



Student Academic Achievement Presentation

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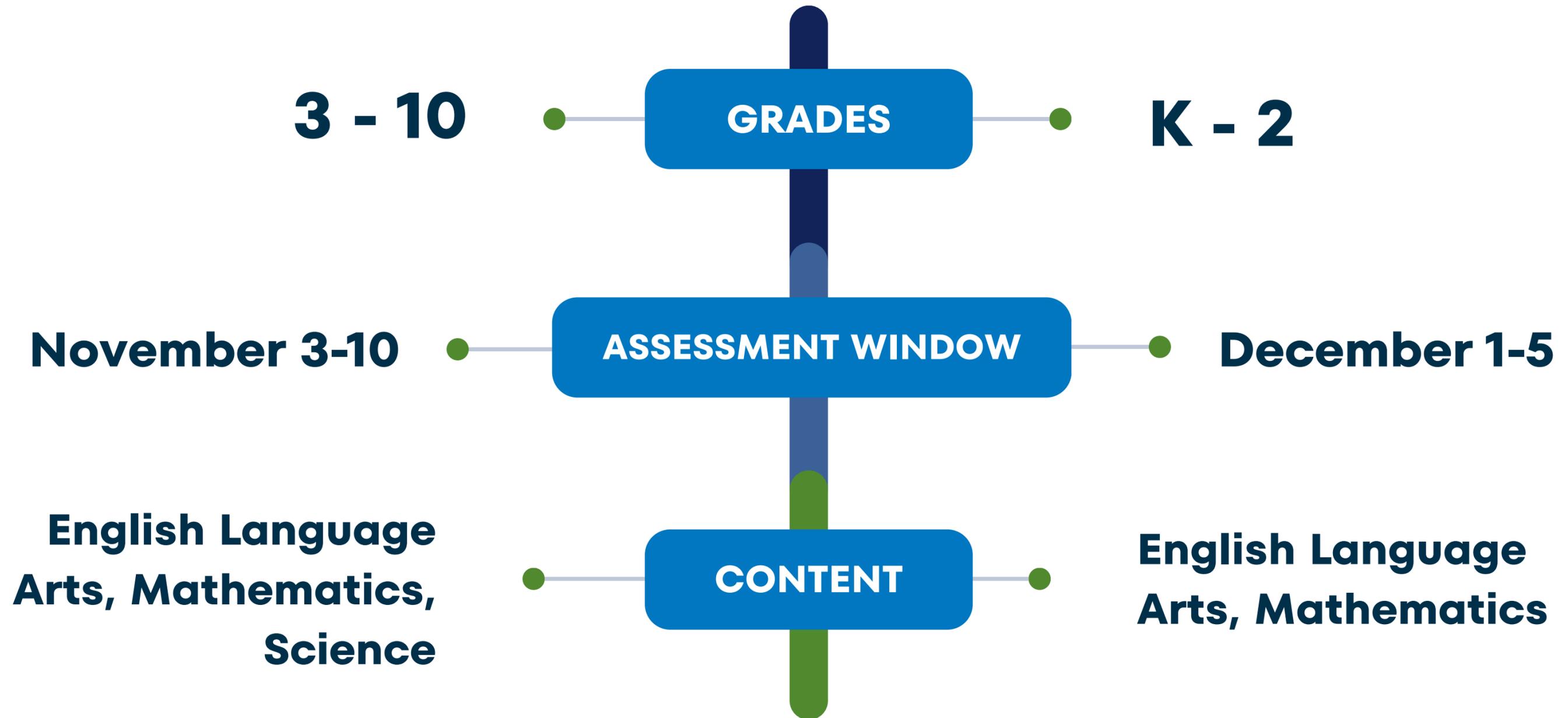
Assistant Superintendent of Curriculum and Instruction

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Mid-Year Assessment Update

ATLAS (Arkansas Teaching, Learning & Assessment System)



Why these assessments?

Practice the way you will Play

Assesses standards using the same format, technology requirements, and time allowed as the end of year summative assessment.

Cognitive demand and rigor match the end of year summative assessment

Provides an additional data point for classroom teachers and interventionists.

FOCUSED DISTRICT SUPPORT



On-going **analysis of student work**



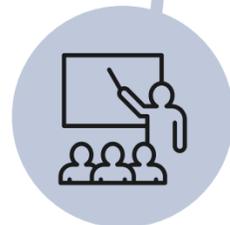
Multi-tiered System of Support



Meetings with school teams



School Improvement Plan Meetings
with Principals



Instructional specialists training focused
on ELA, Math, Science unit planning.



Ongoing **learning walks** to find
instructional trends to support



Continued monitoring and support for the
students scoring in the lowest 25%.

**ATLAS
Interim
(3-5)**

School	ELA			MATH			SCIENCE		
	% of 3-5 Students Scoring PROFICIENT			% of 3-5 Students Scoring PROFICIENT			% of 3-5 Students Scoring PROFICIENT		
	3	4	5	3	4	5	3	4	5
	Fall Interim			Fall Interim			Fall Interim		
Ballman	14%	26%	32%	13%	13%	29%	16%	30%	47%
Barling	24%	35%	30%	6%	27%	22%	18%	37%	17%
Beard	31%	19%	31%	8%	10%	24%	15%	26%	36%
Bonneville	22%	30%	32%	8%	9%	21%	12%	19%	36%
Carnall	19%	27%	31%	10%	14%	8%	5%	14%	23%
Cavanaugh	35%	40%	51%	14%	25%	38%	26%	35%	34%
Cook	34%	33%	51%	12%	25%	41%	24%	27%	39%
Euper Lane	29%	31%	44%	21%	24%	33%	24%	24%	33%
Fairview	25%	23%	28%	2%	11%	19%	13%	21%	20%
Howard	16%	11%	26%	4%	4%	18%	10%	9%	16%
Morrison	20%	21%	15%	5%	19%	13%	8%	19%	7%
OLA	0%	0%	0%	0%	0%	0%	0%	0%	0%
Park	3%	6%	24%	3%	6%	13%	0%	8%	18%
Spradling	11%	22%	17%	2%	4%	15%	9%	24%	21%
Sunnymede	13%	23%	27%	6%	19%	18%	11%	19%	16%
Sutton	20%	26%	16%	0%	11%	11%	9%	19%	13%
Tilles	9%	11%	14%	2%	7%	10%	7%	13%	12%
Woods	41%	45%	54%	20%	42%	49%	32%	45%	56%
District	17%	25%	31%	8%	17%	23%	15%	23%	26%
State	19%	25%	28%	7%	16%	20%	18%	28%	24%

ATLAS Fall Interim (6-10)	ELA					MATH					SCIENCE			
	% of 6-10 Students Scoring PROFICIENT					% of 6-10 Students Scoring PROFICIENT					% of 6-10 Students Scoring PROFICIENT			
	6	7	8	9	10	6	7	8	Alg.I	Geo.	6	7	8	Bio.
	Fall Interim					Fall Interim					Fall Interim			
Chaffin	40%	42%	43%			26%	50%	20%	45%		34%	50%	49%	
Darby	32%	28%	25%			18%	25%	7%	25%		22%	29%	29%	
Kimmons	18%	10%	18%			8%	17%	12%	25%		14%	15%	27%	
Ramsey	31%	22%	33%			18%	22%	13%	22%		25%	31%	36%	
OLA	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Northside				23%	22%				5%	4%				32%
Southside				42%	43%				12%	12%				49%
District	30%	26%	30%	32%	32%	18%	29%	13%	14%	8%	24%	32%	35%	41%
State	31%	24%	27%	31%	32%	21%	27%	13%	15%	9%	27%	31%	32%	35%

ATLAS Interim (K-2nd)



School	ELA			MATH		
	% of K-2 Students Scoring PROFICIENT			% of K-2 Students Scoring PROFICIENT		
	K	1	2	K	1	2
	Fall Interim			Fall Interim		
Ballman	22%	31%	26%	12%	15%	18%
Barling	41%	34%	38%	31%	15%	28%
Beard	6%	48%	13%	0%	17%	16%
Bonneville	38%	46%	24%	25%	23%	29%
Carnall	5%	35%	17%	10%	5%	13%
Cavanaugh	11%	29%	38%	10%	9%	24%
Cook	30%	39%	33%	13%	21%	30%
Euper Lane	21%	17%	17%	15%	12%	24%
Fairview	27%	20%	8%	15%	9%	8%
Howard	11%	14%	17%	3%	0%	17%
Morrison	20%	11%	22%	9%	4%	17%
OLA	10%	0%	0%	25%	0%	0%
Park	10%	17%	8%	14%	4%	16%
Spradling	13%	11%	21%	0%	2%	11%
Sunnymede	14%	22%	17%	4%	12%	14%
Sutton	18%	9%	9%	12%	2%	4%
Tilles	7%	15%	17%	7%	7%	17%
Woods	28%	62%	38%	28%	45%	41%
District	20%	27%	22%	13%	13%	20%
<i>State</i>	<i>25%</i>	<i>28%</i>	<i>29%</i>	<i>18%</i>	<i>21%</i>	<i>26%</i>

FOCUSED SCHOOL SUPPORT



Prioritize **Instructional Specialist support**



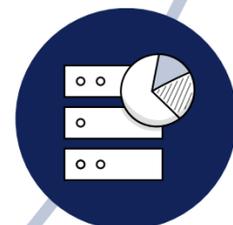
More frequent **progress monitoring** for students who are struggling



Daily intervention groups, for example WIN Period, small groups in classrooms



District/school weekly monitoring of Classroom Walkthrough data, prioritizing assessed subjects



Increased focus on **standards that are heavily assessed**



An assessment is a mirror and a map:
*it reflects where learning is today and
points the way to what comes next.*

