

The background is a dark teal color with a pattern of various financial symbols and numbers. Large numbers like '6', '4', '7', '9', '1', '2', '3', '5', '8', and '9' are scattered throughout. Currency symbols including the dollar sign '\$', the yen sign '¥', the euro sign '€', and the pound sign '£' are also present. Some symbols are accompanied by small arrows, such as an upward arrow next to a '4' and a downward arrow next to a '7'. The overall aesthetic is clean and professional, typical of a financial report or presentation.

Clarenceville FastBridge Winter Data

Our Why?

- How many of our students are at grade level expectations?
- How well are our students growing?



Reminder of the Number and % of Students Assessed

| Reading | | | | | | |
|----------------|---------------------------|----------|---------------------------|----------|---------------------------|----------|
| | Fall | | Winter | | Spring | |
| | <i>Number of Students</i> | <i>%</i> | <i>Number of Students</i> | <i>%</i> | <i>Number of Students</i> | <i>%</i> |
| Botsford | 337 | 93% | 328 | 90% | | |
| Grandview | 337 | 98% | 331 | 96% | | |
| Middle School | 370 | 85% | 389 | 93% | | |
| High School | 630 | 83% | 560 | 76% | | |
| | | | | | | |
| Math | | | | | | |
| | Fall | | Winter | | Spring | |
| | <i>Number of Students</i> | <i>%</i> | <i>Number of Students</i> | <i>%</i> | <i>Number of Students</i> | <i>%</i> |
| Botsford | 337 | 93% | 328 | 90% | | |
| Grandview | 337 | 98% | 331 | 96% | | |
| Middle School | 388 | 90% | 403 | 96% | | |
| High School | 606 | 80% | 554 | 75% | | |
| | | | | | | |



Winter Benchmark Assessment

Winter Window: January 3 - February 4


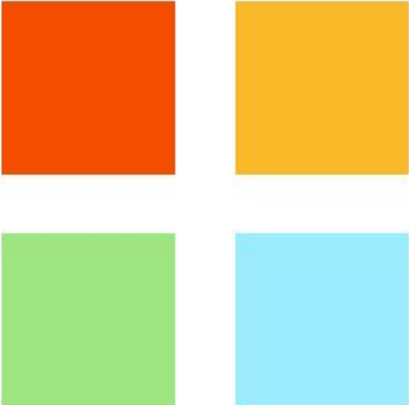
| Winter Window: January 3 - February 4 | | | | | | |
|---------------------------------------|-------------------|----------------|--------|----------|-----------------------------|-----------------------|
| | Screeners | | | | Progress Monitoring (CBM) | |
| Grade | FASTtrack Reading | FASTtrack Math | SAEBRS | mySAEBRS | CBMreading/ earlyReading | CBMmath/ earlyMath |
| K | Yes | Yes | Yes | No | earlyReading | earlyMath |
| 1 | Yes | Yes | Yes | No | earlyReading | earlyMath |
| 2 | Yes | Yes | Yes | Yes | CBMreading | CBMmath |
| 3 | Yes | Yes | Yes | Yes | CBMreading | CBMmath |
| 4 | Yes | Yes | Yes | Yes | CBMreading | CBMmath |
| 5 | Yes | Yes | Yes | Yes | CBMreading | CBMmath |
| 6 | Yes | Yes | Yes | Yes | CBMreading | CBMmath |
| 7 | Yes | Yes | Yes | Yes | CBMreading | CBMmath |
| 8 | Yes | Yes | Yes | Yes | CBMreading | CBMmath |
| 9 | Yes | Yes | Yes | Yes | No | CBMmath |
| 10 | Yes | Yes | Yes | Yes | No | CBMmath |
| 11 | Yes | Yes | Yes | Yes | No | CBMmath |
| 12 | Yes | Yes | Yes | Yes | No | CBMmath |

Notes about the data

- We are focusing on growth at all levels
- Last meeting reported on proficiency
- Between the close of fall window and start of winter window is only 38 instructional days with lots of interruptions between holiday breaks, Oxford days, and high COVID quarantine numbers



Benchmark vs. Normative

| Benchmarks | Norms |
|--|---|
| <p>A benchmark comparison is a criterion used to predict risk.</p>  | <p>A normative comparison is used to compare students to other students.</p>  |

Benchmarks = Numerical Score Value

Norms = Percentile Ranking of an assessment score or growth (ie a bell curve)



BENCHMARKS

District Managers may set custom benchmarks if desired. Districts who set custom benchmarks often use national norms as a basis for these changes.



High Risk

This visual indicator means that students' scores on the assessment place them at high risk for not meeting end of year grade-level learning outcomes.



Some Risk

This visual indicator means that students' scores on the assessment place them at some risk of poor learning outcomes with regard to end of year grade-level expectations.



Low Risk

This visual indicator means that students' scores on the assessment place them at low risk for not meeting end of year grade-level learning outcomes. In other words, data show that the learner is on-track to meet grade-level expectations.



Advanced / College Pathway

This visual indicator means that students' scores on the assessment place them in an advanced category. Note that this term can be changed by District Managers.

VS.

NORMS

Norms cannot be changed within the FastBridge system. However, group (class or grade), school, district, and national norms appear on most FastBridge reports.



0 - 19.99th Percentile

Students scoring in this percentile range likely need intensive supports* to meet grade-level expectations, in addition to core instruction.



20 - 29.99th Percentile

Students scoring in this percentile range likely need supplemental supports* to meet grade-level expectations, in addition to core instruction.



30 - 84.99th Percentile

Students scoring in this percentile range are consistent with where the majority of students are scoring, and these students should experience success with core instruction.



85th Percentile and Above

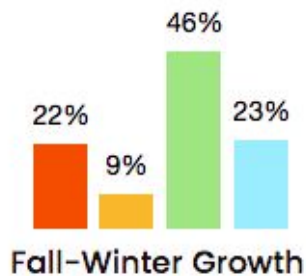
Students scoring in this percentile range likely need accelerated learning opportunities* in addition to core instruction.

District Data Growth Percentile

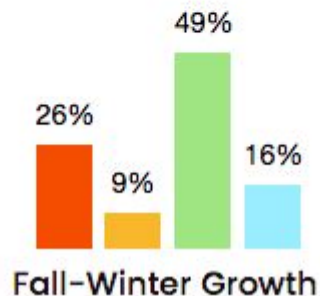
aReading = 69%

aMath = 65%

Growth Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



0-19.99 %ile

20-29.99 %ile

30-84.99 %ile

85 %ile and Above

The background is a dark teal color with a pattern of various financial symbols and numbers. Large, semi-transparent numbers like '6', '4', '7', '9', '1', '2', '3', '5', '8', and '0' are scattered across the page. Currency symbols including the dollar sign '\$', the yen sign '¥', the euro sign '€', and the pound sign '£' are also present. Some symbols are accompanied by small arrows, such as an upward-pointing arrow next to the number '4' and a downward-pointing arrow next to the number '2'. The overall aesthetic is clean and modern, typical of a corporate or financial presentation.

Grandview and Botsford

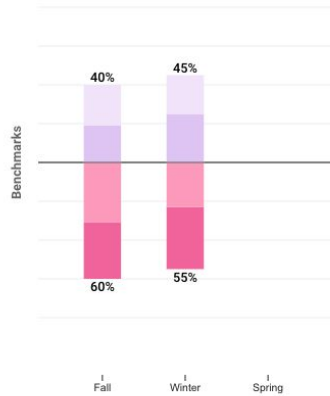
Early Reading (Kinder & 1st)



aReading (2nd-5th)

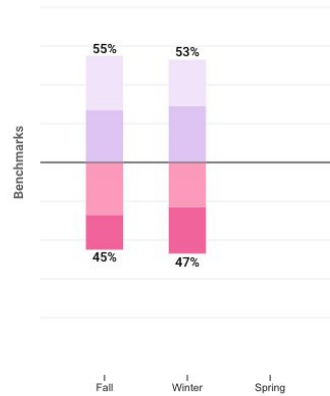
TWO

No data to compare



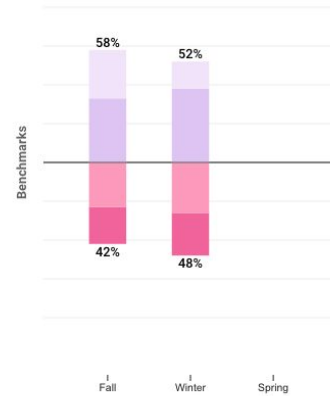
THREE

No data to compare



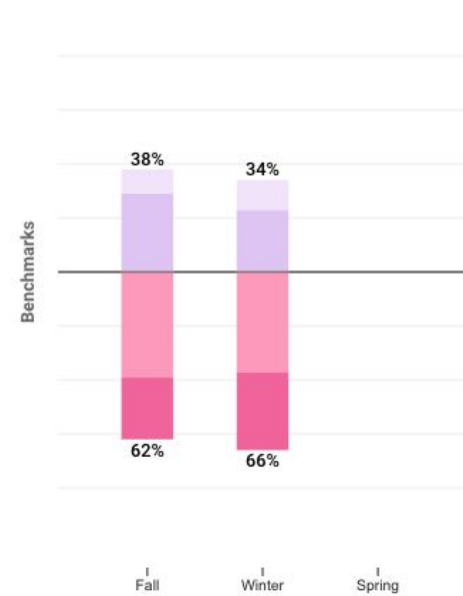
FOUR

No data to compare



FIVE

No data to compare



FIVE

No data to compare

SIX

No data to compare

SEVEN

No data to compare

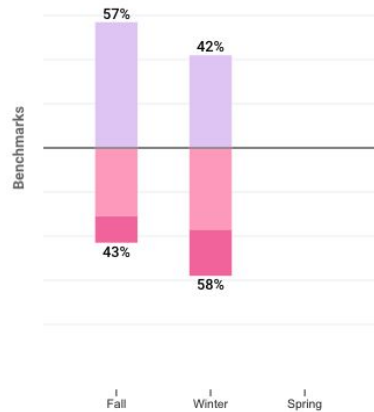
■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK
 ■ SUCCESS PATHWAY

Early Math (Kinder & 1st)

Percentage Of Students By Benchmark:

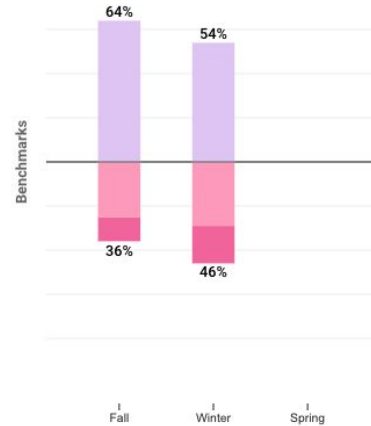
KINDERGARTEN

No data to compare



ONE

No data to compare



THREE

No data to compare

FOUR

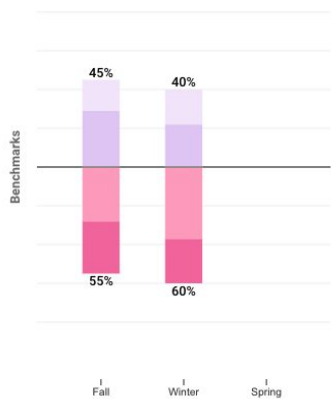
No data to compare

■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK

aMath (2nd-5th)

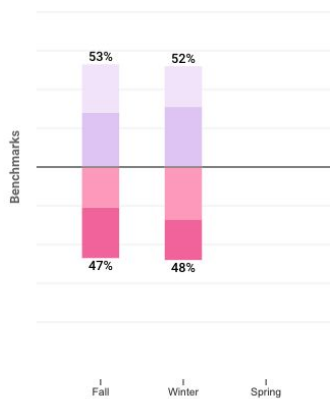
TWO

No data to compare



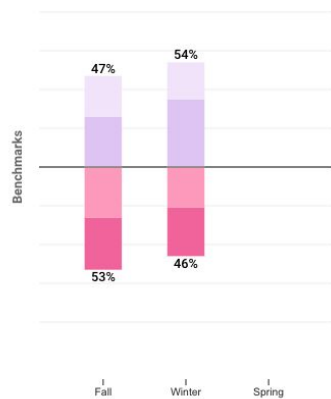
THREE

No data to compare



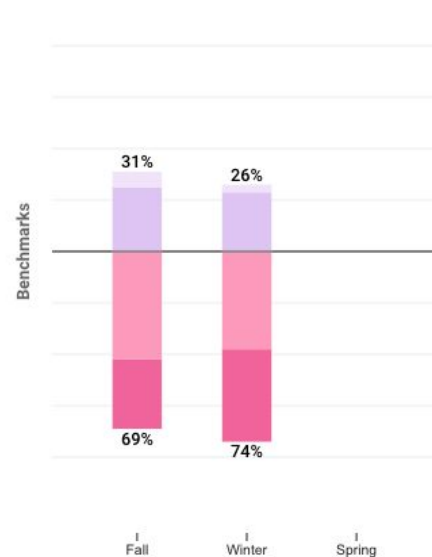
FOUR

No data to compare



FIVE

No data to compare



FIVE

No data to compare

SIX

No data to compare

SEVEN

No data to compare

■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK
 ■ SUCCESS PATHWAY

SAEBRS - teacher input



mySAEBRS - student input



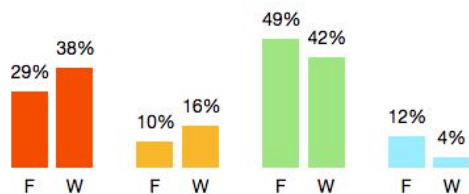
The background is a dark teal color with a pattern of various financial symbols and numbers in lighter teal and yellow-green. Symbols include the dollar sign (\$), yen sign (¥), euro sign (€), and pound sign (£). Numbers range from 0 to 9. Some numbers are accompanied by upward or downward arrows, suggesting trends or data points. The overall aesthetic is clean and modern, typical of a corporate or financial presentation.

Grandview Breakdown

Grandview Early Reading Growth Comparison

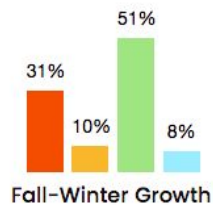
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



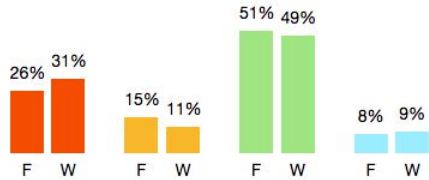
59% showed meaningful growth

| Grade Level | Median Student | | Predicted Score | End of Year Goal Score |
|----------------|----------------|--------------|-----------------|------------------------|
| | Fall Score | Winter Score | | |
| KG | 33 | 47 | 64.3 | 64.0 |
| ONE | 34 | 45 | 60.3 | 66.0 |
| Average | 33.50 | 46.00 | 62.29 | 65.00 |
| Median | 33.50 | 46.00 | 62.29 | 65.00 |

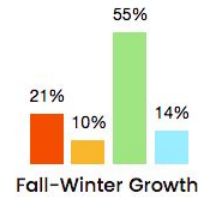
■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student

Grandview aReading Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



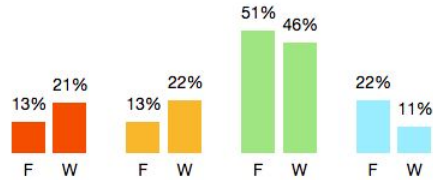
69% showed meaningful growth

| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score |
|-------------|---|--------------|-----------------|------------------------|
| | Fall Score | Winter Score | | |
| TWO | 457 | 475 | 495.9 | 490.0 |
| THREE | 496 | 500 | 506.3 | 517.0 |
| FOUR | 508 | 512 | 516.1 | 526.0 |
| FIVE | 506 | 509 | 515.1 | 520.0 |
| Average | 491.84 | 499.00 | 508.24 | 512.25 |

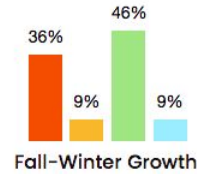
■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student ass

Grandview earlyMath Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?

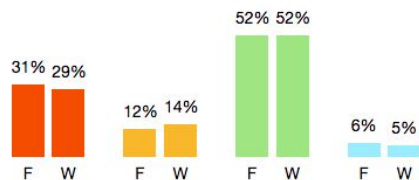


55% showed meaningful growth

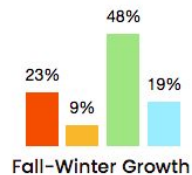
| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score | |
|----------------|---|--------------|-----------------|------------------------|-------------|
| | Fall Score | Winter Score | | | |
| KG | | | 65.6 | 65.0 | |
| ONE | | | 59.5 | 60.0 | |
| Average | 37.50 | 46.00 | 62.56 | 62.50 | |
| Median | 37.50 | 46.00 | 62.56 | 62.50 | |
| | | | | | n/a student |

Grandview aMath Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



67% showed meaningful growth

| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score |
|----------------|---|--------------|-----------------|------------------------|
| | Fall Score | Winter Score | | |
| TWO | 196 | 200 | 204.6 | 205.0 |
| THREE | 205 | 207 | 210.4 | 215.0 |
| FOUR | 209 | 213 | 216.9 | 222.0 |
| FIVE | 209 | 210 | 213.2 | 218.0 |
| Average | 204.76 | 207.45 | 211.26 | 215.00 |

■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student as

Grandview Virtual vs Face-to-Face

| | Fall | Winter |
|-----------------------------|------|--|
| Number of Students Enrolled | 8 | 6 |
| Number of Students Tested | 7 | 3 virtual, 2 that returned in-person (Reported 5 below) |

| | Positive Growth | Stayed the same (+/- 1) | Declined |
|---------|-----------------|----------------------------|----------|
| Reading | 2 | 2 | 1 |
| Math | 2 | 2 | 1 |

Grandview Points of Pride

- ★ The overall meaningful growth %
- ★ Tier 3 Interventions are working, both reading and math
- ★ Math Intervention has made a huge impact
- ★ Intentional Tier One Math focus has resulted in good growth
- ★ Students and Teachers SAEBRS reporting align
 - Students are feeling great about themselves and their learning and teachers agree that they have happy students in front of them



Grandview 2nd Semester Focus

- Pacing - Kindergarten literacy and 1st grade math
- Tier 2 small group support, especially in Math
- Challenge our high achievers, showing the lowest % of growth – Differentiated Tier 1 instruction
- Be intentional about data digs using progress monitoring data every 6-8 weeks
 - ◆ do not wait until the spring data to see if our instruction is working

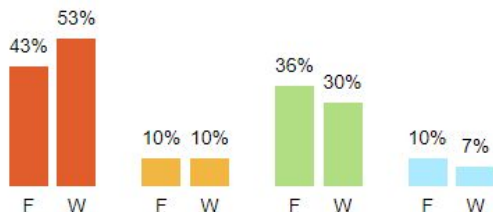
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Botsford Breakdown

Botsford Early Reading Growth Comparison

Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?

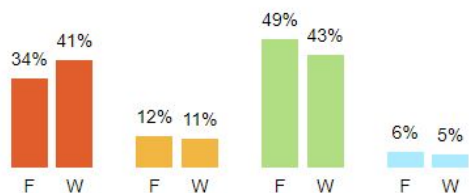


43% showed meaningful growth

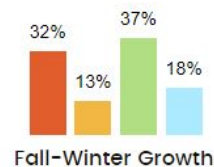
| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score |
|----------------|---|--------------|-----------------|------------------------|
| | Fall Score | Winter Score | | |
| ONE | | | 44.7 | 44.0 |
| KG | | | 58.3 | 64.0 |
| Average | 29.50 | 39.00 | 51.54 | 54.00 |

Botsford aReading Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?

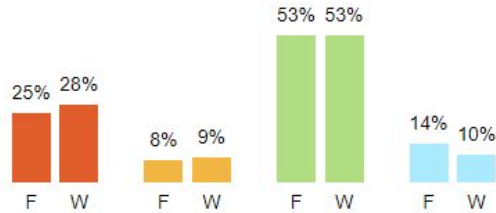


55% showed
meaningful
growth

| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score |
|-------------|---|--------------|-----------------|------------------------|
| | Fall Score | Winter Score | | |
| TWO | 463 | 471 | 484.4 | 490.0 |
| THREE | 490 | 496 | 503.5 | 510.0 |
| FOUR | 501 | 502 | 509.8 | 513.0 |
| FIVE | 510 | 509 | 509.9 | 520.0 |

Botsford earlyMath Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



59% showed meaningful growth

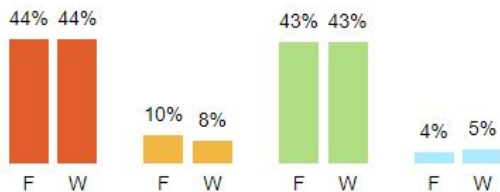
| Grade Level | Median Student | | Predicted Score | End of Year Goal Score |
|----------------|----------------|--------------|-----------------|------------------------|
| | Fall Score | Winter Score | | |
| KG | 33 | 48 | 66.0 | 65.0 |
| ONE | 40 | 52 | 70.9 | 60.0 |
| Average | 36.50 | 50.00 | 68.43 | 62.50 |

■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student asse

Botsford aMath Growth Comparison

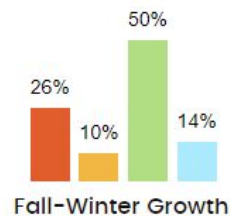
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



64% showed meaningful growth

| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score |
|-------------|---|--------------|-----------------|------------------------|
| | Fall Score | Winter Score | | |
| TWO | 195 | 198 | 199.0 | 205.0 |
| THREE | 202 | 206 | 208.9 | 209.0 |
| FOUR | 205 | 207 | 209.0 | 213.0 |
| FIVE | 207 | 209 | 210.8 | 218.0 |

Botsford Virtual vs Face-to-Face

| | FALL | WINTER | |
|-----------------------------|----------------|-----------------|----------|
| Number of Students Enrolled | 7 | 6 | |
| Number of Students Tested | 6 | 3 | |
| | | | |
| | POSTIVE GROWTH | STAYED THE SAME | DECLINED |
| Reading | 3 | 1 | 0 |
| Math | 3 | 1 | 0 |
| | | | |

Botsford Points of Pride

- ★ Growth is Visible, but work left to do.
- ★ Data Conversations are more intentional @ building & across grade-levels. Educators taking more ownership with data.
- ★ Interventions (Tier 2 & 3) are calculated & have purpose
- ★ Math & Math Recovery has made a positive impact (Added Interventionist).
- ★ SAEBRS Behavior Tool is an added piece of information that has confirmed educator thinking.
- ★ Refocus on engagement & the emphasis to implementing lessons differently & the “want” to learn by students.

Botsford 2nd Semester Focus

- ★ Botsford “Bookmarks” - Kindergarten & 5th-Grade
- ★ Continue to strengthen our progress monitoring across building & intervention practices (Tier 2 & 3)
- ★ Purposeful “Date Digs” & develop/grow our understanding of what the data is telling us about our students (utilize our resources/Collaborative Conversations)
- ★ BALANCE = High Risk v. Low Risk
- ★ Engage Our Learners = Better Attendance & Behavior

Botsford 2nd Semester Focus

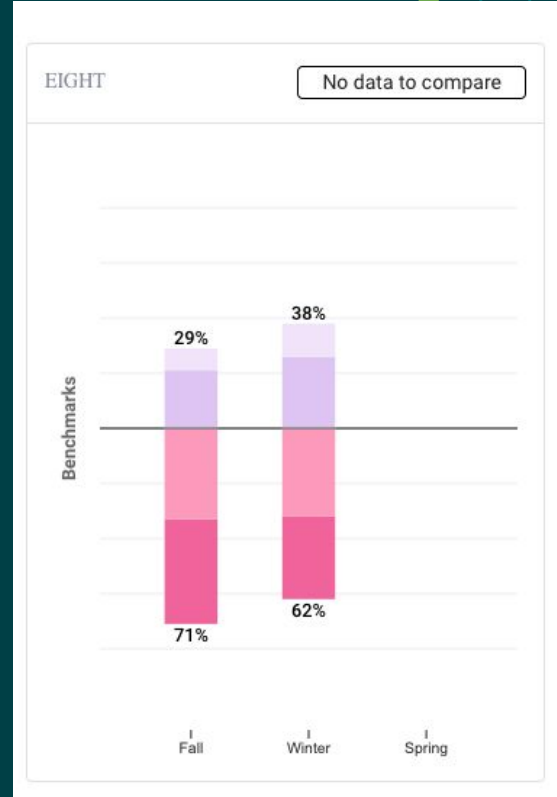
- ★ Encourage & recognize educators to continue taking ownership of their data & student growth.



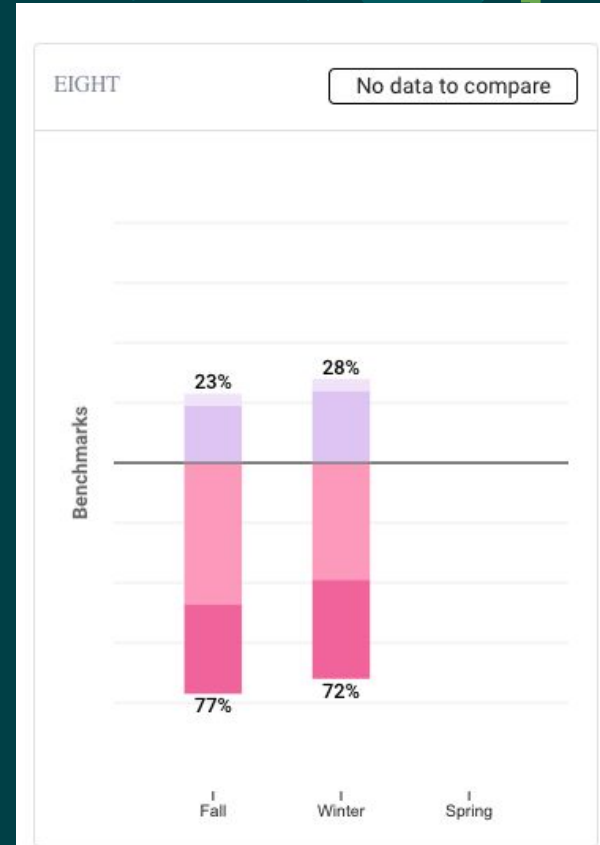
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Middle School

aReading

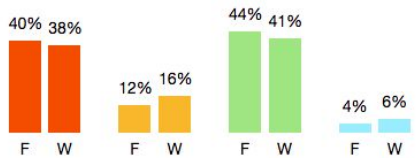


aMath

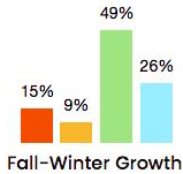


Middle School aReading Group Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



Report's Use:

→ Goals for All Students services ensure that all progress toward well-defined Year (EOY) learning goal. Compares the Pre-EOY Goal and Benchmark

75% showed meaningful growth

| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score | Benchmark Score |
|----------------|---|--------------|-----------------|------------------------|-----------------|
| | Fall Score | Winter Score | | | |
| SIX | 514 | 517 | 521.7 | 524.0 | 524.0 |
| SEVEN | 517 | 521 | 528.6 | 532.7 | 532.7 |
| EIGHT | 525 | 529 | 535.7 | 539.3 | 539.3 |
| Average | 518.26 | 522.54 | 528.68 | 532.00 | 532.00 |
| Median | 516.61 | 521.36 | 529.62 | 532.70 | 532.70 |

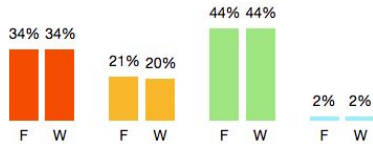
■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student assessed outside the screening window



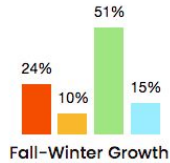
Middle School aMath Group Growth Comparison

DEMOGRAPHIC OPTIONS | START: 2021-2022 : Fall | END: 2021-2022 : Winter | GROWTH %ILES: Growth by All | COLOR CODING: Norms | GROWTH: Monthly | END OF YEAR GOAL: Next Highest

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



Report's Use:

- ➔ **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted EOY Goal and Benchmark.
- ➔ **Did the Group's risk status improve after the screening?**

65% showed meaningful growth

| Grade Level | Median Student <small>More Data</small> | | Predicted Score | End of Year Goal Score | Benchmark Score |
|----------------|---|--------------|-----------------|------------------------|-----------------|
| | Fall Score | Winter Score | | | |
| SIX | 213 | 215 | 217.7 | 220.0 | 220.0 |
| SEVEN | 216 | 218 | 220.2 | 222.4 | 222.4 |
| EIGHT | 217 | 219 | 219.4 | 224.4 | 224.4 |
| Average | 215.15 | 217.24 | 219.10 | 222.27 | 222.27 |

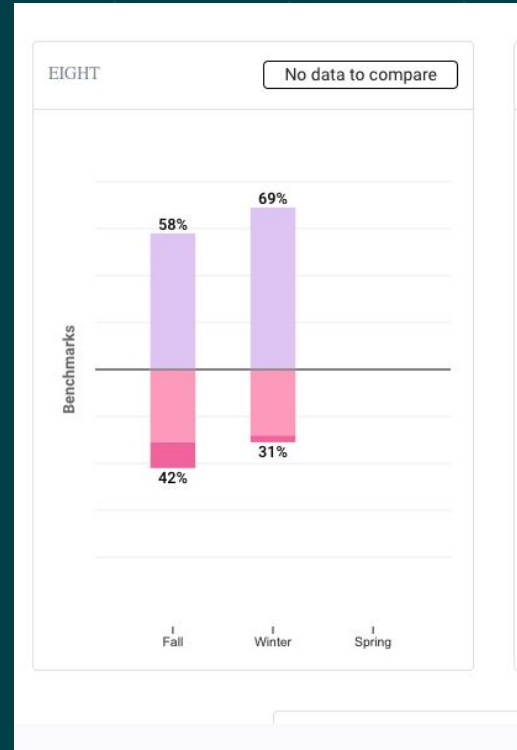
■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student assessed outside the screening window



SAEBRS - teacher input



mySAEBRS - student input



Virtual vs Face-to-Face

- aReading: 18 students with both fall and winter data - average score increase of 10 points
- aMath: 16 students with both fall and winter data - average score increase of 3.9 points
- Both are slightly higher than building average



Points of Pride

- ★ Significant gains in math automaticity
- ★ Significant average score increase for African American students
- ★ Significant growth overall



2nd Semester Focus

- Intervention and MTSS
- After-school tutoring
- Students with special needs



The background is a dark teal color with a pattern of faint, light teal vertical lines. Scattered across the background are various financial symbols and numbers in a lighter teal and yellow-green color. Symbols include the dollar sign (\$), yen sign (¥), euro sign (€), and pound sign (£). Numbers include 1, 2, 3, 4, 5, 6, 7, 8, 9, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 0. Some numbers are accompanied by upward or downward arrows, suggesting trends or data points.

High School

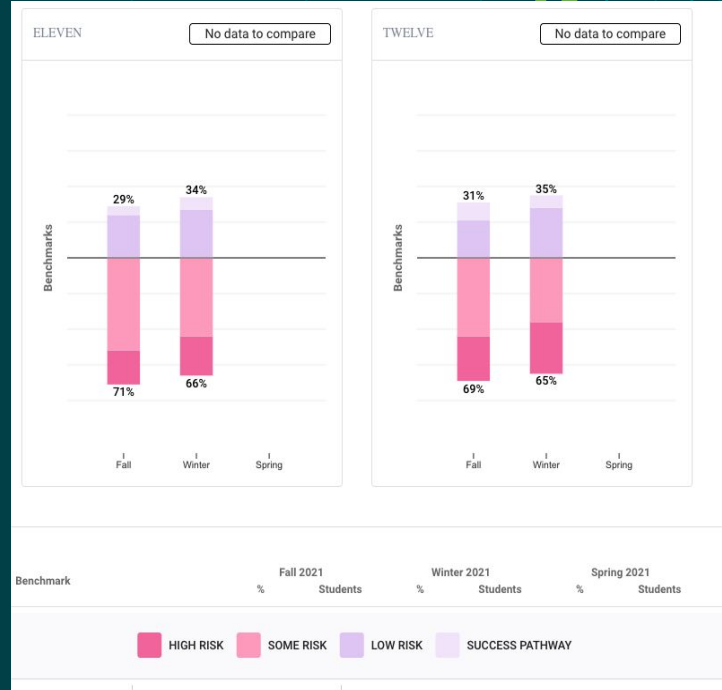
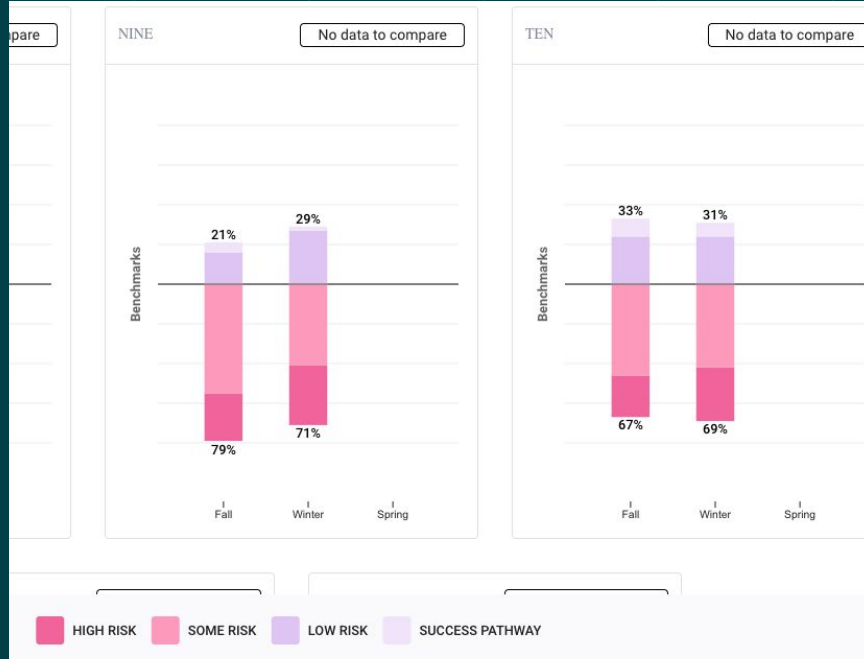
aReading



High School aReading Group Growth Comparison

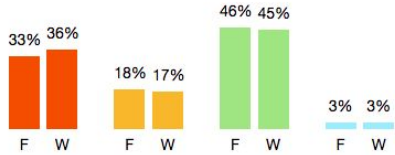


aMath

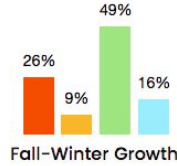


High School aMath Group Growth Comparison

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



Report's Use:

→ **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.

65% showed meaningful growth

| School Name | Fall Median %ile | | Winter Median %ile | | End of year Median | | |
|---------------------------|------------------|-----------|--------------------|----------------|--------------------|----------------|--|
| | Predicted %ile | Goal %ile | Benchmark %ile | Predicted %ile | Goal %ile | Benchmark %ile | |
| Botsford Elementary | 26 | 39 | 39 | 28 | 40 | 40 | |
| Clarenceville Middle Sch. | 27 | 40 | 40 | 27 | 40 | 40 | |
| Clarenceville Sr High | 28 | 40 | 40 | 27 | 40 | 40 | |
| Grandview Elementary | 35 | 44 | 39 | 34 | 44 | 39 | |
| Average | 29.00 | 40.75 | 39.50 | 29.00 | 40.75 | 39.50 | |

■ 0-19.99 %ile
 ■ 20-29.99 %ile
 ■ 30-84.99 %ile
 ■ 85 %ile and Above
 n/a student assessed outside the screening window

How many of our students are at grade level expectations?

| Grade | aMath | aReading |
|-------|-------|----------|
| 9 | 30% | 35% |
| 10 | 31% | 50% |
| 11 | 34% | 48% |
| 12 | 35% | 50% |

% = students predicted to gain the benchmark by the end of the school year as determined by low risk or Success Pathway.

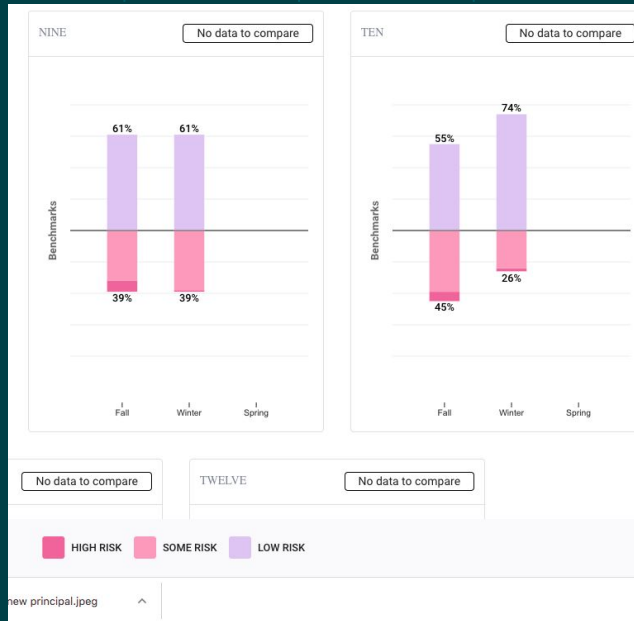
How well are our students growing?

| Grade | aMath | aReading |
|-------|-------|----------|
| 9 | 60% | 59% |
| 10 | 60% | 59% |
| 11 | 59% | 60% |
| 12 | 59% | 59% |

% = Students that demonstrated significant growth as determined by typical or aggressive growth.



mySAEBRS - student input



SAEBRS - teacher input



SAEBRs vs mySAEBRS Impact Report

| Numbers are % of people completing the assessment. | | Impact Report | | | Impact Report | | |
|--|--------|---------------|-----------|-----------|---------------|-----------|-----------|
| | | Student | | | Teacher | | |
| | | MySAEBRS | | | SAEBRS | | |
| | | Low Risk | Some Risk | High Risk | Low Risk | Some Risk | High Risk |
| 9th | Fall | 61 | 31 | 8 | 79 | 18 | 3 |
| | Winter | 60 | 38 | 2 | 65 | 31 | 4 |
| | Change | -1 | 7 | -6 | -14 | 13 | 1 |
| 10th | Fall | 54 | 38 | 8 | 75 | 19 | 6 |
| | Winter | 74 | 24 | 2 | 75 | 23 | 2 |
| | Change | 20 | -14 | -6 | 0 | 4 | -4 |
| 11th | Fall | 72 | 27 | 1 | 73 | 25 | 2 |
| | Winter | 77 | 20 | 3 | 73 | 24 | 3 |
| | Change | 5 | -7 | 2 | 0 | -1 | 1 |
| 12th | Fall | 70 | 28 | 2 | 83 | 15 | 2 |
| | Winter | 67 | 30 | 3 | 82 | 16 | 2 |
| | Change | -3 | 2 | 1 | -1 | 1 | 0 |

Virtual vs Face-to-Face

Due to the rising numbers of Covid positive cases at the high school, parents and students were not comfortable sending their students to the building for testing. Only eight students out of 113 attended. Those students demonstrated growth.



Points of Pride

- ★ All grades demonstrated growth in Math and Reading, except grade 10.
- ★ African American students demonstrated significant growth in AutoReading at all grade levels as well as Math Automaticity in grades 9-11.
- ★ 9th grade students demonstrated growth in aMath and aReading, as a large % of students moved moving from the high risk/some risk category to the low risk and Success Pathway category.
- ★ Staff now has comparative data from Fall and Winter so they can make plans for intervention and we had great conversation about the data at our Professional Learning.



2nd Semester Focus

- Reading comprehension across all grade levels
- Using lexile scores to differentiate assignments in Newsela in all curriculum areas
- Building academic vocabulary
- Numbers & Operations - gateway for progression for more advanced math
- Embed basic math operations within lessons across all curriculum areas



The background is a dark teal color with a pattern of various financial symbols and numbers. Large, semi-transparent numbers like '6', '4', '7', '9', '1', '2', '3', '5', '8', and '0' are scattered across the page. Currency symbols including the dollar sign '\$', the yen sign '¥', the euro sign '€', and the pound sign '£' are also present. Some symbols are accompanied by small arrows pointing up or down, suggesting market trends. The overall aesthetic is clean and professional, typical of a business presentation.

Thank you!
Questions?!?