

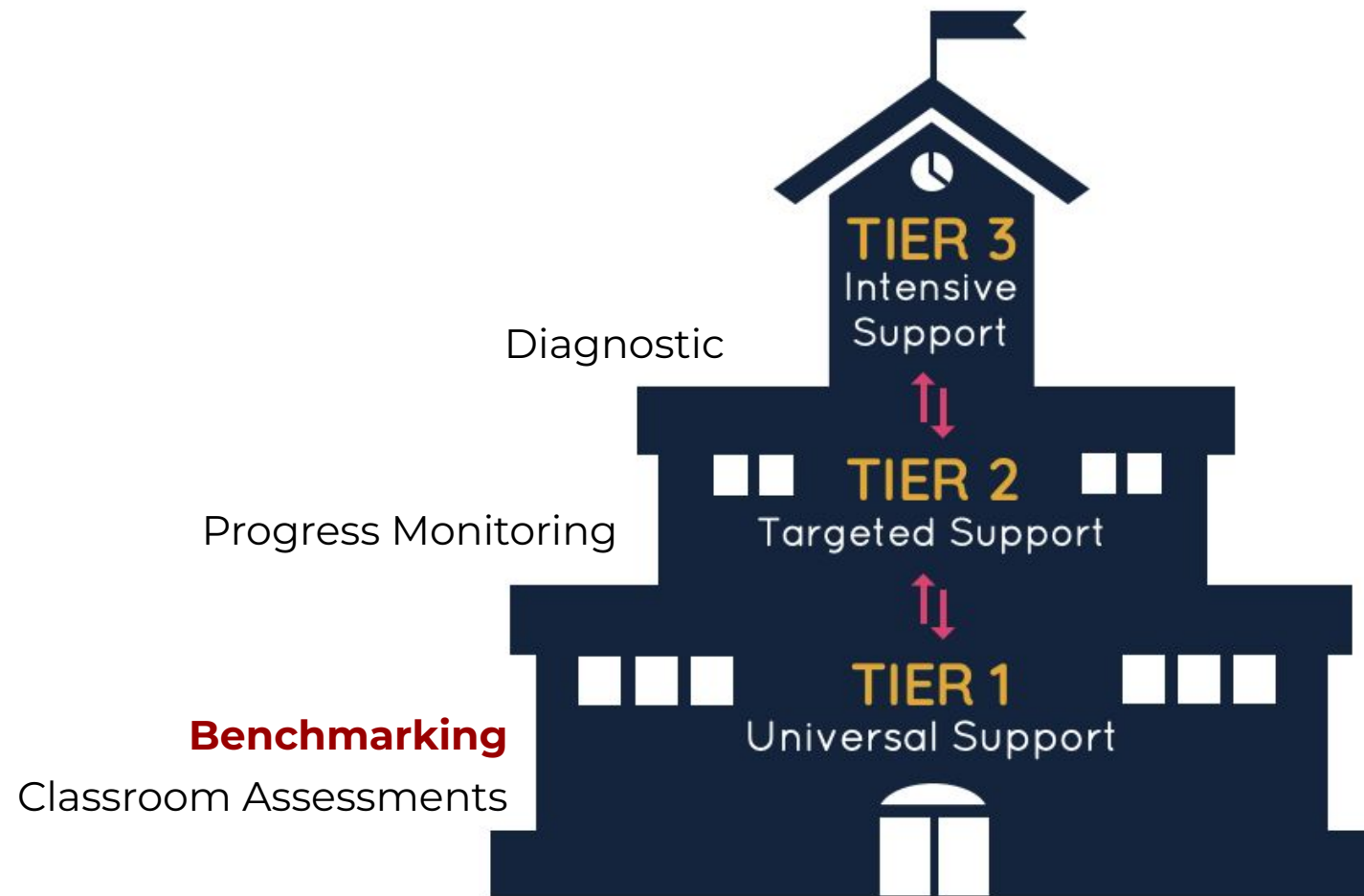
SPS Benchmarking

School Committee Presentation 2026



The point of assessment in education is to advance learning, not to merely audit absorption of facts. To reach any genuine standard, we need lots of trials, errors, and adjustments based on feedback.

Grant Wiggins





- **SEL Benchmarking**
- **Math Benchmarking**
- **ELA Benchmarking**
- **Questions**

Wellness & Social Emotional Learning



Safe and Supportive Schools Model

School Climate

- Welcoming Routines
- Connection Activities
- Silent Mentoring



School Climate Surveys

- Violence Prevention
- Responsive Practices
- LGBTQ+ Inclusive

Social-Emotional Learning

- Evidence-Based Curricula
- Core Subject Integration



SEL Assessments

- Targeted Supports
- Foundational Practices
- Trauma-Sensitive
- Responsive Teaching

Mental Health

- Health Education
- Substance Use Prev
- SBIRT Screens
- Suicide Prev Education
- Professional Dev
- Depression/SI Screen
- Transition Programs

School Safety

- Visitor Management
- Safety Care Training
- Say Something Training
- Expectations Charts
- Response Charts
- Police & Fire Partnerships

Emergency Mgmt

- Safety and Fire Drills
- Threat Assessment
- Suicide Intervention
- CPR & First Aid
- Reunification Plan
- District Crisis Teams

Safety Assessment

- Protocols & Policies
- Risk Assess Training
- Safety Plans
- Building Safety Teams
- Anonymous Reporting

Connectedness Survey

What it is ...

- A measure of social & emotional climate of each school
- Students in grades 3 - 8 complete the anonymous survey online
- Questions about the student experience at school:
 - positive relationships
 - feelings of safety at school
 - inclusive actions
 - peer mistreatment and reporting
 - adult response to unexpected behaviors



Belief Statements About Diversity

Our school is diverse. We have students from different racial, religious, and cultural backgrounds.

99% of Curtis students think it is important for every student here, no matter their race, religion, ethnicity, gender identity, or sexual orientation, to **feel safe at school.**

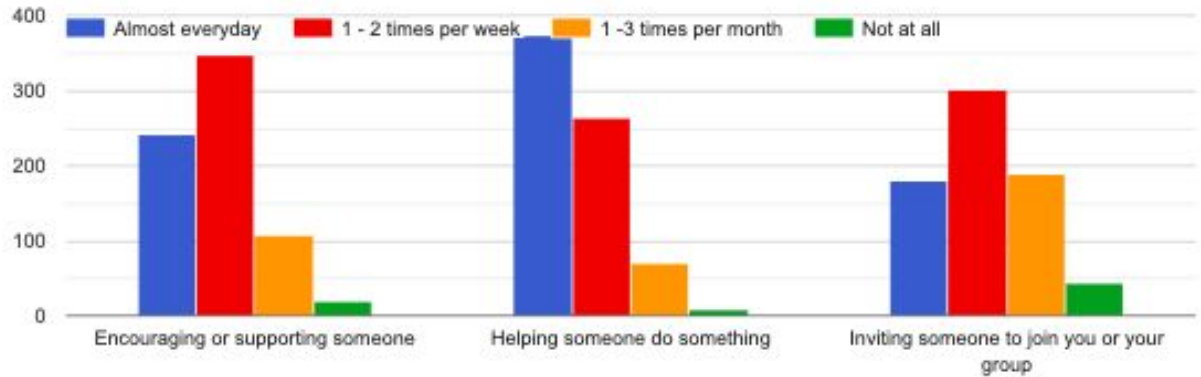
100% of Curtis students think it is important for every student, no matter their race, religion, ethnicity, gender identity, or sexual orientation, to **feel valued & included at school.**



Grades 3 - 5: Prosocial Actions and Beliefs

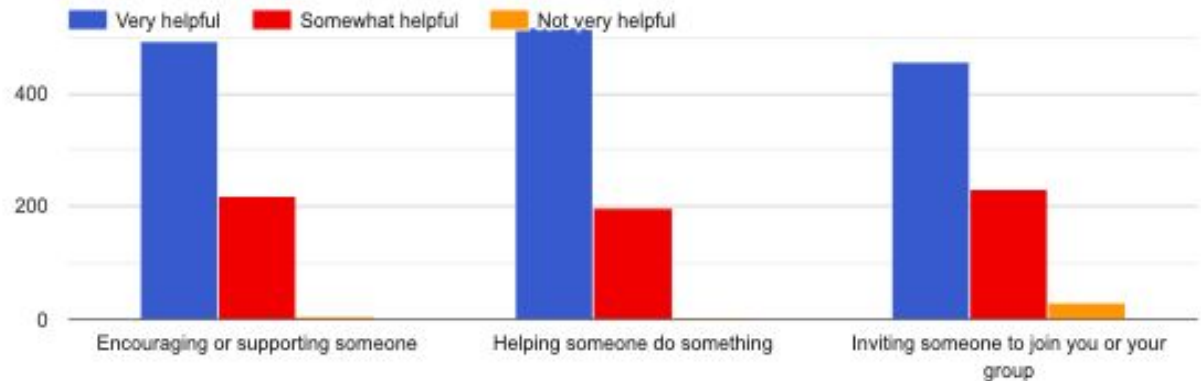
Actions: School Climate

In the past month, how often have you seen kids doing these things at school?



Beliefs: School Culture

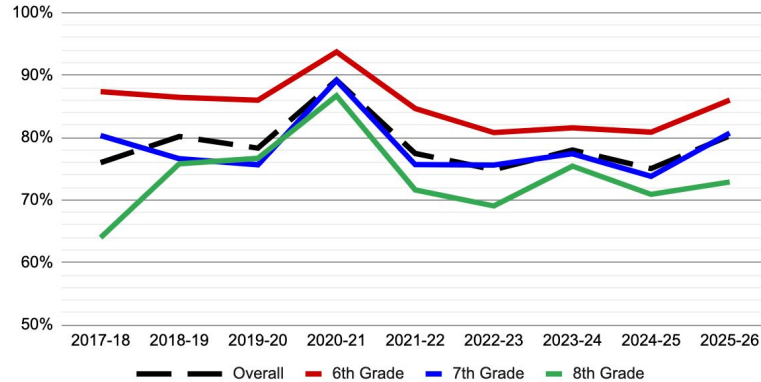
How much do you think these actions help?



Curtis: Perceived Fairness of Rules

Do you believe the rules and consequences are fair?

Percent responding yes or most of the time, by grade.



- **80% of middle school students** report school rules are fair
- Middle school shows a **5% increase** in favorable responses overall
- Grade 8 students and those who identify as Black or Multiracial reported lower levels

Curtis: Do you believe the rules and consequences at our school are fair?

Percent responding strongly agree or agree.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special Help	Special Help	Black/ African American	Asian or South Asian	Multi-racial	White
2023-24	78%	82%	77%	75%	76%	82%	58%	68%	80%	70%	82%	74%	79%
2024-25	75%	81%	74%	71%	69%	83%	65%	65%	77%	60%	75%	78%	77%
2025-26	80%	86%	81%	73%	77%	84%	81%	89%	83%	71%	86%	74%	81%

District Elementary: Positive Relationship with Adults by Grade

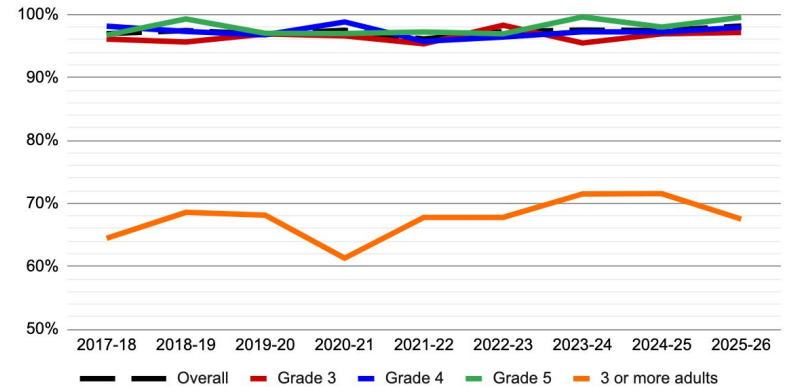
How many adults at our school do you have a positive relationship with?
They welcome you to school and you would go to them with a problem.

Percent responding one or more.

Year	Overall	Grade 3	Grade 4	Grade 5	3 +
2023-24	98%	95%	97%	100%	72%
2024-25	97%	97%	97%	98%	72%
2025-26	98%	97%	98%	100%	68%

How many adults do you have a positive relationship with?

Percent responding one or more, by grade.



Data Across Four Elementary Schools

- **98% of elementary students** reported having a positive relationship with one or more adults at school
- Additionally, **68% of students** reported having a positive relationship with **three or more adults** at school

Curtis: Positive Relationship with Adults by Grade, Gender, Race

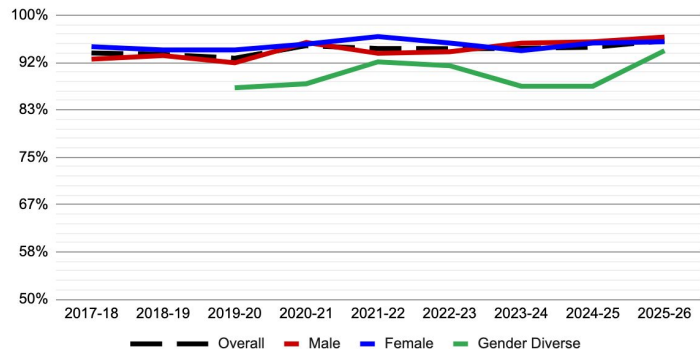
How many adults at our school do you have a positive relationship with?

Percent responding one or more.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special Help	Special Help	Black/ African American	Asian or South Asian	Multi-racial	White
2023-24	94%	92%	96%	95%	95%	94%	88%	95%	94%	81%	95%	98%	96%
2024-25	94%	96%	94%	94%	95%	95%	88%	93%	95%	91%	95%	86%	96%
2025-26	95%	94%	97%	95%	96%	95%	94%	100%	96%	97%	95%	92%	97%

How many adults do you have a positive relationship with?

Percent responding one or more, by gender identity.



- **95% of Curtis students** report having a positive relationship with at least one adult at school
- Consistency across all **subgroups, ranging from 92 - 97%**

District Elementary: Welcomed by Adults by Grade

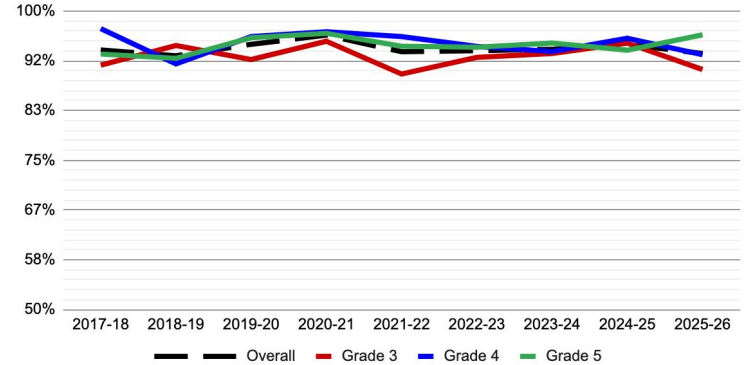
Do you feel welcomed by adults at our school?

Percent responding yes or most of the time.

Year	Overall	Grade 3	Grade 4	Grade 5
2023-24	94%	93%	93%	95%
2024-25	94%	95%	95%	93%
2025-26	93%	90%	93%	96%

Do you feel welcomed by adults at our school?

Percent responding yes or most of the time, by grade.

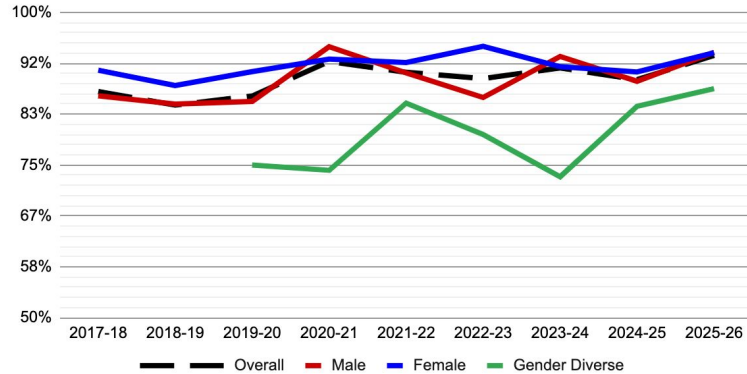


- **93% of students in grades 3-5** across the district reported feeling welcomed by adults at school
- This percentage has remained **consistently high, in the 90's**, across all four schools over multiple years of data collection

Curtis: Welcomed by Adults by Grade, Gender, Race

Do you feel welcomed by adults at our school?

Percent responding yes or most of the time, by gender identity.



- **93% of middle schoolers** indicated a sense of being welcomed
- Gender-diverse and Black students reported slightly lower feelings of being welcomed by adults
- Both groups showed positive growth from previous years

Curtis: Do you feel welcomed by adults at our school?

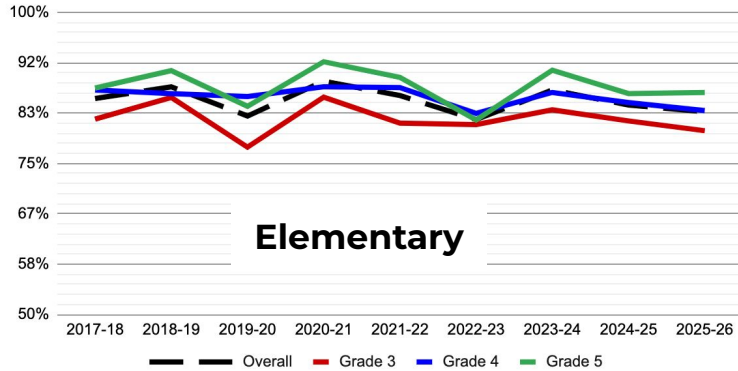
Percent responding yes or most of the time.

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special Help	Special Help	Black/ African American	Asian or South Asian	Multi-racial	White
2023-24	91%	93%	90%	91%	93%	91%	73%	82%	86%	76%	94%	85%	94%
2024-25	89%	93%	88%	85%	89%	90%	85%	72%	87%	86%	89%	84%	89%
2025-26	93%	97%	90%	91%	93%	93%	88%	94%	90%	84%	99%	92%	94%

District Elementary and Curtis: Welcomed by Students at School

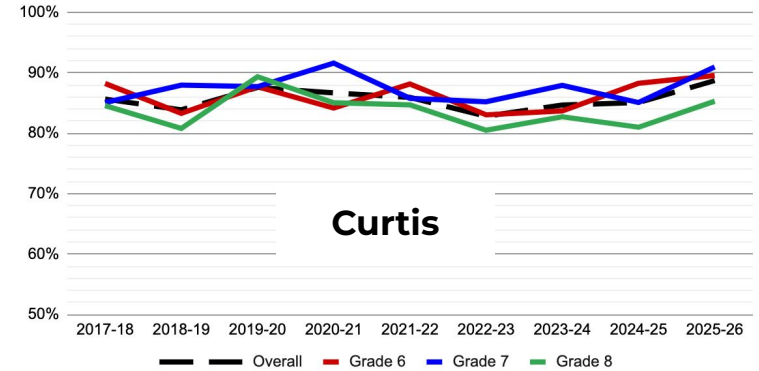
Do you feel welcomed by students at our school?

Percent responding yes or most of the time, by grade.



Do you feel welcomed by students at our school?

Percent responding yes or most of the time, by grade.



Middle School Subgroups: Do you feel welcomed by students at our school?

Percent responding yes or most of the time.

	Overall	Male	Female	Gender Diverse	No Special help	Special help	Live in Sudbury	Live outside Sudbury	Black / African American	Asian or South Asian	Multi-racial	White
2022-23	85%	88%	85%	62%	82%	86%	85%	69%	78%	86%	85%	87%
2023-24	85%	88%	84%	65%	72%	87%	85%	85%	83%	84%	84%	88%
2024-25	89%	90%	89%	69%	94%	90%	89%	77%	84%	91%	84%	90%

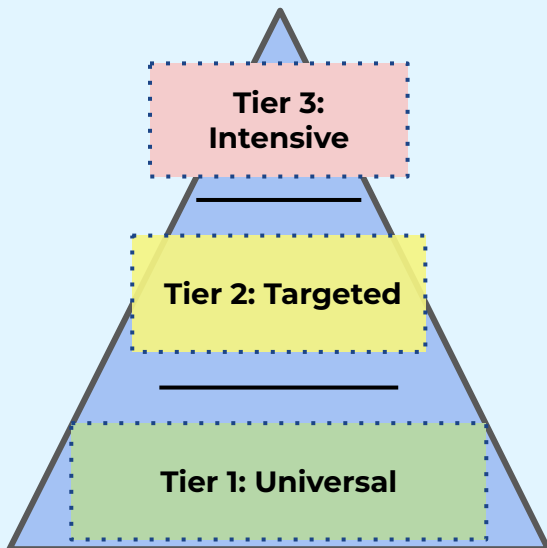
Devereux Student Strengths Assessment - DESSA 2

- A tool used to identify students' social-emotional strengths, underdeveloped skills, and monitor student growth over time
- Standardized, strength-based measure of 6 key social-emotional competencies derived from the CASEL model
- Norm-referenced behavior rating scale
- Four versions of the Mini DESSA, each one contains 8 questions, the Full DESSA has 40 questions
- Completed 3 times per year for grades K - 5 students and 2 times each year for middle school students
- It is **NOT** a psychological or clinical assessment; it does not measure anxiety, depression, or other disorders



Collaborative for Academic, Social, Emotional Learning
CASEL.org

SEL in a Multi-Tiered System of Support



Tier 3: Intensive

- Full DESSA & other data
- Multi-modal, multi-source, multi-setting approach
- May include Individualized Education Plan
- Focused skill building

Tier 2: Targeted

- Full DESSA & other data
- Problem-solving model to plan targeted instruction
- Increased structure, feedback, and connection
- Focused skill building

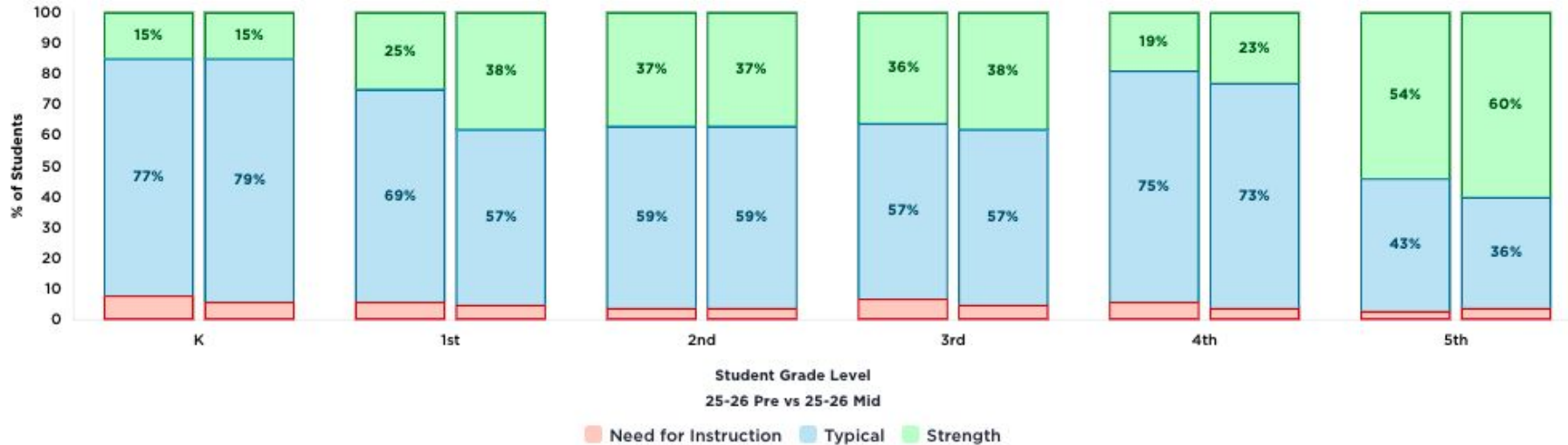
Tier 1: Universal

- Mini DESSA
- Evidence-based SEL curriculum
- Best practices in classrooms
- Integration of SEL
- School-wide policies & practices

District Grades K-5 DESSA Mini: Impact Report

Change in Students' Social and Emotional Competence by Grade Level

Current grades as of 04/01/2026



- Comparing fall to winter T-scores using the 8-question assessment tool, Mini-A & B
- Overall, students have strong T-scores
- The green portion of each bar graph represents the 'strength' descriptive category, the blue represents 'typical', and the pink portion represents students coded as 'need for instruction'

District Grades K-5 Mini DESSA: Impact Report

Pre/Fall

Mid/Winter

Need
88
Students

0 (0%) Strength

49 (56%) Typical

39 (44%) Need for Instruction

Pre/Fall

Mid/Winter

Typical
1,003
Students

188 (19%) Strength

778 (77%) Typical

37 (4%) Need for Instruction

25-26 Pre		25-26 Mid		Amount Changed	Magnitude
Rating Date	Rating T-Score	Rating Date	Rating T-Score		
10/28/2025	31	02/11/2026	39	8	Large
10/20/2025	28	02/02/2026	36	8	Large
10/20/2025	33	02/04/2026	40	7	Medium
10/20/2025	31	02/12/2026	37	6	Medium
10/28/2025	29	02/04/2026	34	5	Medium

- **Pre to Mid - 'Need':** 49 students increased T-score moving them to 'Typical'
- Of the 39 students in 'Need for Instruction' in mid-year, 15 demonstrated significant increase in T-score
- **Pre to Mid - 'Typical':** 188 students increased T-score moving them to 'Strength' category
- Of the 778 students in 'Typical' mid-year, 47% demonstrated significant increase in T-score

Full DESSA SEL Assessment

- T-score from a mini assessment is coded pink, indicating 'need for instruction'
- A student's IEP or 504 includes social or emotional goals or supports
- A student is referred to Instructional Support Team for further review
- Educator requests deeper insight into SEL skill set
- Full DESSA report informs targeted intervention planning

Self-Awareness

**Self-Management
(with Goal-Directed Behavior)**

Social Awareness

Relationship Skills

**Responsible Decision Making
(with Personal Responsibility)**

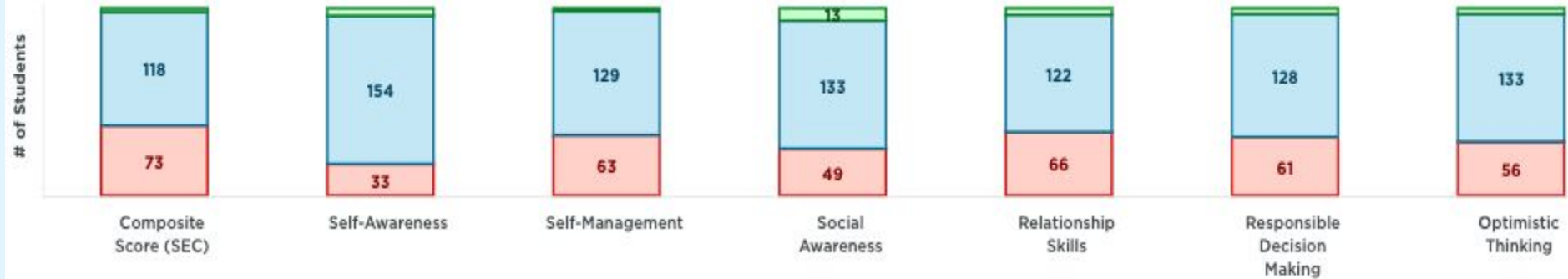
Optimistic Thinking

District Grades K-5 Full DESSA Comparison: Fall to Winter

Fall 2025



Winter 2026



Responding to Data: Student-Focused Planning

- Counselor-led data meetings
- Review data to identify strengths & needs
- Develop targeted instruction & supports
- Monitor student progress
- Reflect & refine practice

Classroom SEL Instruction

Select one competency that you will focus on

SA Self-awareness	SM Self-management	SO Social awareness
RS Relationship skills	OT Optimistic thinking	DM Decision-making

A. What? List a behavior/skill to target within the selected competency.

Refer to [6 Competencies & Related Skills](#) document

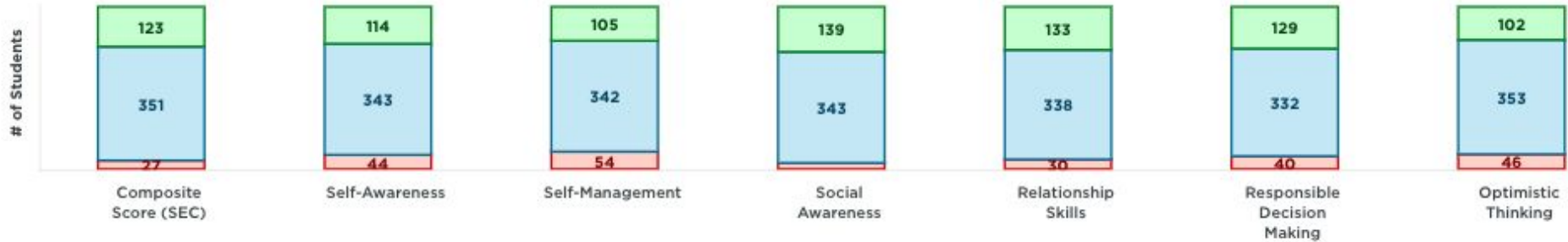
Monitor progress via observation and other methods

A. How? List actions to address targeted skill:

Consider teaching strategies: previewing, teaching, and reteaching social skills lessons; connections & discussions using literature; cross-curricular connections; extension activities; naming social-emotional skills used during learning activities; and planning learning activities that provide students opportunities to practice social-emotional skills in multiple settings.

1.

Curtis Full DESSA: Student Self-Report (SSR)



- **Self-Reflection** – 7th and 8th graders review their results to reflect on personal strengths and areas for growth.
- **Set Personal SEL Goals** – Using their data, students set short- and/or long-term goals and monitor their progress over time.
- **Develop Action Plans** – Students create concrete steps to support growth, such as practicing mindfulness, seeking peer feedback, or using organizational tools.
- **Build Self-Awareness & Advocacy** – Understanding their data helps students strengthen self-awareness and advocate for their needs by seeking support and resources when needed.

Student Self-Report Interactive Platform

My Results

Rating Date: May 1, 2024

 [Print All Results](#)

This report will help you learn about your top skills and growth opportunities. It will also give you challenges to help you build your skills.



Top Skills

Your strongest area of social and emotional competence is **Self-Management**. These are your top skills in this area.

accept another choice when your
first choice was not available

think before you acted

stay focused despite
distractions

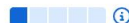


People who can manage themselves set goals and work hard to achieve them. They can manage how they act and feel in different situations.

Other Areas to Explore



Here's a short summary of your DESSA results. If you want to explore your skills, just click the "Learn More" button. If you want to see challenges in any of the areas, click the "Challenge" button.



Self-Awareness / Optimistic Thinking

Knowing what you are good at and what's hard for you. Naming your emotions and values. Focusing on the positive. Believing hard work pays off.

[Learn More](#)

[View Challenge](#)



Self-Management

Setting goals and working hard to achieve them. Managing how you act and feel in different situations.

[Learn More](#)

[View Challenge](#)



Social Awareness

Respecting others. Feeling connected to other people.

[Learn More](#)

[View Challenge](#)



Relationship Skills

Getting along well with others. Being a good listener and supportive.

[Learn More](#)



Goal-Directed Behavior

Setting goals and working hard to achieve them.

[Learn More](#)



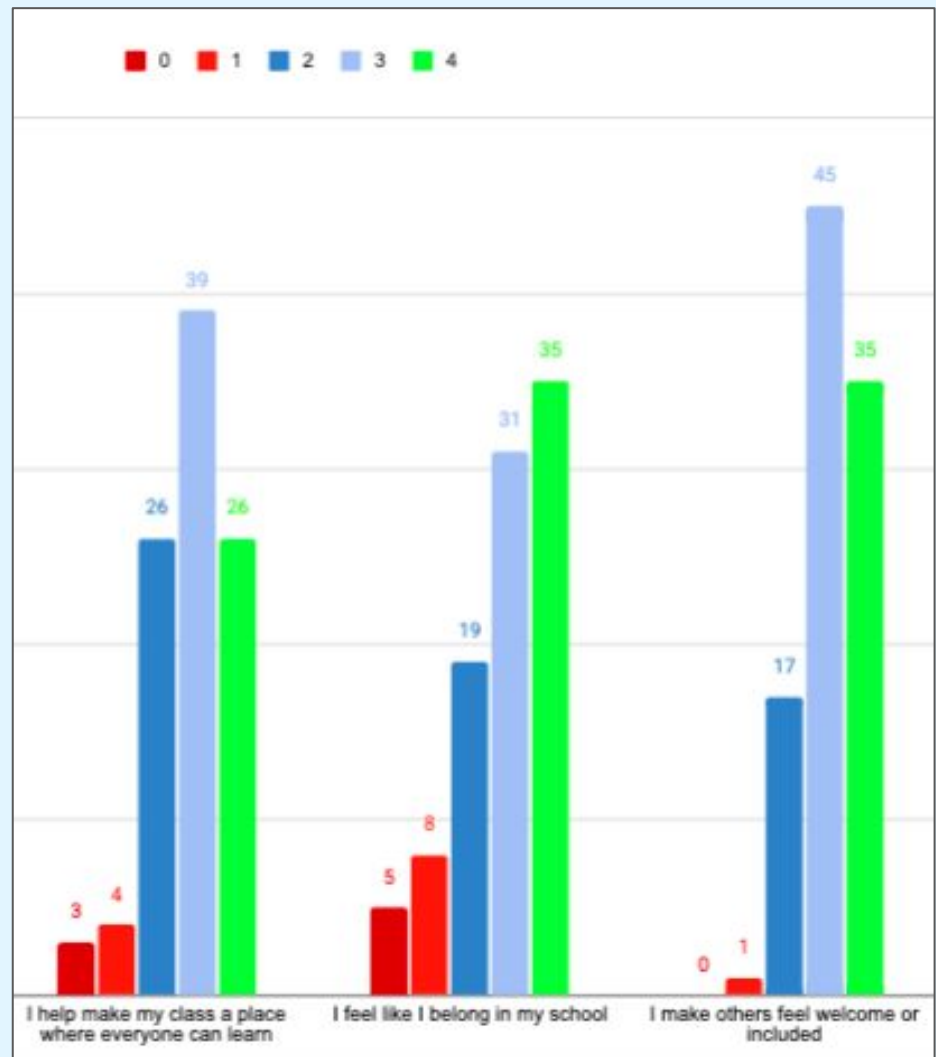
Personal Responsibility

Being careful and reliable in how you act.

[Learn More](#)

Student Self-Report Data

- Student SEL self-report data exported to spreadsheets for team review
- 50 questions organized into 6 SEL competencies, highlighting patterns of strengths and needs within each domain
- Named data supports targeted follow-up
- Inform instruction, conferencing & counseling supports



Highlights and Next Steps

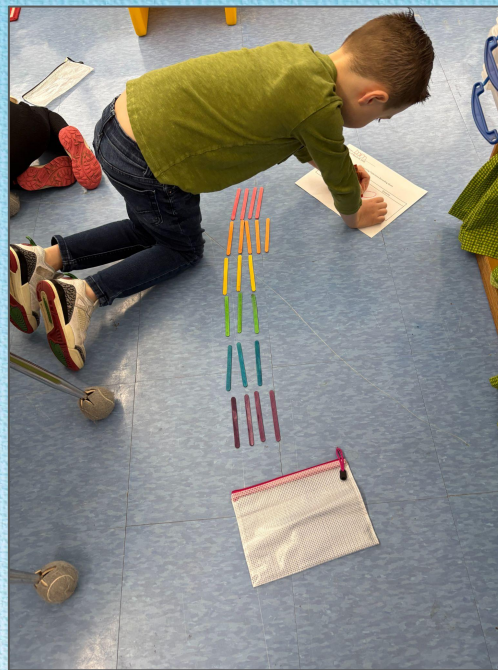
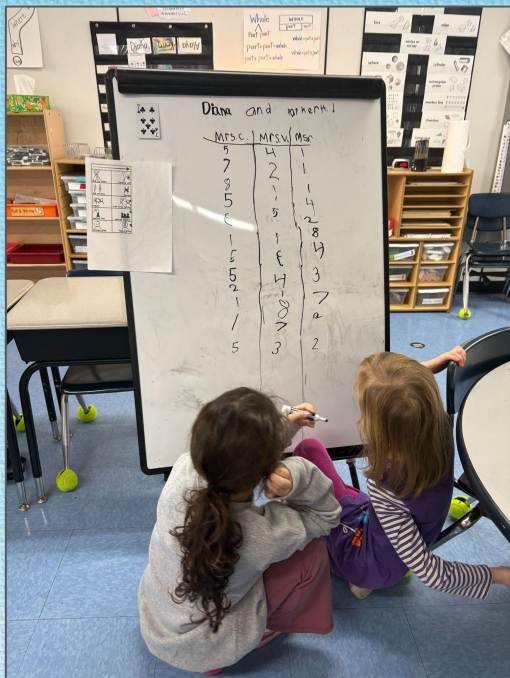
Highlights

- Educators consistently implement practices that create welcoming, safe, and supportive environments where students feel a sense of belonging.
- Across content areas, educators are using creative and intentional strategies to give students regular opportunities to practice and apply social-emotional skills.
- Enhancements to the Aperture platform have allowed for a deeper understanding of student data, as well as access to individualized intervention lessons and other instructional resources.

Next Steps

- Strengthen alignment across the elementary grade levels by creating educator teams to map where SEL skills are taught within existing curricula, including Harmony and EL.
- Ongoing analysis and planning, with a particular focus on addressing areas of concern identified in subgroup data from the Connectedness Survey, the Metrowest Survey, and other sources.
- Continue partnering with key stakeholders across our learning community to intentionally design and strengthen systems, structures, and practices that foster a welcoming and inclusive climate for all students.

Mathematics



Math Assessment Timeline

[illegible]

Assessment	When is the Assessment Given?	What is the Purpose of the Assessment?	Who is Reviewing the Data?
Benchmark Assessments	Baseline (September) Mid-Year (Jan/Feb) End of Year (June) **K differs slightly since assessments are mostly interview based.	- Provides a high-level overview of essential content strands - Indicator of when to look closer through other, more focused assessments to provide information about student understanding of the mathematics	Grade level data meetings, led by the building Math Coach
Unit Screeners/ Readiness Checks	Prior to every unit (classroom)	- Focuses on the prerequisite skills for each unit - Informs pacing and instruction to provide access for all students	- Teacher teams or individual teachers - Math Coaches provide planning assistance or coaching
Unit Checkpoints/ Middle School Quizzes & Tests	1-2 per unit (classroom)	- Focuses on essential content of the specific unit - Informs teachers about student understanding	Teacher teams or individual teachers
Individual Interviews (Fluency check or Math Recovery)	As needed for individual students	- Focuses on foundational mathematical understandings for students - Informs any (if any) interventions may be necessary to build student understanding	Math Coach administers the interview and shares the data to the classroom teacher and other support individuals

Assessment	When is the Assessment Given?	What is the Purpose of the Assessment?	Who is Reviewing the Data?
Benchmark Assessments	Baseline (September) Mid-Year (Jan/Feb) End of Year (June) **K differs slightly since	- Provides a high-level overview of essential content strands - Indicator of when to look closer through other, more focused assessments to provide information about student understanding of the mathematics	Grade level data meetings, led by the building Math Coach

Purpose: Provide a snapshot into the progress towards the end of year. All standards are end-of-year standards

Data Meetings: Mid-Year data meetings at all elementary schools.

- Review by questions/standards to see trends
- Review by students to check for understanding
- Look at student work with a focus on strategies
- Discussions about how to provide access to students with plans for next steps.

Limitations:

- One data point - can identify where to look, assess, etc.
- Continuing to work on consistency for test administration
- We have over 3 more months of school to reach the end-of-year standards

	Items											TOTAL
	1a-c	2a-d	3a & b	4a-c	5a & b	6a-c	7	8	9	10	11	SCORE / LEVEL OF PROFICIENCY
	Adds fractions with unlike denominators.	Subtracts fractions with unlike denominators.	Adds and subtracts decimals to hundredths.	Multiplies whole numbers by fractions.	Finds the volume of a solid figure composed of	Evaluates numerical expressions that contain	Multiplies and divides decimal numbers by	Solves a multi-step story problem involving	Subtracts and multiplies decimal numbers to solve a multi-step story problem.	Solves a story problem that involves multiplying a	Solves a measurement-related story problem involving	
	0-6	0-6	0, 1 or 2	0-3	0-6	0-3	0-2 (by 0.5)	0-3	0-3	0-3	0-3	0 = 40
7	6	6	1	3	6	3	3	2	3	3	3	39
1	6	0	2	3	6	3	2	2	3	3	0	30
3	4	2	1	3	6	3	1.5	2	2	3	2	29.5
1	6	6	1	3	6	3	2	3	3	3	0	32
6	6	6	0	3	3	3	1	3	3	1	0	29
8	6	2	2	3	6	3	2	3	3	3	3	36
2	4	6	2	1	6	3	2	2	3	0	3	32
2	6	6	2	3	6	3	2	3	3	3	2	39
1	6	6	2	3	6	3	2	3	3	3	3	40
1	4	6	0	3	6	2	2	2	1	3	1	30
2	6	6	1	3	6	2	2	2	3	3	2	36
9	6	6	2	3	6	3	2	3	3	3	2	39
9	4	2	1	2	6	3	2	3	3	3	1	30
5	6	6	1	2	6	2	1.5	3	1	3	2	33.5
9	4	2	1	3	6	3	2	3	3	3	1	31
0	6	6	2	3	6	3	2	3	3	3	3	40
5	6	6	2	3	6	3	2	3	3	3	3	39
7	6	4	1	0	3	2	2	1	1	0	2	22
1	4	4	0	3	6	2	1.5	3	2	2	1	28.5
8	6	4	1	3	6	2	2	2	3	3	2	34
8	3	3	2	3	6	3	2	3	3	3	3	34
9	6	4	2	2	6	3	2	3	1	3	1	33
2	4	6	1	2	6	3	2	3	3	3	3	36
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8	6	6	2	3	6	3	2	2	3	3	3	39
1	6	6	1	3	6	2	2	3	2	1	3	35
2	6	6	2	3	6	3	2	3	3	3	3	40
5	3	6	1	1	0	3	1	3	3	3	1	25
0	4	5	1	3	4	2	2	3	3	3	2	32
6	6	6	2	3	6	3	2	3	3	3	3	40

- Meeting
- Approaching
- Developing
- Not Meeting

Reviewing the Data

PROFICIENCY		
0 – 40	Baseline Fall 2024	MCAS Spring 2024
40	34	529
25	18	489
32	26	513
40	31	527
1	7	442
37	31.5	527
40	20.5	492

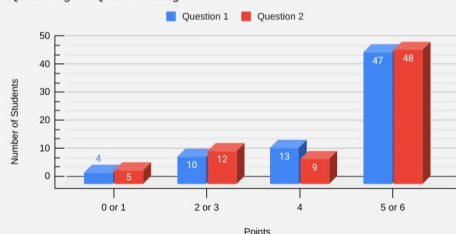
Mid-Year: 1b: Solves a story problem that involves finding 10 less than 16. (Com (ans: 6. Work & equations will vary.)

Strategy	Tool/Model	Equation	Labels
Counts On	Number L...	No Equati...	No Labe...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Direct Mod...	Other	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Equations...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Uses Kno...	Equations...	Correct E...	Labels f...
Other	Number L...	Correct E...	Labels f...
Uses Kno...	Equations...	Correct E...	No Labe...
Direct Mod...	Other	Correct E...	Labels f...
Doubles Fact	Equations...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	Labels f...
Using 10	Number L...	Correct E...	No Labe...
Using 10	Number L...	Correct E...	Labels f...

Adding and Subtracting Fractions w/Unlike Denominators

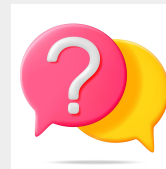
Q1: Adding

Q2: Subtracting

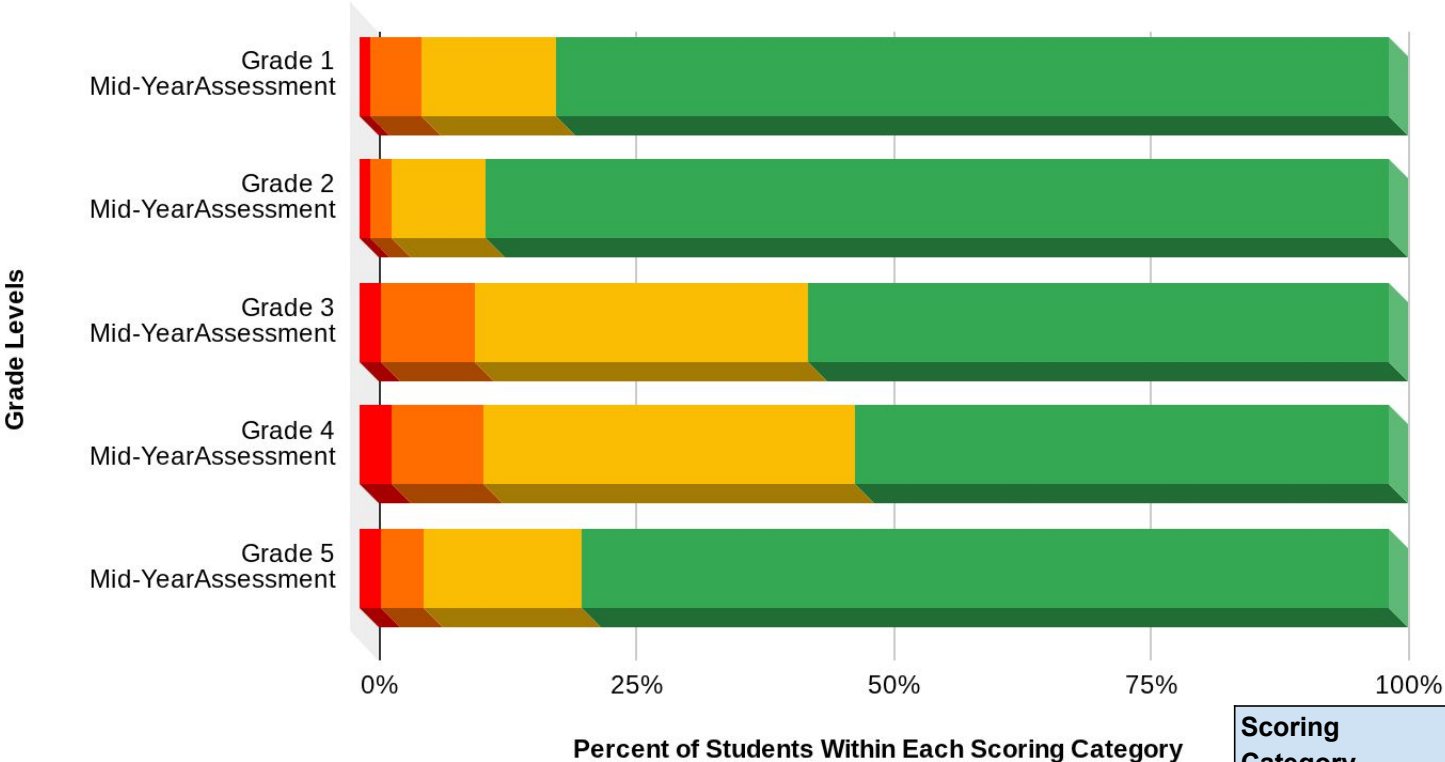


With this data, we...

- Ask questions.
- Analyze it to identify themes.
- Gather more information: Who needs more? What is needed? (Interview assessments)
- Plan and prepare for classroom instruction.
- Provide Tier 1 and/or Tier 2 interventions for those who need a more solid foundation.
- Monitor student progress.



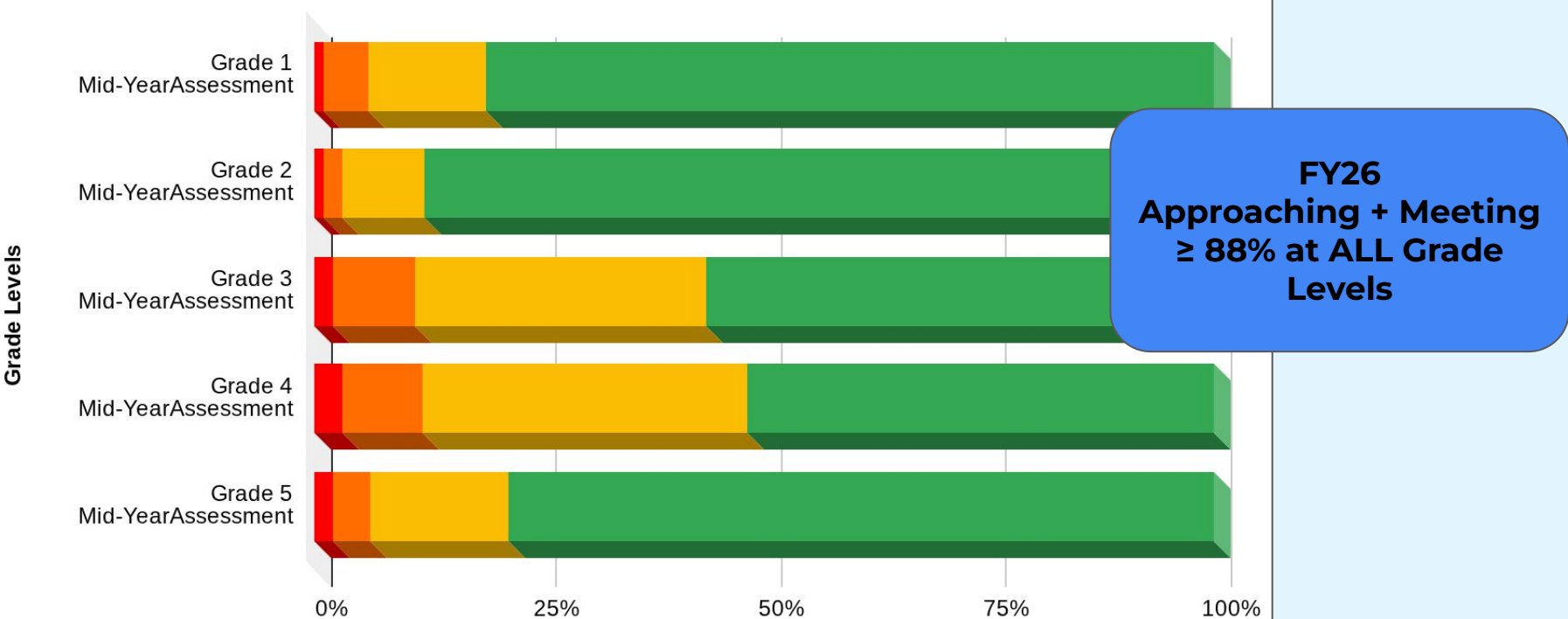
Mid-Year Assessment Overview for Grades 1-5



■ % Not Meeting ■ % Developing ■ % Approaching ■ % Meeting

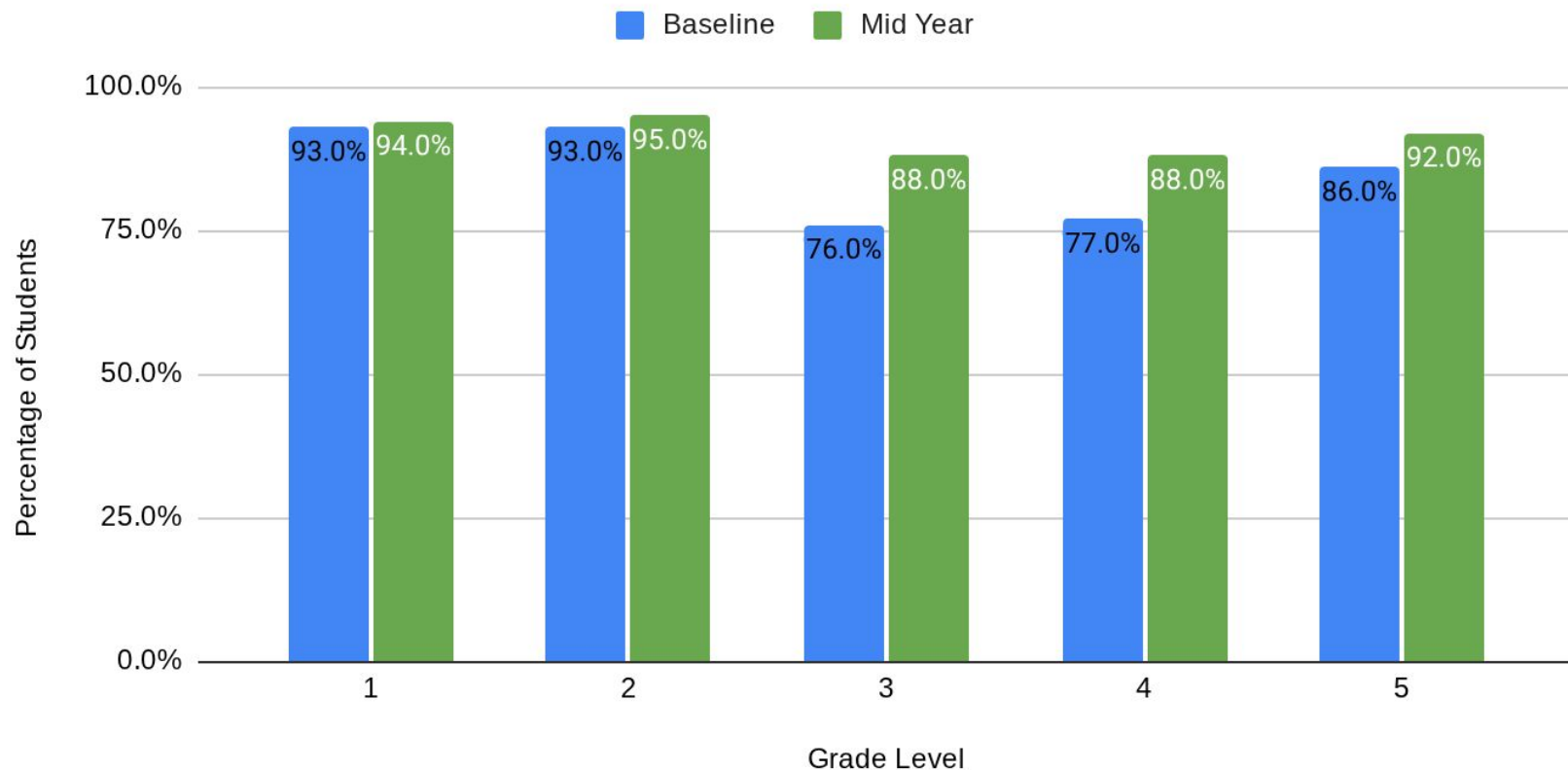
Scoring Category	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
% Not Meeting	1	1	2	3	2
% Developing	5	2	9	9	4
% Approaching	13	9	32	36	15
% Meeting	81	86	56	52	77

Mid-Year Assessment Overview for Grades 1-5

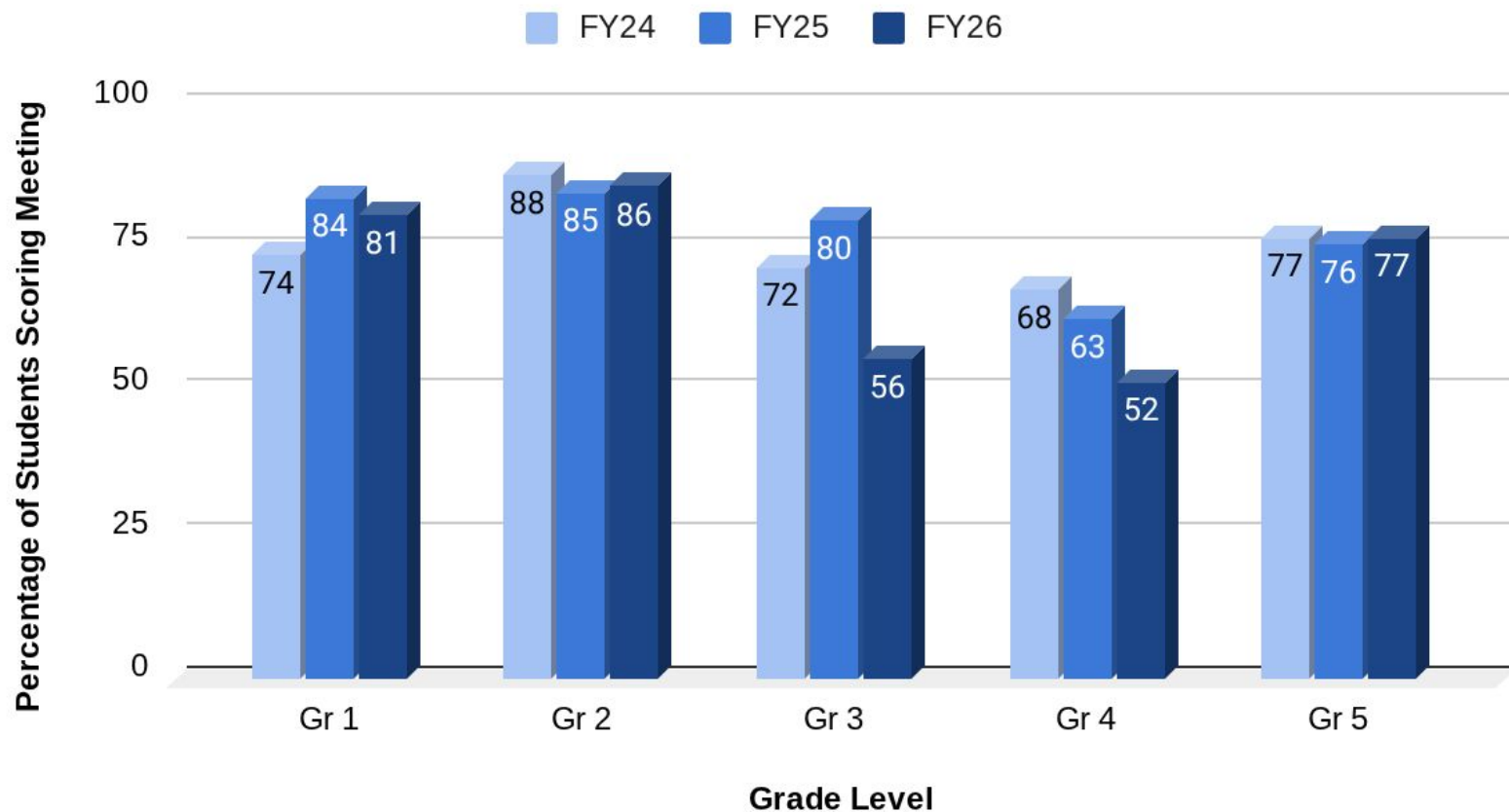


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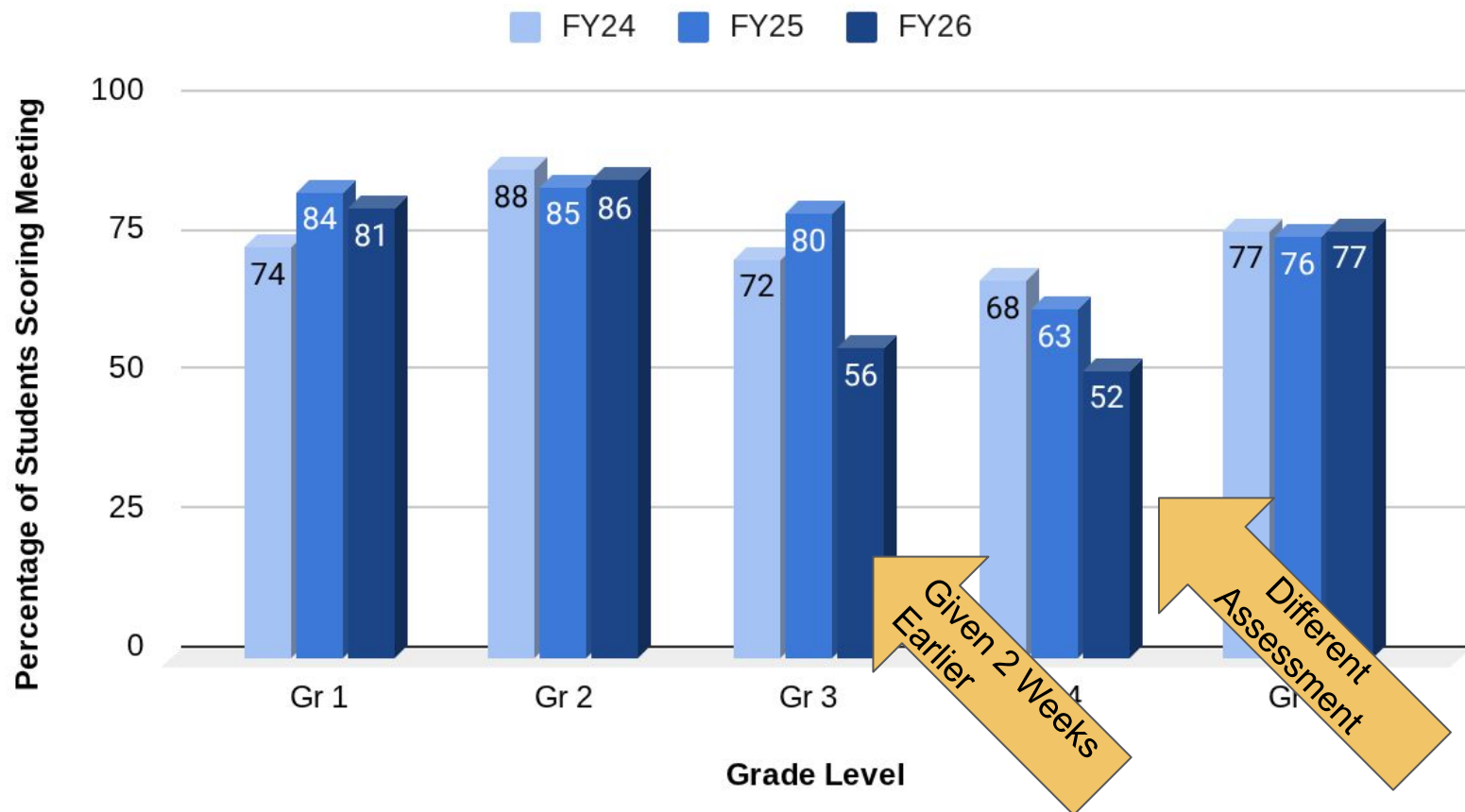
Percentage of Students Scoring Approaching and Meeting on the District Assessments in the 2025-2026 School Year



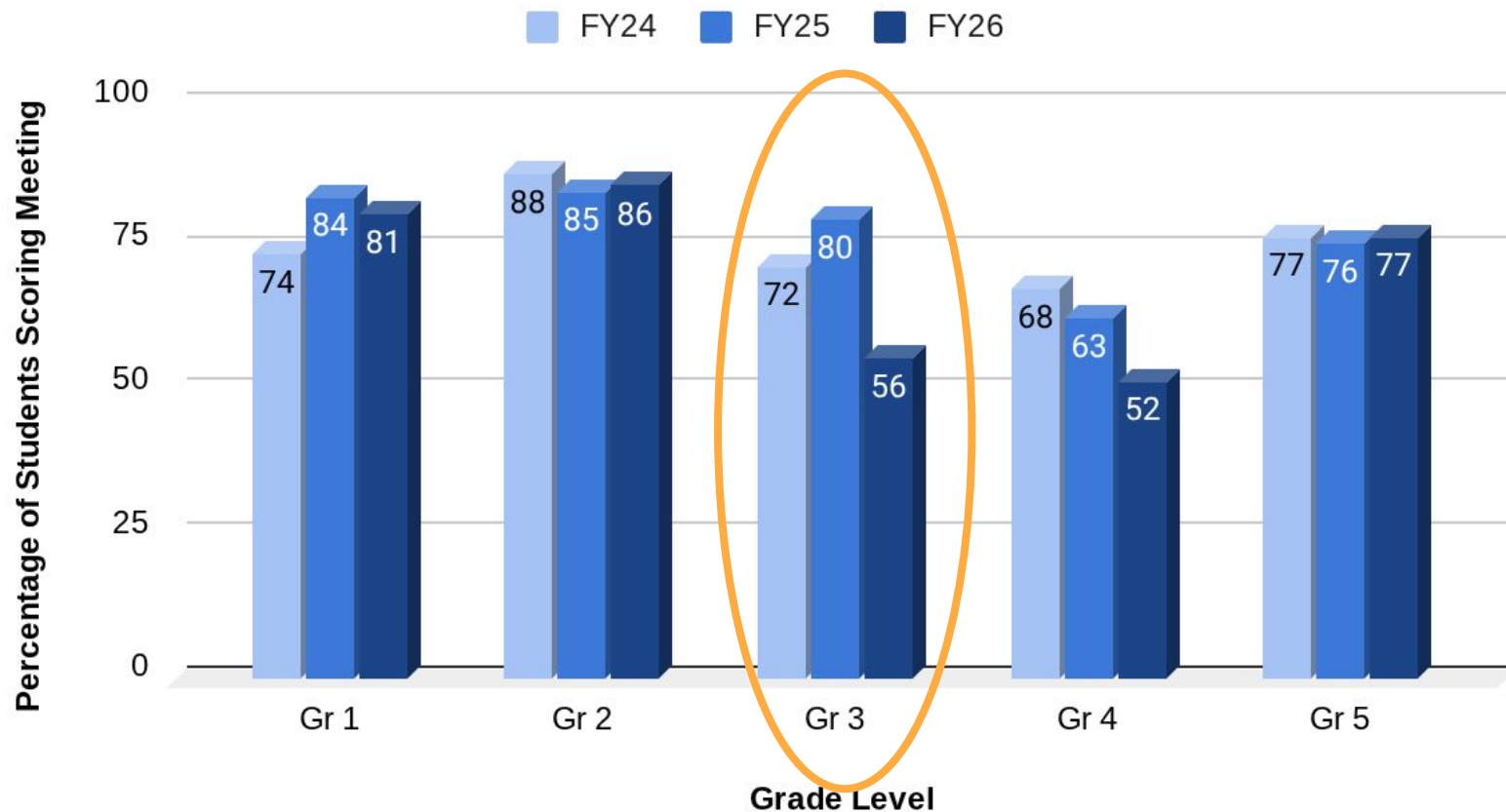
Mid-Year Assessments in Grades 1-5 (FY24-FY26)



Mid-Year Assessments in Grades 1-5 (FY24-FY26)

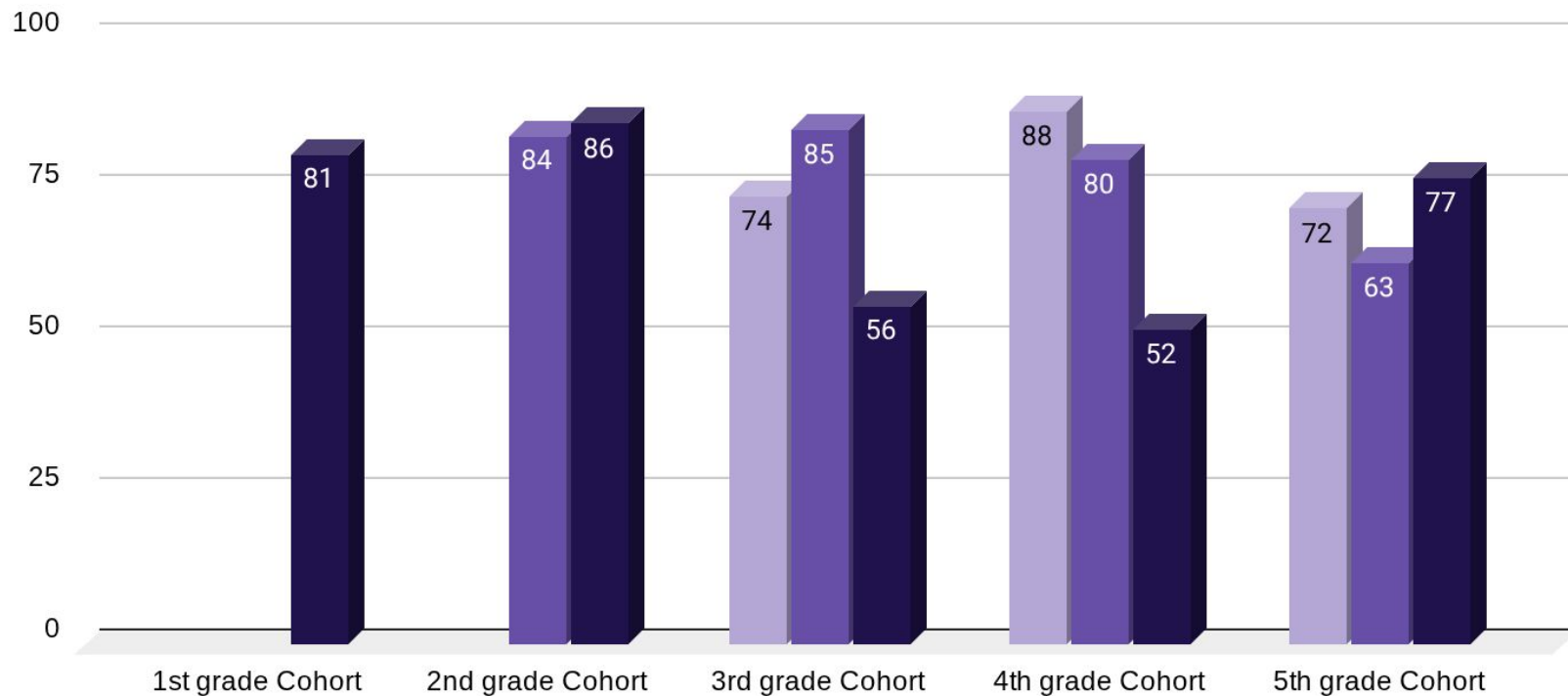


Mid-Year Assessments in Grades 1-5 (FY24-FY26)



Percent of Students Scoring Meeting (Grade Level Cohorts over 3 yrs)

2 Years Prior Previous Grade Level Current Grade Level



% of Students Within Each Grade Level Cohort Scoring Meeting

Example from Mid-Year Assessments - Grade 3

7 One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

a How many tires were there in all? Show your thinking.

b Which equation matches this problem? (The letter t stands for tires.)

☐ $(5 + 4) + (3 + 6) = t$

☐ $(5 \times 4) + (3 \times 6) = t$

☐ $(5 \times 3) + (4 \times 6) = t$

☐ $(5 - 3) \times (6 - 4) = t$

Example from Mid-Year Assessments - Grade 3 Student Work

7 One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

a How many tires were there in all? Show your thinking.

$$5 \times 4 = +$$

$$3 \times 6 = +$$

$$(5 \times 4) + (3 \times 6) = +$$

$$5 + 5 + 5 + 5 = 20$$

$$3 + 3 + 3 + 3 + 3 = 18$$

$$10 + 10 =$$

$$20 + 18 =$$

b Which equation matches this problem?

- ☐ $(5 + 4) + (3 + 6) = t$
- ☐ $(5 \times 3) + (4 \times 6) = t$

7 One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

a How many tires were there in all? Show your thinking.

$$5 \times 4 = 20$$

$$3 \times 6 = 18$$

$$20 + 18 = 38$$

$$5, 10, 15, 20$$

$$6 + 6 = 12$$

$$12 + 12 = 24$$

$$24 + 6 = 30$$

$$30 + 8 = 38$$

7 One day, there were 5 cars and 3 trucks at the gas station. Each car had 4 tires, and each truck had 6 tires.

a How many tires were there in all? Show your thinking.

Part 1

$$4 \times 5 = 20$$

$$6 \times 3 = 18$$

$$20 + 18 = 38$$

$$20 + 10 = 30$$

$$30 + 8 = 38$$

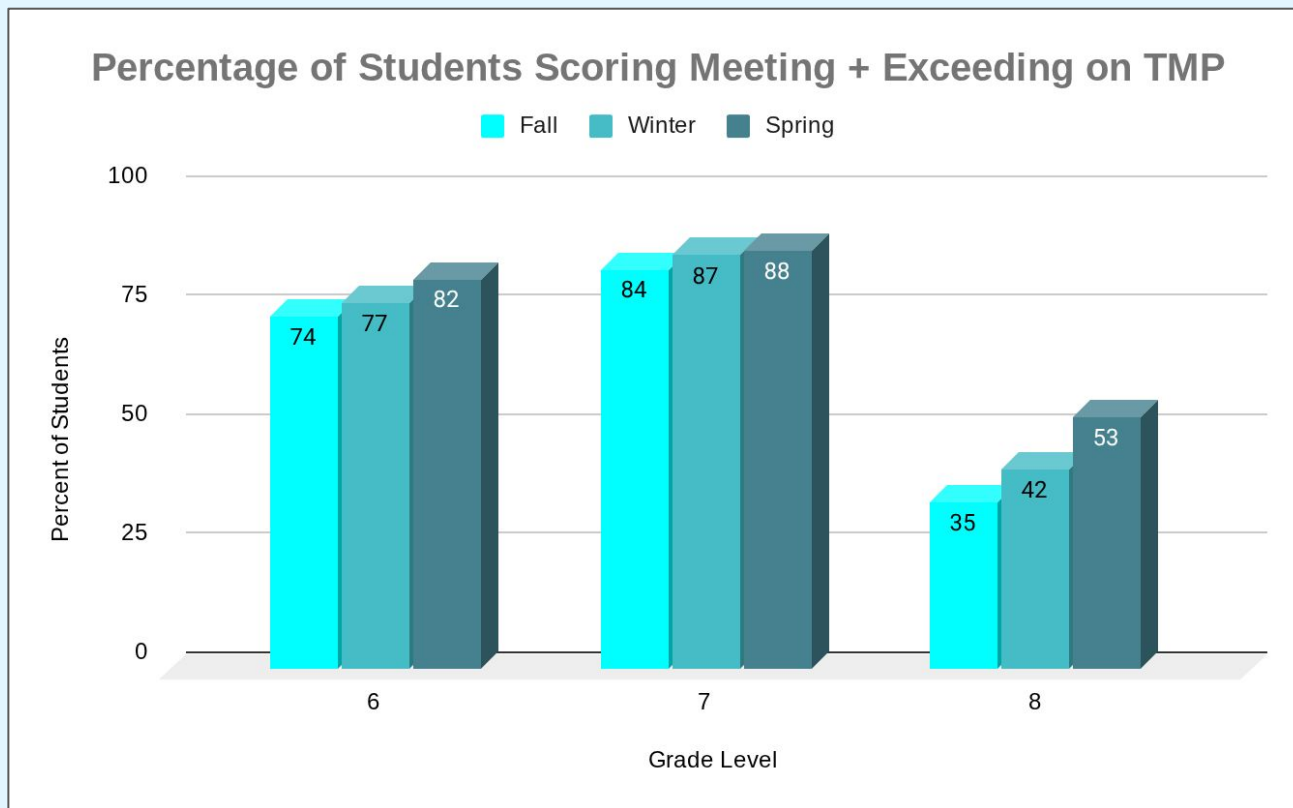
b Which equation matches this problem? (The letter t stands for tires.)

- ☐ $(5 + 4) + (3 + 6) = t$
- ☐ $(5 \times 3) + (4 \times 6) = t$
- ☐ $(5 \times 4) + (3 \times 6) = t$
- ☐ $(5 - 3) \times (6 - 4) = t$

em? (The letter t stands for tires.)

- ☒ $(5 \times 4) + (3 \times 6) = t$
- ☐ $(5 - 3) \times (6 - 4) = t$

Middle School- Track My Progress Data



Grade 6 - Track My Progress

FY26
Meeting + Exceeding = 82%

Math

314 students tested



Expressions and Equations

314 students tested



Geometry

314 students tested



Ratios and Proportional Relationships

314 students tested



Statistics and Probability

314 students tested



The Number System

314 students tested



- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Grade 7 - Track My Progress

FY26
Meeting + Exceeding = 88%

Math

264 students tested



%

Expressions and Equations

264 students tested



%

Geometry

264 students tested



%

Ratios and Proportional Relationships

264 students tested



Statistics and Probability

264 students tested



The Number System

264 students tested



- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Grade 8 - Track My Progress

Math

68 students tested



Expressions and Equations

68 students tested



Functions

68 students tested



Geometry

68 students tested



Statistics and Probability

68 students tested



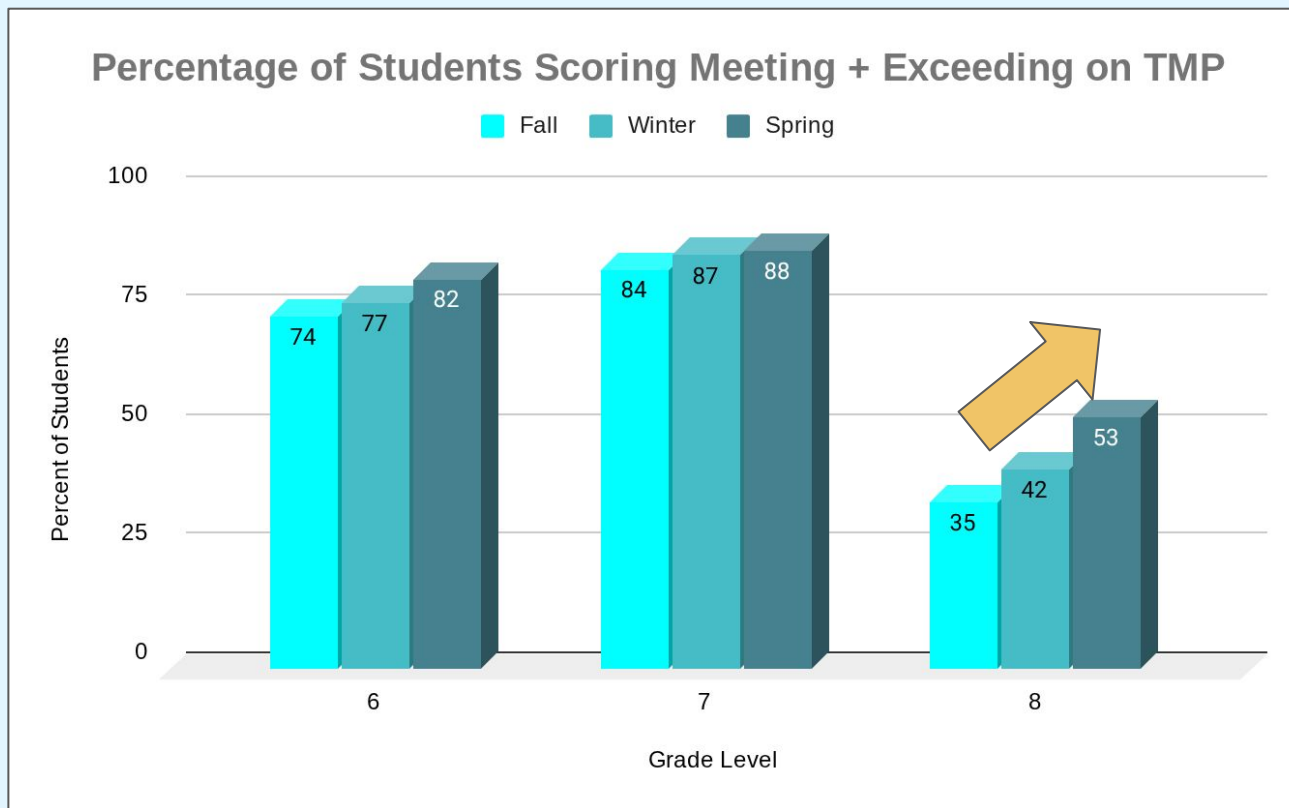
The Number System

68 students tested

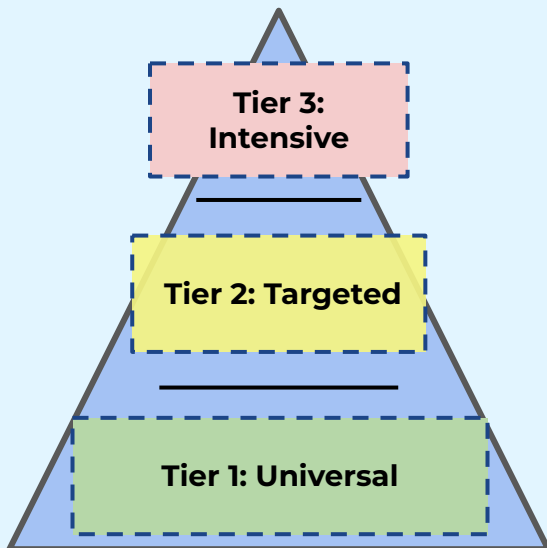


- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Middle School- Track My Progress Data



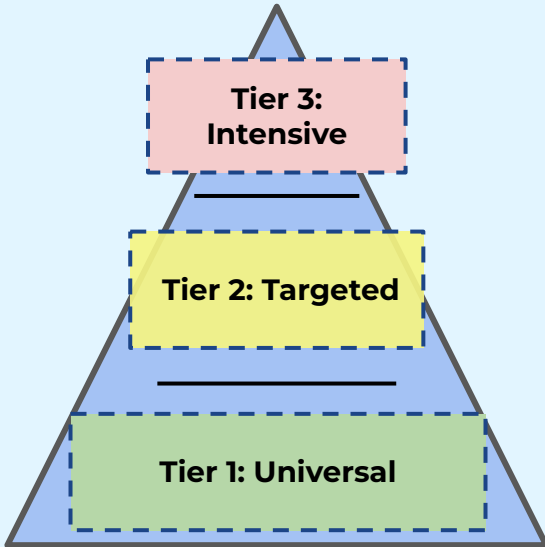
Supporting Classroom Instruction



- Math coaching and co-planning with classroom teachers to meet the needs of the students in the class. Lessons enhanced or modified, based on student needs.
 - Continuing to enhance student understanding through the increased use of manipulatives and visual models
 - Continuing to expand foundational knowledge for students in number relationships, including fractions
 - Continuing to increase opportunities for include word problems within the context of the content and instruct students on how to answer these types of questions to show reasoning
- In the middle grades, teachers collaborate as teams within department meeting time to plan for adjustments in practice and highlight effective practices.

Coaches also support all new elementary teachers and teachers who have shifted between grade levels. In addition, we currently have coaches working in multiple classrooms at every grade level.

Intervention - Elementary



- Title 1 at Loring: 8 intervention groups during Loring's Power Half hours
 - Students were identified using multiple data points including benchmark assessments and individual interviews.
- Through the IST process, we identify students who may need additional supports in mathematics. While we implement supports in the Tier 1 classroom first, some students may need more. Math Coaches provide these additional interventions.
- Currently, we have 29 intervention groups running across the grade levels and schools. They meet multiple times a week and group size varies from 1-4 (depending on the need and content focus).

Intervention - Middle School

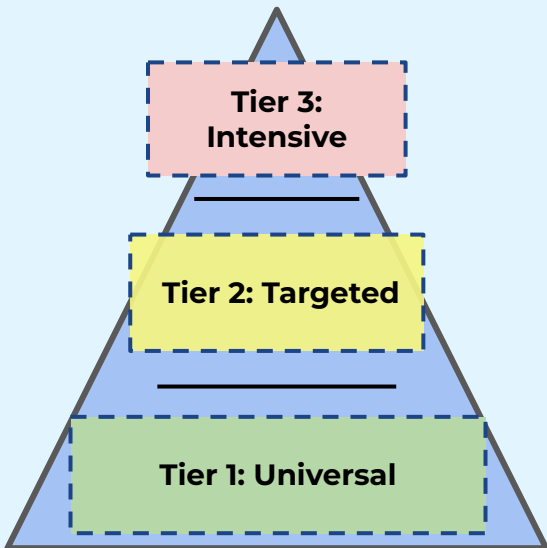
Frequent Assessments in Core Math Classes (Gathering Data)

- Quizzes
- Tests
- Multiple formative assessments to inform teaching
 - Piloting the use of TMP for common digital assessments for all students in Grade 6, Grade 7, 7/8 Compacted, and Grade 8 Math

Math Center (Title 1 Math Intervention - 1.0 FTE)

- Offering 8 intervention classes during UA blocks
- In-Class support (7th and 8th grade)

This year, we have streamlined the intervention referral process to ensure that it is equitable and that we are considering the whole child before recommending them for intervention classes.



Reflecting on our Work

Highlights	Next Steps
• Continue to increase the number of student needs being met by a variety of interventions, which includes some flexibility in our model at Curtis to allow for in-class support when needed. • Consistent and efficient data meetings, focusing on the needs of the students • Updated curriculum - the 3rd edition of Bridges supports students of varying needs with additional interview assessments and more resources. • Using TMP at the Middle School as a data point for intervention referral • Updated indicators on the elementary school report cards to better align with classroom instruction and priorities	• Increased collaboration and planning time with teachers - regular meetings with the math coach • Maximize our capacity - coaches being able to be in the math classrooms during instruction • Additional time for teacher professional development in mathematics (Exploring new ways of bringing this PD to teachers) • Revising the fractions unit in grade 3 to include a greater number of experience with fractions before needing to apply them • Greater connection between Interventions in the Middle School with the Elementary Schools, prioritizing consistency and coherence for students

English Language Arts



ELA Assessment Timeline

[illegible]

Assessment	When is the Assessment Given?	What is the Purpose of the Assessment?	Who is Reviewing the Data?
DIBELS	Baseline (September) Mid-Year (December) End of Year (June)	- Assesses early reading skills, including phonemic awareness and decoding - Screens for risk of dyslexia - Provides progress monitoring tools - Not program-dependent	- Grade level teachers and special educators review at data meetings, led by the building Literacy Specialist - Curriculum Coordinator develops district data reports for administrators
Foundations Unit Assessments	Upon completion of every unit	- Assesses taught phonics skills - Informs instruction for decoding practice and skill remediation	Teachers / Special Educators and Literacy Specialists
EL Unit Assessments	Twice per unit (mid and end of unit)	- Assesses standards taught in unit - Informs ALL Block small group instruction	Teachers / Special Educators and Literacy Specialists
Track My Progress	4 times per year: September, December, March, June	- Assesses progress toward mastering year-end standards across 6 domains: foundational skills, comprehension of literature and nonfiction, vocabulary, language, and conventions - Has a diagnostic assessment for further investigation - Not program-dependent	- Grade level teachers and special educators review at data meetings, led by the building Literacy Specialist - Curriculum Coordinator develops district data reports for administrators

Sample Student Tasks

The Great Lemonade Showdown

- 1 Under the blazing sun, Amir and Sofia set up their lemonade stands at the bustling street corner. The Great Lemonade Showdown had begun.
- 2 Sofia, the math whiz, calculated the perfect lemonade proportions and prices. Amir, with his gift of charm, had grand visions to outshine her. "This will be the ultimate lemonade showdown," he declared.
- 3 Neighbors were their first customers. Sofia's lemonade stand was logical, systematic, and efficient. Amir's lemonade was an explosion of flavors decorated with quirky straws and mini umbrellas. Neighbors couldn't resist Amir's charm and adventurous mix.

Select three words that best describe Amir's lemonade.

Select three answers

Show your answer by clicking on a word. ?

Sample TMP comprehension item for grade 5

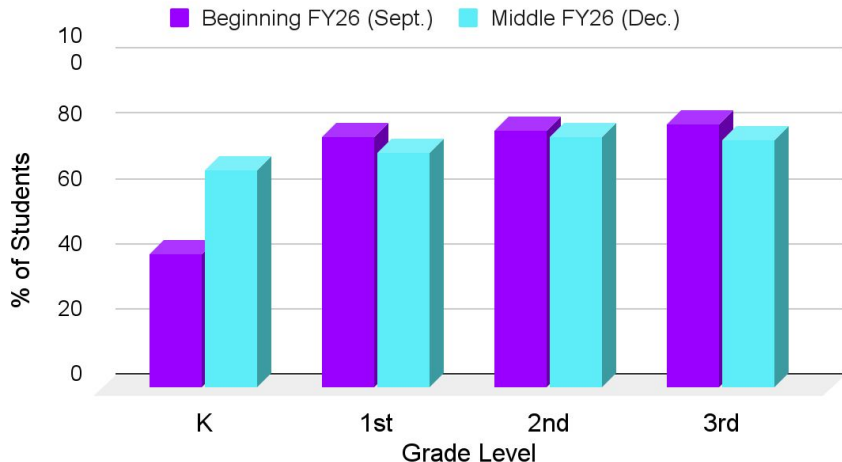
reb	vate	ib	lish	ven
hurk	gron	lurt	hish	fub
flin	whot	lale	bab	nirk
fibe	vort	chish	knent	pish
seck	thamp	plig	pipe	hilk
warb	phad	frent	fobe	frant

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DIBELS 8th Edition

Sample DIBELS nonsense word fluency drill for grade 1

Mid-year DIBELS Proficiency by Grade

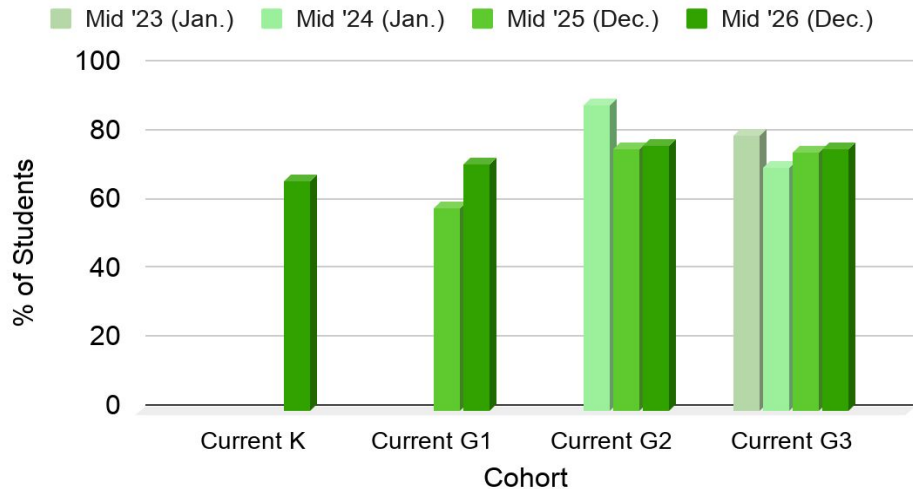


DIBELS is administered 3 times a year. In March, progress monitoring is done for individual students who qualified based on their mid-year data. The next benchmark is in May/June.

DIBELS K-3

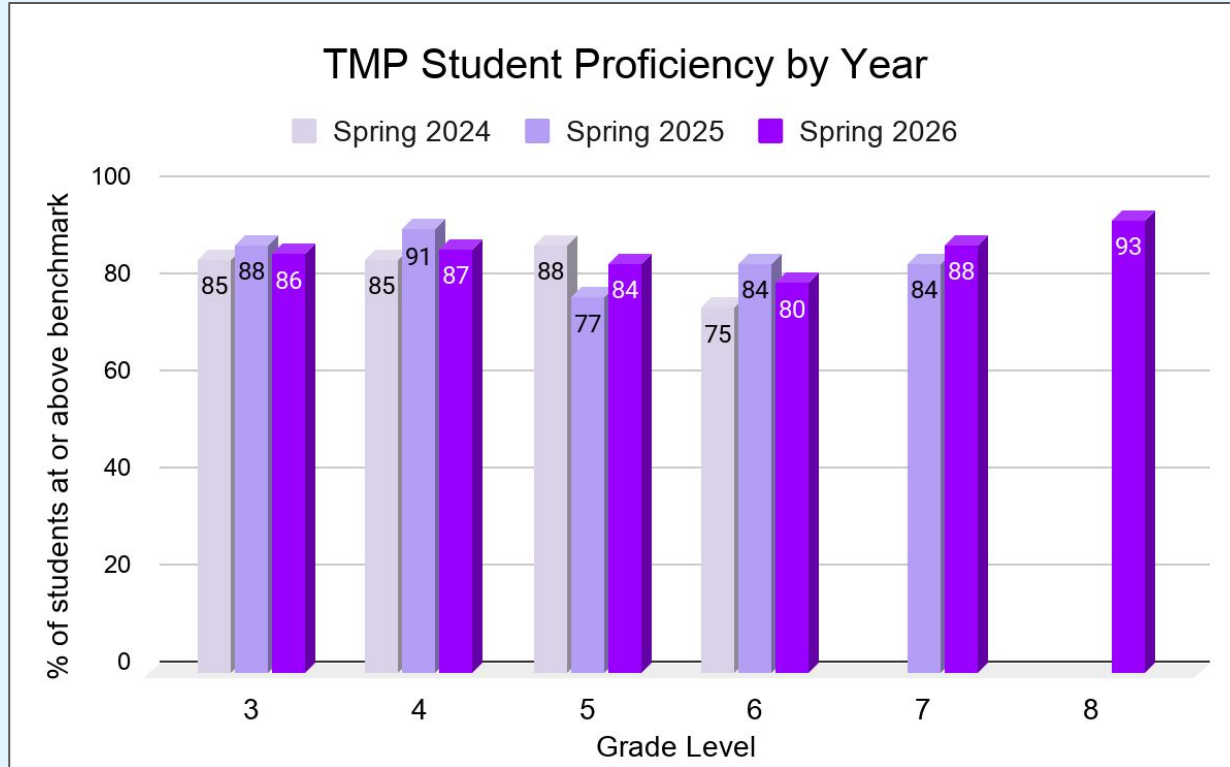
DIBELS measures early reading skills such as letter naming, phonemic awareness, oral reading, and comprehension at the sentence level.

Mid-year DIBELS Proficiency by Cohort



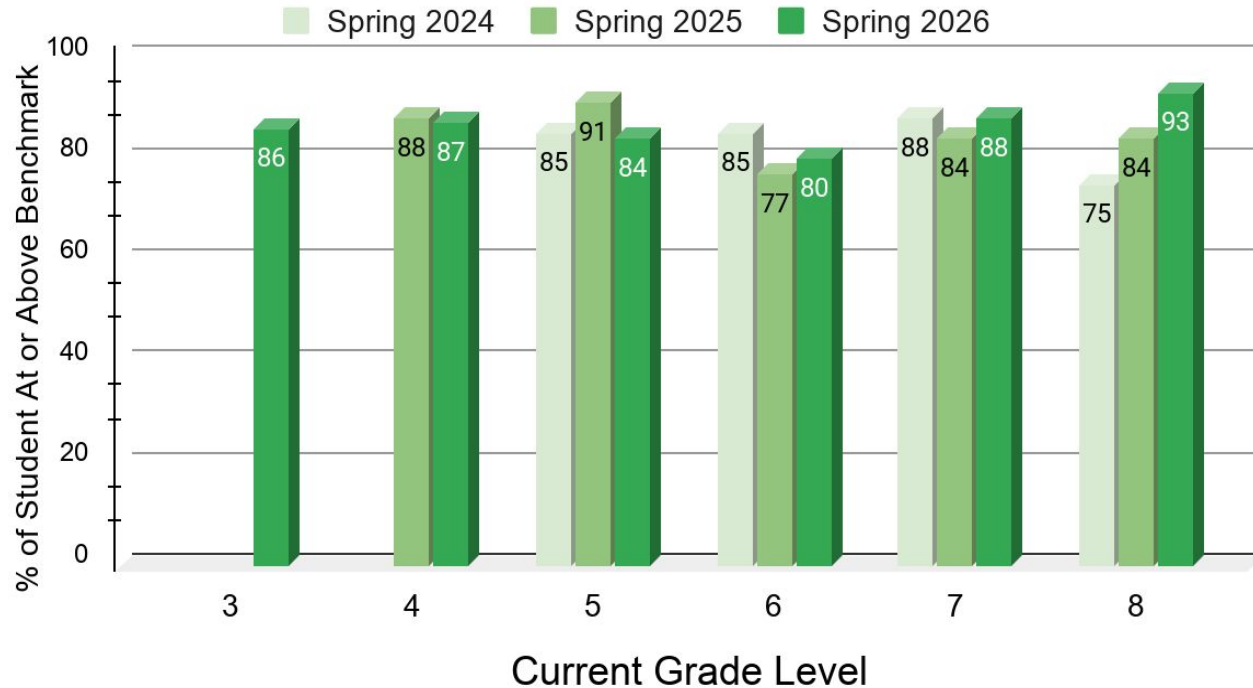
Track My Progress 3-8

Track My Progress is administered 4 times per year and assesses comprehension of fiction and informational texts, language skills, conventions, and vocabulary.



Track My Progress 3-8

TMP Student Proficiency by Cohort

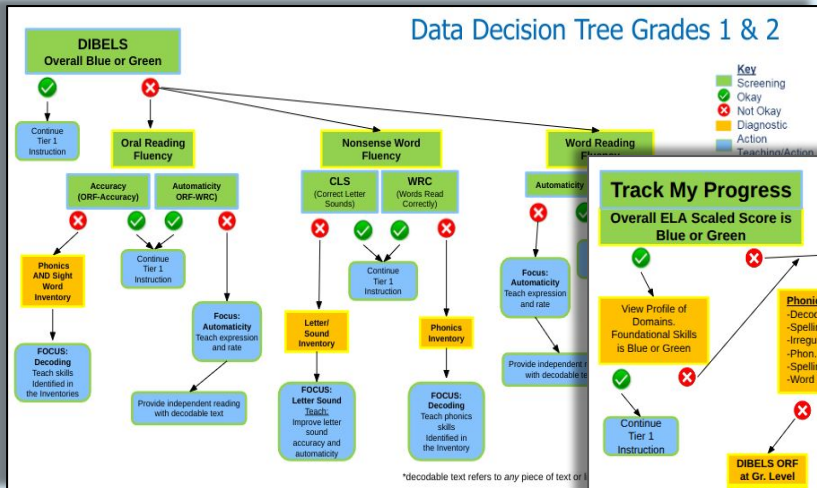


Grade 5 scaled scores

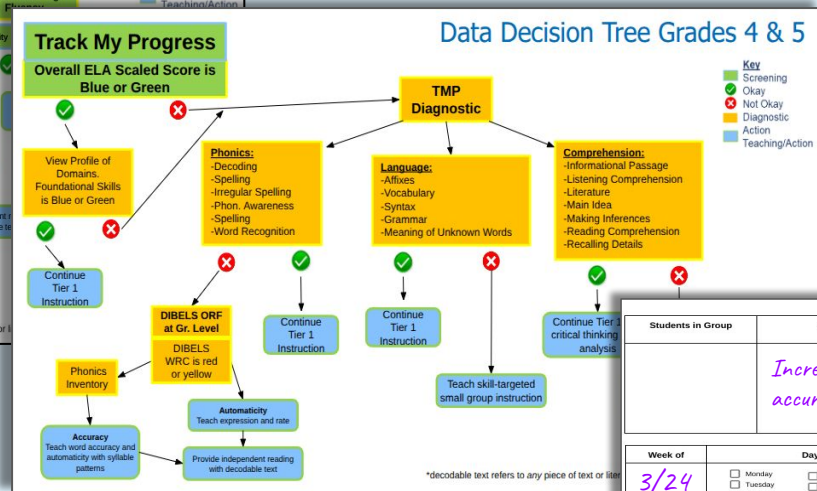


Tools for Teachers:

Data Decision Tree Grades 1 & 2



Data Decision Tree Grades 4 & 5



Small Group Planning Sheet - Round

Students in Group	Group Goal	Schedule	Resources to Use	Progress Monitoring Tool
	Increase decoding accuracy	3x20	Diagnostic Materials Geodes	DIBELS PM passages
Week of	Days Met	Anecdotal Notes		
3/24	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	Practiced c-v-c word list; read Geodes		
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday			
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday			
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday			
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday			
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday			
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday			
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday			

Next year, the district's implementation goals will include EL assessments and data to inform instruction. This will guide needed revisions to the data decision trees.

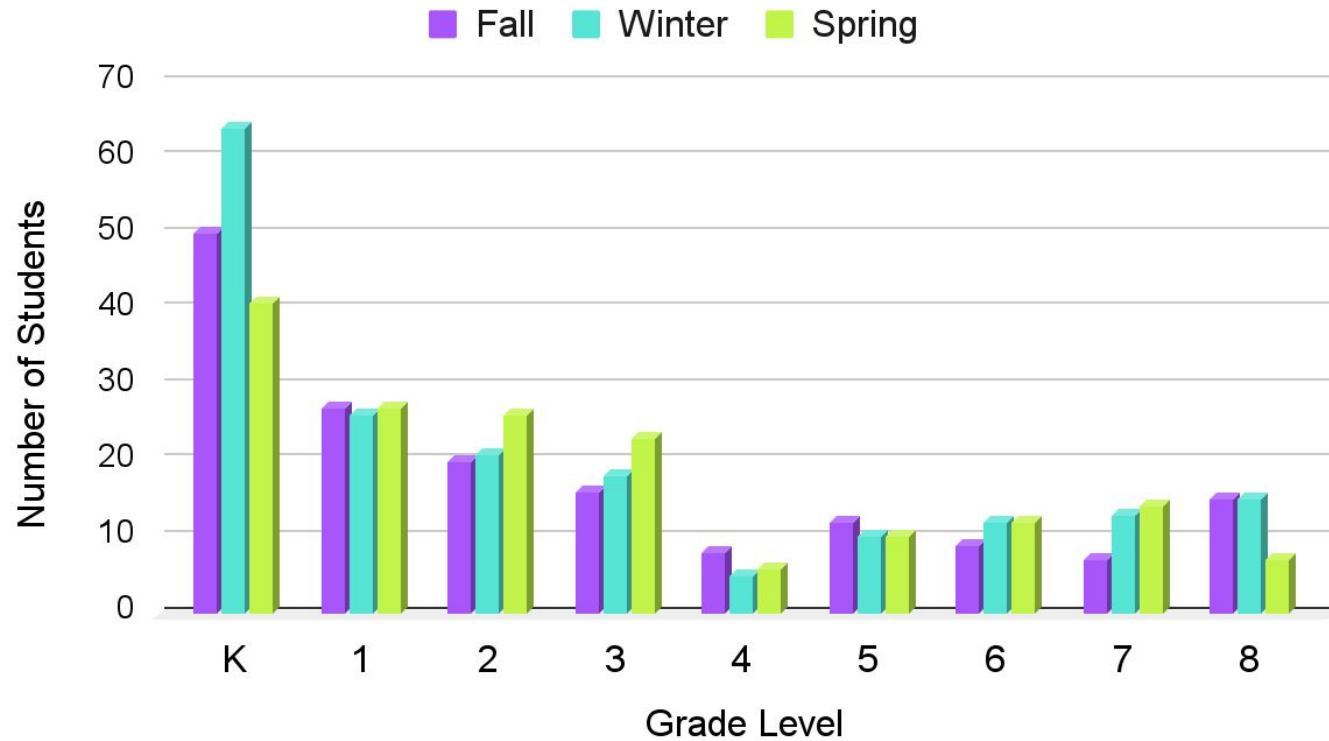
Middle School Writing Assessments

	Plot	Character Development	Dialogue	Use of Language	Conventions	G.P.A	Number Grade Conversion
	3.3	3.0	3.7	3.8	3.5	3.4	90
	2.1	2.5	3.0	2.5	3.5	2.5	81
	2.6	2.5	3.3	3.0	3.5	2.9	85
	2.0	2.0	2.2	2.6	1.3	2.0	76
	2.3	2.5	3.0	2.3	2.5	2.5	81
	2.1	2.3	2.8	2.8	2.5	2.4	80
	1.3	2.0	2.0	2.0	2.0	1.7	73
	3.4	3.0	3.7	3.9	3.5	3.5	91
	3.6	4.0	4.0	3.8	4.0	3.8	94
Averages	2.4	2.6	3.0	2.7	2.6	2.6	

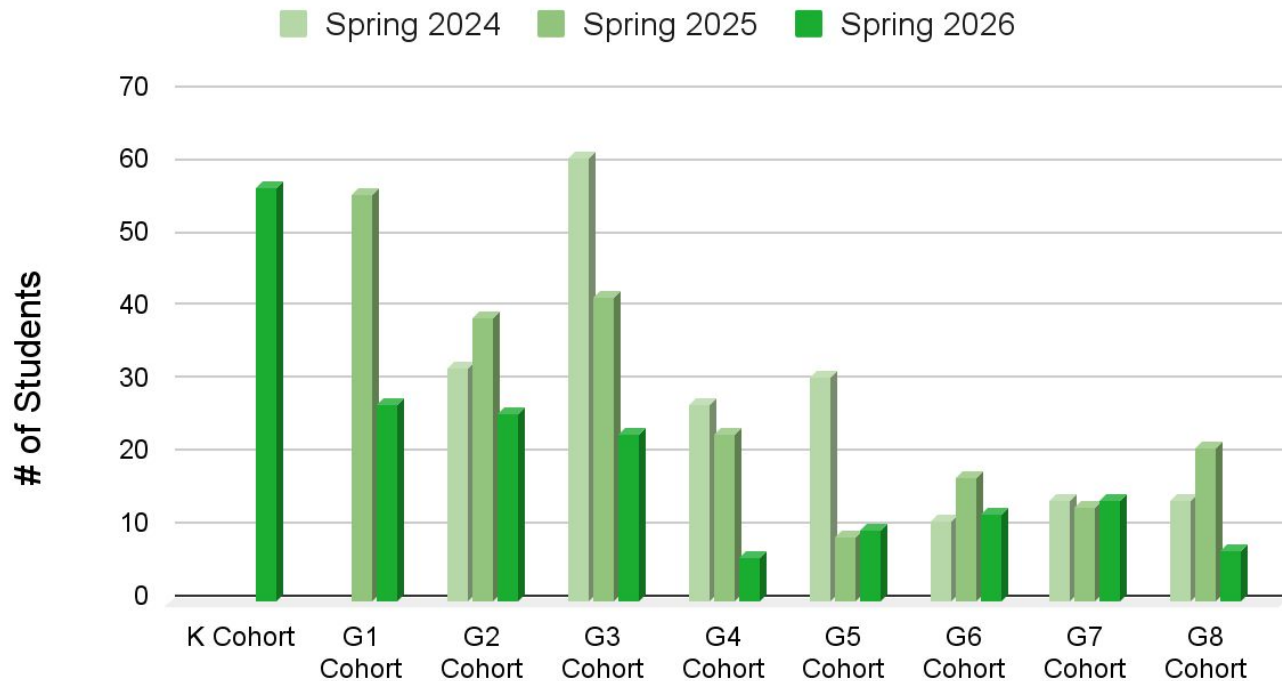
Claim & Counterclaim	Evidence	Reasoning & Analysis	Organization	Use of Language	Conventions	G.P.A	Number Grade Conversion
2.5	2.2	2.4	2.8	2.2	2.8	2.5	81
3.4	2.4	3.1	3.3	2.7	2.5	2.9	85
3.2	2.5	3.2	3.1	3.0	3.2	3.0	86
2.5	2.2	2.6	2.8	2.4	2.5	2.5	81
2.5	2.2	2.5	2.3	1.8	1.5	2.1	77
2.5	2.1	2.2	2.3	2.0	1.8	2.2	78
3.5	2.5	3.2	3.3	3.0	3.4	3.2	88

- This year we piloted a new narrative and persuasive writing assessment in grades 6-8.
- Writing samples are scored based on a 4-point rubric that reflects the MA learning standards and the vertical progression of skills.
- The tables show a sample of how scores will be recorded. This data will be passed to the next grade level to track progress year-over-year.
- We will consider the integration of tracking K-5 writing data as we examine EL assessments next year.

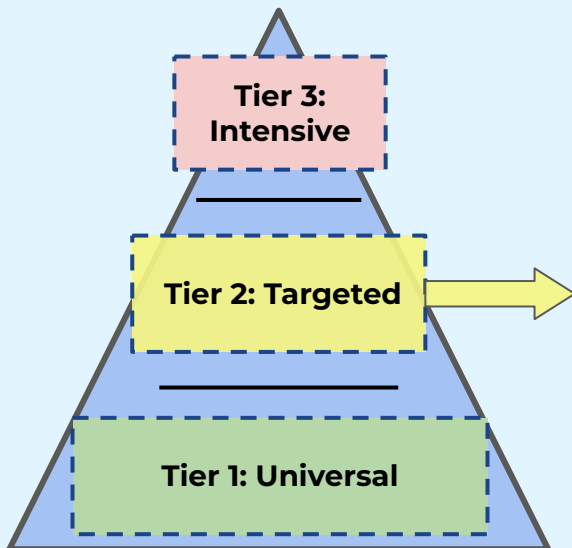
FY26 District Intervention #s by Grade Level



Spring Intervention #s by Cohort 2024-2026

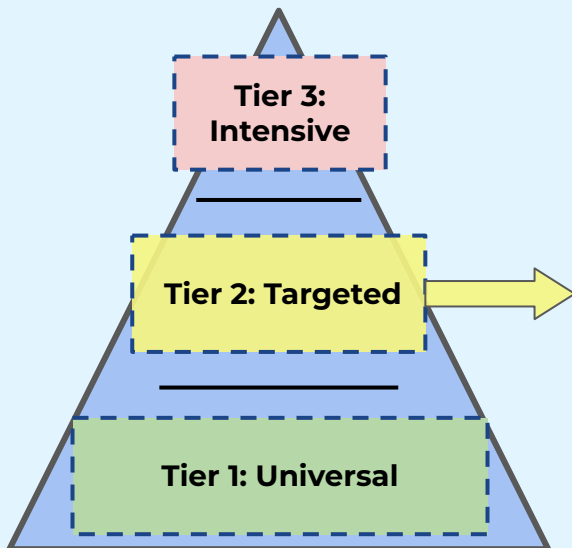


Intervention Program: Elementary School



- DIBELS and TMP both provide data that tell us specific skills or concepts that need to be addressed, ie. phoneme fluency or comprehension of informational texts.
- A push-in model is utilized to deliver interventions in kindergarten. This allows for more flexibility for targeting specific students for different needs as concepts and skills are taught.
- In grades 1-5, small groups of 2-5 students receive pull-out services from a literacy specialist or literacy tutor to address their areas of need as identified by data and teacher feedback. In some cases, the literacy team may provide push-in service to one of these grades for better effectiveness and efficiency for time and scheduling.

Intervention Program: Middle School



- In middle school, Literacy is a self-contained course that is part of a student's daily schedule. Students in literacy attend for one block per day with grade-level peers, and receive specialized instruction with the school's Literacy Specialist. At the end of each trimester, assessment and anecdotal data is collected and examined to determine future class placement.
- Data and teacher feedback are also used to determine areas where students need growth. Students in Literacy use class readings to develop strategies that they can apply across various content areas. The goal of literacy class, aside from building strong literacy skills, is to encourage self-advocacy and instill confidence in students to be independent thinkers, readers, and writers.

ELA MCAS: Future Changes

DESE is updating the ELA MCAS to include shorter passages, stand alone language items, new rubrics, and more. The impact on schools will be as follows:

Spring 2026 Field test new passages and test questions

Spring 2027 First operational test will be administered

Summer 2027 DESE will set standards and **establish new achievement levels**

Usually, when new levels are calibrated, the cut-off scores become higher. These new achievement levels may impact our achievement data, as it will be possible for a student with a higher scaled score in 2027 to be placed in a lower achievement level than the previous year. Data shared in fall of 2027 will reflect these changes.

Summary

Highlights:

- The lower proficiency levels for DIBELS may have been caused by a shift in focus to the new ELA Core program, which does not include decodable reading. However, every cohort shows improvement in decoding skills year over year.
- The implementation of ALL Block next year will allow teachers the time and structure to practice decoding skills and respond to data gathered from assessments.
- Middle school ELA and social studies teachers piloted the narrative and persuasive writing assessment and identified areas that require further examination or revision.

Next Steps:

- Implementation goals in year 2 will include EL's assessment component where we will analyze student work and develop procedures to inform instruction
- Implement EL's ALL Block
- Refine and align district narrative and persuasive writing assessments in middle school
- Begin to update grade 6 ELA curriculum
- Release new ELA report card in January

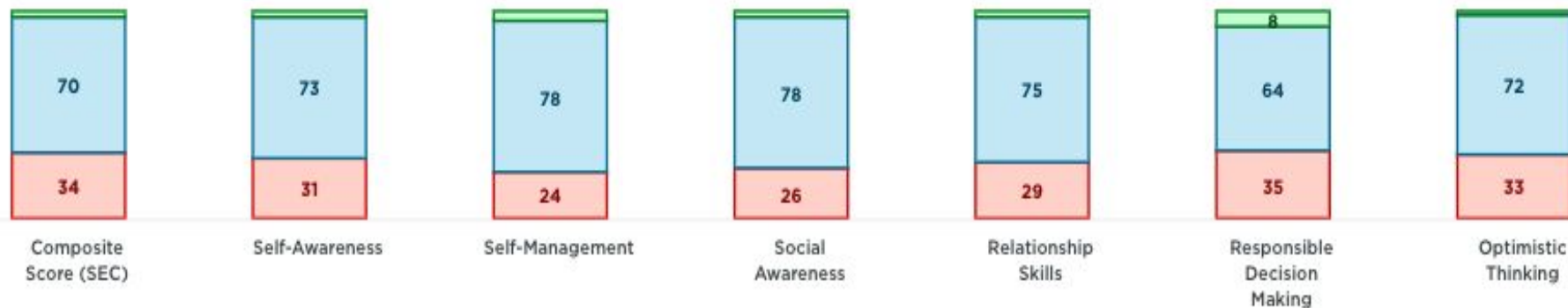
Questions



Appendix

Curtis Full DESSA from Fall Assessments by Educators

Educator: Grades 6 - 8 (N = 107)



- **Collaboration and Planning** - teams meet to analyze trends across classrooms, plan school-wide or classroom SEL initiatives, and align strategies to growth areas.
- **Classroom Strategies & Targeted Support**
Adjust SEL lessons or embed strategies into daily routines, and use data to identify students who may benefit from small-group instruction or check-ins focused on specific skills.
- **Communication with Families** - guide conversations during parent-teacher conferences to highlight strengths and discuss ways to support SEL development at home.