# 22/23 NWEA Data Summary, Analysis & Next Steps First & Second Grade

Summer 2023

# Major Trends

- Performance increased in both subjects for Grade 2 from Fall to Spring 2023.
- Performance decreased in both subjects for Grade 1 from Fall to Spring 2023 (students' scores increased, by the increase did not meet "projected school growth")
- 20% of students tested in the Spring 2023 cycle scored in the top two percentile bands for each subject.
- In both subjects, there is a correlation between years of teaching experience at AFIA and student achievement in all grade levels.

# Celebrations

- 48%* of 2<sup>nd</sup> graders met their Fall to Spring 2023 growth goals in each subject.

- The 2nd grade cohort demonstrated growth in proficiency from Spring 2022 to Spring 2023 in each subject.

  - ELA performance increased from **15% to 24% proficient/advanced**

  - Math performance increased from **21% to 28% proficient/advanced**

*NWEA defines that **Percentage of Students who Met or Exceeded their Projected RIT** is a value that ranges from 0% (no students met their projection) to 100% (all students met their projection). Since each student's growth projection is the mean (or average) normative growth, in a very general sense once could expect that about 50% of students meet or exceed their projected RIT (https://connection.nwea.org/s/article/What-is-the-difference-between-the-two-percentages-in-the-Achievement-Status-and-Growth-summary-section?language=en_US).

# Concerns

- 1$^{st}$ grade performance decreased over the year with very few students scoring above the 50$^{th}$ percentile in either math or ELA during the Spring 2023 assessment.

- 79% of 1$^{st}$ graders achieved low growth and low performance in math on Spring 2023 assessment.

Contextual note: Over the past few years, we have targeted 1st graders for Literacy Lab interventions. During the 22-23 school year, we targeted 3rd graders as we noted they needed extra support due to factors related to COVID and remote learning. We are carefully considering how we can ensure that all students who need extra instructional support receive the needed support.

# Performance Contract Goals

| | |
|---|---|
| **Goal 3 ELA:** Over 50% of students in 1st and 2nd grade will meet or exceed their projected RIT growth on the NWEA primary reading assessment. | Goal Not Met<br>1st: 29%<br>2nd: 48%<br>**Overall: 40%** |
| **Goal 3 Math:** Over 50% of students in 1st and 2nd grade will meet or exceed their projected RIT growth on the NWEA primary mathematics assessment. | Goal Not Met<br>1st: 18%<br>2nd: 48%<br>**Overall: 33%** |

# ELA NWEA Data

- Grades 1-2 (all students)
- Grade 3 (some students)

# Schoolwide ELA (Fall-to-Spring 2023) Met Growth* by Teacher

## ▶ All Grades Show High Achievement Gap by Teacher

### ELA - Met Growth + Within Statistical Error (Yes, Yes*, No*) – Fall to Spring
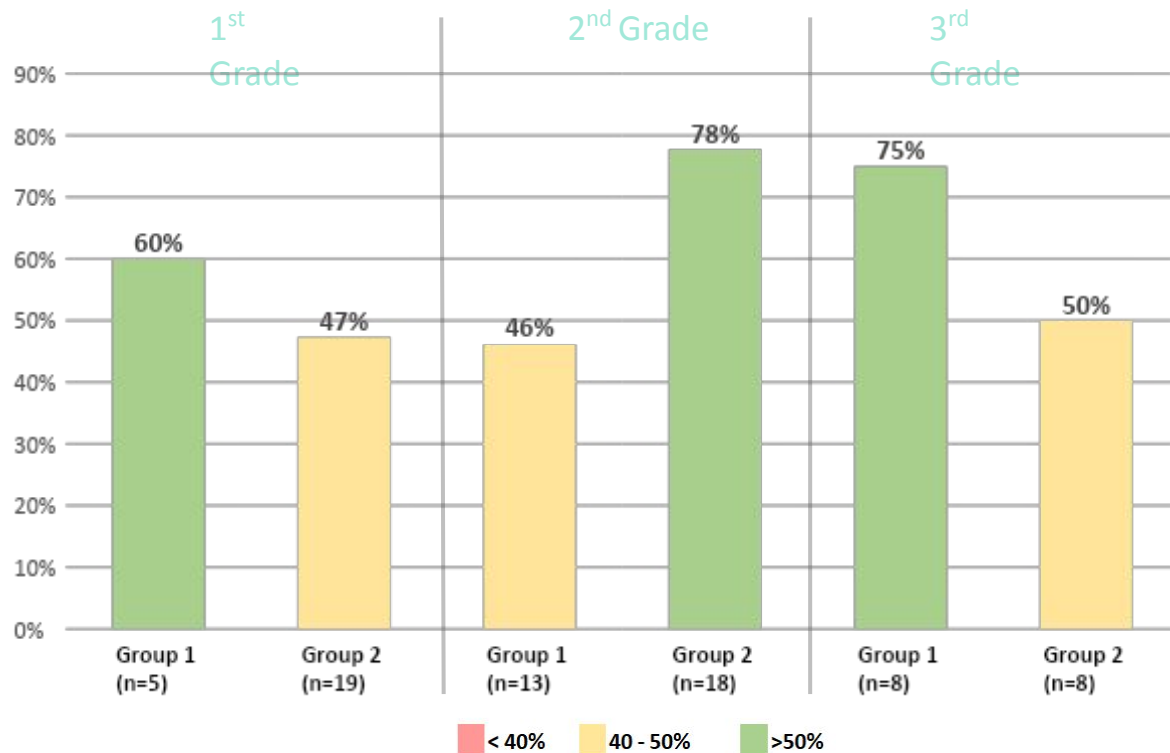


| | | Met Growth (Yes, Yes*) | Met Growth + Within Statistical Error (Yes, Yes*, No*) |
|---|---|---|---|
| **ELA** | | | |
| 1st | Group 1 | 60% | 60% |
| | Group 2 | 21% | 47% |
| 2nd | Group 1 | 31% | 46% |
| | Group 2 | 61% | 78% |
| 3rd | Group 1 | 50% | 75% |
| | Group 2 | 25% | 50% |

**\*NWEA identifies growth goals** but also highlights students who were within the statistical margin of error. The Second column identifies the percent of students who met growth + students who did not meet growth but were within the NWEA calculated margin of error.

*Variations in sample sizes due to growth being calculated for only those students who tested in both Fall and Spring for SY22-23.*
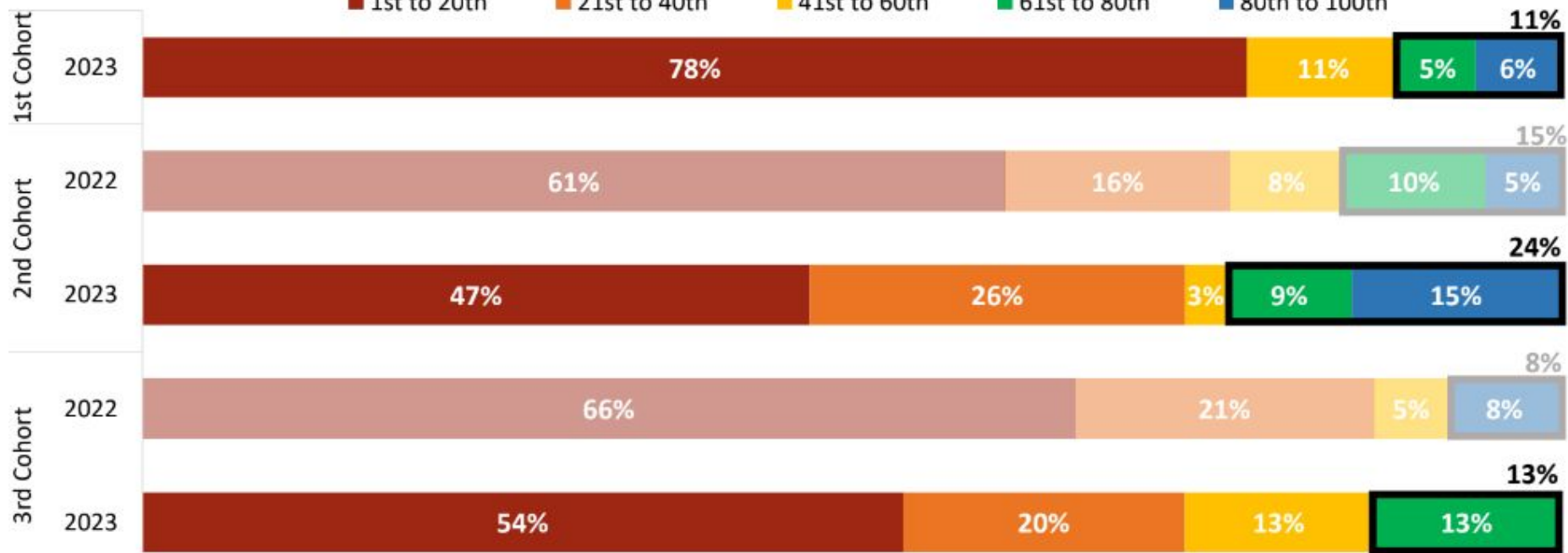
# ELA NWEA Data by Cohort: Grade 2

2nd grade shows significant performance improvement over last year.

ELA (By Cohort)    Spring 2023 to Spring 2022 Comparison

Percentage of scholars in each of these percentile bands

- 1st to 20th
- 21st to 40th
- 41st to 60th
- 61st to 80th
- 80th to 100th

**1st Cohort**

2023: 78% | 11% | 5% | 6% — 11%

**2nd Cohort**

2022: 61% | 16% | 8% | 10% | 5% — 15%

2023: 47% | 26% | 3% | 9% | 15% — 24%

**3rd Cohort**

2022: 66% | 21% | 5% | 8% — 8%

2023: 54% | 20% | 13% | 13% — 13%

# Next Steps

- Improve implementation of the following instructional strategies through schoolwide professional development and job-embedded coaching:
    - Choosing appropriately complex text
    - Phonemic Awareness instruction
    - Small group, targeted reading instruction
    - Choosing appropriately complex text
    - Using text based questions to assess comprehension
    - Constructed response writing
    - Paideia Seminar (addresses reading, writing, speaking and listening standards)
- Utilize team teaching in primary grades to provide push-in literacy interventions

# Analysis & Next Steps

- Monitor schoolwide constructed response data (Instructional Leadership Team) to inform professional development needs (schoolwide and differentiated)
- Incorporate student work analysis into all observation debriefs
- Select and implement an instructional resource to support phonemic awareness instruction in grades K & 1
- Implement NWEA Fluency assessment and revise literacy assessment plan for grades K-2
- Implement "Literacy Boot Camp" for all first/second year teachers in primary grades + apprentice teachers in order to better prepare newer teachers to plan and implement literacy instruction
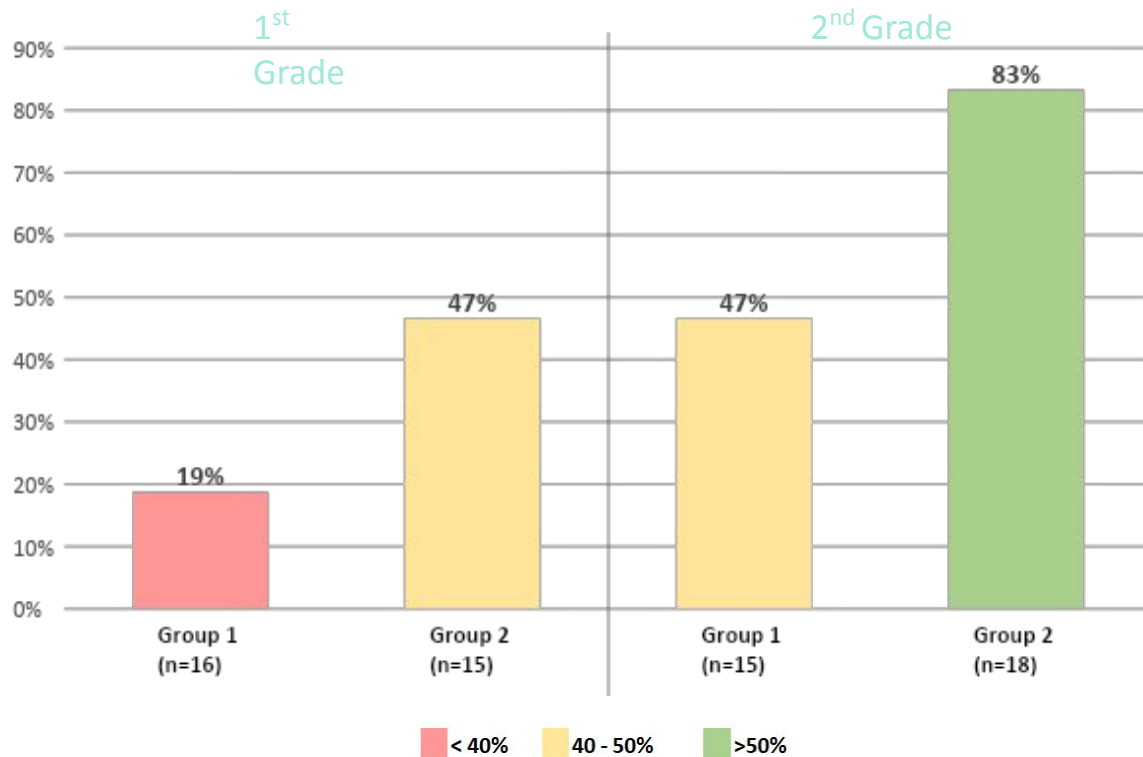
# Math NWEA Data

- Grades 1-2 (all students)

▶ **2nd Grade Shows High Achievement Gap by Teacher**



Math - Met Growth + Within Statistical Error  (Yes, Yes*, No*) – Fall to Spring

| Math | | | |
|---|---|---|---|
| | | Met Growth (Yes, Yes*) | Met Growth + Within Statistical Error (Yes, Yes*, No*) |
| 1st | Group 1 | 6% | 19% |
| | Group 2 | 33% | 47% |
| 2nd | Group 1 | 27% | 47% |
| | Group 2 | 67% | 83% |

*NWEA identifies growth goals** but also highlights students who were within the statistical margin of error. The Second column identifies the percent of students who met growth + students who did not meet growth but were within the NWEA calculated margin of error.

# NWEA Math Data by Cohort: Grade 2

**Math (By Cohort)** — *Spring 2023 to Spring 2022 Comparison*

Percentage of scholars in each of these percentile bands

- 1st to 20th
- 21st to 40th
- 41st to 60th
- 61st to 80th
- 80th to 100th

**1st Cohort**

2023: 69% | 11% | 11% | 6% | 3% — 9%

**2nd Cohort**

2022: 47% | 21% | 11% | 3% | 18% — 21%

2023: 51% | 11% | 9% | 11% | 17% — 28%

# Math Professional Development Action Steps

- Improve implementation of the following instructional strategies through schoolwide professional development and job-embedded coaching:
  - Formative assessment (during and after the lesson)
  - Instructional feedback
  - Number Talks
  - 3 Act Tasks
- Create observation tools related to the implementation of the identified strategies to provide coaching feedback and facilitate self-assessment

# Math Professional Development Action Steps

- Analyze student work in all observation debriefs
- Provide support with unit planning & data-driven decision making
- Analyze NWEA data to establish pre-unit baseline and create post-unit growth goal for each student
- Develop proficiency scales to support the action step above
- Plan math intervention and enrichment at the unit level
- Utilize co-teaching in primary grades to provide push-in literacy interventions

# Math Professional Development Action Steps

- Track formative assessment data (SLO Math Tracker) and use protocols to monitor and adjust instruction, as well as monitor student progress toward the post-unit growth goal
- Engage in twice/month Math Meetings (Instructional Coach/AP & Teachers) to analyze formative assessment data and implement instructional adjustments
- Monitor SLO Math Tracker data (Instructional Leadership Team) to inform professional development needs (schoolwide and differentiated)

# AFIA's Strategic Implementation Plan

**Continue to build teacher capacity to engage in data analysis to drive instructional practices.**
- Teachers will engage in ongoing data analysis with the support of their instructional coach. Protocols will be utilized for reviewing evaluate data, NWEA data, formative data, etc.
- Instructional coaches will engage in math meetings with their teams

**Continue to analyze benchmark data (NWEA, Evaluate math pre and post unit data, student work) to differentiate and enrich instruction for students who are below, at and above grade level.**
- Engage in data-driven instruction through the implementation and evaluation of pre/post unit assessments for math
- Engage in data-driven instruction through review of daily formative assessments for math
- Analyze NWEA data to differentiate instruction/ provide enrichment for performing at or above grade level
- Analyze Evaluate data to differentiate grade level instruction/provide enrichment for performing at or above
- Engage in regular student work analysis to refine teaching practices and evaluate student progress against success criteria.

**By 2023/2024, and annually, evaluate the effectiveness of our written curriculum and implement revisions.**