



Walk-through /IPI Data

- ❖ Total Walk-through Count: 756
 - Walkthrough counts are down this month. This is due to the administration of the Grade Level, End of Course, and NWEA Assessments.
 - Administration will be encouraged to continue with walkthroughs now that assessments have concluded.

Support of the Comprehensive School Improvement Plan

- ❖ Overall student MAP and End-of-Course Assessments results will show a minimum of 3% annual growth in the number of students scoring proficient or advanced or exceed the state averages in student achievement.



NWEA Parkview Spring Performance: The NWEA reports offer a bird's eye view of grades K through two spring performances. The results are based on NWEA norms and provide percentile rankings from low to high. The results are categorized into instructional areas, or domains which are found on the left side of the report under Instructional Area RIT Range. This structure is similar to the Grade Level MAP [Blueprints](#) provided by DESE. Each strand or instructional area found below provides an overall score allowing us to identify broad areas of the curriculum that need to be addressed.

DataGrades K - 2 MATH



Kindergarten Math Results: Data and Statistics is an area that is difficult for students to master. At the kindergarten level students are asked to count the number of objects in a category and compare the groups. We have a higher percentage of students scoring low in this area. Relationships and Algebraic Thinking is an area that kindergarten students have excelled in. This strand assesses the student's ability to add and subtract within five and understand that addition is putting together and subtraction is taking apart.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 MO 2016 / MO Learning Standards Mathematics: 2016	16	16%	15	15%	21	22%	25	26%	20	21%	156-157-158	10.8
Instructional Area RIT Range												
Data and Statistics	22	23%	17	18%	13	13%	28	29%	17	18%	154-156-157	14.3
Number Sense and Operations	17	18%	22	23%	23	24%	18	19%	17	18%	154-155-157	12.4
Geometry and Measurement	14	14%	19	20%	16	16%	26	27%	22	23%	156-157-159	13.4
Relationships and Algebraic Thinking	13	13%	14	14%	14	14%	31	32%	25	26%	158-159-161	11.8

First Grade Math Results: Both Relationships and Algebraic Thinking and Geometry and Measurement are areas where our first grade students scored well with 50% or more of the students scoring high or high average. These areas include the use of addition and subtraction to solve problems, fluently adding and subtracting within 10, and identification of shape attributes. Forty percent of our first grade students scored low or low average in Data and Statistics. At this grade level the standards require students to read and interpret data from picture graphs and tallies.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math K-2 MO 2016 / MO Learning Standards Mathematics: 2016	14	9%	20	13%	40	26%	42	27%	39	25%	178-179-180	10.1
												
Instructional Area RIT Range												
Data and Statistics	21	14%	40	26%	22	14%	29	19%	43	28%	176-178-179	14.4
Number Sense and Operations	16	10%	20	13%	34	22%	33	21%	52	34%	179-181-182	13.6
Geometry and Measurement	16	10%	22	14%	32	21%	51	33%	34	22%	178-179-180	12.4
Relationships and Algebraic Thinking	15	10%	23	15%	43	28%	34	22%	40	26%	178-179-180	11.1
												

Second Grade Math Results: Our second grade students scored high in Number Sense and Operations. These standards require students to understand the place value of three-digit numbers, add and subtract, compare greater than, less than and equal to, and understand that three digit numbers consist of ones, tens, and hundreds. One of the challenging areas assessed is Geometry and Measurement. These standards include working with time and money, measuring and estimating lengths, and attributes of shapes.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math K-2 MO 2016 / MO Learning Standards Mathematics: 2016	26	20%	11	8%	27	21%	33	25%	33	25%	189-190-192	16.1
												
Instructional Area RIT Range												
Data and Statistics	23	18%	18	14%	20	15%	17	13%	52	40%	193-195-197	22.8
Number Sense and Operations	21	16%	13	10%	25	19%	32	25%	39	30%	191-192-194	17.1
Geometry and Measurement	26	20%	25	19%	33	25%	23	18%	23	18%	185-187-188	16.1
Relationships and Algebraic Thinking	31	24%	25	19%	24	18%	21	16%	29	22%	187-188-190	17.8
												

Data Grades K - 2 READING

Kindergarten Reading Results: Forty-four percent of our kindergarten students scored high average and high in the area of Reading Foundations. These standards include identification of upper and lower case, development of phonemic awareness, identification of sounds, producing and writing letters, blending sounds, and reading high frequency words. Overall, scores in Reading Vocabulary were the lowest. It is difficult for students to have an understanding of vocabulary and be able to respond to texts and conversations at this grade level.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 MO 2016 / MO Learning Standards English Language Arts: 2016	26	27%	22	23%	19	20%	14	15%	15	16%	148-149-150	11.7
Instructional Area RIT Range												
Reading Foundations	27	28%	14	15%	13	14%	21	22%	21	22%	150-151-153	16
Writing and Language	20	21%	21	22%	23	24%	13	14%	19	20%	149-150-152	12.6
Reading Vocabulary	35	36%	15	16%	16	17%	16	17%	14	15%	146-147-149	13.7
Reading Process, Fiction, Nonfiction	27	28%	24	25%	19	20%	10	10%	16	17%	146-148-149	12.6

First Grade Reading Results: Reading Foundations and Writing and Language are areas of strength for our first grade students. Students' foundational skills at this grade level include identification of long and short vowels, decoding words, identifying spelling patterns and identifying syllables in spoken words. Writing standards ask students to apply the research process to create opinion, informative, and explanatory texts. Forty-four percent of the first grade students scored low, low average in the area of Reading Process, Fiction, Nonfiction. This strand encompasses several skills including comprehension, retelling the main idea, inferring, drawing conclusions, and using text features to locate information in the text.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 MO 2016 / MO Learning Standards English Language Arts: 2016	15	10%	39	25%	40	26%	38	25%	23	15%	170-171-172	11.1
Instructional Area RIT Range												
Reading Foundations	22	14%	35	23%	30	19%	31	20%	37	24%	172-173-175	15.5
Writing and Language	19	12%	32	21%	36	23%	50	32%	18	12%	170-171-172	11.8
Reading Vocabulary	22	14%	34	22%	36	23%	33	21%	30	19%	170-171-172	12.3
Reading Process, Fiction, Nonfiction	29	19%	39	25%	33	21%	31	20%	23	15%	168-169-171	13.6

Second Grade Reading Results: Our second grade students scored higher in vocabulary. Second grade students are expected to use content, prefixes and suffixes to determine the meanings of words. Reading Foundations was also an area with several students scoring high average and high, but also included a large number scoring low, low average. Second grade Foundational standards include identification of misspelled high frequency words, decoding words, and using syllable patterns to decode words.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 MO 2016 / MO Learning Standards English Language Arts: 2016	34	26%	22	17%	23	18%	28	22%	23	18%	180-182-183	17.4
Instructional Area RIT Range												
Reading Foundations	41	32%	16	12%	23	18%	20	15%	30	23%	180-182-184	20.3
Writing and Language	36	28%	21	16%	28	22%	27	21%	18	14%	180-181-183	18.2
Reading Vocabulary	26	20%	23	18%	31	24%	27	21%	23	18%	182-184-185	18.8
Reading Process, Fiction, Nonfiction	37	28%	23	18%	31	24%	19	15%	20	15%	179-180-182	18.1

Overall, I am pleased with the students' performance. These reports are used to identify overarching areas that need to be addressed within the curriculum documents. There are additional reports that are used at the building level. Building level reports and individual student reports will be used by the 2023-2024 teachers to identify student needs prior to the start of school, and redefine their scope and sequence.

Quality Assurance Visit: Mrs. Bangerter completed a Quality Assurance visit during the first week of MAP Testing. She visited Mrs. Barlow, 8th grade math teacher's classroom. Prior to the observation, we interviewed with her to discuss our protocols and security measures. The district passed the Quality Assurance with flying colors. I am also required to complete two Quality Assurance observations, one EOC and one Grade Level Assessment. Mrs. Jennie Delgado, high school math, and Mrs. Bridgett Pennington, third grade ELA, allowed me to observe their classes. Both teachers did an outstanding job administering the assessments.

Exemplary Status: The Continuous Improvement process created through MSIP 6 allows districts to submit application to be considered for Exemplary Status in one or more of the Six Pillars of MSIP 6 including: 1) Leadership, 2) Effective Teaching and Learning, 3) Data-based Decision Making, 4) Alignment of Curriculum, Standards and Assessment, 5) Climate and Culture, and 6) Equity of Educational Access. In the fall, the District will have the opportunity to apply for Exemplary Status in more than one area. We will be working with Nancy Greeley, our area supervisor, for application.

Senate Bill 681 and 662, Literacy Initiatives: The statute requires schools to create a District Literacy Plan to address students reading below grade level. There has been delayed progress due to the lack of information provided by DESE, but the district will be required to implement the assessment requirements of the statute in the fall. DESE recently provided a list of approved assessments and it includes the Star assessment. We currently use the Star Assessment to determine a student's reading levels for AR testing and to track a student's literacy skills. Star is a program that our students and teachers are familiar with. To meet the assessment requirements, Parkview will administer the Star Early Literacy and Cameron Intermediate teachers will use Star Curriculum Based Measures (CBM). Both buildings will add one-on-one assessments provided by Star to assess the additional literacy skills required by the statute.

School districts using DESE's required reading assessments will be reimbursed a small amount per student to help cover this year's cost of purchasing the assessments. These funds are also used to cover the cost of LETRS training and are part of DESE's Read Lead Exceed initiative. More information can be found on the DESE web page and is linked here: [Literacy Based Quick Reference Guide](#)