

CLINTONDALE
 CARES

The logo for Clintondale Community Schools is a circular emblem featuring a globe, a book, and a torch, with the text "CLINTONDALE COMMUNITY SCHOOLS" around the perimeter.

K-12 Education 2022-2023
End of Year Report

Clintondale Community Schools



2022-23 Educational Goal 1

Goal 1: By the end of the 2022-23 school year, each school in the district will show growth in reading/ELA achievement as measured on NWEA Map Growth for Grades K-11.

All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards. In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

2022-23 Educational Goal 2

Goal 2: By the end of the 2022-23 school year, each school in the district will show growth in mathematics achievement as measured on NWEA Map Growth for Grades K-11.

All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of math academic standards. In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

Clintondale Community Schools NWEA MAP Fall 2022 to Spring 2023 Elementary Average RIT Scores

Grade	Tests Counted	Math Fall 2022 Average Score	Math Spring 2023 Average Score	Spring National Math Norms	Tests Counted	Reading Fall 2022 Average Score	Reading Spring 2023 Average Score	Spring National Reading Norms
K	118	136.3	151 (+14.7)	157	117	134.0	147 (+13)	153
1	126	152.1	166 (+14)	176	125	146.4	162 (+15.6)	171
2	118	161.6	173 (+11.4)	189	120	159.6	171 (+11.4)	185
3	136	173.3	184 (+10.7)	201	136	173.3	183 (+9.7)	197
4	93	185.1	195 (+9.9)	210	92	185.4	193 (+7.6)	204
5	107	192.0	200 (+8)	218	108	192.3	200 (+7.7)	210

- Mode of Instruction is fully In-person

Clintondale Community Schools NWEA MAP Growth Fall 2022 to Spring 2023 Middle School Average RIT Scores

Grade	Tests Counted	Math Fall 2022 Average Score	Math Spring 2023 Average Score	Spring National Math Norms	Tests Counted	CCS Reading Fall '22 Average Score	Reading Spring 2023 Average Score	Spring National Reading Norms
6	88	197.1	204 (+6.9)	222	87	197.4	204 (+6.6)	215
7	88	203.1	206 (+2.9)	226	88	201.7	200 (-1.7)	218
8	119	207.9	211 (+3.1)	230	119	208.3	213 (+4)	221

- Mode of Instruction is fully In-person

Clintondale Community Schools NWEA MAP Growth Fall to Spring 2023 High School Average RIT Scores

Grade	Tests Counted	CHS Math Fall 2022 Average Score	CHS Math Spring 2023 Average Score	Spring National Math Norms	Tests Counted	CHS Reading Fall 2022 Average Score	CHS Reading Spring 2023 Average Score	Spring National Reading Norms
9	76	212.3	219 (+6.7)	230	75	208.1	217(+9)	221
10	86	215.1	219 (+3.9)	232	85	211.3	215 (+3.7)	223
11	81	216.9	225 (+8.1)	234	80	208.6	217 (+8.4)	224

- Mode of Instruction is fully In-person


Spring 2023 Student Demographics

Score Reporting Level Spring 2023

Reporting Category	Total Students Fall/Spring	Growth Average Fall/Math	Total Students Fall/Spring	Growth Average Reading
Economically Disadvantaged	943/1,063 (+120)	185/195 (+10)	943/1,071 (+128)	183/193 (+10)
Special Education	296/297 (+1)	182/186 (+4)	294/297 (+3)	180/187 (+7)
English Learner	45/48	*	45/48	*

Fall 2022 Student Demographics

District-wide we have 81 more boys than girls

	Total Students	Math (Fall/Spring)	Total Students	Reading (Fall/Spring)
Female	577	184/ 196 (+12)	577	184/ 193 (+9)
Male	658	186/196 (+10)	658	182/ 192 (+10)

Spring 2023 Student Demographics

Reporting Category	Total Students	Math Fall/Spring	Total Students	Reading
African American or Black	755	182/194 (+12)	755	181/191 (+11)
American Indian	>30	*	>30	*
Asian	>30	*	>30	*
Hispanic or Latino	>30	*	*	*
Native Hawaiian or Other Pacific Islander	>30	*	>30	*
Two or More Races	179	190/*	179	187/*
White	241	187/*	267	183/*

What is Tier I, II and III Support?

Tier I	Tier II	Tier III
<p>Basic classroom level of Instruction. This is the instruction that all students receive throughout a school day in a general education classroom.</p>	<p>Provides targeted intervention and support to students not making sufficient progress in Tier I.</p>	<p>Represents the highest level of intervention provided to students who continue to struggle with Tier I and II supports.</p>

Progress Plan that met our K-5 Improvement Goals

Elementary Interventions

Who	What	Where
<ul style="list-style-type: none">• Reading Interventionists• K-2 Literacy Coach	<p>Serviced Lowest 30% of Students Coached K-2 staff with support to improve Tier I instruction</p>	<p>All 3 Elementaries All 3 Elementaries</p>
<ul style="list-style-type: none">• 3-5 Instructional Coach• Math Coach	<p>Coached 3-5 staff with support to improve Tier I instruction Delivered intervention and coaches teachers K-5 to improve Tier I instruction</p>	<p>All 3 Elementaries Parker Elementary</p>
<ul style="list-style-type: none">• Behavior Coaches/Gen Ed SW	<p>Used the Positivity Project Curriculum; norms each building with mini-lessons and provided Tier I behavioral support to teachers</p>	<p>All 3 Elementaries</p>
<ul style="list-style-type: none">• Multi-Tiered System of Support Student Success Team	<p>Created a K-5 framework to support at risk students. The team worked to provide social-emotional, academic and behavior intervention for Tier II support</p>	<p>All 3 Elementaries</p>
<ul style="list-style-type: none">• 15 Elementary Teachers	<p>Provided High Dose Math and Reading After School Tutoring</p>	<p>All 3 Elementaries</p>

Progress Plan that met our 6-8 Improvement Goals

CMS Interventions

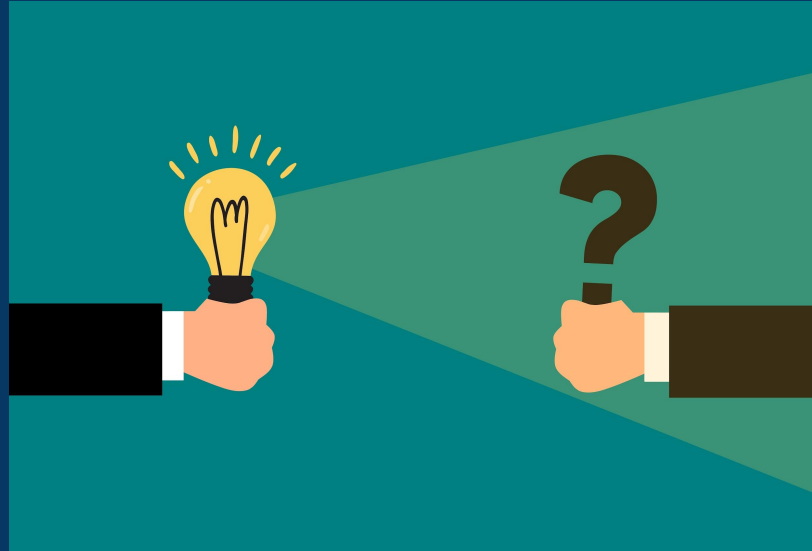
Who	What	Where/How
<ul style="list-style-type: none">Title I Instructional Coach	Provided coaching to 6-8 teachers to improve Tier I instruction.	CMS
<ul style="list-style-type: none">All 6-8 Staff	Trained in Lexia Power Up and Khan Academy Map Accelerator to implement during a consistent intervention block	CMS/ Used Lexia Power Up and Map Accelerator beginning 2nd Semester
<ul style="list-style-type: none">Dean of Students, Social Worker, Counselor	Used Restorative Circles to address Tier II behavioral issues	CMS
<ul style="list-style-type: none">6-8 Staff	<u>CMS MTSS Plan</u>	CMS
<ul style="list-style-type: none">Assessment Coordinator	Set up secondary assessment calendar; acts as proctor for PSAT, M-step and NWEA make ups; reviews data with all stakeholders	CMS

Progress Plan that Met our 9-12 Improvement Goals

CHS Interventions

Who	What	Where/How
<ul style="list-style-type: none">Clinton Loh/Wayne State Liason	Provided after school tutoring to all students needing academic support for missing assignments	CHS
<ul style="list-style-type: none">All English Teachers	Beginning 2nd semester will be used Lexia Power Up as an intervention tool.	CHS
<ul style="list-style-type: none">All Math Teachers	Beginning 2nd semester will be used Map Accelerator via Khan Academy as an intervention tool.	CHS
<ul style="list-style-type: none">College and Career Readiness Liaison	Assisted students with college, FAFSA and scholarship applications; prepared for college reps and/or visits	CHS
<ul style="list-style-type: none">Assessment Coordinator	Set up secondary assessment calendar; acted as proctor for all make ups for PSAT/NMSQT, M-step and NWEA make ups; reviews data with all stakeholders	CHS

Any Questions?



[NWEA Norm Reference Chart](#)