



OUR LADY SCHOOL

School Improvement Plan 2018-2019 School Year

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Mission Statement

The mission of Our Lady School is to participate in the formation of true disciples of Jesus Christ through an interdisciplinary, integrated, Catholic Classical Liberal Arts curriculum centered on Christ and His Church.

Vision Statement

The vision of Our Lady School is to cultivate saints.

As a Catholic Classical Liberal Arts school, Our Lady School believes in a holistic approach to education. We believe in fostering an atmosphere filled with faith and love for God and His teachings, which is why He is integrated into everything we do: all academic subject areas, athletics, and clubs. The students take part in Mass four days a week (Monday, Tuesday, Thursday, and Friday) and Adoration one day a week (Wednesday). In addition to holistic education, we also believe that our traditionally-led classrooms should incorporate classical texts that are based in or can be compared with each grade level's historical time period (i.e. *The Chronicles of Narnia*, *Around the World in 80 Days*, *The Hobbit*, *Charlotte's Web*, *Anne of Green Gables*, etc.); we also couple our religious education classes with lessons in virtues, and Latin is taught to all students K-8. Additionally, OLS strongly encourages community service and monthly, school-wide service projects to allow students to identify and use gifts and talents from God to service others. We believe in providing a Christ-centered learning environment that allows students with various exceptionalities to reach their full potential.

New to the school are computer classes. Typing classes are offered as part of Library time with the students, which is at least thirty minutes every week, and research classes are offered for

seventh and eighth graders. In this class, students are taught proper ways to research topics (which sites to use, what sites are credible, how to look up information in databases, etc) and how to write academic papers that use proper intext citations and works cited/references. Our students will be learning how to utilize Microsoft Office products in the process. These new classes will help prepare our students for high school, college, and beyond. In addition to these items, also new this 2018-2019 school year is a thirty minute early release every Wednesday, which is allowing our teachers to have targeted support in their professional development. Some of the topics that are projected are as follows: data dives, reading comprehension strategies, problem solving strategies, state standard integration, classical education training, articulation between the grade levels, collaboration with other teachers, etc.

School Narrative

Our Lady School (OLS) is one of thirty-nine elementary (kindergarten through eighth grade) schools within the Diocese of Fort Wayne-South Bend. OLS is a ministry of Our Lady of Good Hope Catholic Church, which was founded in 1969. The parish has 2,789 registered members, and 1,041 registered families/households. In 2014, the Pastor received an overwhelming amount of interest from the parish families regarding opening a school attached to the parish, and Our Lady School opened its doors in the fall of 2016 for its first school year. The school is currently in its third year of operation, and it is a feeder school for Bishop Dwenger High School.

Enrollment, as of September 2018, stands at 136 students (11 of these students are serviced with an Individual Service Plan (ISP) and work with our special education department), with 62 boys and 74 girls, with the largest class being at nineteen and all other classrooms below 20; there is one only class per grade level. The school serves the community of the parish, which is

dominantly upper middle-class Caucasian; however, the school will welcome non-parishioners as space allows. As of this school year, 2018-2019, we have 77 (56.6%) students participating in the School Choice Scholarship Program. In the 2017-2018 school year, 63% of the student body participated in the School Choice Scholarship Program, and in 2016-2017 school year, 58% of students received a School Choice Scholarship.

The Fort Wayne, IN Metropolitan Statistical Area is a federally designated metropolitan area consisting of three counties in northeastern Indiana (Allen, Wells, and Whitley counties), anchored by the city of Fort Wayne. As of 2011, the MSA had a population of 419,453. The Fort Wayne metropolitan area is part of the Northern Indiana region, containing about 2.2 million people, and is considered part of the Great Lakes Megalopolis, which contains an estimated 54 million people. OLS is an urban school and is located on St. Joe Rd. and just north of Rothman Rd., which is on the northeast side of Fort Wayne; the school is easily connected to all areas of the city of Fort Wayne; within a two-mile radius, the school is easily connected to the I69 (to the west of us) and the I469 (to the east of us).



OLS is a Parish School. Eighty-eight percent of our students are Our Lady of Good Hope parishioners. Just over eleven percent of our students are members of other parishes in the area; 100% of the student body at OLS is Catholic. Most students arrive by car (98.5% of the student body), and some walk or ride bikes (1.5% of the student body). Most students live close to the school.

Many of the students have been at OLS since it began in the fall of 2016, and the average years of experience for the teaching staff is 3 years. Our Lady School is annually accredited by AdvancED and the Indiana Department of Education. We have received a rating of “F” from the IDOE for the 2016-2017 school year. OLS follows State, National, and Diocesan standards as appropriate and applicable.

Our Lady School (OLS) is staffed by one state certified administrator twelve certified teachers, which consists of nine classroom teachers (full-time) and three special education teachers (one part-time and 2 full-time). There are also five classified teachers, who teach art (full-time), library/research/virtues (full-time), PE (two part-time teachers), and music (part-time). Additionally, there are seven part-time teacher’s aides, a full-time office secretary, a part-time record keeper/reports/test coordinator, a part-time admissions/development coordinator, and a part-time nurse. 100% of the school’s faculty and staff is Catholic.

Currently, Our Lady School is served by a School Board, Home and School Association (HASA), Athletic Board, and Student Council. Each of these organizations is active and supports the school community in a variety of ways; for example, HASA puts together a family picnic at the end of the year, community carnival bi-yearly, and supports all of the school

functions. The School Board meets monthly to go over development, policy, Catholic Identity, and to support the school in an advisory capacity. The school also has many parent volunteers.

Our Lady School offers many after-school opportunities for which the students may be involved:

1. Athletics, which consists of football, volleyball, cross country, basketball, wrestling, soccer, track, golf, tennis, softball, and cheerleading; 2. Clubs, which consists of an Art Club, Chess Club, Children's Choir, Mercy Club, Photography Club, St. John Paul II Theatre Troupe (Drama Club), Student Council and Yearbook.

During the school hours, the OLS students take part in a field day, family picnic day where the eighth-grade students get to play volleyball against the staff, HASA lunches, and Kids Against Hunger. The seventh and eighth grade students put on Saint skits for the younger grades and the 4th graders do a Saint walk for the younger grades. Our students are given multiple opportunities throughout the year to celebrate each other (birthdays), celebrate Saints and Holy Days (tie days and classroom parties), and show school spirit (spirit wear days, attending different sports functions). The students are also given the opportunity to build their computer skills through typing classes and research classes, which will incorporate the use of Microsoft Office products. In addition to these items, the school opens up to the parish and school community with a bi-yearly Gala, a bi-yearly carnival, and a yearly "Saint Martin's Taste of the Arts" fundraiser for our arts programs.

OLS offers many out-of-the-classrooms learning opportunities for our students. Some field trips that the students have included the University of Notre Dame, Chicago, Fort Wayne Children's Zoo, Safety Village, local farms, and many other places. In addition, we have had the Fort Wayne Children Zoo, the Channel 21 Weathermen (Matt Leach and John Burchfield), and author

J. Scott Savage have visited the school to teach our students and encourage out students to be creative thinkers and to remain curious about our world.

Our Lady School (OLS) is in its third school year. Our first year, the school did not perform strong academically as indicated by the ISTEP+ results. OLS scored below the state average in the 2016-2017 and 2017-2018 school years. Even though the pass/fail comparison data is below the state average, the individual student/grade level data that we have indicates that although we have shown growth in our scores, we still need to improve across the board (math-all areas, English-all areas, science-all areas, social studies-all areas); however, the areas that need the largest amount of improvement are math (computation and problem solving) and English (reading comprehension and academic writing skills).

We have done well on IREAD 3. In the 2016-2017 school year only one student did not pass, and in the 2017-2018 school year, four students did not pass originally. After interventions and when given the opportunity to retake the IREAD 3, our students have passed or were exempted.

Improvement Plan

The following people have participated in the development of Our Lady School's improvement plan:

Pastor and Associate Pastor
Our Lady School's School Board
Parents
Parishioners
Our Lady School Administration
Teachers
Staff
Students

In the 2017-2018 school year, there was a Survey Monkey survey that went out to the Our Lady of Good Hope parish members and Our Lady School families about the areas that they felt needed improved in the school and the type of school administrator they would like to see get the school to where they thought it should be. These answers were used in finding the new school administrator, and they have been used by the administrator, along with teacher and student interviews to assess the school's needs. These surveys and interviews have allowed all stakeholders of the school to be involved with the school's development.

The final improvement plan is communicated through the school community through our newsletter and is posted on the Our Lady School website and phone application under the School Improvement Plan tab. The administrator meets with all faculty, staff, and school board members to share the final plan. The plan is updated annually and relayed to stakeholders as updates are made.

Self-Assessment

NWEA

Mathematics Data

Mathematics

Our Lady School

Growth: Algebra 1 NWEA 2017

NWEA Mathematics: 2017

| Term | | | | | | Number Sense, Properties, and Number Theory | | Computation and Estimation with Real Numbers | | Patterns, Functions, and Graphing | | Expressions | | Equations and Inequalities | |
|------------------|-------|---------------|----------|---------|--------|---------------------------------------------|---------|----------------------------------------------|---------|-----------------------------------|---------|-------------|---------|----------------------------|---------|
| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2018-2019 | 7 | 1 | | | | | | | | | | | | | |
| Fall 2018-2019 | 8 | 3 | | | | | | | | | | | | | |
| Spring 2017-2018 | 8 | 12 | 242.0 | 15.6 | 237 | 242.4 | 16.1 | 236.3 | 18.5 | 237.1 | 18.6 | 249.1 | 15.4 | 245.7 | 17.8 |
| Winter 2017-2018 | 8 | 12 | 234.3 | 16.8 | 234 | 237.3 | 17.1 | 229.7 | 19.6 | 230.7 | 18.4 | 241.0 | 17.5 | 230.8 | 17.0 |

Growth: Math 2-5 IN 2014

IN Academic Standards Mathematics: 2014

| | | | | | | Goal Performance | | | | | | | | | | | |
|------------------|-------|---------------|----------|---------|--------|------------------|---------|-------------|---------|--------------------|---------|----------|---------|-------------|---------|------------------------------|---------|
| | | | | | | Number Sense | | Computation | | Algebraic Thinking | | Geometry | | Measurement | | Data Analysis and Statistics | |
| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2018-2019 | 2 | 14 | 183.5 | 10.6 | 184 | 182.9 | 10.3 | 182.0 | 11.1 | 185.4 | 11.5 | 185.8 | 8.3 | 182.9 | 13.5 | 181.9 | 20.0 |
| Fall 2018-2019 | 3 | 17 | 193.2 | 12.4 | 196 | 193.0 | 10.9 | 191.1 | 13.3 | 193.2 | 15.6 | 195.4 | 15.9 | 190.9 | 14.4 | 195.9 | 16.1 |
| Spring 2017-2018 | 3 | 16 | 198.9 | 14.6 | 202 | 198.6 | 16.7 | 200.0 | 13.0 | 201.1 | 18.9 | 196.9 | 14.6 | 199.8 | 19.0 | 197.1 | 16.0 |
| Winter 2017-2018 | 3 | 17 | 194.9 | 13.2 | 199 | 194.8 | 15.9 | 195.1 | 14.4 | 195.4 | 18.3 | 195.5 | 13.8 | 195.8 | 17.1 | 193.1 | 12.2 |
| Fall 2018-2019 | 4 | 13 | 197.9 | 9.1 | 201 | 200.2 | 12.0 | 193.2 | 12.2 | 201.7 | 15.4 | 193.2 | 8.2 | 198.7 | 12.9 | 201.4 | 11.2 |
| Spring 2017-2018 | 4 | 13 | 214.5 | 11.7 | 215 | 212.9 | 15.3 | 211.3 | 13.6 | 215.9 | 10.6 | 219.5 | 10.2 | 212.9 | 11.1 | 214.7 | 16.2 |
| Winter 2017-2018 | 4 | 14 | 206.6 | 7.8 | 209 | 209.2 | 10.8 | 207.9 | 8.6 | 209.0 | 10.5 | 200.4 | 8.8 | 209.7 | 10.8 | 203.5 | 12.5 |
| Fall 2018-2019 | 5 | 13 | 214.8 | 10.6 | 214 | 214.4 | 13.9 | 215.5 | 13.6 | 215.2 | 15.4 | 216.4 | 12.9 | 215.8 | 15.2 | 213.0 | 12.8 |
| Spring 2017-2018 | 5 | 18 | 213.3 | 10.8 | 211 | 212.7 | 13.0 | 214.7 | 10.5 | 209.6 | 12.1 | 211.5 | 14.6 | 216.2 | 10.8 | 214.8 | 15.2 |
| Winter 2017-2018 | 5 | 18 | 209.4 | 10.8 | 210 | 210.9 | 12.3 | 210.1 | 10.2 | 213.1 | 16.5 | 206.9 | 13.8 | 212.7 | 15.7 | 202.8 | 12.3 |

Mathematics

Our Lady School

Growth: Math 6+ IN 2014

IN Academic Standards Mathematics: 2014

| | | | | | | Number Sense | | Computation | | Algebra and Functions | | Geometry and Measurement | | Data Analysis, Statistics and Probability | |
|------------------|-------|---------------|----------|---------|--------|--------------|---------|-------------|---------|-----------------------|---------|--------------------------|---------|-------------------------------------------|---------|
| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2018-2019 | 6 | 14 | 218.5 | 9.2 | 217 | 220.1 | 11.6 | 218.8 | 12.7 | 216.0 | 9.8 | 217.4 | 12.5 | 219.6 | 9.8 |
| Spring 2017-2018 | 6 | 17 | 224.2 | 11.5 | 224 | 221.2 | 10.8 | 223.8 | 13.3 | 225.2 | 12.8 | 226.2 | 12.5 | 223.8 | 14.0 |
| Winter 2017-2018 | 6 | 18 | 222.3 | 12.4 | 221 | 229.1 | 15.8 | 224.5 | 14.9 | 217.6 | 12.2 | 219.8 | 11.1 | 220.5 | 12.9 |
| Fall 2018-2019 | 7 | 13 | 221.8 | 10.3 | 218 | 220.5 | 12.7 | 221.9 | 10.0 | 220.8 | 9.6 | 221.5 | 13.5 | 224.8 | 13.3 |
| Spring 2017-2018 | 7 | 13 | 229.2 | 11.6 | 228 | 227.5 | 15.1 | 233.5 | 13.4 | 231.8 | 13.0 | 228.1 | 8.6 | 224.9 | 14.5 |
| Winter 2017-2018 | 7 | 13 | 226.5 | 11.3 | 227 | 228.5 | 15.5 | 228.7 | 15.9 | 223.5 | 11.7 | 225.8 | 13.8 | 225.8 | 13.1 |
| Fall 2018-2019 | 8 | 10 | 227.2 | 5.9 | 227 | 229.4 | 7.8 | 228.4 | 7.9 | 230.1 | 8.6 | 222.5 | 7.7 | 224.8 | 7.7 |

Growth: Math K-2 IN 2014

IN Academic Standards Mathematics: 2014

| NY Learning Standards Mathematics: 2014 | | | | | | Goal Performance | | | | | | | | | |
|-----------------------------------------|-------|---------------|----------|---------|--------|------------------|---------|--------------|---------|--------------------|---------|--------------|---------|-------------------------------|---------|
| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Number Sense | | Computation | | Algebraic Thinking | | Geometry | | Measurement and Data Analysis | |
| | | | | | | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2018-2019 | K | 17 | 139.1 | 13.6 | 136 | 138.8 | 15.1 | 135.7 | 19.8 | 135.9 | 15.8 | 145.5 | 20.3 | 140.1 | 12.8 |
| Spring 2017-2018 | K | 19 | 158.1 | 17.7 | 164 | 157.8 | 19.3 | 160.7 | 19.5 | 159.9 | 19.8 | 154.7 | 19.3 | 157.5 | 19.2 |
| Winter 2017-2018 | K | 20 | 150.6 | 11.4 | 153 | 149.1 | 12.7 | 148.1 | 16.0 | 147.0 | 14.3 | 155.1 | 16.5 | 152.4 | 14.0 |
| Fall 2018-2019 | 1 | 19 | 168.4 | 11.4 | 170 | 169.9 | 13.0 | 168.1 | 14.9 | 164.9 | 14.9 | 169.9 | 12.5 | 168.7 | 11.3 |
| Spring 2017-2018 | 1 | 18 | 191.8 | 15.9 | 193 | 194.3 | 18.9 | 193.3 | 17.8 | 189.6 | 18.3 | 192.9 | 16.5 | 188.7 | 17.8 |
| Winter 2017-2018 | 1 | 20 | 173.7 | 13.7 | 173 | 174.1 | 14.7 | 172.4 | 15.9 | 177.7 | 16.6 | 171.8 | 16.9 | 172.8 | 17.5 |
| Spring 2017-2018 | 2 | 15 | 208.5 | 12.2 | 211 | 205.7 | 15.0 | 222.6 | 17.6 | 207.8 | 18.2 | 200.5 | 17.5 | 203.9 | 13.9 |
| Winter 2017-2018 | 2 | 15 | 194.2 | 11.8 | 194 | 195.4 | 16.0 | 193.5 | 13.2 | 192.5 | 13.0 | 195.2 | 18.1 | 193.4 | 13.3 |

Mathematics Summary by Grade Level

8th Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 231.2 |
| Standard Deviation | 9.2 |
| District Grade Level Mean RIT | 231.2 |
| Students At or Above District Grade Level Mean RIT | 6 |
| Norm Grade Level Mean RIT | 226.3 |
| Students At or Above Norm Grade Level Mean RIT | 8 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | 0 | 0% | 3 | 23% | 4 | 31% | 3 | 23% | 3 | 23% | 229-231-234 | 9.2 |

7th Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 222.9 |
| Standard Deviation | 10.8 |
| District Grade Level Mean RIT | 223 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 222.6 |
| Students At or Above Norm Grade Level Mean RIT | 7 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | 2 | 14% | 5 | 36% | 0 | 0% | 5 | 36% | 2 | 14% | 220-223-226 | 10.8 |

6th Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 218.5 |
| Standard Deviation | 9.2 |
| District Grade Level Mean RIT | 218.5 |
| Students At or Above District Grade Level Mean RIT | 6 |
| Norm Grade Level Mean RIT | 217.6 |
| Students At or Above Norm Grade Level Mean RIT | 7 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | 1 | 7% | 3 | 21% | 5 | 36% | 3 | 21% | 2 | 14% | 216-219-221 | 9.2 |

5th Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 214.8 |
| Standard Deviation | 10.6 |
| District Grade Level Mean RIT | 214.8 |
| Students At or Above District Grade Level Mean RIT | 6 |
| Norm Grade Level Mean RIT | 211.4 |
| Students At or Above Norm Grade Level Mean RIT | 8 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | | 1 | 8% | 3 | 23% | 4 | 31% | 2 | 15% | 3 | 23% | 212-215-218 | 10.6 |

4th Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 197.9 |
| Standard Deviation | 9.1 |
| District Grade Level Mean RIT | 197.9 |
| Students At or Above District Grade Level Mean RIT | 8 |
| Norm Grade Level Mean RIT | 201.9 |
| Students At or Above Norm Grade Level Mean RIT | 6 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | | 3 | 23% | 2 | 15% | 6 | 46% | 2 | 15% | 0 | 0% | 195-198-201 | 9.1 |

3rd Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 17 |
| Mean RIT | 193.2 |
| Standard Deviation | 12.4 |
| District Grade Level Mean RIT | 193.2 |
| Students At or Above District Grade Level Mean RIT | 10 |
| Norm Grade Level Mean RIT | 190.4 |
| Students At or Above Norm Grade Level Mean RIT | 12 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | | 1 | 6% | 4 | 24% | 2 | 12% | 6 | 35% | 4 | 24% | 190-193-196 | 12.4 |

2nd Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 183.5 |
| Standard Deviation | 10.6 |
| District Grade Level Mean RIT | 183.5 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 176.9 |
| Students At or Above Norm Grade Level Mean RIT | 10 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | | 1 | 7% | 2 | 14% | 3 | 21% | 3 | 21% | 5 | 36% | 181-184-186 | 10.6 |

1st Grade

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 19 |
| Mean RIT | 168.4 |
| Standard Deviation | 11.4 |
| District Grade Level Mean RIT | 168.4 |
| Students At or Above District Grade Level Mean RIT | 10 |
| Norm Grade Level Mean RIT | 162.4 |
| Students At or Above Norm Grade Level Mean RIT | 14 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | | 1 | 5% | 2 | 11% | 3 | 16% | 5 | 26% | 8 | 42% | 166-168-171 | 11.4 |

Kindergarten

Mathematics

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 17 |
| Mean RIT | 139.1 |
| Standard Deviation | 13.6 |
| District Grade Level Mean RIT | 139.1 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 140 |
| Students At or Above Norm Grade Level Mean RIT | 7 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Mathematics | | 3 | 18% | 6 | 35% | 3 | 18% | 2 | 12% | 3 | 18% | 136-139-142 | 13.6 |

| Mathematics | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------|------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|---------------|------------|
| | Winter 2017-2018 | | | Spring 2017-2018 | | | Fall 2018-2019 | | |
| | OLS RIT Mean | Norm RIT Mean | Difference | OLS RIT Mean | Norm RIT Mean | Difference | OLS RIT Mean | Norm RIT Mean | Difference |
| K | 150.6 | 148.8 | 1.8 | 158.1 | 160.4 | -2.3 | 139.1 | 140 | -0.9 |
| 1 | 173.7 | 171.2 | 2.5 | 191.8 | 181.8 | 10 | 168.4 | 162.4 | 6 |
| 2 | 194.2 | 184.2 | 10 | 208.5 | 192.9 | 15.6 | 183.5 | 176.9 | 6.6 |
| 3 | 194.9 | 196.4 | -1.5 | 198.9 | 204.2 | -5.3 | 193.2 | 190.4 | 2.8 |
| 4 | 206.6 | 207.1 | -0.5 | 214.5 | 214.3 | 0.2 | 197.9 | 201.9 | -4 |
| 5 | 209.4 | 215.8 | -6.4 | 213.3 | 222 | -8.7 | 214.8 | 211.4 | 3.4 |
| 6 | 222.3 | 221 | 1.3 | 224.2 | 225.9 | -1.7 | 218.5 | 217.6 | 0.9 |
| 7 | 226.5 | 225.3 | 1.2 | 229.2 | 229 | 0.2 | 223 | 222.6 | 0.4 |
| 8 | 234.3 | 228.5 | 5.8 | 242 | 231.2 | 10.8 | 231.2 | 226.3 | 4.9 |
| <u>Strengths</u> <ol style="list-style-type: none"> Most grade levels (minus Kindergarten and 4th grade) were above the norm grade level RIT in the fall of 2018-2019. In the past, each class showed growth from the winter to spring assessment. Most students have a grasp on number sense and measurement. | | | | | <u>Areas of Improvement</u> <ol style="list-style-type: none"> Computation Algebraic Functions and Thinking Geometry Data Analysis and Statistics | | | | |

Analysis and Implications of Data

In the NWEA scores, the data in the 7th and 8th grade is not accurately showing, and this is due to some of the students scoring into Algebra I. If the 8th graders who are in the Algebra I data showed with the 8th grade data, the mean score would be showing as 231.2, and the 7th grade data would be 229.9 with the one student who is in the Algebra I data. With these added in, the 7th and 8th graders both, as classes, showed growth in their mean RIT scores from last year. After reviewing the data further, it has become apparent that we need to have a program, tutoring, or something offered over the summertime to support our students transition from one grade to another, and so that they do not lose their math skills in the summertime; however, these slight drops are still within the natural regression between spring and fall of the following year. Our students fell within normal range in all grade levels except our current second graders (1st grade spring to 2nd grade fall) and current third graders (2nd grade spring to 3rd grade fall). We really need to concentrate on computation skills, as it is the basis of all math, and a strong majority of our students are not growing in this area.

Reading Data

Reading

Our Lady School

Growth: Reading 2-5 IN 2014

IN Academic Standards English/Language Arts: 2014

Goal Performance

| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Literature | | Nonfiction | | Vocabulary | |
|------------------|-------|---------------|----------|---------|--------|--------------|---------|------------|---------|------------|---------|
| | | | | | | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2018-2019 | 3 | 17 | 196.5 | 12.6 | 199 | 196.2 | 14.7 | 197.3 | 14.1 | 196.2 | 12.8 |
| Spring 2017-2018 | 3 | 16 | 188.3 | 15.6 | 188 | 187.7 | 15.2 | 189.2 | 16.8 | 187.8 | 16.4 |
| Winter 2017-2018 | 3 | 17 | 186.9 | 16.2 | 190 | 187.4 | 17.5 | 186.5 | 15.6 | 186.8 | 18.0 |
| Fall 2018-2019 | 4 | 13 | 195.2 | 9.6 | 194 | 194.7 | 9.5 | 195.2 | 12.0 | 195.6 | 12.2 |
| Spring 2017-2018 | 4 | 13 | 208.3 | 9.2 | 209 | 211.7 | 11.8 | 206.2 | 9.9 | 207.3 | 8.7 |
| Winter 2017-2018 | 4 | 14 | 208.4 | 10.7 | 210 | 208.1 | 11.6 | 208.1 | 11.4 | 208.4 | 12.4 |
| Fall 2018-2019 | 5 | 13 | 207.5 | 9.5 | 210 | 206.9 | 7.6 | 205.6 | 14.0 | 210.0 | 9.0 |
| Spring 2017-2018 | 5 | 18 | 205.2 | 15.5 | 204 | 205.3 | 16.8 | 203.6 | 16.3 | 206.4 | 15.8 |
| Winter 2017-2018 | 5 | 18 | 206.0 | 13.7 | 209 | 206.1 | 15.4 | 206.8 | 13.6 | 204.9 | 14.4 |

Growth: Reading 6+ IN 2014

IN Academic Standards English/Language Arts: 2014

Goal Performance

| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Literature | | Nonfiction | | Vocabulary | |
|------------------|-------|---------------|----------|---------|--------|------------|---------|--------------|---------|------------|---------|
| | | | | | | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2018-2019 | 6 | 14 | 212.1 | 7.7 | 211 | 210.4 | 10.8 | 212.1 | 8.9 | 213.9 | 8.6 |
| Spring 2017-2018 | 6 | 17 | 215.2 | 9.3 | 215 | 216.9 | 10.6 | 214.1 | 10.6 | 215.0 | 9.6 |
| Winter 2017-2018 | 6 | 18 | 216.3 | 11.5 | 216 | 216.5 | 13.1 | 214.4 | 11.8 | 218.0 | 12.5 |
| Fall 2018-2019 | 7 | 14 | 214.9 | 9.2 | 215 | 216.1 | 10.6 | 215.8 | 9.1 | 212.5 | 12.4 |
| Spring 2017-2018 | 7 | 13 | 221.6 | 11.0 | 220 | 221.9 | 12.5 | 220.7 | 11.9 | 221.6 | 12.1 |
| Winter 2017-2018 | 7 | 13 | 218.7 | 11.1 | 218 | 217.8 | 11.0 | 218.0 | 13.1 | 220.4 | 10.5 |
| Fall 2018-2019 | 8 | 13 | 227.0 | 10.7 | 227 | 224.5 | 14.1 | 226.5 | 10.3 | 229.6 | 10.8 |
| Spring 2017-2018 | 8 | 12 | 232.5 | 14.3 | 236 | 230.3 | 13.6 | 231.1 | 16.5 | 236.4 | 14.8 |
| Winter 2017-2018 | 8 | 12 | 233.7 | 14.5 | 239 | 235.1 | 13.8 | 230.3 | 15.8 | 235.5 | 17.9 |

Reading

Our Lady School

Growth: Reading K-2 IN 2014

IN Academic Standards English/Language Arts: 2014

Goal Performance

| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Reading: Foundations | | Reading: Literature and Nonfiction | | Reading: Vocabulary | | Writing | |
|------------------|-------|---------------|----------|---------|--------|----------------------|---------|------------------------------------|---------|---------------------|---------|--------------|---------|
| | | | | | | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2018-2019 | K | 17 | 143.3 | 10.0 | 139 | 142.4 | 11.9 | 146.0 | 10.3 | 147.6 | 9.8 | 137.5 | 15.2 |
| Spring 2017-2018 | K | 19 | 157.3 | 15.8 | 158 | 159.4 | 17.7 | 156.9 | 16.0 | 157.9 | 18.7 | 154.6 | 16.9 |
| Winter 2017-2018 | K | 20 | 152.5 | 9.7 | 154 | 152.7 | 11.3 | 155.4 | 10.3 | 154.8 | 11.6 | 147.6 | 13.9 |
| Fall 2018-2019 | 1 | 19 | 167.5 | 13.2 | 167 | 168.7 | 16.3 | 169.1 | 16.8 | 169.5 | 13.3 | 164.0 | 12.6 |
| Spring 2017-2018 | 1 | 18 | 187.1 | 12.9 | 189 | 191.6 | 20.1 | 184.7 | 13.4 | 184.3 | 11.7 | 188.3 | 14.7 |
| Winter 2017-2018 | 1 | 20 | 172.7 | 14.9 | 172 | 178.2 | 15.6 | 168.8 | 15.2 | 170.6 | 14.5 | 172.8 | 17.9 |
| Fall 2018-2019 | 2 | 14 | 189.4 | 13.0 | 193 | 194.6 | 15.9 | 185.6 | 14.9 | 188.1 | 13.6 | 189.2 | 11.7 |
| Spring 2017-2018 | 2 | 15 | 198.1 | 8.7 | 200 | 196.7 | 11.9 | 199.3 | 10.8 | 198.5 | 11.5 | 197.9 | 8.4 |
| Winter 2017-2018 | 2 | 15 | 193.1 | 10.0 | 195 | 194.9 | 11.1 | 193.1 | 13.4 | 193.1 | 10.9 | 190.9 | 11.1 |

Reading and Language Use Summary by Grade Level

8th Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 227 |
| Standard Deviation | 10.7 |
| District Grade Level Mean RIT | 227 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 217.2 |
| Students At or Above Norm Grade Level Mean RIT | 10 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 0 | 0% | 2 | 15% | 2 | 15% | 5 | 38% | 4 | 31% | 224-227-230 | 10.7 |

Language Usage

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 222.6 |
| Standard Deviation | 9.6 |
| District Grade Level Mean RIT | 222.6 |
| Students At or Above District Grade Level Mean RIT | 6 |
| Norm Grade Level Mean RIT | 216.2 |
| Students At or Above Norm Grade Level Mean RIT | 10 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Usage | 1 | 8% | 1 | 8% | 3 | 23% | 4 | 31% | 4 | 31% | 220-223-225 | 9.6 |

7th Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 214.9 |
| Standard Deviation | 9.2 |
| District Grade Level Mean RIT | 214.9 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 214.4 |
| Students At or Above Norm Grade Level Mean RIT | 7 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 1 | 7% | 4 | 29% | 4 | 29% | 4 | 29% | 1 | 7% | 212-215-217 | 9.2 |

Language Usage

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 216.8 |
| Standard Deviation | 8.6 |
| District Grade Level Mean RIT | 216.8 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 214 |
| Students At or Above Norm Grade Level Mean RIT | 8 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Usage | 1 | 7% | 2 | 14% | 4 | 29% | 6 | 43% | 1 | 7% | 214-217-219 | 8.6 |

6th Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 212.1 |
| Standard Deviation | 7.7 |
| District Grade Level Mean RIT | 212.1 |
| Students At or Above District Grade Level Mean RIT | 5 |
| Norm Grade Level Mean RIT | 211 |
| Students At or Above Norm Grade Level Mean RIT | 7 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Reading | | 0 | 0% | 5 | 36% | 4 | 29% | 4 | 29% | 1 | 7% | 210-212-214 | 7.7 |

Language Usage

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 212.6 |
| Standard Deviation | 8.2 |
| District Grade Level Mean RIT | 212.6 |
| Students At or Above District Grade Level Mean RIT | 6 |
| Norm Grade Level Mean RIT | 210.7 |
| Students At or Above Norm Grade Level Mean RIT | 9 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Language Usage | | 0 | 0% | 5 | 36% | 4 | 29% | 3 | 21% | 2 | 14% | 210-213-215 | 8.2 |

5th Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 207.5 |
| Standard Deviation | 9.5 |
| District Grade Level Mean RIT | 207.5 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 205.7 |
| Students At or Above Norm Grade Level Mean RIT | 9 |

| | | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|--|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|---------|
| Overall Performance | | count | % | count | % | count | % | count | % | count | % | | |
| Reading | | 2 | 15% | 2 | 15% | 2 | 15% | 6 | 46% | 1 | 8% | 205-207-210 | 9.5 |

Language Usage

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 209.9 |
| Standard Deviation | 10.8 |
| District Grade Level Mean RIT | 209.9 |
| Students At or Above District Grade Level Mean RIT | 9 |
| Norm Grade Level Mean RIT | 205.6 |
| Students At or Above Norm Grade Level Mean RIT | 9 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Usage | 1 | 8% | 3 | 23% | 0 | 0% | 6 | 46% | 3 | 23% | 207-210-213 | 10.8 |

4th Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 195.2 |
| Standard Deviation | 9.6 |
| District Grade Level Mean RIT | 195.2 |
| Students At or Above District Grade Level Mean RIT | 4 |
| Norm Grade Level Mean RIT | 198.2 |
| Students At or Above Norm Grade Level Mean RIT | 3 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 1 | 8% | 7 | 54% | 4 | 31% | 0 | 0% | 1 | 8% | 192-195-198 | 9.6 |

Language Usage

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 13 |
| Mean RIT | 195.9 |
| Standard Deviation | 8.6 |
| District Grade Level Mean RIT | 195.9 |
| Students At or Above District Grade Level Mean RIT | 6 |
| Norm Grade Level Mean RIT | 198.8 |
| Students At or Above Norm Grade Level Mean RIT | 5 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Usage | 2 | 15% | 5 | 38% | 3 | 23% | 2 | 15% | 1 | 8% | 193-196-198 | 8.6 |

3rd Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 17 |
| Mean RIT | 196.5 |
| Standard Deviation | 12.6 |
| District Grade Level Mean RIT | 196.5 |
| Students At or Above District Grade Level Mean RIT | 10 |
| Norm Grade Level Mean RIT | 188.3 |
| Students At or Above Norm Grade Level Mean RIT | 14 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 1 | 6% | 1 | 6% | 2 | 12% | 6 | 35% | 7 | 41% | 193-196-200 | 12.6 |

Language Usage

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 17 |
| Mean RIT | 196.6 |
| Standard Deviation | 12.4 |
| District Grade Level Mean RIT | 196.6 |
| Students At or Above District Grade Level Mean RIT | 11 |
| Norm Grade Level Mean RIT | 189.4 |
| Students At or Above Norm Grade Level Mean RIT | 13 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Usage | 1 | 6% | 2 | 12% | 3 | 18% | 5 | 29% | 6 | 35% | 193-197-200 | 12.4 |

2nd Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 189.4 |
| Standard Deviation | 13 |
| District Grade Level Mean RIT | 189.4 |
| Students At or Above District Grade Level Mean RIT | 9 |
| Norm Grade Level Mean RIT | 174.7 |
| Students At or Above Norm Grade Level Mean RIT | 12 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 0 | 0% | 2 | 14% | 2 | 14% | 0 | 0% | 10 | 71% | 186-189-193 | 13 |

Language Usage

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 14 |
| Mean RIT | 183.3 |
| Standard Deviation | 14.8 |
| District Grade Level Mean RIT | 183.3 |
| Students At or Above District Grade Level Mean RIT | 7 |
| Norm Grade Level Mean RIT | 174.5 |
| Students At or Above Norm Grade Level Mean RIT | 8 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Usage | 1 | 7% | 1 | 7% | 4 | 29% | 2 | 14% | 6 | 43% | 179-183-187 | 14.8 |

1st Grade

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 19 |
| Mean RIT | 167.5 |
| Standard Deviation | 13.2 |
| District Grade Level Mean RIT | 167.5 |
| Students At or Above District Grade Level Mean RIT | 9 |
| Norm Grade Level Mean RIT | 160.7 |
| Students At or Above Norm Grade Level Mean RIT | 13 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 1 | 5% | 4 | 21% | 3 | 16% | 3 | 16% | 8 | 42% | 164-168-171 | 13.2 |

Kindergarten

Reading

| Summary | |
|----------------------------------------------------|-------|
| Total Students With Valid Growth Test Scores | 17 |
| Mean RIT | 143.3 |
| Standard Deviation | 10 |
| District Grade Level Mean RIT | 143.3 |
| Students At or Above District Grade Level Mean RIT | 6 |
| Norm Grade Level Mean RIT | 141 |
| Students At or Above Norm Grade Level Mean RIT | 8 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 0 | 0% | 5 | 29% | 6 | 35% | 2 | 12% | 4 | 24% | 141-143-146 | 10 |

| Reading | | | | | | | | | |
|---------|------------------|---------------|------------|------------------|---------------|------------|----------------|---------------|------------|
| | Winter 2017-2018 | | | Spring 2017-2018 | | | Fall 2018-2019 | | |
| | OLS RIT Mean | Norm RIT Mean | Difference | OLS RIT Mean | Norm RIT Mean | Difference | OLS RIT Mean | Norm RIT Mean | Difference |
| K | 152.5 | 148.9 | 3.6 | 157.3 | 159.2 | -1.9 | 143.3 | 141 | 2.3 |
| 1 | 172.7 | 169.1 | 3.6 | 187.1 | 178.3 | 8.8 | 167.5 | 160.7 | 6.8 |
| 2 | 193.1 | 182.2 | 10.9 | 198.1 | 189.2 | 8.9 | 189.4 | 174.7 | 14.7 |
| 3 | 186.9 | 194.1 | -7.2 | 188.3 | 198.9 | -10.6 | 196.5 | 188.3 | 8.2 |
| 4 | 208.4 | 202.5 | 5.9 | 208.3 | 206.2 | 2.1 | 195.2 | 198.2 | -3 |
| 5 | 206 | 209 | -3 | 205.2 | 212 | -6.8 | 207.5 | 205.7 | 1.8 |
| 6 | 216.3 | 213.5 | 2.8 | 215.2 | 215.9 | -0.7 | 212.1 | 211 | 1.1 |
| 7 | 218.7 | 216.4 | 2.3 | 221.6 | 218.3 | 3.3 | 214.9 | 214.4 | 0.5 |
| 8 | 233.7 | 218.7 | 15 | 232.5 | 220.2 | 12.3 | 227 | 217.2 | 9.8 |

| Language | | | | | | | | | |
|----------|------------------|---------------|------------|------------------|---------------|------------|----------------|---------------|------------|
| | Winter 2017-2018 | | | Spring 2017-2018 | | | Fall 2018-2019 | | |
| | OLS RIT Mean | Norm RIT Mean | Difference | OLS RIT Mean | Norm RIT Mean | Difference | OLS RIT Mean | Norm RIT Mean | Difference |
| 2 | | | | | | | 183.3 | 174.5 | 8.8 |
| 3 | 188.8 | 195.3 | -6.5 | 195.4 | 200.3 | -4.9 | 196.6 | 189.4 | 7.2 |
| 4 | 207.6 | 203.3 | 4.3 | 207.1 | 206.9 | 0.2 | 195.9 | 198.8 | -2.9 |
| 5 | 205.6 | 208.9 | -3.3 | 207.4 | 211.7 | -4.3 | 209.9 | 205.6 | 4.3 |
| 6 | 215.2 | 213.3 | 1.9 | 216.3 | 215.4 | 0.9 | 212.6 | 210.7 | 1.9 |
| 7 | 218.7 | 216.4 | 2.3 | 221.5 | 217.7 | 3.8 | 216.8 | 214 | 2.8 |
| 8 | 233.7 | 218.7 | 15 | 230.7 | 219.2 | 11.5 | 222.6 | 216.2 | 6.4 |

| <u>Strengths</u> | <u>Areas of Improvement</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Reading and language mean RITs are mostly higher than the norm grade level mean RIT, especially in the fall of 2018-2019. 2. 71% of this year's mean RIT scores in each individual area (lit, nonfiction, vocabulary, foundations, writing) are the same or higher than last year's individual area mean RIT scores. 3. 78% of the student body has shown growth in vocabulary. 4. Reading foundations, literature, and nonfiction are showing a 2/3 growth in Kindergarten through second grade. 5. Third grade is up from last year in all individual areas. | <ol style="list-style-type: none"> 1. Literature and nonfiction in grades three through eight. 2. Grade level strategies 3. Writing across all grade levels. 4. Showing growth in grade level transitions. |

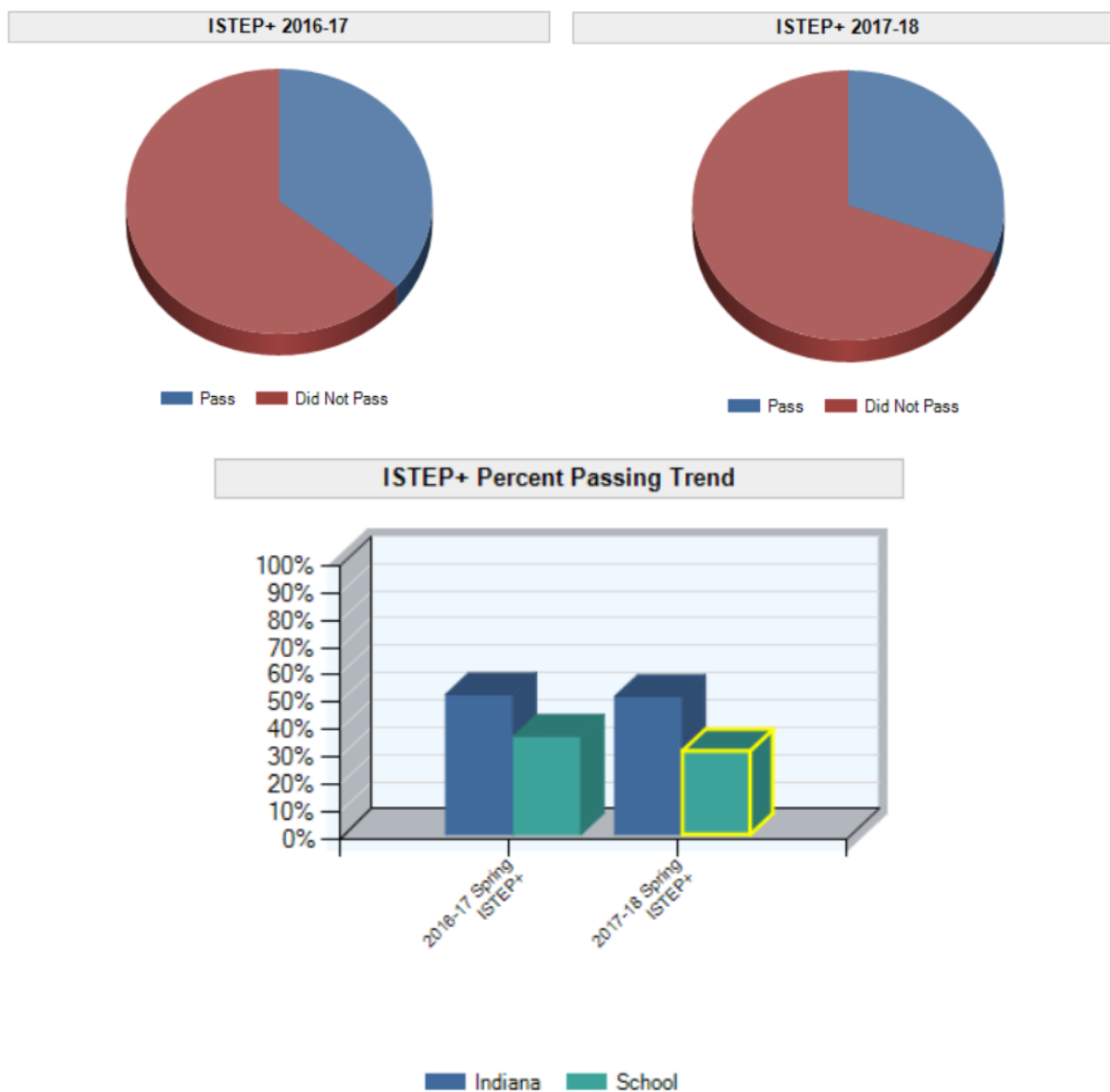
Analysis and Implications of Data

Similarly to the math analysis, it has become apparent that we need to have a program, tutoring, or something offered over the summertime to support our students transition from one grade to another, and so that they do not lose their reading skills in the summertime; ; however, these slight drops are still within the natural regression between spring and fall of the following year. We really need to concentrate on building our student's desire to read through choice reading, building our student's reading stamina, reading comprehension, and writing skills across the board.

ISTEP+

In the spring of 2016, the ISTEP+ test was taken. As more data on this exam is gathered, the data can be compared year to year.

Passed BOTH English/Language Arts and Math (all grades)



| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| | |
| | |
| <u>Strengths</u> | <u>Areas of Improvement</u> |
| 1. In our first year, over 1/3 of the student body passed both Math and English/Language Arts, despite having 2 principals and noncertified teachers. | 1. Math computation 2. Math problem solving 3. Reading comprehension 4. Writing |

Analysis and Implications of Data

The data shows that our students were 15.3% below the state average with passing both English/Language Arts and math on the ISTEP. At the beginning of the 2016-2017 school year, there was a principal in place that was unaware of standardized testing and did not prepare the teachers, who then did not prepare the students for testing. Before Christmas, a new principal was put in place, and they, along with the Superintendent, worked to prepare the teachers and students. The data above shows the struggle the school has been having with preparing the teachers and students for the rigor of the ISTEP and the standards they cover. In addition to this, consistency in staffing and curriculum will support the staff and students when preparing for the ILEARN in the future. This data had us looking at our math texts to see if they met our state standards; as it turned out, they were not, which is why we decided to adopt a new math text to follow the state standards and to support our students by targeting their individual needs. In addition to this, we are really diving into the data to see where we can offer multiple tiered support for our students who are struggling (intervention with aides and/or special education teachers on top of classroom interventions).

Passed English/Language Arts Only (all grades)



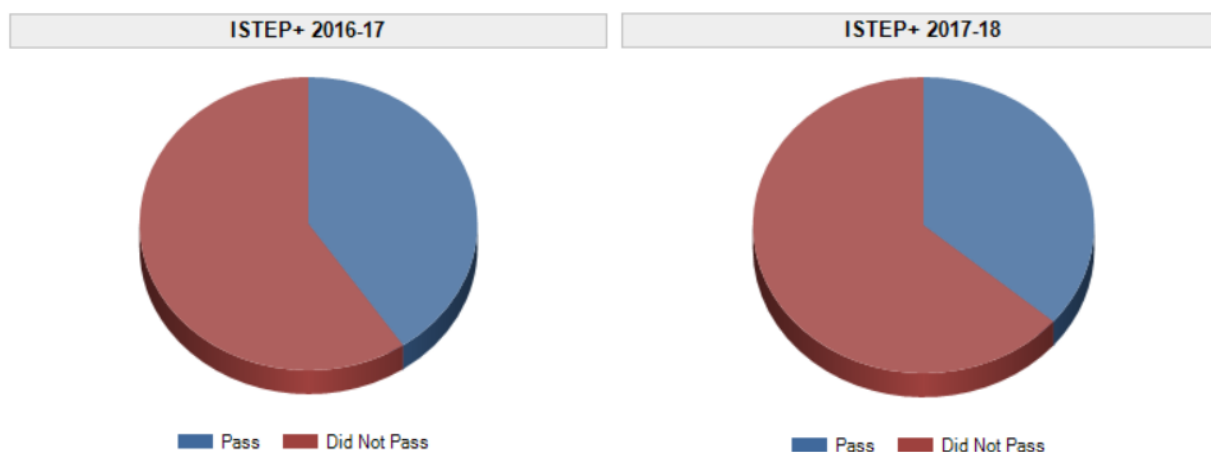
| 2016-2017 Data | 2017-2018 Data |
|--------------------------------------------------------------------------------|----------------------------------------------------|
| Indiana = 65.2% School = 56.5% | Indiana = 64.1% School = 62.6% |
| Pass = 56.5% Did Not Pass = 43.5% | Pass = 62.6% Did Not Pass = 37.4% |
| <u>Strengths</u> | <u>Areas of Improvement</u> |
| 1. More than half of the students passed the ISTEP English/Language Arts test. | 1. Reading Comprehension in fiction. |

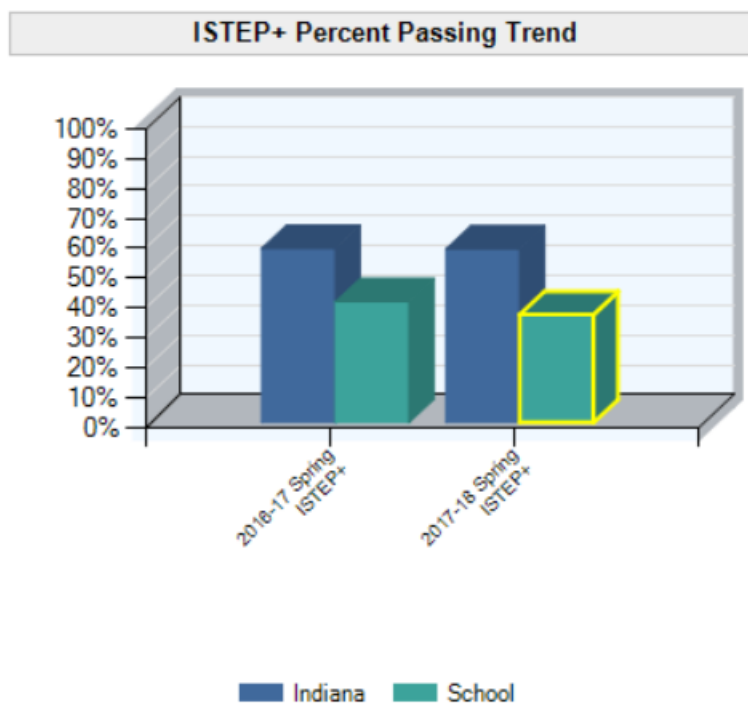
| | |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 2. The school's passing rate raised over 6%, which closed the gap when compared to Indiana. | 2. Reading comprehension in non-fiction. 3. Writing across the curriculum. |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|

Analysis and Implications of Data

Last year, we started working on new reading strategies to use during our reading blocks. These new strategies have allowed us to show a good amount of growth in our reading scores this year. Having said this, our reading stamina and comprehension is still needing support, as is our writing. The data implies that we need to continue to build up our reading strategy arsenal and continue these strategies across the content areas. Additionally, we need to build up academic writing across the content areas as well, which will also support building our comprehension.

Passed Math Only (all grades)





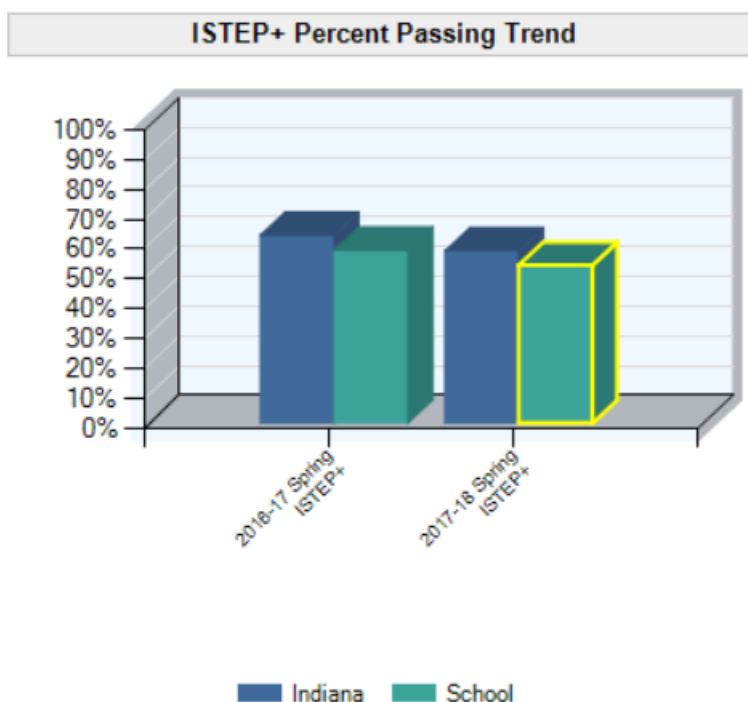
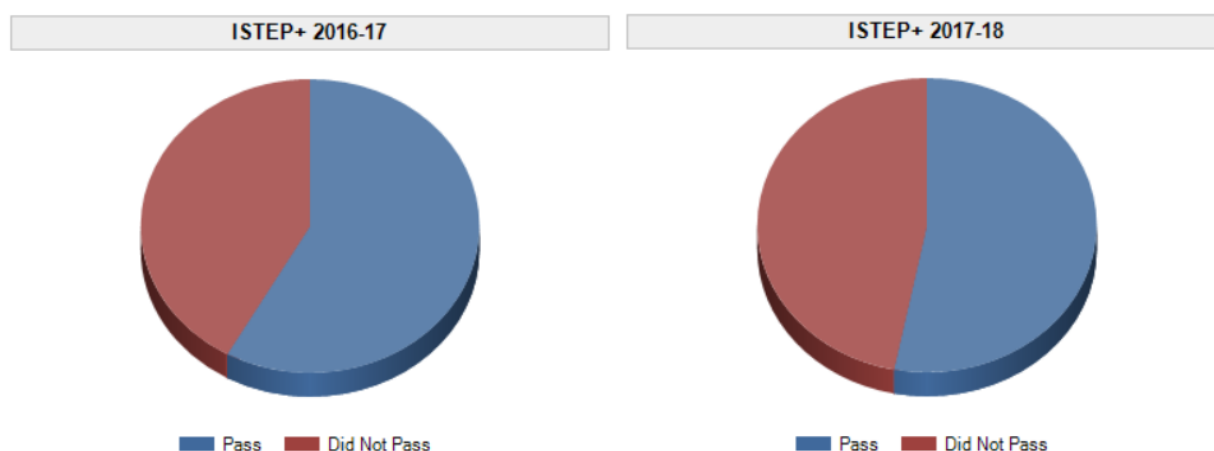
| 2016-2017 Data | 2017-2018 Data |
|----------------------------------------------------|--------------------------------------------------------------------------------|
| Indiana = 58.5% School = 40.5% | Indiana = 58.3% School = 36.3% |
| Pass = 40.5% Did Not Pass = 59.5% | Pass = 36.3% Did Not Pass = 63.7% |
| <u>Strengths</u> | <u>Areas of Improvement</u> |
| 1. Number sense | 1. Computation 2. Problem Solving 3. Geometry 4. Measurement and Data |

Analysis and Implications of Data

Although both Indiana and our school dropped in score, our drop was more significant. The school was using a combination of Rod and Staff and Singapore math texts, but the staff was not adequately trained on how to use the math text, which caused confusion when teaching math last year. This is a contributing factor in our scores declination. In addition to this, there was significant staff turnover from the 2016-2017 to the 2017-2018 school year, which could also be

a contributing factor to the declination of scores. This data implies that we need to run computation drills to build our base knowledge, which will support other areas in math that need support. This data also implies that our students need new problem-solving strategies, the school needs text that is adequately preparing our students based on the standards, and the teachers need trained on how to use the text and different problem-solving strategies to use.

Passed Science Only (all testing grades)

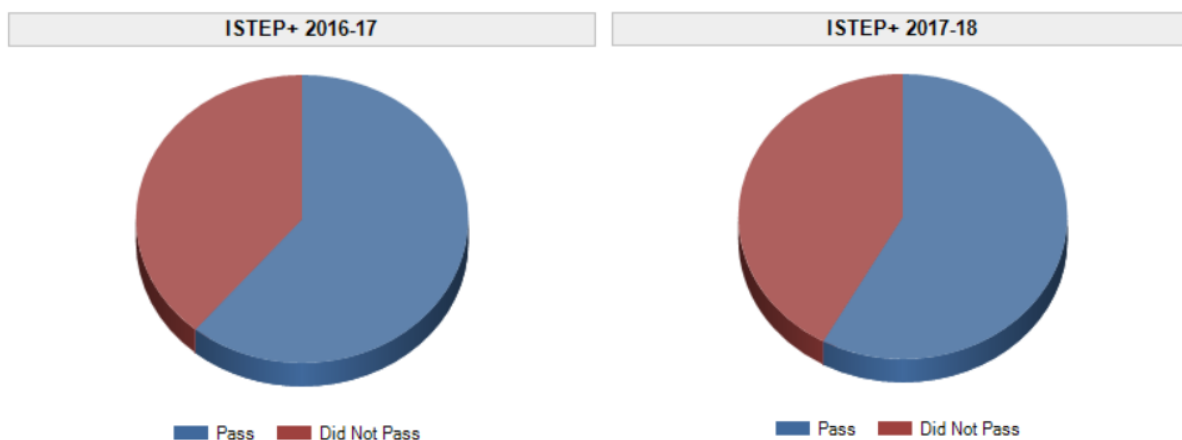


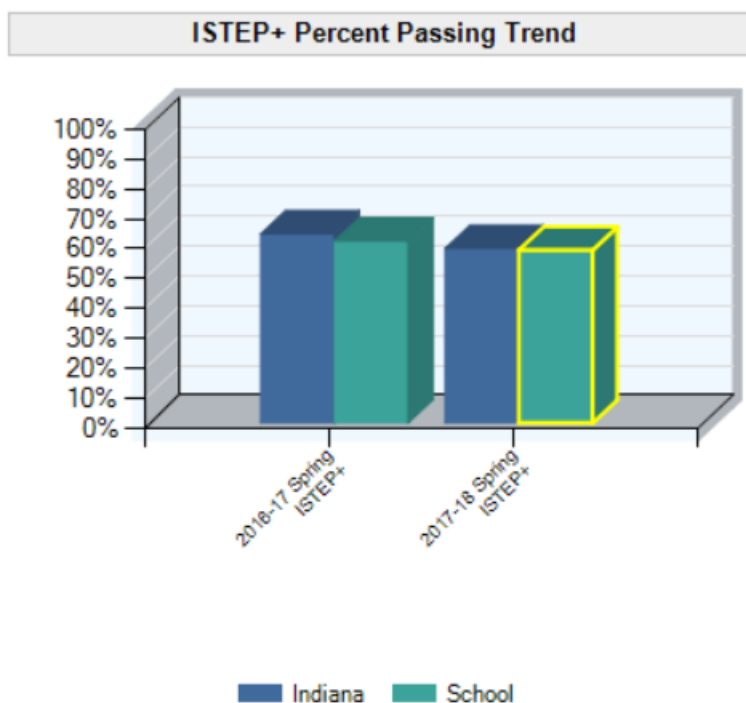
| 2016-2017 Data | 2017-2018 Data |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Indiana = 63.2% School = 58.1% | Indiana = 57.9% School = 53.1% |
| Pass = 58.1% Did Not Pass = 41.9% | Pass = 53.1% Did Not Pass = 46.9% |
| <u>Strengths</u> | <u>Areas of Improvement</u> |
| 1. Closing the gap between Indiana and the school's scores. | 1. Need to build science base knowledge in staff, which will then transfer to students. |

Analysis and Implications of Data

Although our scores dropped slightly, so did Indiana's scores, and we decreased the gap between Indiana and us. The teachers need more training on how to use the science materials that are provided for them, which is implied by our data. The data also implies that our students need more time with in science. It is our belief that using new reading strategies will help our students understand the material better in class and while taking a standardized test.

Passed Social Studies Only (all testing grades)





| 2016-2017 Data | 2016-2017 Data |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Indiana = 63.5% School = 61.1% <hr/> Pass = 61.1% Did Not Pass = 38.9% | Indiana = 58.6% School = 58.1% <hr/> Pass = 58.1% Did Not Pass = 41.9% |
| <u>Strengths</u> | <u>Areas of Improvement</u> |
| 1. Closing the gap between Indiana and the school's scores. | 1. Teacher use of in depth history lessons and how they pertain to their reading. 2. Ensure to tie lessons to the grade level state standards. |

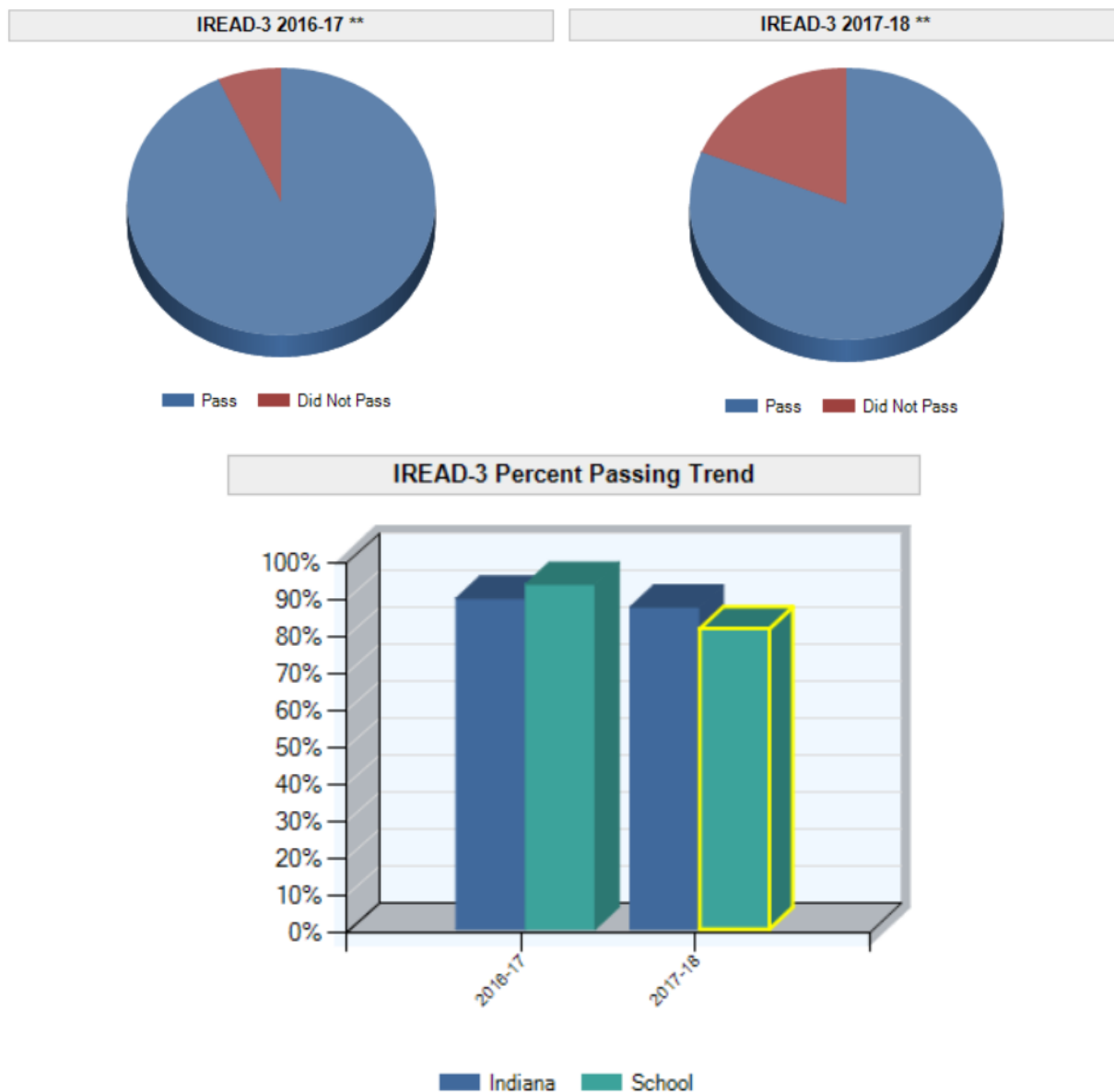
Analysis and Implications of Data

Over the last couple years, the teachers have been teaching two separate history timelines: classical education timelines from Memoria Press and the Indiana State Standards. We realized that the two did not cover the same things, so the Indiana State Standards were not executed fully, as they were in competition with the Memoria Press timeline. This conflict is reflected in our data. Moving forward, we will need to concentrate on the State Standards and remove the

Memoria Press timeline from the classrooms that do not match up. Instead, we will create our own timelines that are using the Memoria Press items but under the Indiana State Standards.

IREAD 3

We have taken the IREAD 3 now for two years. Below is the data that we have for the two years.



| 2016-2017 Data | 2016-2017 Data |
|------------------------|------------------------|
| Indiana = 89.5% | Indiana = 87.1% |

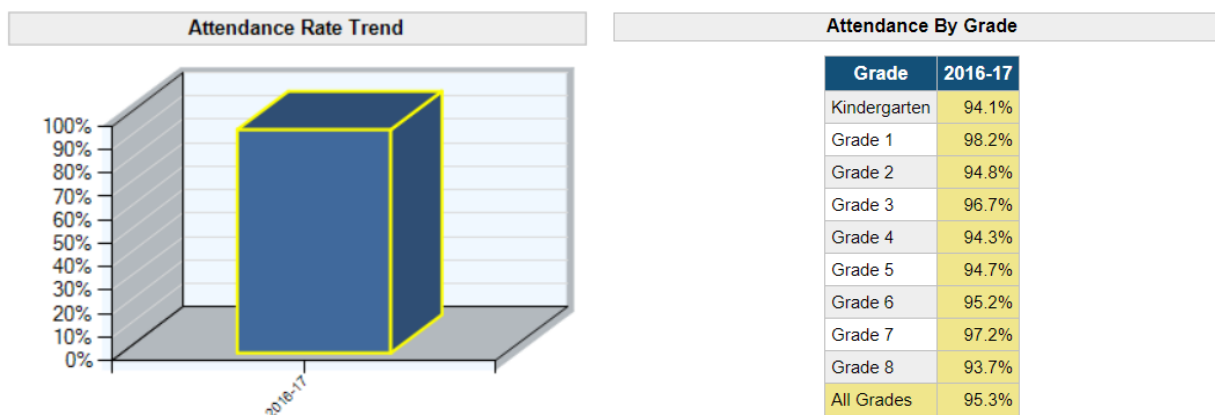
| | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| School = 93.3% Pass = 93.3% Did Not Pass = 6.7% | School = 81.3% Pass = 81.3% Did Not Pass = 18.8% |
| <u>Strengths</u> 1. We had over 80% of our 3 rd graders pass the IREAD 3. | <u>Areas of Improvement</u> 1. Nonfiction |

Analysis and Implications of Data

In our third-grade class last year, we had four students who did not pass the IREAD 3; three of these students received waivers, and the student who had to retake the test in the summer after interventions passed. Our area that caused the most issue, which is also seen in our ISTEP and NWEA data, is nonfiction. This data implies that we will need to ensure to incorporate more nonfiction reading materials and practice in the classroom. This, with the addition of more reading comprehension strategies, will support higher scores and better pass rates in the IREAD 3.

Attendance

The attendance provided is from the IDOE Compass page for the school year of 2016-2017. As more data on this exam is gathered, the data can be compared year to year.



It is our goal to raise the rate of attendance to 97% this 2018-2019 school year. Last year, at this time (start of the school year to mid-October), we had 100 different students who were absent from school (out of 147), which is 68% of the student body; of these 100 different students, we had a total of 245 absences, which would give us a 95.7% attendance rate. This year, we have had 66 different students absent between the start of the school year and October 11th, which is 48.5% of the student body, and we have had 143 total absences, which gives us a 99% attendance rate. In addition to our absences, we also noticed that we had a multitude of tardies. Last year, in August, we had 6% of our student body tardy (this year we had at 2%); in September, we had 7% of our student body tardy (this year we had 2%); and so far this October, we have 2% of our students have been tardy, where we had 5% tardy by this time last year. We have put new policies in place to address the absences and tardies, and these policies seem to be working.

School Improvement Action Plan Our Lady School

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Goal #1: At least 80% of the student body will improve in their mathematical composition and problem-solving skills. | | | | | |
| Support Data: 1. Teacher Survey 2. Student Classroom Data 3. SIP Committee 4. School Board Minutes | | Standardized Assessment: 1. ISTEP 2. NWEA 3. iReady Math | | Local Assessments: 1. Traditional Tests 2. Performance Assessments 3. Quizzes 4. Informal Classroom Assessments | |
| Intervention #1: The school will adopt new math curriculum. Intervention #2: Students will strengthen their mathematical composition skills. Intervention #3: Students will strengthen their problem-solving skills. | | | Research/Best Practice Sources: 1. Indiana State Standards in math 2. Blooms Taxonomy Task Design Wheel 3. New math curriculum 4. Rocket Math 5. QUIPS Problem Solving Method | | |
| <u>Activities to Implement the Intervention</u> | <u>Person(s) Accountable</u> | <u>Timeline</u> | | <u>Resources</u> | <u>Monitoring Activities</u> |
| | | <u>Beginning</u> | <u>End</u> | | |
| 1.1 The school will adopt a new math curriculum, Ready Math, which will focus on the standards and allow the teachers to instruct the students in targeted areas. | Smith, S., Kohrman, N., Grignol, J., Craw, L. | Summer 2018 | Summer 2018 | Textbook support and materials Additional manipulatives purchased for classrooms and Special Education | Weekly meetings to share information and provide additional teacher support Observations |
| 1.2 Teachers will be trained on the new math program | Ready Math Team | Summer 2018 | Ongoing | Standardized test data and classroom data | Ready Math program Lesson Plans |
| 1.3 Students will be put into block classes that will allow them to be supported in the areas they need supported and allowed to move forward when they understand a concept. | Smith, S., Stevens, M., Sorg, L., Grignol, J., Kohrman, N. | Summer 2018 | Ongoing | | Average scores in grades as monitored in PowerSchool |
| 2.1 The students will have an additional 45-minute block of time for math lab, which is individual | Ready Math Team, Smith, S., Students, Teachers | Fall 2018 | Ongoing | | |

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| online targeted math. | | | | | |
| 2.2 Teachers will utilize Rocket Math and/or timed math tests to strengthen computational skills. | All teachers | Fall 2018 | Ongoing | | |
| 3.1 Teachers will utilize QUIPS (what is the Question being asked, Underline the Important Information, Plan, Solve and State the Solution) problem solving strategy with the students. | All teachers | Fall 2018 | Ongoing | | |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Goal #2: At least 80% of the student body will improve their reading comprehension and writing skills across the curriculum. | | | | | |
| Support Data: 1. Teacher Survey 2. Student Classroom Data 3. SIP Committee 4. School Board Minutes | | Standardized Assessment: 1. ISTEP 2. NWEA 3. NWEA Map Reading Fluency (K-2) | | Local Assessments: 1. Traditional Tests 2. Performance Assessments 3. Quizzes 4. Informal Classroom Assessments | |
| Intervention #1: Students will build academic vocabulary in all courses. Intervention #2: Students will build their reading stamina and comprehension. Intervention #3: Students will improve writing and critical thinking skills related to course content. | | | Research/Best Practice Sources: 1. Indiana State Standards in English/Language Arts 2. Blooms Taxonomy Task Design Wheel 3. Moby Max 4. Reading Apprenticeship | | |
| <u>Activities to Implement the Intervention</u> | <u>Person(s) Accountable</u> | <u>Timeline</u> | | <u>Resources</u> | <u>Monitoring Activities</u> |
| | | <u>Beginning</u> | <u>End</u> | | |
| | | | | | |
| 1.1 Teachers will focus on vocabulary development activities to better understand the course’s readings. | Smith, S., All teachers | Fall 2018 | Ongoing | Textbook support and materials Standardized test data and classroom data Reading Apprenticeship texts for | Weekly meetings to share information and provide additional teacher support Observations Lesson Plans |
| 1.2 Students will identify vocabulary | | Fall 2018 | Ongoing | | |

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| in text and be able to annotate with the text. | Smith, S., All teachers, All students | | | classroom teachers | Average scores in grades as monitored in PowerSchool |
| 1.3 Students will use charts, graphic organizers, etc...to define, assess, and identify vocabulary words. | Smith, S., All teachers, All students | Fall 2018 | Ongoing | Additional support materials found in curriculum room and Library | |
| 2.1 Students will have 30 minutes of Library time every week where they will have silent reading. | Smith, S.S., Smith, S.M., All teachers | Fall 2018 | Ongoing | | |
| 2.2 Students will be allowed choice reading to make reading more desirable. | Smith, S.S., All teachers, All students | Fall 2018 | Ongoing | | |
| 2.3 Critically analyze and contemplate texts/passages using diagnostic thinking skills, such as Socratic discussions, comparing and contrasting, etc... | Smith, S.S., All teachers, All students | Fall 2018 | Ongoing | | |
| 2.4 Incorporate Reading Apprenticeship strategies in reading blocks. | Smith, S., All teachers | Fall 2018 | Ongoing | | |
| 3.1 Incorporate and utilize brainstorming techniques to facilitate pre and post learning on a given unit. | Smith, S., All teachers | Fall 2018 | Ongoing | | |
| 3.2 Respond to content-related literature through writing. | All teachers and all students | Fall 2018 | Ongoing | | |
| 3.3 Students will use rubrics to guide their writing and utilize peer/teacher review to analyze | All teachers and all students | Fall 2018 | Ongoing | | |

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| writing as part of the writing process. | | | | | |
| 3.4 The school will offer a research class for 7 th and 8 th graders to strengthen academic research writing and its process. | Smith, S.S., Smith, S.M. | Fall 2018 | Ongoing | | |