

Sadler Means “A Focus on Growth”

DAC

Jan 15, 2019

2017-18 STAAR

	Approaches	Meets	Masters
Reading	60%	27%	8%
Math	54%	15%	3%
Writing	35%	12%	1%
Science	52%	24%	7%
Social Studies	49%	16%	8%

646 Math and Reading Tests	Raw Score	Enter Scale Score*	Word Rating	Letter Grade [What If?]	Overall Grade Components		Weight	Total
Domain I - Student Achievement	26	54	IR	F	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	58	70%	40.6
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		58	IR	F				
Part A - Academic Growth	55	56	IR	F				
Part B - Relative Performance	26	58	IR	F				
Domain III - Closing the Gaps	17	63	Met Std	D	Domain III Scale Score	63	30%	18.9
Academic Achievement (%age of Indicators Met)	0							
Academic Growth (%age of Indicators Met)	13							
EL Proficiency (%age of Indicators Met)	100							
Student Success (%age of Indicators Met)	0							
					Overall Score		59	
					Overall Word Rating		IR	
					Overall Letter Grade [What If?]		F	

** To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool*

<https://tea.texas.gov/2018scalingresources.aspx>

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The focus is GROWTH

- Growth plays a part in all of the Domains
- 63% of students met growth in Reading (State target is 69%)
- 49% of student met growth in Math (State target is 71%)
- Goal is for all students to GROW and meet progress

1 st Semester Progress Measure Data using unit assessments		
Grade Level	Math	Reading
6 th	36%	47%
7 th	60%	55%
8 th	60%	52%

		Approaches Grade Level	Meets Grade Level	Masters Grade Level
		AVE %age Correct	AVE %age Correct	AVE %age Correct
Reading	Grade 3	53%	76%	85%
	Grade 4	56%	76%	86%
	Grade 5	57%	75%	87%
	Grade 6	57%	78%	88%
	Grade 7	56%	75%	85%
	Grade 8	56%	76%	87%
	English I	60%	69%	88%
	English II	60%	69%	91%
Math	Grade 3	51%	75%	88%
	Grade 4	50%	74%	84%
	Grade 5	47%	71%	85%
	Grade 6	36%	61%	82%
	Grade 7	40%	63%	81%
	Grade 8	46%	67%	87%
	Algebra I	39%	62%	77%

646 Math and Reading tests

Green Shaded Cells = 1 point Blue Shaded Cells = .5 points Red Shaded Cells = 0 points		Spring 2018						
		Does Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level
		234		277		100		35
Spring 2017	Does Not Meet Grade Level 263	91	92	0	73	7		0
	Approaches Grade Level 232	83	0	47	57	40		5
	Meets Grade Level 103	8		45		17	21	12
	Masters Grade Level 48	0		15		15		18

Every red and blue shaded cell represents situations in which students have gone backward

Don't let kids go backwards!

Student Growth Domain II - Part A		
Students that earned 0 points	257	0
Students that earned .5 points	64	32.0
Students that earned 1 point	325	325
Total Points Earned		357.0
# of Tests included in Calculation		646
Domain II - Part A Academic Growth Score (Total Points Earned ÷ # of Tests Included in Calculation)		55

646 Math and Reading tests

Move 40 did not pass to grow

Move 40 did not pass to approaches

<i>Green Shaded Cells = 1 point</i> <i>Blue Shaded Cells = .5 points</i> <i>Red Shaded Cells = 0 points</i>		Spring 2018						
		Does Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level
		234		277		100		35
Spring 2017	Does Not Meet Grade Level 263	91	92	0	73	7		0
	Approaches Grade Level 232	83	0	47	57	40		5
	Meets Grade Level 103	8		45		17	21	12
	Masters Grade Level 48	0		15		15		18

Student Growth Domain II - Part A		
Tests that earned 0 points	257	0
Tests that earned .5 points	64	32.0
Tests that earned 1 point	325	325
Total Points Earned	357.0	
# of Tests included in Calculation	646	
Domain II - Part A Academic Growth Score (Total Points Earned ÷ # of Tests Included in Calculation)	55	

646 Math and Reading tests

Move 40 tests that did not pass to grow

Move 40 tests that did not pass to approaches

Green Shaded Cells = 1 point Blue Shaded Cells = .5 points Red Shaded Cells = 0 points		Spring 2018						
		Does Not Meet Grade Level 234		Approaches Grade Level 277		Meets Grade Level 100		Masters Grade Level 35
Spring 2017	Does Not Meet Grade Level 263	51	132	0	73	7		0
	Approaches Grade Level 232	43	0	47	97	40		5
	Meets Grade Level 103	8		45		17	21	12
	Masters Grade Level 48	0		15		15		18

Student Growth Domain II - Part A		
Tests that earned 0 points	177	0
Tests that earned .5 points	64	32.0
Tests that earned 1 point	405	405
Total Points Earned		437.0
# of Tests included in Calculation		646
Domain II - Part A Academic Growth Score (Total Points Earned ÷ # of Tests Included in Calculation)		68



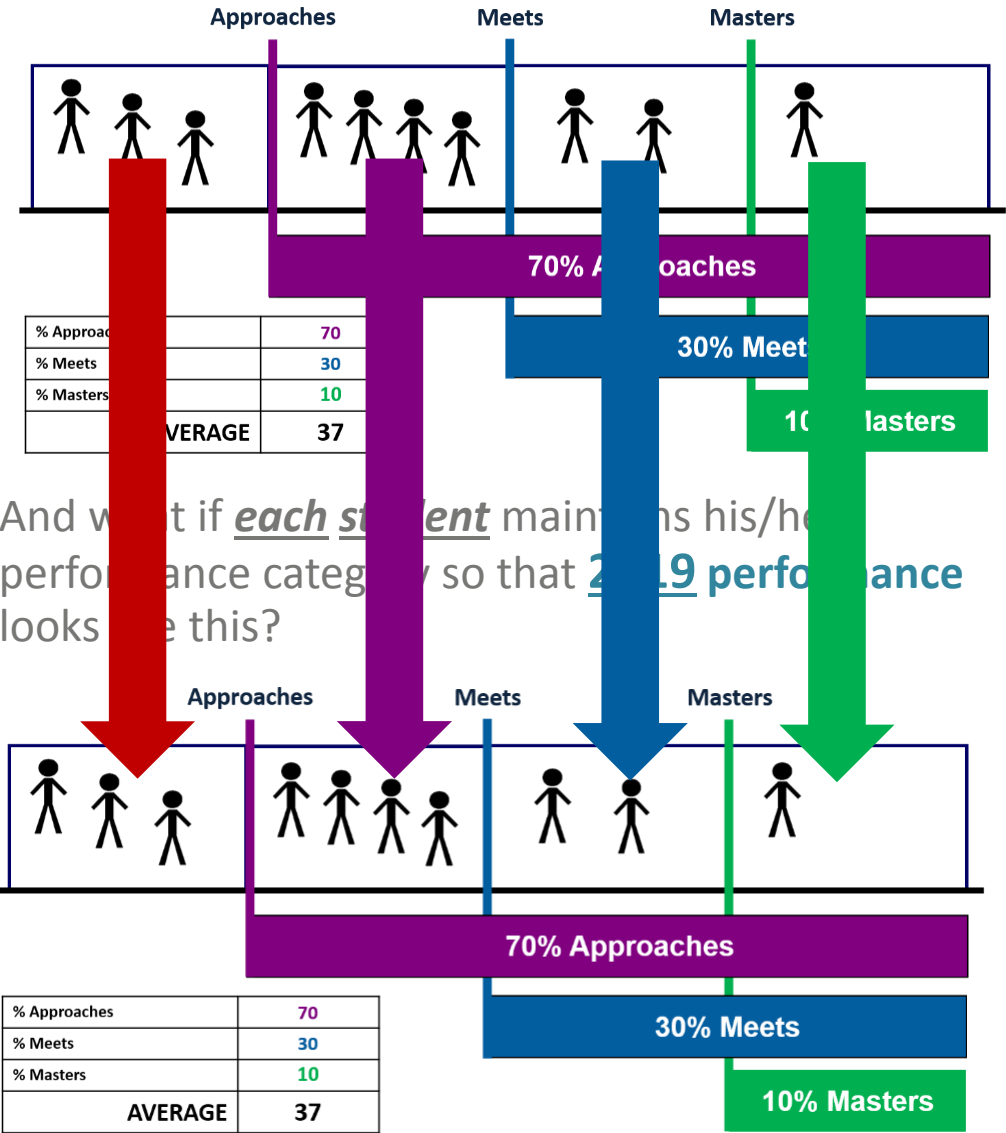
New Raw Score

646 Math and Reading Tests	Raw Score	Enter Scale Score*	Word Rating	Letter Grade [What If?]	Overall Grade Components		Weight	Total
Domain I - Student Achievement	26	54	IR	F	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	74	70%	51.8
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		74	Met Std	C				
Part A - Academic Growth	68	74	Met Std	C				
Part B - Relative Performance	26	58	IR	F				
Domain III - Closing the Gaps	17	63	Met Std	D	Domain III Scale Score	63	30%	18.9
Academic Achievement (%age of Indicators Met)	0							
Academic Growth (%age of Indicators Met)	13							
EL Proficiency (%age of Indicators Met)	100							
Student Success (%age of Indicators Met)	0							
					Overall Score		71	
					Overall Word Rating		Met Std	
					Overall Letter Grade [What If?]		C	

** To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool*

<https://tea.texas.gov/2018scalingresources.aspx>

What if 2018 performance looked like this?



Student Progress	# Tests	# Points
Masters to Masters	1	1
Meets to Meets (if both Meet STAAR Progress)	2	2
Approaches to Approaches (if all Meet STAAR Progress)	4	4
Did Not Meet to Did Not Meet (if all Meet STAAR Progress)	3	3
Totals	10	10
Progress Score	100%	

the mindset ... keep it
simple!

*Suggestion:
No more than
5 points!*

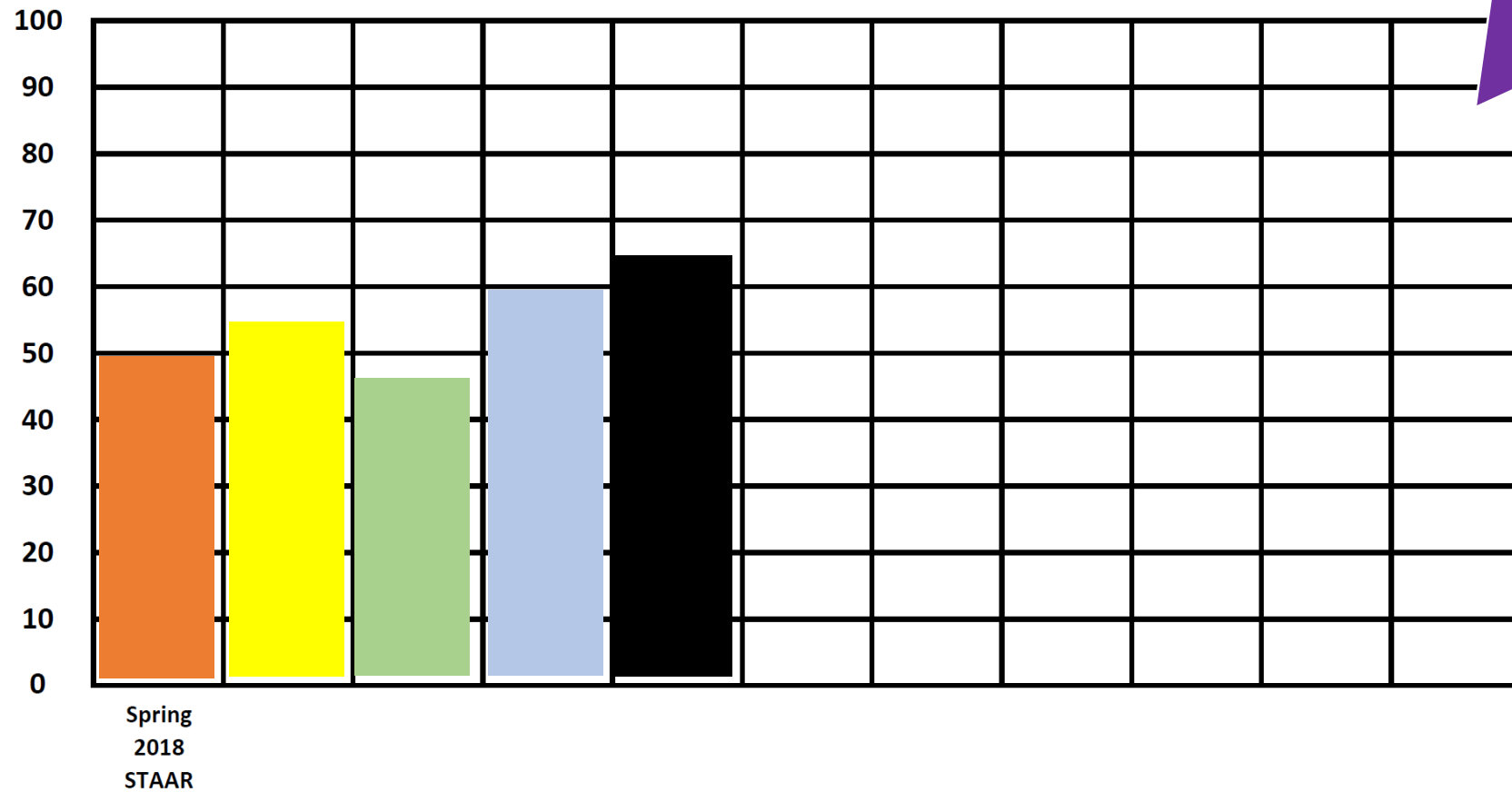
Student Name	Percent Score in Spring 2018	Goal for Spring 2019	“Stretch” Goal for Spring 2019
Student 1	77%	77%	80%
Student 2	84%	84%	85%
Student 3	68%	68%	70%
Student 4	70%	70%	75%
Student 5	59%	59%	63%
Student 6	95%	95%	100%
Student 7	48%	48%	53%

Focus on GROWTH

- All students have a progress measure goal
- Students track their own progress on all assessments
- Strengthen the PLC Process
- Focus on High Leverage Standards (HLS)
- Progress monitor student growth and data on HLS
- Apply interventions based on Student Data and progress on their growth target

Student Growth Tracker

Student Tracking Sheet - 2018-19 School Year



Score
50%
Target
55%

PLC Process

- Goal is to increase instructional time, engaged time, and aligned time by improving teacher's knowledge of the content, ensuring grade level appropriate rigor and relevance and building teacher/student trust and mutual respect.
- Collaboration and teamwork is the key
- Teachers meet for 90 minutes 2 times per week
- Study the TEKS
- Review Previous Year(s) data on each standard
- Review 4 to 5 years of STAAR questions for each standard
- Determine any misconception(s) or gaps in teaching
- Review previous year lesson plans
- Create new lesson plans and present them to colleagues for feedback
- Create Summative Assessments for teach unit
- Create short CFAs to measure progress throughout the unit
- Analyze data & track progress measure attainment
- Re-teach low performing standards
- Lesson plan for Advisory and After School tutorials

High Leverage Standards

- Using Lead4ward Leadership Report Cards, teachers reviewed three years of STAAR data to identify high leverage standards.
- HLS are standards that have been tested 2 or 3 times during the past 3 years. that have room for growth) in all subject areas.
- Teachers target HLS that have room for growth (< 30%)
- The determine where these the targeted HLS fall in the scope and sequence.
- Emphasis during PLCs is placed on significantly improving mastery on targeted HLS taught in the Spring and discuss plans to spiral HLS that were taught in the Fall.
- Goal is to achieve instructional alignment: lesson plans, essential questions, vocabulary, instructional tasks, materials and resources, and assessment should be aligned to the depth and complexity of the TEKS

Interventions and Enrichment

Math:

- Using the support of the district instructional specialists, we will support the implementation of conceptual learning activities targeting the high leverage readiness standards.
- ELLs 0-3 years in US schools will receive deeper learning in 90 minute math classes everyday.
- Tier 2 support includes: Intervention classes; Advisory with math teachers and selected elective teachers; and after school tutorials (Intervention classes: below approaches. Advisory: bubble for Meets. After School: bubble for Approaches.)
- Retired Math teachers will support tier 1 small group instruction and small group tier 2 pullout tutorials.
- Low performing HLS taught in the Spring will be emphasized during PLCs and those taught in the Fall will be spiraled in the Spring.

Reading:

- Teachers reviewed 5 years of STAAR questions for each HLS to gain a deep understanding of each standard. Emphasis will be placed on the HLS taught in the Spring and will spiral HLS that were taught in the Fall.
- Social Studies teachers will also support ELA reading and writing HLS in their lessons.
- ELLs (0-3 years in US schools) in 6th, 7th, & 8th grade have been rescheduled into Language Arts classes with an ESL certified teacher. These 8th grade ELLs are also double blocked with this teacher.
- Intervention classes and after school tutorials will continue.

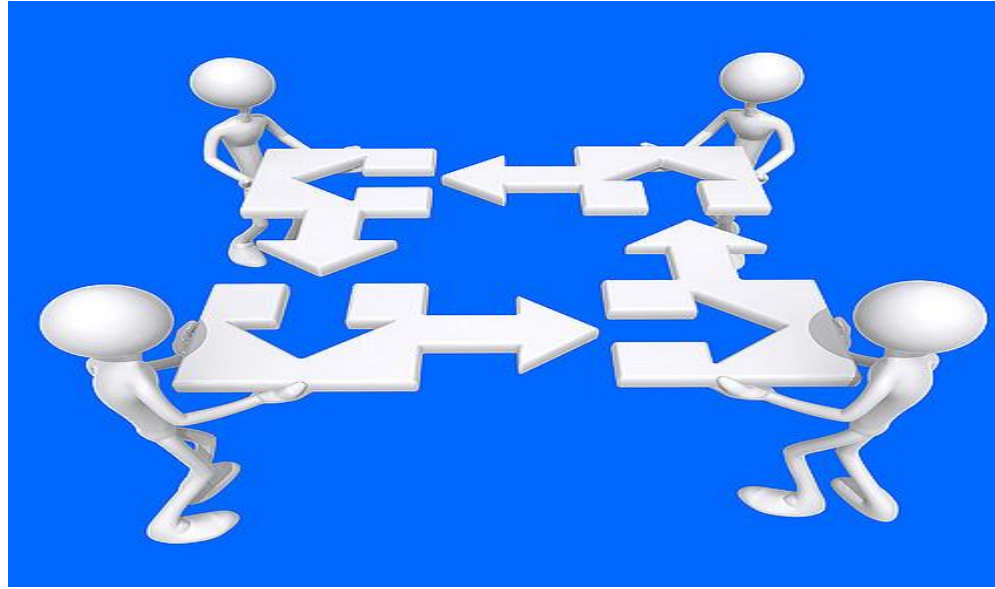
2017-2018 Discipline Data:

In 2018, the top three referral reasons were: Disruptions (African American 60%), Insubordination (African American 56%), and Threatening/Harassing a student (African American 30%), even though African American students only make up 22% of the overall population.

2018-2019 Discipline Goal:

The number of referrals for Disruption, Insubordination, and Threatening/Harassing a student will each be reduced by 25% during the 5th and 6th 6 weeks (Insubordination = 15, Disrupt = 20, Trt/Hrs stdnt = 12). African American students will make up less than 25% of these referrals.

Faculty and Staff Trainings



Implicit Bias

Culturally Responsive Teaching & The Brain

Relationship Building

Discipline Notebooks: Five Steps Behavior Management Plan

Class Dojo Positive Behavior Incentive Program

- Points are awarded to students and using our house system (Salubritas, Integritas, Collegium)
- Points are also awarded to individual students
- Every 6 weeks the house with the most points earns a house celebration
- Students can cash in their individual points for various incentives
 - Principal's chair, Pencils, Pens, Jeans Pass, Extra Courtyard time, books
- Points can only be earned, not removed to maintain focus on positive behaviors



House System

The goals of the Sadler Means Young Women's Leadership Academy House system are as follows:

- To develop stronger bonds of sisterhood between all students.
- To create opportunities for all students to become confident, competent, and connected.
- To promote leadership in a collaborative and encouraging environment.
- To assure individual care and support of each student and build strong self-esteem.
- To nurture an environment of collaboration that allows students to be successful in their school and community.
- To encourage an innovative mind set preparing students for STEM and 21st century skills.
- To promote global citizenship through service to others.
- To promote a growth mindset and belief that through dedication and hard-work all students can excel.

These goals will be met through each house with:

- Social Emotional Learning (SEL) through Mentoring Minds (M&M)
- Strong support system of teachers, staff, students, and administration
- Leadership development through classroom activities, service learning, community involvement, student organizations, and extracurricular activities.

Core Values

Sisterhood

I will:

Respect others,
Learn empathy,
Seek out positive role models.

Wellness

I will:

Respect my mind, body, and spirit,
Have a healthy self image,
Be a courageous leader.

Integrity

I will:

Have strong moral character,
Be trustworthy,
Be resilient because I am confident.