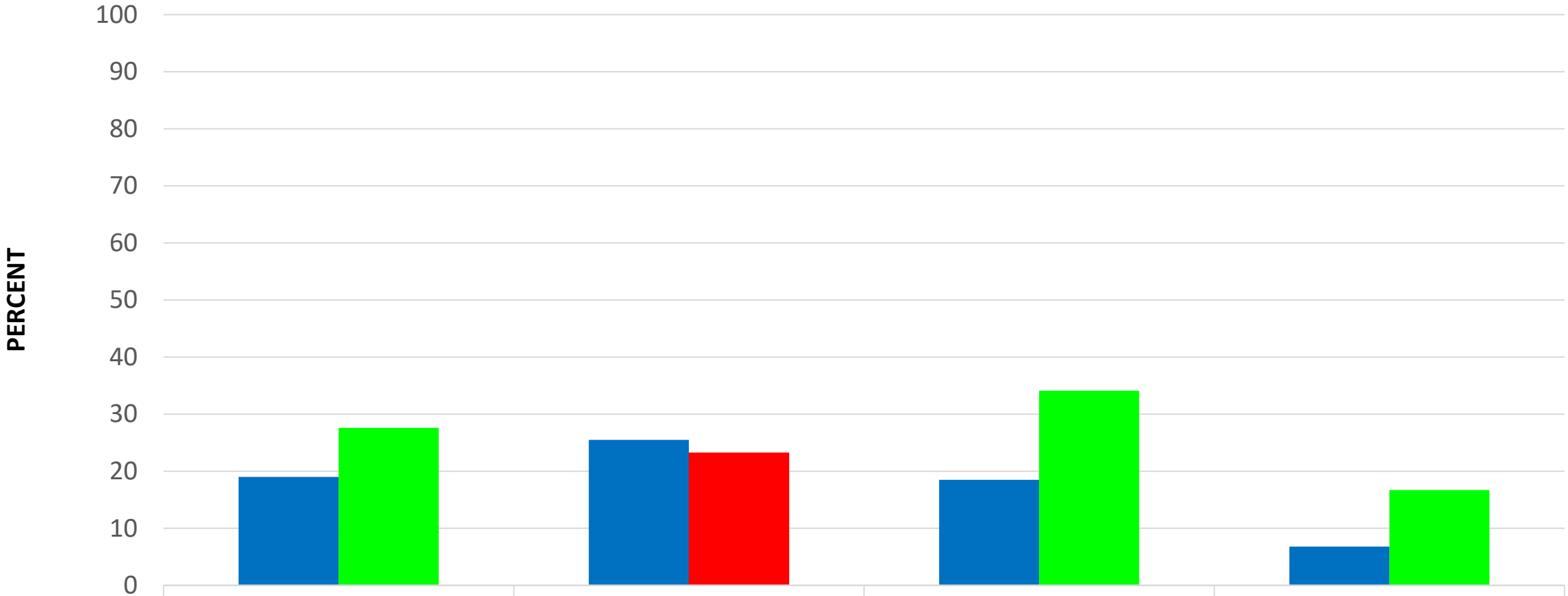
Ojo Elementary

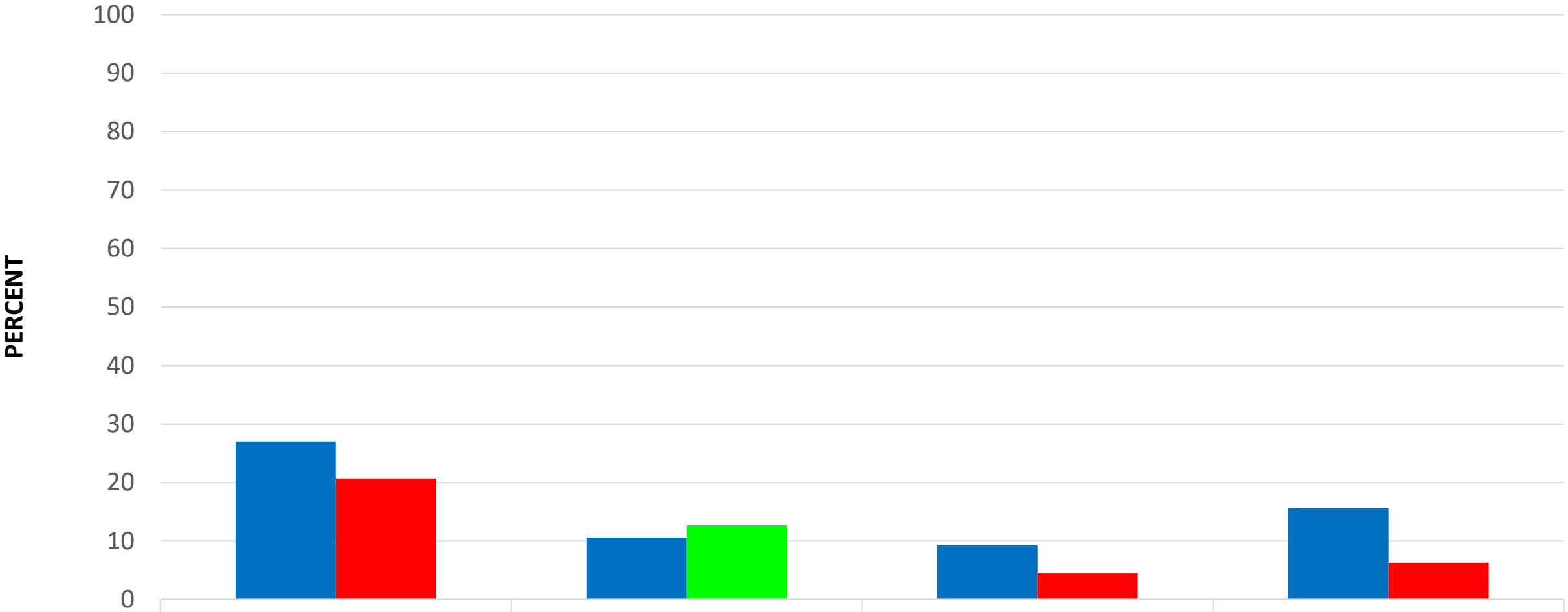
Data Review & 90-Day Plan Staff Orientation

OJO PARCC STUDENT PROFICIENCY – ELA/Literacy



	Grade 3	Grade 4	Grade 5	Grade 6
2017	19	25.5	18.5	6.8
2018	27.6	23.2	34.1	16.7

OJO PARCC STUDENT PROFICIENCY – MATH



	Grade 3	Grade 4	Grade 5	Grade 6
2017	27	10.6	9.3	15.6
2018	20.7	12.7	4.5	6.3

ELA/Literacy Performance Levels 2018 (# of students)

- Level 1 – Did not yet meet expectations.
- Level 2 – Partially met expectations.
- Level 3 – Approached expectations.
- Level 4 – Met expectations.
- Level 5 – Exceeded expectations.

Levels of Proficiency	3rd	4th	5th	6th
1	10	5	7	3
2	18	17	12	19
3	14	21	10	18
4	15	10	15	7
5	1	3	0	1

MATH Performance Levels 2018 (# of students)

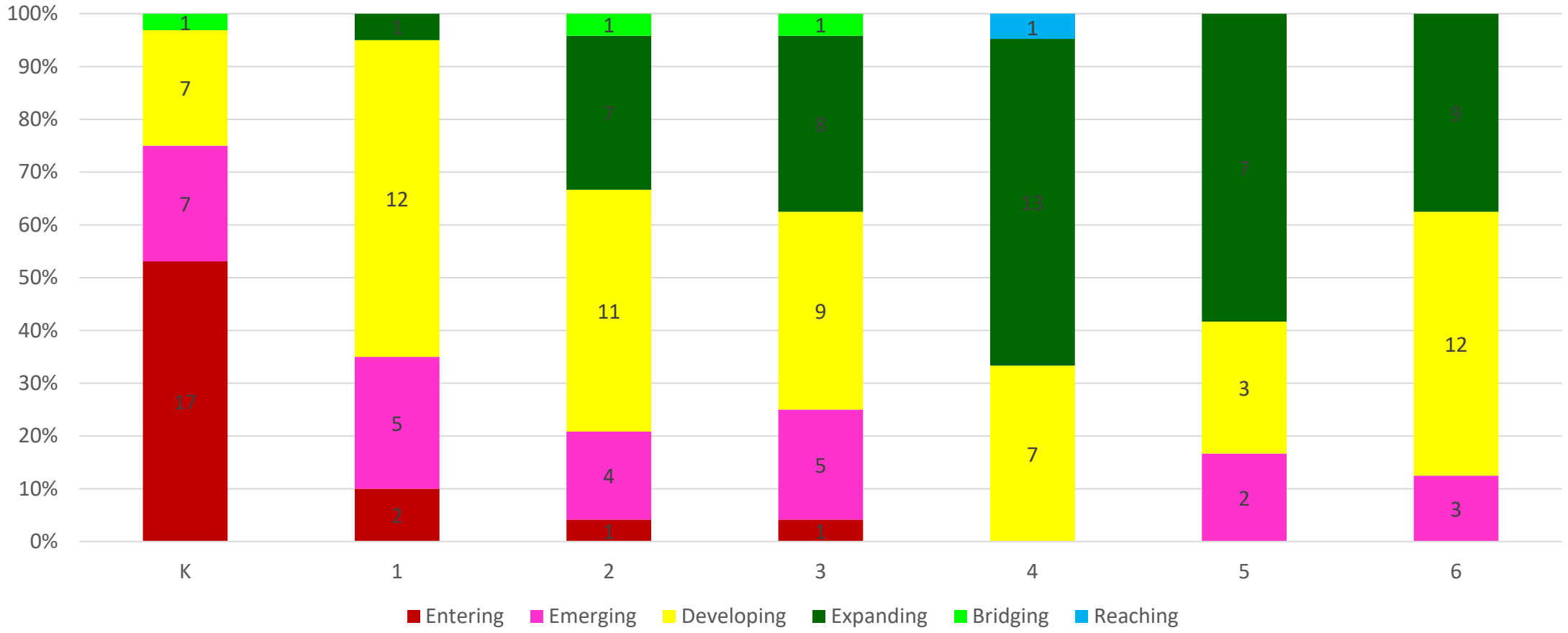
- Level 1 – Did not yet meet expectations.
- Level 2 – Partially met expectations.
- Level 3 – Approached expectations.
- Level 4 – Met expectations.
- Level 5 – Exceeded expectations.

Levels of Proficiency	3rd	4th	5th	6th
1	7	12	9	13
2	22	20	19	17
3	17	16	14	15
4	11	7	2	3
5	1	0	0	0

ACCESS DATA 2018 – OVERALL SCORES

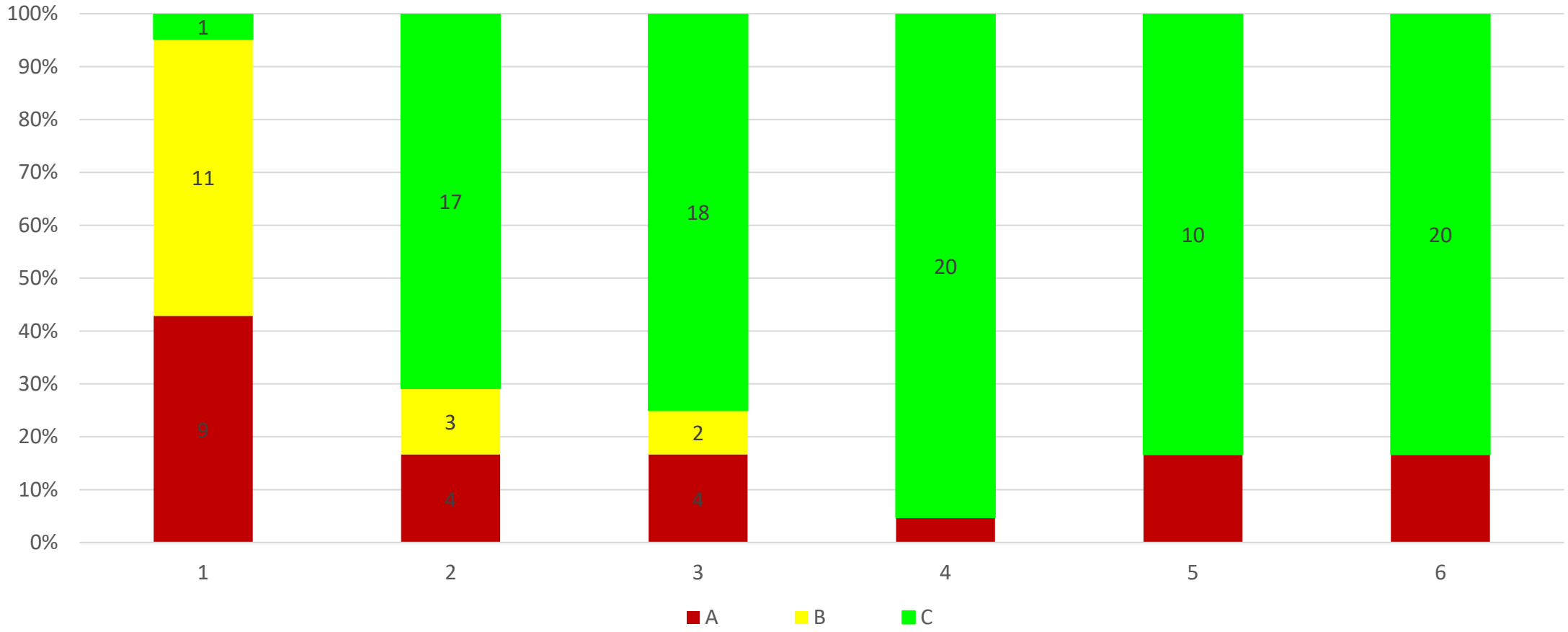
NUMBER OF STUDENT BY LEVEL

(35% - READING + 35% WRITING + 15% LISTENING + 15% SPEAKING)



ACCESS DATA 2018 – TIERS A, B, C

NUMBER OF STUDENT BY TIERS
(A – Basic to C – Difficult in rigor)



ACCESS DATA 2018 – OVERALL SCORING BY GRADE LEVEL

NUMBER OF STUDENTS

Grade Level	2.9 and Below	3.0-3.9	4.0-4.9	5.0 and Above
K	22	6	0	1
1	7	12	1	0
2	5	11	7	1
3	6	9	8	1
4	0	7	13	1
5	2	3	7	0
6	3	12	9	0
Total	45	60	45	4

Student Achievement Goals			
Grade/Subject Area	2017 PARCC Results	2018 PARCC Goals	Benchmarks: How will you know you are on track to meet your student achievement goals?
ELA	3rd Grade ELA: 27.6% Proficient	PARCC Student Results must show 20% overall growth from 27.6% to 47.6% by May 2019.	School-Net Student Results in December 2017 showed 0% proficient. Students must score 50% proficient in December 2017.
ELA	4th Grade ELA: 23.2% Proficient	PARCC Student Results must show 20% overall growth from 23.2 %to 43.2% by May 2019.	School-Net Student Results in December 2017 show 20% proficient. Students must score 50% proficient in December 2017.
ELA	5th Grade ELA: 34.1% Proficient	PARCC Student Results must show 20% overall growth from 34.1% to 54.1% by May 2019.	School-Net Student Results in December 2016 showed 13% proficient. Students must score 50% proficient in December 2017.
ELA	6th Grade ELA: 16.7% Proficient	PARCC Student Results must show 30% overall growth from 16.7% to 47.7% by May 2019.	School-Net Student Results in December 2016 show 4% proficient. Students must score 50% proficient in December 2017.
Math	3rd Grade Math: 20.7% Proficient	PARCC Student Results must show 20% overall growth from 20.7% to 40.7% by May 2019.	School-Net Student Results in December 2016 show 25% proficient. Students must score 50% proficient in December, 2017
Math	4th Grade Math: 12.7% Proficient	PARCC Student Results must show 30% overall growth from 12.7% to 42.7% by May 2019.	School-Net Student Results in December 2016 show 24% proficient. Students must score 50% proficient in December, 2017
Math	5th Grade Math: 4.5% Proficient	PARCC Student Results must show 40% overall growth from 4.5% to 44.5% by May 2019.	School-Net Student Results in December 2016 show 52% proficient. Students must score 60% proficient in December, 2017
Math	6th Grade Math: 6.3% Proficient	PARCC Student Results must show 40% overall growth from 6.3% to 46.3% by May 2019.	School-Net Student Results in December showed 47% proficient. Students must score 50% proficient in December, 2017.

Content Analysis: ELA (GR. 3-6) 2017

Literary	Information	Vocabulary	Expression	Conventions
55% AVERAGE Students are NOT PROFICIENT	53.25% AVERAGE Students are NOT PROFICIENT	59% AVERAGE Students are NOT PROFICIENT	50% AVERAGE Students are NOT PROFICIENT	42.25% AVERAGE Students are NOT PROFICIENT

Content Analysis: MATH (GR. 3-6) 2017

Major Content	Supporting Content	Reasoning	Modeling
54.5% AVERAGE Students are NOT PROFICIENT	48.5% AVERAGE Students are NOT PROFICIENT	58% AVERAGE Students are NOT PROFICIENT	64.75% AVERAGE Students are NOT PROFICIENT

Data Analysis: Gaps & Content

There are 5 Levels (1 to 5) that students can score on the English Language Arts and Math PARCC tests. Students that score 4—5 are considered Proficient.

Percent proficient is the sum of Levels 4 and 5 on 2017 PARCC results. Ojo Elementary had 2.4% Level 5 students in ELA and 0.49% Level 5 students in Math. The Core team believes a 20% increase is realistic and challenging in creating a sense of urgency for improvement.

Gap analysis of PARCC 2017 data shows a decrease in School Growth overall from 2016 to 2017 (4.32 to 3.28 percent). Although, our Q3 student population showed an increase growth from 2016 at 6.93 percent to 2017 at 7.05 percent, our Q1 student population showed a decrease from 2016 at 7.72 to 7.26 percent.

Subgroup data analysis shows a slight drop in 4th ELA proficiency rate by 2.3 percent from 2017 at 25.5 percent to 2018 at 23.2 percent. More specifically, 13 out of 56 students are proficient; 0 students with disabilities are proficient.

Subgroup data analysis shows a significant drop in 3rd Math proficiency rate by 6.3 percent from 2017 at 27 percent to 2018 at 20.7 percent. More specifically, 12 out of 58 students are proficient; 0 students with disabilities are proficient.

Subgroup data analysis shows a significant drop in 5th Math proficiency rate by 4.8 percent from 2017 at 9.3 percent to 2018 at 4.5 percent. More specifically, 2 out of 44 students are proficient; 0 students with disabilities are proficient.

Subgroup data analysis shows an alarming drop in 6th proficiency rate by 9.4 percent from 2017 at 15.6 percent to 2018 at 6.3 percent. More specifically, 3 out of 48 students are proficient; 0 students with disabilities are proficient.

Content Analysis shows low proficiency rates for ELA with Literary and Vocabulary as significant areas for improvement; for Math with Reasoning and Modeling as significant areas for improvement.

Highest-leverage areas of focus: Tier 1

- **44% of students in grades K-6 were not proficient in Reading ELA as evidenced by 2018 I-Station assessment.**
  - **As evidenced by I-Station data for the year, vocabulary continues to be the most challenging skill for students to acquire.**
- **75% of students in grades 3-6 were not proficient in ELA as evidenced by 2018 PARCC assessment.**
  - **As evidenced by PARCC ELA data for 2018, vocabulary acquisition and application is a challenge area for literary knowledge.**
- **89% of students in grades 3-6 were not proficient in MATH as evidenced by 2018 PARCC assessment.**
- **As evidenced by School-Net ELA Student Results in December, 2017: Grade 3 showed 0% proficient; Grade 4 showed 20% proficient; Grade 5 showed 13% proficient; Grade 6 showed 4% proficient.**
- **As evidenced by School-Net Math Student Results in December, 2017: Grade 3 showed 25% proficient; Grade 4 showed 24% proficient; Grade 5 showed 52% proficient; AgileMinds Math Grade 6 showed 47% proficient.**
- **Teacher instructional design lacks focused and consistent support struggling learners:**
  - **I-Station vocabulary development plans are not followed daily**
  - **Late start (from January – May) on using SIPPS, I-Station Bagpacks, Flexible groupings, Technology, Using Evidence Tables**
  - **Writing activities are not incorporated into lessons consistently**
  - **Flexible groupings are not incorporated consistently**
  - **Using instructional manipulatives to decontextualize abstract concepts for quantitative reasoning and modeling (scaffolding) by using concrete drawings/explanations/diagrams.**

Highest-leverage areas of focus: Data Driven Instruction

- **89% of students were not proficient in reading/ELA as evidenced by monthly PARCC 2018 report**
- **51% of students were not proficient as evidenced by December, 2017 I-Station K-6 report**
- **Using data is inconsistent for instructional decisions that support struggling learners**
- **Late start (Quarter 2) in using I-Station Data Folders**
- **Common Formative Assessments from SchoolNet are not aligned to instructional delivery and resources used in classrooms**
- **Action Plans are not focused to support struggling learners:**
  - **Review data for Running Records, I-Station (K-3), School-Net (K-6), PARCC (3-6), Teacher-Made CFA from School-Net (1-6)**
  - **Teacher action plans do not include focused and targeted whole-group, small-group, and individual interventions.**

Root Cause Analysis: Tier 1

- Teachers lack understanding on the how to maximize learning using flexible groupings and key vocabulary development-reading comprehension programs (SIPPS and I-Station Lesson Plans) with consistent implementation to support struggling learners.
- Teachers lack time to plan and incorporate daily activities using all 4 domains of language acquisition (Reading, Writing, Speaking, Listening) that motivate students to practice responding to writing prompts, reading for information and math reasoning and modeling.
- Teachers are not using consistent strategies to incorporate into daily activities that motivate struggling learners to practice vocabulary development, writing, reading for information and math reasoning and modeling.

Root Cause Analysis: Data Driven Instruction

- Teachers lack familiarity of developing running records and data folders.
- Teachers lack understanding on using data to develop targeted learning goals for struggling learners.
- Principal have not been consistent in maintaining uninterrupted core instructional times.

90-Day Plan Desired Outcomes: Tier 1

- Teacher lesson plans and implementation will include a high focus on key instructional practices for vocabulary development program plans (SIPPS for Gr. K-2 and I-Station for Gr. K-6) and flexible groupings (RtI) for skill-building in ELA and Math.
- Principal classroom walkthroughs will show all teachers using Can Do Descriptors and Step Up To Writing to improve writing across the curriculum.
- Teachers will receive bi-weekly non-evaluative principal classroom walkthroughs with 1:1 feedback.

90-Day Plan Desired Outcomes: Data Driven Instruction

- All teachers for grades K-6 will use teacher data folders and running records.
- Targeted learning goals for struggling learners will be reported weekly in High Performing Team meetings and posted in classrooms.
- A master schedule that supports and increased amount of time and uninterrupted ELA instruction will be in place for SY 2018-19.

90 DAY PLAN CRITICAL ACTION STEPS: Tier 1

- Teachers will meet in HPT meeting to decide on KEY INSTRUCTION PRACTICES FOR HIGH ENGAGEMENT AND LASER FOCUS for better learning.
- Teachers will be required to incorporate SIPPS (Gr. K-3) and I-Station (Gr. K-6) programs and flexible groupings (RtI Plan) into their daily lesson plans and delivery.
- Principal will establish training for teachers on Can Do Descriptors, Step Up To Writing and how to incorporate them into daily activities for writing across the curriculum.
- Principal will implement weekly classroom walkthroughs and give feedback time within 48 hours.

90 DAY PLAN CRITICAL ACTION STEPS: DATA DRIVEN INSTRUCTION

- All K-6 teachers will implement use of data folders and running records as part of their High Performing Team practice.
- Principal will work with Leadership Team to establish consistent times with allocated funds for reviewing data and develop learning target goals.
- Principal will create a master schedule that supports and increased amount of time and uninterrupted ELA instruction.

Thank You