

2011-2012



DATA ANALYSIS

SWOT ANALYSIS

SCORECARD TARGETS

Agenda



- Review Sections of Data
 - Demographic
 - Reading
 - Student Engagement
 - Workforce

- Reviewed Scorecard Targets

- Observations (identified through SWOT)

- Identified Areas of Improvement

Agenda



- Strategic Planning Process/SIP Process
- Review Recommended Targets
- Add Additional Targets/Other Data to Collect

Demographic Data



- Low Income, Attendance, Mobility
- Enrollment
- Parent Education Level
- YMCA
- Violent Crimes (not complete)
- Homeless
- Special Education %

Demographic Data Range (00-11)



Building	Low Income	Attendance	Mobility
ES	24.3 %– 50.4%	95.7% – 94.4%	12.4 %– 9.8%
MS	20.7% – 42.3%	94.9% – 93.9%	13.9% – 30.0%
HS	17.1 %– 34.8%	92.4% – 93.1%	25.2% – 22.5%

6th Day Attendance



School Year	ES	MS	HS	Total
2000-2001	531	444	409	1384
2001-2002	507	480	420	1407
2002-2003	483	482	420	1385
2003-2004	488	478	417	1383
2004-2005	481	467	430	1378
2005-2006	505	436	449	1390
2006-2007	511	424	476	1411
2007-2008	520	439	482	1441
2008-2009	537	440	485	1462
2009-2010	521	444	468	1433
2010-2011	489	474	446	1409
2011-2012	490	454	442	1384

ADA Impact



Per Student

6,119 foundation – 2,200 local taxes = \$3,919 per

ADA Reduction – 75 Students (08-09 to 11-12)

Impact

\$3,919 * 75 = \$293,925 annually

Population/Education Data (2005-2009)

American Community Survey

	West	East
Population 25 +	2,929	3,280
Less 9 th Grade %	1,340 (45.7%)	133 (4.1%)
9 th – 12 th Grade %	107 (3.7%)	241 (7.3%)
HS Graduate	556 (19%)	1,186 (36.2%)
*2- 20 Mile wide tracts made up this data. The River basically splits East and West		

YMCA Trend Data



School Year	ES	ES	Total
03-04	72	7	79
04-05	59	1	60
05-06	46	8	54
06-07	62	6	68
07-08	49	6	55
08-09	47	12	59
09-10	33	5	38
10-11	37	4	41
11-12	17	1	18

Violent Crimes (62707 and 62561)



	07	08	09	10	11
Alleged Victims	176	143			
Indicated Victims	28	46			
Protective Custody	2	1			
Alleged Sexual Abuse	7	17			
Indicated Sexual Abuse	0	8			

Special Education Percentages



School District	% Special Education Students
Athens	15.00%
Auburn	19.60%
Chatham	13.10%
New Berlin	18.60%
Plains	11.20%
Porta	17.20%
Riverton	22.00%
Williamsville	14.60%

Homeless Students



School Year	Numbers
07-08	21
08-09	34
09-10	42
10-11	78

Demographic Observations/Conclusions



- Our poverty numbers continue to increase. Part due to economy but our generational poverty numbers also continue to increase
- There is an obvious lack of family “value” in education in a large part of our families.
- Enrollment is in a down trend. This greatly impacts GSA and possibly staffing patterns.

Demographic Observations/Conclusions



- Our community demographics lead to high mobility of students
- Community demographics lead to high levels of violent crime and substance abuse in many of our students' homes
- After school programming has declined significantly over the years leading to more and more students without after school supervision
- Growing divide between poverty and non-poverty students, which requires we focus on differentiating for high achieving students

Demographic Observations/Conclusions



- Opportunity to make a difference for kids that come from tough lives. We change their lives.
- We will be the people that challenge these kids to achieve higher than their parents.
- We have students with a multitude of distractions
- Demographics lead to high number of special education students and generally lower achievement

Demographic Observations/Conclusions



- “Vision” requires setting goals and providing students with a hope for getting out of poverty
- Anyway we can get them involved in extra-curricular activities and after school programming the better
- Transition planning from Special Education (14.5 on)
- We invest a ton in social/emotional and still come up short because of needs!

Balanced Scorecard



- Defines What is Most Important
- Strategic Objectives/Measures should
 - Set the focus and direction
 - Drive improvement efforts
 - Determine resources allocation
- Other Process Improvements – Outside of Scorecard (transportation, food service, communication, etc.)
- Sets Priorities

Balanced Scorecard



- **Strategic Objectives/Measures should be the most important targets Related to Key Work Processes (Our Achievement Targets #1 and #2)**
 - Reading
 - Discipline
 - Math (new for 2010-2011)

- **Other Objectives and Measures should Key Components Related to Key Work Processes (Workforce #4 and Students #3)**
 - Engagement
 - Curriculum
 - Instructional Delivery
 - Assessment
 - Other Guiding or Support Processes that Relate to Key Work Processes (example: evaluation and professional development)

Strategic Objective #1



- District will be fully implementing for PBIS by FY14
- Key Summative Targets
 - PBIS Designation
 - Triangle Data
 - Ratio Major/Minor
 - EBS Survey

Overall PBIS Designation



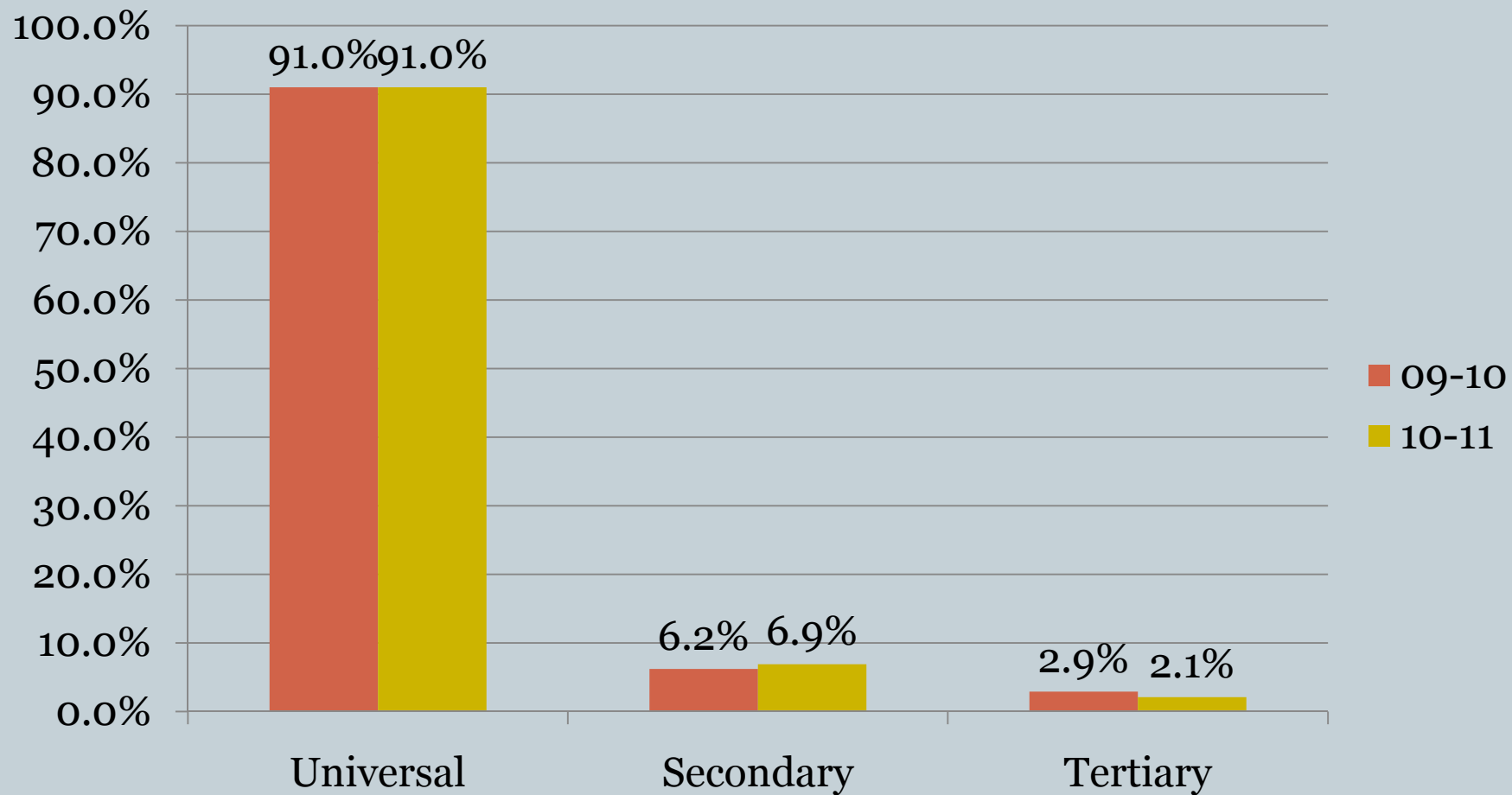
	ES	MS	HS
Target	Implementing	Fully Implementing	Emerging
Designation (projected)	Fully Implementing	Fully Implementing	Emerging

Triangle Data

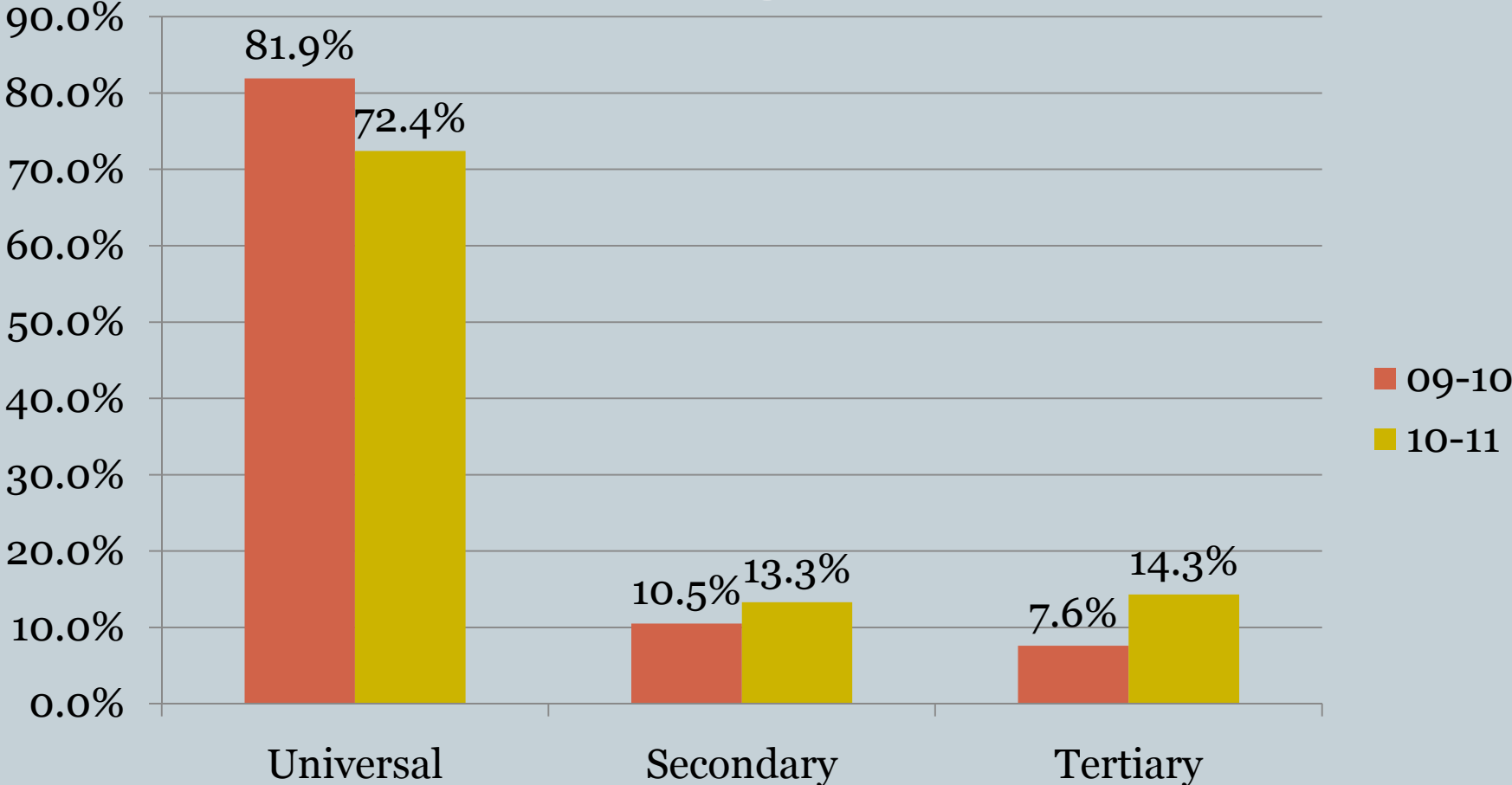


- Measure % students
 - Universal (0 or 1 Major Referral)
 - Secondary (2-5 Major Referrals)
 - Tertiary (6+ Major Referrals)
- Target – 80%
- Actual Performance – 79.2%

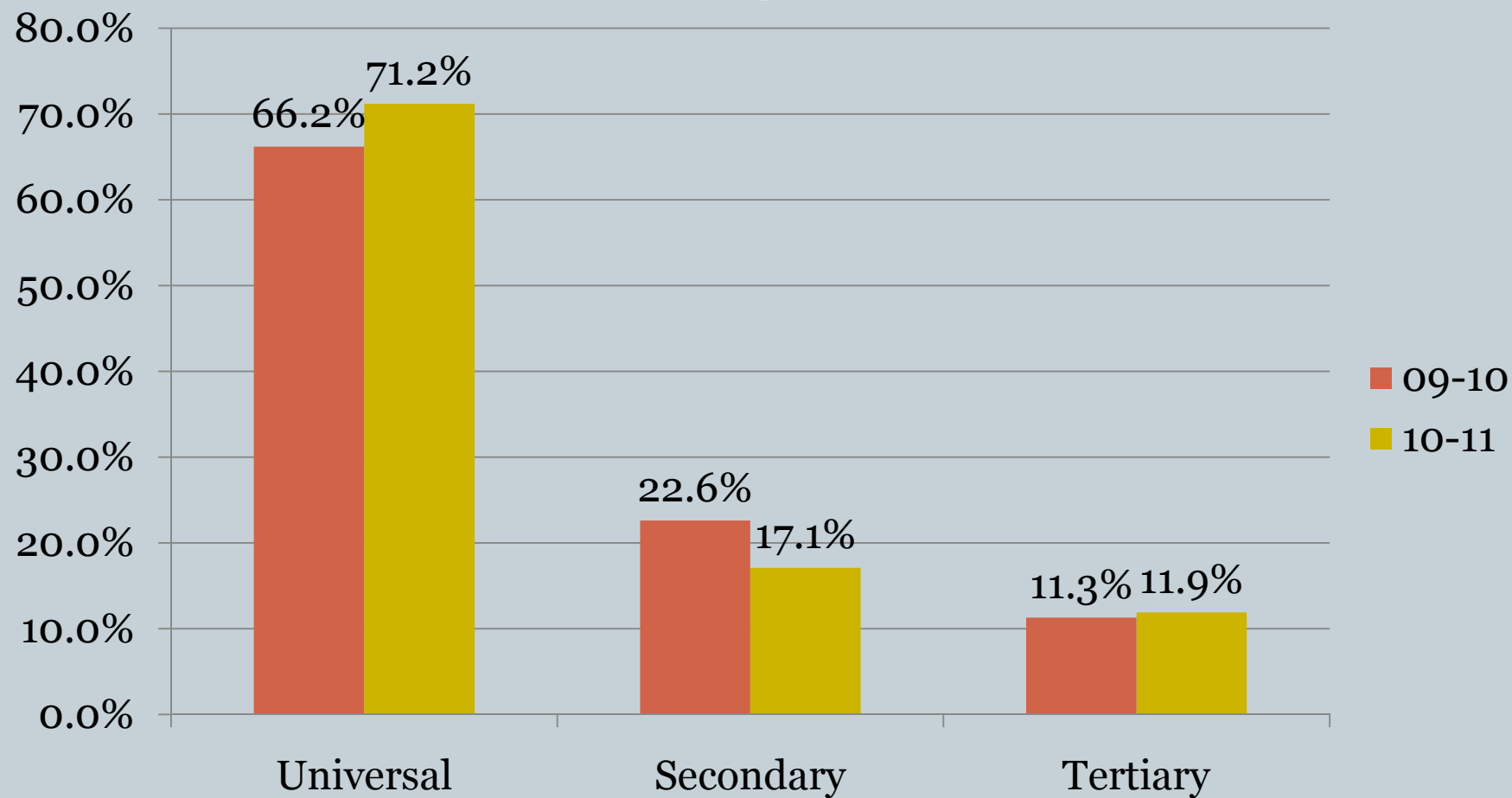
Elementary School



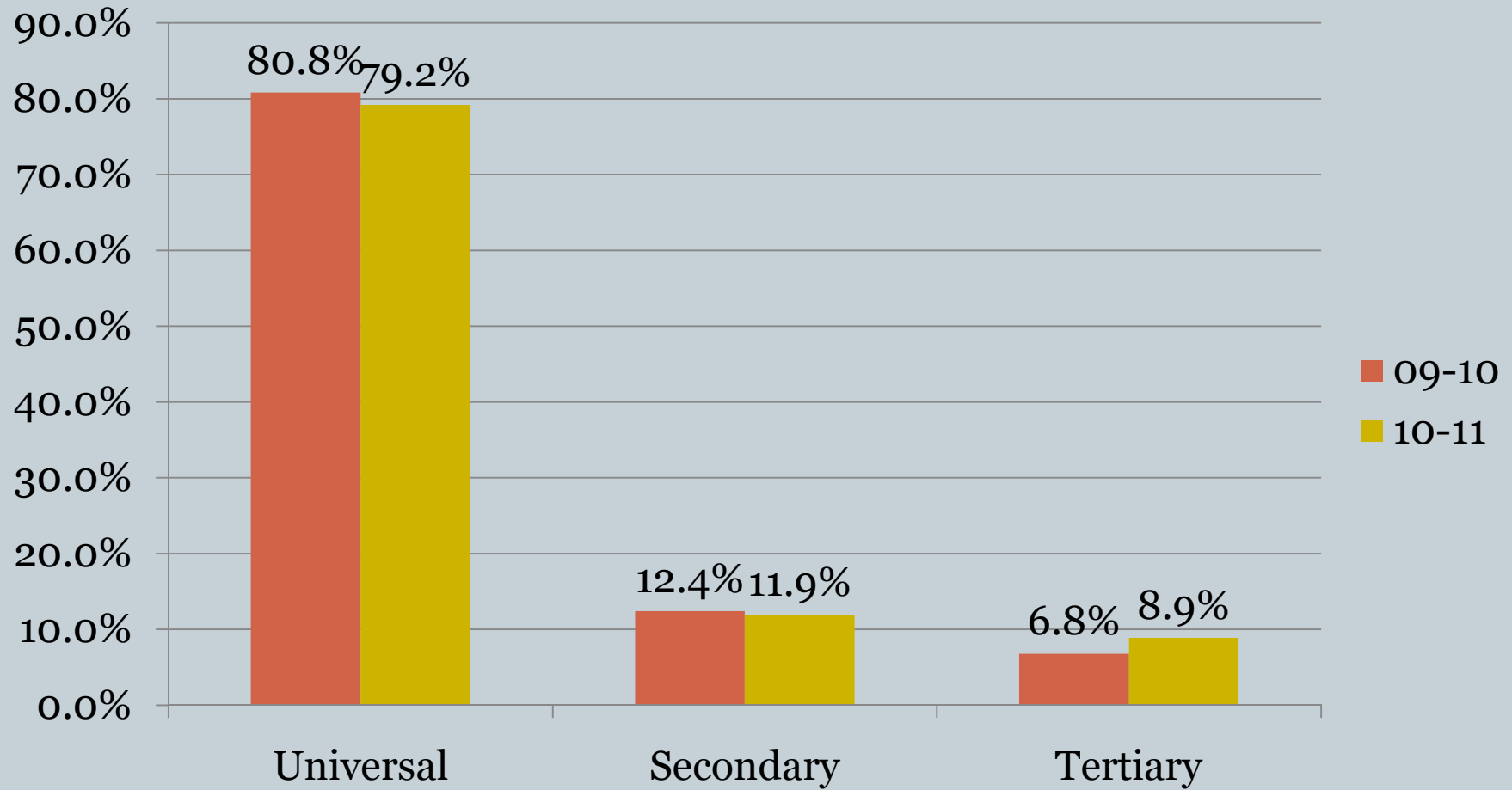
Middle School



High School



District Numbers



Ratio Data



	Majors 09-10	Majors 10-11	Ratio 09-10	Ratio 10-11
HS	974	779	1.38	2.26
MS	529	926	1.86	1.78
ES	429	246	2.14	2.86
DO	1,932	1,951	1.68	2.10
Target			1.51	1.66

EBS Survey



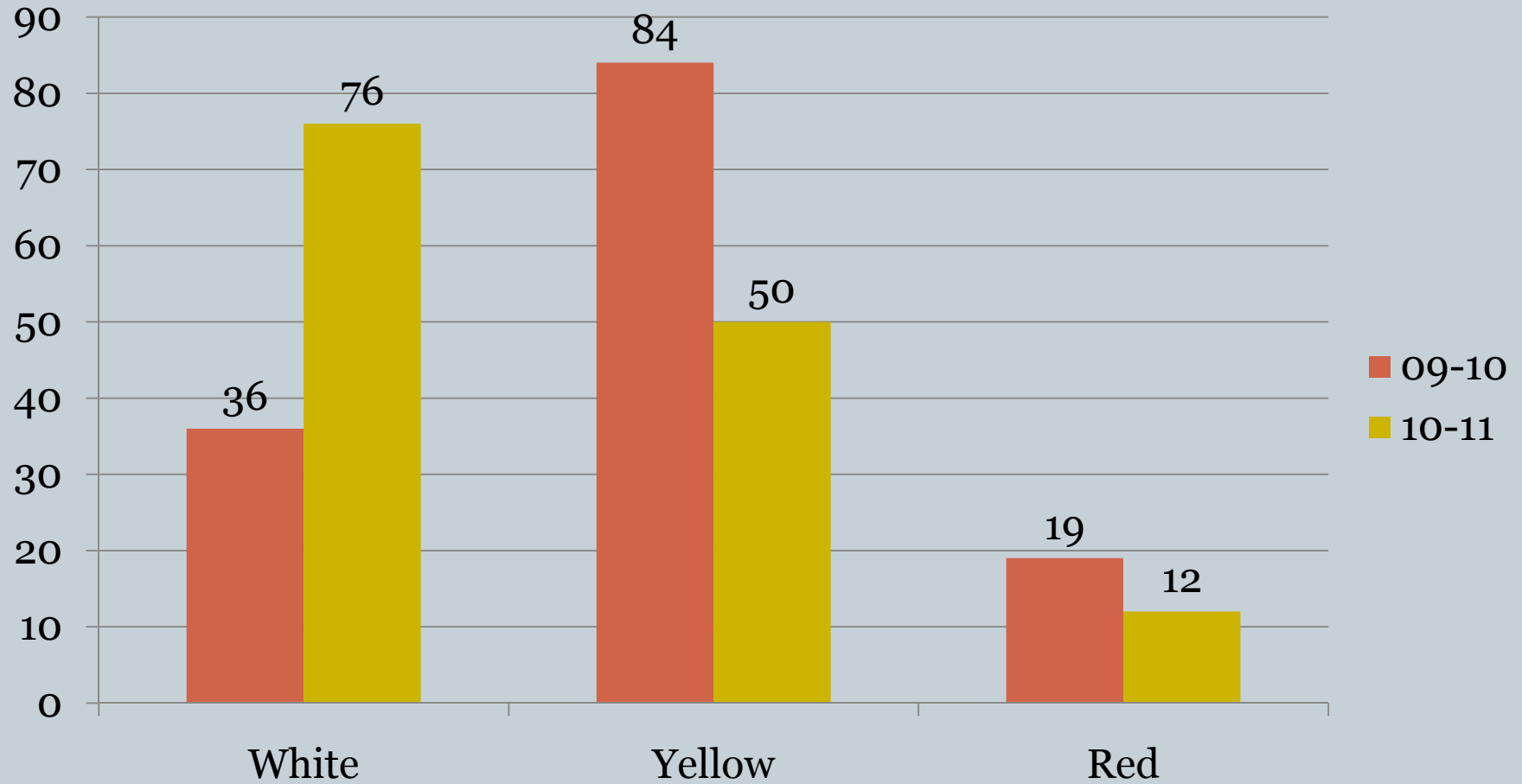
- Staff Perception Program on Overall PBIS System
 - White – In Place
 - Yellow – Partially In Place
 - Red – Not in Place
- Target – White (+43), Yellow (=/+73), Red (-22)

EBS Survey



	Red 09-10	Red 10-11	Yellow 09-10	Yellow 10-11	White 09-10	White 10-11
HS	11	9	27	25	8	12
MS	1	1	22	20	23	25
ES	7	2	34	5	5	39
DO	19	12	84	50	36	76
Target	22	16	73	73	43	49

District EBS Survey

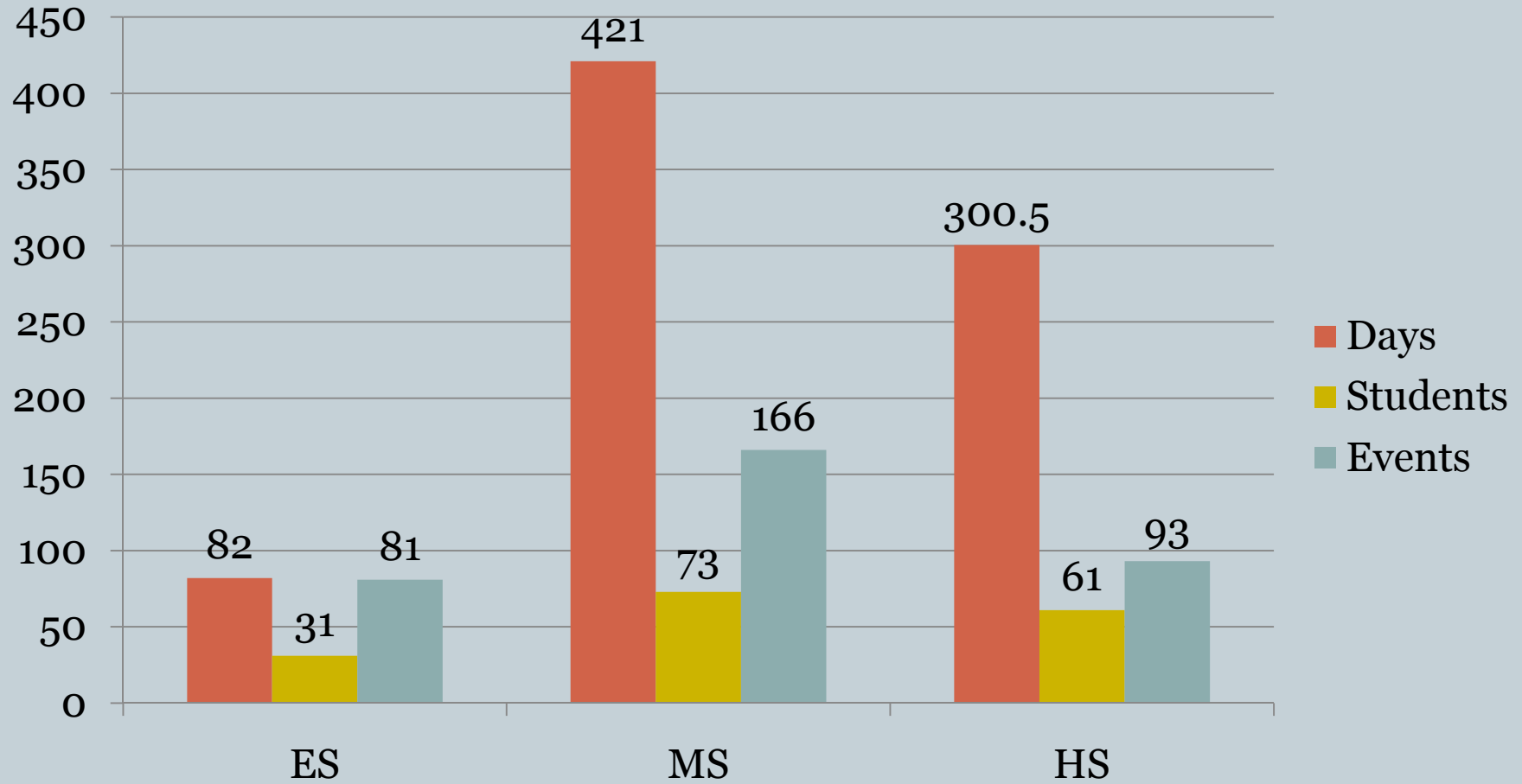


Other Discipline Data

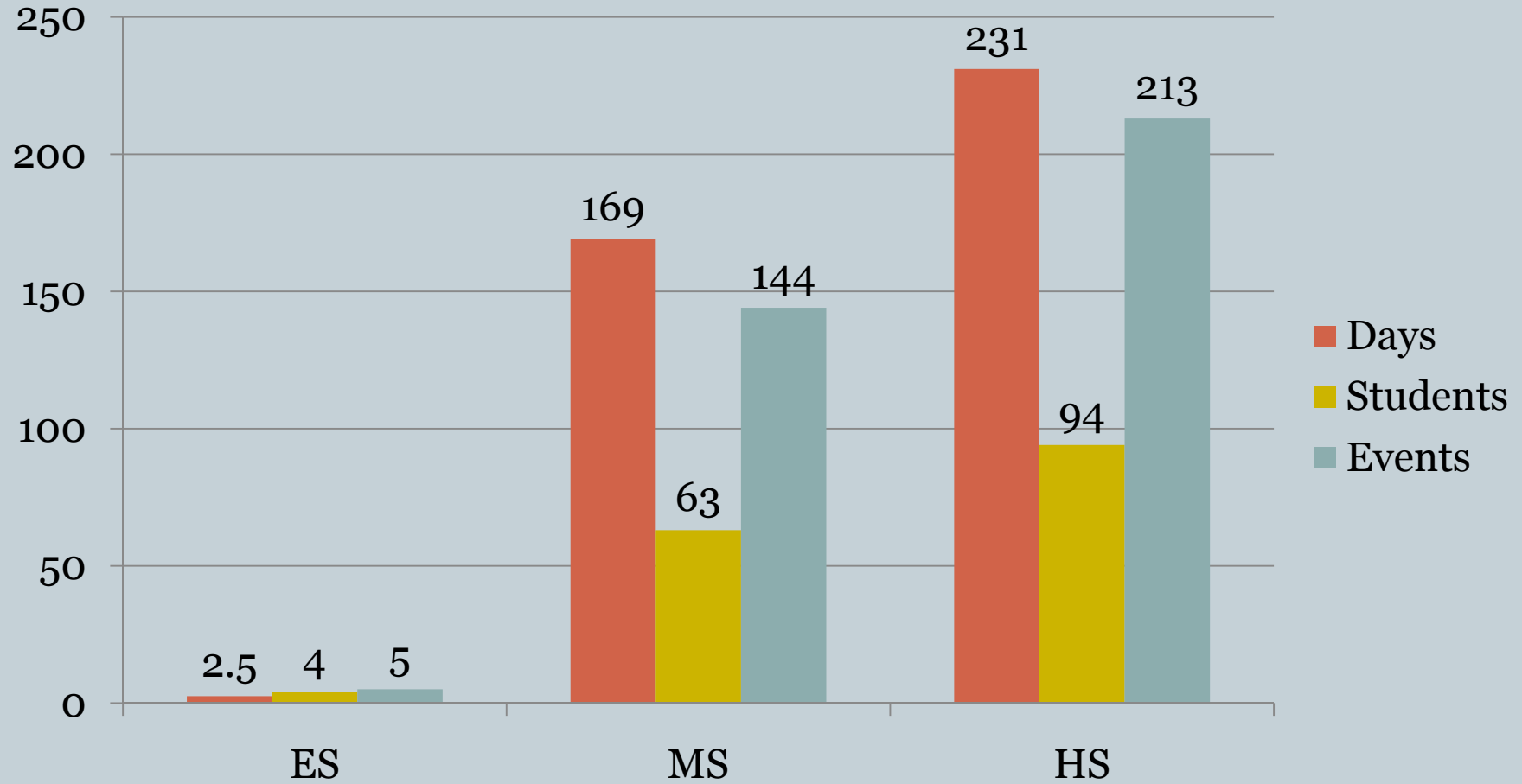


- Suspension
- Alternative Education

Out of School Suspensions



Alternative Education



PBIS Conclusions



- Met all targets (7 out of 8) but 1 (Triangle Data)
- Rough year at the Middle School lead to not meeting 1 target. Big suspensions and large number of Red students.
- Substantial improvement in discipline results at high school
- Substantial improvement in PBIS implementation at all 3 buildings but particularly at ES

PBIS Conclusions



- Still see a slightly higher percentage of suspensions coming from special education although this has declined. Continued focus on inclusion. This will lead to more training on co-teaching.
- Need specific PBIS training on expectations for Parents
- Need improved consistency in district-wide initiatives
- New teachers focus on classroom management will be very important

Strategic Objective #2



- Increase reading achievement on state assessments to 84.5% by FY14
- Key Summative/Formative Measures FY Targets
 - ISAT /PSAE
 - EXPLORE/PLAN/PRACTICE ACT/ACT
 - MAP Scores
 - DIBELS

ISAT - ES



	FY07	FY08	FY09	FY10	FY11
	M/E	M/E	M/E	M/E	M/E
Reading	67.76%	68.11%	76.56%	76.53%	79.89%
Math	87.43%	85.95%	86.98%	85.71%	91.38%
Science	84.62%	88.04%	88.04%	84.62%	88.04%
3 rd Grade	M/E	M/E	M/E	M/E	M/E
Reading	67.03%	68.13%	70.21%	78.16%	76.74%
Math	87.91%	84.62%	81.91%	88.51%	93.02%
4 th Grade	M/E	M/E	M/E	M/E	M/E
Reading	68.48%	68.09%	81.72%	75.23%	82.95%
Math	86.96%	87.23%	92.47%	83.49%	89.77%

ISAT – MS



	FY07	FY08	FY09	FY10	FY11
	M/E	M/E	M/E	M/E	M/E
Reading	73.66%	81.58%	80.47%	76.94%	74.69%
Math	85.00%	87.11%	87.09%	85.71%	82.60%
Science	91.43%	79.78%	91.09%	87.96%	78.72%

ISAT - MS



	FY07	FY08	FY09	FY10	FY11
5 th	M/E	M/E	M/E	M/E	M/E
Reading	71.25%	75.82%	72.53%	76.29%	71.17%
Math	83.75%	85.71%	81.52%	85.57%	80.91%
6 th Grade	M/E	M/E	M/E	M/E	M/E
Reading	76.09%	86.46%	81.05%	80.65%	83.33%
Math	92.39%	92.71%	90.53%	82.80%	89.58%
7 th Grade	M/E	M/E	M/E	M/E	M/E
Reading	66.67%	80.90%	83.17%	67.59%	69.79%
Math	83.81%	84.27%	93.07%	87.04%	74.49%
8 th Grade	M/E	M/E	M/E	M/E	M/E
Reading	80.58%	82.69%	83.52%	86.14%	75.00%
Math	80.58%	85.58%	81.32%	87.13%	85.58%

ISAT - Longitudinal



	FY07	FY08	FY09	FY10	FY11
8th Graders	M/E	M/E	M/E	M/E	M/E
Reading	68.48%	75.82%	81.05%	67.59%	75.00%
Math	86.96%	85.71%	90.53%	87.04%	85.58%
7th Graders	M/E	M/E	M/E	M/E	M/E
Reading	67.03%	68.09%	72.53%	80.65%	69.79%
Math	87.91%	87.23%	81.52%	82.80%	74.49%
6th Graders	M/E	M/E	M/E	M/E	M/E
Reading		68.13%	81.27%	76.29%	83.33%
Math		84.62%	92.47%	85.57%	89.58%

ISAT - Longitudinal



	FY08	FY09	FY10	FY11
5 th Graders	M/E	M/E	M/E	M/E
Reading		70.21%	75.23%	71.17%
Math		81.91%	83.49%	80.91%
4 th Graders	M/E	M/E	M/E	M/E
Reading			78.16%	82.95%
Math			88.51%	89.77%

Other ISAT Data



- **Non-IEP Scores Much Higher Than IEP. For Example:**
 - ES Non-IEP, 90% Reading and 96.83% in Math
- **Poverty Students Score 10% Lower than Overall Average. Remember poverty numbers are included in overall numbers. Non-Poverty numbers would be even higher**
 - ES Reading 79.89% vs. 68.18%
 - MS Math 91.38% vs. 82.95%

PSAE



	07	08	09	10	11
Reading	54.08%	51.85%	53.39%	57.14%	50.00%
Math	43.88%	47.71%	56.78%	61.22%	54.00%
Science	40.82%	44.86%	47.79%	59.18%	51.00%

ACT Scores



10 th Grade	07-08	08-09	09-10	10-11
Math Average	18.92	20.11	20.00	19.59
Math Median	17	19	19	19.0
Reading Average	18.52	19.07	19.37	19.42
Reading Median	18	18	18.5	19.0

Total State Assessment



	07	08	09	10	11	Target
Reading	69.14%	73.11%	75.11%	74.03%	72.39%	75.11%
Math	79.58%	80.42%	82.57%	82.25%	80.65%	
Science	73.56%	67.59%	75.24%	75.87%	72.44%	

MAP Data



- Growth from Previous Year's Overall RIT
- 50% Student at Each Grade Meet Growth Targets
- RIT Year to Year Longitudinal

MAP – Overall RIT Reading 2011



Grade Level	Change FY11	Expected Change
K	11.0	8.7
1	13.7	11.7
2	13.6	9.9
3	8.8	7.4
4	4.0	5.7
5	4.9	4.4
6	2.9	3.2
7	2.7	2.5
8	-0.6	2.2
9	4.5	1.7
10	1.0	1.5
	Met 7/11	Previous Year = 2/11

Growth for the Grade Level Reading



Grade Level	Growth 2011	Target
K	59.0%	50.0%
1	47.1%	50.0%
2	45.7%	50.0%
3	50.6%	50.0%
4	46.3%	50.0%
5	52.1%	50.0%
6	46.6%	50.0%
7	42.3%	50.0%
8	38.0%	50.0%
9	54.9%	50.0%
10	54.2%	50.0%
Met 0/11 in 2009	Met 5/11	Met 2/11 in 2010

Growth with the same groups



Current Grade Level	Growth FY09	Growth FY10	Growth FY11
K			59.0%
K, 1		58.1%	47.1%
1, 2		34.9%	45.7%
2, 3		29.8%	50.6%
3, 4		44.8%	46.3%
4, 5		45.5%	52.1%
5, 6		44.7%	46.6%
5, 6, 7	37%	40.9%	42.3%
6, 7, 8	34.6%	44%	38.0%
7, 8, 9	43.2%	46.8%	54.9%
8, 9, 10	29.1%	50%	54.2
			Met 8/10

EXPLORE Data – 8th Grade



8 th Grade	07-08	08-09	09-10	10-11
Math Average	14.94	15.65	16.20	15.60
Math Mean	15	16	16	16
% Students Meeting Readiness Standard	31%	33%	45%	42%
Reading Average	13.90	14.53	14.90	14.50
Reading Mean	13	14	14	14
% Students Meeting Readiness Standard	32%	47%	49%	46%
				Met 2/6

PLAN Scores - Freshman



9th Grade	08-09	09-10	10-11
Math Average	16.31	17.14	17.18
Math Median	16.0	16.5	16.0
% Students Meeting Readiness Standard	21%	27%	24%
Reading Average	15.63	15.67	16.21
Reading Median	15.0	15.0	16.5
% Students Meeting Readiness Standard	36%	32%	41.3%
			Met 4/6

DIBELS



- DIBELS Assessment Oral Reading Fluency, No Comprehension

DIBELS – Target is for Year End



Low Risk	Year End Target	Actual Scores	At Risk	Year End Target	Actual Scores
K	65	83	K	5	5
1 st	94	61	1 st	3	8
2 nd	64	47	2 nd	10	24
3 rd	62	58	3 rd	10	13
4 th	61	58	4 th	14	23
District	70	61	District	9	15
		Met 1/6			Met 1/6

Other Achievement Targets



- AP/Dual Credit

Overall Target Summary for Reading



- 0 out 1 ISAT/PSAE
- 28 out of 42 MAP = 67%
- 7 out of 9 HS Readiness = 77.8%
- 2 out of 12 DIBELS = 16.7%

Observations/Conclusions



- It is time to start including math targets for FY12
- Overall slight decline in overall reading state test scores in reading due primarily to MS
- ES is at highest levels of state assessment because of strong implementation of comprehension strategies, focus of reading coach, consistency in core staff members, strong interventions.

Observations/Conclusions



- Middle school has seen drops in 5th and 7th Grade from previous years. Those years have been revolving door for teachers. Need consistency. This year will also have focused efforts of reading coach and improved interventions.
- Middle school transition to reading comprehension much tougher than ES because guided reading, differentiation requirements, etc. Recent focus has been on just teaching the strategies. This year focus will be on using strategies to comprehend passages. Should have impact.

Observations/Conclusions



- Extended response scores hurt overall scores at all levels. Just didn't have time to focus on extended response. Will focus this year.
- Remember, ISAT testing will change in two years with alignment to common core, which is more aligned to MAP testing.
- Total student state assessment scores are always 2-3% lower than those that count. Impact of mobility students. They don't count the first year but they do in continued years.

Observations/Conclusions



- PSAE scores declined some but ACT overall average, median scores, and readiness improved in reading.
- We had several outside housed students in HS scores this year 3 residential, 3 safe school, 1 SASSED Central. Big impact.
- Work keys portion declined. Impact on losing Jamie Selinger in Junior Seminar???
- Math held fairly constant with slight decline. Next year will be third year with juniors that would have had freshman algebra required
- Plan scores fairly positive. Explore slight decline but still within range

Observations/Conclusions



- Critical need for targeted interventions at all levels. Before and after school programming that provide interventions for at-risk students a necessity.
- Substantial improvement in MAP achievement. Met a majority of targets
- Use of Odyssey this year should lead to even higher scores and continued focus on that assessment

Observations/Conclusions



- DIBELS below targets. Saw overall building improvement of 5% but didn't meet targets. New Phonics and Phonemic Awareness Program and changes to DIBELS Assessment

Strategic Objective #3



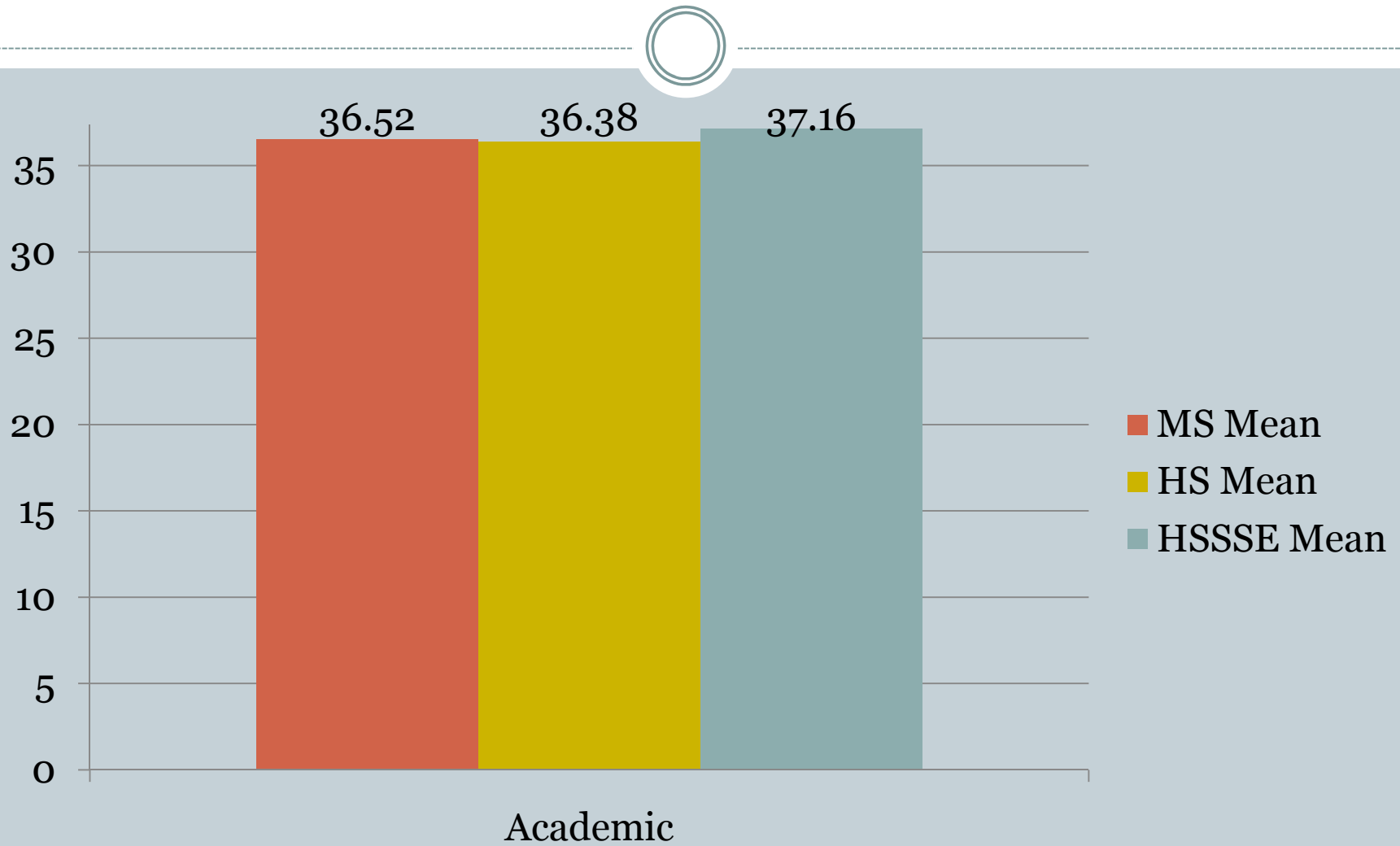
- Increasing Student Engagement
- Key Summative/Formative Measures FY 11 Targets
 - Student Engagement Survey – Targets set 2011-2012
 - Participation in Extra-Curricular Activities (total and individual)

Student Surveys

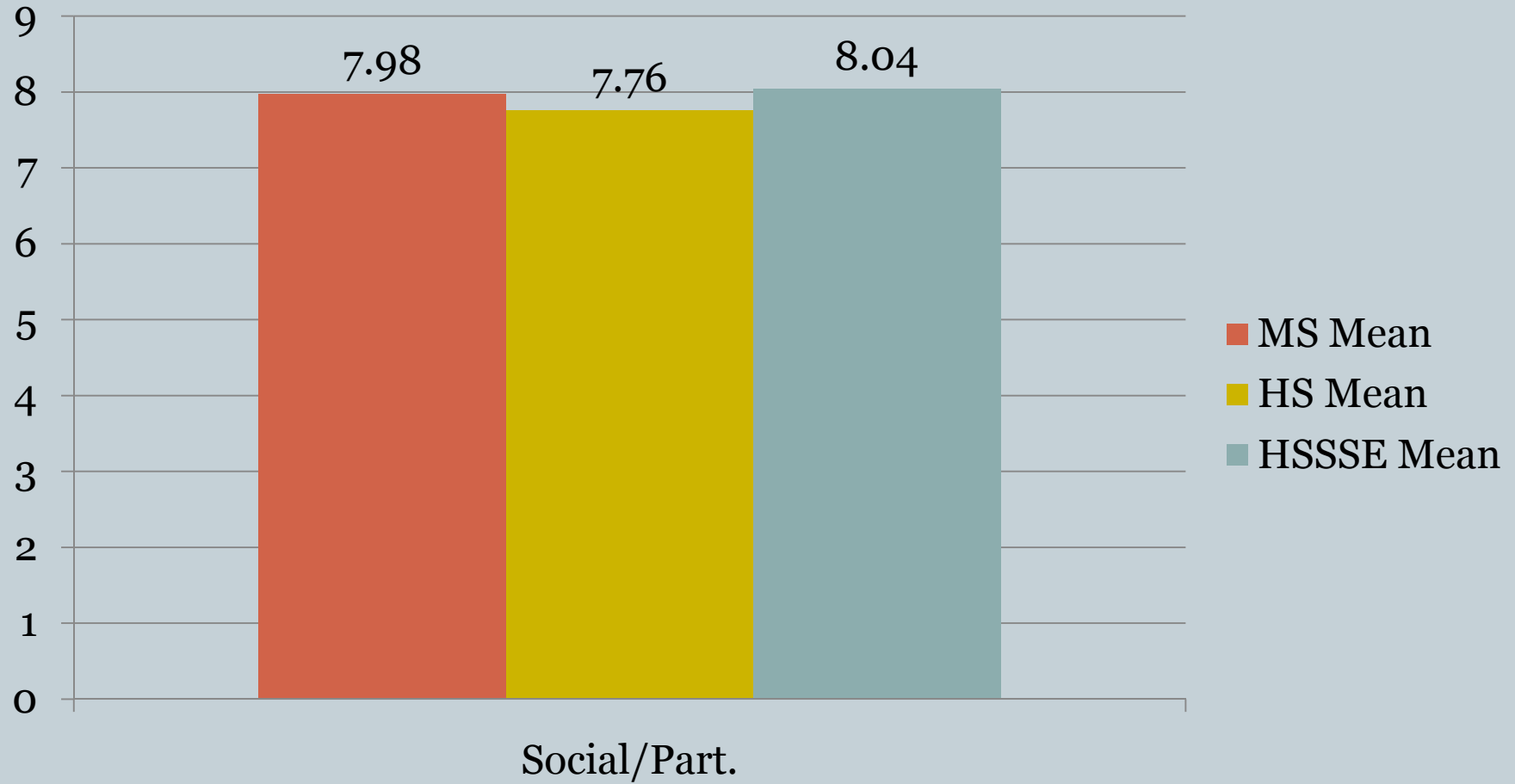


- Engagement Areas 09-10 Results
 - Cognitive/Intellectual/Academic Engagement
 - Social/Behavioral/Participatory Engagement
 - Emotional Engagement
- Drug and Alcohol Use Surveys

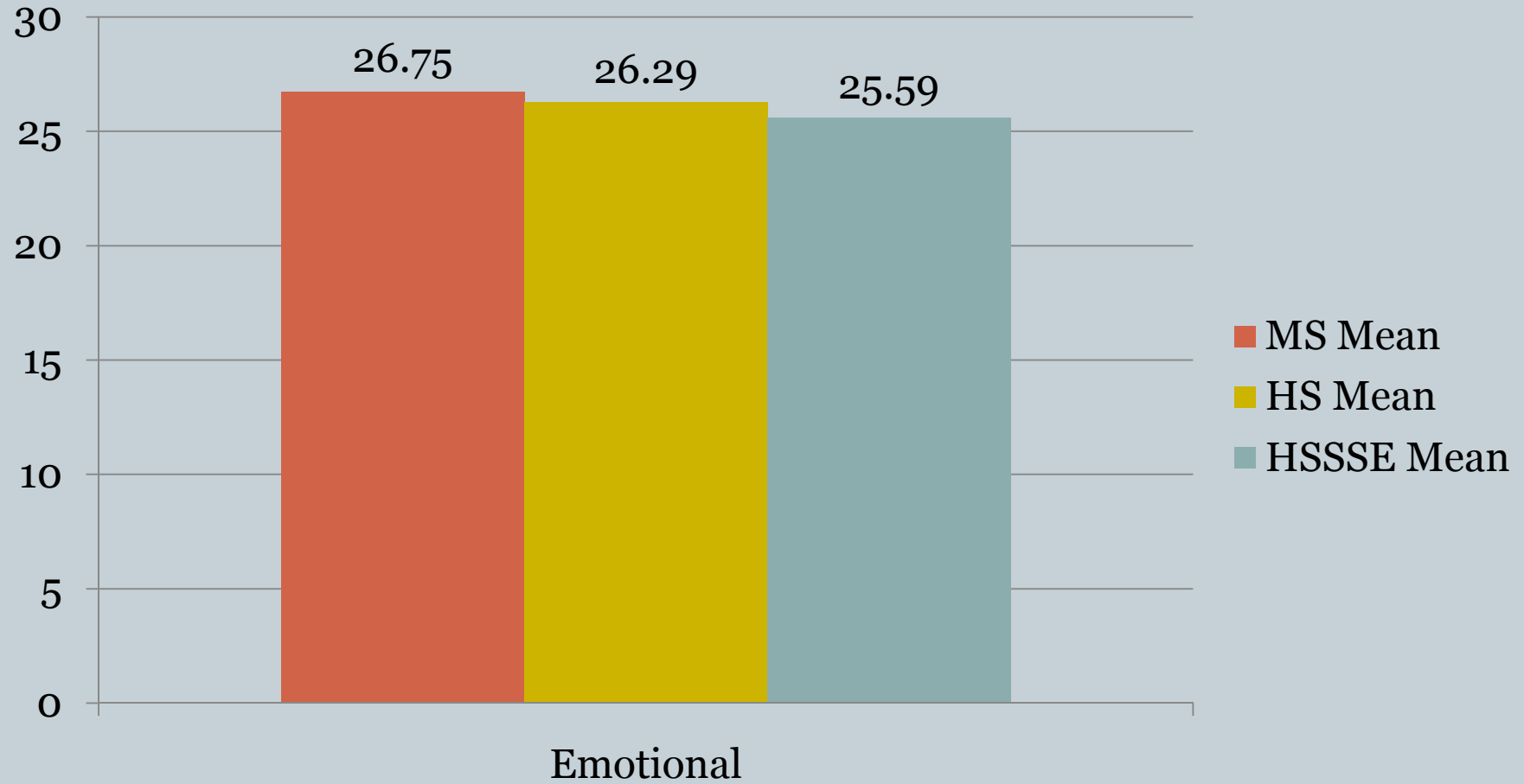
Cognitive/Intellectual/Academic Engagement



Social/Behavioral/Participatory Engagement



Emotional Engagement



AP/Dual Credit



2010-2011	AP	Dual Credit
Courses	3	2
Successful Students	2	15
Total Possible	14	NA
2011-2011	AP	Dual Credit
Courses	3	3
Successful Students		
Total Possible	21	25

Dual Credit Teachers



Teachers	09-10	10-11	11-12	12-13
Masters	0	1	3	3
Working Towards	1	4	3	???

Observations/Conclusions




- Student emotional connection to school strong. Feel school staff cares about them
- Focus this year on improving cognitive/academic/intellectual engagement through Project Based Learning with Use of Technology.
- Need to continue to focus on Higher Academic Expectation and on College and Career Readiness (vision statement tie in)

Observations/Conclusions



- High uses of drug and alcohol use in the home and with students. Need for prevention and therapy. High impact on achievement and discipline
- Continued increase on student participation in extra-curricular activities
- This participation is critical for our students to give the connection to school and keep them at school and not in unproductive activities. More after school programming would be critical.
- Potential growth for AP and Dual Credit Courses

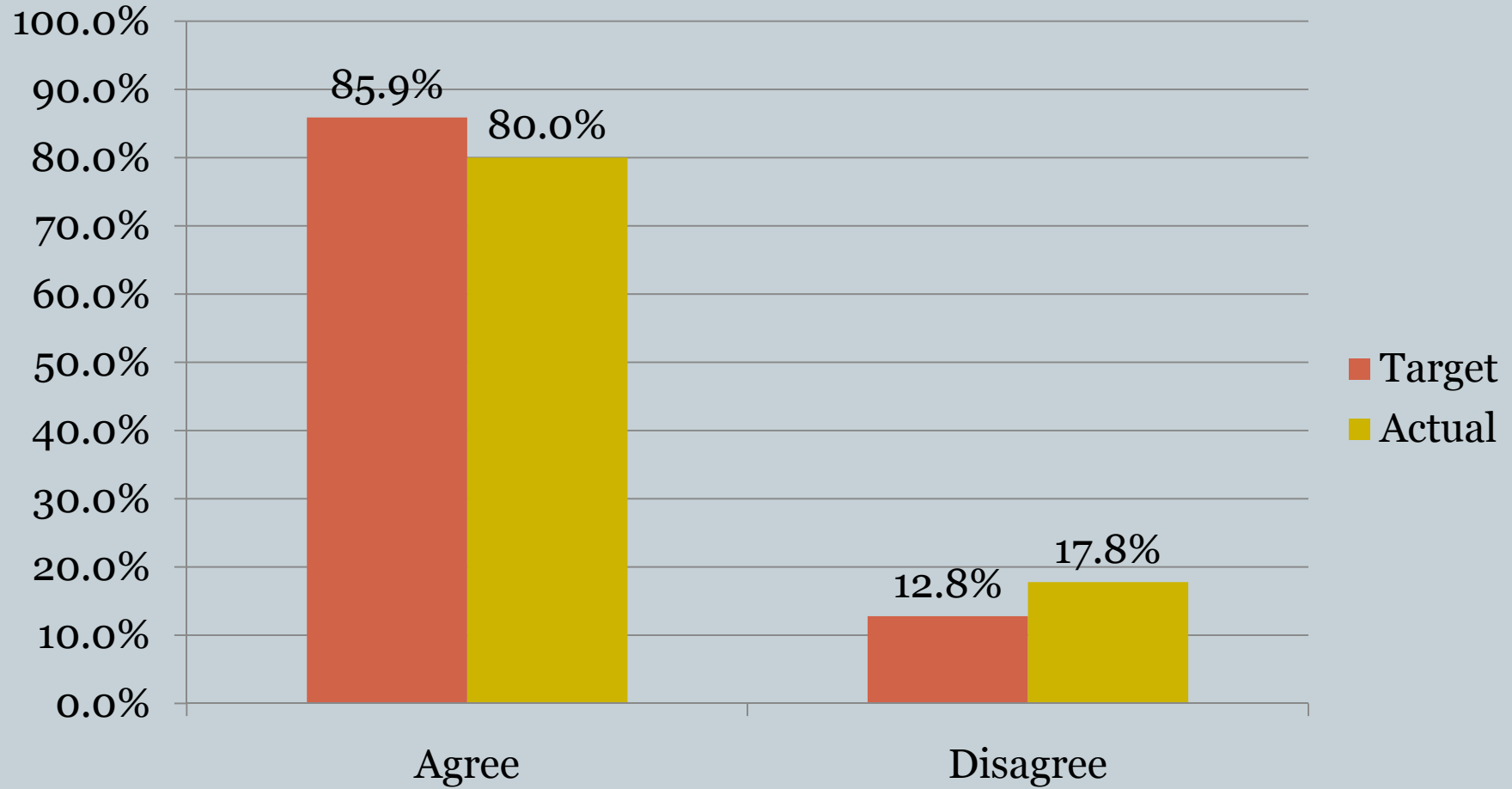
Strategic Objective #4 – Workforce Quality



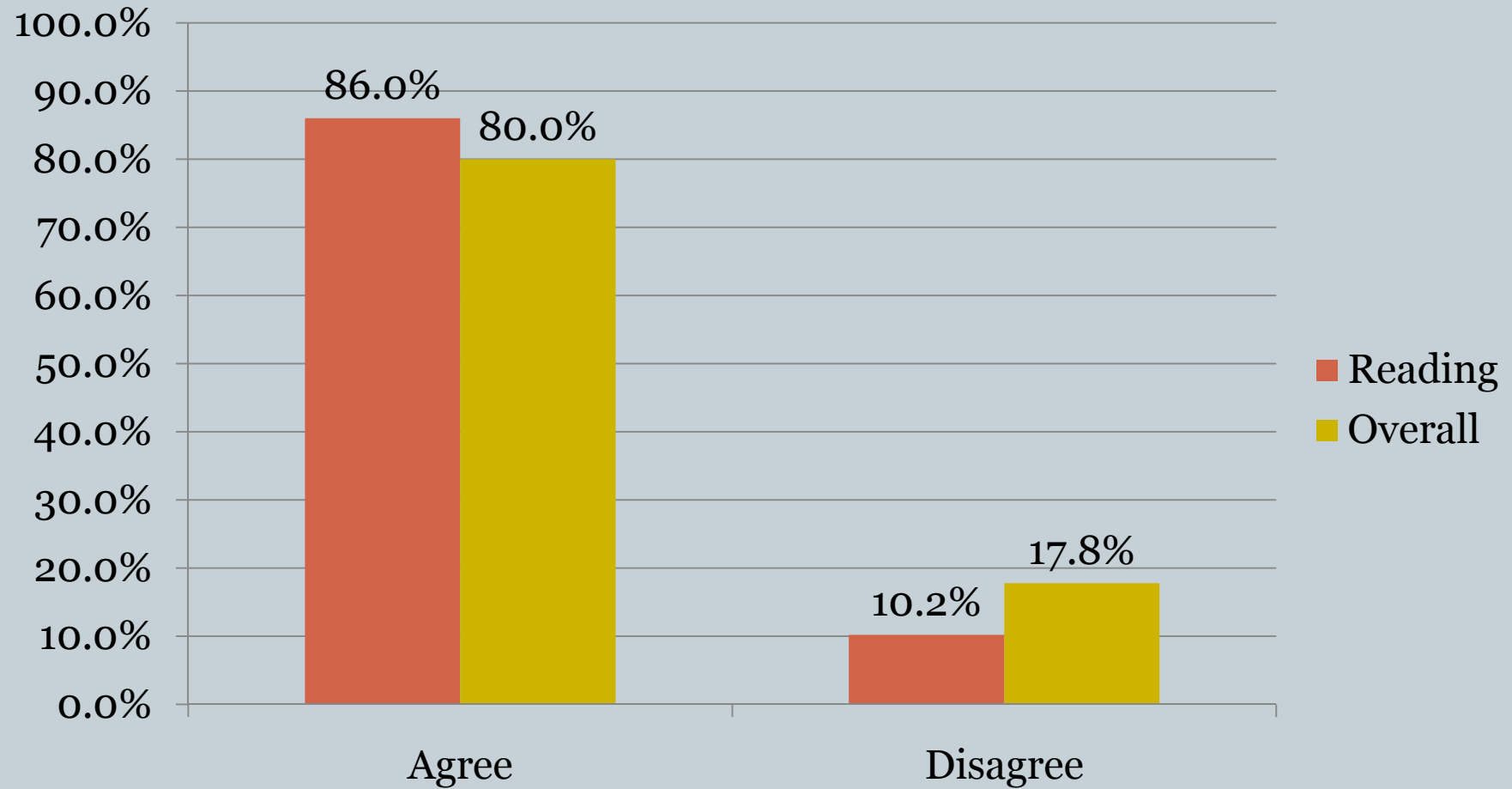
- 5 Years Ago
 - Process Requirements from Board, Admin, and Staff
 - Developed Survey
 - Set of Question for Each District Key Process

- Summative Measures FY11
 - Year End Staff Survey
 - ✦ Engagement
 - ✦ PD
 - ✦ Curriculum
 - ✦ Assessments
 - ✦ Reward and Recognition

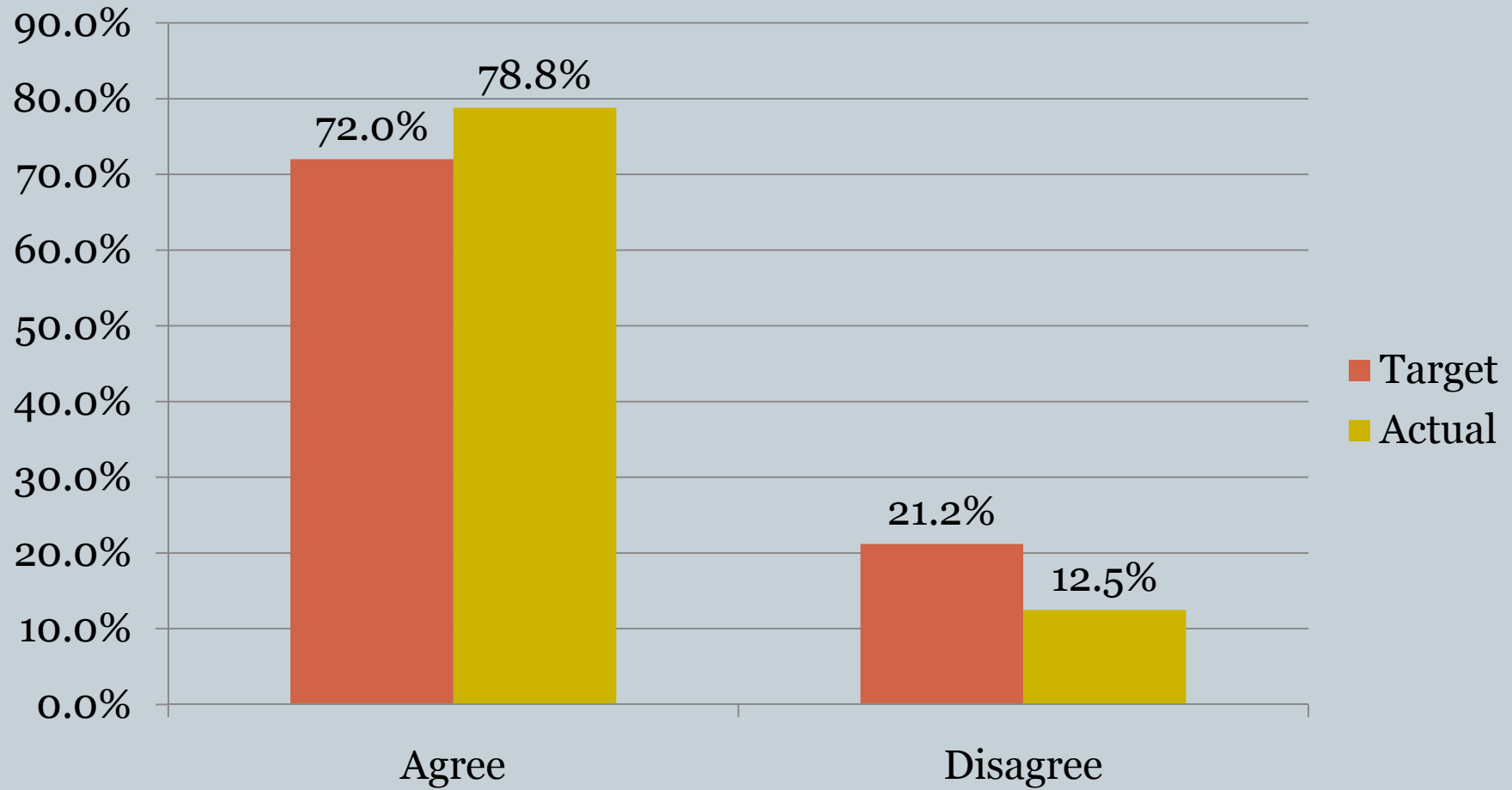
PD Targets



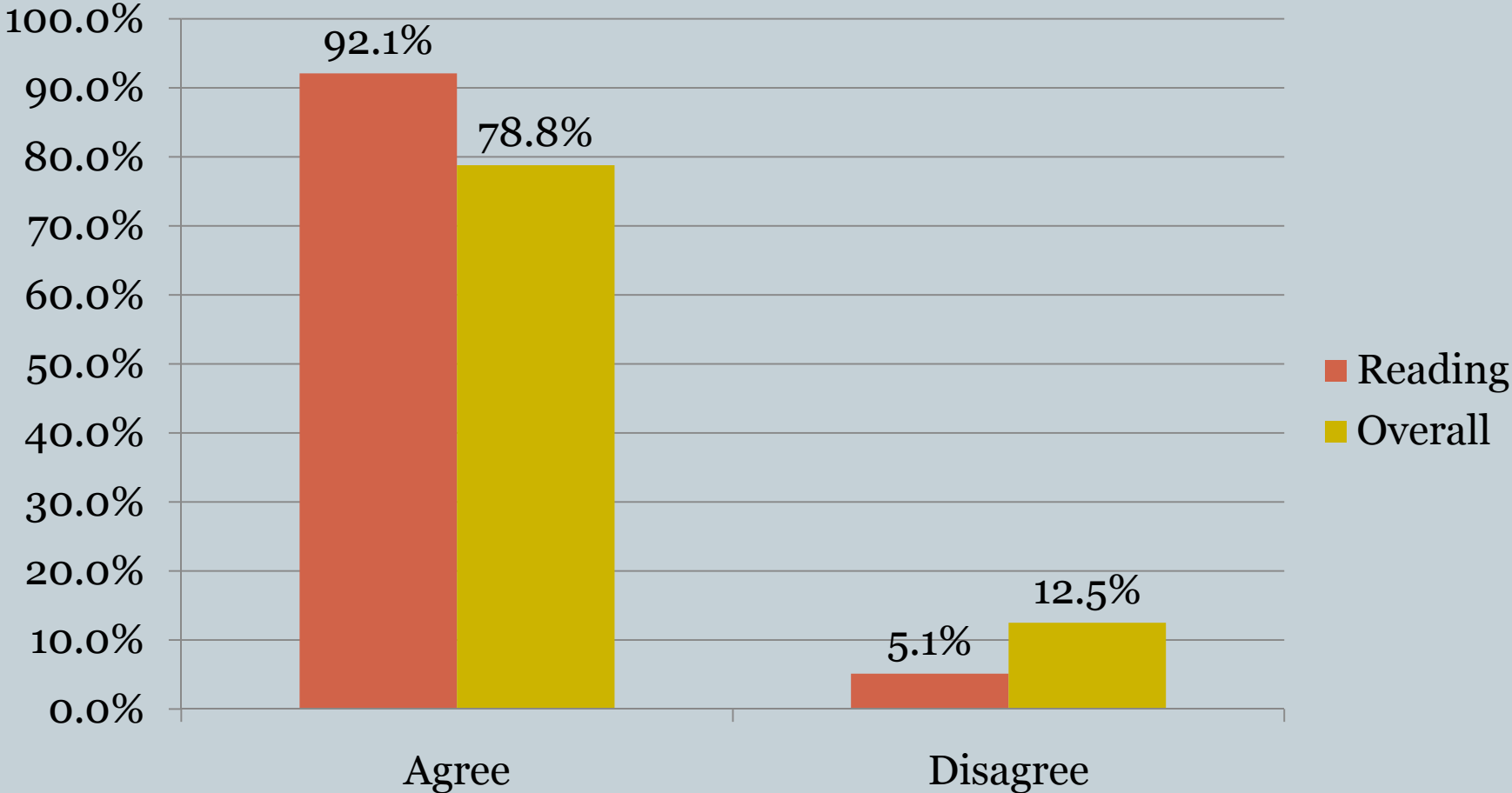
PD Reading vs. Total



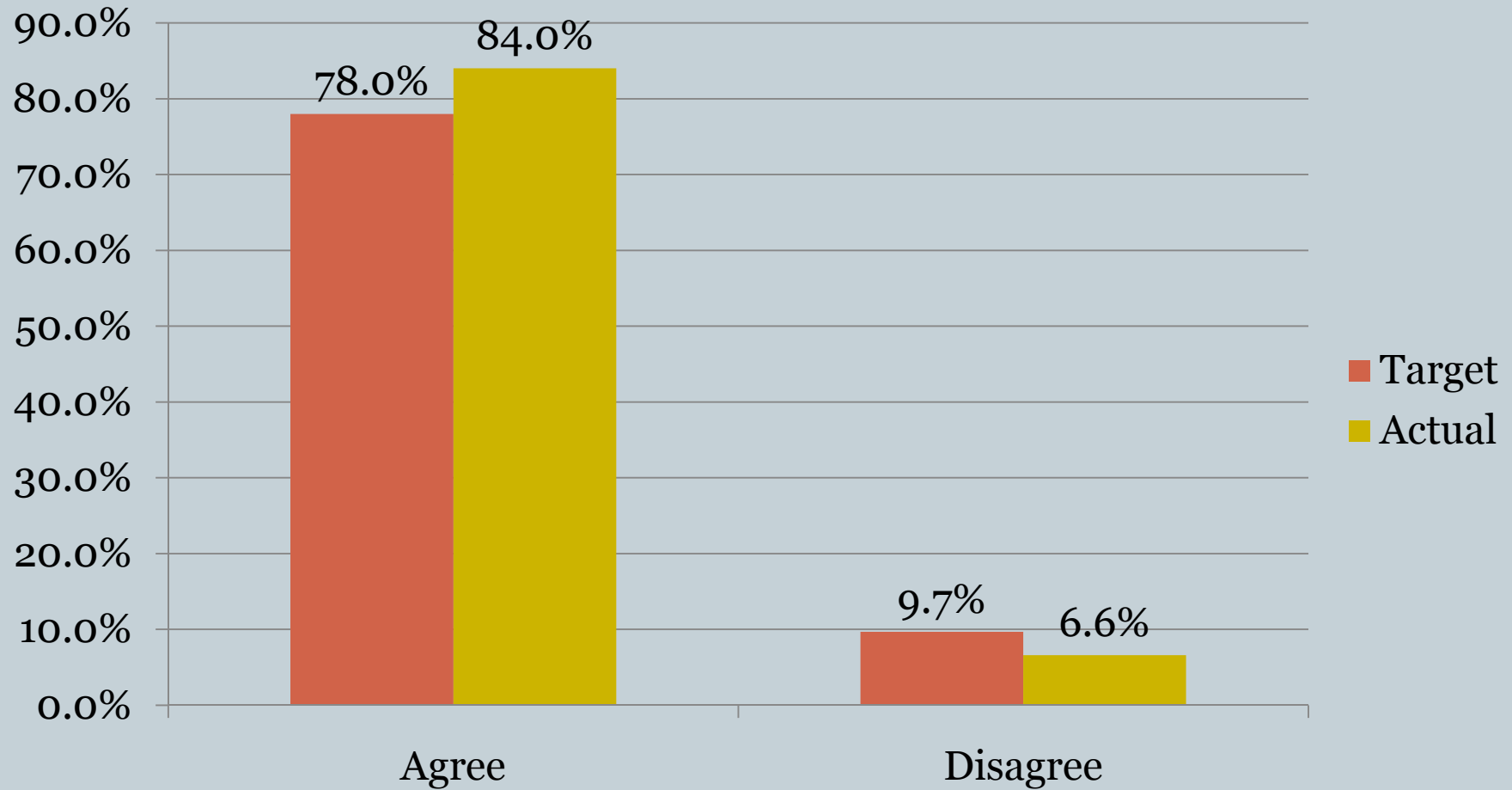
Curriculum Targets



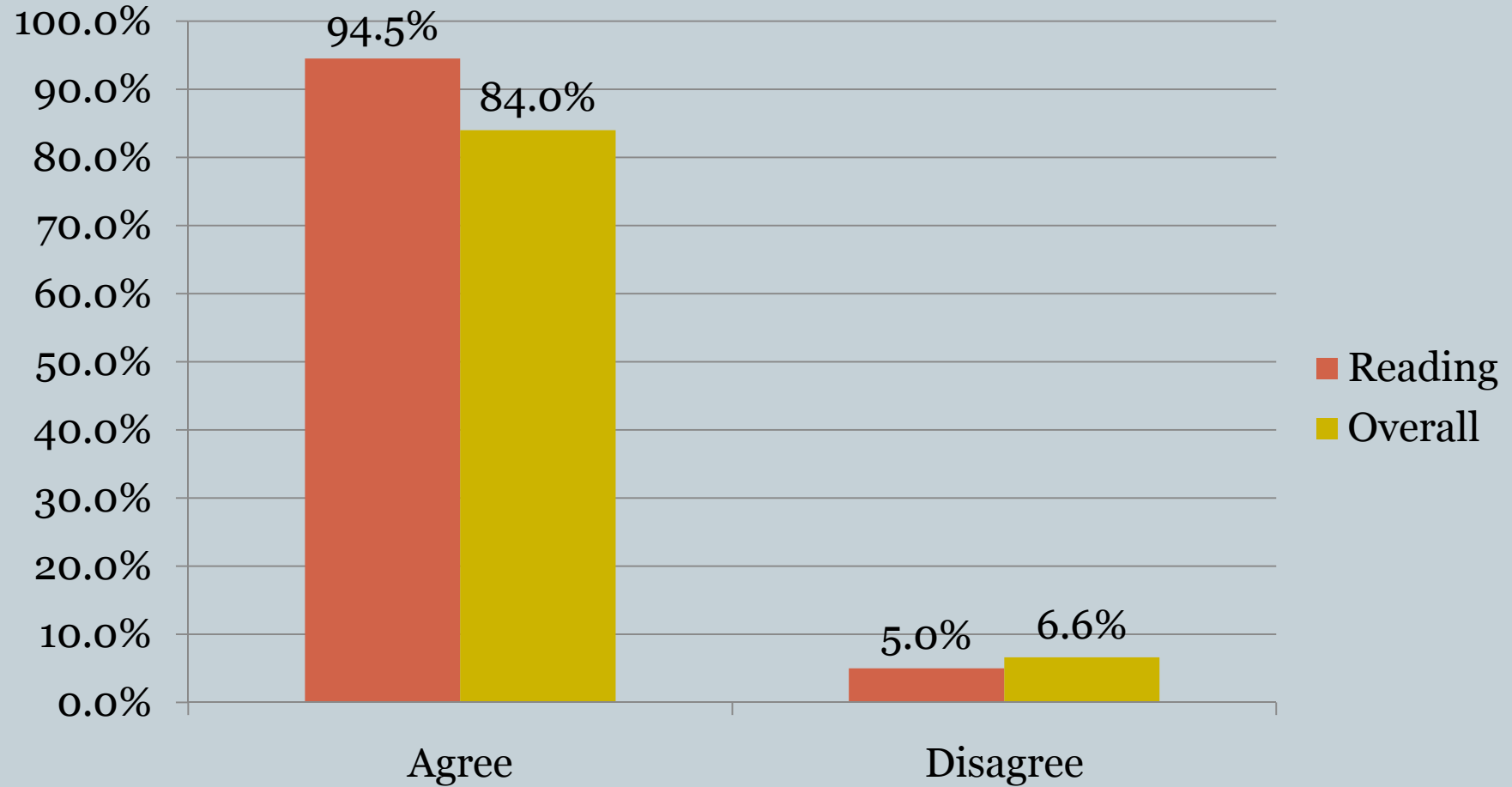
Curriculum Reading vs. Total



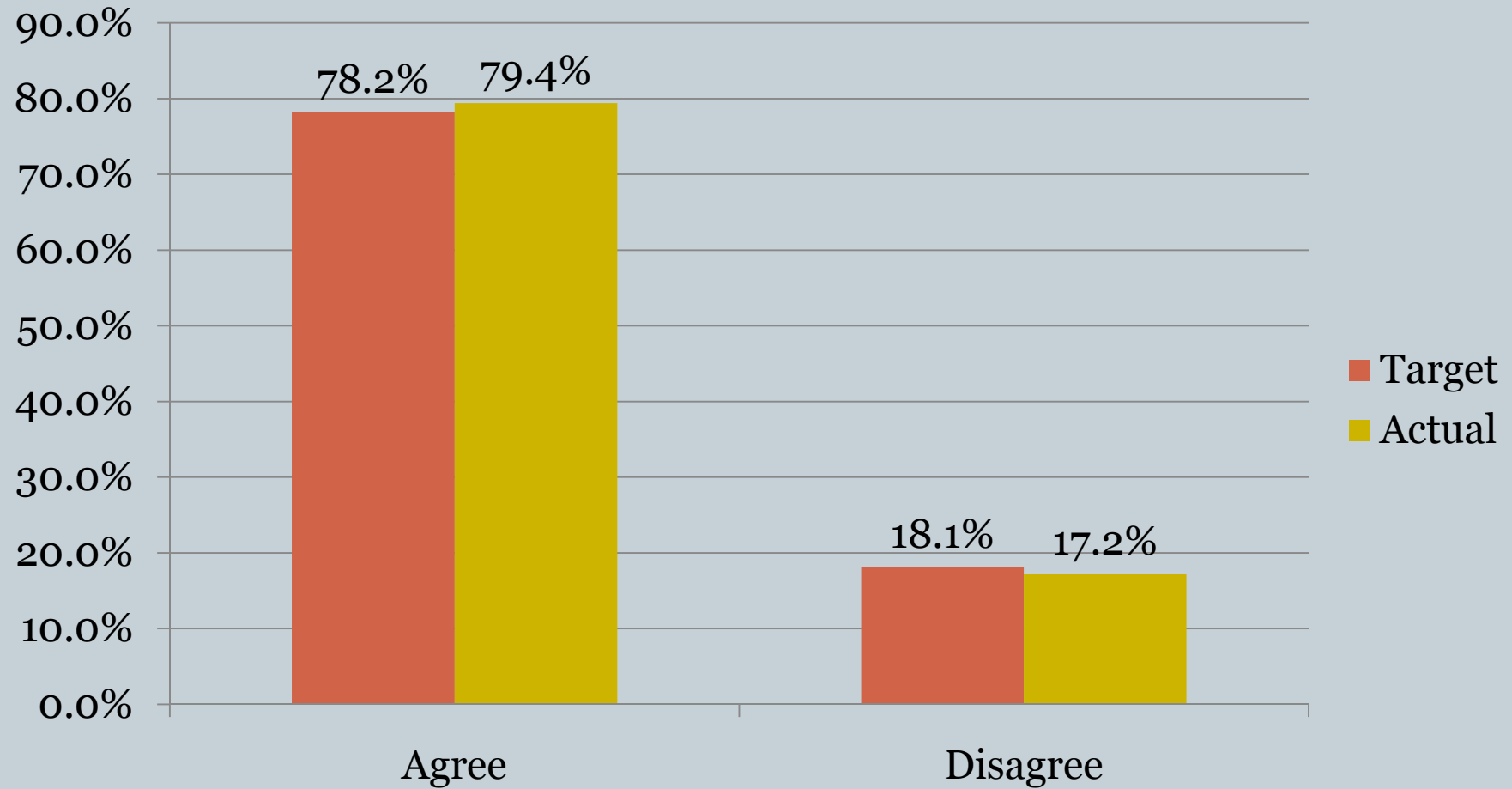
Assessment Targets



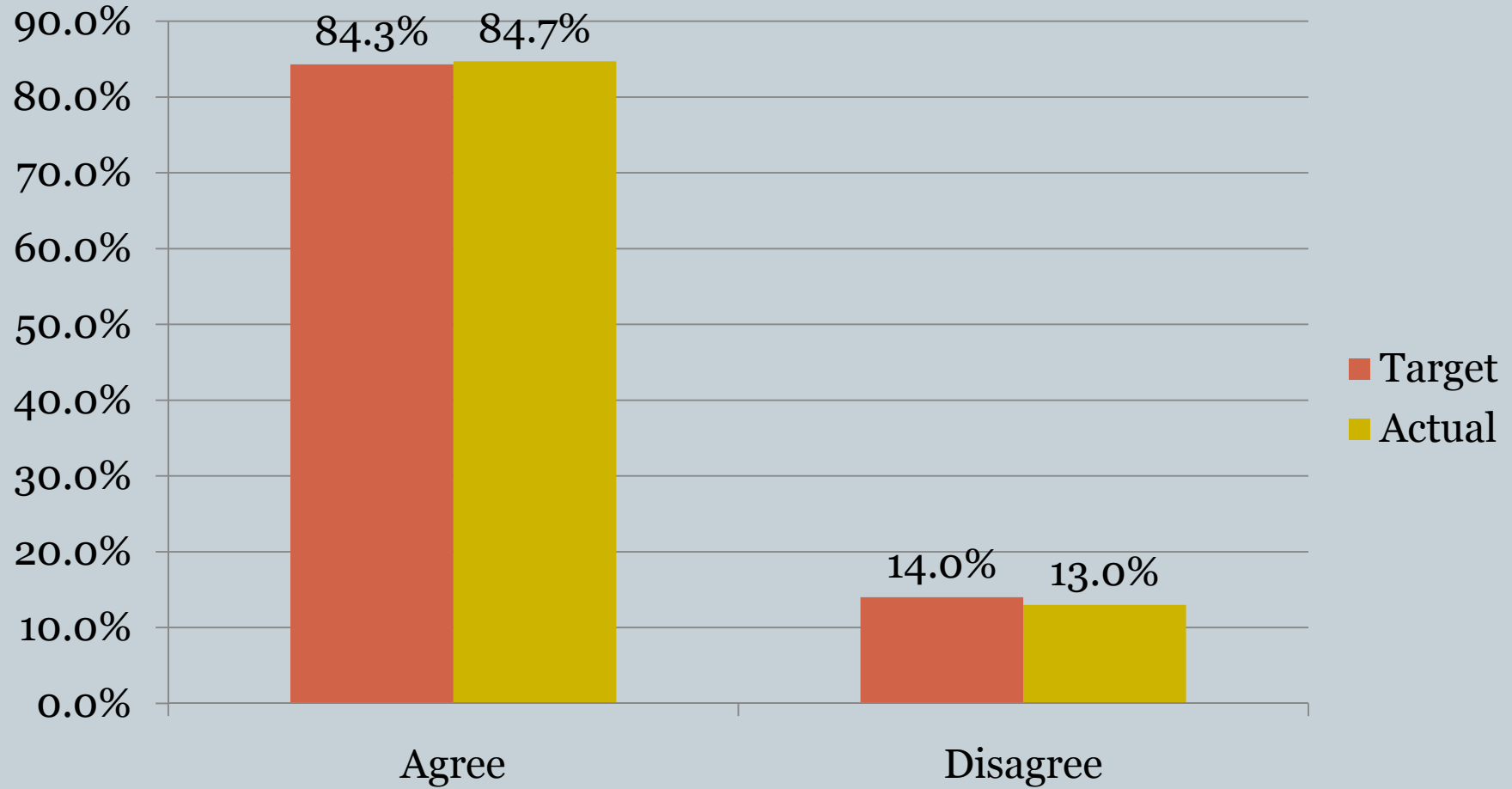
Assessment Reading vs. Total



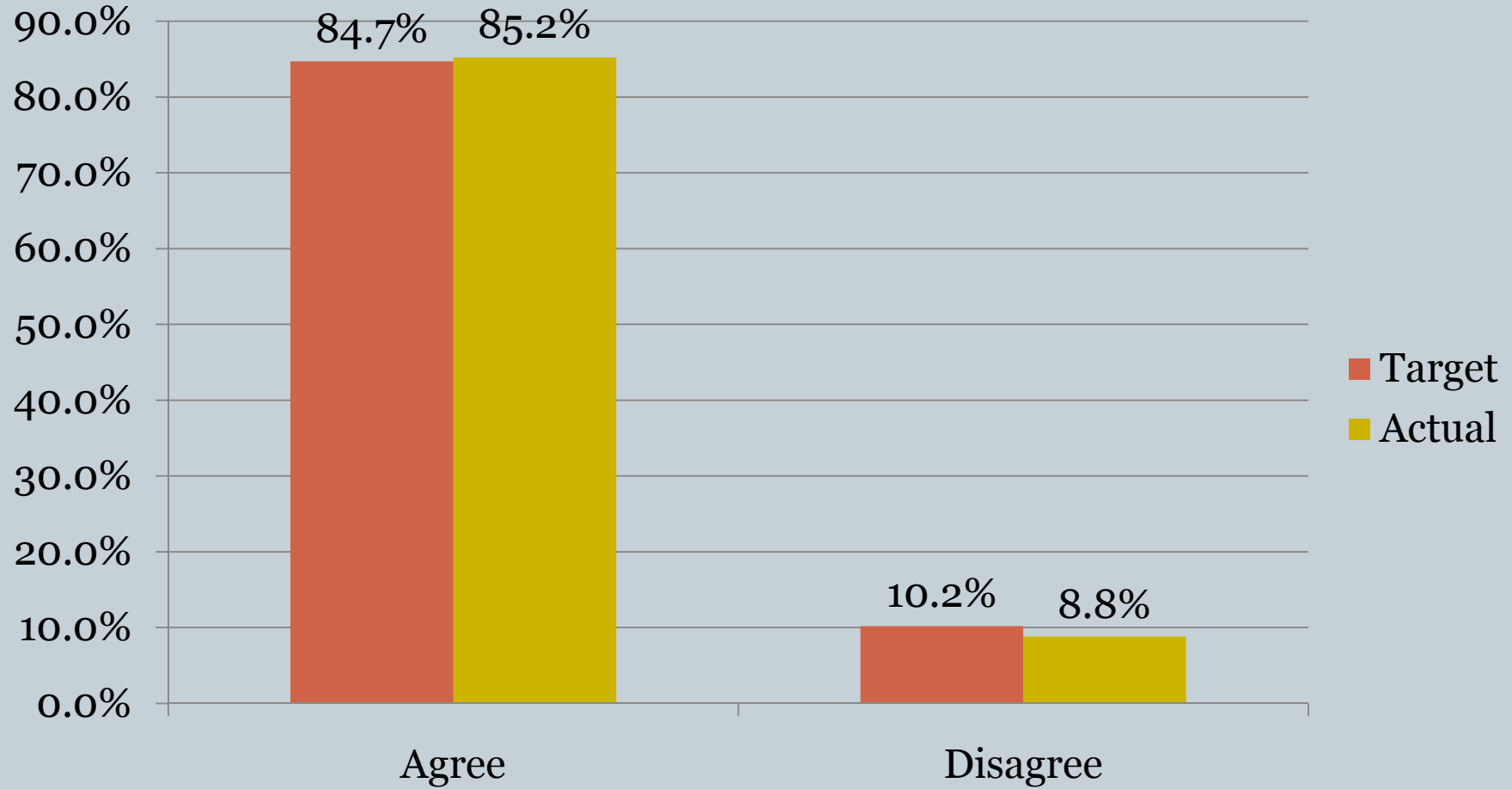
Reward and Recognition Targets



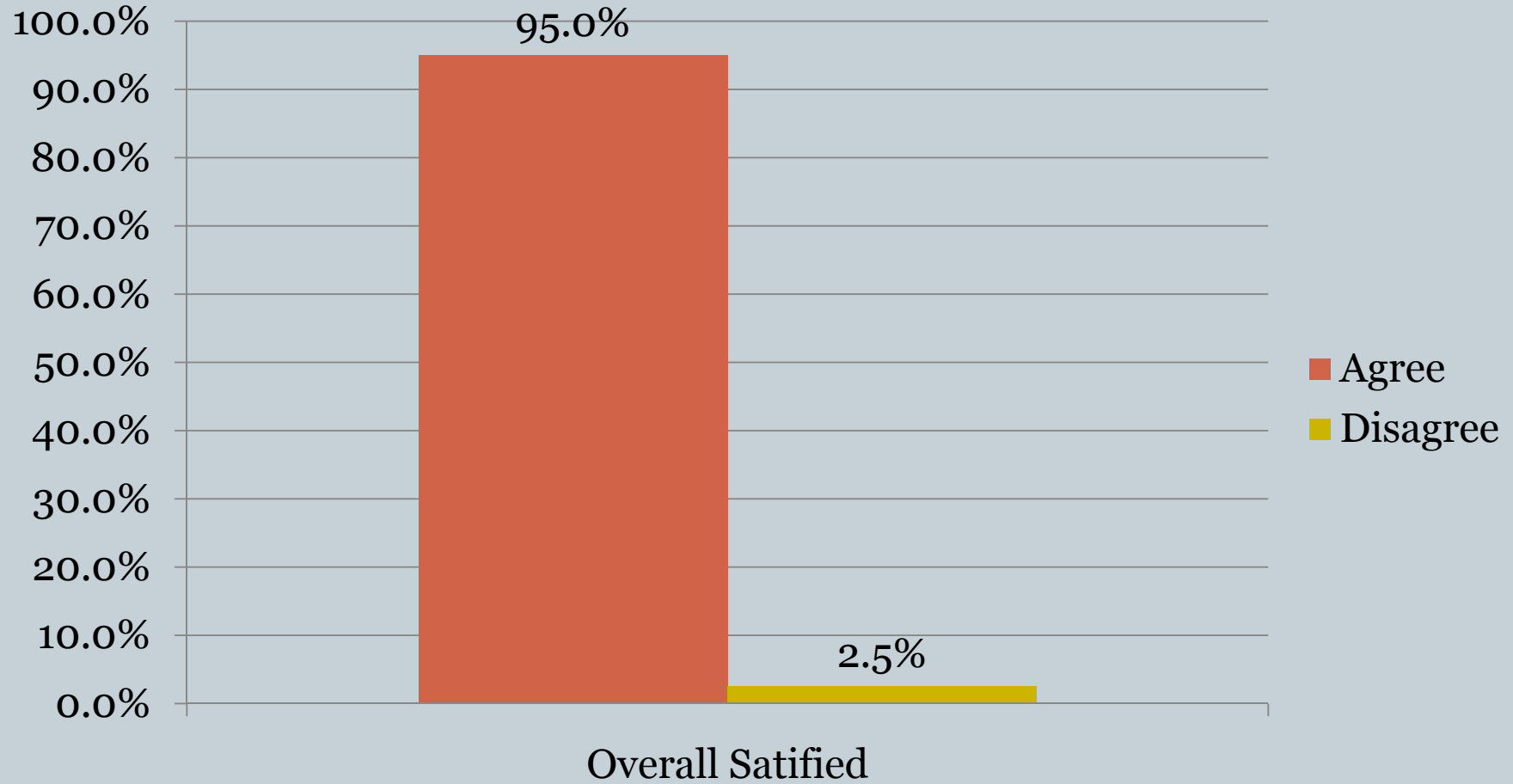
Engagement Targets



Q12 Targets



Overall I am Satisfied with the District



Observations/Conclusions



- Met 8 out of 9 Targets
- Focus on Curriculum, Assessment and PD came from the strategic challenge last year
- Improvement across the board in every area but overall PD. Significant decline at HS. Impact on loss of Selinger in that role.
- Improvement in comfort and support for Reading
Improvement evident with perception scores. Math teachers need to be included in differentiation of score next year.

Observations/Conclusions



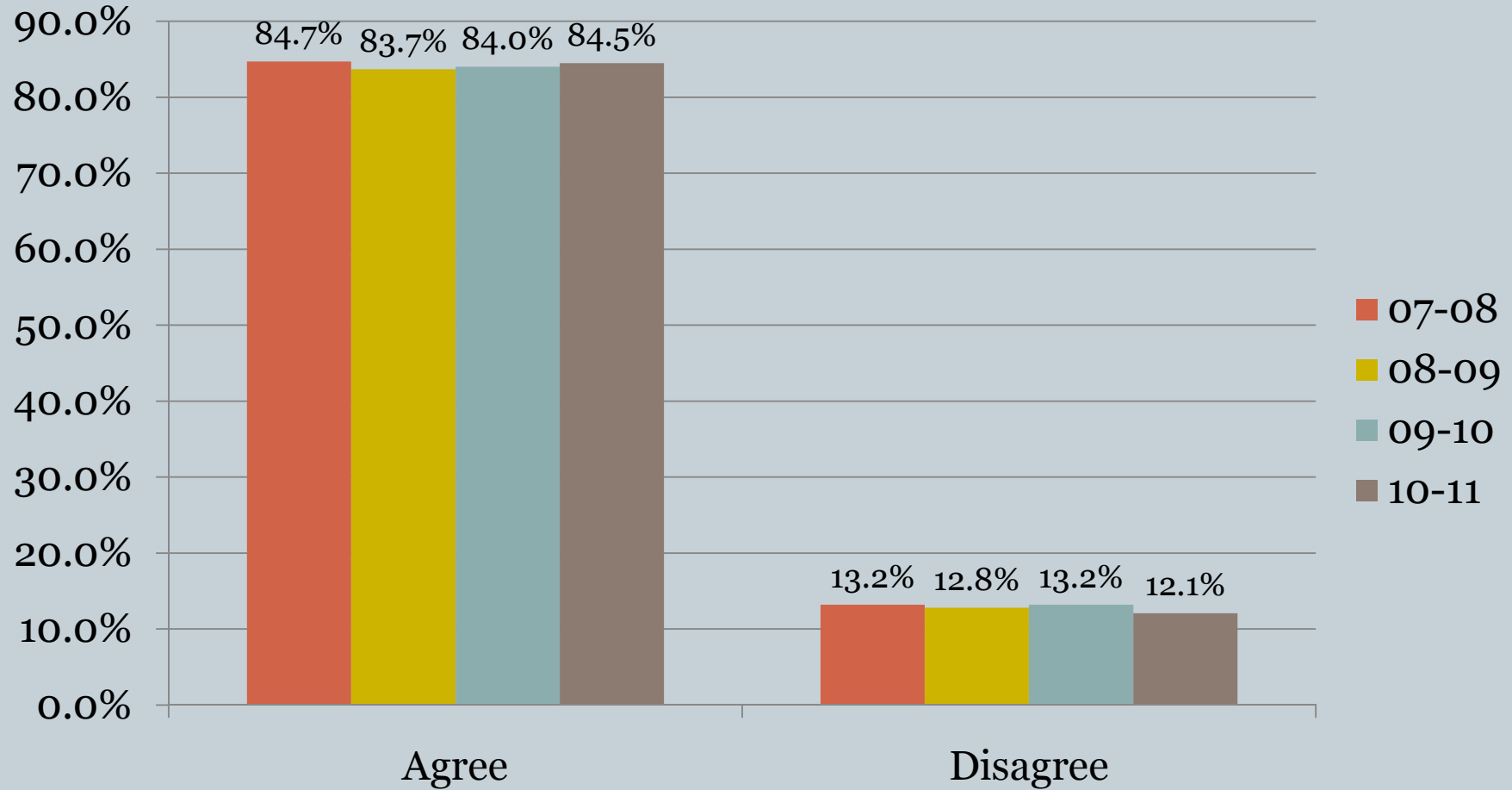
- Focus on project based learning should impact content area teachers with curriculum. Should also increase PD perceptions.
- Continued Use of MAP Assessment Data with Expansion of Odyssey and Classroom Scorecards
- Continued Use of Assessment Data to Drive Interventions

Observations/Conclusions

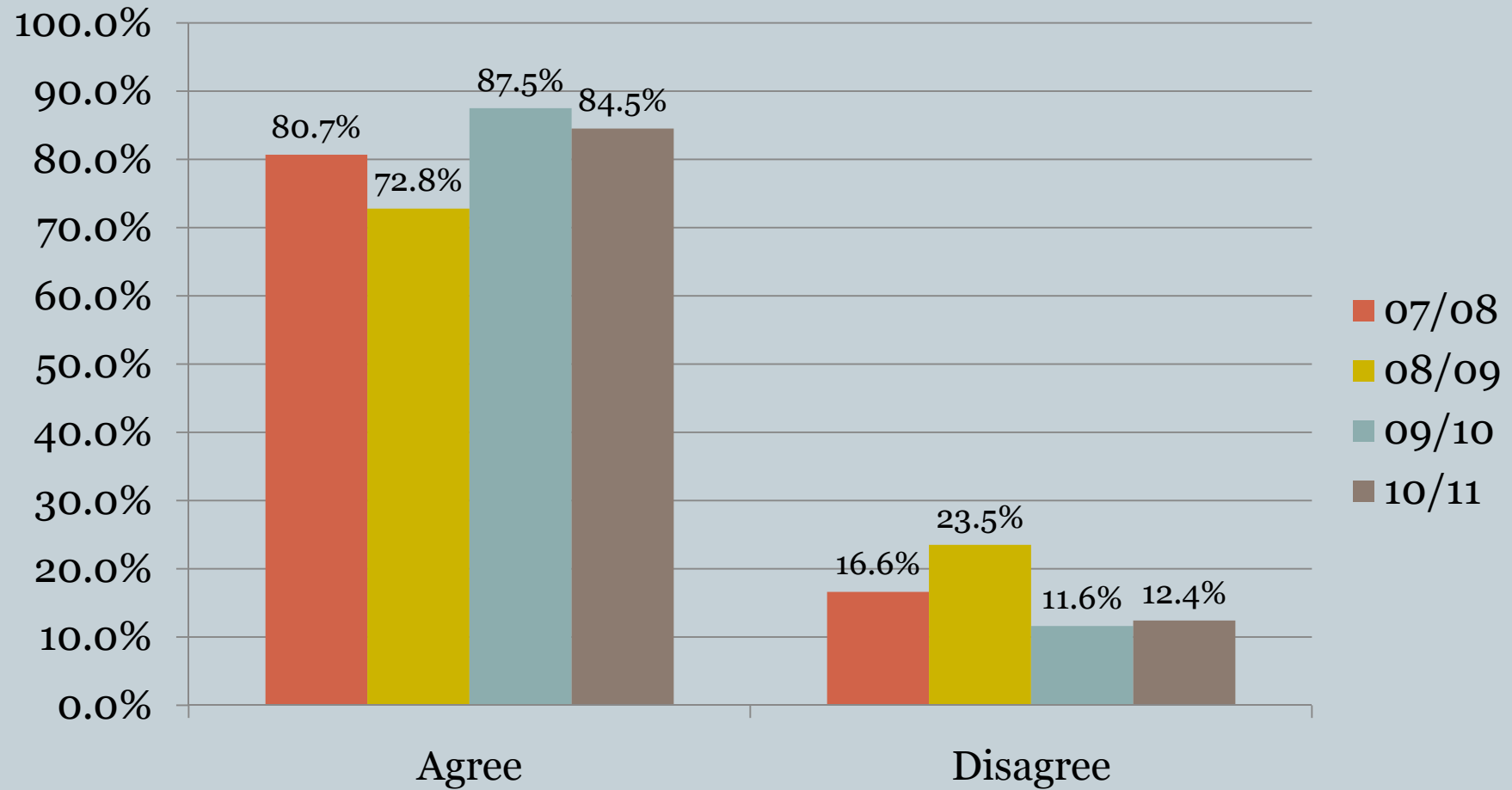


- Accountability for implementation a must. Walk throughs for reading will continue and will develop math walk through document this year for implementation next year. Time for walk through at MS a concern
- Still very high levels of staff engagement and satisfaction!!!

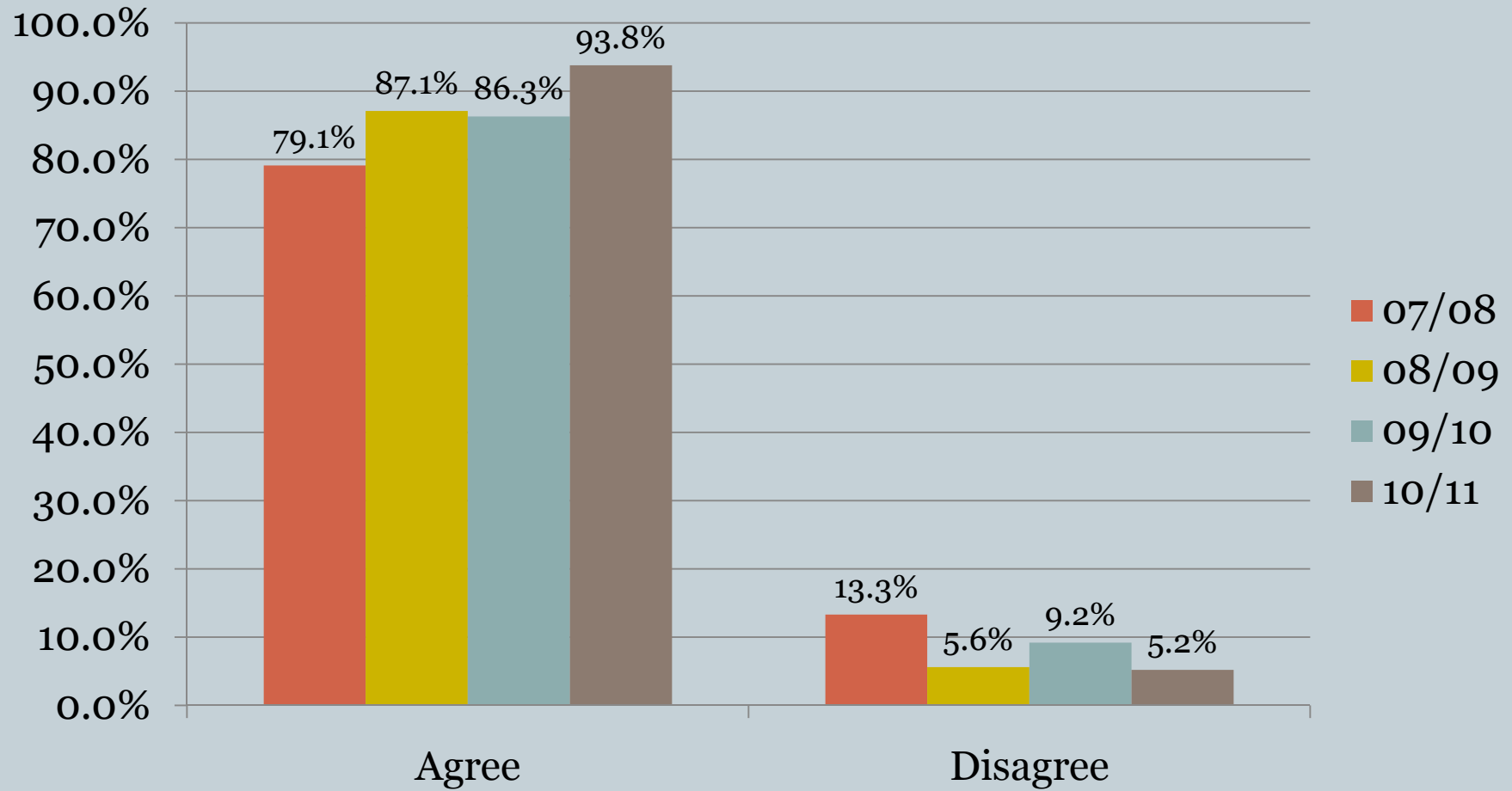
Overall Process Satisfaction



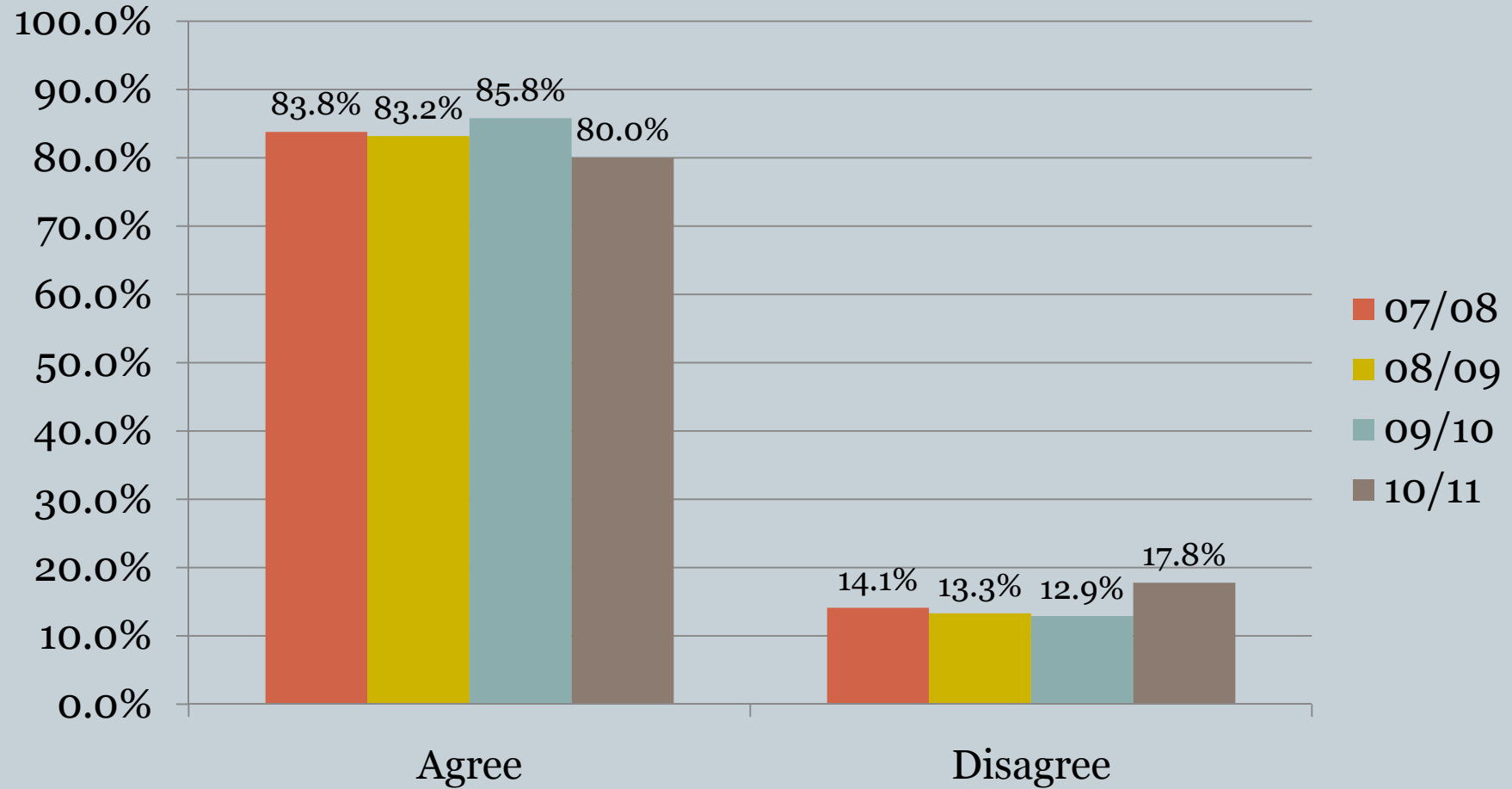
Special Education - DO



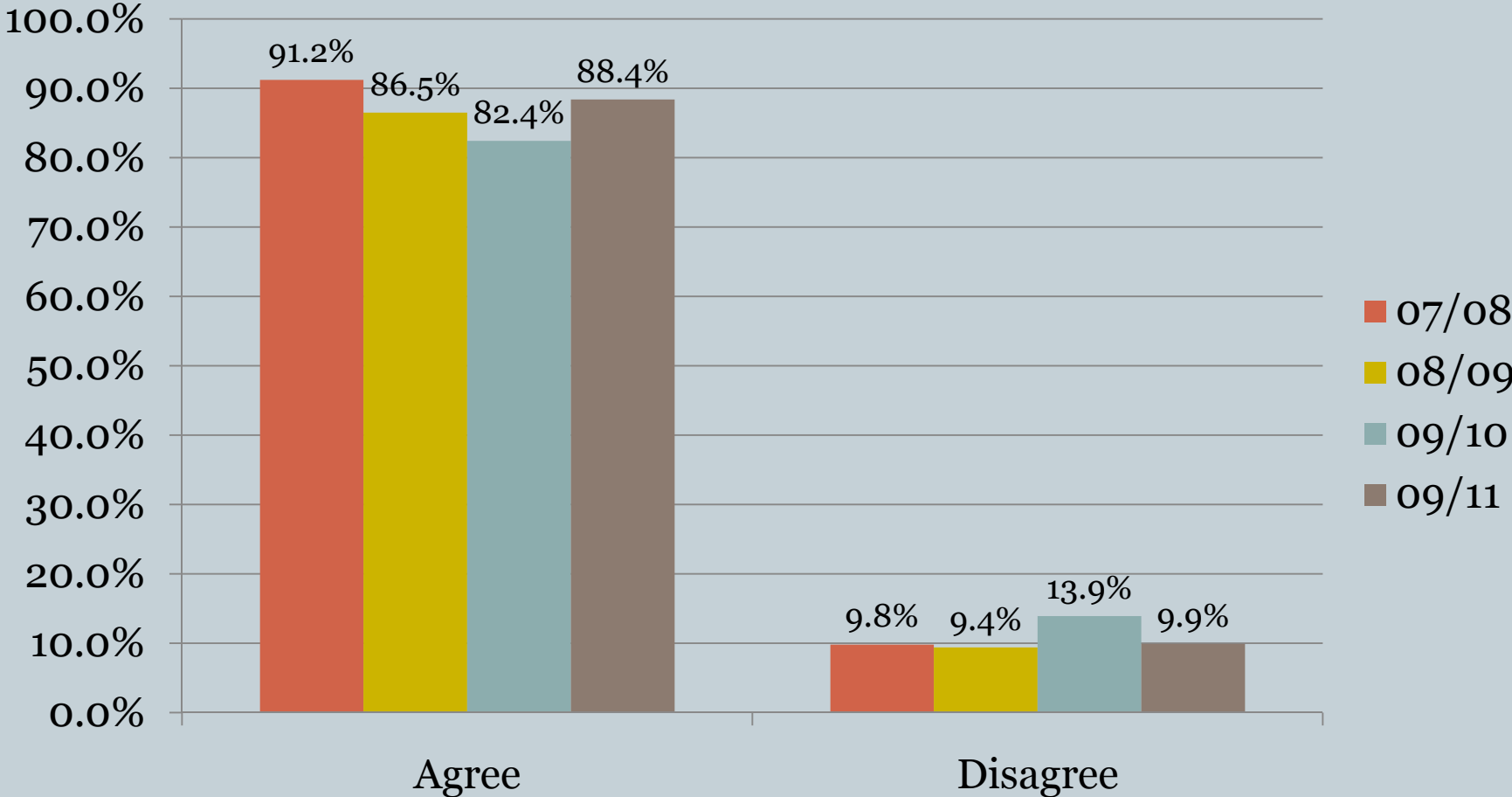
Evaluations - DO



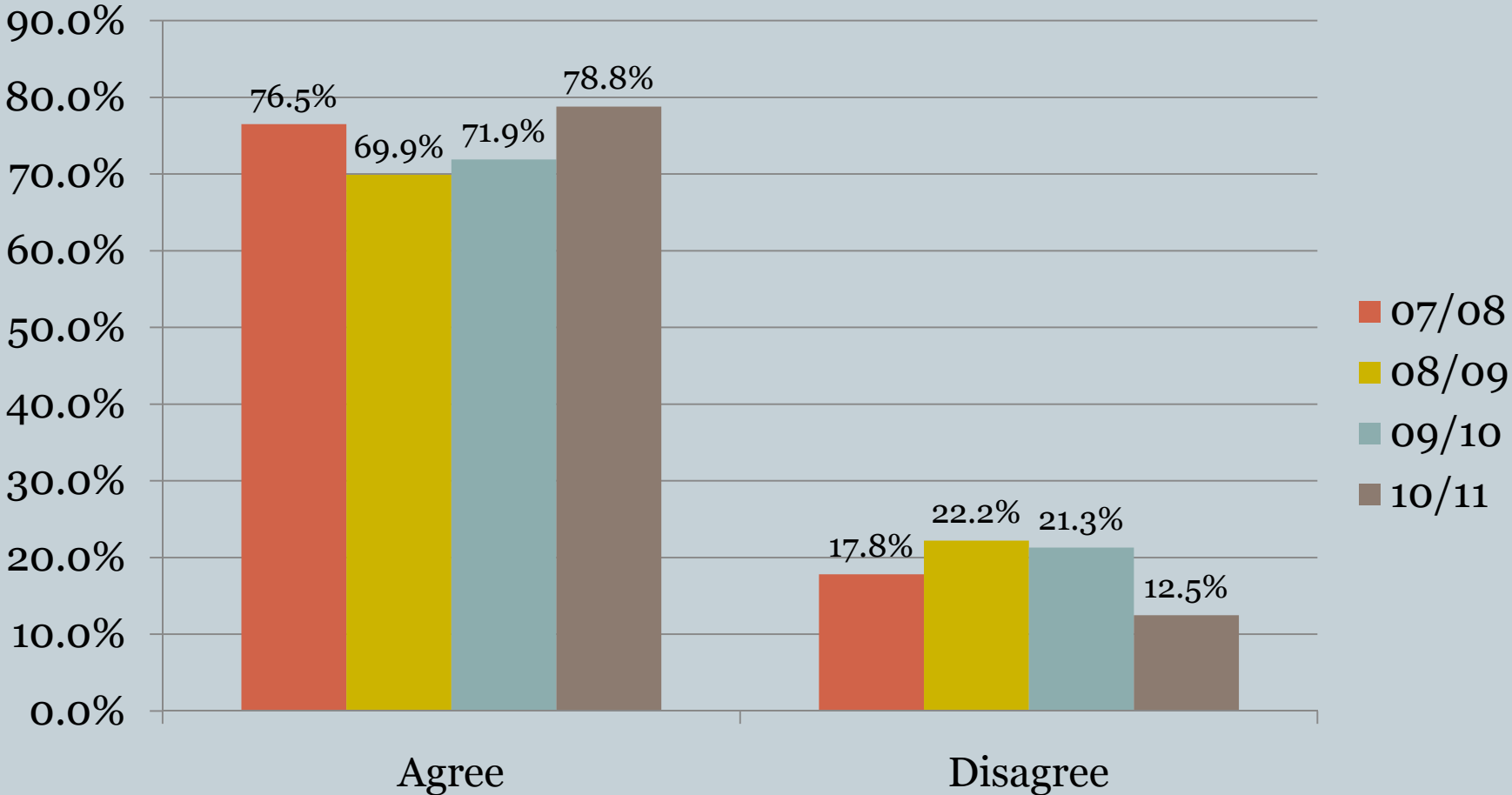
Professional Development - DO



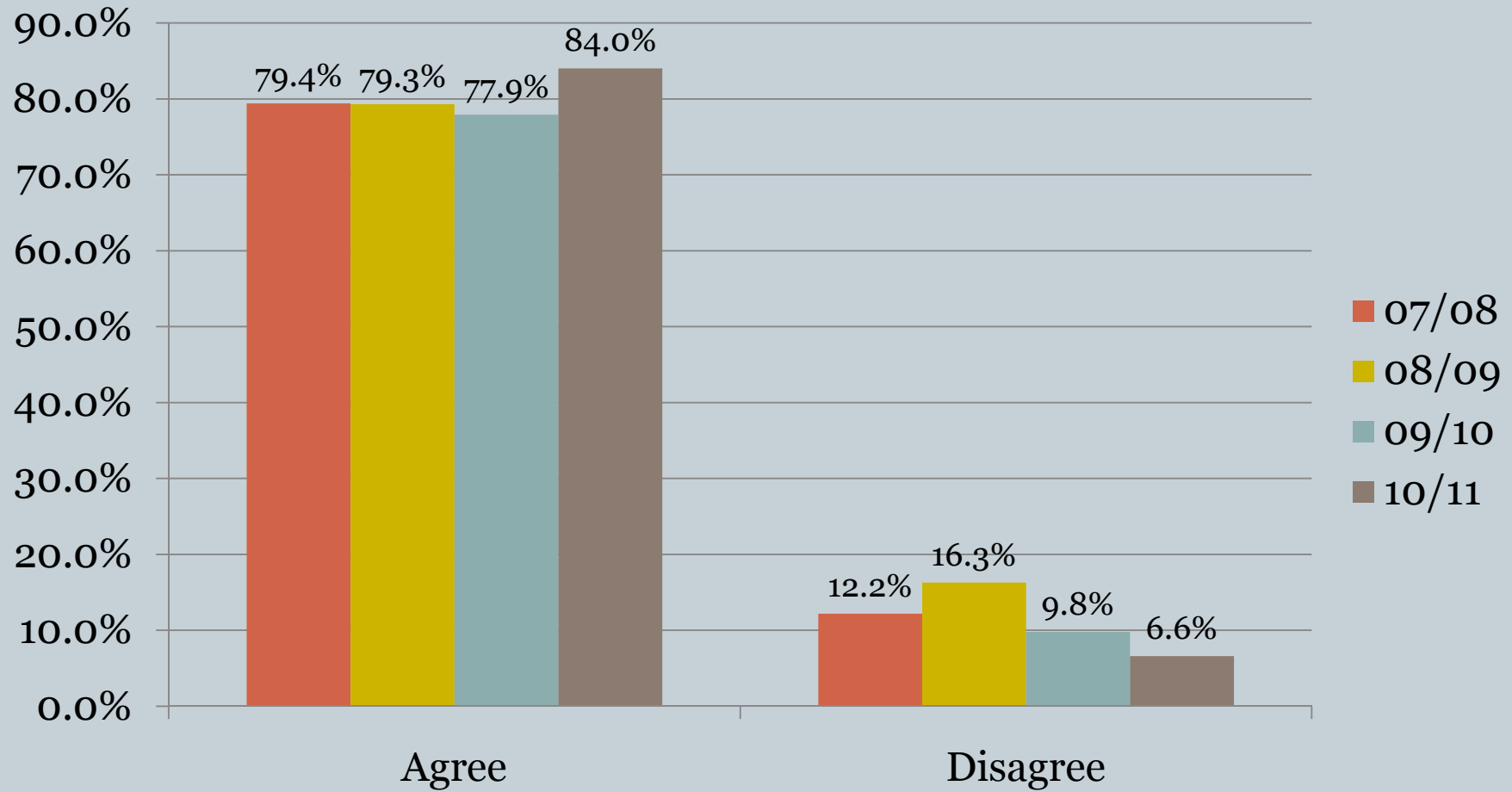
Financial - DO



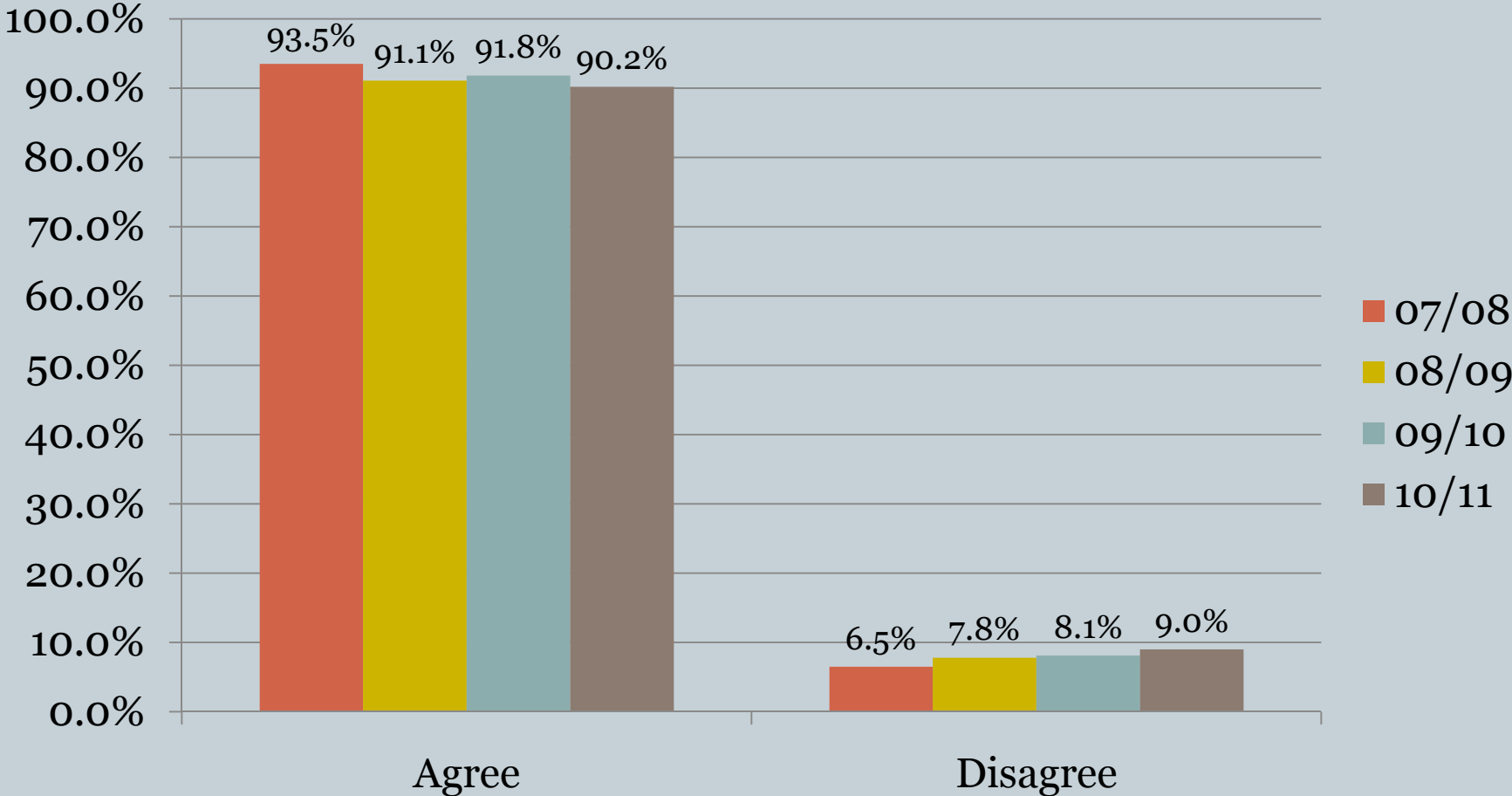
Curriculum - DO



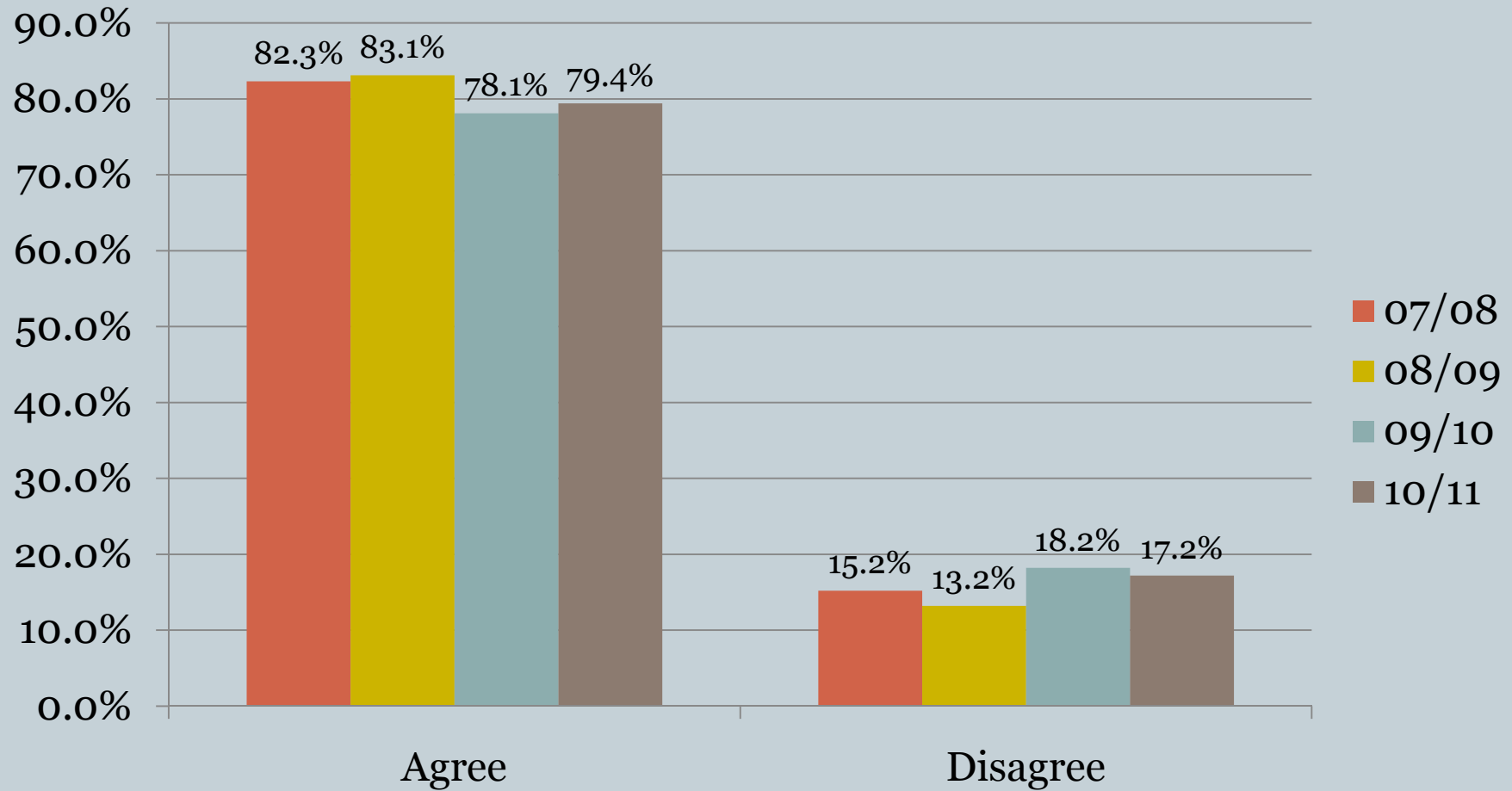
Assessment - DO



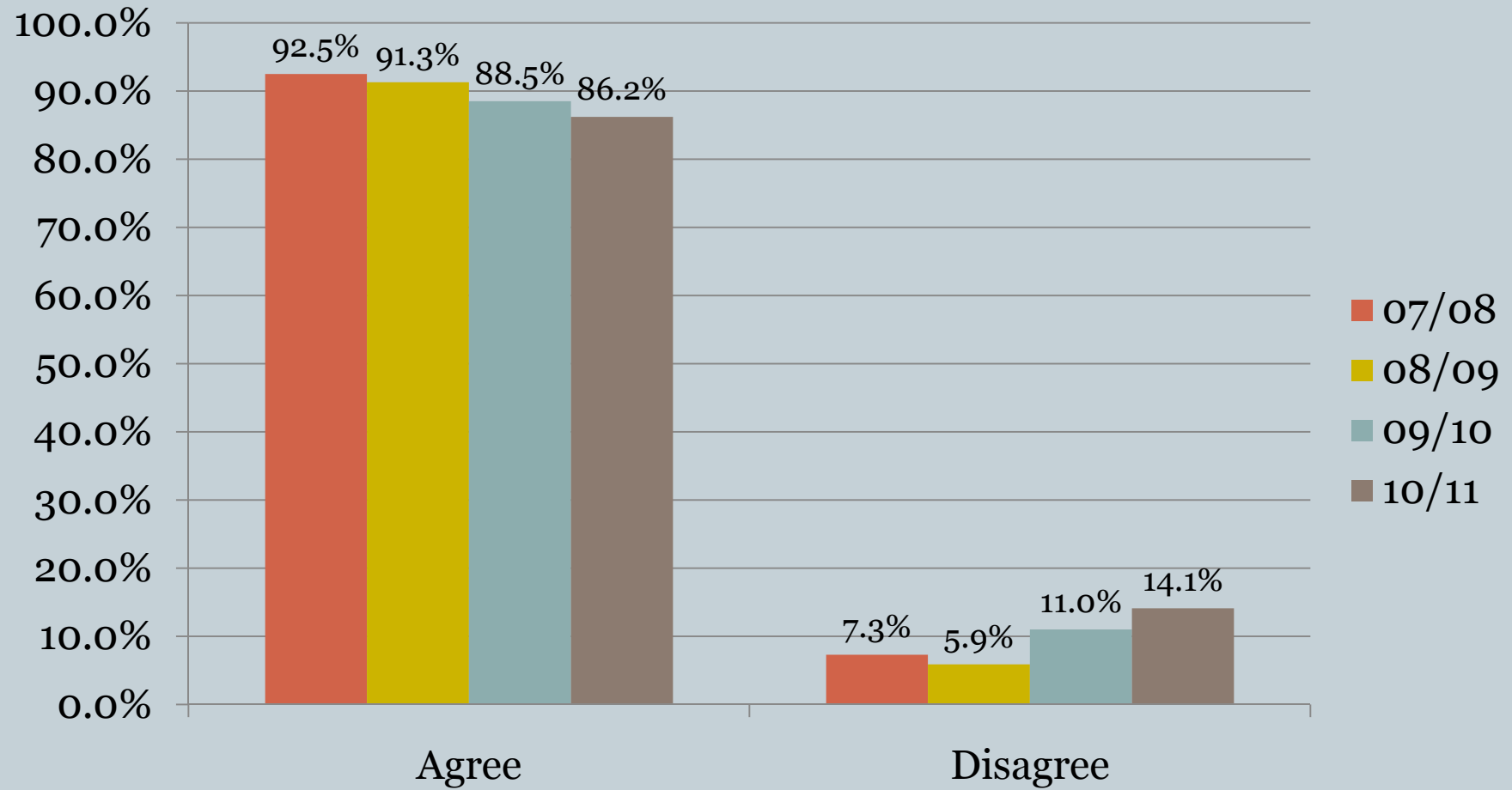
Communication - DO



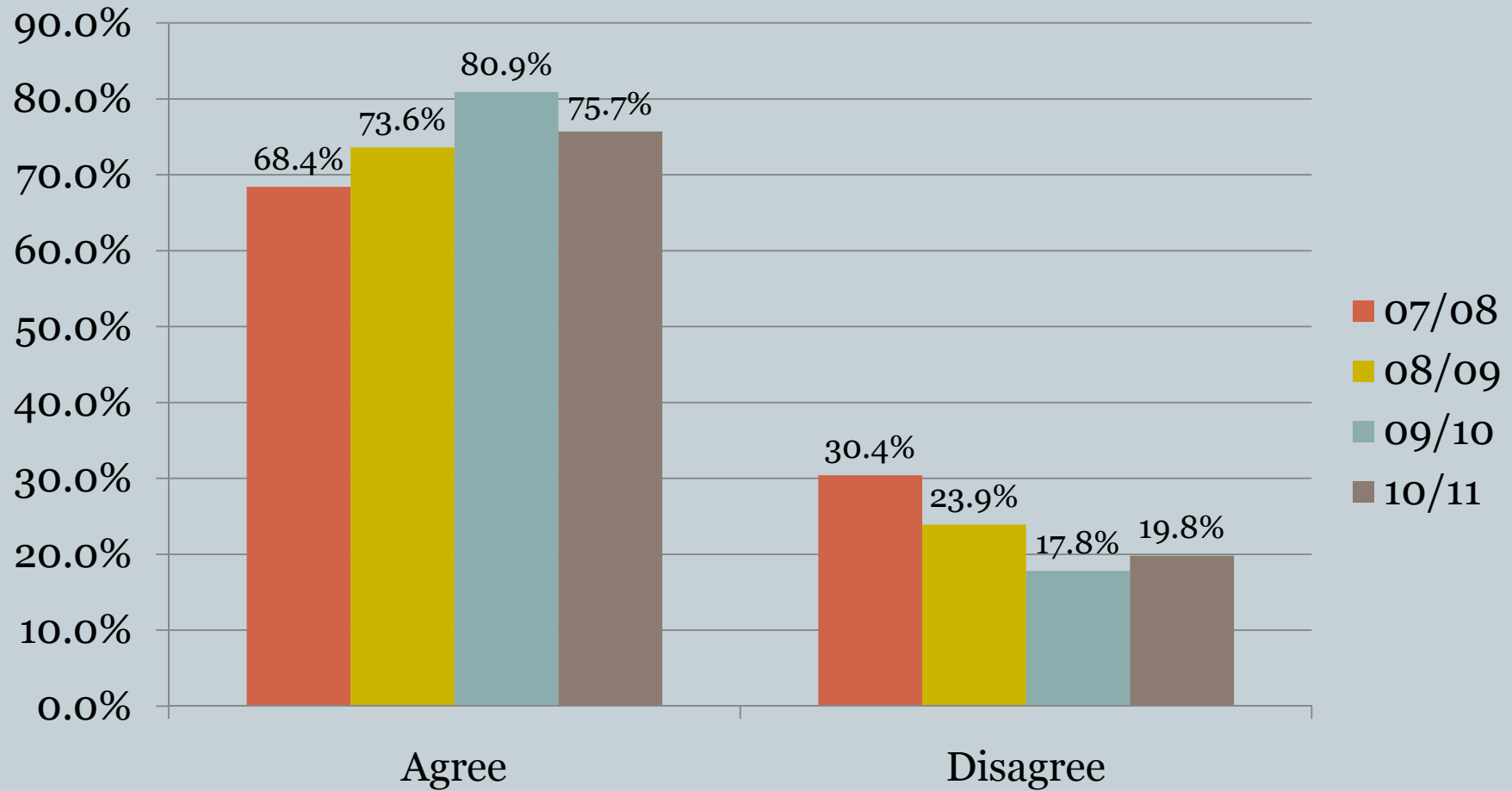
Reward and Recognition - DO



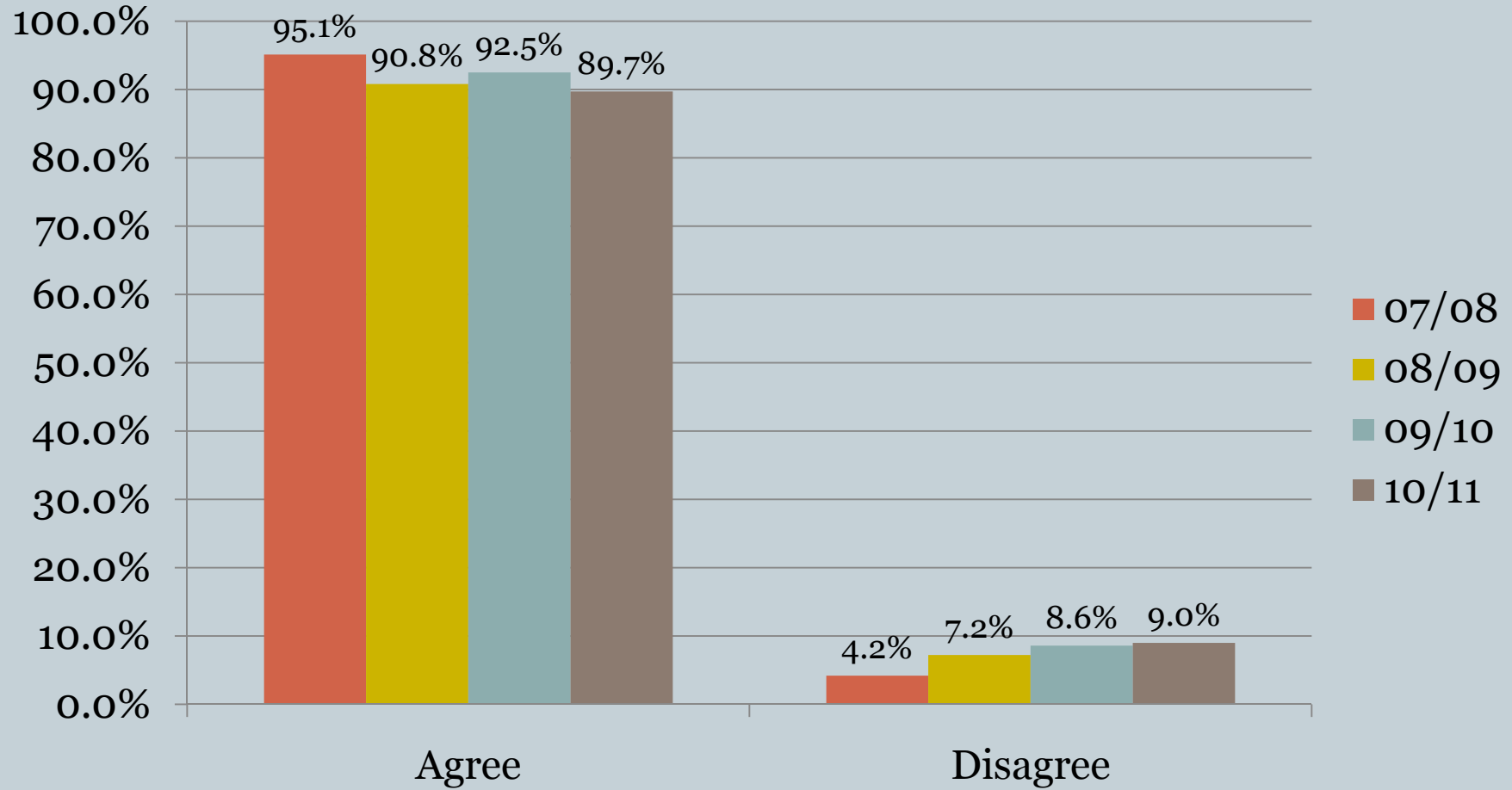
Feedback - DO



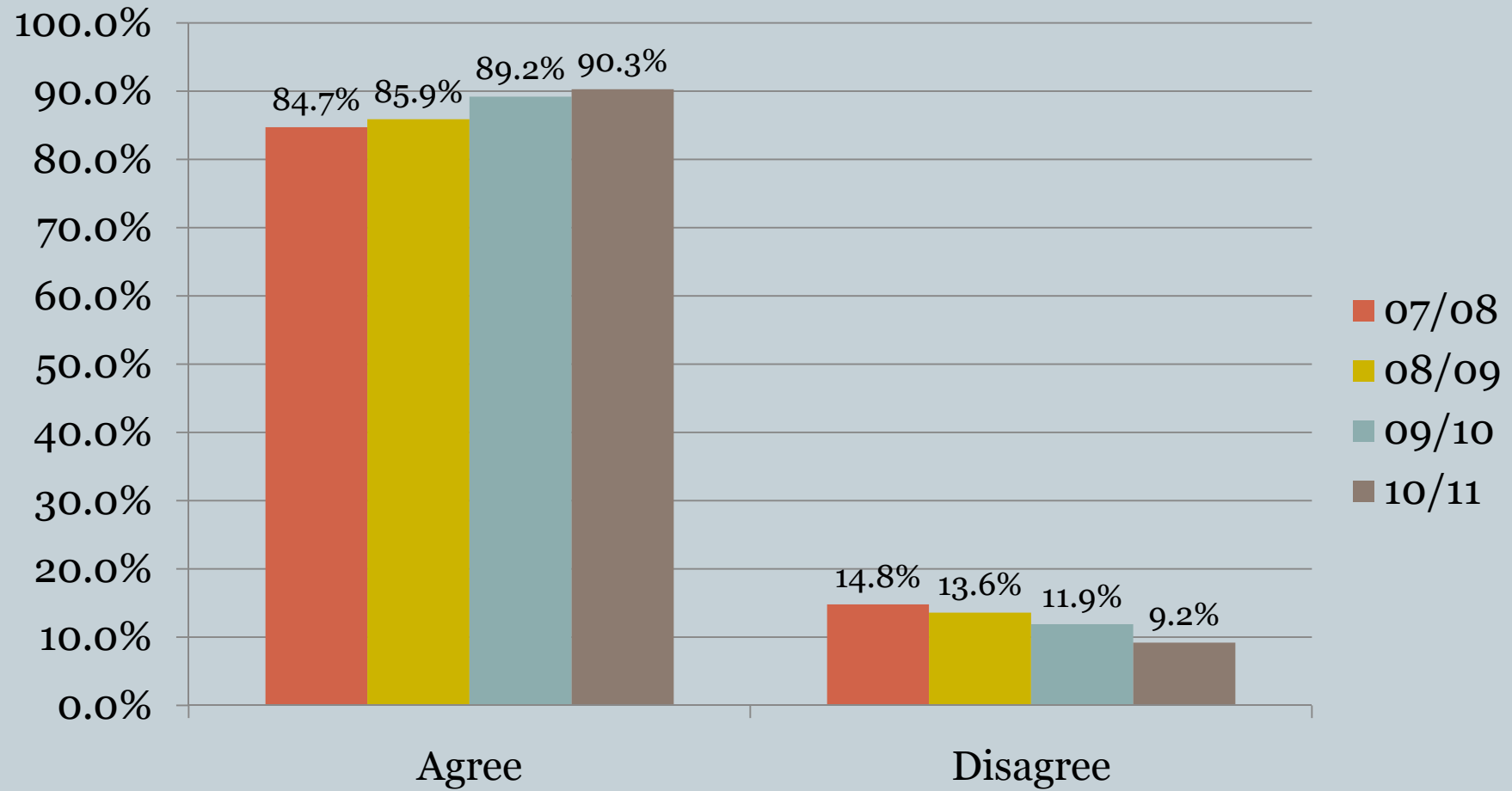
Technology - DO



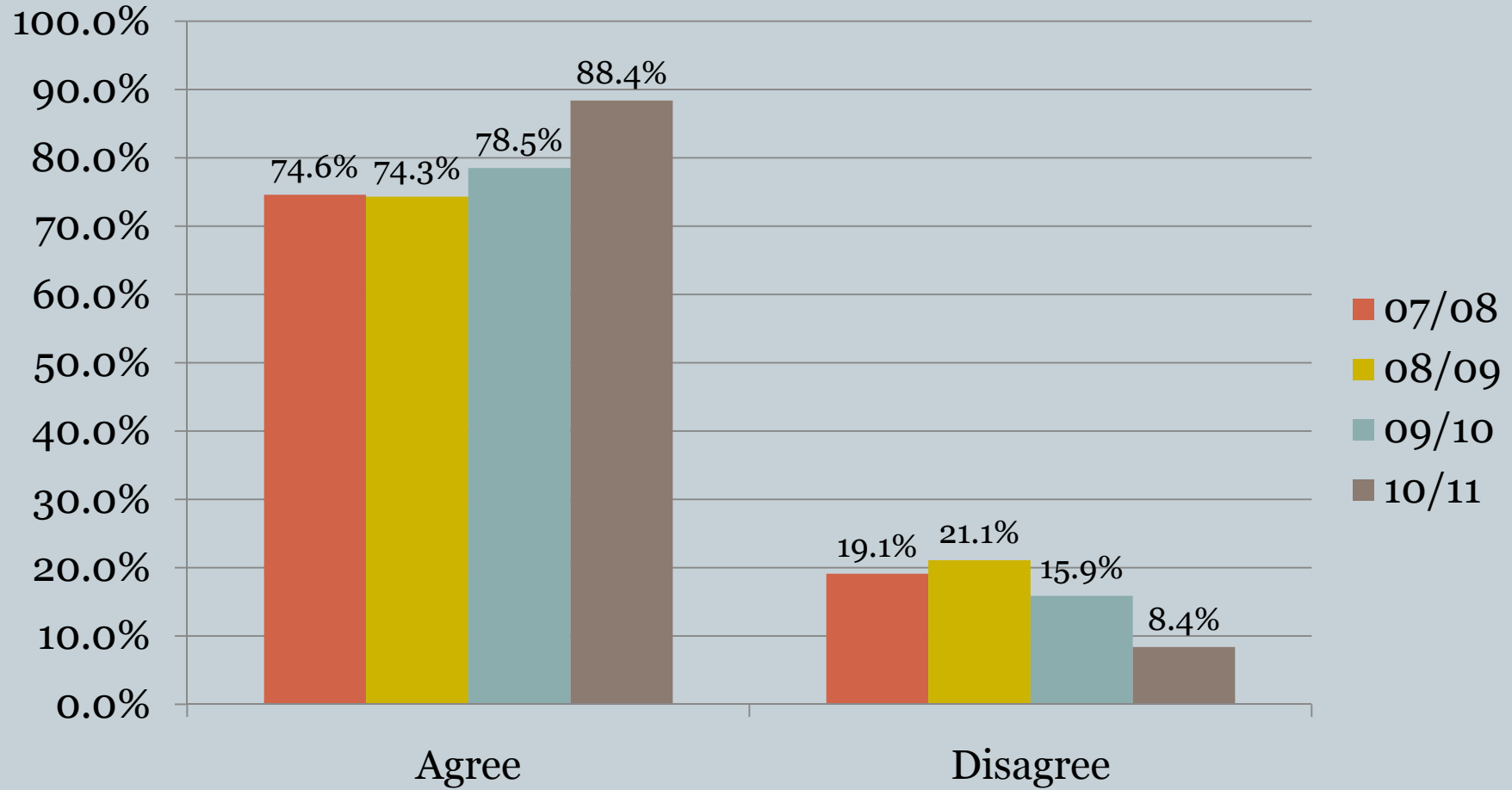
School Improvement - DO



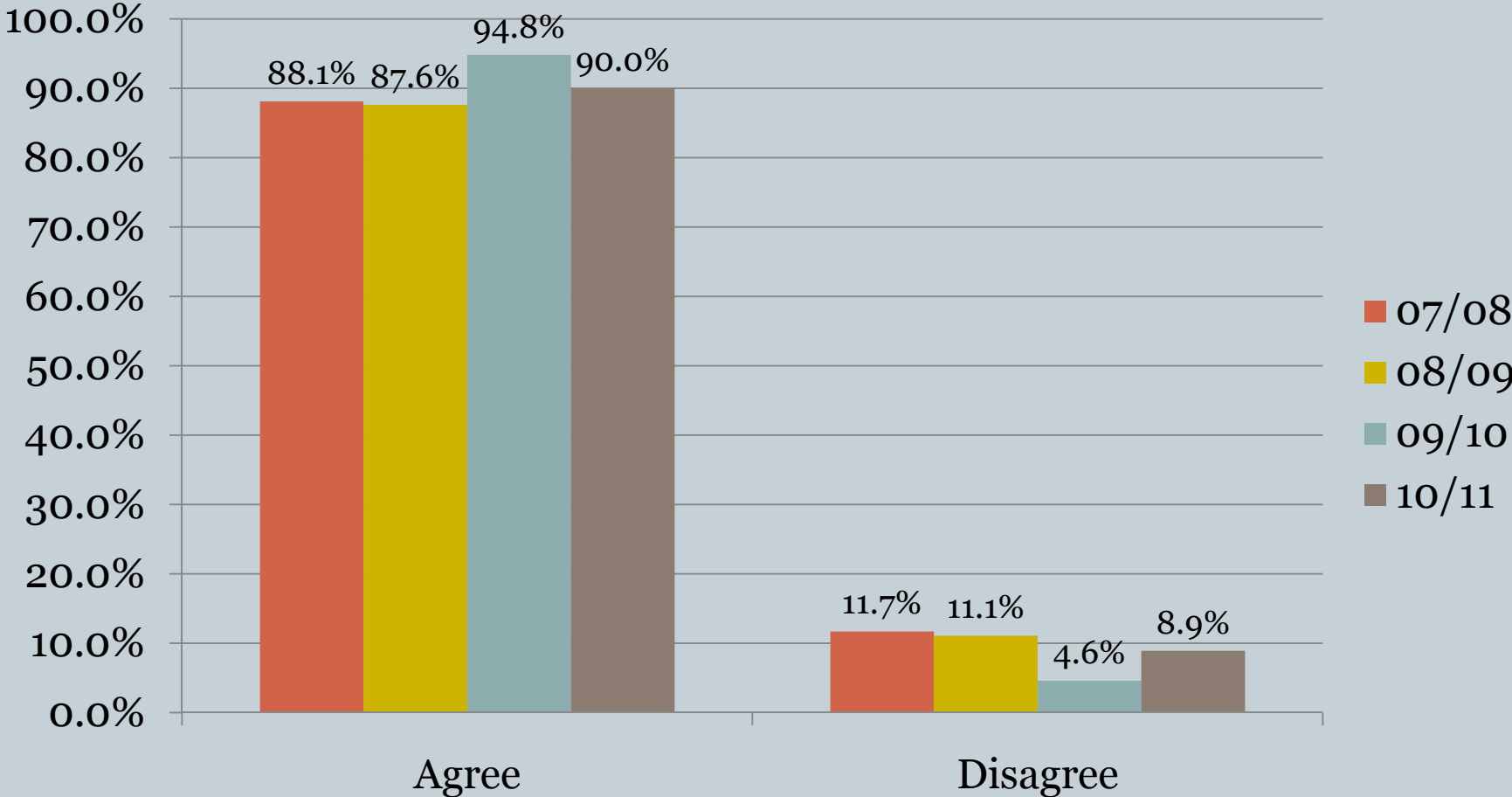
Discipline - DO



Student Support - DO



Facilities - DO



Area of Improvement/Focus



- **Special Education**
 - Focus on Communication Between Regular Ed and Special Education Teachers
 - Reinforce IEP Expectations Quarterly
 - Focus on Inclusion – need for training on co-teaching
 - Need to include special education in interventions

- **Evaluations**
 - Timely Feedback at the Middle School
 - Continued use of Professional Growth Plans

Area of Improvement/Focus



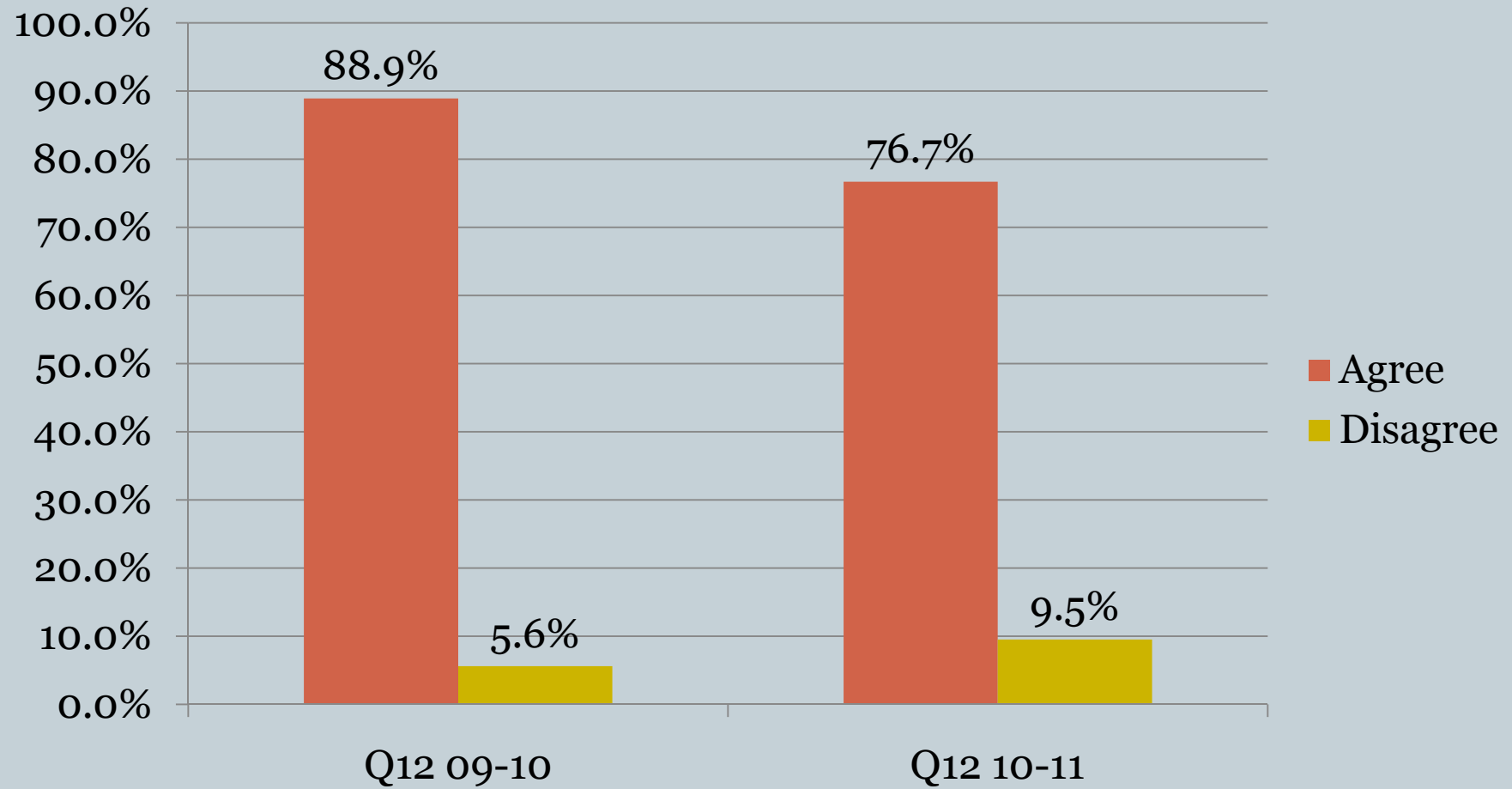
- **Communication**
 - Reinstall weekly communication at MS
 - Edmodo should positively impact communication
- **Reward and Recognition**
 - Tie R and R to Scorecard Targets!
- **Feedback**
 - HS Leadership Team Focus on Formative Results and Implement Improvements
 - Superintendent Share Results and District Changes Because of Results

Area of Improvement/Focus



- **Technology**
 - 1:1 Will Clarify Use Expectations for Teachers
 - 1 Support Person Per Building Again
 - Full Year with Help Desk
- **School Improvement**
 - New SIP Model – Back to More Traditional Model
 - School and Classroom Scorecards
- **Student Support**
 - Continue RtI
 - More Interventions at MS

Overall Engagement Secretary - Q12



Overall Engagement Para Pro - Q12

