North Chatham Elementary

“Charting a Course for Success”

Dr. Amanda Hartness- Assistant Superintendent
Mrs. Carla Murray- Principal
North Chatham School Mission

North Chatham will be a diverse community where independence, confidence, and excellence are nurtured as we prepare for the challenges of tomorrow through relevance and innovation.
Charting a Course for Success
North Chatham Elementary
2015 and Beyond
On March 31, 2015, North Carolina received approval from the U.S. Department of Education (USED) to renew the state’s Elementary and Secondary Education Act (ESEA) Flexibility through the end of the 2018-19 school year.

ESEA Flexibility allows the state to implement rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Perhaps most importantly, local education agencies (LEAs) and charter schools have more flexibility in using federal funds to support student learning.

In order to continue to implement ESEA Flexibility, NC must provide to USED, no later than January 31, 2016, an updated list of Priority and Focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

As stated in NC’s ESEA Flexibility request, 2015-16 is considered a planning year for the state’s Priority and Focus schools.
Chatham Has 3 Schools Designated as Focus or Priority Schools

- North Chatham Elementary (Code F) Focus
- Chatham Middle (Code J/G)
- SAGE Academy (Code I/E)

ESEA Flexibility Codes - There are 2 categories of schools, focus & priority schools.

- Code E - Tier I or Tier II SIG school implementing a school intervention model
- Code F - Has largest gaps within school between highest performing students and lowest performing students
- Code G - Has a subgroup with low achievement or if high school low graduation rate
- Code I - Was a previous priority school and was unable to meet exit criteria
- Code J - Was a previous focus school and was unable to meet exit criteria
- Indistar - We are being told that focus and priority schools will use the Indistar rubric this year.
A "focus school" is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is-

- a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
- a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.
- Schools remain in focus status for a 3 year period.
In order to exit Focus School status, Focus Schools must demonstrate sufficient progress based on the following criteria:

- Meet a minimum proficiency standard/graduation rate of 60%;
- Make progress on closing significant achievement gaps between subgroups by demonstrating no subgroup gaps greater than the state three-year average;
- Make progress toward meeting “all AMOs” defined as meeting at least 90% of the achievement Annual Measurable Objectives in the “all students” subgroup (including the other academic indicator) and the AMOs in all other subgroups; and
- Meet the 95% participation rate rule for all subgroups.
North Chatham Student Population

Enrollment as of 10/27/2015 = 510 students in grades K - 5

- White: 300 students (59%)
- Hispanic: 181 students (35%)
- African American: 29 students (6%)
North Chatham Demographic Changes Over Time

Increase of 26.1% Hispanic
North Chatham Poverty Levels 2008-2016

Increase of 14.72%

Average Increase in NC
<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett</td>
<td>94 students</td>
<td>40.7%</td>
</tr>
<tr>
<td>Bonlee</td>
<td>182 students</td>
<td>56.0%</td>
</tr>
<tr>
<td>Chatham Middle</td>
<td>502 students</td>
<td>87.6%</td>
</tr>
<tr>
<td>Chatham Central</td>
<td>149 students</td>
<td>37.0%</td>
</tr>
<tr>
<td>Horton</td>
<td>144 students</td>
<td>37.6%</td>
</tr>
<tr>
<td>JS Waters</td>
<td>148 students</td>
<td>54.4%</td>
</tr>
<tr>
<td>Jordan-Matthews</td>
<td>540 students</td>
<td>68.4%</td>
</tr>
<tr>
<td>Margaret B. Pollard</td>
<td>164 students</td>
<td>25.6%</td>
</tr>
<tr>
<td>Moncure</td>
<td>154 students</td>
<td>50.3%</td>
</tr>
<tr>
<td>North Chatham</td>
<td>217 students</td>
<td>41.35%</td>
</tr>
<tr>
<td>Northwood</td>
<td>386 students</td>
<td>28.1%</td>
</tr>
<tr>
<td>Perry Harrison</td>
<td>164 students</td>
<td>23.7%</td>
</tr>
<tr>
<td>Pittsboro</td>
<td>202 students</td>
<td>38.6%</td>
</tr>
<tr>
<td>SAGE</td>
<td>38 students</td>
<td>70.4%</td>
</tr>
<tr>
<td>Siler City</td>
<td>607 students</td>
<td>78.4%</td>
</tr>
<tr>
<td>Silk Hope</td>
<td>170 students</td>
<td>42.4%</td>
</tr>
<tr>
<td>Virginia Cross</td>
<td>596 students</td>
<td>93.6%</td>
</tr>
</tbody>
</table>

Status as of 10/27/15
Data Sources Used for Regular School Analysis

- NC EOG data for Math and Reading
- NC Annual Measurable Outcome Levels (Federal and State requirements)
- NC EVAAS Value Added Growth Standards by SAS analytics
- Chatham County Free and Reduced Lunch Program Demographics
- North Chatham Total Student Body Demographics (all students)
- North Chatham Tested Grades Demographics (tested students)
- NC EVAAS Diagnostic Report for Growth by Achievement Group by SAS
- NC mCLASS Reading TRC Data for K-2 (Statewide assessments)
- NC mCLASS Dibels Data for K-2 (Statewide assessments)
- CCS Aims Web Math Data for K-2 (Nationally Normed Assessments)
- Scholastic Math Inventory Data for 3-5 (Based on Quantile Framework)
- NC Teacher Working Conditions Survey- every 3 years
Areas of Success for North Chatham

● Parent satisfaction and climate results are very positive
● The school has a Dual Language Program in its 4th year
● Involved PTA and families- Support in the community is strong
● Oldest Positive Behavior Intervention Support Program in the district.
● The school continues to meet or exceed growth each year
● NCE growth data is some of the highest in district and in surrounding districts
● White students and gifted students are meeting testing standards
Areas of Opportunity for North Chatham

- Overall academic achievement results need to increase in all subjects.
- The school needs to reduce the achievement gaps for Latino students, students of poverty, and students who are ESL (English as a Second Language).
- Core curriculum and interventions need to be clearly structured and followed.
- Data needs to be utilized on a consistent basis by all teachers to drive instructional planning.
- Additional outreach should occur for families that are not currently involved in the school.
- Grade level teams should be working as a professional learning community to plan lessons and meet student needs through data-driven practices.
Highlights for Reading Data

- NCE is slightly below the district average in overall reading
- NCE achievement gaps are with the English as Second Language students, Latino, and Poverty students
- Gaps of over 50 points between the highest and lowest subgroups
- School exceeded growth for reading last year and has met or exceeded for the past 3 years
- White and gifted student groups are growing and also reaching the state targets
- The students with disabilities at NCE are doing better than the district average
- NCE is likely not seeing benefits of the Dual Language program yet. Transference typically takes about 5-7 years. The NCE program is in year 4.
North Chatham 5 Year Reading Proficiency Levels

New tests administered in 2012-13
North Chatham 2014-2015 Reading Proficiency Levels by Subgroup

Reading Comparisons

Subgroups

Proficiency %

AMO Goal
NCE
CCS

All
Hispanic
White
EDS
LEP
SWD
AIG
Highlights for Math Data

- NCE is right at the district average or slightly below depending on the grade level
- NCE achievement gaps with Latino, poverty, and English as a Second Language groups
- Gaps of over 40 points (49.2)
- White and AIG students are making growth and are meeting state targets
- All grade level cohorts are showing growth in math
North Chatham 5 Year Math Proficiency Levels

New tests administered in 2012-13
North Chatham 2014-2015 Math Proficiency Levels by Subgroup
Improvement Strategies
District Strategies to Support North Chatham

- Assigned an ASIS Director that will oversee the Support Plan Work- NCE has Tracy Fowler and Darlene Reap-Klosty
- Support Plan Schools will have instructional visits on a more regular basis by the ASIS Team
- Presentation of the Improvement and Support Plans to Dr. Jordan and Senior Leadership Team members
- Supports for new teachers in year 1, 2, or 3. Coaching Support and feedback above what the school normally offers
- **Instructional Priorities** will be set for the district and for each school
- Rigor training with Barbara Blackburn, a National Rigor Expert- December 11, February 12
- Training for Professional Learning Communities by Solution Tree- December 16th and 17th
- Poverty Training with Eric Jensen, a National Poverty Expert- March
- Dual Language Training for ESL and DL teachers with Karen Beeman, National Biliteracy Expert- Ongoing 6 sessions
- Dual Language Team attending NABE conference and visiting Chapel-Hill Schools DL program
- Purchase and implement the Achieve3000 literacy program to increase English and Spanish Literacy
By June 2016 students in Grades 3-5 will demonstrate growth in the areas of reading and math to achieve:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015 EOG</th>
<th>Goal for 2016 as measured by EOG</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade Reading</td>
<td>45.8%</td>
<td>55%</td>
</tr>
<tr>
<td>4th Grade Reading</td>
<td>51.6%</td>
<td>61%</td>
</tr>
<tr>
<td>5th Grade Reading</td>
<td>48%</td>
<td>58%</td>
</tr>
</tbody>
</table>

2015 EOG

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<th>Grade</th>
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<td>3rd Grade Math</td>
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<td>55%</td>
</tr>
<tr>
<td>4th Grade Math</td>
<td>56.0%</td>
<td>66%</td>
</tr>
<tr>
<td>5th Grade Math</td>
<td>51%</td>
<td>61%</td>
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- Gather data to determine reading level (including fluency and comprehension) and math level of K-5 students and work to meet established benchmarks
- Increase opportunities for students to have appropriate reading materials in all content areas.
- Technology intervention support will be expanded throughout the school.
School Strategies for Improvement

By June 2016, North Chatham will reduce the current achievement gap in Math, Reading and Science between White students and Latino/Hispanic students by at least 5%.

- Utilize technology within school to enhance learning support for identified students.
- Hold parent nights to increase understanding of school wider support programs to support student achievement.
- Increase supports for dual language teachers and program growth.

By June 2016, North Chatham Elementary will develop consistent behavior expectations for all areas of the school.

- Work as a school to develop consistent behavior expectations for all areas of the school
- Provide information to parents regarding safety procedures at NCE and hold drills/provide safety equipment for all classrooms
What Can Families Do?

- Read with your child and have your child read each day
- DL families have your child read in English and Spanish
- Utilize the Achieve 3000 program at home for DL students
- Help your child with basic math facts: addition, subtraction, multiplication
- Stay involved with the school- PTA, teacher conferences, events
- Review your child’s weekly folder
- Review quarterly data and progress reports and ask questions
“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

-Ron Edmonds
Any Questions?