



# Scranton Attendance Center

## Board of Education Report

### November 2014

To: Dr. Steve Pegram, Superintendent & the Board of Education  
From: Mrs. Jennifer Hanni, Principal  
Date: November 4 2014  
Re: November BOE Report

The following is a summary of the progress toward our building and district goals at the Scranton Attendance Center during the month of October. Attached you will also find our parent newsletter that includes additional events and news from our building.

#### Use Data to Drive Instructional Decisions

We devoted a large portion of collaboration toward *using* data to make instructional decisions, specifically in setting goals. We are blessed with multiple data sources to review, but are now feeling the need to push forward and really make plans based on the information we have. We utilize these same sources to place individuals into intervention and small groups, but this month we looked at the big picture. The information below is the prose summary of data concerning reading and math for *grade levels* of students. I've also included a table form, as well as a data page from ACT Aspire.

#### For Reading:

We gave the AIMSWeb Oral Reading test, which measures students' ability to read fluently (at an appropriate speed) and accurately, to all 3<sup>rd</sup> and 4<sup>th</sup> grade students in late August. This test norms students nationally by percentiles, and claims that students who score at or above the 45<sup>th</sup>ile nationally have an 80% chance of passing state tests. Students were considered performing at grade level if they scored at or above the 45<sup>th</sup>ile. We also utilize our ELA resource, Lead 21, as a data source to gauge student comprehension of texts. This resource places students in different reading levels based on their scores on a grade level placement test. Students were determined to be performing at grade level if they scored above 75% on a Benchmark or Advanced test. Last April, as a summative assessment, students also took the ACT Aspire tests, which break scores into 3 levels: ready, close, or in need of support based on their comprehension scores. Students were determined to be performing at grade level if they scored in the ready category.

#### For Math:

This August we also gave the AIMSWeb Math Computations and Mathematics Concepts and Applications tests to all students. The Computations test gauges students' ability to quickly answer addition, subtraction, multiplication and division problems. The Concepts and Applications test assesses general mathematics problem-solving skills, including measurement, money, and word problems. Students were deemed performing at grade level if they scored at or above the 45<sup>th</sup>ile. The other data point we considered for math was the math portion of ACT Aspire, which gauged the overall math performance of students last spring. Students were considered to be performing at grade level if they scored in the "ready" category.

#### Percentage of Students performing "at grade level"

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|--|--|
| ● AIMSWeb Oral Reading test (August 2014):               | ● AIMSWeb Math Computations test (August 2014):            |
| ○ 4 <sup>th</sup> grade: 42%; 3 <sup>rd</sup> grade: 28% | ○ 4 <sup>th</sup> grade: 39%; 3 <sup>rd</sup> grade: 31%   |
| ○ Goal: 60% by May 2015                                  | ○ Goal: 60% by May 2015                                    |
| ● LEAD 21 (following unit 1, fall 2014):                 | ● AIMSWeb Math Concepts & Applications test (August 2014): |
| ○ 4 <sup>th</sup> grade: 44%; 3 <sup>rd</sup> grade: 38% | ○ 4 <sup>th</sup> grade: 37%; 3 <sup>rd</sup> grade: 44%   |
| ○ Goal: 65-70% by May 2015                               | ○ Goal: 60% by May 2015                                    |
| ● ACT Aspire (April 2014):                               | ● ACT Aspire (April 2014):                                 |
| ○ 4 <sup>th</sup> grade: 37%; 3 <sup>rd</sup> grade: 35% | ○ 4 <sup>th</sup> grade: 50%; 3 <sup>rd</sup> grade: 66%   |

## **Use Data to Drive Instructional Decisions (cont.)**

Taking all of these data points, as well as the additional breakdowns shown in the attachment, we attempted to make goals surrounding the percentage of students performing at grade level. We used these scores as a baseline and established a goal for the end of the year. We also discussed which data points seemed the most relevant and believe that we want to continue to track the reading rate of students (using AIMSWeb) and their comprehension (using Lead 21). We also value the information gained via the Aspire tests, but need more data points to determine its usability.

Our next discussions will involve an emphasis on the growth of students. While we do want to be sure as many students as possible are performing at a level that helps them be successful at the next grade level, and subsequently in the real world, we also want to be sure each student reaches their potential, wherever that potential falls in comparison to others. We want to continue to push those performing above grade level to keep reaching higher, and also celebrate the successes of those who are still working below grade level but making great gains in skills. Stay tuned for information regarding our building goals for growth.

## **Align and Map Course Curriculums**

The district's BYOC User's group met at the beginning of October and began to review our math courses. This group will finish up the reviews at the beginning of November, and we will make the necessary adjustments and plan to publish our math curriculums in December utilizing BYOC. We will have a half work day in early November to make those changes, as well as continue our work on our ELA curriculums. We're also discussing creating an interdisciplinary course that encompasses our ELA, social studies, science and writing curriculums that are structured thematically, making those cross-curricular connections.

## **Effectively use our Evaluation Tool**

I have been utilizing a walk through form based on the McRel rubric, adding information and comments each time I enter a classroom. Teachers have welcomed the feedback and have become more familiar with the rubric itself. We have also continued work in our goal groups and began discussing the weaknesses as identified through the staff self-reflections. Our lowest two areas, according to the teachers on their self reflections, are integrating and utilizing technology in instruction and functioning effectively in a complex, dynamic environment. We will focus our attentions on these areas in upcoming staff meetings and professional development opportunities.

## **Communicate Effectively with all Stakeholders**

During Parent/Teacher Conferences, we provided parents with a variety of data points, reflections, and plans on how we will continue to help students improve. We focused both on scores within the classroom curriculums, as well as scores on assessments affecting their tier group placements, as well as information on how these tiers operate and shift. We really want parents to understand the various ways we work with students, as well as current skills.

I've really enjoyed posting albums to the district Facebook page, highlighting the various activities and successes. Teachers send me photos and information weekly. I've also enjoyed highlighting staff performances.

## **Develop as Professionals**

I had two teachers attend a professional development activity called CHAMPS, which is a positive behavior system that emphasizes expectations, rewards, and consequences. I'm hoping to utilize many of these strategies school-wide and will have these teachers pilot the program.