Abu Dhabi International (PVT) School – AUH Campus

HMH Student Growth Measure Reports

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1 INTRODUCTION

The English Language Arts students in grades 6, 7, and 8 completed the HMH Student Growth Measurement tests during the scheduled October 2022 window period. Teachers gathered the PDF assessment summaries produced by the HMH program and delivered the reports directly to the head of department (HOD). The HOD has analyzed the data in the following manner:

- Comparing student scores in individual classes
- Cross-comparing class scores with other classes in the same grade
- Cross-comparing scores of each grade

HMH measures student progress utilizing five (5) performance level strands:

- Above Level
- On Level
- Approaching
- Below Level
- Far Below Level

The categorical designation used by HMH differs from academic labels utilized by ADEK. For the purposes of this analysis, the designations by HMH will be employed.

Within this analysis are examples of the PDF reports automatically generated by HMH, graphs and charts created by the HOD, data analysis by both HMH and the HOD, troubleshooting issues and workable solutions, and an overall action report to aid in improving the overall application and usage of the HMH Student Growth Measure Reports.

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3 GRADE 6

Grade 6 had a total of **seventy** students take the test and have data registered within the HMH database. Teachers have reported issues with the HMH software not accepting or collecting student results. The collated data suggests the reports are true and that action into finding a remedy must be a priority.

The HMH performance strands are located at the bottom of *Chart 1*; the individual class ABCD are color-coded, and the number of students who scored within each strand is located atop the chart levels.

<u>The breakdown of the students is:</u>

- **Above Level**: 10 (14% of total students)
- **On Level:** 20 (29% of total students)
- **Approaching:** 21 (30% of total students)
- **Below Level:** 14 (20% of total students)
- **Far Below Level:** 5 (7% of total students)

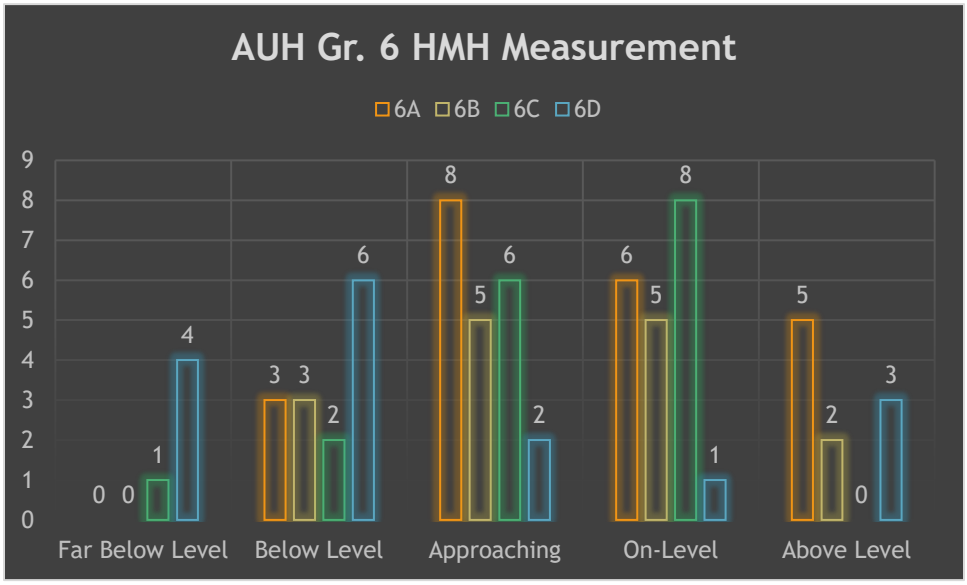

Chart 1

The data states that **thirty** students, or 43% of the total students, scored either at or above HMH expectations. The other **forty** students, or 57% of the total students, scored below expectations. However, the highest percentage of students performed at the "Approaching" strand. Therefore, if the **twenty-one** "approaching" students improved their performance, Grade 6 would have a future score of fifty-one total students, or 73%, performing in the proper areas of attainment and growth.

4 GRADE 7

Grade 7 had a total of **sixty-nine** students take the test and have data registered within the HMH database. Teachers have also reported issues with the HMH software not accepting or collecting student results.

The HMH performance strands are located at the bottom of *Chart 2*; the individual class ABC are color-coded, and the number of students who scored within each strand is located atop the chart levels.

The breakdown of the students is:

- **Above Level:** 10 (14% of total students)
- **On Level:** 25 (36% of total students)
- **Approaching:** 21 (31% of total students)
- **Below Level:** 11 (16% of total students)
- **Far Below Level:** 2 (3% of total students)

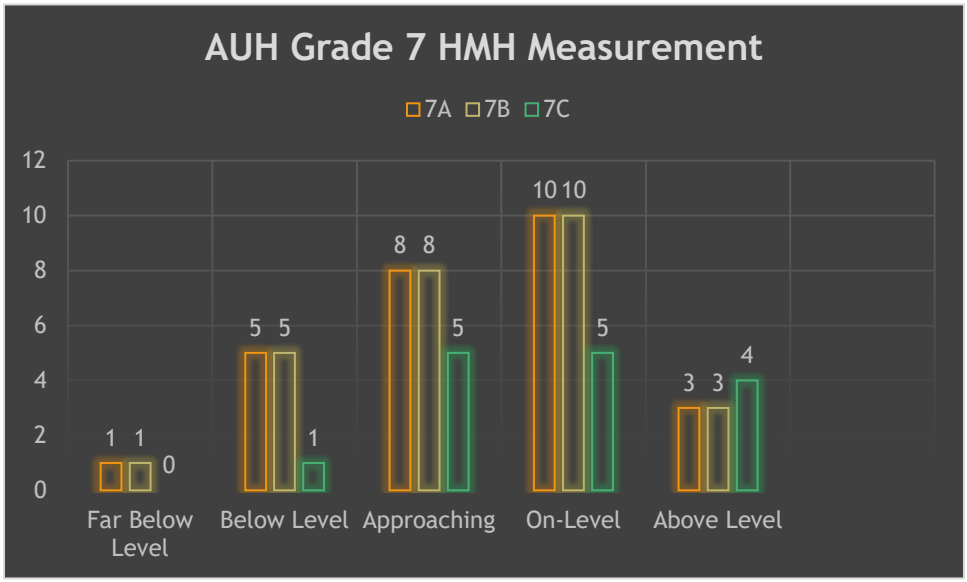

Chart 2

The data that **thirty-five** students, or 51% of the total students, scored either at or above HMH expectations. ***That is an 8% increase from Grade 6***. The other **thirty-four** students, or 49% of the total students scored below expectations, an **8% improvement from Grade 6**. The highest percentage of students performed at the "On-Level" strand. Both grades 6 and 7 had twenty-one students perform at the "Approaching" strand. If the **twenty-one** "Approaching" students improved their performance, Grade 7 would have a future score of fifty-six total students, or 81%, performing in the proper areas of attainment and growth.

5 GRADE 8

Grade 8 had a total of **100** students take the test and have data registered within the HMH database. The overall performance of Grade 8 shows marked improvement over the grades 6 and 7.

The HMH performance strands are located at the bottom of *Chart 3*; the individual class ABCD are color-coded, and the number of students who scored within each strand is located atop the chart levels.

<u>The breakdown of the students is:</u>

- **Above Level:** 48 (48% of total students)
- **On Level:** 31 (31% of total students)
- **Approaching:** 12 (12% of total students)
- **Below Level:** 8 (8% of total students)
- **Far Below Level:** 1 (1% of total students)

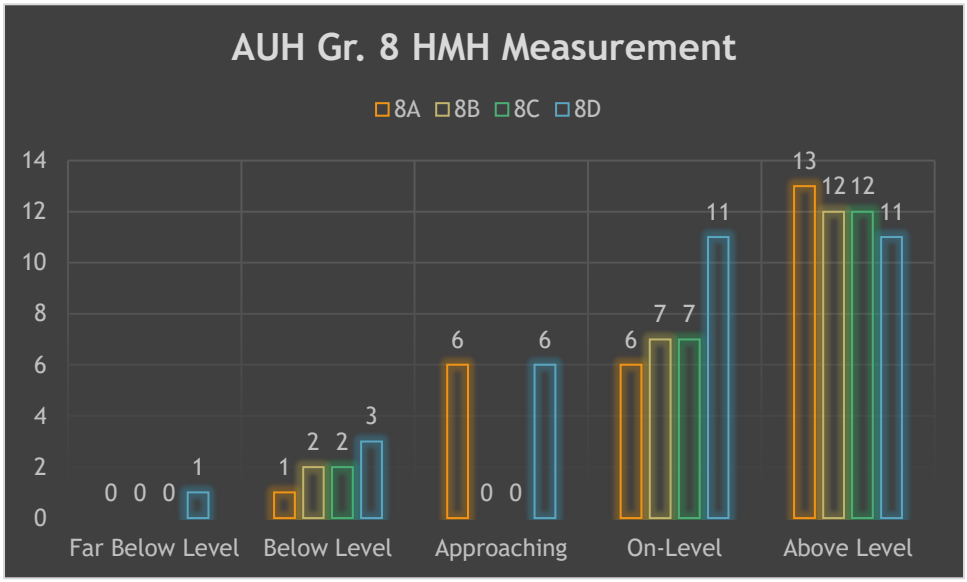

Chart 3

The data shows that 79% of Grade 8 performed either "On Level" or "Above Level", leaving 21% below the expected performance levels. There were **twelve** students who performed at an "Approaching" level. If the twelve "Approaching" students improved their performance, Grade 8 would have a future score of 91% of total students performing in the proper areas of attainment and growth. It is to be noted that the **one** student who performed "Far Below Level" spent a total of three-minutes taking the assessment, as recorded by the HMH software.

6 CROSS-GRADE ANALYSIS

Chart 4 shows the scores for all three grades – 6, 7, and 8 – and how those scores compare to each grade.

Grades 6 thru 8 had a total of **239** students take the test and have data registered within the HMH database.

The HMH performance strands are located at the bottom of *Chart 4*; the individual grades 6, 7, and 8 are color-coded, and the number of students who scored within each strand is located atop the chart levels.

<u>The breakdown of the students in all grades is:</u>

- **Above Level:** 68 (28% of total students)
- **On Level:** 76 (32% of total students)
- **Approaching:** 54 (23% of total students)
- **Below Level:** 33 (14% of total students)
- **Far Below Level:** 8 (3% of total students)

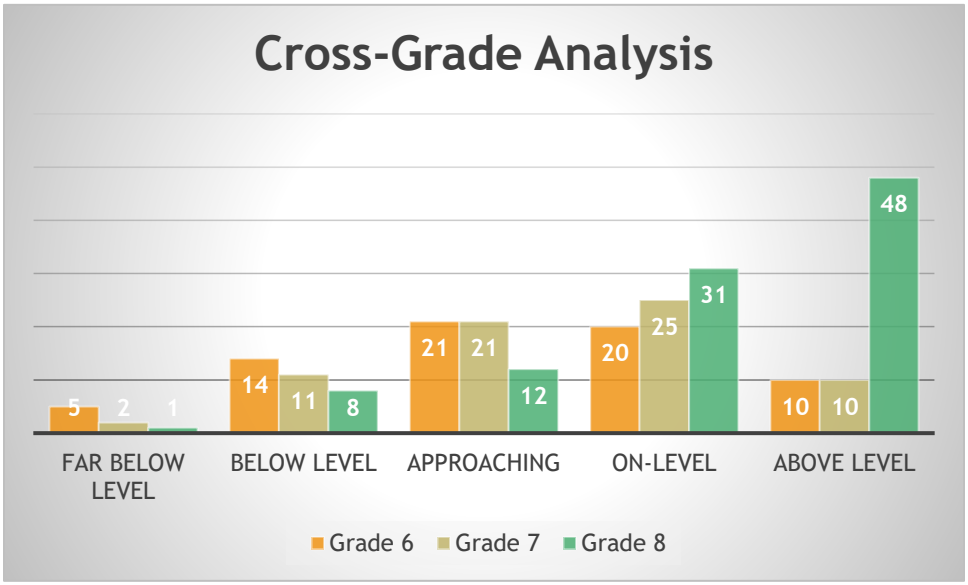

Chart 4

The data shows that 60% of the total students scored either "On Level" or "Above Level", leaving 40% below the expected performance levels. There were **fifty-four** students who performed at an "Approaching" level. However, there is a reported issue of HMH software erroneously calculating data and not registering class rosters properly (explained in more depth later in this analysis). Therefore, the "Approaching" numbers are inconclusive, and the data is not dependable. Applying a modest approach to the veracity of the numbers provided, if the fifty-four students can improve their scores during the next window, we can estimate that **198** students, or 83% of all students, will be performing in the proper areas of attainment and growth.

7 OBSERVABLE ISSUES

Teachers reported that several student assessments and the correlating scores were not properly recorded by the HMH site. Students participated in the assessment and gathered evidence of their participation, but the testing site did not gather the data. This information may explain why many of the students appeared to not have taken the assessment, thereby obfuscating the overall scores.

The HOD also noticed that the downloaded performance data taken from the HMH site is erroneous in some classes. *Figures 1* and *2* illustrate the inconsistencies within the gathered data.

Look at *Figure 1* and *Figure 2*. The HMH report for class 7A is in *Figure 1*, and 7B is in *Figure 2*. The reports show both classes are distinctly and clearly marked on the report (highlighted with the red circle); however, the scores for both classes are identical. The reports also show that the class rosters are not accurate.

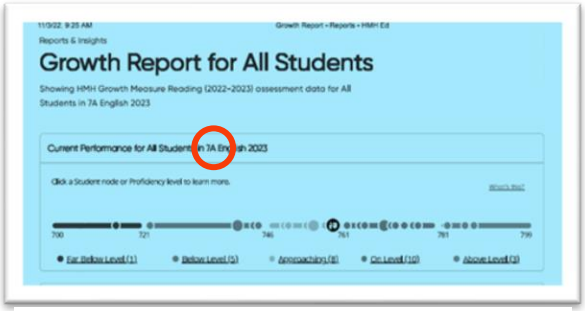

Figure 1

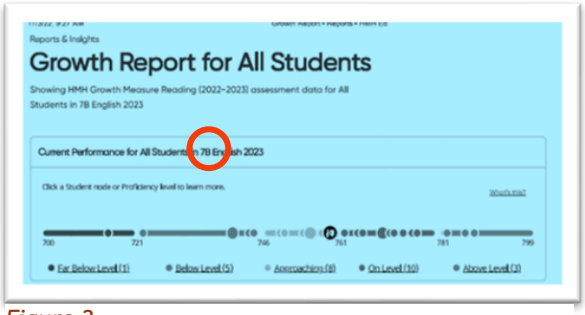

Figure 2

Figures 3 and *4* show a sample of the HMH data analysis with the class rosters. *Figure 3* is the downloaded report for 7A. *Figure 4* is the report for 7B. As can be seen, the reports are labeled for different classes, but the rosters and scores are the same.

7A

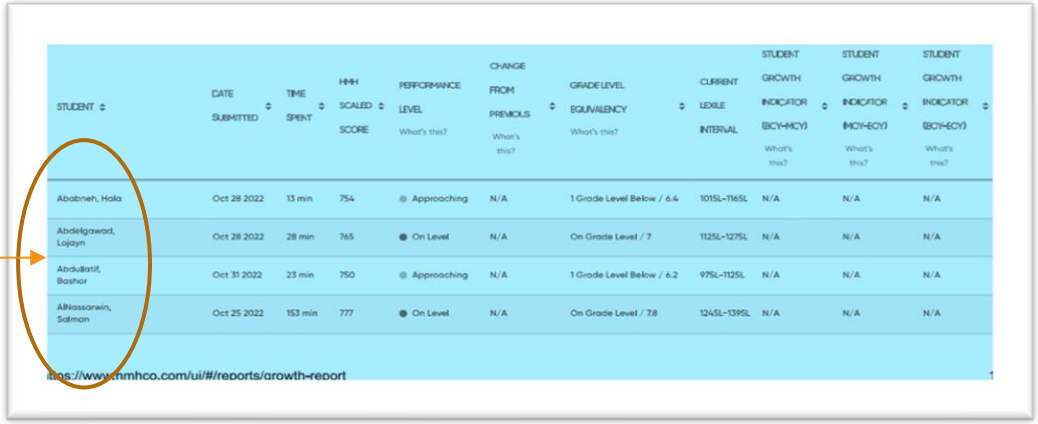

Figure 3

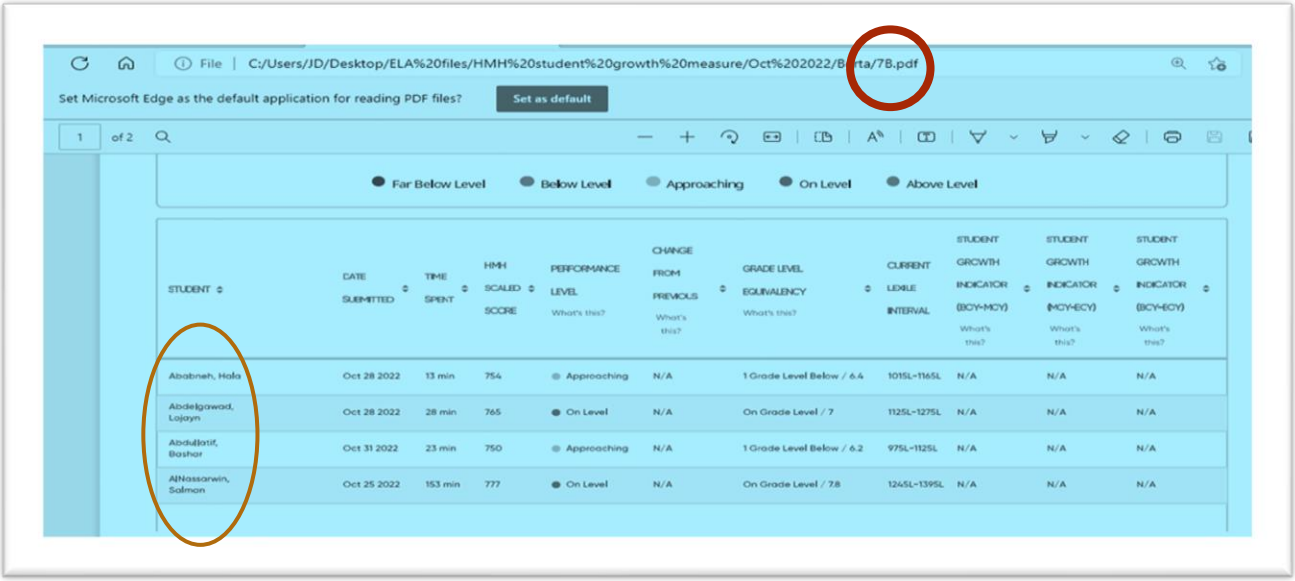

Figure 4

8 Action Plan

The October 2022 ELA growth measurement window was the first-time teachers and students were introduced to the new method. There are anticipated errors and shortcomings for any introductory endeavor. The troubleshooting issues on the HMH platform need to be addressed with the HMH team.

Moving forward, it is the HOD's suggestion that subsequent growth measurement windows be conducted and finished within the first two days of the open-window period so that the ELA team may quickly download and ascertain any recurrent issues.

AIS would also benefit from informing students and parents of the importance of completing the growth measurement – either at home or at school – so student efforts are conducted in a serious and expedited manner. Formal communication with enumerated expectations and reinforced importance may improve scores, along with helping remedy future problems.

Further training on the HMH Into Literature resources is also strongly encouraged. Teachers and coordinators had a brief tutorial on the amenities of the books and software; however, there exists myriad tools, resources, and instructional mediums that need a more thorough and detailed workshop. All staff members would benefit from possessing a stronger grasp of the materials if the long-term plan is to continue with HMH Into Literature.

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