

VES Spring MCA Data Overview

School Trends: All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014 goal	2014 Act	2015	2016	2017	Increase Proficiency By 50%
Mathematics		54.0%	61.9%	55.9%	72.6%	60.1%	65.0%	62.5%	70.0%	74.0%	77.95%	22.1%
Reading		65.0%	63.0%	64.5%	71.0%	48.1%	54.5%	55.2%	61.0%	67.5%	74.05%	26.0%

School LEP Gap Trends: Mathematics, All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014 goal	2014 Act	2015	2016	2017		
Non-LEP		62.9%	66.8%	61.8%	78.2%	67.0%	71.0%	73.2%	74.0%	77.0%	80.9%	Non-LEP 50% Increase:	19.1%
LEP		35.3%	25.8%	23.7%	52.7%	22.5%	35.0%	25.5%	45.0%	52.0%	61.9%	Difference to Close Gap by 50%:	19.1%
Difference (Gap)	0.0%	27.6%	41.0%	38.1%	25.5%	44.5%	36.0%	47.7%	29.0%	25.0%	19.1%		

School LEP Gap Trends: Reading, All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014 goal	2014 Act	2015	2016	2017		
Non-LEP		76.4%	70.4%	73.9%	81.2%	56.9%	63.0%	68.1%	69.0%	75.0%	78.5%	Non-LEP 50% Increase:	21.6%
LEP		41.2%	9.7%	13.2%	34.5%	0.0%	20.0%	9.8%	35.0%	45.0%	50.0%	Difference to Close Gap by 50%:	28.5%
Difference (Gap)	0.0%	35.2%	60.7%	60.7%	46.7%	56.9%	43.0%	58.3%	34.0%	30.0%	28.5%		

School Hispanic Gap Trends: Mathematics, All Accountability Tests, All Grades, All Students Enrolled October 1													
	2008	2009	2010	2011	2012	2013	2014 goal	2014 Act	2015	2016	2017		
White		64.9%	73.8%	67.3%	80.6%	70.5%	75.0%	73.5%	79.0%	81.0%	83.7%	White 50% Increase:	16.4%
Hispanic		39.5%	45.0%	31.3%	55.6%	47.8%	54.0%	50.6%	59.0%	63.0%	65.7%	Difference to Close Gap by 50%:	18.0%
Difference(Gap)	0.0%	25.4%	28.8%	36.0%	25.0%	22.7%	21.0%	22.9%	20.0%	18.0%	18.0%		

School Hispanic Gap Trends: Reading, All Accountability Tests, All Grades, All Students Enrolled October 1													
	2008	2009	2010	2011	2012	2013	2014 goal	2014 Act	2015	2016	2017		
White		76.6%	75.5%	74.2%	83.6%	63.5%	70.0%	72.3%	75.0%	79.0%	81.8%	White 50% Increase:	18.3%
Hispanic		48.7%	46.3%	50.7%	47.6%	24.6%	40.0%	36.1%	50.0%	58.0%	62.3%	Difference to Close Gap by 50%:	19.5%
Difference (Gap)	0.0%	27.9%	29.2%	23.5%	36.0%	38.9%	30.0%	36.2%	25.0%	21.0%	19.5%		

School FRPL Gap Trends: Mathematics, All Accountability Tests, All Grades, All Students Enrolled October 1													
	2008	2009	2010	2011	2012	2013	2014	2014 Act	2015	2016	2017		
Non-FRPL		62.6%	64.4%	59.7%	80.9%	67.7%	70.0%	72.1%	73.0%	76.0%	79.9%	Non-FRPL 50% Increase:	20.2%
FRPL		34.6%	52.7%	52.4%	65.7%	52.7%	59.0%	57.7%	67.0%	72.0%	76.2%	Difference to Close Gap by 50%:	3.7%
Difference (Gap)	0.0%	28.0%	11.7%	7.3%	15.2%	15.0%	11.0%	14.4%	6.0%	4.0%	3.7%		

School FRPL Gap Trends: Reading, All Accountability Tests, All Grades, All Students Enrolled October 1													
	2008	2009	2010	2011	2012	2013	2014	2014 Act	2015	2016	2017		
Non-FRPL		72.0%	67.8%	68.9%	79.1%	59.1%	64.0%	71.2%	68.0%	72.0%	79.6%	Non-FRPL 50% Increase:	20.5%
FRP		49.4%	45.5%	60.3%	64.2%	37.4%	46.0%	46.0%	54.0%	62.0%	68.7%	Difference to Close Gap by 50%:	10.9%
Difference (Gap)	0.0%	22.6%	22.3%	8.6%	14.9%	21.7%	18.0%	25.2%	14.0%	10.0%	10.9%		

Analysis:

Overall, scores for Spring 2014 improved over the previous year with Reading exceeding the goal. However, we did find the achievement gap grew with our English Language Learners in both reading and math, in reading for our poverty population and math for our Hispanic students. This is being addressed through a focus on accountable academic talk and vocabulary development.

So, how will we move to close the achievement gap at VES?

- Professional readings & discussions
- Instructional/Peer coaching
- Increasing Accountable Academic Talk
 - Sentence steps/frames
 - Vocabulary development (Marzano's 6 steps to vocabulary development)
 - Socratic Seminar