

# Pearson Efficacy & Quality

SKYLINE DISTRICT 5 (D-5)  
BAPCHULE, AZ

▶ SuccessMaker®

## KEY FINDINGS

Since implementing SuccessMaker® in 2012–2013, the percentage of 5th through 8th Grade students achieving proficiency on the state assessment in math and reading has increased significantly. Student proficiency rates have increased 16 percentage points in math and 23 percentage points in reading. Each student cohort's proficiency rate in math and reading has increased over the same period of time.

## DEMOGRAPHICS

Bapchule is an unincorporated community in northern Pinal County, Arizona. The town is located on the Gila River Indian Community south of the Phoenix Metropolitan Area. Skyline District 5 serves approximately 120 students in Grades 5 through 8 on the Gila River Indian Reservation and 100% of the students are classified as American Indian/Alaskan Native. A large majority of students (88.6%) are eligible for the free or reduced-price lunch program.

## GOALS

By implementing SuccessMaker, the school's main goal was to enable each student to progress two grade levels in one academic year while supporting different types of learning styles and students at all ability levels. In addition, SuccessMaker provided the primary content and assessment solution for the Response to Intervention (RTI) program.

## IMPLEMENTATION

The first full year of SuccessMaker implementation was the 2013–2014 school year. Every 5th–8th Grade student in the school was targeted. SuccessMaker addressed the challenge of meeting Tier I RTI needs. Each student at Skyline used SuccessMaker math or reading once a day for a class period regardless of whether the student was on grade level, below grade level, or gifted. Depending on the benchmark data and state test performance, students were provided between one and three sessions daily of both math and reading, meeting the Tier II RTI model. In the Tier III RTI model, the number of students' SuccessMaker sessions was determined by benchmark scores and review of the SuccessMaker Areas of Difficulty (AOD) Report to isolate the specific skills for which they needed individual or small group instruction. Instructional coaches worked with other methods to help them master the concepts. Additional time, if needed, was also provided with home access to SuccessMaker.

## RESULTS AND DATA

Arizona tests students annually in mathematics, language arts, and writing in 3rd through 8th Grade. Arizona Instrument to Measure Standards (AIMS) math and reading proficiency rates increased following the SuccessMaker implementation. After a partial year (spring 2013) and a full year (2013–2014) of using SuccessMaker, the percentage of students achieving proficiency (i.e., who were in the Meets or Exceeds scoring categories) on the AIMS reading assessment increased over the year prior to the SuccessMaker implementation. Fifth Grade reading proficiency rates increased 8 percentage points, 6th Grade reading proficiency rates increased 31 percentage points, 7th Grade reading proficiency rates increased 23 percentage points, and 8th Grade reading proficiency rates increased 30 percentage points (Figure 1).

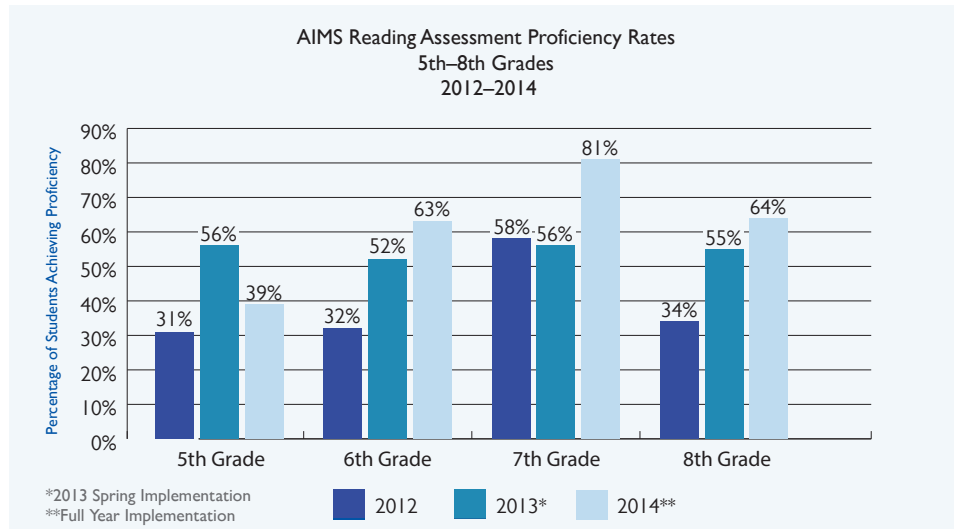


Figure 1. Percentage of students achieving proficiency (Meets or Exceeds) on the AIMS reading assessment.

Math proficiency rates also increased. Following a partial year (spring 2013) and a full year (2013–2014) of using SuccessMaker, the percentage of students achieving proficiency (Meets or Exceeds) on the AIMS math assessment increased over the year prior to the SuccessMaker implementation. Fifth Grade math proficiency rates increased 3 percentage points, 6th Grade math proficiency rates increased 2 percentage points, 7th Grade math proficiency rates increased 7 percentage points, and 8th Grade math proficiency rates increased 38 percentage points (Figure 2).

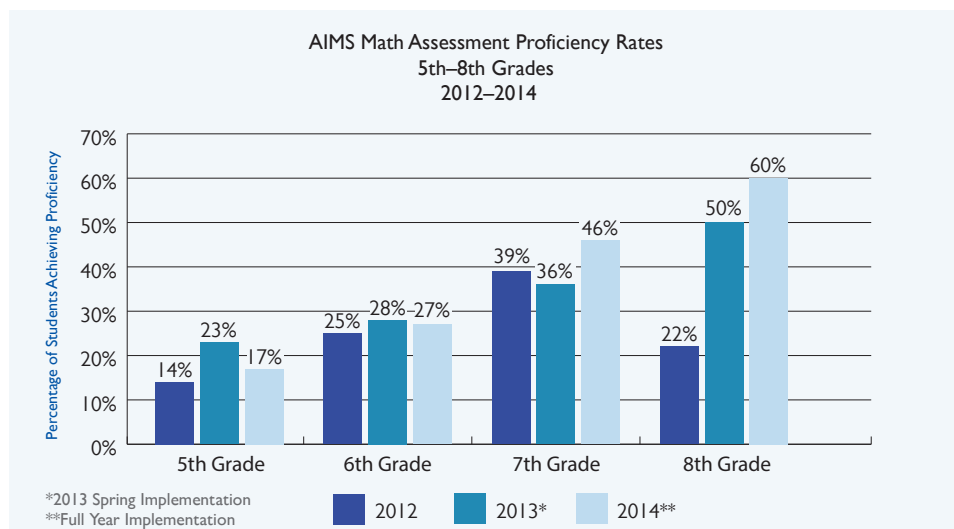


Figure 2. Percentage of students achieving proficiency (Meets or Exceeds) on the AIMS math assessment.

The percentage of all 5th–8th Grade students achieving proficiency (Meets or Exceeds) on the AIMS math and reading assessments increased over the two-year period of SuccessMaker implementation. In 2012, prior to implementing SuccessMaker, the Skyline D-5 math proficiency rate was 25%. Two years later (2014), the percentage of students in all grades achieving proficiency in math was 41%, an increase of 16 percentage points. Prior to implementing SuccessMaker, the students' reading proficiency rate was 39%. Two years later (2014), the percentage of students in all grades achieving proficiency in reading was 62%, an increase of 23 percentage points (Figure 3).

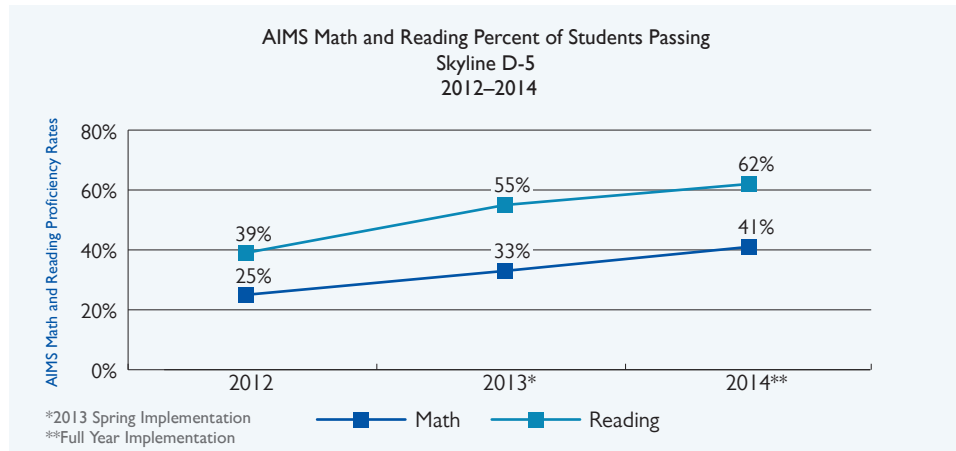


Figure 3. Percentage of students in 5th–8th Grades achieving proficiency (Meets or Exceeds) on the AIMS mathematics and reading assessments. Source: <https://www.azreportcards.org>

Each student cohort has increased the percentage of students passing the state assessment in both math and reading. Cohort I's (graduating class of 2018) reading proficiency rate increased 32 percentage points over the two-year period. Cohort II's (graduating class of 2019) reading proficiency rate increased 50 percentage points over the two-year period. Cohort III's (graduating class of 2020) reading proficiency rate rose to 63%, an increase of 7 points between 5th and 6th Grade (Figure 4).

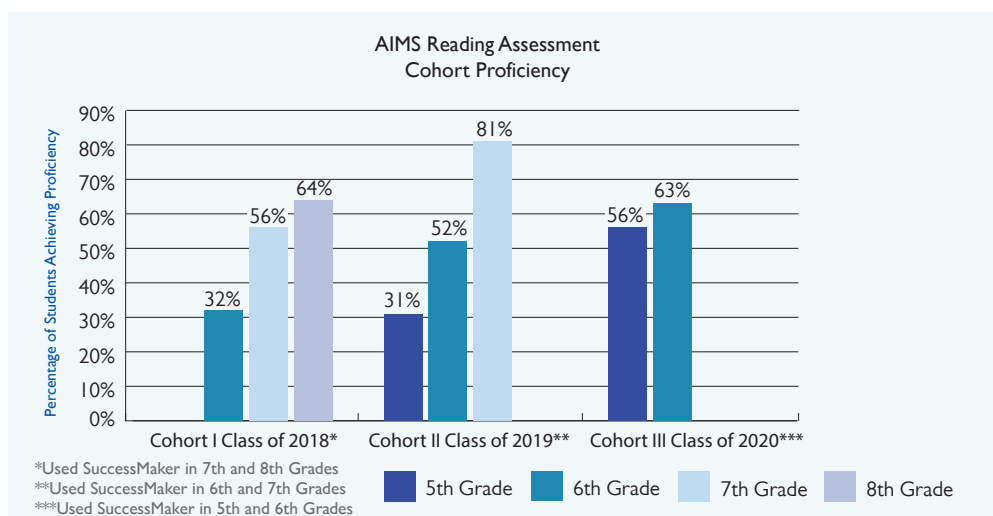


Figure 4. Percentage of students in Cohorts I, II, and III achieving proficiency (Meets or Exceeds) on the AIMS reading assessment.

## SUCCESSMAKER EXPERIENCE

The lab manager provided core and homeroom teachers with the class Cumulative Performance Reports for both math and reading. Teachers monitored the growth and time on task of the overall class. In addition, every few weeks the teachers were provided the Individual Student Performance Report. The teachers were interested in each student's gain and specific Areas of Difficulty. In addition, parents were provided their student's SuccessMaker data, including gain and current level. Principal Vaughn Flannigan monitored the reports and met with other Skyline Education principals to review students' scores. He notes, "As an administrator I was interested in overall progress and making sure our Tier I, II, III, and Falls Far Below students were on task. Time on task in SuccessMaker was essential for those students to move up to grade level." If a student was not at goal, the school utilized the Prescriptive Scheduling Report to determine how much additional time the student needed to get to goal.

## CONCLUSION

Using SuccessMaker reading and math allowed Skyline D-5 to provide all students a more rigorous curriculum, enabling significant growth for students two or more years below grade level, while challenging the accelerated students and using technology to support multiple learning styles. SuccessMaker enabled one program to serve as the core Response to Intervention (RTI) program, providing the content for Tiers I and II along with the detailed reports for educators on a specific student's areas of need for Tier III instruction. The school as a whole saw significant increases in AIMS reading and math proficiency scores.