2013-2018 AdvancED District Accreditation

Goal #1: Exemplary Student Achievement

Action Steps and Benchmark Update
October 2, 2017

Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens.

In order to achieve exemplary student achievement, all students in grades K-12 will attain a set of benchmarks through building academic vocabulary and participating in a reading program focused on improving reading comprehension.

The Centerville-Abington Community School District Goal #1 is to improve reading comprehension of informational text in grades K-12.

In order for our schools to maintain exemplary student achievement, our action plan contains two interventions.

- Intervention #1- All students will increase academic vocabulary in grades K-12 in order to increase text understanding.
- Intervention #2- Most will participate in a sustained reading program to increase reading comprehension. Teachers will use the CLOSE reading method to provide more guidance on how to read informational text.

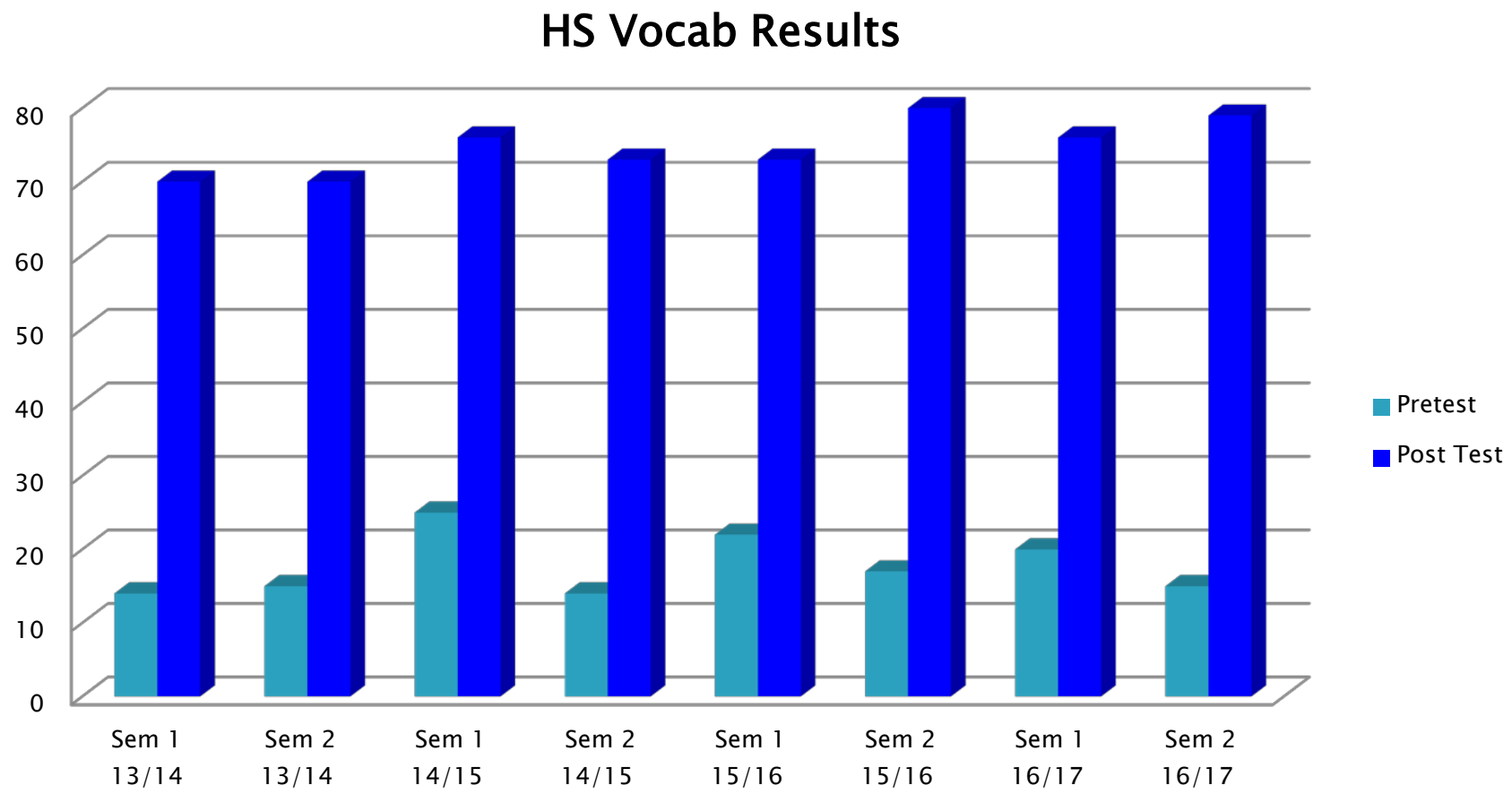
Action Steps for Intervention #1

A. Building Academic Vocabulary by Robert Marzano was used as a resource by all buildings to build vocabulary lists. (completed)
B. Each grade level and content area reviewed and revised selected academic vocabulary terms every year. (ongoing)
C. Each teacher used the researched-based six-step process as they taught the academic vocabulary. (ongoing)
D. Each teacher administered a vocabulary comprehension focused assessment and recorded pre and post-test scores in the data warehouse. (ongoing)

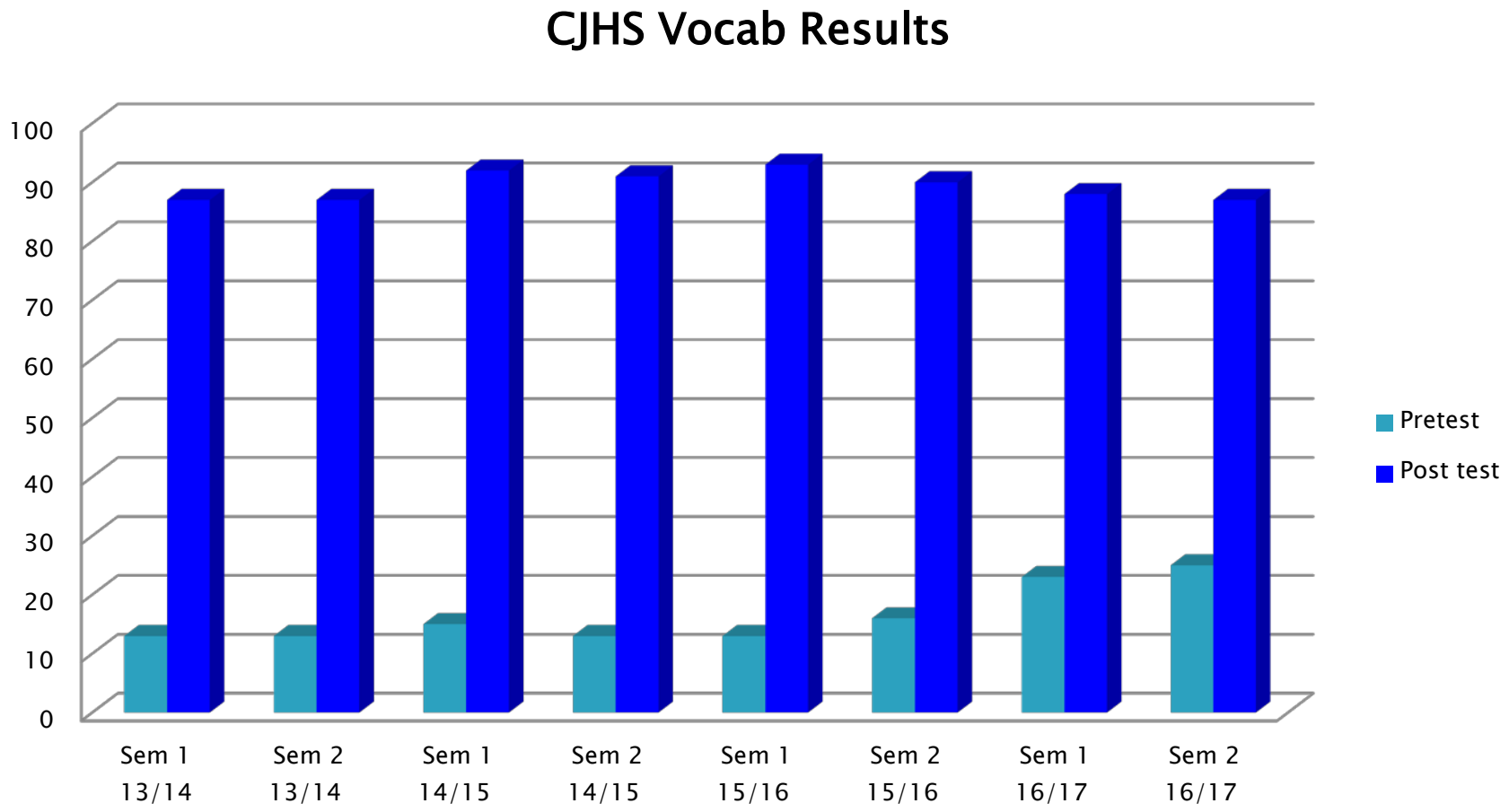
Benchmark for Intervention #1

- All students will increase their vocabulary at the rate of 80% mastery by the post test assessment in each building, at each grade level, and in each content area.

Average % of Students Achieving Mastery (2013-2017)



Average % of Students Achieving Mastery (2013-2017)

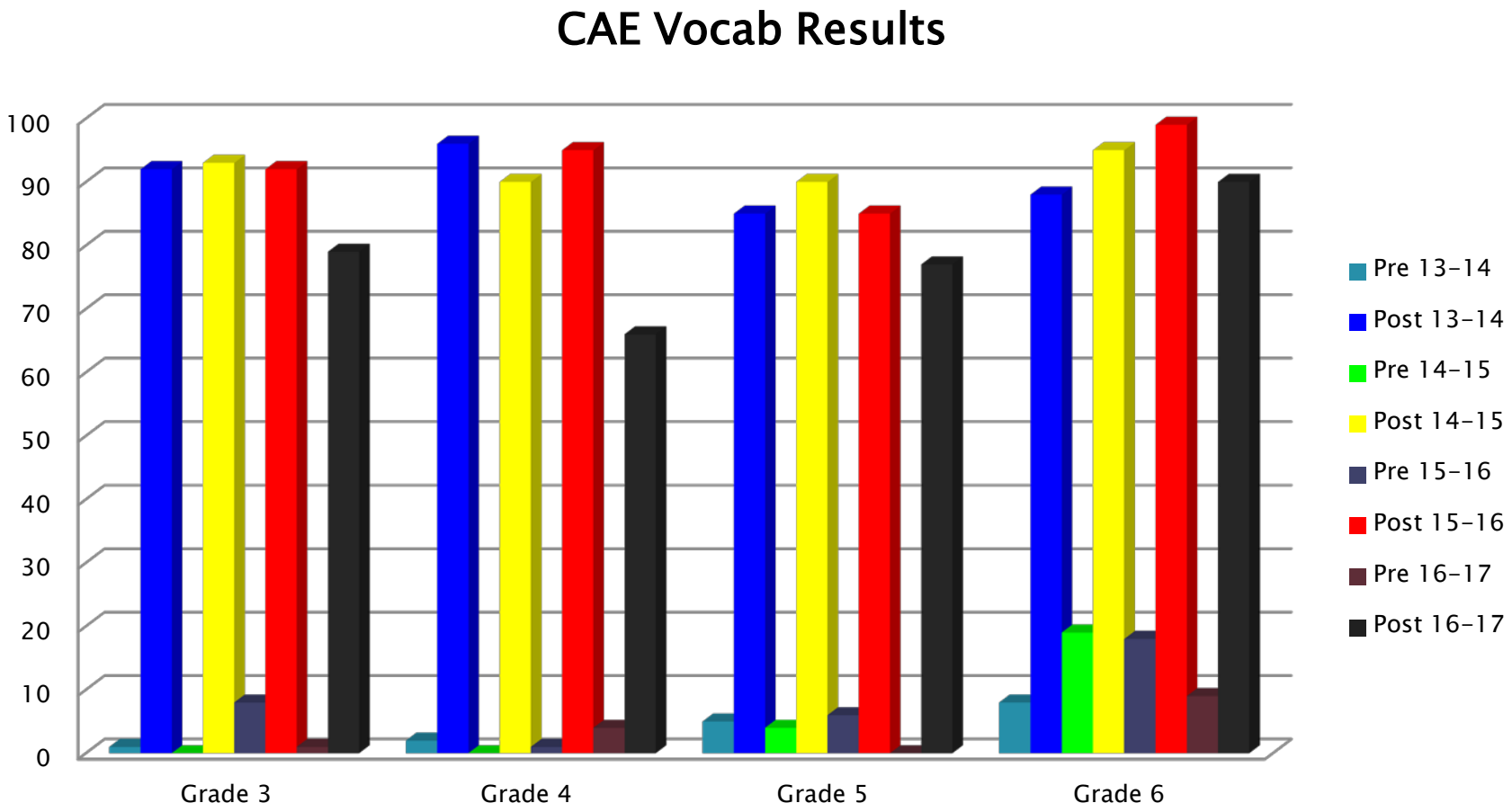


Centerville Jr. Sr. High School Grades 7-12 Analysis

- Over the last 5 years, grades 7 through 12 have seen a minimum increase of 50% from pre to post vocabulary tests. The gap decreased slightly this year with the use of more complicated vocabulary assessments.

- 2015 ECA scores for Centerville High School were among the highest ever at CHS. The growth in vocabulary and reading comprehension mirror that growth and show that our students are growing academically each semester. We currently do not have enough data for comparison on the ISTEP+ 10 assessment.

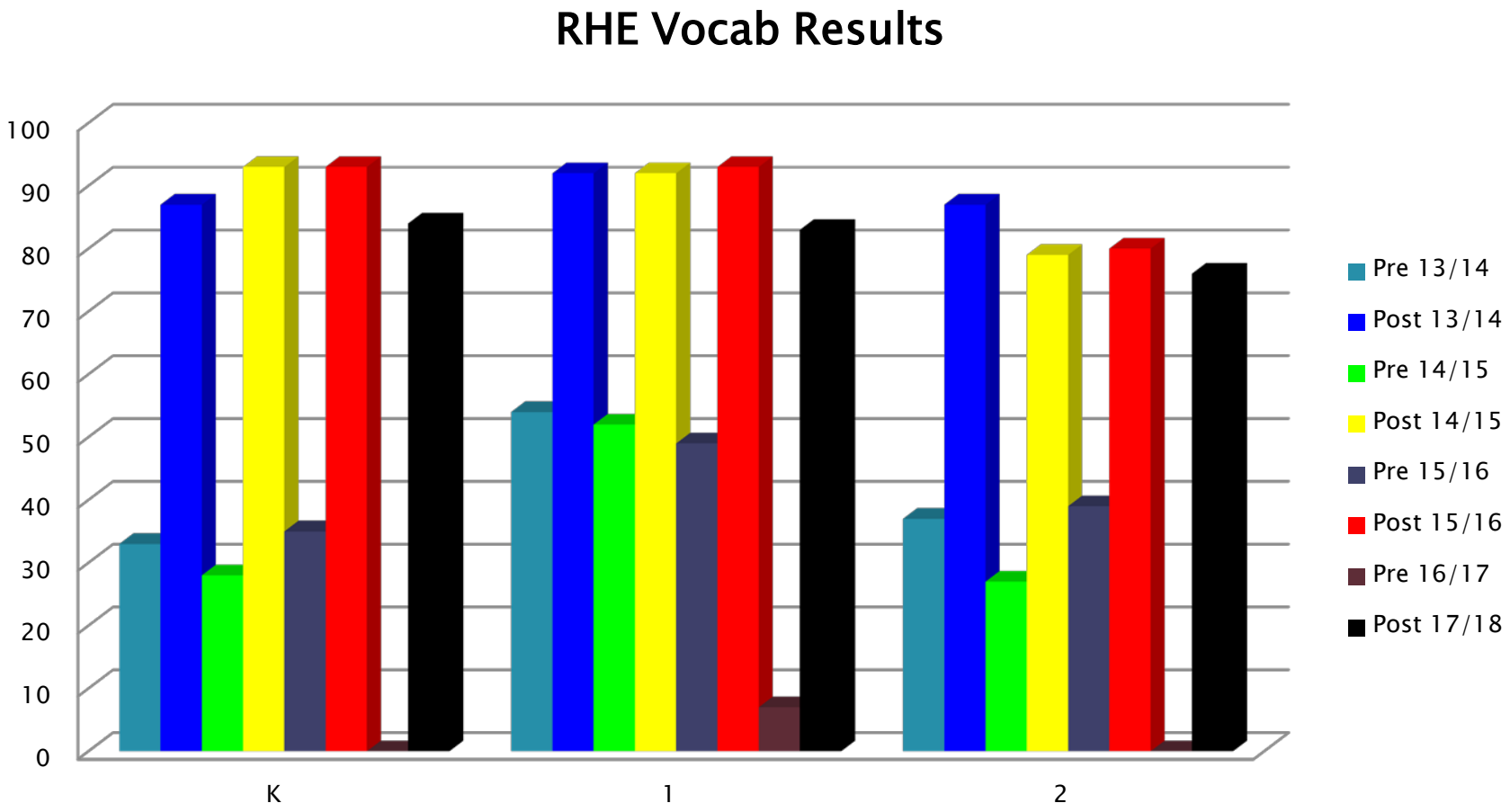
Average % of Elementary Students (3-6) Achieving Mastery (2003-17)



Centerville Elementary Grades 3-6 Analysis

- Over the past 4 years, grades 3-6 had made substantial gains from the fall to spring vocabulary tests. Grades 3-6 met and exceeded the set benchmark of 80%mastery.
- This past year vocabulary assessments were revised to better assess student understanding of vocabulary. These assessments required students to apply their knowledge of the words instead of just knowing their definition. Decreased scores this past school year are attributed to a more rigorous vocabulary assessment.
- Students' increased vocabulary is demonstrated in our grade 3-6 students being at or above grade level in reading %ile growth for NWEA and STAR expected reading levels over the past 5 years.

Average % of K-2 Elementary Students Achieving Mastery (2013-17)



Rose Hamilton Elementary Grades K-2 Analysis

- Over the last 5 years, Kindergarten through Second Grade students have shown significant growth in the vocabulary development from Pre to Post.

- Kindergarten and First Grade students have achieved mastery of the vocabulary test of 80% or more. Second Grade students have achieved mastery of 75% or higher.

Intervention #2- All students will participate in a reading program to improve reading comprehension for informational text in grades K-12. Teachers have been trained and will use the CLOSE Reading Techniques in their classrooms.

Action Steps for Intervention #2

A. Teachers were trained on how to incorporate the CLOSE Reading strategies during the 2014-2015 school year and have implemented the strategy since then.
B. New vocabulary assessment that incorporated reading comprehension versus the matching assessments previously used.
C. NWEA scores will be used to monitor growth on Information Text Comprehension.

Benchmarks for Intervention #2 Secondary Schools – Grades 3-12

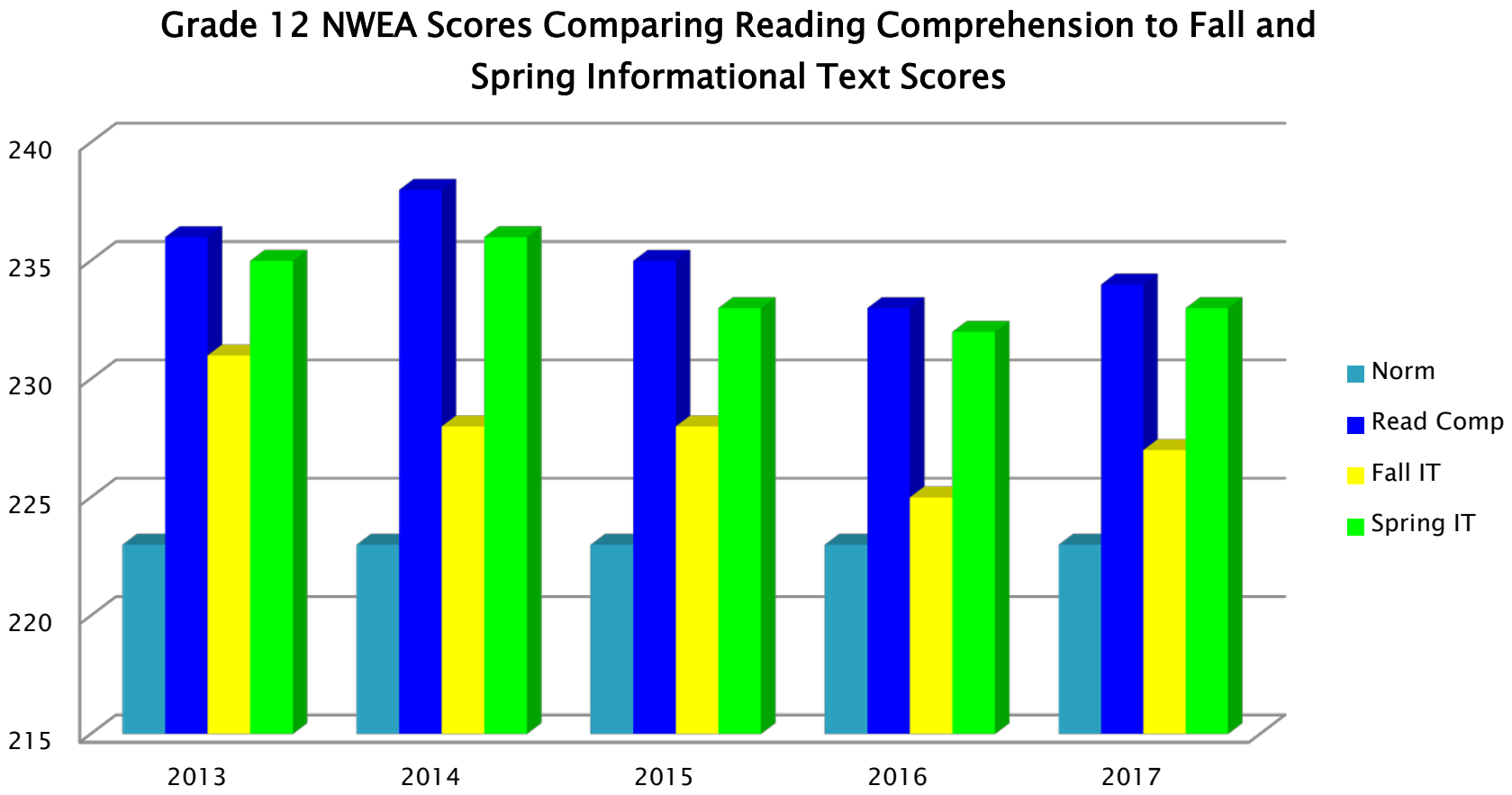
- The reading NWEA Measures of Academic Progress RIT scores will show percentile growth from fall to spring.
- Informational text comprehension scores will mirror that of the overall reading comprehension scores.

NWEA uses a RIT score that has been converted to a percentile rank

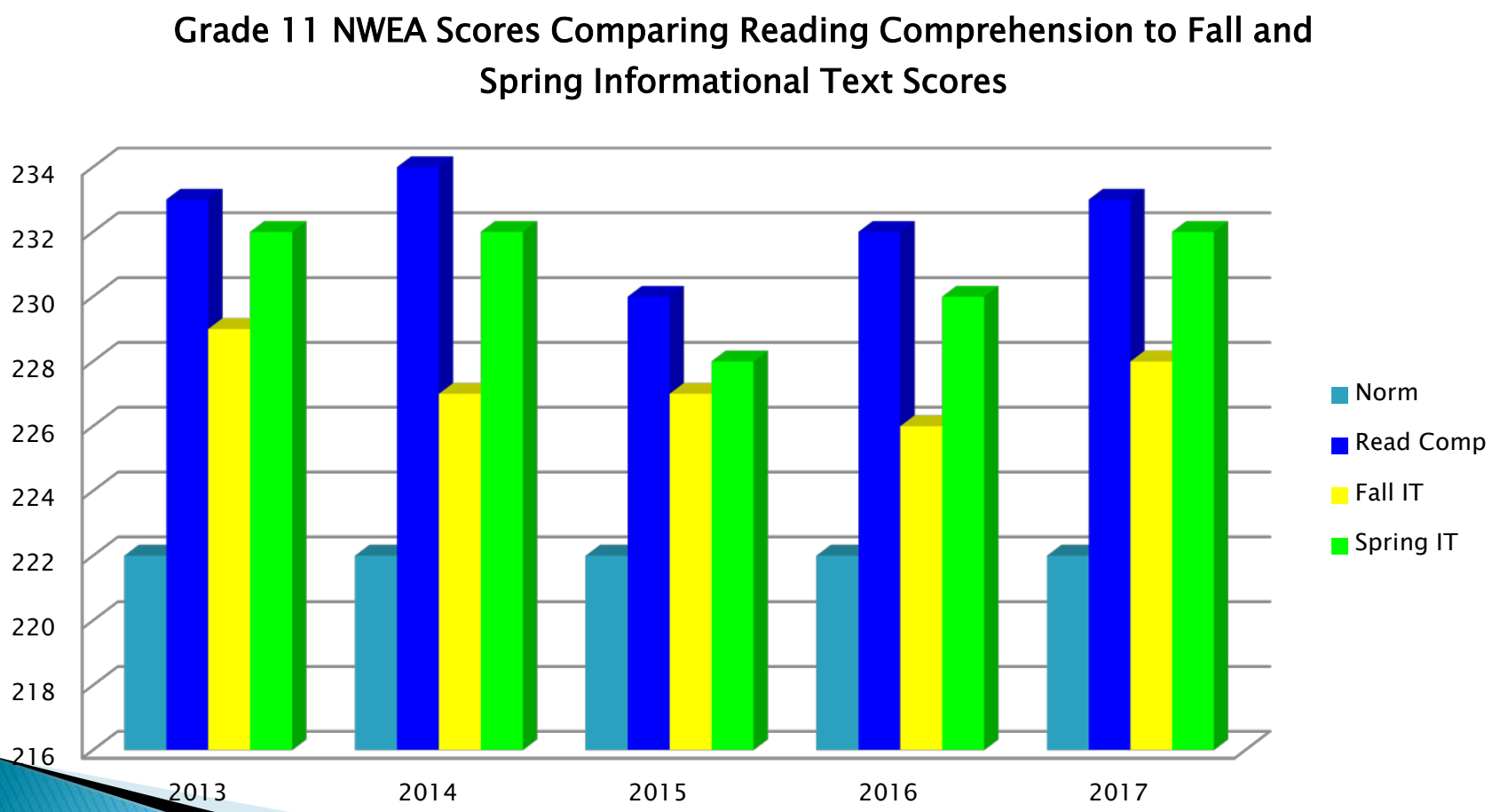
A RIT score at the 50% tile means the student is performing at grade level.

A RIT score at the 75% tile means the student is performing one grade level above.

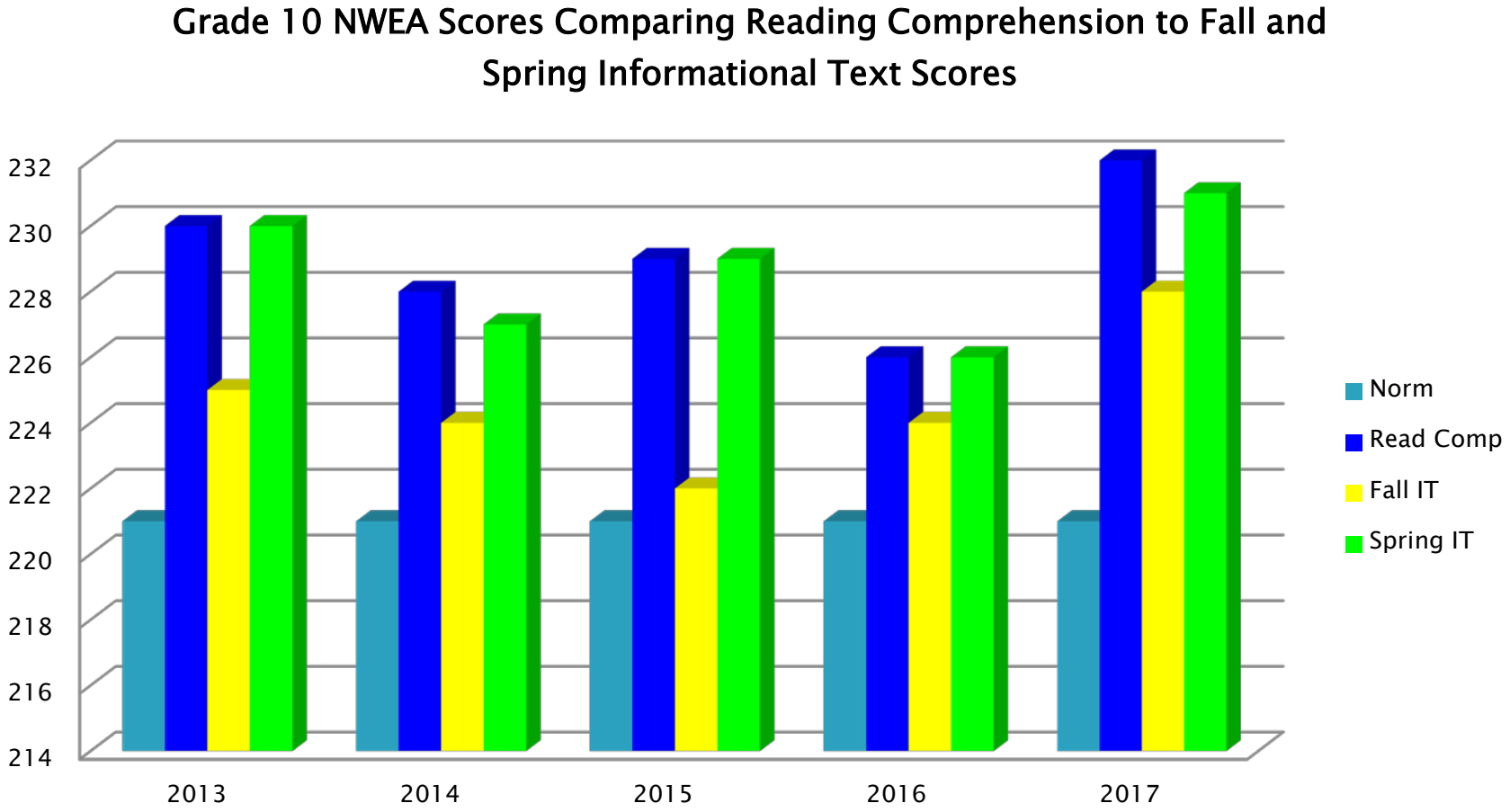
Average Percentage Growth NWEA 2013-2017



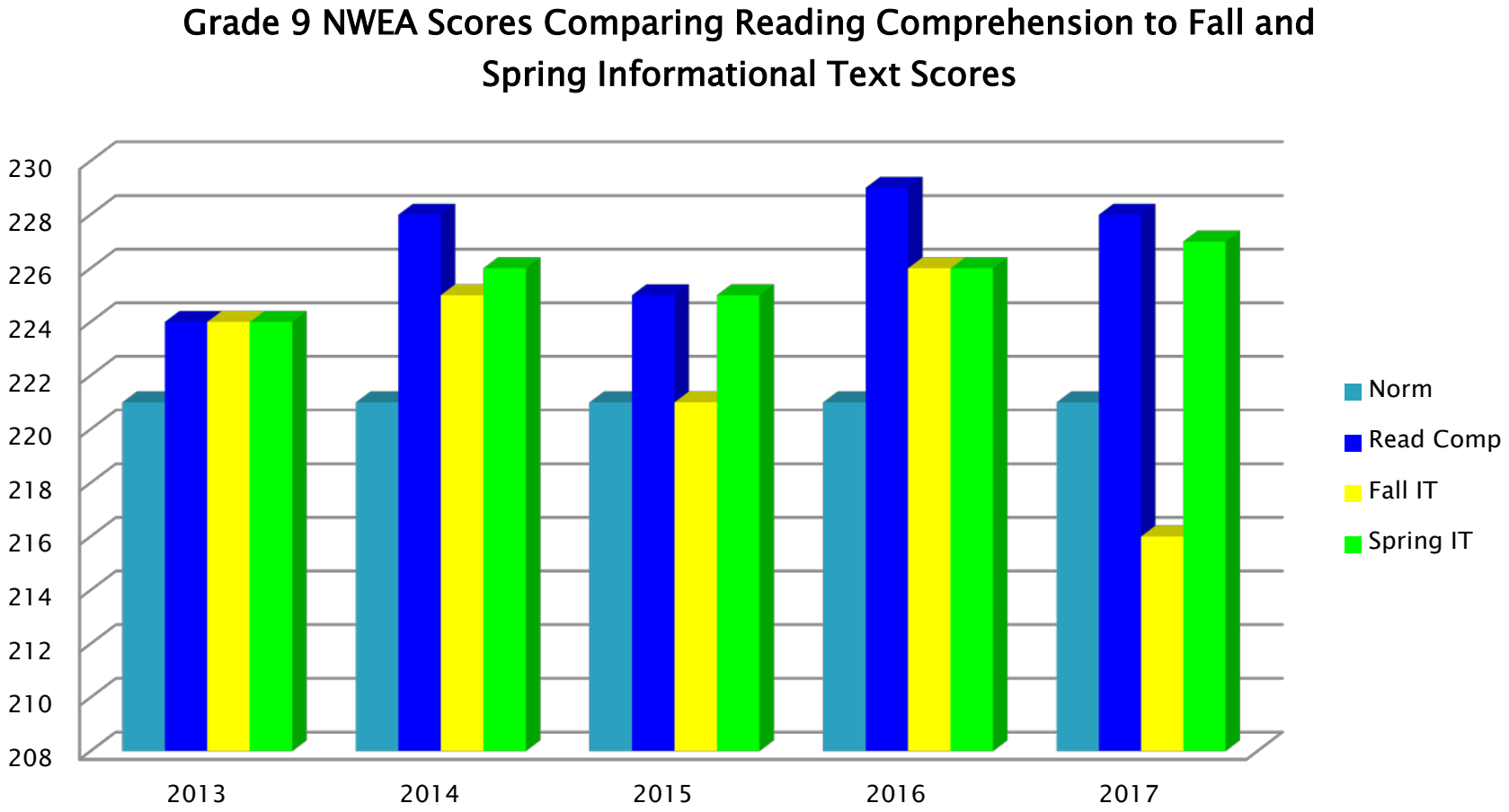
Average Percentage Growth NWEA 2013-2017



Average Percentage Growth NWEA 2013-2017



Average Percentage Growth NWEA 2013-2017

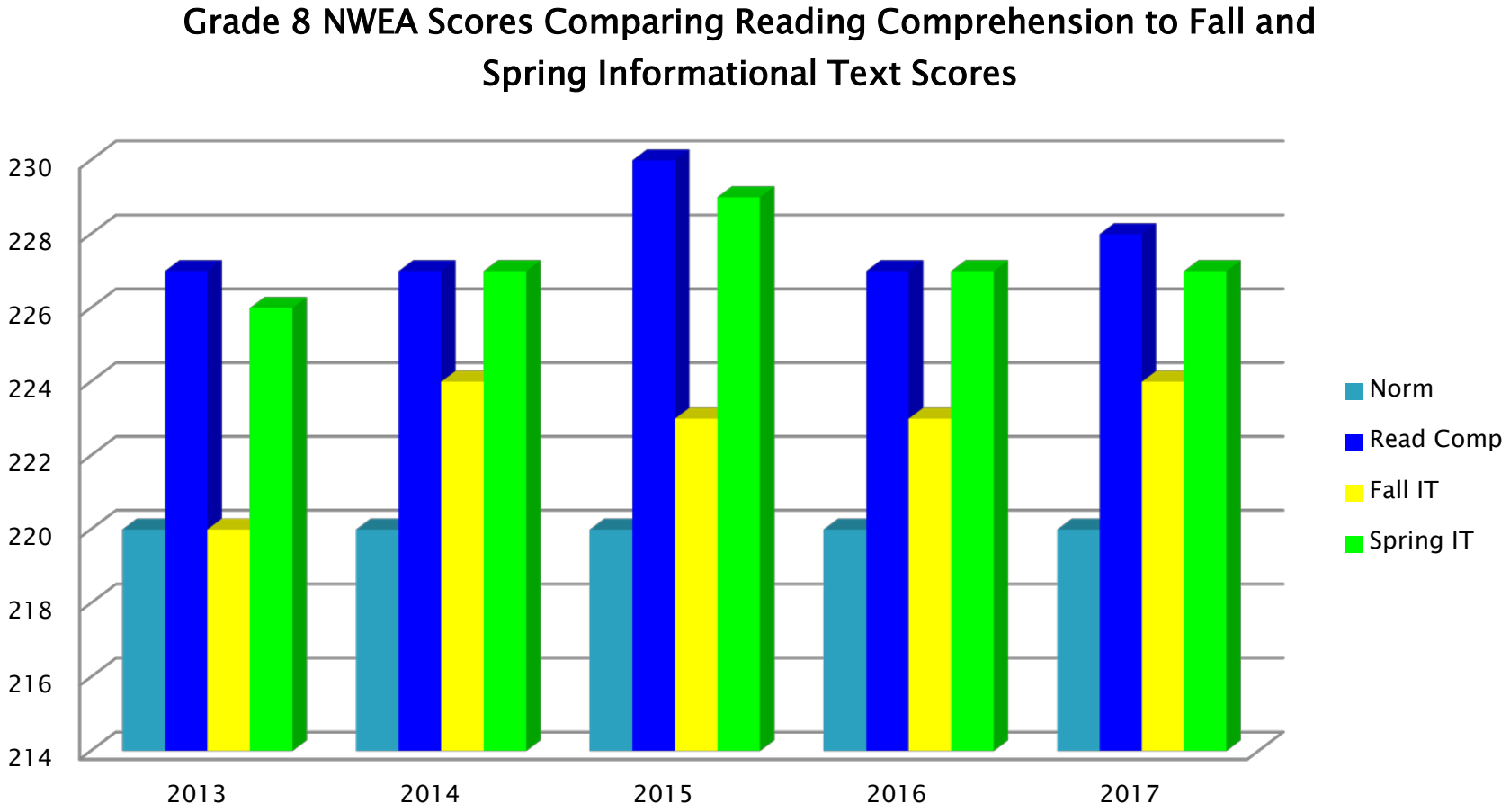


High School Analysis of Reading RIT Percentile Growth

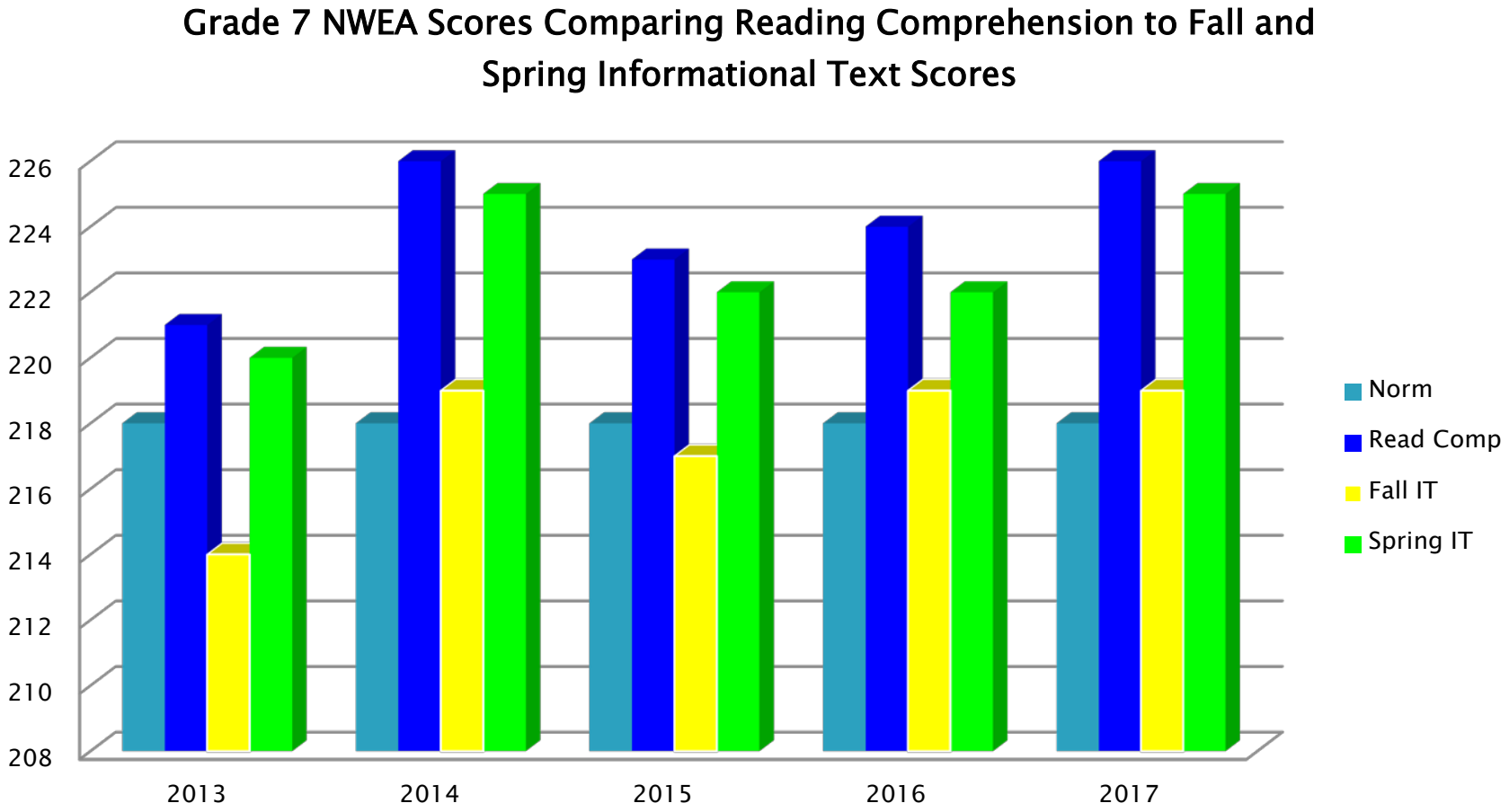
- The high school reading RIT percentile growth has improved consistently at all grade levels in the six years of using NWEA.

- Over the last year, substantial gains have been made with informational text comprehension. Although the informational text subtest scores are not consistently as high as overall reading comprehension, the gap has decreased.

Average Percentage Growth NWEA 2013-17



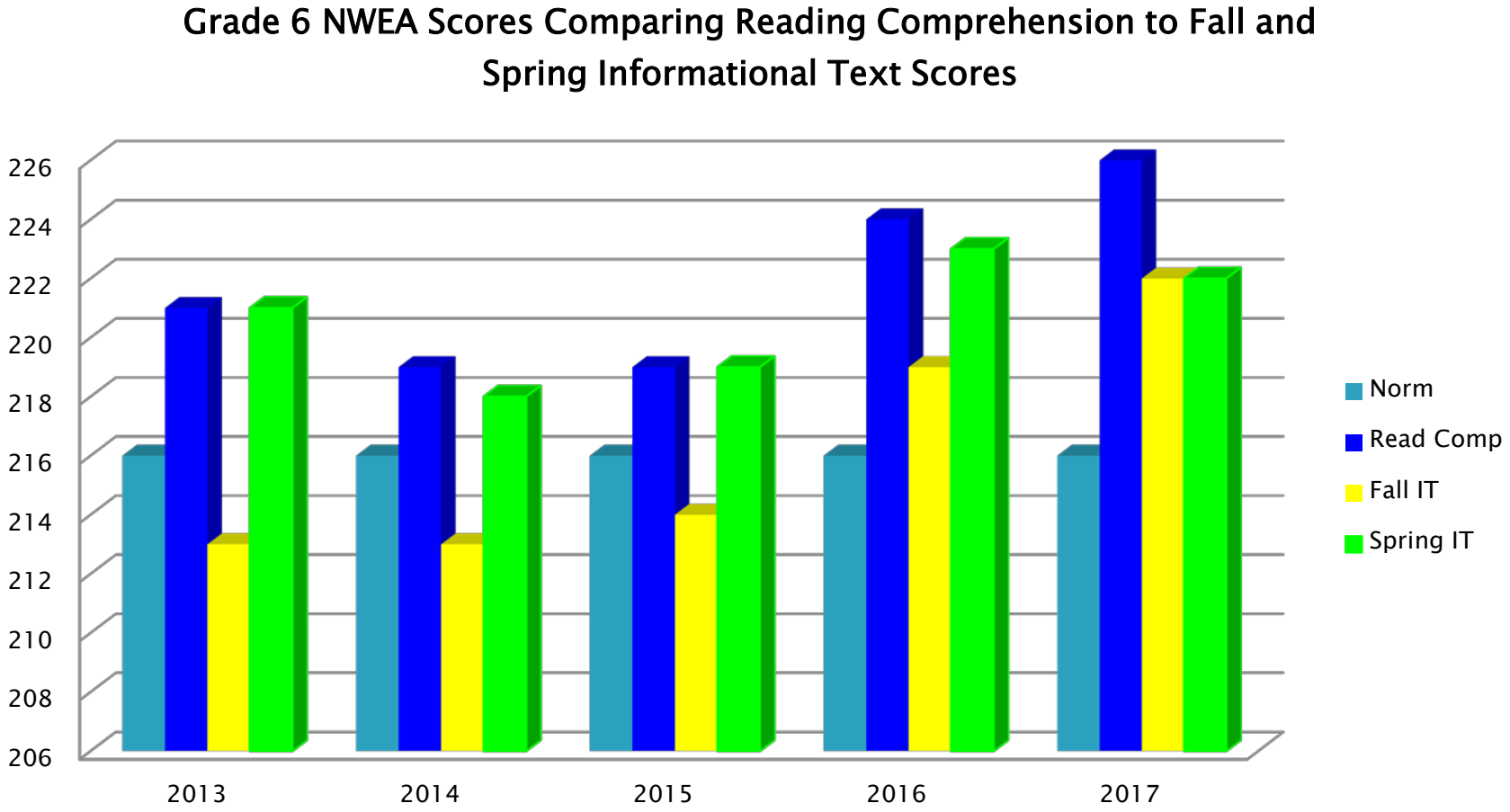
Average Percentage Growth NWEA 2013-17



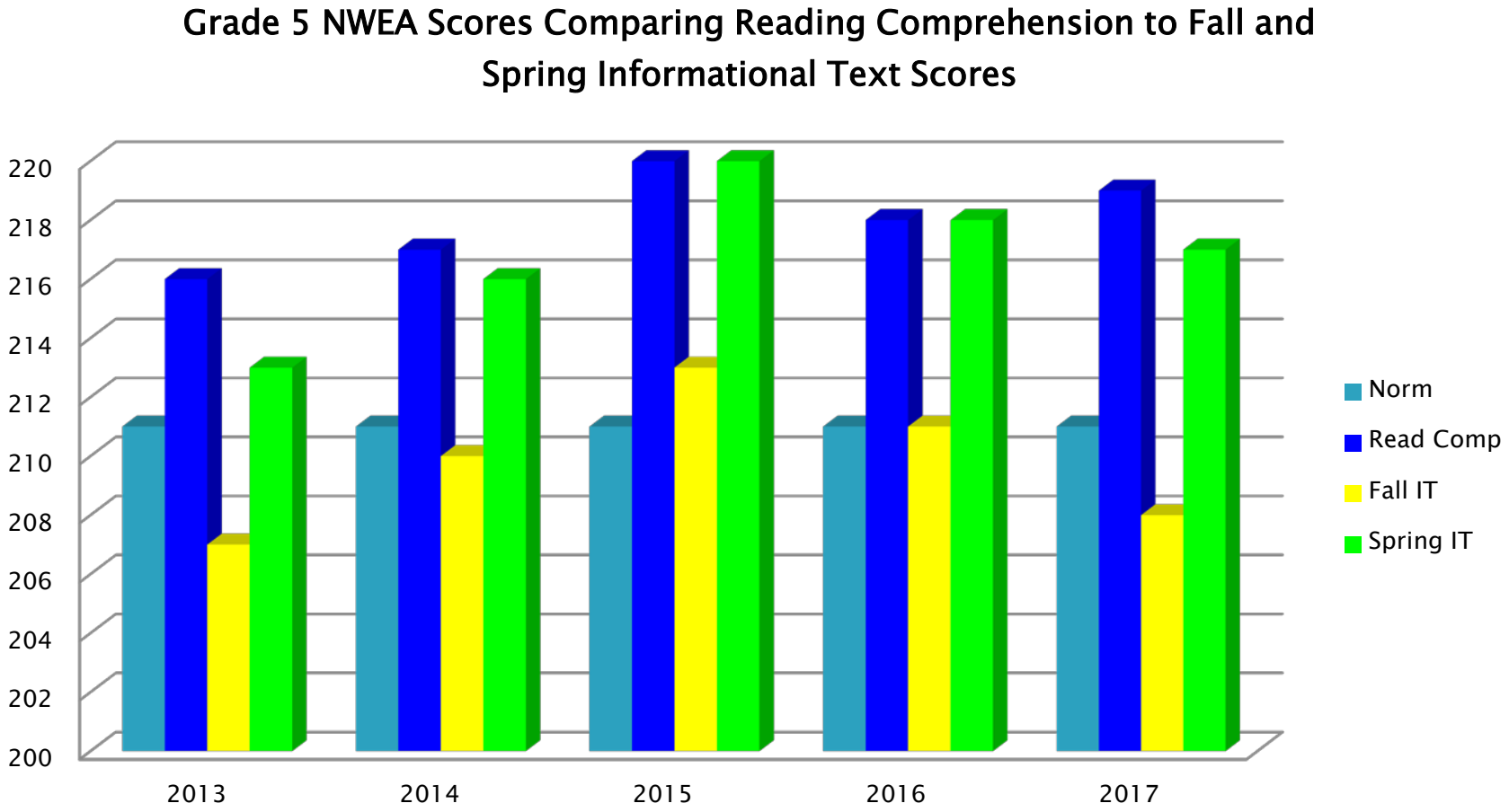
Junior High analysis of Reading RIT percentile growth

- In the past 5 school years both 7th and 8th grade showed consistent RIT percentile growth.
- The junior high attributes steady growth to the implementation of sustained silent reading for 20 minutes every day. Substantial gains have been made in the area of Informational Text comprehension. This growth is attributed to more nonfiction reading and the use of CLOSE reading skills.

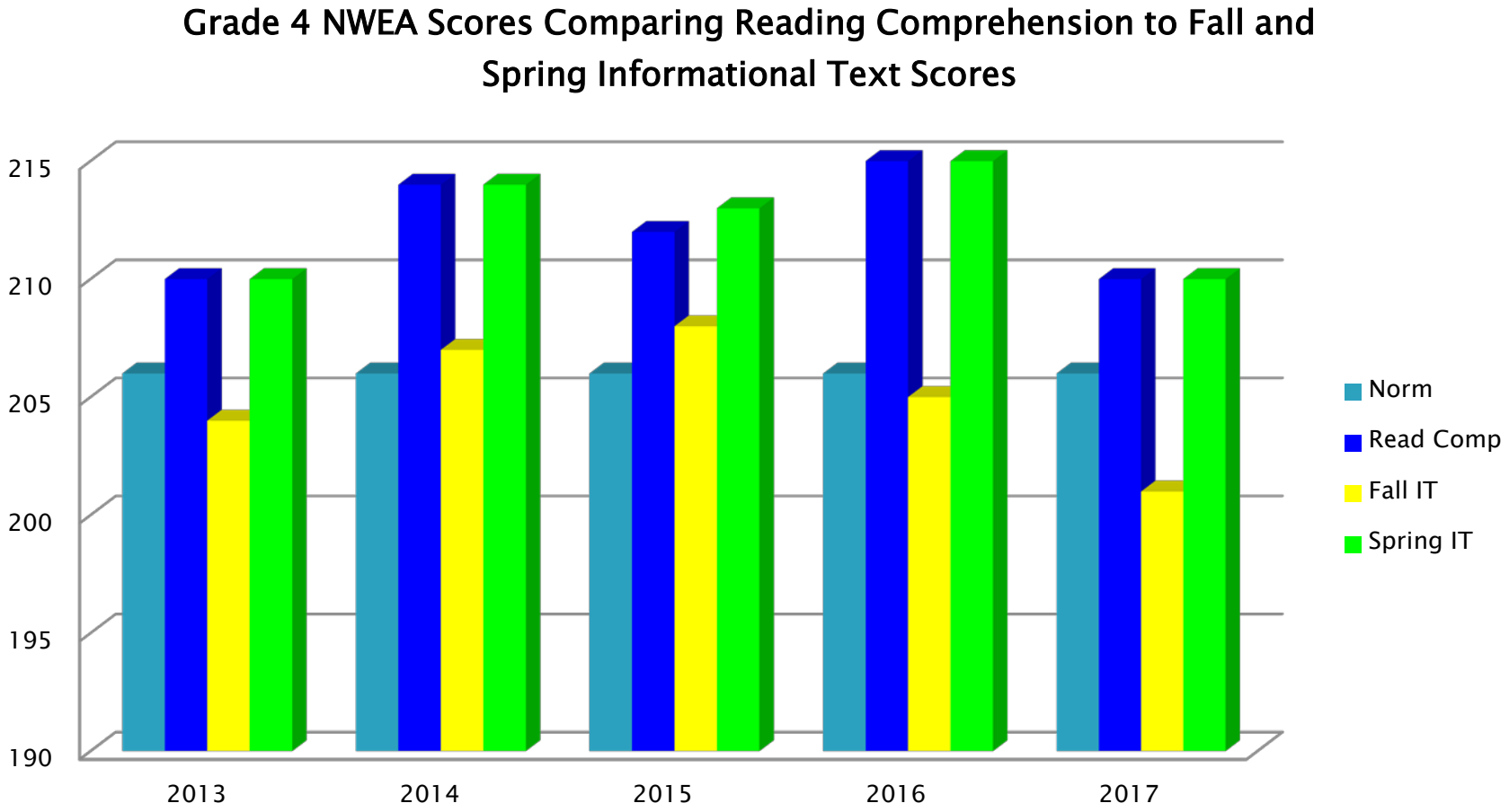
Average Percentage Growth NWEA 2013-2017



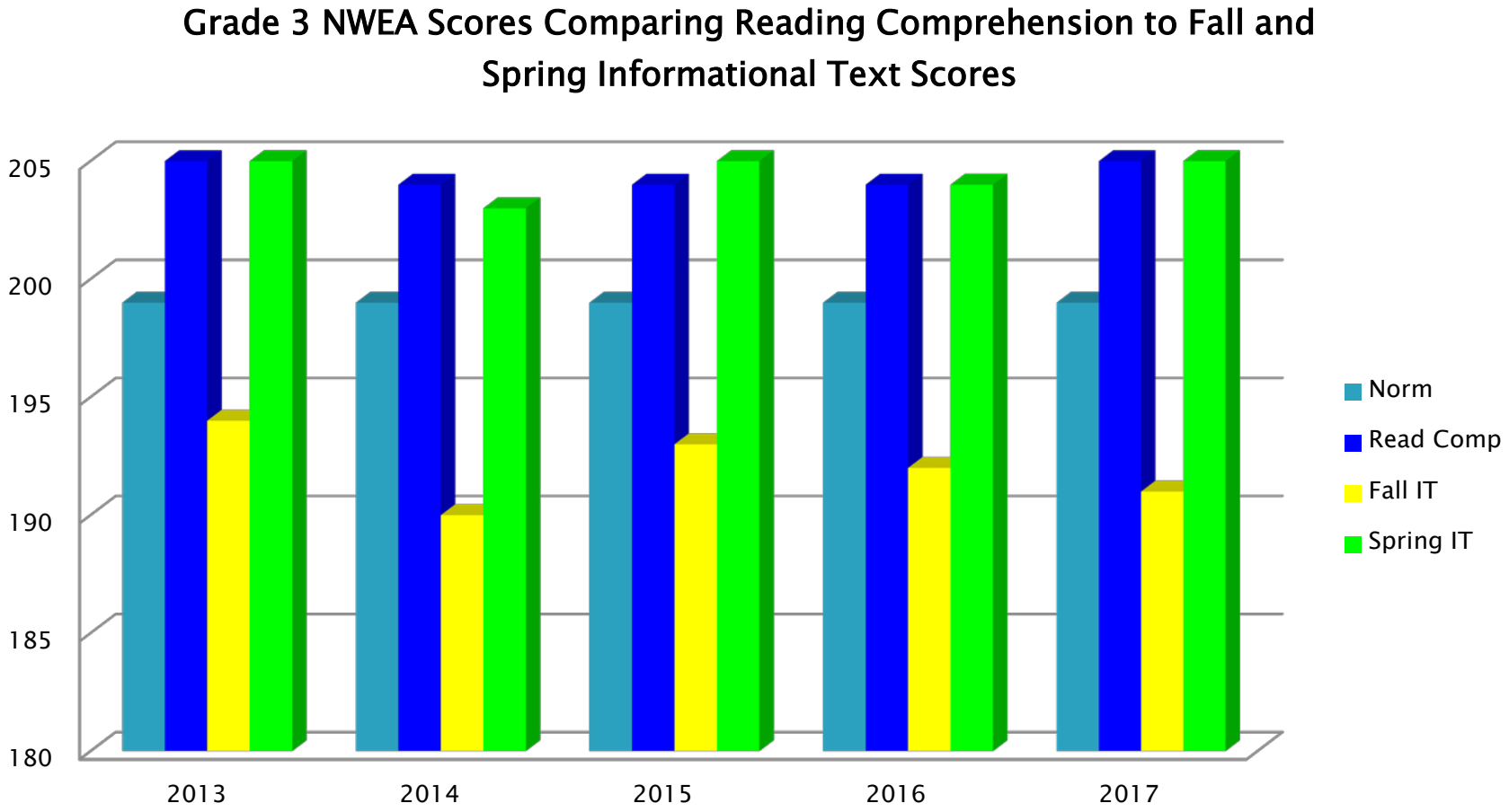
Average Percentage Growth NWEA 2013-2017



Average Percentage Growth NWEA 2013-2017



Average Percentage Growth NWEA 2013-2017

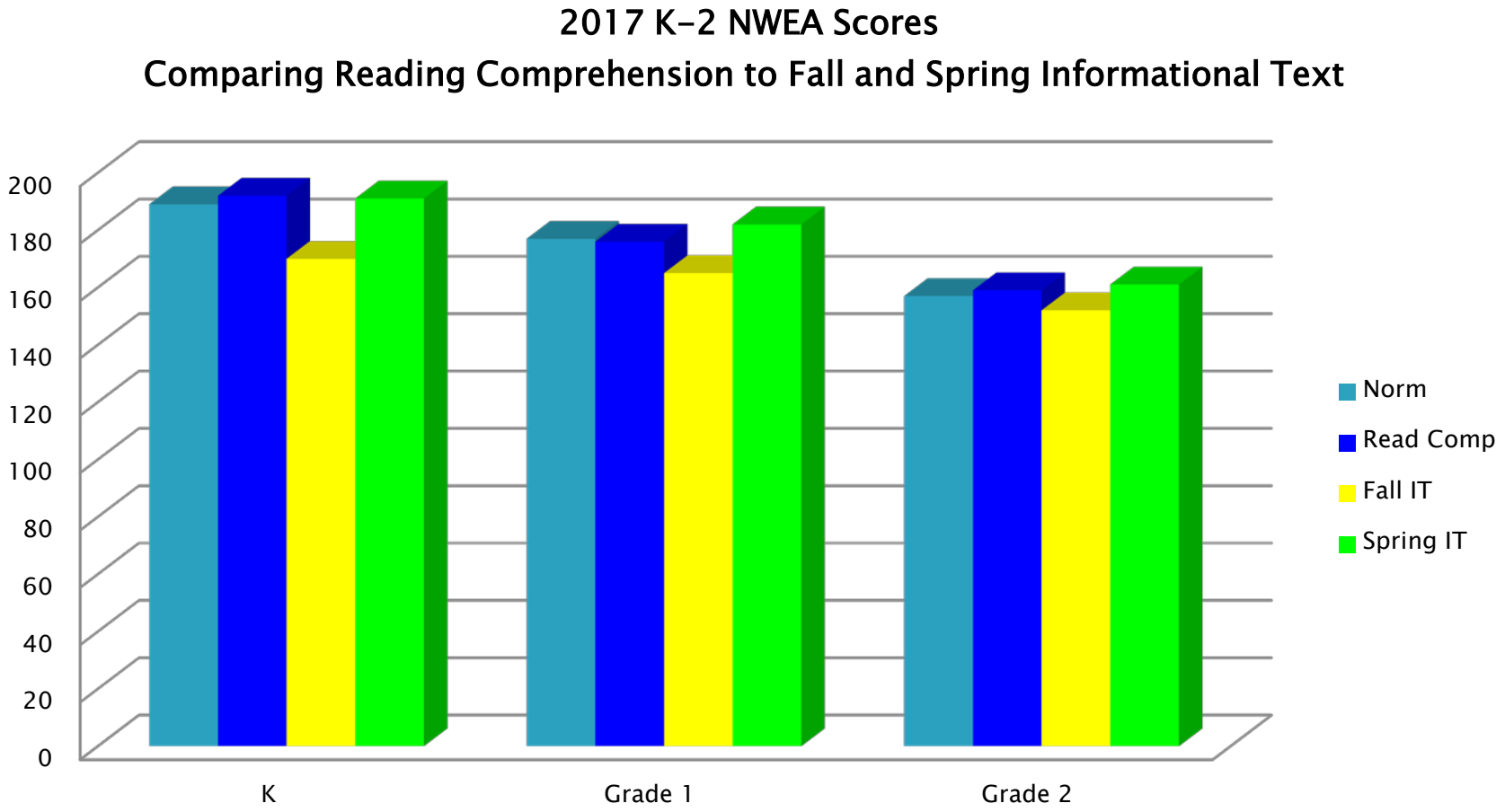


Centerville Abington Elementary grade 3-6 Reading RIT Analysis

- For the past five school years, grades 3-6 have been at or above grade level reading RIT percentiles scores.

- We attribute this growth to the implementation of SSR (Sustained Silent Reading), remediation for struggling readers, CLOSE reading and a focus on reading comprehension data by students and staff.

Average Percentage Growth NWEA Grades K-2



Rose Hamilton Elementary grades K-2 Reading RIT Analysis

- Kindergarten does not take the fall NWEA.
- The Kindergarten and First Grade test has the questions read to them with each child using head phones.
- Kindergarten, First Grade and Second Grade were above the expected for their grade level.
- Second Grade is the first year the students have to read the questions.
- All Grades showed growth in informational text from fall to spring.

NWEA
Measures of Academic Progress
How teachers are using the results K-12

Teachers are using scores to inform them of the individual student's instructional level.

Teachers are using scores to help place students in appropriate instructional programs.

Scores are helping teachers make decisions on appropriate instructional strategies in the classroom.

Scores are helping teachers differentiate the curriculum to meet the needs of each student.

School District Summary for Goal #1 Exemplary Student Achievement

- All buildings have shown student growth in Intervention #1 and Intervention #2.
- All buildings continue to monitor progress over time and make adjustments when necessary.
- Using student assessment results, all buildings have verified that the goal of improving reading comprehension is being addressed and are very pleased with the progress at all grade levels.