BRANFORD BOARD OF EDUCATION
TEACHING & LEARNING COMMITTEE MEETING

WEDNESDAY	**Walsh Intermediate School**
6:00 PM	**Collaboration & Innovation Center (Room 112)**
January 8, 2025	**185 Damascus Road, Branford CT**

To access and listen to this meeting please go to www.branfordschools.org

Community Agreement
The Board of Education is committed to supporting the mission, vision, core values and global learning competencies of the Branford Public Schools. We are here to provide access for all students in close collaboration with the Superintendent and in partnership with the larger community.

A G E N D A

I. Call to Order
II. Public Comment
III. Approval of Minutes
IV. Presentations
A. K-4 Math Textbook Selection Process
B. Summer School Data
V. Adjourn

TO PARTICIPATE IN PUBLIC COMMENTS REMOTELY PLEASE CALL:
1 (646) 558-8656
Meeting ID: 815 6405 4671
Passcode: 812124

When participating by telephone please mute your phone when joining the meeting and unmute your phone when you are ready to speak. This can be done by pressing *6 on your phone's keypad.

Rules Governing Public Comments:

- Three minutes will be allotted to each speaker. The Board may modify this limitation at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so. (Board Bylaw 9325)
- Conduct intended primarily to disrupt the Board of Education meeting shall not be permitted. Any speaker who engages in such conduct will be warned and allowed to correct such conduct. If the speaker continues to engage in the disruptive conduct such will be grounds for termination of the speaker's privilege to participate in public comment and may be deemed grounds for removal from the meeting site.
- All speakers must identify themselves by name and address.

1.8.25

Memo

To:
Branford Board of Education Teaching & Learning Committee

From:
Allison K. Moran, Assistant Superintendent of Schools

Re:
Elementary Math Textbook Proposal & Summer School Data

CC:
Christopher Tranberg, Ph.D., Superintendent of Schools

Elementary Administration

Lisa Hernandez Corcoran, Director of Elementary Education

Elementary Math Textbook Proposal & Summer School Data

Elementary Math Textbook Proposal

The elementary math textbook committee thoroughly vetted several programs, narrowing down two to pilot. After piloting both programs the committee came together and unanimously agreed that *think!* Mathematics and Developing Roots is the superior option. *think!*Mathematics is a Singapore based program rooted in research. Sarah Schaefer, founder of Mathodology, explains the research behind the Singapore approach in this video. The video will be part of the Teaching and Learning presentation on January 8, 2025 and is included here for your reference.

Mathodology, *think!*Mathematics, and Developing Roots

Mathodology is the U.S. distributor of *think!*Mathematics, the publisher of Developing Roots (a kindergarten and preschool program), and a professional development service for the two mathematics programs. The partnership with Mathodology allows for a direct line of communication to the publisher to ask questions and make suggestions for future editions. Mathodology also regularly creates teacher facing resources for commonly requested items and videos to respond to frequently asked questions.

Mathodology hosts free monthly Roundtable discussions with renowned experts in the field of mathematics. Teachers can join virtually in the evening and engage in the conversation or have the option of watching the recording at a later date. Mathodology also offers live and virtual Coaching Corner sessions each month for teachers and coaches. These sessions are grade level

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specific and are intended to prepare coaches and teachers for upcoming units. Mathodology staff developers will also address any questions educators may have about recently taught or upcoming lessons.

Math Textbook Committee

Our math textbook committee met from October through December. Committee members dedicated dozens of hours to this process and have earned a great deal of gratitude. Textbook committee members include: Alicia DeNuzzo, Alena Gonsalves, Christine Cudgma, Christine Glazewski, Christina Natale, Jody Mongillo, James O'Connor, Jessica Strausser, Kimberly Volkens, Lisa Hernandez Corcoran, Lori Werth, Melissa Kane, Manola Schiavo, Wendy Murphy

The committee considered several textbooks, but reviewed in depth *think!*Mathematics, iReady, and Evisions. Ultimately, the committee chose to pilot lessons from *think!*Mathematics and Envisions. Teachers co-taught pilot lessons. A minimum of three lessons were taught from each program. The pilot was kept intentionally short because teachers had not received professional development in either program. Therefore, it would be difficult to successfully implement a full unit with a high level of success.

After the pilot educators were asked to rate each program according to several criteria, aligned with our Elementary Math Team's "Wish List" for a new curriculum. The wish list is as follows:

- ☐ Spiraling curriculum
- ☐ More student thinking less teacher talk
- ☐ Concrete - Pictorial - Abstract approach
- ☐ Frequent, ongoing assessment
- ☐ Hands on practice
- ☐ Independent practice
- ☐ Easy to follow lessons
- ☐ Offers strategies for differentiation
- ☐ Builds Vocabulary
- ☐ Develops fluency with math facts

Throughout the committee's work, the group developed a strong appreciation for high quality professional development. Though PD wasn't on the original wish list, this became a criterion on which the programs were evaluated.

Though the committee initially felt both programs were strong options, when the ratings were tallied, the decision was unanimous. The results were clear: *think!*Mathematics earned 71 points from the committee and Envisions 19 points.

Key factors in choosing *think!* Mathematics are discussed in the following section. Some are aligned with the original wish list and others emerged as important factors as the committee explored resources.

Key Factors in Choosing *think!*Mathematics (1-4) and Developing Roots (K)

The lessons are highly engaging and tightly aligned to grade level standards. The curriculum spirals from year to year with concepts and skills building on one another. This requires students to continuously apply background knowledge to solve problems and make meaning out of new situations. The Developing Roots kindergarten curriculum is play based and written to build independence and communication skills. All grade levels include lessons that engage students in daily anchor tasks which require students to think critically and engage in discourse. The Singapore approach follows a Concrete-Pictorial-Abstract progression when introducing new ideas, ensuring students gain both conceptual and procedural knowledge.

With *think!*Mathematics and Developing Roots, students have opportunities to develop math fact fluency through games and activities during the regular, 60-minute math instructional block. Other textbooks considered fact practice to be extra and therefore it was done outside the math block during an additional 15 or 30-minute period. Branford teachers expressed the need to integrate fact practice into the regular instructional period. Leaving this critical component out of the core instructional period leaves to chance that it will occur and can serve to minimize its importance.

*think!*Mathematics and Developing Roots had easier to follow teacher guides and more opportunities for teacher support as compared to the other programs explored. However, the textbooks do not contain pre-made slide decks for teachers. Some on the committee saw this as a strength, while others thought the slide decks would have been helpful. Other programs explored had teacher guides that ranked low on a usability scale. These guides often included an overwhelming amount of information, making it difficult to navigate. Additionally, some suggestions seemed irrelevant or unhelpful, particularly when addressing the needs of EL students.

*think!*Mathematics and Developing Roots does not rely on technology and screen time for instruction. There are suggested technology resources that could be integrated, but they are not central to the program. In fact, the lessons could be taught without using a screen at all. As we look to reduce screen time in elementary schools and have students more actively engaged in dialogue and rich problem solving activities, this was seen as a strength by many on the committee. Some of the other programs explored were very technology rich. One program integrated a robot character that did some of the teaching after students explored. One student said of that component, “Why do I have a teacher if the robot is going to teach me?” This summed up some of the adult thinking. While some educators on the committee wanted to explore technology options for independent learning, this was ultimately

determined to be a supplemental need and not central to our core curriculum. If this need became evident in the future, supplemental programming could be explored.

think! Mathematics and Developing Roots provides students with visually appealing and easy to navigate materials. *think!*Mathematics textbooks are written with "friends" or characters and serve as a mentor text for students to study strategies. It is written in a student friendly way. The workbooks for independent practice contain more white space than other resources explored. Students commented that the independent practice was easier to follow (visually) than the Envisions practice.

The committee is also confident that the professional development educators would receive from the Mathodology partnership with *think!*Mathematics and Developing Roots would focus on both improving pedagogy and increasing teacher understanding of math content. Many programs simply deliver implementation professional development that focuses on how to navigate program resources. The professional development will be ongoing for the foreseeable future and the Mathodology teacher toolkits provide both live and on demand resources for teacher learning.

In addition to vetting the materials, committee members contacted districts using the programs. From those districts we heard their experience with implementation, professional development, and what they considered to be strengths and limitations of the program. A district in Hawaii, with demographics similar to Branford and mathematics performance in need of improvement, reported seeing steady growth since implementing the program. They credit the growth to the new curriculum and the quality of professional development provided by the team at Mathodology.

Full Textbook Approval Form

Elementary Mathematics New Textbook Approval Form

Scope and Sequence

A scope and sequence for *think!*Mathematics can be found on the Mathodology website (scroll until you see *think!*Mathematics Scope and Sequence).

Summer School Data

Attendance

The overall effect of summer school on attendance is low. Students who attended summer school do not have significantly improved attendance rates as compared to their peers who did not attend summer school. There is a slight improvement in attendance for multilingual students who attended summer school as compared to their multilingual peers who did not.

Academics - Rising 1st through 8th Grade

With regard to academic performance, the effects of summer school are inconsistent. Overall, there was a slightly positive correlation between an improvement in reading scores for students who attended summer school compared to those who did not attend. However, these results vary greatly by grade. In mathematics, the effects were less promising. While there was less summer slide for those who attended summer school, there was still a regression in performance from spring to fall. Grade level charts are included in this memo for your review. I do not plan to talk through each individual grade level during the presentation, but will discuss overall trends and will respond to questions from Board members.

Aimsweb data charts included on subsequent pages

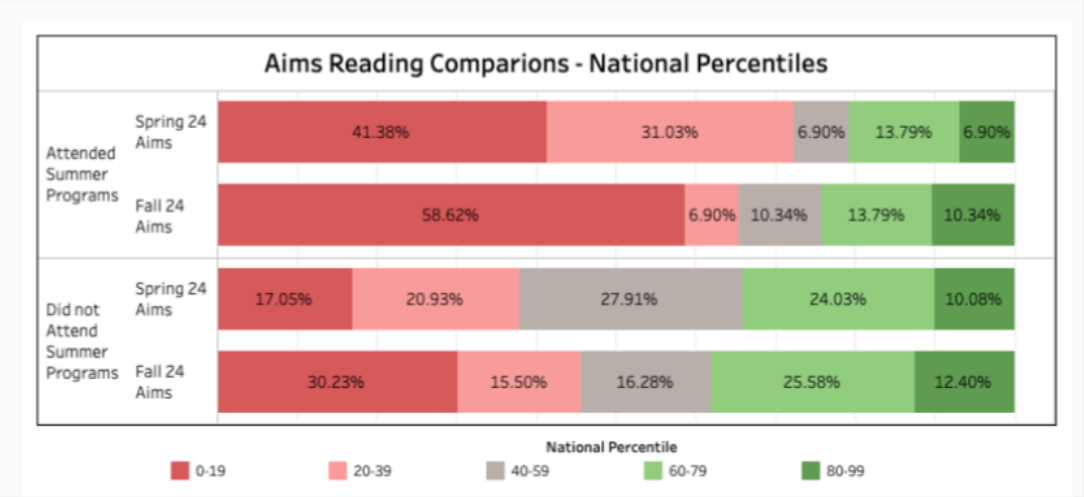
Credit Recovery

Credit recovery continues to be a critical component of summer school programming. It provides at-risk students with the opportunity to graduate in four years. Without credit recovery these students would likely require a fifth year to graduate or would not graduate at all.

This past summer, 51 students enrolled in credit recovery. Of those students, 41 completed and passed their course (80%). 14 of the 41 students who completed courses (37%) have increased their attendance rate in Quarter 1 as compared to last year's first quarter. 27 students went on to enroll in the next course in the sequence (67% of those who completed and passed courses) and of the 27, 24 are currently passing that course.

Aimsweb Reading

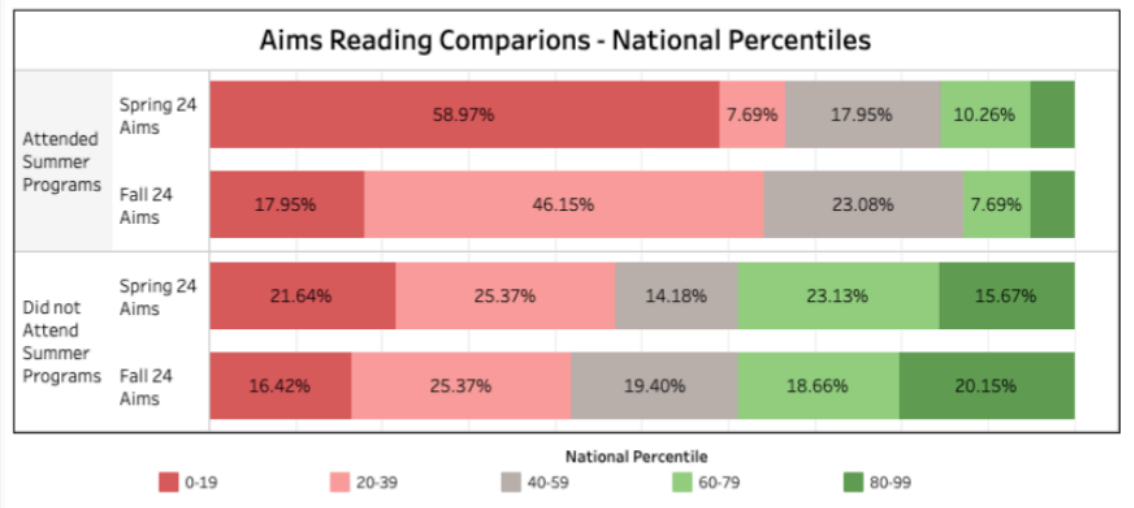
Aimsweb Reading: Grade 1



- Of students who **attended** summer school(n=29), **3.4% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **3.9% more** students moved up to the 60th percentile or above this fall as compared to their percentile rank last spring.

33

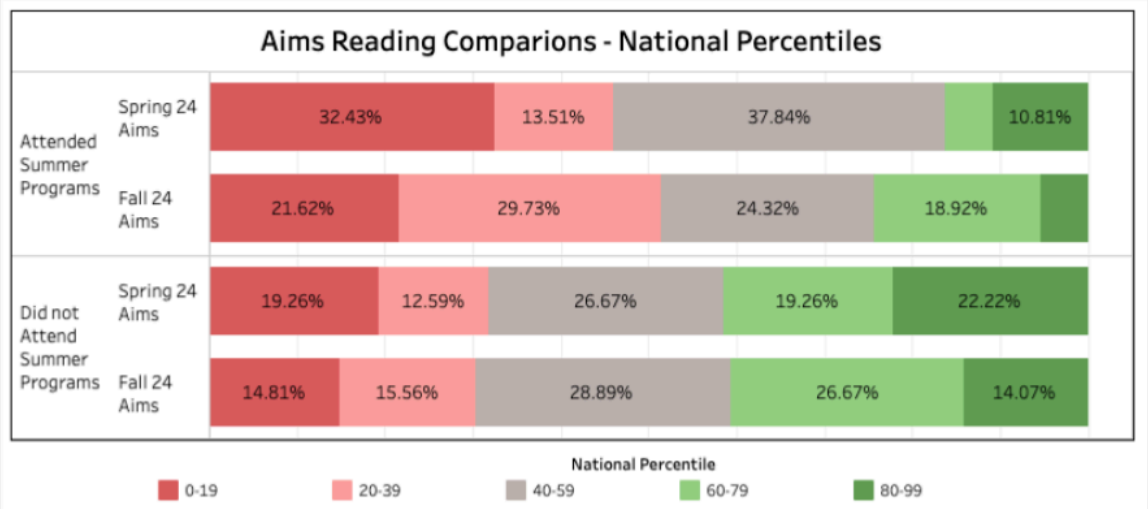
Aimsweb Reading: Grade 2



- Of students who **attended** summer school (n=39), **2.6% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **the same number** of students scored in the 60th percentile or above this fall as compared to their percentile rank last spring.

34

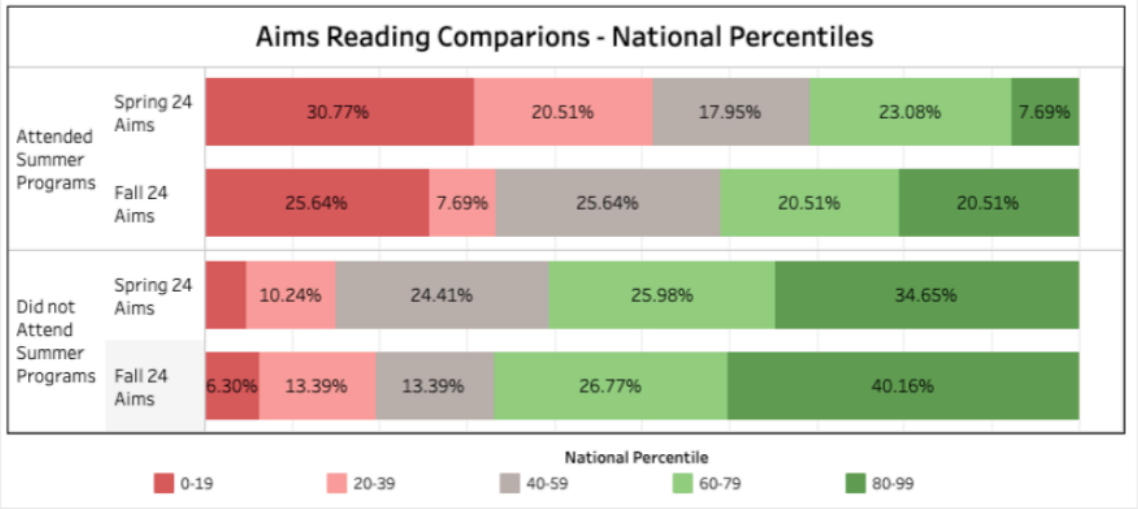
Aimsweb Reading: Grade 3



- Of students who **attended** summer school (n=37), **8.1% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **0.7% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

35

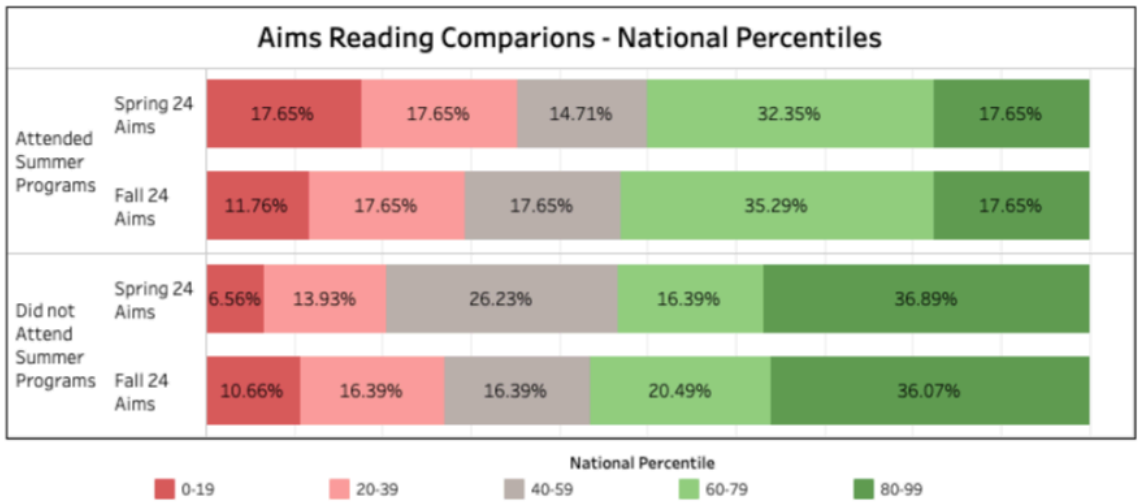
Aimsweb Reading: Grade 4



- Of students who **attended** summer school (n=39), **10.3% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **6.3% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

36

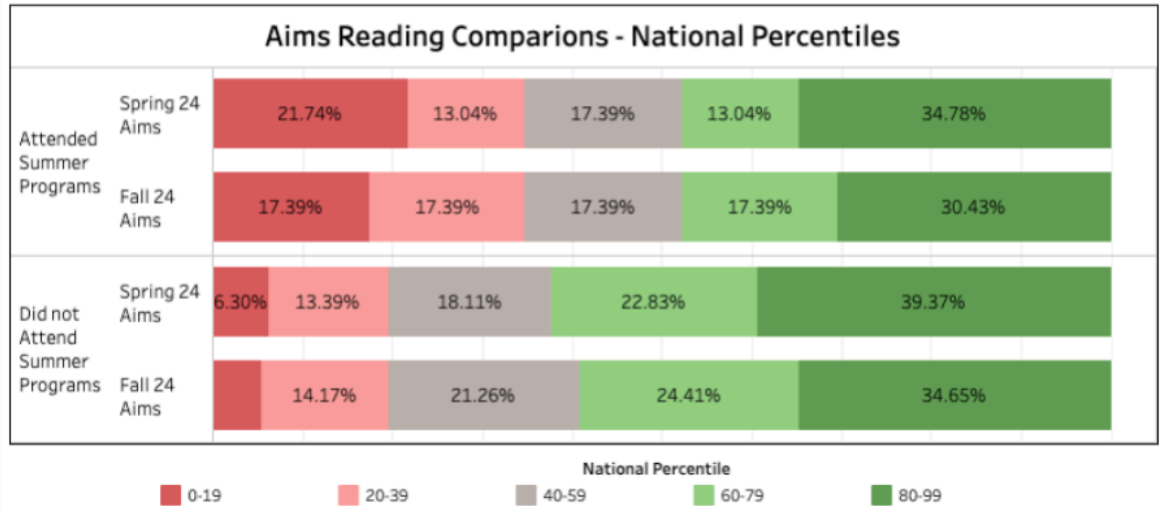
Aimsweb Reading: Grade 5



- Of students who **attended** summer school (n=34), **2.9% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **3.3% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

37

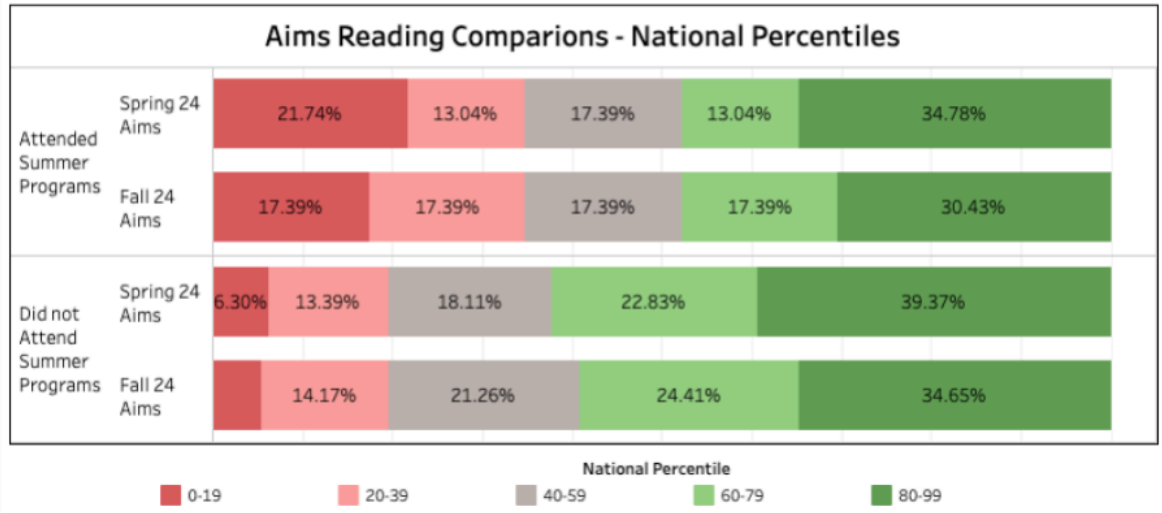
Aimsweb Reading: Grade 6



- Of students who **attended** summer school (n=23), **the same number** of students scored in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **3.1% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

38

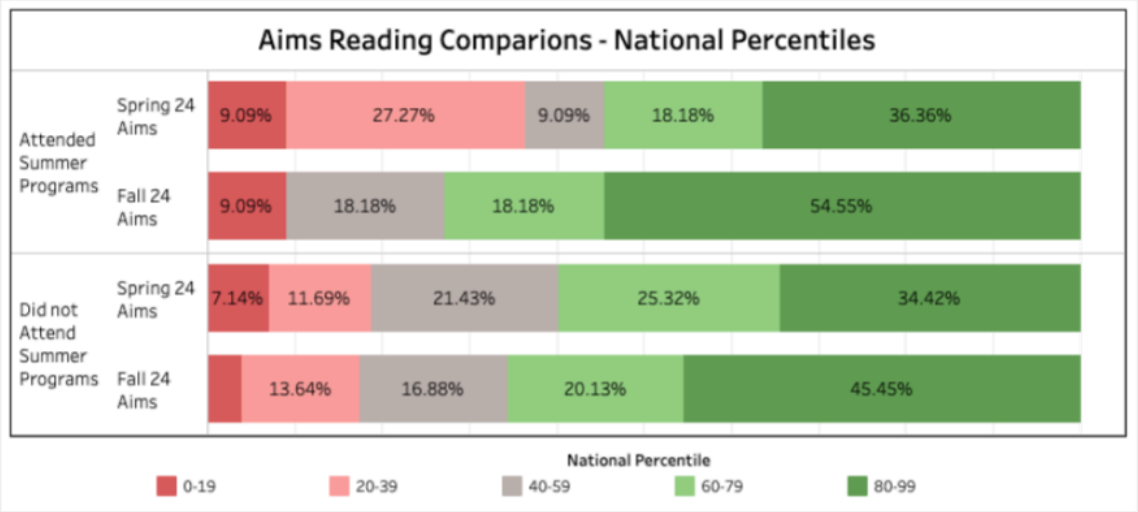
Aimsweb Reading: Grade 7



- Of students who **attended** summer school (n=14), **14.3% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **1.5% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

39

Aimsweb Reading: Grade 8

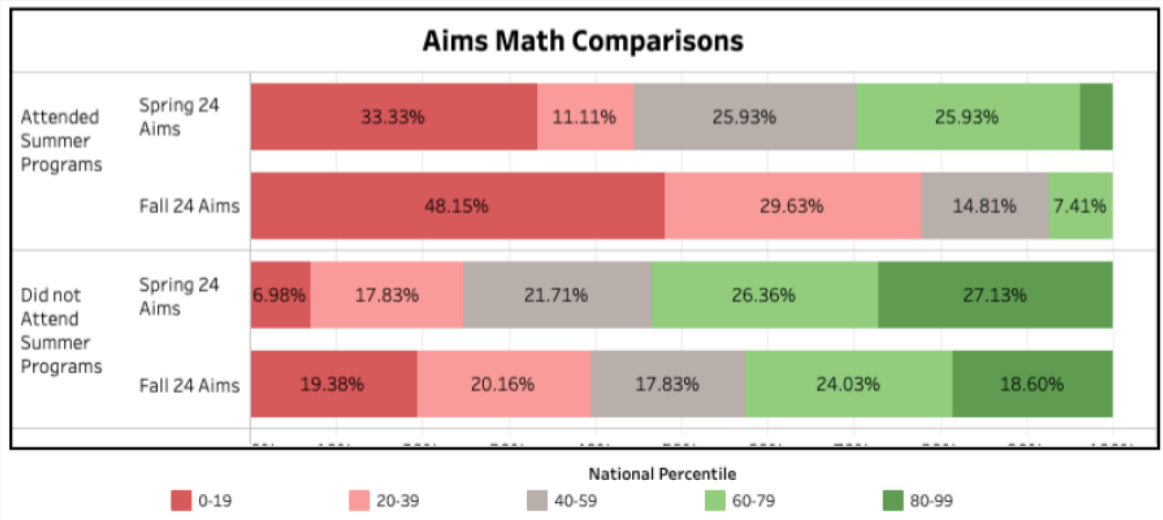


- Of students who **attended** summer school (n=11), **18.2% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **5.8%** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

40

Aimsweb Math

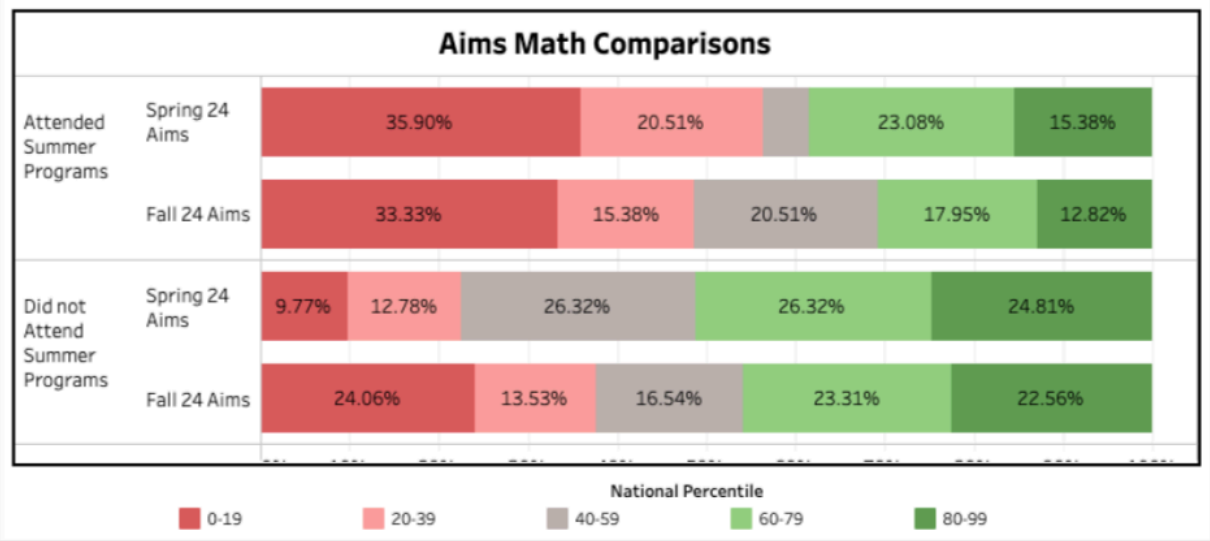
Aimsweb Math: Grade 1



- Of students who **attended** summer school (n=27), **22.2% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **10.9% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

43

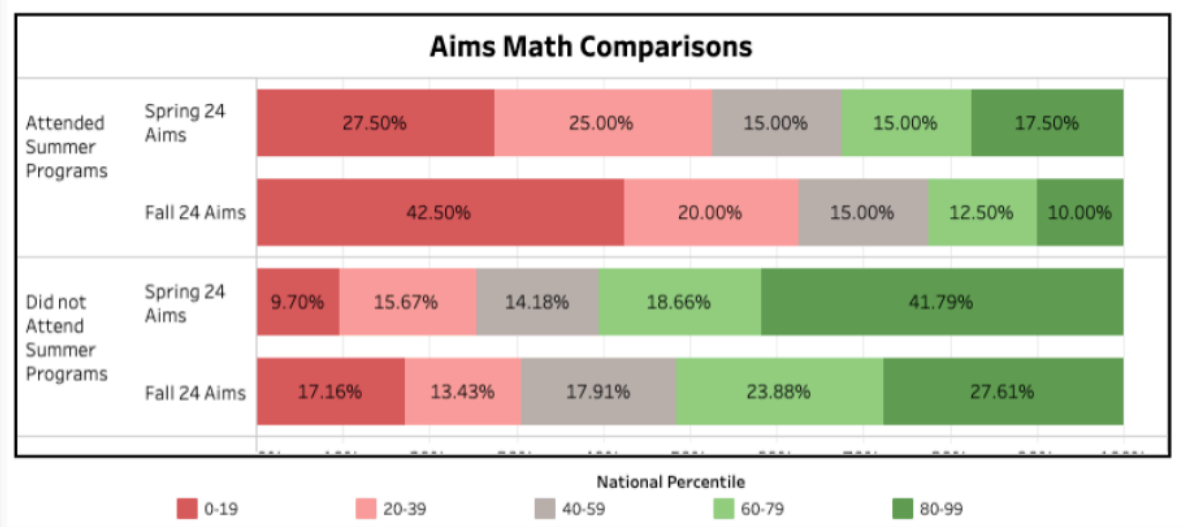
Aimsweb Math: Grade 2



- Of students who **attended** summer school (n=39), **7.7% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **5.3% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

44

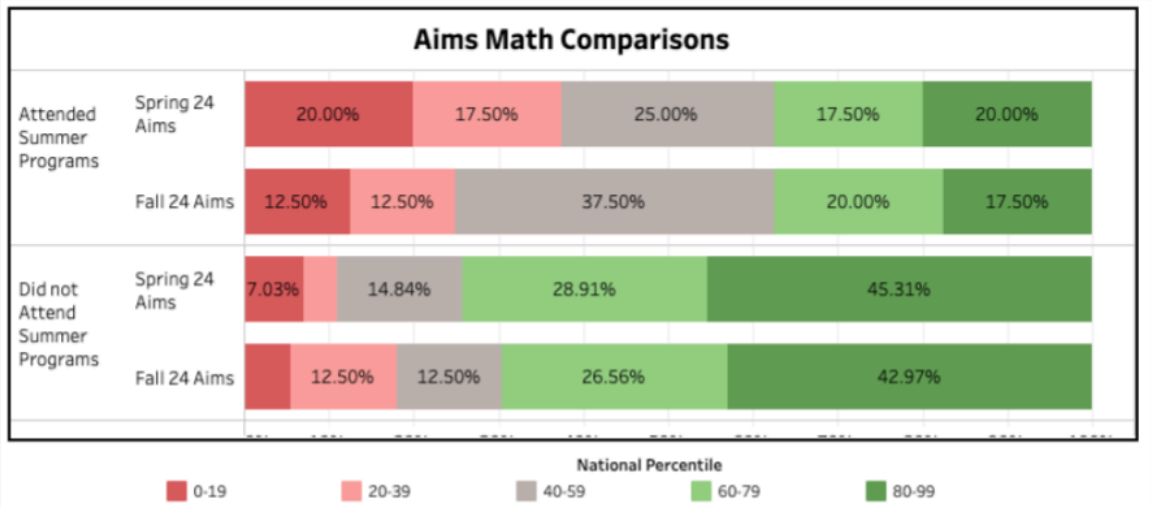
Aimsweb Math: Grade 3



- Of students who **attended** summer school (n=40), **10.0% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **9.0% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

45

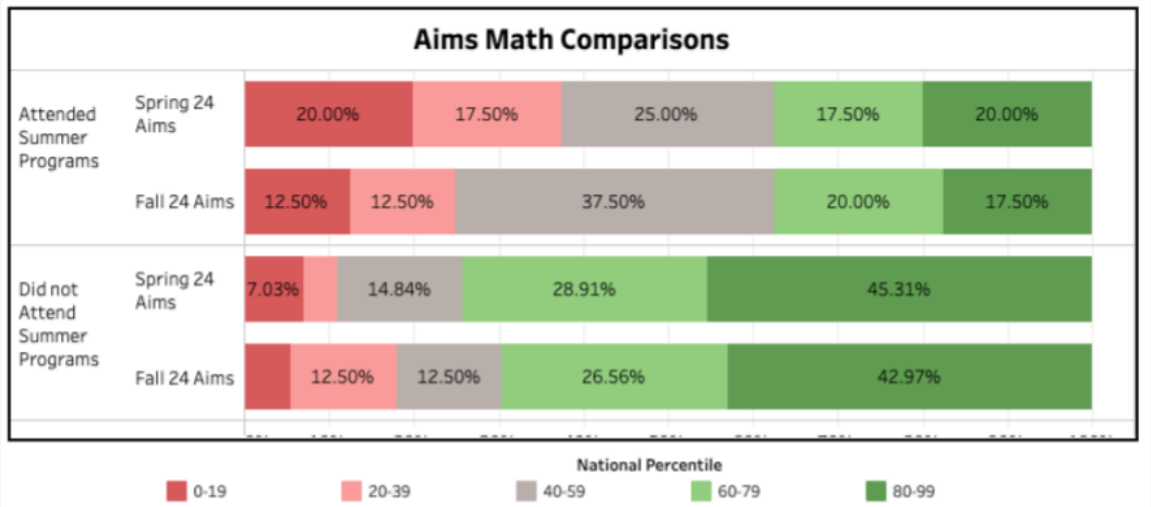
Aimsweb Math: Grade 4



- Of students who **attended** summer school (n=40), **the same number of** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **4.7% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

46

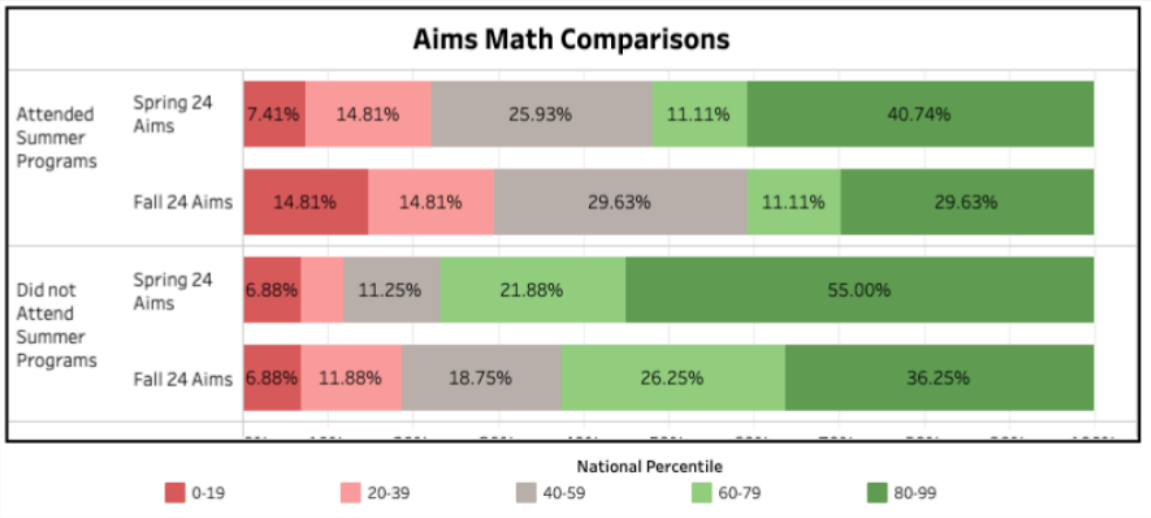
Aimsweb Math: Grade 5



- Of students who **attended** summer school (n=33), **3.0% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **6.8% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

47

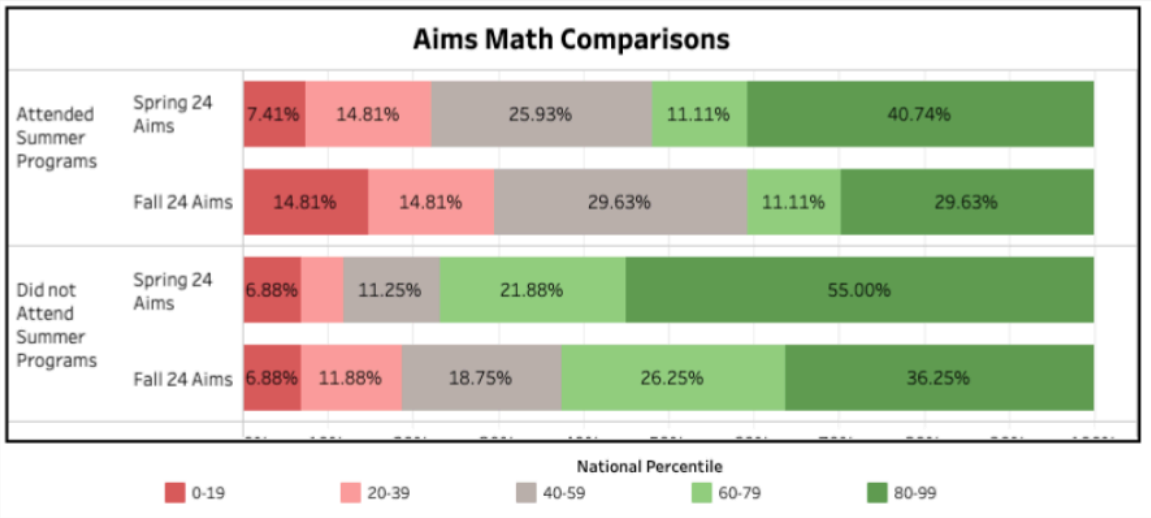
Aimsweb Math: Grade 6



- Of students who **attended** summer school (n=27), **11.1% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **14.4% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

48

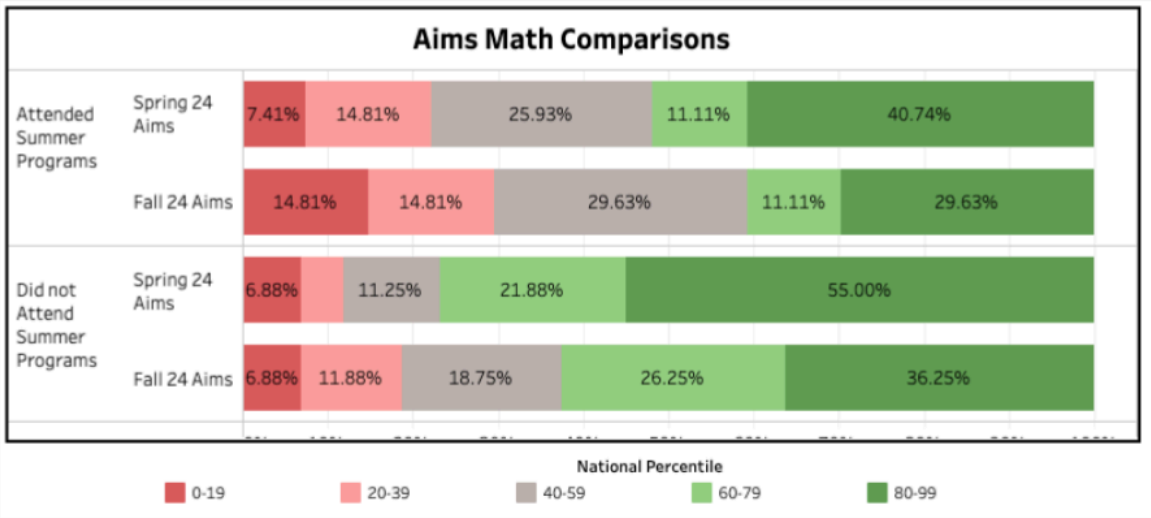
Aimsweb Math: Grade 7



- Of students who **attended** summer school (n=14), **7.1% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **4.4% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

49

Aimsweb Math: Grade 8



- Of students who **attended** summer school (n=12), **16.7% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **7% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

50

BRANFORD PUBLIC SCHOOLS

NEW TEXTBOOK APPROVAL FORM

SCHOOL/SUBJECT: Elementary Schools **DATE: 1.8.2025**

TITLE: Think! Mathematics and Developing Roots

AUTHOR: Dr. Yeap Ban Har and Sarah Schaefer and Cheri Gardner (respectively)

PUBLISHER: Shing Lee and Mathodology (respectively)

COPYRIGHT DATE: 2024 and 2023 respectively

COURSE (GRADE LEVELS): Grades 1-3 (think! Mathematics) / Kindergarten (Developing Roots)

RATIONALE:

The elementary math textbook committee thoroughly vetted several programs, narrowing down two to pilot. After piloting both programs the committee came together and unanimously agreed that *think!* Mathematics and Developing Roots was the superior option. In addition to vetting the materials, districts using the programs were contacted and their experiences were considered. A district in Hawaii, with similar demographics and mathematics performance in need of improvement, reported seeing steady growth since implementing the program. They credit the growth to the curriculum and the quality of professional development provided by the team at Mathodology. More information can be found in the January 8th Board of Education Teaching and Learning Committee presentation.

Recommendation of selection committee (names):

Alicia DeNuzzo, Alena Gonsalves, Christine Cudgma, Christine Glazewski, Christina Natale, Jody Mongillo, James O'Connor, Jessica Strausser, Kimberly Volkens, Lisa Hernandez Corcoran, Lori Werth, Melissa Kane, Manola Schiavo, Wendy Murphy

Major reasons for choice (include technology and other resources available with this recommendation):

The curriculum is tightly aligned to grade level standards. Kindergarten curriculum is play based and all grade levels include highly engaging lessons that require students to think critically and engage in discourse. The program checked off all of the committee's "wish list" requirements that were generated prior to reviewing materials. The wish list included the following criteria:

- Spiraling curriculum
- More student thinking less teacher talk
- Concrete - Pictorial - Abstract approach
- Frequent, ongoing assessment
- Hands on practice
- Independent practice
- Easy to follow lessons
- Offers strategies for differentiation
- Builds Vocabulary
- Develops fluency with math facts

How does it correlate with state frameworks? How did you determine correlation? What process and Indicators (rubric) did you use (PLEASE ATTACH RUBRIC)?

The team used the Ed Reports rubric to evaluate the textbook's alignment to standards. It met the criteria. The rubric can be found here: https://www.edreports.org/process/review-tools/math-k-8

Professional Development (WHAT IS NEEDED FOR TEACHERS):

Extensive PD will be needed for teachers. A plan is in the works that will begin this spring. It includes a voluntary summer session and PD throughout the 2025-26 school year. It is important to note that ongoing PD will be a critical element of any successful curriculum.

Other textbooks considered under this review:

Envisions

iReady

Imagine Learning

Illustrative Mathematics

NUMBER OF BOOKS REQUESTED:

Each student in grades 1-4 will need Textbook A (first half of year) and Textbook B (second half of year).

COST PER BOOK (+online subscription): 199.99/10 pack **TOTAL COST**: $27,000

SUPPLEMENTAL SUPPLIES NEEDED (INCLUDE TECHNOLOGY – ONLINE BOOKS AND RESOURCES):

Teachers will need an annual subscription to the teacher toolkit which not only includes the teacher guide, but live and on demand professional development resources. This will be an annual cost of approximately $13,000. Hard copy teacher guides will be purchased in year one at approximately $25,000. Student workbooks and other resources

program related materials will be purchased annually at approximately $29,000. Initial purchase of supplies and manipulatives will be needed in year one at approximately $29,000.

Teaching and Learning Committee: K-4 Math Curriculum, Summer School Data Update

1.8.25

Agenda

- Elementary Math Textbook Selection Process & Recommendation
- Summer School Data Review

Mission & Global Competencies

Mission

The Branford Public School's community is committed to developing lifelong learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

Strategic Coherence Plan (SCP)

Strategic Actions

1. Ensure equal opportunity for growth and development for all Branford students.
2. Align the key systems in the District to support the student acquisition of the Global Learning Competencies through the implementation of the Definition of Deep Learning.
3. Improve the process and tools used to communicate and engage critical stakeholders.

Definition of Deep Learning

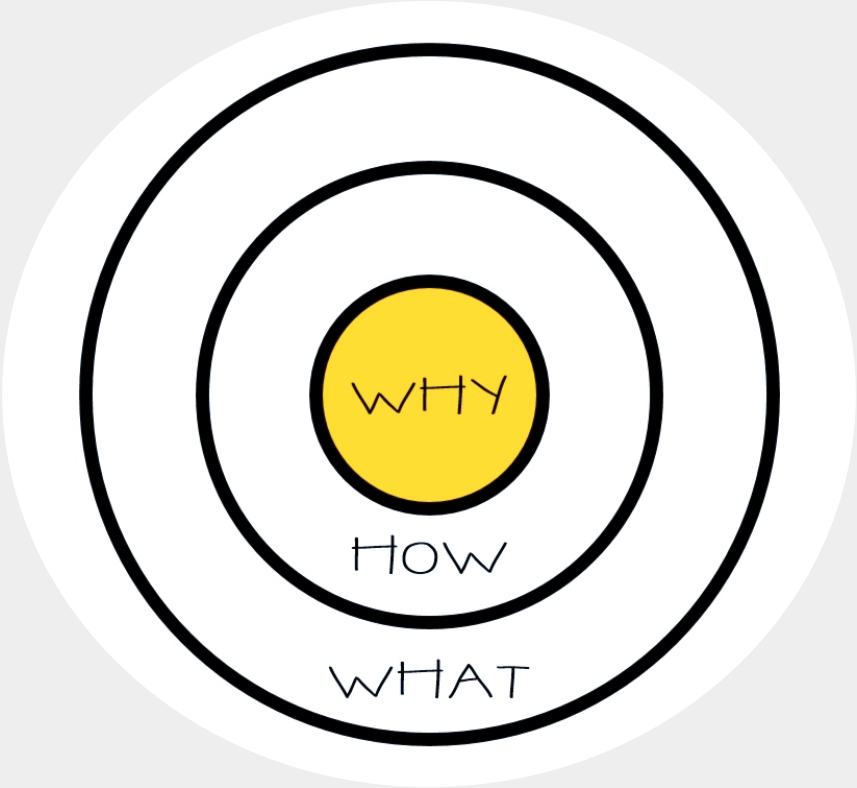
Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

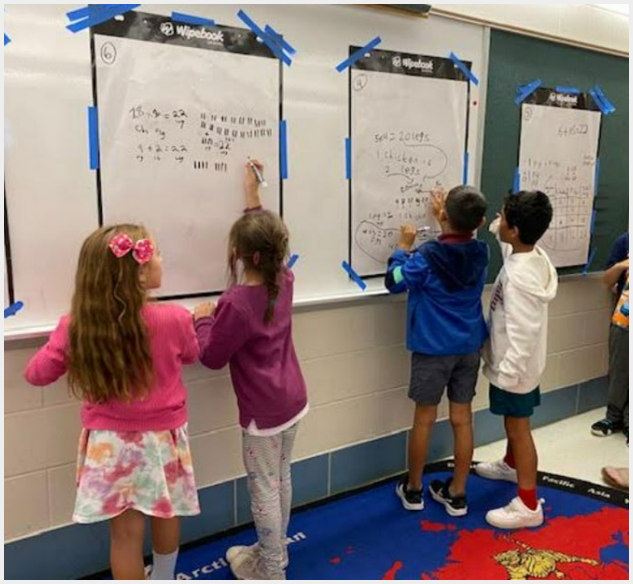
Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Setting the Stage



Elementary Math Team Purpose Statement



Math Curriculum Wishlist

- ❑ Spiraling curriculum
- ❑ More student thinking less teacher talk
- ❑ Concrete - Pictorial - Abstract approach
- ❑ Frequent, ongoing assessment
- ❑ Hands on practice
- ❑ Independent practice
- ❑ Easy to follow lessons
- ❑ Offers strategies for differentiation
- ❑ Builds Vocabulary
- ❑ Develops fluency with math facts

Selection Process

- Timeline
- Committee Members
- Review Tools
- Resources Considered
- Resources Reviewed
- Pilot Programs
  - Envisions
  - Think Mathematics

Mathodology, Developing Roots, & *think!*Mathematics

Introduction to *think!* Mathematics

Key Highlights of Developing Roots: A Kindergarten Mathematics Curriculum

- ☆ Play-Based Learning
- ☆ High-Engagement Activities
- ☆ Skills Development
- ☆ Focus on Core Concepts
- ☆ Teacher Support
- ☆ Integrated Professional Development

Kindergarten: Developing Roots

Why *think*! Mathematics?

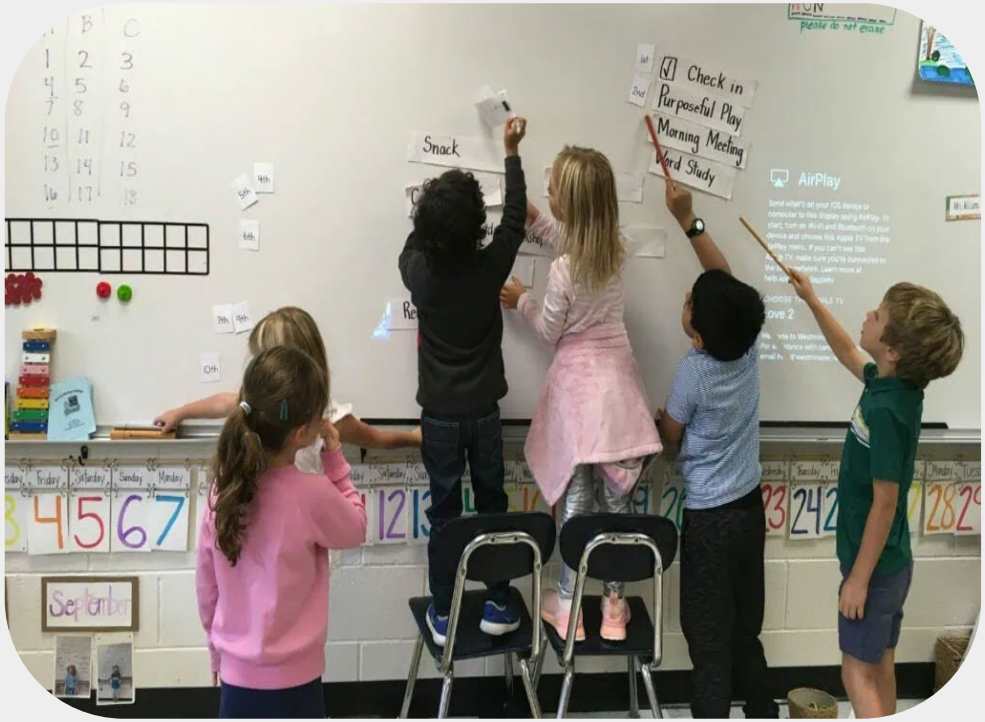
- ☆ Empowers Educators
- ☆ Comprehensive Integration
- ☆ Diverse Resources
- ☆ Customized Strategies
- ☆ Student Success

Exploration

- ☆ Daily Exploration
- ☆ Collaboration and Problem-Solving
- ☆ Reflection
- ☆ Building on Knowledge
- ☆ Engagement
- ☆ Joyful and Meaningful Learning

Comprehensive Spiral Curriculum

- ☆ Firm Foundation for Learning
- ☆ Engaging Curriculum
- ☆ Year-Round Concept Reinforcement



Communication

- ☆ Challenging Investigations
- ☆ Communication as Evaluation
- ☆ Key Skills

Teacher and Student Reflections and Feedback

- When students were asked which program they liked better, they said Think! Mathematics because it made them think more deeply.
- Think!Mathematics provided more visuals for students. Envisions did not provide many visuals and often jumped to equations and was more abstract.
- The workbook pages in Envisions were overwhelming… whereas think!Mathematics was easier for students to follow along.

Teacher and Student Reflections and Feedback

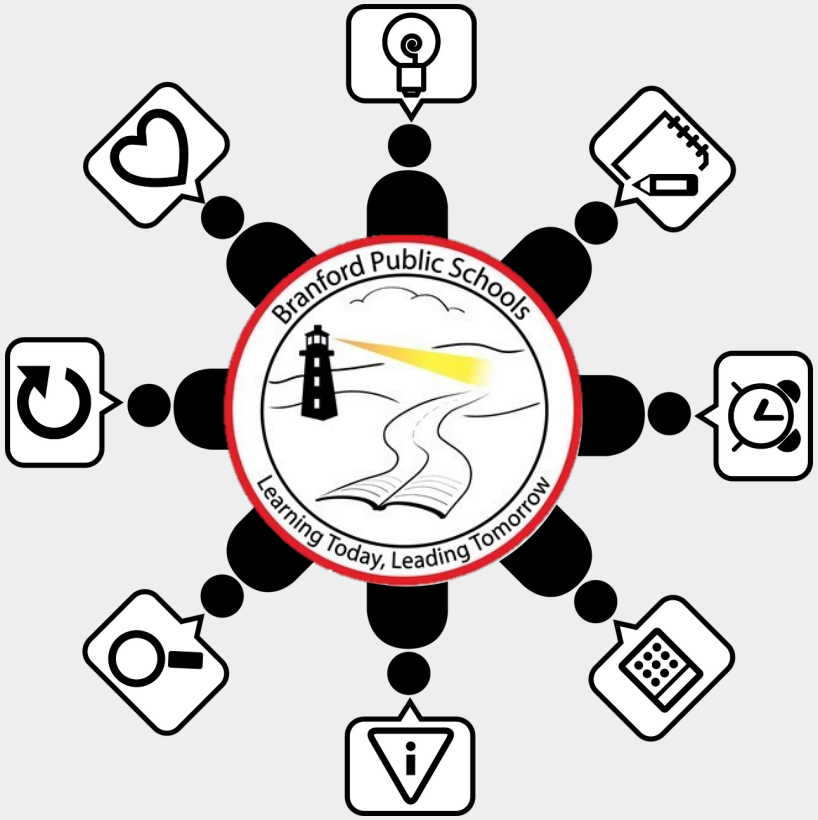
- **The amount of student discourse in *think!* was significantly higher and of better quality. It's crucial for our EL students to have opportunities to engage in mathematical discourse with their peers to build language and understanding.**
- **Developing Roots stood out for its ability to create a math learning environment where students were not only engaged, but also active participants in the learning process.**

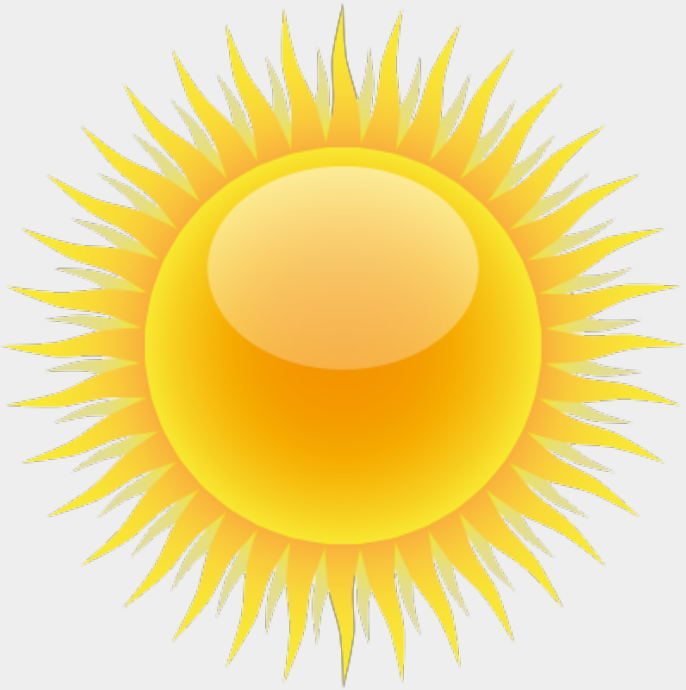
Math Curriculum Wishlist

- ✓ Spiraling curriculum
- ✓ More student thinking less teacher talk
- ✓ Concrete - Pictorial - Abstract approach
- ✓ Frequent, ongoing assessment
- ✓ Hands on practice
- ✓ Independent practice
- ✓ Easy to follow lessons
- ✓ Offers strategies for differentiation
- ✓ Builds Vocabulary
- ✓ Develops fluency with math facts

- **Seeking BOE Approval for *Think!* Mathematics and Developing Roots Textbook Adoption**
- **Plan teacher PD for Spring 2025 and the 2025-26 school year.**
- **Integrate key curricular topics and classroom routines *now* to set students up for success.**
- **Plan caregiver information sessions.**

Discussion

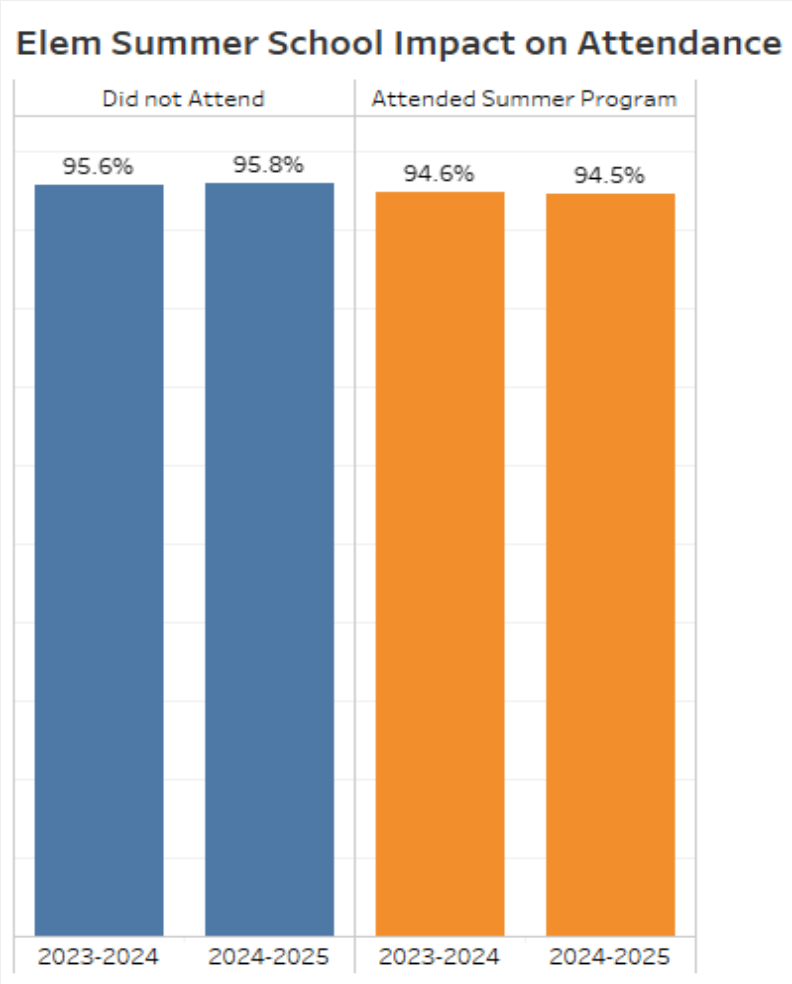




Summer School Data

1.8.25

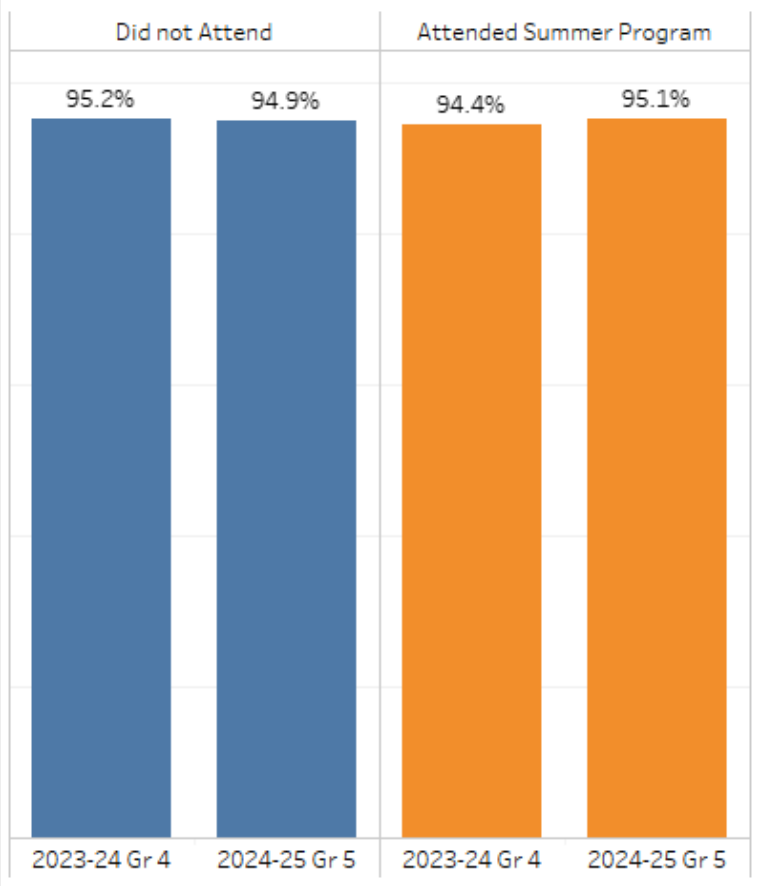
Elementary Attendance



Elementary summer school attendance had no impact on school attendance from one year to the next.

- Students who **did not** attend showed a 0.2% increase in attendance
- Students **who did attend** showed a 0.1% decrease in attendance

Incoming Grade 5 Attendance Data: Full Population



Rising grade 5 summer school attendance had little to no impact on school attendance from one year to the next.

- Students who **did not** attend showed a 0.3% decrease in attendance
- Students **who did attend** showed a 0.7% increase in attendance

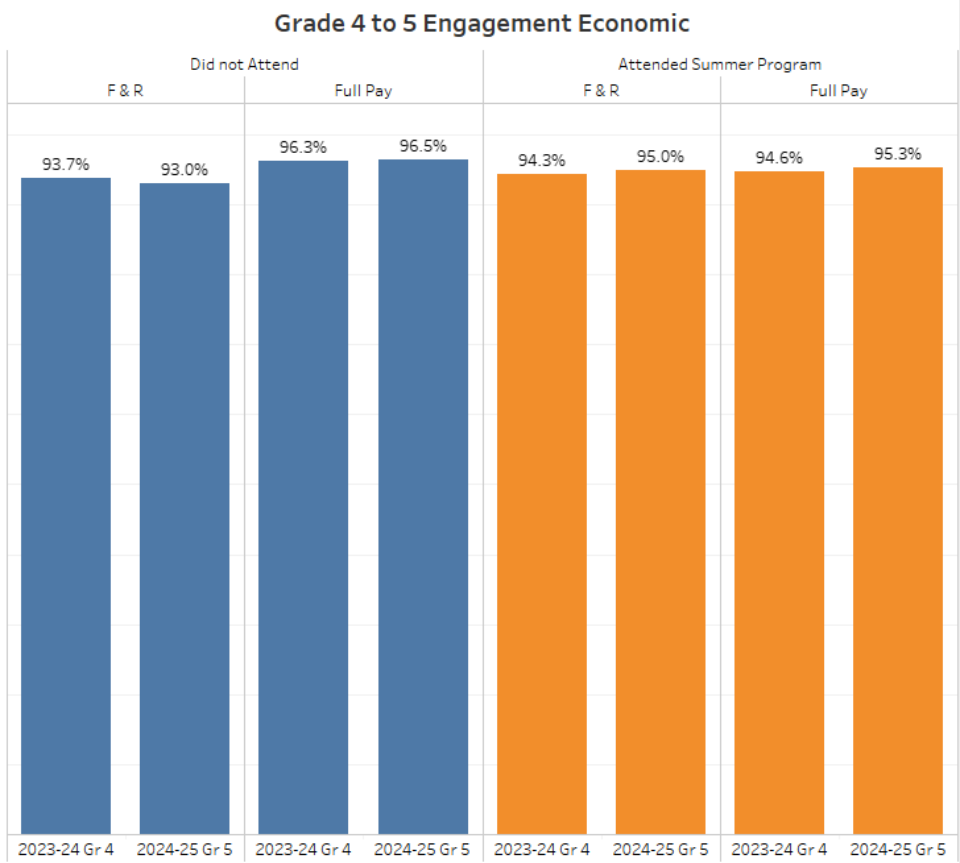
Incoming Grade 5 Attendance: Economic Status

Students who receive free and reduced meals:

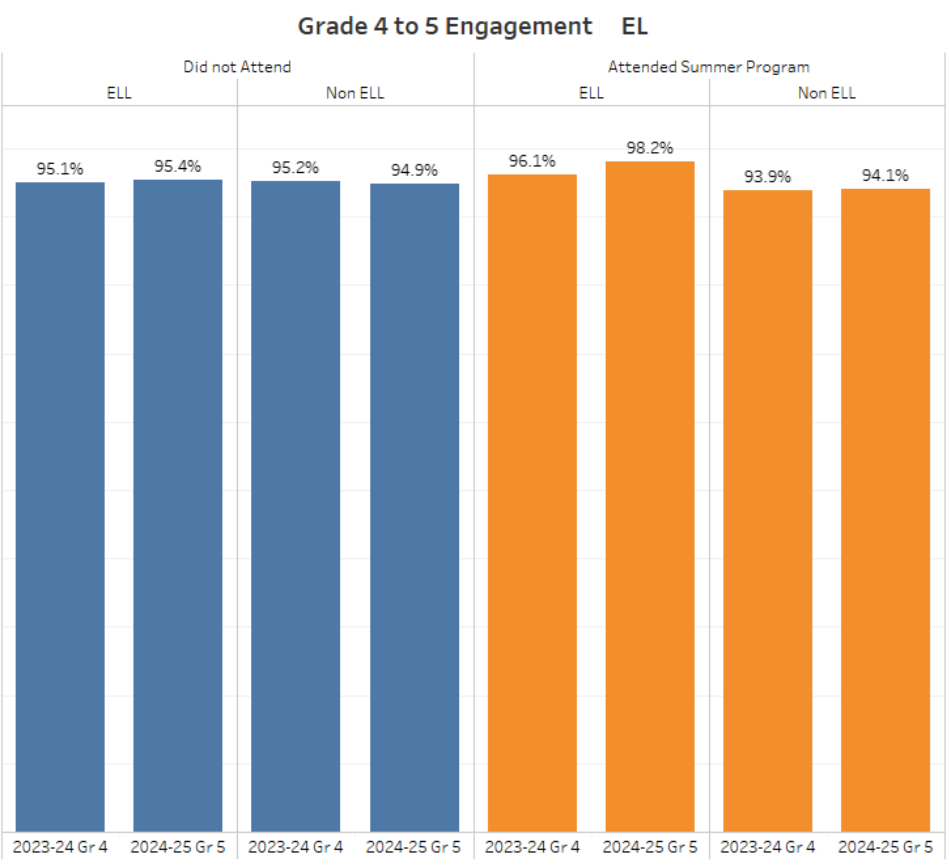
- Those who did not attend demonstrated a 0.7% decrease
- Those who did attend demonstrated a 0.7% increase

Students who pay full price:

- Those who did not attend demonstrated a 0.2% increase
- Those who attended demonstrated a 0.7% increase



Incoming Grade 5 Attendance: EL Status



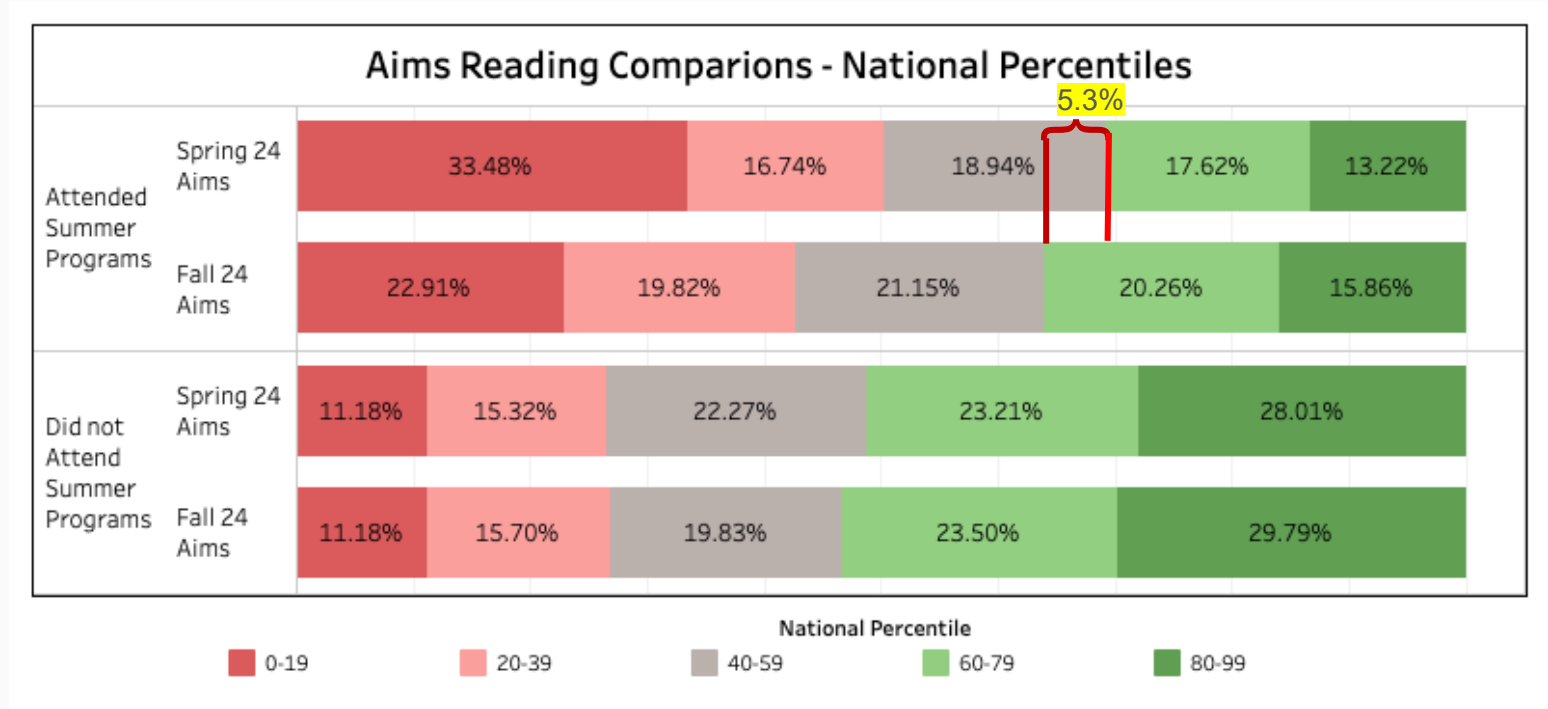
Students who speak do not speak English as a primary language:

- Those who did not attend demonstrated a 0.3% decrease
- Those who did attend demonstrated a 0.2% increase

Students who speak English as their primary language:

- Those who did not attend demonstrated a 0.3% increase
- Those who attended demonstrated a 2.1% increase

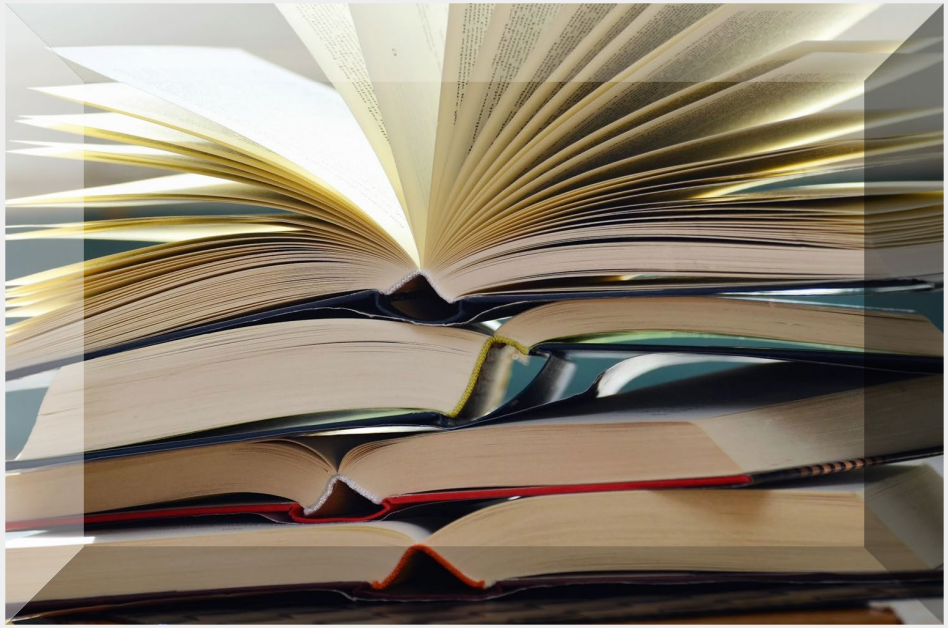
Aimsweb Reading: Spring to Fall Comparison



- Of students who **attended** summer school (n=227), **5.3% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **2.1% more** students moved up to the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Summary

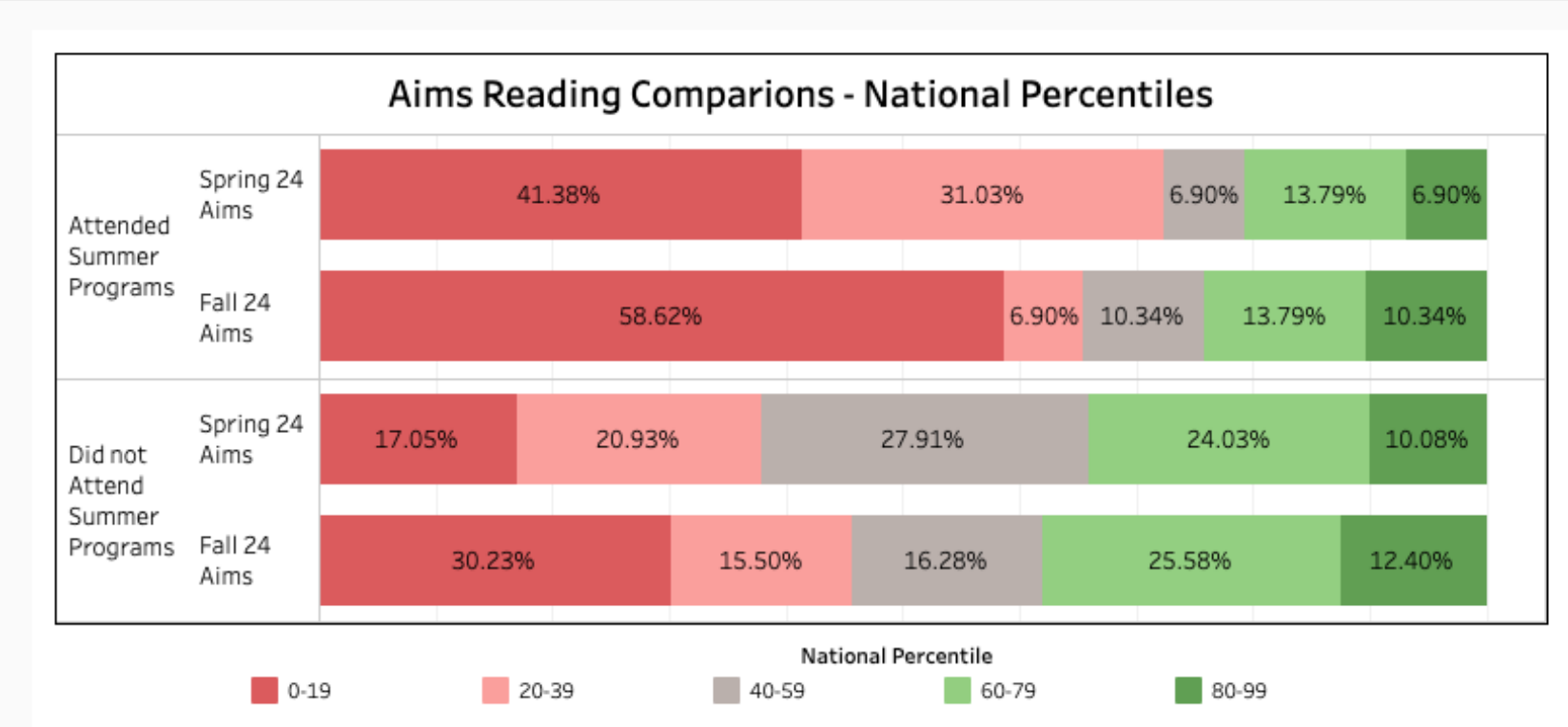
- Grade 1 - negative correlation*
- Grade 2 - negative correlation
- Grade 3 - positive correlation
- Grade 4 - positive correlation
- Grade 5 - negative correlation*
- Grade 6 - negative correlation
- Grade 7 - positive correlation
- Grade 8 - positive correlation



*slight (<1%)

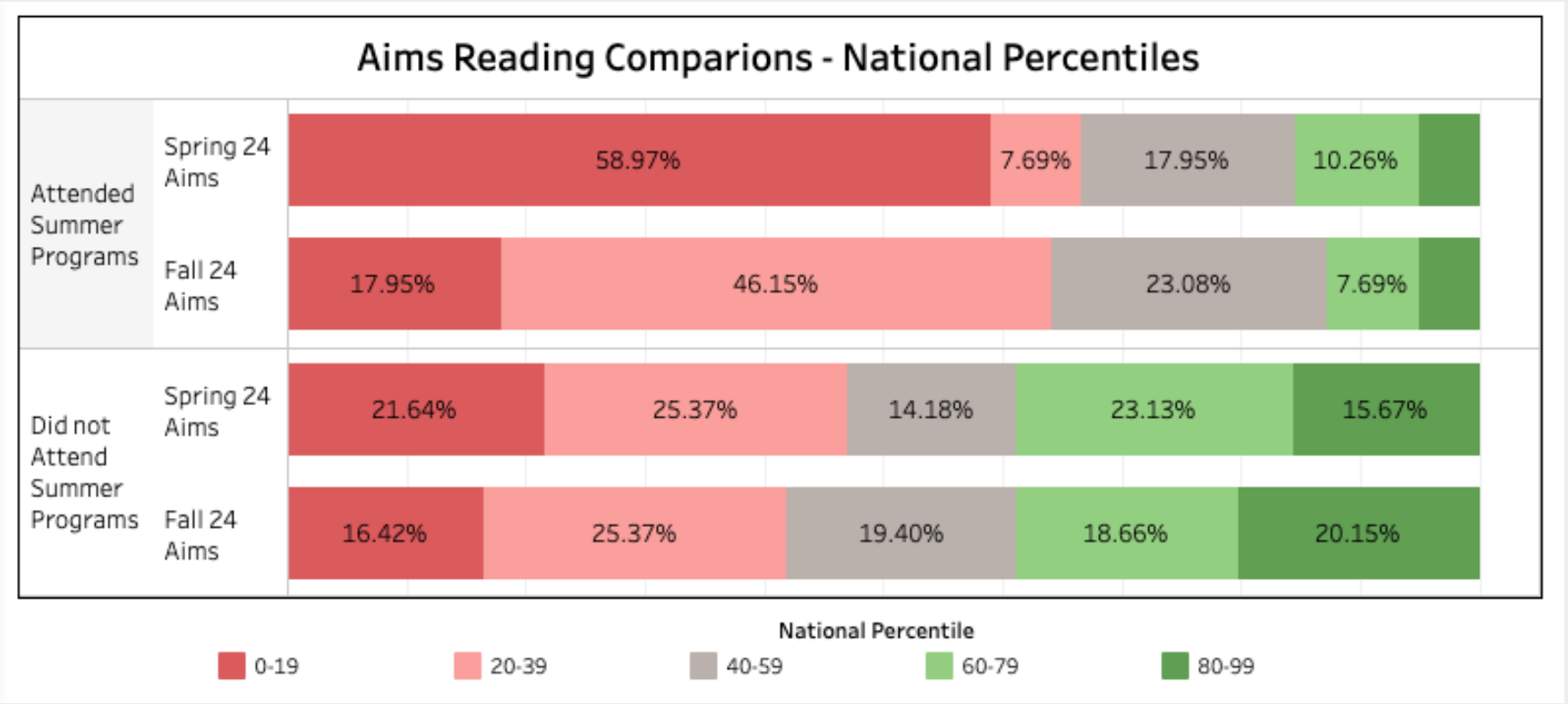
**no improvement in scores, but less of a summer slide as compared to those who did not attend

Aimsweb Reading: Grade 1



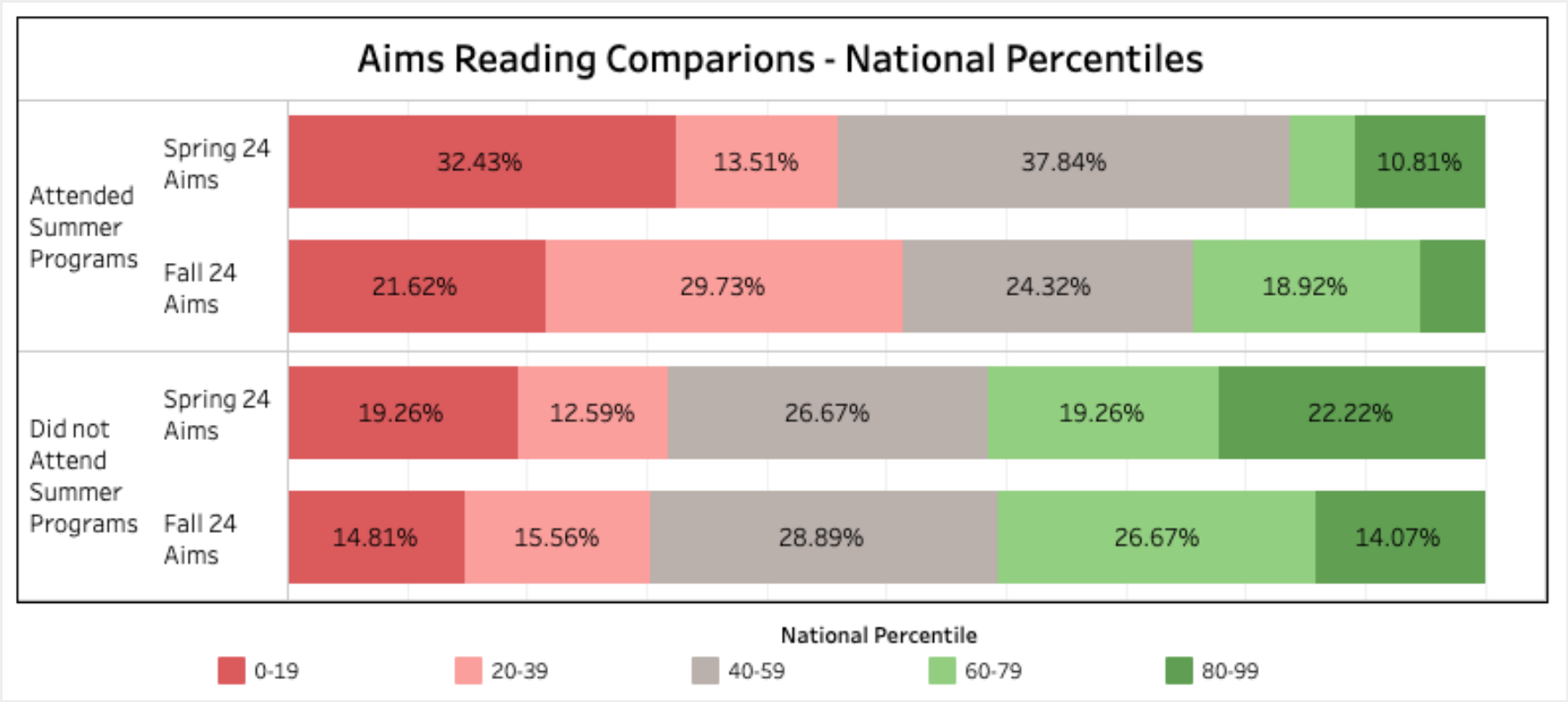
- Of students who **attended** summer school(n=29), **3.4% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **3.9% more** students moved up to the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Grade 2



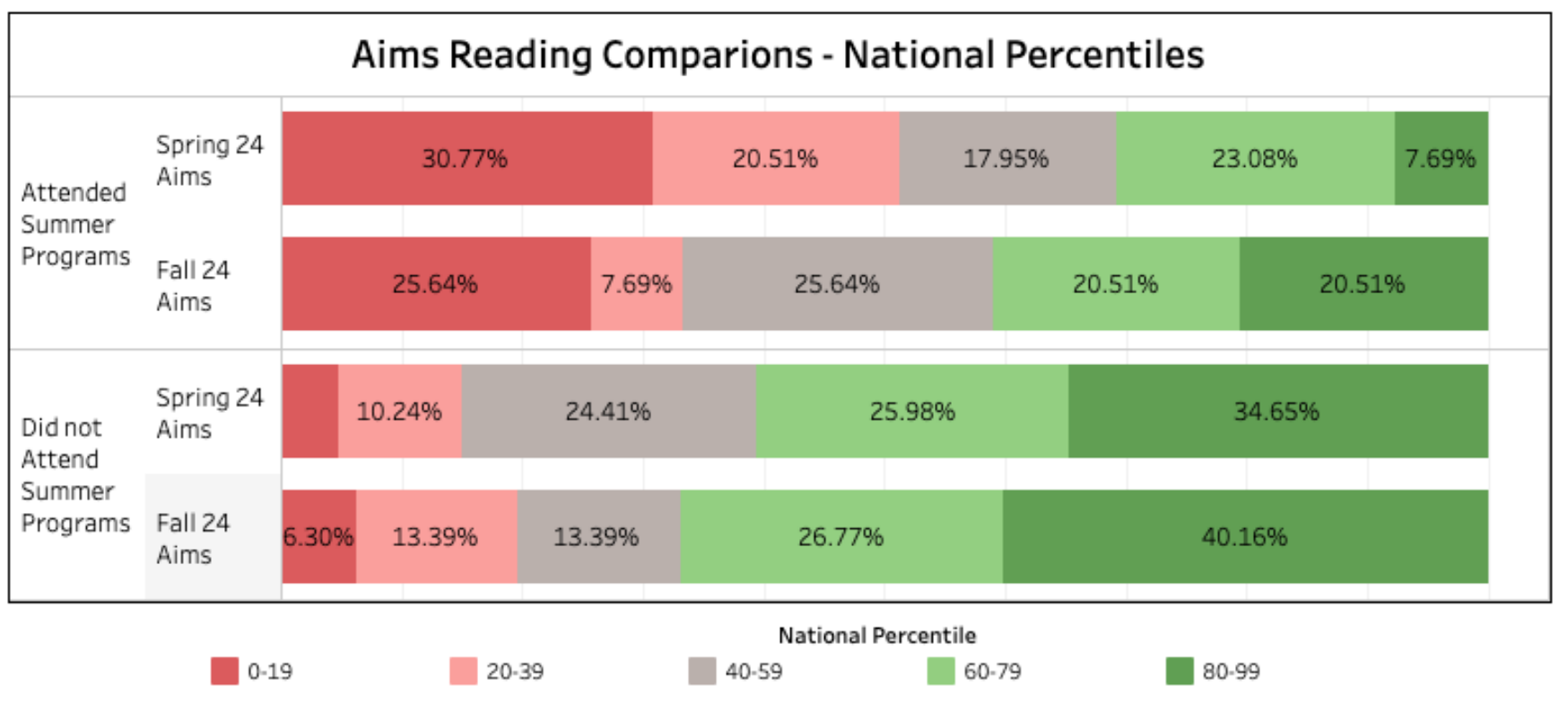
- Of students who **attended** summer school (n=39), **2.6% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **the same number** of students scored in the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Grade 3



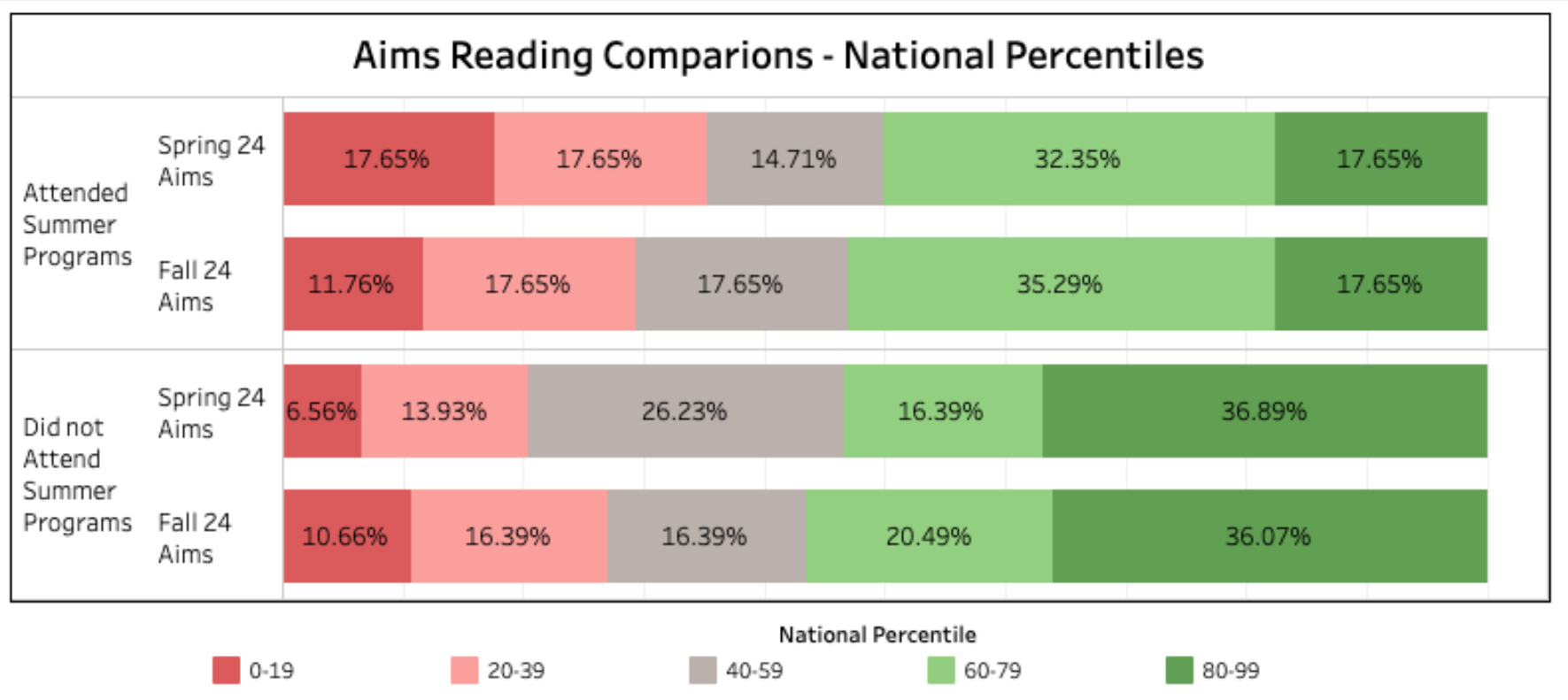
- Of students who **attended** summer school (n=37), **8.1% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **0.7% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Grade 4



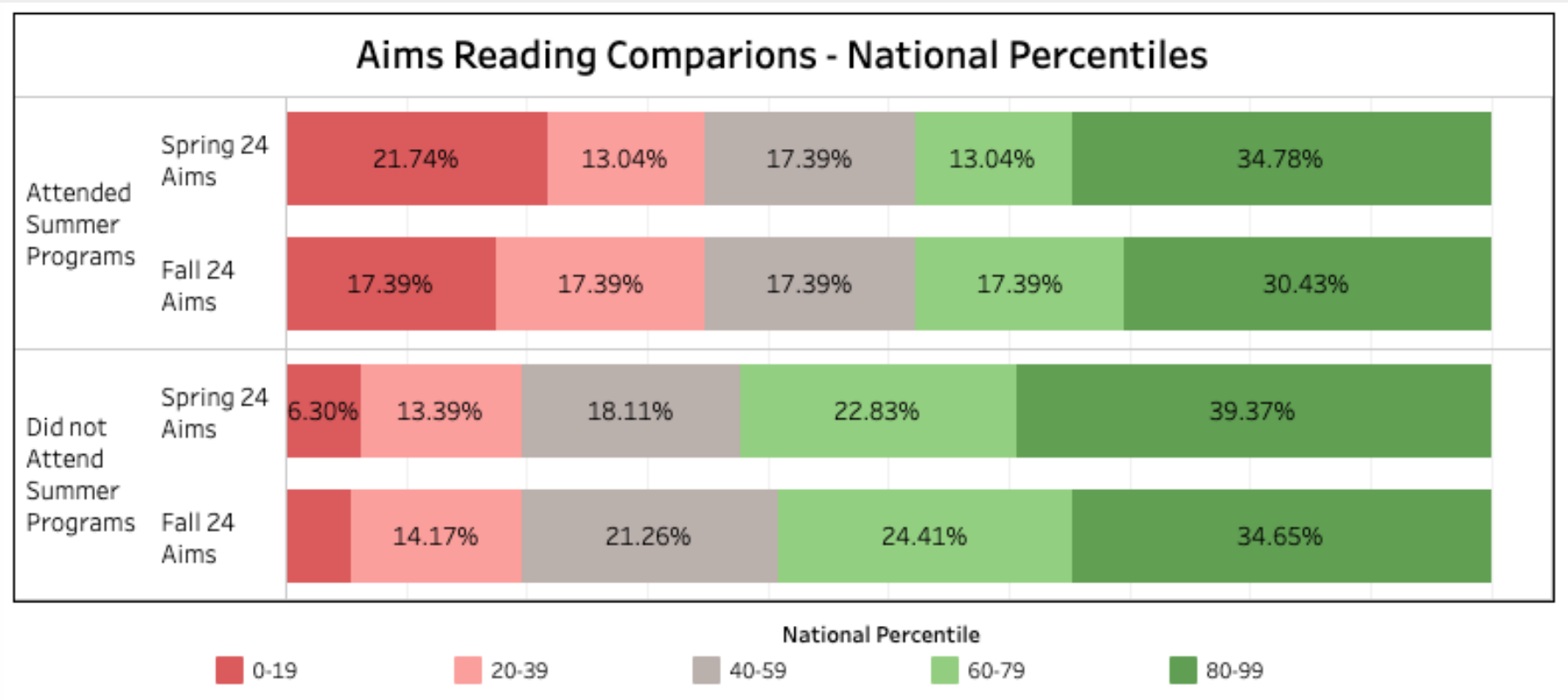
- Of students who **attended** summer school (n=39), **10.3% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **6.3% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Grade 5



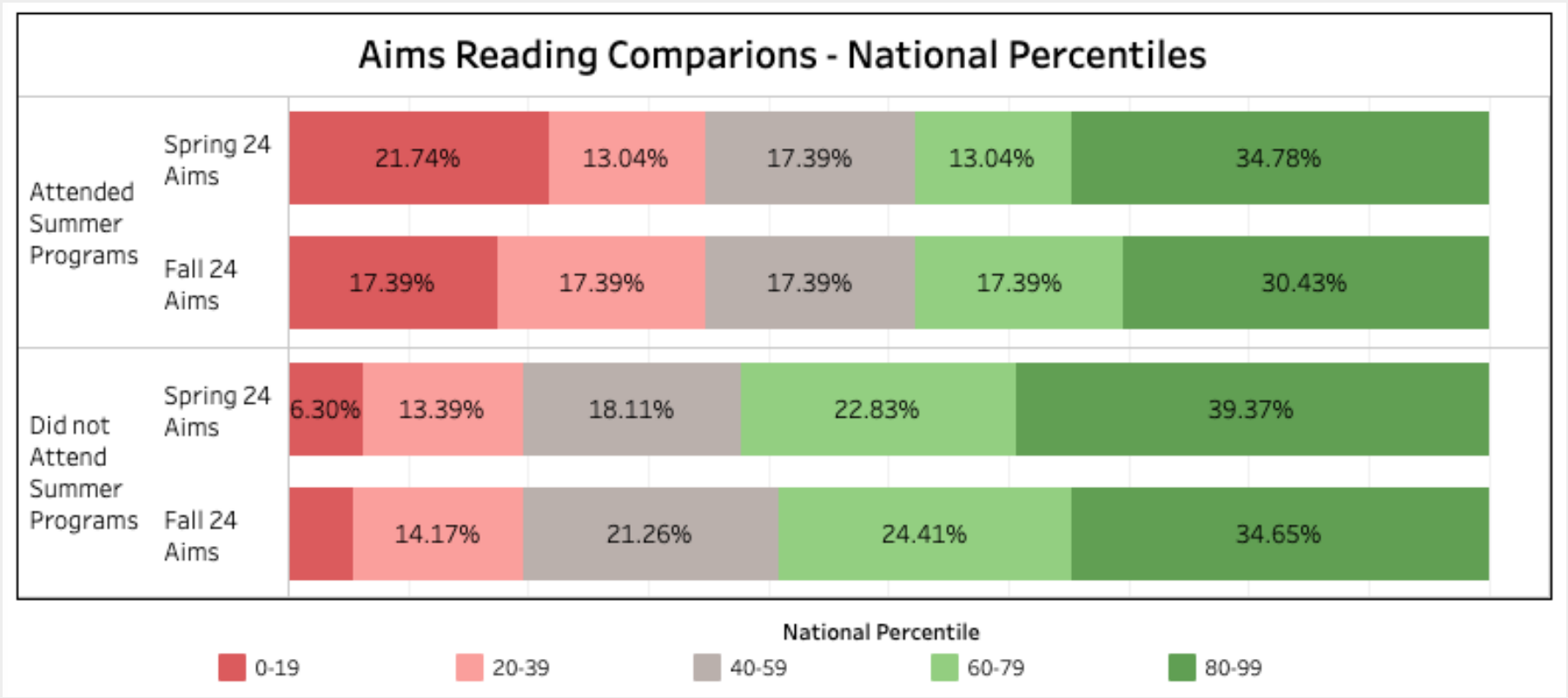
- Of students who **attended** summer school (n=34), **2.9% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **3.3% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Grade 6



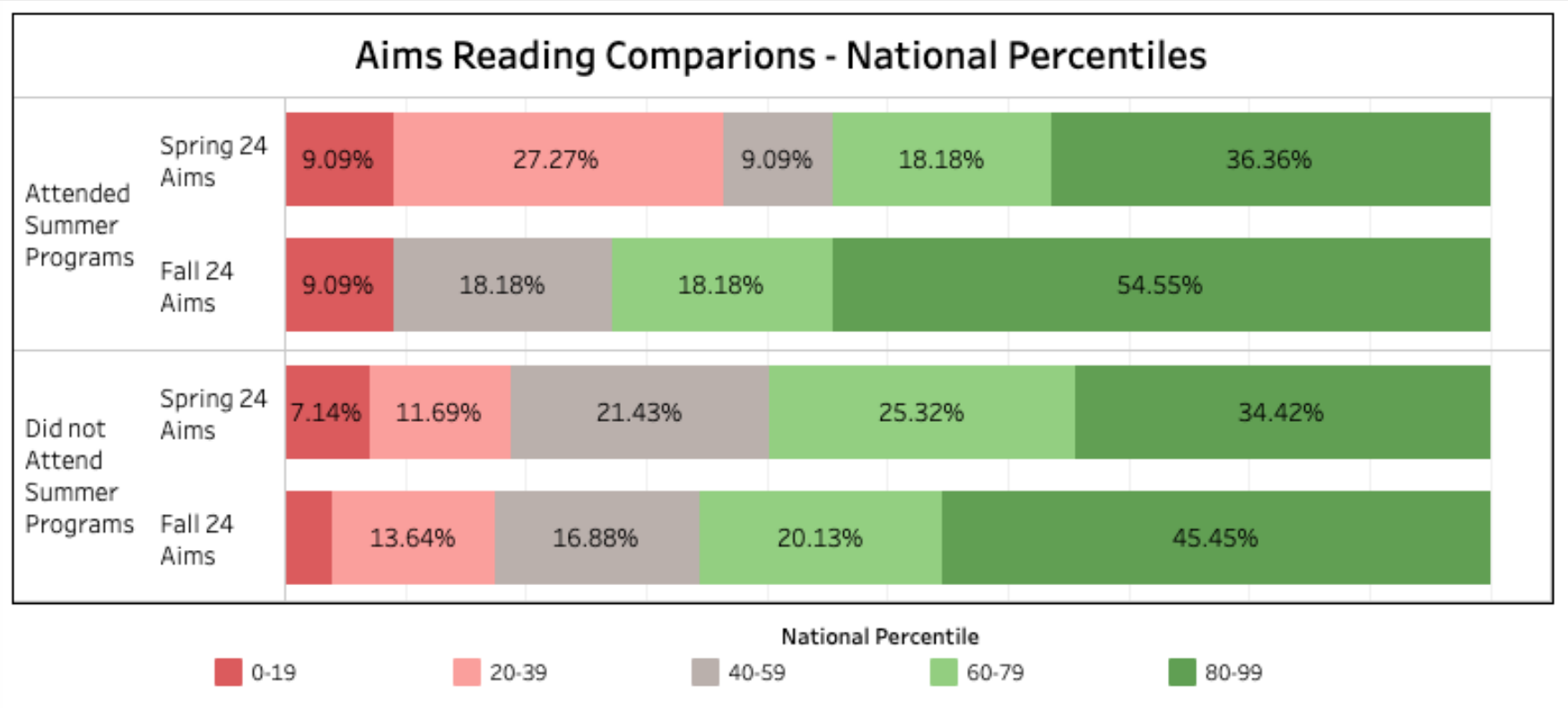
- Of students who **attended** summer school (n=23), **the same number** of students scored in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **3.1% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Grade 7



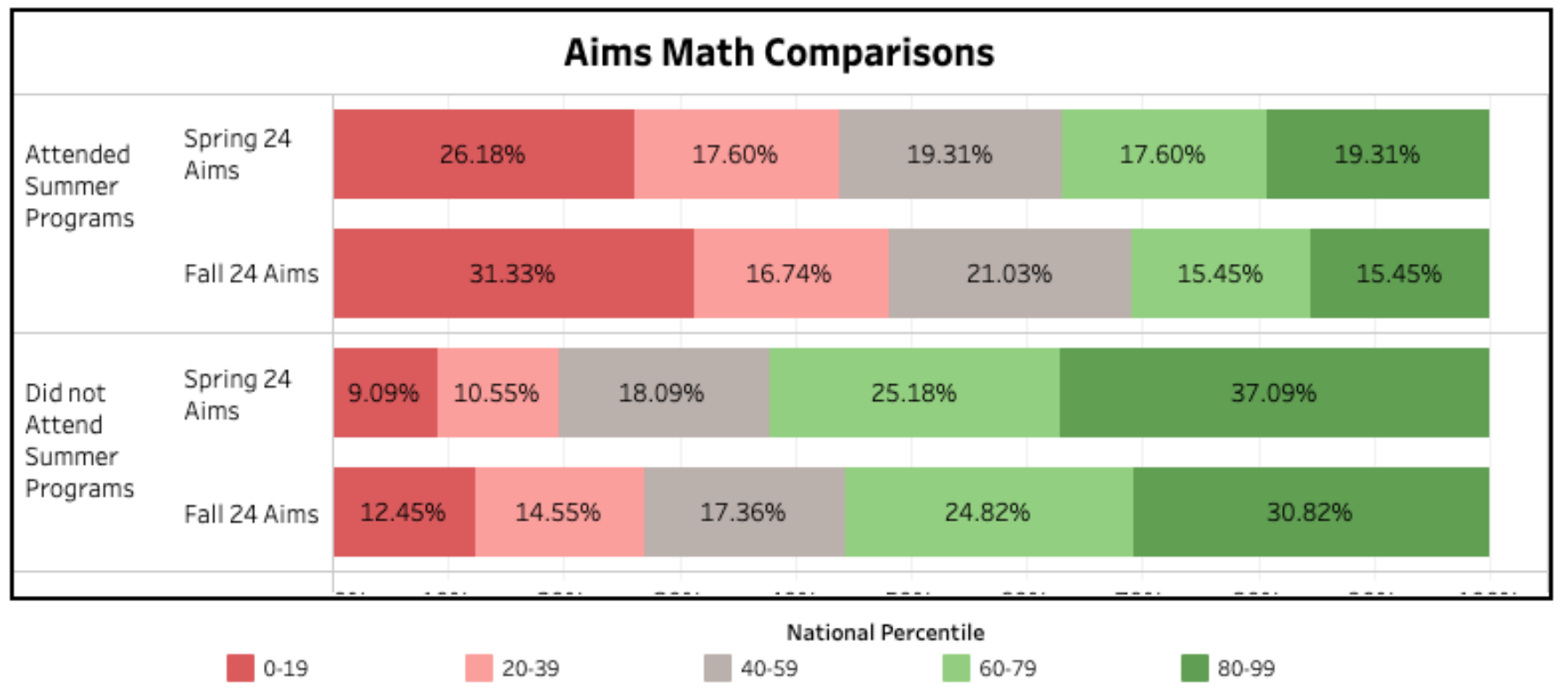
- Of students who **attended** summer school (n=14), **14.3% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **1.5% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Reading: Grade 8



- Of students who **attended** summer school (n=11), **18.2% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **5.8%** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

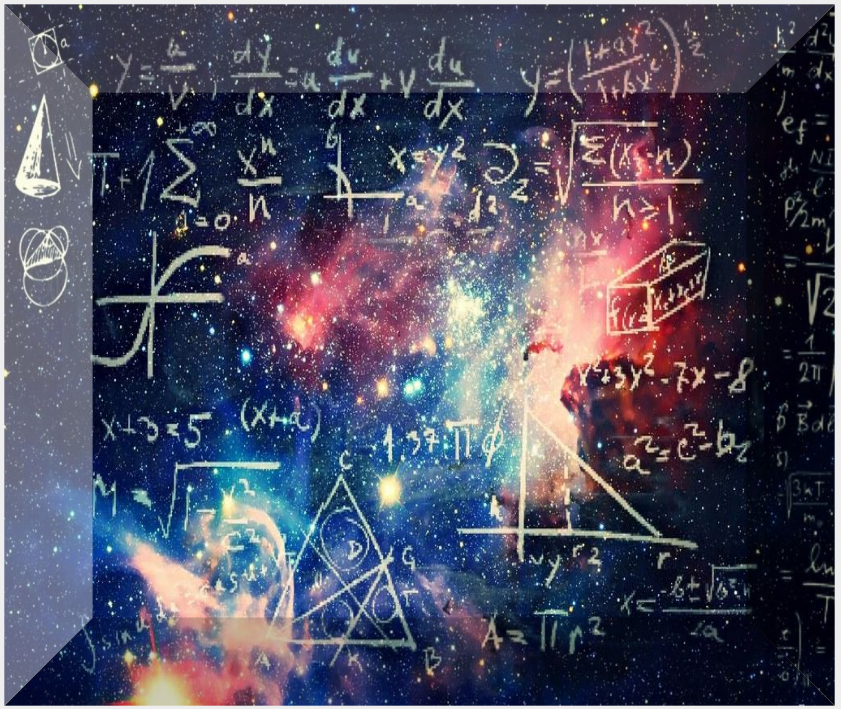
Aimsweb Math: Spring to Fall Comparison



- Of students who **attended** summer school (n=233), **6.0% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **6.6% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

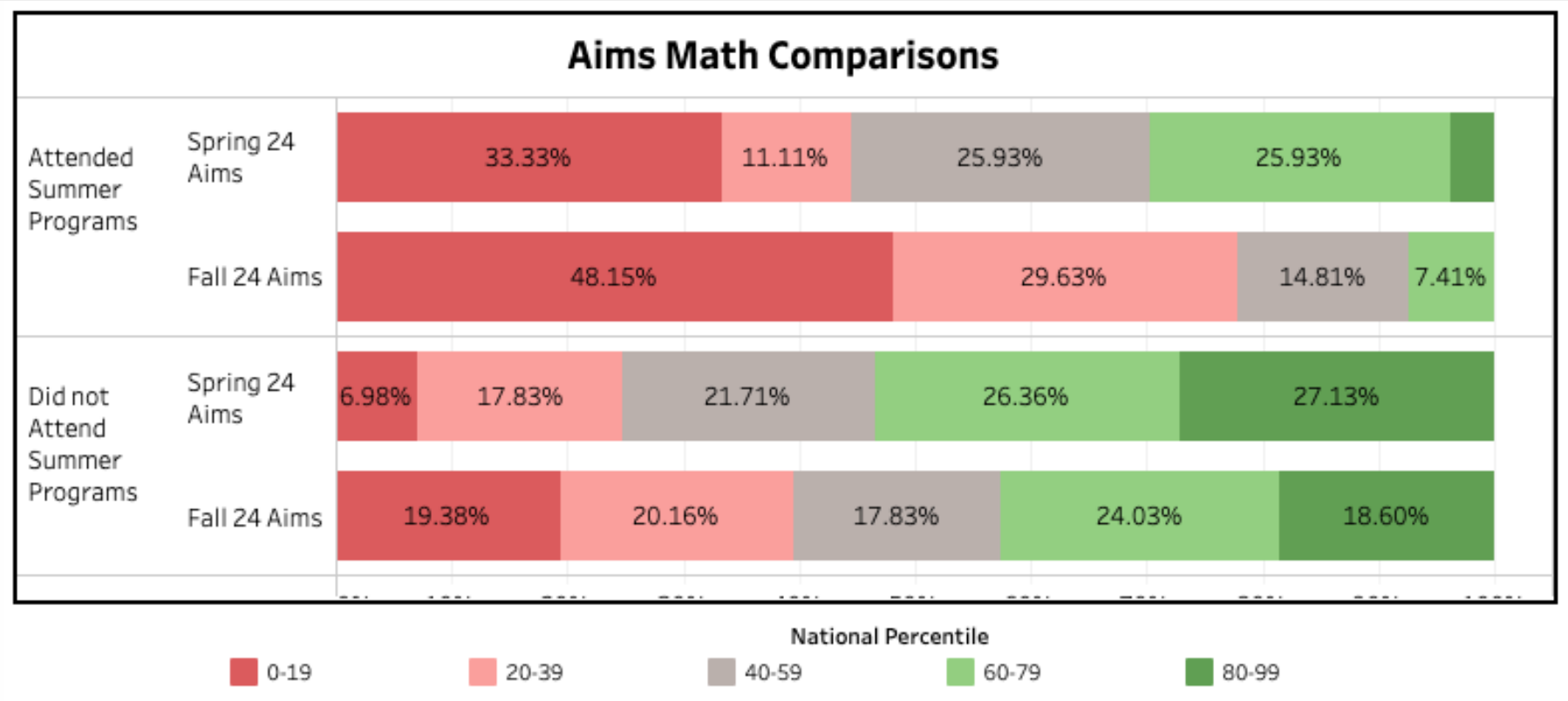
Aimsweb Math: Summary

- Grade 1 - negative correlation
- Grade 2 - negative correlation
- Grade 3 - negative correlation
- Grade 4 - positive correlation*
- Grade 5 - positive correlation*
- Grade 6 - positive correlation*
- Grade 7 - positive correlation
- Grade 8 - positive correlation



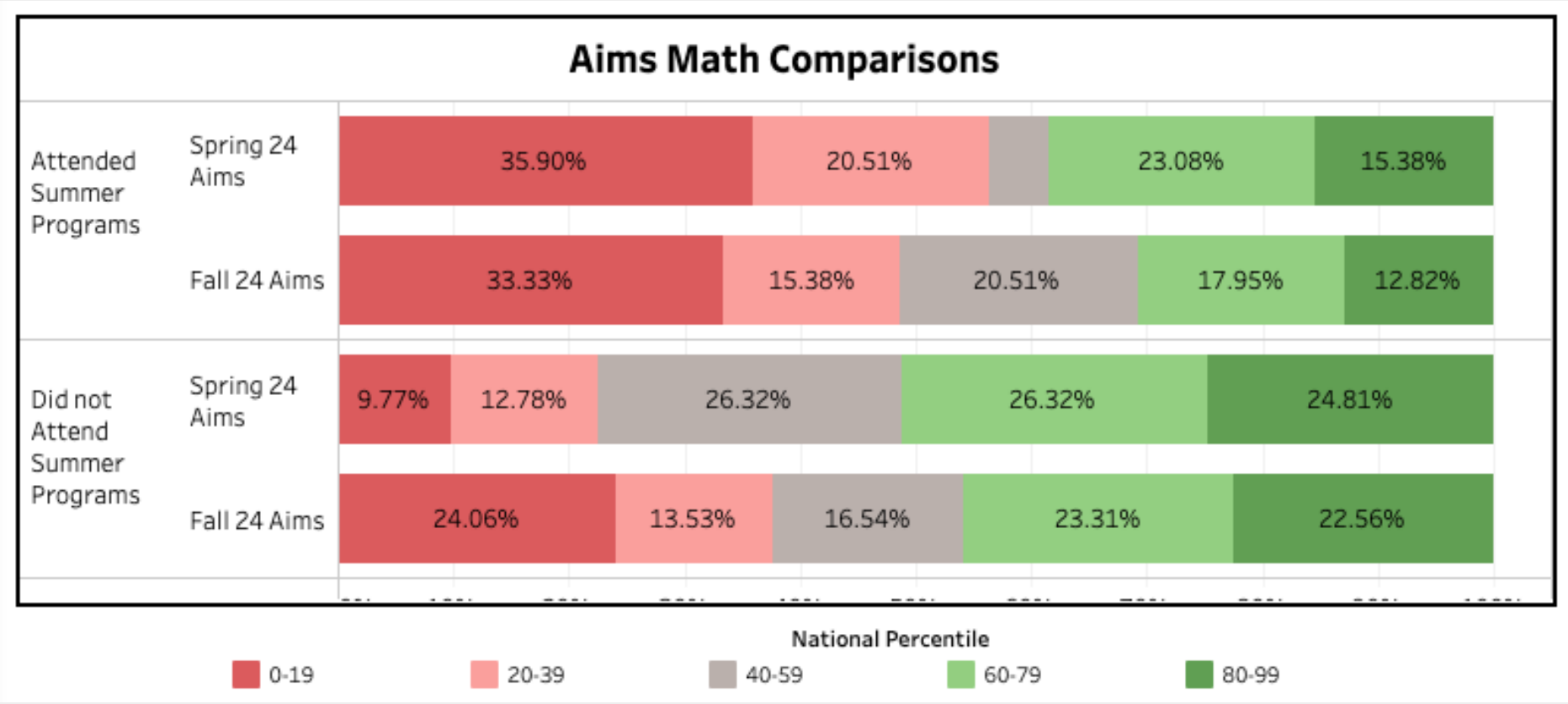
*no improvement in scores, but less of a summer slide as compared to those who did not attend

Aimsweb Math: Grade 1



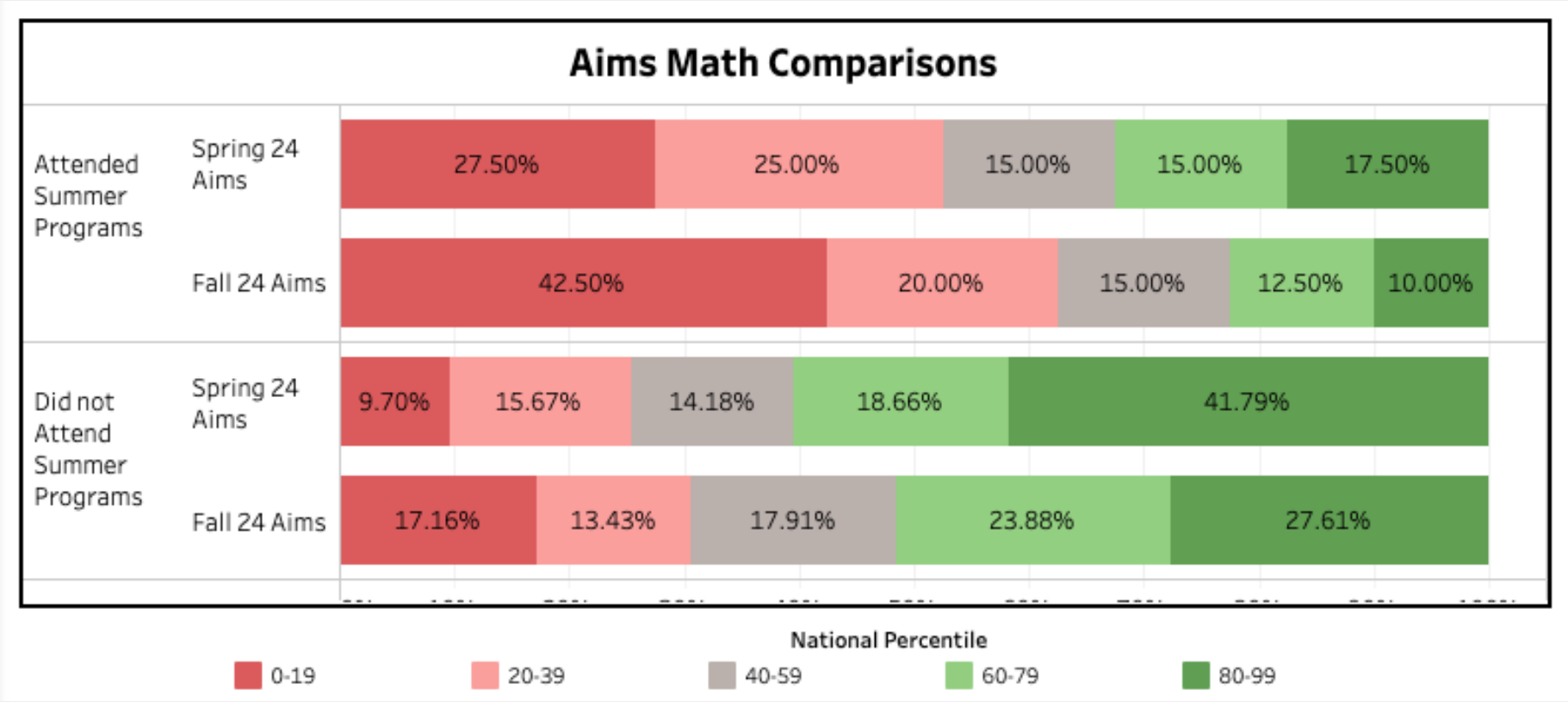
- Of students who **attended** summer school (n=27), **22.2% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **10.9% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Math: Grade 2



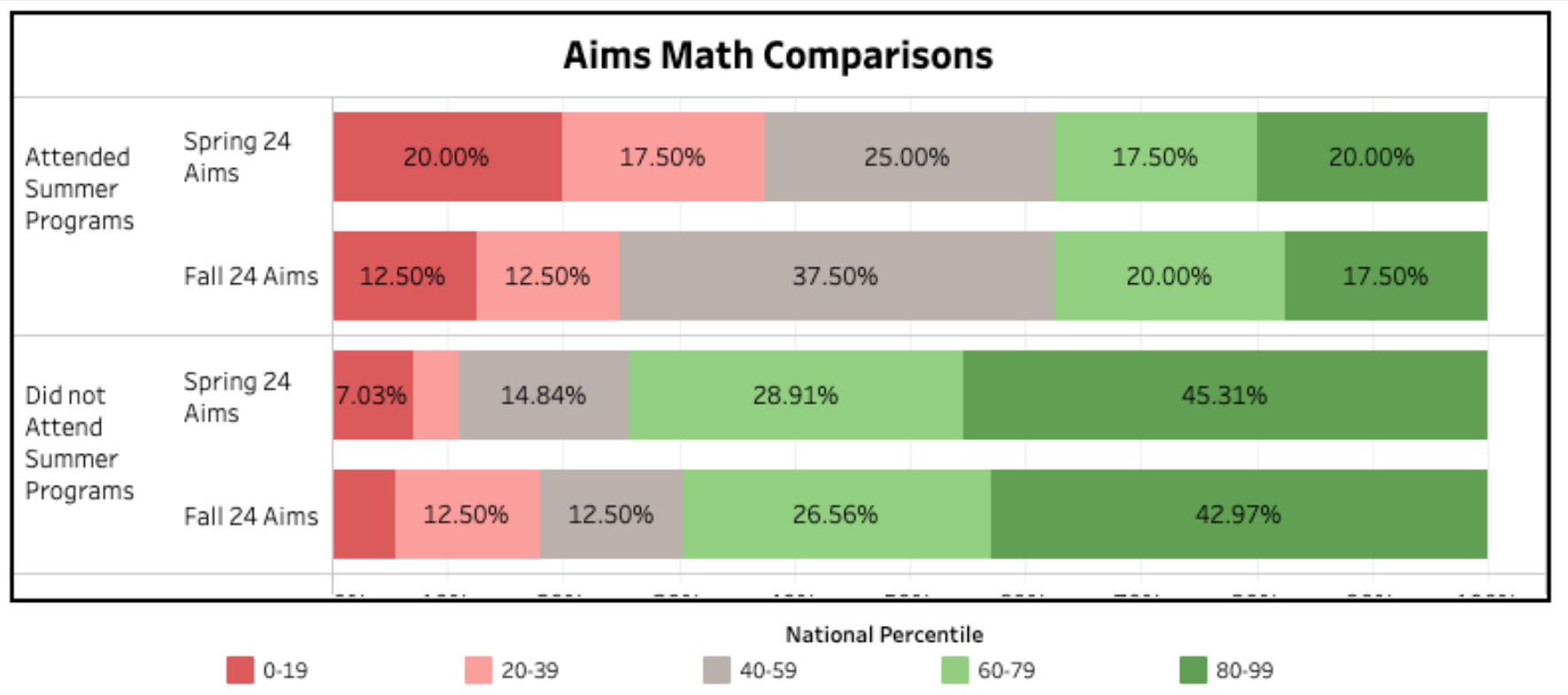
- Of students who **attended** summer school (n=39), **7.7% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **5.3% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Math: Grade 3



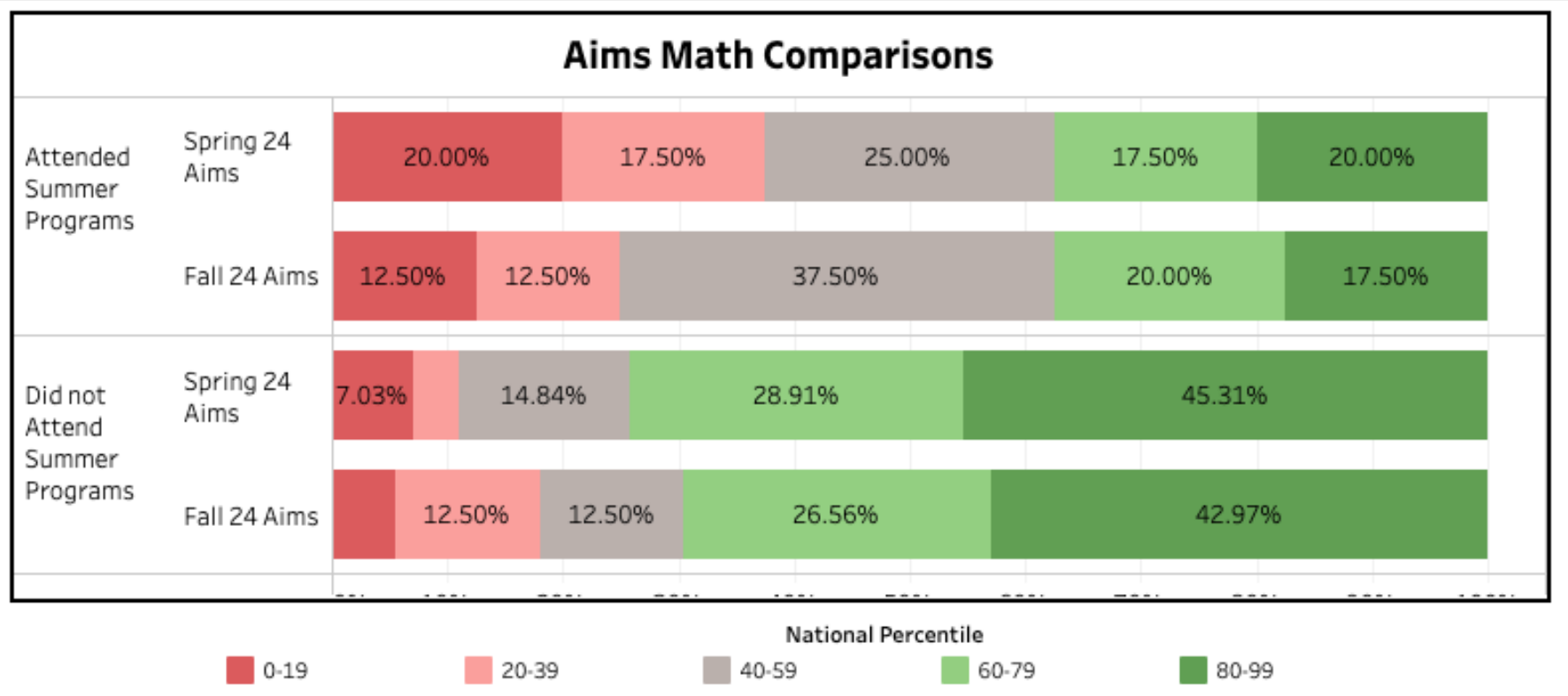
- Of students who **attended** summer school (n=40), **10.0% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **9.0% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Math: Grade 4



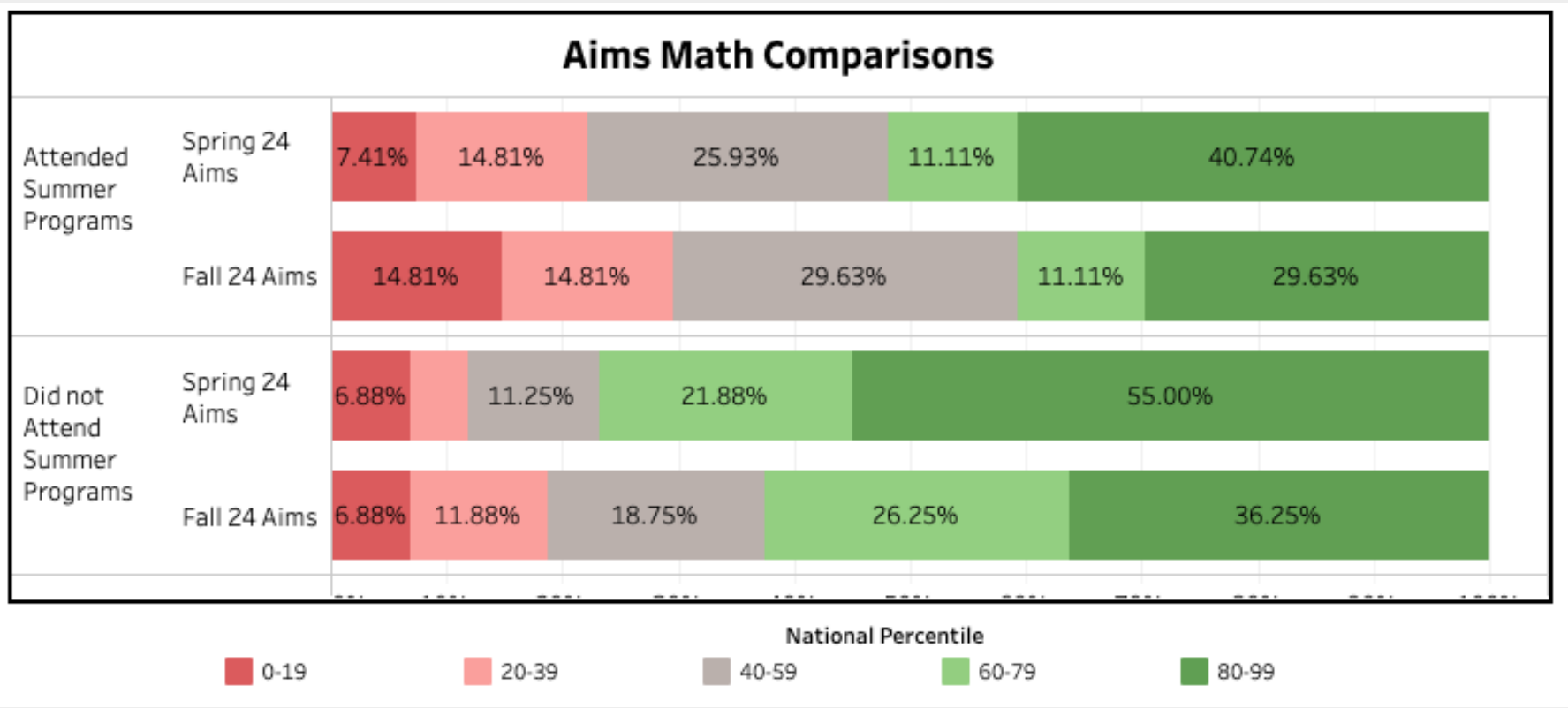
- Of students who **attended** summer school (n=40), **the same number of** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **4.7% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Math: Grade 5



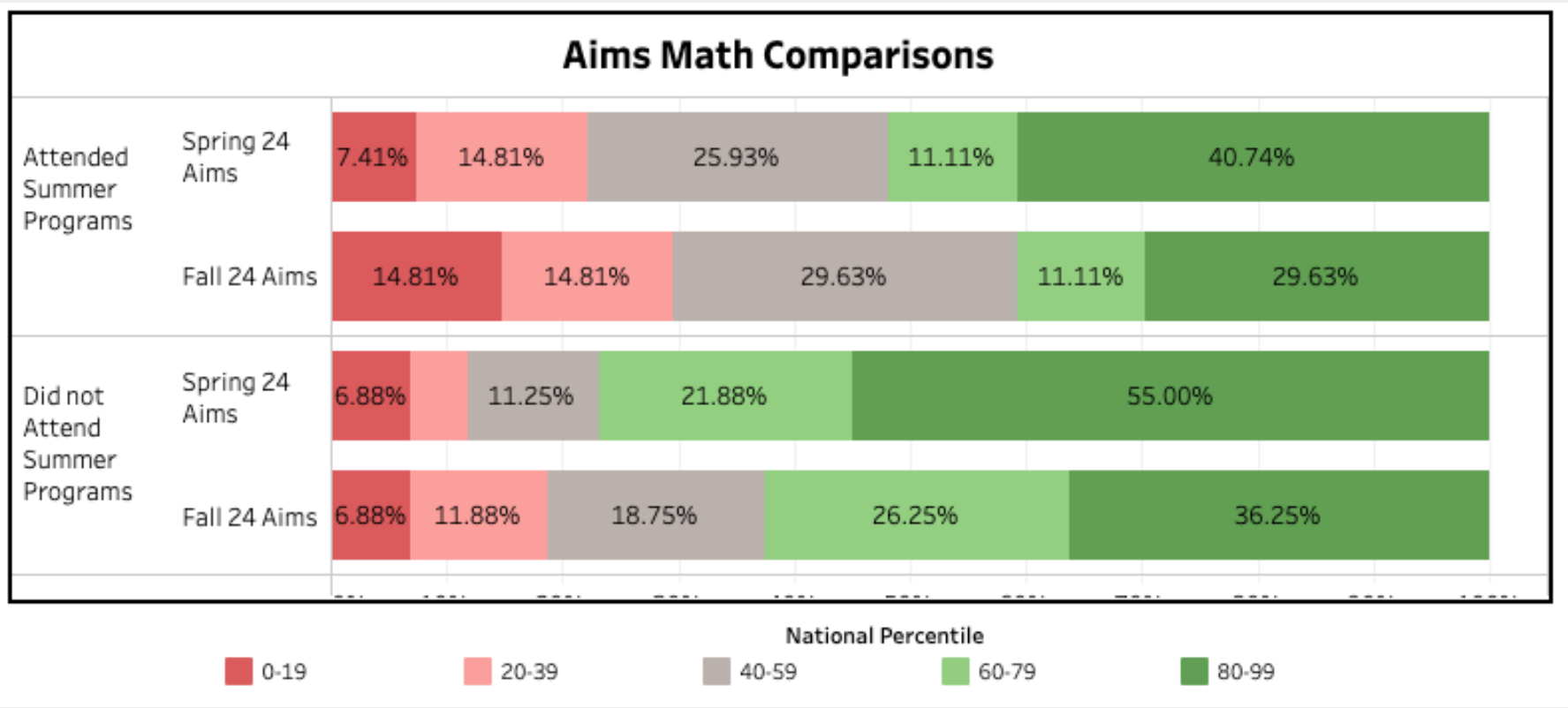
- Of students who **attended** summer school (n=33), **3.0% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **6.8% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Math: Grade 6



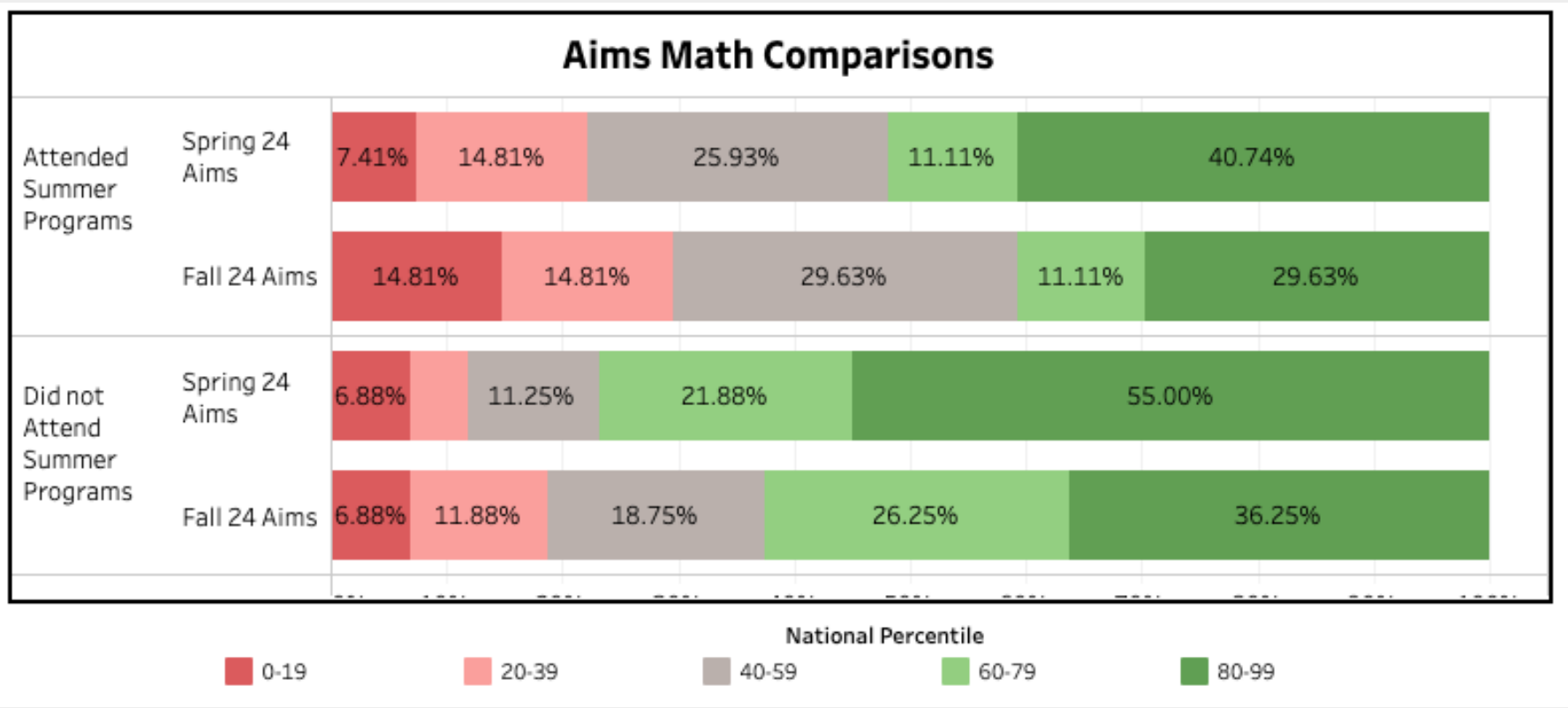
- Of students who **attended** summer school (n=27), **11.1% fewer** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **14.4% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Math: Grade 7



- Of students who **attended** summer school (n=14), **7.1% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **4.4% more** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Aimsweb Math: Grade 8



- Of students who **attended** summer school (n=12), **16.7% more** students ranked in the 60th percentile or above this fall as compared to their percentile rank last spring.
- Of students who **did not attend** summer school, **7% fewer** students scored at the 60th percentile or above this fall as compared to their percentile rank last spring.

Credit Recovery

High School Trends

Attendance

- **51** students enrolled in credit recovery
- **41** students completed and passed their course
- **14** of the 41 students (**37**%) increased their attendance Quarter 1 in comparison to Quarter 1 last year

Academic Performance

- **27** students enrolled in the next course in the sequence
- **24** students are currently passing the next level course in sequence