



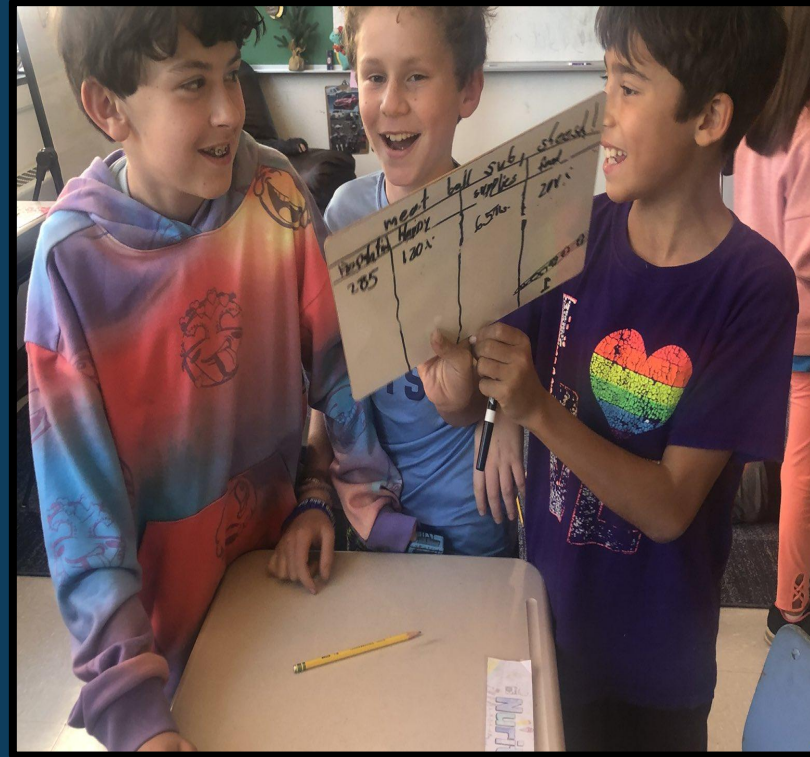
Curriculum Sub-Committee 1/16/24

PUBLIC SCHOOLS of
BROOKLINE



Objectives:

- Review mClass Data
 - Review current data trends for the sub tests
 - Share next steps
-



Overview of Administration

ASSESSMENT WINDOW

Beginning of the Year (used for benchmarking)	Middle of the Year	End of the Year
9/11/23 - 10/3/23	1/3/24 - 1/26/24	5/13/24 - 6/7/24
ALL students in K-3 must be administered the mClass screener.		



2023-2024 Completion Rates MOY

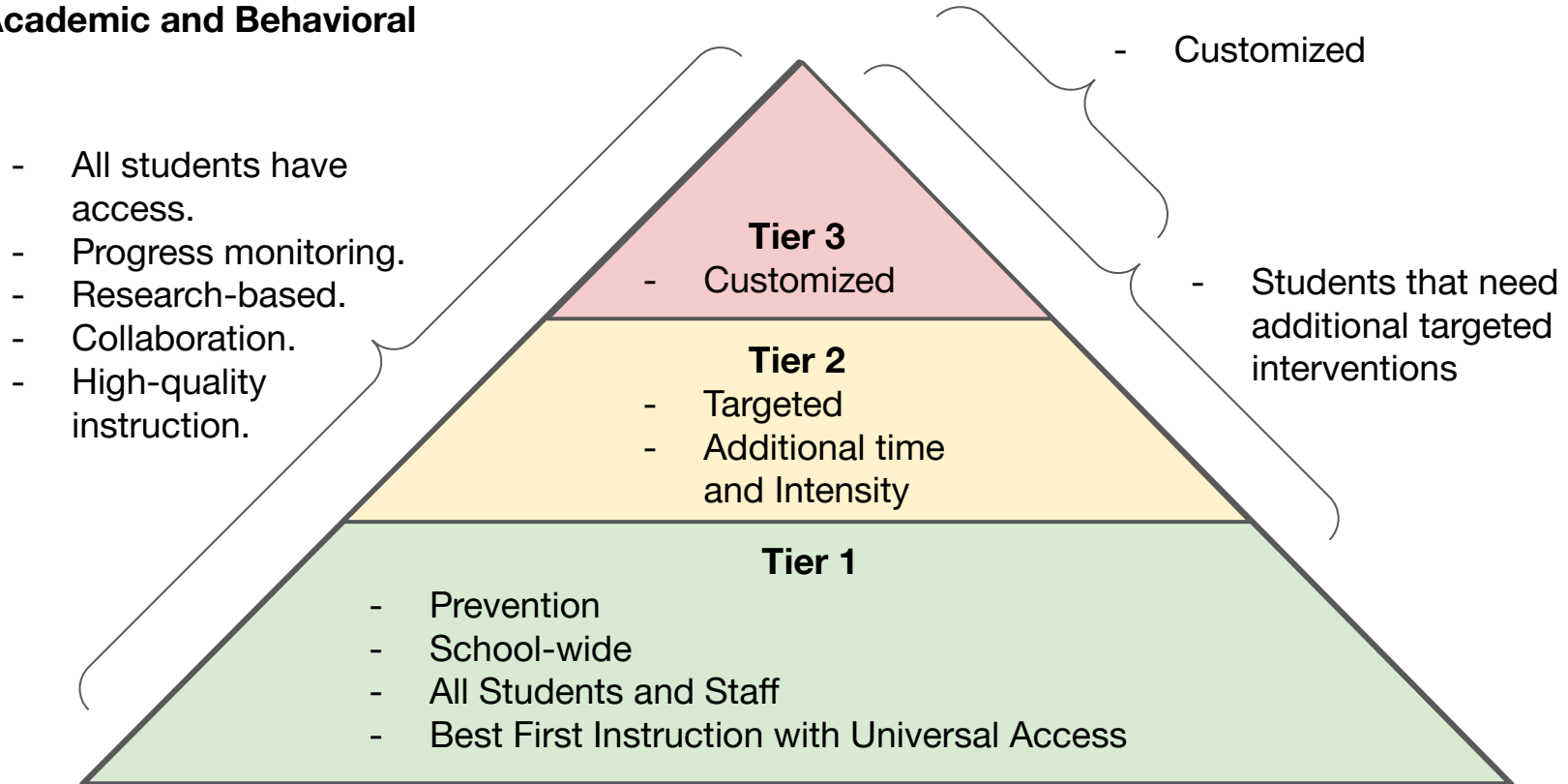
Current as of 01/13/2024

District ▲		25%	50%	75%	Total Students	DIBELS 8th Edition	Not Complete
Brookline Public School Dist	23-24 MOY	<div><div></div></div>			2165	51%	49%
Brookline Public School Dist							
Grade K	23-24 MOY	<div><div></div></div>			484	55%	45%
Grade 1	23-24 MOY	<div><div></div></div>			532	68%	32%
Grade 2	23-24 MOY	<div><div></div></div>			536	64%	36%
Grade 3	23-24 MOY	<div><div></div></div>			562	23%	77%



Relation to MTSS/RTI

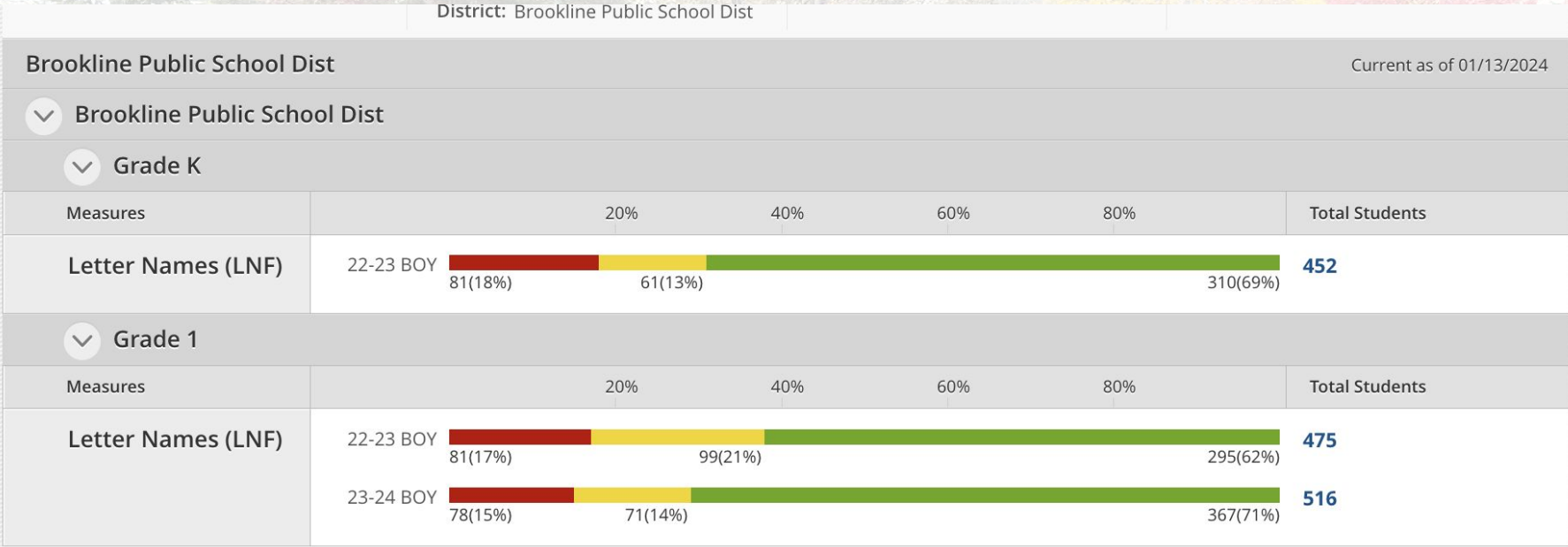
Response to Instruction and Intervention Academic and Behavioral



District Performance BOY 2023-2024

Brookline Public School Dist		Current as of 01/02/2024					
Grade 1		Reference Data (Compare these results against a wider population)					
Brookline Public School Dist	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	89(17%)	50(10%)	147(28%)	230(45%)	516
Grade 2		Reference Data (Compare these results against a wider population)					
Brookline Public School Dist	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	99(19%)	56(11%)	155(30%)	213(40%)	523
Grade 3		Reference Data (Compare these results against a wider population)					
Brookline Public School Dist	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	71(13%)	63(12%)	132(24%)	273(51%)	539

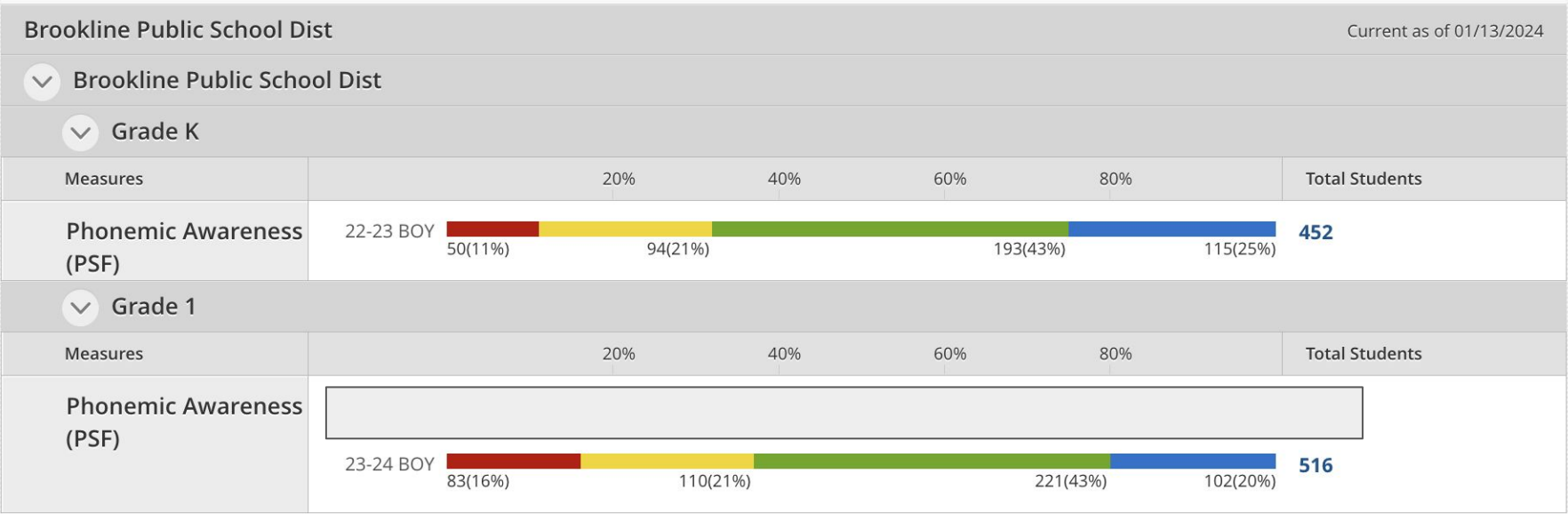
Letter Naming Fluency: Student names the letters on a page. (K,1)



Cohort Data	K- 2023	31% Below or Well Below Benchmark (142 students)
	Grade 1 2024	29% Below or Well Below Benchmark (149 students)



Phonemic Awareness: Student is given a word and they need to say the individual sounds. (K,1)



Cohort Data	K- 2023	32% Below or Well Below Benchmark (144 students)
	Grade 1 2024	37% Below or Well Below Benchmark (193 students)

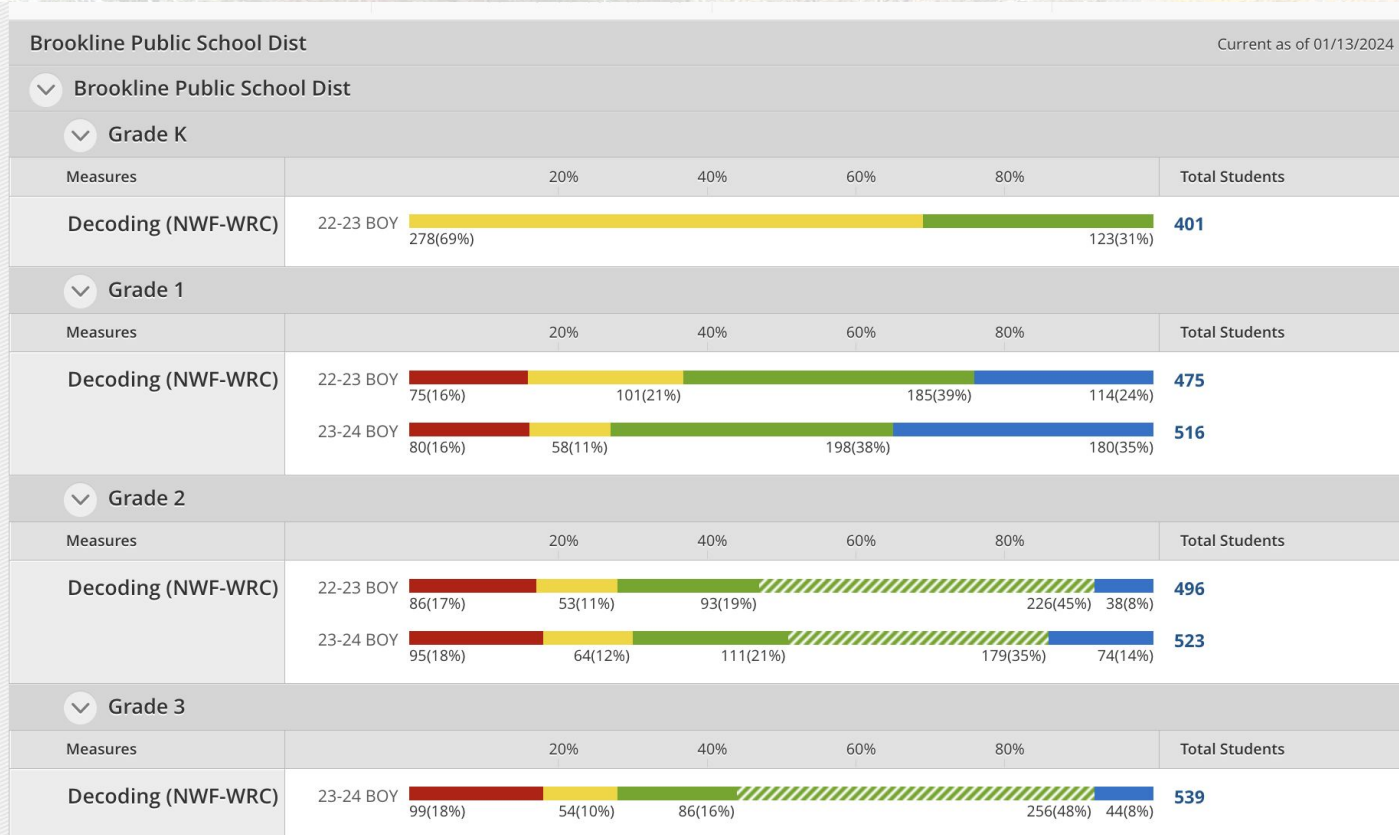
Decoding: Student decodes nonsense words that are based on the alphabetic principle. (K-3)

Brookline Public School Dist					Current as of 01/13/2024
▼ Brookline Public School Dist					
▼ Grade K					
Measures	20%40%60%80%				Total Students
Letter Sounds (NWF-CLS)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>101(25%)65(16%)113(28%)122(31%)</div>			401
▼ Grade 1					
Measures	20%40%60%80%				Total Students
Letter Sounds (NWF-CLS)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div> <div>138(29%)46(10%)129(27%)162(34%)</div>			475
	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>109(21%)33(6%)131(25%)243(48%)</div>			516
▼ Grade 2					
Measures	20%40%60%80%				Total Students
Letter Sounds (NWF-CLS)	22-23 BOY	<div><div></div><div></div><div></div><div></div><div></div></div> <div>78(16%)42(8%)115(23%)226(46%)35(7%)</div>			496
	23-24 BOY	<div><div></div><div></div><div></div><div></div><div></div></div> <div>95(18%)48(9%)127(24%)179(35%)74(14%)</div>			523
▼ Grade 3					
Measures	20%40%60%80%				Total Students
Letter Sounds (NWF-CLS)	23-24 BOY	<div><div></div><div></div><div></div><div></div><div></div></div> <div>71(13%)58(11%)116(22%)256(47%)38(7%)</div>			539

Decoding: Student decodes nonsense words that are based on the alphabetic principle. (K-3)

Cohort Data	K- 2023	41 % Below or Well Below Benchmark (166 students)
	Grade 1 2024	27% Below or Well Below Benchmark (142 students)
	Grade 1 2023	39% Below or Well Below Benchmark (184 students)
	Grade 2 2024	27% Below or Well Below Benchmark (143 students)
	Grade 2 2023	24% Below or Well Below Benchmark (120 students)
	Grade 3 2024	24% Below or Well Below Benchmark (129 students)

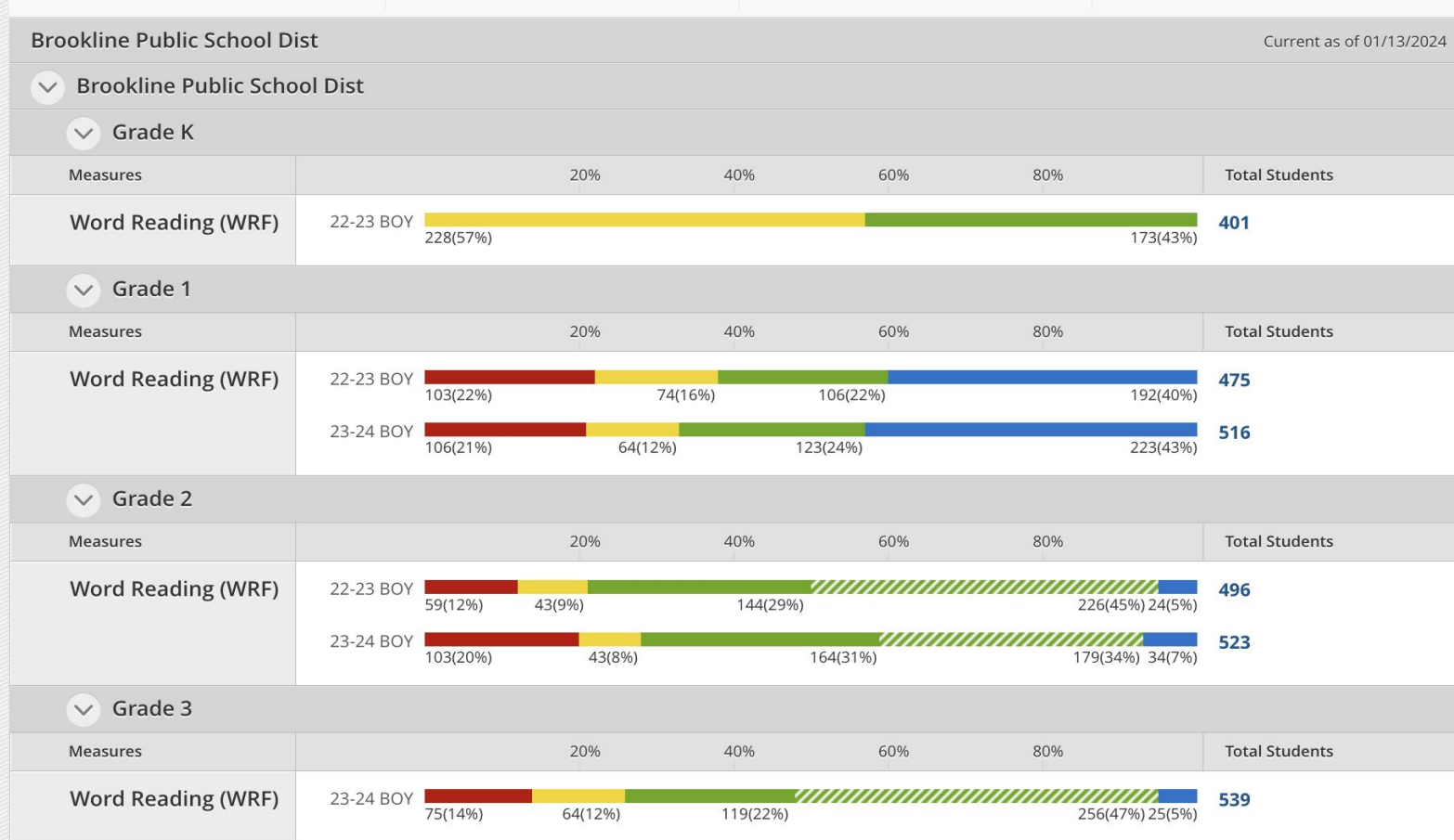
Decoding : Students' read nonsense words and are scored on the correct letter sounds . (1 and on)



Decoding with Accuracy: Students' read real words . (1 and on)

Cohort Data	K- 2023	69 % Below (278 students)
	Grade 1 2024	37% Below or Well Below Benchmark (128 students)
	Grade 1 2023	37% Below or Well Below Benchmark (184 students)
	Grade 2 2024	30% Below or Well Below Benchmark (159 students)
	Grade 2 2023	28% Below or Well Below Benchmark (139 students)
	Grade 3 2024	28% Below or Well Below Benchmark (153 students)

Word Reading: Assesses students' ability to read a list of words accurately and fluently.(K-3)



Word Reading: Assesses students' ability to read a list of words accurately and fluently.(K-3)

Cohort Data	K- 2023	57 % Below (228 students)
	Grade 1 2024	33% Below or Well Below Benchmark (170 students)
	Grade 1 2023	40% Below or Well Below Benchmark (177 students)
	Grade 2 2024	28% Below or Well Below Benchmark (146 students)
	Grade 2 2023	18% Below or Well Below Benchmark (102 students)
	Grade 3 2024	26% Below or Well Below Benchmark (141 students)

Reading Accuracy: Students read a passage of grade level text. (1 and on)

Brookline Public School Dist

Current as of 01/13/2024

▼ Brookline Public School Dist

▼ Grade 1

Measures	20%	40%	60%	80%	Total Students
Reading Accuracy (ORF-Accu)	22-23 BOY	<div><div></div><div></div><div></div></div>			455
	23-24 BOY	<div><div></div><div></div><div></div></div>			483

▼ Grade 2

Measures	20%	40%	60%	80%	Total Students
Reading Accuracy (ORF-Accu)	22-23 BOY	<div><div></div><div></div><div></div></div>			496
	23-24 BOY	<div><div></div><div></div><div></div></div>			523

▼ Grade 3

Measures	20%	40%	60%	80%	Total Students
Reading Accuracy (ORF-Accu)	23-24 BOY	<div><div></div><div></div><div></div></div>			539

Reading Accuracy: Assesses students' ability to read words in connected text. (1 and on)

Cohort Data	Grade 1 2023	32% Below or Well Below Benchmark (195 students)
	Grade 2 2024	41% Below or Well Below Benchmark (216 students)
	Grade 2 2023	31% Below or Well Below Benchmark (153 students)
	Grade 3 2024	35% Below or Well Below Benchmark (190 students)



Reading Fluency: Students read a passage of grade level text. (1 and on)

Brookline Public School Dist					Current as of 01/13/2024		
▼ Brookline Public School Dist							
▼ Grade 1							
Measures	20%40%60%80%				Total Students		
Reading Fluency (ORF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div>	100(22%)	43(9%)	142(31%)	170(38%)	455
	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	79(16%)	52(11%)	151(31%)	201(42%)	483
▼ Grade 2							
Measures	20%40%60%80%				Total Students		
Reading Fluency (ORF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div>	69(14%)	60(12%)	140(28%)	227(46%)	496
	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	116(22%)	60(11%)	166(32%)	181(35%)	523
▼ Grade 3							
Measures	20%40%60%80%				Total Students		
Reading Fluency (ORF)	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	93(17%)	58(11%)	130(24%)	258(48%)	539

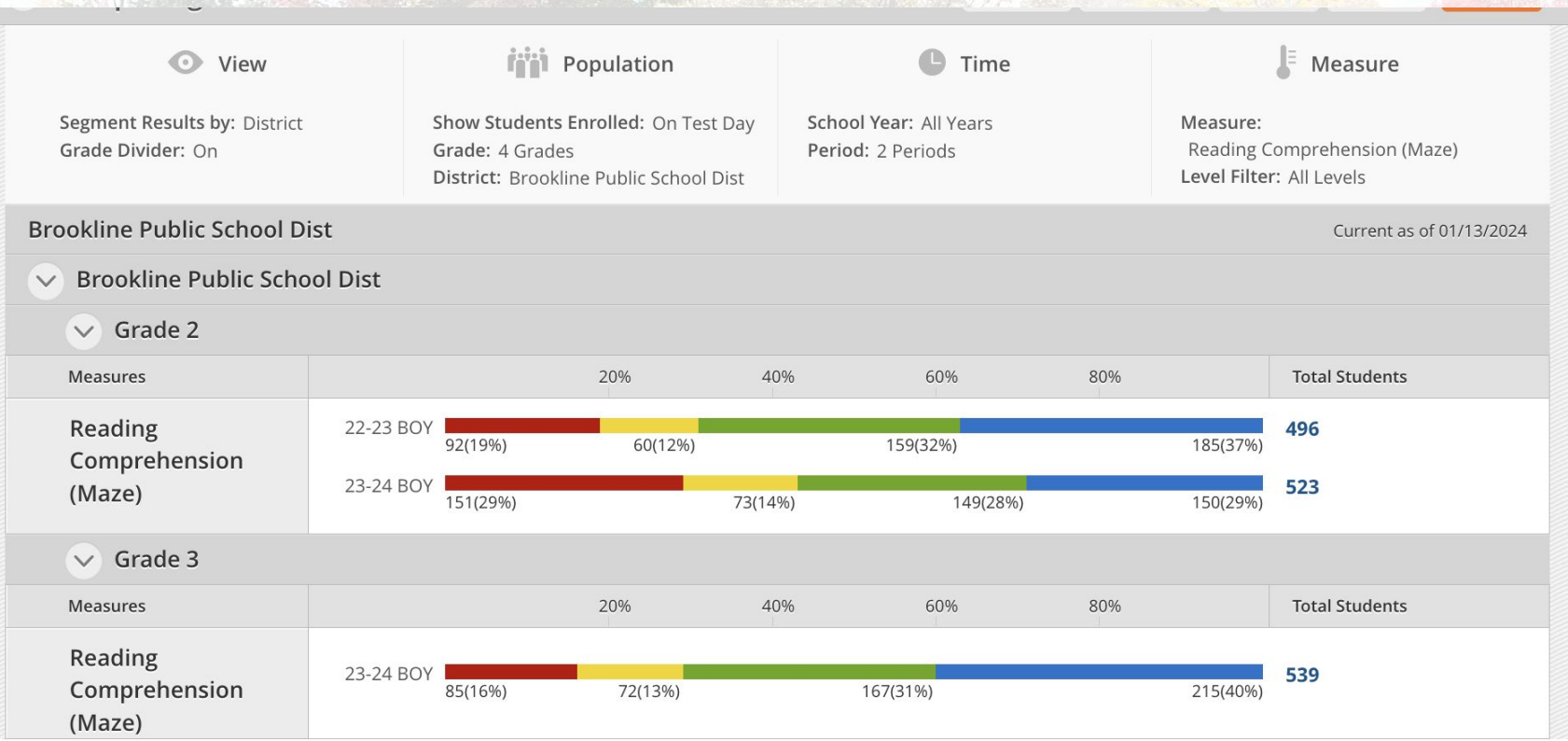
Reading Accuracy

Cohort Data	Grade 1 2023	31% Below or Well Below Benchmark (143 students)
	Grade 2 2024	33% Below or Well Below Benchmark (176 students)
	Grade 2 2023	26% Below or Well Below Benchmark (129 students)
	Grade 3 2024	28% Below or Well Below Benchmark (151 students)



Reading Comprehension: Assesses students' ability to make meaning from a text.

Only students in Grade 2 are administered this subtest. (2 and up)



Brookline Public School Dist

Current as of 01/13/2024

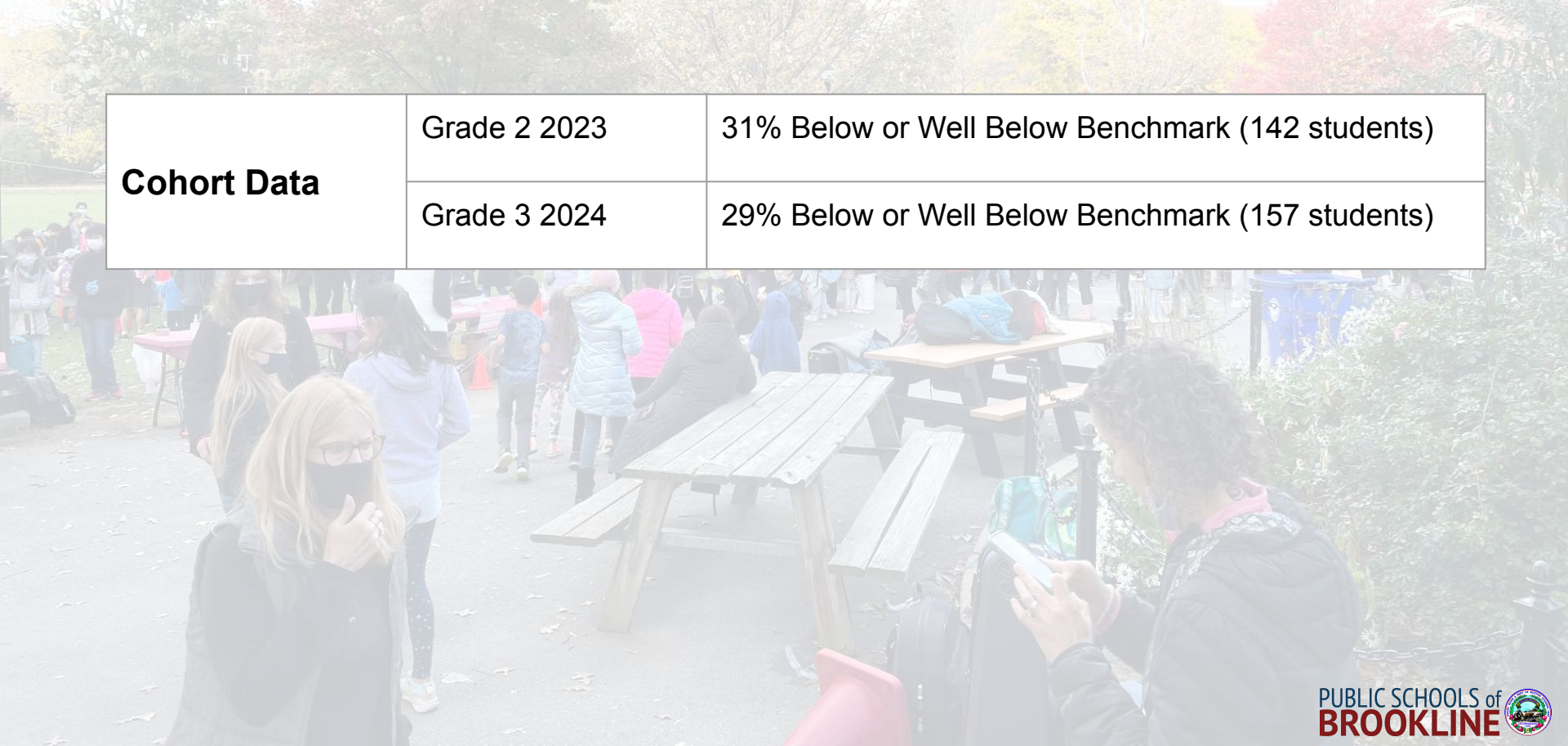
▼ Brookline Public School Dist

▼ Grade 2

▼ Grade 3

Reading Comprehension: Assesses students' ability to make meaning from a text.
Only students in Grade 2 are administered this subtest. (2 and up)

Cohort Data	Grade 2 2023	31% Below or Well Below Benchmark (142 students)
	Grade 3 2024	29% Below or Well Below Benchmark (157 students)



Next Steps

- Provide classroom teachers support for Tier I instruction
 - Materials
 - Coaching in the Classroom
 - Child Study Team Leader Training
 - Review sub test data to determine type of literacy support
 - Data Literacy Training
 - Progress Monitoring
 - Summer Programing
- K-12 Literacy Needs Assessment



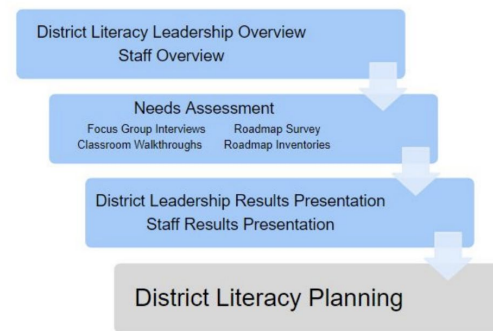
Literacy Needs Assessment Update

Hill for Literacy 1/16/24

Expected Outcomes from the Review

- Create high level understanding of the district's literacy system in order to help the district build, maintain and sustain improvements to ELA/Literacy
- Identify strengths and areas for improvement to support continuous change and sustained improvement to teaching and learning
- Ensure that next steps are rooted in, and conducted via a lens of equity, inclusivity, and cultural responsiveness

HILL FOR LITERACY *Needs Assessment Process*



SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS

Instruction

Intensive, Individual Interventions

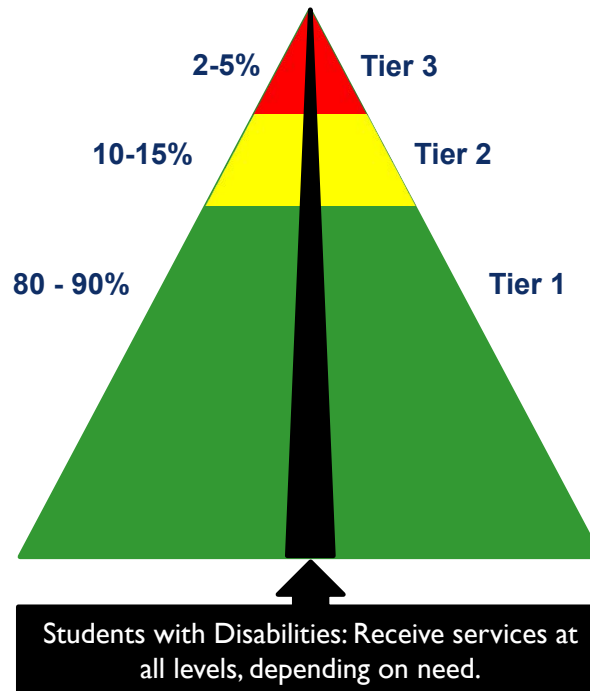
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Assessment

Intensive Assessment

- Individual Students
- Diagnostic (Instruction/Categorical)
- Progress Monitoring

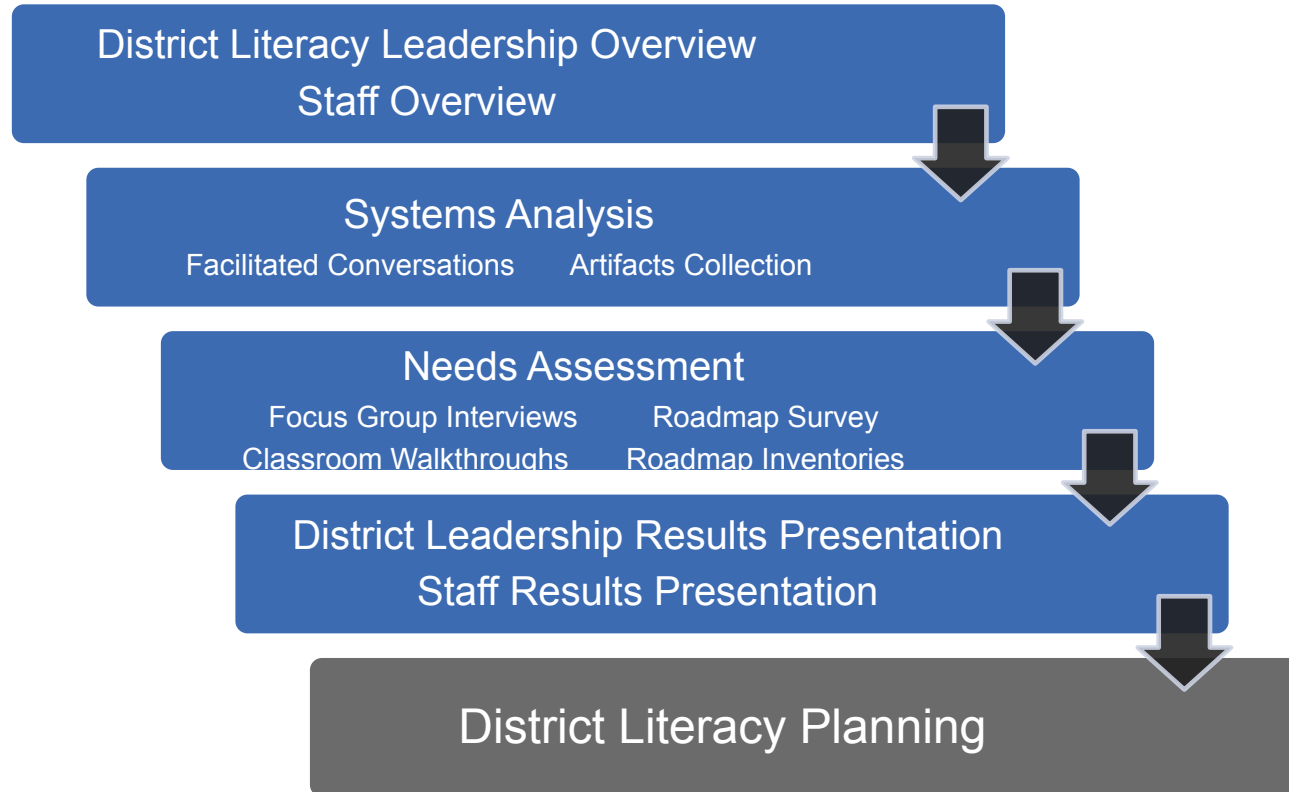
Targeted Group Assessment

- Some students (at-risk)
- Diagnostic (Instruction)
- Progress Monitoring

Universal Assessment

- All settings, all students
- Preventive, proactive
- Screenings
- Summative (Outcomes)
- Diagnostic (Instruction)

NEEDS ASSESSMENT PROCESS



Role Groups and Activities

- District Literacy Leadership Team: Select teachers and administrators
- Teachers of ELA and Support Teachers (Special Educators, EL Teachers, Social Studies Teachers, Science Teachers, Literacy Specialists and Coaches): Participate in survey
- K-5 Classroom Teachers, 6-12 ELA Teachers, Special Educators, EL, Literacy Specialists and Coaches: Participate in focus groups
- K-12 ELA Teachers: Classroom visits by Hill

HILL FOR LITERACY PRIORITY GOALS

Leadership: Install systems and processes to support the implementation of a multi-tiered assessment and instructional framework.

Tiered Instruction: Use core, supplemental, and intervention literacy curricula in a multi-tiered instructional model at each grade level effectively and strategically.

Professional Learning: Collaborate through shared knowledge, skills, language, and collaboration among teachers based on the essential components of literacy and evidence-based instructional practices.

Assessment: Construct an assessment system and process for using measures of student performance to inform decisions at the district, school, grade, classroom, and individual student levels.

Family Engagement: Employ an asset-based family engagement model to support student academic growth at both school and home.

DATA COLLECTION

HILL Facilitated	Roadmap Administered
	Roadmap Inventories
Focus Group Interviews	Program Inventory
	Assessment Inventory
Classroom Walkthroughs	Professional Learning History
	Roadmap Survey
	Elementary/Secondary Survey

Dates	Activities
December-January	<ul style="list-style-type: none"> ● Planning with district leaders ● District Literacy Leadership Team convenes ● Intro video shared with K-12 school-based educators (January 16th Faculty Meeting)
January-February	<ul style="list-style-type: none"> ● K-12 ELA/Literacy Focus groups (1/24-2/9) ● K-12 ELA/Literacy surveys with materials inventory (2/28)
February-Mid March	<ul style="list-style-type: none"> ● K-12 ELA/Literacy classroom observations
April-June	<ul style="list-style-type: none"> ● Video Presentations <ul style="list-style-type: none"> ○ Needs Assessment Report- April ○ Literacy Planning- April ○ Literacy Plan Proposal- June

