



Douglas Public Schools Assessment Data Review

October, 2021




Primary School

What data are using?

New this year: Renaissance STAR Early Literacy, STAR Math

Prior to this year: Aimsweb Plus

Why the change?

- STAR is teacher administered
 - Adapts to the appropriate difficulty level throughout the test to provide an accurate prediction of the child's ability in early literacy, reading, and math
 - Teacher will use the data to improve academic outcomes for all students in the class, identify skills students are ready to learn, track progress, and help plan instructional support activities
 - Administered three times during the year: beginning, middle, and end
 - Can be used to monitor progress weekly or bi-weekly
 - Diagnostic reports
 - Home Connect for parents
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Where are we now? Trends with the data?

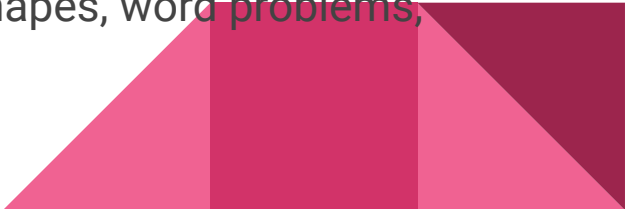
Kindergarten End of Year Aimsweb Data

- ELA- 44 students were identified as low risk, 14 students were identified as moderate or high risk
- Math- 42 students students were identified as low risk, 16 students were identified as moderate or high risk

Skills identified as weaknesses:

Letter naming, letter sound fluency, nonsense word fluency (decoding unfamiliar words)

Number naming fluency, concepts & applications (patterns, shapes, word problems, mental math)




Where are we now? Trends with the data?

Grade 1 Beginning of Year Early Literacy Data (STAR)

- ELA- 41 students were identified as at or above benchmark, 19 students were identified as watch, intervention, or urgent intervention
- Math- 46 students were identified as at or above benchmark, 11 students were identified as watch or intervention

Skills identified as weaknesses:

How is the data driving instruction?

- Identifies students who need targeted intervention (Title I)
 - Informs teachers of students strengths and weaknesses in order to adjust instruction or grouping
 - Provides teachers with individualized student plans for growth
 - Teachers collaborate and strategize on areas in the curriculum needing reinforcement
 - Identifies gaps and areas of learning loss
 - Use data during Student Support Team meetings
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Intervention and Remediation

Student selection for Title I or remediation is based on data from the previous year as well as this year along with teacher input.

-High risk students meet with Title I Reading Specialist or Title I Math Teacher

-Moderate risk students meet with a Title I Paraprofessional in a pull-out or push-in model

Students in the “Watch” category meet with the new remediation paraprofessional in a push-in model

This allows for more students to receive support!

Progress monitoring bi-weekly by Title I or classroom teacher

Reassess periodically

Benchmark testing in January

Goal setting for students to target gaps



Intervention and Remediation


Address weak skill such as letter naming :

Teacher or Paraprofessional will pull students individually and in small groups during morning work to practice letter names and sounds using letter tiles, picture cards, etc.

Address weak skill of word problems and applications in math:

Teacher will incorporate skill into a math center, teacher will pull a small group to build word problem skills, teacher will incorporate a word problem into morning meeting time. Teacher will use manipulatives and increase hands on activities.

Plan moving forward

- Implementation of the K-5 Literacy Plan
 - Professional Development- Consultant Clare Landrigan
 - Using strategies gained through PD- Read alouds
 - students will have the opportunity to read books they are interested in at their level, centers include independent reading
 - Additional professional development on Renaissance STAR capabilities
 - Data reports
 - Parent reports
 - Instructional recommendations
 - Progress monitoring
 - Continue SEL (morning meeting activities to include identified weaknesses, social thinking curriculum)
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Plan moving forward

Support students with learning loss through the use of small group instruction, remediation para push in intervention tailored to needs of the group

Use centers purposefully to include a center which strengthens an identified gap

Evaluate the success of the Remediation Plan, modeling Title I

Use Common Planning Time for teachers more effectively to strategize and share ideas on addressing gaps

Build a culture of data and reflection:

- Ensure that teachers are collecting data on student learning, and using that data to revise plans, by including daily formative assessments
- Develop an assessment calendar



Elementary School

What data are using?

MCAS ELA

MCAS Math

MCAS Science (Grade 5)

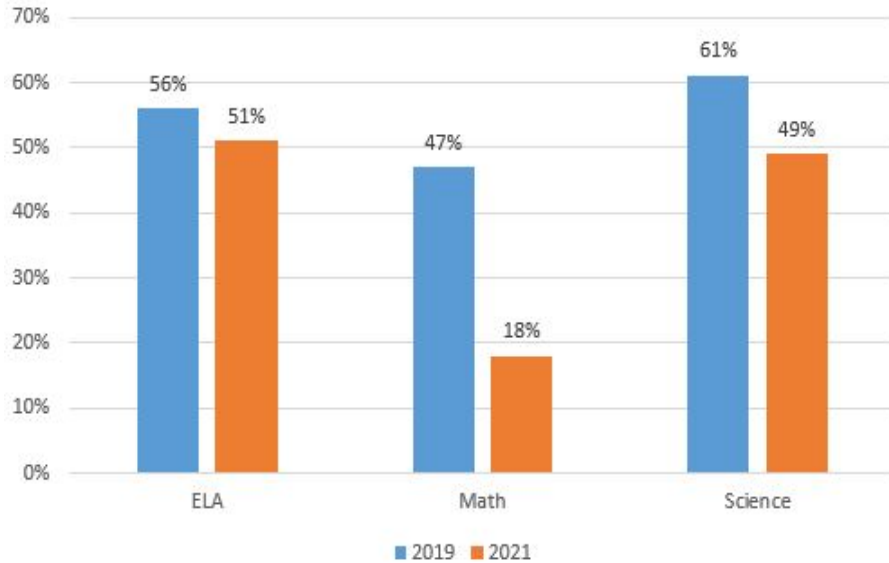
STAR (Grades 2-4)

NWEA (Grade 5)

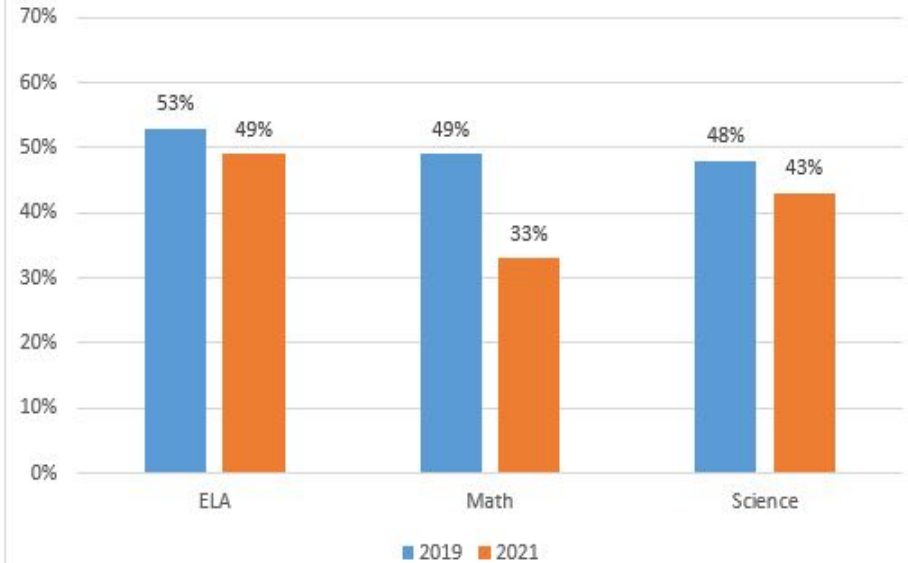


Where are we now? Trends with the data?

Douglas Elementary Grades 3-5 MCAS Data
Percent of Student Meeting or Exceeding Standards



State Grades 3-5 MCAS Data
Percent of Student Meeting or Exceeding Standards



Where are we now? Trends with the data?

ELA Growth Areas

Constructed Response

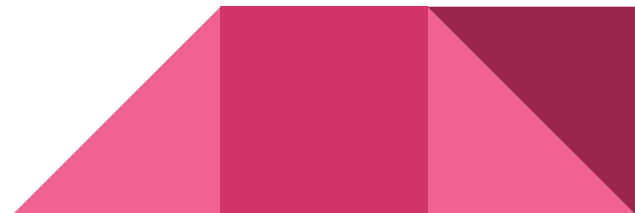
Inferencing, Analyzing, Interpreting

Math Growth Areas

Place Value/Number Sense

Fractions

Abstract Concepts




How is it driving instruction?

Professional development

- Data analysis with new STAR assessment tool
- Work with Clare Landrigan on Literacy
- Staff meeting discussion on using math manipulatives and making it hands on/real world

Common planning time

- Discussing current performance level of students
 - Looking at content standards and planning instruction based on current levels
 - Identifying students that need additional support and referring to SST, Title One, and SPED
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Intervention and Remediation

Expanded Title One Program

- Two additional remediation paras allow for more students to receive support

New Benchmark & Progress Monitoring Tool

- Allows for progress monitoring
- Help with identifying what students have mastered and what they are ready to learn

Renewed Emphasis on Small Group Instruction

- Work with Clare Landrigan
 - Allows us to meet students at their instructional level
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Plan moving forward

Implement K-5 Literacy Plan

Support SEL needs of students

Use data to assess, pivot, and change

Get back to good teaching...small groups, hands-on learning





Middle School

What data are using?

MCAS ELA

MCAS Math

MCAS Science (Grade 8)


NWEA (Grades 6-8)



Where are we now? Trends with the data?

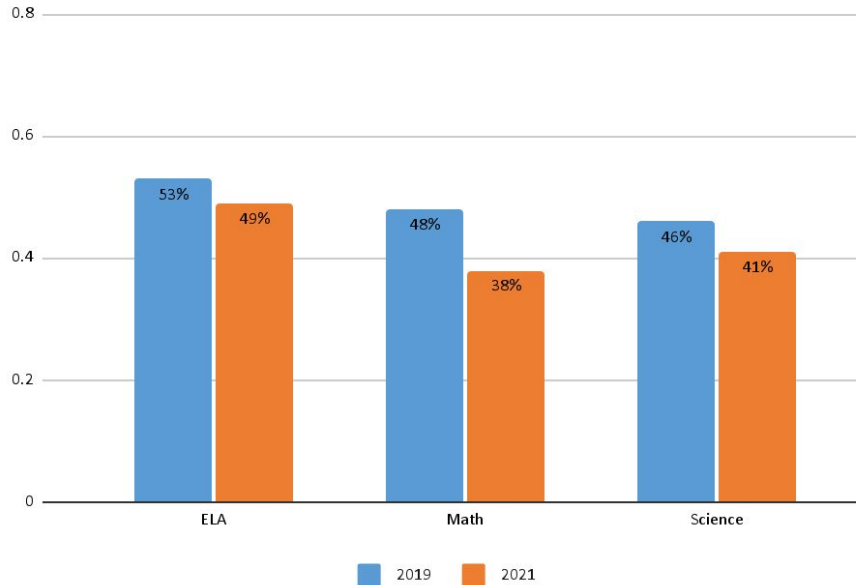
Meeting or Exceeding Expectations

	DMS	STATE
GRADE 06 - ENGLISH LANGUAGE ARTS	62	47
GRADE 06 - MATHEMATICS	38	33
GRADE 07 - ENGLISH LANGUAGE ARTS	41	43
GRADE 07 - MATHEMATICS	48	35
GRADE 08 - ENGLISH LANGUAGE ARTS	45	41
GRADE 08 - MATHEMATICS	28	32
GRADE 08 - SCIENCE	47	41

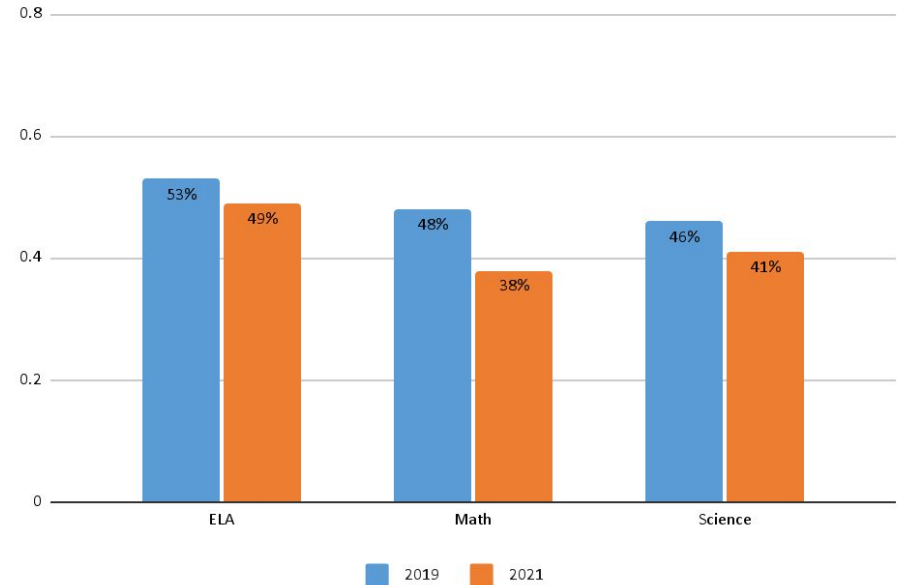


Where are we now? Trends with the data?

State Grades 6-8 MCAS Data
Percent of Student Meeting or Exceeding Standards



State Grades 6-8 MCAS Data
Percent of Student Meeting or Exceeding Standards



NWEA Data

Scored compared to MCAS

- Administered fall of 2021
- 4%-60% Spread in scores
- Majority would have scored Warning or less on MCAS
- Historically high scores were not present



DMS: Where are we now? Trends with the data?

ELA Growth Areas

Reading and Writing Stamina

Constructed Response

Individualized student instruction

Math Growth Areas

Short Answers

Constructed Response

Individualized student instruction



How is it driving instruction?

Data training

Data is used to align instruction to State Standards

Areas of need and strengths are identified by completing item analysis

Discussion points for Common Planning Time (CPT)

Targeted instruction



Intervention and Remediation

CPT for all grade levels and special education teachers

Remediation programs (Academic Development Center, Flex Center)

Developing Common Formative Assessments (CFA)

SST, Special Education Department



Plan moving forward

Curriculum and instructional changes

SMART Goals aligned do data, instruction, and assessment

CPT, SST, and CFA

Professional development embedded into staff meetings

- Co-teaching
- Best practices
- PD based on feedback from classroom visits

Increase Tier II Interventions



Plan moving forward

Reading and Writing Across the Curriculum

An additional block of *daily* instruction was added to the 2021-2022 school year to address noted weaknesses in this area

Grade 6 Reading Across the Curriculum

Grade 7 & 8 Writing Across the Curriculum

Math

Challenge: Completing the curriculum while remedying gaps in learning





High School

What data are using?

MCAS ELA, Math, Bio

AP Exams

SEL Survey data

Teacher-generated assessments

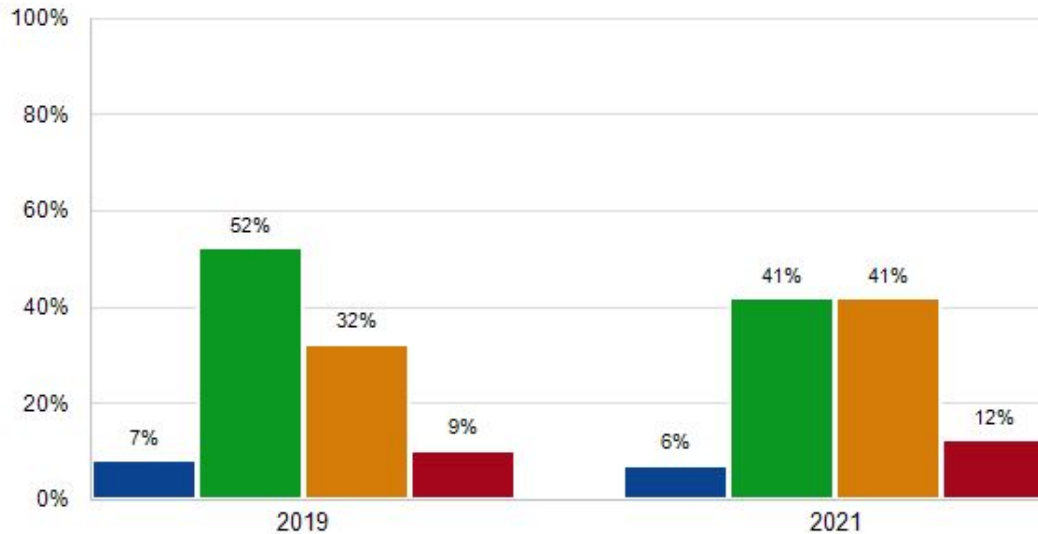
Pre-tests

Formative assessments



Where are we now? Trends with the data?

Student Group : All Students



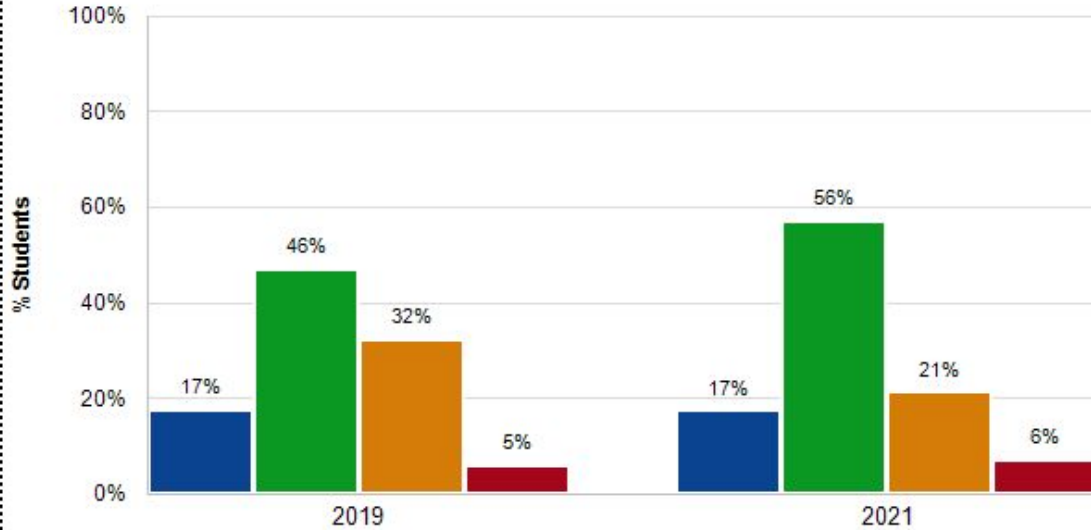
MCAS Achievement Level

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Student Growth %: 41.0

Math

Where are we now? Trends with the data?



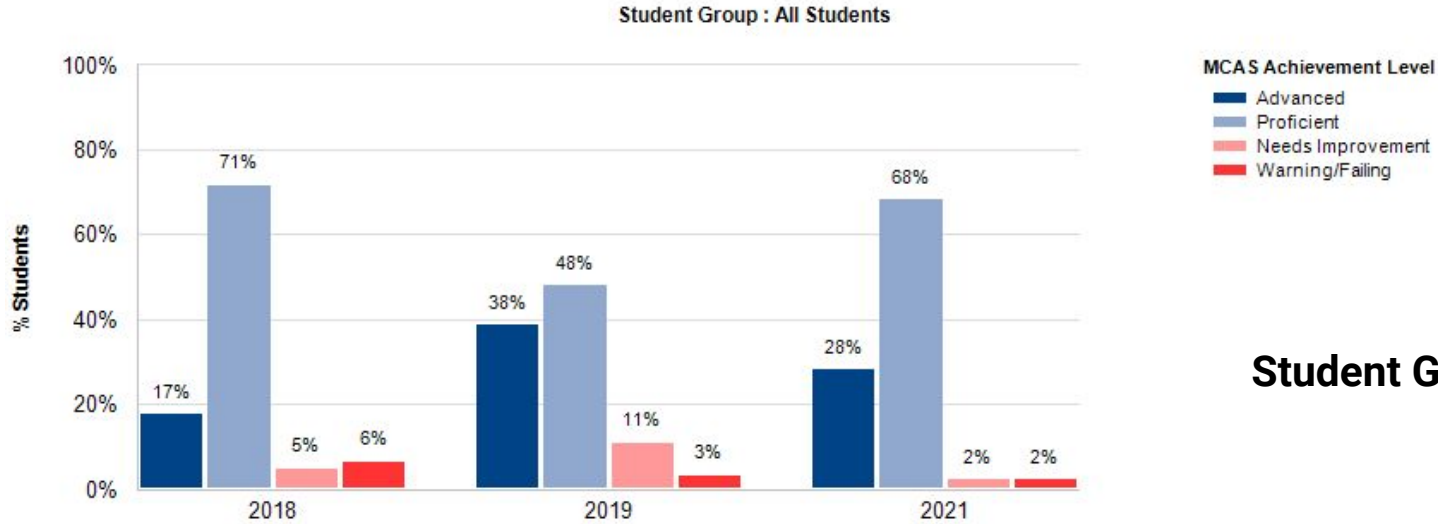
MCAS Achievement Level

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Student Growth %: 56.0

ELA

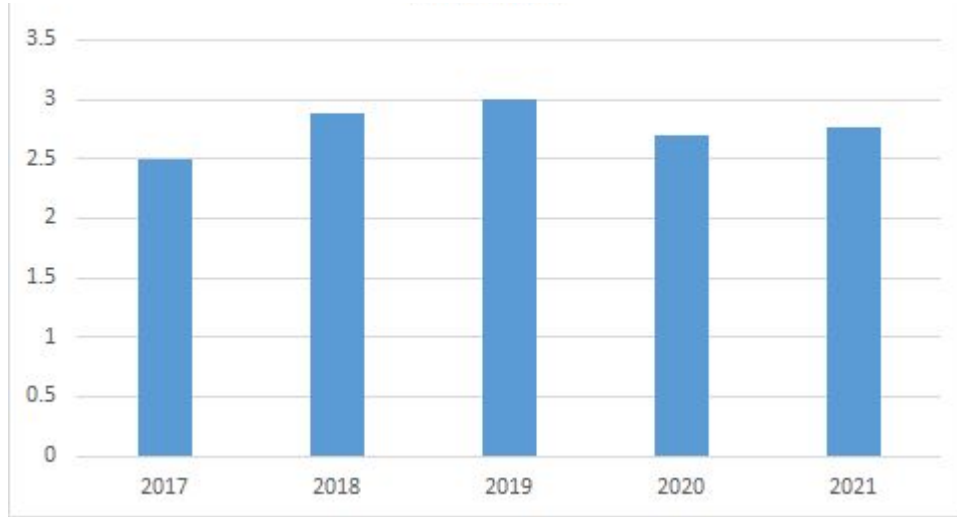
Where are we now? Trends with the data?



Student Growth %: NA

Science

AP Data



47% qualifying score.



Where are we now? Trends with the data?

ELA Growth Areas

Above State Average in all areas

Vocabulary Acquisition and Use was closest to State Average (79% vs 78%)

Math Growth Areas

Polynomials

Prove geometric theorems

Use coordinates to prove geometric theorems

Interpret linear and exponential functions

Science Growth Areas

Above State Average in all areas

Writing and Reading Comprehension



How is it driving instruction?

Staff are collecting data (pretests, writing data). Reviewed in CPT

Informs class instruction, Intervention, and remediation efforts

ELA, History, and Spanish: Focus on writing and reading comprehension

Math: Acceleration model of assessment, intervention, instruction

Advisory lessons on SEL competencies/Executive Functioning



Intervention and Remediation

Intervention Block Tuesdays and Thursday

Student choice, or teachers can assign students to attend

After School Intervention

Tuesdays and Thursdays



Plan moving forward

Professional Development:

Data Analysis

Introducing UDL

Continuing to expand Co-Teaching strategies

Curriculum changes to Math

Addressing key areas of SEL/EF growth

