# 2017 Accountability Results

Marion County Public Schools
October 12, 2017
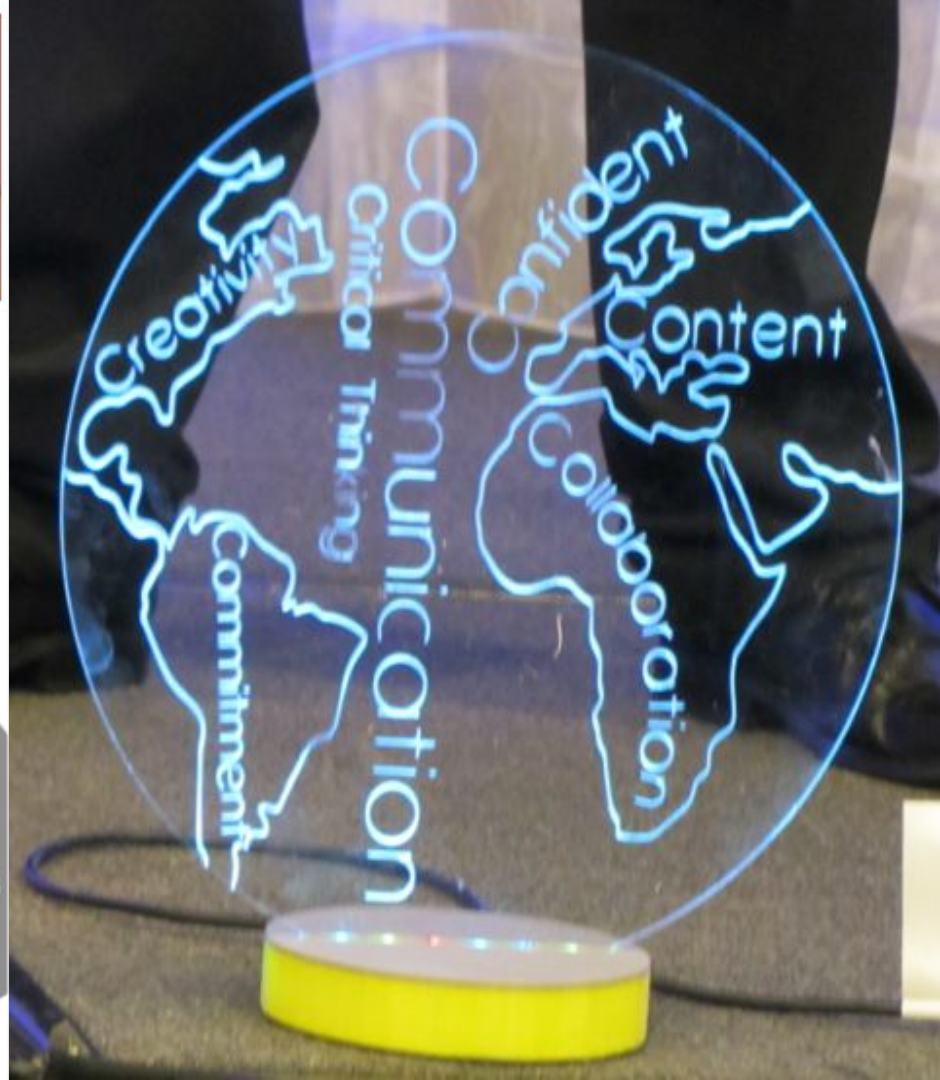
Learning Begins at Birth

Read 20 Minutes a Day

Ready to Start School

Names of

Letters
Sounds
Colors
Numbers

By the End of 3rd Grade

Literacy and Numeracy on Grade Level K-3

Adolescence Middle School

Advanced Literacy

Graduating

Learning Milestones

# Annual Strategic Planning Summit

# 6 C's

Marion County Public Schools serve more than 3000 students in grades Pre-School through 12th grade. After collaborating with different members of our community, we have adopted a Portrait of a Graduate to answer the question: What are the skills necessary for success for all children in this rapidly changing, increasingly diverse, and interconnected world? Our Portrait of a Graduate moves MCPS community to look beyond the high-stakes testing environment and to help students develop skills so that they can be successful in the workforce of the future.

# COMMUNICATE



**COMMUNICATE** effectively.  Speak and write with clarity in a purposeful manner to inform, influence, motivate, or entertain listeners.  Listen actively. Know your audience, understand the purpose, and choose precise language.  If appropriate, incorporate media to enhance  ideas.  Cultivate interpersonal skills.

# COLLABORATE



**COLLABORATE** constructively.  Take  responsibility for yourself and your team. Listen with empathy and understanding with commitment to shared success.  Give and receive feedback, implement decisions, and share credit.  Build strong partnerships within a diverse team

# CRITICAL THINKING



**CRITICAL THINKING** to solve problems effectively.  Ask questions and use evidence to describe and support claims.  Be flexible and innovative to design solutions to complex problems.  Reflect and critique ideas.

# CREATIVITY



**CREATIVITY.** Imagines, improvises, and adapts as new challenges and opportunities arise. Suspends judgement and challenges assumptions. Takes risks, creates unique ideas and produces beautiful work.

# COMMITMENT



**COMMITMENT.**  Be persistent and self-directed.  Manage impulses and persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.  Strive for accuracy and apply effort to continuously improve to benefit the broader community.  Engages in healthy, positive practices and relationships to promote overall physical and mental well-being.  Manages time effectively and demonstrates responsibility and punctuality.

# CONTENT MASTERY



**CONTENT MASTERY.** Learn continuously. Develop strong foundational skills to master significant content. Transition to the next grade level on or above grade-level. Uses mistakes made to build on knowledge to apply to new situations.

# Classification Trends

| 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|
| District-Needs Improvement | District-Needs Improvement | District- Proficient | District-Distinguished | District-Distinguished Progressing | No labels or classification awarded |
| CES- Proficient SCMS- Proficient | CES- Proficient Progressing WMES- Proficient Progressing SCMS- Proficient Progressing MCHS- Proficient | CES- Proficient WMES- Proficient Progressing SCMS- Proficient Progressing LMS- Proficient Progressing MCHS- Proficient | CES- Distinguished (School of Distinction) WMES-Distinguished Progressing(School of Distinction) LES- Proficient Progressing SCMS- Proficient MCHS-Distinguished | CES-Distinguished WMES-Distinguished Progressing (School of Distinction) GES- Proficient Progressing LES- Proficient Progressing SCMS-Distinguished Progressing (School of Distinction) MCHS- Proficient | |

# Accountability Overview "Rules of the Game"

- Achievement – points gained based on student performance (Apprentice, Proficient, Distinguished) on content tests. No points are awarded for Novice.
- Gap –Percentage of students in non-duplicated aggregate (African American, Hispanic, American Indian, Limited English proficiency, students in poverty and students with disabilities) scoring Proficient or higher.
- Growth –Points awarded for students showing typical or high growth as compared to their academic peers and points awarded for moving up a level or staying proficient/distinguished if already proficient/distinguished.
- CCR & Graduation Rate- School earns points for students that reach College and/or Career benchmarks and for graduation from the high school

# Overview of last year changes to "the rules" due to the passing of Senate Bill 1

- Elementary- eliminated the reporting of program reviews (23% of accountability score)
- Middle- eliminated on-demand writing assessment for 6th grade (50% of writing score), eliminated the reporting of program reviews (23% of accountability score)
- High- eliminated on-demand writing assessment for 11th grade (50% of writing score), eliminated the reporting of program reviews (23% of accountability score), eliminated ACT Compass testing option that helped students retest for a benchmark missed on ACT, eliminated Language Mechanics from achievement score, eliminated the growth portion due to ACT Plan test eliminated (20% of accountability score)

# District State Assessment Results Summarized

| | Achievement Score | | GAP Score | | Growth Score | | CCR Score | | Gr. Rate Score | |
|---|---|---|---|---|---|---|---|---|---|---|
| | State Avg | District | State Avg | District | State Avg | District | State Avg | District | State Avg | District |
| Elementary | 68.6 | 77.8 | 26.6 | 28.6 | 59 | 64.1 | | | | |
| Middle | 68.4 | 72.4 | 42.5 | 39 | 59.2 | 56.6 | | | | |
| High | 62.3 | 58.1 | 23.9 | 35.4 | | | 77.8 | 91.3 | 90.2 | 92.2 |

# Achievement Assessment Results Summarized

| % of P/D | Reading | | Math | | Science | | Social St | | Writing | | Lang. Mech | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | State Avg | District | State Avg | District | State Avg | District | State Avg | District | State Avg | District | State Avg | District |
| Elementary | 54.3 | 56.8 | 49.1 | 63.1 | n/a | n/a | 60 | 62.7 | 45.9 | 63.9 | 55.6 | 61.2 |
| Middle | 56.9 | 52.4 | 47 | 47.6 | n/a | n/a | 60.5 | 63.3 | 37.2 | 49.8 | 48 | 51.9 |
| High | 55.8 | 55.2 | 38.1 | 25.1 | 41.2 | 35 | 57.5 | 56 | 58.5 | 49.3 | n/a | n/a |

# School State Assessment Results Summarized

| | Achievement Score | | GAP Score | | Growth Score | | CCR Score | | Gr. Rate Score | |
|---|---|---|---|---|---|---|---|---|---|---|
| | St Avg | School | St Avg | School | St Avg | School | St Avg | School | St Avg | School |
| CES | 68.6 | 91.8 | 26.6 | 32 | 59 | 74.9 | | | | |
| GES | 68.6 | 78.1 | 26.6 | 79.3 | 59 | 56.4 | | | | |
| LES | 68.6 | 67 | 26.6 | 23.2 | 59 | 60 | | | | |
| WMES | 68.6 | 80.1 | 26.6 | 28.2 | 59 | 67.6 | | | | |
| LMS | 68.4 | 70.9 | 42.5 | 30.1 | 59.2 | 52 | | | | |
| SCMS | 68.4 | 78.9 | 42.5 | 48.5 | 59.2 | 64.7 | | | | |
| MCHS | 62.3 | 58.2 | 23.9 | 35.5 | | | 77.8 | 91.3 | 90.2 | 92.2 |

# School State Assessment Results Summarized

| % P/D | Reading | | Math | | Science | | Social St | | Writing | | Lang. Mec | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | St Avg | School | St Avg | School | St Avg | School | St Avg | School | St Avg | School | St. Avg | School |
| CES | 54.3 | 64.7 | 49.1 | 77.9 | n/a | n/a | 60 | 75.9 | 45.9 | 85.2 | 55.6 | 73.9 |
| GES | 54.3 | 54.4 | 49.1 | 56.2 | n/a | n/a | 60 | 60.3 | 45.9 | 69.8 | 55.6 | 59.7 |
| LES | 54.3 | 48.4 | 49.1 | 58.6 | n/a | n/a | 60 | 45.6 | 45.9 | 43.9 | 55.6 | 51.4 |
| WMES | 54.3 | 61.4 | 49.1 | 64.5 | n/a | n/a | 60 | 67.9 | 45.9 | 59 | 55.6 | 64.8 |
| LMS | 56.9 | 47.8 | 47 | 38.1 | n/a | n/a | 60.5 | 61.3 | 37.2 | 58.7 | 48 | 45.3 |
| SCMS | 56.9 | 60.5 | 47 | 64.3 | n/a | n/a | 60.5 | 66.7 | 37.2 | 34.5 | 48 | 63.2 |
| MCHS | 55.8 | 55.2 | 38.1 | 25.1 | 41.2 | 35 | 57.5 | 56 | 58.5 | 49.3 | n/a | n/a |

# School & District Improvement Plan Next Steps

- Schools are developing school improvement plans based upon data involving their staff and SBDM councils
- Each school's SBDM council will be approving their school improvement plan
- In November, principals will report to the board their plans
- In December, BOE will approve district improvement plan and GAP targets

# Specific District Next Steps

- Replicating Writing Live Scoring with Analytical Essays in AP Courses
- Implementation of CERT- College Readiness Resource 10-12
- Fluency Checks in Elementary School
- Focus on the Gradual Release of Responsibility, a Novice Reduction Strategy
- Principal feedback - 3 walk-throughs/day using EWalk
- Continue to focus on student belonging
- Continue to monitor the progress of each and every student
- A revision of the Academic Response to Intervention guidelines & Overhaul to the Behavioral Response to Intervention guidelines
- Building upon exiting professional learning communities in school using KDE Next Generation Network resources
- Continue to monitor our secondary "new world" and refining new systems/Addition of intervention periods at 6-8
- Continue to focus on Communicating and Connecting to families to increase family engagement

# READING- FALL 2017 MAP

| Reading | Fall 2017 | Reading | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Norm RIT Mean | Marion RIT Mean | CES | GES | WMES | LES | MCMS/KA |
| 0 | 141 | 141.4 | 144.2 | 141.2 | 139.8 | 142.1 | |
| 1 | 160.7 | 162.2 (-.8) | 166.6 | 162.9 | 161 | 160.1 | |
| 2 | 174.7 | 176.1 (+.7) | 174.9 | 178.1 | 176.6 | 174 | |
| 3 | 188.3 | 189.5 (-1.4) | 195.2 | 189.2 | 189.3 | 185.8 | |
| 4 | 198.2 | 199.3 (-1) | 200.4 | 198.2 | 199.7 | 199.5 | |
| 5 | 205.7 | 207.7 (-1.2) | 212.8 | 206.3 | 204.9 | 208.5 | |
| 6 | 211 | 213.6 (-.8) | | | | | 213.6 |
| 7 | 214.4 | 216.8(+1.3) | | | | | 216.8 |
| 8 | 217.2 | 217.6 (-4.3) | | | | | 217.6 |
| 9 | 220.2 | 222.6 (+5.6) | | | | | 222.6 |

| % P/D Reading | CES | GES | WMES | LES | MS/KA |
|---|---|---|---|---|---|
| 0 | 44 | 40 | 26 | 45 | |
| 1 | 61 | 42 | 38 | 35 | |
| 2 | 48 | 56 | 45 | 41 | |
| 3 | 64 | 45 | 41 | 34 | |
| 4 | 44 | 37 | 45 | 39 | |
| 5 | 64 | 39 | 42 | 49 | |
| 6 | | | | | 52 |
| 7 | | | | | 47 |
| 8 | | | | | 47 |
| 9 | | | | | 45 |
| Reading %N | CES | GES | WMES | LES | MS/KA |
| 0 | 6 | 17 | 8 | 9 | |
| 1 | 12 | 8 | 18 | 22 | |
| 2 | 12 | 15 | 20 | 22 | |
| 3 | 6 | 14 | 18 | 22 | |
| 4 | 12 | 13 | 8 | 16 | |
| 5 | 4 | 11 | 16 | 8 | |
| 6 | | | | | 10 |
| 7 | | | | | 11 |
| 8 | | | | | 15 |
| 9 | | | | | 11 |

# MATH- FALL 2017 MAP

| Grade | Norm RIT Mean | Marion RIT Mean | CES | GES | WMES | LES | MCMS/KA |
|-------|---------------|-----------------|-------|-------|-------|-------|---------|
| 0 | 140 | 137.5 | 138.1 | 137.8 | 136.6 | 137.8 | |
| 1 | 162.4 | 163.1 (-2.7) | 166.6 | 164.1 | 161.8 | 161.6 | |
| 2 | 176.9 | 178.9 (-.3) | 178.5 | 178.2 | 179.4 | 179.5 | |
| 3 | 190.4 | 190.6 (-2) | 193.9 | 190.7 | 190.2 | 188.8 | |
| 4 | 201.9 | 202.9(-.4) | 205.6 | 201.1 | 202.5 | 204.5 | |
| 5 | 211.4 | 214.7 (-.9) | 220.8 | 210.8 | 215.4 | 213.6 | |
| 6 | 217.6 | 216.2 (-1.3) | | | | | 216.2 |
| 7 | 222.6 | 225.7(+3.7) | | | | | 225.7 |
| 8 | 226.3 | 226.6 (-2.6) | | | | | 226.6 |
| 9 | 230.3 | 233.5(-.3) | | | | | 233.2 |

| % P/D Math | CES (69.4) | GES | WMES | LES | MC/KA |
|---|---|---|---|---|---|
| 0 | 16 | 28 | 19 | 29 | |
| 1 | 56 | 49 | 43 | 41 | |
| 2 | 42 | 43 | 49 | 45 | |
| 3 | 50 | 42 | 37 | 31 | |
| 4 | 53 | 33 | 44 | 49 | |
| 5 | 60 | 37 | 57 | 45 | |
| 6 | | | | | 37 |
| 7 | | | | | 45 |
| 8 | | | | | 39 |
| 9 | | | | | 45 |
| Math %N | CES | GES | WMES | LES | MS/KA |
| 0 | 9 | 7 | 23 | 21 | |
| 1 | 12 | 13 | 17 | 26 | |
| 2 | 12 | 16 | 17 | 16 | |
| 3 | 8 | 13 | 12 | 16 | |
| 4 | 3 | 14 | 9 | 5 | |
| 5 | 2 | 17 | 8 | 7 | |
| 6 | | | | | 17 |
| 7 | | | | | 10 |
| 8 | | | | | 15 |
| 9 | | | | | 15 |