

School District Spooner, WI

Data Analysis Retreat
August 25, 2008

Team members:

Elementary school representatives

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Middle school representatives

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High school representatives

Bob Kinderman, Harry Hughes, Todd Johnson, Sue Gerberding, Dick Gerberding,

District representatives

Enrollment (# students FAY Enrolled)

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10
F03		86				107	145
F04		78				120	125
F05	72	83	76	84	98	102	116
F06	71	74	75	78	90	103	114
F07	71	75	79	76	81	91	109

Literacy

Analyzing Proficiency

All students: Reading

Percent of ALL STUDENTS at Proficient/Advanced Levels in Reading, Grade 3-10

	3	4	5	6	7	8	10
F03		77				88	73
F04		82				93	76
F05	82	82	82	82	92	84	84
F06	83	80	79	86	88	88	93
F07	85	84	82	86	89	86	90

***Slight increase within each grade level, but stays the same across grade levels.**

All students: Language

**Percent of ALL STUDENTS at Proficient/Advanced Levels in Language
Grades 4, 8, 10**

	4	8	10
F03	77	76	62
F04	81	73	65
F05	85	65	80
F06	78	67	73
F07	83	61	81

***Grade 8 continues to decrease over time.**

Across grade levels stays the same with slight drop.

All students: Writing

**Average Rubric score out of 9.0 in writing
Grades 4, 8, 10**

	4	8	10
F03	4.6	4.8	4.7
F04	4.8	4.9	4.8
F05	4.4	4.8	5.2
F06	5.0	5.3	5.5
F07	4.9	4.8	5.3

*** Global doesn't tell much. Students generally score between 4-6.0**

Students with disabilities

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 3

Reading	Non disabled	SWD (#students)	Gap
F05	90%	36% (11)	-54
F06	94%	34% (12)	-60
F07	90%	17% (6)	-73

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 4

Reading	Non disabled	SWD (#students)	Gap
F03	84%	34% (12)	-50
F04	83%	67% (3)	-16
F05	91%	20% (10)	-71
F06	89%	0% (9)	-89
F07	93%	30% (10)	-63

Writing Avg. Score Out of 9	Non disabled	SWD	Gap
F03	4.6	4.9	+3
F04	4.8	4.5	-.3
F05	4.4	3.7	-.7
F06	5.0	4.2	-.8
F07	5.0	3.8	-1.2

Language	Non disabled	SWD	Gap
F03	84%	34%	-50
F04	82%	33%	-49
F05	87%	70%	-17
F06	86%	0%	-86
F07	86%	60%	-26

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 5

Reading	Non disabled	SWD (#students)	Gap
F05	85%	25% (4)	-60
F06	95%	32% (16)	-63
F07	92%	20% (10)	-72

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 6

Reading	Non disabled	SWD (#students)	Gap
F05	94%	21% (14)	-73
F06	91%	25% (4)	-66
F07	98%	40% (15)	-58

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 7

Reading	Non disabled	SWD	Gap
F05	95%	64% (11)	-31
F06	99%	41% (17)	-58
F07	95%	38% (8)	-47

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 8

Reading	Non disabled	SWD (#students)	Gap
F03	91%	55% (9)	-36
F04	98%	61% (18)	-37
F05	91%	11% (9)	-80
F06	95%	46% (13)	-49
F07	96%	38% (16)	-58

Writing Avg. Score Out of 9	Non disabled	SWD	Gap
F03	4.9	4.1	-0.8
F04	5.0	4.0	-1.0
F05	4.9	3.8	-1.1
F06	5.4	4.3	-1.1
F07	5.0	3.9	-1.1

Language	Non disabled	SWD	Gap
F03	80%	33%	-47
F04	82%	23%	-59
F05	72%	0%	-72
F06	94%	31%	-63
F07	73%	6%	-67

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 10

Reading	Non disabled	SWD (#students)	Gap
F03	85%	18% (27)	-67
F04	98%	25% (24)	-73
F05	91%	33% (12)	-58
F06	97%	73% (15)	-24
F07	94%	50% (10)	-44

Writing Avg. Score Out of 9	Non disabled	SWD	Gap
F03	5.0	3.4	-1.6
F04	4.9	4.4	-0.5
F05	5.3	4.3	-1.0
F06	5.6	5.2	-0.4
F07	5.3	4.6	-0.7

Language	Non disabled	SWD	Gap
F03	74%	11%	-63
F04	76%	17%	-59
F05	86%	25%	-61
F06	82%	53%	-29
F07	88%	20%	-68

Economically Disadvantaged

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 3

Reading	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	90%	70% (30)	-20
F06	91%	71% (28)	-20
F07	93%	74% (30)	-19

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 4

Reading	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	84%	60% (25)	-24
F04	88%	68% (25)	-20
F05	90%	73% (40)	-17
F06	91%	59% (29)	-32
F07	89%	75% (28)	-14

Writing Avg. Score Out of 9	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	4.8	4.2	-0.6
F04	4.9	4.5	-0.4
F05	4.6	4.1	-0.5
F06	5.0	4.7	-0.3
F07	4.9	4.8	-0.1

Language	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	86%	56%	-30
F04	89%	64%	-25
F05	93%	75%	-18
F06	87%	58%	-29
F07	83%	82%	-1

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 5

Reading	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	90%	66% (26)	-24
F06	98%	60% (32)	-38
F07	92%	66% (30)	-26

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 6

Reading	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	79%	89% (27)	+10
F06	89%	85% (26)	-4
F07	98%	68% (28)	-30

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 7

Reading	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	91%	93% (30)	+2
F06	95%	71% (27)	-24
F07	93%	80% (25)	-13

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 8

Reading	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	90%	82% (27)	-8
F04	97%	84% (37)	-13
F05	90%	75% (36)	-15
F06	87%	93% (30)	+6
F07	94%	68% (29)	-26

Writing Avg. Score Out of 9	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	4.9	4.5	-0.4
F04	5.0	4.6	-0.4
F05	4.9	4.6	-0.3
F06	5.3	5.3	0
F07	5.0	4.6	-0.4

Language	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	79%	67%	-12
F04	80%	59%	-21
F05	72%	53%	-19
F06	66%	74%	+8
F07	69%	45%	-24

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 10

Reading	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	77%	59% (29)	-18
F04	81%	63% (35)	-18
F05	87%	78% (33)	-9
F06	96%	89% (26)	-7
F07	94%	80% (35)	-14

Writing Avg. Score Out of 9	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	4.8	4.2	-0.6
F04	4.9	4.7	-0.2
F05	5.3	5.0	-0.3
F06	5.6	5.3	-0.3
F07	5.4	5.0	-0.4

Language	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	68%	41%	-27
F04	70%	51%	-19
F05	85%	67%	-18
F06	80%	73%	-7
F07	87%	71%	-16

Gender

Boys & Girls at Proficient/Advanced Levels, Grade 3

Reading	Boys	Girls	Gap
F05	89%	75%	+14B
F06	80%	88%	+8G
F07	77%	93%	+16G

Boys & Girls at Proficient/Advanced Levels, Grade 4

Reading	Boys	Girls	Gap
F03	72%	81%	+9G
F04	93%	76%	+17B
F05	79%	87%	+8G
F06	83%	74%	+9B
F07	84%	85%	+1G

Writing Avg. Score Out of 9	Boys	Girls	Gap
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F03	4.5	4.8	+0.3G
F04	4.7	4.8	+0.1G
F05	4.3	4.4	+0.1G
F06	4.7	5.1	+0.4G
F07	4.7	5.2	+0.5G

Language	Boys	Girls	Gap
F03	70%	84%	+14G
F04	86%	78%	+8B
F05	82%	87%	+5G
F06	80%	71%	+9B
F07	82%	85%	+3G

Boys & Girls at Proficient/Advanced Levels, Grade 5

Reading	Boys	Girls	Gap
F05	82%	81%	+1B
F06	78%	88%	+10G
F07	88%	78%	+10B

Boys & Girls at Proficient/Advanced Levels, Grade 6

Reading	Boys	Girls	Gap
F05	75%	91%	+16G
F06	81%	90%	+9G
F07	85%	89%	+4G

Boys & Girls at Proficient/Advanced Levels, Grade 7

Reading	Boys	Girls	Gap
F05	93%	90%	+3B
F06	89%	86%	+3B
F07	89%	88%	+1B

Boys & Girls at Proficient/Advanced Levels, Grade 8

Reading	Boys	Girls	Gap
F03	84%	93%	+9G
F04	93%	92%	+1B
F05	81%	89%	+8G
F06	89%	90%	+1G
F07	86%	85%	+1B

Writing Avg. Score Out of 9	Boys	Girls	Gap
F03	4.5	5.2	+0.7G
F04	4.6	5.2	+0.6G
F05	4.5	5.2	+0.7G
F06	5.1	5.6	+0.5G
F07	4.6	5.1	+0.5G

Language	Boys	Girls	Gap
F03	71%	84%	+7G
F04	66%	80%	+14G
F05	55%	80%	+25G
F06	63%	76%	+13G
F07	60%	63%	+3G

**Boys & Girls at Proficient/Advanced Levels
Grade 10**

Reading	Boys	Girls	Gap
F03	68%	79%	+11G
F04	68%	86%	+18G
F05	78%	79%	+1G
F06	95%	93%	+2B
F07	88%	91%	+3G

Writing Avg. Score Out of 9	Boys	Girls	Gap
F03	4.5	5.0	+0.5G
F04	4.6	5.1	+0.5G
F05	4.9	5.5	+0.6G
F06	5.4	5.7	+0.3G
F07	5.1	5.5	+0.4G

Language	Boys	Girls	Gap
F03	60%	66%	+6G
F04	58%	74%	+16G
F05	88%	94%	+6G
F06	68%	88%	+20G
F07	74%	92%	+18G

Analyzing State Proficiency

Grade	Proficiency Observations
3	*Significant differences in gaps; generally girls at grades 3-4, 6.
4	
5	
6	
7	
8	*Consistently girls perform better with larger gaps in grades 8 and 10.
10	

Hypotheses Why? What is it about our practices that might explain the results?	Classroom Connections What classroom strategies might improve these results?

Scale Score Analysis

READING	Minimal Performance	Basic	Proficient	Advanced
Third Grade	270-393	394-429	430-465	466-640
Fourth Grade	280-395	396-439	440-488	489-650
Fifth Grade	290-400	401-443	444-496	497-690
Sixth Grade	300-417	418-456	457-513	514-730
Seventh Grade	310-433	434-466	467-522	523-780
Eighth Grade	330-444	445-479	480-538	539-790
Tenth Grade	350-455	456-502	503-554	555-820
LANGUAGE ARTS	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	140-251	252-276	277-307	308-420
Eighth Grade	250-357	358-384	385-417	418-520
Tenth Grade	290-392	393-427	428-483	484-630

Mean Reading Scale Scores Grades 3-10

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10
Non disabl	467	487	493	523	522	551	562
SWD	410	393	383	442	474	452	495
Gap 07-08	-57	-94	-110	-81	-48	-99	-67
Non disadvan	474	486	490	524	524	549	559
Econ disadva	446	454	467	481	501	506	550
Gap 07-08	-28	-32	-23	-43	-23	-43	-9
Boys	453	467	483	505	517	531	554
Girls	474	486	479	515	518	540	559
Gap 07-08	+21G	+19G	+4B	+10G	+1G	+9G	+5G

Mean Language Scale Scores Grades 4, 8, 10

	Gr 4	Gr 8	Gr 10
Non disabl	298	405	459
SWD	275	351	408
Gap 07-08	-23	-54	-51
Non disadvan	297	405	458
Econ disadva	292	378	446
Gap 07-08	-5	-27	-12

Boys	292	394	446
Girls	300	399	464
Gap 07-08	+8G	+5G	+20G

Scale Score Longitudinal Study

Reading

	Grade 10 Score & level	Grade 8 Score & level	Grade 7 Score & level	Grade 6 Score & level	Grade 5 Score & level	Grade 4 Score & level	Grade 3 Score & level
2000							
2001							
2002							
2003							
2004							
2005							
2006	544 (03)						
2007	554 (04)						
2008	555 (05)	528 (03)					
2009	566 (06)	534 (04)					
2010	556 (07)	531 (05)					
2011		537 (06)	518 (05)				
2012		535 (07)	520 (06)	500 (05)		487 (03)	
2013			517 (07)	502 (06)	480 (05)	477 (04)	
2014				509 (07)	482 (06)	482 (05)	
2015					481 (07)	471 (06)	455 (05)
2016						474 (07)	462 (06)
2017							462 (07)

Standards Analysis

Standards Table

Standard	Grade 3			Grade 4		
	State/school comparison			State/school comparison		
	WI	School	Difference	WI	School	difference
Reading						
Determine meaning	65.4	67.4	+2.0	71.7	72	+0.3
Understand text	74.2	77.3	+3.1	69.3	69.7	+0.4
Analyze text	65.5	68.3	+2.8	62.6	62.8	+0.2
Evaluate text	48.5	51.5	+3.0	56.5	56.6	+0.1
Language Arts						
Writing				72.4	72.6	+0.2
Language				54.8	55.8	+1.0
Research/inquiry				53.4	52.1	-1.3

Standard	Grade 5			Grade 6		
	State/school comparison			State/school comparison		
	WI	School	Difference	WI	School	difference
Reading						
Determine meaning	68.3	68.2	-0.1	68.3	71.3	+3.0
Understand text	77.8	77	-0.8	64	65.5	+1.5
Analyze text	61.0	60.2	-0.8	62.1	64.7	+2.6
Evaluate text	57.1	56.8	-0.3	64.7	66.2	+1.5
Language Arts						
Writing						
Language						
Research/inquiry						

Standard	Grade 7			Grade 8		
	State/school comparison			State/school comparison		
	WI	School	Difference	WI	School	difference
Reading						
Determine meaning	71.5	72.6	+1.1	72	75.1	+3.1
Understand text	66.3	66.8	+0.5	73.1	75.8	+2.7
Analyze text	59.5	60.6	+1.1	65.6	67.9	+2.3
Evaluate text	64.7	65.9	+1.2	66.2	68.1	+1.9
Language Arts						
Writing				78	79.2	+1.2
Language				60.1	60.4	+0.3
Research/inquiry				66.2	66.6	+0.4

Standard	Grade 10		
	State/school comparison		
	WI	School	Difference
Reading			
Determine meaning	73.9	79.7	+5.8
Understand text	63.2	70.1	+6.9
Analyze text	59.9	65.6	+5.7
Evaluate text	71.9	78.3	+6.4
Language Arts			
Writing	59	61.9	+2.9
Language	71.9	76.3	+4.4
Research/inquiry	62.7	65.7	+3.0

Standards Analysis

Standards Observations
Lower performing standards
Results compared to state: We are performing above the State except at Grade 5 in the area of Reading.
Achievement gaps in subgroups: SWD scored Basic and Minimal at all grade levels except grade 7.

Individual Student Data Analysis

Students Below Proficient on State Assessments, 2007-08		
Reading	Writing	Language
Gr 3		
Gr4		
Gr 5		
Gr 6		
Gr7		
Gr 8		
Gr 10		

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Item Analysis

Item Analysis Observations	
Items of difficulty	Concepts tested *Analyzing text, ie. inferences

Hypotheses Why? What is it about our practices that might explain the results?	Classroom Connections What classroom strategies might improve these results?
* We need to focus on test taking skills(?)	

Local Literacy Assessments

Grade	Print concepts	Phonemics	Sound letter	Letter recog	Fluency	Read lexile	Vocab	Literal comp	Text analy	Text eval
Pk										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Local Literacy Assessment Analysis

Local Assessment Observations
Data patterns:
Lower performing standards:
Achievement gaps in subgroups:

List the top three concerns:

Primary Literacy Concerns for our students based on data:

1.

2.

3.

Universal Design in Literacy

Universal Options	
To what degree is literacy curriculum scaffolded for different learners?	
How are text materials matched to student reading levels?	
How are students given choice in demonstrating understanding of text?	
How are nonfiction, literary, poetry & everyday text represented in every classrooms' curriculum?	
What periodic assessments are given to all students to measure progress in reading and writing?	
Selected Literacy Interventions	
What supplemental instruction in reading is provided in small flexible groups for students at risk?	
To what degree are teachers who provide supplemental instruction those with the most expertise?	
What progress monitoring assessments are used with struggling learners?	
Targeted One:One Intensive Literacy Interventions	
To what degree do highly trained expert teachers provide this instruction?	
What data do you collect to measure the success of the intensive instruction?	

Parent/Community Involvement in Perceptions

Practices for Parent involvement	Observations of current practice	Hypotheses	Connections to future practice
Staff works intentionally and continually to actively involve parents in supporting reading & writing with their children.			
Staff works to provide parents regularly with tips they can use to help students with reading and writing.			
Our parents follow through with literacy efforts at home.			
Staff organizes periodic literacy focused events at school/in community.			
School works to create a visible literacy culture & print rich environment throughout school			
Independent reading is evident not only in classrooms but also in other activities.			

Parent/Community Involvement and Perceptions

Observations What patterns do we observe?	Hypotheses What do we do that might contribute to those patterns?	Connections What could we do that might improve the data?

Student Perceptions about Reading and Writing

Observations What patterns do we observe?	Hypotheses What do we do that might contribute to those patterns?	Connections What could we do that might improve the data?

MATH & SCIENCE & SOCIAL STUDIES

Analyzing Proficiency

Percent of ALL STUDENTS at Proficient/Advanced Levels in Math, Grade 3-10

	3	4	5	6	7	8	10
F03		71%				82%	75%
F04		55%				64%	71%
F05	65%	70%	57%	73%	82%	72%	87%
F06	77%	66%	66%	72%	74%	73%	77%
F07	75%	80%	71%	71%	77%	78%	83%

Percent of ALL STUDENTS at Proficient/Advanced Levels in Science, Grade 3-10

	4	8	10
F03	80%	82%	86%
F04	84%	85%	74%
F05	83%	76%	86%
F06	69%	81%	91%
F07	87%	74%	89%

Percent of ALL STUDENTS at Proficient/Advanced Levels in Social Studies, Grade 3-10

	4	8	10
F03	87%	93%	80%
F04	93%	88%	76%
F05	88%	84%	80%
F06	88%	83%	86%
F07	98%	82%	92%

Students with disabilities

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 3

Math	Non disabled	SWD (#students)	Gap
F05	76%	9% (11)	-67
F06	83%	50% (12)	-33
F07	80%	17% (6)	-63

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 4

Math	Non disabled	SWD (#students)	Gap
F03	77%	34% (12)	-43
F04	54%	67% (3)	+13
F05	74%	40% (10)	-34

F06	75%	0% (9)	-75
F07	83%	60% (10)	-23

Science	Non disabled	SWD	Gap
F03	84%	50%	-34
F04	85%	66%	-19
F05	86%	60%	-26
F06	75%	22%	-53
F07	88%	80%	-8

Social Studies	Non disabled	SWD	Gap
F03	94%	50%	-44
F04	95%	67%	-28
F05	90%	70%	-20
F06	85%	33%	-52
F07	100%	80%	-20

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 5

Math	Non disabled	SWD (#students)	Gap
F05	60%	0% (4)	-60
F06	79%	19% (16)	-60
F07	79%	10% (10)	-69

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 6

Math	Non disabled	SWD (#students)	Gap
F05	83%	21% (14)	-62
F06	76%	0% (4)	-76
F07	83%	20% (15)	-63

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 7

Math	Non disabled	SWD	Gap
F05	88%	36% (11)	-52
F06	86%	24% (17)	-62
F07	82%	25% (8)	-57

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 8

Math	Non disabled	SWD (#students)	Gap
F03	83%	44% (9)	-39
F04	81%	28% (18)	-53
F05	79%	0% (9)	-79
F06	82%	16% (13)	-66
F07	89%	25% (16)	-64

Science	Non disabled	SWD	Gap
F03	86%	44%	-42
F04	88%	67%	-21
F05	80%	33%	-47
F06	87%	46%	-41
F07	84%	31%	-53

Social Studies	Non disabled	SWD	Gap
F03	96%	55%	-41
F04	92%	66%	-26
F05	89%	33%	-56
F06	88%	46%	-42
F07	90%	37%	-53

Non-disabled & Students with disabilities at Proficient/Advanced Levels, Grade 10

Math	Non disabled	SWD (#students)	Gap
F03	90%	11% (27)	-79
F04	82%	29% (24)	-53
F05	92%	42% (12)	-50
F06	82%	40% (15)	-42
F07	87%	30% (10)	-57

Science	Non disabled	SWD	Gap
F03	90%	23%	-67
F04	84%	30%	-54
F05	89%	50%	-39
F06	94%	73%	-21
F07	93%	40%	-53

Social Studies	Non disabled	SWD	Gap
F03	93%	26%	-67
F04	88%	25%	-63
F05	85%	41%	-44
F06	91%	53%	-38
F07	95%	60%	-35

Economically Disadvantaged

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 3

Math	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	74%	53% (30)	-21
F06	87%	64% (28)	-23
F07	88%	57% (30)	-31

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 4

Math	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	78%	52% (25)	-26
F04	59%	48% (25)	-11
F05	87%	53% (40)	-34
F06	98%	48% (29)	-50
F07	83%	75% (28)	-8

Science	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	81%	76%	-5
F04	88%	76%	-12
F05	91%	75%	-16
F06	75%	59%	-14
F07	90%	82%	-8

Social Studies	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	92%	76%	-16
F04	96%	88%	-8
F05	93%	83%	-10
F06	93%	79%	-14
F07	98%	96%	-2

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 5

Math	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	69%	39% (26)	-60
F06	86%	41% (32)	-45
F07	82%	54% (30)	-28

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 6

Math	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	77%	63% (27)	-14
F06	77%	62% (26)	-15
F07	81%	54% (28)	-27

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 7

Math	Non disadvantaged	Econ disadvantaged (#students)	Gap
F05	87%	73% (30)	-14
F06	81%	59% (27)	-22
F07	81%	68% (25)	-13

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 8

Math	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	80%	81% (27)	+1
F04	76%	68% (37)	-8
F05	77%	61% (36)	-16
F06	74%	74% (30)	0
F07	83%	65% (29)	-18

Science	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	85%	74%	-11
F04	90%	76%	-14
F05	80%	72%	-8
F06	80%	86%	+6
F07	84%	55%	-29

Social Studies	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	96%	85%	-13
F04	92%	81%	-11
F05	87%	80%	-7
F06	82%	83%	+1
F07	87%	69%	-18

Non-disadvantaged & economically disadvantaged at Proficient/Advanced Levels, Grade 10

Math	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	80%	55% (29)	-25
F04	74%	63% (35)	-11
F05	88%	85% (33)	-3
F06	79%	69% (26)	-10
F07	85%	78% (35)	-7

Science	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	82%	62%	-20
F04	76%	68%	-8
F05	87%	82%	-5
F06	95%	81%	-14
F07	90%	83%	-7

Social Studies	Non disadvantaged	Econ disadvantaged (#students)	Gap
F03	84%	62%	-22
F04	77%	74%	-3
F05	80%	81%	+1
F06	88%	81%	-7
F07	93%	88%	-5

Gender

Boys & Girls at Proficient/Advanced Levels, Grade 3

Math	Boys	Girls	Gap
F05	74% (35)	57% (37)	+17B
F06	78% (45)	77% (26)	+1B
F07	64% (39)	88% (32)	+24G

Boys & Girls at Proficient/Advanced Levels, Grade 4

Math	Boys	Girls	Gap
F03	72% (43)	70% (43)	+2B
F04	72% (29)	45% (49)	+27B
F05	71% (52)	68% (31)	+3B
F06	75% (36)	58% (38)	+17B
F07	84% (48)	74% (27)	+10B

Science	Boys	Girls	Gap
F03	79%	79%	0
F04	100%	75%	+25B
F05	84%	81%	+3B
F06	72%	65%	+7B
F07	90%	82%	+8B

Social Studies	Boys	Girls	Gap
F03	88%	86%	+2B
F04	96%	92%	+4B
F05	89%	87%	+2B
F06	92%	84%	+8B
F07	98%	96%	+2B

Boys & Girls at Proficient/Advanced Levels, Grade 5

Math	Boys	Girls	Gap
F05	64% (28)	52% (48)	+12B
F06	64% (50)	72% (25)	+8G
F07	84% (39)	58% (40)	+26B

Boys & Girls at Proficient/Advanced Levels, Grade 6

Math	Boys	Girls	Gap
F05	68% (44)	78% (40)	+10G
F06	78% (27)	69% (51)	+9B
F07	73% (47)	69% (29)	+4B

Boys & Girls at Proficient/Advanced Levels, Grade 7

Math	Boys	Girls	Gap
F05	88% (59)	74% (39)	+14B
F06	76% (47)	73% (43)	+3B
F07	76% (29)	77% (52)	+1G

Boys & Girls at Proficient/Advanced Levels, Grade 8

Math	Boys	Girls	Gap
F03	82% (64)	79% (43)	+3B
F04	66% (59)	81% (61)	+15G
F05	74% (57)	69% (45)	+5B
F06	78% (62)	69% (41)	+9B

F07	82% (45)	74% (46)	+8B
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Science	Boys	Girls	Gap
F03	82%	84%	+2G
F04	87%	83%	+4B
F05	87%	76%	+11B
F06	85%	76%	+9B
F07	85%	65%	+30B

Social Studies	Boys	Girls	Gap
F03	91%	95%	+4G
F04	88%	89%	+1G
F05	86%	82%	+4B
F06	85%	78%	+7B
F07	87%	76%	+11B

**Boys & Girls at Proficient/Advanced Levels
Grade 10**

Math	Boys	Girls	Gap
F03	75% (83)	76% (62)	+1G
F04	78% (68)	75% (57)	+3B
F05	80% (66)	96% (50)	+16G
F06	72% (57)	83% (57)	+11G
F07	82% (60)	84% (49)	+2G

Science	Boys	Girls	Gap
F03	81%	75%	+6B
F04	73%	73%	0
F05	81%	90%	+9G
F06	93%	90%	+3B
F07	86%	90%	+4G

Social Studies	Boys	Girls	Gap
F03	82%	78%	+4B
F04	72%	81%	+9G
F05	69%	94%	+25G
F06	82%	90%	+8G
F07	90%	94%	+4G

Analyzing State Proficiency

Grade	Proficiency Observations	
	Math	Science/Social Studies
3		
4	* Boys outscored the girls in all 3 subjects	
5	* Boys outscored the girls in all 3 subjects	
6		
7		
8	* Boys outscored the girls in all 3 subjects	
10	*Girls outscore boys in all three subjects.	

Elementary School

Weaknesses in math: stats/ probability, Algebraic relationships, Geometry, Number operations.

Hypotheses Why? What is it about our practices that might explain the results?	Classroom Connections What classroom strategies might improve these results?
It was suggested that boys are more focused on sports in high school.	<p>Build in more independent practice at the elementary level. Students are used to guided practice.</p> <p>“Less is more” philosophy</p> <p>Focus on: Equivalent equations Extended number patterns Venn Diagrams in math Vocabulary and word analysis Mental Math</p>

COLLABORATION IS KEY!!!

Scale Score Analysis

MATHEMATICS	Minimal Performance	Basic	Proficient	Advanced
Third Grade	220-391	392-406	407-451	452-630
Fourth Grade	240-420	421-437	438-483	484-650
Fifth Grade	270-444	445-462	463-504	505-680
Sixth Grade	310-463	464-484	485-531	532-700
Seventh Grade	330-479	480-503	504-554	555-710
Eighth Grade	350-482	483-512	513-572	573-730
Tenth Grade	410-515	516-540	541-594	595-750
SCIENCE	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	170-248	249-278	279-319	320-440
Eighth Grade	230-348	349-374	375-418	419-560
Tenth Grade	240-410	411-428	429-465	466-610
SOCIAL STUDIES	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	170-241	242-262	263-287	288-400
Eighth Grade	230-333	334-363	364-402	403-530
Tenth Grade	240-407	408-419	420-454	455-620

Middle School:

Have data, but don't address specific skills

Don't know how to change the instruction to meet needs

High School:

CPM is written like the WKCE

Mastery over time; spiraling built in

Low end students not making progress; going back to traditional

Lacking reading skills; try Algebra over 2 years

Scale Score Longitudinal Study

Mathematics

	Grade 10 Score & level	Grade 8 Score & level	Grade 7 Score & level	Grade 6 Score & level	Grade 5 Score & level	Grade 4 Score & level	Grade 3 Score & level
2000							
2001							
2002							
2003							
2004							
2005							
2006	574 (03)						
2007	570 (04)						
2008	580 (05)	545 (03)					
2009	578 (06)	541 (04)					
2010	578 (07)	536 (05)					
2011		537 (06)	526 (05)				
2012		539 (07)	529 (06)	500 (05)		462 (03)	
2013			523 (07)	499 (06)	465 (05)	449 (04)	
2014				509 (07)	484 (06)	460 (05)	
2015					477 (07)	449 (06)	422 (05)
2016						457 (07)	432 (06)
2017							429 (07)
2018							

Science

	Grade 10 Score & level	Grade 8 Score & level	Grade 4 Score & level
2000			
2001			
2002			
2003			
2004			
2005			
2006	455 (03)		
2007	457 (04)		
2008	461 (05)	402 (03)	
2009	467 (06)	406 (04)	
2010	465 (07)	401 (05)	
2011		400 (06)	
2012		403 (07)	304 (03)
2013			301 (04)
2014			304 (05)
2015			293 (06)
2016			301 (07)

Social Studies

	Grade 10 Score & level	Grade 8 Score & level	Grade 4Score & level
2000			
2001			
2002			
2003			
2004			
2005			
2006	448 (03)		
2007	450 (04)		
2008	450 (05)	404 (03)	
2009	460 (06)	396 (04)	
2010	459 (07)	399 (05)	
2011		396 (06)	
2012		396 (07)	297 (03)
2013			290 (04)
2014			300 (05)
2015			292 (06)
2016			302 (07)

Standards Analysis

Standards Table

Standard	Grade 3			Grade 4		
	State/school comparison			State/school comparison		
	WI	School	Difference	WI	School	Difference
Math						
Math processes	39.3	37.0	-2.3	46.8	41.9	-4.7
Number operations	75.0	73.4	-1.6	82.1	81.3	-0.8
Geometry	80.1	80.7	+0.6	75.4	70.5	-4.9
Measurement	74.0	74.0	0	74.9	73.1	-1.8
Probability Stats	70.0	69.3	-0.7	62.2	59.6	-2.6
Algebra	77.3	77.4	+0.1	76.9	74.1	-2.8
Science						
Sci connections				66.0	67.8	+1.8
Nature of science				74.4	77.2	+2.8
Science inquiry				70.0	73.6	+3.6
Physical science				75.8	77.6	+1.8
Earth/space science				68.6	71.8	+3.2
Life/environment				71.4	74.6	+3.2
Applications				79.3	83.5	+4.2
Perspectives				(Fewer than 4)		
Social Studies						
Geography				79.2	82.3	+3.1
History				82.7	86.2	+3.5
Political science				66.6	69.4	+2.8
Economics				76.4	80.6	+4.2
Behavioral science				74.9	79.9	+5.0

Standards Table

Standard	Grade 5			Grade 6		
	State/school comparison			State/school comparison		
	WI	School	Difference	WI	School	Difference
Math						
Math processes	57.2	51.4	-5.8	46.6	43.3	-3.3
Number operations	77.5	73.3	-4.2	63.8	61.4	-2.4
Geometry	77.0	73.2	-3.8	76.1	75.6	-0.5
Measurement	64.5	59.9	-4.6	61.6	58.5	-3.1
Probability Stats	60.5	54.7	-5.8	64.8	61.3	-3.5
Algebra	66.8	61.2	-5.6	72.3	71.3	-1.0

Standards Table

Standard	Grade 7			Grade 8		
	State/school comparison			State/school comparison		
	WI	School	Difference	WI	School	Difference
Math						
Math processes	47.9	42.1	-5.8	47.7	46.6	-1.1
Number operations	67.9	64.4	-3.5	53.9	53.2	-0.7
Geometry	67.3	64.3	-3.0	65.7	65.6	-0.1
Measurement	72.4	68.9	-3.5	50.1	50.1	0
Probability Stats	64.4	60.6	-3.8	58.5	58.3	-0.2
Algebra	65.4	58.4	-7.0	62.2	61.7	-0.5
Science						
Sci connections				(Fewer than 4)		
Nature of science				67.4	68.3	+0.9
Science inquiry				80.0	80.1	+0.1
Physical science				74.9	76.2	+1.3
Earth/space science				65.1	66.2	+1.1
Life/environment				69.4	69.4	0
Applications				85.8	86.6	+0.8
Perspectives				(Fewer than 4)		
Social Studies						
Geography				82.2	82.3	+0.1
History				66.1	66.4	+0.3
Political science				65.6	66.4	+0.8
Economics				68.2	69.7	+1.5
Behavioral science				61.2	63.3	+2.1

Standard	Grade 10		
	State/school comparison		
	WI	School	difference
Math			
Math processes	59.0	67.0	+8.0
Number operations	64.9	72.4	+7.5
Geometry	56.0	63.3	+7.3
Measurement	52.1	61.7	+9.6
Probability Stats	61.7	69.2	+7.5
Algebra	53.9	61.2	+7.3
Science			
Sci connections	61.0	66.5	+5.5
Nature of science	68.7	75.9	+7.2
Science inquiry	60.4	63.8	+3.4
Physical science	61.9	66.8	+4.9
Earth/space science	58.1	61.7	+3.6
Life/environment	57.8	63.3	+5.5
Applications	58.9	66.2	+7.3
Perspectives	68.1	74.0	+5.9

Social Studies			
Geography	59.1	63.0	+3.9
History	64.7	69.0	+4.3
Political science	61.6	66.6	+5.0
Economics	64.0	68.5	+4.5
Behavioral science	76.3	81.3	+5.0

Standards Analysis

Standards Observations		
Lower performing standards		
Math	Science	Social Studies
Results compared to state		
Math	Science	Social Studies
Below State in grades 3-8 Above State in grade 10.	Above State in all grades	Above State in all grades.
Achievement gaps in subgroups		
Math	Science	Social Studies

Hypotheses	Classroom Connections
Why? What is it about our practices that might explain the results?	What classroom strategies might improve these results?

Individual Student Data Analysis

Students Below Proficient on State Assessments, 2005-06		
Math	Science	Social Studies
Gr 3		
Gr4		
Gr 5		
Gr 6		
Gr7		
Gr 8		
Gr 10		

Hypotheses Why? What is it about our practices that might explain the results?	Classroom Connections What classroom strategies might improve these results?

Team Task: Item Analysis

Item Analysis Observations	
Items of difficulty	Concepts tested

Hypotheses Why? What is it about our practices that might explain the results?	Classroom Connections What classroom strategies might improve these results?

Local Math & Science Assessments

STAR MATH

Local Math Assessment Analysis

Local Assessment Observations	
Math	
Data patterns:	
Lower performing standards:	
Achievement gaps in subgroups:	

Primary Math Concerns for our students based on data:

1.

2.

3.

Universal Design in Math

Universal Options	
To what degree are math and science curricula scaffolded for different learners?	
How are text materials matched to student levels?	
How are students given choice in demonstrating understanding?	
How is a constructivist approach balance with a traditional algorithmic approach?	
What periodic assessments are given to all students to measure progress in math and science?	

Selected Interventions	
What supplemental instruction in math and science is provided in small flexible groups for students at risk?	
To what degree are teachers who provide supplemental instruction those with the most expertise?	
What progress monitoring assessments are used with struggling learners?	
Targeted One:One Intensive Interventions	
To what degree do highly trained expert teachers provide this instruction?	
What data do you collect to measure the success of the intensive instruction?	

Primary Math Concerns for Students	Primary Issues in Our Math Practices

Safe & Healthy Schools

Attendance Analysis

Attendance Rate

Level	2005-06	2006-07	2007-08
Elementary			
Middle			
High			

Attendance Data

Group	2005-06	2006-07	2007-08
Non disabled			
With disabilities			
Non disadvantaged			
Economic disadvant			
Male			
Female			

Suspensions and Expulsions

	Suspensions			Expulsions		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
All students						
Non disabled						
With disabilities						
Non disadvantaged						
Economic disadvant						
Male						
Female						

Bob's observations:

***Have to get students who have been suspended to attend school. Greater than 50% of students with less than a C average have missed more than 10 days of school.**

Disciplinary Actions

Disciplinary Actions	Our Procedure	Future Action Ideas
Classroom routines & procedures for classroom management		
In class discipline		
Discipline actions in common areas: halls, cafeteria, etc.		
Discipline referral		
Board policy		
Communication of behavior expectations with parents		
Communication of behavior expectations with students		
Communication of discipline procedures with parents		
Communication of discipline procedures with students		
Behavior code violations		
In school suspension		
Out of school suspension		
Expulsion		
Supplemental behavior support for students		

Youth Risk Behavior

Student behaviors & perceptions related to...	Observations	Hypotheses	Connections to school or classroom practice
Alcohol			
Drugs			
Tobacco			
Sexual activity			
Violence			
Injuries			
Nutrition			
Physical activity			
Assets			
Emotional behavioral problems			
Other			

Student bullying survey

Student Perceptions

Data sources	Observations	Hypotheses	Connections
Student climate survey results: what does this survey tell you about student satisfaction?			
Observations of student morale: What does your team notice about student morale in the school? Complete the morale survey that follows to explore these observations.			

Observations of student morale

Observed Student Morale	Strongly disagree	Disagree	agree	Strongly agree
1. Our students show eagerness to come to school.				
2. Our students seem happy at school, in classes and common areas.				
3. Our students show positive school spirit.				
4. Our students show self confidence in learning new things.				
5. Our students are open to constructive help & improving their work.				
6. Our students are willing to seek help.				
7. Our students follow established routines and procedures willingly.				
8. Our students exhibit few discipline problems in classrooms.				
9. Our students exhibit few discipline problems in halls, commons areas.				
10. Our students address staff with friendly respect.				

Respectful Learning Environment

Respectful Learning Environment	Strongly disagree	Disagree	agree	Strongly agree	Prof. dev needed
1. We avoid favoritism.					
2. We avoid sarcasm or embarrassing students.					
3. We develop rapport that leads students to be open to our positive influence.					
4. We help each student experience success in the classroom.					
5. We respond to wrong/incomplete answers in ways that affirm what is good about the student response.					
6. We value student views by providing a safe time for their concerns to be heard.					
7. We give moral issues importance by taking class time to discuss them as they arise.					
8. We help students understand why cheating, stealing, bullying, name calling are wrong and hurtful.					
9. We use storytelling to teach values.					
10. We discover, affirm and develop each student's special talents, uniqueness and strengths.					
11. We compliment students through written notes, comments.					
12. We have students keep reflective journals as a way to make personal connections to their studies.					
13. We use 1:1 conferences to give students positive, constructive feedback.					
14. We encourage students to know and respect each other through class partnering and cooperative learning.					
15. We help students develop empathy by modeling & providing insight.					
16. We help students learn behaviors that affirm others, promote caring, etc.					
17. We create group roles & responsibilities so each student feels a valued members of the group.					
18. We foster an ethic of interdependence					

so students learn to help one another.					
--	--	--	--	--	--

Systems of Support

Supports for students at risk	Strongly disagree	Disagree	agree	Strongly agree
1. We have trained our staff to watch for signs of stress in students.				
2. We have trained our staff in interventions to use with students who show signs of stress.				
3. Our staff actively differentiate instructional strategies to meet varying student needs.				
4. When teacher actions are not enough to address a student problem, we follow clear procedures to determine next support steps.				
5. We have layers of behavioral support within school ranging in intensity based on degree of student need.				
6. We have established/continue to nurture positive, collaborative relationships with community services to provide support to students.				
7. We have clear procedures of communication with external service providers regarding health and well being of our students.				
8. All staff honor confidentiality while maintaining helpful records of student services.				
9. Our interventions follow best research practices & result in maximized student learning and success in school.				
10. Our teachers are accepting and open toward every student they encounter.				

Student Training Programs

Program/ training	Implementation & observations Frequency? Quality? Impact?	Hypotheses Why do we have these results?	Connections What actions should we take for the future?
Peer to peer			
Conflict resolution			
Character education			
Anti-bullying			
Student assistance			
Guidance			
TRIBES			
AODA prevention & intervention			
Lifelong learning standards			
Other			

Policy and Procedures Practices

School policies & procedures: student behavior	Local policy exists	Staff knows & understands	Students know & understand	Follow policy & procedure
1. Local policy/procedures regarding bullying and harassment				
2. Local policy/procedures regarding violence				
3. Local policy/procedures regarding attendance and truancy				
4. Local policy/procedures regarding substance abuse				
5. Local policy/procedures regarding conduct and/or athletic code				
6. Local policy/procedures regarding discipline				
7. Local policy/procedures regarding suspensions and expulsions				
8. Local policy/procedures regarding school wellness				
9. other				

Parent and community involvement and perceptions

Practices to involve parents	Observations of current practice	Hypotheses	Connections to future practices
1. Staff work intentionally & continually to actively involve parents in supporting positive behavior with their children.			
2. Staff work to provide parents regularly with tips they can use to help students with positive behaviors and attitudes.			
3. Parents follow through with behavior efforts at			

home.			
4. Staff organizes periodic relationship focused events at school/in community			
5. School works to create healthy culture & safe environment throughout school			
6. Independent positive choice making is evident in classrooms and other activities.			

Observations What patterns do we observe?	Hypotheses What do we do that might contribute to those patterns?	Connections What could we do that might improve the data?

Special Education

Identification and proportionality

Disability Prevalence

	2005-06		2006-07			2007-08			
	District		State	District		State	District		State
	#	%	%	#	%	%	#	%	%
Special learning disability									
Speech/lang impairment									
Cognitive disability									
Emotional disturbance									
Hearing impairment									

Orthopedic impairment									
Other health impairment									
Visual impairment									
Autism									
Deaf/blindness									
Traumatic brain injury									
Developmental delay									
Total									

Alternate State Assessment

Year	# students tested	# taking alternate assessment	% taking alternate assessment
2005-06			
2006-07			
2007-08			

How are students identified for taking the alternate assessment?	
What issues or questions arise from these decisions?	
How do these decisions impact your accountability?	
What initial recommendations for your staff's practices about this procedure come to mind?	

Early Intervening Results

Early Intervention Profile

Grade	# non SpEd served	% total enrollment	Supplemental Academic or Support Services	Ave. time provided	
				Hr/wk	Wk/yr
Pk					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Observations What patterns do we observe?	Hypotheses What do we do that might contribute to those patterns?	Connections What could we do that might improve the data?

General Education Participation

Removal from General Education by Gender – Current Year

High incidence disabilities	Removed <21%		Removed 21-60%		Removed >60%	
	Male	Female	Male	Female	Male	female
Specific learning disability						
Speech/language impairment						
Emotional disturbance						
All other disabilities						
Total						

Instructional Strategies in Special Education Classes

Our special ed teachers...	Strongly disagree	Disagree	agree	Strongly agree
1. periodically assess students in attainment of skills in IEP				
2. periodically assess students in attainment of skills in general curriculum				
3. meet with students' general classroom teachers weekly				
4. adjust lesson plans based on and to support learning in general classroom				
5. assist general classroom teacher with modifications & accommodations that help students be successful				
6. assist general classroom teacher with scaffolding concepts & content at appropriate levels for special ed students				
7. collaborate in joint parent teacher conferences with general classroom teachers				
8. use curriculum and teaching materials of general classroom to plan for students				
9. use supplemental materials that align with general curriculum to assist with student achievement in general classroom				
10. use adaptive teaching aids/equipment to help students be successful in general classrooms				
11. teach within general classroom				
12. match students to text appropriate for reading level; align to general classroom content				
13. expose students to general classroom text materials; provide before/during/after reading strategies to maximize student access to text				

14. motivate/engage students in learning by giving them continual opportunities for success				
15. Participate in professional development with general ed teachers to learn best practices				
16. use state of the art research based strategies				
17. deeply understand students' disabilities				
18. have expertise to accommodate/modify learning experiences based on each student's unique characteristics				
19. communicate regularly with parents				
20. provide at home activities for parents to support learning in general classroom and towards IEP goals				
Observations What patterns do we observe?	Hypotheses What do we do that might contribute to those patterns?	Connections What could we do that might improve the data?		

Questions: To what extent...	Team Observations
1. are IEP achievement goals aligned to academic standards?	
2. are IEP goals written based on the wording of the diagnostic achievement assessment results?	
3. are diagnostic achievement assessments aligned with the general curriculum and standards?	
4. are IEP goals written to specifically address the student's individual needs as expressed by the disability?	
5. are modifications and accommodations indicated in the IEP for students with disabilities to access the general curriculum?	
6. other issues	

Participation in Separate Settings

Educational Environment in Separate Settings by Disability

	% in separate class	% in public separate	% in private separate	% in public residential	% in private resident.	% home bound hospital	% in correction facility
learning disability							
Speech/language							
Cognitive disability							
Emotional disturb.							
Hearing impairmt							
Orthopedic impair.							
Other health impair							
Visual impairment							
Autism							
Deaf/blindness							
Traumatic brain inj							
Developmental delay							
Total							

Analyzing Additional IDEA Data Points

IDEA Data Points	Analysis approach
1. identification & placement	
2. early intervention	
3. regular ed participation	
4. attendance in separate facilities	
5. stoppage for 14-21	
6. Number & % SWD birth to 2 who stopped with services	
7. number & % SWD removed to an alternative ed setting	
8. Acts that precipitated removal to alternative program	
9. Number SWD subject to long term suspensions or expulsions	
10. Incidence & duration of disciplinary actions	
11. Number & % SWD removed/expelled compared to non SWD	
12 Number & % infants, toddlers at risk of developmental delays receiving early intervention	

13 other data	
14. Number of due process complaints, hearings conducted	
15. Number of hearings requested; changes in placement as a result	
16. Number of mediations & settlements reached	
17. Disproportionality	
18. Disproportionality of placement	
19. Disproportionality of discipline	

Primary Issues for Special Education

1. Identification: Are we identifying kids who are bringing the numbers down? (2)

2. Structured Study needs to be with guided skills

3. Suggestions:

Use the whole test window

Use incentives

Use smaller groups for testing or subs for the teacher to give the test.

**Special Ed staff looked at individual students and at I.Q.
15 were close to Proficient.**

School Improvement Goals

Visualize the Future

Primary Concern for students:

What skill or behavior outcome in our students do we need to improve?

What was the data source for this goal?

Visualize what students would be like if we did not have this concern.

Observations:

After reviewing goals, we identified 2 strengths and 2 weaknesses in Literacy and Math.

Elementary:

Literacy

Math

Strengths

1. Teaching staff

1. Teaching staff

2. Well structured goals in K-1.

2. Multi-modal approach used

Weaknesses

1. Old Houghton Mifflin curriculum

1. Lack of continuity across grade levels of skills

2. Lack of continuity across grade levels

2. Assessment system not well established

Middle School:

Strength: Strong based established in elementary school

Weaknesses: Exposure to literature

Mechanics of writing

Spelling

Technology impact (texting)

Math: struggle with what to do to help students become proficient

High School:

?

GOAL DEVELOPMENT (Suggested limit of 2 goals)

- S – Specific
 - M – Measurable
 - A – Attainable
 - R – Results-Based
 - T – Time Bound
- } SMART Goals

GOAL 1: (Goals are based on a thorough assessment of objective data. Goals may be valid for multiple years.)

Objectives:	Action Steps:	Evaluation:	Timeline:	Needed Resources:	Person(s) Responsible
Describes specific outcomes for students	Specific activities that will be accomplished Establish baseline for STAR Math for grades 3 and 4.	The extent to which objectives are met	09-10 School year		Grade 3-4 staff
	Determine levels of success on STAR Math.		09-10 School Year		?
	Compare results with WKCE		09-10 School Year		?

Elementary Goal:

Improve student achievements in math as evidence by WKCE results and local assessments.

- 1. 85% of the students will be Proficient or Advanced by the 2009-2010 school year.**
- 2. Increase the number of students scoring above 40% on the STAR Math test by 10% from Fall to Spring in grades 3 and 4.**

Middle School:

- 1. Increase student achievement by focusing on skill deficiencies for a minimum of 9 students.**
- 2. Identify....**
- 3. Perform Item Analysis and create lessons to show increase.**

High School:

Expand engagement into classrooms, ie. Rock music class, non-traditional athletics, video game production, etc.

Roll out & Sustainability

School Team Profiles

Team/Committee	Number	Meeting frequency	focus