

K-2 Data Analysis – Quarter One 2015-2016



To: Board of Education
Re: First Quarter Data
Date: Fall 2015
From: James McGory

The following is an analysis of the quarterly data for K-2 students. You have been provided the data for the Aimsweb reading and math along with attendance data. The Aimsweb data was collected in September.

Attendance

In looking at our attendance rates during the first quarter of school, I am encouraged by the data that demonstrates a good start to our school year in regard to student attendance. Having in place a newly revised attendance policy in relationship with recognizing positive student attendance has helped administratively when communicating attendance expectations to parents. Historically during our second quarter we generally see a decline in attendance due to student illness during the winter months. I will be anxious to compare the 2014-15 winter attendance data against this year's winter data to see if our new policy continues to encourage student participation.

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: When analyzing the fall benchmark data through Aimsweb for Kindergarten and relating this new data to historical data over the last 5 years, our new kindergarten students have started with us with the same background knowledge in the area of language arts as past Kindergarten students. It is encouraging to see that our data for entering kindergarten students remains consistent over the past several years. I do wonder at times what potential positive influence we might have on pre-kindergarten and child care programs in our district if we spent more time working with them to better prepare our incoming kindergarten students for the academic and social rigor of public school?

One thing that I would like to closely examine here at the elementary school is building a stronger partnership with our community based pre-kindergarten and child care programs. In doing so we could work together on a more aligned, vertically enhanced structure that benefits all students coming into our schools in the areas of literacy, mathematics, and socialization.

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 compared to last year's cohort of students, our new grade 1 students tend to need more enhancement around phonics and phonemic awareness.

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 very similar ability as the cohort before them of consonant-vowel blends as demonstrated by 74.5% of our students performing at or above proficient levels. This demonstrates that Kindergarten teachers did a fine job at addressing student needs in this area from the prior school year.

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. 52% of 2nd grade students performed at proficient levels. This means 52% of our second graders read enough words with minimal mistakes compared to national norms. This percentage is a slight decrease in initial student performance compared to last year's cohort of students.

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 (64%) performed at proficient levels. Kindergarten students generally come to us with a good understanding of how to count to ten. When you place a number line in front of them, it can be problematic if a number is missing out of that line.

Grade 1: Overall at grade 1 60% of 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.

Grade 2: Math computation seems to be an area of concern based on our fall benchmark only using Aimsweb. 52% of students performed at proficiency this fall compared to last year's cohort who performed at 75% proficiency. This is something to keep an eye on as the year progresses.

Generalized but important comments about our k-2 data:

This year our building falls under my principal SLO with the creation of our District APPR plan. Generally when we compare Aimsweb data to national norms, 50th percentile growth is considered average growth for students. We have set our end of the year growth targets at the 65th percentile in ELA and math for our students. This is an ambitious goal for our students. We chose to set these targets at the 65th percentile to further align to our Intermediate School students and the expected outcomes on NYS assessments in language arts and mathematics in the spring.