

**How do we know if they learned it?**



# Climb Form

## TMS=Teachers Measuring Success

Grade	Below Proficient	Approaching	Proficient	Highly Proficient
4th Grade	376-459	349-375	326-348	227-325
5th Grade	241-359	360-383	384-415	416-506
6th Grade	255-396	397-431	432-463	464-563
7th Grade	280-414	415-449	450-498	499-595
8th Grade	279-446	447-498	499-553	554-667

## RI Lexile Scores

Grade Level	Below Proficient	Approach	Proficient	Highly Proficient
5th Grade	<339	340-414	415-465	466
6th Grade	<925		925-1070	>1070
7th Grade	<970		970-1120	>1120
8th Grade	<1010		1010-1185	>1185

## # of students with no barriers

	2023 Incoming	2023 Fall Interim
<b>Non Impacted</b>	<b>18</b>	<b>18</b>
<b>80% proficient target #</b>	<b>14</b>	<b>14</b>
<b>Non Impacted: Proficient</b>	10	2
<b>Non Impacted: not proficient</b>	5	16
<b>Impacted: Proficient</b>	1	1
<b>Impacted: not proficient</b>	3	4
<b>Proficient Last Year</b>	<b>11</b>	<b>3</b>
<b>% Proficient</b>	<b>57.9%</b>	<b>13.0%</b>
<b>Goal #2 Number</b>	<b>15</b>	<b>15</b>
<b>Target Percentage</b>	<b>81.1%</b>	<b>67.0%</b>

## Distribution

	1	2	3	4
<b>2023</b>	6	2	3	8
<b>Fall</b>	12	8	3	0
<b>Winter</b>	0	0	0	0
<b>2024</b>	0	0	0	0

## Tier 1 effectiveness?

	CFA 1	CF A 3	CFA 4	CFA 5	CFA 6	CFA 7
Non impacted: proficient	2	5	13	1	1	10
Percentage	11%	28%	72%	6%	6%	56%
Non impacted: not proficient	16	13	5	17	17	7
Impacted: proficient	0	3	2	1	1	4
Impacted: not proficient	5	2	3	4	4	1
Proficient last year who passed Assessment	0.0	4.0	6.0	0.0	0.0	5.0
Percentage	0%	17%	26%	0%	0%	23%
Goal 2 # who passed	2.0	6.0	13.0	1.0	1.0	11.0
Goal 2 Percentage (53.9%)	9%	26%	57%	4%	4%	50%

# Climb Form

Period	Cours	Teacher	Room	Grade	Canva s Ob ser ver	DLI	Part of 80% Goal	Profic ient Last Year in MAT H	Risk Factors	OPT Out	2023 Incom ing Readin g	How Man y Poin ts Awa v2	RI BOY	How Man y Poin ts Awa v2	RI Trend	2022 Math RISE	%	202 Inc ng Ma RIS
House																		
B,G/4	MATH €	Robison,	108 REVEUR	6	×		✓	✓	✓		426	40	673	8	1055	3	76%	
B,G/1	MATH €	Smith, A	109 SOLLEVARE	6	×	DLI	✓	✓	✓		514	✓	675	6	1080	4	89%	
B,G/4	MATH €	Robison,	108 SOLLEVARE	6	×		✓	X	✓		NA	NA	682	✓	1160	NA	NA	NA
B,G/4	MATH €	Smith, A	109 ISIBINDI	6	×		X	X	IEP S READING 6 NUMER		180	160	618	3	505	1	49%	
B,G/4	MATH €	Robison,	108 AMISTAD	6	×		X	X	S		NA	NA	676	5	1095	NA	NA	NA
B,G/2	MATH €	Smith, A	109 AMISTAD	6	×	DLI	✓	✓	✓		370	45	666	15	960	4	85%	
B,G/4	MATH €	Smith, A	109 NUKUMOR	6		DLI	✓	✓	✓		651	✓	668	13	985	4	82%	
B,G/2	MATH €	Smith, A	109 SOLLEVARE	6	×		✓	✓	✓		599	✓	664	17	935	4	85%	
B,G/3	MATH €	McCullo	107 NUKUMOR	6	×		✓	X	✓		321	19	641	5	750	2	71%	
B,G/2	MATH €	Robison,	108 ALTRUISM€	6	×	DLI	✓	X	✓		461	5	657	4	870	3	76%	
B,G/5	MATH €	Robison,	108 AMISTAD	6	×		✓	X	✓		326	14	662	19	910	3	77%	
B,G/3	MATH €	McCullo	107 ALTRUISM€	6	×		✓	X	✓		322	18	643	3	765	2	73%	
B,G/2	MATH €	Robison,	108 REVEUR	6		DLI	X	X	504		464	2	655	6	855	2	71%	
B,G/2	MATH €	Robison,	108 REVEUR	6	×		✓	X	✓		NA	NA	669	12	995	NA	NA	NA
B,G/3	MATH €	McCullo	107 ALTRUISM€	6	×		✓	✓	✓		409	6	675	6	1080	4	86%	
B,G/4	MATH €	Smith, A	109 ISIBINDI	6	×	DLI	✓	✓	✓		555	✓	676	5	1095	4	91%	
B,G/5	MATH €	McCullo	107 ISIBINDI	6	×		X	X	IEP READING 6 NUMERA		83	257	614	7	345	1	57%	
B,G/2	MATH €	Smith, A	109 ISIBINDI	6	×		✓	✓	✓		507	✓	668	13	985	2	75%	
B,G/2	MATH €	Smith, A	109 AMISTAD	6	×		✓	X	✓		NA	NA	667	14	975	NA	NA	NA
B,G/5	MATH €	McCullo	107 AMISTAD	6		DLI	✓	✓	✓		324	16	664	17	935	4	86%	
B,G/1	MATH €	Robison,	108 AMISTAD	6	×		X	✓	READING 6		198	142	649	12	805	3	81%	
B,G/4	MATH €	Robison,	108 NUKUMOR	6		DLI	✓	✓	✓		403	12	683	✓	1180	4	85%	
B,G/1	MATH €	Robison,	108 ISIBINDI	6			✓	X	✓		252	88	652	9	830	2	72%	

# Data Protocol Template

Friday, December 2, 2022 11:17 AM

<p><b>Round 1: 6 min</b> 3 min 1 min think time, then individual write</p> <p>3 minutes team share 1 idea at a time until all ideas are surfaced</p>	<p><b>3 factual observations you notice</b> about the data.</p> <p>Avoid judgement or opinion statements not based on the facts presented</p> <p>"I noticed that"</p>	
<p><b>Round 2: 8 min</b> 3 min 1 min think time, then individual write about what the data suggest</p> <p>5 minutes team share</p>	<p><b>3 suggestions or question-statements</b> based on the observations collected</p> <p>What are the assumptions we make about students and their learning?</p> <p>"I wonder why.." "I wonder if.." "I wonder how.."</p>	
<p><b>Round 3: 13 min</b> 3 min 1 min think time, then individual write about implications this might have for teaching and learning</p> <p>10 minute team share</p>	<p>Consider what has been shared, write down <b>3</b> implications</p> <ul style="list-style-type: none"> <li>• What steps could be taken next?</li> <li>• What strategies might be most effective?</li> <li>• What else would you like to see happen?</li> <li>• What kinds of assignments or assessments could provide this information?</li> </ul>	
<p><b>Action Plan: 10 min</b></p>	<p>As a team, based on the recommendations in round 3, decide which steps will be taken next and when</p>	
<p><b>Reflect: 5 min</b></p>	<p>What does this conversation make you think about in terms of your own practice? About teaching and learning in general?</p> <p>What are the implications for equity</p> <p>Are there things you would like to try in your classroom as a result of looking at this data?</p>	

JH