

# Curriculum, Instruction, and Assessment Budget Presentation FY26

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***Assistant Superintendent***



# FOCUS FOR 2025 – 2026 SCHOOL YEAR

- Continued use of high quality, evidence-based resources
- Continuity of resources
- Implementation of Tier I resources and materials
- Use of assessments and analysis of data to inform instructional practices
- On-going Professional Development to support the varied needs of all staff PK-12

# ELEMENTARY

## ***ELA***

- **CKLA:** Full implementation of Core Curriculum resource in K-5 classrooms during the 2024 – 2025 School Year
- **MClass:** Student progress monitoring system with concentration and development in reading skills. This data supports the creation of Independent Reading Plans (IRP's) for progress monitoring K-5
- **Foundations:** Foundational Reading and Writing Program for students in K-3
- **Lexia:** Combines teacher-led instruction with interactive on-line experiences to monitor and assess student growth in ELA

# mCLASS Classroom Benchmark Summary

Beginning of Year		Middle of Year	End of Year				
		Summary		Grade 3			
		Composite	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF	Basic Comprehension Maze
<b>Class Summary</b>	Well Below Benchmark	35% 6 Students	29% 5 Students	24% 4 Students	41% 7 Students	29% 5 Students	35% 6 Students
17/17 Students Assessed	Below Benchmark	0% 0 Students	6% 1 Student	6% 1 Student	12% 2 Students	24% 4 Students	6% 1 Student
0 Not Assessed	At Benchmark	24% 4 Students	59% 10 Students	65% 11 Students	41% 7 Students	12% 2 Students	41% 7 Students
0 In Progress	Above Benchmark	41% 7 Students	6% 1 Student	6% 1 Student	6% 1 Student	35% 6 Students	18% 3 Students

This report is a classroom-wide overall view of reading performance. Teachers can easily track composite scores throughout the year.




# Detailed Benchmark Performance

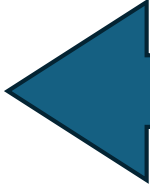
		Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Basic Comprehension	Oral Language	Vocabulary	Spelling	Phonological Processing
	Composite Goal 393	NWF-CLS Goal 94	NWF-WRC Goal 30	WRF Goal 50	ORF-Accu Goal 96%	ORF Goal 105	Maze Goal 12	OL Goal N/A	VOCAB Goal 28	SPELL Goal 80	RAN Goal 41
	440 Above	Tested Out	Tested Out	Tested Out	100% Benchmark	179 Above	20 Benchmark	—	34 Benchmark	128 Benchmark	—
ⓘ	363 Well Below	91 Below	30 Benchmark	21 Well Below	91% Below	40 Well Below	0 Well Below	—	16 Well Below	65 Well Below	—
	400 Benchmark	117 Benchmark	38 Benchmark	50 Benchmark	100% Benchmark	97 Below	13 Benchmark	—	24 Well Below	112 Benchmark	—
ⓘ	341 Well Below	44 Well Below	15 Well Below	5 Well Below	89% Well Below	40 Well Below	0.5 Well Below	—	27 Below	58 Well Below	—
	428 Above	Tested Out	Tested Out	Tested Out	100% Benchmark	145 Above	15.5 Benchmark	—	35 Benchmark	113 Benchmark	—

This detailed report allows teachers to see students' performance on each subtest, as well as the overall composite score.


This data is critically important for identifying our most at-risk students/students who will likely need a secondary screener to help determine next steps.

# Individualized Reading Plan

 <b>NASHUA</b> SCHOOL DISTRICT Gateway to Opportunity		<b>Individual Reading Plan</b> MOY 2024-2025		
<p>Based upon your child's performance on DIBELS your child will receive targeted reading support lessons that will reinforce development of these early literacy skills through a structured literacy approach. Your child's reading intervention block is fluid and will be monitored with ongoing data. Therefore, your child may move in or out of reading intervention support based on their progress and data collected. Please reach out to your child's teacher with any further questions or concerns you may have.</p>				
<b>Name:</b>	<b>Grade:</b>	<b>Teacher:</b>	<b>School:</b>	<input type="checkbox"/> SPED <input type="checkbox"/> ELL
MOY Benchmark & Secondary Screeners	Target Skills	Interventionist	Frequency & Duration	Progress Monitoring
Date:	<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Interventionist <input type="checkbox"/> ELL Teacher <input type="checkbox"/> Special Ed. Teacher	<input type="checkbox"/> Daily as needed <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> 5xs a week 30 min <input type="checkbox"/> Reading Specialist <input type="checkbox"/> 5xs a week 30 min <input type="checkbox"/> Interventionist <input type="checkbox"/> 5xs a week ____ min <input type="checkbox"/> ELL Teacher <input type="checkbox"/> Supported through student's IEP <input type="checkbox"/> Special Ed. Teacher	<input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Monthly
Parent / Guardian was involved by: <input type="checkbox"/> In person meeting: <a href="#">Enter Date here</a> <input type="checkbox"/> Phone: <a href="#">Enter date and contact name /phone number here</a> <input type="checkbox"/> USPS mail: <a href="#">Enter Date mailed here</a>				
<b>MOY-EOY Intervention Plan Progress</b>				
As noted by progress monitoring data and MOY composite benchmark score, your student: <input type="checkbox"/> Met benchmark expectations. <input type="checkbox"/> Continues to progress towards benchmark expectations. <input type="checkbox"/> Has not made adequate gains towards benchmark expectations.				
Notes:				



Educators use the Dibels 8 data and the information collected from secondary screeners to develop and implement targeted interventions for at-risk students.

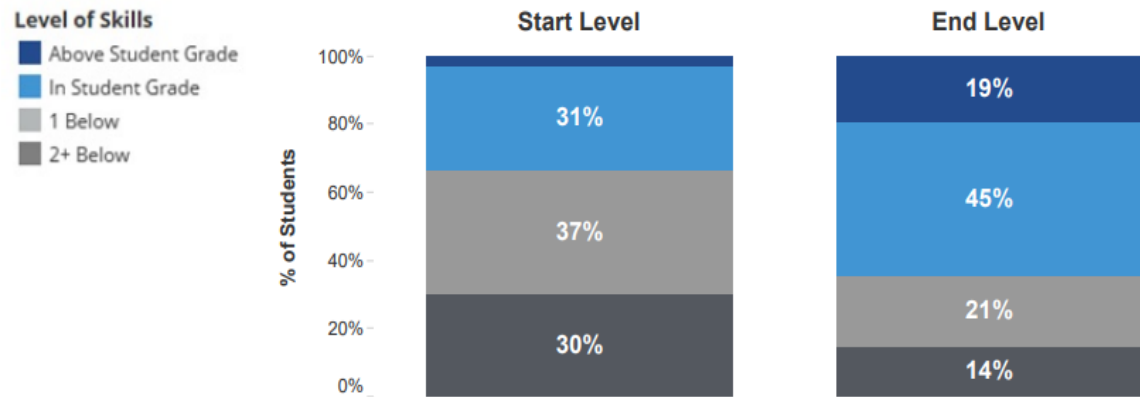


Individualized Reading Plans are developed, implemented and adjusted throughout the year as teachers utilize updated data to adjust instruction for students.

# Lexia Core-5 Usage and Progress Reports

## Skills Level Progress (Students Meeting Usage)

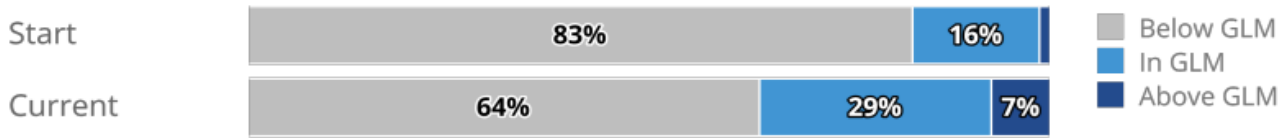
Skills level progress during the 2024-2025 school year for students meeting usage in reporting sample (N = 912)



Of the students who met usage this year, 621 (68%) advanced at least one grade level of material.

## District 42 Nashua Progress Report

### Students by Grade Level of Material (GLM) from Aug 1, 2024–Mar 7, 2025



3396 Students | 19% moved into In or Above GLM

Lexia Core 5 is an adaptive blended learning program that accelerates literacy development for students of all abilities.

With consistent usage, students are able to make significant progress. Educators have a wide variety of reports available to help them individualize instruction based on student needs.



# ELEMENTARY

## ***Math***

- Implemented *Eureka Squared* across all K-5 classrooms during the 2024 – 2025 school year
- This is an updated curriculum, as the district previously utilized Eureka Math; Eureka Squared is more student-friendly, improved grade level questions, more visuals
- [Eureka Math<sup>2</sup> Curriculum](#) (format of program)



# ELEMENTARY

## ***Science*** (Amplify Science K-5)












- Full implementation of Amplify Science K-5 during the 2024 – 2025 school year
- Allows for vertical integration of Amplify Science Resources K-8
- A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives.

# SECONDARY – MIDDLE SCHOOL












## ***ELA***

- Developed teacher created units of study aligned to the standards during the 2024 – 2025 school year
- Continued work with TLA on middle school teacher coaching and curriculum development
- Next Steps: Continue to reflect, analyze, and update this work during the 2025 – 2026 school year

# Overall Placement in Reading (Fall to Winter)

Placement Summary		School					Showing 3 of 3	
School		Overall Grade-Level Placement						Students Assessed/Total
FAIRGROUNDS MIDDLE SCHOOL	Most Recent		17%	16%	21%	13%	33%	540/599
	Fall Diagnostic		12%	14%	21%	13%	40%	
MCCARTHY MIDDLE SCHOOL	Most Recent		16%	14%	16%	13%	41%	546/652
	Fall Diagnostic		13%	11%	22%	11%	44%	
PENNICHUCK MIDDLE SCHOOL	Most Recent		21%	16%	19%	12%	32%	698/770
	Fall Diagnostic		16%	15%	21%	11%	37%	

# Overall Placement in Math (Fall to Winter)

Placement Summary		School					Showing 3 of 3	
School		Overall Grade-Level Placement						Students Assessed/Total
FAIRGROUNDS MIDDLE SCHOOL	Winter		8%	18%	32%	15%	28%	537/599
	Fall Diagnostic		4%	9%	35%	18%	34%	
MCCARTHY MIDDLE SCHOOL	Winter		7%	15%	30%	13%	35%	541/652
	Fall Diagnostic		4%	10%	30%	14%	42%	
PENNICHUCK MIDDLE SCHOOL	Winter		7%	15%	34%	13%	30%	703/770
	Fall Diagnostic		3%	13%	33%	17%	35%	

# SECONDARY – MIDDLE SCHOOL

## ***Math***

- Continued implementation of Open Up Resources and Eureka Math in Grades 6 – 8
- Implementing the math practices
- Continuation of Professional Development with Math Empowered in Grades 6 - 8

# SECONDARY – MIDDLE SCHOOL

## *Science*

- Full implementation of Amplify Science in Grades 6 – 8
- On-going instructional coaching support K-8 for staff
- Vertical integration of consistent science resources K-8

# USAGE DATA 2024-2025

**K-5**

**3,479**

Total active students

**224**

Total active teachers

**6-8**

**1,839**

Total active students

**25**

Total active teachers

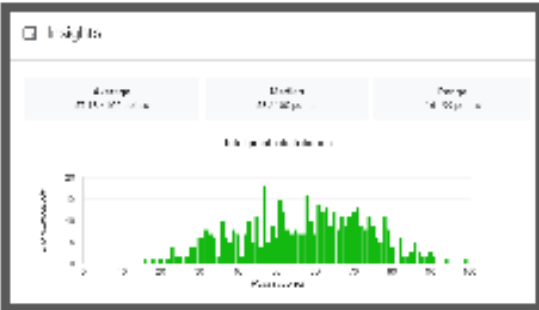


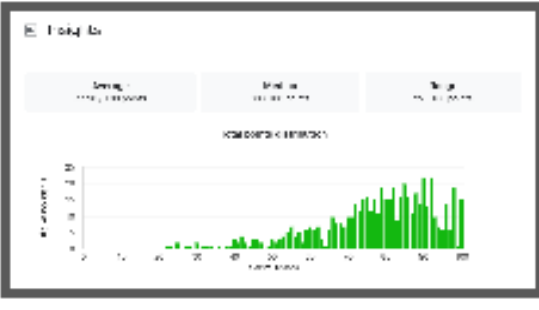
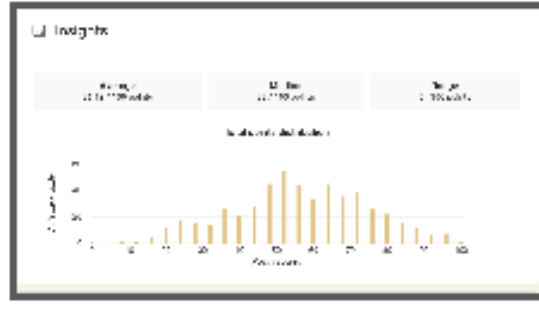
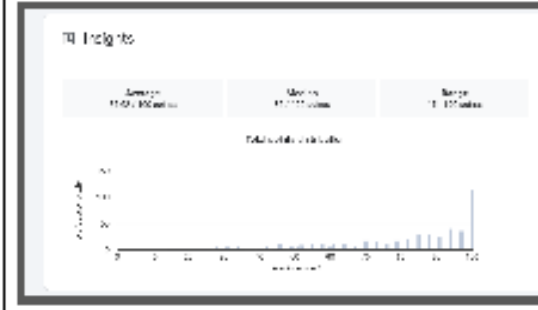


# SECONDARY – MIDDLE SCHOOL

## *Social Studies*

- Updated scope in sequence implemented in Grades 6 –8 during the 2024 –2025 school year
- Implemented pre and post-test assessments for Grade 6 –8
- Analyzing student data to inform instruction
- Budget Request:
  - Updated Social Studies textbooks in Grade 7 and 8

## NSD Common Assessment Results MS SS T1 2024

Grade 6	Grade 7	Grade 8
Pretest Results September 2024		
 <p><b>Grade 6 Pretest Results (September 2024)</b></p> <p><b>Insights:</b></p> <ul style="list-style-type: none"> <li>Average: 48.00 (60%)</li> <li>Median: 47.50 (59%)</li> <li>Range: 14.00 (18%)</li> </ul> <p>The histogram shows a distribution of scores ranging from 2 to 100. The majority of students scored between 40 and 60, with a peak around 50. The distribution is roughly bell-shaped but slightly skewed to the right.</p>	 <p><b>Grade 7 Pretest Results (September 2024)</b></p> <p><b>Insights:</b></p> <ul style="list-style-type: none"> <li>Average: 53.33 (67%)</li> <li>Median: 53.00 (67%)</li> <li>Range: 1.00 (1%)</li> </ul> <p>The histogram shows a distribution of scores ranging from 1 to 100. The majority of students scored between 40 and 60, with a peak around 50. The distribution is roughly bell-shaped but slightly skewed to the right.</p>	 <p><b>Grade 8 Pretest Results (September 2024)</b></p> <p><b>Insights:</b></p> <ul style="list-style-type: none"> <li>Average: 58.33 (73%)</li> <li>Median: 58.00 (73%)</li> <li>Range: 1.00 (1%)</li> </ul> <p>The histogram shows a distribution of scores ranging from 1 to 100. The majority of students scored between 40 and 60, with a peak around 50. The distribution is roughly bell-shaped but slightly skewed to the right.</p>
Posttest Results December 2024		
 <p><b>Grade 6 Posttest Results (December 2024)</b></p> <p><b>Insights:</b></p> <ul style="list-style-type: none"> <li>Average: 68.00 (85%)</li> <li>Median: 67.50 (85%)</li> <li>Range: 14.00 (18%)</li> </ul> <p>The histogram shows a distribution of scores ranging from 2 to 100. The majority of students scored between 60 and 80, with a peak around 70. The distribution is roughly bell-shaped but slightly skewed to the right.</p>	 <p><b>Grade 7 Posttest Results (December 2024)</b></p> <p><b>Insights:</b></p> <ul style="list-style-type: none"> <li>Average: 66.67 (83%)</li> <li>Median: 66.00 (83%)</li> <li>Range: 1.00 (1%)</li> </ul> <p>The histogram shows a distribution of scores ranging from 1 to 100. The majority of students scored between 60 and 80, with a peak around 70. The distribution is roughly bell-shaped but slightly skewed to the right.</p>	 <p><b>Grade 8 Posttest Results (December 2024)</b></p> <p><b>Insights:</b></p> <ul style="list-style-type: none"> <li>Average: 71.67 (89%)</li> <li>Median: 71.00 (89%)</li> <li>Range: 1.00 (1%)</li> </ul> <p>The histogram shows a distribution of scores ranging from 1 to 100. The majority of students scored between 60 and 80, with a peak around 70. The distribution is roughly bell-shaped but slightly skewed to the right.</p>
<p>The results show a <b>20+point increase</b> in the average score from the pretest to the posttest, reflecting measurable growth in student learning and mastery of the assessed concepts. <b>86% of the students</b> who took the posttest earned a passing grade.</p>	<p>The results show a <b>13+point increase</b> in the average score from the pretest to the posttest, reflecting measurable growth in student learning and mastery of the assessed concepts. <b>46% of the students</b> who took the posttest earned a passing grade.</p>	<p>The results show a <b>24+point increase</b> in the average score from the pretest to the posttest, reflecting measurable growth in student learning and mastery of the assessed concepts. <b>76% of the students</b> who took the posttest earned a passing grade.</p>

# SECONDARY – HIGH SCHOOL

- Working with High School Principals to develop plan for Content Areas/Departments to update Units of Study
- Staff will be paid to work on updating these curricula and units

# FY26 CURRICULUM NEEDS

## *Elementary*

### **ELA**

- CKLA - Knowledge K-5: \$108,243.25
- CKLA - MCLASS: \$36,225.00
- Foundations: \$59,086.00
- Lexia: \$144,500.00

### **Math**

- Eureka: \$200,000.00

### **Science**

- Amplify K-5: \$22,600.00
- Amplify Resources Grades 3 –4: \$53,390.00

# FY26 – SECONDARY

- Amplify Science Gr. 6-8: \$51,250
- IReady Gr. 6 –8: \$75,214.50
- MS (Gr. 7 and 8) Social Studies Textbooks: \$182,042.00

## District Wide

- Ellevation Licenses K-12: \$43,000

# FEDERAL GRANTS 2025 - 2026

Uncertainty of FY26 Funding for Title II and Title IV – Approx \$1M

- Title II and IV: focus on teacher development and well-rounded students
  - Mandated ELL training
  - Instructional Coaches
    - This accounted for approximately \$700,000 of the Title II Grant
  - District PD
    - Steering Committees
    - Curriculum Development