

Title: Promoting College Readiness through Trauma Sensitivity

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Abstract

With the ever-changing landscape of education and its transient student population, Countee Cullen Elementary School experienced an enrollment decline and a subsequent loss in funding. To counter these unfortunate circumstances, aggressive community marketing strategies were employed. Ironically, the successful recoup precipitated a decrease in overall academic performance. An in-depth analysis of these outcomes revealed a significant portion of newly enrolled students experienced adverse childhood events that were inadequately addressed. As it has been well documented, children exposed to trauma are more prone to have cognitive and behavioral manifestations which can impede success in the classroom (as well as other areas of life). Our goal is to create a trauma sensitive school ensuring all kids are socially and emotionally equipped to navigate life's challenges which allows them to fully engage in college and career readiness preparation.



As an altruist educator, I take tremendous pride in recognizing opportunities within challenges of leading an urban school located in an underserved community. Our learning community strives to provide every child a quality education by recognizing and diagnosing trauma sensitive matters, closing achievement gaps and promoting pathways to college.

SCHOOL OVERVIEW/STATISTICS

Countee Cullen Elementary School is located on the south side of the city; in the historic Rosemoor/Pullman area of Chicago. The school was built in 1971 to relieve overcrowding in neighboring schools and serves as a mini museum with several art pieces and artifacts depicting the struggles of African Americans during slavery and Civil Rights movement.

School Type – Neighborhood

Grades Served – Kindergarten thru 8

Demographics – 99.5% Minority

Low Income – 89.4%

Diverse Learners – 11.6%

Limited English – 1.5%

Mobility Rate – 18.5%

Chronic Truancy – 13.4%

Like many Chicago neighborhoods in recent decades, the Rosemoor and North Pullman communities have experienced rapid social and economic shifts. Population decline, job loss, economic restructuring, and a declining economic base have left the communities with issues of poverty, unemployment, institution loss, and scarce resources to deal with these challenges. Michigan Avenue and 103rd Street, once thriving corridors serving the communities' upwardly mobile middle and working class, today reflect the declining social and economic transformation of the neighborhoods. The disinvestment is evident by the sectors' business vacancies, boarded-up storefronts and neglected vacant lots. What were once largely locally-owned businesses catering to the everyday needs of the local residents are now mostly chain stores (fast food restaurants, discount stores, check cashing businesses, etc.), that offer limited

goods and services requiring residents to leave the neighborhood to meet their everyday needs.

With the recent designation of the Pullman site as a national monument, the adjacent communities of Rosemoor and North Pullman are increasingly concerned with preserving the affordability and character of their neighborhoods, while looking to direct national monument investments to improve their communities in the residents' vision (**Great Cities Institute, University of Chicago**).

Our research topic "Promoting College Readiness through Trauma Sensitivity" was derived over two years 2016 – 2018; as a result of challenges experienced from declining student populations and loss funding. Students' performance data also decreased in grades 3 thru 5 on district wide assessments (spring 2016 - spring 2018). The results of our problem-solving protocol identified the following contributing factors:

- Ineffective systems addressing trauma

We experienced two consecutive years of declining enrollment, under funding and staff reduction. During the summers of 2017 and 2018, we implemented major marketing campaigns to increase student enrollment; yielding an average of 40 students from across the south side of Chicago. A large percentage of new enrollees were victims of trauma and performing below grade level. Staff had not received trauma training and were unable to diagnose/recognize symptoms (physical, behavioral, cognitive or emotional) or address individual student needs.

- Decreased funding resulting in "splits"

As a result of declining enrollment and decreased funding (locally), we began school year 2017 with four split classrooms: 1) Kindergarten and first Grade (36 students) 2) First and Second Grades (37 students) 3) Third and Fourth Grades (38 students) and 4) Fourth and Fifth Grades (39 students)

- Chicago Public School students make up 20% of the state's enrollment-yet our students receive only 15% of the state's total funding. Additionally, the number of charter schools have increased throughout Chicago, resulting in declining student population for neighborhood schools. Dollars follow students!

- Inconsistent progress monitoring

Due to "split" classrooms and 1 to 37 (teacher/student) ratio for grades K thru 5, progress monitoring efforts were delayed and ineffectively addressing skill deficits.

- Limited tiered instruction

The ability to provide quality instruction (daily) was hindered by reduced time on task (per grade and per classroom) and inability to provide weekly small group instruction.

For 2018, we anticipated a reduced School Quality Rating aligned to intermediate and primary performance results on district wide assessments and began the process of regaining our 1 plus status by engaging faculty and staff in trauma sensitivity training and data driven instruction professional development. (See Appendix A)

The catalyst for this work began in late June 2018 with a deep dive analysis of year end student performance results by Cullen's Instructional Leadership Team. Additionally, the team was tasked with ensuring we remained true to our continuous improvement work plan and not deviate from school's mission/vision:

Mission

At Countee Cullen Elementary, our mission is to offer students a college preparatory educational program, fostering creativity, encouraging integrity, developing an appreciation for diversity and cultivating a strong technological foundation. We are committed to involving staff, students, parents, community members and business partners in our ongoing process of developing a school of excellence.

Vision

Countee Cullen will be acknowledged as a school of excellence built upon 100% of our students graduating college and/or career ready. We envision our students excelling in the ever-changing global marketplace achieving their full potential in an academic, creative, physical, social and moral development.

End Goal

All students graduate on time College and/or Career Ready! (See Appendix B)

Between mid-July and August, administration along with teacher leaders, attended district and network professional development aligned to our needs within a “train the trainer” model with subject matter coaches; in preparation for fall and winter Teacher Institute Days.

Our focus was centered on:

- Closing Achievement Gaps (Sub Groups)/High Quality Instruction Cycles – Analysis of student data, work samples and on track reporting were facilitated weekly during principal directed grade band meetings.
- Student Ownership for Learning – Our local priority for school year 2017 and to date remains a challenge. We continue to implement ownership strategies monthly.
- Trauma Sensitivity – This was new for school year 2018 and warranted addressing as a result of increased behavior referrals, below grade level performances (especially within our newly enrolled students recruited to offset loss funding) experienced SY2017 and a decrease in school’s quality rating. (See Appendix C)

Listed below are action items promoting college readiness through trauma sensitivity:

Action Item	Person(s) Responsible	Timeframe	Analysis/Implementation
Analysis of spring NWEA MAP data/Grades K – 8/Reading and Math	Admin/ILT	June/July 2018	Developed “placemats” to identify staff professional development needs, student growth targets and teacher goals for 2018 - 2019
Root cause analysis of primary and intermediate grades impacting projected 2018 SQRP rating	Fellow/Ally/ILT	August 2018	The results of our problem-solving protocol identified the following contributing factors: 1) Ineffective systems addressing trauma 2) Decreased funding resulting in “splits” 3) Inconsistent progress

			monitoring 4) Limited tiered instruction and 5) Lack of student ownership for learning
August 2018 root cause analysis action items	Fellow/Asst. Principal/Ally	August 2018	<p><u>Trauma</u> – Scheduled trauma sensitivity training for staff to be conducted throughout school year (<u>Staff sessions facilitated August/September 2018</u>)</p> <p><u>“Splits”</u> – Organized staff <u>removing all four splits-</u> increased student enrollment/funding through marketing strategy</p> <p><u>Progress Monitoring</u> – implemented new progress monitoring cycle to confirm submitted student mastery from teachers (<u>Assessment cycles occur every five weeks; analyzed, shared and problem solved during grade band meetings</u>)</p> <p><u>Tiered Instruction</u> – Ongoing professional development to ensure small group instruction occurs weekly aligned to data driven instruction (<u>monthly training scheduled facilitated by Network staff</u>)</p> <p><u>Student Ownership</u> – (Ongoing) Solicit parent/student support during open house events (<u>Open house activities occurred September/November 2018</u>)</p>

Introduced research project to staff during teacher institute days	Fellow/Ally	August 2018	Aligned research objectives to trauma needs and local performance goals for teachers and students <u>(2018-2019 reading and math growth targets generated/distributed and posted)</u>
Facilitate trauma sensitivity training to all staff	(Fellow) Scheduling/Network Specialist (Facilitator and Trainer)	Initial training August 2018 (Ongoing)	All staff trained on types of trauma, recognizing and supporting student victims and measuring/improving local systems to positively impact the lives of trauma victims <u>(Weekly Sparcs sessions held for student trauma victims with school counselor and social worker)</u>
Weekly principal directed grade band meetings	Fellow/Admin/Teachers	September 2018 (Weekly)	Meetings are data driven with a focus on high quality instruction, student work samples and progress monitoring
Create opportunities for school counselor to attend monthly professional development on multi-tier systems of support (MTSS) for off track students	(Fellow) Scheduling/Network Specialist (Facilitator and Trainer)	September 2018 (Ongoing)	This “train the trainer” is designed for counselor to share strategies to teachers during monthly MTSS grade band meetings <u>(Sessions are facilitated every 4th Wednesday of the month)</u>
Facilitate annual Open House event to solicit support improving student ownership for learning	Fellow/Admin/Teachers	September 2018 (Ongoing)	Presented State of the School Address <u>(September/November 2018)</u> and solicited support of: <u>Parents</u> – collaborate with staff to improve student attendance, achieve growth targets and ensure homework completion

			Students – attend daily, support positive school climate and “own” learning
Monitor and review student trauma LOG	Fellow/Social Worker/Counselor	September 2018 (Ongoing)	This is a monthly meeting to share progress notes on student trauma victims
(Monthly) MTSS grade band meeting	Fellow/Asst. Principal/Teachers	October 2018 (Ongoing)	Review off track report to identify at risk students and implement strategies for improvement (<u>Off track report generated in 5 week increments by school counselor</u>)
School Quality Rating release and confirmation	All Stakeholders	October 2018	Cullen’s quality rating was lowered from three consecutive years of 1 plus to 2 plus (2018-2019). However, we remain in “Good Standing” and missed receiving level 1 status by .1 points This data confirms our data analysis from August 2018 and our path for improvement (<u>District report released/received October 2018</u>)
Analyzed overall school progress through the School Excellence Framework Priorities of the Continuous Improvement Work Plan (CIWP)	Fellow/Admin/Ally/ Teachers	November 2018 (Quarterly)	We are currently on pace with CIWP priorities. Off track data indicators reflect positive outcomes aligned to trauma sensitivity (<u>CIWP priorities are updated quarterly</u>)
Communication sent to	Fellow	November 2018	School clerk reported 80% of parents attended report card pick up (<u>IMPACT data</u>)

parents encouraging them to attend report card pick up			<u>certified and submitted to district)</u>
District release of extrapolation estimates of NWEA Gap Data	All Stakeholders	December 2018	The results of this report revealed alarming data aligned to achievement gaps of priority groups (Black students are performing below district averages and other priority groups overall)
Mid-Year NWEA MAP assessments for grades K thru 8 (reading/math)	All Stakeholders	December – January 2018	The results of our mid-year assessments will allow growth comparison analysis from winter 2017 to winter 2018, spring 2018 to winter 2018 and gauge trauma sensitivity impact on student victims Develop winter placemat Mid-year goal planning for teachers
Mid-Year analysis completion and results share	All Stakeholders	January 2019	Results indicate in some grades, students performed better last year (with split classrooms in reading and math) in grades 2, 3 and 7. Also, there is a need to expand after school tutoring and enrichment to include grades K and 1. Teacher goal planning completion from winter to spring aligned to instructional strategies to promote end of year growth target achievement for grades K thru 8.

Analyze overall school progress through the School Excellence Framework Priorities of the Continuous Improvement Work Plan (CIWP)	Fellow/Admin/Ally/Teachers	January 2019 (Quarterly)	We are currently on pace with CIWP priorities. Off track data indicators reflect positive outcomes aligned to daily attendance. However, more work is needed to address the needs of upper grade students with gender identity challenges (<u>CIWP priorities are updated quarterly</u>)
Fund and staff after school boot camp	Fellow	January – May 2019	Based on off track data and winter assessment results, teachers identify K thru 8 th grade students to attend after school tutoring/enrichment services (Monday thru Thursday - 2 hours per day)
Attend workshops to provide support for students with gender identity challenges by improving safe and supporting environments for LGBTQ students	Admin/Counselor/School Social Worker	January – February 2019	Principal attended workshops on improving equity, closing achievement gaps and improving safe and supporting environments for all students. School Counselor and social worker attended professional development on developing and implementing weekly small group sessions supporting LGBTQ students and trauma victims.
Analyze overall school progress through the School Excellence Framework Priorities of the Continuous	Fellow/Admin/Ally/Teachers	April 2019 (Quarterly)	We are currently on pace with CIWP priorities. Off track data indicators reflect attendance is leveling between 95 and 96%. We have stabilized gender identity challenges within upper grade classrooms.

Improvement Work Plan (CIWP)			<u>(CIWP priorities are updated quarterly)</u>
Communication sent to parents encouraging them to attend report card pick up	Fellow	April 2019	Parent notices were sent home week of April 1 and 8, 2019. Robo-calls were completed April 9 and 10, 2019 inviting parents to attend report card pick up and conference with teachers
End of Year NWEA MAP Assessments Grades K thru 8	All Stakeholders	May – June 2019	The results of our end of year assessments will allow growth comparison analysis from spring 2018 to spring 2019, gauge trauma sensitivity impact on student victims and determine 2019-2020 school's quality rating Source for 2019 fall placemats and growth targets
Analyze overall school progress through the School Excellence Framework Priorities of the Continuous Improvement Work Plan (CIWP)	Fellow/Admin/Ally/ Teachers	June 2019 (Quarterly)	TBD

In the midst of research, our district shared demographic performance gap results on district wide assessment (estimated attainment) in reading and math performances for SY2014 thru SY2018. The results are alarming and impacted research actions. For SY18 African American students performed -10.2% less than our district average in reading and -13.3% for math. All major priority groups are performing above district's average and the following gaps exist when compared to African Americans for 2018:

Subject	Asian	White	Hispanic
Reading	34.8%	32.5%	11.2%
Math	46.4%	39%	15.5%

For our school, we have one priority group (African Americans); and requested Cullen's students be charted to gauge achievement gaps district wide and within our network of thirty elementary schools covering southeast side of Chicago. After completing this analysis, we discovered students were performing below White and Asian priority groups' district wide in reading and math; and above Hispanic groups. Within our Network of schools, Cullen's students achieved higher attainment in reading and math SY2017 than White and Hispanic groups and reading for SY2018.

SY2017 (Estimated Attainment)

Subject	Black	Hispanic	White	Asian	Cullen
Reading	-9.5%	.6%	22.8%	24.1%	14%
Math	-12.4%	1.7%	25.8%	31.8%	19%

SY2018 (Estimated Attainment)

Subject	Black	Hispanic	White	Asian	Cullen
Reading	-10.2%	1%	22.3%	24.6%	12%
Math	-13.3%	2.2%	25.7%	33.1%	4%

Southeast side of school district (30 Elementary schools):

SY2017 (Estimated Attainment)

Subject	Black	Hispanic	White	Asian	Cullen
Reading	-2.4%	4.7%	17.1%	42.1%	24%
Math	-2.7%	5.6%	12.9%	49.9%	31%

SY2018 (Estimated Attainment)

Subject	Black	Hispanic	White	Asian	Cullen
Reading	-3.8%	7.7%	18.5%	31.0%	22%
Math	-4.6%	9.4%	19.6%	38.3%	17%

These achievement gaps are disturbing and lead to questions about equity district wide and what is occurring (or not occurring) on the southeast side of Chicago resulting in lower performance scores.

Throughout research implementation, our main challenges were trauma sensitive buy in by all staff and student ownership for learning. A few teachers became frustrated with repetitive discipline code violations by student trauma victims and the pace of positive outcomes aligned to corrective strategies identified during professional development. Some students require intensive support beyond classroom intervention and school level services, however, they are held accountable for their learning and meeting expected

attainment/performance targets. Although we have found success with students, bridging this gap with families and beyond the school day, is ongoing!

Efforts to improve student ownership have increased. However, the results are inconsistent and aligned to student-teacher relationships. As a result of departmental grades 3 thru 8, we find students complete assigned tasks and homework for one teacher and little to none for others. This is also true for discipline code violations and student referrals for classroom disruptions.

We continue to experience limited parental involvement and partnership with our teachers. Although 80% of parents attended report card pick up, many students are not held accountable to complete homework or strengthen skill deficits nightly. We have maximized learning opportunities and extended the school day (four days per week/two hours each day) to support students toward achieving performance goals. Overall, we have improved local systems to address student trauma needs; improving the emotional and social well-being of students with positive outcomes for most. To date our efforts have not yielded the “academic” performance outcomes anticipated. Cullen’s on track data average for 30 weeks of school is 63% (2017-2018) and 62.5% (2018-2019). Grades 2, 3 and 7 scored higher on last school year’s winter district wide assessment, when compared to winter 2018 (See Appendix D) and attendance remains stagnant averaging 95% to 96% daily.

Promoting college readiness is best supported by providing quality instruction daily, reinforced by designing coherent instruction, establishing a culture for learning and engaging students in learning:

- **Designing Coherent Instruction**
 - 1) Plan lessons with fidelity
 - 2) Provide tiered instruction through multiple tiered systems of support; supported by progress monitoring
 - 3) Improve vertical alignment of curriculum
- **Establishing a Culture for Learning**
 - 1) Establish/Sustain systems to address student trauma (to include family support)
 - 2) Improve student ownership for learning
 - 3) Maximize restorative practices
- **Engaging Students in Learning**
 - 1) Improve task and text complexity
 - 2) Provide tiered lesson aligned to student needs
 - 3) Ensure questions beyond introductory lessons/activities are depth of knowledge level 3 or 4

Additionally, we must address if academic performances of black students are the result of inequity, trauma or both?

LEADERSHIP DEVELOPMENT AND PROGRAM EXPERIENCE REFLECTION

As a former military leader and infantry officer, I was trained to lead by example and personally embrace “pace-setter” leadership. Navigating the industry of education, I find this is not necessarily the leadership style of choice and encounter others who prefer to delegate responsibility, accept minimal accountability and disproportionate expectation of output to

efforts vested. This is and remains my personal challenge. However, successful principals are not alone in the fight to educate children and require the support of a vested learning community. One must hire the “right” individuals and either coach up or coach out those who do not have the best interest of children or inability to sustain a learning environment conducive to teaching and learning. During my 19-year tenure at Cullen, I have coached out a number of faculty members and staff. Coaching out has not been a pleasant experience but necessary for minimizing the lasting impact an incompetent teacher can have on students learning and achieving.

For the past five years I’ve had a faculty of which to be proud. We improved a school chronically on academic probation into one of the best neighborhood schools in the city of Chicago; where students consistently achieved high reading and math attainment scores resulting in the highest school quality ratings. Although my style is to lead from the front, I must create opportunities for others to lead, grow and provide a space free of judgement when someone may not be accomplishing a task in the manner I would. This process began last year but has intensified when accepted into Cahn.

I have a senior staff with minimal turnover and found selecting an ally challenging. I decided on Mrs. Barron (a classroom teacher) to serve as my ally. She did not express a desire to become a school administrator but possesses the capacity and interpersonal skills to be a successful building manager with the appropriate encouragement and support.

Since her acceptance to participate, she has accompanied me to high level administrative meetings to build capacity of policy making and systems impacting local schools. She has been assigned to Cullen’s Instructional Leadership Team and grade band chairperson. Although a teacher first, she has stepped up to lead initiatives mandated by our district.

My participation in the program has been tremendously gratifying. Outside of developing new relationships with other school leaders within Chicago and across the country, I have discovered new pathways to overcome mutual challenges principals face today. I carry with me quotes to live by and statements made by my Cahn mates, faculty and presenters during sessions:

- Align action items to existing tasks (for me this increased overall buy in) – Cahn Faculty
- The (current) pain of regret is worse than the (past) pain of suffering – Michael, Principal of Lincoln Park
- All progress takes place outside comfort zone – Cahn Faculty
- The best teams play for each other and not against each other – Cahn Presenter
- I want you to fail. Failure is feedback. If you are not failing, you are not attempting anything new – Cahn Faculty

I find strength and guidance in these quotes as I navigate Cahn and the school year; accomplishing personal goals through leadership competencies. It has been an honor and blessing to receive the Cahn experience!

APPENDIX

(Appendix A)

School Year	School Quality Rating Level	Accountability Status
2018 - 2019	2+	Good Standing
2017 - 2018	1+	Good Standing
2016 - 2017	1+	Good Standing
2015 - 2016	1+	Good Standing

Note – SQRP Levels Range 1+ (Good Standing/Highest), 1 (Good Standing), 2+ (Good Standing), 2 (Provisional Support) and 3 (Intensive Support)

(Appendix B)

We tend to focus on attainment results in lieu of student growth and generated the following data placemats:

2018 Spring Reading Results

Grades	EOY RIT	Norm Grade Level Mean (NGLM)	# of Students at/above NGLM	Reading RIT Targets (70th Percentile)	# of Students College Ready (70th Percentile)	# of Students needed to hit 70 %	Reading Strength	Reading Challenge
K	160.4	160.3	10	164	10	16	VOCAB	Foundation Skills
1	169.5	179.1	4	184	1	9	VOCAB	Language
2	184.5	189.7	9	198	4	13	Informational Text	VOCAB
3	203	199.2	16	208	13	15	VOCAB	Literature
4	205	206.4	11	215	5	18	VOCAB	Informational
5	213.2	212.2	16	220	5	14	VOCAB	Literature
6	228.6	216.1	14	224	11	13	VOCAB	Informational
7	235.6	218.5	15	230	12	15	VOCAB	Literature
8	233.6	220.3	17	242	7	13	VOCAB	Informational

2018 Spring Math Results

Grades	EOY RIT	Norm Grade Level Mean (NGLM)	# of Students at/above NGLM	Math RIT Targets (72nd Percentile)	# of Students College Ready (72nd Percentile)	# of Students needed to hit 70 %	Math Strength	Math Challenge
K	163	161.1	10	167	10	16	Numbers and Operations	Measurement
1	171.9	182.8	5	186	4	9	Measurement	Geometry
2	185.9	193.7	4	201	1	13	Number/Operations	Measurement
3	205.9	205	17	212	12	15	Operations and Algebraic Thinking	Number/Operations
4	211.6	215	9	223	3	18	Number/Operations	Measurement
5	216.7	222.7	7	232	5	14	Number/Operations	Measurement
6	231.1	226.4	9	236	9	13	Real and Complex Numbers	Statistics and Probability
7	237.9	229.4	14	240	7	15	Statistics and Probability	Real and Complex Numbers
8	237.1	231.5	16	245	7	13	Operations and Algebraic Thinking	Statistics and Probability

These placemats are a true reflection of instructional practices and serve as launch points for professional development needs for 2018-2019.

(Appendix C)

We measured implementation success against our 2018 - 2019 academic goals for reading and math:

2018 - 2019 NWEA Performance Goals
Reading (RIT@70th/Above Percentile)

Grade	Current	Goal
K	150	164
1	164	184
2	175	197
3	192	206
4	204	215
5	210	220
6	213	224
7	223	230
8	233	240

2018 - 2019 NWEA Performance Goals
Math (RIT@72nd/Above Percentile)

Grade	Current	Goal
K	147	167
1	170	186
2	176	198
3	188	210
4	206	220
5	208	229
6	214	235
7	224	240
8	233	245

(Appendix D)

Winter District Wide Assessment Comparison SY2017/SY2018 (Math)

Grades	2017 MOY RIT	2018 MOY RIT (KIDS FROM LAST YEAR)	2018 MOY RIT (ALL)	Norm Grade Level Mean (NGLM)	2017 # of Students at/above NGLM	2018 # of Students at/above NGLM (KIDS FROM LAST YEAR)	2018 # of Students at/above NGLM (ALL)
K	144	<u>150</u>	<u>147</u>	149	11	8	8
1	162	<u>169</u>	<u>170</u>	171	7	<u>10</u>	<u>13</u>
2	177	176	176	184	8	6	4
3	194	185	188	196	13	4	10
4	202	<u>206</u>	<u>206</u>	207	11	<u>14</u>	<u>14</u>
5	205	<u>206</u>	<u>208</u>	216	9	2	6
6	212	<u>216</u>	<u>214</u>	221	6	<u>9</u>	<u>12</u>
7	231	<u>222</u>	<u>224</u>	225	8	<u>8</u>	<u>11</u>
8	230	<u>236</u>	<u>233</u>	229	12	10	11

2017 # of Students College Ready (72ND Percentile)	2018 # of Students College Ready (72ND Percentile- KIDS FROM LAST YEAR)	2018 # of Students College Ready (72ND Percentile - ALL)
2	0	0
1	<u>2</u>	<u>3</u>
1	0	0
2	0	0
1	0	0
1	0	<u>1</u>
1	<u>1</u>	<u>2</u>
1	0	<u>1</u>
5	4	4

Winter District Wide Assessment Comparison SY2017/SY2018 (Reading)

Grades	2017 MOY RIT	2018 MOY RIT (KIDS FROM LAST YEAR)	2018 MOY RIT (ALL)	Norm Grade Level Mean (NGLM)	2017 # of Students at/above NGLM	2018 # of Students at/above NGLM (KIDS FROM LAST YEAR)	2018 # of Students at/above NGLM (ALL)
K	144	<u>150</u>	<u>150</u>	149	8	<u>13</u>	<u>13</u>
1	162	<u>164</u>	<u>164</u>	169	6	<u>7</u>	<u>11</u>
2	177	176	175	182	10	<u>10</u>	<u>12</u>
3	194	180	192	194	12	7	11
4	202	<u>203</u>	<u>204</u>	203	10	<u>13</u>	<u>13</u>
5	205	<u>208</u>	<u>210</u>	209	12	8	<u>12</u>
6	212	207	<u>213</u>	214	6	<u>9</u>	<u>11</u>
7	231	226	223	216	11	10	<u>12</u>
8	230	<u>237</u>	<u>233</u>	219	15	14	<u>15</u>

2017 # of Students College Ready (70th Percentile)	2018 # of Students College Ready (70th Percentile - KIDS FROM LAST YEAR)	2018 # of Students College Ready (70th Percentile - ALL)
2	1	1
2	<u>3</u>	<u>4</u>
1	<u>2</u>	<u>2</u>
4	3	<u>5</u>
3	<u>4</u>	<u>4</u>
6	0	3
5	<u>6</u>	<u>7</u>
8	7	7
4	<u>6</u>	<u>6</u>