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TO: Board of Education  
FROM: Dale Ellis  
DATE: December 3, 2012  
SUBJ: INFORMATION ITEM (Student Achievement Data Analysis)

Attached is my response to the concerns raised by Mrs. Long at the last BOE meeting. I certainly appreciate her willingness to share her concerns with us and allowing me ample opportunity to prepare my response. While there are certainly areas that we can and will improve upon, I think we are heading in the right direction with the processes we are implementing. I think the data as I interpret it supports this position. As with anything new, it takes time to get the full effect of any process changes.

I am available to answer any questions you might have.

# MCS STUDENT ACHIEVEMENT DATA ANALYSIS

DECEMBER 3, 2012



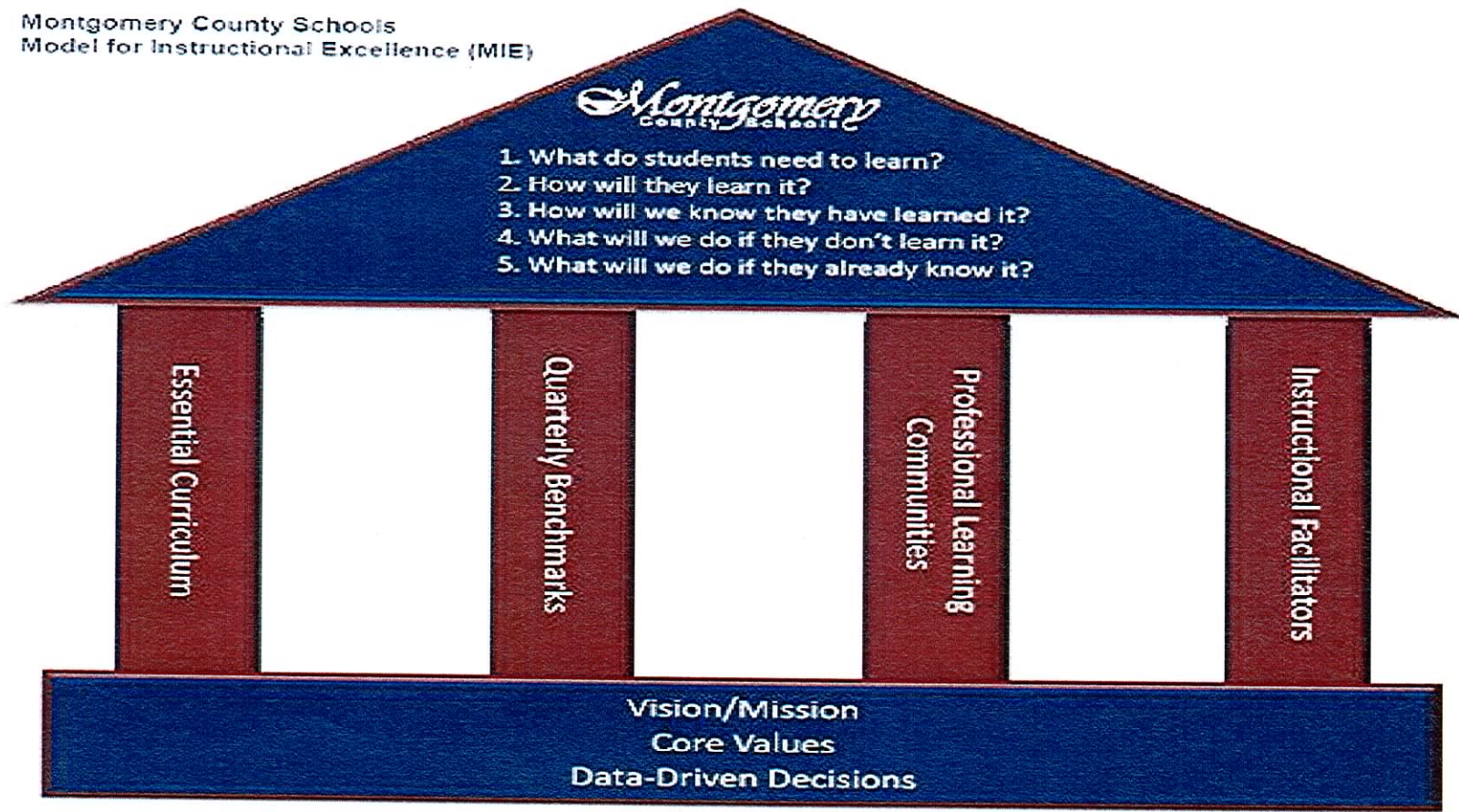
# THINGS TO REMEMBER

- There are 2 goals with the HOUSE Model, PLC's and PDSA processes.
- These 2 goals are to raise achievement AND close performance gaps.
- When achievement is increasing it is natural that the gap will fluctuate in a given year.
- That is why trend data is always compared as opposed to one year to the next. There is usually an explanation for achievement to fluctuate from one year to the next (different students, etc.), but the trend should be up across multiple years.
- The way to fix these natural yearly fluctuations is with an aligned and focused School Improvement Plan that is updated yearly.
- If an ongoing problem persists, the District-wide PDSA should be used (i.e. ACT/SAT PDSA)



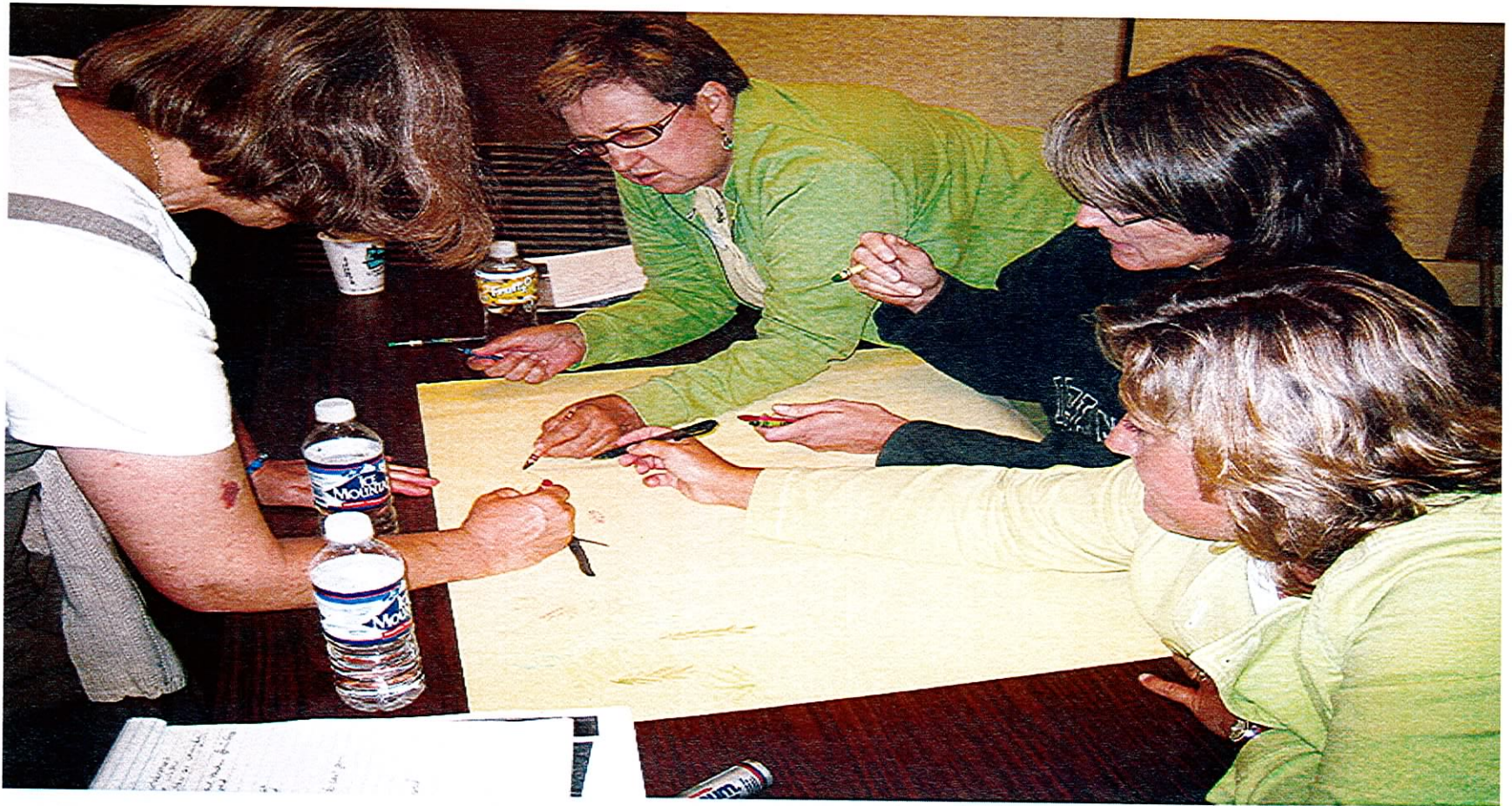
# THE "HOUSE" = A CONTINUOUS IMPROVEMENT MODEL

Montgomery County Schools  
Model for Instructional Excellence (MIE)



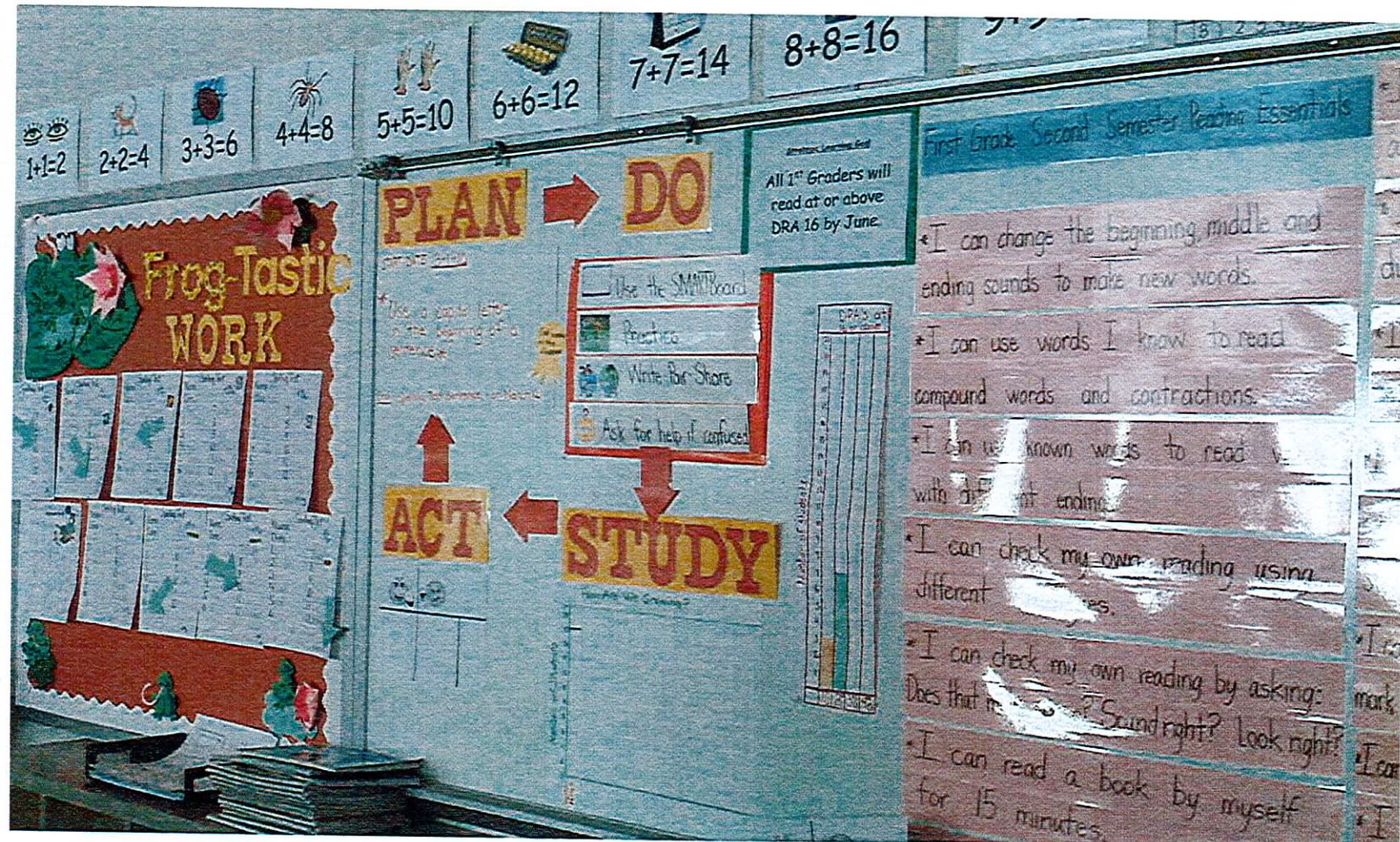


PLC = ALL OF US IS BETTER THAN ONE  
OF US





# PDSA = DATA-DRIVEN DECISIONS...DAILY



# 3-8 TREND DATA 2007-2012

- 3-8 EOG Data

## 3-8 EOG

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
District	W	53.1	65.8	67.9	68.6	67.9
	B	19.3	34.4	34.4	40.4	40.8
	H	31.1	46.9	48.3	51.7	50.1
State	W	64.4	76.7	78.7	79	79.3
	B	29.5	43.6	47	48.5	49.4
	H	34.6	48.9	51.5	54.4	55.1
GAP	BW	33.8	31.4	33.5	28.2	27.1
	HW	22	18.9	19.6	16.9	17.8



## 3-8 ANALYSIS

- While certainly not where we want it to be, or where we know it will be, 3-8 achievement is rising and the gap is decreasing.
- Minority groups are performing better now than in the past.
- Our rate of growth with African-American students has outpaced the state over the last two years.
- Fluctuations in achievement at individual schools are taken seriously and attempts made to address gaps.
- Since Page Street was mentioned last month, they supplied a detailed analysis of their PA data from a couple of weeks ago.



# PSES PA GAP ANALYSIS

THIRD GRADE: Target for both subjects is 25%

	READING			MATH	
County	43.9%			37.43%	
PSES	45.75%			38.29%	
Teacher 1	43.22%			37.73%	
Teacher 2	43.07%			37.06%	
Teacher 3	46.91%			38.84%	
Teacher 4	49.92%			39.68%	
10 students scored <25%			4 students scored <25%		
But 9 of those 10 scores are within 5% points of target			All of those scores are within 3% points of target		
	7 – White			2 – White	
	2 – Black			1 – Black	
	1 – Pacific Islander			1 – Pacific Islander	
Average by Race					
3.26% gap between White and Black	White	47.94%	2.57% gap between White and Black	White	38.76%
	Black	44.68%		Black	36.19%
	Multi	46.58%		Multi	44.29%
	Asian	49.77%		Asian	41.91%
	PI	38.48%		PI	38.31%
4.8% gap between White and Non-white	White	47.94%	0.95% gap between White and Non-white	White	38.76%
	Non-white	43.14%		Non-white	37.81%

# PSES CONTINUED

FOURTH GRADE: Target for both subjects is 25%

	READING			MATH	
County	52.2%			46.07%	
PSES	55.62%			51.12%	
Teacher 1	54.23%			56.09%	
Teacher 2	51.69%			49.64%	
Teacher 3	58.3%			49.79%	
Teacher 4	55.95%			48.07%	
Teacher 5	58.08%			51.0%	
6 students scored <25%			2 students scored <25%		
All within 5% points of target			Both students within 1% of target		
	4 - White			2 - White	
	1 - Black				
	1 - Pacific Islander				
Average by Race					
-0.09% gap between White and Black	White	56.55%	-2.2% gap between White and Black	White	50.66%
	Black	56.64%		Black	52.86%
	Multi	52.31%		Multi	46.78%
	Asian	67.69%		Asian	74.29%
	PI	50.05%		PI	48.29%
2.85% gap between White and Non-white	White	56.55%	-0.63% gap between White and Non-white	White	50.66%
	Non-white	53.7%		Non-white	51.29%



# PSES CONTINUED

FIFTH GRADE: Target for both subjects is 25%

	READING			MATH	
County	62.84%			41.93%	
PSES	61.86%			44.19%	
Teacher 1	63.59%			43.31%	
Teacher 2	56.07%			42.5%	
Teacher 3	71.58%			43.6%	
Teacher 4	61.11%			45.38%	
Teacher 5	57.5%			44.52%	
1 student scored <25% That score is within 4% of target			8 students scored <25% But 4 of scores are within 1% of target; all scores within 5% of target		
	1 - White			3 - White	
				4 - Black	
				1 - Pacific Islander	
Average by Race					
8.7% gap between White and Black	White	64.32%	13.24% gap between White and Black	White	47.42%
	Black	55.62%		Black	34.18%
	Multi	63.81%		Multi	45.37%
	Asian	73.33%		Asian	64.86%
	PI	56.38%		PI	38.15%
6.36% gap between White and Non-white	White	64.32%	9.01% gap between White and Non-white	White	47.42%
	Non-white	57.96%		Non-white	38.41%

# 9-12 TREND DATA 2007-2012

- 9-12 EOC Data

## 9-12 EOC

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
District	W	68.3	73.5	83.9	81.7	87
	B	42.7	47.2	58.8	64.2	60.9
	H	53.9	62.4	74.2	81.7	80.3
State	W	78.5	81	88.5	87.7	89
	B	48.6	53.2	67	66	68.6
	H	59.1	63.6	74.1	74	75.1
GAP	BW	25.6	26.3	25.1	17.5	26.1
	HW	14.4	11.1	9.7	0	6.7



## 9-12 ANALYSIS

- Minority achievement did decline from 2010-2011, but proficiency is still higher than the 4 years before 10-11.
- Gap grew last year because of a significant increase in white scores and corresponding smaller decreases in minority scores.
- It is definitely an area we want our high schools focused on....and they are.
- High schools just implemented the PDSA process this year.

# CONCLUSION

- Student achievement for ALL students is ALWAYS a focus of the processes we have in place.
- We are getting positive results compared to the past and our proficiency is higher with the processes we have implemented.
- I trust in our processes and in our people to improve achievement results for ALL students.
- We will watch closely the results this year...a one year fluctuation is expected from time to time, but a two year negative trend requires a district response.
- That district response is a PDSA, which, if necessary, can include members of the BOE.
- A district-wide change in processes, given the changes our teachers are currently going through would be catastrophic to both teacher morale and student achievement.
- As noted in the letter from Dr. James Brown with AdvancEd, my recommendation is that we "stay the course."