



Phenix City Schools Data Report

2024-2025

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INTRODUCTION, TEAM, AND PURPOSE

INTRODUCTION

To the members of the Phenix City Board of Education,

It is with great anticipation that I present the latest Phenix City Schools Data Report, which reflects our steadfast commitment to utilizing data-driven strategies to enhance student learning and educational outcomes. As we enter a new year, Phenix City Schools remains dedicated to fostering an environment of academic excellence for our more than 7,300 students across 12 schools. Through the integration of innovative instructional practices and a continued emphasis on collaboration and data analysis, we strive to ensure that every student is equipped with the skills necessary to excel in an ever-evolving world.

The enclosed report provides a comprehensive analysis of our district's performance data, serving as a foundation for informed decision-making. As we examine these findings, our goals are to:

- Evaluate student performance trends through a retrospective analysis of key data points.
- Utilize data insights to refine instructional strategies and enhance student learning experiences.
- Identify areas requiring targeted investments in resources, professional development, and instructional support.
- Align district priorities with evidence-based strategies, ensuring continuous improvement across all schools.

In alignment with our commitment to data-informed decision-making, our leadership team has worked extensively with school administrators to analyze data at the district, school, and classroom levels. This collaborative approach allows us to make strategic, evidence-based improvements that directly impact student achievement. Additionally, we have engaged in capacity-building efforts by securing additional expertise to support leadership development, intervention programs, and instructional methodologies that foster student success.

Your continued support and guidance are invaluable as we work together to advance the mission of Phenix City Schools. We look forward to our collective discussions and to leveraging these data-driven insights to strengthen our educational programs. Through our shared commitment to excellence, we will continue to provide a high-quality, scholar-centered learning environment that prepares every student for future success.

With sincere appreciation,

Dr. Janet Sherrod
Superintendent of Phenix City Schools

EXECUTIVE SUPPORT COUNCIL

Dr. Janet Sherrod	Superintendent
Dr. Jessica Constant	Assistant Superintendent of Teaching & Learning
Mr. Nathan Walters	Assistant Superintendent of Maintenance & Operations
Mrs. Sheri McMullen	Chief School Financial Officer
Mrs. Sylvia Averett	Director of Secondary Teaching & Learning
Mrs. Veatrice Thomas	Director of Elementary Teaching & Learning
Mrs. Mary Godfrey	Director of Special Services
Mrs. Veta Lewis	Director of Student Services
Mrs. Michelle Lian	Director of Child Nutrition
Dr. Ronald Wiggins	Director of Federal Programs
Dr. Sonja Mathews-Coaxum	Director of Human Resources
Mr. David Gibson	Supervisor of Transportation
Mrs. Mandy Loreman	Director of Technology & Data Analyst Administrator
Mr. Matthew Parris	Coordinator of Special Education
Mrs. Sonya Roberts	Coordinator of Special Education
Mr. Eric Robinson	Coordinator of Communications
Mr. Matthew Bell	Athletic Director

SCHOOL LOCATIONS AND PRINCIPALS

Central High School	Mr. Kerry McDonald
Central Freshman Academy	Mrs. Sylvia Averett
South Girard School	Mr. Montray Thompson
Phenix City Intermediate School	Mr. Shawn Taylor
Lakewood Elementary School	Mrs. Teresa Lawson
Lakewood Primary School	Mrs. Courtney Thornton
Meadowlane Elementary School	Mrs. Lakesha Threats
Phenix City Elementary School	Dr. Jake Golden
Ridgecrest Elementary School	Mrs. Kimberly Wiggins
Sherwood Elementary School	Mrs. Aretha McDonald
Westview Elementary School	Dr. Yentl Lee
Creekside Early Learning Center	Mrs. Kristin Ciancio
Phenix City Early Learning Center	
Phenix City Success Academy	Mr. Bryce Ciancio

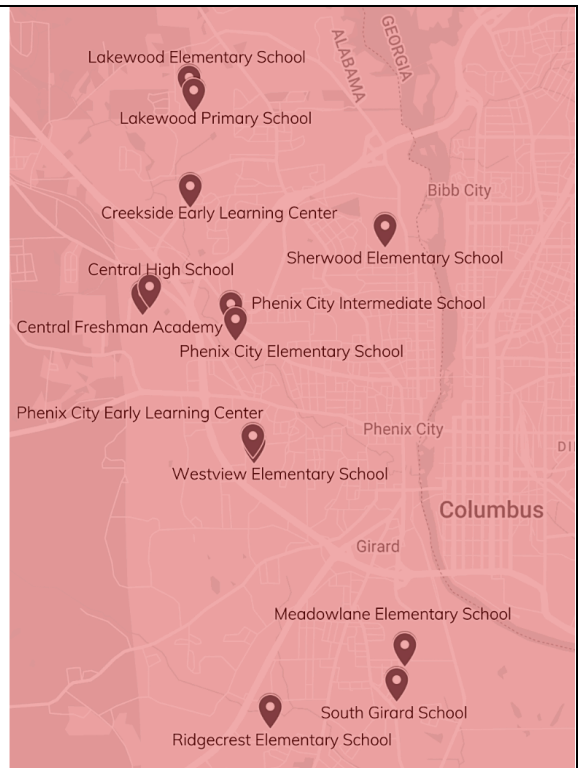
MISSION & PRIORITIES

VISION:

Pursuing **excellence** on behalf of **every student** in **every school**

MISSION:

In **collaboration** with families and community members who are personally **committed** to the success of each student, Phenix City Schools strives to become a **premier** school system. Staff members effectively **engage** students and **inspire** their emotional, ethical, intellectual, physical, and social development. Through an **inquiry-based** teaching approach and utilization of **innovative** practices to foster student ownership of learning, these **empowered** students will possess the ability to adapt in an ever-changing world and will become **responsible** and **productive** citizens who positively impact society.



Phenix City Schools' Priorities

K-12 Literacy & Numeracy Achievement



Extra and Co-Curricular Participation



PCS Graduates with CCRI and a Post-Secondary Plan



Optimal Teaching and Learning Environment



Measurement: AIMS, ACT, ACAP, ACAP Reading, CCRI, Culture and Climate Survey, Verified E3 Plans, verified student participation in extra-curricular activities, and school report cards.

PROFESSIONAL LEARNING COMMUNITY MODEL

High Impact Questions:

1. What is the expected impact on learning and how will this be monitored?
2. How will we respond if our teaching is not achieving its expected impact?
3. What have we learned and how will this inform our instruction in the future?
4. How will we continue to support each other?

High Impact Questions:

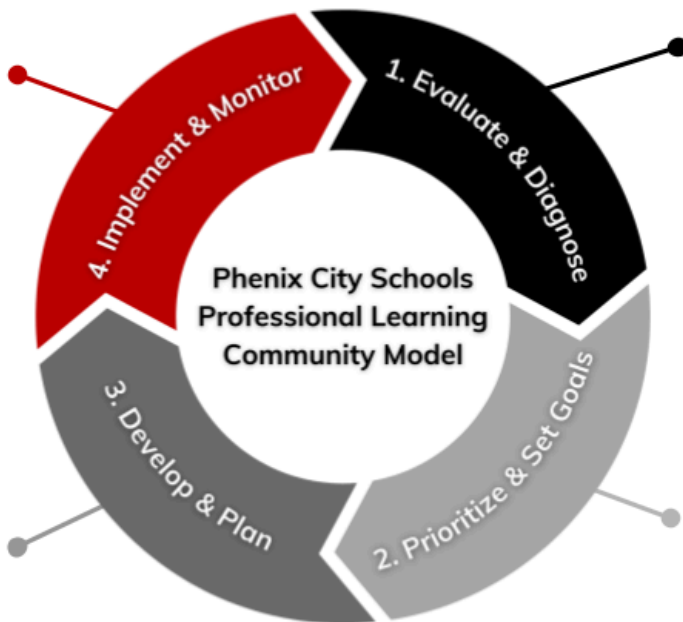
1. What do students know?
2. What do we want students to learn?
3. What do teachers know and what do teachers need to learn?
4. What aspect of student learning will be the focus for our inquiry?

High Impact Questions:

1. What curriculum content, learning experiences and teaching approaches will allow students to achieve their learning goals?
2. How will we provide targeted support or extension for individual students?
3. How will we assess learning?
4. What professional learning do we need?
5. Identify areas for professional development to create and support professional learning opportunities on all levels.

High Impact Questions:

1. What does the evidence suggest students are ready to learn?
2. What are possible evidence-based teaching practices and how will we prioritize them?
3. What learning goals will we establish with students?
4. What learning goals will we set for ourselves?



1. Evaluate & Design

Teachers:

- Evaluate the efficacy of unit plans and lessons and share these findings at PLC meetings.
- Gather individual student data and class data to be shared in PLC meetings.

Instructional Leaders:

- Evaluate curriculum alignment with learning standards and priorities, identifying areas for amendment and review.
- Lead the PLC discussion of student data from a range of sources to understand what the students know.

School Leaders:

- Establish a curriculum review process and subsequently evaluate findings made by PLC teams to ensure consistency of all areas.
- Analyze whole-school data sets to determine common problems of practice.

2. Prioritize & Set Goals

Teachers:

- Articulate and set learning goals with students, including the possible steps to be taken to achieve them.
- Contribute to the development of team learning goals.

Instructional Leaders:

- Articulate clear focus for the inquiry cycle using student data analysis and school CIP goals.
- Use co-constructed student success criteria and learning goals to identify priority areas for professional learning and set challenging professional learning goals.

School Leaders:

- Align PLC goals with the CIP goals and student achievement goals
- Ensure that staff learning goals through both PLCs and PLPs are articulated clearly and are guided by student learning goals.

3. Develop & Plan

Teachers:

- Design learning programs based on evidence based frameworks
- Identify areas for further professional development and participate in peer observation, planning and gathering student feedback.

Instructional Leaders:

- Contribute to and communicate the aims and features of evidence-based frameworks to teachers and make links between this and the PLCs' specific focus for inquiry.
- Research ways to build teaching repertoire through evidence-based practices, communicate these to the PLC team and share these with other instructional leaders.

School Leaders:

- Develop a whole-school pedagogical approach, based on evidence-based frameworks, which reflects the vision and values of the school.
- Identify common areas for staff professional development and create and support professional learning opportunities for specific PLCs and for all staff.

4. Implement & Monitor

Teachers:

- Gather evidence of student learning and consult with other PLC members and instructional leaders about alternative approaches if the teaching is not having its expected impact.
- Review the range of approaches used and embed successful practices into the curriculum in the long term.
- Prepare to publicly celebrate accomplishment of incremental student, class, grade level/department goals.

Instructional Leaders:

- Identify students that require targeted assistance and use the collective knowledge of the PLC to respond to and address their needs.
- Use data gathered at the end of the inquiry cycle to inform the focus for the next cycle.
- Prepare to publicly celebrate accomplishment of incremental team goals.

School Leaders:

- Monitor the progress of PLC work against the set goals, celebrating wins and supporting necessary changes to practice if outcomes are not improving.
- Work with instructional leaders, learning specialists and literacy leaders to identify school-wide patterns emerging from the work of PLCs and incorporate these into strategic planning.
- Prepare to publicly celebrate accomplishment of CIP and PLC team goals.

LONGITUDINAL SYSTEM DATA

STUDENT ENROLLMENT

Total Student Enrollment

2021-2022	2022-2023	2023-2024	2024-2025
7001	7274	7176	7147

Subpopulation Enrollment

STUDENTS RACE / ETHNIC	2021-2022	2022-2023	2023-2024	2024-2025
American Indian/Alaska Native	0.97%	1.21%	1.25%	1.25%
Asian	0.59%	0.54%	0.47%	0.48%
Black	60.55%	60.74%	61.16%	62.14%
Native Hawaiian/Pacific Islander	0.29%	0.32%	0.24%	0.22%
White	30.54%	30.07%	29.14%	27.54%
Two or more races	7.07%	7.14%	7.73%	8.36%
Other races	0%	0%	0%	0%
Not Specified	0%	0%	0%	0%
Hispanic/Latino	10.02%	10.54%	10.94%	10.64%
STUDENTS GENDER				
Female	48.84%	49.75%	49.60%	49.00%
Male	51.16%	50.25%	50.40%	51.00%
STUDENTS STATUS	2021-2022	2022-2023	2023-2024	2024-2025
EL (EL = 1, 2 & 6)	2.83%	3.23%	3.58%	3.82%

Homeless	0.37%	0.19%	0.91%	0.51%
Target Assistance	0%	0%	0%	0%
Schoolwide	67.95%	66.10%	86.27%	86.85%
Migrant	0%	0%	0%	0%
Immigrant	0.41%	0.30%	0.25%	0.17%
Foreign Exchange	0%	0%	0%	0.01%
21st Century	1.54%	2.28%	0.98%	0.94%
Foster	0.23%	0.34%	0.25%	0.31%
Military Affiliated	9.52%	7.95%	8.22%	7.86%
Total Exceptionality	13.81%	14.90%	15.45%	14.95%
Spec Ed	9.79%	10.72%	11.85%	11.59%
Gifted Primary	4.01%	4.15%	3.60%	3.30%
Gifted Secondary	0.11%	0.04%	0.08%	0.07%
Enrichment	0%	0%	0%	0%
Poverty	71.56%	78.84%	79.32%	70.52%
Lunch - Free	57.87%	72.67%	73.79%	65.60%
Lunch - Reduced	6.17%	6.17%	5.53%	4.92%
Lunch - Paid	35.97%	21.16%	20.68%	29.48%
Lunch - DC	46.67%	64.30%	65.44%	60.16%
Athlete	8.89%	12.76%	13.48%	14.07%
Career Tech	36.56%	30.16%	30.25%	30.99%

What contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none">● Students are able to enroll from other surrounding districts● Having a premier district● Having rigorous Pre-K programs● Providing students with highly qualified teachers● Providing CTE classes for students not going to enroll in a four year institution	<ul style="list-style-type: none">● Needing additional location for Pre-K programs● Transportation issues for students not living in the district● Overcrowding schools with stronger academics than others

High Expectations and Next Steps

As a premier district, all parties have a role in setting high expectations for all enrolled. Parents are responsible for ensuring students are on time and attending school regularly. When students are in attendance they must adhere to the code of conduct. Each school is responsible for providing quality instruction, while fostering a caring and conducive learning environment. Moving forward, teams will discuss strategies to increase the enrollment rate by advertising their school and the achievements on their social media outlets. The school based teams will also track student’s failures, achievements, discipline referrals and high risk students.

FOUNDATIONAL UNIT ALLOCATIONS

Fiscal Year	ADM	Teachers	Principal	Asst Principal	Counselor	Library Media
2020	6961.50	407.38	12	7.5	14	12.5
2021	7218.15	421.52	12	9	15.5	12.5
2022	7073.60	411.58	12	8	14	12.5
2023	7005.60	407	12	8	14.5	12.5
2024	7082.65	413.76	12	9	15.5	12.5
2025	6957.15	405.29	12	10	15.5	12.5

What contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> A decrease in the state divisors for assistant principals has allowed for a growth in administrative units. Although student ADM has decreased slightly, the principal, counseling, and media units have remained unchanged. 	<ul style="list-style-type: none"> The student ADM decrease has caused a decrease in the amount of teacher foundational units which are given from the state level.

High Expectations and Next Steps

- PCS is making intentional efforts to raise enrollment in schools that have lost enrollment to grow the teacher allocated units and lower class sizes. Efforts include open houses for prospective parents and students, tours of transitional schools prior to spring pre-registration, and planned field trips to transitional schools.
- PCS leadership will follow enrollment numbers and proactively plan for the best use of allocated units and adjust alternative funding and/or staff assignments as needed to ensure smaller class sizes and necessary instructional coverage.

PCS REPORT CARD HISTORY

	2018-19	2019-20	2020-21	2021-22	2022-2023	2023-2024
District	90/A	No Report Card Issued Due to COVID-19	No Report Card Issued Due to COVID-19	82/B	84/B	86/B
CHS	85/B			71/C	81/B	84/B
CFA	85/B			72/C	80/B	84/B
PCIS	80/B			68/D	66/D	74/C
LES	97/A			92/A	94/A	96/A
LPS	97/A			93/A	93/A	96/A
MES	83/B			67/D	78/C	81/B
PCES	75/C			71/C	74/C	74/C
RES	84/B			81/B	81/B	85/B
SES	95/A			86/B	86/B	84/B
SGS	84/B			83/B	81/B	78/C
WES	85/B			65/D	79/C	71/C

ELEMENTARY

School	Report Card Accountability Indicator	Subject Area	2023		2024	
			Unweighted Percent / Rate	Weighted Percent	Unweighted Percent / Rate	Weighted Percent
LES	Academic Achievement	Reading	75.43	93.91	82.67	100
		Math	58.84	80.77	64.67	85.5
	Academic Growth	Reading	N/A	100	N/A	100
		Math	N/A	100	N/A	100
	Chronic Absenteeism		9.34	N/A	6.67	N/A
	Progress in EL Proficiency		60	N/A	50	N/A
	Overall Score		94	A	96	A
LPS	Academic Achievement	Reading	75.43	93.91	82.67	100
		Math	58.84	80.77	64.67	85.5
	Academic Growth	Reading	N/A	100	N/A	100
		Math	N/A	100	N/A	100
	Chronic Absenteeism		10.93	N/A	8.85	N/A
	Progress in EL Proficiency		60	N/A	50	N/A
	Overall Score		93	A	96	A
MES	Academic Achievement	Reading	50.79	65.87	48.15	66.67
		Math	23.81	50.4	40.74	61.11
	Academic Growth	Reading	N/A	96.3	N/A	84.38
		Math	N/A	100	N/A	100
	Chronic Absenteeism		27.62	N/A	22.62	N/A
	Progress in EL Proficiency		N/A	N/A	N/A	N/A
	Overall Score		78	C	81	B
PCES	Academic Achievement	Reading	39.24	59.18	43.65	63.36
		Math	18.67	42.01	19.61	43.55
	Academic Growth	Reading	N/A	90.13	N/A	88.62
		Math	N/A	98.24	N/A	93.6
	Chronic Absenteeism		22.54	N/A	20.42	N/A

	Progress in EL Proficiency		63.64	N/A	25	N/A
	Overall Score		74	C	74	C
RES	Academic Achievement	Reading	51.28	70.89	61.52	79.02
		Math	27.2	52.48	31.82	56.89
	Academic Growth	Reading	N/A	92.44	N/A	98.07
		Math	N/A	100	N/A	100
	Chronic Absenteeism		16.59	N/A	13.19	N/A
	Progress in EL Proficiency		54.17	N/A	69.7	N/A
	Overall Score		81	B	85	B
SES	Academic Achievement	Reading	57.43	75.7	67.09	82.49
		Math	42.57	66.27	40.08	65.08
	Academic Growth	Reading	N/A	90.91	N/A	92.37
		Math	N/A	100	N/A	88
	Chronic Absenteeism		11.07	N/A	8.58	N/A
	Progress in EL Proficiency		57.14	N/A	50	N/A
	Overall Score		86	B	84	B
WES	Academic Achievement	Reading	43.54	63.44	46.92	65.19
		Math	21.77	47.96	20.77	45.77
	Academic Growth	Reading	N/A	95.6	N/A	79.45
		Math	N/A	100	N/A	82.84
	Chronic Absenteeism		23.27	N/A	19.55	N/A
	Progress in EL Proficiency		100	N/A	50	N/A
	Overall Score		79	C	71	C

MIDDLE-SECONDARY

School	Report Card Accountability Indicator	Subject Area	2023		2024	
			Unweighted Percent / Rate	Weighted Percent	Unweighted Percent / Rate	Weighted Percent
PCIS	Academic Achievement	Reading	39.37	62.46	47.23	69.67
		Math	20.04	44.09	22.88	47.36
	Academic Growth	Reading	N/A	85	N/A	95.12
		Math	N/A	81.04	N/A	86.71
	Chronic Absenteeism		25.98	N/A	17.85	N/A
	Progress in EL Proficiency		7.14	N/A	22.22	N/A
	Overall Score		66	D	74	C
SGS	Academic Achievement	Reading	49.89	73	41.54	66.26
		Math	17.82	47.22	15.35	44.96
	Academic Growth	Reading	N/A	100	N/A	99.52
		Math	N/A	100	N/A	91.39
	Chronic Absenteeism		21.54	N/A	17.49	N/A
	Progress in EL Proficiency		41.18	N/A	31.25	N/A
	Overall Score		81	B	78	C
CFA	Academic Achievement	Reading	32.52	51.15	31.17	49.89
		Math	23.81	39.15	21.09	36.43
	Academic Growth	Reading	N/A	95.77	N/A	100
		Math	N/A	85.63	N/A	90.46
	Graduation Rate		93	N/A	94.28	N/A
	College and Career Readiness		83.37	N/A	92.68	N/A
	Chronic Absenteeism		21.2	N/A	21.69	N/A
	Progress in EL Proficiency		25	N/A	12.5	N/A
Overall Score		80	B	84	B	
CHS	Academic Achievement	Reading	32.52	51.15	31.17	49.89
		Math	23.81	39.15	21.09	36.43
	Academic Growth	Reading	N/A	95.77	N/A	100

	Math	N/A	85.63	N/A	90.46
Graduation Rate		93	93	94.28	N/A
College and Career Readiness		83.37	N/A	92.68	N/A
Chronic Absenteeism		20.02	N/A	19.83	N/A
Progress in EL Proficiency		25	N/A	12.5	N/A
Overall Score		81	B	84	B

What contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Showcase schools that have met or exceeded proficiency ● Highly qualified teachers apply to the district ● Enrollment increases ● Helping parents choose schools ● Providing insight into how well a school meets academic needs ● Bridging the communication gap between school and home 	<ul style="list-style-type: none"> ● Academic Achievement ● Progress in English Language Proficiency ● Additional interventionist for math instructions ● Tier III instruction ● Attendance support for chronic absenteeism

High Expectations and Next Steps

Each school is responsible for creating a leadership team that is tasked with analyzing data from the state assessments. Teams are required to set attainable goals based on the findings. This work is done throughout the school making all teachers accountable for their own data. In an effort to provide clear expectations, the schools will discuss ways to track student’s academic progress over time, allowing both parents and students to see strengths. The school’s report card grade can also make it easier to track information and make data informed decisions. At the district level, the instructional leaders review the district reports card and support schools that are in need of improvement. The support is provided bi-weekly and monthly to instructional coaches, interventionist, principals and assistant principals. The teams are responsible for training the teachers to implement the strategies in their classrooms. After the implementation, teachers allow students to set attainable goals and celebrate successes. Students are also moved in different Tiered instructional groups based on their week- bi-weekly progress.

SCHOOLS OF CHARACTER

Cohort I		
<i>School Name</i>	<i>Lead and Co-Lead</i>	<i>Principal</i>
Central Freshman Academy	Nina Mitchell, Jacque Casciaro	Sylvia Averett
Central High	Eddie Powell, Jessica Perryman	Kerry McDonald
Meadowlane Elementary	Margie Jenkins, Lindsey Johnston	Lakesha Threats
Phenix City Elementary	Tameika Fisher, Cametrish Cannon	Jake Golden IV
Phenix City Success Academy	Hope Upshaw, Beverly Woods	Bryce Ciancio
Ridgecrest Elementary	LaKisha Davis, Chermin Carnes	Kimberly Wiggins
Sherwood Elementary	Jessenia Figueroa, Jessica Leverette	Aretha McDonald
South Girard Jr. High	Roby Murphy, Tamika Freeman	Montray Thompson
Westview Elementary	Ayeshia Conerly	Yentl Lee

What contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none">● Every school in the State of Alabama must have at least● State and National distinctions● Cultivating a culture of character and change● Schools share their character journey● Implement core values in every aspect of the learning environment● Team approach to completing the application● Rebranding schools with core values	<ul style="list-style-type: none">● Lack of funding sources● Not enough time to complete the application● Challenges in measuring character development● Resistance from stakeholders● Cultural barriers

High Expectations and Next Steps

The State Board of Education and all local boards have developed and implemented a comprehensive character education program for all grades to consist of not less than ten minutes of instruction per day focusing upon the students' development. Phenix City Schools District currently has nine schools participating in the Schools of Character program. The program is composed of educators, researchers, business and civic leaders who care deeply about the vital role that character will play in our future. Their worldwide network empowers people of all ages to practice and model core values that shape our hearts, minds, and choices. The Schools of Character mission is to provide global leadership, voice, and resources for developing character in families, schools, and organizations. As we move forward with clear and high expectations for all schools, each school will participate in some form of character development that includes an action plan for implementation and responsible parties by August 2026.

Teaching and Learning

PRE KINDERGARTEN READINESS

Core Areas	2022-23 EOY	2023-24 EOY
Overall Kindergarten Readiness	90%	92%

Prekindergarten Initiative

The GOLD Teaching Strategies chart shows the end-of-year data from 2022-2023 and 2023-24 in literacy and mathematics. The numbers indicate the percentage of children meeting/exceeding widely held expectations for Pre-K age children.

What contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> Each year, more Pre-K children are afforded the opportunity to receive a high-quality Pre-kindergarten education. 15 First Class Pre-K classrooms that serve about 240 Pre-K students. Prepares more children for kindergarten so that all Phenix City students can read proficiently before 3rd grade. Provides daily developmentally appropriate instruction designed to promote student collaboration and foster the love of learning. Teaches children various cognitive, social, emotional, math, and language skills. Students who attend the PCS Pre-K program have better attendance rates, can function in social settings, and develop increased problem-solving skills with decreased behavior issues. 	<ul style="list-style-type: none"> Finding qualified lead and auxiliary teachers. Space for Pre-K classrooms. Accurate longitudinal data from previous years to determine trends and program needs. Expand methods of engaging ELL students Additional resources to support students with disabilities

High Expectations and Next Steps

The following steps for our Pre-K program to continue a positive data trend include increased enrollment, mastery of First Class GOLD standards, improved academic, social-emotional, and physical growth, delivery of quality professional development for lead and auxiliary teachers, high standards for all Pre-K students, and providing a first-class education to every student we serve—continued collection of data to determine trends. It is also necessary to create a rich, supportive learning environment that is informed by each child's unique developmental profile, setting a solid foundation for lifelong learning

K-3 ELA ISTATION ISIP/MCLASS/iReady

Grade	2020-21	2021-22	2022-23	2023-2024
	EOY	EOY	EOY	EOY
	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level
K	56%	65%	58%	87%
1st	59%	65%	62%	72%
2nd	77%	79%	67%	63%
3rd	67%	78%	72%	66%

Levels based on Composite Scores are determined using the following measures:

Kindergarten: <ul style="list-style-type: none"> ● Listening Comprehension ● Phonemic Awareness ● Letter Knowledge ● Vocabulary ● *K growth is measured from November to - End of the Year 	1st Grade: <ul style="list-style-type: none"> ● Phonemic Awareness ● Letter Knowledge ● Vocabulary ● Alphabetic Decoding ● Reading Comprehension ● Spelling 	2nd Grade: <ul style="list-style-type: none"> ● Vocabulary ● Reading Comprehension ● Spelling ● Text Fluency 	3rd Grade: <ul style="list-style-type: none"> ● Vocabulary ● Reading Comprehension ● Spelling ● Text Fluency
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K-3 Early Reading Measures (Istation & iReady)

Istation follows a continuum of learning that, research indicates, is predictive of later reading success. Skills build upon skills, and the sequence of subtests builds upon prior subtests. As skills of lower-level difficulty are eliminated from the test battery, more complex skills that rely on the achievement of the prior skills are added. Because *Istation* incorporates computer-adaptive algorithms, students are administered items of increasing difficulty until an appropriate level of ability is established or it is determined through other higher-level subtests that skill mastery has been achieved. Thus, defaults are only a starting point. Once *Istation* calibrates to the performance

ability of a particular student, each subsequent test relies on the previous calibrations to determine with which items to begin subsequent administrations.

i-Ready Reading is designed to assess and support students' reading skills. It offers personalized instruction based on individual assessment results, helping students in grades K-3 improve their reading comprehension, vocabulary, and phonics skills. The program includes interactive lessons, engaging activities, and progress monitoring features, allowing teachers to track student performance and tailor their instruction accordingly.

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none">● Incorporated phonemic awareness curriculum (Heggerty) to support student needs.● Adopted new ELA curriculum, Open Court.● Students in grades K-3 identified with a reading deficiency attended summer reading camps outlined in the Alabama Literacy Act (ALA).● Intervention teachers supporting tier III efforts in each elementary school.	<ul style="list-style-type: none">● Reliance on PowerPoints and Google Slides for Tier I instruction.● There must be more correlation between formative assessment data and what students need for effective core instruction that meets those needs.● Teacher retention/non-certified teachers.● Building and sustaining content knowledge of foundational reading skills to better equip teachers in making sound instructional decisions.● Lack of adequate time for PLC work.

High Expectations and Next Steps

PCS has adopted Open Court Reading by McGraw Hill as our new ELA curriculum. OpenCourt Reading is deeply anchored by the Science of Reading research and was one of two curricula vetted by the Literacy Task Force available for adoption. One of our goals for this year of implementation is to provide job-embedded professional learning opportunities for teachers that focus on techniques and strategies for more rigorous Tier I and Tier II instruction. We plan to provide coaching support and training as we continue to utilize this curriculum.

PCS is a professional learning community (PLC) district. We will continue to strengthen this process throughout our district as this continues to be a focus. As a part of our ongoing work analyzing student data and planning for effective, high-quality instruction, we strive to improve instruction in all tiers.

K-3 MATH I-READY DIAGNOSTIC DATA

Grade	2020-2021	2021-22	2022-23	2023-24
	EOY	EOY	EOY	EOY
	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level	On or Above Grade Level
K	*	69%	67%	73%
1st	*	43%	54%	53%
2nd	*	38%	51%	46%
3rd	*	45%	46%	45%

K-3 Early Math Measures (i-Ready Classroom Math Diagnostic)

i-Ready Diagnostic is the heart of the *i-Ready Assessment* suite. This diagnostic assessment platform is designed with teachers in mind to work on its own or with other i-Ready programs. The Grades K–12 diagnostic assessment tools help educators see where students are, set high—but achievable—expectations for growth, and connect the right instructional tools to help them get there.

i-Ready Diagnostic includes a Growth Monitoring feature that enables teachers to evaluate progress (up to monthly) using short (15-minute) adaptive assessments and adjust their lesson plan accordingly. The diagnostic assessment gives a clearer picture of how students progress so educators can adjust their lessons to help them achieve their goals.

EARLY NUMERACY AND MATH

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Placed a focus on high-impact strategies as part of best practices in the classroom. ● Use of number sense routines and fluency support and strategy. ● The Alabama Numeracy Act (ANA) has emphasized teacher support for student needs and identified resources for assessments and instruction. 	<ul style="list-style-type: none"> ● Mathematic deficits are greater than the current staff support and scheduling availability to provide explicit math interventions to all needy students. ● Mathematics explicit data meetings and next steps implementation is an area of growth for all schools due to other focuses. ● Only three of our elementary schools have a Math Coach dedicated to early numeracy and math. ● High teacher turnover. ● Many students in grades 1-3 have deficits in foundational math skills. ● A dedicated intervention teacher is not available at ALL schools serving students in grades K-3.

High Expectations and Next Steps

Data is a key component to planning effective instruction. PCS uses the data from our early numeracy and math screener assessments, topic assessments, other common formative assessments, and math reports from our math program to plan for and adjust instruction. PCS will continue to collaborate within our school and grade level PLCs to analyze student data and plan for math student achievement using a variety of data to target each student's needs better. We will work with the Office of Mathematics Instruction (OMI) and the Alabama Math Science Technology Initiative (AMSTI) to continue to provide math instructional support to teachers and students. PCS will continue to provide professional learning to improve student learning in Math. PCS will continue to add dedicated Math Coaches to elementary schools, with all elementary schools participating by 2028

STAR/Istation/i-Ready MATH Proficiency

PCS is committed to improving students' performance in math, particularly in terms of reaching Benchmark/Proficient levels as measured by state assessments and universal screeners. Various assessments like STAR (2018-2020), Istation Math (2020-2021), and i-Ready Math (2021-present) have been administered multiple times throughout the year to gather data on students' math skills and provide opportunities for intervention or enrichment. Despite these efforts, PCS has faced challenges in significantly improving math proficiency rates over the past five years, with the percentage of Benchmark/Proficient students not reaching 50% in third grade.

Grades 3-5 Math Longitudinal Proficiency

Grade Level	2018-19 EOY STAR	2019-20 EOY STAR	2020-21 EOY Istation	2021-22 EOY i-Ready	2022-23 EOY i-Ready	2023-24 EOY i-Ready
Grade 3	60%	*	40%	45%	46%	45%
Grade 4	53%	*	44%	37%	50%	57%
Grade 5	51%	*	42%	50%	47%	53%

* No data available for this group

Grades 3-5 Math Proficiency by Subgroups 2022-23/2023-24

Sub-groups	LES	MES	PCES	RES	SES	WES
All 3-5	72%/75%	39%/33%	32%/45%	38%/43%	52%/60%	33%/37%
Male	74%/78%	66%/58%	43%/38%	36%/42%	66%/72%	44%/44%
Female	70%/72%	53%/51%	37%/43%	42%/43%	62%/67%	37%/44%
American Indian/Alaska Native	*/100%	*/*	100%/40%	*/20%	0%/0%	100%/50%
Asian	57%/80%	0%/0%	0%/0%	100%/0%	50%/50%	100%/100%
Black/African American	39%/61%	59%/53%	34%/36%	35%/41%	61%/68%	38%/44%
Hispanic	70%/75%	33%/34%	53%/45%	36%/39%	59%/66%	43%/50%
Native Hawaiian/Pacific Islander	*/*	*/*	*/*	100%/0%	50%/50%	100%/0%
Not Reported	78%/81%	56%/60%	51%/51%	44%/49%	66%/72%	46%/41%

* No data available for this group

Grades 6-12 Math Longitudinal Proficiency						
Grade Level	2018-19 EoY STAR	2019-20 EoY STAR	2020-21 EoY Istation	2021-22 EoY i-Ready	2022-23 EoY i-Ready	2023-24 EoY i-Ready
Grade 6	48%	*	38%	41%	33%	31%
Grade 7	33%	*	49%	26%	19%	28%
Grade 8	36%	*	33%	32%	30%	23%
Grade 9	*	*	*	20%	37%	38%
Grade 10	*	*	*	16%	24%	29%
Grade 11	*	*	*	7%	18%	19%
Grade 12	*	*	*	5%	12%	24%

* No data available for this group

Grades 6-12 Math Proficiency by Subgroups 2022-23/2023-24				
Sub-groups	PCIS	SGS	CFA	CHS
All Grades	26%/29%	30%/23%	37%/38%	23%/24%
Male	23%/28%	28%/21%	32%/31%	20%/21%
Female	28%/31%	32%/25%	44%/46%	27%/28%
American Indian/Alaska Native	0%/0%	100%/0%	0%/33%	0%/0%
Asian	50%/60%	100%/0%	75%/100%	71%/63%
Black/African American	17%/22%	25%/14%	31%/38%	20%/22%
Hispanic	29%/31%	31%/26%	35%/36%	20%/23%
Native Hawaiian/Pacific Islander	*/50%	*/*	50%/*	50%/100%
Race Not Reported	30%/40%	39%/40%	46%/37%	28%/26%

* No data available for this group

Data Trends

Positive Impacts	Barriers
<ul style="list-style-type: none">● Utilized district curriculum with pacing guides and common unit assessments● Focus on high-impact strategies as part of best practices in the classroom● PLC collaborative action research	<ul style="list-style-type: none">● Teacher retention and content and pedagogical knowledge of new teachers● Mathematic deficits are greater than the current staff and scheduling availability can support; ability to provide explicit math interventions to all students in need● Mathematics PLCs are areas of growth for all elementary schools due to other focuses.● A dedicated mathematics intervention teacher is only available at some schools serving students in grades 4-5.● Increase in student with increases in grade level● Lack of training for multisensory math interventions

High Expectations and Next Steps

PCS will continue to work within our school and grade-level PLCs to disaggregate and analyze math data and plan for high-quality instruction. Teachers utilize data from math screeners, topic assessments, common formative assessments, and math reports from our supplemental math programs to plan for and adjust instruction to target student needs. During the 23-24 school year, schools will schedule time for professional learning communities to set goals and collaborate with a focus on math student achievement. Schools will protect math instructional time and ensure students receive daily, differentiated instruction in mathematics. AMSTI math will become a focus for all grades K-12, allowing for greater support for instruction by promoting student ownership of learning targets. PCS also works with the Human Resources department to hire and retain highly qualified teachers by providing stipends and incentives.

STAR/Istation/i-Ready Reading

Each year, PCS works to increase the number of Benchmark/Proficient students in Reading as measured by state assessments and universal screeners: ACAP, STAR (2018-2020), Istation Reading (2020-2023), and i-Ready Reading (2023-2024). An adaptive screener is given three times yearly: fall, winter, and spring. The data collected provides information about grade-level reading skills met/not met and foundational skill deficits.

Teachers use this data to make instructional decisions about who may need additional reading support. There was a significant increase in elementary data from BOY to EOY. Middle School also showed growth. There was no growth in high school from BOY to MOY. We attribute this elementary and middle school growth to intervention supports in place for Tier 2 and Tier 3. We are beginning year 2 of implementing new ELA curriculums K-12 that are standards-based and aligned to our new Alabama ELA standards. These research-based curricula will help move our students to high performances on ACAP summative if implemented with integrity.

Grades 2-5 Reading Longitudinal Proficiency						
Grade Level	2018-19 EOY STAR	2019-20 EOY STAR	2020-21 EOY Istation	2021-22 EOY Istation	2022-23 EOY iReady	2023-24 EOY i-Ready
Grade 2	*	*	*	*	*	73%
Grade 3	40%	*	68%	78%	68%	66%
Grade 4	38%	*	63%	67%	67%	46%
Grade 5	34%	*	63%	78%	64%	44%

* No data available for this group

Grades K-5 Reading Proficiency by Subgroups 2022-2023/2023-24

Sub-groups	LES	MES	PCES	RES	SES	WES
All Grades	80%/76%	69%/56%	50%/46%	65%/56%	75%/72%	57%/56%
Male	78%/75%	67%/59%	53%/42%	62%/53%	71%/69%	58%/54%
Female	81%/78%	70%/55%	46%/50%	68%/59%	74%/74%	55%/57%
American Indian/Alaska Native	*/100%	*/*	100%/50%	*/30%	0%/0%	100%/100%
Asian	100%/80%	100%/*	67%/0%	*/100%	50%/50%	*/100%
Black/African American	72%/73%	72%/56%	46%/42%	64%/54%	63%/67%	60%/55%
Hispanic	80%/77%	0%/34%	*/48%*	56%/0%	67%/73%	13%/60%
Native Hawaiian/Pacific Islander	*/*	*/*	*/*	100%/33%	*/0%	*/100%
Not Reported	82%/77%	29%/60%	55%/56%	67%/62%	80%/75%	32%/54%
Special Education	*	*	*	*	*	*

* No data available for this group

Grades 6-12 Reading Longitudinal Proficiency

Grade Level	2018-2019 EoY STAR	2019-2020 EoY STAR	2020-2021 EoY Istation	2021-2022 EoY i-Ready	2022-2023 EoY i-Ready	2023-2024 EoY i-Ready
Grade 6	55%	*	62%	41%	28%	30%
Grade 7	40%	*	62%	36%	28%	33%
Grade 8	42%	*	48%	32%	34%	25%
Grade 9	*	*	*	17%	19%	20%
Grade 10	*	*	*	19%	16%	21%
Grade 11	*	*	*	11%	18%	14%
Grade 12	*	*	*	14%	8%	9%

* No data available for this group

Grades 6-12 Reading Proficiency by Subgroups 2022-2023/2023-2024

Sub-groups	PCIS	SGS	CFA	CHS
All Grades	28%/31%	34%/25%	20%/19%	17%/16%
Male	26%/30%	30%/24%	17%/14%	16%/14%
Female	28%/3%	40%/25%	22%/25%	20%/18%
American Indian/Alaska Native	0%/0%	0%/0%	50%/0%	25%/0%
Asian	50%/40%	100%/0%	25%/100%	28%/51%
Black/African American	20%/24%	31%/17%	15%/18%	13%/12%
Hispanic	24%/29%	32%/28%	22%/14%	23%/17%
Native Hawaiian/Pacific Islander	* /50%	*	0%/*	0%/0%
Not Reported	40%/43%	44%/41%	28%/23%	25%/21%

* No data available for this group

Data Trends

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Research-based ELA curriculum K-5 with a foundation in the science of reading. ● Comprehensive ELA curriculum in grades 6-12 with novel studies. ● All schools will receive coaching support from reading and instructional coaches. ● All elementary schools have full or part-time interventionists. ● All elementary schools have a literacy coach who receives monthly coaching support from ARI (elementary) and EA/AU Regional Inservice Center (middle-secondary). ● Teachers participate in ongoing PLCs where they focus on collaborative planning to meet the needs of all learners. ● MTSS process resulting in Tier 3 reading intervention supported with research-based programs, SPIRE and Soday Systems. ● All K-8 schools have provided i-Ready Reading student pathway learning and the teacher toolbox to help close achievement gaps. ● All schools have Newsela for supplemental content-based reading passages and prompts. 	<ul style="list-style-type: none"> ● Rigorous Tier 1 instruction. ● Minimal effective Tier 2. instruction offered as part of the learning cycle in all grades. ● High number of students who need intervention services. ● Teacher retention. ● Number of teachers with non-traditional teaching certificates. ● Lack of collective efficacy in some PLC teams, especially in upper grades.

High Expectations and Next Steps

PCS believes in the power of Professional Learning Communities (PLC). Leadership teams at each school will receive multiple professional development sessions to guide them in implementing this work. Schools will put structures in place for effective professional learning communities. Teachers will participate weekly in collaborative teams where the learning cycle is used to implement a guaranteed and viable curriculum, monitor students' learning by creating and giving common formative assessments, and use the results of common formative assessments to improve student achievement.

ACAP SUMMATIVE READING/ENGLISH LANGUAGE ARTS

The ACAP Summative Reading Subtest

The ACAP Summative Reading Subtest sufficiency levels are based on the reading items in the ACAP Summative English Language Arts test that address the reading requirements established by the Alabama Literacy Act (ALA). Suppose a student’s performance is described as “Scoring at the Lowest Reading Achievement Level” for reading sufficiency. In that case, the student will likely need urgent support to meet the minimum reading requirement established by the ALA.

ACAP Summative Reading Subtest 2nd-3rd Grade

Grade Level	2021 % Scoring on or Above Grade Level	2021 % Scoring at the lowest Reading Achievement Level
2 nd Grade	87%	13%
3 rd Grade	81%	19%

Grade Level	2022 % Scoring on or Above Grade Level	2022 % Scoring at the lowest Reading Achievement Level
2 nd Grade	86%	14%
3 rd Grade	82%	18%

Grade Level	2023 % Scoring on or Above Grade Level	2023 % Scoring at the lowest Reading Achievement Level
2 nd Grade	82%	18%
3 rd Grade	80%	20%

Grade Level	2024 % Scoring on or Above Grade Level	2024 % Scoring at the lowest Reading Achievement Level
2 nd Grade	87%	13%
3 rd Grade	91%	9%

ACAP Summative English Language Arts

The ACAP Summative is a computer-based, criterion-referenced assessment designed to measure student progress on the Alabama Courses of Study Standards. The assessment is administered to students in Grades 2-8, once a year, in the spring, and includes the content areas of English language arts, math, and science (Grades 4, 6, and 8 only). The ACAP Summative is constructed to meet rigorous technical criteria and ensure all students can access the test contents via universal design principles and appropriate accommodations.

Grades 2-5 ELA Longitudinal Proficiency			
Grade Level	2021-22	2022-23	2023-24
Grade 2	54%	58%	56%
Grade 3	57%	54%	60%
Grade 4	52%	57%	61%
Grade 5	48%	53%	63%

* No data available for this group

Grades 2-5 ELA Proficiency by Subgroups 2022-2023/2023-2024						
Sub-groups	LES	MES	PCES	RES	SES	WES
All Grades 2-5	75%/83%	43%/41%	39%/44%	50%/58%	59%/66%	42%/46%
Male	75%/83%	41%/41%	36%/40%	44%/55%	57%/62%	42%/50%
Female	77%/84%	45%/42%	42%/49%	54%/60%	61%/69%	41%/43%
American Indian/Alaska Native	*/100%	*/*	100%/*	*/*	0%/*	100%/100%
Asian	71%/80%	100%/*	0%/0%	*/*	100%/50%	*/50%
Black/African American	65%/76%	44%/40%	35%/41%	47%/55%	46%/60%	42%/44%
Hispanic	75%/84%	0%/25%	35%/44%	43%/57%	65%/83%	27%/69%
Native Hawaiian/Pacific Islander	*/*	*/*	*/*	100%/100%	100%/100%	100%/*
White	82%/87%	50%/66%	53%/65%	68%/79%	67%/68%	36%/30%
Other	75%/86%	33%/75%	55%/35%	52%/60%	80%/70%	63%/55%
Special Education	31%/38%	9%/0%	13%/13%	15%/13%	19%/23%	4%/4%
Economically Disadvantaged	70%/80%	43%/42%	38%/43%	49%/57%	54%/62%	41%/46%
English Learners	40%/33%	*/*	13%/14%	21%/39%	30%/29%	0%/33%

* No data available for this group

Grades 6-12 ELA Longitudinal Proficiency			
Grade Level	2021-2022	2022-2023	2023-2024
Grade 6	39%	46%	48%
Grade 7	39%	33%	42%
Grade 8	54%	49%	40%

* No data available for this group

Grades 6-12 ELA Proficiency by Subgroups 2022-2023/2023-2024		
Sub-groups	PCIS	SGS
All Grades	40%/45%	49%/40%
Male	35%/38%	43%/35%
Female	44%/52%	56%/44%
American Indian/Alaska Native	0%/0%	100%/0%
Asian	50%/80%	100%/0%
Black/African American	30%/38%	42%/29%
Hispanic	36%/46%	51%/42%
Native Hawaiian/Pacific Islander	*/100%	*/*
White	64%/62%	70%/67%
Other	50%/58%	63%/70%
Special Education	8%/17%	6%/12%
Economically Disadvantaged	32%/41%	44%/32%
English Learners	14%/15%	22%/18%

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Students identified with a reading deficiency attended summer reading camp. ● All PCS Elementary Literacy Coaches are participating or have already participated in Science of Reading (SOR) training through the LETRS curriculum as required by the ALA. ● Elementary and assistant principals are participating in LETRS for Administration to deepen their knowledge of the SOR. ● Teachers participate in ongoing professional learning communities where they focus on collaborative planning to meet the needs of all learners, response to instruction, and data analysis. ● Intervention teachers are supporting Tier III efforts in each elementary school. 	<ul style="list-style-type: none"> ● Time in text/volume of reading. ● Lack of a variety of writing experiences. ● Lack of strong Tier I instruction. ● Implementation of new K-12 curriculum. ● Little multisensory strategy use. ● The Instructional Cycle, as part of our PLC work, is being implemented, but has yet to be perfected and used to fidelity in all buildings.

High Expectations and Next Steps

- In PCS, we have committed to working in collaborative teams to plan for high-quality instruction so that each student will be successful in achieving academic excellence. During PLCs, we must focus on planning for the content and delivery of our core instruction. Student data will drive our discussions as we make instructional adjustments to ensure we reach every student. As teachers deepen their content knowledge in the Science of Reading and the important use of multisensory strategies, we expect to see practice transfer into daily lessons.
- Strategic plan or district annual continuous improvement plan goals for 2024-2025:

Report Card Accountability Indicator	Goal
Academic Achievement- Math	The Phenix City Schools academic achievement rate in mathematics will increase 5% from 29.08% in 2024 to 34.08% in 2025.
Academic Growth- Math	The Phenix City Schools academic growth rate in mathematics will increase 2% from 95.57% in 2024 to 97.57% in 2025.

ACAP SUMMATIVE MATH

ACAP Summative Math

The ACAP Summative is a computer-based, criterion-referenced assessment designed to measure student progress on the Alabama Courses of Study Standards. The assessment is administered to students in Grades 2-8, once a year during the Spring semester. The ACAP Summative is constructed to meet rigorous technical criteria and ensure all students can access the test contents via universal design principles and appropriate accommodations.

Grades 2-5 Longitudinal Proficiency			
Grade Level	2021-22	2022-23	2023-24
Grade 2	38%	43%	43%
Grade 3	39%	41%	42%
Grade 4	19%	27%	39%
Grade 5	40%	37%	37%

* No data available for this group

Grades 2-5 Proficiency by Subgroups 2022-2023/2023-2024

Sub-groups	LES	MES	PCES	RES	SES	WES
All Grades 2-5	59%/66%	21%/27%	21%/20%	26%/31%	46%/39%	25%/23%
Male	60%/73%	26%/29%	23%/21%	25%/33%	45%/43%	29%/28%
Female	57%/58%	19%/27%	29%/18%	26%/29%	47%/35%	19%/17%
American Indian/Alaska Native	*/100%	*/*	100%/*	*/*	100%/*	100%/100%
Asian	72%/100%	100%/*	0%/100%	*/*	50%/50%	*/100%
Black/African American	40%/50%	22%/26%	17%/14%	22%/28%	40%/32%	23%/22%
Hispanic	61%/65%	0%/0%	15%/18%	25%/31%	40%/52%	9%/77%
Native Hawaiian/Pacific Islander	*/*	*/*	*/*	66%/100%	100%/50%	100%/*
White	69%/74%	50%/67%	35%/37%	46%/56%	56%/46%	21%/18%
Other	57%/65%	0%/50%	37%/36%	35%/34%	42%/36%	75%/45%
Special Education	24%/23%	9%/0%	5%/6%	6%/5%	16%/18%	4%/0%
Economically Disadvantaged	48%/58%	21%/30%	20%/18%	25%/29%	43%/39%	24%/24%
English Learners	40%/67%	*/*	0%/12%	15%/27%	18%/22%	0%/33%

* No data available for this group

Grades 6-12 Longitudinal Proficiency

Grade Level	2021-2022	2022-2023	2023-2024
Grade 6	21%	25%	23%
Grade 7	12%	14%	19%
Grade 8	19%	17%	14%

* No data available for this group

Grades 6-12 Proficiency by Subgroups 2022-2023/2023-2024

Sub-groups	PCIS	SGS
All Grades	19%/21%	22%/14%
Male	19%/22%	17%/13%
Female	20%/21%	16%/14%
American Indian/Alaska Native	0%/0%	0%/0%
Asian	50%/20%	100%/0%
Black/African American	10%/14%	12%/7%
Hispanic	22%/19%	16%/20%
Native Hawaiian/Pacific Islander	*/0%	*/*
White	41%/40%	28%/30%
Other	35%/29%	28%/38%
Special Education	7%/5%	0%/4%
Economically Disadvantaged	13%/17%	13%/9%
English Learners	9%/7%	5%/6%

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Utilized district curriculum with pacing guides and common unit assessments. ● The district provided Edgenuity Intervention and Blended Learning Curriculum Program to all support IV schools to begin closing the achievement gap. ● Focus on high-impact strategies as part of best practices in the classroom. ● Continued our partnership with AMSTI to provide professional learning and coaching support to teachers and school leaders. 	<ul style="list-style-type: none"> ● Need help finding certified Math teachers at the secondary level and teacher retention at all grade levels. ● Mathematic deficits are greater than the current staff support, and scheduling availability allows us to provide explicit math interventions to all students in need. ● Mathematics data meetings and next steps implementation is an area of growth for all schools due to other focuses. ● Lack of instructional time during the 2019-2020 school year resulted in skills and standards not being taught. This ultimately caused foundational deficits that are affecting the next grade level. ● Inconsistent use of supplemental resources such as i-Ready individual pathways and teacher-created pathways.

High Expectations and Next Steps

- PCS will continue to work within our school and grade-level PLCs to disaggregate and analyze math data and plan for high-quality instruction. Teachers utilize data from math screeners, topic assessments, common formative assessments, and math reports from our supplemental math programs to prepare for and adjust instruction to target student needs. During the 23-24 school year, schools will schedule time for professional learning communities to set goals and collaborate with a focus on math student achievement. Schools will protect math instructional time and ensure students receive daily, differentiated instruction in mathematics. PCS has partnered with AMSTI and OMI to provide coaching support to one PCS School and professional learning to all PCS Schools. PCS also works with

the Human Resources department to hire and retain highly qualified teachers by providing stipends and incentives.

- Strategic plan or district annual continuous improvement plan goals for 2024-2025:

Report Card Accountability Indicator	Goal
Academic Achievement- Math	The Phenix City Schools academic achievement rate in mathematics will increase 5% from 29.08% in 2024 to 34.08% in 2025.
Academic Growth- Math	The Phenix City Schools academic growth rate in mathematics will increase 2% from 95.57% in 2024 to 97.57% in 2025.

ARTS IN EDUCATION

PCS greatly values arts education with continued investment in innovative arts programming and certified arts specialists. PCS provides K-5 students with exposure opportunities in music and visual arts. In contrast, students in grades 6-12 are provided access to comprehensive arts education offerings in Music, Theatre, and Visual Art. Additionally, students in grades 9-12 can receive a Fine Arts Endorsement in addition to their high school diplomas.

Grades 6-12 Longitudinal Program Offerings

Grade Level	2021-2022	2022-2023	2023-2024
Grades K-5	2	2	1
Grade 6	1	3	3
Grade 7	1	3	3
Grade 8	2	4	4
Grades 9-12	4	4	4

Positive Impacts	Positive Impacts
<ul style="list-style-type: none"> ● National Excellence: ● 2018 National Beta Convention - “Visual Art: Mixed Media” - 4th Place and “Onsite Art” - 3rd Place ● 2019 National Beta Convention - “Visual Art; Mixed Media” - 1st Place ● 2019 3rd District Congressional Art Competition - 5th Place and Honorable Mention ● 2022 National Career Development Association Contest - 1st Place and 2nd 	<ul style="list-style-type: none"> ● State and Local Excellence: ● 2018-2019 Russell County Cattlemen’s Association Specials Needs Rodeo T-shirt design - 1st Place, 2nd Place, and 3rd Place ● 2018 State Beta Convention - “Visual Art: Mixed Media” - 2nd Place and “Onsite Art” - 1st Place ● 2019 State Beta Convention - “Visual Art: Mixed Media” - 1st Place ● 2019 Alabama Art Education Initiative (AAEI) Grant recipients - Ridgecrest Elementary and South Girard School ● 2019 State Superintendent’s Visual Arts Competition - Honorable Mention ● 2019 Ledger-Enquirer Page One - “Visual Art” -

<p>Place</p> <ul style="list-style-type: none"> ● 2022 3rd District Congressional Art Competition - 3rd Place and 4th Place ● 2023 National Career Development Association Contest - 1st Place and 3rd Place ● 2023 3rd District Congressional Art Competition - 1st Place and 2nd Place 	<p>Runner-up</p> <ul style="list-style-type: none"> ● 2021 State Superintendent’s Visual Arts Competition - Honorable Mention ● 2021 Troy University Phenix City Black History Month Virtual Art Exhibit and Contest - 2nd Place and People’s Choice Award ● 2022 State Superintendent’s Visual Arts Competition - Second Place ● 2022 Troy University Phenix City Black History Month Virtual Art Exhibit and Contest - “Drawing” - 1st Place, “Graphic Design” - 2nd Place, “Painting” - 3rd Place, and People’s Choice Award ● 2022 Delta Life Development Foundation, Inc & Columbus Alumnae Chapter of Delta Sigma Theta Sorority, Inc Scholarship Gala Art Contest - 2nd Place and 3rd Place ● 2022 Walter Trumbauer High School Theatre Festival - Best Leading Performer ● 2024 AASB 75th Anniversary Art Contest- First Place ● 2024 Alabama All-State Chorus Audition Selectee
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Barriers

Non-sequential arts education: An abundance of offerings and initiatives, including dual enrollment, career, and technical education, athletics, scheduling conflicts in HS, and minimum elective periods in MS, creates a disconnect for students to receive sequential and consecutive arts education courses. In addition, due to the limited number of teaching units provided, additional units are not available for increased electives, such as arts education.

Staffing: Currently, only two visual arts teachers and two music teachers serve all seven elementary schools. Therefore, K-5 students receive limited music and art instruction hours per year.

Time: School-day time constraints:

- limit opportunities for student participation and exposure to arts education
- reduce the time for teacher collaboration toward interdisciplinary teaching and learning
- prevent sequential and consecutive arts education courses

High Expectations and Next Steps

PCS will continue to recruit and retain high-quality arts education specialists and cultivate an environment that supports arts educator relatedness and competence through vertical alignment planning. Equity of access to student opportunities, including performance assessments, arts enrichment, organized arts education events, field trips, and more, will be an intentional priority. The schools and district will continue to promote community involvement and participation through performances, festivals, and exhibits.

STEM (Science, Technology, Engineering, and Math)

PCS greatly values STEM education for all PCS students. All K-5 students have the opportunity to attend SmartLabs on a rotation basis, where they are provided exposure to various STEM concepts and skills. At the middle school level, grades 6-8, students receive STEM education daily unless Music is their chosen elective. The STEM areas in middle school are vertically aligned to some high school-level courses through the Career Tech program. The goal of STEM education for PCS students is to have both the soft skills and technical skills needed to be prepared and successful when entering college, technical school, or the workforce post-graduation.

STEM Courses Offered						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K-5	SmartLab	SmartLab	SmartLab	SmartLab	SmartLab	LearningHub
6th Grade	Whitebox Engineering, Digital Media, Robotics, Coding <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, Robotics, Coding <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, Robotics, Coding <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, Robotics, Computer Science <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, zSpace, Computer Science <i>(9-week rotation)</i>	Whitebox Engineering, Technology, Computer Science, Visual Arts <i>(9-week rotation)</i>
7th Grade	Whitebox Engineering, Digital Media, zSpace, & Coding <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, zSpace, & Coding <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, zSpace, & Coding <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, zSpace, & Coding <i>(9-week rotation)</i>	Whitebox Engineering, Digital Media, & LEGO Robotics <i>(12-week rotation)</i> OR Computer Science <i>(Full Year)</i>	Digital Media, VEX Robotics, & Visual Arts <i>(12-week rotation)</i> OR Computer Science <i>(Full Year)</i>

STEM Courses Offered

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
8th Grade	Whitebox Engineering (x2), Digital Media, & Coding (9-week rotation)	Whitebox Engineering (x2), Digital Media, & Coding (9-week rotation)	Whitebox Engineering (x2), Digital Media, & Coding (9-week rotation)	Whitebox Engineering (x2), Digital Media, & Coding (9-week rotation)	Intro. to Engineering, Digital Media, & Whitebox Engineering (12-week rotation) OR Computer Science (Full Year)	Intro. to Engineering, Digital Media, & We Build It Better (12-week rotation) OR Computer Science, VEX Robotics Competition Team, Bulldog Bark Broadcast Team, or GreenCar Racing Team (Full Year)

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Students receive early exposure to skills and specialized areas that align with career tech pathways at the high school level. ● Students have opportunities for hands-on learning activities that foster an environment of student engagement and achievement. ● STEM courses have expanded and changed over the years to better meet the needs of students, specifically going from 30-minute courses to full class periods. ● Students have begun to think about career paths and job opportunities even before entering high school. 	<ul style="list-style-type: none"> ● Limited teacher units require students to rotate every 12 weeks instead of every quarter at the 7th and 8th-grade levels. ● The number of students choosing computer science as a pathway is slowly decreasing each year. ● Finding teachers who specialize in the STEM areas is challenging. ● Teacher retention is often an issue for most content areas but has been a consistent problem in STEM classes for the last few years.

High Expectations and Next Steps

PCS will continue recruiting and retaining high-quality STEM specialists and keep an ongoing focus on STEM educator relatedness and competence through vertical alignment planning between all educational levels. The system will prioritize equity of access to student opportunities and skill and career exposure to ensure students understand “why” STEM. The final focus will remain on promoting community involvement and participation through industry partnerships, guest speakers, job shadowing, and other opportunities for students to receive real-life experiences.

AMERICAN COLLEGE TEST (ACT)

American College Test (ACT)

Alabama juniors take the American College Test (ACT) annually as part of the Alabama Comprehensive Assessment Program (ACAP). This test serves as a means to measure high school students' college readiness and allows for the prediction of post-secondary success in college entrance coursework. Student growth is compared to the sophomore PreACT assessment in English Language Arts (ELA), mathematics, and science. ELA is a combined score category from reading, English, and writing.

Composite Score	2020	2021	2022	2023	2024
Total Tested	459	440	474	393	496
Average State Score	18.2	17.2	17.3	17.5	17.4
Average Central High Score	18.5	17.2	16.7	17.1	16.8
Total Benchmarked-ACT	250	189	151	169	128
% Benchmarked-ACT	54.47%	43%	32%	43%	26%

Math	2020	2021	2022	2023	2024
Total Tested	459	436	467	386	495
Avg Score	17.80	17.03	16.00	16.36	16.1
Total Benchmarked-ACT	94	61	41	54	104
% Benchmarked-ACT	21%	14%	9%	14%	21%

ELA	2020	2021	2022	2023	2024
Total Tested	453	428	477	384	476
Avg Score	16.40	14.84	14.00	15.95	16.0

Total Benchmarked-ACT	127	77	62	96	148
% Benchmarked-ACT	28%	18%	13%	25%	31%

Science	2020	2021	2022	2023	2024
Total Tested	459	450	467	388	496
Avg Score	18.70	17.42	17.00	17.65	17.4
Total Benchmarked-ACT	82	63	56	66	154
% Benchmarked-ACT	18%	14%	12%	17%	31%

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> • Core teachers focused on targeted subtests with ACT-preparatory activities using Mastery Prep. • i-Ready reading and math assessments were utilized to identify below-grade-level deficiencies and allow for tiered instruction. 	<ul style="list-style-type: none"> • Inconsistent teacher ownership and implementation of the ACT preparation activities yielded less achievement in some classrooms. • Inconsistent teacher ownership and implementation of i-Ready assessment and remedial tools yielded less achievement in some classrooms. • Collective student apathy for the ACT yielded lowered assessment attendance. • The lack of assessment accountability for students prevents student effort to a large degree.

High Expectations and Next Steps

Central High School and Central Freshman Academy will continue efforts to strengthen teacher capacity to provide tiered instruction in high school and address student core deficits in foundational reading and mathematics skills. Professional learning communities will be used to build collective efficacy for all teachers, especially those with less experience. Student ownership of learning through goal setting and student incentive programs will be implemented.

ADVANCED PLACEMENT (AP)

Advanced Placement (AP)

Advanced Placement courses are college-level courses students can take in high school. These rigorous courses allow students to gain the knowledge and skills needed to earn college credit by earning a qualifying score on the AP Exam. As a result of Central High School's more significant focus on dual enrollment with Chattahoochee Valley Community College, participation in the AP assessment is low.

AP Proficiency Percentages					
Course	2020	2021	2022	2023	2024
AP Seminar	*	*	*	*	59%
Biology	17%	0%	*	*	38%
Calculus AB	70%	22%	50%	*	*
Chemistry	8%	0%		8%	*
Computer Science A	0%	25%	0%	0%	17%
Computer Science Principles	30%	22%	33%	20%	44%
English Language and Composition	40%	*	*	11%	27%
English Literature and Composition	50%	*	*	25%	33%
Environmental Science	*	*	*	*	33%
Macroeconomics	*	*	*	10%	
Physics 1	33%	0%	33%	17%	9%
Physics 2	17%	0%	0%	100%	*
Psychology	0%	-	0%	*	25%
Precalculus	*	*	*	*	40%
United States Government	20%	6%	-	0%	80%
United States History	*	*	*	3%	61%

**This indicates that no students were assessed for this subject.*

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none">● AP Summer Institute Training supports teachers in achieving rigorous instruction.● AP courses offered on high school campuses continue to expand.● \$35 per exam for fee reduction-eligible students with Alabama State Department of Education (ALSDE) reimbursement allows affordability for low income.	<ul style="list-style-type: none">● Combined dual enrollment and Advanced Placement courses force teachers and students to focus on DE requirements primarily.● Master schedule prohibits separation of AP and DE.● Funding for all AP exams, regardless of income need, prevents requiring AP exams.

High Expectations and Next Steps

Guidance counselors will encourage AP opportunities during spring pre-registration with parents and students. Teachers will receive instructional support from the College Board and A+ College Ready. PCS will develop its pre-AP program at the middle school level. PCS will explore the potential to centralize AP course offerings.

ALGEBRA I, GEOMETRY WITH DATA ANALYSIS & ENGLISH 9 PASS RATE

School Year	Algebra I Pass Rate	Algebra IA/IB Pass Rate	Geometry Pass Rate	English 9 Pass Rate
2019-20	86%	74%	83%	84%
2020-21	68%	71%	77%	79%
2021-22	78%	100%	78%	83%
2022-23	81%	100%	85%	85%
2023-24	79%	*	84%	83%

Algebra I skills are crucial for success in subsequent mathematics courses. In the 2014 course of study, Algebra I was the foundation course for the high school progression. More students attempted Algebra IA and IB to provide greater time to master Algebra standards. The 2020 course of study adjusted high school math course content and the traditional progression, resulting in Geometry being the foundational course with some algebraic standards.

English 9 and English 9 Honors

As with Algebra I, English 9 is a foundation for future success in education. English 9 courses illustrate less success in pass rates than subsequent courses, which is concerning for overall academic success.

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> In-person instruction available during the school year and summer. Consecutive Algebra I and Algebra II courses. Opportunities for a math lab or reading intervention course alongside the core classes. Differentiated novel studies based on course levels. 	<ul style="list-style-type: none"> The need for tier II and III instruction in many math classes at the high school level. Younger, less experienced teachers need more parental involvement in higher grade levels. i-Ready pathway for tiers II and III need only provide lessons up to the 8th-grade level. Student apathy towards ELA and math courses leads to declining reading and math achievement consistent with grade-level progression.

High Expectations and Next Steps

- Continue strengthening teacher capacity to provide tiered instruction in high school.
- Continue to utilize PLCs to strengthen instruction for all teachers, especially those less experienced.
- Seek a mathematics interventionist for tier III assistance.

STUDENT RETENTIONS

Retentions By School Year and Grade Levels					
School Year	2019-20	2020-2021	2021-2022	2022-2023	2023-2024
CFA	9th-100	9th-132	9th-130	9th-77	9th-103
CHS	9th-0 10th-0 11th-99 12th-1	9th-0 10th-0 11th-0 12th-4	9th-15 10th-156 11th-133 12th-10	9th-23 10th-113 11th-64 12th-13	9th-19 10th-100 11th-75 12th-3 13th-3 14th-3
LES	3rd-0 4th-1 5th-0	3rd-2 4th-1 5th-1	3rd-2 4th-2 5th-2	3rd-2 4th-3 5th-0	3rd-1 4th-2 5th-1
LPS	K-4 1st-8 2nd-3	K-2 1st-6 2nd-8	K-5 1st-11 2nd-5	K-10 1st-7 2nd-9	K-3 1st-6 2nd-4
MES	K-3 1st-0 2nd-1 3rd-0 4th-1 5th-1	K-4 1st-7 2nd-0 3rd-4 4th-1 5th-0	K-0 1st-0 2nd-0 3rd-1 4th-1 5th-0	K-4 1st-3 2nd-0 3rd-1 4th-0 5th-0	K-1 1st-2 2nd-3 3rd-1 4th-0 5th-0
PCES	K-4 1st-9 2nd-3 3rd-3 4th-4 5th-0	K-6 1st-7 2nd-2 3rd-4 4th-0 5th-0	K-7 1st-5 2nd-1 3rd-1 4th-3 5th-0	K-5 1st-4 2nd-1 3rd-1 4th-1 5th-0	K-1 1st-2 2nd-0 3rd-0 4th-7 5th-0
PCIS	6th-0 7th-2	6th-0 7th-0	6th-16 7th-7	6th-59 7th-127	6th-18 7th-13
RES	K-4 1st-4	K-3 1st-9	K-0 1st-10	K-0 1st-3	K-0 1st-13

	2nd-0 3rd-0 4th-0 5th-0	2nd-1 3rd-2 4th-4 5th-0	2nd-1 3rd-0 4th-5 5th-0	2nd-3 3rd-6 4th-0 5th-0	2nd-8 3rd-8 4th-0 5th-1
SES	K-0 1st-2 2nd-4 3rd-4 4th-0 5th-1	K-6 1st-4 2nd-0 3rd-1 4th-5 5th-1	K-1 1st-8 2nd-4 3rd-2 4th-1 5th-1	K-1 1st-5 2nd-2 3rd-1 4th-0 5th-1	K-1 1st-5 2nd-2 3rd-3 4th-0 5th-0
SGS	8th-50	8th-22	8th-17	8th-61	8th-6
WES	K-0 1st-0 2nd-0 3rd-0 4th-0 5th-0	K-3 1st-3 2nd-2 3rd-6 4th-0 5th-0	K-4 1st-3 2nd-2 3rd-3 4th-1 5th-0	K-8 1st-1 2nd-1 3rd-3 4th-0 5th-0	K-1 1st-12 2nd-7 3rd-6 4th-0 5th-0
District Totals	K-0 1st-0 2nd-0 3rd-0 4th-0 5th-0 6th-0 7th-2 8th-50 9th-100 10th-0 11th-99 12th-1 Total-252	K-22 1st-36 2nd-13 3rd-19 4th-11 5th-2 6th-0 7th-0 8th-22 9th-132 10th-0 11th-0 12th-4 Total-261	K-17 1st-37 2nd-13 3rd-9 4th-13 5th-3 6th-16 7th-7 8th-17 9th-145 10th-156 11th-133 12th-10 Total-576	K-28 1st-23 2nd-16 3rd-14 4th-4 5th-1 6th-59 7th-127 8th-61 9th-100 10th-113 11th-64 12th-13 Total-623	K-7 1st-40 2nd-24 3rd-18 4th-12 5th-2 6th-18 7th-13 8th-6 9th-122 10th-100 11th-75 12th-3 Total-440

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> In-person instruction available during the 	<ul style="list-style-type: none"> The lack of traditional tier II and III

<p>school year and summer.</p> <ul style="list-style-type: none"> ● Opportunities for tier II and III intervention in ELA and math alongside the core classes. ● Reduction in overall retention in 2023-2024 after a significant two-year increase. ● Lower elementary grade retention is higher than upper elementary, allowing for additional foundation skill development. ● Upper grade retention is avoided in upper middle to high school grades by summer and after-school credit recovery. 	<p>instruction in many classes at the high school level.</p> <ul style="list-style-type: none"> ● Student apathy towards ELA and math courses leads to declining reading and math achievement consistent with grade-level progression. ● High school retention rates are much higher due to student apathy.
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High Expectations and Next Steps

- Continue strengthening teacher capacity to provide tiered instruction in high school.
- Continue to utilize PLCs to strengthen instruction for all teachers, especially those less experienced.
- Seek a mathematics and reading interventionist for tier III assistance in all schools.

CAREER TECHNICAL CREDENTIALS

Career Technical Credentials- Senior Cohort	
	CHS
2018-19	68%
2019-20	78%
2020-21	87%
2021-22	94%
2022-23	97%
2023-24	99.77%

Career Technical Credentials

Earning industry-recognized credentials is one way students can attain a College & Career Readiness Indicator. Credentialing opportunities exist within all of PCS’s Career Technical Education programs. Credentials earned by students through participation in CTE coursework are portable and applicable to various career paths. Students can also earn a College & Career Readiness Indicator by earning “Completer” status in any of our CTE pathways, meaning they have passed 3 sequenced courses in a pathway earning at least a 70 average in each course.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> Counselors and Career Technical Education teachers are working together to continue to get students into programs where they can credential and become workforce-ready. Career Coaches are using PCS student tracking sheets to guide students into appropriate courses in which they can earn a credential or completer status. 	<ul style="list-style-type: none"> Some credentials require students to complete multiple pathway courses before taking the exam. Teachers must prioritize the standards in their curriculum that help support credential attainment.

High Expectations and Next Steps

PCS will continue developing procedures for identifying students eligible to sit for credentialing exams within CTE programs. CTE teachers will utilize pre-assessments to gauge student readiness for credentialing opportunities. The administration will continue to monitor teachers' credentialing numbers and support an increased effort in all relevant programs.

CAREER TECHNICAL PROGRAM COMPLETION

Career Technical Program Completion - “CTE Completer”

	CHS
Class of 2024	277 CTE Completers
Class of 2023	140 CTE Completers

Career Technical Program Completion

Career and Technical Education Program Completion is earned if a student completes 3 sequences courses in any of our CTE Pathways. In order for this to count as a college/career readiness indicator, the student must earn a minimum of a 70 average in each course as well as meet any other ALSDE requirements that may be pertinent.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> Counselors and Career Technical Education teachers are working together to continue to get students into programs where they can have the opportunity to achieve “completer” status and earn a CCRI. Career Coaches are using PCS student tracking sheets to guide students into appropriate courses in which they can earn a credential or completer status. 	<ul style="list-style-type: none"> Some students do not earn the qualifying score of a 70 in order for the course to count towards “completer” status.

High Expectations and Next Steps

PCS will schedule students with intention, keeping them in their chosen CTE pathway when at all possible. Counselors, career coaches, teachers, and administrators will continue to advocate for program completion, utilizing all available resources (guest speakers, industry tours, industry certifications, work-based learning opportunities) to enhance the quality of our programs.

ACT WorkKeys

WorkKeys - Senior Cohort	
	CHS
Class of 2024	46 benchmarked
Class of 2023	42 benchmarked
Class of 2022	12 benchmarked
Class of 2021	39 benchmarked
Class of 2020	212 benchmarked

ACT WorkKeys

ACT WorkKeys Assessments measure the foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance.

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> Seniors in need of a CCRI are identified coming into the school year and are scheduled to take the WorkKeys in October, affording them an opportunity to benchmark. The high school covers the costs of a retake for seniors who still haven't benchmarked in February. 	<ul style="list-style-type: none"> The WorkKeys is no longer funded by the ALSDE therefore has to be budgeted by the high school.

High Expectations and Next Steps

PCS will continue to identify students entering their senior year who are still in need of a CCRI. These students will receive tutoring for the ACT WorkKeys and will be given as many as two opportunities (October and February) to benchmark on the exam at no expense to the student.

COLLEGE AND CAREER READINESS

College and Career Readiness

The Alabama State Department of Education defines college and career readiness as “Every child a graduate, every graduate prepared.” Nine areas have been identified as minimal attainment for CCR: a benchmark score on any section of the ACT, a qualifying score on an AP or IB exam, approved college or postsecondary credit while in high school, a benchmark level score on all three ACT WorkKeys sections, an approved industry credential, documented acceptance for enlistment into the military, completer status in a CTE program, or participation in a registered apprenticeship. PCS has successfully increased its focus on ensuring every student has attained a CCR indicator, satisfying graduation requirements, and securing a post-secondary plan.

Graduation Cohort	AP	ACT	ACT Work Keys	College Credit	Career Tech Credentialing	Military Attainment	CTE Completer	ALSDE CCR Rate
2020	3%	40%	52%	2%	59%	2%	*	80%
2021	4%	42%	9%	5%	47%	0%	*	76%
2022	4.40%	36.19%	3.05%	16.14%	65.04%	2.20%	43.52%	83.37%
2023	0.92%	24.71%	9.61%	13.04%	75.97%	0.23%	32.72%	92.45%
2024	1.81%	43.21%	9.73%	32.58%	68.33%	0.68%	63.80%	99.77%

**Indicates data not collected or available for group or year.*

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● CCRI opportunities have been expanded at the state level, including CTE completers and apprenticeships. ● Dual enrollment opportunities are continuing to grow within PCS. ● Career coaches monitor individual student data regularly. ● PCS has a comprehensive CCRI plan to strategically provide opportunities, guidance, and exploration 	<ul style="list-style-type: none"> ● High school scheduling continues to impact students' ability to participate in certain coursework (i.e., AP, CTE). ● Student dropouts continue to affect CCRI percentages. Cannot CCRI students who are not there. ● Virtual students have limited potential to CCRI without very structured strategic support.

at all levels.	
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High Expectations and Next Steps

- All Phenix City students must graduate with at least one of the three Es: employed, enrolled, or enlisted. As such, each student should graduate with a work-based credential or other CTE completion, allowing for workforce readiness, ACT, dual enrollment, or AP credit obtainment, preparing them for further post-secondary education or military enlistment as a future career. These post-secondary plans will be documented in the students’ post-secondary plans developed with the guidance and/or CTE staff of Central High School.
- Strategic plan or district annual continuous improvement plan goals for 2024-2025:

Report Card Accountability Indicator	Goal
College and Career Readiness	The number of Phenix City Schools graduating scholars who are college and career-ready will increase by 4%, from 92.68% in 2024 to 96.68% in 2025.

DUAL ENROLLMENT

Dual Enrollment

PCS has many opportunities to earn dual credit while enrolled in high school, meaning they simultaneously earn college and high school graduation credit. Six dual enrollment agreements are maintained with Alabama colleges and universities. Dual credit can be achieved through tuition-based dual enrollment with a number of colleges or by making passing scores on Advanced Placement (AP) assessments. Chattahoochee Valley Community College (CVCC) allows for free dual enrollment for many students. All college-bound students are encouraged to research all options, conference with their guidance counselor, and decide which are best for their post-secondary plans.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Combined CTE and Academic Dual Enrollment Credits (Summer - Spring)	CTE DE hours - 747 Acad. DE hours - 231 UAB DE hours - 726 Qualifying AP Scores - 81	CTE DE hours - 678 CVCC DE hours - 370 UAB DE hours - 396 Qualifying AP Scores - 81	CTE DE hours- 572 , CVCC DE-320 hrs, UAB DE- 12 hrs, Qualifying AP Scores - 24,	CTE DE hours-122 other DE-1,088, Qualifying AP Scores - 21	CTE DE hours- 318, CVCC DE-2,388 , other DE-31 , Qualifying AP Scores - 19	CTE DE hours- 550, CVCC DE-2732, other DE-33 , Qualifying AP Scores - 94
Total College Hours	2,028+ hrs	1,687+ hrs	976+ hrs	1,273+ hrs	2,794+ hrs	3,597+ hrs

What contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none">● Certain PCS teachers are adjunct instructors for dual enrollment coursework through Chattahoochee Valley Community College or Southern Union, allowing CHS students to remain on the CHS campus for college coursework.● Distance learning availability for other post-secondary providers also lends to flexible scheduling for students to earn even more college credits while remaining in high school.	<ul style="list-style-type: none">● CTE dual enrollment students need to be provided transportation for courses that must be taken on the CVCC campus.● Having multiple DE partners forces counselors and students to navigate multiple enrollment processes.● Dual enrollment and AP participation are in direct competition.

High Expectations and Next Steps

Dual enrollment will continue to be a push for upper-level students as a part of their four-year high school and post-secondary plans. Partnerships with post-secondary providers will continue to be a focus. Streamlining the planning process and requirements for DE and AP coursework to allow for greater AP involvement in a hybrid class is planned.

SPECIAL EDUCATION

Schools	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 BOY
<i>*Numbers based on Fall Collection data</i>						
Central High School	118	137	139	158	175	182
Central Freshman Academy	53	47	62	61	59	67
South Girard School	50	69	64	59	65	57
Phenix City Intermediate	129	134	126	142	117	112
Lakewood Elementary	43	46	36	46	50	53
Lakewood Primary	49	48	31	65	65	60
Meadowlane Elementary	24	26	24	15	10	13
Phenix City Elementary	89	92	55	60	66	74
Ridgecrest Elementary	75	79	53	55	52	73
Sherwood Elementary	56	57	47	61	51	57
Westview Elementary	68	65	49	58	40	32
Phenix City Schools	654	800	686	780	750	794

Special Education

The Special Services Department fosters extraordinary growth and well-being within the school community. Its mission is to provide exceptional services that empower students on their journey to becoming productive and accomplished members of society. This department supports a student's health, progress, and access to education through a comprehensive array of services. This department collaborates and monitors critical aspects such as:

- System-Wide Assessments
- Administrator Professional Learning Units (PLUs)
- Accountability Reporting
- Board Policy Alignment
- AdvancEd/Strategic Plan Implementation

Furthermore, the Special Education branch is an integral part of the Special Services Department. It addresses the unique needs of students with disabilities. It offers a continuum of support based on the Individualized Education Plan (IEP) Framework. This department also focuses on:

- Special Education Services
- Child Find
- Eligibility Reports
- IEP/BIP Development
- Specially Designed Instruction
- Gifted Services
- Others services such as OT, PT and speech

The ultimate goal is to embrace every student's individuality, champion their strengths, and provide a nurturing environment where they can flourish. Together, “We Persevere, Conquer Challenges, and Soar to New Heights,” ensuring that each child receives the Free Appropriate Public Education (FAPE) they deserve.

PCS provides a program of instructional support for special education students through various service delivery options. These may include:

- Resource Services
- Co-Teaching Services
- Self-Contained Services
- Consultative Services
- Paraprofessional Support

PCS is committed to providing exceptional students a Free Appropriate Public Education (FAPE) per federal, state, and local mandates. The Special Education Department provides a continuum of services to students with disabilities in their least restrictive environment.

Students eligible for special education must meet federal and state eligibility requirements. Disabilities recognized by the State of Alabama include:

- Autism (AUT)
- Deaf-Blindness (DB)
- Developmental Delay (DD)
- Emotional Disability (ED)
- Hearing Impairment (HI)
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Special Education ACAP 2023 -2024 Proficient or Higher

Subject	2nd	3rd	4th	5th	6th	7th	8th
ELA	19%	19%	17%	21%	17%	17%	12%
Math	12%	12%	7%	16%	5%	6%	5%
Science	*	*	11%	*	6%	*	14%

*No Assessment

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Increased Parental Involvement ● Professional Development Opportunities ● District-Level Report Card ● Purchase of specially-designed instructional programs 	<ul style="list-style-type: none"> ● Due to the lack of special education teachers and support staff allocations, the ability to offer a continuum of services is limited ● Adequately training Special Education teachers to implement district-approved specially designed instruction to help increase English Language Arts (ELA) and Math proficiency and close learning gaps for students with disabilities across PCS.

High Expectations and Next Steps

- Train staff to adequately monitor and ensure compliance according to state and federal regulations.
- Provide continuous training for all Special Education teachers on Specially Designed Instruction.
- Proposal of adding additional units across the district to ensure compliance with federal and state regulations and to meet the needs of every student with an Individualized Education Plan (IEP).
- Integrate Social/Emotional and Behavioral programs/interventions to support students.
- Actively recruit for Special Education Teachers.

GIFTED EDUCATION

Schools	2019-20	2020-21	2021-22	2022-23	2023-24	2024 - 25
*Numbers based on Fall Collection data	0					
Central High School	79	60	85	76	86	80
Central Freshman Academy	14	29	32	36	24	29
South Girard School	31	31	37	29	33	28
Phenix City Intermediate	71	68	66	72	62	60
Lakewood Elementary	56	44	40	48	51	50
Lakewood Primary	0	0	0	1	0	0
Meadowlane Elementary	5	5	7	7	5	5
Phenix City Elementary	17	16	19	19	15	9
Ridgecrest Elementary	14	18	30	30	31	21
Sherwood Elementary	23	20	32	29	28	23
Westview Elementary	3	5	12	12	6	8
Phenix City Schools	313	296	360	359	321	313

Gifted Education

Intellectually gifted children and youth perform at or have demonstrated the potential to perform at high levels in academic or creative fields compared to others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, economic strata, and all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

The chart reflects the end-of-the-year total number of students at school receiving gifted services. The data indicates the number of students identified for gifted services in the Phenix City School System remained consistent throughout the years, which suggests a need to address the disproportionality of identification within specific schools. A broad range of special services is recommended to meet the needs of students with the potential of being identified for gifted services.

PCS provides a program of instructional support for gifted students through various service delivery options depending on the student's age. These may consist of the following:

- Consultative Services
- Curriculum Compacting
- Traditional Pullout
- Advanced Core Curriculum Classes
- Electives in a Variety of Talent Areas

Direct assistance also involves setting up and promoting student, faculty, and parental involvement in Special Programs such as state and national essays, mathematics, and history contests. Another type of direct assistance involves arranging out-of-school involvement for individual students in summer programs, accelerated learning opportunities, on-campus courses, theatrical groups, scientific expeditions, and apprenticeships at places where advanced-level learning opportunities are available. Providing these services to students whose learning needs match the service is one of the responsibilities of the gifted program specialists or an enrichment team of teachers and parents who work together to provide options for advanced learning.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Students frequently engage in self-selected research, create original products, and present these products to authentic audiences. ● Curriculum compacting is being implemented (1st through 5th grades). The gifted specialist actively provides compacting resources for teachers and assists with implementation. Classroom teachers are actively implementing curriculum compacting in their classrooms. ● Gifted specialists send home report cards every nine weeks to communicate mastery of gifted standards to students and their parents. ● Gifted specialists regularly review standardized assessments and consult with 3rd through 5th-grade teachers for additional referrals. 	<ul style="list-style-type: none"> ● Disproportionality related to experiences at the elementary level. ● Class sizes and teacher caseloads exceed recommended caps. ● Classroom space and scheduling flexibility vary from school to school, which means services need to be more equitable from school to school.

High Expectations and Next Steps

- The department has hired a Gifted Educator to work collaboratively with the Gifted Specialist to address the disproportionality in gifted services.
- “Appropriate instructional scheduling” professional development is provided to all elementary school principals to ensure the full three hours of services per week within one block of time.
- Provide support to elementary schools to create opportunities for cultural and global experiences. Provide adequate instructional space at each school to enhance the learning environment and advance learning experiences.
- Develop a plan to work with schools with low gifted referral numbers to expose students to gifted projects and gain interest in order to address disproportionality.

ACCESS FOR ENGLISH LEARNERS (EL)

English Learners (EL) enter school in Alabama with another home language other than English. These students are assessed for their level of initial English mastery utilizing the WIDA ACCESS screener upon entry and then annually each spring to monitor growth progress. Growth progress is measured by a set annual goal based on their most recent ACCESS score and appropriate growth per the Alabama State Department of Education (ALSDE). This assessment cycle continues until a student scores at least an overall 4.8, allowing them to exit the program.

2022-2023 ACCESS Data

Grade Level	Number of Students Tested	Number of New EL Students	Number Meeting Growth Goal	Number Exited	Percentage Exiting	Percentage Meeting Growth Goal
K	23	23	0	0	0.00%	-
1	27	2	17	0	0.00%	68.00%
2	21	2	14	1	4.76%	73.68%
3	24	6	9	1	4.17%	50.00%
4	18	3	11	2	11.11%	73.33%
5	24	4	10	4	16.67%	50.00%
6	16	1	0	0	0.00%	0.00%
7	17	2	3	0	0.00%	20.00%
8	25	5	8	0	0.00%	40.00%
9	18	3	5	1	5.56%	33.33%
10	12	3	2	0	0.00%	22.22%
11	8	0	2	0	0.00%	25.00%
12	7	0	0	0	0.00%	0.00%
Total	240	54	81	9	3.75%	43.55%
Total 3-8, 11	132	21	43	7	5.30%	38.74%

2023-2024 ACCESS Data

Grade Level	Number of Students Tested	Number of New EL Students	Number Meeting Growth Goal	Number Exited	Percentage Exiting	Percentage Meeting Growth Goal
K	22	21	0	0	0.00%	-
1	26	5	13	0	0.00%	61.90%
2	23	6	13	0	0.00%	76.47%
3	26	7	6	1	3.85%	31.58%
4	23	3	16	4	17.39%	80.00%
5	28	13	9	1	3.57%	60.00%
6	16	2	1	0	0.00%	7.14%
7	15	2	5	1	6.67%	38.46%
8	18	2	5	0	0.00%	31.25%
9	22	3	6	1	4.55%	31.58%
10	20	6	6	0	0.00%	42.86%
11	10	2	1	0	0.00%	12.50%
12	8	1	2	0	0.00%	28.57%
Total	257	73	83	8	3.11%	45.11%
Total 3-8, 11	136	31	43	7	5.15%	40.95%

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Phenix City Schools (PCS) employs four certified EL teachers and two EL paraprofessionals who provide English language acquisition services for all EL students according to their level of need. ● Trained EL Support Teachers in every K-12 school. ● EL supports programs for English language acquisition, interpretation, translation services, and standards-based instructional support. 	<ul style="list-style-type: none"> ● General education teachers need more training, assistance, and time to utilize resources provided to provide effective instruction for EL students. ● EL staff is limited, affecting the number of students that can be served effectively. <ul style="list-style-type: none"> ○ Individual and classroom support is drastically limited. ● Limiting pay for EL staff poses challenges to hiring and retaining new staff. ● EL student apathy and test fatigue grow as the students progress in grade levels and age. ● EL transiency creates challenges for continuity of instruction and consistent growth or chances for exit.

High Expectations and Next Steps

- PCS will continue challenging EL students to obtain English language mastery through new efforts to promote student ownership of goals. A student incentive program will be implemented along with improved family engagement for collaborative partnership efforts. Compensation for EL staff, mainly classified support staff, will be enhanced to allow for the growth of the EL staff district-wide. Additional funding for additional certified EL teachers will be sought.
- Strategic plan or district annual continuous improvement plan goals for 2024-2025:

Report Card Accountability Indicator	Goal
Progress in EL Proficiency	The Phenix City Schools progress in EL proficiency will increase 5% from 41.35% in 2024 to 46.35% in 2025.

GRADUATION RATE 4-YEAR COHORT

School	2019	2020	2021	2022	2023	2024
CHS	96.64	99%	94%	91.71	93.40	94.28

Graduation Rate

PCS's increased focus on effective 4-year planning and college and career readiness, coupled with multiple pathways of student interest, enhance our students' opportunities to graduate within four years or before. Additionally, access to virtual courses through Edgenuity or ACCESS Distance Learning, dual enrollment/dual credit coursework, credit recovery, and credit advancement provide students with flexibility in earning credits required to satisfy graduation requirements.

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● The 4-year planning process begins in middle school and allows students to chart a clear pathway to high school graduation and beyond. ● Annual transcript audits and one-on-ones with high school students aid counselors in identifying off-track students based on their graduation cohort. ● Comprehensive CCR programming, school-based counseling plans, and advisory support students connecting high school to post-secondary planning. 	<ul style="list-style-type: none"> ● Large caseloads and additional tasks (such as testing and 504 coordination at the high school level) take time away from counselors working directly with students on graduation progress. ● One graduation coach for all grades 9-12.

High Expectations and Next Steps

- PCS aims to have a 100% graduation rate, with every graduate prepared for post-secondary success. Central High School students will now develop post-secondary plans to graduate with at least one of the three Es for success after graduation: enrolled, enlisted, or employed. It is also expected that the college and career readiness rate will continue to grow and ultimately equal the graduation rate.
- Strategic plan or district annual continuous improvement plan goals for 2024-2025:

Report Card Accountability Indicator	Goal
Graduation Rate	The Phenix City Schools graduation rate will increase 2% from 94.28% in 2024 to 96.28% in 2025.

INSTRUCTIONAL OBSERVATIONS

Alabama Teacher Observation Tool (ATOT) and the Effective Learning Environments Observation Tool (eleot) Observations

The Cognia Teacher Observation Tool was born out of a partnership with the Alabama State Department of Education (ALSDE). To accompany the wide use of Cognia’s Effective Learning Environments Observation Tool® (eleot® 2.0), an observation tool that focuses on learner-centric environments and active engagement, ALSDE requested the development of a Teacher Observation Tool to focus on teacher behaviors and actions. This tool is designed to provide formative feedback and specifically examines how teachers set up, facilitate, and manage environments to promote learning.

The eleot is comprised of 30 items organized in seven environments based on a review of widely used observation instruments, such as those developed by Marzano and Danielson and the Classroom Assessment Scoring System (CLASS). A literature review also was conducted on learner-centric tasks, attitudes and dispositions conducive to optimal learning, including digital learning as set forth by the International Society for Technology in Education (ISTE) Standards. In essence, eleot measures the extent to which there is observable evidence (or no evidence) that students are engaged in certain activities or demonstrate certain knowledge, attitudes and/or dispositions in a classroom during a defined period of time as measured on a four-point scale (1 being “not observed,” 4 being “very evident”). Trained observers spend at least 20 minutes in all or nearly every classroom in the school and record their observations on a standardized reporting template. PCS conducts eleot observations for all general education and specialty area instructional certified staff a minimum of one time in the spring semester.

2023-2024 eleot®							
School	Equitable Learning	High Expectations	Supportive Learning	Active Learning	Progress Monitoring	Well-Managed Learning	Digital Learning
LPS	4.0	3.87	4.0	3.71	3.76	4.0	3.49
LES	3.49	3.48	3.71	3.35	3.22	3.64	2.45
MES	3.86	3.43	3.98	3.34	3.36	3.80	2.86
PCES	2.65	2.55	2.69	2.75	2.68	2.70	2.91
RES	3.24	3.17	3.36	3.11	3.14	3.39	2.83
SES	3.78	3.83	3.89	3.67	3.75	3.79	3.74
WES	3.71	3.55	3.8	3.67	3.6	3.76	2.71
PCIS	3.60	3.26	3.59	3.58	3.12	3.58	2.49
SGS	3.45	3.38	3.54	3.33	3.36	3.44	3.03
CFA	3.12	3.10	3.1	3.42	3.0	3.38	2.96
CHS	3.65	3.40	3.78	3.29	3.23	3.58	3.02
PCS (Total)	3.53	3.38	3.61	3.39	3.29	3.56	2.95

2018-2024 Longitudinal eleot® Data for PCS							
School	Equitable Learning	High Expectations	Supportive Learning	Active Learning	Progress Monitoring	Well-Managed Learning	Digital Learning
2018-2019	3.33	3.14	3.48	3.16	3.11	3.48	2.87
2019-2020	3.47	3.27	3.59	3.34	3.26	3.54	2.92
2020-2021	3.43	3.31	3.63	3.19	3.25	3.66	3.10
2021-2022	3.50	3.30	3.70	3.35	3.24	3.71	2.94
2022-2023	3.32	3.11	3.43	3.14	3.05	3.45	2.68
2023-2024	3.53	3.38	3.61	3.39	3.29	3.56	2.95

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● PCS has ensured training for all administrators on the use of the Alabama Teacher Observation Tool (ATOT) and eleot. ● Student engagement is a priority in all classroom instruction. ● Use of the ATOT in the fall allows for observation and coaching on teacher actions that promote student engagement, while use of eleot in the spring allows for observation and focus on student actions and engagement as a result of the teacher’s instructional efforts. ● Well-managed and supportive learning continue to be the highest scoring categories. 	<ul style="list-style-type: none"> ● Time to conduct observations for all instructional staff is limited due to other administrative duties. ● Observation data is typically analyzed only at the individual growth level and not utilized for instructional improvement efforts at the school level. ● ATOT summary scoring data is not accessible at the school or district level, only the observer can review their observation data in detail. ● Digital learning is negatively viewed by many teachers due to excessive screen time of students of tendency for off-task behavior.

High Expectations and Next Steps

Examining scores across the environments Supportive Learning Environment is the most observed environment, followed closely by the Well-Managed and Equitable Learning Environments. Interestingly for a one-to-one school district, scores for the Digital Learning Environment are typically lowest.

In the future, PCS leadership hopes to examine the relationship of ATOT and eleot scores to other outcomes of interest including student academic, social/ emotional and behavior outcomes, as well as teacher professional development outcomes.

LIBRARY CIRCULATION

Library Circulation

As part of the district's focus on literacy, PCS has committed to leveraging library collections and the expertise of librarians to promote a “culture of reading” in each school. As the charts above illustrate, the circulation of print materials is returning to pre-pandemic numbers and surpassing in some schools. With the movement to 1:1 at the elementary level in 2020 and the inclusion of online reading materials, including myON and the schools’ eBook collections, some of the circulation numbers of print materials have decreased, while reading on digital platforms has increased. Students in grades 8-12 enjoy access to a growing collection of digital books via the Destiny catalog, with no concurrent user limit. South Girard Jr. High and Central High offer 328 and 1,315 eBook titles, respectively. Comprehensive circulation data for digital materials is not available through Destiny, but may be obtained from the publishers.

Destiny Library Circulation (print)					
School	2019-20	2020-21	2021-22	2022-23	2023-24
Lakewood Primary	13,635	216	12,280	11,075	10,181
Lakewood Elementary	14,547	13	14,001	9,538	8,977
Meadowlane Elementary	5,752	203	4,277	3,838	3,042
Phenix City Elementary	9,293	4,237	8,541	9,312	3,156
Ridgecrest Elementary	21,772	281	10,073	11,573	5,847
Sherwood Elementary	22,125	97	4,289	5,153	5,292
Westview Elementary	21,467	6,143	15,859	13,182	10,353
Phenix City Intermediate	10,035	1,150	21,050	10,541	11,522
South Girard School	2,602	1,890	2,021	3,538	3,567
Central Freshman Academy/ Central High	1,565	767	1,296	851	608
Phenix City Schools (Total)	122,793	14,997	93,687	78,601	62,545

myON Library K-7 Circulation (digital)				
School	2020-21	2021-22	2022-23	2023-24
Lakewood Primary	79,900	24,700	41,500	26,900
Lakewood Elementary	49,800	22,500	45,800	46,000
Meadowlane Elementary	21,500	18,500	22,300	11,300
Phenix City Elementary	98,700	79,900	108,000	125,000
Ridgecrest Elementary	145,000	62,000	72,400	64,300
Sherwood Elementary	83,900	41,900	89,300	80,200
Westview Elementary	63,700	15,800	17,300	14,500
Phenix City Intermediate	19,800	7,020	4,640	3,220
Phenix City Schools (Total)	562,300	272,320	401,240	371,420

Positive Impacts	Barriers
<ul style="list-style-type: none"> • Reading initiatives at each school, including incentive programs, have increased the quantity of reading proficiency and growth. • Student data in reading reflects a correlation between increases in library circulation (print and digital) and reading proficiency. • District leadership consistently expects that reading engagement remains a priority in all schools. 	<ul style="list-style-type: none"> • While classroom teachers are working to increase reading volume, students are only sometimes permitted to visit the library during instructional time. Therefore, student opportunities for browsing the school’s library are limited. • Media specialists are the first to troubleshoot probable device issues and work with the IT department to ensure every student has a working device because PCS is a 1:1 district. While helpful in terms of technology, it does decrease the time available to devote to literacy promotion and instruction. • Because the structure of the library schedules in most schools is more focused on classes, the time available in the Media Center for open circulation and exploration is limited. • myOn was purchased to support AR initiatives in elementary levels. SGS was not included in the initial and subsequent subscriptions.

What's contributed to these data trends?

High Expectations and Next Steps

- Continue to increase the volume of reading throughout all schools, including both print and digital reading materials.
- To maintain and increase updated library collections in each school to provide a wide range of materials that not only meet the needs of students academically but also the various areas of interest, curiosity, and exploration.
- Media specialists will continue to serve on a collaborative team that meets regularly to stay abreast of the latest trends in instructional technology, informational technology, literacy, legal guidelines and procedures, etc. They will review and update the district's Library Media Procedures Manual regularly to ensure practices are consistent within the schools across the district and adhere to state guidelines.

Renaissance Learning

Another component of the district's focus on literacy is Renaissance Learning. PCS provides access to Accelerated Reader (AR) through Renaissance Learning for all of the elementary and middle schools in the district. Accelerated Reader is a program that allows students, teachers, and parents to monitor independent reading practice through online quizzes. Students select books to read, whether print or digital and then take the A.R. quiz for that particular title. This program provides insight into comprehension data, allows students to set goals based on their reading levels, and track their progress toward those goals. Teachers play a huge role in the success of this program by assisting in the students' goal setting, helping them navigate to an appropriate reading level, and working with the Library Media Specialists in book selections. Students select books from the school library, choose books from outside of school, and/or select digital books from Destiny, the online catalog, or through myOn. Teachers use the data provided by AR to develop individualized reading and comprehension strategies to support a high level of reading engagement for all students.

DIGITAL PRACTICE

Top five digital learning resources used by grade spans (students and teachers combined)

K-5	Schoology	myON	i-Ready Math	McGraw-Hill (Open Court)	i-Ready Reading
6-8	Schoology	McGraw Hill (StudySync)	Savvas Math	Nearpod	Edgenuity
9-12	Schoology	Edgenuity	McGraw Hill (StudySync)	Savvas Math	Mastery Prep

Digital Learning Resources

Schoology is the district learning management system providing online assignments, discussions, assessments, and resources. Edgenuity provides prepackaged instructional and practice materials for core content areas for standards recovery, credit/grade recovery, or credit advancement. Both i-Ready Reading and i-Ready Classroom Math are digital resources for assessing and assigning individual pathways for students to complete to track progress toward their yearly goals. McGraw Hill’s StudySync is the 6-12 English Language Arts adoption, while McGraw Hill’s Open Court is the adoption for K-5. Savvas is the mathematics adoption for grades 6-12. MyON provides digital reading content. Nearpod provides ready-made or teacher-created, interactive student lessons tied to Alabama standards. Mastery Prep provides practice and instructional material for ACT preparation. Key digital learning resources include SeeSaw for elementary interactive learning, Canva and WeVideo for content creation, and Pear Deck for blended learning.

Implementation of Computer Science According to ALSDE Requirements

7/7 elementary schools created a computer science education plan
7/7 elementary schools provided computer science instruction to all students through SMARTLabs.
PCS has a district computer science plan as a portion of our STEAM learning progression.
PCS provides access to computer science curricula as part of our STEAM learning progression.
All secondary schools offer computer science courses in career and technical education pathways.

Computer Science Education

PCS has a comprehensive computer science education plan and provides access to curricular materials via the district web page. All secondary schools offer in-person computer science courses. All elementary schools created a computer science education plan and provided computer science instruction to all students.

What contributed to these trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● High expectations for using Schoology for online resources and learning experiences. ● Training in the new English Language Arts adoptions (Open foring into the 2022-2023 school year. Open Court relies more on non-digital materials, ranking lower in the top five data. ● Updates to the ClassLink application portal to ensure that needed resources can all be found in one place. ● High support from instructional technology personnel to create and implement computer science education plans ● Collaboration with school librarians to support school-wide implementation of computer science at most elementary schools. 	<ul style="list-style-type: none"> ● Students with missing devices while at school due to failure to bring the device and/or have it charged. ● Utilization of MyPath for an entire class rather than targeted utilization embedded in tier-two instruction. ● New adoption of i-Ready Reading in K-5 instruction. ● ALSDE requires computer science curricula, professional development, and instruction but provides NO financial support for this to school districts. ● Demand on elementary instructional time for Literacy and Numeracy Act requirements.

High Expectations and Next Steps

- Documentation of digital practice and resource utilization as part of the classroom observations and an independent canvas of classrooms. Analysis of this documentation will drive school planning and professional learning.
- Expanded implementation of rubrics to guide the utilization of online classrooms in a crawl-walk-run model.
- Planning for structured resource vetting and procurement processes.
- Configuration of resource costs analytics tool in ClassLink to better inform expectations, practice, and decisions.
- Integration of adopted learning resources in Schoology, including the K-12 ELA adoptions and CCR resources.
- Pursuit of resources that will specifically address student digital literacy skills.
- Utilize Title II and Title IV funds to provide computer science PD and resources.

STAKEHOLDER INPUT

Each year, stakeholders are surveyed regarding the culture and climate of schools and the needs of students, parents, and teachers for learning. This survey data is used to inform the district’s strategic planning and schools’ continuous improvement efforts.

Climate and Culture (Spring 2023-24)

Climate and Culture Surveys	2022-2023 Response Percentage	2023-2024 Response Percentage
Elementary Student	70.67%	92.4%
Middle-High Student	75.80%	47.69%
Parents	36.00%	31.87%
Administration and Support Staff	71.18%	54.04%
Teachers	88.82%	86.68%

Student Survey Questions	Elementary	Middle to Secondary	Parents	Admin/Staff	Teachers
Which four of the following words or phrases best describe, in general, what you think of your teachers?/Which four of the following words or phrases best describe, in general, what you think of your colleagues?	1. Fun 2. Honest 3. Caring 4. Active	1. Honest 2. Caring 3. Fun 4. Active		1. Caring 2. Active 3. Fun /Interesting /Honest 4. Real	1. Caring 2. Interesting 3. Consistent 4. Honest
Which four of the	1. Listen to teachers	1. Listen to teachers	1. Taking tests 2. Listening to		1. Work with others

<p>following words or phrases best describe, in general, the things you most often DO while in class at school?/Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?</p>	<ol style="list-style-type: none"> 2. Take tests 3. Complete worksheets 4. Write 	<ol style="list-style-type: none"> 2. Think 3. Work alone 4. Take tests 	<p>teacher.</p> <ol style="list-style-type: none"> 3. Working with others 4. Completing worksheets 		<ol style="list-style-type: none"> 2. Think 3. Classroom work 4. Challenging work
<p>Which four of the following words would best describe, in general, how you feel while at school?/Which four of the following words best describe, in general, how you feel while at work?</p>	<ol style="list-style-type: none"> 1. Happy 2. Tired 3. Bored 4. Excited 	<ol style="list-style-type: none"> 1. Tired 2. Bored 3. Challenged 4. Happy 		<ol style="list-style-type: none"> 1. Supported 2. Challenged 3. Happy 4. Appreciated 	<ol style="list-style-type: none"> 1. Challenged 2. Tired 3. Supported 4. Encouraged
<p>Which four of the following words or phrases best describe, in general, the expectations for you as a student at your school?/Which four of the following words or phrases best describe, in general, the expectations for students at your school?</p>		<ol style="list-style-type: none"> 1. I am learning. 2. I am expected to be good at some things. 3. I understand. 4. I should ask a teacher. 		<ol style="list-style-type: none"> 1. Students are learning. 2. Students are able to explain. 3. Students understand. 4. Students are expected to be good at some things. 	<ol style="list-style-type: none"> 1. Students are learning. 2. Students are able to explain. 3. Students understand. 4. Students should ask a teacher.

<p>Which four of the following phrases best describe, in general, the kinds of things your teachers say to you while at school?/Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?</p>		<ol style="list-style-type: none"> 1. We will be working on..... 2. Explain it. 3. You will be working on..... 4. You got it right! 	<ol style="list-style-type: none"> 1. We will be working on..... 2. Explain your work. 3. You will be working on..... 4. You got it right! 		<ol style="list-style-type: none"> 1. We will be working on..... 2. Explain it. 3. I am interested in your thinking. 4. What are you thinking?
<p>Which four of the following words or phrases best describe, in general, how you feel when trying to complete your assignments while at school?/Which four of the following words or phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?</p>		<ol style="list-style-type: none"> 1. Calm 2. Pressured 3. Relaxed 4. Tense 		<ol style="list-style-type: none"> 1. Patient 2. Calm 3. Usually enough time 4. Deliberate 	<ol style="list-style-type: none"> 1. Never enough time 2. Hectic 3. Deliberate 4. Pressured
<p>Which four of the following words or phrases best describe, in general, your experiences in your classes?</p>		<ol style="list-style-type: none"> 1. Normal 2. Calm 3. Challenging 4. Working alone 			
<p>Which four of the</p>		<ol style="list-style-type: none"> 1. Respectful 2. Helpful 	<ol style="list-style-type: none"> 1. Respectful 2. Supportive 	<ol style="list-style-type: none"> 1. Supportive 2. Respectful 	<ol style="list-style-type: none"> 1. Supportive 2. Collaborative

<p>following words best describe, in general, the interactions you have with adults at your school?/Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?/Which four of the following words best describe, in general, the interactions you have with other staff at your school?</p>		<p>3. Supportive 4. Trusting</p>	<p>3. Helpful 4. Comfortable</p>	<p>3. Helpful 4. Collaborative</p>	<p>3. Helpful 4. Respectful</p>
<p>Which four of the following words best describe the physical spaces in which you spend most of your time at school?/Which four of the following words describe, in general, the physical spaces in which you spend most of your time at work?</p>		<p>1. Comfortable 2. Open 3. Stressful 4. Stable</p>		<p>1. Comfortable 2. Open 3. Inviting 4. Flexible</p>	<p>1. Comfortable 2. Inviting 3. Open 4. Flexible</p>

Stakeholder Inventory (Fall 2024-25)

Student Inventory	Response Percentage
Elementary	63.13%
Middle-High	54.18%

Highest Scoring Items	
Elementary	Middle-High
I am safe at school.	I am safe at school.
I have the materials, supplies and technology I need to be successful in school.	I have the materials, supplies and technology I need to be successful in school.
I complete work that challenges me.	I complete challenging work.
I actively participate in class discussions and activities.	I actively participate in class discussions and activities.
	I use digital tools to complete assignments, such as conducting research, finding information, communicating and/or creating something new.
Lowest Scoring Items	
Elementary	Middle-High
I choose topics for my projects.	I use the services of the counseling office.
I explore different careers.	I work on real-life problems.
I use a rubric or scoring guide to help me complete an assignment.	I give class presentations or share my work with classmates.

	Response Percentage
Parent Inventory	14.49%
Overall Score:	4.17
Purpose and Direction:	4.18
Governance and Leadership:	4.14
Teaching and Assessing for Learning:	4.12
Resources and Support Systems:	4.18
Using Results for Continuous Improvement:	4.12
Highest Scoring Items	
E13: My child has up-to-date computers and other technology to learn.	4.36
C1: Our school's purpose statement is clearly focused on student success.	4.29
E10: My child knows the expectations for learning in all classes.	4.29
D3: Our school has high expectations for students in all classes.	4.28
F3: Our school provides a safe learning environment.	4.26
Lowest Scoring Items	
E4: All of my child's teachers meet his/her learning needs by individualizing instruction.	3.98
E7: All of my child's teachers keep me	4.01

informed regularly of how my child is being graded.	
E9: My child sees a relationship between what is being taught and his/her everyday life.	4..03
D2: Our school's governing body does not interfere with the operation or leadership of our school.	4.05
E6: All of my child's teachers help me to understand my child's progress.	4.06

What contributed to these trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Overall, students and staff feel their teachers are honest, fun, and caring. ● Overall, students, parents, and staff feel the school staff are respectful, supportive, and helpful. ● Students and staff selected their spaces as comfortable. ● Parents scored in the “Agree” category to all but one question on the inventory survey. ● Student expectations for all stakeholder groups include to be able to learn and explain. ● All students scored highest for the following inventory questions: <ul style="list-style-type: none"> ○ I am safe at school. ○ I have the materials, supplies and technology I need to be successful in school. ○ I complete work that challenges me. 	<ul style="list-style-type: none"> ● Survey completion percentages fell short of the goals for all stakeholder groups besides elementary students on both surveys and parents on the culture and climate surveys. ● All staff feel their days are hectic, while all teachers and students also feel pressured and tense. ● Students and parents selected listening to the teacher and taking tests as top activities. ● Elementary students scored lower for questions pertaining to student ownership of learning, such as choosing project topics, exploration of careers, and the use of rubrics. ● Middle to high school students scored less favorably on the inventory surveys

<ul style="list-style-type: none"> ○ I actively participate in class discussions and activities. ● High school students scored high for the question regarding digital tools, evidencing 21st century skill development. ● High school students scored higher than elementary students on the inventory survey for the following questions: <ul style="list-style-type: none"> ○ I explore and begin to plan for college and/or career opportunities. ○ I use a rubric or scoring guide to help me complete an assignment. 	<p>for most questions with questions pertaining to collaboration such as use of the guidance department, problem-solving, and working together with classmates, which all build teamwork and social skills.</p> <ul style="list-style-type: none"> ● Parents scored in the “Neutral” range for the inventory survey category for the following: <ul style="list-style-type: none"> ○ All of my child's teachers meet his/her learning needs by individualizing instruction.
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High Expectations and Next Steps

- PCS aims to provide more open communication regarding assessments, including more intimate settings to communicate the importance of assessment to parents and students.
 - Report card conferences in lower grades will be a returning practice.
- Increasing staff and student mental health services is crucial to providing support for growing stress.
- Elementary instructional efforts will increase an emphasis on student ownership of learning.
- Middle to high school instructional efforts will increase in collaborative work involving the 4 Cs: communication, collaboration, creativity, and critical thinking.
- With additional career coaches, a K-12 Career Development instructional plan will be developed and implemented by the 2025-2026 school year.

LEARNING SUPPORTS

ATHLETICS

Participation in high school sports cultivates stronger bonds between students and their school and community, enhancing academic achievements and greater school engagement. In addition, involvement in secondary athletics nurtures increased self-awareness and a sense of pride, which in turn has a positive impact on academic performance. As a result, student-athletes are motivated to excel in various aspects of their lives.

2023-24

Middle School Programs (2023-24)				
PCS Middle Schools	Total # of 7 th and 8 th Graders	Athletic Participants/ Male	Athletic Participants/ Female	Total Participants
Phenix City Intermediate	538	79	44	123
South Girard School	559	95	57	152
Totals	1097	174	101	275

PCS Middle Schools	Participating in Athletics	Athletic Participants/Male	Athletic Participants/Female
Phenix City Intermediate	22.86%	64.23%	35.77%
South Girard School	27.19%	62.5%	37.5%
PCS District	25.025%	63.365%	36.635%

High School Programs (2023-24)				
PCS High Schools	Total Student Enrollment	Athletic Participants	Total Senior Athletes	Scholarships Recipients
Central High	1625	516	150	<i>not available*</i>
Central Freshman Academy	541	171	0	<i>not available*</i>
Totals	2166	687	150	<i>not available*</i>

PCS High Schools	Participating	Average GPA	Scholarship
Central High	31.76%	<i>not available</i>	<i>not available*</i>
Central Freshman Academy	31.6%	<i>not available</i>	<i>not available*</i>
PCS District	31.68%	<i>not available</i>	<i>not available*</i>

**Data to be collected beginning EOY 2024-2025*

2022-23 (End of Year)

Middle School Programs (2022-23)				
PCS Middle Schools	Total # of 7 th and 8 th Graders	Athletic Participants/ Male	Athletic Participants/ Female	Total Participants
Phenix City Intermediate	533	94	49	143
South Girard School	511	110	54	164
Totals	1044	204	103	307

PCS Middle Schools	Participating in Athletics	Athletic Participants/Male	Athletic Participants/Female
Phenix City Intermediate	26.8 %	65.7 %	34.3 %
South Girard School	32.9 %	67 %	33 %
PCS District	29.4 %	66.4 %	33.6 %

High School Programs (2022-23)				
PCS High Schools	Total Student Enrollment	Athletic Participants	Total Senior Athletes	Scholarships Recipients
Central High	1455	445	108	<i>not available*</i>
Central Freshman Academy	525	176	0	0
Totals	1980	621	108	<i>not available*</i>

PCS High Schools	% Participating	Average GPA	% Scholarship
Central High	30.58	<i>not available*</i>	<i>not available*</i>
Central Freshman Academy	33.52	<i>not available*</i>	<i>not available*</i>
PCS District	31.36	<i>not available*</i>	<i>not available*</i>

*Data to be collected beginning EOY 2023-24

2021-22 (End of Year)

Middle School Programs (2021-22)				
PCS Middle Schools	Total # of 7 th and 8 th Graders	Athletic Participants/ Male	Athletic Participants/ Female	Total Participants
Phenix City Intermediate	502	74	30	104
South Girard School	535	63	34	97
Totals	1037	137	64	201

PCS Middle Schools	% Participating in Athletics	% Athletic Participants/Male	% Athletic Participants/Female
Phenix City Intermediate	20.7%	71.2%	28.8%
South Girard School	18.13%	65%	35%
PCS District	19.4%	68%	32%

High School Programs (2021-22)				
PCS High Schools	Total Student Enrollment	Athletic Participants	Total Senior Athletes	Scholarships Recipients
Central High	1303	282	78	<i>not available*</i>
Central Freshman Academy	561	140	0	0
Totals	1864	422	78	<i>not available*</i>

PCS High Schools	% Participating	Average GPA	% Scholarship
Central High	21.64	<i>not available*</i>	<i>not available*</i>
Central Freshman Academy	24.96	<i>not available*</i>	<i>not available*</i>
PCS District	22.6	<i>not available*</i>	<i>not available*</i>

Athletics

Comparing data between the previous academic year and the current year-to-date figures for 2023-2024 reveals a notable rise in student participation in athletic activities in both middle and high school. This continued increase can be primarily attributed to the post-COVID era, where students have displayed heightened enthusiasm for involvement in extracurricular activities. Additionally, the introduction of new sports teams and the expansion of athletic facilities have significantly contributed to sustaining student engagement.

What contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> Elevated proficiency in leadership and teamwork, enhanced time management capabilities, and heightened levels of accountability and responsibility. Allowed coaches to focus primarily on game, while assigned individuals to assist with running operations. Improved academic performance and enhanced behavior in students who desire to engage in 	<ul style="list-style-type: none"> Lack of self-motivation and confidence, as well as lack of consistent transportation. Cost and expense for athletes. The pressure exerted on younger athletes to advance to the next level of competition. Grades and behavior prevent some athletes from participating. More athletic department personnel for tasks

<p>these activities.</p> <ul style="list-style-type: none"> ● Participation in athletics increases social and communication skills. ● Addition of full-time assistant athletic director at Central High School. ● Athletic facilities updates (expansion facility, softball upgrades, track/soccer upgrades, baseball field upgrades). ● Student-athletes receiving athletic scholarships. ● Creation of athletic handbook. ● Creation of a nutrition center within the expansion facility. 	<p>related to record-keeping, compliance monitoring, event coordination, and management.</p> <ul style="list-style-type: none"> ● Outgrown current football and baseball stadiums. ● Outgrown Central Freshman Academy gymnasium. ● Lack of athletic trainer(s). ● Lack of available practice space. ● Lack of additional funding and revenue to update all facilities.
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High Expectations and Next Steps

- Promotion of athletic handbook and requiring signatures by all athletes, coaches, and guardians.
- Promote the practice of sport sampling, which involves participating in various sports throughout the year.
- Recruit and hire highly qualified coaches and staff members to educate and support our student-athletes effectively.
- Enhance our current athletic facilities, especially those owned and operated by the city, to better accommodate and support student-athletes within the district.
- Create a plan for the school system and city to work together in updating facilities.
- Continue cultivating partnerships across various sectors, including business, community recreation, education, faith-based organizations, government, healthcare, media, public health, sports, and technology.
- Increase the exposure of our student-athletes through various means, such as social media, print campaigns, and engagement with news media.
- Consider the addition of three more athletic trainers to ensure the safety and well-being of our athletes.
- Create additional athletic ventures - examples include bowling, fishing, and lacrosse.
- Creation and adaptation of a more well rounded athletic budget.

ATTENDANCE

Chronically Absent Students K-12

Year	All Students	Asian	African American	American Indian	Pacific Islander	White	Multi-Race	Students with Disabilities	Male	Female
19-20*										
20-21	960	3	660	9	2	225	61	112	507	453
7559	12.7%	0.31%	68.75%	0.94%	0.21%	23.44%	6.35%	11.67%	52.8%	47.19%
21-22	1515	6	998	15	1	388	107	238	738	777
7670	19.75%	0.40%	65.87%	0.99%	0.07%	25.61%	7.06%	15.71%	48.71%	51.29%
22-23	1517	3	957	10	4	425	118	241	742	775
7850	19.32%	0.20%	63.09%	0.66%	0.26%	28.02%	7.78%	15.89%	48.91%	51.09%
23-24	1345	8	848	8	1	368	112	153	660	685
7176	18.74%	0.59%	63.05%	0.59%	0.07%	27.36%	8.33%	11.38%	49.07%	50.93%

**During the 19-20 year, ALSDE did not keep up with Chronic Absenteeism*

Attendance

Regular attendance is a crucial gauge of students' connection with their educational institution. It's significant to point out that students who eventually drop out of school often initiate this trend by frequently missing classes. The data in the above table pertains to students who were part of our school community during the respective years indicated in the first column. This data encompasses students who joined the school later in the academic year and those who departed early. It's essential to clarify that these absences include both excused and unexcused ones, as well as instances of suspension. Notably, for the 2020-2021 academic year, absences related to COVID-19 were not included in the absence figures.

In this context, chronic absenteeism is characterized by a repetitive pattern of absences throughout the school year, encompassing excused and unexcused absences. The Civil Rights Data Collection defines chronic absenteeism as missing 18 or more days. Subsequently, the Every Student Succeeds Act (ESSA) recognizes, endorses, and mandates data collection regarding chronic absenteeism for

inclusion in local and state Report Cards. ESSA also provides the option to use chronic absenteeism as a metric for School Accountability. Alabama's specific criteria for chronic absenteeism are outlined in the Alabama ESSA Plan, where it is evaluated and reported as an indicator of school quality on the Report Card. The assessment and definition of chronic absenteeism are based on 18 total absences, as indicated on the Local Education Agency (LEA) Report Card. It's important to note that the data for the 2019-2020 school year is unavailable due to pandemic-related closures that occurred at the onset of the outbreak.

When we analyze the comparative attendance data for the academic years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024, we notice an increasing number of African-American students categorized as chronically absent compared to their peers. In recent years, the percentage of students classified as chronically absent has typically ranged from 4% to 6%. However, in the aftermath of the COVID-19 pandemic and the shift to virtual schooling, there was a significant surge in chronically absent students, reaching almost 20%. In the 2023-2024 school year, there was a decrease in chronically absent students compared to the previous year, with a rate of 0.6%. The end-of-year data reveals that in the 2023-2024 school year, 18.74% of our student population met the criteria for chronic absenteeism. Additionally, the data highlights that female students exhibit a slightly higher rate of chronic absenteeism when compared to their male counterparts.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Early Warning System Prior to Referral ● Truancy officers and the attendance coordinator organized meetings with specific schools to monitor attendance data. ● Attendance data was shared with school administrators monthly to identify cases of chronic absenteeism. ● Effective communication was fostered between the attendance office and the schools and between the schools and 	<ul style="list-style-type: none"> ● The Early Warning Program needs to be revised to hold individuals accountable and effectively serve as a deterrent. It lacks clear consequences for chronic absenteeism. ● Chronic absenteeism is often shaped by complex and interconnected factors that are beyond the control of the school system. In these situations, it is crucial to have extensive collaboration among households, schools, and

<p>home.</p> <ul style="list-style-type: none"> ● Petitions were submitted to the Juvenile Court as needed. ● A spreadsheet categorizing chronic absenteeism cases was created for specific, high truancy schools. ● An automated call-out system notifies parents by email, phone, and text when their child has been marked absent. ● Specific school incentives, such as "Devil Dollars" at PCIS, were implemented to incentivize attendance, though sometimes these rewards benefited students already regularly attending. 	<p>various stakeholders.</p> <ul style="list-style-type: none"> ● Insufficient and unpredictable transportation alternatives are typical in unique zone scenarios, such as Pre-K, McKinney-Vento, shared residency, and accountability transfers. ● Ever-changing housing arrangements further compound the problem. ● Attendance procedures in schools need more consistency. ● Parental apathy is a more significant issue than in previous years.
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High Expectations and Next Steps

- Enforce monthly attendance incentives across all schools.
- Engage in webinars conducted by PowerSchool and AAPASS to explore evidence-based approaches for tackling attendance and engagement challenges.
- Develop Student Attendance Review Teams (SART) in each school to track student attendance and assign tasks for notifying parents and working with students with attendance issues
- Develop attendance plans to provide additional support to schools.
- Incorporate monthly attendance strategies to improve overall attendance rates, with a specific emphasis on celebrating attendance achievements.
- Send both positive and negative nudge letters to families.
- Build relationships with juvenile court to get legal support on parents and students with truancy issues
- Continue leveraging our public relations department, callouts, and social media platforms to promote attendance.
- Proactively contacting parents during the early stages of absenteeism to cultivate a stronger bond between parents and the school. This collaborative partnership is

intended to impact student motivation and attendance positively.

- Implement more rigorous policies regarding first-period tardiness and unnecessary checkouts. Even though students may not be absent for an entire day, they lose valuable instructional time.
- Schools will develop methods of incentivizing teachers to take attendance daily in every class.
- Strategic plan or district annual continuous improvement plan goals for 2024-2025:

Report Card Accountability Indicator	Goal
Chronic Absenteeism	The Phenix City Schools chronic absenteeism rate will decrease 2% from 16.44% in 2024 to 14.44% in 2025.

DISCIPLINE

2019-20 Out of School Suspensions

	Total Students	Male	Female	African American	White	Multi Race	Asian	American Indian	Pacific Islander
Elementary	114	95	19	95	14	4	1	0	0
Middle	171	122	49	140	19	7	1	4	0
High	153	102	51	109	27	11	1	1	1
Total	438	319	119	344	60	22	3	5	1

2020-21 Out of School Suspensions

	Total Students	Male	Female	African American	White	Multi Race	Asian	American Indian	Pacific Islander
Elementary	132	99	33	105	17	10	0	0	0
Middle	121	86	35	103	12	5	0	1	0
High	49	40	9	39	9	0	1	0	0
Total	302	225	77	247	38	15	1	1	0

2021-22 Out of School Suspensions

	Total Students	Male	Female	African American	White	Multi Race	Asian	American Indian	Pacific Islander
Elementary	250	182	68	199	28	21	0	0	2
Middle	333	221	112	277	37	15	2	2	0
High	326	177	149	265	36	22	0	3	0
Total	910	580	329	741	101	58	2	5	2

2022-23 Out of School Suspensions

	Total Students	Male	Female	African American	White	Multi Race	Asian	American Indian	Pacific Islander
Elementary	266	189	77	198	45	19	0	2	2
Middle	410	243	167	343	42	20	0	5	0
High	303	166	137	258	27	14	0	4	0
Total	980	598	381	799	114	53	0	11	2

2023-24 Out of School Suspensions

	Total Students	Male	Female	African American	White	Multi Race	Asian	American Indian	Pacific Islander
Elementary	319	238	80	235	54	28	1	0	0
Middle	827	527	300	757	45	21	0	0	4
High	358	260	98	201	147	9	0	1	0
Total	1504	1025	478	1193	246	58	1	1	4

The data presented pertains to the count of students suspended one or more times, not the total number of suspensions. Students who received multiple suspensions are only counted once, and this data encompasses students from kindergarten through 12th grade. According to the report, African American students had the most significant representation in the group serving out-of-school suspensions. In the 2023-2024 school year, African American students made up more than 79% of students with out-of-school suspensions. Additionally, the data reveals that Caucasian high school students had the highest suspension rate when compared to their elementary and middle school counterparts.

Suspensions were down during the COVID pandemic and the following year due to the option of virtual school. Once all students were back in the buildings receiving face-to-face instruction in 2021-2022, suspensions began to rise—the addition of stricter vape policies and the increase of students vaping also increased suspensions.

Significant Disproportionality

According to the Individuals with Disabilities Education Act (IDEA), states are required to collect and examine data to determine whether significant disproportionality, based on race or ethnicity, is occurring regarding the identification of children with disabilities, including identification as children with particular disabilities; the placement of children in particular educational settings; and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions. States must make this determination on an annual basis. When the state education agency (SEA) identifies a local education agency (LEA) with significant disproportionality in one or more of these areas based on the collection and examination of data, the state must:

1. Provide for the review and, if appropriate, revise policies, procedures, and practices.
2. Require the LEA to reserve the maximum amount of funds, which is 15% of IDEA funds (Part B and Preschool) for comprehensive coordinated early intervening services (CCEIS)
3. Require the LEA to publicly report on revising policies, procedures, and practices [34 CFR 300.646; 300.647; and 300.226]

Significant Disproportionality Status - Data Sheet

The Phenix City School System was identified as having significant disproportionality (SD) in SY 2022 - 2023 and SY 2023 - 2024. This determination is based on school year 2021-2022 and 2022 - 2023 student incident report (SIR) data for children with disabilities (CWDs), resulting in the following:

2022-23 Out of School Suspensions							
Area	Disability Category	Race/Ethnicity	No. of CWDs	Risk Ratio	Alternate Risk Ratio	Identified for SD?	Year
Disciplinary Actions	OSS/E>10 days	Black/African American	15	N/A	16.57	Yes	Y1
Disciplinary Actions	ISS> 10 days	Black/African American	36	N/A	20.47	Yes	Y1

An LEA identified as being over the risk ratio for three consecutive years must use the maximum amount of funds allowable (15% of IDEA funds) for comprehensive coordinated early intervening services (CCEIS) for children in the LEA, but not exclusively for children in those racial or ethnic groups that were

significantly over-identified.

The Phenix City School System is not identified as having significant disproportionality in SY 2024 - 2025 based on the data from SY 2023 - 2024.

What are your next steps to ensure you continue to not be Significantly Disproportionate?

Our LEA will focus on the following three areas to continue to address the possibility of significant disproportionality and/or significant discrepancy:

- Discipline procedures: including positive behavioral interventions and all other requirements.
- Disciplinary procedures, including the documentation of removals.
- Our LEA will ensure each procedural safeguard is provided.

Our LEA will continue to focus on the following regulation requirements:

- The development and implementation of IEPs
- Personnel Qualifications

These areas are of great importance to our LEA to ensure we meet the needs of our students and families in Phenix City. We want to operate in a manner that demonstrates our district's overall arching mantra of Enlist, Enroll, and Employ and supports our special education mantra of Persevere-Conquer-Sore, "The Special Services Formula for Success." By drilling down and focusing on these three components, we will move our district from being disproportionate. We will ensure we provide a robust and dedicated Professional Development Training Series for our administrators and teachers. We will conduct bi-weekly data collection to address all five areas listed above. In addition, we will actively monitor and involve our parents and students in the discipline process.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● PBIS, progressive discipline, and SEL Plans in each school. ● Charles Flowers’ Crossroads Program. ● Virtual Learning programs (Edgenuity) for students to get caught up. ● Bell scheduled adjustments at middle and high schools to help with skipping, tardies, and level 1 offenses. ● De-escalation training, as well as seclusion and restraint training. ● Tracking repeat offenders and providing counseling and prevention strategies. ● School resource officers’ presence on middle and high school campuses. 	<ul style="list-style-type: none"> ● A rising number of students with significant social and emotional needs are now in classrooms across the district. ● Student disciplinary problems frequently stem from intricate and intersecting environmental factors. In such cases, it is essential to have comprehensive cooperation among the home, school, juvenile agency, and other relevant stakeholders. ● The absence of additional certified personnel for alternative placement to retain students within the learning environment rather than having them at home. ● Lack of constant presence of school resource officers on elementary school campuses.

High Expectations and Next Steps

- During the summer, offer guidance to assist schools with students at risk of major behavioral issues and implement Schools of Character and Character Education Program across the school system.
- Conduct tours of middle and secondary schools with the involvement of the Executive Support Council and the Phenix City Police Department to reinforce expectations related to "See Something Say Something," discipline, cell phone usage, bus conduct, and addressing threats.
- Conduct weekly visits to schools to ensure the sharing of proactive strategies with faculty members.
- Regularly review and analyze discipline data at school and district levels.
- Provide professional development in social-emotional learning for all district staff.
- Introduce a social-emotional learning curriculum in middle schools through the Alabama Anti-Bullying and Safe Environment Initiative.

Alternative Programs

Alternative Placements					
	2019-20	2020-21	2021-22	2022-23	2023-24
Central High School	52	18	103	76	140
Central Freshman Academy	63	9	44	44	44
Lakewood Elementary School	*	*	*	*	*
Lakewood Primary School	*	*	*	*	*
Meadowlane Elementary School	*	*	*	*	*
Phenix City Elementary School	*	7	10	*	*
Phenix City Intermediate School	81	51	135	96	64
Ridgecrest Elementary School	*	*	*	*	*
Sherwood Elementary School	10	*	*	*	6
South Girard School	35	18	71	58	*
Westview Elementary	6	*	*	*	*
Totals	255	116	376	291	254

**The number here indicates five or less*

Expulsions					
	2019-20	2020-21	2021-22	2022-23	2023-24
Central High School	0	0	0	0	0
Central Freshman Academy	0	0	4	*	0
Lakewood Elementary School	0	0	0	0	0
Lakewood Primary School	0	0	0	0	0
Meadowlane Elementary School	0	0	0	0	0
Phenix City Elementary School	0	0	0	0	0
Phenix City Intermediate School	*	0	0	0	0
Ridgecrest Elementary School	*	0	0	0	0
Sherwood Elementary School	0	0	0	0	0
South Girard School	*	*	0	0	0
Westview Elementary	0	0	0	0	0
Total	4	*	4	*	0

**The number here indicates three or less*

Students are assigned to the alternative program by the local school principal or their designee. Students will be assigned for a minimum period of 20 days. Still, they may remain longer based on the determination of the principal of Success Academy based on attendance, behavior, and grades while assigned to Success Academy.

In this program, students receive direct instruction from highly qualified teachers and instruction enriched by technology. While enrolled in the program, students benefit from an array of support services, which encompass counseling, social services, and other services as outlined in the program's design.

The authority to decide on any alterations to the least restrictive environment (LRE) for a student receiving special education services rests with the Individualized Education Program (IEP) team. This team is empowered to make placement changes, which may include assigning a student to an

alternative program, and they are expected to do so within 30 days. Before transitioning a student to an alternative setting, the IEP team will meticulously assess the student's existing Individualized Education Program (IEP), their present behavior intervention plan, and how the disability manifests.

If the IEP team determines that an alternative placement is required and the student has completed their allocated time in that program, the team will reconvene before the student's return to their home school. The principal objective of this meeting is to assess and, as needed, revise the existing Individualized Education Program (IEP) and Behavior Intervention Plan (BIP) to guarantee that the student receives the most suitable support upon reintegrating into the conventional school environment.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● 2nd Chance Works Program ● Virtual Learning programs (Edgenuity) for students to get caught up. ● MTSS/RTI ● Early Warning ● Hiring of full-time counselor ● Defined graduation goals ● Parent involvement for mental health concerns ● Workshops for students <ul style="list-style-type: none"> ○ USO ○ Probate Judge ○ Former Inmates ● Collaboration with community resources for New Beginnings 	<ul style="list-style-type: none"> ● Inconsistent return to home school criteria ● Resources to meet students’ basic needs. ● Equipping faculty and staff with resources and skill sets to address behavioral needs. ● Lack of a dedicated social worker. ● Paraprofessionals with each classroom teacher. ● Lack of teacher involvement with education plans for students ● Lack of consistency with behavior from students and consequences ● Gang activity in day and night programs ● Crossroads Night Program lacked: <ul style="list-style-type: none"> ○ Staff ○ SRO ○ Consistency ○ Attendance

High Expectations and Next Steps

- Provide professional development in social-emotional learning for all staff.
- Counselor to conduct whole class and small group lessons on behavior and mental health areas with largest need (ie: peer conflict resolution, decision making skills, etc.)
- Ensure the home school meets with the student regularly to have continuity for when the student returns to home school.

CHILD NUTRITION PROGRAM

Meal Service	2019-20 APR	2020-21 APR	2021-22 APR	2022-23 APR	2023-2024 APR
Breakfast	46.00%	44.70%	67.67%	56.22%	40.47%
Lunch	62.00 %	43.48%	71.89%	54.89%	62.21%

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● CEP allows schools to provide free meals to all students, which can improve nutrition and academic outcomes for vulnerable children. ● CEP reduces paperwork for schools and families by eliminating the need to collect and certify applications. ● CEP can reduce stigma around food insecurity and hunger. 	<ul style="list-style-type: none"> ● Breakfast in the classroom ● Parents not being aware that ALL meals are free ● Incorrect DC list from the state

High Expectations & Next Steps

On February 1, 2023 Phenix City Schools began to operate under the Community Eligibility Provision Program. The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. The Child Nutrition Department will work alongside the building administrators to promote the school nutrition program and its positive impact on child nutrition and academic achievement.

HEALTH SERVICES

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
6,248	5,325	5,125	10,074	12,159	10,303*

Each year, health services have witnessed a rising trend in the frequency of student visits to the school nurse for office visits, whether linked to acute or chronic conditions or stemming from other reasons such as personal, social, emotional, or mental concerns. In the 2023-24 school year, the number of visits for students enrolled through the last day of school was 10,303. While this looks like a decrease in health visits, further investigation shows the number dramatically increased to 12,751 when withdrawn students were included.. Simultaneously, there has been a notable increase in the necessity for invasive procedures on students and the administration of medications during regular school hours and extracurricular activities beyond the standard school schedule. Furthermore, a growing number of students require one-on-one nursing care, highlighting the evolving healthcare needs within our school community.

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Hiring a head nurse who is housed at Central High School, giving them two nurses, while also having the flexibility to swing the head nurse to a different school if a vacancy arises. ● All nurses offices have been updated to include appropriate flooring, painting, lights, seating, and storage. ● Having a nurse in every school has established the nurse as the first point of contact for students and faculty, facilitating quick and easy access to healthcare support. ● The availability of nurses has led to enhancements in documentation and data collection methods, faculty training, and other educational initiatives to ensure compliance with healthcare standards and health-related regulations. ● Improved access to nurses has created a more effective channel for communication with parents and healthcare providers, enabling the acquisition of essential health information, medications, and an overall enhancement of healthcare for students. ● School nurses have played a crucial role in collaborative planning processes, early identification of potential or actual health-related obstacles for children, and eliminating barriers that hinder student learning. 	<ul style="list-style-type: none"> ● Due to the size and growth of our district, as well as the complex medical/health conditions of our students, some schools need two nurses to appropriately cover. ● Health care access for some students. ● Increased mental health needs. ● A variety of factors affect a child's attendance and overall health status. ● Increased number of students with special needs. ● Parental barriers and compliance issues related to following through with the health needs of students. ● The high volume of medical procedures and medications that coincide limits the time the nurse must complete a full assessment, required documentation, and plan beyond the moment of care. ● The substitute nurse pool is limited. ● The need for nurse applicants for LPN school-based and bus nurse positions.

Condition	2022-23
Glucose monitoring (assisted)	18
Glucose monitoring (self)	4
G-tube care with feeding/water	2
Inhalation therapy (assisted)	62
Inhalation therapy (self)	32
Injectable insulin (assisted)	15
Injectable insulin (self)	3
Orthopedic equipment	4
Ostomy care	0
Other medications	93
Psychiatric medications	59
Topical medications	1
Trach care	0
Urinary catheterization	0
Vagal Nerve Stimulator	1
Ventilator care	0
Ventricular shunt	2
Total	296

Invasive procedures within the school setting require nurses to exercise independent judgment and intervention. Nurses are authorized to perform specific tasks in accordance with the Safe at School Act. Under this act, specific responsibilities related to diabetes care may be delegated to unlicensed individuals, following comprehensive training and competency assessments. Nevertheless, the nurse retains liability for the delegation of these tasks. Similarly, a curriculum has been introduced to enable nurses to delegate the administration of certain seizure medications to students when they are stable, provided they have undergone specific training and competency evaluation.

Invasive procedures encompass a wide range of medical tasks, including but not limited to the following: management of Insulin, Glucagon, and Baqsimi for Diabetes; administration of Diastat (a rectal form of Valium for Seizures), Vagal Nerve Stimulator, Valtaco (a Nasal Spray form of Valium for

Seizures), and Klonopin for seizures; Clean Intermittent Catheterization; management of Intravenous Medication Ports and other Intravenous medication administration; Tracheostomy care; Ventilator support; Oxygen administration and Tracheal Suctioning; Intramuscular Injections; Dialysis support; and Gastrostomy Tube Feedings and Care.

Students subjected to the aforementioned intrusive procedures may require daily or multiple interventions. In certain situations, they may even need immediate attention in emergency cases. For instance, students with diabetes, individuals receiving tube feedings, or those undergoing catheterization might need to visit the nurse's office multiple times a day. Furthermore, students with tracheostomies or those reliant on ventilators may necessitate one-on-one nursing care.

It's crucial to acknowledge that students undergoing invasive procedures require elevated medical planning and care while within the school setting. Guaranteeing their utmost safety and establishing an environment conducive to their learning potential is paramount and should be considered a top priority.

High Expectations and Next Steps

- Health Services, in collaboration with the PCS Executive Council, will continue to assess the daily volume of students visiting the nurse's office. This assessment will also gauge the consequences of these visits on the amount of missed instructional time and classroom involvement caused by health-related procedures, medical requirements, illnesses, and other associated factors.
- Our health services department's goal is to improve health services and allocate additional resources to carry out initiatives that place the comprehensive well-being of the "whole child" at the forefront. This includes enhancing overall medical adherence among students and their families, increasing patient and family education, delivering faculty training, and ensuring compliance with legal requirements.
- To accomplish these objectives, we will forge collaborations with community resources and pediatric physician/school nurse groups. These partnerships will play a pivotal role in bridging any disparities in student-related health services, thereby bolstering the support system for our students.
- There is a need for a possible in-house health care facility.
- PCS Health Services, in conjunction with Social Services, is working on a mental health initiative for parents.

SOCIAL SERVICES

Number of Services Provided								
	2019	2020	2021	2022-	2022-23	EoY	BoY	2023-202
	-20	-21	-22	23 BoY	MoY	2023	2023	4
Social Work Referrals	*	*	*	*	*	106	*	110
Suicide/Self Harm/Homicidal Ideation Protocols	*	*	100	41	56	151	26	177
Teen Moms in District in New Beginnings (All Grades)	11	5	7	*	*	8	6	14
Teen Mom Graduates (Seniors)	5	0	3	*	*	2	*	8

**Notates no data for the section or year.*

School social workers are mental health professionals who provide services related to a student’s social, emotional, and life adjustment in school. They address and reduce barriers to academic success. They are a vital link between home, school, and the community. The number of social workers in the district increased from one in 2018 -20 to three in 2020-21 to five in 2021-22. PCS currently has 4 school social service workers who serve the district’s 11 schools and the alternative school.

Suicide, self-harm, and homicidal ideation protocols for 2022-23 were up by 51 compared to 2021-22. A survey administered to students in grades 3-12 in 2022-23 showed that 19.6% of students did not feel they had a teacher or other adult from school that they could count on. Students who completed the survey felt their top needs were feeling mad or angry, frustrated, and worried. In 2023-2024, there was an increase in Suicidal ideation, self-harming behaviors, and homicidal ideation protocols. However, PCS takes every threat seriously and scholars have been informed of the seriousness of reporting.

To eliminate barriers to cost and transportation for mental health access, PCS has formed a collaboration with Integrea Health. School counselors and social service workers can make referrals

for scholars with significant behavior and mental health issues. As a result of the collaboration, mental health therapists meet scholars in a private setting to address the scholar's needs with the parents' permission. SEL staff have made 20 referrals from August to October, 2024.

The number of teen parents housed at New Beginnings decreased from 12 in 2018-19 to eight in 2022-23. New Beginnings is an entirely voluntary program that helps students acquire the knowledge and skills needed for a successful future by providing a robust academic program and services to address the social and emotional issues of students who are expectant parents. Fourteen young ladies in grades 10-12 came through the program in 2023-2024. Of the 14, 8 graduated high school. From 2009-2024, 222 young ladies have come through the New Beginnings Program.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● Teachers, parents, and students are more aware of services provided by social workers. ● Social workers were hired with ESSER money. ● Social workers were trained in Youth Mental Health First Aid. ● Some families can access shelters without money for hotels/motels. ● Collaborations with community resources provide food assistance to families. ● A clothing bank helps to provide immediate needs due to house fires, homelessness, etc. ● More schools are using SEL (Social, Emotional Learning) strategies taught by SEL staff and through a software program available due to a grant. ● Advisory programs can increase the number of trusted adults in schools that students can count on. ● New Beginnings helps teen parents stay in school and graduate instead of dropping out. ● The New Beginnings Coordinator assists students with applying for child care. ● New Beginnings provides flexibility for students to assist with a successful academic school year. 	<ul style="list-style-type: none"> ● Four social workers serve multiple schools. ● New social workers were hired with ESSER money and needed secure funding to maintain. ● Mental health needs and behavior issues are growing. ● Students appear to have poor coping skills and are experiencing more anxiety and stress post-COVID, which impacts their social-emotional well-being. ● Some families live in hotels/motels, which sometimes makes it challenging to locate a family due to frequent moves. ● Frequent moves between Phenix City, Alabama, and Columbus, Georgia ● Inadequate affordable housing in Phenix City. ● Backpack Buddies does not provide meals to students beyond elementary school. ● Some students need other items like personal hygiene items. ● Transportation in Phenix City continues to be a barrier for families to access some of the community resources. ● The software program is funded through a grant, which may be available for only a few years. ● Receiving assignments while out after delivery. ● Not all students are eligible for free child care as it is based on parents’ income. ● Access to affordable Wi-Fi in some areas affects teen moms at home after delivery, needing to complete work online.

High Expectations and Next Steps

- Seek funding sources to maintain new social workers hired with ESSER money and provide for three additional social workers to meet the needs of more families.
- Continue to engage with parents so they understand the importance of their involvement in their child's education.
- Advocate for more affordable housing to reduce the stress of families who are doubled up.
- Encourage schools to use SEL programs/strategies for students on Attendance or Behavior Plans.
- Teach coping skills to students and train teachers on trauma and its impact on learning. As well as continuing to teach SEL strategies.
- Social service workers continue to engage and support parenting students until they graduate and encourage postsecondary goals.
- Continue to support New Beginnings and make parents, teachers, and students aware of available services.
- Advocate for student transportation to Success Academy.

DIGITAL EQUITY

Internet in Residence	2022-23 <i>6947 Surveys</i>	2023-24 (BOY) <i>6221 Surveys*</i>	2024-25 (BOY) <i>6221 Surveys*</i>
Yes - internet in residence	6329	5660	6082
No - not available	171	152	107
No - not affordable	267	259	178
No - other	156	143	134

Internet Access	2022-23 <i>6947 Surveys</i>	2023-24 (BOY) <i>6221 Surveys*</i>	2024-25 (BOY) <i>6221 Surveys*</i>
Cellular Network	470	515	582
Dial-Up	12	6	5
None	420	401	309
Residential broadband	5331	4641	4910
Satellite	178	127	127
School provided hotspot	31	35	14
Other	465	442	554

Internet Performance	2022-23 <i>6947 Surveys</i>	2023-24 (BOY) <i>6221 Surveys*</i>	2024-25 (BOY) <i>6221 Surveys*</i>
No internet	509	469	403
Not consistent	947	750	619
No issues	5424	4922	5479

Device Access	2022-23 <i>6947 Surveys</i>	2023-24 (BOY) <i>6221 Surveys*</i>	2024-25 (BOY) <i>6221 Surveys*</i>
Personal - dedicated	1776	1762	1955
Personal - shared	1998	1168	2291
School provided - dedicated	1890	1414	1259
School provided - shared	164	142	202
None	747	939	786

Device Type	2022-23 6947 Surveys	2023-24 (BOY) 6221 Surveys*	2024-25 (BOY) 6221 Surveys*
Chromebook	3778	2224	2022
Laptop/Desktop	1780	1770	2056
Smartphone	486	596	742
Tablet	423	470	655
None	140	908	738
Other	242	240	280

**With BOY information, it should be noted that it is not the full calendar year. It is possible that students still needed to be issued their student Chromebooks when parents took surveys.*

The Alabama State Department of Education has highlighted the digital divide, particularly during the global pandemic, which exposed significant digital inequities faced by schools, students, and families. To address this, Alabama is working to close the digital divide by collaborating across educational settings and state agencies to identify gaps and develop solutions. Starting in the 2022-2023 school year, schools began collecting digital equity data from students through the annual technology inventory. In 2023-2024, the same data was also gathered for staff. Although participation is voluntary, the goal is to gather enough information to explore ways to improve connectivity across Alabama and increase access to devices and affordable internet. Notably, many families in the surveys reported not having access to a school-issued device. As a 1:1 Chromebook district, administrators and school officials are encouraged to follow up with these families to ensure they receive the necessary support and resources.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none">● There is a substantial number of students with internet in residence, indicating progress in digital accessibility.● The “Internet in Residence” scores increased from 91% (2023-2024) to 97.8% (2024-2025).● The variety of internet access points and devices suggests flexibility and adaptation to different needs.● The availability of dedicated devices supports remote learning for each student.	<ul style="list-style-type: none">● We are missing approximately 800 students’ surveys. The possibility of no internet for those students is unknown.● Despite being a 1:1 district, some students reported having a shared device, possibly indicating having to share their school device with non-school aged persons in their home.● 786 students/families indicate no device access. Investigation into who these students are is necessary.

SOCIAL EMOTIONAL LEARNING (SEL)

Student Well-Being Survey Data: Positive Feelings

	Area	Spring 2023
Phenix City Schools: SEL Student Well-Being Survey Grades 3-12	Felt Happy	48.3%
	Felt Loved	67.7%
	Felt Safe	75.4%
	Felt Hopeful	49%

Student Well-Being Survey Data: Challenging Feelings

	Area	Spring 2023
Phenix City Schools: SEL Student Well-Being Survey Grades 3-12	Felt Mad or Angry	29.6%
	Felt Lonely	20.1%
	Felt Sad	17.7%
	Felt Worried	18.9%
	Felt Frustrated	31.9%

Student Well-Being Survey Data: Relationships

	Area	Spring 2023
Phenix City Schools: SEL Student Competency and Well-Being Grades 6-12	Felt they had a teacher (adult from school) they can count on	80.4%
	Felt they had a family member (or other adult outside of school) they can count on	91.8%
	Felt they had a friend they can count on	85.6%
	Felt they had a teacher (or other adult from school) they can completely be themselves around	70.6%
	Felt they had a family member (or other adult outside of school) they could completely be themselves around	88.8%
	Felt they had a friend from school whom they can completely be themselves around	88.9%

School Counselors					
Phenix City Schools: SEL Statistics-Log Entries	Area	2021- 22	2022- 23	BoY 2023-24	2023-2024
	Bullying	75	152	15	49
	College/Career	146	59	33	74
	Conflict Resolution	316	276	76	389
	Counselor/Guardian	441	380	135	363
	Large Group Guidance	672	516	151	1968
	Individual-Academic	774	1150	495	1341
	Individual-Personal	1319	1276	542	1618
	Outside Referral	7	178	6	56
	Personal/Social Dev.	1110	137	11	43
	Small Group	*	*	*	209
	Teacher/Guardian	2444	24	26	59
	Other	497	437	121	227
	Total Log Entries	7792	4585	1605	6396

Mental Health Crisis Reports						
Phenix City Schools: SEL Statistics	Area	2021- 22	2022- 23	Change +/-	BoY 2023-2024	2023-2024
	K-5	47	84	+37	24	74
	6-12	54	67	+13	54	103
	Total Reported Crises	101	151	+50	78	177

School Social Service Workers						
Phenix City Schools: SEL Statistics Log Entries	Area	2021- 22	2022- 23	Change +/-	BoY 2023-24	2023-2024
	K-5	2432	3051	+619	172	7961
	6-8	676	516	-160	128	60
	9-12	377	902	+525	105	169
	Total Log Entries	3485	4469	+984	408	8190

Employee Mental Well-Being Survey Data:		
Phenix City Schools: SEL Employee Well-Being Survey	Area	Fall 2021
	Overall well-being	63.1%
	Work-Life Balance	48.1%
	Stress levels at work	60.3%
	Does PCS aid in stress management	15.5%
	Access to mental health resources	50.1%
	Can you talk with someone about MH resources at work?	43.2%
	Interpersonal Relationships with coworkers	87.2%
	Weekly hours outside the workplace	100% reported working outside of work hours

PCS believes in instructing the whole child, and social-emotional learning strategies and practices play a vital role. SEL can support and improve academics, behavior, and attendance. In a 2022-23 Student Well-Being Survey, most students reported feeling loved and feeling safe; however, feelings of hope and happiness reports were much lower. Students scored higher on feeling mad, angry, and frustrated about challenging emotions. On supportive relationships, high scores indicate students think they have someone in and out of school they can count on. An area of growth is ultimately being themselves around teachers or other adults in school.

SEL statistics on school counselors and school social workers demonstrate the importance of SEL programs and the increased need for students to have face-to-face interactions and direct services with students. There was an increase in interactions with students for both school counselors and school social workers. This may demonstrate the need for additional school counselors and/or school social workers. PCIS had more suicidal/self-harm protocols than any other school, which may indicate a need for additional SEL personnel, in the form of an additional counselor, on its campus.

Employee mental well-being survey revealed signs of strength for employees in interpersonal relationships with colleagues. Areas of growth include managing stress, as 60.3% of employees reported feeling stressed at work, with only 15.5% reporting that PCS aids in stress management.

Additionally, all employees reported working outside defined work hours to complete projects.

Relationships are the foundation of SEL practices, and we aim to have every child feel like they have a trusted adult at school that they can count on. SEL practices and strategies beyond those implemented by school counselors and social workers can reinforce SEL growth among students and faculty. Adult SEL programs are currently nonexistent and may impact student-teacher relationships, increase faculty and staff well-being, and decrease faculty and staff stress levels. We are currently exploring SEL programs for staff and parents.

What’s contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● District-wide acceptance of the importance of SEL strategies and practices. ● Ongoing, consistent professional development for SEL Staff members. ● Parent involvement efforts to strengthen home-school social-emotional learning. ● Development of partnerships with community agencies to enhance wrap-around services that assist students and families with social and emotional challenges. 	<ul style="list-style-type: none"> ● Implementation of SEL tools and strategies throughout each school. ● Complex trauma experienced by students at home and in their communities. ● Need for an Adult SEL program ● Teacher burnout and stress. ● Parent involvement and lack of reinforcing SEL strategies at home. ● Misunderstanding of SEL by parents and community members. ● Need for additional SEL staff at PCIS.

High Expectations and Next Steps

- Have each school create an SEL Team, including administrators (principal, assistant principal(s), school counselor(s), school social worker, and other SEL leaders (could be any teacher or staff member).
- HAVE SEL teams distribute SEL surveys and create plans based on results for their individual schools and develop action steps to improve SEL practices.
- Provide SEL PD sessions and an opportunity for staff to complete mental health modules.
- Assistant Principals become SEL leads at individual schools. School counselors and social workers receive ongoing specialized training to provide continuous support as a part of the

SEL Team.

- Continued collaboration with Pastoral Institute and Integrea Health to provide services for staff, students, and families.
- Focus on student SEL and adult SEL for PCS faculty and staff. This is addressed in each school's SEL plan. Additional PD, training, activities, and ongoing support are provided in collaboration with the Human Resources Department to ensure faculty and staff are healthy socially and emotionally.
- Parent Involvement opportunities focused on SEL at home and in the community (i.e., workshops led by district SEL leaders, school social workers, and school counselors focused on SEL at home; collaboration with community partner agencies to provide in-home services focused on pro-social behavior, parent surveys).

HUMAN RESOURCES/ OPERATIONS

PERSONNEL DATA					
Resignations SY 2023-24	Resignations SY 2024-25	Retirements SY 2023-24	Retirements SY 2024-25	Filled Positions	Remaining Positions
67	19	18	1	142	8.5

CURRENT EMPLOYEE DATA SY 2024-25					
Full Time Employees	Full time Certified Employees	Full Time Classified Employees	Part-Time Certified Employees	Part-Time Classified Employees	Substitutes
861	572	289	16	30	120

Schools	2021-22	2022-23	2023-24
Central Freshman Academy	92%	92%	69%
Central High School	91%	92%	65%
Lakewood Elementary School	92%	95%	92%
Lakewood Primary School	91%	93%	92%
Meadowlane Elementary School	90%	95%	78%
Phenix City Elementary School	91%	88%	59%
Phenix City Intermediate School	91%	94%	61%
Ridgecrest Elementary School	92%	92%	88%
Sherwood Elementary School	90%	95%	79%
South Girard School	90%	90%	59%
Westview Elementary School	83%	89%	78%
Phenix City Schools	91%	92%	75%

This chart represents all leave a teacher can take to include sick leave, personal leave, professional development and detached duty.

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none">• Very dedicated teachers and staff.	<ul style="list-style-type: none">• Stress of the job.• New strains of CoVid coupled with the flu season.• Short Staffed due to inability to fill all teaching positions.• Absence of Head Administrators at several schools

High Expectations and Next Steps

- School based incentives to promote teacher attendance.
- Promote SEL for staff through the Pastoral Institute.
- Enhance Mentoring Program.
- Increase the number of active substitutes.
- Build stronger relationships with faculty and staff members.
- Actively recruit and retain faculty and staff member

SUBSTITUTE FILL RATE

Schools	2021-22	2022-23	2023-24
Central Freshman Academy	99%	66%	61%
Central High	77%	73%	68%
Lakewood Primary	95%	96%	89%
Lakewood Elementary	81%	84%	90%
Meadowlane Elementary	58%	80%	75%
Phenix City Elementary	64%	59%	52%
Phenix City Intermediate	48%	50%	62%
Ridgecrest Elementary	87%	84%	88%
Sherwood Elementary	70%	81%	77%
South Girard	62%	79%	64%
Westview Elementary	73%	64%	84%
PC Early Learning Center	79%	82%	85%
PC Success Academy	94%	0%	64%
Creekside Early Learning Center	100%	100%	99%
Phenix City Schools	76%	62%	76%

This chart above represents certified employees' fill-rates of substitutes at each location.

2021-22 Number of Substitutes Utilized			
Month	Substitutes Needed	Substitutes Filled	Fill rate
August	558	455	82%
September	974	743	76%
October	1079	799	74%
November	929	707	76%
December	824	624	76%
January	1204	719	60%
February	1036	780	75%
March	900	784	87%
April	1339	1082	81%
May	1161	912	79%
Totals	10004	7605	76%

2022-23 Number of Substitutes Utilized			
Month	Substitutes Needed	Substitutes Filled	Fill rate
August	804	686	85%
September	1137	901	79%
October	1244	964	77%
November	852	682	80%
December	732	559	76%
January	1180	905	77%
February	1356	987	73%
March	103	764	75%
April	1042	833	80%
May	1181	858	73%
Totals	9631	8139	77%

2023-24 Number of Substitutes Utilized

Month	Substitutes Needed	Substitutes Filled	Fill rate
August	699	538	77%
September	814	633	78%
October	945	670	71%
November	779	586	75%
December	579	409	71%
January	761	560	73%
February	1181	806	68%
March	857	625	73%
April	1097	836	76%
May	926	655	71%
Totals	8672	6339	73%

What's contributed to these data trends?

Positive Impacts	Barriers
<ul style="list-style-type: none"> ● The need for substitutes have decreased over the last two years. ● Use of permanent substitutes has decreased. ● Onboarding process hand over hand - one on one assistance, testimonials by onboarding substitutes. 	<ul style="list-style-type: none"> ● Instruction has become more specific with required professional learning that substitutes do not have. ● The behavior of the scholars. ● The management of some of the school campuses. ● It is hard to compete with surrounding school districts who pay substitutes weekly and/or biweekly. PCS substitutes are paid monthly.

High Expectations and Next Steps

- Continue to add more subs to the pool.
- HR has ongoing conversations about how to enhance the sub-pool.
- Monthly orientations for new substitute teachers.

PRINCIPAL EXPERIENCE

Principal Name	Number of Years Assistant Principal	Number of Years Principal*	Internal/External Hire
Averett, Sylvia	2	8	External
Ciancio, Bryce	2	First Year Coordinator	Internal
Ciancio, Kristin	0	First Year Coordinator	Internal
Golden, Jake	8	6	Internal
Lawson, Teresa	6	12	External
Lee, Yentl	2	1	Internal
McDonald, Aretha	2	9	Internal
McDonald, Kerry	11	10	Internal
Taylor, Shawn	5	3	Internal
Thompson, Montray	3	6	External
Thornton, Courtney	2	First Year Principal	Internal
Threats, Lakesha	1	3	Internal
Wiggins, Kimberly	3	First Year Principal	Internal

* The Number of Years Principal includes the current school year.

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PHENIX CITY SCHOOLS

Schools of Inquiry, Innovation, and Impact