

Systems that Stick

Engineering Sustainable School Improvement

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Context

Douglas MacArthur Junior High School

Grade Level
7th - 9th

Enrollment
718 Students

Support Services

17% IEP-Entitled

11% 504-Supported

Student Demographics

48% Black / African American

29% White

18% Hispanic / Latino

5% Two or More Races

Setting the Stage

Based on 2025 ATLAS data:

Math

76%

Not Proficient

48% Level One

Science

68%

Not Proficient

30% Level One

English

73%

Not Proficient

33% Level One

2024-2025 Barriers:

- No system in place for tracking or monitoring student data
- No protocols for discussing student data
- No awareness for school accountability or school improvement goals

Developing the Blueprint

We worked with our leadership team to determine our areas of focus:

01

Track & Monitor Student Data

- ✓ ATLAS
- ✓ Classroom Assessments
- ✓ Intervention Data

02

Discuss & Respond to Data

Develop protocols and structures to effectively discuss and respond to student data points.

03

Accountability Literacy

Build teacher understanding of the school accountability system and overall improvement.

Developing the Blueprint

From our areas of focus, we starting asking questions:

DATA LEVERAGE

How do we leverage ATLAS data?
(Summative & Interim)

CURRICULUM ALIGNMENT

How do we utilize ATLAS blueprints in
conjunction with our curriculum?

CRITICAL METRICS

What is the most important data to track
within our curriculum?

SYSTEM DESIGN

How can we create a system that is
communicative and helpful?

How do we connect the system to school improvement goals?

Data Leverage

How do we leverage ATLAS data? (Summative & Interim)

TARGETED SUPPORT

Identified and monitored key student groups, including our bottom 25% and students on the cusp of the next proficiency level, ensuring teachers knew exactly who needed targeted support.

STORY BEHIND THE SCORE

Made ATLAS data part of the conversation from day one—but never the entire conversation. We focused on understanding the story behind the score.

STRATEGIC SCHEDULING

Used ATLAS results to inform student scheduling and guide master schedule development.

REAL-TIME ADJUSTMENTS

Leveraged interim assessment data to monitor progress, evaluate initiatives, and adjust instruction in real time.

Curriculum Alignment & Critical Metrics

How do we utilize **ATLAS** blueprints in conjunction with our curriculum?

What is the most important data to track within our curriculum?

STRATEGIC ALIGNMENT

Use ATLAS blueprints as a guide—not a script—to ensure alignment between standards, curriculum, and assessment.

PACING & EXPERIENCE

Examine curriculum and pacing to verify that students are receiving the experiences necessary for success.

BACKWARD DESIGN

Apply backward design by starting with unit outcomes and summative assessments, then planning instruction accordingly.

FORMATIVE MONITORING

Identify and monitor critical formative data points that indicate progress toward mastery.

DATA-DRIVEN SUPPORT

Use data to drive intervention and enrichment, ensuring every student receives the support or challenge they need.



Math Grade 7

Interim and Summative Blueprint

[Arkansas Math Standards](#)

# - Operational Items		Estimated Average Test Time			
Total - 35		60 to 70 minutes			
Reporting Category	Components	Standards	Minimum # of Items	Maximum # of Items	Approximate % of Test
Number Concepts & Computations	Rational Numbers Rational Number Operations	7.NCC.1	10	12	32%
		7.NCC.2			
		7.NCC.3			
		7.NCC.4			
		7.NCC.5			
		7.NCC.6			
		7.NCC.7			
		7.NCC.8			
		7.NCC.9			
Proportional Relationships Algebra	Ratio & Rates Constant of Proportionality Expressions Equations & Inequalities Relationships b/t Quantities	7.PR.1	12	14	36%
		7.PR.2			
		7.PR.3			
		7.PR.4			
		7.PR.5			
		7.PR.6			
		7.PR.7			
		7.ALG.1			
		7.ALG.2			
Geometry & Measurement Statistics & Probability	Area, Volume & Surface Area Cross Sections Triangles & Angles Scale Numerical Data Sampling & Population Probability	7.GM.1	10	12	32%
		7.GM.2			
		7.GM.3			
		7.GM.4			
		7.GM.5			
		7.GM.6			
		7.SP.1			
		7.SP.2			
		7.SP.3			
		7.SP.4			
7.SP.5					
7.SP.6					
7.SP.7					
7.SP.8					
7.SP.9					
7.SP.10					
Depth of Knowledge			Min	Max	%

Math Blueprint

Science Blueprint

Science Grade 7

Interim and Summative Blueprint

[Science Standard](#)
[Fundamental Science Content](#)

# - Operational Items		Estimated Average Test Time		
6 Clusters 10 Stand Alones		75 minutes		
Reporting Category	Disciplinary Core Idea (DCI)	Standards (Performance Expectation)	Number of Items	Approximate % of Test
Physical Science	PS1 Matter and Its Interactions	7-PS1-1 7-PS1-2 7-PS1-3 7-PS1-4 7-PS1-5 7-PS1-6*	5 2 Clusters 3 Stand Alone	31%
Life Science	LS1 From Molecules to Organisms: Structures and Processes	7-LS1-6 7-LS1-7	6 2 Clusters 4 Stand Alone	38%
	LS2 Ecosystems: Interactions, Energy, and Dynamics	7-LS2-1 7-LS2-2 7-LS2-3 7-LS2-4 7-LS2-5*		
Earth and Space Science	ESS2 Earth's Systems	7-ESS2-1 7-ESS2-2 7-ESS2-3	5 2 Clusters 3 Stand Alone	31%
	ESS3 Earth and Human Activity	7-ESS3-1 7-ESS3-2		
Engineering, Technology, & Application of Science (ETS)**		*PEs have an engineering component. **ETS will not be a reporting category.		
Depth of Knowledge (DOK)				
Items are written as three-dimensional clusters or stand-alone items and range from DOK 1-3.				



ELA Grade 7

Interim and Summative Blueprint

[Arkansas ELA Standards](#)

# - Operational Items		Estimated Average Test Time			
Reading & Language 40 - 42 Items		Writing 1 Text Based Item	Reading & Language 45 to 50 minutes	Writing 50 to 60 minutes	
Reporting Category Stand and/or Component	Standards	Minimum # of Items	Maximum # of Items	Approximate % of Test	
Reading Fundamentals & Vocabulary	7.RC.1.RF 7.RC.2.RF 7.RC.3.RF 7.V.1	7.V.2 7.V.3 7.V.4 7.V.5 7.V.6	11	11	27%
Reading Literary Text	7.RC.5.RL 7.RC.6.RL 7.RC.7.RL 7.RC.8.RL 7.RC.9.RL 7.RC.10.RL		11	11	27%
Reading Informational Text	7.RC.11.RI 7.RC.12.RI 7.RC.13.RI 7.RC.14.RI 7.RC.15.RI 7.RC.16.RI 7.RC.17.RI		11	11	27%
Writing & Language	7.W.1.S 7.W.2.S 7.W.3.S	1	1	19%	
	Language - Editing Tasks: Structures and Conventions	6	8		
Depth of Knowledge		Min	Max	%	

ELA Blueprint



System Design

How can we create a system that is communicative and helpful?

MAC DATA TRACKER

Developed to streamline data analysis and support informed instructional decision-making.

Automated routine administrative tasks, allowing focus on student needs.

Created a centralized hub for data, resources, and decision-making tools.

Empowered teachers to use data for understanding—not just compliance.

Aligned directly to school improvement goals and accountability measures.

Enabled goal setting, student prioritization, and progress monitoring throughout the year.

Increased teacher ownership of outcomes and strengthened collective responsibility.

[RETURN HOME](#)



Factors Tracked
IEP • ELL • 504 • SBBH

Results from the 2025 ATLAS show this cohort of students are 47% ready (Levels 3 and 4), 45% close (Level 2), and 7% in need of support (Level 1).

We will increase our students who are Level 3 and 4 in literacy to 52% by moving 5 students from Levels 1 or 2.

We will decrease our students who are Level 1 in literacy to 0% by moving 6 students from Level 1 to a higher level.

Strategic Goals
Teacher-created school improvement goals

MacArthur
7th Grade ELA - Honors

Student Name	Educational Factors	Teacher	23-24 ATLAS 5th	24-25 ATLAS 6th	25-26 Growth Goal	Interim 2 MOY	Summative EOY
  [Redacted]	ELL	Crain	1037	1040	1060	1062	
 [Redacted]	504	Crain	1058	1057	1063	1060	
[Redacted]		Crain	1060	1067	1075	1068	
 [Redacted]		Crain	1054	1057	1062	1054	
[Redacted]		Crain	1060	1067	1073	1062	
[Redacted]		Crain	1047	1050	1060	1047	
 [Redacted]		Crain	1052	1038	1060	1034	
[Redacted]		Crain	1061	1068	1073	1069	
[Redacted]		Crain	1056	1055	1065	1052	
[Redacted]		Crain	1066	1068	1073	1062	
[Redacted]		Crain	1076	1075	1080	1076	

Next Level
1-3 points away from
next proficiency level

Bottom 25%
Student falls in the
lowest quartile

Teacher's Focus
Handpicked by teacher for
targeted growth

Instructional Checkpoints

CFAs track student learning along the instructional pathway.

Automatic tabulation displays performance distribution and the change in the percentage of students proficient before and after intervention.

	Q	R	S	T	U	V	W	X
	Seventh Grade" & Stargirl Close Read Writing Prompt		"The Wise Old Woman" Close Read Writing Prompt			"The Monsters are Due on Maple Street" Close Read Writing		
3	# of 4s	8	12	# of 4s	11	17	# of 4s	6
4	# of 3s	73	43	# of 3s	72	16	# of 3s	4
5	# of 2s	24	43	# of 2s	21	38	# of 2s	4
0	#s of 1s	7	27	#s of 1s	10	47	#s of 1s	9
52%	% Proficient	72.32%	44.00%	% Proficient	72.81%	27.97%	% Proficient	49.5
Initial	Intervention Strategy	Retake	Initial	Intervention Strategy	Retake	Initial	Intervention Strategy	Retake
3		3	4		4	2	Small Group Reteach	
2	Small Group Reteach	3	2	Error Analysis & Corrective Feedback	2	2	Small Group Reteach	
3		3	2		2	2	Small Group Reteach	
2	Small Group Reteach	3	3		3	2	Small Group Reteach	
2	Small Group Reteach	3	4		4	2	Small Group Reteach	
3			3		3	1	Small Group Reteach	
2	Small Group Reteach	3	2	Alternative Content Delivery	3	2	Small Group Reteach	
1	N/A	1	2		2	1	Small Group Reteach	
3		3	2	Alternative Content Delivery	3	2	Small Group Reteach	

Linked Data Protocol

Directly linked within the tracker so teachers can easily prepare for upcoming data meetings.

Individual Tracking

Individual student performance is closely monitored with specific intervention data recorded where applicable.

Step 1: Examine Assessment Results

Standard(s): HS-LS1-1 HS-LS1-4 HS-LS1-6 HS-LS3-1 HS-LS3-2	Date of Assessment: 2/12-13/26
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List the number of students who scored in each proficiency level...

1	2	3	4
14	14	26	34

Questions

- Are there any patterns among the students who did not meet proficiency (e.g., similar errors, subgroups, misunderstandings)?
- What specific skills or concepts were most commonly missed, and what does this data confirm or challenge about our instruction?

Reflections

- They generally missed the difference between DNA replication and RNA translation and transcription. There were also errors in the understanding of mitosis and meiosis.
- It challenged me to see where I missed doing comparisons of topics to see the differences as well as the similarities.

Step 2: Plan for Targeted Intervention

Questions

- Which students need intervention, and what specific needs do they have?
- What skill(s) will we reteach or reinforce in our interventions?
- What instructional strategy(ies) or approach will we use (e.g., small group, peer tutoring, modeling, manipulatives)? When will we provide this, and who will provide it?

Reflections

- There are 28 students who need support. Specifically, [REDACTED]
- Intervention will include comparisons of mitosis and meiosis and their purposes. Intervention will also include more support in understanding the Central Dogma of Genetics.
- Small groups and extra individual instruction.

Linked Data Protocol

This is the data protocol linked in the data tracker. This is an example of a completed protocol.

Step 3: Reassess & Reflect

Standard(s): HS-LS1-1 HS-LS1-4 HS-LS1-6 HS-LS3-1 HS-LS3-2	Date of Reassessment: 2/23-24/25
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List the number of students who scored in each proficiency level...

1	2	3	4
0	2	35	51

Questions

- For students who still did not meet the standard(s), what additional support is needed?
- Are there changes we should make to initial instruction next time we teach this/these standard(s)?

Reflections

They will need more review.

Next time, I will be more explicit in my discussion of the differences and similarities of mitosis and meiosis

MacArthur Student Data Tracker: 2025-2026

STORM THE SCORES

[iTeam Referral](#)

[MAC iTeam Process Overview](#)

[24-25 School Report Card / Plan for 25-26 Report Card](#)

[ELA](#)

[Math](#)

[Science](#)

[English 7 - Grade Level](#)

[English 7 - Honors](#)

[Math 7 - Grade Level](#)

[English 7 - "Level One"](#)

[Math 7 - Honors](#)

[Science 7 - Grade Level](#)

[English 8 - Grade Level](#)

[Math 8 - Grade Level](#)

[Science 7 - Honors](#)

[English 8 - Honors](#)

[Math 8 - Honors](#)

[Science 8 - Grade Level](#)

[English 8 - "Level One"](#)

[Pre-AP Algebra 1](#)

[Science 8 - Honors](#)

[English 9 - Grade Level](#)

[Algebra 1](#)

[Physical Science - 8](#)

[English 9 - Honors](#)

[Algebra 2](#)

[Physical Science - 9](#)

[English 9 - "Level One"](#)

[Geometry](#)

[Pre-AP Biology](#)

7th Grade ATLAS

8th Grade ATLAS

9th Grade ATLAS

[Click to Access Data](#)

[Click to Access Data](#)

[Click to Access Data](#)

[Lowest 25% / MAC](#)

[Lowest 25% / MAC](#)

[Lowest 25% / MAC](#)

[School Improvement Goals](#)

[MacArthur Building-Wide ATLAS Data](#)

[Cohort ATLAS Data](#)

[Intervention Strategy Menu](#)

Home Page

The "Home Page" of the data tracker is a hub of linked resources for teachers to easily access.



The Impact of Our Work

Based on the 2026 ATLAS assessment results, our work is having a positive impact on student learning.

MATH

▲ 25%

Increase in proficiency

▼ 25%

Reduction in Level 1

SCIENCE

▲ 22%

Increase in proficiency

▼ 17%

Reduction in Level 1

ELA

▲ 7%

Increase in proficiency

▼ 18%

Reduction in Level 1

Connecting the Dots & Lessons Learned

When we began this journey, we recognized three critical needs:

01

Track & Monitor Student Data

- ✓ ATLAS
- ✓ Classroom Assessments
- ✓ Intervention Data

02

Discuss & Respond to Data

Develop protocols and structures to effectively discuss and respond to student data points.

03

Accountability Literacy

Build teacher understanding of the school accountability system and overall improvement.

As we focused on these priorities, we discovered some valuable lessons along the way...

Connecting the Dots & Lessons Learned

Keeping the work grounded in student data creates a safe foundation for honest, productive conversations with teachers.

Leveraging ATLAS data provides a clear roadmap for continuous school improvement.

Using student data helps us identify the support teachers need to improve student outcomes.

The true power of data lies not in the numbers themselves, but in the story they tell and the actions they inspire.

Connecting the Dots & Lessons Learned

The ATLAS Blueprints remove the guesswork, giving teachers a clear path from standards to instruction.

The ATLAS Blueprints empower teachers to maximize the impact of their HQIM through intentional planning and alignment.

Our Data Tracker has become the cornerstone of our system—transforming data collection into meaningful discussion, informed decision-making, and responsive action.

The greatest catalyst in our school improvement journey has been empowering teachers with the knowledge, tools, and agency to understand school improvement and systems of accountability.

Improvement accelerated when we stopped doing the work **for** teachers and started equipping them to lead the work themselves.

What's Next?

01 Grade-Level PLCs

Transitioning from department-wide PLCs to grade-level content teams to strengthen lesson internalization, collaborative planning, and data-driven decisions.

02 Instructional Leaders

Developing teachers as instructional leaders by embracing the TESS rubric as a year-round coaching and professional growth framework.

03 Data Tracker

Continuing to refine and streamline our Data Tracker to increase efficiency, simplify processes, and maximize time spent on instructional decision-making.

04 Timely Data

Leveraging timely data (interim assessments, VAM scores, classroom evidence) to provide embedded, responsive professional learning meeting evolving needs.

Links & Resources

Instructional Blueprints & Guides

- [APSRC Instructional Resources Guide](#)
- [ELA Blueprint](#)
- [Math Blueprint](#)
- [Science Blueprint](#)

Data & Tracking Tools

- [School Report Card Tracker Example](#)
- [Data Tracker Example](#)
- [Data Protocol Example](#)
- [Data Presentation Example](#)



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