

Tucker Elementary School

MPS School Committee

School Level Data Presentation

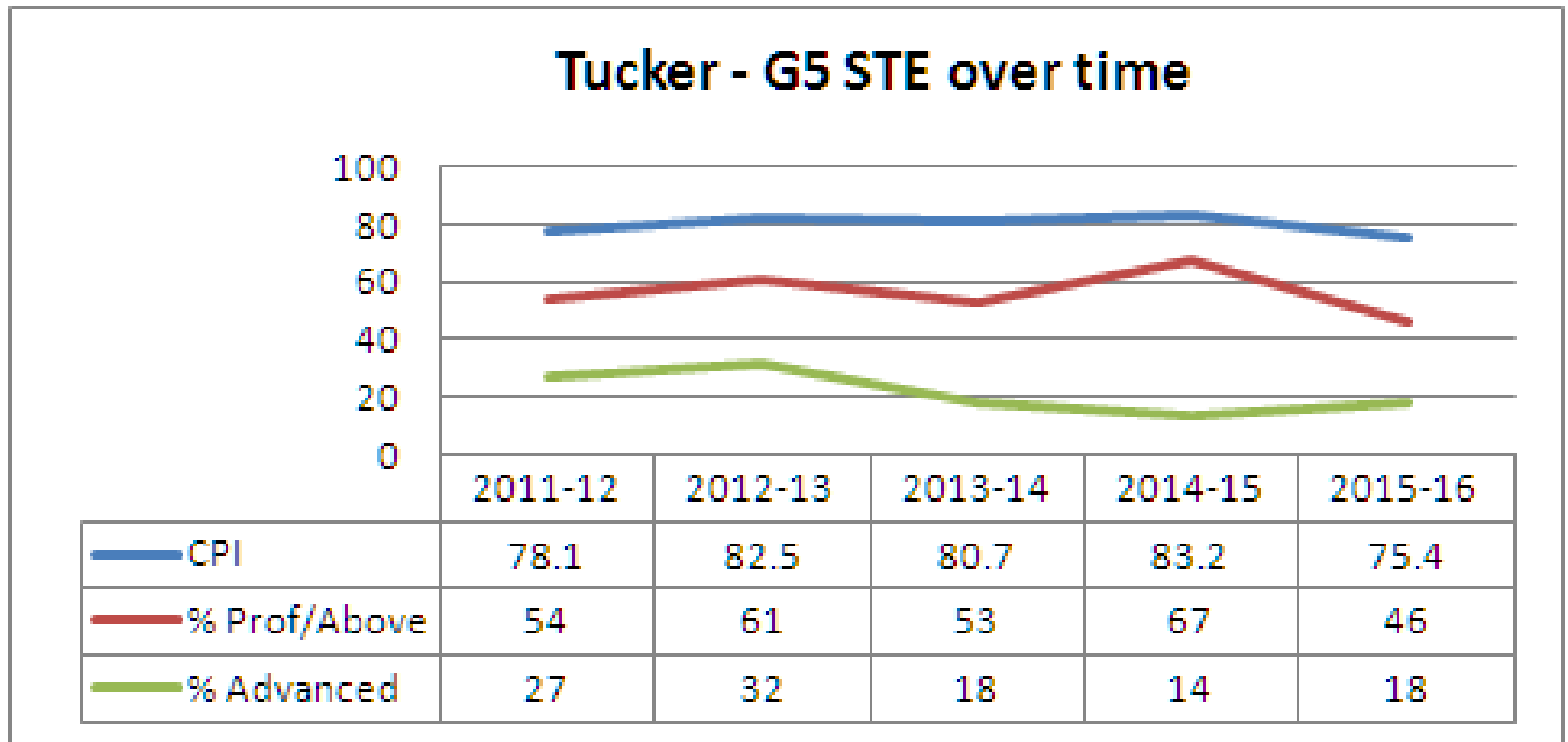
- *Data Highlights by Subject Area*
- *Data Driven Areas for Improvement*
- *Targeted Interventions/Additional Initiatives*
- *Next Steps*

Tucker Elementary School

ELA & Math PARCC Data Highlights

- While we did not see increases within cohort data in 2016 we saw that the data remained consistent from year to year despite the change in assessment format (Ex. in 2016 Gr. 4 students were 59% proficient in ELA which was the same level of performance from 2015).
- ☒ In Grade 3 there is a decrease from 2015 to 2016 in both ELA & Math in the CPI gap between the African American/Black and the Economically Disadvantaged Subgroups. Students w/disabilities did not have reportable data.
- When looking at ELA Grade 4 performance there is a significant increase of students in Level 3 between 2015 and 2016 from 15% in Grade 3 to 26% in Grade 4.
- Title I students had an increase in CPI between Grade 4 and Grade 5- which may be attributable to two years of the mentoring program (CPI 60-82 in Math/ CPI 43-65 in ELA)
- ☒ Grade 5 students slightly increased the level of ELA proficiency over time from 53% in 2014 to 58% in 2016.
- SGP remained within the expected range of growth between 40-60 in both Grade 4 and 5.

Tucker Elementary School STE MCAS Data Highlights



There was a decrease in performance in 2015-2016 which was further highlighted by our increase in 2014-2015. We are reassessing initiatives targeting Science performance at this time.

Tucker Elementary School PARCC Data Areas for Improvement

- Narrowing the achievement gap between subgroups (per CPI data) as well as between school and district scores.
- ELA performance in Gr. 3-5 over time through a district analysis of curriculum and initiatives.
- A Tucker focused analysis of our current Grade 4 student performance in ELA as the performance levels were not aligned to internal data.
- Grade 5 Science performance and interventions in conjunction with targeted non-fiction literacy opportunities.

Targeted Interventions

Early Literacy Initiative

- District Reading Specialists (FTE 0.5)
 - 26 students serviced in Grades 1/2 of which 65% reached the grade level benchmark despite starting two or more levels below benchmark.

Closing the Achievement Gaps & Science/STEM Initiatives

- Extended Day Program (ELA/Science)
 - 14/68 students in Grade 5 participated in a six week pilot. However we found that there was not a significant increase in STE performance based on this intervention.
- NEW-FOSS Curriculum Units Grades 2, 3 and 5; STEM Curriculum, Grade 4
- Science for Scientists, Grade 5

Targeted Interventions

Title I Initiatives

- Reading Specialist, Grades 3-5
 - 16 students serviced in Grades 3/4 of which 82% reached the grade level benchmark despite starting below benchmark.
- Math Specialists, Grades K-5
- Saturday Academy, Grade 3
 - The goal of the initiative has been to reduce the achievement gap between Grade 3 students within the district as this has traditionally been the first year that an achievement gap appears.
- Tucker Mentor Program, Grades 4 and 5
- Summer Scholars

Additional Initiatives

District

- Lectio Conference Attendance 2015 & 2016- Initial review of Literacy curriculum and growth
- RAVE-O/ Word Detectives, Grade 3
- Literacy Coach/Professional Development, Martha Winokur
- Standards-Based Report Card Implementation, Kindergarten (2015); Grades 1-5 (2016)
- Summer Reading Support, English and French, Grades 1-4
- New Science units implemented in Grades 3 - 5
- 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

- Enhanced common planning structure to further review data and instructional planning for students and share best practices across grade levels.
- Investigation of new assessments that correlate to state assessments AND decrease time devoted to scoring and sorting data while increasing time to effectively plan instruction from data.
- Increasing opportunities to engage students in authentic use of technology with standards based content.
- A re-focusing of support staff towards Grades 2-5 in order to maximize impact in our testing grades. *(Title I funded positions down from 3.0 FTE to 1.5 FTE)*