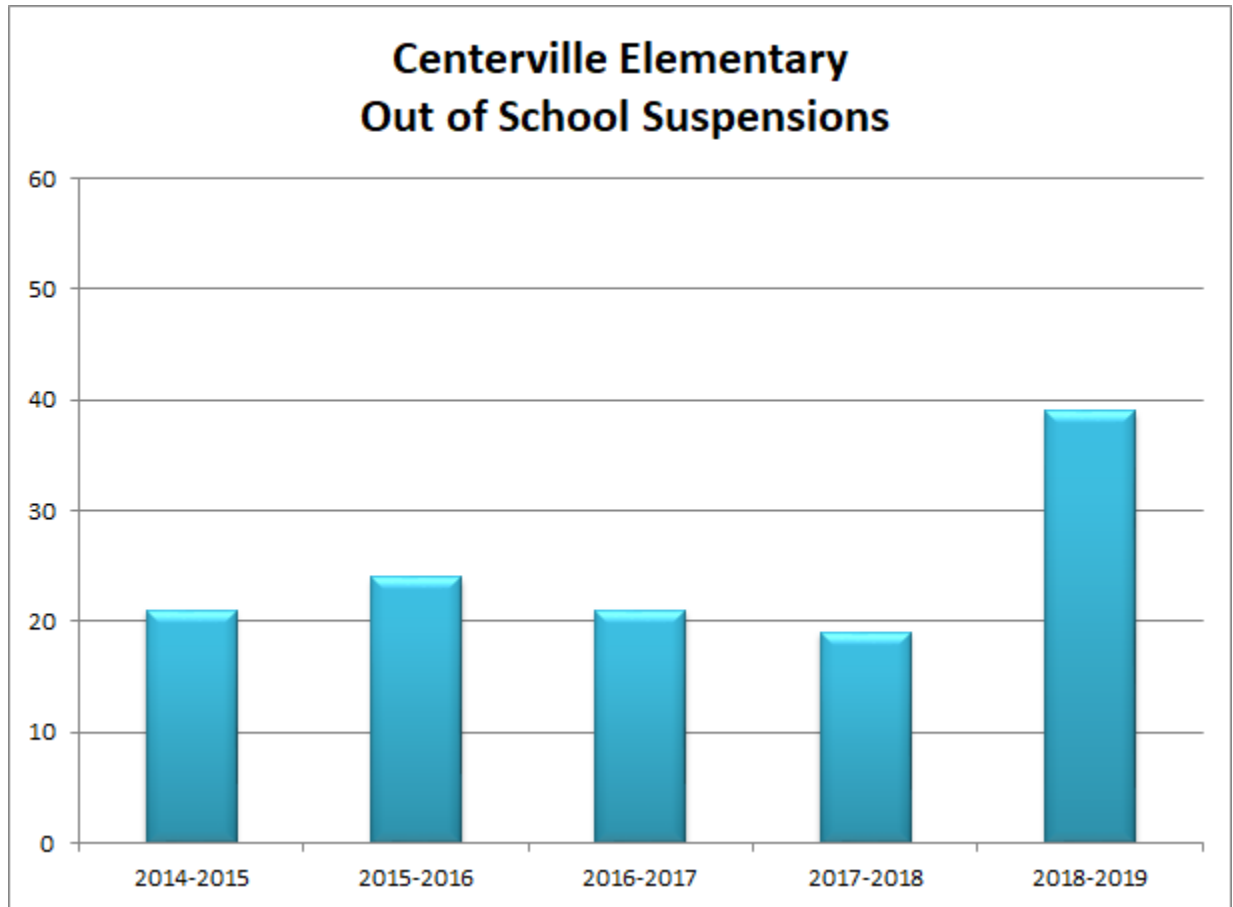
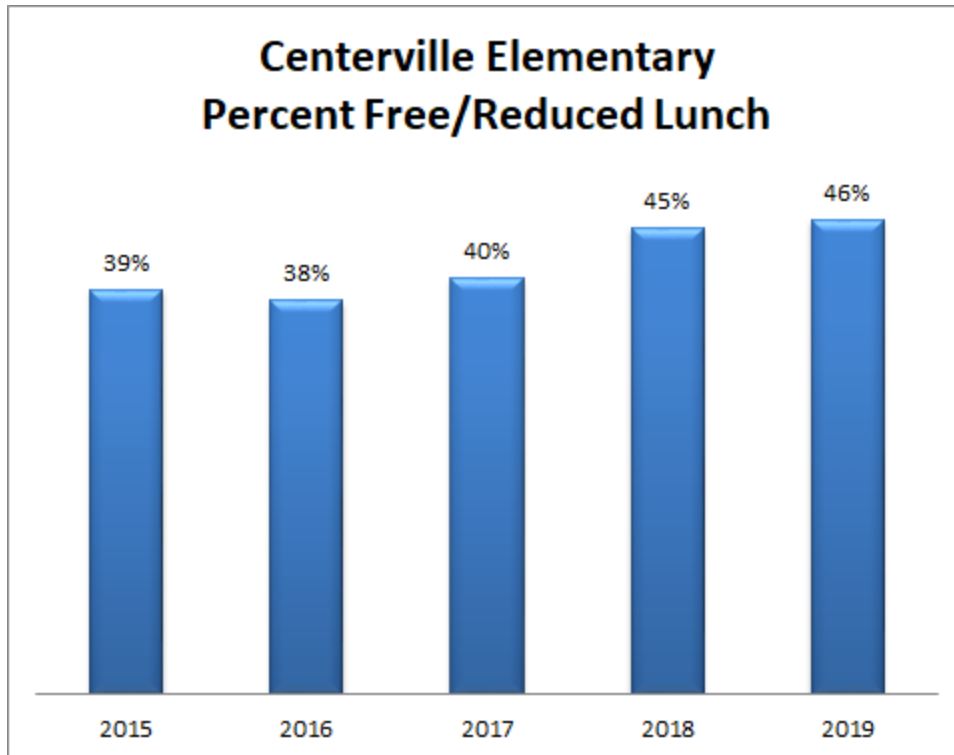


## Student Performance Data



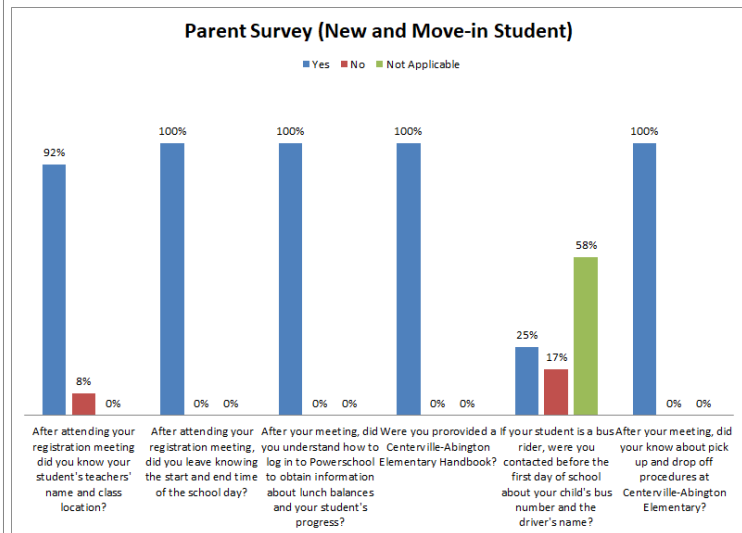
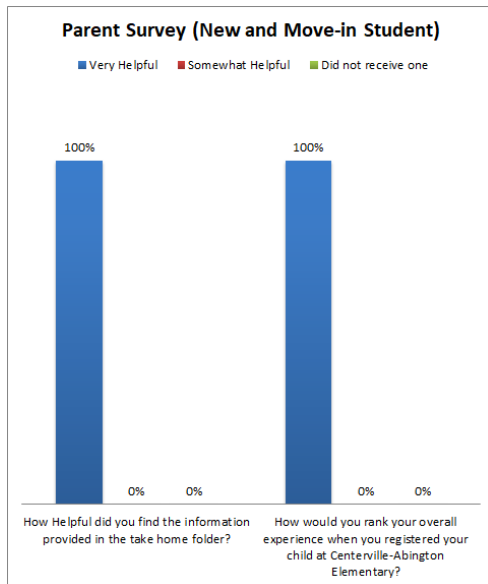
### Analysis

Data shows a downward trend for the number of student suspensions. This is a reflection of our school following discipline guidelines and making sure students are educated properly on how to behave and conduct themselves during school hours, as well as demonstrate exemplary character. The first couple of weeks of school, teachers are expected to go over school procedures and expectations with their students. Students who continually fail to live up to our high expectations and standards will be removed from the classroom until an adjustment is made in their behavior. We will not allow the actions of one student to disrupt the learning process of other students. If possible, it is always our goal to keep students at school and learning. We utilize the learning lab as a place for students to go to receive one on one instruction in a quiet environment away from other students. Due to a difficult third grade class, there was a rather large increase in the number of suspensions over the last year. Many interventions were put in place, and we expect this number to decrease back down to normal levels.



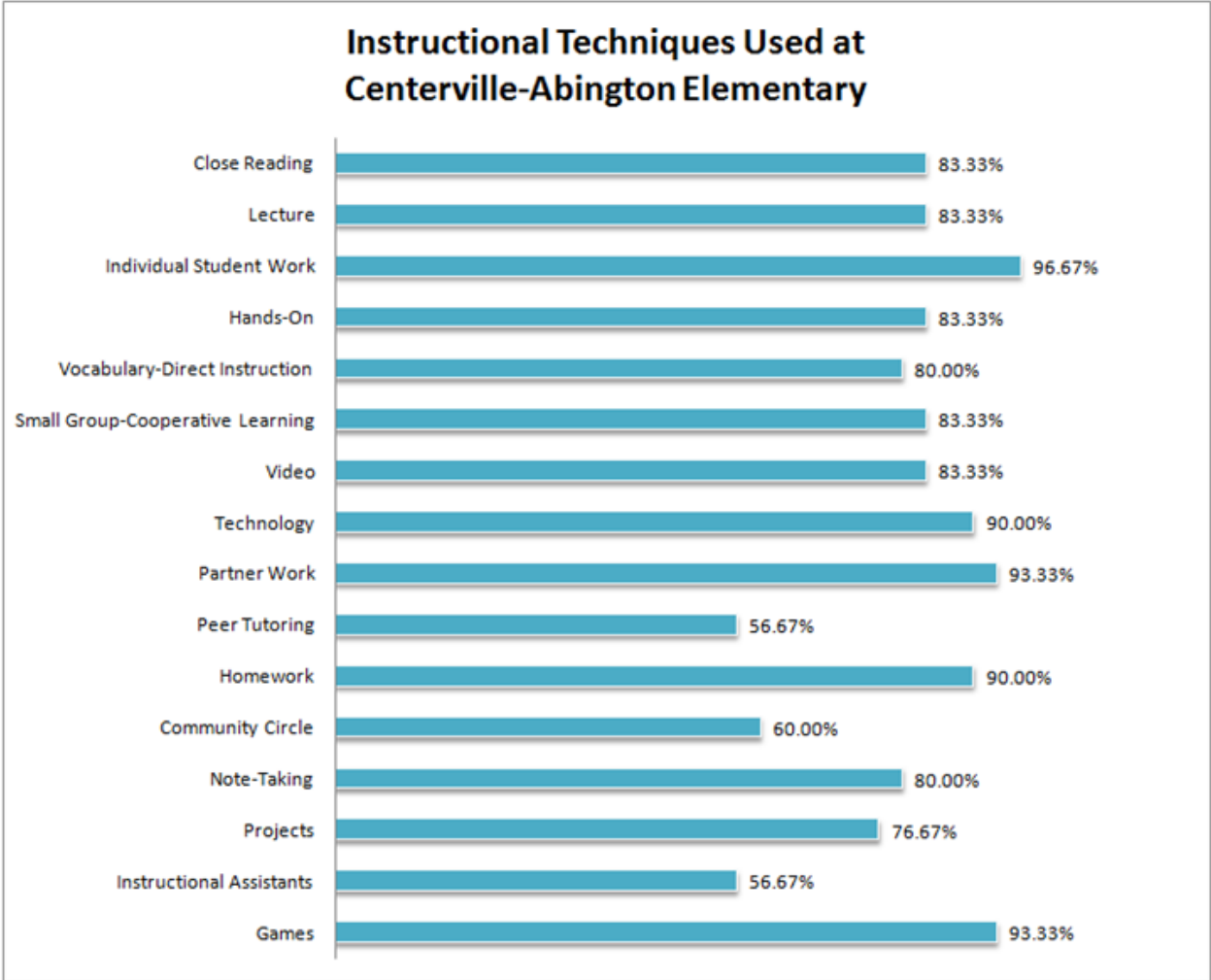
#### Analysis

The number of students receiving free or reduced lunch decreased for a couple of years, however, has consistently risen since 2016. As shown in our desegregated ISTEP/ILEARN data, our student achievement level appears to be negatively influenced by this factor. There is an achievement gap between students who receive free or reduced lunch and those who do not.



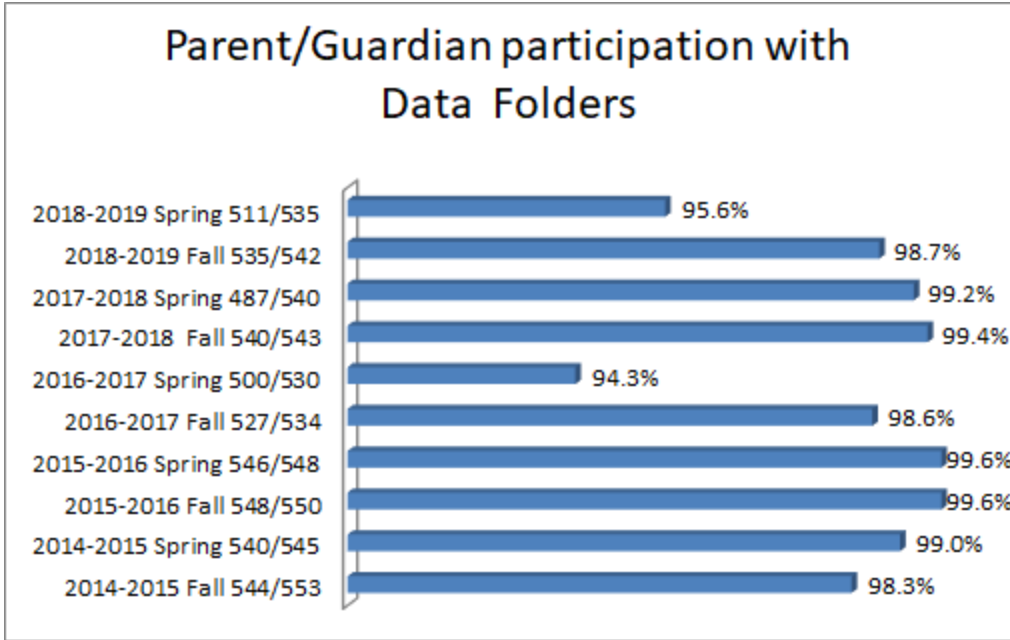
## Analysis

There is a system in place for new students who are registered at Centerville Elementary to ensure students and parents feel comfortable with starting at a new school. When a parent schedules an appointment to enroll their student, they are given a period of time to meet with both the secretary and the principal or asst. principal to gather information to make their transition to a new school a positive experience. Parents and students are given a tour of the school and new students are shown where their classroom will be before they start school. We have surveyed parents of new students for the past three school years to evaluate this practice of new student registration to ensure it is effective. Results from surveys show that parents received information during the registration process that was helpful and had a positive experience overall.



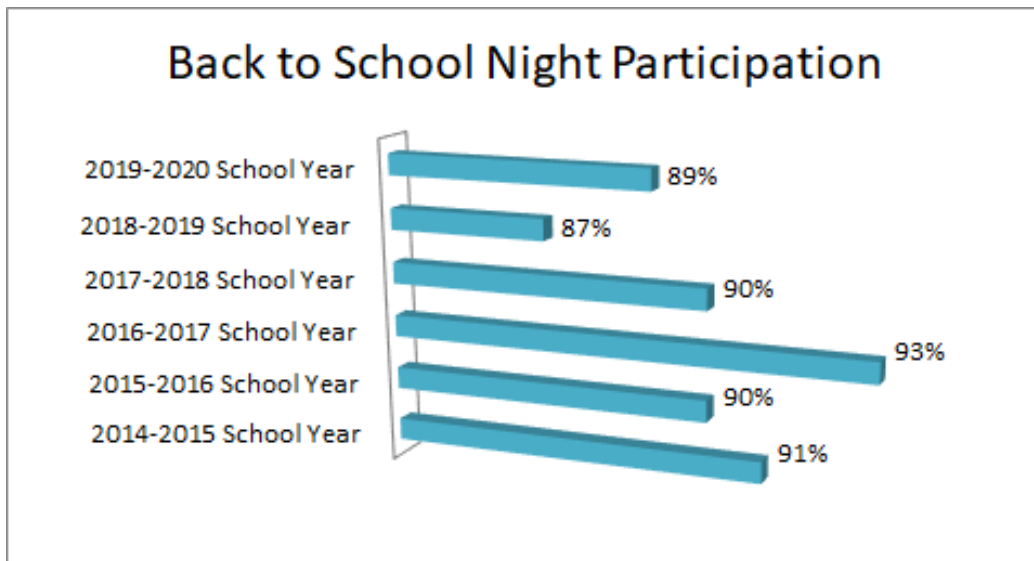
**Analysis**

This graph reflects the most commonly used instructional practices used at Centerville Elementary. All teachers, grades 3-6, participated in this survey September of 2017. This data reflects that our teachers use a variety of instructional strategies to deliver content, assess student understanding, and support student success.



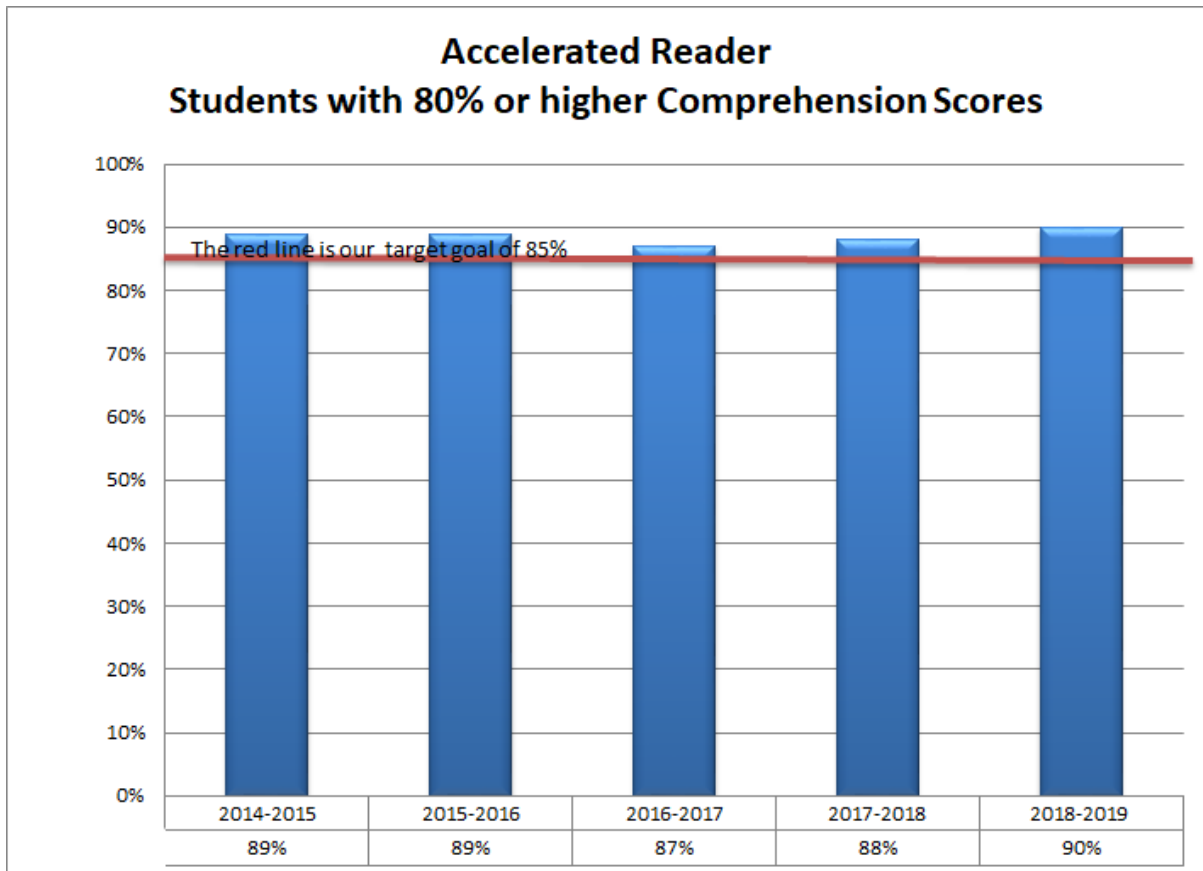
#### Analysis

Centerville-Abington Elementary has worked diligently to make data available to our stakeholders and increase parent involvement. In the fall of 2008, we started using data folders for recording data, progress, and future academic goals for each individual student. Beginning in the fall of 2010, students were required to share their data with parents. Parents then signed the last page, indicating that they reviewed it with their student. During the 2015-2016 school year, we experienced a record high 99.6% of our students returning parent signed data folders to their teachers. In the spring of the 2016-17 school year, our percentage of parents participating in viewing their student's data folder decreased to 94.3%. This decrease is attributed to having two long term subs during the last 9 weeks of school who were unable to get students to return their data folder parent signature sheets before the last day of school. Our data collected clearly shows that parents are routinely informed of their child's data.



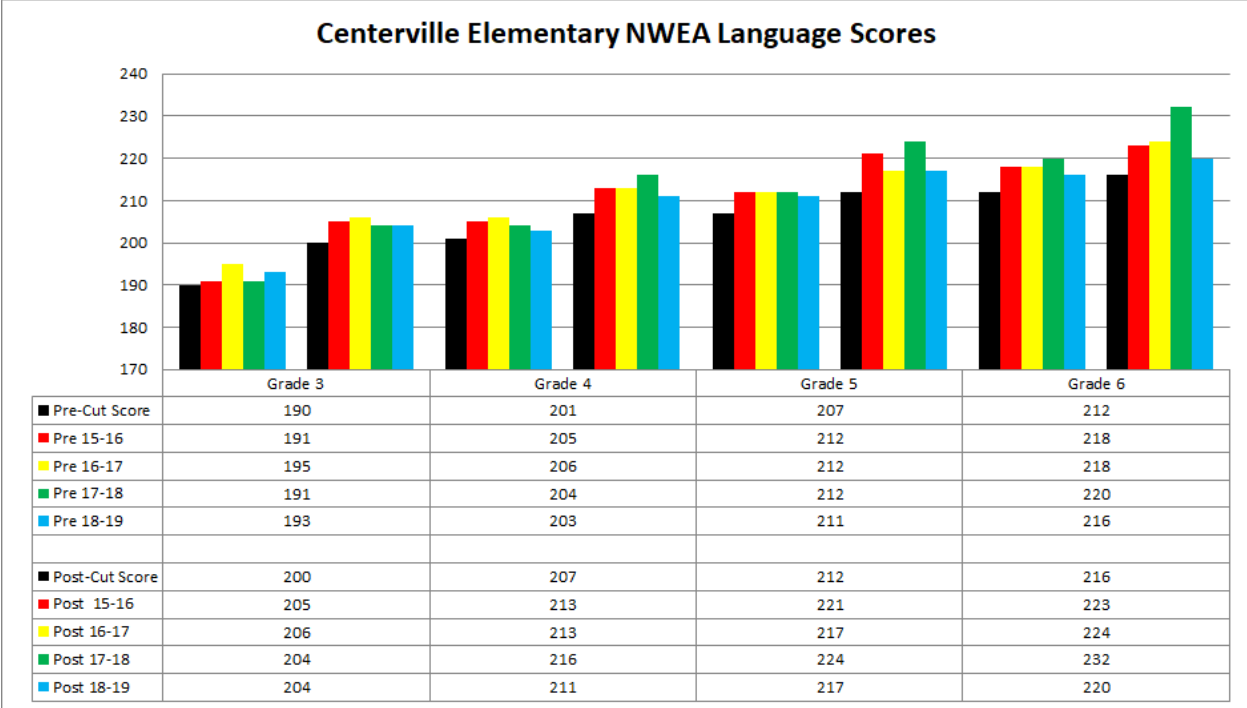
#### Analysis

Centerville-Abington Elementary began taking attendance at Back to School Night in 2010. This event is a way to provide both students and parents information about our school and classrooms. The incentive for coming is the opportunity to drop off materials, meet teachers and staff, and orient the students for the upcoming year. It has been successful thus far, and is looked upon as a valued communication activity. 3rd graders and their parents are invited to attend a meeting on this night with the principal where they learn about arrival and dismissal procedures, school rules, attendance policy, and our high expectations for parent participation and student learning. Our school secretary is available to take curriculum material fee payments, the school nurse is available to check in medication or talk with parents about their student's medical needs, and the assistant superintendent is available for bussing questions. Parents are notified of Back to School nights through the online Corporation Newsletter, summer letters that go out to all students, our school website, the Centerville-Abington Elementary Facebook page, and Remind101 text messaging.



#### Analysis

With a focus on reading comprehension, Centerville-Abington Elementary has followed Accelerated Reader comprehension results closely. All students, grades 3-6 document their reading comprehension percentages every nine weeks in their data folders. Every classroom teacher has a data board inside or outside the classroom that documents student progress. A school wide data board is presented in our main hallway, and it displays each classroom's Accelerated Reader comprehension percentages as well as the school's each 9 week period. At the end of each nine weeks, all classroom teachers receive a graph that shows the percentage of students in their classroom who are reading at 80% comprehension and above, and students then work with their teacher to set individual and classroom goals for the next nine week period. Our school goal is for 85% of our students to be reading at 80% or higher comprehension. When we first began collecting school wide data on AR comprehension rates, our percentage of students reading at 80% or higher comprehension rates was only at 60%. The past five school years our students have exceeded our school goal of 85% or more of our students reading at an 80% or higher comprehension rate. We attribute these great gains to daily remediation, implementation of Self-Selected Reading (SSR) time for all students, progress monitoring by students and teachers, vocabulary instruction, and a school-wide focus on reading comprehension.

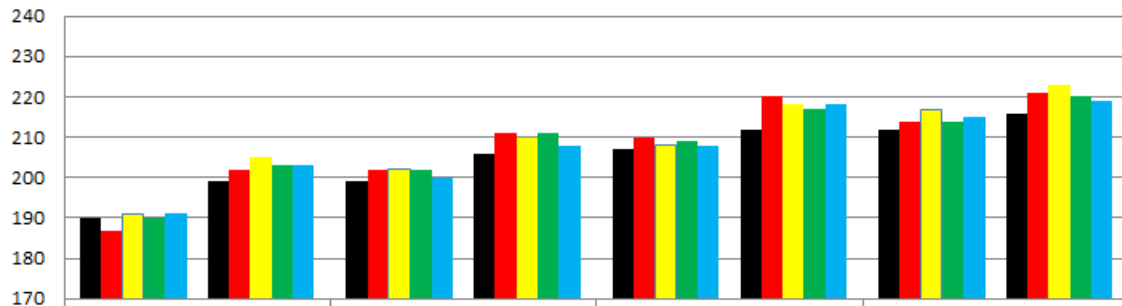


**Analysis**

All grade levels met or exceeded NWEA Language scores each testing cycle. We also attribute our gains in Language Arts to our Shurley English program, Daily Oral Language lessons, language arts remediation for struggling students, teachers analyzing data to guide their instruction, and students becoming more aware of test scores, what their scores mean, and setting goals based on those scores.



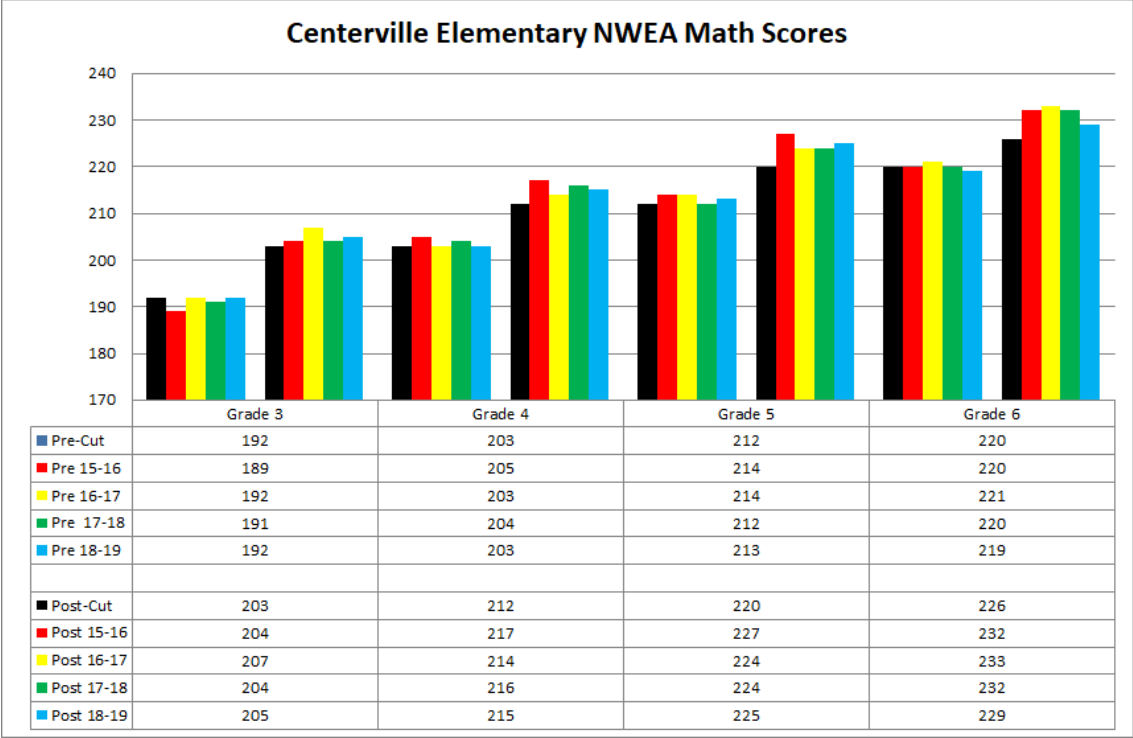
## Centerville Elementary NWEA Reading Scores



	Grade 3	Grade 4	Grade 5	Grade 6
Pre- Cut	190	199	207	212
Pre 15-16	187	202	210	214
Pre 16-17	191	202	208	217
Pre 17-18	190	202	209	214
Pre 18-19	191	200	208	215
Post- Cut	199	206	212	216
Post 15-16	202	211	220	221
Post 16-17	205	210	218	223
Post 17-18	203	211	217	220
Post 18-19	203	208	218	219

### Analysis

Grade levels 4-6 exceeded their grade level NWEA reading RIT goal on every testing cycle over the past four years. We have seen a noticeable difference in the reading achievement of 3rd graders during fall testing for the past four years. Students are beginning 3rd grade at a lower reading achievement rate than in years prior. Even with beginning 3rd grade at a lower reading achievement rate, students are making great gains over the course of the year and are able to exceed grade level spring reading RIT goals each year with interventions such as daily Rti and LIFT class in place. We attribute our students meeting or exceeding grade level RIT goals to the implementation of Self Selected Reading (SSR), CLOSE reading techniques, remediation for struggling readers, a focus on reading comprehension data, the use of the Marzano 6-Step vocabulary instruction in all content areas, and students becoming more aware of their data as it relates to reading comprehension and setting goals based on this data.

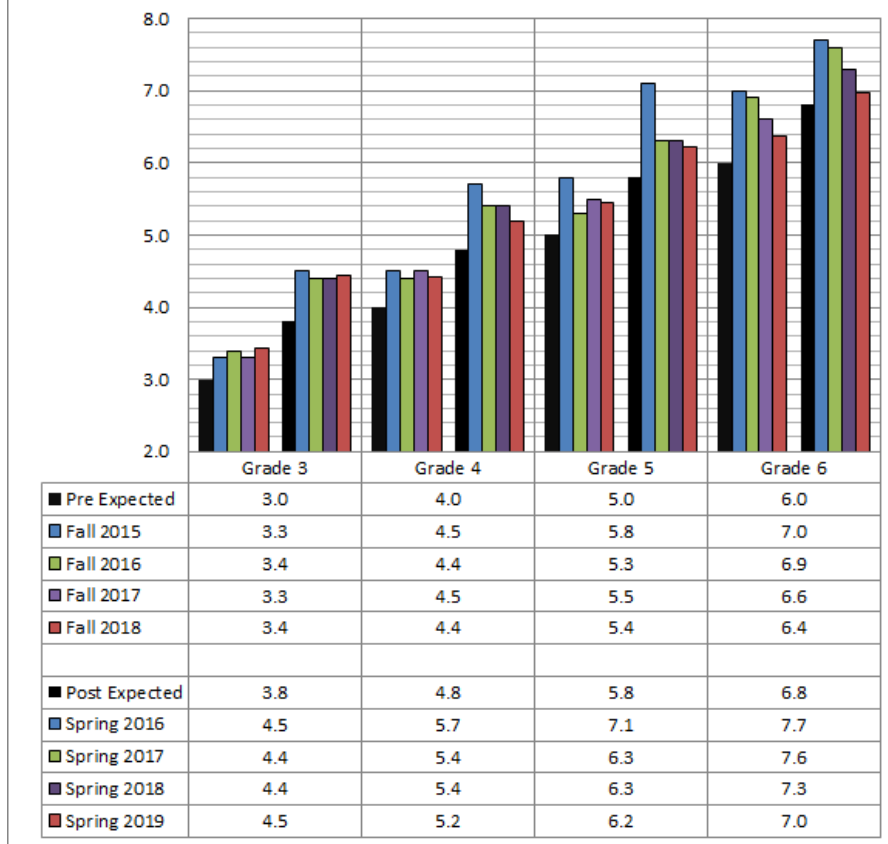


**Analysis**

The Math NWEA graph shows every grade level either met or exceeded NWEA expected RIT scores each testing cycle with the exception of 6th graders during the fall testing cycle. The past four school years, 3rd graders have demonstrated lower math achievement at the beginning of the school year than in previous years. With the exception of 6th grade, teachers are concerned that Saxon Math is not meeting our students’ needs and is not preparing them to be successful on state assessments. Last school year we looked at different math curriculum resources for mainly grades 3-5 in hopes of finding one that better meets our students’ needs. Currently, teachers whose students are performing well on both NWEA and state assessments are having to supplement the Saxon textbook frequently to provide students with the instruction and practice they need to be successful.

Teachers will continue to meet as grade level and department teams, as well as meet in corporation math vertical team meetings to identify specific areas where students are struggling with math achievement. Teachers will utilize NWEA reports to determine specific skills students have yet to master and provide instruction to students. Students needing math remediation, will receive instruction during daily RtI time. Teachers will continue to focus on using the CUBES(circle key numbers, underline the question, box math action words, evaluate what step to take, and solve and check) method to assist students in completing multi-step math problems. Study groups will be held twice a week for grade 5 and 6 students after school where they can receive assistance from teachers after school in all areas of study.

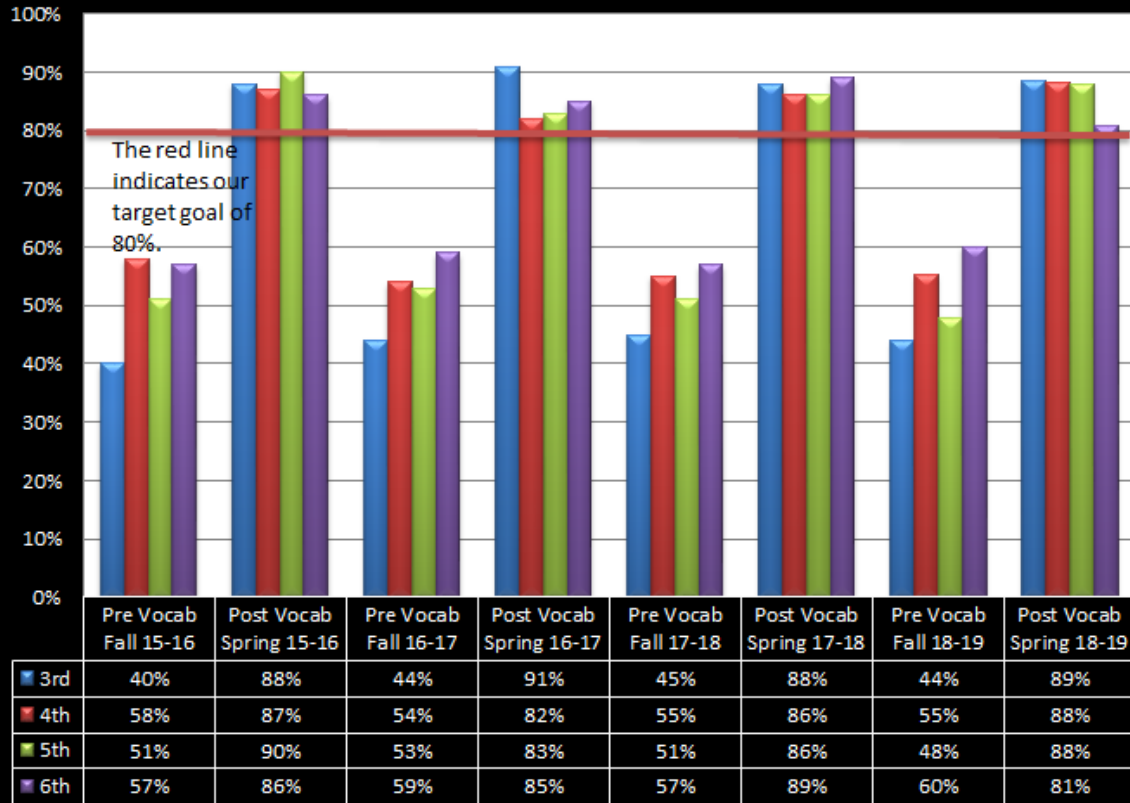
## Centerville Elementary STAR Average Reading Level Scores



### Analysis

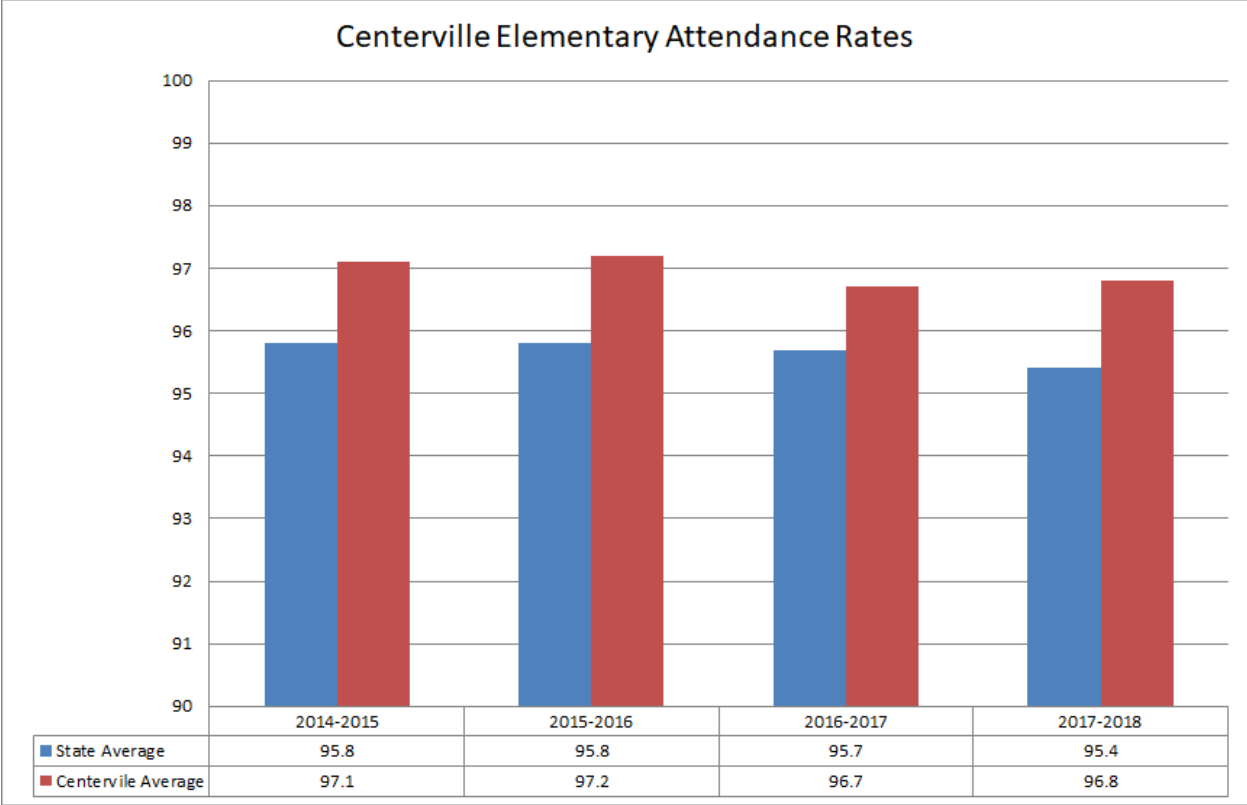
Students in grades 4-6 have greatly exceeded grade level expected reading STAR scores for both the fall and spring testing cycles. Grade 3 students the past four school years have begun the school year much lower than previous 3rd grade classes. However, the 3rd graders make great gains over the course of their 3rd grade school year as shown by STAR reading data. Once students take the STAR reading test and learn their reading level, they have point expectations as set by their grade level to meet by the end of each nine week period. Students are encouraged to read for interest and enjoyment while reading books at their instructional level to improve reading comprehension. As the students' reading comprehension improves their reading levels increase as well. In the past, our elementary students have completed a survey about the effectiveness of SSR time. Survey results showed students enjoy SSR and find themselves taking more AR tests because they are given time at school to read. Giving the students a point goal to meet each 9 week period keeps them focused on reading more which directly correlates with improving their comprehension. Students are required to do both fiction and non-fiction reading. All grade levels have a required amount of non-fiction books students must read each 9 week period.

## Centerville Elementary Vocabulary Scores



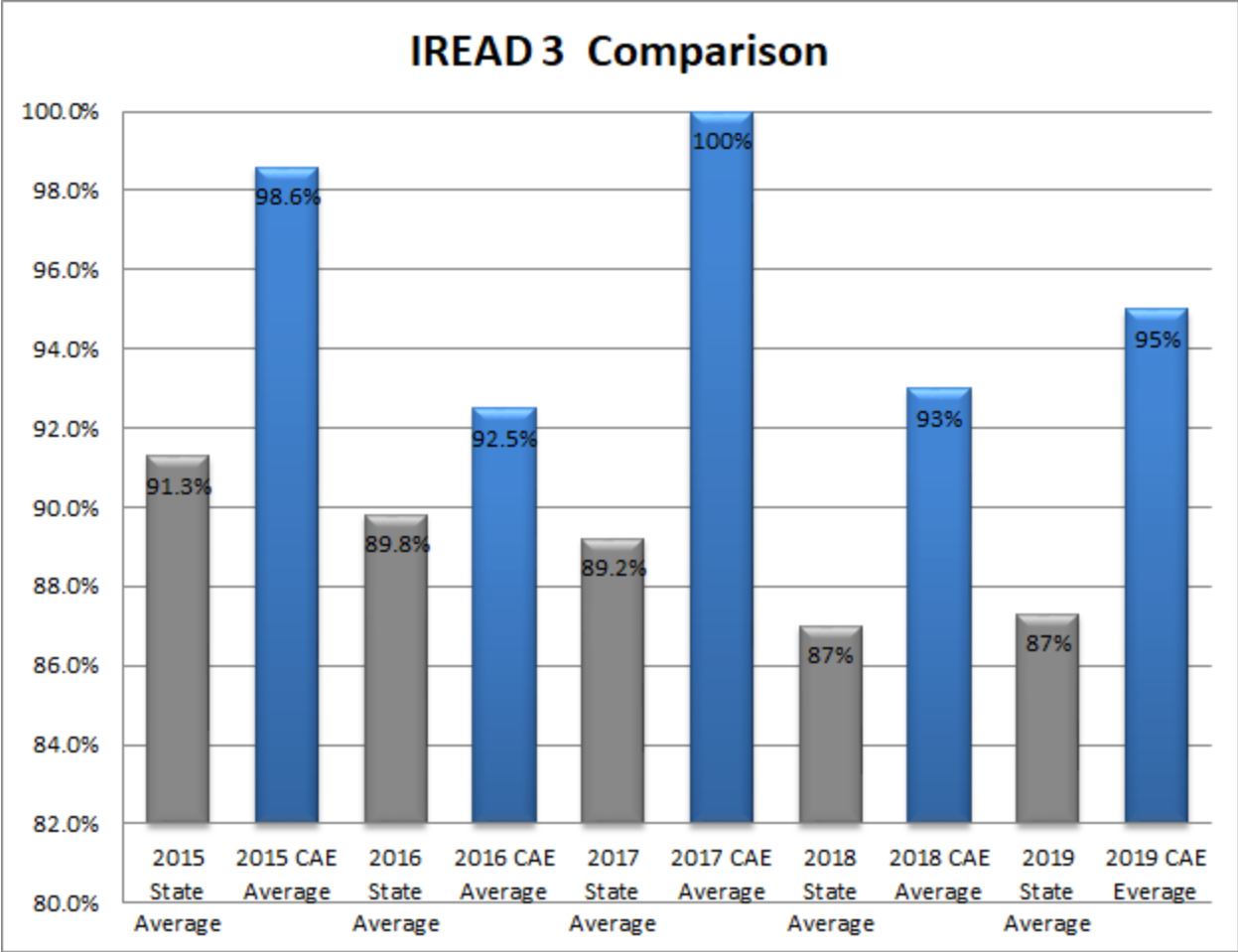
### Analysis

To improve our students' reading comprehension our staff studied the researched based strategies of Robert Marzano. Our students are exposed to new vocabulary words across the curriculum to help them increase their vocabulary. Studies show that the more words students know, the better they will comprehend what they read. For the last four school years, all grade levels exceeded the 80% benchmark. We believe that our focus on vocabulary instruction has impacted our ISTEP+ Language Arts scores, NWEA Reading scores, STAR test scores, and our school-wide AR comprehension percentages positively since we made vocabulary an intervention to meeting our reading comprehension goal. Teachers are encouraged to integrate grade level vocabulary into instruction, when appropriate, and not teach words in isolation to make vocabulary more meaningful for students.



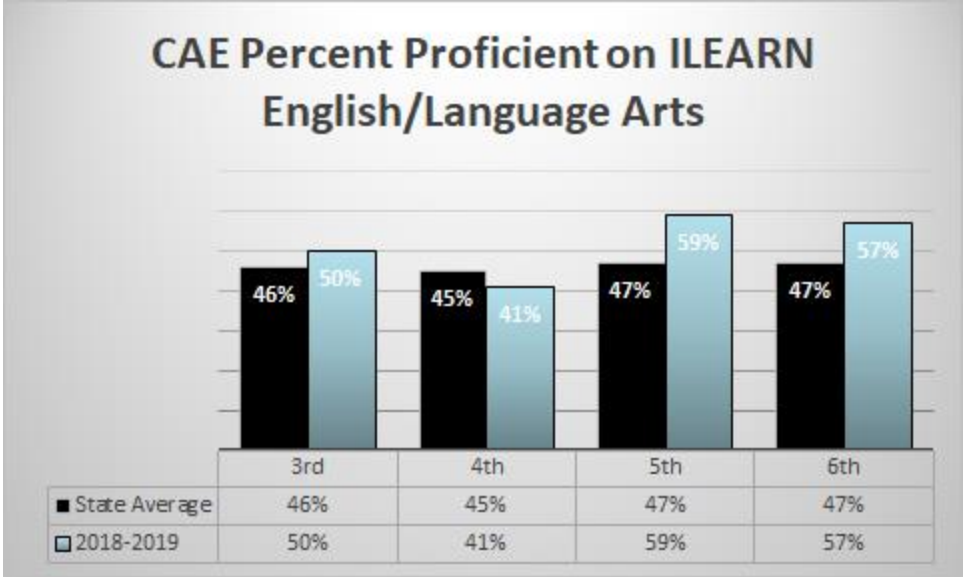
**Analysis**

The attendance rates of Centerville-Abington Elementary have been consistently above the state average. The elementary assistant principal monitors absences and notifies parents of problems in this area. The student handbook clearly states our expectations for attendance and parents must sign off that they have read and understand our attendance policy. Parents are sent letters reminding them of our attendance policy when their child has had two or more unexcused absences or five or more excused absences.



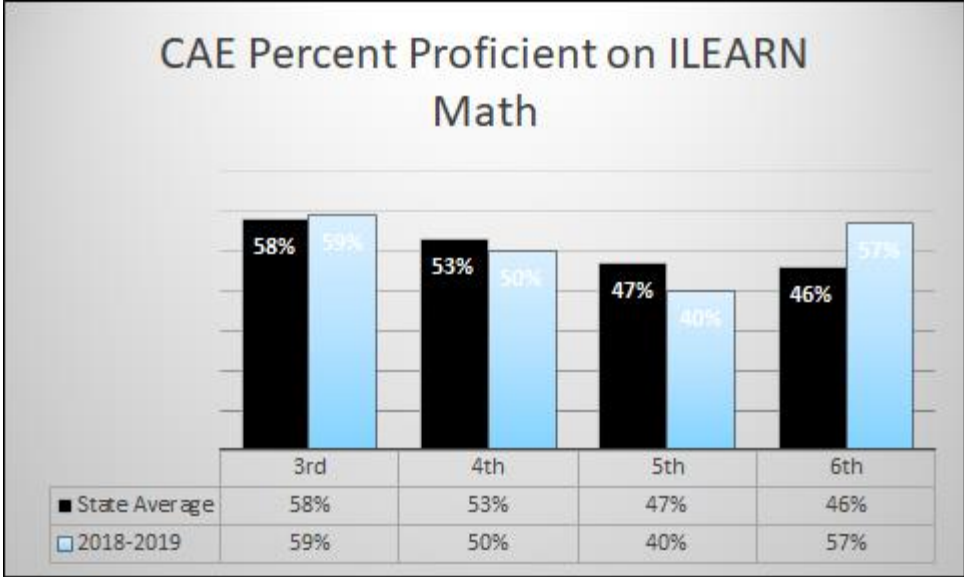
**Analysis**

Our IREAD3 scores for 3rd graders have always exceeded the state average. According to NWEA and STAR reading data, students are beginning 3rd grade lower in the areas of language arts and reading than they were five years ago. In the fall of 2011, students were beginning 3rd grade significantly above the NWEA fall cut score. Beginning 3rd grade scores in the area of language arts and reading have shown a negative trend since 2011. One of the ways we are addressing low performing 3rd graders in the area of reading and phonics is by providing them with small group and/or one on one instruction during daily RTI time, provided by their teacher or special education teacher. We are also providing non-special education students, who are identified as being at-risk for not passing the IREAD3 assessment in the spring, intense reading and phonics instruction in a small group of up to fifteen students daily for 90 minutes.



**Analysis**

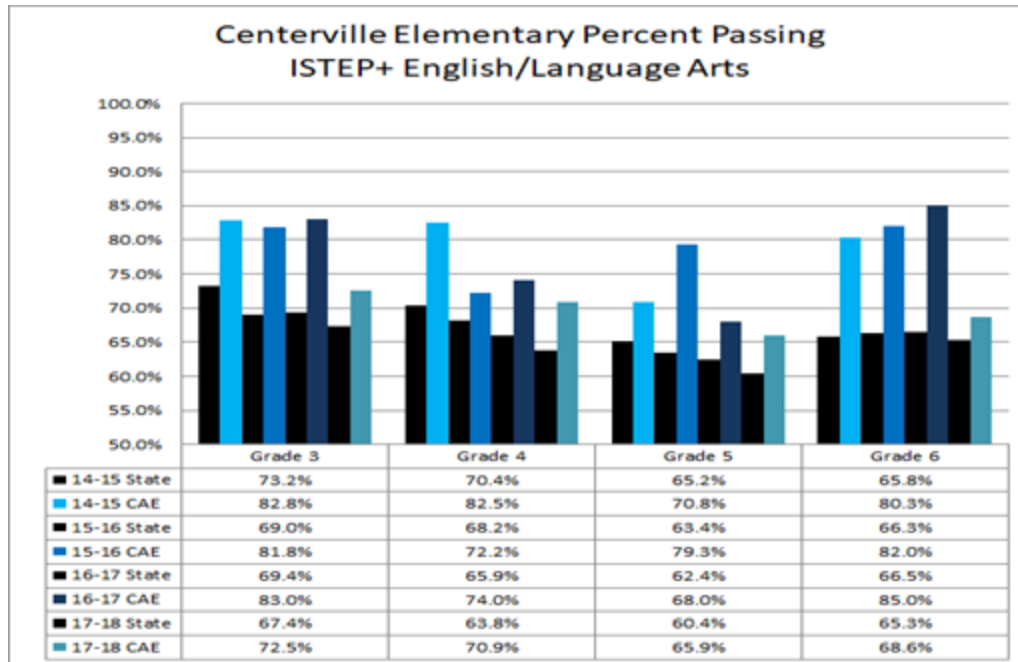
The 2018-2019 school year was the first year the state of Indiana administered the new ILEARN statewide assessment. For the English/Language Arts assessment, our students exceeded the state average passing rate in all grades except for grade four. In preparation for the ILEARN test, teachers spent time attending ILEARN workshops last school year. Teachers will continue to do so this year. Teachers have begun using online programs such as MobyMax, Edulastic, and Readworks to better prepare students for ILEARN. These programs not only help to build skills for students at their individual levels, but also to simulate questions for students in a similar fashion to ILEARN. One concern shared by staff members at CAE is that NWEA scores are not correlating to ILEARN. Students are meeting their NWEA grade level goals, but this is not translating to the results on ILEARN.



**Analysis**

The 2018-2019 school year was the first year the state of Indiana administered the new ILEARN statewide assessment. For math, third and sixth grades were above the state average, while fourth and fifth grades were below the state average. A major focus for both our school and corporation is to raise our math scores for all grade levels above the state average and higher in all grade levels. Last school year, CAE began using programs such as MobyMax to differentiate instruction for our students. Staff members also reviewed different textbooks and curriculum materials. The corporation math vertical team has decided to make math a focus. The goal is to highlight any weaknesses in our curriculum and make appropriate changes. The timeline for this can be seen in our corporation School Improvement Plan. Similar to English/Language Arts, One concern shared by staff members at CAE is that NWEA scores are not correlating to ILEARN. Students are meeting their NWEA grade level goals, but this is not translating to the results on ILEARN.

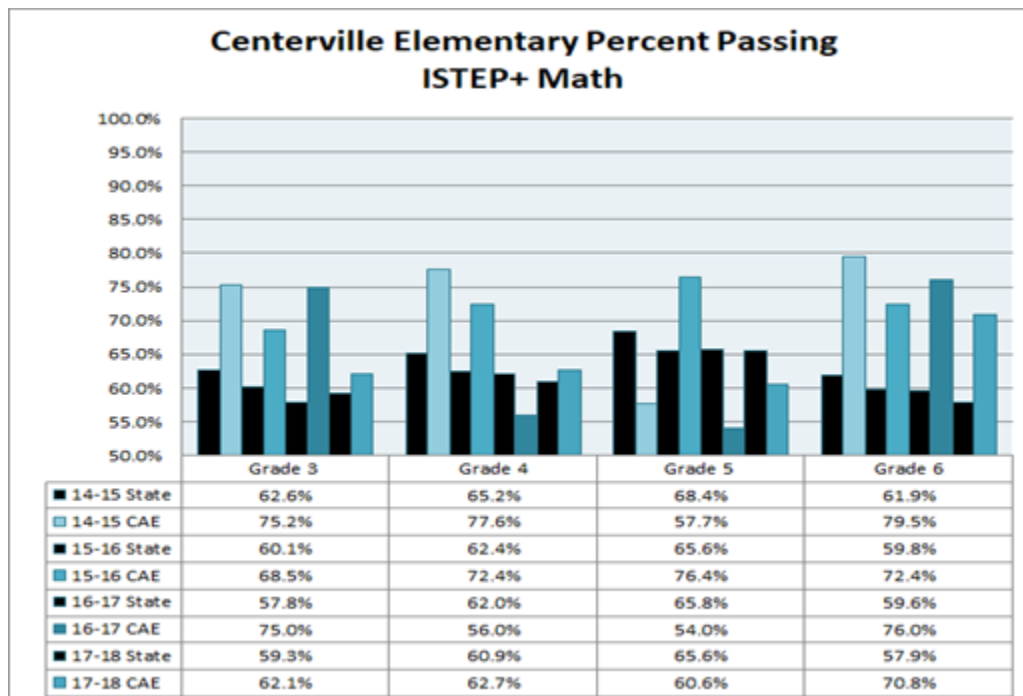




### Analysis

Centerville-Abington Elementary students have consistently performed above the state average on the passing of the language arts portion of ISTEP. We attribute this success in student achievement to our implementation of Self Selected Reading (SSR), a school-wide focus on comprehension data and vocabulary instruction, implementation of student data binders/folders, daily remediation for low performing students, Shurley English, and CLOSE reading strategies being used by teachers in all disciplines. The results of spring 2018 ISTEP English/Language Arts assessment scores correlate with our students' performance on both the NWEA reading and language arts spring assessments. Grade 3-6 students also exceeded the post grade level RIT as established by NWEA on the spring 2018 assessment. The NWEA assessment was a good indicator, in the areas of reading and language arts, of how our students would perform on the 2018 spring ISTEP English/Language Arts assessment. Even though all grade levels exceeded the state average on the English/Language Arts assessment, we are concerned that all grade level average percentage of students passing this assessment dropped from the spring of 2017 to the spring 2018. We feel that there are many factors contributing to this drop. One factor is that over the past several years 3rd graders are not as high achieving when they begin 3rd grade as they have been in the past according to NWEA and STAR data. Another factor is our special education student population has increased significantly over the past 7 years. As our special education population increases, the more students receiving services can't pass the ISTEP assessment. In 2017, 21% of our special education students did not pass the English/Language Arts ISTEP assessment and in 2018 31% of our special education students did not pass the English/Language Arts ISTEP assessment. Another factor we see affecting our achievement scores is the number of transfer or move-in students who are below grade level when they begin school at Centerville Elementary. In 2017 and also in 2018, 20% of our grade 3-6 transfer students did not pass the English/Language Arts ISTEP assessment.

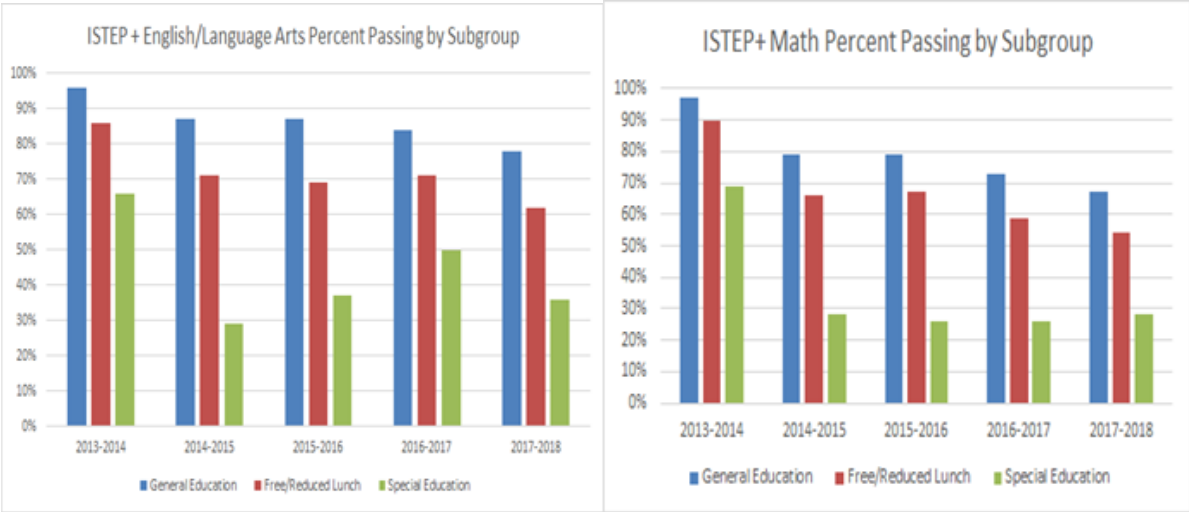
Grade levels and departments are looking closely at student data and are making changes to instruction, as well as the amount of instructional time given to Language Arts, in hopes of increasing student scores on the new Indiana ILEARN assessment given to students in the spring of 2019. Teachers from each grade level are attending workshops to increase their knowledge of the skills students must have to be successful on the ILEARN assessment in the spring. These teachers are sharing this knowledge with their grade levels and departments. All teachers are encouraged to use the RACE (restate question, answer all parts of the question, cite evidence from text, and explain how evidence supports the answer) strategy with their students when answering questions in all disciplines, CLOSE reading strategies to assist with reading comprehension, and 6+ 1 Traits Writing. K-12 English vertical team meetings will be held at least once each semester to analyze student data and discuss instructional resources and instructional practice.



Analysis

Grades 3 and 6 have consistently performed above the state average on the math ISTEP assessment for the past 4 years. During the 2016-17 school year grade 4 and 5 students performed below the state average on the math ISTEP assessment. During the 2017-18 school year all grade levels performed above the state average on the math ISTEP assessment with the exception of 5th grade. The NWEA spring math assessment was not a good indicator for how our students would perform on the math ISTEP assessment for grade 5. Grade 5 students exceeded the spring NWEA math spring RIT score, however, were unable to perform above the state average on the math 2018 ISTEP assessment. With the exception of 6th grade, we are very concerned about our students' math performance on the ISTEP assessment. We feel that many factors have contributed to decreased student achievement in the area of math for grades 3-5. Grade 3 students the past three school years have scored lower on the fall math NWEA assessment than in previous years. These cohorts of students are not catching up in math achievement until 6th grade. Another factor we feel is affecting our student math scores is the increasing amount of special education students we are servicing. In 2017, 21% of our special education students did not pass the math portion of ISTEP and in 2018, 33% did not pass. We also feel that our math achievement at the elementary has been affected by the number of transfer students that are not able to pass the state test. In 2017, 19% of our transfer students did not pass the math portion of ISTEP and in 2018, 24% did not pass.

To prepare our students for the new state assessment, our teachers are attending workshops to gain a better understanding of ILEARN. Teachers are meeting as grade levels and departments to map out standards as recommended by leaders at ILEARN workshops. K-12 math vertical team meetings will be held at least once each semester to analyze student math data and discuss math teaching resources and instructional practices. Teachers are continuing to use CLOSE reading strategies such as the CUBES(circle key numbers, underline the question, box math action words, evaluate what step to take, and solve and check) method when teaching students to attack multi-step math problems. Teachers are utilizing NWEA student data as well as weekly formative assessments to help them plan instruction and practice for students. Students are using Sumdog or Study Island as a way to practice math skills and enhance learning. Grade 3-5 teachers are concerned about Saxon math meeting their students' needs. We will be viewing other math curriculum materials during the 2018-19 school year in hopes of finding a program that is more aligned to the new state assessment, ILEARN.



**Analysis**

There is a definite achievement gap in both math and English/Language arts when comparing our general education students to our special education students. This gap is even more noticeable in the area of math. Since the 2013-14 school year our special education numbers have increased by

over 20 students and have almost doubled since the 2011-12 school year. During the 2018-19 school year, with 46 new students enrolled at Centerville Elementary, 11 (29%) came to us with IEP's. Centerville Elementary has always prided itself in the amount of services it has been able to give special needs students, however, our special education staff is stretched thin and are many times only able to give students the required amount of instruction per IEP's. We have had to use some of our non-special education staff to help support special education students, which takes away from our general education students. It is becoming more difficult to provide these students with more instruction than what is required by IEP's. There is a small achievement gap between students who are able to pay for school lunch and those who qualify for free or reduced lunches. We have always prided ourselves in being able to provide students from a low socio-economic background the support they need to be successful.

General education teachers will continue to work closely with special education staff to support our students with IEP's. Due to an increase in special education students over the years, we have been pulling students from their general education classrooms into small groups to address their specific learning needs. We are hoping to provide more inclusion services in the future for students so they miss minimal instruction in their general education classrooms. General education teachers would like the opportunity to support their less severe special needs' students in the classroom to help decrease the gap in achievement between general education students and special education students, however, this would require more special education assistance.