Mickey Cox Elementary School
Model Programs and Practices

School Information

CDS (County District School) Code: 10621176101984

County: Fresno

District (Local Educational Agency): Clovis Unified

School: Mickey Cox Elementary School

Demographics

Enrollment: 639 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Located in the heart of Clovis, California, Mickey Cox Elementary is a unique suburban TK–6th grade school, deeply rooted in traditions and expectations of excellence. Since the opening of our school in 1980, our staff has maintained the commitment to providing the highest quality education and co-curricular opportunities possible for all students.

Mickey Cox (MC) is one of 33 elementary schools in the Clovis Unified School District (CUSD). The leadership team at MC consists of one Principal, one Guidance Instructional Specialist (GIS), one Resource Teacher (RT), and eight lead teachers that form the Principal's Advisory Council (PAC). Our district supports site-based management which allows critical decisions regarding the implementation of educational programs to be made at the site level. This gives staff the flexibility needed to make strategic decisions about educational aspects that best serve the needs of our students.

Today, MC is home to 639 ethnically and socioeconomically diverse students. Our demographics consist of 43.2% White, 39.4% Hispanic/Latino, and 17.4% representing ethnically diverse students with a variety of backgrounds including Asian-American, African-American, American Indian or Alaskan Native, and Filipino-American. Our English Learners comprise 5% of the student population, with six different languages represented. There are 53 students on our campus that receive Special Education services. Currently, a majority of our students, 50.5%, are Socioeconomically Disadvantaged. Due to this increase in SED students, MC was designated a Title I school in January 2015.

Mickey Cox is a school with longstanding community involvement and a dedicated educational team that is professionally skilled and personally committed to meeting the diverse learning needs of students. Our student body is motivated to perform at high levels. At MC, we believe that all students can experience academic growth. We have great expectations for academic excellence at every grade level and believe co-curricular activities nurture the whole child and encourage school and community ownership. We believe each shareholder must feel a commitment and a personal responsibility to put forth their best effort to make our vision a reality.

Our past efforts resulted in recognition as a Clovis Assessment System for Sustained Improvement (CLASSI) award winner, a California Distinguished School, a Gold Ribbon School, a National Blue Ribbon School, a recipient of the Bonner Character Award and a recipient of the California Business for Education Excellence (CBEE) award. Our mission is to collaborate as a team of educators to establish high expectations, implement a rigorous curriculum and provide an engaging environment that supports all students in becoming independent, life-long learners. The Mickey Cox motto is applicable to all students, staff and community members: "Work Hard, Play Fair, and Take Care of Each Other."

Model Program and Practices

Name of Model Program/Practice: Math Deployment

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: Small Learning Communities, Data-Driven Decision Making

Description

The Mickey Cox Math Deployment model differs from the District's model in that the MC model is specifically designed to ensure students never miss core instruction. We believe significant student gains in math and language arts will only take place if students receive core instruction paired with additional strategic intervention that is designed to accelerate learning at all levels. This additional instruction is structured by grade level, from second through sixth and is taught by our own classroom teachers. The overarching result is that our students benefit from both intervention and enrichment opportunities.

Every decision in the Math Deployment process is data driven through the Professional Learning Community (PLC) process. Math Deployment commences after initial indicators such the state assessment (SBAC), District Benchmarks, and common formative assessments (CFA), are administered to evaluate student learning outcomes. At grade-level PLC meetings, teachers share this assessment data to identify learning targets for intervention and enrichment needs to be addressed through Math Deployment.

The next step in the process is to group students homogeneously by the learning targets established. These Math Deployment groups address needs of all students, including those that perform below, near, at, and above grade level expectations for the identified learning target.

In the next phase of Math Deployment preparation, teachers evaluate individual and collective effectiveness based upon student performance on the given assessment. This process determines teacher assignments for Math Deployment. For example, a teacher with the highest percentage of students meeting or exceeding mastery in the specific learning target, would be assigned to work with the student group demonstrating the least success in a learning target. Enrichment teacher assignments also vary depending upon assessment outcomes. By utilizing credentialed grade level teachers specifically for Math Deployment, we ensure students are being taught by those who are best trained and most knowledgeable of the specific grade level standards.

The amount of time dedicated to Math Deployment and enrichment, depends upon the complexity of the learning target being addressed. Teachers determine the duration of the Math Deployment intervention and enrichment for their respective grade level. Based upon identified groups, students disperse to assigned Math Deployment teachers, receive instruction, and then return to their regular classroom.

At the end of the Math Deployment and enrichment, students take a post-test that mirrors the pre-test. A comparison of these assessments provides valuable information for next steps in the intervention process and indicates the effectiveness of student mastery of our targeted instruction in our Math Deployment model.

Implementation and Monitoring

After reviewing data from 2015–16 SBAC, we found that we were not efficiently closing the achievement gap for all subgroups. Through the PLC process, we began to look at intervention models at secondary sites to prepare students for success at the next level. Teachers saw the benefit of students moving to classes at designated uninterrupted blocks of times with credentialed teachers that specialize in the subject area. This started the development of our Deployment model. As a staff, we chose to implement this model in math because of the measurability of concrete mathematical concepts. In contrast to the District intervention model, our Math Deployment model utilizes certificated classroom teachers, and establishes an intervention period during the school day. Students do not miss core instructional time.

The first step in our Math Deployment process requires data analysis of assessments such as, SBAC, district benchmarks, chapter tests, unit assessments and teacher created CFAs. These are also used in the monitoring process. In PLCs, teachers analyze this data to determine learning targets for Math Deployment, with high priority given to site established non-negotiable learning targets. Teachers determine need based upon consideration of the following criteria:

1. Endurance- will this target provide students with skills that are valuable beyond a single test date?

2. Leverage - will it provide knowledge and skills that are valuable in multiple disciplines?

3. Readiness - will it provide students with knowledge and skills essential for success at the next level of instruction for intervention and enrichment?

PLCs then determine student placement and review the assessment data noted above to group students based upon skill deficiencies and strengths. Data also determines which teachers are most qualified to address students performing below, near, at, and exceeding standards. Subgroup needs are carefully considered throughout this process. Teachers agree on viable lessons for each targeted group. Meaningful enrichment lessons are planned for students who demonstrate mastery of specific learning targets.

Once the learning target is established, students are placed in groups, and teacher assignments are selected, PLCs determine the duration of the Math Deployment, usually 2–4 weeks. Teachers now administer a mirrored Math Deployment pre-assessment that will be utilized again at the end of the Math Deployment round to measure student growth. Effectiveness of Math Deployment is monitored and evaluated through Illuminate, a district web-based assessment data tracking program, using assessments described above. Following the administration of these assessments, PLCs pull data from Illuminate to monitor students' level of mastery on deployed learning targets.

At the conclusion of each deployment session, PLCs disseminate data and begin the process of identifying the area of focus for their next round of deployment.

Results and Outcomes

From inception to analysis, data drives all aspects of our site Math Deployment program. All data referred to previously, is used for diagnostic analysis. SBAC, District Benchmarks, chapter tests, unit assessments, and teacher created CFAs are continually utilized to monitor student progress and evaluate instructional effectiveness. Assessment results also drive daily instruction in regular classrooms and Math Deployment efforts. Teachers examine student work on a weekly basis, analyzing student deficiencies and successes to guide modification of instruction and curriculum.

At the completion of the second year of implementation of our site Math Deployment model, Mickey Cox students demonstrated substantial growth in math, as measured by the 2017 SBAC data. Along with the previously mentioned assessments, California Department of Education Data Dashboard results also validated that our site designed Math Deployment model was instrumental in closing the achievement gap for all students and subgroups.

The Fall 2017 CDE Dashboard data indicates that overall, Mickey Cox students increased 16.5 points over the previous year. This resulted in an overall "High" level of math performance for Mickey Cox, with all students in grades 3 through 6 scoring an average of 17.8 points above the required score for demonstration of mastery.

According to the five performance levels on the CDE Dashboard, all of our significant subgroups exhibited positive growth in math. Our Hispanic population increased 13.2 points, placing them in the overall "High" performance level. The Socioeconomically Disadvantaged (LI) student population experienced considerable growth with a 16.8 point increase, earning an overall "High" performance level. Our White subgroup population of Mickey Cox also demonstrated a significant 19 point gain that yielded an overall performance level of "High."

Other subgroups that are monitored at our site include Students With Disabilities (SWD) and our English Learner (EL) students. Our SWD subgroup maintained their overall math average while our EL students increased math mastery by 11.9 points. This reflects the positive impact of our Math Deployment efforts.

While we believe these results provide a clear reflection of the success of our site specific Math Deployment model, we continue to make changes that positively impact student learning outcomes. For example, in order to better support the growing needs of our Students With Disabilities population, we expanded our Math Deployment model to include our full-time Resource Specialist Teacher. With the success of our Math Deployment model, we are advancing our efforts through implementation of an ELA Deployment model effective for the current 2017–18 school year, duplicating the same processes utilized for math.