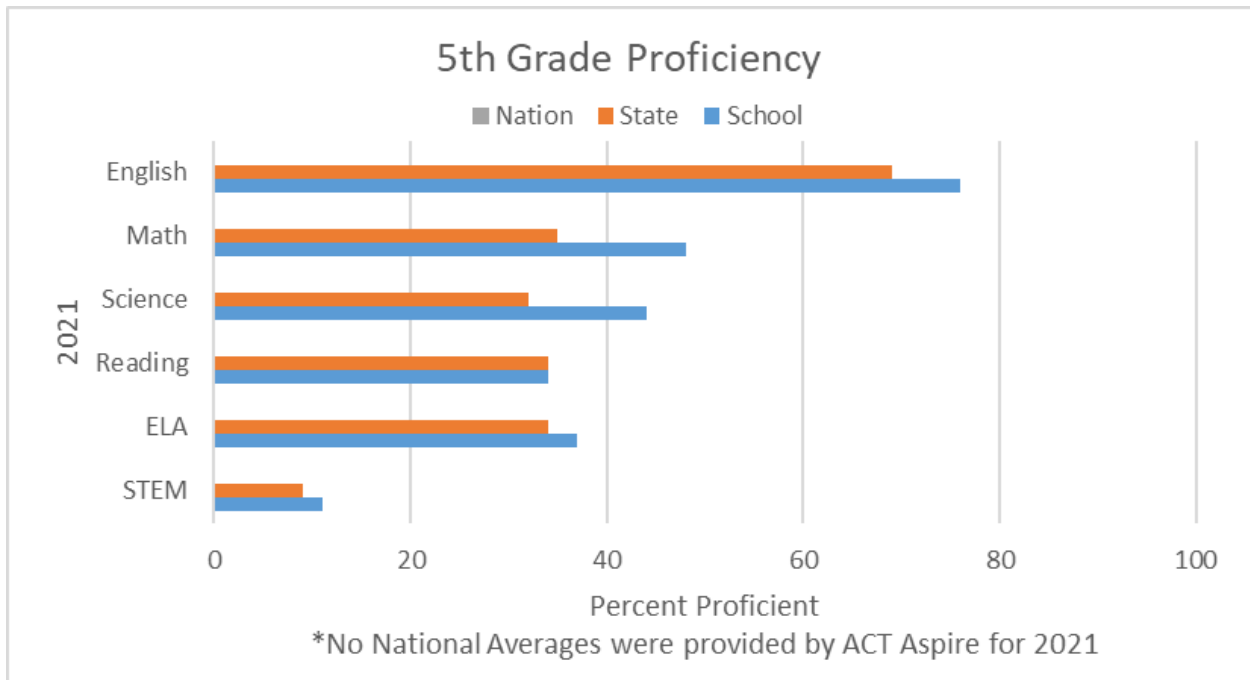
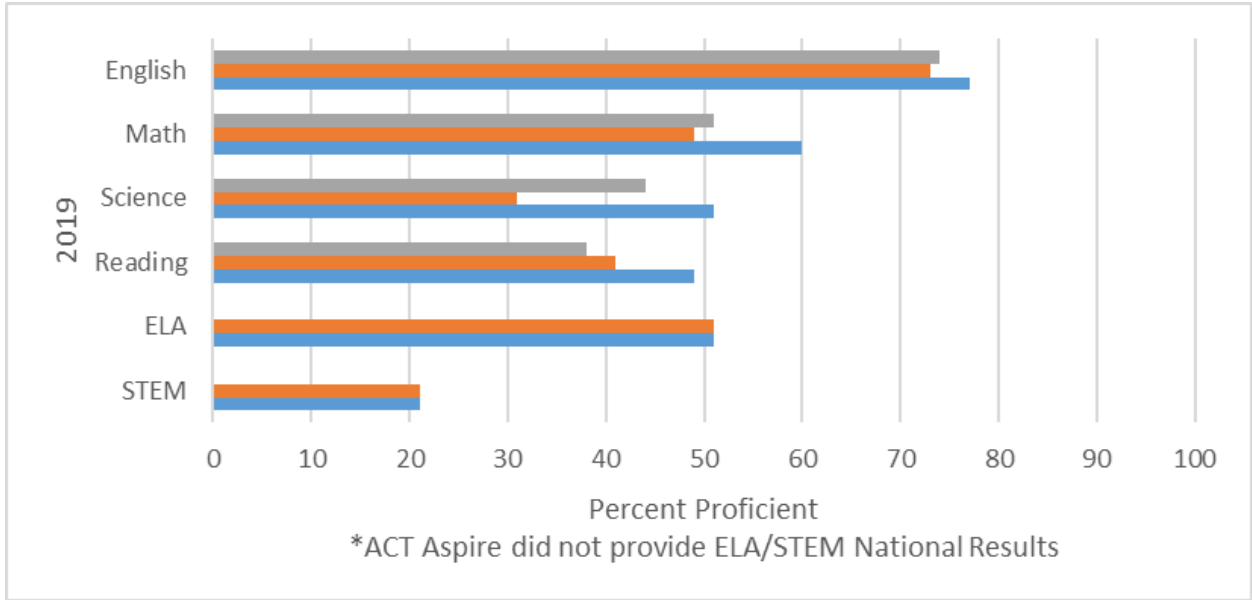


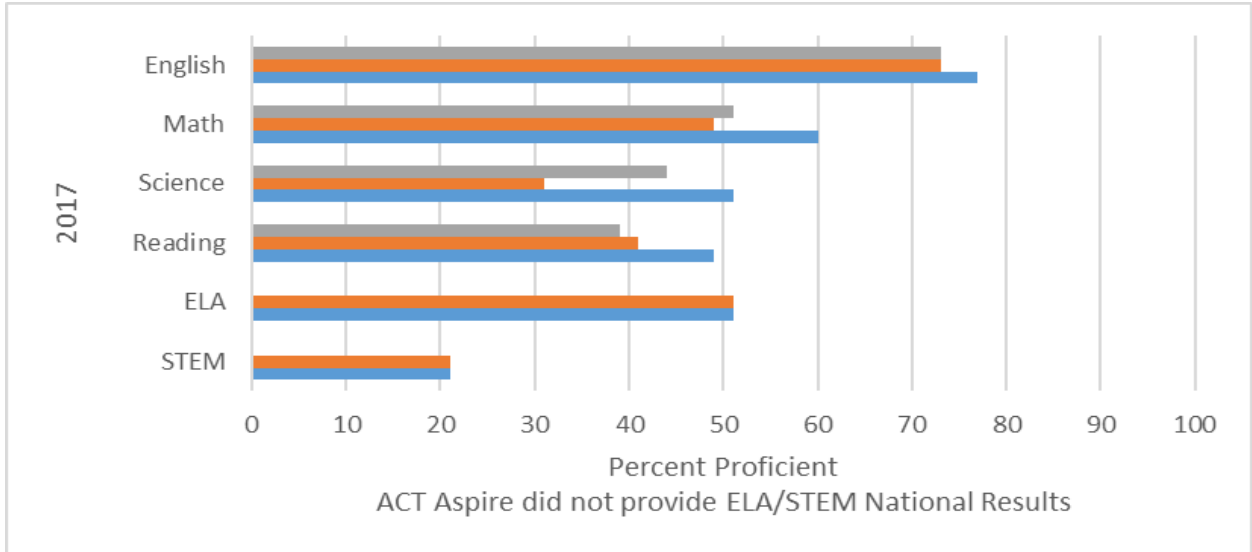
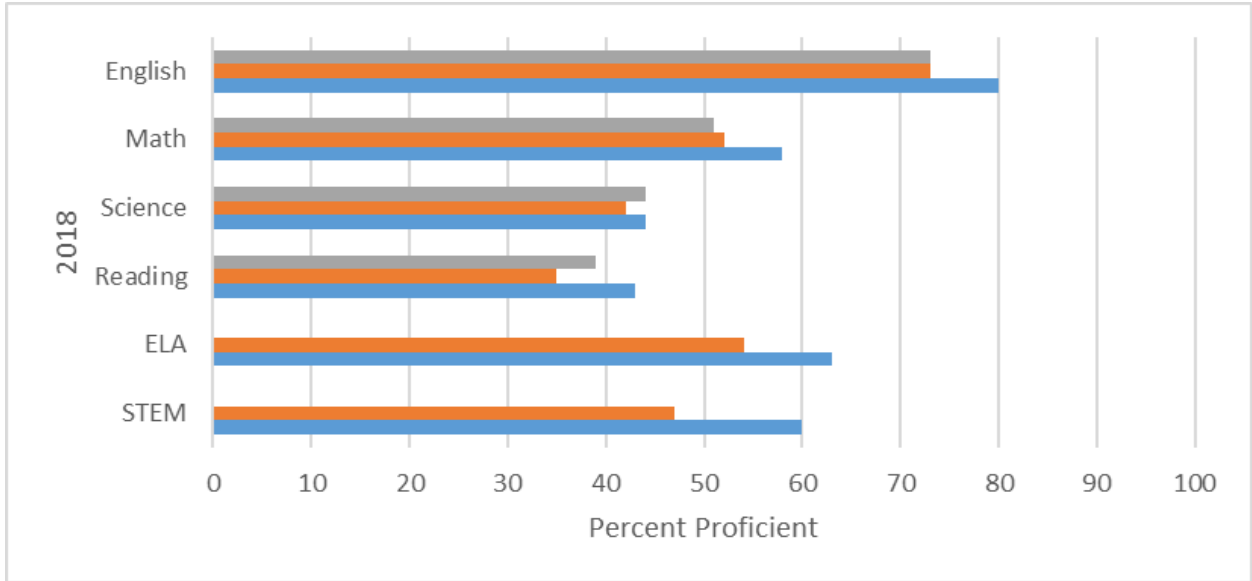
Additional Documentation

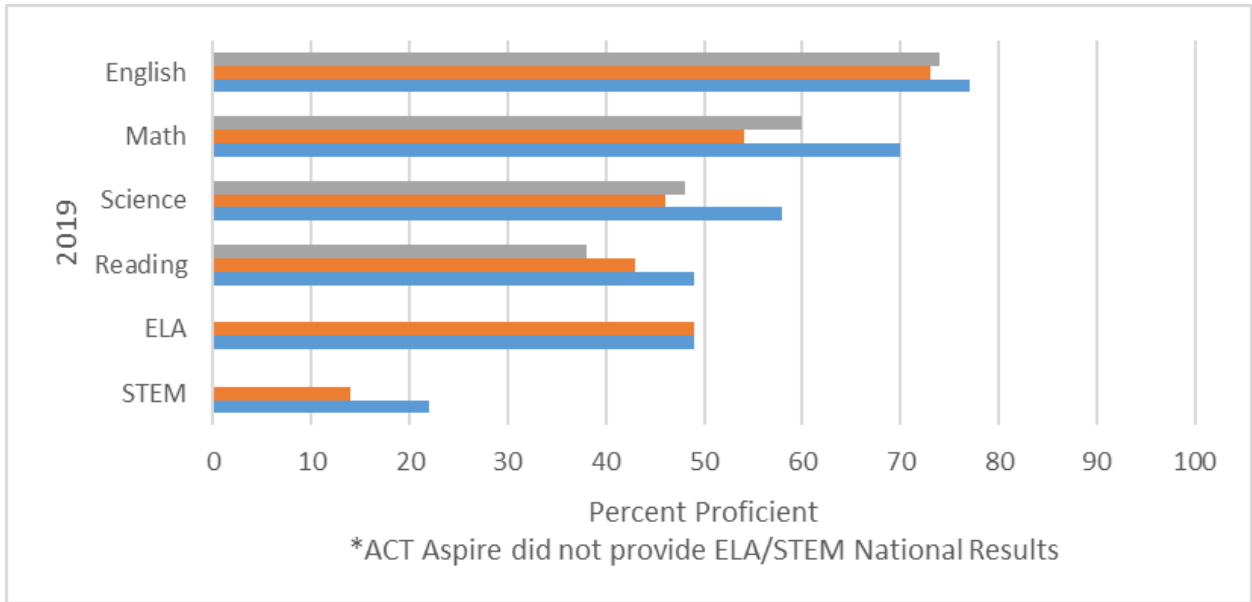
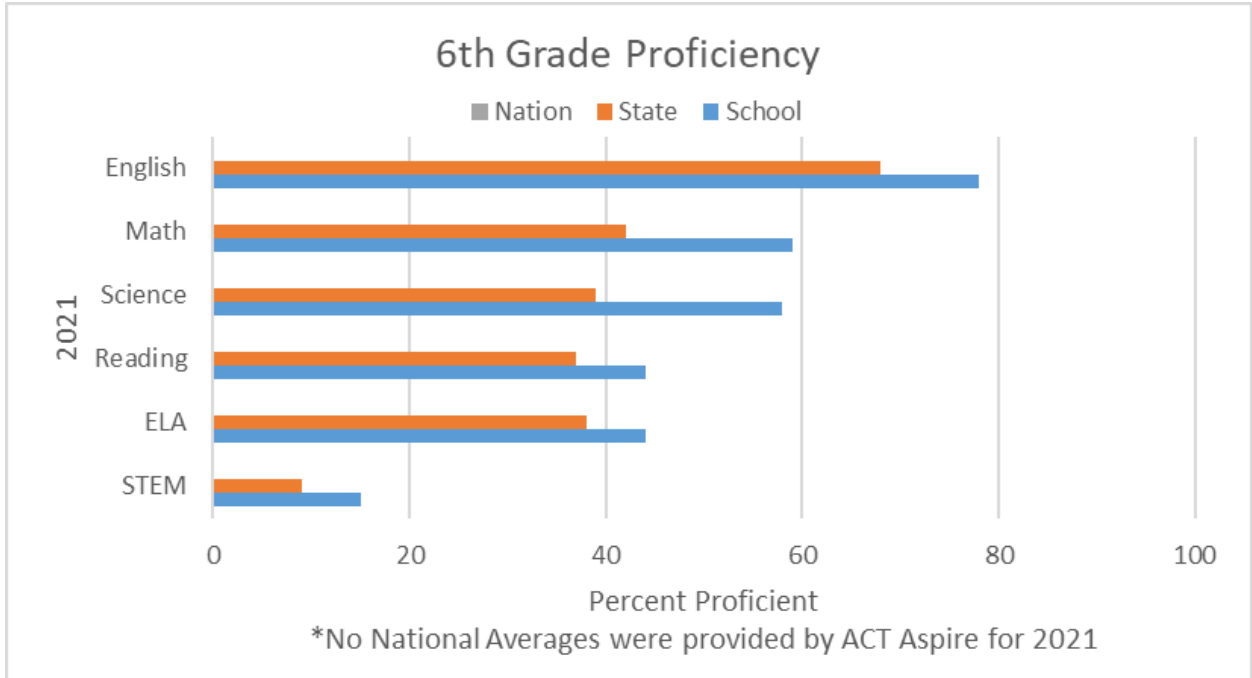
Exhibit A

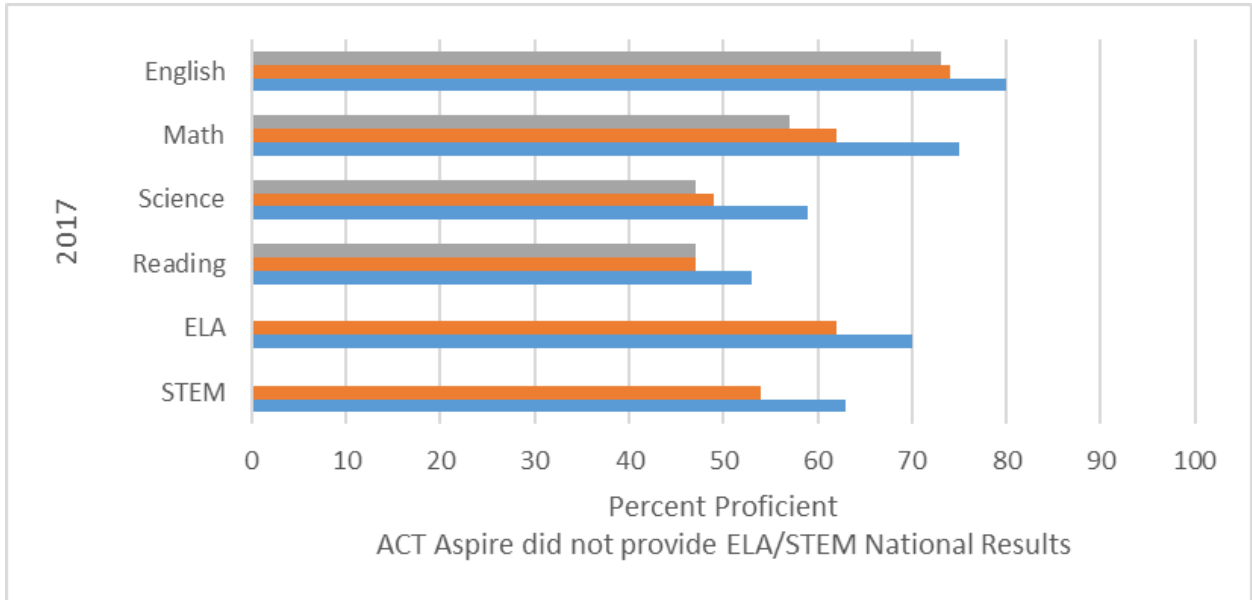
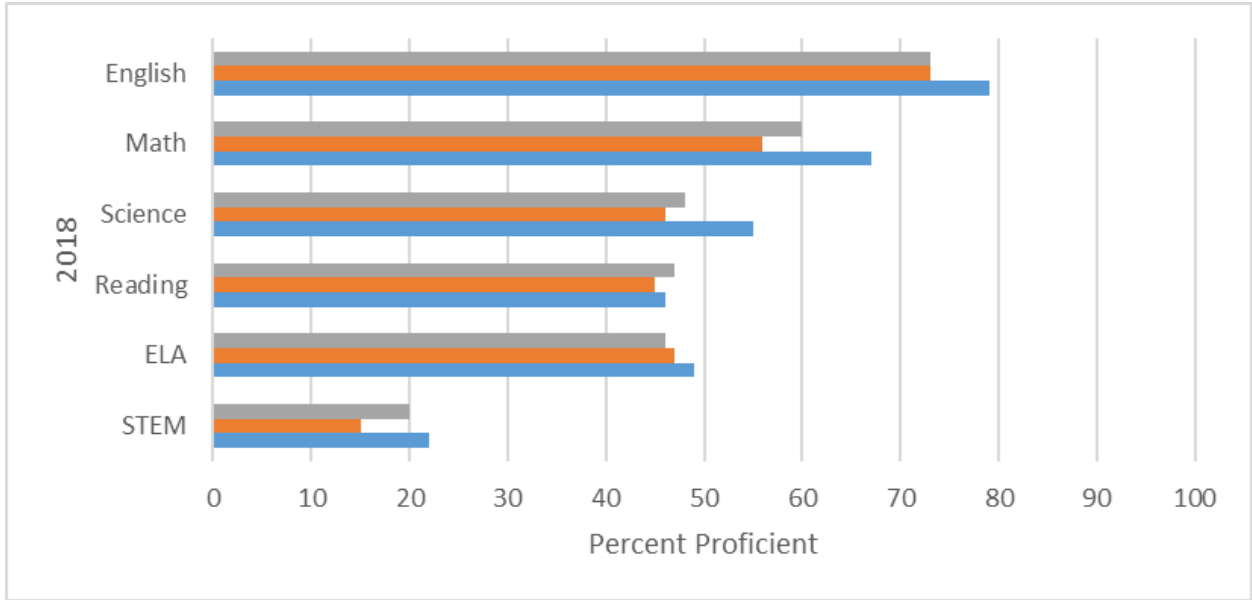
Arkansas's mandated state assessment is currently the ACT Aspire. We have been fortunate enough to have the same assessment since 2015-16. This has been helpful in creating baseline assessments for students and critical for tracking growth. However, there have been some changes that have affected the growth tracking for ELA and STEM. Recentering of the scoring of these two areas and the move of including writing as part of ELA and not a separate category have made it more of a challenge to track growth in these areas. In 2020 no assessment was given and learning loss due to Covid reflected to some degree in the 2021 assessment. Even with these changes, we consistently surpass state and national proficiency levels.

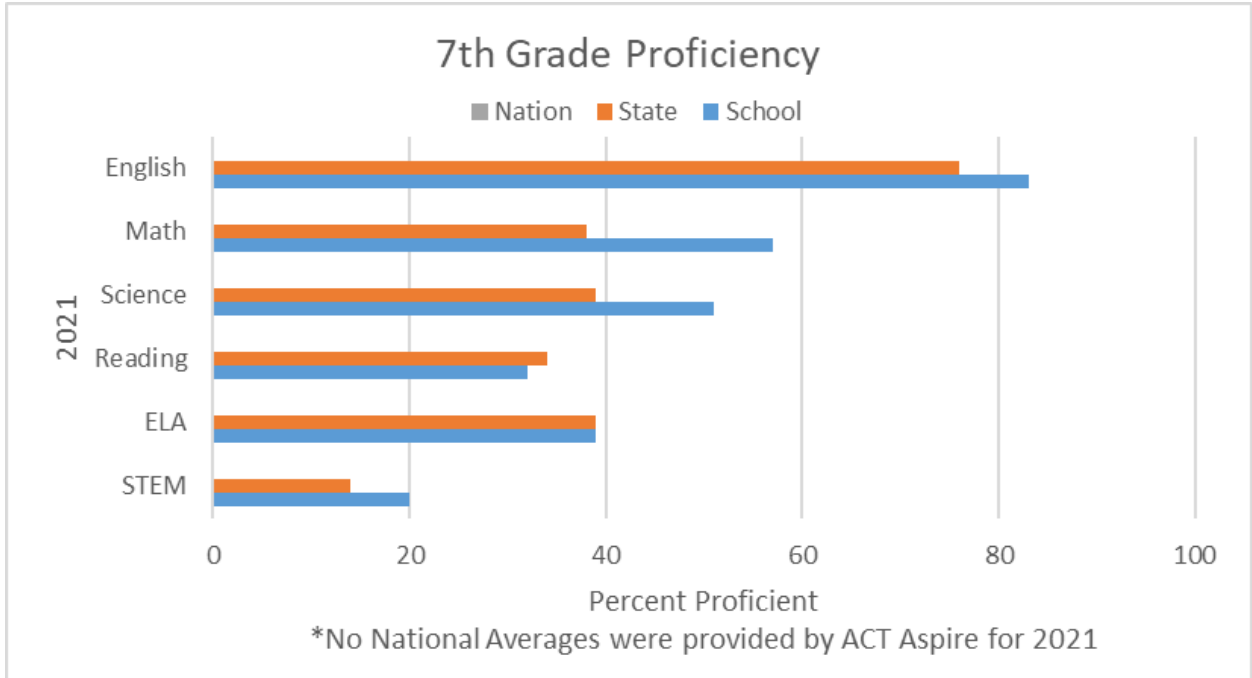


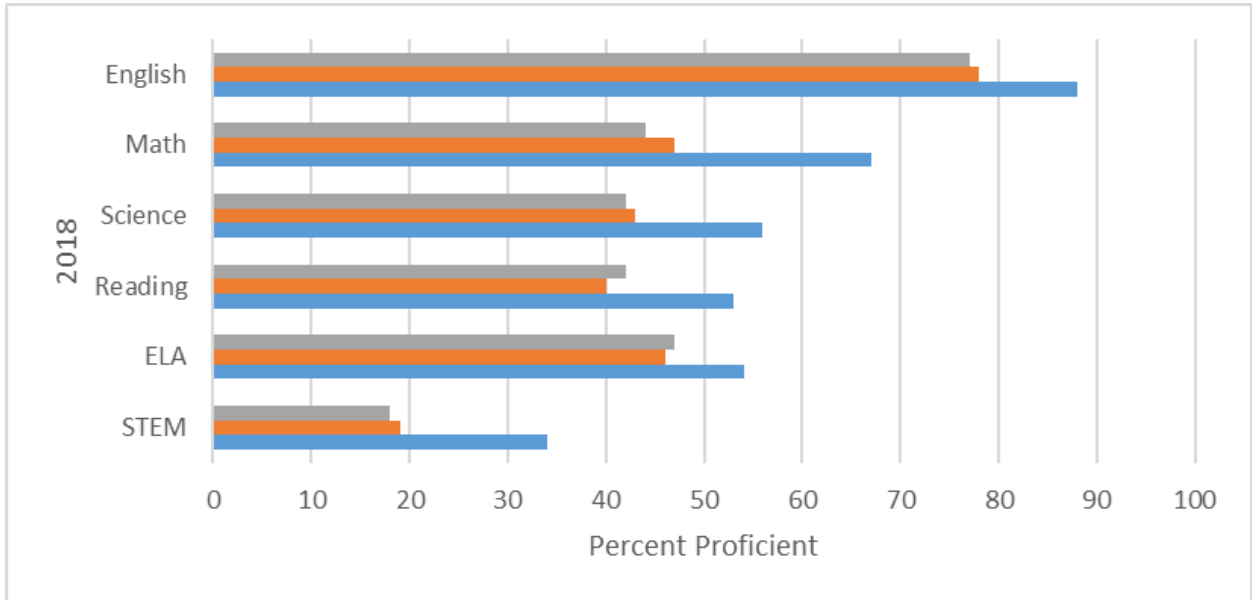
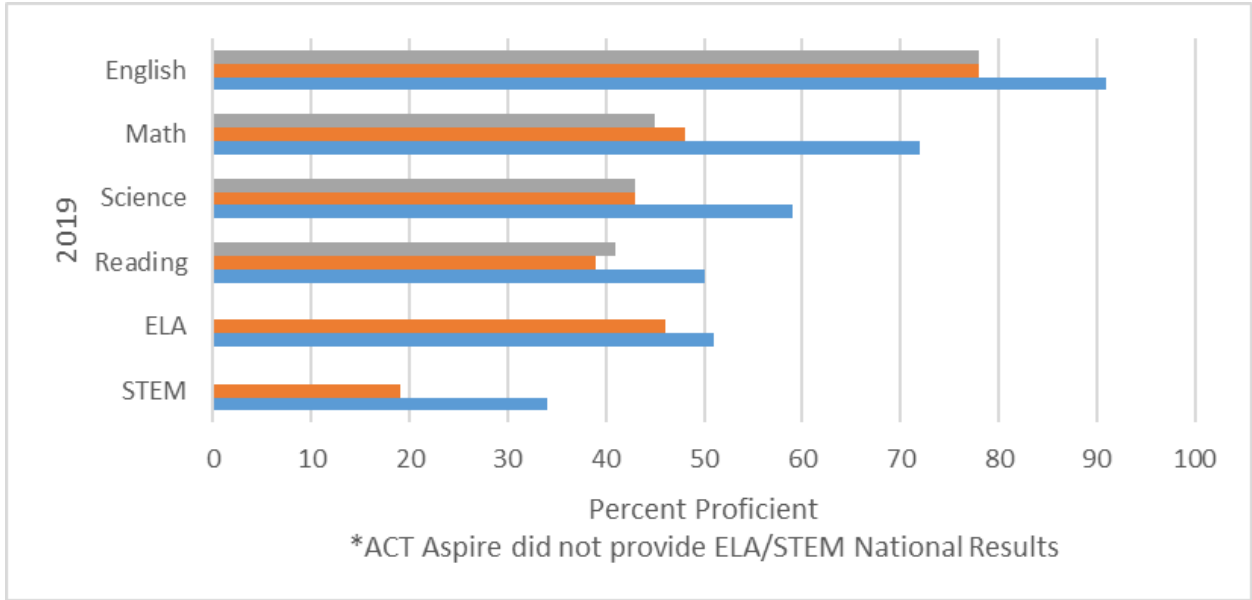












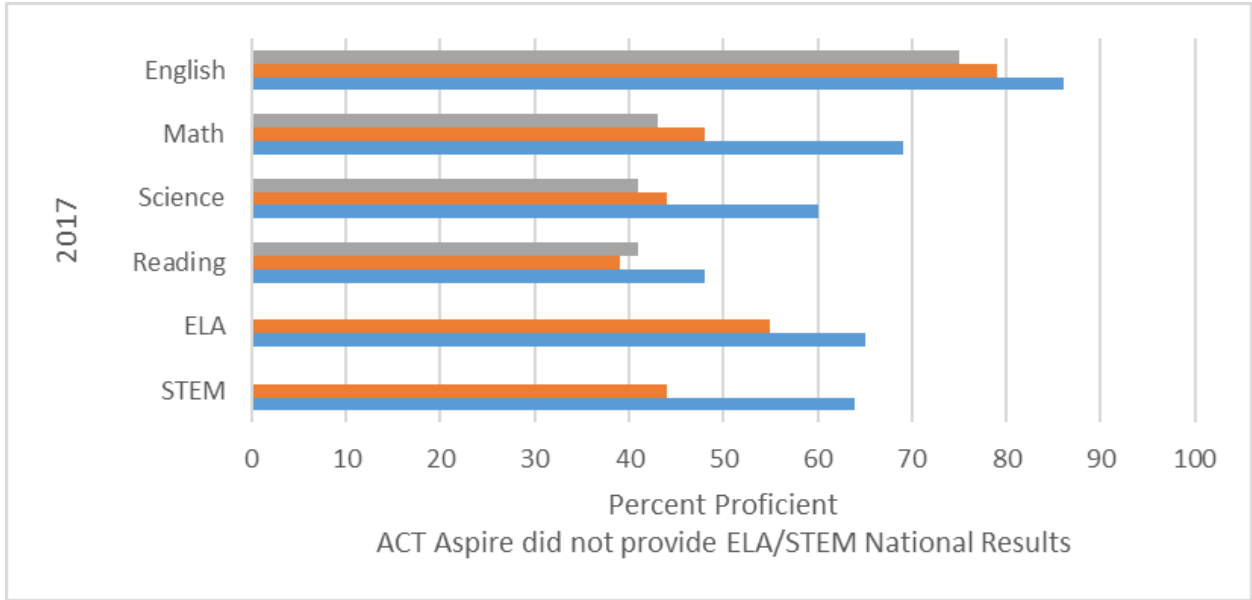


Exhibit B

At Benton Middle School we collaborate not only as grade level teams, but also as vertical teams to provide a continuum of learning throughout the three years students are in our school. One measurement used to monitor the progress of our students is to evaluate our student proficiency levels against all other districts in the state over the three years. We compare what percentage of the state the students rank over the three years in two categories, the highest (Readiness) and the lowest (Needs Support). This helps us measure the efficacy of both our intervention and remediation efforts. The three year cohort scores for the 2020-21 7th grade class demonstrates how our students are moving up in the state rankings from the 5th grade to the 7th grade. The cohort improved their ranking in 9 of 10 categories and made significant moves (10% or more) in 6 of the 10 categories.

2019-2021 ACT Aspire State Rank Data

- Ranks are the percentage BMS students, from the same cohort group, ranked in the state from 2019 to 2021 on the ACT Aspire.
- The Needs Support category reflects the percentage rank for the lowest percent of students in the category.
- The Readiness category reflects the percentage rank for the highest percent of students in the category.

Students In Need of Support on ACT Aspire

Subject	Cohort State Ranking When Entering BMS in Fall 2018	Cohort State Ranking When Leaving BMS in Spring 2021	Growth in State Ranking While at BMS
English	Top 34%	Top 27%	+7
Math	Top 39%	Top 9%	+30
Science	Top 20%	Top 9%	+11
Reading	Top 20%	Top 23%	-3

Students Ready or Exceeding on ACT Aspire

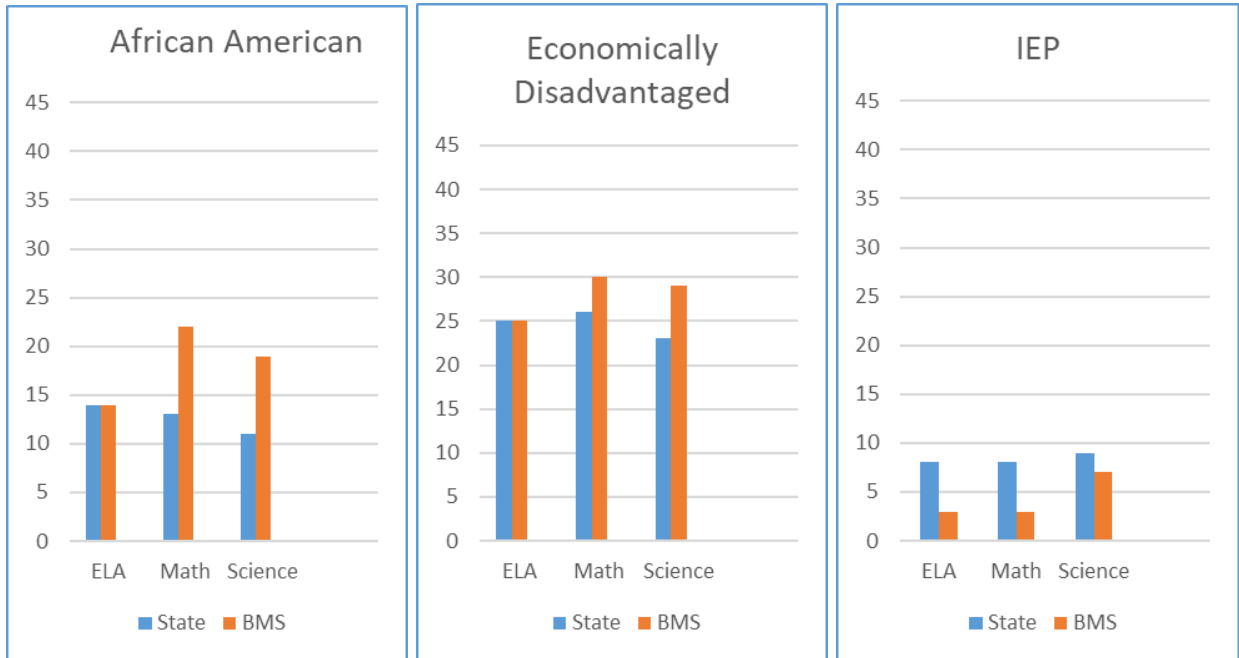
Subject	Cohort State Ranking When Entering BMS in Fall 2018	Cohort State Ranking When Leaving BMS in Spring 2021	Growth in State Ranking While at BMS
English	Top 28%	Top 23%	+5
Math	Top 35%	Top 9%	+26
Science	Top 22%	Top 15%	+7

Reading	Top 23%	Top 26%	-3
ELA	Top 20%	Top 16%	+4
STEM	Top 31%	Top 12%	+19

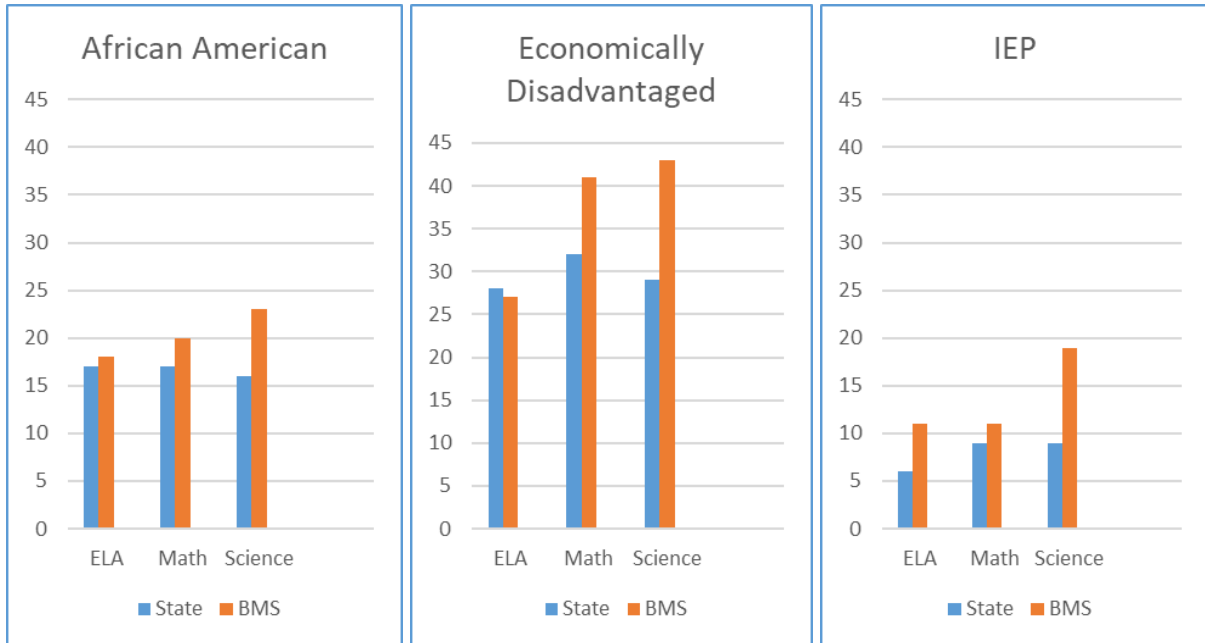
Exhibit C

The PLC process is an integral part of the success our subgroups have demonstrated. Our African American (largest minority group) and our economically disadvantaged are performing well. They exceeded the state scores in 13 out of the 18 categories reported and scored the same in 3 others.

5th Grade % Proficient--2021



6th Grade % Proficient--2021



7th Grade % Proficient--2021

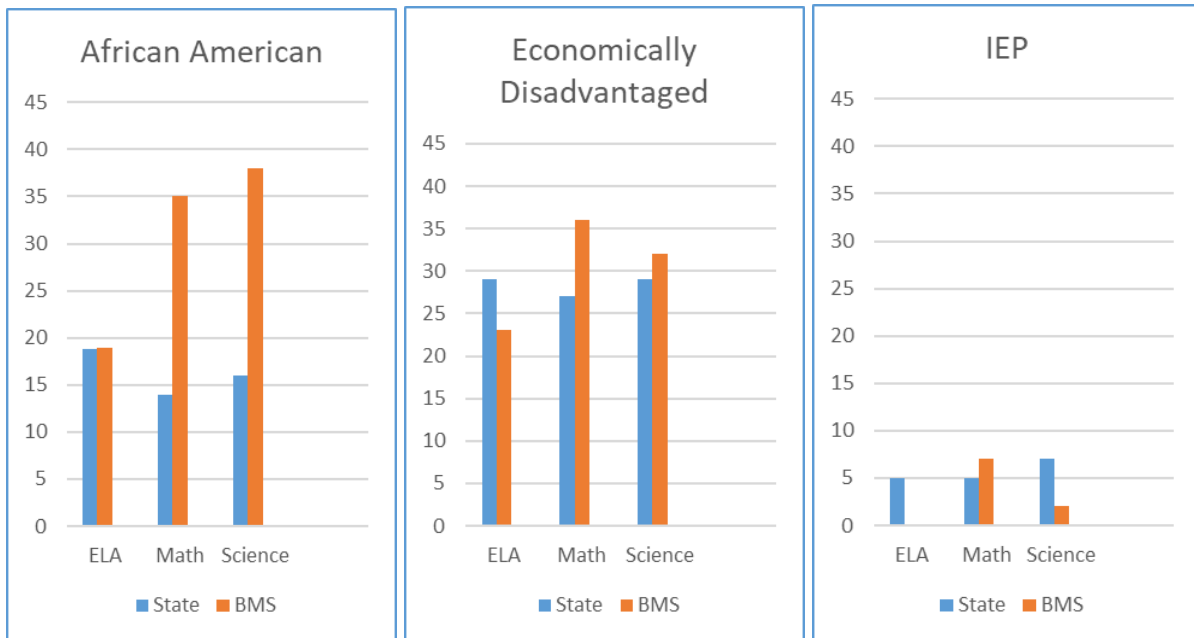


Exhibit D

In 2018, Arkansas added the Value Added Growth Score as another component to track student progress. The growth module provides average value-added scores for ELA, Math, Science and English Learner language proficiency (ELP). The average content value-added growth score indicates students' average value-added growth considering Math and English. A value-added score of 80 means that students, on average, are growing in achievement as much as expected based on how they have done in the past. Scores above 80 mean that students, on average, are exceeding growth expected for them. Some subgroups had less than 10 students tested for ELP and are not included in the data due to too few numbers to be statistically viable.

Value-added growth for All Students shows growth exceeding expectations. Of the five subgroups, 4 out of 5 are meeting or exceeding expected growth. The subgroup below expected growth is within 1 and 2 points of meeting expected growth. While the African American growth score in ELA is 2.6 points below the state average, the Math growth score exceeds the state average by 5.4 points.

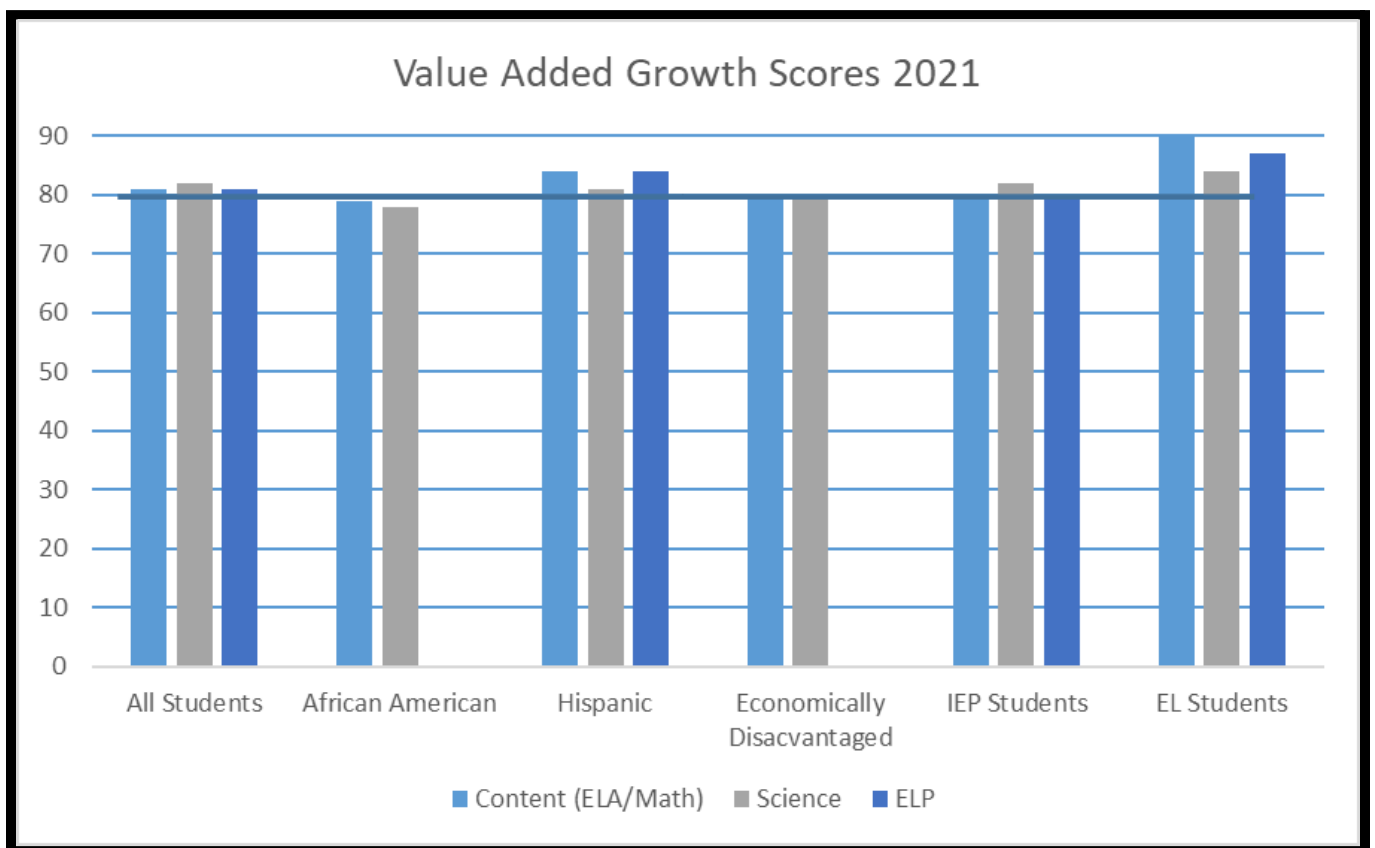


Exhibit E

RISE Data

The state of Arkansas created the RISE (Reading Initiative for Student Excellence) initiative based on the Science of Reading. Benton Middle School utilized the ACT Aspire Summative Assessment from the previous school year and the beginning of the year i-Ready diagnostic test to break down data and form remediation groups based on basic phonics skills. The following charts show numbers of students who needed intervention each year. Students that began the program as 5th graders and benefitted from 3 years of the Tier 3 reading intervention were able to exit the program by their 7th grade year at a 76% rate for Phonological Awareness and an 83% rate for Phonics Gaps. Over half of the students still in the program in their 7th grade year moved into the district after their 5th grade year.

Phonological Awareness Gaps

Grade	Fall 2019	Fall 2020	Fall 2021
5	45	61	72
6	63	35	53
7	95	19	11

Phonics Gaps

Grade	Fall 2019	Fall 2020*	Fall 2021
5	58	93	47
6	75	90	34
7	95	86	10

* Phonics intervention for 2019-2020 was interrupted due to the District pivoting to online learning in response to Covid-19 pandemic.

**Cohort groups are in the same color.

Exhibit F

Interim Assessment data is one of the metrics used to assess overall student growth throughout the school year and used to guide our overall school response. i-Ready Assessment is one tool used to provide ongoing data. The Building Leadership Team, which serves as our school guiding coalition, will predict (discuss what we believe we will learn), make observations (reflect on data, look for patterns and surprises) and make inferences (make explanations, determine if more data is needed, make responses and determine if previous responses are still effective). The i-Ready mid-year assessment when compared to the beginning of the year assessment showed significant growth in both Math and Reading. At mid-year students had already met 83% of their Annual Typical Growth in Math and 102% in Reading.

The data also demonstrated a significant number of students moving out of At Risk for Tier 3 along with a significant number moving into Tier 1. Tier 3 students decreased 10% which is an equivalent of 137 students. In Math, Tier 1 (on grade-level) students increased 18% which is an equivalent of 247 students. In Reading, Tier 3 students decreased 9% which is an equivalent of 123 students. Tier 1 (on grade-level) students increased 12% which is an equivalent of 165 students.

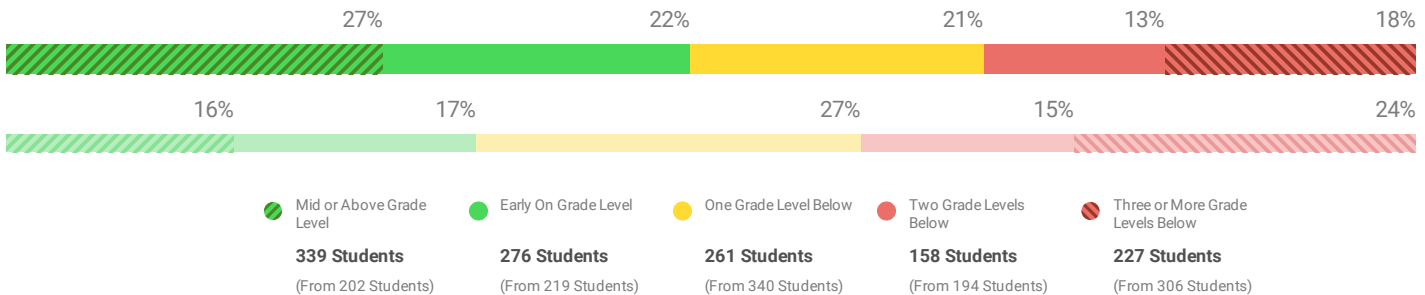
Diagnostic Results



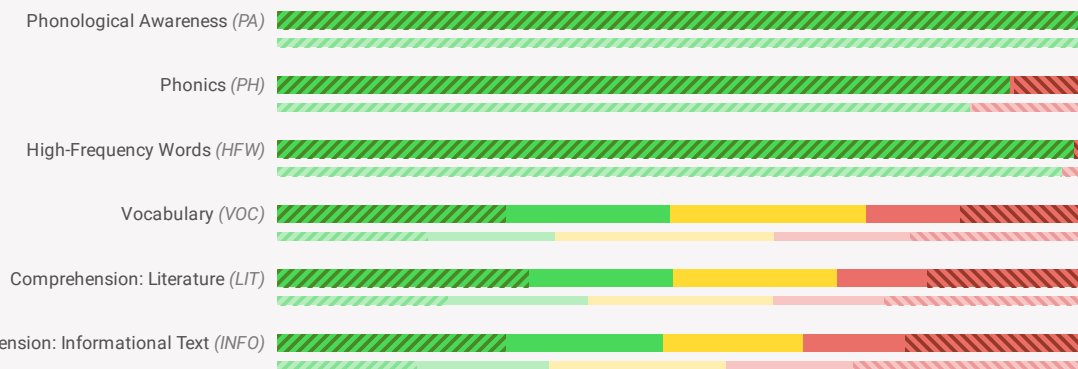
School: BENTON MIDDLE SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic Window: 3
 Prior Diagnostic Window: 1

Overall Placement

Students Assessed/Total: 1,261/1,378



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5	Window 3	23%	29%	21%	17%	10%	407/446
	Window 1	11%	22%	28%	21%	17%	

Diagnostic Results



School BENTON MIDDLE SCHOOL
Subject Reading
Academic Year 2021 - 2022
Diagnostic Window 3
Prior Diagnostic Window 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 6	Window 3		27%	15%	20%	14%	24%	432/475
	Window 1		13%	13%	28%	16%	30%	
Grade 7	Window 3		31%	22%	21%	7%	20%	422/457
	Window 1		24%	17%	25%	9%	26%	

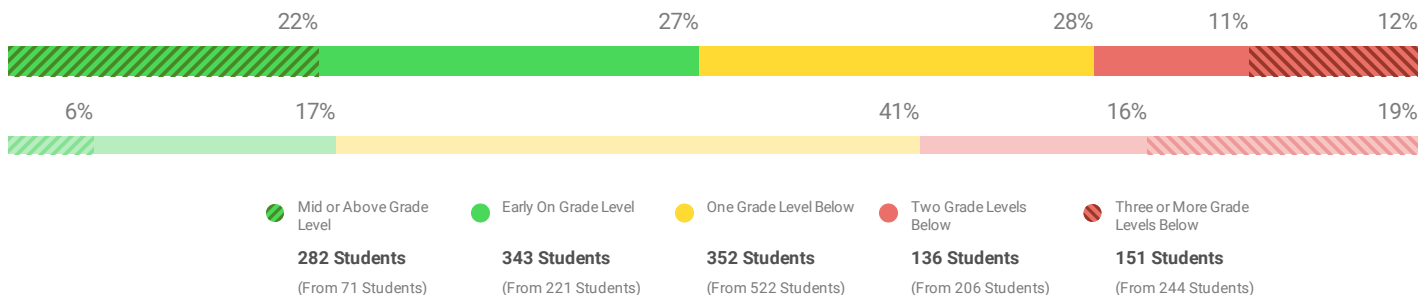
Diagnostic Results



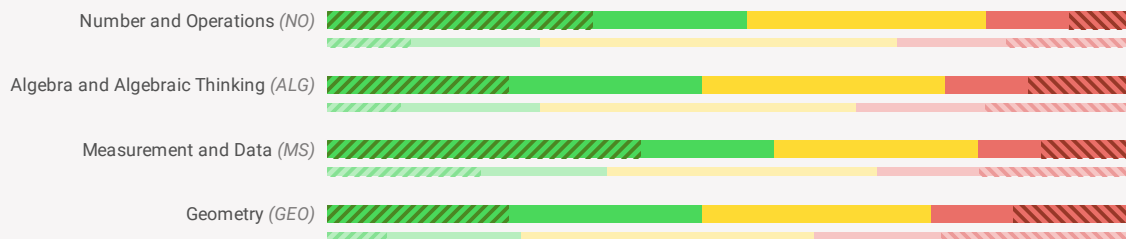
School: BENTON MIDDLE SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Window 3
 Prior Diagnostic: Window 1

Overall Placement

Students Assessed/Total: 1,264/1,378



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5	Window 3	23%	24%	32%	10%	10%	407/446
	Window 1	5%	11%	46%	20%	18%	
Grade 6	Window 3	19%	28%	28%	11%	13%	437/475
	Window 1	4%	19%	40%	17%	20%	

Diagnostic Results



School BENTON MIDDLE SCHOOL
Subject Math
Academic Year 2021 - 2022
Diagnostic Window 3
Prior Diagnostic Window 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 7	Window 3		25%	29%	23%	11%	13%	420/457
	Window 1		8%	22%	38%	13%	19%	

Exhibit G

Student Population Changes

Data for 2020-2021 and 2021-2022 school years currently unavailable from the State of Arkansas

Demographic	2013-2014	2019-2020	Increase
Low income	35%	42%	7% or 95 students
English Language Learners	4%	5.3%	1.3% or 18 students
Students receiving SPED services	8%	12.5%	4.5% or 61 students
Minority students	16.2%	23.9%	7.7% or 106 students