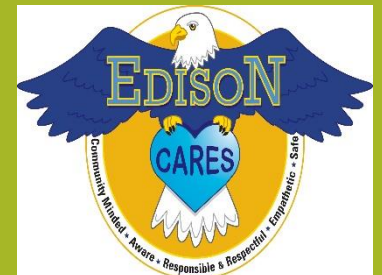


# EDISON ELEMENTARY STATE OF THE SCHOOL ADDRESS

---

October 2017

Sally Whitelock and Joan Wieser



# 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

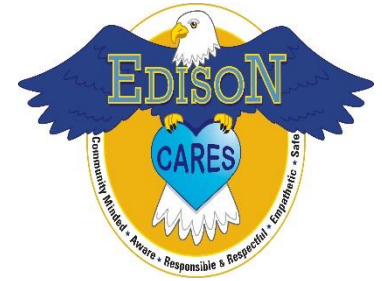


Children who learn and grow  
and have fun together



Generations and Generations  
Of learners

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



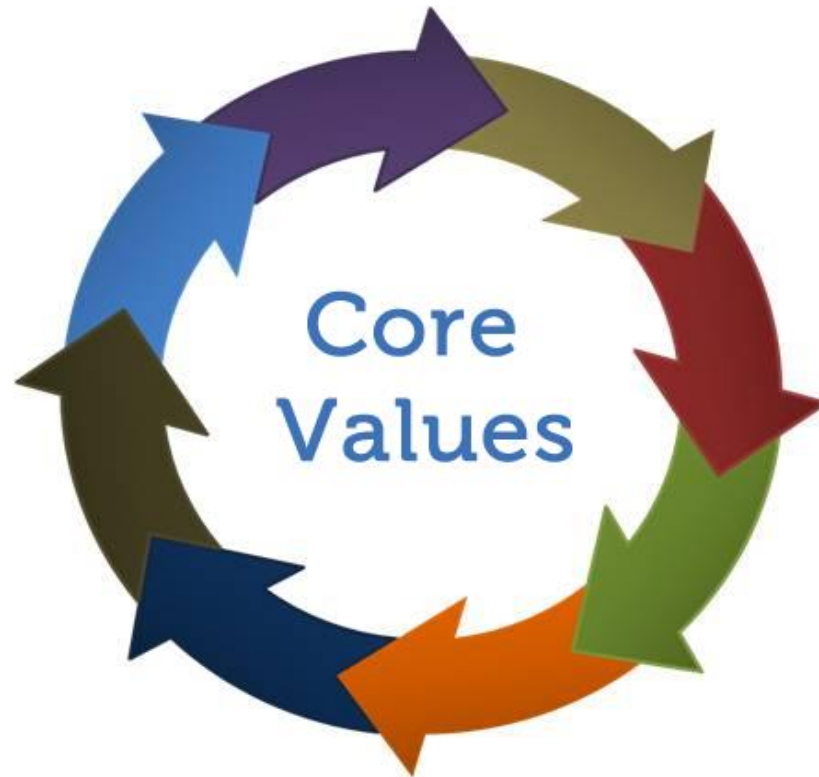
Edison Elementary is committed to:

- 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....

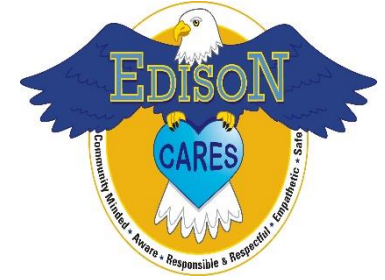


- Students First
- Integrity
- Collaboration
- Equity
- Accountability
- Fun
- Community
- Respect





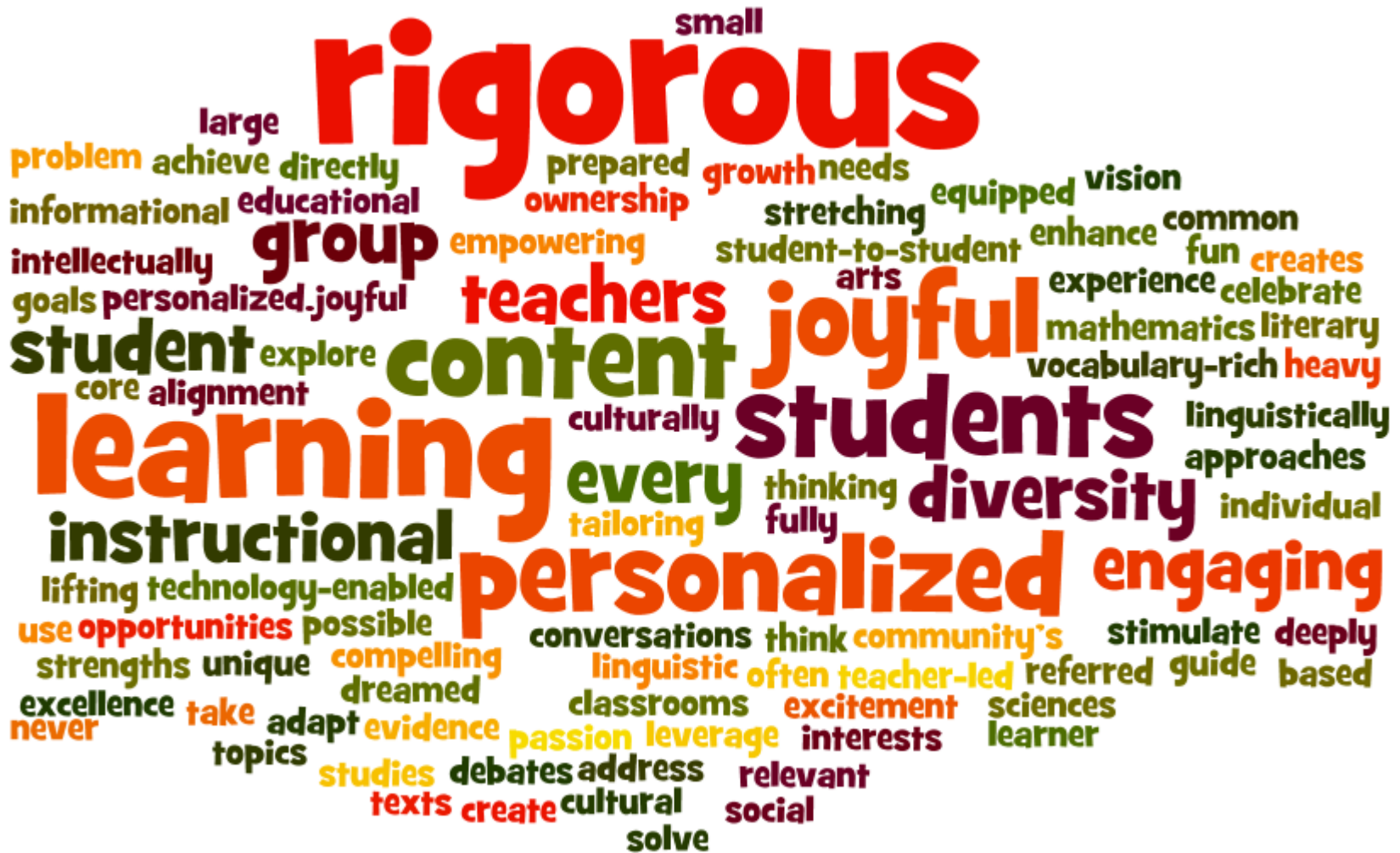
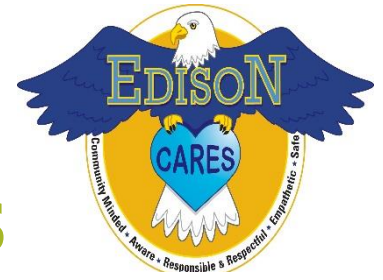
# We teach Edison's Character Traits



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



# We strive for Joyful, Rigorous, Personalized Classrooms



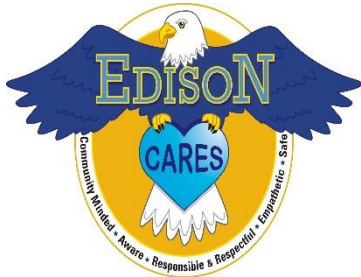


# Edison Students - 580



A Diverse Population of learners

# FRL Data



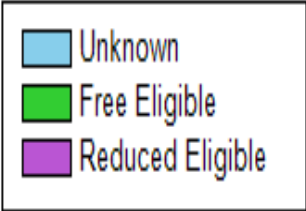
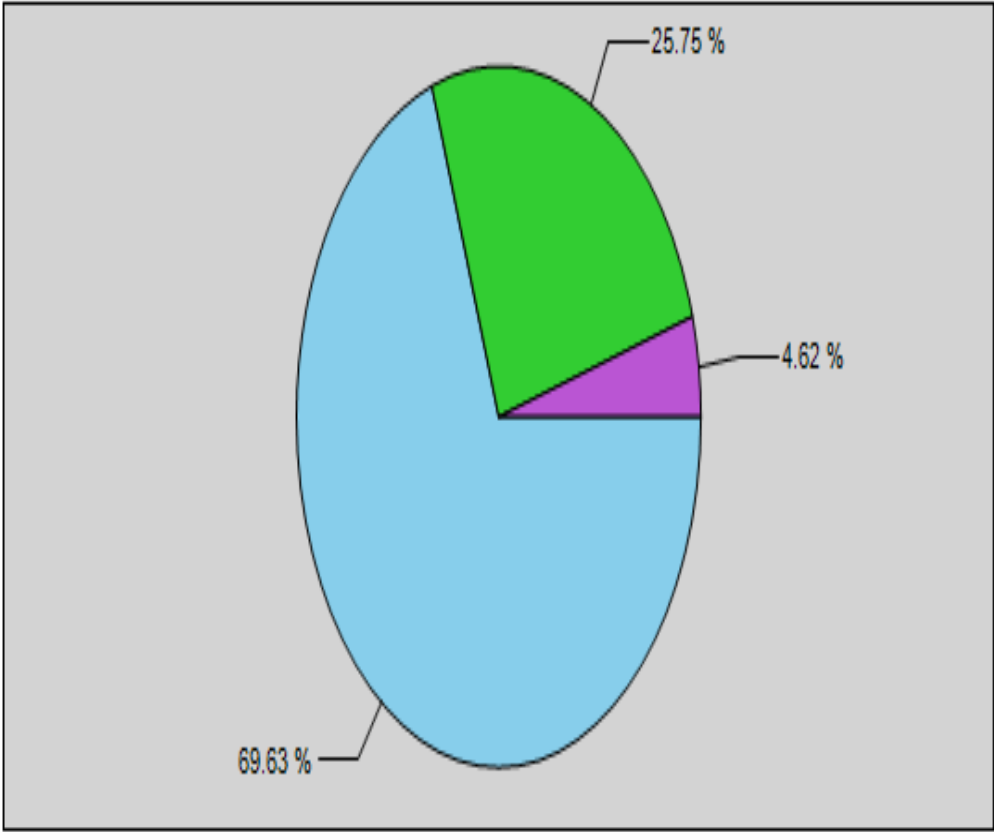
**2016-17: 30%**

% Free/Reduced Lunch

2013-14: 38%

2014-15: 34%

2015-16 – 30%



# Ethnicity Data



## **2016-17:**

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

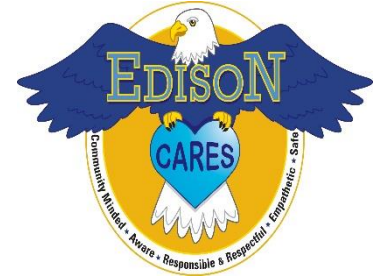
## **2015-16:**

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

## **2014-15:**

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

# English Language Learners



**2016-17:**

3% (18 students)

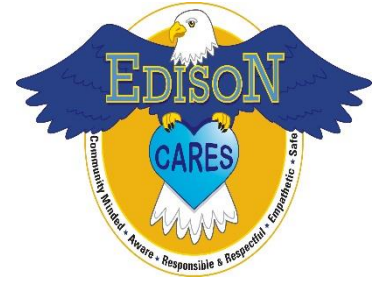
**2015-16:**

3.9% (22 students)

**2014-15:**

4.9% (27 students)

# GT Data

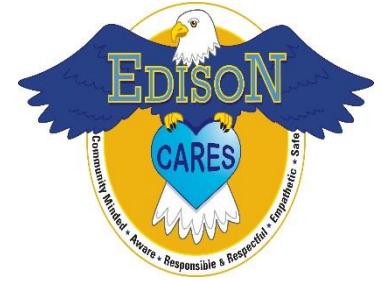


**2016-17 – 12% (65 students)**

2015-16 – 14% (75 students)

2014-15 – 13% (73 students)

# SpEd Data



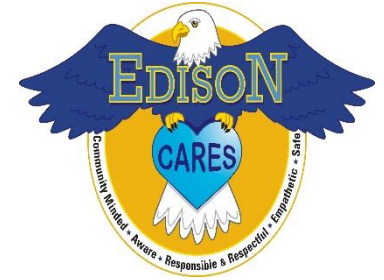
2016-17: 8% of students (43 Students)

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

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



# Attendance Data: Goal 95%

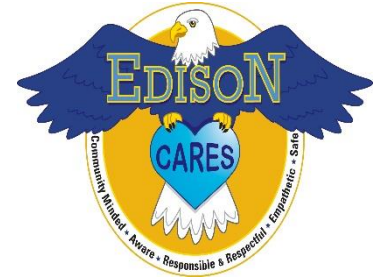


**2016-17: 94.7%**

2015-16: 95% (94.96%)

2014-15: 95% (94.97%)

# Suspension Data



**2016-17**

In school: 10

Out of school: 9

**2015-16**

In school: 2

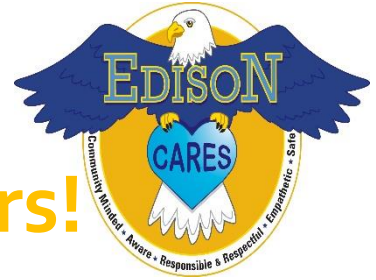
Out of school: 4

**2014-15**

In school: 6

Out of school: 8

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



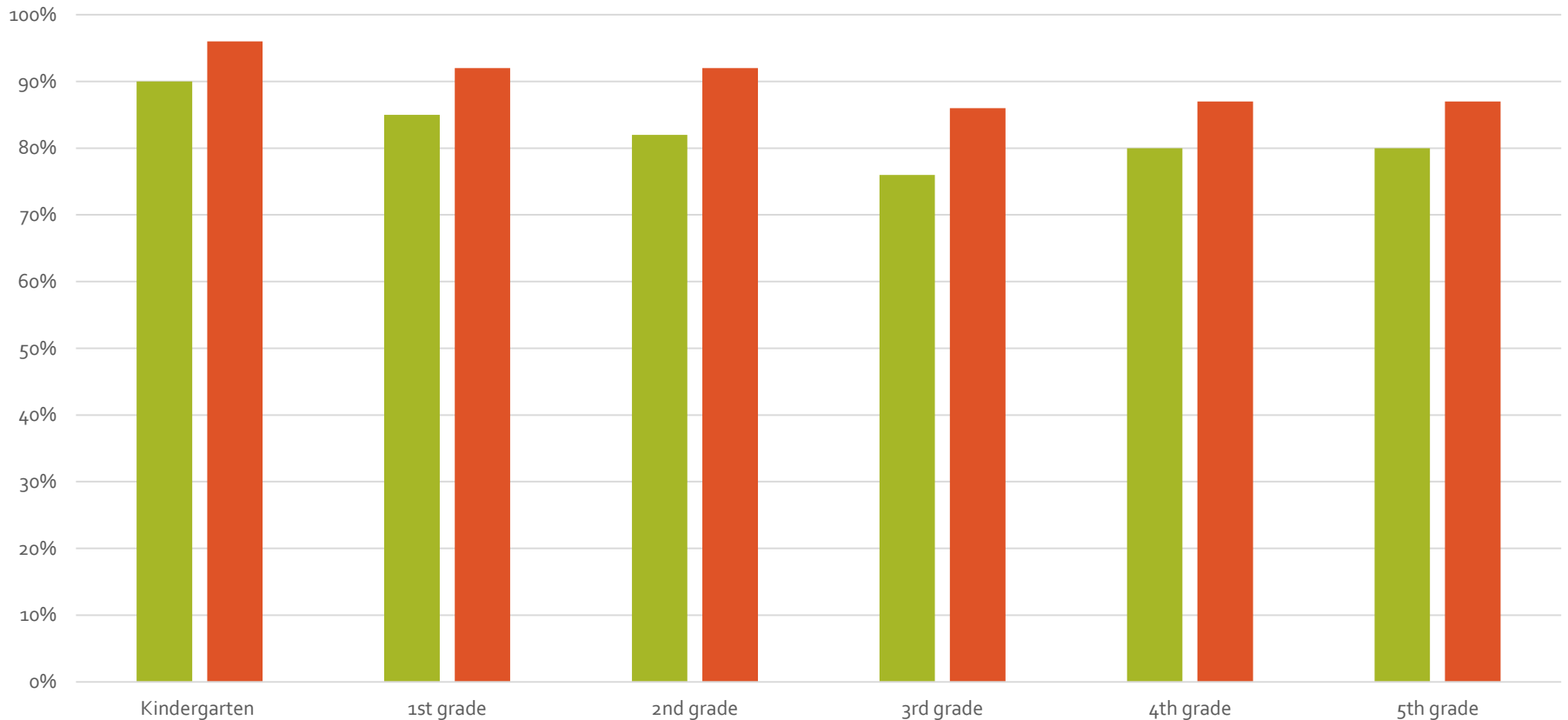
# Reading Data....

- Guided Reading levels
- STAR Reading
- CMAS/PARCC

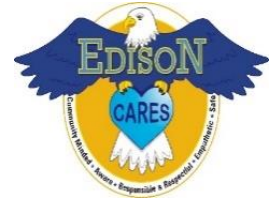
# Guided Reading Levels: Stable/Increase in the number of students at/above grade level



Guided Reading Levels - 2013 to 2017

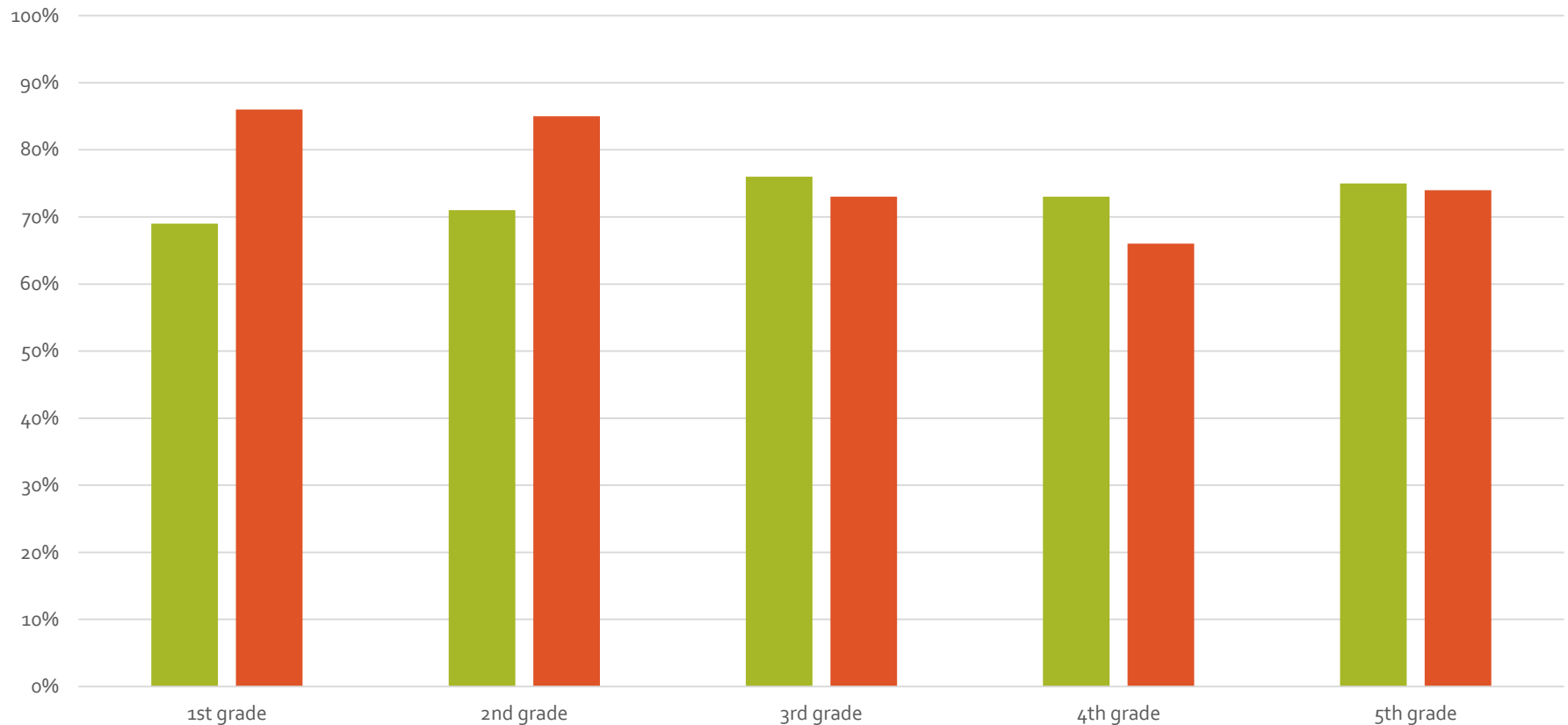


# STAR Reading: Stable/Increase in the number of students at/above grade level



\*\* in 2015 we increased Grade level from 40<sup>th</sup> percentile to 50<sup>th</sup> percentile

STAR Reading - 2013 to 2017



# 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	<b>53.6%</b>

## 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	<b>55.6%</b>

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

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



# Edison CMAS Literacy GAPS



Subgroup	2017								
	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
FRL	77	26.0%	20.8%	26.0%	24.7%	2.6%	53.2%	21	27.3%
Non-FRL	162	4.3%	7.4%	19.1%	49.4%	19.8%	88.3%	112	69.1%
ELL	14	*	*	*	*	*	*	*	*
Non-ELL	223	11.2%	10.8%	21.1%	41.7%	15.2%	78.0%	127	57.0%
Redesignated/Exited ELL	2	*	*	*	*	*	*	*	*
SOC	110	21.8%	18.2%	24.5%	28.2%	7.3%	60.0%	39	35.5%
Non-SOC	129	2.3%	6.2%	18.6%	52.7%	20.2%	91.5%	94	72.9%
On IEP	21	76.2%	14.3%	9.5%			9.5%	0	0.0%
Not on IEP	218	5.0%	11.5%	22.5%	45.4%	15.6%	83.5%	133	61.0%

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

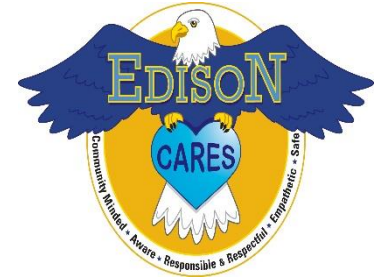
FRL	5.5%
Non-FRL	3.2%
ELL	
Non-ELL	1.4%
Redesignated/Exited ELL	
SOC	1.5%
Non-SOC	4.6%
On IEP	-5.9%
Not on IEP	3.9%

# District CMAS Literacy Data

## 2017 CMAS: PARCC ELA

		Total Tested		Met/Above		% Did not Yet Meet Expectations		% Partially Met Expectations		% Approached Expectations		% Met Expectations		% Exceeded Expectations	
03		21		0%		17	81%	4	19%	0	0%	0	0%	0	0%
04		5403		39%		1253	23%	947	18%	1119	21%	1803	33%	281	5%
05		6052		41%		936	15%	1184	20%	1476	24%	1918	32%	538	9%
American Indian or Alaskan Native		236		28%		52	22%	45	19%	73	31%	60	25%	6	3%
Asian		1286		57%		127	10%	175	14%	256	20%	511	40%	217	17%
Black (Not Hispanic)		5313		27%		1316	25%	1210	23%	1343	25%	1279	24%	165	3%
Hispanic		22003		27%		4869	22%	5213	24%	5979	27%	5166	23%	776	4%
Multiple races		1555		57%		164	11%	181	12%	326	21%	620	40%	264	17%
Native Hawaiian or Other Pacific Islander		105		35%		23	22%	22	21%	23	22%	33	31%	4	4%
White, not Hispanic		9203		73%		434	5%	686	7%	1393	15%	4301	47%	2389	26%
FRL		26873		26%		6271	23%	6416	24%	7220	27%	6154	23%	812	3%
Non-FRL		12828		69%		714	6%	1116	9%	2173	17%	5816	45%	3009	23%

# PARCC MGP: Median Growth Percentile



SGP is:

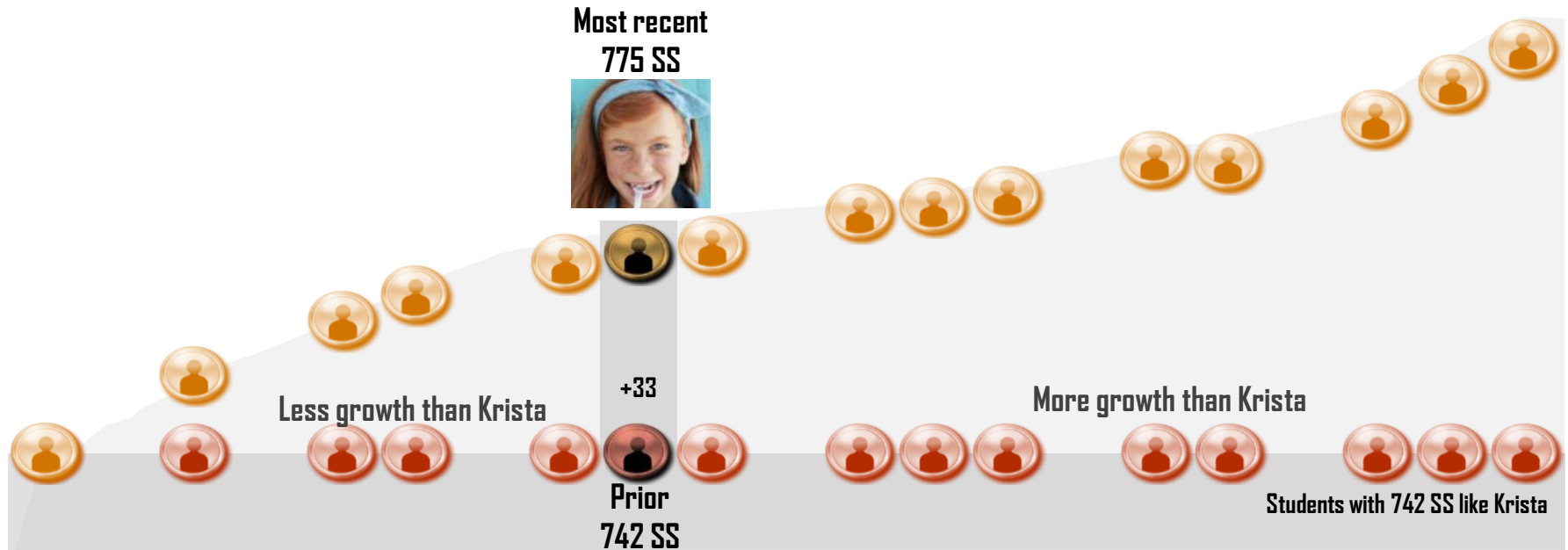
- A student's growth percentile describes a student's growth by examining their current achievement relative to their academic peers—(students scoring similar to them the previous year)
- only 4<sup>th</sup> and 5<sup>th</sup> graders

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?

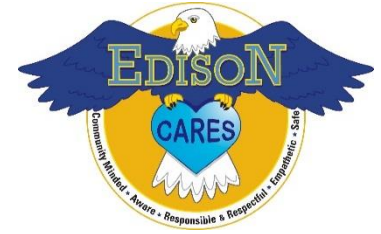


42 SGP

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

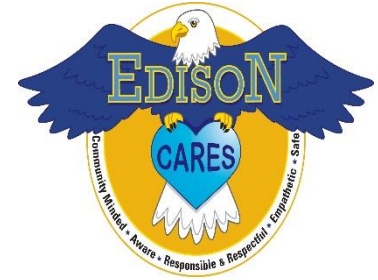
**MGP is the Median of all SGP's in the grade (middle number after rank ordered)**

# 2017 STAR EL/Reading MGP



- Kindergarten: Overall Median Growth percentile of 57
- 1<sup>st</sup> grade: Overall Median Growth percentile of 79
- 2<sup>nd</sup> grade: Overall Median Growth percentile of 73
- 3<sup>rd</sup> grade: Overall Median Growth percentile of 62
- 4<sup>th</sup> grade: Overall Median Growth percentile of 60
- 5<sup>th</sup> grade: Overall Median Growth percentile of 60

# ELA PARCC Growth data



Overall -- 52 MGP, + 8 from 2015-16

4<sup>th</sup> grade – 53 MGP, - 3 from 2015-16

5<sup>th</sup> grade – 45.5 MGP, +12.5 from 2015-16

DPS rating system:

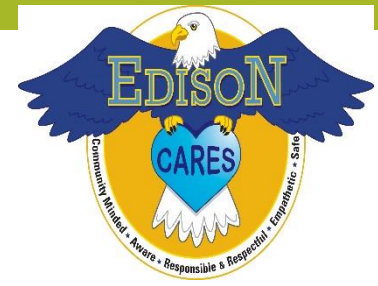
Below 35 – Does not Meet

35-50 – Approaching expectations

50-65 – Meeting expectations

Above 65 – Exceeding expectations

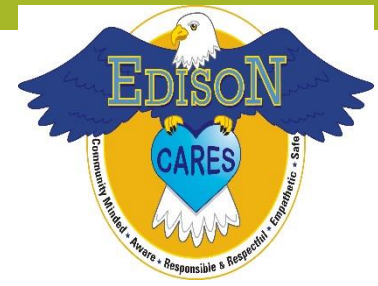




# UIP Instructional Priority for reading

## Literacy:

- Teachers will utilize key understanding of the text AND text-dependent questions/ discussions/ exemplars as a tool to aggressively monitor student comprehension and standards mastery both orally and in writing.



# 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!



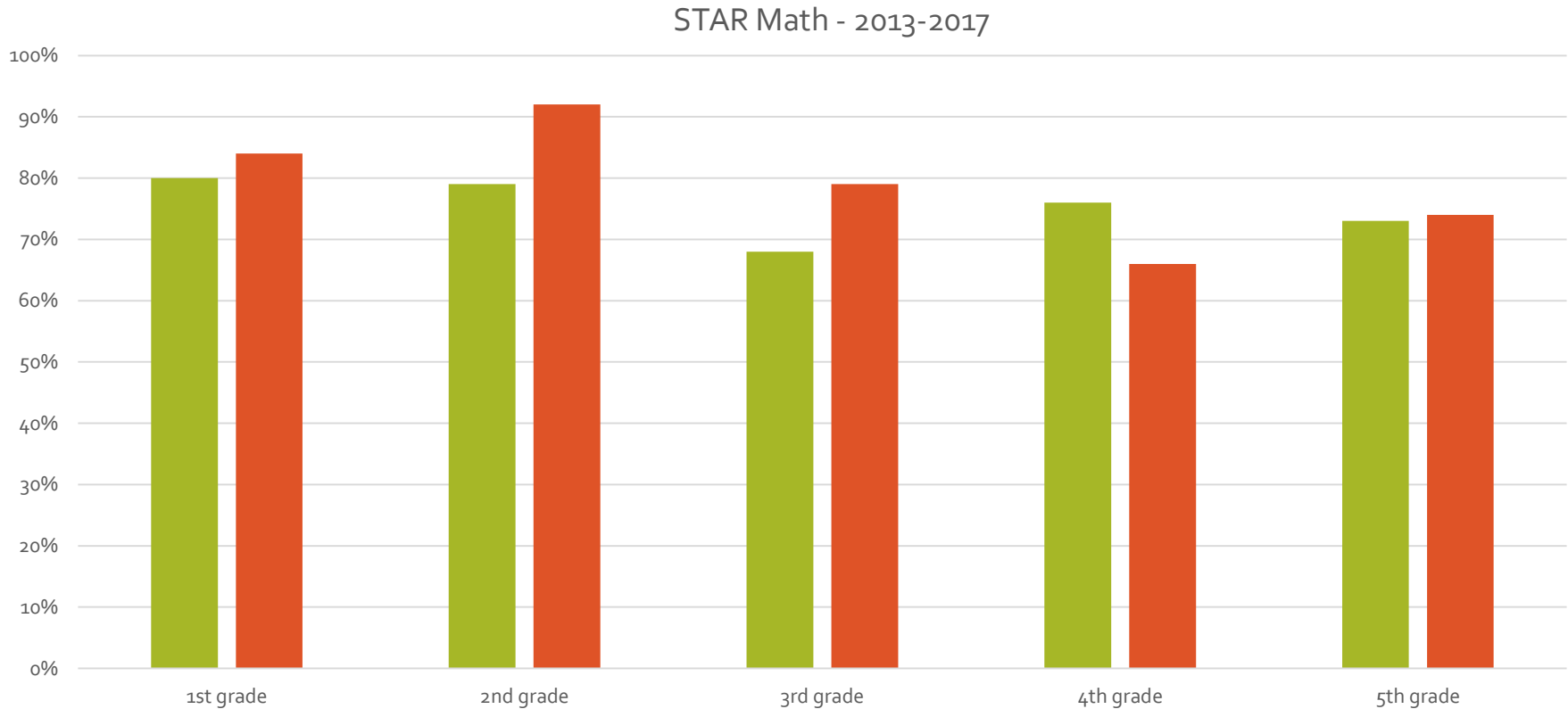
# Math Data

- STAR Math
- CMAS/PARCC



# STAR Math: Stable/Increase in the number of students at/above grade level

\*\* in 2015 we increased Grade level from 40<sup>th</sup> percentile to 50<sup>th</sup> percentile



# 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	<b>49.4%</b>

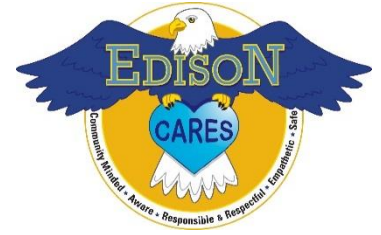
## 2017 CMAS: PARCC Math

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	<b>52.3%</b>

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

03	-1.6%
04	-1.9%
05	12.3%
All Grades	<b>2.9%</b>

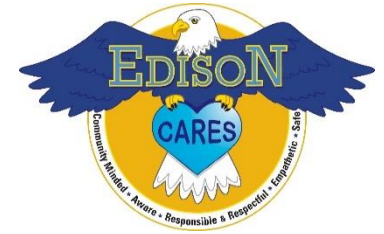
# Edison CMAS Math Gaps Data



Subgroup	2017								
	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
FRL	78	26.9%	24.4%	23.1%	20.5%	5.1%	48.7%	20	25.6%
Non-FRL	163	6.1%	8.6%	20.2%	45.4%	19.6%	85.3%	106	65.0%
ELL	15	*	*	*	*	*	*	*	*
Non-ELL	224	10.7%	13.8%	21.9%	37.9%	15.6%	75.4%	120	53.6%
Redesignated/Exited ELL	2	*	*	*	*	*	*	*	*
SOC	111	24.3%	18.9%	24.3%	26.1%	6.3%	56.8%	36	32.4%
Non-SOC	130	3.1%	9.2%	18.5%	46.9%	22.3%	87.7%	90	69.2%
On IEP	22	81.8%	13.6%		4.5%		4.5%	1	4.5%
Not on IEP	219	5.9%	13.7%	23.3%	40.6%	16.4%	80.4%	125	57.1%

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

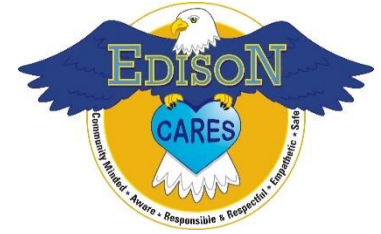
FRL	1.4%
Non-FRL	5.8%
ELL	
Non-ELL	2.3%
Redesignated/Exited ELL	
SOC	1.3%
Non-SOC	6.3%
On IEP	-1.3%
Not on IEP	4.5%



# DPS CMAS Math Data

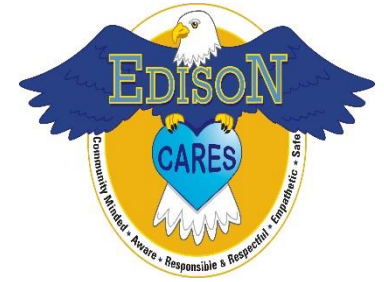
	Total Tested	Met/Above	% Did not Yet Meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations
03	25	0%	16 64%	8 32%	1 4%	0 0%	0 0%
04	6662	36%	1245 19%	1368 21%	1628 24%	1806 27%	615 9%
05	6579	30%	1216 18%	1659 25%	1711 26%	1757 27%	236 4%
American Indian or Alaskan Native	196	16%	52 27%	57 29%	56 29%	28 14%	3 2%
Asian	1107	46%	123 11%	174 16%	299 27%	406 37%	105 9%
Black (Not Hispanic)	4540	16%	1404 31%	1300 29%	1119 25%	677 15%	40 1%
Hispanic	20472	18%	5070 25%	6076 30%	5665 28%	3412 17%	249 1%
Multiple races	1329	45%	147 11%	242 18%	339 26%	442 33%	159 12%
Native Hawaiian or Other Pacific Islander	95	23%	22 23%	21 22%	30 32%	20 21%	2 2%
White, not Hispanic	7994	63%	450 6%	830 10%	1662 21%	3698 46%	1354 17%
FRL	24780	17%	6550 26%	7375 30%	6694 27%	3910 16%	251 1%
Non-FRL	10953	59%	718 7%	1325 12%	2476 23%	4773 44%	1661 15%

# STAR Math MGP



- 1<sup>st</sup> grade: Overall Median Growth percentile of 83
- 2<sup>nd</sup> grade: Overall Median Growth percentile of 76
- 3<sup>rd</sup> grade: Overall Median Growth percentile of 70
- 4<sup>th</sup> grade: Overall Median Growth percentile of 43
- 5<sup>th</sup> grade: Overall Median Growth percentile of 56





# Math PARCC Growth - MGP

Overall -- 47 MGP, + 4 from 2015-16

4<sup>th</sup> grade – 46 MGP, +1 from 2015-16

5<sup>th</sup> grade – 49 MGP, +7 from 2015-16

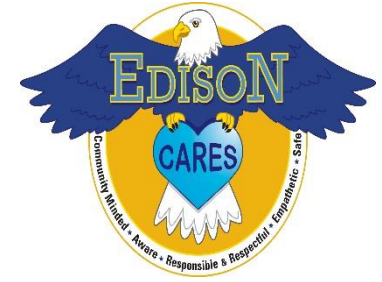
DPS rating system:

Below 35 – Does not Meet

35-50 – Approaching expectations

50-65 – Meeting expectations

Above 65 – Exceeding expectations

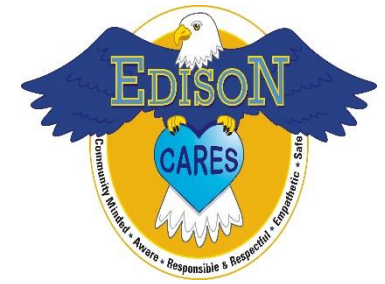


# UIP Instructional Priorities

## Math:

Teachers will utilize the essentials questions and coherence tasks to meet the rigor of the standards through prompting and requiring students to share, discuss, and critique each other's thinking both orally and through writing.

# Feedback



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

- Strengths
- Opportunities for growth
- Suggestions
- Questions



# 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%

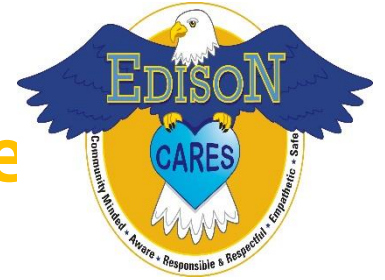
## 2017 DPS CMAS Science

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%

**Gaps:** FRL: 31.8%, Paid: 74%

Students of Color: 41% White: 78.9%

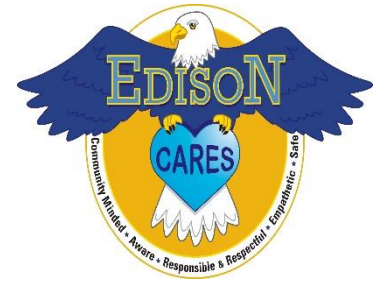
Our Goal is to prepare students  
for college and career as life long learners



# School Perception & Culture Data

- Parent Perception Survey
- Student Perception Survey

# Parent Perception Survey



## Your School, Your Voice Parent Satisfaction Survey Results 2016 - 2017 Edison Elementary School



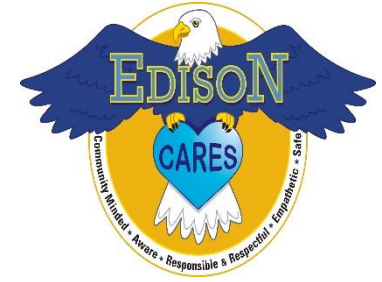
### Parent Satisfaction Survey Response Rates Edison Elementary School

2015		2016		2017	
School Response Rate	District Response Rate	School Response Rate	District Response Rate	School Response Rate	District Response Rate
64%	58%	90%	55%	68%	49%

### 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.

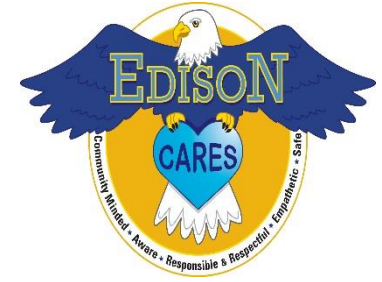
	2015			2016			2017			School 16 to 17 Change	District 16 to 17 Change
	N Responses	Average School % Pos Resp	Average Dist % Pos Resp	N Responses	Average School % Pos Resp	Average Dist % Pos Resp	N Responses	Average School % Pos Resp	Average Dist % Pos Resp		
Overall	271	78%	78%	396	79%	80%	295	80%	81%	1%	1%
General	269	79%	77%	392	80%	79%	290	80%	80%	0%	1%
Involvement Opportunities	271	79%	78%	396	79%	79%	293	84%	81%	5%	2%
Communication	271	67%	72%	396	70%	73%	295	70%	75%	0%	2%
Academics	269	82%	84%	392	83%	84%	291	84%	85%	1%	1%
School Environment	269	85%	83%	393	84%	84%	292	84%	85%	0%	1%



# Parent Perception Survey

## Celebrations

- 87% positive responses – “I would recommend this school to others.”
- 91% positive responses – “How satisfied are you with updates about your child's school.”
- 93% positive responses – “How satisfied are you with your child's school's ability to use appropriate resources, such as technology, to motivate student learning.”
- 92% positive responses – “My child's school is a safe place to learn.”
- 91% positive responses – “The teachers care about his/her success.”
- 88% positive responses – “My child's school prepares him/her for the next academic year.”
- 88% positive responses – “How satisfied are you with your child's school's ability to provide academic support needed to meet your child's needs.”
- 89% positive responses – “How satisfied are you with information about how you can be involved at your child's school.”



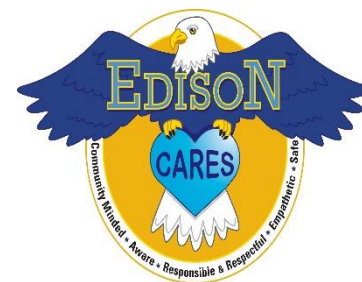
# Parent Perception Survey

## Opportunity for Growth

- 70% positive response rate – Communication overall
- 67% positive response rate – “How satisfied are you with parent workshops, trainings, or classes provided at your child’s school.”
- 65% positive response rate – “How well does your child’s school reduce barriers to parents participating in the school by providing services such as child care, translation and interpretation, convenient meeting times, locations accessible to parents, etc.”
- 59% positive response rate – “How well does your child’s school communicate respectfully with people from diverse culture/language background.”
- 51% positive response rate – “How well does your child’s school ask for your input about important school decisions.”
- 63% positive response rate – “How well does your child’s school value the diversity of children's backgrounds.”



# Student Perception Survey



## Your School, Your Voice Student Satisfaction Survey Results 2016 - 2017 Edison Elementary School



### Student Satisfaction Survey Response Rates Edison Elementary School

	2015		2016		2017	
	School Response Rate	District Response Rate	School Response Rate	District Response Rate	School Response Rate	District Response Rate
Grade 3-5 Students	93%	91%	80%	93%	93%	90%

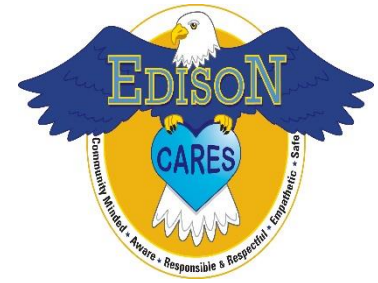
### Grade 3-5 Students Summary by Category

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.

	2015			2016			2017			School 16 to 17 Change	District 16 to 17 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	231	86%	86%	201	87%	84%	221	85%	83%	-2%	-1%
General	229	81%	83%	201	87%	82%	220	89%	80%	2%	-2%
Academics	231	88%	89%	201	90%	88%	221	89%	87%	-1%	-1%
Safety	229	87%	88%	201	86%	86%	219	85%	85%	-1%	-1%
Culture General	229	84%	80%	201	85%	79%	221	80%	78%	-5%	-1%



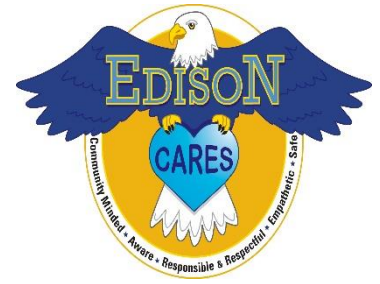
# Student Perception Survey

## Celebrations

- 85% positive response rate – Overall
- 99% positive response rate – “I know what the rules are at my school.”
- 98% positive response rate – “Sometimes the principal visits my classroom to see what we are learning.”
- 97% positive response rate – “I am taught to respect other people who are different from me.”
- 95% positive response rate – “My teacher cares about me.”

## Opportunities for Growth

- 78% positive response rate – “Bullies and students who break the rules get into trouble.”
- 61% positive response rate – “I feel comfortable at school and do not worry about teasing, name-calling or kids being mean to me.”
- 54% positive response rate – “Students at my school treat each other nicely.”



# UIP Instructional Priorities

## Culture:

Teachers will use Growth Mindset, Learning Profiles, and Project Based Learning to engage all students as motivated learners.

# Feedback



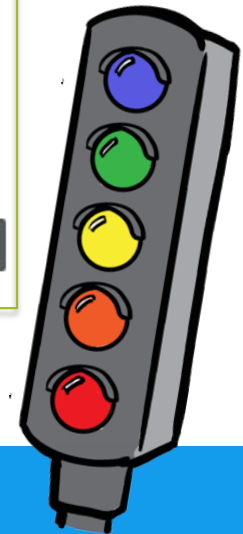
Based on the data you observed for reading, what are your observations?

- Strengths
- Opportunities for growth
- Suggestions
- Questions



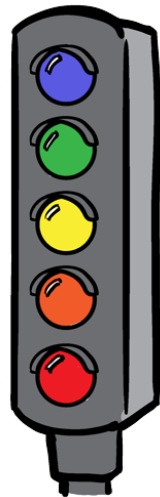
# The School Performance Framework is a report card that shows how well each school is doing.

The screenshot shows a video player interface. At the top left is the Denver Public Schools logo and the title "Understanding School Performance Framework (SPF) from Denver Public Schools". The video 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 report card titled "School Performance Framework". The report card lists four categories: "STATE TEST SCORES" (with icons of test papers), "ATTENDANCE" (with icons of people), "PARENT SATISFACTION" (with an icon of a family), and "GROWTH" (with an icon of a person). The video player controls at the bottom show a play button, a progress bar at 03:43, and the Vimeo logo.



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

2014	2015	2016	2017
Meets Expectations	No SPF	Accredited on Watch	Accredited on Watch



Distinguished (80-100%)

Meets Expectations (51-79%)

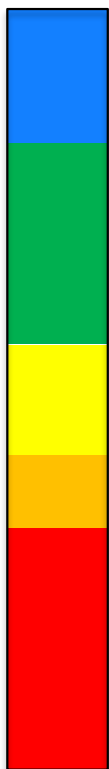
Accredited on Watch (40-50%)

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 2016 - 2017

**OVERALL RATING:** How is our school performing overall?

**Accredited on Watch**



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



### ACADEMIC GAPS:

How is our school serving all students?

47.77 %

Approaching Expectations

## ELEMENTARY SCHOOL

**MEASURE INDICATORS:** How well is our school meeting expectations?



### HOW MUCH ARE STUDENTS GROWING ACADEMICALLY EACH YEAR?

Student Progress - Growth

43.83 % (Approaching Expectations)



### ARE STUDENTS AT OUR SCHOOL PERFORMING AT GRADE LEVEL?

Student Achievement - Status

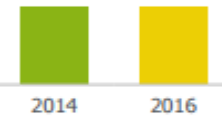
78.57 % (Meets Expectations)



### HOW SATISFIED ARE STUDENTS AND FAMILIES WITH OUR SCHOOL?

Family and Student Engagement & Satisfaction

50.00 % (Approaching Expectations)



### 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%)

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 2016 - 2017 | CONTINUED

### ELEMENTARY SCHOOL



#### ACADEMIC GAPS:

How is our school serving all students?

47.77 %

Approaching Expectations

Our school's overall SPF rating is impacted by our school's academic gaps rating. We are highlighting growth and performance for traditionally underserved students as we seek to achieve our vision, Every Child Succeeds.

**BREAKDOWN OF ACADEMIC GAPS:** How well is our school closing academic achievement gaps for historically underserved students?

HOW WELL IS OUR SCHOOL CLOSING ACADEMIC GAPS FOR ENGLISH LANGUAGE LEARNERS?

58 % (Meets Expectations)

HOW WELL IS OUR SCHOOL CLOSING ACADEMIC GAPS FOR STUDENTS IN POVERTY?

42 % (Approaching Expectations)

HOW WELL IS OUR SCHOOL CLOSING ACADEMIC GAPS FOR STUDENTS OF COLOR?

48 % (Approaching Expectations)

HOW WELL IS OUR SCHOOL CLOSING ACADEMIC GAPS FOR STUDENTS WITH DISABILITIES?

63 % (Meets Expectations)

#### Measure Indicators:

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



#### STUDENT PROGRESS - GROWTH

**How do we know?** This measure looks at how much progress students are making on state assessments in grades K-12 from one year to the next.



#### STUDENT ACHIEVEMENT - STATUS

**How do we know?** This measure looks at performance on state assessments in grades K-9.



#### FAMILY AND STUDENT ENGAGEMENT & SATISFACTION

**How do we know?** This measure considers results from the school's annual surveys.



#### ACADEMIC GAPS

**How do we know?** This measure looks at performance and growth of historically underserved student groups, including English language learners, students with disabilities, students in poverty and students of color.

# SPF Details



## Edison Elementary School

Elementary School

School Performance Framework 2016 - 2017

<b>OVERALL ELEMENTARY SCHOOL</b>	<b>Points Earned: 127.5 Possible: 237</b>	<b>53.80%</b>
<b>Bonus Measure(s)</b>	<b>Earned</b>	<b>Possible</b>
Center-based Programs (Bonus)	1	0

### ELEMENTARY SCHOOL

<b>Academic Gaps</b>	<b>Points Earned: 53.5 Possible: 112</b>	<b>47.77% Approaching</b>
<b>Bonus Measure(s)</b>	<b>Earned</b>	<b>Possible</b>
Center-based Programs (Bonus)	1	0

<b>EL</b>	<b>Points Earned: 7 Possible: 12</b>	<b>58.33% Meets</b>
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Measure	Earned	Possible	Rating
1.07 ACCESS Median Growth Percentile	4	5	Meets
1.08 ACCESS % On Track			
1.10a Disaggregated Early Literacy Catch-Up - BGL & SBGL - EL			
1.11a Disaggregated Early Literacy Catch-Up Comparison - BGL & SBGL - EL			
2.03a Disaggregated CMAS Status - EL	2	4	Approaching
2.05a Disaggregated CMAS Status Comparison - EL	1	2	Approaching
2.07a Disaggregated Early Literacy Status - EL			
2.08a Disaggregated Early Literacy Status Comparison - EL			

<b>FRL</b>	<b>Points Earned: 20 Possible: 48</b>	<b>41.67% Approaching</b>
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Measure	Earned	Possible	Rating
1.04b Disaggregated CMAS Growth - FRL	2	12	Does Not Meet
1.05b Disaggregated CMAS Growth Comparison - FRL	2	6	Approaching
1.10b Disaggregated Early Literacy Catch-Up - BGL & SBGL - FRL	8	12	Meets
1.11b Disaggregated Early Literacy Catch-Up Comparison - BGL & SBGL - FRL	0	6	Does Not Meet
2.03b Disaggregated CMAS Status - FRL	3	4	Approaching
2.05b Disaggregated CMAS Status Comparison - FRL	1	2	Approaching
2.07b Disaggregated Early Literacy Status - FRL	4	4	Meets

# SPF Detail

2.05b Disaggregated Early Literacy Status Comparison - FRL	0	2	Does Not Meet
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SPED	Points Earned: 2.5 Possible: 4	62.50% Meets

Measure	Earned	Possible	Rating
1.13 CoAlt: DLM			
2.04 Disaggregated CMAS Status - Students with Disabilities	0.5	2	Does Not Meet
2.09 Disaggregated Early Literacy Status Comparison - Students with Disabilities	2	2	Meets

Students of Color	Points Earned: 23 Possible: 48	47.92% Approaching

Measure	Earned	Possible	Rating
1.04c Disaggregated CMAS Growth - Students of Color	4	12	Approaching
1.05c Disaggregated CMAS Growth Comparison - Students of Color	2	6	Approaching
1.10c Disaggregated Early Literacy Catch-Up - BGL & SBGL - Students of Color	8	12	Meets
1.11c Disaggregated Early Literacy Catch-Up Comparison - BGL & SBGL - Students of Color	0	6	Does Not Meet
2.03c Disaggregated CMAS Status - Students of Color	4	4	Meets
2.05c Disaggregated CMAS Status Comparison - Students of Color	1	2	Approaching
2.07c Disaggregated Early Literacy Status - Students of Color	4	4	Meets
2.08c Disaggregated Early Literacy Status Comparison - Students of Color	0	2	Does Not Meet

# SPF Detail



Student Progress - Growth


Points

Earned: 71 Possible: 162

43.83% Approaching

Measure	Earned	Possible	Rating
1.81a CMAS Median Growth Percentile - Literacy	6	12	Approaching
1.81b CMAS Median Growth Percentile - Math	4	12	Approaching
1.83a CMAS Median Growth Percentile Compared to Similar Schools - Literacy	1	6	Does Not Meet
1.83b CMAS Median Growth Percentile Compared to Similar Schools - Math	0	6	Does Not Meet
1.84a Disaggregated CMAS Growth - FRL	2	12	Does Not Meet
1.84c Disaggregated CMAS Growth - Students of Color	4	12	Approaching
1.85a Disaggregated CMAS Growth Comparison - FRL	2	6	Approaching
1.85c Disaggregated CMAS Growth Comparison - Students of Color	2	6	Approaching
1.87 ACCESS Median Growth Percentile	4	6	Meets
1.88 ACCESS % On Track			
1.89a Early Literacy Catch-Up - BGL & SBGL	12	12	Exceeds
1.89b Early Literacy Catch-Up - SBGL Only	8	12	Meets
1.10a Disaggregated Early Literacy Catch-Up - BGL & SBGL - EL			
1.10b Disaggregated Early Literacy Catch-Up - BGL & SBGL - FRL	8	12	Meets
1.10c Disaggregated Early Literacy Catch-Up - BGL & SBGL - Students of Color	8	12	Meets
1.11a Disaggregated Early Literacy Catch-Up Comparison - BGL & SBGL - EL			
1.11b Disaggregated Early Literacy Catch-Up Comparison - BGL & SBGL - FRL	0	6	Does Not Meet
1.11c Disaggregated Early Literacy Catch-Up Comparison - BGL & SBGL - Students of Color	0	6	Does Not Meet
1.13 CoAlt: DLM			
1.14a CMAS Catch-Up - Literacy	3	6	Approaching
1.14b CMAS Catch-Up - Math	2	6	Approaching
1.15a CMAS Keep-Up - Literacy	2	6	Approaching
1.15b CMAS Keep-Up - Math	3	6	Approaching

# SPF Detail

 <b>Student Achievement - Status</b>	Points Earned: 49.5 Possible: 63	78.57% Meets
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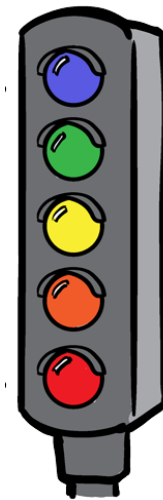
Measure	Earned	Possible	Rating
2.01a CMAS % Met/Exceeded - Literacy	4	4	Meets
2.01b CMAS % Met/Exceeded - Math	4	4	Meets
2.01c CMAS % Met/Exceeded - Science	4	4	Meets
2.02a CMAS % Met/Exceeded compared to Similar Schools - Literacy	2	3	Meets
2.02b CMAS % Met/Exceeded compared to Similar Schools - Math	2	3	Meets
2.02c CMAS % Met/Exceeded compared to Similar Schools - Science	3	3	Exceeds
2.03a Disaggregated CMAS Status - EL	2	4	Approaching
2.03b Disaggregated CMAS Status - FRL	3	4	Approaching
2.03c Disaggregated CMAS Status - Students of Color	4	4	Meets
2.04 Disaggregated CMAS Status - Students with Disabilities	0.5	2	Does Not Meet
2.05a Disaggregated CMAS Status Comparison - EL	1	2	Approaching
2.05b Disaggregated CMAS Status Comparison - FRL	1	2	Approaching
2.05c Disaggregated CMAS Status Comparison - Students of Color	1	2	Approaching
2.06a Early Literacy % At Grade Level - Kinder Only	4	4	Meets
2.06b Early Literacy % At Grade Level - Grades 1-3	4	4	Meets
2.07a Disaggregated Early Literacy Status - EL			
2.07b Disaggregated Early Literacy Status - FRL	4	4	Meets
2.07c Disaggregated Early Literacy Status - Students of Color	4	4	Meets
2.08a Disaggregated Early Literacy Status Comparison - EL			
2.08b Disaggregated Early Literacy Status Comparison - FRL	0	2	Does Not Meet
2.08c Disaggregated Early Literacy Status Comparison - Students of Color	0	2	Does Not Meet
2.09 Disaggregated Early Literacy Status Comparison - Students with Disabilities	2	2	Meets

 <b>Family and Student Engagement &amp; Satisfaction</b>	Points Earned: 6 Possible: 12	50.00% Approaching
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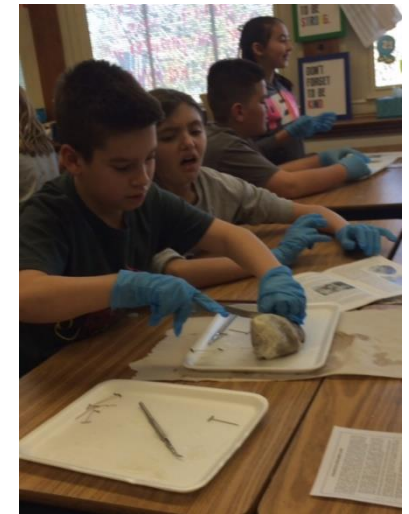
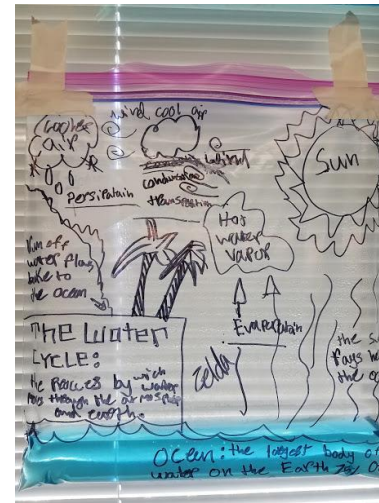
Measure	Earned	Possible	Rating
5.01 Attendance Rate	2	3	Meets
5.02 Student Satisfaction	2	3	Meets
5.03 Parent Satisfaction and Engagement Positive Response	2	6	Approaching

# 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 and Literacy status
  - Attendance
  - Student perception surveys
- Opportunities for Growth:
  - MGP or Growth on CMAS for grades 4 & 5
  - Close achievement gaps
  - Improve parent perception in target areas



# We learn through projects and student collaboration



Student learn to think critically

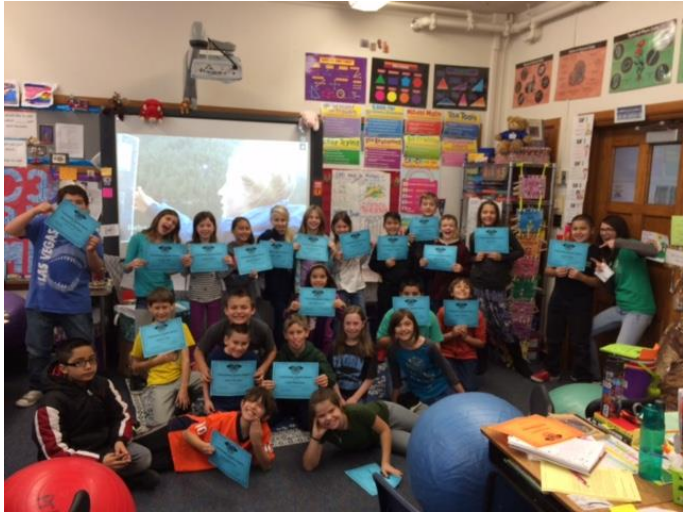


We educate the whole child through art, music, physical education and STEM/Technology!





# 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!



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# Next Steps...



## Improve achievement growth in grades 4 and 5 by:

- Retain teachers in 4<sup>th</sup> and 5<sup>th</sup> 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, using text based questions, exemplar responses and written responses.
- Provide small group paraprofessional support to students below grade level

# Next Steps (continued)...



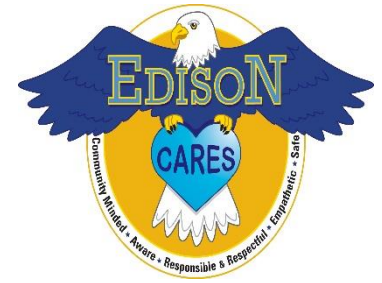
## Improve Parent Perception by:

- Build stronger relationships with parents and students through personal contacts, home visits, conferences, getting feedback, weekly emails.

## 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 small group paraprofessional support to students below grade level

# 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