



# Anser Charter School

---

An Expeditionary Learning School

## **STUDENT ACHIEVEMENT**

Presented to Boise School District Board of Trustees

November, 2013

By

Dr. Suzanne Gregg  
Education Director

## STUDENT ACHIEVEMENT

The Idaho Standards Achievement Test (ISAT) is currently administered to all students in grades three through ten throughout the state of Idaho. ANSER is a K-8 school, thus our students are tested each spring at grades 3, 4, 5, 6, 7 and 8. Students are assessed in the areas of reading, mathematics, language usage, and science (grades 5 and 7). All reading, math and language assessment results for each grade level are given within this report.

The data analysis within this report is organized in the following way:

### **CLASSWIDE COMPARATIVE ANALYSIS:**

At the beginning of each set of grade level charts is a table that includes the percent of identified special education students at each school for each year of data. Depending on the child's identified disability, these percentages can highly affect test results in any one of the schools being compared.

The class wide comparative charts represent students enrolled in a particular grade level and make comparisons to other students enrolled in the same grade level at another Expeditionary Learning School (K-8-within the state), two high performing district elementary schools (K-6), two district junior high schools (grades 7 &8), the Boise School District and students enrolled throughout the state in that particular grade level. For example, students enrolled in third grade in 2011 are compared to their third grade peers in 2011; third grade students enrolled in third grade in 2012 and 2013 are compared to their peers enrolled in third grade in 2012 and 2013.

The first data chart (to the left) in each area assessed displays the percentage of students scoring at the proficient and advanced levels. The second data chart (to the right) is the percentage of students who scored at the advanced level only in the areas assessed.

### **CLASSWIDE LONGITUDINAL COMPARATIVE ANALYSIS:**

Again, at the beginning of each set of these charts is a table that includes the percent of identified special education students at each school, for each year being analyzed.

The class wide longitudinal comparative charts represent students enrolled in a particular grade level in a specific year and makes comparisons to other students enrolled in the same grade level at another Expeditionary Learning School (K-8-within the state), two high performing district elementary schools (K-6), two district junior high schools (grades 7 &8), the Boise School District and students enrolled throughout the state in that particular grade level.

The difference between this analysis and the one above is that now we have students moving from one grade level to the next in which comparisons are being made. For example, students enrolled in third grade in 2010, are fourth graders in 2011, fifth graders in 2012 and sixth graders in 2013. It should be noted, the charts do not indicate a constant number of the same students, but all students moving from one grade level to the next. For each year there may have been students moving in to the grade level, as well as out of the grade level and into a different school.

Another important note is that Anser is a K-8 school. The only other K-8 school in this comparison is an in state Expeditionary School (a school that uses the same reform model as Anser). This school is in a different region and differences in student enrollment may vary more than most of the schools in which comparisons are being made for this report. It should also be noted that the two in-district elementary schools being compared are K-6 schools and the two JH schools are 7-9 schools. Another major difference is that in seventh grade at Anser, there is an approximate 25% increase in student growth as we move from three sixth grade classrooms to four in seventh; an increase of approximately 25-30 students annually.

The first data chart in each area assessed displays the percentage of students scoring at the proficient and advanced levels. The second data chart is the percentage of students who scored at the advanced level.

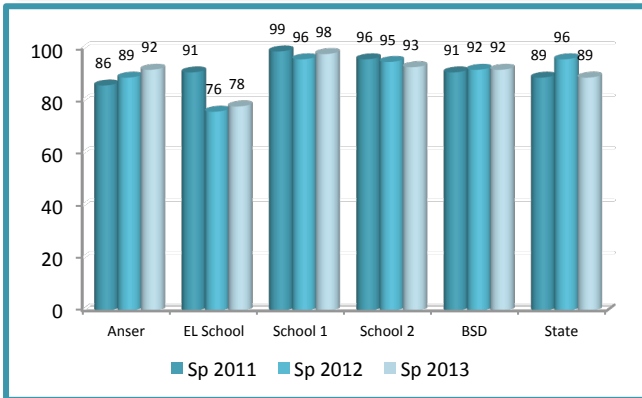
A comparison analysis has also been completed the **Five Star Rating System** the state has moved toward. Within each of these sections, an explanation is presented. The final portion of the student achievement report is a longitudinal analysis of the Idaho Reading Indicator (IRI) screener as well as an ending narrative on Anser's philosophical belief on this screening assessment.

## IDAHO STANDARDS ACHIEVEMENT TEST: GRADE THREE

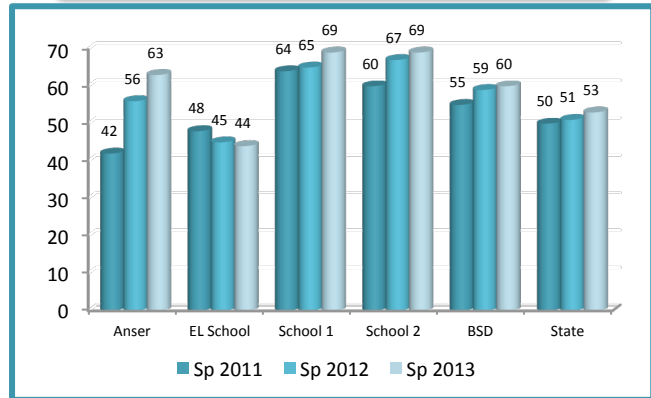
**CLASSWIDE COMPARATIVE ANALYSIS:** This group represents students enrolled in third grade, spring 2011, 2012 and 2013. This group is compared to other third grade students enrolled in a state Expeditionary Learning School (K-8), two high performing district elementary schools (K-6), the district and the state.

%age of Students Identified Special Education: Grade Three						
	Anser	EL School	School 1	School 2	BSD	State
2013	9%	17%	4%	12%	11%	9%
2012	17%	5%	15%	20%	14%	9%
2011	14%	12%	16%	3%	13%	10%

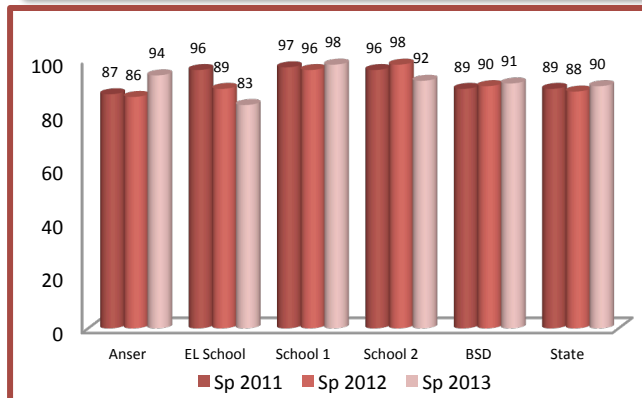
**%age of Students Scoring Proficient/Advanced: Third Grade Reading**



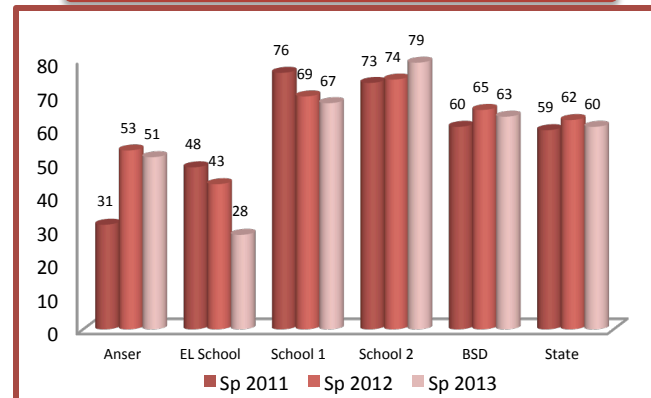
**%age of Students Scoring Advanced: Third Grade Reading**



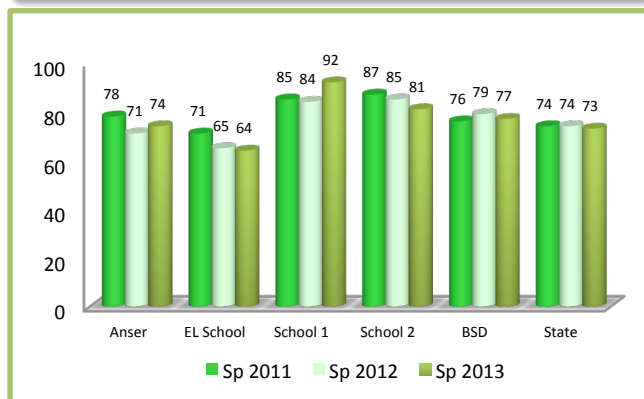
**%age of Students Scoring Proficient/Advanced: Third Grade Math**



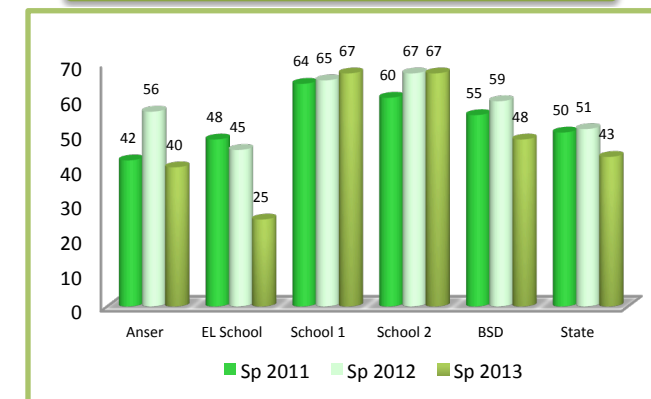
**%age of Students Scoring Advanced: Third Grade Math**



**%age of Students Scoring Proficient/Advanced: Third Grade Language**



**%age of Students Scoring Advanced: Third Grade Language**

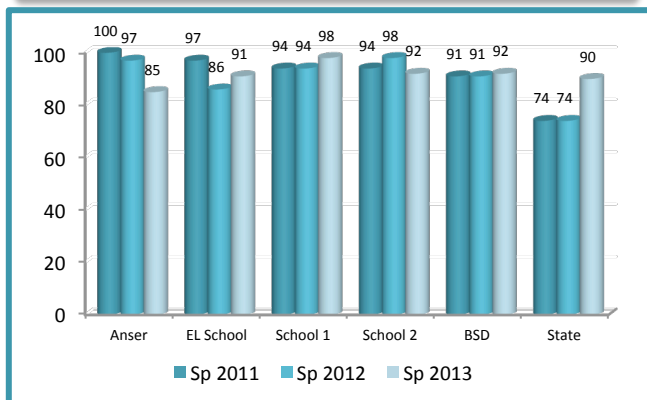


## IDAHO STANDARDS ACHIEVEMENT TEST: GRADE FOUR

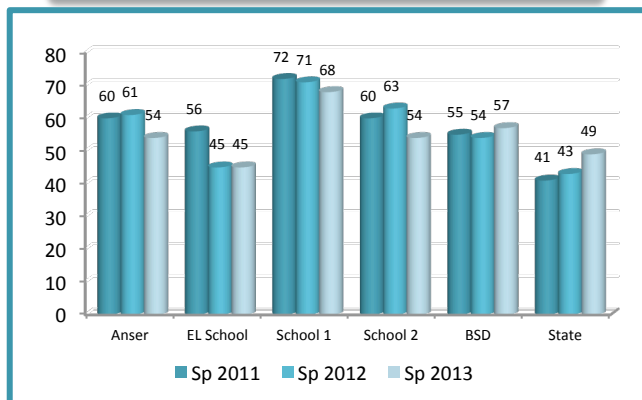
**CLASSWIDE COMPARATIVE ANALYSIS:** This group represents students enrolled in fourth grade, spring 2011, 2012 and 2013. This group is compared to other fourth grade students enrolled in a state Expeditionary Learning School (K-8), two high performing district elementary schools (K-6), the district and the state.

%age of Students Identified Special Education: Grade Four						
	Anser	EL School	School 1	School 2	BSD	State
2013	17%	12%	8%	15%	12%	9%
2012	16%	10%	18%	7%	13%	9%
2011	9%	16%	14%	20%	14%	9%

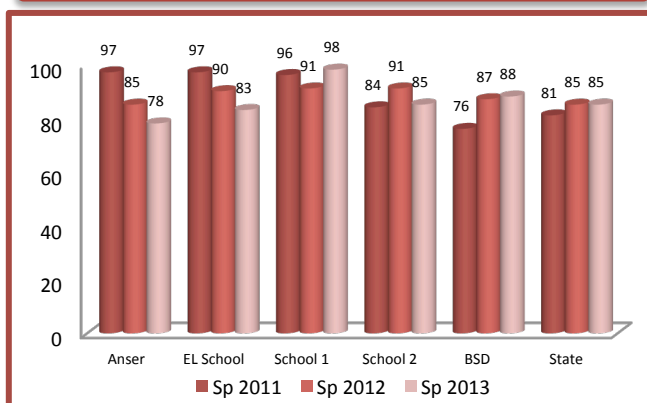
**%age of Students Scoring Proficient/Advanced: Fourth Grade Reading**



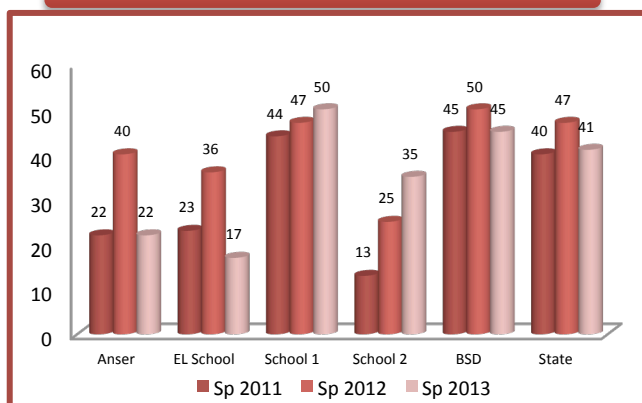
**%age of Students Scoring Advanced: Fourth Grade Reading**



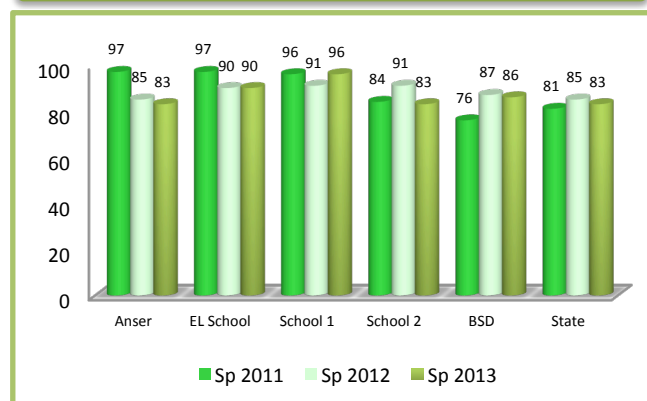
**%age of Students Scoring Proficient/Advanced: Fourth Grade Math**



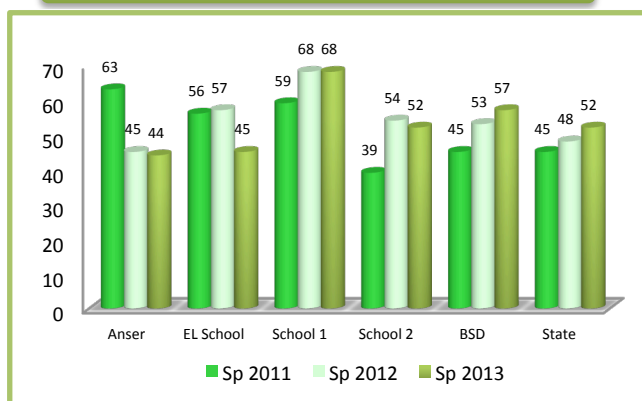
**%age of Students Scoring Advanced: Fourth Grade Math**



**%age of Students Scoring Proficient/Advanced: Fourth Grade Language**



**%age of Students Scoring Advanced: Fourth Grade Language**

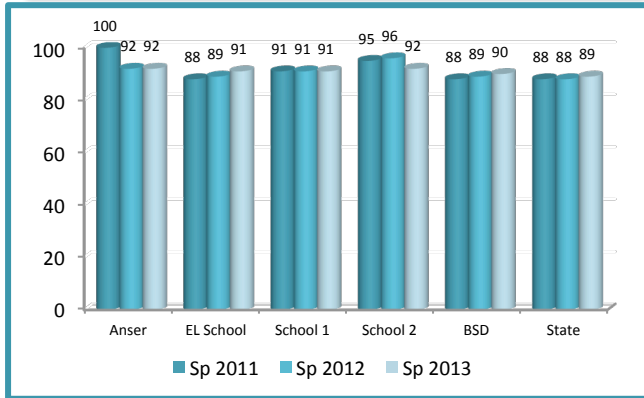


## IDAHO STANDARDS ACHIEVEMENT TEST: GRADE FIVE

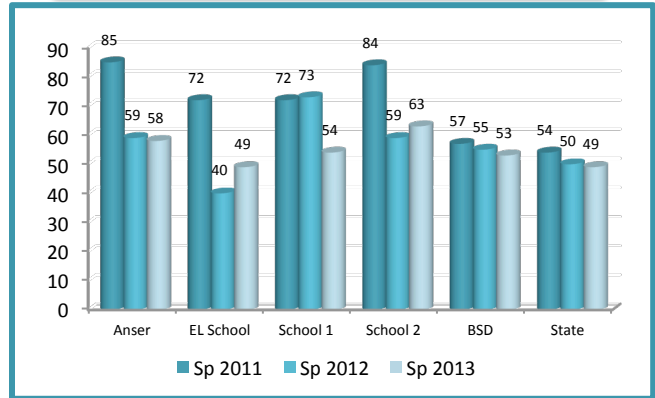
**CLASSWIDE COMPARATIVE ANALYSIS:** This group represents students enrolled in fifth grade, spring 2011, 2012 and 2013. This group is compared to other fifth grade students enrolled in a state Expeditionary Learning School (K-8), two high performing district elementary schools (K-6), the district and the state.

%age of Students Identified Special Education: Grade Five						
	Anser	EL School	School 1	School 2	BSD	State
2013	13%	9%	19%	16%	12%	9%
2012	11%	12%	10%	20%	13%	10%
2011	11%	15%	6%	15%	14%	10%

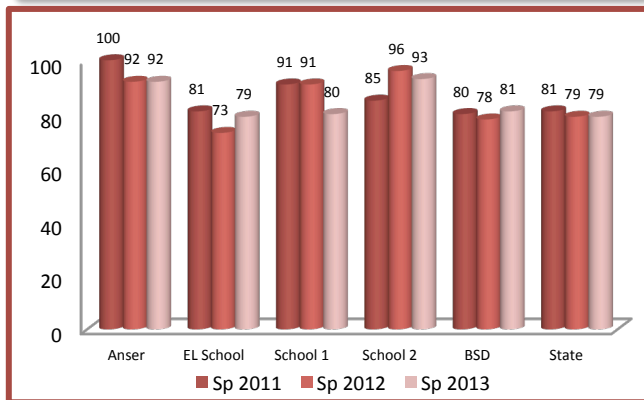
%age of Students Scoring Proficient/Advanced: Fifth Grade Reading



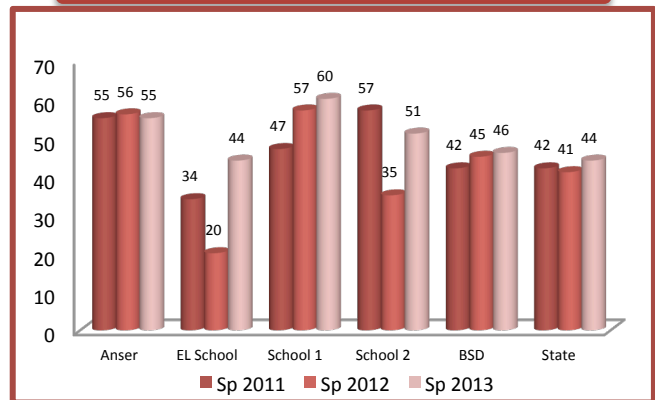
%age of Students Scoring Advanced: Fifth Grade Reading



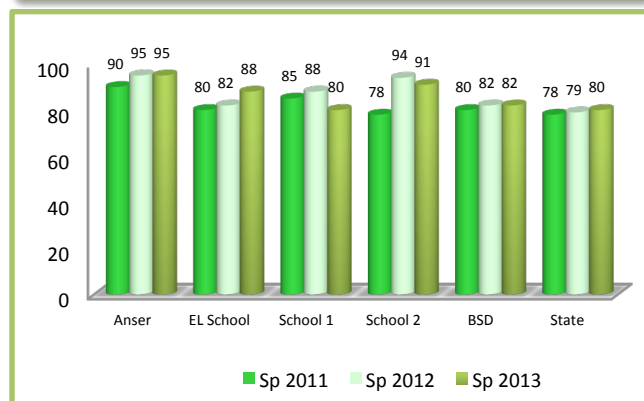
%age of Students Scoring Proficient/Advanced: Fifth Grade Math



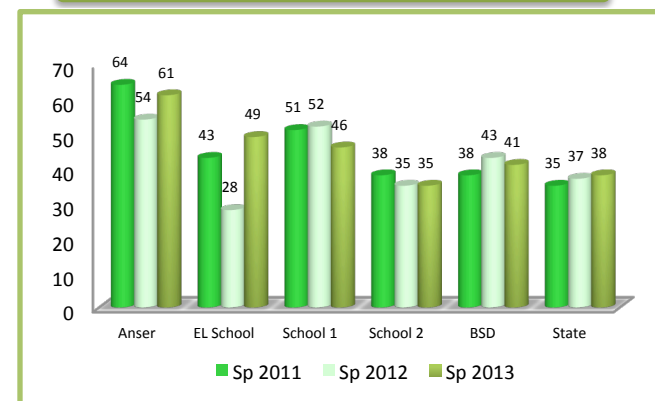
%age of Students Scoring Advanced: Fifth Grade Math



%age of Students Scoring Proficient/Advanced: Fifth Grade Language



%age of Students Scoring Advanced: Fifth Grade Language

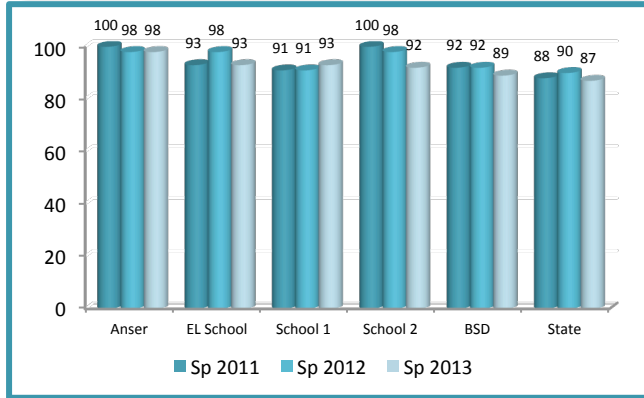


## IDAHO STANDARDS ACHIEVEMENT TEST: GRADE SIX

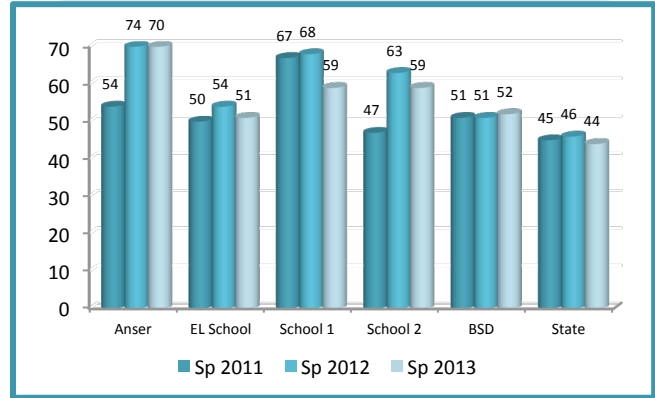
**CLASSWIDE COMPARATIVE ANALYSIS:** This group represents students enrolled in sixth grade, spring 2011, 2012 and 2013. This group is compared to other sixth grade students enrolled in a state Expeditionary Learning School (K-8), two high performing district elementary schools (K-6), the district and the state.

Percentage of Students Identified Special Education: Grade Six						
	Anser	EL School	School 1	School 2	BSD	State
	7%	5%	15%	10%	11%	9%
2012	12%	9%	4%	7%	11%	10%
2011	16%	5%	7%	4%	11%	10%

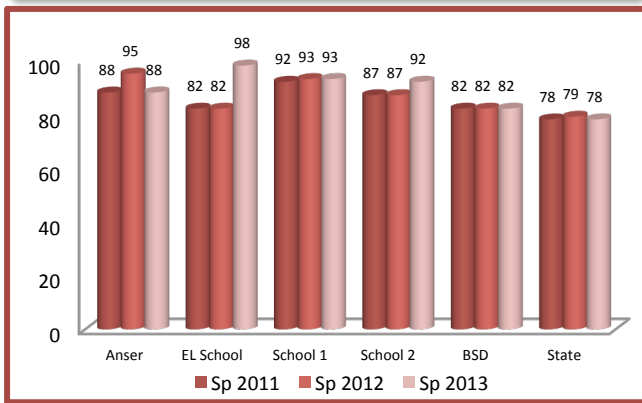
Percentage of Students Scoring Proficient/Advanced: Sixth Grade Reading



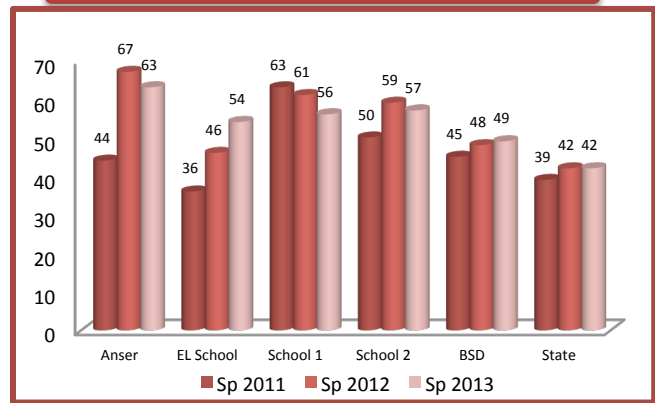
Percentage of Students Scoring Advanced: Sixth Grade Reading



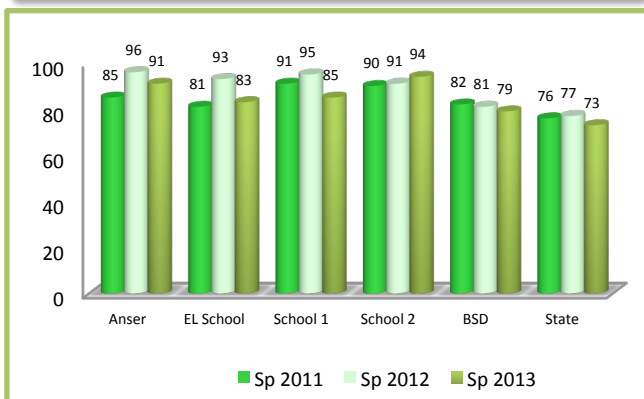
Percentage of Students Scoring Proficient/Advanced: Sixth Grade Math



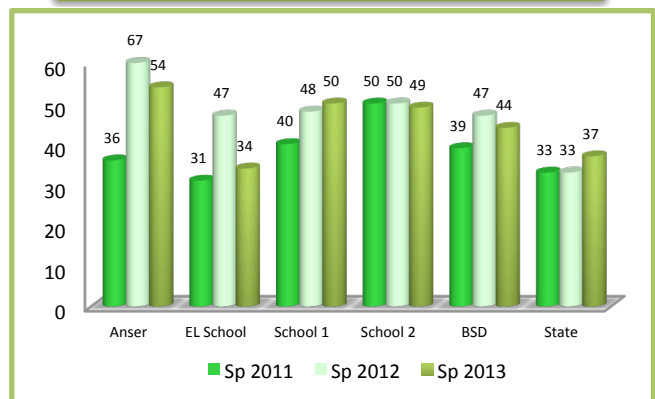
Percentage of Students Scoring Advanced: Sixth Grade Math



Percentage of Students Scoring Proficient/Advanced: Sixth Grade Language



Percentage of Students Scoring Advanced: Sixth Grade Language

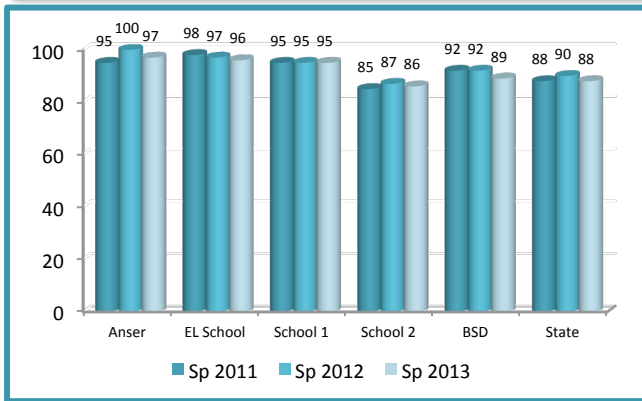


## IDAHO STANDARDS ACHIEVEMENT TEST: GRADE SEVEN

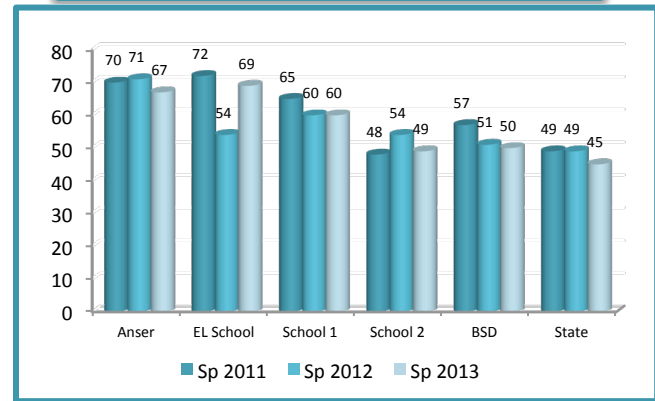
**CLASSWIDE COMPARATIVE ANALYSIS:** This group represents students enrolled in seventh grade, spring 2011, 2012 and 2013. This group is compared to other seventh grade students enrolled in a state Expeditionary Learning School (K-8), two junior high schools in which many of our students enroll the district and the state.

%age of Students Identified Special Education: Grade Seven						
	Anser	EL School	School 1	School 2	BSD	State
	9%	9%	6%	6%	9%	8%
2012	8%	8%	7%	11%	10%	9%
2011	20%	10%	8%	16%	10%	9%

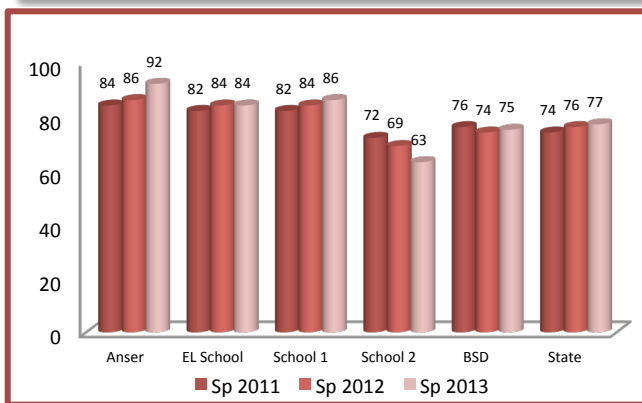
**%age of Students Scoring Proficient/Advanced: Seventh Grade Reading**



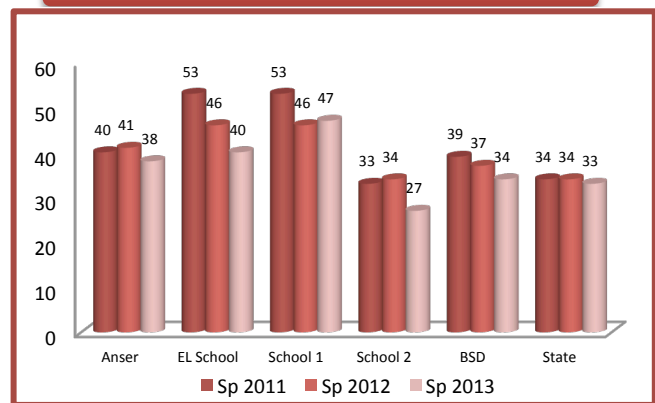
**%age of Students Scoring Advanced: Seventh Grade Reading**



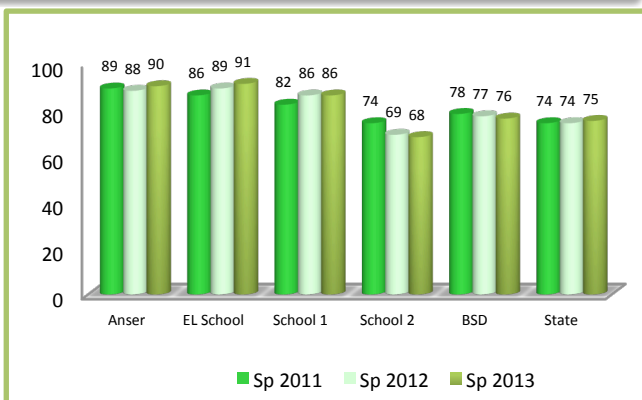
**%age of Students Scoring Proficient/Advanced: Seventh Grade Math**



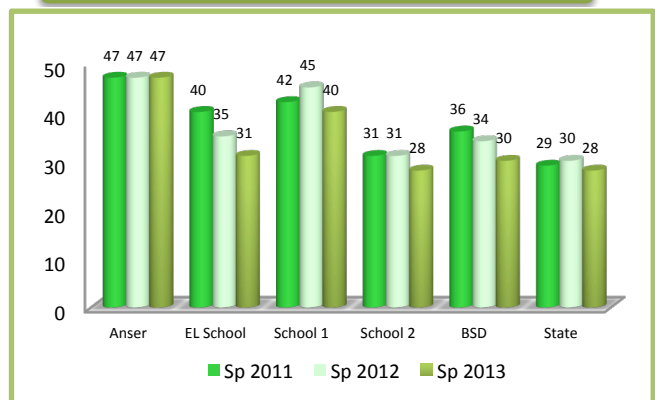
**%age of Students Scoring Advanced: Seventh Grade Math**



**%age of Students Scoring Proficient/Advanced: Seventh Grade Language**



**%age of Students Scoring Advanced: Seventh Grade Language**

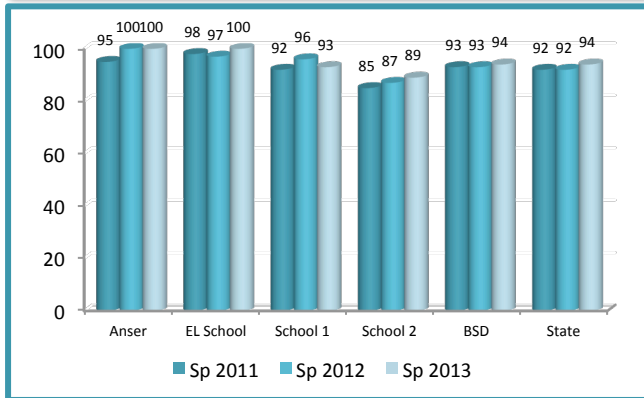


## IDAHO STANDARDS ACHIEVEMENT TEST: GRADE EIGHT

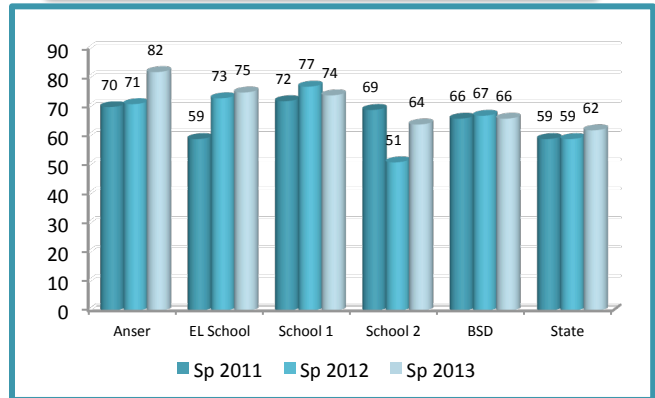
**CLASSWIDE COMPARATIVE ANALYSIS:** This group represents students enrolled in eighth grade, spring 2011, 2012 and 2013. This group is compared to other eighth grade students enrolled in a state Expeditionary Learning School (K-8), two junior high schools in which many of our students enroll, the district and the state.

%age of Students Identified Special Education: Grade Eight						
	Anser	EL School	School 1	School 2	BSD	State
	7%	6%	5%	9%	9%	8%
2012	20%	10%	5%	10%	9%	8%
2011	36%	7%	9%	7%	10%	9%

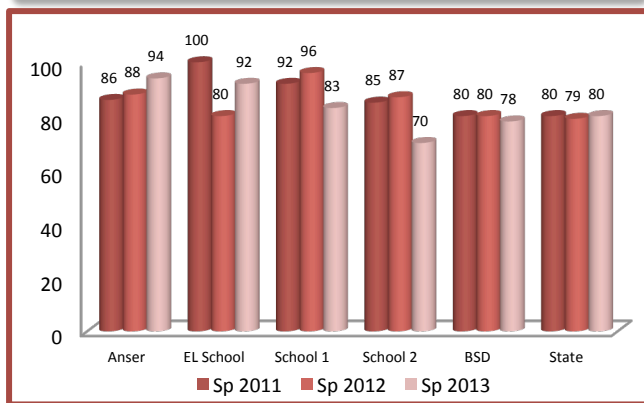
%age of Students Scoring Proficient/Advanced Eighth Grade Reading



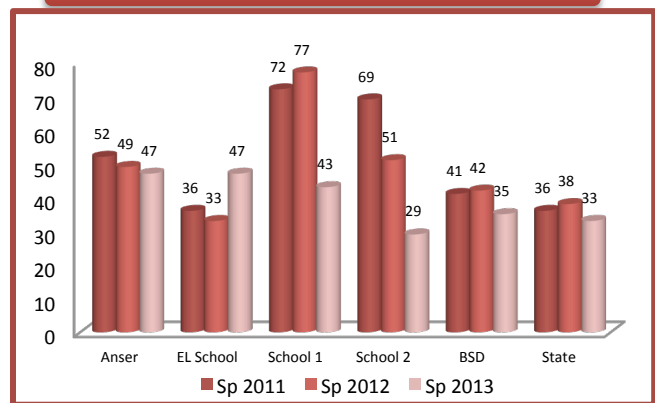
%age of Students Scoring Advanced: Eighth Grade Reading



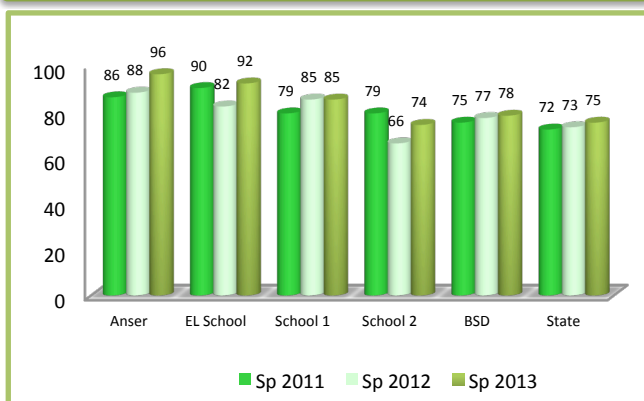
%age of Students Scoring Proficient/Advanced: Eighth Grade Math



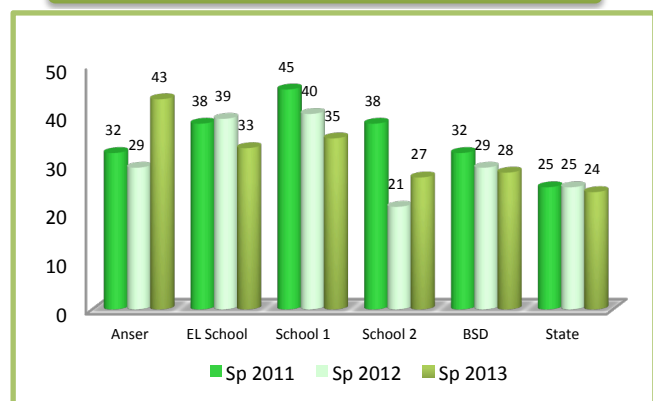
%age of Students Scoring Advanced: Eighth Grade Math



%age of Students Scoring Proficient/Advanced: Eighth Grade Language



%age of Students Scoring Advanced: Eighth Grade Language

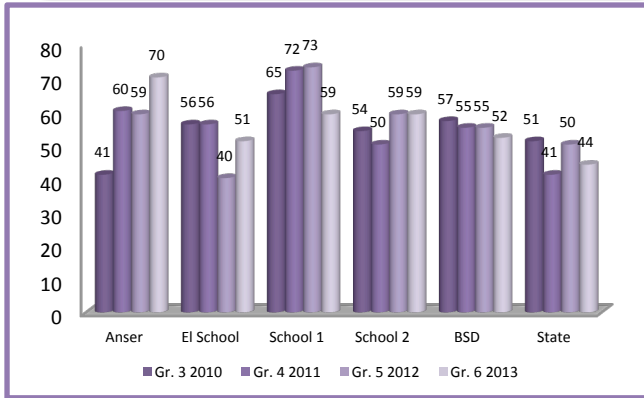




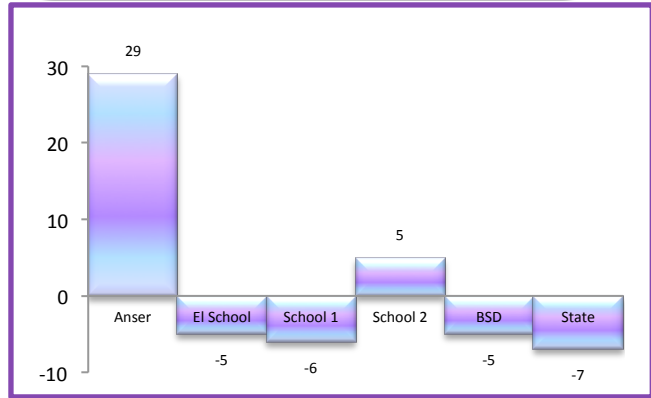
## IDAHO STANDARDS ACHIEVEMENT TEST: CLASSWIDE LONGITUDINAL COMPARATIVE DATA

The following charts represent class wide longitudinal data for the percentage of students scoring at the **advanced levels only**. The first chart shows the percentage of students scoring at the advanced levels. The second chart, to the right, depicts the percentage of student growth at the advanced level. These charts do not indicate a constant number of the same students, but students moving from one grade level to the next.

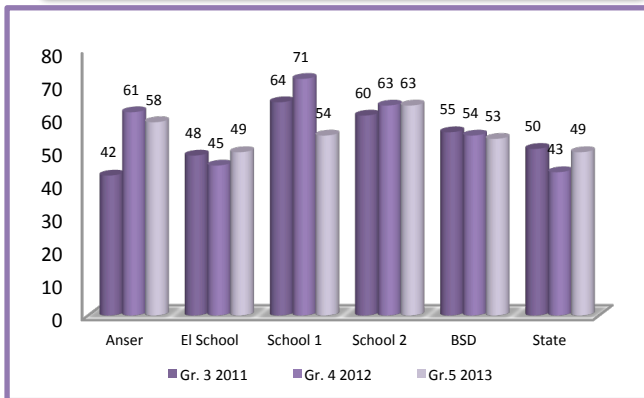
%age of Students Scoring Advanced: Reading



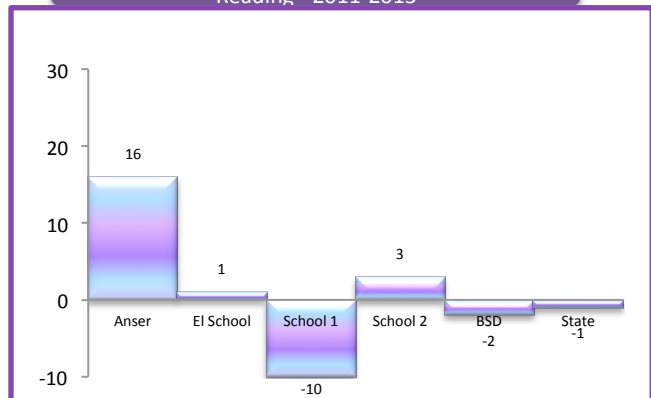
%age of Growth from Grade 3 to Grade 6:  
Reading - 2010-2013



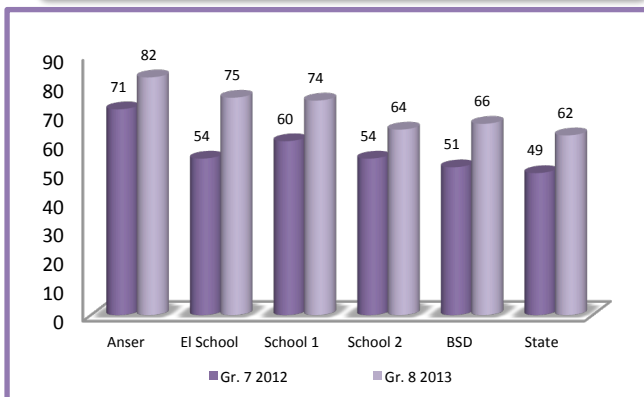
%age of Students Scoring Advanced: Reading



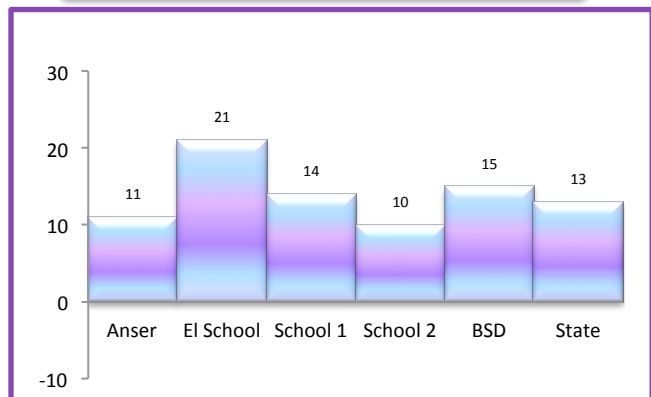
%age of Growth from Grade 3 to Grade 5:  
Reading - 2011-2013



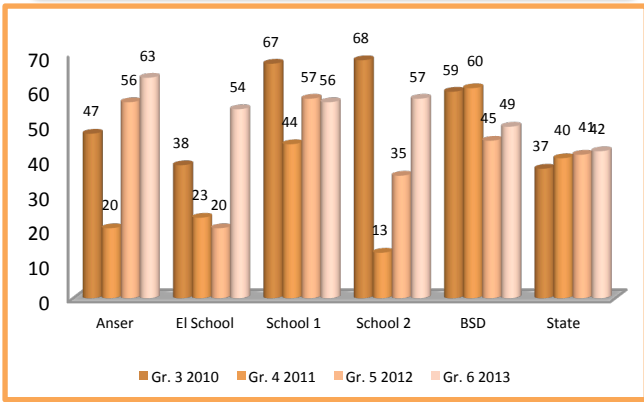
%age of Students Scoring Advanced: Reading



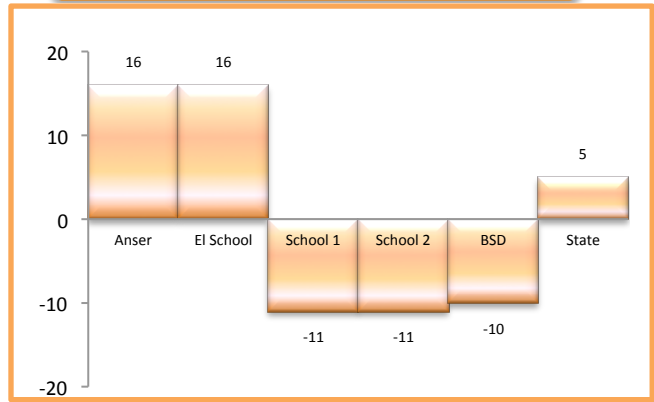
%age of Growth from Grade 7 to Grade 8:  
Reading - 2012-2013



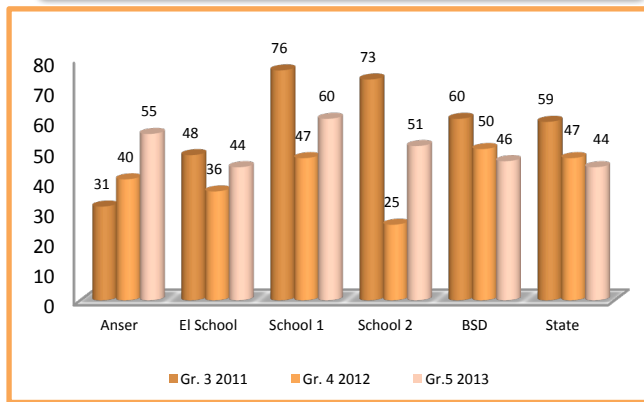
**%age of Students Scoring Advanced: Math**



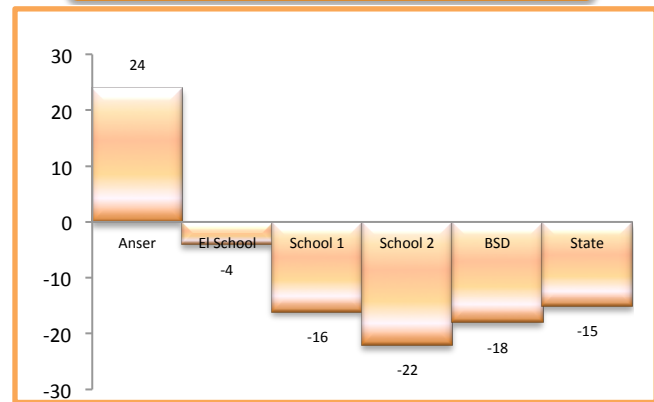
**%age of Growth from Grade 3 to Grade 6: Math 2010-2013**



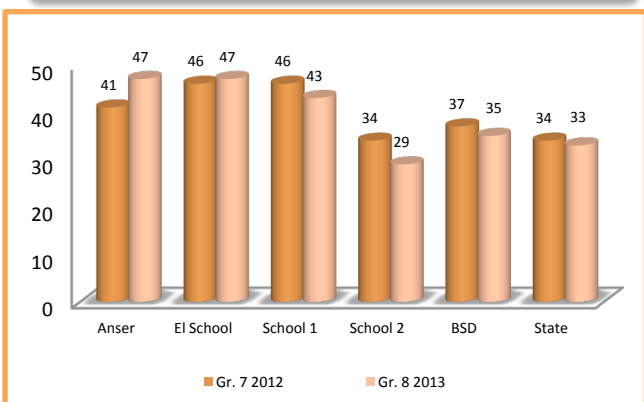
**%age of Students Scoring Advanced: Math**



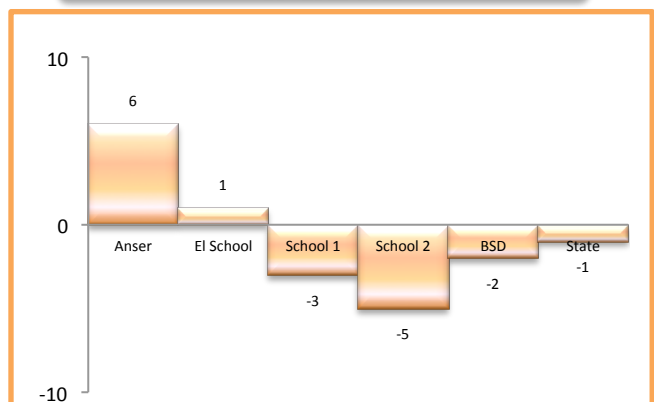
**%age of Growth from Grade 3 to Grade 5: Math - 2011-2013**



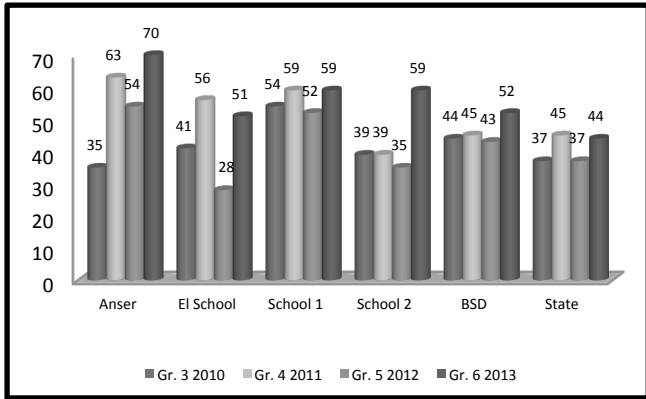
**%age of Students Scoring Advanced: Math**



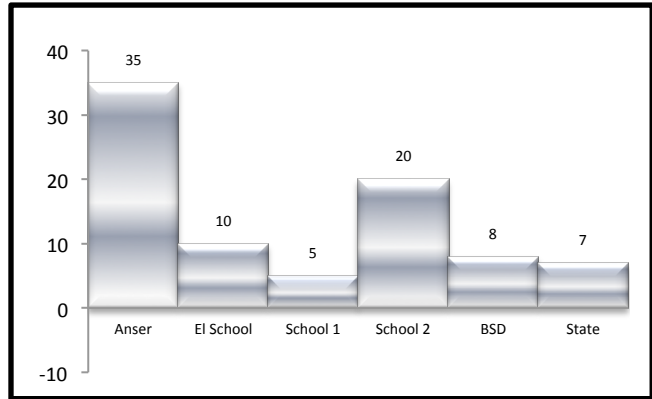
**%age of Growth from Grade 7 to Grade 8: Math 2012-2013**



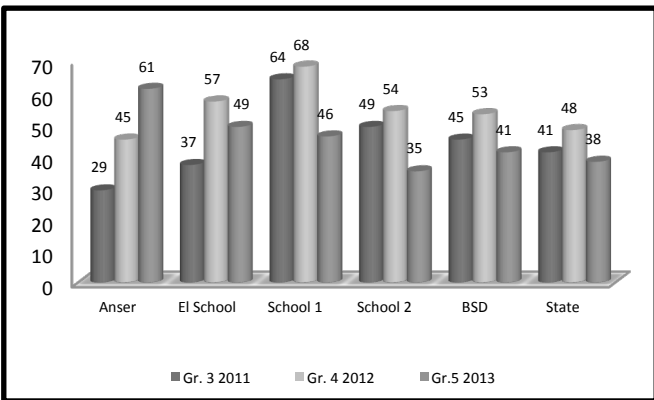
%age of Students Scoring Advanced: Language



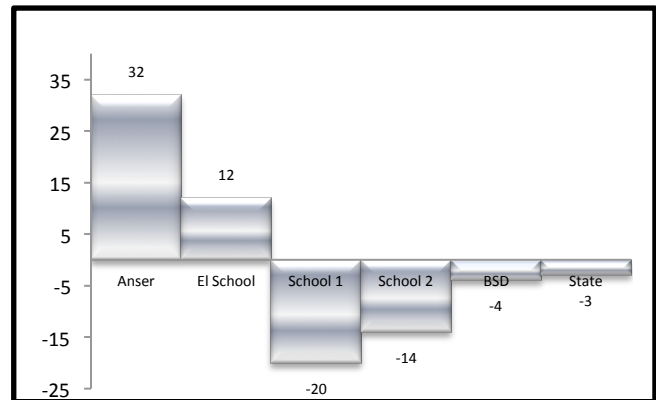
%age of Growth from Grade 3 to Grade 6: Language - 2010-2013



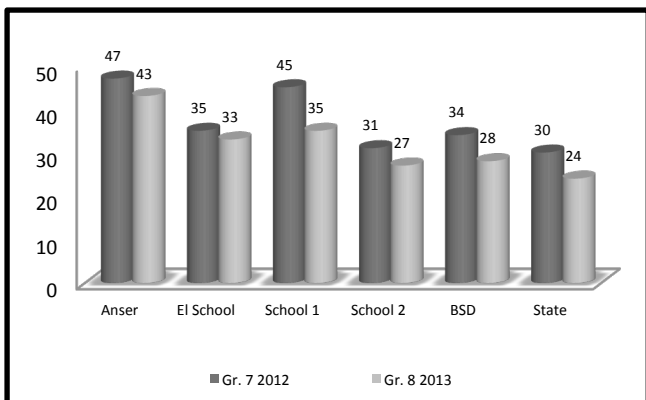
%age of Students Scoring Advanced: Language



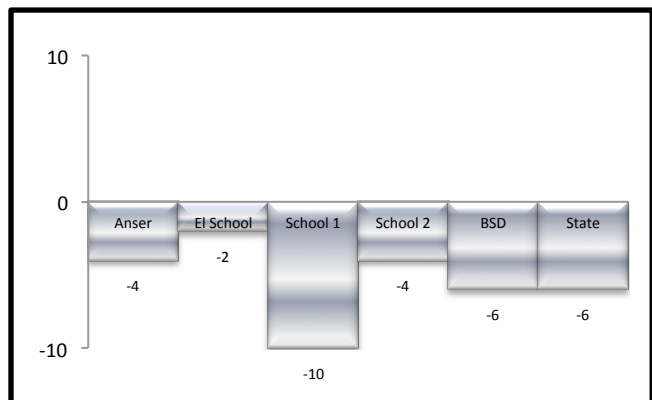
%age of Growth from Grade 3 to Grade 5: Language - 2011-2013



%age of Students Scoring Advanced: Language



%age of Growth from Grade 7 to Grade 8: Language 2012-2013



## ADEQUATE YEARLY PROGRESS (AYP) AND IDAHO'S FIVE STAR RATING PROCESS

Adequate Yearly Progress (AYP) is required by No Child Left Behind (NCLB) as a measure of all schools, school districts, and the state in meeting required federal benchmarks. Idaho uses the results of the Idaho Standards Achievement Test (ISAT) to calculate AYP. Each year, all schools are required to reach state-approved goals in reading, math and a third category (typically language arts for elementary schools and graduation rate for high schools). They also must meet goals for the number of students participating on the ISAT. The results of assessments are used to determine whether a school is making Adequate Yearly Progress (AYP).

Schools, school systems and the state must meet proficiency benchmarks in nine subgroups, including five race/ethnicity groups; students with disabilities; limited English proficient students; economically disadvantaged students; and the school as a whole. **Answer met AYP in 2013 in all areas.**

Spring 2012, Idaho began movement toward a new accountability system for public schools across the state that, according to the State Department of Education, is not only a higher level of accountability but also more transparent for parents and patrons.

This accountability system – known as Idaho's Five-Star Rating System – more accurately measures and recognizes the academic performance in Idaho's schools according to the State Department of Education. Under the old accountability system required by the federal No Child Left Behind law, the state was only able to use one metric – proficiency (or how many students can pass a test) – to determine the academic quality of a school. Each year, the state reported whether or not each school made "Adequate Yearly Progress," or AYP based on how many students in a school reached proficiency on the ISAT. To move to this new system, the state received a waiver from the U.S. Department of Education from certain provisions of the federal No Child Left Behind law.

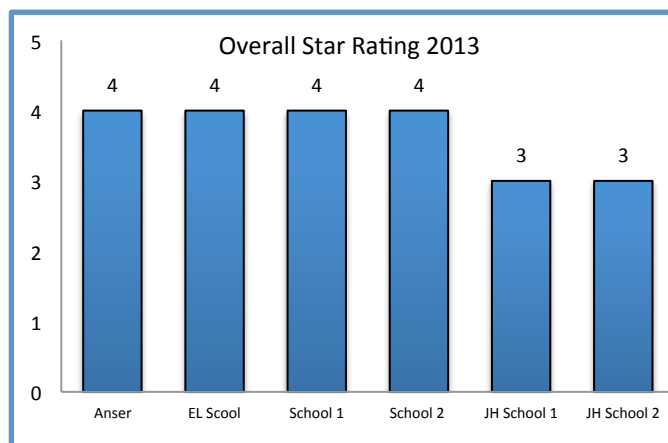
Under the Five-Star Rating System, the state uses multiple measures, including academic growth, graduation rates and indicators of success in college and the workforce.

Below is a summary of the Five –Star Rating System:

- Each school will no longer be rated on whether or not it meets AYP, which only measures how many students score on grade-level on the ISAT. Instead, each school will be rated as a One-Star, Two-Star, Three-Star, Four-Star or Five-Star School based on multiple measures of academic performance, including academic growth.
- Under the Five-Star System, schools with grades K-8 will be measured based on the following factors:
  - Academic growth: how much progress did students make over the past school year?
  - Academic proficiency: how many students have reached grade-level or higher in each subject area on the ISAT.
  - Participation: Schools must demonstrate that at least 95 percent of students in the schools were tested. (Taken from the Idaho State Department of Education Website)

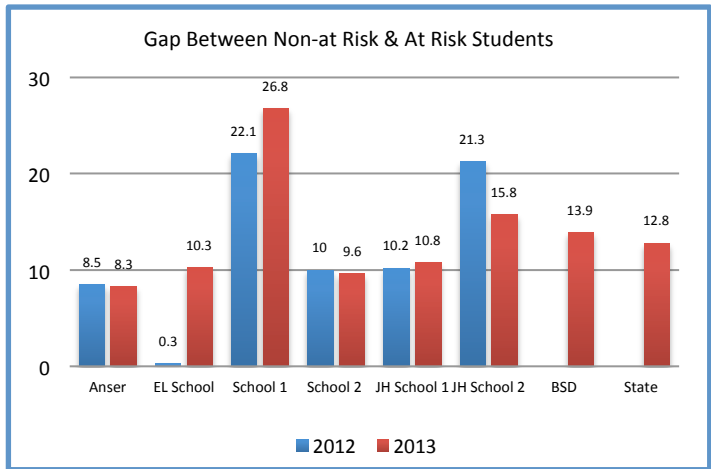
For purposes of this report, the Five-Star Rating System is used rather than AYP results. Utilizing the Five-Star Rating System Four-Star and Five-Star Schools will be publicly recognized and celebrated for their excellent performance as top-performing schools across Idaho. Three-Star Schools will be recognized as doing a good job for students but will also be required to develop an improvement plan for certain areas in which the school could improve academic achievement. One-Star and Two-Star Schools are schools in which the state has identified as needing improvement. These schools will develop school improvement plans tied to research- based best practices, and the State Department of Education will focus intense time and resources to provide the support necessary to raise academic achievement and close achievement gaps in these schools. (The above information was taken from the Idaho State Department of Education's website)

### ANSER AND COMPARISON SCHOOLS' STAR RATINGS



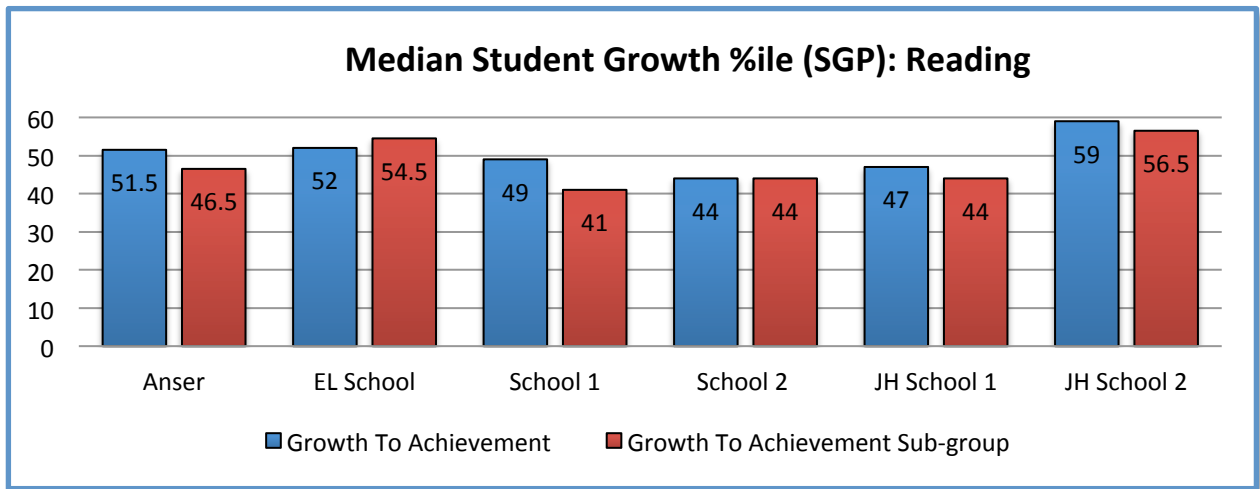
## GAP BETWEEN NON-AT RISK STUDENT AND AT RISK STUDENTS

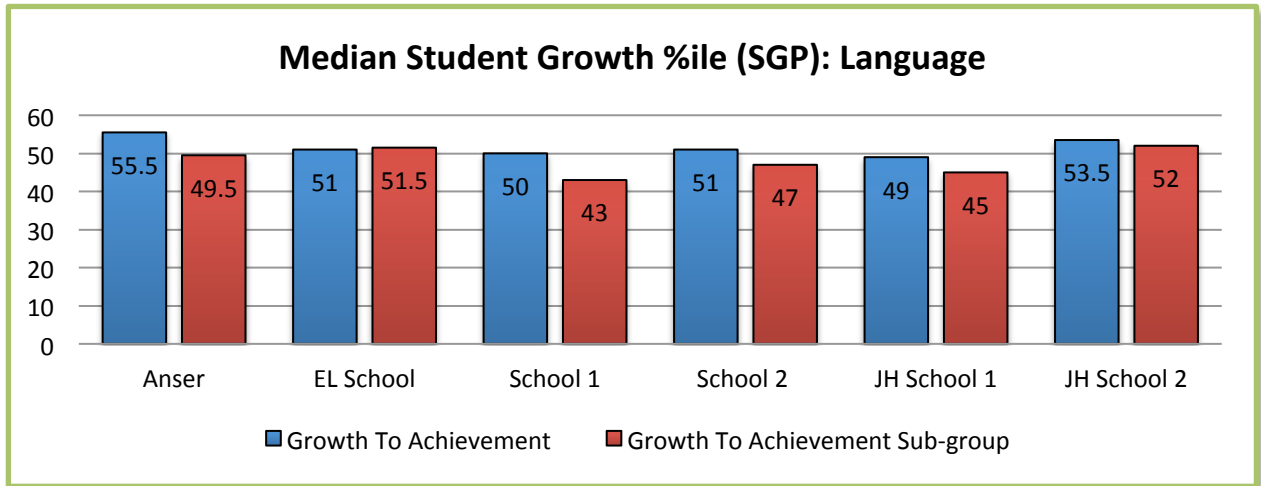
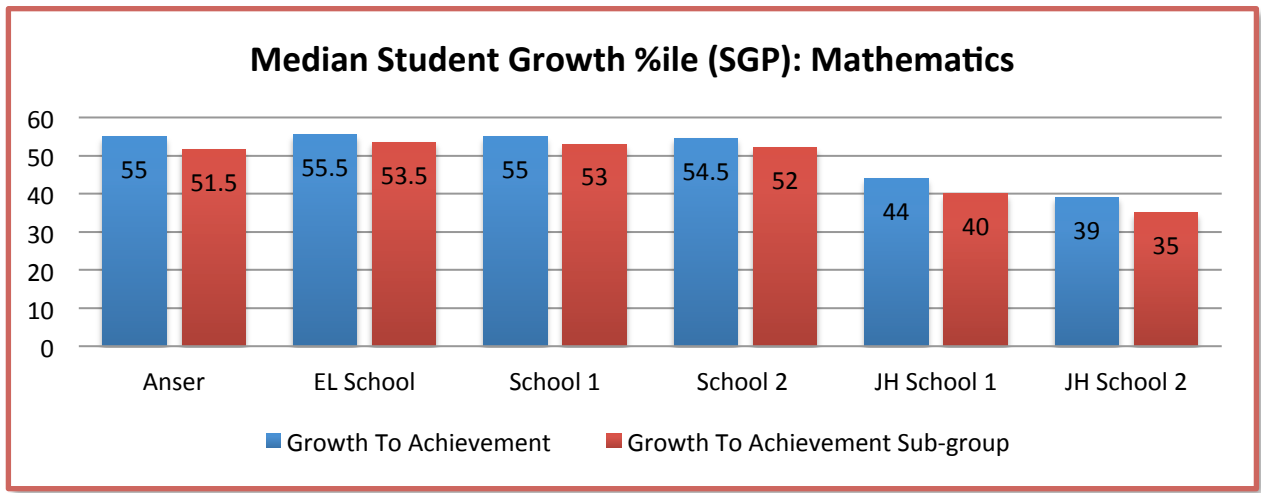
The graph below depicts the achievement gap between those students who are “not at risk” and those who are considered “at risk” students. If the percentage rate decreases then a school is showing they are able to reduce the gap between those two groups (i.e. JH School 2 achievement gap percentage in 2012 was 21.3 %. They were able to decrease that gap by 5.4 percentage points). If the percentage rate increases significantly, there should be cause for concern (i.e. School 1 achievement percentage point in 2012 was 22.1% in 2012 and that number increase to 26.8% in 2013. The gap became 4.7% wider than the previous year.) The smaller the percentage gap the more likely it is that a school is serving both groups of students effectively if they are also meeting expectations required by the state of Idaho. It must also be mentioned that the increase or decrease within the achievement gap may also be related to fluctuation due to enrollment.



Growth to Achievement and Growth to Achievement Subgroups are evaluated based on the criterion of whether or not the growth rate is adequate within a school. Student Growth Percentile (SGP) provides a norm-referenced measure of academic growth by comparing students’ scaled scores to their “academic peers” (all Idaho students being tested in the same grade-level subject and having similar ISAT scores in that subject prior to the current year). The school’s scores are then calculated to determine if student growth percentiles meet overall adequate growth within a school.

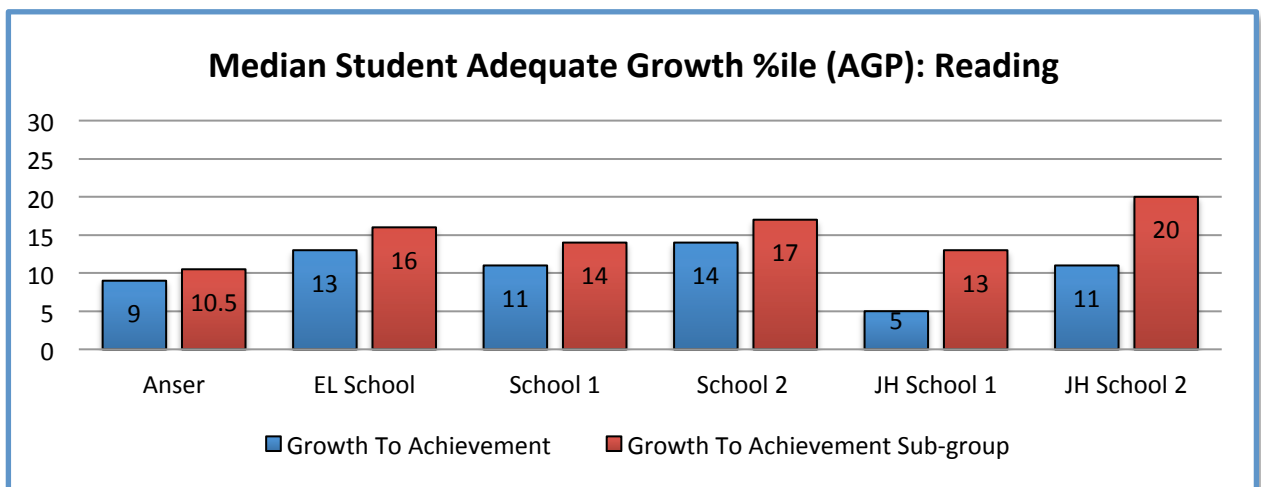
**All schools within the comparison study met expected growth in reading, math and language usage.**



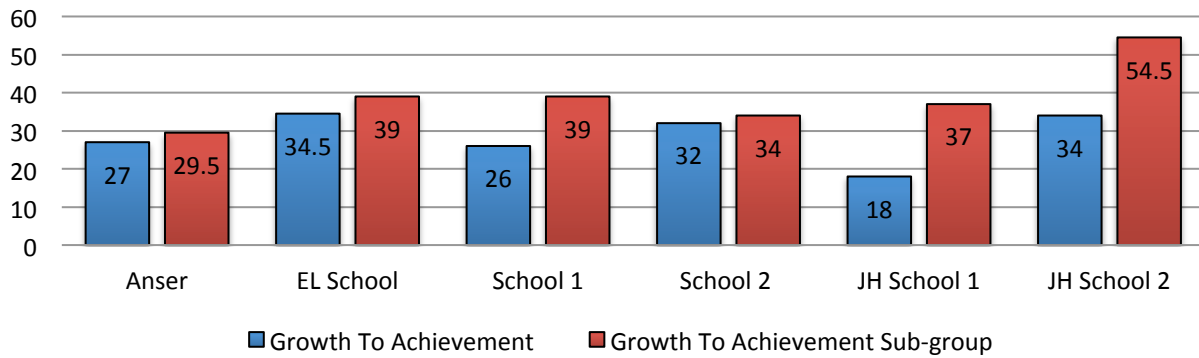


The Adequate Growth Percentile (AGP) provides a criterion-referenced measure of academic growth. Students are measured on whether or not their growth is low, typical or high. The school's scores are then calculated to look at the student median growth scores to determine whether or not the school meets overall adequate growth.

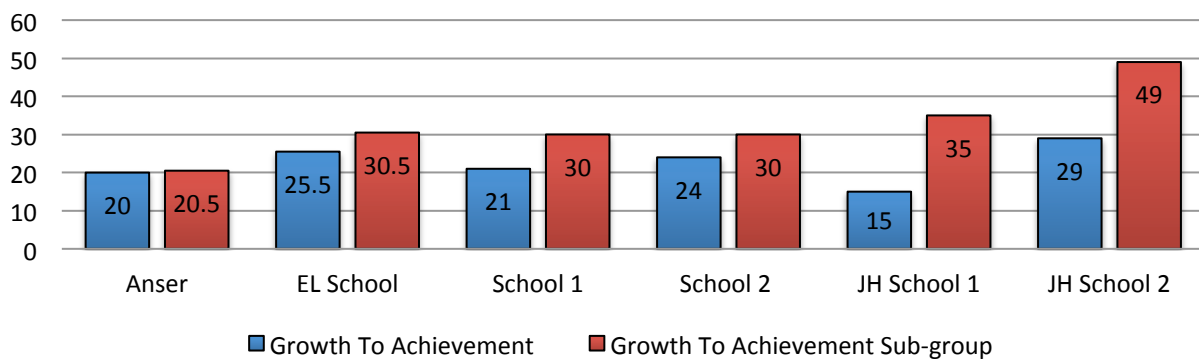
**All schools within the comparison study met student expected growth in all areas being tested (reading, mathematics and language). In growth to achievement for at risk subgroups all schools met student expected growth in reading and language usage and all but one junior high school (JH School 2) met expected growth in mathematics.**



### Median Student Growth %ile (AGP): Mathematics

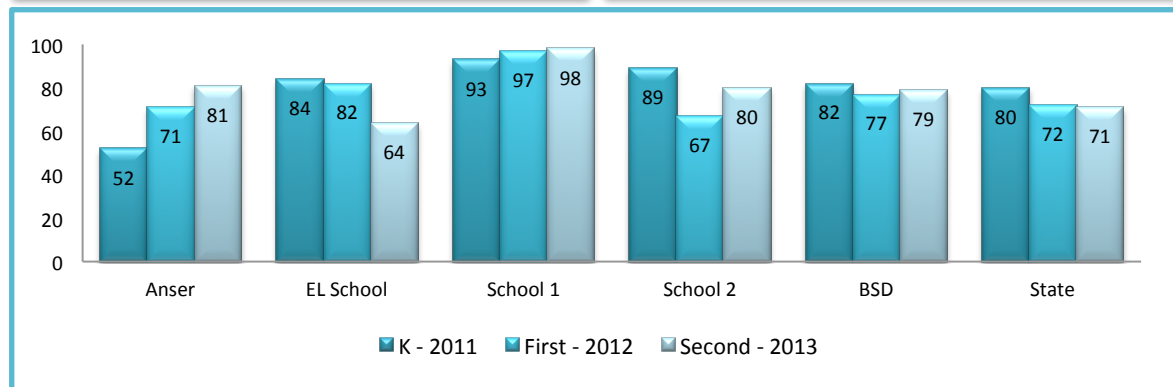
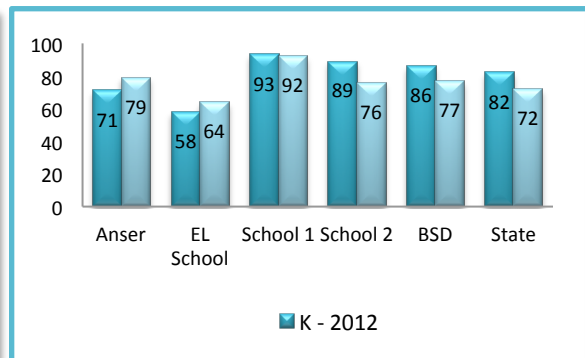
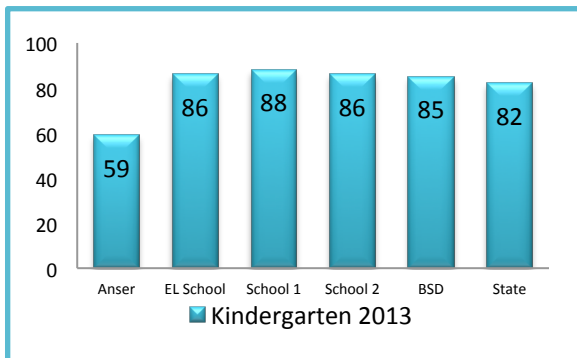


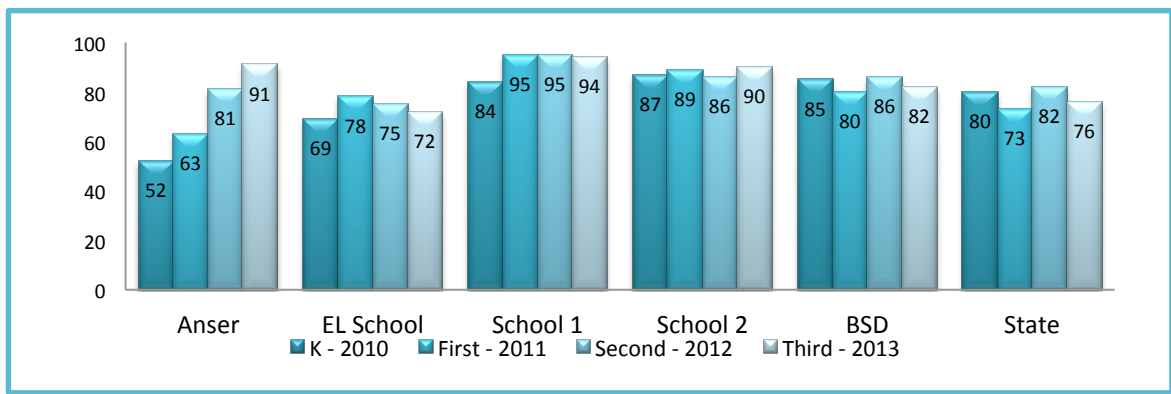
### Median Student Adequate Growth %ile (AGP): Language



## IDAHO READING INDICATOR (IRI) SCREENING

The first chart below represents class wide comparative data for Kindergarten students enrolled spring 2013. The remainder of the charts represents class wide longitudinal comparative data over several years.





Since the inception of the Idaho Reading Indicator (IRI), Anser’s Kindergarten students’ IRI scores have fluctuated. This fluctuation most likely stems from our belief in developmentally appropriate practices. Anser’s mission is *to foster learning that imagines a better world and works toward realizing it; set high academic standards; promote creativity, discovery, reflection and balance; embrace diversity; and use developmentally appropriate practices and real-world experiences to educate within a climate of collaboration, community, character, and compassion.*

One important goal at Anser is to have young children view reading as an important and enjoyable life-long skill in which making connections and understanding is at the heart of their learning. Learning the skills and strategies of being an emergent reader and becoming a confident fluent reader is viewed within this context. Of course, our ultimate goal is for all our students to become critical and confident readers as they move through the grade levels. Evidence within our standardized assessment data speaks to this but more importantly our students’ portfolio work samples and projects provide the evidence we are seeking as an inquiry based school fully incorporating the Idaho Core State Standards and Expeditionary Learning. **As evidenced by the data, Anser students are scoring within the same range as the other two comparative elementary schools within the district by third grade.**

All too often skill and drill practice takes precedence over other activities deemed central to a young child’s development in not just learning how to read, but learning in general. Having a well-trained teacher in the classroom that understands a young child’s literacy development and assesses that development on a consistent basis is Anser’s focus at this grade level. Our kindergarten teachers are very adept at knowing where their students’ are in their development of beginning reading skills and strategies. With that said, **Anser Kindergarten students continue to fall below expectations in automaticity in letter names and sounds when compared to other schools in the district and state.** This continues to be an area of concern and does affect scores on the spring IRI. Kindergarten teachers are aware of this concern and have begun to progress monitor, benchmark and send home progress reports in the area of automaticity on a consistent basis. We hope to see a significant change in our Kindergarten spring IRI scores in the near future.