Attainment of Board Adopted Goals and Objectives

2010-2011

800+

## Purpose of Student Achievement and School Support SASS

- To accomplish the Board-adopted District Goals and Objectives, September 28, 2010

- To ensure that every graduate leaving our system has the knowledge and skills necessary to be successful

- To achieve a district-wide 800+ API and to ensure the same for all individual schools and subgroups in MDUSD

SASS Goals reflect MDUSD Board Adopted Goals and Objectives

- We support the conditions so that every school can effectively respond to all students and their specific needs by:

    - ensuring that all students in our district receive high quality first instruction and targeted intervention/enrichment

    - providing all schools with tools, resources and professional development in order to support best practice

    - supporting principals with individualized assistance to implement their Single Plans for Student Achievement

SASS Department supports all schools through..
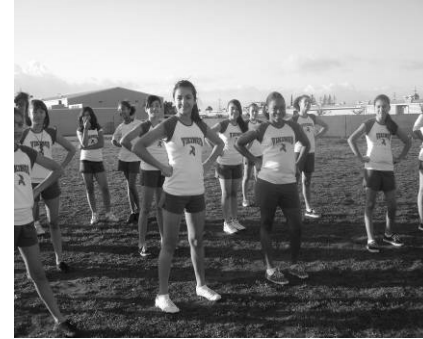
- A focus on assessment and data analysis to guide instruction

- A focus on improving the achievement of English Learners

- A focus on developing the capacity of site leaders to build effective learning communities that support every teacher and serve all students

Student Achievement and School Support Department oversees compliance

- Ensures that the district meets all state and federal mandates

  - Single Plan for Student Achievement/ Academic Program Survey
  - Title I – Socio-Economically Disadvantaged
  - EIA – State funding for English Learners
  - Title III – Federal funding for English Learners
  - Williams Settlement - Textbook Sufficiency
  - Title II - Professional Development

Student Achievement and School Support Department Supports…

In addition to supporting all schools, specific and targeted assistance is offered to:

- Persistently Lowest Achieving Schools (under 700 API)
  - SIG Schools: Bel Air, Glenbrook, Rio Vista, Shore Acres
  - Meadow Homes, Oak Grove

- Strategic Focus schools (under 800 API)

Essential Elements:
Assessment and Data Analysis

- **District-wide assessment vocabulary**
  - Summative: evaluates student learning at the end of instruction
  - Formative: part of the instructional process; informs teaching

- **Use of Standards-based assessments**
  - Identification of essential standards

- **Consistent approach to analyzing data**

- **Teachers work collaboratively to determine best instructional response to meet student needs**

Implementation Timeline

Elementary

- **Fall 2010**
  - All elementary teachers attended three hour training on assessment during August buy-back days.
  - Implemented benchmark assessments district-wide – 1st cycle
  - Site teams trained in data analysis protocol
  - Teachers identified *focus standards* for next instructional period
- **Winter 2011**
  - Benchmarking and data analysis – 2nd and 3rd cycles
  - Intervention/enrichment student groups identified
  - Teachers established district essential standards in ELA and math
- **Spring 2011**
  - Teachers determined performance level descriptors

Data Analysis Steps

Step A	*Focus Standards Review* – Completed by each grade level
STOP	**Discuss the results of the Focus Standards Review** **Each Grade Level Rep should share out** **How much of gain was achieved?** **What do you attribute this gain to?**
Step 1	*Strand Analysis Worksheet* – Completed by grade level Fill in average for each teacher
Step 2	*Strand Analysis Worksheet* Average by strand and overall
Step 3	*Strand Results – Whole School* – Completed by Principal Each grade level reports out averages
STOP	**Discuss Strand Results** **How much did each grade level gain?** **Did each grade level reach their goal?** **What do you attribute that to?**
Step 4	*Minimal Proficient/Advanced Graphs* – Completed by grade level Each grade level graphs their Benchmark #3 results
Step 5	*SMART Goal* – Completed by grade level Each grade sets goal for Benchmark #4
STOP	**Discuss SMART Goals** **Each grade level shares out the goal that was set.** **What is the reasoning behind this goal?**
Step 6	*Grade Level Class Analysis* – Completed by grade level Highlight any standards that are at/below 70% (proficient) *If most are at/close to 70% use 80% (advanced)
Step 7	*Standard Analysis Worksheet* – Completed by grade level List all standards highlighted on Grade Level Class Analysis Complete the rest of the worksheet
STOP	**Discuss Focus Standards for Benchmark #4** **Each grade level shares out focus standards chosen.** **Why were these standards chosen?**
Step 8	*Grade Level Focus Standards Planning Guide* This is completed back at school with entire grade level

Teacher Name: Ms. Teacher   Benchmark: Curriculum Associates #3

Date: Feb. 2011   Grade: 5   Subject: Math

Strand Summary	Questions	% Correct	
Number Sense	29	57%	
Algebra & Functions	17	61%	
Measurement & Geometry	15	48%	
Statistics & Data Analysis	4	44%	
TOTAL	65	55%	

Standard	Questions	%'s Correct	%
Number Sense 1.1	25	48	48%
Number Sense 1.2	2,6,9,14,22	58,84,55,32,35	53%
Number Sense 1.3	16	81	81%
Number Sense 1.4	13,19,27	68,81,52	67%
Number Sense 1.5	12,23	81,84	82%
Number Sense 2.1	4,5,8,10,18,24,2	68,55,55,55,71,	59%
Number Sense 2.2	1,15,21	55,19,52	42%
Number Sense 2.3	3,11,17,26,28	45,52,65,58,58	55%
Number Sense 2.4	20	58	58%
Number Sense 2.5	7	10	10%
Algebra & Functions 1.1	39	45	45%
Algebra & Functions 1.2	32,34,36,40,43,1,61,48,77,77,7	69%
Algebra & Functions 1.3	35	71	71%
Algebra & Functions 1.4	30,31,37,46	71,77,81,81	77%
Algebra & Functions 1.5	33,38,41,42,45	45,42,42,45,13	37%
Measurement & Geometry 1.1	49,55,59	35,16,42	31%
Measurement & Geometry 1.2			
Measurement & Geometry 1.3	51,53,57	71,45,39	52%
Measurement & Geometry 1.4	48	52	52%
Measurement & Geometry 2.1	50,56,61	61,32,55	49%
Measurement & Geometry 2.2	47,52,54,60	58,58,58,71	61%
Measurement & Geometry 2.3	58	29	29%
Statistics & Data Analysis 1.1			
Statistics & Data Analysis 1.2			
Statistics & Data Analysis 1.3	63	16	16%
Statistics & Data Analysis 1.4	62,64,65	35,68,58	54%
Statistics & Data Analysis 1.5			

Math

Strand Summary		Questions	% Correct
Number Sense		29	48%
Algebra & Functions		17	71%
Measurement & Geometry		15	53%
Statistics & Data Analysis		4	75%
TOTAL		**65**	**57%**

ELA

Strand Summary		Questions	% Correct
Word Analysis		14	43%
Reading Comprehension		16	56%
Literary Response		12	58%
Written Conventions		17	41%
Writing Strategies		16	69%
TOTAL		**75**	**53%**

February 17, 2011

Dear Parents/Guardians,

Above this letter, please find the summaries of results from the Curriculum Associates tests that your child took recently. The results show how your child performs against **end-of-year standards** in both Math and Language Arts. Comparing this test to the similar test taken in September will show the growth your student has made over the last few weeks.

As your student progresses through the school year it is important to monitor their progress and provide support and enrichment when needed. The above information will be used to guide classroom instruction, as well as small group instruction that is targeted to your students needs. Please continue to help your student stay focused on daily assignments, math fact fluency and nightly reading.

You should be able to see significant growth in the areas where we have focused instruction. In addition, most students show some growth in strands that have only been previewed on BoardMath and BoardLanguage.

Please let me know if you have any questions. Thank you for all the support you give your child as s/he works through the challenging curriculum.

Sincerely,
Ms. Teacher

Understanding the test language for Math:

Number sense is what we think of as calculations. The calculations include addition, subtraction, multiplication, and division. We use these operations for multi-digit numbers (to one million.) Additionally, we add, subtract, multiply, and divide fractions and decimals (to three places,) and place these numbers on a number line. We also find equivalent fractions, decimals, and mixed numbers. We work with percent, as well.

Algebra & Functions includes working with an unknown (a variable) and solving simple equations. We also have to graph coordinate pairs and identify the "rule" (line formula) if we are given patterns of numbers.

Measurement & Geometry is the study of different plane polygons (2-dimensional shapes), 3D shapes, triangles, angles, lines, line segments, and circles, as well as calculating area, surface area, volume, and perimeter.

Statistics & Data Analysis includes understanding charts and graphs, basic probability problems, and analyzing graphic information.

Understanding the test language for Language Arts:

Word Analysis includes being able to figure out word meanings from understanding prefixes and suffixes; being able to use a dictionary and a thesaurus; understanding basic figurative language; knowing abstract root words and their meaning; and being able to decode most words.

Reading Comprehension means that you understand and can apply what you read. Students read a great deal of non-fiction text in fifth grade.
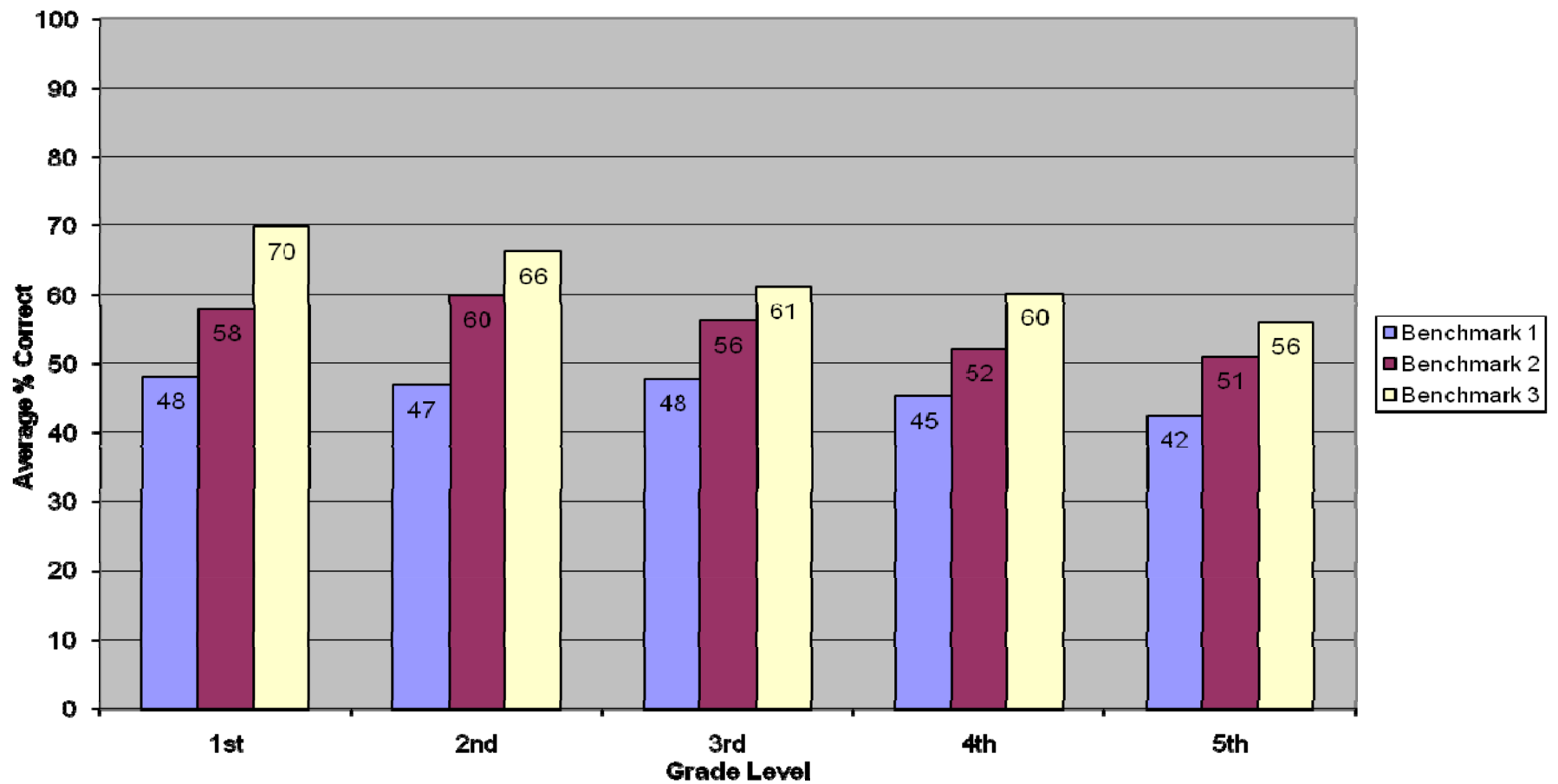
Literary Response means that students read and respond to a wide variety of literature. The can identify the genre of literature by recognizing characteristics in the writing. They can understand the organizational features of the text and the literary terms or elements (e.g., theme, plot, setting, characters, climax, antagonist, protagonist, author's purpose, and author's techniques).

Written Conventions means that students write and speak with a command of standard English conventions (grammar, spelling, sentence syntax) that are appropriate. They know and can identify subjects, predicates, nouns, verbs (different types and tenses), adverbs, adjectives, prepositions, conjunctions, and articles.

Writing Strategies means that students can write 5 paragraph essays on a number of topics including: personal narratives, informational reports, descriptive essays, persuasive essays, and responses to literature.

Class Roster

	Student Name		Score	%
	Ms. Teacher	Feb. 2011		
	Student Name		**Score**	**%**
	1		63.0	96.9%
	2		59.0	90.8%
	3		57.0	87.7%
	4		56.0	86.2%
	5		55.0	84.6%
	6	**Advanced**	51.0	78.5%
	7		48.0	73.8%
	8		48.0	73.8%
	9		45.0	69.2%
	10		43.0	66.1%
	11		41.0	63.1%
	12		40.0	61.5%
	13		39.0	60.0%
	14	**Benchmark**	38.0	58.5%
	15		38.0	58.5%
	16		37.0	56.9%
	17		34.0	52.3%
	18		30.0	46.1%
	19		30.0	46.1%
	20	**Strategic**	29.0	44.6%
	21		29.0	44.6%
	22		29.0	44.6%
	23		29.0	44.6%
	24		22.0	33.8%
	25		21.0	32.3%
	26		21.0	32.3%
	27		20.0	30.8%
	28	**Intensive**	18.0	27.7%
	29		18.0	27.7%
	30		16.0	24.6%
	31		12.0	18.5%

Elementary District-wide Results: Math

Data Team Survey

Using a 5 point scale (1= Strongly Disagree & 5 = Strongly Agree)

166 Data Team members surveyed.

<u>Question</u>	<u>Results</u> <u>(Teacher/Principal)</u>
•The data analysis protocol was clear and easy to follow.	4.5 / 4.7
•The protocol was helpful when analyzing the results from Curriculum Associates	4.5 / 4.7
•Time spent on data analysis was valuable and helped inform my instruction.	4.2 / 4.7
• I was able to share information from the data analysis days with my grade level effectively.	4.3 / 4.5
•This process has helped me become more familiar with my grade level standards..	4.3 / 4.5
•The data analysis process has helped make a difference to my students and their learning.	4.1 / 4.6
•The data analysis process has helped with my grade level collaboration.	3.9 / 4.6

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Implementation Timeline

Secondary

- **Fall 2010**
  - Collected information regarding current assessment practices
  - Convened department representatives to examine alignment between assessments and standards
  - Initiated regular math professional development for all administrators and all math teachers

- **Winter 2011**
  - Developed common understanding of assessment vocabulary
  - Introduced data analysis protocol to pilot sites
  - Teams of teachers identified *focus standards* for next instructional period

- **Spring 2011**
  - Identify essential standards in ELA, math and science
  - Master Schedule training for all secondary sites

Next Steps

■ **Elementary 2011-2012**

- o Revision of Standards based report card
- o Realignment of pacing guides
- o "Unwrap" standards into daily learning objectives
- o Continue to refine and support data analysis process
- o Focus on building instructional effectiveness for math instruction at fourth and fifth grade

Next Steps

- **Secondary 2011-2012**
  - **Middle Schools 2011-12**
    - Utilize benchmark assessments district-wide
    - All site teams will be trained in data analysis protocol
    - Pacing guides will be aligned to essential standards
    - Performance level descriptors will be established

  - **High Schools 2011-12**
    - Determine essential standards by subject matter
    - Increase the number of Linked Learning Pathways/Small Learning Communities
    - Align assessments to standards
    - Revise curricular maps to align with essential standards

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English Learners

- Developed Title III Corrective Action Plan
  - Convened EL Task Force – parents, teachers, administrators, School Board
  - Used input to determine action steps

- Secondary adoption/training of ELD curriculum

- Audit of instructional program for English Learners

- Next Steps:
  - From findings of audit – develop district master plan and staff development plan

Professional Development

- All principals' meetings K-12 focus on teaching and learning

- Data Analysis training for 29 elementary teams and 6 middle school teams

- Master Schedule training for all secondary sites

- High Leverage Instructional Strategies
  - BoardMath – 234 teachers trained (498 total trained)
  - BoardLanguage – 109 teachers trained (197 total trained)

- Next Steps
  - Professional development for all administrators and teachers on effective first instruction

Thank you!

2010-2011