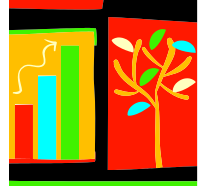


SPRING DATA WALL

Chester East Lincoln
2014-2015



Spring Data Wall



- What data points are included in overall Reading and Math triangles?
 - Attendance
 - MAP Test Results (Common Core Aligned & Untimed)
 - AIMSWeb Test Results (Not Common Core Aligned & Timed)
 - Teacher Input Ratings
 - **Our Goal:** 80% + Green / 15%< Yellow/ 5%< Red

Spring 2015 Results



Areas of Concern

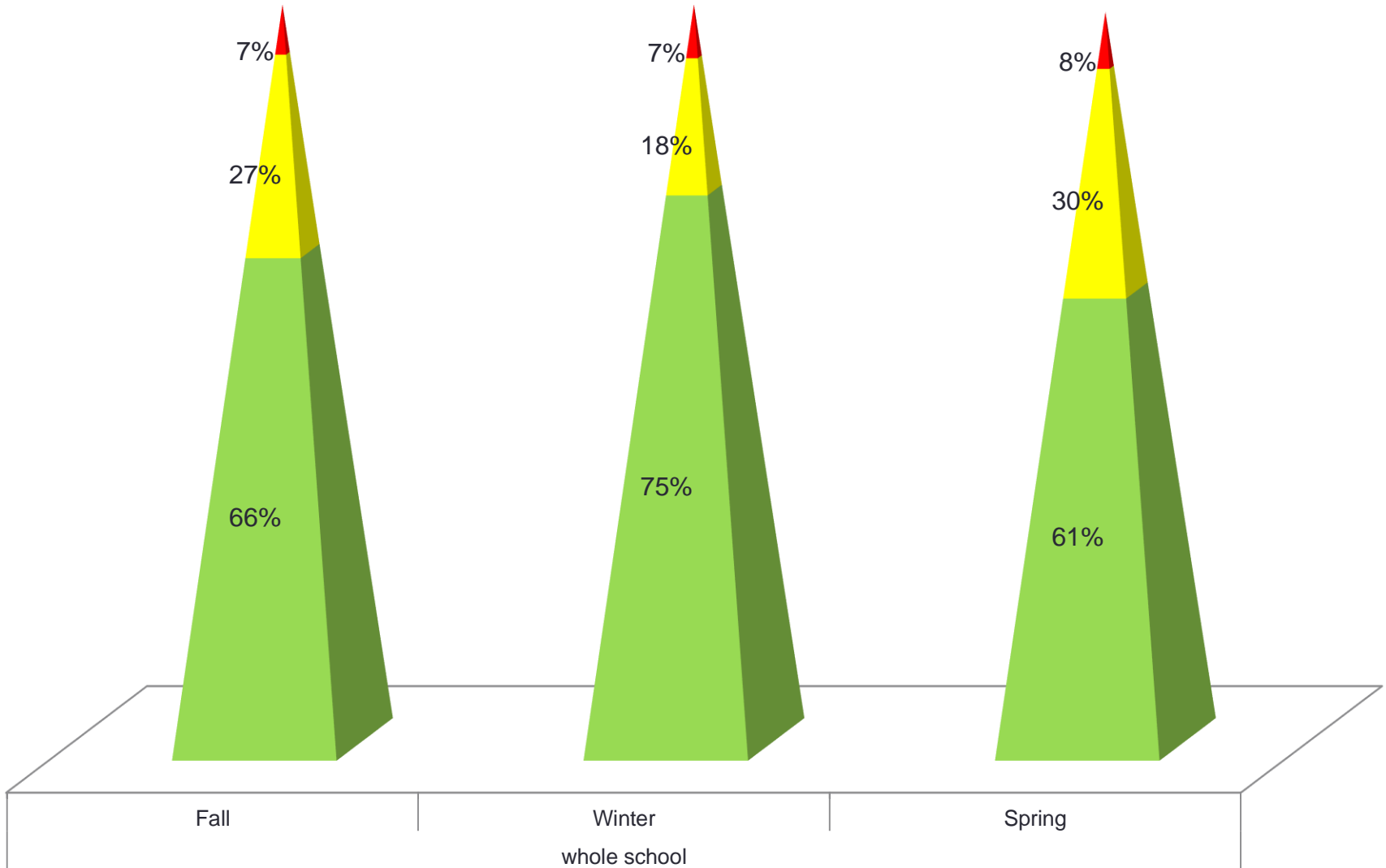
- Attendance
 - 74 Students were absent 10-20 days (25%)
 - 13 Students were absent 21-30 days (4%)
 - 1 Student was absent 31+ days (>1%)
- Disconnect Between MAP and AIMSweb Data
 - MAP is Common Core aligned and it is an untimed test.
 - AIMSweb is not Common Core aligned and is a timed test.
 - Many schools are dropping AIMSweb. The ABS team is recommending only using AIMSweb for progress monitoring in 2015-2016.
- The amount of testing done between March and May with 2 PARCC testing session, AIMSweb, and MAP testing.
 - In grades 3-8, students tested 16+ hours during this window.
 - Little instruction of new material occurred from March-May with testing windows .

Whole School Data Wall Attendance

Red = Absent 10%+

Yellow = Absent 5-9%

Green = Less than 5%



Attendance Data

Students Missing 5% or More Days of School for the Year

Class	Winter	Spring 8+ Days Missed
Kindergarten	32%	54%
1 st Grade	24%	38%
2 nd Grade	32%	40%
3 rd Grade	19%	31%
4 th Grade	22%	30%
5 th Grade	20%	32%
6 th Grade	20%	29%
7 th Grade	19%	29%
8 th Grade	19%	24%

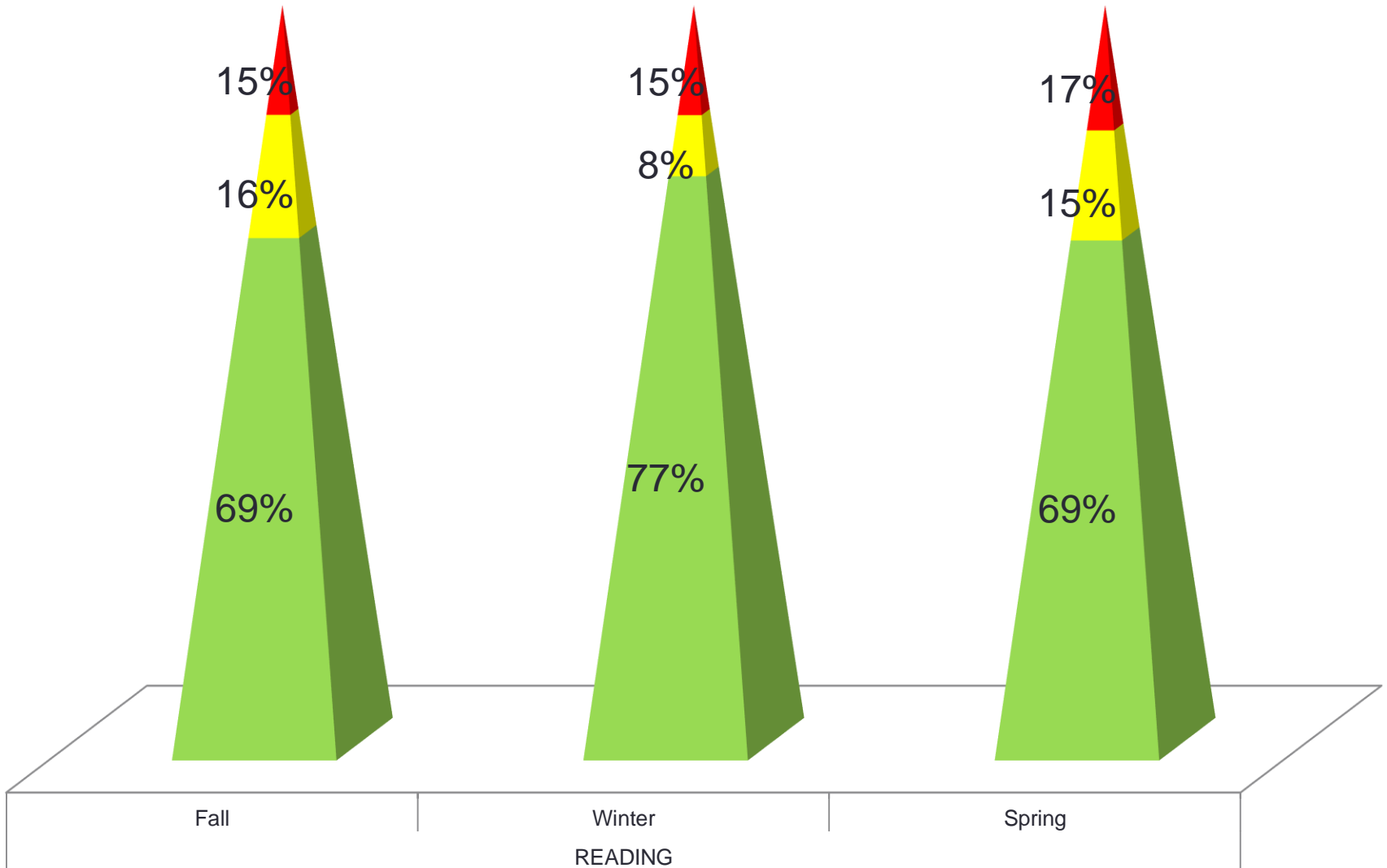
Attendance Recommendations for 2015-2016

- Continue with attendance letters to parents and meetings with those students who hit 15+ day mark.
- Research attendance policies other Districts and consider revision of attendance policy.
 - There is a direct correlation between absenteeism and student achievement.
 - Consider making absences part of a defined retention criteria.
 - Currently there is little deterrent for chronic truancy.

*In addition to the impact on achievement, attendance also has an impact on General State Aid, our largest funding source at the state level.



Whole School Data Wall Reading



Reading: MAP and AIMSweb Disconnect

% of Students Meeting/Exceeding Expectations-Spring Benchmark

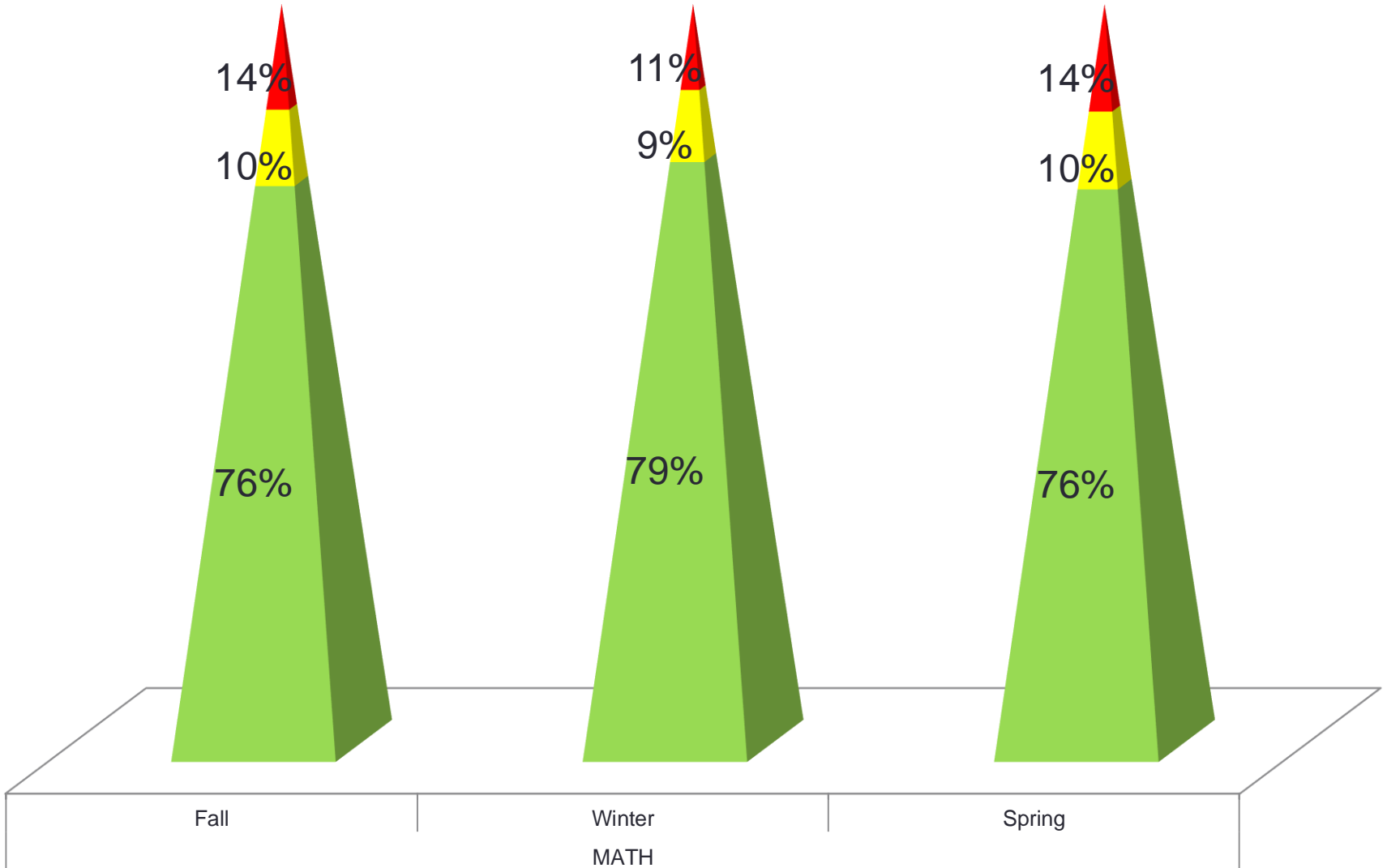
Class Green Represents Classes w/Most Exposure to CCSS Yellow Represents Classes Testing for PARCC, MAP, and AIMSweb	MAP No Time Limit Common Core Aligned	AIMSWEB Timed Not Common Core Aligned
Kindergarten	77%	59%
1 st Grade	77%	46.5%
2 nd Grade	89%	74%
3 rd Grade	73%	77%
4 th Grade	69%	64%
5 th Grade	84%	76%
6 th Grade	57%	57%
7 th Grade	74%	84%
8 th Grade	86%	89%

Reading Recommendations for 2015-2016

- Implementation of Phonics Program K-1, and Grammer Program 2-8.
- Implement an Academic Vocabulary Curriculum.
- Hire a Title I Teacher for push-in interventions for whole class and Tier II interventions and small group pull-out for Tier III students.
- Utilize AIMSweb for Tier II and III progress monitoring only. Use MAP for school-wide benchmarking and CBM's.



Whole School Data Wall Math



Math:MAP and AIMSweb

% of Students Meeting/Exceeding Expectations-Spring Benchmark

Class Green Represents Classes w/Most Exposure to CCSS Yellow Represents Classes Testing for PARCC, MAP, and AIMSweb	MAP No Time Limit Common Core Aligned	AIMSWEB Timed Not Common Core Aligned
Kindergarten	73%	76%
1 st Grade	80%	71%
2 nd Grade	88%	74%
3 rd Grade	65%	73%
4 th Grade	69%	78%
5 th Grade	70%	73%
6 th Grade	65%	76%
7 th Grade	71%	74%
8 th Grade	83%	76%

Math Recommendations for 2015-2016

- Utilize AIMSweb for Tier II and III progress monitoring only. Use MAP for school-wide benchmarking and CBM's.
- Develop a school-wide intervention plan for computation.
 - **Ideas:** Bell Ringers, Intervention Focus in Grades K-5, Computation Activities Daily in the Block, and Math Computation Apps



Comparisons & Correlations Between Attendance and Achievement

% of Students Meeting or Exceed Expectations

Class	Winter Attendance	Winter Benchmarking Reading	Winter Benchmarking Math	Spring Attendance	Spring Benchmarking Reading	Spring Benchmarking Math
Kindergarten	68%	61%	80%	45%	36%	77%
1 st	77%	81%	77%	55%	71%	77%
2 nd	68%	76%	92%	60%	71%	77%
3 rd	81%	81%	74%	69%	69%	73%
4 th	78%	75%	75%	69%	64%	75%
5 th	81%	81%	69%	68%	81%	73%
6 th	80%	76%	80%	71%	57%	71%
7 th	81%	79%	82%	68%	89%	79%
8 th	59%	86%	83%	43%	80%	77%

Absenteeism, coupled with loss of instructional time due to PARCC, MAP, and AIMSweb impacted Spring Scores.

Tier 1 Priorities

Spring 14-15	Reading		Math	
	K	36%	6th	71%
	6th	57%	3rd	73%
	4th	64%	5th	73%
	3rd	69%	4th	75%
	1st	71%	K	77%
	2nd	71%	1st	77%
	8th	80%	2nd	77%
	5th	81%	8th	77%
	7th	89%	7th	79%