APPENDIX II – 13

2017-18 MAGNET SCHOOL ACHIEVEMENT DATA

BONILLAS ELEMENTARY

Bonillas AzMERIT Proficiency:
2016-17 and 2017-18

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2016-17			Grades 3 - 5 2016-17		
ADE Label	School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
C	Bonillas	38%	36%	40%	38%	27%	26%
		38%			30%		

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2017-18			Grades 3 - 5 2017-18		
2017 ADE Label	School	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	37%	36%
	State	53%	47%	47%	44%	47%	48%
B	Bonillas	36%	42%	54%	40%	28%	29%
		44%			32%		

- **Math Achievement Goal**: Math achievement for all students will increase by 10% moving from 37.9% proficient or highly proficient on 2017 AzMERIT to 47.9% proficient or highly proficient on 2018 AzMERIT.

  Status: From 2016-17 to 2017-18, the District increased math scores at Bonillas by 6%, but did not meet the goal of increasing math scores by 10%. In Math, 5th grade students exceeded the state proficiency rate and 4th grade students outperformed the District. From 2016-17 to 2017-18, 4th grade increased their math proficiency level by 6%, and 5th grade by 14%. Third grade experienced a small dip in math proficiency level (-2%). Bonillas' overall math proficiency rate was 44.0%, 5% above the district, but 5% below the state.

- **ELA Achievement Goal**: Achievement for all students will increase by 10% moving from ELA 30.3% proficient or highly proficient on 2017 AzMERIT to 40.3% proficient or highly proficient on 2018 AzMERIT.

    Status: From 2016-17 to 2017-18, the District increased ELA scores at Bonillas by 2%. No grade level achieved a 10% raise in proficiency level in ELA. However, 3rd grade students exceeded the District proficiency rate by 5%.

African American students outperform their white and Hispanic peers in ELA but not in mathematics. Hispanic students outperformed white students in ELA and math. The achievement gaps at Bonillas are smaller than for non-magnet elementary schools as a whole (e.g. the African American gap in mathematics is 6% at Davis compared to a 21% cap for non-magnet elementary schools).

**Bonillas AzMERIT 2017-18 Percent Proficient Breakdown
by USP Ethnicity for All Grades**

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Bonillas	ELA	27%	40%	30%		Math	41%	35%	46%
	N	22	20	122		N	22	20	122
Non-Mag Elem		51%	30%	32%		Non-Mag Elem	53%	28%	34%

During the 2017-18 school year, teachers continued to work in grade level PLC collaborative teams to support student academic growth. According to site-level reporting, Bonillas showed continued progress on PLC implementation on all areas of the District rubric. During Quarter 1, Bonillas developed a schedule for PLCs in order to ensure that teams met bi-weekly for 90 min, in addition to at least 2 Wednesdays each month for 60 min. Teams worked to create common formative assessments and shared and developed more effective instructional strategies. During Quarter 2, Bonillas' administrative commitment to providing regular time for teams to meet resulted in increased motivation and engagement reported in all grade level PLC collaborative teams. Teams worked together to share common instructional, feedback and evaluation strategies. The PLC facilitator began to provide ideas and materials for analysis of student work, student engagement, and for intervention and enrichment. During the second semester, the focus of PLC collaborative team meetings was on checking for understanding, providing immediate feedback, supporting culturally responsive pedagogy, and differentiating instruction, particularly in meeting the needs of the students who have moved beyond essential skills. Teachers participated in professional development that supported culturally responsive pedagogy, differentiated instruction, and use of technology to enhance instruction in the classroom.

As Bonillas plans for SY2018-19, the focus will be on using data to show which

instructional practices are effective, which ones need revision or reworking, as well as analyzing the most effective uses of instructional time. PLC collaborative teams will monitor achievement data and work to decrease the negative achievement gap seen in the 2018 AzMERIT data, including identifying students who need additional support. Bonillas will continue to place emphasis on Tier 1 instruction in ELA and work to increase student achievement at a higher rate across the board through task analysis, strategic lesson design, common formative assessments, and using data to make instructional decisions.

BOOTH-FICKETT K-8

Booth-Fickett AzMERIT Proficiency: 2016-17 and 2017-18, Grades 3-5

| | | AzMERIT Math | | | AzMERIT ELA | | |
| | | Grades 3 - 5 2016-17 | | | Grades 3 - 5 2016-17 | | |
ADE Label	School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
C	Booth-Fickett	23%	42%	44%	23%	37%	29%
		36%			30%		

| | | AzMERIT Math | | | AzMERIT ELA | | |
| | | Grades 3 - 5 2017-18 | | | Grades 3 - 5 2017-18 | | |
2017 ADE Label	School	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	201 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
D	Booth-Fickett	30%	26%	35%	37%	37%	39%
		31%			38%		

- **Math Achievement Goal**, **Grades 3-5:** Achievement for Booth-Fickett will be equal to or greater than the district of proficient and highly proficient students (37.5%) in grades 3-5 on the 2018 AzMERIT math assessments.

  Status: From 2016-17 to 2017-18, the District increased 3rd grade math scores at Booth-Fickett by 2%. Proficiency goals were not met in grades 3-5.

- **ELA Achievement Goal, Grades 3-5:** Achievement for Booth-Fickett will be equal to or greater than the district of proficient and highly proficient students (34.1%) in grades 3-5 on the 2018 AzMERIT ELA assessment.

    Status: The District met this goal. Booth-Fickett 3rd-5th grade students performed at levels equal to or greater than the 2018 district proficiency.

Booth-Fickett AzMERIT Proficiency:
2016-17 and 2017-18, Grades 6-8

| | | AzMERIT Math | | | | | AzMERIT ELA | | |
| | | Grades 6 - 8 2016-17 | | | | | Grades 6 - 8 2016-17 | | |
ADE Label	School	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2017 Alg I	2017 Geom	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8
	District	21%	20%	13%	29%	22%	26%	30%	21%
	State	41%	34%	29%	39%	34%	41%	44%	34%
C	Booth-Fickett Magnet	25%	14%	7%	61%	80%	24%	26%	17%
		37%					22%		

| | | AzMERIT Math | | | | | AzMERIT ELA | | |
| | | Grades 6 - 8 2017-18 | | | | | Grades 6 - 8 2017-18 | | |
ADE Label	School	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2018 Alg I	2018 Geom	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8
	District	24%	20%	21%	29%	27%	23%	31%	24%
	State	43%	36%	31%	39%	37%	39%	45%	39%
D	Booth-Fickett Magnet	12%	14%	14%	33%	35%	21%	27%	19%
		22%					22%		

- **Math Achievement Goal, Grades 6-8:** Achievement for Booth-Fickett will be equal to or greater than the district of proficient and highly proficient students (17.8%) in grades 6-8 on the 2018 AzMERIT Math assessment.

    Status: The District exceeded the goal. The District increased math proficiency levels at Booth-Fickett in 7th and 8th grade math, with 8th graders making the

greatest gain. Student proficiency rates exceeded the District in Algebra 1 and Geometry.

- **ELA Achievement Goal**, **Grades 6-8:** Achievement for Booth-Fickett will be equal to or greater than the district of proficient and highly proficient students (24.7%) in grades 6-8 on the 2018 AzMERIT ELA assessment.

    Status: The District did not meet this goal, but ELA proficiency increased in 7th and 8th grade.

Significant progress was made in narrowing the achievement gap between White African American and Hispanic students. In 2017-18, the gap between white and African American students was 8% in ELA and 5% in Math, while 4% in ELA and math between white and Hispanic students. These gaps are significantly smaller than for non-Magnet K-8's as a whole.

Booth-Fickett AzMERIT 2017-18 Percent Proficient Breakdown by USP Ethnicity for All Grades

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Fickett	ELA	30%	22%	26%		Math	19%	15%	16%
	N	143	115	339		N	145	114	341
Non-mag K-8		46%	24%	26%		Non-mag K-8	44%	21%	27%

Booth-Fickett K-8 focused school-wide PD on task analysis to teach teachers how to access and utilize SchoolCity benchmark data and CFA's for analysis and review. The MTSS facilitator met with teachers regarding creating opportunities for targeted interventions to improve to improve quality Tier 1 instruction.

Kim Gunn, an academic consultant, also worked with Booth Fickett, providing service for approximately 35 teachers. At this site, the consultant also had access to walkthrough and Next Step data; as well, she conducted her own regular observations and provided feedback. Mrs. Gunn worked and will continue to work with teachers on Gradual Release of Responsibility and standards based centers for elementary teachers. Teachers were assisted in identifying small gains that could be easily achieved, yet make a great deal of difference for students. The focus was on Quality Core Instruction, Tier 1 of the RTI[2] (Response to Instruction and Intervention) framework. Mrs. Gunn worked with staff to unwrap and stack performance standards and write objectives that aligned to these standards. Work continued as staff were guided through the process of planning a lesson that was aligned to the rigor of the standard that was effective (standards-based) and engaging (every student, every lesson). All professional development was done on a one-to-one basis, as there was no opportunity to do full-group PD. Feedback from the consultant indicated a need for whole staff PD, with follow-

up support available in order to support and hold teachers accountable to the PD non-negotiables.

During the first quarter of 2018-19, Booth Fickett conducted regular PLC collaborative team meetings with elementary teachers. Teams focused on selecting CFAs and analyzing student work to refocus teaching. Booth Fickett also worked on implementing curriculum 4.0 to add rigor in order to meet magnet plan growth in ELA and Math. During Quarter 2, Booth Fickett adjusted the schedule to allow PLCs to meet more frequently, and implemented "customized" PLCs. This allowed teaching teams to select the most productive approach to planning and delivering instruction. During the second half of the year, customized PLCs continued, this time by creating specific agendas. This allowed teachers to analyze student work in depth, and lead to focused teaching, reteaching, and enrichment.

To address the achievement gap at Booth-Fickett, Student Success Specialists worked with African American and Hispanic American students by bringing in motivational community leaders, local high school and college students. The African American Success Specialist worked closely with a group of students, providing extra tutoring and restorative support to students and families to support academic achievement. Some of these targeted supports included 1:1 and small group. During the 2018-19 school year, specialists will continue to work with families to build the school/home relationship.

As Booth Fickett prepares for the 2018-19 school year, K-5 teachers will meet weekly in PLCs to create CFAs, analyze student data, create standard based learning centers in reading and math, and implement skill based small group interventions in reading and math. A scheduled PLC block will be available for middle school teachers to meet weekly. This will allow collaborative teams time to create CFAs, analyze student data, and create standard based lessons focused on teaching, re-teaching and enrichment.

Booth-Fickett recruitment of highly qualified teachers is on-going. For the 2018-19 school year, Booth-Fickett will hire 2 math specialists to support teachers and students in grades K-8, to address student intervention supports as well as student acceleration. A Data Specialist will be hired to support teachers with analyzing student data and the creation of CFA's during PLCs. TUSD will train a lead teacher in Math to support teachers in the implementation of District curriculum.

BORTON ELEMENTARY

Borton AzMERIT Proficiency: 2016-17 and 2017-18

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2016-17			Grades 3 - 5 2016-17		
ADE Label	School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
C	Borton	37%	34%	43%	49%	34%	44%
		38%			42%		

2017 ADE Label	School	AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2017-18			Grades 3 - 5 2017-18		
		2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
C	Borton	55%	28%	39%	42%	45%	39%
		41%			42%		

- **Math Achievement Goal:** Achievement for all 3rd – 5th grade students will increase by 10% moving from 37.8% proficient or highly proficient on 2017 AzMERIT to 47.8% proficient or highly proficient on 2018 AzMERIT.

  Status: Although the goal was not met, Borton students exceeded the District proficiency rates in all grades and subjects except for 4th grade math. Fifth grade students exceeded the state proficiency rate in Math by 8 percentage points and third grade by 2 percentage points.

- **ELA Achievement Goal**: Achievement for all 3rd – 5th grade students will increase by 7.5% moving from 42.5% proficient or highly proficient on 2017 AzMERIT to 50% proficient or highly proficient on 2018 AzMERIT.

  Status: Borton students exceeded the District proficiency rates in all grades.

**Borton AzMERIT 2017-18 Percent Proficient Breakdown
by USP Ethnicity for All Grades**

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Borton	ELA	70%	47%	35%		Math	74%	40%	32%
	N	43	15	136		N	42	15	138
Non-Mag		51%	30%	32%		Non-Mag	53%	28%	34%

Borton's achievement gap between African American and white students was 23% in ELA (compared to 21% for non-magnet elementary schools) and 34% in Math (compared to 25% for non-magnet elementary schools) The gap between Hispanics and their white peers was 35% in ELA and 42% in Math. This compares to an overall non-magnet elementary

school achievement gap of 19% in ELA and Math.

During the 2017-18 school year, PLC collaborative teams at Borton focused on creating and analyzing data from CFAs. Teachers used this data to inform instruction, discuss and share effective instructional strategies, and plan for teaching, re-teaching, intervention and enrichment. Also during the 2017-18 school year, Borton transitioned to a "full inclusion" school for special education students. Reflections on the initial year resulted in a commitment to build in additional time for exceptional education teachers to plan with classroom teachers during next year's PLCs.

For the 2018-19 school year, Borton plans to continue focus on the PLC cycle and creating strategic plans at every grade level in order to provide a guaranteed curriculum that will ensure and extend learning as well as the implementation of formal and informal assessments that will inform teaching practices. PLCs will also focus on content integration and the planning of projects that are "standards driven." STEAM components will be included. In addition, PLCs will include surveys to identify styles of both teaching and learning, lesson studies and a specific protocol for teachers observing teachers.

CARRILLO ELEMENTARY

Carrillo AzMERIT Proficiency:
2016-17 and 2017-18

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2016-17			Grades 3 - 5 2016-17		
ADE Label	School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
C	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
A	Carrillo	49%	61%	46%	33%	51%	27%
		52%			37%		

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2017-18			Grades 3 - 5 2017-18		
2017 ADE Label	School	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
B	Carrillo	66%	67%	48%	54%	56%	46%
		61%			52%		

- **Math Achievement Goal:** Math achievement for all students will increase by 10% moving from 52.3% proficient or highly proficient on 2017 AzMERIT to 62.3% proficient or highly proficient on 2018 AzMERIT.

    Status: Although the goal was not met, Carrillo exceeded the state and District proficiency rate for all grade levels in Math. In the case of 4th grade Math, students exceeded state by 20 percentage points.

- **ELA Achievement Goal**: Achievement for all students will increase by 10% moving from ELA 37.2% proficient or highly proficient on 2017 AzMERIT to 47.2% proficient or highly proficient on 2018 AzMERIT.

    Status: This goal was met.

A negative achievement gap existed in ELA and Math, with African American and Hispanic students outperforming their white peers by 5%-25%.

Carrillo AzMERIT 2017-18 Percent Proficient Breakdown
by USP Ethnicity for All Grades

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Carrillo	ELA	47%	71%	54%		Math	67%	86%	62%
Non-Mag	N	15	7	120		N Non-Mag	15	7	121
		51%	30%	32%			53%	28%	34%

Carrillo teachers engaged in the PLC process weekly to clarify the essential learning for each unit of instruction as determined by the TUSD Curriculum and Scope and Sequence. Teachers participated in data analysis, created common formative assessments and determined needed interventions and re-teaching. These efforts were supported by the Principal and Magnet coordinator, who attended grade level PLCs on a regular basis to support schoolwide PLC goals.

For the 2018-19 school year, Carrillo plans include the ongoing practice of having teachers involved and engaged in a weekly PLC process. The Principal and Magnet coordinator will continue to meet regularly with grade level PLC to reinforce efforts of integrating the schoolwide PLC goal throughout the year. The Teachers Observing Teachers professional development will continue to evolve according to instructor needs. A consultant will continue to be retained for this PD. This consultant will differentiate the level of support provided according to teacher needs according to an end-of-year evaluation. Carrillo will continue to focus on student data, including strategic methods for using data to improve student achievement.

Given Carrillo's level of success, the District recommended this school for participation

in the National Standards of Excellence Certification Program. Carrillo will begin this work with Magnet School of America's Cohort IV in August 2018 and complete the process by the beginning of the 2019-20 school year.

DAVIS ELEMENTARY

Davis AzMERIT Proficiency:
2016-17 and 2017-18

ADE Label	School	AzMERIT Math Grades 3 - 5 2016-17			AzMERIT ELA Grades 3 - 5 2016-17		
		2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
B	Davis	61%	51%	43%	72%	63%	35%
		52%			57%		

2017 ADE Label	School	AzMERIT Math Grades 3 - 5 2017-18			AzMERIT ELA Grades 3 - 5 2017-18		
		2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
B	Davis	43%	70%	69%	48%	64%	50%
		60%			54%		

☐ **Math Achievement Goal:** Achievement for all 3rd – 5th grade students will increase by 10% moving from 51.6% proficient or highly proficient on 2017 AzMERIT to 61.6% proficient or highly proficient on 2018 AzMERIT.

> **Status**: Although the goal was not met, Davis students outperformed the state in 4th and 5th grade, exceeding state proficiency levels by more than 20 percentage points. Third grade students did not meet state proficiency rates in Math, and missed meeting the district by 1 percentage point.

☐ **ELA Achievement Goal**: Achievement for all 3rd – 5th grade students will increase by 10% moving from 56.7% proficient or highly proficient on 2017 AzMERIT to 66.7% proficient or highly proficient on 2018 AzMERIT.

Status: Although the goal was not met, Davis students exceeded state and District proficiency rates in ELA at all grade levels.

The achievement gap for Hispanic students was 26% in ELA and 24% in Math, large than the overall Hispanic non-magnet elementary gap of 19%. The achievement gap for Davis African American students of 14% in ELA and 4% in Math was lower than the non-magnet elementary gap of 21% in ELA and 25% in math.

Davis AzMERIT 2017-18 Percent Proficient Breakdown by USP Ethnicity for All Grades

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Davis	ELA	75%	63%	49%		Math	79%	75%	55%
Non-Mag	N	24	8	115		N Non-Mag	24	8	116
		51%	30%	32%			53%	28%	34%

Davis' PLC collaborative teams focused on the creation of CFAs using SchoolCity and forming fluid groups for students needing intervention. Teachers recognized a need to continue to work on the "guaranteed curriculum" and "enriching learning" portions of the PLC process, which became the focus for the second semester. The SY 17-18 Summer PD gave teachers an opportunity to analyze gap data and to strengthen student engagement through deepening rigor and enhancing essential questions as well as through the use of CRP strategies. During the 2018-19 school year, improvement in these areas will be monitored each quarter and follow-up PD will be offered which will continue to focus on strengthening student engagement.

DODGE MIDDLE

Dodge AzMERIT Proficiency: 2016-17 and 2017-18

ADE Label	School	AzMERIT Math				AzMERIT ELA		
		Grades 6 - 8 2016-17				Grades 6 - 8 2016-17		
		2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2017 Alg I	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8
	District	21%	20%	13%	29%	26%	30%	21%
	State	41%	34%	29%	39%	41%	44%	34%
A	Dodge Magnet	47%	40%	42%	97%	61%	63%	55%
		57%				60%		

2017 ADE Label	School	AzMERIT Math				AzMERIT ELA		
		Grades 6 - 8 2017-18				Grades 6 - 8 2017-18		
		2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2018 Alg I	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8
	District	24%	20%	21%	29%	23%	31%	24%
	State	43%	36%	31%	39%	39%	45%	39%
B	Dodge Magnet	61%	40%	57%	100%	45%	62%	60%
		56%				55%		

- **Math Achievement Goal:** Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by 5% on the 2018 AzMERIT mathematics test.

  Status: Although the goal was not met, Dodge students outperformed the state and District on all math assessments.

- **ELA Achievement Goal**: Dodge Traditional Magnet Middle School will increase the percentage of students who will be proficient or highly proficient by 5% on the 2018 AzMERIT Language Arts test.

  Status: This goal was met. Dodge students outperformed the state and District on all ELA assessments.

Dodge's achievement gap in ELA for African American students was 21%, and for Hispanic students was 20%. This is just below the equivalent gap for non-magnet middle schools (23% for African American students and 21% for Hispanic students). In Math, the achievement gap was 36% for African American students and 17% for Hispanic students. This compares to a White-African American gap of 23% and a White-Hispanic gap of 21%.

**Dodge AzMERIT 2017-18 Percent Proficient Breakdown
by USP Ethnicity for All Grades**

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Dodge	ELA	71%	50%	52%		Math	69%	33%	52%
	N	84	36	254		N	84	36	255
Non-mag MS		40	17	19		Non-mag MS	36	13	15

Dodge teachers trained on the District Curriculum and how to implement it. Teachers engaged in PLC collaborative team work after the contract day and during designated Wednesdays. Professional development was provided to familiarize teachers with using Teams from Microsoft 365 to encourage collaborative work. Microsoft 365 was utilized in PLCs, meetings, and observation cycles. With the addition of the 7 period day next year, Dodge will be able to schedule PLC meetings during the school day.

DRACHMAN K-8

Drachman AzMERIT Proficiency: 2016-17 and 2017-18

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2016-17			Grades 3 - 5 2016-17		
ADE Label	School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
C	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
A	Drachman	47%	27%	41%	46%	28%	42%
		38%			39%		

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2017-18			Grades 3 - 5 2017-18		
2017 ADE Label	School	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
F	Drachman	53%	43%	35%	43%	33%	31%
		43%			35%		

- **MATH Grades 3-5:** Math achievement for all 3rd – 5th grade students will increase by 10% moving from 39% proficient or highly proficient on 2017 AzMERIT to 49% proficient or highly proficient on 2018 AzMERIT.

    Status: While the goal was not met, Drachman students in 3rd grade exceeded the District and state proficiency rate in mathematics. Fourth grade students exceeded the District proficiency rate, but not the state.

- **ELA Achievement Goal**: ELA achievement for all 3rd – 5th grade students will increase by 10% moving from 37.8% proficient or highly proficient on 2017 AzMERIT to 47.8% proficient or highly proficient on 2018 AzMERIT.

    Status: In ELA, no grade levels exceeded the state, but 3rd through 5th grade students exceeded the District proficiency rate.

ADE Label	School	AzMERIT Math Grades 6 - 7 2016-17		AzMERIT ELA Grades 6 - 7 2016-17	
		2017 Gr. 6	2017 Gr. 7	2017 Gr. 6	2017 Gr. 7
	District	21%	20%	26%	30%
	State A	41%	34%	41%	44%
A	Drachman	14%	33%	30%	52%
		37%		41%	

2017 ADE Label	School	AzMERIT Math Grades 6 - 7 2017-18			AzMERIT ELA Grades 6 - 7 2017-18		
		2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8
	District	24%	20%	21%	23%	31%	24%
	State	43%	36%	31%	39%	45%	39%
F	Drachman	14%	11%	26%	24%	22%	26%
		22%			23%		

- **Math Achievement Goal:** Math achievement for all 6th – 8th grade students will increase by 10% moving from 23.2% proficient or highly proficient on 2017 AzMERIT to 33.2% proficient or highly proficient on 2018 AzMERIT.

    Status: The goal was not met.

- **ELA Achievement Goal**: ELA achievement for all 6th – 8th grade students will increase by 5% moving from 39.5% (estimated proficient or highly proficient on 2017 AzMERIT to 44.5% proficient or highly proficient on 2018 AzMERIT.

    Status: The goal was not met.

White students at Drachman outperformed their Hispanic and African American peers. The achievement gap between African Americans and Whites was 21% in ELA (compared to non-magnet K-8 gap of 22%) and 17% in math (compared to a non-magnet K-8 gap of 23%). For Hispanic students the gap in ELA (21%) was greater than for Hispanics in non-magnet K-8 schools, but smaller for math (11% cf to 17%).

Drachman AzMERIT 2017-18 Percent Proficient Breakdown by USP Ethnicity for All Grades

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Drachman	ELA	48%	27%	27%		Math	44%	27%	33%
Non-mag K-8	N	27	11	132		N	27	11	132
		46	24	26		Non-mag K-8	44	21	27

Drachman created a schedule which allowed teachers and PLC facilitators to meet for at least 45 minutes (up to 60 minutes) every week and another 60 minutes during Wednesday Cohort PLCs. Formative assessments were utilized to guide instruction and create intervention groups. Curriculum 4.0 and district PLC rubrics were also utilized to guide instruction. The leadership team requested that teachers give students CFAs on at least a monthly basis during the second semester. PLC collaborative teams took the initiative in creating reading groups that were part of an enrichment program so that students that were reading above grade level had the opportunity for growth and interaction with older mentors. Primary elementary teachers were encouraged to create CFAs online in order to prepare students for using technology in a testing environment. During the 2018-19 school year, Drachman plans to modify their schedule in order to allow PLC collaborative teams to meet in the afternoons rather than in the morning. This change will open up more time slots for PLCs and minimize cancellations due to out-of-school meetings. Other plans include adding a Teacher Assistant (TA) PLC team meeting at least once a month in order to discuss roles in the class, and also train TAs on expectations in Montessori classrooms.

HOLLADAY ELEMENTARY

Holladay AzMERIT Proficiency: 2016-17 and 2017-18

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2016-17			Grades 3 - 5 2016-17		
ADE Label	School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
	District	39%	36%	38%	34%	37%	32%

	State	47%	47%	47%	43%	48%	44%
D	Holladay	32%	18%	13%	18%	21%	13%
		21%			17%		

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2017-18			Grades 3 - 5 2017-18		
2017 ADE Label	School	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
C	Holladay	39%	15%	14%	26%	18%	24%
		23%			23%		

- **Math Achievement Goal:** Achievement for Holladay will be equal to or greater than the district of proficient and highly proficient students (37.5%) in grades 3-5 on the 2018 AzMERIT math assessment.

    Status: Although the goal was not met, math proficiency increased by 2%.

- **ELA Achievement Goal**: Achievement for Holladay will be equal to or greater than the district of proficient and highly proficient students (34.1%) in grades 3-5 on the 2018 AzMERIT ELA assessment.

    Status: Although the goal was not met, ELA proficiency increased by 6%. Holladay did not meet the state or District AzMERIT proficiency levels in ELA.

The number of White students was too small to calculate an achievement gap.

Holladay's AzMERIT 2017-18 Percent Proficient Breakdown by USP Ethnicity for All Grades

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Holladay	ELA	100%	14%	17%		Math	60%	24%	18%
	N	*	21	70		N	*	21	68
Non-Mag Elem		51%	30%	32%		Non-Mag Elem	53%	28%	34%

Holladay's schedule allowed for weekly PLC collaborative team meetings. Principal expectations were a minimum of two hours focused on ELA, two on Math, and one on CFA creation each month. Team reflection after the first quarter noted a need for more intentional in planning for enrichment and creating action plans to support each students' needs. For the remainder of the school year, Holladay teams focused on CFA cycle, analyzing student work, and providing resources/services to students that needed more assistance. The teams also worked to close achievement gaps based on school data, including disagreggation of CFA scores according to ethnicity and students proficiency scores. In addition, benchmark data, DIBELS, and Scholastic Reading Inventory were regularly used to identify, plan, and support student needs. Other tools were also used to target areas for student learning such as BluePrints, Scope and Sequence, pacing calendars, 4.0 Curriculum, and Curriculum Maps. PLC collaborative teams also worked in collaboration with the MTSS Coordinator and counselor to identify individual student needs. Overall, Holladay experienced growth in the PLC body of work, and will continue to reflect and refine their practices in 2018-19.

   Holladay contracted with Catapult Educational Services to provide push-in math support for at-risk students 3-4 times a week during the instructional day. Master teachers provided ongoing mentorship and coaching, focusing on building techer capacity as well as working directly with students. Every teacher was trained in implementation of Daily 5, including a more individualized instructional model that included student conferencing. Professional development focus was on ELA and instructional strategy building, including miscue analysis. Training was also provided on aligning academics, school culture, and shared leadership using the Leader in Me framework. Specialists continued to provide push-in and pull-out support in reading and math. Holladay also partnered with YMCA to offer a six week intensive reading support program for students exiting Kindergarden and 1st grade.

MANSFELD MIDDLE

Mansfeld AzMERIT Proficiency:
2016-17 and 2017-18

| 2014 ADE Label | School | AzMERIT Math | | | | AzMERIT ELA | | |
| | | Grades 6 - 8 2016-17 | | | | Grades 6 - 8 2016-17 | | |
		2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2017 Alg I	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8
	District	21%	20%	13%	29%	26%	30%	21%
	State	41%	34%	29%	39%	41%	44%	34%
C	Mansfeld	37%	32%	34%	94%	34%	38%	25%
		49%				32%		

| AzMERIT Math | AzMERIT ELA |
| Grades 6 - 8 2017-18 | Grades 6 - 8 2017-18 |

2017 ADE Label	School	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2018 Alg I	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8
	District	24%	20%	31%	29%	23%	31%	24%
	State	43%	36%	21%	39%	39%	45%	39%
B	Mansfeld	39%	36%	34%	89%	35%	45%	30%
		50%				37%		

- **Math Achievement Goal**: Math achievement for all students will increase by 6% moving from 34.5% proficiency rate on 2017 AzMERIT to 40.5% proficient or highly proficient on 2018 AzMERIT.

  Status: Although the goal was not met, student math scores improved in grades 7 and 8.

- **ELA Achievement Goal**: Student achievement for all students will increase by 6% moving from 33% proficient on 2017 AzMERIT to 39% proficient on 2018 AzMERIT.

  Status: This goal was not met but ELA scores improved for all grade levels.

The achievement gap continued to be an area of focus for improvement campus-wide as the gap between White and African American students was 36% in ELA and 38% in math, and the gap between White and Hispanic students was 25% in ELA and 30% in math. These gaps were larger than those for non-magnet middle schools where the gap White- African American was 23% in ELA and math, and 21% for White-Hispanic.

Mansfeld's AzMERIT 2017-18 Percent Proficient Breakdown by USP Ethnicity for All Grades

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Mansfeld	ELA	61%	24%	36%		Math	64%	26%	34%
	N	132	90	650		N	131	90	656
Non-mag MS		40	17	19	Non-mag MS		36	13	15

During the 2017-18 school year, Mansfeld departments and content teams created CFAs based upon essential learning and reflect upon process and outcomes. Content teams utilized regular teach and enrich opportunities. To increase exposure to target standards and to make learning more connected for students, teams worked to streamline the process for ELA and Math sharing of integrated support in other classes. Mansfeld also began using Office 365 to

increase collaboration. This work progressed over the course of the school year, with teams using technology to collaborate to analyze CFAs for use in instructional planning, Tier 2 interventions, and Reteach/Enrich opportunities. Next steps include continuing to develop teacher confidence in using 365 to enhance collaboration, curriculum and assessment design, and reteach and enrich opportunities.

PALO VERDE HIGH

Palo Verde AzMERIT Proficiency: 2016-17 and 2017-18

		AzMERIT Math			AzMERIT ELA		
		Grades 9 - 11 2016-17			Grades 9 - 11 2016-17		
ADE Label	School	2017 Alg I	2017 Geom	2017 Alg II	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11
	District	29%	22%	17%	26%	24%	21%
	State	39%	34%	34%	36%	31%	26%
A	Palo Verde	10%	10%	16%	12%	16%	14%
		12%			14%		

		AzMERIT Math			AzMERIT ELA		
		Grades 9 - 11 2017-18			Grades 9 - 11 2017-18		
2017 ADE Label	School	2018 Alg I	2018 Geom	2018 Alg II	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
	District	29%	27%	22%	31%	28%	26%
	State	39%	37%	34%	41%	33%	29%
D	Palo Verde	12%	18%	13%	18%	20%	15%
		15%			17%		

- **Math Achievement Goal**: Achievement for Palo Verde will be equal to or greater than the district of proficient and highly proficient students (22.4%) on the 2018 AzMERIT Math assessments.

  Status: This goal was not met, but math scores improved in Algebra I and Geometry.

- **ELA Achievement Goal**: Achievement for Palo Verde will be equal to or greater than the district of proficient and highly proficient students (24.5%) in grades 9-11 on the 2018

AzMERIT ELA assessment.

Status: Although this goal was not met, ELA scores improved for all grade levels.

Palo Verde's achievement gap in EL between African American students and their white peers was 25% and 23% in ELA. This compares to 23% for African American and 21% for Hispanic students in non-magnet high schools. In Mathematics, the achievement gapsbetween White-African American students is 17% compared to 22% for students in non-magnet high schools. For White-Hispanic students, the gap is 11% compared to 18% in non-magnet high schools.

**Palo Verde's AzMERIT 2017-18 Percent Proficient Breakdown
by USP Ethnicity for All Grades**

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Palo Verde	ELA	35%	9%	12%		Math	24%	7%	13%
	N	162	152	359		N	144	137	328
Non-mag HS (UHS excluded		38%	15%	17%	Non-mag HS		33%	11%	15%

Palo Verde PLC collaborative teams met monthly for full day PLCs in addition to attending weekly PLC meetings. Work focused on clarifying essential learnings for units of study and developing guided questions. During the second semester, teams at Palo Verde continued to work on creating and administering CFAs and using that data to support student achievement. In addition, PLC collaborative teams continued to work on strategies to increase rigor, expectations and improve student achievement. For the 2018-19 school year, PLC collaborative teams will continue to meet during time embedded within the school day. Teams will utilize CFAs and benchmark data to guide instruction and intervention strategies (data talks, tutoring, RTI courses), ensuring student achievement.

ROSKRUGE K-8

Roskruge's results from the 2016-17 AzMERIT and 2017-18 AzMERIT tests are provided below for grades 3-5:

**Roskruge AzMERIT Proficiency:
2016-17 and 2017-18**

		AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2016-17			Grades 3 - 5 2016-17		
ADE Label	School	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5

	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
B	Roskruge	48%	61%	15%	38%	35%	33%
		41%			35%		

2017 ADE Label	School	AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2017-18			Grades 3 - 5 2017-18		
		2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
C	Roskruge	68%	38%	51%	38%	35%	54%
		52%			42%		

- **Math Achievement Goal:** Math achievement for all 3rd – 5th grade students will increase by 10% moving from 35.2% proficient or highly proficient on 2017 AzMERIT to 45.2% proficient or highly proficient on 2018 AzMERIT.

  Status: The District exceeded this goal by 6.8 percentage points. Every grade exceeded District Math proficiency, and 3rd and 5th grade exceeded state proficiency.

- **ELA Achievement Goal**: ELA achievement for all 3rd – 5th grade students will increase by 10% moving from 35.2% proficient or highly proficient on 2017 AzMERIT to 45.2% proficient or highly proficient on 2018 AzMERIT.

  Status: Although the District did not meet the goal, overall proficiency in ELA increased by 7%, due primarily to 5th grade gains.

Roskruge's results from the 2016-17 AzMERIT and 2017-18 AzMERIT tests are provided below for grades 6-8:

ADE Label	School	AzMERIT Math				AzMERIT ELA		
		Grades 6 - 8 2016-17				Grades 6 - 8 2016-17		
		2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2017 Alg I	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8

	District	21%	20%	13%	29%	26%	30%	21%
	State	41%	34%	29%	39%	41%	44%	34%
B	Roskruge	20%	17%	3%	73%	24%	33%	21%
		28%				26%		

		AzMERIT Math				AzMERIT ELA		
		Grades 6 - 8 2017-18				Grades 6 - 8 2017-18		
2017 ADE Label	School	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2018 Alg I	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8
	District	24%	20%	31%	29%	23%	31%	24%
	State	43%	36%	21%	39%	39%	45%	39%
C	Roskruge	13%	25%	16%	43%	24%	39%	21%
		24%				28%		

- **Math Achievement Goal**: Math achievement for all 6th – 8th grade students will increase by 10% moving from 14.5% proficient or highly proficient on 2017 AzMERIT to 24.5% proficient or highly proficient on 2018 AzMERIT.

    Status: Math proficiency at Roskruge improved to 24% - a 9% increase from 2016-17.

- **ELA Achievement Goal**: Student achievement for all 6th – 8th grade students will increase by 10% moving from 26.5% estimated proficient or highly proficient on 2017 AzMERIT to 36.5% proficient or highly proficient on 2018 AzMERIT.

    Status: ELA proficiency increased although the goal was not met.

**Roskruge's AzMERIT 2017-18 Percent Proficient Breakdown
by USP Ethnicity for All Grades**

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Roskruge	ELA	46%	33%	32%		Math	47%	13%	27%
	N	37	15	394		N	36	16	395
Non-mag K-8		46	24	26		Non-mag K-8	44	21	27

The achievement gap between African American and white students was 13% in ELA and 35% in math. This compares to a gap of 22% in ELA and 23% for all non-magnet K-8 schools. The gap between white and Hispanic scores was 14% in ELA and 20% in math, compared to a gap of 20% in ELA and 17% in math for non-magnet K-8 students.

Teachers met in PLC teams weekly. The PLC schedule allowed teams time to discuss curriculum once a week. There were some challenges in addressing common formative assessments across the board, such as more subjects to address at the middle school grades, and only one teacher at certain grade levels. . Efforts to collaborate resulted in colleagues reviewing each other's formative assessments before and after they were given to students. Teacher attempts to ensure student learning were addressed by having teachers break curriculum up into smaller teachable pieces and assessments. Teachers worked with partners to enrich and reteach whenever necessary. This work will continue during the 2018-19 school year, when PLC focus will be for teachers to work together to ensure they are teaching with mastery in mind.

TUCSON HIGH

Tucson High AzMERIT Proficiency:
2016-17 and 2017-18

		AzMERIT Math			AzMERIT ELA		
		Grades 9 - 11 2016-17			Grades 9 - 11 2016-17		
ADE Label	School	2017 Alg I	2017 Geom	2017 Alg II	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11
	District	29%	22%	17%	26%	24%	21%
	State	39%	34%	34%	36%	31%	26%
B	Tucson High	28%	16%	9%	28%	18%	20%
		18%			22%		

		AzMERIT Math			AzMERIT ELA		
		Grades 9 - 11 2017-18			Grades 9 - 11 2017-18		
2017 ADE Label	School	2018 Alg I	2018 Geom	2018 Alg II	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
	District	29%	27%	22%	31%	28%	26%
	State	39%	37%	34%	41%	33%	29%
B	Tucson High	22%	22%	19%	33%	23%	17%

	21%	25%

- **Math Achievement Goal**: Student achievement for Tucson HS will be equal to or greater than the district of proficient and highly proficient students (22.4%) on the 2018 AzMERIT math assessments.

    Status: While the goal was not met, the District improved Math proficiency at Tucson High. Algebra II students made the most notable gains, with student proficiency levels increasing by 10 percentage points.

- **ELA Achievement Goal:** Student achievement for Tucson HS will be equal to or greater than the district of proficient and highly proficient students (24.5%) in grades 9-11 on the 2018 AzMERIT ELA assessment.

    Status: The District met the goal.

The achievement gap was 32% in ELA between White, and African American and Hispanic students. The achievement gap in math was 28% between White and Hispanic students, and 29% between White and African American students. This compares to gaps of 23% for African American students and 21% for Hispanics in ELA and gaps of 22% for African American students and 18% for Hispanics in math.

**Tucson High's AzMERIT 2017-18 Percent Proficient Breakdown
by USP Ethnicity for All Grades**

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Tucson	ELA	51%	19%	20%		Math	45%	16%	17%
Non-mag HS (UHS excluded)	N	323	171	1428		N	269	146	1309
		38%	15%	17%		Non-mag HS	33%	11%	15%

PLC collaborative teams met during scheduled Wednesdays during the course of the school year. Content level teams worked to ensure implementation of a guaranteed curriculum within unit plans, as well as the creation of formative assessments. PLC collaborative team work with the Math CSP resulted in improvement in math benchmarks. In addition, 9th grade students participated in Targeted Learning Supports where they received added intervention to support AzMERIT assessment. Also during 2017-18 school year, the Tucson High Writing Center was established to support students after school with their ELA assignments.

During the summer of 2018, PD training was offered to 50 Tucson High teachers. This PD featured educational consultant Erik Francis, who focused on improving teacher

questioning and student engagement. All teachers attending this PD created lesson plans with the purpose of intentionally implementing of these practices.

Given the success of the math CSP, during the 2018-19 school year THMS will add an ELA CSP its staff. The Educational Technology Integration Specialist advocated for a technological support resource for ELA teachers to help raise benchmarks and AzMERIT scores; new software will be rolled out during the 2018-19 school year. Also during the 2018-19 school year, Tucson High will establish a Curriculum Cadre model for collaborative team work that will allow teachers to work in cross-curricular PLCs. Tucson High Magnet School has implemented an intervention block time within the bell schedule for 18-19. This designated time will allow for student intervention and enrichment opportunities to increase academic growth and support.

TULLY ELEMENTARY

Tully AzMERIT Proficiency: 2016-17 and 2017-18

ADE Label	School	AzMERIT Math Grades 3 - 5 2016-17			AzMERIT ELA Grades 3 - 5 2016-17		
		2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
	District	39%	36%	38%	34%	37%	32%
	State	47%	47%	47%	43%	48%	44%
C	Tully	46%	25%	46%	38%	26%	28%
		39%			31%		

2017 ADE Label	School	AzMERIT Math Grades 3 - 5 2017-18			AzMERIT ELA Grades 3 - 5 2017-18		
		2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5
	District	43%	36%	37%	35%	38%	37%
	State	53%	47%	47%	44%	47%	48%
B	Tully	27%	33%	31%	25%	40%	28%
		31%			31%		

☐   **Math Achievement Goal:** Achievement for all students will increase by 10% moving from 38.6% proficient or highly proficient in 2017 to 48.6% proficient or highly proficient on 2018.

        Status: The goal was not met.

☐   **ELA Achievement Goal:** Achievement for all students will increase by 10% moving from 31.1% proficient or highly proficient on 2017 to 41.1% proficient or highly proficient on 2018.
        Status: The goal was not met.

The achievement gap between white and African American students was 22% ELA and 14% in Math. This compares to a gap of 21% in ELA and 19% in math for non-magnet elementary schools. White students also outperformed Hispanic students at Tully by 17% in ELA and 14% in Math. These gaps are smaller than the overall White-Hispanic gap of 19% in ELA and math.

Tully's AzMERIT 2017-18 Percent Proficient Breakdown by USP Ethnicity for All Grades

		White	African Amer.	Hispanic			White	African Amer.	Hispanic
Tully	ELA	46%	24%	29%		Math	39%	24%	29%
	N	13	29	110		N	13	29	113
Non-Mag Elem		51%	30%	32%		NonMag Elem	53%	28%	34%

Teachers met in collaborative teams during the school day each week for 90 minutes. During this time, they created pacing calendars and began to create common formative assessments. Teachers assessed formative and summative data and made adjustments as needed. Teams shared and developed more effective instructional strategies and plans for re-teaching with the goal of all students achieving mastery. During the second semester, lesson studies were implemented to allow PLC collaborative teams to plan a common lesson based on a particular standards. During the end of the 2017-18 school year, teachers began to observe each other teach lessons developed by their collaborative team and provide feedback on strengths and reinforcements. This work will continue during the 2018-19 school year.

Professional development during second semester at Tully focused on the implementation of standards based data binders for all students as a means of tracking progress and determining necessary interventions for adequate growth. Data binders will be fully implemented across grade levels during the 2018-2019 school year.

Also noteworthy is the consideration given to the fact that 38% of students in 3rd grade, 27% of students in 4th grade and 22% of students in 5th grade at Tully are identified as either exceptional education and require an individualized education plan or English language learners who are in English Language Development classes.