East Lansing Public Schools

East Lansing Public Schools District Annual Education Report (AER)

August 10, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the East Lansing Public School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact the Office of Educational Services for help if you need assistance with interpreting the posted information.

The AER is available for you to review electronically by visiting the following web site: www.elps.k12.mi.us or you may review a copy in the principal's office at your child's school or at the district Administration Building (501 Burcham Drive, East Lansing MI 48823).

The report contains the following information:

Student Assessment Data– Elementary or Middle School assessment results on the Michigan Educational Assessment Program (MEAP), high school assessment results on Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access or Meap-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Helps parents understand achievement progress within schools and compare these to district and state achievement

Accountability Scorecard – Detail Data and Status

Information is provided for the district and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

- Did the district (and schools) meet achievement targets for all students and subgroups of students?
- Did the district (and schools) meet achievement growth targets for all students and subgroups of students?

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases no status label is given.

School Name	**Status Label**	**Key initiative to accelerate achievement**
Donley	Focus	Working to implement early intervention strategies
Marble	Reward	Working to implement early intervention strategies
Pinecrest	Focus	Working to implement early intervention strategies
Red Cedar	Reward	Working to implement early intervention strategies
Glencairn	Focus	Working to implement early intervention strategies
Whitehills	Focus	Working to implement early intervention strategies

MacDonald Middle School	Focus	Working to implement early intervention strategies
East Lansing High School	Focus	Working to implement early intervention strategies

A building receiving a "focus school" designation does not mean a student is in a low-performing school. In many cases, and as in our case, buildings that are designated as focus schools also met Adequate Yearly Progress (AYP). Schools were named as Focus Schools because of a significant student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). The district identified achievement gap issues a number of years ago and established a formal task force (AGTF) to address these issues. We've begun to implement changes and we are actively working to address achievement gap issues and support for children who are not at grade level in reading and math.

We would also like to report on some additional information that may be of interest to parent and community members.

Mission Statement

Nurturing each student

Educating all students

Building world citizens

Vision Statement

East Lansing Public Schools provide an exemplary education for all students through a cohesive, comprehensive curriculum in an inclusive, supportive environment.

Status of the 3-5 Year School Improvement Plan

East Lansing Public schools has developed and submitted for approval a district school improvement plan through the AdvancEd portal. The plan embodies the district's strategic plan consisting of twelve strategic goals and objectives. It identifies core

academic goals in English Language Arts/Reading & Writing, Math, Science and Social Studies based on nationally normed achievement test results. Each of these goals identifies specific objectives, strategies and activities delineated to address the achievement gap within core content areas. Each school building submits a school improvement plan that articulates school improvement goals congruent with district data, measurable goals and objectives, professional development priorities and fiscal support through state and federal grants and LEA funding.

Core Curriculum Access

East Lansing Public Schools' core curriculum may be accessed on the State website as follows:

K-8: http://mi.gov/mde/0,4615,7-140-28753_64839_38684---,00.html

9-12: http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html

Additional hard copy publications are available from the office of the Director of Educational Services and at the building level.

Description of Implementation

The implementation of the core curriculum is sustained through a curriculum structure that employs grade level and department chairpersons who meeting monthly. The curriculum council reviews state requirements for core curriculum, plans curriculum development, coherence and articulation, provides for the identification of necessary professional development and budget related requirements to support the implementation of the curriculum. The council members meet with grade level and or department level colleagues monthly and with administration to implement and monitor the effectiveness of curriculum development, implementation and impact on student performance.

Variance from State Model

The district has no variances related to the State's model.

Process for Assigning Pupils to the School District

K-6 students are assigned to schools based on where they reside in our district. Each K-4 school and both 5/6 schools have specific boundaries within our district. Parents are allowed the opportunity to complete a permeable boundary request that would allow their child to attend a school within the school district other than their neighborhood school. Requests require the approval of the sending and receiving school Principals as well as the Superintendent and is based on space availability at the school/grade.

East Lansing Public Schools also participates in the state's Schools of Choice process annually. Available openings are advertised, applications are accepted during a specific application period and students are accepted on a lottery system to fill the advertised slots.

Core Beliefs

We Believe:

- Students' needs and interests are core to all decisions and actions.
- We must inspire a passion for life long learning.
- High expectations in teaching and learning result in personal and academic excellence.
- Diversity is affirmed by integrating the uniqueness of every child in to our learning community.
- In providing equitable access to opportunities and resources for students.
- In engaging the entire community to create trusting, safe, welcoming learning environment.
- In building world citizens.

AIMSweb Universal Screening

During the 2013-2014 school year, East Lansing Public Schools implemented universal screening for all students K-8th grade. This screening was completed for all students during the fall, winter, and spring assessment windows using reading curriculum based measures. Screening for all students during the 2013-2014 school year will be completed three times, fall, winter and spring.

Universal screening helps educators to establish an academic baseline, and helps identify learners who need additional support or extension in thier learning. Instructional decisions can then be made based on the screening results in conjunction with classroom teacher information to improve learner outcomes. Universal screening is a key component to an early prevention model known as a Multi-Tiered System of Support, or MTSS. This model is focused on helping classroom teachers to differentiate their instruction and to provide early interventions so that students can be assisted before they fall too far behind. In addition, these screeners are being used to help identify students who may be ready for more vigorous learning or extensions in thier learning.

AIMSweb is used within the district as a benchmark and progress monitoring system. AIMSweb measures are quick to administer and take between 1-10 minutes (most 1-4 minutes). Depending on the measure, testing is administered individually or in groups.

Students were assessed in the following areas during the 2013-2014 school-year:

	Reading	***Math***
Kindergarten:	Letter Naming Fluency (LNF)	Oral Counting Fluency (OCM)
	Phoneme Segmentation Fluency (PSF)	Number Identificaion Fluency (NIM)
	Nonsense Word Fluency (NWF)	Quantity Discrimination Fluency (QDM)
		Missing Number Fluency (MNM)
1st Grade:	Nonsense Word Fluency (NWF)	Quantity Discrimination Fluency (QDM)
	Oral Reading Fluency (R-CBM)	Missing Number Fluency (MNM)
		Math Computation Fluency (M-COMP)
2nd Grade:	Oral Reading Fluency (R-CBM)	Math Computation Fluency (M-COMP)
3rd Grade:	Oral Reading Fluency (R-CBM)	Math Computation Fluency (M-COMP)
	MAZE (Vocabulary/Reading Comprehension)	Math Concepts and Applications (M-CAP)
4th Grade	Oral Reading Fluency (R-CBM)	Math Computation Fluency (M-COMP)
	MAZE (Vocabulary/Reading Comprehension)	Math Concepts and Applications (M-CAP)
5th – 8th Grade:	MAZE (Vocabulary/Reading Comprehension)	Math Computation Fluency (M-COMP)
		Math Concepts and Applications (M-CAP)

Once the measures are administered and scored, student scores are entered into the AIMSweb database. The database then ranks students from highest to lowest based on their score on a single measure. Students who fall in the 25th %ile or below, would fall in the red zone and would be targeted for intervention. Students who fall in the 25th -50th %ile would fall in the yellow zone and would be targeted for possible intervention. Students who score above the 50 %ile would fall in the green zone and would not be targeted for further intervention. Student scores are normed referenced and compared to students of their grade level both nationally and to other students within the district. Although screening measures will inform programming decisions, no instructional placement decisions will be made based only on screener data. All instructional decisions will triangulate screener data with teacher observation input, daily work sample data, individually selected teacher assessment data, and other assessment data to make the best programming decisions for students. These measures are used to assess basic

reading and math skills three times per year (fall, winter, and spring), allowing educators to assess the growth of those basic skills within the school year, and to adjust instruction if students are not meeting basic skill growth targets.

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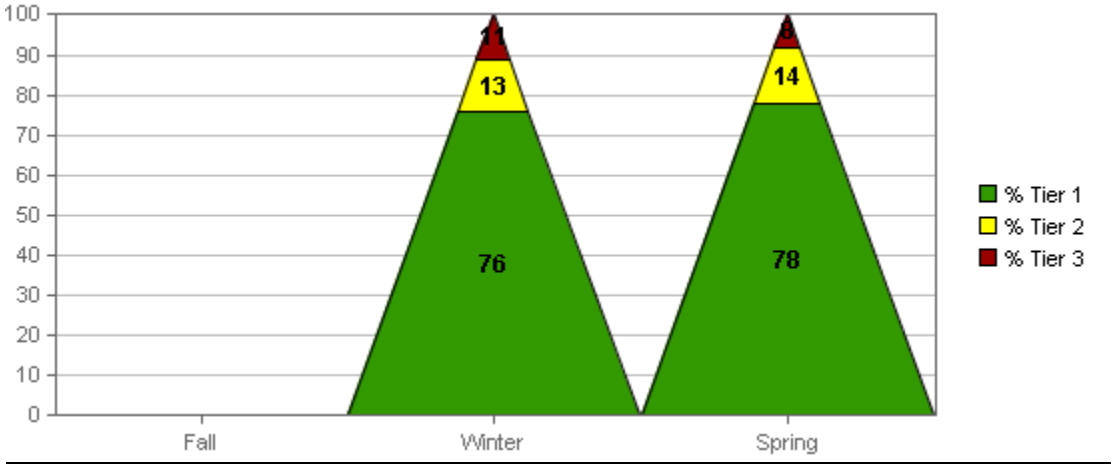
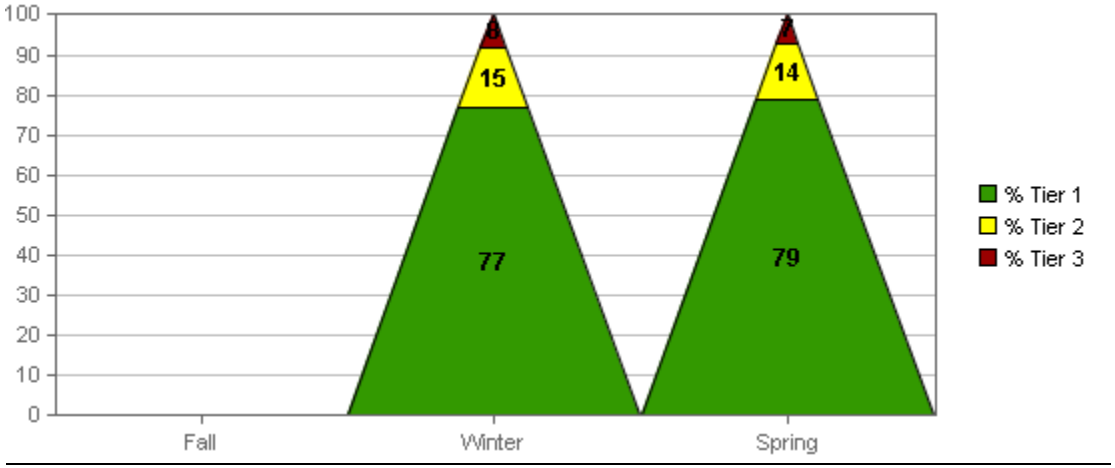
2013-2014 Common Assessment Data – Criteria for Low Risk = 50th %ile score, Some risk = 25th -50th %ile, 25th %ile or below compared to national norms.

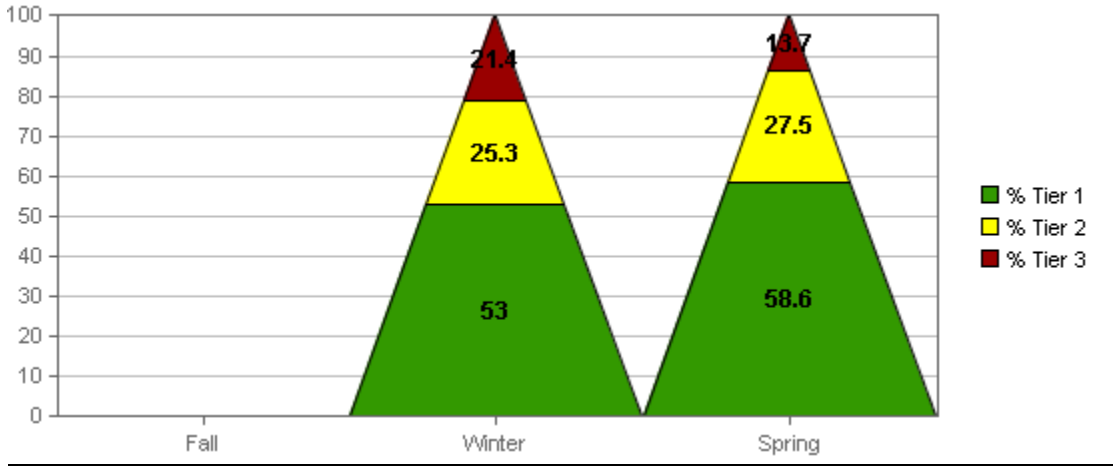
Kindergarten – Nonsense Word Fluency (NWF)



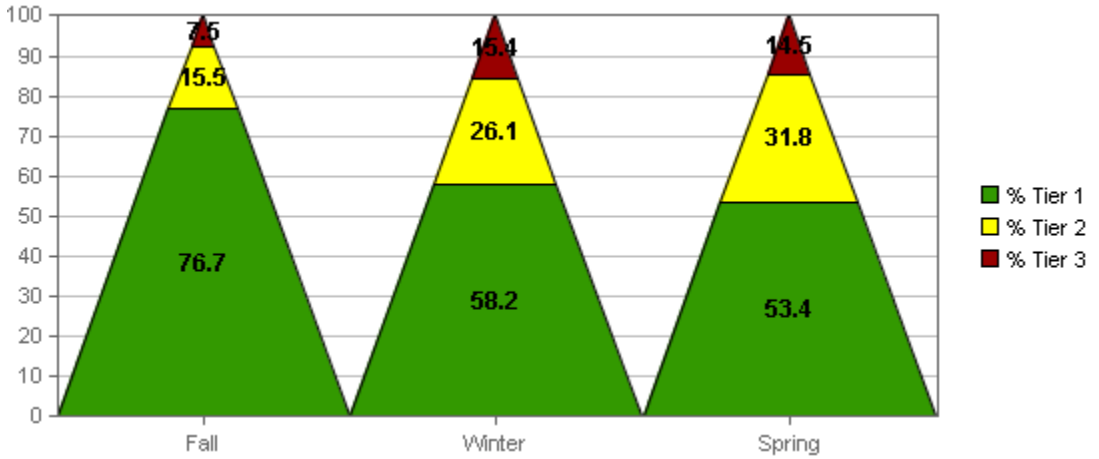
Kindergarten – Missing Number Fluency (MNM)



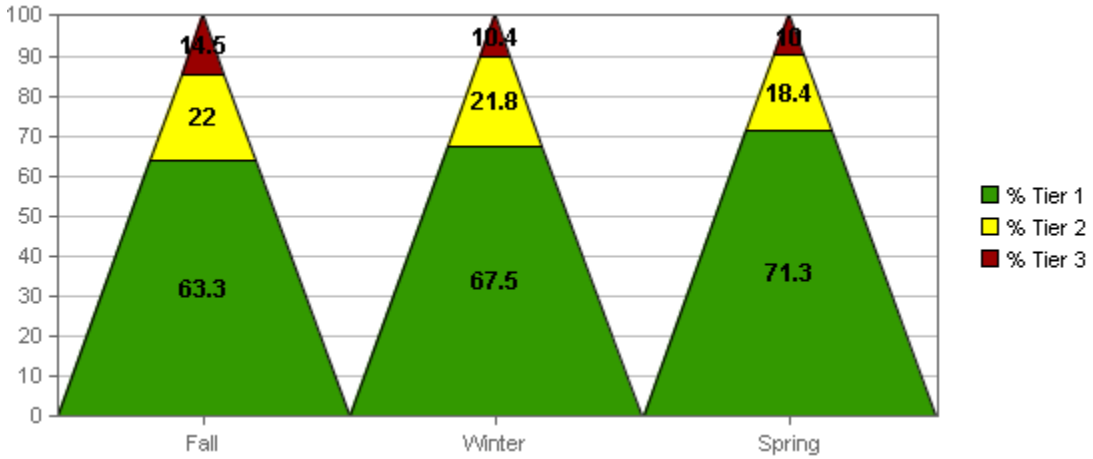
1st Grade- Oral Reading Fluency (R-CBM)



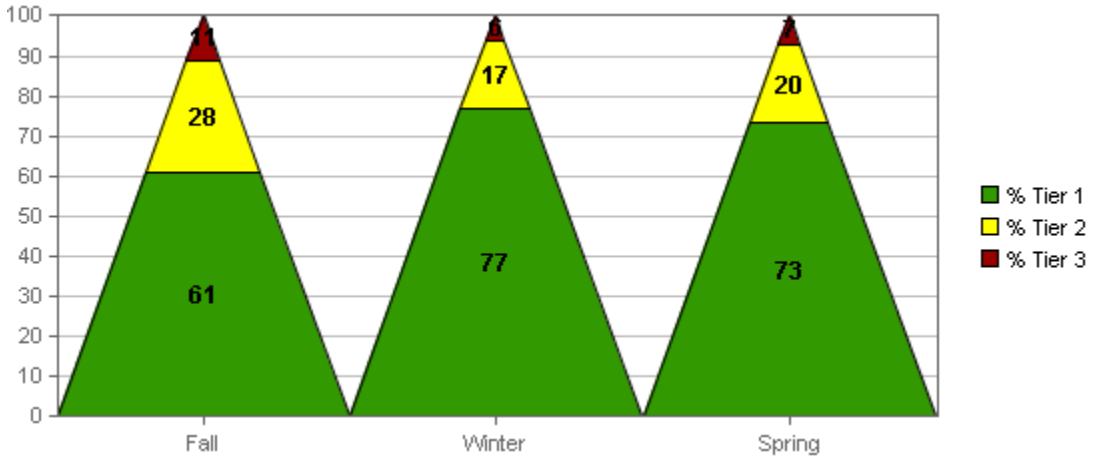
1st Grade- Math Computation Fluency (M-COMP)



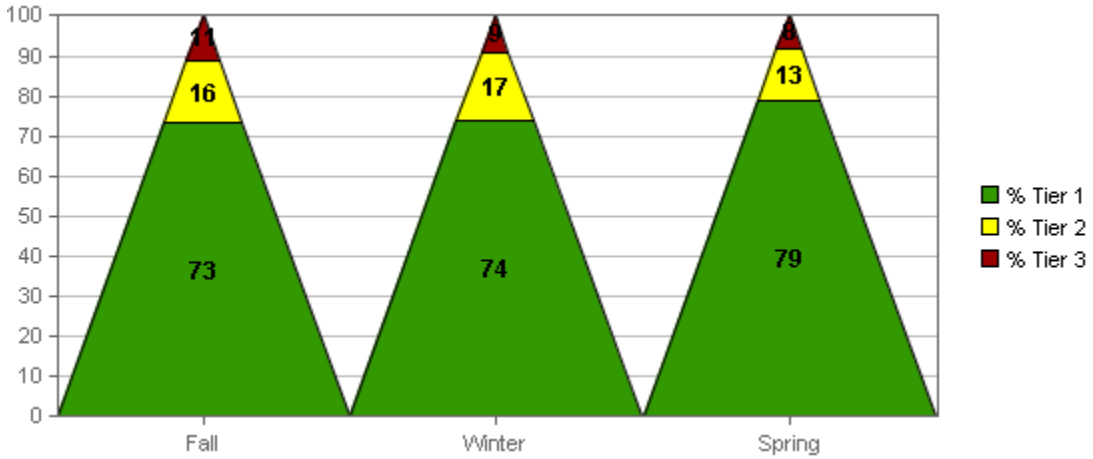
2nd Grade – Oral Reading Fluency – Reading CBM (R-CBM)



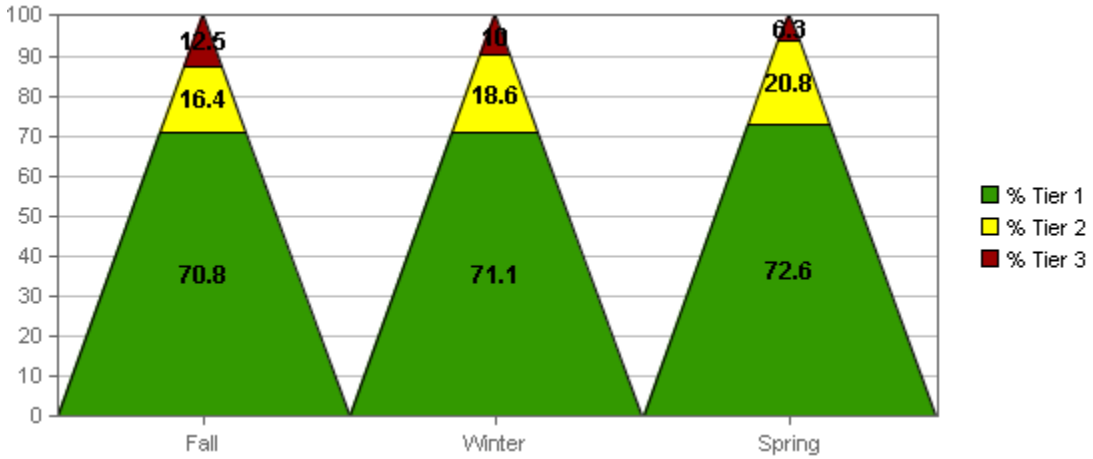
2nd Grade- Math Computation Fluency (M-COMP)



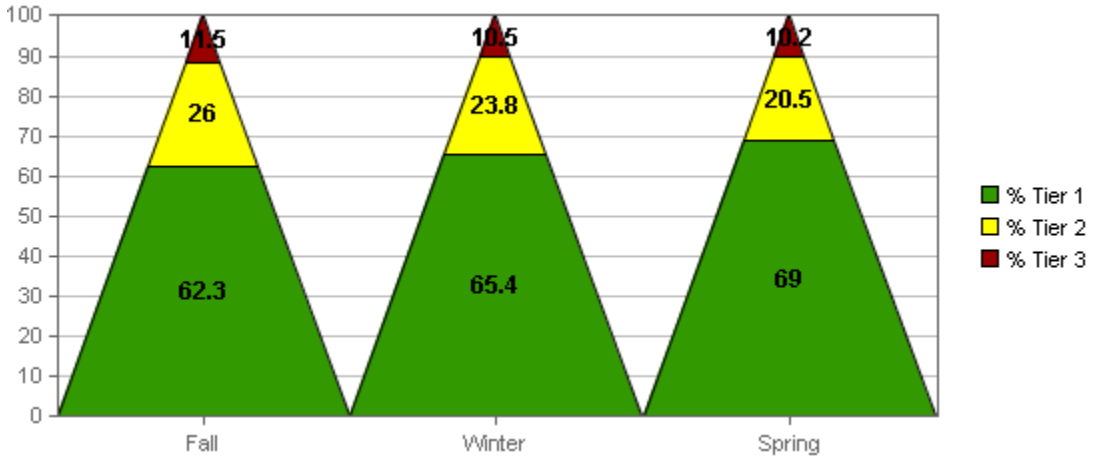
3rd Grade – Oral Reading Fluency – Reading CBM (R-CBM)



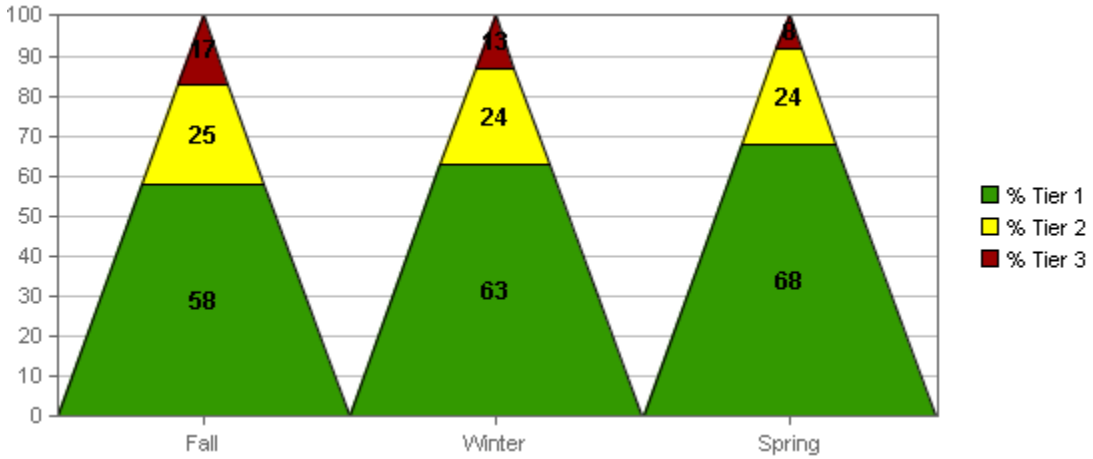
3rd Grade- Math Computation Fluency (M-COMP)



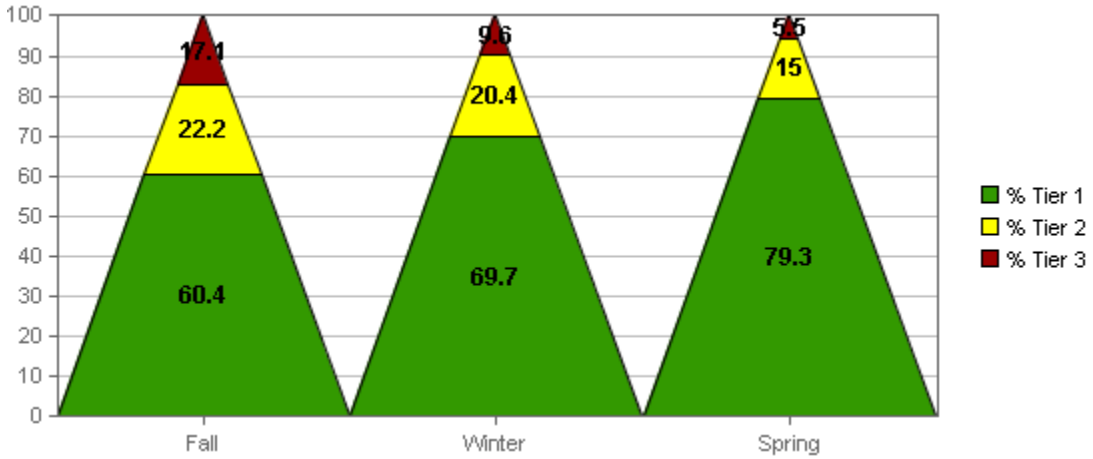
4th Grade – Oral Reading Fluency – Reading CBM (R-CBM)



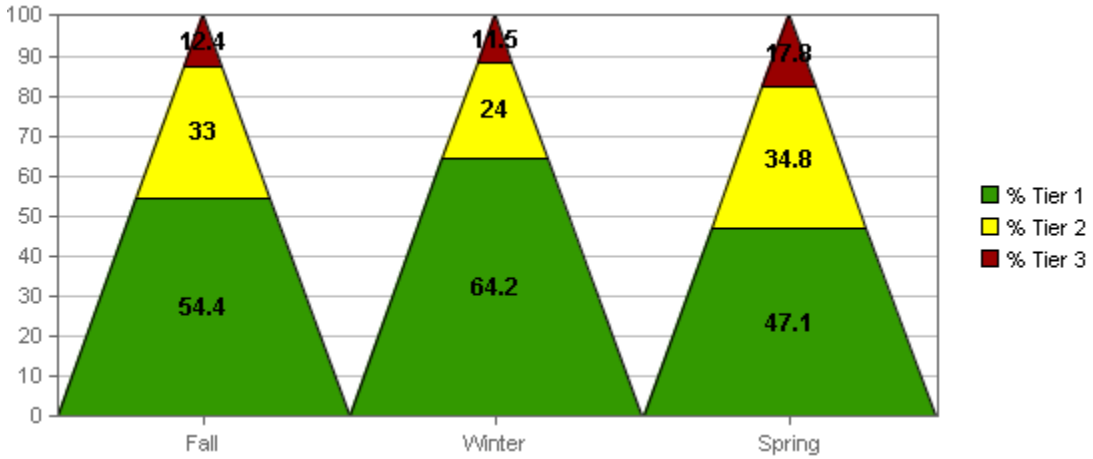
4th Grade- Math Computation Fluency (M-COMP)



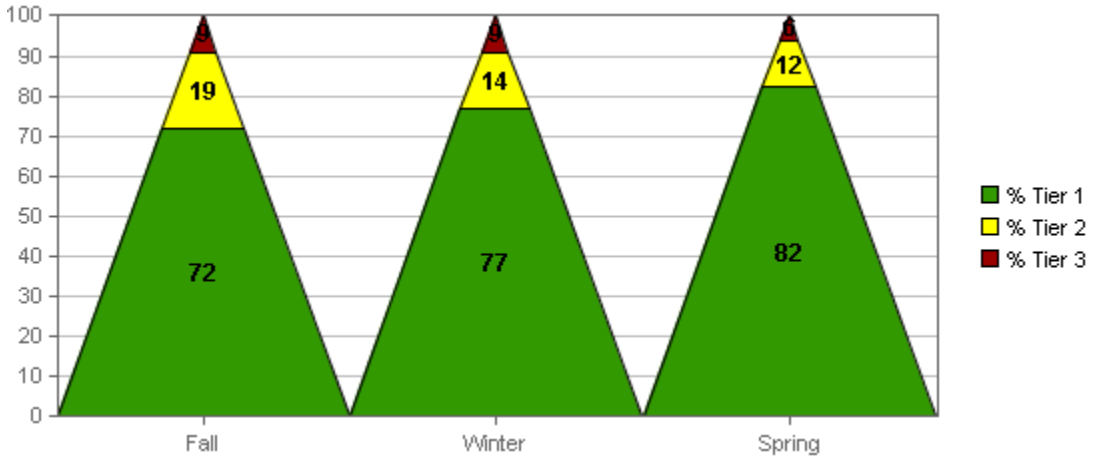
5th Grade – Reading Comprehension - MAZE



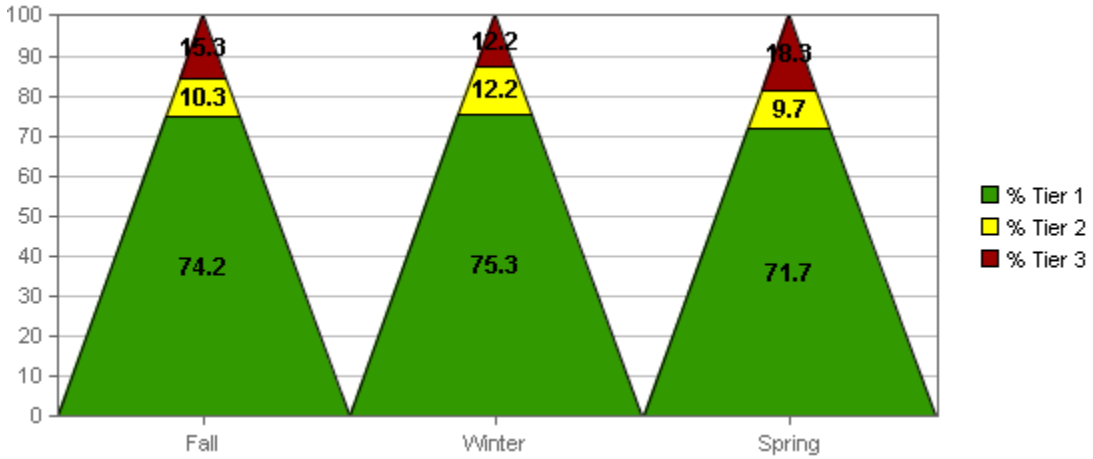
5th Grade- Math Concepts and Applications (M-CAP)



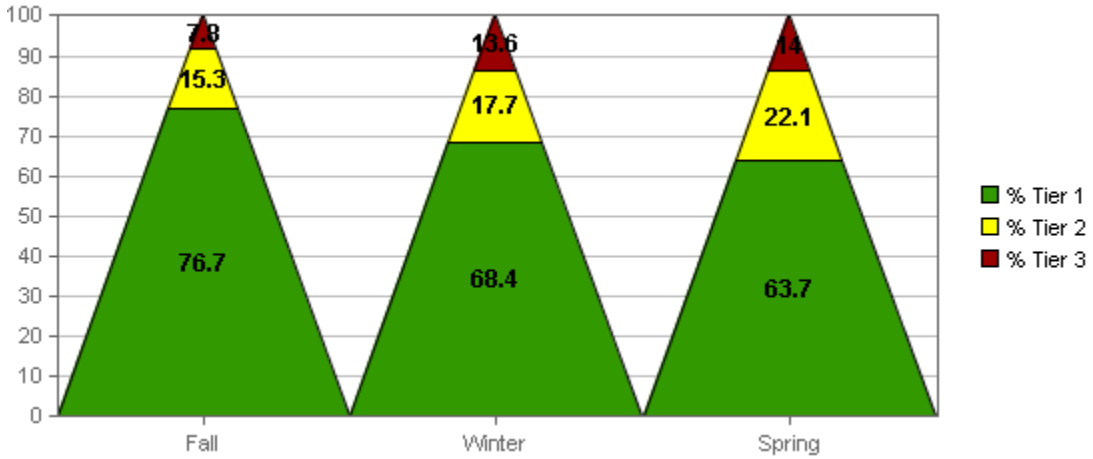
6th Grade – Reading Comprehension - MAZE



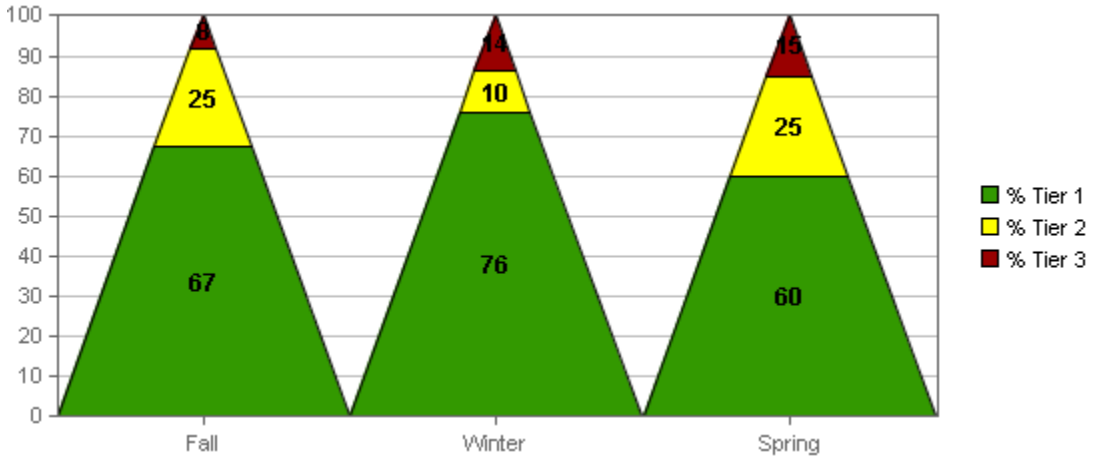
6th Grade- Math Concepts and Applications (M-CAP)



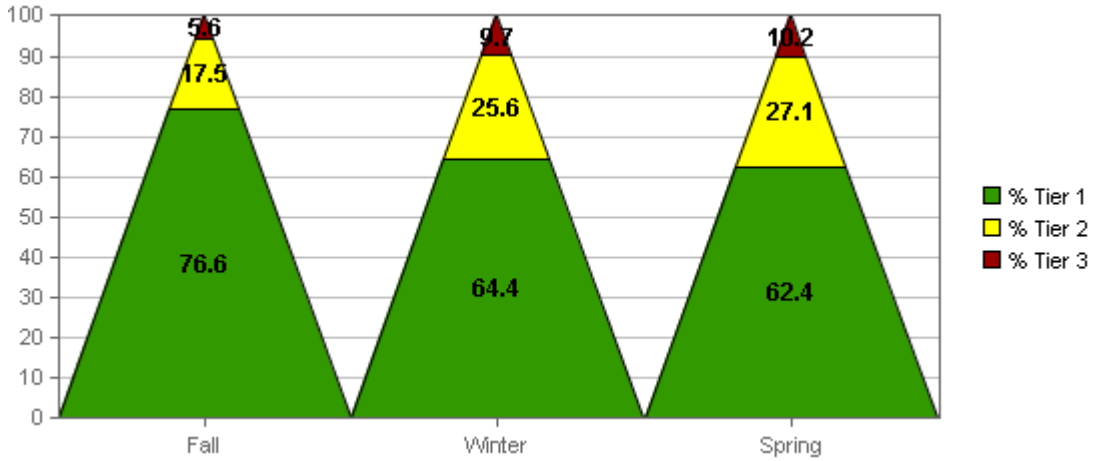
7th Grade – Reading Comprehension - MAZE



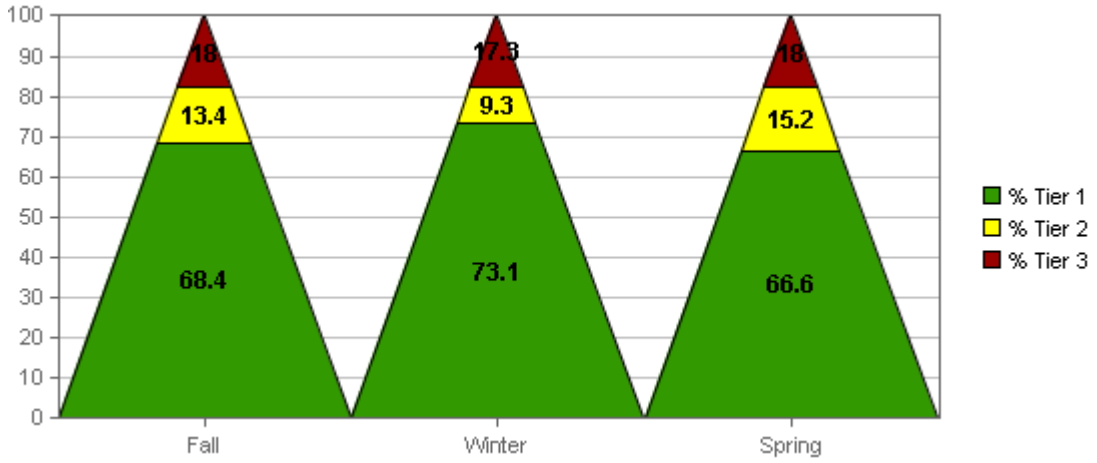
7th Grade- Math Concepts and Applications (M-CAP)



8th Grade – Reading Comprehension - MAZE



8th Grade- Math Concepts and Applications (M-CAP)



AIMSweb Measure Descriptions

AIMSweb Measure	DESCRIPTION
Letter Naming Fluency (LNF)	The Letter Naming Fluency task requires students to identify as many upper and lower case letters from a randomly presented set of letters as they can within 1 minute.
Phoneme Segmentation Fluency (PSF)	The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. The number of correct phonemes produced in one minute determines the final score.
Nonsense Word Fluency (NWF)	NWF measures student skill with letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds. The student is presented with randomly ordered VC and CVC nonsense words and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word during a one-minute period.
Oral Reading Fluency (R-CBM)	The oral reading fluency task measures the amount of correct words a student can read from a grade level passage in one minute. It is designed to measure fluency with text, the ability to translate letters-to-sounds-to-words fluently, effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.
Oral Counting Fluency (OCM)	The Oral Counting measure requires students to orally count starting from 1 as high as they can within one minute.
Number Identification Fluency (NIM)	The Number Identification measure requires students to orally identify numbers. Kindergarten students identify numbers between 1 and 10 and first grade students orally identify numbers between 1 and 20.
Quantity Discrimination Fluency (QDM)	The Quantity Discrimination measure requires students to orally identify the bigger number from a pair of numbers. Kindergarten students identify bigger numbers from pairs of numbers between 1 and 10 and first grade students identify bigger numbers from pairs of numbers between 1 and 20.

Missing Number Fluency	The Missing Number measure requires students to orally identify the missing number from a string of three numbers. Kindergarten students identify missing numbers from a string of numbers between 1 and 10 and first grade students identify missing numbers from a string of numbers between 1 and 20.
Math Computation Fluency (M-COMP)	AIMSweb Mathematics Computation (M–COMP) is a series of assessments that yield general math computation performance and rate of progress information. M–COMP includes three probes for benchmarking and 30 probes for progress monitoring for each grade, 1 through 8. M–COMP is a timed, 8-minute, open-ended, paper-based test that can be group administered or individually administered.
Math Concepts and Applications (M-CAP)	The AIMSweb Mathematics Concepts and Applications (M–CAP) is a test of short duration (8–10 minutes) that assesses the general mathematics problem-solving skills expected in grades 2–8. The test may be administered in a large or small group setting or to individual students.

If interested, a copy of the report is available through my office at 501 Burcham Drive, East Lansing, MI. Our telephone number is 517-333-7424.

I encourage all that are interested in our very fine school district to track our progress and stay active in the public discussion. I am certain our very interested, insightful and caring community will continue to be a catalyst for ongoing improvement.

Sincerely,

Robyne Thompson

Robyne Thompson, Ph.D.

Superintendent