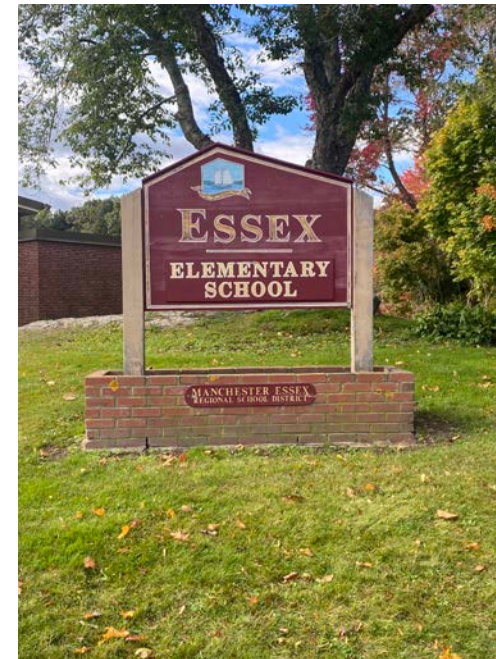


State of the School

Essex Elementary School

11/2/21



The State of Essex Elementary School

Goal: Look at impact of Interrupted Learning at EES

What Data are We Looking at?

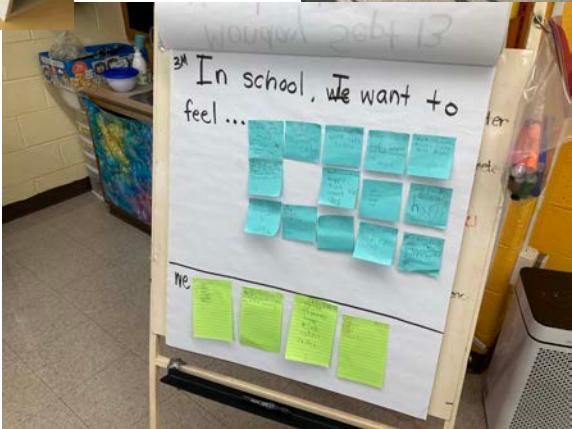
- Anecdotal Staff Input (Survey)
- Counseling Data
- MCAS scores from Spring 2021
- Aimsweb Plus Benchmark Assessment Data from Fall 2021

Format of Presentation:

- ▶ Focus on all of the positives as demonstrated from EES data
- ▶ Focus on the challenges we face based on EES data
- ▶ Plans to address these challenges
- ▶ Summary/Questions

Let's Begin with All of the
Positives:

Some VERY Happy Students at EES!



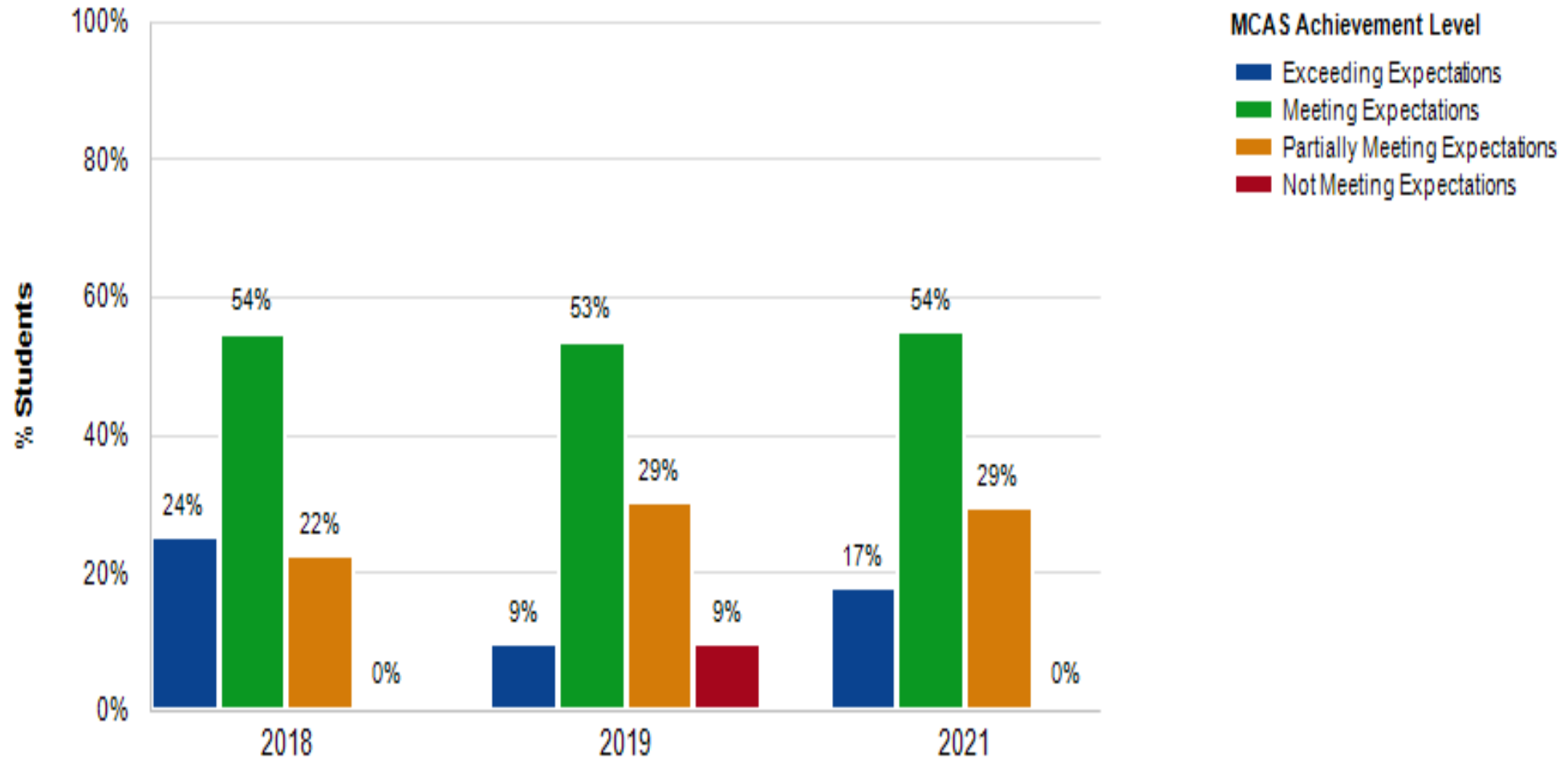
Positive feedback from Anecdotal Staff Survey:

- ▶ Every Day Math assessments indicate grade level proficiency at many grades.
- ▶ Upper grades most students are reading at or above grade level.
- ▶ Many teachers report students look similar to other years.
- ▶ Most teachers report socially competent students who are able to work independently.
- ▶ Students are excited to learn.
- ▶ They LOVE discussing books and engaging in active learning.
- ▶ They are very happy to be IN school!

Positive MCAS news:

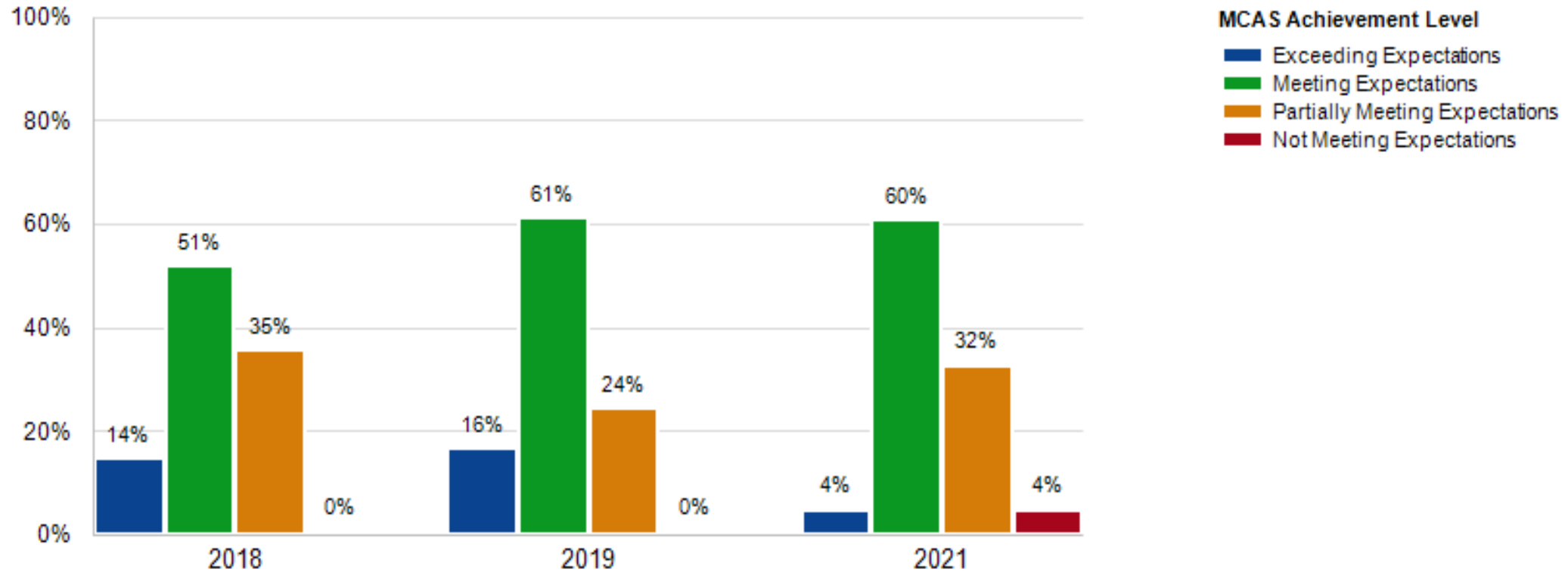
Grade 3 ELA

Student Group : All Students



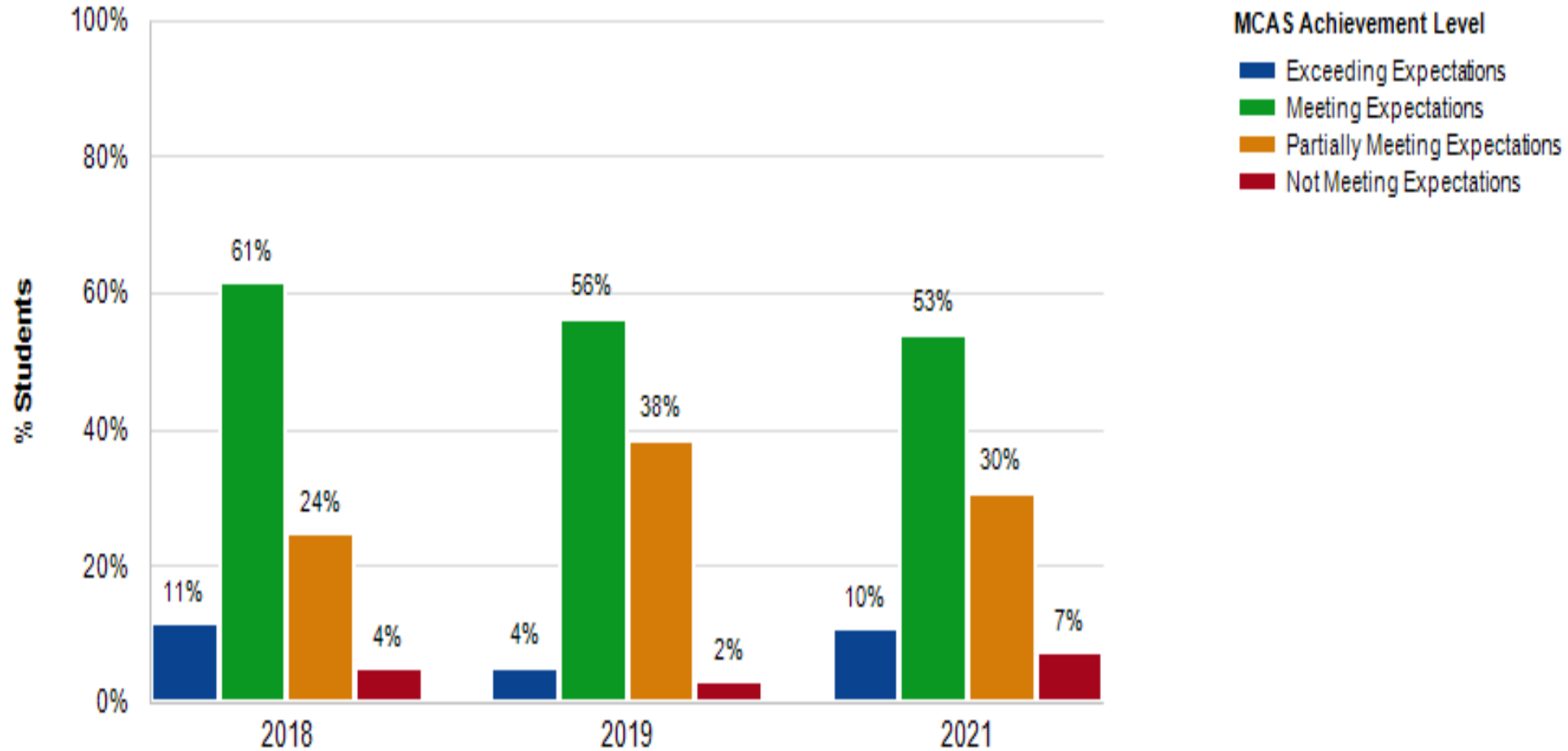
Grade 4 ELA :

Student Group : All Students

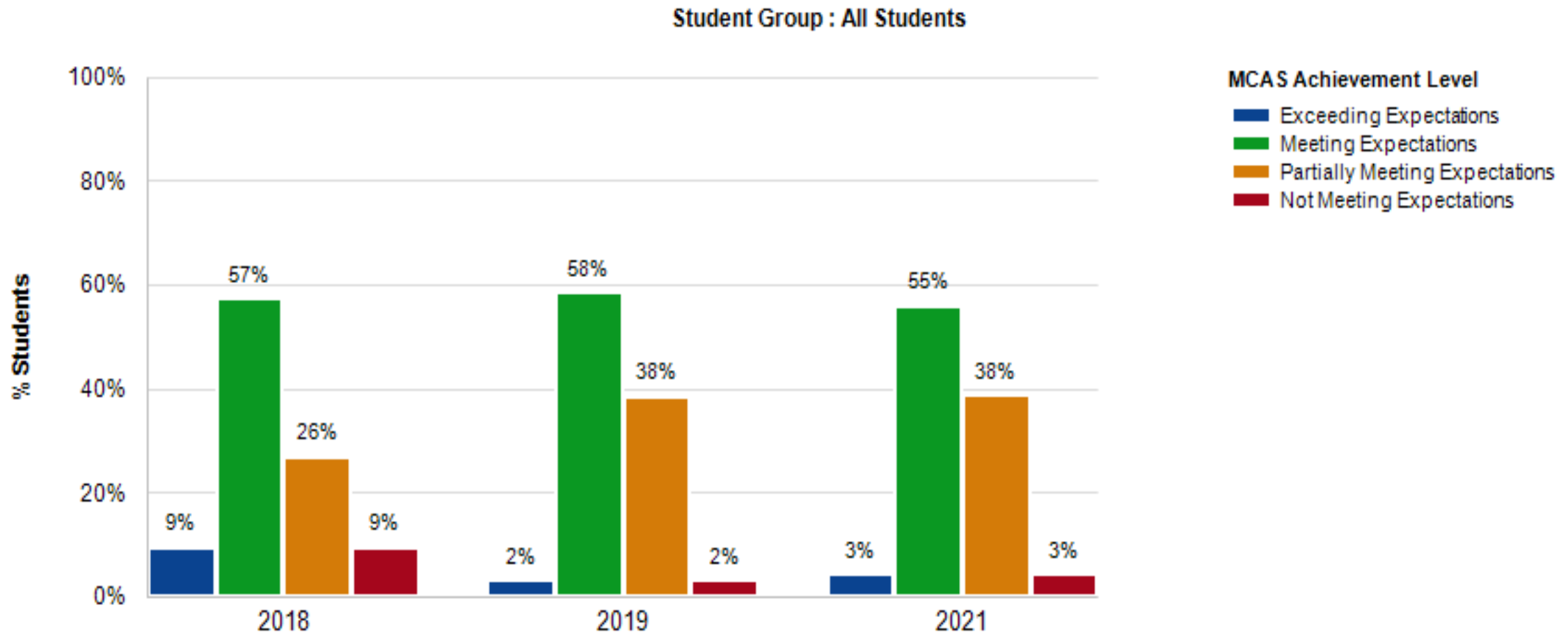


Grade 5 ELA:

Student Group : All Students



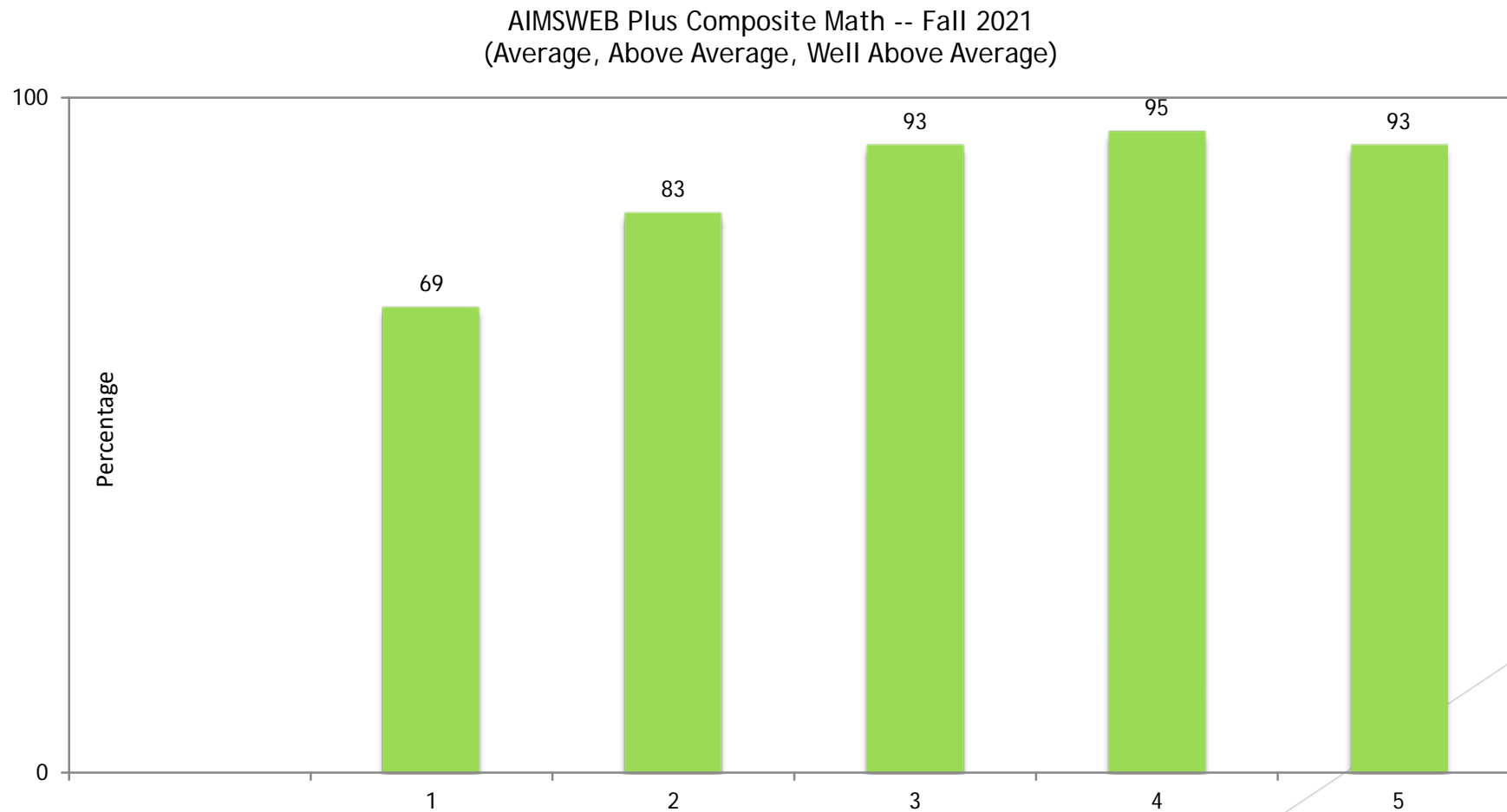
Grade 5 Math:



Summary of Positive MCAS Data:

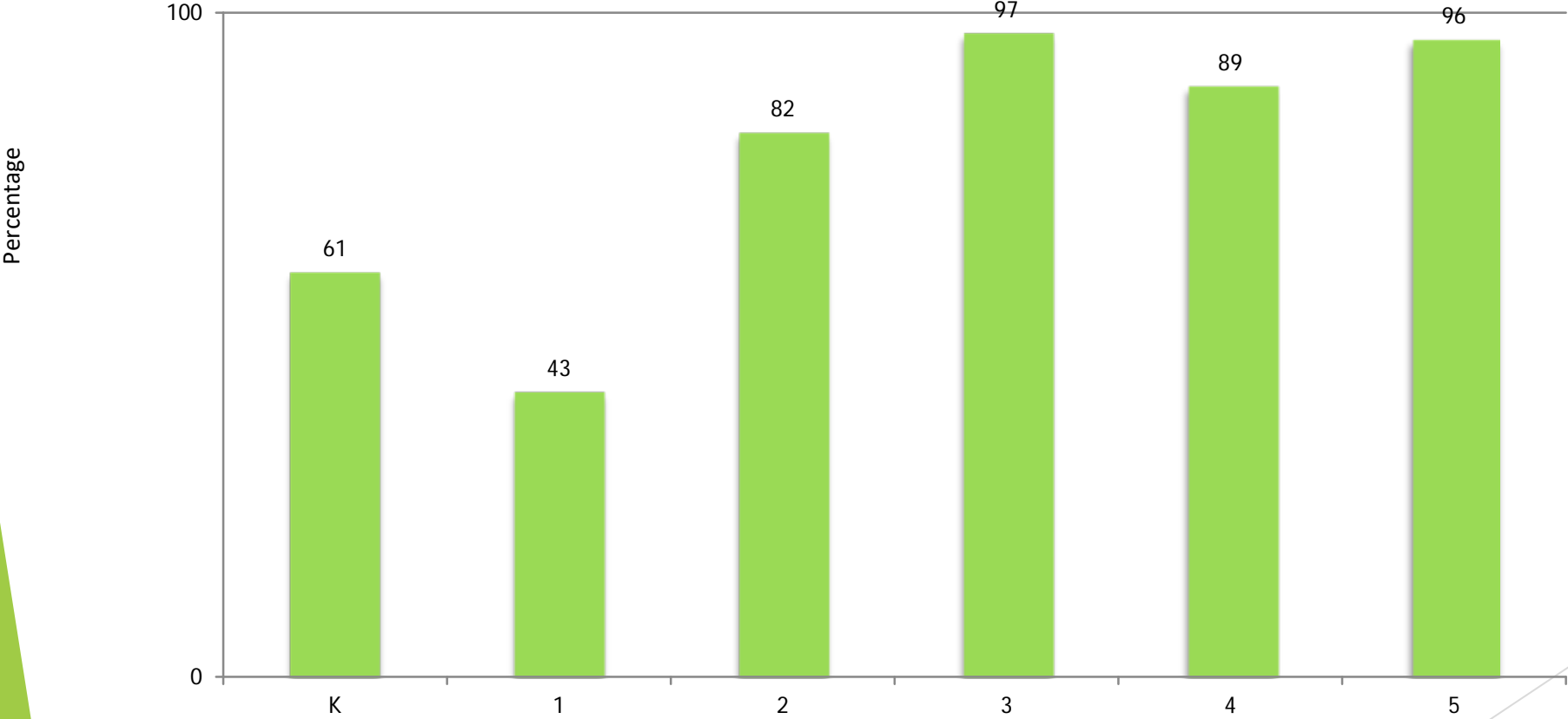
- ▶ EES is above State average in all subject areas.
- ▶ Grades 3 and 5 improved in ELA. (current grades 4 and 6)
- ▶ No students Not Meeting Expectations in grade 3 ELA.
- ▶ Grade 3 ELA improved by 9% this year, while overall state average decreased by 6%.
- ▶ Grade 5 ELA improved by 3% this year, while overall state average decreased by 5%.
- ▶ Grade 5 Math decreased by 2%, while the trend across the state showed overall decrease by 16%.

Positive Aimsweb Plus Math Data:



Positive Aimsweb Plus Reading Data (with a bit of challenge mixed in):

AIMSWEB Plus Composite Reading -- Fall 2021
(Average, Above Average, Well Above Average)




Positive Data from our New Aimsweb Plus Assessment:

(Aimsweb Plus is a nationally normed assessment. We are currently using it as a benchmark assessment in grades K-5.)

- ▶ Students in grade 3-5 do not seem to be impacted by the disruption in school based on current data.
- ▶ Less than 20% of students in grades 2-5 are in need of intervention in reading.
- ▶ Less than 20% of students in grades 3-5 are in need of intervention in math.
- ▶ Just over 20% of students in grade 2 require math intervention.

What Challenges are we
facing and how are we
planning to address them?



Challenges Staff have reported:

- ▶ Seem to focus on our primary students.
- ▶ Took longer this year to acclimate primary students to the routines of school.
- ▶ Low stamina and very tired students in the latter part of the day.
- ▶ Social interactions have appeared to be impacted a bit. Staff reports social immaturity in regard to peer interactions and ability to sustain independent work....but that already seems to be improving.

How are we addressing these challenges?

- ▶ Primary teachers have adjusted the pace of their day.
- ▶ Primary teachers have spent more time throughout the day teaching class/school routines.
- ▶ Staff are modeling appropriate social interactions for students.
- ▶ Teachers are doing more direct instruction with social skills.
- ▶ We are rebooting RULER, RTI, and SEL groups.
- ▶ Primary teachers are providing play opportunities for students and hands on activities.

Counseling Data:

- ▶ Currently the School Adjustment Counselor has a caseload of over 40 students.
- ▶ Experienced teachers and in some cases, parents refer students to counselor.
- ▶ The focus seems to be on students with anxiety, trauma symptoms, and depression.

How are we addressing this increase?

- ▶ Restructuring our resources. School Psychologist continues to evaluate students and share reports at IEP meetings, but she is increasing the number of small social emotional groups that she sees each week.
- ▶ School Psychologist and Counselor are collaborating to support our student population.
- ▶ Staff is rebooting RULER this year with ongoing professional development to support this work.
- ▶ Teachers are using classroom time to address social needs in the moment and provide direct instruction to support all students.

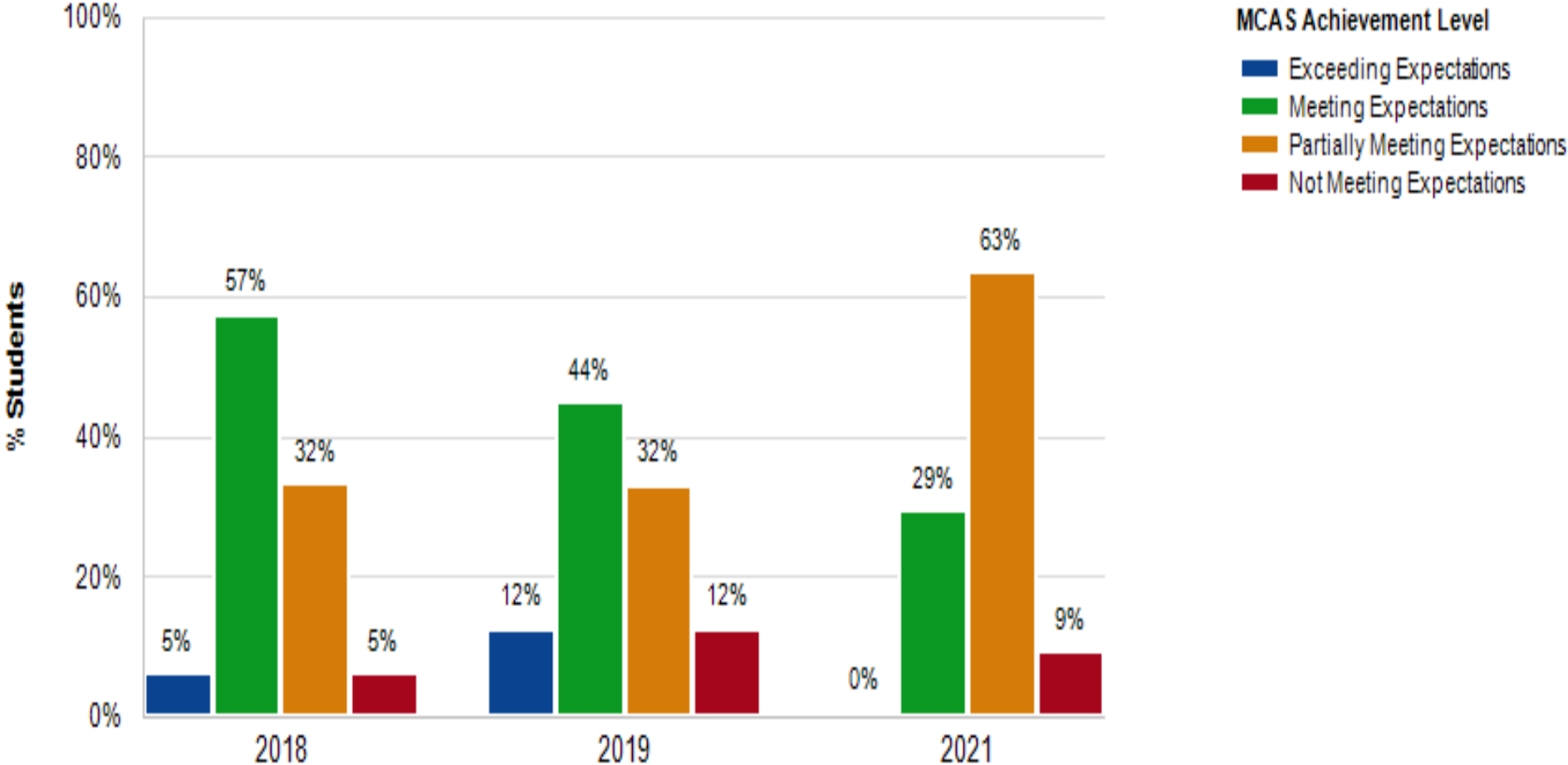
The Good News

- ▶ In general, our students are happy to be in school...even those who need additional supports.
- ▶ The culture is positive and students are heard laughing throughout the building.
- ▶ Being live in school seems to be helping everyone and the tone is great.
- ▶ We have had very few discipline office referrals.

What Challenges has MCAS
data shown us?

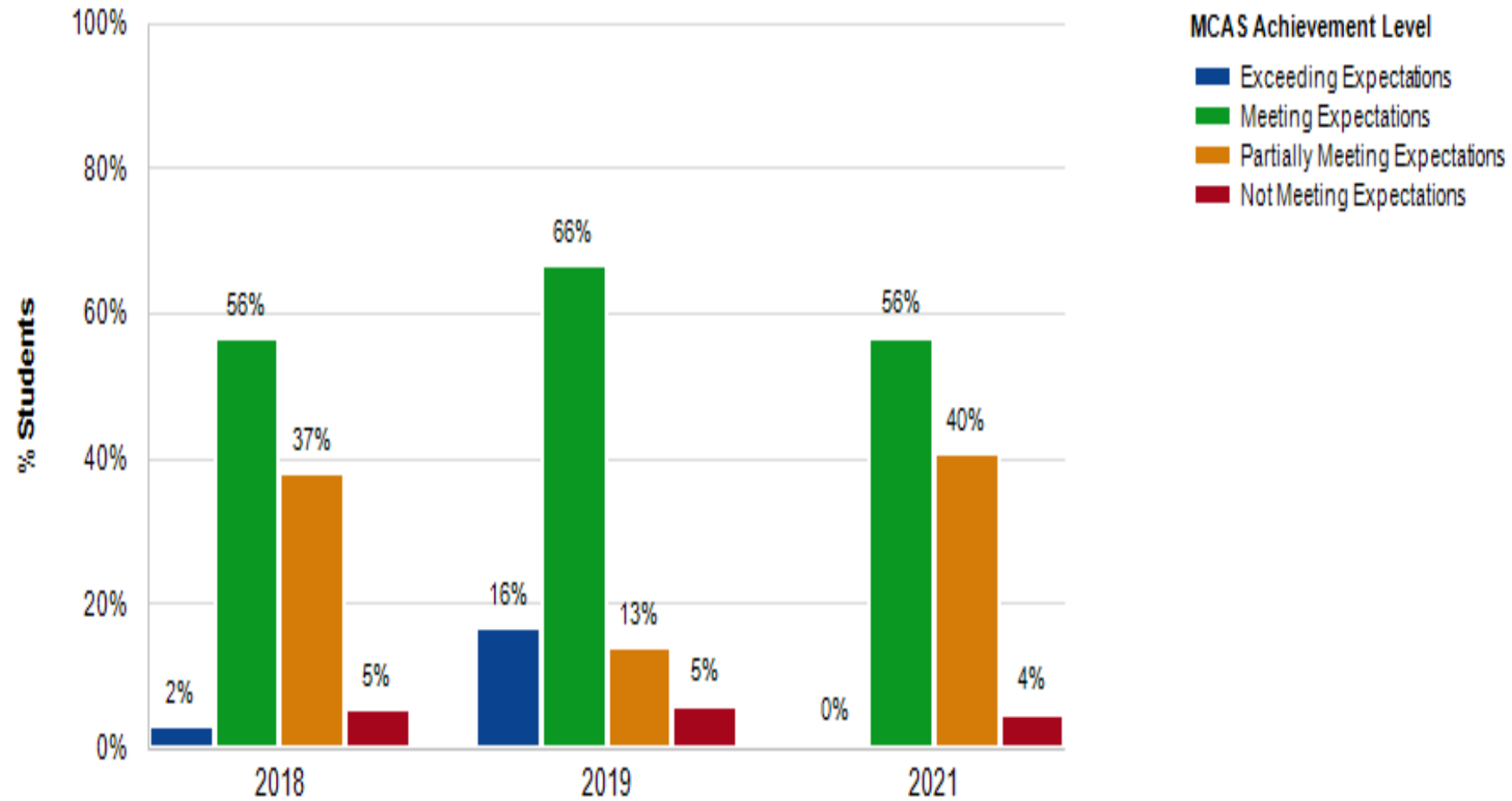
Grade 3 Math

Student Group : All Students



Grade 4 Math:

Student Group : All Students



Summary of Challenge Areas we have learned from MCAS data:

- ▶ Grades 3 and 4 (current grades 4 and 5) have shown decrease in Math MCAS scores, which follows trend across the state.

How are we addressing this?

- ▶ Looking at Item Analysis of these assessments to provide targeted instruction.
- ▶ After school Study Skills/MCAS remediation is being offered for targeted students and will address specific areas of need.
- ▶ WIN RTI groups this year will focus on math in grades 4 and 5.
- ▶ As part of the Teacher Evaluation Cycle, Grade 4-5 Teachers' Student Learning goals focus on improving math computation.

What Does Aimsweb Plus show us?

- ❖ Kindergarten students:
 - 14 of 36 students are high need in Reading.
 - 6 of 36 are moderate need in Reading.
 - On each of the math measures, approximately 12 of 36 students are at risk.

- ❖ First Grade students:
 - 17 of 40 students are high need in Reading.
 - 10 of 40 are moderate need in Reading.
 - 6 students of 39 are high need in Math.
 - 13 students of 39 are moderate need in Math.

How is this being addressed?

- ▶ Provide Title One small group literacy support with targeted students in grades K and 1.
- ▶ Resume full day data meetings (3X per year) to review data with staff and determine targeted needs for each class/student and develop Tier 1 plan.
- ▶ Strategically reallocate Reading TAS to focus on Tier 1 push in support.
- ▶ Deploy Reading Specialists to provide explicit interventions in K-1 to close the gaps (per science of reading!)
- ▶ Use diagnostic assessments in grades k-2 to provide targeted Tier 1 approach to phonics instruction.

- ▶ As part of the Teacher Evaluation Cycle, grades K-1 teachers' Professional goals focus on shifting their practice to integrate new learning from the science of reading.
- ▶ Set targeted goals for students and monitor progress closely.
- ▶ Common Planning meeting time will be used to review progress monitor data and discuss instructional practices to support achievement.
- ▶ Focus Professional Development on the Science of Reading in conjunction with our new literacy curriculum.

Good News!!

- ▶ We have so much to be thankful for!
- ▶ We are all back together and teachers are engaging all students!
- ▶ The culture at EES is as positive as ever!
- ▶ As usual, we have plans to address any thing that we face. We face it together! We are problem solvers and collaborators!
- ▶ I am grateful for a great staff, students, and families.
- ▶ If we can collectively get through last year, we **CAN DO ANYTHING!**

Questions and Answers

