

To: Board of Education
Re: Second Quarter Data
Date: Winter 2016
From: James McGory

The following is an analysis of the second quarter data for K-2 students. You have been provided with attendance data and Aimsweb benchmark data for both reading and mathematics. Aimsweb benchmark data was collected in January 2016. This report compares data from the prior school year to this school year.

I have also attached data that shows the past 5 years. This data demonstrates a nice growth trend in student performance from fall to winter on our language arts and mathematics benchmark assessments.

Attendance

Historically attendance rates decline during the winter months. This past winter at the Elementary School we once again 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. In comparing our first quarter data (students at 85% and below) and second quarter data in this same field, attendance has improved. Our new attendance policy has been effective in bringing more awareness to parents about the importance of their children attending school on a regular basis.

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 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: Almost 50% of 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 winter data of 2014, our Kindergarten students who are performing at proficient levels increased by 7% while students who are performing at tier 3 decreased.

Letter sound fluency directly relates with letter naming fluency. Students who can fluently identify letter names can generally produce the sounds the letters make. Almost 70% of our kindergarten students are performing at proficient levels while students who performed at tier 3 has decreased.

Nonsense word fluency (NWF) 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 similar number of students this year are identifying the same amount of nonsense words than last year. 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 with a slight increase in students performing at tier 3 levels. I would assume the data would be much lower if we collected this information in the fall based on student exposure and learning about consonant-vowel-consonant 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 72% of students are performing at proficient levels in comparison to last year's data where student performed at 60% proficiency. This comes from lengthy discussions and making adaptations to our core curriculum where a focus was placed on phoneme segmentation.

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. Student growth has decreased in this area.

Reading Curriculum-Based Measure (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 better than last year at this time.

Grade 2: The RCBM is a brief, individually administered, standardized test of oral reading. The test measures words correctly read for a 1 minute period of time. 58% of 2nd grade students performed at proficient levels. This group of students started the year with the lowest data sets in regard to the R-CBM in the past 5 years. I am impressed however with the growth they have demonstrated from the fall until now.

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 (65%) performed at proficient levels. Our data looks almost identical to last year at this time.

Number naming fluency results from fall to winter have seen a slight improvement from last year's cohort of students with an increase in tier 1 of 7%.

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 compared to last year are significantly better. Math instruction continues to improve in our building.

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. Our 2nd graders are grasping algorithms that are being taught that align to our new approach in mathematics. Last year 42% of students performed at tier 1 at grade 2 at the second quarter benchmark. This year 55% are performing at tier 1. This

to me demonstrates that our student's have picked up on our new approaches in mathematics after learning this way for the past 3 years.

Writing Benchmark Assessments

This was our first year in collecting data based on writing assessments. We found that our rubrics did not allow for consistent scoring as we started with a rubric that scaled scores up to a level 3. In scoring these assessments K-2 we truly needed a rubric that addressed more criteria. We will be spending time this month on our professional development day to further plan ahead for writing instruction.

Generalized but important comments about our k-2 data:

Student achievement in both language arts and mathematics has increased at the elementary over the last three years. I believe this is due to our better understanding of our core instruction, interventions that are in place for our students, a focus our building has taken on data to inform instruction, and the work our teachers and staff continue to do to better support our students learning needs. This has been accomplished through collaboration and supporting one another.



To: Board of Education
Re: Second Quarter Data
Date: March 1, 2016
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 writing assessment data. The STAR data was collected in early February.

Attendance

The main office is continuing to help to resolve absences along with the nurses' office. We also have been meeting families regarding attendance. We have made several CPS calls regarding educational neglect; however, only one has been taken by the NYS hotline. One family has been referred to CCSI for attendance assistance.

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.

The scores for all three grade levels are very similar to last year's results with only a few percentage points in variation.

We continue to use the results of this screening, as well as running records, NYS test scores, and classroom performance, to assign students to groups for our TEAM based on the district Rtl protocol.

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.

Writing Prompt

The Intermediate School began implementing the strategic writing plan this school year to work toward a higher level of proficient students on the NYS ELA exam. Teachers worked on the rubrics over the summer. After working on the first writing prompt, teachers discovered the rubric was not specific enough to accurately grade writing assessments. For example, the number of details was not defined for the grade level benchmark. Currently, teachers are working to improve the writing instruction by investigating the Pathways rubric for scoring/instruction. Teachers are working with the ELA Coach on consistent scoring with the new rubric during grade level days in March.

TO: Homer Central School Board of Education Members
FROM: Thomas M. Turck
DATE: March 2, 2016
RE: 2015-16 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

Our student support team, consisting of the school counselor, psychologist, social worker and principal, meet weekly to review student attendance. Additional conversations occur with staff during our weekly team meetings each Tuesday. Many parent-student meetings have occurred as a result of these discussions about attendance. We approach these family meetings as an opportunity to problem solve what the issues are that continue to get in the way of students attending school on a regular basis. Additional referrals for PINS diversion services have been made as a result of our conversations with families. In some cases, we have been able to encourage parents to make the contact, thereby increasing a partnership approach as opposed to the school filing the report alone.

92% of the students have a school attendance rate of 90% or above thus far. Any student who falls below the 90% total at any time during the school year receives some sort of contact by my office. It takes the form of a letter until the percentage falls below 85%, at which time a problem solving meeting with the family is scheduled.

ELA Module Assessments

In reviewing this data, the percentage of students attaining a 3 or 4 varied fairly significantly from quarter one to quarter two in some areas. In grade six, 40.1% scored at this level in quarter one, while in quarter two 63.4% achieved that mark. In grade seven, the number remained relatively unchanged from 55.8% to 56.2%. and in grade eight, the number dipped 52.8% to 44.5%.

In speaking with our teachers in grade six and eight where the number varied greatly, they point to the complexity of the content covered as a main reason for this variation. In grade six, the focus in the first module; while in grade eight.

Math Module Assessments

In math, the variation was evident only in grade six. The percentage of students attaining a 3 or 4 in quarter one was 57.8%. In quarter two, 40.2%. In grade seven, the number of students remained essentially the same, going from 57.6 to 57.3% in that same time period. Grade 8 remained relatively

constant as well with 30.6% of students scoring a 3 or 4 in quarter one while 28.4% attained that level of performance in quarter two.

The math department recently spent time looking at how we communicate student understanding of math concepts to our parents through report card comments. They have developed math specific comments that will be uploaded to our student management system in time for the 30-week report card period. We believe the specificity of comments will help parents to better understand the strengths and weaknesses that their children possess in this content area.

Grades and Class Averages for Junior High Classes

The trend of higher report card averages when compared to module assessment attainment levels continues. To help bring the two items more in alignment, we have spent considerable time studying new and different approaches to homework, which is where much of the grade inflation takes place.

Ten of our teachers have begun a homework pilot study that will help us shape our building homework policies and practices moving forward.

We have three pilot groups: the first has teachers assigning no homework. A student's grade is based on in class work, as well as the traditional formative and summative assessments. The second group has reduced the amount of homework being assigned, with homework constituting no more than 10% of the overall grade for the class. The third pilot group has reduced the amount of homework assigned as well, but homework is not graded to help develop an overall score for the class. Teachers are only providing feedback to students about what they have done well and what errors they have made in the completion of the task.

We have already begun to hear from families how the approach to homework has affected their child's grades in the homework pilot classes. It is too early to determine the positive and negative effects of each of the three practices, but we are encouraged that people are seeing a difference for their child as a result of a change in homework practice. We will also be putting a student/parent survey in the field that will help us gather feedback for further study as we attempt to create a consistent, coherent homework policy for the Junior High moving forward.

Memo

To: Ms. Ruscio
Mrs. Llewellyn

From: Mr. Van Etten

Date: March 3, 2016

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 some of the areas that the data is presented on.

Attendance

Looking at students above the 90% threshold for attendance, the high school shows a year to date average of 86% above this threshold, with the number decreasing from 89% in quarter 1 to 85% in quarter 2. When looking at the comparison for quarter 1 to quarter 2 of students above the 90% attendance, grade 9 shows constant at 85%, grade 10 decreasing from 96% to 86%, grade 11 from 90% to 84%, and grade 12 from 88% to 86%.

Percent attendance includes students absent both excused and unexcused. As with previous years, various medical issues have been monitored as the attendance rate is monitored daily. One of the improvements this year has been looking at the daily attendance rate for improvements. While 101 of the 718 students listed have at one point in the first semester dipped below 90%, over 20 students received letters indicating an improvement of attendance above the 90% threshold. Students attending the semi formal had the opportunity to win tickets to the event if they had maintained a 95% or better attendance rate. Prior to the holiday recess, all students with a 100% daily attendance rate received a letter with a holiday treat recognizing the accomplishment. The efforts to recognize attendance in a positive manner have been met with appreciation from students and staff members. The new processes in more clearly communicating attendance expectations and corresponding and communicating with parents has helped students improve attendance rates.

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. In looking at quarterly averages, most classes that show more than a 1-2 point variation from the same period last year show an increased average in 2015-16.

Technology is one of the areas where the trend mentioned above is noted. As the implementation of Project Lead the Way (PLTW) courses occurs, a trend where student achievement improves has been anticipated. Students in PLTW course this year had clearer

expectations of the nature of the coursework, with some students having completed PLTW courses last year. We will continue to monitor student progress in this area.

In the College and Career Readiness course, student achievement has decreased in comparison with 2015. Students completing a CDOS Credential were enrolled in this course in semester 1. While some success was noted, it was not at the same level as diploma bound peers. In taking the class, all students had access to this relevant content, an important change in access that the change in credential requirements has promoted.