graduation rate of 85.5% producing high schools in both Graduation Index and Graduation Rate.

2019-2020

Each school did set objectives with a focus on increase in achievement levels of basic and higher, especially in the Elementary and Junior High Schools. As the schools were making an effort to complete estimates and use formative data for improvements, schools were closed in mid-March due to COVID-19 and no final student assessments were completed.



PART C: FINAL ACCOUNTABILITY RESULTS

2014-2015 DISTRICT AND EACH SCHOOL INCREASED OVER PRIOR YEAR

- District Performance Score: District Performance Score 77.7 with Letter Grade of C; an increase from 66.6-D 2013-2014
- School Performance Scores: Red River Elementary School Performance Score: 59.1 with Letter Grade of D; an increase from 56.4-D 2013-2014
 Red River Junior High School Performance Score: 70.7 with Letter Grade of C; an increase from 67.8-D 2013-2014
 Red River High School Performance Score increased from 77.9-D 2013-2014 to 83.7 with Letter Grade of C approaching a B of 85.0 or higher.

2015-2016 DISTRICT, ELEMENTARY, AND HIGH SCHOOL INCREASED OVER PRIOR YEAR; JR. HIGH DECREASE

- District Performance Score: District Performance Score 78.3 with Letter Grade of C; a slight 0.6 increase
- School Performance Scores: Red River Elementary Performance Score: 64.1, an increase of 5.0 points

with a Letter Grade Remaining D.

Red River Junior High School Performance Score: 66.6, a decrease of 4.1 points and declining from Letter Grade C to D.

Red River High School Performance Score: 86.0, an increase of 2.3 points and reaching a B letter grade from the prior year C.

2016-2017 DISTRICT, ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL DECREASED OVER PRIOR YEAR

- District Performance Score: District Performance Score 62.0 with Letter Grade of D, a 16 point decrease.
- School Performance Scores: Red River Elementary Performance Score: 54.9, a decrease of 9.2 points but remaining a Letter Grade of D.

Red River Junior High School Performance Score: 47.2, a decrease of 19.4, but remaining a Letter Grade of D.

Red River High School Performance Score: 75.0, a decrease of 11.0, and a drop from a B to a C Letter Grade.

2017-2018 DISTRICT, ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL INITIATE NEW ERA OF PROGRESS

In this year only the data will reflect two School Performance Scores

First is the SPS resulted from the prior years scale and Second as the SPS resulted from the Transition Scale for 2017-2018.

- District Performance Score: Prior Scale: 67.3 an increase by 5.3 points, but remaining a D Letter
Transition Scale: 76.3 Overall SPS increased to C
- School Performance Scores: Red River Elementary
Prior Scale: 59.3 an increase by 4.4 points, but remaining a D Letter Grade
Transition Scale: 56.4 Overall SPS remaining a D Letter Grade, but greatly benefitted from progress index of transition scale.

Red River Junior High

Prior Scale: 49.8 an increase by 2.6 But remaining a D Letter Grade
Transition Scale: 50.0 Overall SPS remaining a D Letter Grade, but
Greatly benefitted from progress index of transition scale.

Red River High School

Prior Scale: 84.4, an increase by 9.4 points, remaining a C
Transition Scale: 76.3 Overall SPS increasing to a B Letter Grade while
Increasing both Graduation Rate and Graduation Index.

2018-2019 DISTRICT, HIGH SCHOOL AND JUNIOR HIGH INCREASED OVER PRIOR YEAR; ELEMENTARY DECREASE

- District Performance Score: District Performance Score 64.2 with Letter Grade of C; a slight 0.8 increase
- School Performance Scores: Red River Elementary Performance Score: 49.7, a decrease of -6.7 points with a Letter Grade declining from a D to an F.
Red River Junior High School Performance Score: 52.8 an increase of 2.8 points and retaining Letter Grade D.
Red River High School Performance Score: 78.9, an increase of 2.6 points; therefore, Improving the B letter grade from the prior year.

2019-2020 No final accountability results due to school closed in mid-March for remainder of year by order of governor due to COVID-19 pandemic.

2020-2021 Summary for this year will be completed when all data and analysis from spring 2021 state assessment is received as expected by fall 2021.



PART D: RECOGNITION OF PROGRESS AND REQUIRED IMPROVEMENTS

2014-2015

- **PROGRESS**

- Listings of actions completed in the District Planning Guide indicate the district and each school implemented the activities to reach all goals.
- Each school increased the School Performance Score over the prior year.
 - with the Junior High increasing from a “D” to “C” Letter Grade.
 - with a minimal Elementary increase from 56.4 to 59.1 retaining a “D” Letter Grade.
 - with the High School having the highest SPS in the most recent 3 year span, but remaining a “C” Letter Grade.
- District regained the points needed to return to 77.7 with “C” Letter Grade
- Junior High addressed low performing student progress in Math by producing 4.6 Progress Points
- Accumulated Credit Points remain strong reaching 7 out of a possible 7.5 points.
- High School Graduation reached the highest percent of 76.5 when comparing all years.
- While the overall district objective for proficiency was 2% lower than set, but 2% increase resulted.
- High School English and American History continuously reach high percent of proficient scores.

- **REQUIRED IMPROVEMENTS**

- While actions to meet Goals have been noted as being implemented, the resulting Objectives do not indicate the actions resulted in high percent increased student academic proficiency. Therefore, each school must be more specific in giving evidence of implementing actions listed in the District Planning Guide for each milestone and focus area.
- All schools must study data and set realistic proficiency objectives as early in the year as possible and use benchmarking to determine ongoing progress toward the objectives.
- In Elementary and Junior High grades in most subjects the percent of Advanced and Mastery scores need to increase along with increase in percent of Basic levels.

- Elementary ELA and Math need to ensure a year’s growth for lowest students in order to add Progress Points into the SPS and raise the School Letter Grade.
- High School Mathematics and Biology must make changes to reach above 50% proficiency.
- Number of High School ACT scores higher than 17 must increase.

2015-2016

- **PROGRESS**

- Listings of actions completed in the District Planning Guide indicate the district and each school implemented the activities to reach all goals.
- Slightly increased District Performance Score by 0.6 points for a total of 78.3 and remaining a “C” Letter Grade.
- High school increased the School Performance Score over the prior year
 - increasing from a “C” to “B” Letter Grade.
 - reached the highest percent of Graduation Rate of 88.8 when comparing all years.
 - exceeded the objective of a 16 ACT SPS with 16.9 points.
- High School English III and American History continuously reach high percent of proficient scores.
- Elementary did show improvement by
 - SPS increased by 5.0 points, but retains a “D” Letter Grade.
 - Exceeded Science objectives while also increasing Mathematics objectives and regaining 3.5 Progress Points.

- **REQUIRED IMPROVEMENTS**

- While actions to meet Goals have been noted as being implemented, the resulting Objectives do not indicate the actions resulted in high percent increased student academic proficiency. Therefore, each school must be more specific in giving evidence of implementing actions listed in the District Planning Guide for each milestone and focus area.
- All schools must study data and set realistic proficiency objectives as early in the year as possible and determine better estimates of ongoing progress toward the objectives.

- In Elementary and Junior High grades in most subjects the percent of Advanced and Mastery scores must increase along with increase in percent of Basic levels. Both schools are not reaching 70% or higher proficiency to begin movement into the “C” Letter Grade range.
- Although Elementary and Jr. High gained some progress points, ELA and Math need to ensure a year’s growth for lowest students to add at least 5 Progress Points into the SPS and raise the School Letter Grade.
- High School Mathematics and Biology must still make changes to reach above 50% proficiency.
- Number of High School ACT scores higher than 17 must still increase.
- High School must address issue of the decline of ELA proficiency.

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2016-2017

- **Progress**

Notes in the Final Accountability Section above indicate the only area of progress was in Accumulated Credit points.

- **Required Improvements**

Very little can be said except to look at all the notes from prior two years. The district did make a better effort at completing a Needs Assessment and determining both the curriculum and assessment changes that will be needed for the next year. Many aspects of district and school leadership have been revised in an effort to address the major decline of academic results.

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2017-2018

- **Progress The district and all schools increased in school performance points for the 2017-2018 school year in the prior year formula and the transition scale formula.**

- District increased to a letter grade of “C” in the new formula and showed a 5 point increase in the prior year formula.
- High School was outstanding in achieving a label of “B” in the new formula while providing the district with an “A” in the areas of Graduation Rate and Strength of Diploma.
- Junior High, while increasing slightly in the old formula, remained a “D” Letter Grade. However, in the transition formula Improvement was indicated with a “C” in the student progress indicator.

- Elementary School, while remaining a “D” showed progress in the old formula, and in the transition scale matched the high school with a “B” rating in student progress towards mastery.
- Schools began major changes in expectations coupled with teacher and administrator awareness of addressing individual student needs in progressing toward proficiency.
- School began major implementation of new curriculum linked to professional development though being awarded LDOE allowing continuation into several years.
- Changes and additions to allow support for new and teachers not meeting expectations along with recognition of high performing teachers can continue to increase district expertise in the classroom.
- Junior High continued high scores in the area of Accumulated Credit.
- **Required Improvements**
 - Greatest concern is the K-8 and high school Assessment Index under the new scale formula which purely measures the levels of individual students on the LEAP 2025 exam.
 - Most improvement is needed in the Junior High School in all areas other than Accumulated Credit.
 - Both Elementary and Junior High subgroup scores need immediate study and planning for Urgent intervention Needed or Required for several groups.

2018-2019

- **Progress Two schools increased in school performance points for the 2018-2019 school year, but the elementary school decline in student achievement resulted in very little increase in the overall district score.**
 - District was able to maintain a letter grade of “C” but less than a full point in growth of School Performance Score.
 - High School continued to be outstanding in achieving a label of “B” in the new formula while providing the district with an “A” in the areas of Graduation Rate and Strength of Diploma.
 - Junior High, while increasing, remained a “D” Letter Grade. However, improvement was indicated with a “B” in the student progress indicator.

- Elementary School, while declining to an "F" letter grade did maintain the "B" Progress Index.
- Schools began major changes in expectations coupled with teacher and administrator awareness of addressing individual student needs in progressing toward mastery.
- School began major implementation of Tier I curriculum linked to an array of professional development providers.
- Full implementation of School Redesign Grant for Elementary and SRCL for Junior High with High School activities and both allowing continuation into several years.
- Changes and additions to allow support for new and teachers not meeting expectations along with recognition of high performing teachers can continue to increase district expertise in the classroom.
- Junior High continued high scores in the area of Accumulated Credit and high school in both Graduation Index and Graduation Rate.

- **Required Improvements**

- Greatest concern is the K-8 and high school Assessment Index under the new scale formula which purely measures the achievement levels of individual students on the LEAP 2025 exam. This statement is the same as the prior year.
- Most improvement is needed in the student achievement in the Elementary School in all subject areas. The improvement in percent of students scoring a basic and above and at mastery and higher in all subject areas remains a major target in both the junior high and high school.
- Both Elementary and Junior High subgroup scores need immediate study and planning to address the Comprehensive Intervention Required.

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2018-2019

- **Progress Two schools increased in school performance points for the 2018-2019 school year, but the elementary school decline in student achievement resulted in very little increase in the overall district score.**
 - District was able to maintain a letter grade of "C" but less than a full point in growth of School Performance Score.
 - High School continued to be outstanding in achieving a label of "B" in the new formula while providing the district with an "A" in the areas of Graduation Rate and Strength of Diploma.

- Junior High, while increasing, remained a “D” Letter Grade. However, improvement was indicated with a “B” in the student progress indicator.
- Elementary School, while declining to an “F” letter grade did maintain the “B” Progress Index.
- Schools began major changes in expectations coupled with teacher and administrator awareness of addressing individual student needs in progressing toward mastery.
- School began major implementation of Tier I curriculum linked to an array of professional development providers.
- Full implementation of School Redesign Grant for Elementary and SRCL for Junior High with High School activities and both allowing continuation into several years.
- Changes and additions to allow support for new and teachers not meeting expectations along with recognition of high performing teachers can continue to increase district expertise in the classroom.
- Junior High continued high scores in the area of Accumulated Credit and high school in both Graduation Index and Graduation Rate.
- **Required Improvements**
 - Greatest concern is the K-8 and high school Assessment Index under the new scale formula which purely measures the achievement levels of individual students on the LEAP 2025 exam. This statement is the same as the prior year.
 - Most improvement is needed in the student achievement in the Elementary School in all subject areas. The improvement in percent of students scoring a basic and above and at mastery and higher in all subject areas remains a major target in both the junior high and high school.
 - Both Elementary and Junior High subgroup scores need immediate study and planning to address the Comprehensive Intervention Required.

2019-2020

Progress and Required Improvements

These are not being included due to all schools closing in mid-March 2020. Schools were closed for the entire last quarter of the school year due to the COVID-19 pandemic by orders of the governor of the Louisiana.

Comments:

- Each school was very diligent in producing Schoolwide Plans for improvement and implementing activities throughout the first three 9-week periods.
- More preplanning and focus on Tier I curriculum offered possible opportunity for student academic improvement.
- Monitoring records indicated implementation of plans from each school and various data indicated the possibility of improved achievement levels if end of year assessment had been completed.

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2020-2021 Awaiting LDOE data and final evaluation of Schoolwide Plans.