

EXHIBIT

III.M.2.

Summary of Self-Monitoring Data and Plans

I. Data

Every year since the District began implementing the Consent Order, the District has engaged in self-monitoring of the various metrics required by the Order. Previously, the Deputy Superintendent of Instruction worked with the Director of Strategy and Innovation on this self-monitoring process. Now, the process is spread across several District-level administrators to help manage the work of implementing the plan and supporting schools.

As mentioned last year, the District has integrated the self-monitoring plans into the principals' SMART goals. The SMART goal process requires principals to set specific, measurable goals along with the actions, resources, and timeline necessary to meet the goals. By combining the self-monitoring goals with the SMART goals, the District has reduced the number of places that principals must look to know their goals for each school year.

The remainder of this document will highlight information discovered during the District's review of district-wide and school-level data. Also, it will culminate with examples of SMART goals for the District and example schools.

A. District Review

Per the Consent Order, the District team reviewed information, disaggregated by race, about the following:

- Attendance rates;
- Graduation and progression rates;
- Academic proficiency in math and English language arts;
- Special education referrals and identification of students as gifted, intellectually disabled, or learning disabled;
- Availability of and student participation in honors, AP, and IB courses; and
- Student performance in AP classes and on AP exams.

The scope and size of the information annually reviewed by the team is extensive; however, the following summaries provide the Court with the main theme of each

category of data reviewed. In order to prevent confusion, the following summaries have been divided based on the school year from which the information is derived. Some of the data comes from the 2017-18 and 2019-20 school years, but most comes from the 2018-19 school years.

2017-18 Data

The Consent Order requires the District to review its graduation rates. The State of Alabama prescribes the method for determining graduation rates, and following this prescribed method, the most recent information regarding graduation rates for the District comes from the 2017-18 school year. The District's graduation rates decreased as compared to last year's data. Black students decreased from 89% to 86%. White students decreased from 91% to 90%. Other students decreased from 88% to 85%. The District-wide graduation rate decreased from 90% to 88%.

2018-19 Data

The District's review of attendance rates demonstrated that the attendance rate across racial subgroups, for the 2018-19 school year, was 94.5%, which is near the District's target attendance rate of 95%. More specifically, the attendance rates were 93.9%, 95.0%, and 94.8% for Black, White, and Other students, respectively.

The District reviews progression rates for all of its students, but progression is defined differently for high school than for other grade bands. For elementary, middle, junior high, and P-8 schools, progression is defined as the percentage of students who move up one grade level at the end of the school year. For these schools, District-wide progression rate was 99% for the 2018-19 school year, just as it was during the 2015-16, 2016-17, and 2017-18 school years.

For high school students, progression is defined as the percentage of students who pass all core courses taken (English, Math, Science, and Social Studies) in a given school year. High school students progressed at a lower rate than students in the earlier grades. More specifically, the District's progression rate for students in grades 9 through 12 was 86% with progression rates of 81%, 92%, and 85% for Black, White, and Other students, respectively. These rates are similar to those reported last year.

The District team also reviewed academic proficiency in math and English using the scores from the 2018-19 ACT and Scantron exams. Eleventh grade students take the ACT which consists of subtests with a maximum score of 36. Students who score a 22 on the math exam or an 18 on the English exam benchmark for those areas. The expectation is that a student who benchmarks in math or English will have a 50% chance of making a B and a 75% chance of making a C in a freshman math or English course in college.

For the 2018-19 school year, the percentage of eleventh grade students who benchmarked on the ACT math test was 24%. The percentage of students who benchmarked on the ACT English test was 52%. Broken down by racial subgroup, 3% of Black, 41% of White, and 19% of Other students benchmarked on the ACT math exam. All three racial subgroups decreased when compared to the prior year's data. 24% of Black, 76% of White, and 45% of Other students benchmarked on the ACT English exam. Both Black and White students saw an increase in proficiency as compared to the last year's data while Other students show a slight decrease.

Students in grades three through eight take the Scantron exams. For the 2018-19 school year, of students who took the Scantron math test, 24% of Black, 66% of White, and 40% of all Other students were proficient in math. These numbers are very similar to last year's data. Students performed as follows on the Scantron reading test: 26% of Black; 70% of White; and 38% of Other students were proficient in reading. All three subgroups showed a slight increase in proficiency as compared to last year on the Scantron reading exam.

The District also reviewed the performance of AP students during the 2018-19 school year. That review showed that 56% of Black AP students, 83% of White AP students, and 75% of Other AP students scored an 80% or higher in at least one AP course. During that same school year, 10%, 51%, and 48% of Black, White, and Other students, respectively, passed at least 1 AP exam.

Another area the District team reviewed was special education referrals and identifications. This review showed that during the 2018-19 school year 646 students were referred for Special Education services under the Individuals with Disabilities Education Act ("IDEA"). Of this 646, 310 were Black and 210 were White. Of 310 Black students referred, 120 were identified as Learning Disabled

and 25 were identified as Intellectually Disabled. Of 210 White students referred, 72 were identified as Learning Disabled and 5 were identified as Intellectually Disabled.

2019-20 Data

As part of the implementation of the Consent Order, the District has developed and implemented a new gifted identification process. Students in grades three through five can be referred for gifted services, and for each referred student, the District follows a combination of its identification procedures and the state-mandated procedures to determine whether the referred child is gifted. The reason for the combination is due to a settlement between the District and the state regarding the District's use of Consent Order's identification procedures. As of fall of 2019, 17% of all students in grades three through five were identified as gifted under the new process. Disaggregated by race, 10% of Black, 28% of White, and 14% of Other students were identified as gifted.

The Consent Order requires the District to teach at least 12 AP or IB diploma courses and 8 Honors courses in high schools. The District continues to exceed this requirement by ensuring that each high school has students taking, at least, 13 different AP or IB diploma courses and 9 Honors courses.

The District also reviews the participation rate in its Honors, AP, and IB courses. The District reviews middle school Honors courses and high school Honors courses separately. The District's review showed that 60% of students in grades six through eight are currently taking at least one Honors course. This is a one-percentage point decrease from the previous year. In the sixth through eighth grade band, 49% of Black students, 75% of White students, and 54% of other students are taking at least one Honors course. These numbers are similar to the numbers reported last year.

In high school, 28%, 46%, and 34%, of Black, White, and Other students, respectively, are taking at least one Honors course. 37% of all high school students are currently taking at least one Honors course, which is a one-percentage point decrease from last year. The District also reviewed participation rates in AP courses. 28% of high school students are currently taking at least one AP course, which results from 17%, 39%, and 23% of the Black, White, and Other student populations

taking those courses. These numbers represent a slight decrease as compared to last year's report.

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The foregoing is but a snapshot of the information the District and each school reviewed during its self-monitoring process. The District team used the data above and other supporting data to develop the District's self-monitoring plans.

B. School Reviews

School-level personnel also review the same metrics that the District considers. Schools also determine whether there are opportunities for greater racial proportionality in classrooms. If such an opportunity were discovered for a particular classroom, school-level leadership is required to state an educationally sound reason for the classroom's demographics or to develop a plan to increase the racial proportionality. For purposes of the Consent Order, an opportunity for greater proportionality exists when a math or English physical classroom has 1 or 0 Black or White students or deviates from grade level racial demographics at the school by more than 15 percentage points.

The District's school-level reviews revealed that nearly every school had at least one classroom where there existed the possibility for greater racial proportionality. For each grade band (Pre-k-5/Pre-k-6, Middle/Junior High, and High School), there were classrooms across the District with an opportunity for greater racial proportionality. As was the case in previous years, the main reason for a lack of racial proportionality at the secondary level is the gap in Honors and AP participation. The District and school-based teams are hopeful that closing the achievement gap will help reduce the number of opportunities for racial proportionality.

II. Example Plans

Excerpts from plans for an elementary school, middle school, and high school are on the following pages. It is important to note that these excerpts only show a single goal from that school's multi-goal plan.

Example of a Jones Valley Self-Monitoring Goal:

Self-Monitoring Indicator Focus	Strategic Goal	Measurable	Action Steps
<p><u>Reading and English</u></p>	<p>1. The percentage of students who are proficient on the state test will increase by 5%.</p> <p>2. The percentage of students attaining growth target in Reading will increase by 10%.</p>	<p>1. The percentage of students who are proficient on the state test will increase from 59% to 64%.</p> <p>2. The percentage of students attaining growth target in Reading will increase from 54% to 64%.</p>	<p>1. Full implementation of the district reading initiatives (Collaborative Classroom, HCS Reading Pathway,</p> <p>2. Provide effective Tier I core instruction to all students.</p> <p>3. Provide effective Tier II and Tier III instruction to those students based on interferences.</p> <p>4. Develop connected centers/rotations that are meaningful.</p> <p>5. Administer all district initiative assessments as scheduled.</p> <p>6. Fully implement and follow the progress monitoring schedule.</p>

Example of a Chapman Middle School Self-Monitoring Goal:

Self-Monitoring Indicator Focus	Strategic Goal	Measurable	Action Steps
<p><u>Reading and English</u></p>	<p>Students will demonstrate proficiency and growth in reading based on our AL State Assessment (ACAP) Data.</p>	<p>The number of students who will meet the achievement goal on the state test will increase from 25%-30%. The number of students who will meet the growth rate on the state test in reading will increase from 46% to 51%.</p>	<ol style="list-style-type: none"> 1. Full implementation of district initiative 2. Full implementation and monitoring of AR reading in grade 6-8 3. Provide Tier 1 instruction to all students 4. Provide Tier 2 and Tier 3 instruction to those students based on interferences 5. Develop connected centers/stations that are meaningful 6. Administer all district initiative assessments as scheduled

Example of a Huntsville High School Self-Monitoring Goal:

Self-Monitoring Indicator Focus	Strategic Goal	Measurable	Action Steps
<p><u>Reading and English</u></p>	<p>Increase the percentage of Juniors who are proficient on the ACT Reading section by 5% or more.</p>	<p>Increase the percentage of Juniors who are proficient on the ACT Reading section from 52% to 54% or more.</p>	<p>Based on 10th grade PreACT results and SCANTRON data, develop power standards that can be used in all classrooms.</p> <p>Provide Tier 1 Instruction to all students. Provide Tier 2 and Tier 3 instruction to those students based on interferences.</p> <p>Incorporate ACT prep in bell-ringers and during advisory</p> <p>Administer all district initiative assessments as scheduled.</p> <p>Provide 11th grade students with the opportunity to take a practice ACT test.</p>