



# **What is working in the Webster Groves School District?**

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# **Academic Interventions**

## District Reading Recovery

Outcomes For Children Receiving a Full Series of Lessons 2015–2016

n=47	Students	%
Reached average levels	37	79%
Made progress but did not reach average levels	10	21%

## Reading Recovery

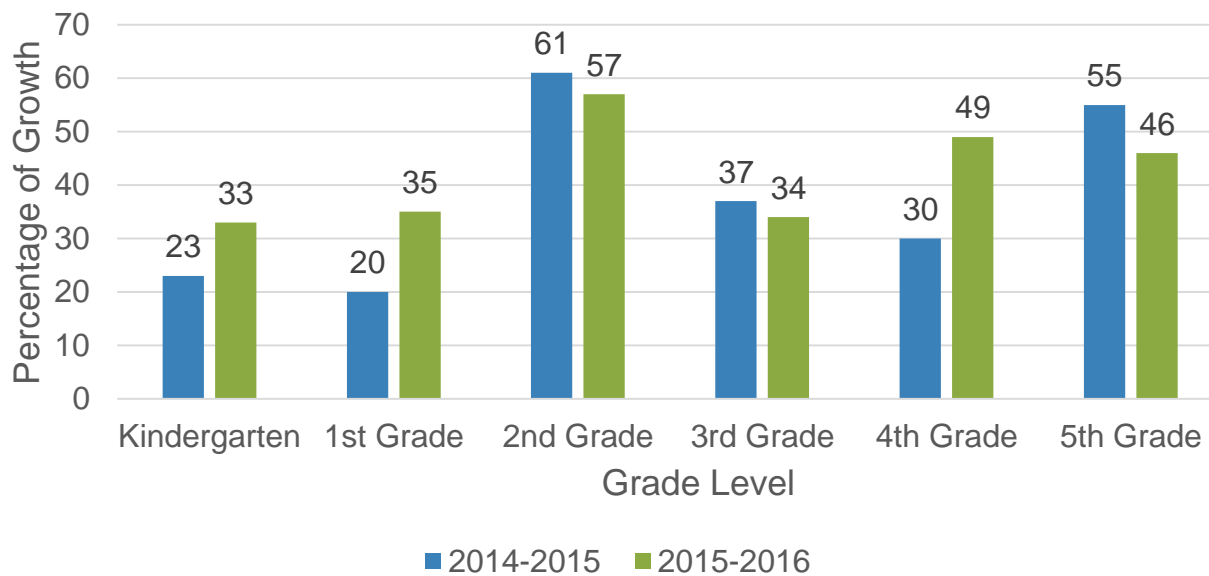
Progress on Literacy Measures for Students Who Entered in Fall and Reached Average Performance of the Class, 2015–2016

	Text Reading	Writing Vocabulary	Hearing and Recording Sounds in Words	Letter Identification	Ohio Word Test	Concepts About Print
Entry (mean)	2.1	20.0	27.7	50.7	5.3	14.7
Exit (mean)	16.2	53.8	36.0	53.1	17.8	21.5
Year-end (mean)	23.2	59.4	35.9	53.6	19.4	22.5



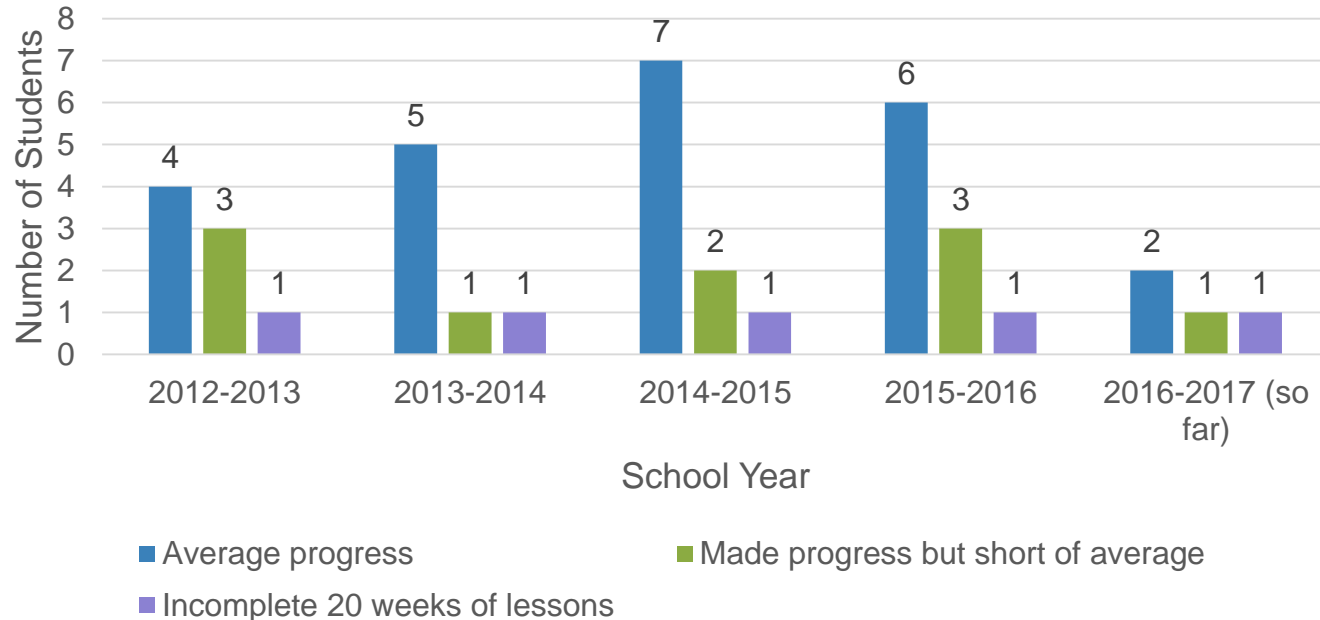
## Avery Elementary School

### Average SMART Goal Growth from Pre-Assessment to Post-Assessment



## Clark Elementary School

### Clark Longitudinal Reading Recovery Data



## Edgar Road Elementary School

### Kindergarten Interventionist

Purpose of this role is to close the achievement gap for students coming in from a wide variety of learning experiences.

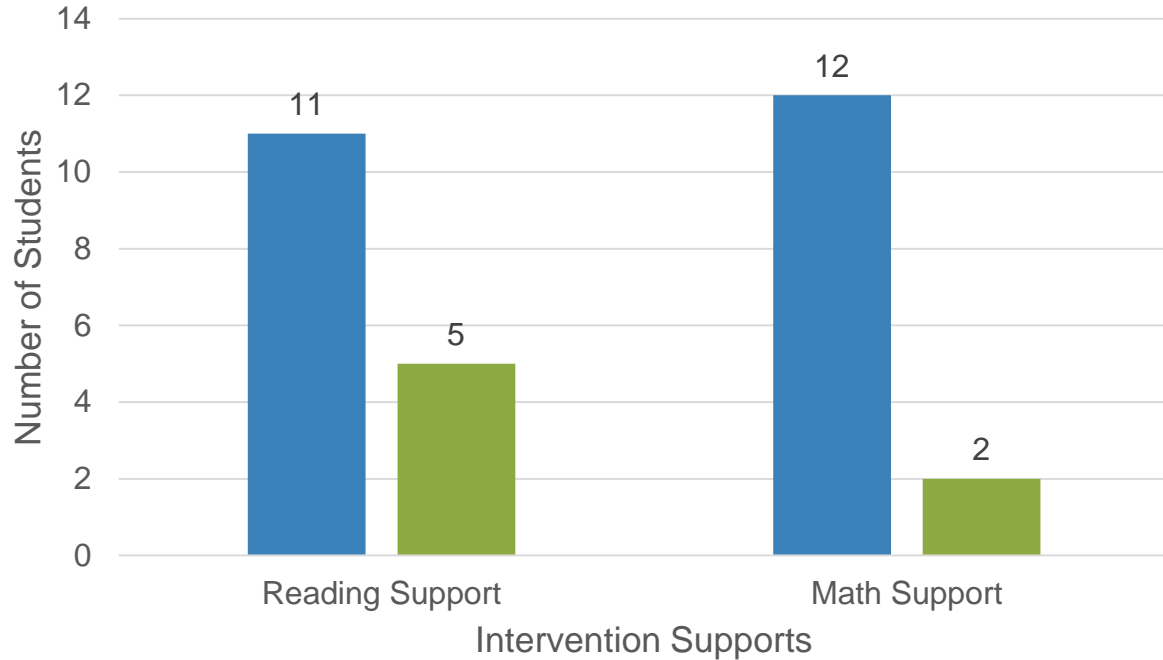
#### Benefits of Pull-out

- Students who feel anxious and benefit from relationship building in small group
- Customized to each classroom's needs and groups are fluid as criteria change

#### Benefits of Push-In

- Worked with lowest group during centers
- Doubled the differentiation
- Able to work with students at all levels of achievement
- Another teacher in the room providing instruction rather than just supervision (aide)

## ELA & Math Mastery 2015-2016



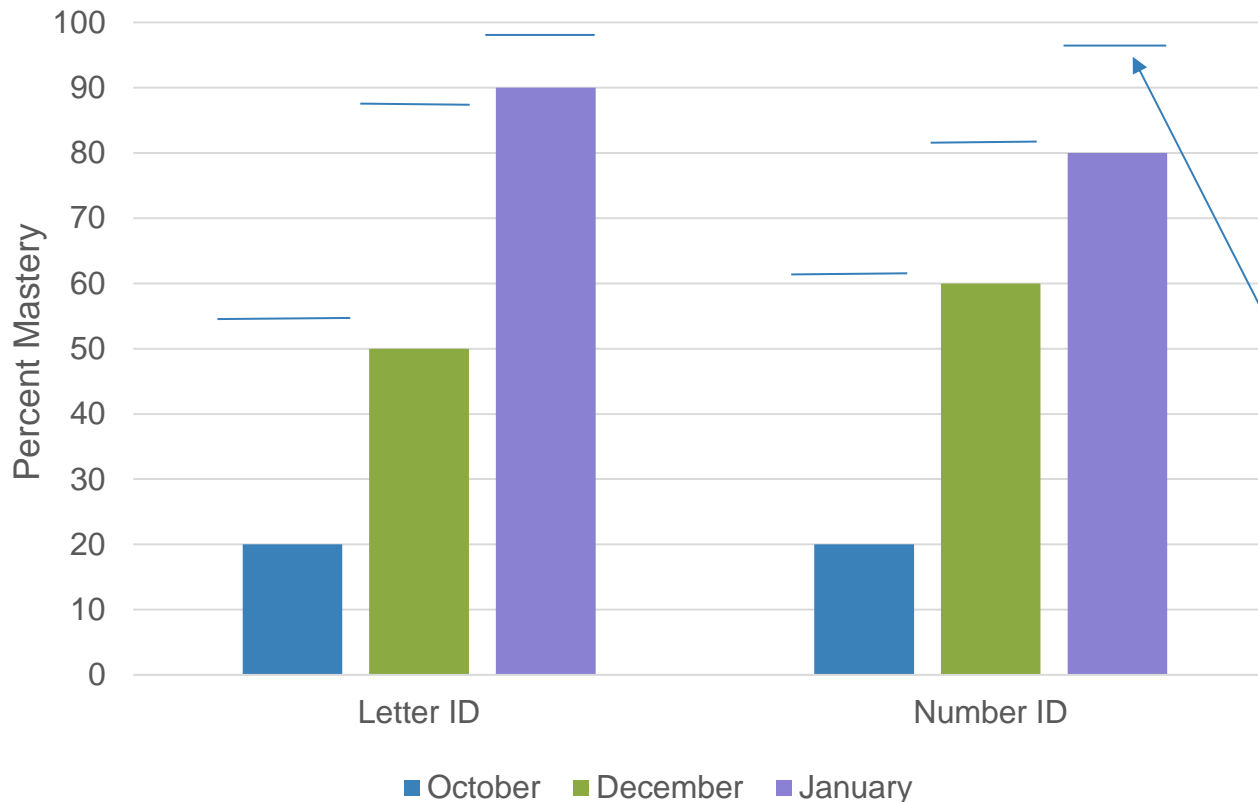
■ Number of Students in Kindergarten ■ Number of Students in First Grade

55% of the students who received Reading interventions in Kindergarten, no longer needed interventions in first grade

82% of the students who received Math interventions in Kindergarten, no longer needed interventions in first grade



## ELA and Math Mastery 2016-2017



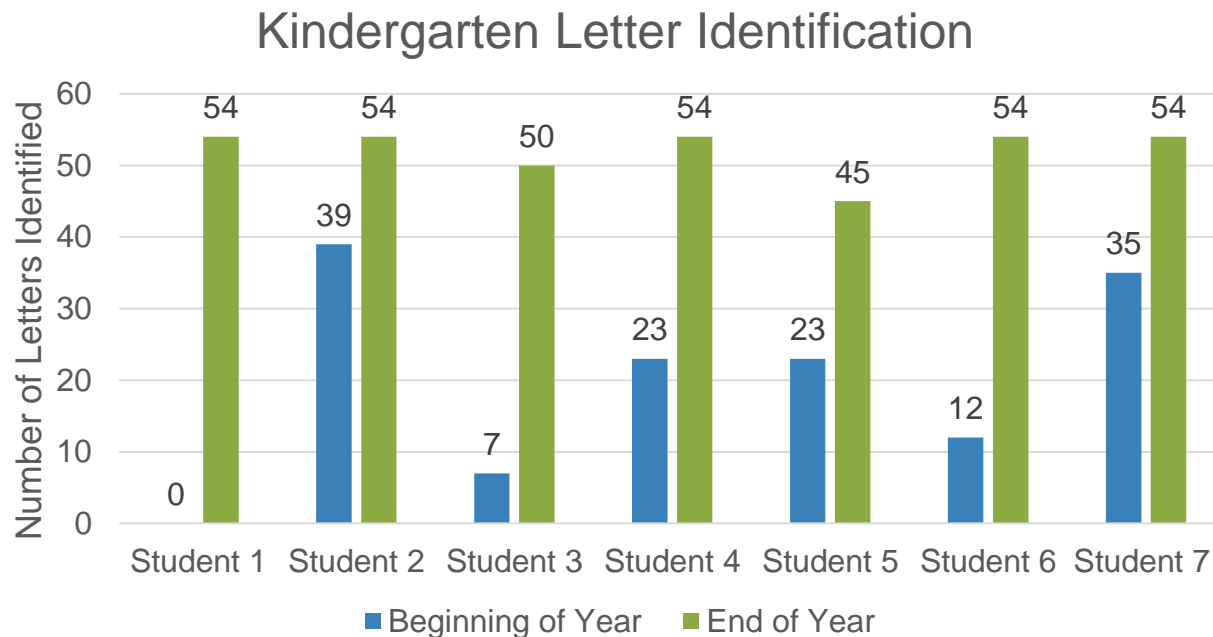
20 students in Kindergarten needed intervention support for either math, reading, or both. The graph represents the percentage of those students reaching mastery so far this year.

The blue lines show the mastery level for the rest of the kindergarten students; you can see how the intervention helped the students needing support catch up to the peers.

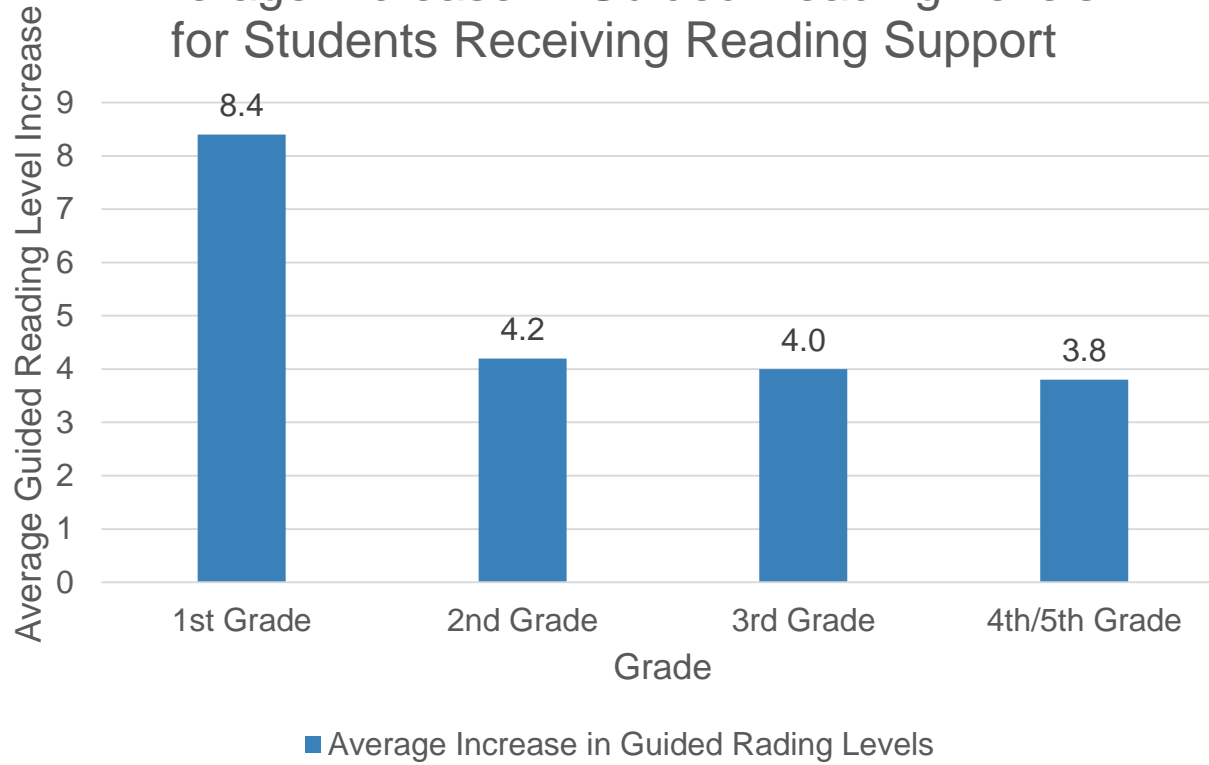
100% of students this year could write their first name by October thanks to intervention support. In prior years, it was Spring before all students could do this.

## Hudson Elementary School

Reading Specialists work with small groups or individual students throughout the day



## Average Increase in Guided Reading Levels for Students Receiving Reading Support



## Steger Sixth Grade Center

### Daily reading push-in classes and small groups

Evidence of ways that having a Reading Teacher in the classroom and working with small groups is a benefit:

- Increased weekly reading amounts for all students (This can be seen from tracking weekly page goals on Reading Logs.)
- Increased amount of reading homework completion, as evidenced by weekly check in sheets in classes that are served.
- Increased reading stamina, evidenced from observable in class behavior.
- Parents report that they are seeing their child read at home more than ever.

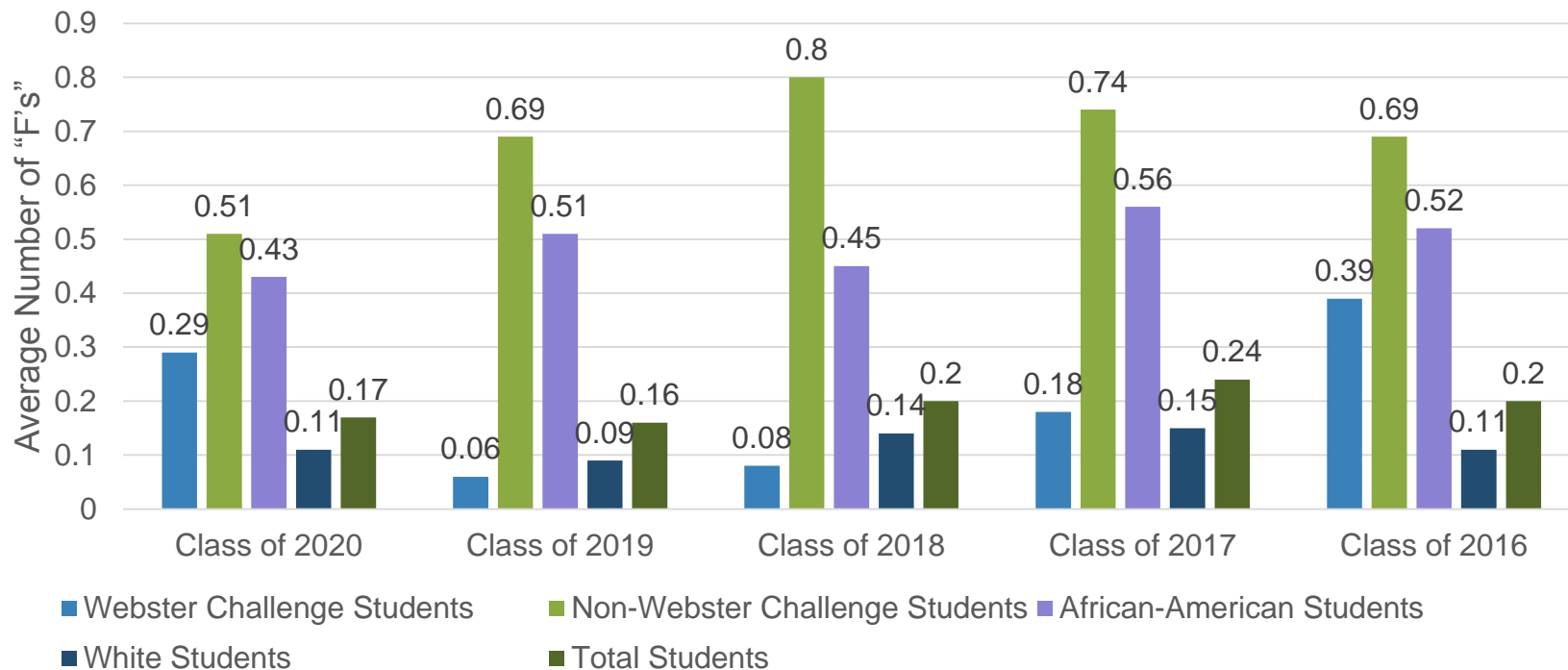
Teachers report:

- 13/18 students that received reading support, showed growth in Lexile Level on the SRI (Scholastic Reading Inventory) test.
- All data has not been compiled for the current year, though it is likely that out of 18 students that receive reading support, at least six (and possibly eight), will test out of reading for next year.

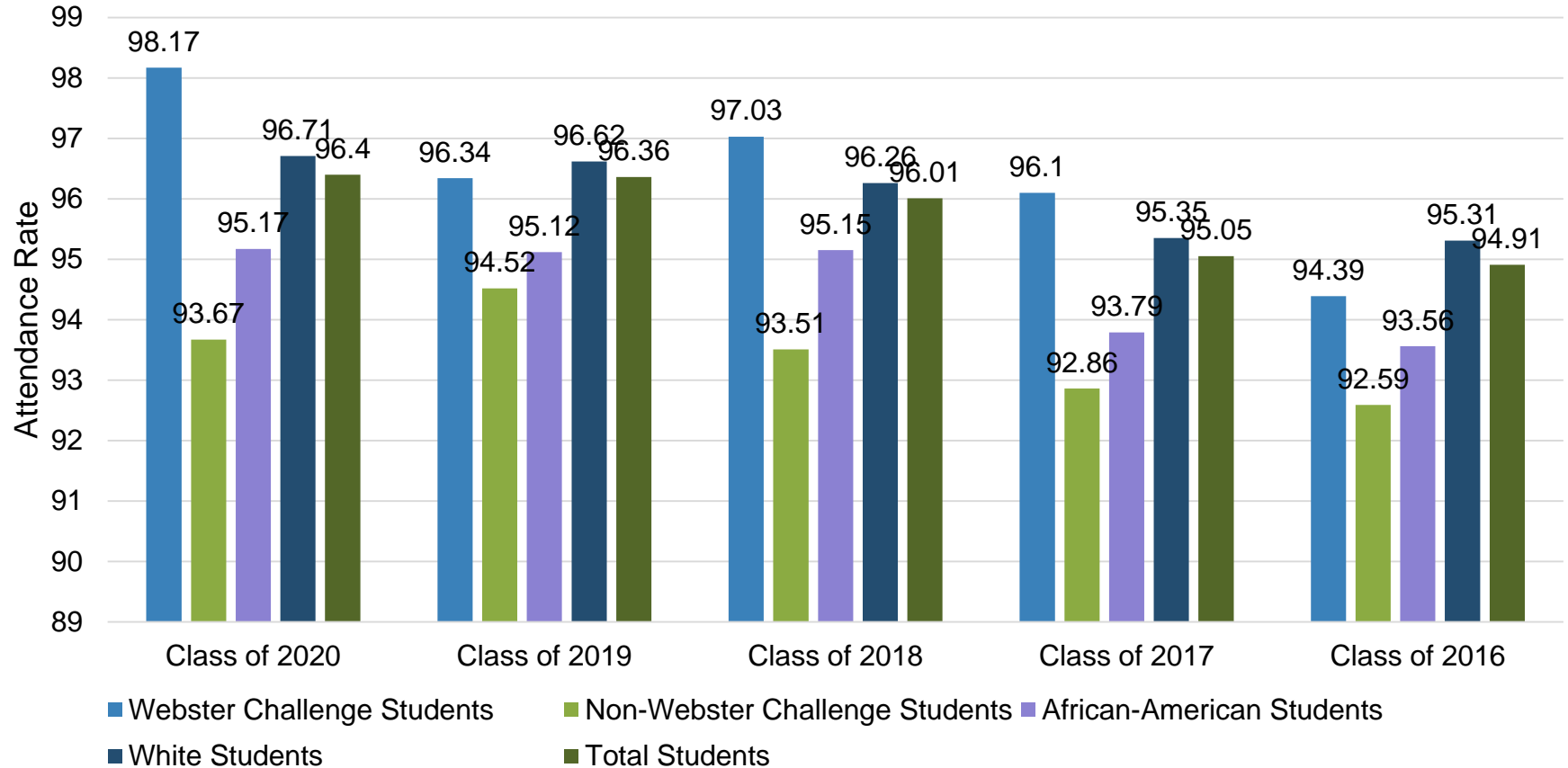
# Webster Groves High School

## Webster Challenge

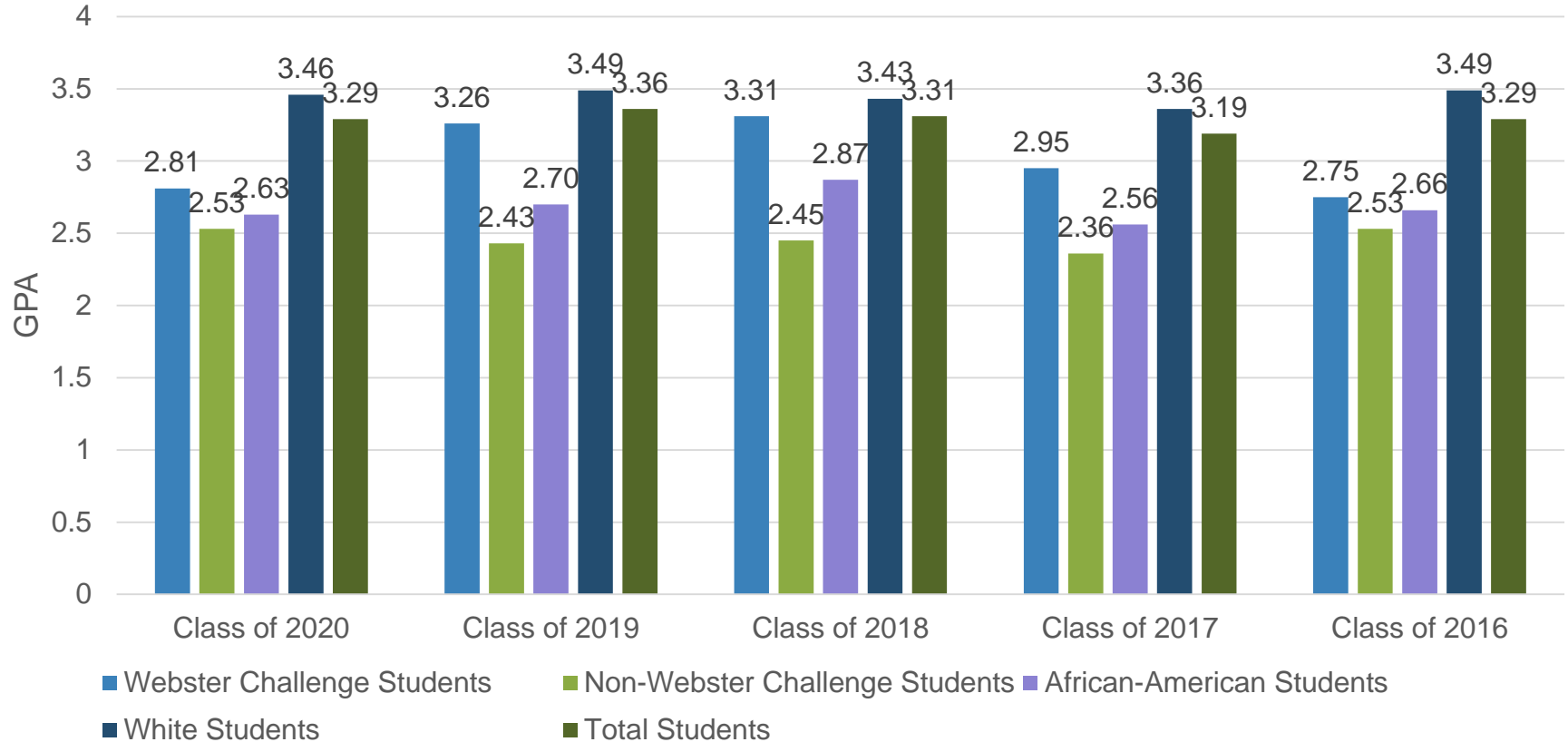
### WGHS "F's" Comparison



# WGHS Attendance Rate Comparison



## WGHS GPA Comparison



# 2

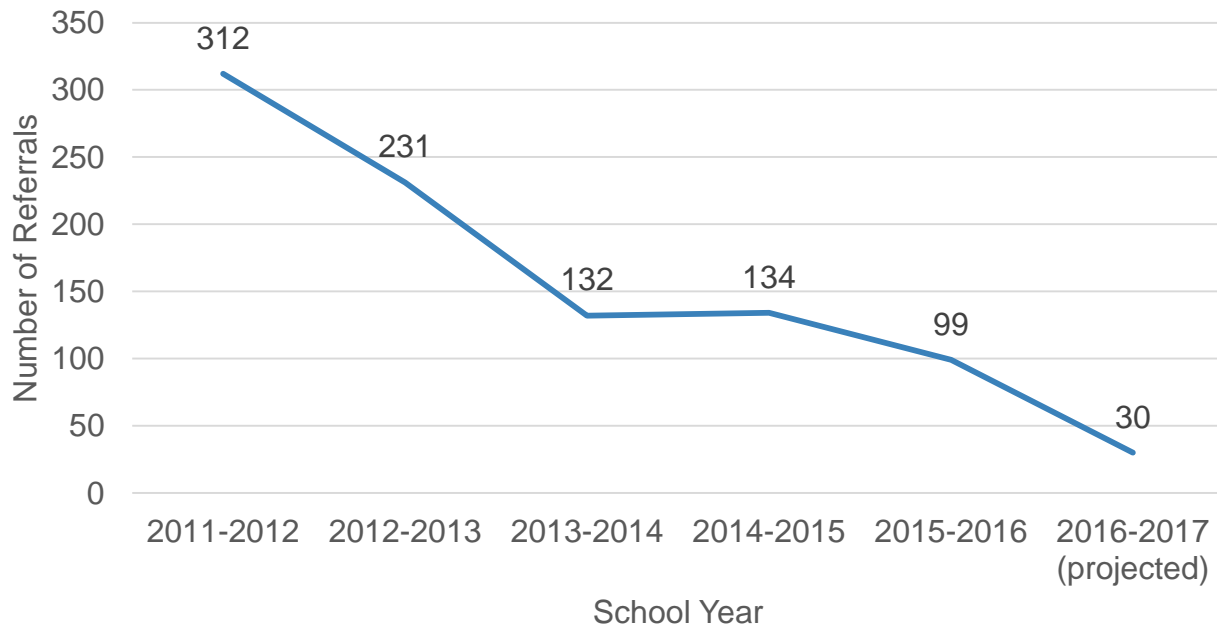
## **Social/Emotional /Behavioral Interventions**



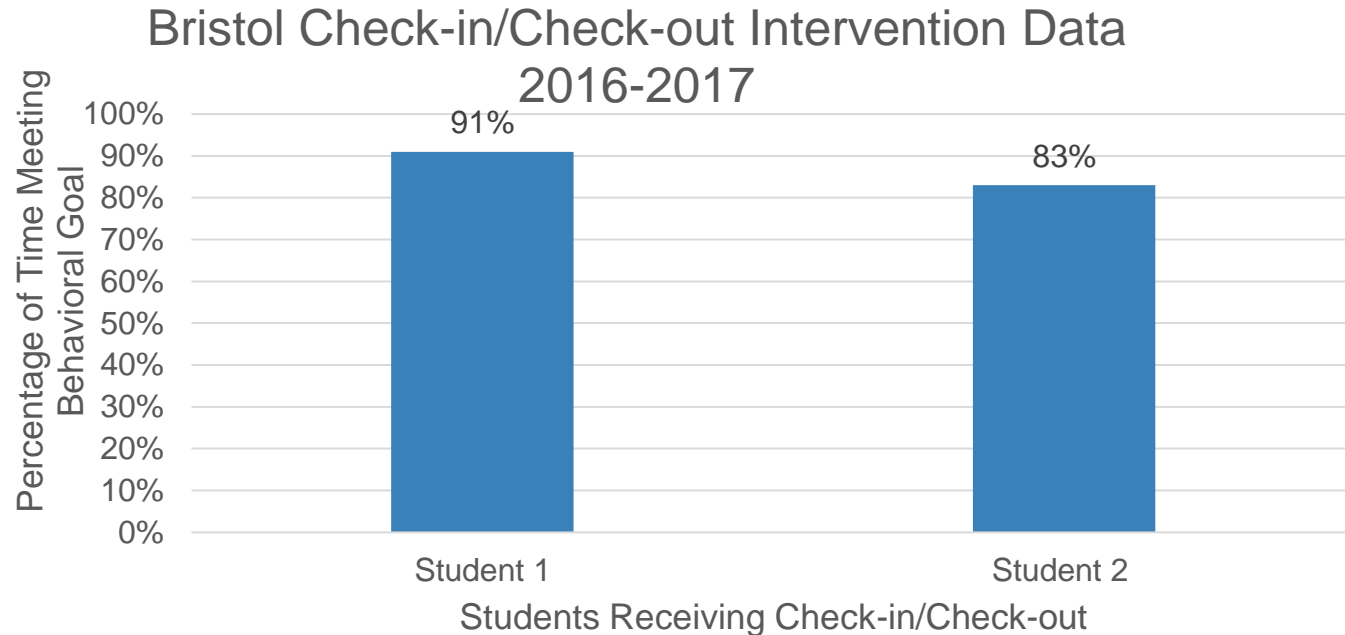


## Avery Elementary School

Avery Discipline Office Referrals 2011-2017



## Bristol Elementary School





## Hixson Middle School

### 2x10 Mentoring – new in 2016–2017

- An adult mentor meets with any newly enrolled student or a student identified for secondary supports
- Conversations for two complete minutes every day for 10 consecutive days
- Talks with student informally about anything other than behavior, grades, or attendance
- The mentor's focus will be to get to know the student on a personal level by discussing any topic that is not school related

## Check In/Check Out – new procedures in 16/17

- All youth get same intervention
- Same check-in/out time
- Goals are the same as our school-wide behavioral expectations
- Same Daily Progress Report (DPR) – piloted the use of Mr. Elmer has an intervention compass; behavioral data is discussed at data team meetings
- Student receives opportunity for positive adult interactions

## Mindfulness

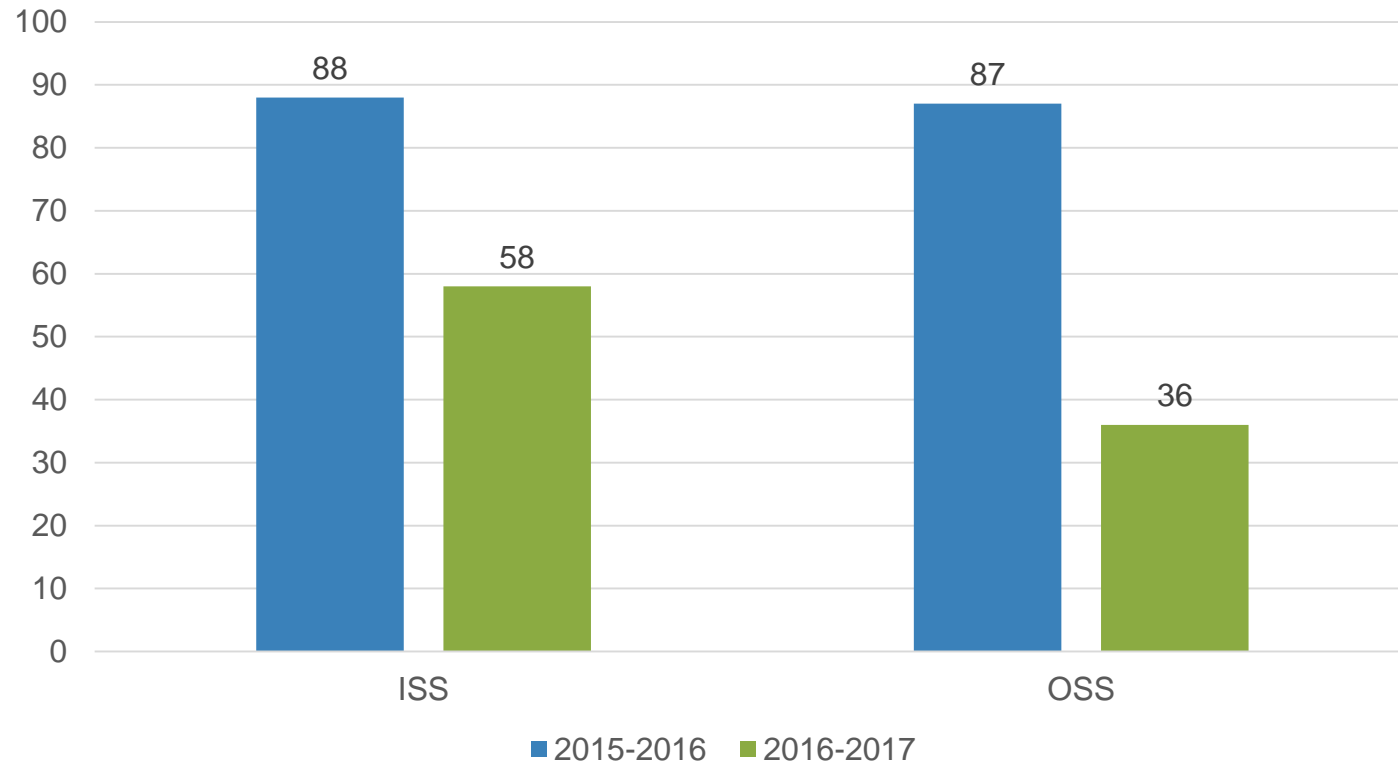
- Students participate in lessons geared towards self-directed calming, focus, and movement exercises in a small group setting.

Students meet one time a week for six weeks

## Better than Carrots or Sticks– new in 16/17

- Book study on restorative practices – whole faculty participation
- Discussions on restorative practices in classrooms and system-wide

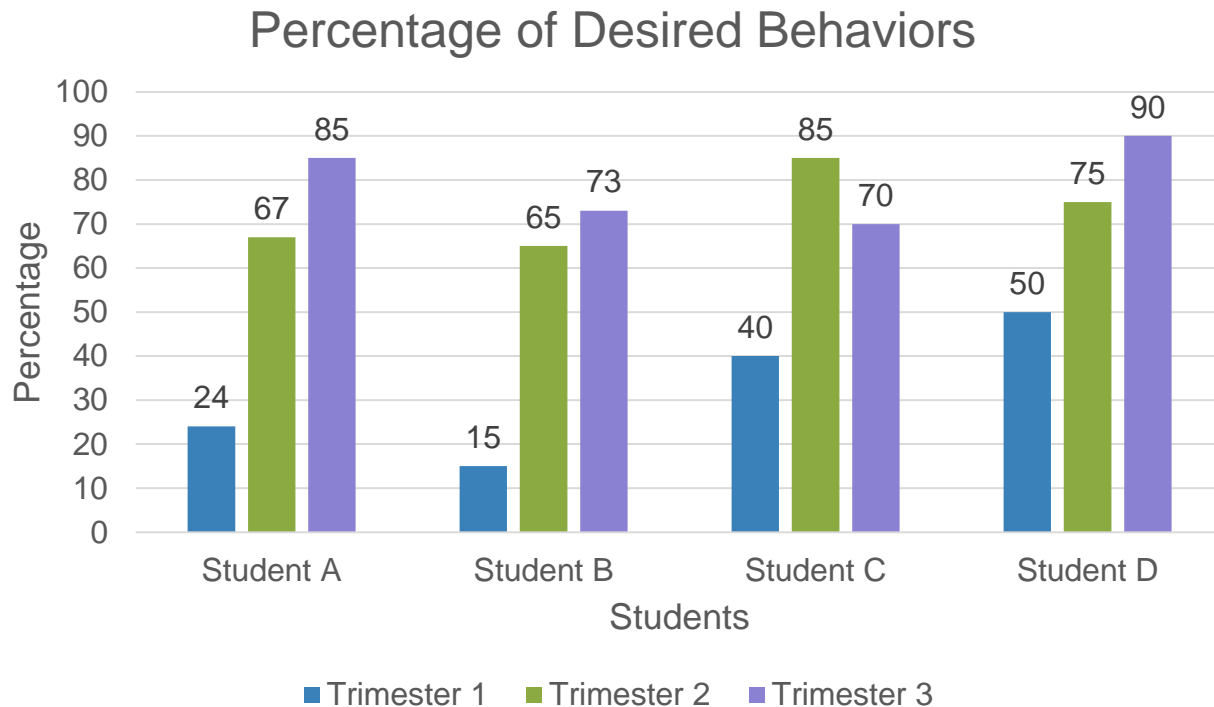
## Hixson Multi-year ISS/OSS Comparison (as of May 1<sup>st</sup>)



## Steger Sixth Grade Center & Elementary Computer School

### Integration of Restorative Practices

Healing Circles, Peer Mediation,  
Staff/Student Mediation, Individual  
Behavioral Plans



### Reduction in Out of School Suspensions:

2015-16 School Year: 21  
2016-17 School Year: 11  
(as of April 15<sup>th</sup>)

## Webster Groves High School

### WGHS Discipline Data 2011–2016

- 67% reduction in suspensions
- 75% reduction in suspensions of African American Students
- 76% reduction in suspensions of Students with Disabilities

# 3

## Using NWEA Data



## What is NWEA?

### What is NWEA Measures of Academic Progress?

Measures of Academic Progress® (MAP®), created by Northwest Evaluation Association™ (NWEA™), is a computer adaptive test, which means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. By the end of the test, most students will answer about half the questions correctly.

### What does MAP measure?

MAP results are provided as a numerical RIT score. This score is used to measure a student's achievement level at different times of the school year and compute growth. RIT scores allow for measurement of growth over time.

## What is a RIT score?

After each MAP test, students receive a RIT score. Think of the score as a student's height. The score reflects the student's academic knowledge, skills, and abilities like inches reflect height. The RIT (Rasch Unit) scale is a stable, equal-interval scale, like feet and inches. Equal-interval means that a change of 10 RIT points indicates the same thing regardless of whether a student is at the top, bottom, or middle of the scale, and a RIT score has the same meaning regardless of grade level or age of the student. Scores over time can be compared to tell how much growth a student has made, similar to measuring height with a ruler.

## How do schools and teachers use MAP scores?

NWEA provides many different reports to help schools and teachers use MAP information. Schools, grade levels, and classes can be monitored to see how students are growing. Teachers can see the progress of individual students and of their class as a whole. Students with similar MAP scores are generally ready for instruction in similar skills and topics. MAP also provides data around the typical growth for students who are in the same grade, subject, and have the same starting achievement level.

# Class Breakdown by RIT Score

Subject	Overall Score						
	171-180	181-190	191-200	201-210	211-220	221-230	231-240
<a href="#">Mathematics</a>			<div>(191)</div> <div>(196)</div>	<div>(209)</div> <div>(210)</div>	<div>(211)</div> <div>(211)</div> <div>(212)</div> <div>(212)</div> <div>(213)</div> <div>(217)</div> <div>(217)</div> <div>(220)</div> <div>(220)</div>	<div>(221)</div> <div>(224)</div> <div>(225)</div> <div>(225)</div>	<div>(236)</div>
<a href="#">Reading</a>	<div>(176)</div>	<div>(187)</div>	<div>(197)</div> <div>(198)</div>	<div>(202)</div> <div>(203)</div> <div>(207)</div> <div>(208)</div> <div>(209)</div>	<div>(213)</div> <div>(215)</div> <div>(215)</div> <div>(216)</div> <div>(216)</div> <div>(217)</div> <div>(217)</div> <div>(218)</div>	<div>(221)</div>	

# Class Breakdown By Goal

Goal	Goal Score							
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250
Operations and Algebraic Thinking			<div></div> <div>(191)</div> <div>(196)</div>	<div></div> <div>(211)</div>	<div></div> <div>(209)</div> <div>(210)</div> <div>(211)</div> <div>(212)</div> <div>(212)</div> <div>(213)</div> <div>(217)</div> <div>(217)</div> <div>(220)</div> <div>(221)</div> <div>(224)</div>	<div></div> <div>(220)</div> <div>(225)</div>	<div></div> <div>(225)</div>	<div></div> <div>(236)</div>
Number and Operations		<div></div> <div>(191)</div>	<div></div> <div>(210)</div>	<div></div> <div>(196)</div> <div>(209)</div> <div>(212)</div> <div>(212)</div> <div>(213)</div>	<div></div> <div>(211)</div> <div>(211)</div> <div>(217)</div> <div>(217)</div> <div>(220)</div> <div>(224)</div>	<div></div> <div>(220)</div> <div>(221)</div> <div>(225)</div> <div>(225)</div>	<div></div> <div>(236)</div>	
Measurement and Data	<div></div> <div>(191)</div>		<div></div> <div>(196)</div>	<div></div> <div>(209)</div> <div>(211)</div>	<div></div> <div>(210)</div> <div>(211)</div> <div>(212)</div> <div>(212)</div> <div>(217)</div> <div>(220)</div> <div>(224)</div> <div>(225)</div>	<div></div> <div>(213)</div> <div>(217)</div> <div>(220)</div> <div>(224)</div> <div>(236)</div>	<div></div> <div>(225)</div>	
Geometry			<div></div> <div>(191)</div> <div>(196)</div>	<div></div> <div>(209)</div> <div>(212)</div> <div>(213)</div>	<div></div> <div>(210)</div> <div>(211)</div> <div>(211)</div> <div>(213)</div> <div>(217)</div> <div>(220)</div> <div>(225)</div> <div>(225)</div>	<div></div> <div>(217)</div> <div>(221)</div> <div>(224)</div>	<div></div> <div>(236)</div>	

# Learning Continuum

[Edit Display Options](#)

## Operations and Algebraic Thinking

Represent and Solve Problems ▾

Analyze Patterns and Relationships ▾

## Number and Operations

Understand Place Value, Counting, and Cardinality ▲

[171-180](#)

**CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.**

- Rounds whole numbers within 100

**CCSS.Math.Content.4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.**

- Compares whole numbers within 1,000 using symbols
- Compares whole numbers within 10,000 using symbols
- Knows place value names through hundred thousands
- Reads and writes whole numbers within 10,000 in expanded form
- Reads and writes whole numbers within 10,000 in word form

**CCSS.Math.Content.5.NBT.A: Understand the place value system.**

- Orders decimals to the hundredths, with the same number of digits after the decimal point

No Students

**CCSS.Math.Content.3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.**

- Rounds whole numbers within 1,000
- Rounds whole numbers within 100

**CCSS.Math.Content.4.NBT.A: Generalize place value understanding for multi-digit whole numbers.**

- Compares whole numbers greater than 10,000 using terms
- Compares whole numbers within 10,000 using terms
- Orders whole numbers within 10,000

**CCSS.Math.Content.4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.**

- Compares whole numbers within 1,000 using symbols
- Compares whole numbers within 10,000 using symbols

[181-190](#)

Overall RTI: 191  
Goal Range: 182-194

# Webster Groves 4<sup>th</sup> Grade Math Curriculum

Susan Bergman, K -  
8 Math Coordinator

Curriculum Main

Math Curriculum

## Place Value

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.Math.Content.4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3

### Learning Goal

Students will be able to generalize place value understanding for multi-digit whole numbers.

• Rectangular

### Proficiency Scale

Innovating: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- Looking for and using repeated reasoning to generalize place value understanding to be able to read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form.
- Comparing multi-digit numbers up to 1,000,000 using  $<$ ,  $>$ , and  $=$ .
- Rounding multi-digit whole numbers up to 1,000,000 to any place.
- Describing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

## Webster Groves 4<sup>th</sup> Grade Math Learning Targets

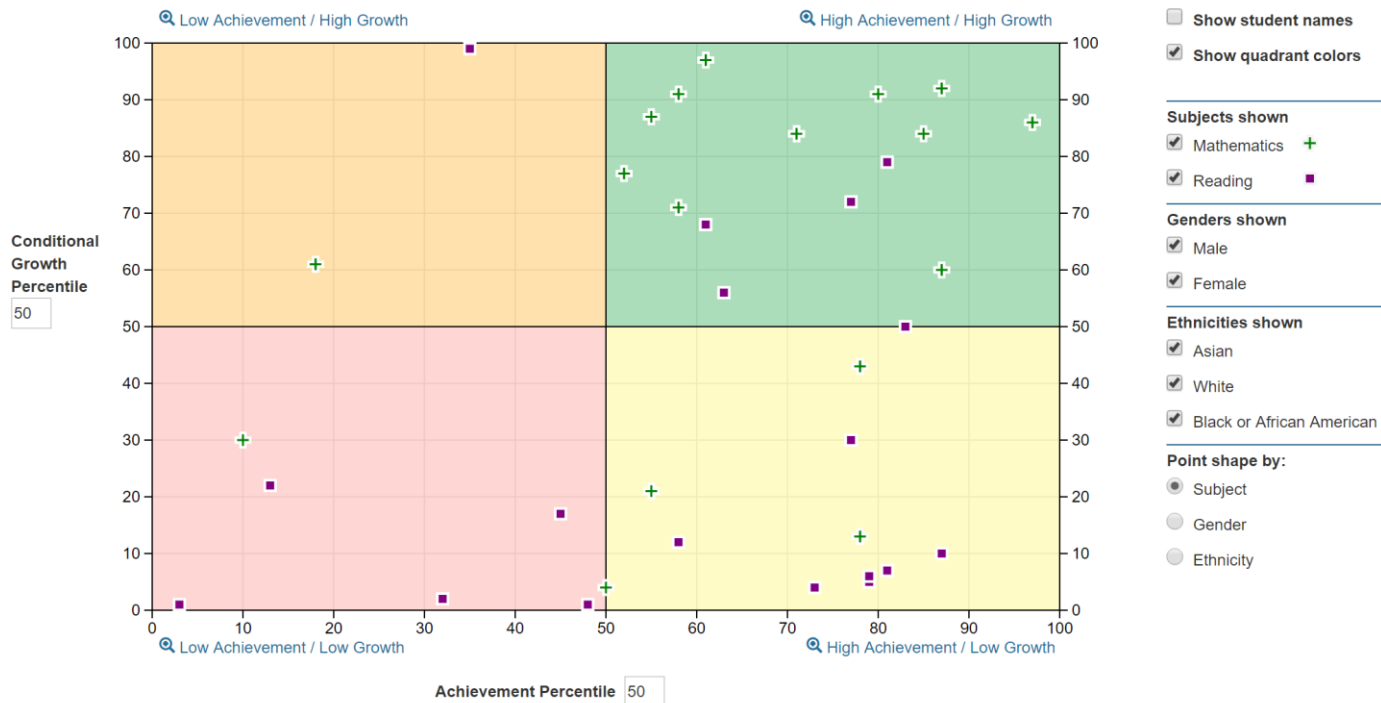
### Learning Targets

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division*
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $<$ ,  $>$ , and  $=$  symbols to record the results of comparisons
- Use place value understanding to round multi-digit whole numbers to any place

### Learning Design

Investigations:  
Unit 5

## Achievement Status and Growth Summary with Quadrant Chart





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**Next Steps**

## Future Steps to Promote Student Achievement

- Implementation of NWEA Skills Checklist and Skills Navigator – Progress monitoring process
- New math Investigations materials for Grades 2, 3, and 4 – more aligned to state standards and district curriculum
- Taking a critical look at the Algebra placement process in the middle school
- STEM Teacher Quality cohort – 5 teachers in a year-long cohort centered on best instructional practices in Science, Technology, Engineering, and Math
- Revised data matrix for identification of Reading students including a consistent NCE score K-5 and 6-8
- Addition of reading instruction components to meet state Dyslexia instructional recommendations
- Coordinators working with 8<sup>th</sup> grade teachers and department chairs to revise how students are identified for honors classes as they enter 9<sup>th</sup> grade
- Initial participation in the STL Caps program
- Planning for the possible implementation of Project Lead the Way Computer Science program

## Future Steps to Promote Student Achievement

- Possible implementation of SeeSaw, a digital portfolio and parent communication tool
- Implementation of revised K-5 science goals and proficiency scales after initial pilot year to meet Next Gen and Missouri Learning standards
- Adding middle school MySci science kits to promote hands-on, inquiry based instruction in grades 6-8
- Addition of AP Environmental Science and AP Statistics to the high school AP opportunities
- District-wide focus on restorative practices in order to keep students engaged in and at school
- District wide learning focusing on Professional Development cohorts allowing teachers will choose their area of concentration
- Realignment of EOC testing schedule to spread the testing throughout all years of high school
- Partnership with Peace UCC to offer Freedom Schools summer learning opportunity for families in the community
- Continuing to provide professional development and support on Project-Based Learning



I never teach my pupils. I only attempt to  
provide the conditions in which they can learn.  
– Albert Einstein