

Meade 46-1 School Board
Presentation
State Report Card
Assessment Measures

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October 11, 2016

Progressing School and Small School Status

School Name	Classification	Student Achievement	Attendance	Academic Growth	High School Completion	College and Career Readiness
	Select Filter ▾					
Atall Elementary - 17	To Be Determined	●	●	●		
Elm Springs Elementary - 13	Small School	●	●	●		
Enning/Union Center Elementary - 09	Progressing	●	●	●		
Hereford Elementary - 08	Progressing	●	●	●		
Opal Elementary - 15	Progressing	●	●	●		
Piedmont Valley Elementary - 05	Progressing	●	●	●		
Sturgis Elementary - 03	Progressing	●	●	●		
Whitewood Elementary - 04	Progressing	●	●	●		
Sturgis Brown High School - 01	Progressing	●			●	●
Sturgis Williams Middle School - 02	Progressing	●	●	●		

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Rating Key



● 0-25% Possible Points

● 25-50% Possible Points

● 50-75% Possible Points

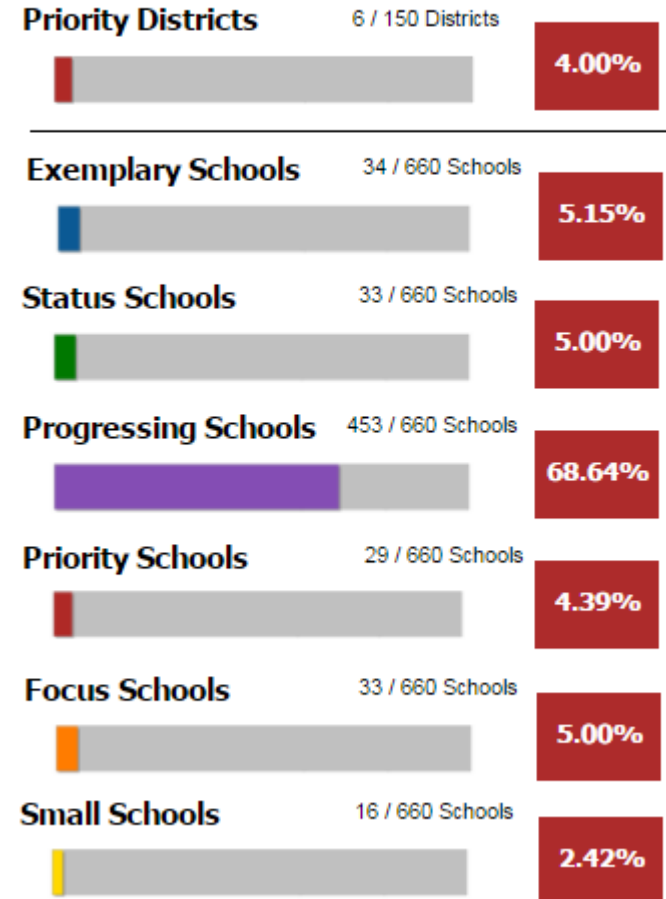
● 75-100% Possible Points

Understanding School Performance Index - SPI

SPI	The School Performance Index, or SPI, is based on a 100 point scale. This measurement is comprised of the key indicators below:	
	High School	Elementary/Middle School
	1) Student Achievement	1) Student Achievement
	2) High School Completion	2) Academic Growth
	3) College and Career Readiness	3) Attendance
Progressing School	Calculated separately at the high school and elementary and middle school levels, a school whose SPI places it below the top 10 percent of schools but above the top five percent of schools, who is also not classified as a focus school. This classification also includes schools whose SPI scores qualify them for focus or priority school status but who are not Title I schools.	
Small School	A school whose n size for student achievement is fewer than 10 students. These schools are not included in the SPI classification level ranking report but are looked at separately through a special audit process.	

No new school classifications are being made this year, due to the transition to the Every Student Succeeds Act.

State SPI Summary



<p>Student Achievement Key Indicator</p>	<p>At the High School level, this is based on the percent of students scoring at proficiency or above on the statewide English language arts (ELA) and math assessments delivered in 11th grade.</p> <p>At the Elementary and Middle School levels, this is based on the percentage of students scoring at proficient or above on the statewide ELA and math assessments in grades 3 through 8.</p> <p>In both the High School and the Elementary and Middle School calculations, math and ELA scores are calculated separately, with each accounting for half of the total possible points associated with this indicator. Points are awarded separately for Gap Group and Non-Gap Group students, and are weighted based on the size of the group.</p>
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<p>Gap Group</p>	<p>The Gap Group at a school consists of those students in subgroups that have historically experienced achievement gaps. This group includes any student who falls into one or more of the following categories: Black or African American, American Indian or Alaska Native/, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and Students who are Limited English Proficient.</p>
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<p>Academic Growth Key Indicator</p>	<p>This indicator is introduced for the 2015-16 report card. The indicator is based on Student Growth Percentiles. Each student for whom growth is calculated are given one of four levels:</p> <ul style="list-style-type: none"> • Keeping Up: Proficient, and projected to remain proficient; • Catching Up: Not yet proficient, but projected to get to proficiency; • Very High Growth: Not proficient, not projected to get there, but growing at a rate of better than 70 percent of his or her peers; • Not Meeting Standard: none of the above. <p>Schools earn SPI points based on the percent of students in the Keeping Up, Catching Up, or Very High Growth categories.</p>
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SPI by School

School	Attendance	Academic Growth	Student Achievement	Total SPI
Atall	84.62% 16.92/20	Fewer than 10 students in school exempt from this indicator	37.5% 30/80	46.92%
Elm Springs	63.64% 12.74/20	Exempt	81.25% 60/80	77.73%
Enning/UC	90.91% 18.18/20	64.22% 25.6/40	39.35% 15.74/40	59.61%
Hereford	94.12% 18.82/20	52.25% 20.9/40	36.55% 14.62/40	54.34%
Opal	88.89% 17.78/20	Exempt	67.65% 54.12/80	71.90%
PVE	84.45% 16.89/20	45.10% 18.04/40	54.92% 21.97/40	56.90%
Sturgis Elementary	76.3% 15.26/20	51.95% 20.78/40	56.98% 22.79/40	58.83%
Whitewood Elementary	77.98% 15.6/20	54.65% 21.98/40	66.30% 26.52/40	63.98%
Sturgis Williams Middle School	69.25% 13.85/20	45.55% 18.22/40	46.52% 18.61/40	50.68%

SPI for High School

High School Completion Rate	The percent of students in the most recently completed academic year who attained either a diploma or their GED out of all students who either completed high school, dropped out as 12 th graders, or who dropped out earlier in their high school career and would have been 12 th graders in the most recently completed academic year.
Graduation Rate	The four-year cohort Graduation Rate required under the Elementary and Secondary Education Act. This measures the percent of students who graduate with a diploma in four years out of all students who first entered the ninth grade four years ago.
College and Career Readiness Key Indicator	<p>Prior to the 2015-16 school year, this indicator only comprised a college readiness assessment. It measured the percent of students who met the Board of Regents benchmarks for readiness to take credit bearing classes – those whose highest ACT math sub-score was 20 or above and the percent of students whose highest ACT English sub-score was 18 or above.</p> <p>The 2015-16 report card looks at students meeting the Board of Regents benchmarks on <i>either</i> the ACT or the Accuplacer assessments in English and math, respectively. Separately, it also measures career readiness through the optional National Career Readiness Certificate, or NCRC. Students earning a certificate of Bronze or above are considered career ready.</p> <p>For schools offering the NCRC, points are distributed equally among College Readiness – English, College Readiness – Math, and Career Readiness. For schools not offering the NCRC, points are split evenly between College Readiness – English and College Readiness – math.</p>

	College & Career Readiness	High School Completion Indicator	Student Achievement	Total SPI
Sturgis Brown High School	73.40% 22.02/30	91.80% 27.54/30	45.50% 18.2/40	67.76%



Indicator 3 – Attendance or College & Career Readiness

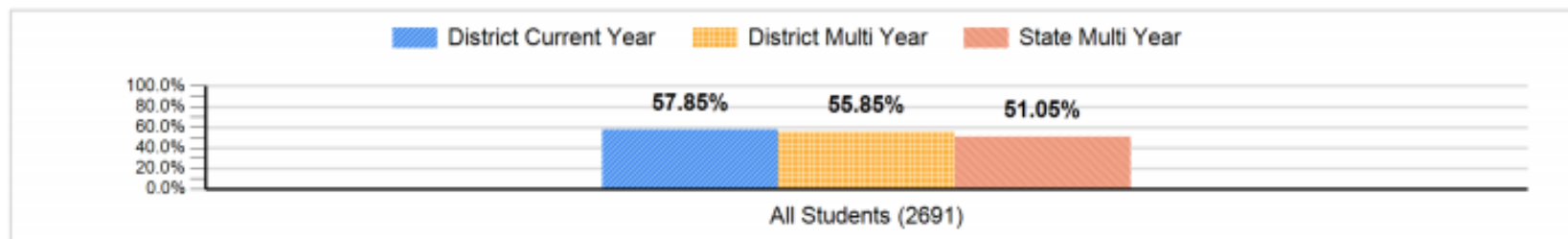
	Points Possible	Performance	Points
English Readiness Percentage of the prior year's graduates who met the Board of Regents benchmark on assessments in English	10.00	71.15%	7.12
Math Readiness Percentage of the prior year's graduates who met the Board of Regents benchmark on assessments in Math	10.00	57.14%	5.71
Career Readiness Percentage of students taking the NCRC who earned a certificate	10.00	91.91%	9.19
College and Career Readiness Total			22.02

National Career Readiness Certificate (NCRC)

- Stellar results from students who were tested on Applied Mathematics, Reading for Information, and Locating Information
- 164 Juniors Participated
- 1 Platinum (our first one) 0.6%
- 26 Gold 15.8%
- 93 Silver 56.7%
- 32 Bronze 19.5%
- 11 No Certificates 6.7%
- 1 Incomplete 0.6%

91.9% for Career Readiness

Student Achievement: ELA Multi Year - Proficiency



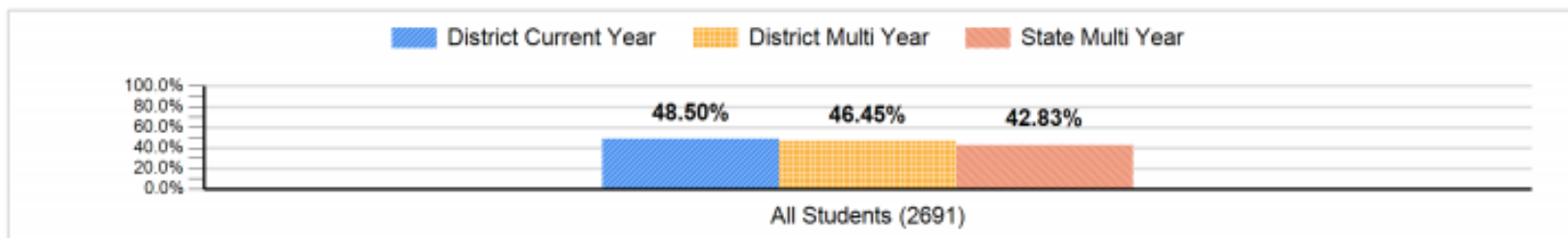
Student Achievement: ELA Multi Year - Proficiency - Data Matrix

Subgroup	Number of Students	District Current Year	District Multi Year	State Multi Year
		Multi Year - Proficiency	Multi Year - Proficiency	Multi Year - Proficiency
All Students	2691	57.85	55.85	51.05
Hispanic / Latino	88	47.92	45.45	36.32
American Indian / Alaskan Native	108	36.84	38.89	21.65
Asian*	*	*	*	46.41
Black / African American	20	*	75.00	32.55
Native Hawaiian / Pacific Islander*	*	*	*	48.11
White / Caucasian	2372	58.94	56.53	57.23
Multi-Racial	94	61.11	61.70	46.17
Student With Disabilities	456	27.60	27.19	18.69
English Language Learners*	*	*	*	11.61
Economically Disadvantaged	1056	49.17	48.58	34.60
Female	1323	63.30	61.98	57.21
Male	1368	52.65	49.93	45.18
Migrant*	*	*	*	13.36
Gap	1321	46.38	45.80	34.20
Non-Gap	1370	68.96	65.55	67.48

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.

The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/ Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.

Student Achievement: Math Multi Year - Proficiency



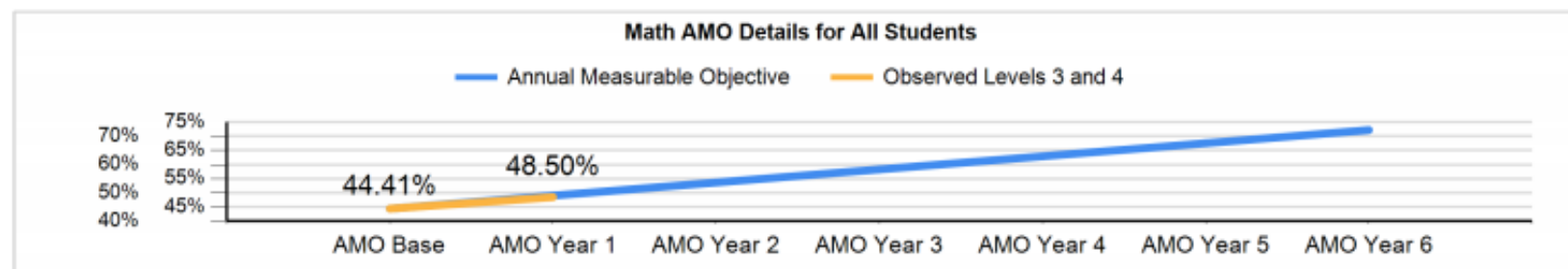
Student Achievement: Math Multi Year - Proficiency - Data Matrix

Subgroup	Number of Students	District Current Year	District Multi Year	State Multi Year
		Multi Year - Proficiency	Multi Year - Proficiency	Multi Year - Proficiency
All Students	2691	48.50	46.45	42.83
Hispanic / Latino	88	41.67	37.50	27.23
American Indian / Alaskan Native	108	26.32	23.15	14.27
Asian*	*	*	*	39.87
Black / African American	20	*	65.00	22.38
Native Hawaiian / Pacific Islander*	*	*	*	42.45
White / Caucasian	2372	49.19	47.43	48.97
Multi-Racial	94	55.56	50.00	38.06
Student With Disabilities	456	25.60	25.88	17.62
English Language Learners*	*	*	*	11.17
Economically Disadvantaged	1056	41.28	40.72	27.13
Female	1323	46.93	45.20	42.56
Male	1368	50.00	47.66	43.08
Migrant*	*	*	*	8.18
Gap	1321	39.42	38.68	27.26
Non-Gap	1370	57.30	53.94	58.04

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.

The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/ Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.

AMO Target: Math



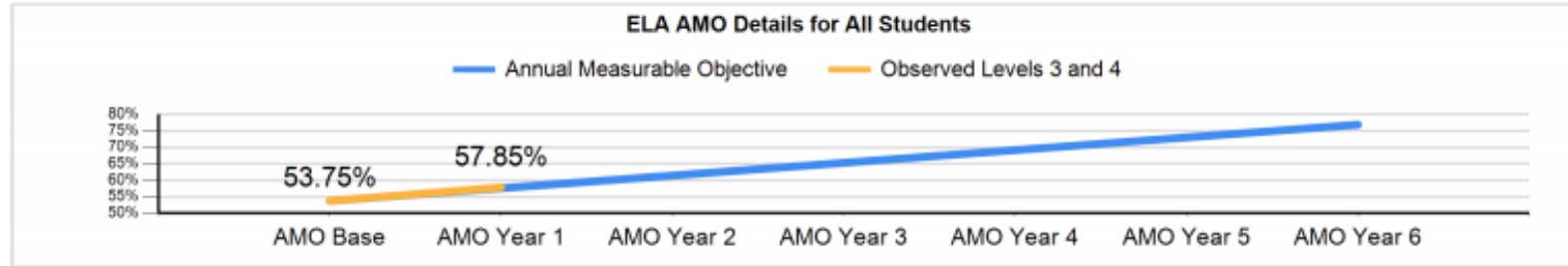
Subgroup	Base Year Data		Annual Measurable Objectives - Percent Levels 3 and 4					
	Base Year	Base Percent Level 3 & 4	AMO Year 1	AMO Year 2	AMO Year 3	AMO Year 4	AMO Year 5	AMO Year 6
All Students	2014-2015	44.41%	49.04 %	53.67 %	58.30 %	62.93 %	67.56 %	72.21 %
Hispanic / Latino	2014-2015	32.50%	38.13 %	43.76 %	49.39 %	55.02 %	60.65 %	66.25 %
American Indian / Alaskan Native	2014-2015	21.15%	27.72 %	34.29 %	40.86 %	47.43 %	54.00 %	60.58 %
Asian	Too Few	NA	NA	NA	NA	NA	NA	NA
Black / African American*	Too Few	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian / Pacific Islander	Too Few	NA	NA	NA	NA	NA	NA	NA
White / Caucasian	2014-2015	45.67%	50.20 %	54.73 %	59.26 %	63.79 %	68.32 %	72.84 %
Multi-Racial	2014-2015	42.50%	47.29 %	52.08 %	56.87 %	61.66 %	66.45 %	71.25 %
Student With Disabilities	2014-2015	28.70%	34.64 %	40.58 %	46.52 %	52.46 %	58.40 %	64.35 %
English Language Learners	Too Few	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	2014-2015	40.42%	45.39 %	50.36 %	55.33 %	60.30 %	65.27 %	70.21 %
Other Groups								
Female	2014-2015	43.41%	48.13 %	52.85 %	57.57 %	62.29 %	67.01 %	71.71 %
Male	2014-2015	45.39%	49.94 %	54.49 %	59.04 %	63.59 %	68.14 %	72.70 %
Migrant	Too Few	NA	NA	NA	NA	NA	NA	NA
Gap	2014-2015	38.43%	43.56 %	48.69 %	53.82 %	58.95 %	64.08 %	69.22 %
Non-Gap	2014-2015	50.30%	54.44 %	58.58 %	62.72 %	66.86 %	71.00 %	75.15 %

* = Fewer than 10 students in this group, AMOs provided for informational purposes only

NA = No students in this group or no data

AMO rates have been adjusted for the 2015-16 school year to reflect inclusion of the alternate assessment scores from 2014-15.

AMO Target: ELA



Subgroup	Base Year Data		Annual Measurable Objectives - Percent Levels 3 and 4					
	Base Year	Base Percent Level 3 & 4	AMO Year 1	AMO Year 2	AMO Year 3	AMO Year 4	AMO Year 5	AMO Year 6
All Students	2014-2015	53.75%	57.60 %	61.45 %	65.30 %	69.15 %	73.00 %	76.88 %
Hispanic / Latino	2014-2015	42.50%	47.29 %	52.08 %	56.87 %	61.66 %	66.45 %	71.25 %
American Indian / Alaskan Native	2014-2015	42.31%	47.12 %	51.93 %	56.74 %	61.55 %	66.36 %	71.16 %
Asian	Too Few	NA	NA	NA	NA	NA	NA	NA
Black / African American*	Too Few	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian / Pacific Islander	Too Few	NA	NA	NA	NA	NA	NA	NA
White / Caucasian	2014-2015	53.98%	57.82 %	61.66 %	65.50 %	69.34 %	73.18 %	76.99 %
Multi-Racial	2014-2015	62.50%	65.63 %	68.76 %	71.89 %	75.02 %	78.15 %	81.25 %
Student With Disabilities	2014-2015	29.15%	35.05 %	40.95 %	46.85 %	52.75 %	58.65 %	64.58 %
English Language Learners	Too Few	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	2014-2015	48.08%	52.41 %	56.74 %	61.07 %	65.40 %	69.73 %	74.04 %

Other Groups

Female	2014-2015	60.31%	63.62 %	66.93 %	70.24 %	73.55 %	76.86 %	80.16 %
Male	2014-2015	47.35%	51.74 %	56.13 %	60.52 %	64.91 %	69.30 %	73.68 %
Migrant	Too Few	NA	NA	NA	NA	NA	NA	NA
Gap	2014-2015	45.52%	50.06 %	54.60 %	59.14 %	63.68 %	68.22 %	72.76 %
Non-Gap	2014-2015	61.85%	65.03 %	68.21 %	71.39 %	74.57 %	77.75 %	80.93 %

* = Fewer than 10 students in this group, AMOs provided for informational purposes only

NA = No students in this group or no data

AMO rates have been adjusted for the 2015-16 school year to reflect inclusion of the alternate assessment scores from 2014-15.

Reporting

- Individual Student Reports – most schools sent out the Smarter Balanced reports and DSTEP Science reports in the spring before school was released for summer
- This fall student reports were enhanced; some student reports being resent during parent/teacher conferences
- School Board
- Federal Reporting – booklets with two-year results for all schools are to be displayed at each building
- Reporting to the public – in newspaper and on school website.

Analyzing Data – District & School

- TriAnnual standards-based assessments: look at student progress and standards growth
- Smarter Balanced data collated and shared – data retreats by building
- Use the information from both sources to determine goals for the school year
- Look for trends: pacing guides, curriculum, classroom strategies
- Math – fractions, teaching algorithms
- ELA – RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.