

# 98C: MITIGATING THE LEARNING LOSS

**Eau Claire Public Schools**

**2022-2023**

LEARNING IS NOT ATTAINED BY CHANCE,  
IT MUST BE SOUGHT FOR WITH ARDOR AND ATTENDED TO WITH DILIGENCE.

– Abigail Adams

## PURPOSE:

The intent of 98c is to fiscally support Districts who are working to address the academic impact of lost instructional time as a result of the COVID-19 pandemic.

With greater variability in students' knowledge and experiences,  
how can we best accelerate all students' learning, amplify what matters most, and  
foster students' social-emotional development?

## 2022-2023 DISTRICT MICIP GOAL:

By the EOY 2022-2023, as measured by the MTSS Fidelity of Implementation Rubric and the EOY staff and family surveys, ECPS will demonstrate increased progress in the implementation of a Multi-Tiered System of Support (MTSS) framework that uses universal screening, progress monitoring, data-based decision making, and a multi-level prevention system in both behavior and academics to provide equitable, timely, and evidence-based instructional and SEL supports and interventions to meet the needs of all students.

## WHAT IS MTSS- MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is a three-tiered instruction/intervention framework is used to organize resources and supports to ensure student learning and educational success. The intensity of support provided to students matches student needs. Tiers of instruction are provided according to each student's need to ensure that each student masters the essential **grade-level course standards** and expectations through the PK-12 system.

- Tier 1: Core (all students)
- Tier 2: Supplemental (any student/some students)
- Tier 3: Intensive (any student/few students)

## IN EFFECTIVE MULTI-TIERED SYSTEMS OF SUPPORT:

- ★ High Quality instruction and learning opportunities for all students (Tier 1)
- ★ Early identification of students struggling to meet grade-level expectations
- ★ Attention to the learning rates and performance levels of all students
- ★ Increased Intensity and targeted instruction and intervention based on identified student needs.
- ★ Data informed decisions making using team skills to solve problems.

## MTSS- SUCCESS CRITERIA

The expectation is that if the Tier 1 program is implemented with a high degree of integrity and by highly trained teachers, then most of the students receiving this instruction will show outcomes upon assessment that indicate a level of proficiency that meets minimal benchmarks for performance in the skill area.

- ★ Around **75%–80%** of children should, theoretically, be expected to reach successful levels of competency through Tier 1 delivery. Although these percentages represent the ***ideal level of expected outcomes***, it may take several years of implementation to reach such outcome levels in schools with high percentages of students who are struggling.

What do we want all students to know  
and be able to do??

(Handouts)

OUR DATA STORY...

How are our students doing with Tier 1 Instruction?

2021-2022 ~ Math

&

2021-2022 ~ ELA

(Handouts)



## RECAP- SUCCESS CRITERIA

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When a Tier 1 problem is identified, it would make little sense to target individual students for extra support until the deficiencies within core instruction for academics or behavior are addressed.

- ★ **All students are likely to benefit from improved Tier 1 strategies (e.g., **highly effective teaching, strong and structured behavioral expectations**), even those who are already proficient in the targeted skills.**
- ★ Far fewer students will need supplemental interventions if effective Tier 1 strategies are implemented. If Tier 1 strategies are not implemented with fidelity or are ineffective despite being implemented with fidelity, **the goal should be to identify necessary changes to Tier 1 curriculum, instruction, and supports.**

## OUR FOCUS: MTSS & IMPROVED TIER 1 INSTRUCTION

One of the most important aspects of teaching is adherence to the established curriculum. Unequivocally, research indicates that students who receive instruction based on a **guaranteed and viable curriculum** achieve at higher levels. Marzano (2003) specifies that a guaranteed and viable curriculum is an essential school-level factor in student achievement.

### Guaranteed and Viable Curriculum

What Works in Schools: Translating Research into Practice, Marzano, 2003

**“The single most important initiative a school or district can engage in to raise student achievement...”**

## WHAT DOES THIS POWERFUL CLASSROOM INSTRUCTION LOOK LIKE?

The overriding research-identified 5 characteristics that can be summarized as follows:

1. Teach essential skills and strategies- Guaranteed & Viable Curriculum!
2. Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs.
3. Provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, and including cumulative practice over time.
4. Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support.
5. Don't just "cover" critical content; **be sure students learn it**—monitor student progress regularly and reteach as necessary. (Marzano, 2003)

## HOW 98C FUNDING WILL BE USED TO ADDRESS LEARNING LOSS AT EC:

1. **Professional Development (Estimated Costs):**
  - a. Guaranteed and Viable Curriculum - Sub Costs for Teacher Meetings (\$95/sub/6 days=\$5000)
  - b. MTSS- Learning for ALL Ensuring a Guaranteed and Viable Curriculum (\$450/ person)= \$5000)
  - c. Orton Gillingham (\$750/teacher= \$4500)- All new Teachers
  - d. SEL- Michigan Virtual - All Teachers (\$1800 for year)
  - e. Assessment Fidelity - Paraprofessionals and New Teachers (\$1000)
2. **Instructional Coaching - Amy Berget (Salary \$72,000)**
3. **High Quality Assessments:**
  - a. DIBELS = \$2100
  - b. DELTA = \$2100
  - c. NWEA = \$ 7920
  - d. Fall/Winter/Spring~ Data Dialogues = (\$95/sub/9 days=\$5000)
4. **Parents and Families Nights ~ 5-6 Staff at \$25-35 per hour = \$1000)**

## METRICS TO DETERMINE SUCCESS

1. **Improved Student Achievement:**
  - Rates of proficiency on state assessments will gradually increase (cohorts).
  - Rates of students meeting expected growth targets on NWEA will increase.
  - Increased Reading proficiency as measured by DIBELS Reading Assessment
  - Increased Math Mathematics proficiency as measured by EOY DELTA Math Assessment.



**TABLE I.1: MTSS TIERS**

<p style="text-align: center;"><b>Tier 1</b> Engaging, differentiated instruction for <i>all</i> students</p>
<ul style="list-style-type: none"><li>• Deliver high-quality, differentiated instruction to all students.</li><li>• Provide scaffolded access to concepts and scaffolded practice of new skills.</li><li>• Issue immediate corrective feedback.</li><li>• Offer multiple opportunities to respond to instruction.</li><li>• Conduct cumulative review of previously taught skills.</li><li>• Provide small-group supports to homogenous student groups based on need.</li></ul>
<p style="text-align: center;"><b>Tier 2</b> More time and differentiated supports for students who have not mastered the essentials, as measured by regular assessments designed to inform instruction</p>
<ul style="list-style-type: none"><li>• Ensure students master prioritized grade-level or course content.</li><li>• Provide time during daily thirty-minute flex times or during buffer days (days inserted into the planning calendar between units of instruction).</li><li>• Group students homogeneously during flex times, based on the behavioral and academic learning targets for which there is evidence of need.</li><li>• Staff may join grade-level teachers to reduce teacher-student ratio during flex times.</li><li>• Schools may choose to stagger times during which each grade level or course has flex time (to make optimal use of additional staff).</li></ul>
<p style="text-align: center;"><b>Tier 3</b> For students who have been screened to be multiple grade levels behind their peers in foundational skills (and for students who have not responded to Tier 1 and Tier 2 supports)</p>
<ul style="list-style-type: none"><li>• Provide intensive supports in <i>addition</i> to Tier 1 and 2 supports; is informed by the evidence gathered in Tier 2.</li><li>• Provide additional supports that are as targeted as possible (for example, on phonemic awareness, single-syllable phonics, or multisyllabic phonics).</li><li>• Can temporarily occur in place of other important content but not at the expense of the target content. (For example, a student is not pulled out of Tier 1 mathematics instruction to receive Tier 3 instruction.)</li><li>• Support adjusted to match student needs and revised until student adequately responds to supports.</li></ul>

Designing and implementing supports for students is not easy, especially since students enter our schools and classrooms with different learning styles, readiness levels, and interests. Success at all three tiers depends on the following.

- We can prepare with differentiated and scaffolded instruction to meet students' behavioral, social-emotional, and academic needs. That's Tier 1.

## Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?

To improve student achievement, educators must determine the *power standards*—learning standards that are most essential because they possess the qualities of endurance, leverage, and readiness for success at the next level; “the first and most important practical implication of power standards is that leaders must make time for teachers to collaborate within and among grade levels to identify the power standards” (Reeves, 2002, p. 54).

“The staff in the effective school accepts responsibility for the students’ learning of the *essential curricular goals*” (Lezotte, 2002, p. 4, emphasis added).

Professional learning communities are characterized by an academic focus that begins with a set of practices that bring clarity, coherence, and precision to every teacher’s classroom work. Teachers work collaboratively to provide a rigorous curriculum that is crystal clear and includes a compact list of learning expectations for each grade or course and tangible exemplars of student proficiency for each learning expectation (Saphier, 2005).

The first step in curriculum development is to “identify desired results. What should students know, understand, and be able to do? What content is worthy of understanding? What ‘enduring’ understandings are desired? What essential questions will be explored? [This step] calls for clarity about priorities” (Tomlinson & McTighe, 2006, pp. 27-28).

One of the keys to improving schools is to ensure teachers “know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all students, and know where to go next in light of the gap between students’ current knowledge and understanding and the success criteria”; this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching (Hattie, 2009, p. 239).

“Implementing a strategy of common, rigorous standards with differentiated resources and instruction can create excellence and equity for all students” (Childress, Doyle, & Thomas, 2009, p. 133).

A high-reliability school provides students with a guaranteed and viable curriculum focused on enhancing student learning. The curriculum is focused enough that it can be adequately addressed in the time available to teachers. All students have the opportunity to learn the critical content of the curriculum. Individual teachers do not have the option to disregard or replace content that has been designated as essential (Marzano et al., 2014).

“The only way the curriculum in a school can truly be guaranteed is if the teachers themselves, those who are called upon to deliver the curriculum, have worked collaboratively to do the following:

- Study the intended curriculum.
- Agree on priorities within the curriculum.
- Clarify how the curriculum translates into student knowledge and skills.
- Establish general pacing guidelines for delivering the curriculum.
- Commit to one another that they will, in fact, teach the agreed-upon curriculum” (DuFour & Marzano, 2011, p. 91).

“If we want to mobilize concerted action and a deep shift in practice then governments, districts, and schools need to develop clarity of outcomes and build shared understanding of these by educators, students, and parents” (Fullan & Quinn, 2016, p. 83).



## References

- Childress, S. M., Doyle, D. P., & Thomas, D. A. (2009). *Leading for equity: The pursuit of excellence in Montgomery County Public Schools*. Cambridge, MA: Harvard Education Press.
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- Reeves, D. B. (2002). *The leader's guide to standards: A blueprint for educational equity and excellence*. San Francisco: Jossey-Bass.
- Saphier, J. (2005). *John Adams' promise: How to have good schools for all our children, not just for some*. Acton, MA: Research for Better Teaching.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

What do we want all kids to know?

K-5 Reading

K-8th Math

Kindergarten Early Literacy Standards		
Print Concepts	K-RF.1	Demonstrate understanding of the organization and basic features of print.
		Follow words from left to right, top to bottom, and page by page.
		Recognize that spoken words are represented in written language by specific sequences of letters
		Understand that words are separated by spaces in print.
		Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	K-RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		Recognize and produce rhyming words.
		Count, pronounce, blend, and segment syllables in spoken words.
		Blend and segment onsets and rimes of single-syllable spoken words.
		Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
		Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	K-RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
		Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each
		Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
		Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
		Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	K-RF.4	Read emergent-reader texts with purpose and understanding

Kindergarten Math Standards	
K.CC.5	Count up to 20 objects.
K.CC.7	Compare numbers to 10.
K.NBT.1	Name numbers 11 to 19 using ten ones and some more ones.
K.OA.4	Find numbers that add to make 10.
K.OA.5a	Add numbers to 5.
K.OA.5b	Subtract numbers within 5.

**1st Grade Early Literacy Standards**

<b>Print Concepts</b>	<b>1-RF.1</b>	Demonstrate understanding of the organization and basic features of print.
		Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>Phonological Awareness</b>	<b>1-RF.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		Distinguish long from short vowel sounds in spoken single-syllable words.
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
		Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>Phonics and Word Recognition</b>	<b>1-RF.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
		Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
		Decode regularly spelled one-syllable words.
		Know final -e and common vowel team conventions for representing long vowel sounds.
		Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		Decode two-syllable words following basic patterns by breaking the words into syllables.
		Read words with inflectional endings.
		Recognize and read grade-appropriate irregularly spelled words.
<b>Fluency</b>	<b>1-RF.4</b>	Read with sufficient accuracy and fluency to support comprehension.
		Read grade-level text with purpose and understanding.
		Read grade-level text orally with accuracy, appropriate rate, and expression
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**1st Grade Math Standards**

<b>1.NBT.1</b>	Name numbers to 120.
<b>1.NBT.5</b>	Find 10 more or 10 less than any number to 99.
<b>1.NBT.3</b>	Compare numbers to 99.
<b>1.OA.6a</b>	Add numbers to 10.
<b>1.OA.6c</b>	Subtract numbers within 10.

## 2nd Grade Early Literacy Standards

<b>Phonics and Word Recognition</b>	<b>2-RF.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
		Distinguish long and short vowels when reading regularly spelled one-syllable words.
		Know spelling-sound correspondences for additional common vowel teams.
		Decode regularly spelled two-syllable words with long vowels.
		Decode words with common prefixes and suffixes.
		Identify words with inconsistent but common spelling-sound correspondences.
		Recognize and read grade-appropriate irregularly spelled words.
<b>Fluency</b>	<b>2-RF.4</b>	Read with sufficient accuracy and fluency to support comprehension.
		Read grade-level text with purpose and understanding.
		Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
		Use context to confirm or self-correct word recognition and understanding; rereading as necessary.

## 2nd Grade Math Standards

<b>2.NBT.3</b>	Identify numbers to 1,000.
<b>2.NBT.8</b>	Mentally add and subtract 10 or 100 to a number between 100 and 900.
<b>2.NBT.4</b>	Compare numbers to 1,000.
<b>2.OA.2A</b>	Add numbers to 20.
<b>2.OA.2B</b>	Subtract numbers within 20.
<b>2.NBT.5A</b>	Add 2-digit numbers.
<b>2.NBT.5B</b>	Subtract 2-digit numbers.



### 3rd Grade Early Literacy Standards

Phonics and Word Recognition	<b>3-RF.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
		Identify and know the meaning of the most common prefixes and derivational suffixes.
		Decode words with common Latin suffixes.
		Decode multi-syllable words.
		Read grade-appropriate irregularly spelled words.
Fluency	<b>3RF.4</b>	Read with sufficient accuracy and fluency to support comprehension.
		Read grade-level text with purpose and understanding.
		Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### 3rd Grade Math Standards

<b>3.NBT.2A</b>	Add three-digit numbers.
<b>3.NBT.2B</b>	Subtract three-digit numbers.
<b>3.OA.7A</b>	Multiply numbers from 0 to 10.
<b>3.OA.7B</b>	Divide numbers by 1 to 10.
<b>3.NF.1</b>	Identify fractions and their parts.
<b>3.NF.2</b>	Name fractions on a number line.
<b>3.NF.3D</b>	Compare fractions with the same numerator or same denominator.

4th Grade Early Literacy Standards		
Phonics and Word Recognition	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
		Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e. g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
		Read grade-level text with purpose and understanding.
		Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4th Grade Math Standards	
4.NBT.5	Multiply up to a four-digit by a one-digit number and two two-digit numbers.
4.NBT.6	Divide up to a four-digit number by a one-digit number.
4.NF.2	Compare two fractions with different numerators and different denominators.
4.NF.3B	Convert between improper fractions and mixed numbers.
4.NF.3C	Add and subtract mixed numbers with like denominators.
4.NF.4B	Multiply a whole number by a fraction.

**5th Grade Early Literacy Standards**

Phonics and Word Recognition	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
		Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
		Read grade-level text with purpose and understanding.
		Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**5th Grade Math Standards**

<b>5.OA.1</b>	Evaluate number expressions using parentheses.
<b>5.NBT.5</b>	Multiply multi-digit numbers.
<b>5.NBT.6</b>	Divide four-digit numbers.
<b>5.NF.1</b>	Add and subtract mixed numbers with different denominators.
<b><u>F.NF.4B</u></b>	Multiply fractions.
<b>5.NF.7A</b>	Divide a unit fraction by a whole number.
<b>5.NF.7B</b>	Divide a whole number by a unit fraction.

## 6th Grade

### FRACTIONS, ALGEBRAIC EXPRESSIONS AND EQUATIONS ACHIEVED PROFICIENCY

6.NS.1 Multiply and divide fractions.

6.NS.6C Find ordered pairs on a coordinate plane.

6.EE.2a Translate algebraic expressions between words and symbols.

6.EE.2C Evaluate algebraic expressions. Note: Use whole number exponents and no parentheses.

6.EE.4 Simplify algebraic expressions.

6.EE.7 Solve 1-step equations. Note: Limited to  $x + p = q$  and  $px = q$ , when  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.

## 7th Grade

### LINEAR EXPRESSIONS AND EQUATIONS ACHIEVED PROFICIENCY

7.NS.1d Add and subtract integers between -10 and 10.

7.NS.2c Multiply and divide by integers between -10 and 10.

7.EE.1a Add and subtract linear expressions.

7.EE.1b Expand linear expressions.

7.EE.1c Factor linear expressions.

7.EE.4 Solve equations with more than one step. Note: Limited to  $px + q = r$  and  $p(x + q) = r$ , when  $p$ ,  $q$  and  $r$  are specific rational numbers.

## 8th Grade

### EQUATIONS AND FUNCTIONS ACHIEVED PROFICIENCY

8.NS.2 Approximate and compare irrational numbers.

8.EE.1 Find equivalent numerical expressions using properties of integer exponents.

8.EE.2 Solve non-linear equations using square roots and cube roots.

8.F.4 Find the slope and y-intercept of a line.

8.EE.7a Determine the number of solutions to linear equations in one variable.

2021-2022 Data  
Reading

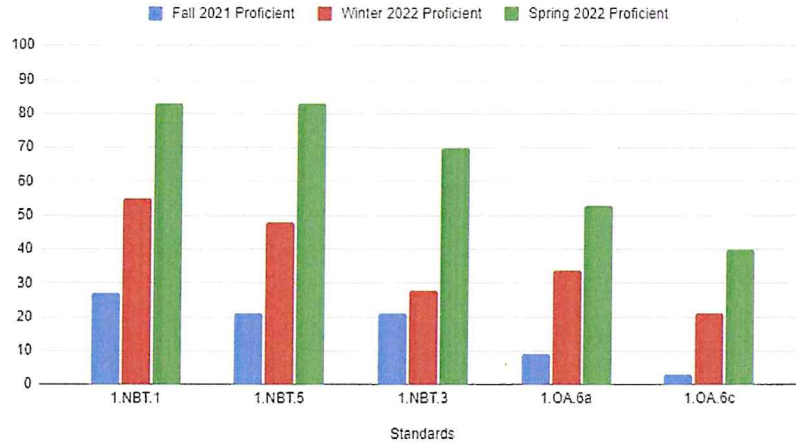


## Common Core Reading Expectations by Grade Level:

Grade Level	Common Core State Standard(Reading Literature & Reading Informational Text)	Fluency	Accuracy	Comprehension
<b>K</b>	Actively engage in group reading activities with purpose and understanding.			
<b>1st</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	52%	45%	na
<b>2nd</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	33%	51%	45%
<b>3rd</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <b>*MICHIGAN LAW now requires that students be retained if they do not meet this expectation by the end of 3rd grade.</b>	38%	86%	53%
<b>4th</b>	By the end of the year, read and comprehend literature [informational texts] in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42%	79%	45%
<b>5th</b>	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 4–5 text complexity band independently and proficiently.	58%	100%	91%
<b>6th</b>	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42%	84%	18%
<b>7th</b>	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	26%	73%	32%
<b>8th</b>	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6–8 text complexity band independently and proficiently.	42%	85%	46%
<b>9th</b>	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>10th</b>	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.			
<b>11th</b>	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>12th</b>	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.			

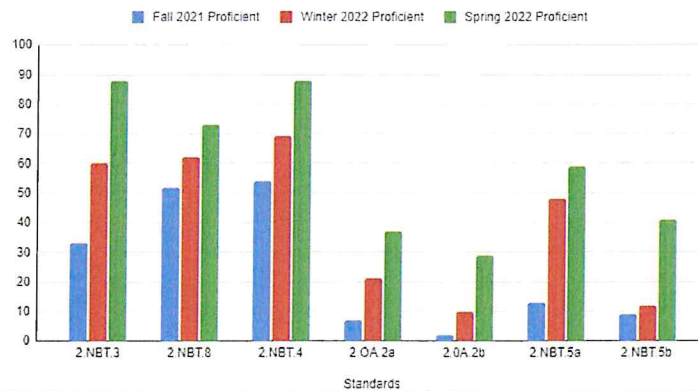
2021-2022 Data  
Math

### 1st Grade Math Data (Screen-Up)



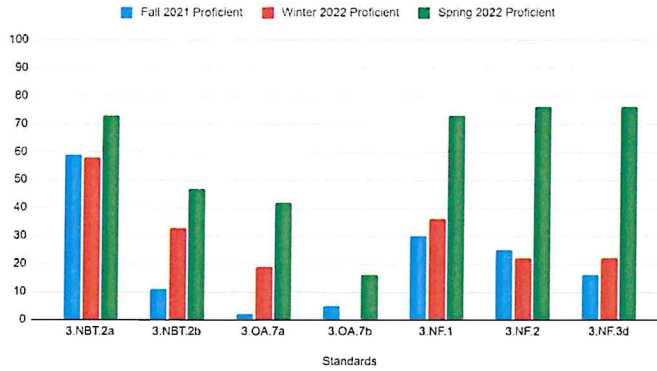
1st Grade	Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
	1.NBT.1	27	55	83	56
	1.NBT.5	21	48	83	62
	1.NBT.3	21	28	70	49
	1.OA.6a	9	34	53	44
	1.OA.6c	3	21	40	37

### 2nd Grade Math Data (Screen-Up)



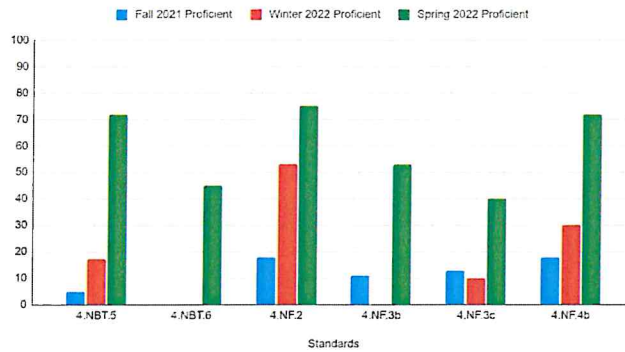
2nd Grade	Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
	2.NBT.3	33	60	88	55
	2.NBT.8	52	62	73	21
	2.NBT.4	54	69	88	34
	2.OA.2a	7	21	37	30
	2.OA.2b	2	10	29	27
	2.NBT.5a	13	48	59	46
	2.NBT.5b	9	12	41	32

3rd Grade Math Data (Screen-Up)



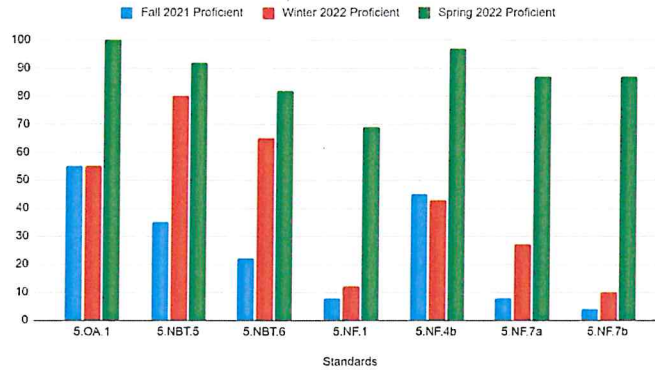
3rd Grade	Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
	3.NBT.2a	59	58	73	14
	3.NBT.2b	11	33	47	36
	3.OA.7a	2	19	42	40
	3.OA.7b	5	0	16	11
	3.NF.1	30	36	73	43
	3.NF.2	25	22	76	51
	3.NF.3d	16	22	76	60

4th Grade Math Data (Screen-Up)



4th Grade	Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
	4.NBT.5	5	17	72	67
	4.NBT.6	0	0	45	45
	4.NF.2	18	53	75	57
	4.NF.3b	11	0	53	42
	4.NF.3c	13	10	40	27
	4.NF.4b	18	30	72	54

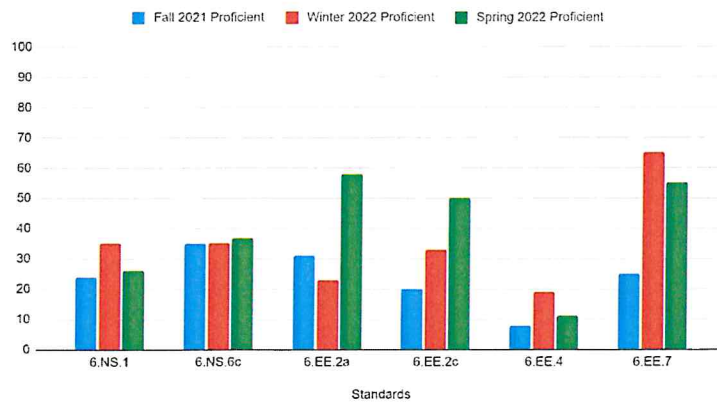
5th Grade Math Data (Screen-Up)



5th Grade

Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
5.OA.1	55	55	100	45
5.NBT.5	35	80	92	57
5.NBT.6	22	65	82	60
5.NF.1	8	12	69	61
5.NF.4b	45	43	97	52
5.NF.7a	8	27	87	79
5.NF.7b	4	10	87	83

6th Grade Math Data (Screen-Up)

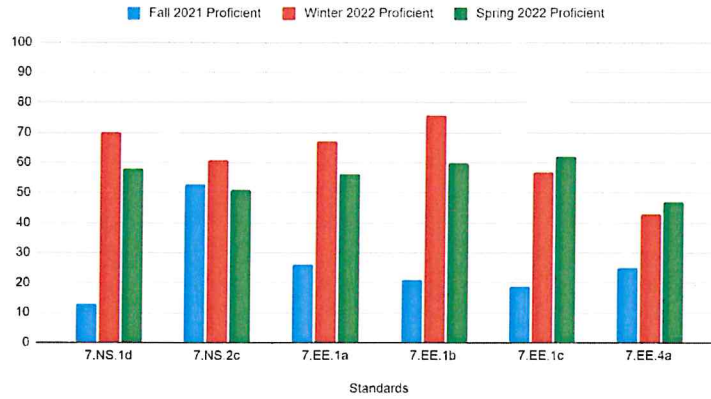


6th Grade

Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
6.NS.1	24	35	26	2
6.NS.6c	35	35	37	2
6.EE.2a	31	23	58	27
6.EE.2c	20	33	50	30
6.EE.4	8	19	11	3
6.EE.7	25	65	55	30

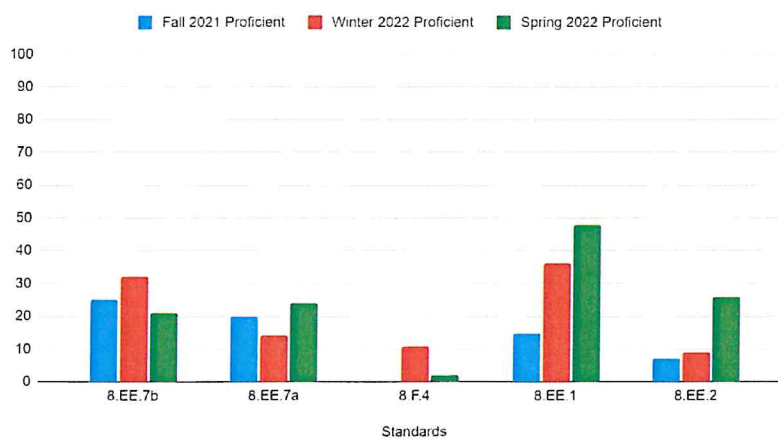


7th Grade Math Data (Screen-Up)



7th Grade	Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
	7.NS.1d	13	70	58	45
	7.NS.2c	53	61	51	-2
	7.EE.1a	26	67	56	30
	7.EE.1b	21	76	60	39
	7.EE.1c	19	57	62	43
	7.EE.4a	25	43	47	22

8th Grade Math Data (Screen-Up)



8th Grade	Standards	Fall 2021 Proficient	Winter 2022 Proficient	Spring 2022 Proficient	Fall to Winter Difference +/-
	8.EE.7b	25	32	21	-4
	8.EE.7a	20	14	24	4
	8.F.4	0	11	2	2
	8.EE.1	15	36	48	33
	8.EE.2	7	9	26	19

2022-2023

Fall Data

(NWEA)

**K- 5th Grade: Data**  
Fall of 2022-2023

Reading	K	1st	2nd	3rd	4th	5th
FALL 2022 DIBELS	24%	32%	36%	27%	30%	35%
NWEA (<41st %ile)-Reading	54%	47%	49%	36%	19%	24%
SPRING 2022 M-STEP DATA (ELA)						
					21%	12%

MATH	K	1st	2nd	3rd	4th	5th
NWEA (<41st %ile)-MATH	50%	59%	33%	30%	40%	26%
SPRING 2022 M-STEP DATA (MATH)						
					28%	6%

## 6th - 8th Grade: Data

Fall of 2022-2023

Reading	6th Grade	7th Grade	8th Grade
NWEA (<41st %ile)-Reading	40%	29%	22%
SPRING 2022 M-STEP (ELA)	23%	12%	5%
FALL 2022 DIBELS	34%	53%	39%

MATH	6th Grade	7th Grade	8th Grade
NWEA (<41st %ile)-Math	31%	23%	18%
SPRING 2022 M-STEP (MATH)	14%	10%	11%

**9th - 12th Grade: Data**

Fall of 2022-2023

Reading	9th Grade	10th Grade	11th Grade	12th Grade
FALL 2022 DIBELS	27%	34%	29%	40%
NWEA (<41st %ile)-Reading	37%	36%	28%	34%
SPRING 2022- P-SAT/SAT (ELA)	52%	27%	37%	32%

MATH	9th Grade	10th Grade	11th Grade	12th Grade
NWEA (<41st %ile)-Math	40%	34%	33%	37%
SPRING 2022- P-SAT/SAT (MATH)	22%	13%	11%	32%



# State Data Trends

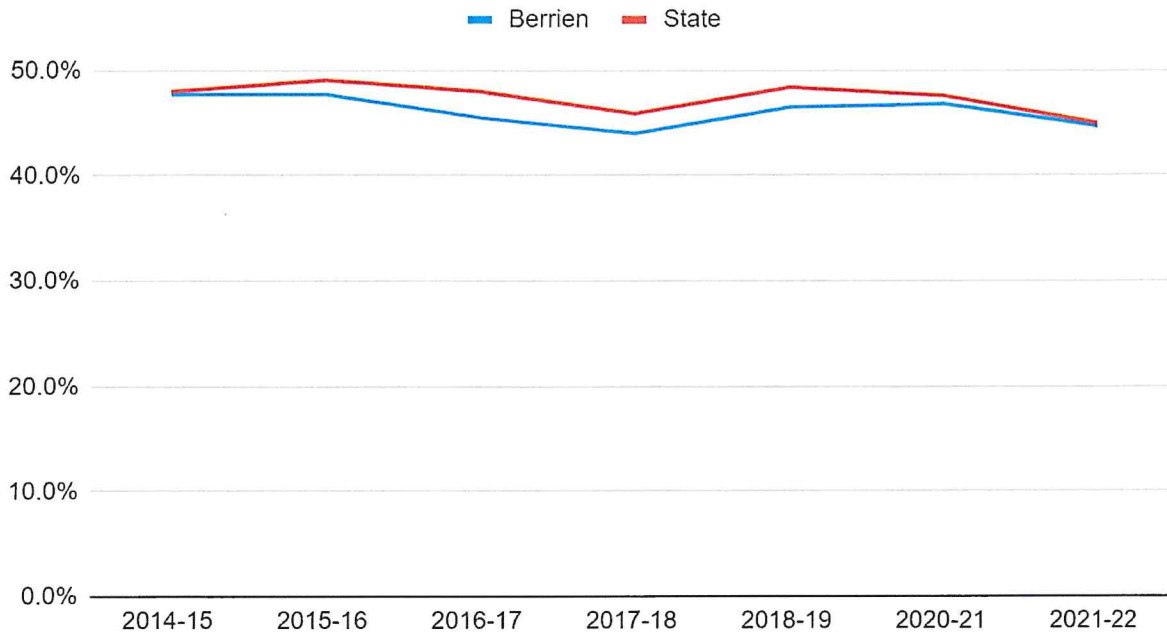
# Eau Claire Public Schools

## State Assessment Data

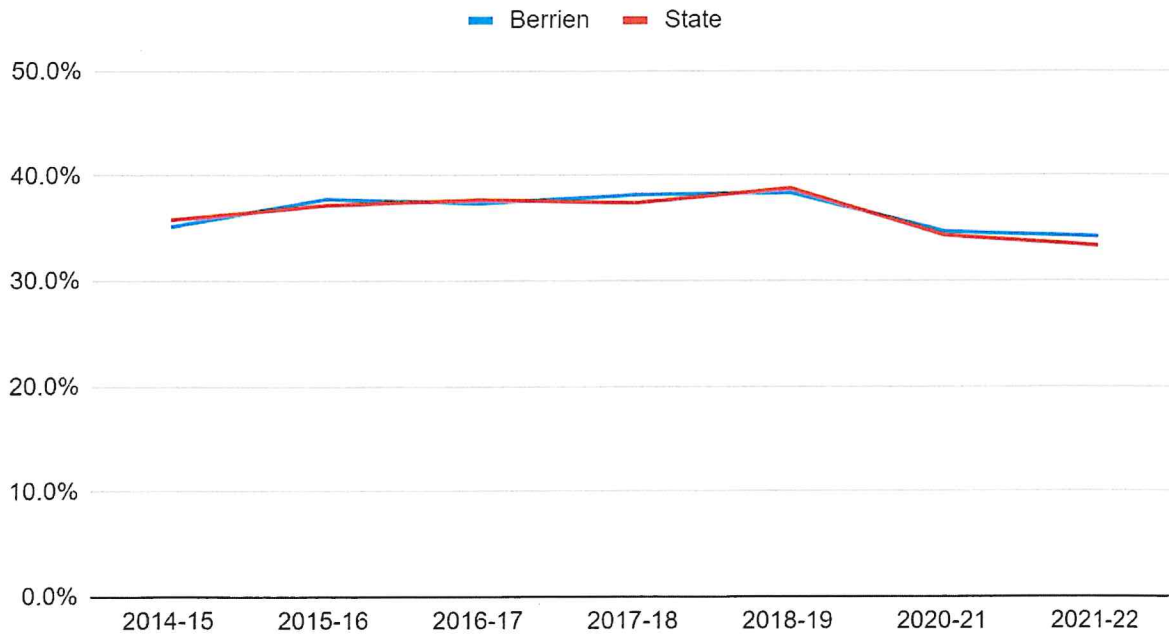
M-STEP		ELA
Grade	Year	Eau Claire
GR3	2018	15.0%
	2019	16.7%
	2022	21.0%
GR4	2018	19.7%
	2019	8.9%
	2022	12.0%
GR5	2018	29.3%
	2019	17.9%
	2022	23.0%
GR6	2018	20.7%
	2019	27.3%
	2022	12.0%
GR7	2018	15.7%
	2019	21.3%
	2022	5.0%
GR8	PSAT- 8 ERW*	
	2018	19.6%
	2019	36.2%
	2022	52.2%
GR9	PSAT- 9	
	2018	38.1%
	2019	38.5%
	2022	27.0%
GR10	PSAT- 10	
	2018	36.6%
	2019	36.0%
	2022	37.0%
Gr11	SAT ERW*	
	2018	30.2%
	2019	28.9%
	2020	37.5%
	2021	35.1%
	2022	32%

M-STEP		MATH
Grade	Year	Eau Claire
GR3	2018	18.6%
	2019	20.8%
	2022	28.0%
GR4	2018	37.7%
	2019	10.7%
	2022	6.0%
GR5	2018	8.6%
	2019	8.9%
	2022	14%
GR6	2018	21.1%
	2019	12.7%
	2022	10.0%
GR7	2018	11.4%
	2019	19.1%
	2022	11%
GR8	PSAT- 8_MATH	
	2018	5.4%
	2019	12.1%
	2022	22.0%
GR9	PSAT- 9	
	2018	16.8%
	2019	13.5%
	2022	13.0%
GR10	PSAT- 10	
	2018	9.8%
	2019	12.5%
	2022	11.0%
Gr11	SAT Math	
	2018	5%
	2019	5.3%
	2020	12.5%
	2021	5.4%
	2022	8.0%

## ELA Proficiency Trend: Berrien vs. State

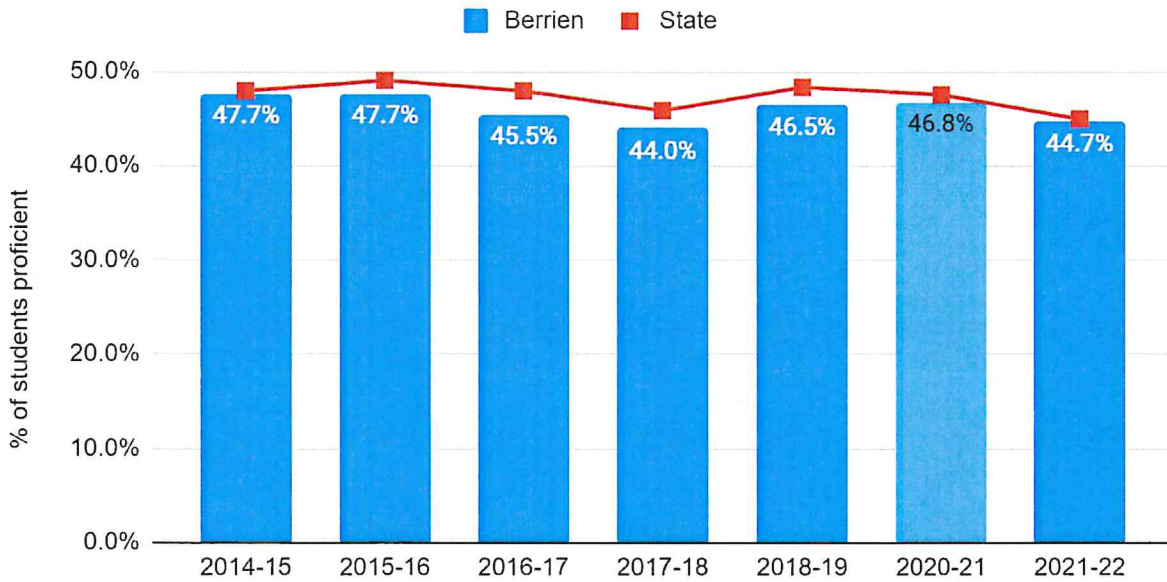


## Math Proficiency Trend: Berrien vs. State



## ELA Proficiency: Berrien vs. State

MStep/ PSAT8/ SAT: Gr3-8 & 11



## Math Proficiency: Berrien vs. State

MStep/ PSAT8/ SAT: Gr3-8 & 11

