

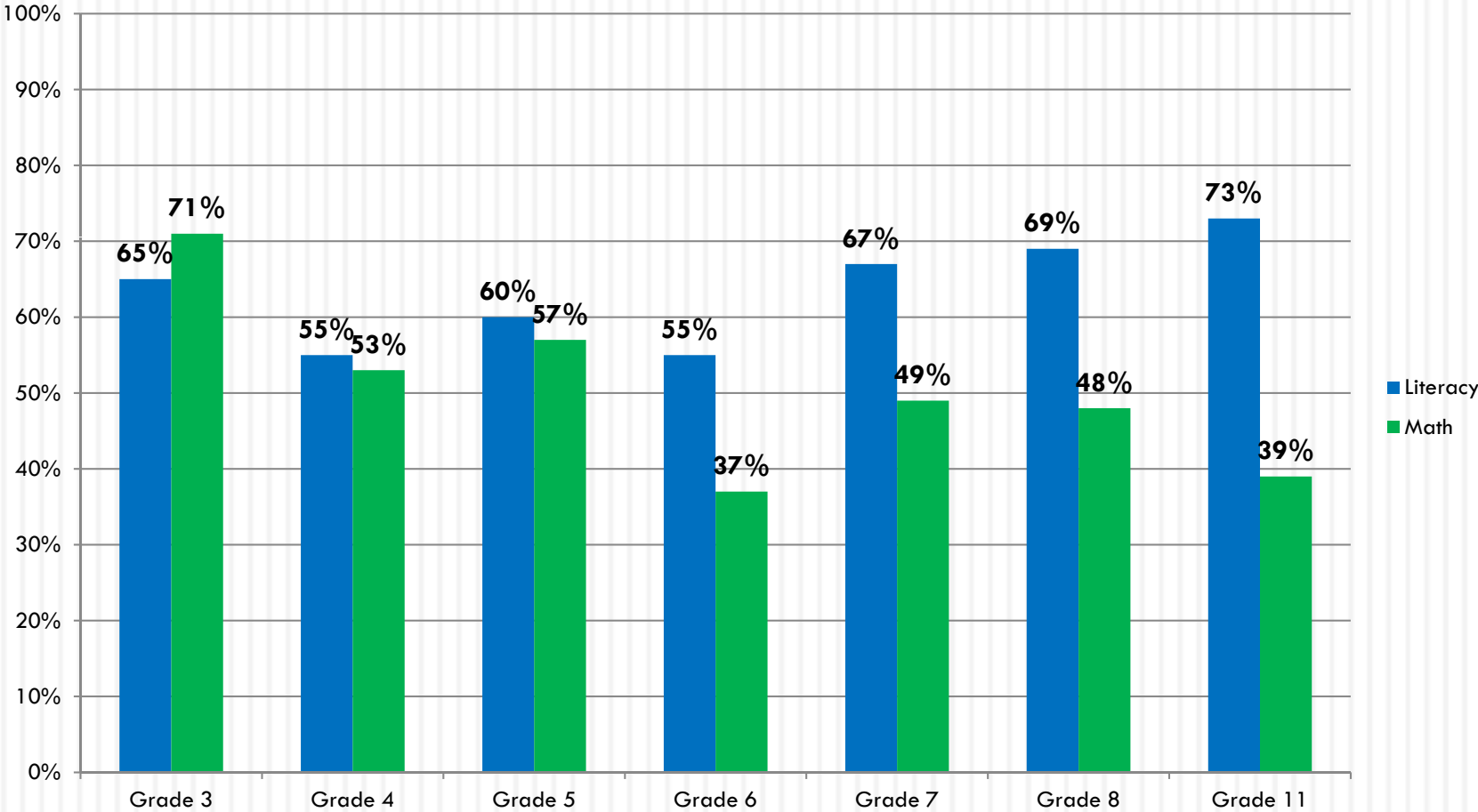


**SBAC:
DISAGGREGATED RESULTS &
ADEQUATE YEARLY
PROGRESS**

September, 2015

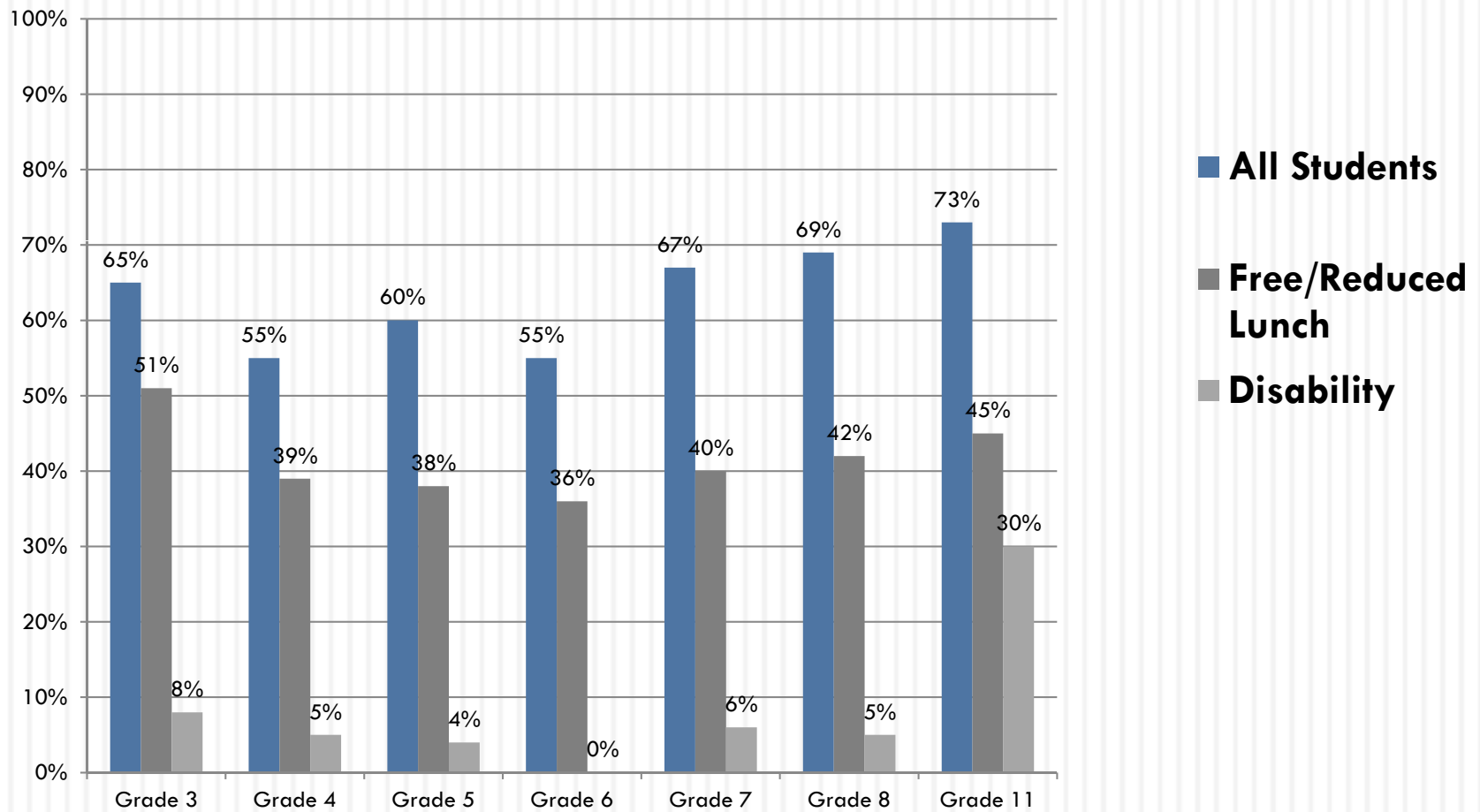
SBAC Results

Colchester School District

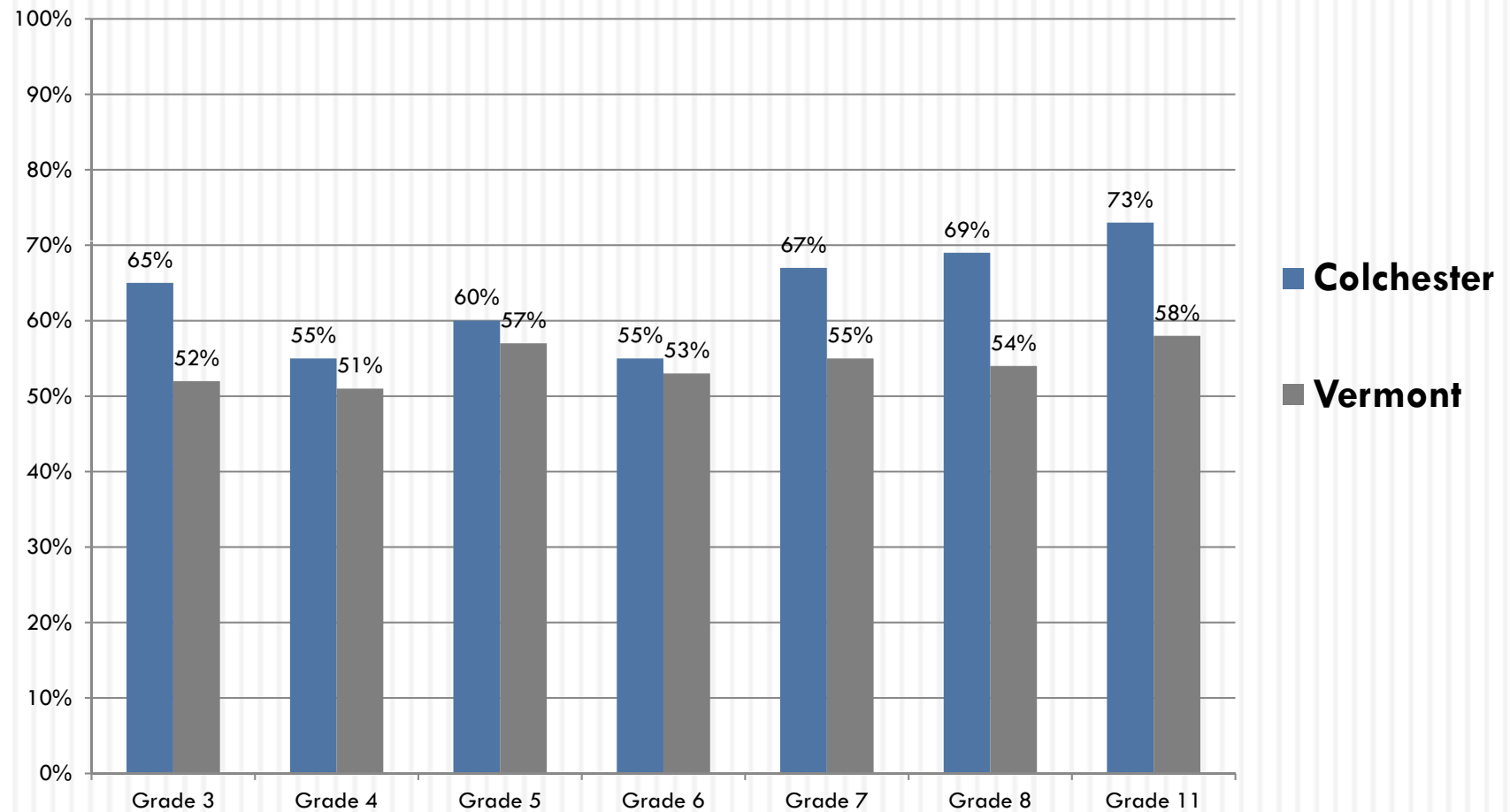


English Language Arts Results

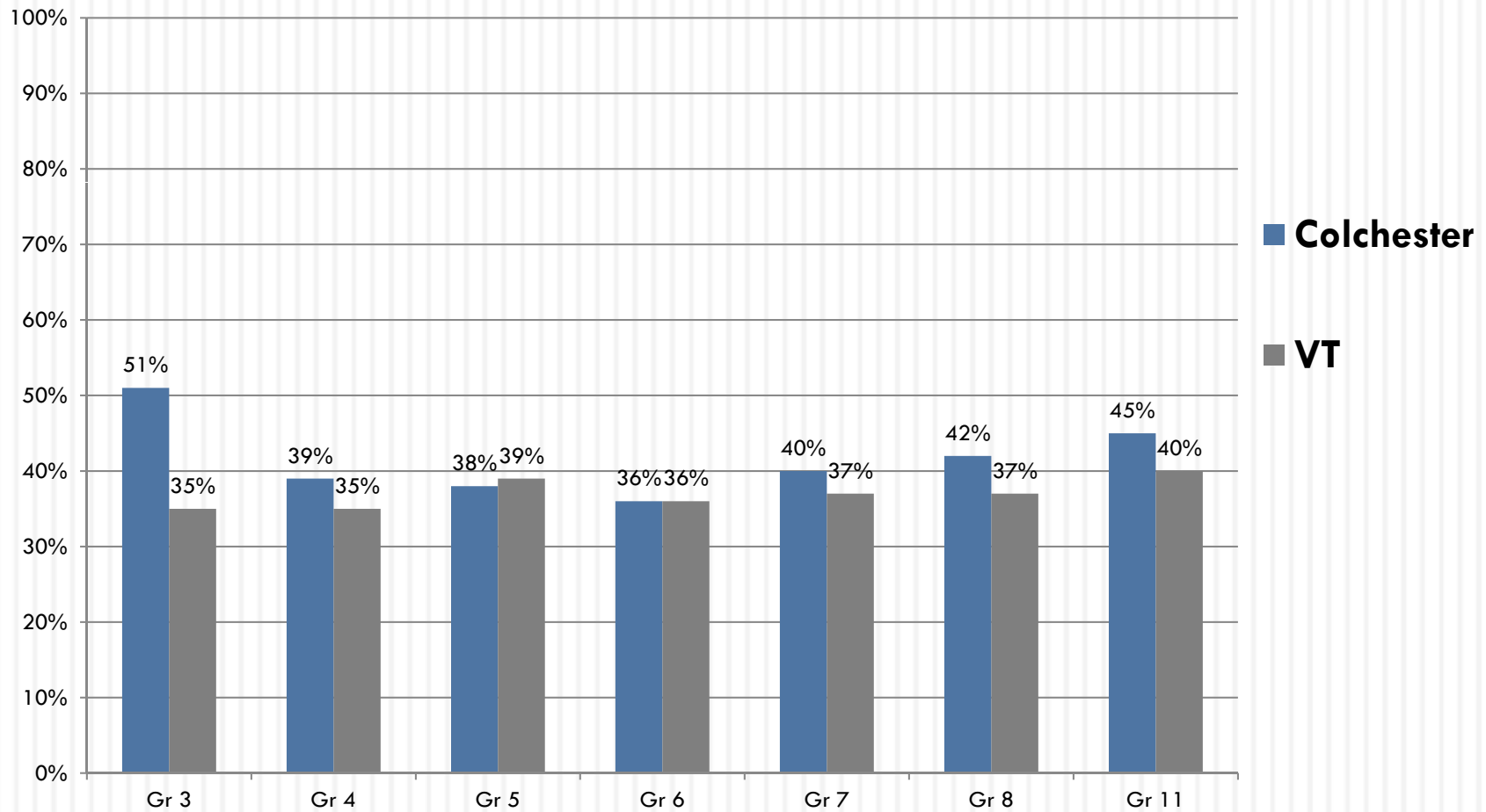
Colchester School District



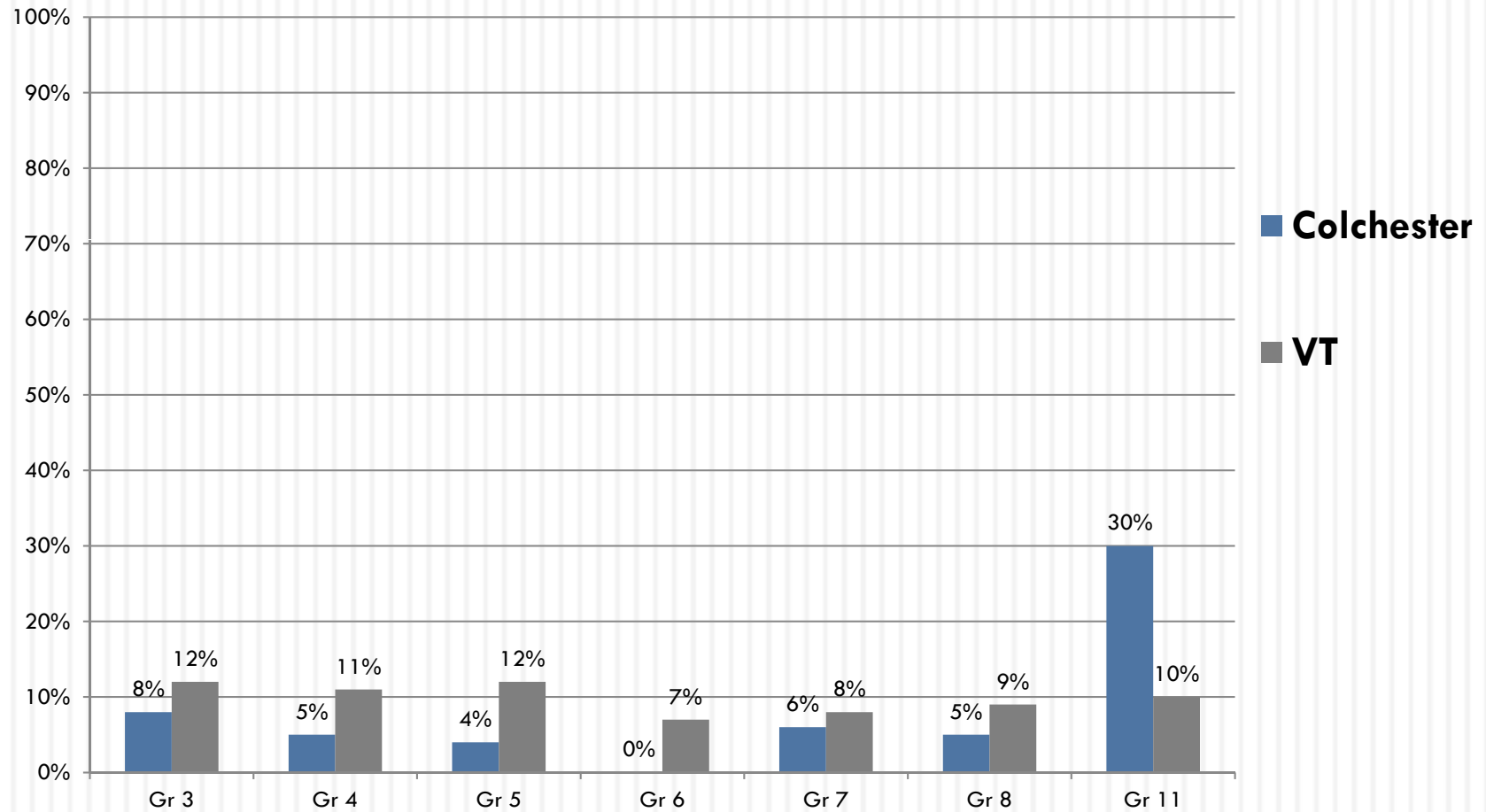
English Language Arts Colchester – State All Students



English Language Arts Colchester – State Poverty

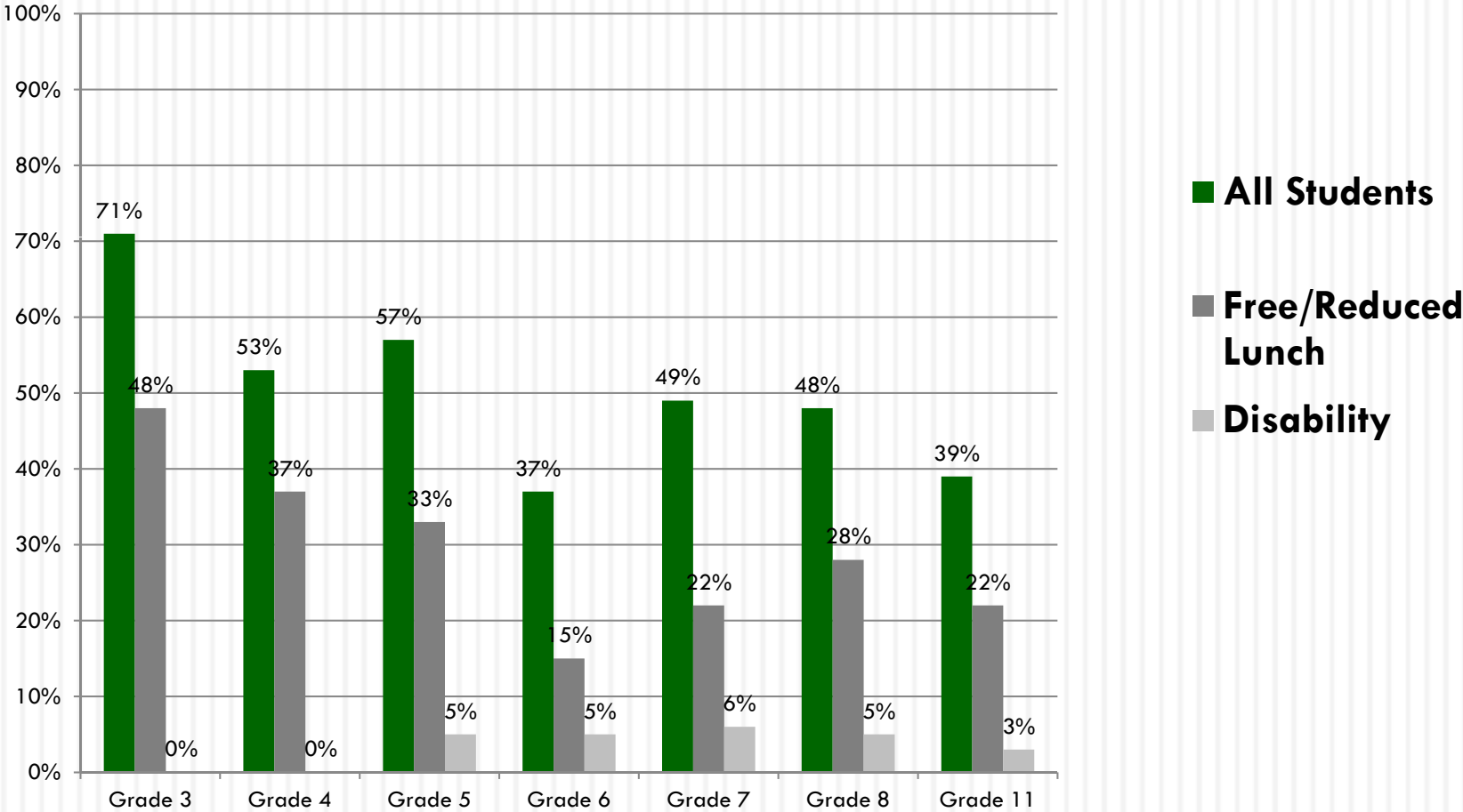


English Language Arts Colchester – State Disability

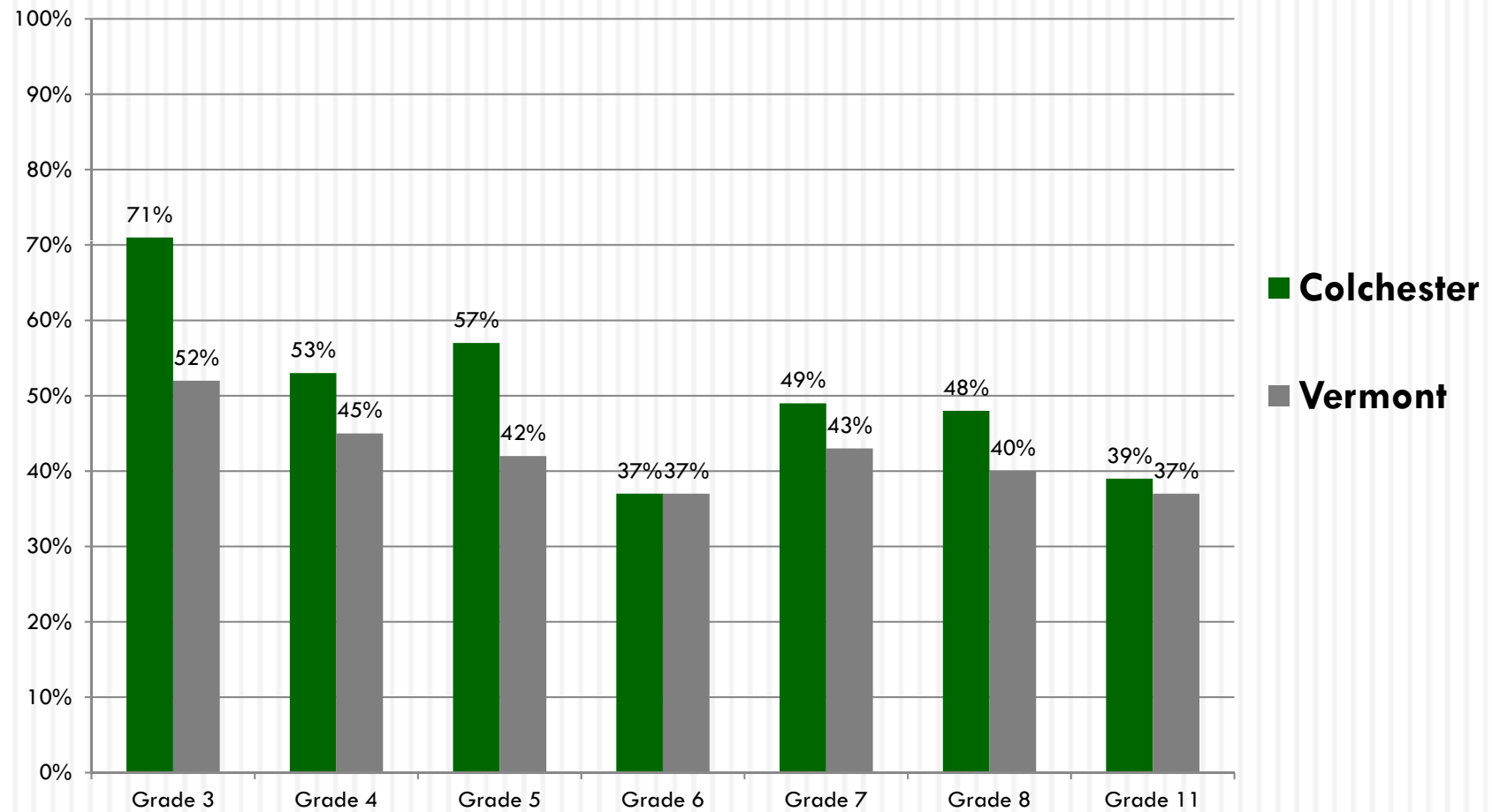


Math

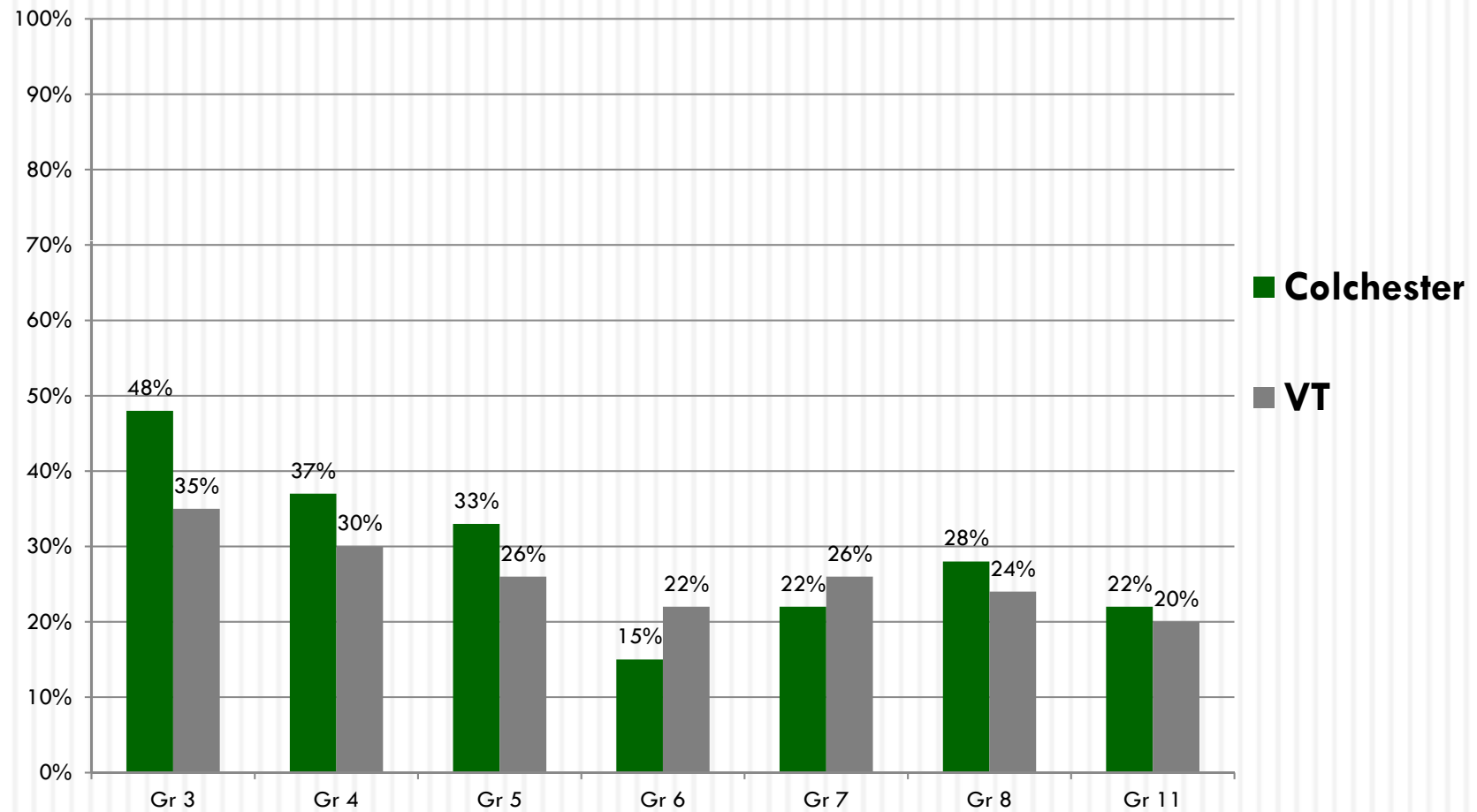
Colchester School District Results



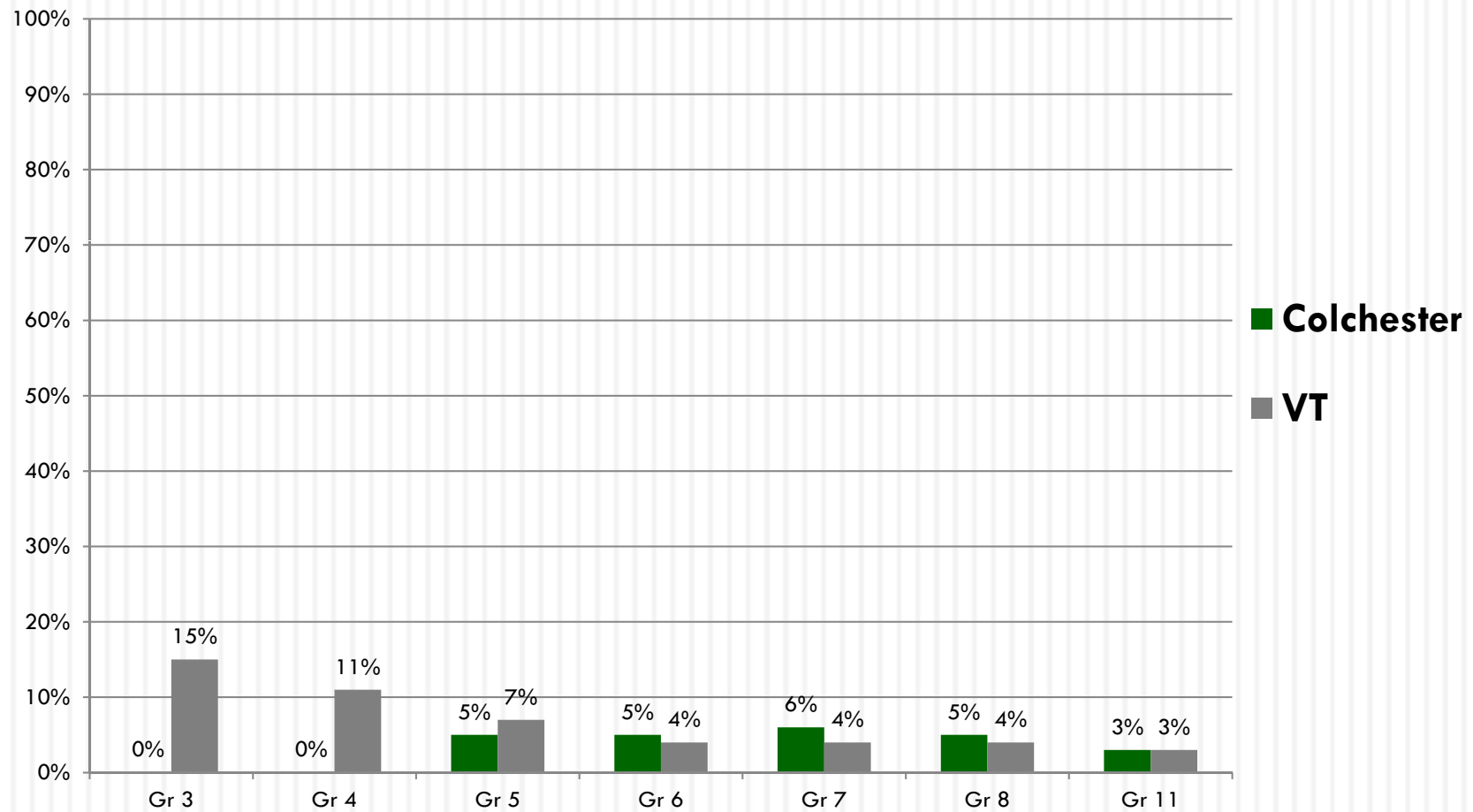
Math Colchester – VT All Students



Math Colchester – VT Poverty



Math Colchester – VT Disability



Initial Thoughts...

- Results match our local data for grades K-8
- Need to continue strategies to increase achievement for students in poverty
 - Curriculum maps & pacing guides
 - Learning targets
 - Feedback on learning targets
 - Engagement
 - Social-emotional supports
- Need to implement strategies to increase achievement for students with disabilities
 - Instructional strategies for students with learning difficulties
 - Productive struggle – “Be less helpful!”
 - Flexible services
 - Focus on connecting specialized instruction with classroom instruction

Adequate Yearly Progress (AYP)

CHS: Did not make AYP, Year 2 School Improvement

Reading (1st time): All students & white students

Math: All students & white students

CMS: Did not make AYP, Year 2 Corrective Action

Reading-Year 1: All student, free/reduced lunch students, students with disabilities & white students

Math- Year 2: All students, free/reduced lunch students, students with disabilities & white students

MBS: Did not make AYP, Title 1 Year 4 Corrective Action

Reading: All students, free/reduced lunch students & white students

Math: All students, free/reduced lunch students & white students

PPS: Did not make AYP, Title 1 Year 1 School Improvement

Reading: All students & white students

Math: All students & white students

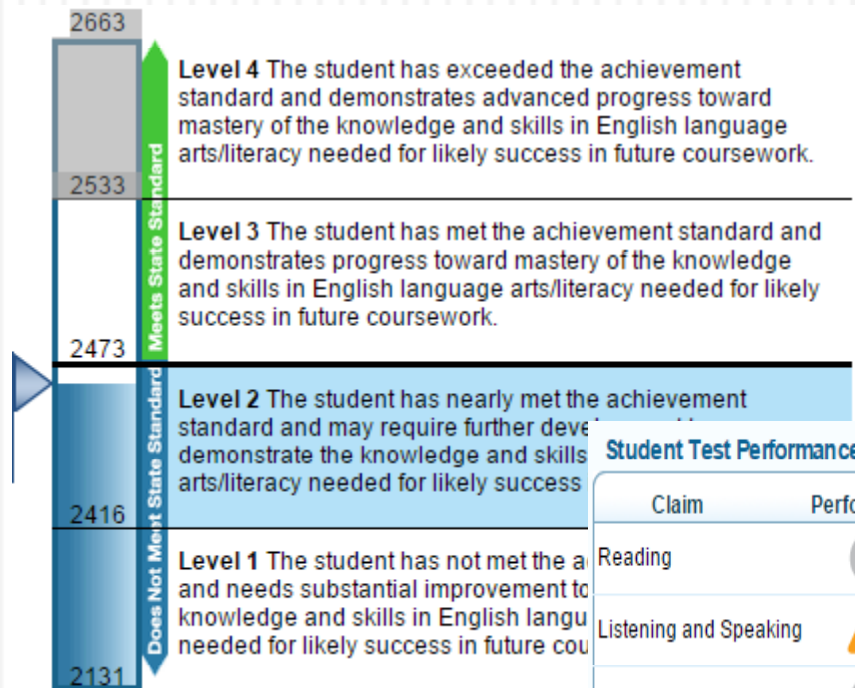
UMS: Did not make AYP, Title 1 Year 1 School Improvement

Reading: All students.

Math (1st time): All students & white students.

- AYP status on hold 2015-2016
- Required to assess & provide scores

Score Reports



- Scaled Score
- Achievement Level
- Claims Scores

Student Test Performance

Claim	Performance	Claim Description
Reading	⊖	Student may be able to read closely and analytically to comprehend a range of informational texts.
Listening and Speaking	⚠	Student has difficulty employing effective speaking and listening skills for a range of informational texts.
Writing	⊖	Student may be able to produce effective and well-grounded writing for a range of informational texts.
Research/Inquiry	⊖	Student may be able to engage in research and inquiry to investigate topics and issues.

Sent home by October 2nd



Questions

Thank you!