

Virginia Department of Education



DATA ANALYSIS QUARTERLY REPORT

AVAILABLE TO ALL SCHOOLS

**Middle School
Data Analysis Quarterly
Report
School Year 2009-2010**

SCHOOL _____ DIVISION _____

Data Analysis Quarterly Report

Submissions Dates

Indicate with a check here and throughout the document the report that is being submitted.

Part I. School Profile	<input type="checkbox"/> October 15, 2009
Part II. Trend Data	<input type="checkbox"/> October 15, 2009
Part III. Review of Current Data	<input type="checkbox"/> October 15, 2009
Part IV. Quarterly Report	<input type="checkbox"/> First Quarter November 30, 2009
	<input type="checkbox"/> Second Quarter February 8, 2010
	<input type="checkbox"/> Third Quarter March 31, 2010
	<input type="checkbox"/> Fourth Quarter June 30, 2010

Name of School: _____ Division: _____

Signatures

Principal: _____ Phone: _____ E-mail: _____

SIP Chairperson: _____

Parent Representative: _____

Division Contact: _____

**Virginia Department of Education
Office of School Improvement**

Rationale for Quarterly Reporting of Academic Performance

The quarterly report focuses the attention of school and central office personnel as well as outside technical assistance providers on the frequent and formal analysis of data as a primary means of addressing the academic deficiencies of the school. The Virginia Department of Education has worked intensively with the Center on Innovation and Improvement, under the leadership of Dr. Sam Redding, to study the school improvement process. The book *Restructuring and Substantial School Improvement*, edited by Herbert J. Walberg, has been a major resource. This book can be found on the Internet at <http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf>, and contains the follow excerpts:

Changing and Monitoring Instruction by Herbert J. Walberg

Formative assessment should be continuing to determine the extent to which instruction is effective. Frequent testing allows teachers to monitor each student's progress to determine the need for re-teaching and extending learning time. Test results and monitoring of classroom teaching practices are useful in determining what best helps students attain proficiency. If tests and classroom observations indicate that a particular method of teaching appears ineffective, another method should be chosen.

Align formative testing and informal evaluation with state standards.

District and school staff can form work groups, organized by grade level and possibly by subject much like those described above, to develop practical classroom assessments to measure weekly or monthly progress of students (Walberg, 2006; Walberg, Haertel, & Gerlach-Downie, S., 1994). Teachers and administrators can gear their efforts in part on the results of such formative tests.

Employ quick feedback from classroom tests to evaluate progress.

Many psychological studies (Brophy, 1999; Cawelti, 2004; Walberg, 2006) show that immediate or quick feedback streamlines learning. It can help prevent learners from practicing the wrong things, and it can reward students for accurate responses, mental and physical skills, solid knowledge acquisition, deep understanding, and critical thinking. Such assessment can quickly inform teachers about which students are falling behind. Unless their problems are remedied, they fall farther and farther behind because they have not mastered the prerequisites for advanced understanding.

Monitor class and group progress with respect to standards mastery.

Just as teachers can inform themselves about individual student progress, they can become knowledgeable about their class as a whole and about NCLB categories of students such as Asians, Blacks, and Hispanics; special education; and free and reduced lunch (Chubb, 2005; Paik, 2007; Taylor, 2006). Of course, the collective progress of individual students determines the schools' aggregated group progress toward meeting Adequate Yearly Progress. If some groups are making inadequate progress, it behooves staff to concentrate more resources on them [...].

Focusing on Data Analysis from John Hopkins University: Keeping Students on a Graduation Path

This study focused on the practical, conceptual, and empirical foundations of an early identification and intervention system for middle-grades schools to combat student disengagement and increase graduation rates in our nation's cities. Many students in urban schools become disengaged at the start of the middle grades, which greatly reduces the odds that they will eventually graduate. The study uses longitudinal analyses—following almost 13,000 students from 1996 until 2004—to demonstrate how four predictive indicators reflecting poor attendance, misbehavior, and course failures (mathematics and reading) in sixth grade can be used to identify 60% of the students who will not graduate from high school.

PART I. SCHOOL PROFILE 2009-2010

(DUE: _____ 2009)

Part I. A: School Demographic Information

___ Grade Range ___ School Membership ___ Title I Schoolwide Program or ___ Title I Targeted Assistance School

___ Number and ___ Percentage of Minority Students ___ Number and ___ Percentage of Limited English Proficient Students

___ Number and ___ Percentage of Students with Disabilities ___ Number and ___ Percentage of Students Identified as Disadvantaged

___ Total Minority Students, Limited English Proficient Students, Students with Disabilities, Disadvantaged

Part I. B: No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Status

School's 2009-2010 NCLB Adequate Yearly Progress (AYP) Status Based on 2008-2009 Assessments

Made AYP (2008-2009 Benchmarks: Reading 81%; Mathematics 79%) Did Not Make AYP

Check also if AYP was made through Safe Harbor.

This school is in Title I School Improvement. Year 1 2 3

Part I. C: Standards of Accreditation Warned Status

This school is currently warned based on 2008-2009 Standards of Learning assessments in the following subject area(s):

English/Reading Mathematics Science History

This school was warned based on 2007-2008 Standards of Learning assessments in the following subject area(s):

English/Reading Mathematics Science History

This school was warned based on 2006-2007 Standards of Learning assessments in the following subject area(s):

English/Reading Mathematics Science History

PART II: THREE-YEAR TREND DATA

(DUE: OCTOBER 15, 2009)

Part II. A. IMPROVE STUDENT ACHIEVEMENT

Standards of Learning Test Results (VGLA and VAAP reported separately)

Number Passing (P) / Number Tested (T) / Percent Passing (P) (WITHOUT Remediation Recovery)

Grade 6

School Year	6 th Grade Reading	6 th Grade Math	6 th Grade History
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P
2008-2009	#P/#T %P	#P/#T %P	#P/#T %P

Grade 7

School Year	7 th Grade Reading	7 th Grade Math	7 th Grade History
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P
2008-2009	#P/#T %P	#P/#T %P	#P/#T %P

Grade 8

School Year	8 th Grade Reading	8 th Grade Writing	8 th Grade Math	8 th Grade History	8 th Grade Science
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
2008-2009	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

End-of-Course (Omit or add courses as relevant to this school.)

School Year	EOC Algebra I	EOC Geometry	EOC Earth Science	EOC World Geography
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
2008-2009	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

Virginia Grade Level Assessment (VGLA) and Virginia Alternative Assessment Program (VAAP) Results

Number Passing (P) / Number Tested (T) / Percent Passing (P) (WITHOUT Remediation Recovery)

[Include English Language Learners (ELL) Students]

Grade 6

School Year	6 th Grade Reading	6 th Grade Math	6 th Grade History
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P
2008-2009	#P/#T %P	#P/#T %P	#P/#T %P

Grade 7

School Year	7 th Grade Reading	7 th Grade Math	7 th Grade History
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P
2008-2009	#P/#T %P	#P/#T %P	#P/#T %P

Grade 8

School Year	8 th Grade Reading	8 th Grade Writing	8 th Grade Math	8 th Grade History	8 th Grade Science
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
2008-2009	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

Recovery Data

Number Coded Recovery (R) / Number Coded Recovery Passing (P) / Percent Passing (P)

School Year	6 th Grade Reading	6 th Grade Math	7 th Grade Reading	7 th Grade Math	8 th Grade Reading	8 th Grade Math
2006-2007	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P
2007-2008	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P
2008-2009	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P

End-of-Course

School Year	EOC Algebra I	EOC Geometry
2006-2007	#E/#P %P	#E/#P %P
2007-2008	#E/#P %P	#E/#P %P
2008-2009	#E/#P %P	#E/#P %P

Adequate Yearly Progress and Accreditation Three-Year History

School Year	AYP Status	Accreditation Status
2006-2007	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned
2007-2008	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned <input type="checkbox"/> Conditionally Accredited <input type="checkbox"/> Accreditation Denied
2008-2009	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned <input type="checkbox"/> Conditionally Accredited <input type="checkbox"/> Accreditation Denied

Retention Data:

Number/Percent of Students Retained Based on Grade Level Enrollment

School Year	6th	7th	8th
2006-2007	# / %	# / %	# / %
2007-2008	# / %	# / %	# / %
2008-2009	# / %	# / %	# / %

Part II. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT

Number and Percent of Students Involved vs Student Enrollment

Type of Discipline (Include Students with Manifestation Hearings.)	2006-2007	2007-2008	2008-2009
Out of School Suspensions	# / %	# / %	# / %
In-School Suspensions/Detention/Special In-School Programs	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %
Placed in Alternative School	# / %	# / %	# / %

PART II. C. INCREASE ATTENDANCE RATE

Percent of Attendance

School Year	School Attendance Rate	Teacher Attendance (Teachers Missing More Than Three Days)
2006-2007	%	%
2007-2008	%	%
2008-2009	%	%

PART III: REVIEW OF SPRING 2009 DISAGGREGATED DATA

(OR OTHER MOST CURRENT DATA)

((DUE: OCTOBER 15, 2009)

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PART III. A. IMPROVE STUDENT ACHIEVEMENT

Spring 2009 Student Performance Data

No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report

(Include VGLA and VAAP)

[Include the Other Academic Indicator (OAI) if not Attendance.]

Subgroup	NCLB Area	Number Passing	Total Number of Students	Percent Passing
All Students	English Performance			
	Math Performance			
	Other Academic Indicator			
Black	English Performance			
	Math Performance			
	Other Academic Indicator			
Hispanic	English Performance			
	Math Performance			
	Other Academic Indicator			
White	English Performance			
	Math Performance			
	Other Academic Indicator			
Disabilities	English Performance			
	Math Performance			
	Other Academic Indicator			
Disadvantaged	English Performance			
	Math Performance			
	Other Academic Indicator			

Subgroup	NCLB Area	Number Passing	Total Number of Students	Percent Passing
Limited Eng. Proficient	English Performance			
	Math Performance			
	Other Academic Indicator			

Spring 2009 Participation Data
No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report

Subgroup	NCLB Area	Number Not Tested	Total Number of Students	Percent Not Tested
All Students	English Participation			
	Math Participation			
Black	English Participation			
	Math Participation			
Hispanic	English Participation			
	Math Participation			
White	English Participation			
	Math Participation			
Disabilities	English Participation			
	Math Participation			
Disadvantaged	English Participation			
	Math Participation			
Limited Eng. Proficient	English Participation			
	Math Participation			

Spring 2009 SOL Performance by Test and Selected Subgroups

[Include the Other Academic Indicator (OAI) if not Attendance.]

Group	6th Grade Reading	6th Grade Math	6th Grade (OAI)	7th Grade Reading	7th Grade Math	7th Grade (OAI)	8th Grade Reading	8th Grade Math	8th Grade (OAI)
General Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Special Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Alternative Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Students Who Failed Test Last Year	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing

(Continued)

Group	EOC Algebra I	EOC Geometry	EOC Earth Science
General Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Special Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Alternative Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Students Who Failed Test Last Year	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing

**Number of Virginia Grade Level Alternative Program (VGLA)
and Virginia Alternate Assessment Program (VAAP) Participants**

	Grade 6	Grade 7	Grade 8
Number of VGLA Students			
Number of VAAP Students			

Algebra Readiness Diagnostic Test (ARDT)

Grade	Number of students Tested	Number/Percent of students on grade level on pre test 08-09	Number/Percent of students on grade level on post test 08-09	Number/Percent of students on grade level on pre test 09-10
6 th				
7 th				

PART III. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT

**Discipline Infractions by Grade Level for General Education
School Year 2008-2009**

Discipline Infraction	6th	7th	8th
Out of School Suspensions	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %
Alternative Program	# / %	# / %	# / %
Students Who Failed Test Last Year	# / %	# / %	# / %

**Discipline Infractions by Grade Level for Special Education
School Year 2008-2009**

Discipline Infraction (Include Students with Manifestation Hearings)	6th	7th	8th
Out of School Suspensions	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %
Alternative Program	# / %	# / %	# / %
Students Who Failed Test Last Year	# / %	# / %	# / %

PART III. C. PROVIDE SUPPORT FOR SCHOOL PLANNING

**Funding Available to School During 2009-2010 That Supports the School Improvement Plan
(Including Restructuring/Alternative Governance Activities)**

For schools in improvement status, list the major initiatives supported with School Improvement funding.

Grant	Total Funding	List Each Primary Use of Funds	Amount Per Initiative

PART III. D. ENHANCE CAPACITY-BUILDING THROUGH PROFESSIONAL DEVELOPMENT

**Number & Qualifications of Staff
School Year 2009-2010**

Staff Members	Total Number of Staff	Highly Qualified	Provisional
Classroom Teachers (General Education)		# / %	# / %
Classroom Teachers (Special Education)		# / %	# / %
Guidance Counselors		# / %	# / %
Library Media Specialists		# / %	# / %
Title I Teachers		# / %	# / %
Other Resource Teachers		# / %	
Instructional Assistants		# / %	# / %

**Title I Staffing
School Year 2009-2010**

Type of Staff	Name	Assignment		
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach

**Special Education Staffing
School Year 2009-2010**

Type of Staff	Name	Assignment		
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach

PART IV: QUARTERLY UPDATE REPORT

DUE DATES:

- FIRST QUARTER: NOV. 30, 2009 SECOND QUARTER: MARCH 31, 2010
 THIRD QUARTER: FEB. 8, 2009 FOURTH QUARTER: JUNE 30, 2010

PART IV. A. STUDENT ACHIEVEMENT 2009-2010

2009-2010 Distribution of Grades

Grade 6

Quarters	6 th Grade Reading Grades		6 th Grade Math Grades		6 th Grade History Grades	
<input type="checkbox"/> 1	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	

<input type="checkbox"/> 3	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	

Grade 7

Quarters	7 th Grade Reading Grades		7 th Grade Math Grades		7 th Grade History Grades	
<input type="checkbox"/> 1	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	

<input type="checkbox"/> 3	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	

Grade 8

Quarters	8 th Grade Reading Grades		8 th Grade Writing Grades		8 th Grade Math Grades		8 th Grade History Grades		8 th Grade Science Grades	
<input type="checkbox"/> 1	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	

<input type="checkbox"/> 3	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	

End-of-Course

Quarters	EOC Algebra I		EOC Geometry		EOC Earth Science		World Geography	
<input type="checkbox"/> 1	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#

	Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 3	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	

2009-2010 VGLA and VAAP Portfolio Monitoring

First Quarter

	Grade 6		Grade 7		Grade 8	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

Second Quarter

	Grade 6		Grade 7		Grade 8	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

Third Quarter

	Grade 6		Grade 7		Grade 8	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

Fourth Quarter

	Grade 6		Grade 7		Grade 8	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

**English Language Proficiency (ELP)
School Year 2009-2010
Measure of Progress**

Indicate the number of students at each level of English language proficiency per quarter.

Level Designations:

ELP = English Language Proficiency; M = Mastery; PM = Post Mastery

Quarter	ELP 1	ELP 2	ELP 3	ELP 4	M1	M2	PM 1	PM2
<input type="checkbox"/> 1								
<input type="checkbox"/> 2								
<input type="checkbox"/> 3								
<input type="checkbox"/> 4								

PART IV. B. MONITOR STUDENT ATTENDANCE

2009-2010 Number of Students by the Identified Areas

Quarter	Subgroup	Membership			Attendance			Tardiness			More Than 5 Absences		
		6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
□ 1	General Education												
	Special Ed/504 Plan												
	Alternative Education												
	Students Who Failed Test Last Year												
□ 2	General Education												
	Special Ed/504 Plan												
	Alternative Education												
	Students Who Failed Test Last Year												
□ 3	General Education												
	Special Ed/504 Plan												
	Alternative Education												
	Students Who Failed Test Last Year												
□ 4	General Education												
	Special Ed/504 Plan												
	Alternative Education												
	Students Who Failed Test Last Year												

2009-2010 Quarterly Transience Report: Inter- and Intra-Division Transfers

Quarter	Grade Level	No. "In"	No. "Out"
<input type="checkbox"/> 1	6 th		
	7 th		
	8 th		
<input type="checkbox"/> 2	6 th		
	7 th		
	8 th		
<input type="checkbox"/> 3	6 th		
	7 th		
	8 th		
<input type="checkbox"/> 4	6 th		
	7 th		
	8 th		

PART IV. C. PROMOTE A SAFE AND NURTURING ENVIRONMENT

2009-2010 Infractions

Quarter	Discipline Infraction	6 th	7 th	8 th
<input type="checkbox"/> 1	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %
	Students Who Failed Test Last Year			
<input type="checkbox"/> 2	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/	# / %	# / %	# / %

Quarter	Discipline Infraction	6 th	7 th	8 th
	Placements from Manifestation Hearings			
	Alternative Education	# / %	# / %	# / %
	Students Who Failed Test Last Year			
<input type="checkbox"/> 3	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %
	Students Who Failed Test Last Year			
<input type="checkbox"/> 4	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %
	Students Who Failed Test Last Year			

PART IV. D. REPORT ON LONG-TERM SUBSTITUTES

2009-2010 Long-Term Substitutes

First Quarter

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

Second Quarter

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

Third Quarter

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

Fourth Quarter

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

PART IV. E. REPORT ON STAFFING AND TEACHER ABSENCES

2009-2010 Teacher Absences

Quarter	Number of Teachers Absent More Than Three Days		
	Grade 6	Grade 7	Grade 8
<input type="checkbox"/> 1			
<input type="checkbox"/> 2			
<input type="checkbox"/> 3			
<input type="checkbox"/> 4			

2009-2010 Professional Staffing Changes

Number of Teaching Staff Per Grade (N) vs. Number of Departures (D)

Quarter	Teaching Staff Changes (Teacher Departures)		
	Grade 6	Grade 7	Grade 8
<input type="checkbox"/> 1	N/D	N/D	N/D
<input type="checkbox"/> 2	N/D	N/D	N/D
<input type="checkbox"/> 3	N/D	N/D	N/D
<input type="checkbox"/> 4	N/D	N/D	N/D

PART IV. F. REPORT ON NUMBER OF CLASSROOM OBSERVATIONS

2009-2010 Classroom Observations

(Do not include walk-throughs.)

Quarter	Number of Teacher Observations			Number of Teacher Observations with Follow-up Conferences		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
<input type="checkbox"/> 1						
<input type="checkbox"/> 2						
<input type="checkbox"/> 3						
<input type="checkbox"/> 4						

PART IV. G. INCREASE PARENT AND COMMUNITY INVOLVEMENT

2009-2010 Parent & Community Engagement

Quarter	Type of Engagement	Number Involved
<input type="checkbox"/> 1	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 2	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 3	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 4	PTA Membership	
	Volunteers In School	

Part IV. H. Report on Meeting Summary

2009-2010 Meeting Summary

Choose only one meeting for which to consistently report data. Example: School Alternative Governance Meeting.

Quarter	Number of Restructuring /School Improvement Meetings Convened This Quarter	Average Length of Meeting	Total Hours Met This Quarter	Average Number of Participants Per Meeting Each Quarter
<input type="checkbox"/> 1				
<input type="checkbox"/> 2				
<input type="checkbox"/> 3				
<input type="checkbox"/> 4				

PART IV. I. NEXT STEPS

(The boxes expand.)

FIRST QUARTER: DUE: NOVEMBER 30, 2009

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

SECOND QUARTER: DUE: FEBRUARY 8, 2010

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

THIRD QUARTER: DUE: MARCH 31, 2010

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

FOURTH QUARTER: JUNE 30, 2010, 2010

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

Acknowledgement of the Richmond City Public Schools

The Virginia Department of Education commends the Richmond City Public Schools for recognizing the importance of formative assessments and embodying its study in a document entitled *Charting the Course*. It further thanks the school system for allowing the Virginia Department of Education to borrow from the concept.