Tenor High School

Annual School Growth Plan and Report

Year: 2017-2018

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.

1.1 (required)

Annual Growth Goal: The 9th grade cohort (class of 2021) and 10th grade cohort (class of 2020) will achieve 120% of the mean growth target and 60% of students meeting their individual goals on the MAP reading assessment by June 2018
Background Data Analysis: The Measure of Academic Progress (MAP) is administered three times during the school year at Tenor High School. During the 2016-17 school year, the 9th grade class (2020) averaged a RIT score of 221.4 on the fall reading assessment and a RIT score of 225.5 on the spring assessment which equates to a mean growth of 4.1 RIT points. The mean growth total of 4.1 was 175% of the mean growth target of 2.4 RIT points. The percentage of 9th grade students meeting or exceeding their individual growth target was 64.0%. During the 2016-17 school year, the 10th grade class (2019) averaged a RIT score of 228.5 on the fall reading assessment and a RIT score of 230.1 on the spring assessment which equates to a mean growth of 1.6 RIT points. The mean growth total of 1.6 was 76% of the mean growth target of 2.1 RIT points. The percentage of 10th grade students meeting or exceeding their individual growth target was 53.4%.
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 students will take two English classes, a regular English 9 class and another English class directed at increasing reading and writing skills   9th and 10th grade students will utilize achieve NEWSELA 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
- Directed ACT prep once a week that will not only improve ACT scores, but MAP as well

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 2020 had a mean growth of 175% and 64% of students achieved their individual growth target goals. The class of 2019 had a mean growth of 76% and 53.4% 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 2017 to Spring 2018 showed an overall increase of 5.1 RIT points. 10th grade cohort from Fall to Spring showed an overall increase of 6.4 RIT points (Appendix A)
- 66.7% of 9th grade students met or exceeded their individual growth target from the Fall to Spring MAP reading assessment (Appendix B)
- 74% 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 222% of the mean growth target goal (Appendix C)
- 10th grade cohort achieved 289.3% of the mean growth target goal (Appendix C)

During the school year our students worked on MAP improvement on a daily basis. 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 work 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 222% of their mean growth target, which is 102% higher than required. Our 10th grade students achieved 289.3% of their mean growth target, which is 169.3% higher than required.

Moving forward we will have a continued push to improve our students MAP scores. We will continue with our writers workshop course that we installed this year which 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. Lastly, we will continue to provide ACT training from our four ACT trained teachers to help improve our ACT scores, which should in turn help our MAP scores as well.

1.2 (required)

Annual Growth Goal: The 9th grade cohort (class of 2021) and 10th grade cohort (class of 2020) will achieve 120% of the mean growth target and 60% of students meeting their individual goals on the MAP math assessment by June 2018

Background Data Analysis: The Measure of Academic Progress (MAP) is administered three times during the school year at Tenor High School. During the 2016-17 school year, the 9th grade class (2020) averaged a RIT score of 226.7 on the fall math assessment and a RIT score of 234.3 on the spring assessment which equates to a mean growth of 7.6 RIT points. The mean growth total of 7.6 was 245% of the mean growth target of 3.1 RIT points. The percentage of 9th grade students meeting or exceeding their individual growth target was 72%.

During the 2016-17 school year, the 10th grade class (2019) averaged a RIT score of 239.0 on the fall math assessment and a RIT score of 243.1 on the spring assessment which equates to a mean growth of 4.1 RIT points. The mean growth total of 4.1 was 195% of the mean growth target of 2.1 RIT points. The percentage of 10th grade students meeting or exceeding their individual growth target was 63%.

Approaches/Strategies (What will you do to achieve the goal?):

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
- 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
- Directed ACT prep once a week that will not only improve ACT scores, but MAP as well
- 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 (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 2020 had a mean growth of 245% and 72% of students achieved their individual growth target goals. The class of 2019 had a mean growth of 195% and 63% 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 2017 to Spring 2018 showed an overall increase of 8.8 RIT points. 10th grade cohort from Fall to Spring showed an overall increase of 5.2 RIT points (Appendix A)
- 83.3% of 9th grade students met or exceeded their individual growth target from the Fall to Spring MAP reading assessment (Appendix B)
- 60% 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 276% of the mean growth target goal (Appendix C)
- 10th grade cohort achieved 237% of the mean growth target goal (Appendix C)

During the school year our students worked on MAP improvement on a daily basis. The lowest 1/3 of 9th grade students 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 276% of their mean growth target, which is 146% higher than required. Our 10th graders also achieved 237% of their mean growth target, which is 117% 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. Lastly, we will continue to provide ACT training from our four ACT trained teachers to help improve our ACT scores, which should in turn help our MAP scores as well.

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, during the 2015-2016 school year the students averaged a 17.5, and during the 2016-2017 school year the students averaged a 17.2. 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 2015-20156 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 5th to expose all students to the test as well as determine areas they need to improve
- All math and English teachers will be participating in a 3 day summer training to become ACT certified trainers
- All social studies and science teachers will participate in a 4 hour training to help support ACT prep
- 10th and 11th grade students will participate in rigorous ACT prep one day a week in their math and English classes

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 they 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 5th, as well as when we receive our statewide ACT data after the February 27th testing. During the 2014-2015 school year the students averaged a 16.7, during the 2015-2016 school year the students averaged a 17.5, and during the 2016-2017 school year the students averaged a 17.2. While a 20 seems to be a difficult goal to reach 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. In addition I think the ACT training we are sending our teachers too will help to assist us in getting the extra boost we need to raise our scores.

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, 2016 practice test our students scored a 13.5 on English, 16.7 on math, 14.9 on reading, 16.2 on science and a 15.4 overall composite score (Appendix D)

- During our September 13th, 2017 practice test our students scored a 15.2 on English, 17.2 on math, 15.9 on reading, 17 on science, and a 16.5 overall composite score (Appendix D)

- During our December 5th, 2017 practice test our students scored a 17.6 on English, 18.1 on math, 18 on reading, 17.1 on science and a 17.9 overall composite score (Appendix D)

- During our January 31st, 2018 practice test our students scored a 17.9 on English, 18.7 on math, 20.4 on reading, 17.9 on science and a 18.8 overall composite score (Appendix D)

- During the statewide ACT test on February 27th, 2018 our students scored a 18.6 on English, 18.7 on math, 19.4 on reading, 18.7 on science and a 19 overall composite score (Appendix D)

- From our first practice test on December 6th, 2016 to the statewide test on February 27th, 2018 we saw a 5.1 point growth in English, 2 point growth in math, 4.5 point growth in reading, 2.5 point growth in science, and a 3.6 point overall composite growth (Appendix D)

The ACT test is the area that we know is our biggest area of growth. In order to combat our low ACT scores, we applied for a grant for an ACT prep program and received that grant. That grant allowed us to train 4 teachers to deliver ACT prep every week through Princeton Review. Each Wednesday in our 11th grade English, math and science classes, the trained teachers delivered an ACT prep program to our students. In addition, each Monday, Tuesday and Wednesday during SSR, students had an online skill building account that they utilized to help enhance their skills as well. Even though we did not reach our goal of a 20, you can see that our scores increased significantly and are the highest scores we have ever had on the statewide ACT.

2.0 Mobility Rates

2.1 Student Mobility

Year	Total Students Enrolled at ANY Point in the Year	Number of Students who Transferred In After 3rd Friday	Number of Students who Transferred Out After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-2018	232	4	11	0.065

Year	Number of Students Enrolled at the End of the Previous Year who COULD Return this Year (Not Graduated)	Number of Students from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-2018	172	164	0.95

2.2 Faculty and Staff Mobility

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

Year	Total Faculty at ANY Point in the Year	Number of New Faculty After 3rd Friday	Number of Faculty who Left After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-2018	16	0	0	0

Year	Number of Faculty Employed at the End of the Previous Year who COULD Return this Year (Not Let Go)	Number of Faculty from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-2018	15	11	0.73