

## Student Achievement and Learning Report

### NWEA

The Winter NWEA tests were administered prior to winter break. These winter results give us a snapshot of the progress our students have made thus far in both reading and math. We can compare these scores to their fall scores as well as the growth and achievement made compared to last year. The data is being analyzed by our staff, and we will use this data to make decisions regarding instructional strategies, student readiness, and curricular resources.

You can review the full data in the accompanying documents. These documents provide a district-wide perspective on student growth (Student Growth Report), student achievement (District Summary Report), and state-assessment projections (Projected Proficiency Summary).

### Student Growth Report

For your convenience, I've added the following table to highlight if the projected growth was met or surpassed, or if the projected growth was not met.

Grade Level	Mathematics			Reading		
	Proj. Growth	Obs. Growth	Growth Pctl.	Proj. Growth	Obs. Growth	Growth Pctl.
K	9.9	9	29	9.0	11	92
1	9.7	8	12	9.9	9	24
2	8.8	9	61	8.8	9	48
3	7.4	11	99	7.3	9	82
4	6.2	8	88	5.8	7	73
5	5.2	7	93	4.7	5	47
6	4.6	3	9	3.7	2	5
7	3.5	2	9	3.0	3	37
8	3.0	2	23	2.6	-1	1
9	-	5*	-	1.5	0	15
10	-	2*	-	1.4	0	6

I would like to highlight the growth percentile in mathematics. We had significant growth compared to projections in mathematics for grades 3, 4, and 5. Similarly, we had significant growth in reading for Kindergarten, 3rd grade and 4th grade. While the middle school predominantly did not meet projected growth in either subject, 7th grade did meet their projected growth in reading, which was a significant improvement from that same cohort in the 2020-2021 school year.

#### District Summary Report

Highlights from this report show that number sense and computation are two areas of strength for our students. Similarly, vocabulary appears to be a strength across the district in reading. While patterns and trends are difficult to draw from this data, the teachers can pull more information on specific student achievement that can be used to target students with specific needs. This data can also be used by our Title I program in the elementary to measure impact and adjust instructional support.

#### Projected Proficiency Summary

This is an update from the projections made based on Fall NWEA data. Highlights from this data include significantly higher pass rate projections for both math and ELA in grades 3, 4, and 5. We also saw slight growth in the pass rate projections for ELA in grades 6 and 7. Considering where our projections were in the fall, this is incredibly encouraging to see. However, I would emphasize these are simply projections that historically have not been especially accurate (ranging from a 16% overprojections to an 11% under projection). Again, this data will be shared and discussed with each building and adjustments to instructional strategies will be made.

#### **MTSS Leadership Team**

MTSS stands for Multi-Tiered Systems of Support. MTSS is a comprehensive set of academic, behavioral, and social supports that rely on data to mobilize and coordinate diverse resources for students. It's a framework designed to respond to the needs of all students within a system which integrates tiered behavior support and academic support. It's a whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through a layered continuum of evidence-based practices and systems.

It is clear, in my short time working for this district, that this is a system that we need to effectively put into place in order to adequately meet the needs of all our students at TCSC. I believe we need a team of district leaders and building leaders to establish and execute a clear vision that puts into place a system of support for all students across each of these critical areas.

It is my intention to build this team to both learn and lead this process of developing a system of support. It will be created at the district level and subsequently developed at each individual building. I am inviting district administration, building administration, and school board members to help form the big picture before bringing this plan to individual building leadership teams to implement appropriately at their levels.

Our friends from Indiana State University at the Indiana IEP Resource Center will be guiding us as we develop this system for Tipton Community Schools. To begin, the district leadership team will participate in a book study to build on our understanding of MTSS and the best way to provide that support for our students and their families.

I plan to provide monthly updates to the board on the progress of this team with the goal of implementing the team's strategy for sustained support and continuous improvement by the start of the 2022-2023 school year.

### **Professional Learning Communities**

Each of our professional learning communities have set goals to establish and provide a guaranteed, viable curriculum. At both Tipton High School and Tipton Middle School, each PLC is working on unpacking Indiana Academic Standards for their specific content area. This will establish specific learning outcomes for our students and teachers to work towards for each lesson, unit, and semester. At Tipton Elementary, each PLC has begun the process of prioritizing their standards into a more viable scope and sequence.

All teachers will ultimately use these learning outcomes to develop a scope and sequence for their content and develop high quality formative and summative assessments to measure both student growth and achievement, as well as monitor teacher effectiveness. Our goal is to be able to provide students, families, teachers, and the community with a clear picture of what academic expectations are provided here at TCSC.