

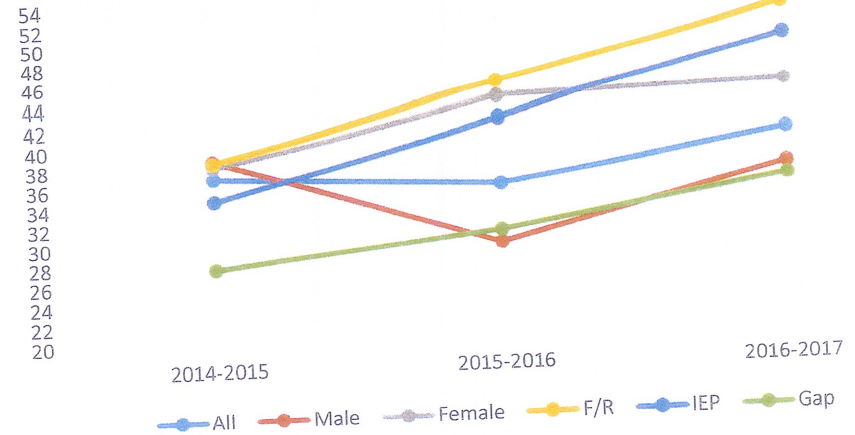
Combined Reading/Math Proficiency

	All	Male	Female	F/R	IEP	Gap
2014-2015	36.8	38.6	38	38.4	34.5	27.5
2015-2016	35.4	29.4	43.7	45.2	41.8	30.7
2016-2017	39.9	36.6	44.2	52.1	49.1	35.4

Reading Proficiency

	All	Male	Female	F/R	IEP	Gap
2014-2015	47.5	42.9	52.8	43.8	42.8	43.1
2015-2016	41.5	33.9	52.1	50.1	49.1	49.4
2016-2017	47.8	45.1	51.3	56.3	55.5	55.8

Combined Reading/Math Proficiency



Reading Proficiency



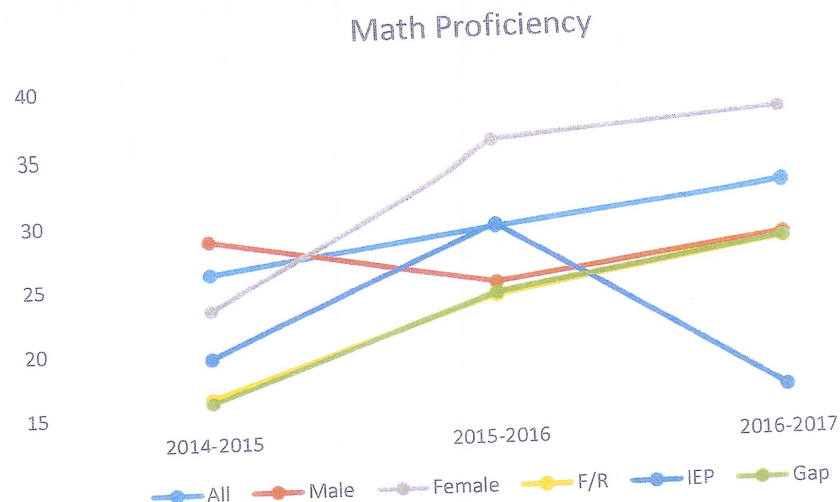
■ Closed the gap in the sub-group.

■ Regressed in the sub-group gap.

■ Lack of progression in sub-group.

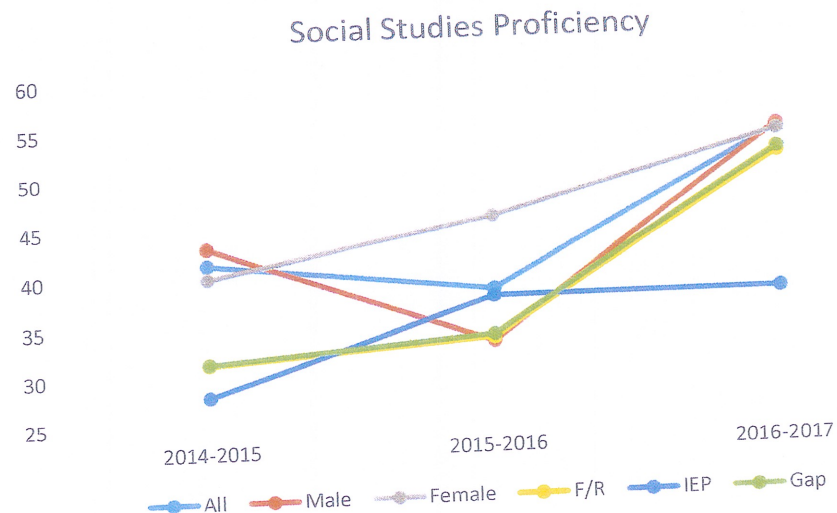
Math Proficiency

	All	Male	Female	F/R	IEP	Gap
2014-2015	26	28.6	23.2	16.3	19.5	16
2015-2016	29.2	24.8	35.3	23.8	29.4	24
2016-2017	32	28.1	37	27.7	16.2	27.8

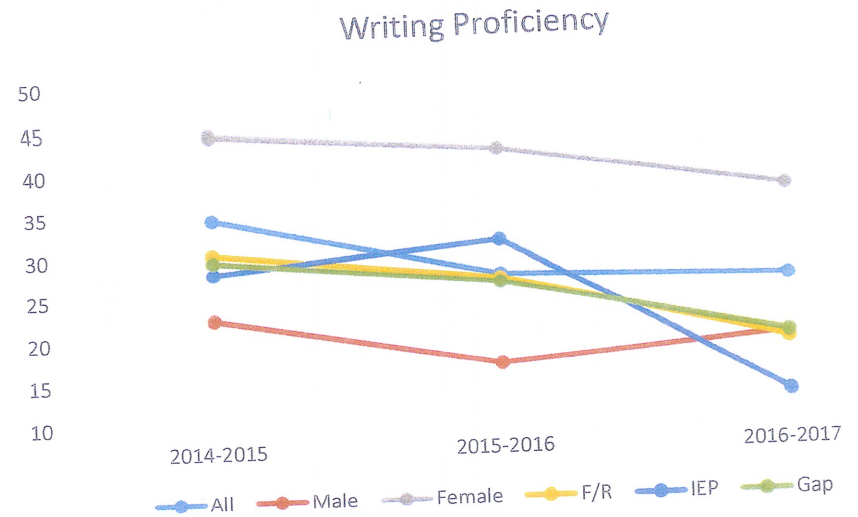


Social Studies Proficiency

	All	Male	Female	F/R	IEP	Gap
2014-2015	41.4	43.1	40	31.3	28	31.4
2015-2016	38.2	32.9	45.6	33.3	37.5	33.6
2016-2017	54	54.2	53.7	51.4	37.5	51.9



Writing Proficiency						
	All	Male	Female	F/R	IEP	Gap
2014-2015	34.4	22.4	44.3	30.3	28	29.4
2015-2016	27.2	16.5	42.1	26.7	31.3	26.2
2016-2017	26.3	19.3	37	18.7	12.5	19.4



SMS GAP Closure Strategies

- Use of direct-scaffolded instruction (writing specific).
- Use of exemplars for student understanding of expectations.
- Cross-curricular writing strategies.
- Improve understanding of writing format/form.
- Increase writing exercises (quick writes, power writing, etc.)
- Improve writing form/exercises with IEP students.
- Use multiple writing forms, styles and conventions.
- Ongoing progress monitoring to ensure that individual student needs are addressed.
- Celebrations of student success.