

**OZARK  
MOUNTAIN  
SCHOOL  
DISTRICT**

**2019-2020**

**School Success  
Plan**

### Weighted Achievement and Academic Growth 35%

- Aspire values/points for In Need of Support, Close, Ready, Exceeds
- Percentage of points
- Higher level categories=higher percentage

### School Value Growth 35%

- Math and ELA
- Growth= Students are expected to learn and grow by at least a certain amount each year based off of schore history, regardless of achievement
  - How much did a student grow this year compared to how we thought he/she would grow based on what we know about his/her achievement in prior years (score history)?
- ADE expected school growth score to be at 80(growth in achievement).
  - Positive value added score= Higher than expected growth
  - Zero=right at growth expectation
  - Negative=did not meet growth in achievement for the year

### School Quality and Student Success Indicators (SQSI)15%

Indicator	
Student Engagement K-11	Chronic Absence CA <5%= 1 point 5<=CA<10%=0.5 point CA>10%=0 point
Science Achievement	ASPIRE Ready or Exceeds=1 point Close/Not Ready=0
Science Growth	Value-Added Score Percentile Rate
Reading at Grade Level	ASPIRE/Universal Assessments Ready or Exceeds=1 point Close/Not Ready=0
ACT	Composite scores $\geq 19$
ACT Benchmark	Reading $\geq 22$ , Math $\geq 22$ , Science $\geq 23$ (all @ 0.5 points) Best ACT Score from prior 3 years is used
GPA 2.8 on 4.0 Scale	Final GPA $\geq 2.8=1$ point
Community Service Learning Credits Earned (9-12)	1 or more SL credits=1 point
On Time Credits (9-11)	Grade 9 completed $\geq 5.5$ credit = 1.0 Point Grade 10 completed $\geq 11.0$ credits = 1.0 Point Grade 11 completed $\geq 16.5$ credits = 1.0 Point

Computer Science Course Credits Earned	Credits earned $\geq 1 = 1.0$ Point Credits earned at any time during grades 9 - 12
AP/International Baccalaureate or Concurrent Credit	Credits Earned greater than or equal to 1
Instructional Time Maximized	Students are in class learning

Adjusted Cohort Graduation Rates 4 year 10%, 5 year 5%

- Cohort from 2013
- Accountability for 2018 will be combined 4 and 5 year cohorts

We want to Look at:

Overall ESSA Index Score

Two Year ESSA Index Score by Subgroups ( ALL Students,SWD)

Weighted Achievement

Value Added Growth

School Quality and Student Success Score

OMSD

	Weight	State Average	WG	BP	SJ
Index		66.48	69.35	78.2	73.05
Weighted Achievement	35%	49.4	55.32	52.78	62.35
Growth	35%	79.74	80.59	78.76	82.39
• ELA		80=Target	81.28	78.87	83.71
• Math			79.89	78.66	81.07
Graduation					
4 year	10%	95	93	95.24	100
5 year	5%	89.47	100	100	97.73
SQSS	15%	52.4	49.66	50.91	50.0

What does this data tell us for OMSD?

When Achievement is lower than growth :

- We have a solid RTI program. We are showing growth with students in TIER II and TIER III.
- We have missed our high performing students.
- Are our students being exposed to our power standards at the appropriate level?
- Are the quality of our resources, instructional aides, evidence of student data/learning evidence and research based (not just cute stuff from teachers pay teachers)?

Areas of Improvement

Western Grove

	Goals	State	Score	Plan
Growth	Math-VAS	80	79.89	<ul style="list-style-type: none"> <li>● Power Standards</li> <li>● Vertical Alignment: Implement Pearson enVision K-12.</li> <li>● Embed mathematical standards/fluency sprints/CGI into practice.</li> </ul>
SQSS	Reading at Grade Level		41.06	Implement Science of Reading Theories into all disciplines.
	Science Achievement		39.61	<ul style="list-style-type: none"> <li>● Power Standards</li> <li>● Implement Science of Reading Theories into all disciplines.</li> <li>● Embed mathematical standards into practice.</li> </ul>
	Growth in Science		62.4	<ul style="list-style-type: none"> <li>● Power Standards</li> <li>● Implement Science of Reading Theories into all disciplines.</li> <li>● Embed mathematical standards into practice.</li> <li>● Individual student goal setting</li> </ul>
	ACT Composite		24	Implement prep/bootcamp into Warrior time for Juniors where they can practice for increased stamina and ability.
	Computer Science		8	Make sure that we are coding in eschool properly.
	Community Service Credits		0	Make sure that we are coding in eschool properly.

Bruno-Pyatt

	Goals	State	Score	Plan
Growth	ELA-VAS	80	78.87	<ul style="list-style-type: none"> <li>● Power Standards</li> <li>● Implement Science of Reading Theories into all disciplines.</li> <li>● Focus on Vocabulary</li> </ul>
SQSS	Reading at Grade Level		40.63	Implement Science of Reading Theories into all disciplines.
	Science Achievement		41.41	<ul style="list-style-type: none"> <li>● Power Standards</li> <li>● Implement Science of Reading Theories into all disciplines.</li> <li>● Embed mathematical standards into practice.</li> </ul>
	ACT Composite		33.33	Implement prep/bootcamp into Patriot time for Juniors where they can practice for increased stamina and ability.
	ACT Readiness		20	Implement prep/bootcamp into Patriot time for Juniors where they can practice for increased stamina and ability.
	Concurrent credit	50	42.86	Make sure that we are coding in eschool properly.
	Computer Science	30	0	Make sure that we are coding in eschool properly.
	Community Service	20	0	Make sure that we are coding in eschool properly.

Saint Joe

	Goals	State	Score	Plan
Overall	Subgroups-SPED and ALL Students	66.48	73.05 51.69	*Discrepancy of 15 points or more indicates a gap between all students and SPED. Leadership Committee will continue researching appropriate and effective models of instruction for SPED students. This includes but is not limited to; inclusion, fully implementation of the power standards model.
SQSS	Computer Science	30	0	Make sure that we are coding in eschool properly.
	Community Service Credits	20	0	Make sure that we are coding in eschool properly.
	Concurrent Credit	50	11.11	Make sure that we are coding in eschool properly.
	ACT Readiness		44.44	Implement prep/bootcamp into Prowl time for Juniors where they can practice for increased stamina and ability.