

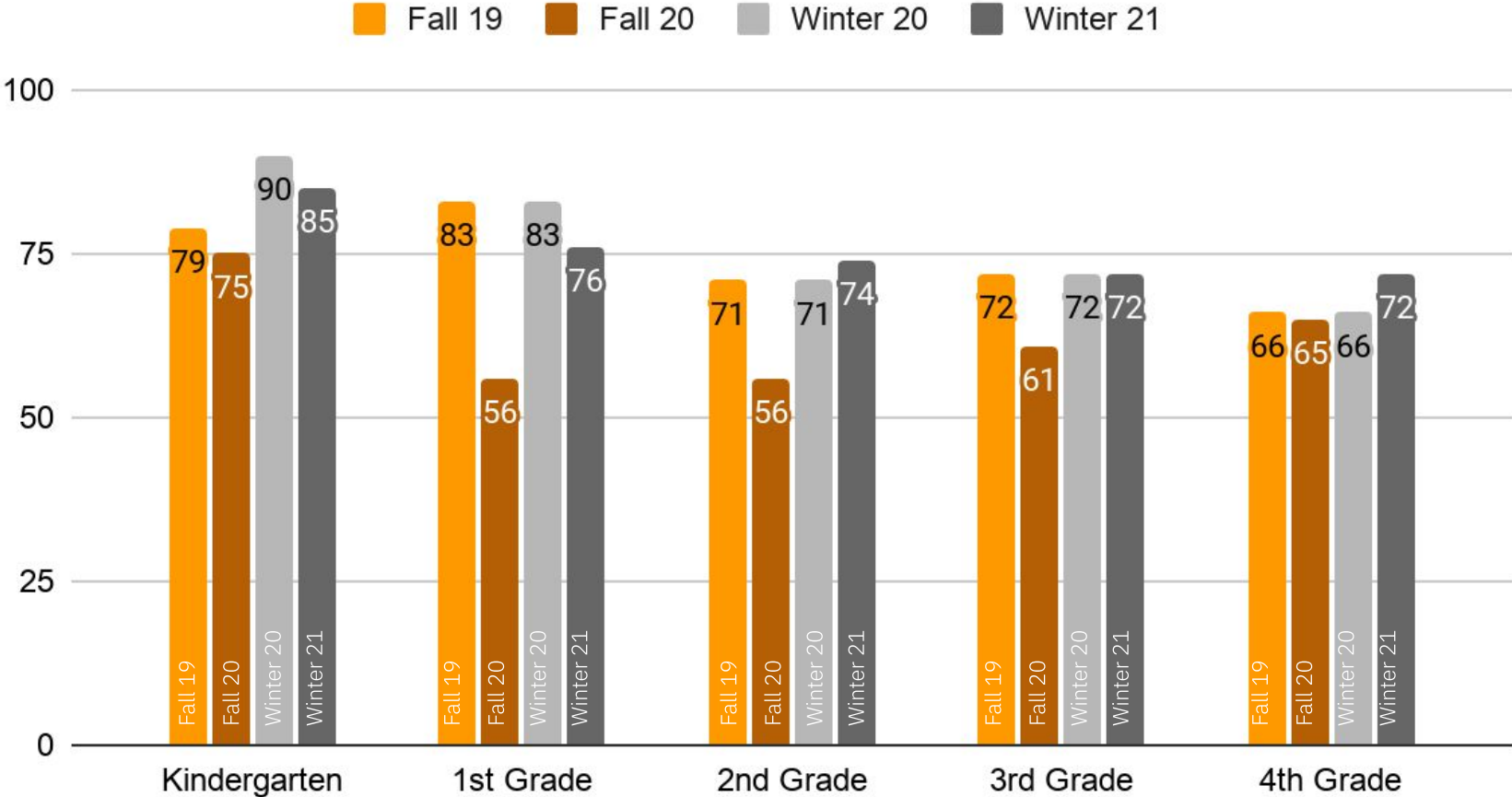
**CCSD
2020/2021
Learning
Continuum**



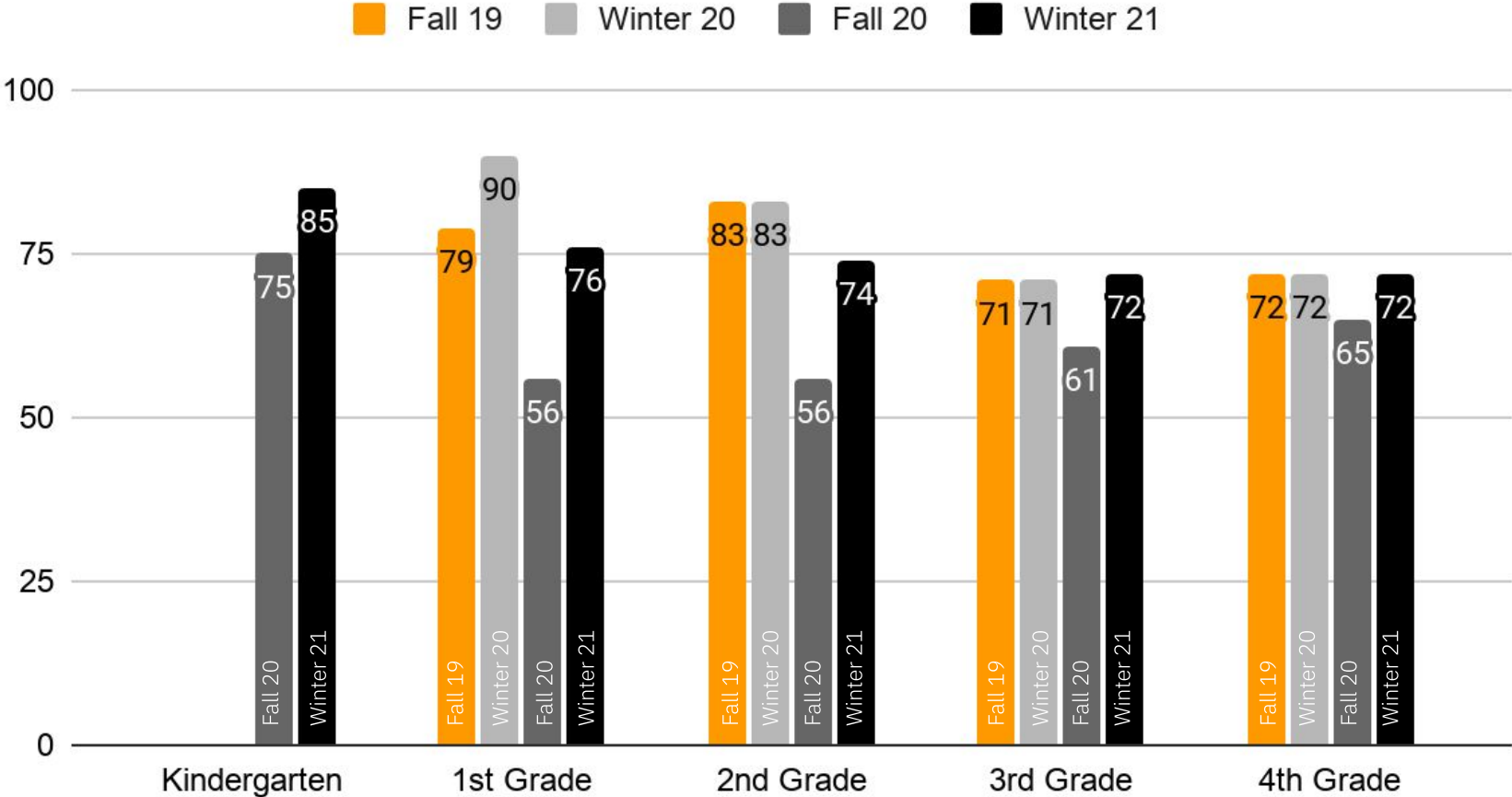
CES

Student Achievement & Next Steps

Fast Assessments • Percent Proficient



Cohorts • Fast Assessments • Percent Proficient



A couple of success stories

EK • 4 Subtests (including composite) not proficient → 1 Subtest not proficient

1 • 25 students moved from not proficient to proficient

T1 • 4 Subtests (including composite) not proficient → All proficient

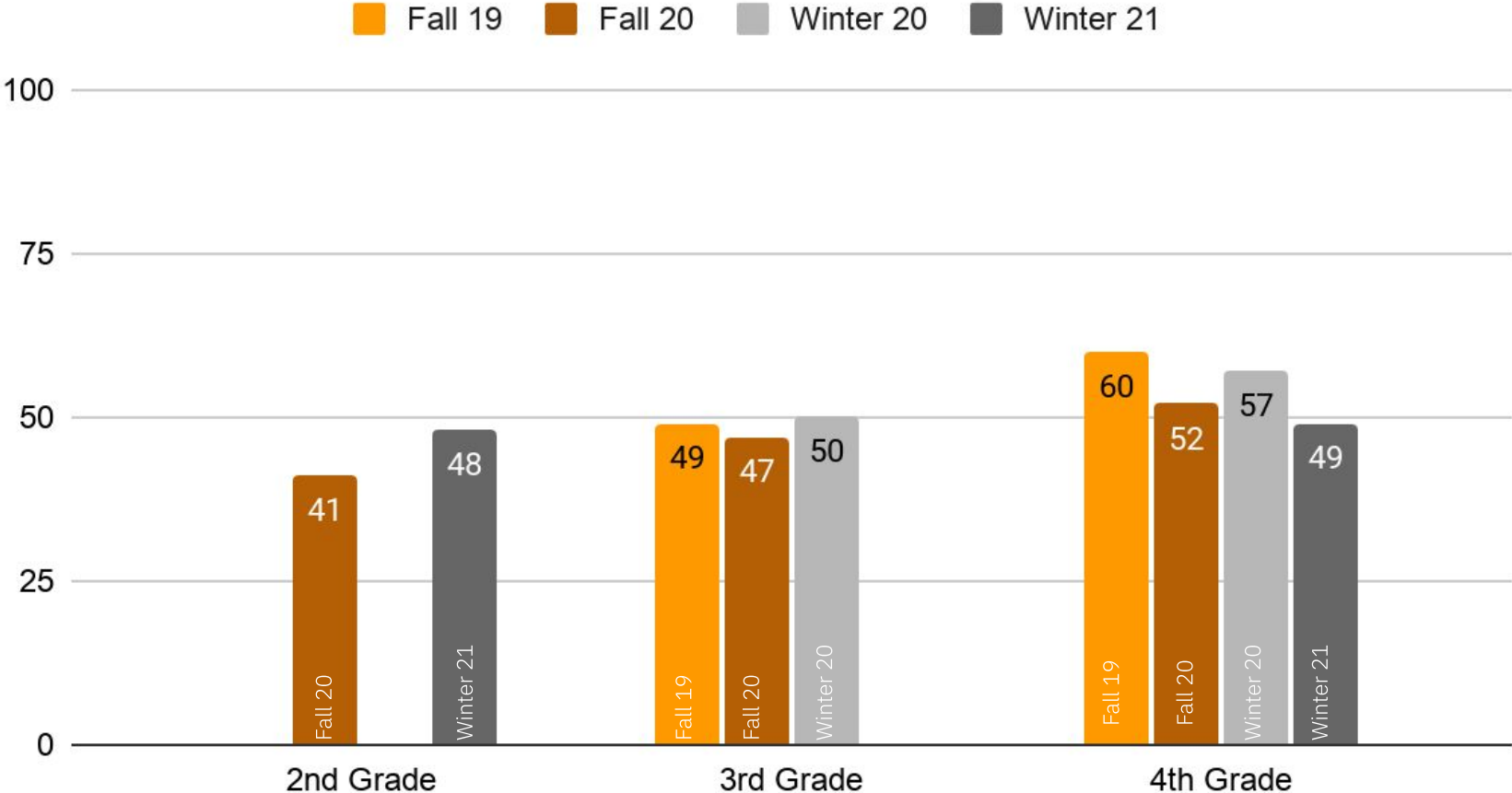
A2 • Fall 40 cwpm → Winter 138 cwpm

M3 • Fall 70 cwpm → Winter 125 cwpm

L4 • Fall 53 cwpm → Winter 94 cwpm

* cwpm = correct words per minute

NWEA Reading • Percent Proficient



Gap Summary - Reading

- Larger gaps in lower grade levels (1-2) than upper grade levels (3-4)
- **Kindergarten**
 - Less secure with letter names and sounds
- **1st Grade**
 - Lack of sight words; less secure with segmenting and blending
- **2nd Grade**
 - Phonics skills missing (long vowels, vowel teams, r-controlled vowels)

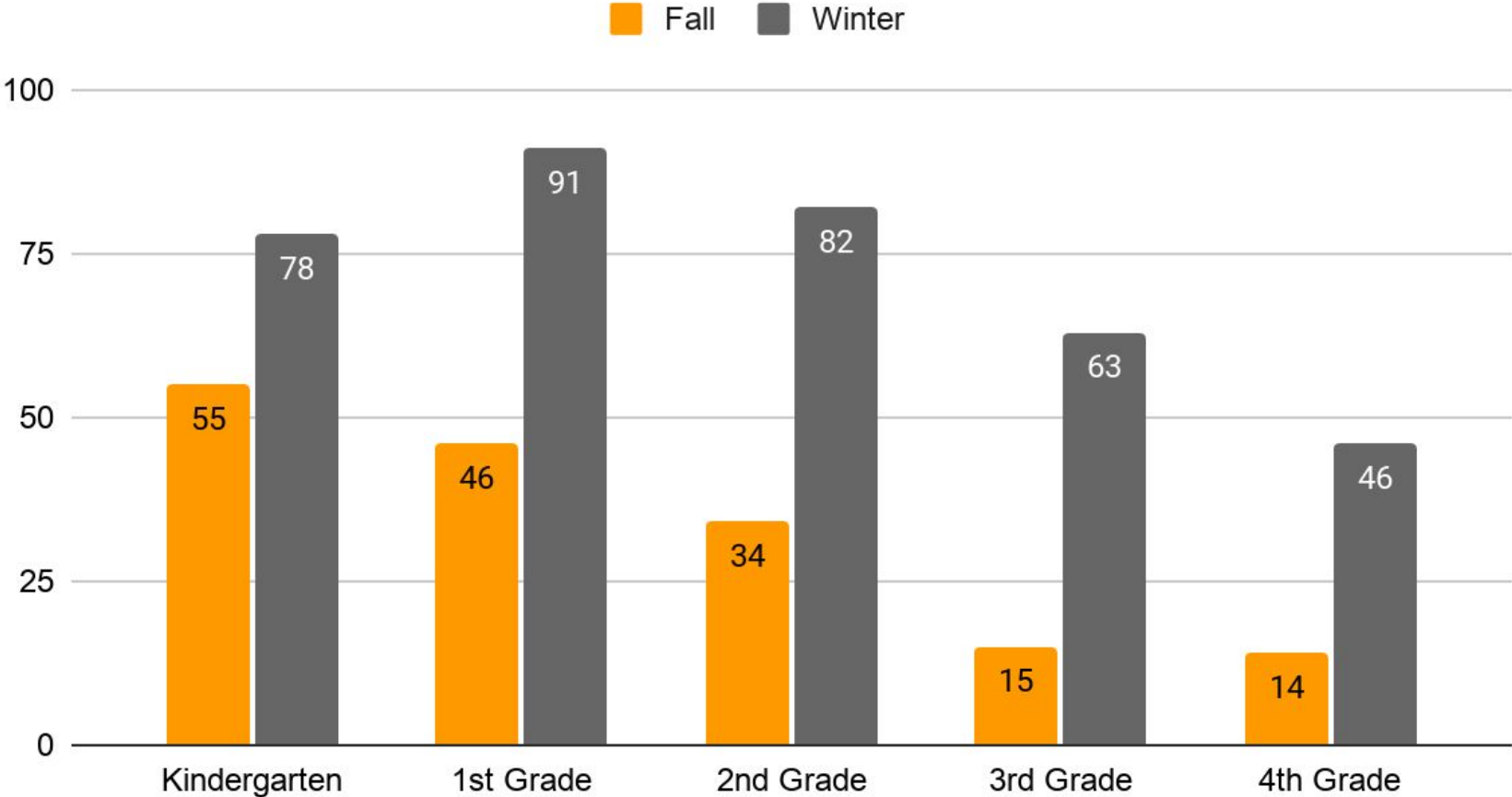
Gap Summary - Reading

- **3rd Grade**
 - Slight lack of phonics skills; less automaticity affecting fluency
- **4th Grade**
 - Comprehension skills deficiency; affecting comprehension

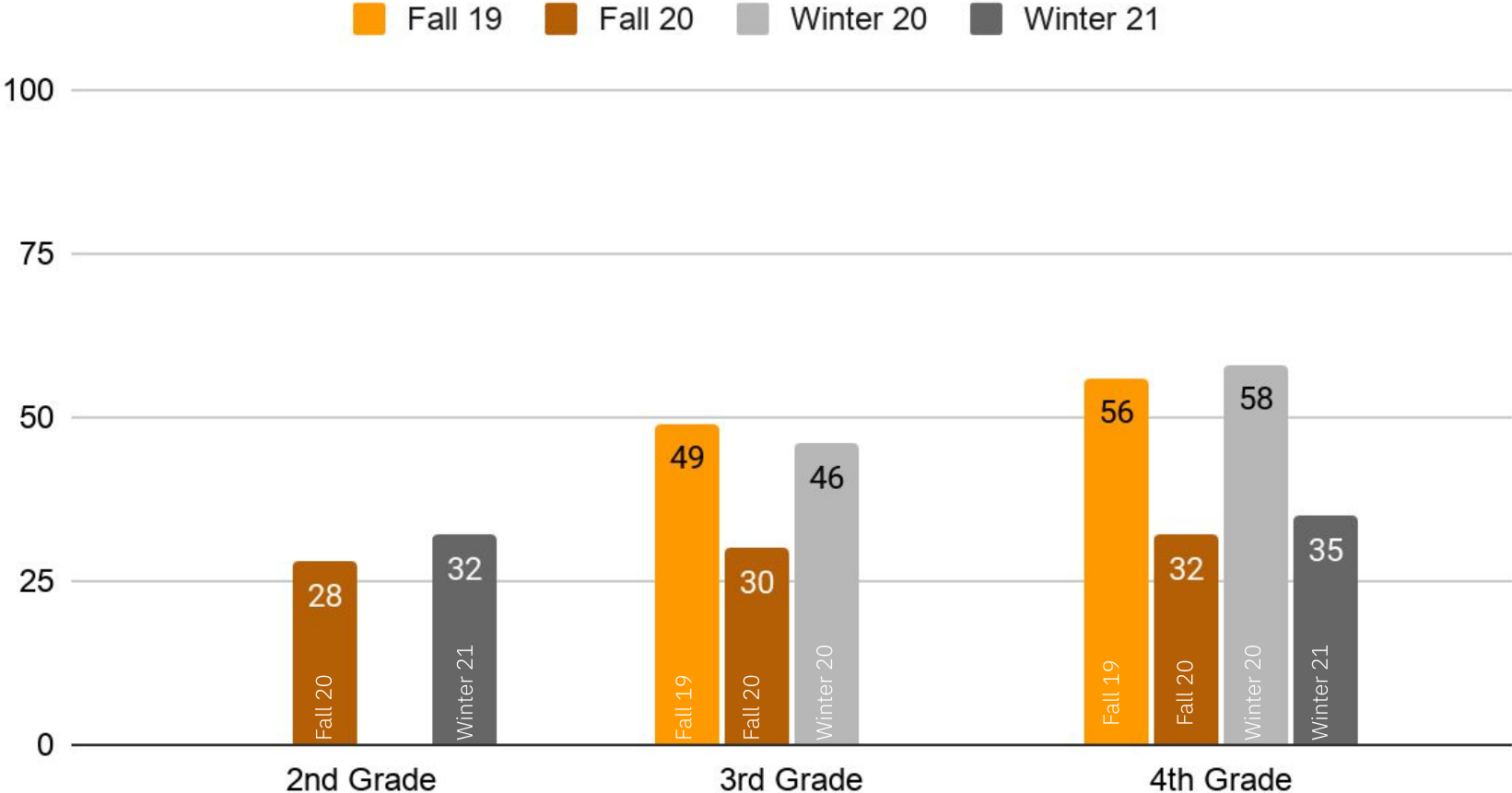
Action Steps - Reading

- Return to whole Grade Tiger Time
- Increased distributive practice
- Small group instruction continues with focus on student needs
- Kindergarten Title services since beginning of year
- Celebrating successes with students and staff

HMH Math Growth • Percent On-Level



NWEA Math • Percent Proficient



Gap Summary - Math

- Larger gaps in upper grade levels (3-4) than lower grade levels (1-2) due to unfinished learning in math
- General need for greater number sense and math fact automaticity
- **Kindergarten**
 - Less secure with counting and number recognition
- **1st Grade**
 - Missing foundation of addition and subtraction facts, fluency within 10
- **2nd Grade**
 - Missing geometry and measurement (distance, time, money, etc.)
- **3rd Grade**
 - Lack of foundational fraction skills; measurement
- **4th Grade**
 - Gaps in basic facts (\times & \div); lack of understanding of division

Action Steps - Math

- Adjusting to new Into Math curriculum
- Using student NWEA for targeted instructional support
- Prioritizing math standards and clusters
 - Spend more instructional time on Major Clusters
- Filling in missing content missed last school year (identified last spring)

The background features a dark blue-grey gradient. On the left side, there are several overlapping, angular shapes in shades of orange and yellow, creating a dynamic, layered effect.

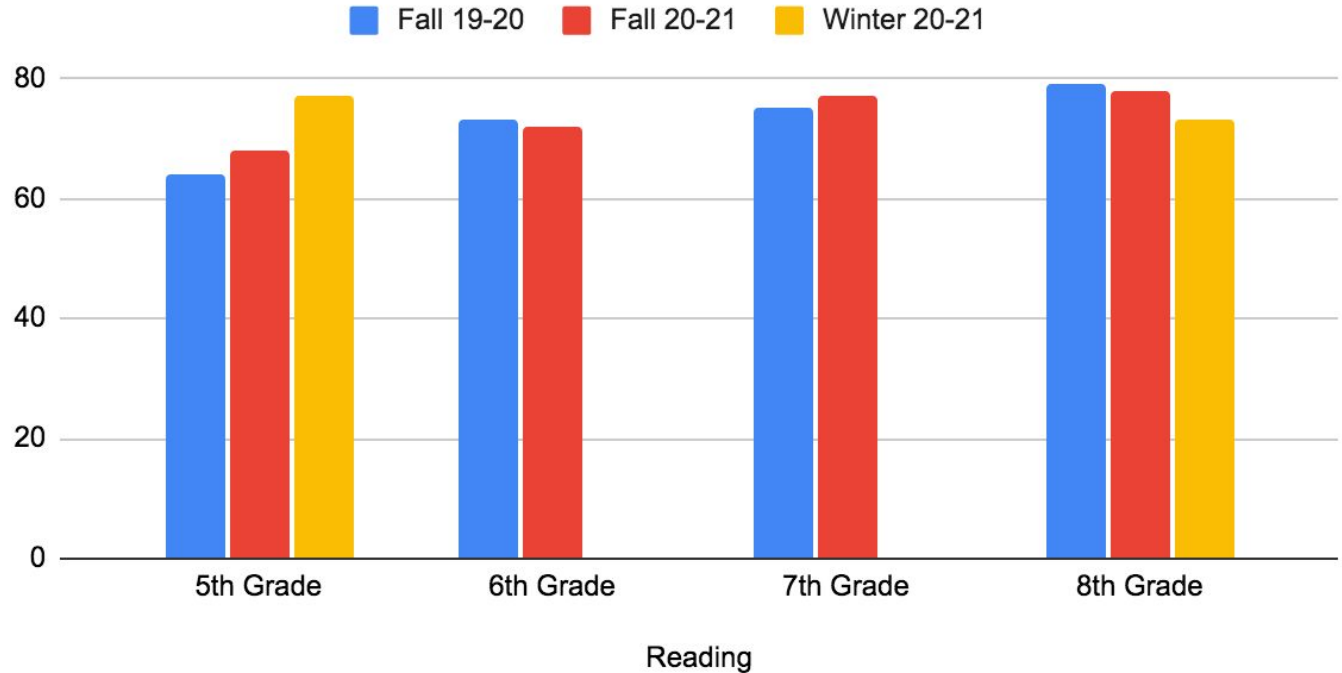
CMS

Identifying needs for 2020/2021

CMS Reading Overview

NWEA - Reading

Percent of Students above 40th Percentile

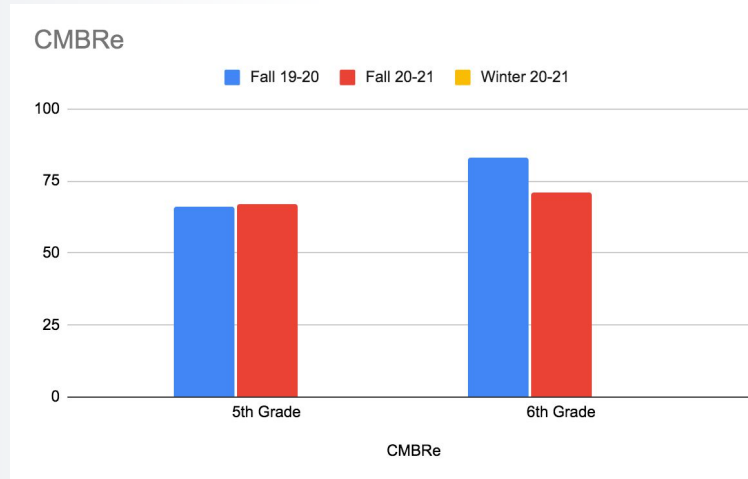


CMS NWEA Goal Areas

Literature - Informational Text - Vocabulary Acquisition and Use

Grade	Observations on Goal Performance (Instructional) Areas
5	All goal areas very similar; Informational Text had the highest % of students in Low Band, but also high percentages of students in the High-Average & High Bands
6	All three areas very similar; Informational Text had the highest % of students in Low Band, but also high percentages of students in the High-Average & High Bands
7	Highest percent in Average Band and above in Vocabulary Acquisition & Use; Highest percent in Low-Average and Low in Literature
8	Highest percent in Average Band and above in Vocabulary Acquisition & Use; Highest percent in Low-Average and Low in Literature

CMS Reading Overview - CBMRe {Fluency}



- 7th Grade - Fall 2020 - 19 students screened; 6 proficient
- 8th Grade - Fall 2020 - 16 screened; 7 proficient

CMS Reading Action Steps

Early Literacy Initiative (ELI)

- Increased Fluency Instruction in Core Instruction
- Continued intervention & progress monitoring in small groups

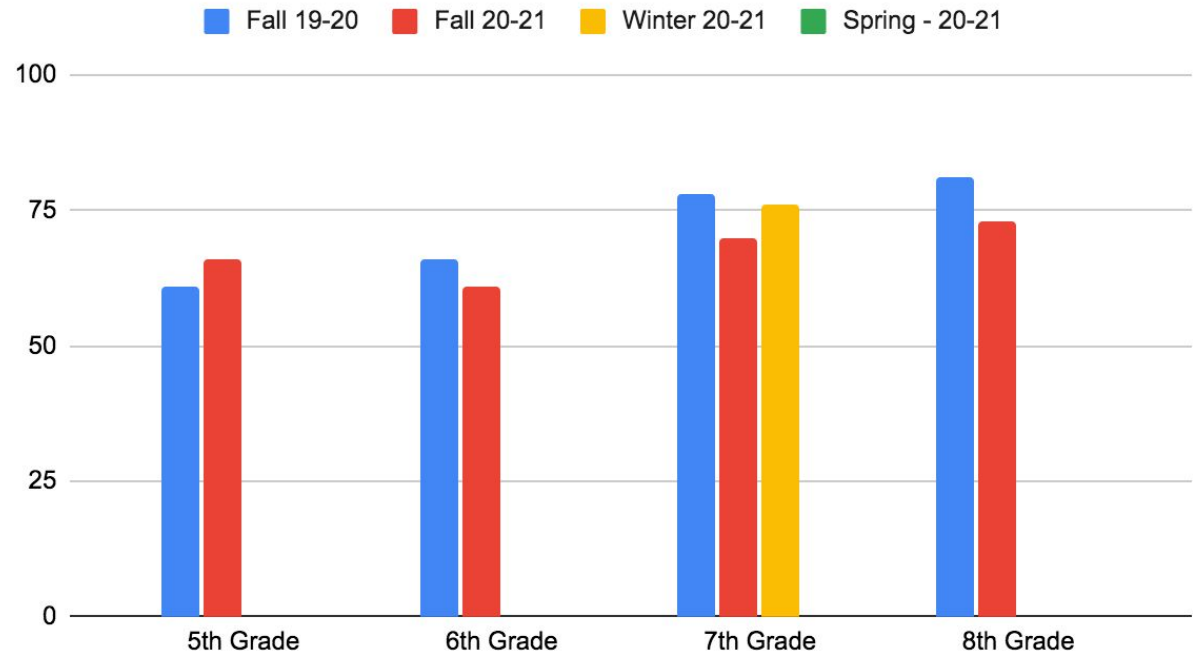
Instructional Action Steps

- Use of ongoing formative assessments to guide teaching and re-teaching of concepts
- Strategies to build reading stamina back up
- Monitoring expected growth from Winter 2019-20 to Winter 2020-21 and Fall to Winter 2020-21 (Growth Goals)
- Using NWEA Reports such as Student Profile, Grade Report, Class Report & Learning Continuum to determine gaps
- Using data gathered from reports such as iXL Diagnostic Action Plan to group students by targeted skills and continue to monitor progress

CMS Math Overview

NWEA - Math

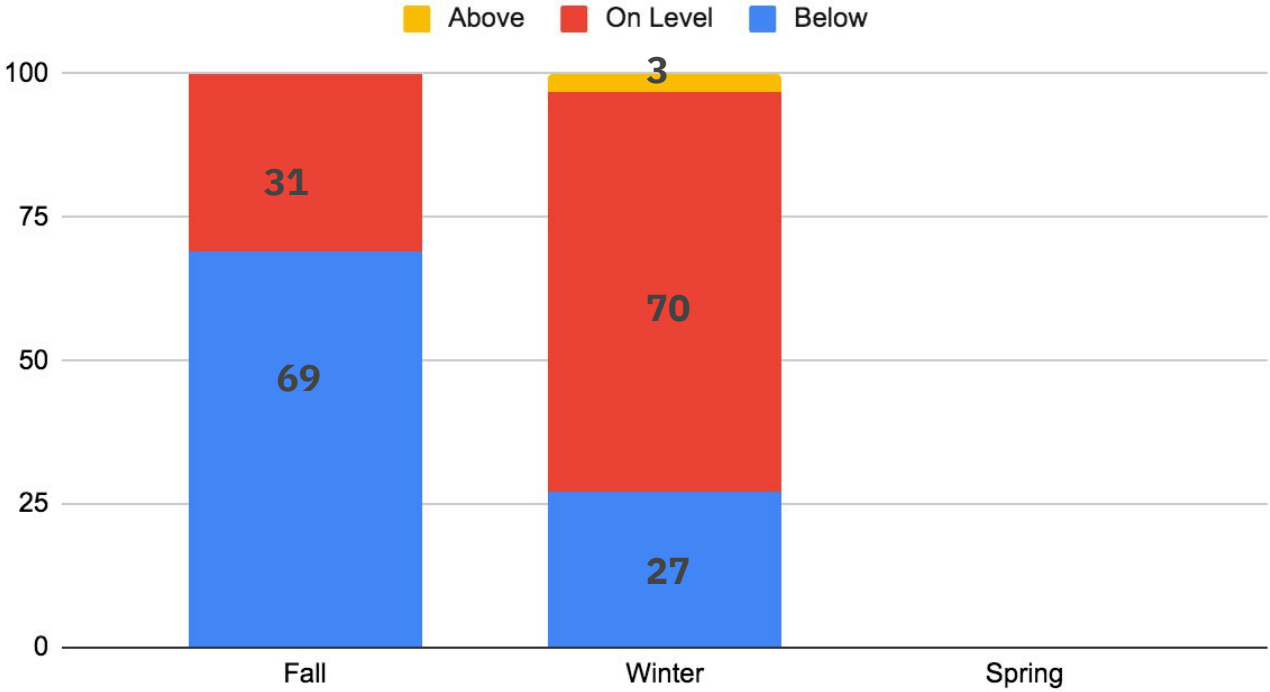
Percent of Students above 40th Percentile



CMS NWEA Goal Areas

Grade	Observations on Goal Performance (Instructional) Areas
5	<p><u>Operations & Algebraic Thinking - Number & Operations - Measurement & Data - Geometry</u></p> <p>Highest percentage in Average Band and above in Number & Operations; highest percentage in Low Band in Measurement & Data</p>
6	<p><u>Operations & Algebraic Thinking - Real & Complex Number Systems - Geometry - Statistic & Probability</u></p> <p>Highest percentage in Average Band and up in Geometry; Highest percentage in Low Band in Real & Complex Number Systems</p>
7	<p><u>Operations & Algebraic Thinking - Real & Complex Number Systems - Geometry - Statistic & Probability</u></p> <p>Highest percentage in Average Band and up in Real & Complex Number Systems; Low Band percentages ranged from 7-12% in all four areas; Highest percentage in Low-Average and Low in Geometry; Winter Real & Complex Numbers continues to have the highest percentage in Average and up; Statistics & Probability highest percentage in Low-Average and Low</p>
8	<p><u>Operations & Algebraic Thinking - Real & Complex Number Systems - Geometry - Statistic & Probability</u></p> <p>Highest percentage in Average Band and up in Statistics & Probability; Highest percentage in Low & Low Average bands in Geometry</p>

CMS Math HMH Math Growth



HMH Math - 5th Grade 2020-21

CMS Math Action Steps

- Reassessment in Winter
- Slowing down to re-teach concepts using formative assessment data
- Chunking instruction & assessments to re-teach before moving on to a new concept
- Monitoring expected growth from Winter 2019-20 to Winter 2020-21 and Fall to Winter 2020-21 (Growth Goals)
- Using NWEA Reports such as Student Profile, Grade Report, Class Report & Learning Continuum to determine gaps
- Using data gathered from reports such as iXL Diagnostic Action Plan to group students and continue to monitor progress

CMS Overall Needs for Student Success

- ▶ Daily STAR time focused on building relationships, being point of contact for student & use SEL strategies
- ▶ School Counselor available for small group & individual needs
- ▶ A.R.T. for students identified in need
- ▶ Self Regulation Room available
- ▶ 31 of 59 Online Students returning for in person instruction
- ▶ 18/23 Online Students testing for NWEA Jan. 18



CHS

Identifying needs for 2020/2021

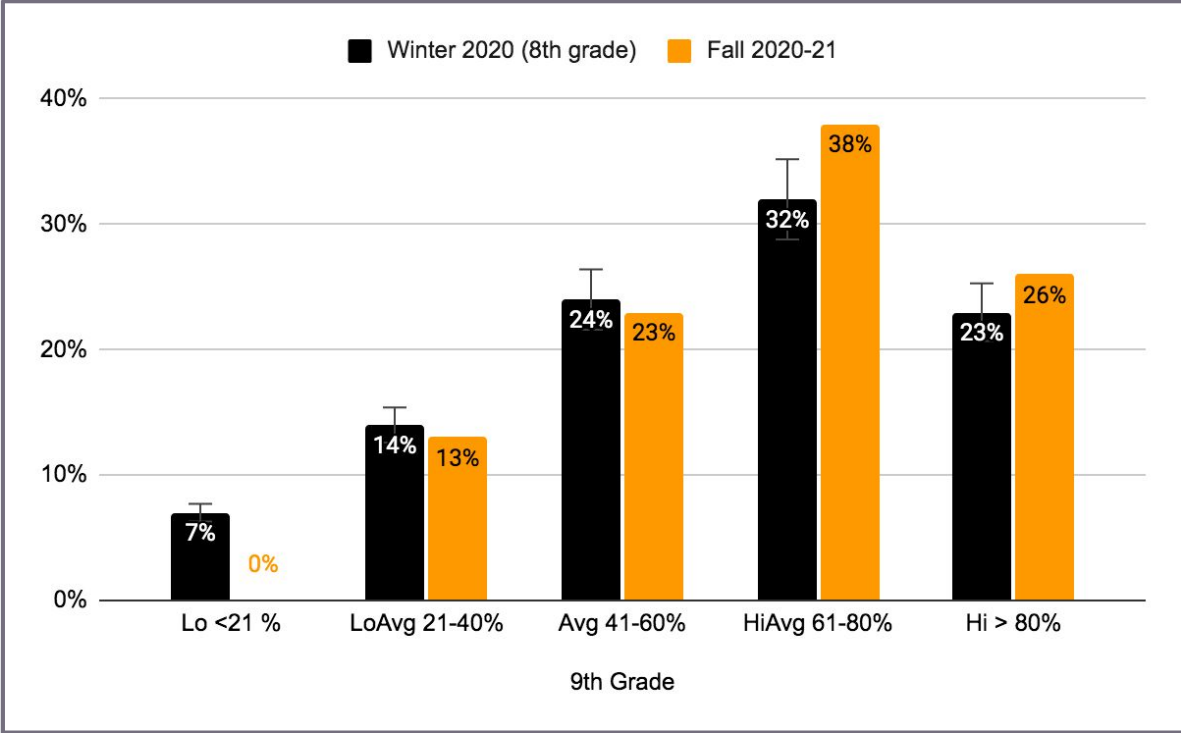
NWEA Reading Test Overview

- ▶ Informational Texts
- ▶ Vocabulary Acquisition & Use
- ▶ Literature

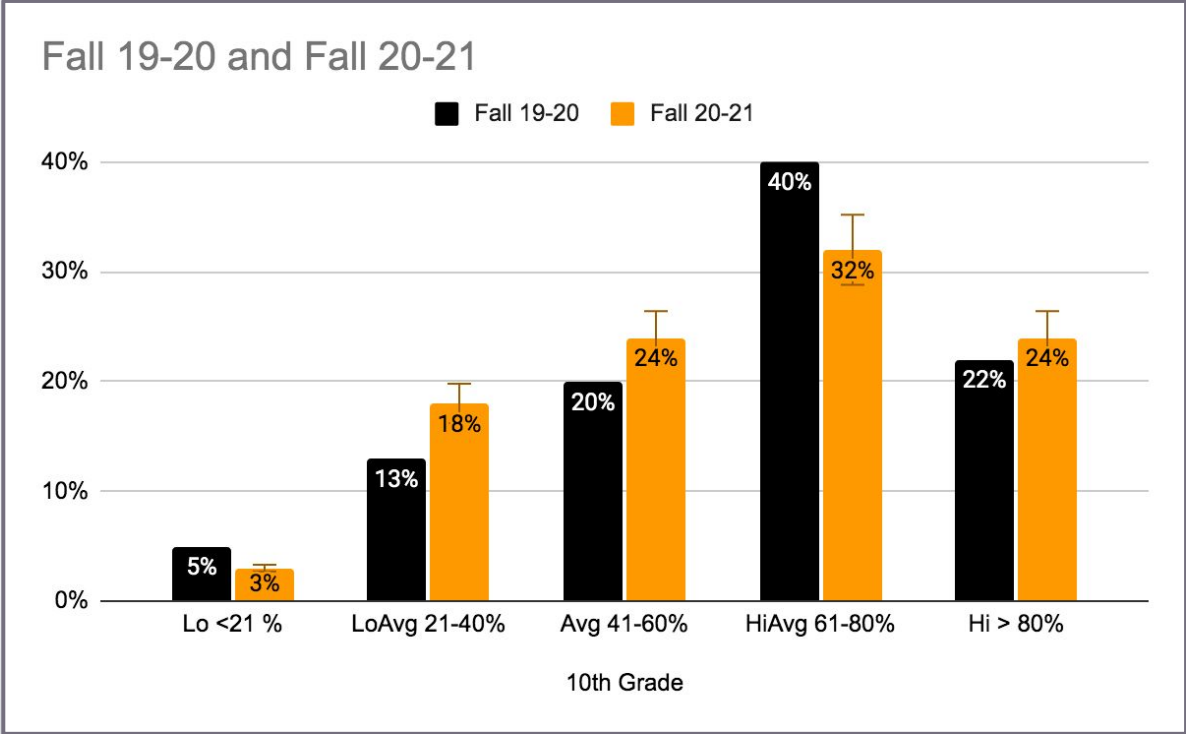
CHS Reading Overview

- ▶ No identified gaps from Fall NWEA scores
- ▶ Movement in 9th and 11th grade into the Hi & HiAvg ranges
- ▶ Tenth grade remains consistent when looking at same cohort and when comparing last year's 10th grade to this year

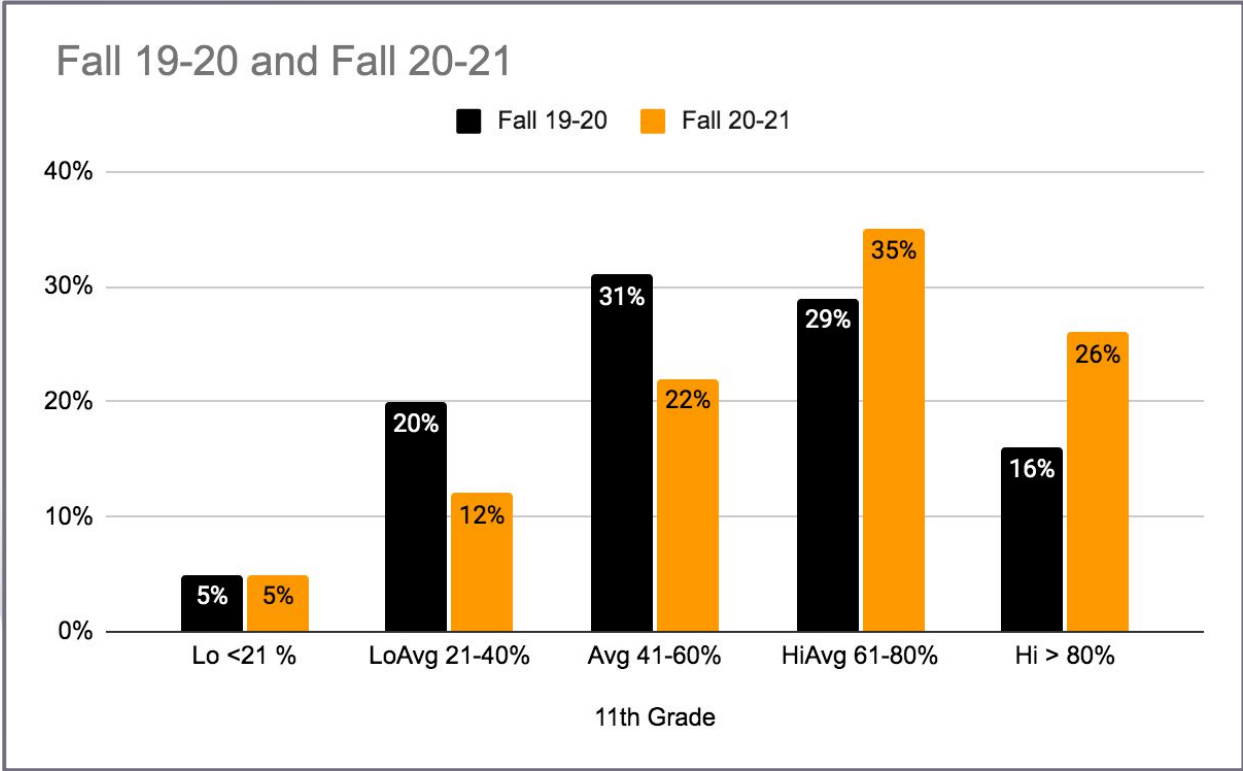
CHS Reading Overview - 9th



CHS Reading Overview - 10th



CHS Reading Overview - 11th



CHS Reading Action Steps

Early Literacy Initiative (ELI)

- Twelve 9th grade students identified
- Needs assessment/curricular structure (Ehlers & Koster)
- Reading goals established and revisited
- Spring assessments will provide data needed to the identify students for 9th & 10th grade
- Planning steps are starting for 10 grade reading intervention curriculum

Reading Support/UPAR

The scenarios correspond to four possible results based on data obtained after administering uPAR.

- Scenario 1: The student was able to read above his or her independent reading level with an accommodation.
- Scenario #2: The student was able to read at grade level with an accommodation.
- Scenario 3: The student was able to exceed grade level reading with an accommodation.
- Scenario 4: No benefit to the student at this time.

NWEA MATH Test Overview

- ▶ **ALG 1 & II:** Descriptive Statistics, Functions, Equations and Inequalities and Numerical and Algebraic Expressions
- ▶ **GEO:** Trigonometry, Similarity, Right Angles, Probability/Application, Geometric Properties with Equations and Circles, and Geometric Measuring & Modeling

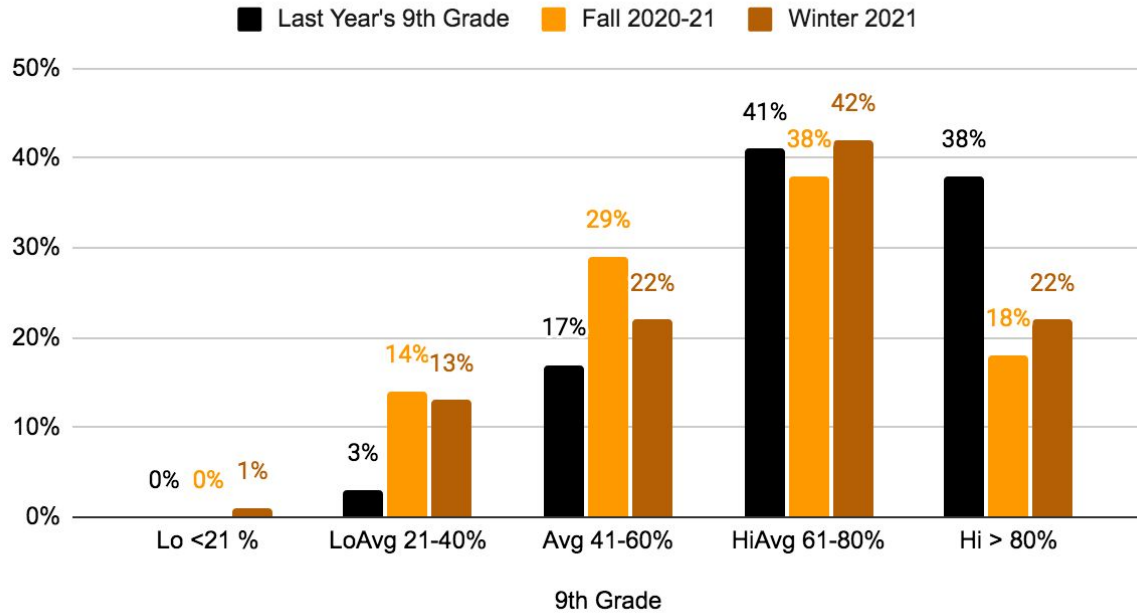
CHS Math

Interpreting our Data

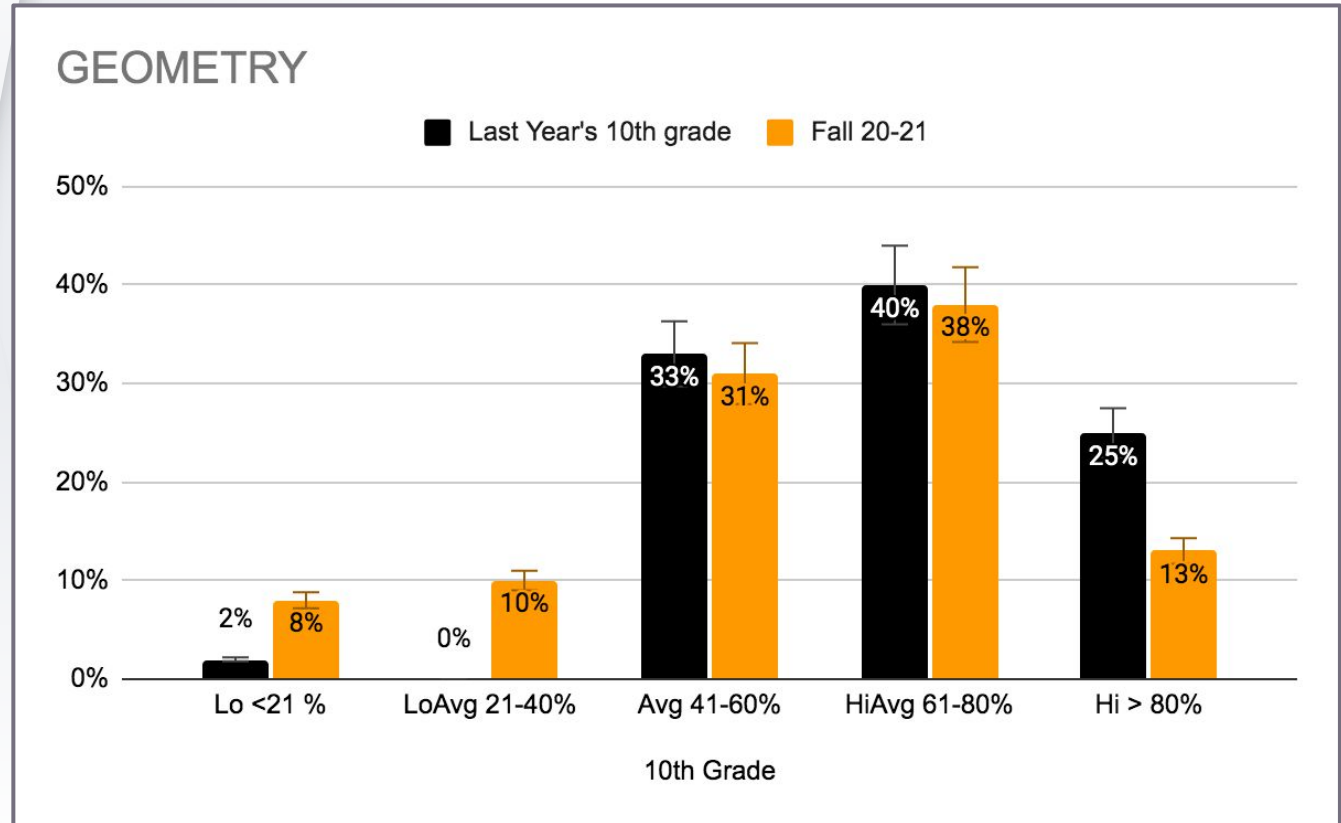
- New norms were released this fall. Because of that, GAP identification comparing last test data is problematic. Fall to spring NWEA data will give the Math team a clearer picture of progress.
- Students take **COURSE-SPECIFIC** tests, so there is no way to compare growth from year-to-year with the same cohort of students. (For example, we must draw data comparisons from last year's 9th grade to this year's 9th grade on the same test.)
- Different grade levels are represented in each Math Course.
- Teachers have analyzed this data to assess individual students' results as needed

CHS Math ALGEBRA 1

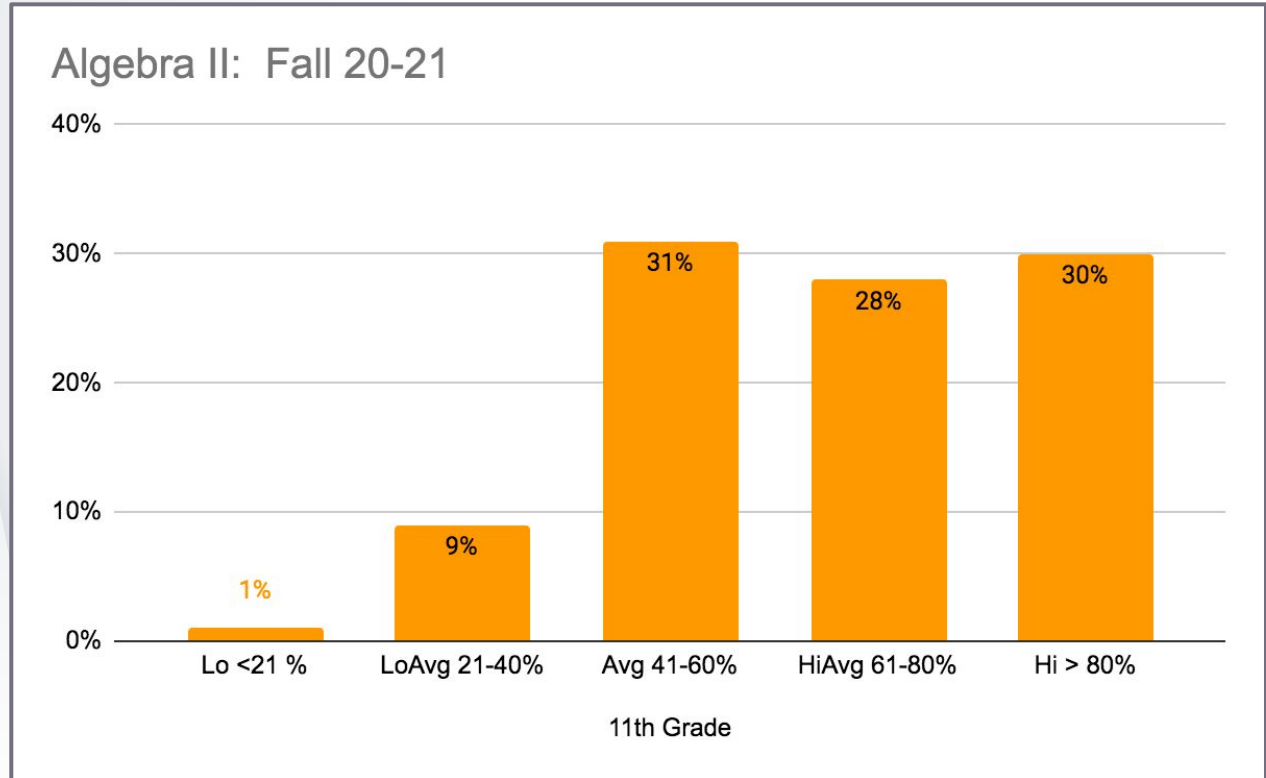
ALGEBRA 1



CHS Math GEOMETRY



CHS Math Algebra II



CHS Math Overview

▶ 9th Grade

▶ ALGEBRA

- Movement from Hi to Avg
- Slight increase to LoAvg.

▶ 10th Grade

▶ ALGEBRA

- Slight movement from HiAvg to Avg

▶ GEOMETRY

- Slight increase in Lo & LoAvg

▶ 11th Grade

▶ ALGEBRA II (*overall strong performance*)

- 92/102 students are Avg, HiAvg, Hi
 - 28% HiAvg
 - 30% Hi

CHS Math Action Steps

Set Learning Targets

- Focus on learning targets in the areas of *Functions* and Descriptive Statistics

Reassessment in Winter

- Winter test, Algebra, Jan.11-15th

Math Team Collaboration

- Team Teaching in *Fundamentals of Algebra*
- Individual learning targets/support for students who have been identified
- Regular collaboration in math sequencing between instructors

CHS Overall Needs Assessment for Student Success

- ▶ Students had to re-establish classroom routines/expectations
- ▶ Teachers identified an increase in a need for independent work/practice
- ▶ Extended absences created extra considerations for remote learning

CHS Overall Response & Action Steps

- ▶ Increased Google Meet opportunities
- ▶ Increased parental contacts
- ▶ Supplied more information on Google Classroom & taught students how to use this more effectively
- ▶ Modified assignments/assessments for extended absence students
- ▶ Started using Weekly Planners/Templates
- ▶ Utilized SASH and BAT (Building Assistance Team)

From the Counselor's Office: Advisory Topics

September

- Introduction to advisory
- Tips for academic success
- Stress-management strategies
- Mindfulness

October

- Study skills
- Bullying/Harassment Prevention
- Positivity and Social Media
- Alcohol and Substance Use Prevention (Red Ribbon Week)

November

- Exploring tools for career research
- Social Isolation (ways to build connections)
- Setting meaningful intentions, practicing gratitude, and mindfulness strategies
- Reflection on previous week's activities

December

- Stereotypes
- Tolerance
- Student feedback survey

From the Counselors Office: Advisory Topics

January

- Self-Concept
- Self-Esteem and its influence on self-concept

Upcoming topics:

- Goal-setting
- Coping skills
- Finding your niche in high school
- Problem-solving
- Leadership
- Teen dating violence awareness

Freshman advisory lessons have been presented weekly via Google Classroom and Pear Deck. There are opportunities for student self-reflection

From the Counselor's Office: Career & College Readiness

Freshmen:

- Interest inventory and career research
- Reviewed and updated 4-year plans
- Presented a tool for conducting research on 2-year and 4-year colleges; discussed various levels of postsecondary education; and briefly discussed ways to pay for college.

Sophomores:

- English 10: As part of an established Career Research unit, information was shared about DMACC's career academies, how to pay for postsecondary education (including information about apprenticeships), the importance of course planning in high school and beyond (students reviewed and updated their 4-year plans), and choosing a career path that makes sense for each student individually.

Juniors:

- Exploring career interests, research postsecondary education/training options, and develop a thorough action plan that will outline each step they need to take in their individual postsecondary planning process through senior year including how to set up a college visit, and an overview of the financial aid process. Interest inventory data is guided by ASVAB results.

From the Counselor's Office: Career & College Readiness

- *Increased collaboration with teachers has provided an academic platform for engaging students in a more meaningful postsecondary planning process. The following outcomes are anticipated:*
 - Additional opportunities for self-reflection embedded into various components of the ICAP
 - Continuity of postsecondary planning resources across grade levels (i.e., online resources that are introduced freshman year will be revisited during subsequent years to increase student familiarity and confidence with helpful resources)
 - Timely communication with students regarding course planning options, particularly concurrent enrollment options (e.g., career academies that result in certification)
 - Development of a thorough action plan by juniors that will guide them through each essential step toward reaching their postsecondary goals. The action plan will be based on students' individual goals and will include a timeline through senior year.

From the Counselor's Office: Career & College Readiness

- **Seniors**
 - 20-21: The counselors held virtual office hours to help guide students/parents through the postsecondary planning process. A workshop was conducted in Senior Writing where students were able to complete college applications, develop a plan for FAFSA completion, and begin to work on scholarship applications.
 - This work will continue with the goal of counselors meeting 1:1 with all seniors to support post-secondary plans

