

Improving Student Success

May 15, 2019
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Superintendent of Schools



Strengths and Improvements

Sanborn Strengths: We have an amazing staff. They are hardworking, skilled, and caring.

1. Amazing PLC structure - Professional Learning Communities
2. Clearly defined standards for student learning
3. Academic Assessment Skills
4. Real Life Application of Learning (Competency Based Education)
5. Relationships with students and families

Areas of Improvement

1. Improve academic performance with academic intervention
2. Revamp report cards
3. Developing units within the curriculum
4. Using PLCs to better analyze assessment data and make instructional decisions

Sanborn's Definition of Student Success



Definition of Student Success

In 2018, the Sanborn Regional School District developed a new definition for student success. Led by, and supported by our School Board, the definition will allow our community to set annual growth goals to monitor student achievement and celebrate the successes of our graduates.

In addition to meeting academic and graduation competencies, all students are expected to demonstrate success in two or more of the following measures.



Sanborn's Student Success Measures

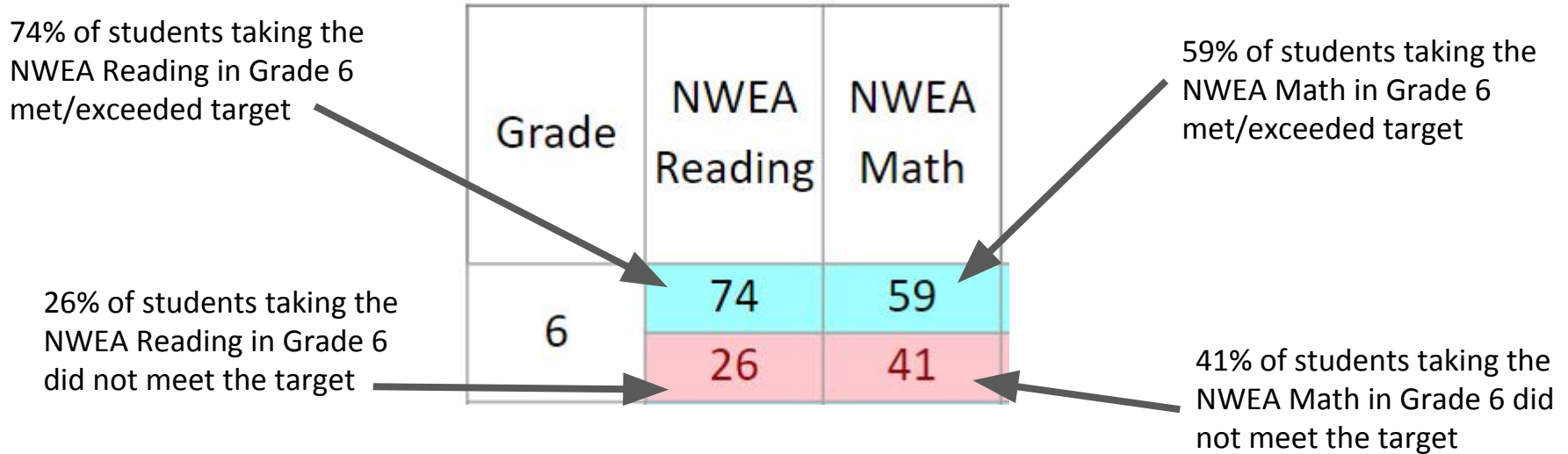
1. Completion of a New Hampshire Scholars program of study: Standard; Science, Technology, Engineering, and Mathematics (STEM); Arts or Career Pathways;
2. A grade of Basic Proficient (BP) or better in a dual enrollment (high school/college) course;
3. Scholastic Aptitude Test (SAT) scores meeting or exceeding the college and career ready benchmark (currently 480 in Evidence-Based Reading and Writing and 530 in Math);
4. American College Testing (ACT) scores meeting or exceeding the college and career ready benchmark (currently 18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science);
5. A score of 3, 4, or 5 on an Advanced Placement (AP) exam;
6. Earning a Career and Technical Education (CTE) industry- recognized credential;
7. Completion of a New Hampshire career pathway program of study which includes academic coursework, post-secondary career planning, and a work-based internship Extended Learning Opportunity (ELO);
8. Scoring at least Level III on components of the Armed Services Vocational Aptitude Battery (ASVAB) that comprise the Armed Forces Qualifying Test (AFQT);
9. Acceptance into an accredited post-secondary institution (4-Year college, 2-Year college, or career/technical school) or acceptance into an apprenticeship reviewed and validated by the Superintendent of Schools.

Recent Student Performance Data



Student Performance on District Assessments - Fall 2018

The following slides illustrate the performance of Sanborn students on assessments administered in the Fall of 2018. The blue sections represent the percent of students who have met or exceeded the target for that assessment, while the red sections represent the percent of students below the target for that assessment.



Student Performance on District Assessments - Fall 2018

The assessments administered to Sanborn Students in 2018 are as follows:

- F & P is the Fountas and Pinnell Reading Benchmark Assessment
- NWEA is a standardized test to measure Reading and Math
- PACE is the NH Performance Assessment for Competency Education
- NH SAS is the state standardized assessment
- SAT is the Scholastic Aptitude Test administered by the College Board to 11th graders
- PSAT is the Preliminary SAT, which is given to 9th, 10th, and 11th graders annually



Student Performance On Recent Benchmarks

- Reported as a percent
- Data from **fall** 2018-2019 school year

Key
On Target
Below Target

Grade	F & P	NWEA ELA	NWEA Math
K	26	46	
	74	54	
1	47	62	60
	53	38	40
2	69	58	66
	31	42	34

Student Performance On Recent Benchmarks

- Reported as a percent
- Data from **fall** 2018-2019 school year

Key
On Target
Below Target

Grade	F & P	NWEA ELA	NWEA Math	PACE ELA	PACE Math	NH SAS ELA	NH SAS Math
3	69	69	70			62	
	31	31	30			38	
4	66	78	68	41			62
	34	22	32	59			38
5	67	66	55	66	59		
	33	34	45	34	41		

Student Performance On Recent Benchmarks

- Reported as a percent
- Data from **fall** 2018-2019 school year

Key
On Target
Below Target

Grade	NWEA ELA	NWEA Math	PACE ELA	PACE Math	NH SAS ELA	NH SAS Math
6	74	59	57	46		
	26	41	43	54		
7	77	70	47	25		
	23	30	53	75		
8	78	69			66	30
	22	31			34	70

Student Performance On Recent Benchmarks

- Reported as a percent
- Data from **fall** 2018-2019 school year

Key
On Target
Below Target

Grade	NWEA ELA	NWEA Math	PACE ELA	PACE Math	PSAT/ SAT ELA	PSAT/ SAT Math
9	75	73	62	28		
	25	27	38	72		
10 (PSAT)	77	79			49	28
	23	21			51	72
11 (SAT)					63	25
					37	75

Analysis of a similar district

Data presented is from the 2016-2017 school year.

SAU 80 configuration is as follows:

2 Elementary Schools	551 students
1 Middle School	369 students
1 High School	396 students
Total Students	1316

Indicator	Shaker – SAU 80	Sanborn – SAU 17
11 th grade Math Proficiency	61%	30%
11 th grade ELA Proficiency	79%	54%
Avg. class size		
• Kindergarten	18	17
• Grade 1	18	16
• Grade 2	18	16
• Grade 3	22	15
• Grade 4	21	18
• Grade 5	21	17
Support Staff K-5		
• Paraeducators for Regular Education	16	0
• Title I Teachers	2	0
• Title I Tutors	4	4
• Intervention Teachers	1	0
Cost per Pupil		
• Elementary	\$13,933	\$19,349
• Middle	\$15,438	\$17,930
• High	\$14,385	\$17,224
• K-12	\$17,315	\$18,204
Free/Reduced Lunch	34.12%	16.26%
Total Students	1,316	1,598

Academic Intervention



What is Academic Intervention?

We at Sanborn believe strongly that **all students** must continually grow in their learning. Of course, students learn in different ways and at different speeds. We also recognize that our test scores—a critical component of assessing student progress and that of our district as a whole—are not where we want them to be.




What is Academic Intervention?

It is important to recognize that children are ***learning to read*** from age 3 through third grade. Once students leave third grade they begin ***reading to learn***. It is imperative to help our students before they get too far behind, yet we currently do not have the staff to do this critical work. This help is *intervention*—a structured plan to help students get to “I understand!” so that they can move on in their learning.



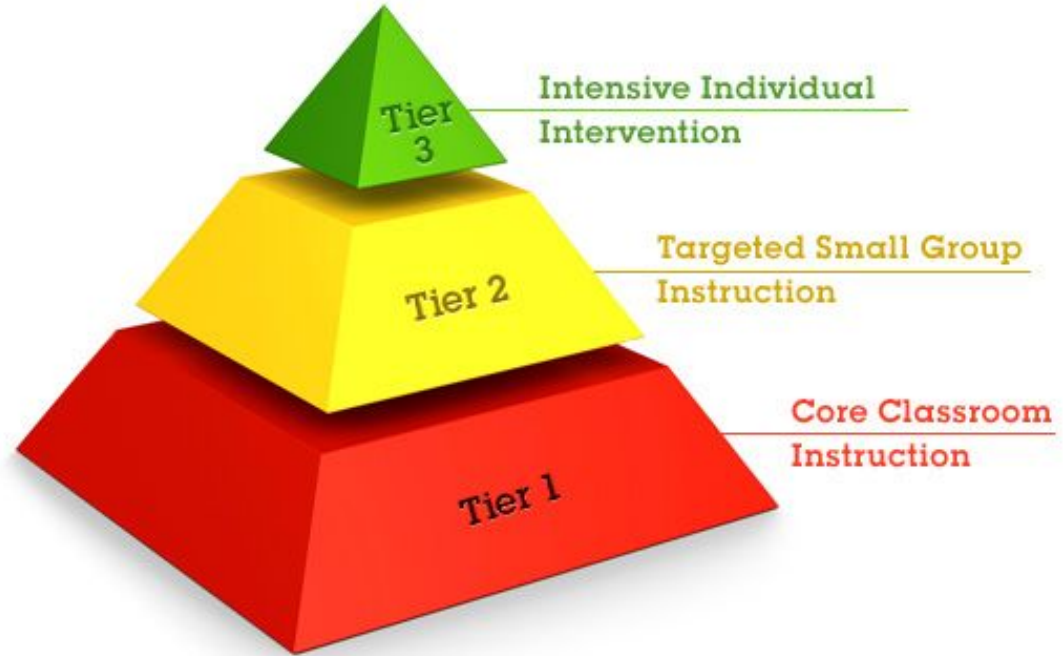
What is Academic Intervention?

Similarly, students who are not proficient with math facts early in their learning will not be able to apply them to real life problems. Adults coaching students 1:1 or in small groups outside of the traditional classroom setting, providing alternative ways to solve problems or simply more time to 'get it' is the support students need through the tricky parts of their learning. **This help is called intervention.**



What is Response To Intervention (RTI)?

RTI is a system of instruction where schools provide targeted and systematic interventions (or help) to *all* students as soon as they demonstrate the need.



RTI (Response To Intervention)
3 Tiers of Support

Why are we considering reorganizing to meet this need?

If we don't reorganize, the district would have to spend \$1.5 million annually to fund academic intervention. Without reorganizing our schools look like this:

2018-19 Third Grade Class sizes:	Bakie			Memorial	
	13	15	14	16	17

Reorganizing allows for reallocation of positions to provide academic intervention:

If SRSD reorganized Third Grade:	Combined School				One teaching position allocated to school wide intervention
	18	18	19	19	

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