



Irving School
School-wide SLO's
2015-2016
Jennifer Olson

SLO #1: Academic: READING

78% of students in Grades 1-5 will score at or above the benchmark on the DIBELS Oral Reading Fluency (DORF-Accuracy) end of year assessments administered in May 2015.

- **Rationale:** *Using the Oral Reading Fluency assessment to listen to a child read aloud for 1 minute and calculating the number of words read correct per minute provides a highly reliable and valid measure of general reading achievement, including comprehension.*
- **RESULTS:**

Grade	2015 -2016 Result Irving School
DORF (Accuracy)	61%
DORF (Fluency)	54%
DORF (Retell)	78%
DORF AVERAGE	64.3%

DIBELS COMPOSITE SCORES

	BOY	MOY	EOY	District Growth School Growth From BOY to EOY
Grade K	36%	75%	67%	29% vs 21%
Grade 1	66%	66%	74%	8% vs 8%
Grade 2	62%	68%	64%	2% vs 2%
Grade 3	65%	63%	65%	5% vs -3%
Grade 4	49%	50%	54%	17% vs 3%
Grade 5	46%	58%	60%	18% vs 14%
Total	54%	63%	63%	



SLO #2: Academic: MATH

Students in Grades 1-5 will make a minimum of an 8% growth in the number of students scoring at or above the benchmark on the AIMSWEB Math Computation (MCOMP) from the spring 2015 administration to the spring 2016 administration.

- **Rationale:** *Using the M-COMP Assessment to assess students basic facts and complex computation using whole numbers, fraction, decimals, percentages, and integers, provides a highly reliable and valid measure of students fact fluency and serves as early detection of students at risk for math difficulties.*

- **RESULTS:**

Grade	2015-2016 Results Scoring at benchmark	Growth From 2014-2016
1 st Grade	(46/54) 85%	+4%
2 nd Grade	(36/48) 75%	+12%
3 rd Grade	(36/48) 65%	+10%
4 th Grade	(36/55) 75%	+10%
5 th Grade	(45/60) 65%	+1%
Average	73%	+7.4%

- **Review Scores Report By Performance Range**

Review Exit/Entry

Review Status/Programming



SLO #3: Attendance

Irving School will decrease the number of students with chronic absenteeism in Grades K-5 from 22.25% in 2014-2015 to 10% by June 2016.

- **Rationale:** *Chronic absenteeism is associated with lower academic performance. Current research shows how disparities in school attendance rates are contributing to achievement gaps and high school dropout rates across the country. We believe that monitoring and promoting attendance, as well identifying and addressing barriers to good attendance, will help our students achieve at higher rates.*

Reducing chronic absenteeism is a focus of the CT Alliance District Grant. The school is also participating in a state funded Kindergarten Attendance Grant in partnership with the CT Juvenile Justice Department. Staffing changes at the school support this initiative by funding a F/T Attendance Coordinator.

- **RESULTS:**

2014-22.5% Chronically absent Q1 17% Q2: 20% Q3:24% Q4: 28%

2015-2016 SY: 10.2% Chronically absent BOY: 12.00% MOY:17.00% EOY:11%

Reduction 12.3% (368 Total Students - 36 Students W/D = 332 Total Students. **(34/332)**)

