



Mid-Year Data Check-in

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SERVICES

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Things to keep in mind...

-Most teachers in the district are still using our current core program. District level data is not indicative of the effectiveness of our pilot programs.

-The MTSS Toolkit was developed between July and September. Staff were trained in implementation of the toolkit in October. Data meetings began shortly after. Small group intervention started in November. Adjustments were made to core instruction after Thanksgiving break.

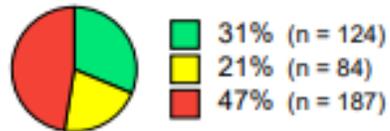
-Mid-year assessments were administered in January. This was the first time that most of our teachers administered the assessment on their own.

- District, building, and grade level teams convened in February to review data and respond to data.

Kindergarten

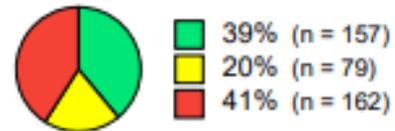
Beginning of Year

Reading Composite Score



Number of Students = 395
Average = 20.4
Standard Deviation = 21.4
Score Range = 0 to 103

Middle of Year



Number of Students = 398
Average = 102.1
Standard Deviation = 62.2
Score Range = 0 to 280

Kindergarten

STRENGTHS:

-Improvement in First Sound Fluency (35% on/above to 56% on/above)

-33 additional students scored at/above benchmark (reading composite)

-25 fewer students scored in the well below benchmark range (reading composite)

NEEDS: phonemic awareness, letter-sound correspondence

First Grade

STRENGTHS:

-Improvement in Correct Letter Sounds (based on average) 17.7 to 34.2

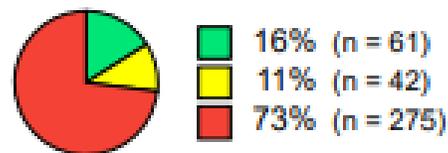
-58 additional students scored at/above benchmark (reading composite)

-65 fewer students scored in the well below range (reading composite)

NEEDS: basic phonics skills, letter sound correspondence, blending to read vc and cvc pattern words

Beginning of Year

Reading Composite Score



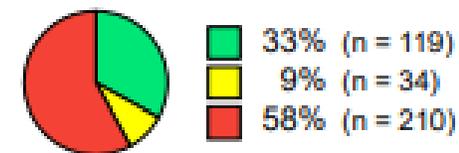
Number of Students = 378

Average = 70.8

Standard Deviation = 44.3

Score Range = 0 to 243

Middle of Year



Number of Students = 363

Average = 102.5

Standard Deviation = 99.6

Score Range = 0 to 428

Second Grade

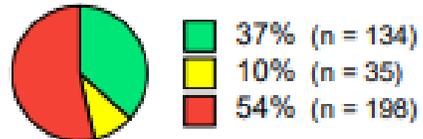
STRENGTHS:

Improvement in oral reading accuracy (district average improved from 64.5% to 77.9%)

NEEDS: basic phonics skills, application in connected text

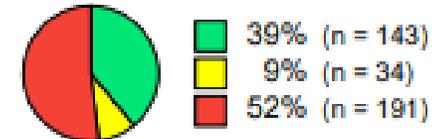
Beginning of Year

Reading Composite Score



Number of Students = 367
Average = 104.7
Standard Deviation = 99.2
Score Range = 0 to 355

Middle of Year



Number of Students = 368
Average = 138.3
Standard Deviation = 120.8
Score Range = 0 to 432

Third Grade

STRENGTHS:

-Improvement in oral reading accuracy (district average improved from 79.3% accuracy to 85.7%)

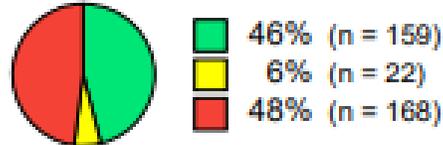
-Improvement in comprehension (MAZE) (27% at/above benchmark to 39%)

NEEDS: basic and advanced phonics skills, application in connected text

Beginning of Year

Middle of Year

Reading Composite Score

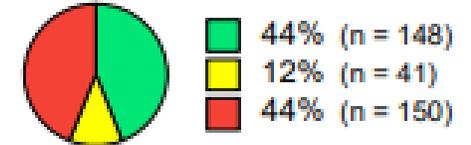


Number of Students = 349

Average = 183.6

Standard Deviation = 134.2

Score Range = 0 to 538



Number of Students = 339

Average = 242

Standard Deviation = 146.5

Score Range = 0 to 595

Fourth Grade

STRENGTHS:

-20 additional students scored at/above benchmark (reading composite)

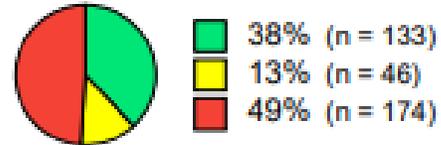
-24 fewer students scored in the well below range (reading composite)

-Improvement in oral reading accuracy (48% at/above to 60% at/above)

-Improvement in comprehension (MAZE) (20% at/above benchmark to 35% at/above)

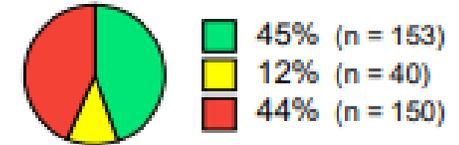
Beginning of Year

Reading Composite Score



Number of Students = 353
Average = 232.5
Standard Deviation = 128.7
Score Range = 7 to 615

Middle of Year



Number of Students = 343
Average = 291.8
Standard Deviation = 132.4
Score Range = 0 to 559

Fifth Grade

STRENGTHS:

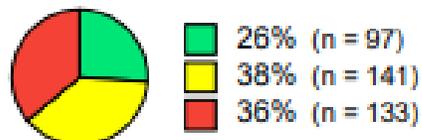
-Improvement in oral reading accuracy (51 additional students scored at/above benchmark)

-Improvement in comprehension (retell and MAZE)

NEEDS: continue to address deficits in phonics to support improved fluency, comprehension

Beginning of Year

Reading Composite Score



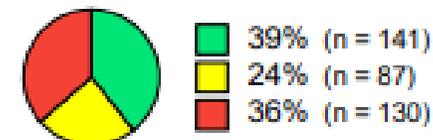
Number of Students = 371

Average = 284.9

Standard Deviation = 111.9

Score Range = 8 to 574

Middle of Year



Number of Students = 358

Average = 330.6

Standard Deviation = 107.3

Score Range = 4 to 573

Sixth Grade

STRENGTHS:

-36 additional students scored at/above benchmark (reading composite)

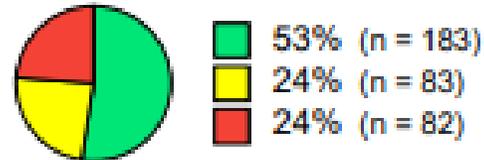
-15 fewer students scored in the well below range (reading composite)

-Improvement in all 3 indicators (rate, accuracy, and comprehension)

NEEDS: fluency (rate), comprehension

Beginning of Year

Reading Composite Score



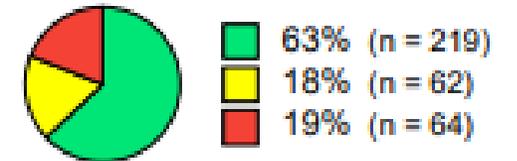
Number of Students = 348

Average = 336.5

Standard Deviation = 104.4

Score Range = 5 to 548

Middle of Year



Number of Students = 345

Average = 379.4

Standard Deviation = 119.5

Score Range = 18 to 666

7th Grade

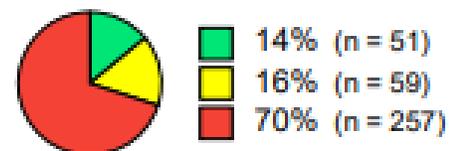
STRENGTHS:

-21 additional students scored at/above benchmark (Gate 1)

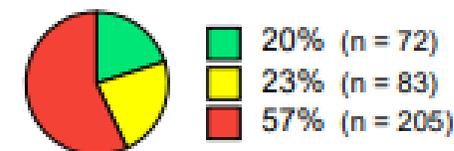
-45 fewer students scored in the well below range (Gate 1)

NEEDS: continue to address deficits in phonics to support improved fluency, comprehension

Gate 1

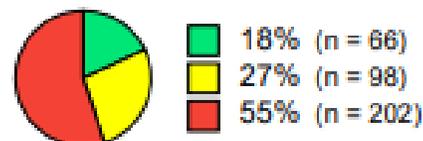


Number of Students = 367
Average = 394.7
Standard Deviation = 130.7
Score Range = 179 to 1085

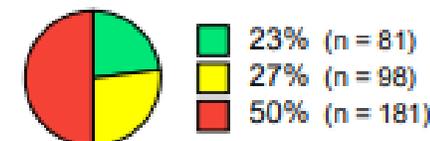


Number of Students = 360
Average = 431.8
Standard Deviation = 145.3
Score Range = 179 to 1091

Gate 2



Number of Students = 366
Average = 423.5
Standard Deviation = 144.9
Score Range = 141 to 914



Number of Students = 360
Average = 474.3
Standard Deviation = 155.9
Score Range = 159 to 973

High Level Analysis (Acadience)

-Mid-year data is more indicative of Core instruction than MTSS/Intervention

-We are seeing positive gains in most grade levels, however, gains in second and third grade are not yet transferring to grade level measures. These students were in kindergarten and first grade at the on-set of the pandemic.

-Teachers must address deficits in foundational reading skills (phonemic awareness and phonics). One hour of MTSS is not sufficient when 60% of students are below/well below benchmark.

-MTSS and small group intervention must be a top priority. This time must be sacred.

Questions?
