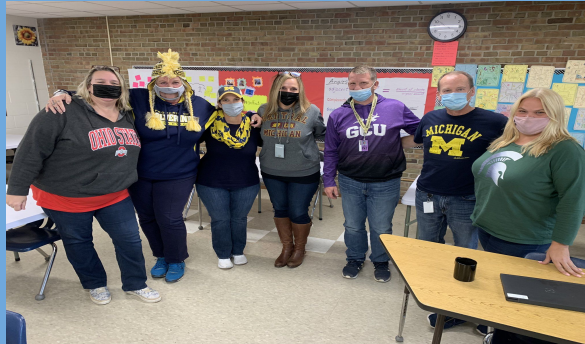


East Hills Data Stories



M-STEP Proficiency Rates by Building Average (Reading)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2016-17 SY	69%	86%	50%	67%	70%	53%	47%	59%
Reading 2017-18 SY	68%	88%	55%	62%	67%	49%	55%	59%
Reading 2018-19 SY* (includes P-SAT 8)	72%	85%	53%	59%	73%	55%	48%	50%
Reading 2020-21 SY* (includes P-SAT 8)	70%	86%	31%	75%	72%	57%	33%	45%
Reading 5-Year Avg. Baseline & Target for 2021	70%	86%	48%	66%	71%	54%	46%	53%

Additional Data Sources by Building Average (Reading)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
NWEA 2019 Avg.	80%	91%	60%	60%	81%	51%	31%	47%
Fountas & Pinnell 2019 Avg	64%	75%	42%	40%	67%	38%	29%	0%
Fountas & Pinnell Fall 2020	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
Fountas & Pinnell Spring 2021	75%	60%	42%	67%	79%	56%	42%	38%
Fountas and Pinnell Fall 2021	68%	74%	44%	40%	72%	50%	60%	29%
FastBridge Avg. Fall 2020	78%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	78%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Fall 2021	80%	96%	59%	58%	81%	63%	25%	49%
Aspirational Goal Target	On-Track*							

East Hills Middle School

Exploration Target Areas - Reading

Target Goal	Actions taken	Further Study
Students will be able to identify key elements of text analysis including universal themes, complex vocabulary, author's craft, plot and subplots, characterization, understanding multiple perspectives, symbolism, conflicts and figurative language, and word solving.	<ul style="list-style-type: none">• August 2021-Teachers attended TCRWP Reading Institute• Small Group Targeted Instruction• Implementing the Learning Progression-Reading Continuum• Guided collaborative discussion with focus areas and specific talk-moves and sentence stems.	<p>Examine evidence gr. 6-8 for Criterion A: Analysis.</p> <p>Analysis of Performance Assessments to guide instruction.</p>

East Hills Middle School

Exploration Target Areas - Reading

Target Goal	Actions taken	Further Study
<p>Students will be able to write for different purposes, including clear claim/main idea, with credible evidence and commentary.</p>	<ul style="list-style-type: none">Teachers are working to use common language and organizers to help students identify main ideas/thesis statements with evidence and rationale across subject areas	<p>Continue to assess and examine IB Communication criterion rubrics for strengths and opportunities for growth.</p>
<p>Students will work independently reading books of their choice and reading level, promoting independent reading and challenging them in the areas of communication, research and thinking.</p>	<ul style="list-style-type: none">In partnership with media specialists, and teacher leaders, teachers have created and shared leveled texts of various genres, interests and topics to engage readers.	<p>Continue to invest in high-interest novels of various reading levels and providing resources that are attentive to SEL needs of students.</p>

East Hills Middle School

Exploration Target Areas - Reading

Target Goal	Actions taken	Further Study
Students will participate in regular class read-alouds.	<ul style="list-style-type: none">Teachers have employed Calkins reading workshop strategies, including modeling of talking to the text with regular read-alouds.Increase read-alouds and think-alouds with annotation and visible thinking.	Fountas and Pinnell check for fluency in addition to other formative check-ins.

M-STEP Proficiency Rates by Building Average (Math)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Math 2016-17 SY	64%	83%	33%	67%	68%	40%	40%	47%
Math 2017-18 SY	64%	82%	38%	58%	67%	39%	50%	53%
Math 2018-19 SY* (includes P-SAT 8)	66%	88%	38%	52%	68%	48%	50%	53%
Math 2020-21 SY* (includes P-SAT 8)	62%	86%	26%	69%	63%	38%	41%	33%
Math 5-Year Avg. Baseline & Target for 2021	64%	85%	34%	62%	67%	42%	45%	47%

M-STEP With Additional Data Sources by Building Average (Math)								
	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	64%	85%	34%	62%	67%	42%	45%	47%
NWEA 2019 Avg.	81%	94%	58%	72%	83%	58%	51%	40%
FastBridge Avg. Fall 2020	78%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	79%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	80%	92%	56%	64%	84%	63%	40%	45%

East Hills Middle School

Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
Students will be able revise their thinking and consider common errors and misconceptions in mathematical processes as they grapple with complex problems.	<ul style="list-style-type: none">Teachers dissect word problems and model thinking through: talking to the text, highlighting/circling key words and phrases, chunking, and drawing upon prior knowledge of essential math skillsTeachers provide students with opportunities to practice critical thinking as they work through multi-step problems together and apply skills to new problemsTeachers participate “Rough Draft Math” book study on revisionist thinking, problem-solving and productive struggle as students work through complex problems	<p>Use Big Ideas Math practice resource for further observance of how students correct errors in mathematical processes.</p> <p>Provide opportunities for students to work on the transfer of developing skills by working on familiar to unfamiliar prompts/problems</p> <p>Continue to gather data and utilize the “MathEquity Challenge” rubrics to observe for mastery and opportunities for growth.</p>

East Hills Middle School

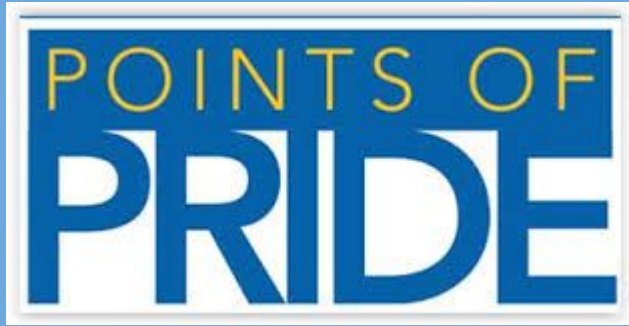
Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
(See above)	<ul style="list-style-type: none">Teachers will create time within instruction to take a closer look at common misconceptions and errors within foundational mathematical processes.Teachers have built in time monthly to look at problems solved incorrectly, working through each step of a problem to discuss the processes and misconceptions involved.	Examine foundational skills students need to apply to address more complex math problems.
Students will have formative practice opportunities with feedback to help develop essential math skills.	<ul style="list-style-type: none">Teachers have utilized data combined with student feedback to design formative learning and practice of foundational math skills.	Look at Fastbridge assessment data to track math development with essential skills

East Hills Middle School

Exploration Target Areas - Math

Target Goal	Actions taken	Further Study
Students will construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none">• Teachers engage students in collaborative conversations• Justifying thinking, words objects and drawings,• Elaborate on others thinking to justify answers• Talk about and asking questions about each other's thinking• Teacher model use of claim, evidence, and reasoning framework to construct arguments in math.	<p>Continue to observe collaborative conversations where students are given the opportunity to justify defend thinking.</p> <p>Utilize IB Rubrics for data gathering,specifically Criterion C; Communication</p>



- ★ Instructional staff collaboration and share-out of tier 1 and tier 2 classroom-based instructional interventions and strategies.
- ★ Student involvement in the selection process of SEL literature for our media-center
- ★ Investment and application in the use of IB criterion rubrics, Fountas and Pinnell and other content-area based assessment tools to support student learning
- ★ Middle school writing/literacy peer mentor program for our upper-elementary students.
- ★ Unified Arts teachers support student-engagement and social-emotional learning through disciplinary literacy