

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Ball Junior High School	District Name	Anaheim Union High School District
Street	1500 West Ball Rd.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92802-1626	Web Site	Auhsd.k12.ca.us
Phone Number	714-999-3663	Superintendent	Elizabeth Novack, Ph.D.
Principal	Jaron Fried, Ed.D.	E-mail Address	Novack_e@auhsd.us
E-mail Address	fried_ja@auhsd.us	CDS Code	30664316061683

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The Ball Jr. High School vision is to challenge all students to academic excellence in a positive, secure, and stimulating environment, knowing that education is the key to opportunity and social mobility. We realize that success is dependent on an unwavering commitment to high standards, expectations and performances on the part of staff and students alike. Collaboration and communication with families is essential to achieving our goals both present and future.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Ball's Parent Teacher Student Association (PTSA) is very active. We encourage parents to be directly involved at the school site to contact us regarding: joining PTSA, supervising lunch time, supervising school dances, chaperoning field trips, assisting with music concerts, assisting classroom teachers with special projects, helping with registration in the fall, helping with the 8th grade party and assisting with other activities as needed. In addition, parents serve on the following committees which meet regularly throughout the year: School Site Council, Title I, English Learners Advisory Council, and the Superintendent's Advisory Council. Through our school's community liaison and Title I, we provide training and support to parents interested in helping their student continue their education beyond high school. We also offer adult ESL courses for our parents to help them with learning English. At Ball Jr. High, we encourage all parents to be involved with their children's education. We thank you in advance for your support and promise to do all we can to help you and your student have a great educational experience.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	618
Grade 8	600
Total Enrollment	1,218

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.1	White	36.6
American Indian or Alaska Native	0.3	Two or More Races	0
Asian	8.3	Socioeconomically Disadvantaged	80.9
Filipino	1.6	English Learners	65.8
Hispanic or Latino	50.4	Students with Disabilities	10.2
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.7	22	42	8	29.5	8	10	21	30.2	14	12	25
Mathematics	35	0	9	18	29.8	3	29	8	36.7	6	5	40
Science	35.1	0	6	30	32.7	2	11	23	38.3	1	1	28
Social Science	32.9	1	14	23	32.9	4	4	29	37.3	2	0	30

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. Input is gathered from staff and community resource groups and the School Site Council in order to determine any needed changes. The Ball Junior High School Safety Plan is implemented by the school staff members. No less than 4 safety/evacuation drills are conducted throughout the school year. Students, Teachers, and other faculty members are required to participate in these drills. The School safety Plan was last updated in March 2011.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	32.41	18.76	0.25	17.11	12.3	10.43
Expulsions	2.91	2.59	9.85	1.08	0.97	1.56

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2011

Ball Junior High School is a comprehensive middle school established in 1962. The 24 acre site included 40 regular classrooms and 4 portable classrooms. There are 15 labs which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district board has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on September 14, 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	No A/C in Room 39.
Interior: Interior Surfaces	[]	[]	[]	[X]	Touch up paint needed in various rooms. Ceiling needs painting in Girls' Locker Room. Holes in wall around A/C unit in Boys' Coaches Office. Several stained, missing and loose ceiling tiles in various rooms. Need to paint cabinet in Room 16. Holes in wall in Band Room. Rooms 30 and 39 do not have hot water. Low water pressure in sink #1 and leaking faucet in sink #4 in Room 30. Hot water heater is not strapped to wall in Electrical Room next to Room 33. Ceiling damage in Kitchen Office and hole in wall next to Kitchen Office. Need patch and paint on ceiling in Kitchen and holes in wall leading to back restroom. Shelving paper is peeling from counter in Room 7.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[]	[X]	Several light fixtures need replacing in various rooms. Missing light difuser in Room 14. Water stain in light fixture in Room 16.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Boys' Restroom by Rooms 16-25 needs painting. No water pressure at drinking fountain by Room 41. Boys' Restroom door by Rooms 19-28 and 2-15 will not close.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Open "J" box at fire riser in Kitchen. Missing fire extinguishers in Rooms 32 and 38. Fire extinguisher in Room 53 needs charging.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Door handle is loose in Room 53. Touch up paint needed at doors in various rooms. Rear door slams in Room 38. Rear door in Kitchen will not close. Glass in two windows in Room 19 have B.B. holes. Cracked window in Room 19 and cracked glass above entry door in Room 20. East door in Room 4 will not close and East door slams in Room 5. Graffiti film on west window is half removed and etched window in Back Room of Room 8. East door slams and West door will not close in Room 13. East door will not close in Room 15.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	52	58	43	1291.7
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	1	1	4	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	412
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.4	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Instructional materials for any class are available for review by students and parents in the Ball Junior High School Media Center. Textbooks for core academic classes are purchased and adopted through the state and district adoption cycles. Parents can contact the Administration and/or teacher directly with questions or concerns about any instructional materials or the availability of Textbooks.

This information was collected in October 2009.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English textbooks were adopted at the end of 2008-2009 school year. All students currently have access to a textbook at school and at home.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,422	\$3,279	\$6,143	\$85,832
District	---	---	\$5,564	\$81,859
Percent Difference: School Site and District	---	---	10.4	4.9
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	12.6	21.6

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Ball Junior High School students can access academic assistance through Home Work Help Shop and ELD tutorials that are funded by Title I and ELAP. Additionally, strategic reading and mathematics interventions are provided to students that are identified through their performance CAT6 and CST testing. These strategic classes are funded by Title I. Additional instructional assistance and teachers are provided in the areas of reading, math, and ELD are funded through Title I, Title III, and EIA/LEP.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,954
Mid-Range Teacher Salary	\$86,735	\$69,905
Highest Teacher Salary	\$99,631	\$89,464
Average Principal Salary (Middle)	\$126,447	\$121,722
Average Principal Salary (High)	\$139,351	\$128,348
Superintendent Salary	\$237,300	\$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	36	39	38	44	48	49	49	52	54
Mathematics	23	27	26	28	31	35	46	48	50
Science	49	46	47	51	53	58	50	54	57
History-Social Science	32	38	38	43	46	49	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	35	58	49
All Student at the School	38	26	47	38
Male	35	27	51	42
Female	41	25	42	34
Black or African American	40	28	0	0
American Indian or Alaska Native	0	0	0	0
Asian	57	64	78	73
Filipino	60	45	0	0
Hispanic or Latino	33	15	41	32
Native Hawaiian/Pacific Islander	0	0	0	0
White	39	31	72	53
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	34	23	43	35
English Learners	11	11	15	11
Students with Disabilities	14	12	13	11
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.2	24.4	27.6

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	3	3	3
Similar Schools	3	4	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	12	11	-10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	16	-23
Native Hawaiian/Pacific Islander			
White	29		
Two or More Races	N/D		
Socioeconomically Disadvantaged	13	16	-10
English Learners	23	34	
Students with Disabilities	-26	-27	-13

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,140	699	26,483	762	4,683,676	778
Black or African American	22	734	830	735	317,856	696
American Indian or Alaska Native	3		85	771	33,774	733
Asian	99	857	3,319	914	398,869	898
Filipino	19	835	1,126	865	123,245	859
Hispanic or Latino	559	666	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	7		254	759	26,953	764
White	430	707	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	949	685	17,241	723	2,731,843	726
English Learners	100		2,532		1,521,844	707
Students with Disabilities	115	434	2,500	501	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program in addition to district workshops, and professional conferences are opportunities for professional development. The District and school site continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB. At Ball, every Thursday is an early release day where teachers are expected to collaborate with one another to develop and implement curriculum maps outlining the essential standards. Departments have created common assessments that are frequently given to their students. At their collaborative meetings, teachers review the data from these assessments and discuss best instructional practices and strategize on how to help those students who continue to struggle.