

E. Rivers Elementary

First Semester DATA Overview



Presented by:
E. Rivers Leadership Team



E. Rivers at a Glance

Current Enrollment

PK	44
K	95
1st	98
2nd	126
3rd	116
4th	117
5th	103
Total Enrollment	699

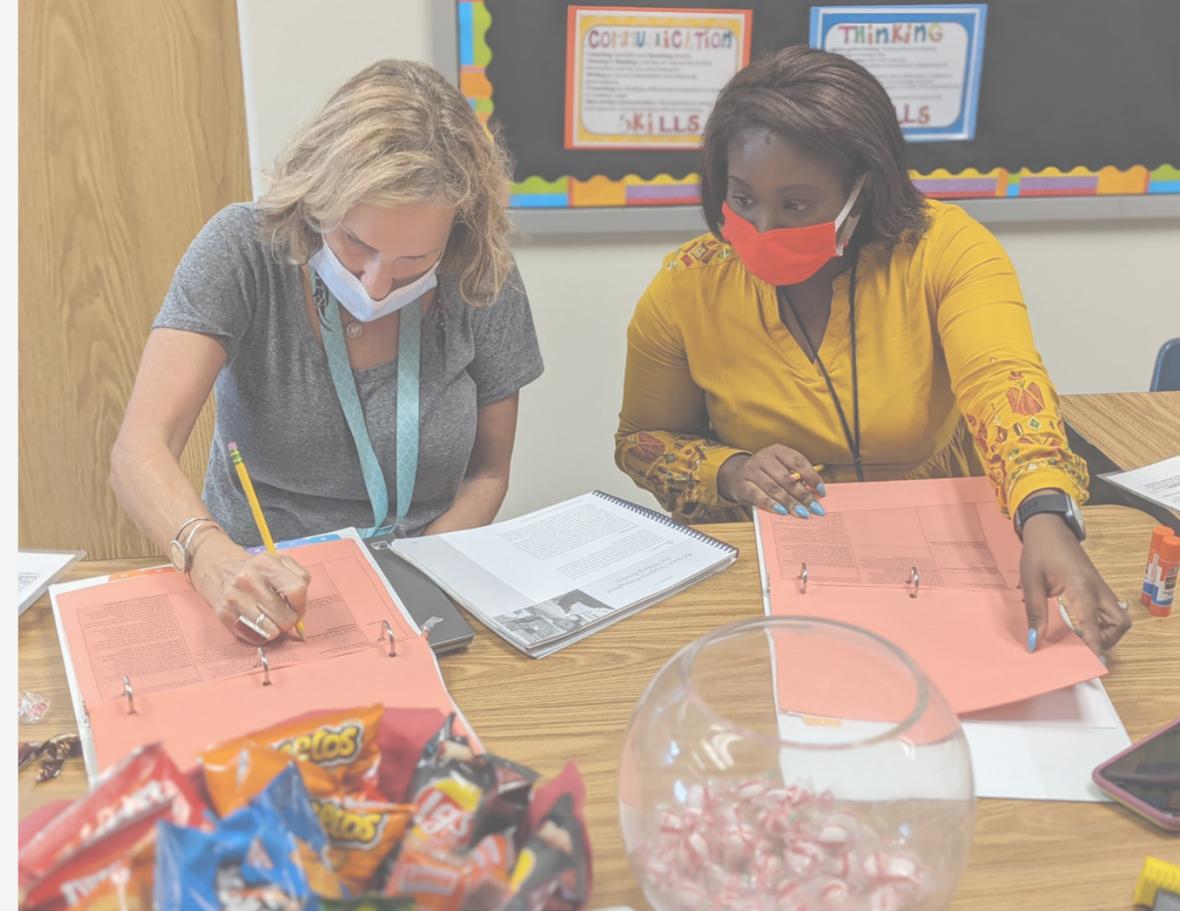
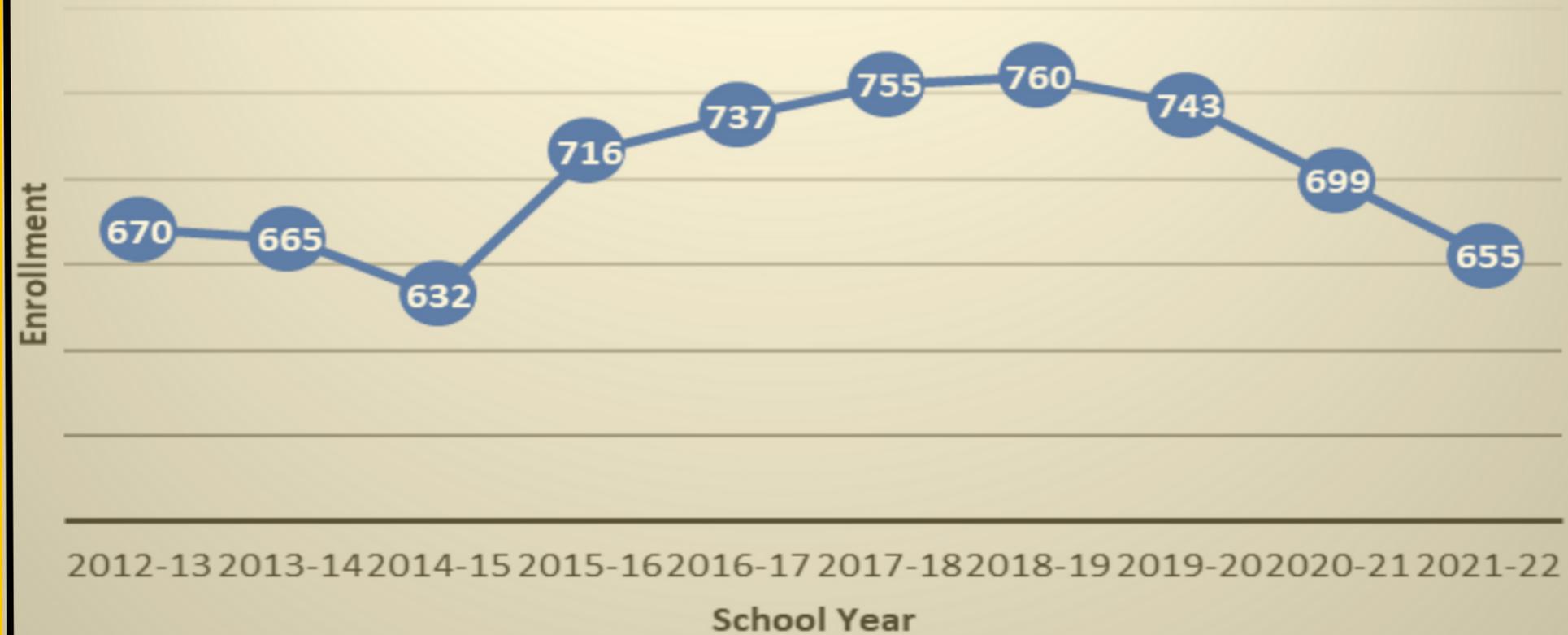
Gender

Female	335
Male	364



E. Rivers Enrollment Trends

Enrollment



Who is in the Building? (Student Data)

Ethnicity		
	Actual #	Percent
Asian	14	2%
American Indian	7	1%
Black	223	32%
Hispanic	132	19%
Multi Race	48	7%
White	275	39%

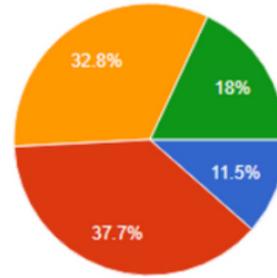


Who is in the Building? (Staff Profile)

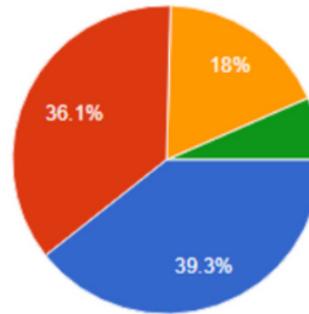
Certified Staff Profile

	0 - 5 Years	6 - 15 Years	16 - 25 Years	25 + Years
Total Teaching Years	7 (3 Teachers)	22	22	10
Years in APS	24	22	11	4
Years at Rivers	31	21	8	1

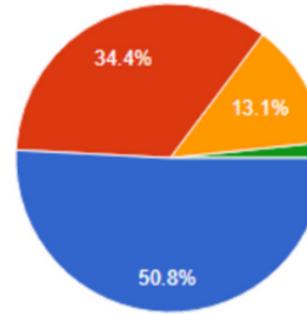
Total Teaching Years



Years in APS

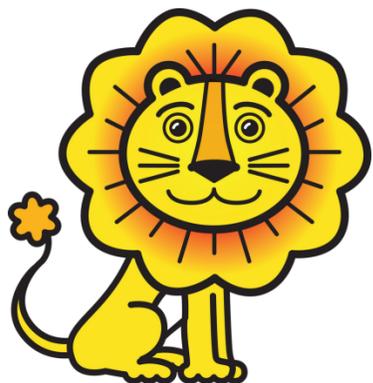
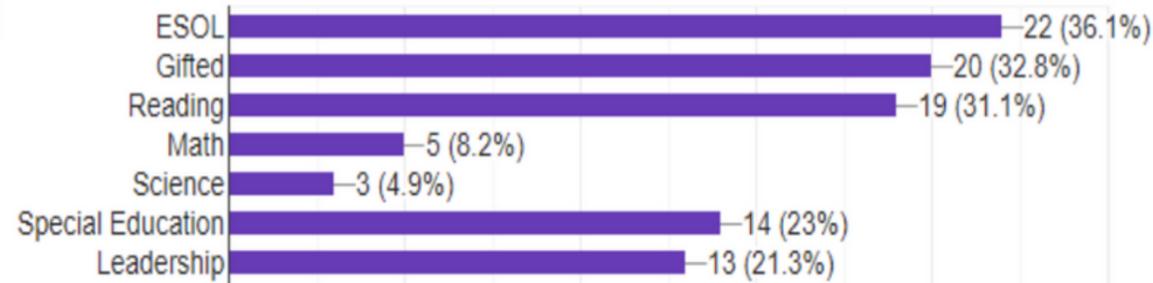


Years at Rivers



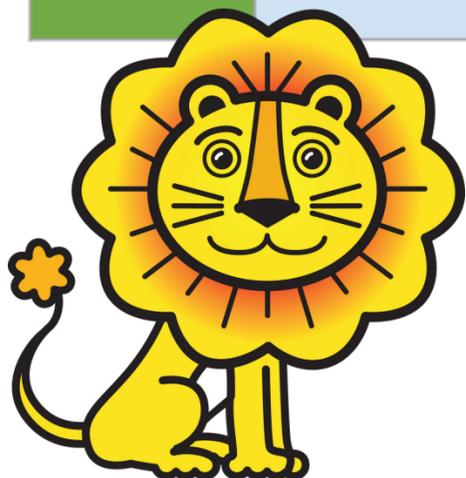
Bachelors	18
Masters	26
Specialist	14
Doctorate	3

Areas of Certification/Endorsement



Dual Language Immersion Profile

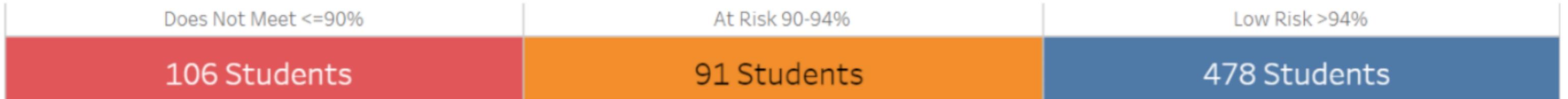
Grade	Hispanic	White	Multi-Racial	Black	Asian	Total
K	15	21	5	2	1	44
1st	16	21	1	5	0	43
2nd	15	16	1	3	1	36
3rd	15	13	2	5	0	35
4th	16	22	3	0	0	41
5th	21	14	1	3	0	39
	98	107	13	18	2	238



Attendance Data

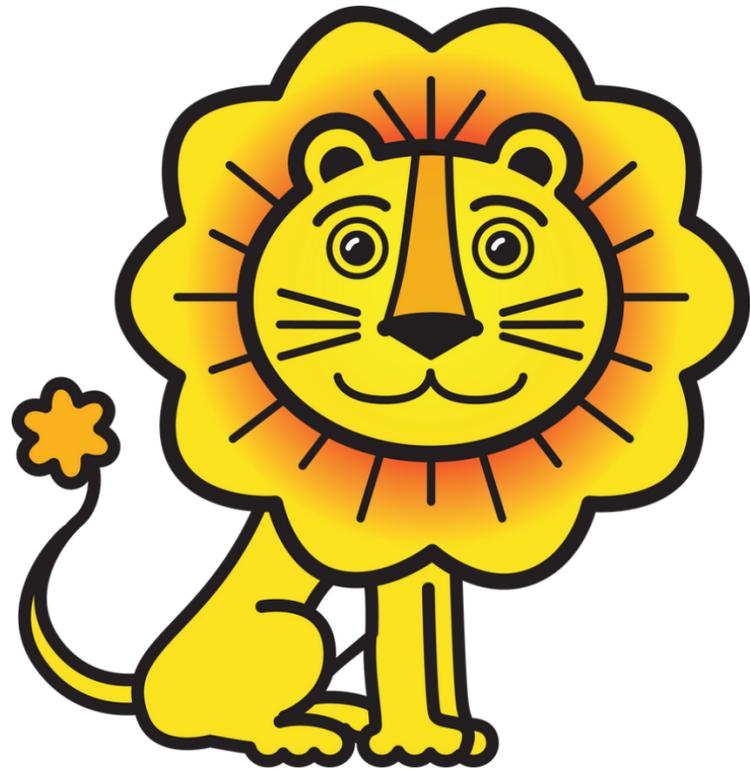
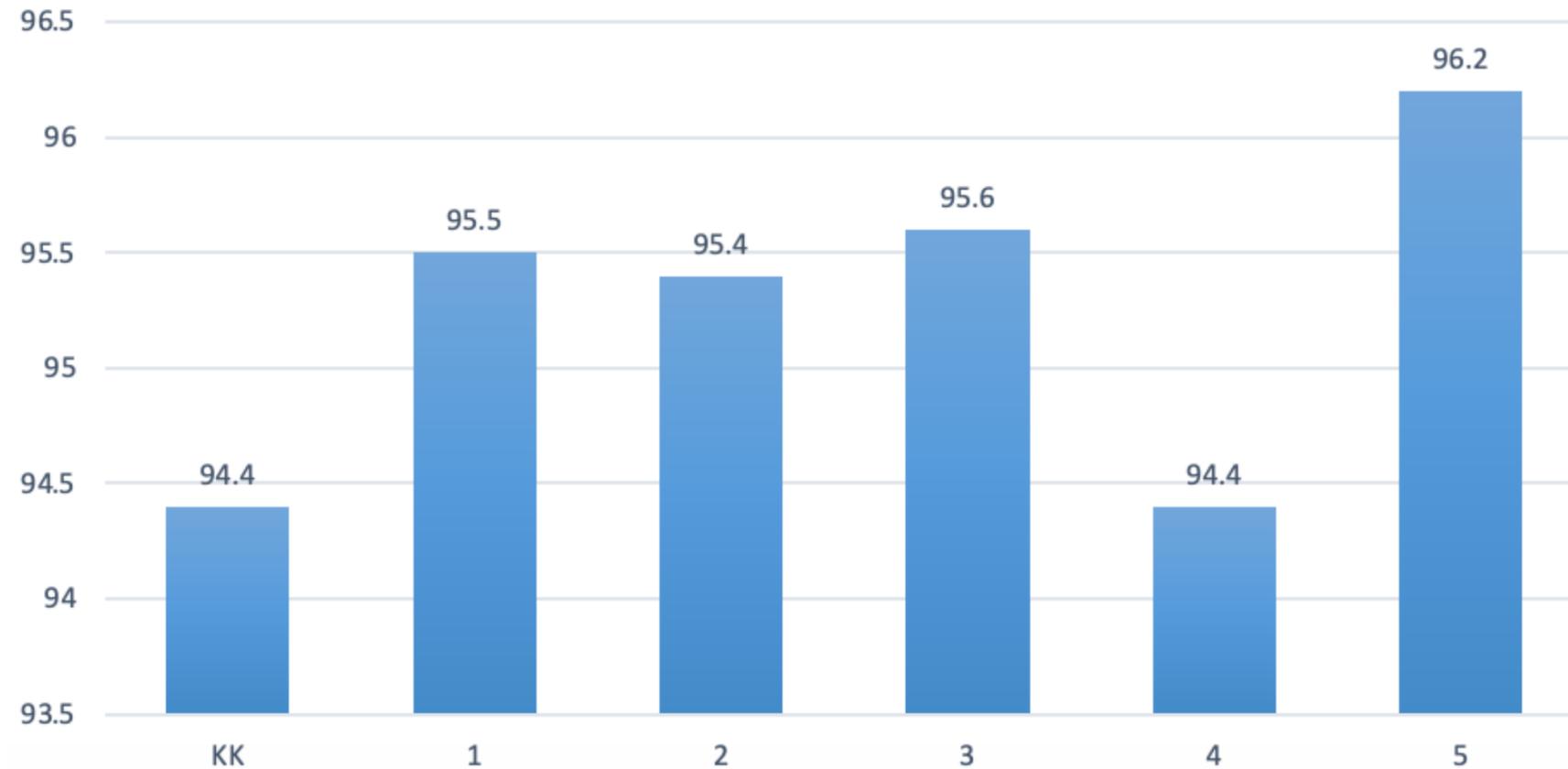
85.4% meeting CCRPI Criteria

CCRPI Risk Counts



ADA Attendance Comparison by Grade-Level

E. Rivers Overall ADA- 95.2%



Whole Child Supports

Attendance Data

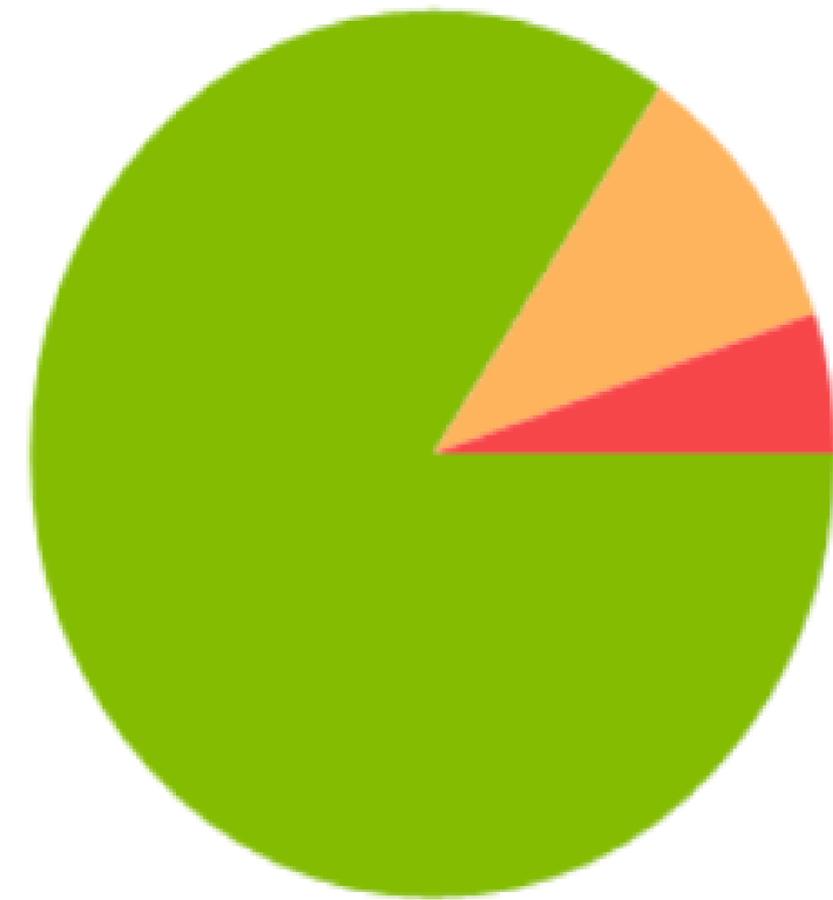
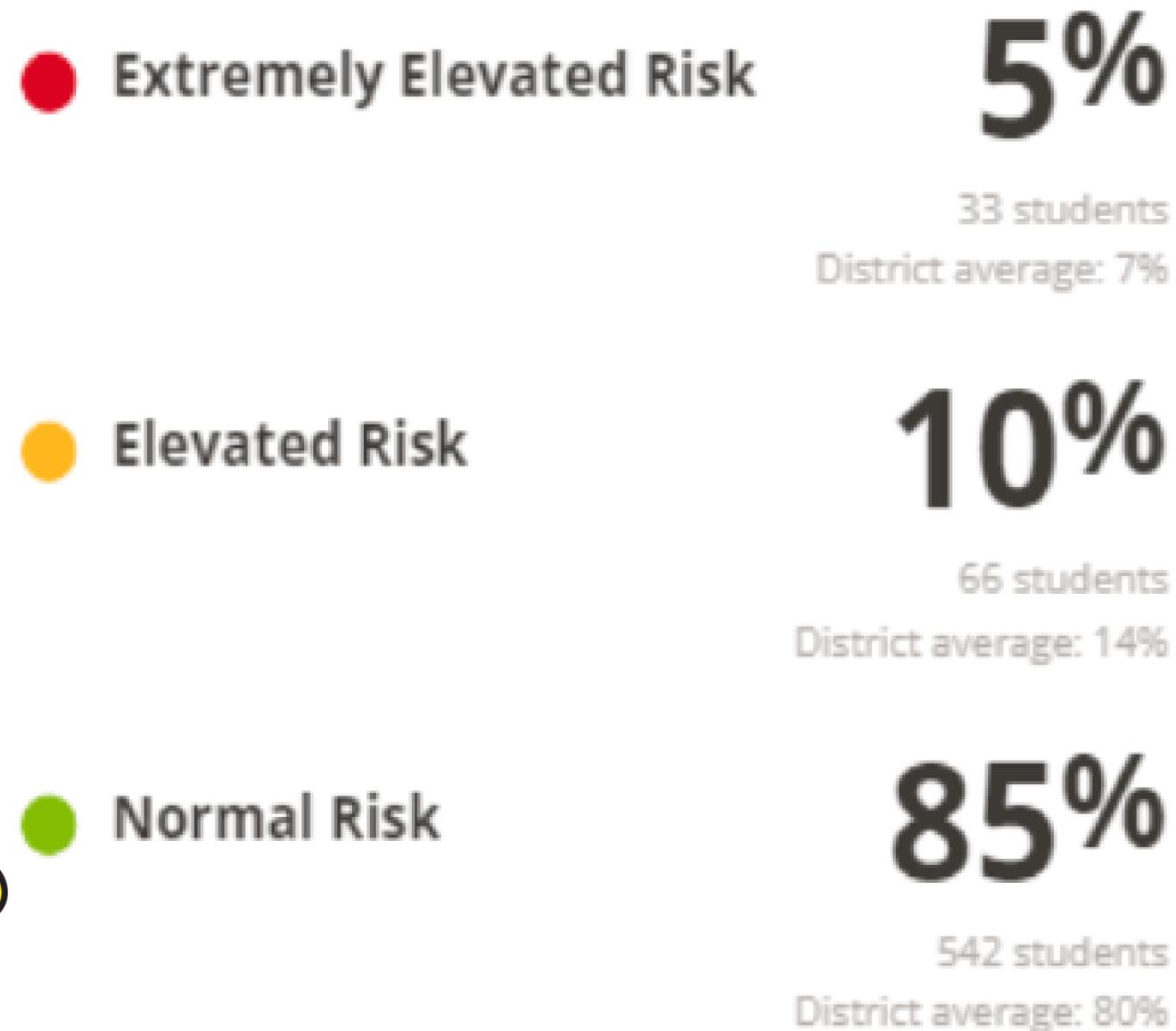
- 85.4% of students are meeting CCRPI Criteria
- Weekly CARE Team/Attendance Committee meetings
- Targeted interventions with the social worker and counselor
- Monthly celebrations for top attendance classes
- Mailing district letters



BASC Data

Behavioral and Emotional Risk Index

BESS-3 (Teacher)

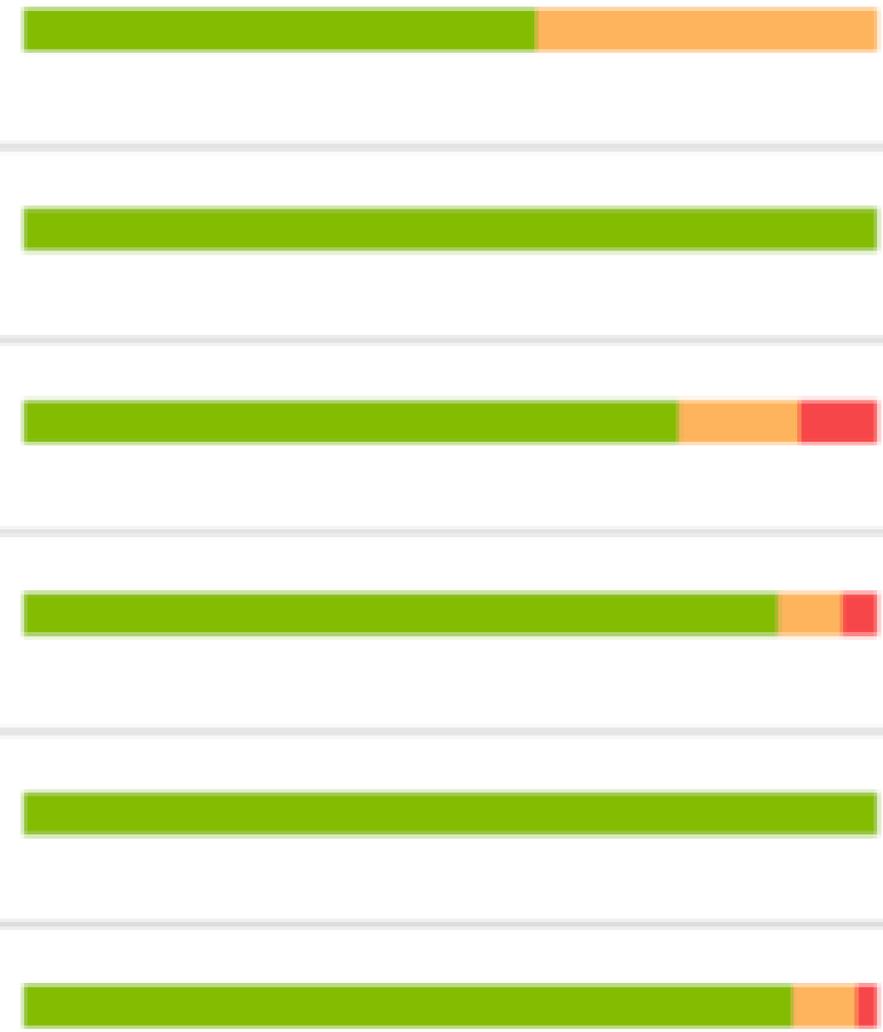


BASC Data by Ethnicity

Ethnicity

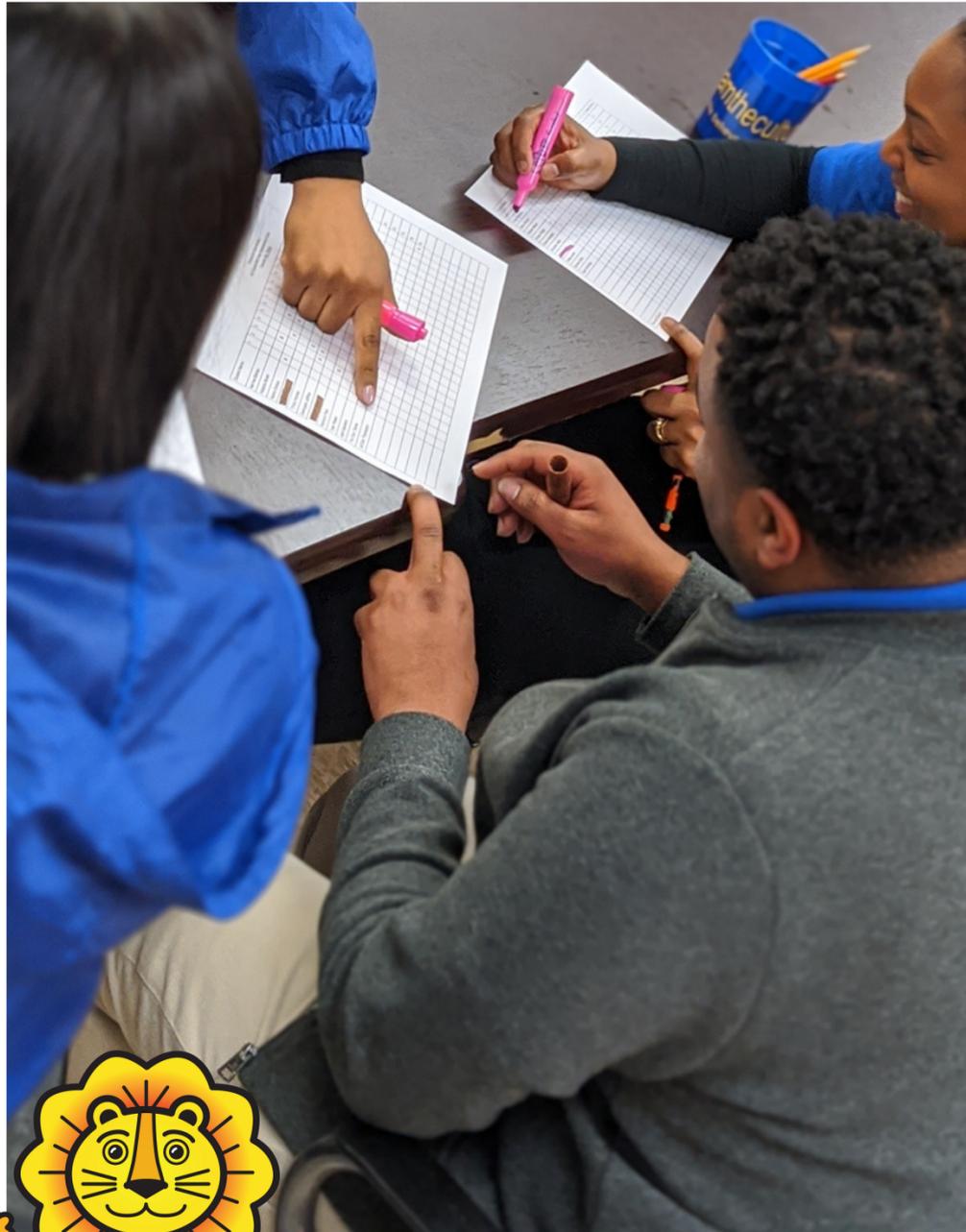


All Students			
American Indian or Alaska Native 5 students	60% 3	40% 2	0% 0
Asian 10 students	100% 10	0% 0	0% 0
Black or African American 208 students	76% 158	15% 31	9% 19
Hispanic/Latino 134 students	87% 117	8% 11	4% 6
Native Hawaiian or Other Pacific Islander 3 students	100% 3	0% 0	0% 0
White 281 students	89% 251	8% 22	3% 8

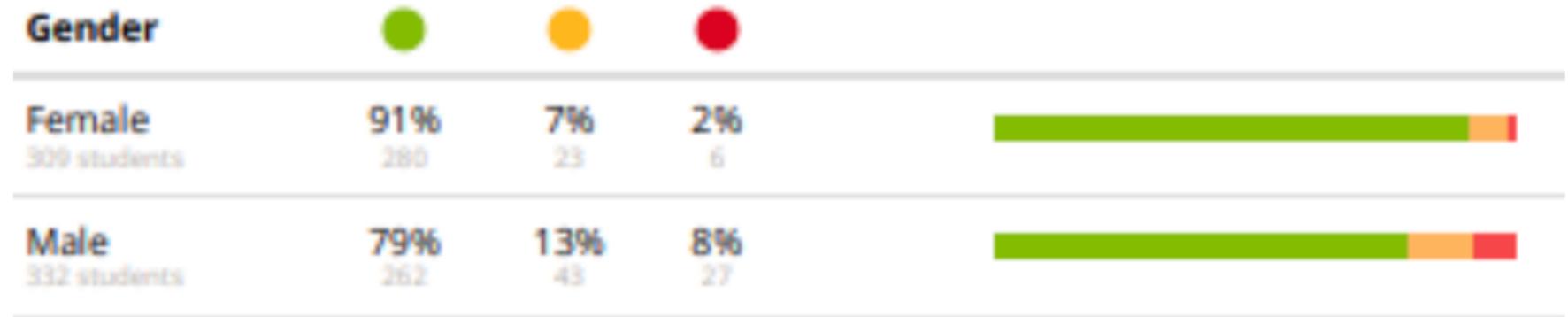


BASC- Behavior and Emotional Risk Index

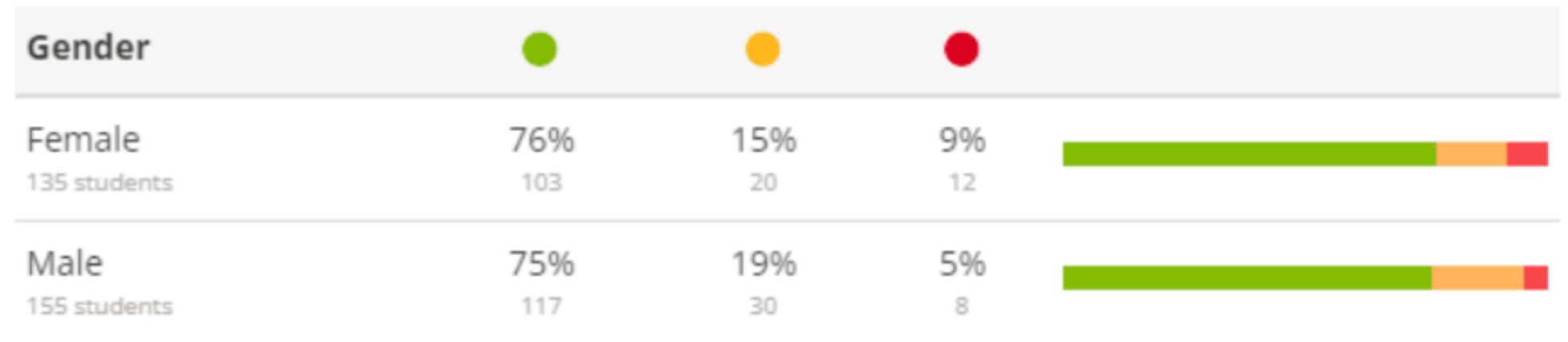
Gender



Teacher Ratings



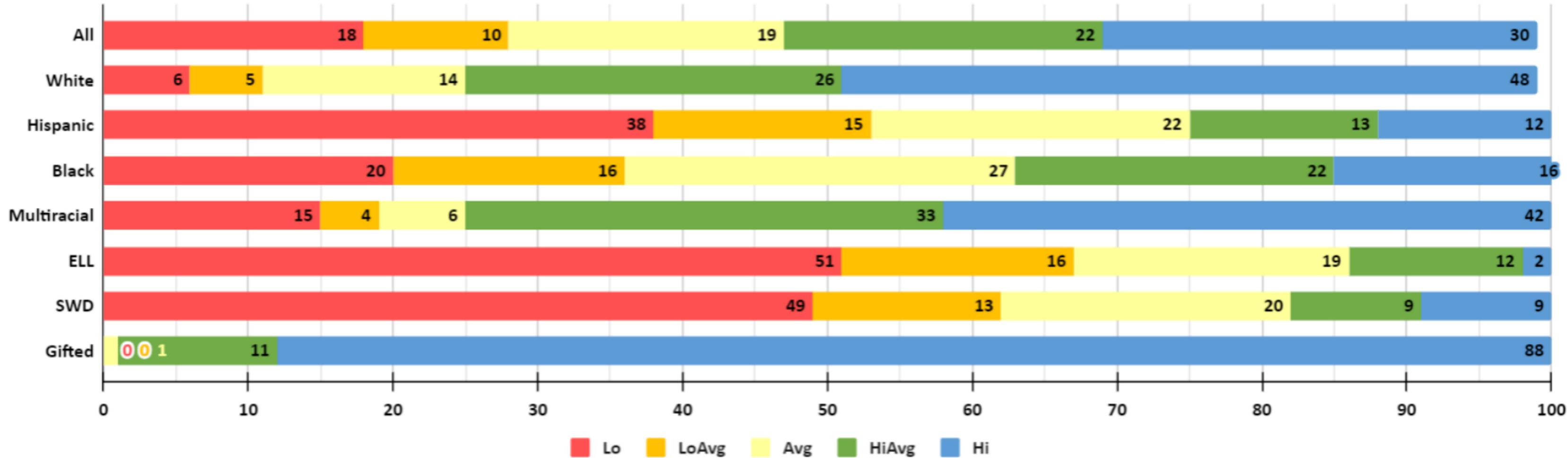
Student Ratings





Fall Reading MAP

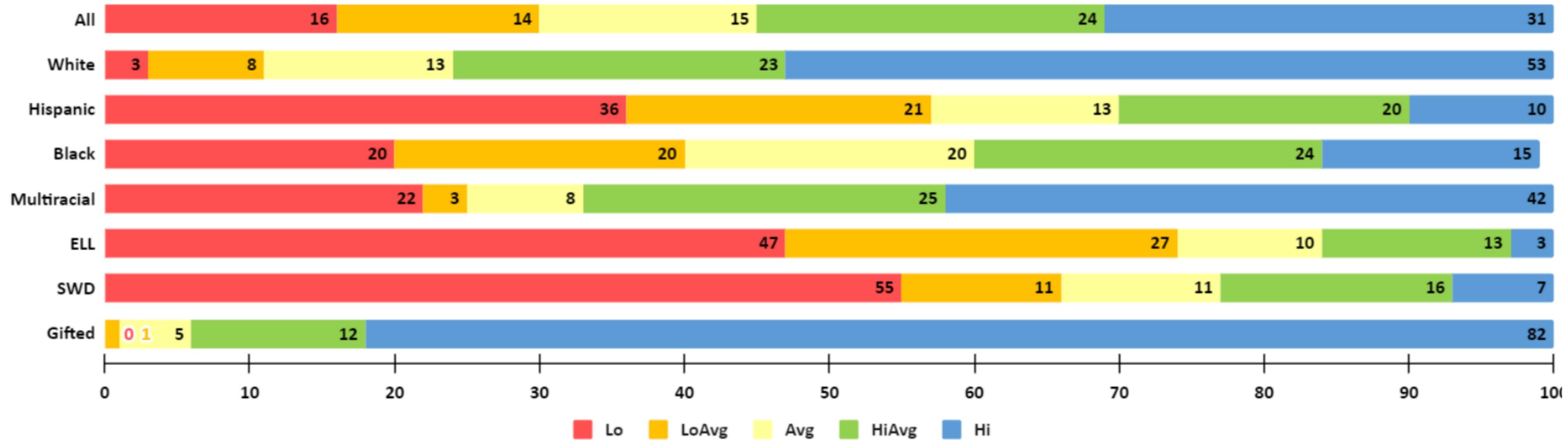
Fall Reading MAP





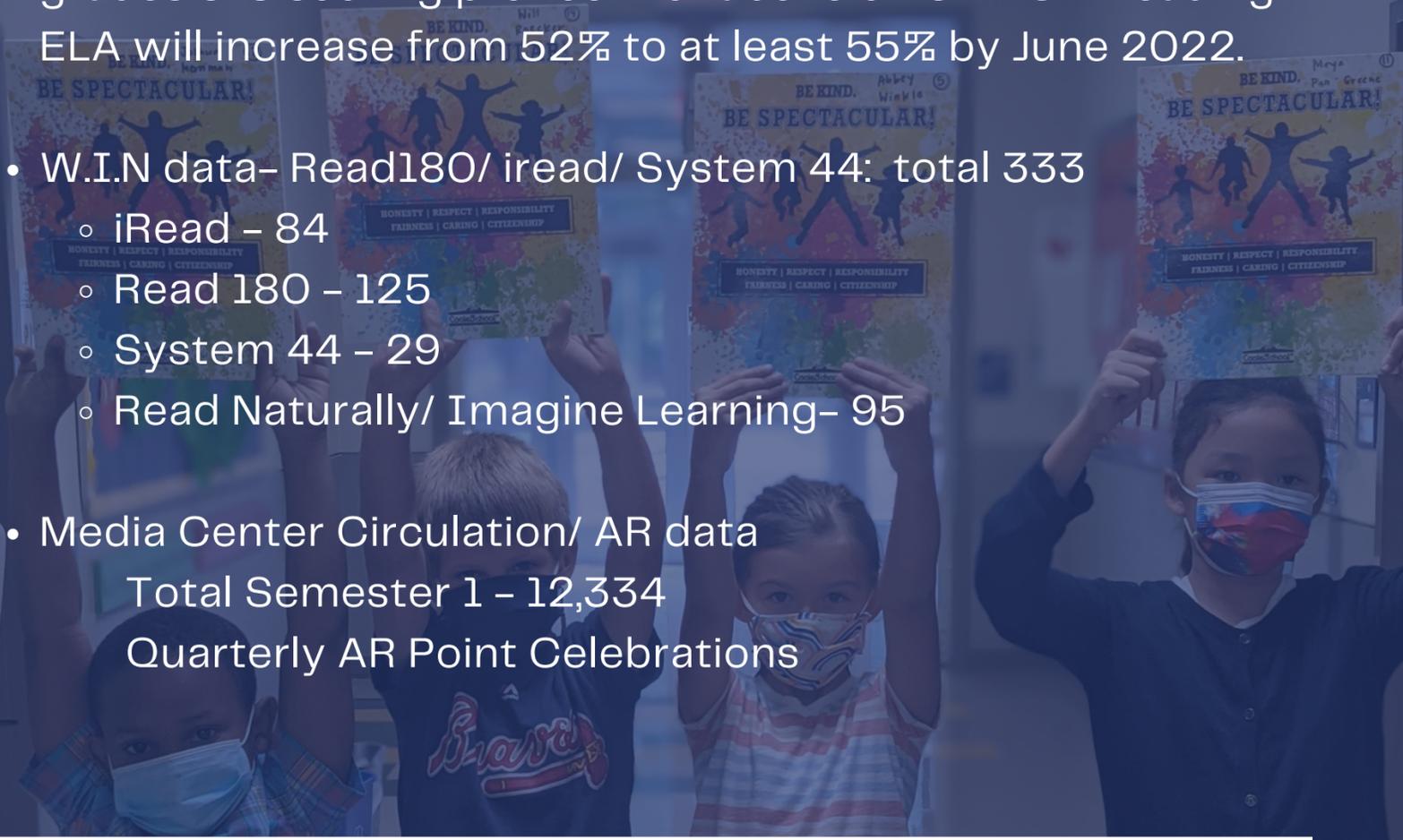
Winter Reading MAP

Winter Reading MAP



Reading Program Data

- **School Improvement Goal**- The percentage of students in grades 3-5 scoring proficient or above on GMAS in reading/ ELA will increase from 52% to at least 55% by June 2022.
- W.I.N data- Read180/ iread/ System 44: total 333
 - iRead - 84
 - Read 180 - 125
 - System 44 - 29
 - Read Naturally/ Imagine Learning- 95
- Media Center Circulation/ AR data
 - Total Semester 1 - 12,334
 - Quarterly AR Point Celebrations

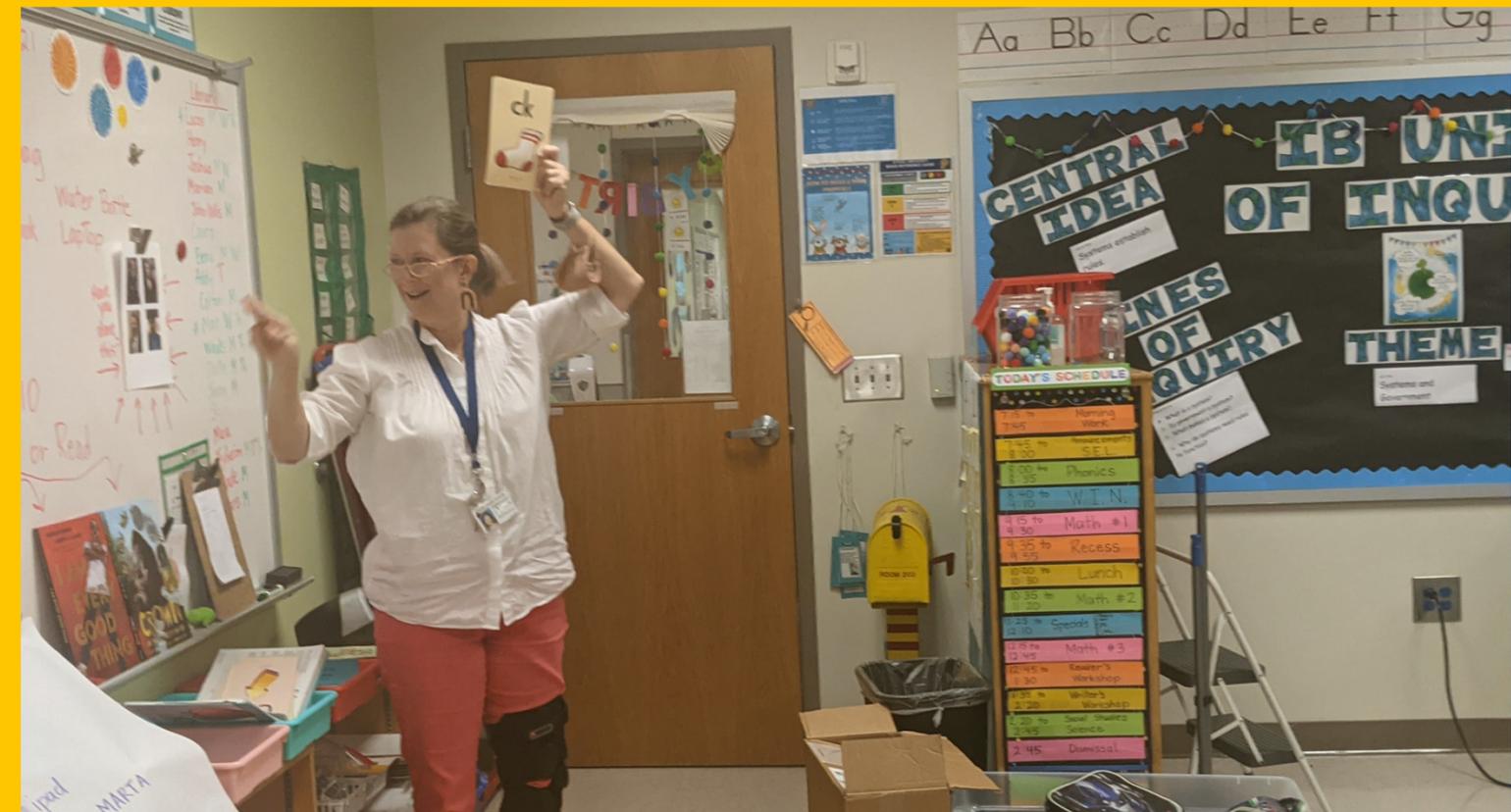


Semester 1 2021	Total books	Per Student Average
August Circulation	2,017	3.1
September Circulation	4,444	6.7
October Circulation	3,506	5.35
November Circulation	2,017	3.07
Circulation from Aug 5th – Dec. 6th	12,334	18.8

Now, Next, Need Foundations

How are we supporting reading?

- Program implementation with fidelity
 - PLCs
 - instructional planning internalization
 - common expectations for assessments, materials, and resources
 - review scope and sequence
- Weekly dictation assessments to determine student mastery and lesson progression in phonics.
- Data is shared with parents weekly on phonics mastery via Infinite Campus



Now, Next, Need Lucy Calkins

How are we supporting reading?

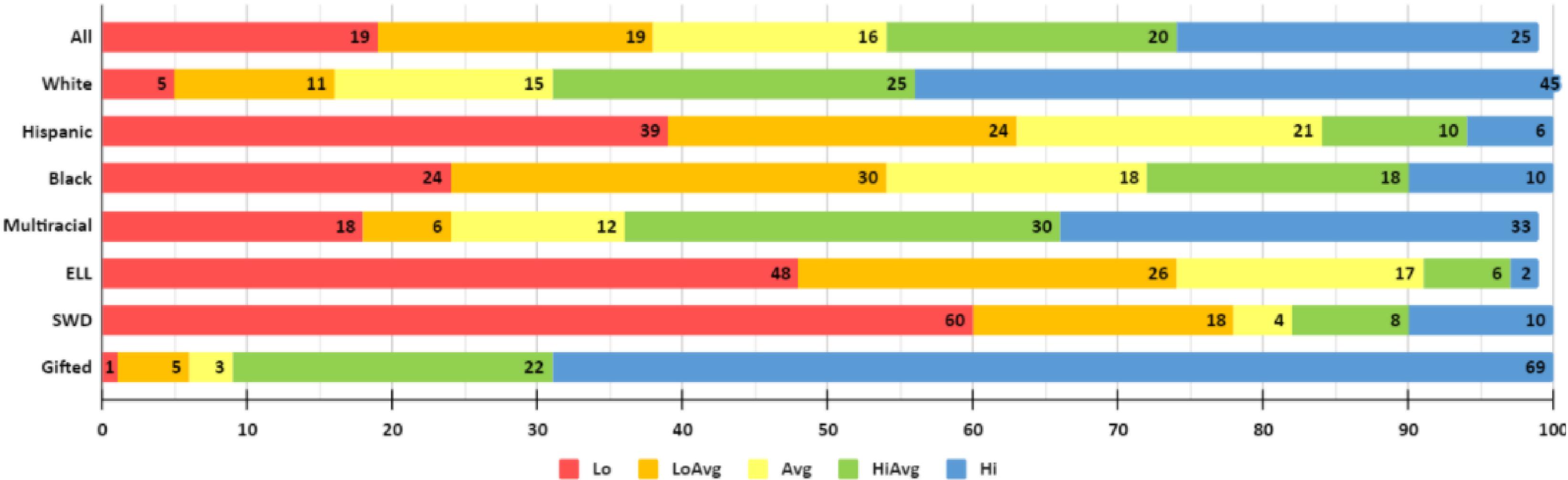
- Program implementation with fidelity
 - PLCs
 - instructional planning internalization
 - common expectations for assessments, materials, and resources
 - review scope and sequence
 - student work sample analysis
- Student choice supports differentiation.
- Student monitoring is provided through goal setting and student conferences. Teachers are able to address misconceptions and provide extension for students.
- Standards-aligned rubrics for common assessment are provided to the students prior to unit.





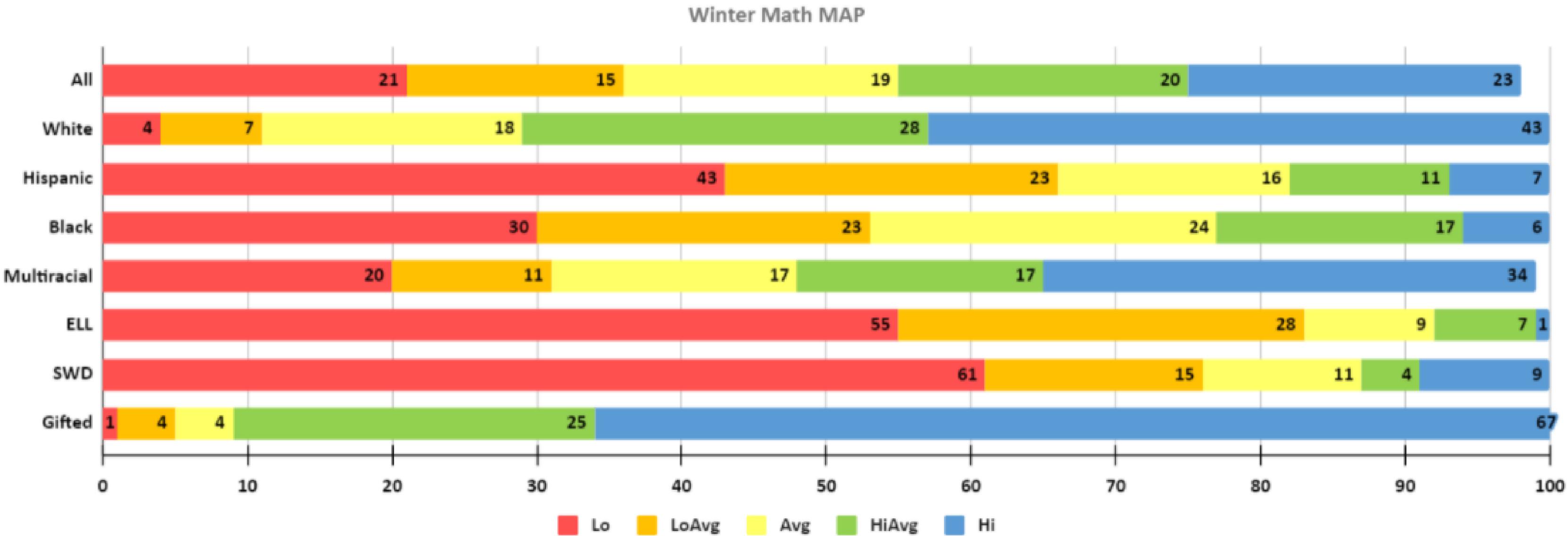
Fall Math MAP

Fall Math MAP





Winter Math MAP



Tier 1 Math Instruction

Eureka Math

- **School Improvement Plan Goal:** The percentage of students in grades 3–5 scoring proficient or above on GMAS in math will increase from 33% to at least 36% by June 2022.

Instructional Strategies/ Next Steps:

- Starting with the end in mind
- Customizing Eureka: switching order of modules, compacting lessons
- Vertical alignment/articulation once a month
- Building vocabulary (academic math language) for vertical building of standards.
- Review pacing of Modules/ Units

Tier 1 Math Instruction

Eureka Math

How are we monitoring?

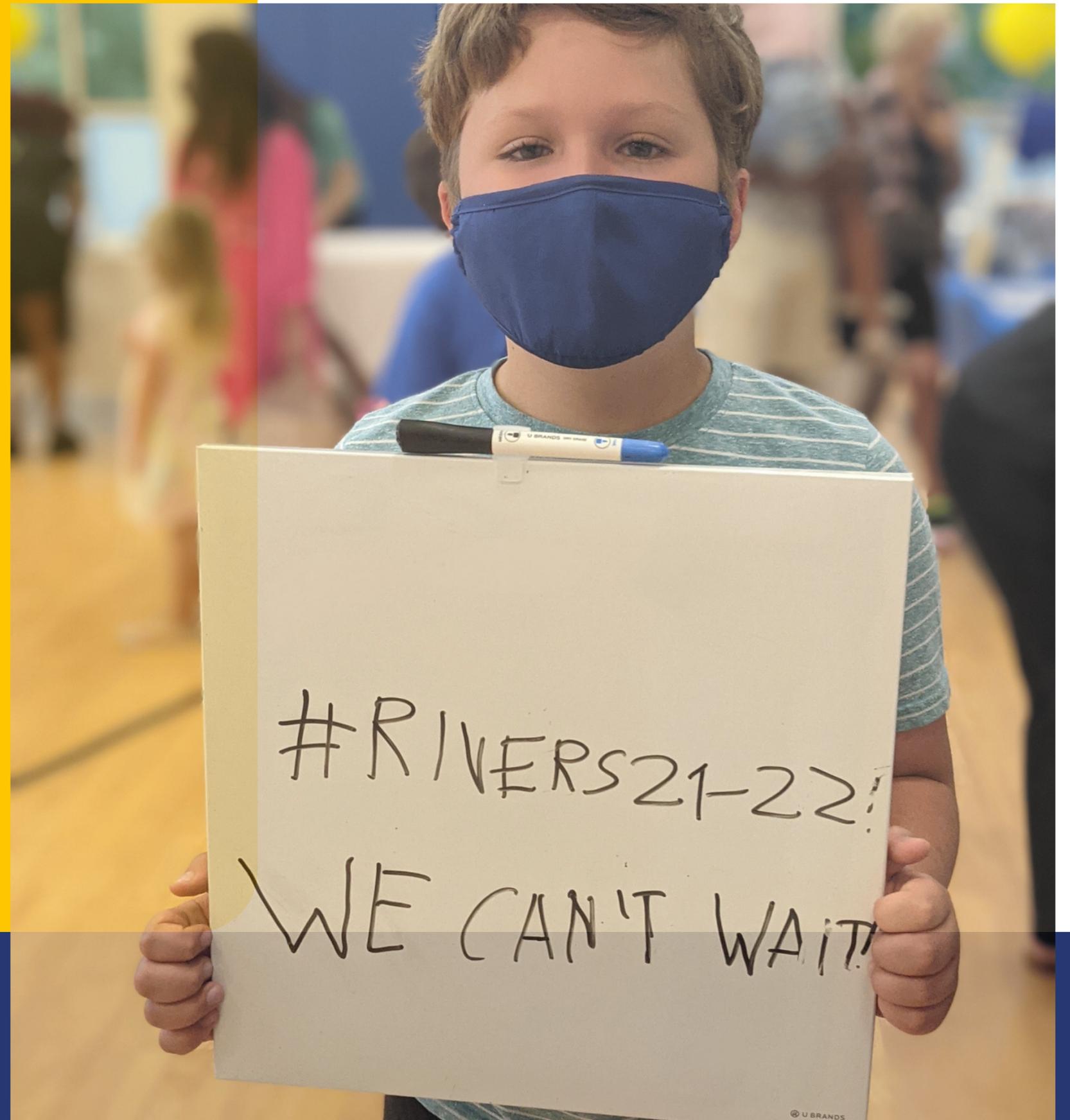
- Formative Assessment Check-points
 - Lesson exit tickets
 - Mid-modules assessments (GreatMinds Platform- Insync/Affirm)
 - Topic Quizzes
 - End-of- Module assessments



Special Education

Students with Disabilities

" Inclusion is not just about physical proximity. It is about the intentional planning for the success of all students."

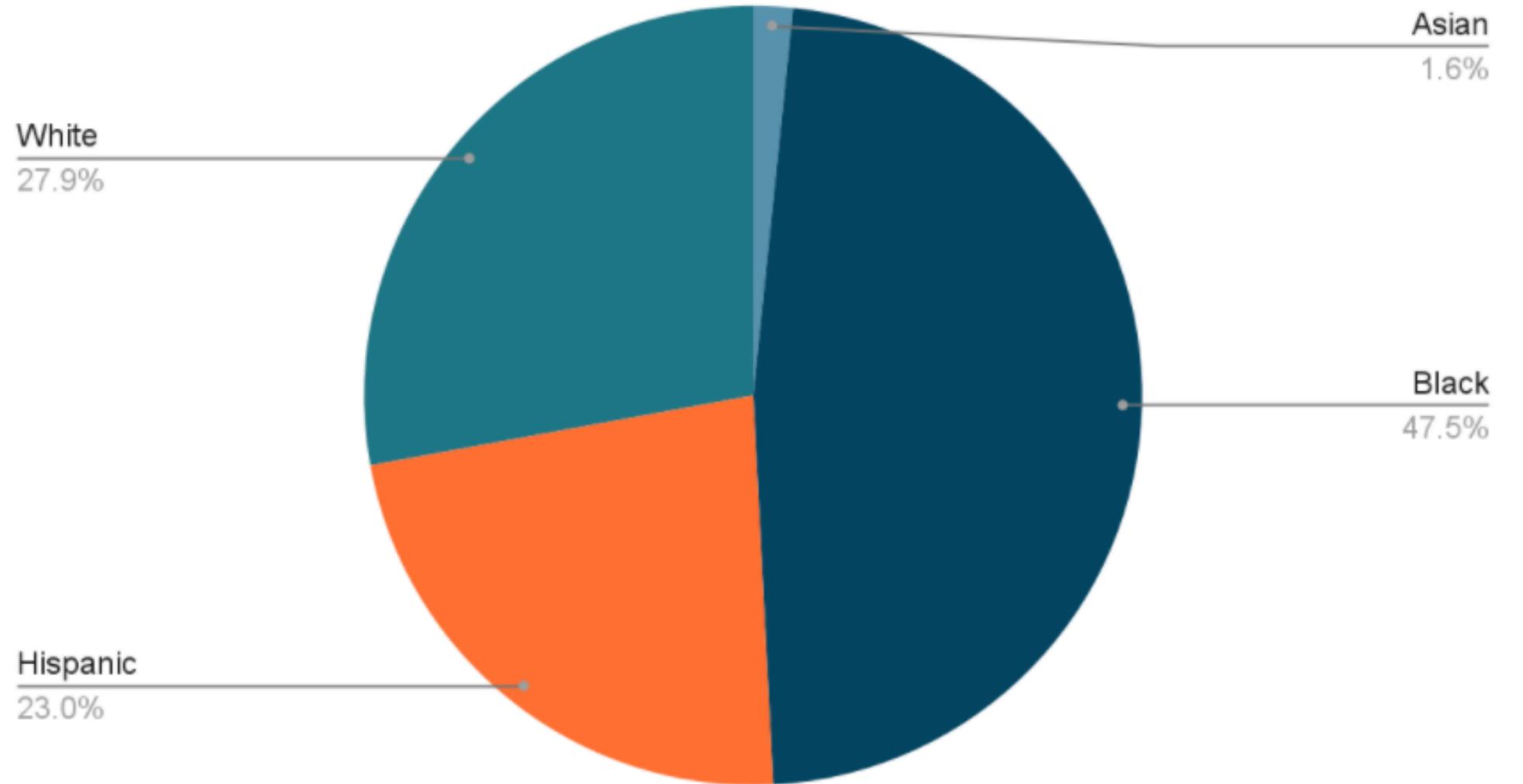




Students Receiving Special Education Services



Students Receiving Special Education Services



How Are We Supporting this Subgroup?

Targeted instruction

- various programs during W.I.N. Block
 - Read 180
 - iRead
 - System 44
 - Lexia
 - MyPath
- LRE co-teaching models where appropriate



61 students in the Department of Special Education

- Resource for Reading Service: 85%
- Co-Taught for Reading Service: 15%
- Resource for Math Service: 74%
- Co-Taught for Math Service: 26%



The models E. Rivers is implementing are the Resource and Co-teaching models.



Progress Monitoring: Monthly MAP testing starting Jan. 2022



Progress Monitoring: Student Data Notebooks



Monthly Assessments on IEP goals
– Progress reports every 4.5 weeks.

Now, Next, Need

- Target 3rd Grade
- Align IEP objectives to MAP skills for greater impact
- W.I.N. Blocks
 - Led by special education teachers/case managers for highest-need students
 - Read 180 in small groups;
 - Lexia Core 5 for independent Reading Fluency/ Foundational skills



ESOL

English as a Second Language

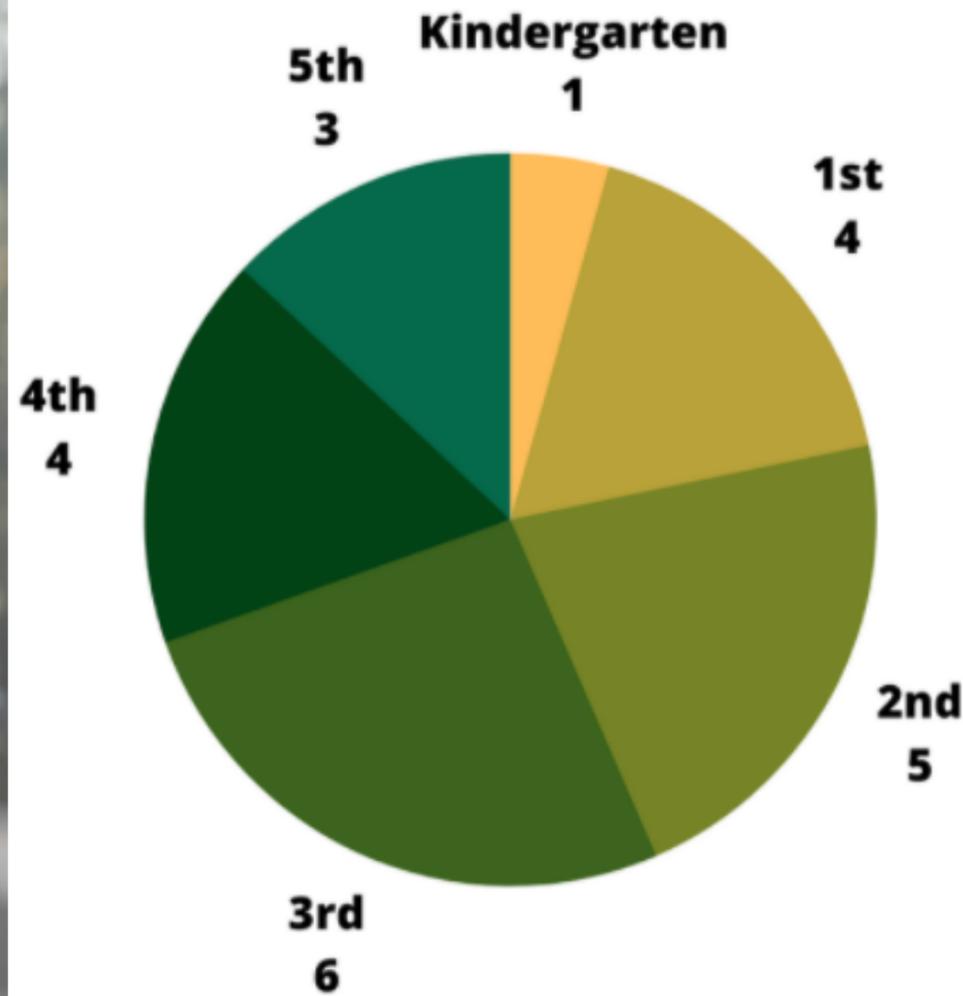
" Language is the passport to understanding and appreciating cultures."

- Terri Lewis

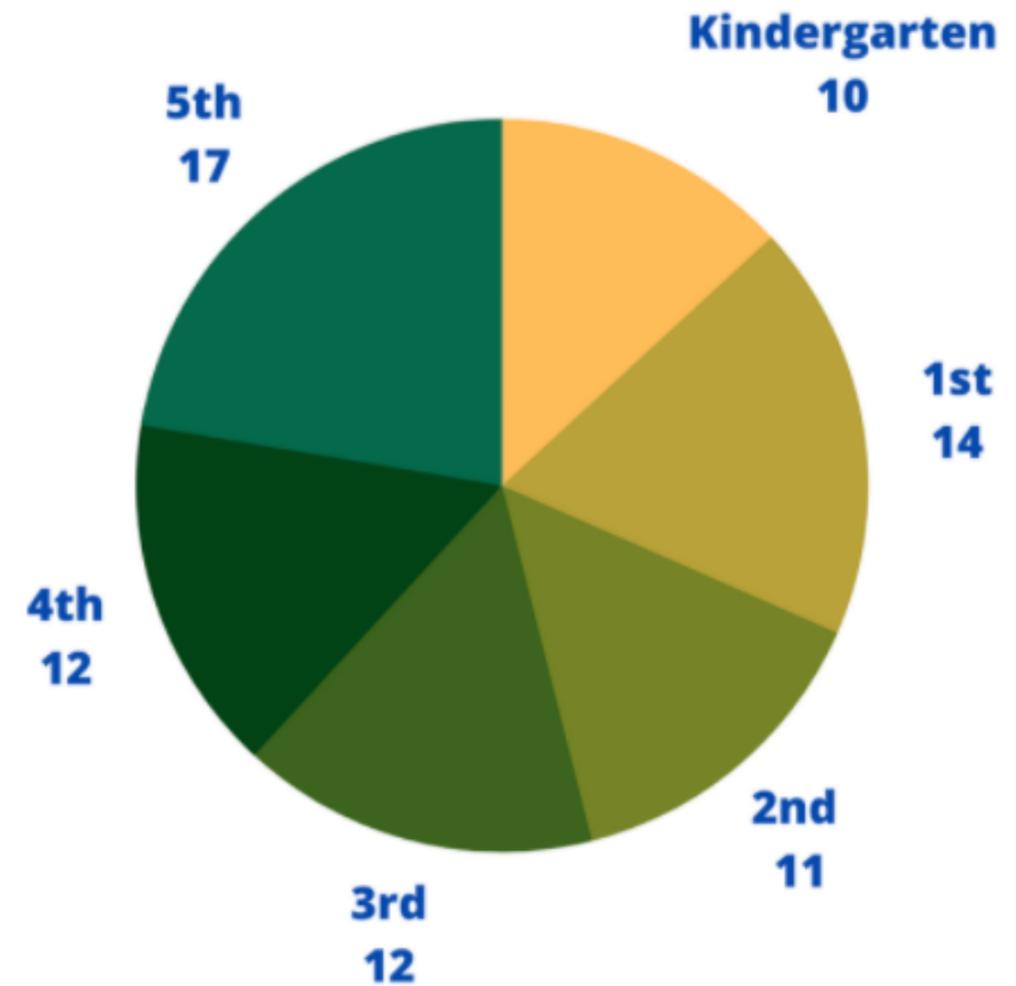




Students Receiving ESOL Services



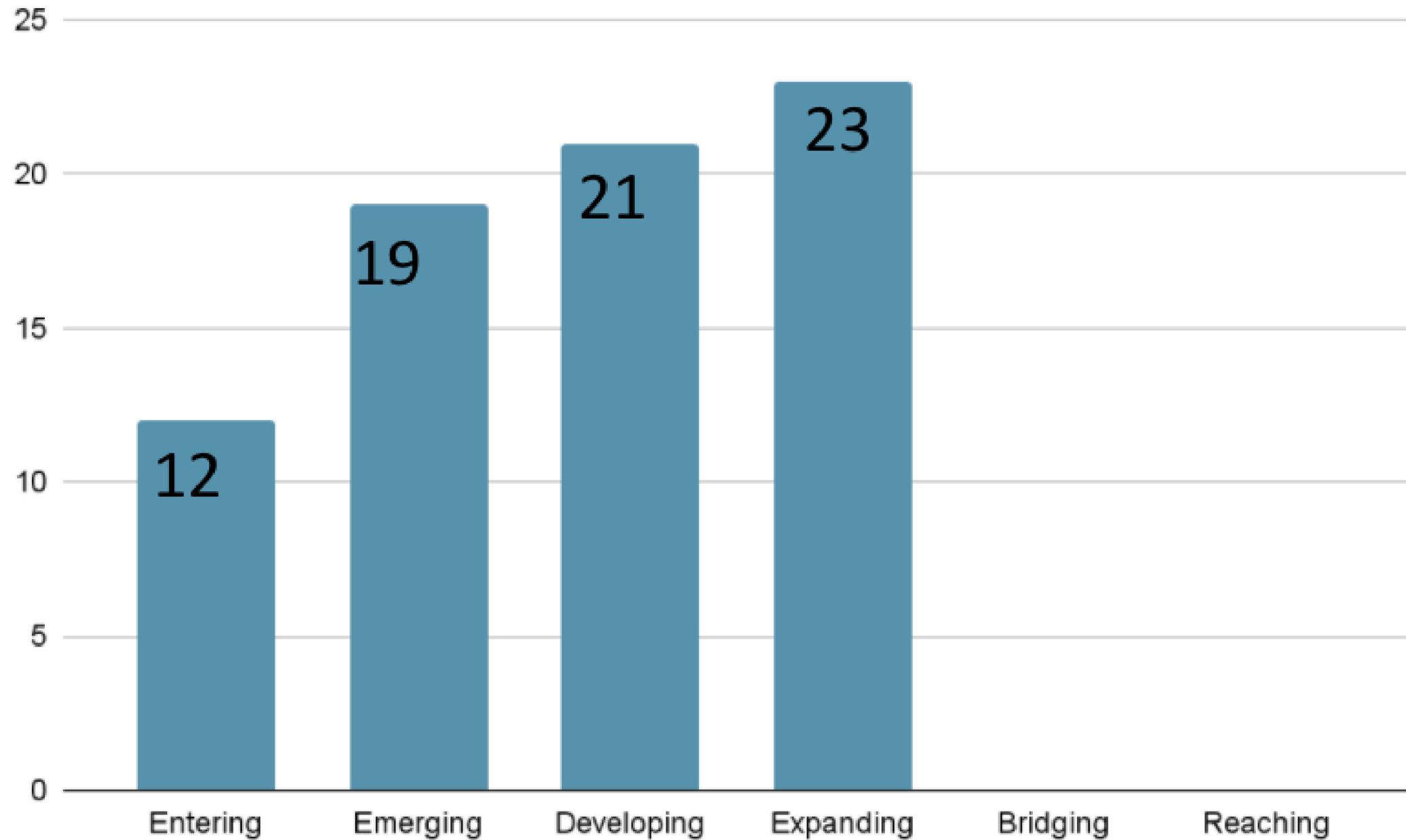
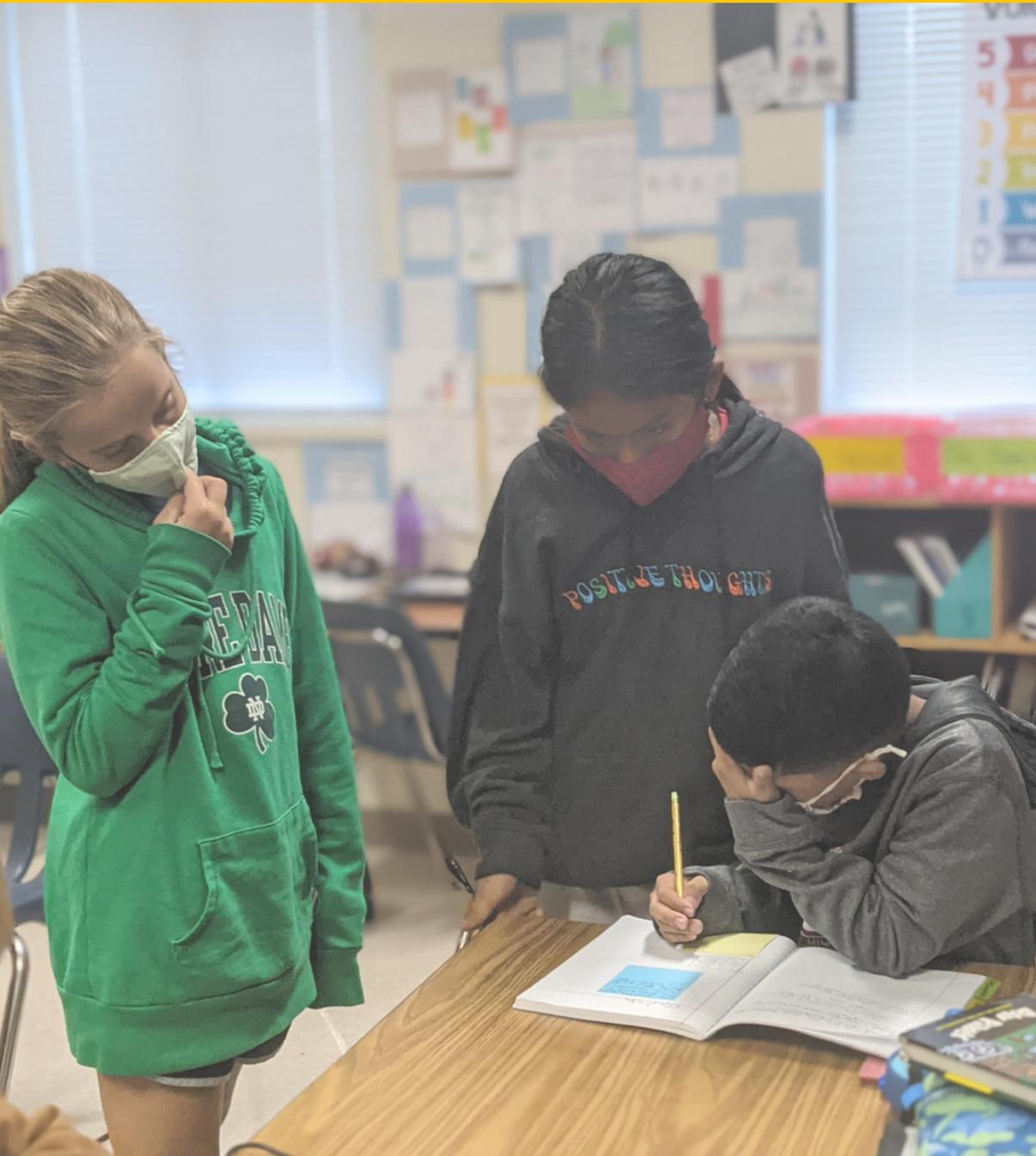
23 ELL students not in DI



76 ELL students in DI



ESOL ACCESS Proficiency Levels



How Are We Supporting this Subgroup?

Personalized Learning

- Systems 44
- Read Naturally
- Imagine
- Lexia
- Dreambox
- MyPath (Spanish)



Hire additional EIP teacher to support DLI program



Using Visible Thinking Strategies in addition to visual cues and word walls during instruction



ELL Lead Teacher (new .5 position) with release time to monitor data and support



Community partnership with Agape



DI teachers analyze program data specific to ELLs during the monthly C& I meetings.



Progress Monitoring: Second Semester focus on Ellevation as an instructional resource for ELL students in RTI.

Gifted

Collaboration, Cluster (1st-4th) and Resource (5th) Models

"Children who are not
challenged are cheated."





Students Receiving Gifted Services



Ethnicity of Gifted Student		
	Number	Percentage
Asian	2	2%
American Indian	1	1%
Black	7	9%
Hispanic	4	5%
Multi Race	8	10%
White	60	73%
Total	82	

Grade	# of Students
1	8
2	12
3	18
4	20
5	24
Total	82

Gender	
Female	43
Male	39

How Are We Supporting this Subgroup?

Targeted instruction

- Conceptualized choice board activities that support standards-based instruction.
- Ongoing development of IB unit planners.



82 students receiving gifted services



Analyze Winter MAP data for growth.



Progress Monitoring: Instruct teachers how to move forward with continue utilizing targeted instruction to maximize W.I.N block and classroom enrichment instruction.

SST

Student Support Team

"Education is the most powerful
weapon you can use to change
the world."

– Nelson Mandela





MTSS Student Data



E. Rivers Elementary
RTI



How Are We Supporting these Students?

Progress Monitoring

- Weekly and bi-weekly data probes
- Quarterly SST meetings with SST (School Psychologist, SELT, Intervention Specialist, Parents)
- Monthly Tier 2 data conversations with grade-level teams



Students at SST

- 16 T3 (1 behavior, 6 math, 16 reading)
 - 29 T2 (4 behavior, 10 math, 20 reading)
- Total 45



Tier 3 breakdown

- Black 62%
- Multiracial- 12%
- White- 12%
- Hispanic- 6%
- Asian- 6%



Targeted instruction

- Use of iReady for reading and math intervention
- HMH Resources (Do the Math, Read 180, System 44, iRead)
- Researched-based reading and math interventions



Mid-Year Review of SIP Action Steps

Action Step	Where are you in terms of implementing the action step? <i>Fully Implemented Partially Implemented Not Implemented</i>	Evidence of Implementation <i>Were expected outcomes met?</i>	What Data or Tools Were Used to Measure Impact? What evidence do you have of impact?	Keep Bank Revise	Mid-Year Adjustments <i>What adjustments need to be made to ensure successful implementation of the activity?</i>	Next Steps <i>What PD and Resources are needed to effectively implement the activity?</i>
-use MAP, summative & formative assessments to evaluate and modify supports for SWD, ELL students as needed	-partially implemented	-differentiated supports in lesson plans -smalls groups during Tier 1	-winter MAP scores	-Revise to merge with other data goal	-implement MAP Skills Assessment as the progress monitoring tools. SWD and ELL students take once a month. -standard template for data collection	-MAP Training during PLC -adjust WIN groups based on Winter MAP -case managers work with their own students during WIN
-Implement WIN for enrichment	-partially implemented	-enrichment activities embedded within IB unit planner, Choice Boards -C&I Team agendas	-winter MAP scores	Keep Goal	-re-grouping based on MAP data -reviewing purpose of program with teachers -purposeful staffing assignments to enrichment	-teacher referrals for gifted service -enrichment strategy share on January 3 -adding enrichment activities to additional unit planners by Jan.
-Implement WIN for intervention	-partially implemented	-HMH Usage reports	-winter MAP scores -HMH Usage Reports	Keep Goal combine with other action step	-purposeful staffing assignments to intervention block -review expectations of program and purpose of intervention	-re-structure grade level distribution of students -January 3 planning session -admin walk-through
-monitor and support program implementation fidelity (e.g., Lucy Calkins, Foundations, Eureka, DLI) to including small group and differentiated tasks	-partially implemented	-PLC agenda -IB Unit Planners		Revise goal	-review schedule segments allowing for identified small group and whole class time -create classroom look-fors to include differentiated small group -create standard data tracker/reflective tool for school	-admin walk-through -survey staff about PD needs for small groups

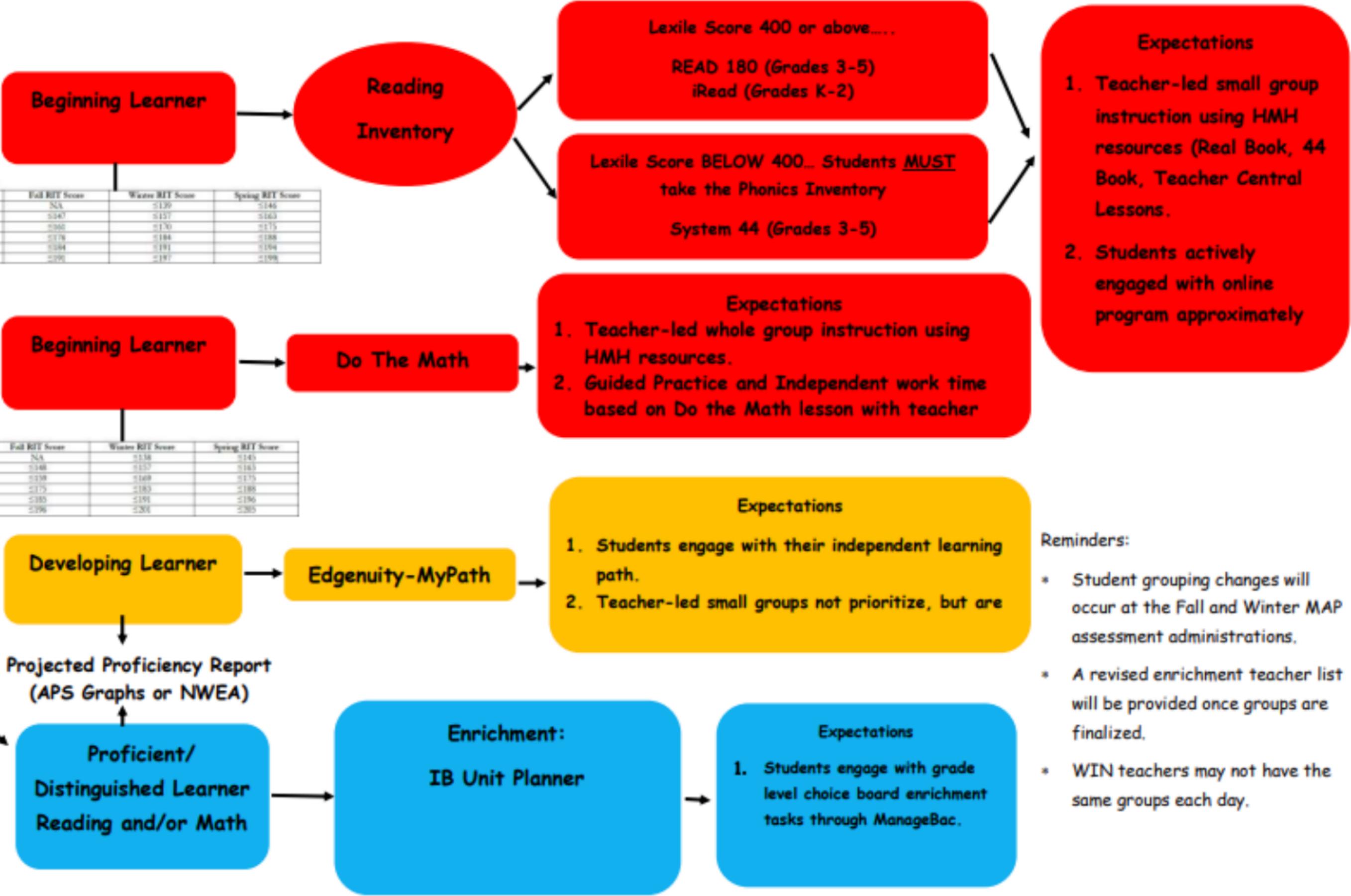
MAP Growth

Reading

Grade	Fall RIT Score	Winter RIT Score	Spring RIT Score
K	NA	<120	<140
1	<140	<157	<163
2	<160	<170	<175
3	<178	<184	<188
4	<184	<191	<194
5	<190	<197	<198

Math

Grade	Fall RIT Score	Winter RIT Score	Spring RIT Score
K	NA	<138	<143
1	<148	<157	<163
2	<158	<169	<175
3	<175	<183	<188
4	<180	<191	<196
5	<196	<200	<205



- Reminders:
- Student grouping changes will occur at the Fall and Winter MAP assessment administrations.
 - A revised enrichment teacher list will be provided once groups are finalized.
 - WIN teachers may not have the same groups each day.



**Thank
You**



Thank you for your time!