

# Virginia Department of Education

## RESTRUCTURING QUARTERLY REPORT TO THE COMMITTEE ON SCHOOL AND DIVISION ACCOUNTABILITY OF THE VIRGINIA BOARD OF EDUCATION

for Schools  
in NCLB Years 4, 5, and Beyond of Improvement  
Accreditation Denied  
Conditionally Accredited

**Middle School**

**Restructuring Quarterly Report**

**School Year 2008-2009**

**Virginia Board of Education**

**NCLB  
Restructuring Quarterly Report**

**Submissions Dates**

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

<b>Part I. School Profile</b>	<input type="checkbox"/> <b>October 15, 2008</b>
<b>Part II. Trend Data</b>	<input type="checkbox"/> <b>October 15, 2008</b>
<b>Part III. Review of Current Data</b>	<input type="checkbox"/> <b>October 15, 2008</b>
<b>Part IV. Quarterly Report</b>	<input type="checkbox"/> <b>First Quarter November 28, 2008</b>
	<input type="checkbox"/> <b>Second Quarter February 6, 2009</b>
	<input type="checkbox"/> <b>Third Quarter March 31, 2009</b>
	<input type="checkbox"/> <b>Fourth Quarter June 30, 2009</b>

( \_\_\_\_\_ Middle School \_\_\_\_\_ )

**Signatures:**

\_\_\_\_\_  
Alternative Governance Chairperson  
or School Improvement Planning Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Board Chair

\_\_\_\_\_  
Date

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

**Introduction  
Rationale for Quarterly Reporting of Academic Performance**

**The Provision of Technical Assistance under the *No Child Left Behind Act of 2001***

The Office of School Improvement provides the Restructuring Quarterly Report as a means of supporting schools that have reached the most advanced stage of Title I School Improvement as a response to Section 1116(a)(14) – State Educational Agency (SEA) Responsibilities and Section 1117 – School Support and Recognition under the *No Child Left Behind Act of 2001*.

Section 1116 (a)(14)(A)

The state educational agency shall make technical assistance under Section 1117 available to schools identified for improvement, corrective action, or restructuring under this section and consistent with Section 1117(a)(2) – Priorities.

Section 1117 (a)(1)

In general, each state shall establish a statewide system of support of intensive and sustained support and improvement for local educational agencies (LEAs) and schools receiving funds under this part in order to increase the opportunity for all students served by those agencies and schools to meet the state’s academic content standards and student academic achievement standards.

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 rationale for such a practice is found in the *LEA and School Improvement Non-Regulatory Guidance*, July 21, 2006, as it addresses the purpose of annual review of school progress. The results of the quarterly and annual review provide the state educational agency and local educational agency with detailed, useful information that can be used to develop or refine technical assistance strategies to schools.

Annual Review of School Progress

In addition to creating student achievement standards that define what students should know and be able to do, and creating accountability systems to gauge the success of their implementation, states are responsible for monitoring the progress that schools and local educational agencies make in bringing all children to proficiency in at least the core academic subjects of reading/language arts and mathematics. Although the statute and regulations charge the LEA with reviewing each of its schools and identifying those that have not made sufficient progress, the SEA also plays an important role in this process and is ultimately accountable for it. The SEA gathers, analyzes, and maintains student academic assessment data, guaranteeing consistency in the application of accountability provisions across all LEAs and schools.

### **Focusing on Data Analysis from the Center for Innovation and Improvement– A Virginia Department of Education Partner**

The Virginia Department of Education has worked intensively with the Center on Innovation and Improvement, under the leadership of Dr. Sam Redding, to study school restructuring. 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.

**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.

# PART I. SCHOOL PROFILE

(DUE: OCTOBER 15, 2008)

## 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 2008-2009 NCLB Adequate Yearly Progress (AYP) Status Based on 2007-2008 Assessments

Made AYP (2007-2008 Benchmarks: Reading 77%; Mathematics 75%)  Did Not Make AYP  
 Check also if AYP was made through Safe Harbor.

## Part I. C: NCLB Title I School Improvement Requirements

### Years 1-3 School Improvement Sanctions

Years 4 and 5 Title I School Improvement schools must continue to offer the NCLB sanctions listed in the box below. The superintendent's signature certifies that the school is offering the School Improvement requirements that follow. Check all the school is implementing.

<input type="checkbox"/>	Public School Choice (Year 1 Sanction)
<input type="checkbox"/>	Supplemental Educational Services (Additional Sanction as of Year 2)
<input type="checkbox"/>	Corrective Action (Additional Sanction as of Year 3) (At least one below to be selected.) <input type="checkbox"/> Replace school's staff relevant to the failure <input type="checkbox"/> Institute and implement a new curriculum <input type="checkbox"/> Significantly decrease management authority in the school <input type="checkbox"/> Appoint outside experts to advise the school <input type="checkbox"/> Extend school year or school day <input type="checkbox"/> Restructure internal organization of the school

**Year 4 School Improvement: Restructuring or Alternative Governance (Planning)**

While still offering public school choice, supplemental educational services, and the selected corrective action, the local school division must select at least one of the following options in the chart below as the restructuring /alternative governance “planning” option for the identified school.

**Indicate with a check the restructuring/alternative governance planning option that was selected by this school.**

	Reopen the school as a public charter school
	Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make AYP
	Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school
	<i>(Not in Virginia Code) Turn the operation of the school over to the SEA if this action is permitted under state law and the state agrees</i>
	Implement any other major restructuring of the school’s governance arrangement that is consistent with the NCLB principles of restructuring

**Year 5 or Beyond School Improvement: Restructuring or Alternative Governance (Implementation)**

While still offering public school choice, supplemental educational services, and the selected corrective action, if appropriate, the local school division must select at least one of the following options in the chart below as restructuring/alternative governance for the identified school.

**Indicate with a check the restructuring/alternative governance option that was selected by this school.**

	Reopen the school as a public charter school
	Replace all or most of the school’s staff, which may include the principal, who are relevant to the school’s inability to make AYP
	Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school
	<i>(Not in Virginia Code) Turn the operation of the school over to the state if this action is permitted under state law and the state agrees</i>
	Implement any other major restructuring of the school’s governance arrangement that is consistent with the NCLB principles of restructuring <b>If this fifth option is selected, describe the “other major restructuring of the school’s governance arrangement” in the space below. The block will expand.</b>

# PART II: THREE-YEAR TREND DATA

(DUE: OCTOBER 15, 2008)

## 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 <sup>th</sup> Grade Reading	6 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade History
2005-2006	#P/#T %P	#P/#T %P	#P/#T %P
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P

#### Grade 7

School Year	7 <sup>th</sup> Grade Reading	7 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade History
2005-2006	#P/#T %P	#P/#T %P	#P/#T %P
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P

#### Grade 8

School Year	8 <sup>th</sup> Grade Reading	8 <sup>th</sup> Grade Writing	8 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade History	8 <sup>th</sup> Grade Science
2005-2006	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
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

**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
2005-2006	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
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

**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 <sup>th</sup> Grade Reading	6 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade History
2005-2006	#P/#T %P	#P/#T %P	#P/#T %P
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P

**Grade 7**

School Year	7 <sup>th</sup> Grade Reading	7 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade History
2005-2006	#P/#T %P	#P/#T %P	#P/#T %P
2006-2007	#P/#T %P	#P/#T %P	#P/#T %P
2007-2008	#P/#T %P	#P/#T %P	#P/#T %P

**Grade 8**

School Year	8 <sup>th</sup> Grade Reading	8 <sup>th</sup> Grade Writing	8 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade History	8 <sup>th</sup> Grade Science
2005-2006	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
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

### Recovery Data

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

School Year	6 <sup>th</sup> Grade Reading	6 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Reading	7 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Reading	8 <sup>th</sup> Grade Math
2005-2006	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P
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

### End-of-Course

School Year	EOC Algebra I	EOC Geometry
2005-2006	#E/#P %P	#E/#P %P
2006-2007	#E/#P %P	#E/#P %P
2007-2008	#E/#P %P	#E/#P %P

### Adequate Yearly Progress and Accreditation Three-Year History

School Year	AYP Status	Accreditation Status
2005-2006	<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
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 <input type="checkbox"/> Conditionally Accredited <input type="checkbox"/> Accreditation Denied
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

**Retention Data:**

**Number/Percent of Students Retained Based on Grade Level Enrollment**

<b>School Year</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>
<b>2005-2006</b>	# / %	# / %	# / %
<b>2006-2007</b>	# / %	# / %	# / %
<b>2007-2008</b>	# / %	# / %	# / %

**Part II. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT**

**Number and Percent of Students Involved vs Student Enrollment**

<b>Type of Discipline (Include Students with Manifestation Hearings.)</b>	<b>2005 - 2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
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**

<b>School Year</b>	<b>School Attendance Rate</b>	<b>Teacher Attendance (Teachers Missing More Than Three Days)</b>
<b>2005-2006</b>	%	%
<b>2006-2007</b>	%	%
<b>2007-2008</b>	%	%

**PART III: REVIEW OF SPRING 2008 DISAGGREGATED DATA**  
**(OR OTHER MOST CURRENT DATA)**  
**(DUE: OCTOBER 15, 2008)**

**PART III. A. IMPROVE STUDENT ACHIEVEMENT**

**Spring 2008 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 2008 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 2008 SOL Performance by Test and Selected Subgroups**

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

<b>Group</b>	<b>6<sup>th</sup> Grade Reading</b>	<b>6<sup>th</sup> Grade Math</b>	<b>6<sup>th</sup> Grade (OAI)</b>	<b>7<sup>th</sup> Grade Reading</b>	<b>7<sup>th</sup> Grade Math</b>	<b>7<sup>th</sup> Grade (OAI)</b>	<b>8<sup>th</sup> Grade Reading</b>	<b>8<sup>th</sup> Grade Math</b>	<b>8<sup>th</sup> Grade (OAI)</b>
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

(Continued)

<b>Group</b>	<b>EOC Algebra I</b>	<b>EOC Geometry</b>	<b>EOC Earth Science</b>
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

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

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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 07-08	Number/Percent of students on grade level on post test 07/08	Number/Percent of students on grade level on pre test 08/09
6 <sup>th</sup>				
7 <sup>th</sup>				

### PART III. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT

#### Discipline Infractions by Grade Level for General Education School Year 2007-2008

Discipline Infraction	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Out of School Suspensions	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %
Alternative Program	# / %	# / %	# / %

#### Discipline Infractions by Grade Level for Special Education School Year 2007-2008

Discipline Infraction (Include Students with Manifestation Hearings)	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Out of School Suspensions	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %
Alternative Program	# / %	# / %	# / %

**PART III. C. PROVIDE SUPPORT FOR SCHOOL PLANNING**

**Funding Available to School During 2008-2009 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.**

<b>Grant</b>	<b>Total Funding</b>	<b>List Each Primary Use of Funds</b>	<b>Amount Per Initiative</b>

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

**Number & Qualifications of Staff  
School Year 2008-2009**

<b>Staff Members</b>	<b>Total Number of Staff</b>	<b>Highly Qualified</b>	<b>Provisional</b>
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 2008-2009**

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 2008-2009**

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: NOVEMBER 28, 2008       SECOND QUARTER: FEBRUARY 6, 2009  
 THIRD QUARTER: MARCH 31, 2009       FOURTH QUARTER: JUNE 30, 2009

## PART IV. A. STUDENT ACHIEVEMENT

### Distribution of Grades

Grade 6

Quarters	6 <sup>th</sup> Grade Reading Grades		6 <sup>th</sup> Grade Math Grades		6 <sup>th</sup> 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 <sup>th</sup> Grade Reading Grades		7 <sup>th</sup> Grade Math Grades		7 <sup>th</sup> 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 <sup>th</sup> Grade Reading Grades		8 <sup>th</sup> Grade Writing Grades		8 <sup>th</sup> Grade Math Grades		8 <sup>th</sup> Grade History Grades		8 <sup>th</sup> 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	

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	
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	
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	
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	

### 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 2008-2009  
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**

**Number of Students by the Identified Areas**

Quarter	Subgroup	Membership			Attendance			Tardiness			More Than 5 Absences		
		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<input type="checkbox"/> 1	General Education												
	Special Ed/504 Plan												
	Alternative Education												
<input type="checkbox"/> 2	General Education												
	Special Ed/504 Plan												
	Alternative Education												
<input type="checkbox"/> 3	General Education												
	Special Ed/504 Plan												
	Alternative Education												
<input type="checkbox"/> 4	General Education												
	Special Ed/504 Plan												
	Alternative Education												

**Quarterly Transience Report: Inter- and Intra-Division Transfers**

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

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

**PART IV. C. PROMOTE A SAFE AND NURTURING ENVIRONMENT**

**2008-2009 Infractions**

Quarter	Discipline Infraction	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<input type="checkbox"/> 1	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %
<input type="checkbox"/> 2	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %
<input type="checkbox"/> 3	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %
<input type="checkbox"/> 4	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %

**PART IV. D. REPORT ON LONG-TERM SUBSTITUTES**

**2008-2009 Long-Term Substitutes**

**First Quarter**

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

**Second Quarter**

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

**Third Quarter**

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

**Fourth Quarter**

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

**PART IV. E. REPORT ON STAFFING AND TEACHER ABSENCES**

**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			

**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**

**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**

**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

### 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 28, 2008**

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 6, 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?

### **THIRD QUARTER: DUE MARCH 31, 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?

### **FOURTH QUARTER: DUE JUNE 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?