

Mt. Elden's Data Story



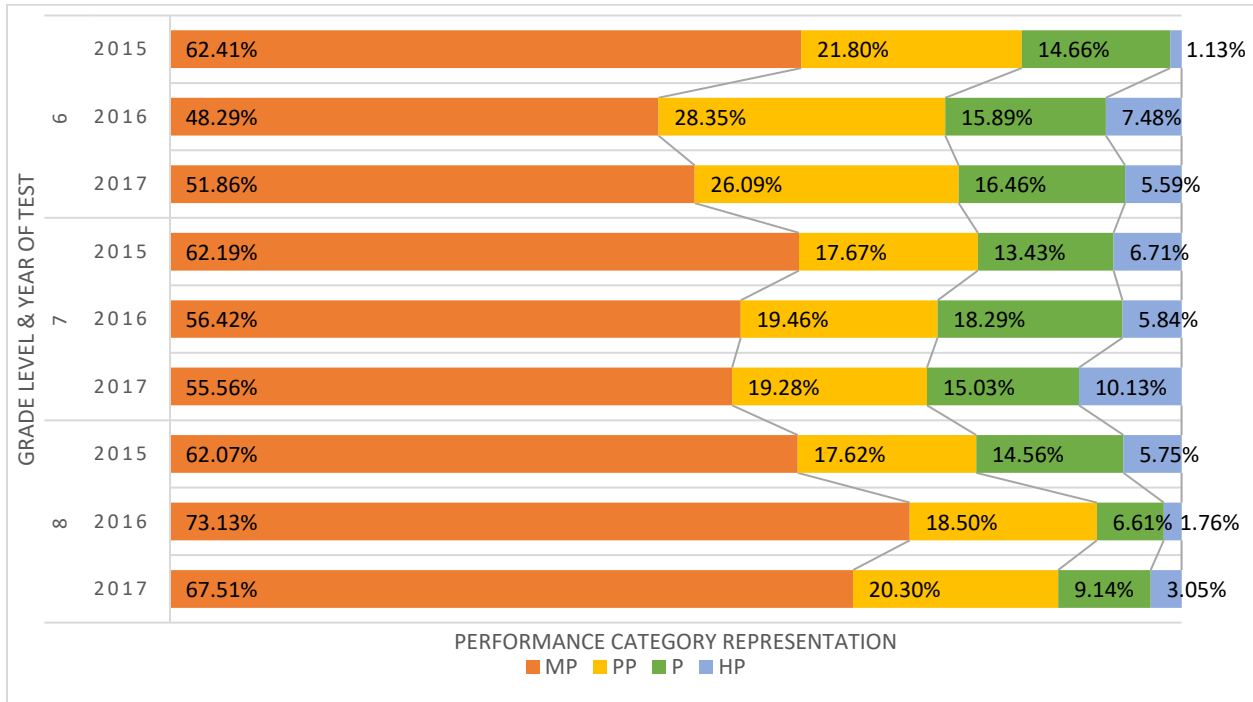
Key Personnel

Tom Safranek, Cara Slaughter, Donna Natseway

What do you feel should be the focus area based on your data?

8th grade math.

Mt. Elden's Math AzMERIT Data



What are some of the variables that may be contributing to the weakest area in your data?

Advanced students test in the normal 6th and 7th grade cohorts, but do not test with the normal 8th grade cohort, so those scores are no longer present in the 8th grade results vs. 6th / 7th grade results. Also, we believe that the current 8th grade scores are, to a degree, a manifestation of gaps in learning and skills from previous grade levels that had not been effectively remediated. Additionally, some of the items tested by AzMERIT are not taught until after the test is taken.

Why do you believe it is those variables?

The change in the testing population from 6th / 7th grade into 8th grade creates a measurable difference in results, as advanced students are no longer present in the testing population. With regard to gaps in learning, math courses build on each other from year to year unlike most other subjects. Deficient knowledge or skills manifest themselves in later course work and can be reflected in exam scores. Regarding timing of the AzMERIT in mid-spring: testing takes place prior to all topics having been covered in classes.

What is your action plan to address the weakest area?

We believe our approach needs to be multi-pronged in both strategy and time line. Departments are explicitly examining and implementing cross-curricular support for both math and English, and utilizing the application of math and English lessons in other classes to both reinforce and add relevance / application of concepts and skills. We don't currently have an in-day intervention time for all students, but we have implemented a separate period called math lab, which is for students who need a second math class at their individual skill level in order to get caught up. We also have changed our after school academic support structure. The Learning Center (TLC), which has replaced ETL, is solely an academically focused environment staffed with teachers who work with students not only on current classwork, but also provide remediation of skills and knowledge as needed. We are providing an additional teacher during TLC than was available during ETL. We have also implemented an extended version of TLC during our Wednesday early-release time. Looking longer-term, most of our math department, including an 8th grade teacher, has volunteered to pilot standards-based grading this year. There will also be professional development throughout the year on strengthening instructional strategies and student engagement, as well as teacher-led PD, provided by teachers who have demonstrated high results in certain areas.

What does the timeline look like for this action plan?

We are approaching improvement from a holistic perspective that incorporates short- (interventions), mid- (actionable PD), and long-term (PD, and skills / knowledge remediation) measures as described above.

How will you know if your action plan is working?

Because of the new elements we are implementing this year, and the mid- to long-term nature of some of our measures, success will be demonstrated over time.

Short-term, we expect to see higher performance in math classes and on exams. QUEST data will provide some insights in how students are learning over each quarter. Mid- and long-term, we expect to see fewer students requiring remediation as 8th graders due to stronger foundations established in 6th and 7th grade. This should bear out as higher achievement scores. Teachers and administration are attuned not just to monitoring "normal" things, but to progress monitoring of the new elements specifically.



What are some ideas you have to adjust the action plan if you see it is not working?

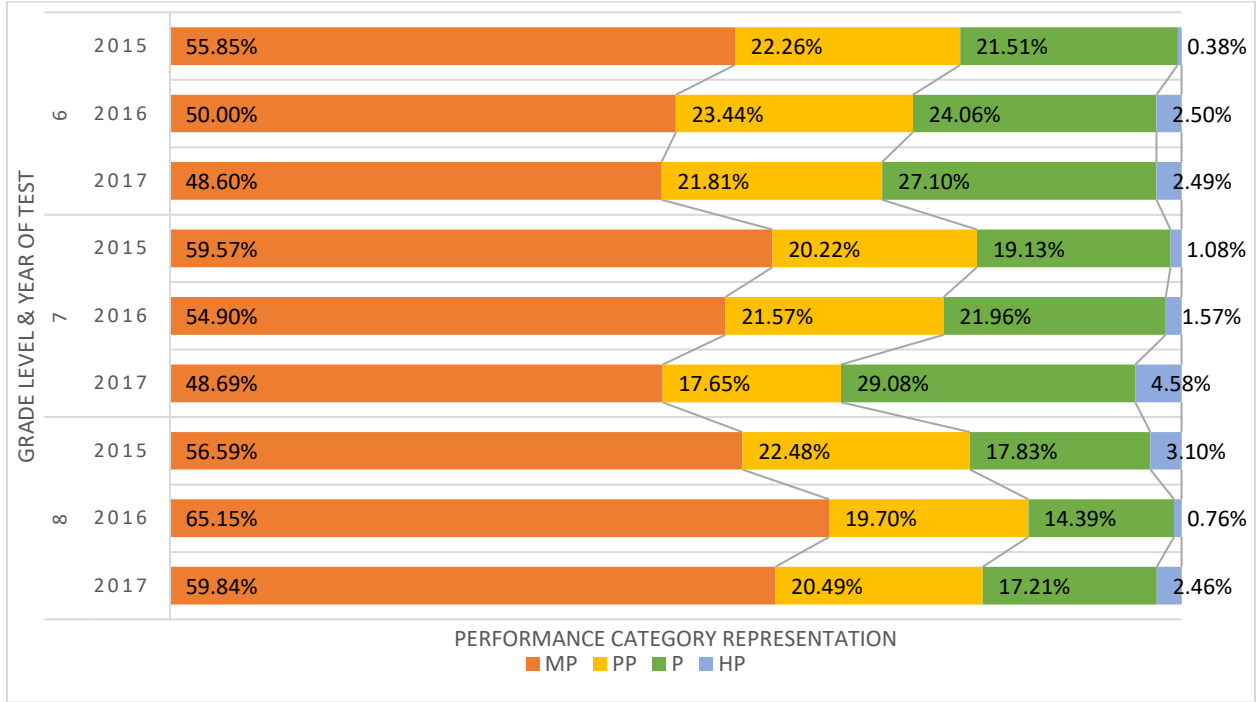
We could explore the possibility of adding more math lab sections to address struggling students, cover specific test-taking strategies with all students in an attempt to eliminate that as a potential variable, and AzMERIT test prep could also be utilized.

How are you addressing the needs of any particular subgroups at your school?

In prior years, it was noted that there were a disproportionately high number of minority students assigned to ETL. Since we have implemented TLC - effectively splitting into two groups those who require academic assistance vs. those with behavioral issues – we are monitoring to see if this continues to be an item of note. Also, as a way to encourage participation in after school intervention and provide

a more timely arrival at home in the afternoon, we have explored the opportunity to provide after school intervention at Leupp School for our students who live in that area.

Mt. Elden's ELA AzMERIT Data



Mt Elden's AIMS Science Data

