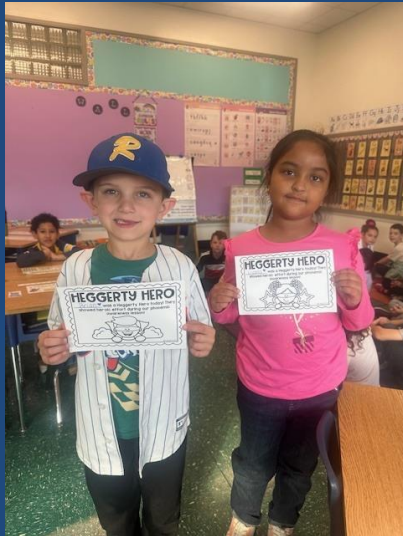# NORTH BELLMORE SCHOOL DISTRICT

Curriculum, Instruction & Assessment Update

October 10, 2024

Janet Pollitt, *Assistant Superintendent for Curriculum & Instruction*

Tillie McNamara, *Director of Educational Programs & Staff Development*

Kristina Spithogiannis, *RTI Coordinator*

NORTH BELLMORE SCHOOL DISTRICT
EST 1907
NB

GUIDING PRINCIPLES

- Create a learning environment in which students thrive:
  - Academically
  - Cognitively
  - Socially
  - Emotionally
  - Behaviorally
- Responsive to students' needs: *"Our kids are our curriculum"*
- Work guided by "intentionality" and "specificity"
- A great deal of research, thought and development goes into refining our curricular programs, assessment materials and instructional methodologies
- Path of continuous improvement
  - Consistently assessing our program goals
  - Excellent assessment drives excellent instruction

OVERVIEW

- The Science of Reading
- Shifts in Instruction
- Shifts in Assessment
  - *NEW Primary Literacy Benchmark*
  - *NEW Acadience Reading Benchmark*
- Continued Assessments
  - *iReady Diagnostics in Reading and Math*
  - *Beginning-of-the-Year Math Assessment*
- Data Review Meetings
- Multi-Tiered System of Supports
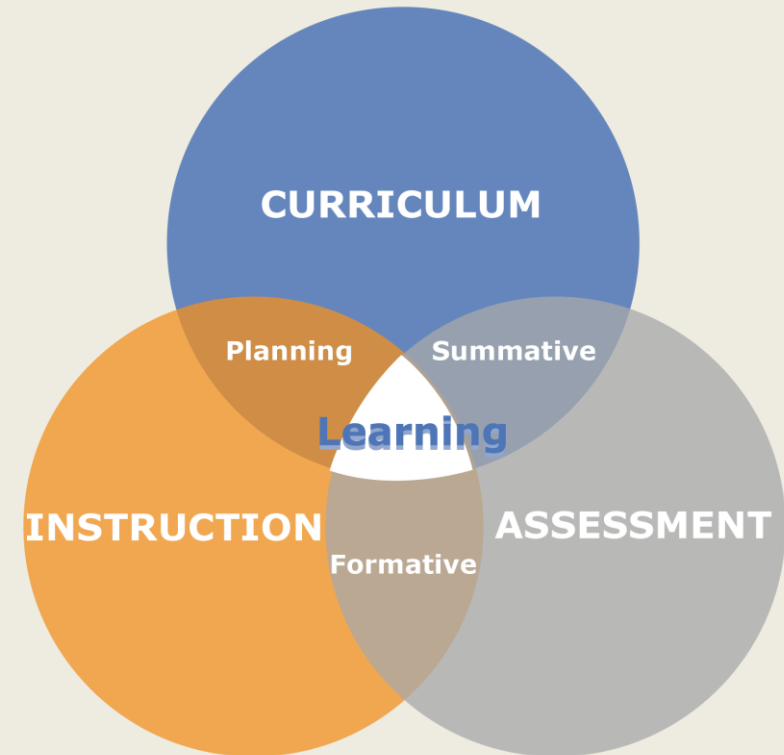
WHAT IS THE "SCIENCE OF READING"?

- It is a complex **body of research** that incorporates insights from disciplines that include developmental psychology, cognitive neuropsychology, developmental linguistics, and educational intervention.

- This research has been conducted for over 40 years, in multiple languages, and is vast and replicable.

- Major research syntheses in English speaking countries have been consistent in the findings regarding **learning to read** and **the teaching of reading**.

- Many believe the data "debunk" common literacy practices.

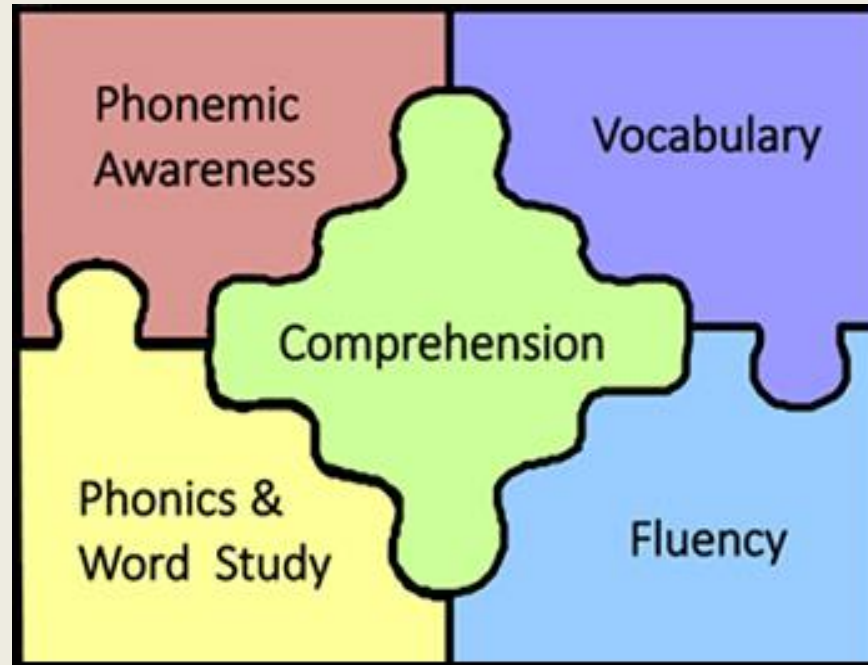# THE SCIENCE OF READING PROVIDES INSIGHT INTO QUESTIONS RELATED TO HOW READING WORKS:

- How do children learn to read?
- What skills are involved in reading?
- How is reading related to speaking, spelling, or writing?
- Does experience come into play?
- Which experiences are most important?
- What parts of the brain prove most integral to reading?
- Why do some children struggle with reading?

WHAT DOES THE SCIENCE OF READING RESEARCH SAY?

- **Explicit, systematic, and cumulative instruction in foundational skills** (phonology, sound-symbol association, syllables, morphology, syntax, and semantics) **is imperative.**
- **It emphasizes the importance of:**
  - **Phonemic awareness** *(learning from spoken language/sound structure first)*
  - **Phonics instruction** *(which fosters decoding)*
  - **Ample opportunities to practice decoding** *(which leads to cognitive automaticity; orthographic mapping & sight word memory)*
  - **Ample opportunities for letter formation and encoding** *(spelling)*
    - Learning to spell is vital; and is far more complex than just memorizing words
    - Encoding is a developmental process that impacts fluency, writing, pronunciation, and vocabulary
  - **Opportunities to apply, practice and review skills**
  - **Exposure to decodable text**
  - **Lessons that build oral vocabulary and background knowledge**
  - **Comprehension is the ultimate goal of instruction**

ESSENTIAL COMPONENTS OF READING
(5 PILLARS OF READING)
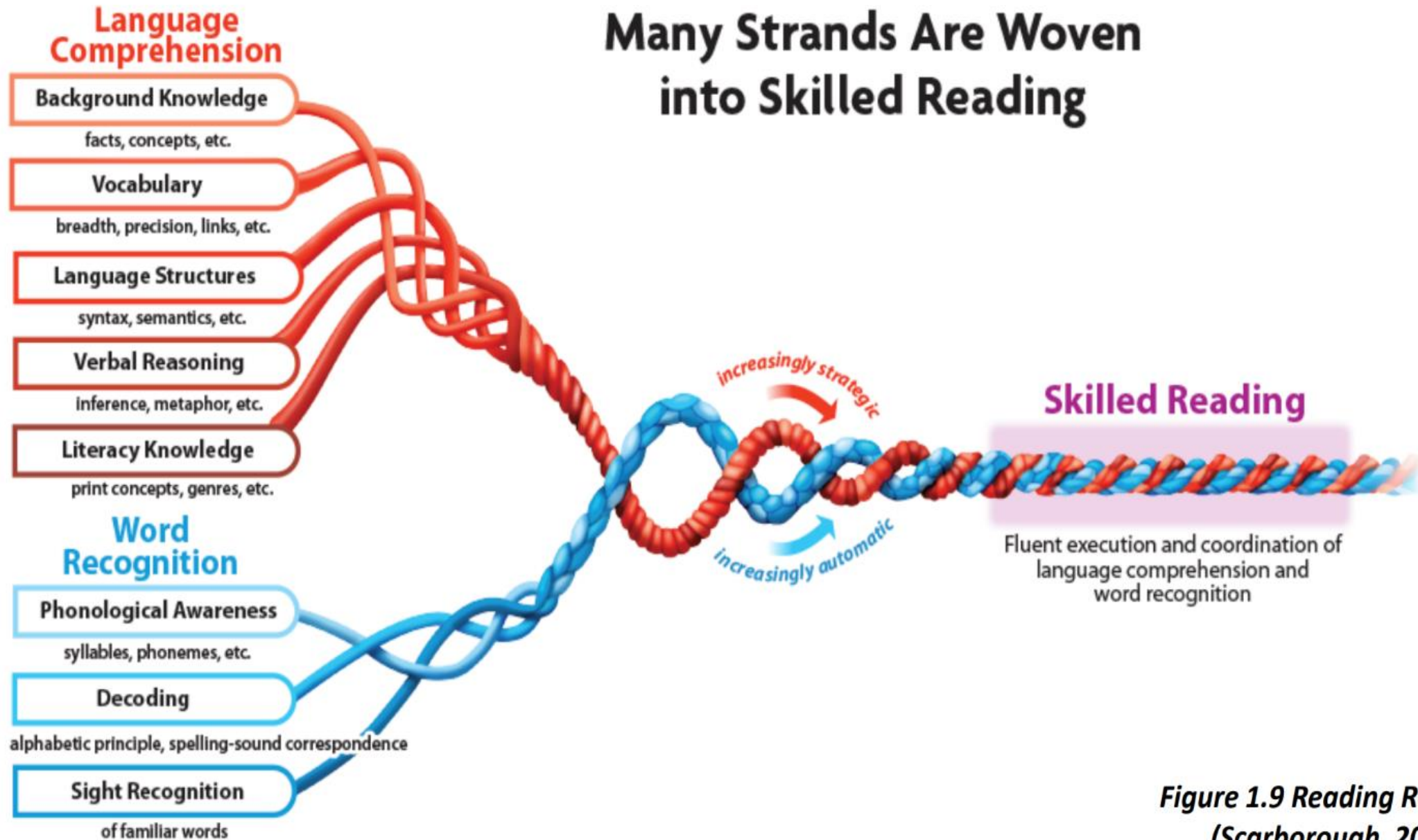
Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle, spelling-sound correspondence

Sight Recognition
of familiar words

increasingly strategic

increasingly automatic

Skilled Reading
Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope
(Scarborough, 2001)

Shifts in Instruction

FUNDATIONS "REFRESH & REFINEMENT": PHONICS INSTRUCTION

The district has implemented Fundations for many years.

Recommitment to Fundations in K-2

Teacher Refresher Training
Purchased New Materials

Reintegration of Fundations in Grade 3

Fun Hub Online Subscriptions

Purchased Teacher Accounts for Additional Resources

DECODABLE TEXTS

- Purchased decodable texts for all K-2 classrooms
- Enhance classroom libraries
- Provide students with the opportunity to:
  - Apply phonics skills
  - Practice decoding
  - Learn vocabulary
  - Build content/background knowledge
- Used during:
  - Small group differentiated instruction
 - Independent reading
  - Buddy reading

WILSON GEODES ®
SUPPLEMENTAL READABLES:

- *Geodes®* align to the Fundations Scope and Sequence.
- *Geodes®* are "readable texts" because, with specific decoding strategies coupled with explicit instruction in vocabulary and content knowledge, they are accessible to students with emerging reading skills.
- Each text is at least 80% decodable at a designated point in the Fundations scope and sequence. This means that a minimum of 80% of the words contain *phonetic elements* and *trick words* that have been explicitly taught up to a specific Fundations Unit, which is indicated on the back of each book.
- While written for emerging and developing readers, the books provide an authentic reading experience that builds content knowledge about science, history, and the arts, fostering intellectual curiosity.

ADDITIONAL DECODABLE TEXTS

- **Flyleaf**
- **Benchmark**
  - **Dynamite Decodables:**
  - **BEC Decodables**
  - **Decodable Fluency Builders**
 - **Grade 2 Decodable Passages**
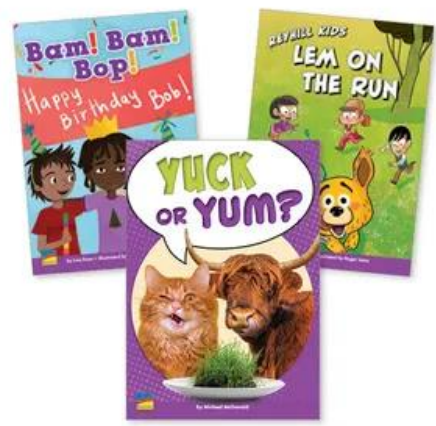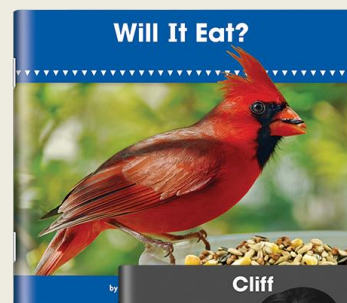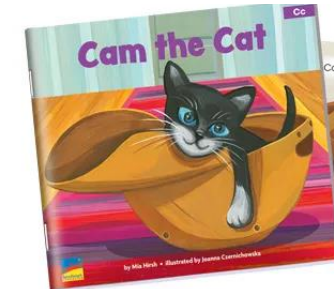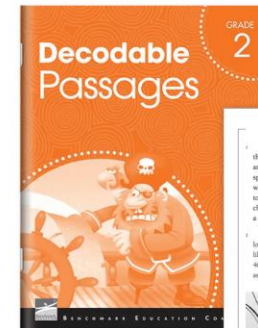
SHIFT IN PROMPTING

Research tells us we need to move away from the "three cueing system" typically utilized in balanced literacy (MSV), **in which children are encouraged to use semantic and syntactic cues** *first*:

- **SEMANTIC:** Does it make sense? (Meaning—at the word solving level)
- **SYNTACTIC:** Does it sound right? (Structure—based on sentence structure/grammar)
- **GRAPHO-PHONIC:** Does it look right? (Visual—noticing the letters; sounding out the unknown word using phonics)

Research shows that strong readers attend to the letters in words; and we need to prompt students with grapho-phonic cues:

- Look at the letters first
- Look carefully at each part of the word
- Sound it out/tap it out
- Put the sounds together
- Slide through the word
- Etc.
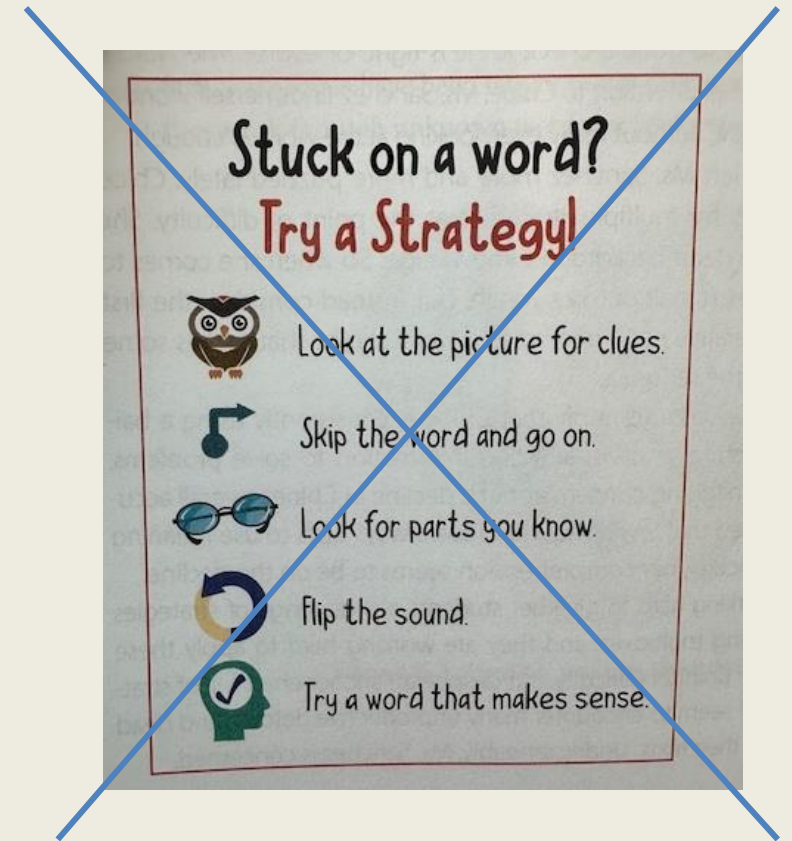
NEW
HEGGERTY: PHONEMIC AWARENESS CURRICULUM

- Research-based
- Provides explicit phonemic awareness instruction in K-2
- Students are provided with fun, hands-on learning opportunities through physical movement and tactile experience
- Provides daily opportunities to develop phonological and phonemic awareness by progressing to the phoneme level through language play activities.
- Teachers see improvement in students' reading, spelling, and writing as they learn to hear the sounds in words.
- Significant student growth in less than 10 minutes a day!
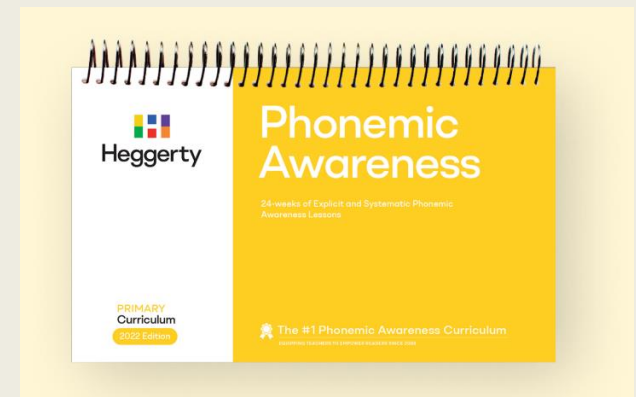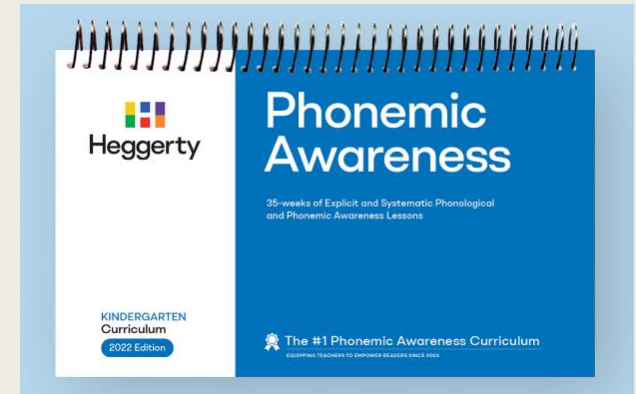
KINDERGARTEN HEGGERTY INSTRUCTION:
RHYMING

KINDERGARTEN HEGGERTY INSTRUCTION:
BLENDING SYLLABLES

KINDERGARTEN HEGGERTY INSTRUCTION:
ADDING SUFFIXES

1ST GRADE HEGGERTY INSTRUCTION:
INITIAL SOUNDS

1ST GRADE HEGGERTY INSTRUCTION:
DELETING INITIAL SOUND

Heggerty Heroes

1ST GRADE HEGGERTY INSTRUCTION:
SUBSTITUTING INITIAL SOUNDS

Heggerty Heroes

2ND GRADE HEGGERTY INSTRUCTION: MIDDLE SOUNDS

2ND GRADE HEGGERTY INSTRUCTION:
IDENTIFYING & BLENDING SOUNDS

2ND GRADE HEGGERTY INSTRUCTION: ADDING BEGINNING SOUNDS

TEACHER PERSPECTIVE

"I truly believe this is one of the most beneficial programs our district has ever used! Heggerty has really helped the students in terms of their language development. It aligns well with Fundations and Geodes which has increased their ability to decode. It is completely age-appropriate and we are seeing greater gains in their abilities since implementing the program."
- *Jennie Kuhn, Kindergarten Teacher*

"Heggerty's benefits for early readers are many, and I see great improvement in my students' ability to identify and generate rhyming words, segment and blend sounds, isolate beginning and ending sounds, and match phonemes to graphemes. I see marked improvement in encoding skills. The academic risks they take when writing (i.e. being much more willing to sound out to spell) is impressive. I am also seeing students decode more confidently as they read independently.
I truly feel this program is a game changer for our kids!"
-Debra Ferretti, Grade 1

"The students are taking what we're doing in Heggerty instruction and applying the skills during reading groups and independent reading. They are truly making connections, even in their sessions with specialists. The lessons learned are certainly transcending the time devoted to Heggerty instruction."
–Antonietta Fischetti & Lori Lennihan, Grade 2 Co-Teachers

STUDENT PERSPECTIVE

Kindergarten

"It is my favorite thing at school."

"It helps me stay calm and focused."

"It makes us smart!"

"It helps us learn numbers by counting the words and sounds."

1st Grade

"It teaches me how to learn and spell."

"We learn letters and digraphs!"

"It teaches us to be better readers."

"You learn how to read better!"

2nd Grade

"Heggerty goes with Fundations."

"We're learning and having fun at the same time!"
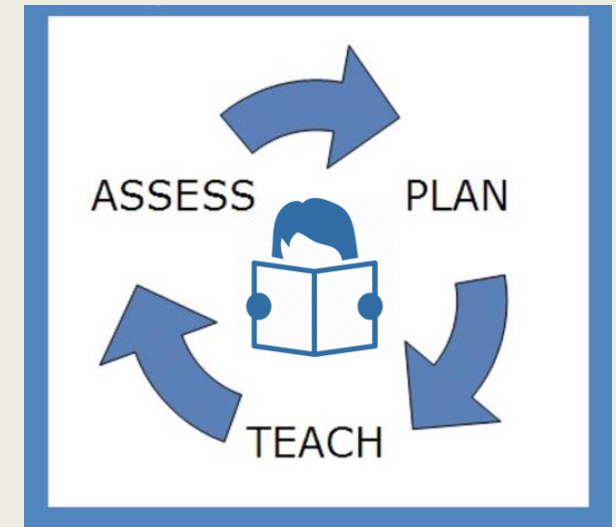
"I like Heggerty because it helps in Writer's Workshop."

"I like the way we punch out the middle sound!"

Shifts in Assessment

SHIFTS IN ASSESSMENT IN RESPONSE TO THE SCIENCE OF READING RESEARCH

- The District was previously utilizing the Fountas and Pinnell (F&P) Benchmark Assessment in Grades K-6.

- While the F&P Benchmark did provide insight into our students' reading competencies, we sought to find a tool that assesses core literacy skills and provides more specific, actionable data.

- We researched alternative assessments with the following in mind:
  - Greater reliability
  - Less subjectivity
  - Greater insight into specific skills
  - More targeted data
  - Less time-consuming

Primary Literacy Benchmark

K-2

PRIMARY LITERACY BENCHMARK

- **Assesses:**
  - Letter Recognition
    - (Upper and Lowercase)
  - Sound Recognition
  - Rhyming
  - High Frequency Words
  - Early Literacy Behaviors

Student Name: _____

**Primary Literacy
Benchmark Assessment
K-2**

	Grade K			Grade 1			Grade 2		
Teacher									
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Letter Recognition Uppercase									
Letter Recognition Lowercase									
Sound Recognition									
Rhyming									
25 High Frequency									
50 High Frequency									
Early Literacy Behaviors									

FEEDBACK AND FINDINGS

- Teachers were able to better identify specific skills and target instruction accordingly.

2023-2024 Points of Pride!

By the end of the year, the majority of Kindergarten students were able to:

- Identify uppercase and lowercase letters
- Identify sounds
- Blend, segment and rhyme words
- Read grade-appropriate high frequency words
- Enter Grade 1 with the requisite foundational skills

Acadience Reading Benchmark Assessment

K-6

ACADIENCE READING BENCHMARK

Standardized

Reliable and Valid

Fast to Administer

Assesses Core Early Literacy Skills

Administered in K-6, 3x per year: Fall, Winter, Spring

WHAT DOES ACADIENCE ASSESS?

Subtest	Measures
First Sound Fluency	Phonemic Awareness–identifying initial sounds
Letter Naming Fluency	Ability to orally name upper and lowercase arranged in a random order
Phoneme Segmentation Fluency	Phonemic Awareness–segmenting a word into parts
Nonsense Word Fluency	Alphabetic principles and basic phonics
Oral Reading Fluency	Advanced phonics and word attack skills (accurately and fluently reading connected texts)
Maze	Comprehension

Maze												

Oral Reading Fluency

Nonsense Word Fluency

Phoneme Segmentation Fluency

Letter Naming Fluency

First Sound Fluency

Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		

Kindergarten Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support[a]	38 +	156 +	152 +
	At Benchmark	**Likely to Need Core Support**[b]	**26** - 37	**122** - 155	**119** - 151
	Below Benchmark	Likely to Need Strategic Support	*13* - 25	*85* - 121	*89* - 118
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	Above Benchmark	Likely to Need Core Support[a]	16 +	43 +	
	At Benchmark	**Likely to Need Core Support**[b]	**10** - 15	**30** - 42	
	Below Benchmark	Likely to Need Strategic Support	*5* - 9	*20* - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	Above Benchmark	Likely to Need Core Support[a]		44 +	56 +
	At Benchmark	**Likely to Need Core Support**[b]		**20** - 43	**40** - 55
	Below Benchmark	Likely to Need Strategic Support		*10* - 19	*25* - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-CLS	Above Benchmark	Likely to Need Core Support[a]		28 +	40 +
	At Benchmark	**Likely to Need Core Support**[b]		**17** - 27	**28** - 39
	Below Benchmark	Likely to Need Strategic Support		*8* - 16	*15* - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.
[a] Some students may benefit from instruction on more advanced skills.
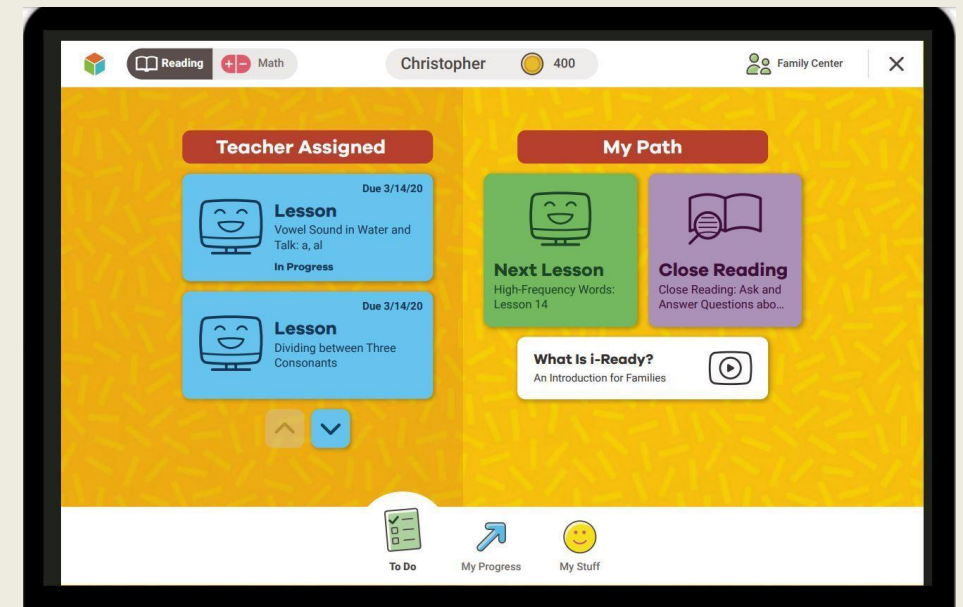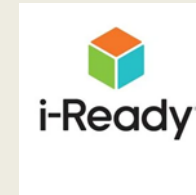[b] Some students may require monitoring and strategic support on component skills.

iReady Reading Diagnostic

K-6
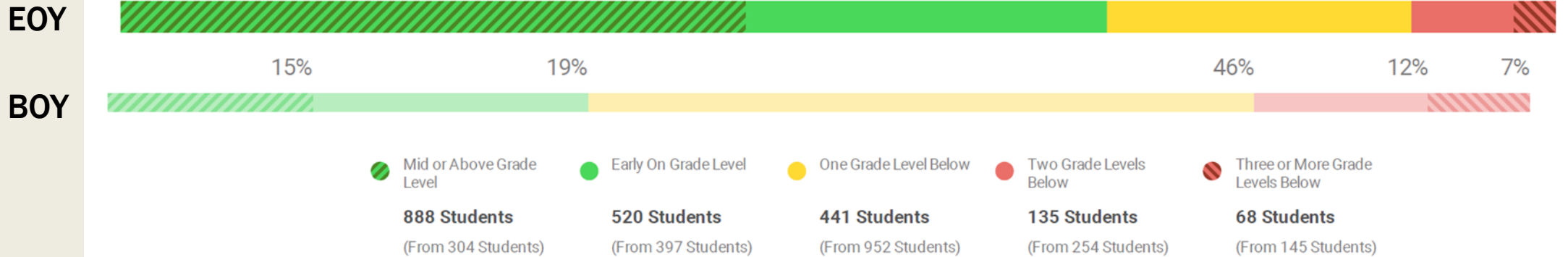
IREADY READING DIAGNOSTIC

- Administered K-6
  - Kindergarten: 2x/year: Fall and Spring
  - Grades 1-6: 3x/year: Fall, Winter and Spring

- Adaptive, Computer-Based Assessment Measuring:
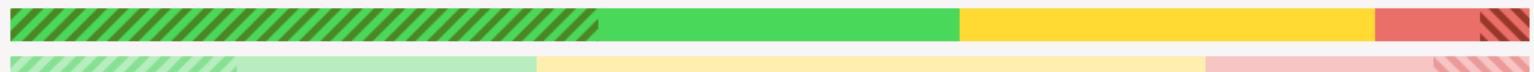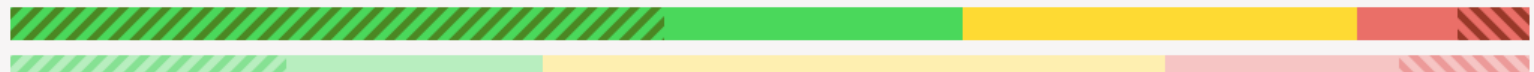 - Phonological Awareness (PA)
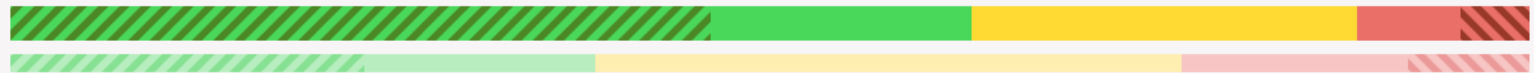 - Phonics (PH)
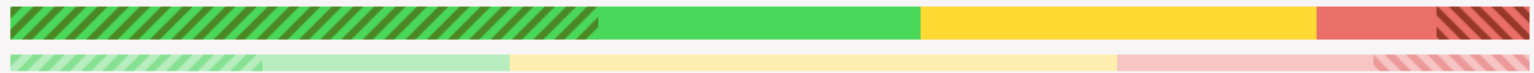 - High-Frequency Words (HFW)
  - Vocabulary (VOC)
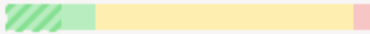 - Comprehension: Overall (COMP)
    - Literature (LIT)
    - Informational Text (INFO)

- Provides a digital instructional pathway for students based upon their diagnostic results

IREADY DATA EVIDENCES STUDENT GROWTH IN PRIMARY READING

			Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade K	Final Diagnostic		57%	28%	15%	0%	0%	285/308
	1-Fall 2023		5%	19%	76%	0%	0%	
Grade 1	Final Diagnostic		61%	18%	21%	0%	0%	269/272
	1-Fall 2023		14%	10%	71%	5%	0%	
Grade 2	Final Diagnostic		52%	25%	19%	3%	0%	306/316
	1-Fall 2023		14%	15%	53%	18%	0%	
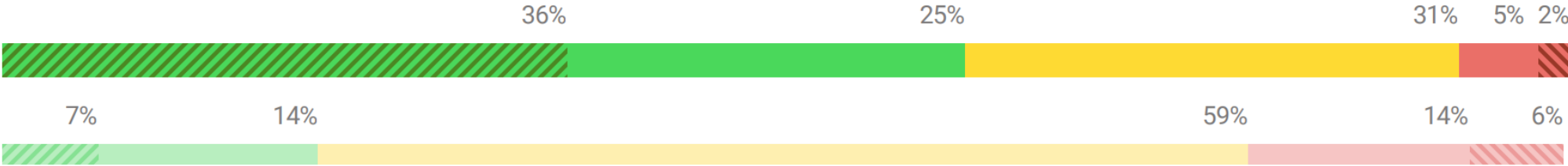
iReady Math Diagnostic

K-6

IREADY MATH DIAGNOSTIC

- **Administered K-6**
  - Kindergarten: 2x/year: Fall and Spring
  - Grades 1-6: 3x/year: Fall, Winter and Spring

- **Adaptive, Computer-Based Assessment Measuring:**
  - Number and Operations (NO)
  - Algebra and Algebraic Thinking (ALG)
  - Measurement and Data (MS)
  - Geometry (GEO)
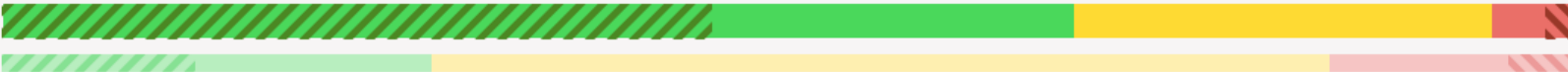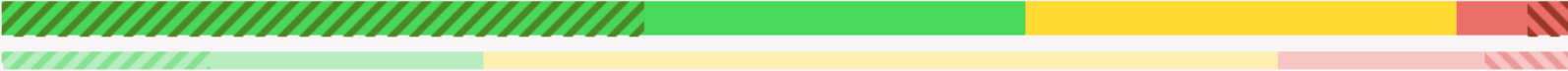
- **Provides a digital instructional pathway for students based upon their diagnostic results**
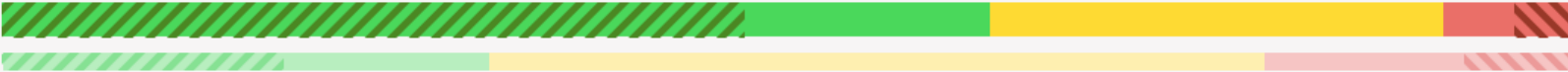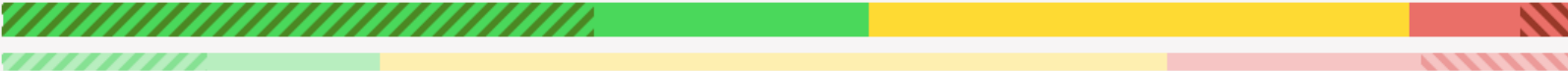
Math Beginning-of-Year Assessment

K-6

MATH BEGINNING-OF-YEAR ASSESSMENT

- Teams of teachers collaborated to create updated assessments to determine mastery of prerequisite skills.
  - Cross-referenced the state standards to ensure the assessment reflects the skills and concepts that students should know at the beginning of the year
  - Ensure developmental appropriateness

- Administered K-6, 1x/year: Fall
  - Paper and pencil assessment
  - Grades K and 1 also have an interactive, hands-on component

- Illustrates trends in whole class strengths and deficit areas
- Identifies students in need of intervention and extension
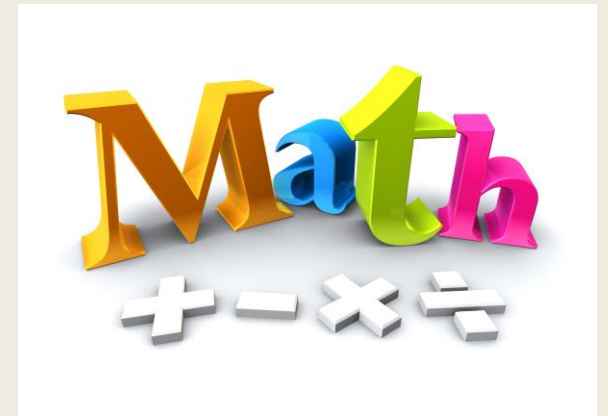
Sample Questions

1. Count the giraffes. Circle the number.

2   3   5

Which equation matches the picture?

Ⓐ $8 = 1 + 7$

Ⓑ $8 = 2 + 6$

Ⓒ $8 = 4 + 4$

Evaluate 2.3×10^4

a.) 2.30000
b.) 82,300.00
c.) 23,000
d.) 230,000

---

10. Which fraction is equivalent to the shaded area of the rectangle?

A. $\frac{7}{12}$

B. $\frac{5}{6}$

C. $\frac{4}{6}$

D. $\frac{1}{2}$

---

20) Sarah and her friend Carla each find 42 shells at the beach. They gave 18 of the shells to their friend Carlos. How many shells do the girls have left?

A) 60

B) 66

C) 74

D) 76
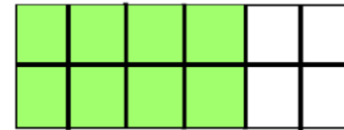
ITEM ANALYSIS

Math Grade 5 BOY Assessment Class Summary

STUDENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	# Wrong	Points Off	Grade
		1		1			1								1		1		1	1	7	35	65
		1			1		1							1	1				1		6	30	70
													1								1	5	95
															1						1	5	95
		1		1					1	1	1				1		1		1	1	9	45	55
																					0	0	100
									1					1					1		3	15	85
																					0	0	100
																					0	0	100
		1												1	1		1		1		5	25	75
																					0	0	100
					1			1	1	1	1			1	1		1		1		9	45	55
							1	1											1		3	15	85
	1	1									1			1	1		1		1	1	8	40	60
					1	1	1							1	1				1		6	30	70
																					0	0	100
					1		1			1			1	1	1				1		7	35	65
							1		1					1							3	15	85
																			1		1	5	95
					1		1		1					1	1				1	1	7	35	65
TOTALS	1	5	0	2	5	1	7	2	5	3	3	0	2	9	10	0	5	0	12	4	Class Grade Average		81.00

Math Grade 5 BOY Assessment Standards Summary

QUESTION	STANDARD NUMBER	STANDARD DESCRIPTION	Total Wrong	% Class Incorrect
1	4.NBT.2A	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.	1	5%
2	4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	5	25%
3	4.NBT.2B	Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	0	0%
4	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	2	10%
5	4.NBT.5	Multiply a whole number of up to **four digits by a one-digit whole number**, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.	5	25%
6	4.OA.1	Interpret a multiplication equation as a comparison.	1	5%
7	4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.	7	35%
8	4.OA.4	Understand factors and **multiples.** Identify numbers 1-100 as prime or composite. Find factor pairs for #1-100. Determine if a number is a multiple of a one-digit number between 1-100.	2	10%
14	4.NF.6	Use decimal notation for fractions with denominators **10** or 100.	9	45%
15	4.NF.6	Use decimal notation for fractions with denominators 10 or **100**.	10	50%
16	4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.	0	0%

DATA REVIEW MEETING

- Principals lead meetings with individual classroom teachers and specialists three times per year (after each assessment window) to analyze student data.

- While reviewing multiple measures of assessment data and cross-referencing grade level expectations, they identify students who are on, above or below benchmark.

Teacher Name: Data Review Period (circle one): BOY, MOY, EOY

Grade:

Class Tier Assignments - READING

Tier 1	Tier 2	Tier 3

STUDENT DATA TRACKER

| Student Last Name | Student First Name | Primary Literacy Benchmark Assessments | | | | | | | | | | | | | |
| | | Sound Recognition | | | Phonological Awareness: Initial Sounds (Oral) | | | Phonological Awareness: Blending | | | Phonological Awareness: Segmenting | | | Phonological Awareness: Rhyming | | |
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
		17/26	22/26	26/26	3/8	6/8	Maxed Out	4/10	7/10	9/10	2/10	8/10	9/10	6/10	7/10	Maxed Out
		7/26	24/26	26/26	3/8	7/8	8/8	7/10	10/10	10/10	4/10	10/10	10/10	8/10	9/10	10/10
		14/26	26/26	26/26	26	8/8	8/8	9/10	10/10	10/10	0/10	8/10	10/10	1/10	10/10	10/10
		7/26	26/26	26/26	3/16	8/8	8/8	0	10/10	10/10	0	8/10	10/10	10/10	10/10	10/10
		n/a	25/26	26/26	6/8	8/8	8/8	0/10	10/10	10/10	0/10	8/10	10/10	0/10	9/10	10/10
		7/26	26/26	26/26	6/8	8/8	8/8	0/10	9/10	10/10	0/10	8/10	9/10	5/10	10/10	10/10
		5/26	24/26	26/26	2/8	8/8	8/8	2/10	10/10	10/10	0	8/10	10/10	4/10	10/10	10/10
		12/26	26/26	26/26	2/8	8/8	8/8	2/10	10/10	10/10	0	9/10	10/10	7/10	10/10	10/10
		18/26	26/26	26/26	8/8	8/8	8/8	4/10	10/10	10/10	0	8/10	10/10	10/10	10/10	10/10
		3/26	26/26	26/26	5/8	5/8	8/8	0	9/10	10/10	0	7/10	8/10	1	10/10	10/10
		2/26	20/26	23/26	4/8	5/8	8/8	0	6/10	9/10	0	3/10	7/10	0	7/10	7/10
		4/26	24/26	26/26	8/8	8/8	8/8	0	8/10	10/10	0	8/10	9/10	5/10	10/10	10/10
		4/26	26/26	26/26	3/8	8/8	8/8	0	10/10	10/10	0-	8/10	9/10	0	9/10	10/10
		18/26	26/26	26/26	3/8	8/8	8/8	0	10/10	10/10	0	8/10	10/10	5/10	10/10	10/10
		9/26	26/26	26/26	7/8	8/8	8/8	0	10/10	10/10	0	10/10	10/10	5/10	9/10	10/10
		10/26	21/26	26/26	3/8	4/8	8/8	0/10	10/10	10/10	0	7/10	6/10	0	6/10	9/10
		7/26	26/26	26/26	8/8	8/8	8/8	1/10	10/10	10/10	0	8/10	10/10	0	10/10	10/10
		5/26	22/26	25/26	1/8	7/8	8/8	2/10	10/10	10/10	0	8/10	10/10	0	10/10	8/10
		5/26	25/26	26/26	2/8	8/8	8/8	0	10/10	10/10	0	8/10	10/10	0	10/10	10/10
		21/26	26/26	26/26	8/8	8/8	8/8	7/10	10/10	10/10	0	8/10	10/10	7/10	10/10	10/10

TIER LEVEL TABLE

GRADE FOUR (Beginning-of-the Year)

| Data Sets	Tier 1 Considerations	Tier 2 Considerations	Tier 3 Considerations
iReady Reading Diagnostic*	Early on/Mid or Above grade level (Green) in **three or more** domains.	One grade level below (Yellow) in **four or more** domains.	Two or more grade levels below (Red) in **three or more** domains.
iReady Math Diagnostic*	Early on/Mid or Above grade level (Green) in **two or more** domains.	One grade level below (Yellow) in **three or more** domains.	Two or more grade levels below (Red) in **two or more** domains.
Acadience Reading Assessments**	Reading Composite Score **at or above benchmark** (290-341+)	Reading Composite Score **below benchmark** (245-289)	Reading Composite Score **well below benchmark** (0-244)
Math BOY Assessment	Score of **65% and above**.	Score range of **55% - 64%**.	Score **below 55%**.
Curriculum-Based Measurements	**On, above, or approaching** grade-level standards proficiency.	**Below** grade level standards proficiency.	**Significantly below** grade level standards proficiency.
NYS Math and ELA Exams	**On or above** state cut score on the Grade 3 exams.	**Below** state cut score on Grade 3 exams.	A **level 1 score** on the Grade 3 exams.

GRADE FOUR (Mid-Year)

Data Sets	Tier 1 Considerations	Tier 2 Considerations	Tier 3 Considerations
iReady Reading Diagnostic*	Early on/Mid or Above grade level (Green) in **three or more** domains.	One grade level below (Yellow) in **four or more** domains.	Two or more grade levels below (Red) in **three or more** domains.
iReady Math Diagnostic*	Early on/Mid or Above grade level (Green) in **two or more** domains.	One grade level below (Yellow) in **three or more** domains.	Two or more grade levels below (Red) in **two or more** domains.
Acadience Reading Assessments**	Reading Composite Score **at or above benchmark** (330-383+)	Reading Composite Score **below benchmark** (290-329)	Reading Composite Score **well below benchmark** (0-289)
Curriculum-Based Measurements	**On, above, or approaching** grade-level standards proficiency.	**Below** grade level standards proficiency.	**Significantly below** grade level standards proficiency.
NYS Math and ELA Exams	**On or above** state cut score on the Grade 3 exams.	**Below** state cut score on Grade 3 exams.	A **level 1 score** on the Grade 3 exams.

*Refer to the iReady Diagnostic Results reading and math reports to identify student outcomes by domain.
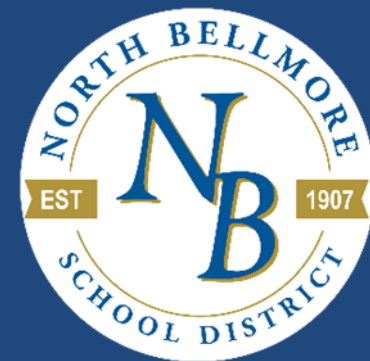**Refer to the Acadience Cut Scores Document as a resource for expected instructional levels.

NEXT STEPS

- Teams create, revise, and implement student support plans, identify patterns in student growth, and determine the next steps of intervention.

- Providers maintain and monitor student support plans in the Branching Minds platform to ensure at-risk students are receiving support matched to their individual needs.
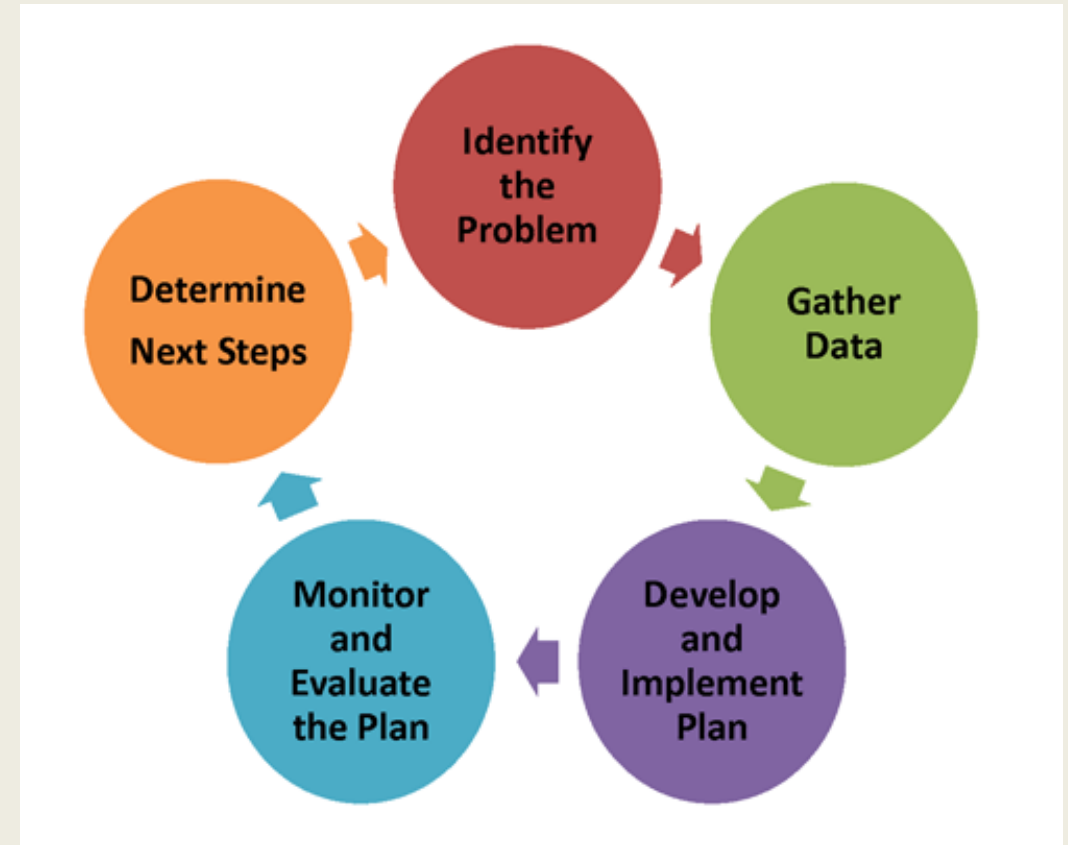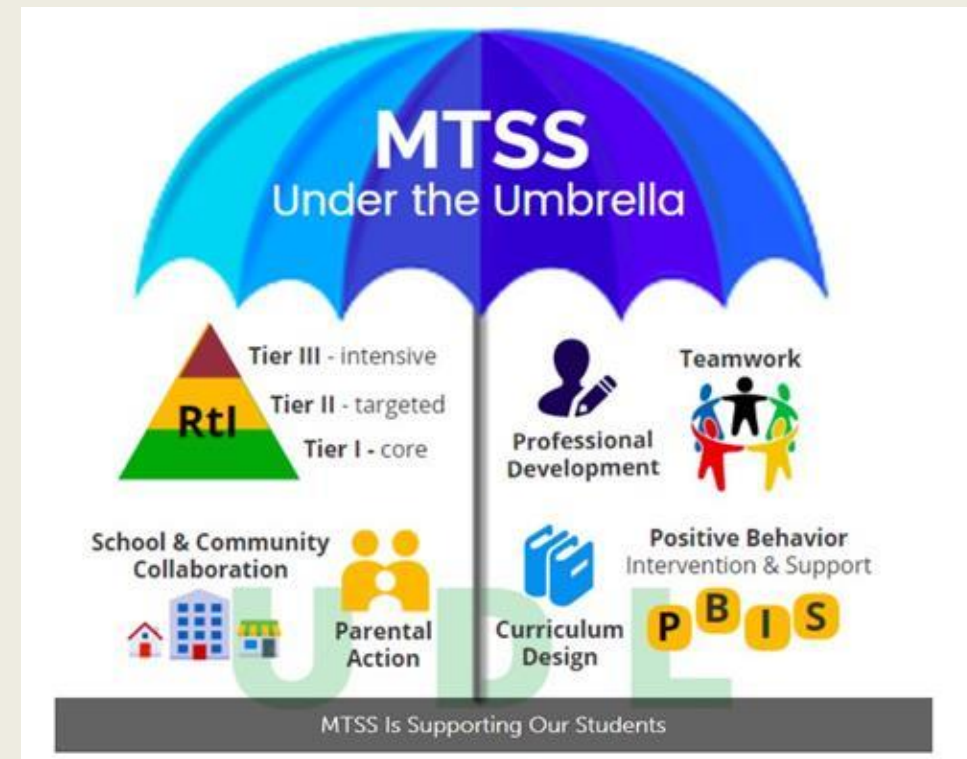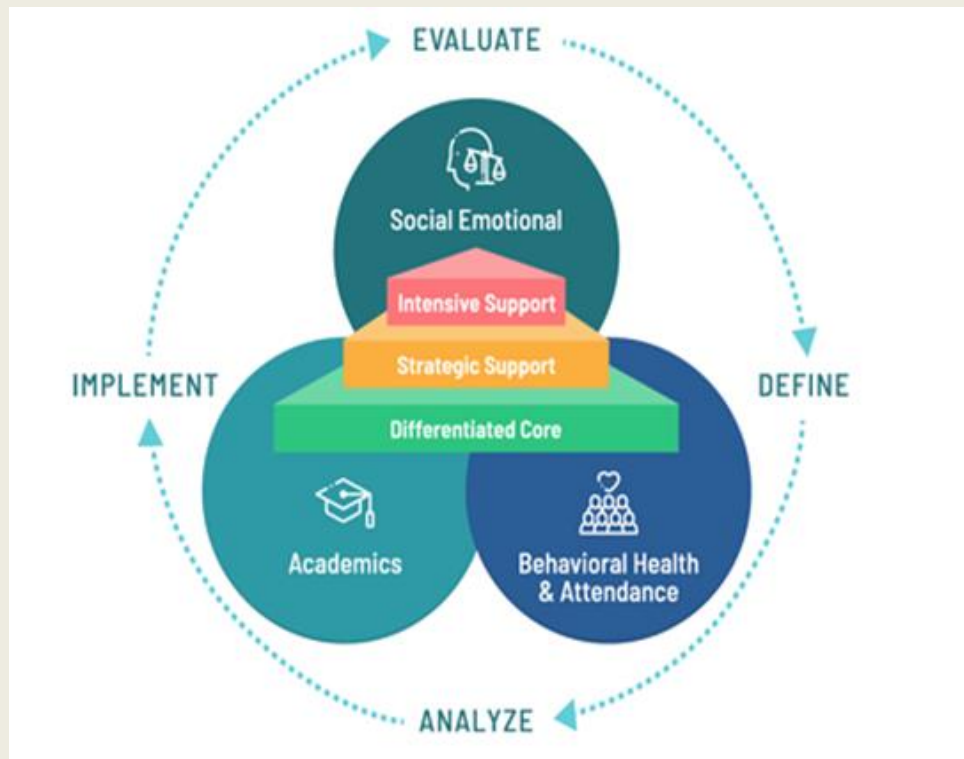
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Ensures all learners receive the support they need!

Questions?