Every child, every day, without exception!

High School
Improvement Plan Profile

School: Ringgold High School

School Year: 2021-2022

Part 1: Demographic Data

A.   Attach the following reports (in order):

- *Student Demographics Report*

Ringgold High School Student Demographics (%)						
	2019 School	2019 District	2020 School	2020 District	2021 School	2021 District
Racial / Ethnic Subgroups						
Not Specified	1.1%	0.1%	1.1%	0.1%	1.2%	0.1%
American Indian / Alaskan Native	1.7%	2.1%	1.5%	2.0%	1.3%	2.1%
Asian	2.6%	3.0%	2.6%	3.8%	2.8%	3.9%
Black	2.6%	3.0%	2.2%	3.5%	2.4%	4.0%
Hispanic	0.4%	0.1%	0.6%	0.3%	0.5%	0.4%
Multi-Racial	3.5%	5.2%	3.4%	4.2%	3.1%	3.5%
White	89.2%	86.3%	89.7%	86.0%	90.0%	85.9%
Minority	10.8%	13.5%	10.3%	13.9%	10.0%	13.9%
Other Subgroups						
Economically Disadvantanged	37.4%	46.8%	36.0%	47.3%	37.9%	46.7%
English Learners (ESOL)	0.65%	1.32%	0.74%	1.42%	0.87%	1.50%
Foster	0.09%	0.40%	0.18%	0.57%	0.29%	0.58%
Homeless	2.13%	2.90%	2.39%	2.67%	1.25%	1.92%
Migrant	0.00%	0.05%	0.00%	0.03%	0.00%	0.02%
Special Education (All)	16.4%	18.1%	17.4%	17.4%	18.1%	17.9%
1: Blind	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2: Deaf and Blind	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
3: Speech/Language Impairment	0.0%	1.3%	0.0%	1.3%	0.2%	1.5%
6: Autism	1.4%	2.2%	1.7%	2.4%	1.3%	2.6%
7: Traumatic Brain Injury	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%
8: Significant Development Delay	0.0%	2.3%	0.0%	2.1%	0.0%	2.4%
P: Mild Intellectual Delay	0.5%	0.7%	0.7%	0.6%	0.7%	0.5%
Q: Moderate Intellectual Delay	0.1%	0.4%	0.0%	0.4%	0.2%	0.4%
R: Severe Intellectual Delay	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%
S: Profound Intellectual Delay	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
T: Emotional/Behavioral Disorder	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
U: Specific Learning Disability	8.9%	6.8%	8.9%	6.3%	9.5%	6.0%
V: Orthopedic Impairment	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
W: Hearing Impairment	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%
X: Deaf	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Y: Other Health Impairment	4.3%	3.5%	4.8%	3.4%	4.7%	3.5%
Z: Visual Impairment	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%

- *Student Attendance Report*

Ringgold High School
Student Attendance Rate

	School Under 5	District Under 5	School 6 to 15	District 6 to 15	School Over 15	District Over 15	School Students	District Students
2019	42%	48%	32%	37%	26%	14%	1,066	11,160
2020	51%	60%	33%	32%	16%	8%	1,078	11,056
2021	39%	59%	37%	31%	25%	10%	1,036	10,874

Racial/Ethnic Subgroups

		School Under 5	District Under 5	School 6 to 15	District 6 to 15	School Over 15	District Over 15	School Students	District Students
American Indian	2019	67%	47%	17%	42%	17%	11%	6	36
	2020	25%	47%	50%	29%	25%	24%	4	17
	2021	20%	48%	60%	36%	20%	16%	5	44
Asian/Pacific Islander	2019	78%	75%	17%	20%	6%	6%	18	229
	2020	75%	78%	25%	20%	0%	2%	16	211
	2021	62%	79%	31%	16%	8%	5%	13	225
Black	2019	61%	57%	32%	34%	7%	10%	28	340
	2020	64%	67%	25%	26%	11%	7%	28	421
	2021	48%	62%	34%	27%	17%	11%	29	414
Hispanic	2019	50%	55%	4%	31%	46%	14%	26	334
	2020	54%	64%	38%	32%	8%	5%	24	383
	2021	48%	55%	16%	37%	36%	8%	25	433
White	2019	41%	47%	33%	38%	26%	15%	952	9,643
	2020	50%	60%	34%	32%	16%	8%	967	9,508
	2021	37%	59%	38%	31%	25%	10%	932	9,345
Mulit-Racial	2019	32%	48%	38%	37%	30%	15%	37	574
	2020	38%	58%	24%	33%	38%	9%	37	479
	2021	50%	61%	22%	27%	28%	12%	32	396
Minority (Not White)	2019	50%	56%	26%	32%	25%	13%	113	1,494
	2020	55%	65%	27%	29%	18%	7%	111	1,530
	2021	49%	63%	27%	29%	24%	9%	104	1,512

Other Subgroups

Economically Disadvantaged	2019	32%	39%	32%	41%	35%	20%	394	5,241
	2020	42%	53%	34%	37%	23%	10%	389	5,223
	2021	38%	53%	33%	34%	29%	13%	393	5,141
English Learners	2019	100%	62%	0%	27%	0%	11%	4	114
	2020	100%	71%	0%	26%	0%	3%	6	127
	2021	83%	66%	0%	29%	17%	5%	6	137
Foster	2019	0%	48%	100%	40%	0%	13%	1	40
	2020	50%	61%	50%	37%	0%	2%	2	59
	2021	33%	63%	67%	36%	0%	2%	3	59
Homeles	2019	18%	26%	14%	38%	68%	36%	22	327
	2020	19%	43%	35%	35%	46%	22%	26	292
	2021	15%	43%	23%	35%	62%	22%	13	211
Migrant	2019	0%	0%	0%	50%	0%	50%	0	6
	2020	0%	25%	0%	25%	0%	50%	0	4
	2021	0%	0%	0%	50%	0%	50%	0	2
Students With Disabilities	2019	38%	42%	35%	39%	27%	20%	175	1,988
	2020	41%	54%	37%	36%	23%	11%	186	1,874
	2021	37%	56%	36%	32%	27%	12%	187	1,903

- *Discipline Report*

Ringgold High School
Discipline-Suspension (%)

	In School Suspensions (ISS)											
	10 Days or Fewer						Greater Than 10 Days					
	District	School	District	School	District	School	District	School	District	School	District	School
	2019	2019	2020	2020	2021	2021	2019	2019	2020	2020	2021	2021
All Students	5%	8%	6%	11%	2%	3%	0%	0%	0%	0%	0%	0%
Racial/Ethnic Sub Groups												
American Indian	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%
Asian Pacific Islander	1%	0%	1%	1%	0%	0%	0%	0%	3%	0%	0%	0%
Black	10%	6%	6%	3%	6%	0%	7%	0%	13%	0%	25%	0%
Hispanic	2%	1%	2%	0%	2%	0%	0%	0%	0%	0%	0%	0%
White	79%	82%	84%	89%	86%	100%	86%	100%	69%	100%	50%	100%
Multi-Racial	7%	10%	7%	8%	6%	0%	7%	0%	16%	0%	0%	0%
Other Sub Groups												
Econ Disadvantaged	63%	46%	65%	58%	67%	50%	64%	67%	59%	75%	75%	100%
English Learners (LEP)	1%	0%	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%
Students With Disabilities	30%	23%	29%	22%	31%	27%	0%	0%	6%	0%	25%	0%

	Out of School Suspensions (OSS)											
	10 Days or Fewer						Greater Than 10 Days					
	District	School	District	School	District	School	District	School	District	School	District	School
	2019	2019	2020	2020	2021	2021	2019	2019	2020	2020	2021	2021
All Students	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Racial/Ethnic Sub Groups												
American Indian	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%
Asian Pacific Islander	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Black	8%	20%	6%	0%	11%	0%	0%	0%	13%	0%	0%	0%
Hispanic	3%	0%	3%	0%	4%	0%	0%	0%	0%	0%	0%	0%
White	80%	80%	83%	100%	74%	100%	0%	0%	88%	0%	0%	0%
Multi-Racial	7%	0%	7%	0%	9%	0%	100%	0%	0%	0%	0%	0%
Other Sub Groups												
Econ Disadvantaged	63%	47%	65%	75%	71%	100%	0%	0%	75%	0%	0%	0%
English Learners (LEP)	1%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	0%
Students With Disabilities	39%	40%	28%	25%	37%	0%	0%	0%	13%	0%	0%	0%

B. Complete the following:

Teacher Attendance

# Teachers In the School	# Missing 5 or Fewer Days	# Missing 6 to 15 Days	# Missing More Than 15 Days
86	44	39	3

Part 2: Achievement Profile

A. Attach the following reports (in order):

- *American Literature achievement report (3-year comparison)*
- *Algebra 1 achievement report (3-year comparison)*
- *Biology achievement report (3-year comparison)*
- *U.S. History achievement report (3-year comparison)*
- *4-Year Graduation Rate Report (shows system, state, and all schools)*

School	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Heritage	76.19	82.1	81.8	87.3	90.549	88.889	87.948	91.3	87.7	92.0
LFO	79.63	72.1	74.1	72.7	77.863	79.916	77.689	82.3	84.2	80.9
Ringgold	75.79	83.5	81.2	79.6	85.714	86.957	91.057	90.3	90.7	95.3
System	76.40	79.60	78.90	80.4	84.946	85.465	85.272	87.9	87.4	89.6
State	67.40	69.70	71.80	72.6	78.953	79.437	80.556	82	82.0	83.8

- *Graduation Rate Subgroup Report (shows subgroups for system, state, and all schools)*

2020/2021

	All	SWD	ED	White	Black	Hispanic	Multi-Racial
Catoosa							
HHS	92.00	90.74	85.71	91.53	TFS	TFS	TFS
LFO	80.93	76.47	80.0	81.00	75.00	89.47	TFS
RHS	95.26	94.00	98.88	95.2	TFS	TFS	TFS
State	83.82	70.21	79.66	87.31	81.44	77.76	85.69

- *ACT Comparison Report*

CCPS ACT Summary Score History Report: 2012-2018

School/Area	2012 Composite	2013 Composite	2014 Composite	2015 Composite	2016 Composite	2017 Composite	2018 Composite
HHS	20.4	21.5	20.9	21.2	21.7	21.6	21.3
LFO	19.9	19.7	20.3	19.6	20.6	20.2	18.8
RHS	20.7	19.9	20.3	20.5	19.8	20.9	20.1
System	20.4	20.5	20.6	20.6	20.8	21	20.3
State	20.7	20.7	20.8	21.0	21.1	21.4	21.4
Nation	21.1	21.1	21.0	21.0	20.8	21	20.8

CCPS ACT Summary Score History Report (Number Tested): 2012-2018

School/Area	2012	2013	2014	2015	2016	2017	2018
HHS	175	181	189	189	196	183	227
LFO	99	97	104	110	94	107	122
RHS	162	162	169	149	169	149	159
System	436	436	462	455	459	439	508
State	47,169	48,505	50,697	54,653	58,073	57,432	
Nation	1,666,107	1,799,243	1,845,787	1,924,436	2,090,342	2,030,038	1,914,817

- *SAT Comparison Report*

SAT Comparison Report

2016-2017

High School	Test Takers	Total Score Mean	ERW Mean	Math Mean
Heritage High School (Catoosa Co.)	48	1114	564	550
Lakeview-Fort Oglethorpe High School	16	1004	520	484
Ringgold High School	*	*	*	*
STATE		1050		
NATIONAL		1083		

2017-2018

High School	Test Takers	Total Score Mean	ERW Mean	Math Mean
Heritage High School (Catoosa Co.)	33	1169	593	576
Lakeview-Fort Oglethorpe High School	*	*	*	*
Ringgold High School	20	1097	562	535
STATE		1064		
NATIONAL		1068		

- *SGP School Comparison Report*
- *SGP Subgroup Comparison – System Report*
- Benchmark Reports: Use RESA Warehouse reports by subject by grade level showing Fall and Spring comparison

School Achievement

Students
692

Percentile Level
- 81-99
- 61-80
- 41-60
- 21-40
- 1-20

Median RIT Score
227

11.8% 19.2%
11.1%
23.3% 34.5%
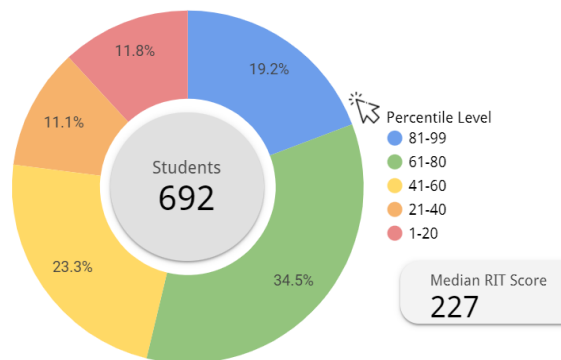
Grade Level Achievement

Percentile Level
- 81-99
- 61-80
- 41-60
- 21-40
- 1-20

	9th	10th	11th
81-99	44	51	38
61-80	97	74	68
41-60	59	50	52
21-40	30	21	26
1-20	23	35	24
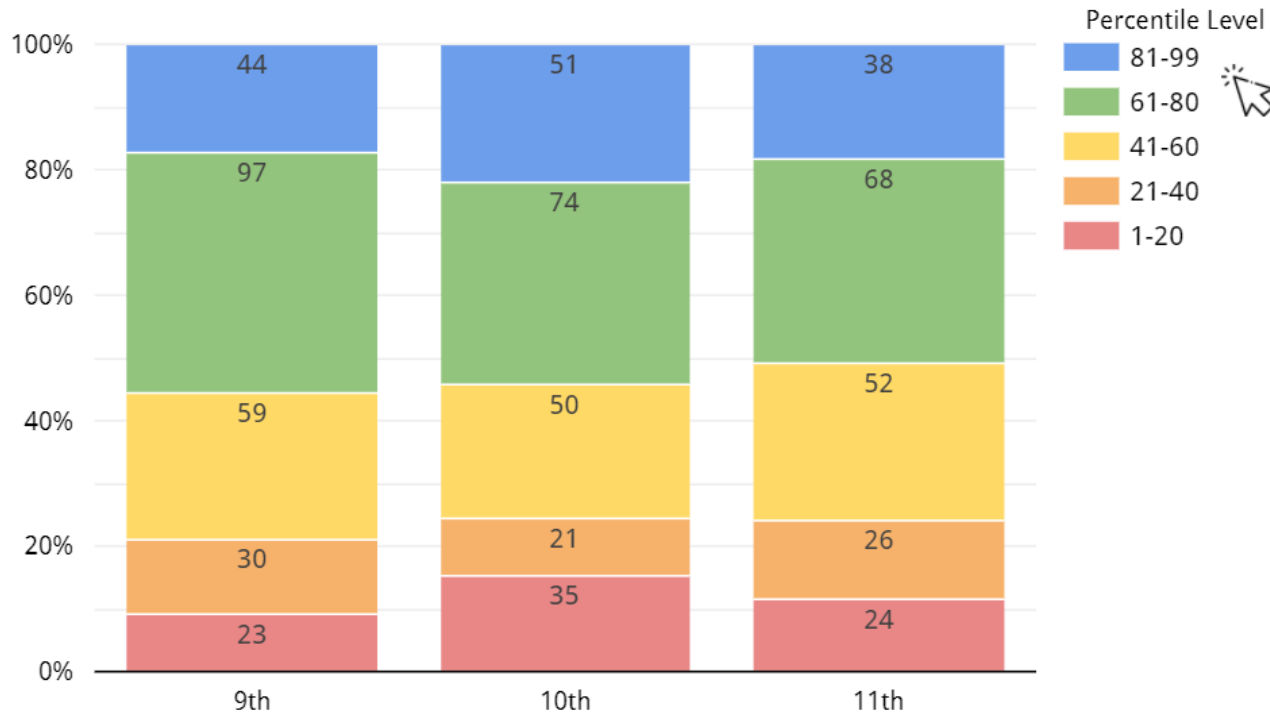
- *Historical TAPS data chart*

	2016-17	2017-18	2020-21
Level I	0	0	0
Level II	0	0	0
Level III	61	60	62
Level IV	4	6	1

B. Complete and attach the following report:

- *EOC SGP Subgroup Comparison: School Report*

C. Complete the following:

Retention Rates:

High School: (<u>Number of courses</u> per grade level that are failed each year. Purpose: You are looking for patterns over time, numbers that do not seem consistent with other grade level numbers, overall high failure rates, etc.)

	2017-2018	2018-2019	2019-2020	2020-2021
9th Grade	44	38	50	29
10th Grade	66	39	29	26
11th Grade	86	43	49	36
12th Grade	77	None pulled up on IC Report	1	4

ESOL AMAO

% of EL students	2017-2018	2018-2019	2019-2020	2020-2021
Demonstrating progress towards proficiency in English	1	80% showed progress towards English	71.4% of EL students showed	6 out 8 students

		proficiency (All students' overall composite proficiency scores grew at least one or more level bands except for one student)	progress towards English proficiency (All students' overall composite proficiency scores grew at least one or more level bands except for two students)	showed growth on ACCESS
Attaining proficiency in English	1	20%	No students exited the ESOL program	2 out of 8 students met exit criteria; one exited the program and one graduated May 2021
Meeting Georgia Milestones performance targets in math	N/A	1	N/A	N/A
Meeting Georgia Performance targets in reading	N/A	0	0	N/A

TKES Data

According to your TAPS History Report, identify the following:

Which Standard is the strongest in your school?	Which Standard needs the most attention in your school?	What potential actions will you include in your Implementation Plan

		to address this need? (Brainstorm ideas)
2, 5, 6,9, and 10	4	Content teams are currently working on developing extension/enrichment and remediation/intervention classroom strategies and activities into their units. We are also currently working on analyzing CFA/CSA data and building flex days into our unit plans prior to the start date.

Part 3: Accountability: CCRPI Data & BTO

A.   Attach the following:

- *Closing Gap Points Earned School Comparison Report*
- *Content Mastery Points Earned School Comparison Report*
- *Progress Points Earned School Comparison Report*
- *Percentile Meeting Lexile Expectations School Comparison Report*

B.   Complete and attach the following reports:

- *HS CCRPI Analysis: 2018-2019*

C.   Complete the following:

Did your school "Beat the Odds"? (Y or N)

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N	N	N	Y	N/A

Part 4: Other Information

A.   Perception Data

Source	What information did you gain from this source?
CCRPI Climate Data	None for the 2020-2021 school year
Title I Surveys	N/A
Other annual surveys	N/A
Other Perception Data	N/A

Improvement Targets for RTI at Work Implementation:

Using the Principal and Academic Coach Self-evaluation of Tier 1, Tier 2, and Tier 3 Essential Actions, identify at least one essential action for improvement for each Tier.

Tier	Target Essential Action	Improvement Strategy/Steps
1	*Identify and teach essential academic and social behaviors*	• *Add academic behaviors/21st-century skills to our PBIS traits (Respect, Honesty, and Service) with our PBIS team and modify the matrices* • *Brainstorm ideas with the PBIS team on how to best implement the teaching of academic behaviors in Flex class*
2	*Design and lead supplemental interventions for academic essential standards*	• *Content teams will work towards having a list of interventions pre-planned in their Unit Plans.* • *Content teams will build in additional days into their unit plans for interventions*
3	*Create a dynamic, problem-solving sit intervention team*	• *Creation of a Data Room at RHS* • *Creation of a Data Team for each grade level* • *Creation of a Connection Team with our graduation coach*

B.   Charter Flexibility

Identify flexibility your school will be using as a result of the flexibility allowed to Charter Systems.

Flexibility	How is it being used?

Flexible Release	Ringgold High School will have Early Release on Wednesdays. The time allotted at the end of the day will be used for content teams and provide extra support for professional development in the classroom.
Academic Coach	The academic coach will review school data trends, teacher support with content teams and professional development, and RTI.
Flexible Schedule	Ringgold High School will provide a flexible schedule that builds a fifty-five-minute class into the schedule four times a week to address the academic needs of our students; this could include Tier II and/or Tier III interventions.

C.   Cognia Accreditation:

1.   External Review Improvement Priorities (identified in our last external review visit)

	Improvement Priority	Steps Your School Will Take to Address the Improvement Priority during the 2019-2020 School Year
1.		
2.		
3.		

2. Assurances & Standards Review

   a. Assurances:

   ☐ *I have read and reviewed the Cognia School Assurances and I can certify that we are in compliance with all assurances.*

   ☐ *I have read and reviewed the Cognia School Assurances and can certify that we are in compliance with all assurances except the following:*

   b. Standards Review:

   The Cognia Performance Standards for Schools have been presented and reviewed by my school.

   ☐ *I certify that my school has completed the School Standards Self-evaluation and are addressing the following areas:*

   Principal's Signature: _____

   Date: _____

Part 5: Analysis

A. Comparisons

Check any area that was below the state average OR if the proficient scores (Level 3 & 4) declined from the previous year.

High School

	BELOW STATE AVERAGE			DECLINED FROM PREVIOUS YR		
	Winter	Spring	Combined	Winter	Spring	Combined
American Literature			N/A			N/A
Algebra 1			N/A			N/A
Biology			N/A			N/A
US History			N/A			N/A

B. In-Depth Analysis

*For all areas <u>below the state OR those scores (Level 3 & 4) that declined from the previous year</u>, complete an "In-Depth Analysis" Sheet (**See Part 6**) and include it with your SIP.*

(<u>High Schools: In-Depth Analysis is only required if the "Combined" column indicates scores are below the state average or declined from the previous year.</u>) If areas are at or above the state average or no area declined from the previous year, further analysis is not required for this plan.

Part 6:

In-Depth Analysis
(Optional unless required as a part of Part 5.B.)

Which areas are below the state average?	
Which areas declined from the previous year?	

*Complete Sections 1, 2 and 3 for **EACH** area listed above.*

(If more than one area is identified as below the state area or declining from the previous year, copy and paste Sections 1, 2, and 3 for each identified area)

Section 1 *(Do not report subgroup information for groups less than 15 students)*
*Use the system-generated report of achievement data for each EOC course.

EOC Course:				
# enrolled in course: _____ # participate in EOC: _____				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students				
Asian/Pacific Islander				

Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Multiracial				
Econ. Disadvantaged				
English Learners				
Disabilities				

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Example: *Algebra and Functions*				
% of Students in #1: *Remediate Learning Stage*					
Check the Domain areas that are below the system average?					
Check the Domain areas that are below the state average?					

Section 3: *Analysis*

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	
Question 2:	How will the needs of students needing remediation be met?	
Question 3:	How will this information be incorporated into your Implementation Plan?	

Part 7: Additional Subgroup Analysis

Using the EOC Milestones subgroup reports for each course, complete the following:

	Is the percent of students scoring at Level 1 higher than the "All Students" group for either semester? Yes or No*		Is the percent of students scoring at Level 1 higher than the "All Students" group for either semester? Yes or No*
American Literature		**Biology**	
Males		Males	

Females			Females	
Algebra 1		**US History**		
Males			Males	
Females			Females	

*Content areas of concern ("Yes" areas) should be addressed in the school improvement plan and the subgroup identified at the bottom of the action steps section of the School Improvement Plan.