

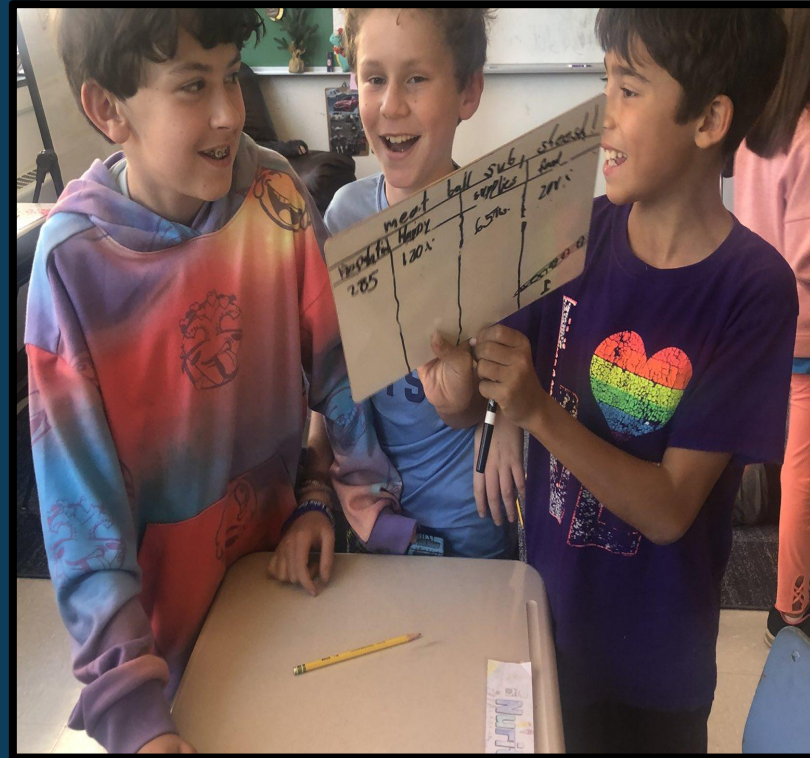


PUBLIC SCHOOLS of
BROOKLINE



Objectives:

- Update on administration of mCLASS Screener
 - Review current data trends for the aggregate and selected sub-groups
 - Share next steps
-



Why We Assess

Early Literacy Screening Regulation 603 CMR 28.03(1)(f)

In September 2022, the Board of Elementary and Secondary Education adopted a regulation that requires school districts to assess, at least twice per year, each student's reading ability and progress in literacy skills, from kindergarten through at least third grade. The regulation states:

Early Literacy Screening. Effective July 1, 2023, each school district shall at least twice per year assess each student's reading ability and progress in literacy skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by the Department. Consistent with section 2 of chapter 71B of the general laws and the Department's dyslexia and literacy guidelines, if such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion.

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.		



mClass Subtests	PURPOSE
Letter Naming Fluency (LNF)	Provides a measure of risk for reading achievement. (K,1)
Phonemic Segmentation Fluency (PSF)	Assesses students' phonemic awareness skills and their ability to fluently segment 2-6 phoneme words into their individual phonemes. (K,1)
Nonsense Word Fluency (NWF)	Assesses students' ability to decode words based on the alphabetic principle. (K-3)
Word Reading Fluency (WRF)	Assesses students' ability to read a list of words accurately and fluently.(K-3)
Oral Reading Fluency (ORF)	Assesses students' ability to read words in connected text. (1 and on)
Maze	An assigned subtest that assesses students' ability to make meaning from a text. Only students in Grade 2 are administered this subtest. (2 and up)
Spelling	An additional assigned, untimed subtest where students are asked to spell 12 words that cover the grapheme/phoneme correspondences students are expected to learn over the school year.
Rapid Automatized Naming (RAN)	An additional assigned subtest where students are asked to name numbers aloud. It provides an indication of retrieval of phonological information.

2022-2023 Goal of Administering the Screener

Brookline Public School Dist

Grade K

22-23 BOY



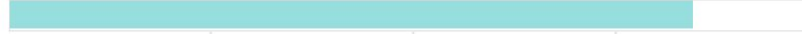
536

84%

16%

Grade 1

22-23 BOY



558

85%

15%

Grade 2

22-23 BOY



570

87%

13%

2023-2024

Grade 1

23-24 BOY



530

97%

3%

Grade 2

23-24 BOY



534

98%

2%

Grade 3

23-24 BOY



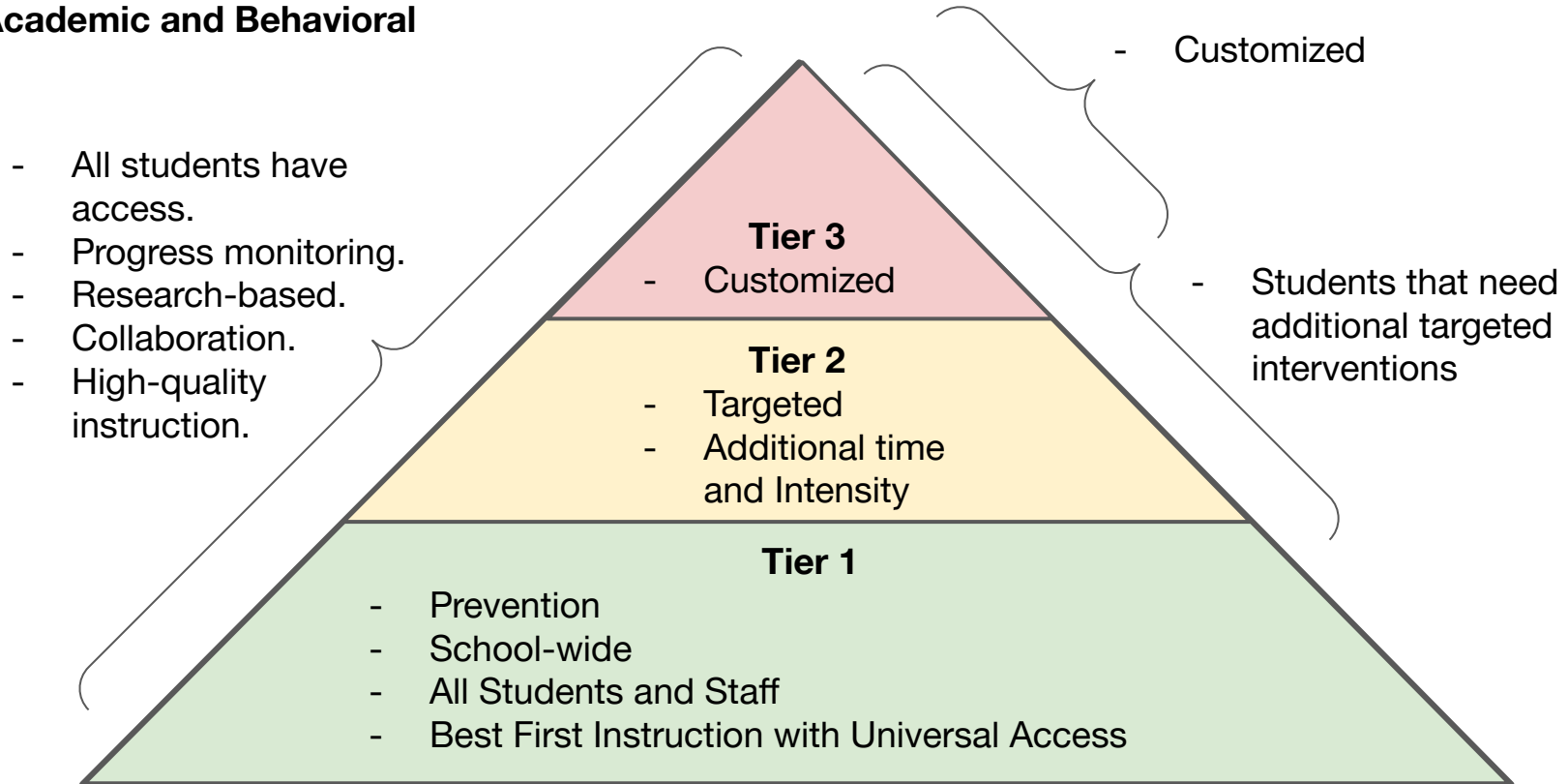
561

96%

4%

Relation to MTSS/RTI

Response to Instruction and Intervention Academic and Behavioral



District Performance BOY 2022-2023

Account	District	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
▼ Brookline Public School Dist		Current as of 12/31/2023				
▼ Grade K		Reference Data (Compare these results against a wider population)				
Brookline Public School Dist		22-23 BOY	<div><div></div><div></div><div></div><div></div></div>			452
▼ Grade 1		Reference Data (Compare these results against a wider population)				
Brookline Public School Dist		22-23 BOY	<div><div></div><div></div><div></div><div></div></div>			475
▼ Grade 2		Reference Data (Compare these results against a wider population)				
Brookline Public School Dist		22-23 BOY	<div><div></div><div></div><div></div><div></div></div>			496



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> <div>89(17%)50(10%)147(28%)230(45%)</div>				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> <div>99(19%)56(11%)155(30%)213(40%)</div>				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> <div>71(13%)63(12%)132(24%)273(51%)</div>				539

Performance by School BOY 2022-2023

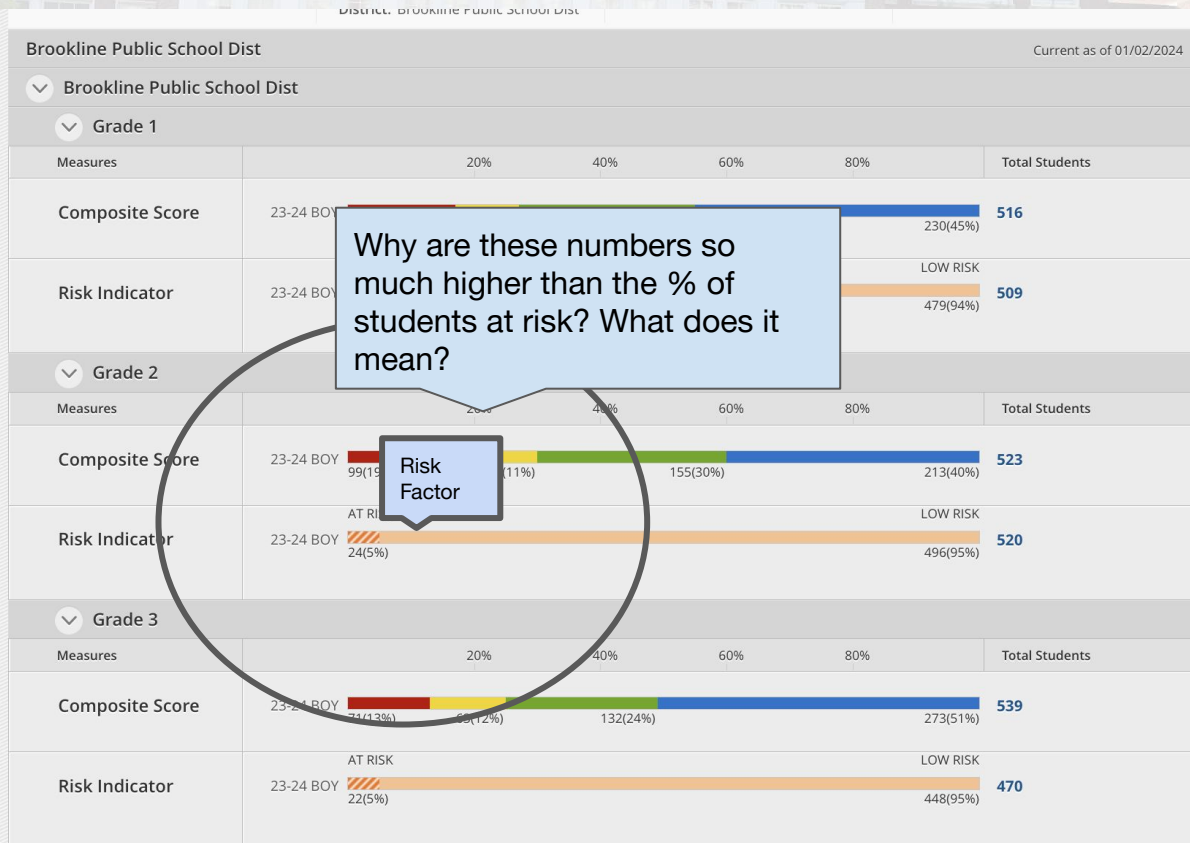
Brookline Public School Dist		Current as of 12/31/2023	
	Reference Data (Compare these results against a wider population)		
Amos A. Lawrence School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>20(10%)22(11%)70(35%)86(44%)</div>	198	
Edith C. Baker School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>35(18%)20(10%)46(23%)96(49%)</div>	197	
Florida Ruffin Ridley School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>55(21%)39(15%)61(23%)113(41%)</div>	268	
Heath School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>27(20%)26(20%)36(27%)43(33%)</div>	132	
John D. Runkle School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>24(18%)14(11%)41(31%)53(40%)</div>	132	
John Pierce School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>33(15%)29(13%)52(24%)101(48%)</div>	215	
Michael F. Driscoll School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>24(17%)12(9%)36(26%)68(48%)</div>	140	
William H. Lincoln School	22-23 BOY <div><div></div><div></div><div></div><div></div></div> <div>21(15%)24(17%)38(27%)58(41%)</div>	141	



Performance by School BOY 2023-2024

Brookline Public School Dist		Current as of 01/02/2024	
	Reference Data (Compare these results against a wider population)		
Amos A. Lawrence School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>23(10%)15(7%)72(32%)116(51%)</div>	226
Edith C. Baker School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>43(18%)26(11%)54(23%)115(48%)</div>	238
Florida Ruffin Ridley School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>54(18%)43(14%)84(28%)120(40%)</div>	301
Heath School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>24(18%)13(9%)50(37%)50(36%)</div>	137
John D. Runkle School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>20(15%)19(14%)29(22%)66(49%)</div>	134
John Pierce School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>42(20%)23(11%)53(25%)96(44%)</div>	214
Michael F. Driscoll School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>23(14%)14(9%)42(26%)84(51%)</div>	163
William H. Lincoln School	23-24 BOY	<div><div></div><div></div><div></div><div></div></div> <div>30(18%)17(10%)50(30%)69(42%)</div>	166

Risk Indicators BOY SY23-SY24



Performance by Subgroup

Grades 1-3	Number of Students Assessed	Percentage of Students	Percentage of Students At or Above Benchmark	Percentage of Students Below or Well Below Benchmark
Aggregate	1578		73%	27%
Black/African American	174	11%	55%	45%
EL	358	23%	56%	44%

Performance by Subgroup Below and Well Below Benchmark

Grades 1-3	Number of Students	Percentage of Students Below or Well Below Benchmark
Aggregate	428	
Black/African American	78	18%
EL	157	37%

Next Steps

- Early Literacy Screening, Regulation 603 CMR 28.03(1)(f) – Effective July 1, 2023
“ Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion.”
- 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
- Literacy Curriculum Review



