

2022-2023

**REVIEW OF
DISTRICT
ADMINISTERED
ASSESSMENT DATA
(BOY to MOY)**

March 16, 2023



CREATED BY

CURRICULUM & INSTRUCTION DEPARTMENT

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AGENDA

- Overview of assessments and performance levels used to measure student academic growth
- Mathematics:
 - Beginning of Year (BOY) to Middle of Year (MOY) data by Grade Level
 - Review of Tier 3 Intervention Student Progress (BOY to MOY)
- Literacy:
 - Beginning of Year (BOY) to Middle of Year (MOY) data by Grade Level
 - Review of Tier 3 Intervention Student Progress (BOY to MOY)

DISTRICT ADMINISTERED ASSESSMENTS

ASSESSMENT	GRADE LEVEL(S)	TEST TYPE	DATA GATHERED
Early Literacy Foundational Assessment <i>(EPSD Teacher Created)</i>	Grades PreK-1	Performance Assessment	<ul style="list-style-type: none"> • Academic Readiness • Foundational Skills • Gap Analysis
Literably	Grades K-5 <i>*Grades 6-8, as needed</i>	Performance Assessment	<ul style="list-style-type: none"> • Identify Reading Levels • Gap Analysis • Screen and monitor reading progress
HMH Reading Growth Measure (RGM)	Grades 2-10	Adaptive Assessment	<ul style="list-style-type: none"> • Student Performance Level • Grade Level Equivalence • Lexile Range • Gap Analysis • Target areas of need
Teaching Strategies Gold Assessment	Pre-Kindergarten	Performance Assessment	<ul style="list-style-type: none"> • Academic Readiness • Foundational Skills • Gap Analysis
Math Foundational Skills Assessment <i>(EPSD Teacher Created)</i>	PreK-K	Performance Assessment	<ul style="list-style-type: none"> • Academic Readiness • Foundational Skills • Gap Analysis
HMH Math Growth Measure (MGM)	Grades 1-10	Adaptive Assessment	<ul style="list-style-type: none"> • Student Performance Level • Grade Level Equivalence • Quantile Range • Gap Analysis

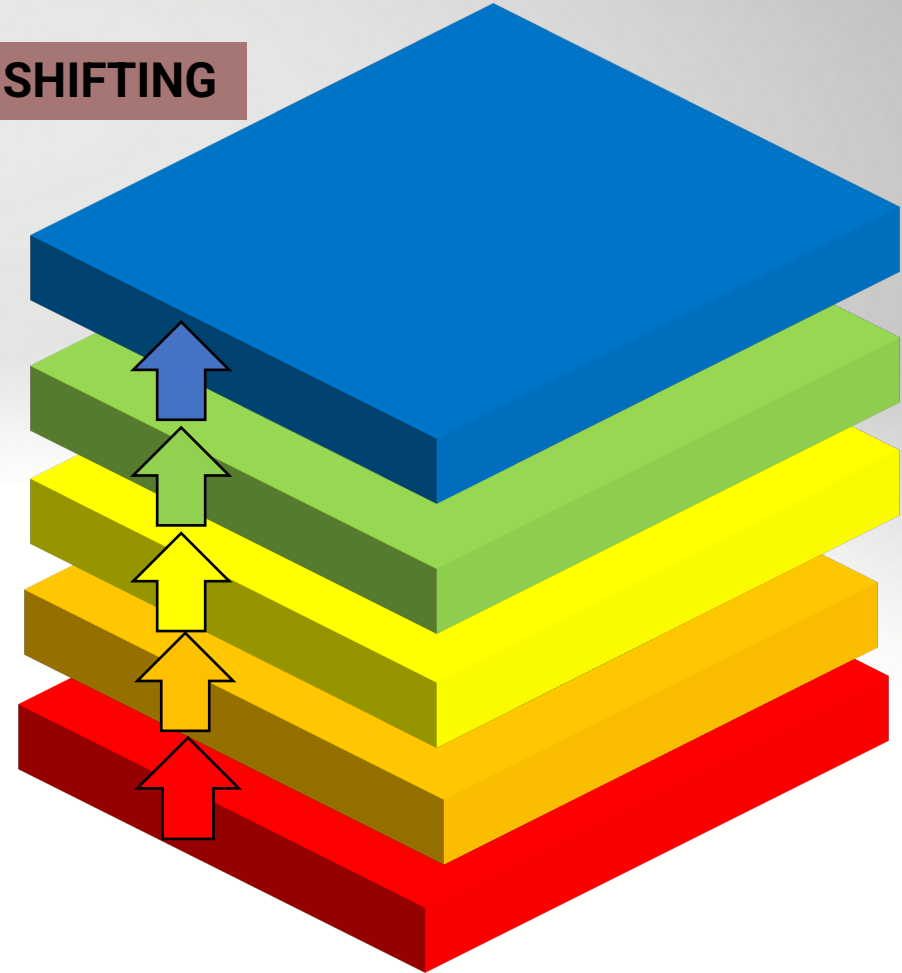
Assessment Performance Levels

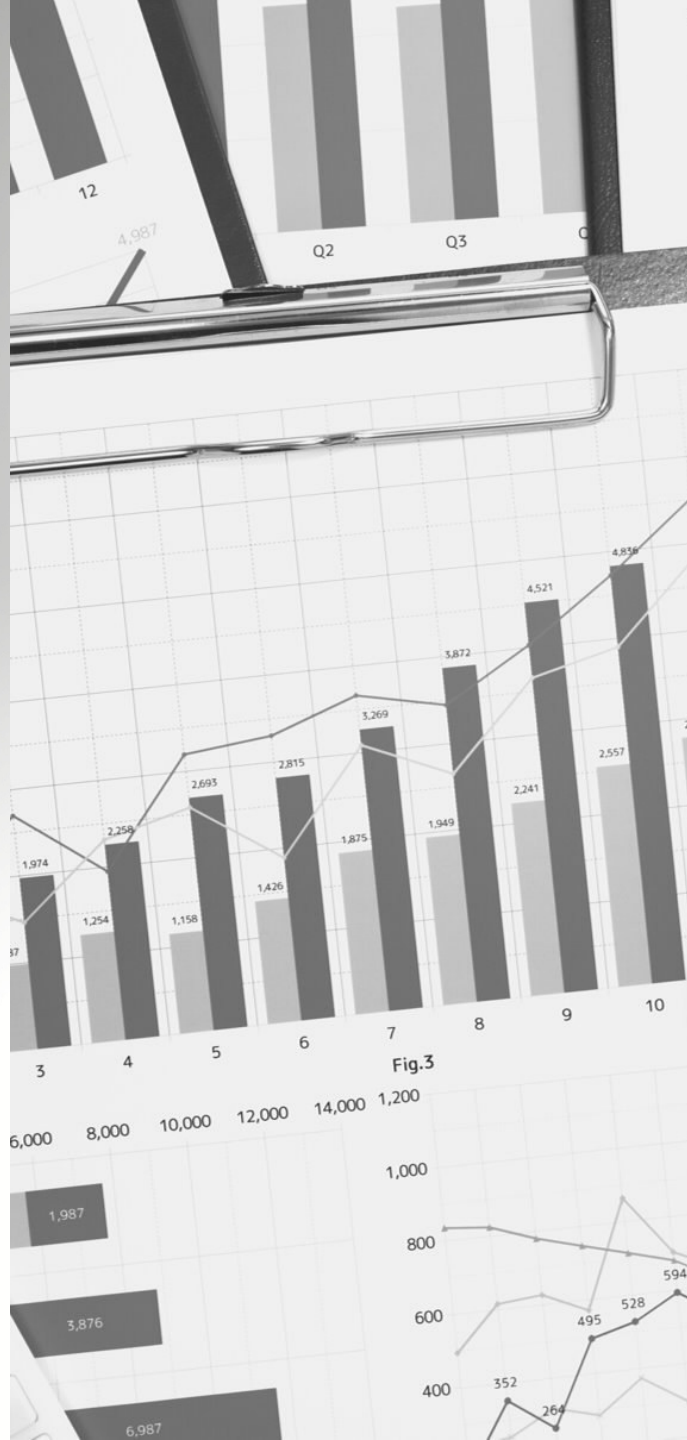
Measuring Student Progress by Distance Traveled for General Education, Special Education, and Multilingual Learners (formerly ELL)



Literacy and Numeracy Academic Readiness	
TIER 1 Exceeding Expectations	~Above Grade Level by 1 + Year
TIER 1 Meeting Expectations	~On Grade Level
TIER 1 Approaching Expectations	~Within 1 Year
TIER 2 Below Expectations	~1 Year Below
TIER 3 Significantly Below Expectations	~2+ Years Below

TIER SHIFTING





Mathematics Assessment Summary

BOY Oct 2022 ➡ **MOY** Jan 2023

- Middle-of-Year Data Overview
- Math BOY to MOY Program Comparison
- Math BOY to MOY Apples to Apples Comparative Data

2022-2023 MOY Overview (JANUARY 2023)

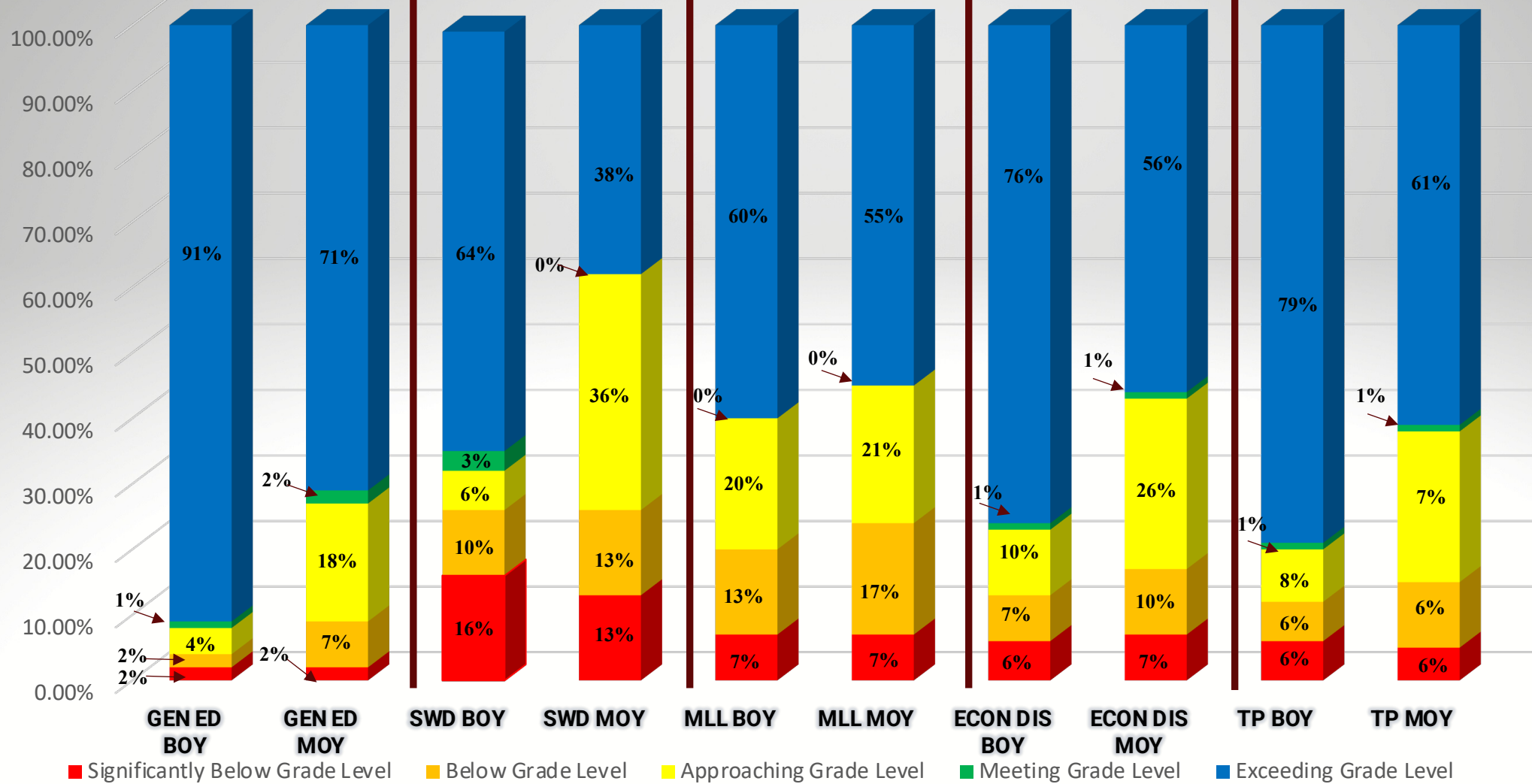
GRADE PreK MATH FOUNDATIONS ASSESSMENT

MATH FOUNDATIONS– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	105	71%	2%	18%	7%	2%
STUDENTS WITH DISABILITIES	39	38%	0%	36%	13%	13%
MULTILINGUAL LEARNERS	29	55%	0%	21%	17%	7%
ECONOMICALLY DISADVANTAGED	107	56%	1%	26%	10%	7%
TOTAL POPULATION	173	61%	1%	23%	10%	5%

**PreK inclusive of SWD 3-year-old and all 4-year-old student data.*

GRADE PRE-KINDERGARTEN MATHEMATICS

October 2022 – January 2023 Math Foundational Assessment





Pre-Kindergarten Mathematics

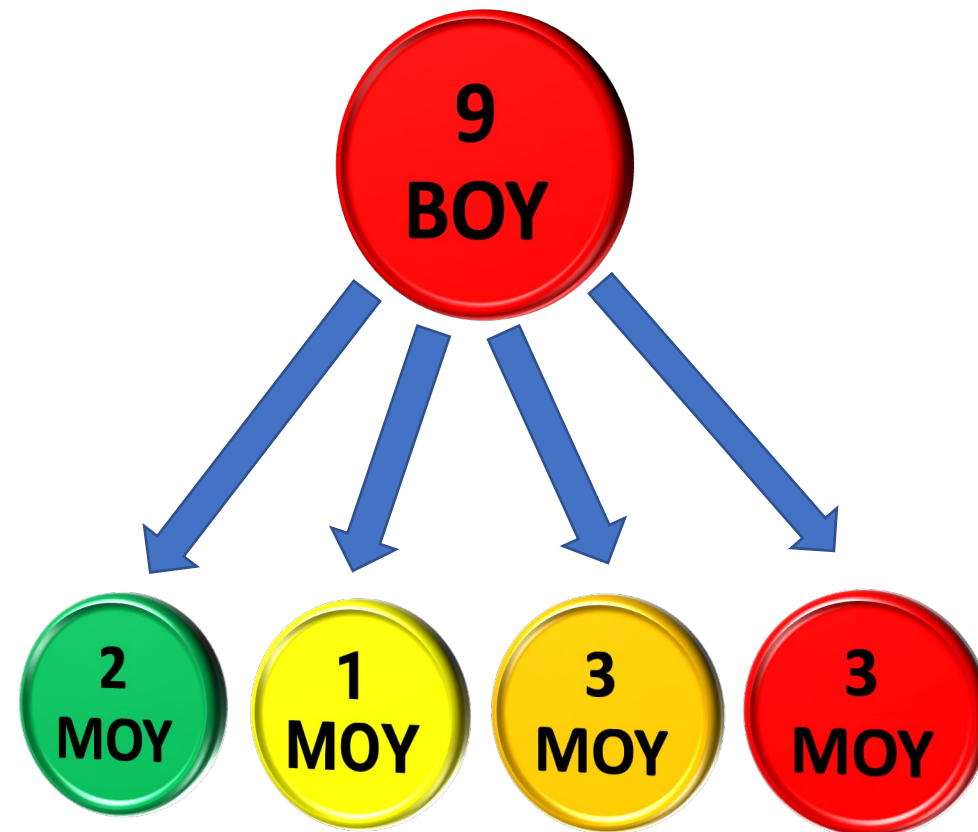


BOY to MOY



PK Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	AVERAGE COMPOSITE RAW SCORE BOY		AVERAGE COMPOSITE RAW SCORE MOY
T1	Above Grade Level	121	36	+14	50
	On Grade Level	2	18	+18	36
	Approaching	12	14	+15	29
T2		9	8	+14	22
T3		9	2	+22	24
Total Population		153	30	+15	45



**PreK inclusive of SWD 3-year-old and all 4-year-old student data.*

NOTES: T3 BOY AVG COMP SCORE [2] to MOY [24]. 9/9 Raised COMP SCORE. [3] Not Tested BOY -> MOY .

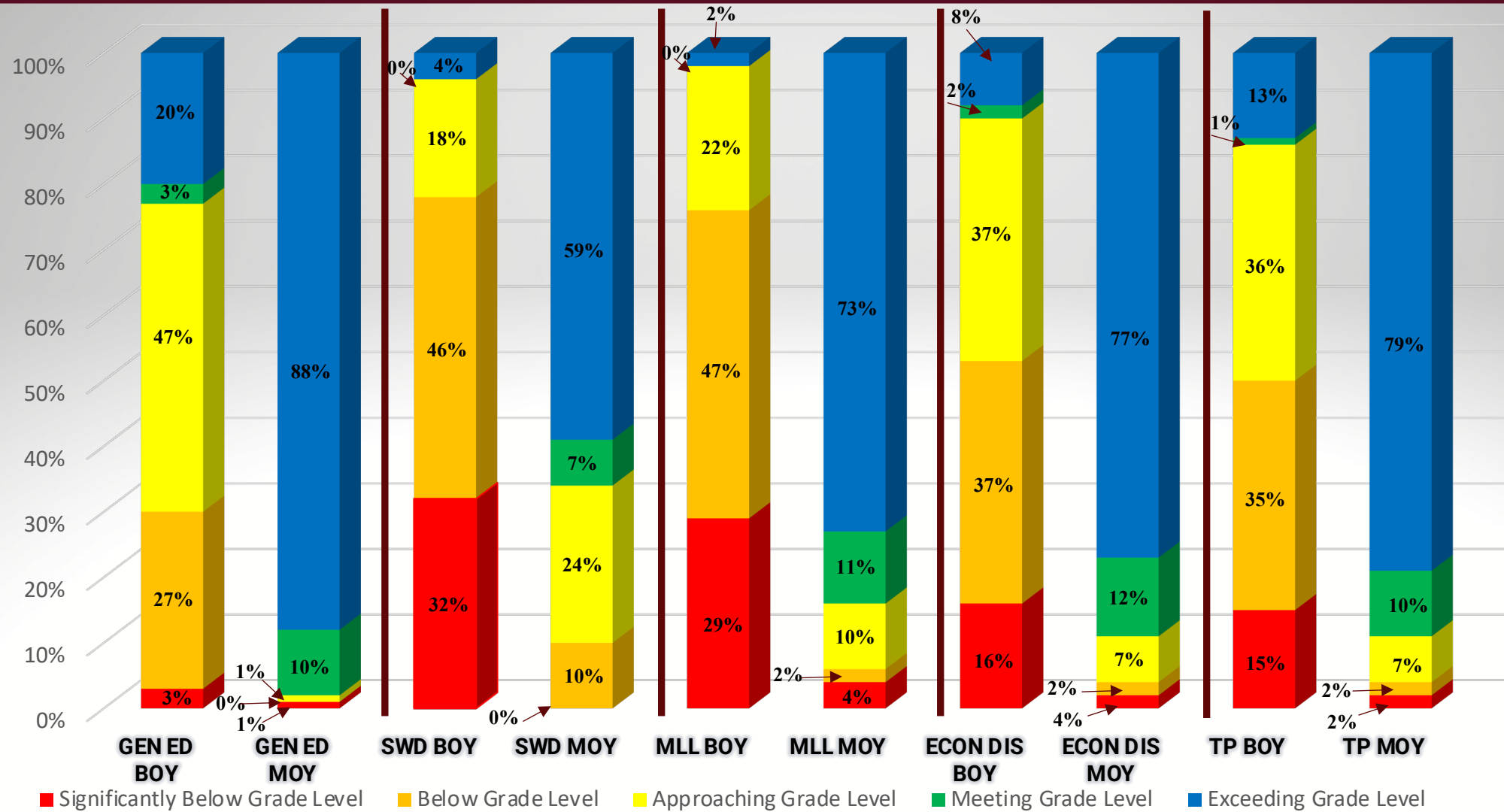
2022-2023 MOY Overview (JANUARY 2023)

GRADE K MATH FOUNDATIONS ASSESSMENT

MATH FOUNDATIONS– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	103	88%	10%	1%	0%	1%
STUDENTS WITH DISABILITIES	29	59%	7%	24%	10%	0%
MULTILINGUAL LEARNERS	52	73%	11%	10%	2%	4%
ECONOMICALLY DISADVANTAGED	123	77%	12%	7%	2%	2%
TOTAL POPULATION	178	79%	10%	7%	2%	2%

GRADE KINDERGARTEN MATHEMATICS

October 2022 – January 2023 Math Foundational Assessment





Kindergarten Mathematics

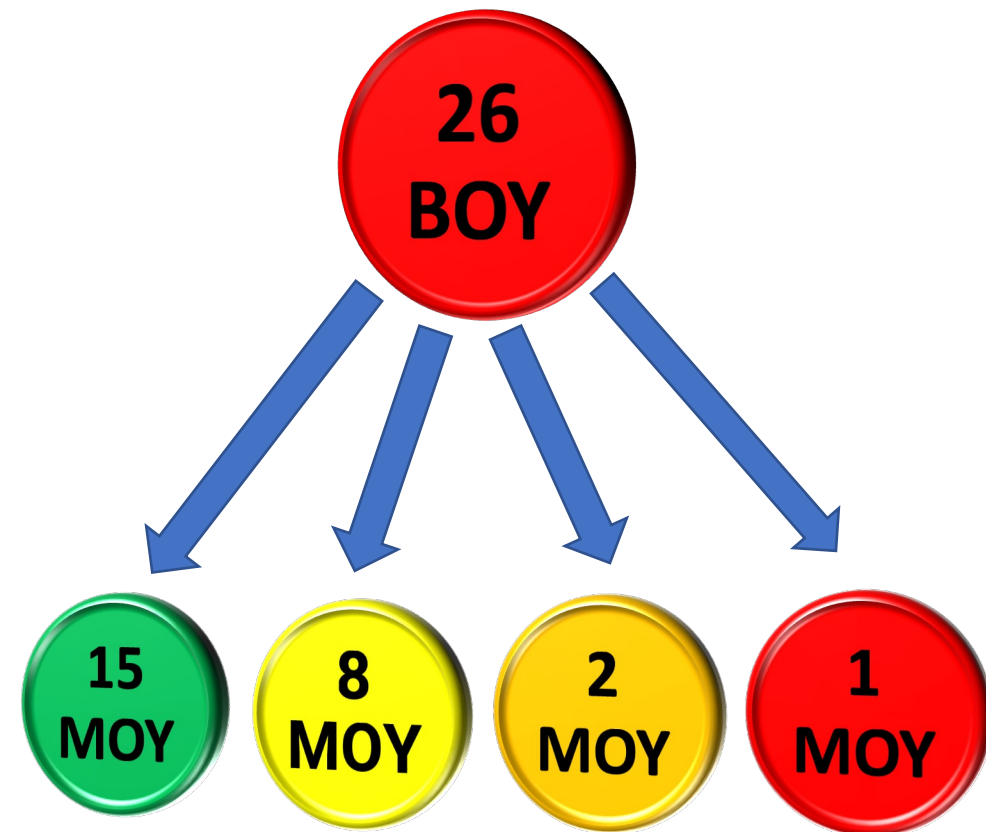


BOY to MOY



K Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	AVERAGE COMPOSITE RAW SCORE BOY		AVERAGE COMPOSITE RAW SCORE MOY
T1	Above Grade Level	21	45	+41	86
	On Grade Level	3	38	+45	83
	Approaching	62	30	+42	72
T2		60	19	+44	63
T3		26	7	+38	45
Total Population		172	25	+42	67



NOTES: T3 BOY AVG COMP SCORE [7] to MOY [45]. 26/26 Raised COMP SCORE. [1] Not Tested BOY -> MOY .

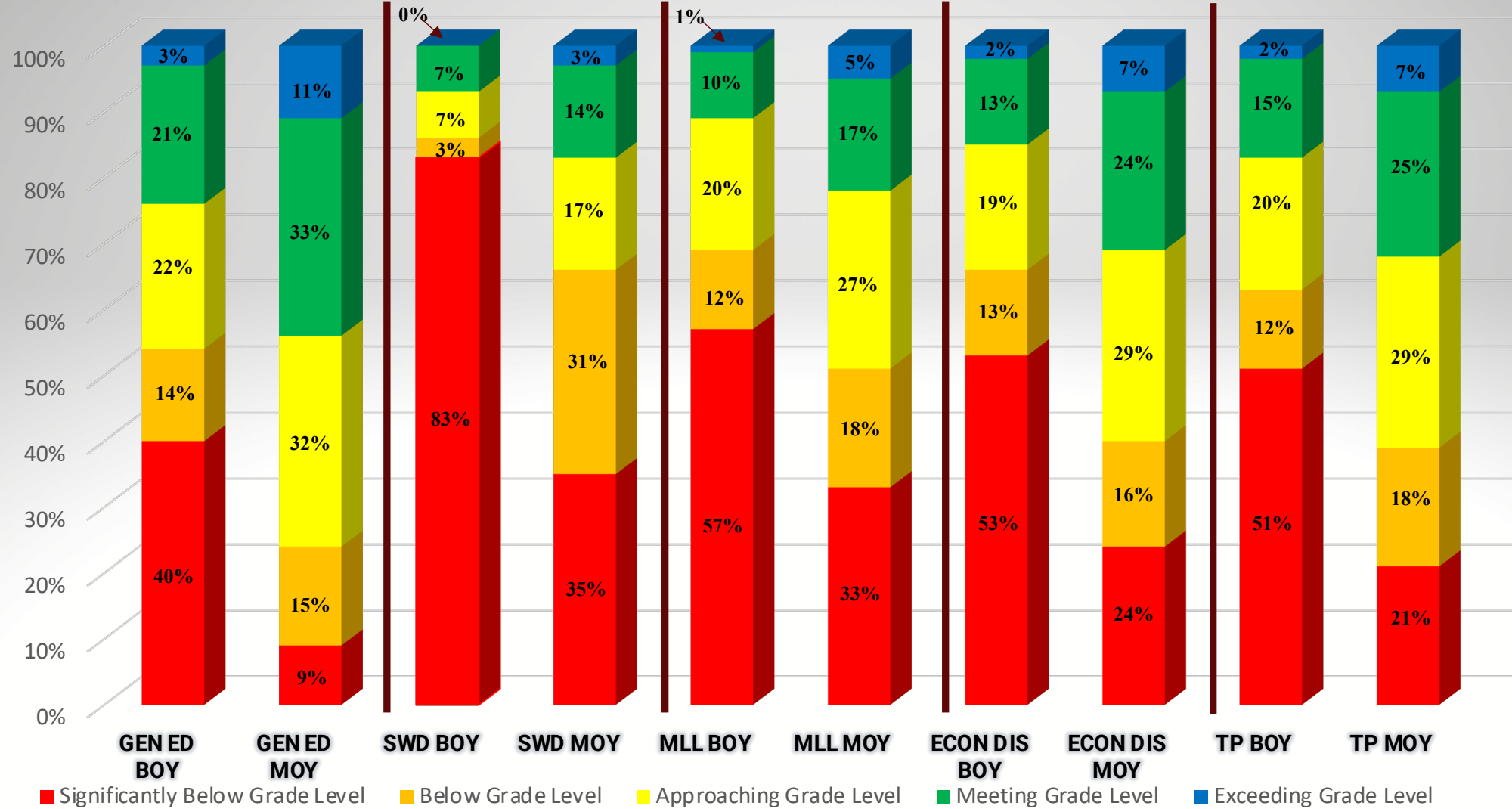
2022-2023 MOY Overview (JANUARY 2023)

GRADE 1 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	90	11%	33%	32%	15%	9%
STUDENTS WITH DISABILITIES	29	3%	14%	17%	31%	35%
MULTILINGUAL LEARNERS	66	5%	17%	27%	18%	33%
ECONOMICALLY DISADVANTAGED	113	7%	24%	29%	16%	24%
TOTAL POPULATION	176	7%	25%	29%	18%	21%

GRADE 1 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 1 Mathematics



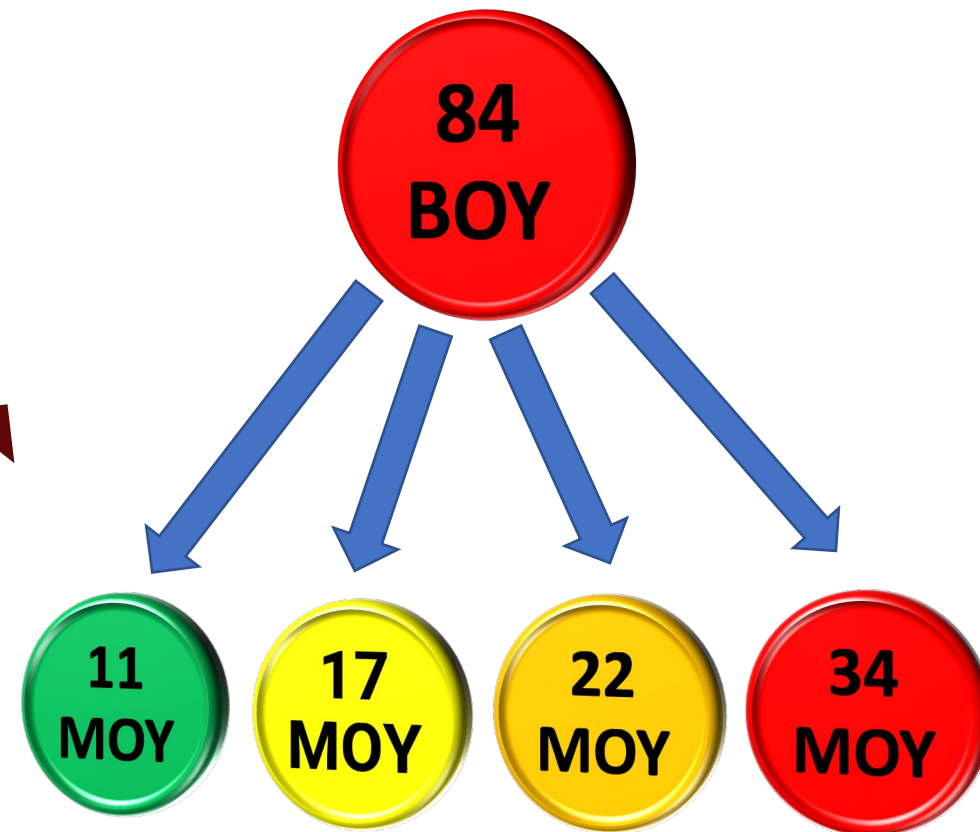
BOY to MOY



Grade 1 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	4	1.85	↑ 0.90	2.75
	On Grade Level	26	1.08	↑ 0.42	1.50
	Approaching	35	0.80	↑ 0.38	1.18
T2		19	0.62	↑ 0.29	0.91
T3		84	0.37	↑ 0.22	0.78
Total Population		168	0.63	↑ 0.41	1.04

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 0.37 to MOY 0.78. 69/84 Raised GLE. 2/84 Lower GLE. 13/34 Maintained Same GLE. [8] Not Tested BOY -> MOY.

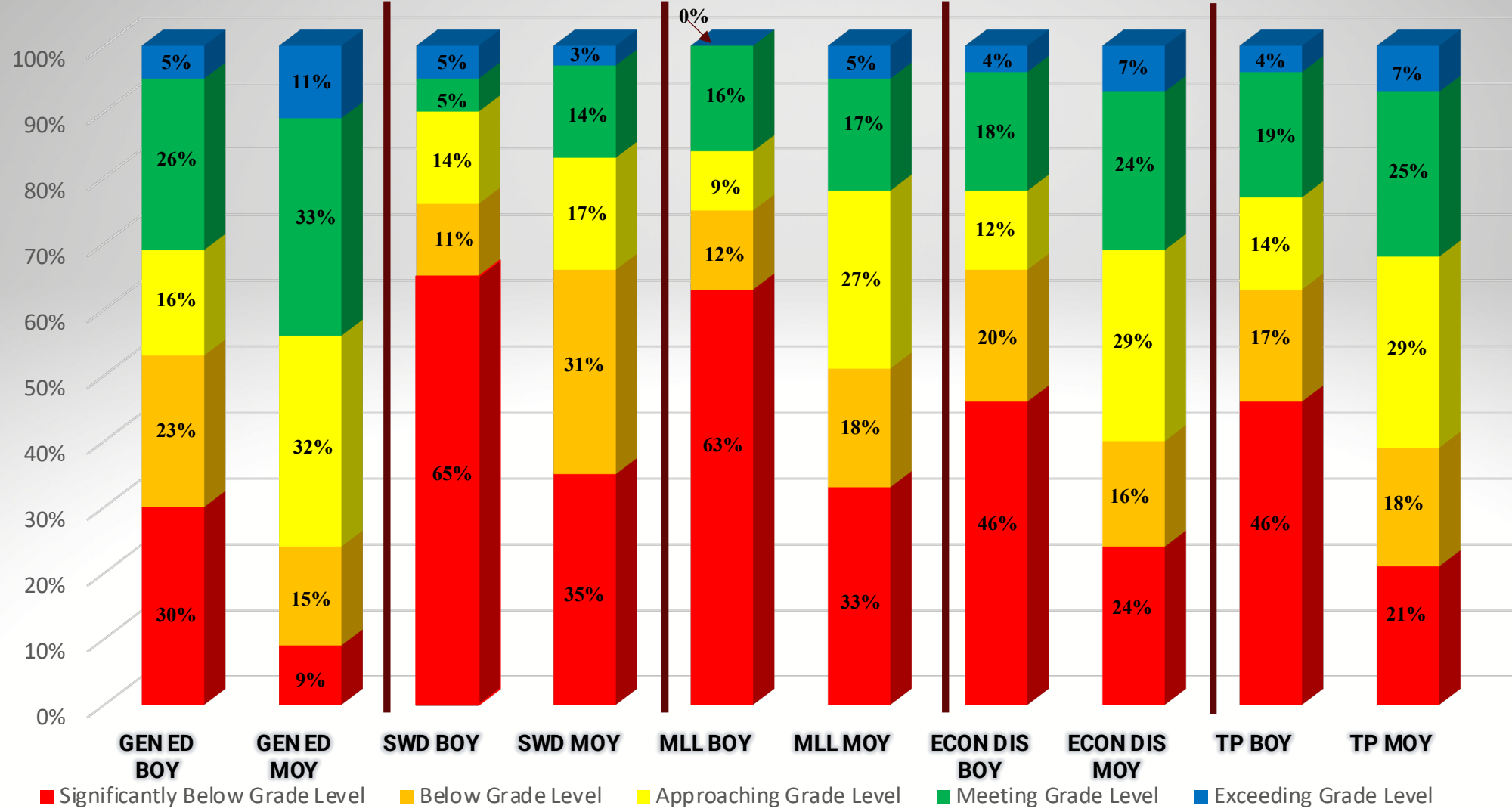
2022-2023 MOY Overview (JANUARY 2023)

GRADE 2 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	80	14%	41%	20%	14%	11%
STUDENTS WITH DISABILITIES	39	8%	18%	33%	10%	31%
MULTILINGUAL LEARNERS	58	4%	17%	22%	14%	43%
ECONOMICALLY DISADVANTAGED	115	9%	29%	26%	11%	25%
TOTAL POPULATION	160	10%	30%	23%	13%	24%

GRADE 2 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 2 Mathematics



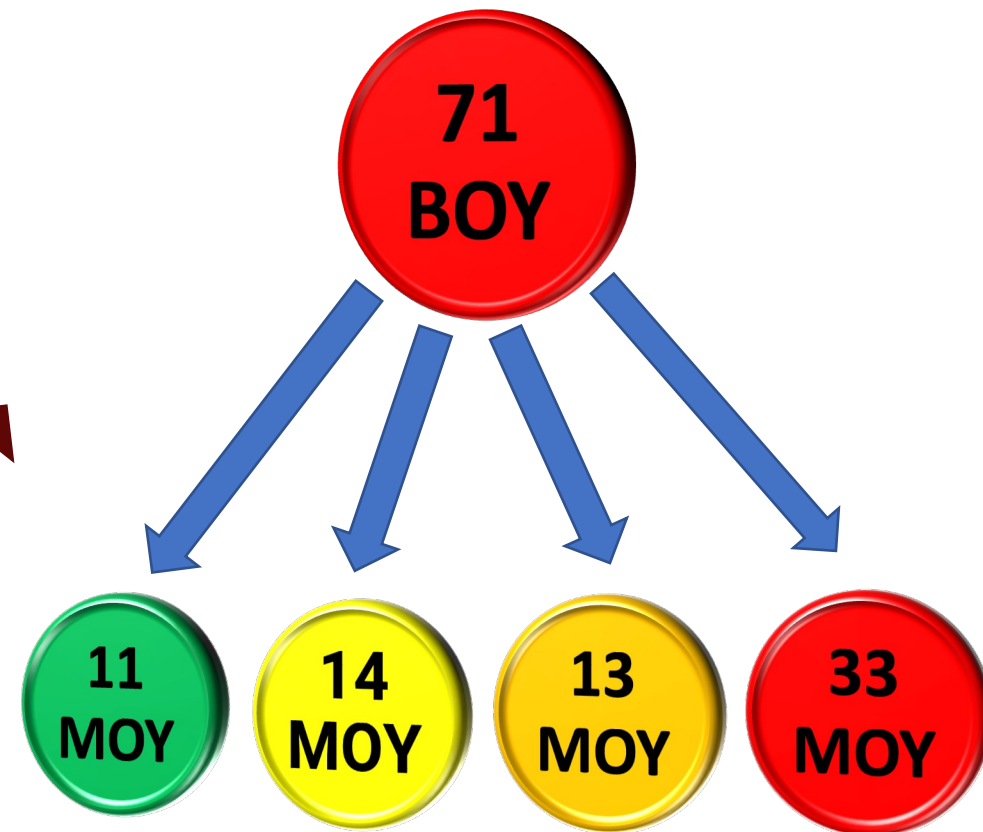
BOY to MOY



Grade 2 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	6	2.93	↑ 0.67	3.60
	On Grade Level	31	2.12	↑ 0.58	2.70
	Approaching	21	1.66	↑ 0.37	2.03
T2		27	1.33	↑ 0.61	1.94
T3		71	0.76	↑ 0.74	1.50
Total Population		156	1.33	↑ 0.64	1.97

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 0.76 to MOY 1.50. 65/71 Raised GLE. 1/71 Lower GLE. 5/71 Maintained Same GLE. [5] Not Tested BOY -> MOY.

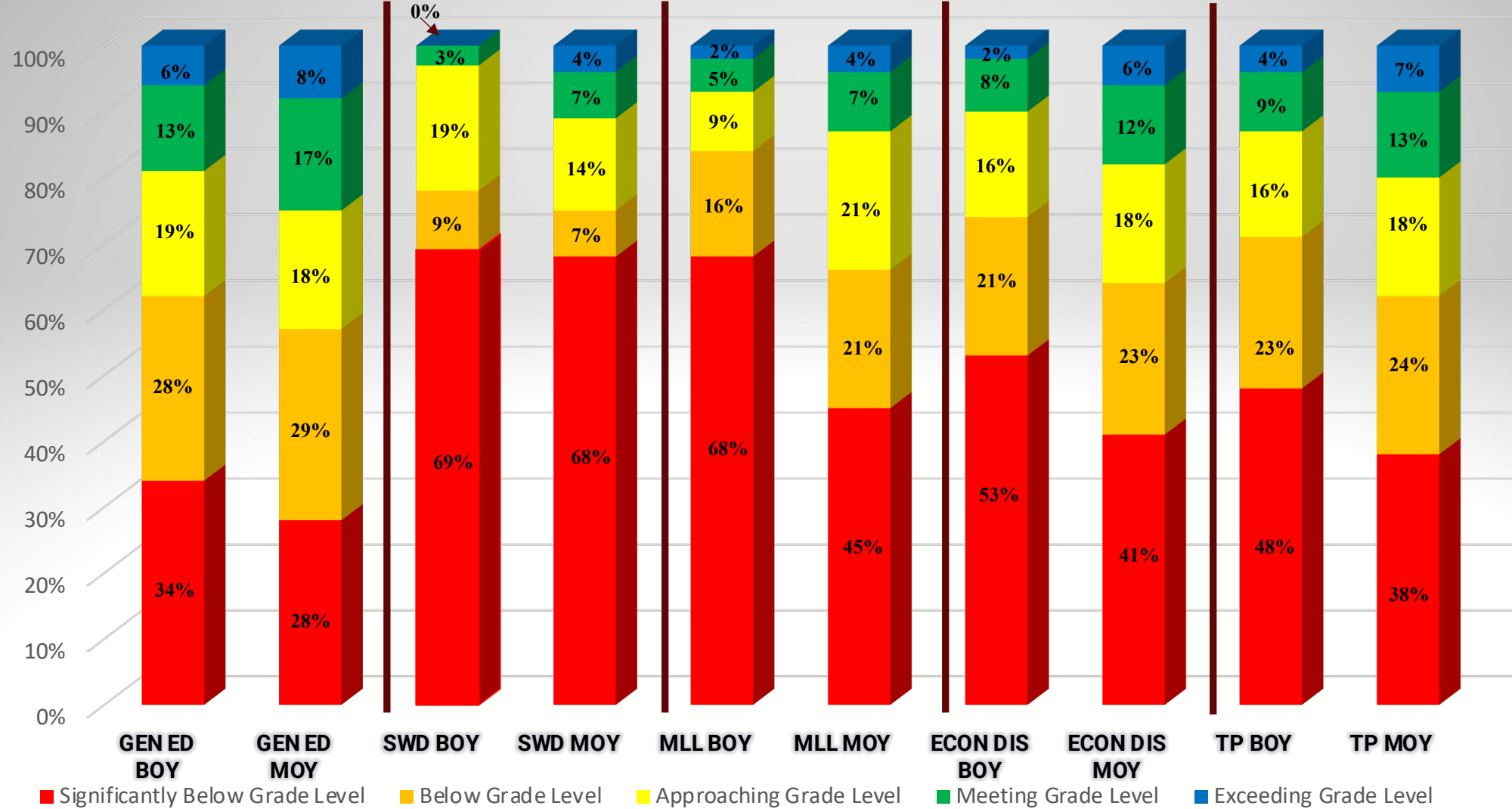
2022-2023 MOY Overview (JANUARY 2023)

GRADE 3 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	95	8%	17%	18%	29%	28%
STUDENTS WITH DISABILITIES	28	4%	7%	14%	7%	68%
MULTILINGUAL LEARNERS	47	4%	9%	21%	21%	45%
ECONOMICALLY DISADVANTAGED	113	6%	12%	18%	23%	41%
TOTAL POPULATION	165	7%	13%	18%	24%	38%

GRADE 3 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 3 Mathematics



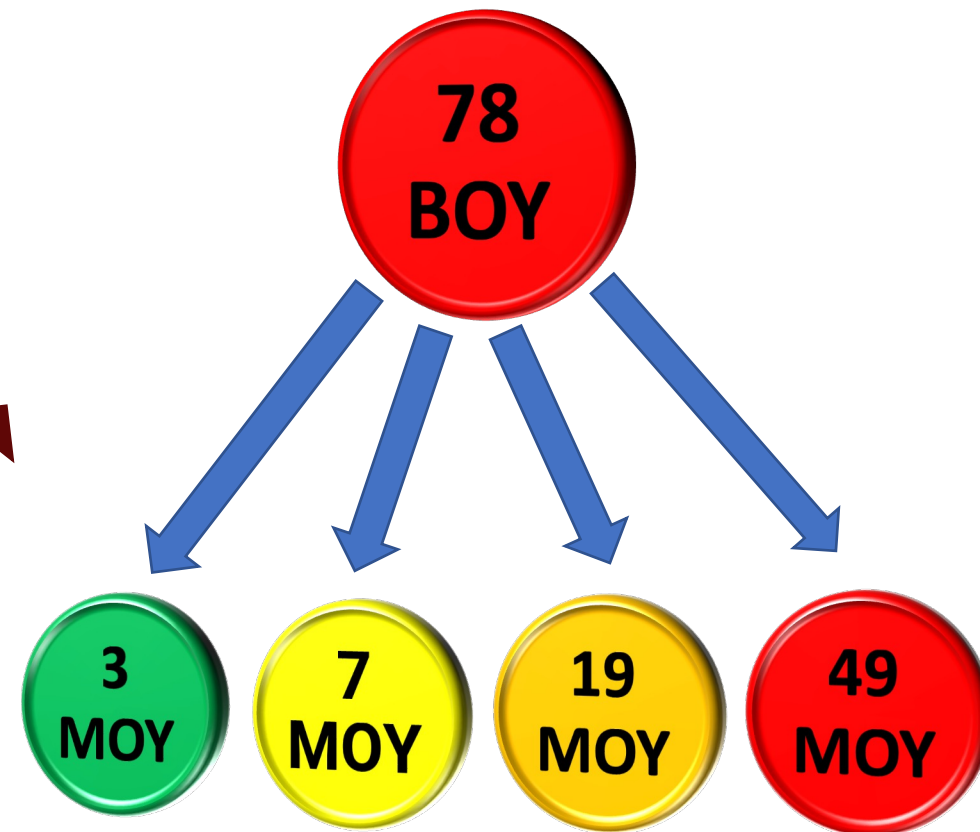
BOY to MOY



Grade 3 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	7	4.17	↑ 0.34	4.51
	On Grade Level	13	3.20	↑ 0.34	3.54
	Approaching	25	2.40	↑ 0.34	2.74
T2		36	1.99	↑ 0.48	2.47
T3		78	0.97	↑ 0.75	1.72
Total Population		159	1.75	↑ 0.52	2.32

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 0.97 to MOY 1.72. 63/78 Raised GLE. 10/78 Lower GLE. 5/78 Maintained Same GLE. [7] Not Tested BOY -> MOY .

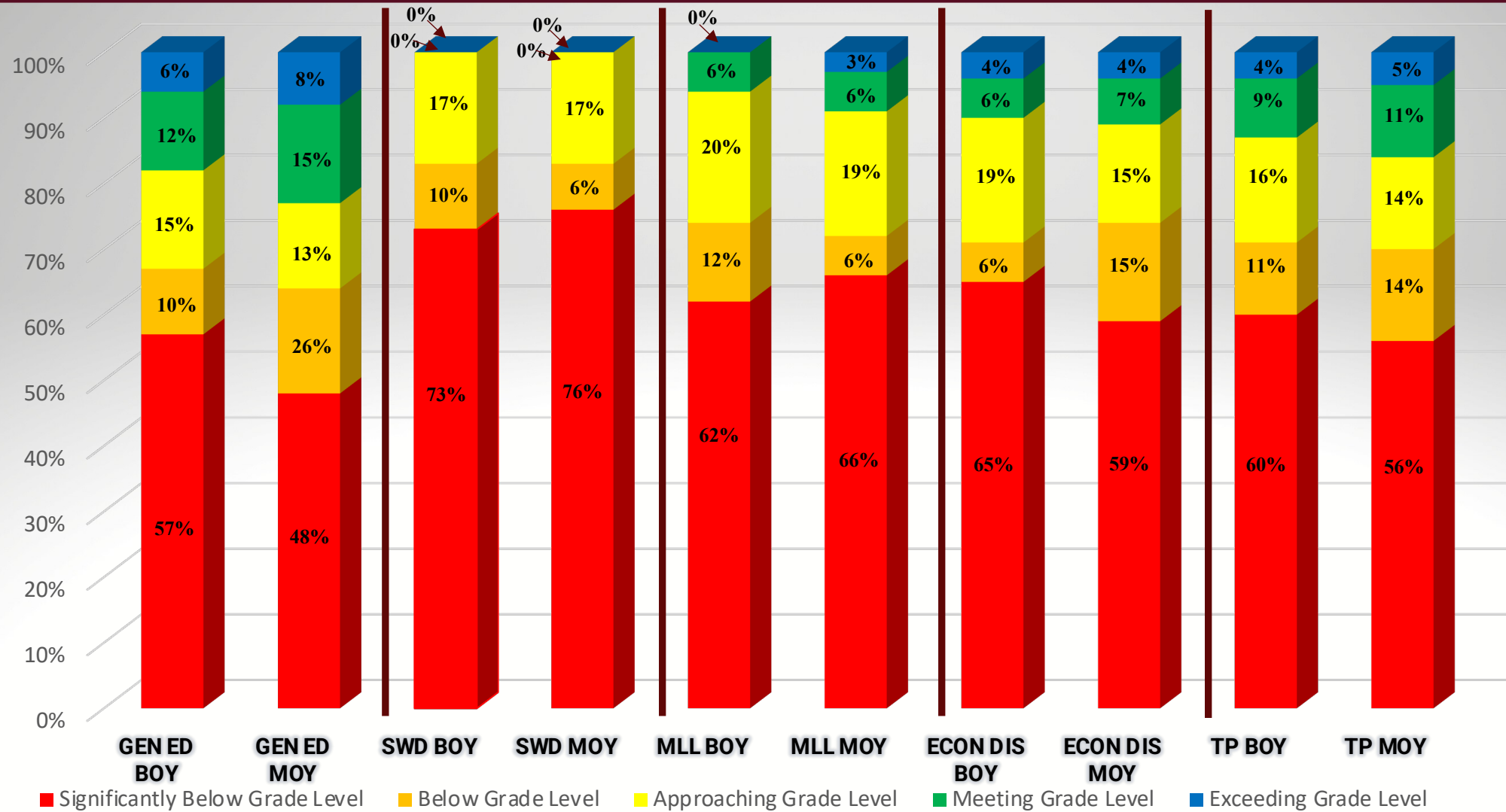
2022-2023 MOY Overview (JANUARY 2023)

GRADE 4 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	92	8%	15%	13%	16%	48%
STUDENTS WITH DISABILITIES	30	0%	0%	17%	7%	76%
MULTILINGUAL LEARNERS	32	3%	6%	19%	6%	66%
ECONOMICALLY DISADVANTAGED	102	4%	7%	15%	15%	59%
TOTAL POPULATION	149	5%	11%	14%	14%	56%

GRADE 4 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 4 Mathematics



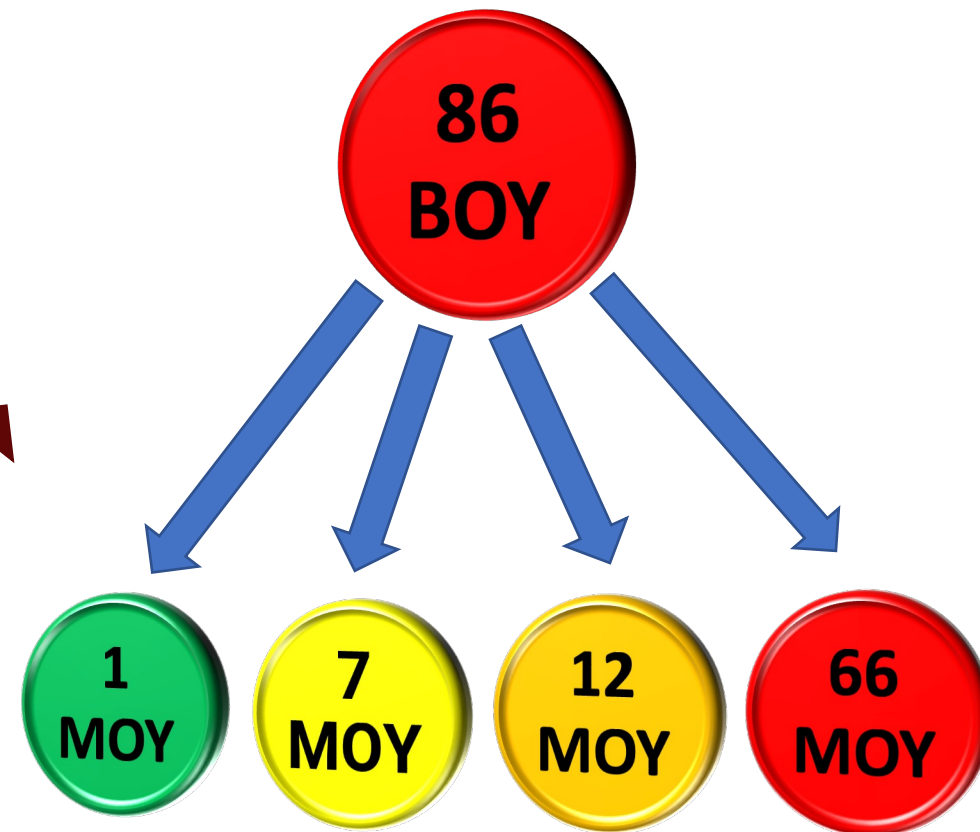
BOY to MOY



Grade 4 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	6	5.10	↑ 0.37	5.47
	On Grade Level	13	4.17	↑ 0.35	4.52
	Approaching	22	3.41	↑ 0.08	3.49
T2		16	2.90	↑ 0.24	3.14
T3		86	1.63	↑ 0.68	2.31
Total Population		143	2.43	↑ 0.49	2.92

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 1.63 to MOY 2.31. 66/86 Raised GLE. 16/86 Lower GLE. 4/86 Maintained Same GLE. [8] Not Tested BOY -> MOY .

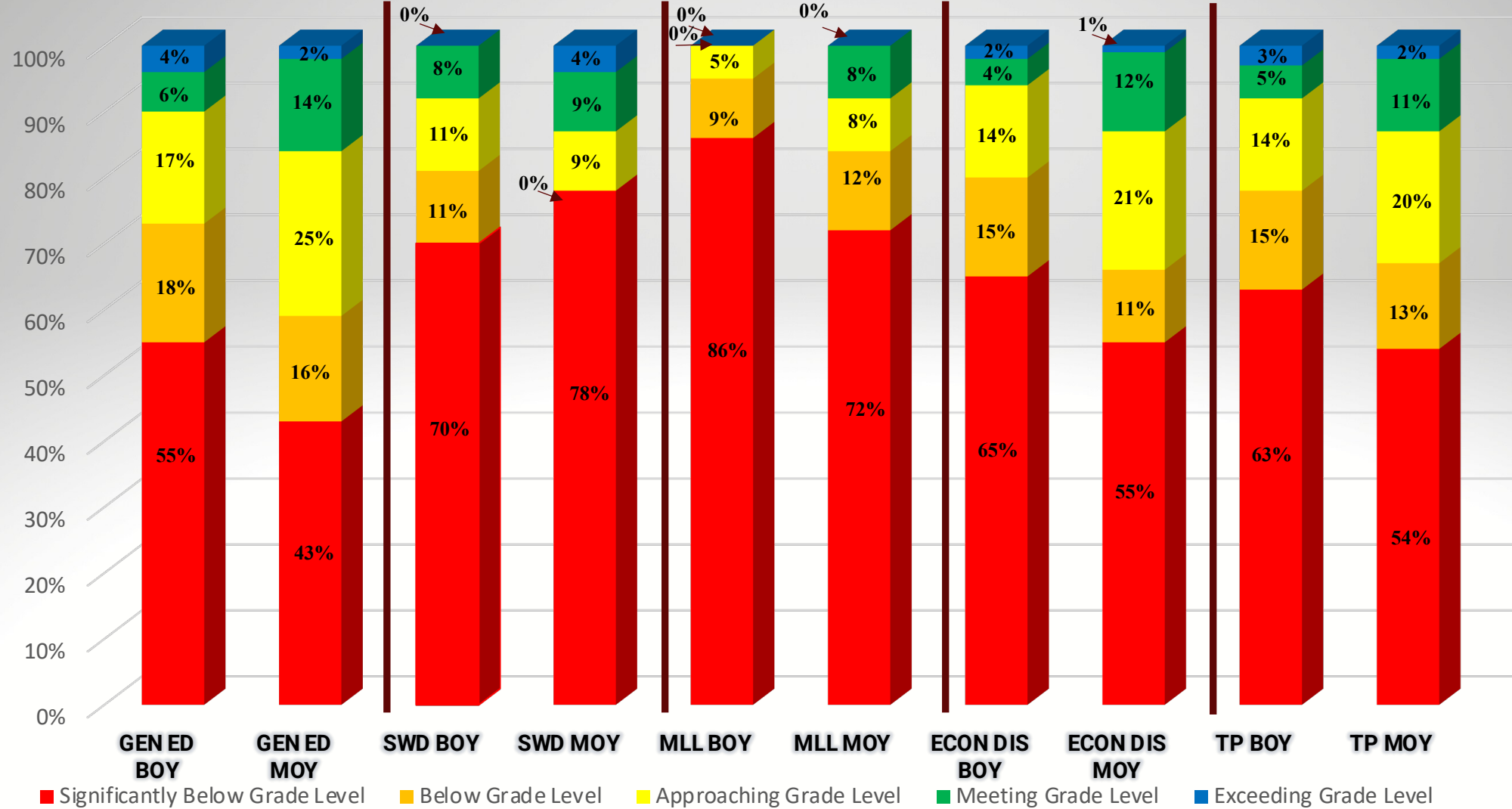
2022-2023 MOY Overview (JANUARY 2023)

GRADE 5 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	103	2%	14%	25%	16%	43%
STUDENTS WITH DISABILITIES	23	4%	9%	9%	0%	78%
MULTILINGUAL LEARNERS	25	0%	8%	8%	12%	72%
ECONOMICALLY DISADVANTAGED	106	1%	12%	21%	11%	55%
TOTAL POPULATION	150	2%	11%	20%	13%	54%

GRADE 5 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 5 Mathematics



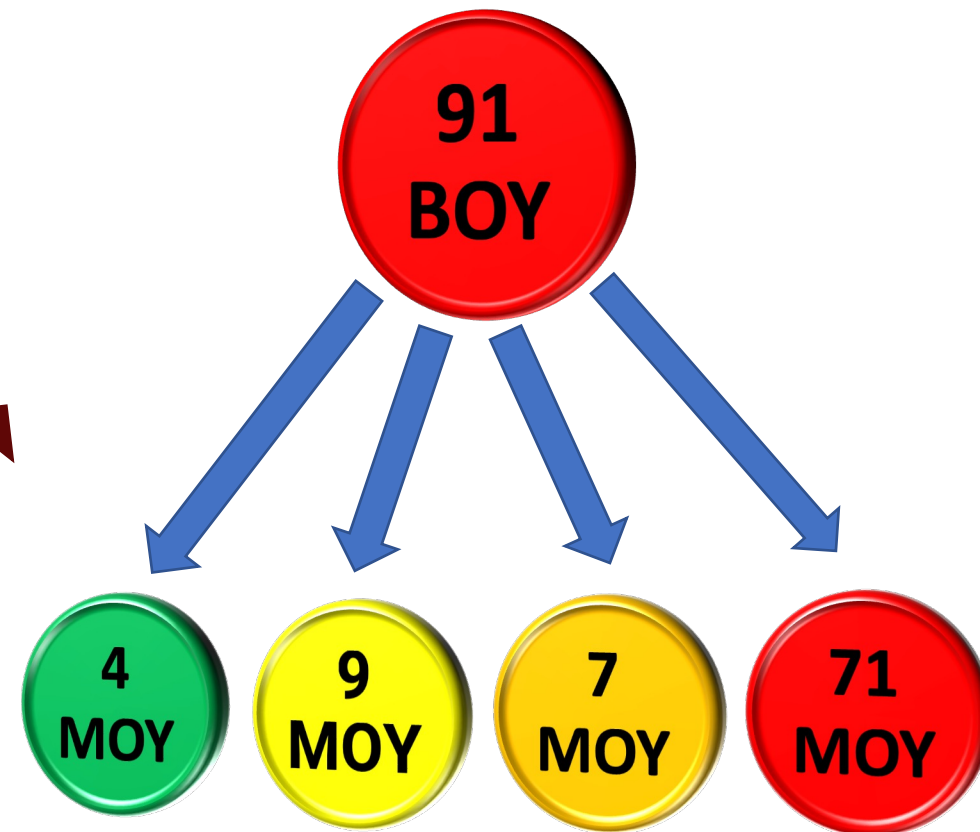
BOY to MOY



Grade 5 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	4	5.95	↓ 0.30	5.65
	On Grade Level	7	5.14	↑ 0.06	5.20
	Approaching	18	4.47	↑ 0.26	4.73
T2		22	3.89	↑ 0.67	4.56
T3		91	2.30	↑ 1.00	3.30
Total Population		142	3.06	↑ 0.78	3.84

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 2.30 to MOY 3.30. 71/91 Raised GLE. 11/91 Lower GLE. 9/91 Maintained Same GLE. [8] Not Tested BOY -> MOY .

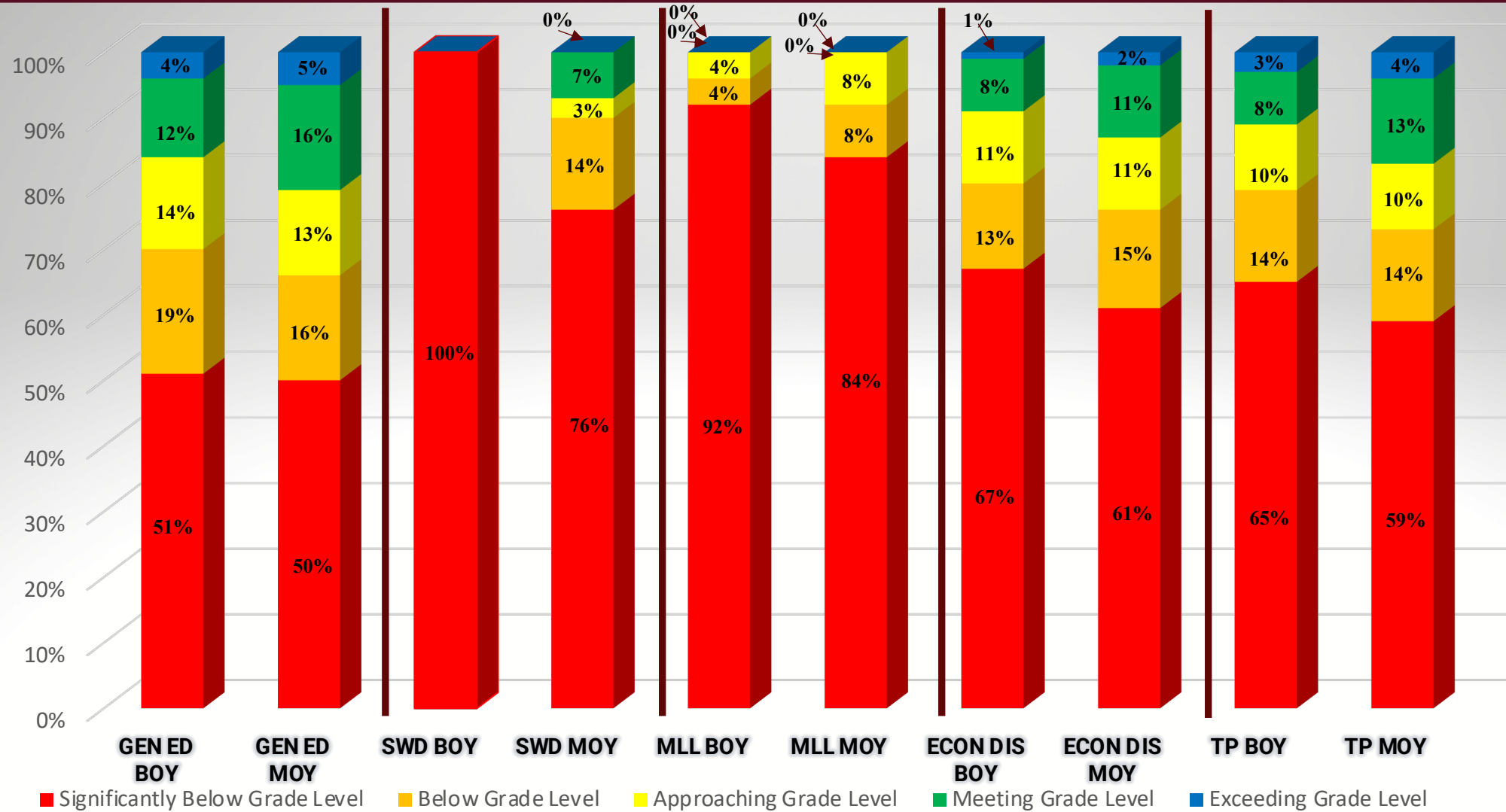
2022-2023 MOY Overview (JANUARY 2023)

GRADE 6 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	127	5%	16%	13%	16%	50%
STUDENTS WITH DISABILITIES	29	0%	7%	3%	14%	76%
MULTILINGUAL LEARNERS	26	0%	0%	8%	8%	84%
ECONOMICALLY DISADVANTAGED	130	2%	11%	11%	15%	61%
TOTAL POPULATION	182	4%	13%	10%	14%	59%

GRADE 6 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 6 Mathematics



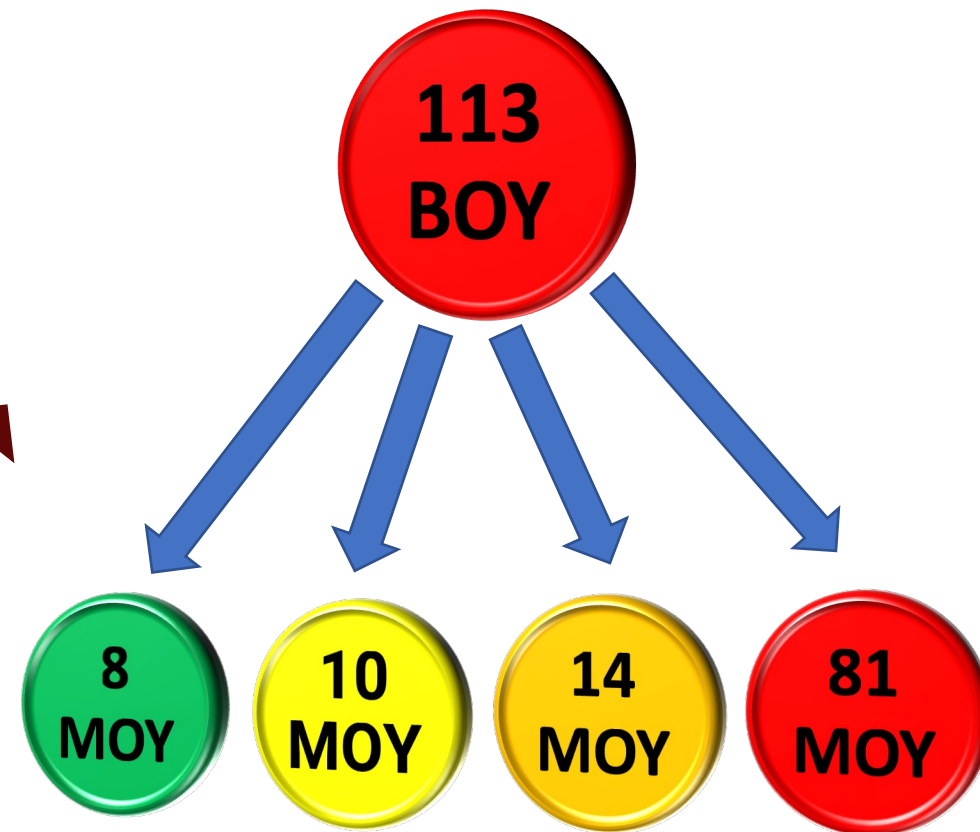
BOY to MOY



Grade 6 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	6	6.93	↑ 0.17	7.10
	On Grade Level	14	6.13	↑ 0.10	6.23
	Approaching	19	5.45	↓ 0.06	5.39
T2		24	4.89	↓ 0.11	4.78
T3		113	3.28	↑ 0.85	4.13
Total Population		176	4.08	↑ 0.54	4.62

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 3.28 to MOY 4.13. 79/113 Raised GLE. 25/113 Lower GLE. 9/113 Maintained Same GLE. [7] Not Tested BOY -> MOY .

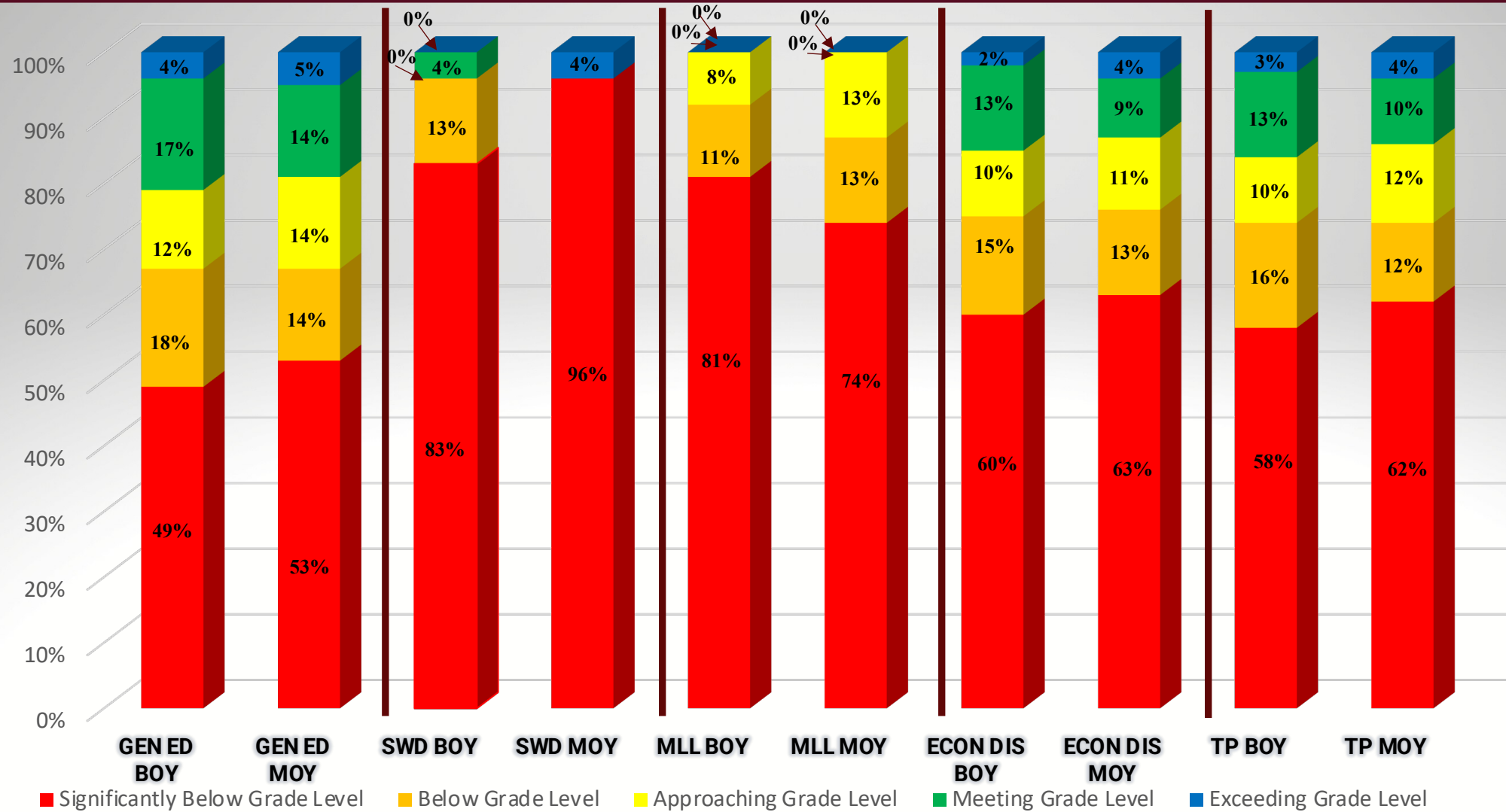
2022-2023 MOY Overview (JANUARY 2023)

GRADE 7 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	125	5%	14%	14%	14%	53%
STUDENTS WITH DISABILITIES	24	4%	0%	0%	0%	96%
MULTILINGUAL LEARNERS	30	0%	0%	13%	13%	74%
ECONOMICALLY DISADVANTAGED	123	4%	9%	11%	13%	63%
TOTAL POPULATION	178	4%	10%	12%	12%	62%

GRADE 7 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 7 Mathematics



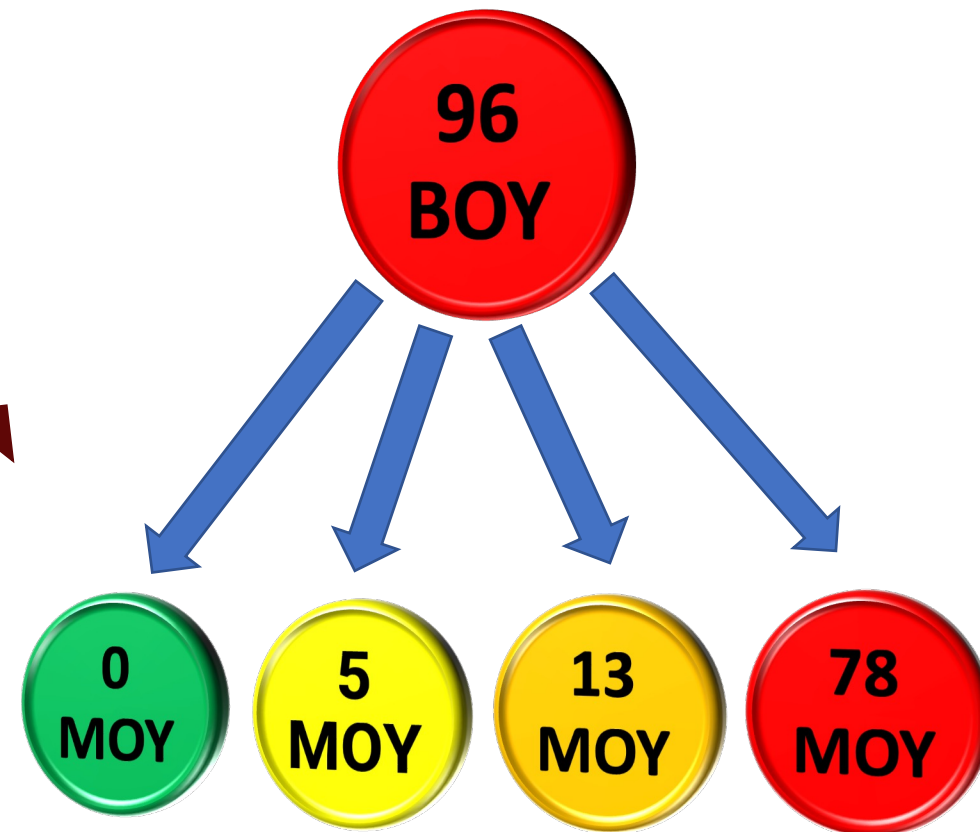
BOY to MOY



Grade 7 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	5	8.40	↑ 0.40	8.80
	On Grade Level	22	7.14	↓ 0.06	7.08
	Approaching	16	6.48	↑ 0.07	6.55
T2		30	5.90	↓ 0.17	5.73
T3		96	4.37	↑ 0.67	5.04
Total Population		169	5.32	↑ 0.36	5.68

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 4.37 to MOY 5.04. 70/96 Raised GLE. 21/96 Lower GLE. 5/96 Maintained Same GLE. [12] Not Tested BOY -> MOY.

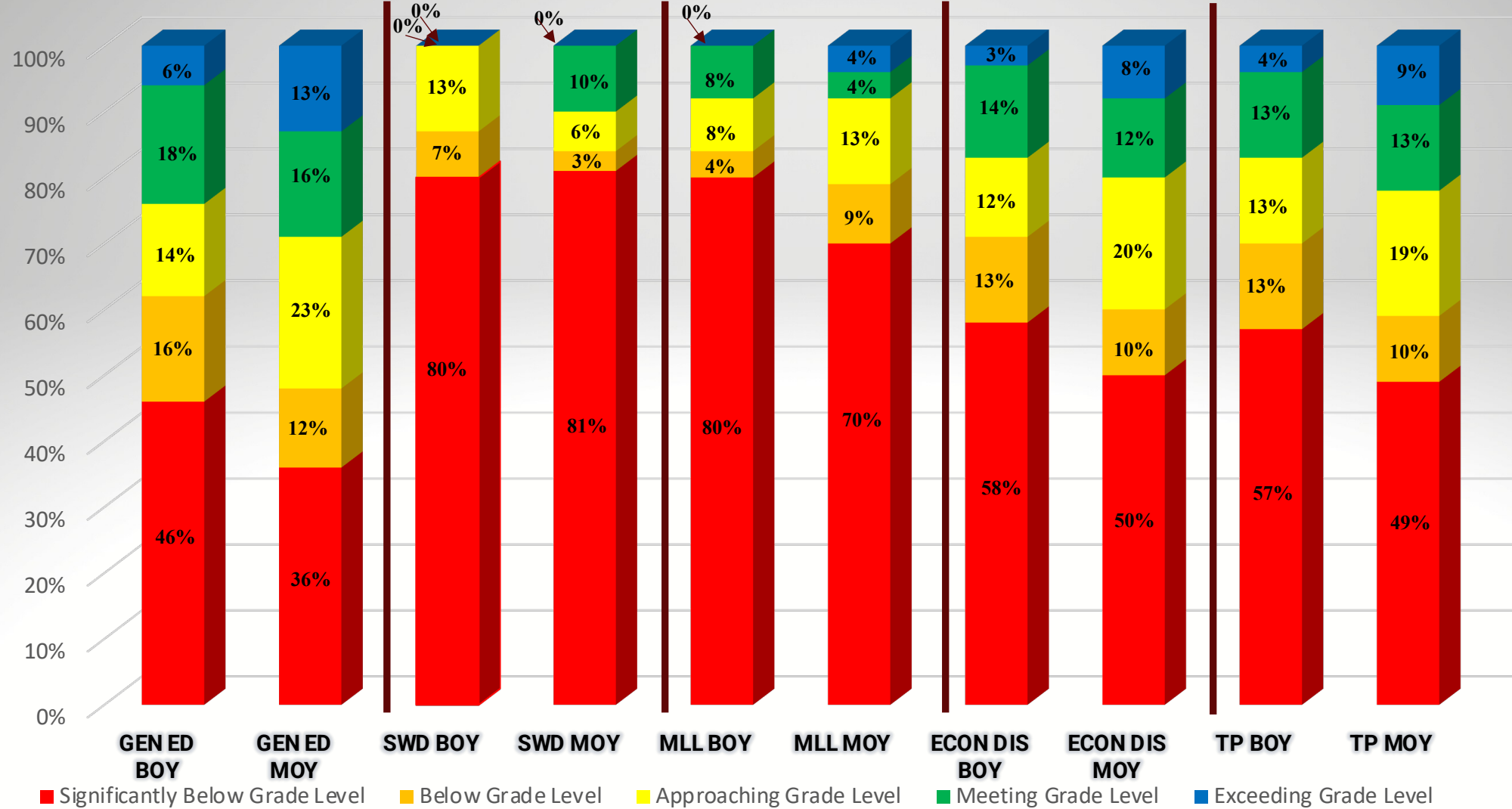
2022-2023 MOY Overview (JANUARY 2023)

GRADE 8 HMH MATH GM MOY ASSESSMENTS

HMH MGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	107	13%	16%	23%	12%	36%
STUDENTS WITH DISABILITIES	32	0%	10%	6%	3%	81%
MULTILINGUAL LEARNERS	23	4%	4%	13%	9%	70%
ECONOMICALLY DISADVANTAGED	108	8%	12%	20%	10%	50%
TOTAL POPULATION	161	9%	13%	19%	10%	49%

GRADE 8 MATHEMATICS

October 2022 – January 2023 HMH MGM





Grade 8 Mathematics



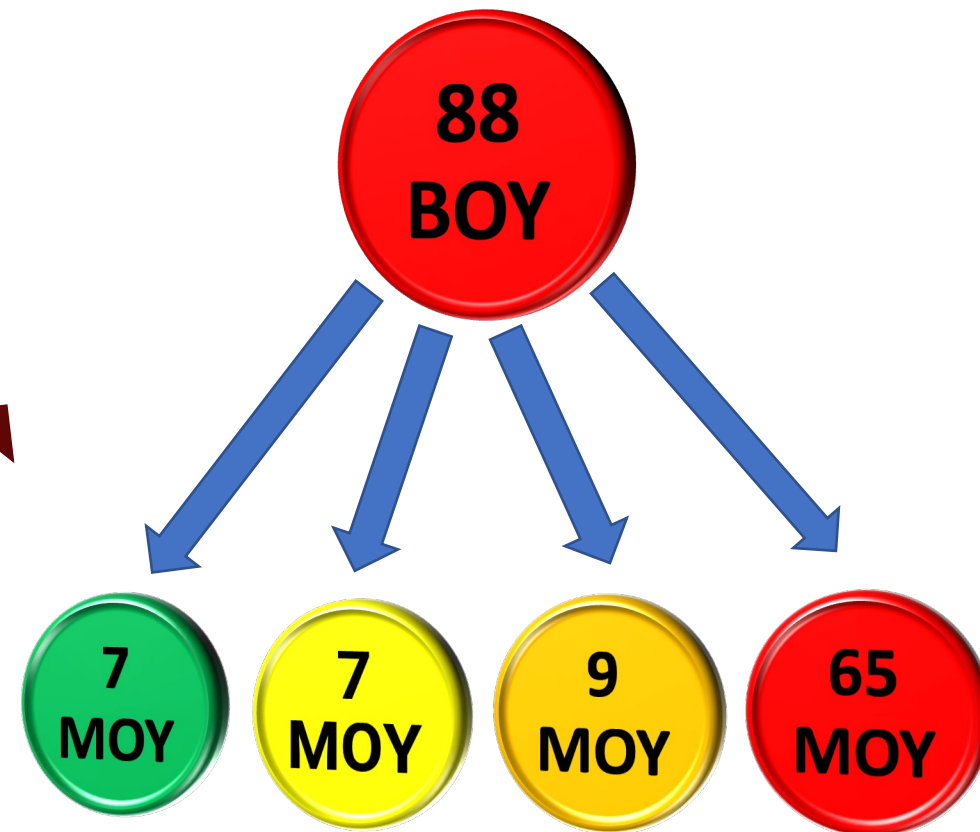
BOY to MOY



Grade 8 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	7	8.91	↑ 0.18	9.09
	On Grade Level	22	8.18	↓ 0.08	8.10
	Approaching	20	7.53	↑ 0.51	8.04
T2		21	6.89	↑ 0.45	7.34
T3		88	5.34	↑ 0.91	6.25
Total Population		158	6.38	↑ 0.63	7.01

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 5.34 to MOY 6.25. 62/88 Raised GLE. 18/88 Lower GLE. 8/88 Maintained Same GLE. [5] Not Tested BOY -> MOY.

2022-2023 MOY Overview (JANUARY 2023)

GRADE 9 HMH MATH GM MOY ASSESSMENTS

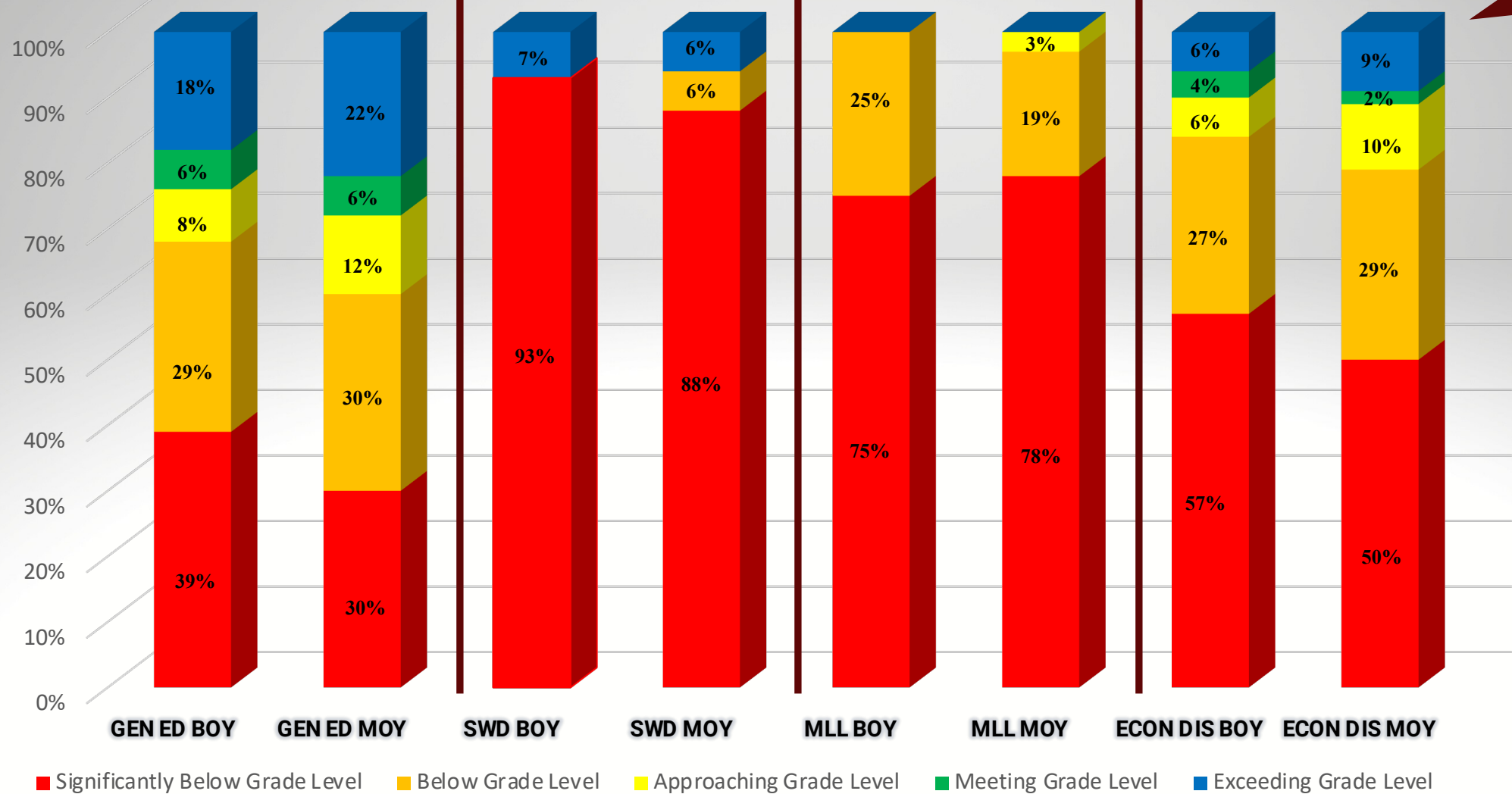
HMH GM Math– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	206	22%	6%	12%	30%	30%
STUDENTS WITH DISABILITIES	18	6%	0%	0%	6%	88%
MULTILINGUAL LEARNERS	36	0%	0%	3%	19%	78%
ECONOMICALLY DISADVANTAGED	130	9%	2%	10%	29%	50%
DMHS <i>Comprehensive</i>	171	2%	2%	7%	29%	60%
A@E	89	48%	10%	16%	23%	3%
Non-Englewood Residents / A@E	62	58%	10%	16%	16%	0%
Englewood Residents / A@E	27	26%	11%	15%	37%	11%
TOTAL POPULATION	260	18%	4%	10%	27%	41%

**HMH K-8 Growth Measure Math Assessment administered to identify students in need of remediation and provide details on specific areas of need; assessment has limited measurement for high achieving students*

GRADE 9 MATHEMATICS

October 2022 – January 2023 HMH MGM

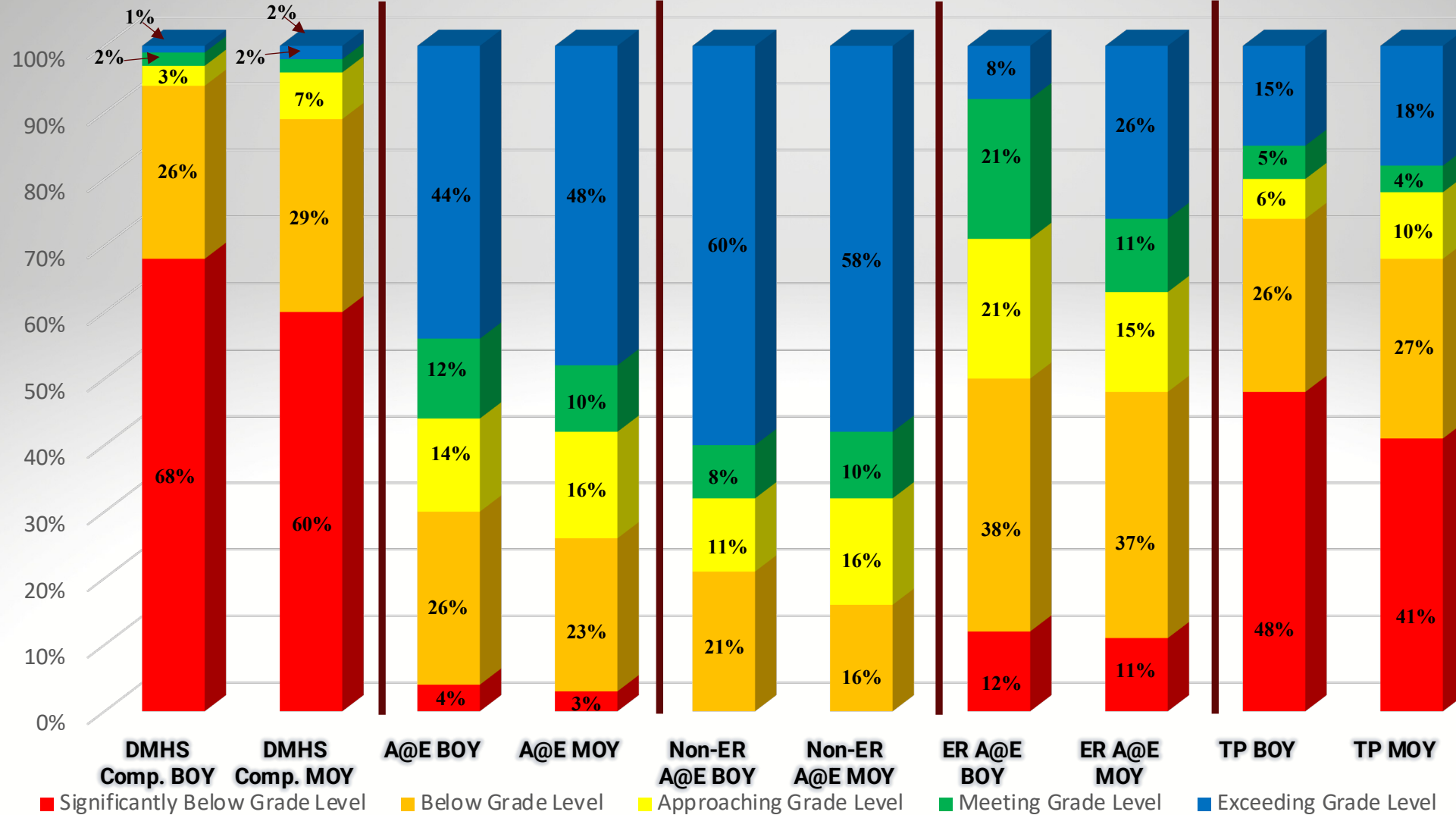
PART I



GRADE 9 MATHEMATICS

October 2022 – January 2023 HMH MGM

PART II





Grade 9 Mathematics



BOY to MOY

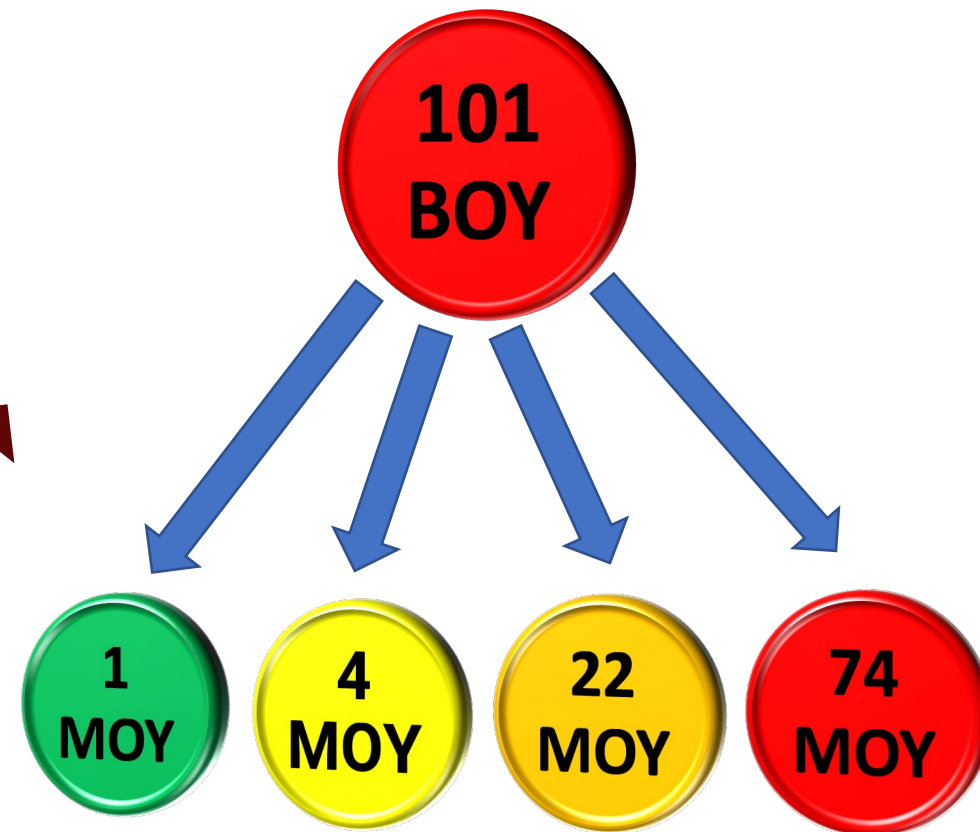


Grade 9 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	35	9.73	↓ 0.05	9.68
	On Grade Level	12	9.12	↓ 0.05	9.07
	Approaching	14	8.71	↑ 0.32	9.03
T2		59	7.92	↑ 0.14	8.06
T3		101	5.81	↑ 0.86	6.67
Total Population		221	7.36	↑ 0.44	7.80

**HMH K-8 Growth Measure Math Assessment administered to identify students in need of remediation and provide details on specific areas of need; assessment has limited measurement for high achieving students*

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 5.81 to MOY 6.67. 76/101 Raised GLE. 23/101 Lower GLE. 2/101 Maintained Same GLE. [13] Not Tested BOY -> MOY.

2022-2023 MOY Overview (JANUARY 2023)

GRADE 10 HMH MATH GM MOY ASSESSMENTS

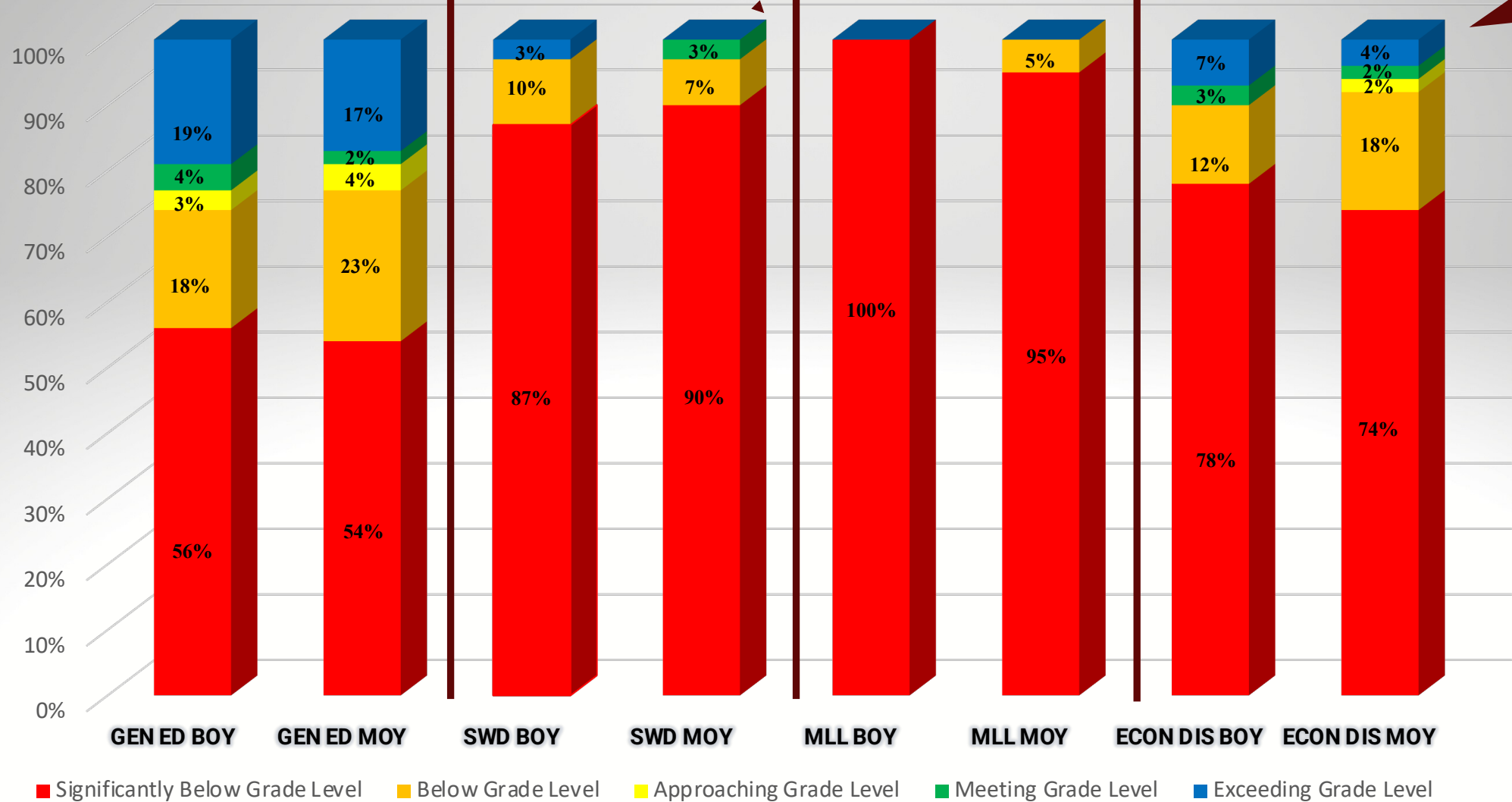
HMH GM Math– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	209	17%	2%	4%	23%	54%
STUDENTS WITH DISABILITIES	30	0%	3%	0%	7%	90%
MULTILINGUAL LEARNERS	37	0%	0%	0%	5%	95%
ECONOMICALLY DISADVANTAGED	154	4%	2%	2%	18%	74%
DMHS <i>Comprehensive</i>	176	0%	1%	1%	11%	87%
A@E	100	36%	4%	7%	33%	20%
Non-Englewood Residents / A@E	61	46%	2%	8%	31%	13%
Englewood Residents / A@E	39	20%	8%	5%	36%	31%
TOTAL POPULATION	276	13%	2%	3%	19%	63%

**HMH K-8 Growth Measure Math Assessment administered to identify students in need of remediation and provide details on specific areas of need; assessment has limited measurement for high achieving students*

GRADE 10 MATHEMATICS

October 2022 – January 2023 HMH MGM

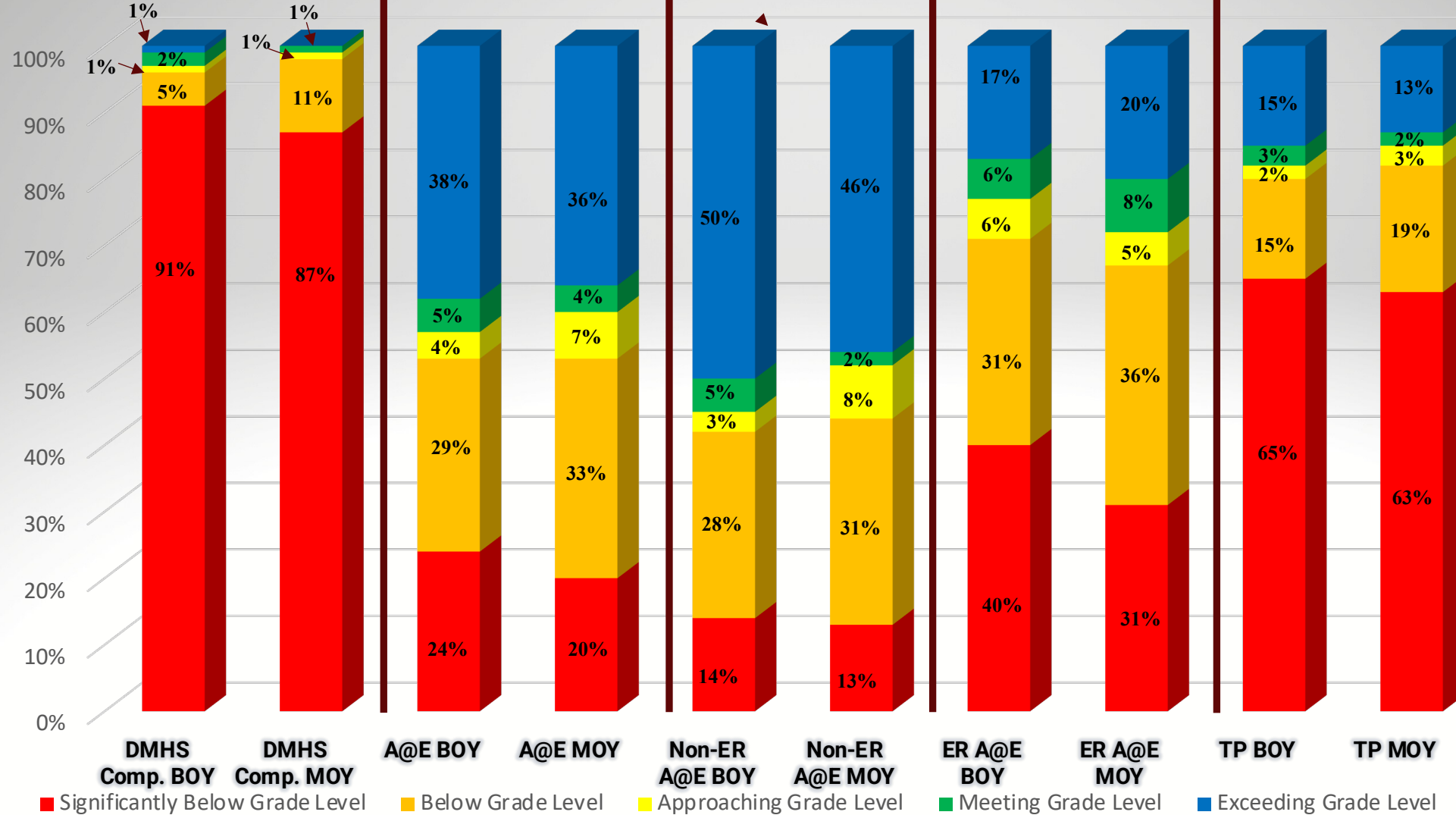
PART I



GRADE 10 MATHEMATICS

October 2022 – January 2023 HMH MGM

PART II





Grade 10 Mathematics



BOY to MOY

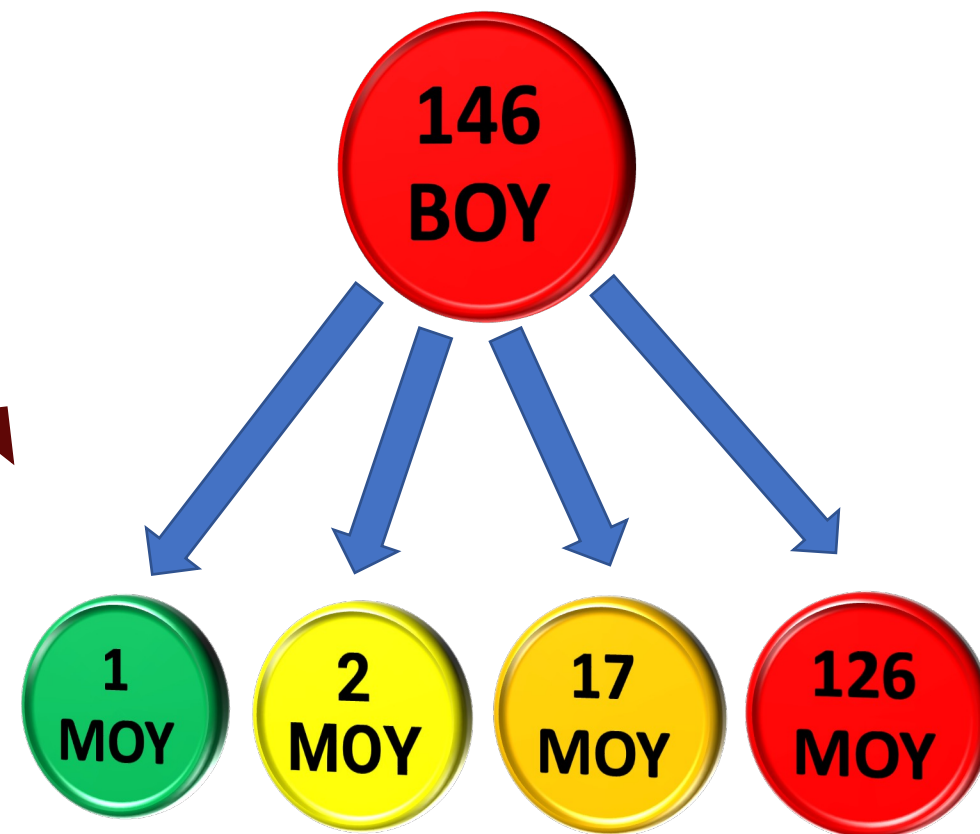


Grade 10 Tier 3 **BOY** to **MOY**
Apples to Apples

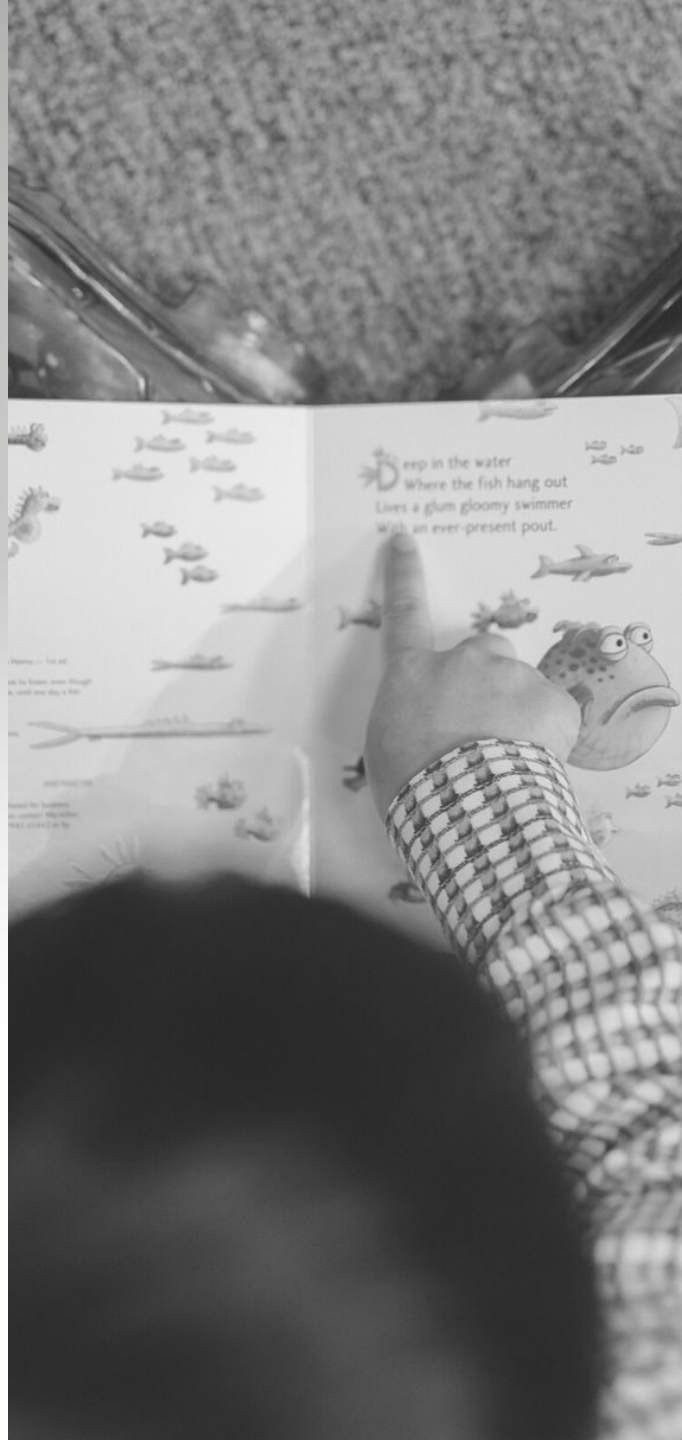
Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	36	9.80	↓ 0.19	9.61
	On Grade Level	8	9.70	↓ 0.30	9.40
	Approaching	5	9.28	↓ 0.20	9.08
T2		35	8.75	↓ 0.06	8.69
T3		146	6.43	↑ 0.67	7.10
Total Population		230	7.49	↑ 0.36	7.85

**HMH K-8 Growth Measure Math Assessment administered to identify students in need of remediation and provide details on specific areas of need; assessment has limited measurement for high achieving students*

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 6.43 to MOY 7.10. 92/146 Raised GLE. 36/146 Lower GLE. 18/146 Maintained Same GLE. [12] Not Tested BOY -> MOY.



Literacy Assessment Summary

BOY Oct 22



MOY Jan 23

- Middle-of-Year Data Overview
- Math BOY to MOY Program Comparison
- Math BOY to MOY Apples to Apples Comparative Data

2022-2023 MOY Overview (JANUARY 2023)

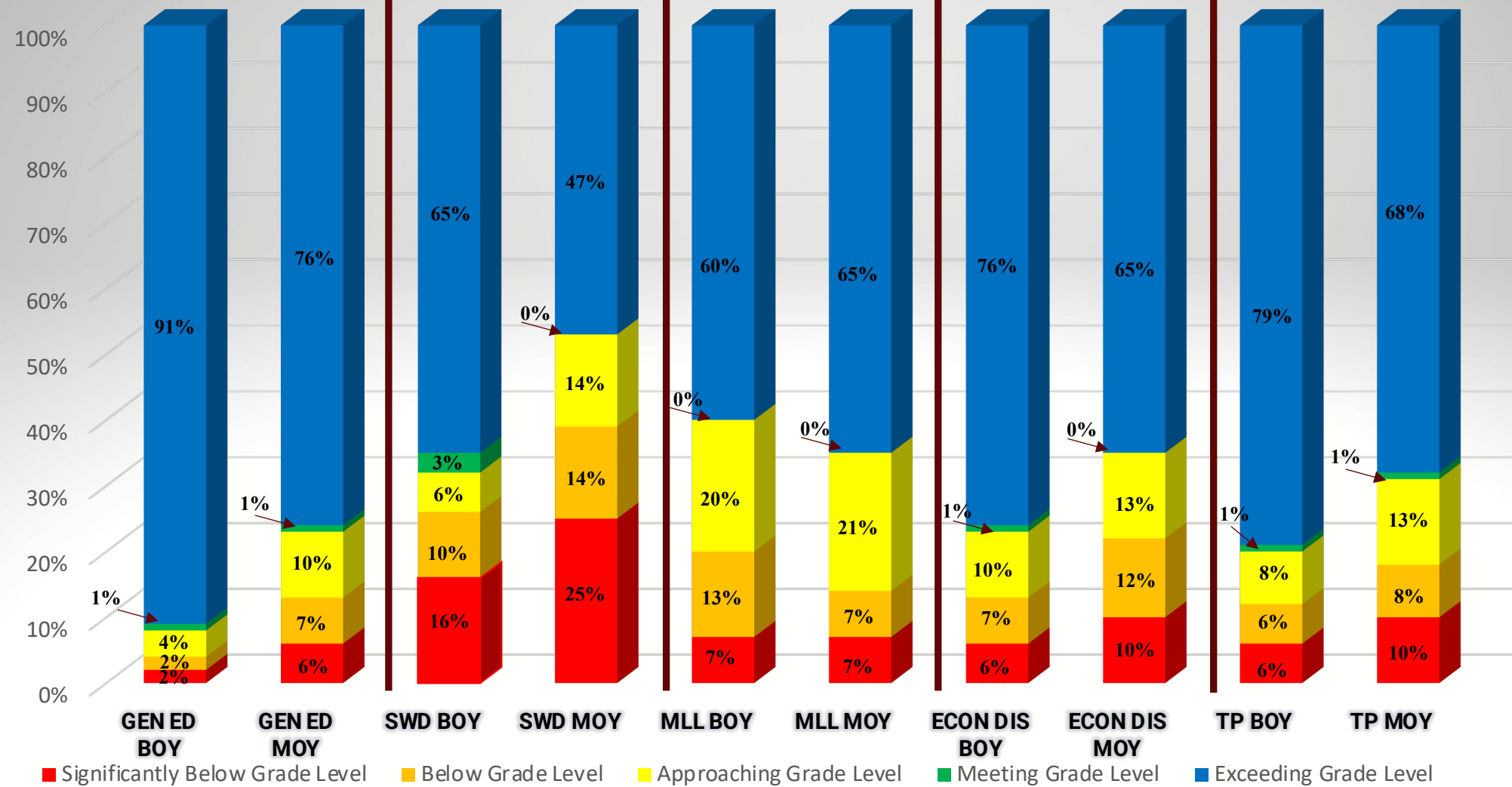
GRADE PreK EARLY LITERACY FOUNDATIONS MOY ASSESSMENT

EARLY LITERACY– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	105	76%	1%	10%	7%	6%
STUDENTS WITH DISABILITIES	36	47%	0%	14%	14%	25%
MULTILINGUAL LEARNERS	29	65%	0%	21%	7%	7%
ECONOMICALLY DISADVANTAGED	104	65%	0%	13%	12%	10%
TOTAL POPULATION	170	68%	1%	13%	8%	10%

**PreK inclusive of SWD 3-year-old and all 4-year-old student data.*

GRADE PRE-KINDERGARTEN READING

October 2022 – January 2023 Early Literacy Foundational Assessment



*PreK inclusive of SWD 3-year-old and all 4-year-old student data.

EPSD • March 2023



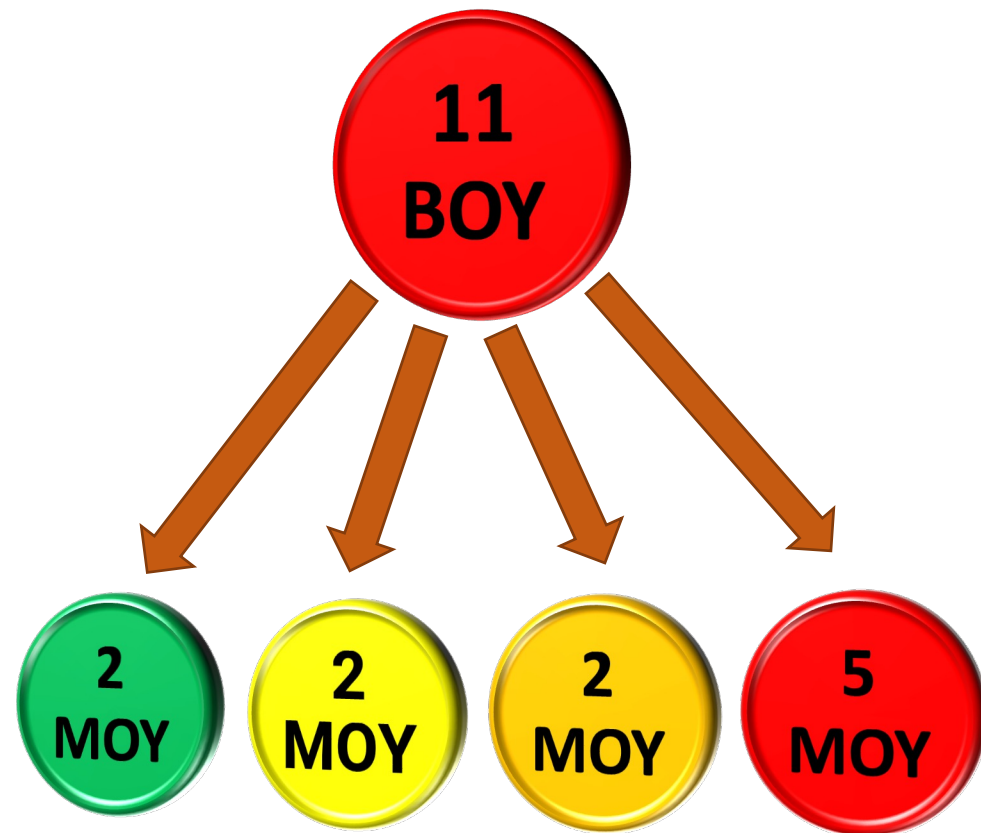
Pre-Kindergarten Reading



BOY to MOY

PK Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	AVERAGE COMPOSITE RAW SCORE BOY		AVERAGE COMPOSITE RAW SCORE MOY
T1	Above Grade Level	96	51	+32	83
	On Grade Level	1	15	+24	39
	Approaching	32	9	+33	42
T2		10	3	+39	42
T3		11	0	+23	23
Total Population		150	35	+32	67



*PreK data is inclusive of SWD 3-year-old and all 4-year-old students.

NOTES: T3 BOY AVG COMP SCORE [35] to MOY [64]. 11/11 Raised COMP SCORE. [5] Not Tested BOY -> MOY.

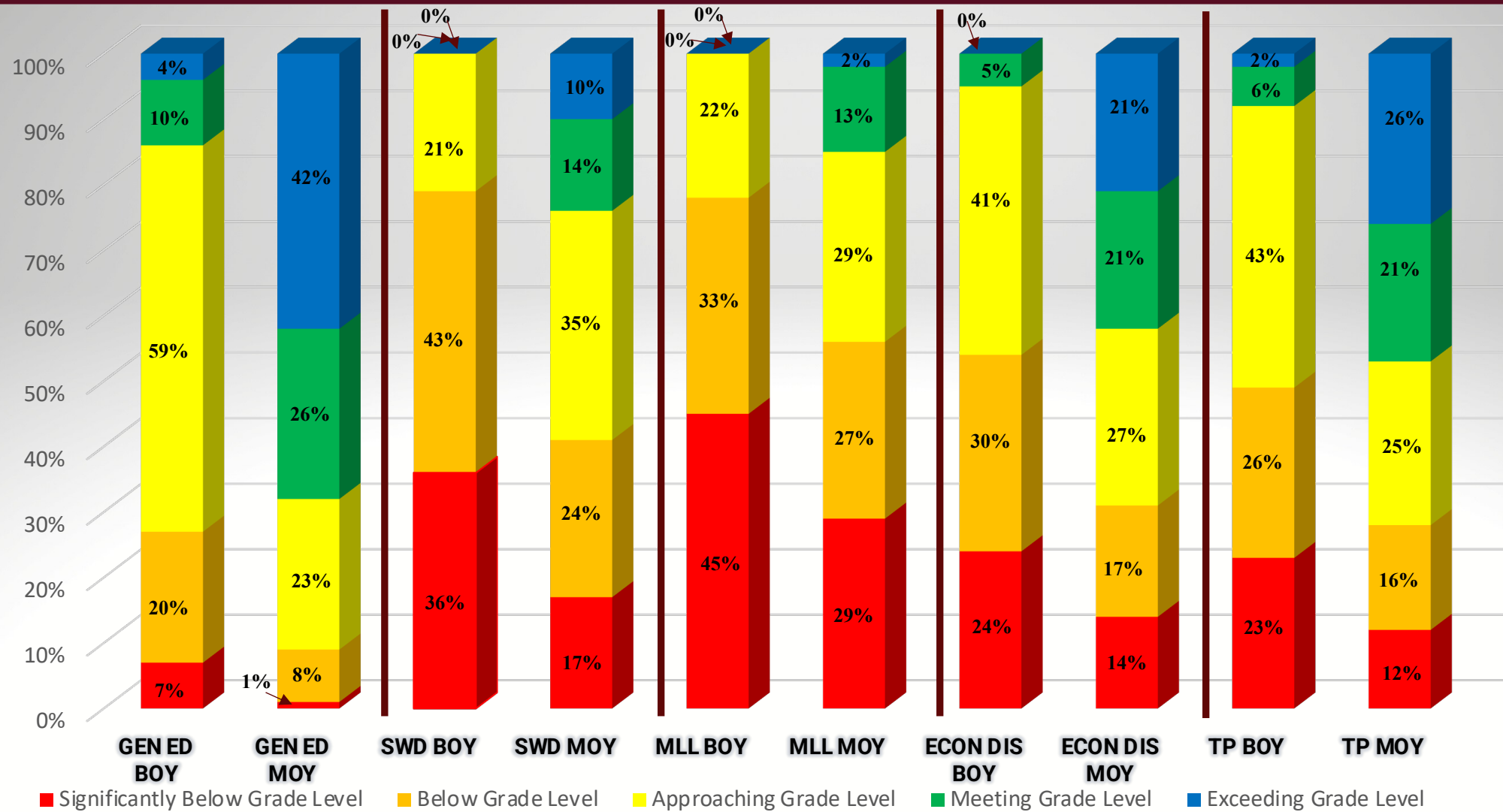
2022-2023 MOY Overview (JANUARY 2023)

GRADE K EARLY LITERACY FOUNDATIONS MOY ASSESSMENT

EARLY LITERACY– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	103	42%	26%	23%	8%	1%
STUDENTS WITH DISABILITIES	29	10%	14%	35%	24%	17%
MULTILINGUAL LEARNERS	52	2%	13%	29%	27%	29%
ECONOMICALLY DISADVANTAGED	123	21%	21%	27%	17%	14%
TOTAL POPULATION	178	26%	21%	25%	16%	12%

GRADE KINDERGARTEN READING

October 2022 – January 2023 Early Literacy Foundational Assessment





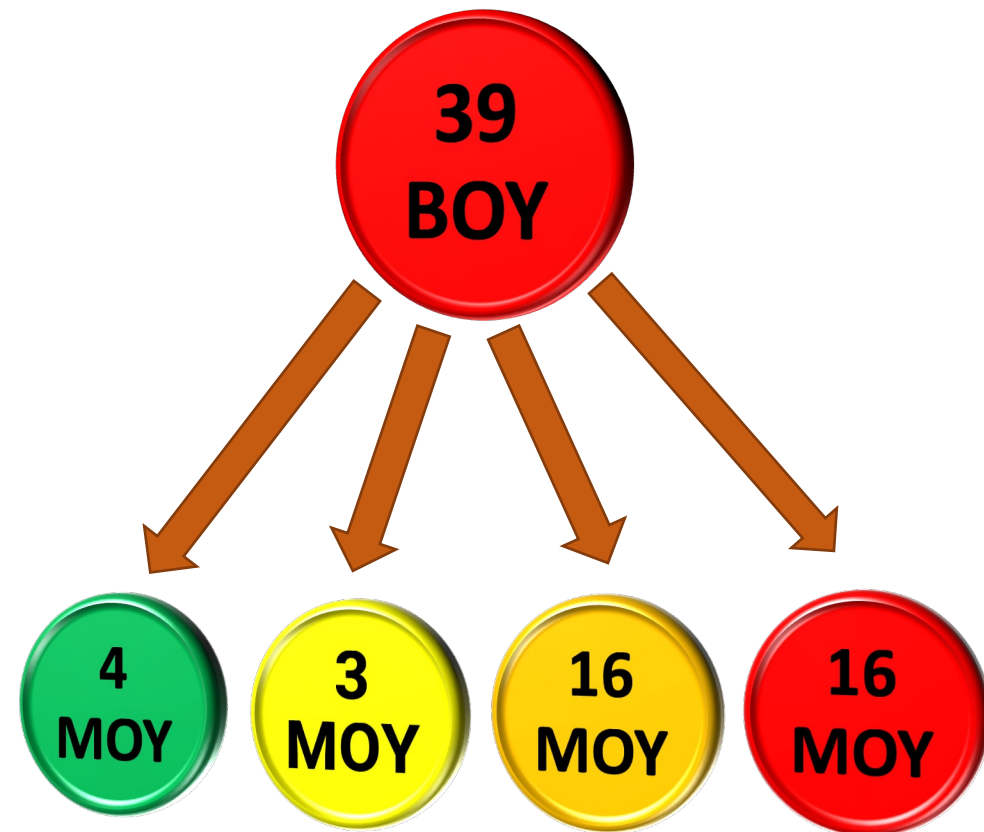
Pre-Kindergarten Reading



BOY to MOY

K Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	AVERAGE COMPOSITE RAW SCORE BOY		AVERAGE COMPOSITE RAW SCORE MOY
T1	Above Grade Level	4	150	+110	260
	On Grade Level	9	135	+110	245
	Approaching	75	97	+95	192
T2		45	56	+99	155
T3		39	20	+68	88
Total Population		172	72	+91	163



NOTES: T3 BOY AVG COMP SCORE [20] to MOY [88]. 38/39 Raised COMP SCORE. 1/39 Lowered COMP SCORE. [1] Not Tested BOY -> MOY.

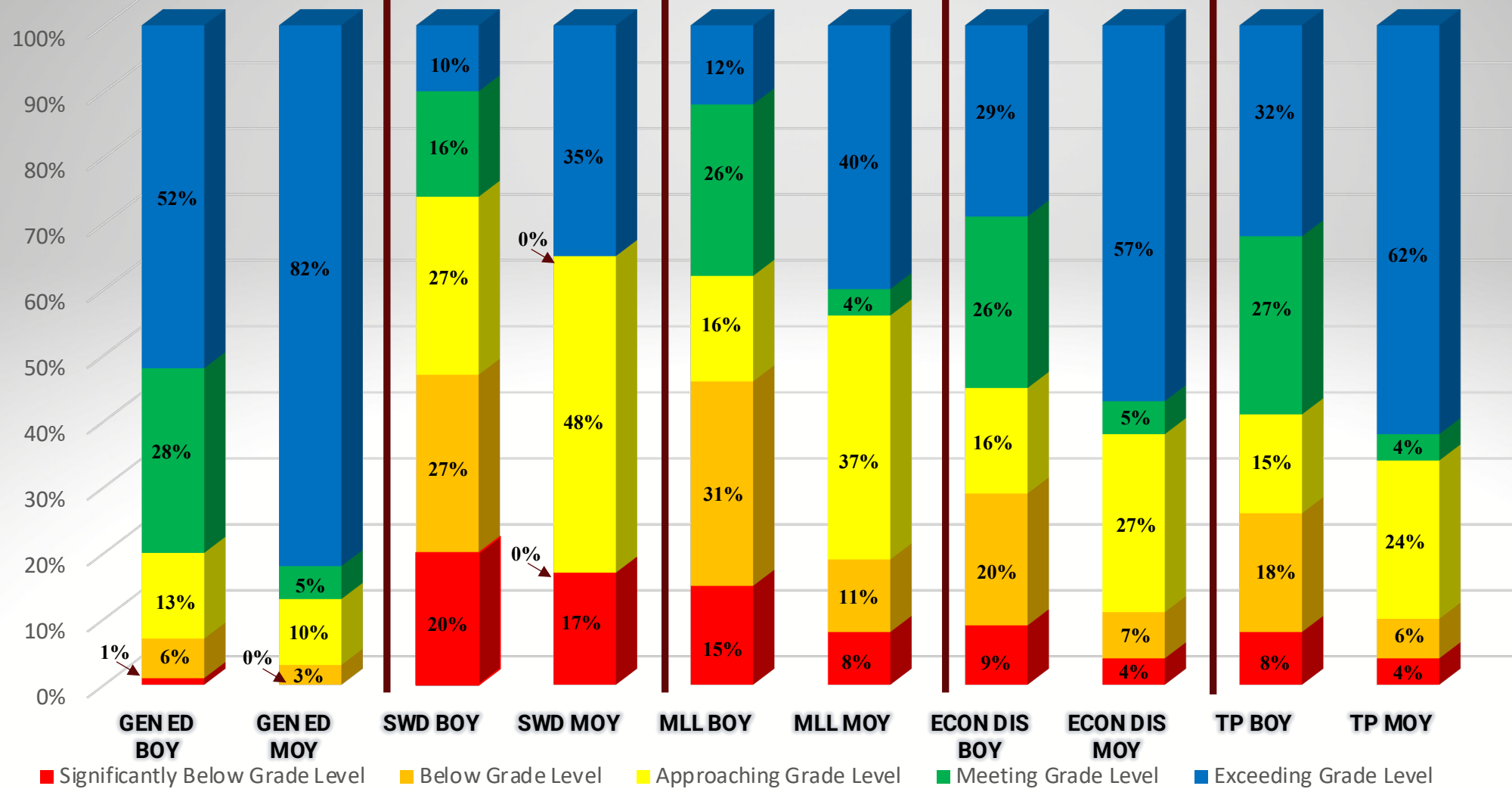
2022-2023 MOY Overview (JANUARY 2023)

GRADE 1 EARLY LITERACY FOUNDATIONS MOY ASSESSMENT

EARLY LITERACY— MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	90	82%	5%	10%	3%	0%
STUDENTS WITH DISABILITIES	29	35%	0%	48%	0%	17%
MULTILINGUAL LEARNERS	65	40%	4%	37%	11%	8%
ECONOMICALLY DISADVANTAGED	113	57%	5%	27%	7%	4%
TOTAL POPULATION	174	62%	4%	24%	6%	4%

GRADE 1 READING

October 2022 – January 2023 Early Literacy Foundational Assessment

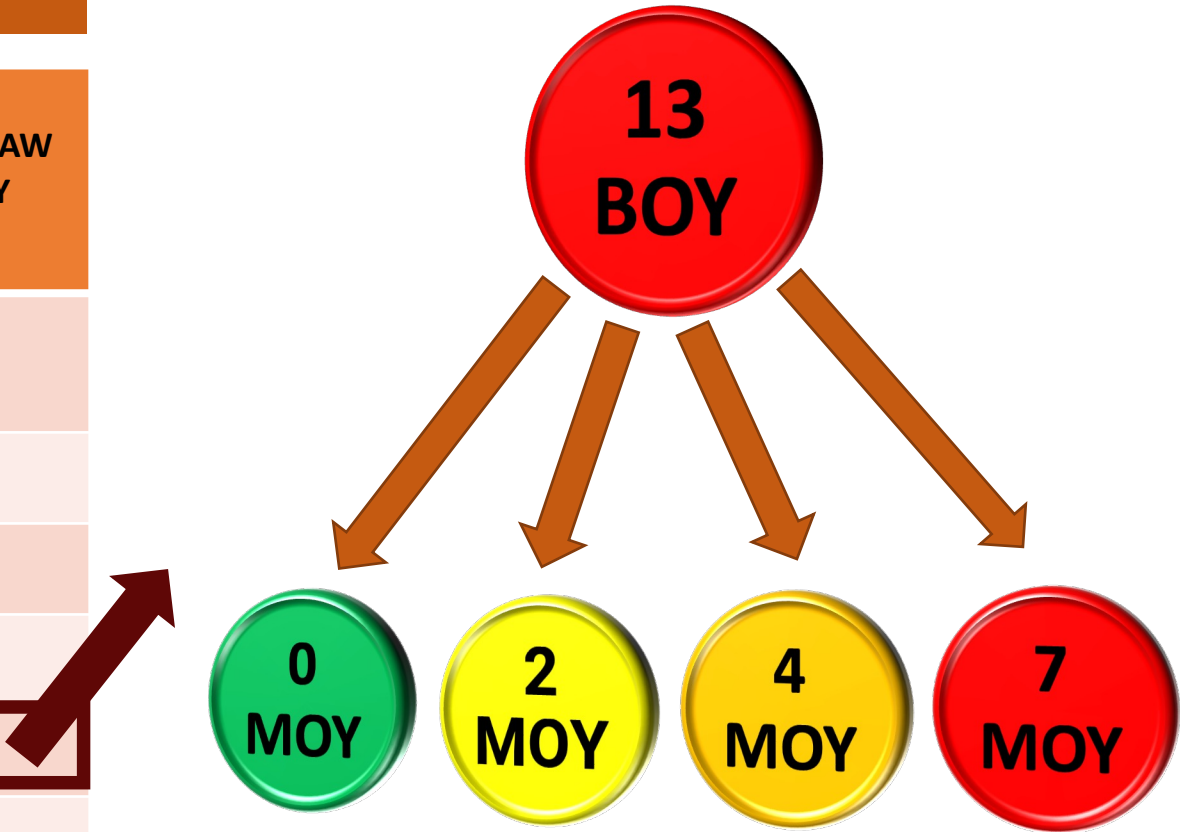




Grade 1 Reading BOY to MOY

Assessment Levels		# Students	AVERAGE COMPOSITE RAW SCORE BOY		AVERAGE COMPOSITE RAW SCORE MOY
T1	Above Grade Level	54	272	+59	331
	On Grade Level	45	212	+55	267
	Approaching	24	153	+75	228
T2		28	100	+64	164
T3		13	31	+51	82
Total Population		164	189	+86	275

Grade 1 Tier 3 **BOY** to **MOY**
Apples to Apples



NOTES: T3 BOY AVG COMP SCORE [31] to MOY [82]. 13/13 Raised COMP SCORE. [6] Not Tested BOY -> MOY.

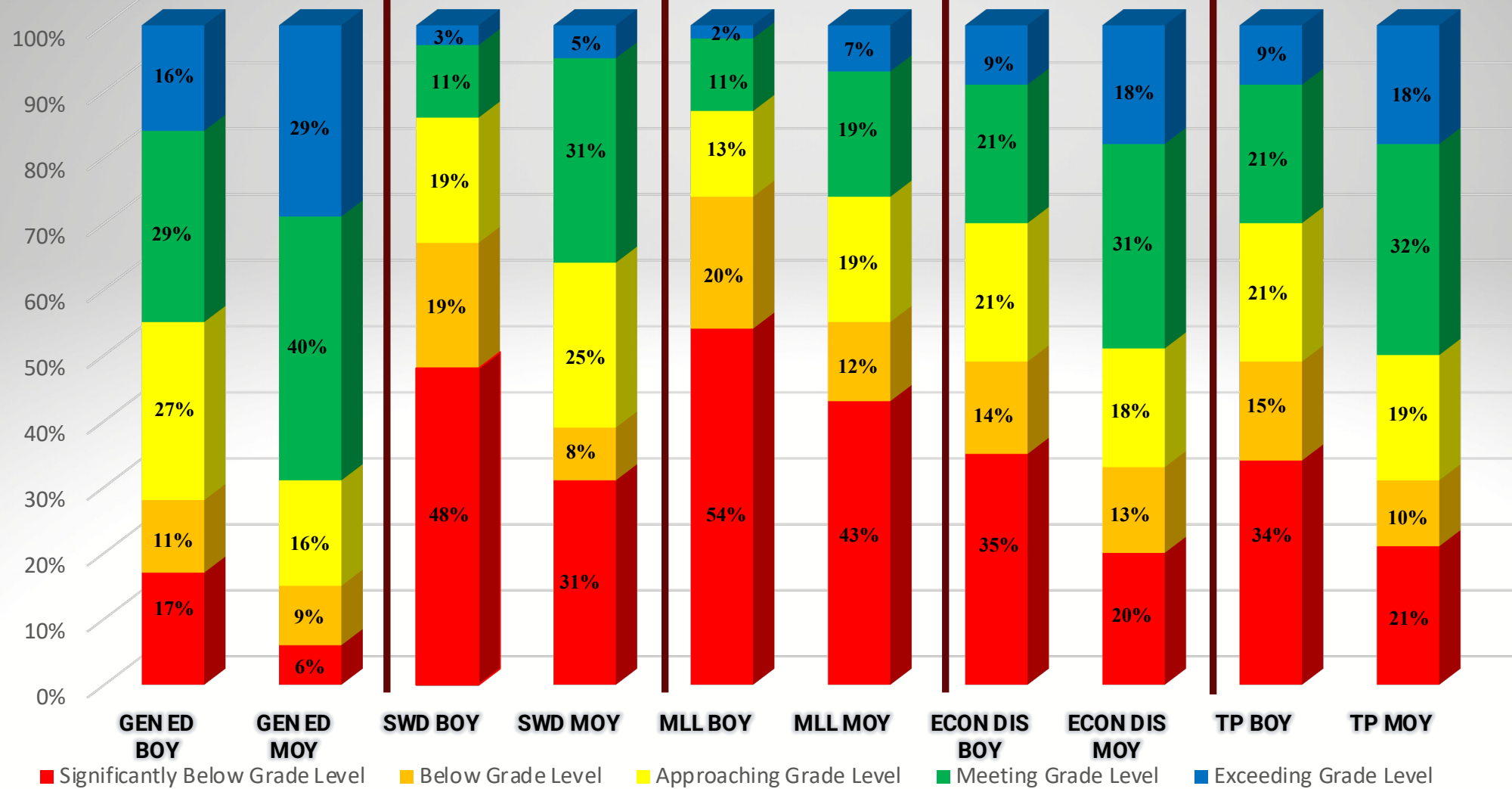
2022-2023 MOY Overview (JANUARY 2023)

GRADE 2 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	80	29%	40%	16%	9%	6%
STUDENTS WITH DISABILITIES	39	5%	31%	25%	8%	31%
MULTILINGUAL LEARNERS	58	7%	19%	19%	12%	43%
ECONOMICALLY DISADVANTAGED	115	18%	31%	18%	13%	20%
TOTAL POPULATION	160	18%	32%	19%	10%	21%

GRADE 2 READING

October 2022 – January 2023 HMH RGM



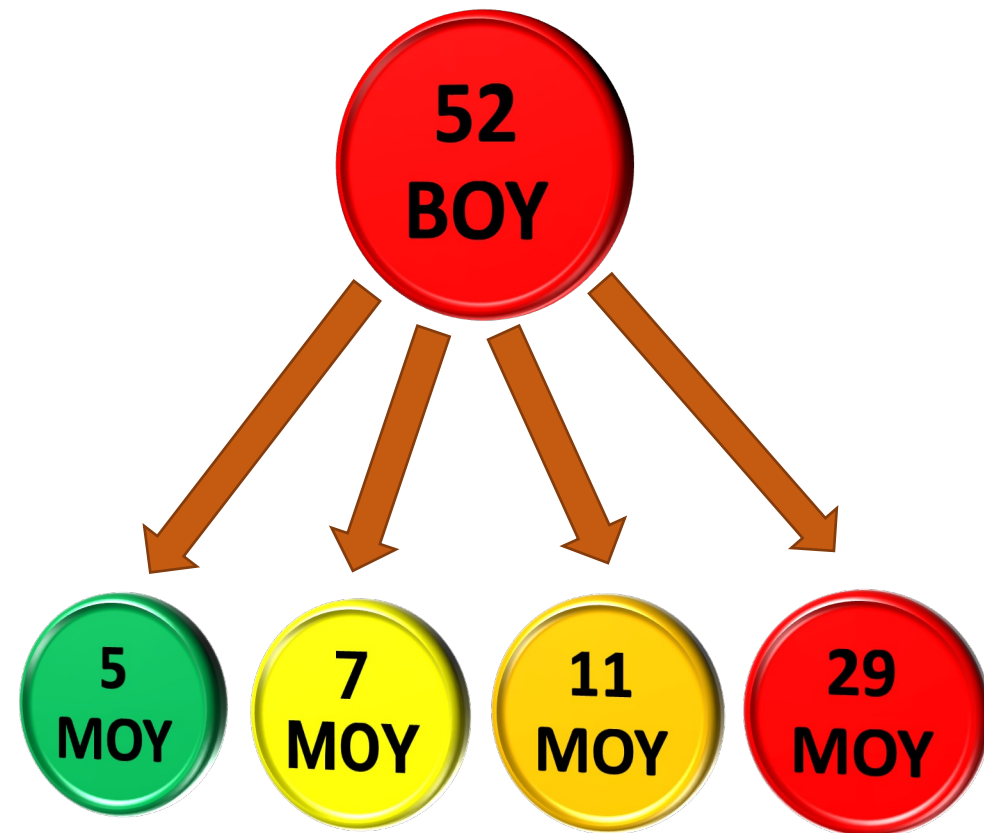
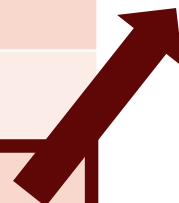


Grade 2 Reading BOY to MOY



Grade 2 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	15	3.16	↑ 0.17	3.33
	On Grade Level	32	2.15	↑ 0.57	2.72
	Approaching	32	1.72	↑ 0.54	2.36
T2		23	1.42	↑ 0.51	1.93
T3		52	1.01	↑ 0.42	1.43
Total Population		154	1.66	↑ 0.49	2.15




KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

NOTES: T3 BOY AVG GLE 1.01 to MOY 1.43. 37/52 Raised GLE. 5/52 Lower GLE. 10/52 Maintained Same GLE. [5] Not Tested BOY -> MOY.

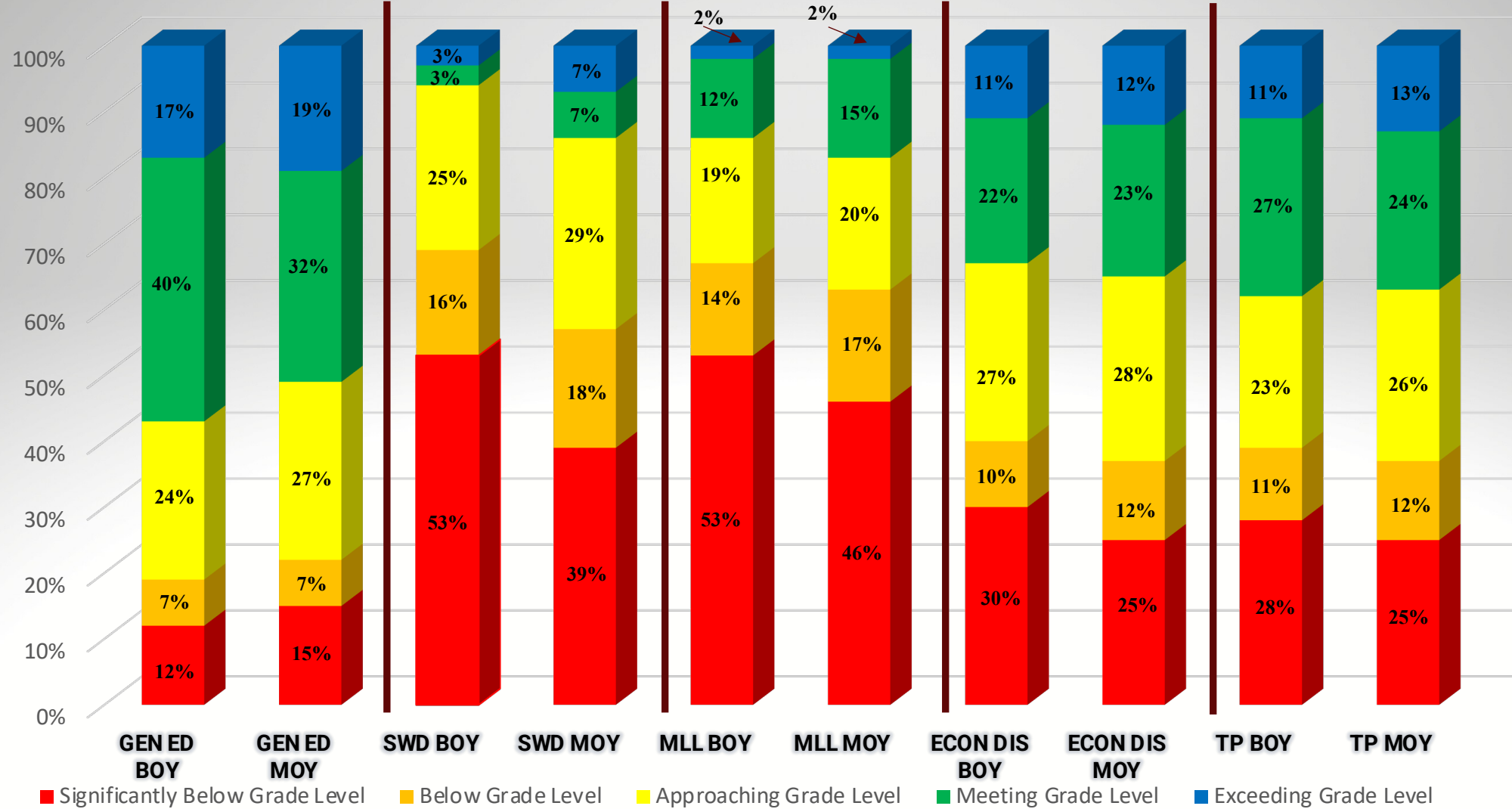
2022-2023 MOY Overview (JANUARY 2023)

GRADE 3 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	95	19% 	32%	27%	7%	15%
STUDENTS WITH DISABILITIES	28	7%	7%	29%	18%	39%
MULTILINGUAL LEARNERS	46	2%	15%	20%	17%	46%
ECONOMICALLY DISADVANTAGED	112	12%	23%	28%	12%	25%
TOTAL POPULATION	164	13%	24%	26%	12%	25%

GRADE 3 READING

October 2022 – January 2023 HMH RGM



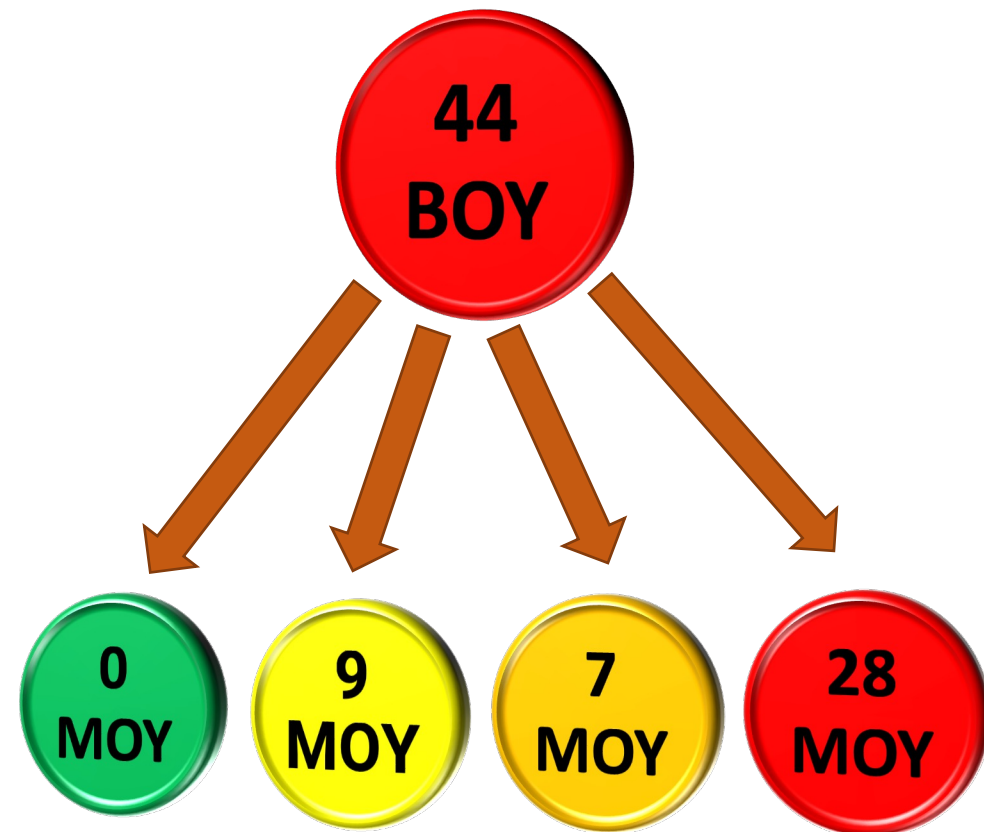


Grade 3 Reading BOY to MOY



Grade 3 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	18	3.98	↑ 0.48	4.46
	On Grade Level	42	3.15	↑ 0.30	3.45
	Approaching	35	2.46	↑ 0.28	2.74
T2		17	1.99	↑ 0.50	2.49
T3		44	0.76	↑ 0.91	1.67
Total Population		156	2.29	↑ 0.51	2.80



KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

NOTES: T3 BOY AVG GLE 0.76 to MOY 1.67. 36/44 Raised GLE. 2/44 Lower GLE. 6/44 Maintained Same GLE. [7] Not Tested BOY -> MOY.

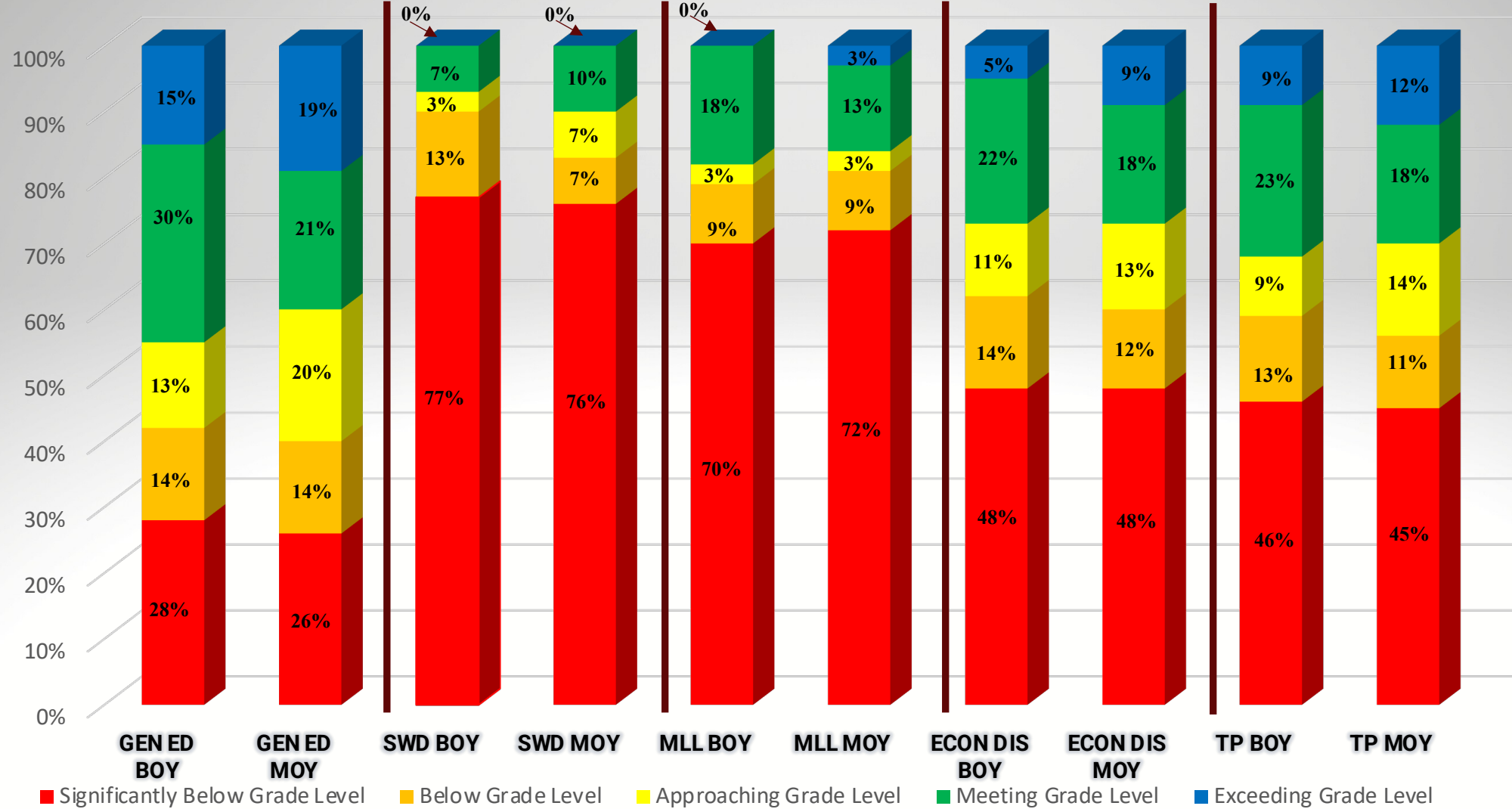
2022-2023 MOY Overview (JANUARY 2023)

GRADE 4 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	91	19%	21%	20%	14%	26%
STUDENTS WITH DISABILITIES	30	0%	10%	7%	7%	76%
MULTILINGUAL LEARNERS	32	3%	13%	3%	9%	72%
ECONOMICALLY DISADVANTAGED	108	9%	18%	13%	12%	48%
TOTAL POPULATION	148	12%	18%	14%	11%	45%

GRADE 4 READING

October 2022 – January 2023 HMH RGM





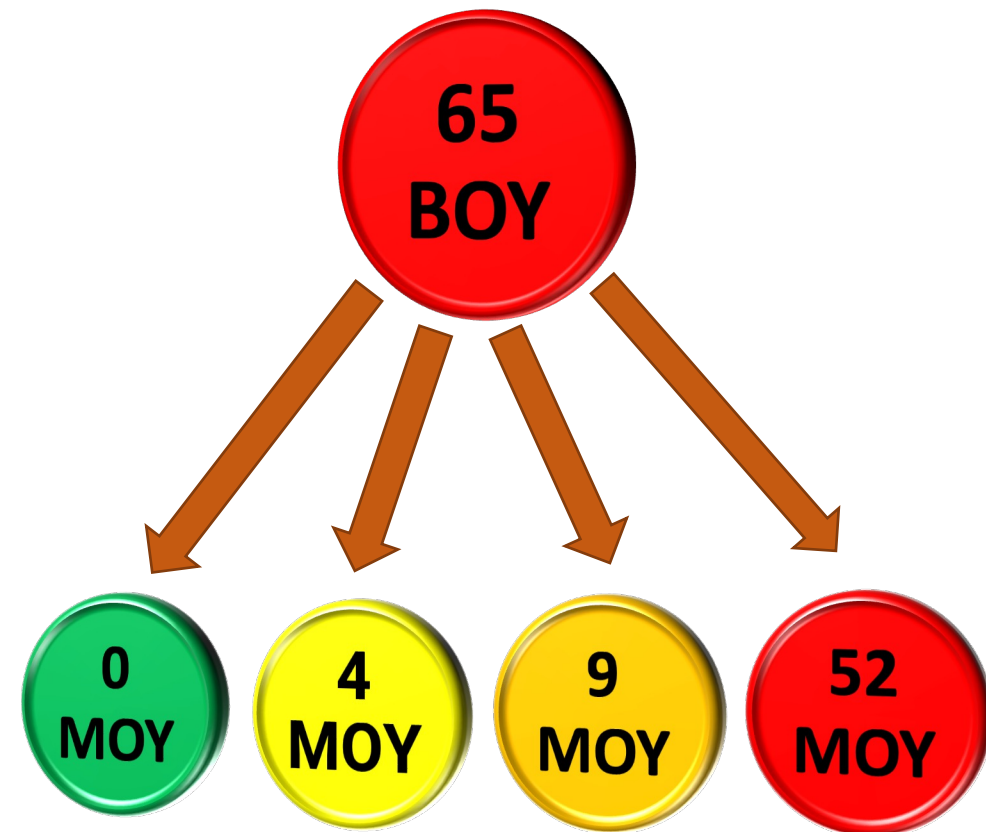
Grade 4 Reading BOY to MOY



Grade 4 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	14	5.40	↑ 0.30	5.70
	On Grade Level	33	4.14	↑ 0.32	4.46
	Approaching	13	3.60	↑ 0.27	3.87
T2		18	2.90	↑ 0.29	3.19
T3		65	1.43	↑ 0.21	1.64
Total Population		143	2.83	↑ 0.27	3.10

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01



NOTES: T3 BOY AVG GLE 1.43 to MOY 1.64. 42/65 Raised GLE. 13/65 Lower GLE. 10/65 Maintained Same GLE. [8] Not Tested BOY -> MOY.

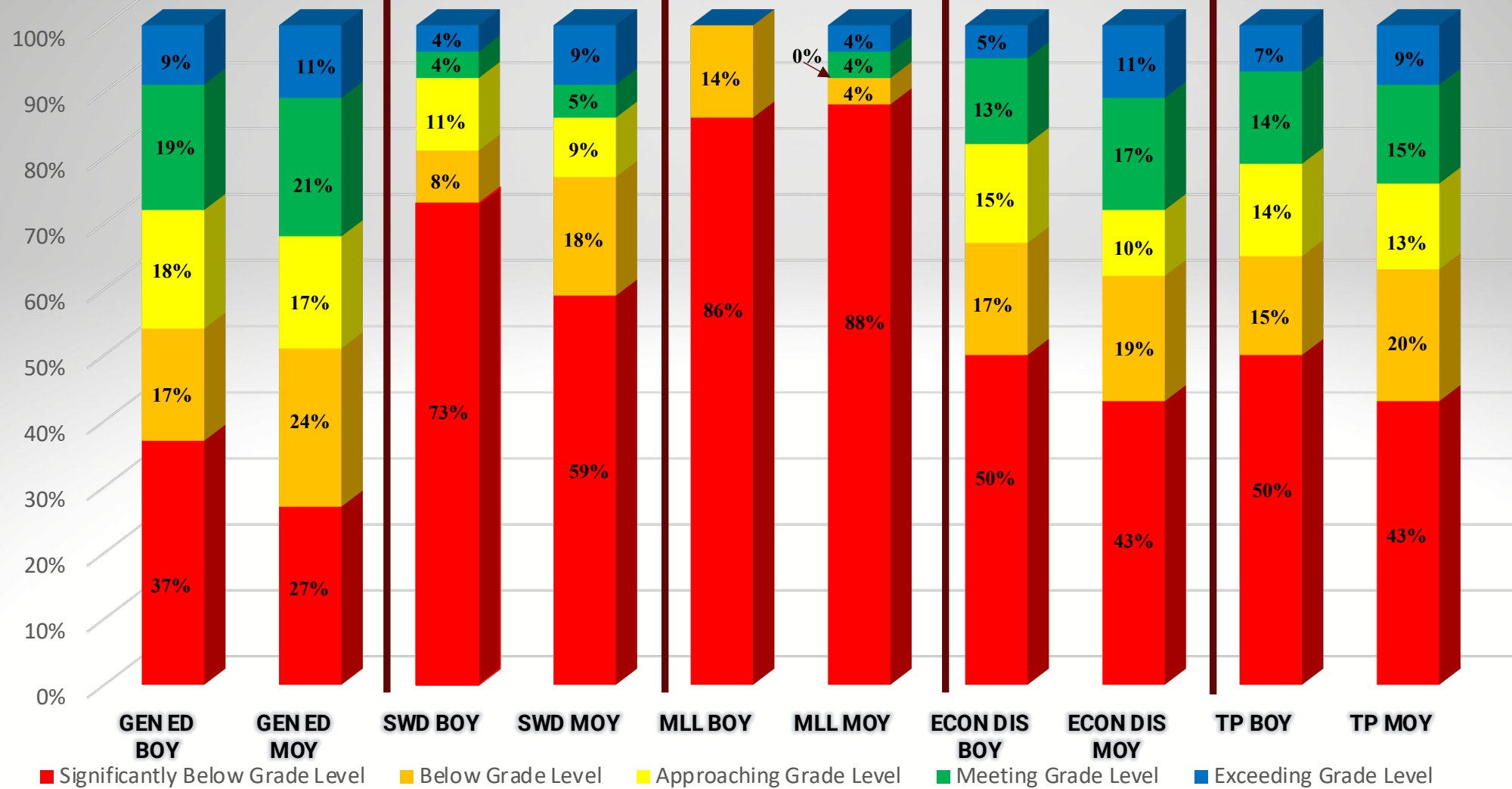
2022-2023 MOY Overview (JANUARY 2023)

GRADE 5 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	101	11%	21%	17%	24%	27%
STUDENTS WITH DISABILITIES	22	9%	5%	9%	18%	59%
MULTILINGUAL LEARNERS	25	4%	4%	0%	4%	88%
ECONOMICALLY DISADVANTAGED	103	11%	17%	10%	19%	43%
TOTAL POPULATION	147	9%	15%	13%	20%	43%

GRADE 5 READING

October 2022 – January 2023 HMH RGM



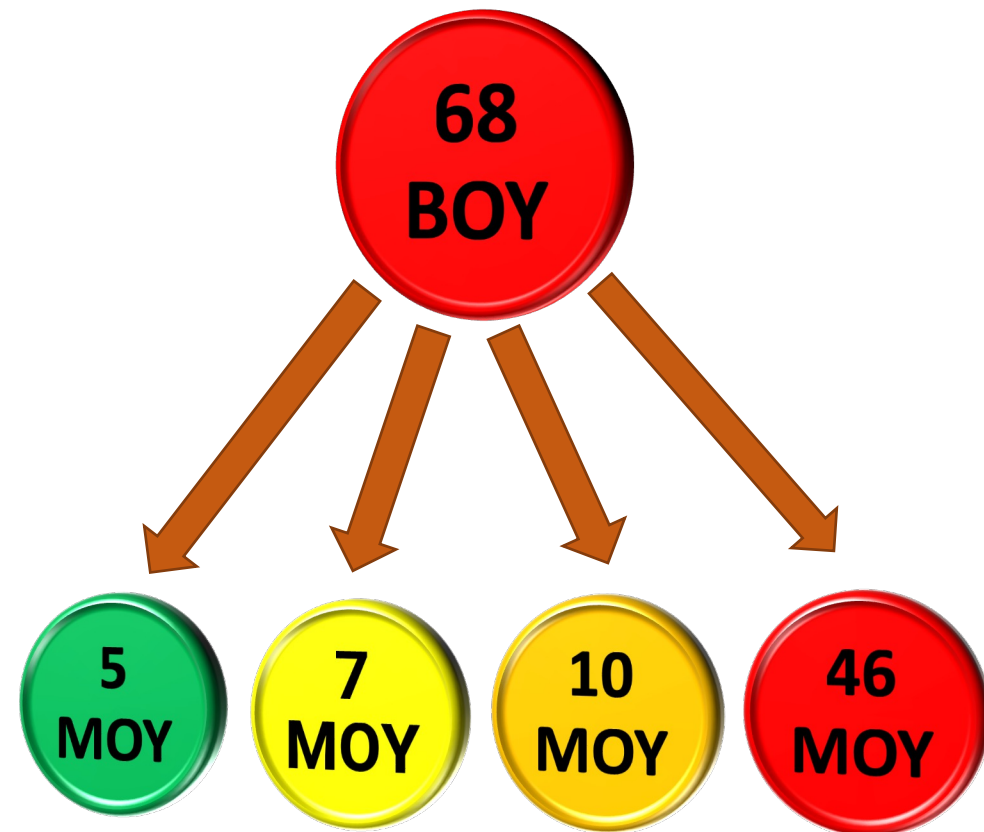
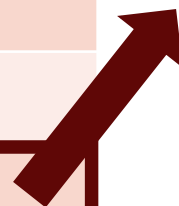


Grade 5 Reading BOY to MOY



Grade 5 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	8	5.85	↓ 0.18	5.67
	On Grade Level	19	5.14	↑ 0.20	5.34
	Approaching	18	4.49	↑ 0.39	4.88
T2		22	3.96	↑ 0.46	4.42
T3		68	1.90	↑ 1.29	3.19
Total Population		135	3.27	↑ 0.80	4.07



KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

NOTES: T3 BOY AVG GLE 1.90 to MOY 3.19. 55/68 Raised GLE. 5/68 Lower GLE. 8/68 Maintained Same GLE. [12] Not Tested BOY -> MOY.

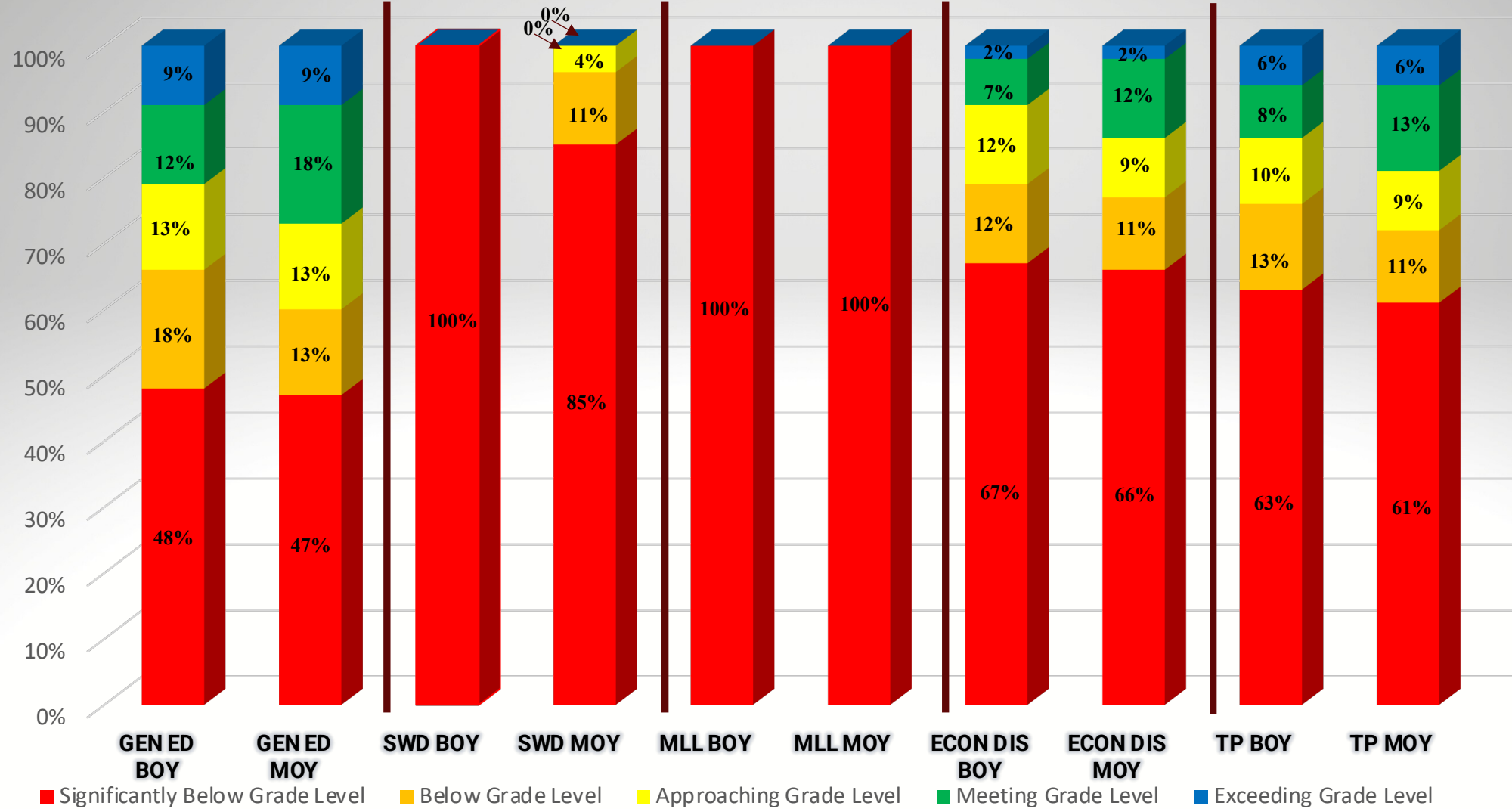
2022-2023 MOY Overview (JANUARY 2023)

GRADE 6 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	126	9%	18%	13%	13%	47%
STUDENTS WITH DISABILITIES	28	0%	0%	4%	11%	85%
MULTILINGUAL LEARNERS	26	0%	0%	0%	0%	100%
ECONOMICALLY DISADVANTAGED	128	2%	12%	9%	14%	66%
TOTAL POPULATION	180	6%	13%	9%	11%	61%

GRADE 6 READING

October 2022 – January 2023 HMH RGM



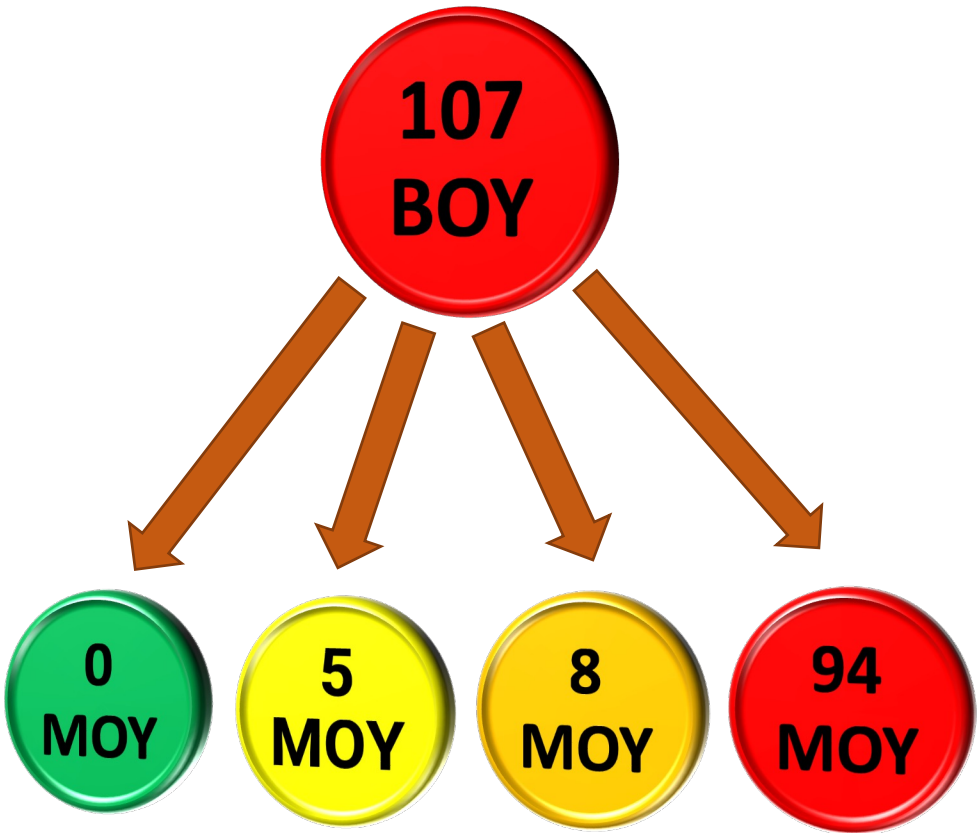


Grade 6 Reading BOY to MOY

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	11	6.87	↑ 0.24	7.11
	On Grade Level	14	6.10	↑ 0.11	6.21
	Approaching	17	5.52	↑ 0.37	5.89
T2		23	4.97	↑ 0.26	5.23
T3		107	2.72	↑ 0.71	3.43
Total Population		172	3.84	↑ 0.54	4.38

KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

Grade 6 Tier 3 BOY to MOY *Apples to Apples*



NOTES: T3 BOY AVG GLE 2.72 to MOY 3.43. 74/107 Raised GLE. 22/107 Lower GLE. 11/107 Maintained Same GLE. [8] Not Tested BOY -> MOY.

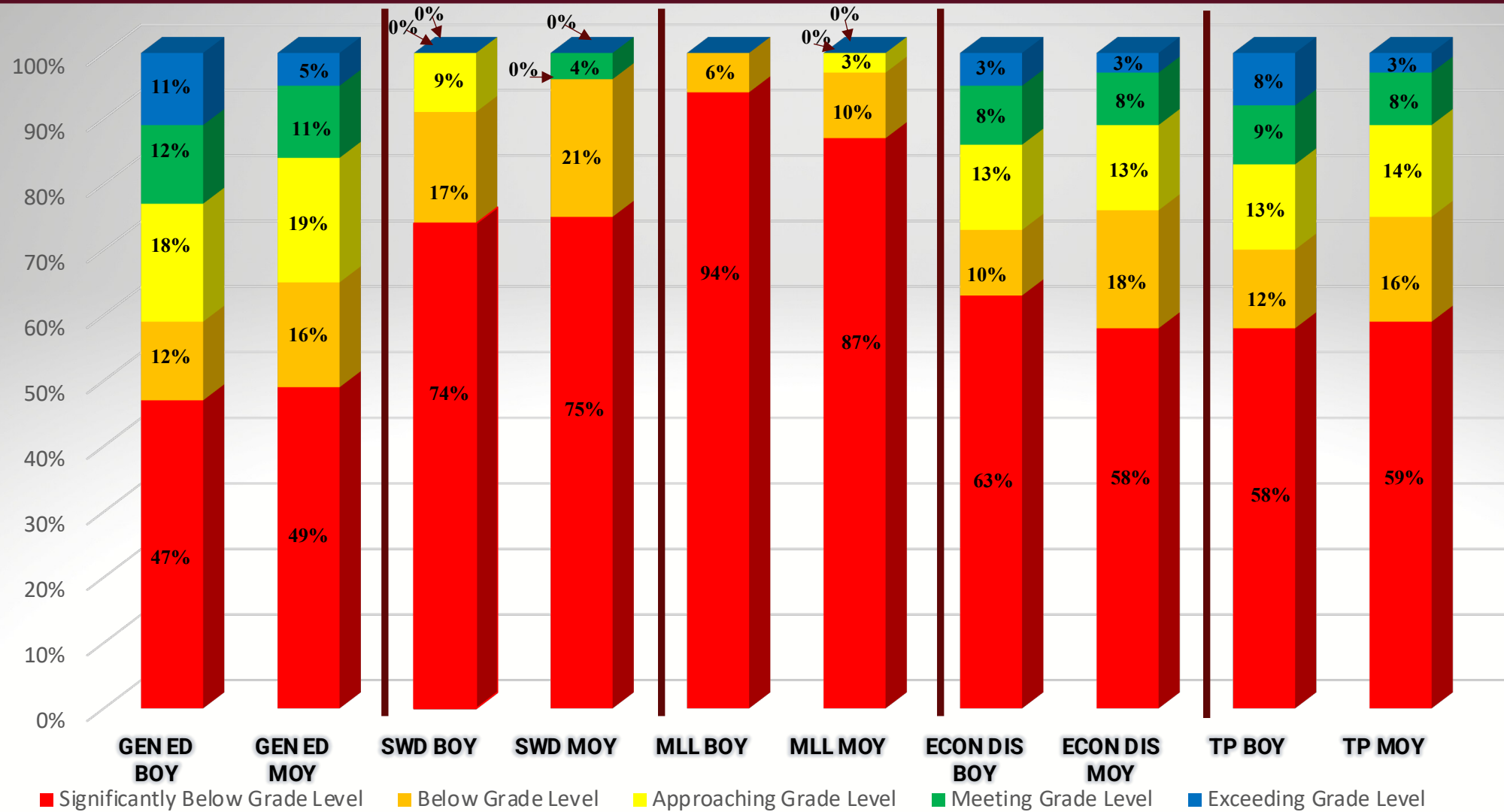
2022-2023 MOY Overview (JANUARY 2023)

GRADE 7 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	121	5%	11%	19%	16%	49%
STUDENTS WITH DISABILITIES	24	0%	4%	0%	21%	75%
MULTILINGUAL LEARNERS	30	0%	0%	3%	10%	87%
ECONOMICALLY DISADVANTAGED	122	3%	8%	13%	18%	58%
TOTAL POPULATION	174	3%	8%	14%	16%	59%

GRADE 7 READING

October 2022 – January 2023 HMH RGM





Grade 7 Reading

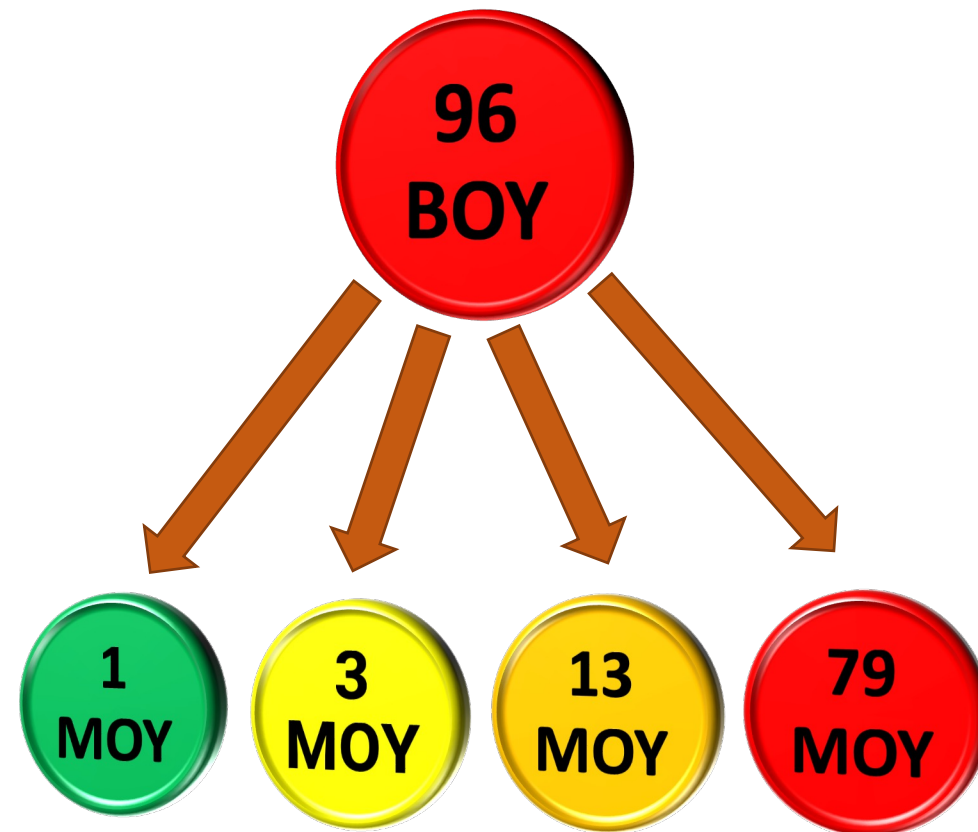


BOY to MOY



Grade 7 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	14	8.17	↓ 0.18	7.99
	On Grade Level	11	7.13	↓ 0.29	6.84
	Approaching	24	6.50	↓ 0.08	6.42
T2		22	5.94	↑ 0.26	6.20
T3		96	3.58	↑ 1.21	4.79
Total Population		167	4.93	↑ 0.68	5.61



KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

NOTES: T3 BOY AVG GLE 3.58 to MOY 4.79. 72/96 Raised GLE. 13/96 Lower GLE. 11/96 Maintained Same GLE. [17] Not Tested BOY -> MOY.

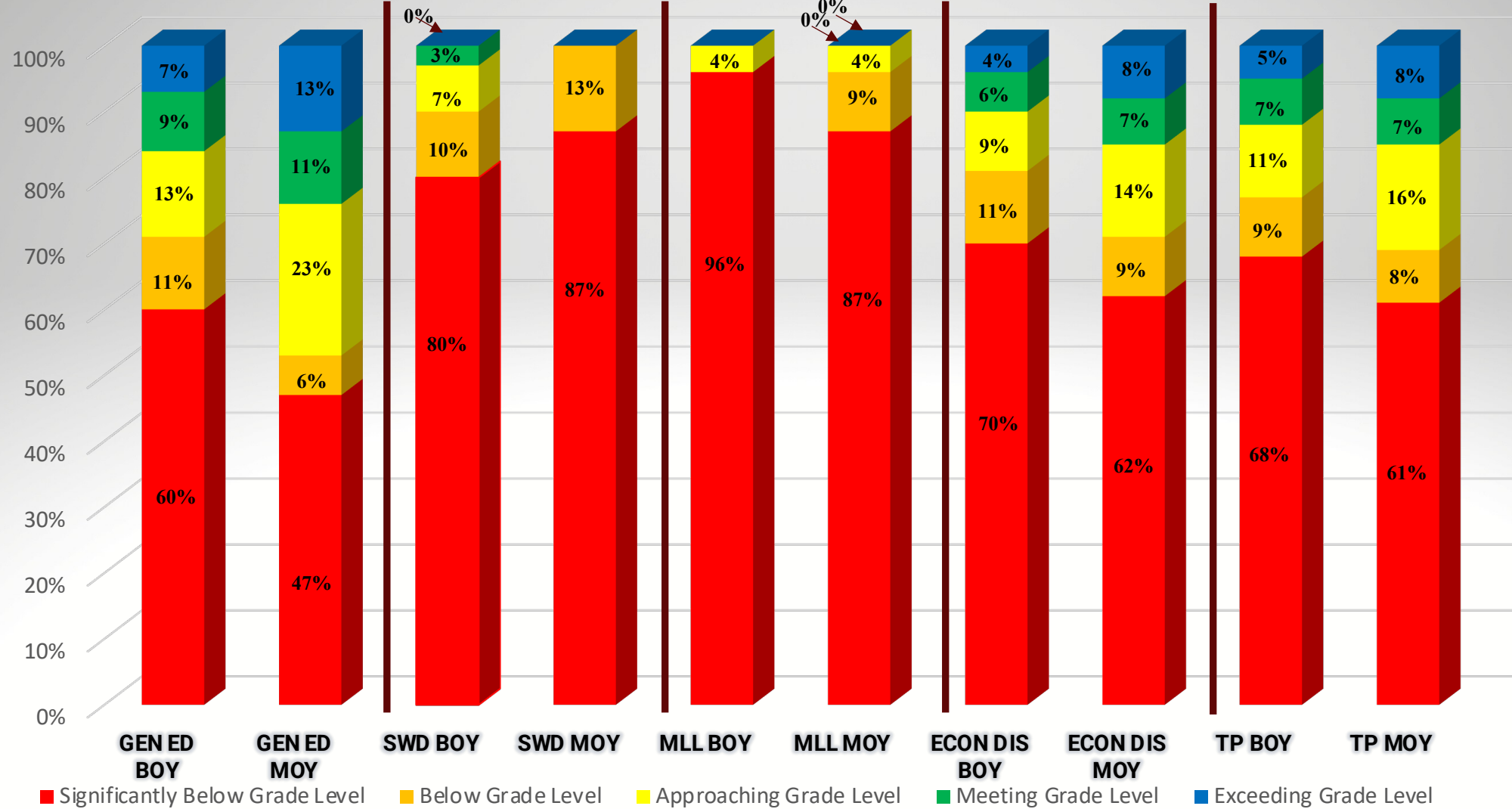
2022-2023 MOY Overview (JANUARY 2023)

GRADE 8 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	101	13%	11%	23%	6%	47%
STUDENTS WITH DISABILITIES	30	0%	0%	0%	13%	87%
MULTILINGUAL LEARNERS	23	0%	0%	4%	9%	87%
ECONOMICALLY DISADVANTAGED	104	8%	7%	14%	9%	62%
TOTAL POPULATION	153	8%	7%	16%	8%	61%

GRADE 8 READING

October 2022 – January 2023 HMH RGM





Grade 8 Reading

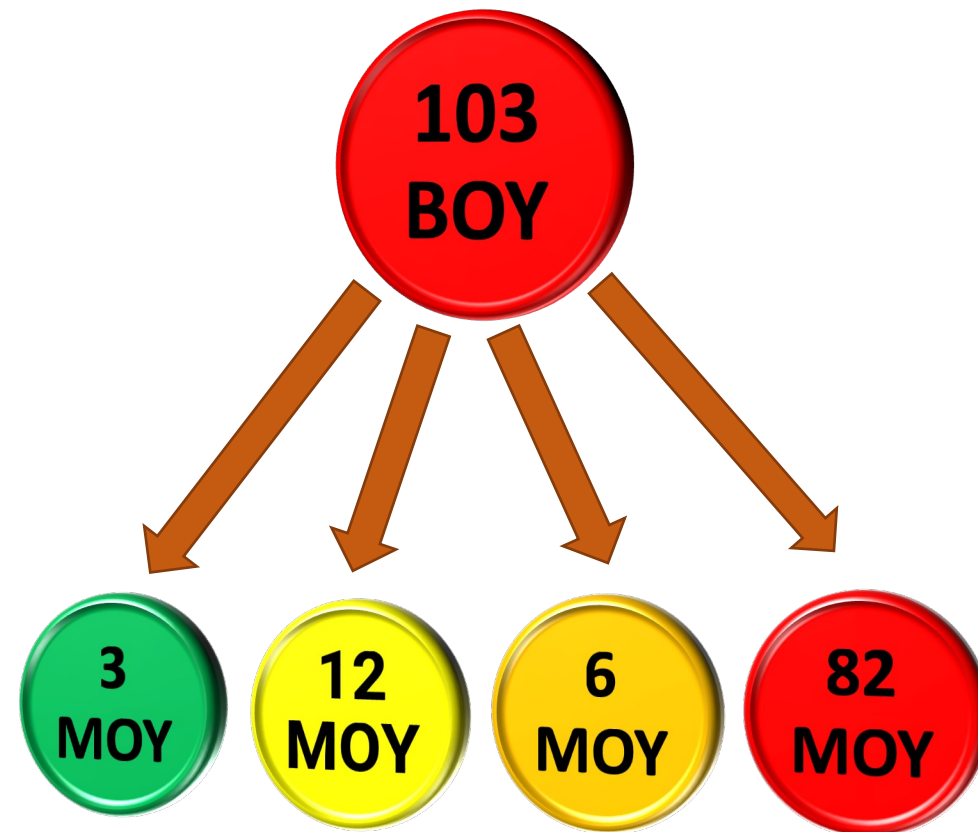


BOY to MOY



Grade 8 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	8	9.00	↓ 0.10	8.90
	On Grade Level	11	8.15	↑ 0.10	8.25
	Approaching	15	7.49	↑ 0.42	7.91
T2		12	6.95	↑ 0.43	7.38
T3		103	3.92	↑ 1.36	5.28
Total Population		149	5.11	↑ 1.02	6.13



KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

NOTES: T3 BOY AVG GLE 3.92 to MOY 5.28. 75/103 Raised GLE. 20/103 Lower GLE. 8/103 Maintained Same GLE. [16] Not Tested BOY -> MOY.

2022-2023 MOY Overview (JANUARY 2023)

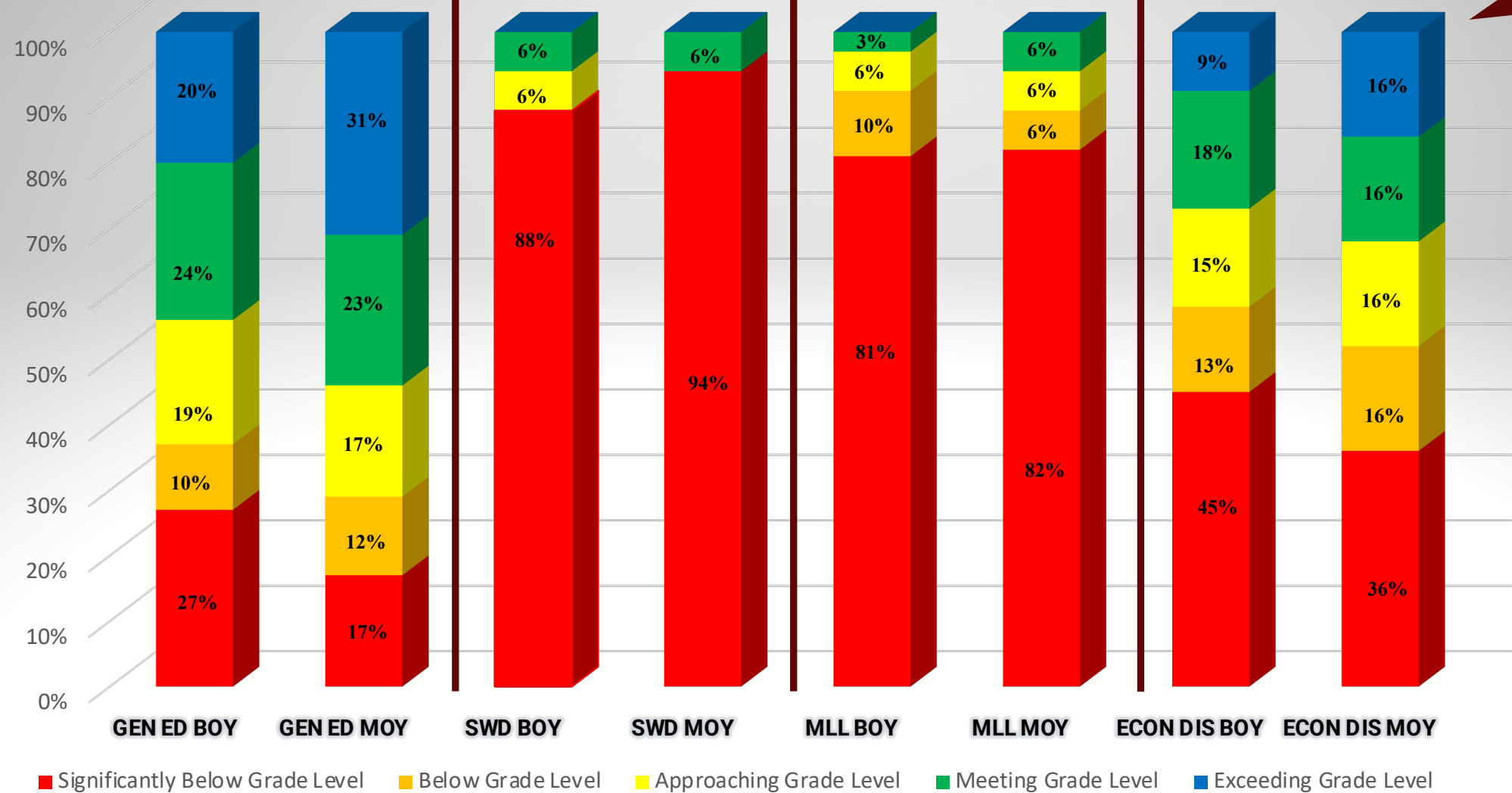
GRADE 9 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	204	31%	23%	17%	12%	17%
STUDENTS WITH DISABILITIES	17	0%	6%	0%	0%	94%
MULTILINGUAL LEARNERS	35	0%	6%	6%	6%	82%
ECONOMICALLY DISADVANTAGED	128	16%	16%	16%	16%	36%
DMHS <i>Comprehensive</i>	168	8%	14%	17%	15%	46%
A@E	88	57%	30%	11%	1%	1%
Non-Englewood Residents / A@E	61	67%	26%	7%	0%	0%
Englewood Residents / A@E	27	33%	37%	22%	4%	4%
TOTAL POP	256	25%	19%	15%	10%	31%

GRADE 9 READING

October 2022 – January 2023 HMH RGM

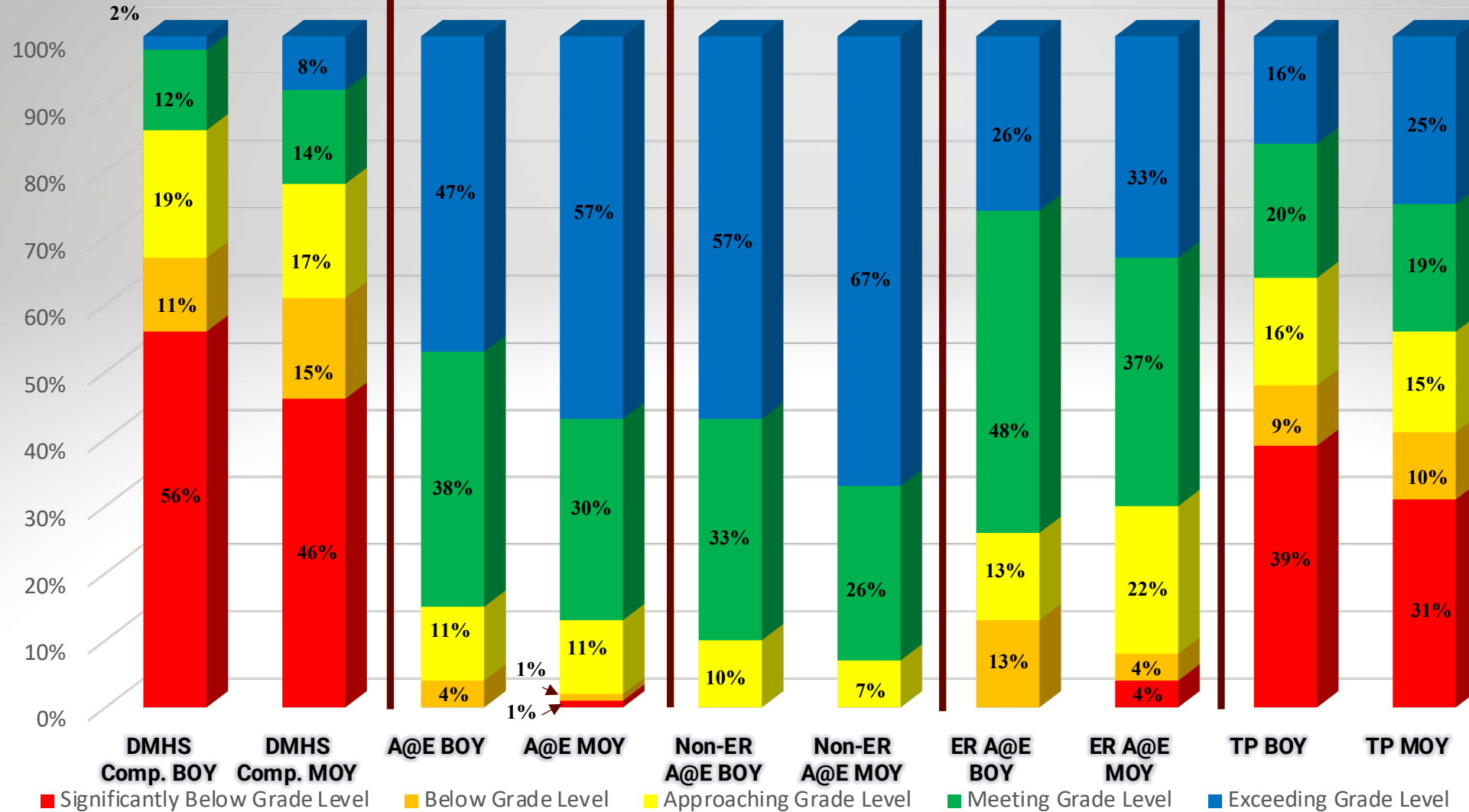
PART I



GRADE 9 READING

October 2022 – January 2023 HMH RGM

PART II



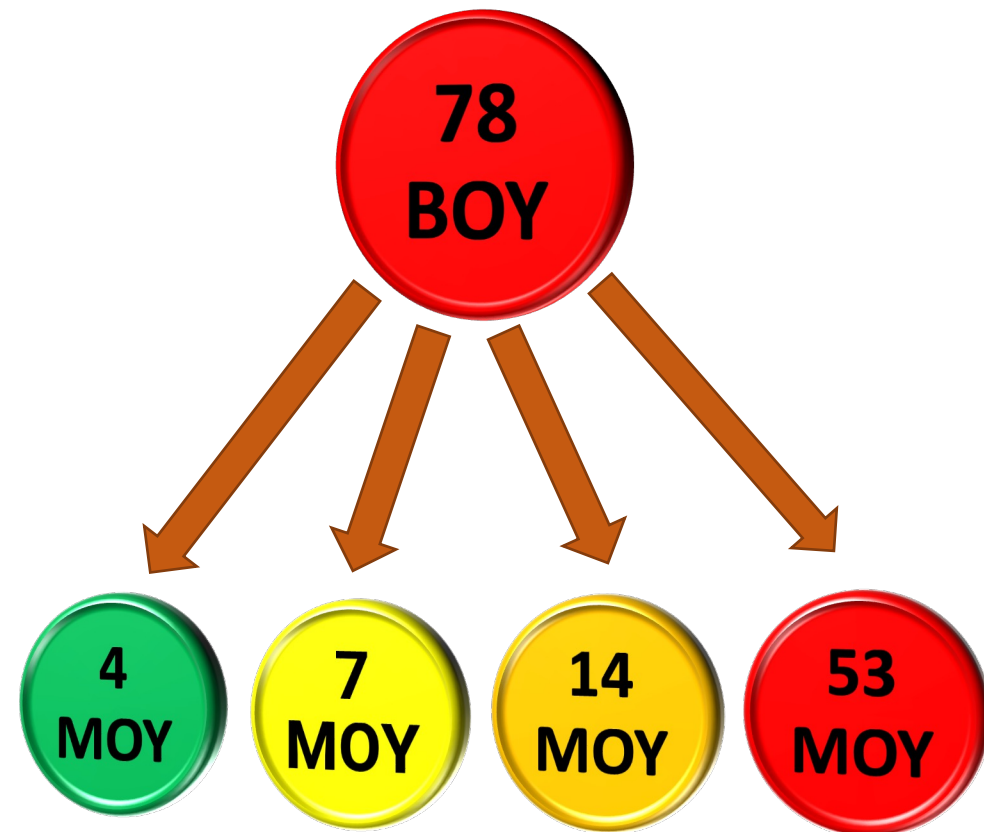
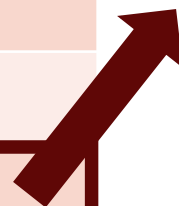


Grade 9 Reading BOY to MOY



Grade 9 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	37	10.17	↑ 0.12	10.29
	On Grade Level	46	9.21	↑ 0.31	9.52
	Approaching	37	8.48	↑ 0.44	8.92
T2		19	7.95	↑ 0.71	8.66
T3		78	6.39	↑ 0.79	7.18
Total Population		217	8.13	↑ 0.51	8.64



KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

NOTES: T3 BOY AVG GLE 6.39 to MOY 7.18. 61/78 Raised GLE. 17/78 Lower GLE. 0/78 Maintained Same GLE. [24] Not Tested BOY -> MOY.

2022-2023 MOY Overview (JANUARY 2023)

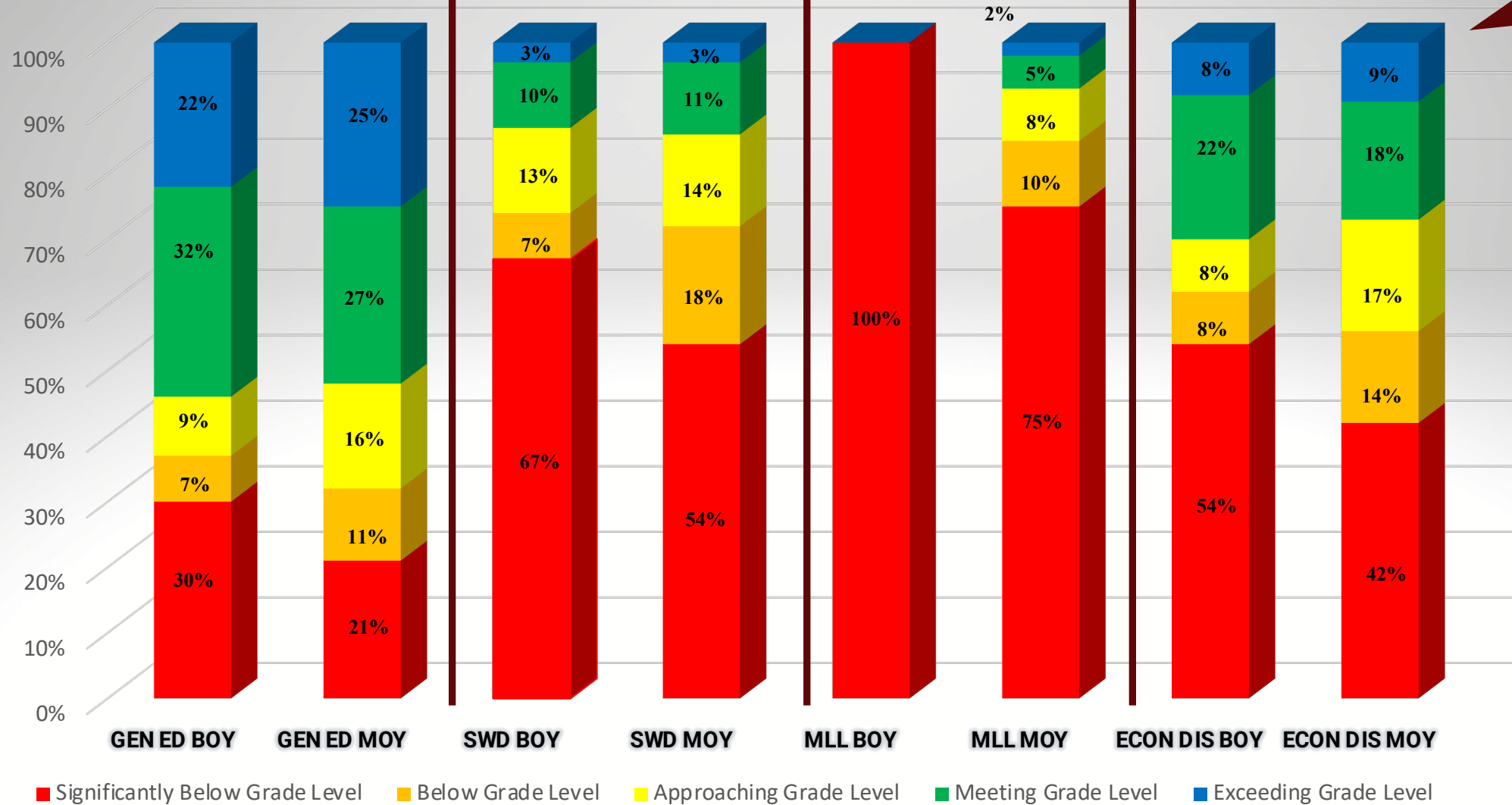
GRADE 10 HMH READING GM MOY ASSESSMENTS

HMH RGM– MOY	TOTAL # OF STUDENTS	EXCEEDING %	MEETING %	APPROACHING %	BELOW LEVEL %	SIGNIFICANTLY BELOW %
GENERAL EDUCATION	207	25%	27%	16%	11%	21%
STUDENTS WITH DISABILITIES	28	3%	11%	14%	18%	54%
MULTILINGUAL LEARNERS	61	2%	5%	8%	10%	75%
ECONOMICALLY DISADVANTAGED	162	9%	18%	17%	14%	42%
DMHS <i>Comprehensive</i>	169	4%	14%	16%	16%	50%
A@E	99	46%	36%	12%	2%	4%
Non-Englewood Residents / A@E	60	51%	35%	12%	2%	0%
Englewood Residents / A@E	39	36%	38%	13%	3%	10%
TOTAL POP	268	19%	22%	15%	11%	33%

GRADE 10 READING

October 2022 – January 2023 HMH RGM

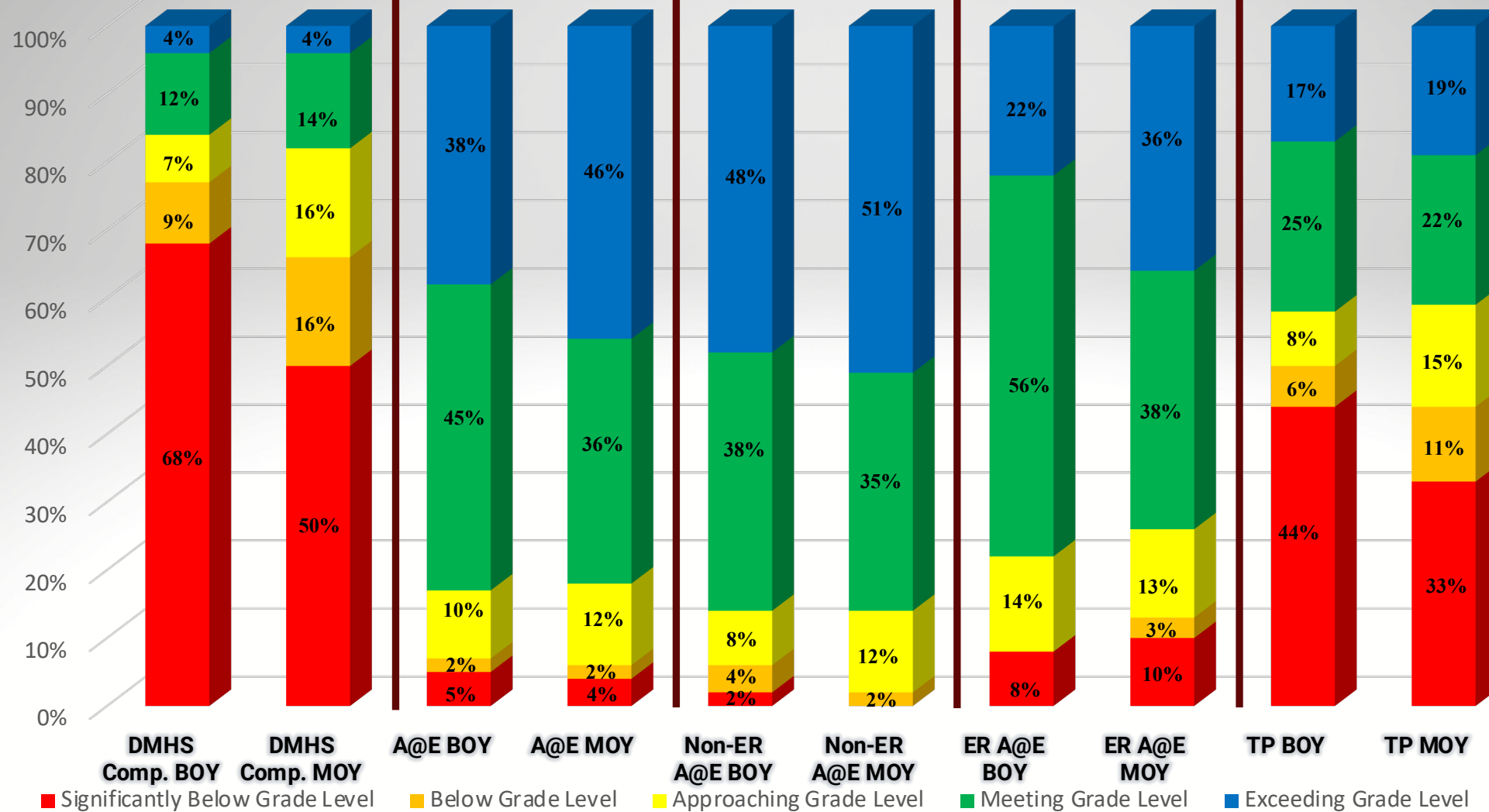
PART I



GRADE 10 READING

October 2022 – January 2023 HMH RGM

PART II



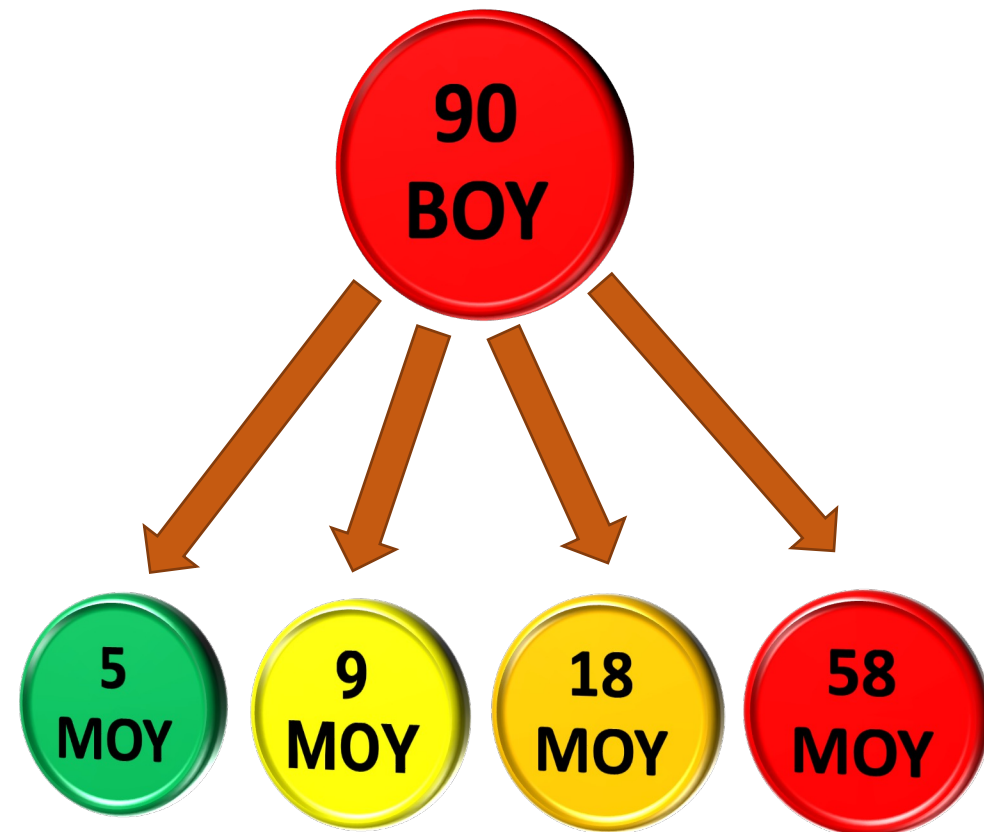
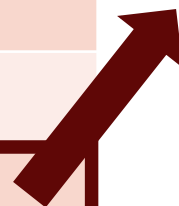


Grade 10 Reading BOY to MOY



Grade 10 Tier 3 **BOY** to **MOY**
Apples to Apples

Assessment Levels		# Students	GLE BOY Tested at		GLE MOY Tested at
T1	Above Grade Level	38	11.13	↓ 0.04	11.09
	On Grade Level	57	10.18	↑ 0.18	10.36
	Approaching	17	9.40	↑ 0.16	9.56
T2		13	8.91	↑ 0.72	9.63
T3		90	6.92	↑ 0.97	7.89
Total Population		215	8.84	↑ 0.51	9.35



KEY	GLE Range
Accelerated Growth	≥0.45
Typical Growth	0.30 – 0.44
Below Average Growth	0.00 – 0.29
Regression	≤-0.01

NOTES: T3 BOY AVG GLE 6.92 to MOY 7.89. 68/90 Raised GLE. 16/90 Lower GLE. 6/90 Maintained Same GLE. [15] Not Tested BOY -> MOY.

Response to Intervention (RTI)

Additional Support for Tier 3 General Education Students

K-5 RTI PERSONNEL	
QUARLES	<ul style="list-style-type: none"> • [1] READING INTERVENTIONIST
GRIECO	<ul style="list-style-type: none"> • [2] READING INTERVENTIONISTS • [1] MATH INTERVENTIONIST • [1] BILINGUAL READING INTERVENTIONIST <i>*Works under Bilingual Dept.</i>
MCCLLOUD	<ul style="list-style-type: none"> • [1] READING INTERVENTIONIST • [1] MATH INTERVENTIONIST
GRADES 6-8 RTI PERSONNEL	
JDMS	<ul style="list-style-type: none"> • [2] MATH INTERVENTIONISTS • [2] ELA INTERVENTIONISTS • [1] 0.5 INTERVENTIONIST <i>*0.5 ESL</i>
<i>*INTERVENTIONISTS SERVICE TIER 1, TIER 2 & TIER 3 CLASSES</i>	

K-8 RTI

K-5 RTI Students (Tier 3 General Education Students)

	Reading	Math
QUARLES	27	
GRIECO	60	55
MCCLLOUD	39	70
Total	126	125

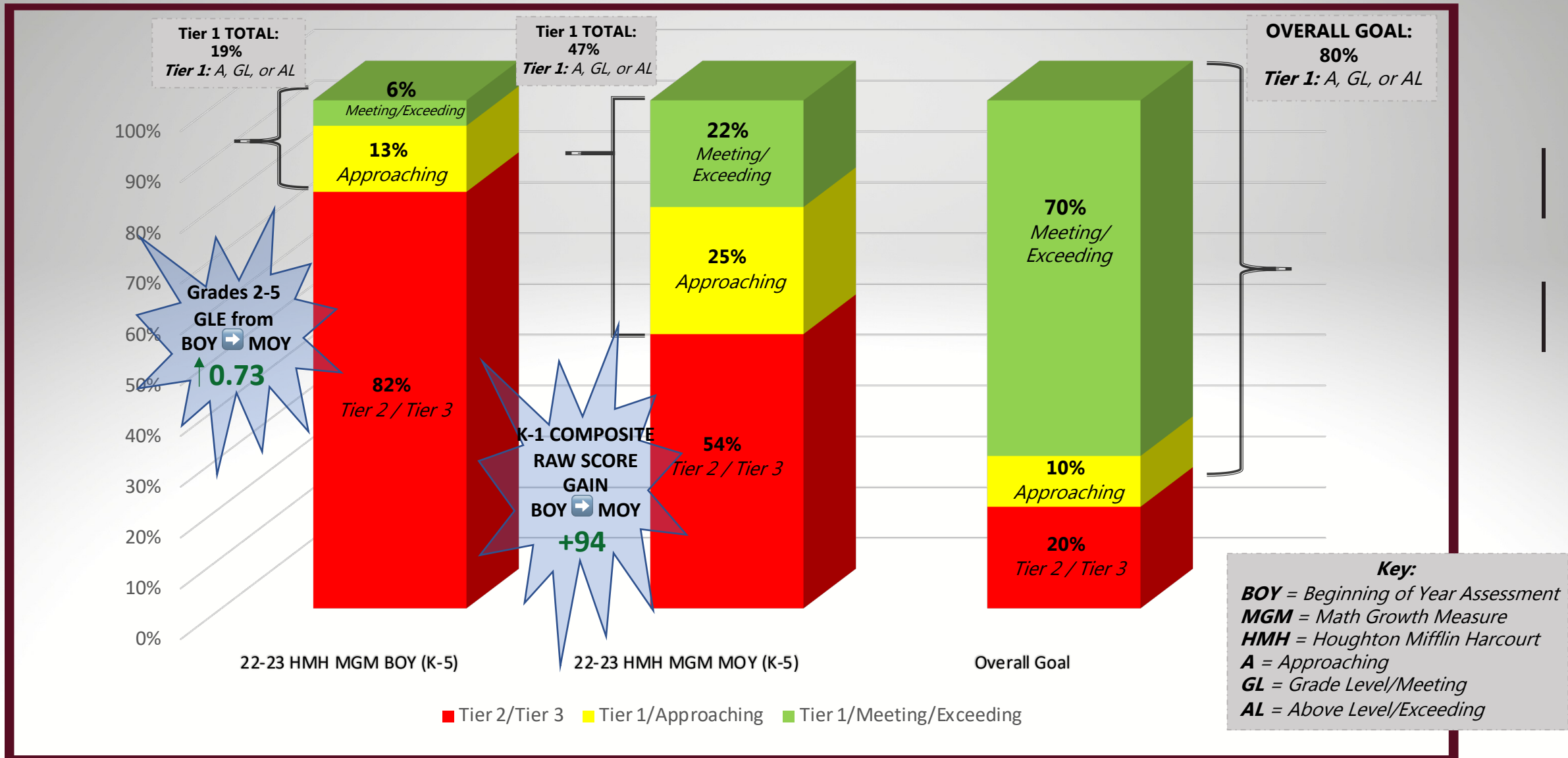
JDMS GRADES 6-8 RTI Students (Tier 3 General Education Students)

	Reading	Math
Tier 3 – significantly Below	168	165
Tier 2 – Below	48	65
Tier 1 – Approaching	53	50
Tier 1 – Meeting & Exceeding	66	69
Total	335	349

**INTERVENTIONISTS SERVICE TIER 1, TIER 2 & TIER 3 CLASSES*

RTI Grades K to 5 **READING**

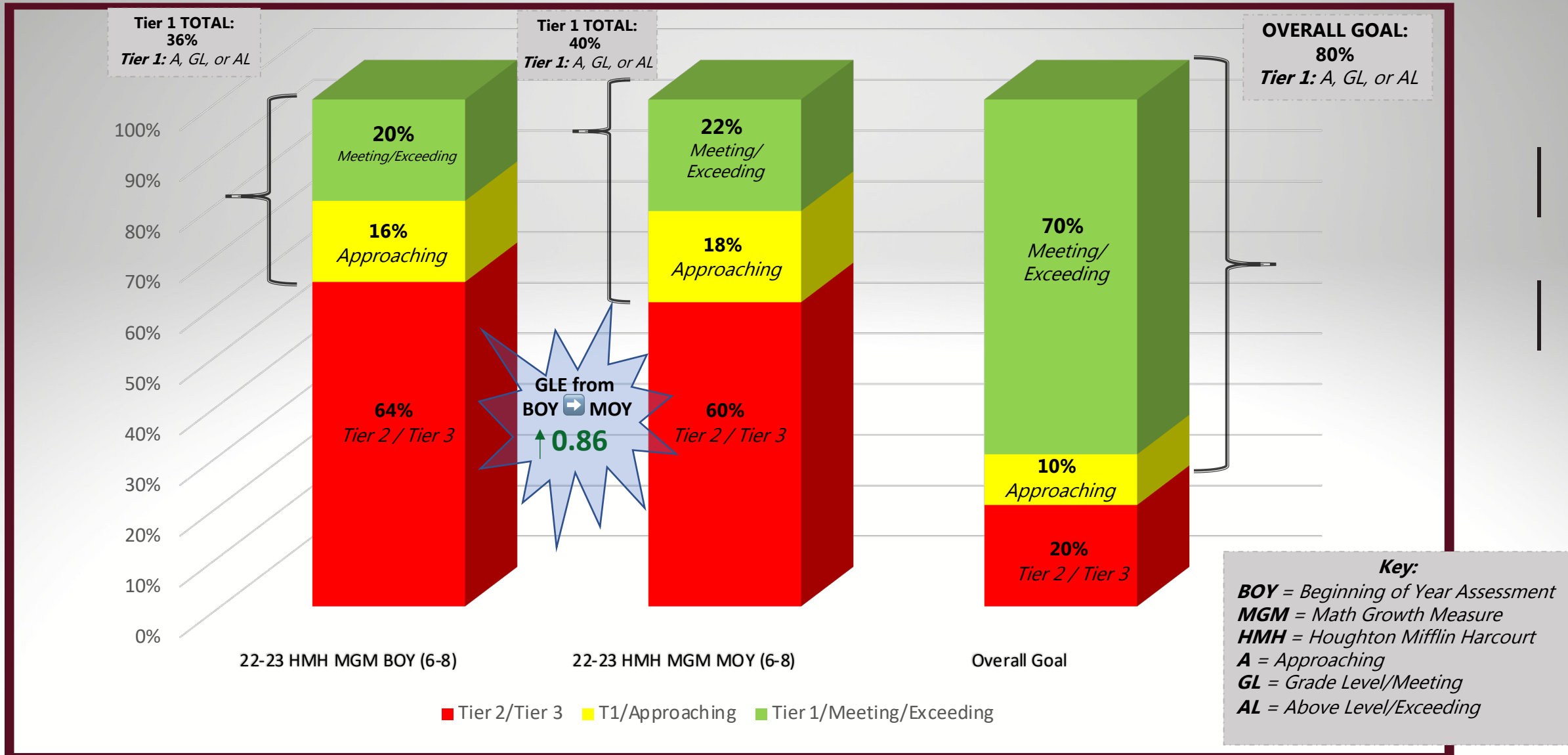
September 2022 BOY → January 2023 MOY



T1 students have the academic readiness to be taught using the written curriculum with a little extra differentiated support by core teacher without an intervention specialist support.

RTI Grades 6 to 8 **READING**

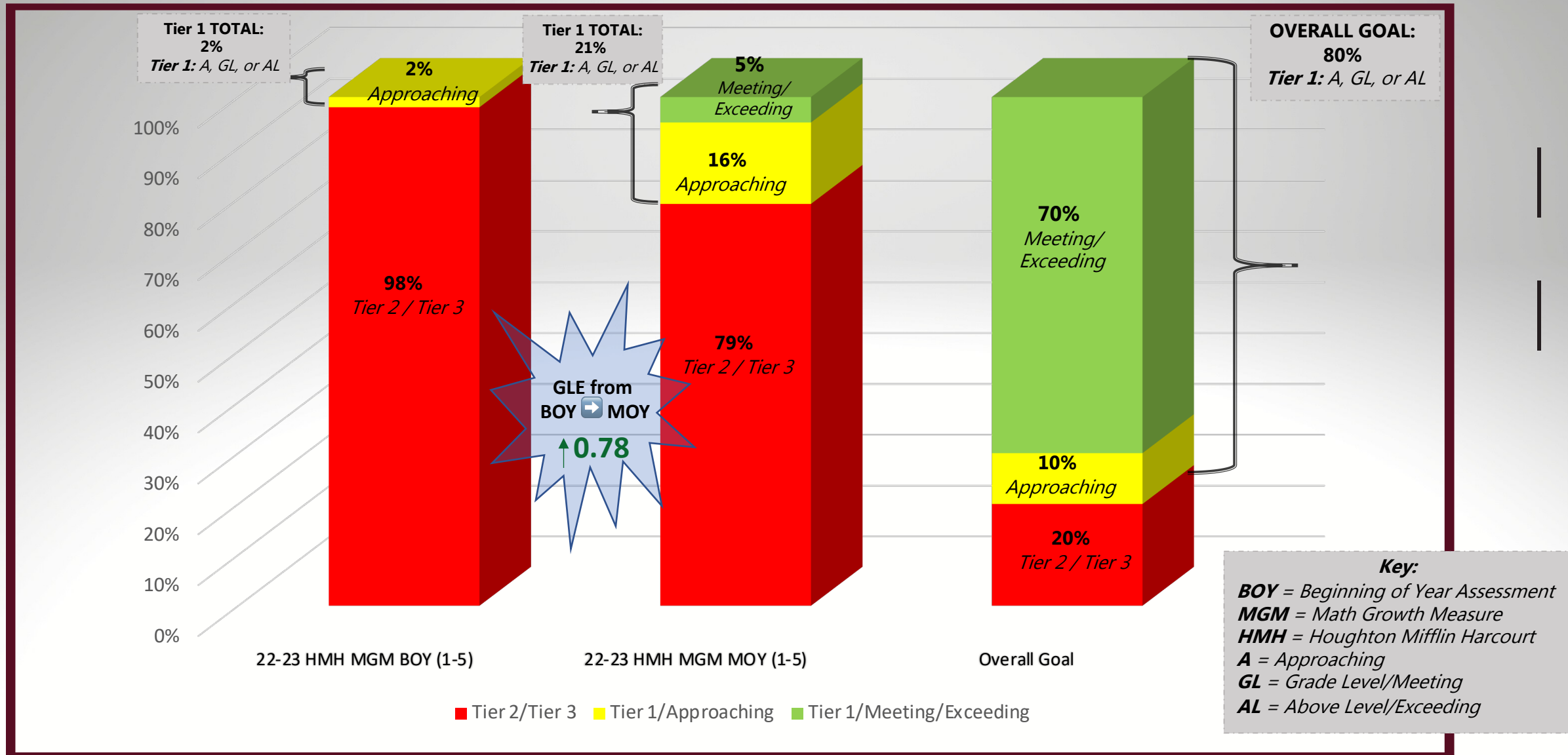
September 2022 BOY → January 2023 MOY



T1 students have the academic readiness to be taught using the written curriculum with a little extra differentiated support by core teacher without an intervention specialist support.

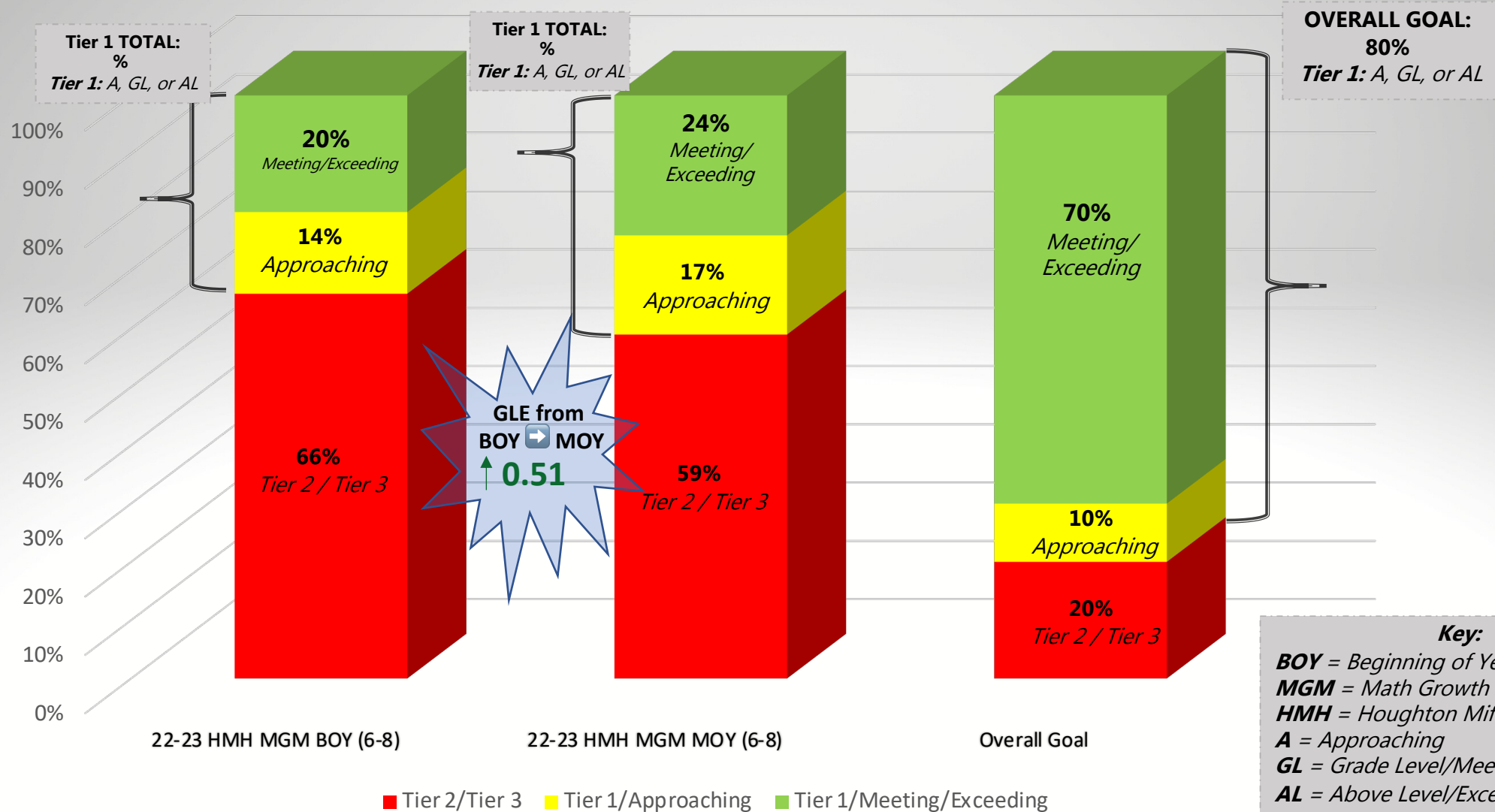
Grades 1 to 5 **MATHEMATICS**

September 2022 BOY → January 2023 MOY



T1 students have the academic readiness to be taught using the written curriculum with a little extra differentiated support by core teacher without an intervention specialist support.

Grades 6 to 8 **MATHEMATICS** September 2022 BOY → January 2023 MOY



T1 students have the academic readiness to be taught using the written curriculum with a little extra differentiated support by core teacher without an intervention specialist support .

ALIGNING STAFF DEVELOPMENT

TO DATA



Staff Development Day #1: August 30, 2022

- Data: Scoring Play Plan, Introduction to Composite Scores- Grade PreK
- Teaching Strategies Gold: *Introduction/Refresher* – Grade PreK
- ECERS: *Self-Reflection & Inventory* – Grade PreK
- SMART Board: *Getting Started* – Grades PreK - K
- Collaborative Classroom: *Being a Reader* – Grade K-2 Pilot
- Collaborative Classroom: *Being a Writer* – Grade K-5 Pilot
- Data Presentation – Grades K-5
- NJ Start Strong Training – Grades 3-12
- Science of Learning: *Introduction to the Learning Pit & Productive Struggle* – Grades 3-5
- Data Presentation: *Overview, Systematic Structure, RtI & Data Driven Instructional Decisions* – Grades 6-8
- PLC Team: *CAR Model & Using Data to Identify Power Standards* – Grades 6-8
- Danielson and HIB Training – Grades PreK-12

Staff Development Day #1: **November 8, 2022**

- Collaborative Classroom: Being a Reader – Grades K-5 Pilot
- Collaborative Classroom: Being a Writer – Grades K-5 Pilot
- Educational Software Guiding Instruction (ESGI) Platform Training – Grade PreK
- Tools of the Mind – Grade PreK
- Rigor and Relevance - Grades K-5
- Estrellita/Lunita – Grades K-2 DL/BL
- Raising the Bar: Data Overview - Grades K-12
- Teaching Pyramid Observation Tool (TPOT) – Grade PreK
- Related Arts – Curriculum Vertical Articulation – Grades K-12
- HIB Training – School Counselors
- Deep Dive Into NJSLS Math – Grades 4 & 5
- Inspired Instruction- Assuring Success on the NJSLA - Grades 6-8
- PLC: Collaborative Inquiry and Student Learning – Grades 9-12

Staff Development Day #2: January 17, 2023

- NJCAP (Erin's Law) – Grades PreK-12
- Teaching Strategies: *Intro to Gold Enhancements* – Grade PreK
- Collaborative Classroom: Being a Writer – Grades K-5 Pilot
- Data Overview – Grade Kindergarten
- Inspired Instruction- Assuring Success on the NJSLA- Grades 3-5 & 9-12
- Inspired Instruction- Integrating NJSLA Into Daily Instruction - Grades 6-8
- Unpacking the Math Curriculum/NJSLS – Grades 4 & 5 Math Teachers
- RtI Data & Planning – Grades 6-8 RtI and Special Education Staff
- Crisis Prevention Intervention (CPI) Training – District Security Staff
- Related Arts – Curriculum Vertical Articulation

Staff Development Day #1:

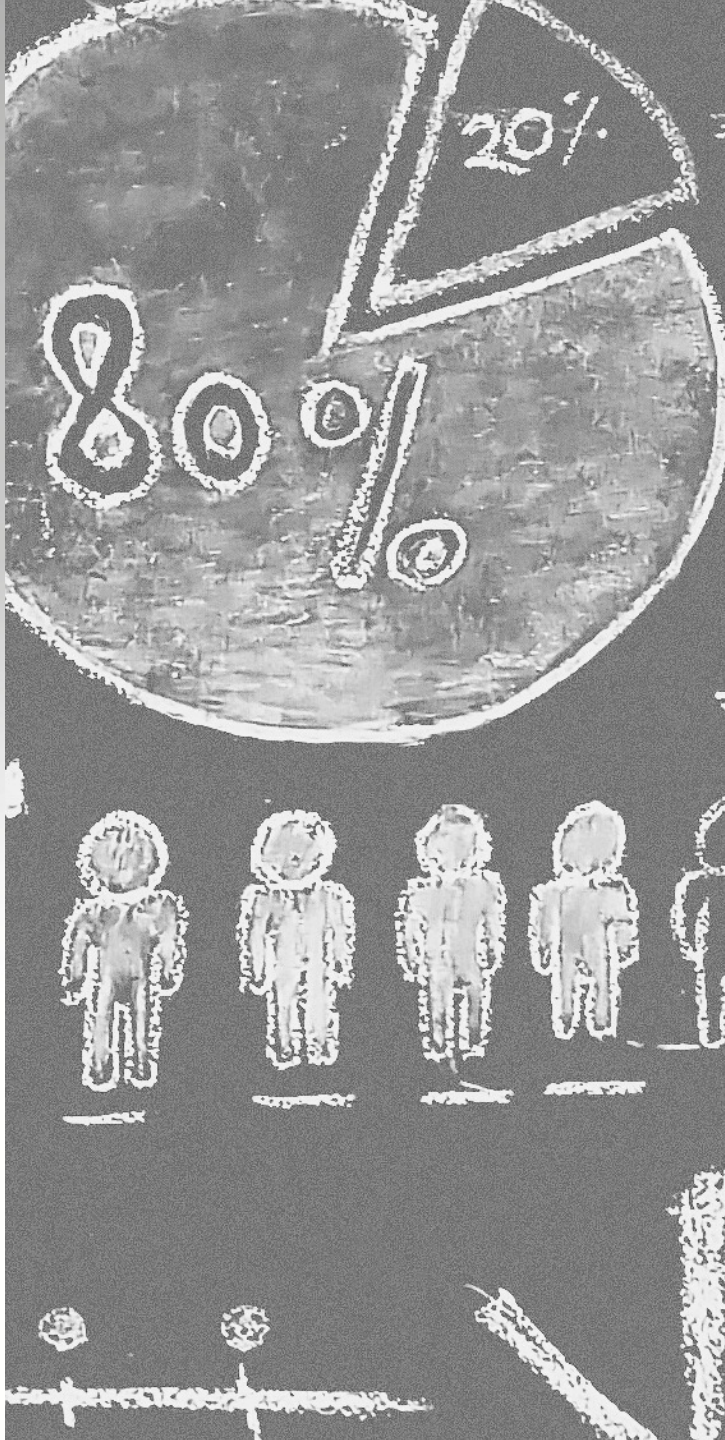
March 6, 2023

- **DCP&P Training – Grades PreK-12**
- **PreK & K Data Collaboration**
- **PreK Data Overview**
- **Tools of the Mind – Grade PreK**
- **Data Driven Instruction – Grades PreK-12**
- **iReady Training – Grades 1-2**
- **Inspired Instruction- Integrating NJSLA Into Daily Instruction - Grades 3-5 & 9-12**
- **NJGPA Graduation Assessment Training – Grades 9-12**
- **Related Arts PLC – Using Data**
- **I&RS/CST Differentiation for ELLs: Linguistic, Cultural, and/or Learning Differences - BL/ESL Staff**
- **Sharpen cultural and linguistic lenses as we navigate the CST process of referral, testing, eligibility, instruction, and assessment of possible ELLs – CST**
- **Gang Awareness – District Security Staff**

SY 2022-2023:

On-going Professional Development

- **Creating and Implementing Centers for Differentiation**
- **Using Data to Tier Students for Small Group Instruction**
- **Identifying Best Practices that support student academic growth**
- **Analyzing Start Strong Standard-based Performance to Plan Instruction**
- **NJSLA Training**
- **Embedded Instructional Coach Support**
- **Establish and implement Data Coach Teams across district**
- **Data Coach Team Training – LinkIt! Level 1-3**
- **Use of digital software applications to enhance student engagement**
- **Use of SMART Board to enhance teaching and learning**
- **Navigating Genesis**
- **Use of Microsoft Office Suite applications to enhance teaching and learning**
- **Locating, accessing, and using district curriculum effectively**
- **Accessing and utilizing resources to differentiate instruction**
- **Additional Professional Learning with consultants in the areas of Bilingual Education, Math, Science, and Special Education**



Continued Momentum for Grades PK-5 Mathematics

Academic Inventory of Each Student – First FULL Year Implementation Completed, BOY, MOY, and EOY (Universal Screeners created and administered to Pre-K for the first time this school year to gather data)

Math 90 Minute Instructional Block

Departmentalization continued in Grades 4-5

Kindergarten report card revised and aligned, matching standards, assessments and best practice

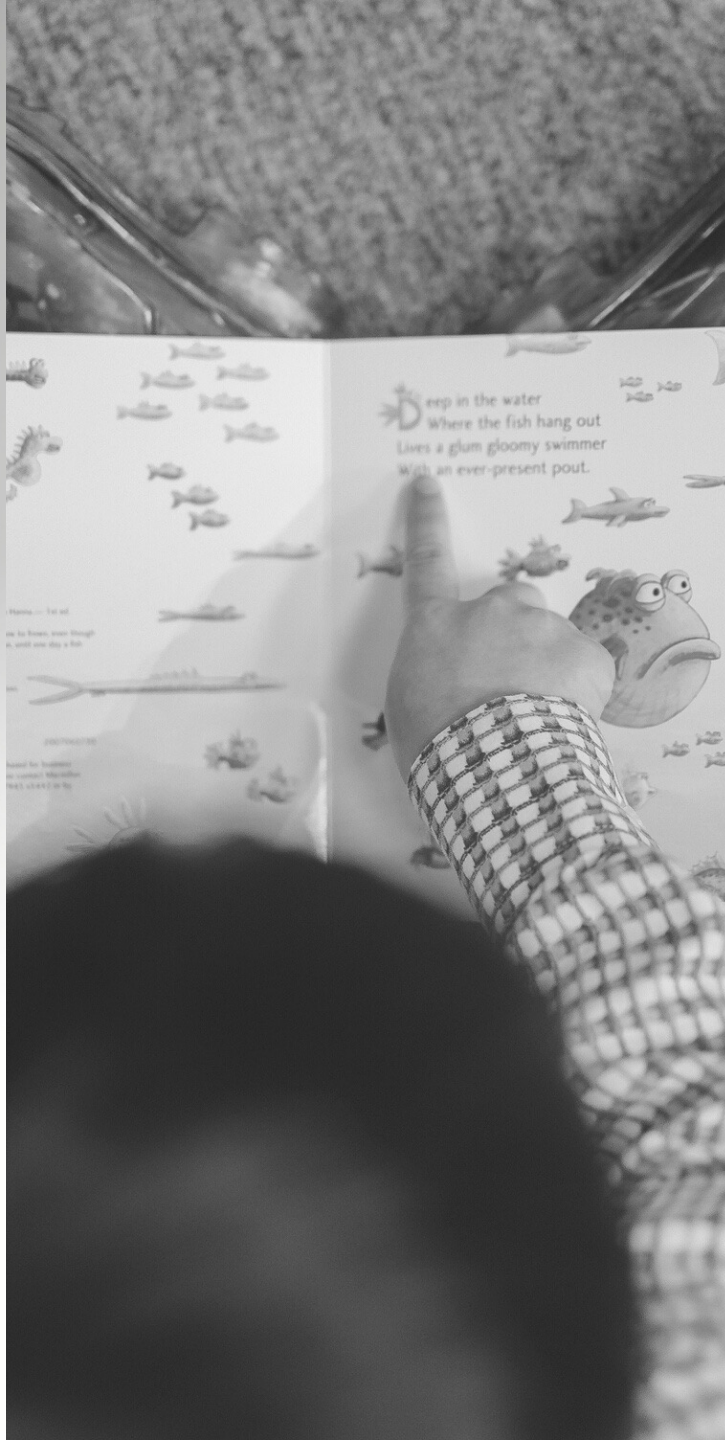
Continued Implementation of RTI Program with Mathematics Support

Focus and emphasis on fluency with engaging software focusing on number sense (REFLEX, IREADY, and IXL).

Use of digital, adaptive software to target individual needs as demonstrated on Growth Measure Assessment

Afterschool program created for Tier II students in order to provide targeted instruction and close the gap in order to meet grade level expectations.

Professional Development provided on the Science of Learning, productive struggle and academic rigor



Continued Momentum for Pre- K-5 ELA

Academic Inventory of Each Student – BOY & MOY (Universal Screeners created and administered to Pre-K for the first time this school year to gather data)

Pre- K Began to infuse Tools of the Mind into their Creative Curriculum, increasing Literacy with our youngest students

Kindergarten report card revised and aligned, matching standards, assessments and best practice. Rubrics created to align grading grade level wide

Collaborative Classroom:

- Being a Writer piloted district wide K-5
- Being a Reader piloted K (10 Classrooms), Grade 1 (2 Classrooms) & Grade 2 (1 Classroom)

Kindergarten Teachers create a hybrid piloting Being a Reader and Orton Gillingham into their Literacy Block

Departmentalization continued in Grades 4-5

Continuation of RTI pullout program for Reading Support instruction for Tier 3 students

Utilization of Intervention Support Specialist to model strategies and supplemental resources – T2 Push-in Support (Quarles School)

ESGI is introduced to make importing data into Link it more accurate and easier for teachers to administer

Professional Development provided on the Science of Learning, and productive struggle and academic rigor

Afterschool program created for Tier II students in order to provide targeted instruction and close the gap in order to meet grade level expectations.



Continued Momentum for Grades 6-12

55-minute periods

Rotating schedule (A-F Days)

Creation of "teams" and meetings for cross-curricular conversations every other day

RTI classes are built into the day

- Created based on data/specified criteria
- Mindplay and IXL– adaptive learning paths (Tiers I and II)

Tier III Specific Math and ELA Classes

- Created based on data/specified criteria
- Small group or 1:1 Teacher Intervention
- Mindplay and IXL– adaptive learning paths for independent practice

Afterschool Program for Math (Number Sense, Addition/Subtraction, Multiplication/Division, and Fractions)

Afterschool Program for ELA (Non-fiction close reading, writing, fluency, and affixes)

Embedded Learning Centers – All Content Areas (Differentiated for Learning Levels and/or Learning Styles)

Administered BOY and MOY Universal Screener in Math and ELA to all students in Grades 9 and 10

ESL Leveled Course Offerings

Math Remediation offerings and placement based on data (Math Lab and Pre-Algebra)

Moving Forward Together...

- Collaborative Planning/Team/PLC Meetings
- Instructional Coaches
 - One-to-one Coaching Sessions
 - Targeted support for Tier 1/2 instruction
 - Data-based Differentiation/Grouping
 - Facilitating PLCs
 - NJSLA Test Preparation Units and Modeled Lessons
- Instructional decisions to support Tier 1/2 instruction
- Rigor for students meeting grade level expectations
- Working with Pre-K teachers to create solid foundations of numeracy and literacy
- High School Career & College Readiness
 - Overhaul of High School Schedule
 - Additional Remediation Focused on ELA
 - High School course offerings/electives
- Tier 2 After School Academy
- Pre-K-12 Summer School Planning
- Pre-K-12 Summer Assignments
- School Level Data Coach Teams
 - Data Analysis
 - Facilitating Staff Data Meetings
 - Supporting School Level Decisions Based on Data
- RTI ELA and Math Intervention Support Grades K-8

Thank you!



Questions & Answers