

School Data Analysis: Kendall Binder

School Name and District	Denver County Elementary
Overall Performance Rating and Plan Assignment	Rating: Meets Plan: Meets
Performance Indicators Rating	Academic Achievement: Meets
	Academic Growth: Meets
Area of Strength	Academic Achievement: Math: All Students Exceed Science: All Students Exceed Academic Growth: Math: All Students Exceed English Language Proficiency Exceed
Area of Weakness	Academic Achievement: Language Arts, Reduced Lunch: Does Not Meet Language Arts, Students with Disabilities: Does Not Meet Math, Reduced Lunch: Approaching Math, Students with Disabilities: Does Not Meet Academic Growth: Language Arts, Reduced Lunch: Approaching
Summary (What are the overall trends based on the data?)	<p>The overall trend is students are not meeting the median expectation of Academic Achievement and Growth in the reduced lunch sector. This trend may cause an “Approaching” or “Does Not Meet” score because of a class gap between families at the school. Mostly, Denver County Elementary is an affluent school where families can afford extra tools for their children to learn (computers, internet access, and tutoring). Reduced lunch students may not have those luxuries afforded to them, therefore, these families do not have the extra educational support at home to meet the expectation of “Exceeds” or “Meets.”</p> <p>In the case where students with disabilities scored “Does Not Meet,” a class analysis is not possible. Students with disabilities need extra education support in and out of school. If the child is not meeting the needs of the IEP, the teacher will revisit their IEP and meet with the special education teacher to discuss the goals and discuss if modification/accommodations need to change.</p> <p>If unidentified students are having issues retaining or processing information, Denver County Elementary will first approach the problem by gathering six weeks of in-class data and an attempt to get</p>



	<p>the student out of class tier 2 support, then submitting an MTSS (Multi Tier Support System) to deduce through testing to conclude if a child has a disability and to potentially to serve them with an IEP (Individualized Education Plan).</p>
<p>2-3 SMART Goals</p>	<p>Academic Achievement and Growth in Reading: By the end of the 2016/2017 school year, academic achievement in English: Language Arts among students in reduced lunch will increase from 25% to 32%. Academic Growth is at a current 50%.</p> <p>Academic Achievement and Growth in Math: By the end of the 2016/2017 school year, academic achievement in Math among students in reduced lunch will increase from 50% to 57%.</p> <p>Overall Academic Achievement and Growth for all students: By the end of the 2016/2017 school year, Academic Achievement will increase from 80.1% to 85% and Growth from 86.5% to 91%.</p>
<p>Specific Strategies to Reach Goal</p>	<p>Weekly Data Team Meetings with content area/grade-level teachers:</p> <ul style="list-style-type: none"> • Each grade-level team member in the same content area will meet with Coach and Principal to discuss their classroom goals for the week into the year. • Teachers will review student work via assessment tools (bringing in exit tickets and iReady diagnostic scores when applicable to discuss growth or shrinkage among student categories). • Coach and teachers will brainstorm ideas on increasing scores for students who did not meet the median score in that subject area. • Teacher-focus on why students are not achieving median scores on exit tickets. Was the exit ticket written properly? Is the student having behavior problems that inhibit learning? Is the teacher focusing precise direction? Is the exit ticket explained properly to the student? • Growth goals discussed must be implemented for the next classroom lesson. <p>Weekly Grade-Level meetings with grade-level teachers:</p> <ul style="list-style-type: none"> • Teachers, Coach, and Principal meet once per week for an all grade-level meeting. • Teachers discuss how students are performing in each subject area, (Math, Science, and Social Studies v. Language Arts). • Teachers narrow in on performance standards. Are students performing below median because of reading comprehension? Are students performing below median because of a lack of



manipulatives in Math? Teachers narrow in on which students need more support in Reading and more support in Math based on discussions.

- Teachers collaborate on behavior problems with students so there is a consistent set of rules, redirection strategies, and parent contact standards.
- Teachers, Coach, Principal will identify any students who need to be considered for special educational needs. Implement a 6-week data collection goal for each student identified.
- Other discussions take place on goals set for whole-class, small-groups, and individual students.

Professional Development: Guided Reading Plus Groups and Math Groups in each grade-level:

- Teachers and Coach discuss DRA-leveled reading groups and growth among students.
- Students with significant growth are regrouped.
- Students with no improvement and shrinkage will be placed in appropriate group.
- Student groups will change according to monthly cold and warm readings and DRA testing.
- Teachers and Coach discuss necessary pullouts and how students perform in small group v. whole group.
- Tools for lower achieving students are discussed and implemented for those students (i.e., Do we have an extra iPad to give to lower performing students to assist at home learning, which students need after-school tutoring, and are students' parents active in communicating with teacher?)
- Discuss how teachers are implementing Google Chrome Books at least in one lesson per week to four lessons per week to advance learning of students.

Professional Development: Monitor Student Progress in Reading and Math:

- Post-iReady assessment, teachers will consider regrouping students for small group learning.
- Post iReady assessment, teachers will consider which students need to attend after-school tutoring for one hour, twice a week. Letters sent home with parent explaining why their child is being offered free tutoring and the goals of the tutoring sessions.
- Exit tickets must be implemented and analyzed in Reading and Math lessons to qualify student needs in tutoring.
- End of Unit assessments must correlate with every aspect of the unit. Students must receive at least one full day of review before the unit assessment. Students must be shown where to find the resources needed to successfully complete the assessment.



	<p>Professional Development: Weekly Faculty Meetings:</p> <ul style="list-style-type: none">• Discuss how the whole school is implementing social/emotional strategies for students.• Discuss trends in student growth nationally, locally, and in-school.• Discuss what students need to be successful to be promoted to the next grade level.• Review extra-curricular programs for students to increase growth and academic achievement, especially summer programs to decrease a summer slide in achievements. <p>Bi-weekly tutoring programs:</p> <ul style="list-style-type: none">• Funds available for after school tutoring programs.• Content-area teachers at each grade level will discuss a consistent tutoring program.• Students, based on need, will be sent home a letter encouraging after-school tutoring.• Tutoring programs can be created in phonics, math solutions, and writing/printing.• Teachers discuss which students are in need and which of the three programs will benefit the student (student may attend more than one program).• Teachers create a monitoring report on students based on the growth need in each content area. Improvements are to be discussed at weekly grade-level meetings.
--	--

Reflection Questions:

1. Do you believe the standardized tests used in the school’s performance rating have adequate validity and reliability for the students in the school? Why or why not? Do the tests exhibit bias? Explain.

Standardized testing used in the school’s performance rating do have adequate validity for the students in the school. The Content Validity of the iReady standardized test is appropriate for each grade level and also measures the student growth rate individually. This gives the teacher a specific report on each student to predict if the students’ growth (criterion validity) is increasing at a rate that will help the student achieve at the grade-level they are currently in. If the student growth report does not show the student reaching desired goals by the end of the school year, these students will be considered for after-school tutoring, parent-teacher conferencing to discuss at-home techniques for academic improvement, and consideration of donating extra tools for home use (iPads, computers, etc.).

The construct validity of the iReady needs improvement. There are headphones and narration occurs during the iReady test, however, the test lacks a bilingual component. If an ELL student scores poorly on the English-spoken version, it would be interesting to have a native language component of the test to compare the scoring between the English and Native Language version. This will help educators narrow in on student needs for achievement. This will also focus on the reliability of the test. If a student scores significantly better in their native language, then that student needs more support in learning the English language.

Students do not retake the same assessments for iReady, however, the iReady program is scaffolded and each student takes three tests per year for diagnostic scoring and two tests per year to determine growth. However, reliability is measured for each student by comparing their DRA reading score determined by the teacher v. the formulated iReady DRA reading score. There is typically little to no variance between the two DRA scores.

The tests, to my knowledge, do not exhibit bias. The questions on the iReady assessment are not discriminatory, nor do they create questions that could disconnect the student from the questions. The biggest problem I've seen with the iReady assessment is some students need further directions to complete a particular question. Students sometimes become confused when they should press "continue" or they become confused on which paragraph the question pertains to (in the Reading iReady assessment). I've read over most of the questions and they are child-friendly and relatable to the students in all other cases.

The standardized test used does not unfairly penalize students in the scoring process. We have checked their standardized test scores with their DRA scores and both scores reflect the students reading level. The iReady testing is valid due to this parallel comparison between the students' DRA scores and their standardized iReady scores. Denver County Elementary is still in the testing stages of using iReady tests and scorings and strict measures have taken place to observe any large gaps or irregularities in the scoring.

2. In which ways does this school reflect (or not reflect) national trends in student achievement based on socioeconomic status, gender, ethnicity, and disability? What theories (poverty, equity, and curricular design) may explain the school's strengths and weaknesses? Apply what you know about high-quality curriculum design, instructional strategies, and assessment practices.

Denver County Elementary is a strong school in academic achievement and growth. All aspects of the students' every day life are taken into consideration. Their socioeconomic status, ethnicity, and home life are taken into consideration when thinking about theories of poverty/class. In order for each student to achieve an equitable experience, Denver County Elementary ensures that each student has **tools needed to learn** at school and at home. If a student cannot afford such tools, the tools are given/loaned/donated to them. For example, if a student does not have reading books at home to practice their reading, students will be given books to take home to read with their families or individually. We have a surplus of iPads donated to the school, if a student qualifies financially to be loaned an iPad for the year, we will program

the iPad based on the students' learning needs and the student may take the iPad home for learning purposes.

Every student at Denver County Elementary has an opportunity to grow and these growths are measured primarily through additional assessment testing, in-class written assessments (exit tickets and summative assessments), teacher observation analysis assessments, and consistent teacher to teacher discussions on student needs academically, socially, and emotional. When a student appears to score low on their summative assessments, an action plan is discussed and implemented immediately. For example, if a second grade student who is reading at an advanced DRA level of 30 is scoring low on their summative assessments, actions for this student will be seriously discussed and this student will be placed into a lower group that reflects their summative assessment level. Continued observation of those students will be implemented and a further action plan will be implemented for the student.

Overall and lately, I have been narrowing in on test-taking skills and why these skills are valuable to succeed and grow as a scholar. The social and emotional environment of the whole class and reading group is also a factor that is taken into consideration to ensure that the child is comfortable in their reading environment. If a student appears uncomfortable in their learning environment, I promise the student five-minutes of independent time at my table to discuss their in-class work, any homework, and any problems they may be having at lunch or on the playground. The students really enjoy this one on one time at I believe it improves their confidence.