

AoA Data Presentation

November 19, 2020

Agenda

Types of evidence presented

Systems for gathering and reviewing data

Star Data- Middle School, Elementary School

Attendance data and supports in place

Middle School grading data and policies

Teacher 'temperature' check

Types of data

Data is used to track student progress, assess needs, develop appropriate intervention groupings, inform program decisions, and to varying extents, inform lesson planning.

Quantitative Data/Evidence

- Star Data
- Attendance Data
- Grades/Report cards
- Discipline/RJ Data
- Demographics (Ethnicity/Race, IEP/504, EL status)

Qualitative Data/Evidence

- Teacher feedback (students' academic, SEL, and engagement)
- Parent/Guardian concerns
- Counseling referrals/feedback
- Discipline/RJ Data (details of incidents)
- Student reflection (building more of this over time)
- Teacher feedback (temperature checks, support they need, etc)
- Observations in classes (Example- Middle School SPED team sharing witnessed best practices)

AoA systems for gathering and reviewing data

- COST teams (Teachers, Principal, Counselor/Student Culture, Director of SPED, A Better Way counselor, School Psychologist)
 - MS
 - COST referrals/Grade level tracker
 - Attendance data
 - ES
 - Teachers attend COST for Consultancy Protocol
- Star data reviewed by Intervention Teams
 - MS
 - Strategic Literacy
 - Math Intervention
 - ES
 - Instructional Coach supports formation of small groups for Reading and Math
 - Reviewing Tier 2 reading intervention, looking to improve/increase
- Counseling Team (both ES and MS)
 - Counseling referrals
 - Support systems at AoA and outside resources

Asset-Based Language (adapted from Leadership Public Schools)

Instead of --- **consider...**

“High Fliers...” --- “Students who have met/exceeded standard”/ “Proficient”/ “Fluent”

“Low Fliers...” --- “Students who have not yet mastered standard”/ “Developing, Aspiring, Novice, Emergent”

“At risk”/ “Hard to reach” --- “at risk of...” (identify cause/effect) *(Do not use the word at-risk students; instead use students at risk of)*

“Advanced”/ “Below” --- “Exceeded” / “Nearly Met” (in relation to standards)

Interpreting Star data

Star benchmarks:

Urgent Intervention: At/Below 9 PR

Intervention: At/Below 24 PR

On Watch: At/Below 39 PR

At/Above Benchmark: At/Above 40 PR

AoA benchmarks:

Consider for intervention classes/support:
1st-30th PR

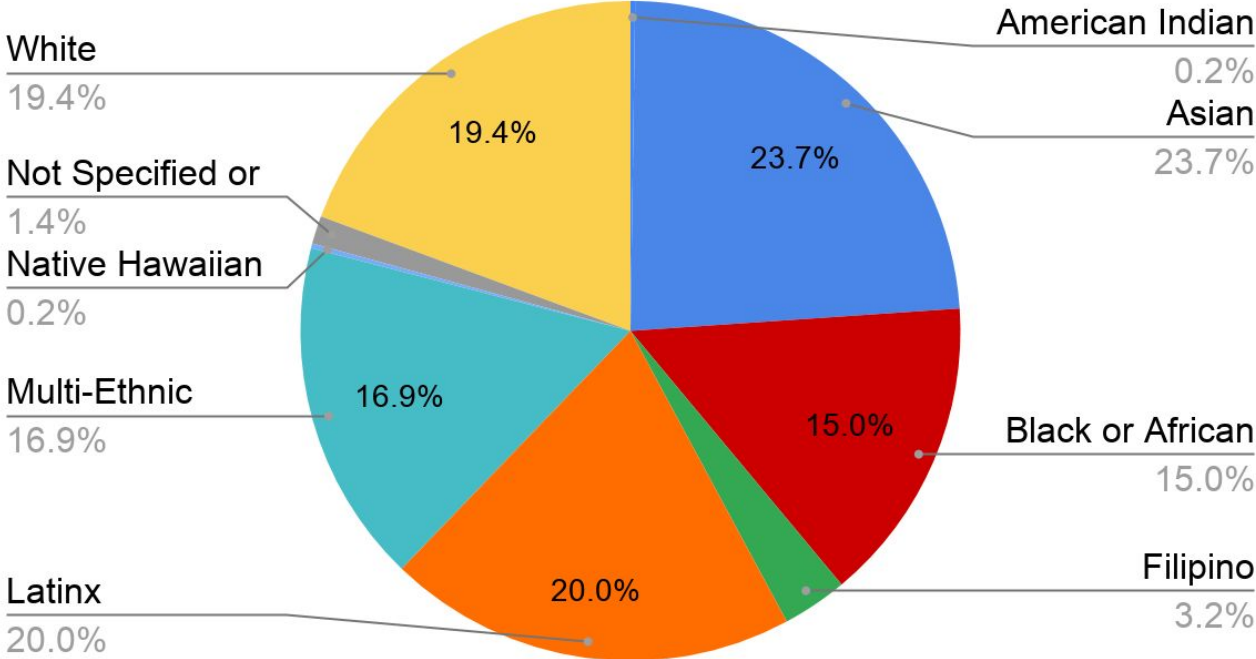
On Watch: 31st-40th PR

At or Above Grade Level: 41st PR and above

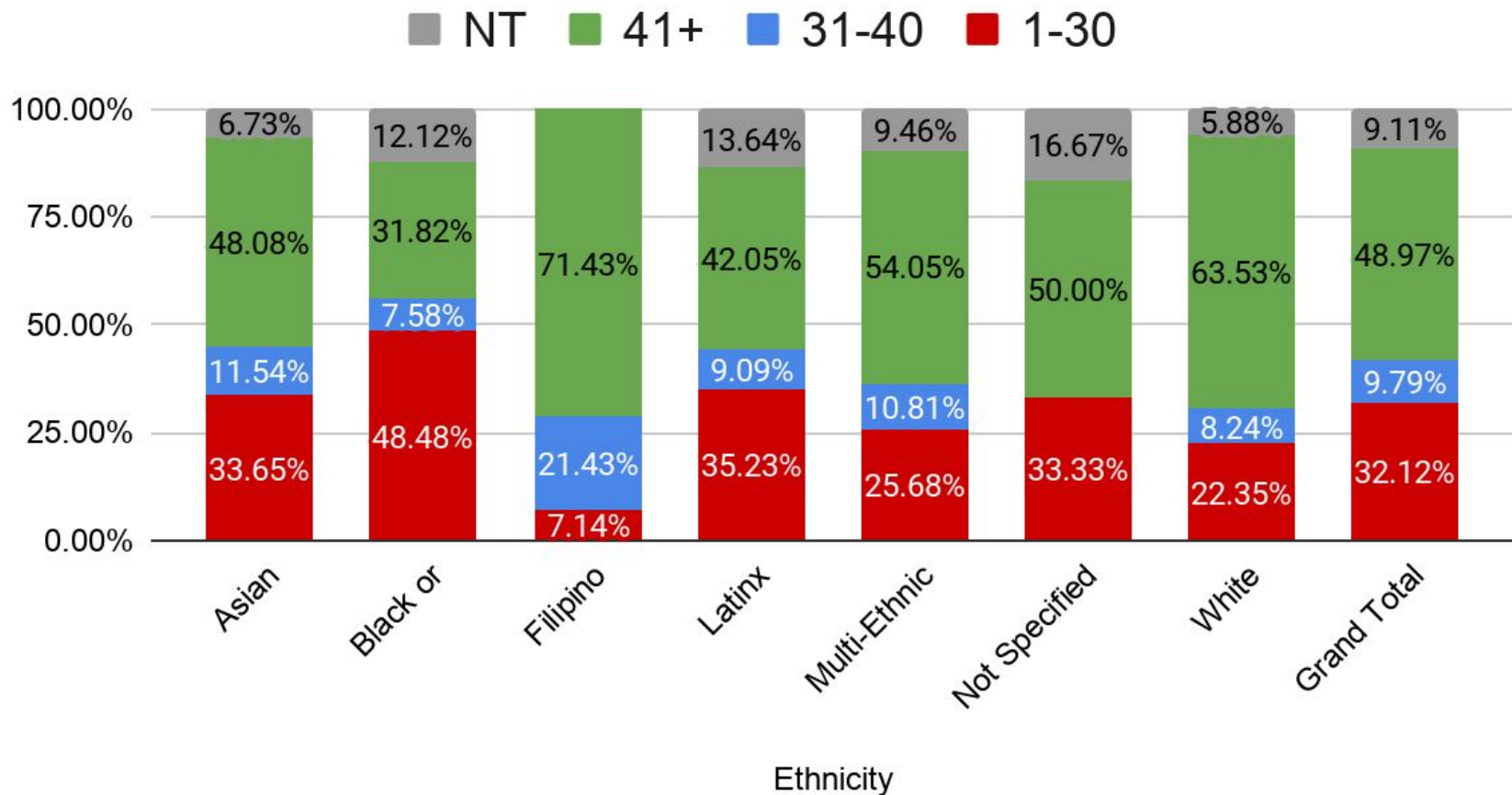
Percentile Rank (PR) is a norm-referenced score that provides a measure of a student's ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

Middle School Demographics

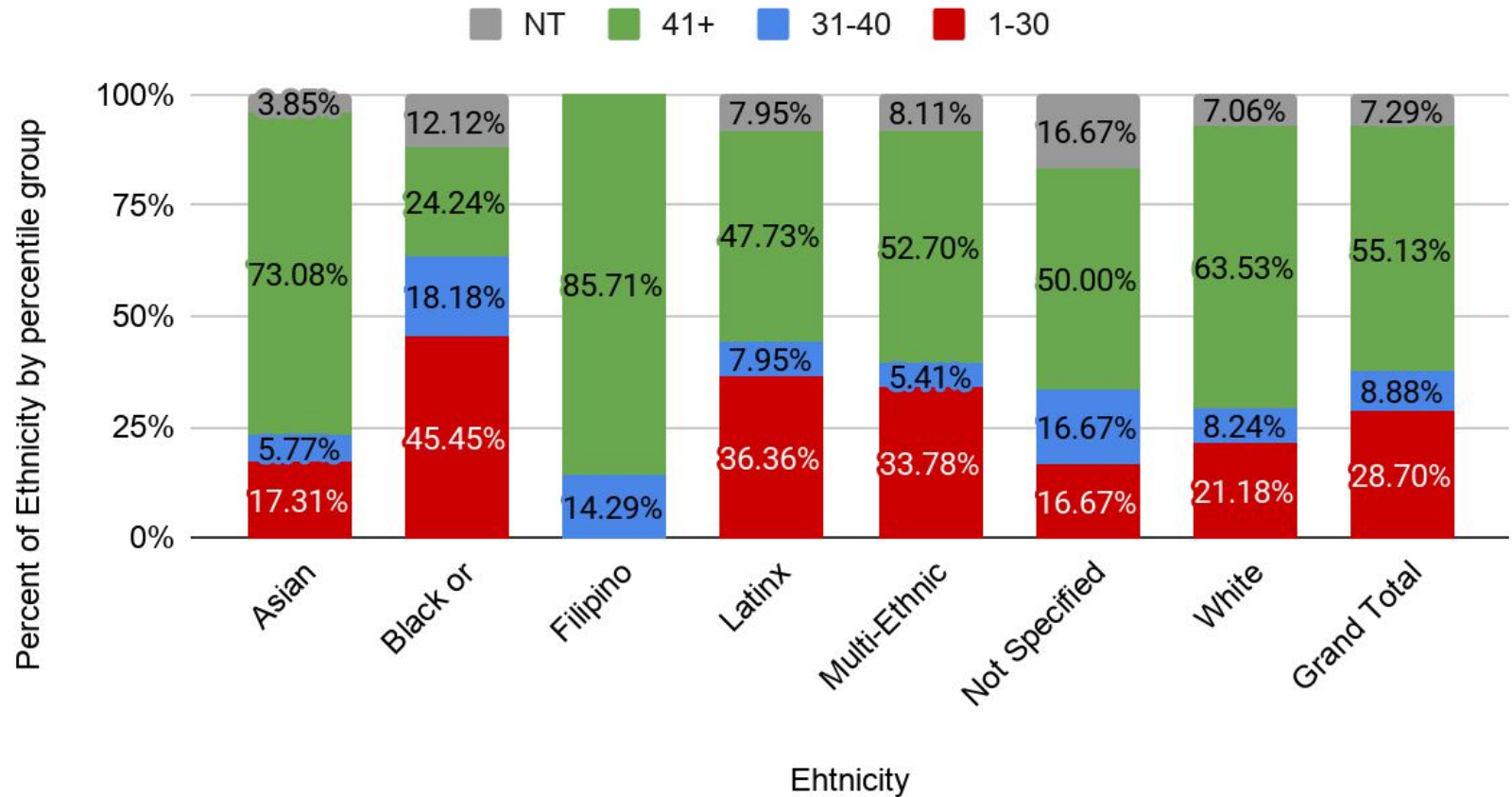
Middle School Ethnicity/Race 20-21



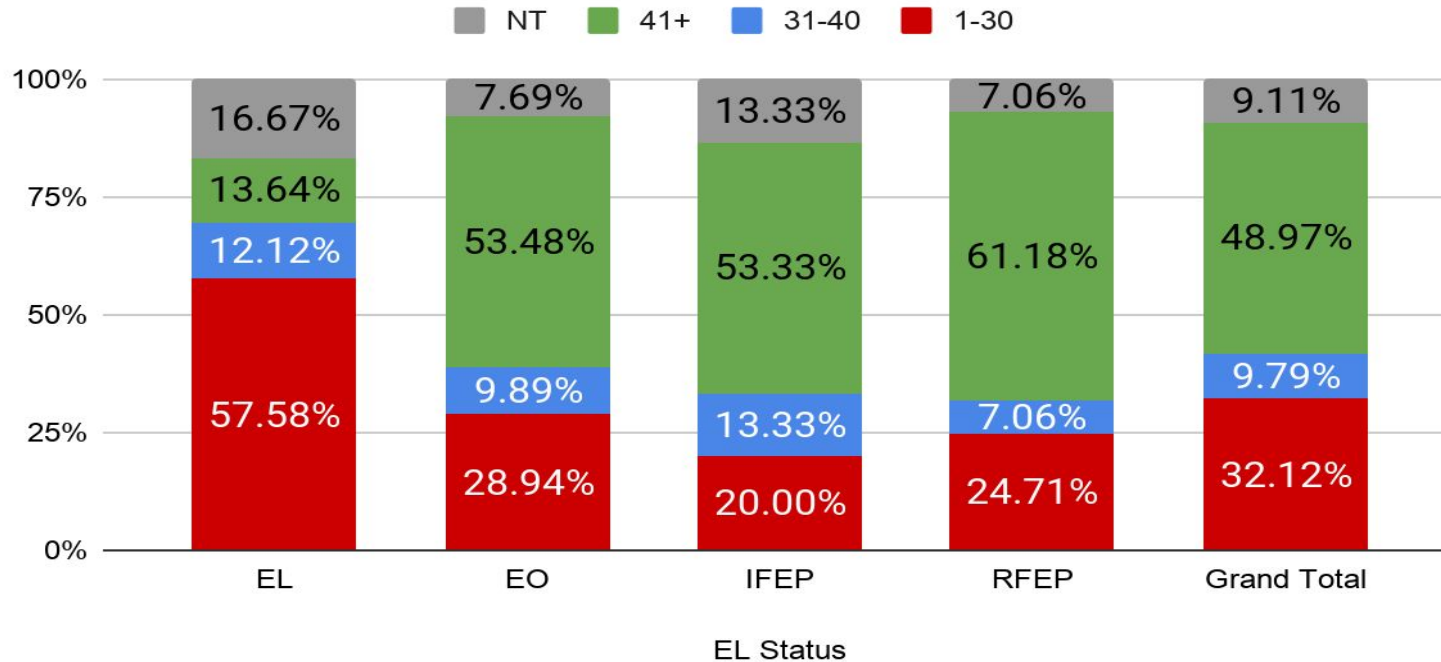
MS Star Reading Percentiles by Ethnicity, Fall 20-21



MS Star Math Percentile groups by Ethnicity, Fall 20-21

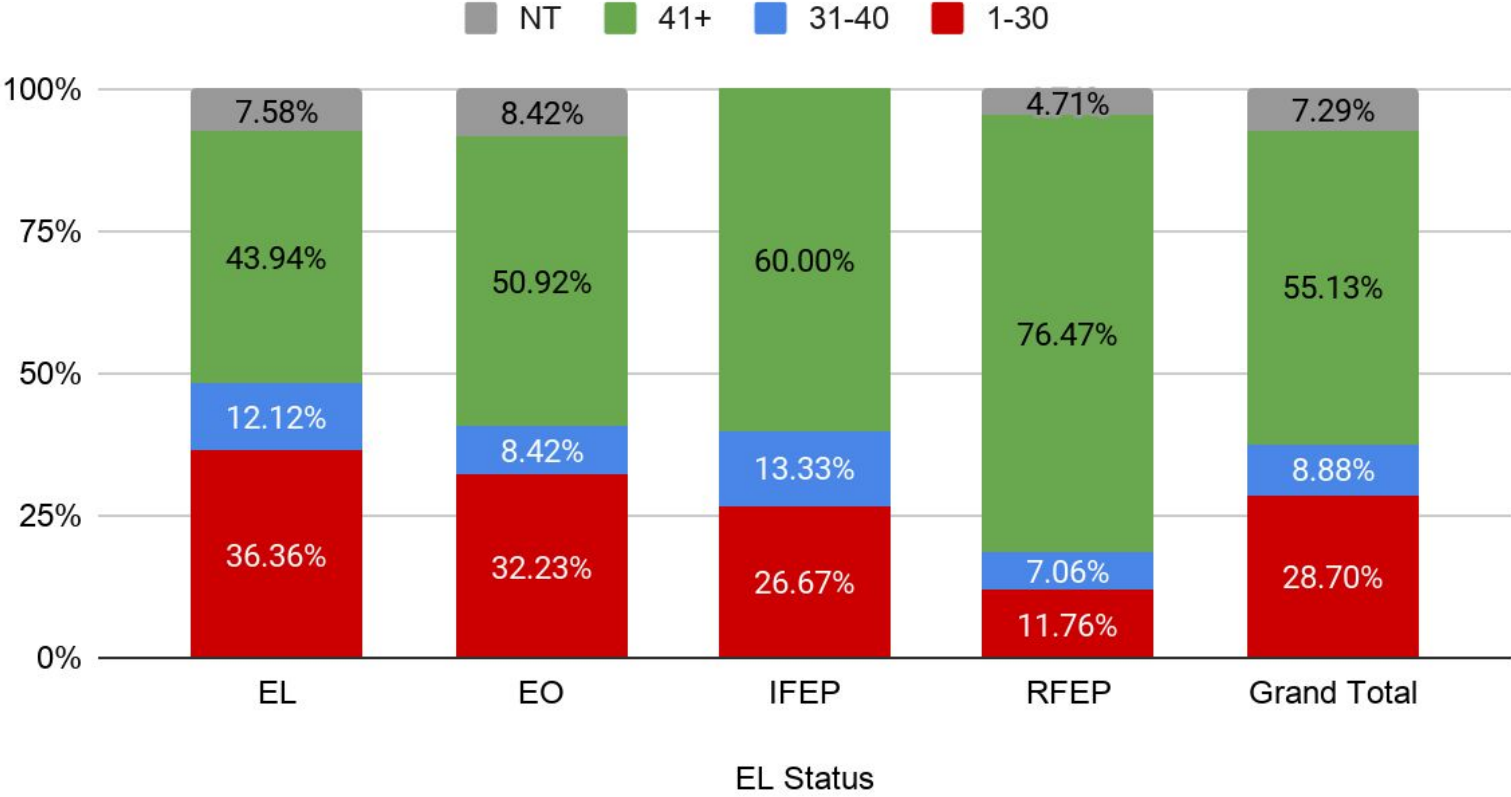


MS Star Reading Percentiles by EL Status

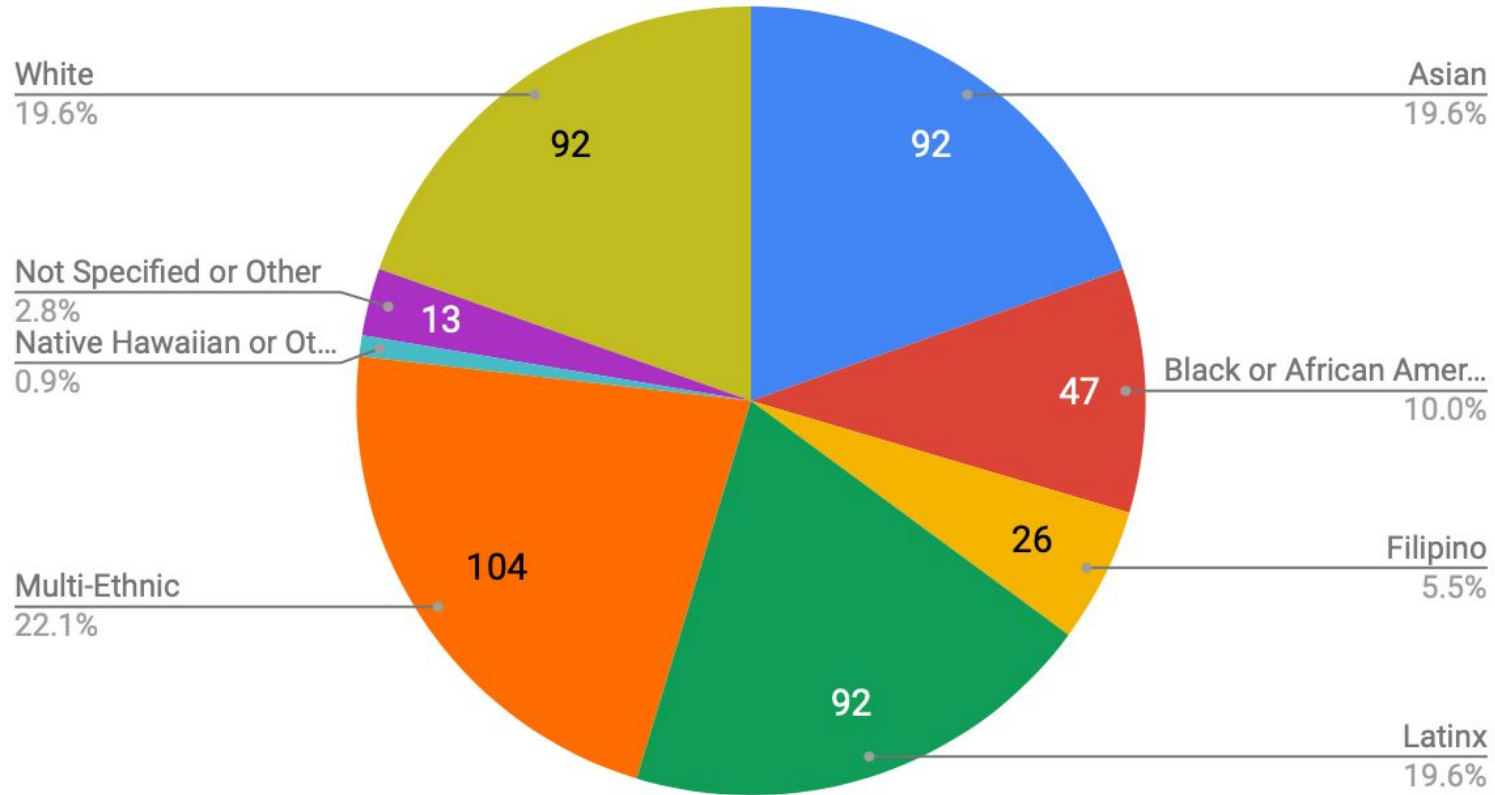


EL-English Learner, EO-English Only, IFEP- Initially Fluent English Proficient, RFEP- Redesignated FEP

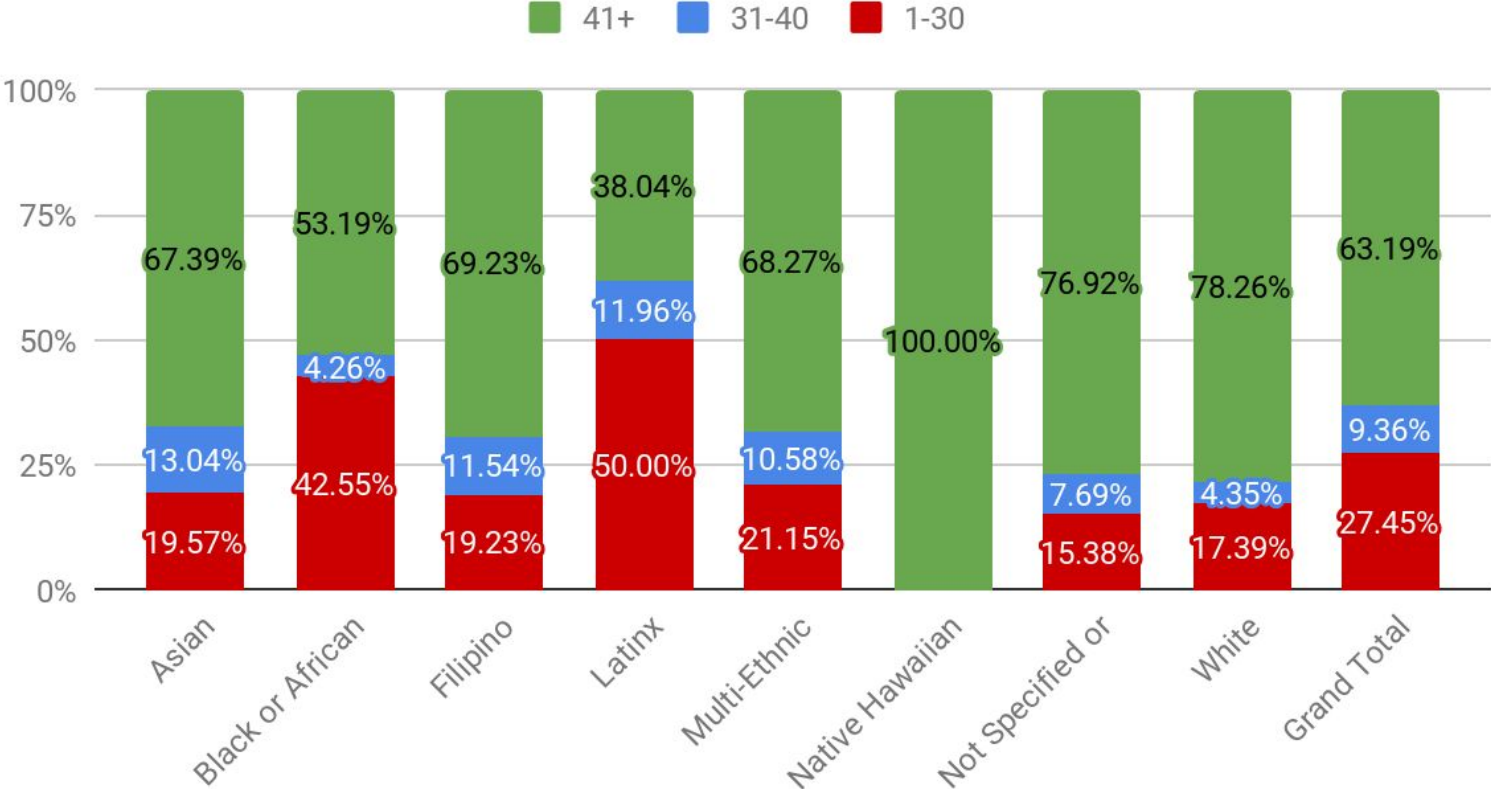
MS Star Math Percentiles by EL Status



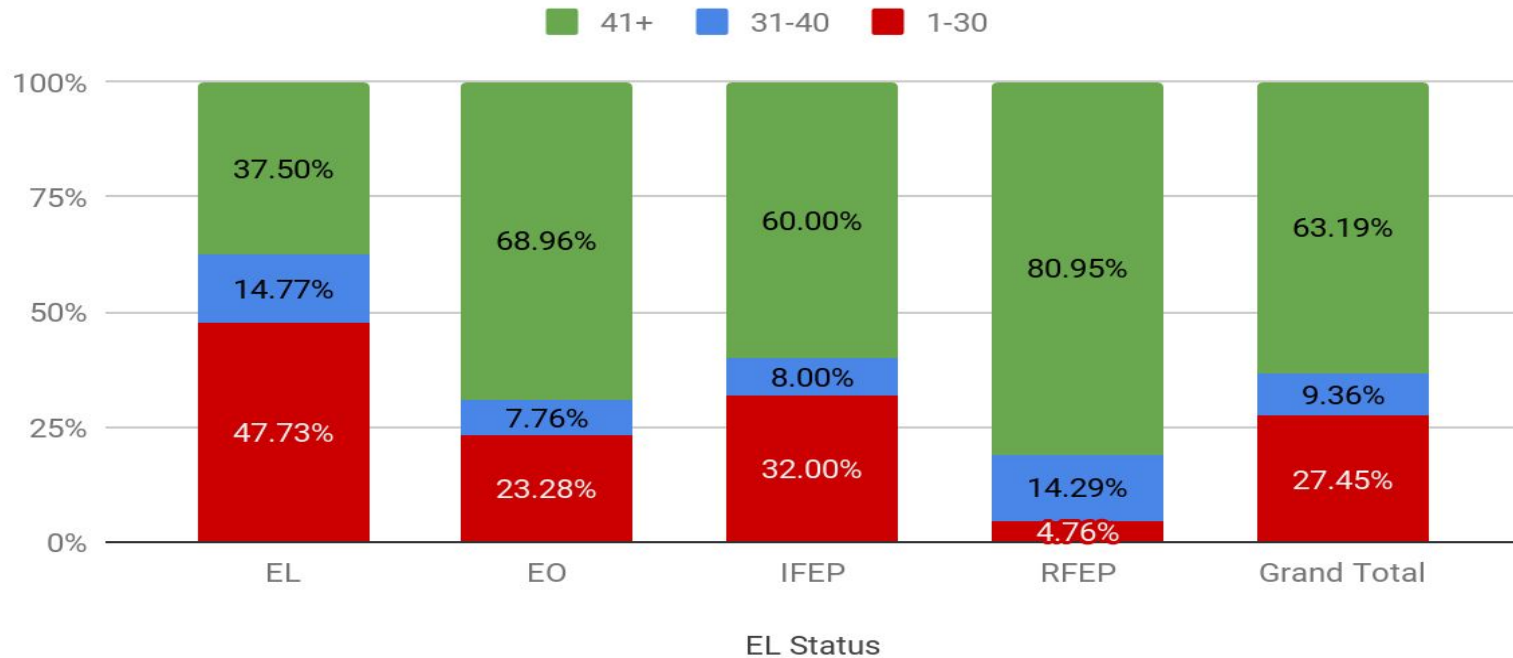
Race/Ethnicity of ES Students, Star Reading



ES Star Reading Percentiles by Ethnicity

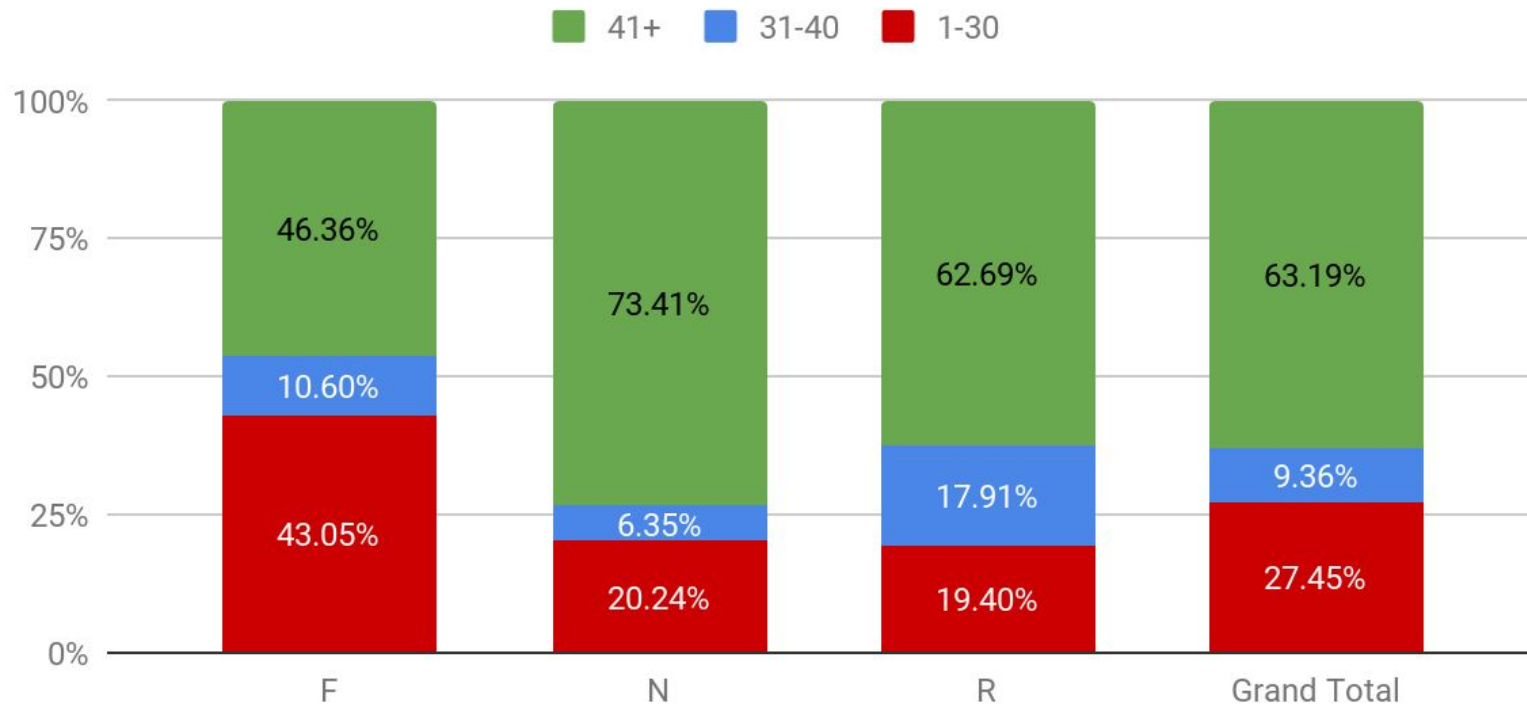


ES Star Reading Percentiles by EL Status



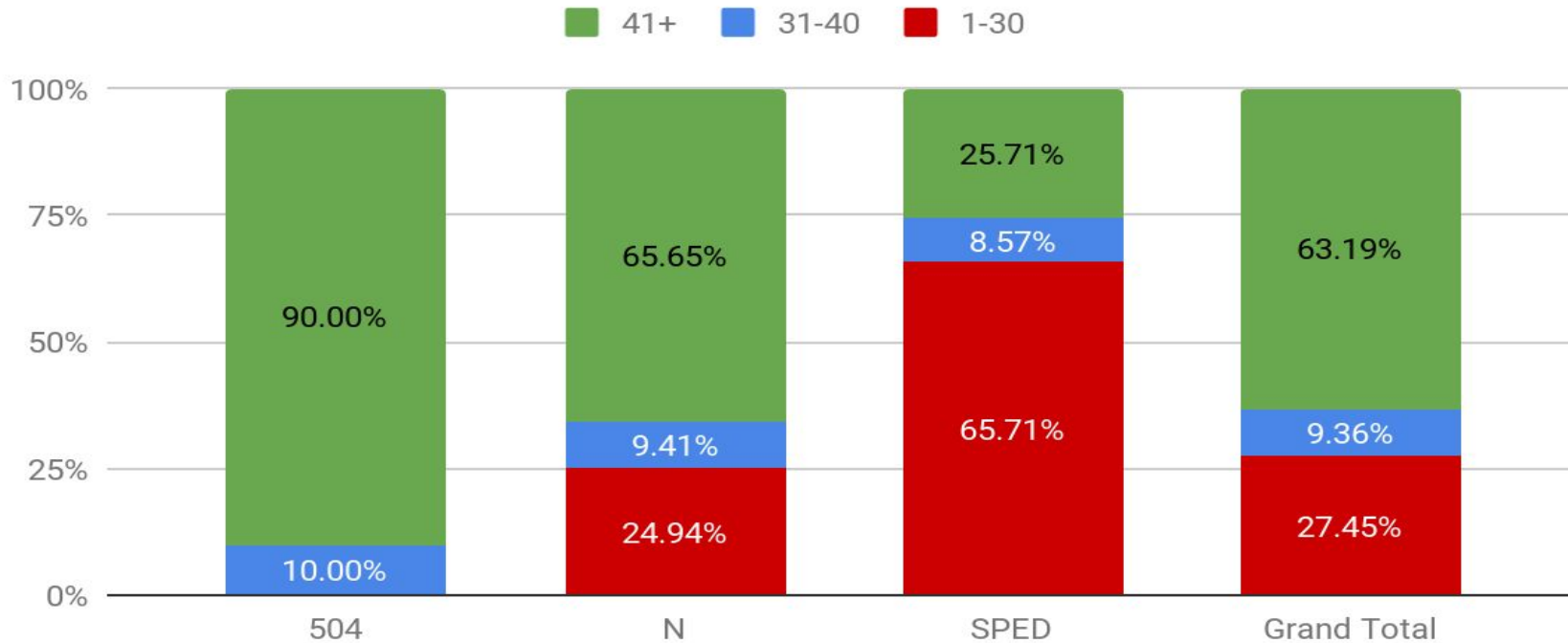
EL-English Learner, EO-English Only, IFEP- Initially Fluent English Proficient, RFEP- Redesignated FEP

ES Star Reading Percentiles by Free/Reduced lunch data



F=Free, R=Reduced, N=Not Qualified

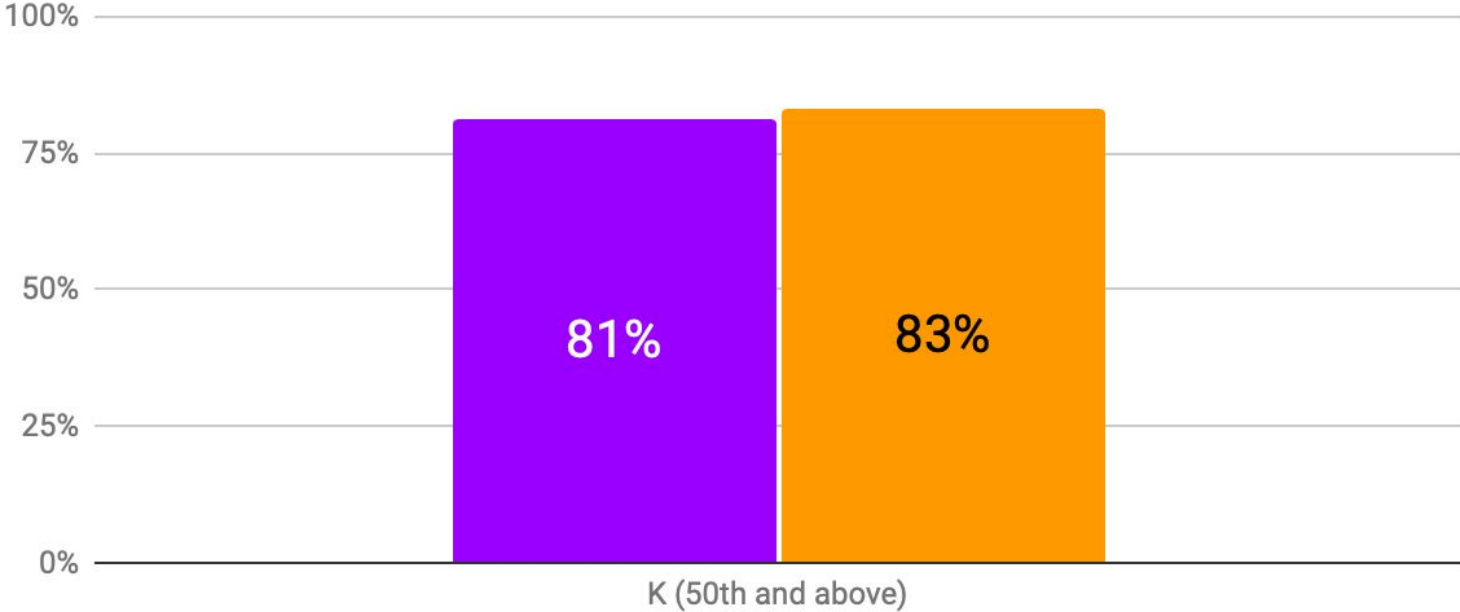
ES Star Reading Percentiles by IEP/504 status



* SPED- 35 students, 504- 10 students

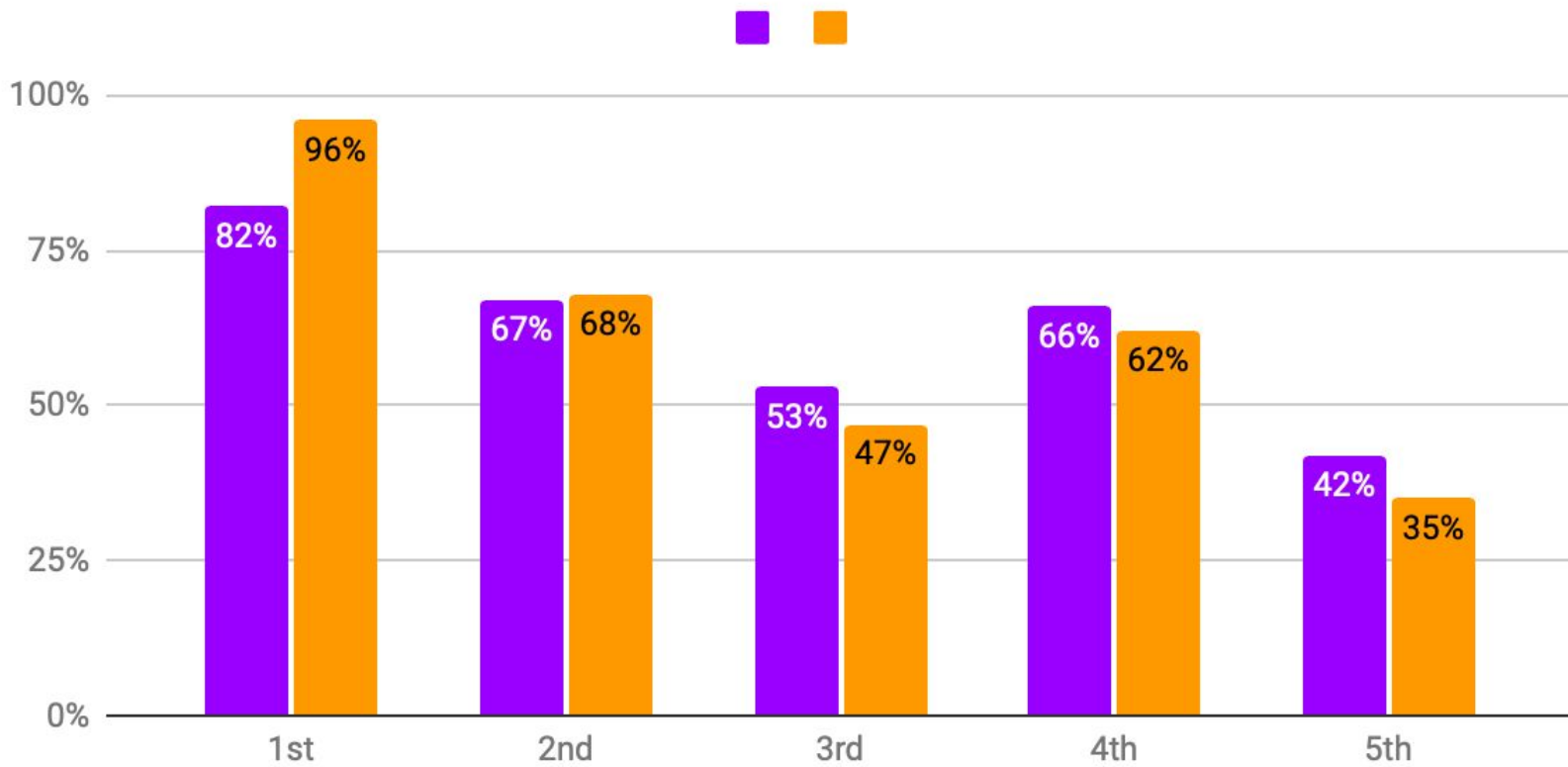
Early Literacy Growth

■ Fall ■ End of 1st



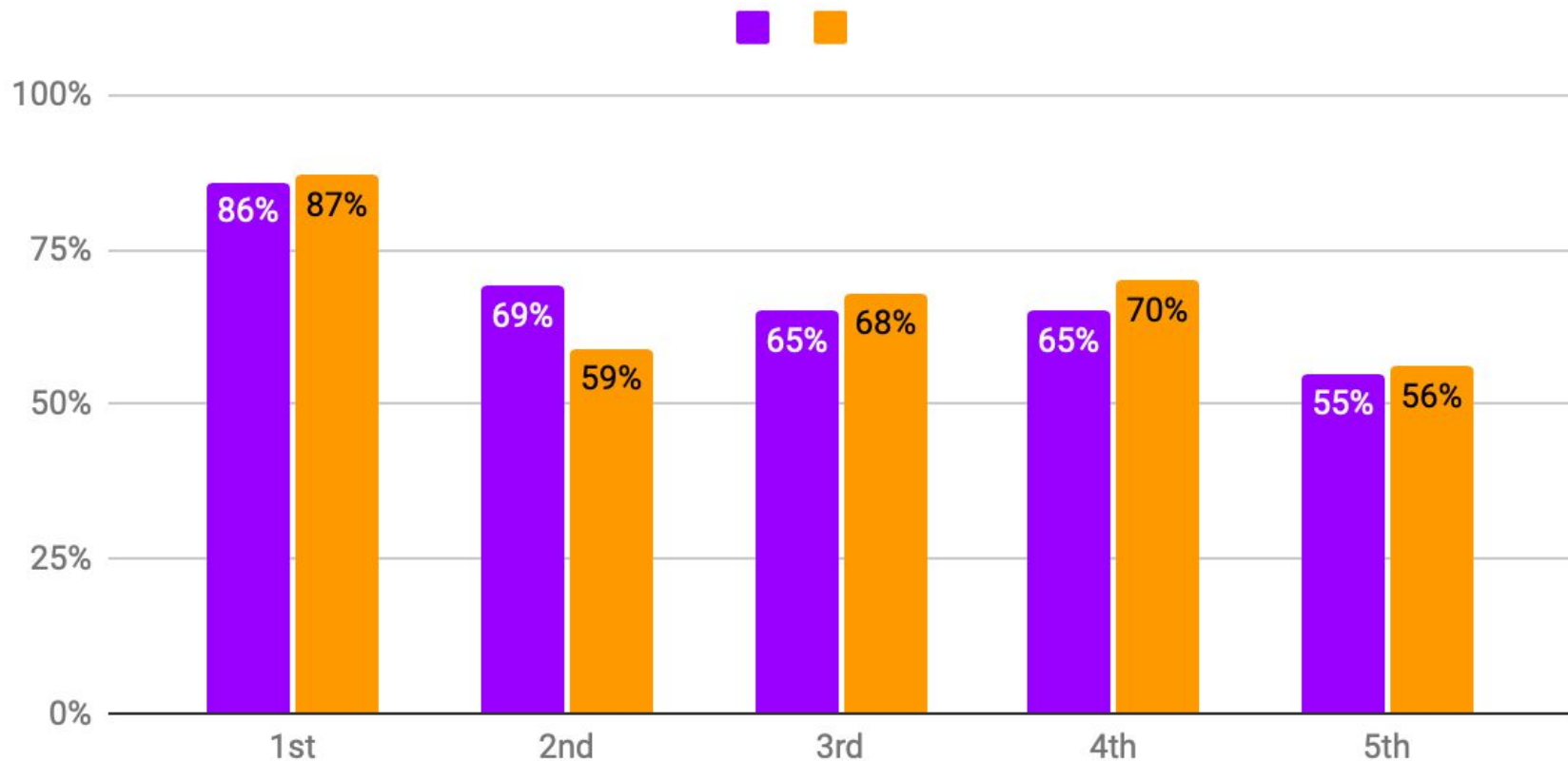
Percentage of Students in Kinder scoring in the 50th percentile or above

ES Star Reading: Purple- Fall, orange- End of 1st trimester



Percentage of students at or above 50th percentile

ES Star Math: Purple- Fall, orange- End of 1st trimester

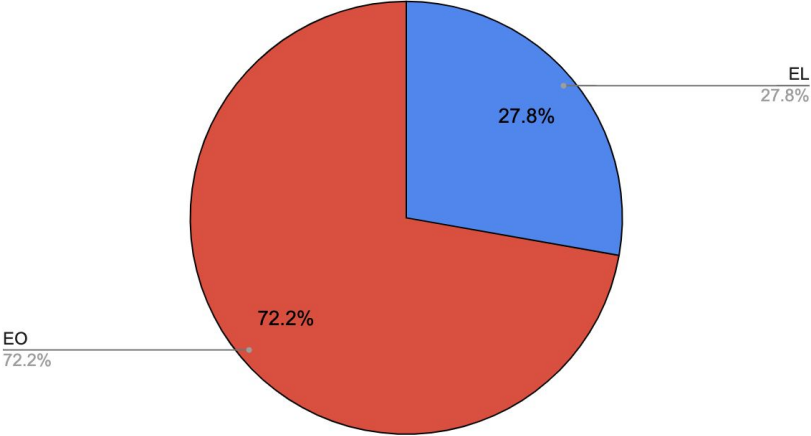


Percentage of students at or above 50th percentile

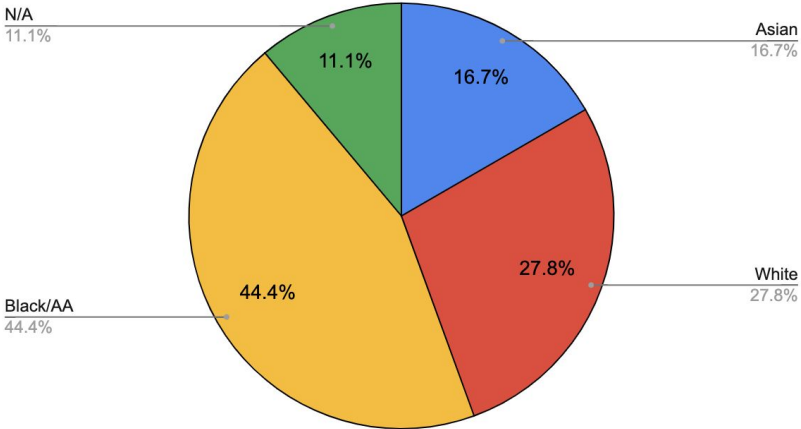
Elementary School Attendance Data

- While the majority of students continue to attend regularly, 5% of students are considered truant since the start of the school year
- Of the the students who are considered truant:

Home Language

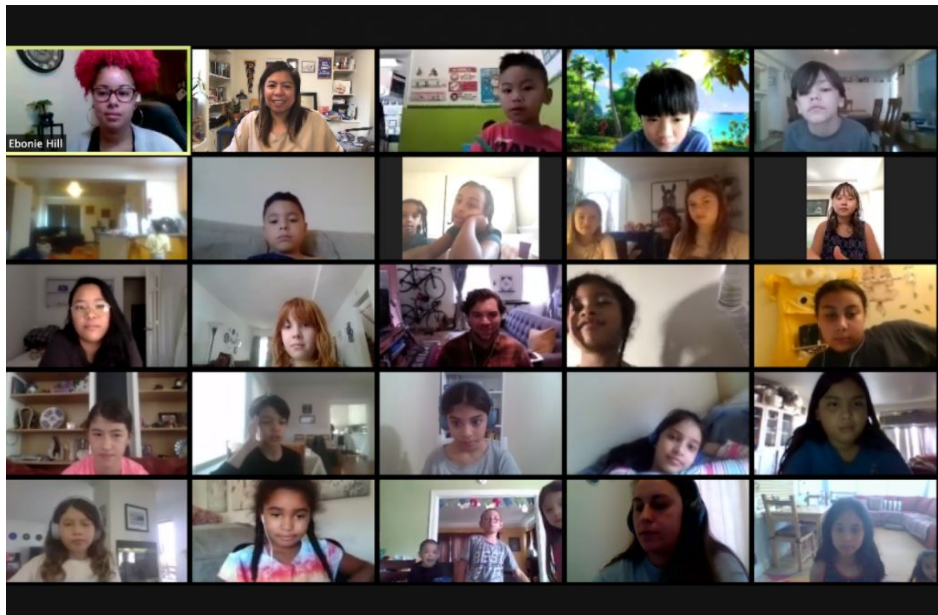


Race/Ethnicity



Response

- Continued IA “in the moment” support
- Continued home visits
- Incentive plans for students who struggle with consistent attendance
- Learning Hubs for 3-5
 - Attendance
 - Referred by Teacher and COSTeam



Middle School Attendance Data

Students continue to attend regularly

Approximately 5% of students have truancy issues

- Vast majority students of color
- Vast majority invited to hub, on waiting list, or in current hub

Continuing weekly calls to students with 5 or fewer B's per week (B=present for synchronous class)

Harder to measure engagement in classes - some students attend but do not participate

Middle School: Grading for Equity Pilot Year

Based on Grading for Equity by Joe Feldman

“If grades are here to stay, we want them and our grading practices to promote the best and most aspirational thinking of what each of our students are capable of as learners, regardless of their race, first language, their family’s income, or their previous educational experiences.”

Three Pillars - grades should be: Accurate, Bias-Resistant, Motivational

- 3 Tiers for implementation this year
- ILT reviewing data and will establish equitable grading plan to adopt for 21-22

Middle School: First Quarter Grade Data

Number students in all grades with 3, 4, or 5 Ds/Fs

9% (42) students have 3

7% (33) students have 4

1% (6) students have 5

Number students per grade with 3 or more Ds/Fs

6th Grade - 10% (13)

7th Grade - 18% (27)

8th Grade - 25% (41)

- 94% students of color
- 28% EL
- 67% Parent/Guardian some college or less
- 16% SPED/504

Middle School: Grade Data Analysis

Grade Data Analysis

- Ds/Fs largely reflective of work not submitted, especially asynchronous work
- Many students need support with executive functioning and structure for asynchronous time
- Students benefit from teachers who are utilizing long-term planning documents, clear routines for assignments, and clarity for weekly planning
- Students who need help are often not responsive to interventions
- Plus side - teachers who are implementing grading for equity strategies report shift in student mindset about grades

Middle School: Intervention and Student Support

Tier 1

- Utilize homeroom to review assignments for the day/month/week
- Student survey to collect feedback on what is working/not working academically
- PD and coaching support for teachers to implement stronger planning

Tier 2

- Planner template to send home to families of students with 3 or more Ds/Fs to support executive functioning at home and instructions about how to check Schoology gradebooks
- Exploring option for weekly academic progress report shared with parent/guardians for students with 3 or more Ds/Fs

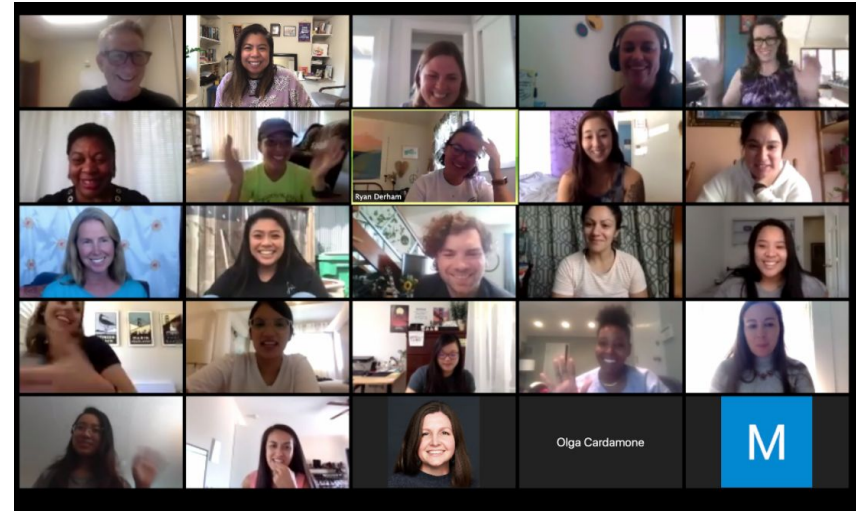
Tier 3

- Learning Hubs
- COST referrals

ES and MS “Teacher Temperature Check” Data

Successes:

- More familiar with technology and strategies that work in the DL environment
- Support from Instructional Coaches, Principals, and other staff
- Learning Hubs
- Handing out supplies for students to do hands-on learning at home
- IA and other additional adult support in classes



ES and MS “Teacher Temperature Check” Data

Areas for Improvement

- Planning time is excessive - requests for additional pay
- Following up with disengaged students and families
- More hands-on materials (especially for younger students)
- Feeling isolated and burnt out
- More time for planning and collaborating with other teachers
- Greater urgency for technology support

Appendix