



Butler Junior High

NWEA Fall Data Analysis & Next
Steps



Overview

1. What does the data tell us?
2. How will BJH teachers use the data to inform instructional decisions?

NWEA DEFINITIONS

Attainment vs Growth

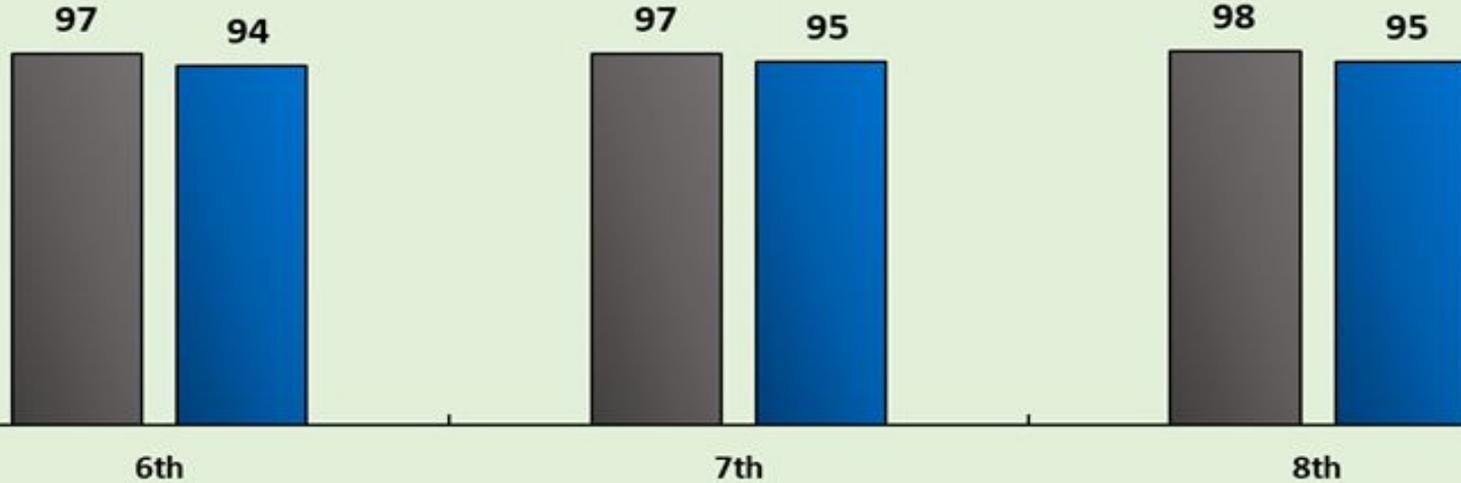


Attainment = Measures achievement from **one** point in time. It does not take into account any previous scores. Should generally be consistent from year to year. A student's Achievement (Test) Percentile ranking primarily determines their Attainment level. *Example: The 70th Percentile of Attainment means that student performed as well or better than 70% of all students Nationally.*

Growth = Measures the amount achieved between **two** points in time (Post-Test Score *MINUS* Pre-Test Score = Amount of Growth). It measures the degree in which that student grew between test periods. Growth fluctuates. A student's Conditional Growth Percentile ranking primarily determines the degree to which that student demonstrated growth.



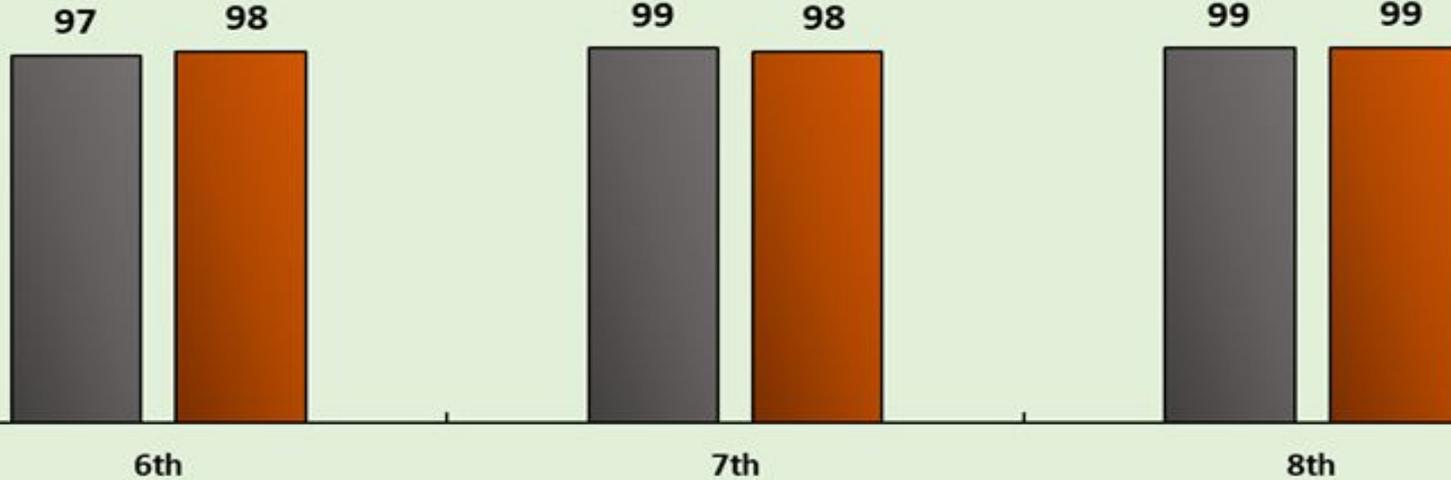
SY21 Reading Attainment Percentile Comparison by Grade Level



■ Fall '20 ■ Spring '21



SY21 Mathematics Attainment Percentile Comparison by Grade Level



■ Fall '20 ■ Spring '21

Analyzing NWEA Data for Student Strengths & Weaknesses



Mathematics Sub-Goal Data (Grades 6-8)

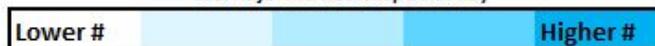
Sub-Goal Adjective Count of Students (Grades 6-8)

Mathematics Sub-Goal (Grades 6-8)	Average RIT Score	Low	LoAvg	Avg	HiAvg	High	# Students w/ Relative Weakness in Sub-Goal	# Students w/ Relative Strength in Sub-Goal
Operations & Algebraic Thinking	249.6	1	2	5	5	40	6	13
The Real & Complex Number Systems	248.4	1	4	4	7	37	9	12
Geometry	249.4		5	6	4	38	11	12
Statistics & Probability	246.6	2	1	4	9	37	21	12

Darker Red indicates higher # of students

Darker Green Indicates higher # of students

Goal Adjective Heat Map Color Key



- A student is counted as having a relative weakness in a Sub-Goal if their Sub-Goal RIT score is 5 or more points below their overall RIT score.
- A student is counted as having a relative strength in a Sub-Goal if their Sub-Goal RIT score is 5 or more points above their overall RIT score.

Analyzing NWEA Data for Student Strengths & Weaknesses (cont.)



After using the data to determine which Sub-Goal area the students could use more instruction in:

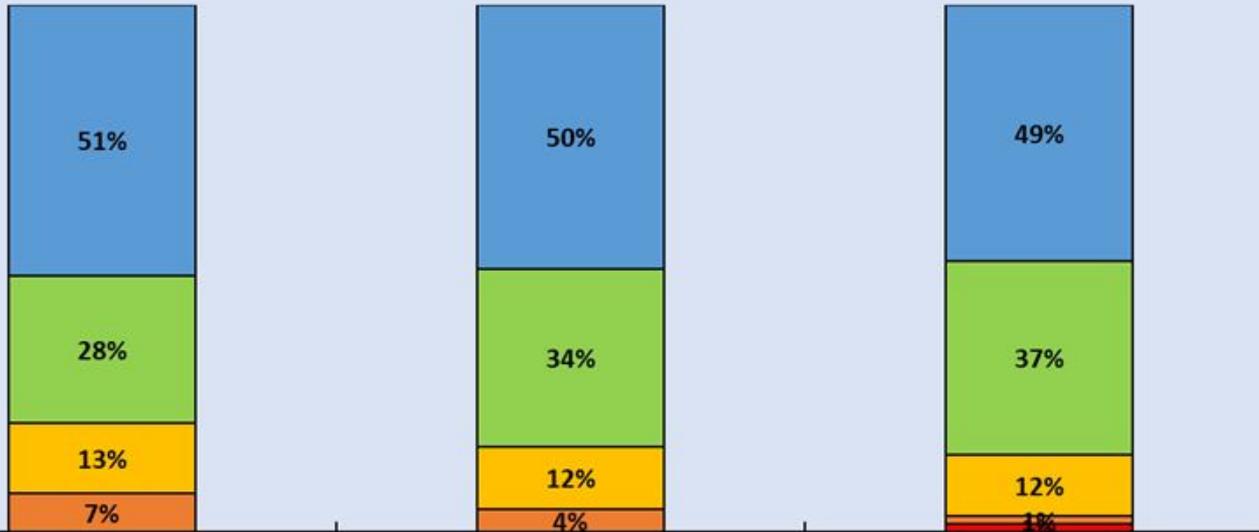
1. Go the NWEA Learning Continuum
2. Select the appropriate subject and Sub-Goal area.
3. Select the appropriate RIT range based on the group's average Sub-Goal RIT score.
4. Find the skills these students need to have Reinforced, to Develop, & get Introduced to.

Edit Display Options												
181-190	191-200	201-210	211-220	221-230	231-240	241-250	251-260	261-270	271-280			
Represent and Interpret Data												
221-230			231-240			241-250						
Reinforce these skills & concepts			Develop these skills & concepts			Introduce these skills & concepts						
			Data Analysis									
			<ul style="list-style-type: none">• Solves multi-step problems using data from bar graphs with multi-unit scales• Reads and interprets data from a histogram• Solves word problems using data from line or dot plots with fractional scales			<ul style="list-style-type: none">• Solves word problems using data from line or dot plots with fractional scales			<ul style="list-style-type: none">• Solves word problems using data from line or dot plots with fractional scales			
			Data Representation									
			<ul style="list-style-type: none">• Represents data in histograms			<ul style="list-style-type: none">• Represents data in histograms						
			Populations/Random Processes									
			<ul style="list-style-type: none">• Writes and solves proportions to make inferences about populations			<ul style="list-style-type: none">• Writes and solves proportions to make inferences about populations			<ul style="list-style-type: none">• Writes and solves proportions to make inferences about populations			



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NWEA Reading Instructional Areas by %ile Breakdown - 6th Grade - Fall '21



Literature

Informational Text

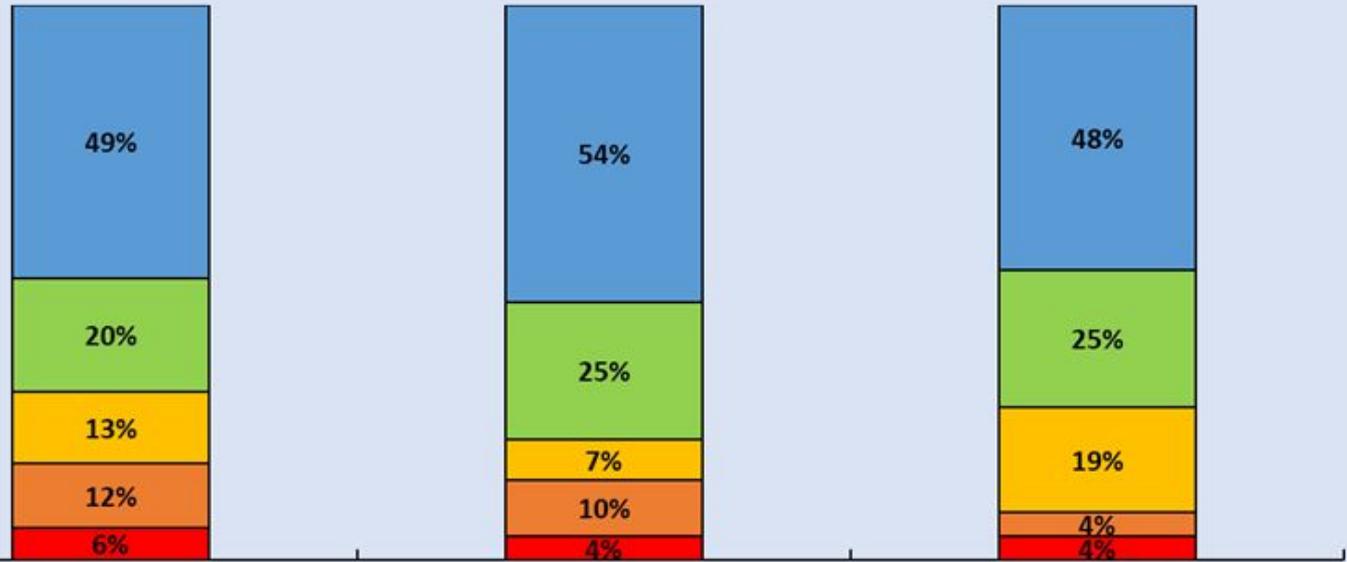
Vocabulary Acquisition and Use

■ Low (%ile < 21) ■ LoAvg (%ile 21-40) ■ Avg (%ile 41-60) ■ HiAvg (%ile 61-80) ■ High (%ile > 80)



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NWEA Reading Instructional Areas by %ile Breakdown - 7th Grade - Fall '21



Literature

Informational Text

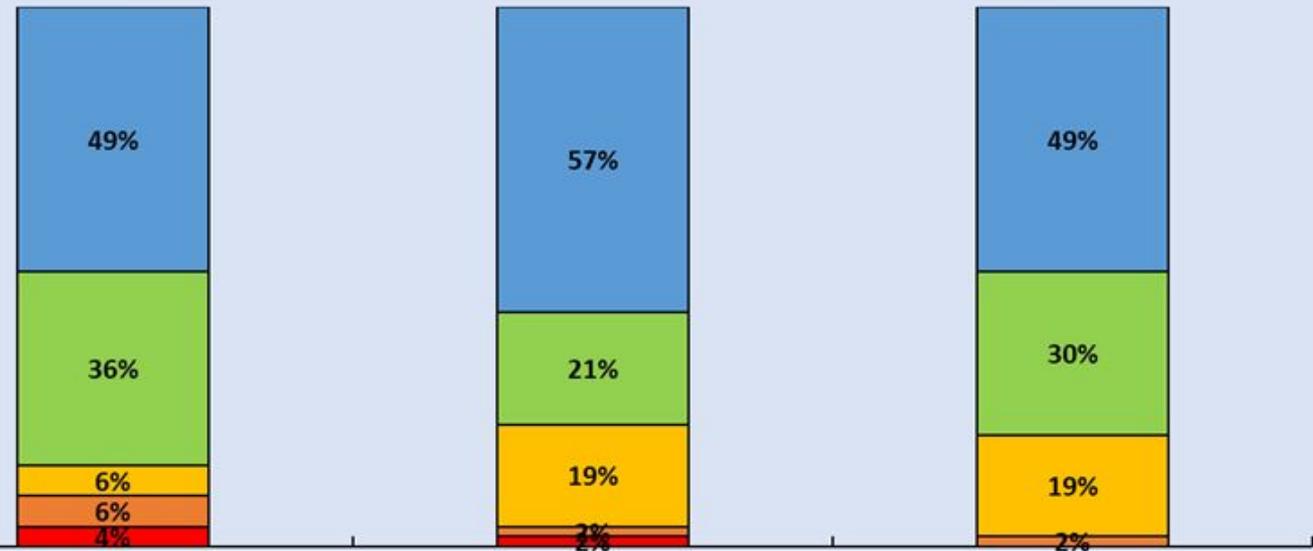
Vocabulary Acquisition and Use

■ Low %ile < 21 ■ LoAvg %ile 21-40 ■ Avg %ile 41-60 ■ HiAvg %ile 61-80 ■ High %ile > 80



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NWEA Reading Instructional Areas by %ile Breakdown - 8th Grade - Fall '21



Literature

Informational Text

Vocabulary Acquisition and Use

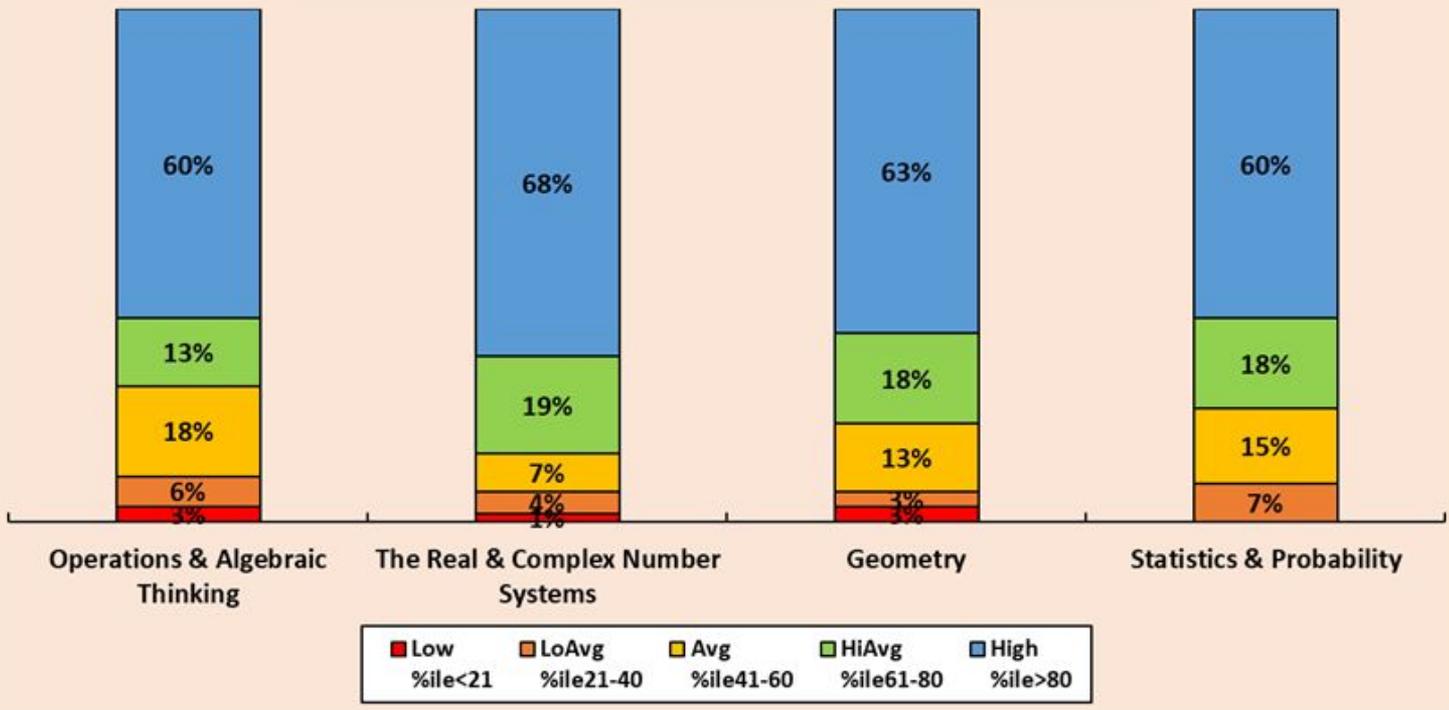
■ Low %ile < 21 ■ LoAvg %ile 21-40 ■ Avg %ile 41-60 ■ HiAvg %ile 61-80 ■ High %ile > 80





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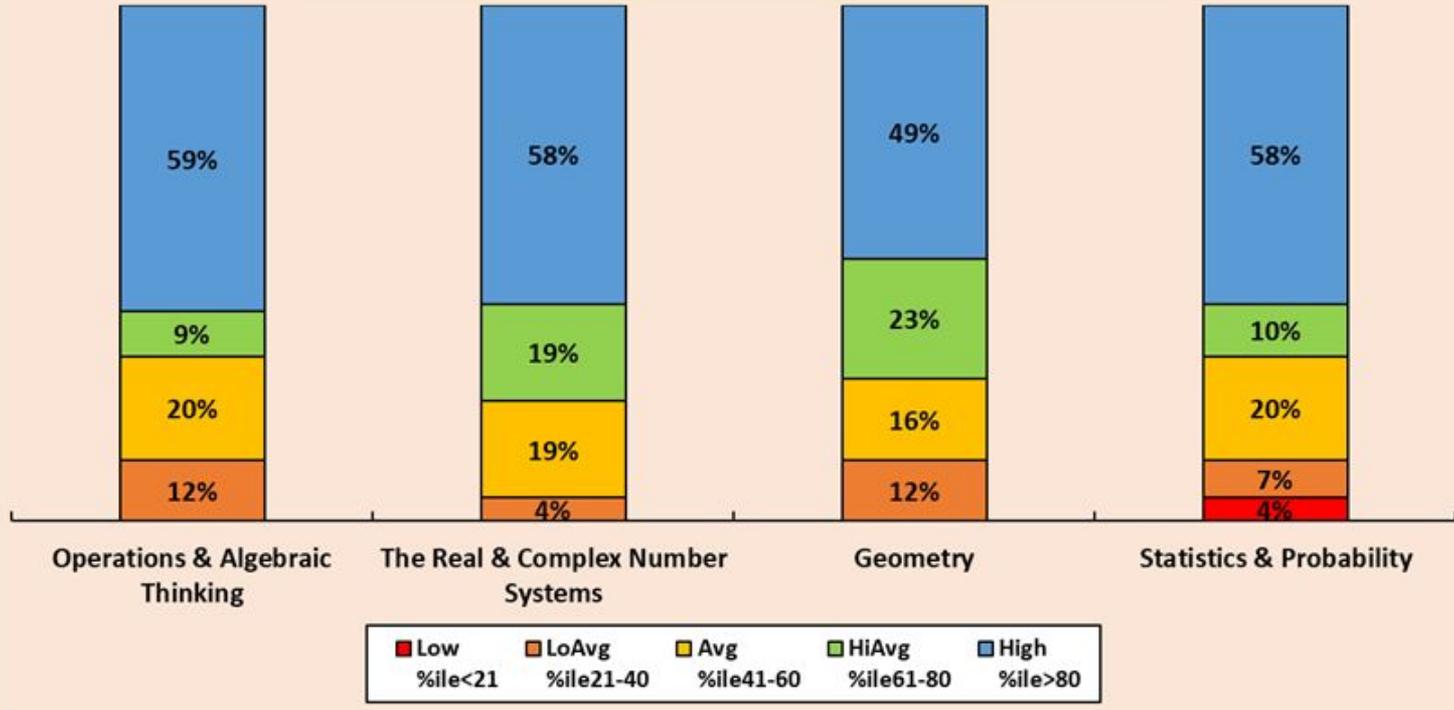
NWEA Math Instructional Areas by %ile Breakdown - 6th Grade - Fall '21





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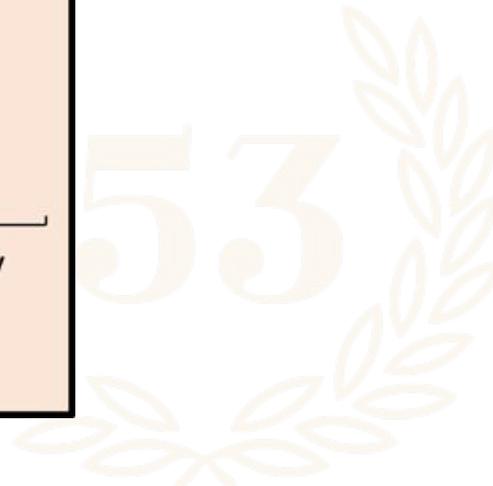
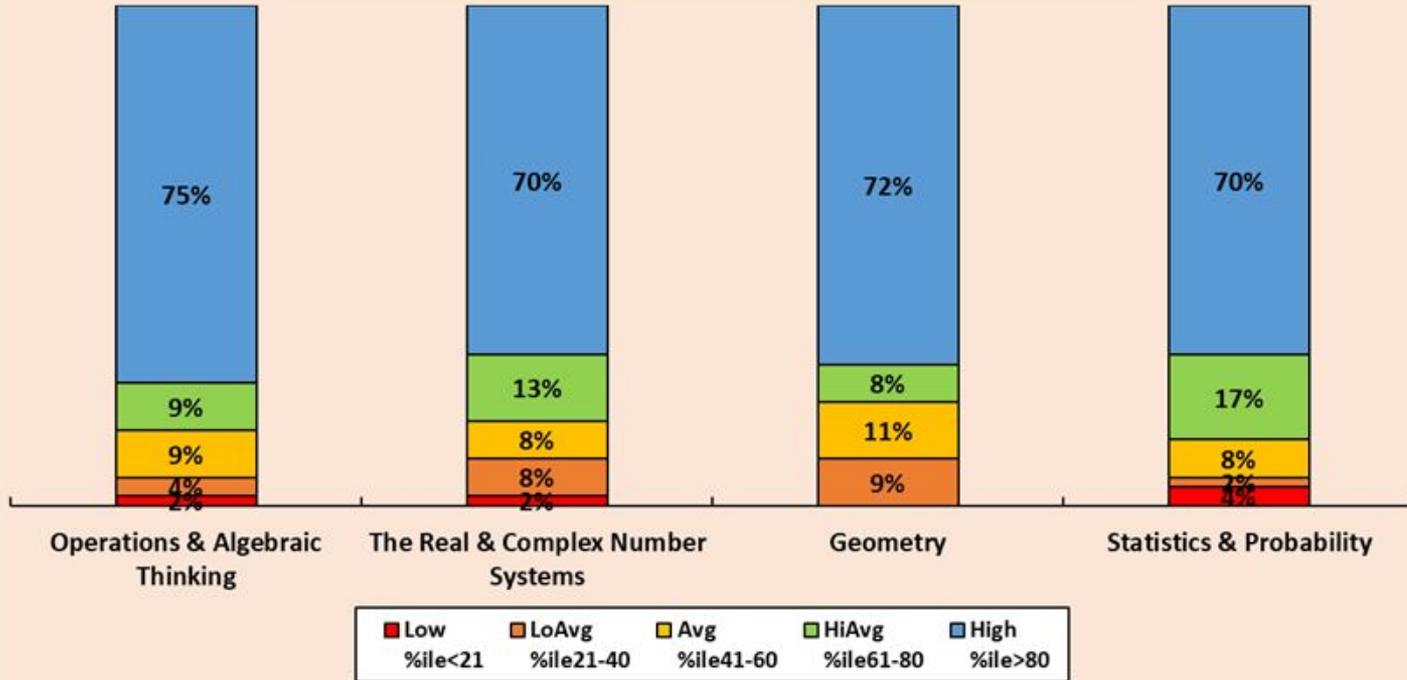
NWEA Math Instructional Areas by %ile Breakdown - 7th Grade - Fall '21





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NWEA Math Instructional Areas by %ile Breakdown - 8th Grade - Fall '21





Data-Informed Instructional Decisions

2. How will BJH teachers use the data to inform instructional decisions?

Curriculum Documents



- Learning targets help students determine the goal and expectations for each lesson (“What am I learning?”).
- Teachers plan multiple checks throughout a lesson to measure student progress toward the learning target.
- Success criteria represents proof or evidence of mastering the learning target. These criteria help students answer the question: “How will I know I have learned it?”. Both Learning Targets and Success Criteria are aligned to content-specific learning standards.

[Grade 6 Quarter 1 Learning Targets & Success Criteria](#)

Tracking Student Progress



Student Growth Data						Student Growth Summary					
Teacher Name		School Year	Grade Level	Reading Assessment	Writing Assessment	Overall Reading Growth Average					
McCann		2021-22	7	Wit & Wisdom Lesson 10							
Class Period	Student Name	Initial Assessment		Score	Re-assessment	Score	will be entered 10/18				
2-3		10/10		100%							
2-3		8/10		80%							
2-3		8/10		80%							
2-3		4/10		40%							
2-3		6/10		60%							
2-3		10/10		100%							
2-3		10/10		100%							
2-3		4/10		40%							
2-3		8/10		80%							
2-3		6/10		60%							

Multi-Tiered System of Support (MTSS)



Butler 53 uses a Multi-Tiered System of Support (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs.

- ◎ The goal of MTSS is to intervene early to level the playing field for all students.
- ◎ Key Components of MTSS include:
 - Universal screening of all students early in the school year
 - Tiers of interventions that can be amplified in response to levels of need
 - Ongoing data collection and continual assessment
 - Schoolwide approach to expectations and supports
 - Parent involvement