

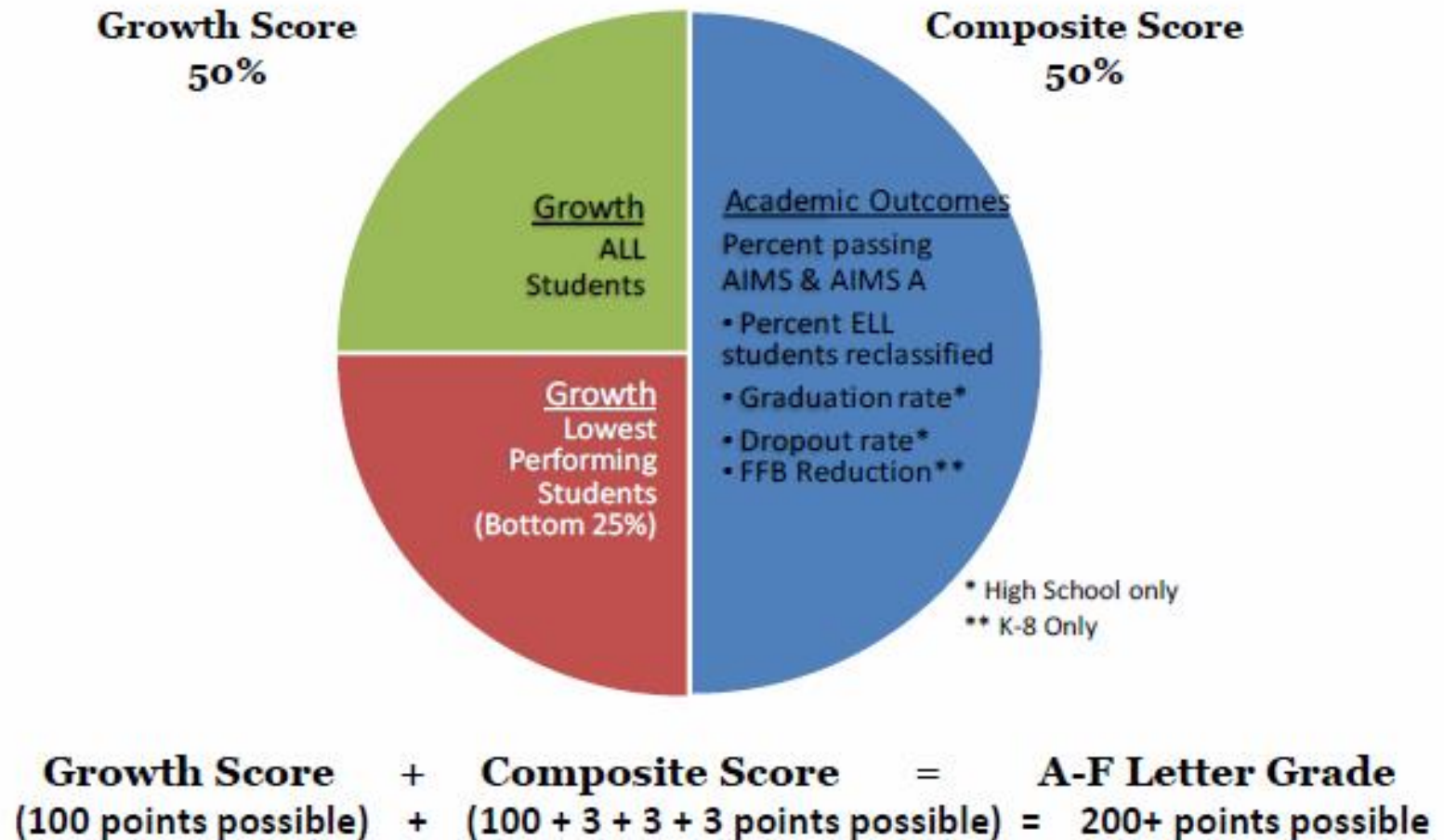
# **2013-2014 Year-End Data**

## **SALOME CONSOLIDATED SCHOOL DISTRICT**

Prepared by Charlotte I. Wing, PhD  
Wings Educational Services, LLC

# A – F State Accountability for Traditional Schools

2



# Salome Elementary

## 2014 State Accountability A-F Summary

3

2014 Percent Passing of FAY Students AIMS and AIMS A		
Grade	Reading	Mathematics
3	35%	6%
4	50%	25%
5	50%	25%
6	89%	67%
7	100%	56%
8	71%	71%
Percent Passing -- All Students		49%

# Salome Elementary

## 2014 State Accountability A-F Summary

4

Composite Score Components	Points
Percent Passing AIMS and AIMS A	49
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional Points	N/A
FFB Rate Additional Points	3
<b>Total Composite Points</b>	<b>52</b>

# Salome Elementary

## 2014 State Accountability A-F Summary

5

Median Percentile Rank		
Grade	Reading	Mathematics
3	41	23
4	34	14
5	48.5	83
6	95	86
7	74	84
8	83	64
All Students (Across Grades)	55	62.5
Median Percentile Rank -- All Students		58.75
Median Percentile Rank -- Bottom 25%		54
Total Growth Points		56

# Salome Elementary

## 2014 State Accountability A-F Summary

6

All Points	
Composite Score	52
Growth Score (+ 1 point)	57
Total Points (Composite + Growth Scores)	109
Percent Tested (FAY + Non-FAY students)	96%
<b>Final A-F Letter Grade</b>	<b>C</b>

# Salome Elementary

## 2014 State Accountability A-F Summary

7

**Composite Score** + **Growth Score** = **A-F Letter Grade**  
( 100 points possible ) + ( 100 points possible ) = 200 possible points

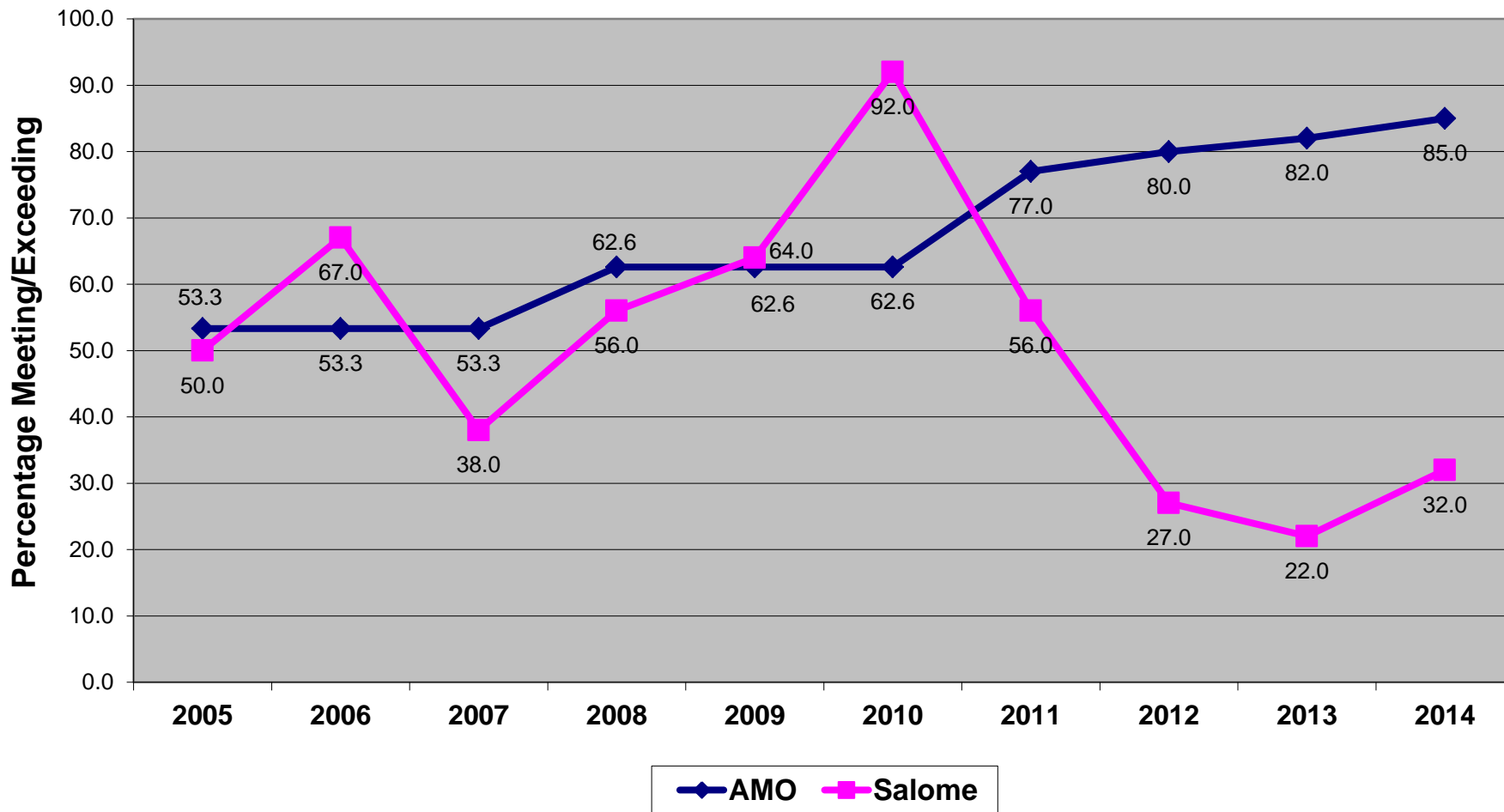
<b>A</b> <b>(140-200)</b>	“A” schools earn points equal to a school that has 90% of students passing AIMS and achieves typical or greater growth with its population of students.
<b>B</b> <b>(120-139)</b>	“B” schools earn points equal to a school that has 70% of students passing AIMS and achieves typical or greater growth with its population of students.
<b>C</b> <b>(100-119)</b>	“C” schools earn points equal to a school that has 50% of students passing AIMS and achieves typical or greater growth with its population of students.
<b>D</b> <b>(0-99)</b>	“D” schools earn less points than a school that has 50% of students passing AIMS and achieves typical or greater growth with its population of students.

# **Student Achievement**

## **Summative Data**

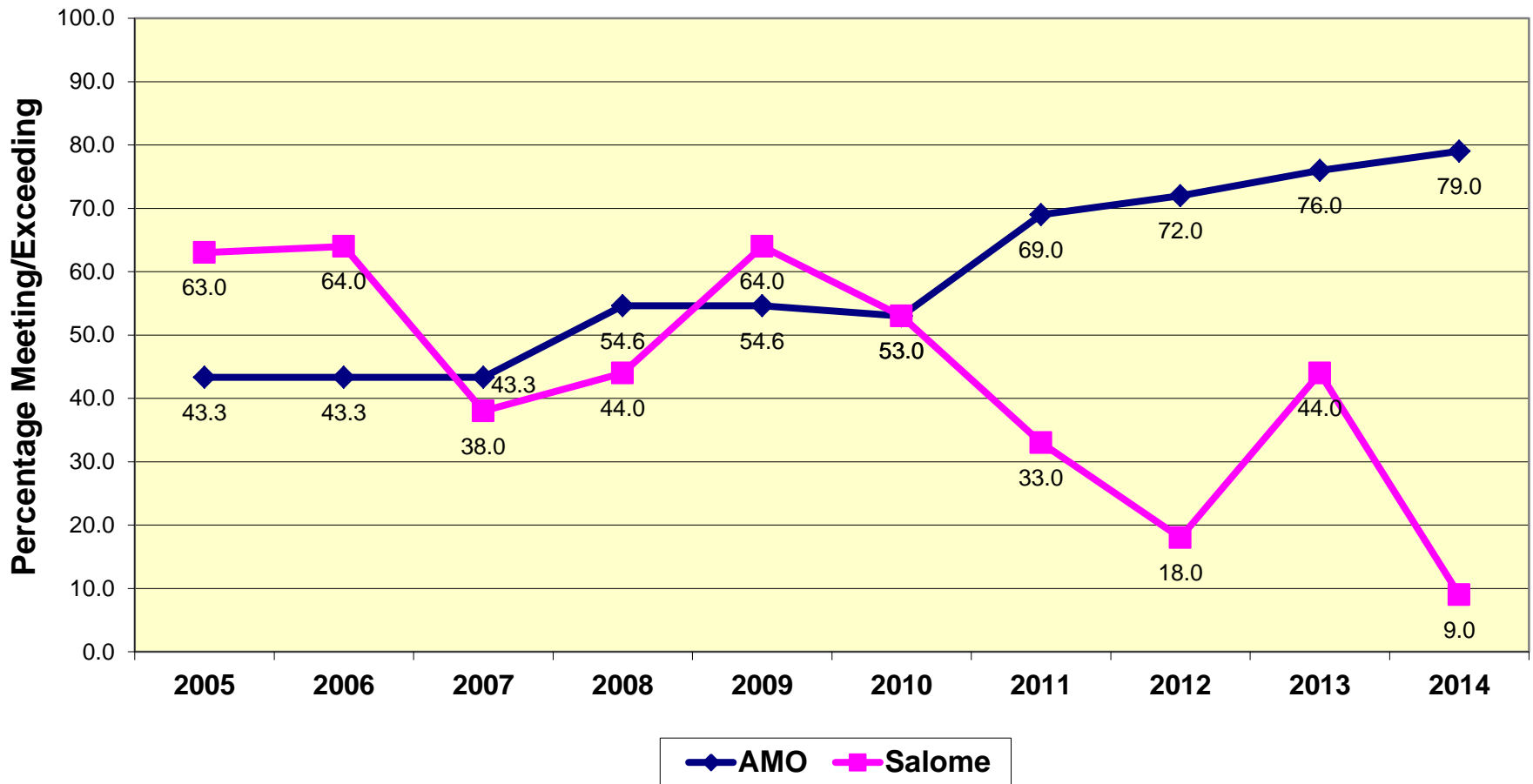
# Grade 3 Reading

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



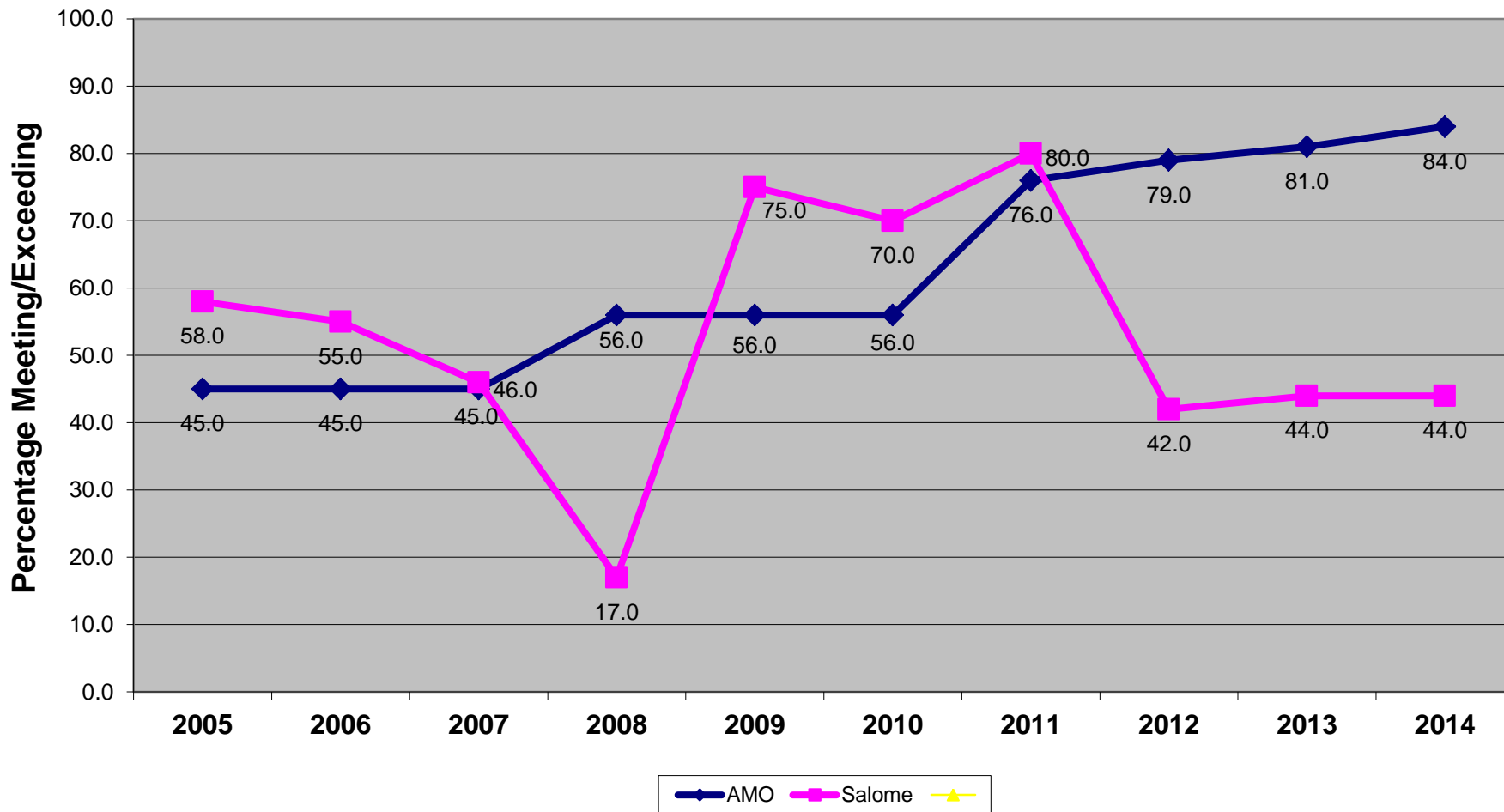
# Grade 3 Math

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



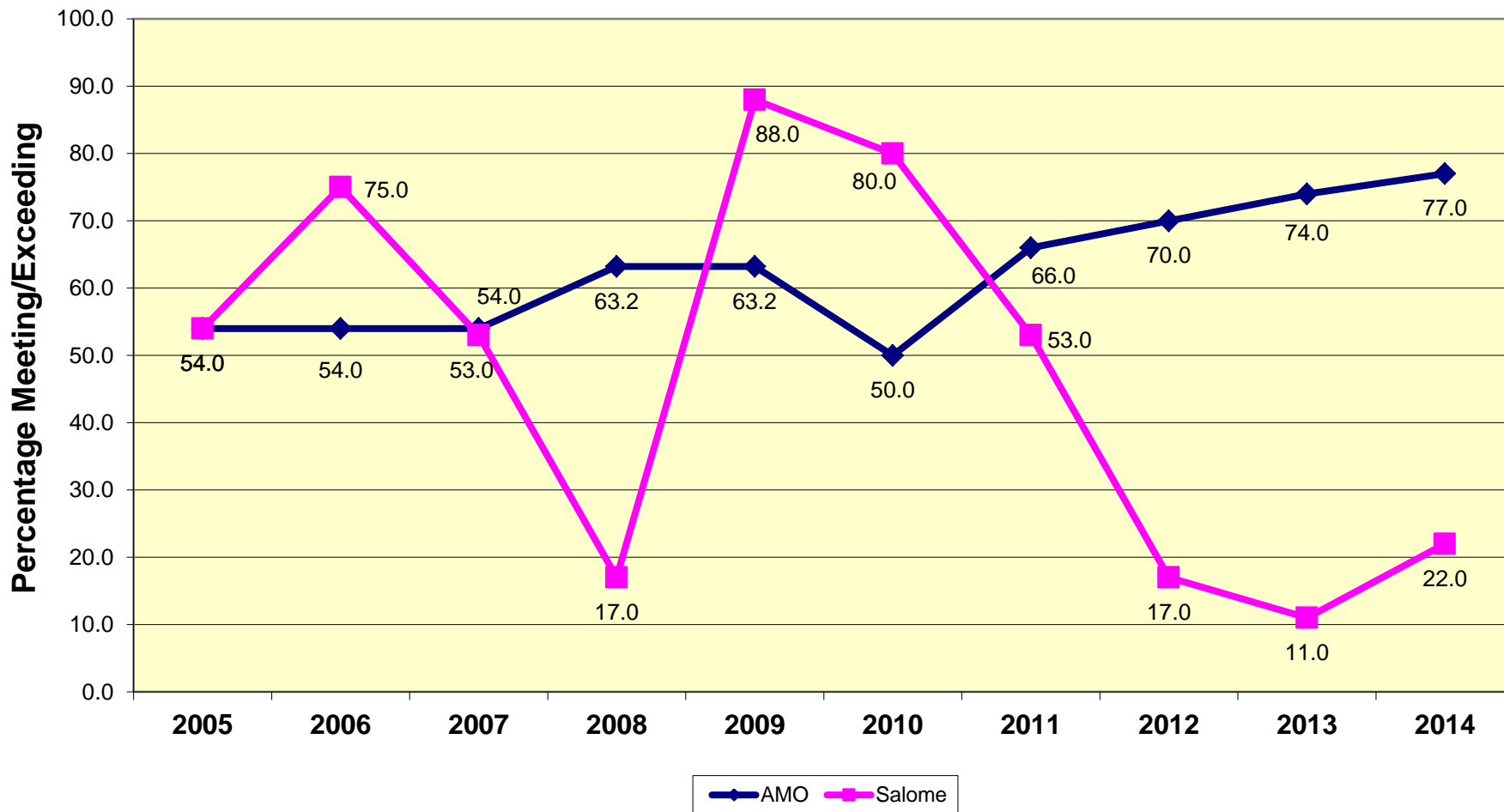
# Grade 4 Reading

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



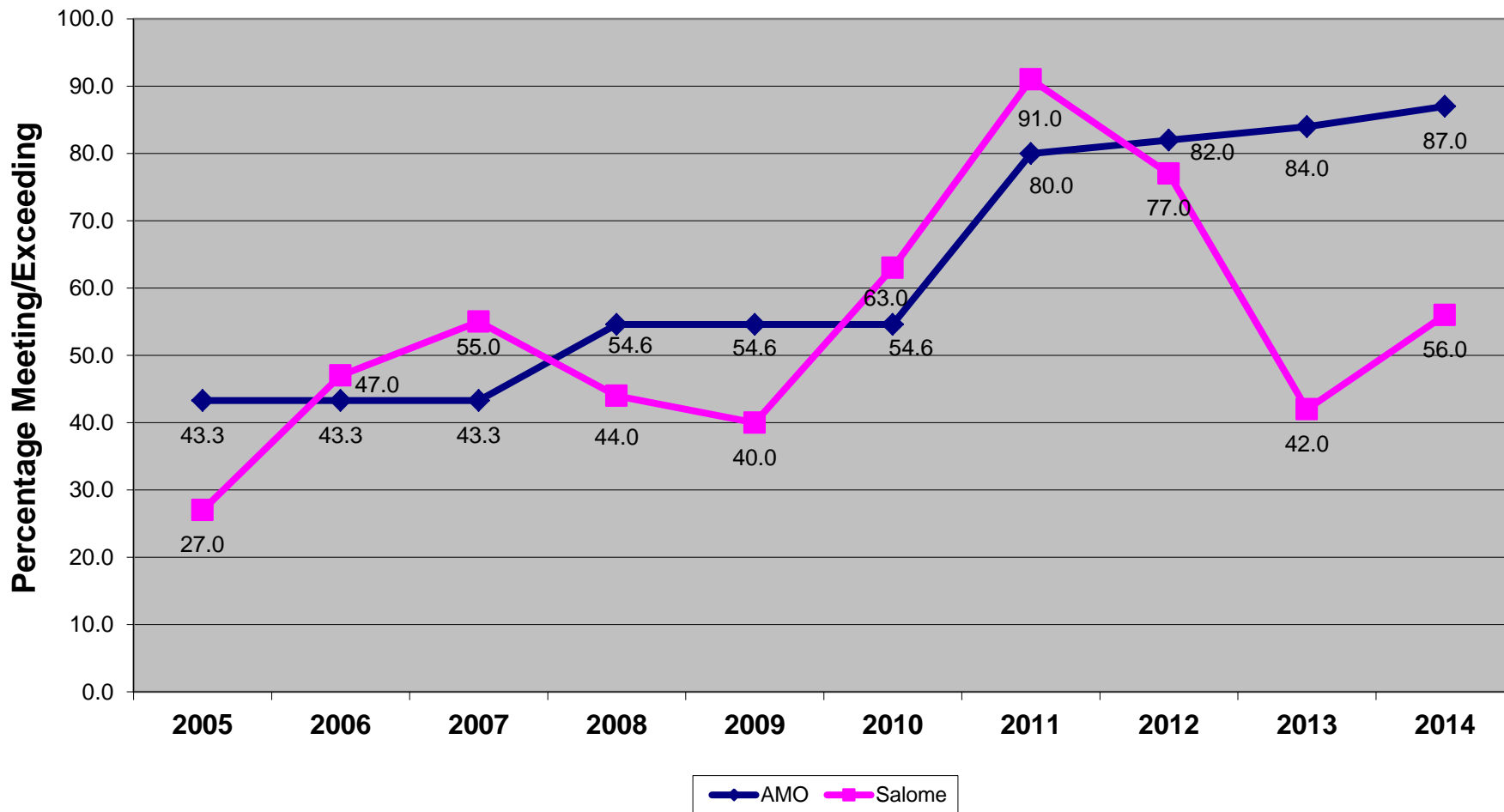
# Grade 4 Math

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



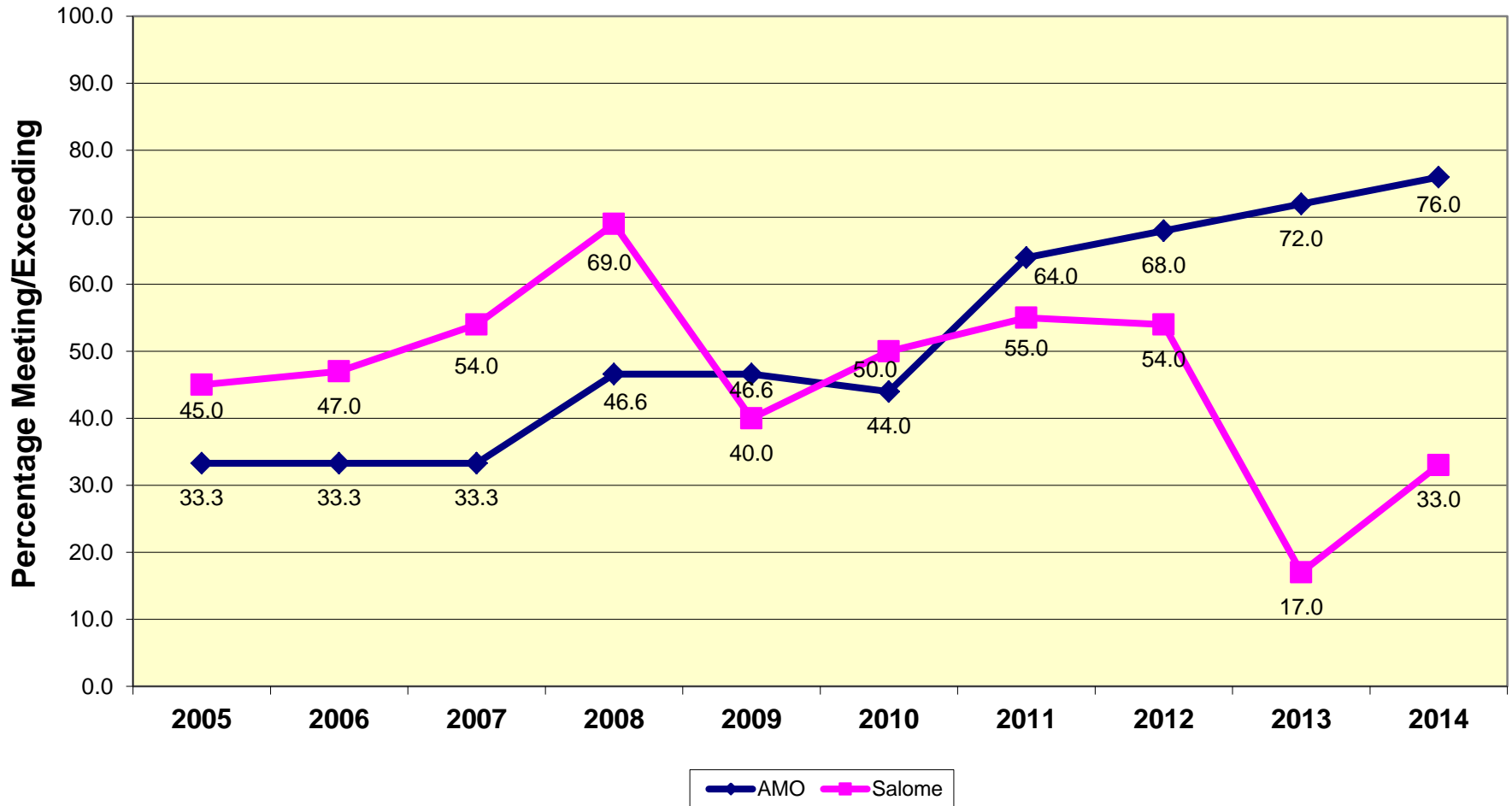
# Grade 5 Reading

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



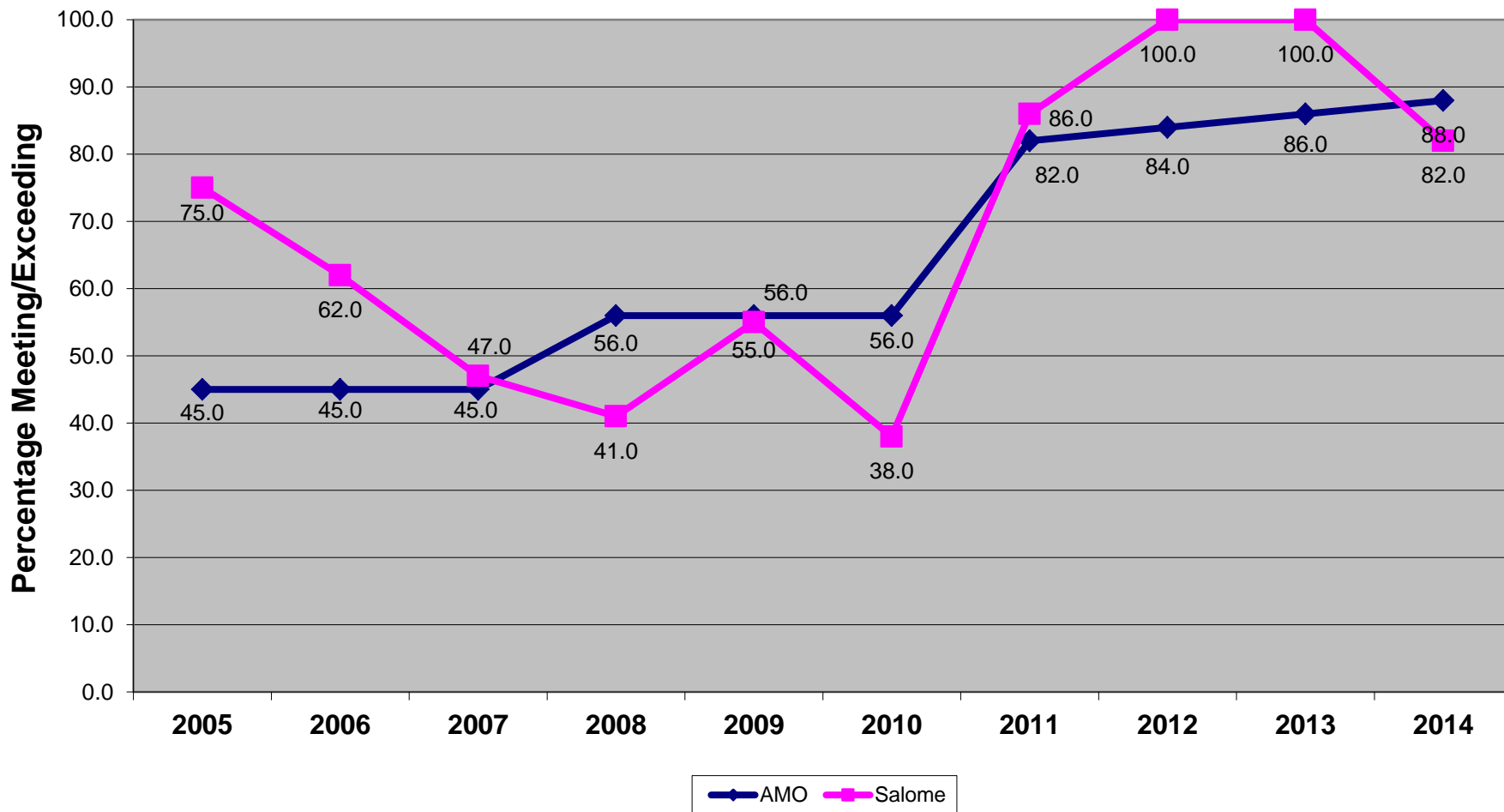
# Grade 5 Math

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



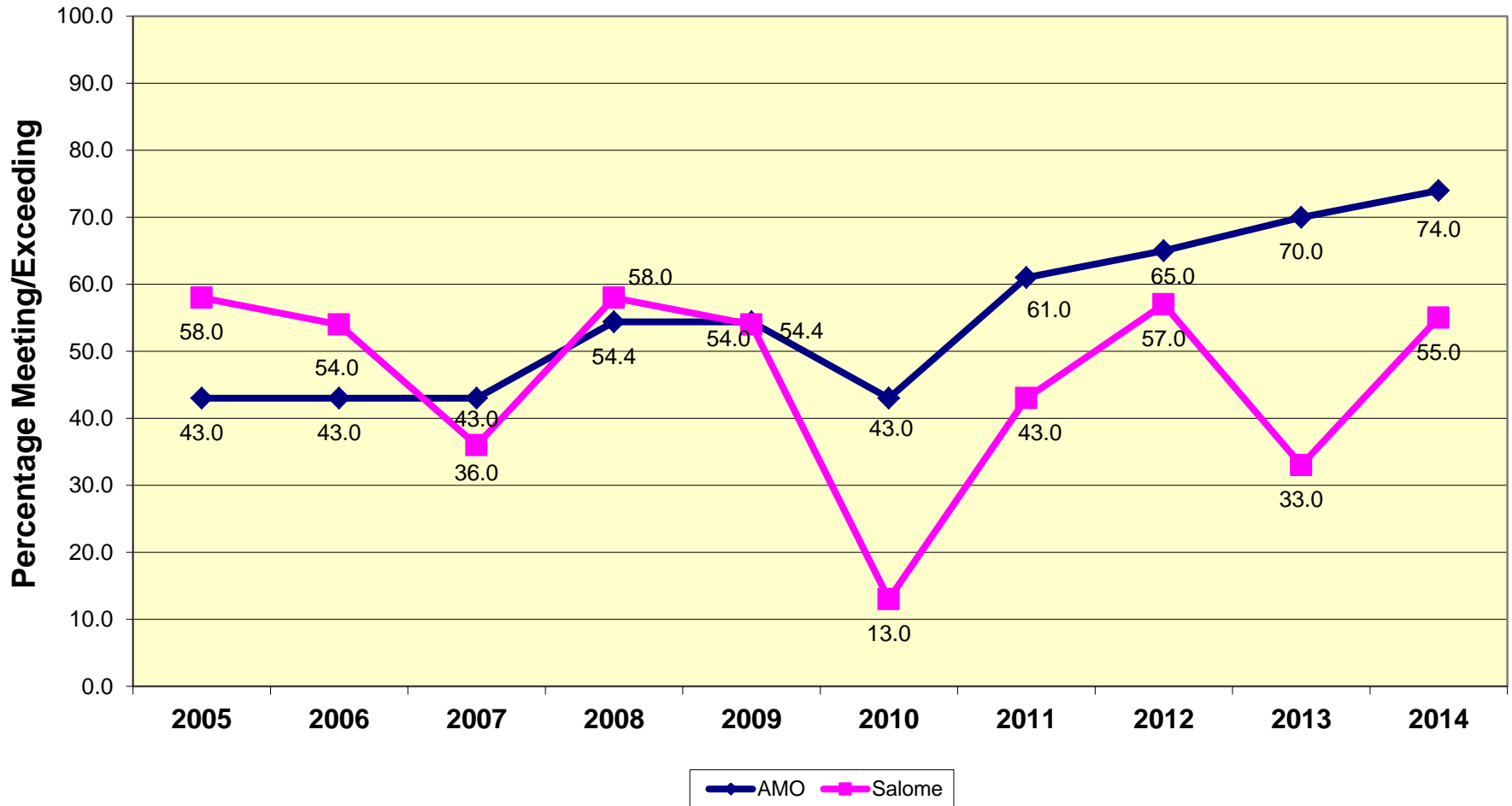
# Grade 6 Reading

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



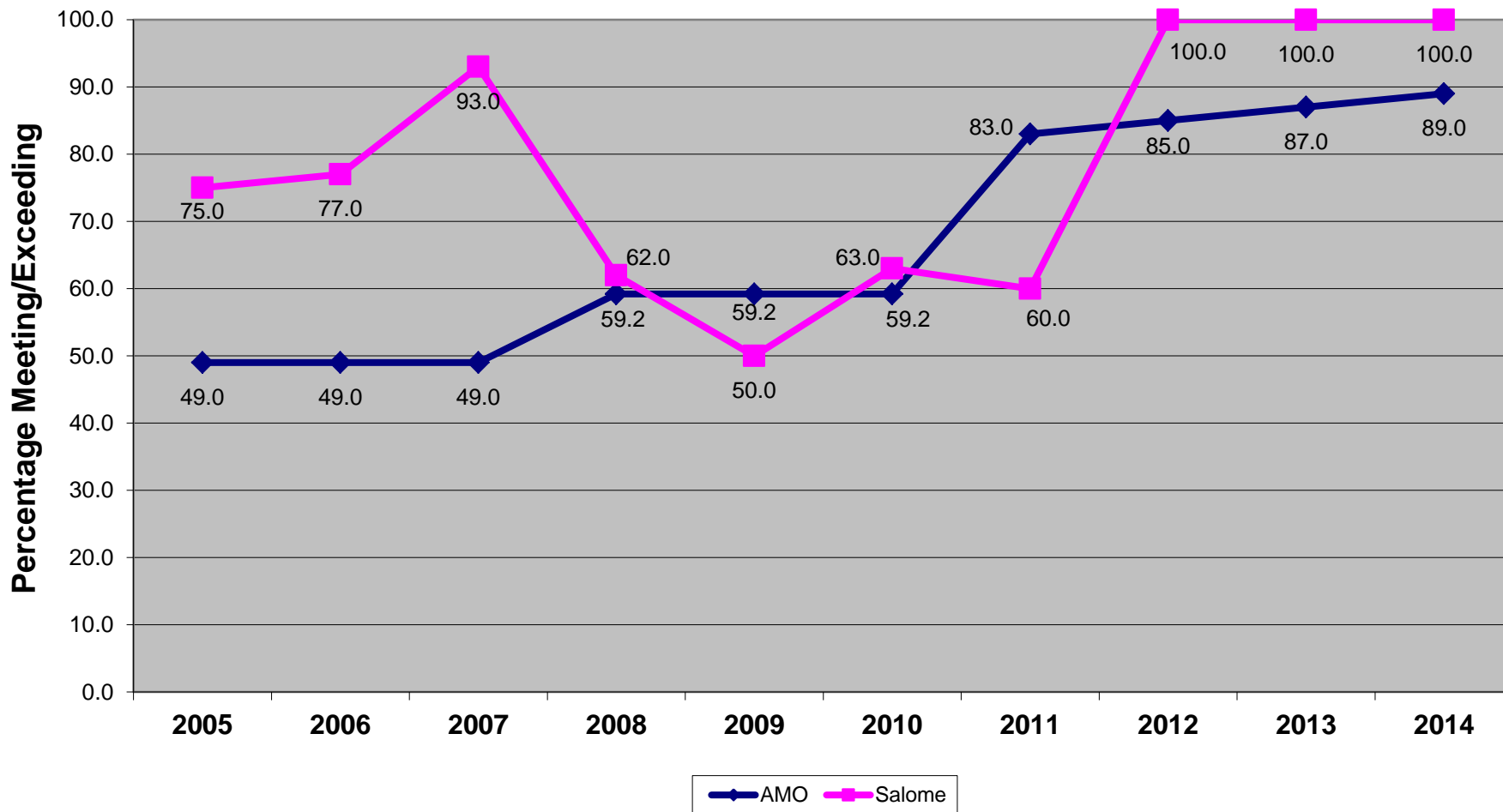
# Grade 6 Math

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



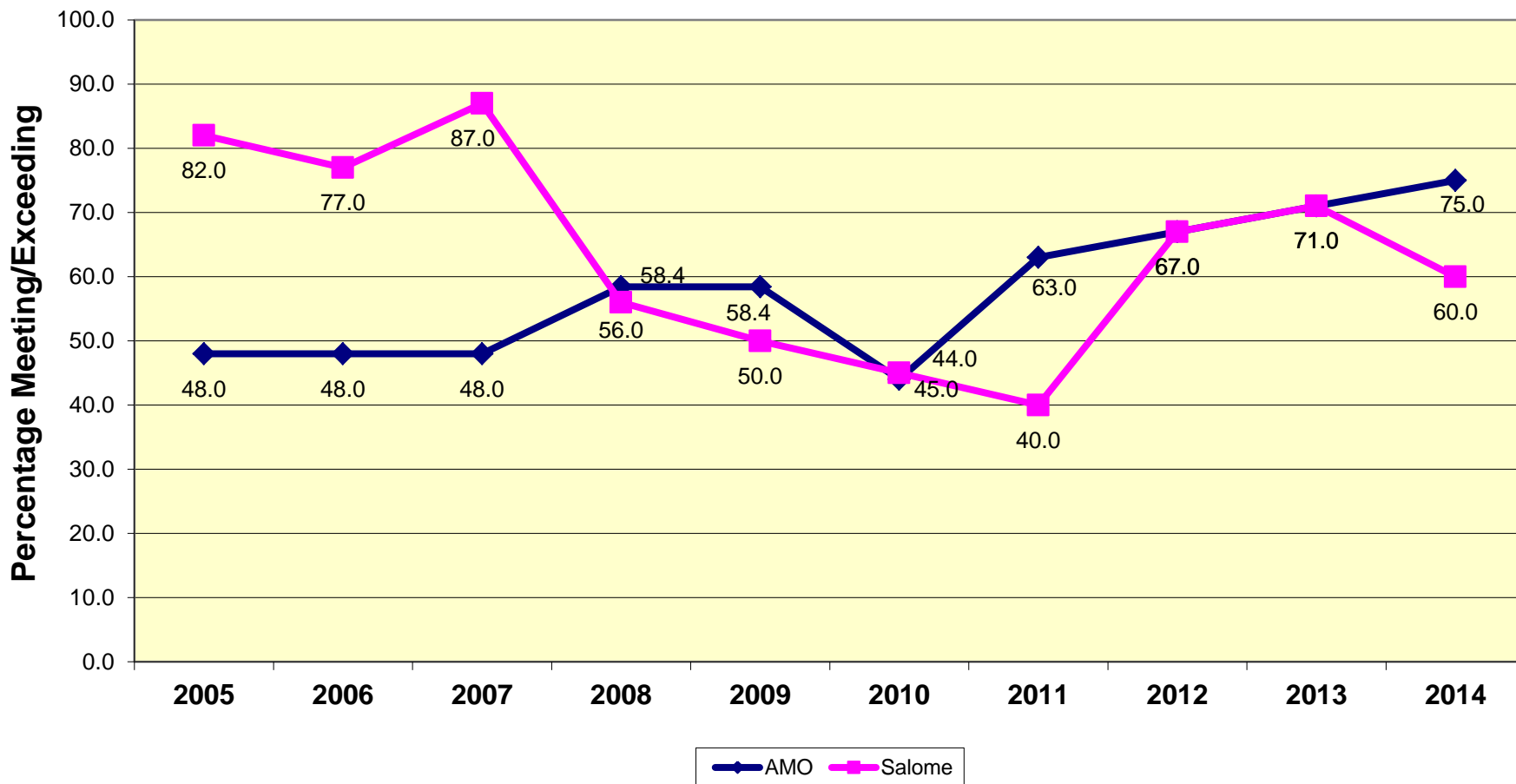
# Grade 7 Reading

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



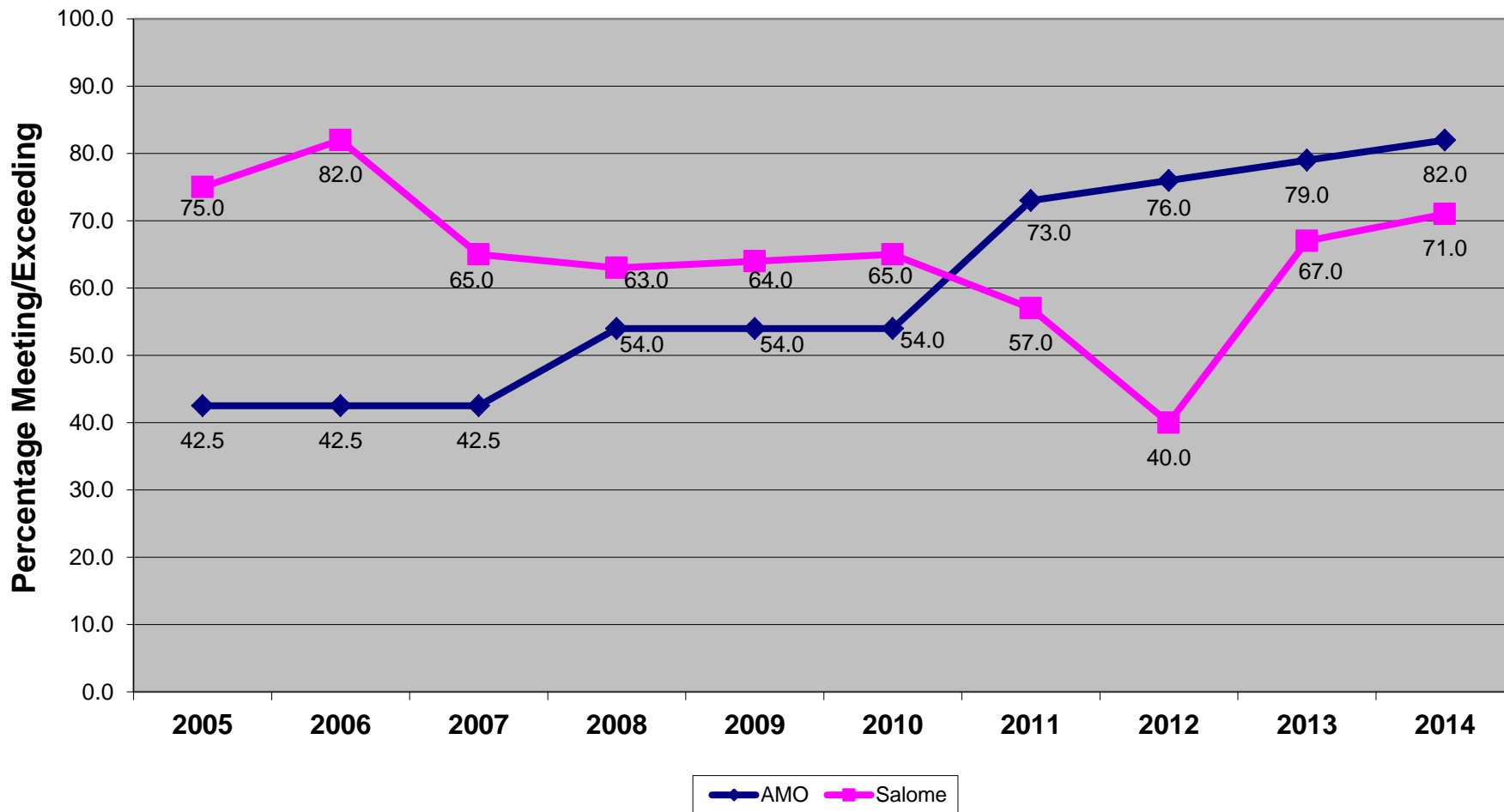
# Grade 7 Math

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



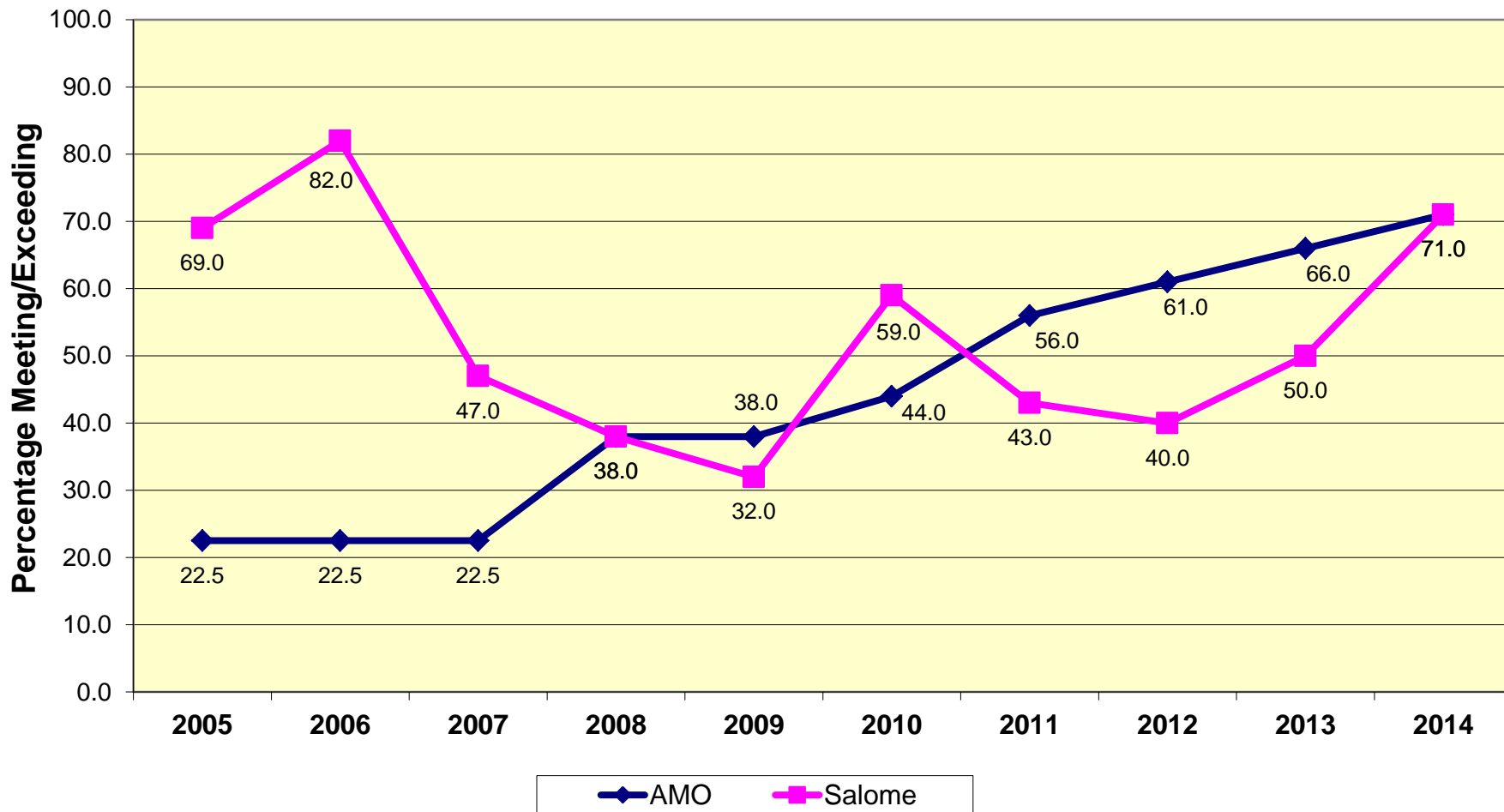
# Grade 8 Reading

## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)

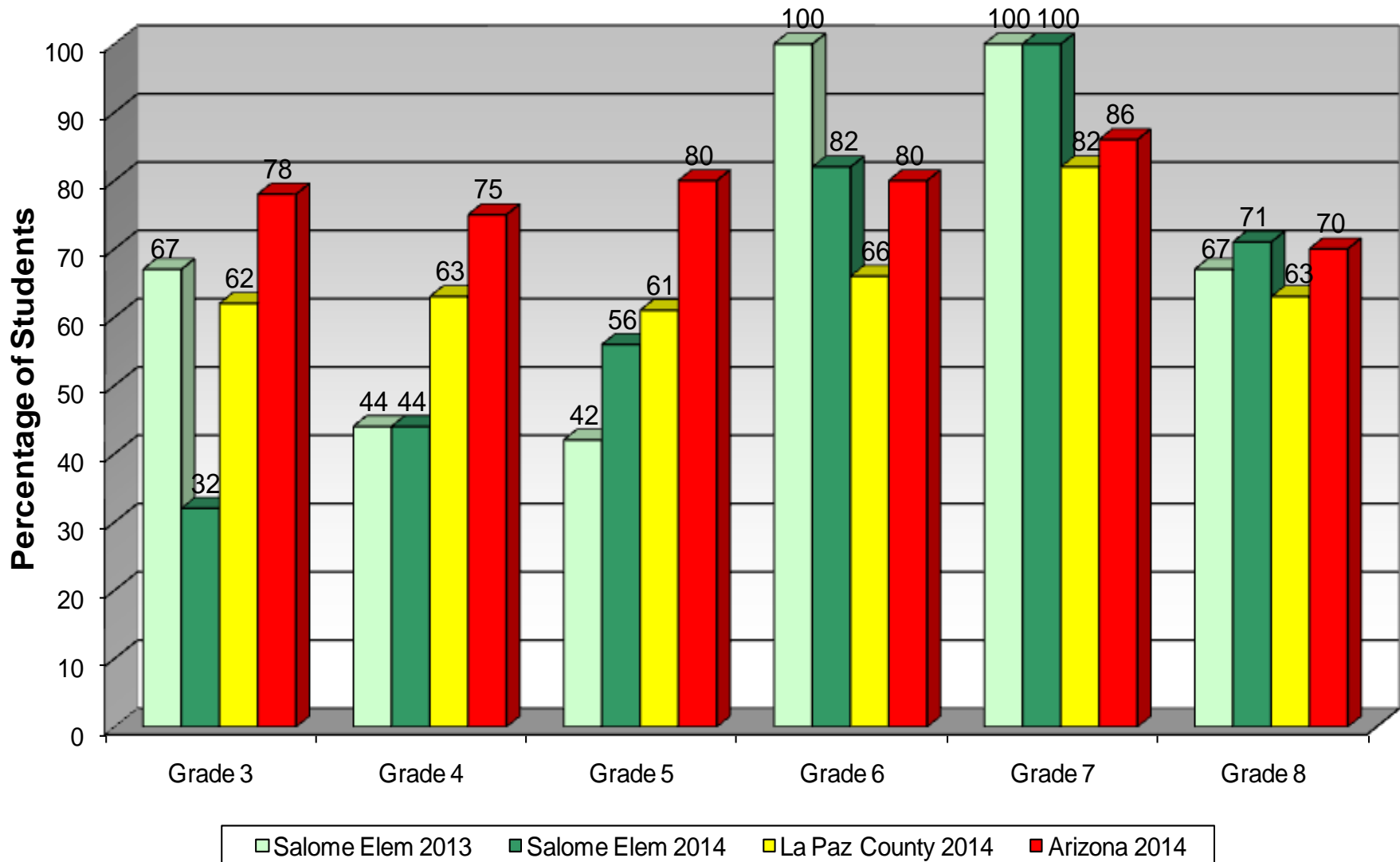


# Grade 8 Math

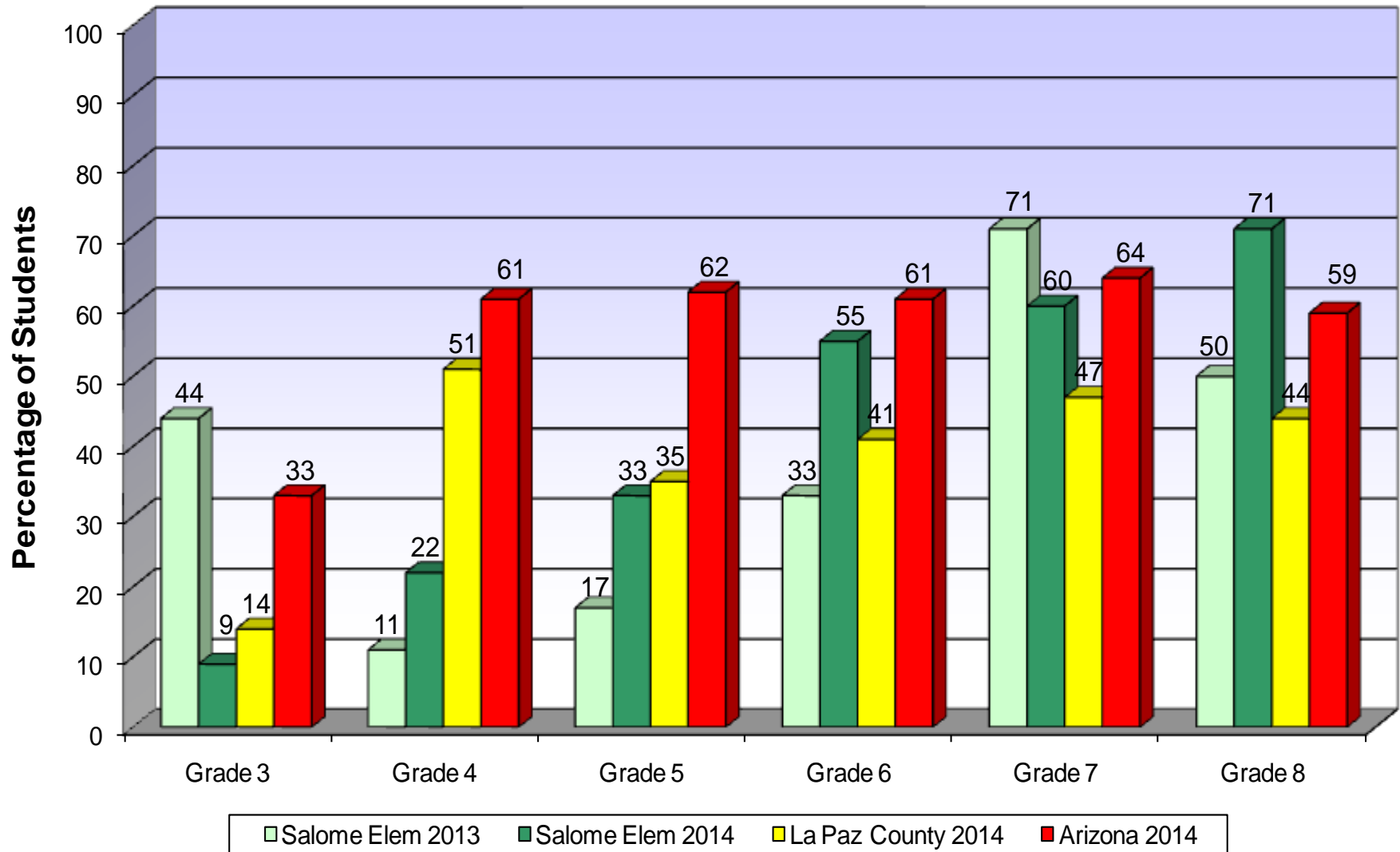
## Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



# AIMS Reading 2014 Meeting/Exceeding Comparisons Salome Elementary School



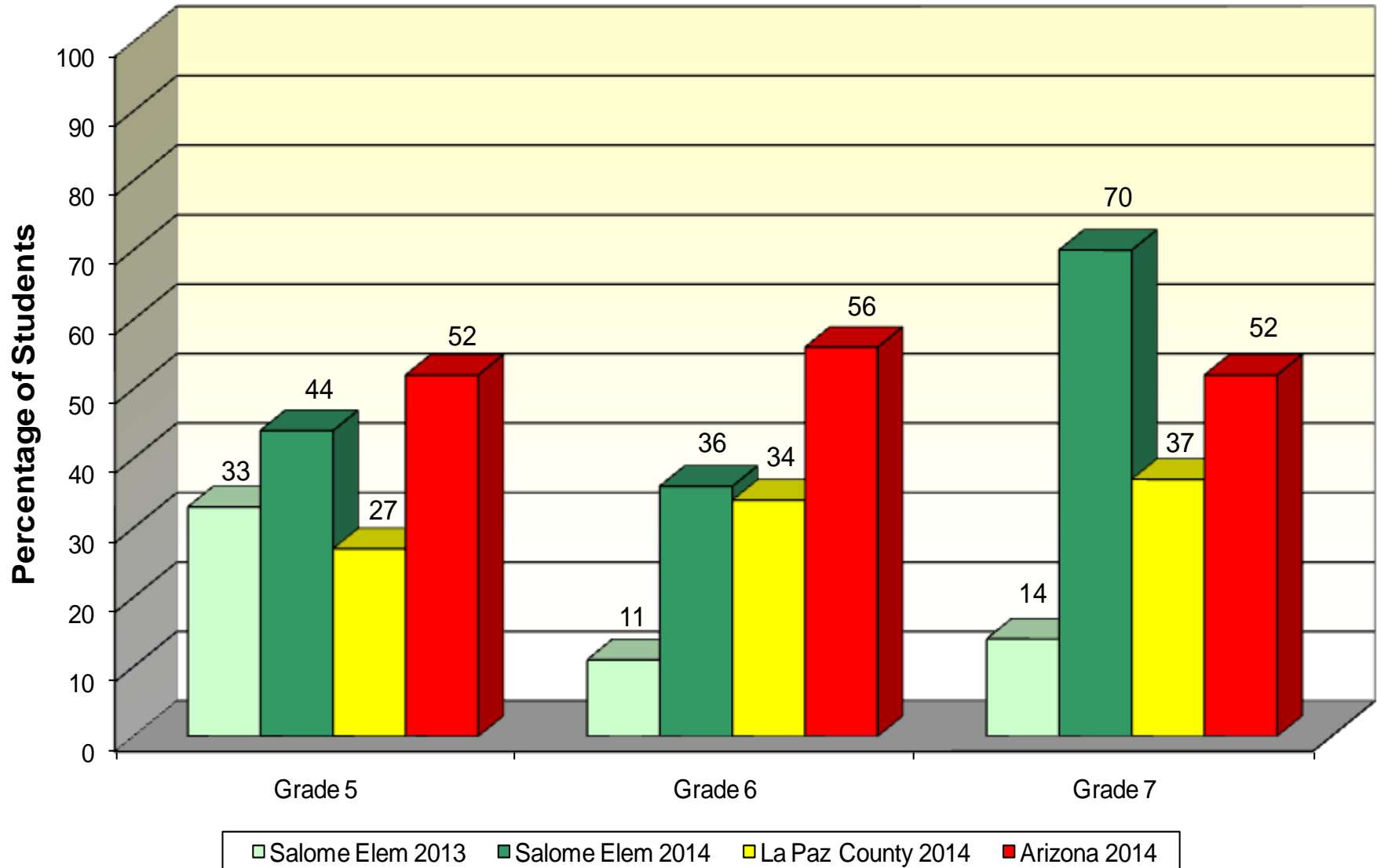
# AIMS Math 2014 Meeting/Exceeding Comparisons Salome Elementary School



# AIMS Writing 2014 Meeting/Exceeding Comparisons

## Salome Elementary School

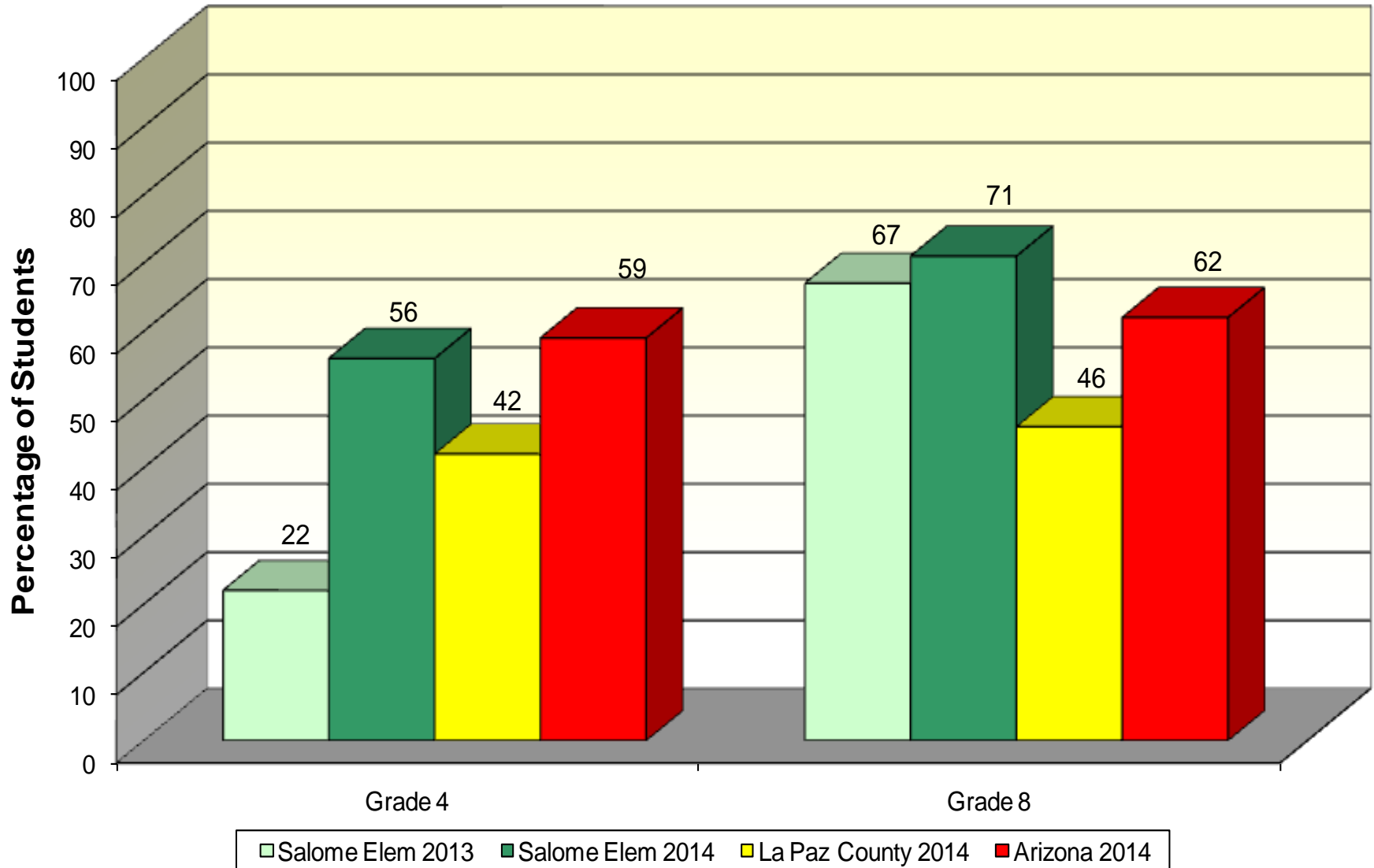
(writing was only tested in grades 5, 6, and 7)



# AIMS Science 2014 Meeting/Exceeding Comparisons

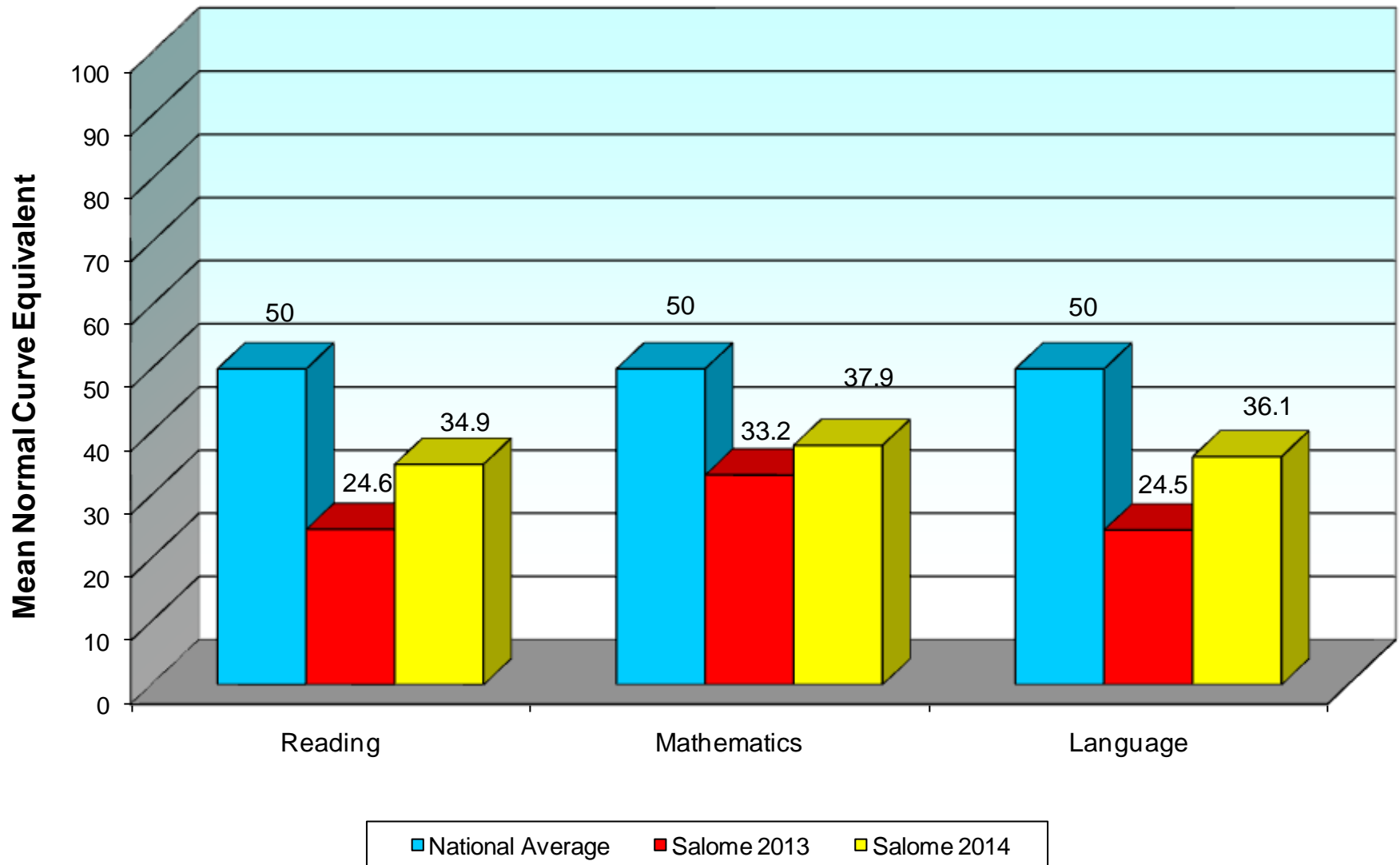
## Salome Elementary School

(science was only tested in grades 4 and 8)

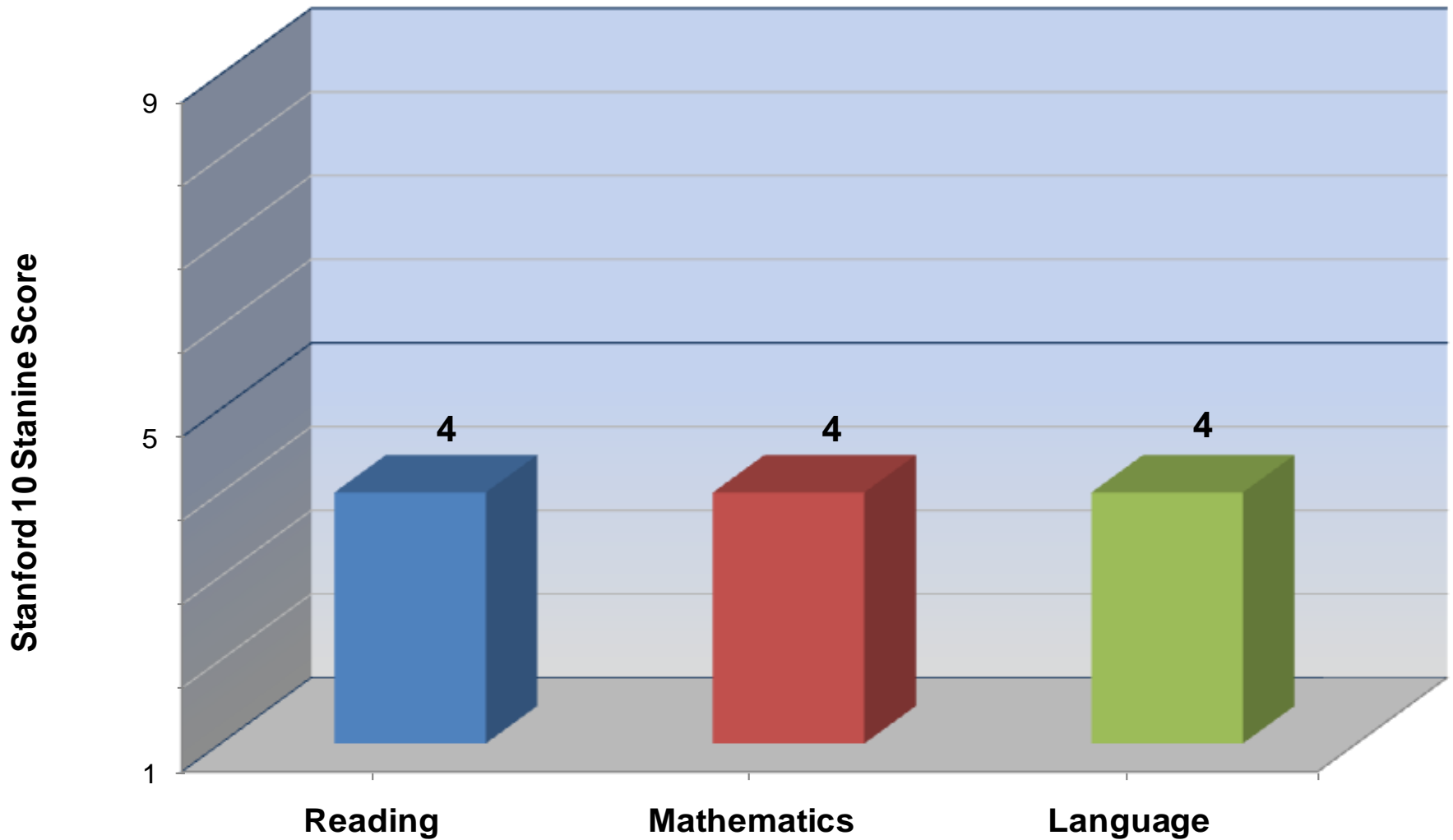


## Stanford 10 Comparison Scores for Grade 2

### Salome Elementary 2014

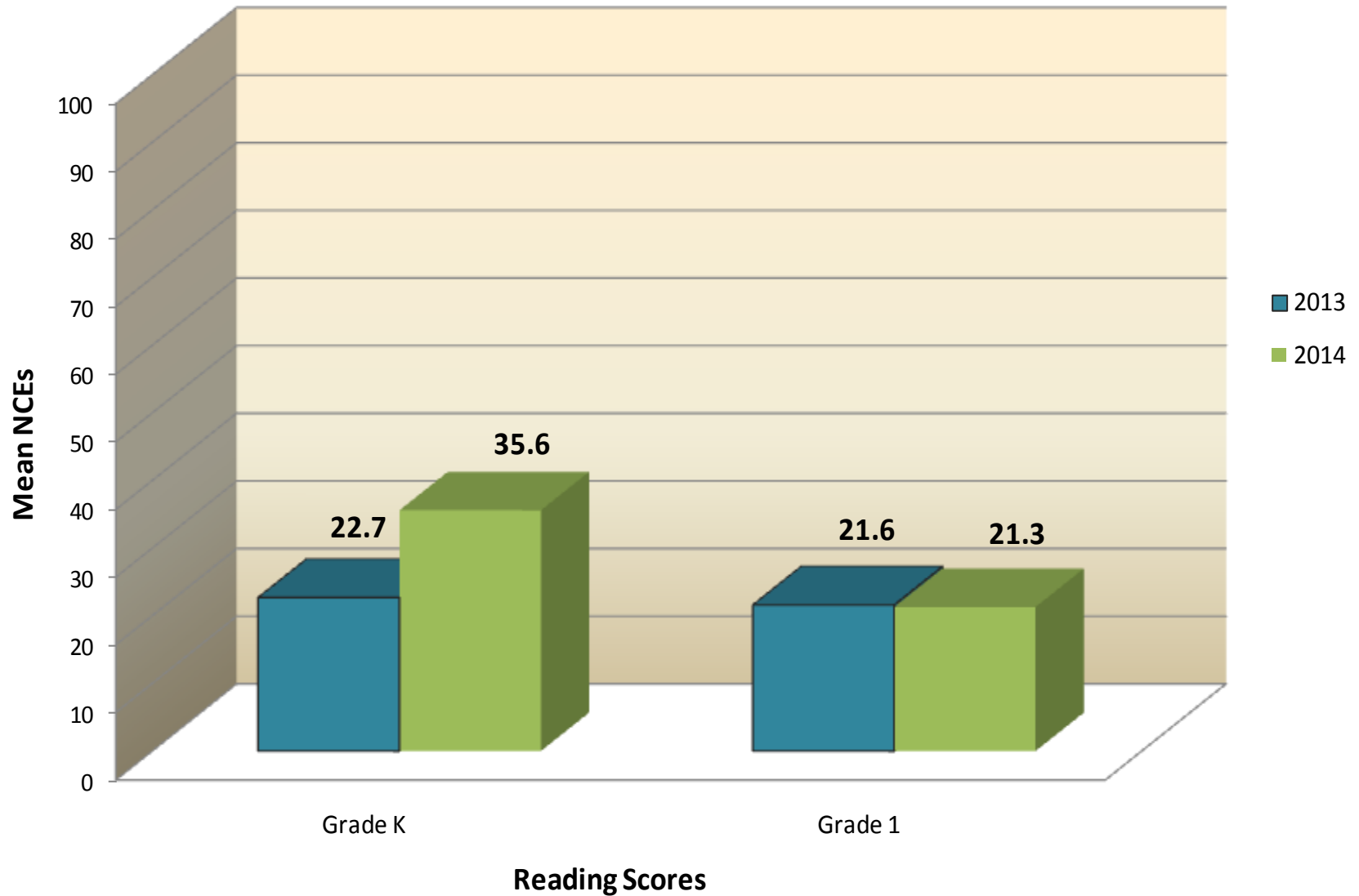


## Stanford 10 Stanine Scores for Grade 2 Salome Elementary 2014



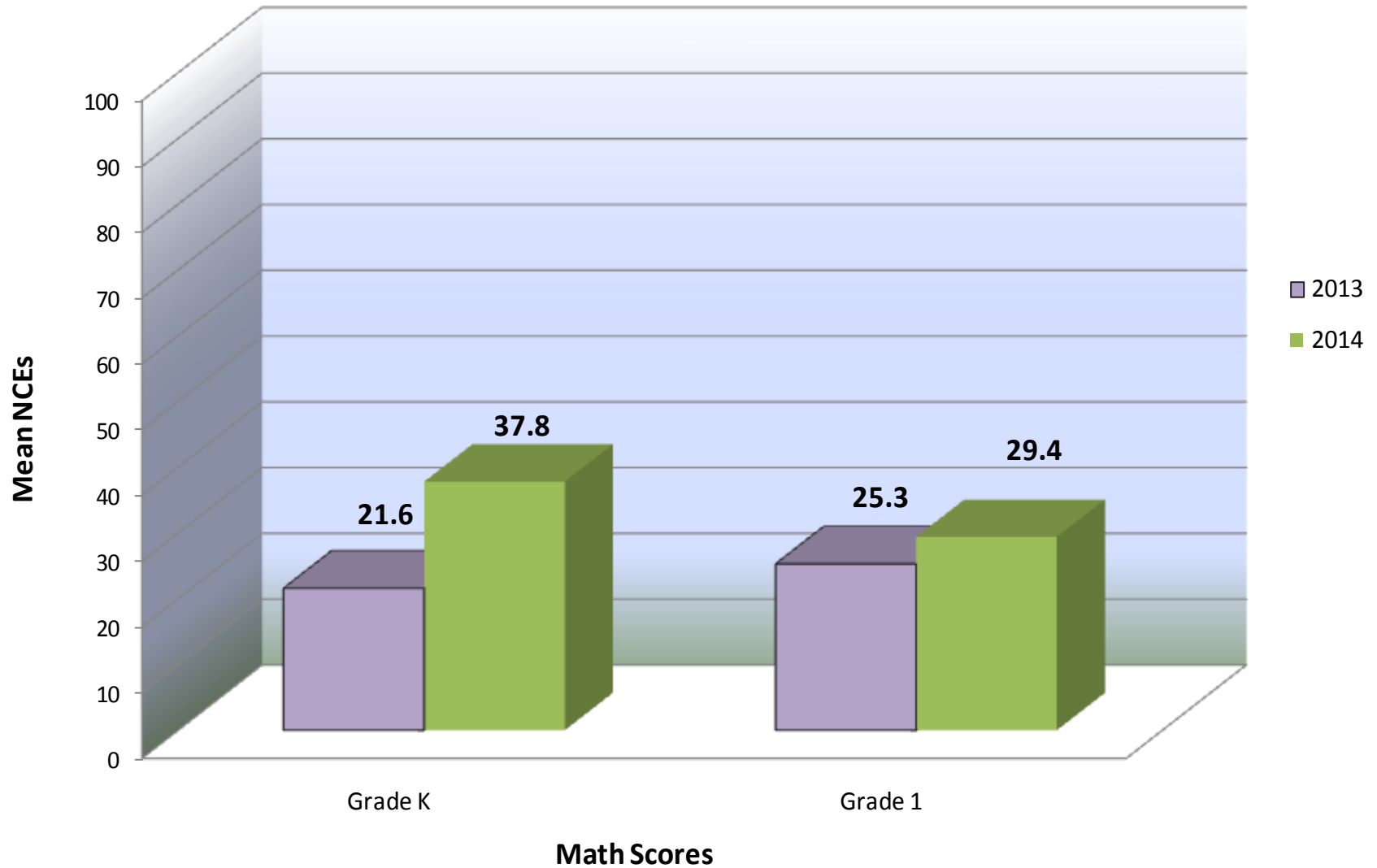
# Stanford 10 Reading Comparisons Scores for K-1

## Salome Elementary School

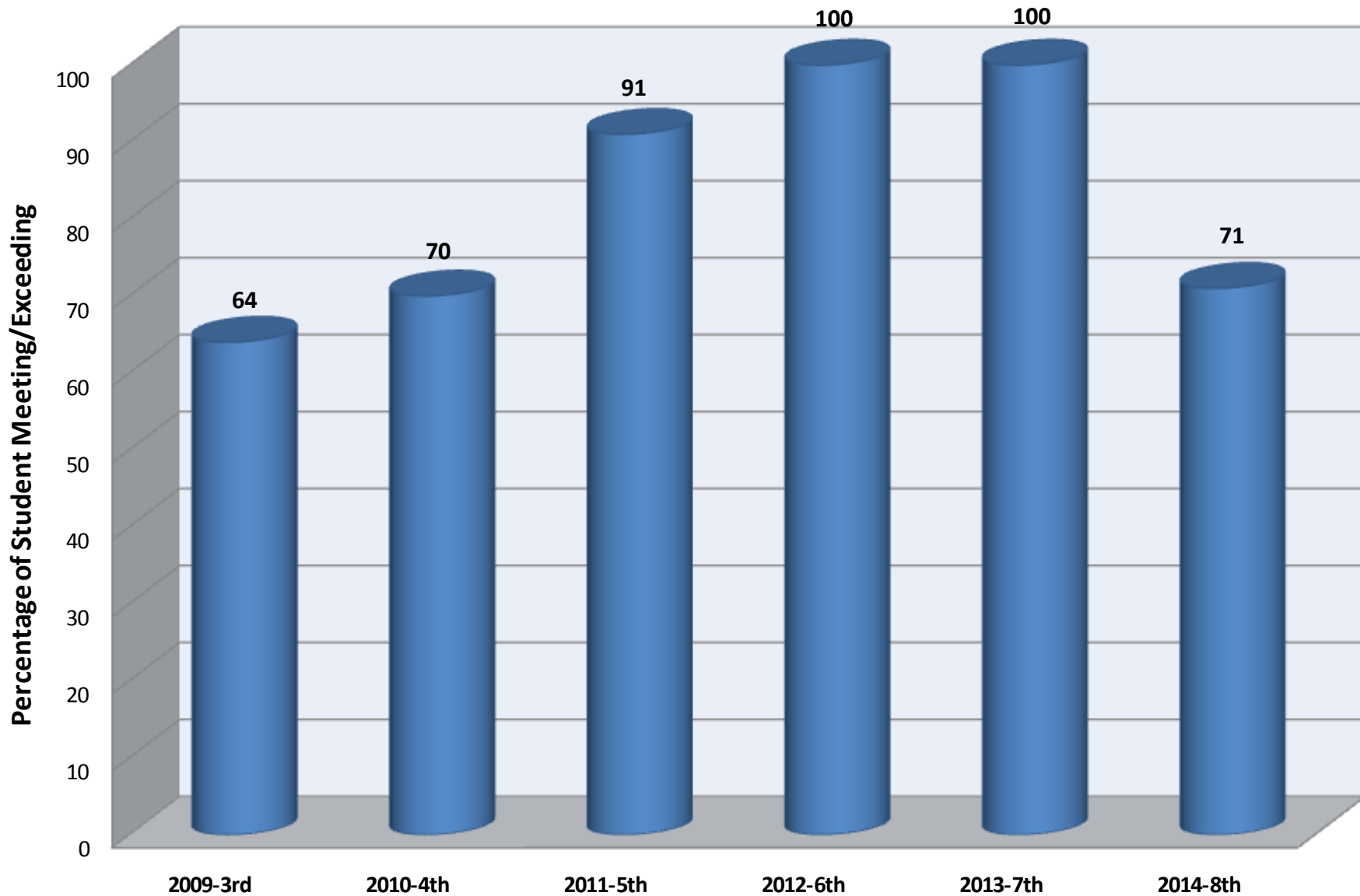


# Stanford 10 Math Comparisons Scores for K-1

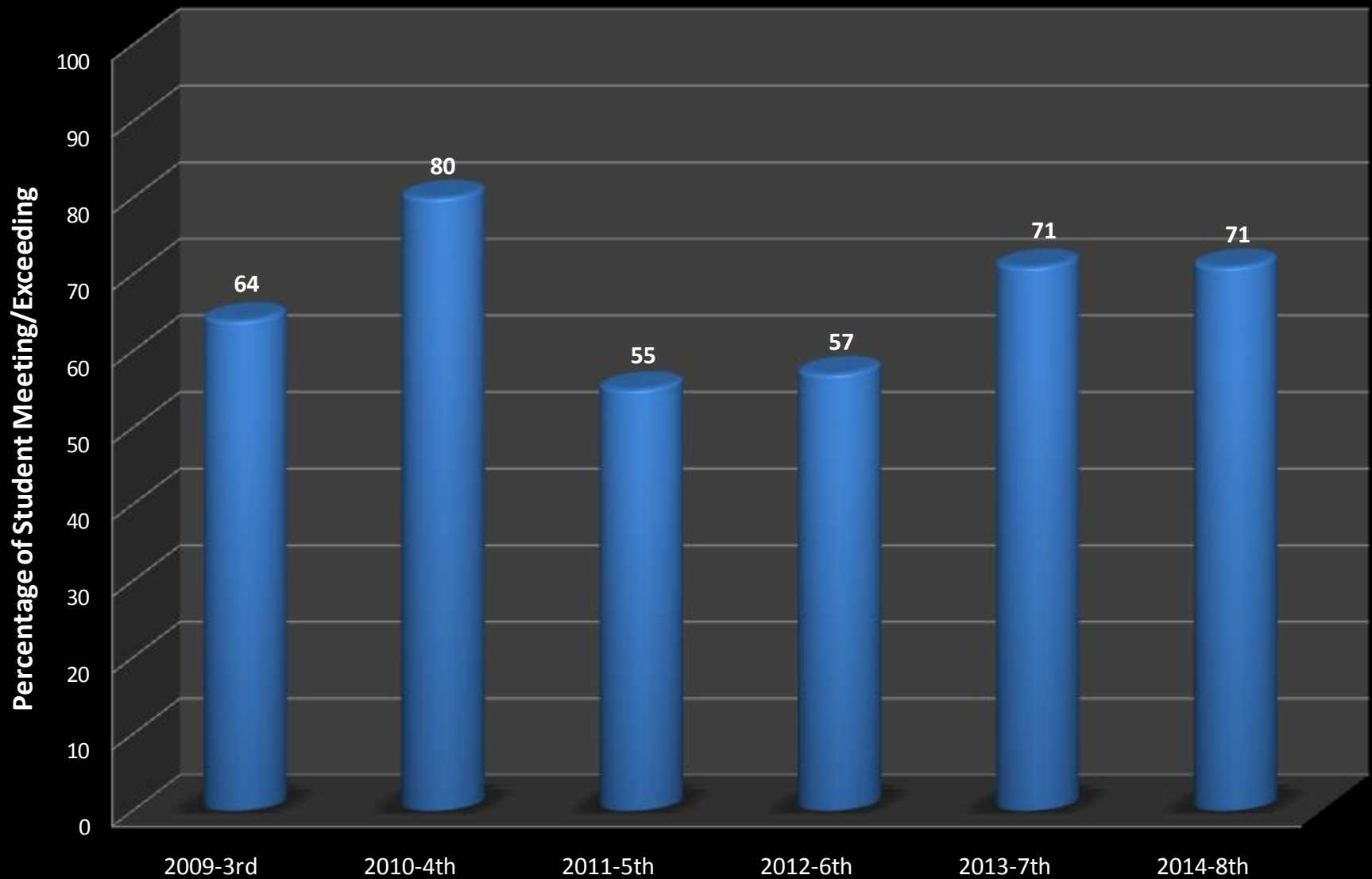
## Salome Elementary School



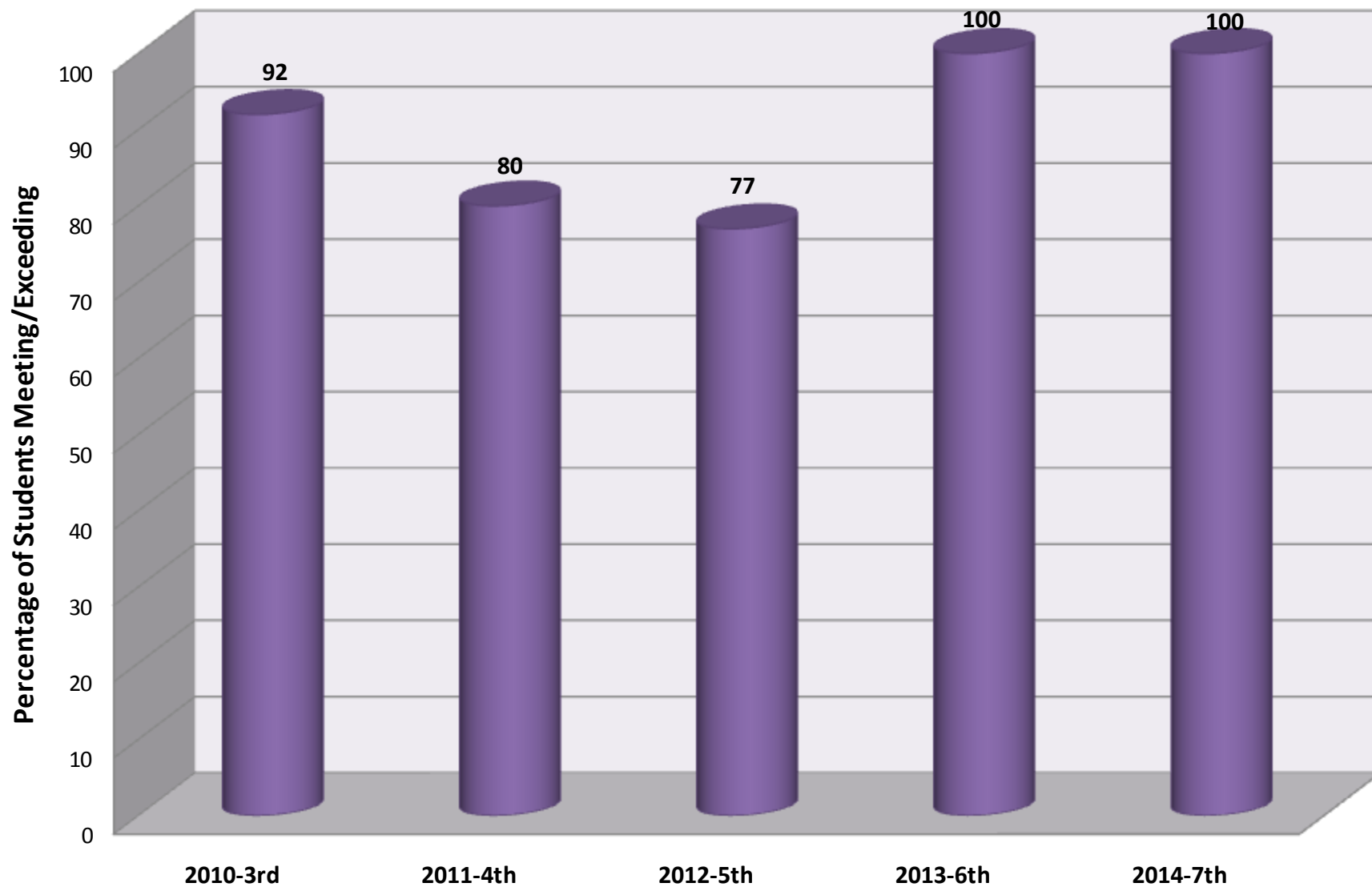
## AIMS Reading 2014 8th Grade Cohort Comparisons Salome Elementary School



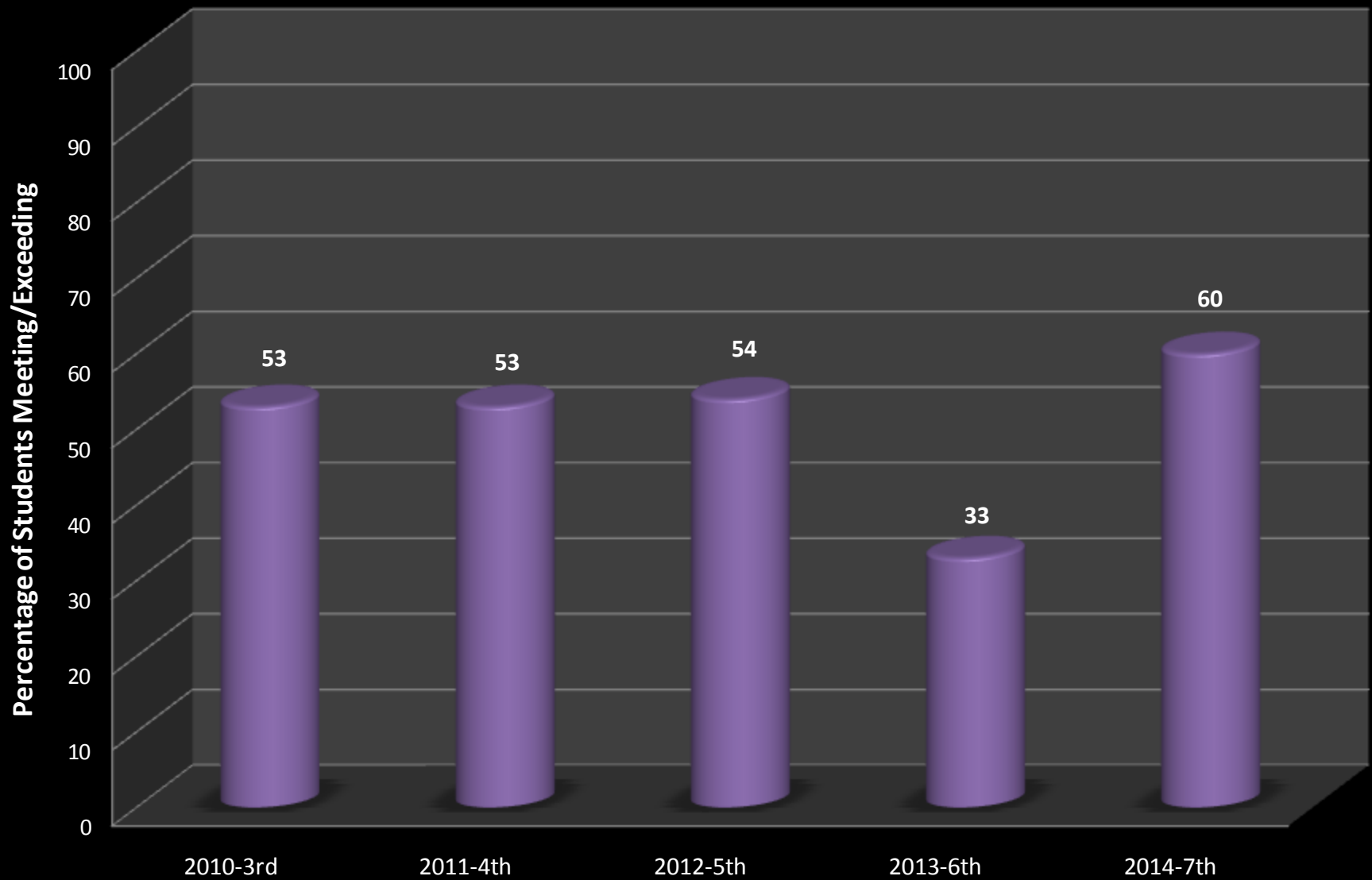
## AIMS Math 2014 8th Grade Cohort Comparisons Salome Elementary School



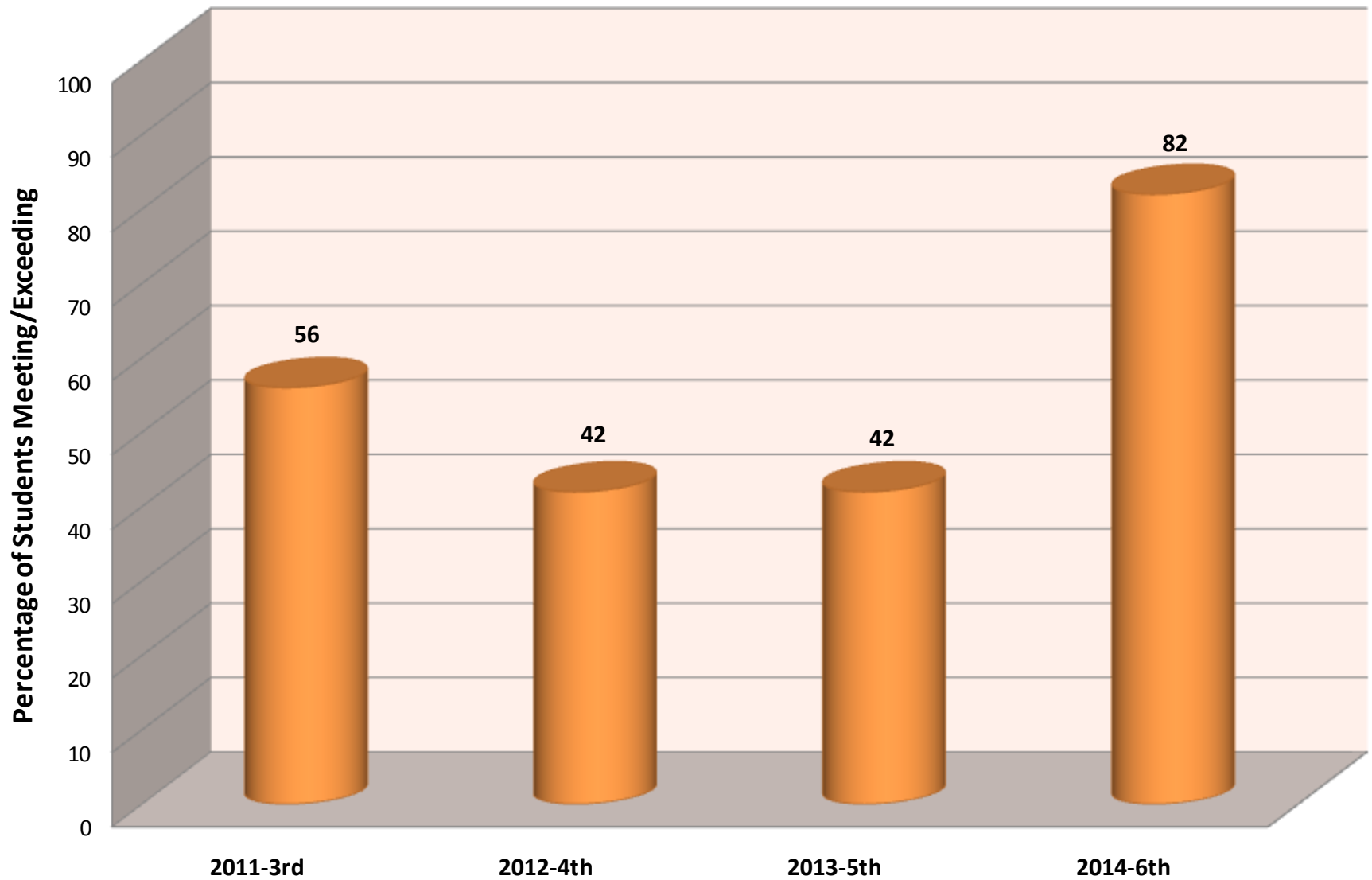
## AIMS Reading 2014 7th Grade Cohort Comparisons Salome Elementary School



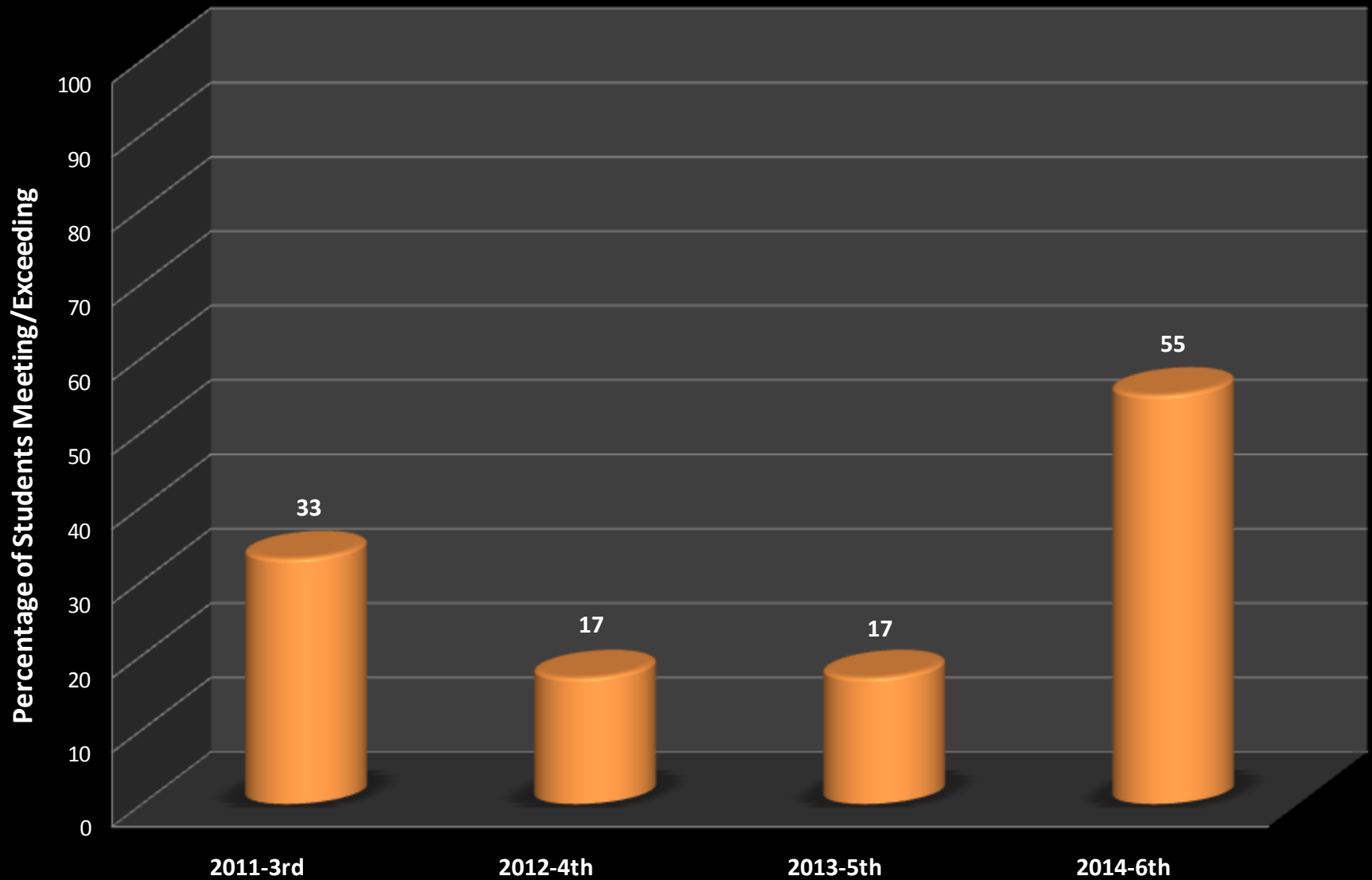
## AIMS Math 2014 7th Grade Cohort Comparisons Salome Elementary School



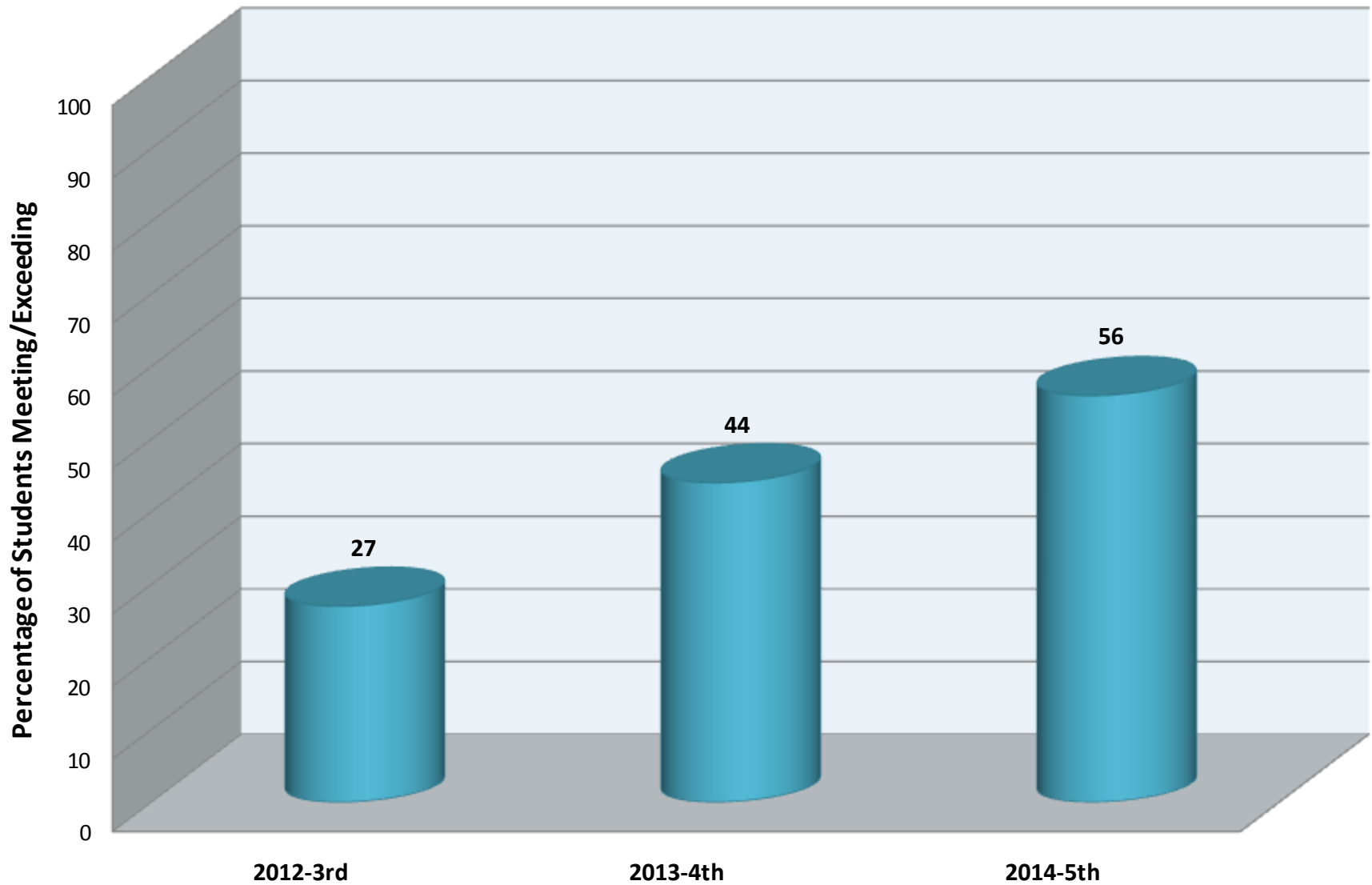
## AIMS Reading 2014 6th Grade Cohort Comparisons Salome Elementary School



## AIMS Math 2014 6th Grade Cohort Comparisons Salome Elementary School

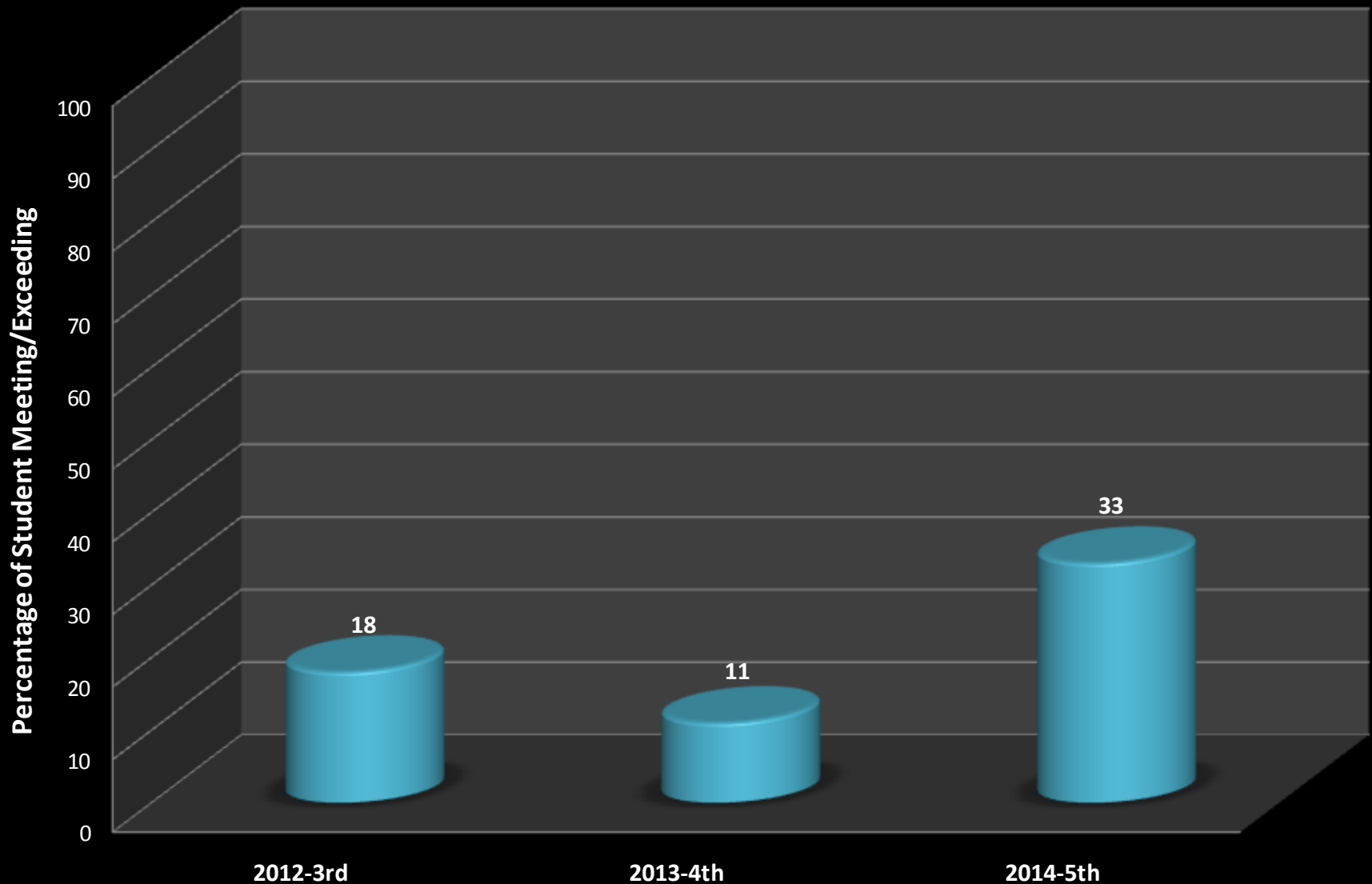


## AIMS Reading 2014 5th Grade Cohort Comparisons Salome Elementary School

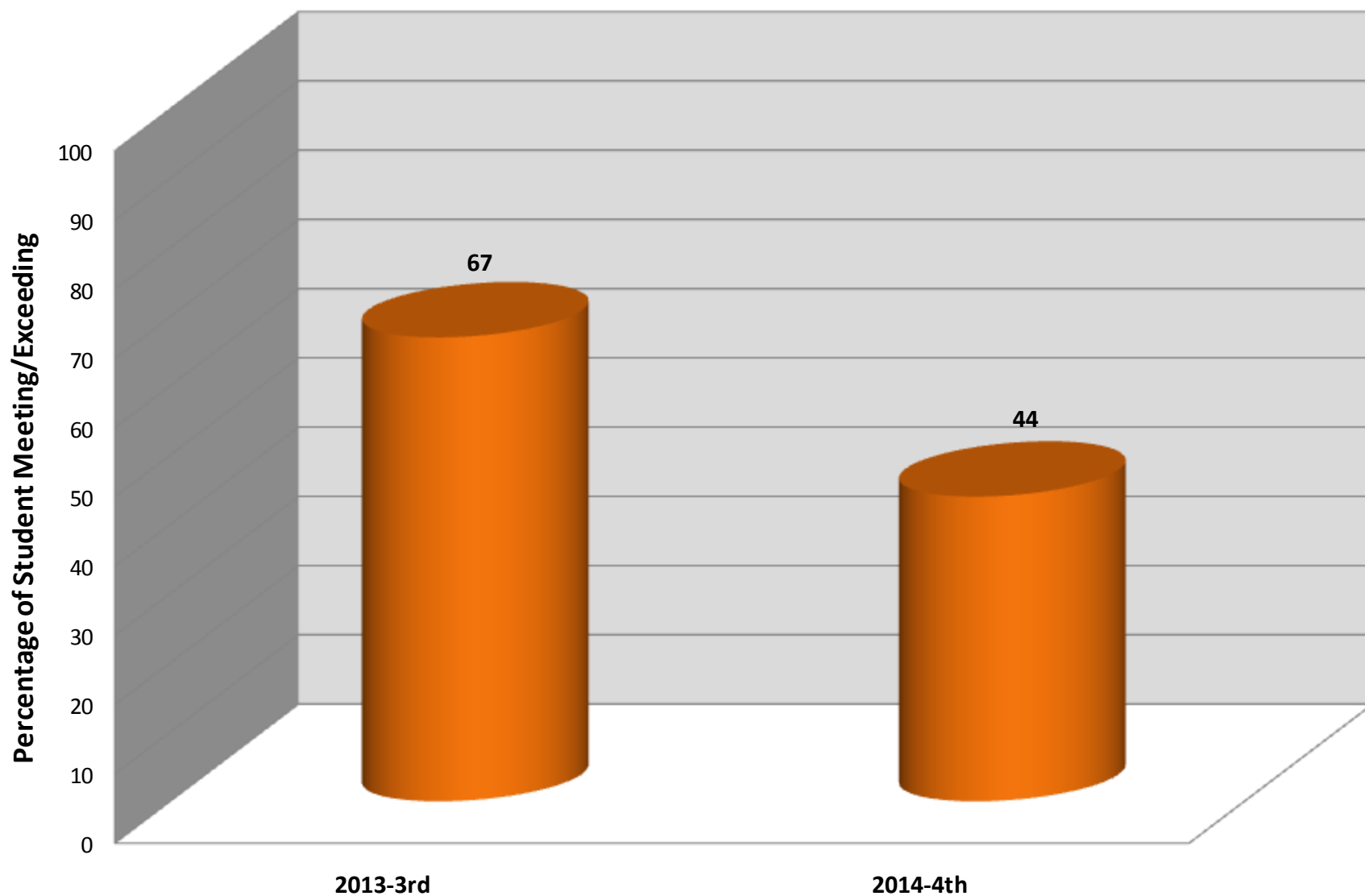


# AIMS Math 2014 5th Grade Cohort Comparisons

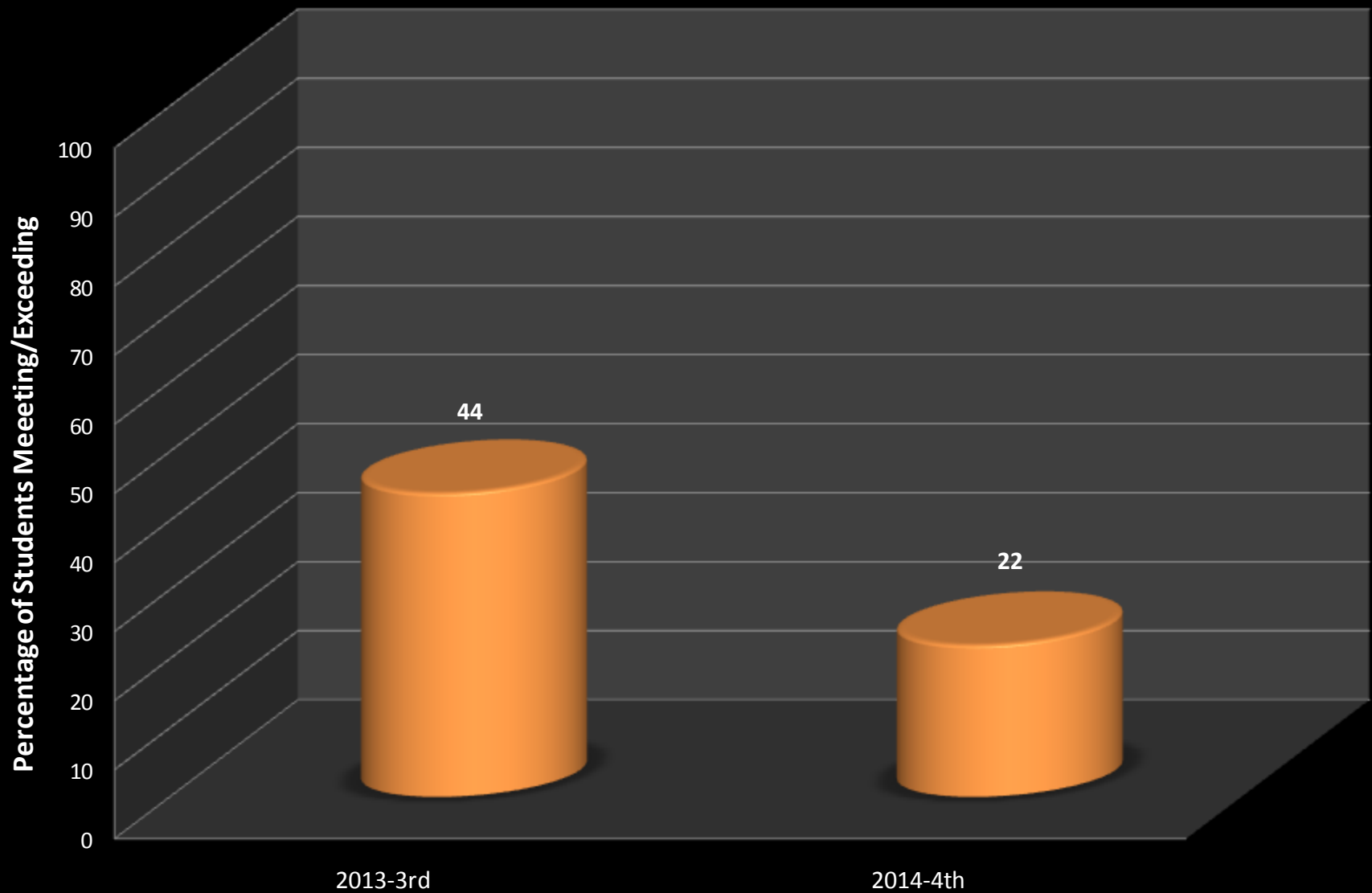
## Salome Elementary School



## AIMS Reading 2014 4th grade Cohort Comparisons Salome Elementary School

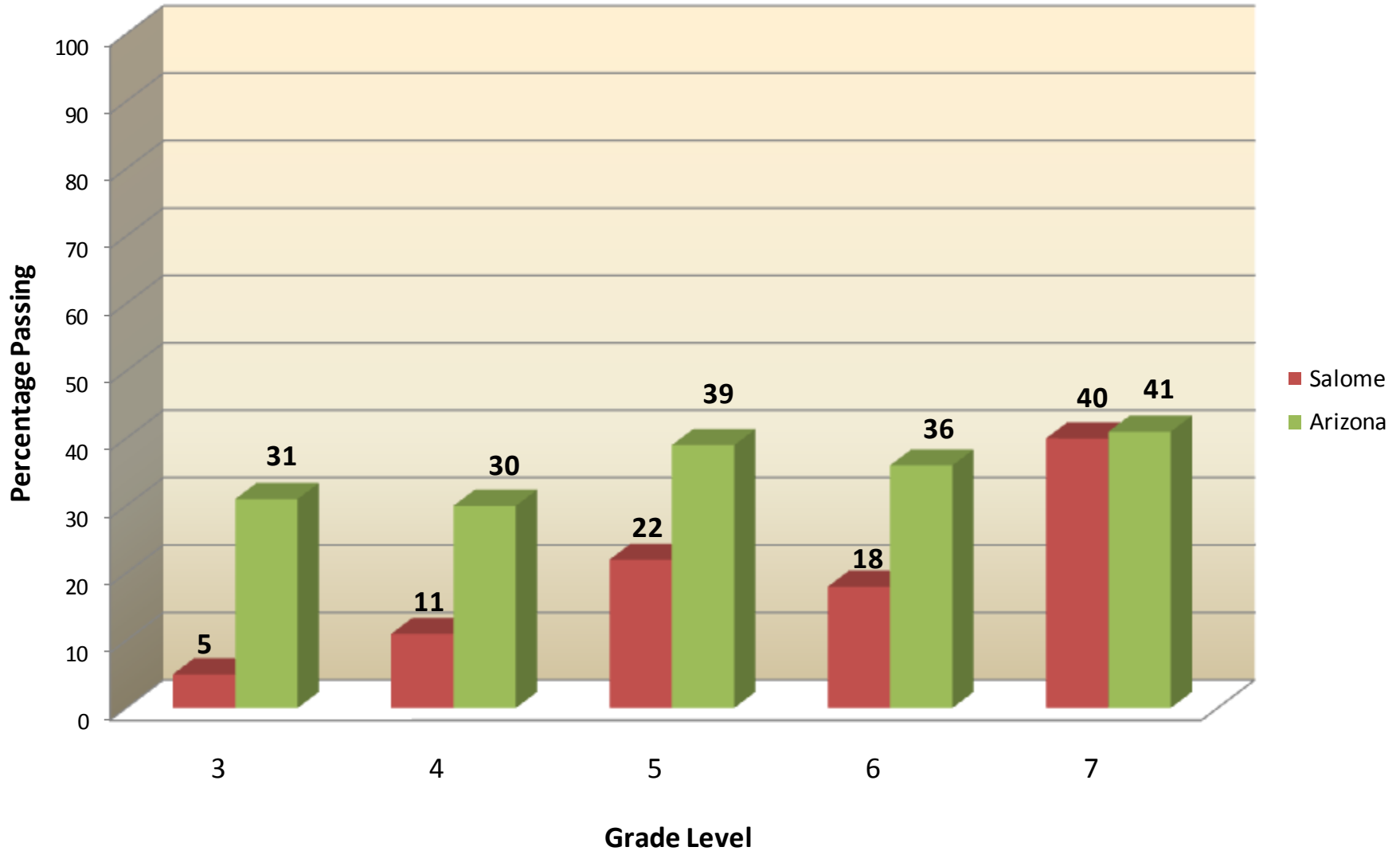


## AIMS Math 2014 4th Grade Cohort Comparisons Salome Elementary School



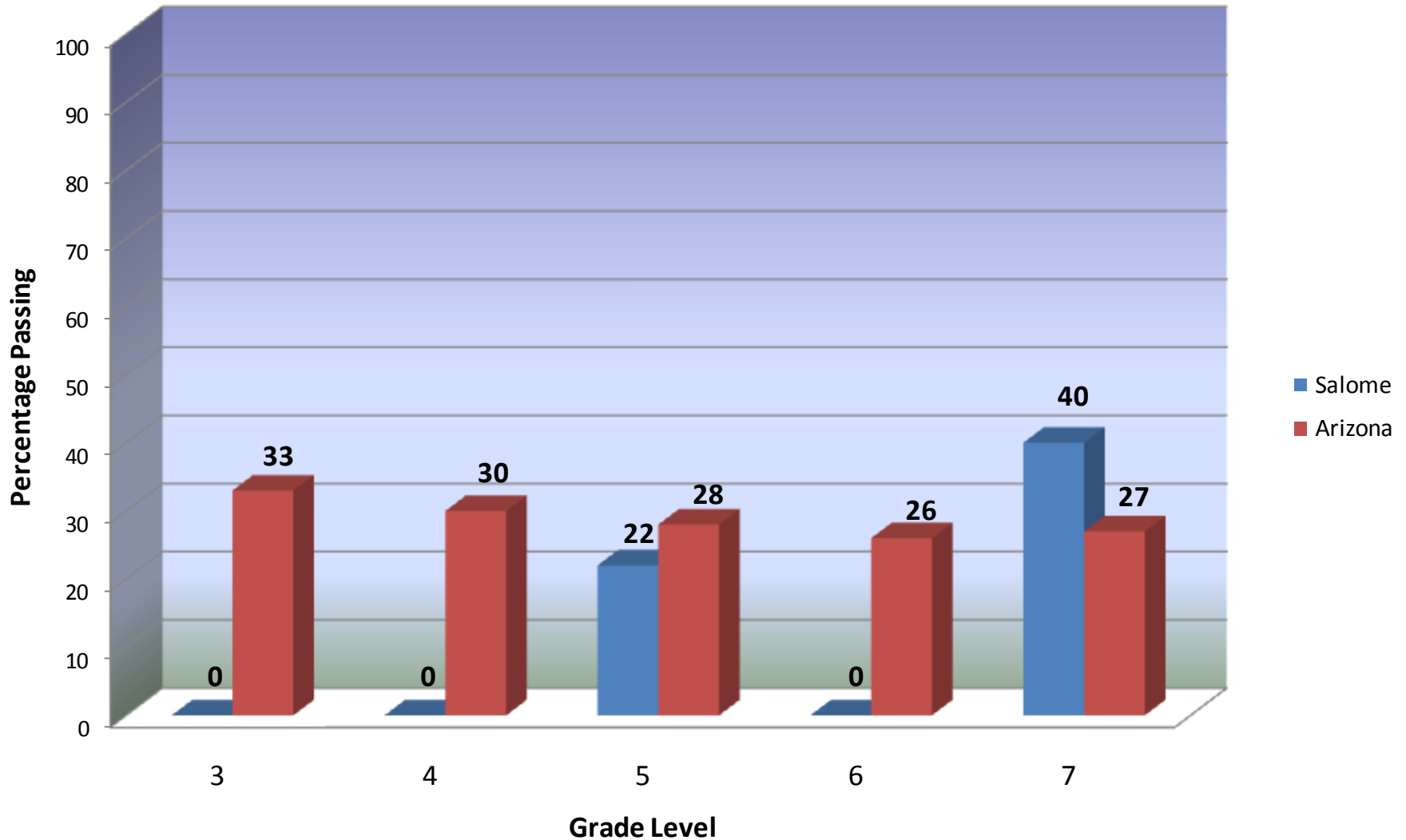
# Salome 2014 Reading Target Scores

*(Predictions of How Well Students Will Score on a PARCC-type Assessment)*



# Salome 2014 Math Target Scores

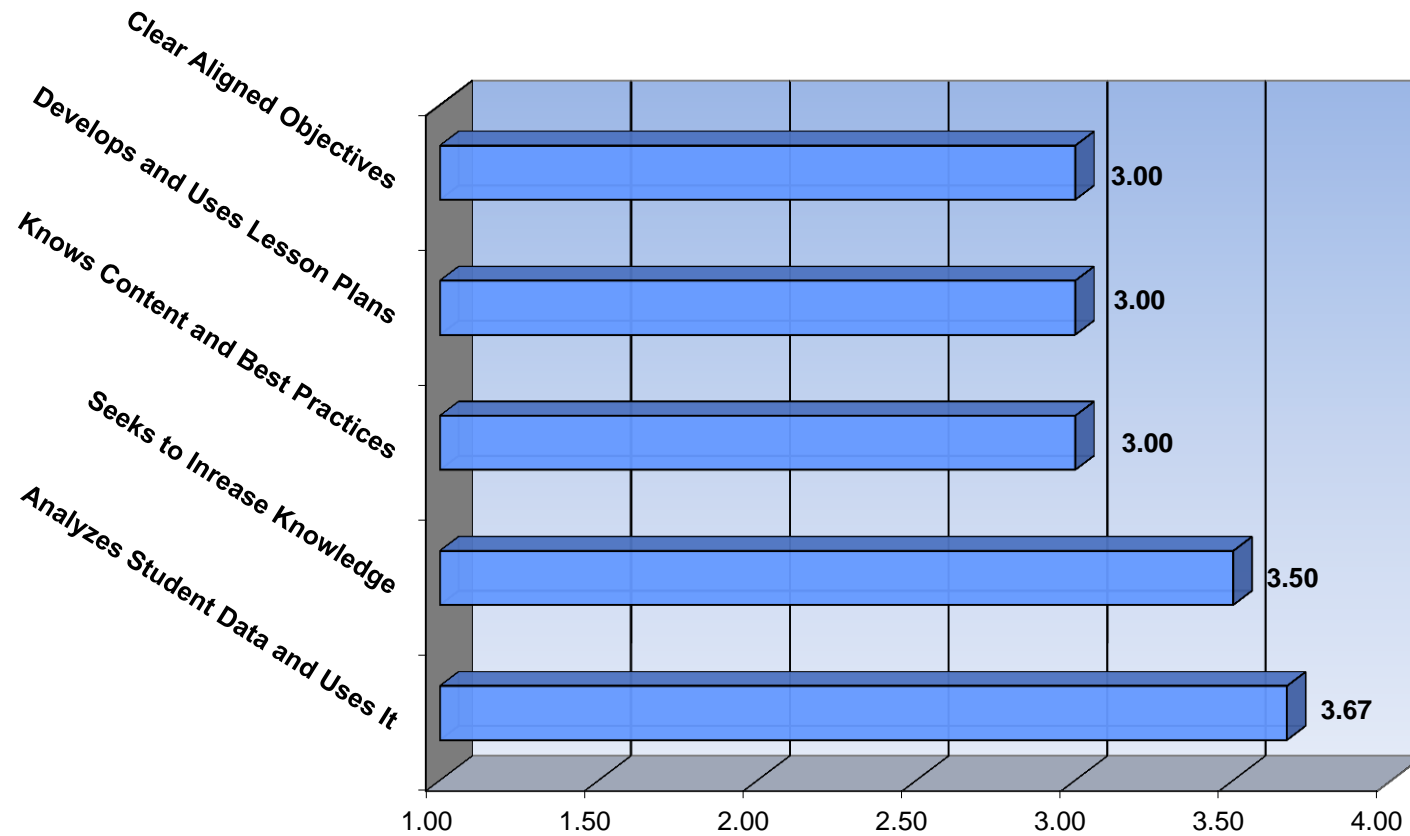
*(Predictions of How Well Students Will Score on a PARCC-type Assessment)*



# Teacher Evaluation

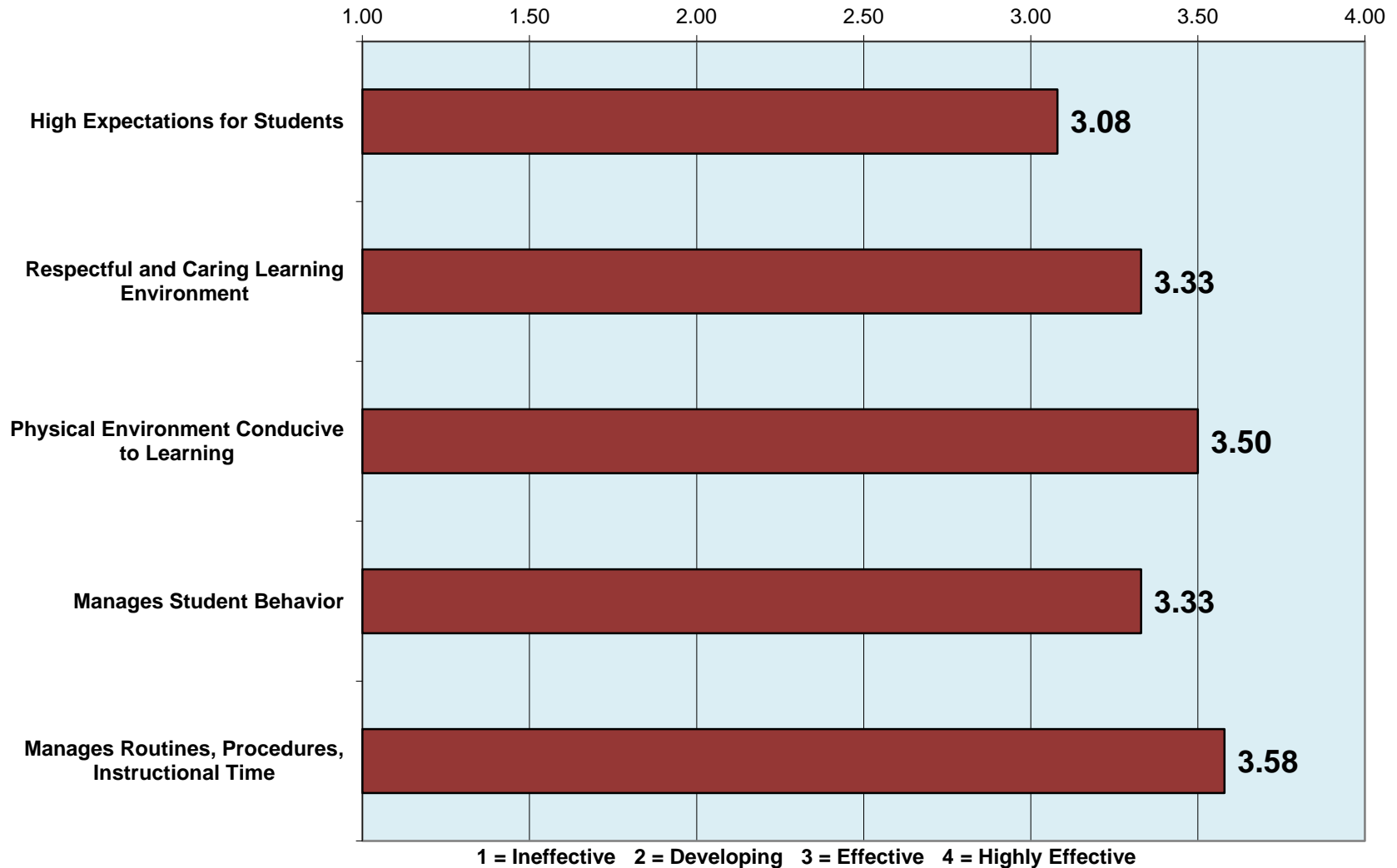
## Summative Data

## 2014 Salome Elementary Teacher Evaluation - Planning and Preparation Summative Results



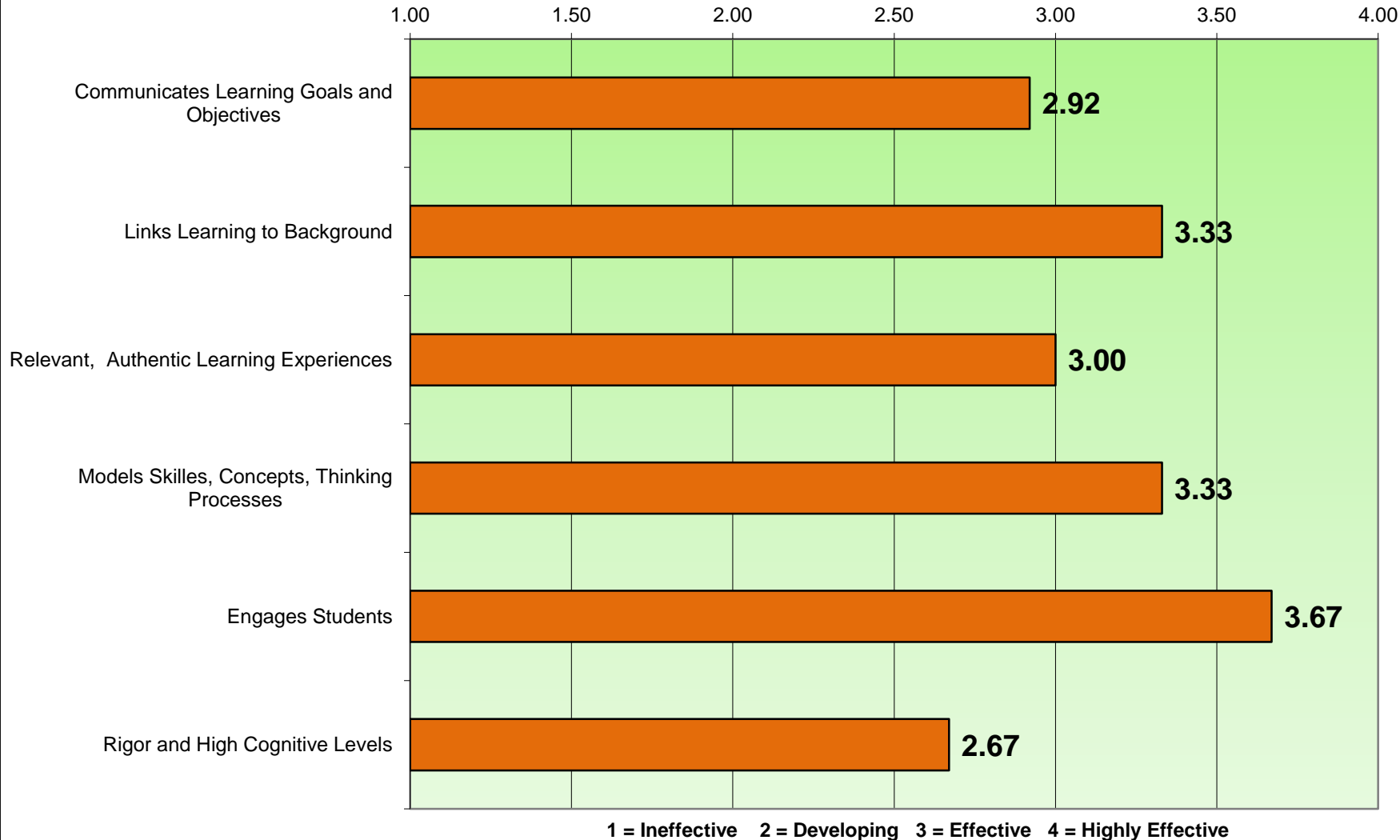
1 = Ineffective; 2 = Developing; 3 = Effective; 4 = Highly Effective

# 2014 Salome Elementary Teacher Evaluation - Classroom Environment Summative Results

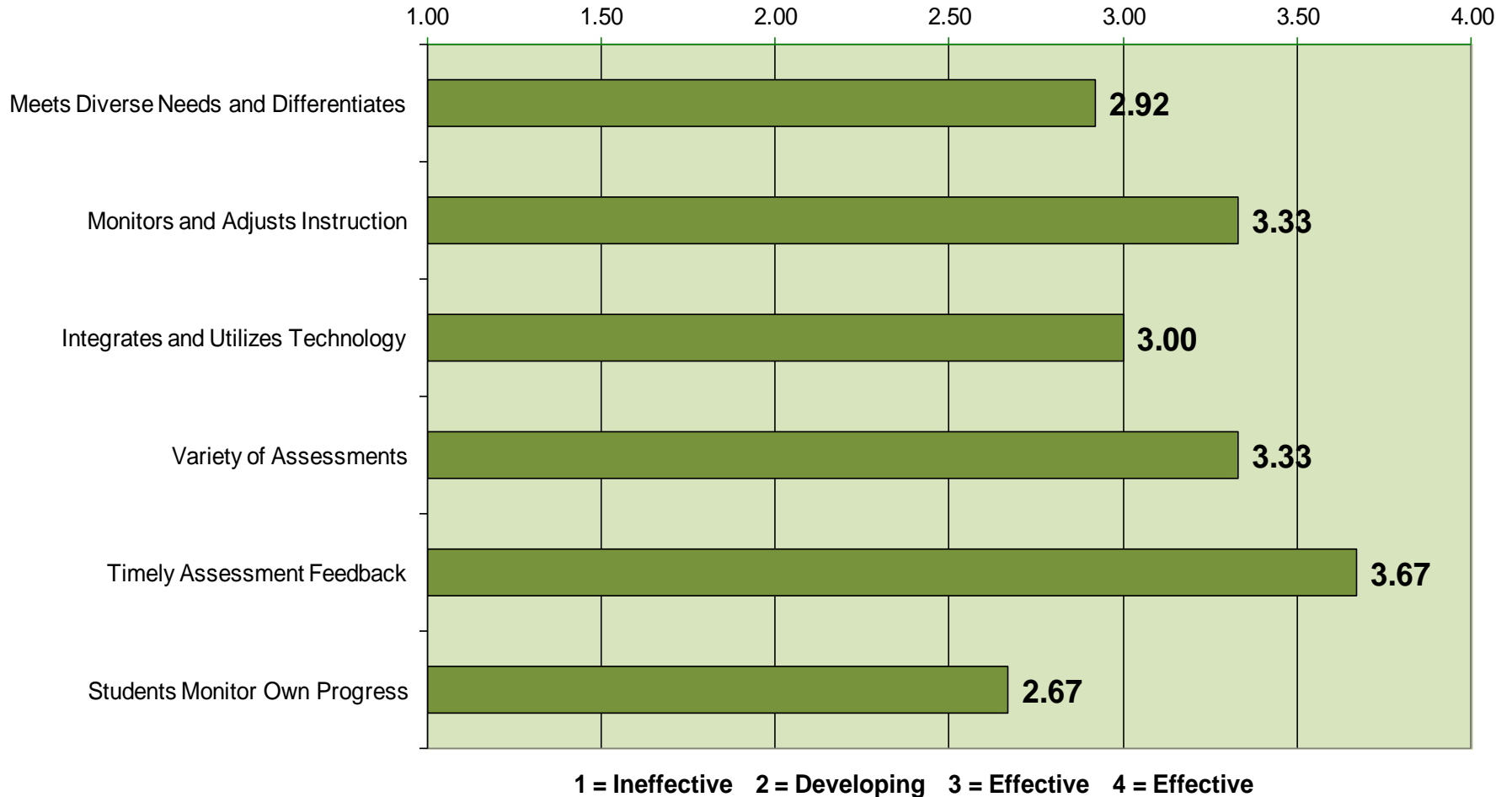


# 2014 Salome Elementary

## Teacher Evaluation - Instruction, Part 1 Summative Result

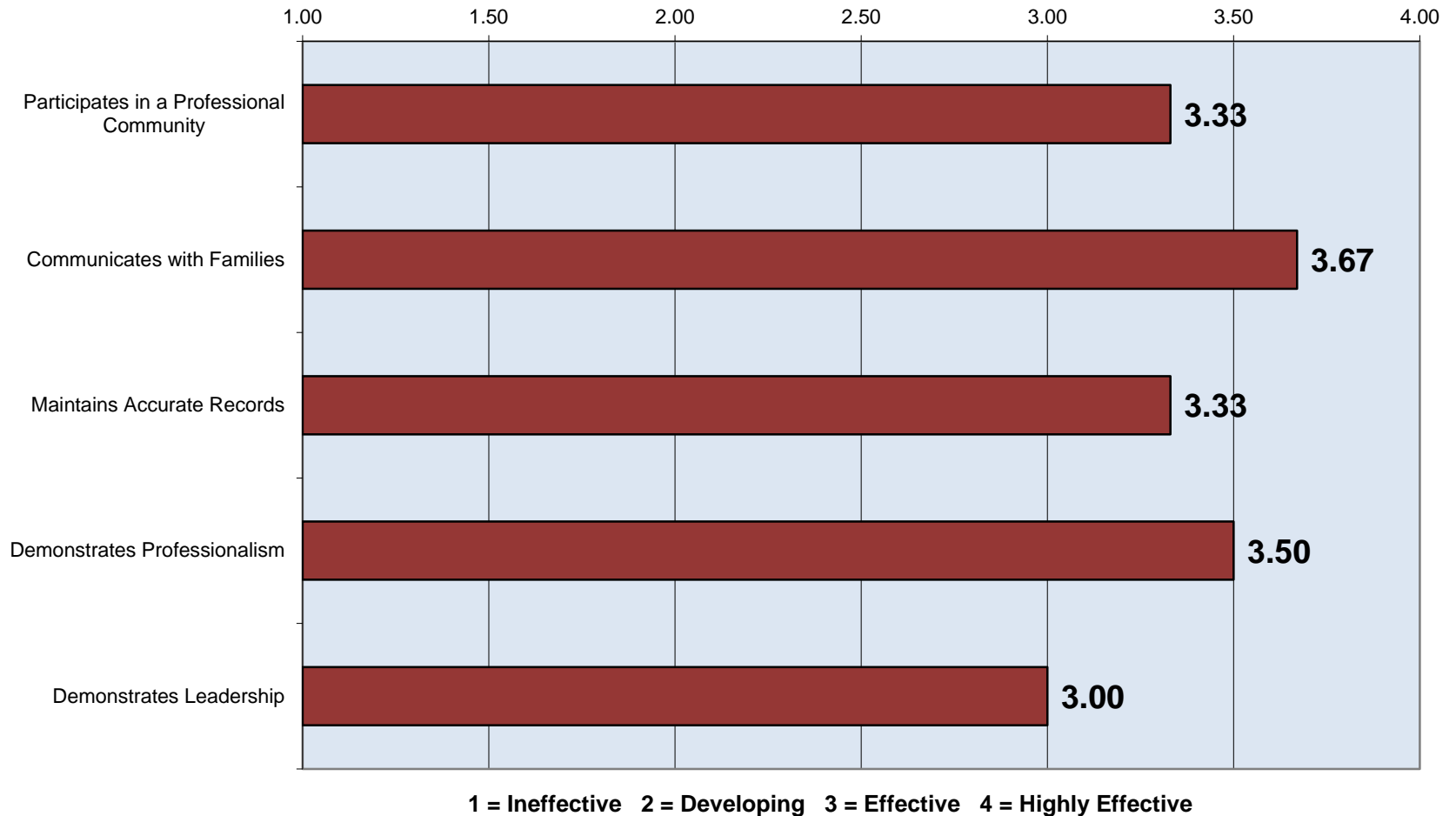


# 2014 Salome Elementary Teacher Evaluation - Instruction, Part 2 Summative Result



## 2014 Salome Elementary

### Teacher Evaluation - Professional Responsibilities Summative Result



# Survey Data

**Total Respondents – 21**

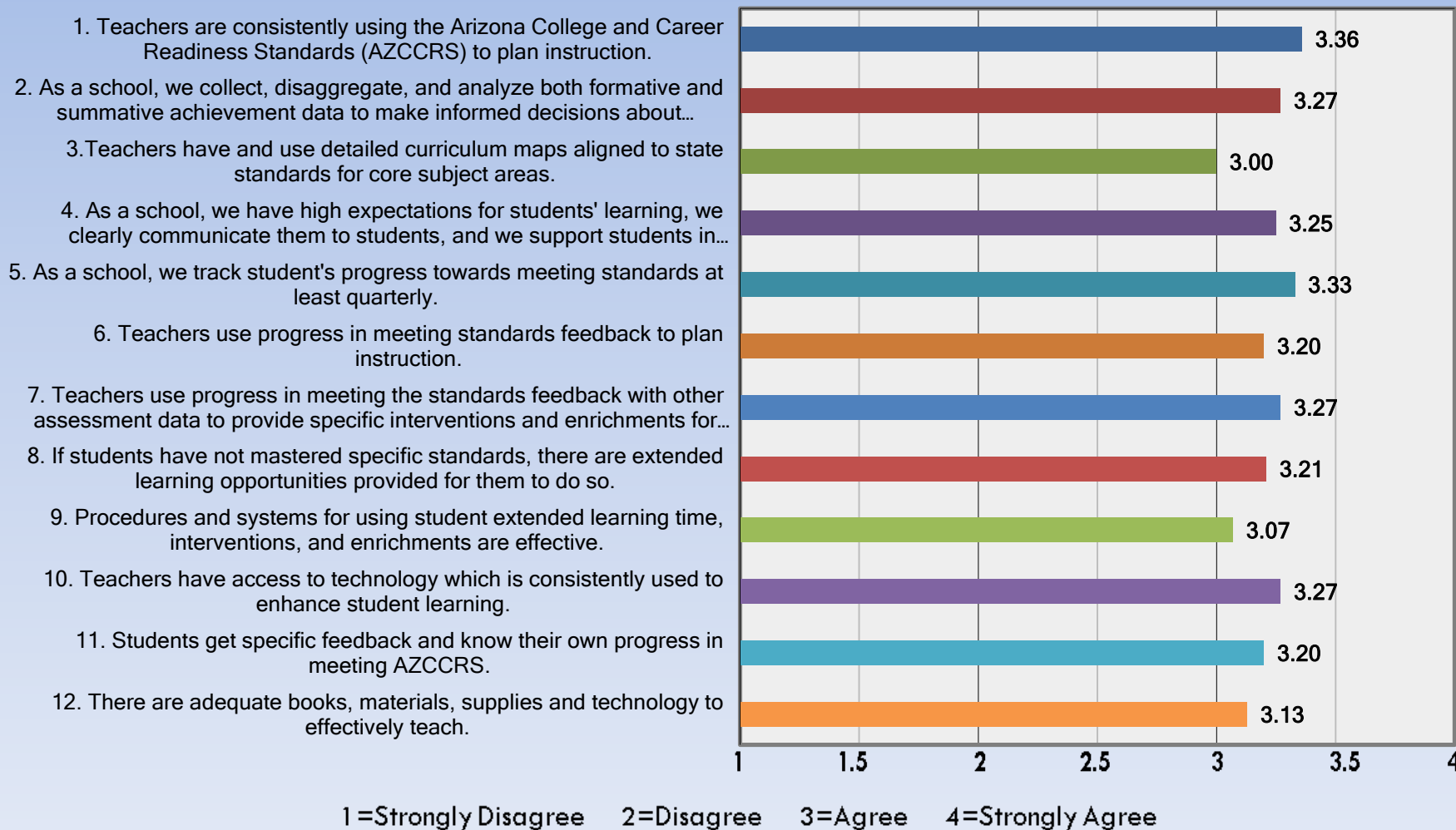
**Certified – 10**

**Classified – 11**

# Salome Elementary Curriculum and Instruction

## Classified and Certified Staff

### Survey Responses, April 2014



# Salome Elementary Curriculum and Instruction Data

## Classified and Certified Staff

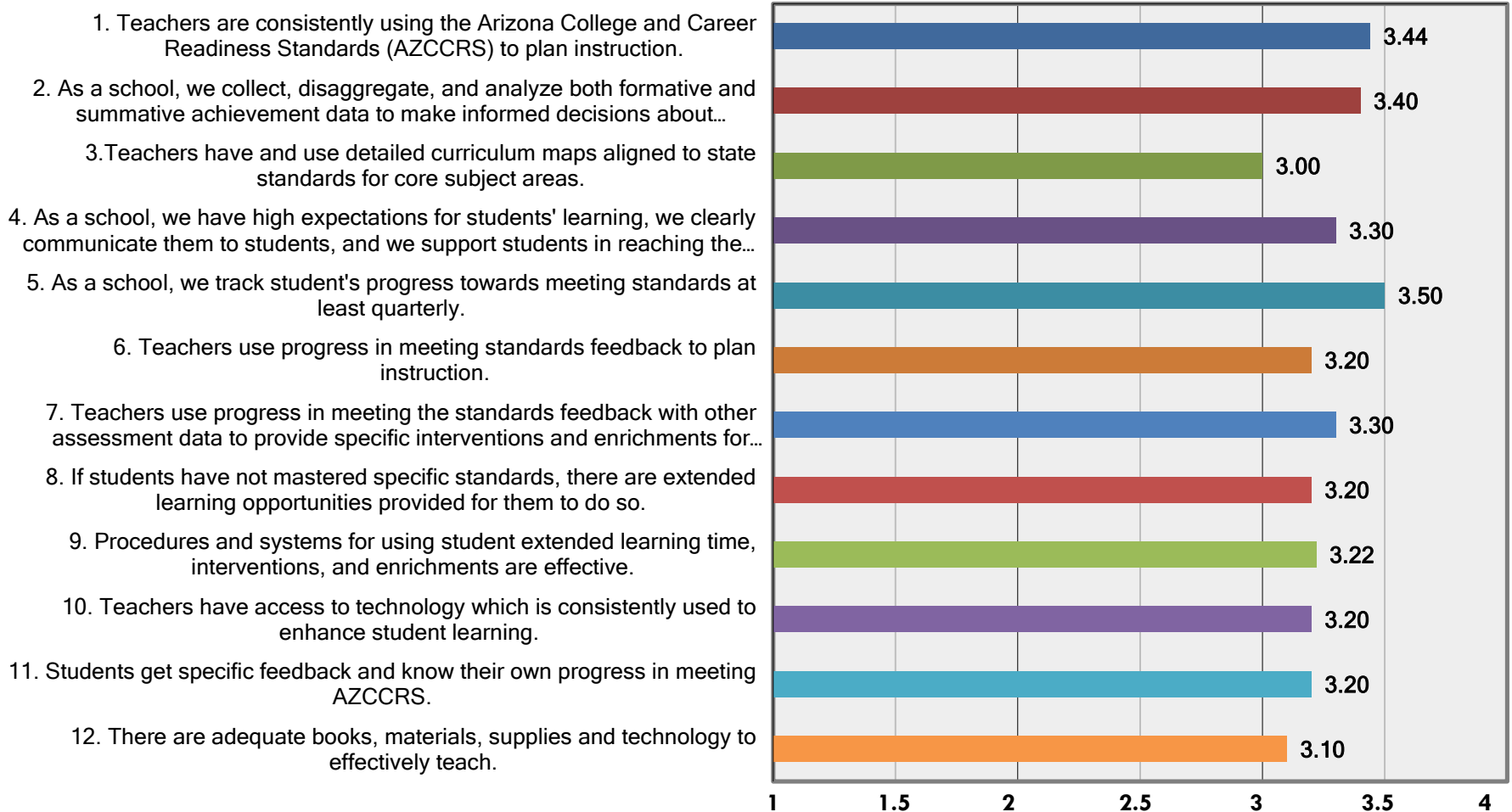
### Survey Responses, April 2014

Answer Options	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	Rating Average	Response Count
1. Teachers are consistently using the Arizona College and Career Readiness Standards (AZCCRS) to plan instruction.	0	0	9	5	7	3.36	21
2. As a school, we collect, disaggregate, and analyze both formative and summative achievement data to make informed decisions about curriculum and instruction.	0	1	9	5	6	3.27	21
3. Teachers have and use detailed curriculum maps aligned to state standards for core subject areas.	0	3	9	3	6	3.00	21
4. As a school, we have high expectations for students' learning, we clearly communicate them to students, and we support students in reaching the high expectations.	0	1	10	5	5	3.25	21
5. As a school, we track student's progress towards meeting standards at least quarterly.	0	1	8	6	6	3.33	21
6. Teachers use progress in meeting standards feedback to plan instruction.	0	0	12	3	6	3.20	21
7. Teachers use progress in meeting the standards feedback with other assessment data to provide specific interventions and enrichments for students.	0	0	11	4	6	3.27	21
8. If students have not mastered specific standards, there are extended learning opportunities provided for them to do so.	0	0	11	3	7	3.21	21
9. Procedures and systems for using student extended learning time, interventions, and enrichments are effective.	1	1	8	4	7	3.07	21
10. Teachers have access to technology which is consistently used to enhance student learning.	1	0	8	6	6	3.27	21
11. Students get specific feedback and know their own progress in meeting AZCCRS.	0	1	10	4	6	3.20	21
12. There are adequate books, materials, supplies and technology to effectively teach.	1	1	8	5	6	3.13	21
If you marked either "Strongly Disagree" or "Disagree" for any of the above statements, please explain your reasoning.							6

# Salome Elementary Curriculum and Instruction

## Certified Staff

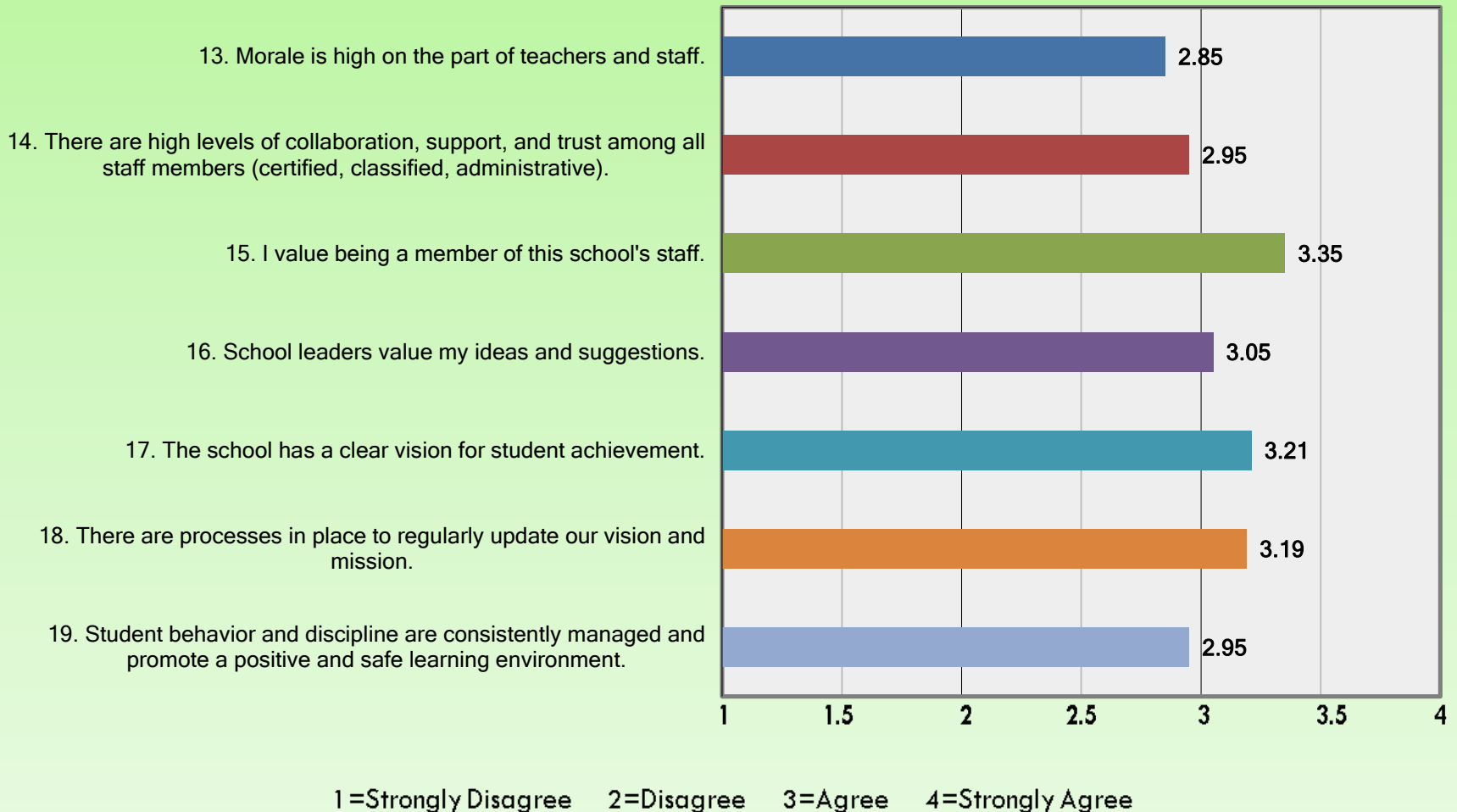
### Survey Responses, April 2014



# Salome Elementary School Culture

## Classified and Certified Staff

### Survey Results, April 2014



# Salome Elementary School Culture Data

Classified and Certified Staff

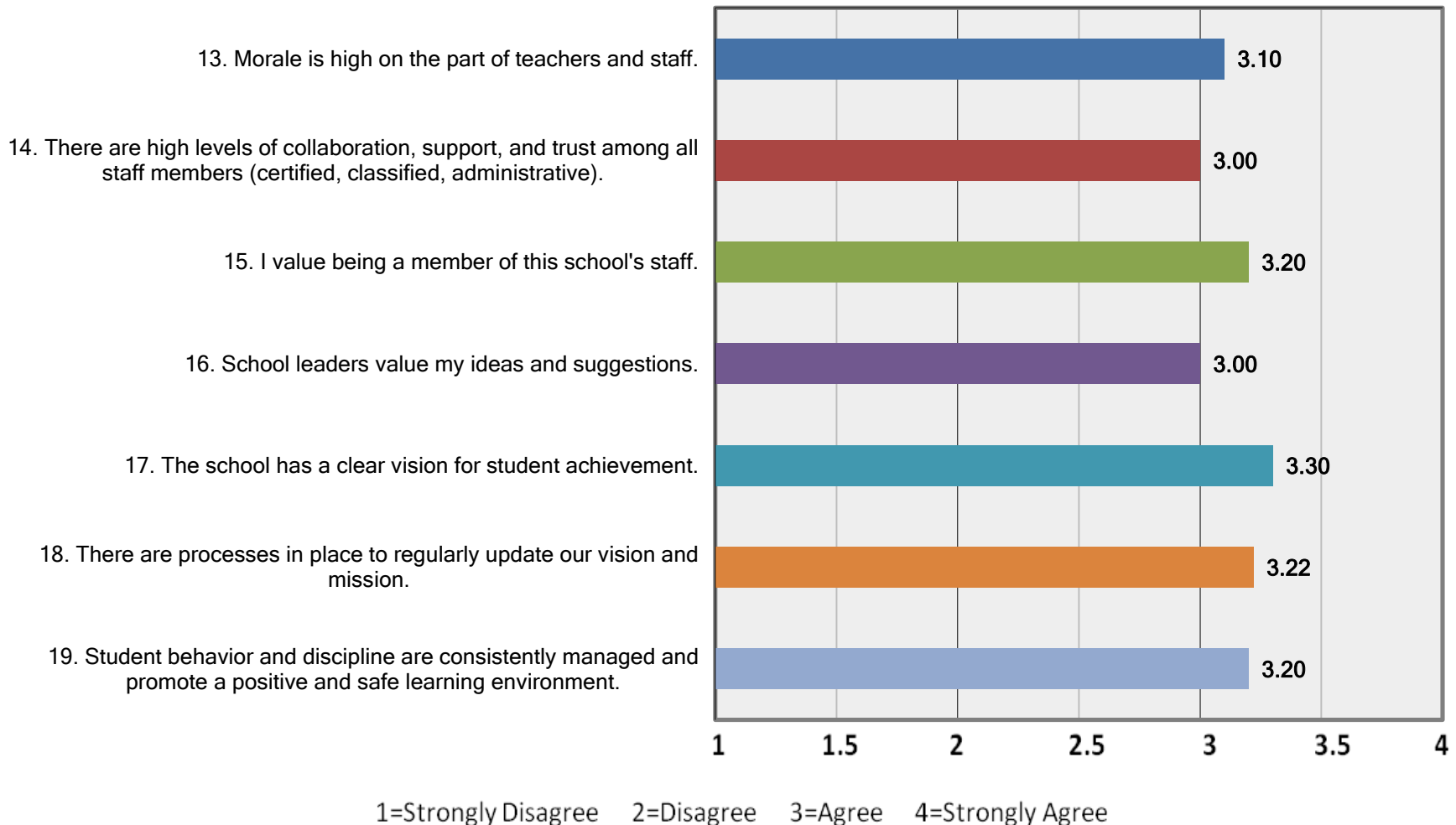
Survey Results, April 2014

Answer Options	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	Rating Average	Response Count
13. Morale is high on the part of teachers and staff.	1	6	8	5	1	2.85	21
14. There are high levels of collaboration, support, and trust among all staff members (certified, classified, administrative).	1	4	10	5	1	2.95	21
15. I value being a member of this school's staff.	0	2	9	9	1	3.35	21
16. School leaders value my ideas and suggestions.	0	3	12	4	2	3.05	21
17. The school has a clear vision for student achievement.	0	1	13	5	2	3.21	21
18. There are processes in place to regularly update our vision and mission.	0	1	11	4	5	3.19	21
19. Student behavior and discipline are consistently managed and promote a positive and safe learning environment.	0	5	10	4	2	2.95	21
If you marked either "Strongly Disagree" or "Disagree" for any of the above statements, please explain your reasoning.							4

# Salome Elementary School Culture

## Certified Staff

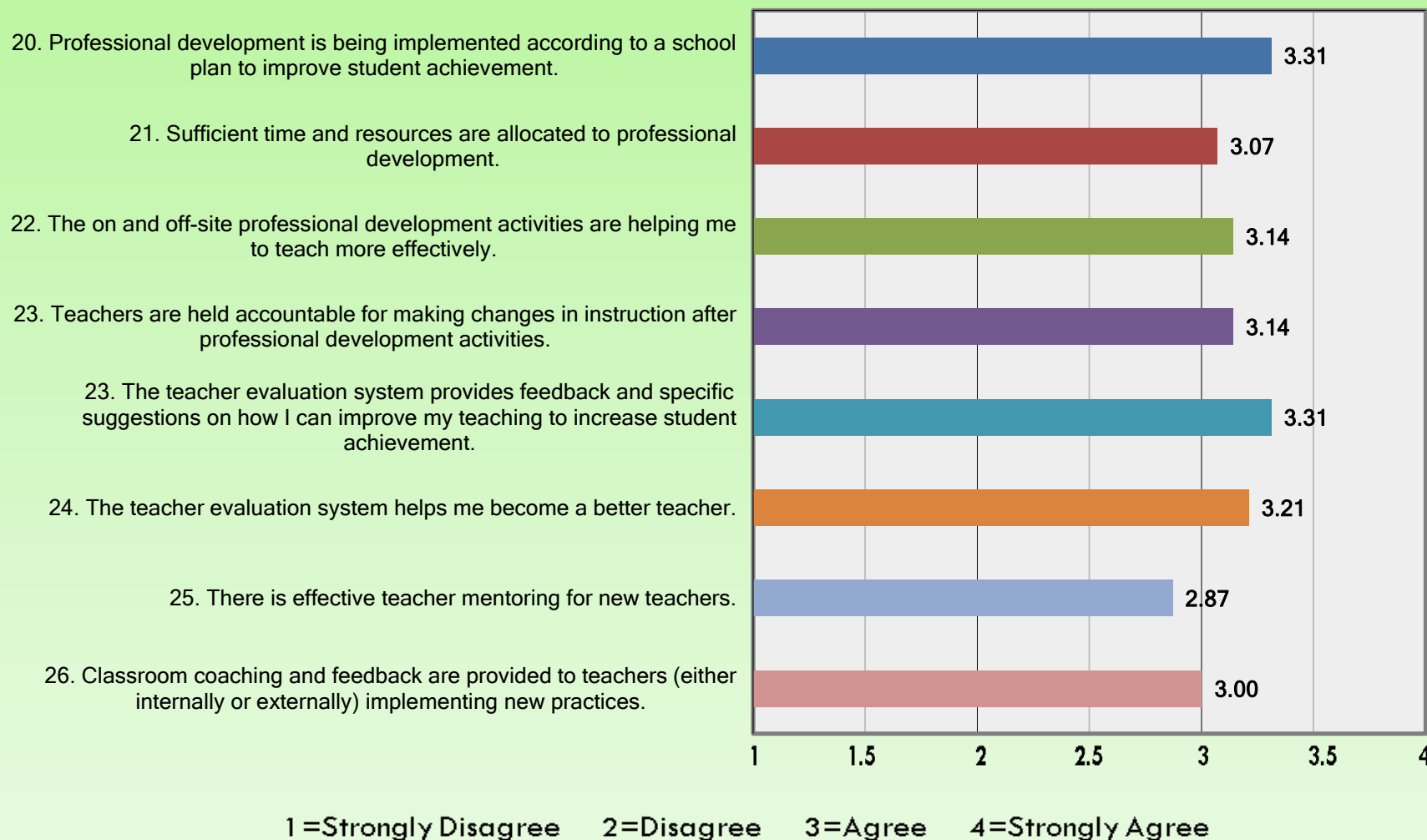
### Survey Results, April 2014



# Salome Elementary Professional Development

## Classified and Certified Staff

### Survey Results, April 2014



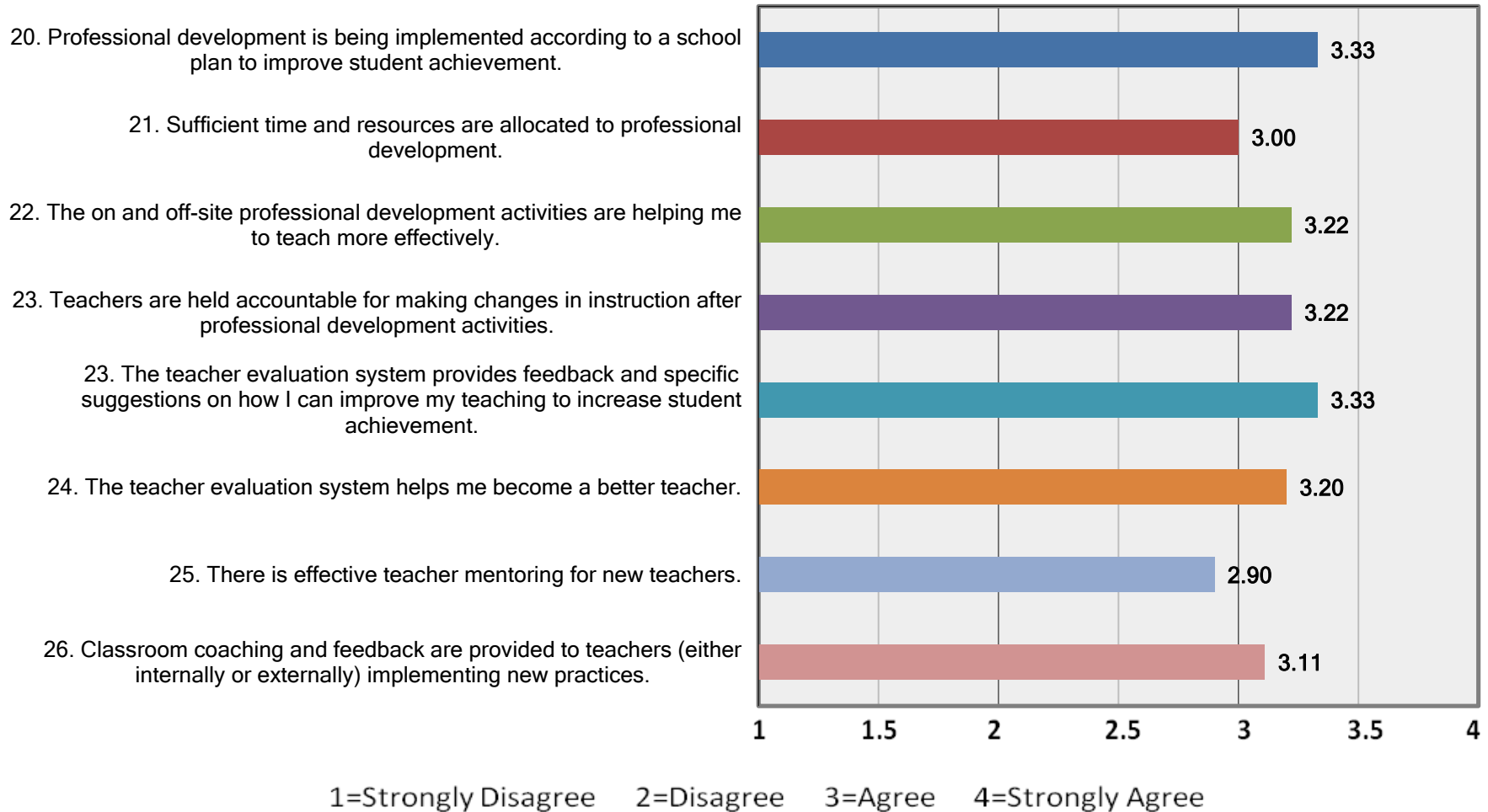
# Salome Elementary Professional Development Data

Classified and Certified Staff

Survey Results, April 2014

Answer Options	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	Rating Average	Response Count
20. Professional development is being implemented according to a school plan to improve student achievement.	0	0	11	5	5	3.31	21
21. Sufficient time and resources are allocated to professional development.	0	0	14	1	6	3.07	21
22. The on and off-site professional development activities are helping me to teach more effectively.	0	1	10	3	7	3.14	21
23. Teachers are held accountable for making changes in instruction after professional development activities.	0	2	8	4	7	3.14	21
23. The teacher evaluation system provides feedback and specific suggestions on how I can improve my teaching to increase student achievement.	0	1	7	5	8	3.31	21
24. The teacher evaluation system helps me become a better teacher.	0	2	7	5	7	3.21	21
25. There is effective teacher mentoring for new teachers.	1	3	8	3	6	2.87	21
26. Classroom coaching and feedback are provided to teachers (either internally or externally) implementing new practices.	0	3	8	3	7	3.00	21
If you marked either "Strongly Disagree" or "Disagree" for any of the above statements, please explain your reasoning.							5

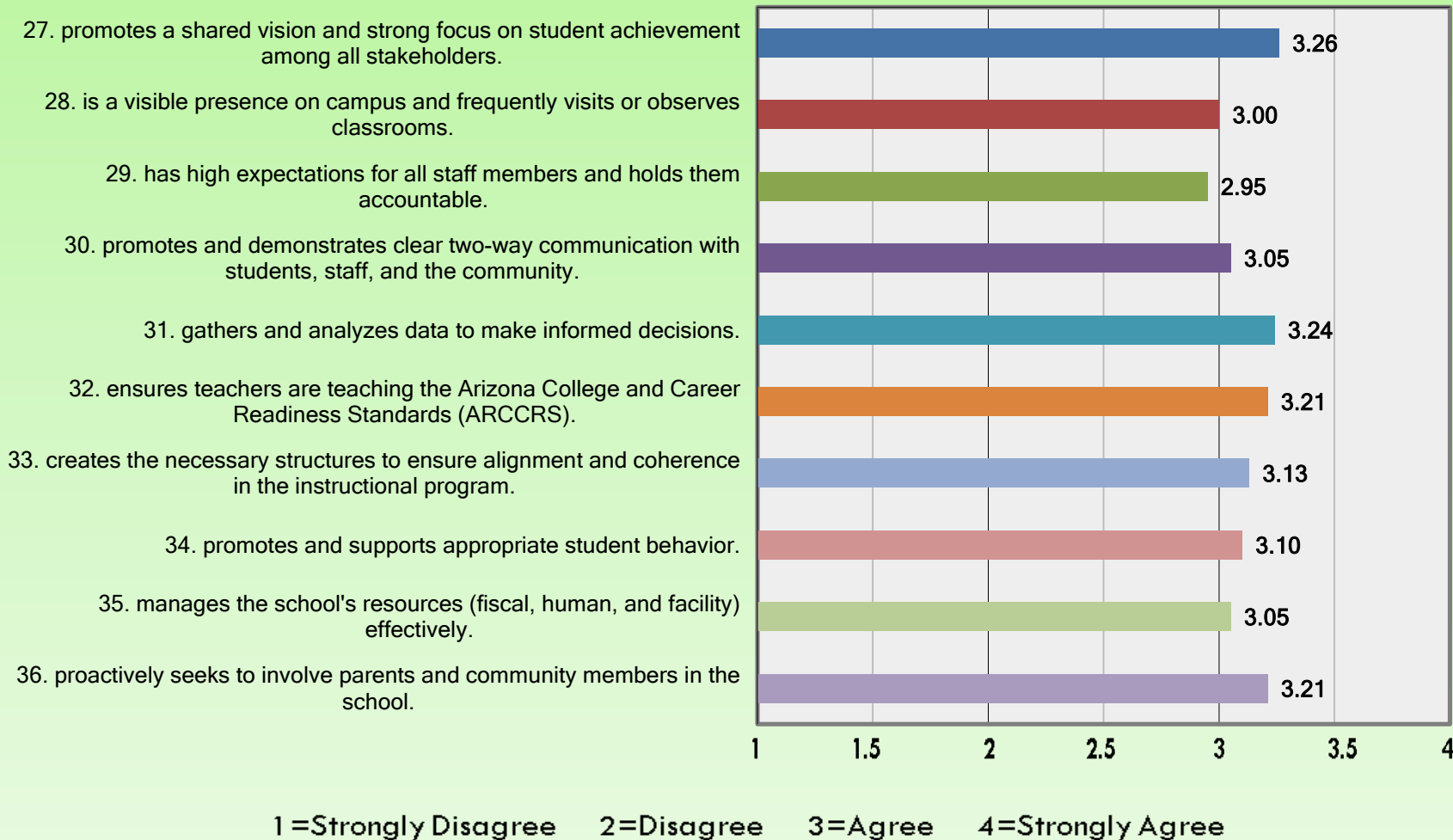
# Salome Elementary Professional Development Certified Staff Survey Results, April 2014



# Salome Elementary School Leadership

## Classified and Certified Staff

### Survey Results, April 2014



# Salome Elementary School Leadership Data

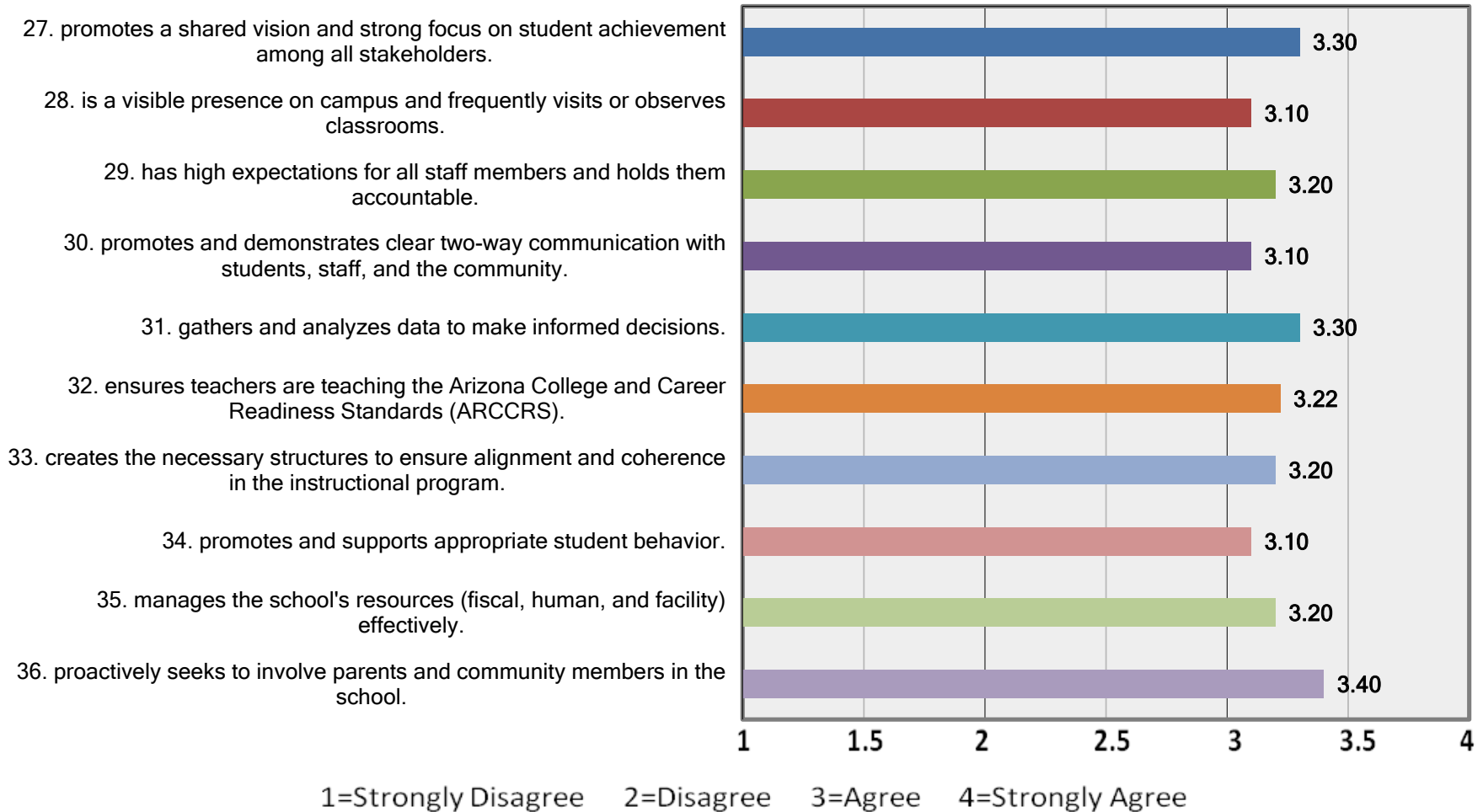
## Classified and Certified Staff Survey Results, April 2014

Answer Options	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	Rating Average	Response Count
27. promotes a shared vision and strong focus on student achievement among all stakeholders.	0	0	14	5	2	3.26	21
28. is a visible presence on campus and frequently visits or observes classrooms.	0	5	7	5	4	3.00	21
29. has high expectations for all staff members and holds them accountable.	1	4	10	5	1	2.95	21
30. promotes and demonstrates clear two-way communication with students, staff, and the community.	0	4	11	5	1	3.05	21
31. gathers and analyzes data to make informed decisions.	0	1	11	5	4	3.24	21
32. ensures teachers are teaching the Arizona College and Career Readiness Standards (ARCCRS).	0	0	11	3	7	3.21	21
33. creates the necessary structures to ensure alignment and coherence in the instructional program.	0	2	10	4	5	3.13	21
34. promotes and supports appropriate student behavior.	0	2	14	4	1	3.10	21
35. manages the school's resources (fiscal, human, and facility) effectively.	0	5	8	6	2	3.05	21
36. proactively seeks to involve parents and community members in the school.	0	2	11	6	2	3.21	21
If you marked either "Strongly Disagree" or "Disagree" for any of the above statements, please explain your reasoning.							3

# Salome Elementary School Leadership

## Certified Staff

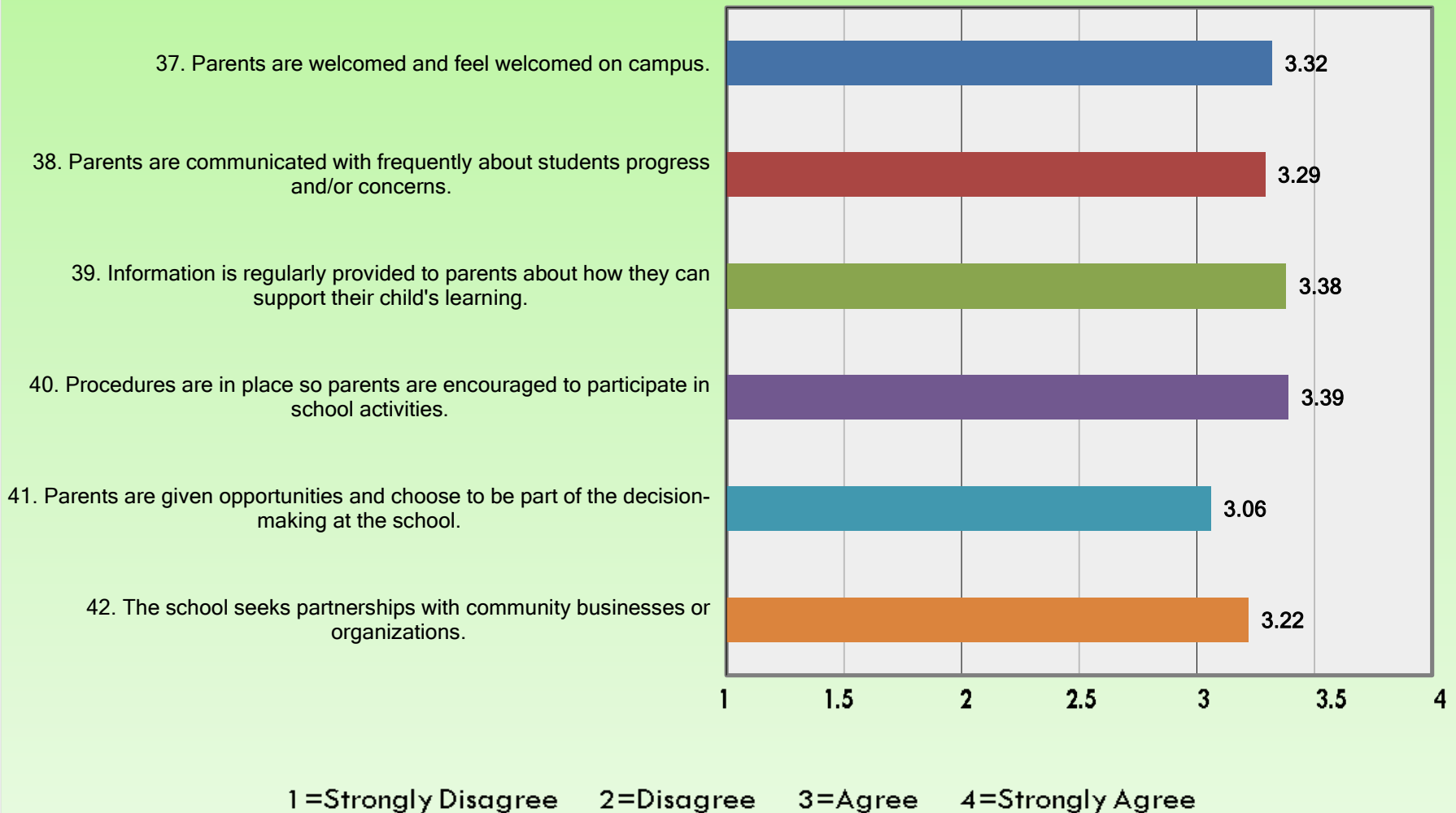
### Survey Results, April 2014



# Salome Elementary Professional Development

## Classified and Certified Staff

### Survey Results, April 2014



# Salome Elementary Professional Development Data

Classified and Certified Staff

Survey Results, April 2014

Answer Options	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	Rating Average	Response Count
37. Parents are welcomed and feel welcomed on campus.	0	0	13	6	2	3.32	21
38. Parents are communicated with frequently about students progress and/or concerns.	0	0	12	5	4	3.29	21
39. Information is regularly provided to parents about how they can support their child's learning.	0	0	10	6	5	3.38	21
40. Procedures are in place so parents are encouraged to participate in school activities.	0	0	11	7	3	3.39	21
41. Parents are given opportunities and choose to be part of the decision-making at the school.	0	2	12	3	4	3.06	21
42. The school seeks partnerships with community businesses or organizations.	0	1	12	5	3	3.22	21
If you marked either "Strongly Disagree" or "Disagree" for any of the above statements, please explain your reasoning.							1

# Salome Elementary Professional Development Certified Staff Survey Results, April 2014

