

School Land Trust Report to Parents, Fall 2017

For the 2016-2017 school year, Oakdale Elementary continued to identify reading and math as the critical academic need. With funds generated from the School Land Trust monies, Oakdale Elementary hired three reading assistants and 2 math assistants to work with students in the Tier 2 Reading and Math Intervention Program. Identified students in kindergarten through fifth grade received small group, direct instruction for thirty minutes daily. In addition to this program, School Land Trust monies were also used to provide teachers learning opportunities through professional development, materials, and collaboration days for English Language Arts Instruction, Math instruction and Positive Behavior Interventions and Supports. . Student growth in reading and math were assessed three times a year using the Curriculum Based Measurement (CBM). Oakdale's academic goal for reading and math for the 2016-2017 school year were:

Reading Goal:

To meet or exceed the National median Rate of Improvement (ROI) by grade level in reading as measured by grade specific measures in the 2016-2017 academic school year.

Math Goal:

To meet or exceed the National median Rate of Improvement (ROI) by grade level in math as measured by DIBELS Computation in the 2016-17 academic school year.

Reading CBM Growth Data- Spring 2017			
Grade	% of students that made typical or exceptional growth from Fall to Spring CBM.	% of students that made below typical growth from Fall to Spring CBM.	% of students that made well-below typical growth from Fall to Spring CBM.
Kindergarten-PSF	84.4%	4.4%	11.1%
1 st Grade-NWF	85.7%	11.1%	3.2%
2 nd Grade-DORF	78.2%	12.7%	9.1%
3 rd Grade-DORF	86.4%	4.5%	9.1%
4 th Grade-SRI	83.8%	14.7%	1.5%
5 th Grade-SRI	93.1%	5.2%	1.7%

Math CBM Growth Data- Spring 2017			
Grade	% of students that made typical or exceptional growth from Fall to Spring CBM.	% of students that made below typical growth from Fall to Spring CBM.	% of students that made well-below typical growth from Fall to Spring CBM.
Kindergarten-Composite	86.5%	11.5%	1.9%
1 st Grade-COMP	77.6%	10.4%	11.9%
2 nd Grade-COMP	88.3%	8.3%	3.3%
3 rd Grade-COMP	77.4%	8.3%	14.3%
4 th Grade-COMP	74.7%	10.7%	14.7%
5 th Grade-COMP	74.7%	10.7%	14.7%

Reading Intervention Growth Data- Spring 2017				
Grade Growth Goal	# of students in group	# of students that made typical or exceptional growth from Fall to Spring CBM.	# of students that made below typical growth from Fall to Spring CBM.	# of students that made well-below typical growth from Fall to Spring CBM.
Kindergarten- Goal-56 sounds	16	10	4	2
1 st Grade- Goal-47 words	17	12	3	4
2 nd Grade- Goal-35 words	11	6	3	2
3 rd Grade- Goal-30 words	14	8	2	4
4 th Grade- Goal-32 words/met RI	14	9	5	0
5 th Grade- Goal- 32 words/met RI	11	8	1	2

Math Intervention Growth Data- Spring 2017				
Grade Growth Goal	# of students in group.	# of students that made typical or exceptional growth from Fall to Spring CBM.	# of students that made below typical growth from Fall to Spring CBM.	# of students that made well-below typical growth from Fall to Spring CBM.
3 rd Grade- Goal-	7	4	1	2
4 th Grade- Goal-	8	4	2	2
5 th Grade- Goal-	9	4	4	1

Reading and Math Intervention Impact Summary:

According to our Spring CBM outcome data, our reading and math intervention programs make a significant impact on our student growth. For those students who attended reading and/or math group, 84.5% of the students made significant positive growth, regardless if they moved from one benchmark level to another (i.e. yellow->green). Of those students that made well-below typical growth, specific trends were noted. These trends included chronic absenteeism (14+ days missed), suspected learning or behavioral disability, and learning English as a second language.

Positive Behavior Interventions and Supports Impact Summary:

We had a slight decrease in moderate office discipline referrals from 123 to 120 and an increase in major office discipline referrals from 35 majors to 142. This is thought to be due to an increase in reporting for a few students. Teacher perception is that classroom routines and management had significantly improved and will continue to improve during the 2017-2018 school year.