

Evidence of Effectiveness Committee,

The Math and ELA results of the 3rd grade on Southside Elementary School’s Spring WYTOPP shocked our school (and in particular, our 3rd grade team). Despite some of our best efforts, including dedicated time for school-wide reading intervention and grade-level math intervention, this group has struggled academically for the last two years, but we have never given up on their learning! While we were below the state average in both Math and ELA in 3rd Grade, we wondered about a trend we noticed *across the state*: the whole grade level appeared to be low-performing overall in comparison to the 4th and 5th grade! We are not entirely sure what to make of that information, but it was one notice we had. Another wonder we have is what is the impact of recently adopting (within the last 3 years) a new curriculum (Bridges Math) and (*Fountas & Pinnell Classroom* – Balanced Literacy)? Those are just a couple of *wonders*; however, ***it does not matter what happened on the state WYTOPP assessment in school year 18-19, it matters how we respond to the results during school year 19-20.***

At the start of the year, our entire staff looked at our Math and ELA data and most compelling was our writing data across the board—our state assesses 3rd and 5th grade in writing. In general, writing scores make up about 20% of the total ELA score for our school. Immediately, our whole staff took responsibility for our poor performance on writing and wanted to help (our writing scores indicated we were only at around 13% of our 3rd and 5th grade students scoring proficient and advanced!). We immediately formed a *guiding coalition (G.C. Team)* around *this elephant in the room*. Almost every Monday our G.C. Team has met and continues to develop *and implement* a new set of writing expectations vertically, including scoring rubrics and guides for each grade level. We conducted our first school-wide writing prompt during the Fall, and we took time to score these papers together to learn from each other. This gave us baseline data to work with and then move forward. We took our results, and our reflection on using our newly developed expectations and rubrics, and adjusted our work based on what did or did not work during the Fall School-wide Writing Prompt. We have continued to meet as a guiding coalition and set the next school-wide writing prompt for February 19, 2020. **Table 1** is data from our school-wide writing results for our school-wide writing assessments of our K-5 students. **Table 2** is data from grades 3 & 5 writing results from The WYTOPP *state assessment* that requires a Fall Interim and a Winter Interim assessment prior to the Spring Summative.

Table 1 ELA/Writing

<i>Students scoring “2” or above on grade level writing rubric for Fall School-Wide Writing</i>			
Grade	FALL Schoolwide Writing Prompt (2 or better)	WINTER Schoolwide Writing Prompt (TBD Feb. 27, 2020)	Spring Schoolwide Writing Prompt (TBD May 2020)
K	8/52 15%	28/51 55%	
1 st	28/48 58%	35/47 74%	
2 nd	10/42 23%	35/40 87%	
3 rd	25/35 71%	23/25 92%	
4 th	22/53 42%	24/43 56%	
5 th	29/53 54%	35/53 66%	
Total	122/283 43%	168/245 68%	

Table 2 ELA/Writing

<i>Students At or Approaching the expectation on the WY State Assessment for Writing (WYTOPP)</i>			
Grade	Fall Interim (September)	Winter Interim (January)	Spring Summative (April 2020)
3 rd Grade	27/36 75%	37/38 97%	
5 th Grade	38/53 71%	51/53 96%	

Additionally, for ELA, our 3rd grade team of teachers continue to learn how to assess reading using the F&P Benchmark Assessment and utilize the results to improve reading instruction in the classroom. The 3rd grade team is collaborating with 2nd grade to build the vertical relationship with 2nd grade reading skills, and they will combine this effort with 4th grade during the 2020-21 school year. There is no question that this PD and training has helped all teams involved interpret the reading data and utilize results to inform and improve their instruction.

In **Table 3** are our ELA/Writing Winter WyTOPP Interim results in January for 3rd grade. As you can see this year's 3rd grade is performing well compared to our state and district in ELA/Writing.

Table 3 ELA/Writing

Roster	Teacher	Total	Student Count	Test Completion Rate	Scale Score	Performance Distribution
State			5204		582	29% 28% 31% 12%
District			123		593	17% 35% 37% 11%
School			38		605	8% 29% 42% 21%

In Table 4 below you can see that our while our 4th grade (last year's underperforming 3rd grade) is improving (they are stride for stride with our district and a little better than the state), overall the third grade group at the state level is still an underperforming group.

Table 4 ELA/Writing

Roster	Teacher	Total	Student Count	Test Completion Rate	Scale Score	Performance Distribution
State			5482		609	26% 27% 27% 20%
District			143		615	20% 24% 34% 22%
School			54		615	22% 22% 28% 28%

Unfortunately, Math was another struggle for 3rd grade during the 2018-19 school year. One response to the results from 2018-19 is our entire districts focus on vertical alignment and a viable curriculum for our three elementary schools. Another response was to have our 3rd grade team reflect on their common planning, collaboration, common formative assessments, and system of interventions. At the same time we continue to remind ourselves that the 3rd grade results from the 18-19 school year do not fall solely on our third grade team; our whole school is concerned about these students.

By the end of the 18-19 school year, our district teams determined our math essentials. This was a great step for all of our teachers and schools. By reviewing what we know to be true at each grade level, examining our practice, including the *assessment blue prints* for the state tests, and including what our new math series, Bridges Math, held as essential we were able to focus on our own PCSD#1 Math Essentials. This focus allows us to drive our interventions/enrichments with more precision and a focus on what every student should be able to know and do in math. We had not had that kind of clarity since the adoption of the common core standards as our Wyoming State Math Standards. Working with our teams, there is no question that this achievement of determining math essentials has been huge!

Letting the 3rd grade team (all teams) reflect was important. As the quote goes, “Everybody has a plan until you get hit in the mouth.” Well, our 3rd grade team felt as if *they* “got hit in the mouth.” They examined every facet of their collaboration and team culture. “We plan together, we collaborate, we have a great team...what do we need to do differently to help our students?” They started by examining their team norms, what they were collaborating about, and their accountability to each other through common planning. They took a close look at their essentials, their units of study, and the blueprints for the WYTOPP State Assessment. This helped them to better plan and design units that not only would help the students do better on their essential learning but also on the state test. Through this process, the 3rd grade team continues to grow in their vulnerability and seek out each other’s help. At this point in the year, our 2019-20 Third Grade Math results as compared to our district and the state (see [Table 5 Math](#)) are much improved.

Table 5 Math

Dashboard > School Performance on Test

Performance by Roster | Performance by Student

Average Score, Performance Distribution and Average Points Earned on **Interim: Mathematics Grade 3 (Winter)**, by Roster and Rep

Filtered By Test Reason: Winter

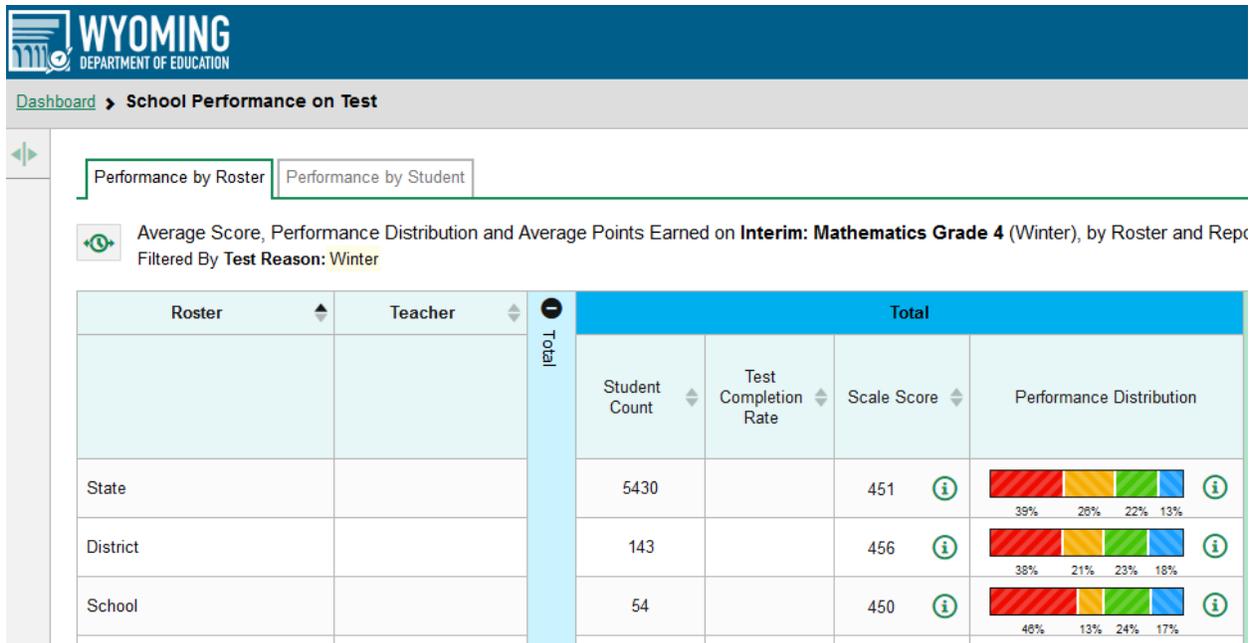
Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Scale Score	Performance Distribution
State			5255		417	48% 30% 17% 7%
District			123		431	27% 28% 28% 17%
School			38		442	16% 29% 34% 21%

Our 4th grade team knew and accepted the challenge when they received their students (2018-19 third grade students). They continue to foster a growth mindset in their students. Like the 3rd grade

team, they are constantly refining their team PLC processes and trying to find better ways to help ALL students learn. They analyze their common formative results and their state testing results against their essentials and continue to find better ways to reach the kids. They also conducted a book study on *proficiency scales*, which has led to their approach in their intervention and enrichment of essential math skills to a *kid-by-kid, skill-by-skill* approach. They are using formative assessments on a weekly basis to determine their intervention groups to keep the learning improving and moving! Additionally, our school reallocated para-educator staff to our 3rd -5th grades to help create smaller intervention groups. Moreover, we are piloting a diagnostic and intervention program for our most at-risk students in math and we are seeing some excellent growth.

In **Table 6 Math**, you can see that our 4th grade results during the Winter Math Interim are still a bit behind the district and state average, but we are gaining. What still concerns us at this point is the the number of 4th grade students in our school that are considered at-risk in math. However, we are **closing the gap** in the difference in achievement between Southside and the district and the state!

Table 6 Math



Ultimately, we understand the **Evidence of Effectiveness Committee's** concern with our 3rd grade data for the 2018-19 school year. We were disappointed with the results as well. We hope the committee can see by our response that we are constantly reflecting on our PLC practices and our focus on high levels of student learning for all across all grade levels to determine what we need to do to improve and help ALL students reach their potential!