

Scottsburg Middle School

School Improvement Plan 2016-2019

1. Scottsburg Middle School Profile

Community

Scottsburg is a rural community located thirty miles north of Louisville, Kentucky and ninety miles south of Indianapolis. The school corporation serves the city of Scottsburg and the surrounding townships of Finley, Johnson, Lexington, and Vienna. The current population of the county is counted at 23,704 and the city of Scottsburg is estimated at 6,747 (US Census Bureau, 2011). The county is predominately Caucasian. Primary employers in the area are small manufacturing and service industries. The most recent unemployment rate for the county is just under 10%, and the percentage of children living in poverty is 40% (although the SMS assistance rate is 51%). There is a reported 5% teenage pregnancy rate. The per capita income is \$19,414. The 2004-2006 state average per pupil expenditure is reported as \$10,029. In Scott County that figure is \$9,065. According to most recent census, 74.3% of the adult population in Scott County has earned high school diplomas and 9.9% have obtained bachelor's degrees. The county was identified as having the lowest health outcomes of any county in Indiana.

School

Scottsburg Middle School is a dynamic learning environment for students and staff. We launched our digital transformation in 2011 to improve learning outcomes for SMS students and to better equip them with tools required for success in the 21st century. Our school has twice achieved recognition by Apple, who designated SMS as a Distinguished Program in 2013, 2015, and 2017.

SCSD2 and SMS have furthered transformation efforts with ongoing professional development and by providing 1:1 mobile device access for all students 6-8. The initiative goals that guide the overall school transformation are

- Increase student engagement.
- Increase individual learning opportunities.
- Increase 21st century skill development.
- Decrease the digital divide in the community.
- Increase student achievement.

Our school curriculum, instruction, assessment, professional development, and physical plant have all been impacted by the transformation.

21st Century Curriculum: The SMS curriculum is locally adopted and reviewed. In conjunction with our transformation to a blended learning environment, all core and related art subjects participated in considerable curriculum realignment in 2011-2012. The recent Indiana shift away from Common Core Standards (the foundation of our curriculum efforts over the last two years) will require SMS to reexamine all cores subject curriculum documents through the lens of the new Indiana Academic Standards.

21st Century Instruction: Two teaching teams at each grade level coordinate the instructional program. These teams consist of language arts, math, science, social studies, special needs, and a rotating related arts staff including, art, choir, band, FACS, and physical education. Access to tech-enhanced instruction has greatly changed previous instructional strategies. SMS teachers have always worked to provide quality instruction with engaging, developmentally appropriate strategies such as pre-post testing, checks for understanding, and differentiation for learning styles, interests, or ability levels. Access to the SMS Canvas learning management system has allowed teachers to deliver instruction with current, relevant resources, to connect with students 24/7 or with peers in social learning activities, to provide just-in-time learning and archived experiences for students needing another look, and to capitalize on the efficiencies of digital assignment submission. All of these transformative approaches require great work, risk, and collaboration on the part of the teachers and the administration.

The SMS class schedule in 2018-2019 is a 55 minute roll. Each class meets daily but at different times each of the days. Teaching teams are responsible for coordinating curriculum delivery that meets local and state standards, the developmental needs of middle school students, thematic instructional activities, shared expectations of academics and behavior, parent communication, and celebratory events. Self-contained (ED, and multi-cat), inclusion, and accelerated/cluster classes are in place to meet the educational needs of special education and high ability students.

Numerous extra-curricular opportunities are offered through service clubs and academic or athletic teams. The guidance department provides leadership in the development of academic support, social skills, and career study. The guidance department is a state Gold Star program. Guidance goals align with the school improvement goals outlined in this document.

21st Century Assessment: Student assessment opportunities at SMS are varied and multiple. Teachers use traditional assessment tools such as class discussion, worksheets, quizzes, and exams, and frequently provide assessment opportunities through projects, portfolios and other choice activities using rubric evaluation. Students take the NWEA MAP Growth tests at the beginning, middle, and end of each year. The ISTEP+ (soon to be ILEARN) tests are administered at the 6th, 7th, and 8th grades. Select SMS students participate in ISTAR assessment. Other assessment data is derived from student performance on Study Island (LA and Math) and Gizmos (science).

21st Century Infrastructure: Scottsburg Middle School is the single middle school serving Scott County School District 2 and is receives students from four Scott 2 elementary schools. SMS is a 6-8 building dedicated to the middle school concept. The current student population is 620 and the staff includes two administrators, thirty-five teachers, two counselors, one nurse, one half-time media/technology integration specialist, and fifteen support staff. Thirty-two faculty members hold masters' degrees.

Our facility opened in 2002 and it was designed specifically to support middle school instruction, enhance collaborative teaming, and maximize the safety of the learning environment. There are three grade level wings that provide separation of students built around a modern media center. Each wing has clustered rooms that house teams of students in the core subjects.

SMS is a technology-rich environment. Our students have individual iPad4 mobile devices for 24/7 learning. Teaching teams share carts of 30 macbook air laptops. Teachers have Macbook Air laptops and iPads that can connect to overhead LCD projectors via Apple TV. The Lightspeed content filter and Filewave are two tools that the corporation technology team use to manage devices and program and app content. Devices are funded through grants, redirected textbook money, and small parent rental fees (\$140).

21st Century Leadership: School leadership is based on a Team Leader system. Lead faculty members meet monthly to plan activities, provide input to the administration, and coordinate school improvement efforts. The building's Teacher Association (ISTA/CTA) and the administration have a positive relationship. The school has high rates of teacher attendance at meetings and training sessions. School leadership utilizes a variety of communication methods both internal and external. Information is shared internally via email, Canvas, and Google Docs. Information is shared externally through email, Eventlink, the School Messenger automated calling system, the SMS web site (www.sms/scsd2.k12.in.us), the web-based Harmony Student Management system, a weekly parent/student newsletter called the SCOOP, and a mid-term parent newsletter called the Middle Ground. SMS also communicates with stakeholders through Facebook, Twitter, and Instagram.

Demographic Trends (state averages in parentheses).

	Enrollment	Free/Reduced %	IEP %	Ethnicity/ White%	ELL%	Attendance
2014-2015	594	55.9	17.3	93.1	0.03	96.0
2015-2016	598	55.9	17.2	93.3	0.03	95.8
2016-2017	623	57.0	19.0	93.1	0.10	95.8
2017-2018	598	55.6	19.2	94.3	0.50	95.65
2018-2019						

2. Statement of Mission, Vision, and Beliefs

Scottsburg Middle School Mission Statement

Scottsburg Middle School is an innovative community of learners dedicated to helping ALL students learn, grow, create, collaborate, and contribute.

Scottsburg Middle School Vision Statement

Scottsburg Middle School is an educational beacon where students, staff, parents, and community members collaboratively prepare students to be productive, responsible, and caring citizens who make contributions to the global community.

Scottsburg Middle School Belief Statements

All people are unique and can learn when students, staff, parents, and the community share joint responsibility for achievement.

All people deserve both the challenge and the opportunity to maximize their potential.

Diversity and creativity must be respected and nurtured.

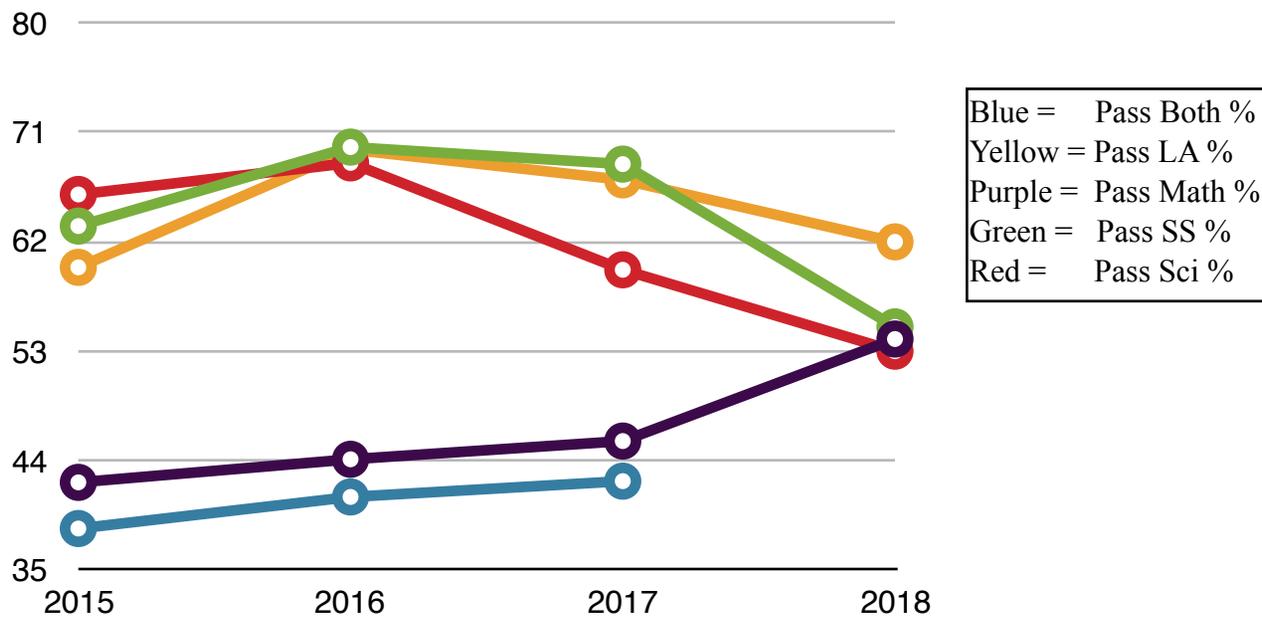
Learning requires consistency in a safe and secure environment.

Members of the school community have the responsibility to treat all others with respect.

3. Performance Data

ISTEP+ Overall School Pass Rate Trends (*numbers in parentheses are state averages)

	Pass Both %	Pass ELA %	Pass Math %	Pass Science %	Pass SS %
2013-2014	69.9 (74.7)	77.3 (80.7)	78.6 (83.5)	68.9 (71.9)	71.6 (72.4)
2014-2015	38.4 (53.5)	59.9 (67.3)	42.2 (61.0)	65.9 (69.2)	63.3 (70.4)
2015-2016	41 (49)	69.6 (64)	44.1 (55)	68.5 (65.1)	69.8 (67.2)
2016-2017	42.3 (51.4)	67.1 (65.2)	45.6 (58.6)	59.7 (63.2)	68.4 (63.5)
2017-2018		62 (tentative)	54 (tentative)	53 (tentative)	55 (tentative)
2018-2019					



ISTEP+ ELA Performance Domain

	SMS Pass Rate	State Pass Rate	SMS 6th Pass Rate/ Median Growth	SMS 7th Pass Rate/ Median Growth	SMS 8th Pass Rate/ Median Growth
2014-2015	59.9	67.3	64.5 / 54	61.6 / 56.5	52.7 / 51.5
2015-2016	74.6	65	74.6 / 54	72.4 / 57	72 / 72
2016-2017	67.1	65	71.3 / 55	66.0 / 52	65.1 / 60
2017-2018	62 (tentative)		62 /	59 /	62 /

ISTEP+ ELA Disaggregated Performance

	Paid	F/R	GenEd	SpecEd
2015-2016	80	60	83.1	20.8
2016-2017	80.5	57.1	77	21.1
2017-2018				

ISTEP+ ELA Growth Domain

	Top 75% Growth	Bottom 25% Growth	Points
2015-2016	109.1	114.7	111.9
2016-2017	107.3	98.9	103.1
2017-2018	92.2	96.9	94.6

ISTEP+ Math Performance Domain

(*numbers in parentheses are state averages)

	SMS Pass Rate	State Pass Rate	SMS 6th Pass Rate/ Median Growth	SMS 7th Pass Rate/ Median Growth	SMS 8th Pass Rate/ Median Growth
2014-2015	42.2	(56.8)	48.1 / 38	40.6 / 39	36.9 / 30
2015-2016	46.3	(55.0)	55.5 / 35.5	38.9 / 43	42.4 / 43.6
2016-2017	45.6	(58.6)	51.6 / 29	40.1 / 35	46.3 / 50
2017-2018	54		61	48	54

ISTEP+ Math Disaggregated Performance

	Paid	F/R	GenEd	SpecEd
2015-2016	78.8	55	51.2	15.5
2016-2017	58.3	36.1	52.6	13.6
2017-2018				

ISTEP+ Math Growth Domain

	Top 75% Growth	Bottom 25% Growth	Points
2015-2016	87.8	88.2	88.0
2016-2017	83.6	88.6	86.1
2017-2018	96.2	107.4	101.8

A-F Accountability

2011-2012 SMS Grade = B (3.5 points on 4.0 scale)

ELA 2.5 + 1.0 = 3.5

Math 2.5 + 1.0 = 3.5

2015-2016 SMS Grade = B 80.3

Performance Domain 60.5 (30.25)

Growth Domain 100.0 (50.0)

2012-2013 SMS Grade = B (3.25 points on 4.0 scale)

ELA 2.5 + 1.0 = 3.5

Math 3.0 = 3.0

2016-2017 SMS Grade = C 76.4

Performance Domain 29.1 [ELA 34.45/Math 23.6]

Growth Domain 47.3 [ELA 51.5/Math 43.0]

2013-2014 SMS Grade = B (3.25 points on 4.0 scale)

ELA 2.5 + 1.0 = 3.5

Math 3.0 = 3.0

2017-2018 SMS Grade = C 79.1

Performance Domain 30.0 [ELA 32.2/Math 27.75]

Growth Domain 49.1 [ELA 47.3/Math 50.9]

2014-2015 SMS Grade = D (1.5 points on 4.0 scale)

ELA 3.0 = 3.0 **DOE HOLD HARMLESS**

Math 0.0 - 1.0 = 0.0

Summary of Data

- ELA ISTEP+ performance and growth are both regressing, falling back toward the state averages.
- Math ISTEP+ performance and growth showed significant improvement in spring 2018.
- Math ISTEP+ performance rates mirror the ups and downs of the state average.
- Attendance rates remain static at just under 96%.

4. Conclusions about current educational programming

- A) SMS needs to drill down into ISTEP+ subtest scores to find patterns of strength and targets for growth.
- B) The fall 2018 shift to Pearson Math should be closely monitored to determine its effectiveness in preparing students for ILEARN growth and performance.
- C) The NWEA MAP Growth benchmark assessment program has sparked growth in math performance. We should continue to use the program to inform math instruction and increase attention to the data to inform ELA instruction.
- D) SMS needs to investigate the regression in ELA performance within the framework of the new literacy standards and ILEARN exam.

5. Parent Participation, Cultural Competency, Technology, Safe Learning Environment, and P.D.

Parent Participation at SMS

Scottsburg Middle School believes that parent communication and involvement are key components to student success. Administration, faculty, and staff constantly strive to bridge the gap between home and school. Over the past few years, we have created multiple new programs to encourage parent participation that foster student achievement.

Scottsburg Middle School promotes parent communication through:

- | | |
|---|---|
| Scoop Weekly Newsletter | Middle Ground Mid Term Parent Newsletters |
| Harmony Accessibility | Fall Parent-Student-Teacher Conferences |
| Targeted Parent Conferencing | Website |
| Facebook | Twitter/Instagram |
| Open House | School Messenger Phone System |
| Harmony mass emails | Fifth Grade Orientation |
| Roadmap to High School Parent Trainings | |

Scottsburg Middle School promotes parent participation though:

- | | |
|-------------------------------|---|
| Fundraising | Assemblies |
| Gold Star Advisory Committee | 8th Grade High School Graduation Practice |
| Concert & Athletic Attendance | School Dance Chaperones |
| Field Trip Chaperones | Team Celebrations |
| Book Fair Volunteers | |

Cultural Competency

Our cultural competency focus area for 2018-2019 is **trauma support**. By studying the causes and effects of trauma, we can more directly support learners and their families. Trauma-informed instruction will increase connectivity between students and staff and make instructional efforts more impactful.

Technology is an effective learning tool at SMS.

Scottsburg Middle School offers first rate technological opportunities to students and staff. Each student and teacher has 24/7 access to their own iPad. Teaching teams have their own classroom sets of Macbook Air laptops. Teachers have Macbook Pro laptops that are linked to overhead LCD projectors and Apple TVs.

Classroom teachers are studying meaningful ways to integrate technology for instruction, assessment, remediation, and enrichment. Professional development funds (as specified by the grant) are devoted to technology training and curriculum planning. Canvas is the school-wide digital learning platform. Google Docs is one example of incorporation of cloud computing. Accelerated Math, Study Island, and Gizmos (science) are paid on-line programs to support learning. Pages, Keynote, and iMovie and a variety of iPad apps support student creativity.

The blended learning transformation has required inordinate levels of study and risk taking on the part of the SMS staff. SMS is leading the way for the district and region. The faculty should be commended.

SMS has a safe and disciplined learning environment.

Scottsburg Middle School provides a safe and disciplined learning environment for all students and staff members. The Student Agenda and Faculty Handbook policies are reviewed and updated annually by corporation administrators, Scott County School District 2 School Board Members, Scottsburg Middle School Administration, faculty, staff, students, and parents. The Comprehensive Disaster Management Plan is also updated and reviewed annually in compliance with the Indiana Department of Fire and Building Services.

Scottsburg Middle School promotes physical safety through:

- | | |
|---|---|
| Review and Update Crisis Plan Annually | Student schedule minimizes cross grade access |
| CPR Training | Maintaining two AED's in building |
| Security cameras throughout the building | Locked Campus/ "buzz in" system in office |
| Teacher supervision plan for AM and PM | Fully tobacco-free campus |
| Separated car/bus zones | Red/green cards for safety drills |
| Monthly adm./cust. building walk throughs | Visitor sign in process with Raptor identification checks |
| All staff members have handheld radios | Security officer on campus 7:30-3:30 each day |

Scottsburg Middle School promotes emotional safety through:

Bullying Prevention Program	Warrior Window message system
Transition programs that support students	Grade Level Meetings
Child Abuse Awareness training	Gold Star Counseling program
Guidance/Adm meeting forms for students	Canvas Conversation program to increase private reporting from student to teacher

Professional development is valued at SMS.

Professional development is varied and abundant at SMS. As needs become more personalized due to the digital integration transformation, more personalized training is necessary.

Summer Learning

All teachers are invited to attend up to four SCSD2 Summer Drop In PD days. Fifty percent of SMS teachers attended at least one of these days last summer.

School-Year Learning

SMS professional development is offered throughout the year. Faculty meetings and Tech Talk prep sessions feature tools or techniques to improve instruction. Our eLearning Director and our Media and Technology Integration Specialist also offer hip-to-hip individual teacher help sessions throughout the year. We are in year two of using Canvas as our LMS. Modules for each segment of Canvas use were created and remain accessible for teachers 24/7. Teachers earned ‘badges’ for each completed module and those badges demonstrate increase in Canvas operational capacity.

Independent Learning

Ninety percent of our current staff have completed the independent learning path for Apple Teacher certification.

These activities support the Core Principles of Professional Development in that the activities are linked to the overall school improvement plan, are sustained over time, have clear expectations, and are collegial. They are designed to directly impact instruction and to support risk-taking.

6. SMS School Improvement Implementation Plan for LANGUAGE ARTS

GOAL: SMS students will become better readers and writers as evidenced by a 75% ILEARN ELA pass rate by spring 2019.

Benchmarks

- By the spring of 2019, our school will have a 60% median growth rate.
- By the spring of 2019, 85% of our students will demonstrate typical or high growth on the ISTEP+ exam.
- By the spring of 2019, 55% of our students will demonstrate meet expected NWEA MAP growth in reading and language usage.

DATA Targets for ELA Improvement

Year	Overall ISTEP+ Pass Rate	ISTEP+ Median Growth Rate	% Typical or High Growth ISTEP+	% Students MET NWEA growth
14-15	59.9%	54.0	70%	
15-16	69.6%	61.0		
16-17	67.1%	56.0		
17-18	62%			
18-19				

Annual Assessments

NWEA MAP Growth August/December/March
 ISTEP+ Applied Skills March
 ISTEP+ Multiple Choice April
 Study Island custom assignments ongoing

ILEARN exam starts in April 2019

ELA Strategies/Interventions

TIER 1 - CLASSROOM INSTRUCTION

- Students will actively participate in ELA instruction at 275 minutes per week.
- Students will study Indiana Academic Standards.
- Students will be trained in Close Reading skills.
- Students will practice ELA skills in the digital Study Island Program.
- Students will develop 21st century skills in ELA classes (blogging, online note taking, etc.)
- Students will participate in the uRead program (choice reading with high book count in varied genre).
- Students will learn language conventions using multiple teaching strategies.
- Teachers will differentiate instruction to meet learner needs (example: Lit Circles)
- Teachers will use data to guide instruction.

TIER 2 - TARGETED INTERVENTION

- High Ability students will be cluster-grouped for differentiated instruction.
- Select sixth grade students will receive skill remediation during SSR.
- Some ISTEP-deficient IEP students will receive daily instruction in a learning lab.
- Identified deficient general education students will receive remediation 20 min/week.
- Teachers will implement targeted Study Island activities to remedy deficits.
- IEP students will receive accommodations as directed in their individual plans.

TIER 3 - INTENSIVE INTERVENTION

- Self-contained instruction will be provided for select MiMH and ED students.

Professional Development Activities

- ELA teachers will hold data discussions at least once per semester.
- All teachers will receive training in close reading.
- ELA teachers will collaboratively create a rubric-based school-wide writing program.
- ELA teachers will examine 21st century learning tools as a means to increase student engagement.
- All teachers will investigate close reading.
- ELA and Special Ed teachers will work collaboratively on lesson planning.
- ELA teachers will receive trauma-informed instruction training.
- All teachers will access data in the SDA Five-Star Pivot data system.

7. SMS School Improvement Implementation Plan for MATH

GOAL: By the spring of 2019, SMS students will increase math literacy as evidenced by a 75% ISTEP+ pass rate by Spring 2019.

Benchmarks

- By the spring of 2019, our school will have a 60% median growth rate.
- By the spring of 2019, 80% of our students will demonstrate typical or high growth on the ISTEP+ exam.
- By the spring of 2019, 55% of our students will meet expected growth in NWEA MAP Math tests.

DATA Targets for Math Improvement

Year	Overall ISTEP+ Pass Rate	ISTEP+ Median Growth Rate	% Typical or High Growth ISTEP+	% Students Met NWEA Map Growth
14-15	42.2%	37.0	51%	
15-16	44.1%	41.0		
16-17	45.6%	38.0		
17-18	54%			
18-19				

Annual Assessments

NWEA Map Growth Math	BOY / MOY / EOY
ISTEP+ Applied Skills	March
ISTEP+ Multiple Choice	April
Study Island	ongoing

ILEARN test starts April 2019

Math Strategies/Interventions

TIER 1 - CLASSROOM INSTRUCTION

- Students will actively participate in Math instruction at 275 minutes per week.
- Students will study Indiana Academic Standards.
- Students will participate in rigorous, tech-enhanced digital math activities on a weekly basis.
- Teachers will implement the Pearson Online math program starting in the fall of 2018.
- Teachers will use data to guide instruction.

TIER 2 - TARGETED INTERVENTION

- High Ability students will be cluster-grouped for differentiated instruction.
- Some ISTEP-deficient IEP students will receive daily instruction in a learning lab.
- Teachers will spot remediate students based on Immersion math performance.
- IEP students will receive accommodations as directed in their individual plans.
- Identified general ed students will receive remediation at least 20 minutes a week.

TIER 3 - INTENSIVE INTERVENTION

- Self-contained instruction will be provided for select MiMH and ED students.

Professional Development Activities

- Math teachers will hold data discussions at least once per semester.
- Math teachers will investigate strategies to improve direct instruction.
- Math teachers will examine 21st century learning tools as a means to increase student engagement.
- All teachers will access data in the SDA Five-Star Pivot data warehouse system.
- Math teachers will receive Pearson training.
- Math teachers will receive trauma-informed instruction training.
- Math and Special Ed teachers will work collaboratively on lesson planning.

8. SMS School Improvement Implementation Plan for SCIENCE and SOCIAL STUDIES

GOAL: By the spring of 2019, SMS students will pass the 6th Grade ISTEP+ Science and 7th Grade ISTEP+ Social Studies exam at a rate of 75% or better.

DATA Targets for Science Improvement

Year	6th Grade ISTEP+ Science Pass Rate	7th Grade ISTEP+ SS Pass Rate
14-15	65.9%	63.3%
15-16	68.5%	69.8%
16-17	59.7%	68.4%
17-18	53.0	55.0
18-19		

Annual Assessments

Study Island Common Assessments	Ongoing
ISTEP+ Applied Skills	March
ISTEP+ Multiple Choice	April
Gizmos labs	ongoing

ILEARN tests begin April 2019 (SS will no longer be tested.)

Science and Social Studies Strategies/Interventions

TIER 1 - CLASSROOM INSTRUCTION

- Students will actively participate in Science and SS instruction at 280 minutes per week.
- Students will study Indiana Academic Standards.
- Students will receive training in Close Reading skills.
- Students will access online instructional opportunities for instruction and enrichment.
- Students will participate in hands on and digital (Gizmos) science labs.
- Students will produce evidence-based written responses to exam questions.
- Students will take standards-based common assessments over Indiana standards.
- Teachers will use data to guide instruction.

TIER 2 - TARGETED INTERVENTION

- Skill deficient students will receive remediation from classroom teachers.
- IEP students will receive accommodations as directed in their individual plans.

TIER 3 - INTENSIVE INTERVENTION

- Self-contained instruction will be provided for select MiMH and ED students.

Professional Development Activities

- Science and SS teachers will hold data discussions at least once per semester.
- Science teachers will plan, implement, and review a coordinated hands on and digital lab program.
- Science and SS teachers will examine 21st century learning tools as a means to increase student engagement.
- Science and SS teachers will receive trauma-informed instruction training.
- Science, SS, and Special Ed teachers will work collaboratively on lesson planning.

9. SMS School Improvement Implementation Plan for ATTENDANCE

GOAL: By the spring of 2019, SMS students will attend school at a rate of 96.5% or better.

DATA Targets for Attendance Improvement

Overall Attendance Rates

Year	Overall Attendance Rate
14-15	96.0%
15-16	95.8%
16-17	95.8%
17-18	95.65%
18-19	

Strategies/Interventions

Attendance Strategies/Interventions

TIER 1 - WHOLE-SCHOOL

- Student attendance rates will be assigned values of exemplary, good, satisfactory, poor, and unacceptable.
- The School Messenger automated calling system will be used to contact parents of truant students each day.

TIER 2 - TARGETED INTERVENTION

- Students will have individual attendance meetings when they pass the fifth absence.

TIER 3 - INTENSIVE INTERVENTION

- Parents of students will be cited to SCARB for violation of the attendance intervention planned with the administration.

10. Waivers: We will not apply for waivers regarding the academic program with the exception of the textbook waiver.

11. Three-year timeline:

2016-2017 Review Spring 2016 ISTEP scores
Analyze ISTEP growth rates
Analyze sub test performances
Monitor PD activities
Correlate ISTEP /SI/STAR data
Monitor common assessment scores
Review attendance data and interventions

2017-2018 Select new SIP community and parent members
Review Spring 2017 ISTEP scores
Revise 2016 SIP goals as needed
Revise PD plan as needed
Monitor common assessment scores

2018-2019 Select new SIP community and parent members
Revise SIP in Jan/Feb 2019
Review 2017-2018 ISTEP+ performance data
Monitor common assessment scores