To: Board of Education
Re: Second Quarter Data
Date: Winter 2015
From: James McGory

The following is an analysis of the second quarterly data for K-2 students. You have been provided the data for the Aimsweb reading and math as well as the module assessments for ELA and math. The Aimsweb data was collected in January along with the module assessments.

Attendance

In looking at our attendance rates this quarter in comparison to the first and last year's data, generally attendance rates decline traditionally during the winter months. This past winter at the Elementary School and Hartnett we had a large number of students who became ill with flu like symptoms, which in turn limited student attendance until students were fever free or released by the care provider.

Aimsweb Reading and Math

Aimsweb assessments in ELA and math have been administered traditionally each October, January, and April to determine student reading fluency (ELA) and computational skills in mathematics. These assessments allow our educators to determine what *tier* students are performing at throughout the school year.

Tier 3 students are students who are reading and performing in math *well* below grade level and who require intensive academic intervention along with problem solving meetings to

implement approached in remediation. These students are progressed monitored on a weekly basis through the use of Aimsweb assessments.

Tier 2 students are students who are performing *below* grade level in ELA and math and require further consideration of more intensive instruction. The needs of the students within tier 2 can be addressed through the use of our reading specialist in collaboration with differentiated instruction within the classroom. Tier 2 students are progressed monitored on a bi-weekly basis.

Tier 1 students are performing *at or above* grade level. Continuing current programming for students who score at the lower end of tier 1 receive continuation of the current curriculum. Students who perform at the higher end of tier 1 should be receiving enrichment through differentiated instruction and enrichment projects. 80% of students should be operating in Tier 1 by spring according to national norms.

Our results in ELA using the Aimsweb assessments:

Kindergarten: 41% of elementary kindergarten students performed at proficient levels when identifying letters names. In my fall report, I reflected on how we do see levels increase throughout the year as kindergarten students learn the letters of the alphabet. In comparison to the fall data, our Kindergarten students who are performing at proficient levels decreased 7% while students who are performing at tier 3 levels increased. Generally when I see data such as this, I generally believe the increase in tier 3 is due to the scope and sequence of our curriculum and letter naming fluency not being a large portion of the content.

Letter sound fluency directly relates with letter naming fluency. Students who can fluently identify letter names can generally produce the sounds the letters make. 59% of our kindergarten students are performing at proficient level while students who performed at tier 3 in the fall have now moved to tier 2. To me this is a significant improvement from the fall and demonstrates that interventions we have in place are working for our students.

Nonsense word fluency data reflects our first collection of this data as we do not collect this in the fall. In comparison to last year's cohort of Kindergarten, a higher number of students this year are identifying more nonsense words then last. I am looking forward to seeing how we progress during the remainder of the year in this area.

Phoneme segmentation fluency is also assessed at the winter benchmark. We look at how students break down words by letter sounds. The data looks comparable to last year's cohort results. I would assume the data would be much lower if we collected this information in the fall based on student exposure and learning about cvc sounds.

Grade 1: Phonemes are the small units of speech that correspond to the letters of an alphabetic writing system. Thus, the awareness that language is composed of phonemes is *phonemic awareness*. Grade 1 data demonstrates that 59% of students are performing at proficient levels. This demonstrates a decrease in levels of proficiency from fall to winter. After discussing this data at our grade level data meeting, it has been determined that our core instruction does not have a focus on phonemic segmentation fluency built within it, hence the reasoning for a decrease in our results. We generally see an increase in this data set as the core instruction focuses more on phonemic fluency skills during the second semester of the school year.

NWF assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words. Our students at grade 1 came to us in the fall with a good understanding of consonant-vowel blends as demonstrated by 74.5% of our students performing at or above proficient levels. Students have maintained in this area of the data during the winter months. As I review this data, historically at grade 1 I do see student's performance plateau in recognizing letter sounds and blends when pronouncing nonsense words.

RCBM is a measure to gauge how many words per minute a student can read. This measure takes into account pronunciation errors and repeats. The fall data that we collected does not have a national reference as most schools do not collect the RCBM data during the fall. The winter benchmark being our first collection of data, I notice a trend in the data in comparing to last year's cohort of first graders where the data looks very similar. Our new curriculum focuses student reading strategies on slowing down and taking the time to read the passage for understanding. The RCBM measures speed, accuracy, and fluency. Students must be able to read fluently with accuracy at proficient rates. In summary, even though the core curriculum has our students slowing down, we must still focus on improving our student's rates of speed, accuracy, and fluency.

Grade 2: The Reading Curriculum-Based Measure (RCBM) is a brief, individually administered, standardized test of oral reading. The test measures words correctly read for a 1 minute period of time. 69% of 2nd grade students performed at proficient levels. This means 69% of our second graders read enough words with minimal mistakes compared to national norms. This has been a steady increase in scoring for grade 2 over the last 3 years at the winter data point.

Our results in math using the Aimsweb assessments:

Kindergarten: Missing number fluency assesses students by determining whether or not a student can count in sequential order and identify missing numbers within a number line. More than half of our Kindergarten students (62%) performed at proficient levels. This is a nice increase from our fall benchmark where 46% were performing at proficiency.

Number identification results from fall to winter have remained the same in regard to students performing at proficiency, however our tier 3 numbers have decreased by 4%.

Grade 1: Overall our grade 1 students entered the beginning of the school year with good, basic math computational skills. Students performed well giving me the sense that computational math strategies in the year prior were grasped well by students. At the quarter 2 benchmark administered in January, the results declined. I believe this to be a result of our curriculum taking a different pathway to learning then what we are assessing our students on through Aimsweb.

Grade 2: Math computation seems to be an area of strength for entering grade 2 students and an area of growth over the last 3 years. 80% of our students performed well on this entrance assessment. Relative to the first grade data, the January benchmark indicates a decline in students performing at proficiency. The common theme that I see reoccurring is curriculum alignment with Aimsweb assessments not matching as the shift in solving word based problems is more prevalent in our curriculum now then basic computational skill sets. This may indicate that although students are expected to do more critical thinking in mathematics that they may not have a solid foundation of computational skills to solve simple addition, subtraction, and potentially multiplication and division problem sets.

ELA and Math Module Assessments

In analyzing the winter module benchmark data I am encouraged that our students are demonstrating growth through our curriculum. K-2 module assessments were revised this past summer after lengthy conversations about the provided assessments that existed with the curriculum. To look back at the 13-14 data and to try to compare to this year would be unfair. When I analyze the fall to winter data, I see more students transitioning from lower levels to moderate levels (movement from 1 to 2, 2 to 3, and so on). If you look at the growth in mathematics Kindergarten and grade 1 had from fall to winter, it would encourage anyone. Grade 2 data in mathematics demonstrates to me that concepts become increasingly more difficult when the year progresses, leading students to fall within level 2 versus other levels. This trend aligns to how third grade students did on last year's NYS Assessment of mathematics for grade 3 as well. The question becomes, "how do we better prepare our current grade 2 students for what is to come?" We continue to work on and attempt to answer that question as

we move forward in learning more and more about our vertical alignment between grade levels.

Generalized but important comments about our k-2 data:

Our faculty and staff continue to look at multiple pathways for student learning. **I am so very proud of all of them and their efforts** in analyzing, modifying, adapting, and enhancing our curriculum. As we continue to further implement best practices in teaching with our new curriculum, the rewards for our students and their growth both as life-long learners and human beings will be our payday in the end.

To: Board of Education
Re: Second Quarter Data
Date: March 3, 2015
From: Stephanie Falls

The following is a narrative regarding the quarterly data for the Intermediate School. You have been provided the data for attendance, STAR reading and math, and module assessments for ELA and math. The STAR data was collected in January and the module assessments were administered in February.

Attendance

The main office continues to utilize mailings to help resolve absences. We have been successful with many absences using this personalized contact. Some of the students listed have had family vacations and/or extended illnesses this school year. We continue to address attendance issues with families to help increase attendance of specific students.

STAR Reading and Math (grades 3-5)

STAR estimates the mastery of CCLS and suggests activities to help students with a variety of reading and math skills.

Grade 3 scores are similar as you compare 2013-2014 to the current school year. However, when comparing the current students from fall to winter there is a 25% increase in proficiency! We are very excited that were there less level 1s and more level 3-4s this quarter.

Grade 4 scores are similar as you compare 2013-2014 to the current school year. The scores when compared to fall and winter are fairly consistent, also. Grade 4 module #1 significantly changed this school year so the teachers are still working to best adapt this to the students' needs.

Grade 5 scores are also similar as we compare to last year's students and the progress from fall to winter.

The results of this screening, as well as running records and NYS test scores, were used to assign students to groups for our intervention/tier 1 block, TEAM, based on the district RtI protocol. Teachers and support staff have met throughout the school year to modify students' TEAM assignments based on progress and/or lack of

progress.   Module assessment results are used in classroom instructional groups for pre-teaching and re-teaching.

ELA Module Assessments

Students in grades 3-5 took the end of Expeditionary Learning module assessment for ELA. I met with each team of teachers to discuss the assessments.

Grade 3

- There were several updates to the assessment for this quarter.
- Teachers now have good feedback for assisting students with the following items:
  - Proofreading their work; conventions, spelling, missing details were not self-corrected.
  - Finding evidence in the text.
  - Building background knowledge.

Grade 4

- The assessment and text were new to the module so it was base-line data.
- Teachers are still focusing on the assessment directions and use of specific details to be included in students' responses.

Grade 5

- Assessment was focused on writing while the module worked more specifically on using graphic organizers.
- Assessment revisions are being submitted as part of the CCLS Fellowship to better measure the content of the module.

Math Module Assessments

Students in grades 3-5 took either the end of Common Core module or mid-module assessment for math depending on the length of the unit. I met with each team of teachers to discuss the assessments.

Grade 3

- Teachers were pleased with the progress on the math assessment.

Grade 4

- Teachers are still working with students on strategies for multi-step directions and filling gaps from the shift to CCLS.
- Fluency is still a major focus. Students are able to skip count but are inconsistent when applying basic facts to problem solving.

Grade 5

- Assessment was rigorous with multi-step word problem.
- Rubric did not account for early errors in computation for the entire set of problems. This made it difficult for students to receive credit after simple errors.

Thank you for your continued support. We are using assessments to better help students fulfill their academic potential as College and Career Ready Homer graduates.

TO: Homer Central School Board of Education Members
FROM: Thomas M. Turck
DATE: March 4, 2015
RE: 2014-15 Second Quarter Data Summary

This memo is meant to give some perspective to the Homer Junior High quarterly data provided for you in this week's Board of Education packet. I welcome any feedback that you have that will help this document to be as informative as possible.

Attendance

We continue to track student attendance, by team, on a weekly basis. As you may expect, it is not an issue solved overnight. With some families, just scheduling a meeting to discuss our concerns has been difficult to accomplish. It is no secret that some of our most struggling students are those with attendance issues. The good news is that we know who those most at risk students are and convene regularly to discuss strategies to help them get to school on time and on a regular basis. We will continue to reach out to those families and to put in place proper personalized supports to help their children meet with success.

Grade 6-8 STAR Reading

As I mentioned during the first quarter report session, STAR data reported on a whole has little significance and was not designed to be used in this manner. Rather, a student by student view helps us to track growth in specific skill areas, especially with those students who are being progress monitored and have interventions built into their course of study to help them build strength in a deficient area. This is being done both in the resource room and during a student's Academic Intervention Services (AIS) support period.   One building growth area is to study how to build time into a seventh and eighth graders day, like we do in grade six, to have all students scheduled for a student support period to build upon skills that they have, whether it be in the form of remediation or enrichment.

Grade 6-8 STAR Math

As was the case with STAR Reading, student's growth is measured looking student by student within and across academic years. This is done by teachers working with individual students. To look at this from a different perspective, though, when we compare each cohort's achievement to last year at this same time (2013-14 Q2)...it is evident that little group growth, if any, has occurred. 35% of this year's sixth graders scored at a 3 or 4 while at this time last year 47% hit that mark. In grade seven, 18% of students scored a 3 or 4 while last year the number was 20%. Grade eight students made marginal growth as a whole currently having 30% of students scoring a 3 or 4 while at this time last year that number was 27%. This should not be surprising, though, as only sixth grade students and those being

progress monitored are receiving regular and ongoing prescriptive interventions specifically geared to those deficient areas between benchmarking periods.

ELA Module Assessments

In reviewing this data, the percentage of students attaining a 3 or 4 remained relatively constant or improved slightly. In grade six, 56.9% scored at this level in quarter one, while in quarter two 65.4% achieved that level. In grade seven, the number remained relatively unchanged from 58% to 57.8%. In grade eight, 39.3% to 38.8%.

In our two ELA subject area days this year, time has been spent in two major areas as it relates to the modules: identifying how to pare down the lessons to fit our time devoted to ELA instruction and what to add to the modules to make up for areas where the content is a little thin...particularly in the area of writing. I do feel that we have made positive strides in fine tuning our instruction to ensure a balanced literacy experience for our students. The majority of the next subject area day, later this month, will continue on these efforts.

Math Module Assessments

In math, student performance attainment of level 3 or 4 dipped from quarter one to quarter two. In grade six, 48.3% of students scored at that level while in quarter two 42.3 % of our students scored in one of those two categories. In grade seven, we saw a drop from 67.2 to 64.9% and in grade eight, a move upward from 29.9 to 33.3%.

The math subject area days have taken the same form as those in ELA noted above. Teachers have worked diligently with John Kirkwyland to ensure that we are providing a coherent, well-aligned math experience for our kids from grades six through eight.

Grades and Class Averages for Junior High Classes

As we continue to discuss how best to report student progress through the report card, one item has begun to bubble to the surface that plays a major role in determining a student's "grade." That item is homework completion. At team meetings we are looking at individual student achievement using SchoolTool and it is nearly a 100% certainty that if a child is "failing" a class, they have a large number of zeroes on assignments to be completed at home. This begs the question, are they really failing to understand the concepts taught, or are they simply failing in their ability/willingness to demonstrate that understanding through work being expected to be completed outside of the school day?

As you may expect, this has generated some very interesting conversations and some extremely strong opinions from staff. While I have been talking about moving forward with Standards Based Reporting, and we are, this homework issue is a "nut" that we have to crack to give parents a better picture of what their children actually know as it relates to the skills and content of a particular subject.

Memo

To: Ms. Ruscio
                  Mrs. Llewellyn

From: Mr. Van Etten

Date: March 4, 2015

Regarding: **Quarter 2 Data**

Thank you for the opportunity to review and comment on data from the second quarter. In reviewing the information for the high school, I will comment on the several areas that the data is presented.

Attendance

The usual increase in absences is noted across all grade levels at the high school, following trends noted across all schools. Additional increases in absences are noted when comparing high school students of compulsory school age to those not required by age to attend.

The "At Risk" reports identified have been used as a comparison to other School Tool reports that have been generated for weekly student services team meetings at the high school. For the example provided in detail, the seven students noted are all known to me and the team I have included a separate memo providing specific student information. Three of the students have regularly received tutoring services for the days listed as absent. One has alternative programming. Three others have been working with staff in school and in the community to reduce absenteeism and address programming changes. These seven students account for nearly 200 days absent in grade ten. While the average at grade ten appears to have taken a significant jump, when these seven cases are considered, the rate for the remaining 179 students is likely not as inconsistent from prior years. I have attached a report with additional detail.

Similar cases exist in grade 11 and 12, with four students at grade 11 resulting in 85 days absent (with three receiving tutoring and one in awaiting alternate programming). At grade 12, there are two students of note. One student has left the home, is married and is now looking at a home schooling approach to complete her education has significant absences. A second student has moved in and out of the district and not looking to complete his education at this time, but had not yet dropped from the rolls in the second quarter, closing out the option to return.

STAR Testing

Mrs. Collins, Mr. Moore and I have met to review and discuss the STAR Reading Results and STAR testing in general. Chris and I have made the following observations:

- Last year STAR had not yet developed the set of norms for grade 9 that we utilized for grades 3-8 which are intended to better predict success on state exams. Therefore when looking at this year's 9th graders compared to last year's 9th graders, the mark for proficiency has changed.
- For example, the winter benchmark proficiency target using the default norms we utilized last year (2014) is a scaled score of 942. The winter benchmarks proficiency targets for this year (2015) using the state norms is a scaled score of 1301.
- When comparing the two years, it is important to keep in mind that the number of students declared proficient must be looked at more closely in terms of the students scaled scores to determine how alike or different they are.

- A better way to compare the date because of the differences in scores noted would be to look at this year's 9th graders from fall to winter. These reports use the same norm sets.

In using Mr. Moore's approach, with which I concur:

Grade 9 Reading	Fall	Winter
At/Above Mark	52	57
Below Mark	106	104

Grade 9 Math	Fall	Winter
At/Above Mark	40	58
Below Mark	99	75

Slight growth is noted within Reading in the cohort at grade 9 while greater gains are noted in Math. Mrs. Collins and I continue to meet on AIS students and are reviewing STAR reports for Reading.

Second Quarter Grades

A degree of consistency or increased achievement is noted in most courses when compared to quarter one or the same time period last year. Decreases in the number of students at the mastery level in some courses. Conversations with teachers and departments have and will continue to occur with these instances.

In technology, students continue to pass at a similar rate, but in several courses, average grades are lower. In conversations with teachers, it has been noted that courses have "moved out of introductory material that was covered in the first quarter to more rigorous problem solving. The second quarter has involved more math and technical information than the first quarter." With these challenges, enrollments have remained stable and in some cases are greater than during the same time period last year.

In Business Math, numbers also show a decrease in performance from last year. Similar to technology courses, revisions to courses have increased rigor for students. This has had an impact on student achievement.