



June 2022

Introduction/Background

Public Act 48 of 2021 Section 98b requires districts, traditional public, public school academies, and intermediate districts who wish to receive state aid for 2021-2022 year to do the following:

- Present, not later than the first board meeting in February 2022 and not later than the last board meeting of the academic year, on accomplishments of established goals.
- Ensure that the information presented to the board is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.
- Post the information through the transparency reporting link located on the district's website.
- Ensure that, by not later than September 15, 2021 each school building leader of each school operated by the district, in conjunction with all teachers and school administrators of the school, establishes educational goals expected to be achieved for the 2021-2022 school year for the school.

2021-2022 Educational Goals

Goal 1: By the end of the 2021-22 school year, each school and the district will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grades 9-12.

All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards. In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

Goal 2: By the end of the 2021-22 school year, each school and the district will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grades 9-12.

All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of math academic standards. In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

2021-22 NWEA Benchmark Results
Building Demographic Report

School Name	Reporting Level	Student Group	Math K-12			Reading		
			# Stud	Fall 21 Avg. RIT Score	Spr 22 Avg. RIT Score	# Stud	Fall 21 Avg. RIT Score	Spr 22 Avg. RIT Score
BRIARWOOD ELEMENTARY SCHOOL	ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	187	176	186	188	174	184
		Not Economically Disadvantaged	103	176	190	103	172	185
	ENGLISH_LEARNER	English Learners	28			28		
		Not English Learners	262	176	187	263	173	184
	GENDER	Female	134	173	185	134	173	184
		Male	156	178	190	157	174	185
	MODE OF INSTRUCTION	Fully In-Person	269	174	186	270	171	183
		Fully Remote	21			21		
	ECONOMICALLY DISADVANTAGED	African-American or Black	89	173	184	89	173	182
		Asian	32	183	196	32	177	188
		Hispanic or Latino	9			9		
		Native Hawaiian or Other Pacific Islander	2			2		
		Two or More Races	34	172	182	34	170	179
		White	124	177	190	125	173	186
	SPECIAL_EDUCATION	Not Special Education	245	178	190	245	175	187
		Special Education	45	166	175	46	162	173
PINEWOOD ELEMENTARY SCHOOL	ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	239	176	189	240	174	185
		Not Economically Disadvantaged	142	179	195	143	177	189
	ENGLISH_LEARNER	English Learners	37	173	189	37	170	183
		Not English Learners	344	177	192	346	175	187
	GENDER	Female	202	178	191	202	176	187
		Male	179	176	191	181	173	185
	MODE OF INSTRUCTION	Fully In-Person	353	177	191	355	174	186
		Fully Remote	28			28		
	RACE_ETHNICITY	African-American or Black	82	174	187	83	172	183
		Asian	47	172	187	47	168	180
		Hispanic or Latino	13			13		
		Two or More Races	26			26		
		White	213	180	194	214	177	189
	SPECIAL_EDUCATION	Not Special Education	309	179	193	311	176	188
		Special Education	72	170	183	72	170	179
	WESTWOOD ELEMENTARY SCHOOL	ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	274	176	192	274	174
Not Economically Disadvantaged			188	178	194	188	174	187
ENGLISH_LEARNER		English Learners	51	183	198	51	179	190
		Not English Learners	411	176	192	411	174	187
GENDER		Female	222	177	192	222	176	188
		Male	240	177	193	240	173	186
MODE OF INSTRUCTION		Fully In-Person	461	177	193	461	174	187
		Fully Remote	1			1		
RACE_ETHNICITY		African-American or Black	88	172	188	88	172	184
		Asian	61	181	196	61	178	189
		Hispanic or Latino	15			15		
		Two or More Races	49	179	194	49	177	190
		White	249	176	193	249	173	186
SPECIAL_EDUCATION		Not Special Education	393	178	194	393	175	188
		Special Education	69	172	188	69	169	182

**2021-22 NWEA Benchmark Results
Building Demographic Report**

School Name	Reporting Level	Student Group	Math K-12			Reading		
			# Stud	Fall 21 Avg. RIT Score	Spr 22 Avg. RIT Score	# Stud	Fall 21 Avg. RIT Score	Spr 22 Avg. RIT Score
Warren Woods Middle School	ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	364	211	217	366	211	212
		Not Economically Disadvantaged	269	215	221	269	214	215
	ENGLISH_LEARNER	English Learners	66	211	217	67	208	210
		Not English Learners	567	213	219	568	213	214
	GENDER	Female	316	212	218	317	213	214
		Male	317	214	219	318	211	212
	MODE OF INSTRUCTION	Fully In-Person	632	213	219	634	212	213
		Fully Remote	1			1		
	RACE_ETHNICITY	African-American or Black	163	207	213	163	209	210
		American Indian or Alaska Native	3			3		
		Asian	71	216	221	71	212	215
		Hispanic or Latino	19			19		
		Two or More Races	47	215	220	49	214	213
		White	330	215	221	330	213	214
	SPECIAL_EDUCATION	Not Special Education	541	216	221	541	214	216
		Special Education	92	193	202	94	198	199
	Warren Woods Tower High School	ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	354	224	226	347	219
Not Economically Disadvantaged			289	230	233	290	223	226
ENGLISH_LEARNER		English Learners	55	220	225	52	214	217
		Not English Learners	588	227	230	585	222	224
GENDER		Female	305	226	229	302	222	224
		Male	338	227	229	335	220	222
MODE OF INSTRUCTION		Fully In-Person	628	227	229	626	221	223
		Fully Remote	15			11		
RACE_ETHNICITY		African-American or Black	136	220	222	124	216	218
		American Indian or Alaska Native	1			1		
		Asian	52	231	235	56	223	225
		Hispanic or Latino	19			18		
		Two or More Races	55	222	224	65	220	221
		White	380	229	232	373	223	225
SPECIAL_EDUCATION		Not Special Education	579	228	231	576	223	225
		Special Education	64	208	210	61	205	208
Warren Woods Enterprise High School		ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	24			24	
	Not Economically Disadvantaged		9			9		
	ENGLISH_LEARNER	English Learners	1			1		
		Not English Learners	32	216	216	32	213	211
	GENDER	Female	10			10		
		Male	23			23		
	MODE OF INSTRUCTION	Fully In-Person	22			22		
		Fully Remote	11			11		
	RACE_ETHNICITY	African-American or Black	9			9		
		Two or More Races	5			5		
		White	19			19		
SPECIAL_EDUCATION	Not Special Education	29			29			
	Special Education	4			4			



Progress

SUPERINTENDENT - **STACEY L. DENEWITH-FICI**

DEPUTY SUPERINTENDENT - **NEIL CASSABON**

DIRECTOR OF CURRICULUM - **KARA BEAL**

Elementary Highlights

Goal 1: English Language Arts

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- Continued training and implementation support of Reading Recovery
- Increased capacity to provide Reading Recovery support in each building by training additional certified teachers
- Offered extended day literacy support services within each of our three elementary schools
- Provided ongoing access to text at home both digitally (*Learning A-Z: Raz Kids subscription*), as well as books for families to build home libraries (*Kids Read Now*)
- Implementation of Leveled Literacy Intervention small group intervention and support
- Ongoing support and coaching to new staff provided by Literacy Consultant, Dr. Michal Taylor
- Continuous coaching provided by Literacy Coaches available in each of our three elementary schools.
- Using NWEA to target specific areas of phonemic awareness, phonics, vocabulary, fluency and comprehension to individualize student instruction recorded on IRIPs
- Progress monitoring instruction via NWEA MAP Growth assessments, grade level common assessments, and Running Records.
- Targeted outreach and invitations to Elementary Spring Break and Summer School based on IRIP and literacy data.

Goal 2: Math

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- Piloted new Bridges math curriculum, with anticipated implementation of curriculum and resources that more closely align with the research based, best math practices.
- Training and supported staff on the use of *Dreambox* as supplemental tool to be used within the classroom, as well as a resource for home use.
- Initiated Elementary Math Coaching in support of all three of our elementary schools
- Targeted outreach and invitations to Elementary Spring Break and Summer School based on classroom and district math data.
- Trained pilot group of users on a resource to support Tier 2 math intervention: *Bridges Intervention Materials*
- Support ongoing professional learning opportunities for staff to engage in *Add+Vantage Math Recovery (AVMR)* training (Course 1 & 2) which aims to empower teachers to use diagnostic assessments to guide next steps and teaching topics
- Offered extended day Math support within each of our elementary schools
- Progress monitoring via NWEA MAP Growth and grade level common assessments
- Plans for Summer/Fall *Math Learning Center: Bridges Getting Started* training to support the transition to the newly adopted curriculum
- Planned and implemented Family Engagement event to help bring greater awareness of impending Bridges adoption in the Fall 2022



Secondary Highlights

Goal 1: English Language Arts

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- Expanded implemented of Read 180: a program aimed to remediate literacy skills of students that are ~ 2 or more years behind; approach blends together whole group, small group, student application, and independent reading.
- Explored the use of On-Demand Virtual Support options for implementation at the high school level in the 2022-23 school year.
- Progress monitoring through NWEA MAP Growth and course common assessments

Goal 2: Math

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- Piloted Agile Math resources for Algebra support at Warren Woods Tower
- Piloted Math 180 at Warren Woods Middle School: which uses a blended-learning model that provides engaging and age-appropriate content, with games and real-world applications aimed to accelerate students toward grade level by building the fundamental skills
- Offering credit recovery options for struggling students – evening and summer options available
- Explored the use of On-Demand Virtual Support options for implementation at the high school level in the 2022-23 school year.
- Hired a new Secondary Math Coach with extensive experience in math coaching and student support to begin work with staff in the 2022-23 school year.
- Progress monitoring through NWEA MAP Growth and course common assessments

Conclusion

Warren Woods Public Schools remains dedicated to maintaining continuous student achievement within a caring environment that provides for individual excellence for all students. The NWEA benchmark assessments provide us with information for a single point in time so we can determine where our students are academically. We use that information to plan for instruction, and if needed additional support services for our students needing Special Education, English Language or Intervention Services. We understand this data is important, but it doesn't tell us the whole picture of each student, therefore we rely on other pieces of information to provide the best quality instruction we can to our students.