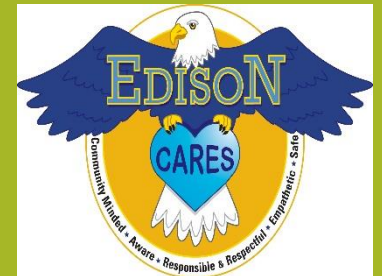


EDISON ELEMENTARY STATE OF THE SCHOOL ADDRESS

October 2018

Sally Whitelock and Benita Cervantes



Thank you for coming....



We are excited to share our current state of the school with you.

We want and need your partnership and are excited to hear your thoughts and feedback.

Stickies

- Strengths
- Opportunities for growth
- Suggestions
- To be discussed at SLT & CSC



Index cards

- Jot down questions

In order to honor our time and provide us the opportunity to share all the data, please wait until the end for questions.



Agenda

- School Population
- Reading Data
- Math Data
- Perception & Culture Data
- School Performance Framework (SPF)
- Next Steps
- How we can partner together
- Questions
- End promptly at 6:00

Who are we???



125 years of education and tradition
in NW Denver

A community
of learners

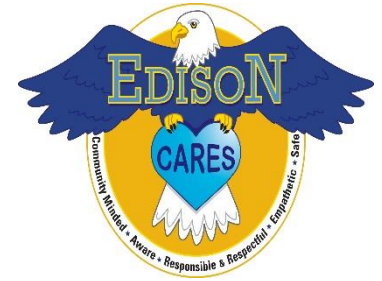


Children who learn and grow
and have fun together



Generations and Generations
Of learners

Together, the community developed Edison's Mission....



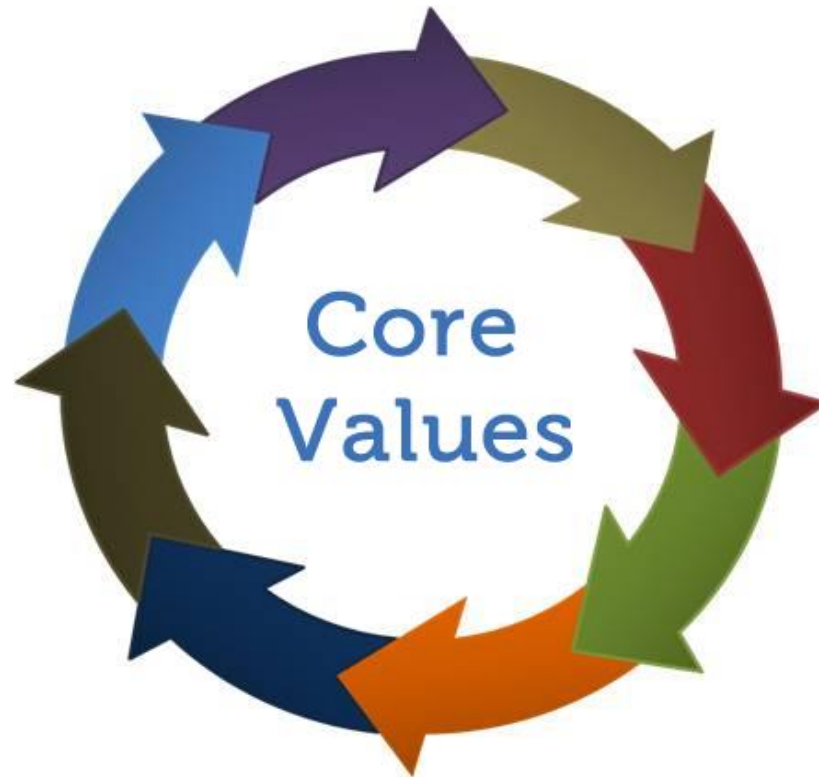
Edison Elementary is committed to:

- collaborative learning community
- rigorous academics
- character education
- development of the whole child
- unique learning needs of each student
- 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation
- curiosity and creativity of the life-long learners

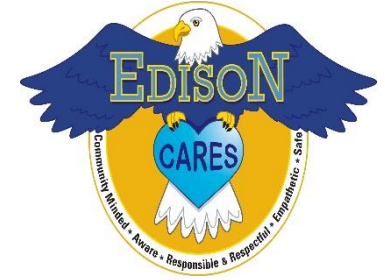
We agreed on Edison's Values....



- Students First
- Integrity
- Collaboration
- Equity
- Accountability
- Fun
- Community
- Respect



We teach Edison's Character Traits



- Community Minded
- Aware
- Respectful
- Responsible
- Empathetic
- Safe

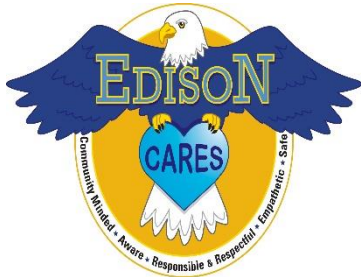


Edison Students - 560



A Diverse Population of learners

FRL Data



% Free/Reduced Lunch

2013-14: 39%

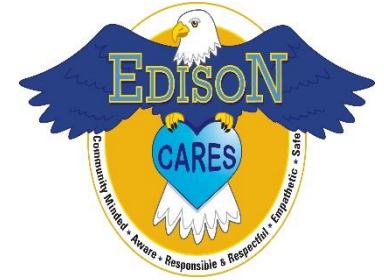
2014-15: 34%

2015-16: 30%

2016-17: 29%

2017-18: 26%

Ethnicity Data



2013-14:

53% White, 38% Hispanic, 5% Multiple races, 2% Black, 2% Asian

2014-15:

58% White, 34% Hispanic, 4% Multiple races, 2% Black

2015-16:

61% White, 32% Hispanic, 4% Multiple races, 1% Black

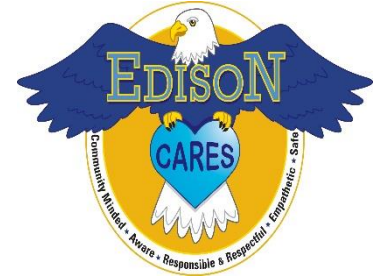
2016-17:

60% White, 30% Hispanic, 6% Multiple races, 2% Black

2017-18:

64% White, 27% Hispanic, 5% Multiple races, 2% Black

English Language Learners



2013-14:

7% (40 students)

2014-15:

5% (27 students)

2017-18: 3.3% (19 students)

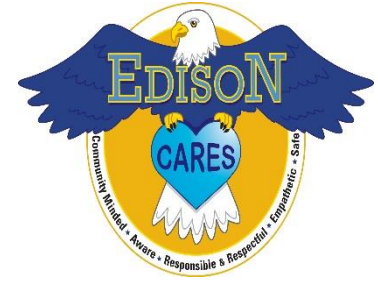
2015-16:

4% (22 students)

2016-17:

3.4% (19 students)

GT Data



2013-14 - 86/571 students

15% of Students were identified as receiving GT support

2013-14 - 86/571 students

15% of Students were identified as receiving GT support

2014-15 - 73/550 students

13% of Students were identified as receiving GT support

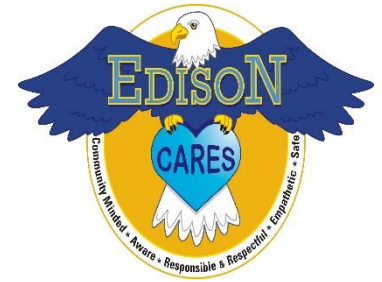
2016-17 - 65/560 students

12% of Students were identified as receiving GT support

2017-18 - 42/576 students (plus 24 Magnet Eligible)

7% or 11% of students

SpEd Data



2013-14: 7.7% of students (44 students)

2014-15: 6.5% of students (36 students)

2015-16: 6% of students (34 students)

2016-17: 8.6% of students (48 Students)

2017-18: 8.3% of students (48 Students)

Attendance Data: Goal 95%



2013-14: 95%

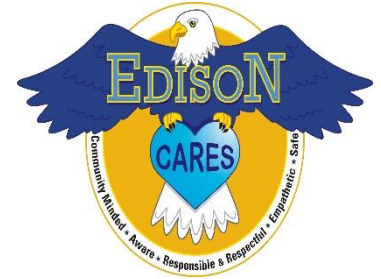
2014-15: 95%

2017-18: 94.6%

2015-16: 95%

2016-17: 94.7%

Suspension Data



2013-14

In school: 9
- 7 Hispanic

Out of school: 4
- 4 Hispanic

2014-15

In school: 6
- 1 Hispanic, All boys

Out of school: 8
-2 Hispanic, All boys

2015-16

In school: 2
- 1 Native American

Out of school: 4
-1 Hispanic, All boys

2016-17

In school: 10
- 5 Students of Color, 1 Girl

Out of school: 9
- All White, All boys

2017-18

In school: 6
- 4 Students of Color, All boys

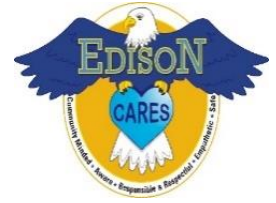
Out of school: 6
- 3 Students of Color, 2 Boys

Our Goal is to prepare students
for college and career as life long learners!



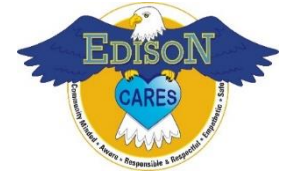
Reading Data....

- STAR Reading
- CMAS



2017-18 STAR Reading Data % at grade level & MGP

- 1st Grade: 90% P/A (Above 60thile) MGP: 88
- 2nd Grade: 80% PA (Above 60thile) MGP: 68
- 3rd Grade: 74% P/A (Above 60thile) MGP: 57
- 4th Grade: 64% P/A (above 60thile) MGP: 50
- 5th Grade: 65% P/A (above 60thile) MGP: 68



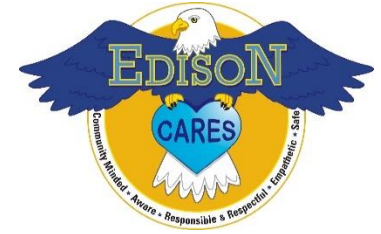
Edison CMAS Literacy Data

2016 CMAS: PARCC ELA									
Grade/Test	Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above
03	82	14.6%	12.2%	22.0%	46.3%	4.9%	73.2%	42	51.2%
04	86	7.0%	12.8%	22.1%	46.5%	11.6%	80.2%	50	58.1%
05	80	11.3%	10.0%	27.5%	48.8%	2.5%	78.8%	41	51.3%
All Grades	248	10.9%	11.7%	23.8%	47.2%	6.5%	77.4%	133	53.6%

2017 CMAS: PARCC ELA									
Grade/Test	Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above
03	87	10.3%	12.6%	19.5%	43.7%	13.8%	77.0%	50	57.5%
04		13.8%	12.5%	18.8%	38.8%	16.3%	73.8%	44	55.0%
05		9.7%	9.7%	26.4%	41.7%	12.5%	80.6%	39	54.2%
All Grades	239	11.3%	11.7%	21.3%	41.4%	14.2%	77.0%	133	55.6%

2018 CMAS: PARCC ELA									
Grade/Test	Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above
03	79	7.6%	11.4%	20.3%	35.4%	25.3%	81.0%	48	60.8%
04	78	0.0%	20.5%	19.2%	39.7%	20.5%	79.5%	47	60.3%
05	81	13.6%	6.2%	22.2%	46.9%	11.1%	80.6%	47	58.0%
All Grades	238	7.1%	12.6%	20.6%	40.8%	18.9%	80.3%	142	59.7%

CMAS LITERACY DATA – change



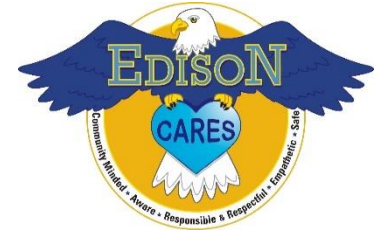
15-16 to 16-17
% Met or Above
Difference

03	6.3%
04	-3.1%
05	2.9%
All Grades	2.0%

16-17 to 17-18
% Met or Above
Difference

03	3.3%
04	5.3.1%
05	3.9%
All Grades	4.0%

CMAS LITERACY GAP DATA

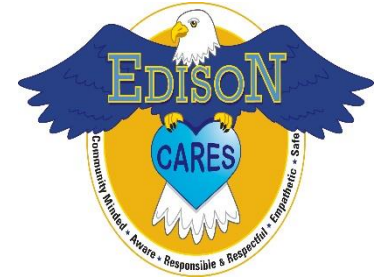


Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above	16-17 to 17-18 % Met or Above Difference
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FRL	67	17.9%	25.4%	29.9%	19.4%	7.5%	56.7%	18	26.9%	-0.4%
Non FRL	171	2.9%	7.6%	17.0%	49.1%	23.4%	89.5%	124	72.5%	3.4%

White	140	2.1%	5.0%	17.1%	50.7%	25.0%	92.9%	106	75.7%	2.8%
SOC	98	14.3%	23.5%	25.5%	26.5%	10.2%	62.2%	36	36.7%	1.3%

CMAS MGP: Median Growth Percentile



SGP is:

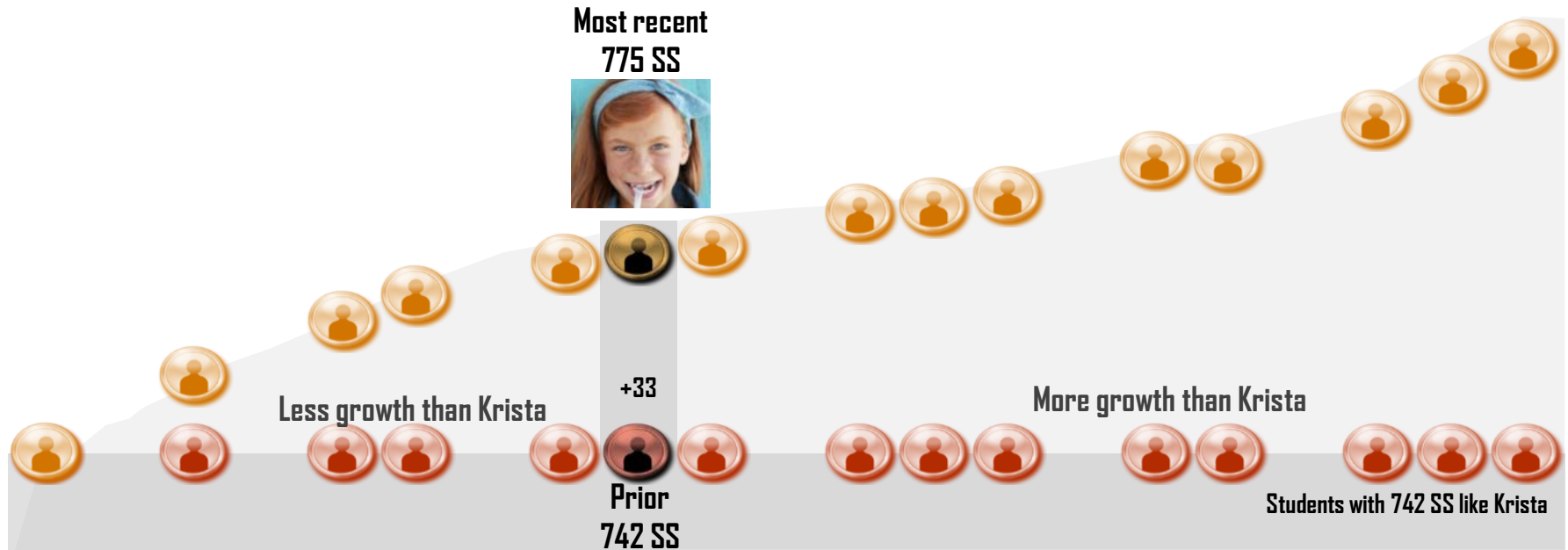
- A student's growth percentile describes a student's growth by examining their current achievement relative to their academic peers—(students scoring similar to them the previous year)
- only 4th and 5th graders

MGP is:

- single number which best describes where the middle of the distribution of all of the student growth percentiles lies at the school.
- is expected to be 50.
- Typically, Low growth is below 40, Moderate Growth is 40-60, High Growth is 60 or higher

Understanding SGP

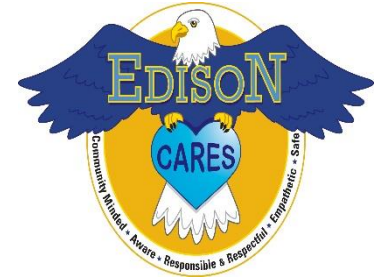
How is Krista's SGP determined?



42 SGP

Krista grew as much or more than
42% of her academic peers.

MGP is the Median of all SGP's in the grade (middle number after rank ordered)



ELA CMAS Growth data

Overall -- **45.5 MGP**

2017: 52, 2016: 44

4th grade – **38 MGP**

2017: 53, 2016: 56

5th grade – **50 MGP,**

2017: 45.5 2016: 33

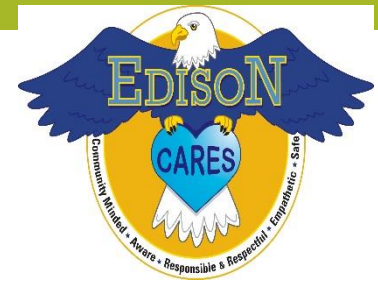
DPS rating system:

Below 35 – Does not Meet

35-50 – Approaching expectations

50-65 – Meeting expectations

Above 65 – Exceeding expectations

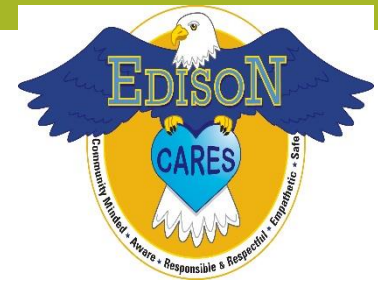


UIP Instructional Priority for reading

Literacy:

Teachers will effectively plan for and teach reading in a personalized manner which ensures:

- rigor of the standards, complex text, and text-dependent questions;
- mastery assessed through rubrics, student goal setting and student reflection.



Feedback

Based on the data you observed for reading, what are your observations?

- Strengths
- Opportunities for growth
- Suggestions
- Questions



Our Goal is to prepare students
for college and career as life long learners!



Math Data

- STAR Math
- CMAS



2017-18 STAR Math Data

% at grade level & MGP

- 1st Grade: 91% P/A (Above 60%ile) MGP: 85
- 2nd Grade: 84% PA (Above 60%ile) MGP: 63
- 3rd Grade: 75% P/A (Above 60%ile) MGP: 51
- 4th Grade: 75% P/A (above 60%ile) MGP: 50
- 5th Grade: 77% P/A (above 60%ile) MGP: 55

Edison CMAS Math Data



2016 CMAS: PARCC Math

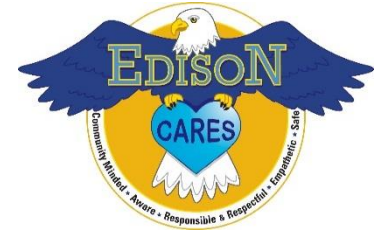
Grade/Test	Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above
03	82	9.8%	14.6%	19.5%	37.8%	18.3%	75.6%	46	56.1%
04	86	11.6%	17.4%	22.1%	45.3%	3.5%	70.9%	42	48.8%
05	81	12.3%	17.3%	27.2%	43.2%	0.0%	70.4%	35	43.2%
All Grades	249	11.2%	16.5%	22.9%	42.2%	7.2%	72.3%	123	49.4%

2017 CMAS: PARCC Math

Grade/Test	Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above
03	88	10.2%	13.6%	21.6%	27.3%	27.3%	76.1%	48	54.5%
04	81	16.0%	13.6%	23.5%	39.5%	7.4%	70.4%	38	46.9%
05	72	12.5%	13.9%	18.1%	47.2%	8.3%	73.6%	40	55.6%
All Grades	241	12.9%	13.7%	21.2%	37.3%	14.9%	73.4%	126	52.3%

2018 CMAS: PARCC Math

Grade/Test	Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above
03	79	5.1%	13.9%	20.3%	29.1%	31.6%	81.0%	48	60.8%
04	78	7.7%	15.4%	33.3%	39.7%	3.8%	76.9%	34	43.6%
05	82	19.5%	14.6%	15.9%	36.6%	13.4%	65.9%	41	50.0%
All Grades	239	10.9%	14.6%	23.0%	35.1%	16.3%	74.5%	123	51.5%



CMAS MATH DATA - Change

15-16 to 16-17
% Met or Above
Difference

03

-1.6%

04

-1.9%

05

12.3%

All Grades

2.9%

16-17 to 17-18
% Met or Above
Difference

03

6.2%

04

-13.3%

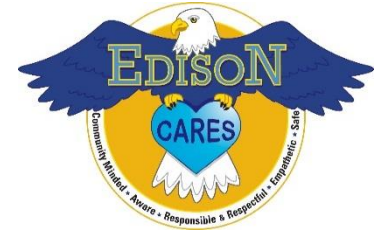
05

-5.6%

All Grades

-0.8%

2018 CMAS Math Gaps



Total Tested	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	Met or Above N	% Met or Above	16-17 to 17-18 % Met or Above Difference
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FRL

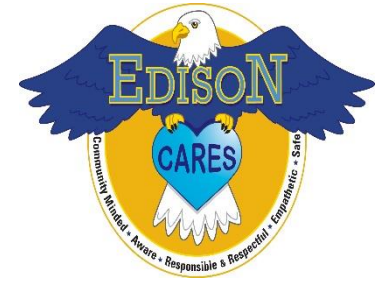
68	23.5%	29.4%	30.9%	13.2%	2.9%	47.1%	11	16.2%	-9.5%
171	5.8%	8.8%	19.9%	43.9%	21.6%	85.4%	112	65.5%	0.5%

Non FRL

White

140	1.4%	9.3%	18.6%	47.1%	23.6%	89.3%	99	70.7%	1.5%
99	24.2%	22.2%	29.3%	18.2%	6.1%	53.5%	24	24.2%	-8.2%

SOC



Math CMAS Growth - MGP

Overall -- **41 MGP**

2017: 47, 2016: 43

4th grade – **34 MGP**

2017: 46, 2016: 45

5th grade – **47 MGP**

2017: 49, 2016: 42

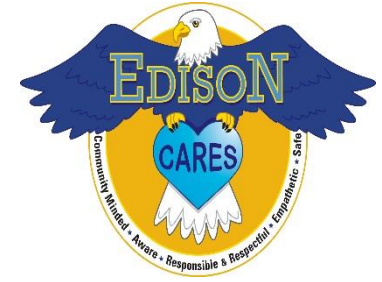
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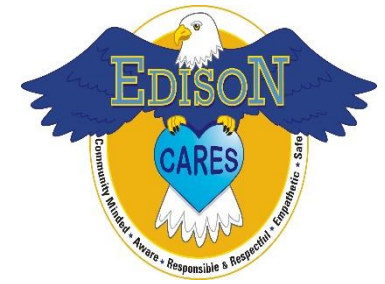
UIP Instructional Priorities

Math:

Teachers will effectively plan for and teach math in a personalized manner which ensures:

- rigor of standards, coherence tasks, and application through procedural and conceptual understanding;
- mastery assessed through rubrics, student goal setting and reflection

Feedback

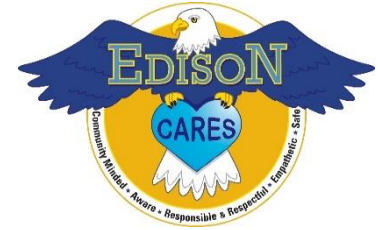


Based on the data you observed for reading, what are your observations?

- Strengths
- Opportunities for growth
- Suggestions
- Questions



Edison CMAS Science Data



2016 DPS CMAS Science

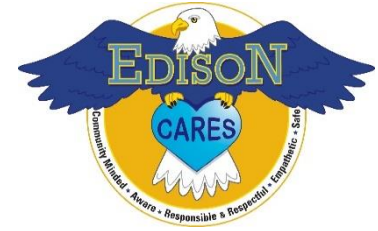
N Tested	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations
82	19.5%	31.7%	48.8%	0.0%	48.8%

2017 DPS CMAS Science

N Tested	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations
72	12.5%	26.4%	52.9%	8.3%	61.1%

2018 DPS CMAS Science

N Tested	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations
81	19.8%	28.4%	46.9%	4.9%	51.9%

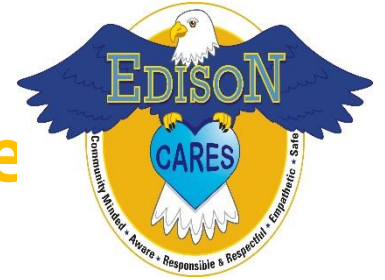


CMAS Social Studies Data

2018 DPS CMAS Social Studies

N Tested	Partially Met Expectations %	Approached Expectations %	Met Expectations N	Met Expectations %	Exceeded Expectations N	Exceeded Expectations %	Met or Exceeded Expectations N	Met or Exceeded Expectations %
78	12.8%	43.6%	32	41.0%	2	2.6%	34	43.6%

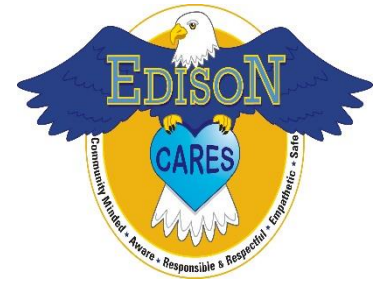
Our Goal is to prepare students
for college and career as life long learners



School Perception & Culture Data

- Parent Perception Survey
- Student Perception Survey

Parent Perception Survey



Your School, Your Voice Parent Satisfaction Survey Results 2017 - 2018 Edison Elementary School



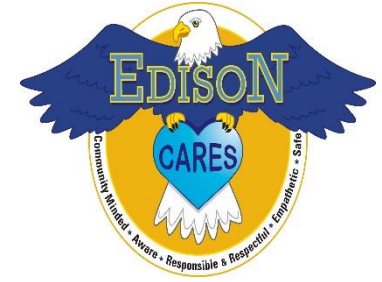
Parent Satisfaction Survey Response Rates Edison Elementary School

2016		2017		2018	
School Response Rate	District Response Rate	School Response Rate	District Response Rate	School Response Rate	District Response Rate
90.00%	54.66%	67.65%	48.94%	33.56%	42.38%

Parents Satisfaction Survey - Summary by Category

The following is a summary of the overall data by category of Edison Elementary School's parent School Satisfaction Surveys. The parent survey was scored on a 5 point scale.

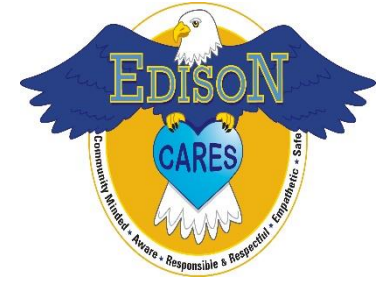
	2016			2017			2018			School 17 to 18 Change	District 17 to 18 Change
	N Responses	Average School % Pos Resp	Average Dist % Pos Resp	N Responses	Average School % Pos Resp	Average Dist % Pos Resp	N Responses	Average School % Pos Resp	Average Dist % Pos Resp		
Overall	396	78.69%	79.51%	295	79.92%	81.07%	150	84.23%	82.12%	4.3%	1.1%
General	392	80.36%	78.53%	290	79.79%	79.60%	150	78.93%	80.64%	-0.9%	1.0%
Involvement Opportunities	396	79.08%	79.03%	293	84.14%	80.71%	150	83.79%	81.59%	-0.4%	0.9%
Communication	396	69.93%	73.00%	295	69.97%	75.31%	143	85.55%	77.36%	15.6%	2.1%
Academics	392	83.01%	84.42%	291	83.77%	85.18%	150	85.22%	85.98%	1.5%	0.8%
School Environment	393	84.31%	83.76%	292	84.45%	85.01%	150	84.10%	85.31%	-0.4%	0.3%



Parent Perception Survey

Celebrations

- 84% positive response rate – Overall
- 92% positive response rate – “How satisfied are you with information about how you can be involved at your child’s school.”
- 91% positive response rate – “How satisfied are you with updates about your child's school.”
- 90% positive response rate – “How well does your child’s school value the diversity of children's backgrounds..”
- 91% positive responses – “How satisfied are you with your child’s school’s ability to
- provide academic support needed to meet your child’s needs.
- 93% positive responses – “The teachers care about his/her success.”
- 89% positive responses – “My child’s school prepares him/her for the next academic
- year.

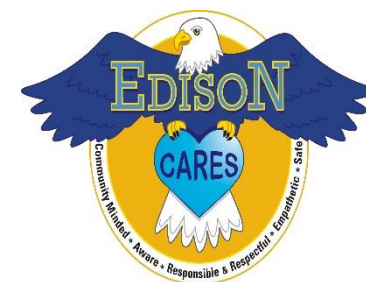


Parent Perception Survey

Opportunity for Growth

- 53% positive response rate – “How satisfied are you with parent workshops, trainings, or classes provided at your child’s school.”
- 50% positive response rate – “My child’s school prepares him/her for college and career..”
- 72% positive response rate – “My child’s school motivates my child to work hard.”

Student Perception Survey



Your School, Your Voice Student Satisfaction Survey Results 2017 - 2018 Edison Elementary School



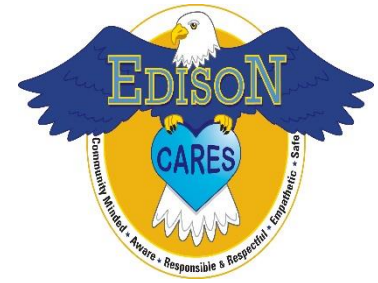
Student Satisfaction Survey Response Rates Edison Elementary School

	2016		2017		2018	
	School Response Rate	District Response Rate	School Response Rate	District Response Rate	School Response Rate	District Response Rate
Grade 3-5 Students	80.40%	92.62%	92.50%	90.17%	91.53%	86.90%

Grade 3-5 Students Summary by Category

The following is a summary of the overall data by category of Edison Elementary School's student School Satisfaction Surveys. The grade 3-5 survey was scored on a 2-point scale with responses being Disagree / Agree. The grade 6-8 and 9-12 survey was scored on a 4-point scale with responses being Strongly Disagree / Disagree / Agree / Strongly Agree.

	2016			2017			2018			School 17 to 18 Change	District 17 to 18 Change
	N Responses	Average School % Pos Resp	Average Dist % Pos Resp	N Responses	Average School % Pos Resp	Average Dist % Pos Resp	N Responses	Average School % Pos Resp	Average Dist % Pos Resp		
Overall	201	87.05%	84.09%	221	85.12%	83.38%	225	87.66%	83.71%	2.6%	0.3%
General	201	87.06%	81.58%	220	88.64%	80.13%	225	85.33%	79.17%	-3.3%	-1.0%
Academics	201	90.02%	87.57%	221	89.28%	87.27%	224	91.42%	87.78%	2.1%	0.5%
Safety	201	85.77%	85.69%	219	84.56%	85.20%	223	86.24%	85.26%	1.7%	0.1%
Culture General	201	84.77%	78.80%	221	79.98%	77.55%	225	85.07%	78.17%	5.1%	0.6%



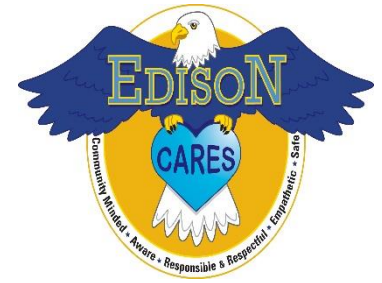
Student Perception Survey

Celebrations

- 87% positive response rate – Overall
- 96% positive response rate – “My teacher is helping me learn more in math.”
- 94% positive response rate – “My teacher cares about me.”
- 97% positive response rate – “I know what the rules are at my school.”
- 99% positive response rate – “I am taught to respect other people who are different from me.”

Opportunities for Growth

- 79% positive response rate – “Bullies and students who break the rules get into trouble.”
- 72% positive response rate – “I feel comfortable at school and do not worry about teasing, name-calling or kids being mean to me.”
- 64% positive response rate – “Students at my school treat each other nicely.”



UIP Instructional Priorities

Personalized Learning:

Teachers will effectively plan for and personalize/differentiate instruction across the school day which ensures:

- use of Learning Profiles, Personal Learning Plans and on-going student reflection and goal setting;
- challenging learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students);
- focus on growth mindset.

Feedback



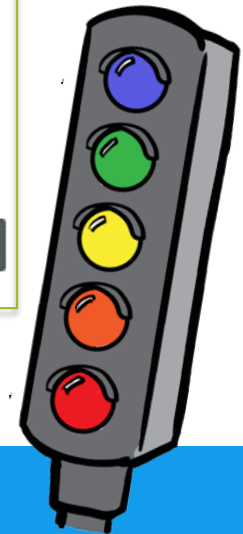
Based on the data you observed for reading, what are your observations?

- Strengths
- Opportunities for growth
- Suggestions
- Questions



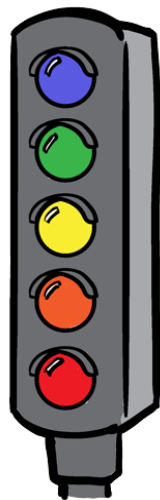
The School Performance Framework is a report card that shows how well each school is doing.

The screenshot shows a video player interface. At the top left is the Denver Public Schools logo. The video title is "Understanding School Performance Framework (SPF) from Denver Public Schools". The main content features an illustration of a person walking up a set of stairs, with a green arrow pointing upwards. The text "PREVIOUS YEAR" is above the person at the bottom of the stairs, and "CURRENT YEAR" is above the person at the top. Below the stairs, the text reads: "WHAT'S MOST IMPORTANT is not WHERE YOU START but HOW MUCH YOU GROW." To the right of this text is a large graphic of a brown folder labeled "School Performance Framework". The folder contains three items: "STATE TEST SCORES" (represented by test papers with A, B, and C grades), "ATTENDANCE" (represented by a group of people with green checkmarks and red A's), and "PARENT SATISFACTION" (represented by a family and a checklist). The video player controls at the bottom show a play button, a progress bar at 03:43, and the Vimeo logo.



Our CDE School Performance Framework ratings over the past four years:

2015	2016	2017	2018
No SPF	Achievement- Meets Growth - Approaching	Achievement- Meets Growth - Approaching	(Preliminary) Meets



Distinguished (80-100%)

Meets Expectations (51-79%)

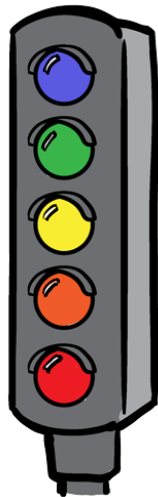
Accredited on Watch (40-50%)

Accredited on Priority Watch (34-39%)

Accredited on Probation (Up to 33%)

Our DPS School Performance Framework ratings over the past four years:

2015	2016	2017	2018
No SPF	Accredited on Watch	Accredited on Watch	Accredited on Watch



Distinguished (80-100%)

Meets Expectations (51-79%)

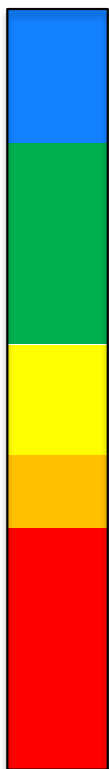
Accredited on Watch (40-50%)

Accredited on Priority Watch (34-39%)

Accredited on Probation (Up to 33%)

Our School Performance Framework includes a variety of indicators to show progress

Overall



Status



Growth



Engagement



Academic Gaps



Must be Meets for
Overall to be Meets

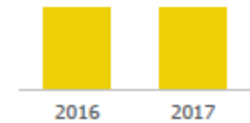
SPF



Edison Elementary School

School Performance Framework 2018

OVERALL RATINGS BY YEAR



OVERALL RATING SCALE

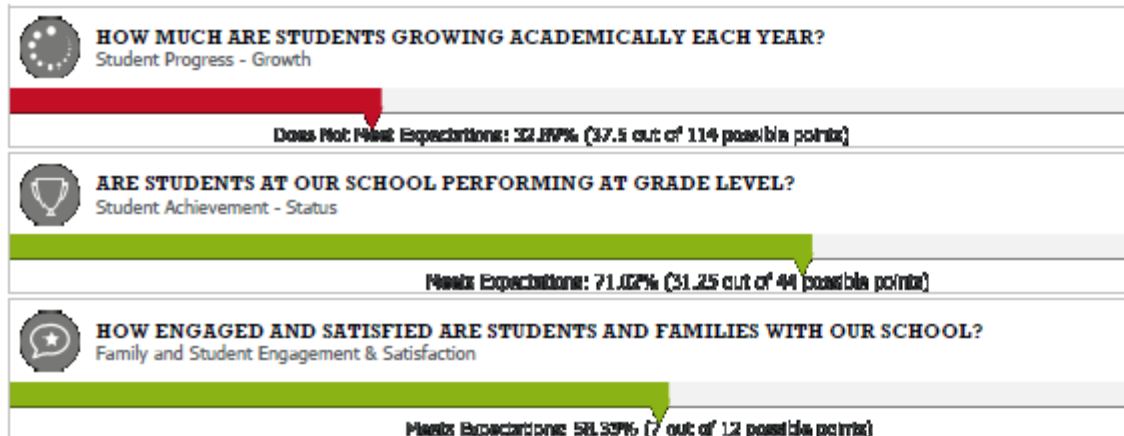
- Distinguished (79.5 to 100%)
- Meets Expectations (50.5 to 79.49%)
- Accredited on Watch (39.5 to 50.49%)
- Accredited on Priority Watch (33.5 to 39.49%)
- Accredited on Probation (0 to 33.49%)

OVERALL RATING: How is our school performing overall?



What does Accredited on Watch mean? School that demonstrates results in some areas and/or has several areas in need of improvement.

ELEMENTARY SCHOOL MEASURE INDICATORS: How well is our school meeting expectations?



HOW WELL IS OUR SCHOOL SERVING ALL STUDENTS?

ACADEMIC GAPS*

31.16%

Does Not Meet Expectations

*Please see reverse for more detail on Academic Gaps rating.

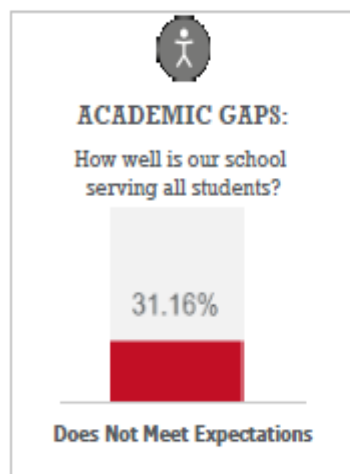
MEASURE INDICATOR AND ACADEMIC GAPS RATING SCALE

- Exceeds Expectations (79.5 to 100%)
- Meets Expectations (50.5 to 79.49%)
- Approaching Expectations (33.5 to 50.49%)
- Does Not Meet Expectations (0 to 33.49%)

SPF

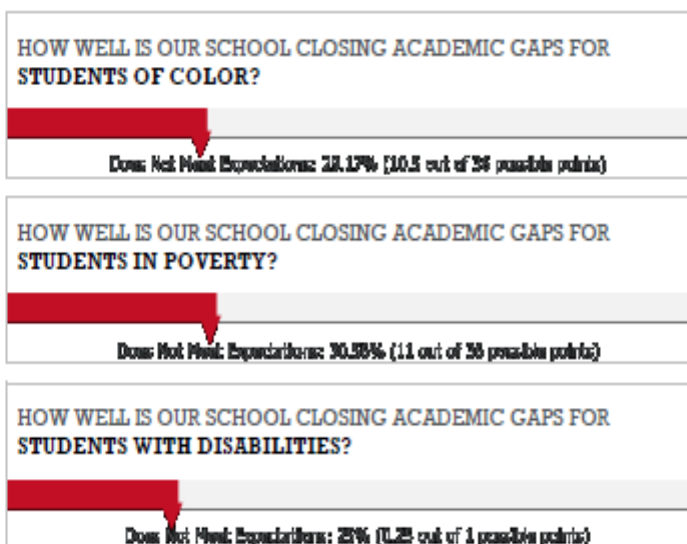
Edison Elementary School School Performance Framework 2018 | CONTINUED

ELEMENTARY SCHOOL



BREAKDOWN OF ACADEMIC GAPS:

We are especially concerned about closing opportunity gaps for students in historically underserved groups:



WHY DOES CLOSING ACADEMIC GAPS MATTER FOR ALL STUDENTS?

In DPS, we believe in the potential of every child. We also believe that a great school is one that serves, challenges and supports all students well. By highlighting the academic growth and performance of specific student groups, we will all become more aware of the opportunities we have to help each student reach his or her full potential.

Each school's overall SPF rating is affected by the school's academic gaps rating. Schools must meet expectations in Academic Gaps in order to be eligible to receive our highest overall SPF ratings. If a school does not meet expectations in Academic Gaps, it cannot earn an overall SPF rating higher than yellow. We believe this approach will increase the quality of all schools in DPS and ensure that Every Child Succeeds.

Measure Indicators:

Every school is evaluated on the following indicators, which are different components of a great school.



STUDENT PROGRESS - GROWTH

This indicator looks at how much progress students are making on state assessments in grades K-12 from one year to the next.



STUDENT ACHIEVEMENT - STATUS

This indicator looks at performance on state assessments.



FAMILY AND STUDENT ENGAGEMENT & SATISFACTION

This indicator considers the school's attendance rates and results from the school's annual engagement surveys.



ACADEMIC GAPS

This indicator looks at performance and growth of historically underserved student groups, including English language learners, students with disabilities, students in poverty and students of color.

LEARN MORE ABOUT THE SPF

For more information about the SPF and to view your school's detailed report, please visit spf.dpsk12.org

Talk with your school leader to ask questions about your school's ratings. If you have additional questions, please email spf@dpsk12.org

SPF Details



Edison Elementary School

Elementary School
School Performance Framework 2018

OVERALL ELEMENTARY SCHOOL	Points Earned: 76.75 Possible: 170	45.15%
Bonus Measure(s)	Earned	Possible
Center-based Programs (Bonus)	1	0

ELEMENTARY SCHOOL

Academic Gaps	Points Earned: 22.75 Possible: 73	31.16% Does Not Meet
Bonus Measure(s)	Earned	Possible
Center-based Programs (Bonus)	1	0

English Learners	Points Earned: Possible:
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Measure	Earned	Possible	Rating
1.04a State Assessment MGP - English Learners			
1.05a State Assessment MGP Within-School Gaps - English Learners			
1.07 ACCESS MGP			
1.08 ACCESS % On-Track			
1.10a Early Literacy Catch-Up - BGL and SBGL - English Learners			
1.11a Early Literacy Catch-Up Within-School Gaps - BGL and SBGL - English Learners			
2.03a State Assessment % at Benchmark - English Learners			
2.05a State Assessment % at Benchmark Within-School Gaps - English Learners			
2.07a Early Literacy % At Grade Level - English Learners			
2.08a Early Literacy % At Grade Level Within-School Gaps - English Learners			

Students In Poverty	Points Earned: 11 Possible: 36	30.56% Does Not Meet

Measure	Earned	Possible	Rating
1.04b State Assessment MGP - Free/ Reduced Lunch	2	12	Does Not Meet
1.05b State Assessment MGP Within-School Gaps - Free/ Reduced Lunch	1	6	Does Not Meet
1.10b Early Literacy Catch-Up - BGL and SBGL - Free/Reduced Lunch	4	6	Meets

SPF Detail

1.11b Early Literacy Catch-Up Within-School Gaps - BGL and SBGL - Free/Reduced Lunch	0	3	Does Not Meet
2.03b State Assessment % at Benchmark - Free/Reduced Lunch	2	4	Approaching
2.05b State Assessment % at Benchmark Within-School Gaps - Free/Reduced Lunch	1	2	Approaching
2.07b Early Literacy % At Grade Level - Free/Reduced Lunch	1	2	Approaching
2.08b Early Literacy % At Grade Level Within-School Gaps - Free/Reduced Lunch	0	1	Does Not Meet

Students of Color	Points Earned: 10.5 Possible: 36	29.17% Does Not Meet
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Measure	Earned	Possible	Rating
1.04c State Assessment MGP - Students of Color	2	12	Does Not Meet
1.05c State Assessment MGP Within-School Gaps - Students of Color	0	6	Does Not Meet
1.10c Early Literacy Catch-Up - BGL and SBGL - Students of Color	4	6	Meets
1.11c Early Literacy Catch-Up Within-School Gaps - BGL and SBGL - Students of Color	0	3	Does Not Meet
2.03c State Assessment % at Benchmark - Students of Color	2	4	Approaching
2.05c State Assessment % at Benchmark Within-School Gaps - Students of Color	1	2	Approaching
2.07c Early Literacy % At Grade Level - Students of Color	1.5	2	Approaching
2.08c Early Literacy % At Grade Level Within-School Gaps - Students of Color	0	1	Does Not Meet

Students With Disabilities	Points Earned: 0.25 Possible: 1	25.00% Does Not Meet
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Measure	Earned	Possible	Rating
1.06 State Assessment MGP State Comparison - Students with Disabilities			
1.13 COAI: DLM Growth			
2.04 State Assessment % at Benchmark State Comparison - Students with Disabilities			
2.09 Early Literacy % Significantly Below Grade Level State Comparison - Students with Disabilities	0.25	1	Does Not Meet

SPF Detail



Student Progress - Growth

Points
Earned: 37.5 Possible: 114

32.89% Does Not Meet

Measure	Earned	Possible	Rating
1.01a State Assessment MGP – Literacy/Evidence Based Reading and Writing	6	12	Approaching
1.01b State Assessment MGP – Math	4	12	Approaching
1.03a State Assessment MGP - Literacy/Evidence Based Reading and Writing - Compared to Similar Schools	1	6	Does Not Meet
1.03b State Assessment MGP – Math - Compared to Similar Schools	0	6	Does Not Meet
1.04a State Assessment MGP - English Learners			
1.04b State Assessment MGP - Free/ Reduced Lunch	2	12	Does Not Meet
1.04c State Assessment MGP - Students of Color	2	12	Does Not Meet
1.05a State Assessment MGP Within-School Gaps - English Learners			
1.05b State Assessment MGP Within-School Gaps - Free/ Reduced Lunch	1	6	Does Not Meet
1.05c State Assessment MGP Within-School Gaps - Students of Color	0	6	Does Not Meet
1.06 State Assessment MGP State Comparison - Students with Disabilities			
1.07 ACCESS MGP			
1.08 ACCESS % On-Track			
1.09a Early Literacy Catch-Up - BGL and SBGL	5	6	Meets
1.09b Early Literacy Catch-Up - SBGL	4	6	Meets
1.10a Early Literacy Catch-Up - BGL and SBGL - English Learners			
1.10b Early Literacy Catch-Up - BGL and SBGL - Free/Reduced Lunch	4	6	Meets
1.10c Early Literacy Catch-Up - BGL and SBGL - Students of Color	4	6	Meets
1.11a Early Literacy Catch-Up Within-School Gaps - BGL and SBGL - English Learners			
1.11b Early Literacy Catch-Up Within-School Gaps - BGL and SBGL - Free/Reduced Lunch	0	3	Does Not Meet
1.11c Early Literacy Catch-Up Within-School Gaps - BGL and SBGL - Students of Color	0	3	Does Not Meet
1.13 COAL: DLM Growth			
1.14a CMAS Catch-Up Growth - Literacy	1	3	Approaching
1.14b CMAS Catch-Up Growth - Math	1	3	Approaching
1.15a CMAS Keep-Up Growth - Literacy	1.5	3	Approaching
1.15b CMAS Keep-Up Growth - Math	1	3	Approaching

SPF Detail

 Student Achievement - Status	Points Earned: 31.25 Possible: 44	71.02% Meets
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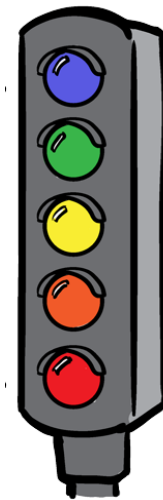
Measure	Earned	Possible	Rating
2.01a State Assessment % at Benchmark - Literacy/Evidence Based Reading and Writing	4	4	Meets
2.01b State Assessment % at Benchmark - Math	4	4	Meets
2.01c State Assessment % at Benchmark - Science	4	4	Meets
2.02a State Assessment % at Benchmark - Literacy/Evidence Based Reading and Writing - Compared to Similar Schools	2	3	Meets
2.02b State Assessment % at Benchmark - Math - Compared to Similar Schools	2	3	Meets
2.02c State Assessment % at Benchmark - Science - Compared to Similar Schools	2.5	3	Meets
2.03a State Assessment % at Benchmark - English Learners			
2.03b State Assessment % at Benchmark - Free/Reduced Lunch	2	4	Approaching
2.03c State Assessment % at Benchmark - Students of Color	2	4	Approaching
2.04 State Assessment % at Benchmark State Comparison - Students with Disabilities			
2.05a State Assessment % at Benchmark Within-School Gaps - English Learners			
2.05b State Assessment % at Benchmark Within-School Gaps - Free/Reduced Lunch	1	2	Approaching
2.05c State Assessment % at Benchmark Within-School Gaps - Students of Color	1	2	Approaching
2.06a Early Literacy % At Grade Level - Kindergarten	2	2	Meets
2.06b Early Literacy % At Grade Level - Grades 1-3	2	2	Meets
2.07a Early Literacy % At Grade Level - English Learners			
2.07b Early Literacy % At Grade Level - Free/Reduced Lunch	1	2	Approaching
2.07c Early Literacy % At Grade Level - Students of Color	1.5	2	Approaching
2.08a Early Literacy % At Grade Level Within-School Gaps - English Learners			
2.08b Early Literacy % At Grade Level Within-School Gaps - Free/Reduced Lunch	0	1	Does Not Meet
2.08c Early Literacy % At Grade Level Within-School Gaps - Students of Color	0	1	Does Not Meet
2.09 Early Literacy % Significantly Below Grade Level State Comparison - Students with Disabilities	0.25	1	Does Not Meet

 Family and Student Engagement & Satisfaction	Points Earned: 7 Possible: 12	58.33% Meets
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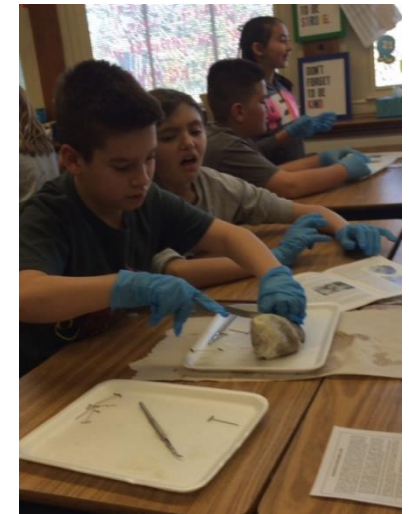
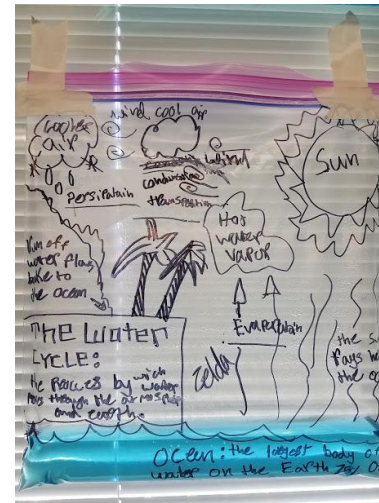
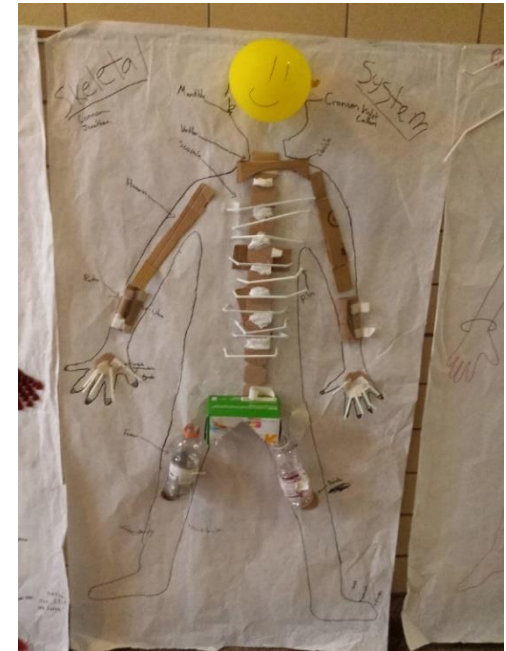
Measure	Earned	Possible	Rating
5.01 Attendance Rate	2	3	Meets
5.02 Student Satisfaction Survey Positive Response	2	3	Meets
5.03 Parent Satisfaction and Engagement Survey Positive Response	3	6	Approaching

Areas of focus for our school and our community based on School Performance Framework results

- Celebrations:
 - Consistent increase in % of students at grade level in reading and math
 - Meeting/Exceeding Early Literacy status and growth
 - Math, Literacy & Science status
 - Attendance
 - Student perception surveys
- Opportunities for Growth:
 - MGP or Growth on CMAS for grades 4 & 5
 - Close achievement gaps



We learn through projects and student collaboration

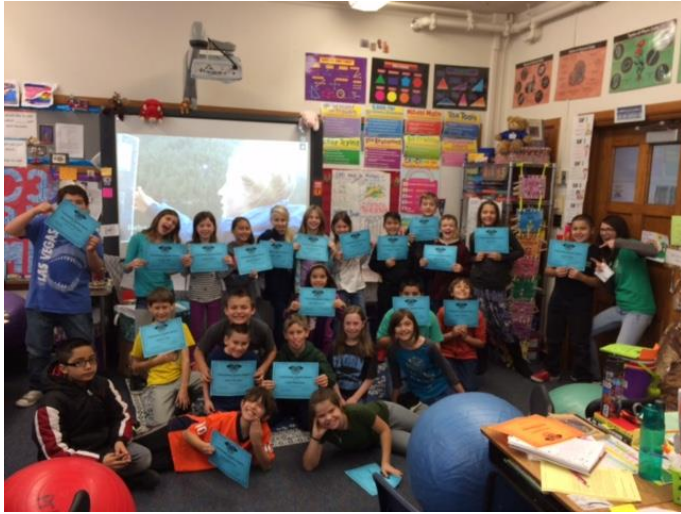


Student learn to think critically

We educate the whole child through art, music, physical education and STEM/Technology!



We celebrate student learning through award ceremonies and presentations!



We make our school and community a better place



Climbing wall donated to Edison



Penny Harvest - \$ to nonprofits
Voted on by students



Cafeteria remodel



Eagle Run - Raised \$32,000 for Edison

Teachers make learning fun and engaging!



Teachers collaborate to meet the needs of all students – academically and socially and emotionally!



Community Minded

Aware

Respectful & Responsible

Empathetic

Safe

We celebrate our community through community events!



© rich vossler photography 2014



© rich vossler photography 2015

Next Steps...



Improve achievement growth in grades 4 and 5 by:

- Retain teachers in 4th and 5th grade by building strong teams, coaching, building relationships.
- Use personalized learning to increase differentiation, student engagement, student leadership and critical thinking.
- Continue to provide rigorous instruction in reading and math, using text based questions, exemplar responses and written responses, and math application tasks.
- Provide small group paraprofessional support to students below grade level
- Platooning in 4th and 5th grade – teachers specialize in math/science/SS or literacy.

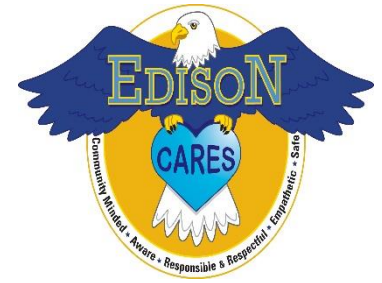
Next Steps (continued)...



Close Achievement Gaps by:

- Use data team processes, differentiated groups and RTI model to intervene early.
- Progress monitor all student below grade level monthly with STAR.
- After school tutoring for students below grade level (PTA)
- Personalized learning opportunities and Project Based Learning
- Provide push-in reading and math intervention support and small group paraprofessional support to students below grade level
- Hybrid, integrated HGT program

How can parents partner with us?



- Share your feedback tonight and throughout the year, so our SLT and CSC can consider your suggestions.
- Build a relationship with your child's teacher as a partner in your child's education.
- At home – read with your children and help them with homework
- Join our PTA
 - Support community events, fundraising, school-improvements, etc.
- Attend our Parent Information nights
- Attend Parent-Teacher Conferences
- Volunteer in the classroom or the school
 - Thursday folders, read with students, field trips, help in library, etc.

Questions and Comments