

Loester C. Noecker School

Student Achievement
2016

A Snapshot

Student Achievement

How has student achievement changed between 2014-15 and 2015-16?

- The majority of students have continued to make progress from one grade to the next, particularly our 4th & 5th graders who increased in levels 4 & 5 in both English Language Arts and Mathematics.

How do we use this data?

- Teachers work with administrators to examine results by standards with an eye towards pacing, areas in which to stress, and individual student progress. Throughout the year, we will focus on instructional strategies, differentiation, and the expanded use of benchmark assessments knowing that PARCC scores are only one measure.

Academic Achievement

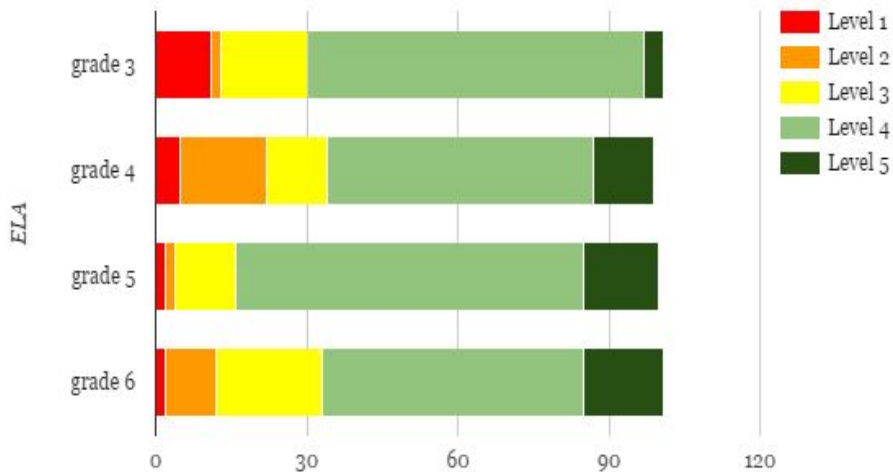
Our Academic Achievement is measured by the % of students Meeting or Exceeding Grade Level Expectations in ELA and Mathematics on the PARCC assessment. Performance Levels were set after the first PARCC administration in 2015.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (<i>Min. 650</i>)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (<i>Max. 850</i>)

Overall scores range from 650 to 850 with varying cut offs for each level (to reach Level 4 is ~750).

Achievement at Levels 4 and 5 indicate students are on track for College and Career Readiness & future content.

2016	ELA				MATH			
	Levels 1 & 2	Level 3	Levels 4 & 5	ELA Average	Levels 1 & 2	Level 3	Levels 4 & 5	Math Average
PARCC 3	13%	17%	71%	759	11%	19%	71%	764
(54)	(7)	(9)	(38)		(6)	(10)	(38)	
PARCC 4	22%	12%	65%	753	17%	22%	60%	757
(58)	(13)	(7)	(38)		(10)	(13)	(35)	
PARCC 5	4%	12%	84%	771	4%	19%	77%	770
(52)	(2)	(6)	(44)		(2)	(10)	(40)	
PARCC 6	12%	21%	68%	762	12%	37%	52%	753
(62)	(7)	(13)	(42)		(7)	(23)	(32)	



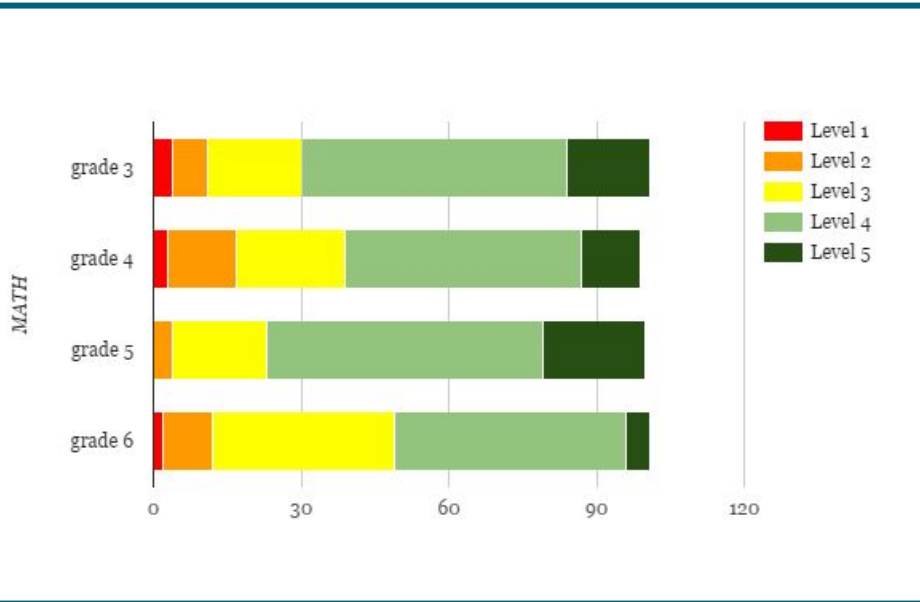
What we have seen is growth in levels 4 & 5 in reading literacy, character analysis, and writing.

Areas of continued focus:

- **Vocabulary** (prefixes, suffixes, how words work)
- **Informational Reading** (particularly Social Studies and Science & Complex Texts)
- **NonFiction Text Features**
- **Sequencing & Summarizing** in NonFiction - Informational Texts
- **Analysis across multiple “texts”**

What we’re doing - professional development!, differentiation through workshop instruction, Words Their Way (vocabulary), examining text complexity, exploring expansion of resources, and curriculum unit writing.

2016 ELA PARCC



2016 MATH PARCC

What we've seen is growth in levels 4 & 5 in Math Modeling and Mathematical Practices.

Areas of continued focus:

- Insuring **Supporting Content** is integrated into the major work of the grade levels
- Focus on **Mathematical Reasoning** - understanding and explaining WHY = true conceptual understanding
- Major content of **Fractions** across grades 4 & 5 in preparation for Number Systems **application** in 6th

What we're doing - analysis of Evidence Statements to address pacing, professional development in Common Core teaching, differentiation and the use of formative assessments, a certified Math Teacher (grade 6), expanded math challenge offerings (5th & 6th grade)

Comparisons Same Sets of Students

2015 to 2016- **positive decreases/increases**

Level 4 = Meets Expectations / Level 5 = Exceeds Expectations

2015 to 2016	LA			Math		
	Levels 1-3	Level 4	Level 5	Levels 1-3	Level 4	Level 5
2015 – grade 3	60%	30%	9%	44%	34%	23%
2016 – grade 4	34%	53%	12%	39%	48%	12%
2015- grade 4	21%	62%	17%	37%	60%	4%
2016 – grade 5	16%	69%	15%	23%	56%	21%
2015- grade 5	28%	48%	24%	26%	57%	17%
2016 – grade 6	33%	52%	16%	49%	47%	5%

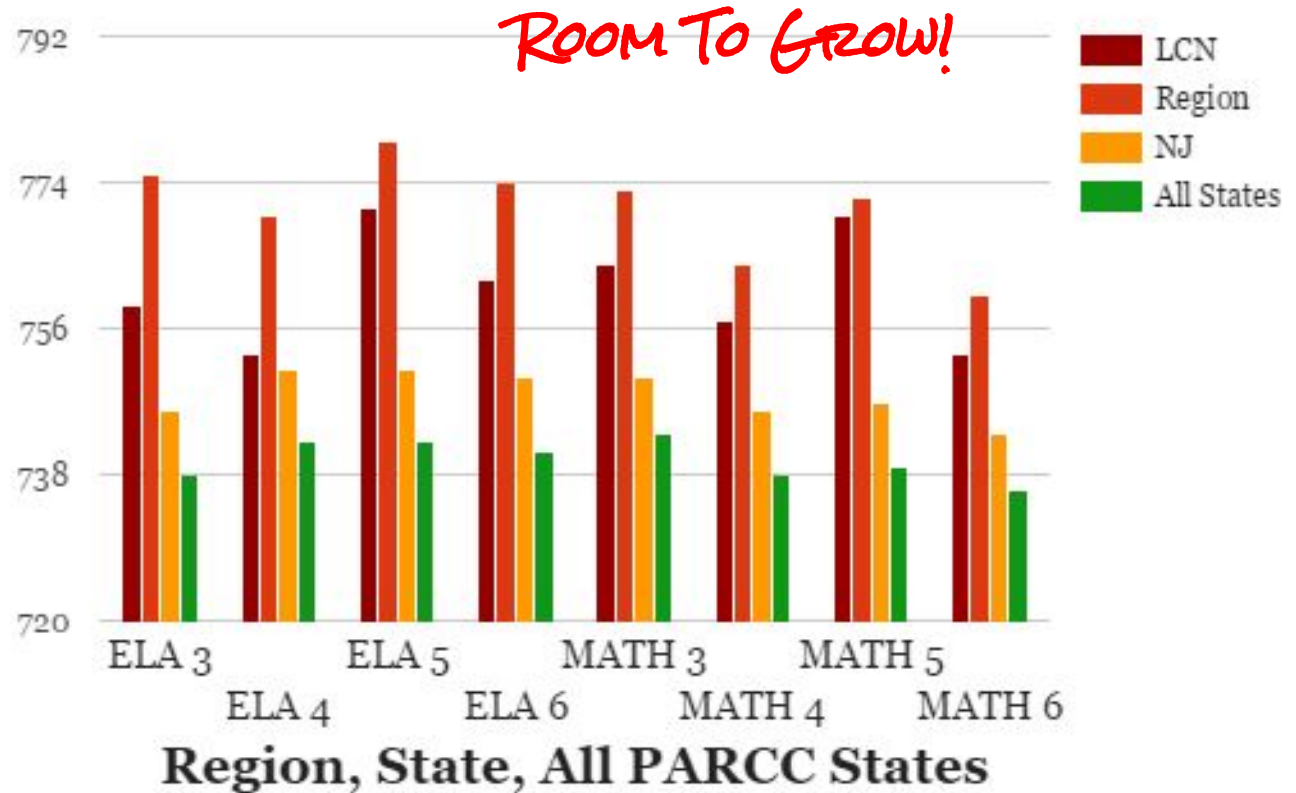
Comparisons

Region includes:

- Roseland (I)
- Essex Fells (J)
- North Caldwell (J)
- Fairfield (GH)

All States includes:

- Colorado
- District of Columbia
- Illinois
- Louisiana
- Maryland
- Massachusetts
- New Mexico
- Rhode Island



Student Achievement

Next Steps

- Supporting our **School Goals** - focusing on **ELA** through professional development in reading workshop and Words Their Way; supporting instructional strategies for engagement and differentiation; positivity and good news!
- **Curriculum** Unit development in Reading including alignment with standards, resources, and teacher training
- Expanded **use of data** to drive instruction and individual student achievement
- **Scheduling Committee and Revision** to enhance and improve upon the Noecker School schedule for the 2017-18 school year.
- Continuing to focus on **teaching and learning** for teachers and for students.