

Student Growth & Instructional Progress in Math and Literacy

February 12, 2026

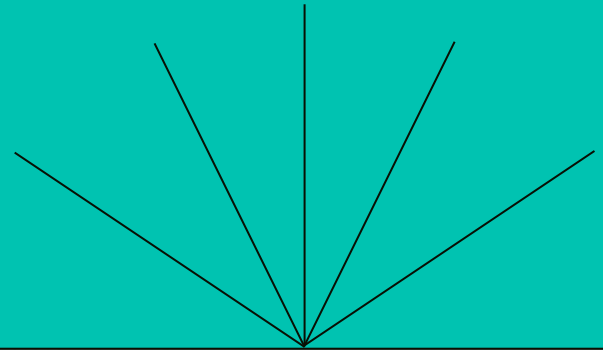
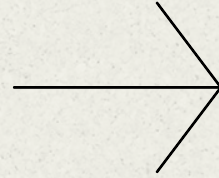


TABLE OF CONTENTS

01	Math Data & Program Review	→	Three Year Growth and Performance: Eureka Math Squared and Next Steps
02	Literacy Program Review	→	Aligning Instruction for Literacy Growth: Amplify CKLA & Amplify ELA

Where we began: Growth of *Overall Student Population*

Subject	← Year	← Grade	Growth Color Indicator	
PSSA Math - Gain	2018	4	Well Below	
		5	Above	
		6	Well Below	
		7	Meets	
		8	Well Below	
	2019	4	Well Below	
		5	Well Above	
		6	Well Below	
		7	Well Below	
		8	Well Below	
Keystone Algebra I - Predictive	2018	N/A	Well Below	
	2019	N/A	Well Below	

- ❖ PVAAS Growth data could only be gathered back to 2018.
- ❖ Many students were significantly below state growth targets.
- ❖ Red indicates significant evidence of not meeting the growth standard.
- ❖ Dark blue indicates significant evidence of exceeding the expected growth standard.

Where we were: Growth of *Overall Student Population* - Yr. 1

Subject	← Year	← Grade	Growth Color Indicator	
PSSA Math - Gain	2023	4	Well Below	
		5	Above	
		6	Meets	
		7	Well Below	
		8	Well Above	

- ❖ 2023 was the first year of implementation of Eureka Math Squared.

Where we are now: Growth of *Overall Student Population*

Subject	← Year	← Grade	Growth Color Indicator
PSSA Math - Gain	2023	4	Well Below
		5	Above
		6	Meets
		7	Well Below
		8	Well Above
	2024	4	Well Above
		5	Well Above
		6	Well Above
		7	Meets
		8	Well Above
PSSA Math - Predictive	2025	4	Well Above
		5	Well Above
		6	Well Above
		7	Well Above
		8	Meets
Keystone Algebra I - Predictive	2023	N/A	Meets
	2024	N/A	Well Above
	2025	N/A	Well Above

- ❖ There has been an overall trend of more and more students exceeding the growth standard since 2023.

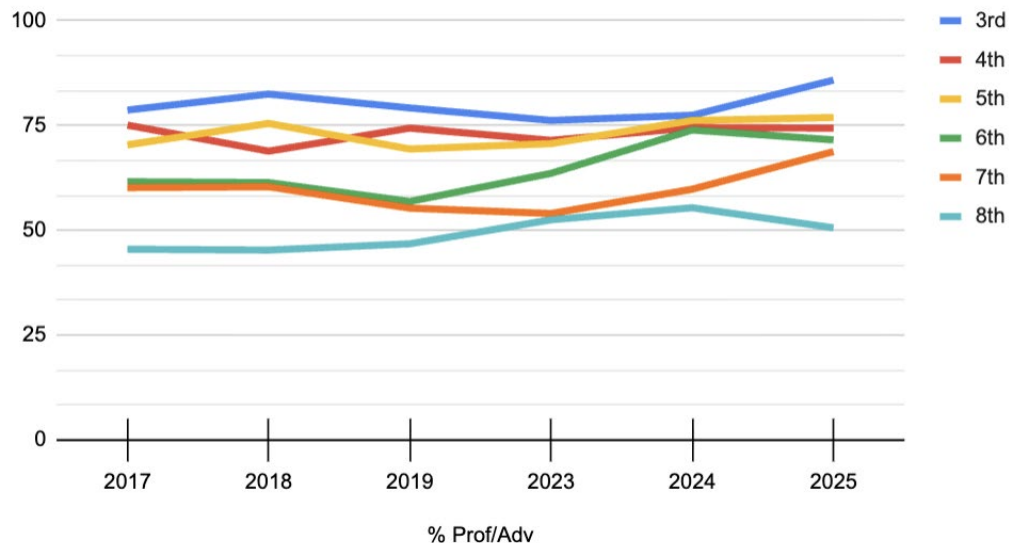
Where we are now: Growth of *Special Student Populations*

GIEPS	2023	2024	2025
4th	-5.08	0.53	3.4
5th	-0.14	1.98	6.94
6th	-1.13	2.44	8.18
7th	-0.76	1.13	8.73
8th	-0.55	0.29	1.1
Algebra 1	1.36	-0.51	1.34
IEPs	2023	2024	2025
4th	-1.09	-0.35	-1.15
5th	-0.38	2.01	1.34
6th	2.93	3.49	2.69
7th	-1.51	-2.54	2.42
8th	0.68	1.97	-1.83
Algebra 1	-1.2	1.42	0.85

- ❖ Students with a GIEP in grades 4-7 are **well above** the threshold showing significant evidence of exceeding the growth standard.
- ❖ Students with IEPs are trending in the right direction, however there are pockets we will continue to watch and support.

Overall Long-term Performance

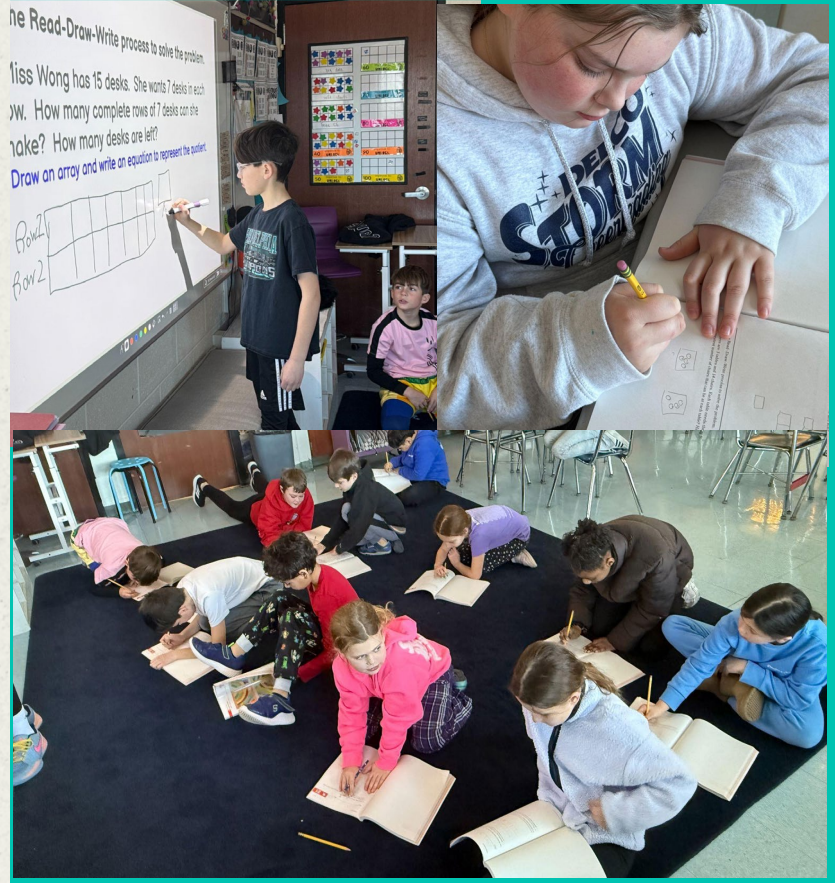
% Proficient/Advanced Math



Performance Percentages

Grade	2019 vs. 2025
Gr. 3	79.2 vs. 85.84
Gr. 4	74.39 vs. 74.39
Gr. 5	69.4 vs. 76.92
Gr. 6	56.9 vs. 71.59
Gr.7	55.3 vs. 68.79
Gr.8	46.8 vs. 50.6

Student / Teacher Perspective



- ❖ Significant increase in student engagement
- ❖ Increased student collaboration and academic discussion around problem-solving processes demonstrating deeper conceptual understanding
- ❖ Built-in immediate, routine, and formative feedback of student understanding allows teachers to offer timely intervention

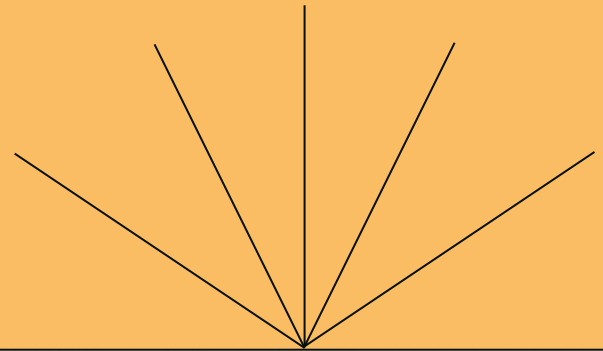
-Christine Johnston 4th Grade ILES

Where we are going: Looking to the future!



- ❖ Continue to use Eureka Math Squared as the core program
 - ❖ Continue to support individual student needs
 - ❖ Continue to support teachers in their understanding of best practices around math instruction and assessment
-

Instructional
Progress
English
Language Arts



Where we are going: Looking to the future!

- ❖ Continue using **Amplify CKLA (K–5)** for systematic phonics, knowledge building, and comprehension, and **Amplify ELA (6–8)** for complex texts, vocabulary, and writing to support reading
- ❖ Continue addressing individual student needs through differentiated literacy supports
- ❖ Continue professional learning focused on evidence-based reading instruction

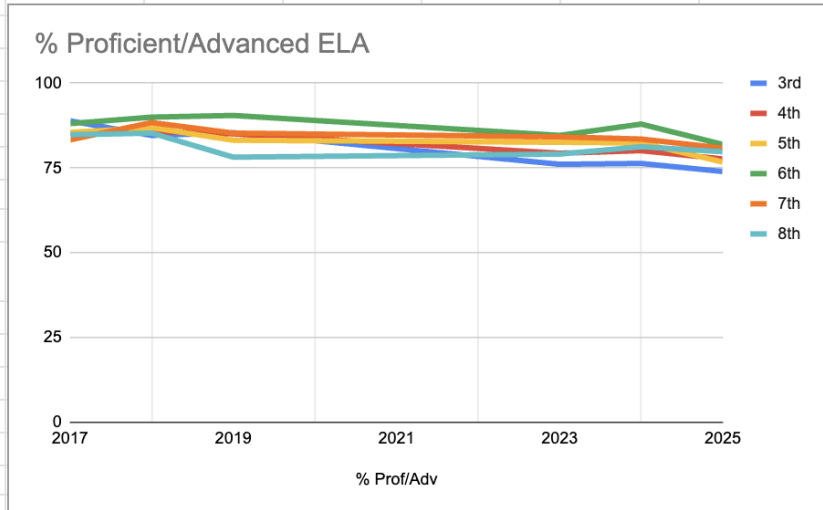


Pennsylvania Act 47: Literacy Requirements

- ❖ **Passed in 2025** to strengthen literacy instruction statewide
 - ❖ Requires **evidence-based reading instruction** aligned to the Science of Reading
 - ❖ Emphasizes **structured literacy** (systematic phonics, vocabulary, comprehension)
 - ❖ Mandates **universal K–3 screening** and targeted intervention
 - ❖ Full statewide implementation by **2027–2028**
-

Where we are going: Looking to the future!

% Prof/Adv	2017	2018	2019	2023	2024	2025
3rd	88.9	84.6	85.4	76.1	76.34	73.97
4th	85.3	85.8	85.1	79.35	80.13	77.66
5th	85.5	86.9	83.2	82.59	82.4	76.77
6th	88.1	90	90.5	84.62	87.95	81.95
7th	83.3	88.4	85.3	84.19	83.54	80.87
8th	84.8	85.3	78.2	79.11	81.25	79.82



- ❖ Increased student engagement with grade-level texts
- ❖ Improved stamina and confidence in reading
- ❖ Writing strengthens comprehension and thinking

Instructional Impact – Amplify CKLA

- ❖ Systematic phonics instruction builds strong decoding skills
- ❖ Knowledge-rich texts develop background knowledge and comprehension
- ❖ Explicit vocabulary instruction supports understanding of complex texts
- ❖ Writing is used intentionally to strengthen reading and thinking
- ❖ Consistent literacy routines across elementary classroom

Instructional Impact – Amplify ELA

- ❖ Students engage daily with **complex, grade-level texts**
- ❖ Explicit instruction in **academic vocabulary and comprehension**
- ❖ Writing is used to analyze, synthesize, and defend ideas
- ❖ Knowledge building across literature, history, and science
- ❖ Consistent literacy routines across middle school classrooms

Instructional Impact – Special Education Amplify CKLA and ELA

- ❖ Built-in scaffolds support diverse learners at every grade level
- ❖ Explicit instruction benefits students needing additional decoding support
- ❖ Knowledge-building texts reduce barriers for struggling readers
- ❖ Opportunities for remediation and enrichment are embedded in daily instruction

Student / Teacher Perspective

- ❖ Increased student engagement with grade -level texts
- ❖ Improved stamina and confidence in reading
- ❖ Writing strengthens comprehension and thinking
- ❖ Consistent routines support all learners



THANK
YOU!

