



AzMERIT 2016-17

Board Presentation

September 20, 2016



LHUSD Achievement Profiles 2014

School	Points Earned 2014	Letter Grade 2014
Havasupai	148	A
Jamaica	146	A
Nautilus	155	A
Oro Grande	135	B
Smoketree	131	B
Starline	140	A
Thunderbolt	126	B
LHHS	129	B
District	139	B



AzMERIT

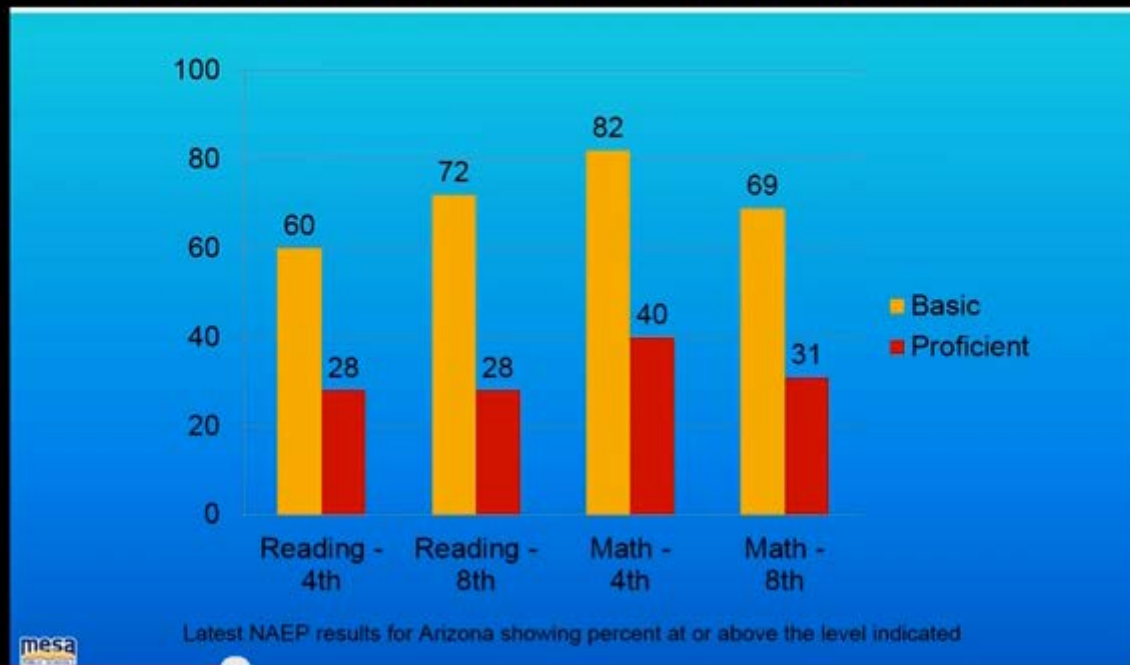
- AzMERIT is unique to Arizona. It is based on an AZ test blueprint which determined the objectives measured, the number of items per objective and the cognitive demand (application, recall, analysis, etc).

AIMS/AzMERIT

- It's inappropriate to compare the two tests. AzMerit had more cognitively demanding items and there is significant differences in content with the new standards.
- It should be noted that AIMS served as a high school exit exam, while AzMERIT serves as an indicator of college and or career readiness.

NAEP and AzMERIT Scores

Expectations Moved From the NAEP Basic Level Closer to Proficient Level



Performance levels

- The performance levels were set by veteran Arizona teachers in the summer of 2015. Four categories were established:
 - Minimally proficient
 - Partially proficient
 - Proficient
 - Highly proficient

Subject Performance Level Descriptors

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Detailed	6.RL.1	loosely refers to the text to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RL.2	identifies a theme or central idea of a text; provides a basic list of events in a text.	identifies a theme or central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates themes or central ideas in regard to major/minor themes and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Detailed	6.RL.3	identifies a basic plot of a particular story or drama and recognizes that the characters change during the story.	describes how the plot of a particular story or drama unfolds and how the characters change overall.	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Detailed	6.RL.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.



Resources For Parents

- Letter from district
- Brochures/ English and Spanish
- Link to AzMERIT resources

2015

ELA

Grade	Number of Students Tested	Percent Passing
Grade 3	369	52%
Grade 4	395	48%
Grade 5	440	42%
Grade 6	435	39%
Grade 7	398	34%
Grade 8	431	42%
Grade 9	416	19%
Grade 10	395	27%
Grade 11	356	29%

2016

ELA

Grade	Number of Students Tested	Percent Passing
Grade 3	394	52%
Grade 4	381	50%
Grade 5	392	55%
Grade 6	429	50%
Grade 7	442	37%
Grade 8	391	31%
Grade 9	479	35%
Grade 10	439	28%
Grade 11	411	33%

Change

0

+2

+13

+11

+3

-11

+16

+1

+4

2015

Math

Grade	Number of Students Tested	Percent Passing
Grade 3	371	61%
Grade 4	397	48%
Grade 5	440	52%
Grade 6	436	34%
Grade 7	403	34%
Grade 8	436	39%
Algebra I	371	39%
Geometry	372	33%
Algebra II	330	30%

2016

Math

Grade	Number of Students Tested	Percent Passing
Grade 3	394	59%
Grade 4	381	54%
Grade 5	392	64%
Grade 6	432	52%
Grade 7	448	32%
Grade 8	314	23%
Algebra I	497	38%
Geometry	397	39%
Algebra II	413	35%

Change

-2

+6

+12

+18

-2

-16

-1

+6

+5

2016 Grades 1-3

		ELA		MATH	
		<u>Student</u>	<u>Percent</u>	<u>Student</u>	<u>Percent</u>
<u>Grade</u>	<u>Count</u>	<u>Count</u>	<u>Passing</u>	<u>Count</u>	<u>Passing</u>
3	53	53	57%	53	57%
4	51	51	48%	62	39%
5	46	46	46%	46	57%
6	65	65	43%	66	48%

		ELA		MATH	
		<u>Student</u>	<u>Percent</u>	<u>Student</u>	<u>Percent</u>
<u>Grade</u>	<u>Count</u>	<u>Count</u>	<u>Passing</u>	<u>Count</u>	<u>Passing</u>
3	54	54	56%	54	65%
4	55	55	38%	55	45%
5	57	57	44%	57	44%
6	52	52	42%	53	43%

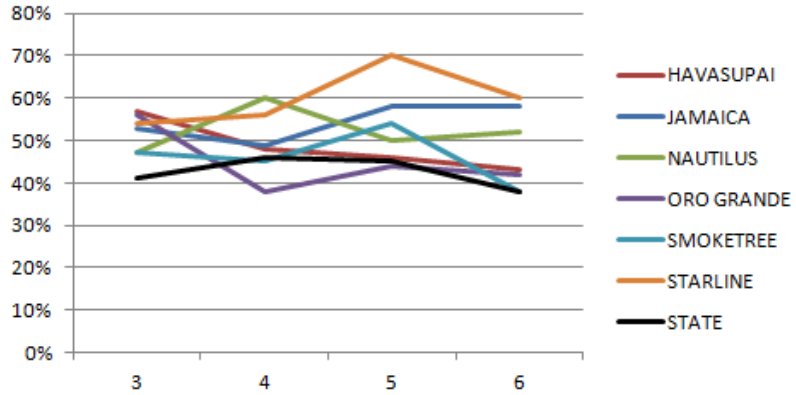
		ELA		MATH	
		<u>Student</u>	<u>Percent</u>	<u>Student</u>	<u>Percent</u>
<u>Grade</u>	<u>Count</u>	<u>Count</u>	<u>Passing</u>	<u>Count</u>	<u>Passing</u>
3	86	86	53%	86	50%
4	73	73	49%	73	48%
5	90	90	58%	90	67%
6	86	86	58%	87	54%

		ELA		MATH	
		<u>Student</u>	<u>Percent</u>	<u>Student</u>	<u>Percent</u>
<u>Grade</u>	<u>Count</u>	<u>Count</u>	<u>Passing</u>	<u>Count</u>	<u>Passing</u>
3	74	74	47%	75	61%
4	58	58	45%	58	60%
5	65	65	54%	65	65%
6	81	81	38%	81	41%

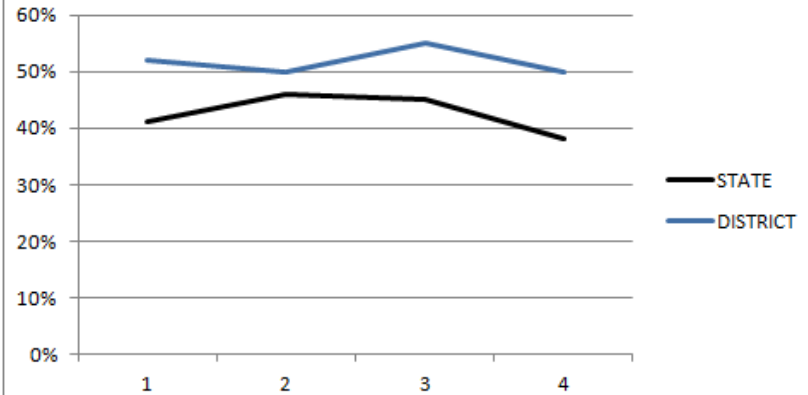
		ELA		MATH	
		<u>Student</u>	<u>Percent</u>	<u>Student</u>	<u>Percent</u>
<u>Grade</u>	<u>Count</u>	<u>Count</u>	<u>Passing</u>	<u>Count</u>	<u>Passing</u>
3	43	43	47%	44	66%
4	43	43	60%	43	72%
5	48	48	50%	48	73%
6	46	46	52%	46	61%

		ELA		MATH	
		<u>Student</u>	<u>Percent</u>	<u>Student</u>	<u>Percent</u>
<u>Grade</u>	<u>Count</u>	<u>Count</u>	<u>Passing</u>	<u>Count</u>	<u>Passing</u>
3	84	84	54%	82	61%
4	90	90	56%	90	60%
5	86	86	70%	86	74%
6	99	99	60%	99	64%

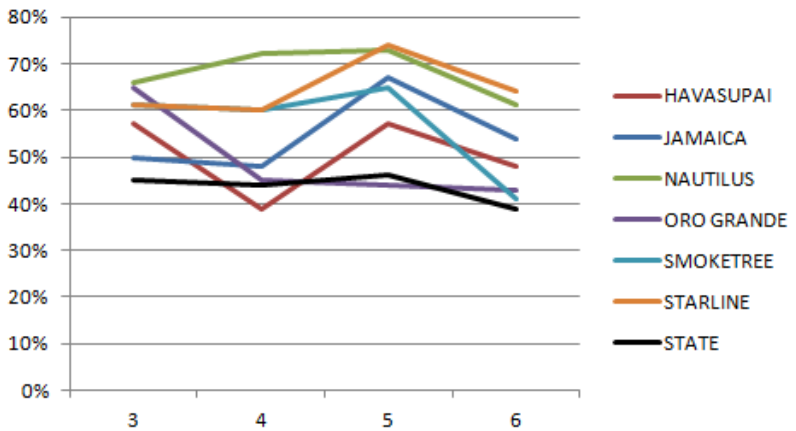
Percentage Passing - ELA



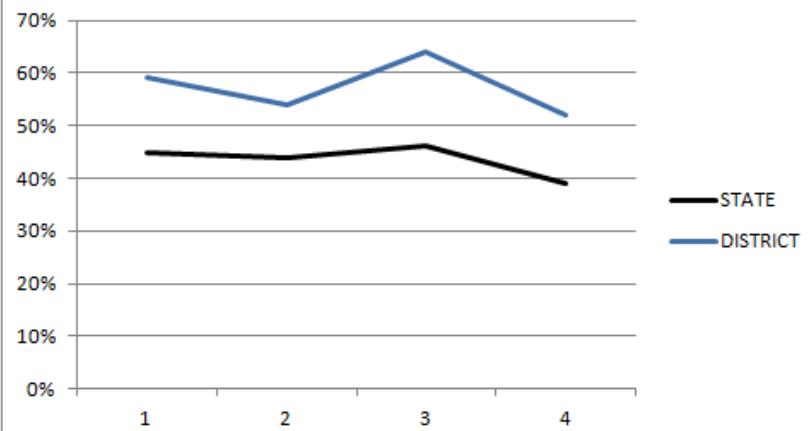
Percentage Passing - ELA



Percentage Passing - Math



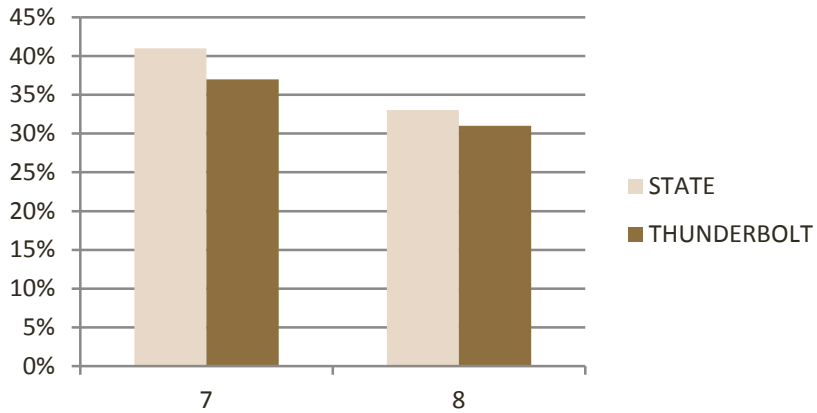
Percentage Passing - Math



2016 Grades

7-8

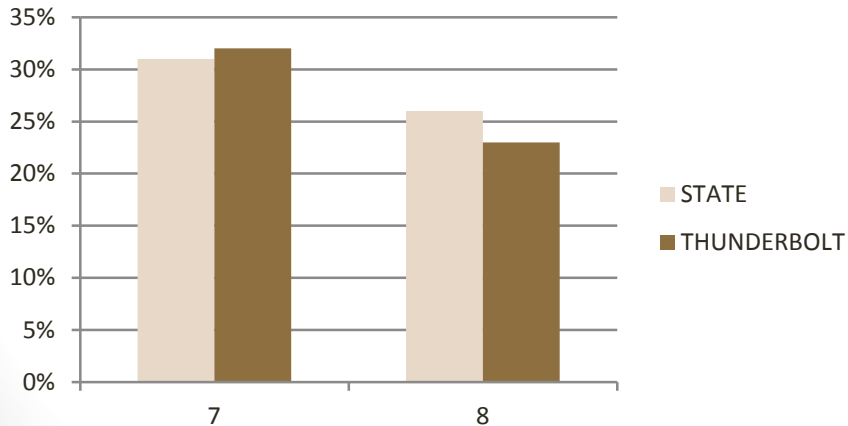
Percentage Passing - ELA



THUNDERBOLT

Grade	ELA		MATH	
	Student	Percent	Student	Percent
	Count	Passing	Count	Passing
7	442	37%	448	32%
8	391	31%	314	23%

Percentage Passing - Math



STATE

Grade	ELA		MATH	
	Student	Percent	Student	Percent
	Count	Passing	Count	Passing
7	84117	41%	81800	31%
8	82762	33%	69829	26%

2016 Grades 9-11

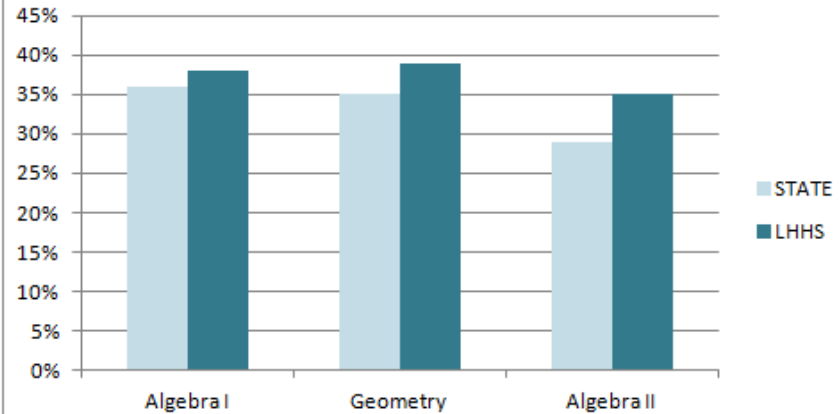
LHHS

Grade	ELA		MATH	
	Student	Percent	Student	Percent
	Count	Passing	Count	Passing
9	479	35%	497	38%
10	439	28%	397	39%
11	411	33%	413	35%

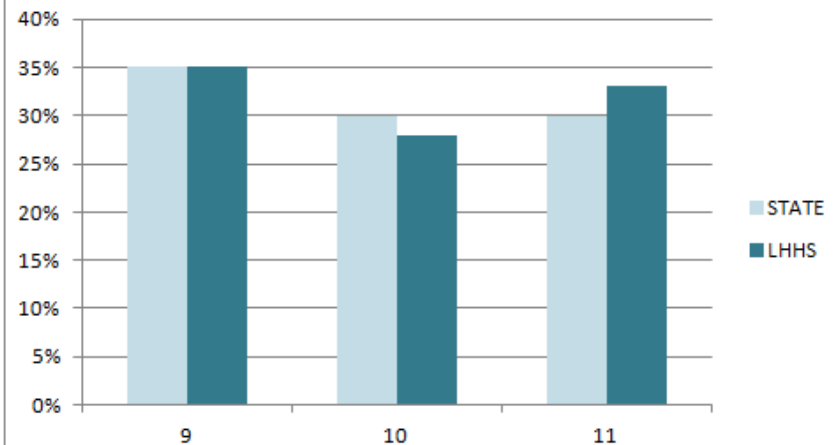
STATE

Grade	ELA		MATH	
	Student	Percent	Student	Percent
	Count	Passing	Count	Passing
Algebra I	80071	35%	82547	36%
Geometry	73354	30%	71592	35%
Algebra II	64791	30%	60852	29%

Percentage Passing - Math



Percentage Passing - ELA





What Are We Doing Now?

- Teachers
- Mentoring
- Horizontal and vertical articulation
- Community support/ASU/STEM
- Principals/leadership



Resources for staff and students

- Thinking Maps online learning community
- Grammar Scope and Sequence k-9
- The Painless, Plan-less Grammar Guide
- Write From the Beginning and Beyond
- QAR/Close Reading



Articulation

Good evening, First Grade Teachers!

We have an articulation meeting scheduled for Thursday, March 3. Prior to this meeting, I am asking each team to review our Curriculum Map Pacing Guides. We need to make some changes to the guides by changing some of our standards to Mastery Performance VS Mastery Galileo. We can do this with any of our standards for any quarter. Our goal will be to create a more comprehensive Galileo Planner that will be more teacher-friendly in terms of assessment data.

During the meeting, we will spend time reviewing each school's suggestions and hopefully come to a consensus on what items can be changed.

In addition, I am asking each teacher to email me feedback on the following:

- 3 things that you would be willing to share with other first grade teachers
- 2 suggestions that you have regarding becoming a "team" across the district
- 1 concern that you have about first grade district-wide (can be concerns about building to building procedures/systems)

If you would email me the above information by Friday, February 26, it would be greatly appreciated. Thank you.

I am attaching the current Pacing Guides for Math and ELA.

I have also attached a sample reading practice, spelling list and spelling form that we use at Oro Grande. I know we have discussed this at previous meetings and I just wanted to share our format with each of you. If you would like to see other materials we have created, please do not hesitate to contact us.

Thank you.

Christina Musselman
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LHUSD #1



Strategic Planning

- New Superintendent/ Stages of Implementation
- Conforming all aspects of the organization to strategic action, including: elimination of redundancy, justification of all programs and projects based on return on investment, and abandonment of irrelevant or non-productive activities.