***2019-2020 Data***

***Resubmit Benchmark Data In Place of End of Year State Data (ACT Aspire Cancelled for 2019-2020)***

At Spradling Elementary, we continuously celebrate any and all growth towards our year-long SMART Goals. Over the current school year ***2019-2020***, we have seen exceptional evidence of growth and evidence of meeting our SMART Goals.

Because of the unusual nature regarding the ending of the 2019-2020 school year with the cancelation of the end of year state assessment due to the Coronavirus, we are supplying our district benchmark data. This data demonstrates significant improvement in totality in grades 3-6 in English, Reading and Mathematics as measured by the ACT Aspire, as well as K-2 IStation data. We are confident that our end of the year state assessments in all areas would have either matched and/or exceeded this benchmark data. We, therefore, respectfully request that the Evidence of Effectiveness Committee consider this data, as well as all of the other evidence in the application as you will see the deeply embedded PLC practices that are occurring at Spradling. Although we are not where we want to be, we are extremely proud of our progress and excited to continue this work on behalf of all students at Spradling.

**K-2 as a Whole**

Kindergarten, first, and second grade have worked diligently to make growth towards their SMART goals. Table 4 shows a comprehensive look at the data for all three grade-levels in lower elementary. From the beginning of the year to February, reading proficiency has increased by 8 points! Similarly, mathematics has seen 13 points of growth from Interim I to Interim II. By Interim III, the percent of proficient students decreases slightly, but still maintains a 7% overall growth throughout the year.

***Table 4: K-2 IStation Interim Proficiency Report***

|  |  |  |
| --- | --- | --- |
| **Reading Interim I (September)** | **Reading Interim II (December)** | **Reading Interim III (February)** |
| 47% | 52% | 55% |
| **Math Interim I (September)** | **Math Interim II (December)** | **Math Interim III (February)** |
| 50% | 63% | 57% |

**Upper Elementary 3-6**

Third through sixth grade utilizes the ACT Aspire Interims for their data in the following tables below. It is important to note the high proficiencies in English for all four grade-levels because of our high ELL population percent in our building. It is a testament to Spradling’s work and focus on teaching at high levels for all.

**3-6 as a Whole**

Looking at third through sixth grade as a whole, all four content areas assessed on the ACT Aspire test showed significant growth from Interim I to Interim II. *Table 9* shows the number of students proficient in third through sixth grade between Interim I and Interim II for all four content areas. Every subject can see at least a 5% minimum in growth.

***Table 9: 3-6 ACT Aspire Interim Proficiency Report***

|  |  |
| --- | --- |
| **English Interim I** | **English Interim II** |
| 59% | 68% |
| **Reading Interim I** | **Reading Interim II** |
| 27% | 36% |
| **Math Interim I** | **Math Interim II** |
| 32% | 45% |
| **Science Interim I** | **Science Interim II** |
| 26% | 31% |

**A Few Final Thoughts to Consider**

Prior to starting the PLC Process at Spradling Elementary, I as the building leader recognized that my high-minority, high-poverty students were living highly unstructured lives infused with the chaos outside of the school walls. They rarely had the same adults in their home for any consistent basis and they were highly-mobile, moving every three months. In an effort to give more stability to these students, looping was implemented. Right away discipline and anxiety among the students began to go down. Teachers built deeper relationships with their students and parents, who we did not see often. We have looped from 2013-2019.

In 2018, deeply embedded in the process and our mission and vision, we began to question the validity and how much the looping process was helping kids to learn at high levels? When consulting the data, there was no data to support that looping was a contributor to students learning at high levels. In fact, it was a deterrent to teachers trying to become an expert in their curriculum. While it is still important for teachers to vertically align with other grades where essential standards, assessment, rigor, DOK Levels and proficiency standards are concerned, we will discontinue looping for the 20-21 school year as we do not feel like it aligns with our mission and vision that we are so deeply committed to and only implements those things that can be directly tied to student achievement.

**Lower Elementary: K-2**

**K-2 Breakdown**

Beginning with Kindergarten, *Table 1* illustrates a continuous increase in the number of students proficient on the IStation interim tests for both reading and mathematics. At the bottom of the table, you can see that Kindergarten students in reading are only 18% away from reaching their SMART Goal. From the beginning of the year until March, the data shows that students in reading made 31 points of growth! For mathematics, Kindergarten was not always able to assess their students as listed in the table. However, with the data shown in *Table 1*, Kindergarten students have already met and exceeded their goal by 7% well before the end of the year!

***Table 1: Kindergarten IStation Interim Proficiency Results***

|  |  |  |
| --- | --- | --- |
| **Month of IStation Testing** | **Percent of Students**  **Proficient in Reading** | **Percent of Students**  **Proficient in Math** |
| September | 21% | 48% |
| October | 26% | Not Assessed |
| November | 28% | Not Assessed |
| December | 34% | 49% |
| January | 45% | 50% |
| February | 46% | 66% |
| March | 51% | Not Assessed |
| **SMART Goals** | By the end of the 2019-2020 academic year, students at Spradling Elementary in Kindergarten will increase the number of students in Levels 3, 4, and 5 by **5%** from **64%** to **69%** in Reading as demonstrated by Istation assessment data. | By the end of the 2019-2020 academic year, students at Spradling Elementary in Kindergarten will increase the number of students in Levels 3, 4, and 5 by **5%** from **54%** to **59%** in Math as demonstrated by Istation assessment data. |

In First Grade, *Table 2* instantly shows the ambition this grade-level has in regards to goals. These lofty goals are also combined with a brand-new team. This team has had no experience in first-grade content up until this year. They are a new team and one teacher is new to the state. As a result, their data shows that they are learning by doing as they become experts in their content areas for first grade. In January, the data indicates high student proficiency rates because of the use of small groups of testing. However, the remainder of the testing was not done in a differentiated setting. When it came to Reading, first grade focused the majority of their new work here rather than mathematics as the data will show. Reading shows a steady ebb and flow of data but ends at the same proficiency as September which indicates growth in the sense that the testing rigor does increase each month. While only three percentage points, math, overall, still shows growth from the beginning of the year to the end of the year.

***Table 2: First Grade IStation Interim Proficiency Results***

|  |  |  |
| --- | --- | --- |
| **Month of IStation Testing** | **Percent of Students**  **Proficient in Reading** | **Percent of Students**  **Proficient in Math** |
| September | 50% | 36% |
| October | 37% | 56% |
| November | 44% | 56% |
| December | 53% | 69% |
| January | 51% | 61% |
| February | 52% | 35% |
| March | 50% | 39% |
| **SMART Goals** | By the end of the 2019-2020 academic year, students at Spradling Elementary in 1st grade will increase the number of students in Levels 3, 4, and 5 by **5%** from **81%** to **86%** in Reading as demonstrated by IStation assessment data. | By the end of the 2019-2020 academic year, students at Spradling Elementary in 1st grade will increase the number of students in Levels 3, 4, and 5 by **5%** from **94%** to **99%** in Math as demonstrated by Istation assessment data. |

Initially, second grade started out the year with extremely high proficiency scores in both reading and mathematics. Looking at *Table 3*, you can see that the amount of proficient students in reading and math has never reached below 60%. As of March, second grade has already achieved their SMART goal for reading at exactly 72%. When it comes to reading, the data is still strong but does show a slight slope in proficiency towards the end of the year. A large portion of that has to do with one member of the team having some major personal issues and significant absences which have likely impacted these math scores. Additionally, this was a new team this year.

***Table 3: Second Grade IStation Interim Proficiency Results***

|  |  |  |
| --- | --- | --- |
| **Month of IStation Testing** | **Percent of Students**  **Proficient in Reading** | **Percent of Students**  **Proficient in Math** |
| September | 70% | 65% |
| October | 66% | 72% |
| November | 68% | 74% |
| December | 70% | 70% |
| January | 74% | 68% |
| February | 67% | 69% |
| March | 72% | 60% |
| **SMART Goals** | By the end of the 2019-2020 academic year, students at Spradling Elementary in 2nd grade will increase the number of students in Levels 3, 4, and 5 by **5%** from **67%** to **72%** in Reading as demonstrated by Istation assessment data. | By the end of the 2019-2020 academic year, students at Spradling Elementary in 2nd grade will increase the number of students in Levels 3, 4, and 5 by **5%** from **73%** to **78%** in Math as demonstrated by Istation assessment data. |

**Upper Elementary 3-6**

Third through sixth grade utilizes the ACT Aspire Interims for their data in the following tables below. It is important to note the high proficiencies in English for all four grade-levels because of our high ELL population percent in our building. It is a testament to Spradling’s work and focus on teaching at high levels for all.

**3-6 Breakdowns**

Starting with third grade, *Table 5* indicates growth in all four core subject areas from Interim I to Interim II. Looking at English, over half of the students began the first Interim test proficient and increased proficiency by 15% on the next Interim. In mathematics, third grade met and exceeded their SMART goal. They increased mathematics proficiency by 31 points in just one assessment! Though there is no goal for Science, there was a 22% growth increase from Interim I to Interim II. Finally, Reading also showed a steady increase and is only 4% short from their end of year SMART goal likely indicated that they would have met their goal by the end of the year.

***Table 5: Third Grade ACT Aspire Interim Proficiency Results***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACT Aspire Interim** | **Percent of Students Proficient** | | | |
| **English** | **Reading** | **Math** | **Science** |
| Interim I | 51% | 27% | 37% | 16% |
| Interim II | 66% | 36% | 68% | 38% |
| **SMART Goals** | Not Available | By the end of 2019-2020 academic year, students at Spradling Elementary in 3rd grade will increase the proficiency pass rate by **18%** from **22%** to **40%** in Reading as demonstrated by ACT Aspire assessment data. | By the end of 2019-2020 academic year, students at Spradling Elementary in 3rd grade will increase the proficiency pass rate by **17%** from **48%** to **65%** in Math as demonstrated by ACT Aspire assessment data. | Not Available |
| **ELA** | By the end of 2019-2020 academic year, students at Spradling Elementary in 3rd grade will increase the proficiency pass rate by **14%** from **26%** to **40%** in ELA as demonstrated by ACT Aspire assessment data. | | | |

*Table 6* illustrates the results of fourth grade’s journey. Reading shows an instant amount of growth, at 9%, which perfectly aligns with the new fourth-grade team’s focus. The fourth-grade team is another new team in our building that struggled with gaining an expert status on their content. This was the one team in the building that continuously experienced conflict. This conflict has clearly impacted the scores of these students. As a growing team, the data is illustrating that this team needs to broaden their focus, get more aligned with the process and in other subject areas, continue to gain growth.

***Table 6: Fourth Grade ACT Aspire Interim Proficiency Results***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACT Aspire Interim** | **Percent of Students Proficient** | | | |
| **English** | **Reading** | **Math** | **Science** |
| Interim I | 60% | 18% | 25% | 26% |
| Interim II | 58% | 27% | 20% | 20% |
| **SMART Goals** | Not Available | By the end of 2019-2020 academic year, students at Spradling Elementary in 4th grade will increase the proficiency pass rate by **15%** from **25%** to **40%** in Reading as demonstrated by ACT Aspire assessment data. | By the end of 2019-2020 academic year, students at Spradling Elementary in 4th grade will increase the proficiency pass rate by **17%** from **32%** to **49%** in Math as demonstrated by ACT Aspire assessment data. | Not Available |
| **ELA** | By the end of 2019-2020 academic year, students at Spradling Elementary in 4th grade will increase the proficiency pass rate by **14%** from **31%** to **45%** in ELA as demonstrated by ACT Aspire assessment data. | | | |

Fifth grade also shows continued growth throughout all four core subjects assessed in the ACT Aspire. Looking at the SMART goals developed by fifth grade, you can see that they are extremely ambitious in mathematics! *Table 7* shows in reading, students have made continuous growth and are only 20% away from reaching their goal and made 15 points of growth from one interim to the next. Though mathematics did not quite meet their end of year goal yet, they did increase their proficiency from Interim I to II by 12%. Science also shows growth between Interim I and Interim II.

***Table 7: Fifth Grade ACT Aspire Interim Proficiency Results***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACT Aspire Interim** | **Percent of Students Proficient** | | | |
| **English** | **Reading** | **Math** | **Science** |
| Interim I | 64% | 22% | 34% | 15% |
| Interim II | 79% | 26% | 46% | 19% |
| **SMART Goals** | Not Available | By the end of 2019-2020 academic year, students at Spradling Elementary in 5th grade will increase the proficiency pass rate by **12%** from **34%** to **46%** in Reading as demonstrated by ACT Aspire assessment data. | By the end of the 2019-2020 academic year, students at Spradling Elementary in 5th grade will increase the proficiency pass rate by **28%** from **32%** to **60%** in Math as demonstrated by ACT Aspire assessment data. | Not Available |
| **ELA** | By the end of 2019-2020 academic year, students at Spradling Elementary in 5th grade will increase the proficiency pass rate by **13%** from **33%** to **46%** in ELA as demonstrated by ACT Aspire assessment data. | | | |

Looking at our final grade, the trend for growth is still evident. *Table 8* shows that English is the highest area of growth at 14 points of growth. In reading, sixth grade met and exceeded their SMART goal by 11%. Mathematics also made a 12% growth increase while science also illustrates an increase in growth.

***Table 8: Sixth Grade ACT Aspire Interim Proficiency Results***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACT Aspire Interim** | **Percent of Students Proficient** | | | |
| **English** | **Reading** | **Math** | **Science** |
| Interim I | 55% | 41% | 33% | 45% |
| Interim II | 69% | 53% | 45% | 48% |
| **SMART Goals** | Not Available | By the end of 2019-2020 academic year, students at Spradling Elementary in 6th grade will increase the proficiency pass rate by **12%** from **30%** to **42%** in Reading as demonstrated by ACT Aspire assessment data. | By the end of the 2019-2020 academic year, students at Spradling Elementary in 5th grade will increase the proficiency pass rate by **13%** from **47%** to **60%** in Math as demonstrated by ACT Aspire assessment data.. | Not Available |
| **ELA** | By the end of 2019-2020 academic year, students at Spradling Elementary in 6th grade will increase the proficiency pass rate by **13%** from **36%** to **49%** in ELA as demonstrated by ACT Aspire assessment data. | | | |