

**EXHIBIT**

**III.M.2.**

## **Summary of Self-Monitoring**

### **Data and Plans**

#### **I. Data**

Immediately following the Court's adoption of the Consent Order (Doc. 450), the District began implementing the self-monitoring provisions of the Consent Order (Doc. 450, pp. 58-60). This required the Director of Strategy and Innovation and the Director of Assessment and Accountability to work collaboratively with the Deputy Superintendent and other central office instructional staff including the Director of Elementary Education, the Director of Secondary Education, the Director of Magnet Schools and Programs, Director of Special Education and each director's respective staff. The central office team also worked closely with principals to complete the District-level and school-level reviews.

The self-monitoring provisions of the Consent Order require the District to examine a variety of information, identify racial disparities, if any, and create plans to remedy any racial disparities or other deficiencies. This process took an enormous amount of time, effort and resources from the entire team – many of whom were working to implement other areas of the Consent Order. To illustrate the scope of the project, the District began designing the process to meet the requirements of the self-monitoring provisions in May. However, the District continues to perfect its self-monitoring process even at the time of the filing of this document, so it can ensure that next year's process is more efficient.

A summary of the District's findings from its District-level and school-level reviews follow.

#### ***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 the team reviewed was extensive; however, the following summaries provide the Court with the central 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 comes. Due to the nature of the information, some of the data comes from the 2013-2014 and 2015-16 school years, but most comes from the 2014-2015 school years.

#### 2013-2014 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 about graduation rates for the District comes from the 2013-2014 school year. The District's graduation rates for that year were 84%, 90%, and 87% for Black, White, and other students, respectively. This resulted in a District graduation rate of 87%.

#### 2014-2015 Data

The District's review of attendance rates demonstrated that the attendance rate across racial subgroups, for the 2014-2015 school year, was approximately 95%, which is the District's target attendance rate. More specifically, the attendance rates were 94.58%, 95.45%, and 95.54% for Black, White, and other students, respectively. The attendance rates for high school students were lower than the rates for students in kindergarten through eighth grade. Across the District, the only groups with an attendance rate that fell below 90% were Black and White students at Butler High School.

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 2014-2015 school year.

By race, the District-wide progression rate for Black and White students was 99% with all other students progressing at a rate of 98%.

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, and the students with the lowest progression rate were ninth graders. More specifically, the progression rates for ninth graders were 77%, 91%, and 82% for Black, White, and other students, respectively; however, those numbers improved at each grade level. For example, the rates improve in eleventh grade to 87%, 96%, and 88%.

The District team also reviewed academic proficiency in math and English using the scores from the 2014-2015 ACT and ACT Aspire exams. Eleventh grade students take the ACT which consists of subtests with a maximum score of 36, and a student who scores a 22 on the math exam and an 18 on the English exam benchmarks 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, including English composition, college algebra, introductory social science courses, and biology. For the 2014-2015 school year, the percentage of eleventh grade students who benchmarked on the ACT math test was 34% whereas 57% benchmarked on the ACT's English test. Broken down by racial subgroup, 6% of Black, 54% of White, and 31% of other students benchmarked on the ACT math exam, and 25% of Black, 80% of White, and 55% of other students benchmarked on the ACT English exam.

Students in grades three through eight take the ACT Aspire exams. The ACT Aspire exams indicate whether a student is on track to be college and career ready and to benchmark on the ACT for that content area. For example, a student who is proficient in math is considered on track to benchmark on math on the ACT. Like the eleventh grade students, younger students performed better on the English test than the math test. For the 2014-2015 school year, of students who took the ACT Aspire math test, 29% of the Black, 71% of the White, and 48% of all other students were proficient in math for a District average of 51%. Students performed better on the ACT Aspire English test, and 61% of Black, 89% of

White, and 69% of other students were proficient in English for a District average of 73%.

The District also reviewed the performance of AP students during the 2014-2015 school year. That review showed that 59% of Black AP students, 79% of White AP students, and 75% of other AP students scored an 80% or higher in their AP course. During that same school year, 10%, 61%, and 54% of the 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 2014-2015 school year 459 students were referred for Special Education services under the Individuals with Disabilities Education Act (“IDEA”). Of this 459, 207 were Black and 161 were White. Of the 207 Black students referred, 50 were identified as Learning Disabled and 17 were identified as Intellectually Disabled. Of the 161 White students referred, 33 were identified as Learning Disabled and 4 were identified as Intellectually Disabled.

#### 2015-2016 Data

As part of the implementation of the Consent Order, the District has developed and implemented a new gifted identification process. However, the District did not begin identifying students using the new process until August of 2015. The new process takes weeks to complete, and, therefore, the gifted information was not ready in time to be a part of the self-monitoring process. In order to comply with the Consent Order, the District reviewed the available gifted identification data as part of its self-monitoring. As such, the District was only able to review the number of students identified as gifted, under the old process, in each school.

A student in grades three through five can be referred for gifted services, and for each referred student, the District follows its identification procedures to determine whether the referred child is gifted. As of the fall of 2015, 18% of all students in grades three through five were identified as gifted under the old process. Disaggregated by race, 9% of Black, 27% of White, and 17% of other students are identified as gifted.

During the spring of 2015, the District began working to expand its offering of honors classes in middle, junior high, and high schools and AP and IB diploma courses in high school. As a result, the District has *exceeded* its Consent Order goals for high school course offerings and, with the exception of University Place Elementary, its District goals for grades sixth through eighth. The Consent Order requires the District to teach at least 10 AP or IB diploma courses and 6 honors courses during the 2015-2016 school year. The District has exceed this requirement by ensuring that each high school has students taking, at least, 14 different AP or IB diploma courses and eight honors courses.

The District also reviewed the current participation rate in its honors, AP, and IB courses. The District reviewed middle school honors courses and high school honors courses separately. The team's review showed that 56% of students in grades six through eight are currently taking at least one honors course. In that grade band, 42% of Black students, 71% of White students, and 49% of other students are taking at least one honors course whereas in high school, 28%, 46%, and 38% are taking at least one honors course. 38% of all high school students are currently taking at least one honors course.

The District also reviewed current participation rates in AP courses. 29% of high school students and 18%, 40%, and 26% of Black, White, and other students are currently taking at least one AP course.

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The foregoing is but a snapshot of the information the District reviewed during its self-monitoring process. The District team used the data above and other supporting data to develop the District plans referenced in Section II, below.

### ***B. School Reviews***

The purpose of the school-level reviews is to determine whether there was opportunity for greater racial proportionality in classrooms. If such an opportunity were discovered for a particular classroom, the school-level leadership was 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 at least a hundred classrooms across the District with an opportunity for greater racial proportionality. Even when there was an educationally sound reason for the racial imbalance, most schools developed plans to seek greater racial proportionality despite not being required by the Consent Order.

**II. Plans**

Following the District team’s review of the data referenced in this document, the team worked in conjunction with school leaders to develop District-wide plans and individual school plans to remedy the issues identified above. These plans contain specific action steps, ranging from new professional development to expanded supports and recruitment efforts for students, meant to address each informational area reviewed. For this process, school leaders were given freedom to develop the goals for each issue and the action steps he or she thought best to achieve those goals. The District team provided support for the school leaders. Excerpts from the District’s plan and from select schools are included below for example:

**Highlands Elementary School**

Gifted	
<b>Identified Need:</b> Equitable identification of gifted students, focus on reducing gap between black and white students.	
<b>Action Steps to Address Need in the Coming Year</b>	
<b>Action:</b>	<b>Person Responsible:</b>
Implement Talent Development Program for grades PreK-5 in school. Priority to have gifted teacher addressing every student at least every other week.	1. Gifted Teacher, Principal
Foster ceativity in students through Talent Development activities.	2. Gifted Teacher, General Education Teacer
Educate general education teachers in developing talent in and identifying gifted characteristics in students to facilitate identification of gifted students particularly in under-represented populations who have faced barriers to identification in the past.	3. Gifted Teacher, District Coordinator of Gifted Services
Offer Khan Academy Math Lab to all 3rd-5th grade students to develop talent, specifically demonstrating a need for additional support in mathematics both acceleration and remediation.	4. Gifted Teacher

### Huntsville Junior High

Honors Participation	
Identified Need: Increase the number of black students who participate in honors courses for the 2016-2017 school year	
Action Steps to Address Need in the Coming Year	
Action:	Person Responsible:
Use STAR, ACT Aspire, and other student data points to identify students for honors' courses	School administrators, guidance counselors, teachers
Teachers, counselors and administrators will recruit students from regular classes to take Honors/AP courses next year.	School administrators, guidance counselors, teachers
During the summer, student data will be reviewed. Students registered for regular courses but who are identified as having the appropriate foundational skills for honors classes will be contacted via phone by the counselor. The counselor will discuss the benefits of our honors programs and encourage enrollment.	School administrators, guidance counselors, teachers
During the 1st nine weeks, teachers will identify students who are showing mastery in regular courses and recommend students recommended for honors courses.	School administrators, guidance counselors, teachers
During the registration process, the teachers of honors classes will meet with identified students to discuss the advantages to participating in honors classes in junior high	School administrators, guidance counselors, teachers
Identified students who are not currently enrolled in honors courses will have the opportunity to visit and participate in current honors courses during the Spring registration	School administrators, guidance counselors, teachers
Hold focus groups with identified students and parents/guardians to address and answers questions or concerns about enrolling in honors courses.	School administrators, guidance counselors, teachers

### Lee High School

Class Enrollment Gaps (>15%) Math	
Identified Need: Increase all students participating in honors and AP level courses in math.	
Action Steps to Address Need in the Coming Year	
Action:	Person Responsible:
Teachers, counselors and administrators will use data points such as STAR, SchoolNet, ACT Aspire, and Quality Core EOC to place students into Honors/AP courses.	School administrators, guidance counselors, teachers
Teachers, counselors, and administrators will recruit and support students from regular English classes to take Honors/AP courses.	School administrators, guidance counselors, teachers
Implement AVID in 9th grade 15-16, 10th grade 16-17, 11th grade 17-18, and 12th grade 18-19. AVID is a support system designed to assist students who may not take honors/AP courses but have the potential with solid support and resources to attend a 4-year college.	AVID Teacher, school administrators, guidance counselors
After-school tutoring program with access to internet for all students. Math teacher or qualified interventionist will support students after school to promote student achievement.	Tutors, school administrators, teachers
Teachers will attend professional development: College and Career Ready 8 Mathematical Practices, Laying the Foundations Training, and how to effectively implement Tier II math interventions in the classroom.	School administrators, curriculum specialist, Lead Teachers
District math acceleration plan in elementary and middle school to have all students complete Algebra I by 8th grade so that the cohort of freshman in 2017-18 will complete Algebra II by the end of 11th grade.	Feeder School and LHS school administrators, guidance counselors, teachers



## Example District Plan

ACT Aspire Performance	
Mathematics: Increase student proficiency on math standardized assessments by 5% in Spring 2016 while decreasing the achievement gap between black and white students	
Identified Need: Improved student performance in math proficiency	
Action Steps to Address Need in the Coming Year	
Action:	Person Responsible:
Monthly Master Math Teacher Professional Development: Grades 3-6 (July 2015 - March 2016)	Math Acceleration Coordinator
Will identify research-based intervention strategies for supporting students requiring additional assistance.	District Curriculum Specialists, School Administrators
Laying the Foundation Training (specialized, hands-on, and engaging teacher training with rigorous, online classroom-ready lessons) (October 2015 - May 2016)	AP Coordinator
AVID - Advancement Via Individual Determination, AVID's goal is to close the achievement gap by preparing all students for college readiness and success. AVID uses research-based strategies and curriculum develop students' academic skills such as: reading, writing, and critical thinking through an AVID elective class and schoolwide initiatives. (July 2015, November 2015)	AVID District Coordinator, School Principals, AVID School Level Teams
The leadership staff will create a theory of action for addressing the instructional core. This work will include identifying researched best practices that leads to improved student achievement as well as identification of power standards to support teachers with daily classroom instruction.	Directors of Instruction, Deputy Superintendent, School Administrators
Monthly Math PD: K-12 Teachers, offered after school	Pearson Representatives, District Curriculum Specialists
November 2015: Strategies for Differentiating Math Instruction and Small Group Instruction	Pearson Representatives
December 2015: Developing Problem Solving	Pearson Representatives
January 2016: Common Formative Assessments	District Curriculum Specialists, Math Coordinator
February 2016: Developing Algebraic Thinking	Pearson Representatives
March 2016: Formative Assessments & Effective Feedback	District Curriculum Specialists, Math Coordinator
April 2016: Analyzing Fraction Concepts	Pearson Representatives
On-site support for instructional coaches and teachers (August 2015 - May 2016)	District Curriculum Specialists