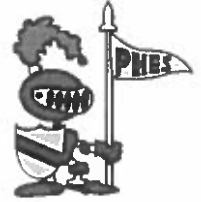




*Pearl Haskew Elementary*  
*"Learn Love Serve Lead"*



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*2016-2017*

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*Standard 5: Using Results for Continuous  
Improvement*

*5.4*

- Example of use of results to evaluate  
continuous improvement action plans*

## Areas of Notable Achievement

**Which area(s) are above the expected levels of performance?**

4th Grade ACT Aspire results show that there was an 11% increase in reading proficiency in 2015-2016 from the previous year and a 6.5% increase in math proficiency from the previous year.

5th Grade ACT Aspire results show that there was a 10% increase in math proficiency in 2015-2016 from the previous year.

**Describe the area(s) that show a positive trend in performance.**

Based on the ACT Aspire results comparisons of the 2014, 2015, and 2016 school year both 4th and 5th grade math proficiency levels have continued to increase. 4th grade from 47.1% in 2014 to 56.5% in 2016 5th grade from 27.3% in 2014 to 41.4% in 2016

**Which area(s) indicate the overall highest performance?**

The overall highest performance was in the area of Math for 5th grade with an increase in proficiency from 30.8% in 2015 to 41.4% in 2016. And 4th Grade reading with an increase in proficiency from 41.4% in 2015 to 52.2% in 2016.

**Which subgroup(s) show a trend toward increasing performance?**

The subgroup of black students show a trend toward increasing performance for the past three years (2014-2016) in reading proficiency on the ACT Aspire. 2014-10.3% 2015-21.9% 2016-26.1% This is an increase of 15.8%

**Between which subgroups is the achievement gap closing?**

The achievement gap is closing between the Black/African American subgroup with significant increases in proficiencies in reading on the ACT Aspire for the past three years. (2014-2016)

**Which of the above reported findings are consistent with findings from other data sources?**

there are no other consistent findings from other data sources at this time.

## Areas in Need of Improvement

**Which area(s) are below the expected levels of performance?**

2016 ACT Aspire

The following areas are below the expected levels of performance:

3rd Grade Reading 36.4% proficient

5th Grade Reading 28.7% proficient

5th Grade Math 41.4% proficient

**Describe the area(s) that show a negative trend in performance.**

The areas that show a negative trend in performance from 2015 to 2016 are:

5th grade reading proficiency from 34.6% to 28.7%

3rd grade math proficiency from 52.1% to 50.9%

**Which area(s) indicate the overall lowest performance?**

The overall lowest performance was in the area of reading for 5th grade students who dropped in proficiency from 34.6% in 2015 to 28.7% in 2016.

**Which subgroup(s) show a trend toward decreasing performance?**

The Black/African American subgroup showed a decrease in performance in the area of math proficiency from 43.8% in 2015 to 30.4% in 2016.

**Between which subgroups is the achievement gap becoming greater?**

There is a significant achievement gap between the Asian and Black subgroups. In 2016 the Asian subgroup was 100% proficient in the area of reading and the Black/African American subgroup was only 26.1% proficient in reading. Also in the area of math the Asian subgroup was 100% proficient in 2016 and the Black/African American subgroup was 30.4% proficient in 2016.

**Which of the above reported findings are consistent with findings from other data sources?**

There are no other consistent findings from other data sources at this time.