Academic Report for School Year 2021-2022

September 20, 2022

Madison Board of Education

Organization of Workshop:

- ❖ District Level Summary

- ❖ School Level Summary

- ❖ Questions/Comments

Participation Rate History
for ALL & High Needs Students by Building

		2018		2019		2021		2022	
		ALL Students	High Needs Students	ALL Students	High Needs Students	ALL Students	High Needs Students	ALL Students	High Needs Students
DHHS	CT SAT DAY	97.40%	86.5%	99.6%	97.6%	93%	72%	98.2%	97.8%
	NGSS (GR 11)			99.6%	97.6%	91.3%	83.3%	96.3%	97.3%
Polson	SBA-ELA	77.7%	77.50%	83.1%	89.3%	96.9%	93.8%	98.0%	96.0%
	SBA-MATH	77.4%	76.10%	82.7%	88.0%	96.4%	90.7%	98.0%	96.0%
	NGSS (GR 8)			74.5%	85.4%	94.1%	77.8%	97.4%	97.1%
Brown	SBA-ELA	93.2%	92.10%	93.3%	85.1%	98.4%	96.7%	99%	97.1%
	SBA-MATH	92.9%	92.10%	92.8%	85.1%	98.4%	96.7%	99%	97.1%
	NGSS (GR 5)			93.7%	91.9%	100.0%	100.0%	98.8%	94.1%
Ryerson	SBA-ELA	95.1%	76.5%	96.2%	91.7%	98.6%	94.4%	100%	100%
	SBA-MATH	95.1%	76.5%	96.2%	91.7%	98.6%	94.4%	100%	100%
Jeffrey	SBA-ELA	98.7%	100%	99.3%	100%	98.9%	100.0%	99%	100%
	SBA-MATH	98.7%	100%	99.3%	100%	98.9%	100.0%	99%	100%

LAS LINKS ACCOUNTABILITY INDEX SCORE HISTORY

39 Students - 100% participation - 28/39 from last administration

2e and 2f Accountability Indicators based on Percent of Target Achieved

2018-2019 Accountability Report Results

	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	69.70%	100%	34.9	50	69.70%	0.6
2f. Progress Toward English Proficiency - Oral	50.50%	100%	25.3	50	50.50%	52.10%

2019-2020 Accountability Report Results

	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	81.8%	100%	40.9	50	81.8%	60.40%
2f. Progress Toward English Proficiency - Oral	87.3%	100%	43.7	50	87.3%	57.60%

2020-2021 Accountability Result PREDICTIONS

	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	77.0%	100%	38.5	50	77.0%	TBD
2f. Progress Toward English Proficiency - Oral	64.4%	100%	32.2	50	64.4%	TBD

2021-2022 Accountability Result RESULTS

	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	68.2%	100%	34.1	50	68.2%	TBD
2f. Progress Toward English Proficiency - Oral	82.7%	100%	41.35	50	82.7%	TBD

Daniel Hand High School Results
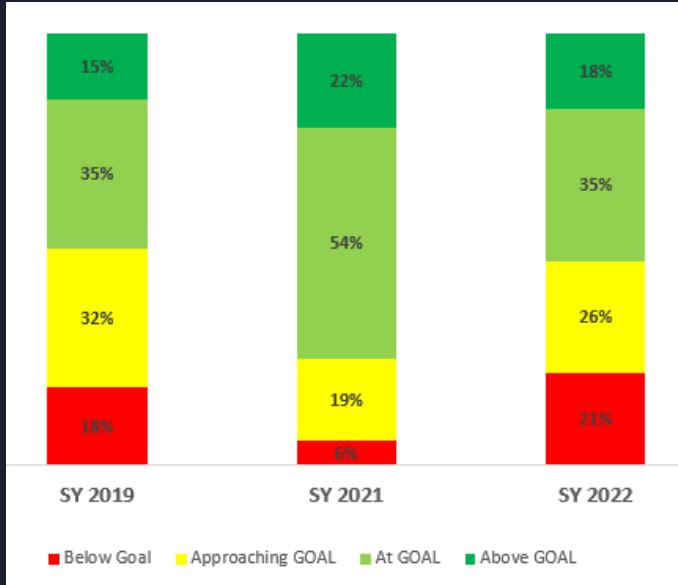
Daniel Hand High School

Grade 11

NGSS Summative Assessment

Results Comparison 2019-2021-2022

2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
50%	75%	53%

NGSS DRG B Ranking: SCIENCE Grade 11
by % of students at level 3 & 4

Spring 2022 Grade 11 DRG B NGSS % of Students at Level 3 & 4
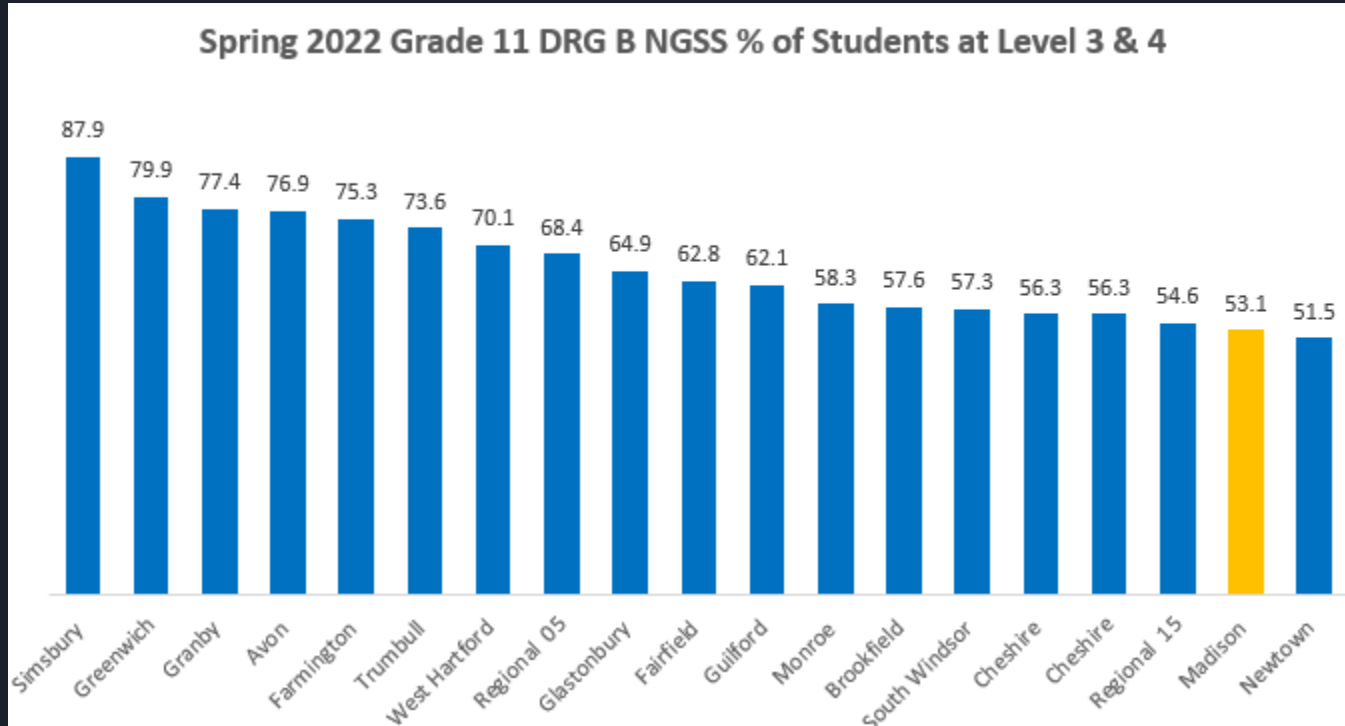
DANIEL HAND HIGH SCHOOL - NGSS

| Findings	Plan

<u>NGSS has 3 Bands</u>
● Earth/Space Science → 27% proficient
● Life Science → 30% proficient
● Physical Science → 29% proficient
 	
<u>Impact of remote learning</u>
● In 2019-2020, 4 of the 6 Biology courses, which are taken in freshman year, ended in trimester 3 and only experienced fully remote instruction.
 	
<u>Time on test</u>
● Average length of time decreased
  ○ 2021 → 63 minutes
  ○ 2022 → 54 minutes
	● Incorporate Earth Science concepts in Biology courses
	
	● Interim Assessment Block
	  ○ Each science course will administer at least one IAB
	
	● Encourage students to maximize time allotted to complete the NGSS assessment
	
	● Revisit test administration
	  ○ In 2021 only juniors were in the building to take the assessment
	  ○ Discuss change in test location
	
	● Discuss ways to recognize/celebrate student performance

215 students in the Class of 2023

Daniel Hand High School   Grades 11-12

2018-2022 AP Exam Participation & Score Detail
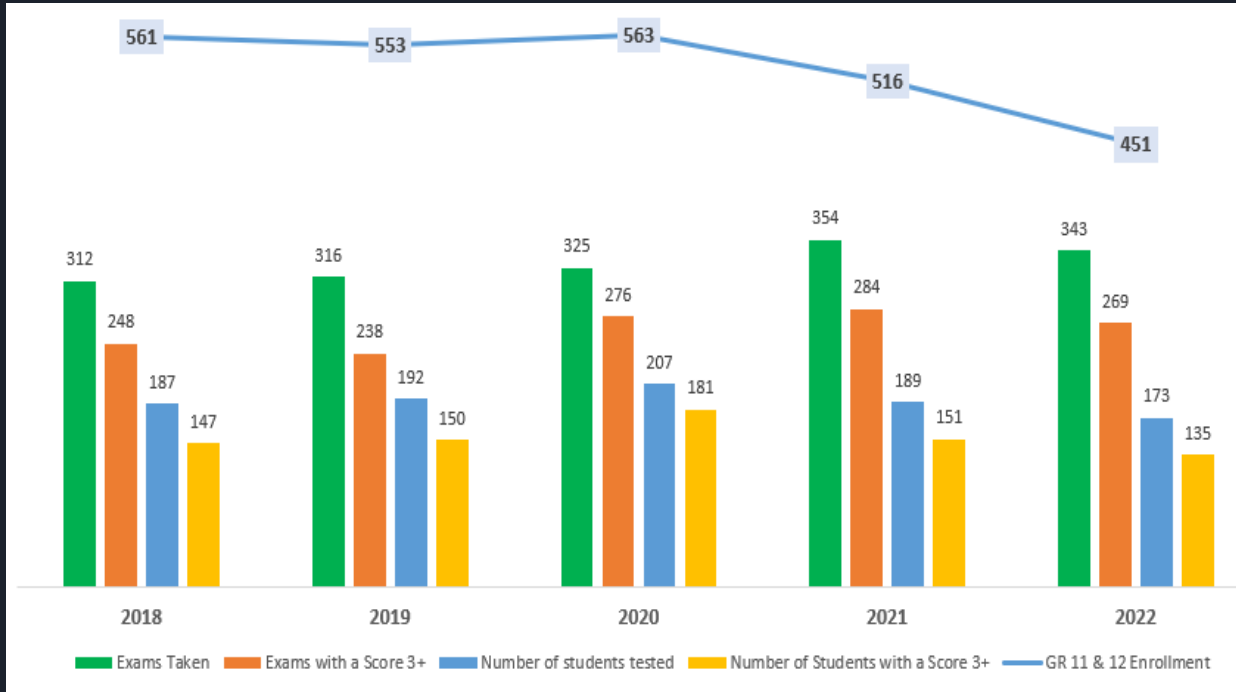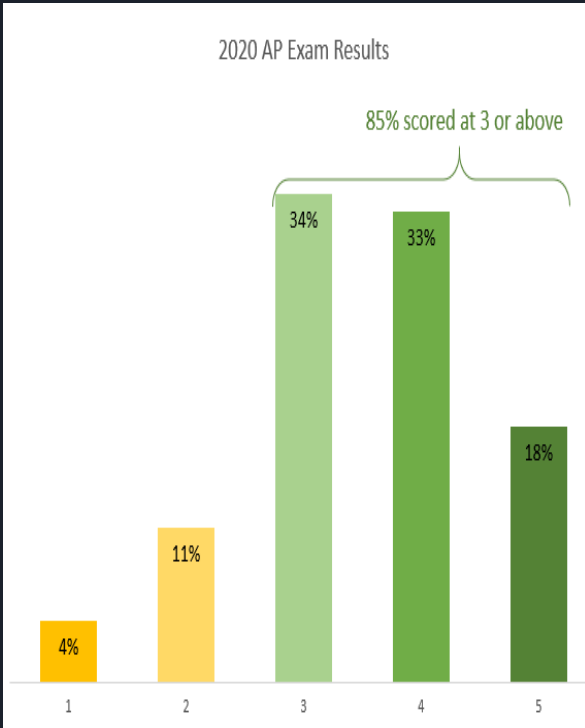

ANALYSIS
DHHS AP goals moving forward
- ❖ Encourage increase student participation in AP classes and testing
- ❖ Phase II of AP Test Preparation
- ❖ AP Classroom-encourage use of materials in Phase II plan

TRENDS in AP SCORES

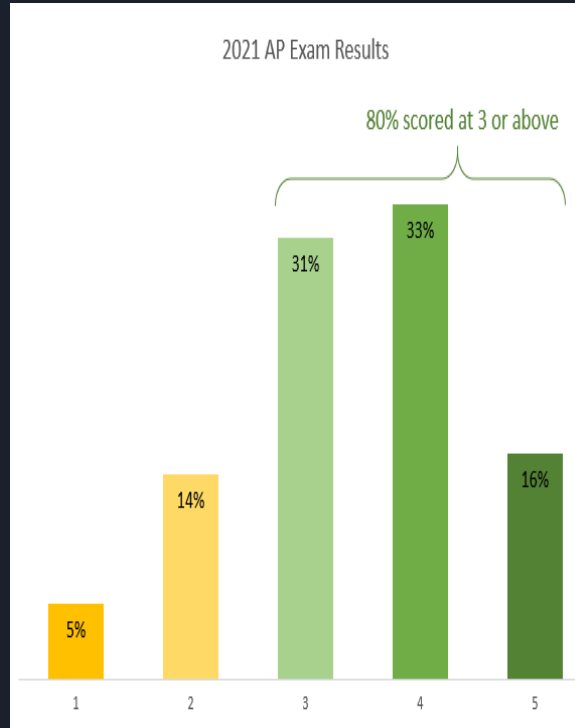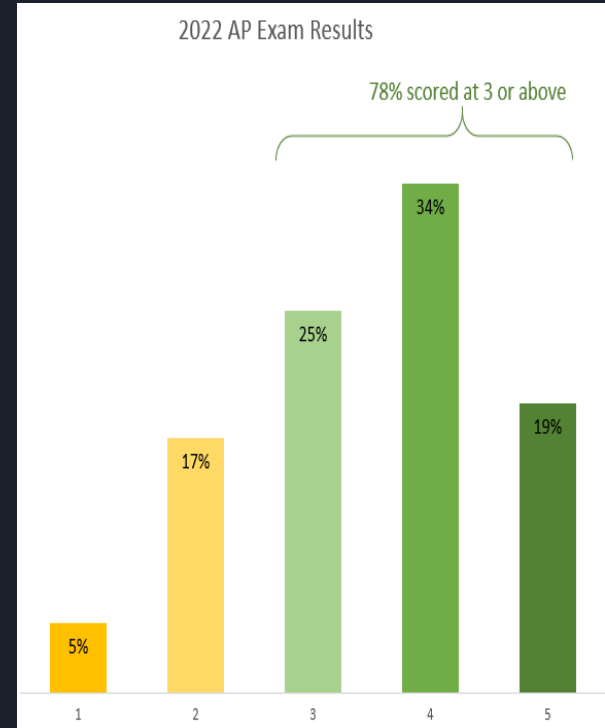2020 AP Exam Results — 85% scored at 3 or above
1: 4%, 2: 11%, 3: 34%, 4: 33%, 5: 18%

2021 AP Exam Results — 80% scored at 3 or above
1: 5%, 2: 14%, 3: 31%, 4: 33%, 5: 16%

2022 AP Exam Results — 78% scored at 3 or above
1: 5%, 2: 17%, 3: 25%, 4: 34%, 5: 19%

CT SAT DAY DRG B Ranking: English Language Arts
by district average score

DRG B SAT ELA District Average Score

District	Score
Simsbury	577
Regional 05	576
Avon	576
Farmington	573
Greenwich	570
Guilford	565
Glastonbury	563
Fairfield	562
Cheshire	553
Madison	553
Regional 15	550
West Hartford	549
Monroe	548
Granby	547
Trumbull	546
South Windsor	541
Brookfield	539
Newtown	539
New Fairfield	513
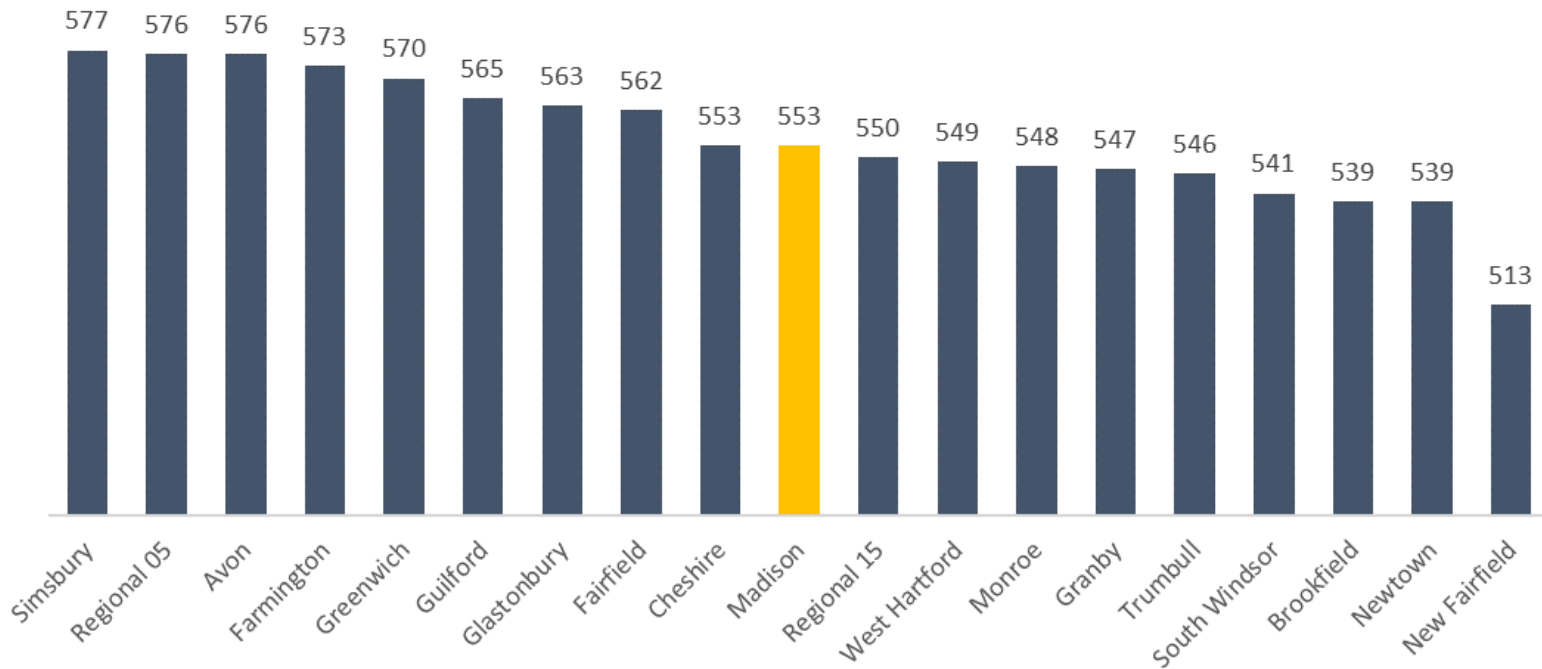
Spring 2019-2021-2022 CT SAT Day
English Language Arts
Average Score Comparison for Madison, DRG B and the State of CT
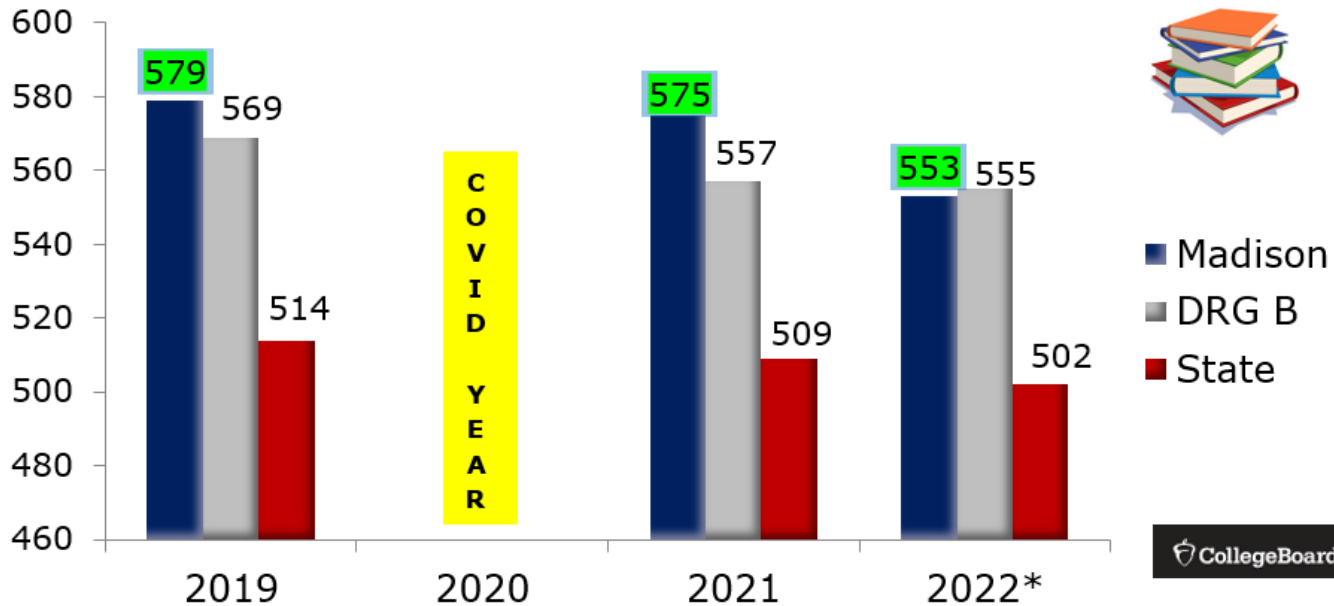
- 2019 Data from Scores reported in CSDE EdSight-Public site
- 2021 results are from CSDE district data file disaggregated into 3 different learning models. Not all test takers scores represented, as State suppressed student scores for learning models with less than 20 students.
- 2022 Data from Scores reported in CSDE EdSight public website*

CT SAT DAY DRG B Ranking: Mathematics
by % of students at level 3 & 4

DRG B SAT Math % of Students at Level 3 & 4

School	%
Avon	66.5
Regional 05	66.4
Simsbury	66.2
Glastonbury	65.1
Madison	64.7
Greenwich	62.5
Trumbull	62.3
Guilford	60.6
Regional 15	60.6
Farmington	60.3
Fairfield	59.4
Newtown	57.7
West Hartford	57.2
South Windsor	56.3
Cheshire	53
Monroe	51.9
Brookfield	50
Granby	45.5
New Fairfield	42.3

Spring 2019-2021-2022 CT SAT Day Mathematics
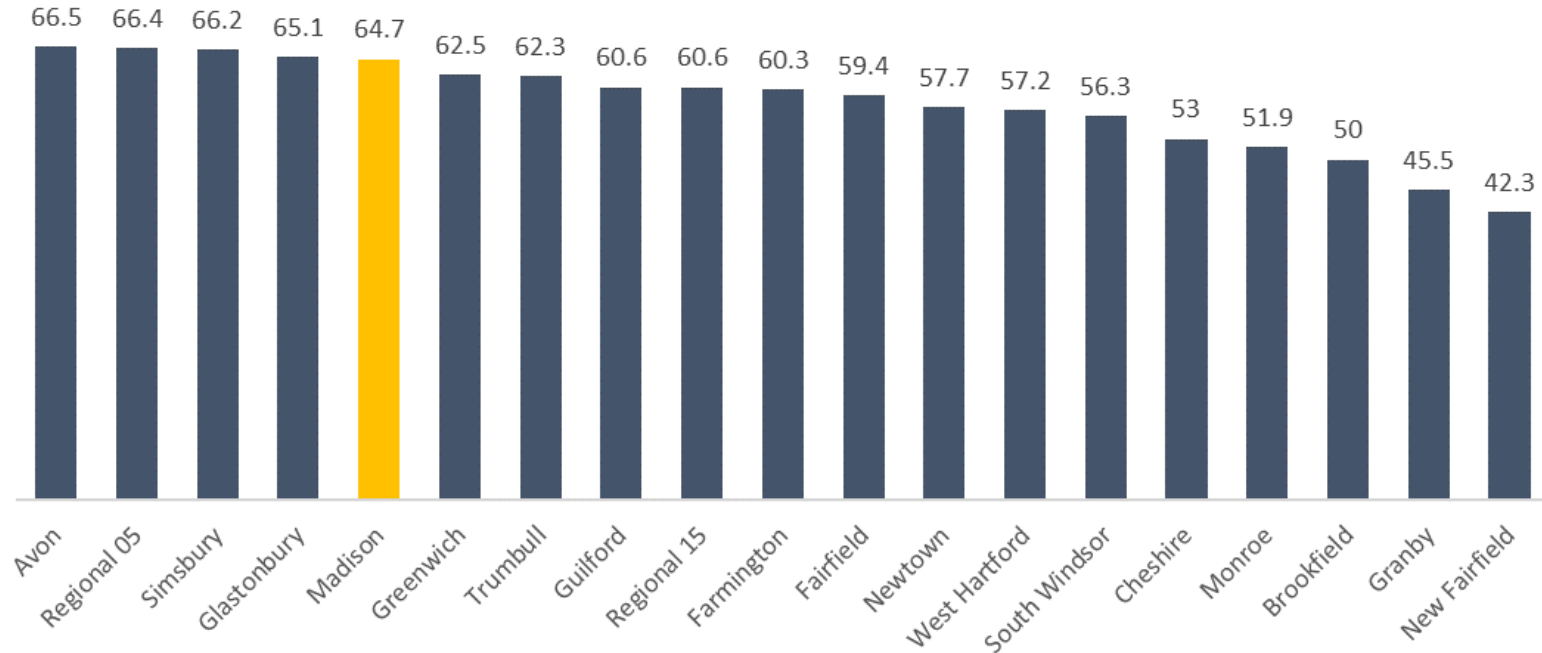**Average Score Comparison for Madison, DRG B and the State of CT**

- 2019 Data from Scores reported in CSDE EdSight-public website
- 2021 results are from CSDE district data file disaggregated into 3 different learning models. Not all test takers scores represented, as State suppressed student scores for learning models with less than 20 students.
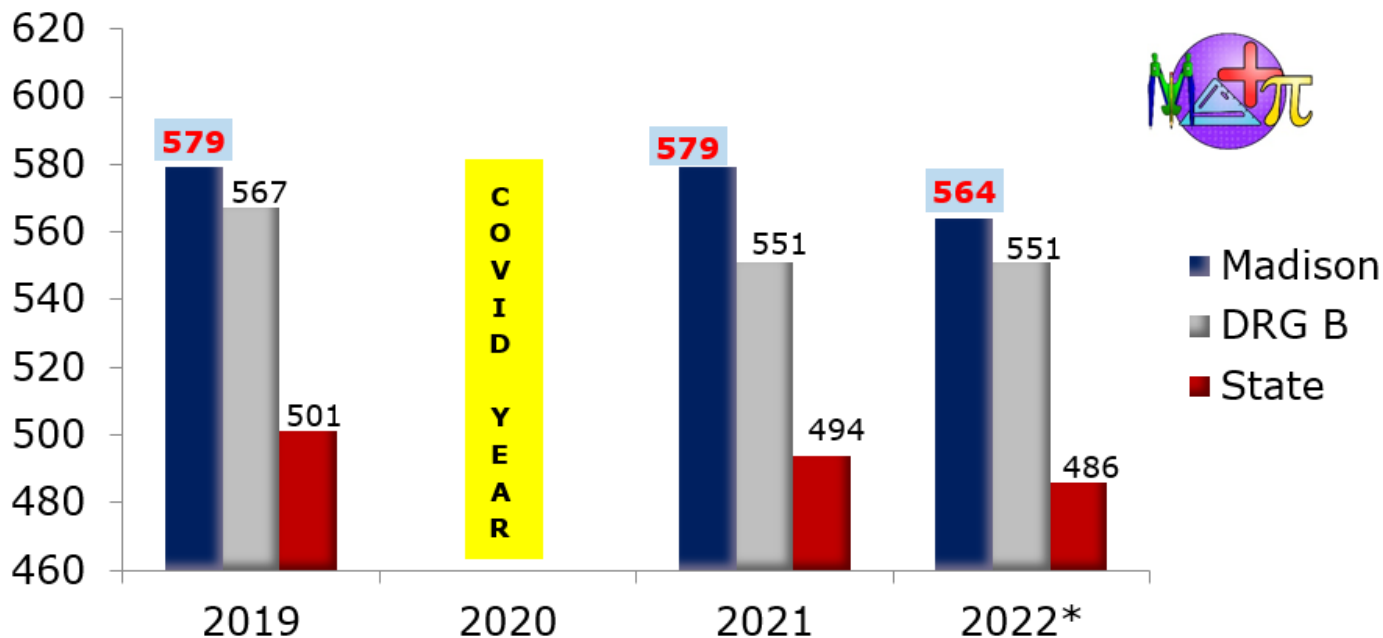- 2022 Data from Scores reported in EdSight-public website*

Daniel Hand High School
215 students in the Class of 2023

SAT ELA Targeted Areas for Growth	SAT MATH Targeted Areas for Growth
Priority focus for English Language Arts and Mathematics in grades 9, 10, and 11 Test-taking strategies & test question exposure	
English Language Arts-priority foci will be on strategies for sustained reading passages, as well as content-specific instruction in regards to the Words in Context SAT strand.	Mathematics-core math courses (Algebra I, Geometry, and Algebra II) and Precalculus courses will incorporate practice and instruction to increase familiarity with SAT-style questions, demonstrate multiple approaches to problems, and provide access to spiraled content.

Summer 2022 Projects	School Year 2022-23 Initiatives
• Math and English coordinators created resources for the start of the 2022-2023 school year. • Math and English coordinators gathered materials from various questions examples from the SAT, PSAT NMSQT/PSAT 10, and PSAT 8/9.	• English and Mathematics Program Coordinators will work with their respective instructional coaches to create materials for grades 9-11. • Teachers will provide weekly SAT prompts/ questions to students The focus is on content, as well as test taking strategies and SAT question exposure. • Teachers, instructional coaches, and program coordinators will develop materials in professional learning communities and during department meeting time. • Teachers will use collaborative/PLC time to discuss instructional approaches, share student data, and examine trends with regard to content that is more difficult for students.

District Smarter Balanced Results

SY 2022

Overall Performance on SBA by Subject & Grade - *Percentage at Level 3 or Above*

English Language Arts

	2018-2019	2020-2021	2021-2022*	Growth Between 21 & 22
Grade 3	82%	70%	78%	+8%
Grade 4	74%	78%	75%	-3%
Grade 5	69%	75%	83%	+8%
Grade 6	70%	70%	75%	+5%
Grade 7	66%	70%	71%	+1%
Grade 8	55%	77%	62%	-15%

Mathematics

	2018-2019	2020-2021	2021-2022*	Growth Between 21 & 22
Grade 3	84%	68%	79%	+11%
Grade 4	74%	72%	68%	-4%
Grade 5	61%	61%	71%	+10%
Grade 6	64%	70%	81%	+11%
Grade 7	68%	72%	71%	-1%
Grade 8	52%	72%	62%	-10%

SBA by Subject & Grade - *Percentage at Level 3 or Above: Last typical administration*

English Language Arts

	2018-2019	2020-2021	2021-2022*	Growth Between 19 to 22
Grade 3	82%	70%	78%	-4%
Grade 4	74%	78%	75%	+1%
Grade 5	69%	75%	83%	+14%
Grade 6	70%	70%	75%	+5%
Grade 7	66%	70%	71%	+5%
Grade 8	55%	77%	62%	+7%

Mathematics

	2018-2019	2020-2021	2021-2022*	Growth Between 19 to 22
Grade 3	84%	68%	79%	-5%
Grade 4	74%	72%	68%	-6%
Grade 5	61%	61%	71%	+10%
Grade 6	64%	70%	81%	+17%
Grade 7	68%	72%	71%	+3%
Grade 8	52%	72%	62%	+10%

ALL GRADES COMBINED - Spring 2022 SBA ELA (3-8) DRG B District Average Students at or above GOAL
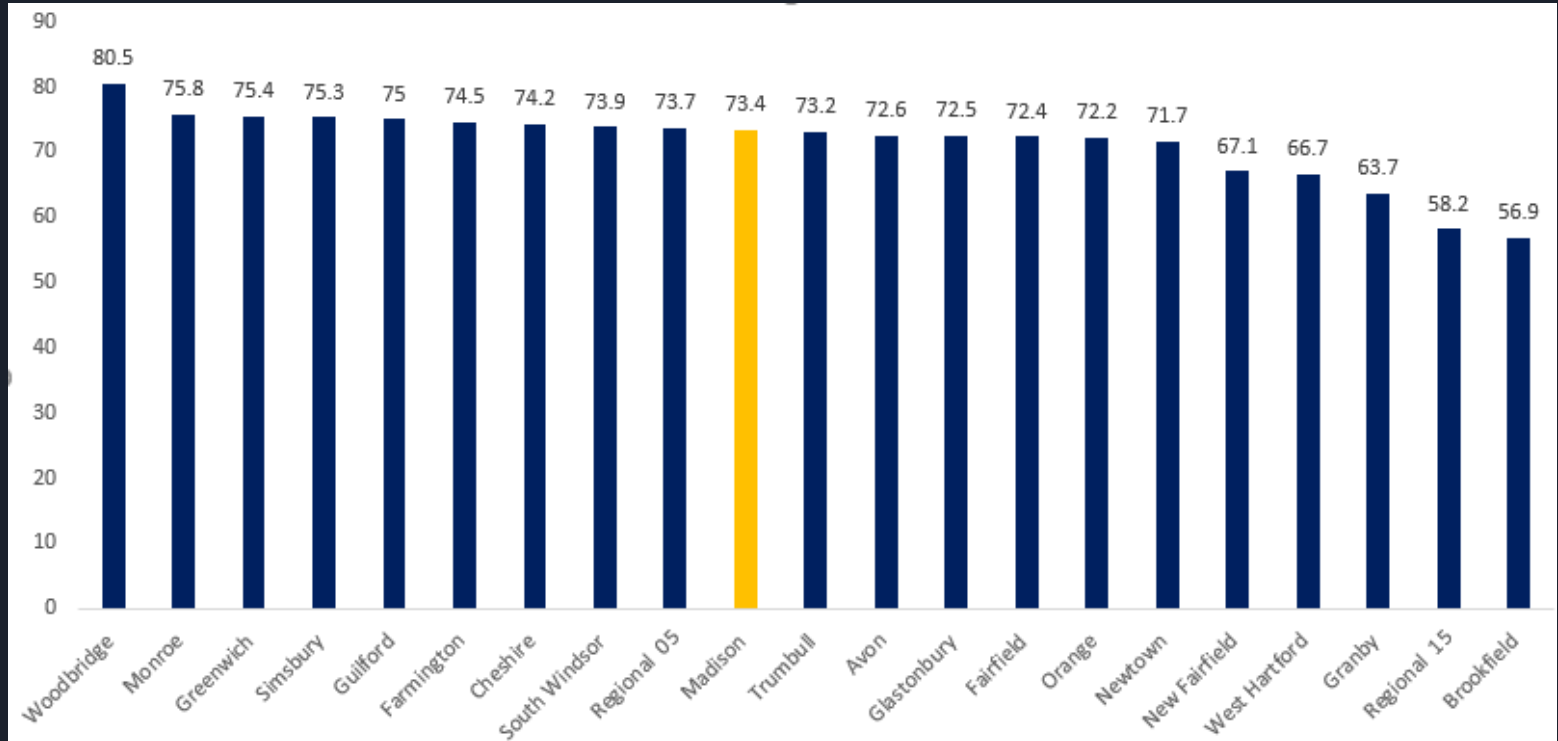
Spring 2022 SBA **English Language Arts** Vertical Scores Averages
Madison, DRG B & State of CT
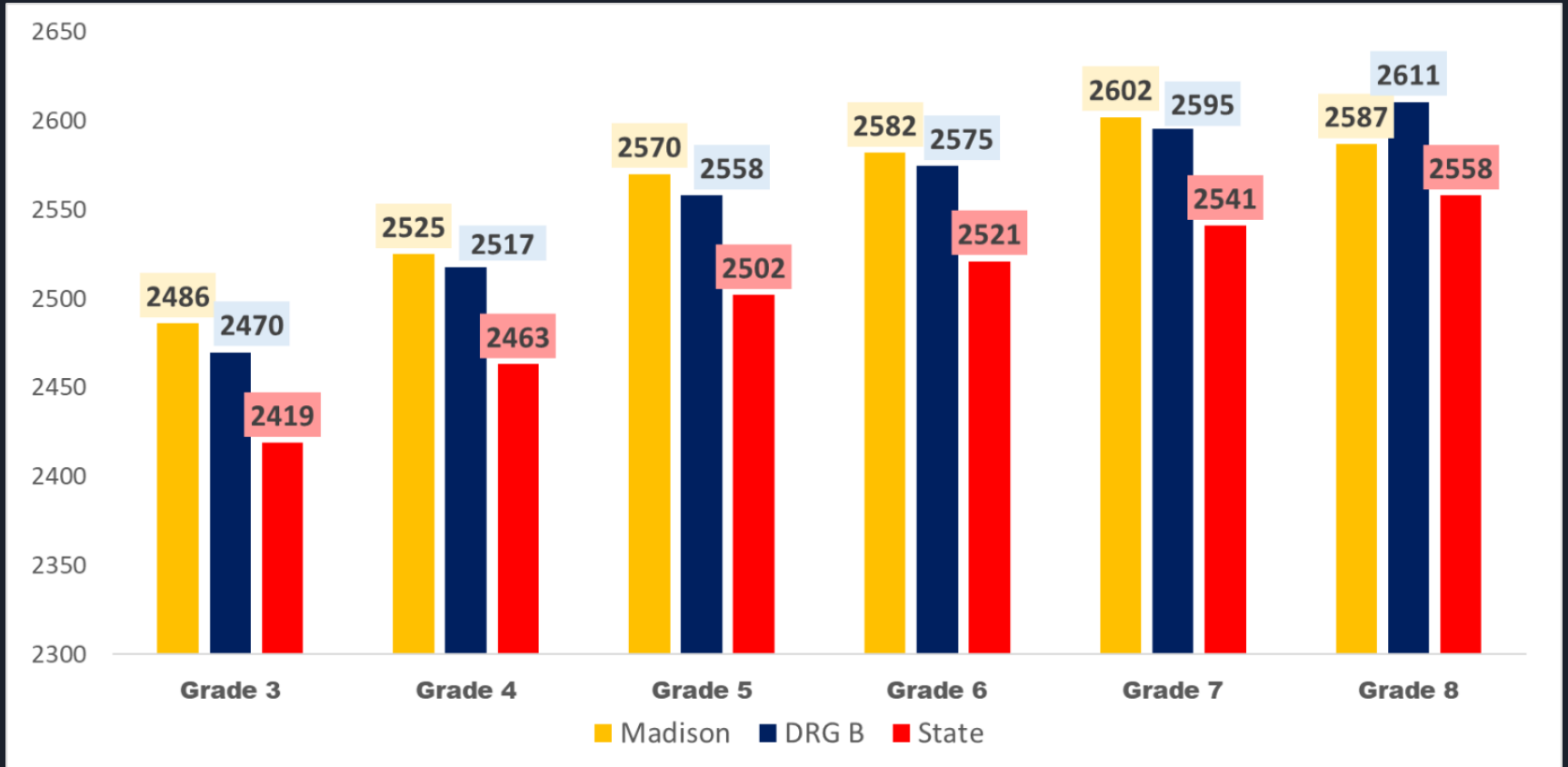
ALL GRADES COMBINED - Spring 2022 SBA MATH (3-8) DRG B District Average

Spring 2022 SBA **Mathematics** Vertical Scores Averages
Madison, DRG B & State of CT

Overall District Performance on SBA by Cohort

English Language Arts

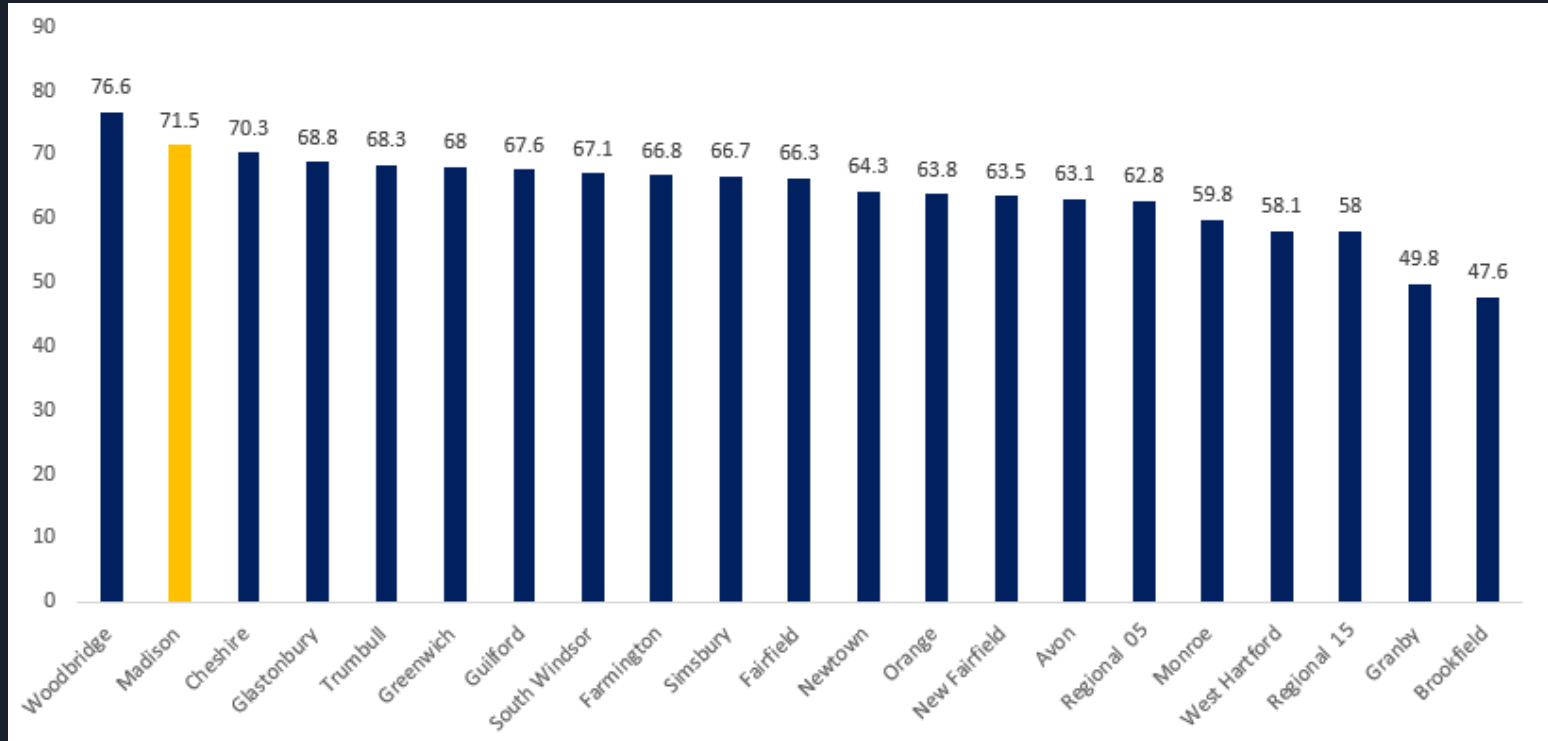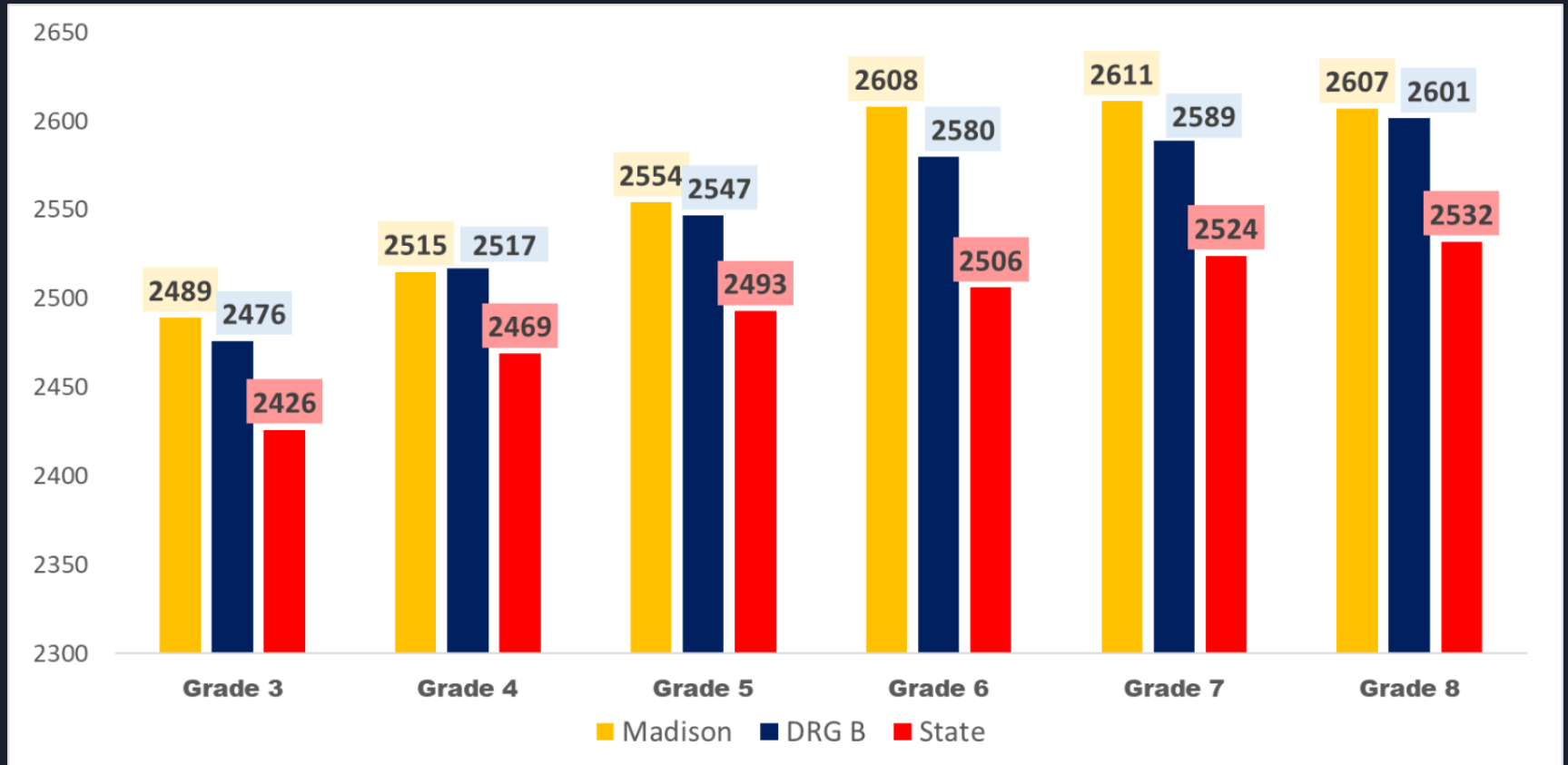|	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22
3	77%	83%	69%	63%	82%	70%	78%
4	81%	81%	79%	72%	74%	78%	75%
5	75%	72%	77%	72%	69%	75%	83%
6	74%	68%	65%	68%	70%	70%	75%
7	80%	63%	65%	61%	66%	70%	71%
8	71%	66%	50%	58%	55%	77%	62%
All	75%	71%	67%	66%	69%	73%	74%

Mathematics

	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22
3	77%	86%	76%	68%	84%	68%	79%
4	80%	75%	80%	73%	74%	72%	68%
5	57%	64%	66%	69%	61%	61%	71%
6	43%	45%	45%	57%	64%	70%	81%
7	62%	58%	62%	62%	68%	72%	71%
8	61%	60%	50%	62%	52%	72%	62%
All	76%	63%	63%	65%	67%	70%	71%

*2020-2021 - scores not public

Polson Middle School
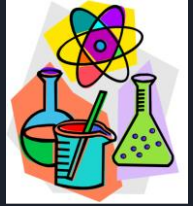
Grade 8

NGSS Summative Assessment

Results Comparison 2019-2021-2022
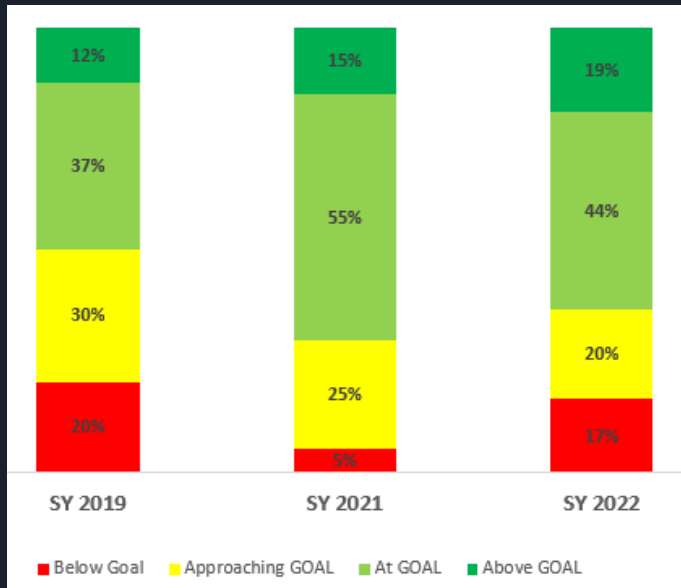
2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
50%	70%	63%

NGSS DRG B Ranking: SCIENCE Grade 8
by % of students at level 3 & 4

Spring 2022 Grade 8 DRG B NGSS % of Students at Level 3 & 4
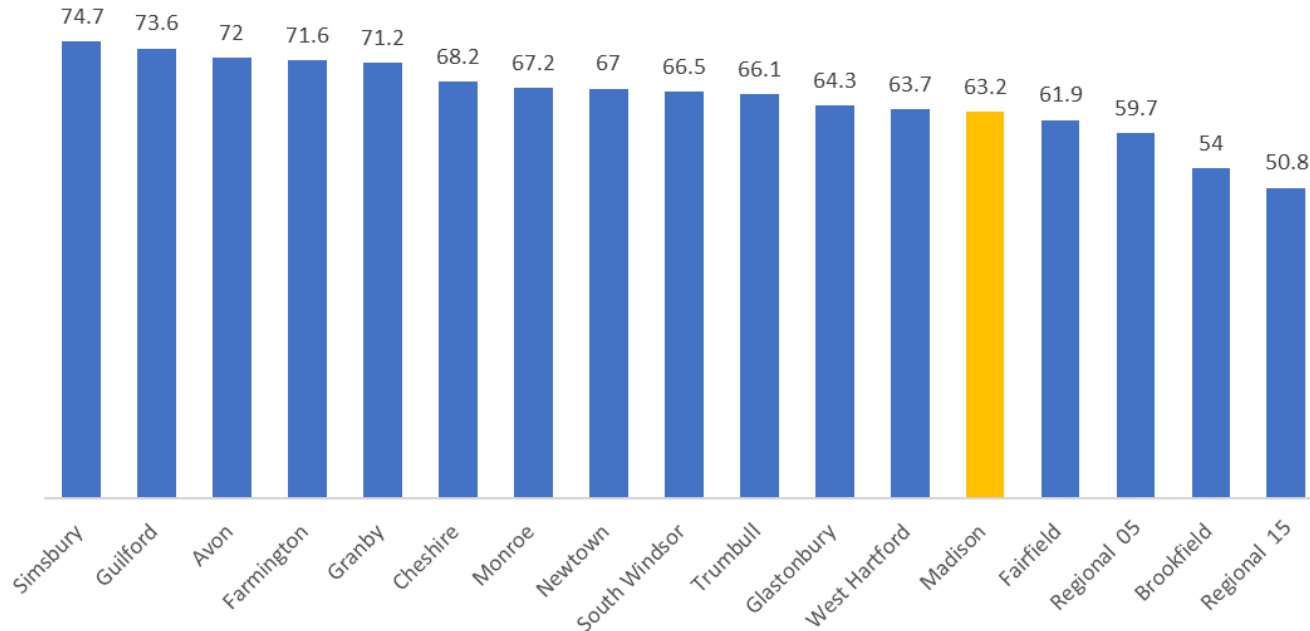
District	%
Simsbury	74.7
Guilford	73.6
Avon	72
Farmington	71.6
Granby	71.2
Cheshire	68.2
Monroe	67.2
Newtown	67
South Windsor	66.5
Trumbull	66.1
Glastonbury	64.3
West Hartford	63.7
Madison	63.2
Fairfield	61.9
Regional 05	59.7
Brookfield	54
Regional 15	50.8

Polson Middle School

Grades 6-8 Performance Distribution
for 2019-2021-2022 Administration's SBA **ELA** Assessment
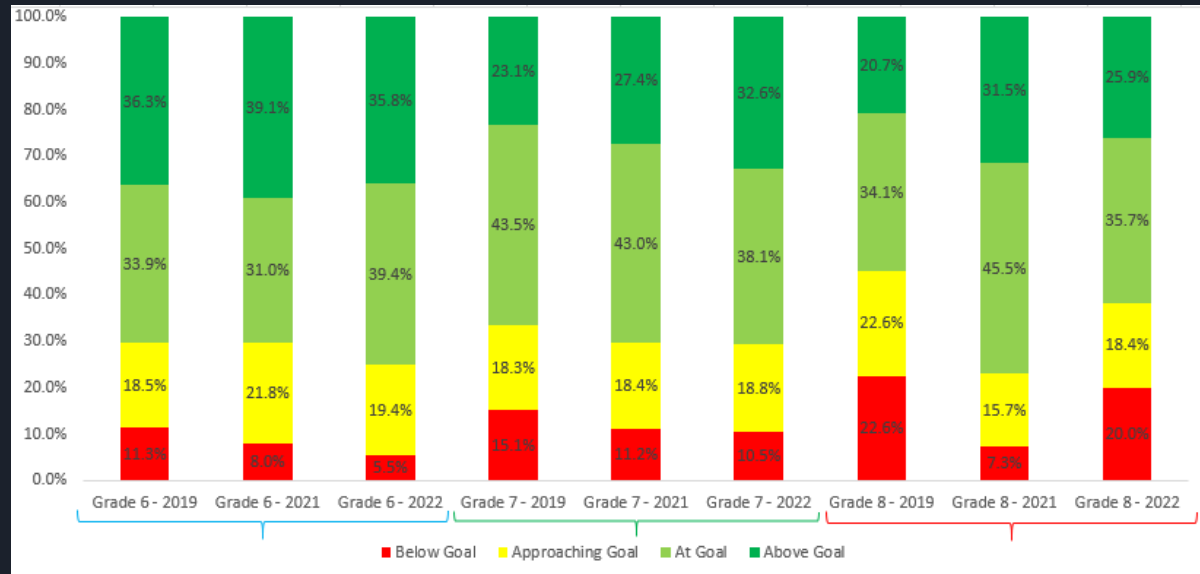
	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 6	70%	70%	75%
Grade 7	67%	70%	71%
Grade 8	55%	77%	62%

Polson Middle School

Grades 6-8 Performance Distribution
for 2019-2021-2022 Administration's SBA **MATH** Assessment

WPMS
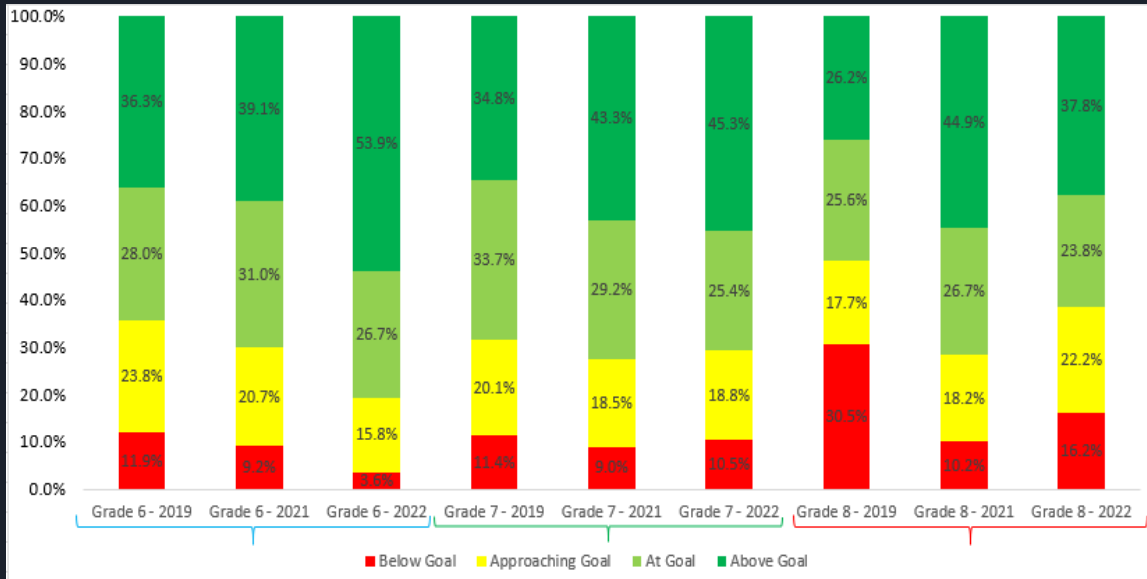
	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 6	64%	70%	81%
Grade 7	69%	72%	71%
Grade 8	52%	72%	62%

Chart: Grades 6-8 Performance Distribution (Below Goal, Approaching Goal, At Goal, Above Goal)

Grade 6 - 2019: 11.9%, 23.8%, 28.0%, 36.3%
Grade 6 - 2021: 9.2%, 20.7%, 31.0%, 39.1%
Grade 6 - 2022: 3.6%, 15.8%, 26.7%, 53.9%
Grade 7 - 2019: 11.4%, 20.1%, 33.7%, 34.8%
Grade 7 - 2021: 9.0%, 18.5%, 29.2%, 43.3%
Grade 7 - 2022: 10.5%, 18.8%, 25.4%, 45.3%
Grade 8 - 2019: 30.5%, 17.7%, 25.6%, 26.2%
Grade 8 - 2021: 10.2%, 18.2%, 26.7%, 44.9%
Grade 8 - 2022: 16.2%, 22.2%, 23.8%, 37.8%

Polson Middle School   Grades 6-8

Madison Public Schools *Smarter Balanced Growth*	Average GROWTH Percent of Students that Reached or Exceeded their Growth Target for ALL Students BY GRADE LEVEL											
	2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	2020-21 MATH*	2021-22 MATH
Grade 6	39.3%	32.3%	31.4%	42.4%	52.3%	51.0%	22.5%	14.6%	26.8%	36.1%	60.0%	80.3%
Grade 7	35.2%	25.9%	28.7%	36.3%	41.8%	41.6%	59.2%	66.1%	71.2%	58.4%	62.2%	49.7%
Grade 8	29.7%	27.0%	35.6%	23.3%	49.7%	31.0%	45.6%	36.7%	43.8%	32.9%	44.3%	38.5%

*State set estimated SBA scale scores for the spring 2020 year based on prior state assessment scores, attendance, behavior, mobility, special education status, retention and demographic data. Target scores were set based on the predicted spring 2020 scale scores. CSDE maintains these estimates include a measure of uncertainty and should not be used to support any high-stakes decisions.

Polson Middle School   Grades 6-8

		Average Percentage of Target Achieved for Students with High Needs BY BUILDING											
		2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	District Calculated Prediction 2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	District Calculated Prediction 2020-21 MATH*	2021-22 MATH
POLSON	Grade 6					59.1% (does not count)	41.1%					61.2% (does not count)	46.7%
	Grade 7	36.6%	36.8%	38.1%	46.9%			50.8%	51.6%	73.0%	52.1%		
	Grade 8												
Indicates below State 10% threshold score		Two consecutive years of continued growth needed to exit FOCUS School Status 2019-2020- COVID 19 Pandemic- No State Testing Conducted 2020-2021 – Hybrid School Year, State testing conducted, Target Scores set based on the predicted spring 2020 scale scores, Results not published by State and Accountability Index paused this school year											

What do the results indicate in ELA?

	Listening	Reading	Writing and Research/Inquiry
Grade 6	Above- 23% Approaching- 74% Below- 3%	Above- 45% Approaching- 47% Below- 8%	Above- 44% Approaching- 47% Below- 8%
Grade 7	Above- 33% Approaching- 62% Below- 5%	Above- 41% Approaching- 48% Below- 10%	Above- 39% Approaching- 46% Below- 15%
Grade 8	Above- 30% Approaching- 56% Below- 14%	Above- 36% Approaching- 45% Below- 19%	Above- 35% Approaching- 41% Below- 24%

ELA Priorities

Writing:

- Focus on organization/purpose, evidence/elaboration, and conventions through whole class and small group instruction

- Continue to support students in producing effective writing for a range of purpose and audiences through individual conferences and small groups

- Edit their writing to reflect appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message

- Increase integration of research/inquiry-based skills through social studies curriculum and collaborative learning between LA and SS

ELA Priorities

Reading:

- PLC's to review morphology, word study, and instructional strategies

- Emphasize use of figurative language and summarizing central ideas, key events, or procedures

- Professional development to assist teachers in leveraging IABs as a data source and instructional tool

- Professional development and coaching cycles related to small group instruction and differentiation

Polson Priorities

What do the results indicate in Math?

	Communicating Reasoning	Concepts and Procedures	Problem Solving/ Modeling & Data Analysis
Grade 6	Above- 42% Approaching- 47% Below- 11%	Above- 60% Approaching- 34% Below- 6%	Above- 55% Approaching- 39% Below- 7%
Grade 7	Above- 43% Approaching- 46% Below- 11%	Above- 54% Approaching- 31% Below- 15%	Above- 49% Approaching- 40% Below- 11%
Grade 8	Above- 30% Approaching- 55% Below- 15%	Above- 47% Approaching- 34% Below- 19%	Above- 41% Approaching- 38% Below- 21%

Math Priority

Communicating Reasoning:

- Provide opportunities for students to communicate their thinking orally, in writing, and using diagrams

- Emphasis on instructional strategies that include group/partner work

- Focused work on content, pacing, assessments and first time implementation for Grade 8 Algebra and Grade 7 Pre-Algebra

- Hold math PLCs to review student solutions to tasks and discuss instructional approaches

- Continue professional development on Illustrative Math within department meetings and through coaching cycles

Brown School

Dr. Brown Intermediate School

Grade 5

NGSS Summative Assessment

Results Comparison 2019-2021-2022

Grade 5 NGSS Performance Levels

SY 2019	SY 2021	SY 2022
24.6%	26.4%	22.2%
45.3%	46.5%	49.7%
22.9%	23.3%	20.4%
7.3%	3.8%	7.8%

■ Below Goal   ■ Approaching GOAL   ■ At GOAL   ■ Above GOAL
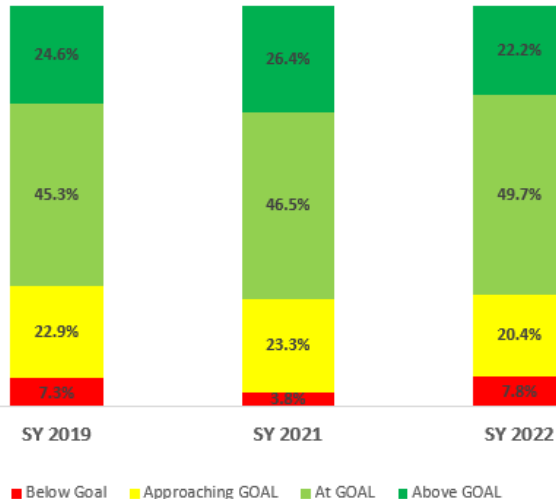
2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
70%	73%	72%

NGSS DRG B Ranking: SCIENCE Grade 5
by % of students at level 3 & 4
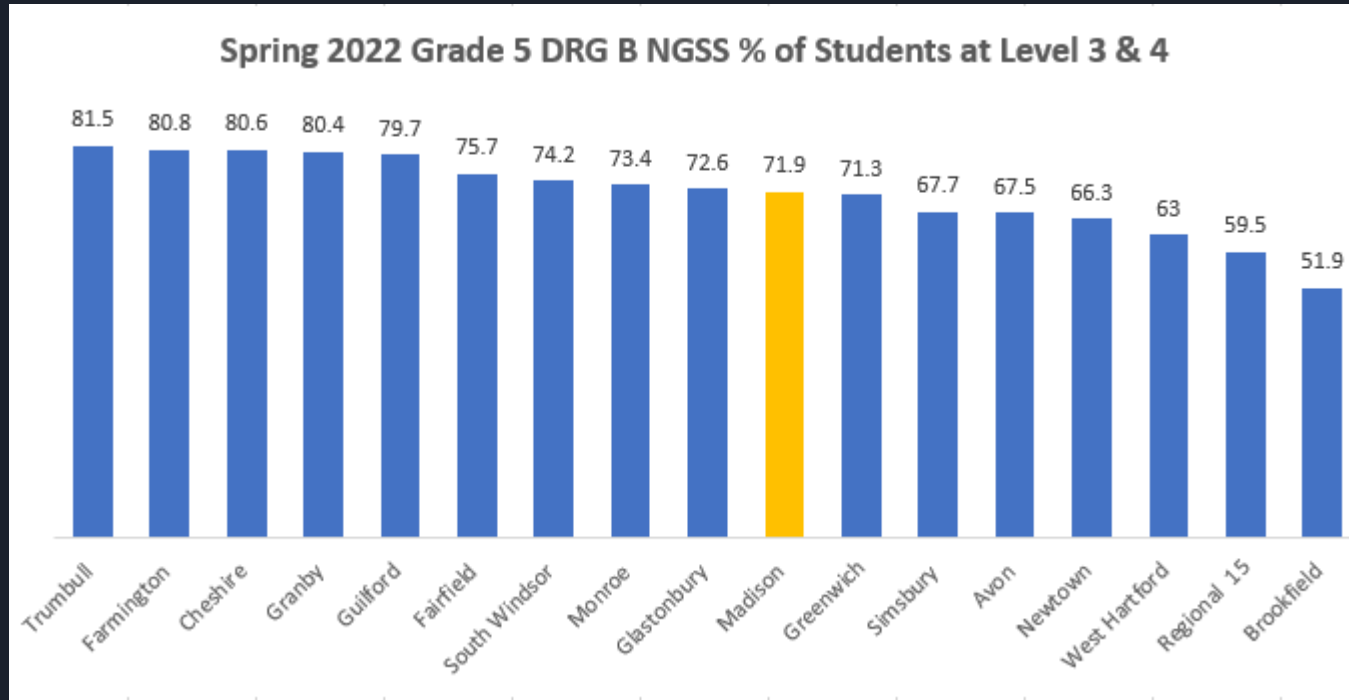
Spring 2022 Grade 5 DRG B NGSS % of Students at Level 3 & 4

School	%
Trumbull	81.5
Farmington	80.8
Cheshire	80.6
Granby	80.4
Guilford	79.7
Fairfield	75.7
South Windsor	74.2
Monroe	73.4
Glastonbury	72.6
Madison	71.9
Greenwich	71.3
Simsbury	67.7
Avon	67.5
Newtown	66.3
West Hartford	63
Regional 15	59.5
Brookfield	51.9

Dr. Brown Intermediate School

Grade 4 & Grade 5 Performance Distribution
Results Comparison 2019-2021-2022
SBA **ELA** Assessment
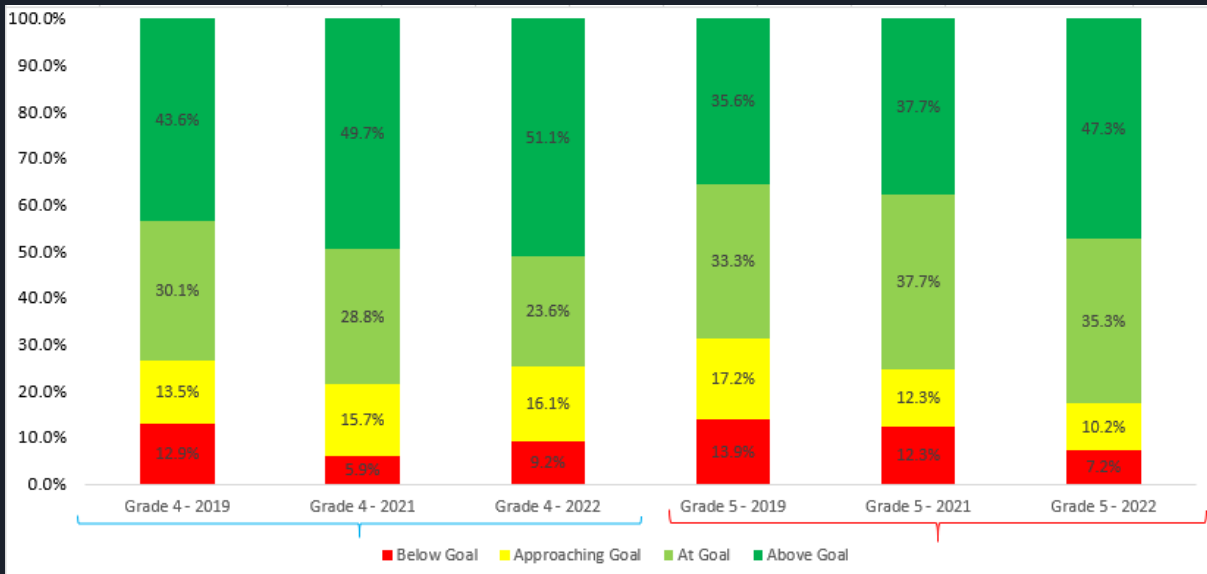
	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 4	**74%**	**78%**	**75%**
Grade 5	**69%**	**75%**	**83%**

Dr. Brown Intermediate School

Grade 4 & Grade 5 Performance Distribution
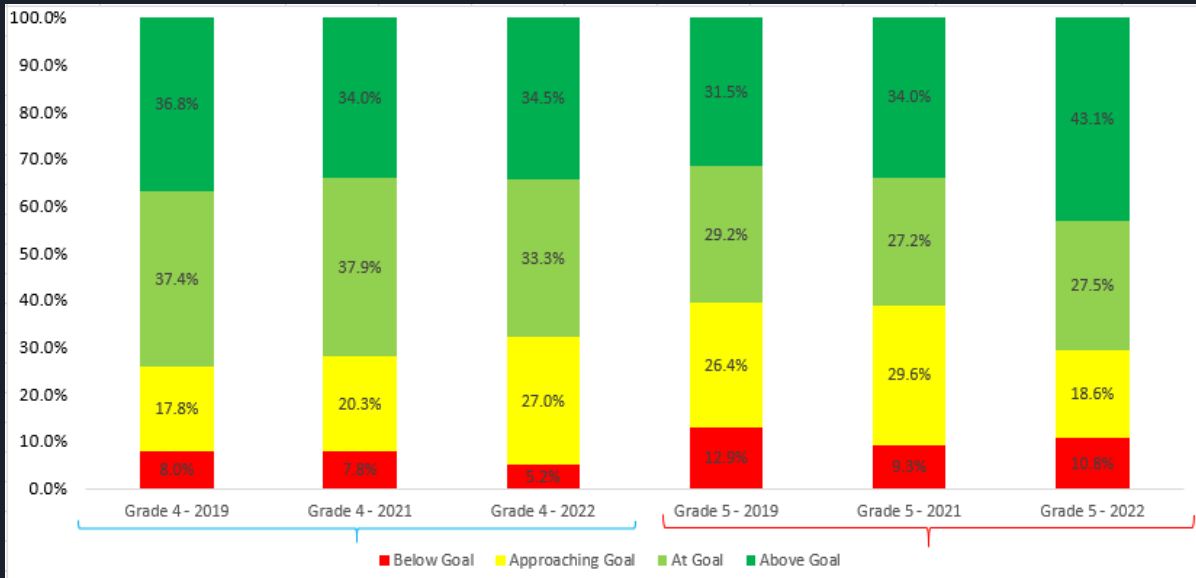### Results Comparison 2019-2021-2022
SBA **MATH** Assessment

	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 4	74%	72%	68%
Grade 5	61%	61%	71%

Chart data — Grade 4 - 2019: Above Goal 36.8%, At Goal 37.4%, Approaching Goal 17.8%, Below Goal 8.0%
Grade 4 - 2021: Above Goal 34.0%, At Goal 37.9%, Approaching Goal 20.3%, Below Goal 7.8%
Grade 4 - 2022: Above Goal 34.5%, At Goal 33.3%, Approaching Goal 27.0%, Below Goal 5.2%
Grade 5 - 2019: Above Goal 31.5%, At Goal 29.2%, Approaching Goal 26.4%, Below Goal 12.9%
Grade 5 - 2021: Above Goal 34.0%, At Goal 27.2%, Approaching Goal 29.6%, Below Goal 9.3%
Grade 5 - 2022: Above Goal 43.1%, At Goal 27.5%, Approaching Goal 18.6%, Below Goal 10.8%

Legend: Below Goal — Approaching Goal — At Goal — Above Goal

Brown School   Grades 4-5

Madison Public Schools *Smarter Balanced Growth*	Average GROWTH Percent of Students that Reached or Exceeded their Growth Target for ALL Students BY GRADE LEVEL											
	2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	2020-21 MATH*	2021-22 MATH
Grade 4	52.9%	49.1%	43.1%	56.7%	41.0%	51.3%	44.7%	55.5%	48.5%	58.7%	24.5%	50.6%
Grade 5	31.8%	33.5%	35.6%	35.5%	44.3%	55.6%	28.2%	39.1%	37.7%	37.6%	40.9%	54.9%

*State set estimated SBA scores for the spring 2020 year based on prior state assessment scores, Kindergarten Entrance Inventory (GR4 only), attendance, behavior, mobility, special education status, retention and demographic data. Target scores were set based on the predicted spring 2020 scale scores. CSDE maintains these estimates include a measure of uncertainty and should not be used to support any high-stakes decisions. The model used to predict Grade 4 has the highest degree of uncertainty, since no prior SBA score was factored in.

Brown School   Grades 4-5

		Average Percentage of Target Achieved for Students with High Needs BY BUILDING											
		2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	District Calculated Prediction 2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	District Calculated Prediction 2020-21 MATH	2021-22 MATH
BROWN	Grade 4					61.2% (does not count)	64.7%					54.1% (does not count)	62.7%
	Grade 5	48.9%	45.5%	40.0%	48.4%			36.4%	37.7%	46.2%	48.6%		
	Grade 6												
Indicates below State 10% threshold score	Two consecutive years of continued growth needed to exit FOCUS School Status 2019-2020- COVID 19 Pandemic- No State Testing Conducted 2020-2021 – Hybrid School Year, State testing conducted, Target Scores set based on the predicted spring 2020 scale scores, Results not published by State and Accountability Index paused this school year												

What do the results indicate in ELA?

	Listening	Reading	**Writing and Research/Inquiry**
Grade 4	Above- 36% Approaching- 60% Below- 3%	Above- 49% Approaching- 43% Below- 7%	Above- 45% Approaching- 43% Below- 13%
Grade 5	Above- 35% Approaching- 62% Below- 3%	Above- 48% Approaching- 44% Below- 8%	Above- 57% Approaching- 34% Below- 9%

What do the results indicate in Mathematics?

	Communicating Reasoning	Concepts and Procedures	Problem Solving/ Modeling/ Data Analysis
Grade 4	Above- 45% Approaching- 44% Below- 11%	Above- 49% Approaching- 32% Below- 18%	Above- 40% Approaching- 48% Below- 13%
Grade 5	Above- 40% Approaching- 47% Below- 13%	Above- 55% Approaching- 28% Below- 17%	Above- 37% Approaching- 51% Below- 11%

ELA Priorities

- ELA PLC's to review morphology, word study, and instructional strategies.
- Professional development to assist teachers leveraging IABs as a data source and instructional tool.
- Professional development and coaching cycles related to small group instruction and differentiation.

Math Priorities

- Math PLCs to review student problem solving tasks and discuss instructional approaches.
- Professional development and coaching to assist teachers in developing student perseverance when problem solving.
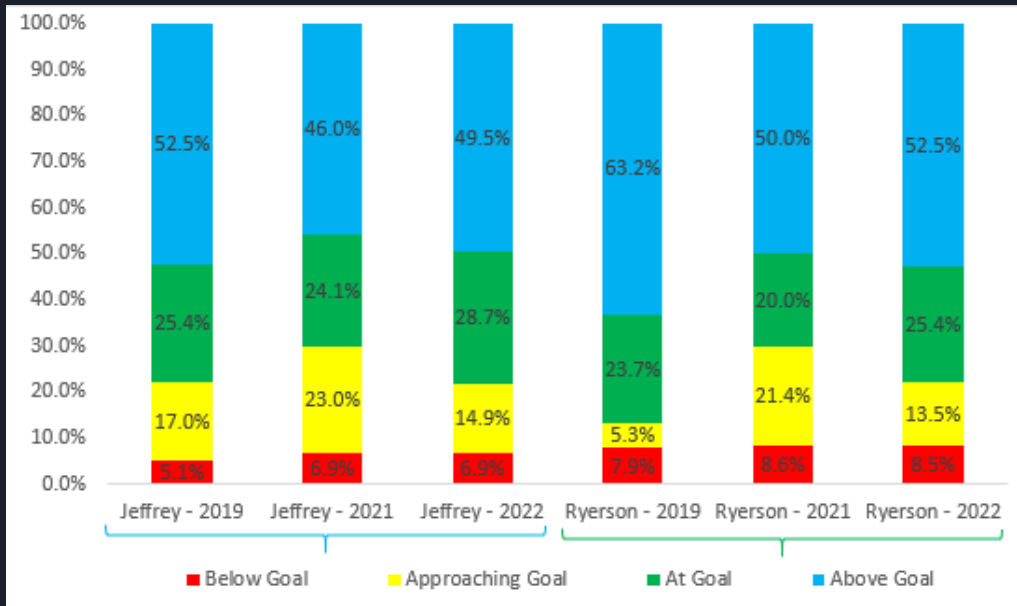- Continued development of curriculum resources related to problem solving.

Brown Priorities

Ryerson and Jeffrey Schools

Overall Grade 3 ELA

Summative Performance:

78% scored AT or ABOVE

PROFICIENT

Ryerson and Jeffrey Elementary Schools
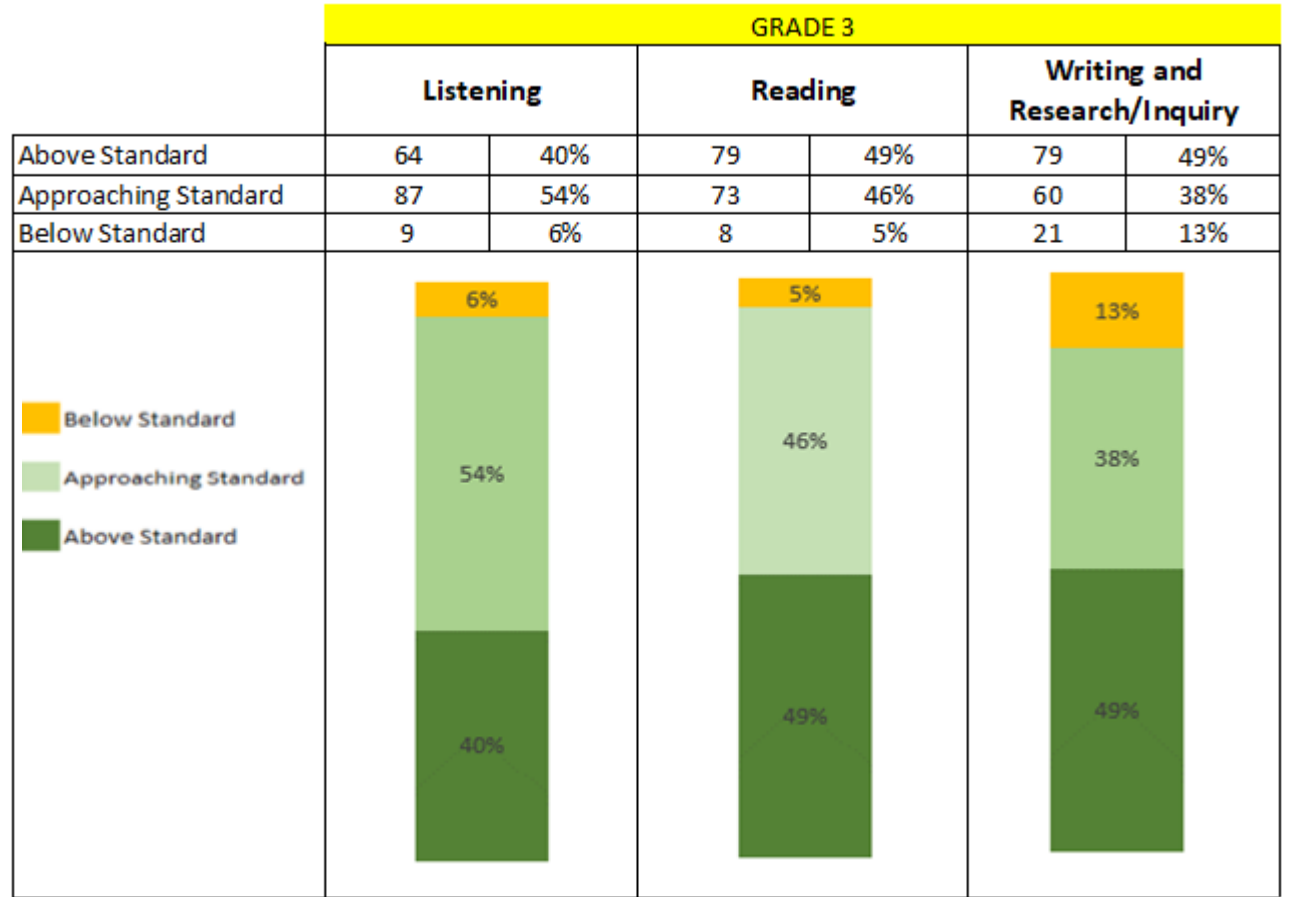
Grade 3 Performance Distribution
for 2019-2021-2022 Administration's SBA **ELA** Assessment

	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Jeffrey	**78.0%**	**70.0%**	**78.2%**
Ryerson	**86.8%**	**70.0%**	**78.0%**
District Grade 3 Average *(includes Island in 2019)*	**82%**	**70%**	**78%**

SBA ELA

Grade 3

	GRADE 3					
	Listening		Reading		Writing and Research/Inquiry	
Above Standard	64	40%	79	49%	79	49%
Approaching Standard	87	54%	73	46%	60	38%
Below Standard	9	6%	8	5%	21	13%

Legend:
- Below Standard
- Approaching Standard
- Above Standard

Listening: 6%, 54%, 40%
Reading: 5%, 46%, 49%
Writing and Research/Inquiry: 13%, 38%, 49%

|	**Listening**	**Reading**	**Writing and Research/Inquiry**
Jeffrey	Above- 41% Approaching- 54% Below- 5%	Above- 48% Approaching- 49% Below- 4%	Above- 50% Approaching- 36% Below- 14%
Ryerson	Above- 39% Approaching- 54% Below- 7%	Above- 53% Approaching- 41% Below- 7%	Above- 47% Approaching- 41% Below- 12%

Overall Grade 3 Math Summative Performance:

79% scored AT or ABOVE PROFICIENT
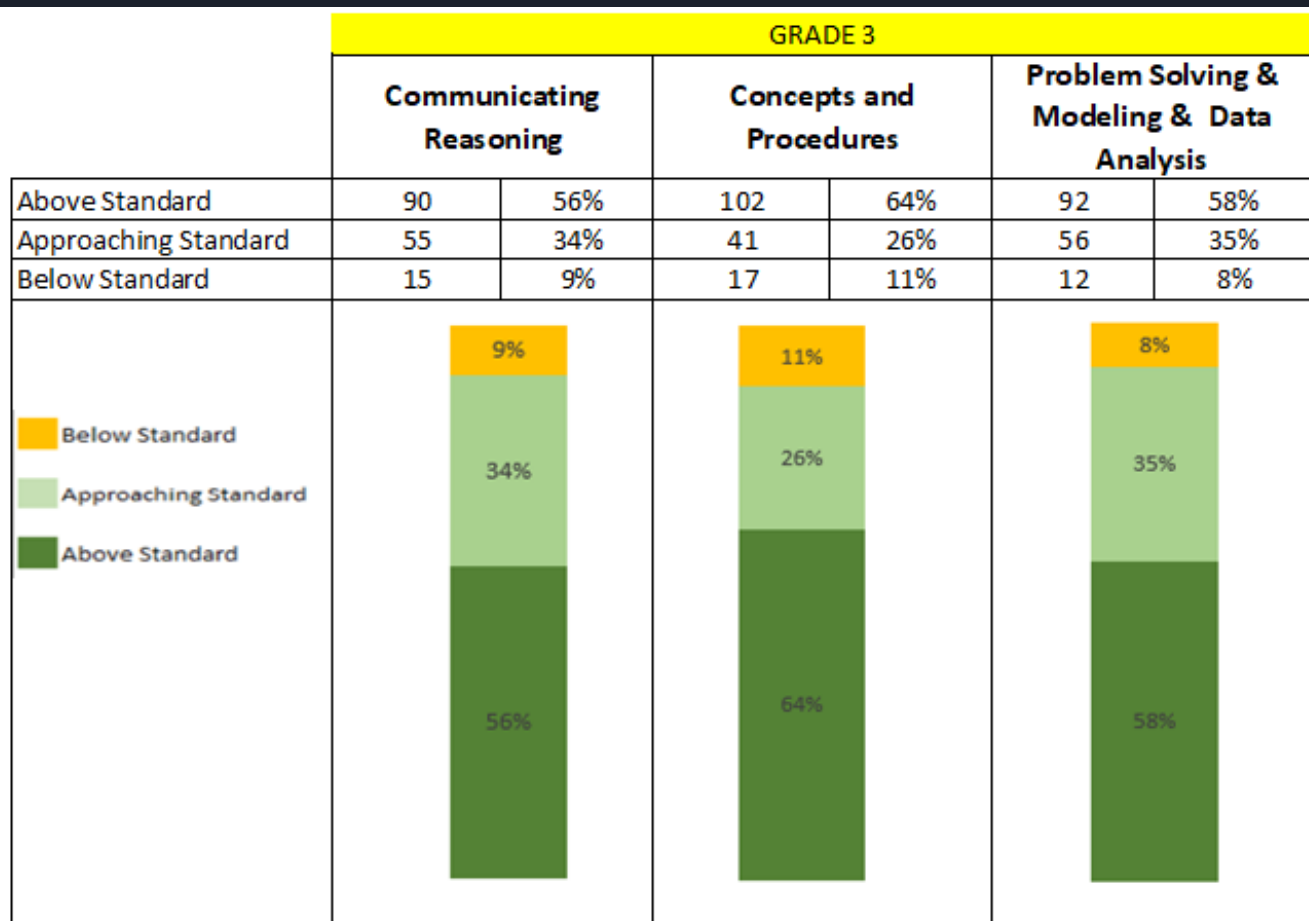
Ryerson and Jeffrey Elementary Schools

Grade 3 Performance Distribution
for 2019-2021-2022 Administration's SBA **MATH** Assessment
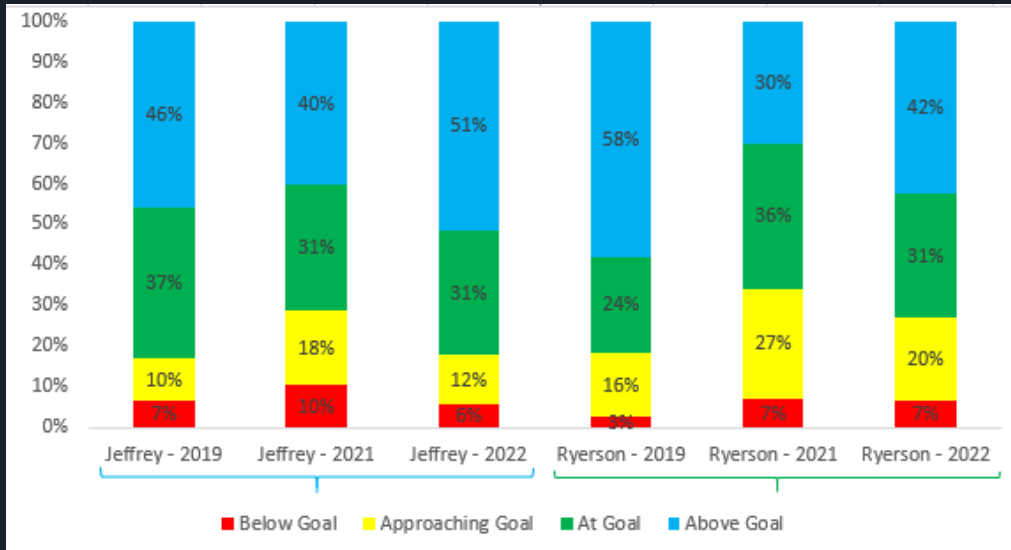
	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Jeffrey	83%	71%	82%
Ryerson	82%	66%	73%
District Grade 3 Average *(includes Island in 2019)*	84%	68%	79%

SBA Math

Grade 3

	GRADE 3					
	Communicating Reasoning		Concepts and Procedures		Problem Solving & Modeling & Data Analysis	
Above Standard	90	56%	102	64%	92	58%
Approaching Standard	55	34%	41	26%	56	35%
Below Standard	15	9%	17	11%	12	8%

- Below Standard
- Approaching Standard
- Above Standard

	Communicating Reasoning	**Concepts and Procedures**	**Problem Solving and Modeling and Data Analysis**
Jeffrey	Above- 57% Approaching- 35% Below- 8%	Above- 66% Approaching- 23% Below- 11%	Above- 59% Approaching- 33% Below- 8%
Ryerson	Above- 54% Approaching- 34% Below- 12%	Above- 59% Approaching- 31% Below- 10%	Above- 54% Approaching- 39% Below- 7%

Jeffrey Priorities

ELA Priority:

Writing and Research/Inquiry

Math Priority:

Computation

2022-2023 Jeffrey School Goal:

IF the Jeffrey staff collaboratively engages in an inquiry of how to explicitly teach students the skills of **perseverance and problem solving,** and

IF we design learning tasks that give students meaningful opportunities to engage in productive struggle,

THEN, students will reflect upon their (academic, social, or emotional) performance, thereby **using a growth mindset to develop and execute a plan to overcome challenges.**

Ryerson Priorities

ELA Priorities
Writing & Research / Inquiry

Student can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze

integrate, and present information.

- **Student writing** - targeted professional development focused on effective strategies teaching editing and revising at all levels.

- **PLC meetings** - continuous grade level PLC meetings devoted to the sharing of best practices in the teaching of editing and revising at all levels for both student independent transfer and improvement in the overall quality of completed students' written pieces.

- **Coaching cycles** - utilization of our ELA coaches at all levels to support new learning in this area at PLC meetings and to demonstrate high quality support for both teacher and student growth.

Math Priorities
Communicating & Reasoning

Student able to clearly and precisely able to construct viable arguments to support their reasoning

- **Student Writing** - targeted professional development focused on effective writing strategies and techniques for effectively and efficiently "explaining our thinking" in math.

- **PLC meetings** - continuous grade level PLC meetings focused on the sharing of best practices in the teaching of writing to an audience to explain our thinking and rationale mathematically. Using authentic student work to identify exemplars and provide rubrics for students to use for independent transfer and improvement.

- **Coaching cycles:** utilization of our Math coaches at all levels to support new learning in this area at PLC meetings and to demonstrate high quality support for both teacher and student growth.

Questions? Comments?