

Mountain Home School District #193
Differential Pay 2013-2014

Measures of Growth in Student Achievement that were used:

- STAR Math
- Star Reading
- IRI
- Mountain Language
- Multiple math teachers implementing MTI strategies
- Using Saxon Baseline tests to measure growth throughout the year
- Implementing Inquiry strategies in multiple departments
- More critical reading in Social Studies classes
- Implementing more technology in English and Science classes, and seeing improvements in projects from the students
- Implementing Cornell Notes in a few classes
- Changing grading practices to encourage student attendance (class discussion grades that can't be made up if student is absent).

Target Benchmarks:

Kindergarten:

Goal:

- 85% of all Kindergarten students would receive a score of 3 on the Spring IRI.

First Grade:

Goal:

- Our first grade student populous at Mountain Home Air Force Base Primary by spring of 2014 will reach the following benchmarks at 80% proficiency:
- STAR Math: 2.0 or higher
- STAR Reading: 2.0 or higher
- IRI: 3 (53 words per minute)
- 85% of all Kindergarten students would receive a score of 3 on the Spring IRI.

Second Grade:

Goal:

- Our goal is to try to move our STAR Reading scores to 80% of our students scoring between 25th and 75th Percentile.

Third Grade:

Goal:

- Third grade agreed our goal is that 90% of our students will show measurable improvement on their Language Arts portion of the STAR testing from the beginning of the year to their last STAR test.

Fourth Grade:

Goal:

- Students will complete Mountain Language on a weekly basis with 80% accuracy. The Mountain Language will be gone over and reviewed with the teacher as a whole class after students have had a chance to complete their own. The data will be charted weekly in the gradebook and any students not completing it with 80% accuracy will need to correct their mistakes to make sure they understand.

Fifth and Sixth Grade:

Goal:

- Increase proficiency by 1.5 grade Equivalency

Secondary Education:

Goals:

- Improve attendance and participation in finals (semester and year end).
- Increase the use of Common Core methodologies

Goal Results:

From principals that reported:

Kindergarten:

Goal Results:

- 85% of all Kindergarten students would receive a score of “3” on the Spring IRI.
 - ~ 94% of students reached goal
 - ~ 68% of students reached goal

First Grade:

Goal Results:

- Our first grade student populous at Mountain Home Air Force Base Primary by spring of 2014 will reach the following benchmarks at 80% proficiency:
- STAR Math: 2.0 or higher
- STAR Reading: 2.0 or higher
- IRI: 3 (53 words per minute)

Results			
~ STAR Math 2 or higher	43%	65%	71%
~ STAR Read 2 or higher	43%	75%	50%
~ IRI = 3	85%	67%	70%

Second Grade:

Goal Results:

- Second Grade’s Goal will be to try to move our STAR Reading scores to 80% of our students scoring between 25th and 75th Percentile.
 - ~ 90% of students scored above the 25 percentile.
 - ~ 89% of students scored above the 25 percentile.

Third Grade:

Goal Results:

- Third grade agreed our goal is that 90% of our students will show measurable improvement on their Language Arts portion of the STAR testing from beginning of the year to their last STAR test.
 - ~ 90% of students showed growth
 - ~ 81% of students showed growth

Fourth Grade:

Goal Results:

- Students will complete Mountain Language on a weekly basis with 80% accuracy. The Mountain Language will be gone over and reviewed with the teacher as a whole class after students have had a chance to complete their own. The data will be charted weekly in the gradebook and any students not completing it with 80% accuracy will need to correct their mistakes to make sure they understand.
 - ~ 83% of students have met the Mtn. Language goal.
 - ~ 81% of students have met the Mtn. Language goal.

Fifth and Sixth Grade:

~ Overall			~ Overall		
~ Math	747	34.2	~ Reading	1175	8.7
	880	18.9		1170	10.1
	40.535	1.055		54.65	0.445
	1627	53.1		2345	18.8
~ School			~ School		
Average	81.35	2.655GE	Average	117.25	0.94 GE

- ~ As a school, our students increased 2.65 Grade Equivalents in Mathematics and .94 Grade Equivalents in Reading.

Secondary

Goal Results:

- ~ Attendance increased by a few percent and overall finals participation was up.

Amounts awarded

- See attached Excel File

Narratives: This is a summary of comments from the principals

Elementary Principals:

Teachers who set a goal on growth for the year met their goals more than those setting their goals on proficiency did. Students should make a years' growth during the school year and if we work with students that need to make more growth, we expect them to make more growth. Students that were in intervention groups did make growth, but not quite enough to close the gap of being proficient.

Teachers who knew their goals and worked towards them made some great progress. There were teachers who had forgotten what their goal was and did not make the same growth. I, as the principal, learned that it would be helpful to ask the teachers how they are coming on their goals. This would keep teachers thinking about them and would help give teachers incentives to work towards them.

Teachers that made their goals felt like staying true to the program yet bringing in extra information to fill the gaps or to help individual students really helped. This was great to hear since this is the direction the district is going. Completed homework, whether it is reading logs or math assignments, also seemed to help students move in the positive direction. Other things that helped were checking assignments right away and having student correct them, additional review of skills, repeated teaching of skills, and challenging students with higher ZPD learning.

Middle School Principal:

The averages would indicate that the curriculum, supplements, and instructional delivery in the area of Mathematics are doing well but we will need to examine our delivery methods or find adequate supplements to our Reading and Language Arts curriculum as it is not far off the pace, but certainly is not keeping pace with the Math curriculum.

Secondary Principals:

MHHS:

The most glaring weakness I saw was a training/understanding of how to use data or make data driven decisions by our staff. Many people had ideas of things they wanted to focus on, but really didn't know how they were going to measure whether it was successful or not. Some teachers set realistic goals, but when they compared their data, they didn't feel like it was successful due to many variables, like attendance. I am okay that they weren't successful though because they were willing to try new and different strategies, and not everything will be a success.

While this wouldn't be called a huge success at the high school, I plan to build on the notion of trying new approaches and having teachers share practices that work with their colleagues, especially in the area of incorporating more technology into the classrooms.

Summary:

Overall, the differential pay program did help student achievement and provided additional incentives for the staff to try new methodologies and collaborate more closely with colleagues.