Clayton School Accountability Committee

October 11, 2018
6:00-7:30pm

Add info about Amendment 73

Welcome!

Please share:

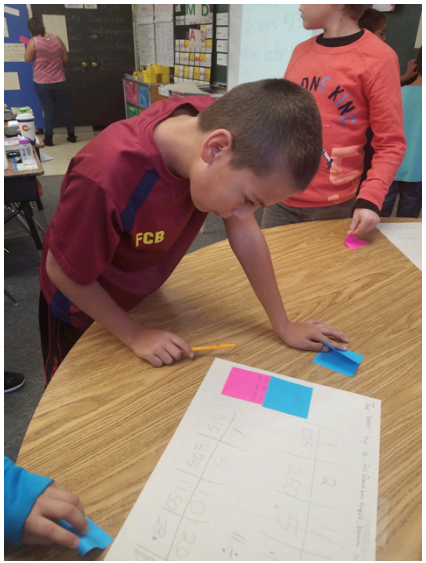
- Your name
- Your connection to Clayton
- What you love most about the new school

Outcomes for the Evening

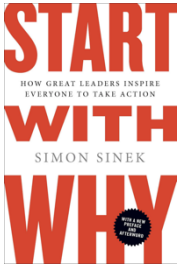
- Members will gain an understanding of Clayton's current performance
- Members will understand the focus for Clayton' work this year

Who am I?

MEMORIAL SCHOOL
SALISBURY MA
MISS BUSTER
GRADE 1
APRIL 1998



Why I do this work...



New Standards for a New Economy:
Fortune 500 "Most Valued" Skills

1970)

1. Writing
2. Computational Skills
3. Reading Skills
4. Oral Communications
5. Listening Skills
6. Personal Career Development
7. Creative Thinking
8. Leadership
9. Goal Setting/Motivation
10. Teamwork
11. Organizational Effectiveness
12. Problem solving
13. Interpersonal Skills

(1999)

1. Teamwork
2. Problem Solving
3. Interpersonal Skills
4. Oral Communication
5. Listening Skills
6. Personal Career Development
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9. Goal Setting/Motivation
10. Writing
11. Organizational Effectiveness
12. Computational Skills
13. Reading Skills

Discuss:

Why the shift?

What impact does this have on curriculum and instruction?

Clayton's Future...

Mission:

We educate the whole child: Head, Hand, and Heart

Vision:

We are a compassionate community of thinkers who challenge each other to continually pursue excellence

Clayton's Current Reality: School SPF

2017-2018

Plan Type	Official plan type based on: 1-Year SPF report
Performance Plan: Meets 95% Participation	54.5 / 100

2018-2019

Plan Type	Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation	73.3/100

RATINGS ARE BASED ON THREE CATEGORIES OF PERFORMANCE:

ACADEMIC ACHIEVEMENT

Average scores on state assessments in each grade.

The average is sometimes called the "mean scale score."

Using the average score ensures that the achievement of all students and disaggregate groups is incorporated into this component of school ratings. (English language arts, math and science)

ACADEMIC GROWTH

Progress students make in their achievement on assessments from one year to the next. Growth is calculated on the following assessments:

- CMAS assessments in English language arts and math
- PSAT and SAT assessments given to high school students
- ACCESS assessment for all students and disaggregate groups who are still learning the English language

How Scores are Weighted for Elementary and Middle Schools

40%
Academic Achievement

60%
Academic Growth

How Scores are Weighted for High School and Districts

17-18 UIP Goals and Results

Goal	Results
The median scale score in ELA will increase from 730.7 to 734.9 as measured by CMAS.	**Median ELA CMAS Scale Score: 744.1**
The median growth percentile in math for grades 4-6 will increase from 45 to 50 as measured by CMAS.	**Median Growth Percentile for Math CMAS Scale Score: 59**
The median growth percentile for students with IEPs will increase from 24 to 40 as measured by the CMAS ELA assessment.	**Median Growth Percentile for ELA CMAS Scale Score: 52**

2018 Growth Data Results

Median Growth Percentile: 1.0 — 50.0 — 99.0

		ENGLISH LANGUAGE ARTS									MATH								
		School			District			State			School			District			State		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
ALL STUDENTS	All Students	39.0	55.0	71.0	45.0	38.0	56.0	50.0	50.0	50.0	47.0	45.0	59.0	44.5	40.0	50.0	50.0	50.0	50.0
GRADE LEVEL	04	34.0	38.0	74.0	42.0	28.0	59.0	50.0	50.0	50.0	51.0	26.5	64.0	46.0	28.0	53.0	50.0	50.0	50.0
	05	41.0	58.0	63.0	34.5	40.5	54.0	50.0	50.0	50.0	54.0	61.0	57.0	42.0	50.0	51.0	50.0	50.0	50.0
	06	48.0	67.0	72.0	60.0	52.0	52.5	50.0	50.0	50.0	34.0	64.0	57.5	47.0	45.0	44.0	50.0	50.0	50.0
ENGLISH LEARNERS	English Learners	41.5	58.0	78.0	48.0	42.0	58.0	49.0	51.0	48.0	52.5	56.0	65.0	50.5	38.0	43.5	46.0	48.0	48.0
	Non-English Learners	39.0	52.5	69.0	44.0	37.0	54.0	50.0	50.0	50.0	44.0	42.5	58.0	43.0	41.0	51.0	51.0	50.0	51.0
FREE AND REDUCED LUNCH (FRL)	FRL Eligible	39.0	55.0	68.0	44.5	39.0	53.0	47.0	47.0	46.0	44.0	45.0	58.0	43.0	42.0	49.0	45.0	46.0	46.0
	Non-FRL	41.0	50.0	72.0	48.0	35.5	58.0	53.0	52.0	53.0	52.0	39.0	60.5	48.5	35.0	52.0	54.0	53.0	53.0
GENDER	Female	39.0	63.0	77.5	51.0	43.5	58.5	55.0	54.0	54.0	44.0	49.0	57.0	42.0	43.0	44.0	50.0	50.0	50.0
	Male	40.0	48.0	66.0	41.0	33.5	53.5	45.0	46.0	47.0	49.0	39.0	62.0	47.0	37.5	53.0	49.0	50.0	50.0
GIFTED	Gifted and Talented				50.0	38.0	67.0	61.0	60.0	61.0				54.0	30.0	51.0	60.0	59.0	60.0
	Non-Gifted and Talented	38.5	55.0	69.0	45.0	38.0	55.0	49.0	49.0	49.0	44.0	45.0	59.0	43.5	41.5	50.0	49.0	49.0	49.0
INDIVIDUALIZED EDUCATION PLAN (IEP)	On IEP	24.0	24.0	52.0	34.0	29.5	44.0	36.0	39.0	41.0	33.0	26.0	48.0	44.0	33.0	52.0	40.0	42.0	42.0
	Non-IEP	42.0	58.0	73.5	47.0	39.0	58.0	52.0	51.0	51.0	47.0	50.0	60.0	44.5	42.0	50.0	51.0	51.0	51.0
MIGRANT	Migrant							44.0	45.5	44.0							39.0	46.0	43.0
	Non-Migrant	39.0	55.0	71.0	45.0	38.0	56.0	50.0	50.0	50.0	47.0	45.0	59.0	44.5	40.0	50.0	50.0	50.0	50.0
MINORITY	Minority	37.5	55.0	73.5	46.0	42.0	56.0	48.0	49.0	47.0	50.0	45.0	62.0	47.0	39.0	49.0	46.0	47.0	47.0
	Non-Minority	41.0	51.0	64.0	45.0	34.0	56.0	52.0	51.0	52.0	43.5	41.0	57.0	43.0	41.0	52.0	53.0	53.0	53.0
PERFORMANCE LEVEL	At or Above Benchmark	38.0	48.0	73.5	39.0	32.0	59.0	50.0	50.0	50.0	47.0	40.0	68.0	38.0	33.0	47.5	50.0	50.0	50.0
	Below Benchmark	41.0	55.0	69.0	47.0	39.0	54.0	50.0	50.0	50.0	47.0	46.0	58.0	46.0	44.5	51.0	50.0	50.0	50.0
RACE/ETHNICITY	American Indian or Alaska Nat..							47.0	45.0	45.0							46.0	43.0	48.0
	Asian							58.5	58.0	56.0							59.0	58.0	59.0
	Black							47.0	47.0	44.0							44.0	43.0	46.0
	Hispanic	38.0	57.0	76.0	47.5	39.0	56.5	47.0	48.0	47.0	51.0	45.0	63.0	47.0	39.0	50.0	45.0	46.0	46.0
	White	41.0	51.0	64.0	45.0	34.0	56.0	52.0	51.0	52.0	43.5	41.0	57.0	43.0	41.0	52.0	53.0	53.0	53.0
	Hawaiian/Pacific Islander							51.5	51.0	51.0							55.0	50.0	56.0
	Two or More Races				34.0	43.5	55.5	51.0	51.0	50.0				47.5	49.5	52.0	51.0	50.0	51.0

Clayton's Current Reality: School SPF

Areas of Strength:

- Academic Growth in English Language Arts
- Academic Growth for ELLs

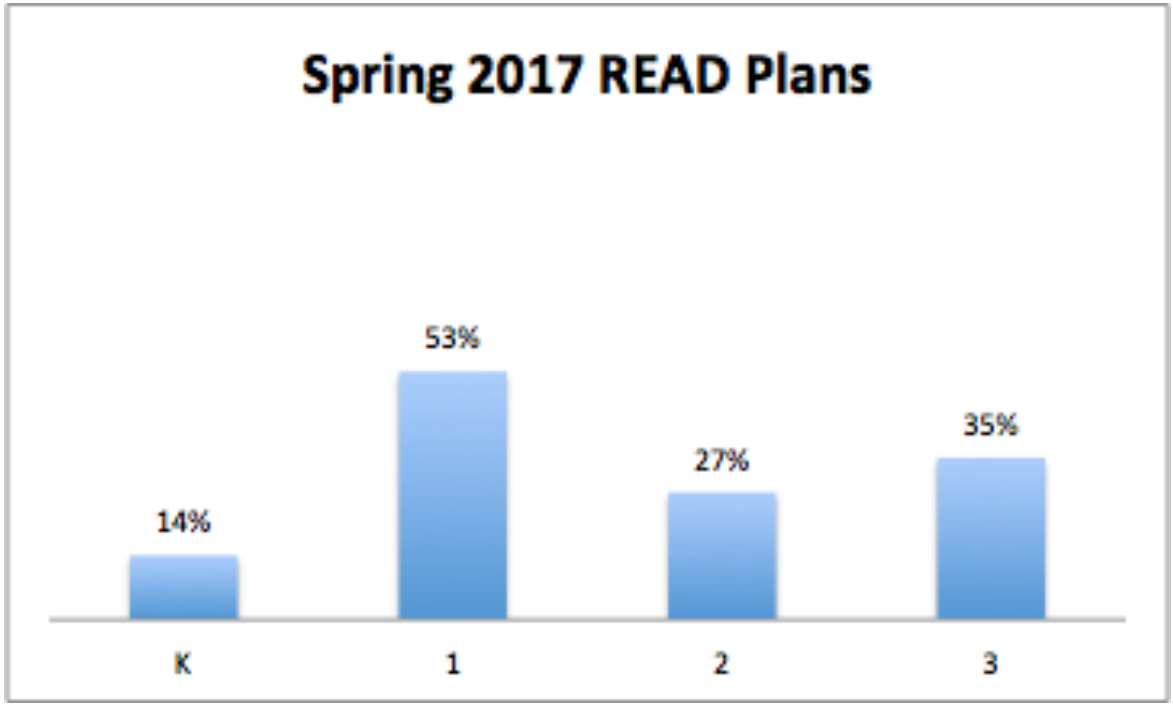
Areas for Improvement:

- Academic Achievement in all areas (below 50th percentile)
- Academic Growth in Math
- Special Education

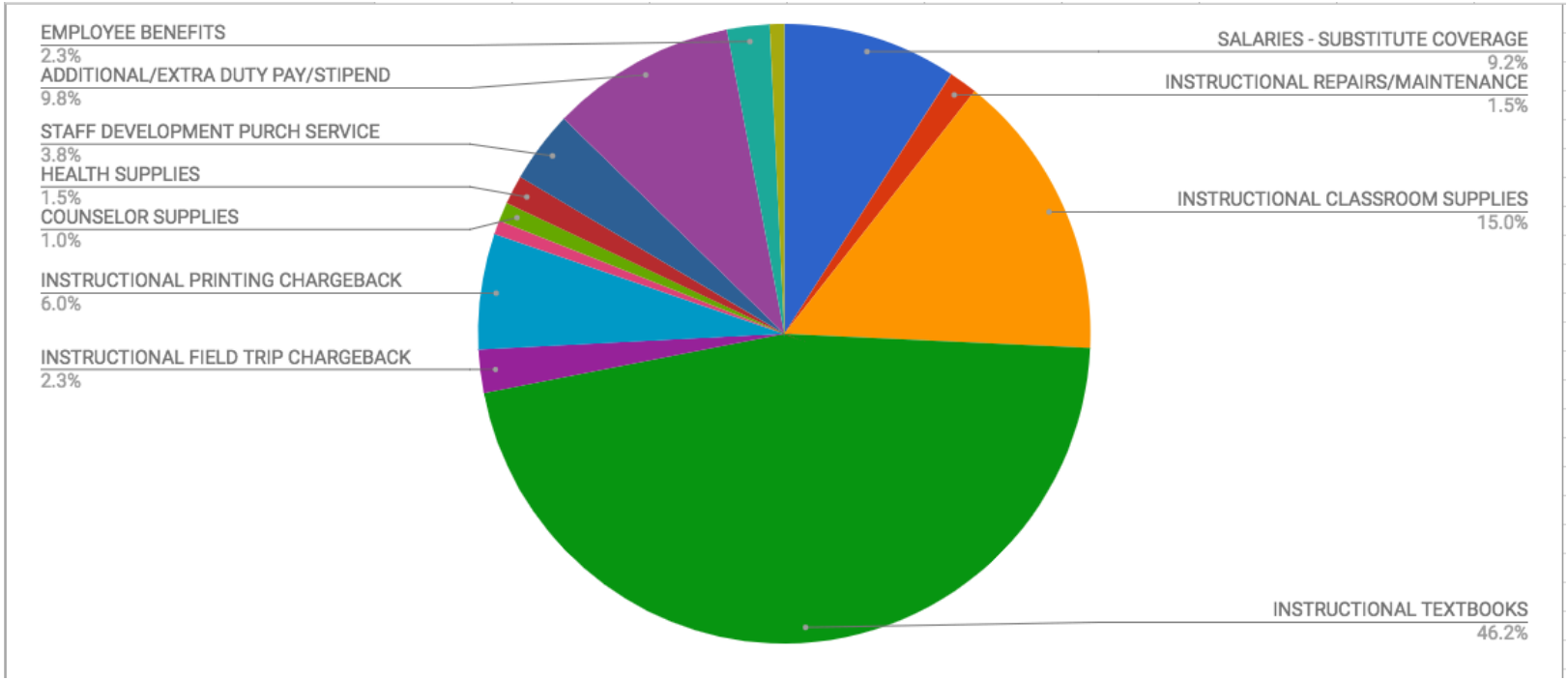
Behavior

Currently, 96% of students at Clayton are demonstrating consistently appropriate behavior as outlined by our SMART matrix

Current READ Plan data (SRD)



Clayton 17-18 Budget



2018-2019: 3 “Big Rocks” - UVA Work

1. Collaborative Structures: *Collaborative structures to refine and improve instruction and student learning*

2. Curricula: *Cohesive and aligned K-6 English Language Arts and Math Curricula*

3. School Culture: *Coherent and consistent behavior systems to support students and staff*

Collaborative Structures

Teachers meet weekly in Professional Learning Communities to plan lessons in Literacy and Mathematics

Teachers answer the **4 questions** of a PLC:

- What do we want students to learn?
- How will we know if they've learned it?
- What will we do if they haven't learned it?
- What will we do if they already know it?

Curricula

Teachers plan and execute standards-based lessons using:

- District Curriculum Templates
- Wonders ELA Resource
- Bridges/Eureka Math Resource
- NGSS Standards
- *The Colorado Story* Social Studies Resource (gr. 4)

School Culture

- Weekly attendance monitoring and incentives
- Revised PBiS Matrix
- Tier 1, Tier 2, Tier 3 Flowchart
- Wellness Committee
    - Educator Resilience PL

Programming

- Early Literacy Grant (ELG)
- 21st Century Community Learning Center Grant
- Wonders/Bridges/Eureka Math/NGSS
- STEAM
- PBiS - S.M.A.R.T: Smart, Mindful, Always Respectful, Responsible, Trustworthy
- SEL (PATHS, Feeling Buddies)
- K-6 Intervention Block (Reading)
- K-3 Intervention Block (Math)

Glows and Grows

On separate sticky notes,

- Record 1 Glow: something you heard tonight that excites you
- Record 1 Grow: something that you feel needs attention/improvement
- Record 1 Question that’s lingering for you

Q & A