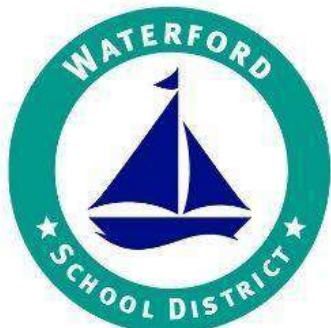


State and NWEA Assessment Data

October 3, 2024

Darin Holley - Assistant Superintendent of PreK - 5 & Interim Superintendent
Elizabeth Kutchey - Director of Instructional Technology, Data and Assessment
Steve Wolf - Assistant Superintendent of 6 - Post Secondary





Waterford School District

STRATEGIC PLAN | 2021-2026 | YEAR 3



VISION

**Inspired, Educated,
and Empowered
to Thrive**

Belief Statement

We believe in a collaborative school community that values:
Relationships that foster trust and respect, diversity,
equity, and inclusion, student voice, high expectations,
critical thinking and problem solving,
and lifelong learning FOR ALL!

MISSION

**We Provide Exemplary
Educational Experiences
for Each Student
to Thrive**



ACADEMICS/PROGRAMS

WSD will ensure a precision focus on learning by providing high-quality instruction using aligned, adequate (quantity) materials in state-of-the learning environments.

Priority Objectives - Year 3:

- Integrate PBL into math and science. Continue integration with HHM and social studies
- Ensure at least one PBL project each semester K-8
- Continue revisions and implementation of new science curriculum at high school
- Continued implementation of the science of reading
- Implement new math curriculum
- Interactive display implementation
- Middle School Teaming-Year 2
- Improve outcomes for students with special needs



PERSONNEL/LEADERSHIP

WSD will attract, value, and retain high-quality staff.

Priority Objectives - Year 3:

Attract:

- Enhance recruitment and selection processes
- Implement onboarding software system

Value and Retain:

- Implement District Benefits Committee and conduct employee benefits analysis
- Implementation of Grow-Your-Own Grant Program funding to employees
- Conduct personnel ratio analysis

Leadership:

- Foster and support "One Waterford" district culture to encourage staff collaboration and team work
- Develop effective performance management/evaluation system and process
- Expand Central Enrollment options to improve customer service



LEARNING ENVIRONMENT/ CULTURE

WSD will cultivate an environment of mutual trust, respect, inclusion and substantive relationships so that the students, staff, and community thrive.

Priority Objectives - Year 3:

- Continue work with diversity, equity and inclusion
- Restorative practices/Cultures for learning
- Improve our new teacher induction program and mentor system



COMMUNICATIONS/ COMMUNITY ENGAGEMENT

WSD will promote authentic community engagement and celebrate our successes.

Priority Objectives - Year 3:

- Enhance/Grow Future is Bright campaign
- Increase district connection to local businesses/community
- Continue to implement best DEI practices and initiatives
- Implement internal and external WSD brand marketing
- Continue robust enrollment campaign



OPERATIONS

WSD will utilize district data to inform decision-making on the allocation of available resources to achieve the District's vision and carry out the District's mission.

Priority Objectives - Year 3:

- Facilities management plan
- Continue with implementing operational efficiencies
- Bond plan for future projects
- Update district for security recommendations
- Complete building of new Stepanski Early Childhood Center
- Grant management

Investments We've Made

- **Over \$4 million investment to support teaching and learning**, including new curriculum, materials and professional development
 - Tier 1: ELA, Math, Science & Social Studies
 - Tier 1/2: Lexia, Amira and Dreambox to help address the skill deficit
 - Staff training
 - Written curriculum - Pacing Guides and Instructional Library
- **\$12 million in technology investments since 2021**
 - 1:1 Chromebooks
 - Promethean interactive displays in every classroom
 - Staff training

Under Construction

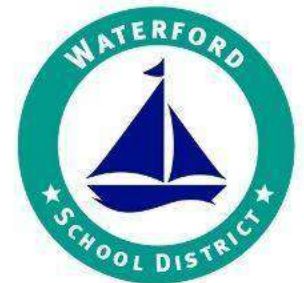
Everyone wants better roads, but...



The process for constructing them is disruptive, slow & painful.

About the Spring State Assessment Data...

- State assessments are summative assessments designed to be a snapshot in time of student achievement/performance.
- One part in a balanced assessment system that uses multiple and varied means
- Helps us to understand overall levels of achievement & trends
- Helps to identify gaps in curriculum and or fidelity of implementation
- Helps to highlight areas of strength to be shared out
- Not designed to be diagnostic or drive day-to-day teaching & learning



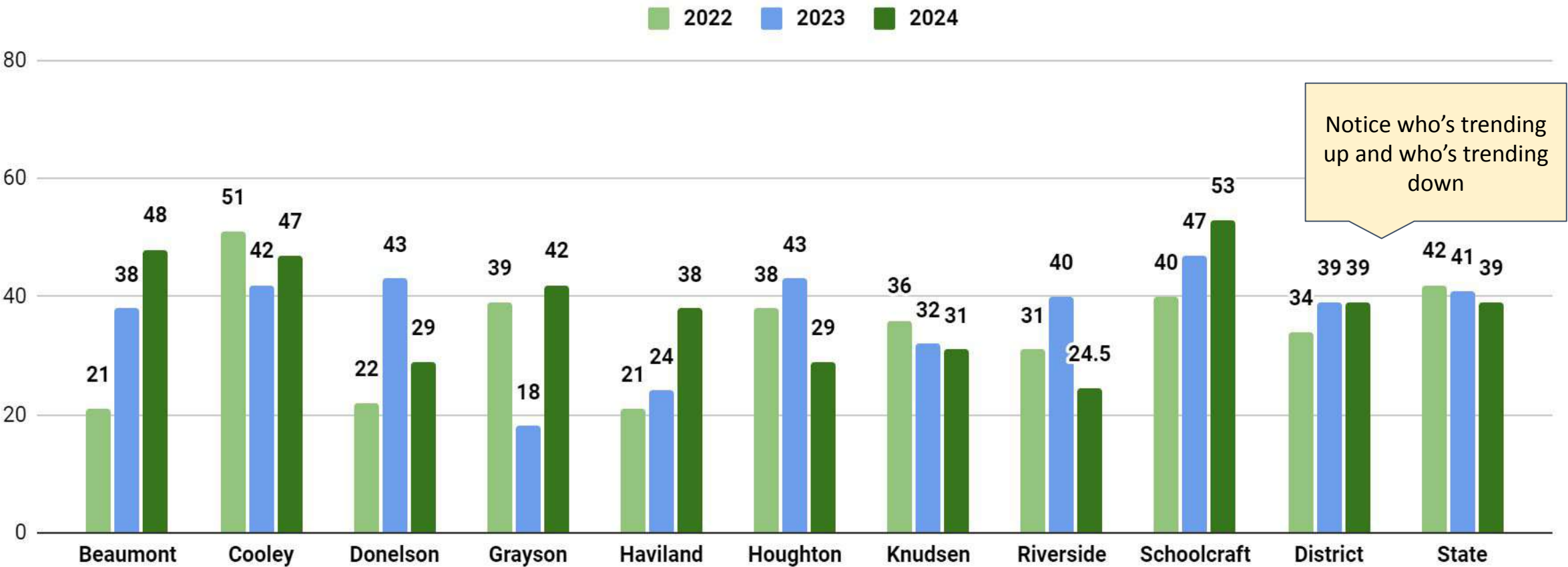
M-STEP

Spring 2024



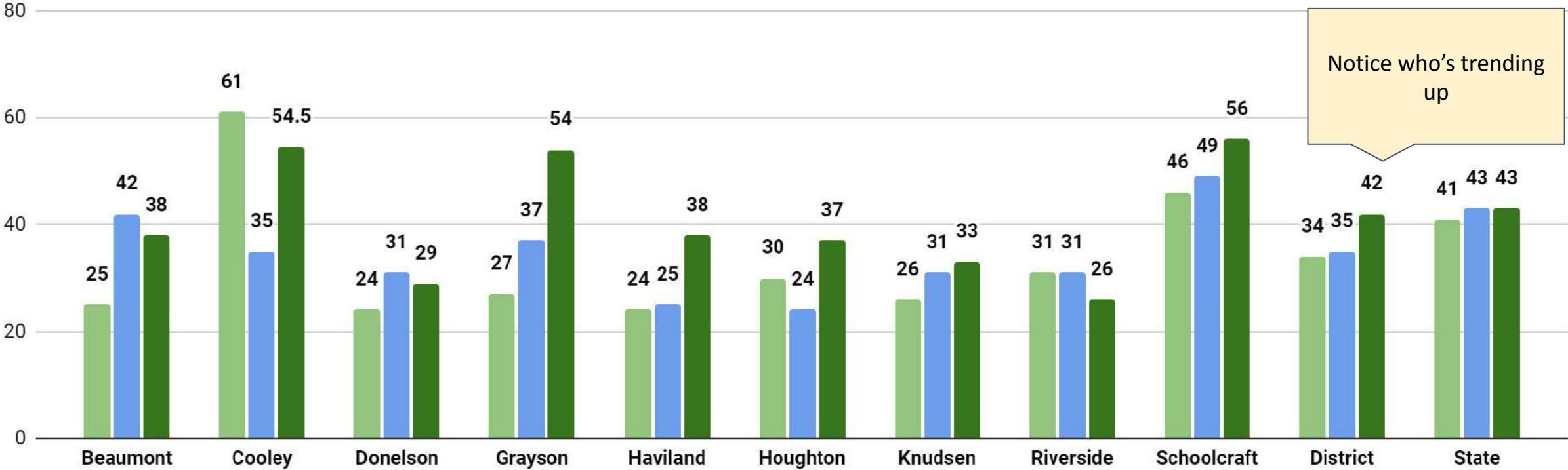
WATERFORD SCHOOL DISTRICT

3rd Grade Language Arts - Percent At or Above Proficiency



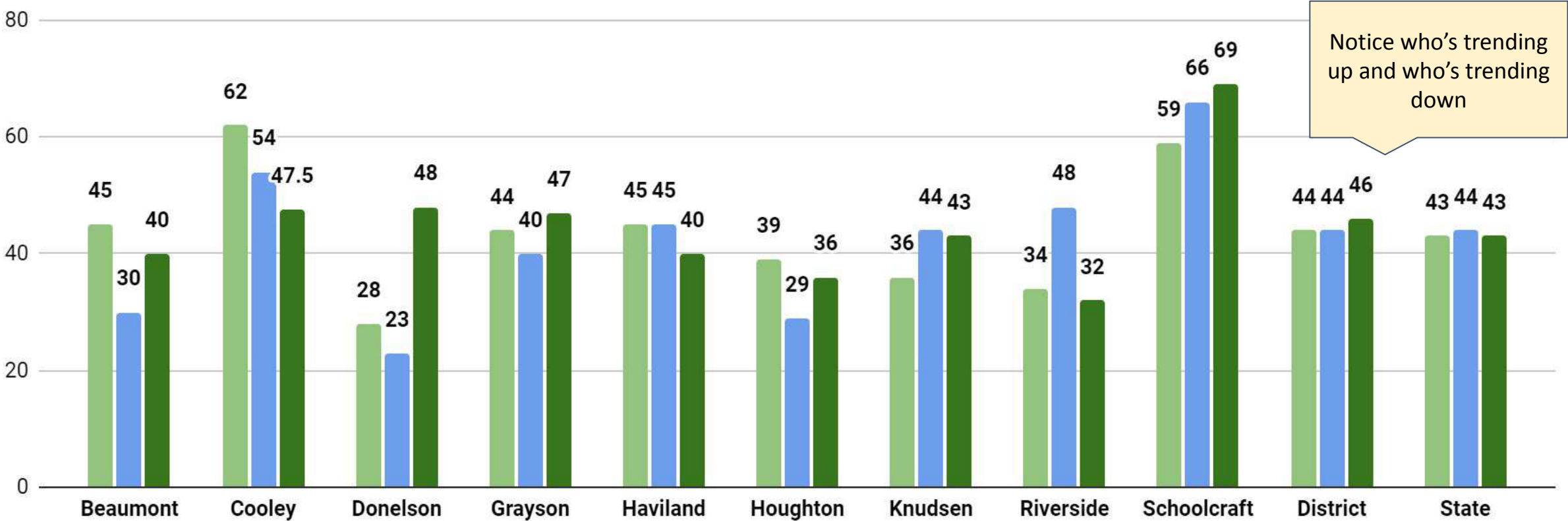
3rd Grade Math - Percent At or Above Proficiency

2022 2023 2024



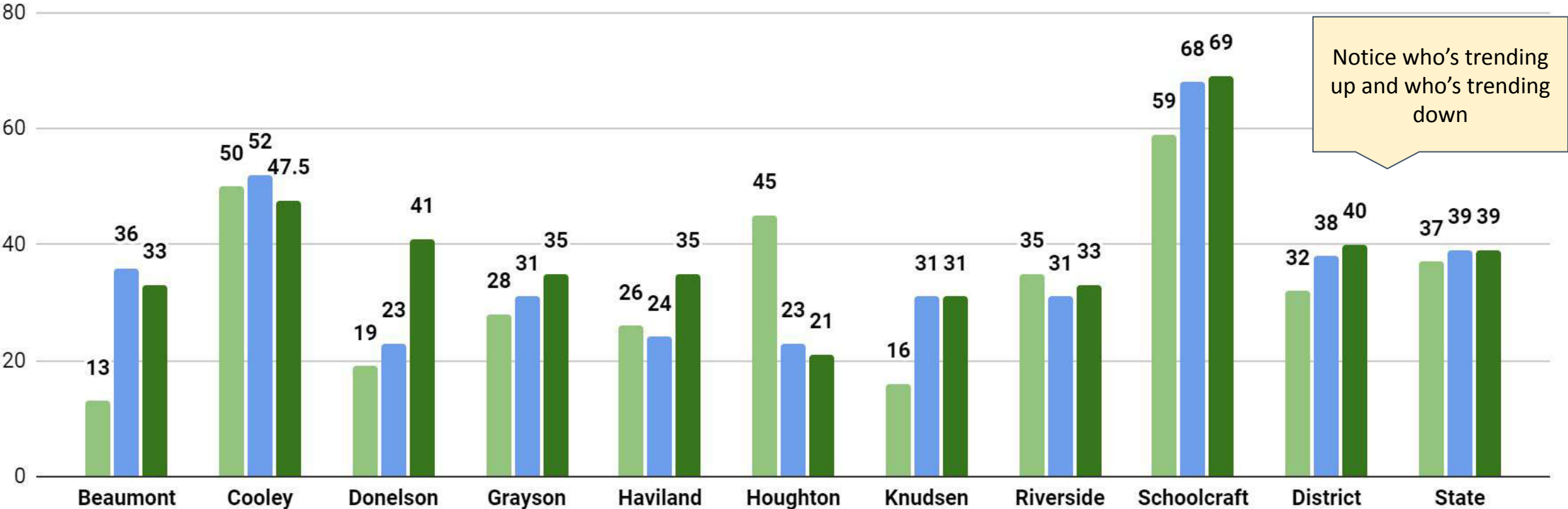
4th Grade Language Arts - Percent At or Above Proficiency

2022 2023 2024

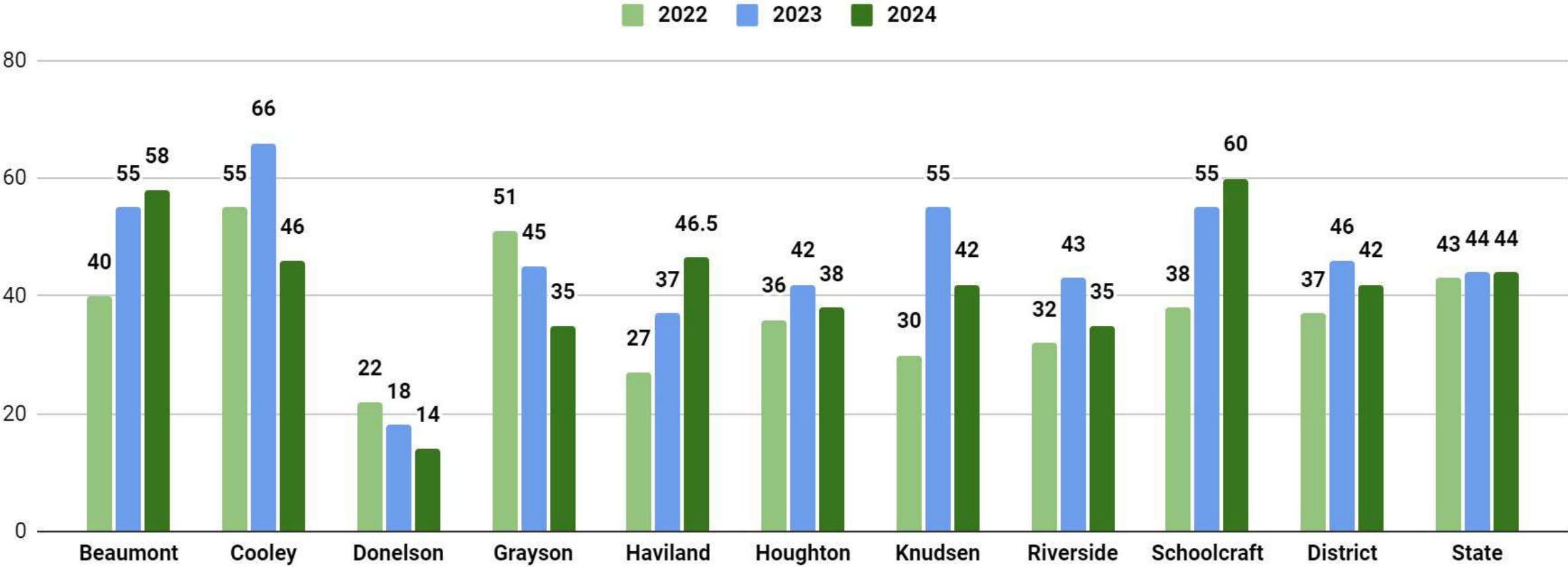


4th Grade Math - Percent At or Above Proficiency

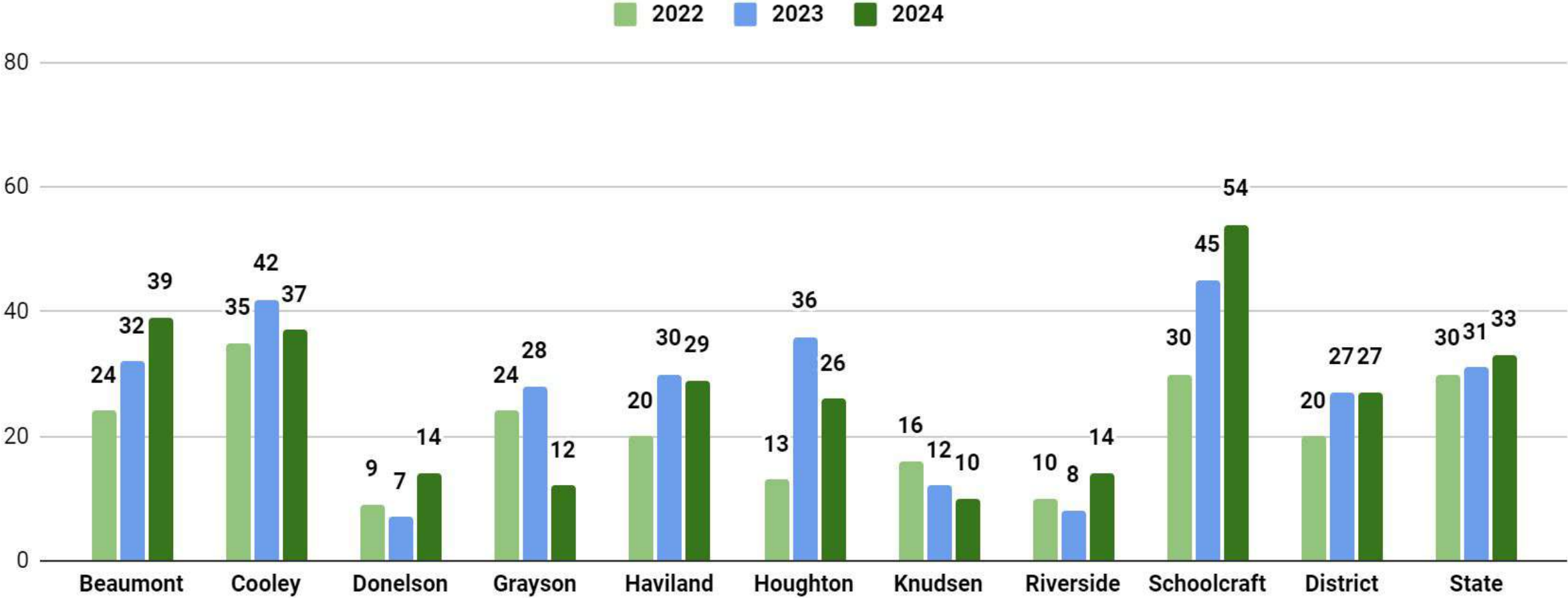
2022 2023 2024



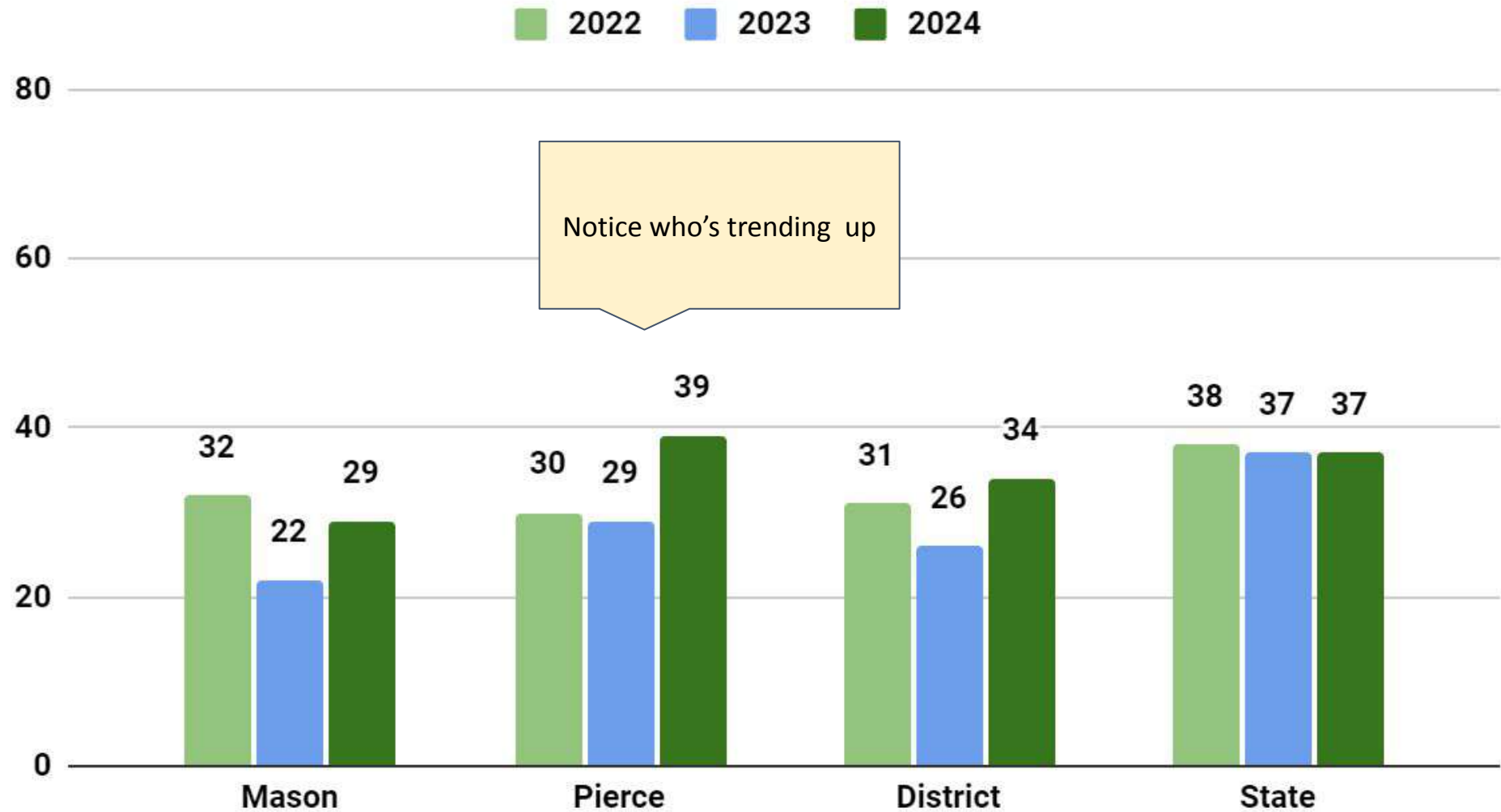
5th Grade Language Arts - Percent At or Above Proficiency



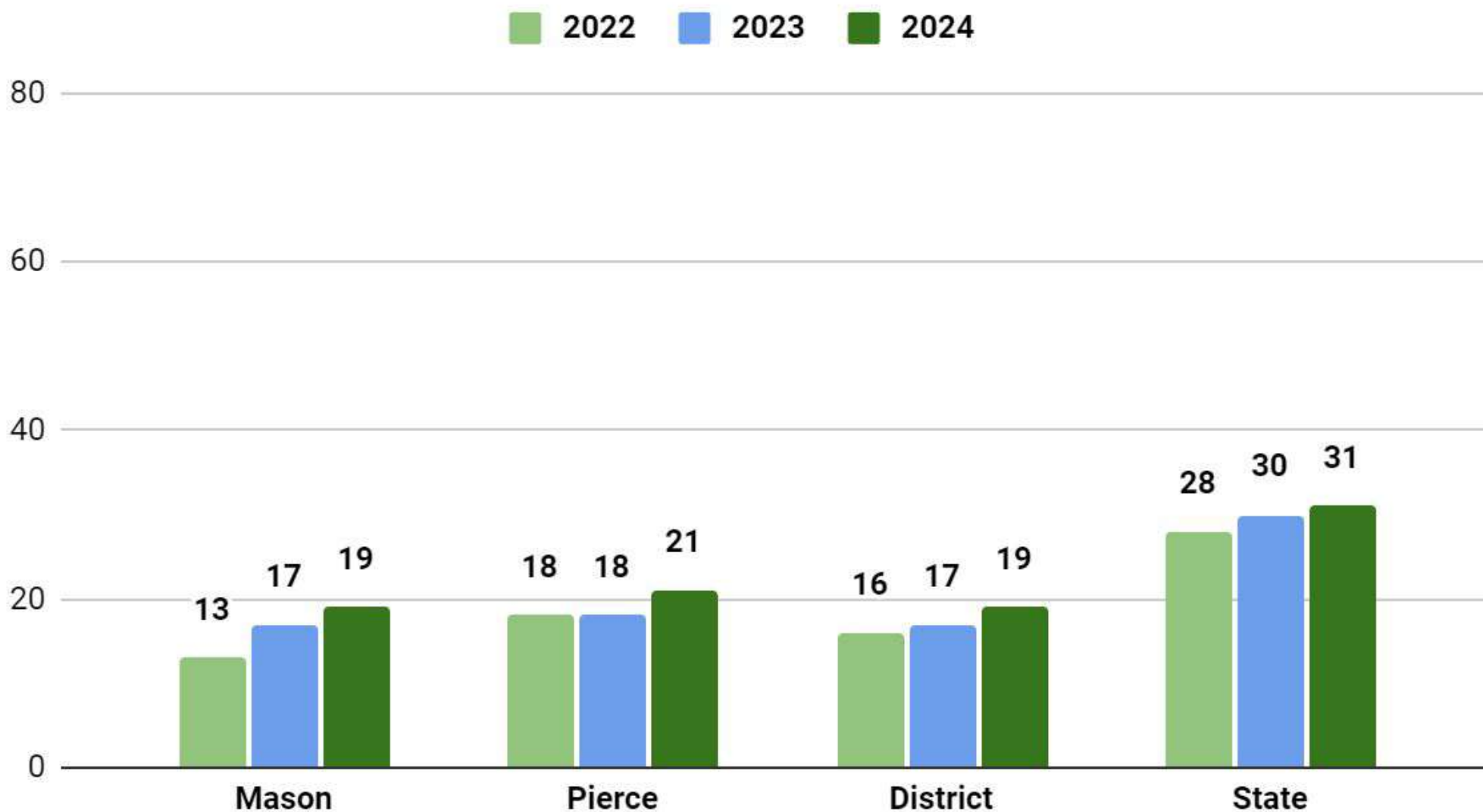
5th Grade Math - Percent At or Above Proficiency



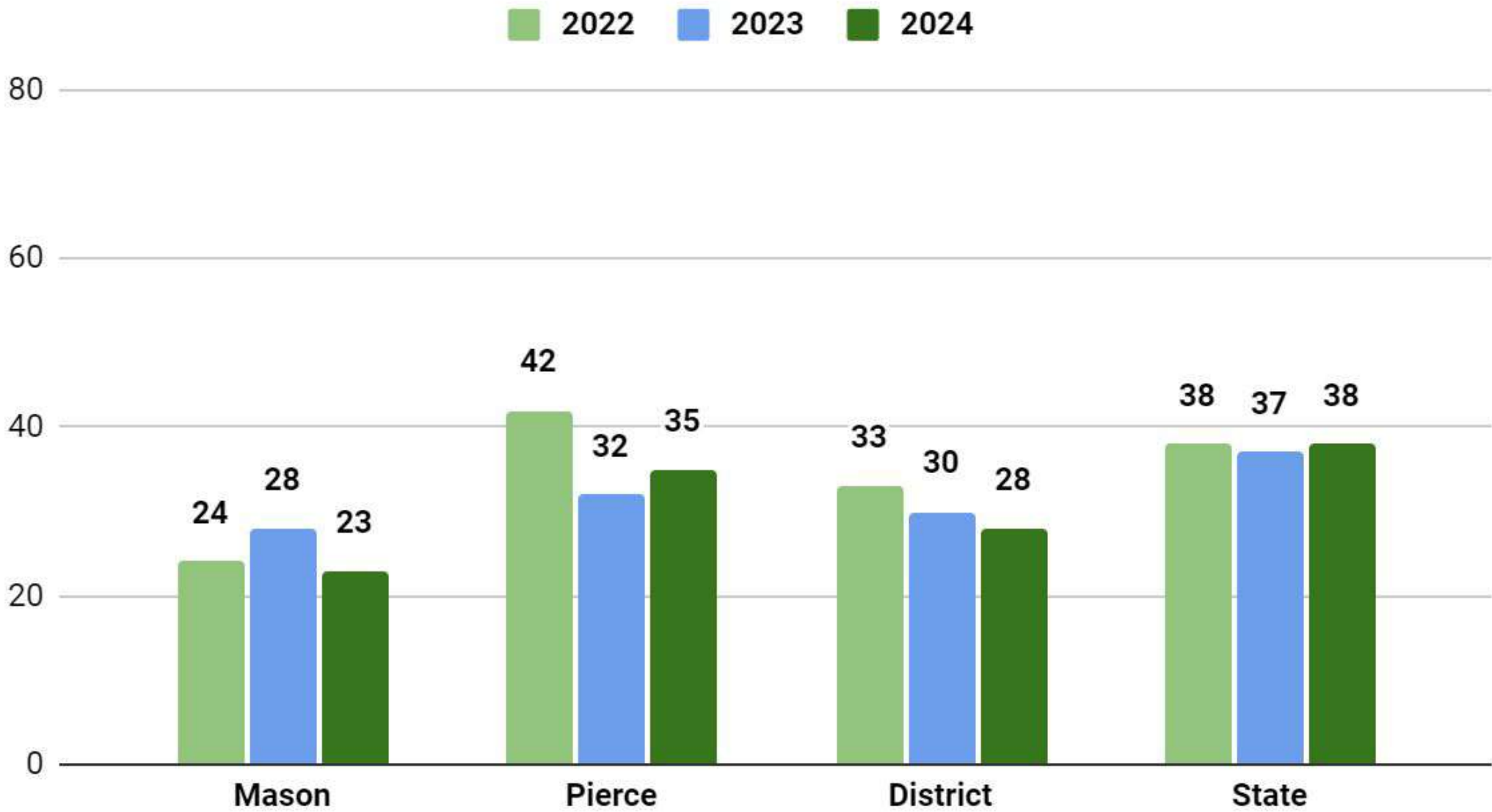
6th Grade Language Arts - Percent At or Above Proficiency



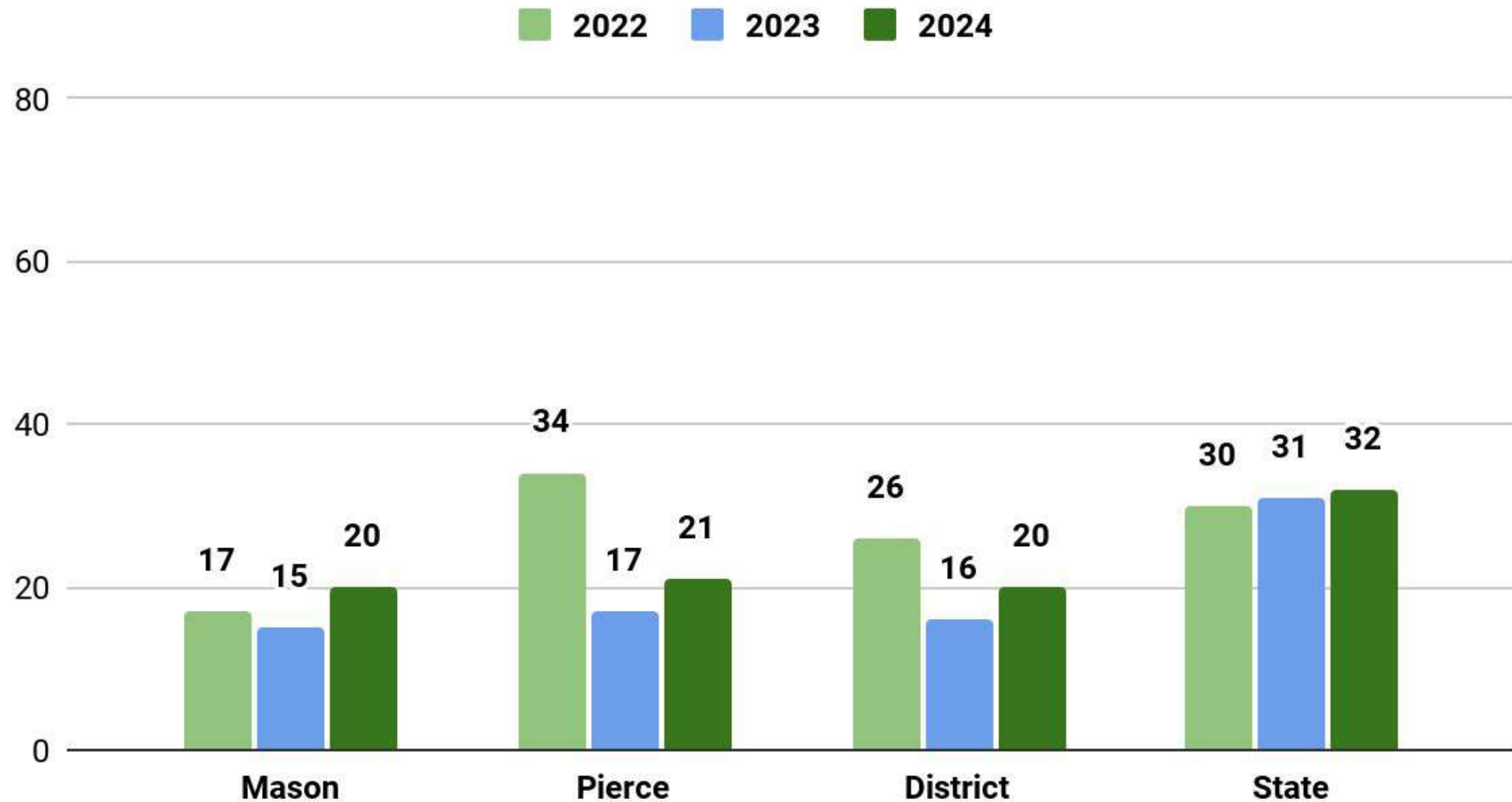
6th Grade Math - Percent At or Above Proficiency



7th Grade Language Arts - Percent At or Above Proficiency

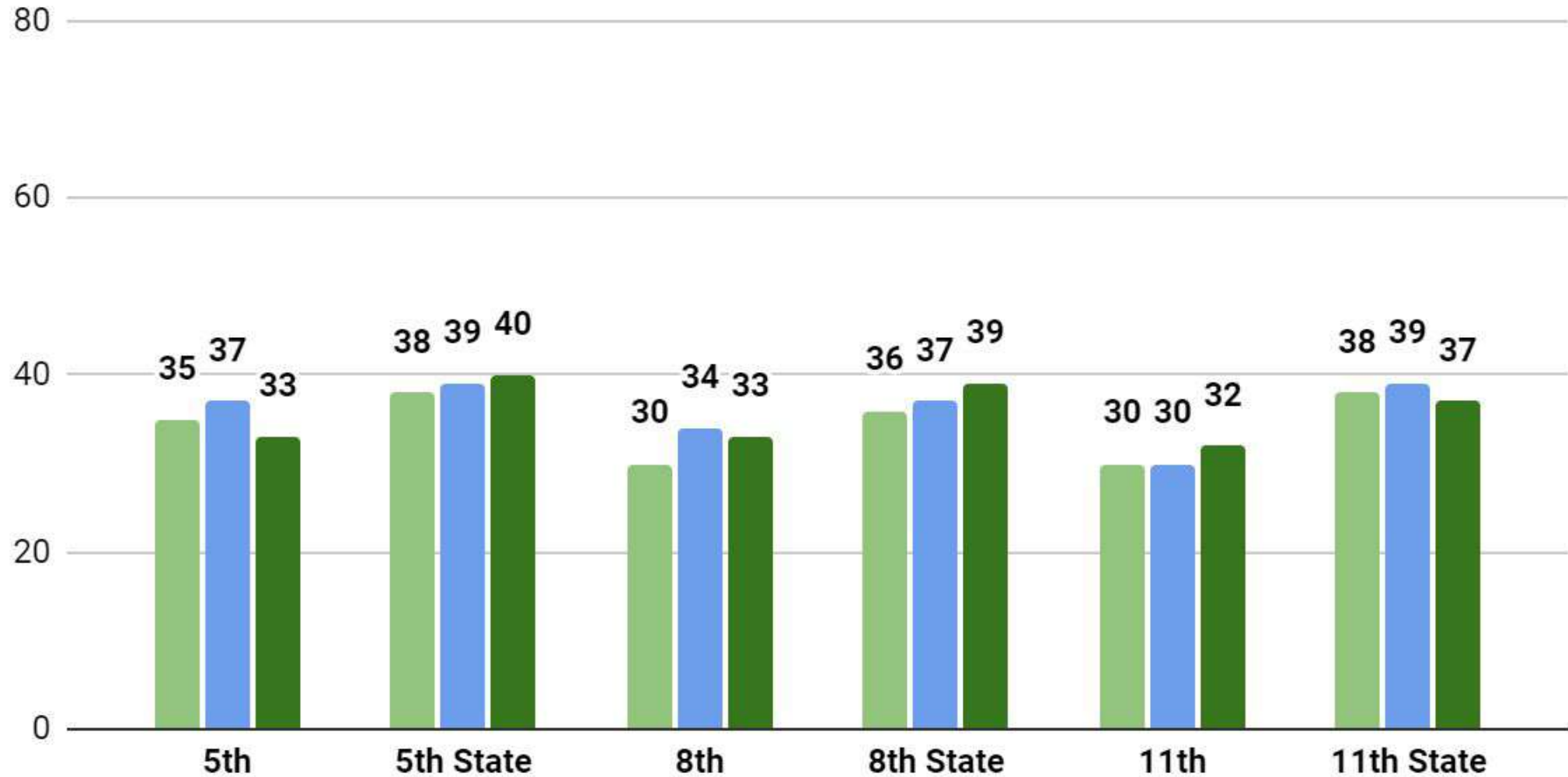


7th Grade Math - Percent At or Above Proficiency

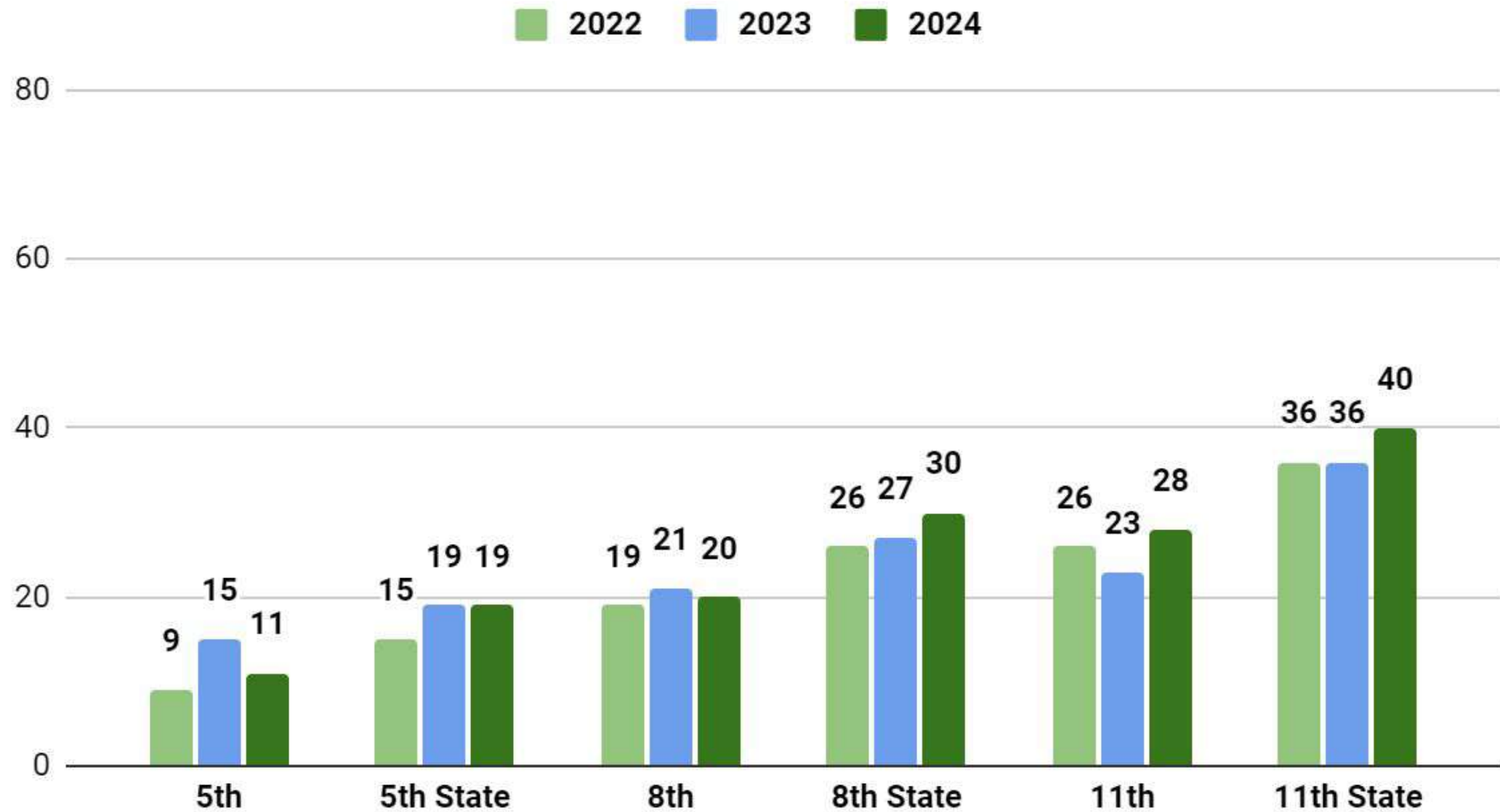


Science - Percent At or Above Proficiency

2022 2023 2024



Social Studies - Percent At or Above Proficiency



M-STEP

Percent Proficient

Subgroups for Grades 3rd - 7th

	ELA		
	2022	2023	2024
African American	18%	19%	21%
English Learners	28%	27%	25%
Hispanic	28%	30%	28%
Special Education	10%	10%	10%

	Math		
	2022	2023	2024
African American	6%	9%	13%
English Learners	18%	18%	18%
Hispanic	17%	17%	17%
Special Education	6%	11%	11%

Increase from 2022-2023

M-STEP ELA and Math Summary

	ELA	
	2023 - District	2024 - District
3rd	39	39
4th	44	46
5th	46	42
6th	26	34
7th	30	28
	2023 - State	2024 - State
3rd	41	39
4th	44	43
5th	44	44
6th	37	37
7th	37	38

	Math	
	2023 - District	2024 - District
3rd	35	42
4th	38	40
5th	27	27
6th	17	19
7th	16	20
	2023 - State	2024 - State
3rd	43	43
4th	39	39
5th	31	33
6th	30	31
7th	31	32

Increase from 2023 - 2024

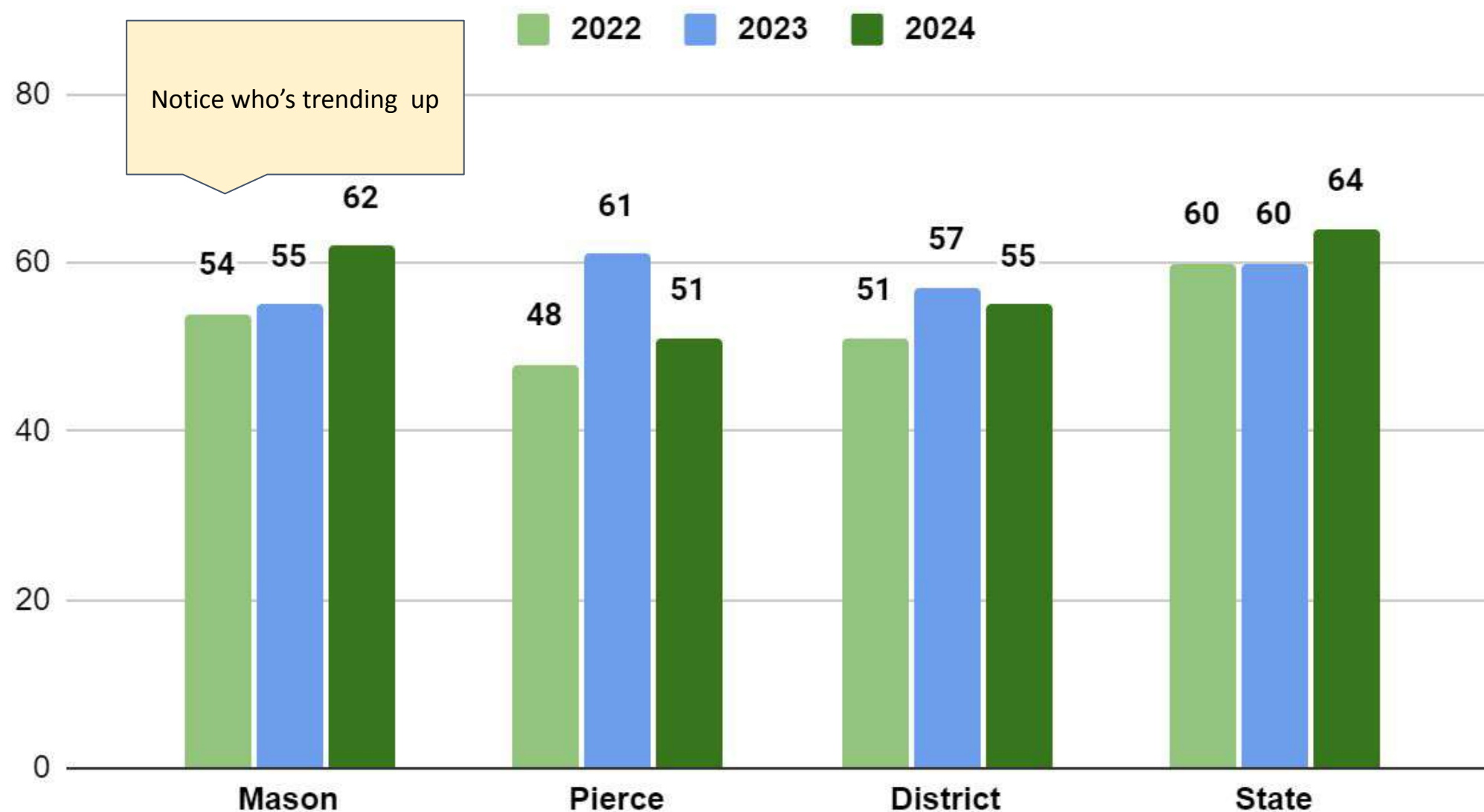
CollegeBoard

Spring 2024

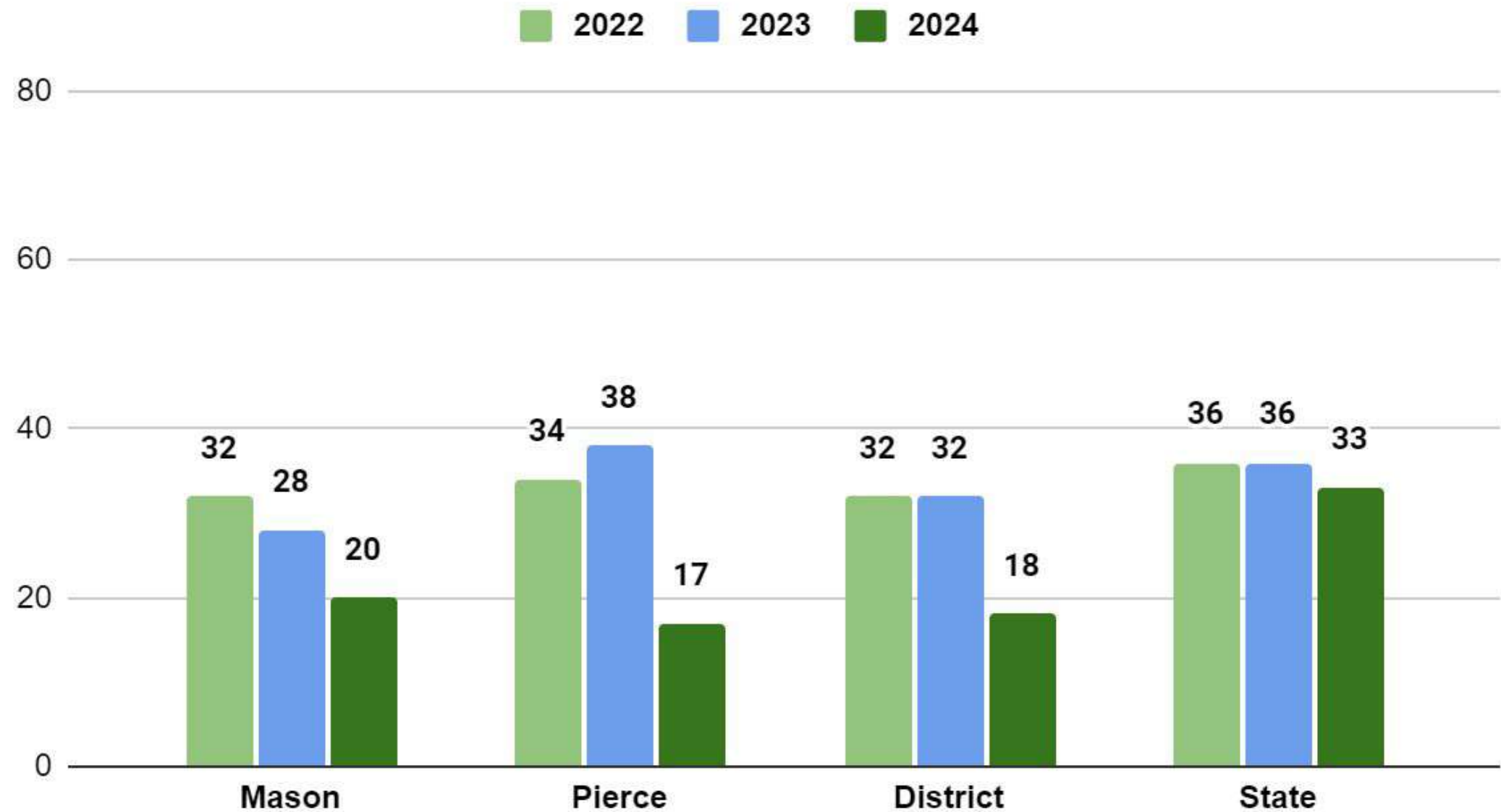


WATERFORD SCHOOL DISTRICT

8th PSAT Language Arts - Percent Met Benchmark



8th PSAT Math - Percent Met Benchmark



PSAT 8

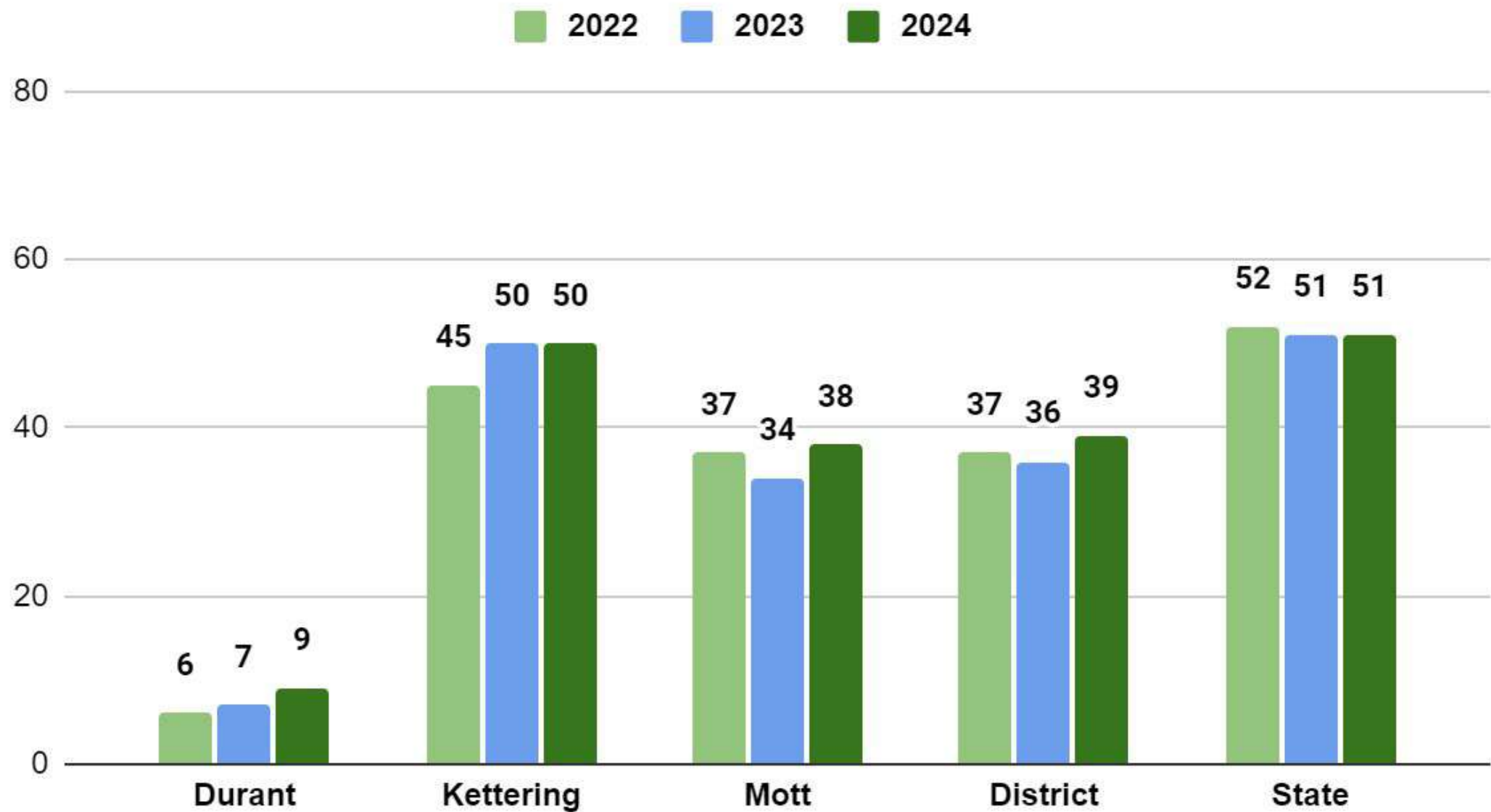
Percent Proficient

Subgroups for 8th Grade

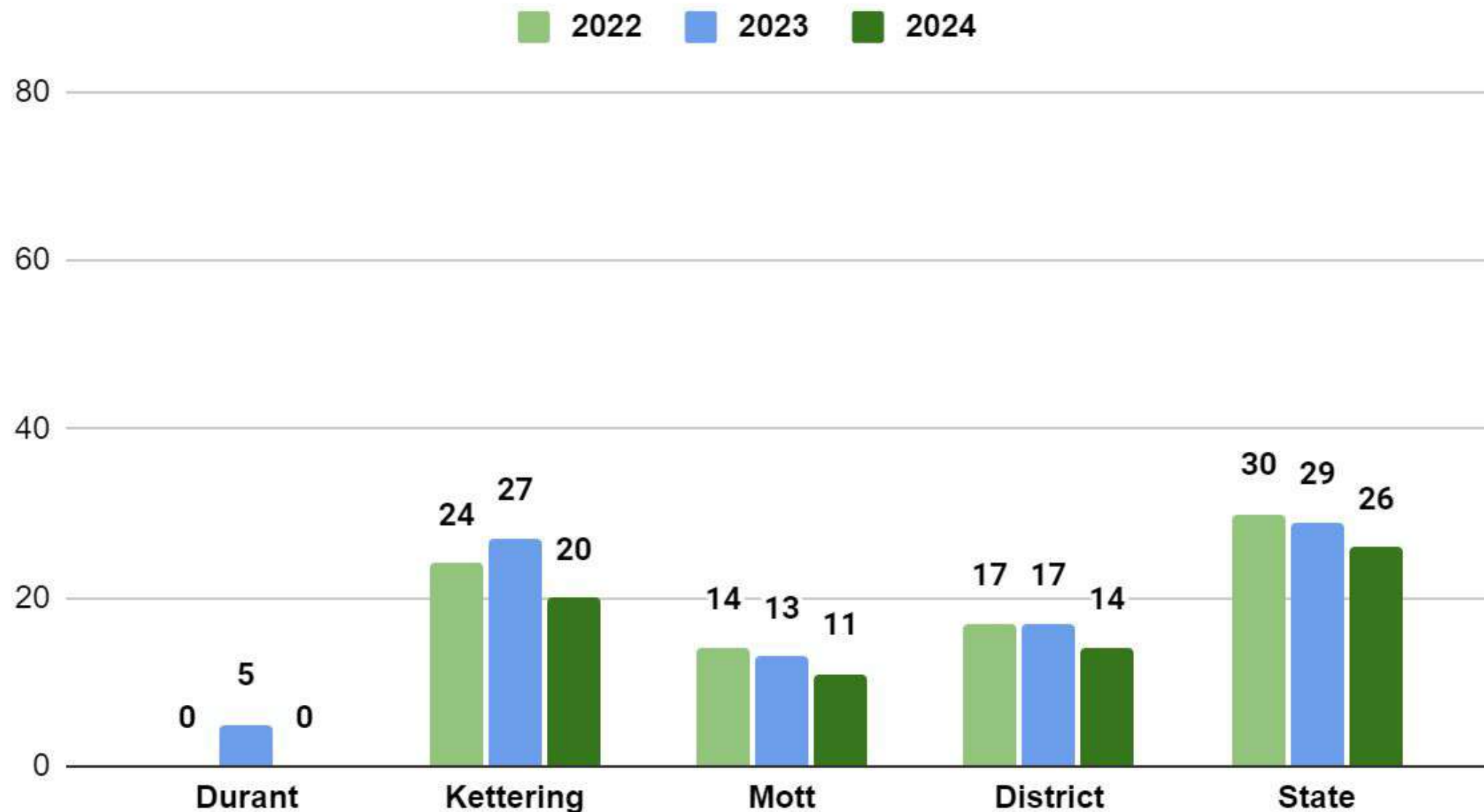
	ELA				Math		
	2021-2022	2022-2023	2023-2024		2021-2022	2022-2023	2023-2024
African American	35%	47%	43%	African American	24%	16%	5%
English Learners	43%	50%	55%	English Learners	20%	25%	20%
Hispanic	45%	43%	46%	Hispanic	26%	23%	9%
Special Education	23%	29%	15%	Special Education	14%	8%	3%

Increase from 2022-2023

11th Grade SAT Language Arts - Percent Met Benchmark



11th Grade SAT Math - Percent Met Benchmark



SAT

Percent Proficient

Subgroups for 11th Grade

	ELA				Math		
	2021-2022	2022-2023	2023-2024		2021-2022	2022-2023	2023-2024
African American	19%	22%	17%	African American	2%	4%	3%
English Learners	10%	11%	18%	English Learners	6%	0%	3%
Hispanic	20%	30%	25%	Hispanic	8%	11%	8%
Special Education	12%	16%	15%	Special Education	7%	2%	5%

Increase from 2022-2023

College Board Summary

- **Mason showed growth on the ELA PSAT** as compared to last year and proficiency moved closer to the State score.
- **Durant and Mott showed growth within ELA.**
- ELA proficiency remained the same at Kettering and the state level.
- **English Learners scores in ELA showed growth** throughout the grades. Our new ELA program includes specific supports for intervention with subgroups which are beginning to be effective.
- **A decline in Math proficiency** has been identified within our data and the state level data. Within our updated resources, curriculum and investments in Math - we are targeting specific standards and skills to increased achievement, as we've demonstrated at the elementary and MS level.

NWEA

Fall Baseline 2024



WATERFORD SCHOOL DISTRICT

Fall 2024 NWEA Reading Percent At or Above the NORM

	KDG	1st	2nd	3rd	4th	5th
Beaumont	55	58	45	45	61	49
Cooley	48	55	57	61	52	38
Donelson Hills	42	42	36	36	36	50
Grayson	45	52	39	51	60	41
Haviland	56	59	46	73	53	60
Houghton	48	53	45	41	49	55
Knudsen	60	76	65	53	45	40
Riverside	59	48	44	42	30	53
Schoolcraft	62	39	49	53	57	68
Grade Level	53	54	47	51	49	50

	6th	7th	8th	Building Overall
Mason	49	40	32	40
Pierce	54	46	47	49
Grade Level	52	43	40	

	9th	10th	11th	Building Overall
Durant			13	13
Kettering	47	50	50	49
Mott	36	30	31	32
Grade Level	42	40	41	

Met or Exceed 50%

Note - 2nd to 3rd is
change in assessment
with the sound being
removed

Fall 2024 NWEA Language Usage Percent At or Above the NORM

	3rd	4th	5th
Beaumont	48	45	49
Cooley	56	57	42
Donelson Hills	37	35	46
Grayson	65	57	45
Haviland	75	51	53
Houghton	49	37	52
Knudsen	47	44	38
Riverside	44	34	39
Schoolcraft	42	57	56
Grade Level	51	46	47

	6th	7th	8th
Mason	45	48	39
Pierce	52	54	51
Grade Level	49	51	45
	9th	10th	11th
Kettering	42	51	44
Mott	30	29	32
Grade Level	36	40	38

Met or Exceed 50%

Fall 2024 NWEA Math

Percent At or Above the NORM

	KDG	1st	2nd	3rd	4th	5th
Beaumont	55	55	43	23	48	39
Cooley	45	59	60	59	47	28
Donelson Hills	46	37	46	23	37	24
Grayson	49	54	45	46	51	25
Haviland	66	63	53	56	49	28
Houghton	43	48	42	36	37	18
Knudsen	58	55	70	42	33	24
Riverside	48	46	49	27	24	24
Schoolcraft	59	39	52	42	47	49
Grade Level	52	51	51	39	41	29

	6th	7th	8th	Building Overall
Mason	25	31	30	29
Pierce	34	33	35	34
Grade Level	30	32	33	

	9th	10th	11th	Building Overall
Durant			16	16
Kettering	41	52	46	46
Mott	36	33	34	34
Grade Level	39	43	40	

Met or Exceed 50%

Note - 2nd to 3rd is change in assessment with the sound being removed

NWEA

Fall 2023 to Fall 2024

**Grade Level
Cohort Data**



WATERFORD SCHOOL DISTRICT

Fall 2023 to 2024 NWEA Reading Cohort

	KDG Fall 2023	1st Fall 2024	1st Fall 2023	2nd Fall 2024	2nd Fall 2023	3rd Fall 2024	3rd Fall 2023	4th Fall 2024	4th Fall 2023	5th Fall 2024
Beaumont	55	58	47	45	61	45	54	61	50	49
Cooley	47	55	65	57	56	61	51	52	49	38
Donelson Hills	26	42	45	36	28	36	38	36	41	50
Grayson	44	52	47	39	46	51	47	60	44	41
Haviland	48	59	57	46	52	73	39	53	37	60
Houghton	38	53	63	45	48	41	38	49	37	55
Knudsen	64	76	64	65	46	53	56	45	53	40
Riverside	59	48	37	44	50	42	27	30	44	53
Schoolcraft	42	39	41	49	41	53	58	57	61	68
Grade Level	47	54	52	47	48	51	45	49	46	50

	6th Fall 2023	7th Fall 2024	7th Fall 2023	8th Fall 2024
Mason	47	40	33	32
Pierce	48	46	46	47
Grade Level	48	43	40	40
	9th Fall 2023	10th Fall 2024	10th Fall 2023	11th Fall 2024
Kettering	60	50	45	50
Mott	37	30	38	31
Grade Level	49	40	42	41

**Increase or Remain
the same from Fall
2023 to Fall 2024**

**Note - 2nd to 3rd is
change in assessment
with the sound being
removed**

Fall 2023 to 2024 NWEA Language Usage Cohort

	3rd Fall 2023	4th Fall 2024	4th Fall 2023	5th Fall 2024
Beaumont	54	45	46	49
Cooley	62	57	49	42
Donelson Hills	38	35	47	46
Grayson	51	57	42	45
Haviland	44	51	41	53
Houghton	32	37	33	52
Knudsen	58	44	39	38
Riverside	27	34	28	39
Schoolcraft	59	57	44	56
Grade Level	47	46	41	47
	6th Fall 2023	7th Fall 2024	7th Fall 2023	8th Fall 2024
Mason	41	48	40	39
Pierce	49	54	45	51
Grade Level	45	51	43	45

**Increase or Remain
the same from Fall
2023 to Fall 2024**

Fall 2023 to 2024 NWEA Math Cohort

	KDG Fall 2023	1st Fall 2024	1st Fall 2023	2nd Fall 2024	2nd Fall 2023	3rd Fall 2024	3rd Fall 2023	4th Fall 2024	4th Fall 2023	5th Fall 2024
Beaumont	61	55	36	43	52	23	37	48	32	39
Cooley	57	59	48	60	51	59	57	47	31	28
Donelson Hills	20	37	41	46	32	23	23	37	29	24
Grayson	50	54	46	45	49	46	44	51	35	25
Haviland	44	63	49	53	52	56	40	49	28	28
Houghton	46	48	52	42	45	36	49	37	10	18
Knudsen	61	55	72	70	47	42	37	33	33	24
Riverside	53	46	30	49	45	27	19	24	28	24
Schoolcraft	55	39	37	52	55	42	47	47	54	49
Grade Level	50	51	46	51	48	39	39	41	31	29

	6th Fall 2023	7th Fall 2024	7th Fall 2023	8th Fall 2024
Mason	19	31	30	30
Pierce	27	33	29	35
Grade Level	23	32	30	33

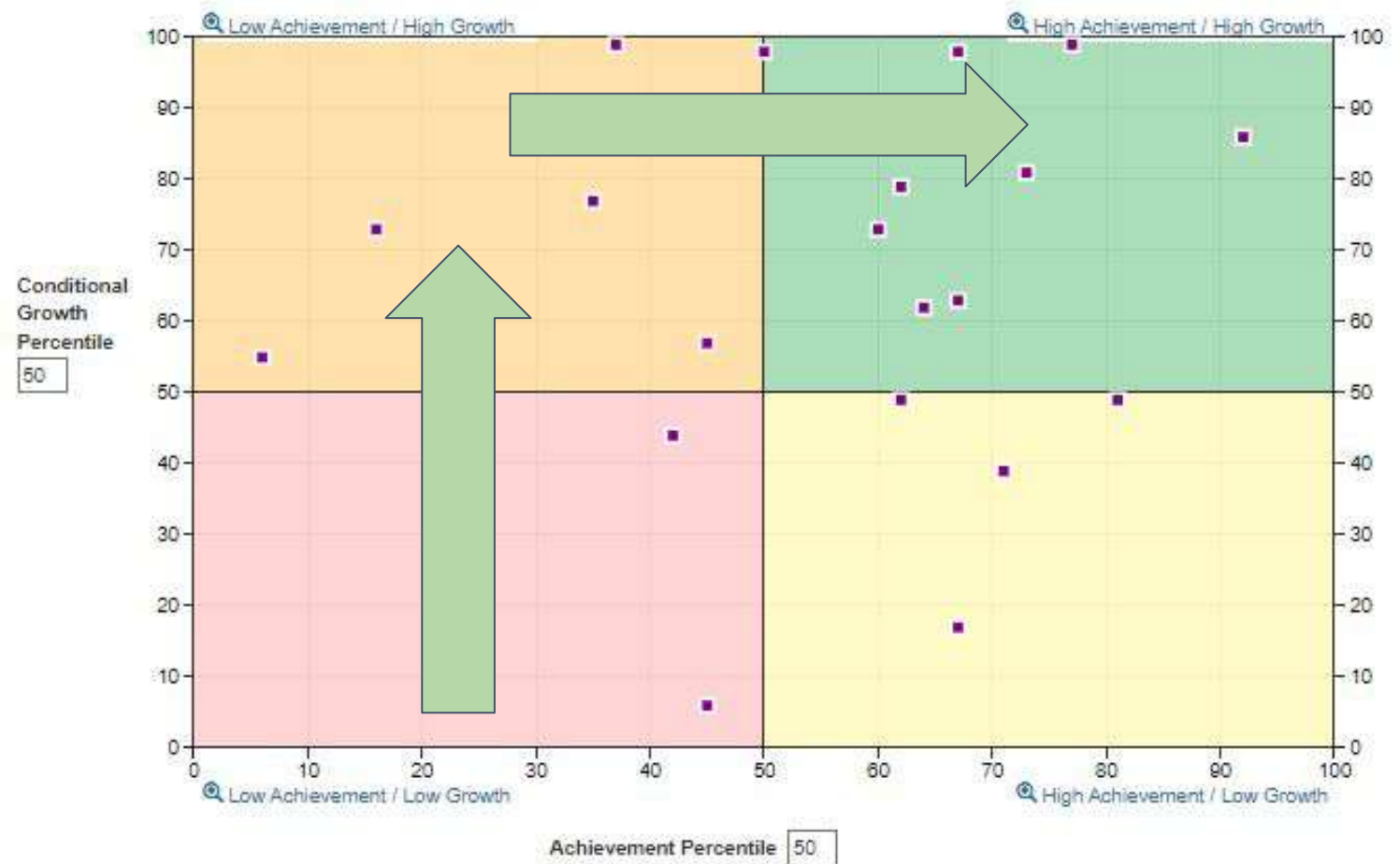
	9th Fall 2023	10th Fall 2024	10th Fall 2023	11th Fall 2024
Kettering	49	52	41	46
Mott	36	33	34	34
Grade Level	43	43	38	40

**Increase or Remain
the same from Fall
2023 to Fall 2024**

**Note - 2nd to 3rd is
change in assessment
with the sound being
removed**

Growth vs. Achievement

Although our State Assessment scores do not yet show the achievement gains we want, our **growth data** shows that we are on the right path, and we are trending up in achievement in the lower grades.



Impacts on Growth

Reading NWEA Conditional Growth Percentiles - Fall 2023 - Winter 2024

Grade	District	NWEA	Beaumont	Cooley	Donelson Hills	Grayson	Haviland	Houghton	Knudsen	Riverside	Schoolcraft	At or Above the Norm Growth
KDG	99	50	99	99	99	99	96	99	99	99	99	91%
1st	99	50	99	98	99	99	71	59	91	99	94	
2nd	98	50	28	86	99	96	99	61	99	92	99	
3rd	99	50	99	99	98	99	99	99	90	99	99	
4th	99	50	98	98	98	99	99	99	81	99	99	
5th	90	50	99	39	85	99	7	99	99	99	29	

Math NWEA Conditional Growth Percentiles - Fall 2023 - Winter 2024

Grade	District	NWEA	Beaumont	Cooley	Donelson Hills	Grayson	Haviland	Houghton	Knudsen	Riverside	Schoolcraft	At or Above the Norm Growth
KDG	99	50	99	99	99	99	99	99	99	99	98	100%
1st	99	50	99	99	99	99	99	99	96	99	99	
2nd	99	50	67	99	99	99	99	97	99	99	99	
3rd	99	50	99	99	99	99	99	50	99	99	99	
4th	99	50	99	99	99	99	99	99	87	99	99	
5th	94	50	99	56	72	99	57	71	93	63	97	



Traffic Cameras



School	Oct 23	Oct 30	Nov 6	Nov 13	Nov 20
	Meeting Usage Last Week	Meeting Usage Last Week	Meeting Usage Last Week	Meeting Usage Last Week	Meeting Usage Last Week
District	75.0%	82.0%	78.0%	79.0%	83.0%
Beaumont	76.0%	80.0%	81.0%	76.0%	82.0%
Cooley	89.0%	91.0%	88.0%	87.0%	91.0%
Donelson	75.0%	82.0%	76.0%	77.0%	80.0%
Grayson	76.0%	83.0%	73.0%	74.0%	77.0%
Haviland	70.0%	77.0%	70.0%	71.0%	74.0%
Houghton	73.0%	82.0%	71.0%	72.0%	75.0%
Knudsen	87.0%	91.0%	91.0%	90.0%	92.0%
Riverside	67.0%	74.0%	75.0%	76.0%	78.0%
Schoolcraft	67.0%	80.0%	77.0%	78.0%	81.0%

School	Year	Beginning of the Month	% Staff Logins Last 30 Days	% Started Year In or Above GLM	% Currently In or Above GLM	% Increase In or above GLM
Beaumont	2024	June	89%	20%	77%	57%
Cooley	2024	June	81%	32%	80%	48%
Donelson	2024	June	87%	17%	67%	50%
Grayson	2024	June	85%		71%	51%
Haviland	2024	June	77%			50%
Houghton	2024	June	48%			0%
Knudsen	2024	June	100%			25%
Riverside	2024	June	61%			0%
Schoolcraft	2024	June	81%			27%
District	2024	June	79%			34%
						28%
						45%
						45%
						31%
						32%

School	Year	Grade	Beginning of the Month	% Staff Logins Last 30 Days	% Started Year In or Above GLM	% Currently In or Above GLM	% Increase In or above GLM
Mason	2024	6	June	59.0%	30.0%	80.0%	50.0%
Mason	2024	7	June	59.0%	39.0%	75.0%	36.0%
Mason	2024	8	June	59.0%	37.0%	65.0%	28.0%
Pierce	2024	All	June	69.0%	49.0%	81.0%	32.0%
Pierce	2024	6	June	69.0%	51.0%	96.0%	45.0%
Pierce	2024	7	June	69.0%	40.0%	84.0%	44.0%
Pierce	2024	8	June	69.0%	55.0%	94.0%	39.0%
District	2024		June	64.0%	43.0%	83.0%	40.0%

NWEA Math Goal

Fall Score

Winter Goal

How am I going to reach this goal?

NWEA Reading Goal

Fall Score

Winter Goal

How am I going to reach this goal?

NWEA Language Usage Goal

Fall Score

Winter Goal

How am I going to reach this goal?

Road Construction Highlights

1. Investment and commitment in adopted curriculum

- a. Ongoing training - teacher labs, principal labs
- b. Consistent and persistent support from CIA coordinators and coaches

2. Fidelity of curriculum implementation

- a. Tracking and use of platform data
- b. Student developed goal sheets to track and monitor progress
- c. Collaboration between CIA and Principals

3. Implementation of district common assessments

- a. Embedded and aligned - designed to track fidelity and student growth

The Implementation Pathway



How does educator learning unfold?

RESISTANCE

Educators actively resist or oppose new expectations for practice - see them as arbitrary, constraining, ineffective, unreasonable, unattainable.

COMPLIANCE

Enact new practice in a superficial, inflexible way. They largely do so out of obligation to others - still seem rather arbitrary and perhaps unattainable. Don't adapt in meaningful ways.

INTERNALIZATION



Educators enact new practices flexibly and responsively. Do so out of obligation-to-self. See new practices as reasonable, enabling, powerful, negotiable, and attainable.

Lane Shift Ahead

- Implementing our platforms was the low hanging fruit
- Digging in to our new curriculum resources and assessments takes more time
 - Understanding the scope and sequence of each program
 - Knowing all of resources available
 - ...and knowing which resource tool to use for each situation
 - Ensuring alignment with ELD and SE support staff
 - All traffic needs to be flowing in the same direction
- Tracking the implementation and fidelity of use of our curriculum resources has been a barrier- impeding our traffic flow
- Building leaders need to be able to easily access pacing guides, look fors and assessments in order to have a true picture of where their building is at



FIRST things First

- We have more tools and resources than ever before
- Implementing them all in a short span of time has caused some challenges
- We've spent a lot of time over the last few years unpacking all of our new resources, working with all teachers to implement with fidelity
- Keeping up with staff changes and leadership shifts
- We have a great system for monitoring and tracking both fidelity and growth in our Lexia, Amira and Dreambox platforms
- But we need to streamline our system of monitoring our core curriculum resources and data to make them more accessible and visible
- Fidelity, Implementation, Resource & Systems Tool (FIRST was born)

Fidelity
Implementation
Resource
Systems
Tool

Data

Data

Data

Data flows from the student level to the teacher, grade and building level all the way to the district level. Supports flow from the district level all the way to students

Specific data points made visible from the student level all the way to the district level

Student Level F.I.R.S.T

Teacher Level F.I.R.S.T

Building Level F.I.R.S.T

District Level F.I.R.S.T

Student ownership for their own data profile & learning
Goal setting, motivation & self monitoring of progress

Teachers using data to guide instructional practices & decision making
Drives PLC's
Communication with Families on student progress

Intentional walk throughs
Conversation & collaboration
Lens on resources & pacing
Feedback & action steps
Provide coaching/supports

Overview of implementation, fidelity & growth
Feedback to buildings
Provide coaching/supports

F.I.R.S.T

[illegible]

WSD Intranet for SAAVAS Math Login & Curriculum Library			
Admin Reports Guide			
Math Pacing Guide			

Merge Ahead



- **Use of common assessment performance data**
 - Data crosswalk - identification of specific standards and skills from standardized test data. When, where and how are we teaching?
 - Adjust Tier 1 curriculum to meet specific student needs
 - Drive our PLCs to identify best teaching practices
- **District level - Curriculum and program evaluation**
 - Correlation between NWEA, College Board data and common assessment data
 - Progress monitoring of specific standards/skills targeted within curriculum and identified in our common assessments
- **Intentionally scheduled Walk Throughs at all levels**
 - With a lens on resources being used & pacing for each content area

Lanes Opening Ahead



Questions?