**19-20 Data Analysis for 20-21 Instructional Planning**

Due to COVID-19, the early closure of school campuses, the challenges of providing immediate online instruction to primary grade students, and having no end of year Fastbridge progress monitoring or universal screening data nor WY-TOPP assessment data. The following data provides significant information on Ashgrove Elementary’s progress towards meeting end of year achievement goals.

**1st Grade 3rd Quarter Reading Data:**

Reading-1-Literature & Foundational

Average combined standards score of 68.9%, 47.2 % proficient

* RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. Average score of 66%.
* RF 1.4: Read with sufficient accuracy and fluency to support comprehension.

Average score of 49.5%

* RL1.1 Ask and answer questions about key details in a text.

 Average score of 91%

**1st Grade 3rd Quarter Project Read Book 1 Data:**

* Students completed 16 of 26 units of focused phonics instruction with an average combined proficient score, including units 1-16, of 84%.
* 96% of students scored proficient on Unit 16.

Students received online instruction for six additional units but no assessment data is available.

 We can predict 50% of Ashgrove Elementary 1st grade students would score at or above the established cut scores on the 2020 Spring WY-TOPP Reading Interim Assessment.

**2nd Grade Third Quarter Reading Data:**

Reading-2-Unit 4: Literature and Foundational Skills - Fiction Genres

Average combined standards score of 71.5%, 61.2% of students were proficient

* RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

 Average score of 70.8%

* RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Average score of 72.8%

* RL.2.3 Describe how characters in a story respond to major events and challenges.

Average score of 72.9%

**2nd Grade Project Read Book 2 Data:**

A wide variety of unit completion rates of focused phonics instruction with post unit assessment data varied between second grade classrooms with an average combined proficient score of 71%. Students received online instruction for two additional units but no assessment data is available.

* 72% of students scored proficient with 80% accuracy or better on Unit 24.

**Ashgrove 3rd Grade 2nd Quarter Reading (incomplete 3rd quarter data available)**

Reading-3-Unit 2: literature - Building a Reading life

Average score of 71.7%, 60.5% of students were proficient

* RI.3.6 Distinguish their own point of view from that of the author of a text.

Average score of 67.4%

* RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral

and explain how it is conveyed through key details in the text.

 Average score of 51.2%

* RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Average score of 81.4%

* RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

Average score of 81.4%

Reading -3-Point of View: Literature

Average score of 69.8%, 65.1% of students were proficient

* RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Average score of 69.8%

**3rd Grade 3rd Quarter Reading Data:**

Reading-3-Unit 4 Informational - Research Clubs (2 of 3 classes had data)

 Average combined standards score of 69.8%, 48.4% of students were proficient

* RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

 Average score of 83.9%

* RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Average score of 62.9%

* RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.

 Average score of 71%

* RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

 Average score of 75%

**3rd Grade Project Read Linguistics Data:**

* 25 of 27 units of focused phonics instruction were taught with an average combined proficiency score of 64%. Many students did not participate in this instruction for the full 25 units but rather received intervention instruction in Phonics 1 and 2
* By Unit 25 32% of students had received grade level Linguistics instruction earning 80% or better and did so for all 3 through 25 units.

**1st Grade Mathematics Data:**

**Unit Assessment Data (Due to extensive quantity of data, data representing essential standards only will be listed):**

Math-1-Unit 4: Word Problems Assessment

Average Score: 84.5% Students Proficient: 90%

* 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to,...to represent the problem.

Math-1-Unit 5: Base 10 Assessment

Average Score: 81.1% Students Proficient: 81.1%

* 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases….
* Math-1-Unit 5: Computational Fluency
* Average Score: 45.2% Students Proficient: 23%
* 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies suchs counting on; making ten, decomposing….

Math-1-Unit 6: Add/Subtract to 100

Average Score: 83.6% Students Proficient: 94.3%

* 1.NBT.G.45: Add within 100, using concrete models or drawings and strategies based on place value. (35 of 53 students completed this assessment)

**2nd Grade Mathematics Data:**

**Unit Assessment Data:**

 Math-2-Unit 1: Comp. Fluency by Strategy Assessment:

 Ave. Score: 52.2% Students Proficient: 23.9%

* 2.OA.2: Fluently add and subtract with 20...using mental strategies...digit numbers.

Average Score: 52.2%

 Math-2-Unit 2: Place Value

 Ave. Score: 72.4% Students Proficient: 60.9%

* 2.NBT.1: understand the three digits...as special cases.

Average Score: 70.3%

* 2.NBT.2: Count within 1000, skip-count by 5s, 10s, and 100s.

Average Score: 85%

* 2.NBT.3: Read and write numbers to 1000 ...and expanded form.

Average Score: 64.3%

Math-2-Unit 3: Addition and Subtraction within 100

 Ave Score: 72.6% Students Proficient: 60%

* 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operation, and/or the relationship between addition and subtraction.

Average Score: 80.7%

* 2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations...to compose or decompose tens or hundreds.

Average Score: 49.2%

* 2.OA.1: Use addition and subtraction within 100 to solve on-and two-step problems...to represent the problem.

 Average Score: 70%

 Math-2-Unit 4 Measurement Assessment

 Ave.Score: 67.8% Students Proficient: 74.2%

* 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

 Average Score: 67.8

**3rd Grade Mathematics Data:**

**Unit Assessment Data:**

Math-3-Unit 2: Multi/Div 0-5 & 10 Fluency

Average score: 71.6% Students Proficient: 68.2%

* 3.OA.7: Fluently multiply and divide within 100, using strategies...one-digit numbers.

Math-3-unit 2: Multi-Step Word Problems

Average Score: 66.3% Students Proficient: 61.4%

* 3.OA.8: Solve two-step word problems using …(order of Operations).

Math-3-Unit 3: Measurement

Average Score: 71.4% Students Proficient: 60.5%

* 3.MD.4: Generate measurement data by measuring...halves, or quarters.

**DATA ANALYSIS SUMMARY:**

The grade level collaborative planning process at Ashgrove allows teachers to continually review student performance. This process also provides structures that ensure common instruction and assessment around the priority standards and alignment with the District Units of instruction. The data demonstrates that the majority of students are proficient; however, we still have work to do to reach 80% of students being proficient on all standards. As a result of the data, we believe this activity needs to continue as it has only been in place for one school year (implemented January of 2019 - 1 ½ years of implementation) and we need to allow more time to see if it helps us reach 80% proficiency. We also need at least a full year of standardized data (WY-TOPP and Fastbridge) to effectively analyze this activity.

Tier 2 instruction is directly tied to performance on District Units of Instruction as measured by CFA’s and Summative Assessments. Tier 3 interventions focus on foundational skills that allow students to have better access to the District Units of Instruction. Data shows that a majority of students are scoring above 70 percent on the assessments. However a lower percentage are scoring proficient (between 23% proficient and 90% proficient) - the district proficiencies don’t always align with percentages. Ashgrove needs to continue implementation of Tier 2 and Tier 3 interventions. In addition, identification for Tier 2 interventions (CFAs) need to be closely aligned with the expectations on the District Summative Assessments. This will need to be addressed by the Building Guiding Coalition in order to refine our process of developing CFAs. This also indicates a possible area of needed PD for teachers (alignment of CFAs to Unit Summatives).