Mountain Meadow Elementary 2019-20 Achievement Data Narrative

In the 2019-20 school year Mountain Meadow didn't school wide benchmark assessments. However, there are 2 pieces of data that I believe will support our continued emphasis on student learning and prove students continued to learn at high levels even during distance learning. One area that continued to show our positive impact on student learning was the continued use of SMART Goals throughout the 2019-20 school year. What is critical with the Mountain Meadow SMART Goals is not only do we set goals to achieve, but we also make sure if students don't meet the goal what do they need to be able to do to move towards meeting the goal. Then, there must be a plan for students that don't meet that goal. Listed below are SMART Goals from each grade level with results:

5th Grade Math: By the end of unit 1 in math, 90% of students will be able to solve for the volume of a regular rectangular prism using the formula l x w x h or b x h as measured by question 7a and 7b on the end of unit assessment. The remaining 10% of students will be determine the steps to solve for volume of a rectangular prism.

Results: 95% of our students demonstrated a strong understanding of the concept of volume as assessed by questions 7a and 7b on the post assessment. Jessica, Tyson, Angelynn, Liam., Devin, and Corbin all need additional support in the concept of volume.

Next Steps: The students listed above will receive additional support from Molly (classroom teacher in walk to math interventions) to clear up misconceptions, we will also provide students additional time if needed with Stacy Ingersoll or Cathy Meagher during the end of our math block (during student share outs).

5th Grade ELA: Unit 2 Goal: By the end of unit 2, 90% of students will be able to create an IVF statement and three key details in a summary through teacher created formative assessment. The remaining 10% of students will be able to create an IVF summary statement without supporting details.

Results: 92% of students wrote a summary of chapter 6 of Restart. The following students struggled with writing a summary paragraph that included an IVF statement and three key details: Corbin, Maverick, Hayli, Jessica, Lucas, Riley, Leah, Hayden, and Kaden. Of those students, the following students were unable to write an IVF statement that related to the prompt: Derek, Maxton, Lucas, Riley, Cooper, and Zach.

Next Steps: Each of the students listed above are in a small reading intervention group. We will be communicating with all reading intervention teachers to ensure that the students listed above are getting specific feedback in their work, rather than going through the motions of the assignment and moving on. This assignment also unearthed several misconceptions and provided an opportunity for specific feedback to individual students and ideas for reteaching to entire classes and/or intervention groups.

4th Grade Math:
Unit 3 Goal: By the end of unit 3, 85% of students will be able to add and subtract fractions with like denominators with regrouping as measured by questions 2b, 3. The remaining 15% of students will be able to add and subtract fractions without regrouping as measured by question 2a and other common formative assessments.

Results: 87% of students were at or above standard for adding and subtracting fractions with like denominators with regrouping as measured by questions 2b and 3. 91% of the remaining students were able to add fractions without regrouping as measured by question 2a.

Next Steps. The students that were unable to meet standard will work in a small group during walk to math with Mr. Bishop. They will receive specific small group instruction in adding and subtracting fractions. We will take a formative after 2 weeks to determine progress.

4th Grade ELA:
Unit 1 Goal: 85% of students (57 students) will be able to consistently make an inference and identify correct text evidence as measured by the unit 1 post assessment and formative data collected throughout the unit. The remaining 15% (10 students) will be able to answer right there questions and identify correct supporting text evidence.

Results: 90% of students are able to make an inference and support it with evidence from the text. The remaining 10% are able to answer right there questions and correctly identify supporting text evidence.

Next Steps: Teachers will work with the students in their class that haven't met standard in a small group within their classroom.   Teachers will then give a formative assessment to determine progress.

3rd Grade Math: Unit 3 Goal: By the end of unit 3 80% (63 students) of students will be able to round a whole number within 1,000 to the nearest 10 and 100. The remaining 20% (13 students) will be able to round a number within 1,000 to the nearest 10.

Results: 87% or 66 students were able to round a whole number within 1,000 to the nearest 10 and 100. Of the remaining 13% or 10 students, 4 students were able to round a number within 1,000 to the nearest 10.
Next Steps: The 13 students not meeting standard will be in 2 small groups during walk to read to receive increased instruction on rounding. We are giving the math IAB: NBT on December 18th, which focuses on rounding and will give us another data point for who to continue to intervene on pertaining to rounding.

3rd Grade ELA: Unit 2 Goal: By the end of unit 2, 56 students will be at the standard for 3.RL.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 as measured by the unit 2 post literary assessment. The remaining 23 students will be able to determine the central message of the story and support their answer with a detail from the text (Q1).

Results: 76% or 58 third graders were at standard for 3.RL.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 as measured by the unit 2 post literary assessment. Of the remaining 17 students 7 were able to determine the central message of the story and support their answer with a detail from the text (Q1).

Next Steps: We changed reading groups based on the data and create a very small intensive group to reteach and continue working closely on these deficient skills in order to move these kids. This small group will also have a para supporting. We will take a formative assessment in two weeks to check progress.

2nd Grade Math:

Unit 1 Goal: 80% (60 students) of our 75 students will correctly demonstrate using a Number Rack, students will correctly identify how many more beads to get to 20, with 80% accuracy (7 of 9) by the end of Unit 1. The remaining 20% of our students (15 students) will be able to identify how many beads are visible with 80% accuracy (4 of 5 correct).

Results: 88% of our students met the goal. 9 students were below the 80% goal. That would be 12% of our students.Their errors were usually when the missing beads hiding in the center of the number rack and the beads on the both sides were counted incorrectly.

Next Steps: The remaining 12% of students will meet in small groups that emphasize practicing with the number rack during walk to math. Teacher will provide those groups with more concrete models. We will provide a formative assessment in 3 weeks.

2nd Grade ELA:

Unit 1 Goal: 76% of 75 students (55 students) will score 80% and above on the two end of Unit 1 passages. The questions are right there reading comprehension questions.   The remaining 18 students will be able to answer questions at an 80% accuracy rate with teacher scaffoding such as when the story is read to them and/or answers are scribed.

Results: 80% of students read the end of 1 assessment passages independently and correctly answered the right there reading comprehension questions. The remaining 20% of students were able to answer the questions correctly when the passage and questions were read to them.

Next Steps: The 20% of students who did not meet standards will stay in reading mastery groups to increase their fluency and correct words read per minute.

1st Grade Math:

Unit 3 Goal: By the end of unit 3, 90% of students will be at standard for combinations to 10 as measured by formative or number 1 (looking at a number rack and determining the missing addend) on the unit 3 post assessment (5 or 6 correct). The remaining 10% will get 3-4 correct.

Results: 91% of students got 5 or 6 problems correct. Jack, Jalaya, Rylan, Ariana, Valeria, Gunnar did not meet standard. Valeria, Ariana, and Jalaya do not have strong number sense and are playing math blitz games at 3:00 every day to increase number sense with paraeducator support. Gunnar has a hard time with organization and focus, so many of his answers were one number off. Jack has strong number sense and did not show any signs of needing support on this standard before the post assessment.

Valaria, Ariana, and Jalaya will continue with math games that help increase their number sense. The other students will get a quick review with teacher to determine next steps for support.

1st Grade ELA:

Unit 2 Goal: By the end of Unit 2 , 90% of students will be at or above standard for telling topic and details from a passage as measured by the district unit 2 informational post assessment. The remaining 10% of students will determine topic and 1 or 2 details (approaching standard).

Results: 97% of students were able to determine the topic and details from a passage. Two students did not meet standard. Those 2 students were unable to determine any details.

Next Steps: Valeria and Alexa will continue being served in a variety of ways. They are in small group intervention (reading Mastery) to help them increase fluency. They are also in a Tier 3 intervention to help identify letter sounds. Moving forward, we will find every opportunity to help them determine a topic of a passage and facts that are from the passage