**Essential Standards, Content Reflection Sheets, and Goals**

Throughout the past 3 years, teachers have been using content reflection sheets and our master spreadsheet of all spreadsheets to assess and create goals based off of student common assessment data as our state has done thrown several challenges our way with regard to state testing and state test data. You can refer to our overall student assessment data for essential standards for math, reading, and science attached. This is a direct reflection of our master data spreadsheets that house every data point with regard to our common assessment data for pre, mid, and post assessments; by student by standard. You can see the reflection of each grade level content team's goals in each content team's curriculum map reflection sheet. There was a purpose in the way this form was structured in order for teachers to really look at essential standards by quarter, identifying successes and areas of growth by common assessment data. For example, [4th grade ELA reflected on their curriculum map, essential standards, and student achievement data here](#) from the [data here](#).

Teachers met regularly throughout the year, utilizing their content reflection sheets to make updates and take notes with regard to adjustments that needed to be made for future curriculum maps. Teachers then met during their grade level content day at the end of the year to reflect on their common assessment data (master data spreadsheets) overall percentages showing growth and then answered the content reflection questions again to assess and make changes and adjustments based on this student achievement data. Teachers analyzed where they were successful, where they needed to spend more time, changes to pacing and where standards are taught throughout the year to benefit student learning, eliminated essential standards that could be seen as a "limb" standard as opposed to a "heart" standard; again, all based on student data from their common assessment data. Through this process they were also able to make adjustments to their common assessments, making note of bad questions, zero students achieving a level 4, etc. Each content did this process at minimum 4 times (once each quarter) throughout the year with the last quarter being an entire day of reflection and work based off of the year's data. To start, teachers took the previous years content reflections sheets and had a starting point of the previous years achievement data based on student common assessment data as they had the previous year's master data spreadsheet in front of them with the previous curriculum map, previous assessments, and previous state test scores.

For the 2022-2023 school year, the DC45 ELA department had several challenges to overcome. Our teachers had previously spent numerous hours working to formulate a developmentally appropriate curriculum map with common assessments and a timeline distributing the teaching of standards at an appropriate speed based on previous years state test scores and common assessment data. This year, the state and our district adopted a new reading curriculum which in turn required our school to adapt and restructure our curriculum map and guideline to fit the implementation of new resources and assessments according to the state. We used these new resources as a guide to keep the validity of vertical alignment throughout the district while still maintaining the work that our teachers had done with regard to the previous year's content reflection, goals, curriculum map, essential standards, and assessments. Through the many challenges that our teachers faced with these new state requirements, they were able to remain focused on what the data was telling us and overcome a challenging situation.

**What does the preponderance of evidence that you regularly monitor throughout the school year tell you about the progress that your students are making and how can you communicate that evidence to the Model PLC review committee?**

Our teachers monitor weekly their students common assessment data (pre, mid, and post assessments as seen by our master data spreadsheets). They do so every Wednesday morning during our late start's, identifying the areas of growth as well as celebrations. They utilize this data to drive their intervention groups during Expeditions. The way our spreadsheets are set up, you can see the growth from the pre-assessment, to the mid-assessment, and finally on the post assessment with the number of students scoring at a level 1 decreasing because they are obtaining mastery, the number of levels 3's increasing as more students obtain mastery as they progress through the learning target and essential standard lessons. This also includes students who may receive interventions during Expeditions (built in RtI time) that are given the opportunity to reassess to obtain mastery of the essential standard.

This feedback was also beneficial to us as we reviewed and updated our assessment data. We could look at questions that students were not mastering, or assessments that very few students achieved a level 3 or 4, or where assessment data went down. We were able to assess, reflect, and then provide students an opportunity to reassess in order to show growth. It helped us in identifying bad assessments and adjusting based on the student's needs! While the summary of growth is attached here under achievement data, you can see on the mastery sheet under each essential standard that we have identified our special education population, English language learners, gifted and talented, and economically disadvantaged students so that we can sort and monitor their progress on a weekly basis with regard to common assessment data. I am happy to celebrate that our English language learners had one of the highest increases in achievement compared in our district! This is something to celebrate as this was an area of focus for us and one of our school wide goals.

Specifically with regard to our ELA scores, while there was a few point percentage drop with regard to our state assessment scores, this was the first year that our state had adopted new standards in ELA and the state changed the requirements just before school started with regard to how they were going to assess students on the state assessment. In short, they decided after we had already built our curriculum maps around the new state standards that they were not ready to build a state test on the new state standards therefore they were going to revert back to the old standards for the state assessment. We decided that we would power through and continue on with the new standards while spiraling in old standards that were not part of the newly adopted state standards, as needed, as this would only benefit our students in the long run.

Additionally, this told us that our common assessment data would be crucial to monitoring our students progress and knowing our students by standard to intervene as needed throughout the year. We called these the 'master data spreadsheet of all spreadsheets' because every teacher had access to every content's data; collective ownership. On intervention days, our math teachers may be doing a reading intervention or social studies doing a writing intervention and it was

imperative that they be familiar with that data. Teachers were given time during late starts to look at this information in order to make a plan. You can also see on our master data spreadsheets that there is a column titled "percent growth." We monitored this growth each week in that we wanted levels 1 and 2 to be negative (meaning less students were scoring level 1 and 2 on assessments) and we wanted levels 3 and 4 to increase (meaning we had more students demonstrating mastery from pre-assessment to post-assessment on their common assessments. The standards that are listed in the master data spreadsheets are the essential standards for each content area.

Our data was reviewed weekly during our late start Wednesdays and during weekly content meetings. Teachers had to have input their data into the master data spreadsheet before weekly content meetings so they were ready to discuss and move forward with a plan with regard to student progress. Once per quarter during our district adopted remote learning days, teachers then took a look at each quarter's essential standards, common assessment data and percent growth, and made a plan for how they were going to address the needs of students who had not shown mastery yet. Students were then able to have the opportunity to receive an intervention during Expeditions and reassess, if necessary. As mentioned previously, we were looking for the percent growth to be negative for level 1's and 2's and positive for level 3's and 4's, showing us that less students were scoring at a level 1 and 2 and more students were obtaining mastery. From that information, as we met on our content reflection days each quarter we began breaking down each essential standard with regard to this data. We were looking at essential standards with the most percentage of mastery and essential standards with the least percentage of mastery. That would tell us the goal and area of growth we could focus on for the next quarter/year (we've done this for several years).

**<span style="color:red">For example, each grade level content broke down essential standard data in this way -</span>**
**First Semester Standards that we excelled in:**
Context Clues - 75% at a 3, 4.25% at a 4
Sentences - 73% (would be better with spiraling)
Main Idea - 77%
Literary Devices- 72%

**First Semester Standards that need work:**
Summary - 46% at a 3 (taught too early, had not taught literary elements
Compound Sentences- not seeing consistency in essay writing

**Second Semester Standards that we excelled in:**
Point of View- 89%
Spelling- 74%
Word Parts- 70% (felt rushed)

**Second Semester Standards that need work:**
Inference- 48% (it's a supporting standard that needs to be

taught with every passage)
Text Structure- 71% (can define it, have trouble recognizing it
and giving proof)
NF Summary - 70%

**What standards are "need to know" (meaning they are foundational)? What supporting standards do we need to reflect on and update?**
● Heart Standards:
○ Writing complete responses
● Limb Standards:
○ Genre
○ Inference
○ Context Clues