

## PAC Meeting September 26, 2018

- ELA: based on the CMAS results: you want to be meets or exceeds
- Grade 3: 50 %
- Grade 4: 70%
- Grade 5: 59%
- These numbers fluctuate depending on cohorts of students and 15 students were on IEP's which is pretty large for 5<sup>th</sup> grade. This makes our school GREAT! However, our center-based students take the same test as every other student
- The state holds steady around the 40%
- Math: We are at or above the district in our math percentage
- We've made huge strides to get above the district percentage
- As a leadership team we look at all of the data and look at root cause
- Celebration: Peabody percentile rank is Exceeds in all areas for achievement (92% ELA/ 91% Math/ 91% Science of all schools with our scores, this test is very rigorous)
- To be exceeds you have to be above the 85%
- Teachers have put a lot of work in to teaching these programs: Superkids (How the Brain Learns to Read) and Bridges
- ELA Growth scores are remaining steady: take kids that have taken the test in 3<sup>rd</sup> grade and then take students around the same score to determine growth in 4<sup>th</sup> grade (Are we growing our struggling students and exceeding students?) 50% is one years growth for all students
  
- Goal from UIP: The percentage of students meeting or exceeding on the 2018 math CMAS test will be equal to or higher than the district average for grade 3, 4,5 (we did achieve that goal, BUT, math growth is declining (this was a district trend in all schools)
- Are our high learners growing as much as we need them to?
- The percentage of students who were proficient on iReady was a good predictor of who were proficient on CMAS
- Equity Goal: ALL students getting what they need, when they need it
- Gaps in our Sub-Groups (you have to have a sub group of larger than 20 to get a score)
- ELA (All 92%) you can be in multiple groups
  - Students with Disabilities (16%)

- Free and Reduced (53%)
  - Minority (65%)
- Math: (this drop has not been a trend for us to have this drop in growth!)
  - Students with Disabilities (20%)
  - Free and Reduced (28%) 38 MGP (prior year 57)
  - Minority (77%) 48 MGP (prior year 64.5)
  - Females 39 MGP (prior year 64.5)
- Performance Challenge:
  - Increase MGP (Growth is based on 4<sup>th</sup>/ 5<sup>th</sup> grade levels)
- Root Causes:
  - Comfort levels of teachers
  - Curriculum (literacy has small groups time built in/ math does not)
  - Intentional Planning: complacent with Bridges Vs. Purposeful planning (ALL students benefiting from the lesson)
  - Planning for Number Corner
  - Being intentional to plan with our 4 PLC questions
- How do we increase the engagement?
- How do we increase the depth of understanding around the essential learning of each grade level (increase teacher confidence/ capacity)
- Kid's mindsets are developed early around math
- How do we provide timely, effective interventions in our math blocks?
- Focus Area: How do we design Tier 1 instruction so all students have engagement and access to the curriculum
  - Lesson Study
  - PLC mini lessons
  - Support planning math lessons
- Colorado has their own version and no longer uses the PARCC test and we can no longer compare that with other states
- There were items this year that were piloted on this test before they could be vetted for the actual test. This means there were less items actually counted for the test