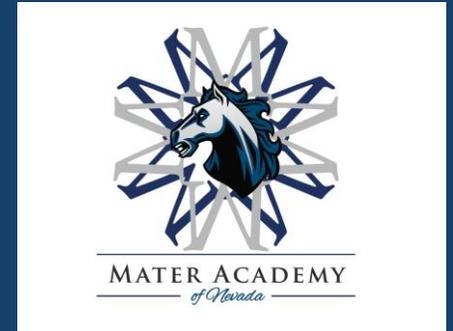


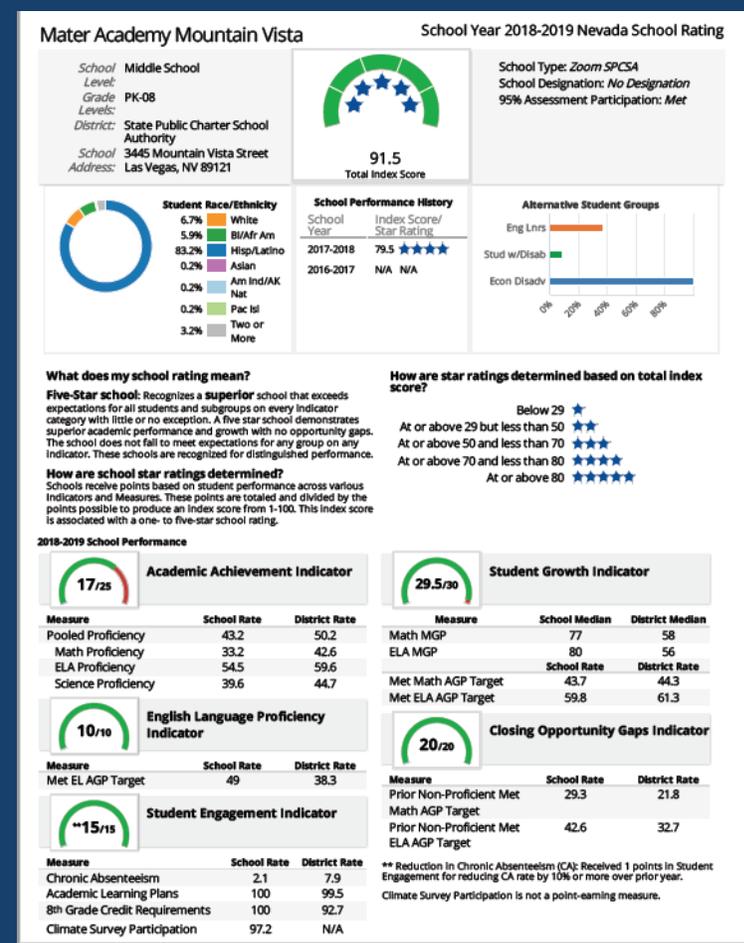
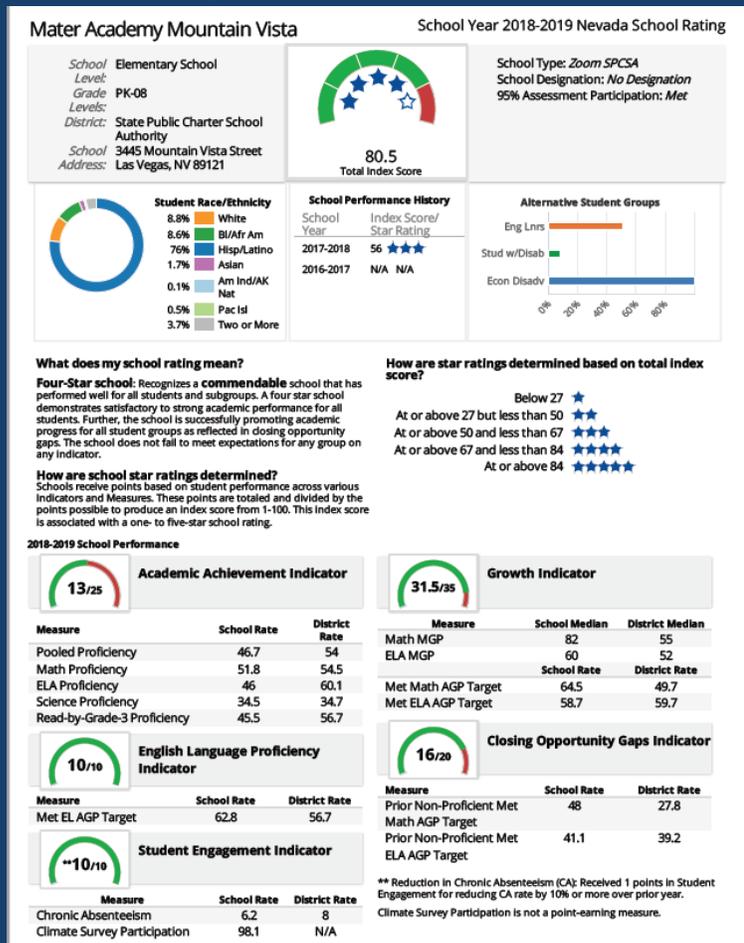
Make it Matter

Renee Fairless

Mater Academy of Nevada



Report Card Data Matters



** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year. Climate Survey Participation is not a point-earning measure.

SBAC Data Matters

- Data Chats/Targeted Students
 - Breakdown student SBAC data by claim and specifically target student deficits

YEAR	SCHOOL_NAME	LAFL	ela_C1_performance	ela_C2_performance	ela_C3_performance	ela_C4_performance	level
2019	Mater MT Vista ACAD	AED	1	1	2	1	
2019	Mater MT Vista ACAD	AFD	1	2	1	1	
2019	Mater MT Vista ACAD	C/D	1	2	2	1	
2019	Mater MT Vista ACAD	CCPI	1	1	1	1	
2019	Mater MT Vista ACAD	ESAI	1	1	2	2	
2019	Mater MT Vista ACAD	FCM	1	2	2	1	
2019	Mater MT Vista ACAD	HER	1	3	1	2	
2019	Mater MT Vista ACAD	HIM	1	1	1	1	
2019	Mater MT Vista ACAD	HISH	1	1	2	1	
2019	Mater MT Vista ACAD	HEBI	1	2	1	1	
2019	Mater MT Vista ACAD	KEKI	1	2	2	2	
2019	Mater MT Vista ACAD	LAIS	1	1	2	1	

SBAC Data Matters



ELA/Literacy Summative Assessment Blueprint As of 2018-19 Test Administration

Blueprint Table ELA/Literacy Grades 3-5

Claim/Score Reporting Category ¹	Content Category ²	Stimuli		Items		Total Items by Claim
		CAT	PT ³	CAT Items ⁴	PT Items ⁵	
1. Reading	Literary	2	0	7-8	0	14-16
	Informational	2	0	7-8		
2. Writing	Organization/Purpose	0	1	3	1 ⁶	9 ⁷
	Evidence/Elaboration	0			1 ⁶	
	Conventions	0		3	1 ⁶	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1	8	1	9



Grades 3 – 5 Summative Assessment Targets, Claim #1

ELA/Literacy Claim # 1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
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Literary Texts

50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends. For more information on text type, refer to the Stimulus Specification document.

Underlined content from the Common Core State Standards shows what each assessment target could assess.

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
Gr. 3 Standards: RL-1 (DOK 1, DOK 2)

RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
Gr. 4 Standards: RL-1 (DOK 1, DOK 2)

RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
Gr. 5 Standards: RL-1 (DOK 1, DOK 2)

RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Intervention Matters

- Double Dose ELA and Math
 - All Middle School students have 2 math and 2 ELA courses
 - 1 course is strictly Springboard
 - 1 course is differentiated instruction with targeted groups
- Power Hour
 - differentiated instruction with targeted groups

Professional Development Matters

- Data Chats
 - Target Blue and Purple students
 - Follow-up Bi-weekly and restructure differentiated instruction
- Tune-up Tuesdays
 - Walk-through tool
 - Staff surveys

Attendance Matters

- Attendance Letters
 - 6, 9, and 10 absences
- Required Parent meetings
- Full time nurse
- Inform parents of the importance of attendance
 - How does your child's attendance affect the school?
- Homebound
- Incentives
 - T-shirts and celebrations



WIDA Data Matters

- Breakdown students claim data and target specific deficits
- Practice using speaking software and headphones
- Jane Schaffer writing strategies

Individual Student Report 2017

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening	4.0						368					
Speaking	2.2						320					
Reading	3.4						356					
Writing	3.5						355					
Oral Language 50% Listening + 50% Speaking	3.2						344					
Literacy 50% Reading + 50% Writing	3.5						356					
Comprehension 70% Reading + 30% Listening	3.7						360					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4						352					

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

English Learner Strategies Matter

- Inform students of importance
- Practice tests
- Small group intervention
- EL Strategies throughout the building
- Breakdown students claim data and target specific deficits



Rigor, Relevance, and Relationships Matter