

JOHN EATON ELEMENTARY SCHOOL

Washington, DC

MEETING ON ASSESSMENT DATA: HOW WE ARE USING IT TO INFORM INSTRUCTION

Local School Restructuring Team (LSRT)

Agenda and Handout

Tuesday, November 13, 2007

- I. Introduction and Overview
 - Purpose: Getting Community Input
 - Concerns
 - How to Respond
 - A Process Rather than an End

LSRT Presentation: David Shapinsky

- II. Looking at the Data
 - AYP Test Scores
 - The Good News
 - How we Compare on the Basics?
 - Proficient and Advanced?
- III. Understanding Our Scores: Some Possible Explanations
 - Core Students
 - Who We Are
 - Loss of Math Instruction
 - System Standards vs. Actual Instruction
 - Changes in Leadership

- IV. Where Should We Go from Here?

Discussion led by Ms. Gartrell, Interim Principal.

Meeting Concludes

I. Introduction and Overview (David Shapinsky)

- **Purpose.** Parents have expressed concerns about test scores. In response, the LSRT along with the HSA decided to call this meeting to present data and discuss how we use this information to inform our instruction.
- **Concerns About Scores.** There has been a drop in test scores in recent years. In reading, we know that some students have been struggling with informational text. We also know that in math some students need additional help with taking directions, vocabulary and critical thinking.
- **How to Respond?** Principal Gartrell and the LSRT are focused on acting on the available information. To succeed in this, we need to all understand what the scores mean and what they do not.
- **The Process.** There is a consensus that the entire community should be knowledgeable about the data and the standards so that everyone can support the instructional process. So, we propose to revisit this issue regularly.

II. Looking at the Data (Ms. Gartrell & Ms. Eastman)

- **"AYP" Test Scores.** AYP stands for Adequate Yearly Progress and is part of *No Child Left Behind*. Each year the proficiency of students (grades 3 to 6) in reading and math is measured. Students can fall in any of four categories: 1) advanced; 2) proficient; 3) basic; or 4) below basic.
- **The Good News.** John Eaton has consistently met AYP each year.
- **How We Compare on the Basics.** We are ranked ninth among all elementary schools in D.C.

III. Understanding Our Scores (Ms. Eastman and Ms. Gartrell)

- **Core Students.** Once a student enters, Eaton the data indicate that they make consistent progress. In other words, “core students” do well although we need to explore ways for them to do better. We also need to consider how to retain these students. But what does core mean? (More from Ms. Eastman)
- **Who we Are?** The Eaton community has always emphasized its diversity, bringing together people from different economic, geographic, ethnic, and linguistic backgrounds. As a result we do not have a homogeneous population and we need to meet many different educational needs.
- **Math Scores and Teaching.** Not having a math specialist has had a significant impact on all students.
- **On the Cusp between Categories.** Students may score slightly below proficient and be labeled basic. And the same goes for every other category. Ms. Eastman is examining this issue.
- **System Standards versus Actual Instruction.** Students have sometimes been tested before they have actually been taught the relevant lessons.
- **Changes in Leadership.** Because John Eaton is now on its third principal in three years, it has been difficult to develop the most effective strategies for learning.

IV. Where We Go From Here?