Tenor High School

Annual School Growth Plan and Report

Year: 2016-2017

PREPARED FOR

Office of Charter Schools
University of Wisconsin-Milwaukee
School Profile

Tenor High School is located at 840 N. Jackson Street, Milwaukee WI, 53202. Tenor serves students in grades 9-12.

Tenor High School is open to the enrollment of students living in the city of Milwaukee and adjacent counties who have completed the eighth grade. Within a small high school setting, enrolled students experience a program that is focused on the exploration of professional careers, satisfaction of entry-level course requirements for enrollment at Milwaukee Area Technical College (MATC), and completion of dual completion of a high school diploma and a Milwaukee Area Technical College program certificate and/or credits in a post-secondary degree program.

The principal of Tenor High School is Tyson Tlachac and the board president is David Hase

At-a-Glance School Performance Framework Data

Priority Area(s) of Growth: (Check the priority area(s) in need of greatest growth)

- x Student Achievement - Performance on State Assessment in reading and/or math
- ___x_ Student RIT Growth Targets - Improvement over time on MAP Assessment in reading and/or math
- ___x_ Student RIT Growth for Significant Sub-groups – Student subgroups closing gaps in reading and/or math
- x_ Student Post-Secondary Readiness – Performance in attendance and graduation
1.0 Annual School Growth Goals

Annual school growth goals flow from the strategic goals, as well as, analysis of academic performance framework results and identify improvement efforts to be undertaken during the fiscal year. The school should have three to five measurable goals including at least one reading goal and one math goal.

Note: Item f for each goal along with Section 2.0 should be completed at the end of each school year and submitted as a part of the School Growth Report due August 1st of each year.

1.1 (required)

| Annual Growth Goal: The 9th grade cohort (class of 2020) and 10th grade cohort (class of 2019) will achieve 120% of the mean growth target and 60% of students meeting their individual goals on the MAP reading assessment by June 2017 |
| Background Data Analysis: The Measure of Academic Progress (MAP) is administered three times during the school year at Tenor High School. During the 2015-16 school year, the 9th grade class (2019) averaged a RIT score of 224.6 on the fall reading assessment and a RIT score of 228.2 on the spring assessment which equates to a mean growth of 3.6 RIT points. The mean growth total of 3.6 was 180% of the mean growth target of 2.0 RIT points. The percentage of 9th grade students meeting or exceeding their individual growth target was 66.0%. During the 2015-16 school year, the 10th grade class (2018) averaged a RIT score of 220.6 on the fall reading assessment and a RIT score of 225.0 on the spring assessment which equates to a mean growth of 4.4 RIT points. The mean growth total of 4.4 was 200% of the mean growth target of 2.0 RIT points. The percentage of 10th grade students meeting or exceeding their individual growth target was 71.0%. |
| Approaches/Strategies (What will you do to achieve the goal?): We will utilize the following strategies to achieve our goal: |
| • Sustained silent reading program |
| • All 9th grade and the lowest 1/3 of 10th grade students will be assigned a MAP improved course |
| • 9th and 10th grade students will utilize achieve 3000 at least two times per week |
| • Response to intervention for students not meeting essential learning outcomes (ELO’s) |
| • Differentiation in the classroom |
| • Continued integration of common core |
| • Seeds of Health RtI/literacy coordinator will be running a literacy committee at Tenor to research and develop strategies to show to Tenor staff |
| • Evaluation and analysis of student MAP scores to determine if students are progressing towards their goals |
| Success Indicator (How will you know that you are making progress toward achieving the goal?): We will know we are successful and making progress towards our goal if our 9th and 10th grade students achieve at least 120% of the mean growth target as well as at least 60% of 9th and 10th graders meet or exceed their individual growth target. |
Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): We will be utilizing MAP data which will be monitored three times during the school year. The data will be monitored in fall, winter and spring. As stated above, last year the class of 2019 had a mean growth of 180% and 66% of students achieved their individual growth target goals. The class of 2018 had a mean growth of 200% and 71% of students achieved their individual growth target goals.

End of Year Annual Growth Goal Results and Data Analysis (Based on your school’s approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

- 9th grade cohort results from Fall 2016 to Spring 2017 showed an overall increase of 4.1 RIT points. 10th grade cohort from Fall to Spring showed an overall increase of 1.6 RIT points (Appendix A)
- 64.0% of 9th grade students met or exceeded their individual growth target from the Fall to Spring MAP reading assessment (Appendix B)
- 53.4% of 10th grade students met or exceeded their individual growth target from the Fall to Spring MAP reading assessment (Appendix B)
- 9th grade cohort achieved 175% of the mean growth target goal (Appendix C)
- 10th grade cohort achieved 76% of the mean growth target goal (Appendix C)

During the school year our students worked on MAP improvement on a daily basis. All students in 9th grade as well as 1/3 of 10th grade students were assigned a skill building course in which they utilized compass learning to work on their MAP strands daily. In addition to this class, all staff members were trained on how to view and utilize MAP reports, specifically the learning continuum to help students with specific topics they are struggling with. Sustained Silent Reading (SSR) was utilized every day for students to practice and working on reading comprehension. All of these efforts allowed for us to show growth amongst our 9th and 10th graders above the required 50% of students meeting or exceeding their individual growths. Our 9th graders also achieved 175% of their mean growth target, which is 65% higher than required. Our 10th grade students feel a little short of their growth target goal, but are still scoring significantly higher (7.2 RIT points) than the national norm.

Moving forward we will have a continued push to improve our students MAP scores. Next year we are adding in a writers workshop course that will be required for all 9th graders with the intention of working on their literacy skills in not only reading and writing, but also speaking and listening. We will continue with our daily SSR program and have also purchased a PRO version of NEWSELA that allows teachers to monitor students’ progress towards reading non-fiction texts. We have also applied for, and been accepted, an ACT grant that will allow us to train four teachers to be ACT trainers, which will not only help with ACT, but also MAP.
### Annual Growth Goal

The 9th grade cohort (class of 2020) and 10th grade cohort (class of 2019) will achieve 120% of the mean growth target and 60% of students meeting their individual goals on the MAP math assessment by June 2017.

### Background Data Analysis

The Measure of Academic Progress (MAP) is administered three times during the school year at Tenor High School. During the 2015-16 school year, the 9th grade class (2019) averaged a RIT score of 232.9 on the fall math assessment and a RIT score of 240.7 on the spring assessment which equates to a mean growth of 7.8 RIT points. The mean growth total of 7.8 was 339% of the mean growth target of 2.2 RIT points. The percentage of 9th grade students meeting or exceeding their individual growth target was 76%.

During the 2015-16 school year, the 10th grade class (2018) averaged a RIT score of 231.0 on the fall math assessment and a RIT score of 236.9 on the spring assessment which equates to a mean growth of 5.9 RIT points. The mean growth total of 5.7 was 190% of the mean growth target of 2.2 RIT points. The percentage of 10th grade students meeting or exceeding their individual growth target was 70%.

### Approaches/Strategies

We will utilize the following strategies to achieve our goal:

- The lowest 1/3 of incoming 9th grade students will be assigned two math classes their 9th grade year
- All 9th grade and the lowest 1/3 of 10th grade students will be assigned a MAP improved course
- Project lead the way (PLTW) classes will be offered to students to increase their math skills
- Common core will be integrated into the curriculum
- Math teacher will work with students one time per week on compass learning to improve their math skills
- Response to intervention for students not meeting essential learning outcomes (ELO’s)
- Differentiation in the classroom
- Evaluation and analysis of students MAP scores to determine if students are progressing towards their goals

### Success Indicator

We will know we are successful and making progress towards our goal if our 9th and 10th grade students achieve at least 120% of the mean growth target as well as at least 60% of 9th and 10th graders meet or exceed their individual growth target.

### Growth Goal Monitoring and Data Analysis

We will be utilizing MAP data which will be monitored three times during the school year. The data will be monitored in fall, winter and spring. As stated above, last year the class of 2019 had a mean growth of 339% and 76% of students achieved their individual growth target goals. The class of 2018 had a mean growth of 190% and 70% of students achieved their individual growth target goals.

### End of Year Annual Growth Goal Results and Data Analysis

9th grade cohort results from Fall 2016 to Spring 2017 showed an overall increase of 7.6 RIT points. 10th grade cohort from Fall to Spring showed an overall increase of 4.1 RIT points (Appendix A).
• 72.0% of 9th grade students met or exceeded their individual growth target from the Fall to Spring MAP reading assessment (Appendix B)
• 63.0% of 10th grade students met or exceeded their individual growth target from the Fall to Spring MAP reading assessment (Appendix B)
• 9th grade cohort achieved 245% of the mean growth target goal (Appendix C)
• 10th grade cohort achieved 195% of the mean growth target goal (Appendix C)

During the school year our students worked on MAP improvement on a daily basis. All students in 9th grade as well as 1/3 of 10th grade students were assigned a skill building course in which they utilized compass learning to work on their MAP strands daily. The lowest 1/3 of 9th grade students also participated in two math classes during the day, as opposed to one, to bring their skills up. In addition to these classes, all staff members were trained on how to view and utilize MAP reports, specifically the learning continuum to help students with specific topics they are struggling with. All of these efforts allowed for us to show growth amongst our 9th and 10th graders above the required 50% of students meeting or exceeding their individual growths. Our 9th graders also achieved 245% of their mean growth target, which is 135% higher than required. Our 10th graders also achieved 195% of their mean growth target, which is 85% higher than required.

Moving forward we will have a continued push on improving our MAP math scores. Math seems to be the subject that our students come in the lowest on, so it is important for us to continually improve our students’ scores. We will continue to offer pre-algebra and math explorations to our lowest 1/3 of incoming 9th graders. Specific RtI interventions will be utilized with struggling students to help develop their skills. Continued use of a more rigorous curriculum will continue to move our students forward in regards to catching them up in math. We have also applied for, and been accepted, an ACT grant that will allow us to train four teachers to be ACT trainers, which will not only help with ACT, but also MAP.

1.3 (required)

**Annual Growth Goal:** The 11th grade class (class of 2018) will have an ACT composite average of 20

**Background Data Analysis:** While looking at ACT data over the past couple of years it is evident to us that ACT is our biggest area that we need to improve. During the 2014-2015 school year the students averaged a 16.7, and during the 2015-2016 school year the students averaged a 17.5. When you look at this data and compare Tenor to the state, as well as MPS we are not meeting the average of MPS (16 average) and the state (20 average) which for the 2014-2015 school year was an 18. It is important for us to strive for and reach that average, not only to meet the UWM framework, but also to prepare our students for college.

**Approaches/Strategies (What will you do to achieve the goal?):** We will utilize the following strategies to achieve our goal:
• All 11th grade students will two English classes
• 11th grade students will be placed in math class based on their MAP score which will allow for the teacher to differentiate the instruction
• Response to intervention for students not meeting essential learning outcomes (ELO’s)
- Differentiation in the classroom
- Continued integration of common core
- Seeds of Health RtI/literacy coordinator will be running a literacy committee at Tenor to research and develop strategies to show to Tenor staff
- Daily ACT bell ringers in all 11th grade classrooms
- Holding a “practice” ACT test date on December 6th to expose all students to the test as well as determine areas they need to improve
- ACT committee will be created to help develop a summer course to be started in the summer of 2017 as well as a two week refresher course before the ACT test
- ACT committee will help support staff by coming up with strategies staff can easily incorporate into their curriculum to improve ACT scores

Success Indicator (How will you know that you are making progress toward achieving the goal?): We will know we are successful and making progress toward our goal if their 11th grade class (class of 2018) can average an ACT composite score of 20.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?): This goal will be monitored two times throughout the year. It will be monitored after we take the “practice” ACT on December 6th, as well as when we receive our statewide ACT data after the February 28th testing. During the 2014-2015 school year the students averaged a 16.7, and during the 2015-2016 school year the students averaged a 17.5. While a 20 is a lofty goal based on our previous scores, I feel it is important for us to shoot for a high goal that will help our students be successful in college and beyond.

End of Year Annual Growth Goal Results and Data Analysis (Based on your school’s approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

- During our December 6th practice test our students scored a 13.5 on English, 17.1 on math, 15.8 on reading, 16 on science and a 15.7 overall composite score (Appendix D)
- During the statewide testing our students scored a 16.7 on English, 17.5 on math, 17.4 on reading, 16.9 on science, and a 17.2 overall composite score (Appendix D)
- From our practice test in December to the statewide testing in February we saw a 3.2 point growth in English, 0.4 point growth in math, 1.6 point growth in reading, 0.9 point growth in science, and a 1.5 point overall composite growth (Appendix D)

The ACT test is the area that we know is our biggest area of growth. This past year on Tuesdays and Thursdays all teachers did ACT prep during our SSR time, where teachers gave the students practice tests and went through those tests with the student. After our practice date we designated days of the weeks where teachers went through the test with students and helped them to understand why they got problems wrong as well as test taking tips. Moving forward, ACT will be our biggest push next year. We have been lucky to receive a grant that will allow us to train four of our teachers to be ACT certified trainers. These teachers will be going through rigorous ACT prep with the students one day a week. The rest of our teachers will also be trained and will be helping to support the other teachers in ACT prep. We are hopeful with this grant and the ability to train our teachers that we will be able to bring our ACT score up to at least a 19.
# 2.0 Mobility Rates

## 2.1 Student Mobility

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students Enrolled at ANY Point in the Year</th>
<th>Number of Students who Transferred In After 3rd Friday</th>
<th>Number of Students who Transferred Out After 3rd Friday</th>
<th>Within-Year Mobility Rate (In+Out)/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>238</td>
<td>1</td>
<td>17</td>
<td>0.07</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Enrolled at the End of the Previous Year who COULD Return this Year (Not Graduated)</th>
<th>Number of Students from Previous Year who DID Return and Stayed Through the End of the Current Year</th>
<th>Between-Year Stability Rate Number who DID Return/Number who COULD Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>186</td>
<td>164</td>
<td>0.88</td>
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</tbody>
</table>
### 2.2 Faculty and Staff Mobility

**NOTE:** Include all instructional/academic staff and faculty in the counts below, including administrators.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Faculty at ANY Point in the Year</th>
<th>Number of New Faculty After 3rd Friday</th>
<th>Number of Faculty who Left After 3rd Friday</th>
<th>Between-Year Stability Rate</th>
<th>Within-Year Mobility Rate (In+Out)/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Faculty Employed at the End of the Previous Year who COULD Return this Year (Not Let Go)</th>
<th>Number of Faculty from Previous Year who DID Return and Stayed Through the End of the Current Year</th>
<th>Between-Year Stability Rate Number who DID Return/Number who COULD Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>15</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>