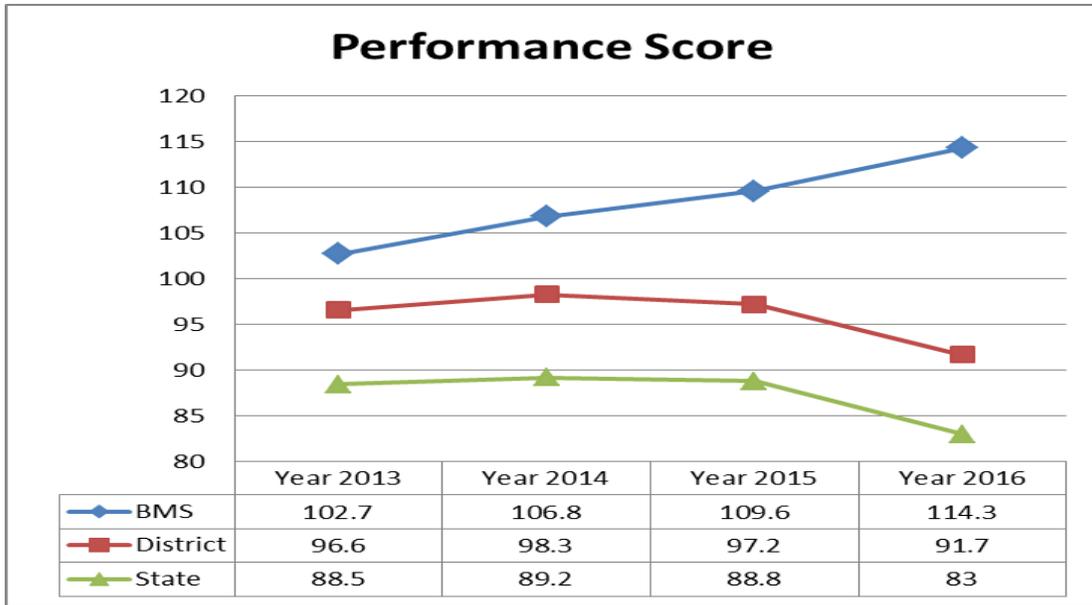
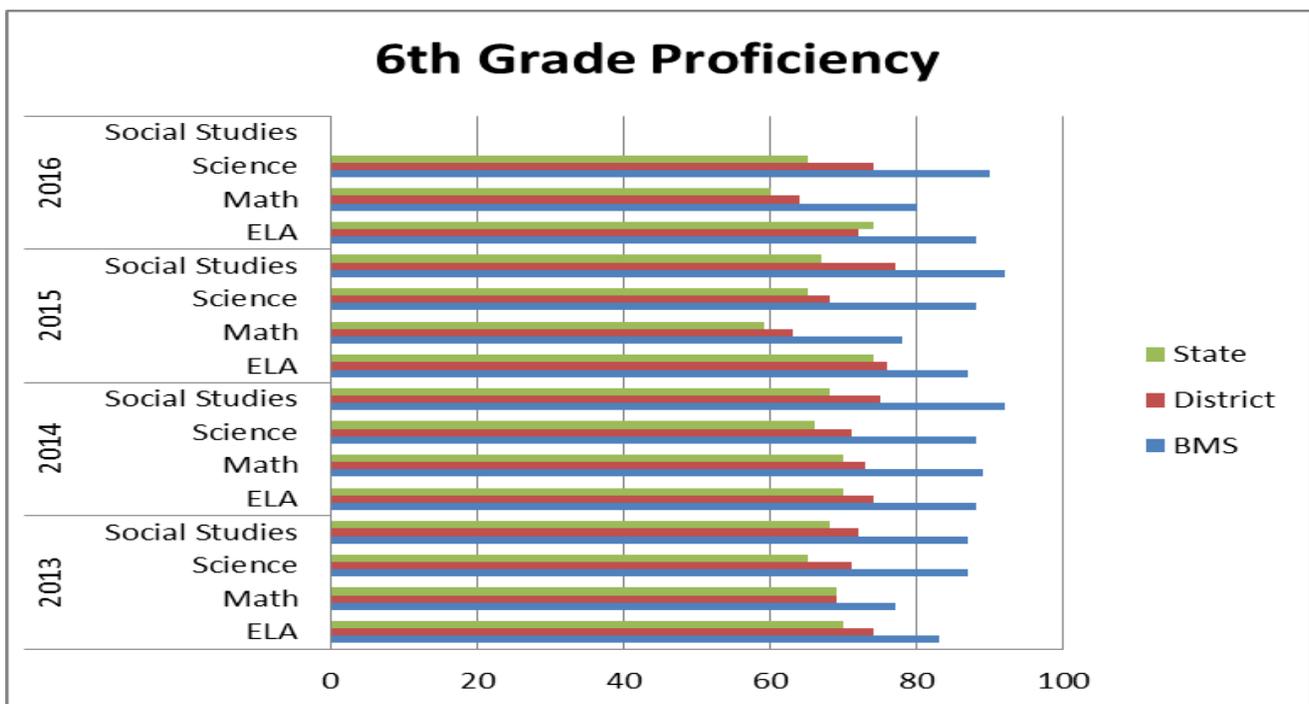


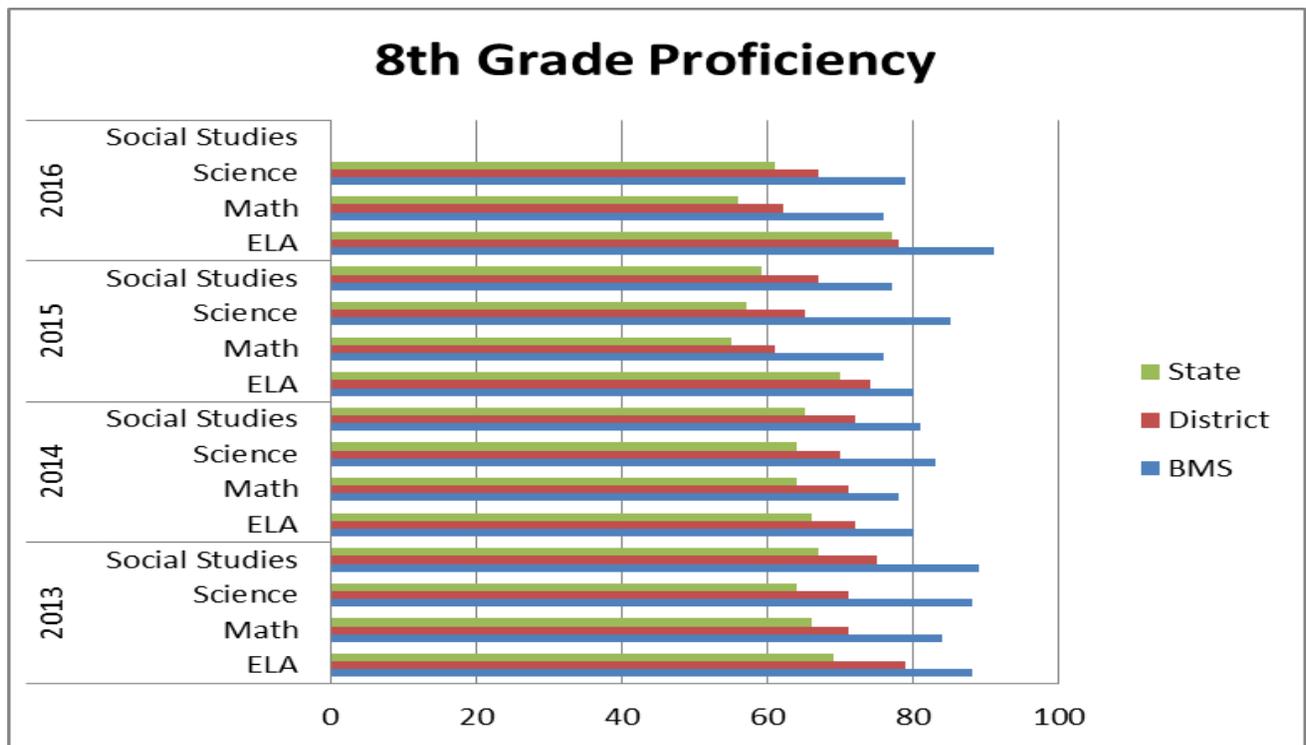
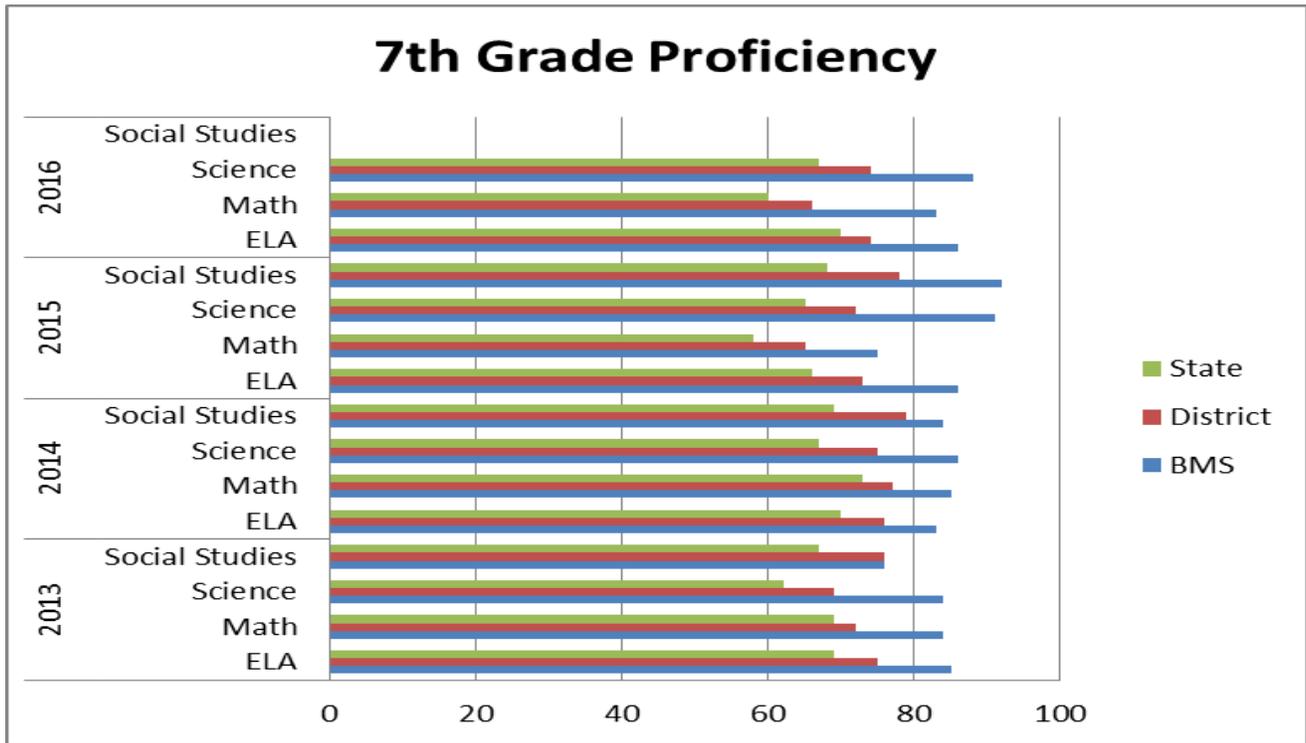
Evidence of Success

Our School Performance Score (SPS) is calculated annually using state assessment data. We have consistently increased our SPS, even during periods that the state and district experienced declines. In 2013 we were 6.1 points above the district performance score and 14.2 points above the state performance score. By 2016, we were 22.6 points above the district performance score and 31.3 points above the state performance score.

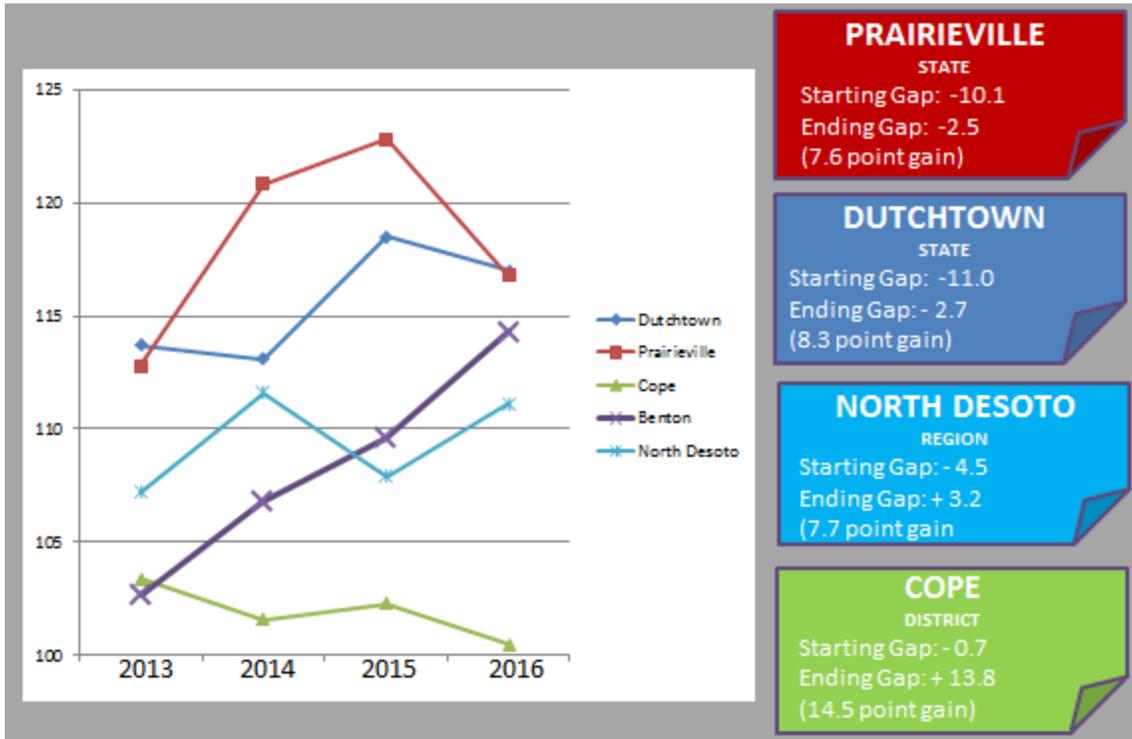


Louisiana’s accountability system has experienced numerous changes over the past few years complicating the ability to easily interpret trend data related to proficiency in the various content areas. We administered the LEAP and iLEAP in 2013 and 2014, PARCC in 2015, LEAP with a PARCC format in 2016, and LEAP 2025 most recently in 2017. The state’s definition of proficiency has also been redefined. Although there have been many changes in the accountability system, making it difficult to track growth trends, we have continued to surpass the district and state proficiency levels by a significant margin.

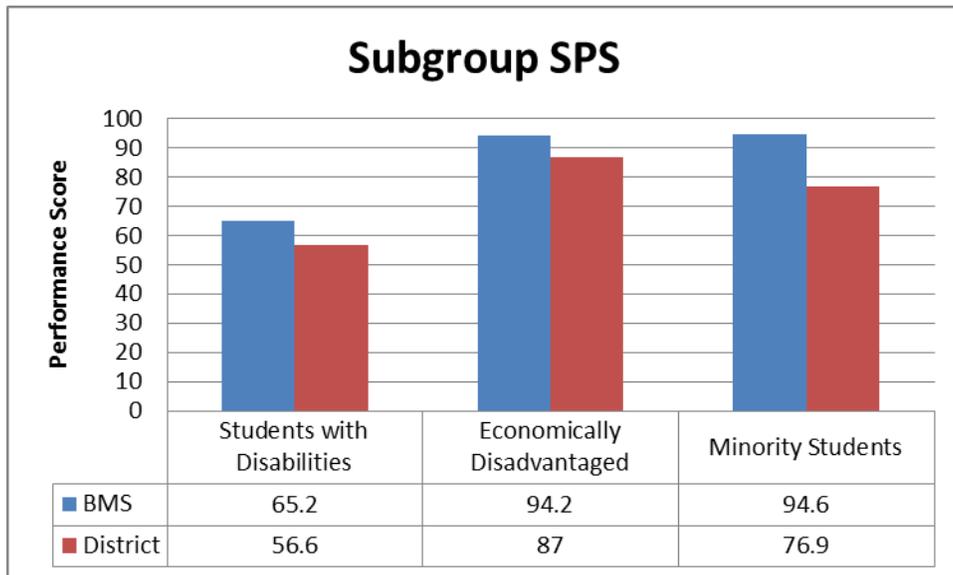




In 2013, when we embarked on our PLC Journey, we set our sights on the top performing, non-selective enrollment schools in our district, our region, and our state. Not only have we made significant gains in closing the School Performance Score gap with these schools, we were the only one that made gains for these past three consecutive years. We have also earned the rank of top performing middle school in our district and have moved much closer to our vision of being the top performing non-selective enrollment school in the state of Louisiana.



We have also demonstrated success with our subgroups. Our state added a new Subgroup SPS component to the 2016 Principal’s Profile. Our economically disadvantaged and minority students subgroups have performed exceptionally well and have exceeded the district’s scores by a significant margin. Our economically disadvantaged and minority students have almost reached an A status (100) according to Louisiana’s School Report Card system.



We credit our success to the results of our ongoing PLC journey. When other factors that could inadvertently impact student achievement were considered, they were unfavorable to growth. For example, our percentage of economically disadvantaged students has increased from 23% in 2013 to 33% in 2016, a 10% increase over the past three years. Although these changes can present additional challenges to student achievement growth, we have made significant, continuous improvement in student achievement and expect this trend to continue as we continue to implement and refine our PLC process.