



# Appendix 14





## A Deeper Look at FSMA's Data from the 2016 – 2017 school year

*FSMA is rooted in a belief that we must help a child develop socially, emotionally, physically and cognitively. Our Montessori approach requires our incredibly talented teachers to prepare children to be focused, independent and innovative learners as well as responsible, respectful and mindful individuals. We go beyond just teaching the academics and through Montessori, we teach children to think critically, work collaboratively, and act boldly – all skills that are needed in the 21<sup>st</sup> century. FSMA is committed to **whole child development**, which we believe is **the key to raising test scores the right way.***

### **What do SBAC scores reveal about a school?**

Assessment results such as SBAC tell much more than just a child's academic ability. In order for children to be ready to learn, they must be healthy, safe, engaged, supported and challenged. FSMA believes that we must ensure that the whole child is not only ready to learn but is also given the opportunity to flourish by putting strategies in place to make this happen for every child in every classroom, every day. Our results do not just tell us about student academic abilities but also gives us insight into each child's overall wellness.

But, we always remind ourselves that behind each of these data points is a child with a story. The stories are often of tremendous growth and an individual journey that may or may not show up on SBAC data. We know there is powerful anecdotal evidence about each child's experience and will continue to tell these stories alongside the picture our numbers represent.

## **Key Findings - What do our SBAC scores show about FSMA?**

Overall, the results show that we are making strong gains in all areas. In a comparison to last year's data, the average grade level increase was 12% with gains as much as 23%. These are strong increases, especially when compared to last year which showed a 7% decrease in scores.

ELA scores are much higher than Math scores, averaging about 15% higher in number of students meeting the standard. In past years, this has been a statewide trend.

Math scores are much higher in 3<sup>rd</sup> and 4<sup>th</sup> grade, in comparison with 5<sup>th</sup> and 6<sup>th</sup> grade. Conversations around why this might happen suggest that the concepts become much more abstract at this grade transition. A review of statewide trends and effective teaching at this level will need to be done to further understand the relevance of this data.

Looking at our 6<sup>th</sup> graders, all but 1-2 are At/Near the ELA sub-component standards. These students have almost all been with us for 3 years. While there overall ELA percentage is not as high (69%), these students are all very close to meeting the standard and 0% of our 6<sup>th</sup> graders received a 1 in ELA. This data is very promising and suggests that our 6<sup>th</sup> graders are close to on track to meet the standard next year.

## **Why are test scores important?**

- Give us an overall snapshot of how we are doing in comparison to other Delaware schools
- Can impact how much money is received and how money is spent
- Highlight areas where additional resources are needed
- Identify school, grade and teacher strengths that can become a learning experience for everyone
- Give families and our community a data point regarding student achievement

## **What's Next – How do we translate our data into meaningful action?**

- A deeper look for any specific trends in regard to race, socio-economic status, ELL, special education
- Interpret the data in regards to instruction and review our professional development plan to ensure they are aligned.
- Review state averages and discuss how they relate to FSMA data

## School-wide results for the 2016-2017 school year

### English Language Arts(ELA) and Literacy – SBAC results

	Grade 3	Grade 4	Grade 5	Grade 6
Far Below the Standard	8%	18%	13%	0%
Below the Standard	29%	21%	13%	32%
At/Near the Standard	36%	24%	51%	45%
Above the Standard	28%	37%	23%	24%
Total At or Above	64%	61%	74%	69%
State Average	52%	54%	60%	52%

### Mathematics – SBAC results

	Grade 3	Grade 4	Grade 5	Grade 6
Far Below the Standard	16%	17%	33%	19%
Below the Standard	28%	27%	31%	46%
At/Near the Standard	36%	22%	16%	20%
Above the Standard	20%	32%	20%	15%
Total At or Above	56%	54%	36%	35%
State Average	53%	50%	44%	41%

*Summary:* FSMA is above the state average in ELA at all grade levels. Last year we were only above the state average in 2 grade levels. In math, we are much closer to the state averages in the two grade levels that are still below the state average.

### ELA - Comparison to Last Year's Data of Same Children

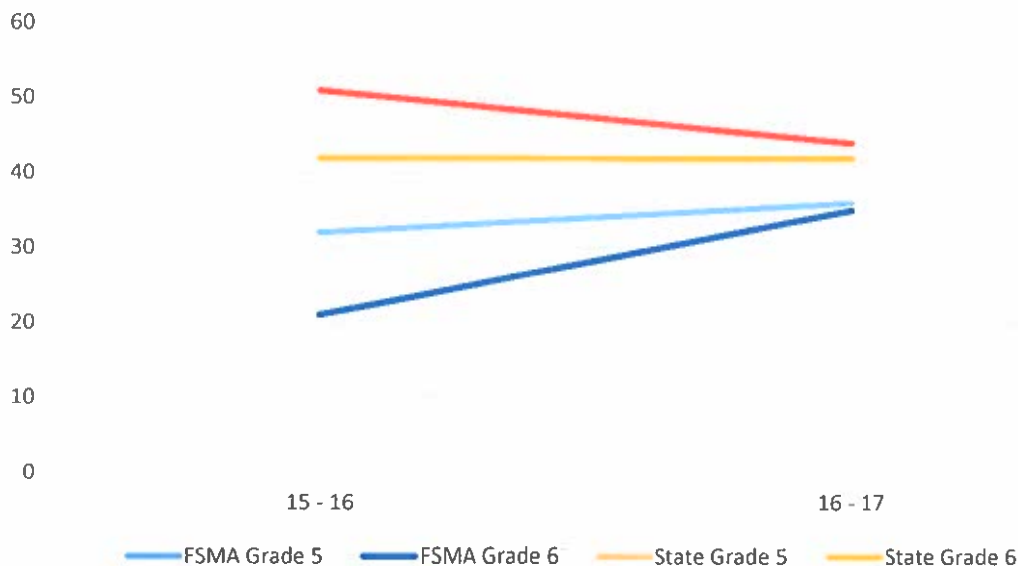
Current Grade	15-16	16-17
Grade 3	N/A	64
Grade 4	52	61
Grade 5	54	74
Grade 6	46	69

### Math - Comparison to Last Year's Data of Same Children

Current Grade	15-16	16-17
Grade 3	N/A	56
Grade 4	52	54
Grade 5	32	36
Grade 6	21	35

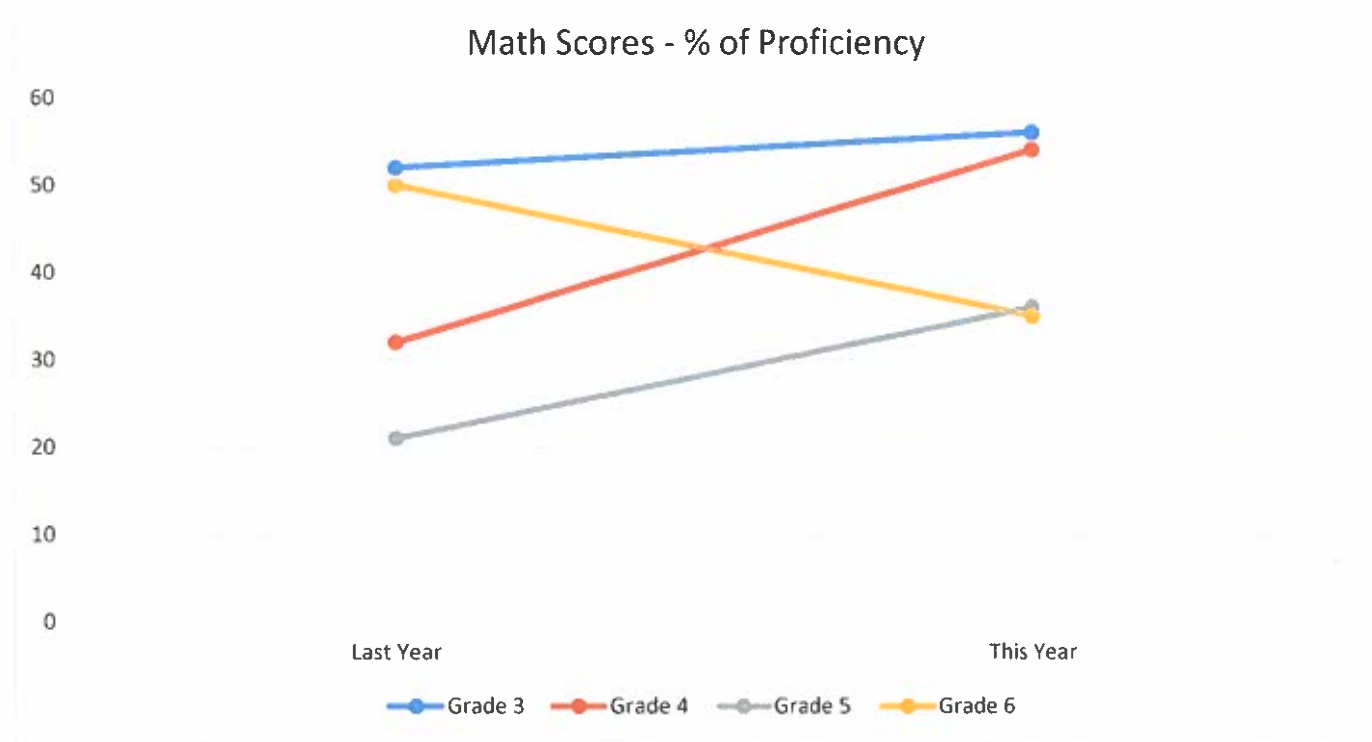
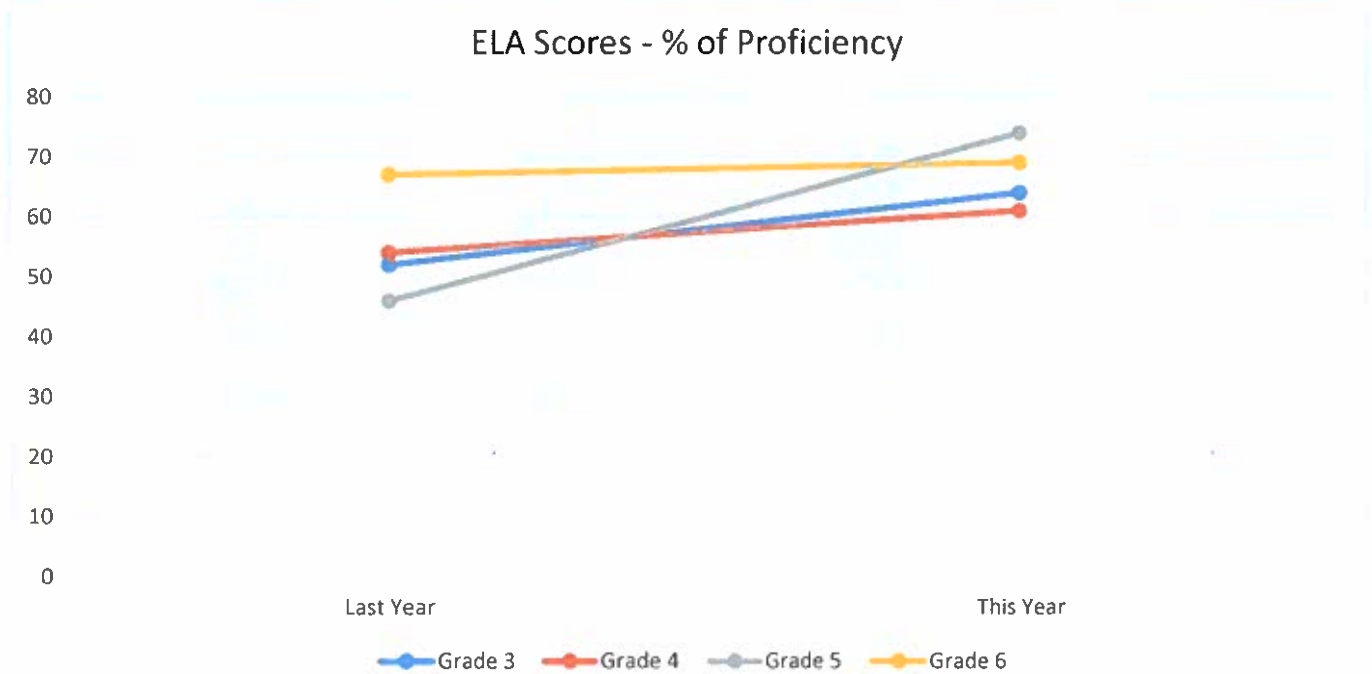
**Interesting to note:** Math in the upper grade surfaces as a concern but when analyzing against state trends, an interesting fact emerges. At FSMA, our students in 5<sup>th</sup> and 6<sup>th</sup> grade are increasing in % of students meeting or exceeding the state standard which is not found for this cohort of students across the state. The following chart shows the state trends in yellow/orange and FSMA trends in blue. *In summary, the state shows a downward trend while FSMA shows an upward trend in math scores at the 5<sup>th</sup> and 6<sup>th</sup> grade level.*

Comparison of State Average and FSMA Average in Math

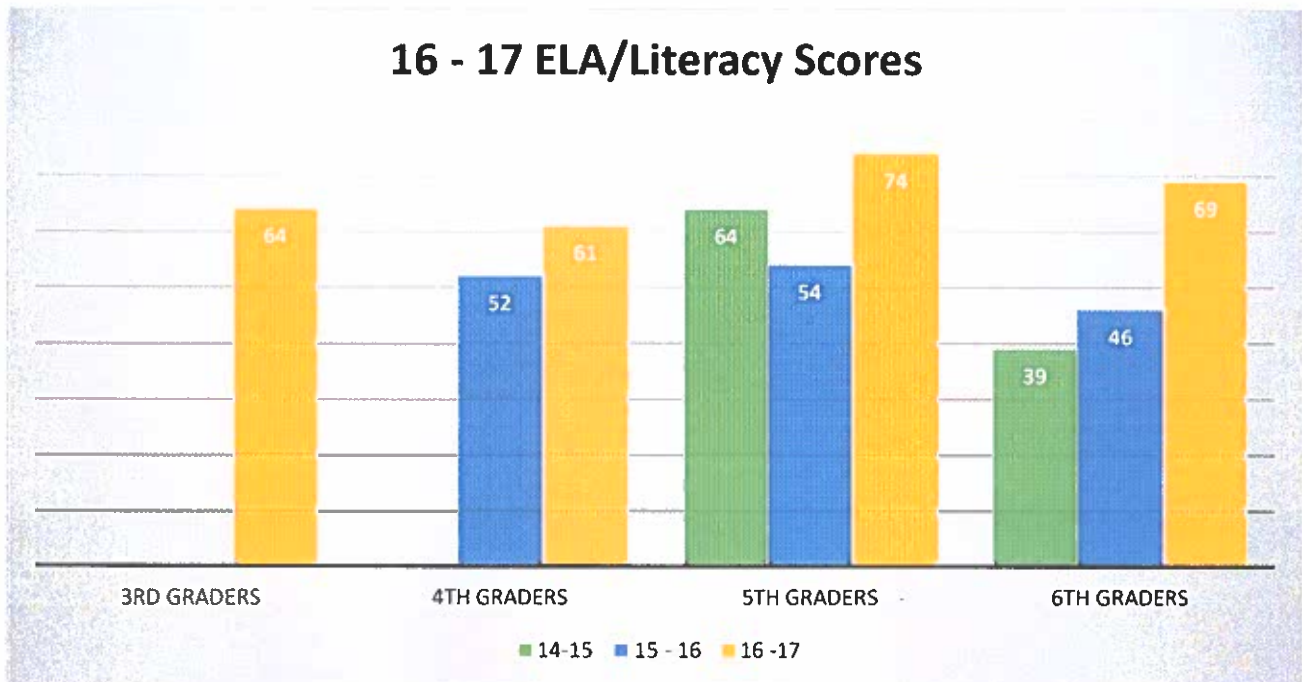


## Overall Proficiency Scores – SBAC 2017

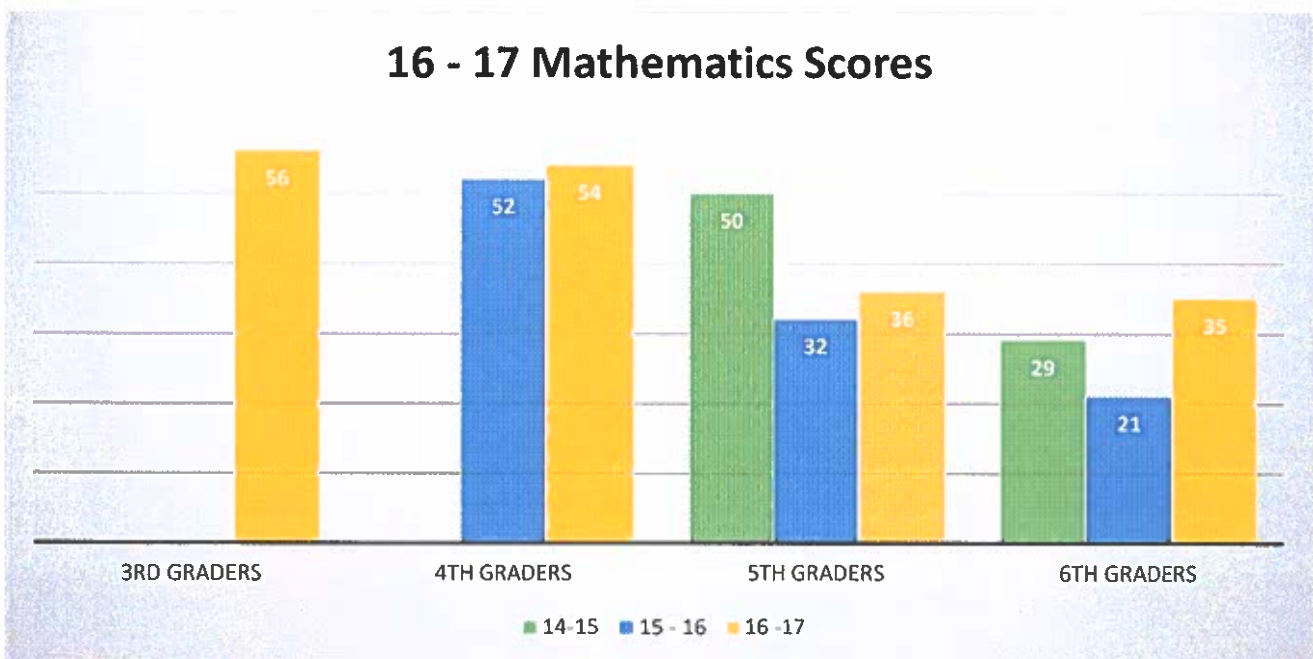
Overall, the number of students at each grade level who are meeting or exceeding the standard is growing. This is not an apples to apples comparison but rather a look at overall trends. The one exception is the 6<sup>th</sup> grade but again, these are not the same students.



## SBAC Results - Looking at the same kids over time



These graphs represent the same cohort of students. In almost all of the year after year comparisons, strong growth is seen. The one exception is the current 5<sup>th</sup> graders who showed a decrease between 3<sup>rd</sup> and 4<sup>th</sup> grade but an overall growth of 10% points. The greatest story is our current 6<sup>th</sup> graders – only 39% of them were meeting the standard when they arrived in 4<sup>th</sup> grade and now 69% of them are.

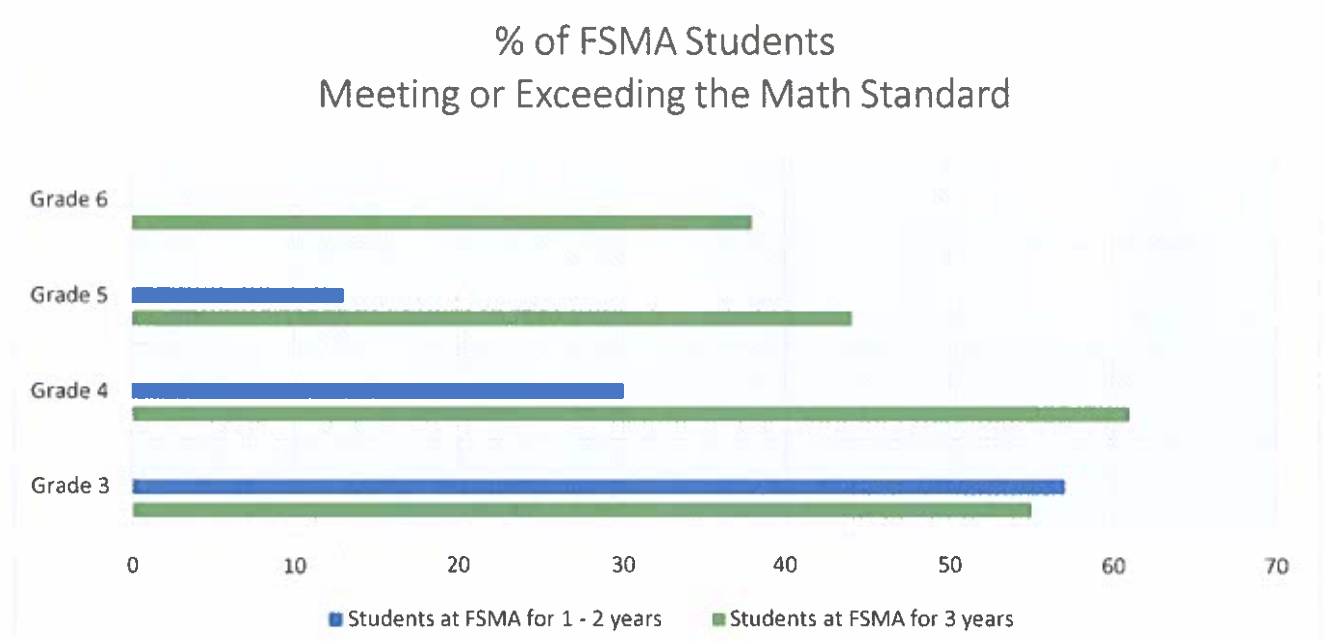
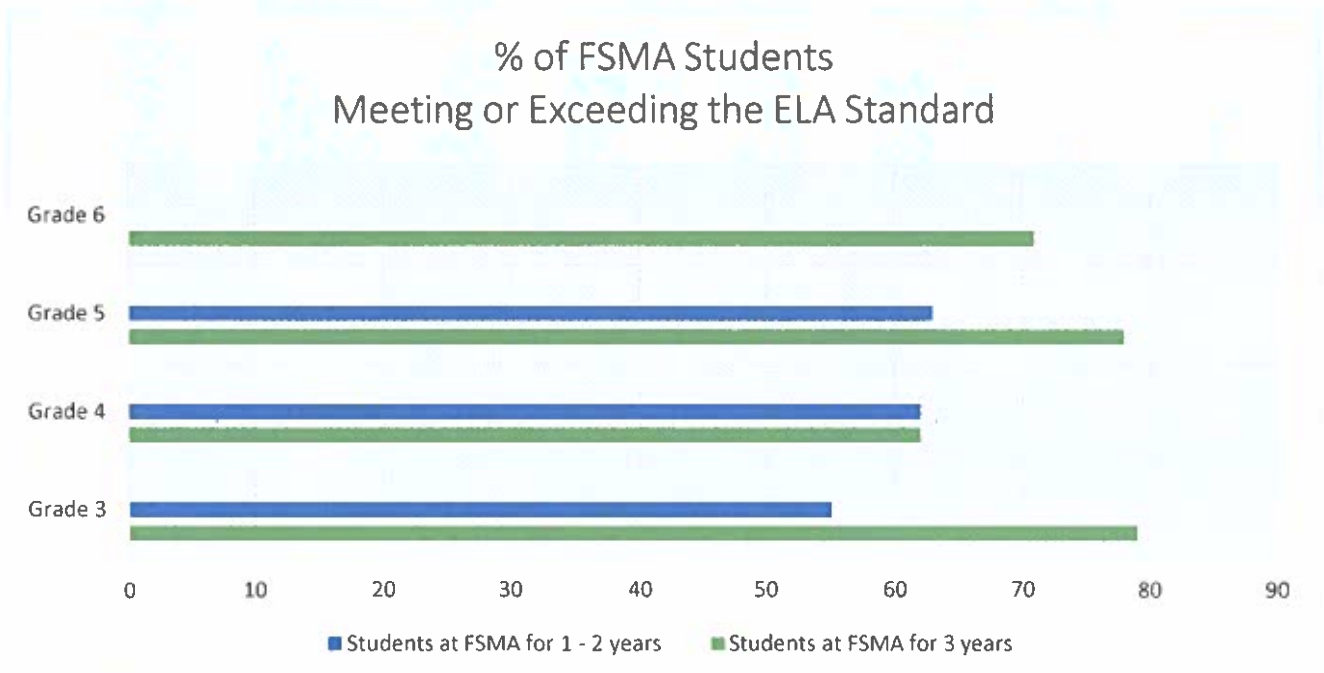


Overall, we see gains over time (except for the 5<sup>th</sup> grade cohort). The scores, while on an upward trend are still far below where we expect them to be. The younger graders, who have been with us for a majority of their school years, are so much stronger results but again, not where we want them to be.



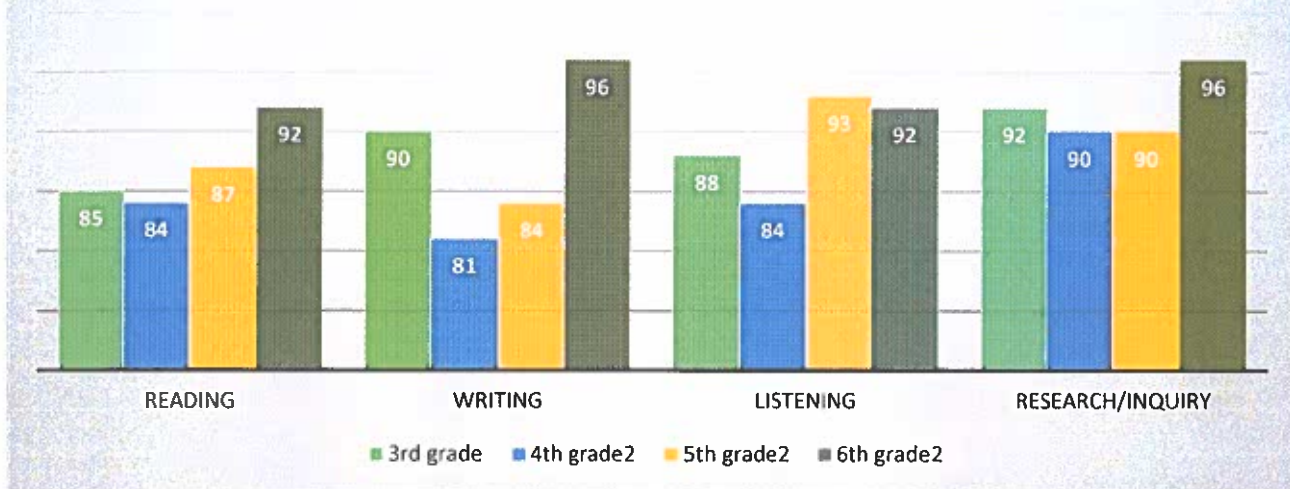
The following charts show the percentage of children who have been here for all 3 years who are meeting the standard as compared to the percentage of children who have only been at FSMA for 1-2 years. The overall results show that the children who have been at FSMA for 3 years have a much higher likelihood of meeting or exceeding the state standard in ELA and Math.

The moral of the story (or of this data)... the longer a child remains at FSMA the more likely they are to be meeting the state benchmarks on the SBAC.



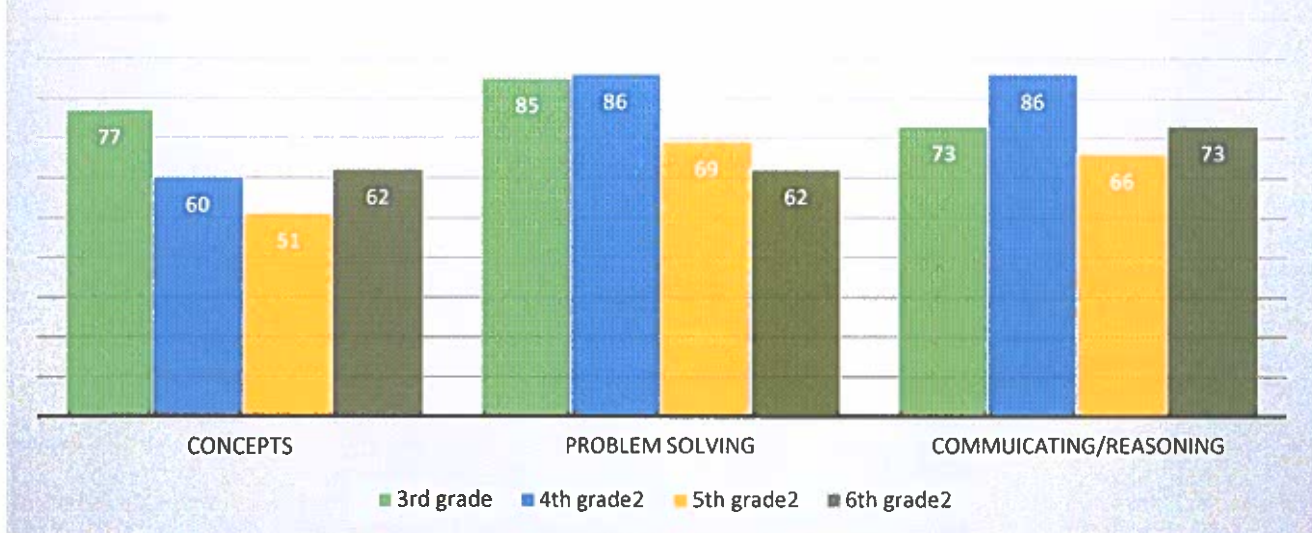
Note: 6<sup>th</sup> grade was not included because there were only 2 students at this grade level who have not been here for all 3 years.

## % of students At or Above the Standard for ELA sub-components



Strongest results overall are in Research/Inquiry followed by Listening. The area of greatest need is writing for 4<sup>th</sup> and 5<sup>th</sup> grade. Overall, the 6<sup>th</sup> graders as a cohort scored high with only 1 – 2 students missing the benchmark.

## % of students At or Above the Standard for Math sub-components



Strongest results overall are in Communicating/Reasoning and Problem-Solving. The area of greatest need is Mathematical Concepts for all grade levels. The 3<sup>rd</sup> and 4<sup>th</sup> graders did noticeably stronger than the 5<sup>th</sup> and 6<sup>th</sup> graders.

*Important to note:* The majority of the 3<sup>rd</sup> grade cohort started with us when they were in 1<sup>st</sup> grade – the majority of their elementary education is in a Montessori classroom.

**A look closer at our students who receive special education services:**

*Some background information about Montessori and special education:* There are several things about the Montessori philosophy and materials that make it a wonderful option for children with special needs. Montessori teaching materials engage all the senses, important for students with distinct learning styles. Students learn by doing and are free to move about, an advantage for those who require a high level of physical activity. And each child has the latitude to learn at his own pace, without pressure to meet formal standards by a predetermined time. **Children with special needs, such as learning differences or physical disabilities, often thrive in a Montessori setting.**

# of students at 4/5/6 level receiving special education services in ELA	% meeting ELA standard
15	20%

# of students at 4/5/6 level receiving special education services in Math	% meeting the standard
17	0

This information is incredibly powerful. We recognize that this is an area of need but the results are somewhat not surprising. At the upper grades, when a child is qualifying for special education services, there must be a large deficit in grade level skills. This deficit aligns with the below standard score on the SBAC.

What we know – the SBAC is not a strong measure of progress for our students who qualify for special education services. We must use other data such as IEP goals and growth scores to determine progress for students who qualify for special education services.

Every school has a similar story about how this impacts their overall scores. Here is a snapshot of how it impacts our overall scores at the upper grades:

	ELA % meeting standard (All students)	ELA % meeting standard (not including students who receive special education services)
3 <sup>rd</sup> grade	64%	72%
4 <sup>th</sup> grade	61%	65%
5 <sup>th</sup> grade	74%	81%
6 <sup>th</sup> grade	69%	72%

	Math - % meeting standard (All students)	Math - % meeting standard (not including students who receive special education services)
	56%	58%
	54%	60%
	36%	42%
	35%	43%

## Another success worth noting:

The goal is that children are moving up a level over time. These charts show that overall, the number of children receiving 1's and 2's is going down while the number of children receiving 3s and 4s is going up.

### Worth noting:

- In 3<sup>rd</sup> grade, the number of children receiving 4's this year are the largest percentage. This is a very hopeful sign of the foundation our children are being given and the potential impact on future years is likely very positive.
- In 6<sup>th</sup> grade, the number of children receiving 1's in ELA and Math has gone down significantly. There were no 6<sup>th</sup> grade students, including students who receive special education services for ELA, who received a 1 in ELA this year.

### Current 4<sup>th</sup> grade students:

	ELA 15-16	ELA 16 -17	Math 15 – 16	Math 16-17
1	27%	18%	27%	17%
2	23%	21%	21%	27%
3	21%	24%	27%	22%
4	29%	37%	25%	32%

### Current 5<sup>th</sup> grade students:

	ELA 15-16	ELA 16 -17	Math 15 – 16	Math 16-17
1	24%	13%	25%	33%
2	22%	13%	44%	31%
3	29%	51%	18%	16%
4	27% (15/55)	23% (14/61)	13%	20%

### Current 6<sup>th</sup> grade students:

	ELA 15-16	ELA 16 -17	Math 15 – 16	Math 16-17
1	27% (7/26)	0%	46%	19%
2	27%	32%	31%	46%
3	19%	45%	15%	20%
4	27%	24%	8%	15%

## Professional Development Needs

FSMA recognizes that achievement data offers invaluable insights for making decisions about instruction. Analyzing our data is a critical component of our professional development plan and helps us determine areas of need. It is important that we force ourselves to slow down and carefully interpret individual, class and school-wide data to ensure we are doing all we can to help every child succeed. We continue to build our abilities to critically and strategically collect and interpret the data so that our decisions are informed and meaningful.

### Data Sources Used:

- Smarter Balanced Assessment
- Response to Intervention(Rtl) results
- Observational data from Formal and Informal Observations
- IEP goal data
- Teacher feedback
- Dibels, Aimsweb, Fountas & Pinnell, and other assessments utilized by classroom teachers at the relevant grade level

Based on SBAC data and internal data collected over the previous school year, we have determined a few areas that will be the focus of our professional development in the 2017-2018 school year.

<b>Target Area of Need:</b>	
<b>K/1</b>	Continue to build instructional capacity in regard to guided reading. Build off of the previous year's literacy coach work through a focus-group PLC
<b>2/3</b>	Guided reading instruction with literacy coach Need is based off of the strong work K/1 did in the previous year and the intent is to build off of the momentum children have by developing the capacity of teacher's at the next grade level
<b>4/5/6</b>	Math instruction – Montessori and CCSS Combined Focus group PLC led by 2 FSMA teachers who have a strong background in math instruction at the Upper Elementary level and who have had success in the classroom as shown on the SBAC.
<b>7</b>	Build off of the ELA success students had in 6 <sup>th</sup> grade Develop new curriculum in math and science that aligns with Montessori Middle School Curriculum





# Appendix 15

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## 2017-18 Assessment Schedule

Assessments are an important part of knowing where students are in their learning so that we can best address each child's specific needs. The following is a list of **required formal assessments**. It is expected that in addition, each teacher will also complete many classroom based formative assessments. Classroom based formative assessments should be based on a unit of study or skills taught. The results of these formative assessments will be used to inform the next step in instruction for a child and will be kept in a child's portfolio.

Goals for selecting the following formal assessments:

- Determine where students are in their skill development/understandings and find needed areas of instruction
- A measure that can be used to show student growth throughout the year

Through the use of any of these assessments, if we find that a student is struggling to meet benchmark standards, we may use additional assessments to collect specific information before beginning the RTI process.

Students who ended the year in tier 2 or tier 3 of RTI should be assessed within the first two weeks of school so RTI can begin.

Month	Kindergarten Assessments	1 <sup>st</sup> Grade Assessments	Ongoing Assessments throughout School year at least monthly
September	<input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Star Early Literacy <input type="checkbox"/> Letter/Sound Recognition <input type="checkbox"/> Number/Quantity Recognition <input type="checkbox"/> Writing Sample	<input type="checkbox"/> Star Early Literacy <input type="checkbox"/> DIBELS <input type="checkbox"/> Star Math <input type="checkbox"/> Words Their Way Spelling Assessment <input type="checkbox"/> Writing Sample <input type="checkbox"/> Fountas and Pinnell as needed to further define guided reading level	<input type="checkbox"/> Sight Words from star list  <input type="checkbox"/> Running Records to monitor reading level  <input type="checkbox"/> Writing Rubrics aligned with CCSS, tailored for unit
January	<input type="checkbox"/> Star Early Literacy <input type="checkbox"/> Letter/Sound Recognition <input type="checkbox"/> Number/Quantity Recognition	<input type="checkbox"/> Star Early Literacy <input type="checkbox"/> DIBELS Oral Reading Fluency <input type="checkbox"/> Star Math	
May	<input type="checkbox"/> Star Early Literacy <input type="checkbox"/> Letter/Sound Recognition <input type="checkbox"/> Number/Quantity Recognition	<input type="checkbox"/> Star Early Literacy <input type="checkbox"/> DIBELS Oral Reading Fluency <input type="checkbox"/> Star Math <input type="checkbox"/> Words Their Way Spelling Assessment	



Month	2 <sup>nd</sup> – 6 <sup>th</sup> Grade Assessments	Ongoing Assessments throughout School year at least monthly	2 <sup>nd</sup> Grade Only
September	<input type="checkbox"/> DIBELS Oral Reading Fluency <input type="checkbox"/> Star Reading <input type="checkbox"/> Star Math <input type="checkbox"/> Words Their Way Spelling Assessment <input type="checkbox"/> Writing Sample <input type="checkbox"/> Fountas and Pinnell as needed to further define guided reading level	<input type="checkbox"/> Running Records to monitor reading level  <input type="checkbox"/> Writing Rubrics aligned with CCSS, tailored for unit  <input type="checkbox"/> Word Study Assessments to monitor growth along Developmental Spelling Inventory	<input type="checkbox"/> Sight Words from star list in Sept, and ongoing for struggling readers  <input type="checkbox"/> For any student below benchmark on ORF or Star, administer Star Early Literacy
January	<input type="checkbox"/> DIBELS Oral Reading Fluency <input type="checkbox"/> Star Reading <input type="checkbox"/> Star Math		
May	<input type="checkbox"/> DIBELS Oral Reading Fluency <input type="checkbox"/> Star Reading <input type="checkbox"/> Star Math <input type="checkbox"/> Words Their Way Spelling Assessment <input type="checkbox"/> Smarter Balanced - ELA and Math <input type="checkbox"/> DCAS – 4 <sup>th</sup> Grade Social Studies/ 5 <sup>th</sup> Grade Science		





# Appendix 16

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## Student Remediation Model/Plan

Teachers will note any areas of concern, stemming from formal assessments (end of unit assessments, DIBELS, F&P, Spelling Inventory, reading and writing continuum documentation, AIMSweb math assessment) or could come from informal assessments (running records, observation, work samples). If a child is not meeting a benchmark on a formal assessment, this could trigger the RTI process. But, if a child is missing an isolated skill but still meeting the benchmark, this will trigger the remediation plan. A teacher may create multiple opportunities to determine if there is a lacking skill that needs to be addressed. This could include re-teaching or giving the child additional practice or time on the concept. If after the teacher's attempt to remediate, the desired goal is still not met, the teacher will utilize the following steps:

**Step 1:** Teacher determines lacking skill, concept misunderstanding, or other reason that corrective action is needed from formal or informal assessment, which could be from formative or summative assessments. Teacher formally notes problem area in data collection method they are using in the classroom.

**Step 2: Options:**

- Teacher implements strategies based on their knowledge and experience within the classroom.
- Teacher accesses educationally sound, research based resources to determine action.
- Teacher seeks help from other teachers to determine steps to be taken for remediation.
- Teacher works with Education Director to determine steps to be taken for remediation.

(Remediation interventions that a teacher might try include, but are not limited to, additional small group instruction, one on one teacher student practice, additional independent practice, re-teaching in a different way, changing delivery model, providing extra at home practice)

**Step 3:** Teachers continue to assess to determine if remediation plan is working or if other steps are needed. The teacher may then try a different option in the list above or seek support from Education Director and begin a formalized RTI process.

Teachers should communicate to parents during this process. They may choose to communicate prior to remediation strategy or put strategy in place and report results to parents. However, if remediation is not working, teachers must communicate this to parents.

### Beginning the school year:

Within the first six weeks of school, data will be collected for all students using the formal assessments identified. Using the universal formal assessments teachers and staff will review results to determine the need for corrective support. The Education Director in conjunction with

teachers will evaluate the results from all universal assessments given at the start of the school year. From that, they will determine who needs acceleration, who needs tier 1 instruction, and who needs tier 2 instruction based on their performance as compared nationally normed benchmarks. This will be the first opportunity for the teacher and Education Director to determine that it is imperative something be done to support a student. This evidence collection process will be done early in the year to determine what children need immediate additional support.

Students who were previously identified as needing RTI Tiers 2 or 3 will automatically begin in the tier where they ended the prior school year.

### Implementation of Response to Intervention (RTI):

Children can enter the RTI process in two ways. They can be identified from universal assessments that are done throughout the school year or they can be identified based on documentation collected by the teacher in tier 1 instruction. Once it is determined that a child requires Tier 2 instruction, the following course of action will be taken:

The teacher will meet with the Education Director to develop a Tier 2 Intervention plan which will be put in place (for 6 weeks) with progress monitoring conducted every 2 weeks. The teacher is responsible for collecting and graphing the data determined in the plan.

If a child has not made significant progress, they will be moved to Tier 3. Then, at least two more 6 week interventions will be put in place and evaluated. A child may then be evaluated for special education services.

If significant improvement is apparent but not quite adequate, the child can remain in Tier 2 and another intervention can be put in place for an additional 6 weeks.

As a school, RTI procedures will be carried out with support of the Education Director. Specific meeting dates will be built around both the data analysis of formal assessments given throughout the year and at the end of each six week interval (or sooner as needed). These meetings will include a time for teachers and the education director to review the academic progress of each child to determine instruction and evaluation needs.

### Special Education Referral

Once it has been determined through RTI or through a parent request that a student should be referred for a Special Education Evaluation, the Educational Diagnostician will set up a meeting with the parents. At that meeting information regarding the process of evaluation and eligibility determination will be discussed, and a timeline set. The ED will obtain a permission to evaluate and follow up with a Prior Written Notice.