CONFERENCE PERFORMANCE FRAMEWORK

GRADE 3-11 DATA AT A GLANCE

2018-2019





Dear SAC Constituent's and Stakeholders:

Welcome to South Atlantic Conference of Seventh-day Adventists Office of Education (SACOE). We are excited to partner with you to bring quality, standards-based Adventist education to 16 communities throughout the Conference.

SACOE is unlike any public or charter school district. We have teachers working on innovative, cutting-edge processes with a tried and true blueprint for success dating back to 1874, and a divine command to rightly train an army of youth. While each of our schools are unique, they are shaped by our shared mission to show children Jesus, nurture their love for Him and others, teach them to think, and empower them to serve. SACOE is launching an ongoing Conference-wide process that will serve as our roadmap for ensuring that individual students know Jesus as their personal, loving savior, and they will be able to reach their full, God-given potential.

You may hear us speak about rigor and relevance. When we speak of rigor, we are promising to hold high expectations for our educators, communities, and students, supporting our children to reach high levels of learning. Relevance is likened unto joyful learning. It is showing children how education is a thrilling experience which is pertinent for use today. These two value-added propositions help us to be culturally responsive to not only our national heritage, but our unique Adventist values.

On the pages of this brochure you will see how we are working to maximize our value-added benefits. SACOE and its schools work hard to offer resources and opportunities that support total student development. We are proud that our students, who are tested at the beginning of the year, against end of year standards, are performing so well. You are a valued partner in Adventist Christian Education. We look forward to working with you in the years ahead.

In Christ's Service,

Kim M. Gaiter

Mrs. Kim Major Gaiter
Vice President of Education

Michael Jon Cookenmaster

Dr. Michael Jon Cookenmaster Associate Superintendent of Schools



Region I - Atlanta Metro Area

Atlanta Adventist International School (K-8)

Jonesboro/McDonough

Berean Child Development Center

Central Atlanta

Phone: 404.799.7298

Berean Christian Junior Academy (K-8)

Central Atlanta

Decatur Adventist Junior Academy (K-8)

Stone Mountain

Decatur Early Learning Center

Stone Mountain

Phone: 770.349.0830

Greater Atlanta Adventist Academy (9-12)

Central Atlanta

Lithonia Adventist Academy (K-8)

Lithonia & Lawrenceville

Lithonia Early Childhood Program

Lithonia & Lawrenceville Phone: 770.482.0294

Mt. Olive Learning Center

South Atlanta

Phone 404.768.4162

Region 2 - Greater Georgia

Bethany Junior Academy (1-8)

Macon

Ebenezer Seventh-day Adventist School

Augusta

Emanuel SDA Junior Academy (1-8)

Albany

Lamb Shelter Early Learning Center

Albany

Phone: 229.888.0172

New Bethel Christian Academy (K-8)

Columbus

Phone: 706.569.0004

Ramah Junior Academy (K-8)

Savanah



Region 3 - All South Carolina

Berean Junior Academy (K-8)

Sumter

Norma D. Richards Adventist School (K-8)

Pageland

Phone: 843.672.6634

Vanard J. Mendinghall Junior Academy (K-3)

Orangeburg

Pecan Grove Early Learning Center

Orangeburg

Phone: 803.535.3737

Region 4 - All North Carolina

Berean Junior Academy Preschool

Charlotte

Phone: 704.391.7800

Berean Junior Academy (K-8)

Charlotte

Carolina Adventist Academy (K-12)

Whiteville

Ephesus Junior Academy (K-8)

Winston-Salem

Ephesus Learning Center

Winston-Salem

Phone/Fax: 336.724.1997

Gethsemane Christian SDA Jr. Academy (K-8)

Raleigh

Greater Fayetteville Adventist Academy (K-9)

Fayetteville

Northeastern Christian Academy Preschool

Charlotte

Phone: 704.597.9622



South Atlantic Conference Education Plan 2021

Show, Nurture, Teach, Empower

South Atlantic Conference will continually growth the kingdom of God, encouraging every Adventist family to place their child in an Adventist School and reach out to the community to help spread the Three Angels Message.

GREAT Schools at All SAC Locations

SAC is increasing the quality of our schools to ensure every student in each community throughout the Conference has access to a GREAT school.

Foundations of Success in Every School

SAC is focused on the Adventist blueprint philosophy. SAC will focus on restoring the image of our students into their Creator's by developing students who are creative, critical thinkers.

Preparing for Service In This Life and the Life to Come

SAC is inspiring, challenging, and empowering our students to forge their futures with Christ as their guide and mentor. We are preparing our students for life on Earth after PK-12, including college and career readiness. More importantly, we are preparing them for the life of service in the world to come.

Supporting the Whole Child

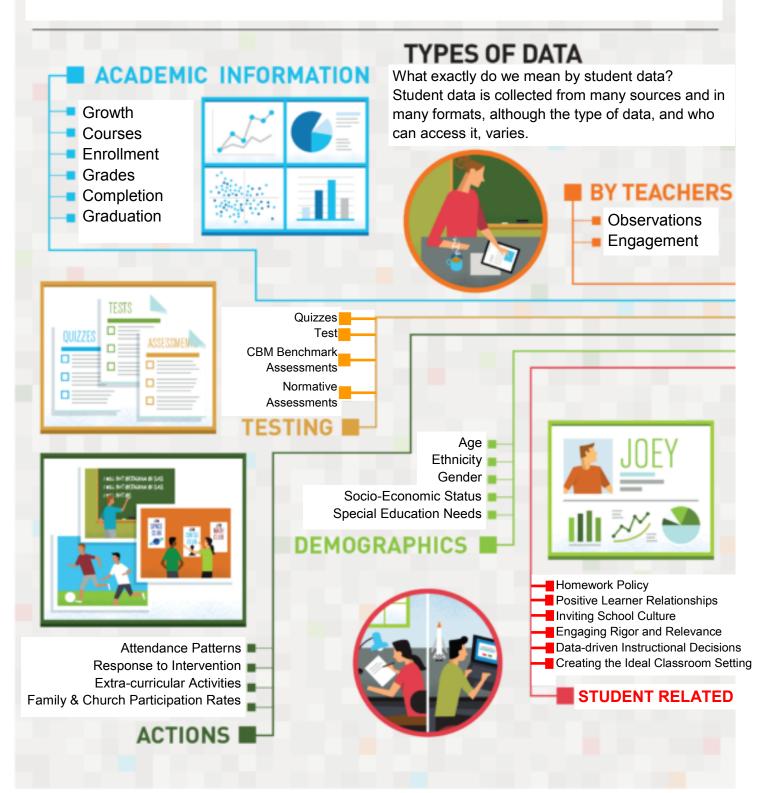
SAC will support the whole child ensuring students are healthy; engaged; and safe spiritually, physically, and mentally.

Sustaining Effective Professional Educators

SAC will support and provide professional development opportunities for teachers. SAC recognizes teacher preparation, staff development and renewal are critical investments in children. SAC will align its staff development programs to initiate and strengthen professional excellence in instruction, teaching techniques (including classroom management and basic skills development), academic knowledge, human growth and development, rigor and relevance in the classroom, technology, and stakeholder and constituency involvement.

What is student data?

There are many types of data that supports student learning—and they're so much more than test scores. Individual data points don't give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone.



WHY IMPLEMENT CPFs

South Atlantic Conference Office of Education has responded to our communities' desire to have accurate data and accountability. The Conference Performance Framework (CPF), which take into account the Conference's Iowa Assessment (IA) performance in a given year, helps the Conference demonstrate improvement or lack of improvement from one year to the next. The CPF provides a more comprehensive body of evidence and a more informative view of how much an impact our schools are having on our students from year to year based on the IA National Percentile Ranking (NPR).

THE SAC GROWTH MODEL

Our Conference growth model (CGM) provides common understanding of how groups of students progress from year to year toward the standards. Beginning in the 2018-2019 school year, students will tested in the spring; the growth reflects how the students have progressed during the course of the school year, and reflected against previous years' growth. The model focuses attention on maximizing student progress over time and reveals where the strongest growth is happening and where it is not.

Conference administration developed the growth model to answer three questions:

- 1. What is the growth rate of the Conference?
- 2. What should be the growth rate of the Conference to reach a desired level of achievement within a year?
- 3. What are the highest sustained growth rates that exist today and under what condition could they improve?





Answering the 2018-2019 Growth Model Questions

To answer the three questions asked by the growth model, we use a common measure to describe how much growth the Conference makes and how much growth is needed to reach the standards. In doing so, it provides a complete history of the Conference's assessment scores from IA. The model depicts academic growth in a user-friendly display that relates normative information about the Conference's progress toward the criteria of reaching different proficiency levels.

- What is the growth rate of the Conference? The current growth rate of the Conference indicates an overall NPR gap of 9.67.
- What should be the growth rate of the Conference to reach a desired level of achievement within a year? In order to close the overall NPR achievement gap teachers will need to focus on increasing the lowest performing subject areas of science, social studies, and computation skills. Teachers should focus on the recommendations made on the individual student reports to remediate specific areas of teaching and strategies to maximize student learning. To reach the desired level of achievement in the 2019-2020 school year, teachers will need to work with students to close the overall NPR achievement gap to be considered proficient.

What are the highest sustained growth rates that exist today within the Conference, and under what conditions could they improve?

- Continued implementation of a balanced literacy approach to guided reading helping students to focus on key ideas and comprehension questions that deal specifically with visual, critical, and creative reasoning skills.
- Continued implementation of Stars360 as the Conference-wide curriculum-based measurement assessment, used three times a year to benchmark progress and up-to twice each month for progress monitoring in guided reading and mathematical growth.
- All K-8 teachers implementing the approved writer's workshop program, *Portland City Schools* writing curriculum.
- To increase mathematics teachers need to teach to the standards in the areas of number operations, measurement, and extended reasoning. SAC students exhibit partial proficiency in computation, and lack relevant application.
- Schools must carefully consider their applicants when enrolling students. Schools should have no more than 2% of their total population on 504s or IEPs.
- Continue to implement with fidelity the Conference's teacher evaluation system (LEAP) to provide a catalyst for mentoring and coaching which will improve the talent quotient of our teachers.

ENROLLMENT TESTED BY SUBGROUP

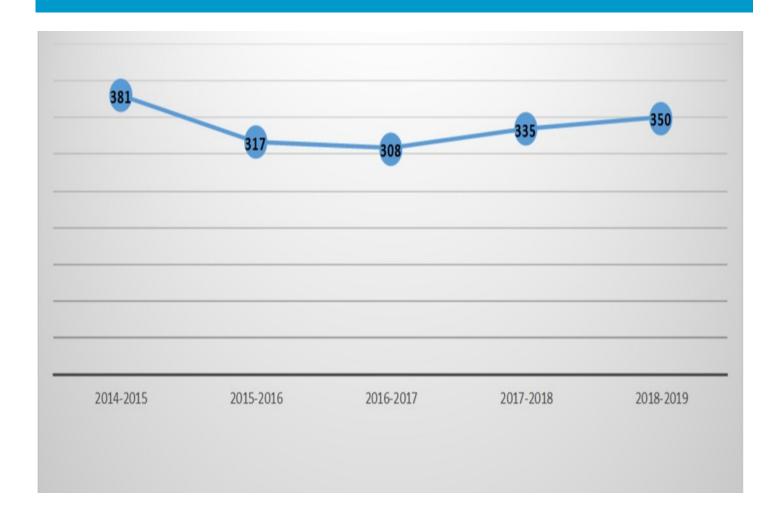
Gender	
Female	
Male	177
Ethnicity	
Native American Indian	
Asian	2
Black or African-American	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
Caucasian	
Two or More Other	
IEP	
GTE Plan	
504 Plans	5
English Is A Secondary Language	57
English Language Learner	10
Qualifies for Free & Reduced Lunch	33
Title I—Language Arts	22
Title I—Mathematics	20
Receive State Scholarship	85
Year Student Entered the Local SAC School	
Kindergarten	56
First	
Second	35
Third	
Fourth	
Fifth	
SixthSeventh	
Eighth	
Year not reported by school	

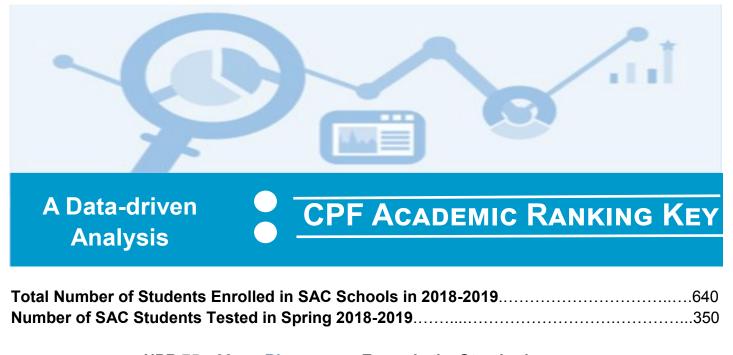




We are striving to be solid in our standards-based approach and Seventh-day Adventist blueprint roots. The home, church, and school need to have ties that bind us as one. We encourage each of our localities to work cooperatively to better student abilities for service in this life and the life to come.

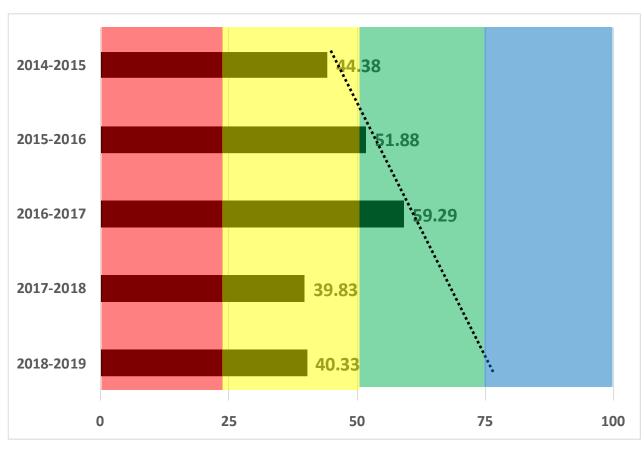
5 -YEAR TREND: TOTAL NUMBER OF STUDENTS TESTED



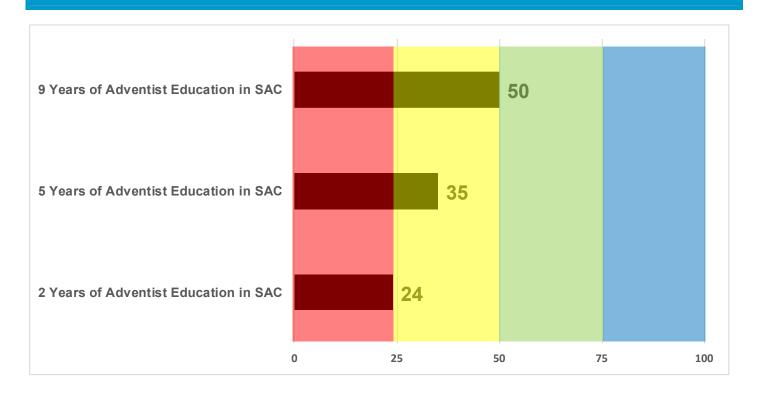


NPR 75—99 Blue **Exceeds the Standards** NPR 50-74 Green **Meets the Standards** NPR 25-49 Yellow **Partially Meets Standards** NPR 1-24 Red **Does Not Meet Standards**

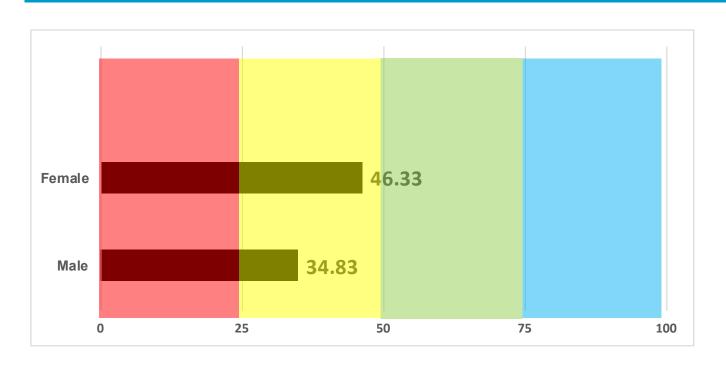
FIVE YEAR TREND OF NPR RANKINGS IN SAC



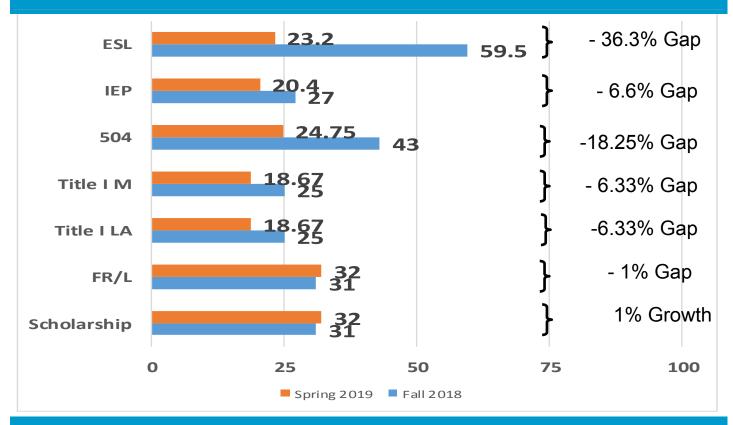
OVERALL NPR OF STUDENTS IN SAC SCHOOLS FOR SPECIFIED YEARS



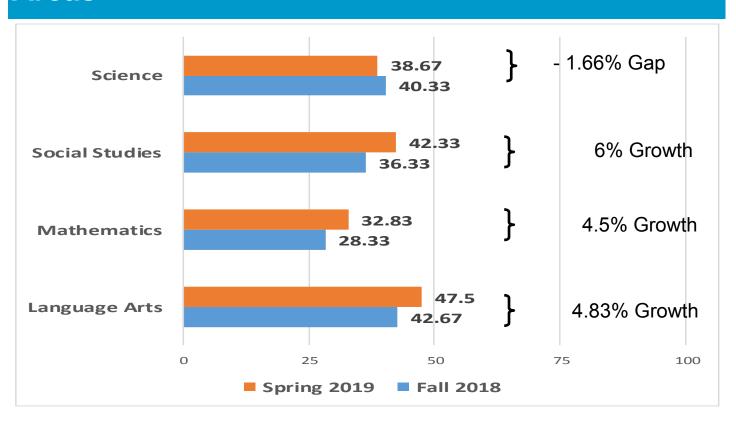
OVERALL 2019 NPR of SAC STUDENTS BY GENDER



OVERALL 2019 NPR of SAC STUDENTS IN SPECIAL PROGRAMS



Overall 2019 NPR of SAC Students by Subject Areas



Total English Language Arts Composite NPR

Note: The five year growth model changed in 2018-2019 when SACOE began terminus testing in the spring. This year's model will shows the spring data for 2018-2019.

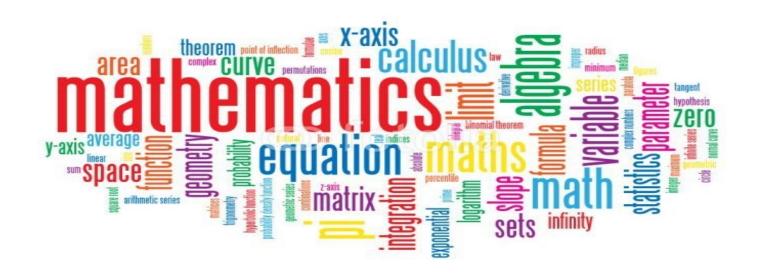
	Fall 2014-2015	Fall 2015-2016	Fall 2016-2017	Fall 2017-2018	Fall 2018-2019	Spring 2018-2019
Grade 3	48	34	48	39	38	40
Grade 4	49	59	46	50	45	58
Grade 5	43	43	58	43	41	48
Grade 6	44	39	39	45	34	41
Grade 7	43	46	52	38	43	50
Grade 8	56	46	50	55	41	48



Total Mathematics Composite NPR

Note: The five year growth model changed in 2018-2019 when SACOE began terminus testing in the spring. This year's model will shows the spring data for 2018-2019.

	Fall 2014-2015	Fall 2015-2016	Fall 2016-2017	Fall 2017-2018	Fall 2018-2019	Spring 2018-2019
Grade 3	36	35	41	33	28	
Grade 4	32	42	26	34	25	34
Grade 5	30	34	38	25	26	34
Grade 6	25	22	29	32	24	30
Grade 7	27	35	30	29	25	35
Grade 8	40	32	41	37		35



Total Social Studies Composite NPR

Note: The five year growth model changed in 2018-2019 when SACOE began terminus testing in the spring. This year's model will shows the spring data for 2018-2019.

	Fall 2014-2015	Fall 2015-2016	Fall 2016-2017	Fall 2017-2018	Fall 2018-2019	Spring 2018-2019
Grade 3	41	31	43	33	32	
Grade 4	43	56	38	46	40	50
Grade 5	46	46	54	40	41	44
Grade 6	37	39	39	40	33	39
Grade 7	39	48	46	30	35	45
Grade 8	48	49	47	53	37	42



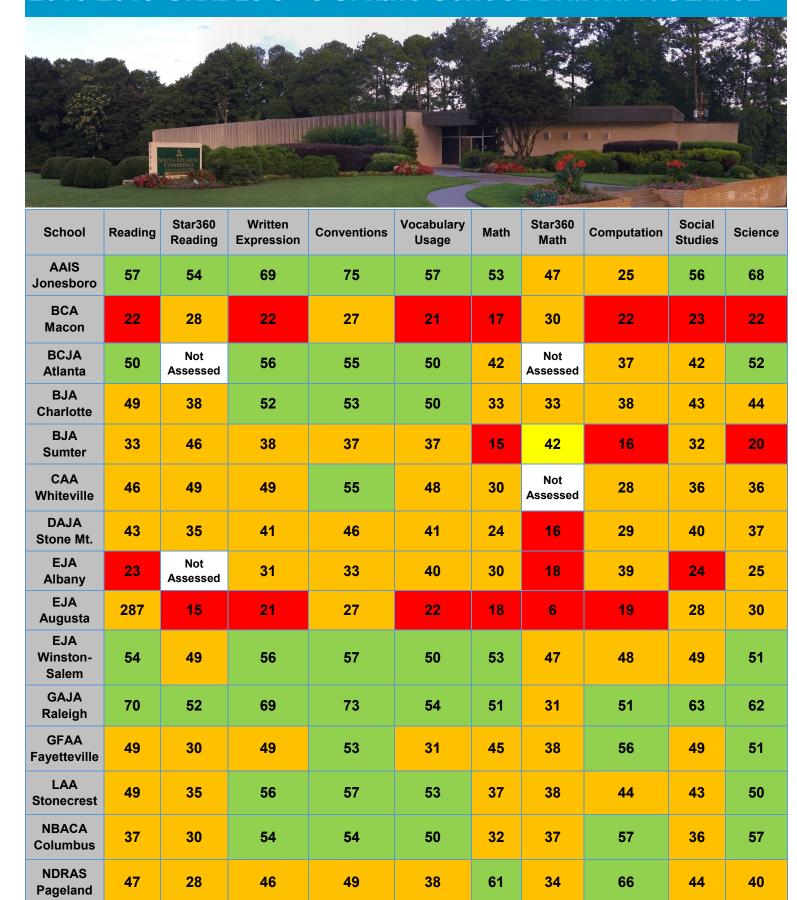
Total Science Composite NPR

Note: The five year growth model changed in 2018-2019 when SACOE began terminus testing in the spring. This year's model will shows the spring data for 2018-2019.

	Fall 2014-2015	Fall 2015-2016	Fall 2016-2017	Fall 2017-2018	Fall 2018-2019	Spring 2018-2019
Grade 3	44	37	49	37	37	36
Grade 4	44	56	40	52	44	58
Grade 5	36	48	52	41	43	43
Grade 6	39	42	42	45	42	40
Grade 7	37	40	48	36	41	46
Grade 8	46	39	44	47	35	39



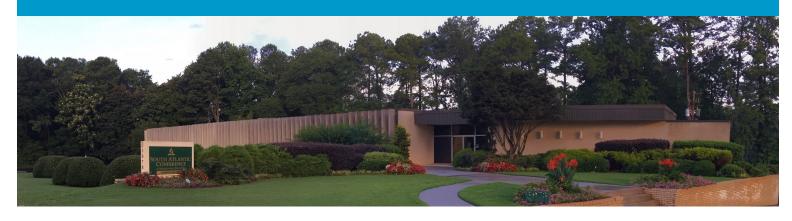
2018-2019 GRADES 3 - 8 SPRING SCHOOL DATA AT A GLANCE



RJA

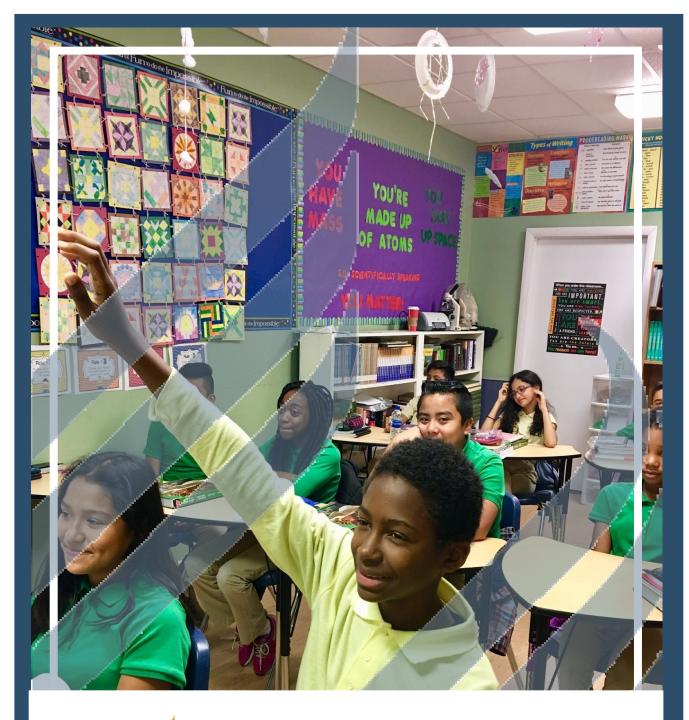
Savanah

2018-2019 GRADES 9 - 11 SPRING SCHOOL DATA AT A GLANCE



Grade	Aspire ACT English	Aspire ACT Reading	Aspire ACT Science	Aspire ACT Math
9th	52	42	38	38
10th	51	57	53	45

Grade	PSAT Evidence-based Reading & Writing	PSAT Math
11th	63	58



GRÓWEXCELLENCE

