

Protecting Growth for All

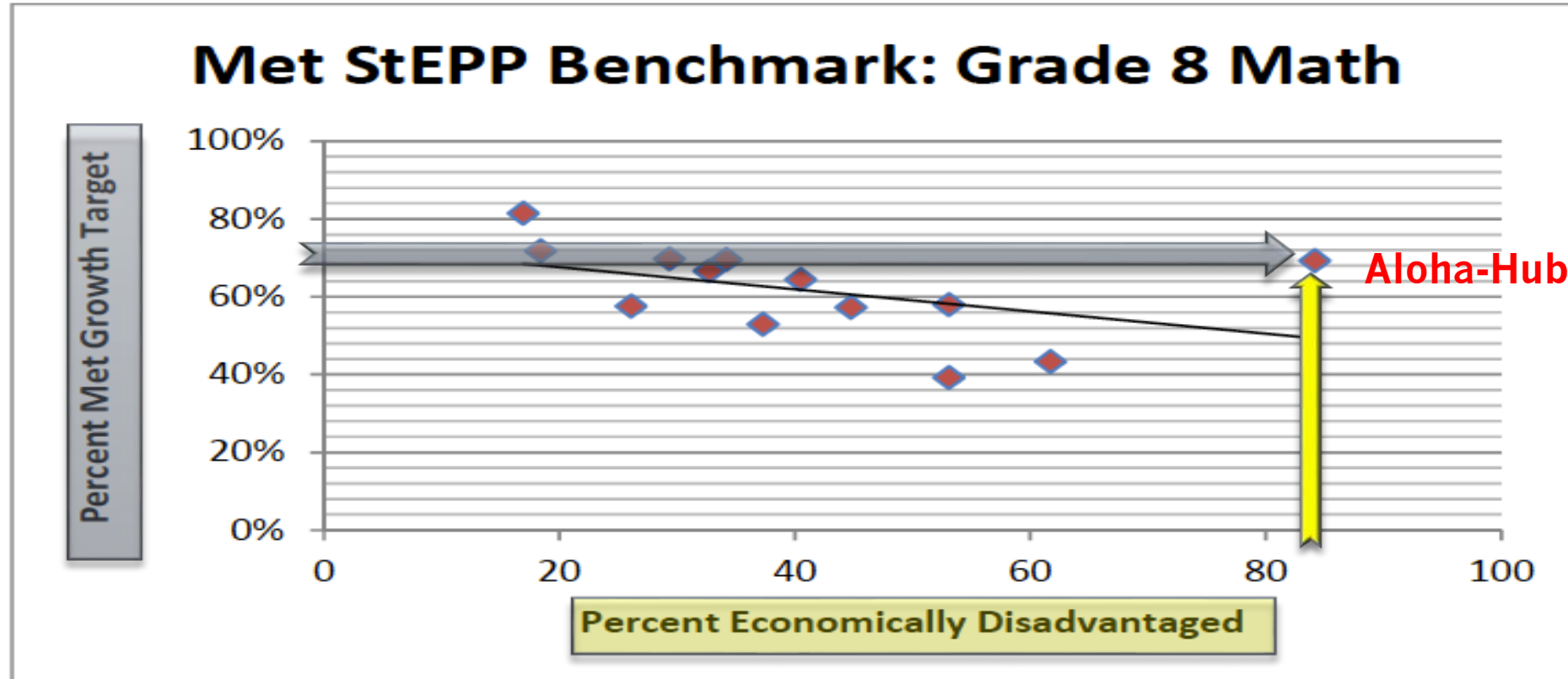
Student Equity Response Team

Scott Drue
Alfonso Giardiello
Cynthia Kieffer

ALOHA-HUBER
BY THE NUMBERS

- Kinder through grade 8
- 1,020 Students
- 580 English Learners
- 85% - 90% poverty
- 53 ethnicities
- 29 languages
- 60-40 female to male teacher ratio

Oaks Test (Spring 2011)

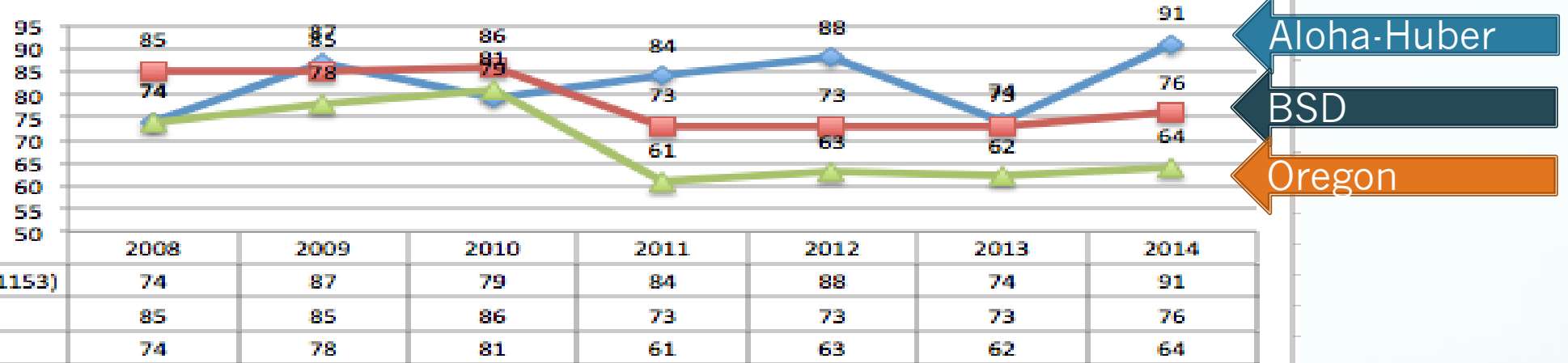


Aloha-Huber Park

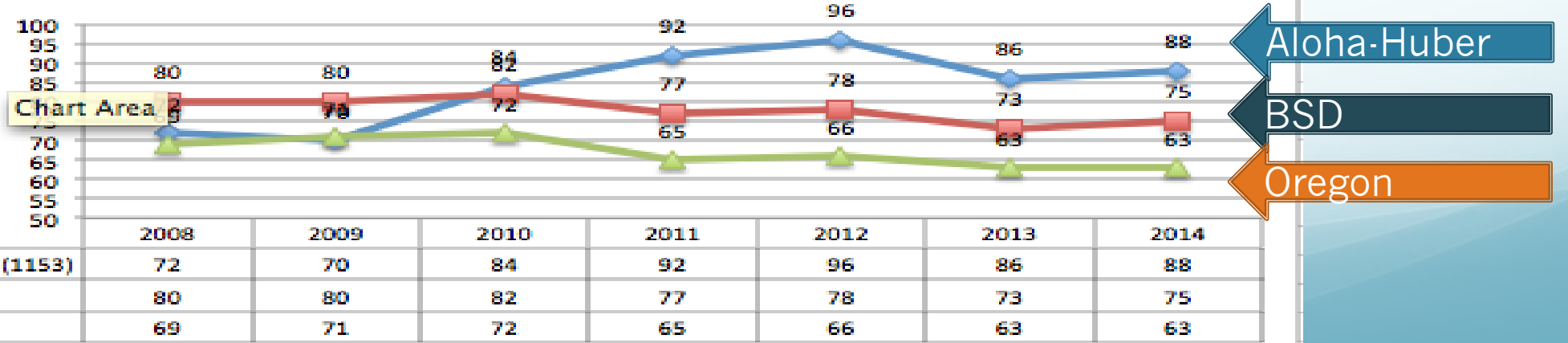


Oaks Test (2008-2014) Reversing the Achievement Gap

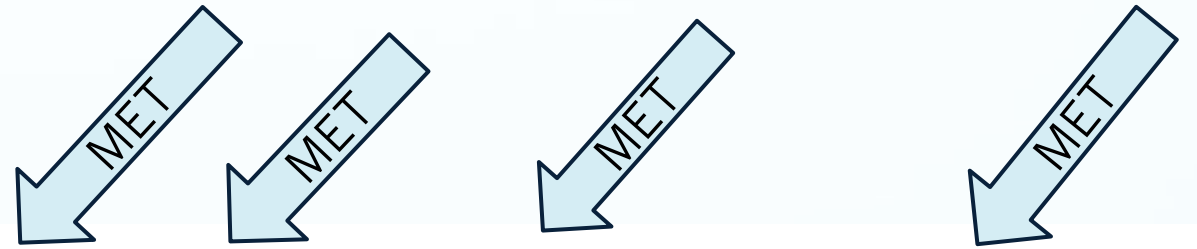
OAKS 7th Grade 2008-2014



OAKS 8th Grade 2008-2014



2014-2016 AMAO Data

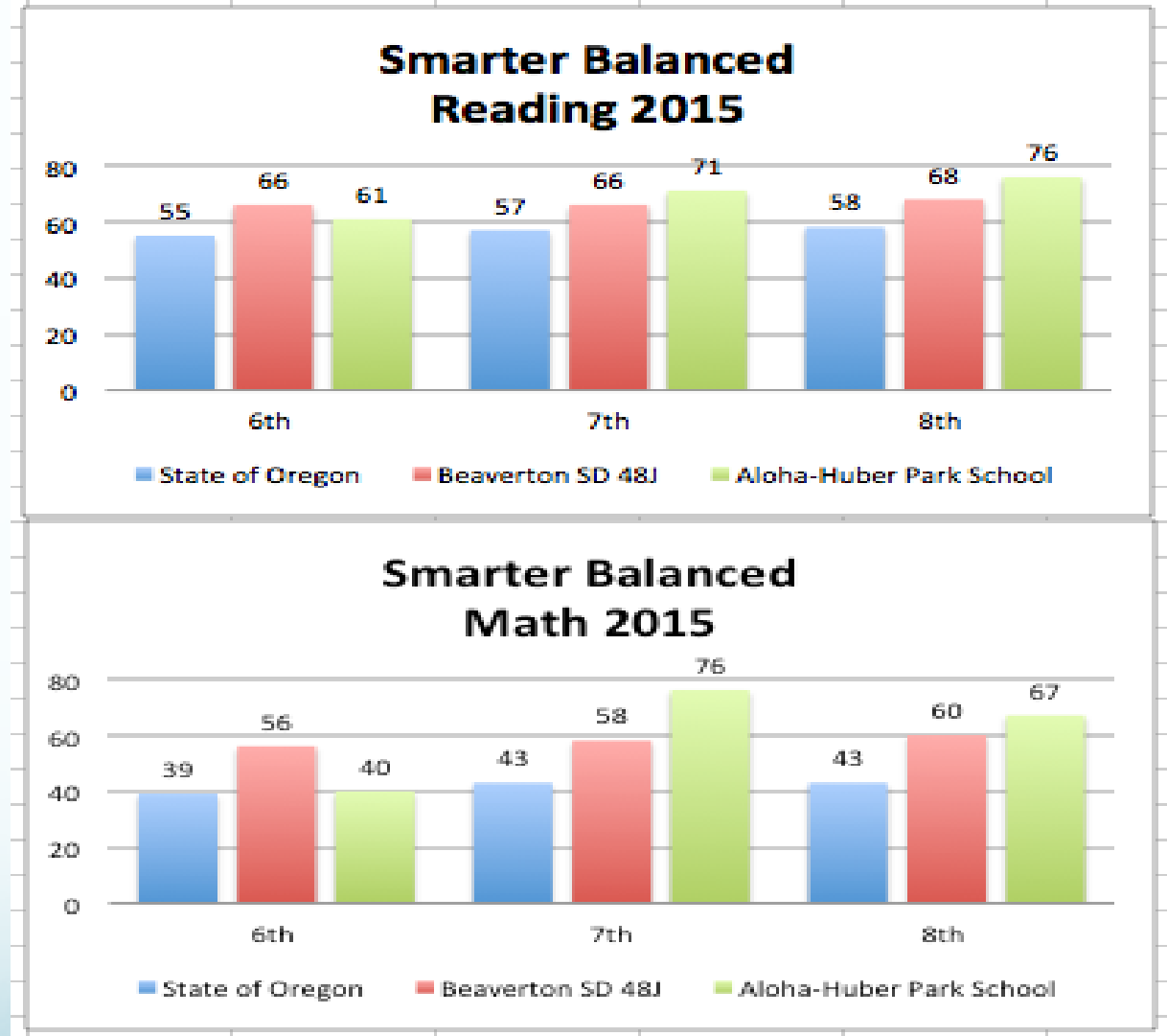


2013-14 AMAO (Annual Measurable Achievement Objectives) BSD 48

AMAO CUT SCORES		47%	9%	28%	OAKS Reading & Math	
<i>ELEMENTARY</i>		AMAO 1	AMAO 2A	AMAO 2B	AMAO 3	
SCHOOLS		%	%	%	ELL Growth Point	Met Status
Aloha-Huber Park School		53.42	14.89	54.29	90	Met

Seven consecutive years of exiting all eighth grade English Learners before high school...

Smarter Balanced 2015



PBIS



Be Safe

Be Respectful

Be Responsible

Behavior Referrals
2013-2015



Where we are today...

EMBRACING THE FACTS

- High Poverty .
- Rated 5 in growth & 4+ in achievement.
- Diversity.

Overall Level: Level 4

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement <i>(page 3)</i>	Level 3	60.0%	25	15.0
Academic Growth <i>(page 4)</i>	Level 5	90.0%	50	45.0
Subgroup Growth <i>(page 5)</i>	Level 4	82.5%	25	20.6
Number of Missed Participation Targets* <i>(page 6)</i>	0	NA		
* Schools do not receive points for participation. However, a school's overall Level is lowered by one category if it does not meet participation targets for all subgroups and subjects.			Totals**	80.6
** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.			Weighted Percent	80.6%

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth

The total score is matched to the scoring guide above to determine the school's rating.

Where are we coming from?

FIVE CATALYSTS

1 EMBRACING THE FACTS

- High Poverty.
- Failed making AYP.
- High Diversity.

5 EQUITY / ADULT ACTIONS

“If the student didn’t learn it... we didn’t teach it”.

2 BEST PRACTICES

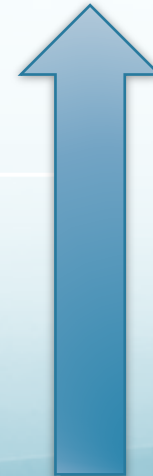
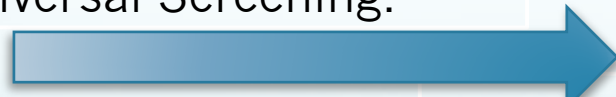
- Walk to Read.
- Explicit Instruction.
- Universal Screening.

4 COLLABORATION

- Common Plan Time.
- Release Time.
- Facilitated / Focused.

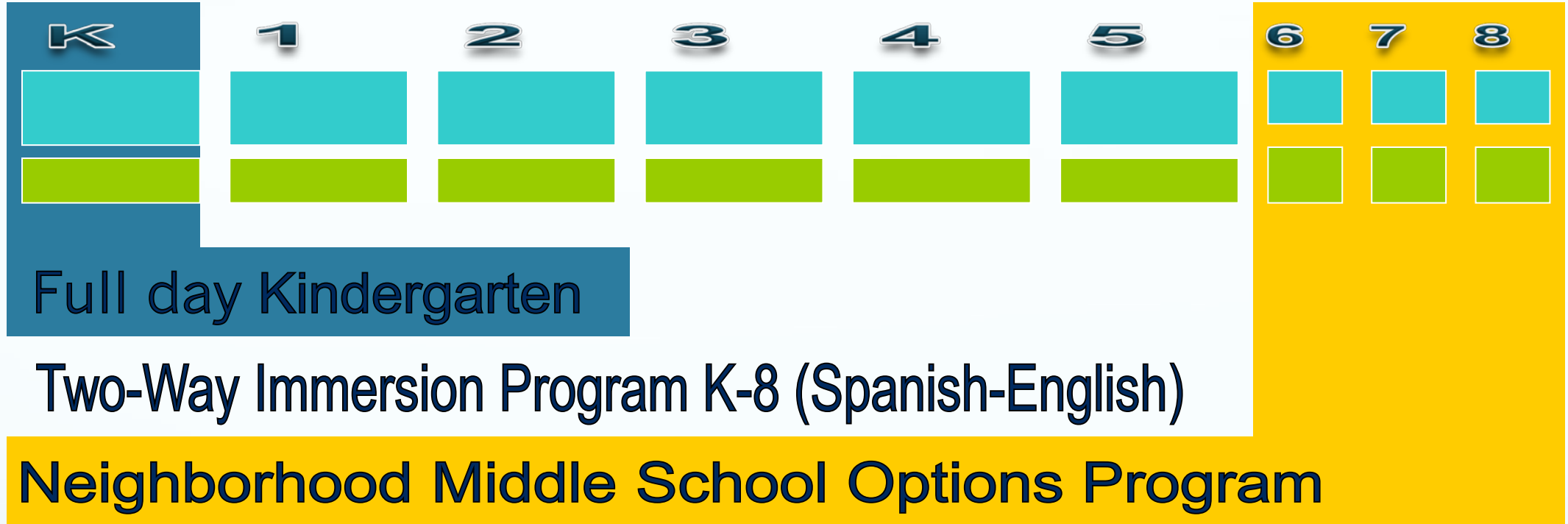
SCHOOL AGREEMENTS

- ### 3
- Resources
 - Time
 - Decision Rules



AHP Configuration

1,000 Students





ALOHA-HUBER PARK SCHOOL MASTER SCHEDULE 2012-2013							
	Kinder	First	Second	Third	Fourth	Fifth	MS
7:30			DRAFT 08/13/12				Algebra I 7:30-8:30
8:30	EVI		HR 8:25 - 8:35		Content	Writing	Specials
8:45	8:30-9:00				8:30-9:15	8:30-9:15	8:30-9:15
9:00		Math	Math	Writing			
9:15	KIIP	8:35-10:00	8:35-10:00	8:35-9:30		Specials	Math/
9:30	9:00 - 10:00			ELD		9:15-10:00	Writing
9:45				9:30-10:00	Math		9:15-10:15
10:00					9:15-10:45	Math /	
10:15	Math					Reading	Math/
10:30	10:00-11:00	Reading	Reading	Reading		10:00-11:30	Writing
10:45		10:00-11:30	10:00-11:30	10:00-11:30	Specials		10:15-11:15
11:00	Lunch/				10:45-11:30		
11:15	Recess					ELD	Content
11:30	11:00/11:40	Recess /	Lunch /	Lunch /	Recess/	11:30-12:10	11:15-12:15
11:45		Lunch	Recess	Recess	Lunch		
12:00		11:35/12:15	11:35/12:15	11:30/12:10	11:30-12:10	Recess /	Lunch/
12:15		Specials	ELD		Writing	Lunch	Recess
12:30		12:15-1:00	12:20-12:50	Math	12:15-1:00	12:10-12:50	12:15-12:55
12:45			Content/	12:15-1:45			
1:00		Writing	Firm-UP			Reading/	
1:15		1:00-2:00	12:50-1:30		Reading 1:00	Math	Reading
1:30			Specials	Content	- 2:30	12:50 - 2:15	1:00-2:30
1:45			1:30-2:15	1:45 - 2:15			
2:00		Firm-UP					
2:15		2:00-2:30	Writing	Specials	ELD 2:30-	Content	ELD 2:30-
2:30		ELD	2:15-3:00	2:15-3:00	3:05	2:15-3:00	3:00
2:45		2:30-3:00					
3:00							

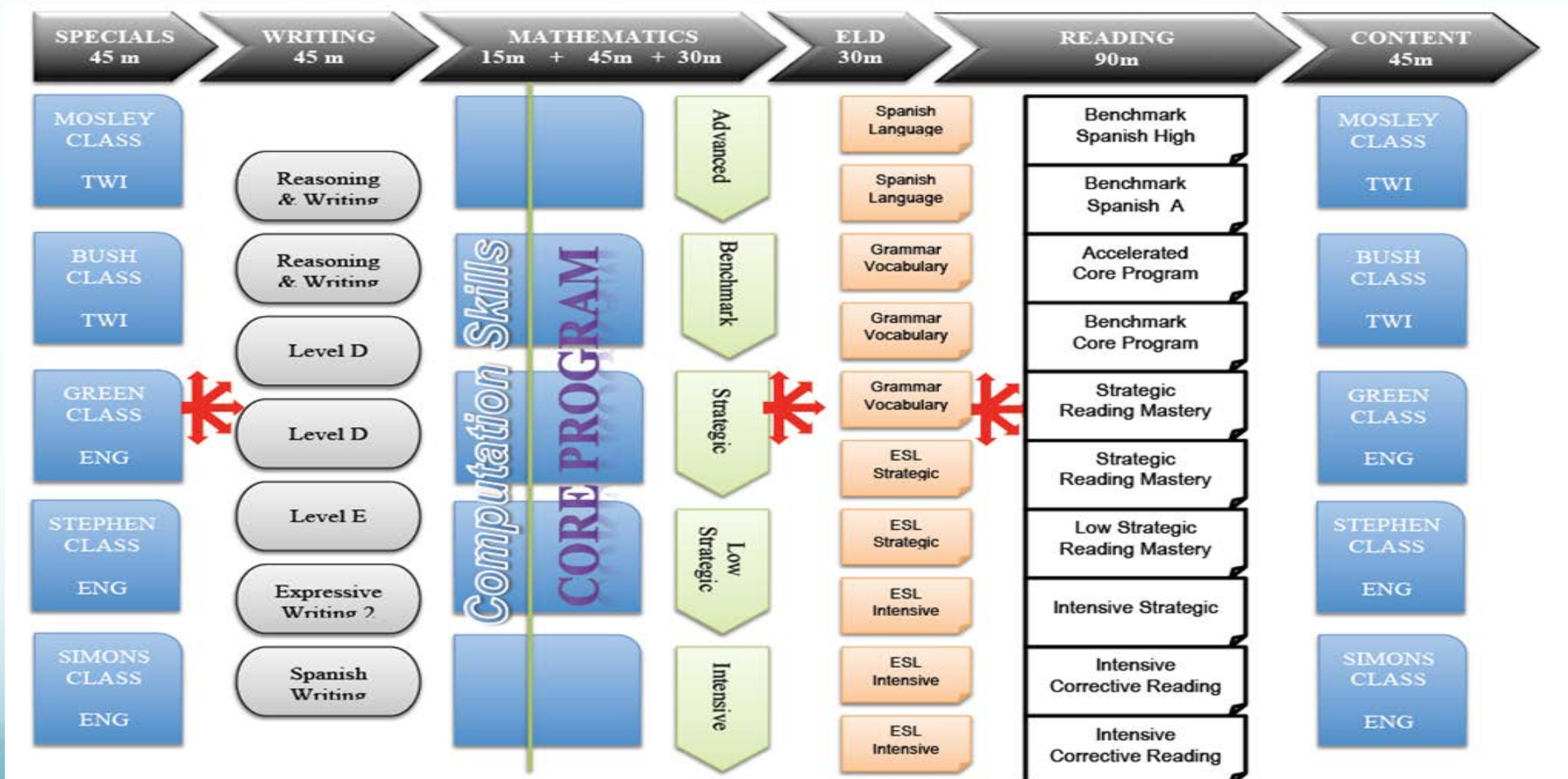
45/60 minute Writing Blocks, K-8

90 minute Reading Blocks, K-8

90 minute Math Blocks

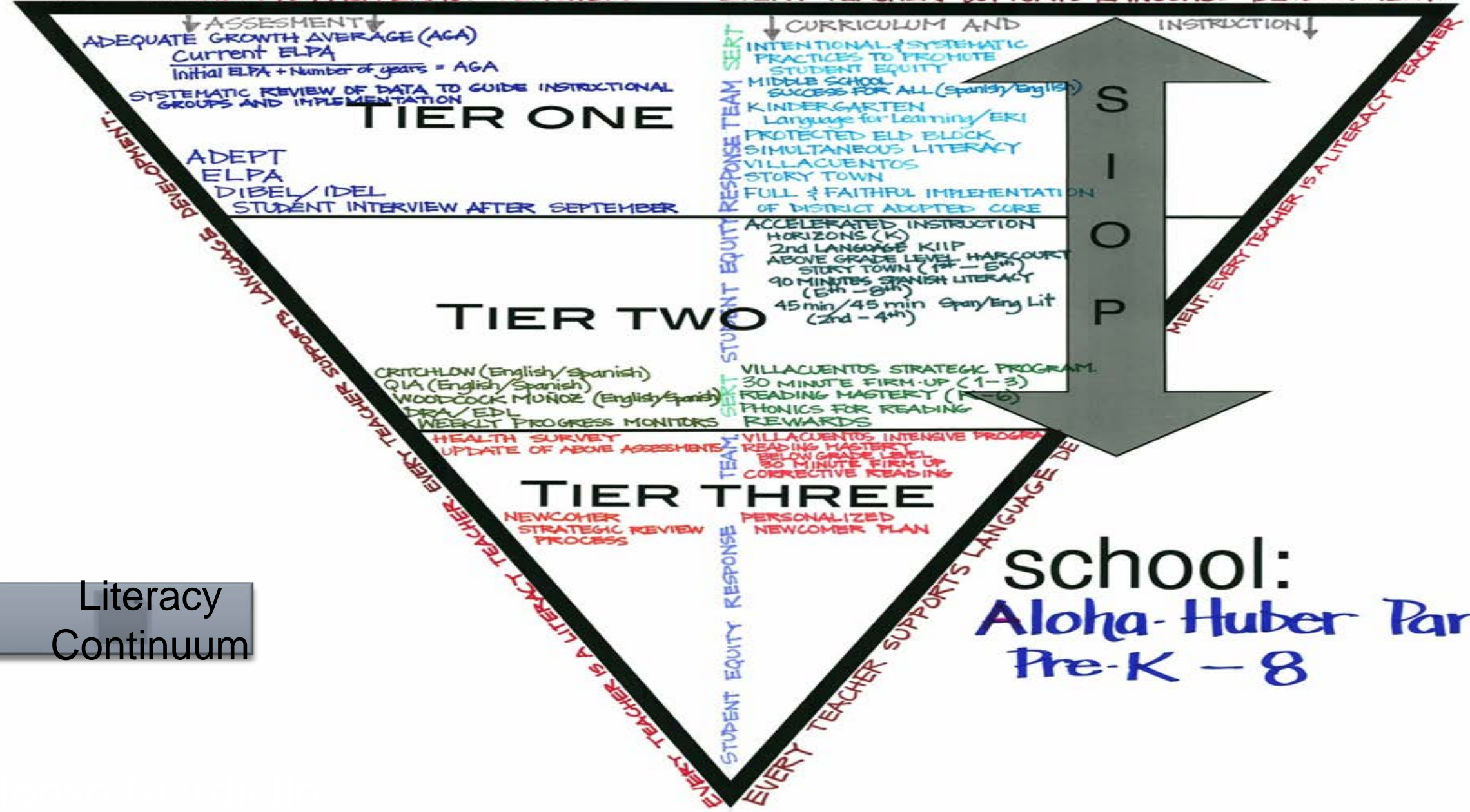
ELD School-wide

Multi-tiered Interventions



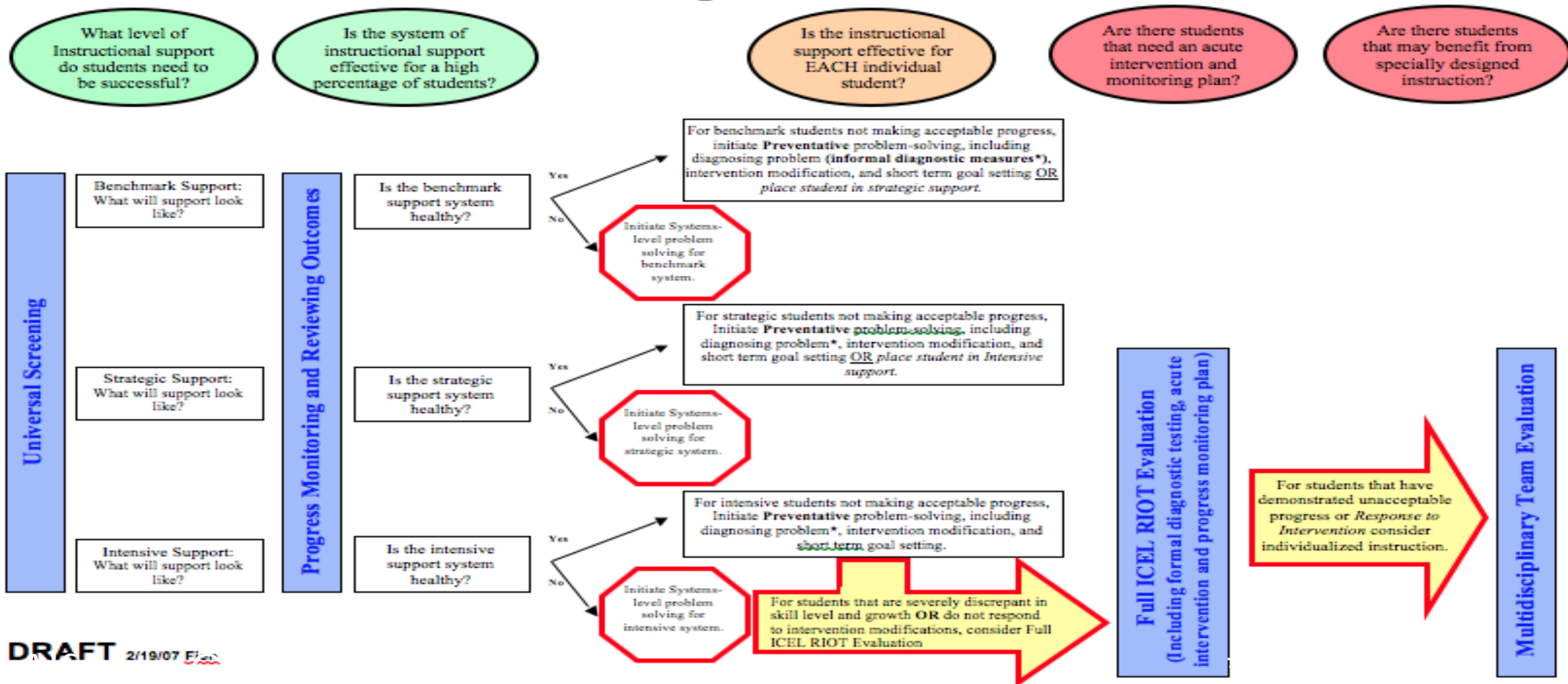
LITERACY RTI for English Learner

EVERY TEACHER IS A LITERACY TEACHER. EVERY TEACHER SUPPORTS LANGUAGE DEVELOPMENT.





GATE: Going From ALL to EACH

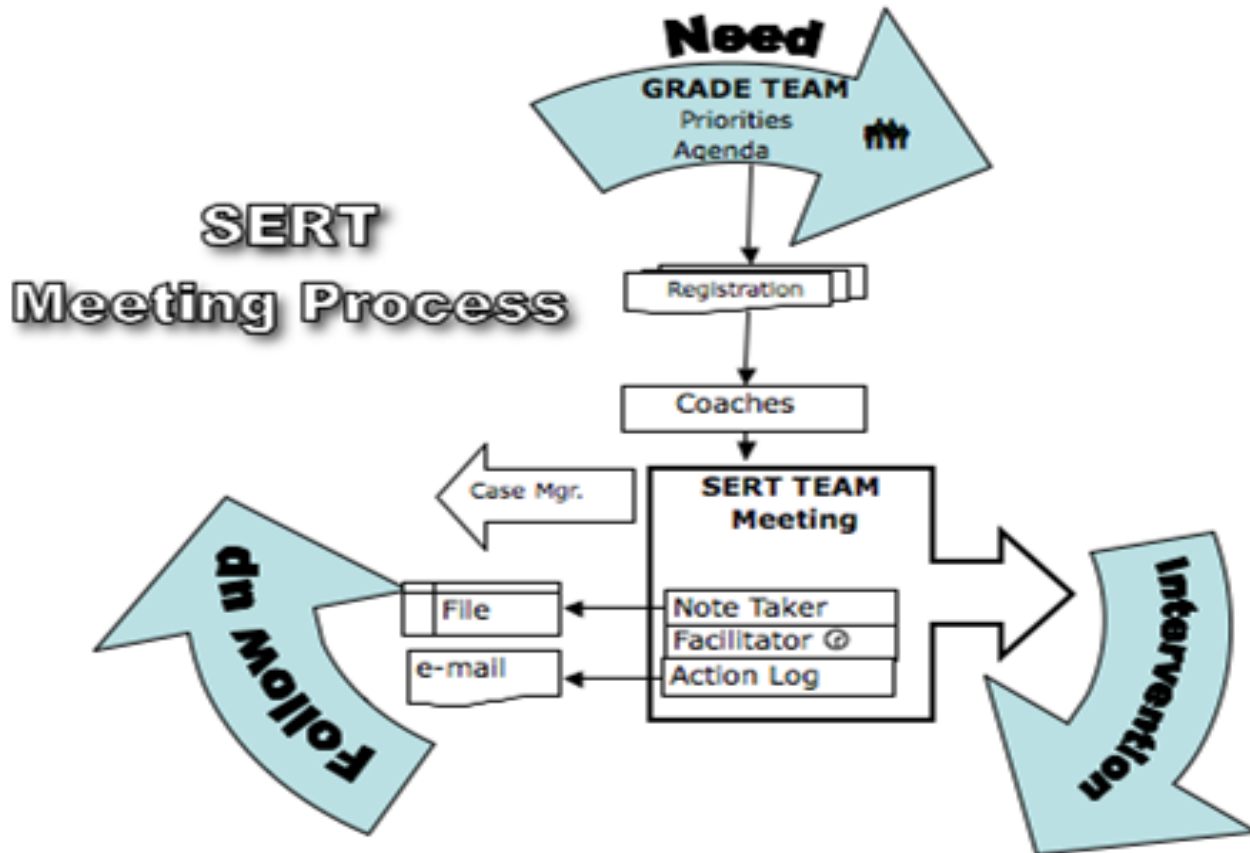


4. INTERVENTION

(System vs Individuals)

- **RTI**
- **Multi-tiered Intervention**
- **Evident Based Practices**
- **Systems**

RTI model school-wide



SERT

**Student
Equity
Response
Team**



The image displays a collection of educational data dashboards and a central organizational chart. The dashboards include:

- ESL Data**: A dashboard with a table and a small bar chart.
- OAKS Data**: A dashboard with a large table of data.
- Reading Screening Data**: A dashboard with a grid of colored cells (red, yellow, green).
- Individual Schedule & Interventions**: A dashboard with a table of interventions.
- Student Individual Goals / Stepp**: A dashboard with a table of goals and a small bar chart.
- General Data**: A dashboard with a map.
- Enrollment & Attendance Data**: A dashboard with a table of enrollment and attendance.
- Report Card Data**: A dashboard with a grid of colored cells (red, yellow, green).
- SERT Decisions & follow up RTI**: A dashboard with a table of SERT decisions.
- Behavior Data**: A dashboard with a table of behavior data.

The central organizational chart shows a hierarchy starting with "Students" at the top, branching into "Teacher", "Teacher", and "Teacher". Below "Teacher" are "Classroom", "Classroom", and "Classroom". Below "Classroom" are "ELL (ESL)", "ELL (ESL)", and "ELL (ESL)". Below "ELL (ESL)" are "Learning Targets" and "Learning Targets". To the right of the chart is a person icon and the word "Services".



SERT Decisions & follow up RTI

Status:	Flag:	Date:	Follow-up Date:
Exited	Low	12/7/2009	
Main Concern:	Secondary Concern:	First referred by:	
All Academics		Perez	
School Strategies / Interventions:		Involvement:	
Seating in area of lower distraction. Started 6 minute solution to start Literacy. Progress monitor every 1-2 weeks.		LI C, Writing and Math Replacement Core	
Strengths:		Family Information:	
1. Strong voice		Family is aware of student's difficulties with reading and remembering information.	
2. Good sense of humor			
3. Positive attitude			
Concern Notes:		Goal:	
Student has shown processing and memory difficulties.			

RTI Notes	
Date / Staff	Comments
6/1/2011 schantinte	Improved dramatically.
3/3/2011 giardielloal	More focused and better work habits. Language! improving but still struggling. Teresa to get Read Naturally for entire LI group.
3/3/2011 giardielloal	* ESL/ELPA Composite level 2, Early Intermediate w/ Perez Kim to follow up with possible complications at birth. Woodcock Munoz- Carmen DBA- Karla/Teresa



Selena Guzman
4555 SW 164th
Beverly, OR 97007
503-338-2373

Behavior Data

MS ID# 256346
MS ID# 8026548
Apr 28 2004

SWIS

Notes

All Trackers & Referrals

Date	Grade	Behavior	Motivation	Others Involved	Administrative Action	Suspend
6/14/10	6	Minor - Defiance/ Disrespect/ non-compliance	Avoid adults	None	Conference with Student	

Show Current SWIS Data

Feedback



Selena Guzman Ramos

4556 SW 164th
Beaverton, OR 97007
503.336.0357

Ethnicity: Hispanic / Latino

First Language: Spanish

DOB: Dec 22, 1997

Gender: F

ESL Data

ESL ID#: 256346

ESL ID #: 8026548

Enrollment: Apr 28, 2004

Grade: 02 - 1305

ELPA

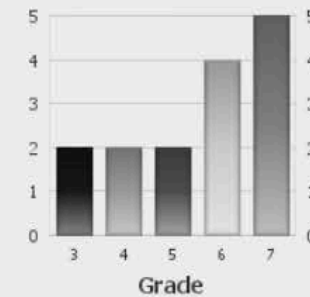
Woodcock

SpEd

ELPA Test Results

Grade	Date	Test Subject	Benchmark Name	Score	Primary Result
07	3/15/2011	Composite	Advanced	534	5
07	3/15/2011	Comprehension	Advanced	529	5
07	3/15/2011	Listening	Advanced	527	5
07	3/15/2011	Reading & Literature	Advanced	531	5
07	3/15/2011	Speaking	Advanced	537	5
07	3/15/2011	Writing	Advanced	545	5
06	2/5/2010	Composite	Early Advanced	518	4
06	2/5/2010	Comprehension	Intermediate	510	3
06	2/5/2010	Listening	Intermediate	512	3
06	2/5/2010	Reading & Literature	Intermediate	508	3
06	2/5/2010	Speaking	Advanced	530	5
06	2/5/2010	Writing	Advanced	538	5
05	3/19/2009	Composite	Early Intermediate	507	2
05	3/19/2009	Comprehension	Early Intermediate	502	2

ELPA Composite Scores





Selena Guzman Ramos

Ethnicity: Hispanic / Latino

Reading Screening Data

DIBELS

DIBELS Next

EasyCBM

AimsWeb

OAKS

DRA

Report Card

DIBELS 6th Edition

	ISF		LNF			NWF CLS			NWF WRC			PSF		
	F	W	F	W	S	F	W	S	F	W	S	F	W	S
K	0	16	0	5		3						11		
1ST														
2ND														
	ORF			ORF Error			RTF			WUF				
	F	W	S	F	W	S	F	W	S	F	W	S		
K														
1ST														
2ND														
3RD														
4TH														
5TH														
6TH														
7TH	104	115	169	2	1	3								
8TH	115			3										

DIB

Mont



Selena Guzman Ramos

4555 SW 16th
Beaverton, OR 97007
503.736.1782

ethnicity

Hispanic

OAKS Data

ID# 256346

SSN 8020548

Birth Date Apr 28, 2004

DIBELS

DIBELS Next

EasyCBM

AlmsWeb

OAKS

DRA

Report Card

Notes

What Works

Max

READING

GRADE	ATT	PERFORMANCE	VOCABULARY	READ TO PERFORM A TASK			GENERAL UNDERSTANDING		DEVELOP AN INTERPRETATION		EXAMINE CONTENT & STRUCTURE (NF TEXT)	EXAMINE CONTENT & STRUCTURE (LT TEXT)
				SCORE	STDEV	PERCENTILE	SCORE	STDEV	PERCENTILE	SCORE		
03	2	209±5 M	198±9 D	236±15 E	222±11 E	199±9 D						
04	3	202±3 D	206±6 D	210±8 D	202±6 D	201±6 D	210±9 D					
05	3	202±3 D	204±8 D	214±8 D	200±8 D	204±7 D	196±11 D	201±9 D				
06	3	216±3 D	214±7 D	225±9 M	215±7 D	222±7 M	215±7 D	202±11 D				
07	3	228±3 M	220±7 D	235±11 M	222±6 D	235±7 M	242±9 E	227±9 M				

SCIENCE

GRADE	ATT	PERFORMANCE	EARTH SCIENCE		LIFE SCIENCE		PHYSICAL SCIENCE	
			SCORE	STDEV	SCORE	STDEV	SCORE	STDEV
05	2	214±3 D	218±5 D		215±6 D		208±6 D	

MATH

GRADE	ATT	PERFORMANCE	MEASUREMENT	CALCULATIONS ESTIMATIONS	STATISTICS PROBABILITY	ALGEBRAIC RELATIONSHIPS	GEOMETRY
04	3	205±3 D	200±7 D	209±7 D	212±7 M	197±8 D	205±7 D
05	3	206±3 D	205±7 D	216±8 D	214±8 D	200±8 D	216±8 D
06	3	215±4 D	228±7 M	223±9 M	206±9 D	215±7 D	218±8 D
07	2	236±3 M	228±6 D	234±6 M	245±6 E		

GEOMETRY & MEASUREMENT *

NUMBER & OPERATIONS *

ALGEBRA & DATA ANALYSIS *

* STRANDS 2011



Selena Gomez Ramos
 4556 SW 36
 Beaverton, OR
 97005-5200

Hispanic / Latino

08

256346
 9126548
 Mar 28, 2004

Student Individual Goals / Stepp

LEARNING TARGET GOALS

Reading Goals

Comprehension
 Accuracy
 Fluency
 Locates information

Fall Personal Goals

Plan: I will read for at least 30 minutes each night of the week. I will complete 10 book pages by January & 20 book pages by May.

Spring Follow up

Math Goals

Linear equations
 Lines & angles
 Data analysis

AIMSWEB: Concepts: 12 points by January and 15 points by May. Computation: 22 points by January and 27 points by May. IXL: 8000 points by January and 6500 points by May. I plan to practice at home

Writing Goals

Summary, poetry, plays, tall tales, reviews
 News: articles, editorials, journals.
 Fantasy: personal, narrative, realistic, historic.
 Descriptive.

Writing Application: I will publish 24 final pieces of writing this school year. Plan: I will publish 10 pieces of writing before January. Types: autobiography letters poems biography Plan: I will publish 24

Content Goals

Natural selection, elements & compounds, classification, states of matter, periodic table, solar system, energy & weather.
 Civics
 Communications

My State Test score goal in Science is 240 points. Plan: I will score PRO or PHP on 90% Science Exams. I will score PRO or PHP on 100% Science Projects. I will score PRO or PHP on 90% Social Studies Exams. will

	DIBELS ORF			DIBELS Next Composite			OAKS Reading		OAKS Math	
	F	W	S	F	W	S				
K										
1 st										
2 nd										
3 rd							209±5	M	200±4	D
4 th							202±3	D	205±3	D
5 th							202±3	D	206±3	D
6 th							216±3	D	215±4	D
7 th	104	115	169				228±3	M	236±3	M
8 th	115									
	DIBELS			DIBELS Next			OAKS	CCR	OAKS	CCR
8 th	135	148	151					237	234	240
Goals	151	169					237			



SERT Decisions & follow up

RTI

Status: Flag: Date: Follow-up Date:

Main Concern: Secondary Concern: First referred by:

School Strategies / Interventions: Involvement:

Strengths:

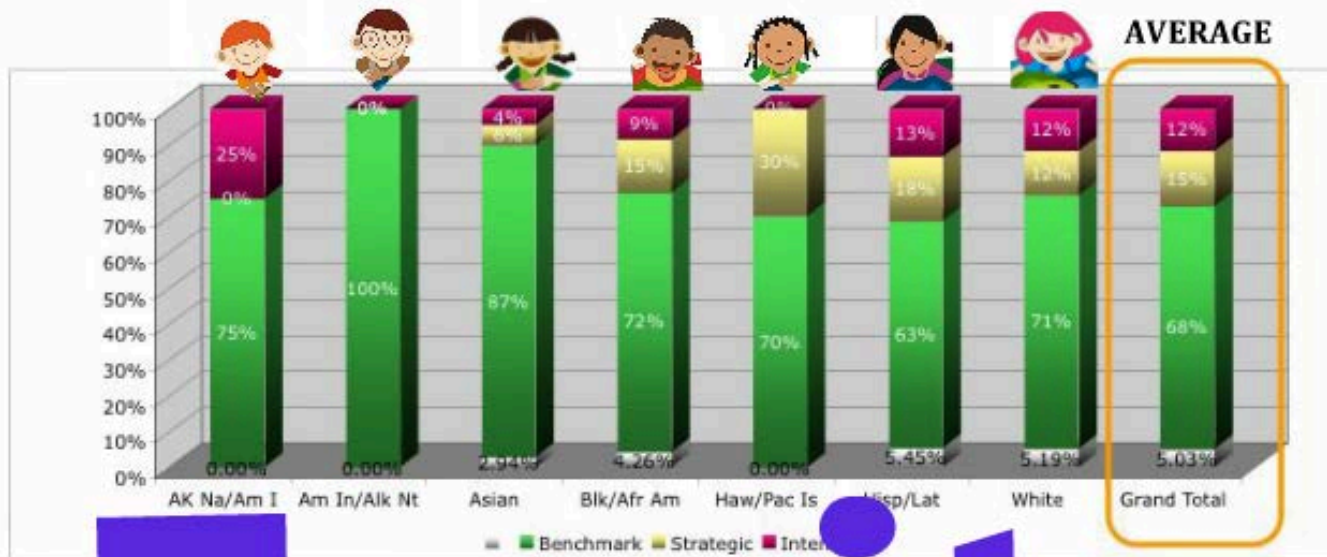
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Ethnic Equity?

Reading Level - Ethnic Distribution



Equity

ALD 2000-2010

ata Outco



All adult action(s) impact student learning.



Collaboration drives instructional practices within established systems.



Teachers are responsible for 100% student engagement.



Instructional practices are aligned and coordinated to support all students.



We operate in a complex and flexible system based on student need and proven practices.



All students will achieve regardless of race, disability, SES, and all other variables.