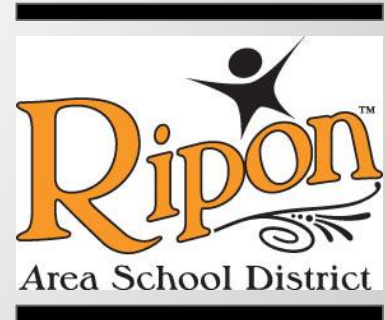
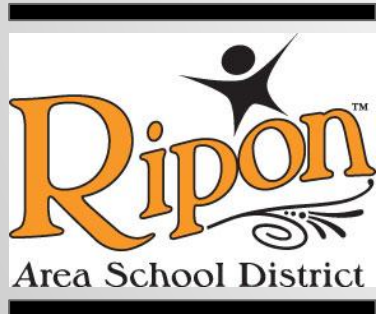


# End-Year Student Learning Goals Update

## 2018-2019





# **End-of-Year i-Ready Implementation & Data Review**



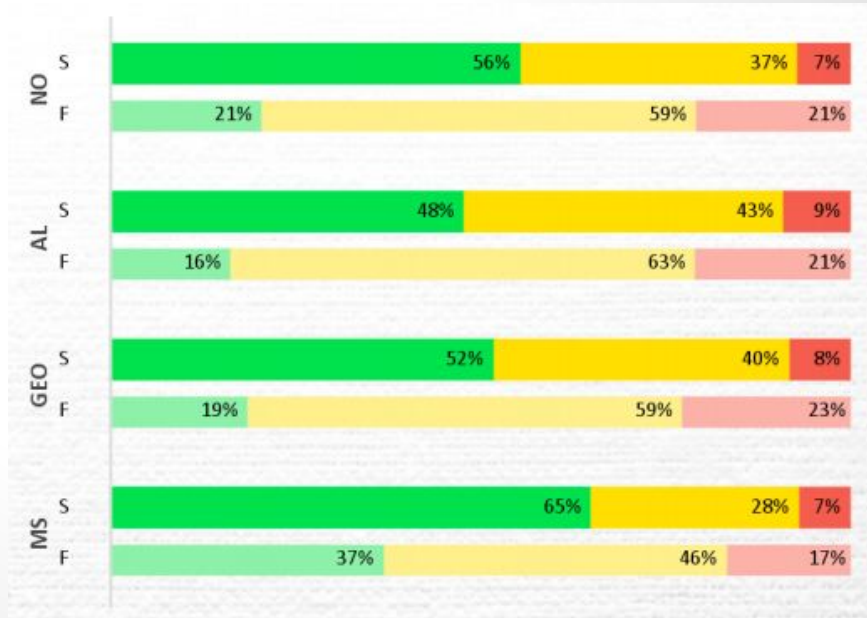
# Math Diagnostic Results

Distribution of students by tier in fall and spring, and domain-level performance

Placement Distribution



Placement by Domain



Tier 1 (Mid On-Grade Level or Above)

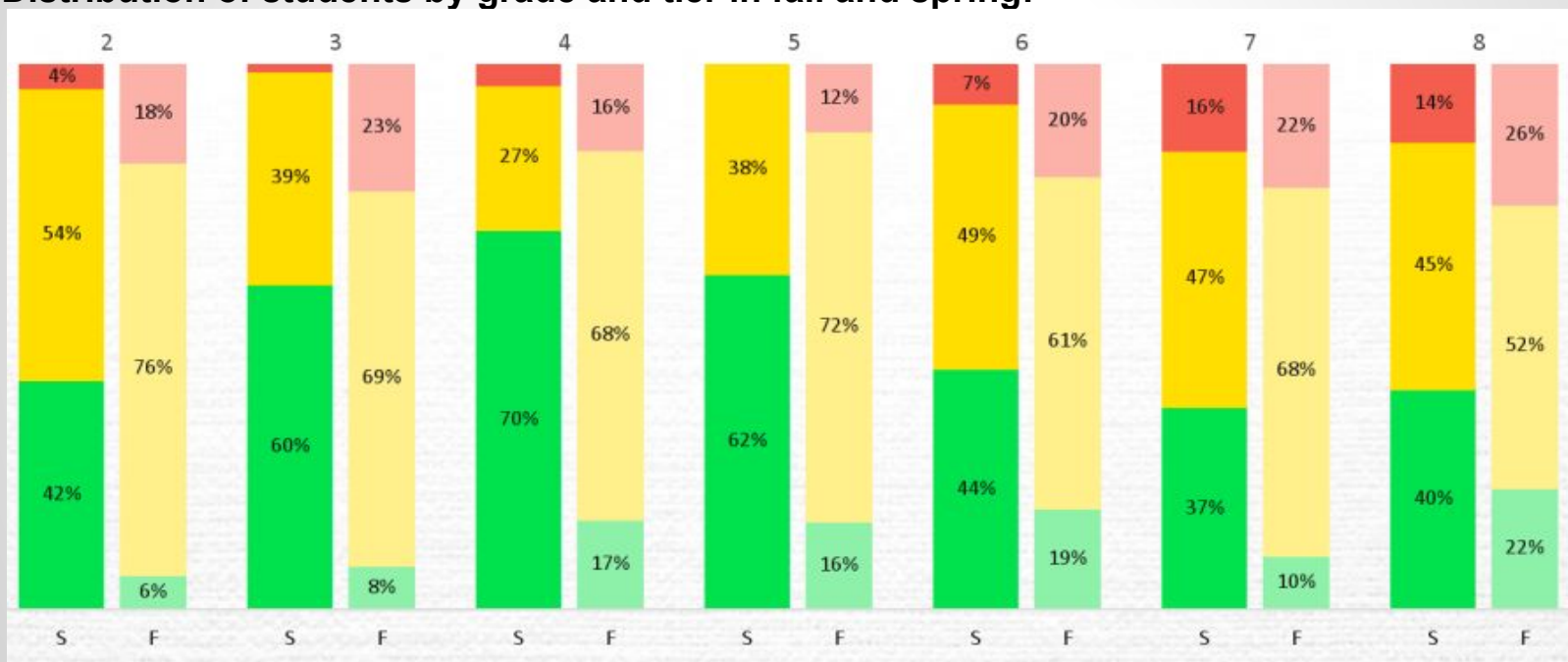
Tier 2 (Early On-Grade Level and One Grade Level Below)

At Risk of Tier 3 (Two or More Grade Levels Below)



# Math Diagnostic Comparisons

Distribution of students by grade and tier in fall and spring:



■ Tier 1 (Mid On-Grade Level or Above)

■ Tier 2 (Early On-Grade Level and One Grade Level Below)

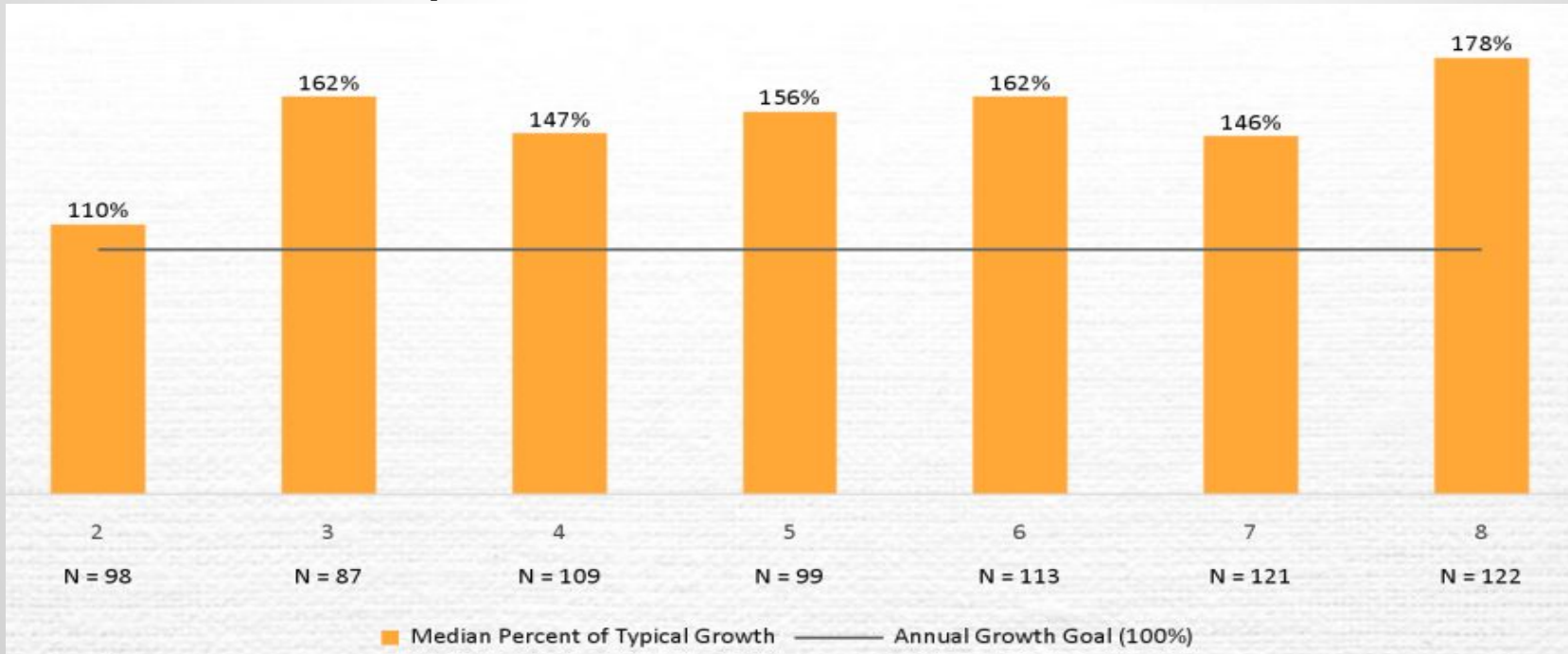
■ At Risk of Tier 3 (Two or More Grade Levels Below)

Below



# Math Growth by Grade

Median percent of typical growth achieved. Growth measures are specific to grade and fall relative placement level.



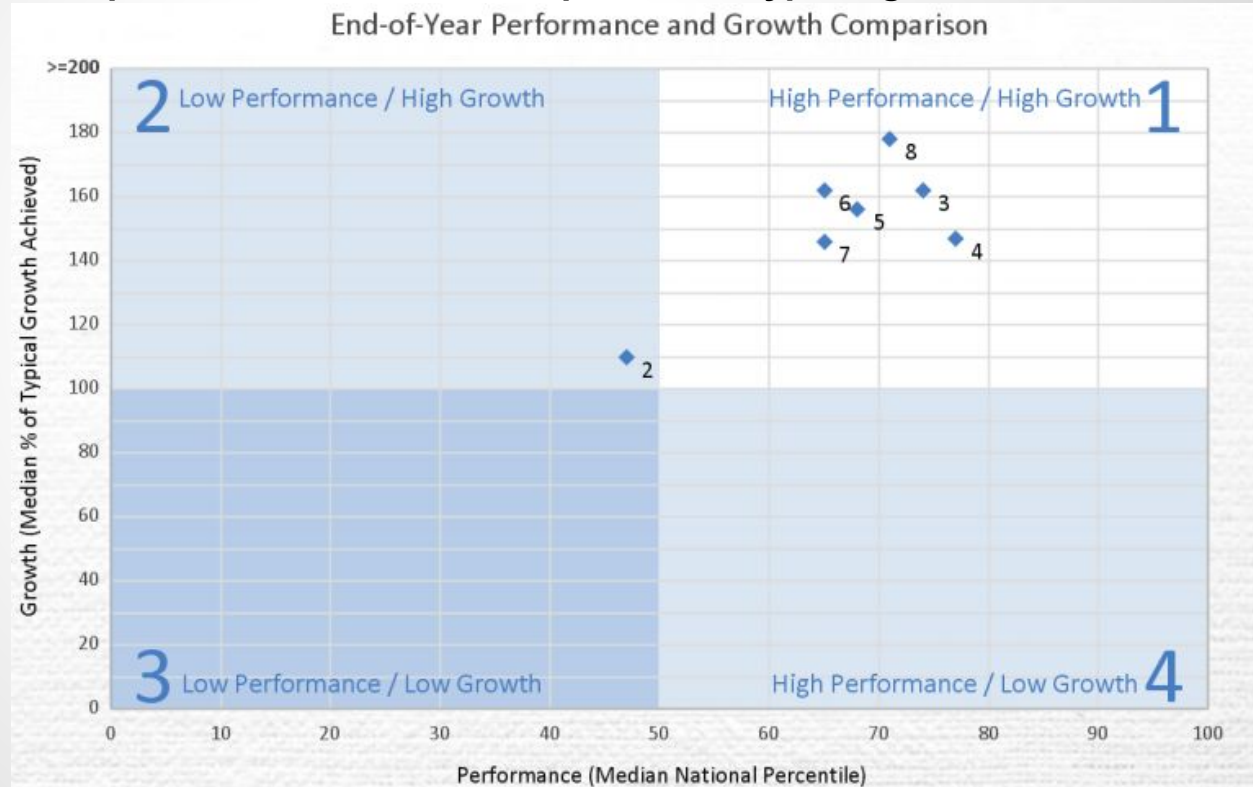
# Math Performance & Growth by Grade

Comparison of median student performance and median percent of typical growth at 30 weeks:

**Performance:**

median student performance relative to the National Norm, where the 50th percentile equals the national median.

**Growth:** median percent of typical growth, differentiated by fall placement levels.





# Math Typical Growth by Placement

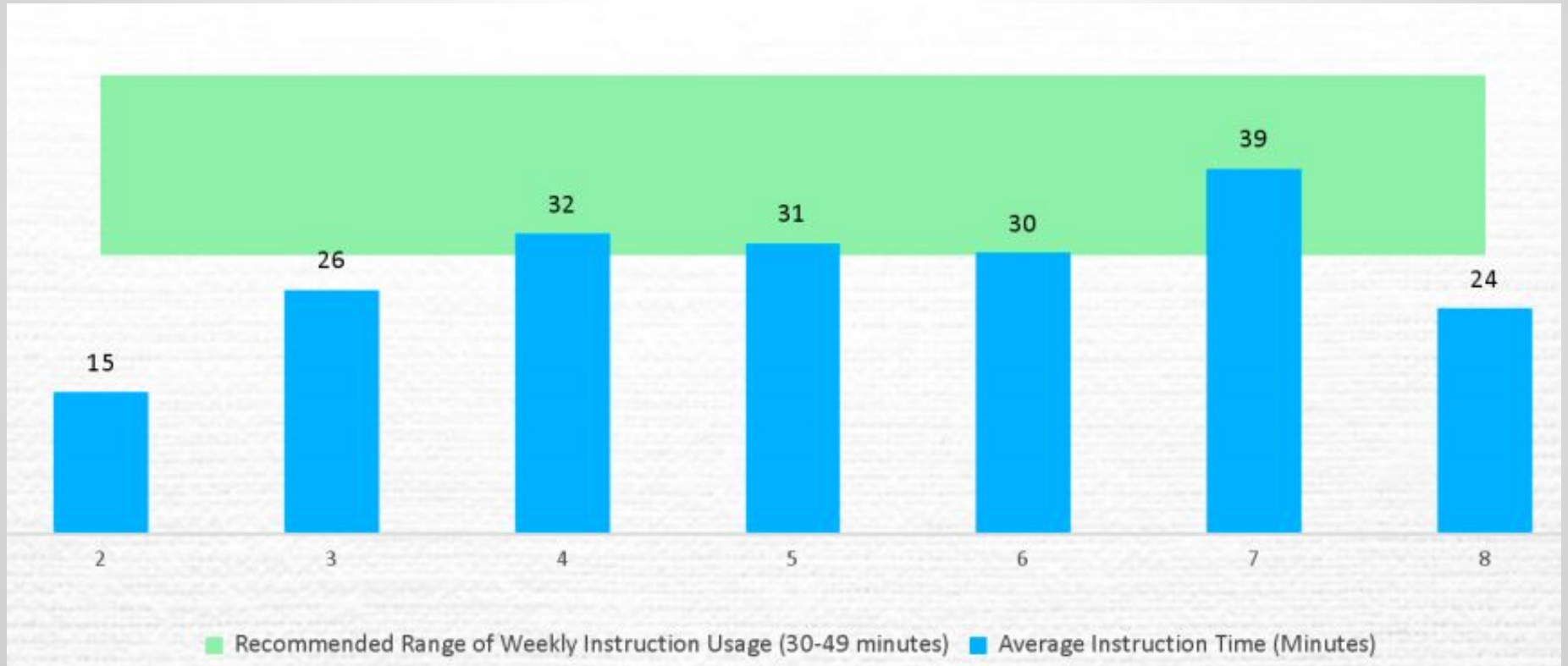
Median percent of typical growth achieved, by fall relative placement level.

Fall Placement Level	Statistic	2	3	4	5	6	7	8
Mid On-Grade or Above	Percent	-	-	166%	161%	154%	191%	122%
	Count	-	-	18	16	21	12	27
	Typical Growth	18	21	19	14	13	11	9
Early On-Grade	Percent	91%	150%	135%	133%	196%	138%	211%
	Count	11	12	34	30	26	38	31
	Typical Growth	22	25	23	18	13	12	9
1 Grade Below	Percent	108%	163%	157%	156%	143%	113%	206%
	Count	61	48	40	41	43	44	32
	Typical Growth	26	26	23	18	14	12	9
2 Grades Below	Percent	122%	174%	143%	-	200%	192%	110%
	Count	20	15	11	-	14	13	12
	Typical Growth	29	27	23	18	14	13	10
3+ Grades Below	Percent	-	-	-	-	-	154%	213%
	Count	-	-	-	-	-	14	20
	Typical Growth	-	30	24	20	15	13	12



# Math i-Ready Instruction

Average weekly usage of i-Ready instruction, by grade:

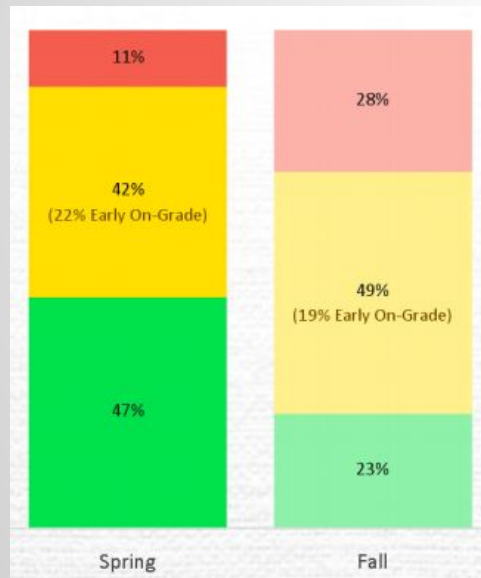




# Reading Diagnostic Results

Distribution of students by tier in fall and spring and domain-level performance

Placement Distribution



Placement by Domain



Tier 1 (Mid On-Grade Level or Above)

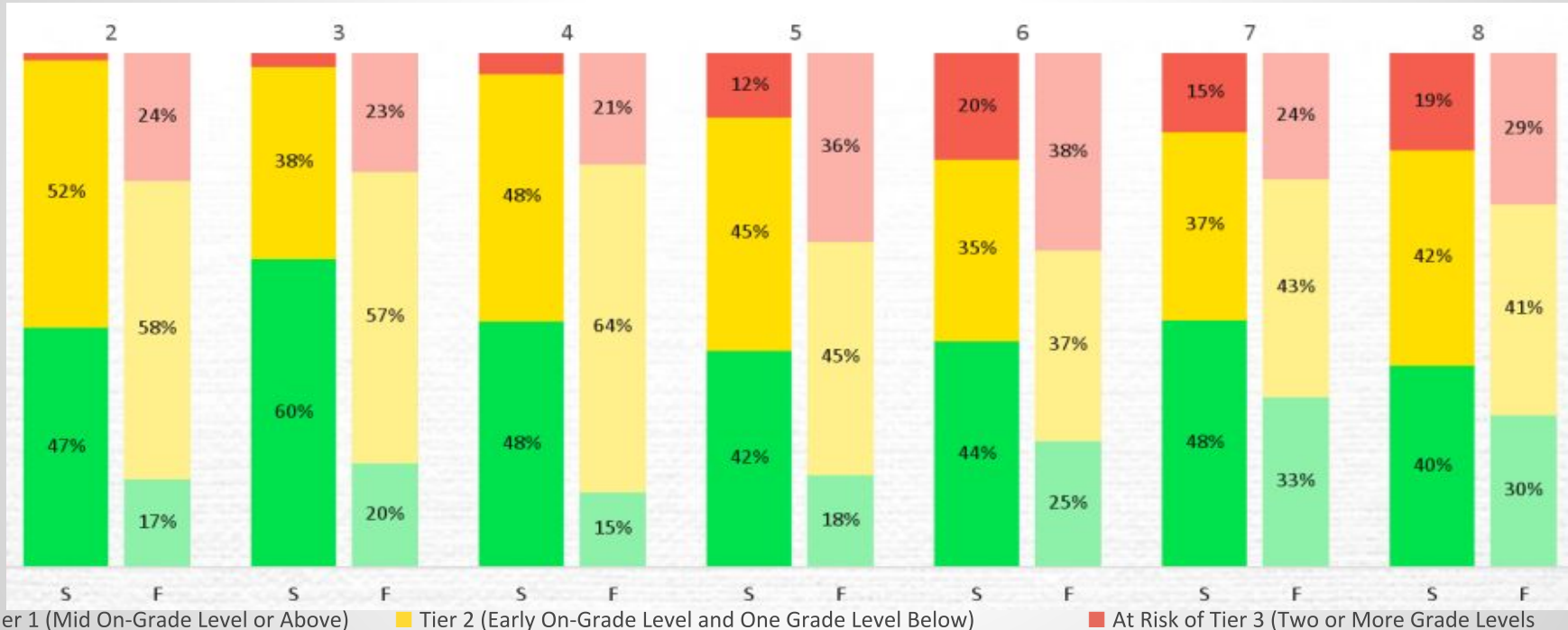
Tier 2 (Early On-Grade Level and One Grade Level Below)

At Risk of Tier 3 (Two or More Grade Levels Below)



# Reading Diagnostic Comparisons

Distribution of students by grade and tier in fall and spring:



■ Tier 1 (Mid On-Grade Level or Above)

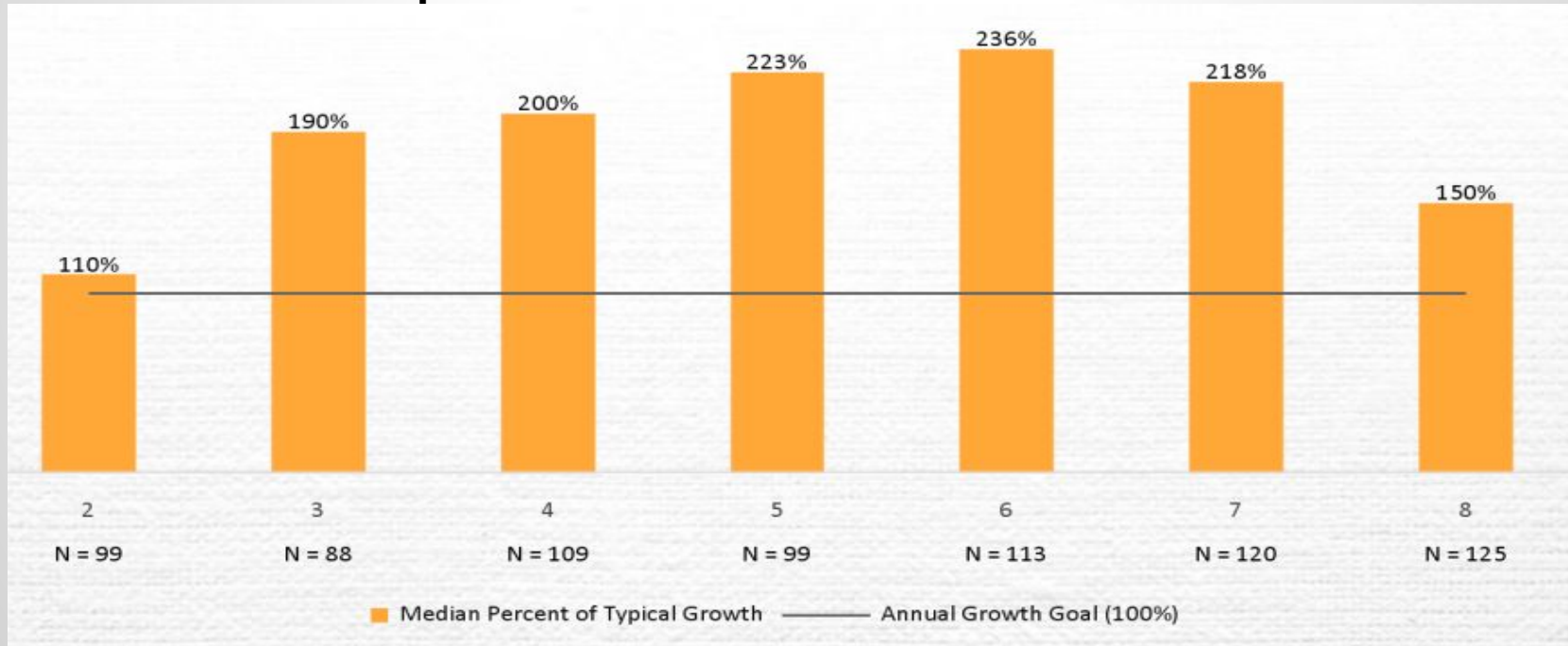
■ Tier 2 (Early On-Grade Level and One Grade Level Below)

■ At Risk of Tier 3 (Two or More Grade Levels Below)

Below

# Reading Growth by Grade

Median percent of typical growth achieved. Growth measures are specific to grade and fall relative placement level.



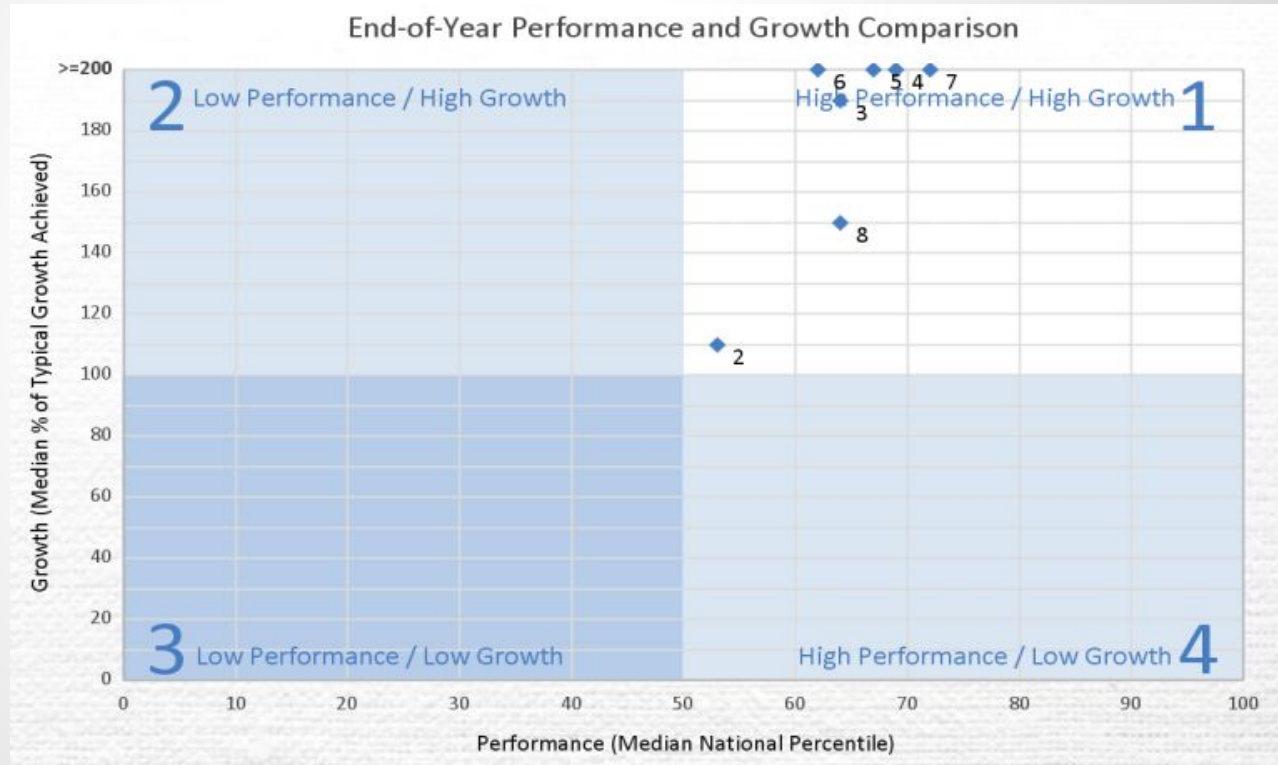
# Reading Performance & Growth by Grade

Comparison of median student performance and median percent of typical growth at 30 weeks:

**Performance:**

median student performance relative to the National Norm, where the 50th percentile equals the national median.

**Growth:** median percent of typical growth, differentiated by fall placement levels.



# Reading Typical Growth by Placement

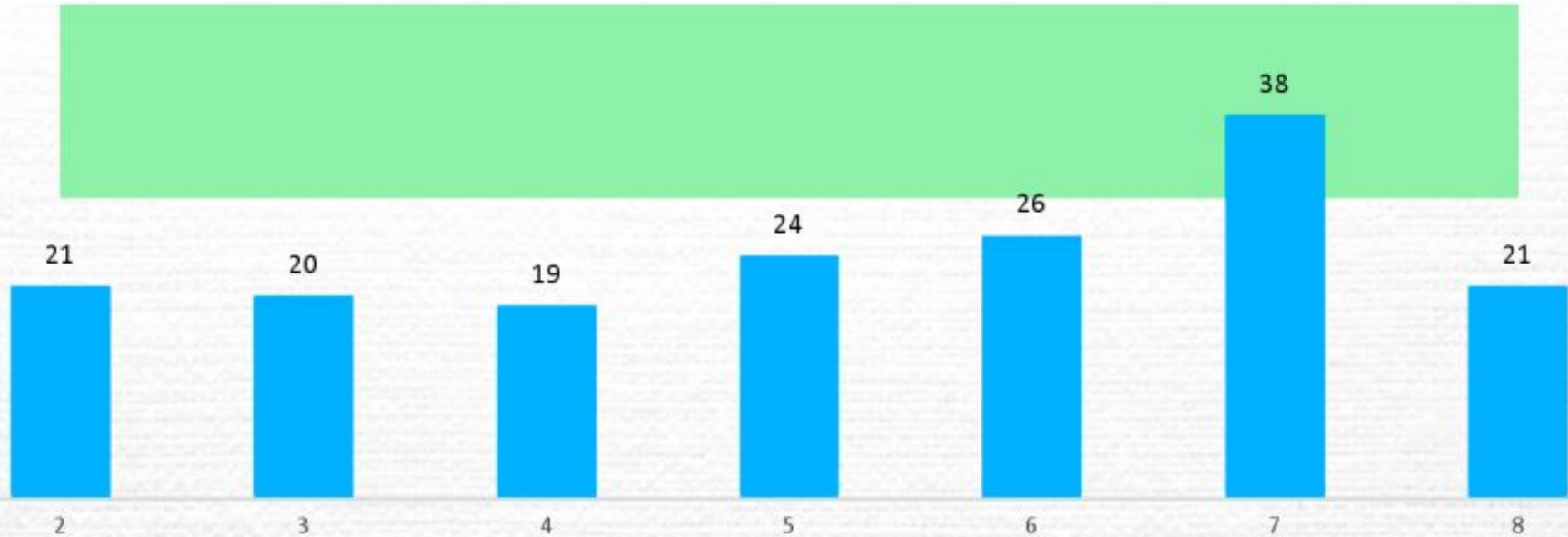
Median percent of typical growth achieved, by fall relative placement level.

Fall Placement Level	Statistic	2	3	4	5	6	7	8
Mid On-Grade or Above	Percent	105%	147%	167%	286%	375%	200%	25%
	Count	17	18	16	18	28	40	37
	Typical Growth	22	17	12	7	4	4	4
Early On-Grade	Percent	95%	166%	218%	181%	211%	233%	150%
	Count	16	24	17	22	11	26	24
	Typical Growth	29	22	17	13	9	6	4
1 Grade Below	Percent	109%	196%	210%	256%	225%	260%	211%
	Count	42	26	52	23	31	25	27
	Typical Growth	39	26	20	16	12	10	9
2 Grades Below	Percent	140%	217%	196%	175%	243%	-	175%
	Count	24	18	12	27	19	-	10
	Typical Growth	44	33	23	20	14	12	12
3+ Grades Below	Percent	-	-	289%	-	192%	235%	133%
	Count	-	-	12	-	24	20	27
	Typical Growth	-	36	28	26	19	17	18



# Reading i-Ready Instruction

Average weekly usage of i-Ready instruction, by grade:



■ Recommended Range of Weekly Instruction Usage (30-49 minutes) ■ Average Instruction Time (Minutes)



# Key Takeaways of Analysis

- ❖ 3rd through 8th grade exceed the national comparison in both Math and Reading.
- ❖ i-Ready team noted that Ripon's performance and growth far exceed the rate of other districts.
- ❖ In Math, the median percent of typical growth achieved ranged from 110% to 178%.
- ❖ In Reading, the median percent of typical growth achieved ranged from 110% to 236%.

# RHS/Lumen

# End-Year Goals Update

SLO Information





# RHS/Lumen Goals



**Reading Goal:** During the 2018-19 school year, each high school student will score higher on the cold reading test questions or the average class improvement will be at least 10 % increase.

**Writing Goal:** During the 2018-19 school year, each high school student will improve at least 1.0 between the first and last assessed writing assignment.

(Aspire/ACT writing rubric is based on a 6 point scale.)

**Math Goal:** During the 2018-19 school year, 100% of the students will answer math writing prompts meeting all three criteria for a well developed math response. The three criteria that we will measure are:

- Student answered the question completely and accurately.
- Student used appropriate math vocabulary correctly in their answer.
- Student followed proper English conventions.

# RHS/Lumen Goals for 2018 - 2019

## Social Studies

Students answered 10 multiple choice questions (modeled after the ACT). We collected data on all RHS sophomores and juniors. The data we collected confirmed that cold reading and reading comprehension is an area of need among the sophomore/junior class. The main purpose of the goal is to increase students' reading comprehension in all discipline areas. The underlying rationale is that cold reading is a deficient skill among our student population. [CommonLit](#) is being used as the assessment tool.

## Goal

During the 2018-19 school year, each high school student will score higher on the cold reading test questions or the average class improvement will be at least **10 % increase.**

## Mid Year

### **Sophomores**

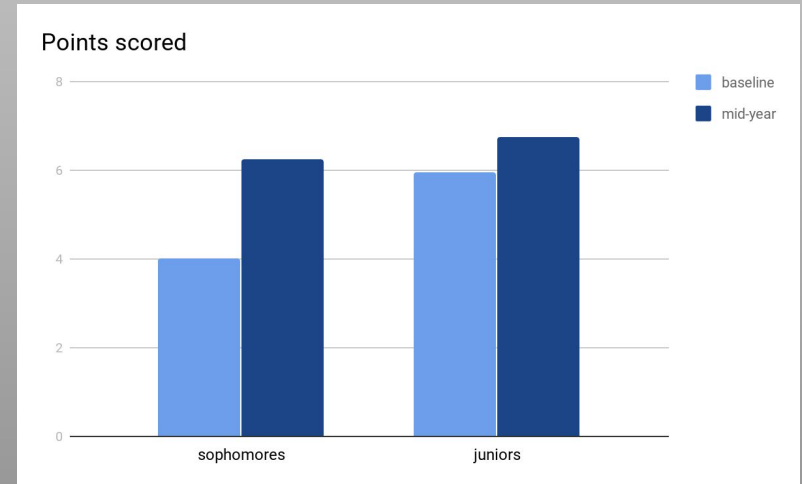
Teaching 5 cold reading strategies at a time has significantly increased the level of cold reading skills in our classes. Over the course first semester, student scores have increased by more than a point (from 4 to 6.25).

**56% increase -** The class is on track to meet/exceed the goal.

### **Juniors**

The cold reading averages went up from 5.96 in the Fall to a 6.75 in January. The class is on track to meet the goal and I am working to give them more practice in cold reading.

**13% increase -** The class is on track to meet/exceed the goal.

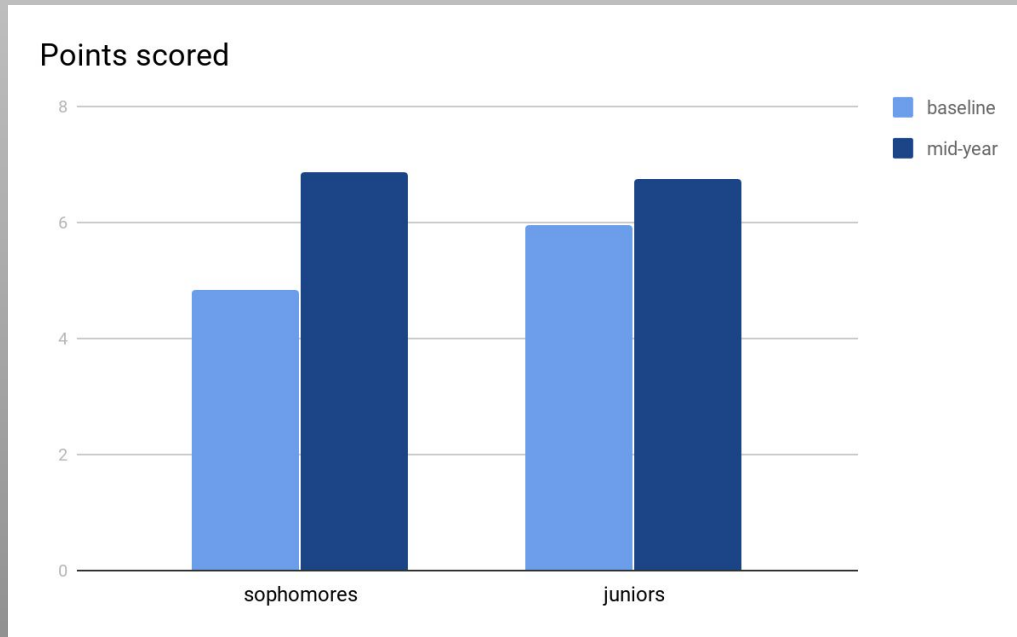


## RHS/Lumen Goals for 2018 - 2019

End of Year Data Social Studies:

**Sophomores:** The increase in overall scores for all sophomore students was +9.4 (13.4) for the End-of-Year interval, thus showing steady and significant growth throughout the 2018-2019 school year.

**Juniors:** The cold reading averages went from 5.96 to 6.75. The students gained .79 points in the first half of the year. There has been steady growth for the 2018-19 due to an emphasis on cold reading during the year. This can be a help to students in a number of ways. Standardized testing uses cold reading but even more important is understanding cold reads in the real world.



## RHS/Lumen Goals for 2018 - 2019

### English

After a review of ACT Writing scores for the school year 2017-18, the high school English department chose to continue to make writing improvement our SLO for high school English students. After the first unit, the department will provide a writing prompt and score the essays. This will be the baseline score. The main purpose of the goal is to increase students' ability in written communication in all discipline areas. The underlying rationale is that continuing to focus on this skill will yield benefits in all content areas and aide in information processing and application (you remember something better and internalize it more when you write it down). The baseline scores will guide teacher instruction in writing.

### Goal

During the 2018-19 school year, each high school student will improve at least 1.0 between the first and last assessed writing assignment.

### Freshmen

The initial score for the fall assessment was a 3.48, the mid-year assessment was a 3.57, and the final assessment was a 3.91.

### Sophomores

The initial score for the fall assessment was a 4.17, the mid-year assessment was a 4.39, and the final assessment was a 4.7.

### Juniors

The initial score for the fall assessment was a 4.0, the mid-year assessment was a 4.25, and the final assessment was a 4.31

### Seniors

The initial score for the fall assessment was a 3.67, the mid-year assessment was a 4.4, and the final assessment was a 4.7.

# English Department End Year Summary

	Fall	Spring	increase/decrease
Freshman	3.47	4.91	+1.44
Sophomore	4.17	4.7	+.53
Junior	4.00	4.31	+.31
Senior	3.67	4.6	+.93

# English Department Lessons Learned

One lesson the English department learned was that students typically improved or stayed the same with their writing scores for the second assessment. There was little if any digression. Students who stayed the same tended to post higher scores initially, so having less room for growth. Students who had significant gains typically improved as they were re-acquainted with good writing through practice. Those students had lower initial scores.

The freshmen saw the great gains of +1.43. We can attribute this to the process being fairly new to students.

The juniors started strong in the fall with an average score of 4. By raising that score to 4.31, they did increase. Anything above 4 that stays there meets the initial goal.

## RHS/Lumen Goals for 2018 - 2019

# Math

The math department is focusing on - ELA Standard 2d: "Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers." Math Practice #3: "Construct viable arguments and critique the reasoning of others."

### Goal

During the 2018-19 school year, 100% of the students will answer math writing prompts meeting all three criteria for a well developed math response. The three criteria that we will measure are:

- Student answered the question completely and accurately.
- Student used appropriate math vocabulary correctly in their answer.
- Student followed proper English conventions.

### End Year Progress

Student answered the question completely and accurately.

**September - 50%**    **January - 53%**    **May - 65%**

Student used appropriate math vocabulary correctly in their answer.

**September - 73%**    **January - 89%**    **May - 88%**

Student followed proper English conventions in their sentences.

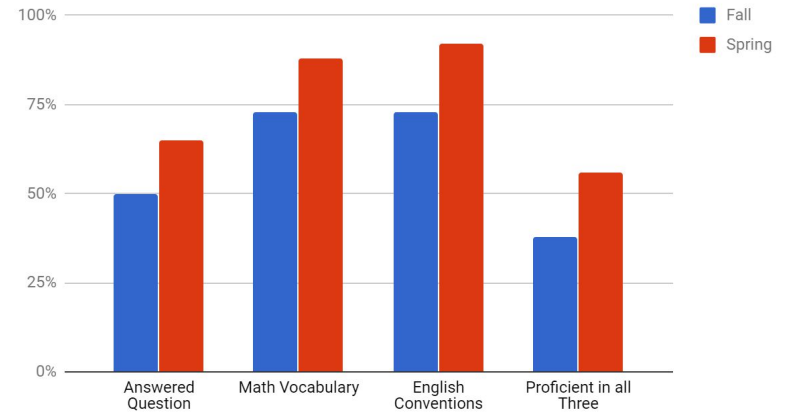
**September - 73%**    **January - 87%**    **May - 92%**

Student meeting all three criteria.

**September - 38%**    **January - 40%**    **May - 56%**

During CQI training it was stressed that **100% is the goal.**

Math Dept SLO Results 2018-19



## **RHS/Lumen Science Goals for 2018-19**

### **Science**

The science department is focusing on ACT assessment appropriate for student level.

### **Goal**

During the 2018-19 school year, the science department will be focusing on 100% of the freshmen through junior level students currently enrolled in a science class. In looking at the ACT Raw scores and scaled ACT scores, science ACT benchmark is a 23/36. This translates to a 24/40 on the science test, 60%. By the time the students take the actual ACT, our goal is to have 50% of our students reach a 6/10 on an ACT referenced science test taken in their respective classes.

### **Mid Year**

Data and Reflection

- Refer to next slide

### **End of Year**

The next slide shows the breakdown of how well our students did. As we focus on our freshmen and sophomores we see that more than 82% were at benchmark or exceeded it. As we look to next year we will continue adding data and tracking the progress. We should see an increase in the number of students exceeding benchmark in preparation for taking the ACT.



<b><u>Actual ACT</u></b>	<b><u>Fall Practice ACT</u></b>	<b><u>**Class Test out of 10**</u></b>	<b><u>**Class Test out of 10**</u></b>
Juniors 2018	Juniors 2019 (Current)	Sophomores 2019 (Current)	Freshmen 2019 (Current)
54% made benchmark	% made benchmark	82% (75/92) made benchmark	91.58% Made benchmark
46% didn't make benchmark	% didn't make benchmark	18% (17/92) didn't make benchmark	8.42% Didn't make benchmark

## RHS/Lumen Goals for 2018-2019

### Lumen Reading Workshop -- Spring semester

The Lumen RW aims to improve the reading skills, attitudes, interests and habits of students, as well as their writing skills.

**Writing Goal:** An average gain of 0.5 on a 5-point scale for writing over the course of the spring semester. The rubric includes 5 items (addressing the prompt, elaboration, grammar and mechanics, fluency, and voice).

**Writing results:** The average student gained 0.57 in their overall score over the semester, exceeding expectations. All but one student made writing gains (5 modest, 3 good, 3 outstanding). The greatest gains were in mechanics and grammar.

**Reading results:** All students ended the year liking reading more than when they started, and many found a variety of new genres to love. The “empathy books” (mostly memoirs, to introduce students to different realities) were particularly successful.

### Testimonials:

“Before this year, I saw reading as a really boring thing to do... By the Lumen Showcase, I had 17 books to talk about with others!” (CG)

“I am grateful for Reading Workshop for showing me other genres, otherwise, I wouldn't have willingly chose to read anything else [besides sci fi]. I also really enjoy working on Latin roots. I think that learning new and different words I probably haven't heard of is fun.” (MG)

“I loosened the reins on my tastes in genres... I have read *Gone Girl* and *The Secret Life of Bees*, as well as *I Lived on Butterfly Hill*...I have [found] many different genres that I now enjoy, and it has made me fall in love with reading again.” (HH)

**Some books read this semester:** *Born a Crime* (Trevor Noah); *The Picture of Dorian Gray* (Oscar Wilde); *Unbroken* (Laura Hillenbrand); *Educated* (Tara Westover); *Evicted* (Matthew Desmond); *The Glass Castle* (Jeannette Walls); *Hillbilly Elegy* (J.D. Vance); *The Circuit* (Francisco Jimenez); *Princess* (Jean Sasson); *The Elegance of the Hedgehog* (Muriel Barbery)

# World Languages / Spanish 1

By the end of the 2018-2019 school year, 100% of level 1 Spanish students will improve their pre-assessment writing scores from no evidence (0) to the Emerging (12) - Meeting (16) expectations range on the department-developed rubric, which was created in alignment with National Standards and ACTFL. Pre assessment for all was 0.

## Yedinak

score	#students	percentage
8	3	10.3%
10	9	31 %
14	8	27.5%
15	4	13.79%
16	5	17.24%

I believe that the scores are reflecting my expected results. 41.3% are below target, and 58.6% have already met it. Those who haven't met target are really close to doing it. There are some factors I believe impact the results of those three students who got the lowest scores, like serious attendance issues. One of the students is absent a lot, due to serious medical conditions. Other than that, I am very happy with the progress that all students have made so far.

# World Languages/ Spanish 1/ 8th Grade

By the end of the 2018-2019 School Year, 100 % of Level 1 students will improve their pre-assessment scores from no evidence (0) to Emerging (12) to Meeting Expectations (16) range on the department developed rubric, which was created in alignment with National Standards and ACTFL. The Pre assessment for all 29 students was (0) no evidence.

## *Shohoney*

# of students	score	percentage of students
16 students	19-20	55.17%
9 students	18	31.03%
2 students	16	6.89%
1 student	14	2.9%
1 student	12	2.9%

These results are from an 8th grade class that meets daily. From looking at the scores, I am very pleased to say that all 29 students improved dramatically. All students were able to meet the expectations of Emerging 12/20 and many have met the end of year expectations of Meeting Expectations 16/20.

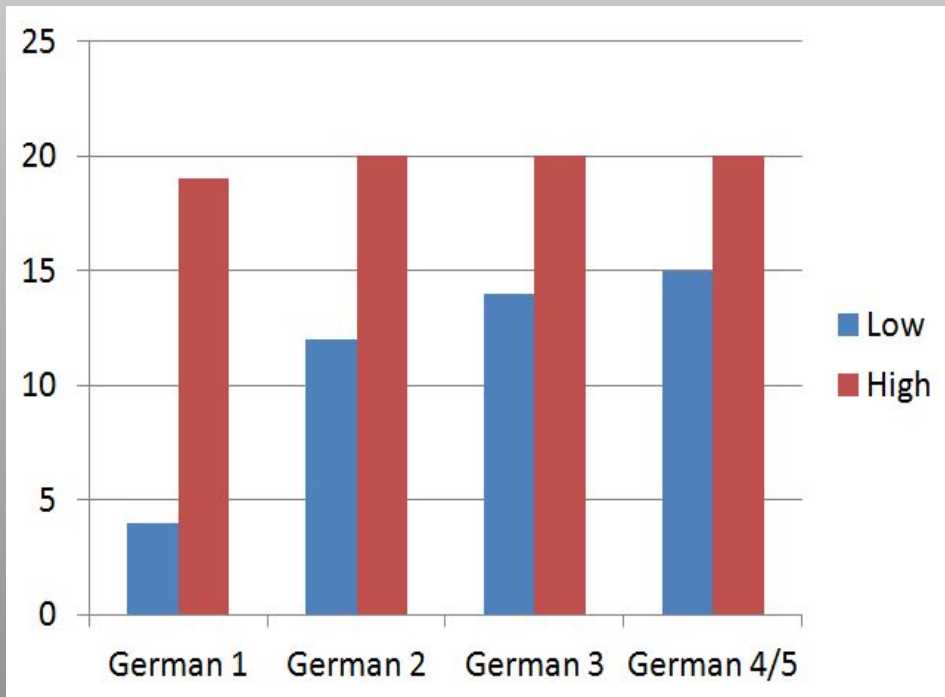
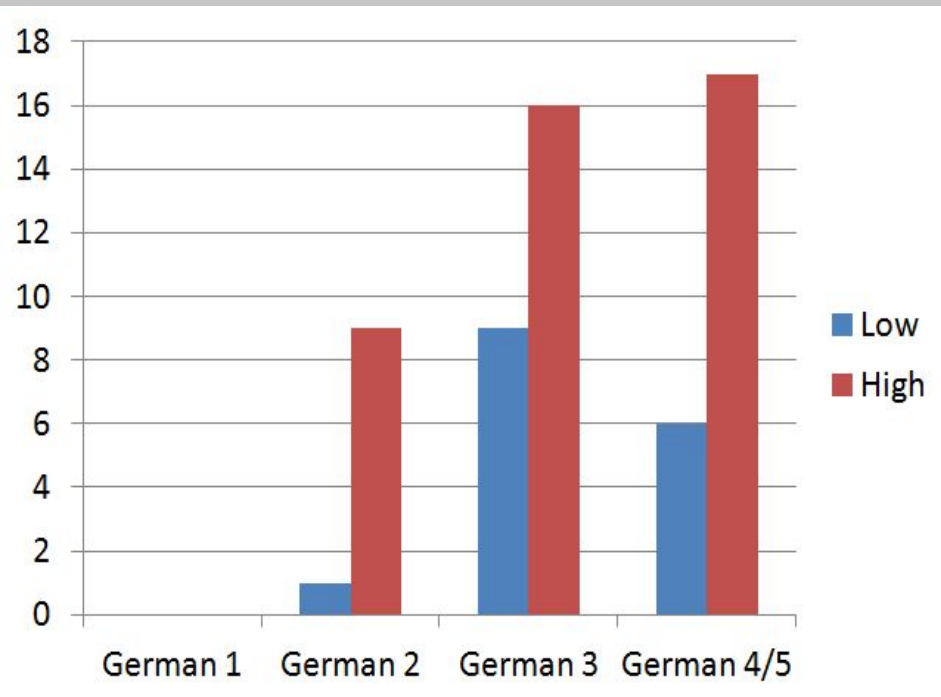
Students were able to accomplish this through daily vocab work and then applying information to stories and PQA/ personal questioning. It will continue to be my goal to emphasize vocabulary through listening, writing and speaking activities and use these concepts daily through StoryTelling and personalizing/PQA as well.

# World Languages: German 1 - 4/5

**Rationale and SLO Goal:** This year, my SLO focus in German levels 1 - 4/5 is on improvement in each student's written fluency over the course of the year. The graph on the left shows the initial score ranges as earned by each level of students back in early September, scored based on our department writing rubric. The graph on the right shows the score ranges as earned by students in each level on the end of the year (April/May) formal writing assessment.

**Initial Writing Score Ranges on Beginning of Year Assessment:**

**Writing Score Ranges on April/May Writing Assessments:**



## RHS/Lumen Goals for 2018 - 2019

### Band

Students will be expected to utilize the terminology from the Wisconsin State Music Association rubrics. Vocabulary words to be studied this year are: Balance, Blend, Harmony, Melody, Dynamics, Phrase, Style, Intonation, Tone, Accuracy, Pulse, Precision, Breath Support, Adjustment, and Pitch in their writing assessments.

### Goal

During the 2018-19 school year, each band member will score at the proficient level (a 2 or better) on a 4-point writing rubric or the average class improvement is 1.0 for all students that completed the pre and post writing assessment.

### End- Year

A strategy that we are using is writing formal letters to community organizations, businesses, and professionals in the workforce. This included practicing addressing envelopes in the correct format and sending formal emails.

### Freshmen

33 students Fall - 1.6; Winter - 2.12; Spring - 2.7

### Sophomores.

30 students Fall - 2.08; Winter - 2.7; Spring - 3.2

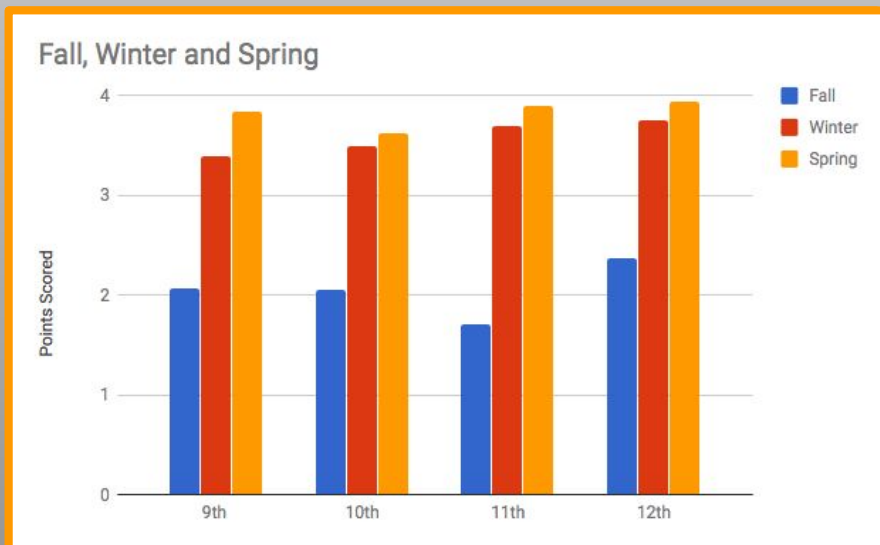
### Juniors

18 students Fall - 2.1 ; Winter - 2.46; Spring - 3.0

### Seniors

20 students Fall - 1.94; Winter - 2.78; Spring - 3.35

All students have met the goal.



# RHS/Lumen Goals for 2018 - 2019

## Choir

Students will be expected to utilize the content specific terminology, and understand the basics of music literacy.

## Goal

The Freshmen Choir members at Ripon High School will be proficient as measured by a score of 75% or higher on the Ripon High School Music Literacy Checkpoint by May 2019.

## End of Year

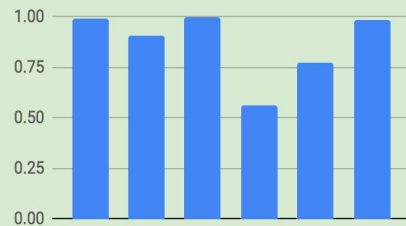
We have continued to sight sing almost daily which allows students time to use the music terminology and requires them to know the correct way to read music. The students have also been using some counting worksheets and exercises both in and out of class to continue to master counting in 4/4 time.

### Men's Choir Freshmen

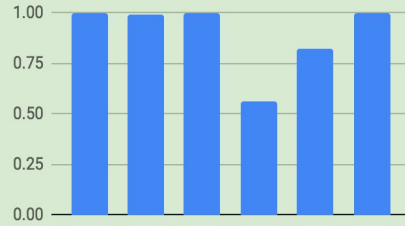
Mid year: 6 students 5/6 were proficient

End year: 6 students 5/6 were proficient

Student Percents - Mid Check up



Student Percents - End Year Che...

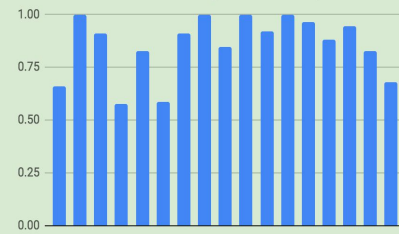


### Women's Choir Freshmen

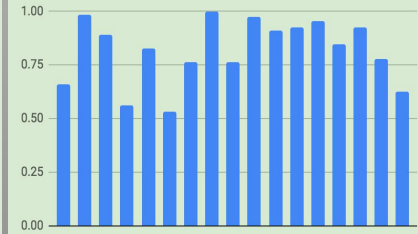
Mid year: 17 students 13/17 were proficient

End year: 17 students 14/17 were proficient

Student Percents - End year check up



Student Percents - Mid check up



# RHS/Lumen Goals for 2018 - 2019

## Business Education - Semester Class

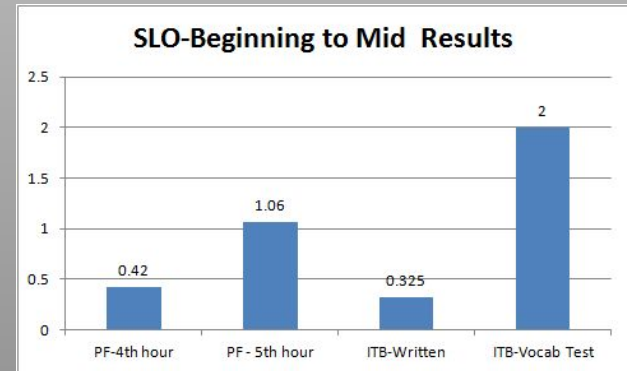
The Business Education department is focusing on increasing students' ability in written communication using Personal Finance vocabulary and Introduction to Business vocabulary. The underlying rationale is that an increase in this skill will yield benefits in all content areas and aide in information process and application (you remember something better and internalize it more when you write it down).

### Goal

During the 2018-19 school year, the Personal Finance students will score at the proficient level (4) at the appropriate (modified) Aspire/ACT writing rubric for each content area or the class improvement is 1.0 for all students that completed the pre/post writing assessment. Each student in my two Personal Finance classes will show growth and/or achievement in financial literacy by gaining important content vocabulary as evidenced by the Personal Finance SLO assessment. (All identified students with a score of 4 or higher at the beginning of the year will remain at a 4 or higher by the end of the year) The same will occur for my Introduction to Business classes, except they will also have a 15 pt. Vocabulary test.

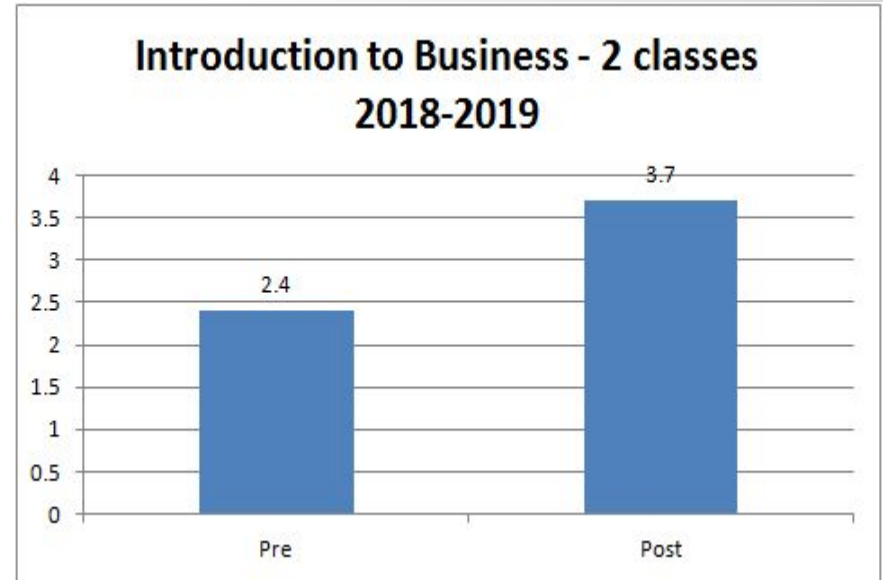
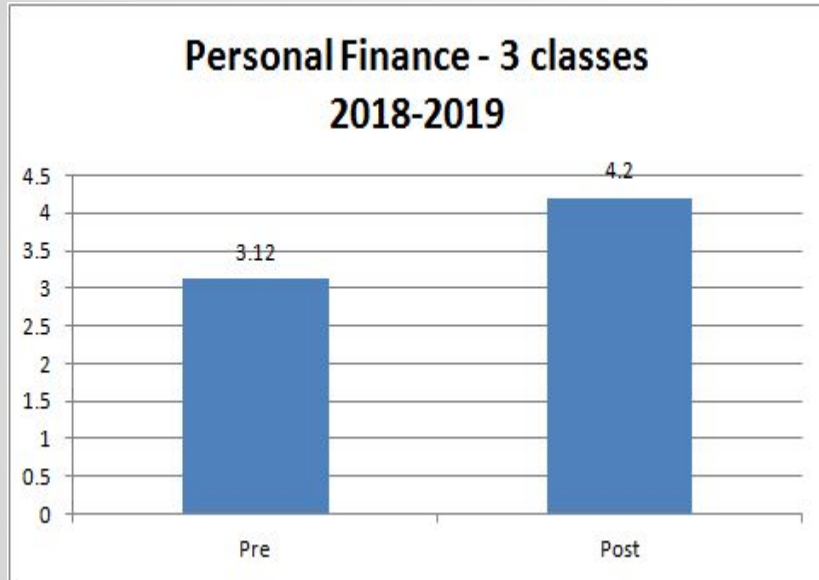
### Mid Semester

Students in my two Personal Finance classes have shown progress and have raised their average by .42 (4th hour) and 1.06 (5th hour) Therefore, my goal is very achievable by the end of the year. Students in My two Introduction to Business classes increased by 2 pts on the vocabulary test and .325 on the writing prompt. Again, they are on their way to attaining the SLO goal set at the beginning of the semester.





# Business Ed Post Results



All of my classes were focused on vocabulary and showed improvement from the pre to the post test at the end of the semester.

# RHS/Lumen Goals for 2018 - 2019

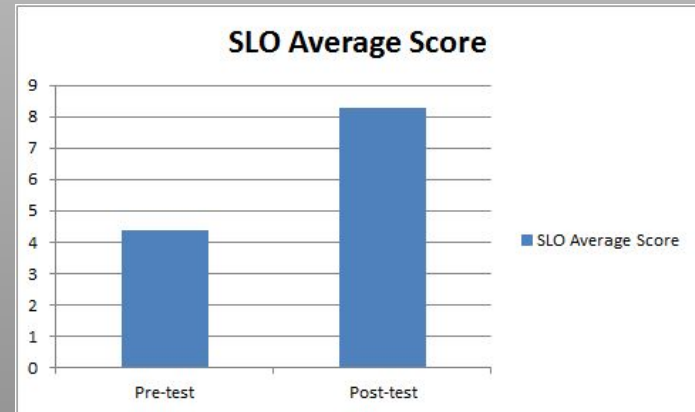
## Agriscience - Semester Class

### Goal

During the Fall Semester of the 2018-19 school year, all Agriscience students tested will improve their in-context usage of content-specific vocabulary by 100% or be able to use 75% of the content-specific vocabulary words tested properly.

### End of Semester

Students were post tested in the last week of the semester. 54 of 80 students took both the pre and post tests. Of those, 29 (53%) met the goal of 100% improvement or being able to use 75% of vocabulary words. Overall 82% improved even marginally. The average change for all students was 133% improvement.



## Family and Consumer Science Goal 2018-19

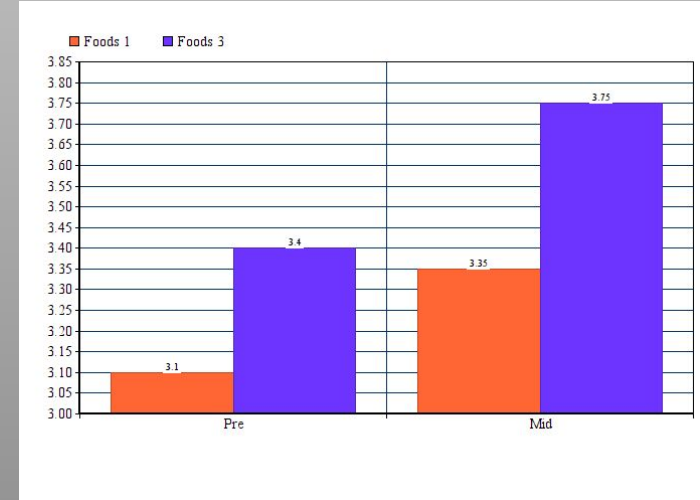
The Family and Consumer Science department is focusing on increasing students' ability in written communication using content-specific vocabulary. The underlying rationale is that an increase in this skill will yield benefits in all content areas and improve vocabulary comprehension and application in lab setting.

### Goal

During the 2018-19 school year, Students in my Foods 1 and 3 courses will be assessed through a writing prompt which I will give and assess. Students will be given a score 1-6 which is aligned with the (modified) ACT writing rubric that is used as a standard assessment for all Juniors. Each high school student will score at the proficient level (4) on the appropriate Aspire/ ACT writing rubric for each content area or the average class improvement is 1.0 for all students that completed the pre and post writing assessment. (Aspire/ACT writing rubric is based on a 6 point scale.) The course focus will be proper utilization of content vocabulary.

### Midyear

All Foods 1 and Foods 3 students engaged in various writing activities throughout first quarter. At the end of the quarter all students participated in a mid-term writing activity. These are the same students that took the pre-writing assessment at the beginning of the year. All students maintained or showed growth in their writing abilities. The average score increase was .32 of a point per student. I feel that I am progressing toward achieving my SLO goal because my numbers show an increase average of .32 of a point. Almost all students showed growth and three remained the same and two students scored lower.



# RHS/Lumen Goals for 2018 - 2019

## Physical Education

### Goal

During the 2018-19 school year, each physical education student will score at the proficient level (4) or higher on the writing prompts using the [Aspire/ACT](#) writing rubric for each content area or the grade average will increase at least .5 for all grades that completed the pre and post writing assessment at the beginning and end of the semester.

### Post-Year Status

Our results showed an increase in the writing scores from the pretest in all grade levels. As a overall group, we increased our scores by .77 from the pretest to the post-test. The 11th grade class had the biggest improvement by increasing their scores by an average of .98 We are pleased with the results and will continue to complete reading and writing assessments in our classes..

### Freshmen

Pre - 2.67 Mid - 3.27 Post - 3.49

### Sophomores.

Pre - 3.26 Mid - 3.52 Post 3.82

### Juniors

Pre-2.66 Mid - 3.03 Post 3.64

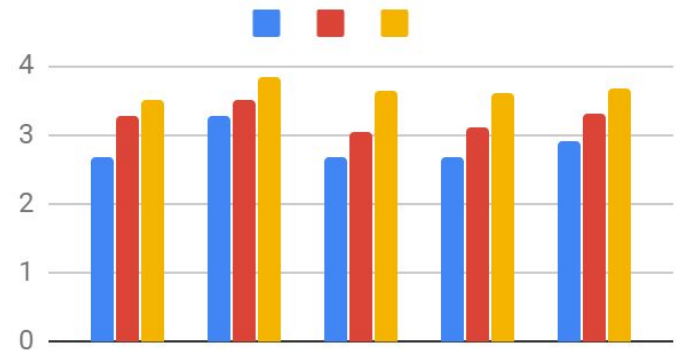
### Seniors

Pre-2.66 Mid - 3.01 Post 3.61

### Overall

Pre-2.9 Mid- 3.3 Post 3.67

## Pre, Mid and Post Tests



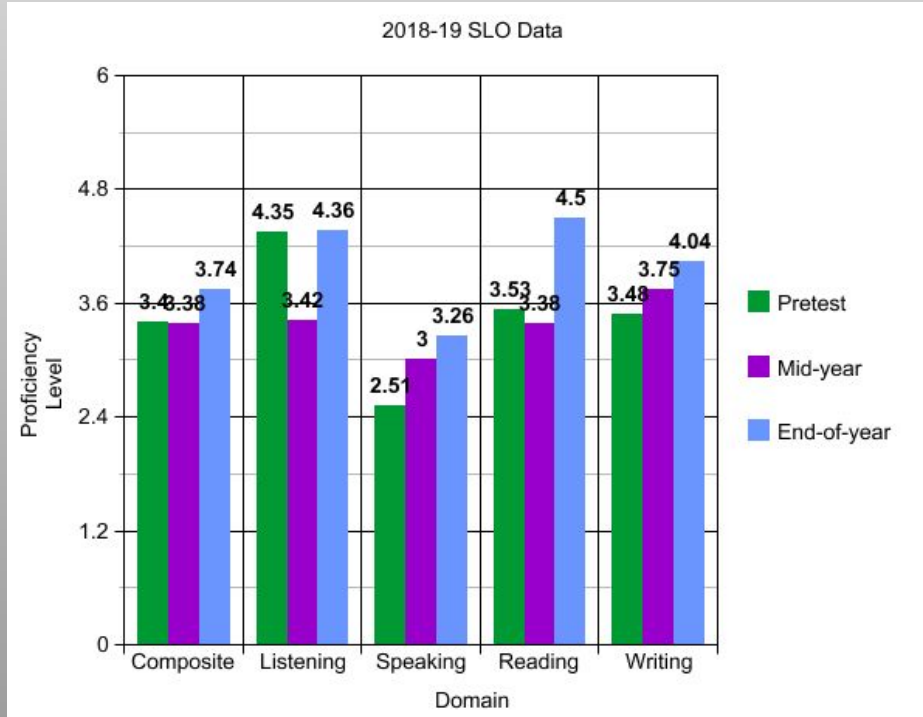
## RHS/Lumen Goals for 2018 - 2019

### ELL Goal

After a review of ACCESS 2.0 scores for the school year 2017-18 and Screener scores for the 2018-19 school year, I decided to focus on each individual's language goals in Ripon High School. As a consequence, within the first month of school, I will administer the TELL progress monitoring tool to the English Learners. The following link is a breakdown of the language components: speaking, reading, writing, listening, along with the composite scores, per individual. The main purpose of the goal is to increase students' language proficiency as an increase in proficiency will yield benefits in all content areas and aide in information processing and application.

### End-of-the-year results

The end of the year overall average was 3.74, listening 4.36, speaking 3.26, reading 4.5, and writing 4.04. The students have exceeded the goal in all areas of the overall average except for listening. Each individual did not meet the goal of increasing by 0.3 by the end of the year. One student only increased by 0.1 in the area of speaking and either stayed the same or declined slightly. Another student met the 0.3 increase at mid-year but did not increase in another domain by the end of the year. Apart from these two students. Each individual increased at least two domains, if not more, from the beginning of the year to the end of the year.



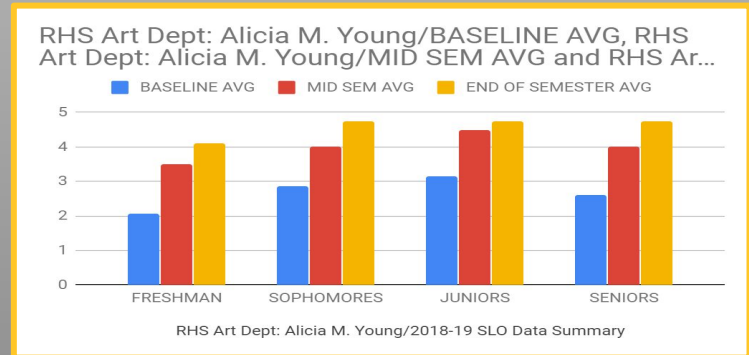
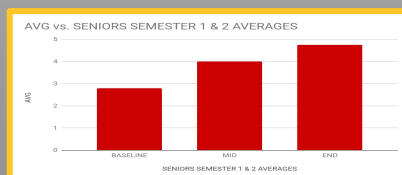
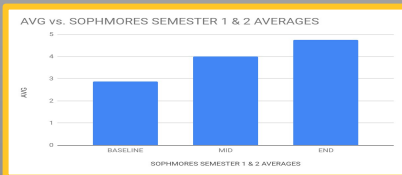
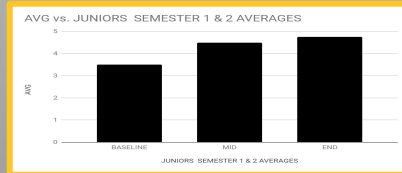
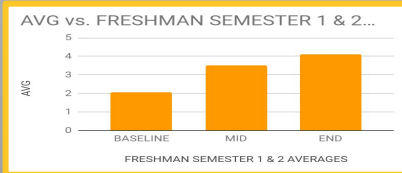
# RHS/Lumen Goals for 2018 - 2019

## Art Department:

**Goal:** During the 2018-2019 school year, high school art students will score at the proficient level (4) on the appropriate ACT/Aspire writing rubric for each content area or the average class improvement is 1.0 for all students that completed the pre and post writing assessment. (Aspire/ACT writing rubric is based on a 6 point scale.)

### Art Students met or exceeded the SLO's Goal.

2018-19 SLO Data Summary	BASELINE AVG	MID SEM AVG	END OF SEMESTER AVG	AVG GROWTH	2018-19 SLO Data Summary
FRESHMAN	2.08	3.5	4.1	1.02	FRESHMAN
SOPHOMORES	2.87	4	4.75	1.88	SOPHOMORES
JUNIORS	3.16	4.5	4.75	1.97	JUNIORS
SENIORS	2.6	4	4.75	1.59	SENIORS
Overall Avg	2.68	4	4.5875	1.615	Overall Avg



# RHS/Lumen Technology Education Goals for 2018-19'

## Goal

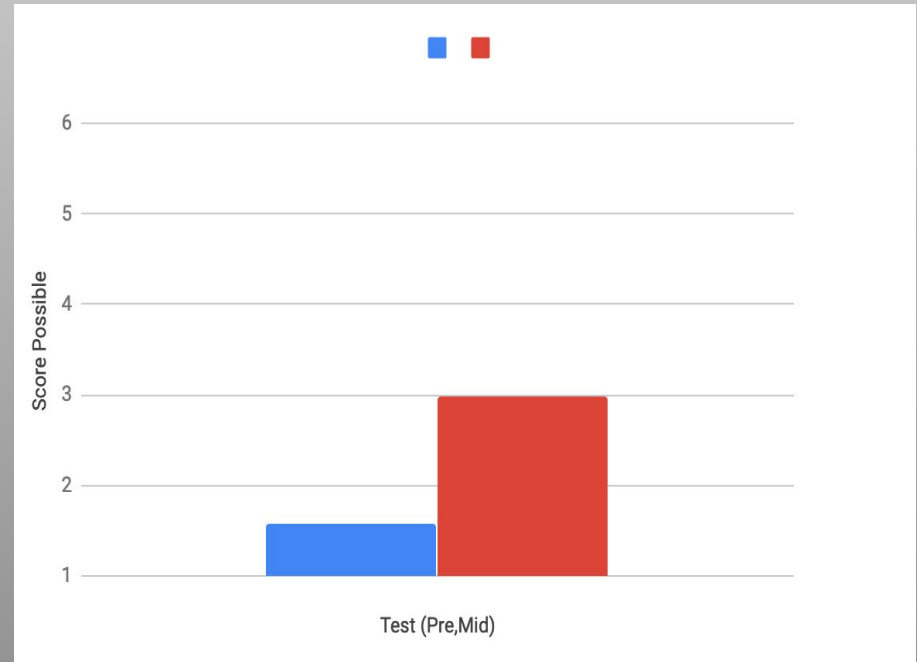
During the 2018-19 school year, each high school student in the \_\_\_\_\_ class will score at the proficient level (4) on the appropriate Aspire/ACT writing rubric for the vocabulary section. Each student will make a one point increase in the vocabulary section or the average class improvement is 1.0 for all students that completed the pre and post writing assessment. (ACT writing rubric is based on a 6 point scale.)

(All identified students with a score of 4 or higher for vocabulary at the beginning of the year will remain at a 4 or higher by the end of the year.)

(All departments/classes must determine the appropriate word choice (vocabulary) for the written passage.)

## Mid Year Results

- Classes assessed: Woods 1 (2 sections), Energy and Transportation 1, Shark Tank, Woods 2, Lumen Technology, Intro to Graphics, Photoshop, Building Construction, and Home Improvement.
- From the pre-test to the mid-interval test, students increased scores, on average, by 1.42 points out of six total.
- From the pre-test to the mid-interval test, 95.76% made positive improvements in their assessment.
- No students scored lower on their mid-interval test from what they scored on their pre-test.
- [2018-19' SLO Data](#)



# RMS/Catalyst End-of-Year Goals Update

SLO





# RMS/Catalyst Goals



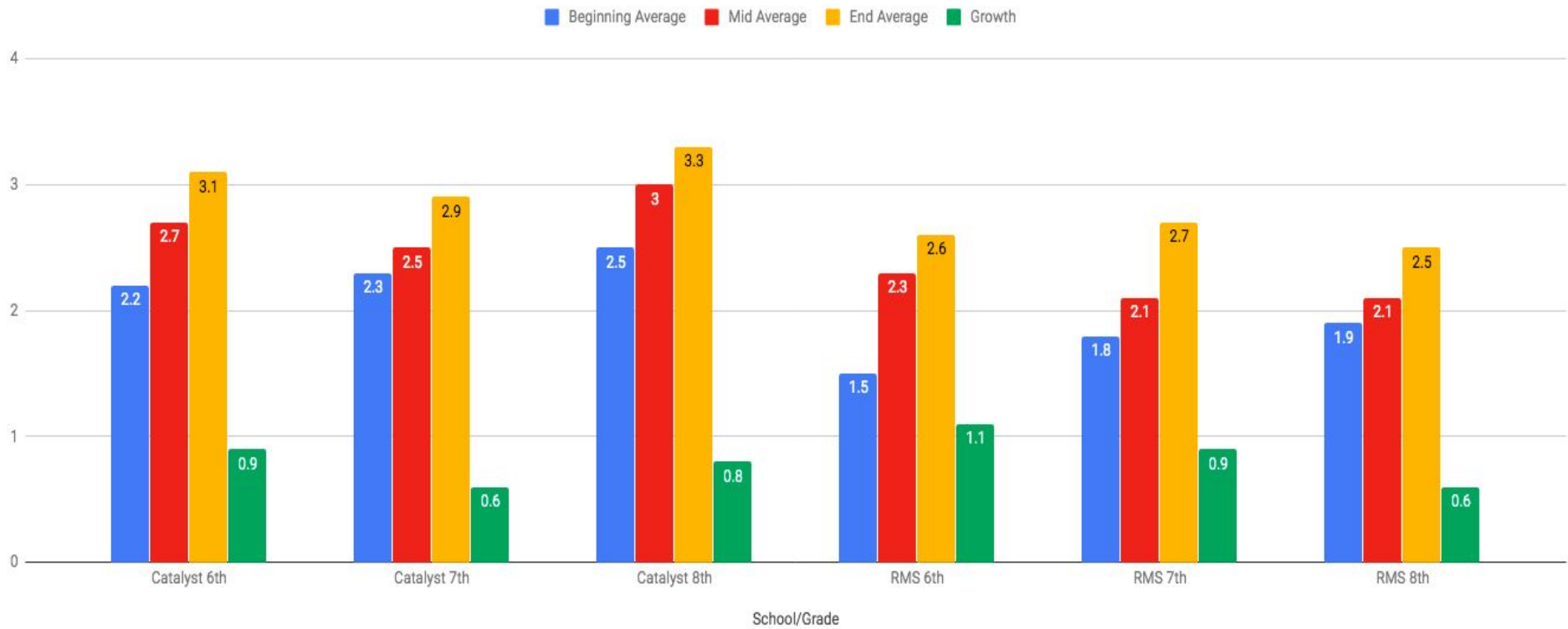
SLO focus Writing (6-8).

2018-19 school year, each RMS/Catalyst Charter student will score at the proficient level(3) on the grade level writing rubric, or the average class improvement will be 1.0 point for all students that complete the pre and post writing assessment. All students with a score of 3 or higher at the beginning of the year will remain at a 3 or higher by the end of the year.

SLO focus Math (6-8)

2018-19 school year, 80% of students in RMS/Catalyst Charter will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) of the math i-ready assessment.

# SLO - Writing Scores 2018-2019



## Writing Scores for RMS and Catalyst

# RMS 6th Grade Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students who have met the grade-level proficiency goal. Our results indicate that 71% of students have met grade level proficiency in math, compared to 35% of students at the beginning of the year assessment.

## Overall Placement



Window 3

- **At Risk for Tier 3**  
7% (From 24%)
- **Tier 2**  
22% (From 40%)
- **Tier 1**  
71% (From 35%)



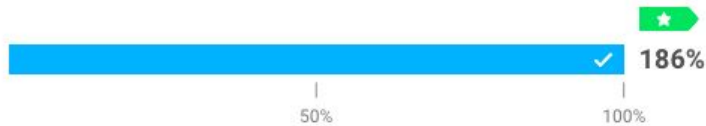
Window 1

# RMS 6th Grade Math Diagnostic Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. At the end of the year, 78% of students have reached their typical growth goal.

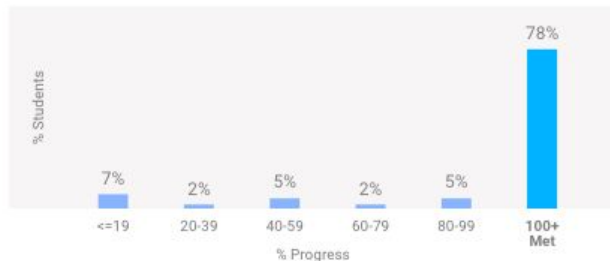
## Progress to Annual Typical Growth (Median)

[Learn more about growth](#) 

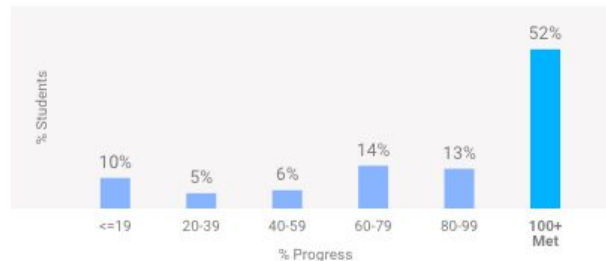


The median percent progress towards Typical Growth for this school is 186%. Typical growth is the average annual growth for a student at their grade and placement level.

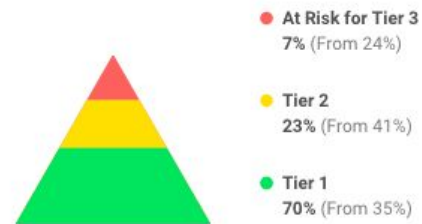
## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth



## Current Placement Distribution



# RMS 7th Grade Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students who have met the grade-level proficiency goal. Our results indicate that 72% of students have met grade level proficiency in math, compared to 40% of students at the beginning of the year assessment.

## Overall Placement



Window 3

- **At Risk for Tier 3**  
8% (From 20%)
- **Tier 2**  
20% (From 40%)
- **Tier 1**  
72% (From 40%)



Window 1

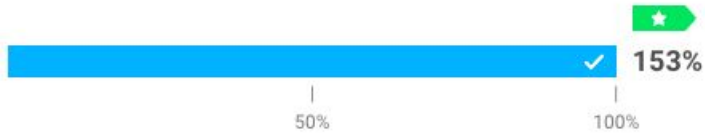
# RMS 7th Grade Math

## Diagnostic Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. At the end of the year, 66% of students have reached their typical growth goal.

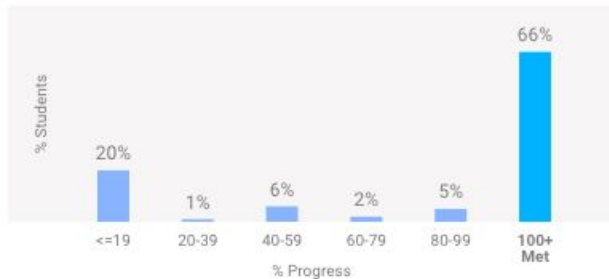
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

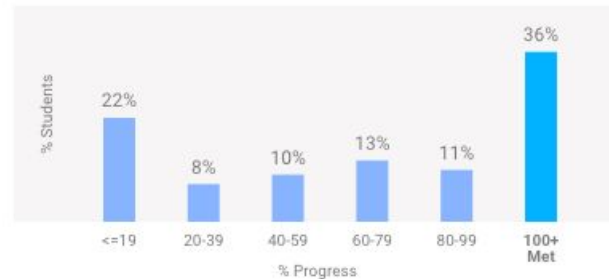


The median percent progress towards Typical Growth for this school is 153%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual  
Typical Growth



Distribution of Progress to Annual  
Stretch Growth



Current Placement Distribution



# RMS 8th Grade Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students who have met the grade-level proficiency goal. Our results indicate that 54% of students have met grade level proficiency in math, compared to 33% of students at the beginning of the year assessment.

## Overall Placement



Window 3

- **At Risk for Tier 3**  
21% (From 36%)
- **Tier 2**  
24% (From 31%)
- **Tier 1**  
54% (From 33%)



Window 1

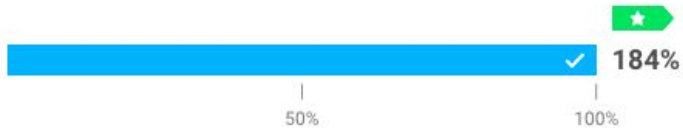
# RMS 8th Grade Math

## Diagnostic Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. At the end of the year, 71% of students have reached their typical growth goal.

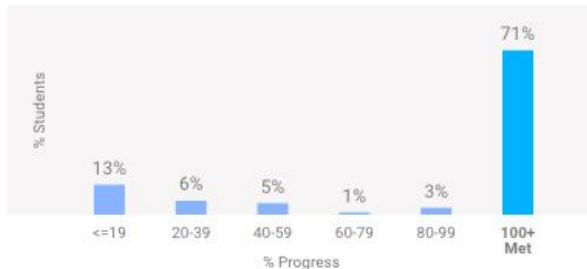
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

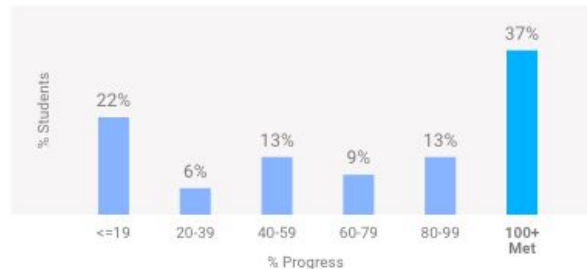


The median percent progress towards Typical Growth for this school is 184%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution





# Catalyst 6th Grade Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students who have met the grade-level proficiency goal. Our results indicate that 63% of students have met grade level proficiency in math, compared to 59% of students at the beginning of the year assessment.

## Overall Placement



Window 3



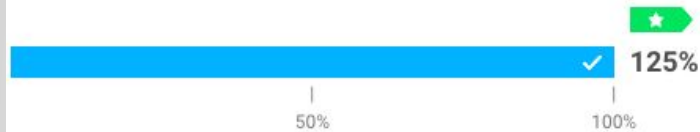
Window 1

# Catalyst 6th Grade Math Diagnostic Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. At the end of the year, 56% of students have reached their typical growth goal.

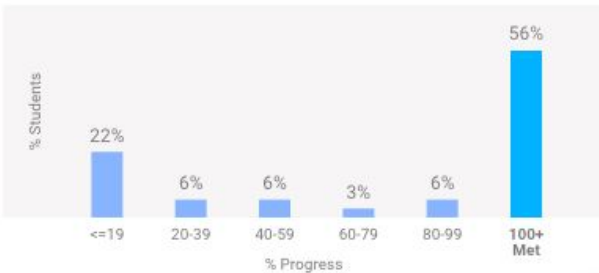
Progress to Annual Typical Growth (Median)

[Learn more about growth](#) 

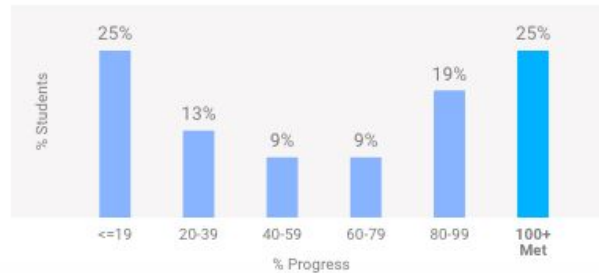


The median percent progress towards Typical Growth for this school is 125%. Typical growth is the average annual growth for a student at their grade and placement level.

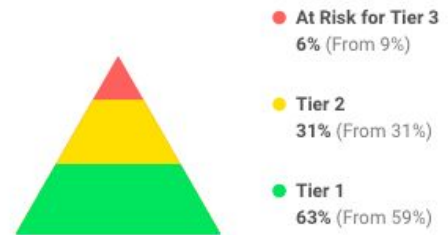
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



# Catalyst 7th Grade Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students who have met the grade-level proficiency goal. Our results indicate that 76% of students have met grade level proficiency in math, compared to 62% of students at the beginning of the year assessment.

## Overall Placement



Window 3

- **At Risk for Tier 3**  
15% (From 24%)
- **Tier 2**  
9% (From 15%)
- **Tier 1**  
76% (From 62%)



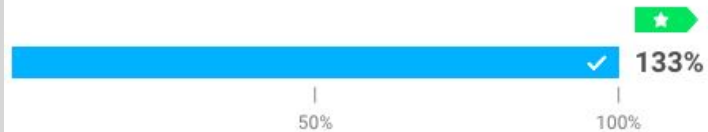
Window 1

# Catalyst 7th Grade Math Diagnostic Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. At the end of the year, 62% of students have reached their typical growth goal.

Progress to Annual Typical Growth (Median)

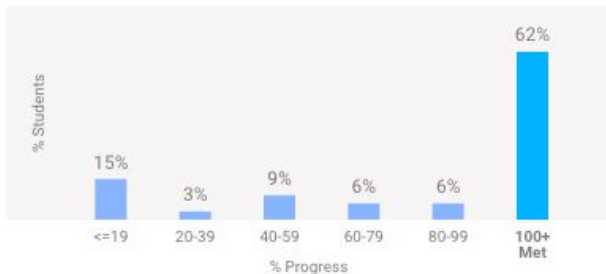
[Learn more about growth](#) 



The median percent progress towards Typical Growth for this school is 133%. Typical growth is the average annual growth for a student at their grade and placement level.

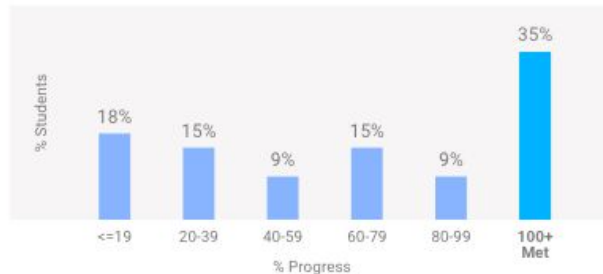
Distribution of Progress to Annual Typical Growth

Typical Growth



Distribution of Progress to Annual Stretch Growth

Stretch Growth



Current Placement Distribution



# Catalyst 8th Grade Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students who have met the grade-level proficiency goal. Our results indicate that 84% of students have met grade level proficiency in math, compared to 80% of students at the beginning of the year assessment.

## Overall Placement



Window 3

- **At Risk for Tier 3**  
7% (From 9%)
- **Tier 2**  
9% (From 11%)
- **Tier 1**  
84% (From 80%)



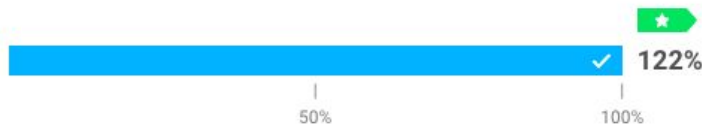
Window 1

# Catalyst 8th Grade Math Diagnostic Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. At the end of the year, 51% of students have reached their typical growth goal.

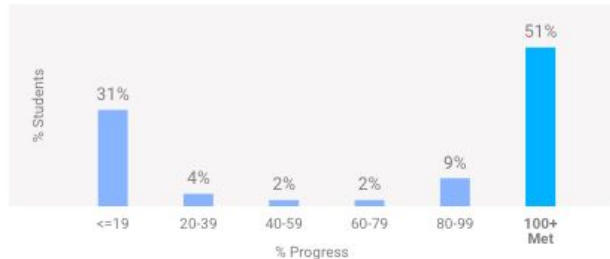
## Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

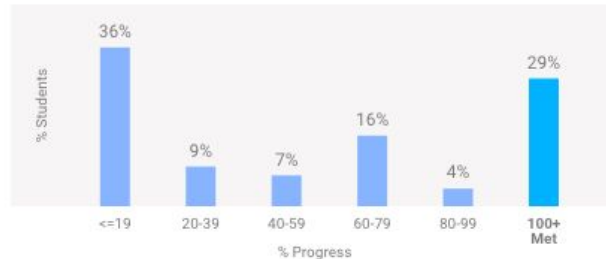


The median percent progress towards Typical Growth for this school is 122%. Typical growth is the average annual growth for a student at their grade and placement level.

### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth



### Current Placement Distribution



# Murray Park/Quest End-of-Year Goals Update

SLO & Rtl Information



**Murray Park Elementary School**  
*From little acorns mighty oaks do grow...*



**Quest Elementary School**  
*Education begins with the curiosity of the learner.*

# Murray Park Quest Goals



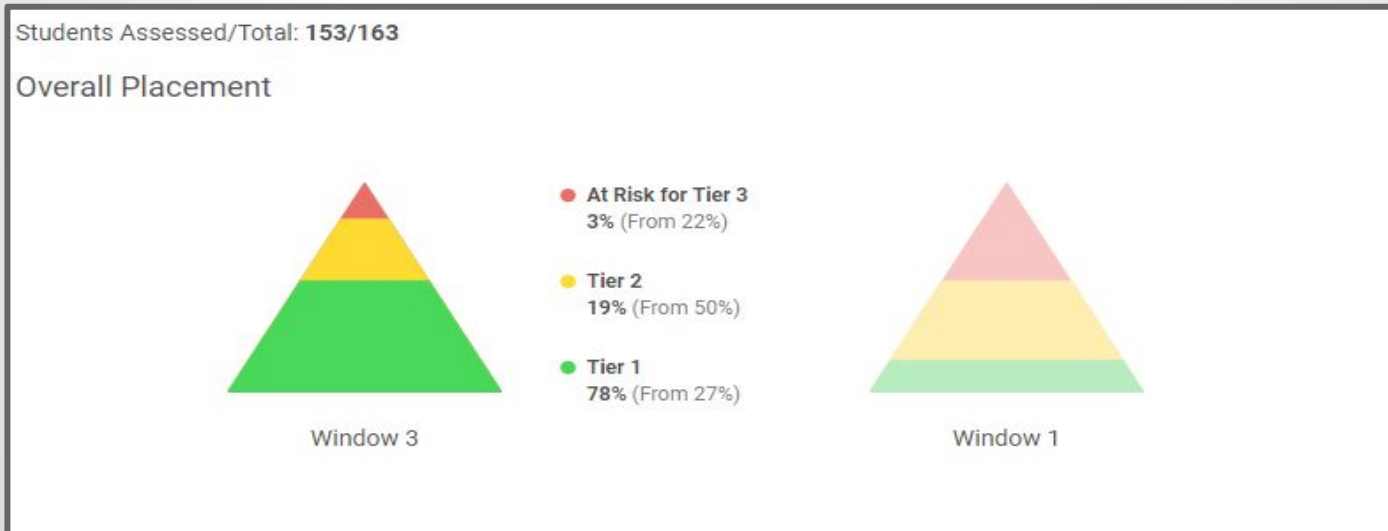
- **Math:** During the 2018-19 school year, 80% of students in Murray Park Quest Elementary School will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) according to the math i-Ready assessment.
- **Reading:** During the 2018-19 school year, 80% of students in Murray Park Quest Elementary School will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) according to the reading i-Ready assessment.

*Note: According to iReady experts, 50% of students are expected to reach their typical growth goal from the beginning of year assessment to the end of year assessment. Likewise, 25% of students are projected to reach their stretch growth goal.*



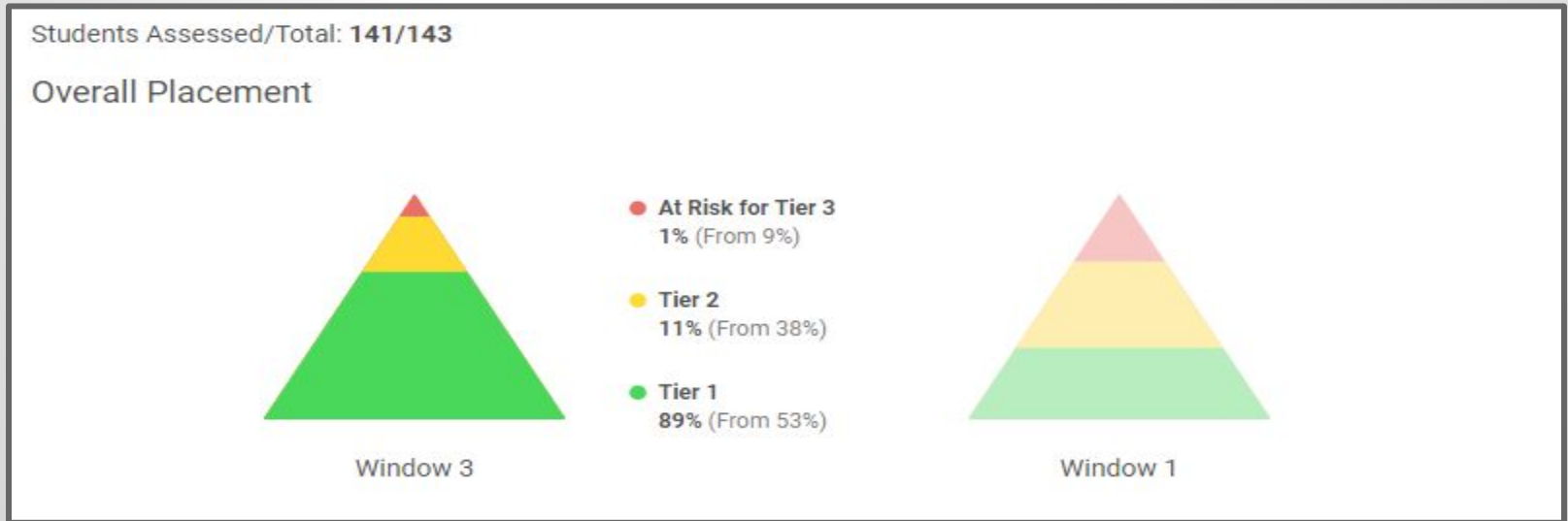
# Murray Park Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students in each school who have met the grade-level proficiency goal. Our results indicate that 78% of Murray Park students have met grade level proficiency in math for the year, in comparison to 27% of students at the beginning of the year assessment. Additionally the number of students performing two or more years below grade level, fell to 3% in May from 22% in September.



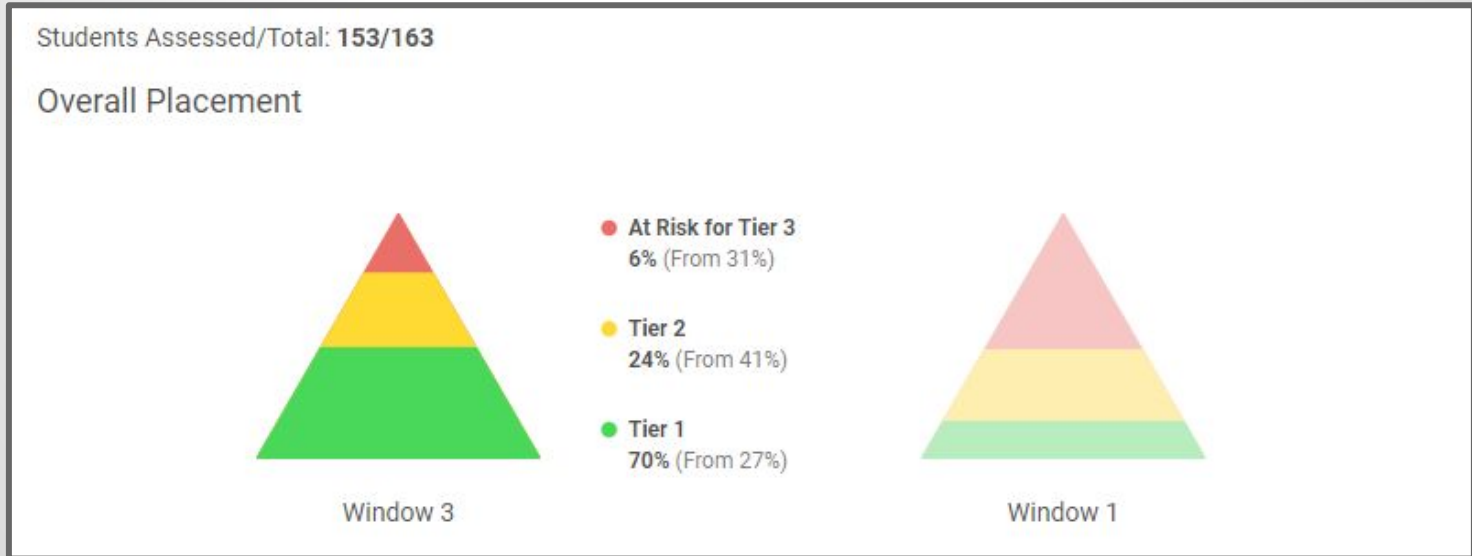
# Quest Math Diagnostic Results

Our end-of-year iReady math data shows the percentage of students in each school who have met the grade-level proficiency goal. Our results indicate that 89% of Quest students have met grade level proficiency in math for the year, in comparison to 53% of students at the beginning of the year assessment. Additionally the number of students performing two or more years below grade level, fell to 1% in May from 9% in September.



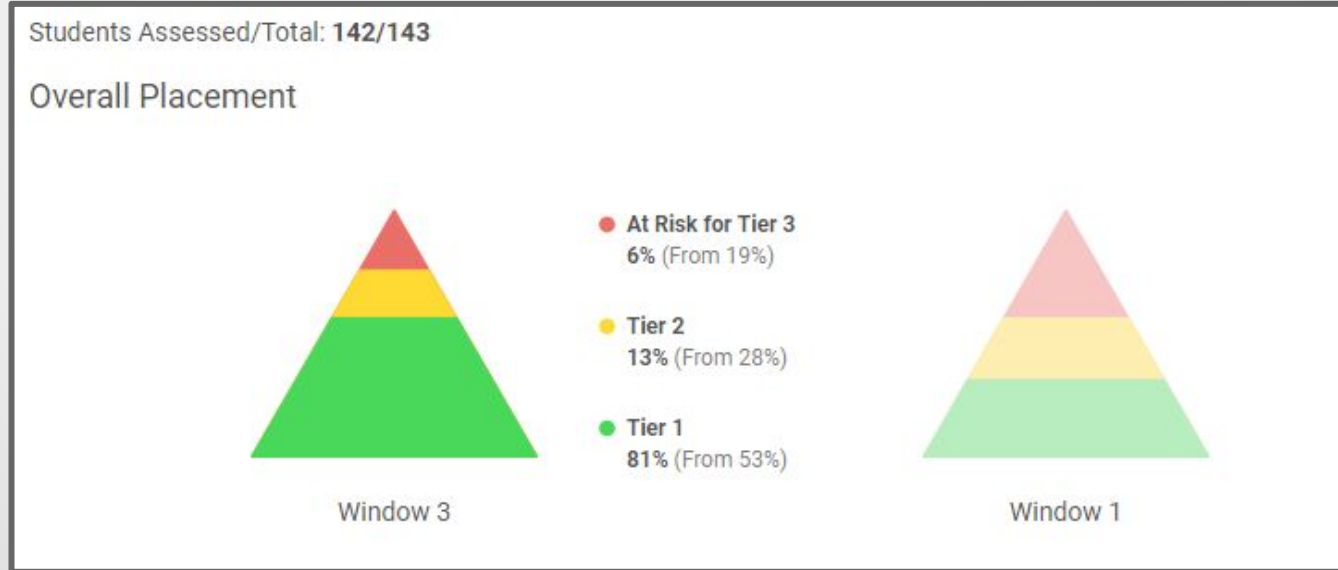
# Murray Park Reading Diagnostic Results

Our end-of-year iReady reading data shows the percentage of students in each school who have met the grade-level proficiency goal. Our results indicate that 70% of Murray Park students have met grade level proficiency in reading for the year, in comparison to 27% of students at the beginning of the year assessment. Additionally the number of students performing two or more years below grade level, fell to 6% in May from 31% in September.



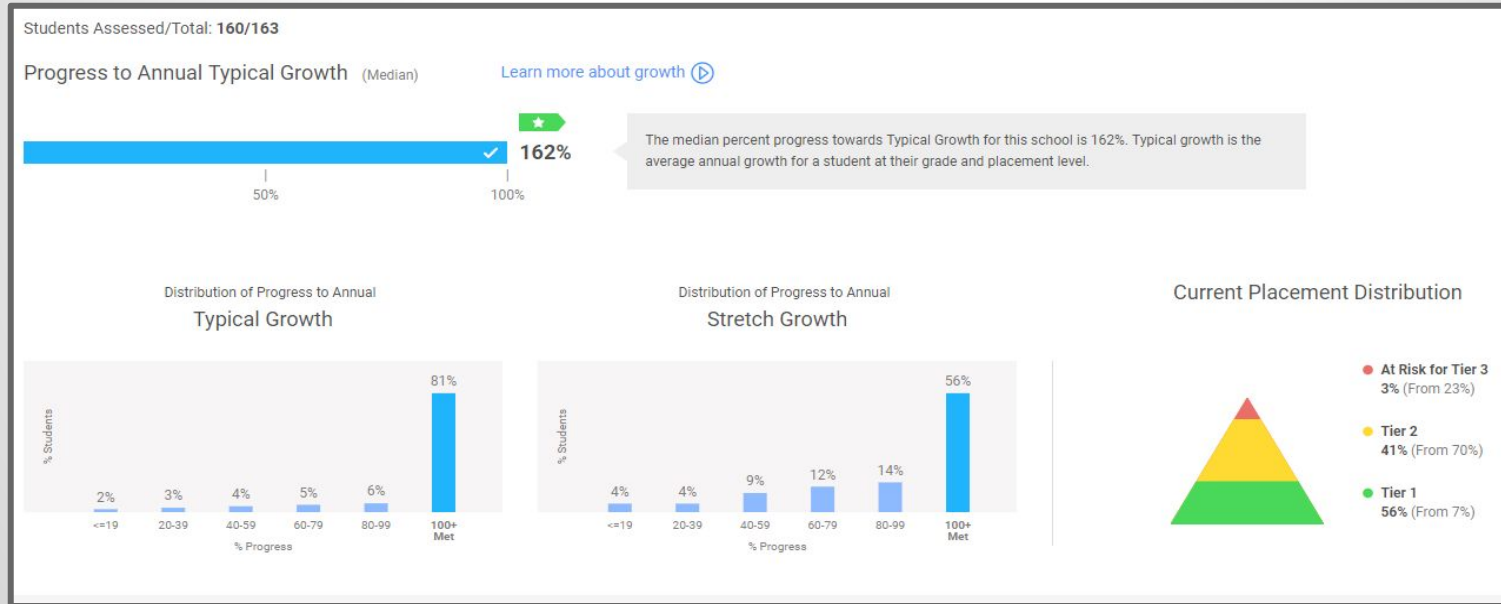
# Quest Reading Diagnostic Results

Our end-of-year iReady reading data shows the percentage of students in each school who have met the grade-level proficiency goal. Our results indicate that 81% of Murray Park students have met grade level proficiency in reading for the year, in comparison to 53% of students at the beginning of the year assessment. Additionally the number of students performing two or more years below grade level, fell to 6% in May from 19% in September.



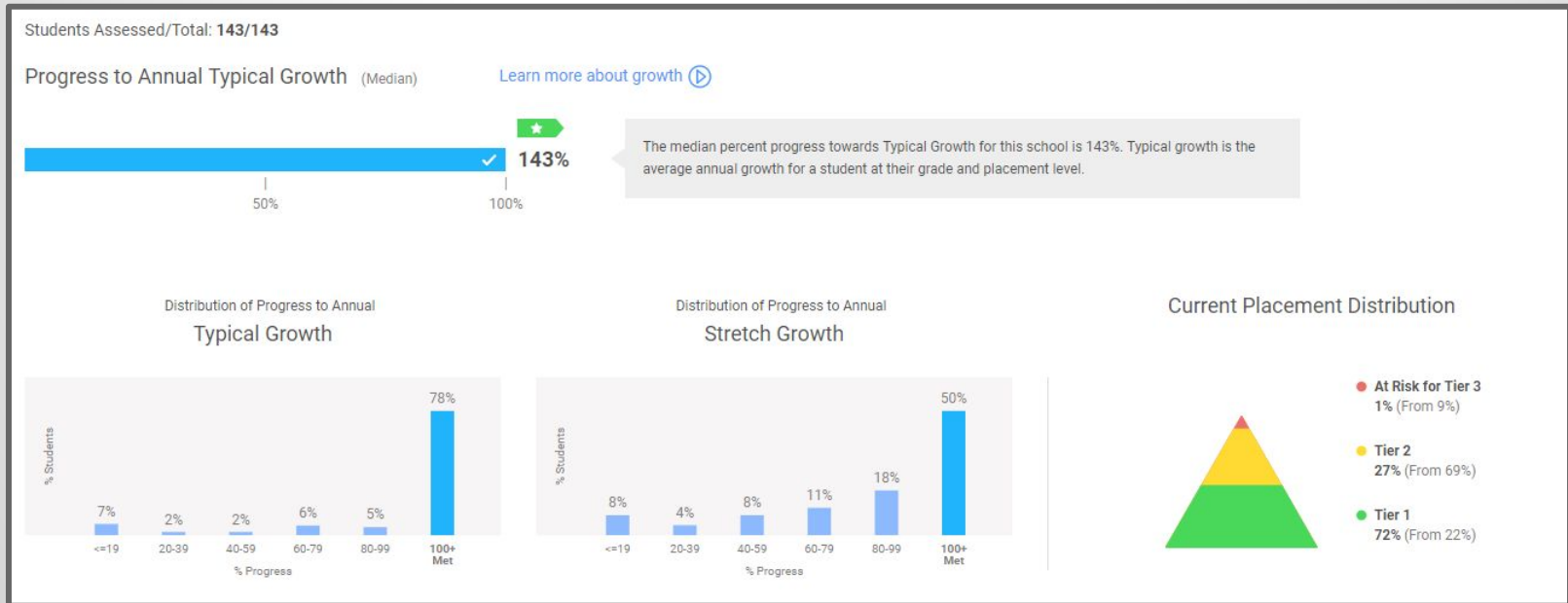
# Murray Park Math Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. Our end-of-year results show that 81% of Murray Park students have reached their typical growth goal and 56% of students have met their stretch growth goal.



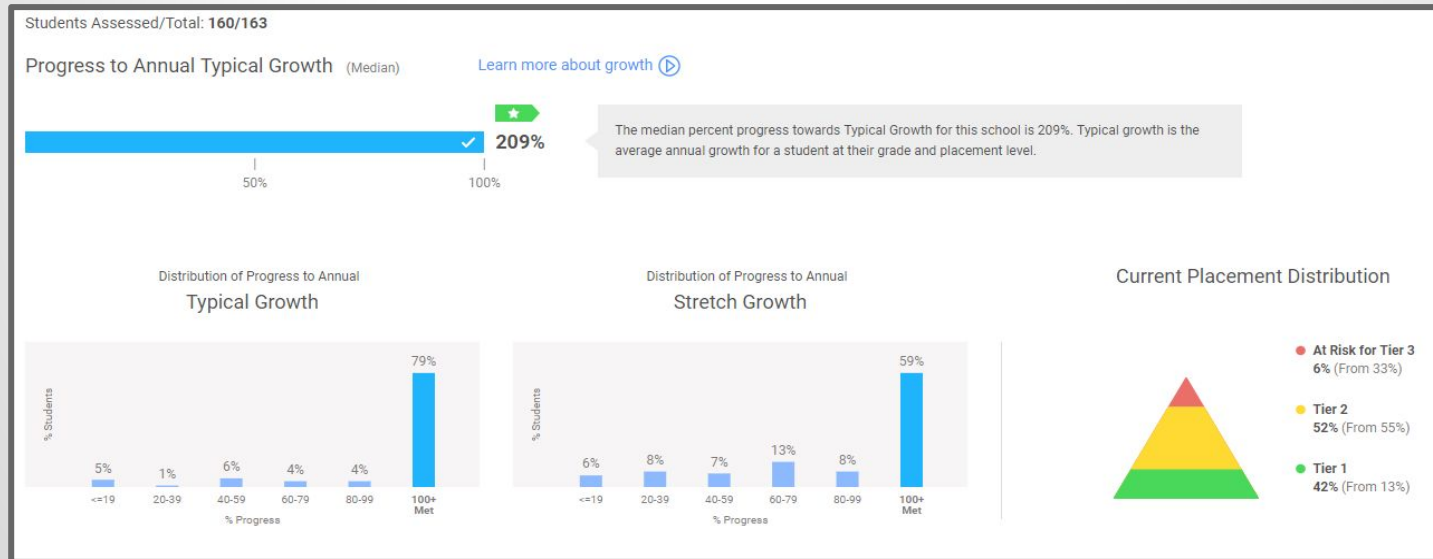
# Quest Math Growth Results

Our end-of-year iReady math data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. Our end-of-year results show that 78% of Murray Park students have reached their typical growth goal and 50% of students have met their stretch growth goal.



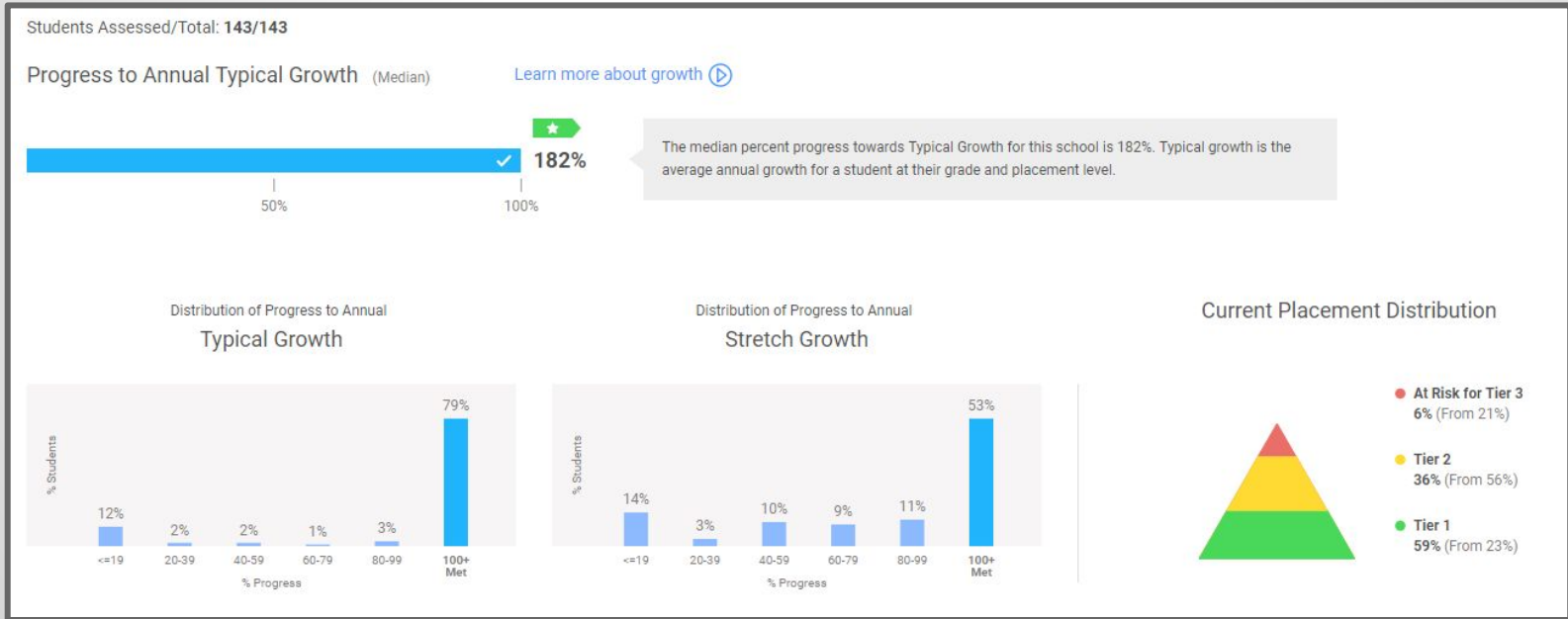
# Murray Park Reading Growth Results

Our end-of-year iReady reading data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. Our end-of-year results show that 79% of Murray Park students have reached their typical growth goal and 59% of students have met their stretch growth goal.



# Quest Reading Growth Results

Our end-of-year iReady reading data shows the percentage distribution of where students are in relationship to meeting their typical growth goal in math. Our end-of-year results show that 79% of Murray Park students have reached their typical growth goal and 53% of students have met their stretch growth goal.





# **Barlow Park and Journey Charter End of Year Goals Update**

SLO and Rtl Information

# Barlow Park/Journey Charter Goals

## ➤ Culture

Promote a positive climate by encouraging positive interactions and mental health.

## ➤ Literacy

100% of students will improve in comprehension and/or fluency as measured by the DRA assessment. Each student will move up at least one grade level in instructional reading from spring 2018 to spring 2019. Furthermore, students who are below grade level will increase their instructional reading level by 1.5 years or grade level expectations or the class as a whole will meet or exceed the total average expected growth goal target.

## ➤ Math

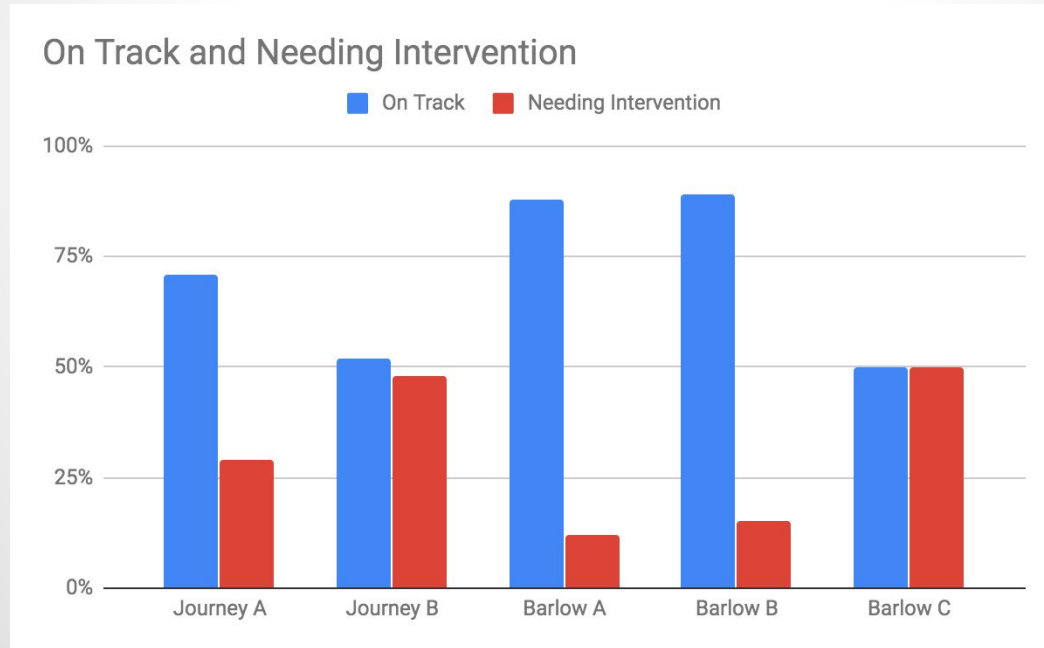
100% of students will improve in operations and algebraic thinking as measured by district created assessments. Each student will obtain proficiency in this math strand by spring 2019.

## ➤ CQI

All teachers will understand the basics of CQI to use as a framework for gathering and using data to drive learning. All classrooms will create and post a mission statement. All teaching staff will post and refer to I Can statements throughout the lesson. Staff will use PDSA format for Rtl and PLC work. Staff will use a data wall with students to goal set in at least one content area.

# Kindergarten Literacy

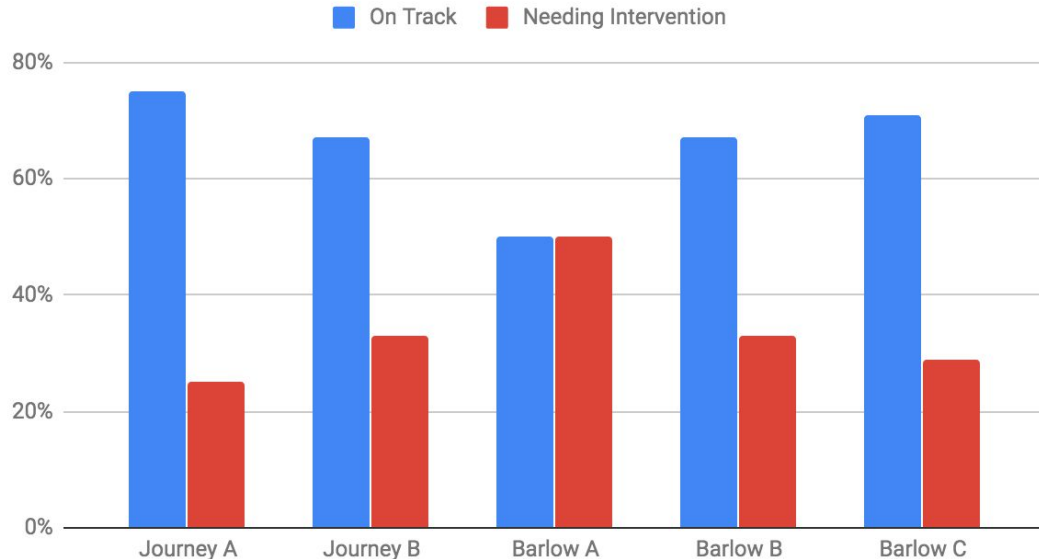
69% of our Kindergarten students met end of year expectations for literacy. This is lower than last year. The BAS is a new assessment tool for our team and we are analyzing our data to see how we need to change our instruction.



# First Grade Literacy

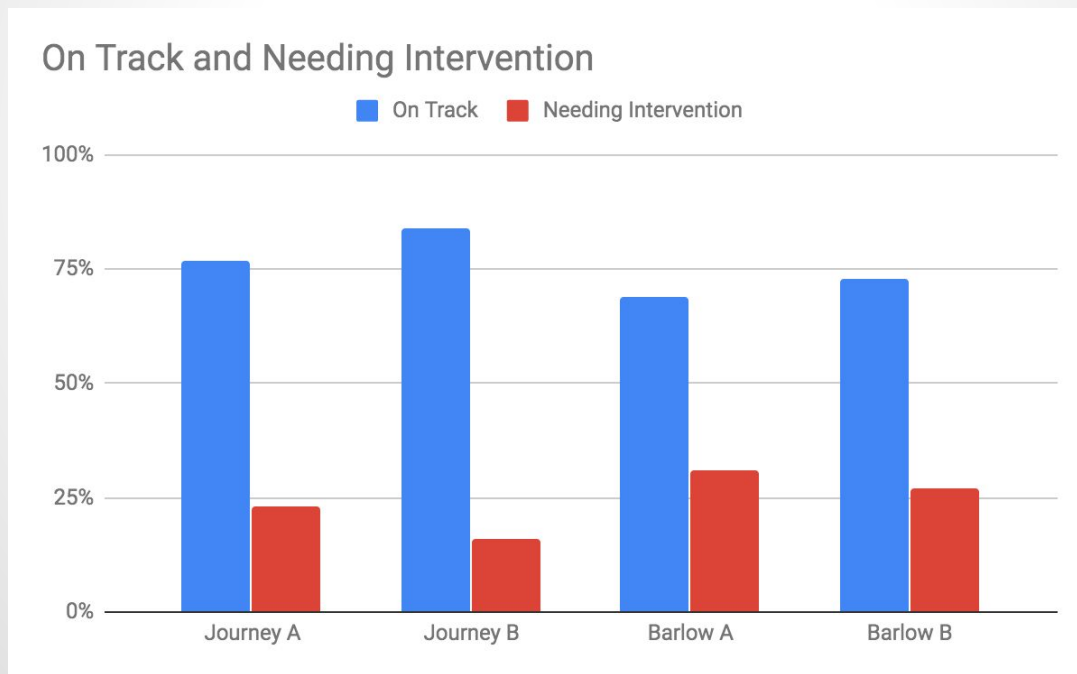
67% of our First Graders met their end of year literacy goal. This is an increase since last year. We have continued to grow our understanding of executive functioning skills and our literacy interventionists have had great progress with RISE. The BAS is a new assessment tool for our team and we are analyzing our data to see how we need to change our instruction.

On Track and Needing Intervention



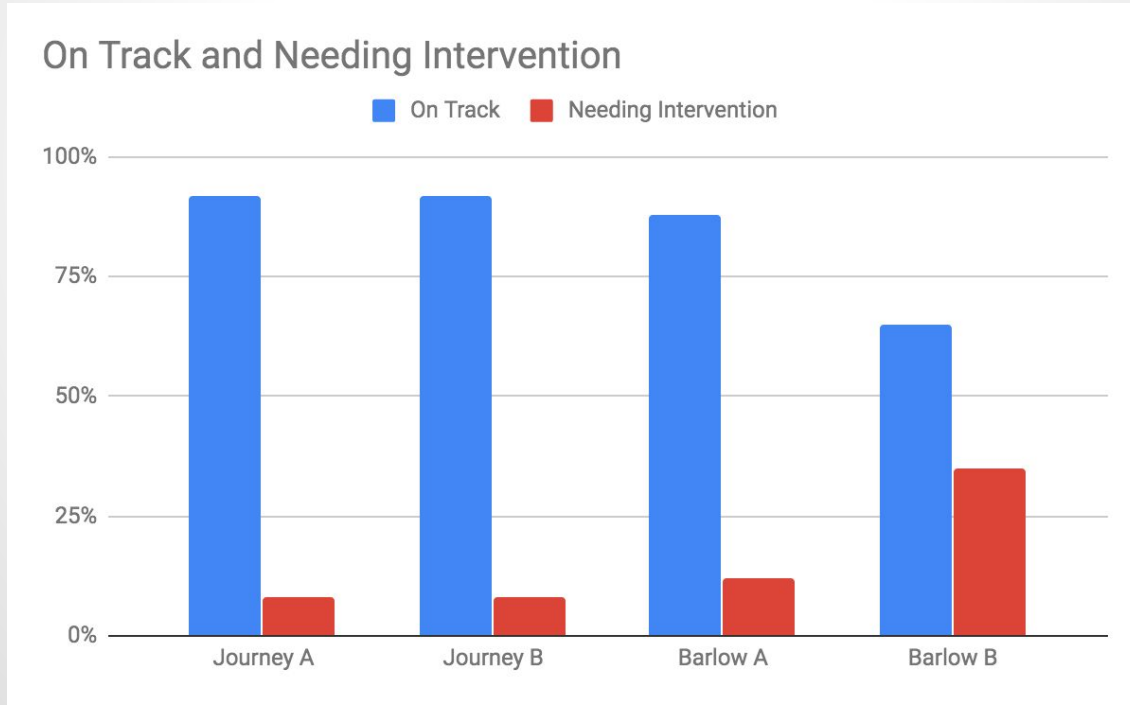
# Second Grade Literacy

75% of our Second Graders met their end of year literacy goal which is an increase from last year. We have continued to grow our understanding of executive functioning skills and our literacy interventionists have seen a 2-3x the amount of growth from the RISE intervention when compared to growth of their peers.



# Second Grade Math

85% of our Second Graders showed proficiency with end of year math target (operations and algebraic thinking) according to the report card. We are still working on a consistent math screener for K-2.



# **Blossom Alternative Program Update**

2 out of 5 students have successfully transitioned back to Barlow Park and Journey Charter Schools.

Transitioned students are participating without support for brief periods in the regular education classroom.

Open seats at Blossom have been filled for the 2019-2020 school year.