Scranton Attendance Center
Board of Education Report
January 2015

To: Dr. Steve Pegram, Superintendent & the Board of Education
From: Mrs. Jennifer Hanni, Principal
Date: January 8 2015
Re: January 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 December. Attached you will also find our parent newsletter that includes additional events and news from our building.

Use Data to Drive Instructional Decisions
During the last weeks of the fall semester, all students went through a series of tests to gauge their progress in both reading and math. These AIMSWeb tests are exactly like those they took in August, and were in addition to their typical curriculum assessments. Students completed an oral reading test that gauges their speed and accuracy reading an on-grade level text, as well as a MAZE test that gauges their comprehension of a grade level text. For math, they completed a computations test gauging their abilities to complete addition, subtraction, multiplication, and division problems, as well as an applications and concepts test that gauges their abilities to complete math problems and other math skills. All of these are timed, nationally normed tests. Below is a summary of the results from the December testing, as well as a comparison to the August numbers and our goals for the end of the year when we will complete the same series of tests. For AIMSWeb, students were deemed performing at grade level if they scored at or above the 45%ile; for Lead 21 listed are the students taking either the benchmark or advanced unit tests. (See additional explanation of data in my November report, and additional numbers/information in the attached chart.)

Percentage of Students performing "at grade level"

- AIMSWeb Oral Reading test:
  - August: 4th gr: 38%; 3rd gr: 28%
  - December: 4th gr: 39%; 3rd gr: 33%
  - Goal: 60% by May 2015
- LEAD 21
  - Following unit 1: 4th gr: 45%; 3rd gr: 38%
  - Following unit 3: 4th gr: 48%; 3rd gr: 44%
  - Goal: 65-70% by May 2015

- AIMSWeb Math Computations test:
  - August 2014: 4th gr: 39%; 3rd gr: 31%
  - December: 4th gr: 75%; 3rd gr: 49%
  - Goal: 60% by May 2015
- AIMSWeb Math Concepts & Applications test:
  - August 2014: 4th gr: 37%; 3rd gr: 44%
  - December: 4th gr: 63%; 3rd gr: 61%
  - Goal: 60% by May 2015** (**Updated our goal to 75% by May 2015)

In looking at this data, we were pleased with the math progress, and slightly discouraged by these reading numbers, so we dug in a little deeper. We knew that we had students make huge gains, so wanted to look at the individual growth of students. While we strive to meet our goals for the number of students performing at grade level, we also want to recognize those who may not be performing at grade level, but are making great gains towards that goal. The numbers above or in the Overall Data chart would not recognize a student who moved from the 26%ile to the 44%ile; we feel this growth is vital to chart and track as we want to be sure students are not just growing, but closing the gap. Additionally, Lead 21 is not developed to move students from below grade level to on grade level in less than a year, so any positive movement in that direction at this point in the year can be seen as significant, even if the numbers aren't huge. This information led us to pursue additional information regarding student growth, specifically on the AIMSWeb tests.

To calculate this growth, we looked at two factors: how many percentiles students grew and their individual Rate of Improvement (ROI=Number of Correct Words Per Minute Gained divided by the number of weeks of instruction). We then compared these rates of improvement with the AIMSWeb Growth Norms to find individual students who needed a change in instruction/intervention. Overall, our 4th grade students had an average increase of 1%ile, and our 3rd grade averaged an 8%ile increase; note these are increases in percentiles and not percent correct. Students would be expected to stay at the same percentile (therefore show 0%ile growth) through typical instruction; we want to be sure we're increasing the percentiles of those students who fall below the 45%ile to be sure they are college and career ready. Our charge is now looking at those students who did NOT grow at an average rate and determine what changes we need to make in their instruction, as well as look at ways to improve the rate of improvement for our struggling readers.

Student Growth on AIMSWeb Oral Reading Test

- Number of Students who grew at least 1%ile
  - 4th Grade: 41 out of 75 students (55%)
  - 3rd Grade: 54 out of 81 students (67%)
- Number of Students Growing at or above an average Rate:
  - 4th Grade: 58 out of 75 students (77%)
  - 3rd Grade: 69 out of 81 students (85%)

Align and Map Course Curriculums

Both 3rd and 4th grade teams have completed their current math courses in BYOC. This was made live last week and will be communicated to parents following our BYOC User's Group meeting. We will have additional half day work sessions to finish our reading curriculums in January and February, as well as days the remainder of this year to begin tracking science, social studies, and writing standards. Teachers continue to post objectives using standards language and have run reports through BYOC to be sure we are sufficiently covering the standards.

Effectively use our Evaluation Tool

I met with each teacher individually to go through the mid-year review process via McRel, both checking in on their progress toward their professional goals and to review how they were using data to make instructional decisions. It was great to not only see progress and improvement teachers are making, but also provide incentive to push harder and finds ways to grow. We have targeted the standard many felt weak on when completing their self-assessments, standard 5C: functioning effectively in a complex, dynamic environment, in our monthly staff meetings, by debriefing our lockdown drills and situations and reviewing CHAMPS behavior management material to help students be more successful in difficult situations.

Communicate Effectively with all Stakeholders

We continue to post photos and the monthly newsletter on Facebook and the school website. This month's focus will be on communicating about our online and public BYOC courses and how students are progressing through our tiering system and core curriculums. We sent home several other data sheets in addition to the report card to help give parents an even better understanding of their student's skills.

Develop as Professionals

We have a group of teachers who are working with the OAC leadership team as we train for and develop our Multi-Tiered System of Support for our students in reading through the reading grant. We also have several representatives on the district reading committee that are evaluating our current reading curriculum and finding ways to best reach our students' needs. In addition, individual teachers have plans to observe other teachers in action who utilize instruction or tools that connect well with our teachers' goals. We look forward to this additional collaboration and professional learning.