

2016 ACT ASPIRE SUMMATIVE DATA REVIEW

Whitley Elementary School

SCHOOL

Reading

SUBJECT

TASK 1: DATA ORGANIZER

Assessment team members should gather trend data that shows the ACT Aspire percent proficient, readiness levels and other meaningful data (ie. Student growth percentile) by subject, grade level, and subgroup. This data will be utilized to complete the remainder of this assignment. Data may be accessed using reports from the ACT Aspire portal or the dashboard and displayed in a chart/graph of your choice.

TASK 2: ANALYZE THE DATA

Identify and Record Observations

<ul style="list-style-type: none"> ▪ Trends in data ▪ Areas of greatest potential growth ▪ Areas where improvements were made 	<ul style="list-style-type: none"> ▪ Areas of <i>urgent</i> need ▪ Areas where improvements are needed ▪ Student groups requiring the most assistance
<ul style="list-style-type: none"> 🔍 Integration of Knowledge and Ideas 🔍 Craft and Structure. 	<ul style="list-style-type: none"> 🔍 4th grade has decreased in Proficiency each year: 2014 – 23.1% ; 2015- 8.8% ; 2016 – 4.2% 🔍 5th grade has decreased in Proficiency: 2015 – 15.2% ; 2016 – 8.7% 🔍 Our “In Need of Support” range increased from 61.5% in 2015 to 68.2% in 2016 🔍 Our overall Proficiency decreased from 10.9% in 2015 to 7.4% in 2016.

Causes for Celebration

What subgroups, content area(s) or reporting categories showed improvement?
 What specific strategies appear to be a direct cause for increased student achievement?

- 🔍 Our 3rd grade females increased 1.9% in Reading from 2015 to 2016.
- 🔍 Females scoring in the “Ready” category increased from 9.1% in 2015 to 12.7% in 2016.
- 🔍 Females in grade 5 made an 8.11% increase in Integration of Knowledge and Ideas and a 5.76% increase in Craft and Structure.
- 🔍 Females in grade 4 made a 0.82% in Integration of Knowledge and Ideas.
- 🔍 Males in 4th grade made a 3.3% increase in Craft and Structure.
- 🔍 Our 5th Grade SPE (not GT) made a 3.75% increase in Integration of Knowledge and Ideas.
- 🔍 When comparing students to students: our 3rd graders in 2014 scored 0% proficient; who were 4th graders in 2015 and scored 8.8% proficient; who were 5th graders in 2016 and scored 8.7% proficient.

Area(s) in Need of Improvement What reporting categories, subgroups, etc. showed a decline or a gap in achievement? What specific instructional strategies have been attempted?	
<i>Areas of Concern</i>	<i>Attempted Strategies</i>
Key Ideas and Details	Small group intervention of identified students with Reading Intervention teacher; Tier II intervention of identified students with classroom teacher; CFA assessments; Extended Day Tutoring
Craft and Structure	Small group intervention of identified students with Reading Intervention teacher; Tier II intervention of identified students with classroom teacher; CFA assessments; Extended Day Tutoring
Integration of Knowledge and Ideas	Small group intervention of identified students with Reading Intervention teacher; Tier II intervention of identified students with classroom teacher; CFA assessments; Extended Day Tutoring

TASK 3: PRIORITIZE NEEDS ANALYSIS

Enter the areas in which your school’s academic achievement needs the most improvement as determined by your leadership team. Fill in the chart, then number order these prioritized needs and challenges.

Level of Priority Based on Need and Challenge <small>*Complete this column once all other information has been recorded</small>	Grade Level(s)	Subgroup(s) <small>SpEd, EL, Ethnicity Groups, All</small>	Area of Concern	Other Pertinent Information <small>Reporting Category, other data sources, etc.</small>
Example: 1	7	SpEd	Integration of Knowledge & Ideas	STAR – GE 3.4
1	3 rd , 4 th , and 5 th grades	All	Key Ideas and Details	STAR Reading – GE: 3 rd grade – 2.3 4 th grade – 2.9 5 th grade 3.4

2016 ACT ASPIRE SUMMATIVE DATA REVIEW

Whitley Elementary School

SCHOOL

Math

SUBJECT

TASK 1: DATA ORGANIZER

Assessment team members should gather trend data that shows the ACT Aspire percent proficient, readiness levels and other meaningful data (ie. Student growth percentile) by subject, grade level, and subgroup. This data will be utilized to complete the remainder of this assignment. Data may be accessed using reports from the ACT Aspire portal or the dashboard and displayed in a chart/graph of your choice.

TASK 2: ANALYZE THE DATA

Identify and Record Observations

<ul style="list-style-type: none"> ▪ Trends in data ▪ Areas of greatest potential growth ▪ Areas where improvements were made 	<ul style="list-style-type: none"> ▪ Areas of <i>urgent</i> need ▪ Areas where improvements are needed ▪ Student groups requiring the most assistance
<ul style="list-style-type: none"> 📌 Steady and consistent increase in 3rd grade from 2014-2016 📌 Our overall “Ready” category in Math has increased from 18.4% in 2014 to 26.4% in 2016 📌 Our overall “In Need of Support” category has decreased from 34.2% in 2014 to 21.6% in 2016 📌 Math proficiency schoolwide has increased from 19.1% in 2015 to 29.7% in 2016 📌 Our Male population has shown a decrease in the number of students scoring in the “In Need of Support” area from 44.4% in 2014 to 25.9% in 2016 	<ul style="list-style-type: none"> 📌 Foundation category – we had the largest number of students scoring in Below ACT Readiness in this category 📌 Modeling 📌 Numbers and Operations in Base 10 📌 Operations in Algebraic Thinking

Causes for Celebration

What subgroups, content area(s) or reporting categories showed improvement?
What specific strategies appear to be a direct cause for increased student achievement?

- 📌 Our Males showed a 1.2% increase in proficiency from 2015 to 2016.
- 📌 Our Females showed a 9.4% increase in proficiency from 2015 to 2016.
- 📌 5.3% of our overall Special Education population scored Proficient in 2016, while 16.7% of our 3rd grade population scored Proficient.
- 📌 When comparing students to students: our 3rd graders in 2014 scored 15.3%; who were 4th graders in 2015 and scored 19.3%; who were 5th graders in 2016 and scored 30.4%.

Area(s) in Need of Improvement	
What reporting categories, subgroups, etc. showed a decline or a gap in achievement? What specific instructional strategies have been attempted?	
<i>Areas of Concern</i>	<i>Attempted Strategies</i>
Foundation	Small group Intervention of identified students with Math Intervention Teacher; pullout intervention with volunteer mentor; Tier II daily intervention with classroom teacher; CFA Assessments; Extended Day Tutoring
Modeling	Small group Intervention of identified students with Math Intervention Teacher; pullout intervention with volunteer mentor; Tier II daily intervention with classroom teacher; CFA Assessments; Extended Day Tutoring
Justification and Explanation	Small group Intervention of identified students with Math Intervention Teacher; pullout intervention with volunteer mentor; Tier II daily intervention with classroom teacher; CFA Assessments; Extended Day Tutoring

TASK 3: PRIORITIZE NEEDS ANALYSIS

Enter the areas in which your school's academic achievement needs the most improvement as determined by your leadership team. Fill in the chart, then number order these prioritized needs and challenges.

Level of Priority Based on Need and Challenge <small>*Complete this column once all other information has been recorded</small>	Grade Level(s)	Subgroup(s) <small>SpEd, EL, Ethnicity Groups, All</small>	Area of Concern	Other Pertinent Information <small>Reporting Category, other data sources, etc.</small>
Example: 1	7	SpEd	Integration of Knowledge & Ideas	STAR – GE 3.4
1	3 rd , 4 th , and 5 th grades	ALL	Foundation Skills	STAR Math – GE: 3 rd grade: 2.9 4 th grade: 3.8 5 th grade: 4.1