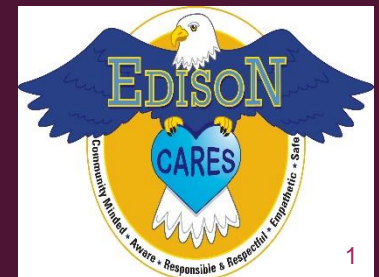
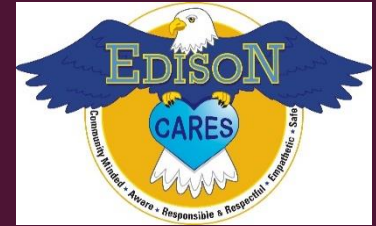

EDISON ELEMENTARY CSC 2017-18 Data

AUGUST 2018

SALLY WHITELOCK & BENITA CERVANTES

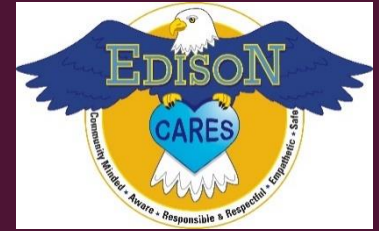


TOGETHER, WE DEVELOPED EDISON'S MISSION....



Edison Elementary is committed to being a collaborative learning community where rigorous academics and character education ensure the development of the whole child. We design learning experiences to meet the unique learning needs of each student so that all of our children develop 21st Century skills: critical thinking and reasoning, information literacy, self-direction, collaboration and invention/innovation. We celebrate curiosity and creativity in the development of life-long learners.

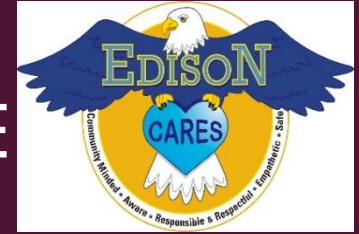
EDISON'S VALUES....



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

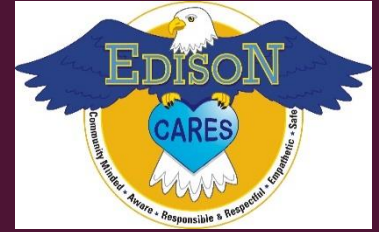


JOYFUL. RIGOROUS. PERSONALIZE



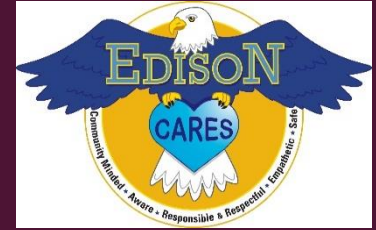
These three terms describe the common vision for excellence for every classroom. Edison classrooms are fun and intellectually engaging where students explore, think deeply, problem solve, and create. Edison classrooms are drenched with sounds of students engaging in evidence based and vocabulary-rich conversations and debates about mathematics, informational and literary texts, the sciences, social studies, the arts, and other compelling topics. Edison classrooms leverage and adapt to the unique strengths and interests of every student and directly address their opportunities for growth by tailoring content and instructional approaches (small group, large group, individual; student-to-student, teacher-led and technology-enabled) to the needs of the learner. Edison classrooms spark and fan the flames of excitement and passion for learning, empowering students to take ownership of their educational experience, and stretching them to achieve goals they never dreamed possible. Edison classrooms celebrate our community's cultural and linguistic diversity and use this diversity to stimulate and enhance learning.

In Edison classrooms students are fully prepared to do the heavy lifting of thinking and learning; teachers are equipped and fully prepared to guide student learning; and content is rigorous and culturally and linguistically relevant. The alignment of students, teachers and content, often referred to as the instructional core, creates classrooms that are **joyful, rigorous, and personalized.**



Edison Demographic Data

FRL DATA



% Free/Reduced Lunch

2013-14: 39%

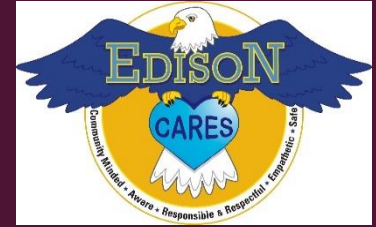
2014-15: 34%

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

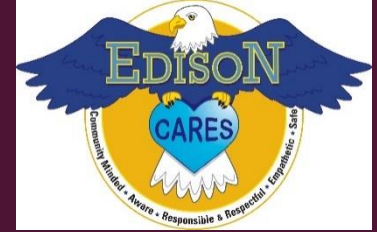
2016-17:

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)

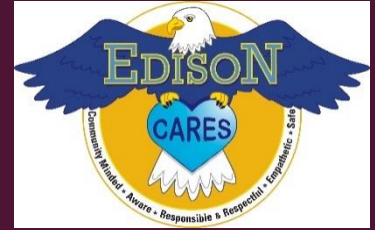
2015-16:

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

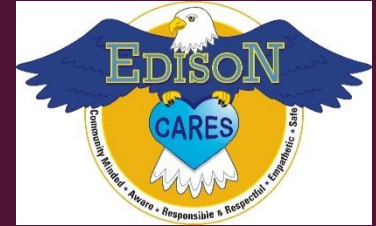
2016-17 - 65/560 students

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)

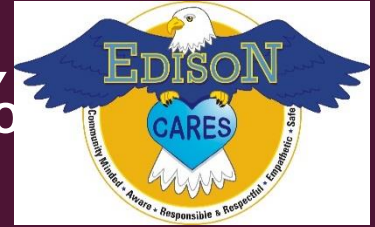
2014-15: 6.5% of students (36 students)

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%

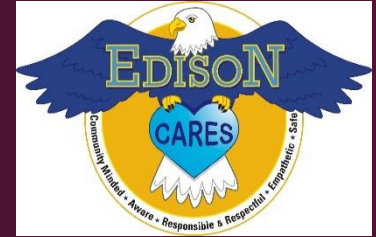
2015-16: 95%

2017-18: 94.6%

2016-17: 94.7%

SUSPENSION DATA

(TOTAL STUDENTS)



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

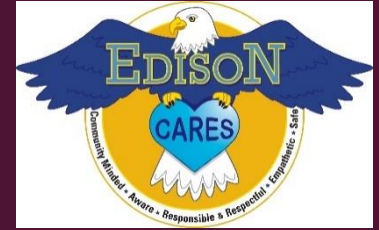
In school: 10
- 5 Students of Color, 1 Girl

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

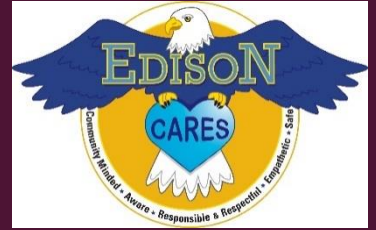


Reading Data....

Goal: 90% P/A

- Max 5% U, 10% PP

1ST GRADE STAR READING



2013 - 69% P/A

2014- 77% P/A

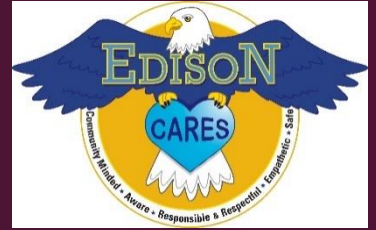
2015 - 82% P/A (Above 40%ile)

2016 - 87% P/A (Above 50%ile)

2017 - 86% P/A (Above 50%ile)

2018 - 90% P/A (Above 60%ile)

2ND GRADE STAR READING



2013- 71% P/A

2014- 71% P/A (Above 40%ile)

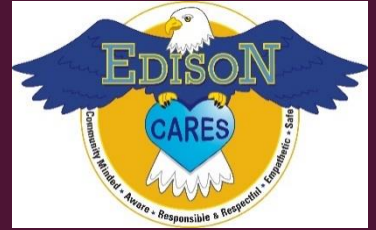
2015 - 83% P/A (Above 40%ile)

2016 - 71% P/A (Above 50%ile)

2017 - 85% P/A (Above 50%ile)

2018- 80% PA (Above 60%ile)

3RD GRADE STAR READING



2013 - 76% P/A (Above 40%ile)

2014- 75% P/A (Above 40%ile)

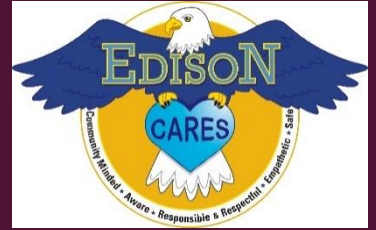
2015 - 81% P/A (Above 40%ile)

2016- 79% P/A (Above 50%ile)

2017 - 73% P/A (Above 50%ile)

2018 - 74% P/A (Above 60%ile)

4TH GRADE STAR READING



2013- 73% P/A (above 40 %ile)

2014- 82% P/A (above 40 %ile)

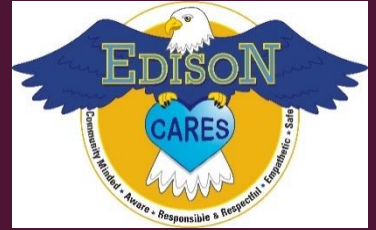
2015- 82% P/A (above 40 %ile)

2016 - 76% P/A (above 50 %ile)

2017 - 66% P/A (above 50%ile)

2018 - 64% P/A (above 60%ile)

5TH GRADE STAR READING



2013 - 75% P/A (above 40%ile)

2014 - 77% P/A (above 40%ile)

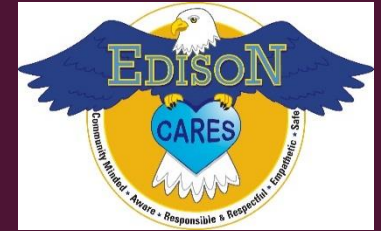
2015- 80% P/A (above 40%ile)

2016 - 76% P/A (above 50%ile)

2017 - 74% P/A (above 50%ile)

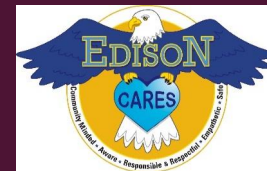
2018 - 65% P/A (above 60%ile)

STAR EL/READING MGP



- Kindergarten: 2017: 57 2018: 53
- 1st grade: 2017: 79 2018: 88
- 2nd grade: 2017: 73 2018: 68
- 3rd grade: 2017: 62 2018: 57
- 4th grade: 2017: 60 2018: 50
- 5th grade: 2017: 60 2018: 68

PARCC 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%

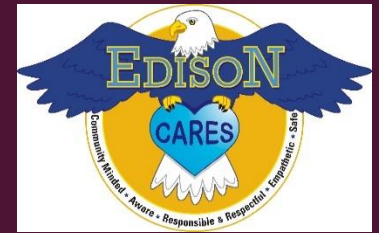
2017 CMAS: PARCC ELA

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	80	13.8%	12.5%	18.8%	38.8%	16.3%	73.8%	44	55.0%
05	72	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%

PARCC LITERACY DATA - change

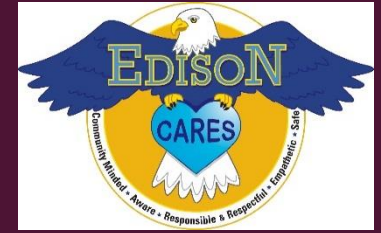


15-16 to 16-17
% Met or Above
Difference

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%



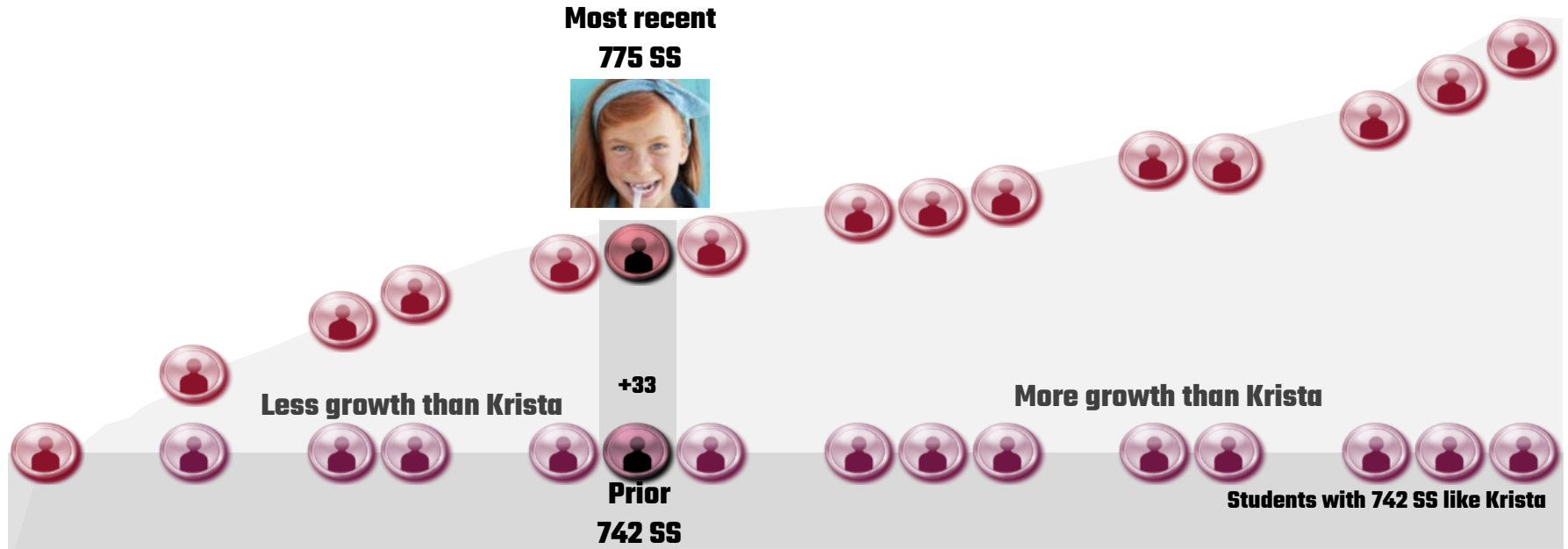
PARCC LITERACY GAPS DATA

	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
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%

Gap is increasing!

UNDERSTANDING SGP

HOW IS KRISTA'S SGP DETERMINED?

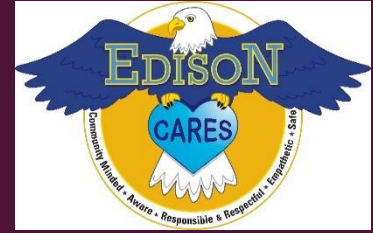


42 SGP

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)

PARCC LITERACY MGP



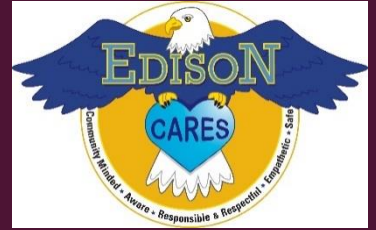
Overall -- 45.5 MGP (NonSOC- 51, SOC- 41)
2017: 52, 2016: 44

4th grade – 38 MGP

2017: 53, 2016: 56

5th grade – 50 MGP,

2017: 45.5 2016: 33

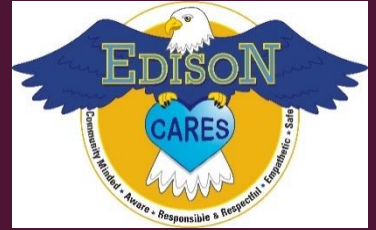


Math Data

Goal: 90% P/A

- Max 5% U, 10% PP

1ST GRADE STAR MATH



2013 - 80% P/A

2014 - 84% P/A

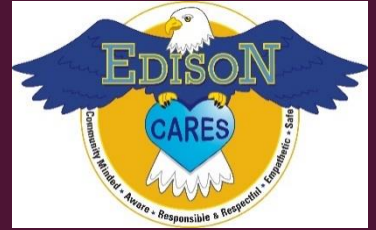
2015- 87% P/A (Above 40%ile)

2016- 95% P/A (above 50%ile)

2017 - 84% P/A (above 50%ile)

2018 - 91% P/A (above 60%ile)

2ND GRADE STAR MATH



2013 - 79% P/A (above 40%ile)

2014 - 83% P/A (above 40%ile)

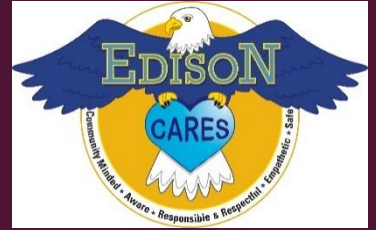
2015 - 85% P/A (above 40%ile)

2016- 73% P/A (above 50%ile)

2017 - 92% P/A (above 50%ile)

2018 - 84% P/A (above 60%ile)

3RD GRADE STAR MATH



2013 - 68% P/A (above 40%ile)

2014 - 74% P/A (above 40%ile)

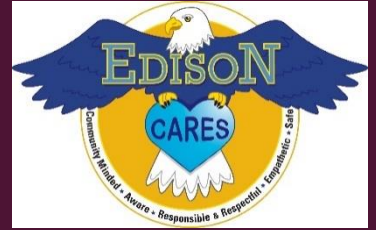
2015 - 84% P/A (above 40%ile)

2016 - 79% P/A (above 50%ile)

2017- 79% P/A (above 50%ile)

2018 - 75% P/A (above 60%ile)

4th grade STAR math



2013- 76% P/A (Above 40%ile)

2014 - 76% P/A (Above 40%ile)

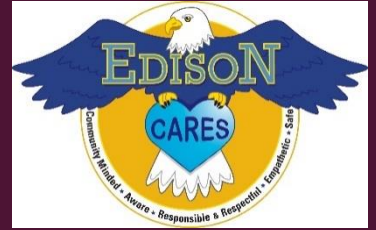
2015 - 92% P/A (Above 40%ile)

2016 - 80% P/A (Above 50%ile)

2017 - 66% P/A (Above 50%ile)

2018- 75% P/A (Above 60%ile)

5TH GRADE STAR MATH



2013- 73% P/A (above 40th %ile)

2014 - 64% P/A (above 40th %ile)

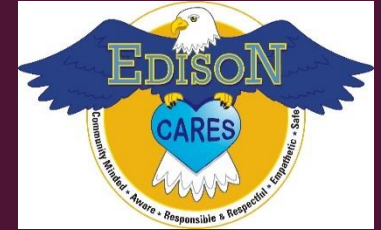
2015 - 78% P/A (above 40th %ile)

2016 - 78% P/A (above 50th %ile)

2017 - 74% P/A (above 50%ile)

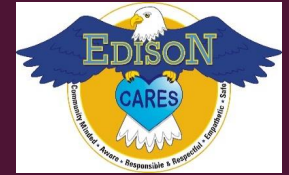
2018 - 77% P/A (above 60%ile)

STAR MATH MGP



- 1st grade: 2017: 83 2018: 85
- 2nd grade: 2017: 76 2018: 63
- 3rd grade: 2017: 70 2018: 51
- 4th grade: 2017: 43 2018: 50
- 5th grade: 2017: 56 2018: 55

PARCC 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%

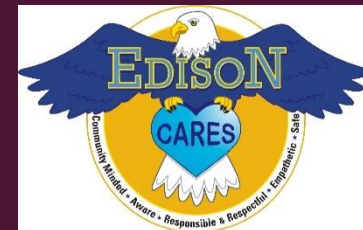
2017 CMAS: PARCC Math

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	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%

PARCC 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%

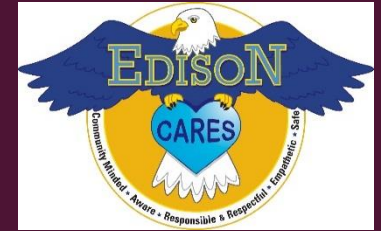
05

-5.6%

All Grades

-0.8%

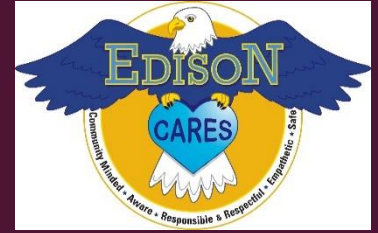
2018 PARCC MATH GAPS DATA



	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
FRL	68	23.5%	29.4%	30.9%	13.2%	2.9%	47.1%	11	16.2%	-9.5%
Non FRL	171	5.8%	8.8%	19.9%	43.9%	21.6%	85.4%	112	65.5%	0.5%
White	140	1.4%	9.3%	18.6%	47.1%	23.6%	89.3%	99	70.7%	1.5%
SOC	99	24.2%	22.2%	29.3%	18.2%	6.1%	53.5%	24	24.2%	-8.2%

Gap is not closing!

PARCC MATH MGP



Overall -- 41 MGP (Non-SOC: 44.5 SOC: 27)

2017: 47, 2016: 43

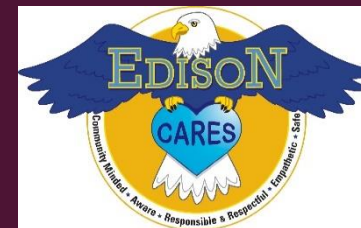
4th grade – 34 MGP

2017: 46, 2016: 45

5th grade – 47 MGP

2017: 49, 2016: 42

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%

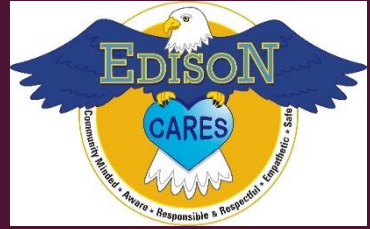
2017 DPS CMAS Science

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



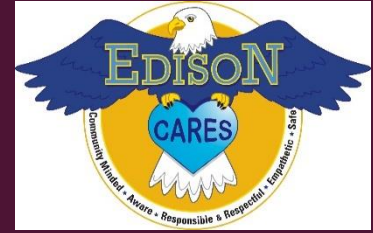
2018 DPS CMAS Social Studies

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%



Instructional Priorities for 2018-19

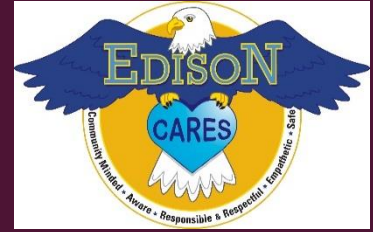
INSTRUCTIONAL PRIORITIES



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.

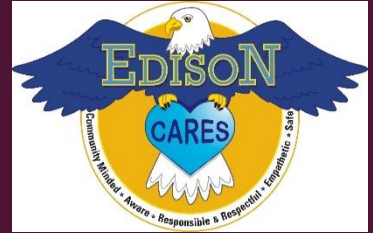
INSTRUCTIONAL PRIORITIES



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

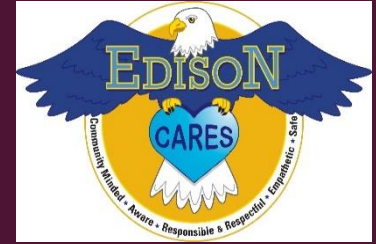
INSTRUCTIONAL PRIORITIES



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.

SMART Goals



SMART Goals:

- By May 2018, 100% of intervention (tier 2) teachers will provide reading /math interventions within inclusive grade level classrooms by rigorously **co-planning, co-teaching, and providing small group instruction**, which targets Students of Color who are below grade level.
- By May 2019, 100% of teachers will use **Personal Learning Plans**, targeting Students of Color who are below grade level, to create classroom snapshots to plan for **differentiation/personalization, student agency/motivation, rigor, and teacher feedback**, as observed in observations by the ILT on LEAP indicators I6, I2, I7.
- By May 2019, 100% of students, targeting Students of Color who are below grade level, will create a **Learning Profile, Personal Learning Plan** and regularly **reflect on learning**, as observed in observations by the ILT on LEAP indicator I8 and increased student active participation as measured by comparative observations.
- By May 2019, 80% of Students of Color will have STAR reading **SGPs** of 50 or higher.
- By May 2019, 80% of Students of Color will have STAR math **SGPs** of 50 or higher.