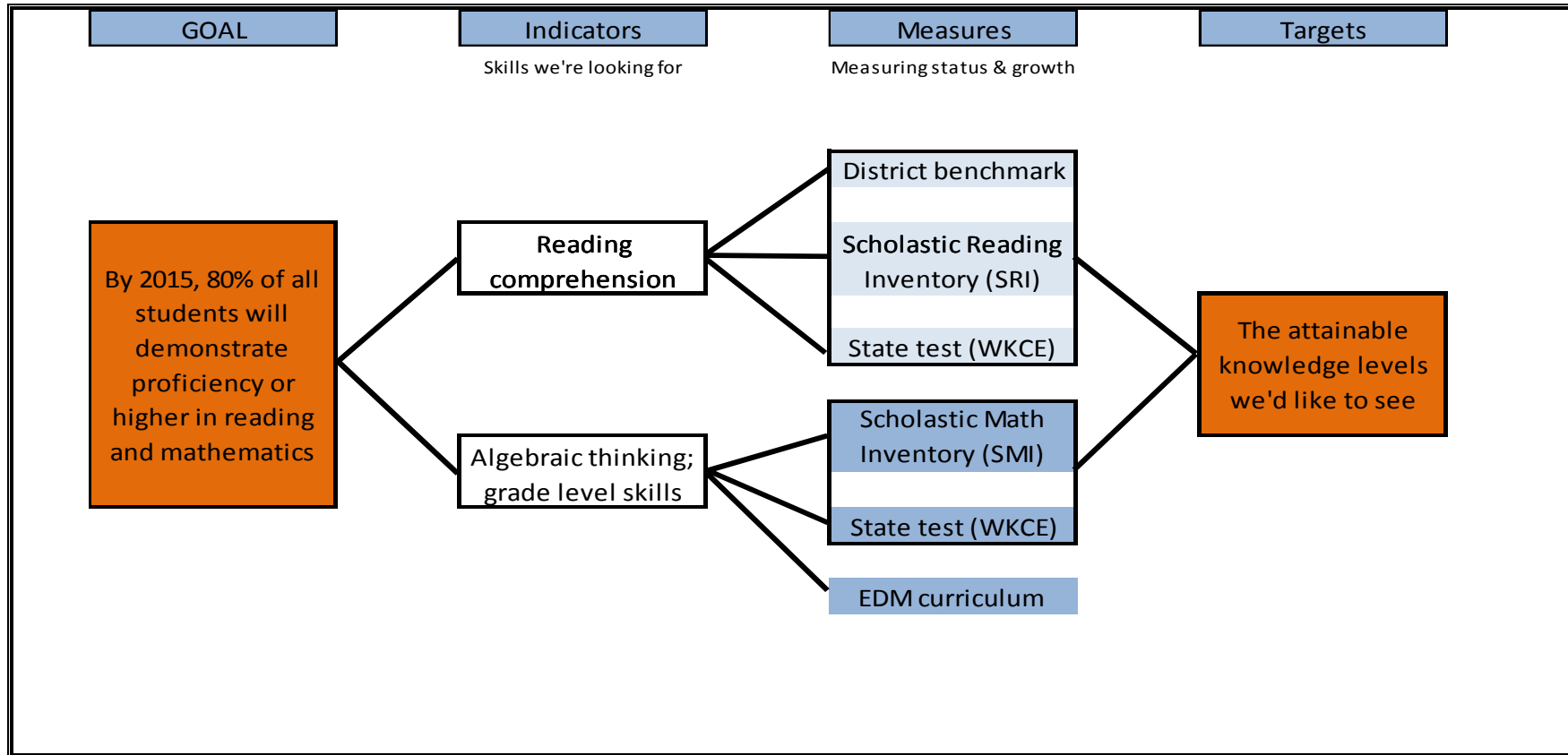


C&I Edition

June 2013

Goal Tree

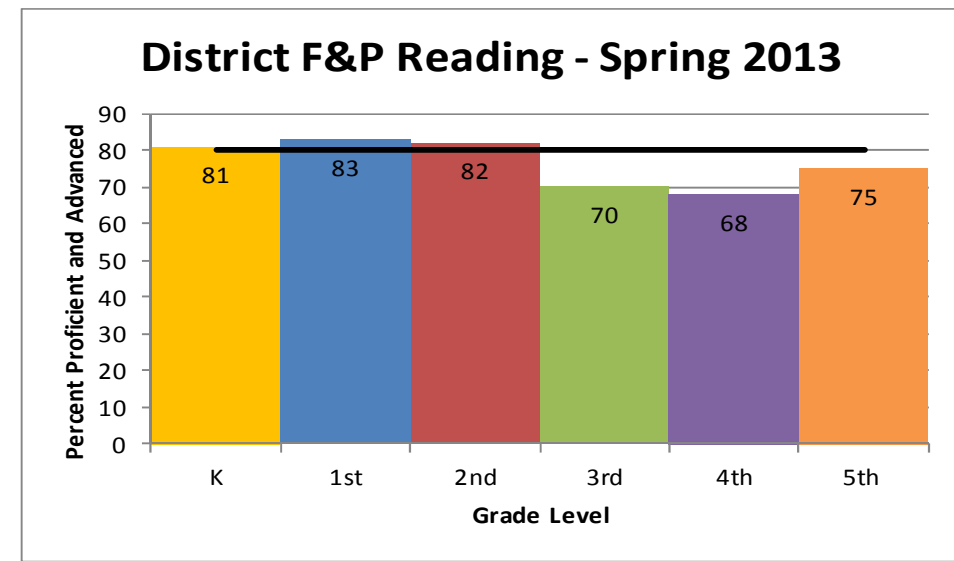
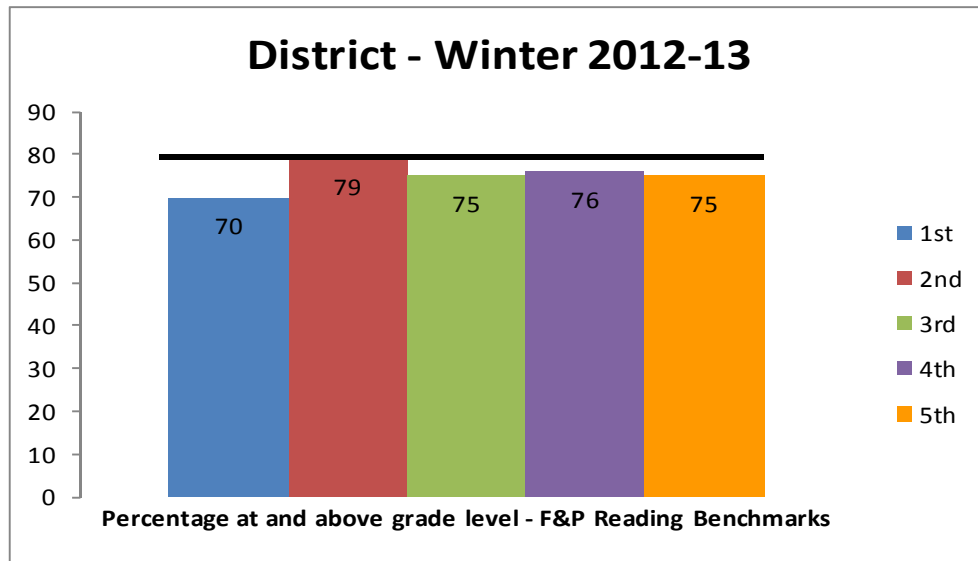


Fountas and Pinnell District Reading Benchmark Data

Grade Level	WUSD Current Data (% at or above grade level)			WUSD Targets		Grade Level	WUSD Current Data (% at or above grade level)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage		2013	2014	2015	End of Yr.	Percentage
K	81			1	80	1 N=264	83			1	80
				2	80					2	80
				3	80					3	80
2 N=245	82			1	80	3 N=256	70			1	80
				2	80					2	80
				3	80					3	80
4 N=241	68			1	80	5 N=258	75			1	80
				2	80					2	80
				3	80					3	80

F&P Totals	District %	Douglas	Webster	Schurz	Lincoln	Lebanon
K	81%	75%	92%	74%	78%	87%
1	83%	74%	88%	76%	77%	100%
2	82%	88%	90%	78%	70%	80%
3	70%	66%	67%	75%	-	73%
4	68%	69%	71%	59%	-	73%
5	73%	79%	77%	65%	-	73%

 indicates achieved target  indicates approaching target





WUSD determines reading levels using Fountas and Pinnell benchmark assessments and related observations that allow a teacher to make appropriate instructional decisions for a student's growth in reading. Students at every grade progress toward an end-of-year grade level target that determines whether they are meeting expectations, which means that they can independently read and understand books that are appropriate for their grade level. Some students exceed these targets while others continue to grow and learn at a different pace.

We will continue to administer the Fountas and Pinnell benchmark assessments 3 times per year to determine the effectiveness of the Journey's reading curriculum, however, in response to changes in what is expected of students from increased standards adopted by Wisconsin in reading, we will apply new guidelines for grade level expectations beginning in 2013-14. As a result, it is important to note that new grade level expectations might make it appear that a student's performance has unexpectedly declined.

The benchmark assessments can be thought of as a performance assessment because students are asked to demonstrate declarative and procedural knowledge by reading and discussing text. From this standpoint, they differ significantly from criterion-referenced tests like the WKCE that contain several multiple choice and short answer questions.

Scholastic Math Inventory (SMI) Data – Grades 3-9

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage
3 N=253	F	S		1	80
	24	66		2	80
				3	80
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage
4 N=238	F	S		1	80
	56	80		2	80
				3	80
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage
5 N=255	F	S		1	80
	38	64		2	80
				3	80
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage
6 N=276	F	S		1	80
	33	66		2	80
				3	80
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage
7 N=234	F	S		1	80
	29	53		2	80
				3	80
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage
8 N=290	F	S		1	80
	11	34		2	80
				3	80
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
	2013	2014	2015	End of Yr.	Percentage
9 N=274	F	S		1	80
	17	32		2	80
				3	80

 indicates achieved target  indicates a doubling or greater of growth from fall to spring

Scholastic Reading Inventory (SRI) Data – Grades 4-9

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
4	2013	2014	2015	End of Yr.	Percentage
	F	S		1	80
	54	64		2	80
				3	80

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
5	2013	2014	2015	End of Yr.	Percentage
	F	S		1	80
	58	71		2	80
				3	80

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
6	2013	2014	2015	End of Yr.	Percentage
	F	S		1	80
	55	77		2	80
				3	80

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
7	2013	2014	2015	End of Yr.	Percentage
	F	S		1	80
	67	80		2	80
				3	80

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
8	2013	2014	2015	End of Yr.	Percentage
	F	S		1	80
	70	73		2	80
				3	80

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets	
9	2013	2014	2015	End of Yr.	Percentage
	F	S		1	80
	65	68		2	80
				3	80

The SMI and SRI data are most appropriately used for independent goal-setting and progress monitoring with students, but results can be reported in terms of aggregate performance at the classroom, grade-band, and school-wide levels. The SRI is intended to match readers with text at their independent reading level. The SMI is an algebra readiness screener that determines a student’s progress toward algebra proficiency. WUSD administers the SMI in grades 3-9 and the SRI in grades 4-9. Neither assessment is a curriculum-based assessment. They are criterion-referenced, computer adaptive assessments that are aligned with college and career readiness standards. The forthcoming SMARTER Balanced Assessments will also be criterion-referenced computer adaptive assessments that will take the place of the WKCE beginning in 2014-15. Whereas SMARTER Balanced is a summative assessment, SRI and SMI are formative assessments.

Teachers and administrators have access to several individual and group reports from the SRI and SMI. Like the Fountas and Pinnell benchmark assessments, the SMI and SRI are administered 3 times per year (and possibly more for progress monitoring purposes of individual students).

 indicates achieved target  indicates approaching target


Wisconsin State Assessment System - WSAS (WKCE and WAA) – Grade 3-8, 10

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets		WI AMOs
Reading						
3	2013	2014	2015	End of Yr.	Percentage	Percentage
	27	+16		2013	80	40
				2014	80	43
			2015	80	45	
Math						
3	2013	2014	2015	End of Yr.	Percentage	Percentage
	41	+15		2013	80	53
				2014	80	56
			2015	80	59	

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets		WI AMOs
Reading						
4	2013	2014	2015	End of Yr.	Percentage	Percentage
	28	+15		2013	80	40
				2014	80	43
			2015	80	45	
Math						
4	2013	2014	2015	End of Yr.	Percentage	Percentage
	50	+6		2013	80	53
				2014	80	56
			2015	80	59	

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets		WI AMOs
Reading						
5	2013	2014	2015	End of Yr.	Percentage	Percentage
	26	+17		2013	80	40
				2014	80	43
			2015	80	45	
Math						
5	2013	2014	2015	End of Yr.	Percentage	Percentage
	47	+9		2013	80	53
				2014	80	56
			2015	80	59	

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets		WI AMOs
Reading						
6	2013	2014	2015	End of Yr.	Percentage	Percentage
	32	+11		2013	80	40
				2014	80	43
			2015	80	45	
Math						
6	2013	2014	2015	End of Yr.	Percentage	Percentage
	53	+3		2013	80	53
				2014	80	56
			2015	80	59	

 indicates the percentage points to be gained in order to reach Wisconsin Annual Measurable Objectives (AMOs).

AMOs were set to move all schools in the state to the level of those schools performing at the 90th percentile in 2011-12. **The expectation is for schools to have all student groups reach 50% reading proficiency and 65% mathematics proficiency by 2016-17.** AMOs are not part of a school’s accountability rating (school report card measure), but are part of a school’s report card data and can be used to determine progress with students and specific student groups. AMOs used to be a significant target for determining Adequate Yearly Progress (AYP) under the former NCLB law. Under the rules written into the NCLB waiver, AMOs are now used to determine whether Title I Priority or Focus Schools (those not meeting standards) meet the exit criteria from those identifications.

WSAS – Cont’d

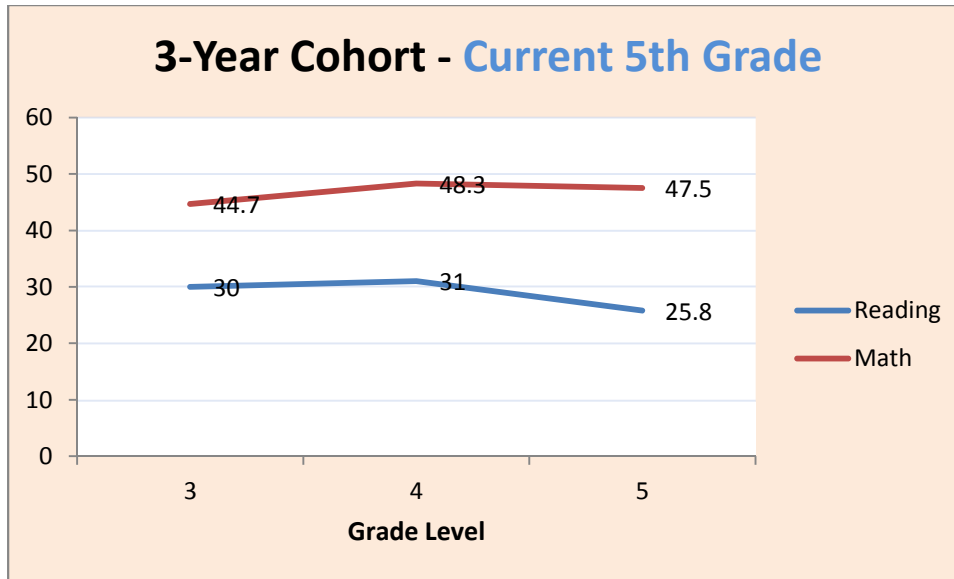
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets		WI AMOs
Reading						
7	2013	2014	2015	End of Yr.	Percentage	Percentage
	38	+5		2013	80	40
				2014	80	43
				2015	80	45
Math						
7	2013	2014	2015	End of Yr.	Percentage	Percentage
	51	+5		2013	80	53
				2014	80	56
				2015	80	59

Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets		WI AMOs
Reading						
8	2013	2014	2015	End of Yr.	Percentage	Percentage
	40	+3		2013	80	40
				2014	80	43
				2015	80	45
Math						
8	2013	2014	2015	End of Yr.	Percentage	Percentage
	45	+11		2013	80	53
				2014	80	56
				2015	80	59

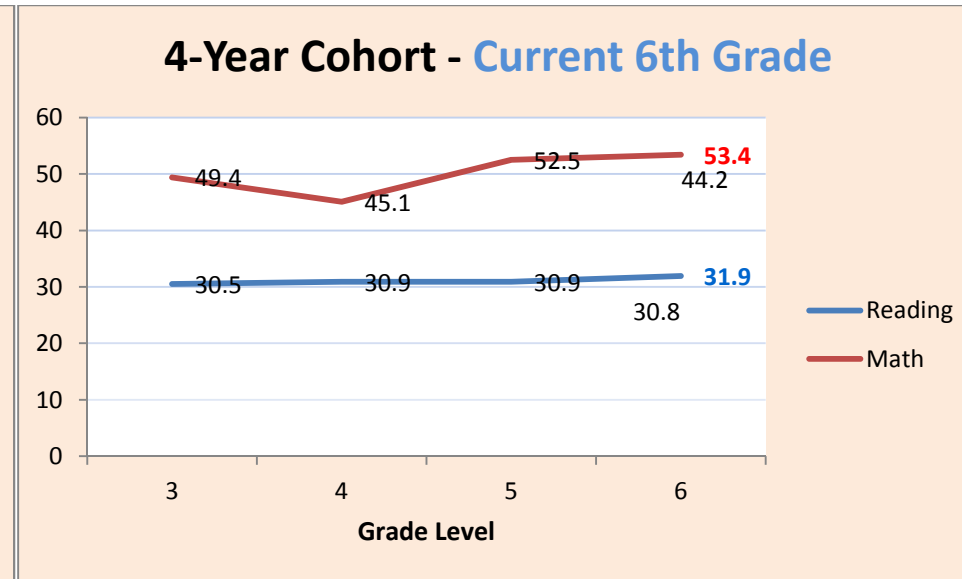
Grade Level	WUSD Current Data (% proficient or advanced)			WUSD Targets		WI AMOs
Reading						
10	2013	2014	2015	End of Yr.	Percentage	Percentage
	28	+15		2013	80	40
				2014	80	43
				2015	80	45
Math						
10	2013	2014	2015	End of Yr.	Percentage	Percentage
	34	+22		2013	80	53
				2014	80	56
				2015	80	59

WKCE Performance Levels:

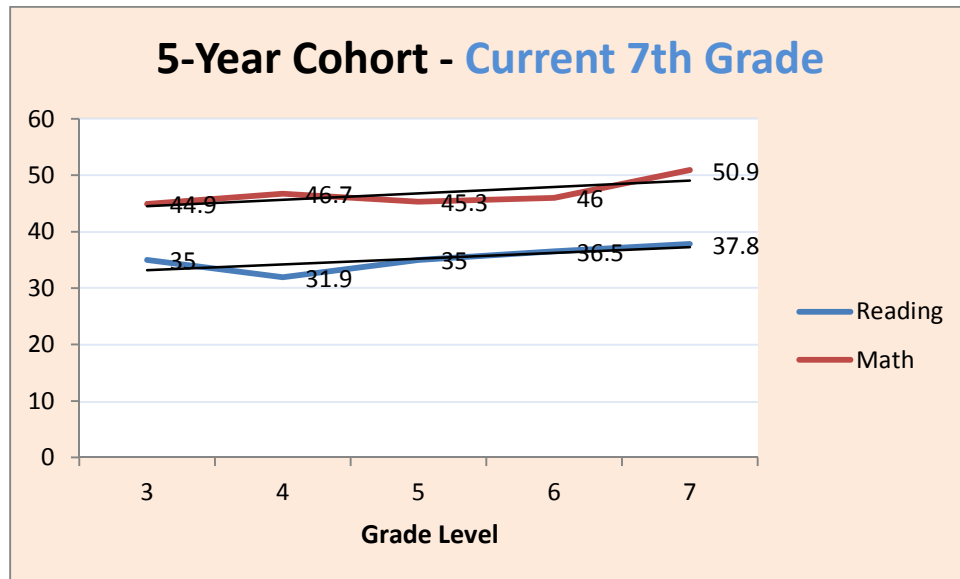
- **Advanced** - Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
- **Proficient** - Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
- **Basic** – Students at this level demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.
- **Minimal Performance** – Students at this level demonstrate limited knowledge and skills in the subject matter and limited ability to apply knowledge and skills effectively.



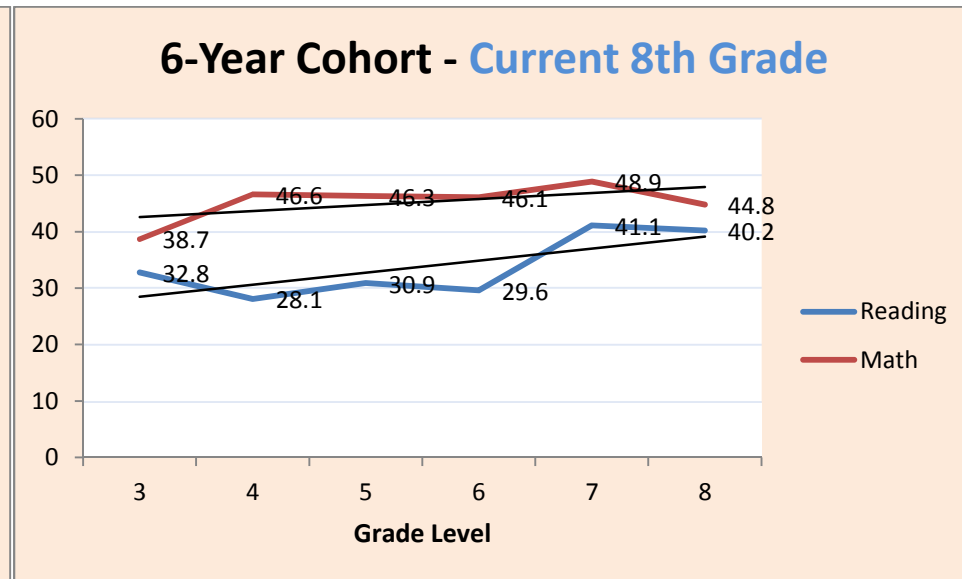
2010-12



2009-12

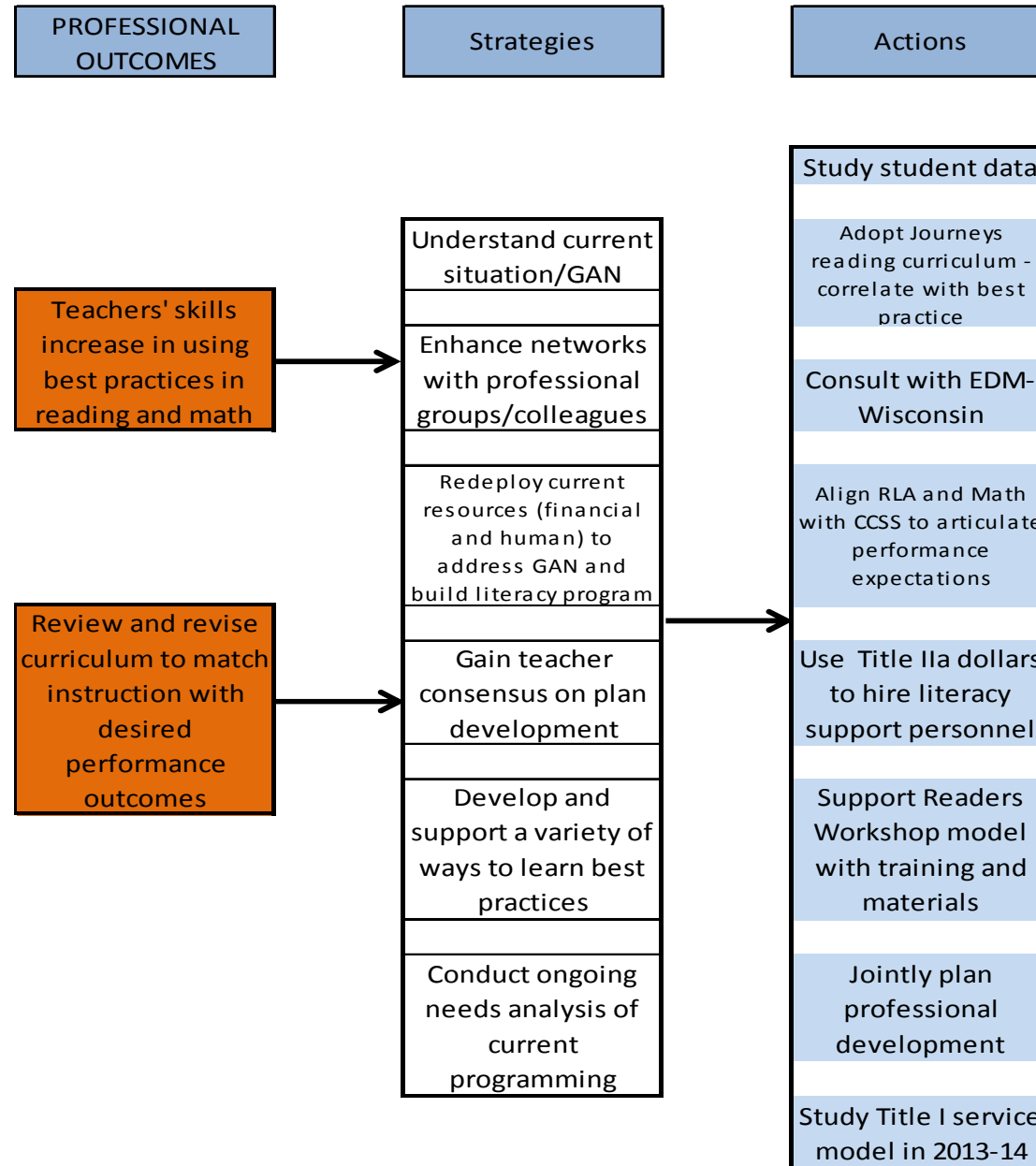


2008-12



2007-12

ACTION STEPS – So, now what?



2013-14 Assessment and Summer/Fall Professional Development Schedule (tentative)

Assessment/Test	Grade Levels	Timeframe		PD Area/Topic	Date(s)
Fountas and Pinnell Reading Benchmarks	K-5	Fall	September 23 - October 11	Reading Adoption Training	6/26-27; August- May
		Winter	January 6 - 23	Readers' Workshop	8/1-2
		Spring	May 1 - May 23	Everyday Math	8/8, 9/27, 10/25
PALS – Early Literacy Screener	K (4K,1)	October 14 - November 8		WISEdash/MDAT	8/20
SMI SRI	3-9 4-9	Fall	September 16 – October 4		
		Winter	January 6 - 23		
		Spring	May 1 - 23		
WKCE	3-8, 10	October 28 - November 29			

Questions about our data:

What are the skills and standards that our students have struggled with the most over the past several years?

What are the patterns within your school's data? Are there particular subgroups that reflect performance gaps?

Are there specific content areas or grade levels that reflect either a lag or surge in performance?

How can we better serve those students who are not achieving proficiency?

What are the implications of these patterns on classroom instruction and evaluation/observation?

Are these results expected? If not, how are they different from what was expected?

What qualitative data can be used to supplement this data?

What other data corroborate the performance pattern/trend?

What can be learned from students who are achieving proficiency? Are resources commonly available?

Based on your school goals from 2012-13, should performance targets be adjusted?

What processes will be put in place in 2013-14 to address areas of concern?

