

Cunningham School

MPS School Committee

School Level Data Presentation

- *Data Highlights by Subject Area*
- *Data Driven Areas for Improvement*
- *Targeted Interventions/Additional Initiatives*
- *Next Steps*

Cunningham Elementary School

ELA PARCC Data Highlights

- ☒ The 2015 grade 3 cohort increased from 61% level 4 or 5 (PARCC ELA) to 82% level 4 or 5 (2016 grade 4 ELA PARCC)
- ☐ Steady increase in grade 4 ELA CPI from 2014-2016 (83.6 to 89.6 to 91)
- ☐ Dramatic increase in grade 4 ELA SGP from 2014-2016 (median SGP 43 to 58 to 67)
- ☐ 100% of students in the African American subgroup in grade 4 scored at level 4 or 5 on 2016 PARCC
- ☐ Significant decline in grade 3 performance from 2015 (61%) to 2016 (52%)

% Proficient/Advanced	Grade 3	Grade 4	Grade 5
Class of 2025 (Current G4)	52% (PARCC)		
Class of 2024 (current G5)	61% (PARCC)	82%/ SGP 67 (PARCC)	
Class of 2023 (current G6)	72% (MCAS)	76% /SGP 61 (PARCC)	75%/ SGP 47 (PARCC)

Cunningham Elementary School

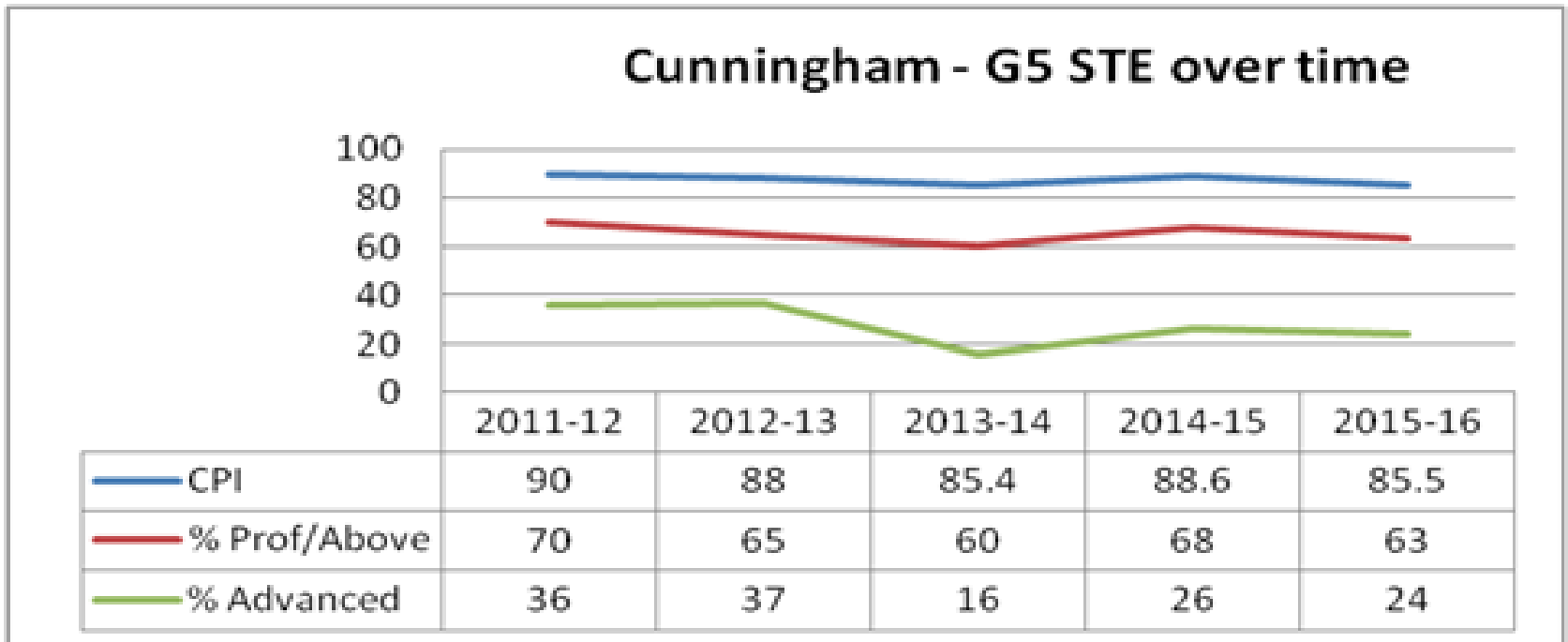
Math PARCC Data Highlights

- ☒ The 2015 grade 3 cohort increased from 66% level 4 or 5 to (PARCC Math) to 85% level 4 or 5 (2016 o grade 4 PARCC math).
- ☐ Slight increase in grade 4 math CPI from 2014-2016 (90.2 to 90 to 93.4)
- ☐ Dramatic increase in grade 4 math SGP from 2014-2016 (45 to 50 to 74)
- ☐ The grade 4 High Needs subgroup has increased CPI in math from 2015 to 2016 from 70 to 76.6 (a time in which the school's High Needs population has doubled)
- ☐ 100% of students in the African American subgroup in grade 4 scored level 4 or 5 on 2016 PARCC math.
- ☐ Significant decline in grade 3 performance from 2015 (61%) to 2016 52%

% Proficient/Advanced	G3	G4	G5
Class of 2025 (Current G4)	61% (PARCC)		
Class of 2024 (current G5)	66% (PARCC)	85% SGP 64 (PARCC)	-
Class of 2023 (current G6)	86% (MCAS)	71% /SGP (PARCC)	76% SGP 56 (PARCC)

Cunningham Elementary School STE MCAS Data Highlights

- CPI and % Advanced and Proficient have remained fairly steady since 2012.
- Dramatic increase in number of Advanced students since 2014 (16% to 26% to 24%)



Cunningham Elementary School

PARCC Data Areas for Improvement

- Continuously monitor and assess the academic progress of students particularly in grade 3 and across all subgroups
- Use results of assessments (formal/informal) to modify small group instruction to meet the needs of individual students
- Continue to close the achievement gap between our students in the High Needs subgroup
- Strengthen the objectives and instructional techniques used in the extended day sessions
- Provide increased opportunities to embed science content in literacy practices
- Improve Science performance through continued transition to the new MA Science Standards, increase emphasis on science practices, and implement a more concise MCAS preparatory and review process

Targeted Interventions

□ Early Literacy Initiative

District Reading Specialist:

- Able to offer 18 students 4x weekly reading support in grades 3-5
- Students in grades 4 and 5 (2015-16) receiving Reading Support saw significant growth with a median transitional SGP of 62 (3 of 8 students received SGPs over 90)

□ Beyond the Bell Program (BTB)

- 50 students participated in Reading BTB
- 42 students participated in Math BTB
- Students in grade 4 who participated in the BTB program had a median SGP of 66 in both ELA and Math
- Students in grade 5 who participate in the BTB Program had a median SGP of 44 in ELA and a median SGP of 35 in Math

Additional Initiatives

- Literacy Coach/Professional Development, Martha Winokur (20 days district-wide)
- Standards-Based Report Card, Pilot, Kindergarten
- FOSS Curriculum, Units Grades 2, 3 and 5
- STEM Curriculum, Grade 4
- Science from Scientists, Grade 5
- Summer Reading Support - English and French, Grades 1-4
- RAVE-O/Word Detectives, Grade 3
- Data Driven Culture
 - More efficient structure for the collection and analysis of data; using data to inform instruction
 - Regular review and goal setting rooted in data and intended to impact subgroups
 - Special attention to students in subgroups during walk-throughs and observations
 - Refinement of common assessment structure and tools

Next Steps

- New Common Planning structure to further review data and instructional planning for students
- Strengthen inclusion practices to better meet the needs of students
- Increase opportunities for sharing best practices across grade levels
- Identify additional internal assessments that correlate with state assessments
- Use current technology to improve instruction and enhance individualized student learning
- Continue school based literacy professional development
- Encourage participation in content based professional development, particularly mathematics
- Continue to design and use formative and summative assessments to inform instruction, accommodate individual learning needs and monitor student progress