

# School-Wide Student Learning Goal Progress-Report Night

## — Winter 2019

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Mark Bedrosian, Principal

Julia Fiedler-Ross, Associate Principal of  
Curriculum and Instruction

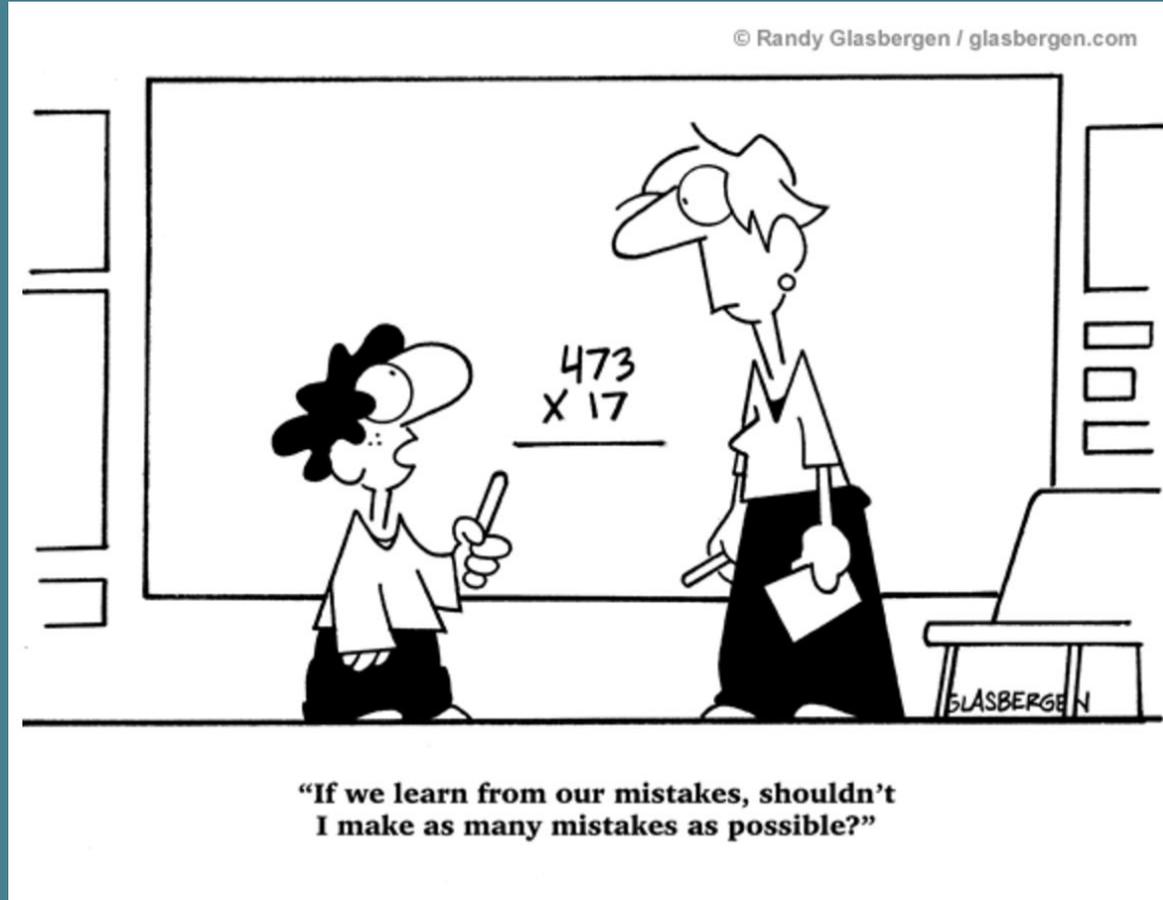


**Slide show Objectives** We want the SRS Community to be able to answer these questions:

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1. What is SRS's philosophy on growth mentality?
2. Has my student made progress in meeting their growth goals in math and reading?
3. How are students and teachers supported?
4. How are cohorts and grade levels making progress toward growth goals in math and reading?
5. What are we working on for the remainder of the year?

# 1. What is SRS's philosophy on growth mentality?



# Philosophy - Growth Mentality

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- Hard work leads to growth. We all need to grow.
- Achievement does not define an individual's worth and dignity. It indicates areas of needed growth in relation to standards they are expected to know and be able to meet. All children have identified areas of growth and should exhibit growth.
- The language we use is important. A child exhibits high/low achievement and growth, not a child *is* a high/low performer.
- Growth and achievement are indicators of teaching (grade level data) and learning (cohort data).

# Purpose of Ongoing Updates and the End of Year Report

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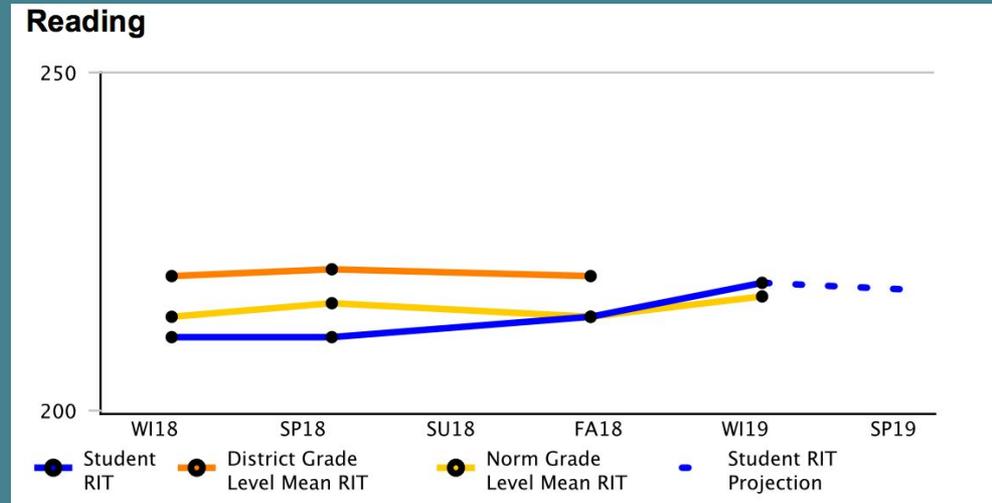
We regularly review with the entire school community:

- % of students who met the school-wide goals of exhibiting growth in math and reading; at the student, cohort, and grade levels
- how many students score at or above the National Mean, or average
- % of students who did not exhibit growth, and communicate to families our plan to provide learning opportunities for their child
- % of students who qualify for accelerated Math in 8th Grade
- Services provided to students and when students no longer require services (slides 15-16)

## 2. Has my student made progress in meeting their growth goals in math and reading?



# Example of Winter '19 MAP Growth Student Progress Report (slides 7-9)



Notable characteristics of the **three-line graph** on the report:

- The X axis shows yearly test sessions; Y axis shows RIT Range
- The darkest line shows student RIT performance
- The medium lines is the District (Archdiocese of Boston) mean (average)
- The lightest line is the National mean (average)

### Reading Goals Performance - Winter 2018-2019

|                                      |      |
|--------------------------------------|------|
| Literary Text: Key Ideas and Details | Avg  |
| Informational Text: Key Ideas and De | Avg  |
| Vocabulary: Acquisition and Use      | High |

|  |       |
|--|-------|
| Literary Text: Language, Craft, and Structure      | Avg   |
| Informational Text: Language, Craft, and Structure | LoAvg |

|               |            |
|---------------|------------|
| Lexile® Range | 950L-1100L |
|---------------|------------|

The Goal Performance area below the graph shows the range of performance in relation to domains

- Possible percentile ranges are Hi (100–81), Hi Average (80–61), Average (60–41), Low Average (40–21), Low (21 and below)
- These domain areas align with MA Frameworks
- *Reading Lexile is a range we do not use for measurement*

RIT: performance student exhibited during test session

| Term/<br>Year | Grade | RIT<br>(+/- Std Err) | RIT<br>Growth | Growth<br>Projection | Percentile<br>Range |
|---------------|-------|----------------------|---------------|----------------------|---------------------|
| WI19          | 7     | 216-219-222          |               |                      | 47-56-64            |
| FA18          | 7     | 211-214-217          |               |                      | 40-49-58            |
| SP18          | 6     | 208-211-214          | 2             | 5                    | 29-37-46            |
| WI18          | 6     | 208-211-214          |               |                      | 32-41-51            |
| FA17          | 6     | 206-209-212          |               |                      | 36-45-54            |
| SP17          | 5     | 209-212-215          | 9             | 6                    | 42-51-59            |
| FA16          | 5     | 200-203-206          |               |                      | 35-43-52            |

Growth Projection number: expected student growth from previous test session, only reported at year end

- Growth projection higher than RIT Growth: did not grow as projected
- Growth projection lower than RIT Growth: grew more than projected
- Growth projection the same as RIT Growth: grew as projected

RIT Growth number: student growth from from previous test session, only reported at year end

- Always a fall to spring, school year, comparison of performance
- Winter MAP Report shows progress mid way through the year

Percentile Range for content area: The closer you are to 50%, the closer you are to average performance, nationally

- Higher than 50%: student performed at a higher level compared to peers, nationally
- Lower than 50%: student performed at a slower rate compared to peers, nationally

### 3. How are students and teachers supported?



# Student Academic Support Plan

outlined in the Student and Family Handbook pg. 20

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## Math, Reading, and Subject Area Meetings

- Revisit cohort goal areas/domains in math and reading
- Review MA standards in math and reading, anchor standards in speaking and listening
- Plan lessons, assessments, review instruction and student work
- Reflect on teacher, student, and cohort growth
- Set goals for teachers and cohorts

## Who works with whom:

- **Mr. Bedrosian:** Middle School ELA, Science, Social Studies, and Reading Specialist, starting work with PreSchool Staff
- **Ms. Fiedler-Ross:** Middle School Math, Elementary ELA and Math, and Reading Specialists, starting work with PreSchool Staff

# Student Academic Support Plan, (continued)

## Numeracy and Reading Intervention

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- Assists students who exhibit growth, but need to exhibit higher achievement.
- Effects classroom performance because students lack foundational skills
- Work on cohort and individual goal areas/domains
- Numeracy occurs once or twice a week during the school day with Ms. Fiedler-Ross
- Reading Intervention occurs one to three times during the school day
  - 2 Reading Specialists, one for K-2, one for Grades 3-8

## Algebra 1

- Accelerated math experiences
- Occurs four times a week during the school day with Mr. Salm

## 4. How are cohorts and grade levels making progress toward growth goals in math and reading?

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Our school-wide goal is that all students exhibit growth in math and reading by year's end.

The next two slides give a January '19 snapshot of the progress we have made toward meeting that June '19 goal.

# Mid Year Report Based on January MAP Growth Results

## Math

**Grades 7-8:** As of January, 71-80% of students have already met their growth goal in math

**Grade 6:** As of January, only 17% of students have met their growth goal in math. We are implementing additional assistance to make sure all student exhibit growth by the end of the year!

**Grades 3-5:** As of January, 57-97% of students have already met their growth goal in math

**Grades 1-2:** As of January, 91-100% of students have already met their growth goal in math

## Reading

**Grades 6-8:** As of January, 50-60% of students have already met their growth goal in reading

**Grades 3-5:** As of January, 70-79% of students have already met their growth goal in reading

**Grades K-2:** As of January, 78-90% of students have already met their growth goal in reading

# Jan. '19 mid-year progress report on students enrolled in Fall '18 Numeracy (literacy in math) toward meeting their school-wide goal by June of '19

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## Grades 6-8

- 68% of students already met their annual growth goal
- 41% of students no longer require the service

## Grades 1-5

- 100 % of students already met their annual growth goal
- 67% of students no longer require the service

2018-2019 School-wide goal: All Grade 1-8 students will exhibit growth in math by Spring 2019

# Jan. '19 mid-year progress report on students enrolled in Fall '18 Reading Intervention, toward meeting their school-wide goal by June of '19

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## Grades 6-8

- 78% of students already met their annual growth goal
- 67% of students no longer require the service

## Grades 1-5

- 77 % of students already met their annual growth goal
- 46% of students no longer require the service

2018-2019 School-wide goal: All K-8 students will exhibit growth in reading by Spring 2019

# 5. What are we working on for the remainder of the year?

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**“We’ve got 57 team managers, 36 project coordinators and 42 concept implementors. Not bad for a company with only 18 employees!”**

# Continue working on our Academic Support Plan

## Reading

- All students exhibit growth,
- Support intervention students with a goal of moving them from reading intervention as long as they can make progress without it
- Provide meaningful, high level literacy experiences for all students that are linked to CCR anchor standards in Reading, Speaking and Listening

## Math

- All students exhibit growth
- Support Numeracy students in Grades 1-8, with a goal of moving them from Numeracy as long as they can make progress without it
- More co-teaching support in targeted grade levels
- Elementary classrooms are planning to incorporate more project based learning and collaboration with classmates

## Algebra 1

- Determine which current 7th graders qualify for 8th Grade Algebra 1 course

# Qualification for 2nd Half of Algebra 1 in 8th Grade

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Students who are always exceeding/meeting content standards and achieving A's on tests

Students who score in the top  $\frac{1}{3}$  of their grade level cohort, in the following 7th Grade areas:

- Math test grade average
- Term 1, 2, and 3 Math Standards Report
- End-of-year benchmark assessment
- Spring 2019 MAP report standing
- Trimester 1, 2, and 3 Gospel Values Grades in Math

# Math MAP and Khan

- Students in grades 1 through 8 can use their Khan accounts, and Math MAP data, to generate personalized math study recommendations!
- The recommendations are designed to help students in grades 1 through 8 improve in areas they need extra math practice.
- Go to the <https://www.khanacademy.org/mappers> and use Winter 19 Math RIT ranges

## MAP Test recommendations for

0 of 11 done    Geometry 213-219

4 of 28 done    Operations and Algebra 220-223

0 of 33 done    Real and Complex Numbers 224-227

0 of 10 done    Statistics and Probability 228-230

[Enter new scores](#)

# Let's revisit the questions from the start:

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1. What is SRS's philosophy on growth mentality?
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# Questions or comments?

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**“I don’t like to give a lot of homework over the weekend, so just read every other word.”**