School Improvement Planning and Achievement Data

October 12, 2010
No Child Left Behind and Adequate Yearly Progress

• AYP is the calculation the State uses to report whether or not districts meet the regulations of NCLB

• For 2009-2010, students in every subgroup must have met a 77.5% proficiency level on state tests

• In 2010-2011, that number increases to 85%

• By 2013-14, 100% of all students are expected to reach high standards, attaining proficiency (AYP) in reading and mathematics
Mattoon Schools
Reading and Mathematics Performance for All Students

- Reading (%M&E)
- Mathematics (%M&E)
- AYP Target

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Mathematics</th>
<th>AYP Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>70</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>2005</td>
<td>76</td>
<td>47.5</td>
<td>76</td>
</tr>
<tr>
<td>2006</td>
<td>72</td>
<td>47.5</td>
<td>72</td>
</tr>
<tr>
<td>2007</td>
<td>76</td>
<td>55</td>
<td>76</td>
</tr>
<tr>
<td>2008</td>
<td>84</td>
<td>62.5</td>
<td>84</td>
</tr>
<tr>
<td>2009</td>
<td>80</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2010</td>
<td>76</td>
<td>77.5</td>
<td>76</td>
</tr>
<tr>
<td>2011</td>
<td>79</td>
<td>85</td>
<td>79</td>
</tr>
<tr>
<td>2012</td>
<td>87.5</td>
<td>85</td>
<td>92.5</td>
</tr>
<tr>
<td>2013</td>
<td>92.5</td>
<td>92.5</td>
<td>92.5</td>
</tr>
<tr>
<td>2014</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: The AYP Target denotes the percentage of students meeting the Above Yearly Progress target.
School Improvement Plans
Riddle and Williams Elementary Schools

Improvement Goals:

• Utilize specific, measurable, achievable, realistic and time-bound (SMART) goals to focus improvement

• Use data from Discovery Assessment to review and analyze specific student skills

• Implement multiple reading strategies in instruction to enhance comprehension and vocabulary skills of students

• Focus instruction in number sense, measurement, and geometry skills

• Collaborate monthly with grade levels and subject areas to discuss effective instructional practices

• Continue teacher teaming in subject areas of expertise
Riddle and Williams Elementary Schools

Specific Steps:

• Identifying areas of improvement through the use of data
  1. Reviewing screening assessments three times per year
  2. Focusing on skill deficits to determine instruction

• Monthly grade level and departmental meeting times will be used to review data and problem solve collectively in professional learning communities

• Response to Intervention (RtI) to monitor student progress frequently and determine target areas

• Training staff with experienced teachers providing systemic training to new and newly assigned staff in Reading, Math, and Writing
Riddle and Williams Elementary Schools

Professional Development:

• Reading: Following Board adoption of new reading program in January
  • Reading comprehension strategies
  • Acceleration model for students below benchmarking

• Math: Continued opportunities in Everyday Math
  • Differentiated instruction
  • Practical application and use of manipulatives

• RtI Benchmarking: Discovery Assessment training for all staff Spring 2011
  • Screening students to use data to focus skill instruction
  • Monitoring progress and closing the achievement gap

• Regional Office of Education Professional Development Consortium
Mattoon Middle School

Improvement Goals:

• SMART goals within subject areas, teams, and administration by using data to progress monitor effectiveness of the goal

• Use a variety of data set to identify intervention groups of students

• Implementation of reading strategies and vocabulary skills across the curriculum

• Frequent monitoring of progress for subgroup areas in Reading

• Incorporation of number sense and measurement activities and supplementing Pre-Algebra with geometric skills

• Expansion of Data, Statistics, and Probability and additional topics into Science
Mattoon Middle School

Specific Steps:

• Reporting SMART goal achievement quarterly to administration for collaboration

• Pilot enrichment and remediation opportunities based upon student outcomes in Reading and Math

• Utilize student data from Discovery Assessment to determine additional supports for students below standards in Reading and Math

• Monitoring student progress for student subgroups such as low income and students with disabilities in Reading and Math

• Compare achievement in Math by gender and monitor quarterly through SMART Goal reporting
Mattoon Middle School

Professional Development:

• Participation in MAX Teaching Strategies to implement reading strategies across the curriculum

• Collaboration between MMS and MHS staff: Introduction of Common Core State Standards and integration of reading strategies

• Grade and subject level meetings for common establishment of vocabulary

• Participation in Differentiation in Math and alignment of the Common Core Standards with Claren Einfeldt

• Collaboration by grade level to develop supplemental instruction

• Examine student outcome data by grade level and subject to determine instructional focus
Mattoon High School

Improvement Goals:

• Analyzing data from common assessments in preparation for discussion of successful instructional strategies

• Identifying students through benchmark screening (RtI) and providing additional supports to enhance skills

• Differentiation of instruction to meet student needs

• Implementation of Common Core and ACT College Readiness Standards to ensure effective transitions for students

• Continue providing information to parents regarding the tutorial program
Mattoon High School

Specific Steps:

• Students are charting their own progress on the EXPLORE/PLAN/ACT tests to determine their own strengths and weaknesses

• Counselors assist students to determine coursework necessary to improve college readiness skills

• Implementing Cambridge Testing to all juniors to target specific areas of instruction prior to ACT/PSAE

• Identify students needing additional assistance to meet standards and provide additional instruction in small group formats

• Continue developing common assessments for every chapter/unit of each course
Mattoon High School

Professional Development:

• Reading strategy training for MHS and MMS special education staff focusing on application for progress monitoring

• Collaboration between MHS and MMS staff: Introduction of Common Core State Standards and the integration of research-based reading strategies

• All teachers will participate in professional development training by Dr. Mark Forget focusing on MAX Teaching strategies of engaging students in reading and writing in all curricular areas

• Utilize data to monitor student grades every 3 weeks ensuring progress in achievement

• Collection of data from parent survey to focus professional development for the upcoming year
Positive Student Achievement

We continue to see improvement in student achievement across the district and in each school.

According to the state testing results, students are continuing to demonstrate greater achievement year to year.

As the AYP target accelerates at 7.5% per year, students continue to show learning and growth.
Student Achievement in Reading 2009 to 2010 Comparison

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2010</th>
<th>Percent Increase SY09 to SY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>1331</td>
<td>1394</td>
<td>4.52%</td>
</tr>
<tr>
<td>Elementary</td>
<td>562</td>
<td>599</td>
<td>6.18%</td>
</tr>
<tr>
<td>Middle School</td>
<td>638</td>
<td>654</td>
<td>2.45%</td>
</tr>
<tr>
<td>High School</td>
<td>131</td>
<td>141</td>
<td>7.09%</td>
</tr>
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Students Meeting and Exceeding on State Testing
# Student Achievement in Math 2009 to 2010 Comparison

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2010</th>
<th>Percent Increase SY09 to SY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>1375</td>
<td>1450</td>
<td>5.17%</td>
</tr>
<tr>
<td>Elementary</td>
<td>644</td>
<td>662</td>
<td>2.72%</td>
</tr>
<tr>
<td>Middle School</td>
<td>637</td>
<td>676</td>
<td>5.77%</td>
</tr>
<tr>
<td>High School</td>
<td>94</td>
<td>112</td>
<td>16.07%</td>
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Students Meeting and Exceeding on State Testing
Questions?