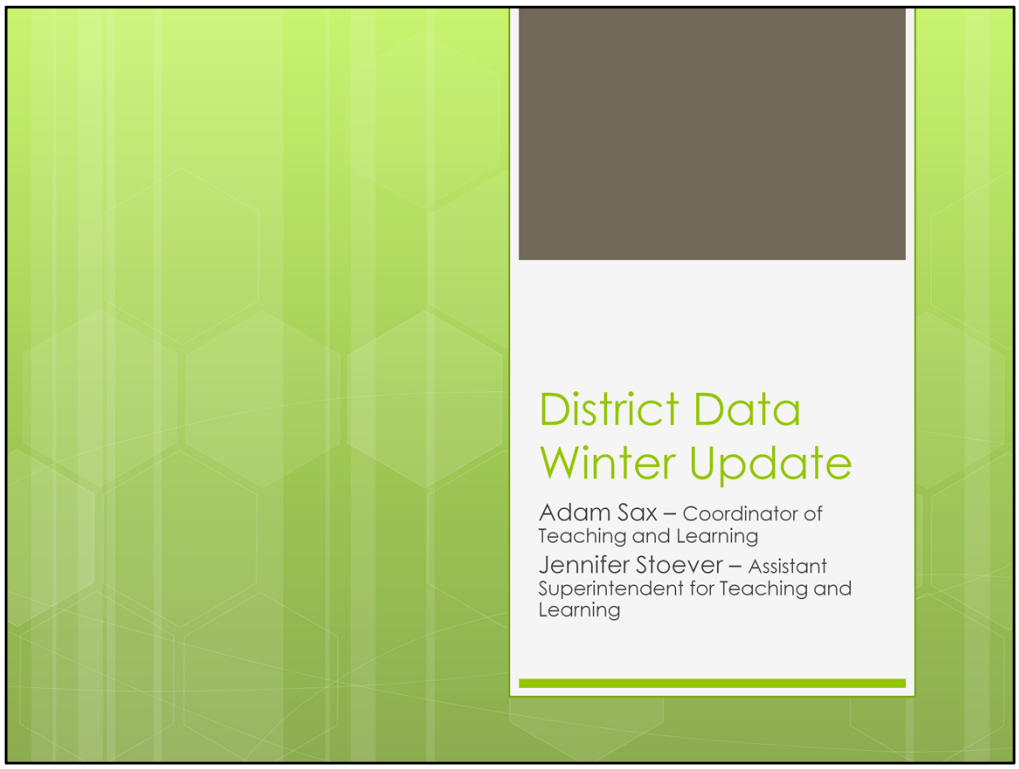
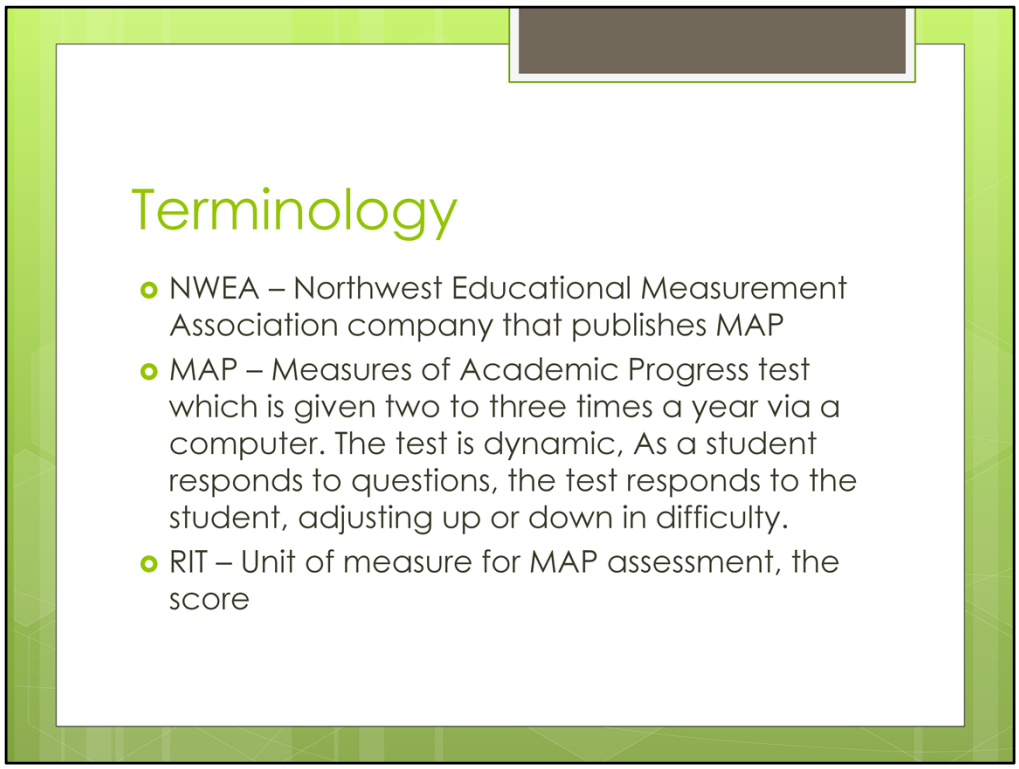
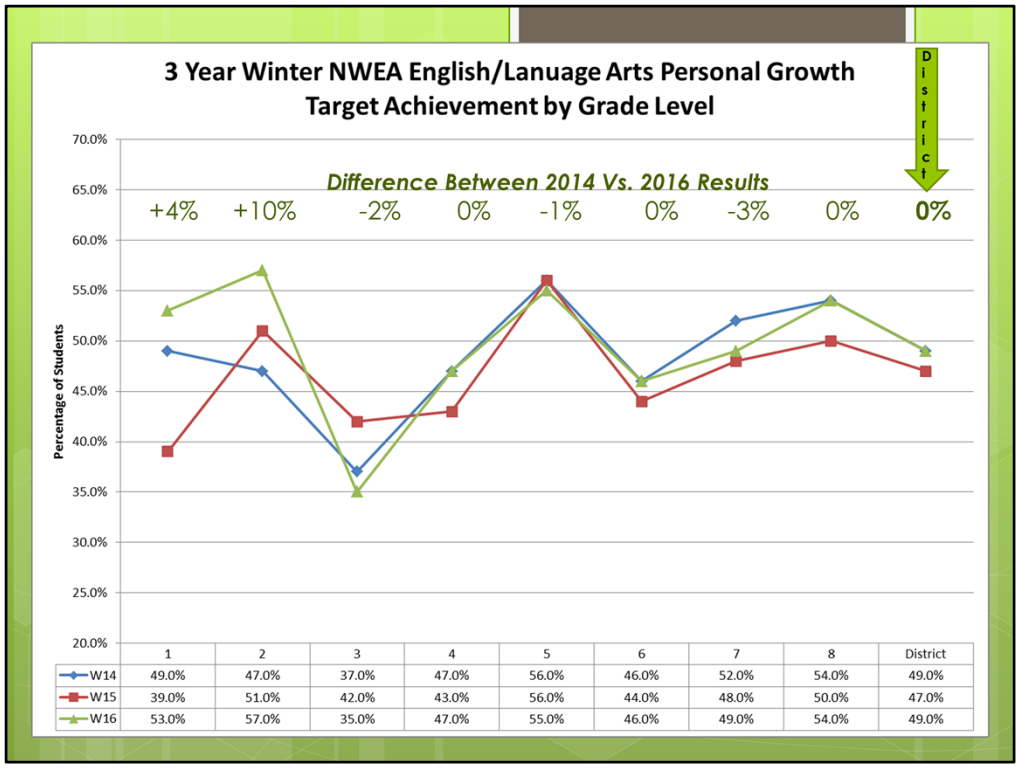


Good Evening
Tonight we are here to provide an update on our Winter NWEA Assessment and how it compares to past school years.
The Winter assessment was given between January 11th and January 29th to 1st through 8th grade students in English Language Arts and Math. There were two kindergarten classrooms who also participated in the Winter MAP assessment but their scores are not included in this presentation.
As we have been improving our technology infrastructure we have been able to provide students with a more comfortable environment. For example in the past all classrooms had to cycle through the computer lab to take their NWEA test. During this past session students were able to take the test on laptops and iPads within their classroom setting.



Just as a reminder (read slide)

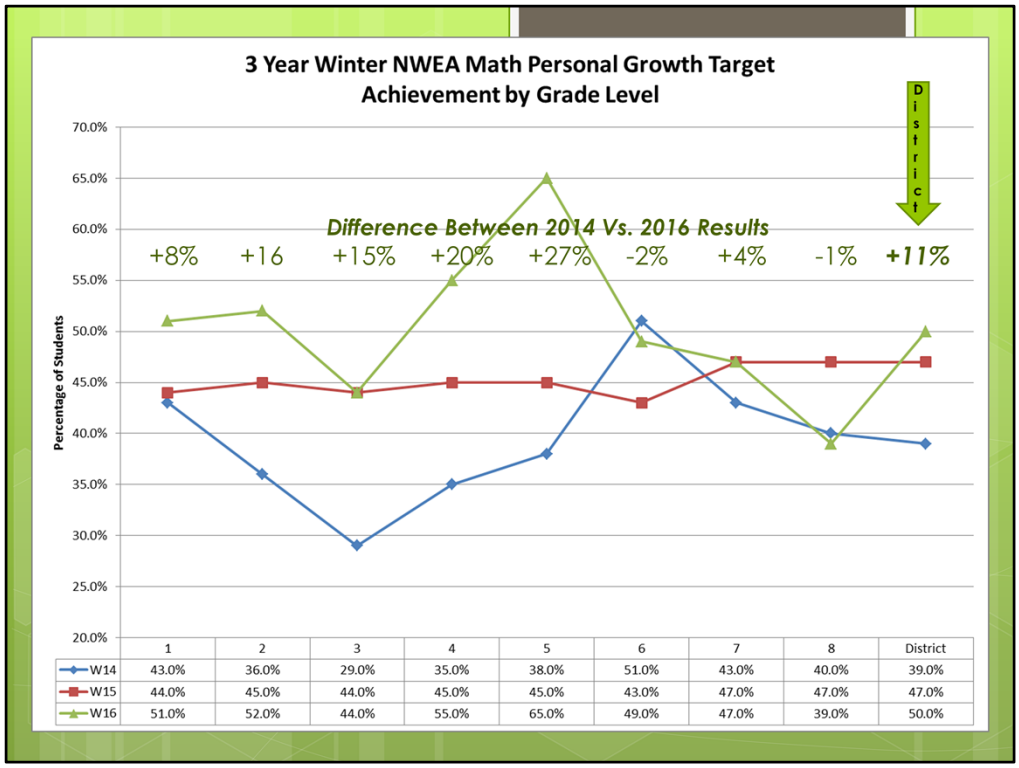


	1	2	3	4	5	6	7	8	District
W14	49.0%	47.0%	37.0%	47.0%	56.0%	46.0%	52.0%	54.0%	49.0%
W15	39.0%	51.0%	42.0%	43.0%	56.0%	44.0%	48.0%	50.0%	47.0%
W16	53.0%	57.0%	35.0%	47.0%	55.0%	46.0%	49.0%	54.0%	49.0%

This data slide along with the next slide represents a 3 year look at winter NWEA Personal Growth Target Achievement by Grade Level from Fall to Winter.
Each student has a growth target which is established after they take the Fall NWEA test. According to NWEA's research approximately 50% to 55% of all students meet their expected growth.

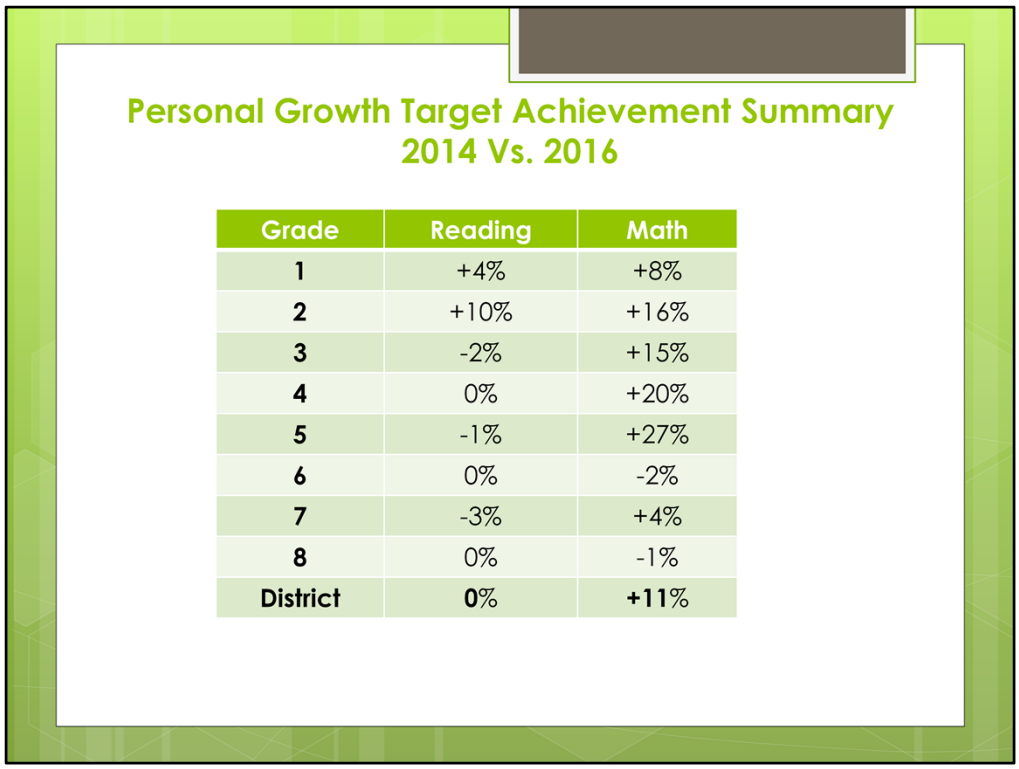
This is the first year of implementation of new curriculum (Expeditionary Learning in grades 3-8 and the Common Core version of Making Meaning and Being a Writer in kindergarten – 2nd grade)

The data is flat to declining and we have concerns with the 3rd and 7th grade data as we are seeing a decline in the trend and will need to do further analysis. We believe the positive trend in 2nd grade is because the teachers are working hard on implementation of Being A Writer and Making Meaning and are able to keep pace with the curriculum. We are hoping to see this trend continue as we build stronger vertical articulation with Kindergarten, 1st, and 2nd grade.

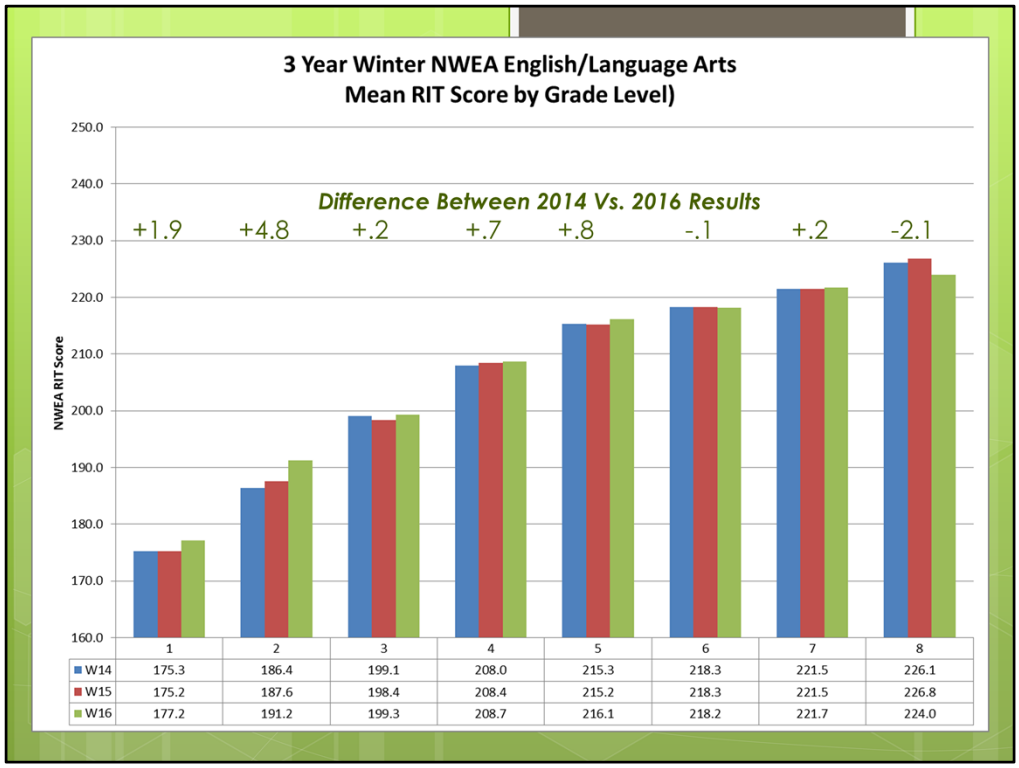


This is the third year of implementation of the Eureka Math curriculum in grades 2nd, 3rd, 4th, and 5th and we are excited about the growth that is occurring even though we still can identify areas of opportunities. The data supports are decision to have 6th-7th-8th grade implement the Eureka Math as their curriculum tool.

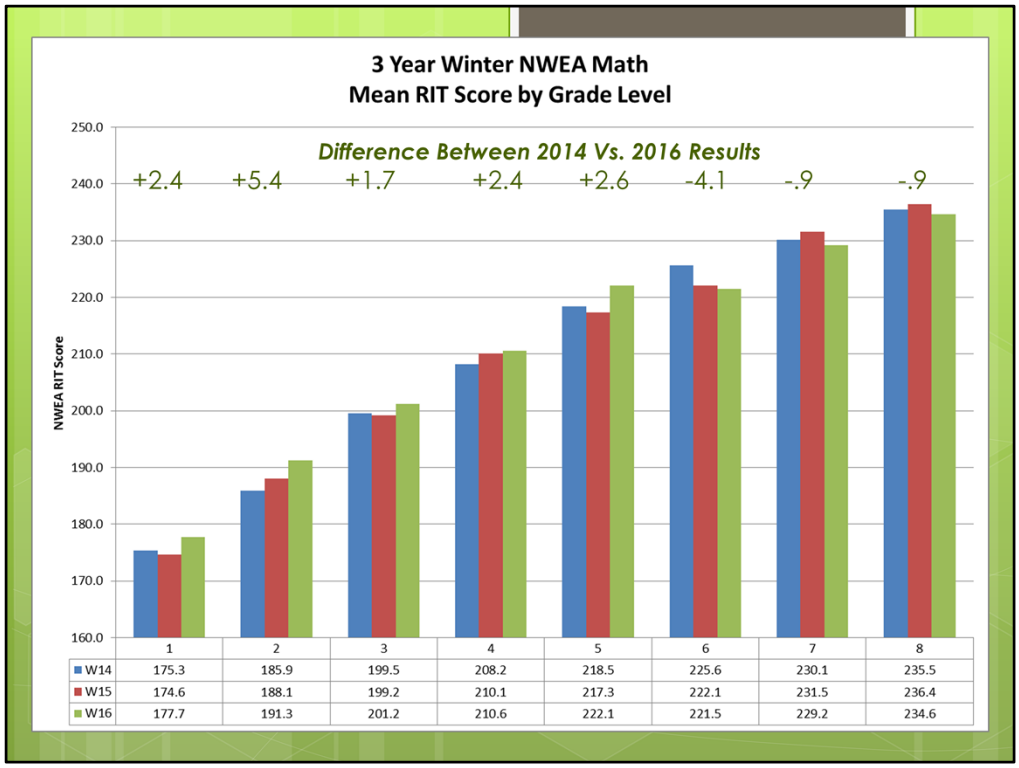
We are very interested to see the Fall to Spring growth comparison especially for our 3rd grade group. The 3rd grade teacher team is implementing the curriculum and work as grade level teams yet we are seeing a decline from second to third grade. We also need to do further analysis of the 3rd grade data to understand what is happening in the Fall to Winter Growth.



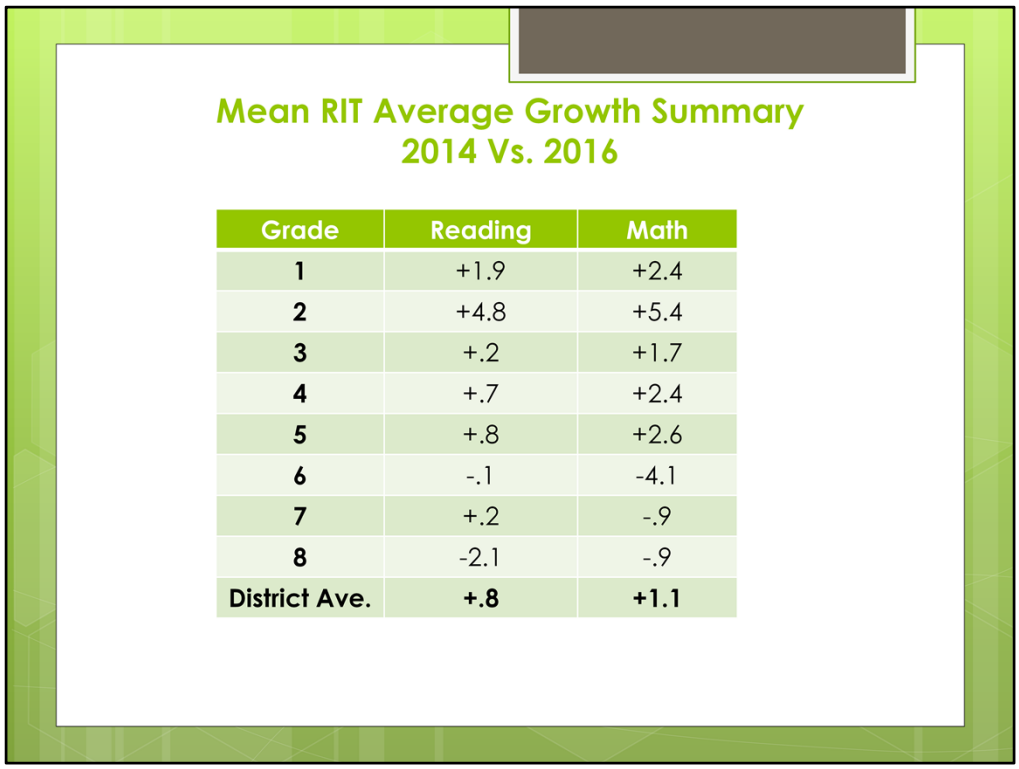
This is a summary slide of the change in percent of students meeting growth targets over time in both English Language Arts and Math broken out by grade level.



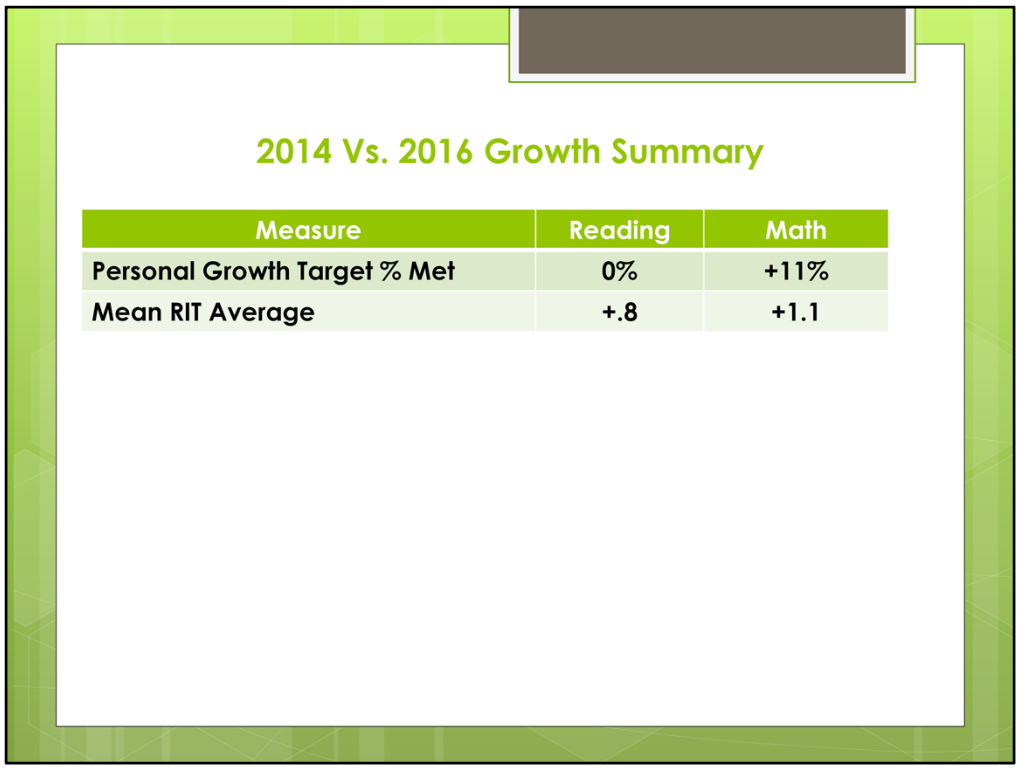
This data slide along with the next slide represents a 3 year look at winter NWEA Mean RIT score displayed by grade level.
The mean RIT is an average of all students RIT scores during the assessment window. What is desired is an incremental positive growth over time. An example of what we are striving for is shown by the second grade data. A more typical growth pattern can be seen at 4th grade.



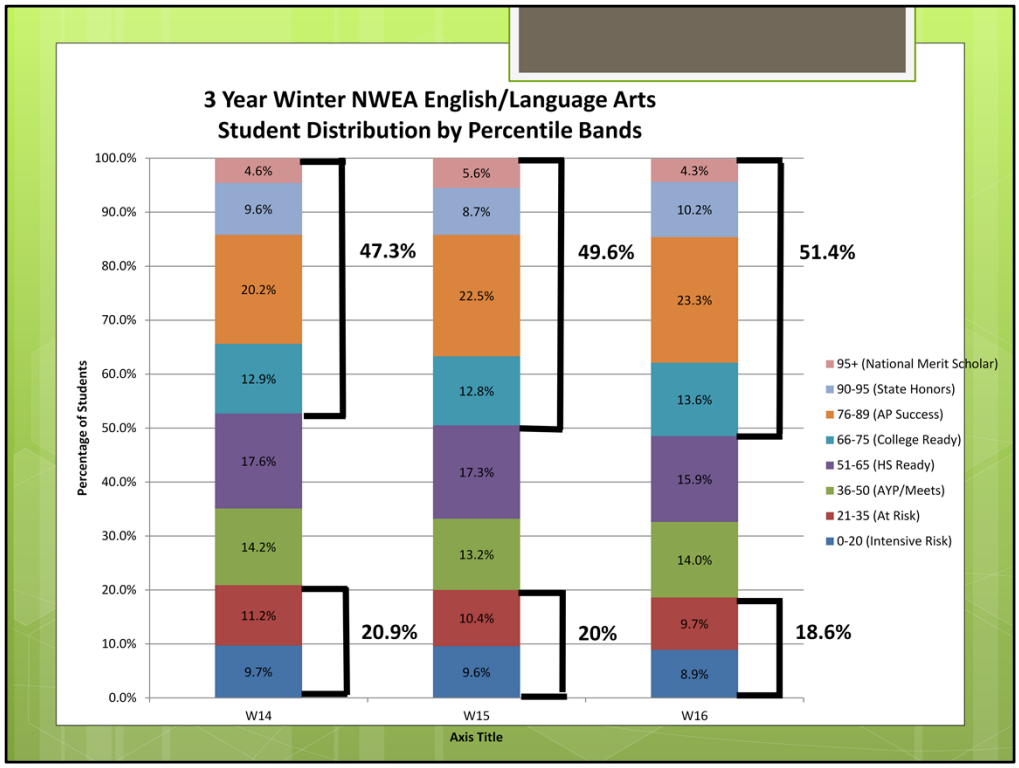
It is important to understand that we have to look at the data through multiple lenses. As we are seeing RIT trends increase year after year in grades 2-5, it doesn't necessarily translate to students meeting growth targets. Yet, the data supports the decision for moving 6th-7th- 8th grade to the Eureka Math tool.



This is a summary of the Mean RIT growth over a three year period for both English Language Arts and Math broken out by grade level.

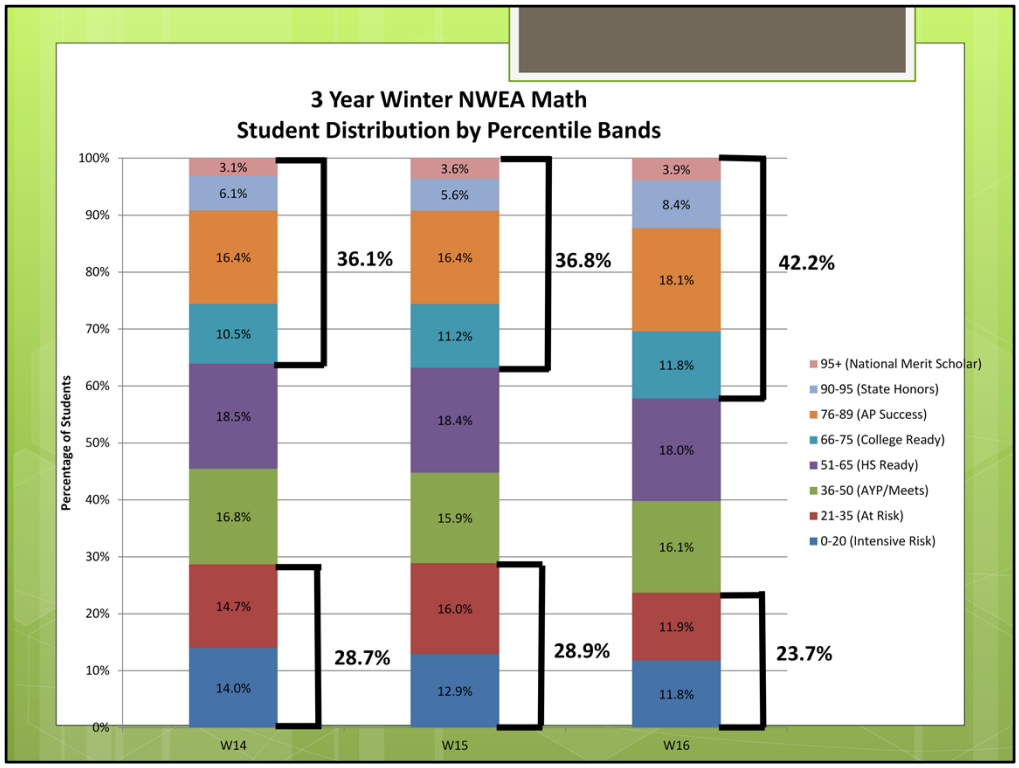


This slide is a look at the average of the entire district for Personal Growth Target met and the Mean RIT growth over the same three year period.

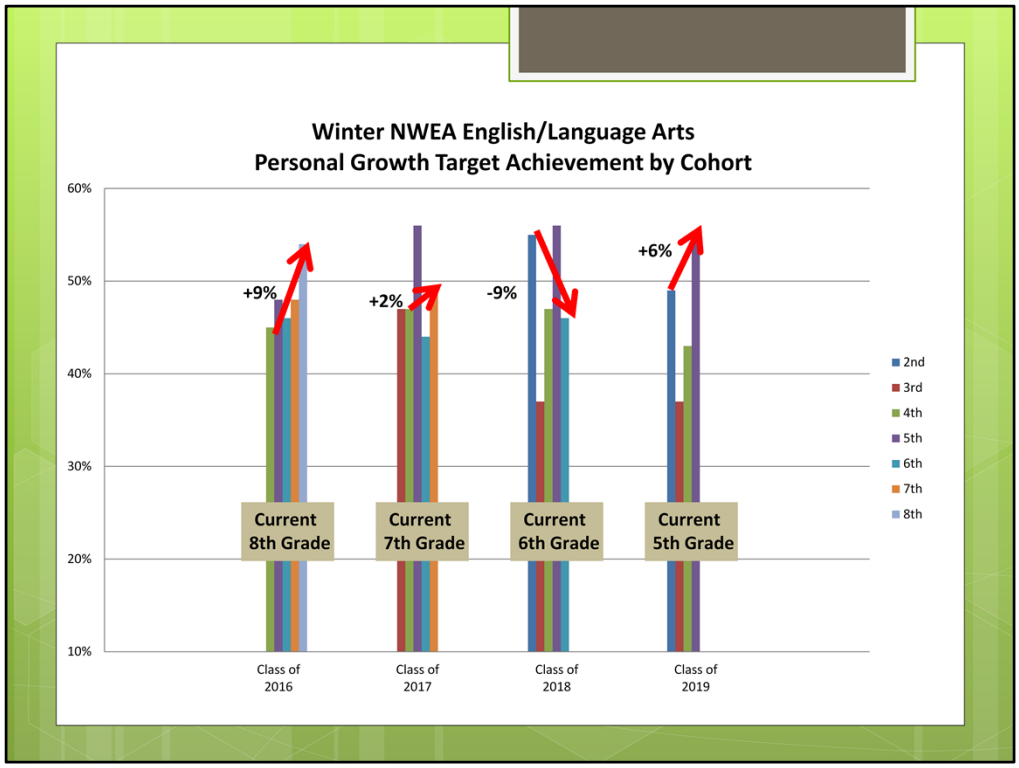


This data slide along with the next slide represents a 3 year look at winter NWEA scores distributing the students by their percentile achieved

As you can see in English Language Arts we have been increasing the amount of students who are College Ready and above while decreasing the percent of students who are academically at risk.

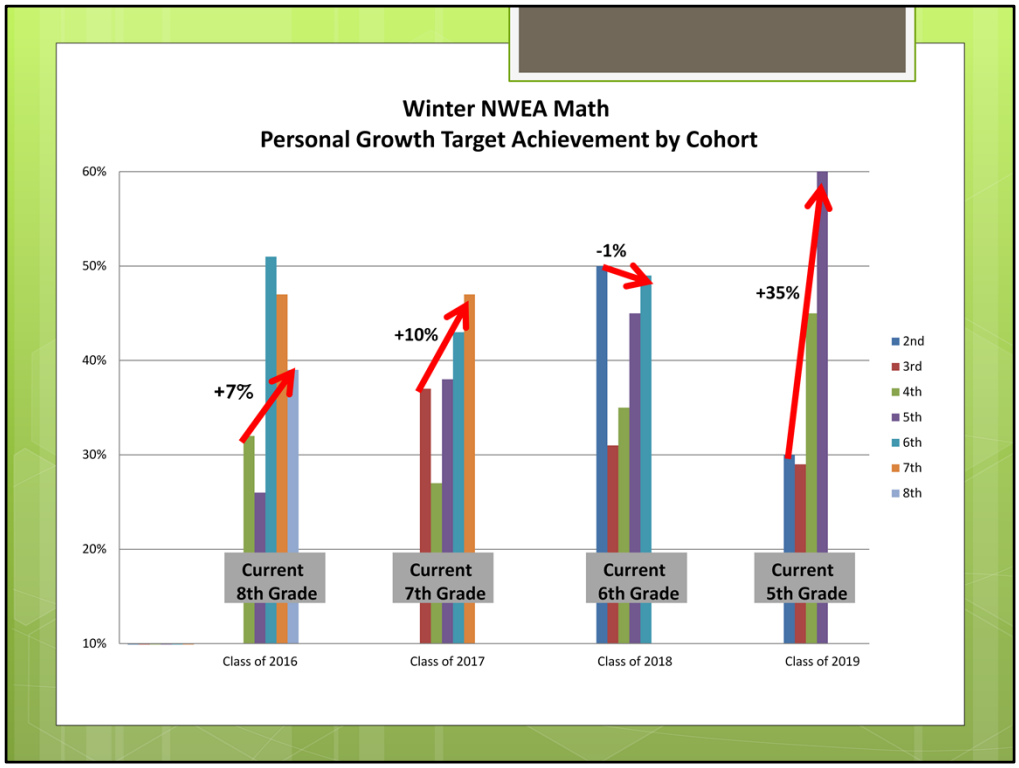


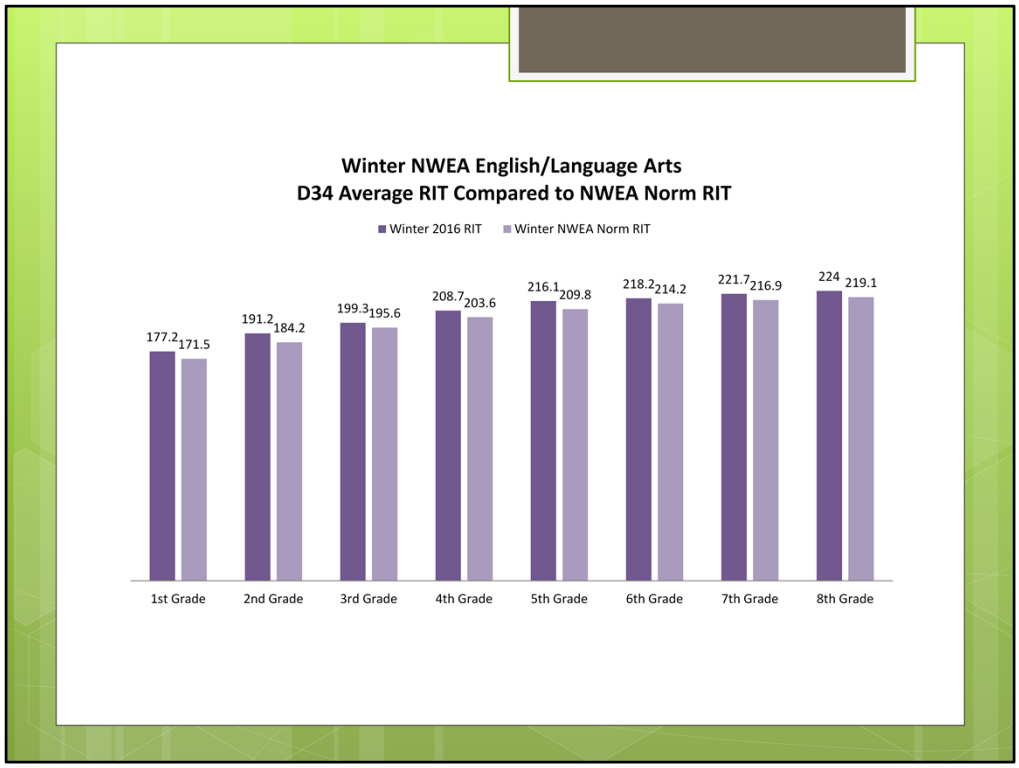
We are seeing the same trend in our Math data as in English Language Arts as there are increases to the amount of students who are College Ready and above while the percent of students who are academically at risk has been decreasing.



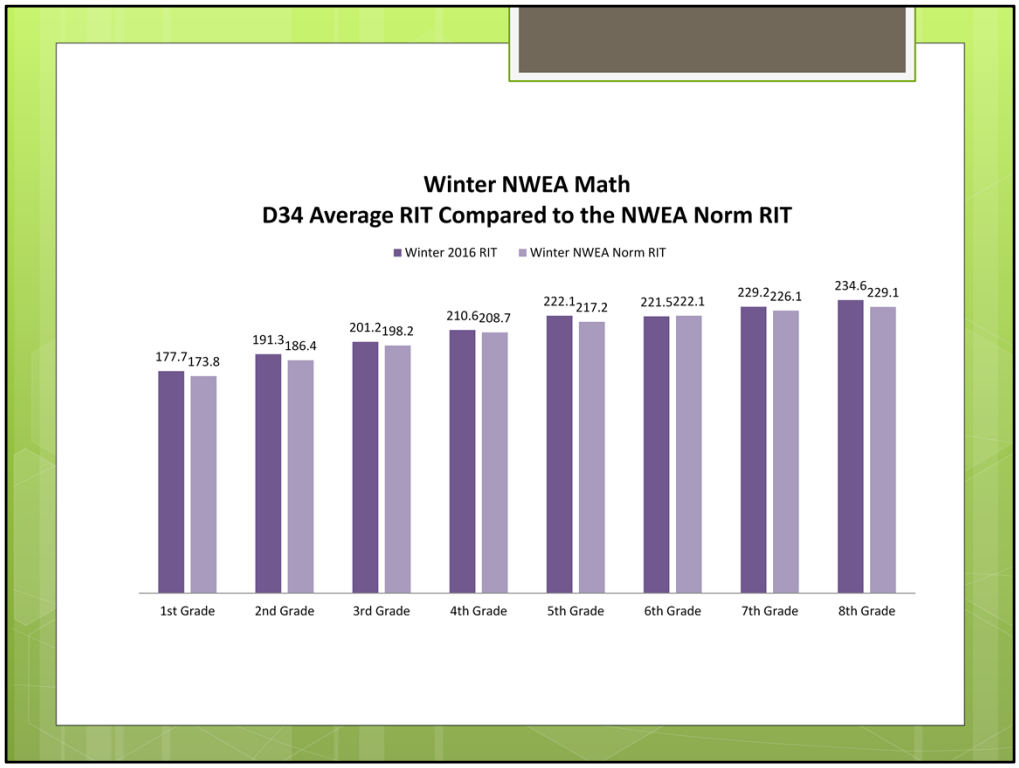
This data slide along with the next slide represents Cohort data for our current 5th through 8th grade students. The data represents winter NWEA Personal Growth Target Achievement by Grade Level from Fall to Winter.

Again, each student has a growth target which is established after they take the Fall NWEA test. According to NWEA's research approximately 50 to 55% of all students should meet their expected growth.


Winter NWEA Math
Personal Growth Target Achievement by Cohort
60%
50%
40%
30%
20%
10%
+7%
+10%
-1%
+35%
Current 8th Grade
Current 7th Grade
Current 6th Grade
Current 5th Grade
Class of 2016
Class of 2017
Class of 2018
Class of 2019
2nd
3rd
4th
5th
6th
7th
8th



This data slide along with the next slide represents our district NWEA Average RIT compared to the NWEA Norm RIT broken out by grade level. The Dark purple is our district and the light purple is the NWEA Norm RIT.


Winter NWEA Math
D34 Average RIT Compared to the NWEA Norm RIT
Winter 2016 RIT
Winter NWEA Norm RIT
177.7
173.8
191.3
186.4
201.2
198.2
210.6
208.7
222.1
217.2
221.5
222.1
229.2
226.1
234.6
229.1
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade

Next Steps

- Continue Eureka Math 2-5
- 6-7-8 grade implementing Eureka Math (starting 2015-2016)
- K-1 implementation of Eureka Math (2016-2017)
- Expeditionary Learning in grades 3-8 (starting 2015-2016)
- Being A Writer and Making Meaning in grades K-2
- Reading Recovery in 1st Grade (2014-2015)
- Enhancement of our Gifted Services (2016-2017)
- Student Goal Setting through Student Learning Teams (2016-2017)
- Continue bridging Special Education and General Education
- Common Assessments in ELA and Math
- Continue Professional Development and Coaching Support

Thank you