

Attached to the bottom of this email are 6th grade TACA forms from each core content area. Each team works through the questions after they have uploaded the data to determine next steps for intervention and extension. This practice has become very important for us this year and we greatly value it as discussions from the data determine best practices and how we can help students that don't get it as well as students that do. A couple of highlights from the TACA data are:

1.

TEAM QUESTIONS FOR CFA
1) What part(s) of the standard did our students do well? Identifying the order of the social hierarchy of Ancient Egypt
2) What patterns can we identify from the student mistakes? not comparing and contrasting the their hierarchy with the current hierarchy of our middle school
3) How do the students with IEPs, ILPs, Tier 3 and 504 compare? Reg. ed -82% IEP- 68% ILP- 80% 504-100%
4) Which instructional practices proved to be most effective? Schumaker scored highest, exemplar of the current social hierarchy really helped them understand how it worked in Ancient Egypt
5) How can we improve the assessment? We are going to have the CSA organized better for them to fill out the hierarchy and make the proper comparisons, there wasn't enough room for them to get good writing comparisons

This box above is from the social studies team TACA form where they are asking questions about a unit where they studied Egypt to teach students how to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content. The three teachers noted that students did well in identifying the order of the social hierarchy of Ancient Egypt and that Mr. Schumaker's class had the highest scores which they attributed to his use of an exemplar of the current social hierarchy. Going through each question is crucial for team members because it exposes what we *truly* do in the classroom and what works best. Another highlight is from the math team:

GRADE TOTALS		Order of Operations	Substitution	Simplify Expressions	Write Expressions	Standard/Learning Target	TOTAL
Percent of Proficient Students		55.0%	48.1%	32.8%	20.9%	#DIV/0!	12.0%
Number of 4's		18	13	4	3	0	10
Number of 3's		30	29	23	14	0	24
Number of 2's		26	25	39	36	0	32
Number of 1's		13	12	14	9	0	12
Number of 0's		0	8	4	20	0	11
IEP	Number Proficient	8	7	4	2	0	
	% Proficient	32%	28%	16%	8%	0%	
ILP	Number Proficient	1	1	0	0	0	
	% Proficient	25%	25%	0%	0%	0%	
504	Number Proficient	0	0	0	0	0	
	% Proficient	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Tier 3	Number Proficient	0	0	0	0	0	
	% Proficient	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

This chart displays data from the common formative assessment, Unit 6 CFA and CSA in which teachers instructed on order of operations, substitution, simplifying expressions and writing expressions. Students took this assessment after initial instruction, which translates to a week of instruction with their classroom teacher. The following chart:

GRADE TOTALS		Order of Operations	Evaluating Expressions	Simplify Expressions	Word Problems	Standard/ Learning Target	TOTAL
Percent of Proficient Students		69.5%	70.8%	65.0%	39.7%	#DIV/0!	35.9%
Number of 4's		25	25	13	2	0	16
Number of 3's		25	22	26	23	0	24
Number of 2's		14	14	17	28	0	18
Number of 1's		4	3	4	4	0	4
Number of 0's		1	1	1	1	0	1
IEP	Number Proficient	7	6	5	3	0	
	% Proficient	28%	24%	20%	12%	0%	
ILP	Number Proficient	1	3	1	1	0	
	% Proficient	25%	75%	25%	25%	0%	
504	Number Proficient	0	0	0	0	0	
	% Proficient	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
Tier 3	Number Proficient	0	0	0	0	0	
	% Proficient	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

displays common summative assessment data after tier 2 interventions based on the CFA data. As you can see, the total percent of proficient students increased from 12% after initial instruction to 35% after whole group corrections, Mathia completion, and order of operations reteach and substitution reteach. The team also decided to implement a STOP teaching day to reteach and review before moving on. The last chart shows what the team did on the TACA form to display their action plan:

TEAM ACTION PLAN FOR CFA							
Activity/Assignment/Task	How will we respond when student have not learned it and how will we respond when students already know it?						
	4 (Extension)		3 (Extension or Intervention)		2 (Intervention)		1 (Intervention)
	CFA 1 - WyTOPP Prep & Taske Cards				CFA 1 - Mathia Completion CFA 2 - Whole group corrections & IXL Jam Board ALL STUDENTS		CFA 1- Order of Operations Reteach, Substitution Reteach
Instructional Strategy Being Utilized							
When & Where	CLL				CLL		CLL
Staff Member Who Will Instruct	CFA 1 Bodin				CFA 1 Fabin	CFA 2 All classes STOP DAY	CFA 1 Substititjion - Storebo & Hohnholt Order of Operations - Foster & Maranan

Each team works through this process of analyzing student data in all grade levels, to include subgroups, and then creating an action plan to determine next steps as they answer PLC questions 3 and 4. These are rich discussions as they work toward giving *every* student what they need to be successful.

The second point of interest is our whole school data relating to our state assessment. It is evident that our 7th and 8th grade students are performing well on the state exam at the end of the year. We are confident that the building-wide practices and systemic changes we have made will continue to reinforce best practice as we use the forms attached to this email for *all* grade levels, including 6th grade. We do not make excuses for them when we receive them from the elementary school and we know we have three years to prepare them for high school. We are very proud of the last three 8th grade classes that we have sent to Rawlins High School, as they were academically prepared to increase their rigor and reading load (the current 9th and 10th grade students are showing the best scores that the high school has ever had!!) Our teams work the same with all three grade levels at Rawlins Middle School and the overall data demonstrates that we are sustaining in this area. The data that was submitted with our application equals out to the following total point values divided by seven exams:

Spring 2021 287 points 41% proficient/advanced
Spring 2022 356 points 50.8% proficient/advanced
Spring 2023 348 points 49.7% proficient/advanced

*****I checked our state centralized reporting system again last night and found a couple of changes in our data. There was an increase in our 6th grade ELA score from 45% to 48% proficient/advanced, an increase of 3. The other discrepancy in reported data was in 6th grade math from 37% to 39% proficient/advanced, an increase of 2. With an overall increase in whole school data of 5 points, that moves our **Spring 2023** total from 348 to 353 bringing last spring's whole school percentage to **50.4% proficient/advanced**. These data points show that our whole school practice in the PLC process of ensuring learning for *all*, working in collaborative teams, and relentlessly focusing on results, has changed everything as we sustain what we do. We are proud of what we have done and the journey we have been on...but there are new 6th grade students coming to us this fall and the fall after that and we will continue to fine tune our school as we become *exactly* what each student needs.

Thank you again for your consideration.

[6th Grade Math TACA](#)

[6th Grade ELA TACA](#)

[6th Grade SS TACA](#)

[6th Grade Science TACA](#)