

WEST VINE STREET SCHOOL

FALL DATA REVIEW



Benchmarks



1

STAR Testing - Early Literacy K/1

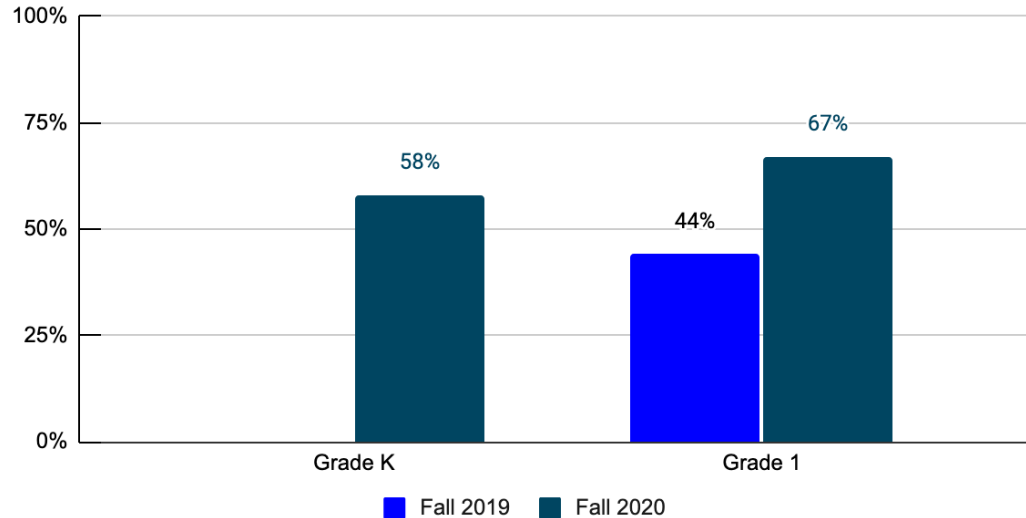
2

STAR Testing - Reading 1-5

3

STAR Testing - Math

STAR Early Literacy Comparison 2019-2020
% Students On or Above Benchmark

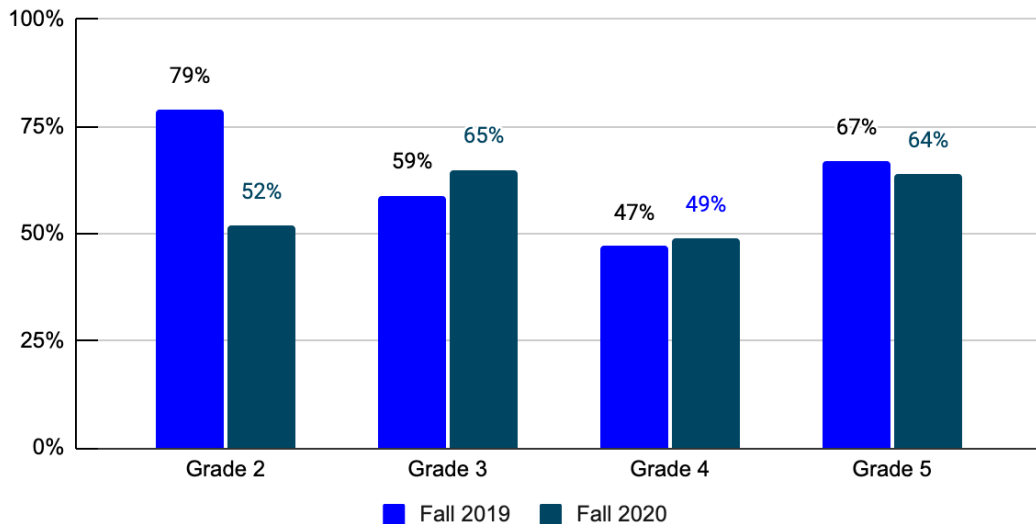


STAR Early Literacy

Grade K - 2020 only

Grade 1 - Fall 2019 vs 2020

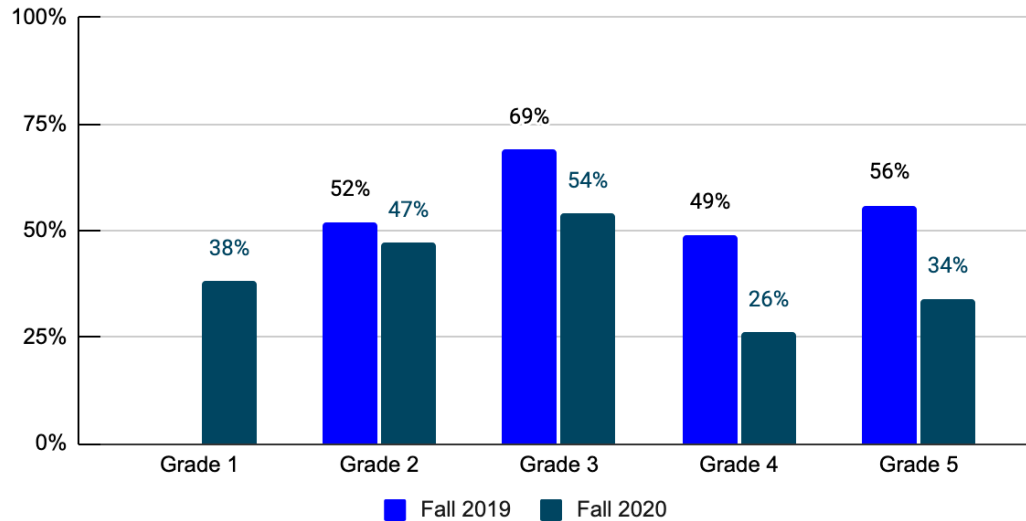
STAR Reading Comparison 2019-2020 % Students On or Above Benchmark



STAR Reading DATA

Grades 2-5 data from Fall
2019 and 2020.

STAR Math Comparison 2019-2020 % Students On or Above Benchmark



STAR Math DATA

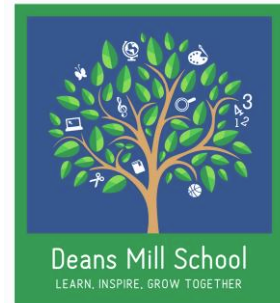
Grades 1-5 data from Fall 2019 and 2020.

Data for Grade 1 students is for Fall 2020 only. Those students did not take Star Math in Kindergarten.



Thank You For Your Support

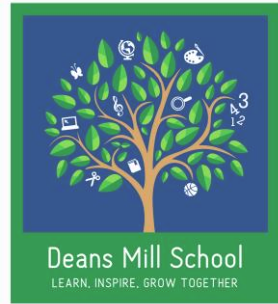




Deans Mill School

Fall Data Review 2020

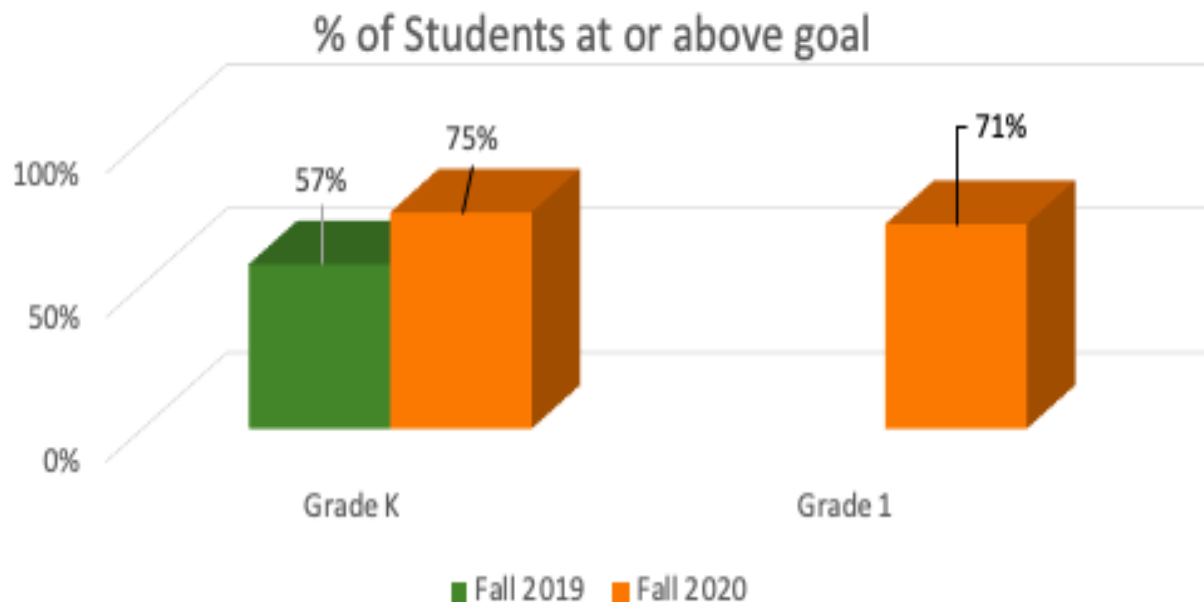
Fall Benchmark Assessments



STAR Testing

- Computer adapted benchmark assessments
- STAR Early Literacy - K/1 (until “probable reader”)
 - Measures skills critical to reading readiness such as concepts about print, phonological awareness, phonics and word recognition
- STAR Reading - 1-5
 - Measures reading comprehension skills
- Used as a screening tool and to inform instruction
- Monitors student growth, identifies trends by class, and individual student needs
- Predictor of SBA performance

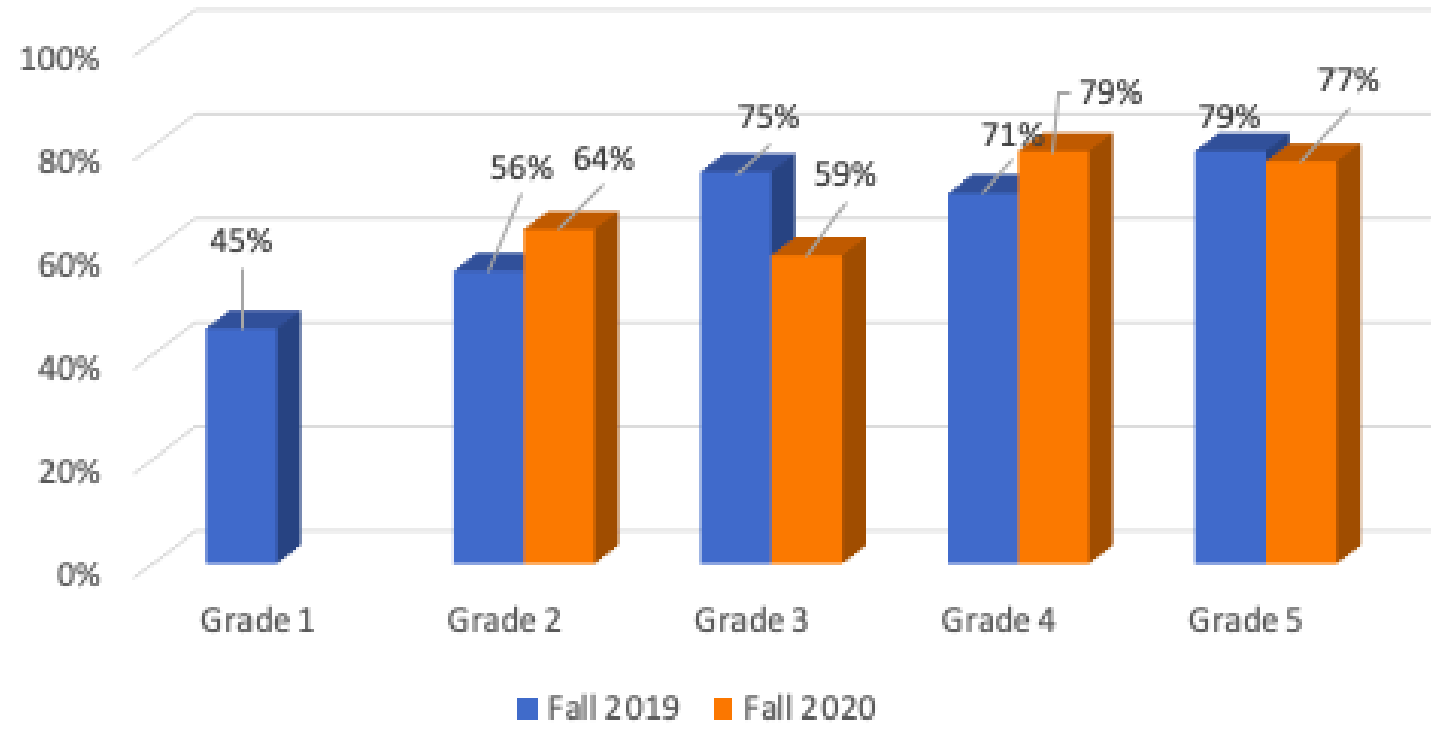
STAR Early Literacy - K & 1 2019 vs. 2020



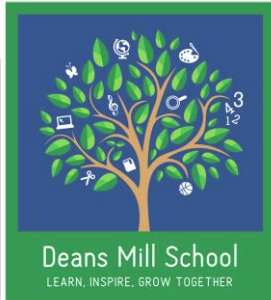
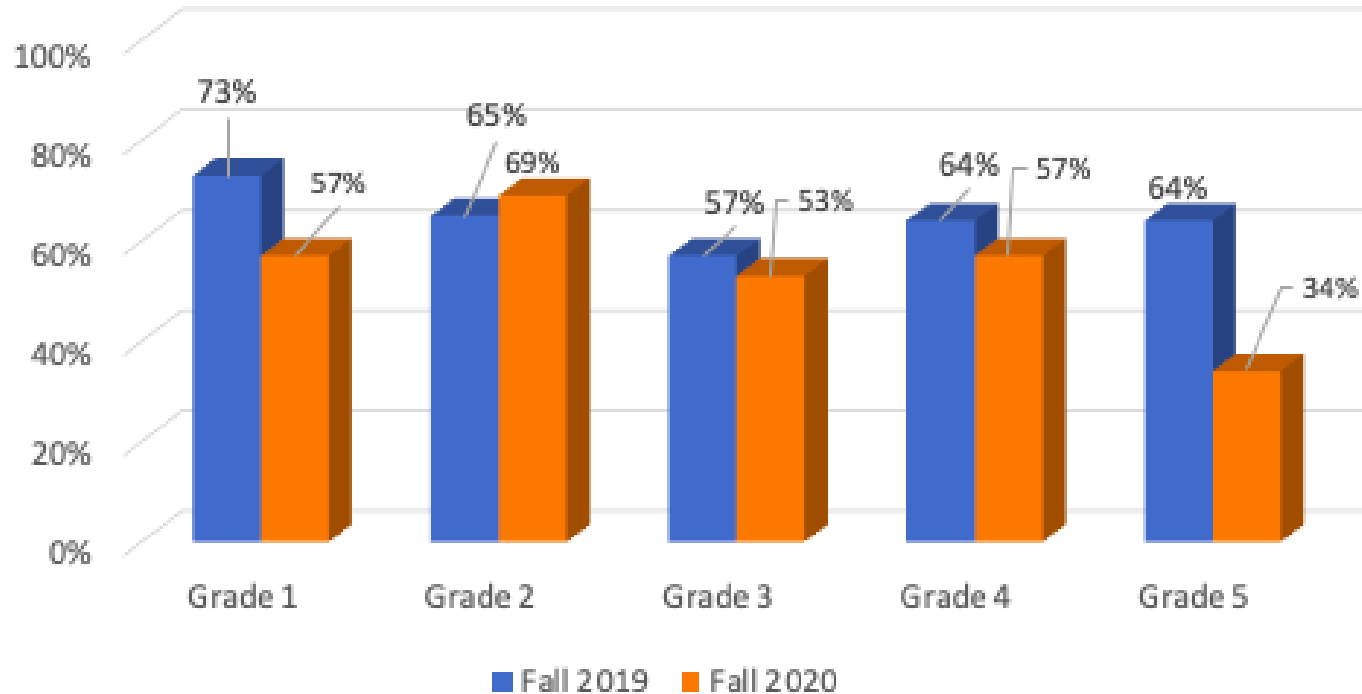


Deans Mill School
LEARN. INSPIRE. GROW TOGETHER

STAR Reading Comparison 2019 - 2020 % Students On or Above Benchmark



STAR Math Comparison 2019 - 2020 % Students On or Above Benchmark



SMS UPDATE

November 17, 2020



Stingrays



Data Snapshot

	At/Above	At/Above
	Reading	Math
2018-2019	76 %	63 %
SBA Results		
Fall 2020	78 %	52 %
Star Pathway		
to Proficiency		

Reading on Track

Potential
Setback in Math

Star data “Fall to Fall” Comparison



Growth in Average Star Reading Scores			
Grade	2018-2019	2019-2020	Change
6	106.6	64.8	(41.8)
7	114.2	83.3	(30.9)
8	48.6	156.3	107.7
Total	89.8	101.4	11.7

Reading:

- Performance of youngest students is the most concerning
- Very strong growth by current 8th graders
- Data shows increased impact for students with high needs

Math:

- Performance in all grades needs attention
- Performance of youngest students is the most concerning
- Data shows increased impact for students with high needs

Growth in Average Star Math Scores			
Grade	2018-2019	2019-2020	change
6	72	34	(38)
7	39	20	(19)
8	31	24	(7)
Total	47.2	25.9	(21.3)

Uno vs Jenga

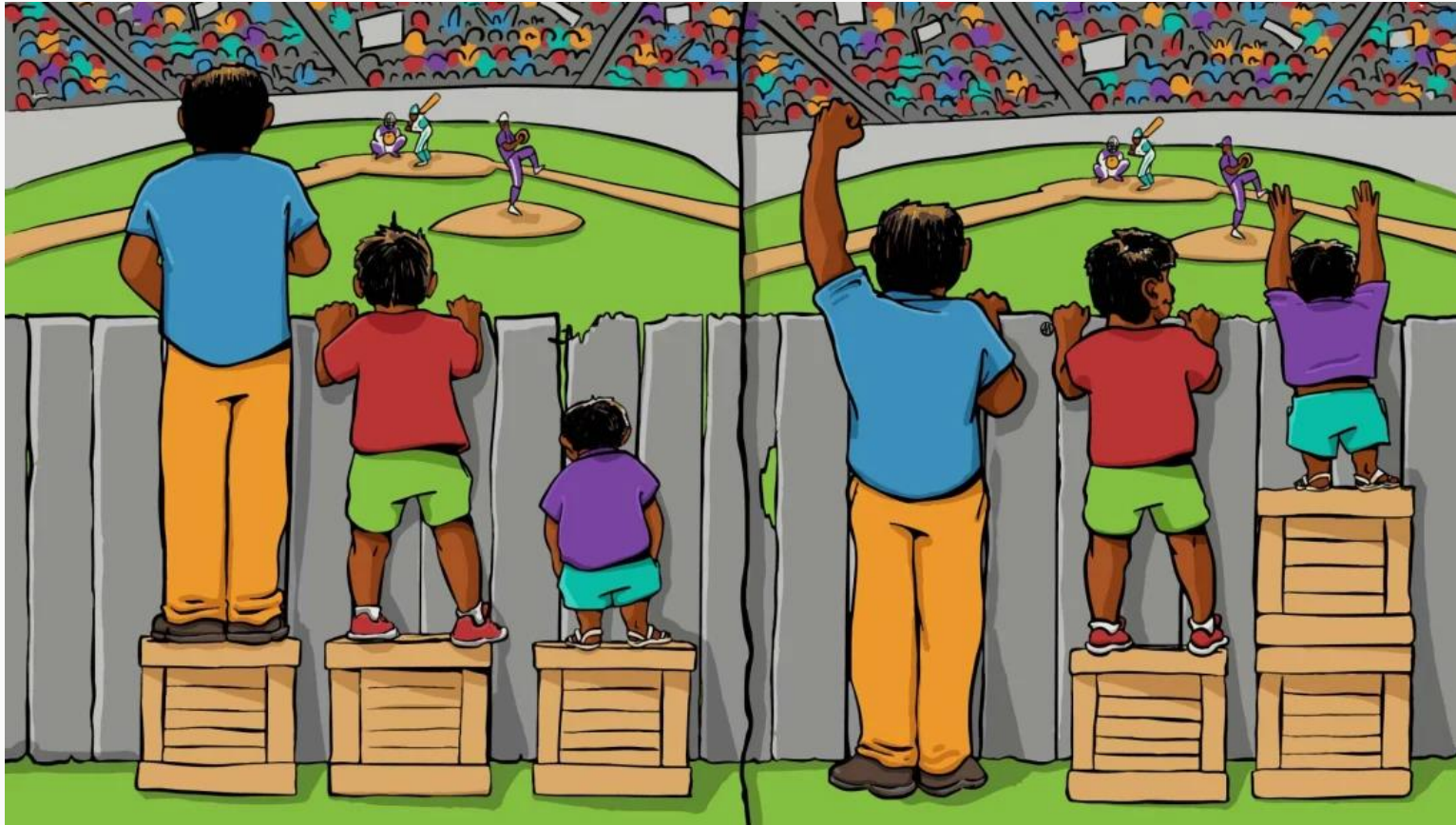




What the Data Demonstrates

- Additional action needed to keep standards high
- Impacts are disproportionate
- Without varied and substantial interventions, the most vulnerable will fall further behind

Equity Aspiration



Current Strategies



- Traditional interventions
- 4-day students (limited by class size and physical distancing)
- Contacting families of disengaged students
- EastConn consultants - trauma sensitive practices



Thank You



Stonington High School
176 S. Broad St.
Pawcatuck, CT 06379



Stonington High School State of the Den

November 17, 2020



Discussion Items



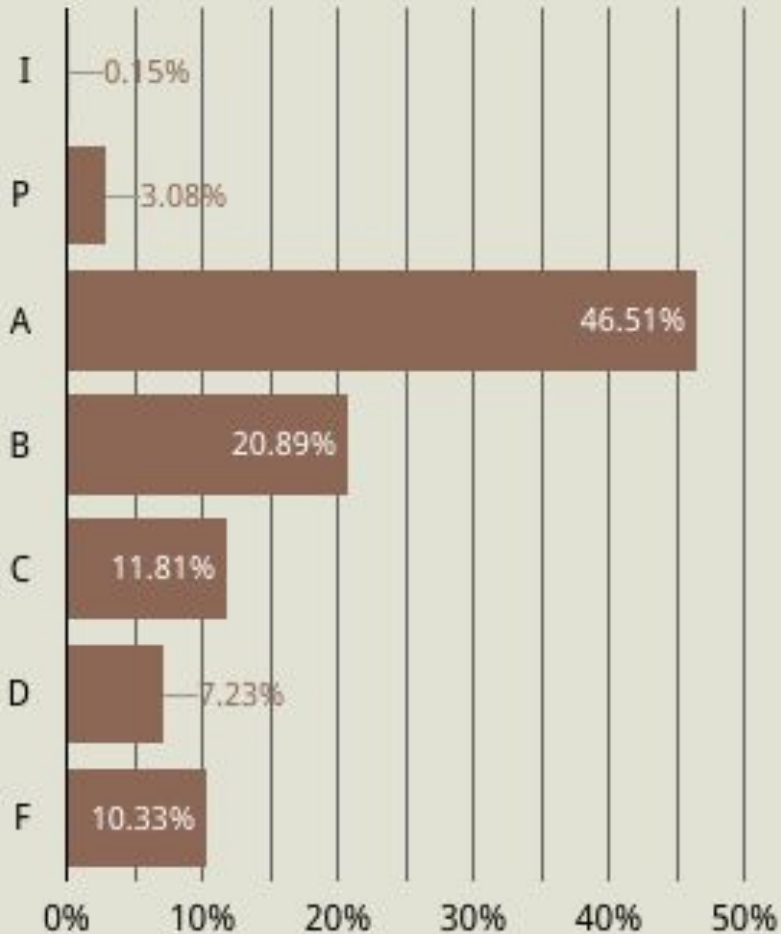
- Current strategies in place
- Additional strategies to be implemented shortly
- Future strategies for summer and next school year



State of the Bear Den



Grade Distribution



As of:

Nov 16, 2020

Total Grades

4,539

Total Ds and Fs

797

Total Students

613

Students with D or F

213

# of Ds and Fs	Count
8	3
7	8
6	5
5	17
4	24
3	31
2	54
1	199



State of the Bear Den



Year	Mean			ERW			Math		
	SHS Diff.	State		SHS Diff.	State		SHS Diff.	State	
2020	1108			570			538		
2019	1083	1016	+67	551	515	+36	532	501	+31
2018	1071	1019	+25	539	516	+23	532	503	+29
2017	1109	1031	+78	565	524	+41	544	507	+37
2016	1069	1022	+47	540	520	+20	529	502	+27

2020 Data is this years Seniors who did not take the test last March. The data represents one cohort taking the SAT in September.

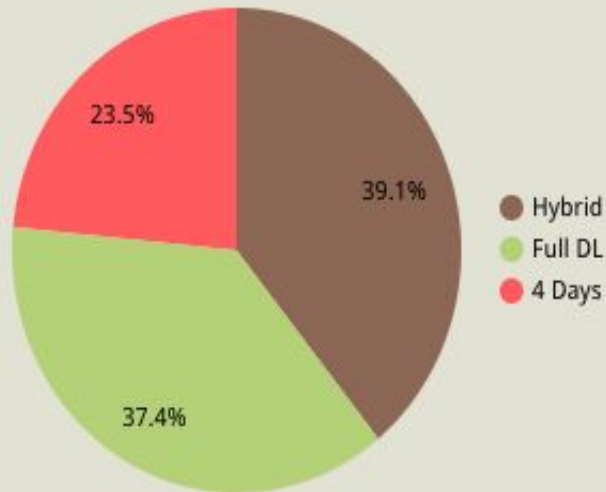
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total AP Students	132	149	127	125	120	139	155	158	160
Number of Exams	207	224	207	211	189	230	264	289	282
Students 3+	100	127	107	100	104	121	131	134	132
% Students 3+	75.8%	85.2%	84.3%	80%	86.7%	87.1%	84.5%	85%	82.5%



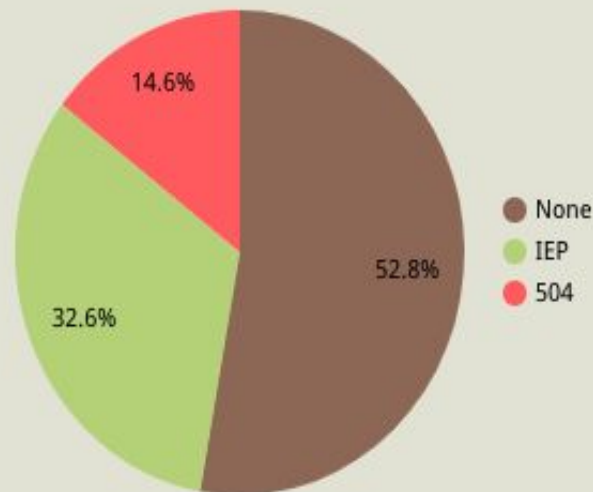
State of the Bear Den



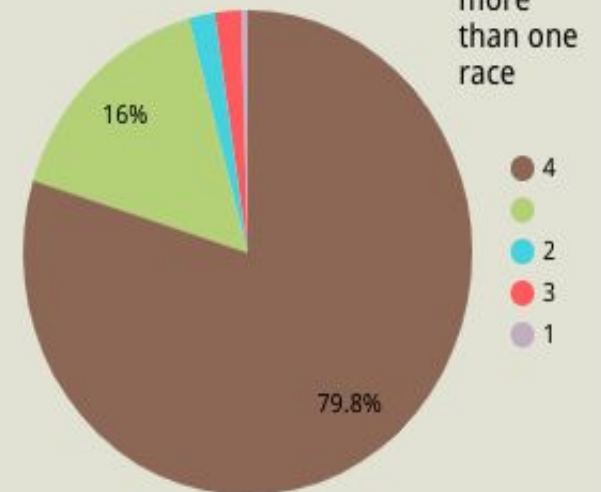
Ds and Fs by Instructional Model



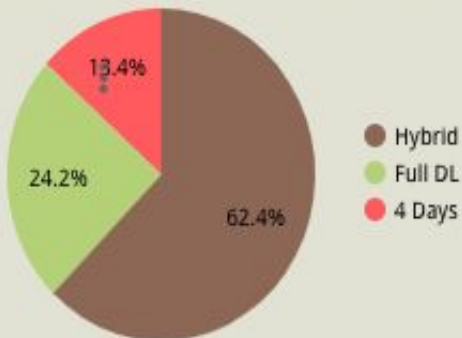
Ds and Fs by IEP/504



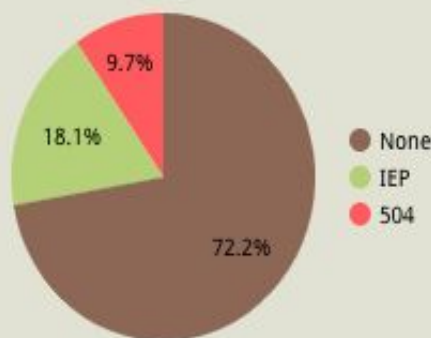
Ds and Fs by Race



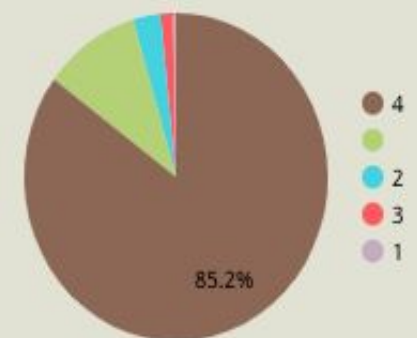
Overall by Instructional Model



Overall IEP/504

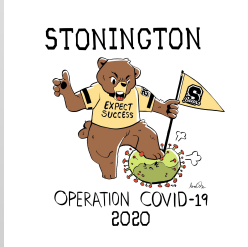


Overall by Race





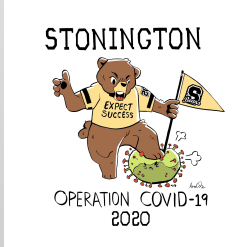
Strategies in place now



- Weekly data team meeting focusing on both attendance and academics
- 4 day in person instruction for those in need
- Home visits from social worker/family engagement specialist
- Administrators calling home on disengaged students daily
- Learning Hub in the library to provide
 - *catch up sessions*
 - *support by specialists/paraprofessional in current courses*
 - *new programming on Edgenuity*
- Support/special educators for non/low engaged students-return to hybrid when caught up



Strategies in place now

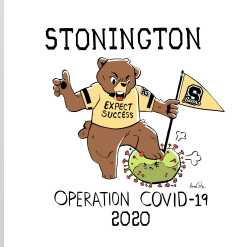


Specific strategies in place

- Triage curriculum
- Transformation from traditional midterm/final exams to focused project base or capstone like activity
- Repurpose positions and resources to support students
 - Content specialist, detention supervision, building substitute, paraprofessionals
- Blended learning Scheduling
 - Include Edgenuity coursework
- EASTCONN trauma sensitive practice work and student engagement
- BEAR Academy-after school supplemental instruction on Tuesdays and Thursday



Additional Strategies to be implemented shortly

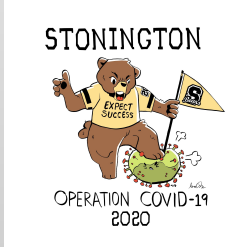


Immediate Needs

- 5 day in person program for the students most at risk ie., loss of significant credits and/or loss of graduation
 - Possible use of Wednesdays as needed
 - Additional content specialist and long term substitute to provide the additional academic support for students learning assigned the blended learning model
 - Estimated cost \$30 K teacher/ 15 K Content Specialist
 - Possible budget line items - detention monitor/SAILS ~ 15 K
- Revised regional educational support letter to better utilize all available resources



Future strategies for summer and next school year



- School supports and financial implications to support potential credit recovery (Summer 2020)
 - Staffing 6 weeks, 4 hours per day, 4 days per week
 - Core and WL area teachers 5 teachers
 - \$44/hr - 480 Hrs total ~ \$21K
 - Transportation- TBD
 - Resources - minimal
- Next year supports and financial implications of maintaining an alternative blended learning opportunity (2021-2022)
 - Staffing - 1 FTE - \$100K
 - Resources - Maintain Online Curriculum \$ TBD