

Holden Elementary School Student Achievement Report

April 2021



HES

Mission

- The mission for Holden Elementary is for all students, upon leaving, to have foundational skills to be successful.

Vision

- Compassionate educators partnering with the community to empower students to become life long leaders and learners, by embracing diversity and encouraging high expectations.

Elementary School Leadership Team

Sarah Burks- Principal

Paige Farmer– Kindergarten

Angela Grammer– Assistant Principal

Shelli Tilden– 1st Grade

Niki Wooster– Special Education

Tami Thieman– 2nd Grade

Megan Ringen – Title

Cindy Gassen– 3rd Grade

Brittany Morgan – Specials

Anita Callendar – 4th Grade

Shawna Thompson– 5th Grade

Trina Davidson- PDC Liaison



District Strategic Goal 1

The % of students scoring at or above the proficient level on state ELA assessments will increase annually to meet or exceed the annual “on track” MSIP (Missouri School Improvement Program) target for all students and subgroups.



HES ELA Smart Goal



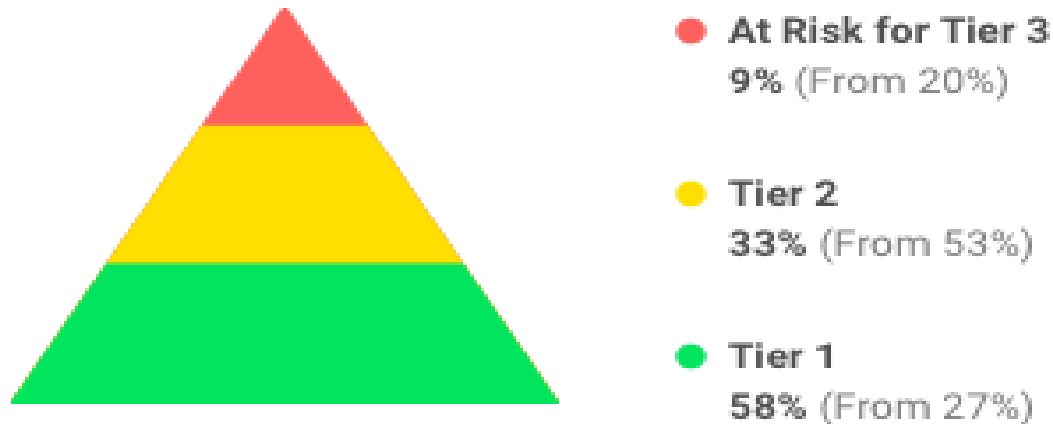
We will increase the number of students who score proficient (tier 1) on the iReady assessment in the area of vocabulary from 12% to 70% by May 2021.

How To Interpret The Data

- Tier 1 (Green)- met or exceeded state standard expectations
- Tier 2 (Yellow)- met some state standard expectations but not all
- Tier 3 (Red)- below grade level and in need of intervention

Overall ELA Placement K-5

Overall Placement



Diagnostic 3

- Results taken from February data
- Prior percentages from September data

How To Interpret the Data

Glossary

- PA- Phonemic Awareness
- PH- Phonics
- HFW- High Frequency Words
- VOC- Vocabulary
- LIT- Literature
- INFO- Informational Text

What Does This Data Tell Us?

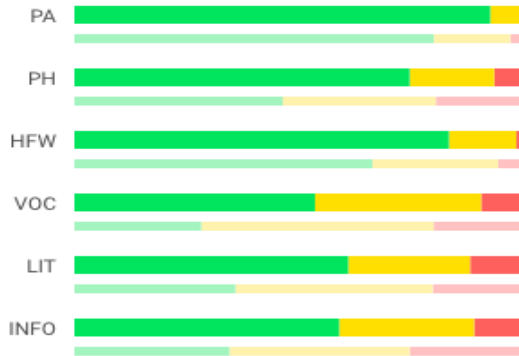
- The data is broken down into strands. What you are seeing is the progress through the year. Our SMART goal focuses on vocabulary. The standard view takes into account the time of year the test was taken. The end of year view gives us a clear picture of how the student would perform if they were expected to have mastered ALL of the standards when the test was taken.

2020-2021 SMART Goal

ELA

We will increase the number of students who score proficient in the area of vocabulary from 12% to 70% by May 2021.

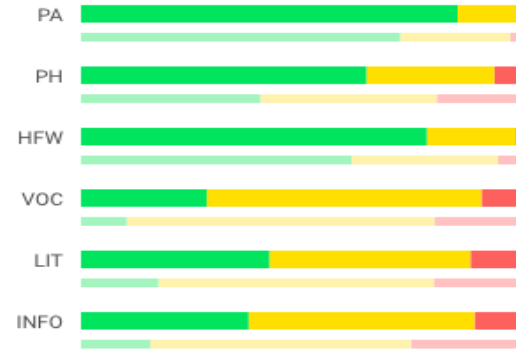
Placement By Domain



Standard View

September 28%- February 54%

Placement By Domain



End of Year View

September 10% - February 28%

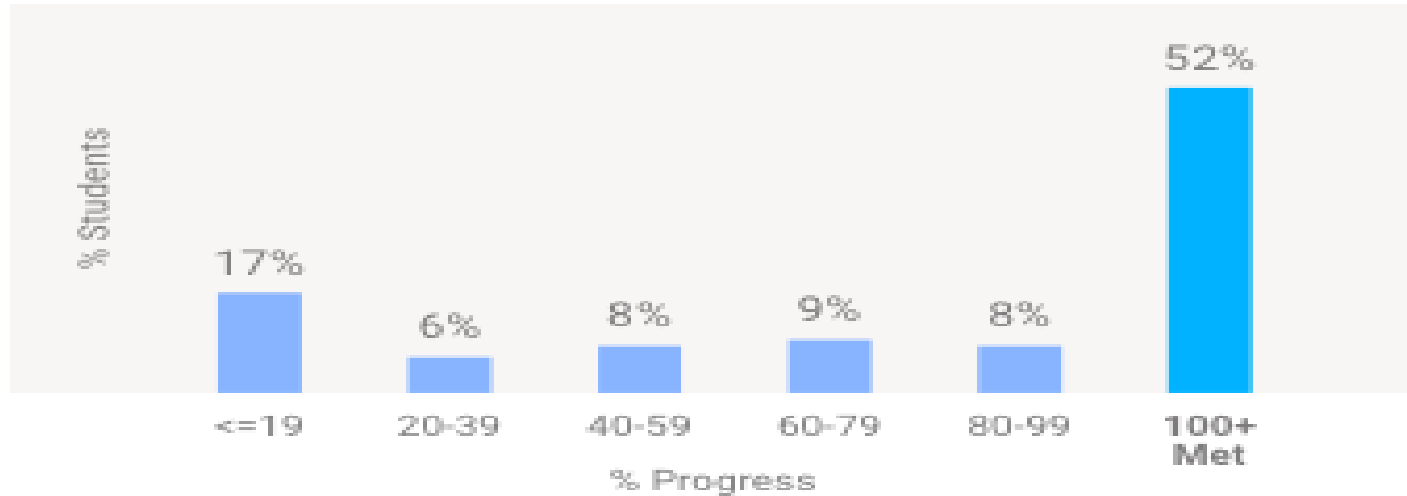


How To Interpret the Data

- Typical growth is one year growth throughout a school year. This assessment was taken in February. During that time we would like each student to be around 60% growth.
- This data indicates that 69% percent of our students are on track to meet or have surpassed the expectation.

ELA Growth

Distribution of Progress to Annual
Typical Growth



69% of students have reached
adequate or higher rate of
improvement

District Strategic Goal 2

The % of students scoring at or above the proficient level on state Math assessments will increase annually to meet or exceed the annual “on track” MSIP (Missouri School Improvement Program) target for students and subgroups.



HES MATH SMART GOAL



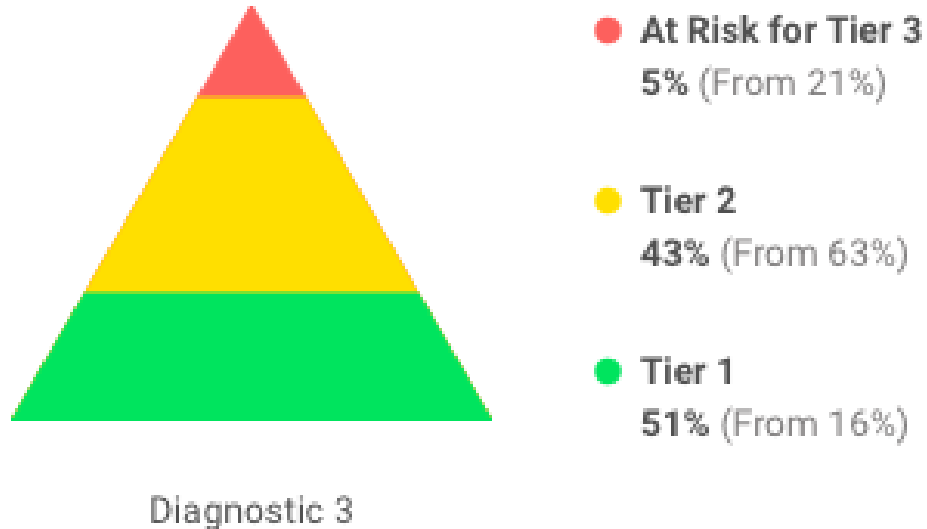
- We will increase the number of students who score proficient in the area of numbers and operations from 8% to 70% and algebra from 12% to 70% by May 2021.

How To Interpret The Data

- Tier 1 (Green)- met or exceeded state standard expectations
- Tier 2 (Yellow)- met some state standard expectations but not all
- Tier 3 (Red)- below grade level and in need of intervention

Overall Math Improvement

Overall Placement



- Results taken from February data
- Prior percentages from September data

How To Interpret the Data

Glossary

- NO- Number and Operations
- ALG- Algebra and Algebraic Thinking
- MS- Measurement
- GEO- Geometry

What Does the Data Tell Us?

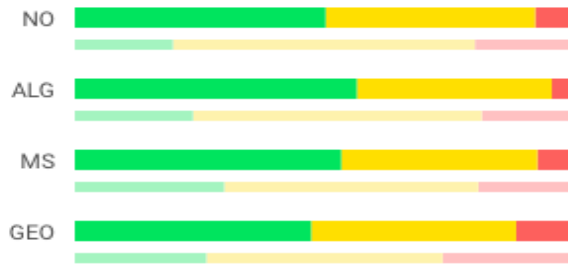
- The data is broken down into strands. What you are seeing is the progress through the year. Our SMART goal focuses on number and operations and algebra and algebraic thinking. The standard view takes into account the time of year the test was taken. The end of year view gives us a clear picture of how the student would perform if they were expected to have mastered ALL of the standards when the test was taken.

2020-2021 SMART Goals

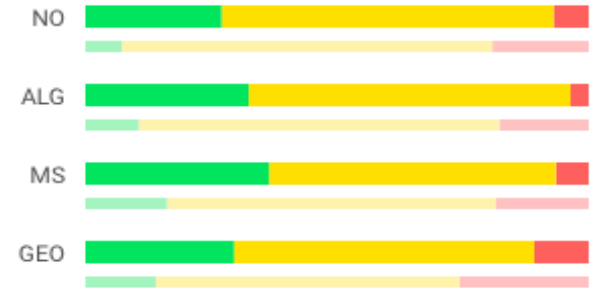
Math

We will increase the number of students scoring proficient in the area of number and operations from 8% to 70% and algebra from 12% to 70% by May of 2021.

Placement By Domain



Placement By Domain



Standard View

September 20%- February 51% (N&O)
 September 24%- February 57% (Algebra)

End of Year View

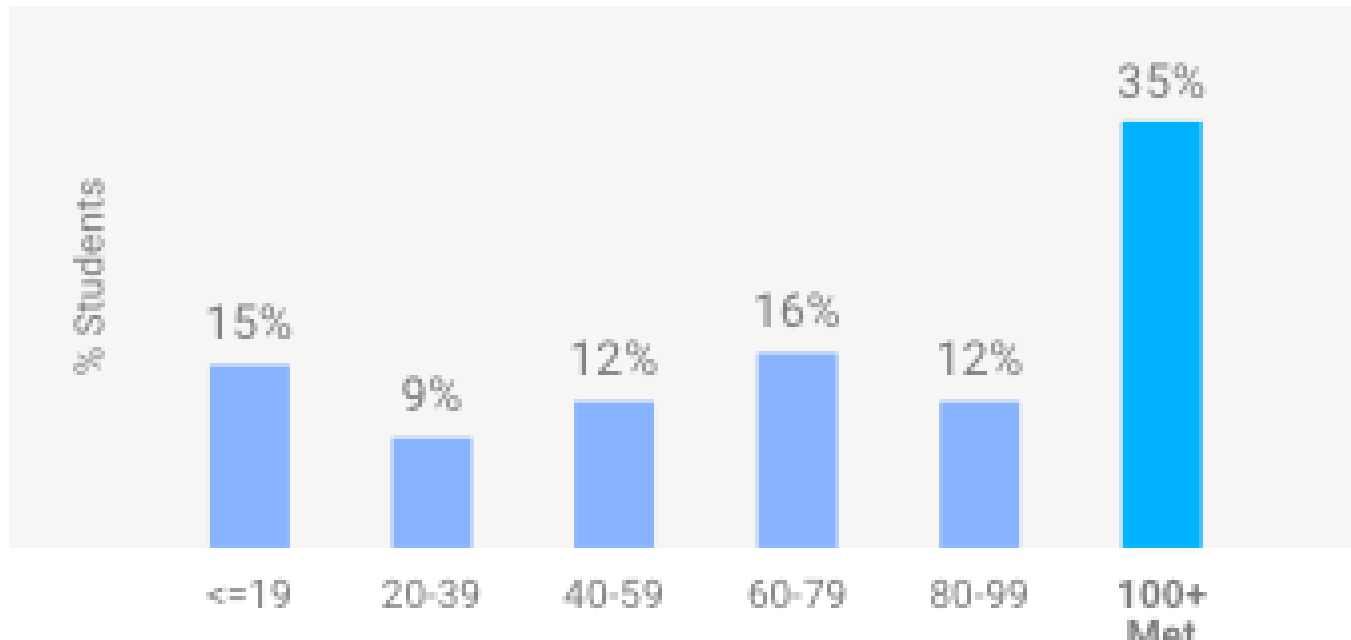
September 7%- February 27% (N&O)
 September 11%- February 32%(Algebra)

How To Interpret the Data

- Typical growth is one year growth throughout a school year. This assessment was taken in February. During that time we would like each student to be around 60% growth.
- This data indicates that 63% percent of our students are on track to meet or have surpassed the expectation.

Math Growth

Typical Growth



63% of students have reached adequate or higher rate of improvement

District Strategic Goal 3

The district will create a comprehensive assessment plan identifying who uses the assessment data, when and how it is used, including measures of fidelity and measures of effectiveness.



HES Assessments

- iReady Diagnostic- This assessment provides diagnostic information in ELA and Math. The data is used to determine skill deficits for small group instruction, and meets criteria for identifying characteristics of dyslexia. This assessment will be given four times.
- iReady Standards Mastery- This assessment is given to monitor progress towards our building smart goals. This assessment is given two times per year.
- Running Records- Running records are assessments the teachers use to monitor students progress in fluency and comprehension. These assessments are given one-on-one every 4 to 6 weeks. The data is used to provide information to the teacher regarding how to prepare individualized instruction.

HES Assessments

- Go Math Common Assessments- Go Math assessments are summative assessments given at the end of chapters.
- Developmental Reading Assessment- The DRA assesses a student's fluency and comprehension and provides a reading level. This assessment is only used if there is a discrepancy between iReady and running record data.
- Pathways Assessments- Pathways assessments are given twice a year in kindergarten thru second to assess mastery in the area of phonics.
- WADE- This assessment is only given to students who display characteristics of dyslexia. It is used to identify students who may benefit from the Wilson program.

District Strategic Goal 4

A district scorecard will be developed with input from stakeholders.



Enrollment

2019-2020

- EN= 30
- Prek= 16
- K= 91
- 1st= 80
- 2nd= 83
- 3rd= 103
- 4th= 77
- 5th= 80

Total = 560

2020-2021

- EN= 28
- Prek= 16
- K= 78
- 1st= 89
- 2nd= 75
- 3rd= 84
- 4th= 100
- 5th= 80

Total = 550

Attendance 2020-2021

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
K	97	93	96	95	93	94	94	94		
1	97	95	94	94	92	92	95	94		
2	98	96	97	95	95	95	95	95		
3	98	95	95	92	89	93	95	95		
4	97	95	94	94	95	95	95	96		
5	96	92	95	91	93	90	92	94		



Professional Development

- Bright Futures Collaboration
- BIST Training
- Trauma – Informed Training: Dr. Bryan Pearlman
- PLC Training
- Virtual learning technology training
- Tang Math training
- New teachers SISK12 Training
- Guest Speaker – Steve Gilliland
- Safety Training
- 504/IEP/BOE Policies Training
- Dyslexia Training & Suicide Awareness Training
- Missouri School Boards Association Policy Training



RtI

- Tier 1- Students receive whole group, small group, and individualized instruction and reteach opportunities in the regular classroom.
- Tier 2- Students with skill deficits will be identified through iReady and will be provided small group instruction from a reading or math specialist.
- Tier 3- Students who show characteristics of dyslexia and qualify through the WADE assessment will also receive daily small group intervention using the Wilson program. Students who are not successful with basic math facts and concepts will be identified through classroom assessments and provided small group intervention.

Student Support Program

- Whole group guidance classes
- Small group counseling
- Individual therapy
- District Social Worker
- Bright Futures
- Student Resource Officer
- Social skills groups
- Eagle Crossroads
- Back snack
- Free breakfast, lunch, and snack – daily
- Reading Improvement Plan tutoring (starting soon)



Communication Methods

- Classroom newsletters
- Class tag
- Class Dojo
- Data notebooks
- Google classroom
- Email
- Zoom
- Home visits
- Facebook/Social Media

