



## **FALL 2020 Roster for Students with IEPs**

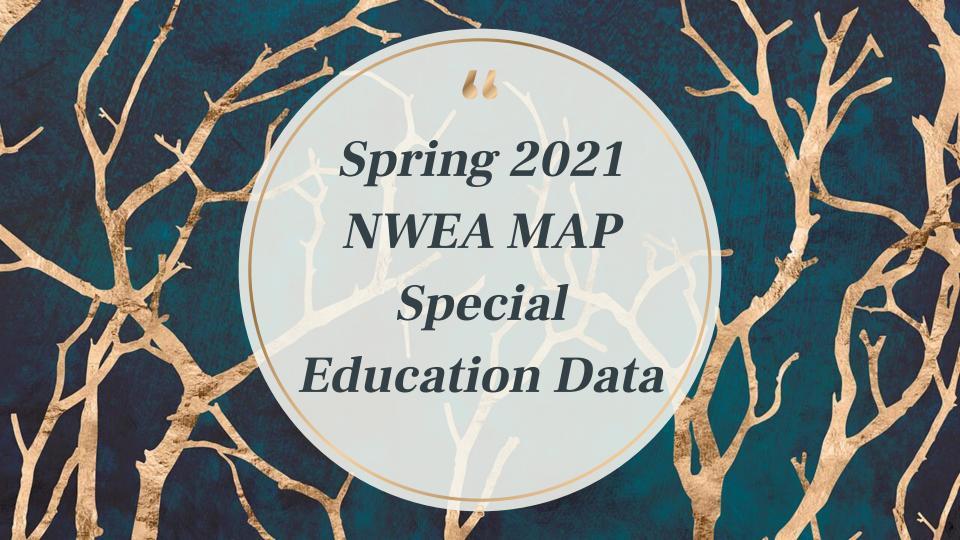
	Fall Achievement Percentiles 2020	Fall Growth Percentiles 2019/2020
General Education Reading	92	40.5
Special Education Reading	43	51.5
General Education Math	85	37
Special Education Math	32	34

## **FALL 2020 Roster for Students with IEPs**

Reading	Fall Achievement Percentiles 2020	Fall Growth Percentiles 2019/2020
2nd (82 students)	61	N/A
3rd (75 students)	53	58
4th (62 students)	42	47
5th (75 students)	54	45
6th (46 students)	23	45
7th (58 students)	21	53
8th (59 students)	43	61

## **FALL 2020 Roster for Students with IEPs**

Math	Fall Achievement Percentiles 2020	Fall Growth Percentiles 2019/2020
2nd (86 students)	56	N/A
3rd (76 students)	24	28
4th (64 students)	27	30
5th (74 students)	45	22
6th (46 students)	25	46
7th (58 students)	26	43
8th (58 students)	24	35



## **SPRING 2021 Roster for Students with IEPs**

	Spring Achievement Percentiles 2021	Fall 2020 to Spring 2021 Growth Percentiles
General Education Reading	84	56
Special Education Reading	21	35
General Education Math	85	41
Special Education Math	18	37

## **SPRING 2021 Roster for Students with IEPs**

Reading	Fall Achievement Percentiles 2020	Spring Achievement Percentiles 2021	Fall 2020 to Spring 2021 Growth Percentiles
2nd (73 students)	67	60	51
3rd (69 students)	40	11	19
4th (62 students)	28	17	34
5th (65 students)	35	25	42
6th (47 students)	18	9	40
7th (50 students)	11	7	34
8th (52 students)	40	20	23

## **SPRING 2021 Roster for Students with IEPs**

Math	Fall Achievement Percentiles 2020	Spring Achievement Percentiles 2021	Fall 2020 to Spring 2021 Growth Percentiles
2nd (74 students)	51	43	51
3rd (70 students)	16	9	33
4th (62 students)	18	17	39
5th (65 students)	29	16	30
6th (47 students)	18	10	19
7th (52 students)	18	16	43
8th (53 students)	22	16	45

#### **NWEA MAP Roster Data**

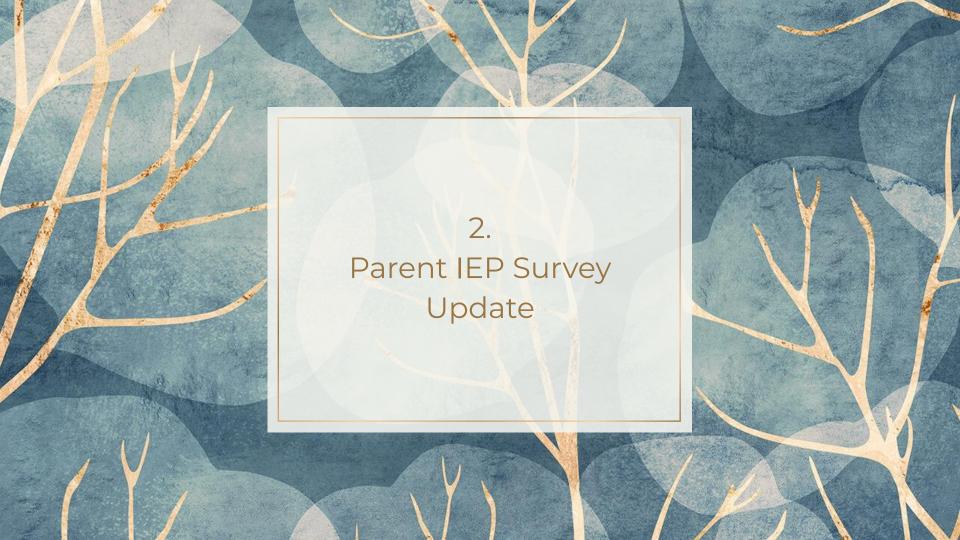
- Rosters for students with IEPs are constantly changing and are updated each testing session
  - Students may no longer be on the roster or additional students may be added to the roster
  - Growth percentile charts might have lower student numbers because students had to take both tests within that timeframe to be part of the statistics
- Rosters for students with IEPs are created based on student eligibility for special education services (not based on specific disability categories)

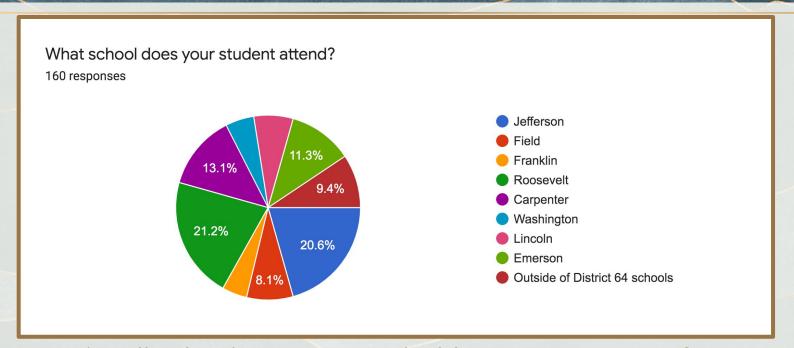
## Possible Reasons for Dips in Scores

- Student fatigue/lack of motivation or engagement
  - Students returned to full in person on 3/29, IAR testing began 4/13-27; MAP assessment began 5/10-24; ISA for 5th and 8th was 5/24-28; ACCESS testing began 3/15 5/25
- Learning Environments
  - Recent transition back into in-person learning
  - Some students remained in a remote setting
    - Distractions
    - Engagement
    - Internet Disruptions

## Next Steps

- This summer, we offered staff to participate in the following trainings:
  - Xtreme Reading (new reading program at middle school)
  - Writing strategies
  - Data collection, analysis, and intervention selection
  - A social emotional universal screener (SAEBRS)
  - De-escalation techniques
  - Math training through Hyde Park for Multi-sensory math training
- We will also provide the following trainings to staff at the beginning of the year:
  - Wilson Certification
  - Paragraph writing strategies
  - FastBridge Assessment
  - Additional trainings can be offered as well
- We will also provide a host of trainings to new staff
- Data will be reviewed with staff during teacher institute training with breakout sessions with psychologists and coordinators to further delve into the data and plan for individuals and groups of students
- Ongoing differentiation coaching using data to address student growth
- Using a push-in and pull-out service delivery model for 2021-22 for K-3rd grade students to ensure foundational skills are acquired
- We will closely monitor the fall data to further inform direction
- Continue use of the intervention curriculum map and data to make informed decisions

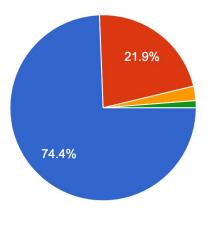




FY '21 All Schools Represented with a response rate of 30% FY '20 All Schools Represented with a response rate of 36%

I left the meeting with a clear plan for services and supports that my student will receive.

160 responses



Strongly agree

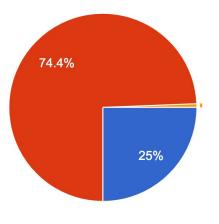
Agree

Disagree

Strongly Disagree

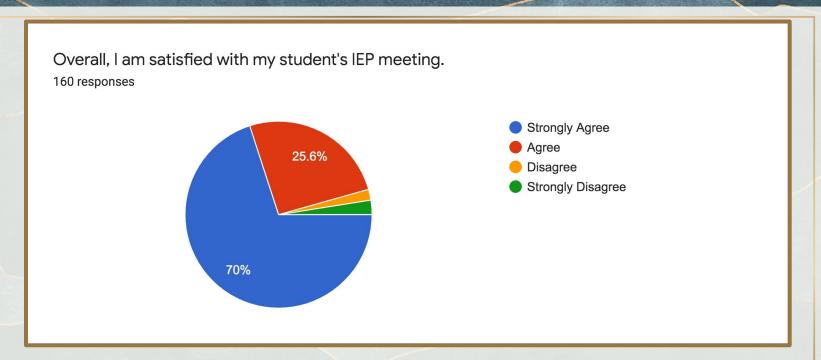
FY '21 96.3% Strongly Agree or Agree FY '20 97.5% Strongly Agree or Agree

I left the meeting with a copy of my student's new plan. 160 responses

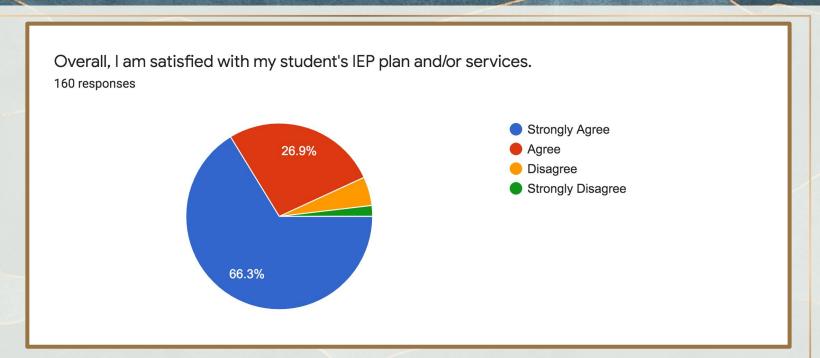


- Yes, I brought it home with me
- I did not, but I received it through other means that I requested (i.e. send a copy with my student, email, etc)
- No, I never received a copy and/or I need to ask for a copy

FY '21 **99.4%** Received a copy FY '20 97% Received a copy



FY '21 95.6% Strongly Agree or Agree! FY '20 98.8% Strongly Agree of Agree!



FY 21 93.2% Strongly Agree or Agree FY 20 98.2% Strongly Agree or Agree

# I feel that my input was included within the IEP process in the following ways (check all that apply).

	2020/21	2019/20
My input was requested and shared as part of the IEP meeting	84.4%	79.4%
My input was reflected as part of the meeting agenda	58.1%	59.4%
My questions, concerns, and input directly impacted the focus of the IEP meeting	55%	60.6%
My input was incorporated throughout the development of the IEP	55%	61.8%
None of these apply, but I do feel that the team included my input into the meeting	5.6%	7.3%
None of these apply, I do not feel that the team included my input into the meeting	1.9%	0.6%

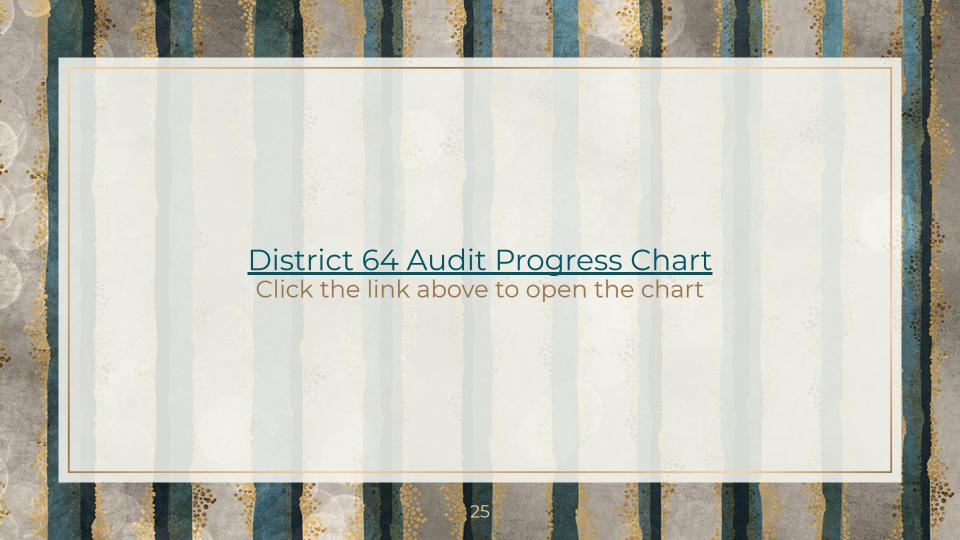
# I was provided information regarding my student's progress in a meaningful way (check all that apply).

	2020/21	2019/20
I was given an understanding of how my child is currently performing	91.3%	90.9%
Data was visually represented or graphed	38.1%	50.3%
Data and/or an explanation was given to inform me as to why goals were proposed	66.9%	73.3%
I was given an understanding of the progress I can expect my student to make in one year	66.3%	66.7%
None of these apply, but I do feel I was given information regarding my student's progress in a meaningful way	4.4%	5.5%
None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way	1.9%	1.2%

## Is there a part of the IEP process that you would like more information about (check all that apply)?

	2020/21	2019/20
Goals	30.3%	33.3%
Accommodations/Modification	36.4%	25.9%
Assessments	31.8%	27.8%
Extended School Year	45.5%	35.2%
Functional Behavior Assessment and Behavior Intervention Plan	15.2%	25.9%





# OUESTIONS? Thank You!