

Data Narrative Outline

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Description of School and Process for Data Analysis:

- A brief description of the school to set the context.
- The general process for developing the UIP.
- A description of who participated in the analysis of the school's performance data.

Abrams Elementary is a comprehensive K-5 elementary school situated on the Fort Carson Army installation in southwest Colorado Springs. Abrams Elementary is home to approximately 406 students (K-5). This student population can fluctuate throughout the year in relation to military deployments. Abrams traditionally serves younger families and this is reflected in the student population where over 60% of the student population are in grades K-2 and only 40% of the population are in grades 3-5. Thus, the majority of the data used in state accountability comes from the smallest population in the school. State growth data can also be scant due to the transient nature of the military population which limits the number of students with consecutive assessments.

The Abrams student population is quite diverse. The "minority" is actually the majority with 62% of the student population identifying as a race or ethnicity other than white.

As a compassion district for the military, Abrams is also honored to serve a higher than average number of students with disabilities. 18.5% of students at Abrams are identified as having a disability with speech and language impairment and autism spectrum disorders being the most prevalent.

Teachers at Abrams are extremely committed to their students. While we are lucky to retain many high quality teachers over the years, we also experience a fairly high teacher turnover that is directly related to the transient nature of the military population.

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The Unified Improvement Plan was developed through a collaborative process involving school staff, administration, parents, and district administrators. This process actually began in April of 2023 during our “UIP day” where we reviewed our current goals, benchmarks, and progress. Staff provided analysis, input, and suggestions for improvement. A deep analysis of performance trends was performed upon receiving the state summative Colorado Measures of Academic Success (CMAS) results in July and August of 2023. The Abrams school community dug into this analysis and found specific performance challenges and root causes associated with these challenges. A plan of action has now been created to address these specific tier 1 challenges. This plan was reviewed and amended by the Abrams staff in both September and October of 2023. Our entire community is excited about our ability to meet the challenges to come.

Review of Current Performance:

- The school accountability status (plan type assignment).
- Indicators and sub-indicators where school performance did not meet state and federal expectations.

Abrams Elementary received a plan type assignment of Priority Improvement for the 2022-2023 school year earning 37.9% of the possible points on the plan. Abrams received a rating of Does Not Meet in the category of academic achievement and a rating of approaching in the category of academic growth.

Mathematics demonstrated the lowest achievement, with all students and all subgroups receiving a does not meet rating. All students received a rating of approaching in English language arts with the exception of students with disabilities who received a rating of does not meets. The fact that all subgroups, and all students (as a whole) failed to meet expectations in both ELA and math indicates that this challenge is directly related to universal tier 1 instruction. A statistical analysis of subgroup data in both achievement and growth did not indicate any

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<ul style="list-style-type: none">● Indicators and sub-indicators where school performance did not meet local expectations.	significant differences in subgroup performance with the exception of students with disabilities achievement in mathematics. The mean score of the school was in the 25th percentile while the mean score of students with disabilities was in the 1st percentile. Qualitative interviews with staff also confirmed that lack of consistent universal tier 1 instruction was the major root cause related to Abrams' low performance during the 22-23 school year.
<p>Review of Current Performance (continued)</p> <ul style="list-style-type: none">● The magnitude of school performance challenges over-all.	The performance challenges in both Math and ELA are ubiquitous across all grade levels and indicate a need for school-wide interventions. Local assessment data confirms these results and is highly correlated with state assessment data.
<ul style="list-style-type: none">● Reflection on how current performance compares to the targets established in the prior year's plan and why (also captured in the Progress Monitoring of Prior Year's	While Abrams Elementary did not meet the overall academic targets established for the 2022-2023 school year. Abrams did its social-emotional and community implementation targets. Many of the prior years academic targets focused on student and teacher actions like student engagement, and implementation of new curriculum. While Abrams met many of these implementation benchmarks they did not meet state and local assessment benchmarks in either ELA or mathematics. This trend could have been predicted using local assessment data. In the Spring of 2023 ~36% of 3rd and 4th grade students met local expectations on the Illuminate

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<p>Performance Targets worksheet).</p>	<p>benchmark assessment in ELA and only 28% met expectations in 3rd grade. The numbers were similar in 3rd and 4th grade math with the expectation of 5th grade where less than 1% of students met local expectations on the Illuminate benchmark assessment. Academic performance has been on a downward trend over the past 2 years and can be attributed to an increased focus on behavior and culture which resulted in a decreased focus on student academic performance and discourse. An analysis of grades, test scores, observational data, interviews with staff indicate that there is a disconnect between the feedback that we are giving our students in class (grades) coupled against their actual mastery of the standards. Low levels of student to student academic discourse were observed during observations over the course of the 22-23 school year which limits the students' ability to express their thinking on summative exams. Both administrators and staff recognize that an emphasis on high quality instructional strategies and rigorous student academic discourse is crucial to Abrams success in the future. Strong emotional and behavioral supports will enable the staff to shift their focus to rigorous academic instruction.</p>
<p>Trend Analysis:</p> <ul style="list-style-type: none">• Description of the data that was considered (including local data sources, metrics and measures) in identifying performance trends.	<p>These priority performance challenges were identified through a rigorous analysis of 3 years of student grades, CMAS academic performance and growth, local benchmark assessment data including Illuminate for grades 2-5 and DIBELS for grades 2-5. Trends in the average daily attendance as well as the number of discipline incidents or behavioral health calls were also analyzed. Mean scale scores in ELA and math were calculated by grade and classroom. A P-test was used to determine if there were statistical differences between these populations. Local Abrams observation forms were also analyzed to look for notable trends in specific teacher and student behaviors related to rigorous academic performance. The data</p>

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and analysis were reviewed holistically by both the administrative team and school staff to identify the priority performance challenges as well as their root causes.

- Notable performance trends (also captured in the Data Analysis Worksheet).
- How the team determined which trends were notable (e.g. To what were each of the trends in school performance compared?).

Achievement and Growth:

Schoolwide academic achievement in both ELA and Math has been trending downwards over the past 3 years on both local and state assessments (2020-2021 to 2022-2023). (CMAS ELA Mean scale score 739, 731, 728) (CMAS Math Mean scale score 726, 725, 718). These downward trends in achievement were also confirmed by the downward trend local benchmark data. The illuminate benchmark data and CMAS data are highly correlated in both ELA and Math. 4th and 5th grade achievement is primarily responsible for this trend as 3rd grade appears resilient with a trend up in ELA achievement and a flat trend in mathematics achievement.

While growth in CMAS ELA has remained steady, Growth in CMAS math has dropped significantly over the past 2 years (ELA median growth percentile 41, 47) (Math median growth percentile 64, 33). While a 2 year trend in growth is only available for 4th grade mathematics, the 2023 MGP for 5th grade at 28th%tile corroborates this significant performance trend in Mathematics.

In contrast to academic achievement trending down over the past 3 years, classroom grades have been trending up over the past 3 years. At this time, there is little to no

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correlation between student grades and student performance on summative assessments.

Behavior:

Notable student behavior incidents have also increased over the past 2 years. In 21-22 there were 64 notable behavior incidents at the school and in 23-24 there were 74 notable behavior incidents (an increase of 16%). While these incidents were equally spread across grade levels in 21-22 they were primarily concentrated in 5th grade during the 22-23 school year. There are no notable trends between disaggregate sub groups. Administrative staff also reported a significant increase in support calls during the 22-23 school year in comparison to prior years.

Attendance:

A notable upward trend in student absenteeism has been observed over the past 3 years. In 20-21 with 430 active students in March, 301 students missed 10 or more days and 230 students missed 17 or more days of instruction. In 21-22 with 457 active students, 368 students missed 10 or more days and 300 missed 17 or more days. In 22-23 with 420 active students, the numbers increased to 426 and 315 respectively. At the end of the 22-23 school year over 87% of Abrams elementary students missed 10 or more days and over 68% missed 17 or more days of instruction. This is a significant increase from 3 years ago when it was 70% and 53% respectively. There are no notable differences in subgroups with the exception of some students with specific disabilities. This data indicates that this is a significant and notable trend that affects the entirety of the school.

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<p>Priority Performance Challenges:</p> <ul style="list-style-type: none">● The process that was used to prioritize the performance challenges.	<p>Data and trend analysis were shared and reviewed with school staff, administration, and district staff. Due to the low performance across all tested subject areas it was easy for staff, in collaboration with administration, to identify rigorous academic instruction as the priority performance challenge. Staff discussions included conversation about both peer and administrative observations as well as the resources, behaviors, actions, and attitudes that both students and staff would need to adopt in order to realize high levels of academic achievement and growth. Staff celebrated the gains that the school had made in relationship to the implementation of new curriculum, grading systems, and community outreach while recognizing the need to make a significant course correction to focus on academic rigor while maintaining the gains in culture and community.</p>
<ul style="list-style-type: none">● The performance challenges that are the highest priority to address immediately.● For each priority, what makes it important to address immediately.	<p>Rigorous and equitable instruction:</p> <p>Students must be able to talk and write about their own thinking in relation to their mastery of the standards. They must also be given numerous opportunities to tackle rigorous and challenging content within the classroom while being given specific, standards based, feedback in relation to their mastery. We must immediately address the disconnect between the feedback that staff are giving students (grades) and student performance on summative assessments to ensure that all students are aware of not only what it means to master the standards but to also chart out a path</p>

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on how they are going to get there. The pervasive nature of this performance challenge indicates that this is an issue with tier 1 universal instruction.

Social and emotional health:

Students and staff must feel safe, secure, and healthy in order to meaningfully engage in conversations and behaviors that lead to academic growth. When students demonstrate consistent dysregulated behavior in class it not only affects the other students ability to learn in class, but it also pulls administrative staff away from the role of instructional leaders. This shift in roles dramatically impacts the ability to provide growth producing feedback around high quality, equitable instruction. The ability of students to quickly and effectively resolve both interpersonal and internal conflict is crucial to their capacity to learn and thrive within the classroom.

Parent and Community Involvement:

Abrams Elementary School serves a very unique population of military families. These families often move every 2-3 years and we have a very limited time to partner with them to make significant academic impacts on the lives of their children. Student attendance has become increasingly problematic over the past 3 years. It is imperative that Abrams elementary strengthen the partnerships not only with our students' families, but also with the surrounding community to highlight the importance of consistent, regular attendance and ensure that our students are getting the resources that they need in order to be successful.

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Root Cause Analysis:

- Root cause(s) associated with each priority performance challenge (also captured in the Data Analysis Worksheet).
- How the root causes were identified.
- The additional data that was reviewed to validate the root causes.

Rigorous and equitable instruction root causes:

Inconsistent use of planning and data to drive instructional decision-making on a consistent, regular basis through Professional Learning Communities. Verified through an analysis of both formal and informal classroom observation data, PLC conversations, and interviews with staff. It was noted that staff were not consistently norming on the expectations and performance tasks presented to students.

Lack of consistent effective classroom discourse, questioning, and learning tasks that promote higher-order thinking skills, conceptual thinking, and rigor. Verified through specific observational protocol and rubric that focus on both the questions that staff are asking students as well as the questions that students are asking each other. It was observed that students were given very little “wait time” to process their thinking and share it with each other. Though there are differences in some specific classrooms, this phenomena was observed school wide. An examination of student constructed response data demonstrated that many students were not actually answering the CMAS free response questions or were completely off task. Reflection by both staff and administration led to the realization that students were not engaging in metacognition, or thinking about their learning on a regular basis.

Use of formative assessment data to plan Tier I instruction and intervention support.

Teacher interviews and observations of professional learning communities indicated that there was very little use of pre-assessment data to plan for future instruction and identify areas for “just in time learning”. This phenomena was also exacerbated by the instructional staffing changes that occurred during the school year leading to inconsistent instruction and collaboration.

Lack of instructional pacing to ensure that all Major Content is addressed within the school year. The 22-23 school year also ushered in the adoption and implementation of new research based highly effective math curriculum. Analysis of student progress through the

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curriculum revealed that the pacing was off for the 22-23 school year and students were not exposed nor given opportunities to engage in all major content. Though this phenomenon was observed in ELA, it was extremely pronounced in mathematics. Further analysis of teacher pacing and lesson plans revealed that students were getting a minimal amount of science instruction throughout the year. Teachers reported frustration in their inability to “get through” all the content of year. A classroom's ability to maximize instructional time is also directly affected by student attendance and behavior.

Social-emotional and behavioral health root causes:

Increased office referrals and support calls related to student dysregulation. An analysis of student behavior and support calls indicated that staff were consistently struggling with student dysregulation (especially in the lower grade levels). Interviews with both parents and staff indicate that many students are showing up to school with gaps in their ability to self regulate. Student survey data also indicates that their highest area of growth is in their ability to not only resolve conflict with their peers but also adults.

Reactive vs. proactive teacher and administrative responses to student behavior. Upon reflection, staff reported that their behavior interventions are reactive vs. proactive. Reactive responses not only disrupt the flow and content of the classroom and distract the teacher from the lesson at hand, but they also pull the administrative staff away from their roles as instructional leaders.

Parent and community involvement:

The **decline in student attendance** coupled with parent interviews indicates that there may be a “low value” for student attendance at Abrams. This difference in values is compounded by the commitment to serving the military child and the needs of the military family that may require extended absences due to things like family reunification post deployment. The data, however, indicates that low student attendance is not limited to these special events but rather is a cultural phenomenon that must be reversed. Informal parent interviews

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indicated a lack of awareness regarding the importance of attending school regularly and consistently. Parents and families are directly responsible for getting their students to school regularly and on time. The fact that 87% of student missed 10 or more days of instruction in the 22-23 school year demonstrates a strong need to better partner with families and the military community to ensure that students are attending school.