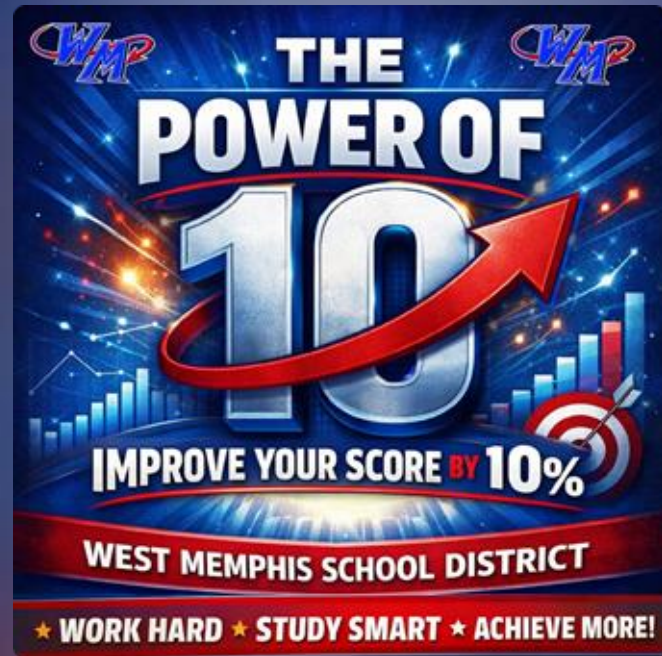




The "Power of 10"

How West Memphis Schools increased their achievement by **10% in both Math and ELA** on their state assessment in one year.

Background

10

Total Schools

6 Elementary, 2 Jr. High, 1 High School, 1 Virtual Academy

4,350+

Total Students

Served across all campuses in the district

277

Graduates (2026)

Earning **\$6 million** in scholarships

8

ACT Scores 30+

Students scored 30 or above on their ACT

75%

Workforce Ready

Of graduating seniors go straight into the workforce

85%

Graduation Rate

District-wide graduation rate

76%

Free & Reduced Lunch

Of students qualify for free and reduced lunch

12.6%

Special Needs

Of students receive special education services

Student Demographics

80% African-American

19% White

1% Hispanic

2024–2025 Summative Scores

These baseline scores established our **current reality** — the starting point from which the Power of 10 initiative was launched.



ATLAS Summative Mathematics

Grades Tested: KG, 1, 2, 3, 4, 5, 6, 7, 8, ALG, GEO, PK

Tests Taken: 3.2K

Date Last Taken: 05/16/2025



Percent	50%	33%	14%	3%
Count	1.6K	1.1K	449	102



ATLAS Summative ELA

Grades Tested: KG, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, PK

Tests Taken: 3.3K

Date Last Taken: 05/16/2025



Percent	39%	42%	15%	4%
Count	1.3K	1.4K	503	121



Step 1: Make Student Learning a Priority

Build an organizational structure for **support and accountability** — from the top down.

Superintendent

The ultimate responsibility for any Superintendent is to #1 make sure students and staff are safe and #2 ensure that every student has access to grade level instruction.

Chief Academic Officer K–5 and Chief Academic Officer 6–

12 They oversee and are the direct supervisor of the building Principals. They provide support, professional development, mentorship, and help implement accountability structures to hold all stakeholders into ensuring that our students receive grade level instruction.

Director of Curriculum and Instruction

This person provides the support such as HQIM, PD, training for Instructional Coaches, and overseeing the content specialists such as Literacy, Math, and Science that push into schools.

Principals & Assistant Principals

- Serve as Instructional Leaders
- Hold teachers accountable for outcomes
- Model high expectations daily

Teachers

- Teach grade-level standards consistently
- Use Clear Learning Targets daily
- Internalize lessons before delivery
- Follow the planning process with fidelity
- Use HQIMs with integrity
- Implement the EDI Instructional Model

A clear chain of instructional leadership ensures that every decision — from the boardroom to the classroom — centers on student learning.

District Instructional Priorities



1. Reduce Variability

Eliminate instructional gaps to guarantee that every student has access to high-rigor learning regardless of school or classroom placement.

- ▶ **Buildings:** Cross-campus standardization
- ▶ **Grade Levels:** Unified pacing expectations
- ▶ **Content Areas:** Aligned rigorous material



2. Implement "EDI"

Deploy Explicit Direct Instruction district-wide as our core instructional engine to foster active, teacher-led classroom mastery.

- ▶ **"I Do, We Do, You Do":** Scaffolded modeling
- ▶ **Checking for Understanding:** Live CFUs
- ▶ **Mastery:** High-impact student engagement



3. Build Accountability

Establish structural expectations that foster teamwork, objective reflection, and high-quality instructional delivery.

- ▶ **Use of Data:** Weekly diagnostics & feedback
- ▶ **Lesson Internalization:** Proactive prep
- ▶ **Collaborative Planning:** Structured PLCs



Step 2: Look at Your Current Reality

Examine the Data Honestly

Before setting goals, the district took a hard, unfiltered look at what the data actually showed — not what they hoped it showed.

- Analyzed summative assessment results by school and grade
- Identified gaps in proficiency across Math and Reading
- Looked at the State Formula for greatest impact
- Pinpointed the percentage of students performing at Level 1

Set Attainable, Measurable Goals

With a clear picture of reality, the district developed goals that were ambitious yet achievable:

Increase Student Achievement

Grow Math and Reading scores by **10%** across all schools. Individual Teachers had their own 10% personal Goal

Decrease Level 1

Reduce the number of Level 1 students by **10%** district-wide

COLLECTIVE TEACHER EFFICACY

1.57

The #1 Factor in Student Success An effect size of 1.57 means Collective Teacher Efficacy is nearly quadruple the standard growth benchmark (0.40) and far exceeds individual student home factors.

1

Shared Conviction over Isolation

Moving from individual efforts to cohesive team beliefs; that the collaborative faculty holds the power to help every student succeed.

2

Evidence-Based Growth

Systematically analyzing classroom student learning data to collaboratively adjust and improve instruction.

3

Collective High-Trust Actions

Establishing an open culture where shared feedback loops, goals, and supportive peer evaluations occur routinely.



KEY METRIC: TRIPLE THE EFFECT OF SOCIOECONOMIC STATUS

HATTIE RESEARCH SUMMARY



"When teachers believe together that they can make a difference, they do."

— COLLABORATIVE INSIGHT

Step 3: Brand It and Communicate It

A great strategy needs a great story. "**The Power of 10**" was born — a rallying identity that unified staff, students, and families around a single, clear mission.

[Power of 10 Intro Video](#)

[Power of 10! What that looks like at home](#)



Brand the Movement

Give the initiative a name and identity that everyone can rally behind. "The Power of 10" became the district's shared language for growth and accountability.



Communicate with Video

Launch videos were created to introduce the initiative to staff and the community, building excitement and shared ownership from day one.



Celebrate Along the Way

Milestones were recognized and celebrated throughout the year — keeping momentum high and reinforcing that progress, not just outcomes, matters.

"The Power of 10" — a simple, bold idea that gave an entire district a shared purpose and a reason to believe.

2025–2026 Atlas Summative Scores

The results speak for themselves. After one year of focused implementation, West Memphis Schools achieved their goal — a **10% increase in both Math and ELA** across the district.



ATLAS Summative ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 9, 10

Tests Taken: 2.6K

Date Last Taken: 05/22/2026



Percent	32%	46%	17%	5%
Count	819	1.2K	445	120



ATLAS Summative Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, ALG, GEO

Tests Taken: 2.4K

Date Last Taken: 05/22/2026



Percent	41%	35%	17%	6%
Count	1K	854	420	155



CELEBRATING OUR SUCCESS!

Our Shared Journey

We took every opportunity to celebrate our success even on a small scale all the way down to Individual Students



Reflection: What Would We Do Differently?

Growth requires honest reflection. Here are the key lessons learned from the first year of the Power of 10 initiative.

1

Focus on Processes, Not Compliance

Unnecessary compliance paperwork created greater workload without adding value. The focus should be on meaningful processes that directly support instruction — not compliance for its own sake.

2

Master One Component Before Moving On

The EDI Model was introduced with all components at once. In hindsight, a phased approach — implementing one element at a time — would have led to deeper, more sustainable adoption.

3

Get Staff Feedback Sooner

Academic feedback from staff wasn't gathered until November. Earlier feedback loops — starting in August or September — would have allowed for faster course corrections.

4

Establish Correct Data Sources Early

The right data sources for teacher and staff accountability weren't fully in place until February. Having these systems ready from day one is essential for timely, informed decision-making.