

Existing School Data: Student Data

Data collection Instruments

We selected the following instruments to collect data regarding Student Achievement:

Text Level –mClass Reading 3D (TRC)

NWEA (K-2nd Grades)

Local Assessments:

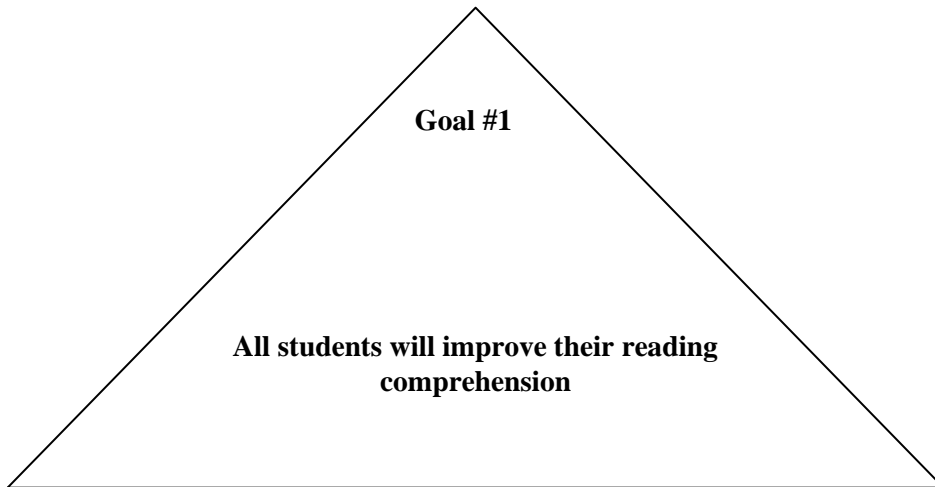
STAR Reading Assessment (1st – 2nd Grades) STAR Early Literacy for Kindergarten
Attendance Rate

Triangulation of Data

Goal #1

Data Point 1

- **Text Levels Amplify**
mClass Reading 3D (TRC)



Data Point 2

- **NWEA (K-2)**

Data Point 3

- **STAR Reading Test** from Accelerated Reader

Analysis of Data

Standardized Tests (STAR and NWEA)

In grades K-2 NWEA standardized test results indicate that in the areas of reading comprehension and vocabulary, students are achieving at or above the targeted RIT score. However, our corporation goal is that 80% of our students, in grades K-2, will meet or exceed the expected RIT score given for NWEA by the end of grade 2. Our data indicates that we are meeting this goal in K and 1st grade. Second grade is a little below the expected level. The data leads us to believe that our focus for improvement should be in the areas of vocabulary development and informational text comprehension. New high stakes testing will be stressing the understanding of informational text and we will emphasize that more in our professional development for our Goal 1.

Analysis of Data: In 2013, upon the review of the test data, concern was registered in the areas of vocabulary and reading comprehension with emphasis on informational text. Students are consistently scoring lower in these language areas than math, leading us to choose reading comprehension as our targeted goal. Analysis involved comparing students' scores with the scores of students achieving a median or above RIT score with the expected achievement score on the NWEA test.

We also reviewed our local STAR reading assessment. This assessment for comprehension places high emphasis on vocabulary knowledge. The scores indicated that less than 80% of the students, grades 1 & 2, are reading at or above grade level in the spring. Our 2013-2015 comprehension goal is based on increasing the number of students scoring at expected or above RIT scores and text levels.

In regards to attendance, our data shows that we have been slightly below the state average for last 3 years and do not see that attendance is adversely affecting standardized test scores. This indicates that test scores should be valid indicators because most students attend school regularly .

When the text level data was disaggregated by SES and Special Education, our findings showed that Kindergarten and First Grade scored below the expect level. Second Grade showed that interventions used are successfully helping our students close the gap and become more proficient in reading. The gender graph showed that there was not a significant difference in text level proficiency.

Name and Description of Assessments (Graphs following)

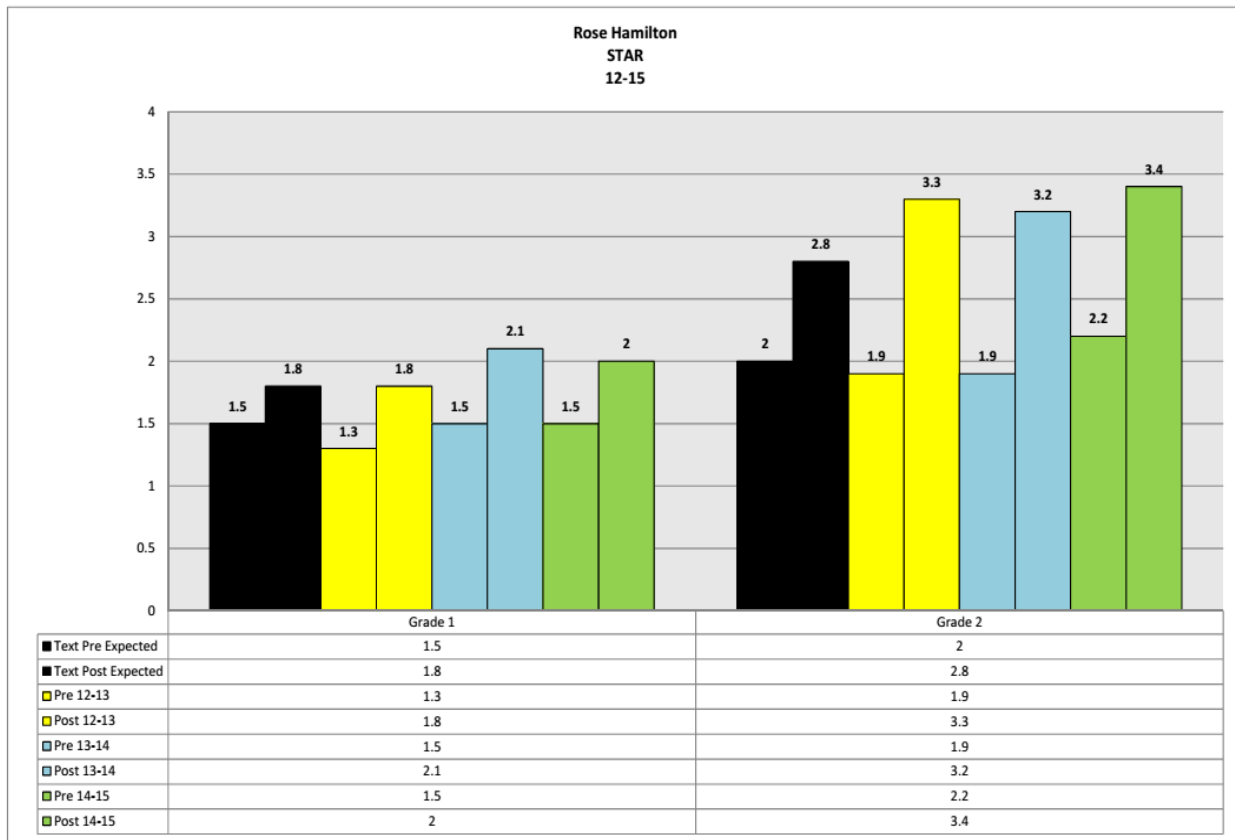
STAR Reading Assessment - Computer-based tests given throughout the year to measure reading comprehension and to determine the student's reading level in First and Second Grade. STAR Early Literacy Assessment is used in Kindergarten and First Grade in the fall.

STAR Early Literacy – Assesses students' early literacy skills in preparation for reading.

NWEA - Standardized diagnostic tool given at the beginning, middle and end of the year. This information is used to differentiate instruction to meet students' academic needs, corporation goals, and state goals as well as measure growth and achievement.

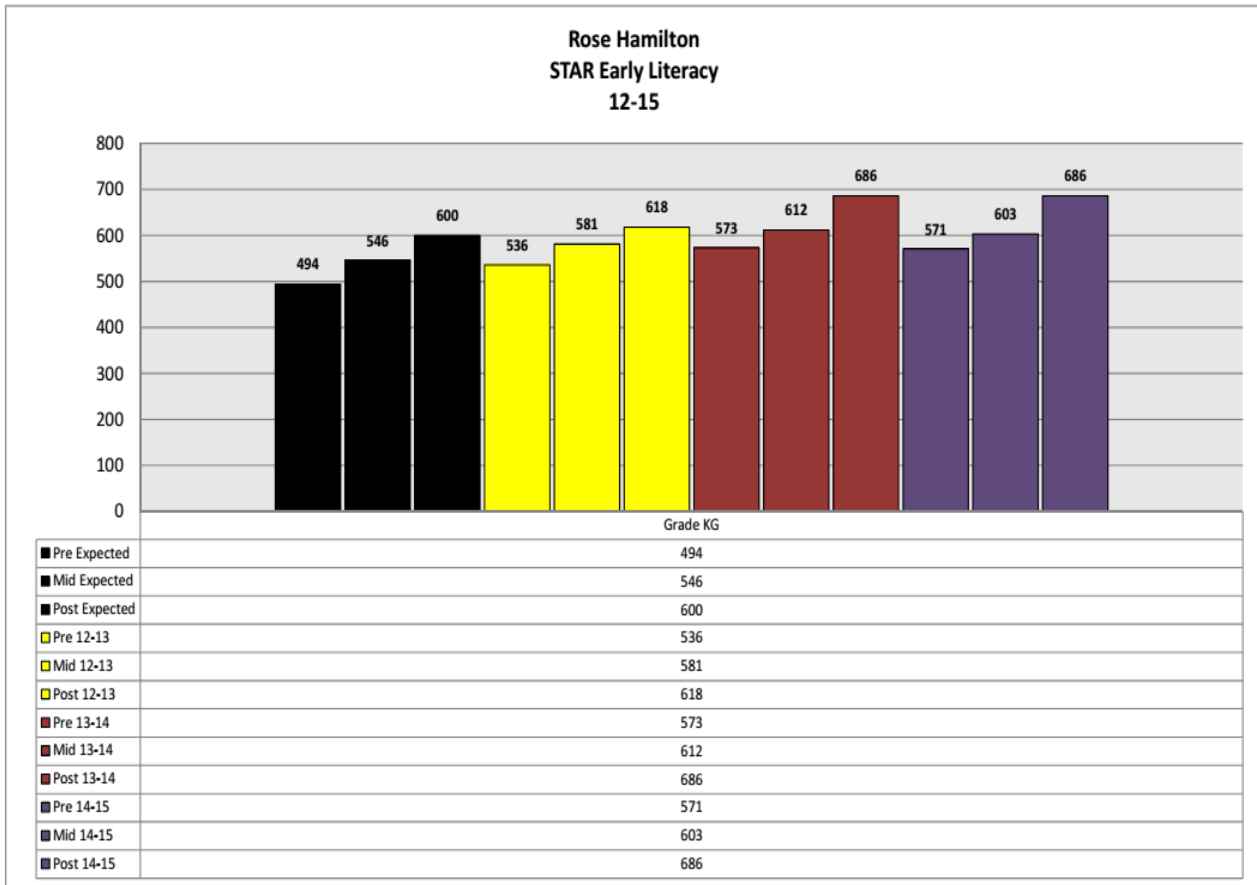
Text Level – Amplify - mClass Reading 3D (TRC)

Presentation of Data: Existing School Data Using STAR



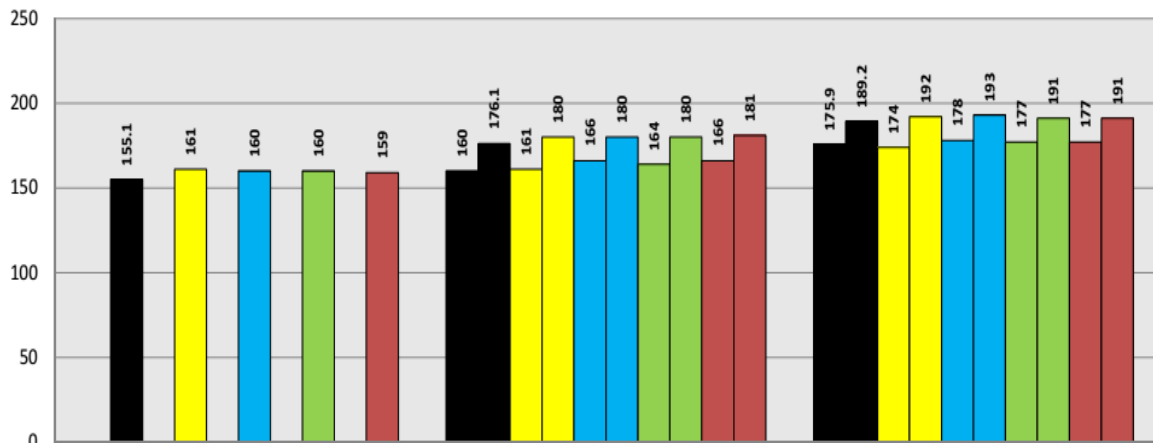
The STAR reading test is given to the first and second grade students. The data from the STAR test shows that our students at Rose Hamilton are meeting or exceeding the expected reading level. The expected level in first grade at the end of the year is 1.8 and our students in 2013-2015 were at 1.8 or higher in the spring. The expected level in second grade at the end of the year is 2.8 and our students in 2013-2015 were at 3.2 or higher. However, there is some indication that students had summer regression in 2012-2013 for both first and second grade, and 2013-2014 for second grade, when they scored lower than expected on the Pre-Test of STAR.

Presentation of Data: Existing School Data Using STAR Early Literacy



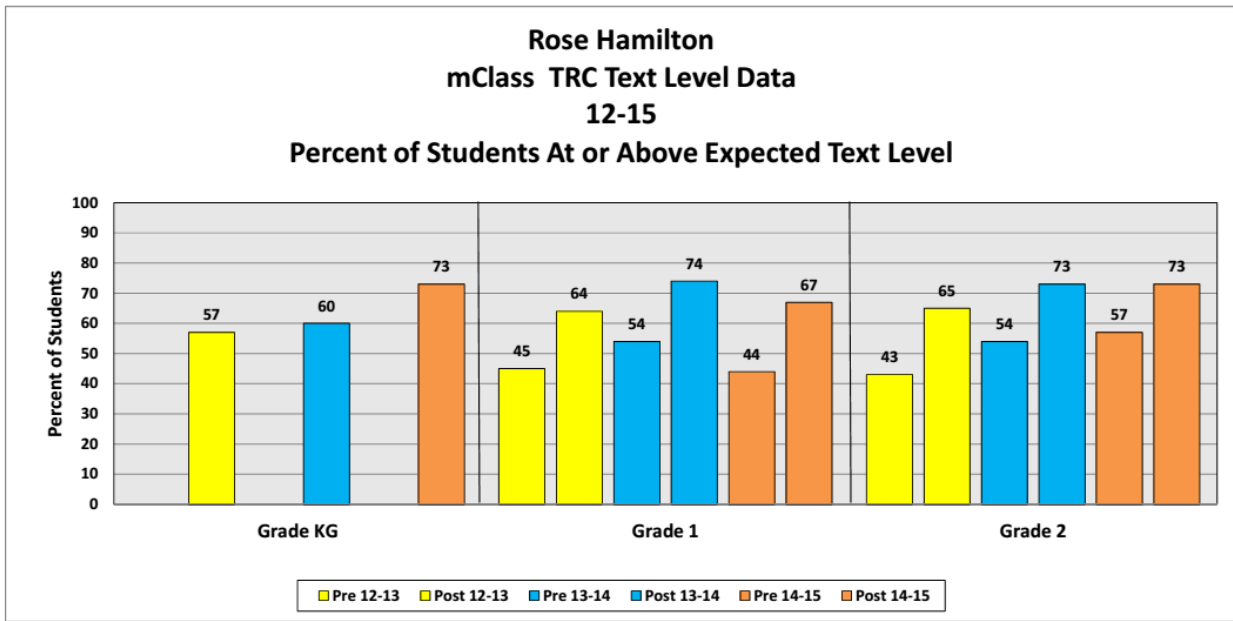
Beginning in the fall of 2012 Kindergarten students were given the STAR Early Literacy Test (SEL). The reading test is given at the beginning, middle and end of the year. The data from the SEL test shows that our students at Rose Hamilton are exceeding the expected skill level. The expected level at the end of the year is 600 and our students were at 618 or above in the spring each year.

**Rose Hamilton
NWEA Reading RIT
12-15**



	Grade KG	Grade 1	Grade 2
■ Pre Expected*		160	175.9
■ Post Expected*	155.1	176.1	189.2
■ Pre 11-12		161	174
■ Post 11-12	161	180	192
■ Pre 12-13		166	178
■ Post 12-13	160	180	193
■ Pre 13-14		164	177
■ Post 13-14	160	180	191
■ Pre 14-15		166	177
■ Post 14-15	159	181	191

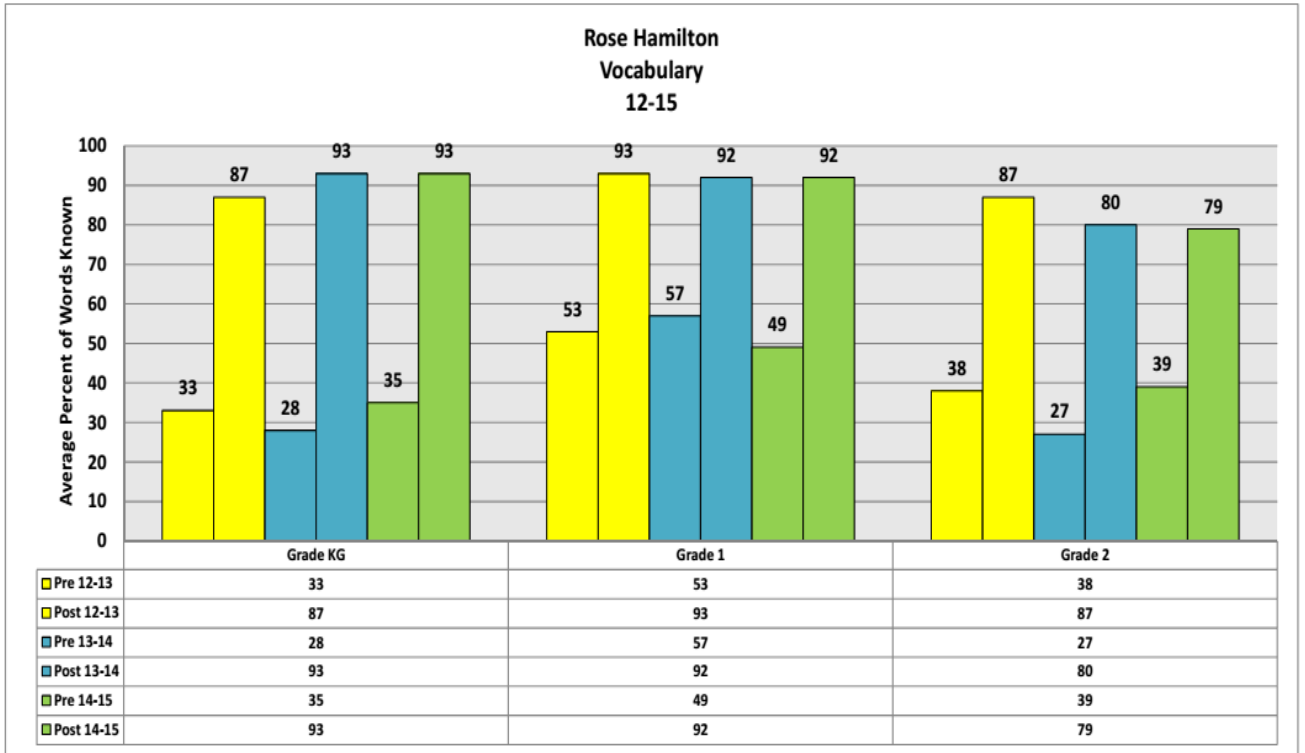
Testing using NWEA Reading Assessment reveals that Kindergarten (which takes the test in the winter and spring) was above the expected RIT level for 2012-2015. First grade was above the expected level for both pre and post test scores in 2012-2015. Second grade was below the expected level for pre-test scores in years 2012. However, in 2012-2015, they were above the expected level for post test. The post test scores were above the expected level each year.



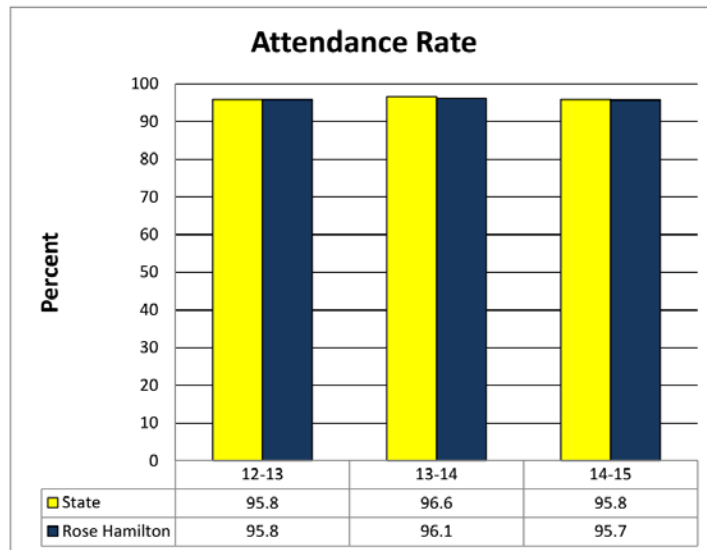
Key:

	Grade KG	Grade 1	Grade 2
Expected Text Level for Pre Test	N/A	C	J
Expected Text Level for Post Test	C	I	M

The students' text level is determined by using Amplify mClass Reading TRC. Each student in grades K – 2 has text level assessments in the Fall, Winter and Spring. The exception is Kindergarten, who only record the results in Winter and Spring. There is not an expected text level for students entering Kindergarten. The data from this graph shows the average student text level for each grade was lower than the expected level for the years 2012-2015. Even though the data from the graph shows that the percentage of students meeting the expected text levels on pre and post test are lower than the 80% expected, students are showing growth between pre and post testing.

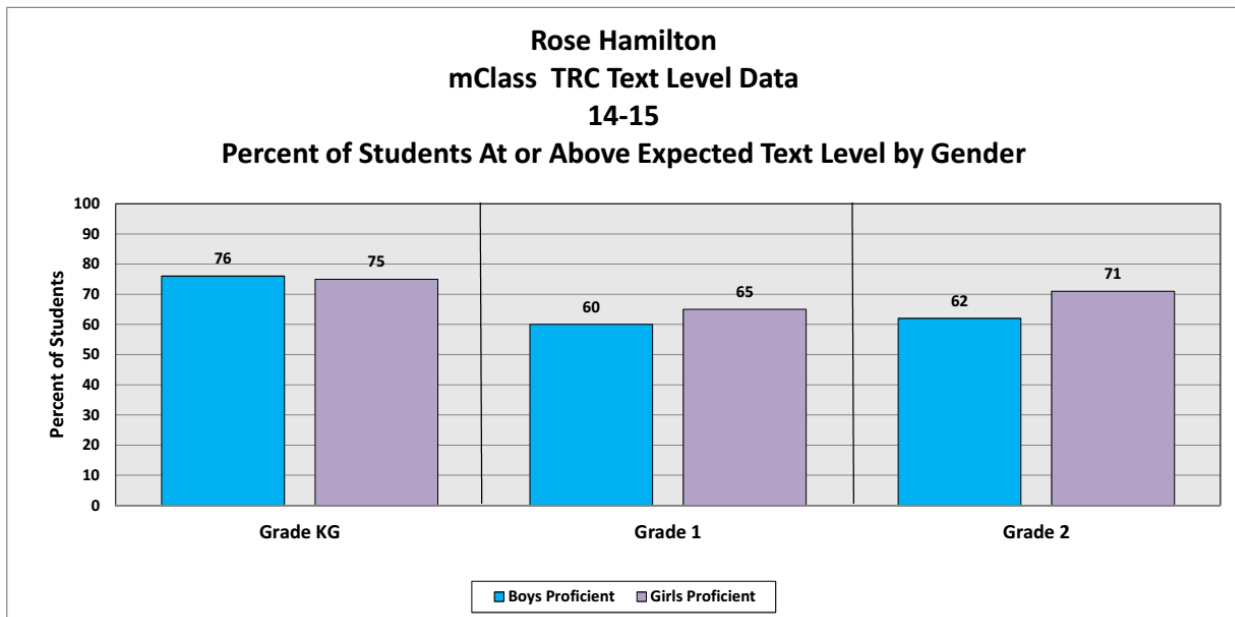
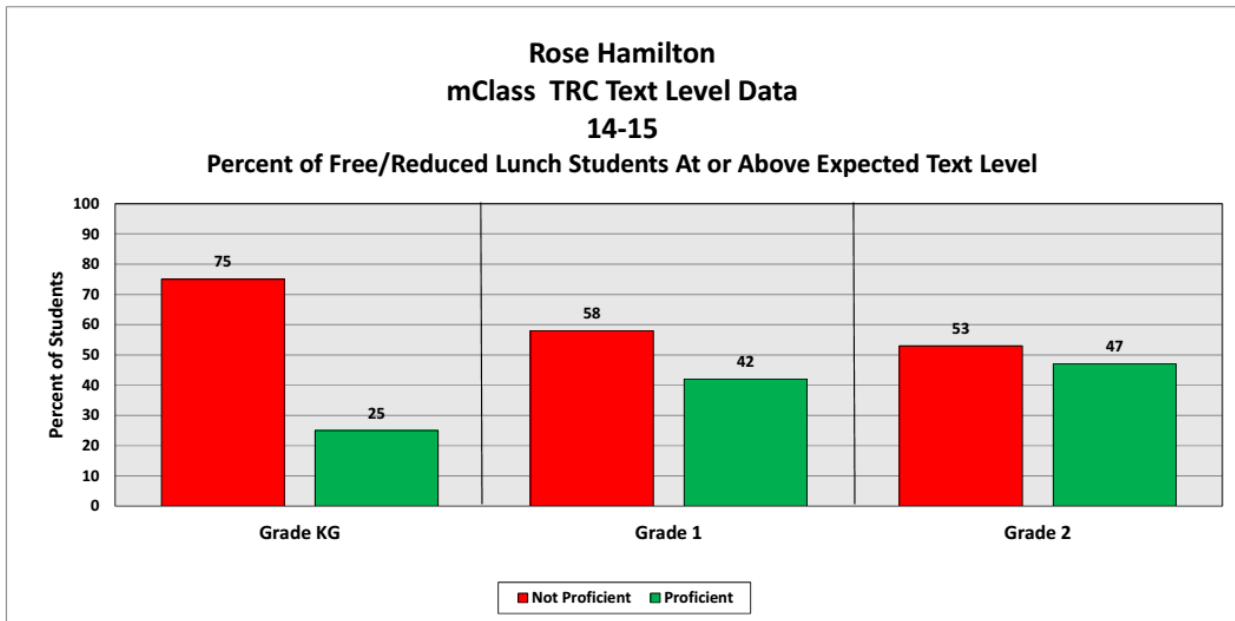


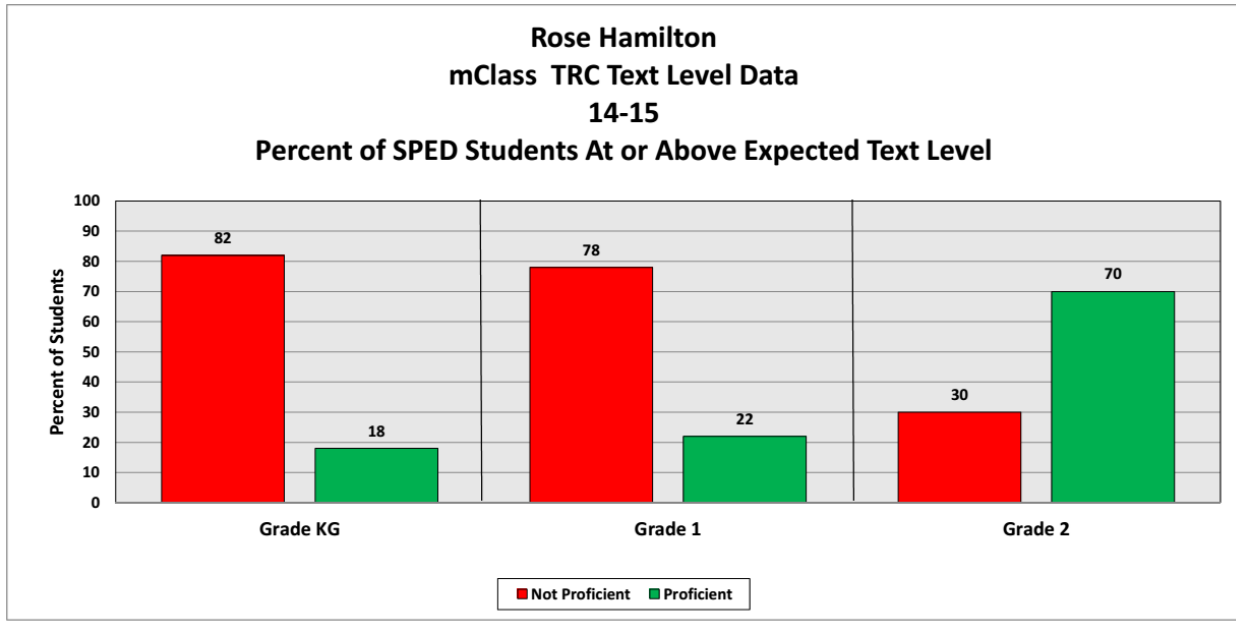
Each grade level at Rose Hamilton Elementary School chooses and teaches content area vocabulary words. Strategies for increasing student vocabulary are from Building Academic Vocabulary: Teacher’s Manual, by Marzano and Pickering. Our data indicates that the average student score for grades K – 2 is at expected or above average growth between pre and post testing, with the exception of second grade in 2015.



Rose Hamilton Elementary charts the average monthly attendance for the entire school year. The data shows that the average attendance for the school years from 2013 to 2015 ranged from at expected to slightly below the state average.

Disaggregated Data using SES, Gender and Special Education





Analysis of disaggregated data: The three graphs above show the breakdown of mClass TRC (Text Reading Levels) according to SES (Social Economic Status), Gender and Special Education students. In the first graph showing SES, it shows that we are closing the gap between expected text level from Kindergarten to Second Grade. In Gender, girls score slightly higher than boys in first and second grade and slightly below in Kindergarten. Our data shows that Gender does not make much difference as far as students reading at expected text level. Data shows that students in Kindergarten and First Grade scored well below the expected text level in Special Education. Students in the Second Grade made a significant gain in text level proficiency. The data shows a steady growth and closing of the gap from Kindergarten to Second Grade. We attribute this growth to the many interventions that are in place to improve their literacy skills while here at Rose Hamilton.