Student Achievement and Growth K-8

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Tonight we are here to present data as requested:

- Student growth in ELA and Math in the 24/25 School Year
- The growth of our lowest performing students
- What we do for our At/Above students

Subject

Reading ▾

School Group
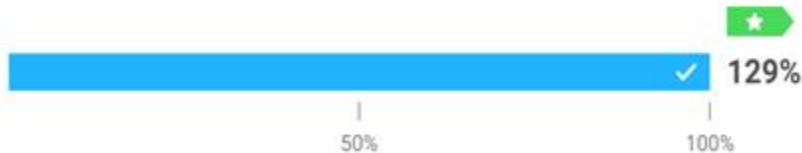
K-8 ▾

School

All Schools ▾

Academic Year ⓘ

Current Year ▾

Comparison Diagnostic

Most Recent ▾

Students Assessed/Total: **5,324/5,453**

Progress to Annual Typical Growth (Median)

⭐

✓ **129%**

50%   100%

The median percent progress towards Typical Growth for this school is 129%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▷

Current Placement Distribution

31%   18%   25%   10%   16%

⊘ Mid or Above Grade Level

● Early On Grade Level

● One Grade Level Below

● Two Grade Levels Below

⊘ Three or More Grade Levels Below

(From 11%)   (From 14%)   (From 36%)   (From 18%)   (From 22%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

Math Overall

Subject

Math ▾

School Group

K-8 ▾ 〉

School

All Schools ▾

Academic Year ⓘ

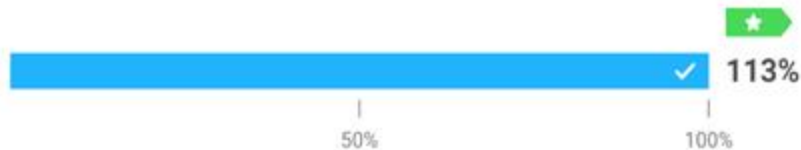**Current Year** ▾

Comparison Diagnostic

Most Recent ▾

Students Assessed/Total: **5,324/5,452**

Progress to Annual Typical Growth (Median)

⭐

✓ **113%**

50%   100%

The median percent progress towards Typical Growth for this school is 113%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ⓥ

Current Placement Distribution

29%   20%   30%   8%   13%

⊘ Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ⊘ Three or More Grade Levels Below

(From 5%)   **(From 11%)**   **(From 48%)**   **(From 17%)**   **(From 19%)**

ⓘ The Mapping Between 5-Level and 3-Level Placements

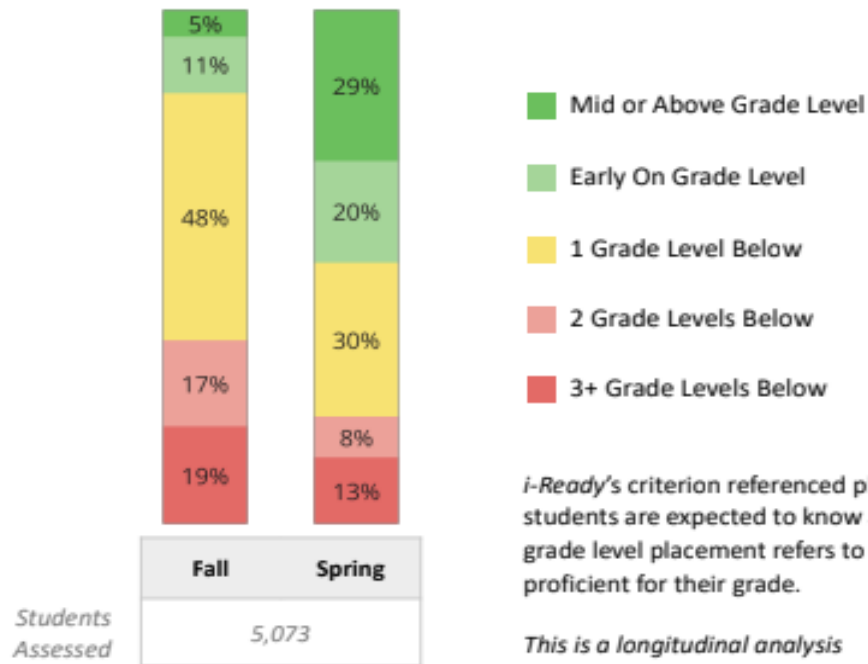**Mathematics**

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

	Fall	Spring
Mid or Above Grade Level	5%	29%
Early On Grade Level	11%	20%
1 Grade Level Below	48%	30%
2 Grade Levels Below	17%	8%
3+ Grade Levels Below	19%	13%

■ Mid or Above Grade Level

■ Early On Grade Level

■ 1 Grade Level Below

■ 2 Grade Levels Below

■ 3+ Grade Levels Below

Students Assessed	5,073

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.
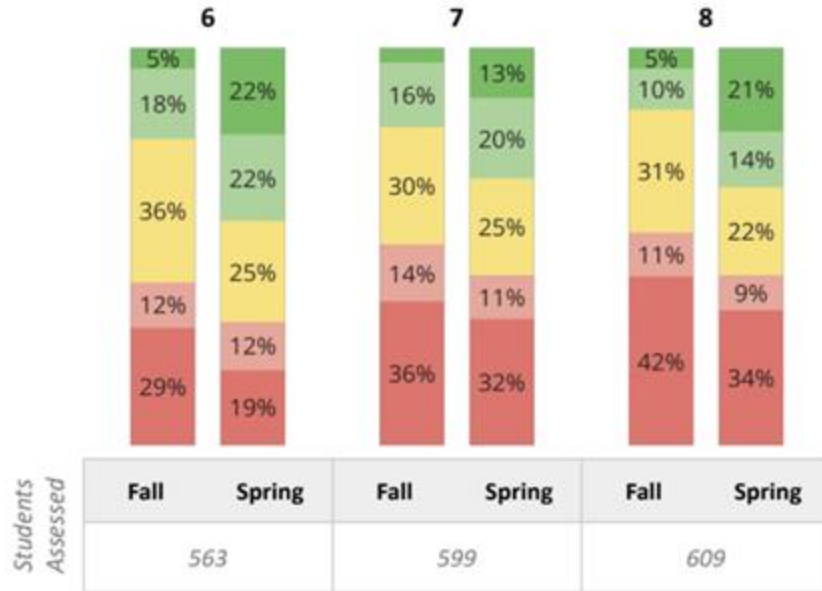
This is a longitudinal analysis

Fall to Spring Math, Grades 6 - 8

Mathematics

How Have Relative Placements Changed From Fall to Spring?
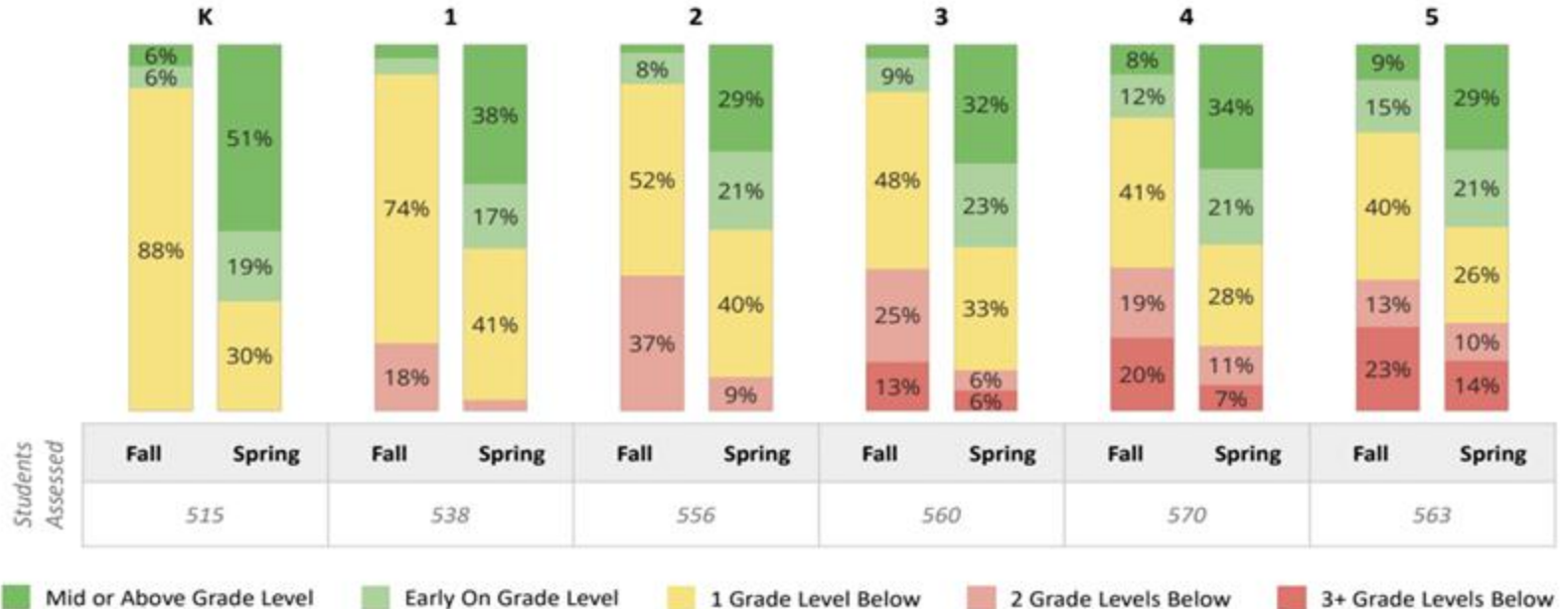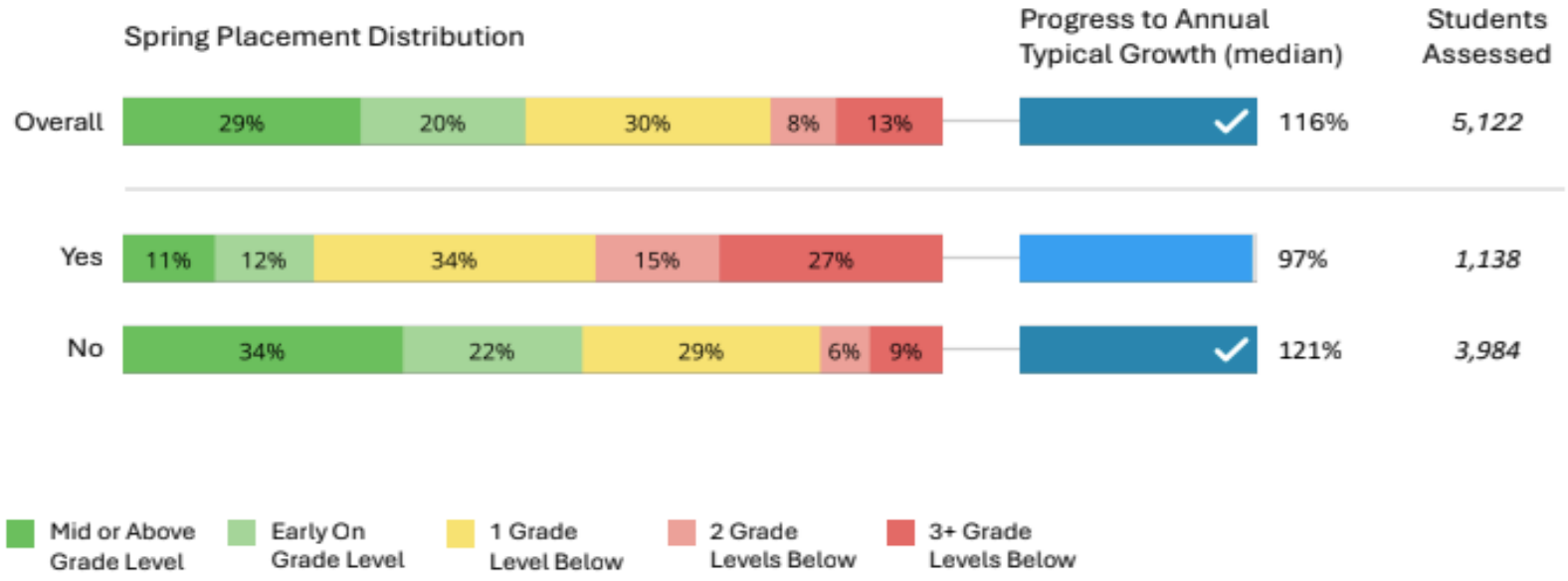
Placement Distribution, Fall 24-25 to Spring 24-25

	6		**7**		**8**	
	Fall	Spring	Fall	Spring	Fall	Spring
Mid or Above Grade Level	5%	22%		13%	5%	21%
Early On Grade Level	18%	22%	16%	20%	10%	14%
1 Grade Level Below	36%	25%	30%	25%	31%	22%
2 Grade Levels Below	12%	12%	14%	11%	11%	9%
3+ Grade Levels Below	29%	19%	36%	32%	42%	34%

Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring
	563		599		609	

Legend: ■ Mid or Above Grade Level ■ Early On Grade Level ■ 1 Grade Level Below ■ 2 Grade Levels Below ■ 3+ Grade Levels Below

Mathematics

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

	Fall	Spring
K	6% / 6% / 88%	51% / 19% / 30%
1	74% / 18%	38% / 17% / 41%
2	8% / 52% / 37%	29% / 21% / 40% / 9%
3	9% / 48% / 25% / 13%	32% / 23% / 33% / 6% / 6%
4	8% / 12% / 41% / 19% / 20%	34% / 21% / 28% / 11% / 7%
5	9% / 15% / 40% / 13% / 23%	29% / 21% / 26% / 10% / 14%

Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	515		538		556		560		570		563	

Legend:
- **Mid or Above Grade Level**
- **Early On Grade Level**
- **1 Grade Level Below**
- **2 Grade Levels Below**
- **3+ Grade Levels Below**

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

MLs (Multi Linguistic) in Math

What Are the Relative Placements and Growth by English Learner?
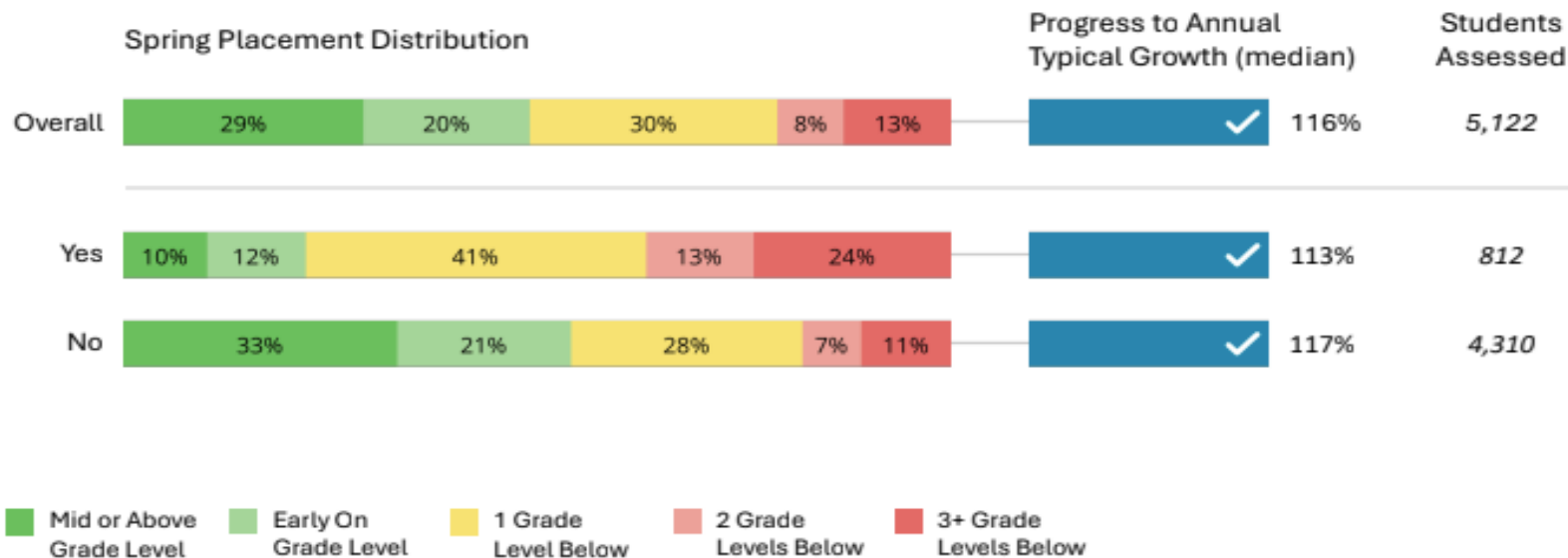
Mathematic

SWD (Students With Disabilities) in Math

Mathematic

What Are the Relative Placements and Growth by Special Education?

	Spring Placement Distribution	Progress to Annual Typical Growth (median)	Students Assessed
Overall	29% / 20% / 30% / 8% / 13%	✓ 116%	5,122
Yes	11% / 12% / 34% / 15% / 27%	97%	1,138
No	34% / 22% / 29% / 6% / 9%	✓ 121%	3,984

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

Growth in Math

How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Typical Growth Achieved by Baseline Placement Level

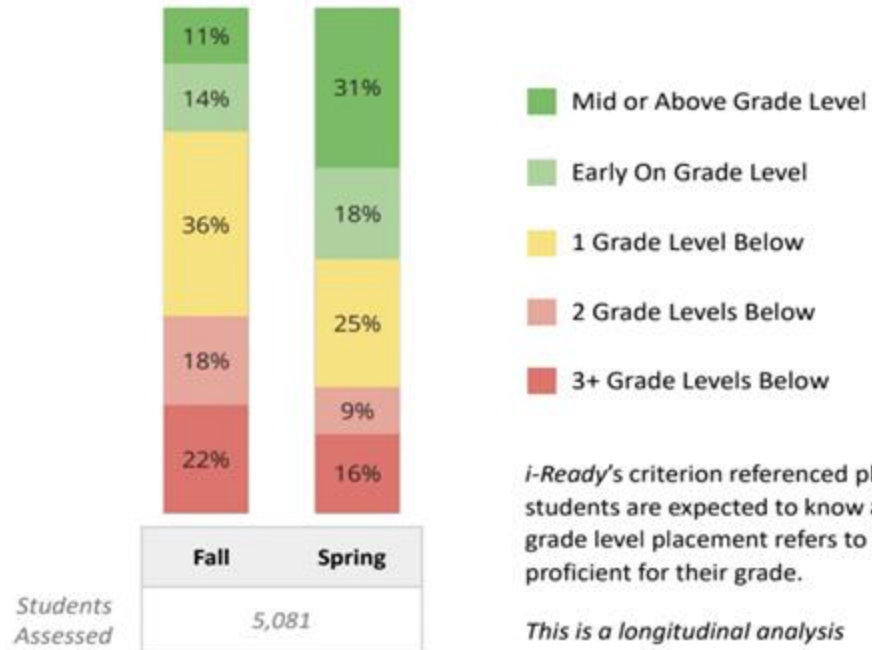|		K	1	2	3	4	5	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth	119%	136%	56%	157%	137%	136%	189%	136%	228%	146%
	Students Assessed	34	20	13	21	47	53	28	21	32	269
Early On Grade Level	Median % Typical Growth	90%	131%	109%	108%	135%	106%	138%	117%	233%	124%
	Students Assessed	30	23	47	51	68	83	100	99	63	564
One Grade Level Below	Median % Typical Growth	122%	117%	119%	112%	117%	111%	100%	100%	122%	116%
	Students Assessed	469	399	291	274	233	226	204	180	187	2,463
Two Grade Levels Below	Median % Typical Growth		122%	117%	133%	113%	86%	79%	58%	90%	113%
	Students Assessed		105	206	144	112	72	65	86	69	859
Three or More Grade Levels Below	Median % Typical Growth				122%	127%	100%	113%	69%	100%	104%
	Students Assessed				78	116	129	168	217	259	967

■ >=100%   ■ 80-99%   ■ 60-79%   ▨ 0-59%

Reading Overall

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

Reading

Fall: 11%, 14%, 36%, 18%, 22%
Spring: 31%, 18%, 25%, 9%, 16%

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

	Fall	Spring
Students Assessed	5,081	

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.
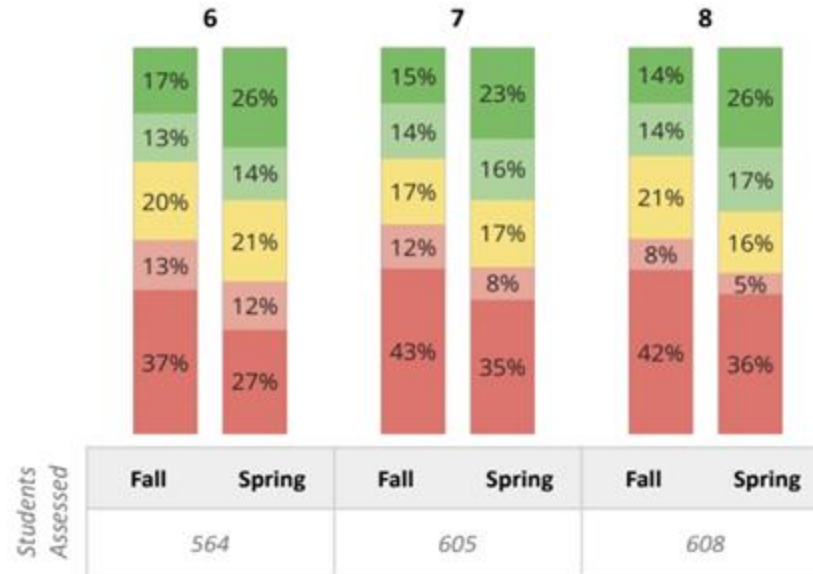
This is a longitudinal analysis

Reading

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

	6		7		8	
Students Assessed	Fall	Spring	Fall	Spring	Fall	Spring
	564		605		608	

Grade 6 — Fall: 17%, 13%, 20%, 13%, 37%
Grade 6 — Spring: 26%, 14%, 21%, 12%, 27%

Grade 7 — Fall: 15%, 14%, 17%, 12%, 43%
Grade 7 — Spring: 23%, 16%, 17%, 8%, 35%

Grade 8 — Fall: 14%, 14%, 21%, 8%, 42%
Grade 8 — Spring: 26%, 17%, 16%, 5%, 36%

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade
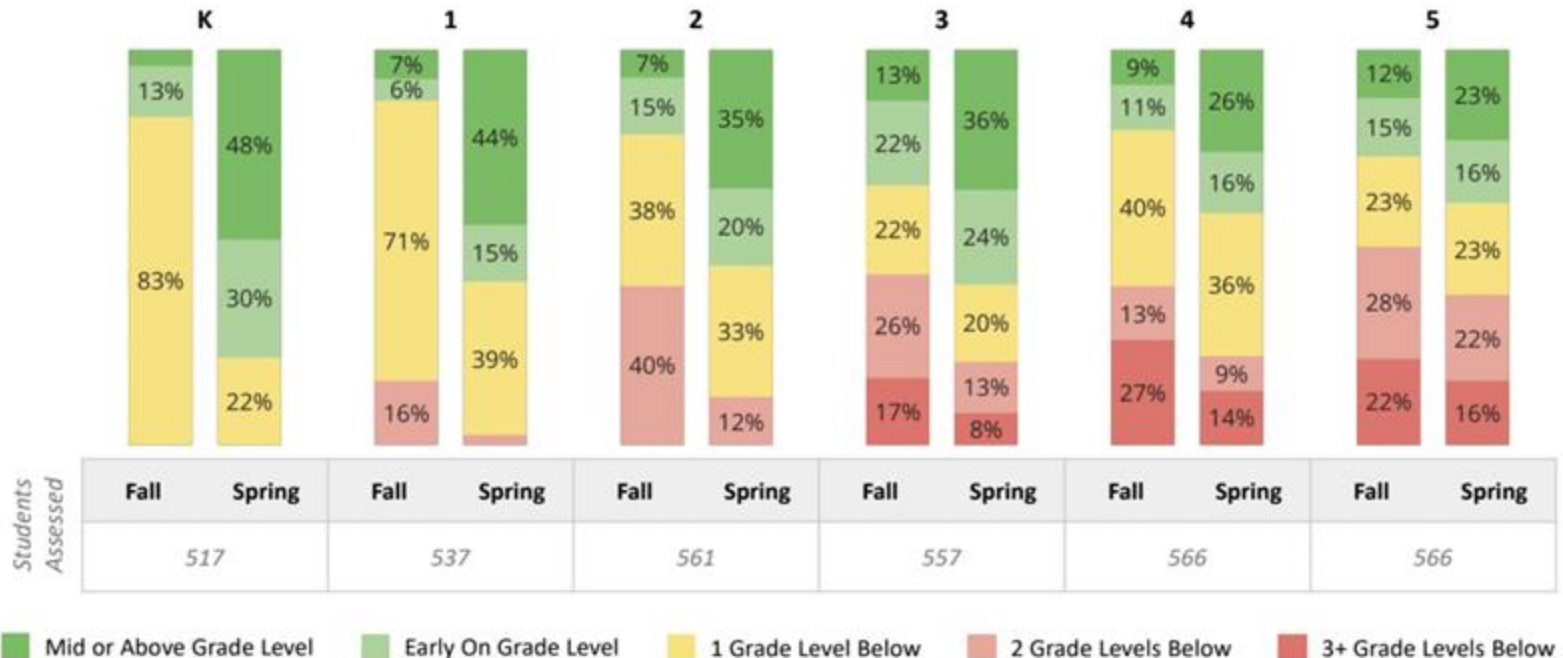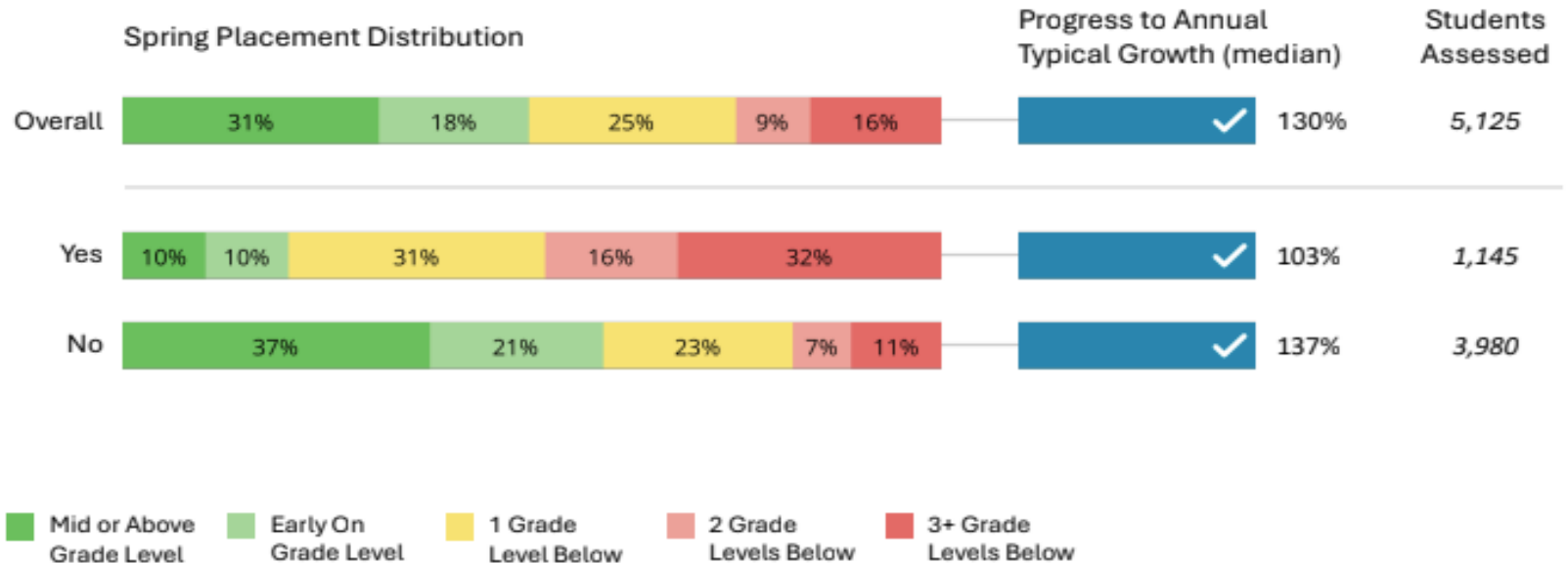
Growth in Reading

How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth	156%	141%	159%	171%	167%	100%	163%	100%	75%	141%
	Students Assessed	21	39	39	71	52	68	96	88	87	561
Early On Grade Level	Median % Typical Growth	111%	128%	140%	155%	165%	123%	144%	183%	300%	145%
	Students Assessed	67	30	82	121	65	85	71	87	84	692
One Grade Level Below	Median % Typical Growth	118%	116%	121%	146%	153%	125%	158%	180%	111%	128%
	Students Assessed	441	382	216	127	226	128	115	101	129	1,865
Two Grade Levels Below	Median % Typical Growth		137%	127%	145%	143%	105%	136%	100%	175%	134%
	Students Assessed		91	228	147	77	161	73	72	51	900
Three or More Grade Levels Below	Median % Typical Growth				97%	129%	131%	137%	124%	111%	123%
	Students Assessed				97	153	127	211	261	258	1,107

Legend: ■ >=100% ■ 80-99% ■ 60-79% ▨ 0-59%

What comes next:

- Continuing PD with choices so that teachers can have Professional Development in what they feel they need to strengthen
  - We have gotten the following Grants / Pilots
    - Prism I: PreK - 3
    - Prism III: Applied for focus of High School ELA
    - MTSS: Advanced Learner Continuum at Consentino School
    - Tiered Math Academy
- Focusing on Co-Teaching with Inclusive Practices in our Professional Development
- Analyzing data and conversations about the results with Leadership this summer
- Analyzing MCAS results
- Working with Building Administration to create schedules with Win Blocks created for Walk to Win so every student is getting what they need