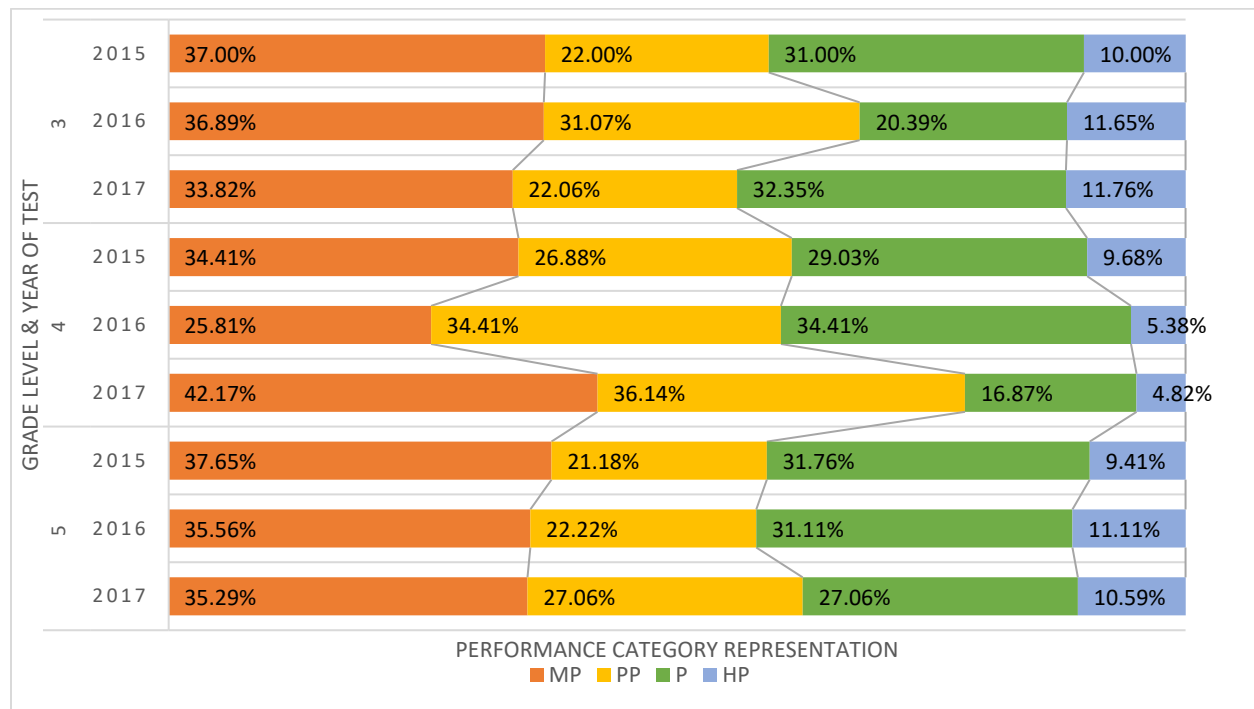# Marshall's Data Story

Key Personnel

John Coe, Janelle Reasor, Amy Hanno, Russ Kasch, Heather Overton, Stefanie Perkins

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

Math and ELA scores at intermediate grade levels, particularly among a small group (approximately 3% of our enrollment, hereafter referred to as our *3% cadre*) of students who are not identified as either SPED inclusion or ELL but are identified as Minimally Proficient (MP) on the spring 2017 iteration of the AzMERIT assessments in both Math and ELA.

Marshall's Math AzMERIT Data

Grade	Year	MP	PP	P	HP
3	2015	37.00%	22.00%	31.00%	10.00%
3	2016	36.89%	31.07%	20.39%	11.65%
3	2017	33.82%	22.06%	32.35%	11.76%
4	2015	34.41%	26.88%	29.03%	9.68%
4	2016	25.81%	34.41%	34.41%	5.38%
4	2017	42.17%	36.14%	16.87%	4.82%
5	2015	37.65%	21.18%	31.76%	9.41%
5	2016	35.56%	22.22%	31.11%	11.11%
5	2017	35.29%	27.06%	27.06%	10.59%

PERFORMANCE CATEGORY REPRESENTATION

GRADE LEVEL & YEAR OF TEST

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

It is relevant to note that currently 62% of Marshall's student body qualifies for federal free- and reduced-price meal assistance programs, 11% of our general education student body has been identified as special education inclusion students, and 12% of the general education population are identified as English Language Learners and are enrolled in intensive Structured English Immersion classes at each grade level K-5. We suspect that the year-two implementation of a new math curriculum, and ongoing investigation into its most optimal alignment to standards, has challenged our teachers and students, as have numerous pilots and opportunities to professionally review ELA supplements and materials in view of future curriculum adoption. We have identified that it is essential that our teacher teams continue to work deliberately to create well-balanced classrooms where there is found in each a more equitable distribution of ability and need. It is, likewise our suspicion that snow days and snow delays may compromise comprehension for some students due to the loss of instructional time, particularly those students who have minimal support for learning in the home and who struggle organically with issues related to retention of learning.

Why do you believe it is those variables?

We recognize that many dual certificated teachers often struggle to manage in-class behaviors among the students assigned to their caseload and classroom, which on occasion can compromise their ability to deliver sound instruction on a consistent basis. Observation and experience have both revealed some misalignment between scope and sequence found in Eureka Math and Harcourt Literature and the standards as assessed in both benchmark tests (Synergy Assessment/QUEST) and standardized tests (AzMERIT).

What is your action plan to address the weakest area?

We intend to continue to emphasize and strive toward crafting classrooms with an equitable distribution of need and ability regardless of the certification teachers may hold. We will be deliberate in our continual and ongoing focus on understanding the scope and sequence of Eureka Math, Harcourt Literature, and any new curricular resources to ensure that instruction is, at every turn, optimally aligned to the assessed standards as well as FUSD sequence maps and pacing guides. We have begun developing individual student improvement plans for our 3% cadre students who are not identified as either SPED inclusion or ELL. Likewise, we have redesigned our master daily schedule in order to reintegrate English language learners into the full schoolwide Response To Intervention framework to empower our staff to more discretely deliver as-needed interventions in English Language Arts to individual students. Our 1-5 grade collaborative teams have developed detailed plans and schedules to better utilize QUEST, AIMSWEB benchmark tests, and formative and summative assessments to more accurately determine if students are learning with the curriculum being used and also to increase familiarity and exposure to assessment via technology in primary grades. To better manage and encourage positive behaviors schoolwide, we have fully implemented Harmony social development curriculum this school year and intend to integrate its methodology into our existing schoolwide Positive Behavior Support framework.

What does the timeline look like for this action plan?

As enumerated above, we have already revised and adapted our master daily schedule to ensure that all students will be able to advantageously benefit from Tier 2 and Tier 3 intervention opportunities. All of our intermediate collaborative teams have met to review spring 2017 AzMERIT test data and have developed detailed written improvement plans for students who have not been identified special education or English language learners but who were able to demonstrate only marginal proficiency on the test last year. We are working schoolwide to adapt the Eureka math scope and sequence to ensure that it is faithfully aligned with the FUSD pacing guide. We have communicated to all staff our focus to concentrate our efforts this year to determine the deficits that exist for our 3% cadre to secure for them the interventions and remediations necessary to see better success on forthcoming assessments. All of these components of our timeline will be subject to ongoing review and revision as we acquire new data throughout the course of the school year.

How will you know if your action plan is working?

As above, all of the aforementioned components will be subject to continual analysis and constant adjustment and reevaluation of progress, plans, and interventions throughout the school year.
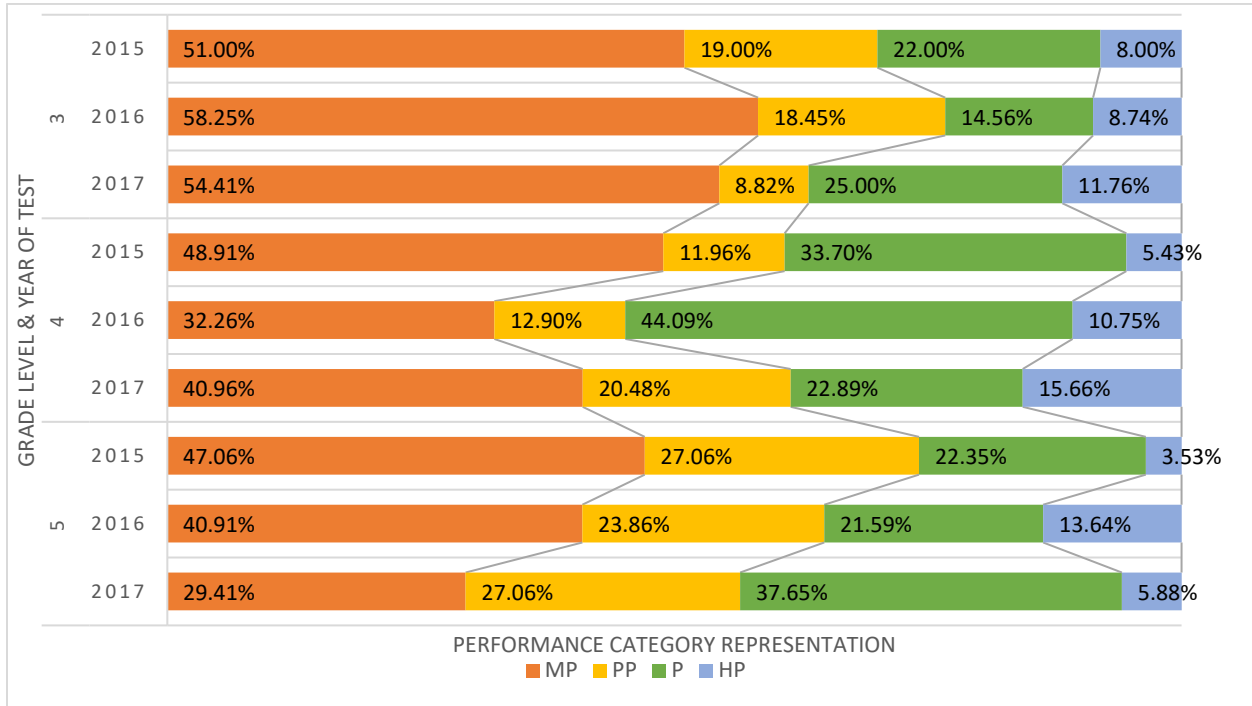
What are some ideas you have to adjust the action plan if you see it is not working?

We will explore further opportunities to determine where time for interventions and other remediation opportunities may exist based on the data we acquire throughout the school year.

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

Our focus for the coming school year will continue to be on the 3% cadre of students to determine where their deficits lie and what interventions and remediations are working to move them forward. Likewise, we have reintegrated our ELL students into the mainstream of our master daily schedule, moving away from the school with in a school approach we've implemented in the past. Grade level collaborative teams have been reformed and reinvigorated with new membership.

Marshall's ELA AzMERIT Data

Grade	Year	MP	PP	P	HP
3	2015	51.00%	19.00%	22.00%	8.00%
3	2016	58.25%	18.45%	14.56%	8.74%
3	2017	54.41%	8.82%	25.00%	11.76%
4	2015	48.91%	11.96%	33.70%	5.43%
4	2016	32.26%	12.90%	44.09%	10.75%
4	2017	40.96%	20.48%	22.89%	15.66%
5	2015	47.06%	27.06%	22.35%	3.53%
5	2016	40.91%	23.86%	21.59%	13.64%
5	2017	29.41%	27.06%	37.65%	5.88%

GRADE LEVEL & YEAR OF TEST

PERFORMANCE CATEGORY REPRESENTATION

■ MP ■ PP ■ P ■ HP

Marshall's AIMS Science Data

Year	FFB	A	M	E
2015	13.04%	32.61%	29.35%	25.00%
2016	6.90%	21.84%	36.78%	34.48%
2017	13.75%	35.00%	30.00%	21.25%

Performance Catergory Representation

■ FFB ■ A ■ M ■ E