

Pierce Middle School

MPS School Committee School Level Data Presentation

- *Data Highlights by Subject Area*
- *Data Driven Areas for Improvement*
- *What Worked?*
- *Next Steps*

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ELA PARCC Data Highlights

- Those receiving Level 4/Level 5 on ELA PARCC increased by 2% from 2015 to 2016
- The 8th Grade ELA Median Transitional Student Growth Percentile (SGP) increased by 11 points from 2015 to 2016
- The Median Transitional SGP for ALL subgroups increased from 2015 to 2016. Most notably- African American/Black Subgroup (by 7.5); Hispanic Latino Subgroup (by 12.5); Multi-Race/Non-Hispanic Subgroup (by 26)
- When following the cohort, the achievement gaps for the Students with Disabilities subgroup, African Am./Black subgroup, and Economically Disadvantaged subgroup ALL decreased from Grade 6 to Grade 8 for the 2016 Grade 8 students. By 8.8 CPI points (for SWD), 3 CPI points (Af. Am./Black), and 6.9 CPI points (Econ. Disadv.).

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Math PARCC Data Highlights

- The % of Grade 8 students scoring Level 5 on the Math PARCC test in 2016 increased by 14%. This is true both when compared to last year's Grade 8 students (14% L5) and when one follows the cohort (i.e. only 14% of the 2016 8th graders scored Level 5 as 7th grade students in 2015).
- The CPI for Grade 8 Math 2016 was 91.1. This is an increase for those students as 7th grade students, which was 87.4.
- The SGP for the High Needs subgroup for 8th grade Math PARCC was higher (64) as compared to all students (53.5).
- The SGP for the Students with Disabilities subgroup on the 8th Grade Math PARCC test was notably higher (71.5) as compared to all students (53.5).

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STE MCAS Data Highlights

	MCAS STE CPI Points Over Time			
Year	2013	2014	2015	2016
CPI	73.2	76.8	80.4	80.5

	MCAS STE % of Proficient/Advanced Over Time			
Year	2013	2014	2015	2016
Percent	41%	48%	53%	55%

	MCAS STE % of Advanced Over Time			
Year	2013	2014	2015	2016
Percent	2%	5%	4%	12%

- *25 Bonus Points were earned in 2016 for closing the achievement gap for Students with Disabilities on the STE MCAS.*

Pierce Middle School PARCC Data

Areas for Improvement

- The Students with Disabilities Subgroup overall remains the largest gap for all three tested subject areas.
- The closing of achievement gaps does not show the same consistent positive pattern for Math as it does for ELA.
- Low Median SGP for Grade 6 Math (possibly due to new curriculum implementation).
- Achievement and growth for both the aggregate and subgroups is not consistent by grade in Mathematics.

What Worked? *Targeted Interventions*

□ Targeted Reading Intervention

- Median Transitional SGP on 2016 ELA PARCC for students receiving reading intervention everyday= **48**; every other day median SGP= **30**
- Median Transitional SGP on 2016 ELA PARCC for all grades was **40**.

□ Pierce Academy [*Advancement Budget Initiative*]

Transitional Median SGP for students in Pierce Academy (SGP for ALL at that grade level noted in parentheses)-

- Math= 6th Grade **28.5** (28); 7th Grade **28** (54); 8th Grade **68** (53.5)
- ELA= 6th Grade **34** (41); 7th Grade **39** (35); 8th Grade **49** (47)

□ Math Investigations

- Transitional Median SGP for students taking Math Investigations
 - Grade 6= **25** (28 for ALL students)
 - Grade 7= **58** (54 for ALL students)
 - Grade 8= **64** (53.5 for ALL students)

□ Calculus Project Participants Transitional Median SGP= **50** (53.5 for all students)

What Worked? *Additional Initiatives*

- Advancement Budget- Middle School Science Curriculum Materials and Professional Development
- Designing for Equity by Thinking In and About Mathematics Professional Development
- Students with Disabilities Professional Learning Community
- Targeted student progress review in Science
- 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

Next Steps

- Professional development specifically in the areas of:
 - ▣ Supporting students with disabilities
 - Pierce Leadership Team- participating in MA DESE offered course- *Foundations for Inclusive Practice: Administrators Course*
 - ▣ Explicit strategic instruction and example-based learning in math (see Closing the Achievement Gap Hanover Research, 2015)
- Continue Professional Learning Community model for professional development, including sharing best practices
- Investigate new assessment scoring and data systems to decrease time devoted to scoring and sorting of data
- Use statistical analysis to determine the extent to which school based assessments predict MCAS/PARCC performance
- Revise Pierce Academy Structure