

Sechrist's Data Story



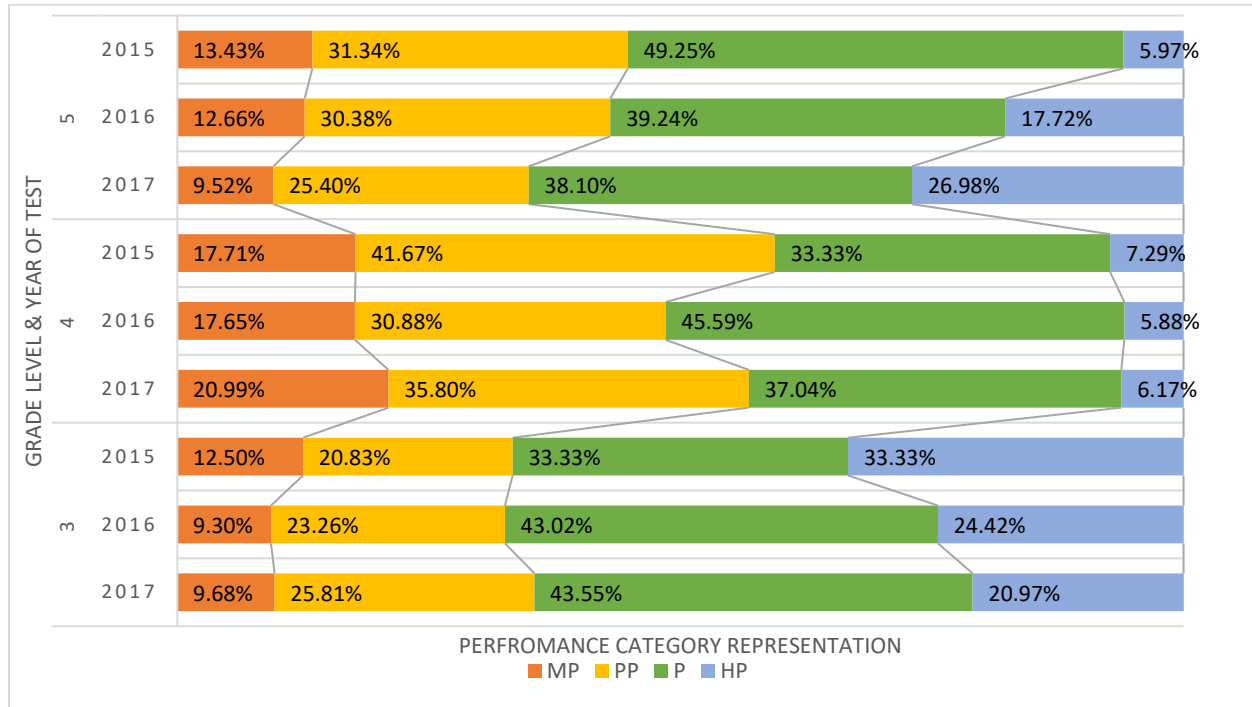
Key Personnel

John Albert, Evan Worthington

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

4th grade math.

Sechrist's Math AzMERIT Data



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

We investigated test results to see if there was a difference between those classes that tested on computers versus those testing on iPads. There was the possibility that the test completed on the computer made a difference in 4th grade; however, 3rd and 5th grade utilized the iPads for testing and still had high scores. The connectivity that exists in the 4th grade hallway is an issue, with connection dropping while students are testing. We have a very strong teacher in 4th grade math, yet their math scores are down in comparison to the other grade levels. Upon examination of the 4th grade scores we determined that students need support in the area of operations. We may not be teaching operations to reinforce the common core curriculum, Eureka and the amount of operations that appear on the AzMERIT. We also feel that the sequencing of teaching may not match up with the AzMERIT test in fourth grade. 3rd and 5th grades have been integrating IXL into their math program, and 4th grade has not. Lastly, the amount of practice tests that utilize AzMERIT skills may be a contributing factor as well.

Why do you believe it is those variables?

The manner in which operations are sequenced in the Eureka math leaves a lot of the heavily weighted items to the fourth quarter after the testing window. Our scores when compared to the district are 10

percentage points higher, yet four percentage points below the state. The drop in scores may be the way the operations curriculum is presented or structured, that is leading to a systematic issue in 4th grade. We are investigating the math curriculum in terms of what can actually be covered before AzMERIT testing, and sequencing the common core modules to align better.

What is your action plan to address the weakest area?

Aligning the teaching sequence with how AzMERIT is weighted. We are looking at the pacing and sequencing guides to ensure alignment. All students in grades 3-5 will be filling out a Student Achievement Planning Guide with individual teaching strategies that align with their math deficiencies. IXL, an online web based math program, has been utilized in 3rd and 5th grades, and will now be implemented in 4th grade to enhance the mastery of 4th grade operations skills. The data team will be meeting with the grade level team to implement our instructional strategies. Several practice AZ Merit tests will now be given at this grade level.

What does the timeline look like for this action plan?

Investigations into various possibilities are now completed. As data comes in at the end of each quarter, it will be evaluated and decisions will be made on how to proceed. QUEST, the online progress monitoring assessment, will be administered to the students. We just completed the QUEST pretest, and we will now meet as a team and complete the Student Achievement Planning Guide for each student. In addition, the teachers will be administering common formative assessments across the grade level to check for growth.



How will you know if your action plan is working?

We will be looking through QUEST data. Also, AzMERIT practice tests prior to testing will give an indication. We will increase the number of AZ Merit practice tests in 4th grade so that students are proficient with the type of test questions they may see. We will also look at IXL score and growth reports.

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

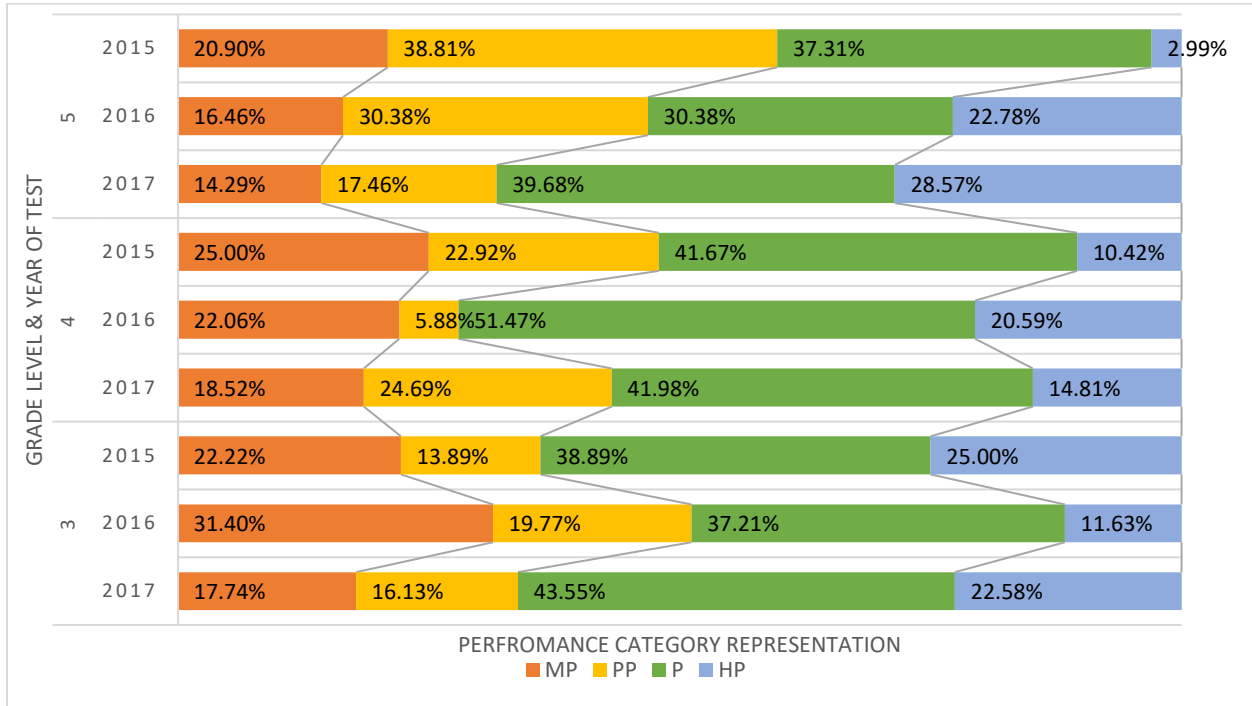
If the progress monitoring, QUEST and the formative assessments are not showing the type of growth we wish to see we will look into intervention programs for the 4th grade classes, which is a very effective ELA reading intervention. We would also like to see the district investigate the possibility of a math intervention program as well.

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

The SPED resource teacher, in collaboration with grade level teachers, is working on improving the achievement of students with learning disabilities in terms of specific math skills that they are not proficient in. The math teacher is teaching differentiated instruction to meet student's individual needs that are gifted. These students are provided individualized math skills that require critical problem

solving, inquiry-based lessons, and provide units, activities, or problems that extend beyond the normal curriculum.

Sechrist' s ELA AzMERIT Data



Sechrist' s AIMS Science Data

