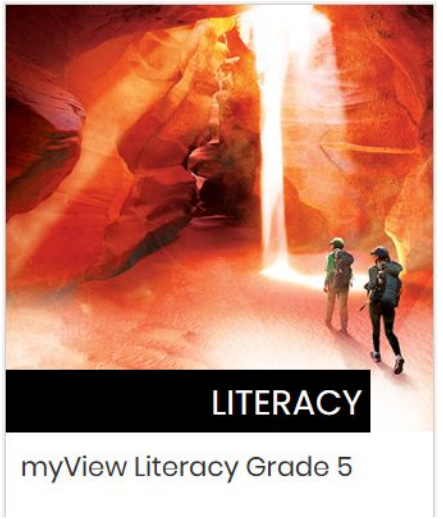
myView ELA Presentation

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myView K - 5 ELA





myView ELA

PEC & IEC are both in Year 3 of implementing myView

- Alignment with Social Studies and Science Curriculum
- Grade level selection of Unit Assessments
  - Formative
  - Summative



myView is grounded in the components of the Science of Reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

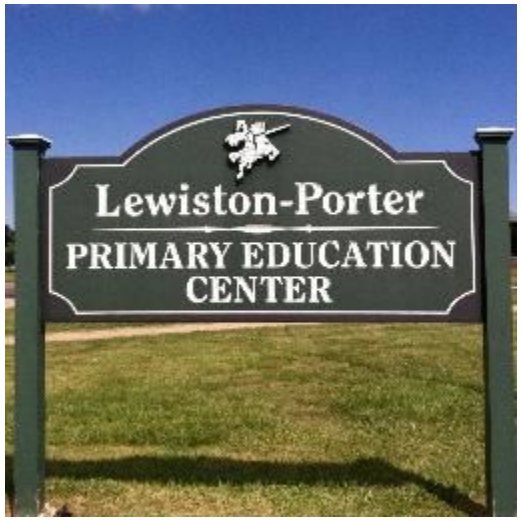
myView is aligned with New York State's Literacy Initiative and the Science of Reading Literacy Briefs

K - 5 myView Data: 2026-2027

Grade Level	ELA Fall Baseline Average	ELA Mid Year Test	ELA End of Year Test
Kindergarten	73%		
1st Grade	83%		
2nd Grade	73%		
3rd Grade	66%		
4th Grade	63%		
5th Grade	71%		
District Total	71% (out of 100%)		

26-27 School Year myView Data

myView: PEC



PEC myView Data: Grade K

Kindergarten		ELA Fall Baseline Average 25-26	ELA Fall Baseline Average 26-27
TEACHER A		72%	62%
TEACHER B		75%	80%
TEACHER C		69%	73%
TEACHER D 25-26		57%	
TEACHER D 26-27			82%
TEACHER E		70%	76%
TEACHER F		60%	67%
Grade Level Average		67% (out of 100%)	73% (out of 100%)

PEC myView Data: Grade 1

Grade 1		ELA Fall Baseline Average 25-26	ELA Fall Baseline Average 26-27
TEACHER A		80%	87%
TEACHER B		86%	81%
TEACHER C		84%	87%
TEACHER D		82%	82%
TEACHER E 25-26		77%	
TEACHER E 26-27			78%
TEACHER F 25-26		80%	
TEACHER F 26-27			84%
Grade Level Average		81% (out of 100%)	83% (out of 100%)

PEC myView Data: Grade 2

Grade 2		ELA Fall Baseline Average 25-26	ELA Fall Baseline Average 26-27
TEACHER A		78%	74%
TEACHER B		80%	71%
TEACHER C		78%	74%
TEACHER D		78%	80%
TEACHER E		83%	76%
TEACHER F 25-26		76%	
TEACHER F 26-27			68%
Grade Level Average		79% (out of 100%)	73% (out of 100%)

PEC Key Take-aways



- **Kindergarten overall baseline performance improved. The grade-level average increased by 6 percentage points from 25-26**
- **First grade overall baseline performance improved: The grade-level average rose by 2 percentage points from 25-26**
- **Second grade baseline performance declined. The average fell by 6 percentage points, from 25-26**

Next Steps

1. PLCs use a data driven action planning protocol model to discuss growth & opportunities

2. Review student-level assessment data to identify specific early literacy strengths and areas of need.

3. Identify effective instructional practices that can be shared across classrooms.

4. Use baseline results to guide differentiated instruction, to inform WINN intervention blocks and progress monitoring throughout the year.

5. Compare cohort characteristics across the two years.

6. Monitor progress throughout the year to determine whether instructional adjustments are improving student outcomes.

myView:
IEC



IEC myView Data: Grade 3

Grade 3		ELA Fall Baseline Average 25-26	ELA Fall Baseline Average 26-27
TEACHER A		65%	75%
TEACHER B		63%	60%
TEACHER C		58%	67%
TEACHER D		57%	64%
TEACHER E		57%	66%
TEACHER F 25-26		56%	60%
Grade Level Average		59% (out of 100%)	66% (out of 100%)

IEC myView Data: Grade 4

Grade 4		ELA Fall Baseline Average 25-26	ELA Fall Baseline Average 26-27
TEACHER A		58%	65%
TEACHER B		61%	59%
TEACHER C		63%	
TEACHER D		61%	60%
TEACHER E 25-26		57%	
TEACHER E 26-27			69%
TEACHER F		58%	66%
TEACHER G		64%	65%
Grade Level Average		61% (out of 100%)	63% (out of 100%)

IEC myView Data: Grade 5

Grade 5	ELA Fall Baseline Average 25-26	ELA Fall Baseline Average 26-27
TEACHER A	67%	57% (Comprehension); 90% (Vocabulary)
TEACHER B	67%	56% (Comprehension); 87% (Vocabulary)
TEACHER C	66%	58% (Comprehension); 84% (Vocabulary)
TEACHER D	57%	53% (Comprehension); 85% (Vocabulary)
TEACHER E	60%	50% (Comprehension); 86% (Vocabulary)
TEACHER F 25-26	67%	
TEACHER F 26-27		71% (Comprehension); 84% (Vocabulary)
TEACHER G		46% (Comprehension); 85% (Vocabulary)
Grade Level Average	64% (out of 100%)	66% (out of 100%)

IEC Key Takeaways



- Grade 3: Strongest grade-level gain
  - +7pts 59%-66%
  - Demonstrated the strongest overall improvement, with the grade-level average increasing 7 percentage points. Four of the five directly comparable teacher averages increased; the sixth teacher entry also increased, from 56% to 60%.
- Grade 4: Modest improvements
  - +2 pts 61%-63%
  - Showed a modest 2-point increase. Results varied across classrooms, highlighting opportunities to examine instructional practices and student needs.
- Grade 5: Comprehension needs attention
  - +2 pts 64%-66%
  - The overall reported average increased 2 points; however, current comprehension scores average approximately 56%, compared with vocabulary scores averaging approximately 86%. This identifies comprehension as a priority area for instructional support.
- Across the IEC: Grade-level averages increased in all three grades. Continued analysis is needed to determine whether growth is consistent across students, classrooms, and ELA skill areas.

IEC Next Steps for Mid-Year & End-of-Year Benchmarks

1. Strengthen Targeted Instruction

- Prioritize Grade 5 comprehension, including identifying main ideas, making inferences, citing text evidence, and summarizing.
- Continue building foundational reading and comprehension skills in Grades 3 and 4.
- Use small-group instruction, reteaching, and differentiated lessons based on identified student needs.

2. Use Data to Drive Instruction

- Review benchmark results alongside classroom assessments, student work, IEP goals, and progress-monitoring data. Review programming for next year to support our IEP students.
- Identify students who are making progress, maintaining performance, or requiring additional support.
- Collaborate during PLC grade-level and special education team meetings to share effective strategies and address instructional gaps.

3. Mid-Year Benchmark: Measure Progress

- Compare mid-year results with fall baselines using consistent measures and skill areas.
- Analyze growth by grade, classroom, individual student, and ELA domain at PLC meetings.
- Adjust instructional groups, interventions, and supports based on student response during WINN time.



4. End-of-Year Benchmark: Evaluate Impact

- Measure progress from fall to mid-year and end-of-year benchmarks.
- Evaluate the effectiveness of instructional strategies and interventions.
- Identify students requiring continued support and use findings to inform next year's programming and instructional planning.


QUESTIONS


THANK
YOU