WEBINAR

High-impact, data-powered PLCs: turning MAP Growth insights into instructional action

nwea

Before we begin:

45-minute presentation,

15 minutes for Q&A

Listen mode only

Submit questions via the Q&A box

Recorded and shareable

Ice breaker or poll?

What Right Looks Like Leading PLCs

PRESENTED BY:
Dr. Samantha WALDER, TEA AREA SCHOOL DISTRICT DIRECTOR OF CURRICULUM, INSTRUCTION, & ASSESSMENT

Dr. Samantha Walder

DIRECTOR OF CURRICULUM, INSTRUCTION, & ASSESSMENT

- 19th year in South Dakota Education
- 8th year at Tea Area School District
- Former Legacy Elementary Principal
 - 2023 NAESP National Distinguished Principal

Add in Poll:

What is your primary position?

1) Teacher

2) Principal/ Assistant Principal

3) Instructional Coach

4) District Leader

5) Other

Goals for Today:

- Identifying **Leader Actions** to make data talks possible

- Aligning systems across a district

- Using NWEA data strategies to drive instruction

- NWEA data review to create PDSA

- Goal Setting Strategies K-8 with NWEA Data
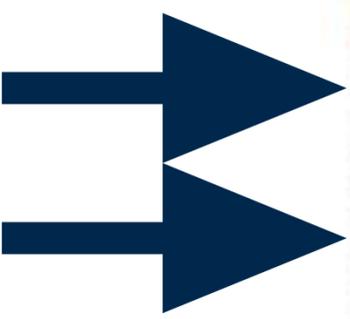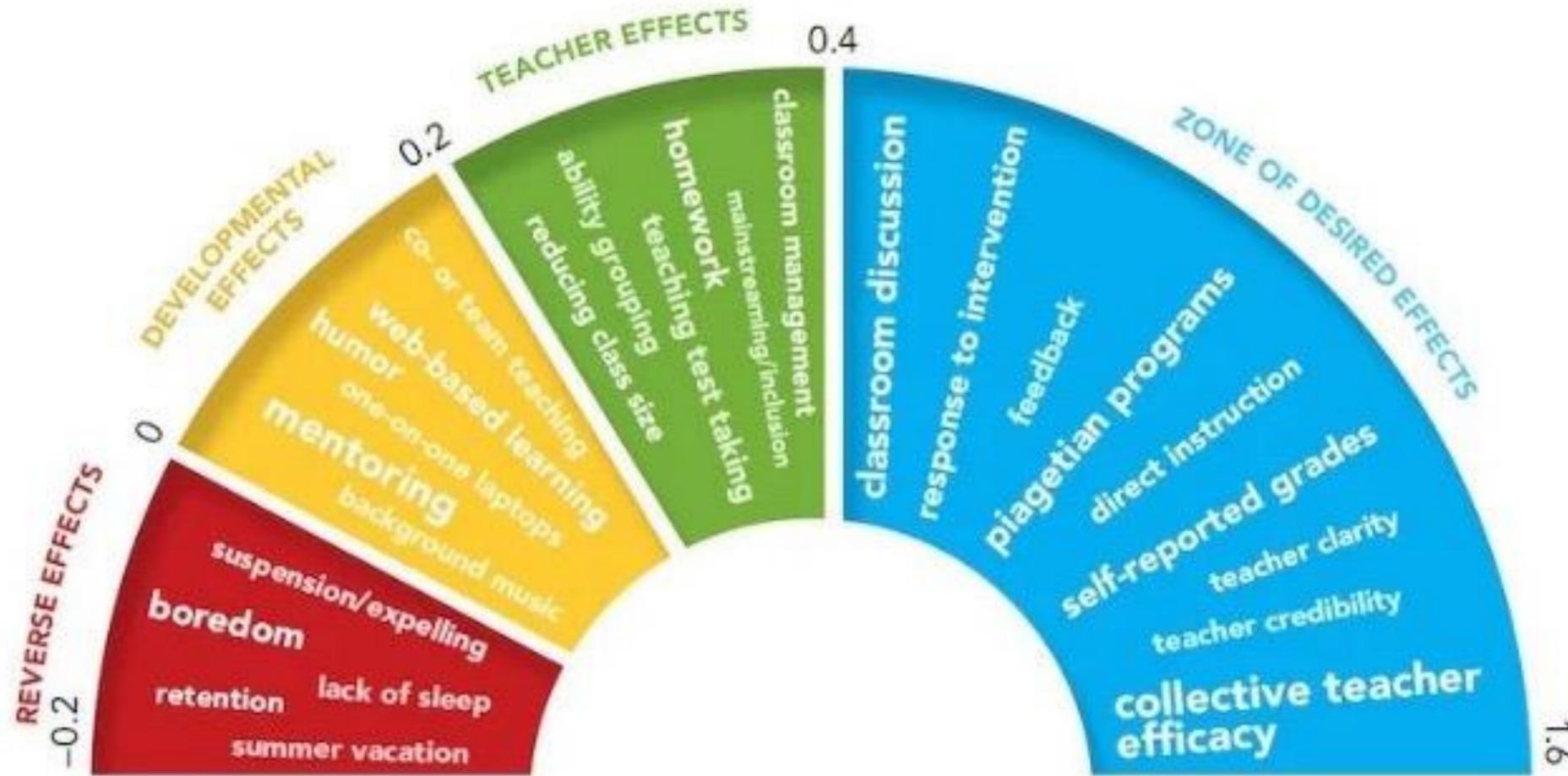
  - Student, Class, and Building
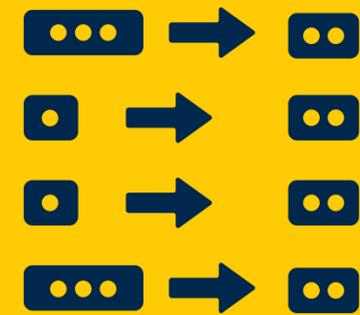
Management Before Leadership

If the schedule doesn't work **OR** you do not communicate to the right people at the right time, you can never get to being an instructional leader.

Communication Before Coaching

All adults in the building need to be comfortable in the systems of communication and how to access information easily prior to support **instructional conversations** in PLC rather than **logistics**.

It is the leader's responsibility to support communication so coaches and principals can support instructional excellence.

REVERSE EFFECTS −0.2 · 0 · DEVELOPMENTAL EFFECTS · 0.2 · TEACHER EFFECTS · 0.4 · ZONE OF DESIRED EFFECTS · 1.6

Reverse Effects: boredom, suspension/expelling, retention, lack of sleep, summer vacation, background music

Developmental Effects: mentoring, one-on-one laptops, humor, web-based learning, co- or team teaching

Teacher Effects: reducing class size, ability grouping, teaching test taking, homework, mainstreaming/inclusion, classroom management

Zone of Desired Effects: classroom discussion, response to intervention, feedback, piagetian programs, direct instruction, self-reported grades, teacher clarity, teacher credibility, collective teacher efficacy

Practices That Yield Desired Effects

Practice	Effect	Practice	Effect
Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

Add in Poll:

To what extent are you implementing a PLC model in your district?

| 1 | **We have not started.**

| 2 | **We are dabbling.**

| 3 | **We are developing.**

| 4 | **We are implementing.**

| 5 | **PLC is embedded in our culture.**

Driving Instructional Excellence: Leveraging Systems

- **Creating the system to discuss data and Instruction**

- **Clear purpose & goals with data**
  - What do you want to achieve?

- **Meeting frequency & format**
  - Weekly or Monthly
  - What works best?

- **Roles & Responsibilities**
  - Facilitators, note-takers, time keeper, etc.

ACADEMICS

ATHLETICS

ARTS

TEA AREA TITANS

Agenda Systems:

The system is more important than the document.

When are the agendas shared with the attending team?

Who is creating the agenda? Who can add to the agenda?

What is the content of the agenda?

Who is providing the accountability for agenda completion?

Creating Agendas:

- Create this with the teachers and leaders – the leader should not create on their own!

- Date/ Time/ Location
- Materials Needed
- Content:
  - What do students need to know?
  - How do you know they learned it?
  - What will you do if they did not?
- Admin Follow-up Needed
- Team Action Steps or Individual Action Steps
- Leader Must follow Up

High Performing Teams = High Accountability

Creating an Agenda System:
Elementary

- PLC calendar
- Rotation of Leaders
- Topic
- Location
- Agenda
- Tab for each grade level (across bottom)

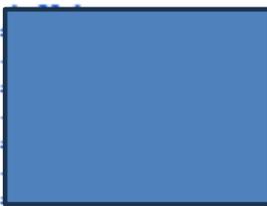|	PLC WEEK	TOPIC	LOCATION	AGE
		* principal led (district topics) > conference room	*location is always the facili	
AUGUST				
16 - 18	NO PLC			
21 - 25	Dr. Walder	Legacy Strategic Target	Conference Room	Agenda
28 - 1	Olsen	Power Words Update/Description	Olsen	Agenda
SEPTEMBER				
4 - 8	Dr. Walder	NWEA Data Review	Conference Room	Agenda
11 - 15	Olsen	SLO/Continued Power Words Discussion	Olsen	Agenda
18 - 22	Parr	Student Review/Oct. Inservice	Parr	Agenda
25 - 29	Kinder	Power Word Prep/PDSA Prep	Kinder	Agenda
OCTOBER				
2 - 6	Lingren	PDSA Cycles/1st Q Assessing	Lingren	Agenda
9 - 13	Nelson/Schmidt	Math Vocabulary	Nelson/Schmidt	Agenda Full Agenda
16 - 20	Olsen	Conferences/Report Cards	Olsen	Agenda
23 - 27	Parr	Snow Day Packet/Curriculum Check	Parr	Agenda
30 - 3	NO PLC - mentors reach out to new teachers about conferences			
NOVEMBER				
6 - 10	Kinder	Writing	Parr	Agenda
13 - 17	Nelson	Share SEL ideas	Parr	Agenda
20 - 24	NO PLC			
27 - 1	Lingren	TAT Small Group Data Trackers/ Collaborative starting process	Parr	Agenda
DECEMBER				
4 - 8	Olsen	Christmas/Reindeer games/Sets discussion	Parr	Agenda
11 - 15	Dr. Walder	NWEA Data Review	Parr	
18 - 22	Dr. Walder			

JK/K ▾ | 1st ▾ | 2nd ▾ | 3rd ▾ | 4th ▾ | 5th ▾ | Specials ▾

Creating an Agenda System:
Middle School

- PLC agendas on communication hub
- Curriculum Director or Coach led
- Agenda emailed prior to meeting
- Leave with Action Step

TASD Instructional PLC Agenda 5.8.25
English

Subject: Middle School English	Members Present: Adkins, Coach Brooke, Ms. Bertram, Dr. Walder
Note Taker:	
Time Keeper:	
Materials:	MS Course Information Hub Spring 2024 SD Summative Scores MS/ HS ELA Curriculum Understandings
Norms:	❖ ACCOUNTABILITY - Begin and end the meeting on time with a positive attitude. ❖ COMMUNICATION - Listen and talk respectfully. ❖ TEAMWORK - Contribute equally and discuss concerns candidly. ❖ INNOVATION - Remember that the focus is student learning.

Topics:
- ☐ **Semester Test:**
    - ☐ Review End of Year Assessment
    - ☐ Identify Potential Edits
    - ☐ Number of Questions: multiple choice and short answer
    - ☐ EL: in Savvas "locked browser" students can't use headphones.

- ☐ **Review State Assessment Scores**
    - ☐
    - ☐
    - ☐
    - ☐
    - ☐ **Add bubble student data to the spreadsheets.**

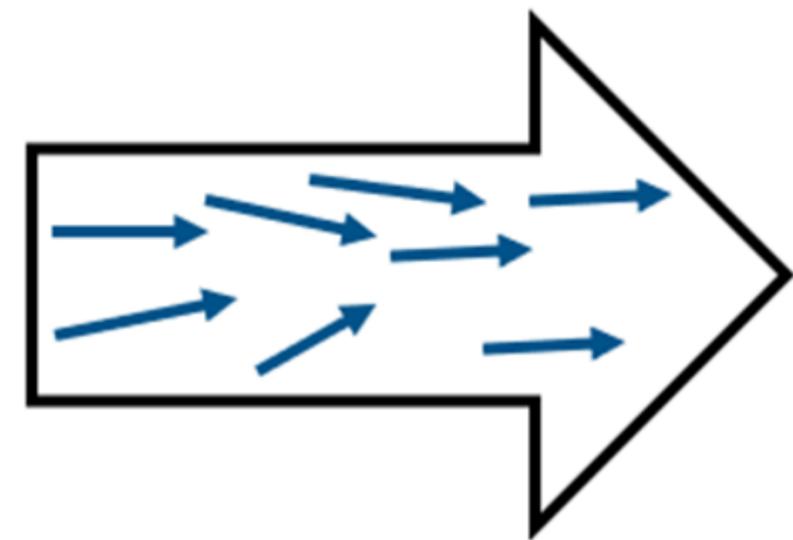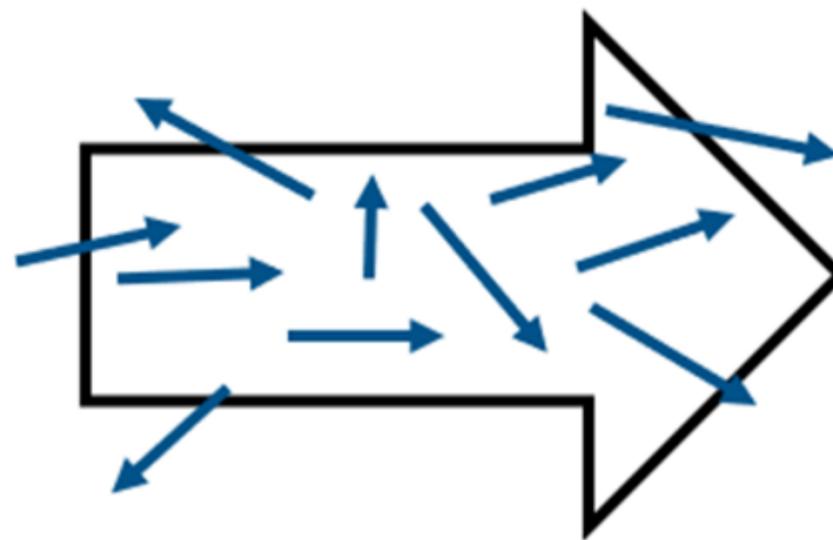# Are these questions being asked?

- Why do we have another meeting?

- Is this just another Professional Development time?

- Why do we always talk about data?

- Can't I just close my door and teach my kids?

- How does data help daily anyways?

Aligning What Right Looks Like

SYSTEMS THINKING AND ALIGNMENT
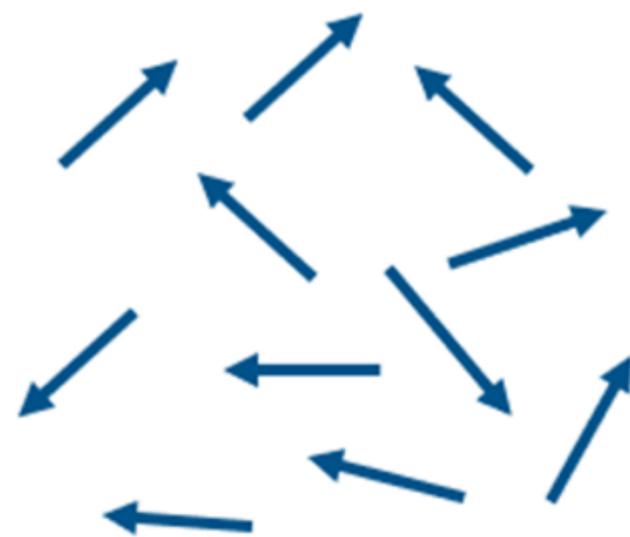
FROM RANDOM ACTS OF IMPROVEMENT
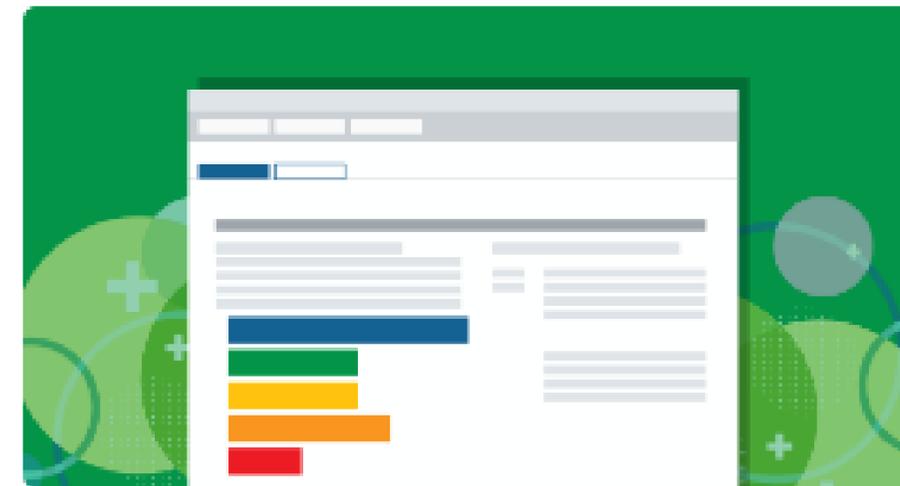
TO ALIGNED ACTS OF IMPROVEMENT

Data Review:
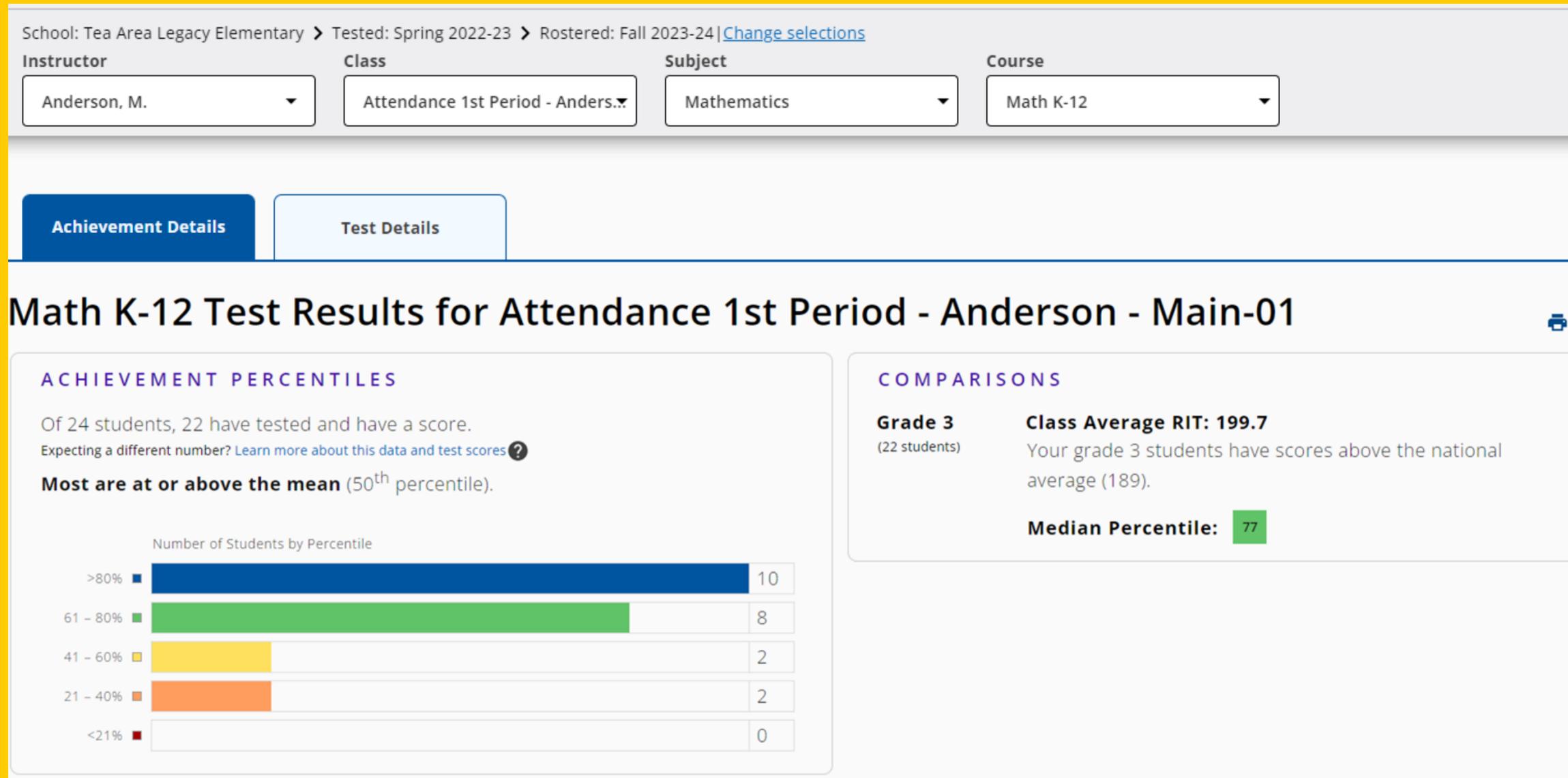## Class Profile Report

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Rostering ⌄   MAP Growth ⌄

Class Profile

Use this interactive class-level report to gain insight into class performance; identify students who need to take, retake, or complete their test.

Data Strategy #1: Overall RIT Scores

School: Tea Area Legacy Elementary > Tested: Spring 2022-23 > Rostered: Fall 2023-24 | Change selections

Instructor	Class	Subject	Course
Anderson, M.	Attendance 1st Period - Anders.	Mathematics	Math K-12

Achievement Details | Test Details

Math K-12 Test Results for Attendance 1st Period - Anderson - Main-01

ACHIEVEMENT PERCENTILES

Of 24 students, 22 have tested and have a score.

Expecting a different number? Learn more about this data and test scores ?

Most are at or above the mean (50th percentile).

Number of Students by Percentile

>80%	10
61 – 80%	8
41 – 60%	2
21 – 40%	2
<21%	0

COMPARISONS

Grade 3
(22 students)

Class Average RIT: 199.7
Your grade 3 students have scores above the national average (189).

Median Percentile: 77

- Overall class Achievement Percentiles and Class Comparisons
- Distribution of Students in the Classroom
- Need for differentiation outside of 50th Percentile

Data Strategy #2: Student RIT Scores

NWEA Data Review Teacher Guide
** Write Student's First and Last Names in each Category
** Write the overall RIT score in parentheses next to each student's name
** Utilize the Learning Continuum to determine next steps for students

Grade:	Term Tested:	Subject:	70th Percentile:	
Potentially At Risk	**Below Grade Level**	**Almost There**	**On Grade Level**	**Enrichment Level**
0- 20	21- 40	41- 60	61-79	80+

Data Strategy #2: Student RIT Scores

Percentile	Category	Support Needed:
0- 20	Potentially At-Risk	Students in Need of Support
21- 40	Below Grade Level	Review Student Data to determine Specific Interventions to support student achievement
41- 60	Almost There	In-Class Interventions and Scaffolding Recommended
61- 79	On Grade Level	Provide Grade-Level continued Support
80 +	Enrichment Level	Provide support to continue to enrich and Grow

Data Strategy #3: Projected Proficiencies

School: Tea Area Frontier Elementary > Tested: Winter 2024-25 > Rostered: Spring 2024-25 | Change selections

Instructor
🔍 _____ ▼

Class
Attendance 1st P... ▼

Subject
Mathematics ▼

Course
Math K-12 ▼

UPDATE

Class Profile Ov

| Test Details | Instructional Areas | **Projected Proficiency** |

Linking Study ⓘ

SD-SBAC ▼   ↻ UPDATE

🖨 Print .PDF

Class Profile
Projected Proficiency Overview
Attendance 1st Period - Brewer - Main-01 | Grade 3 | Tea Area Frontier Elementary | Math K-12
| Projected with SD-SBAC Linking Study Winter 2024-2025

Most students are projected to be proficient. ⓘ

Number of students by proficiency category

Level 4		4
Level 3		8
Level 2		7
Level 1		4

More information about this chart ⌄

Rostered Spring 2024-2025
Tested Winter 2024-2025

Class Profile
About Spring Cut Scores
Attendance 1st Period - Brewer - Main-01 | Grade 3 | Tea Area Frontier Elementary | Math K-12
| Projected with SD-SBAC Linking Study Winter 2024-2025

The selected linking study defines the cut scores for each proficiency category and whether or not that category is considered to be proficient. Categories and cut scores are grade specific.

Grade 3

	Categories	RIT Score Range
	Level 4	213 - 350 (Proficient)
	Level 3	203 - 212 (Proficient)
	Level 2	193 - 202
	Level 1	100 - 192

More information about this chart ⌄

Rostered Spring 2024-2025
Tested Winter 2024-2025

Data Strategy #3: Projected Proficiencies

NWEA Linking Study to Your State Assessment

Table E.1. MAP Growth Cut Scores for SD SBAC Proficiency

Assessment		Level 3 Cut Scores by Grade						
		2	3	4	5	6	7	8
ELA/Reading								
SD SBAC Spring		–	2432	2473	2502	2531	2552	2567
MAP Growth	Fall	178	192	202	207	215	217	221
	Winter	185	197	205	209	216	218	222
	Spring	189	200	207	211	217	219	223
Mathematics								
SD SBAC Spring		–	2436	2485	2528	2552	2567	2586
MAP Growth	Fall	179	190	206	218	221	228	236
	Winter	187	199	214	224	228	233	241
	Spring	193	205	219	228	232	235	243

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REPORTS AND DATA

Linking studies: Published and planned

Jan 7, 2026 Knowledge

Introduction
This article lists all active MAP Growth linking studies by state and those that are currently underway. This article will be updated whenever a new linking study is published.

Information

Planned studies

Coach Action: Projected Proficiencies

NWEA & South Dakota Summative Projections

ELA - State Test Predictions per NWEA

Level 1	Level 2	Level 3	Level 4
201 – ████ – 203	213 – █████ – 215	218 – ████ – 219	229 – ████ – 230
	212 – █████ – 214	224 – █████ – 225	
202 – ████ – 204	211 – █████ – 213	219 – █████ – 220	
	211 – █████ – 213	217 – ████ – 218	
200 – ████ – 202	209 – █████ 211	219 – █████ 220	
	211 – ████ – 213	216 – ████ – 217	
		224 – ██████ 225	
		223 – █████ – 224	
		220 – █████ – 221	

5	6	9	1	total 21
24%	29%	43%	5%	%
		48%		

ELA - State Test Predictions per NWEA

Level 1		Level 2		Level 3		Level 4	
201 – ████ – 203	1	213 – ████ – 215	1	218 – ████ – 219	2	229 – ████ – 230	4
████	1	212 – ████ – 214	3	224 – █████ – 225	3		
202 – ████ – 204	1	211 – ████ – 213	3	219 – █████ – 220	3		
████	1	211 – ████ – 213	2	217 – ████ – 218	1		
200 – ████ – 202	1	209 – █████ – 211	2	219 – █████ – 220	4		
		211 – ████ – 213	3	216 – ████ – 217	3		
				224 – Jo████ L – 225	4		
				223 – ████ – 224	3		
				220 – █████ – 221	3		

								total
5		6		9		1		21
24%		29%		43%		5%		%
				48%				

Grade 6

Categories	RIT Score Range
Level 4	230 - 350 (Proficient)
Level 3	217 - 229 (Proficient)
Level 2	206 - 216
Level 1	100 - 205

Legend:
- Bubble Kids
- State Test Score

No NWEA Test Data

State Test Proficiency:	11/21	52%
Exceeded Expectation:	5/21	24%
Total Bubble Kids:	7	
Bubble Kids Decline in Level:	3	43%
Bubble Kids Stayed at Level:	4	57%
Bubble Kids Moved up Level:	0	0%

Lagging vs. Leading Data:

How can we turn NWEA Data into Leading Data to Inform Teacher Planning for the Semester?

Lagging Data

Leading Data
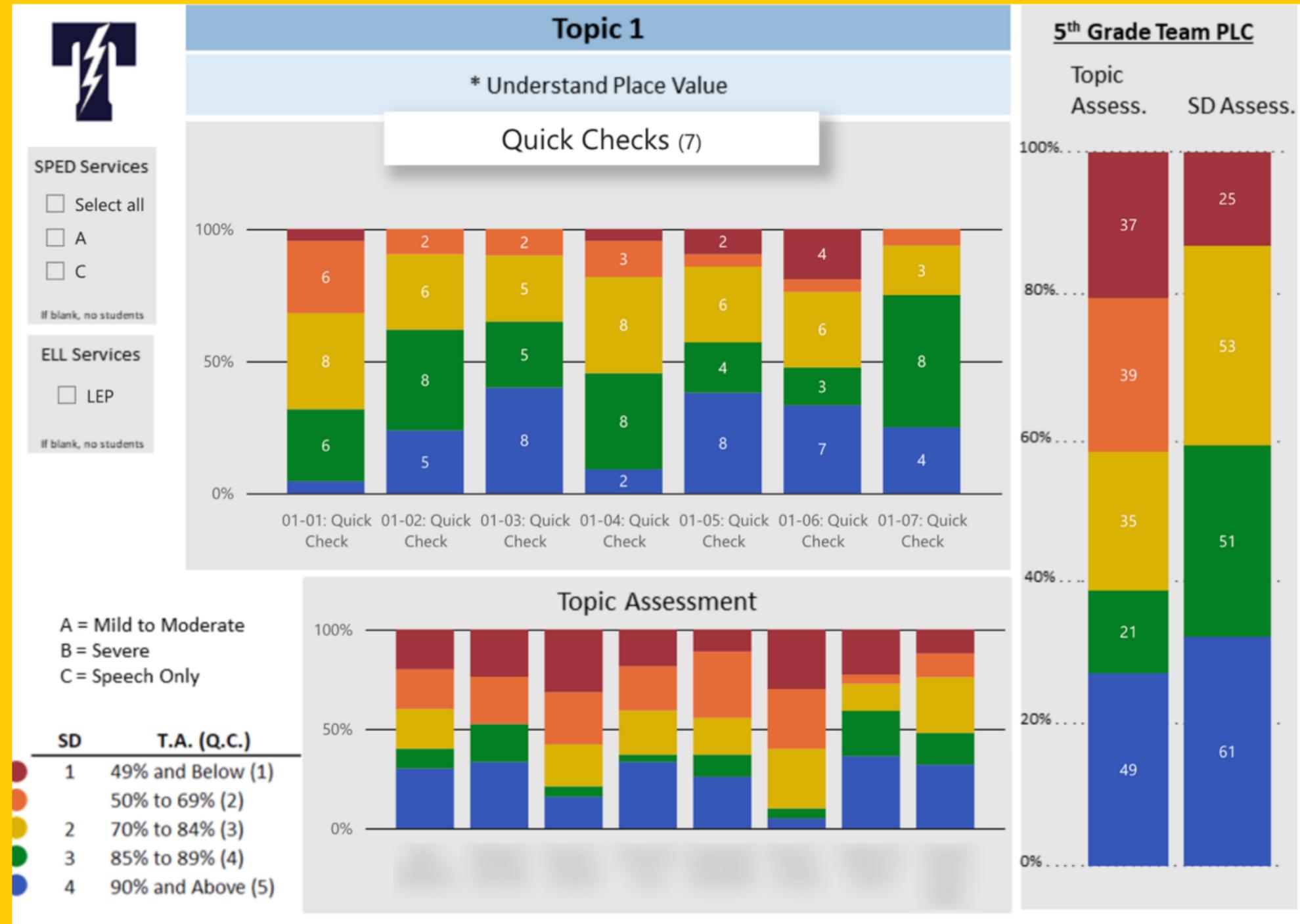
When questions like this are asked...

- Are students performing above, at or below their NWEA performance band range?

- Which teacher or group of teacher's strategies are the most successful for student learning outcomes?

- What action steps do we need to take next?

- How do coaches follow up to turn **data into action**?

Add in Poll:

Do you have instructional coaches at your school?

1) Yes, all instructional staff have access to a coach

2) Yes, but they have other positions supporting students as well.

3) No

Coach Actions: Elementary

Before PLC	During PLC	After PLC
• Review agendas • Add to the agenda if needed (link resources) • Look at data (data dashboard, NWEA, or Phonics data) • Look at the next topics coming up	• Listen and ask questions when appropriate • Support • Celebrate successes	• Complete action steps • Follow up with teachers if there was an action step. • Follow up with principals
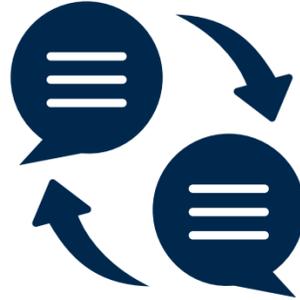
Coach Actions: Middle School

Before PLC	During PLC	After PLC
• Create agendas (link resources) • Meet with Curriculum Director • Look at data (data dashboard, NWEA, state assessment) • Email PLC reminder & agenda to teachers	• Curriculum Director or Coach lead • Celebrate successes • Ask questions to help move conversation • Create action steps for teachers/coach	• Complete action steps • Follow up with teachers (15 min). • Follow up with principals
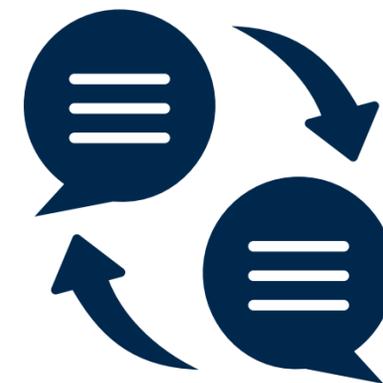
When student conversations are centered around…

- How far do you think we can grow as a class?

- How big did our brains grow since school started?

- What can I do as a teacher to help you grow?

- What strategies help you to learn best?

- What can you do at home to help your "bar" grow?

Student Goal Setting:
Connect to Data

Student Visible Learning   1.41
Metacognitive Strategies   0.69
Student Goal Setting   0.50

What Works ~BEST~ in Raising Student Achievement?

Student visible learning	1.4
Formative teacher evaluation	0.90
Acceleration	0.88
Feedback	0.73
Metacognitive strategies	0.69
Direct instruction	0.59
Peer tutoring	0.55
Parental involvement	0.51
Questioning	0.46
Writing programs	0.44
Cooperative learning	0.41
Integrated curriculum	0.39
Computer-assisted instruction	0.37
Inquiry-based teaching	0.31
Homework	0.29
Individualized instruction	0.23
Summer school	0.23
Class size	0.21
Co-/team teaching	0.19
Mentoring	0.14
Ability grouping	0.12
Teacher subject matter knowledge	0.09
Summer vacation	-0.09
Retention	-0.16
Television	-0.18

How do we know what has the most impact?

>0.40 = student learning accelerates

0.40 = students learn a year's worth of academic material over the course of one school year

0.00 = no effect on student learning

<0.00 = student learning is negatively affected

Add in Poll:

Do teachers in your district have a specific goal setting protocol with students?

1) No. We do not currently have a goal setting protocol.

2) There are some teachers goal set with students individually with NWEA Data.

3) Yes, we have a districtwide protocol for goal setting with our NWEA Data.

Classroom Goal Setting: Elementary

Leader Implementation Actions to Increase Urgency and Importance:

- Set a specific expectation for whole class goal setting posters or presentation of data
- Set a time in the PLC to review Goal Setting Documents each fall before the Goal Window
- Provide clear expectations for completion

Classroom Goal Setting: Elementary
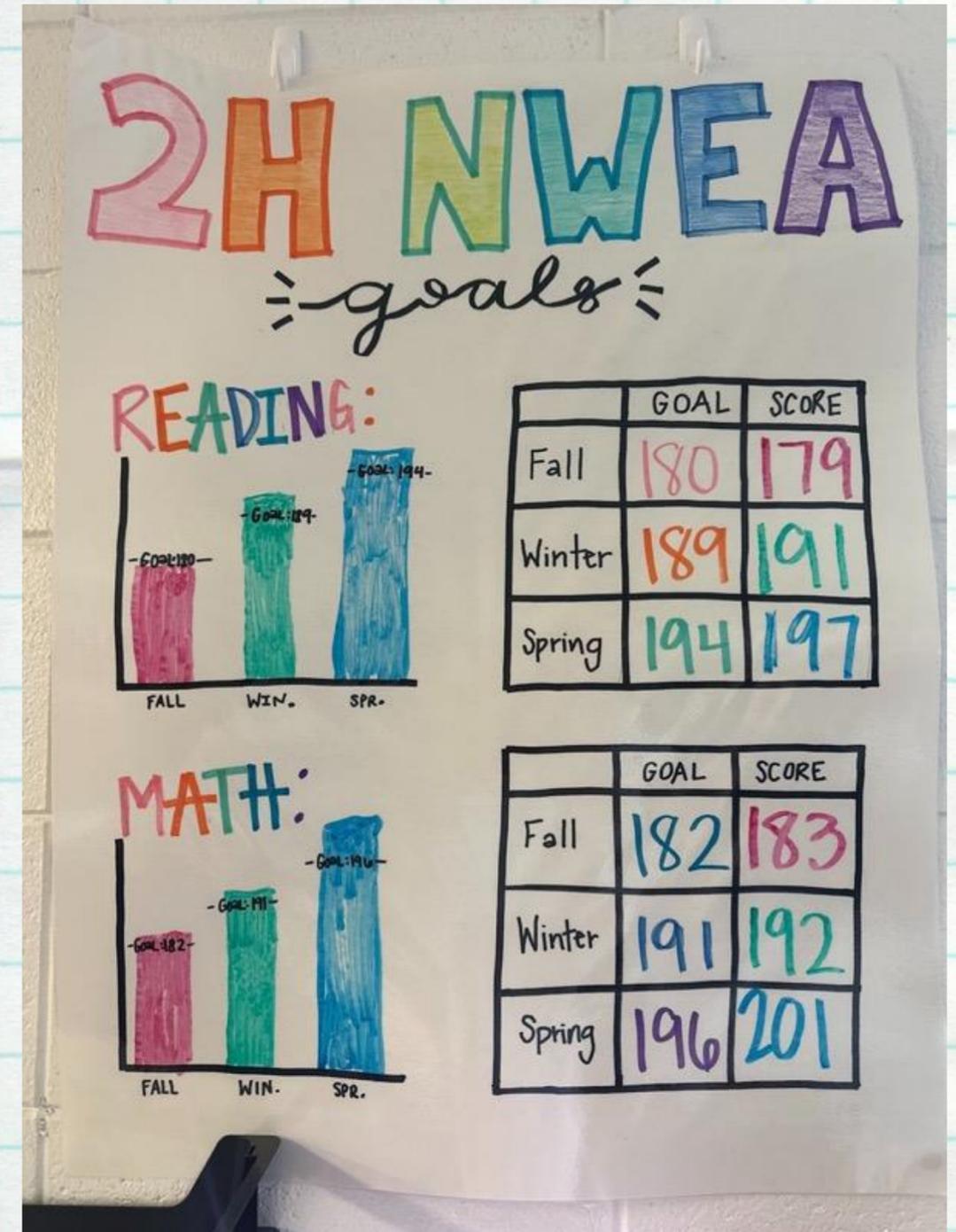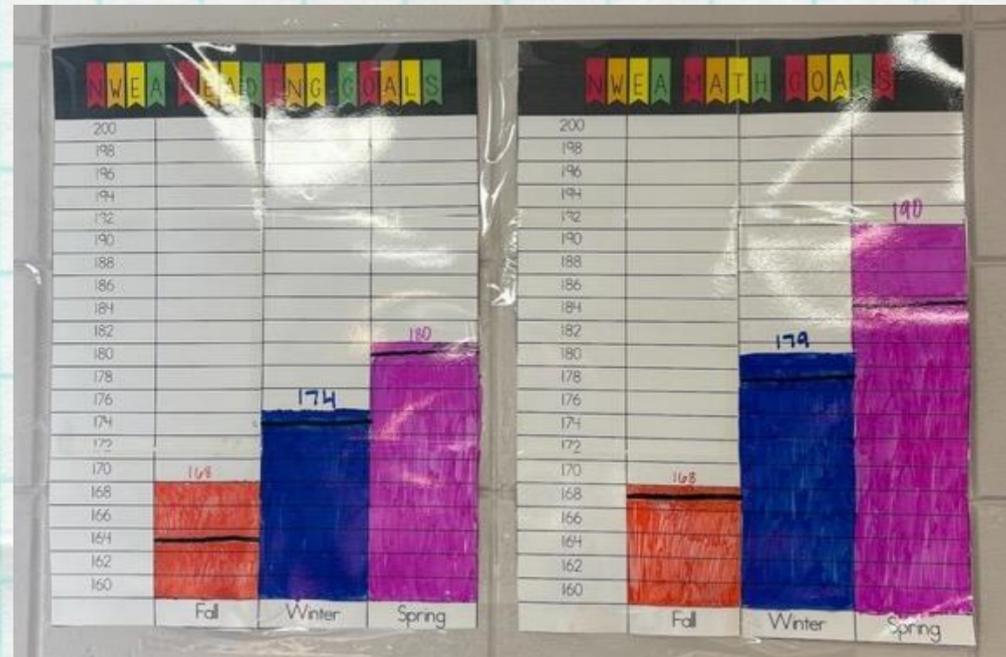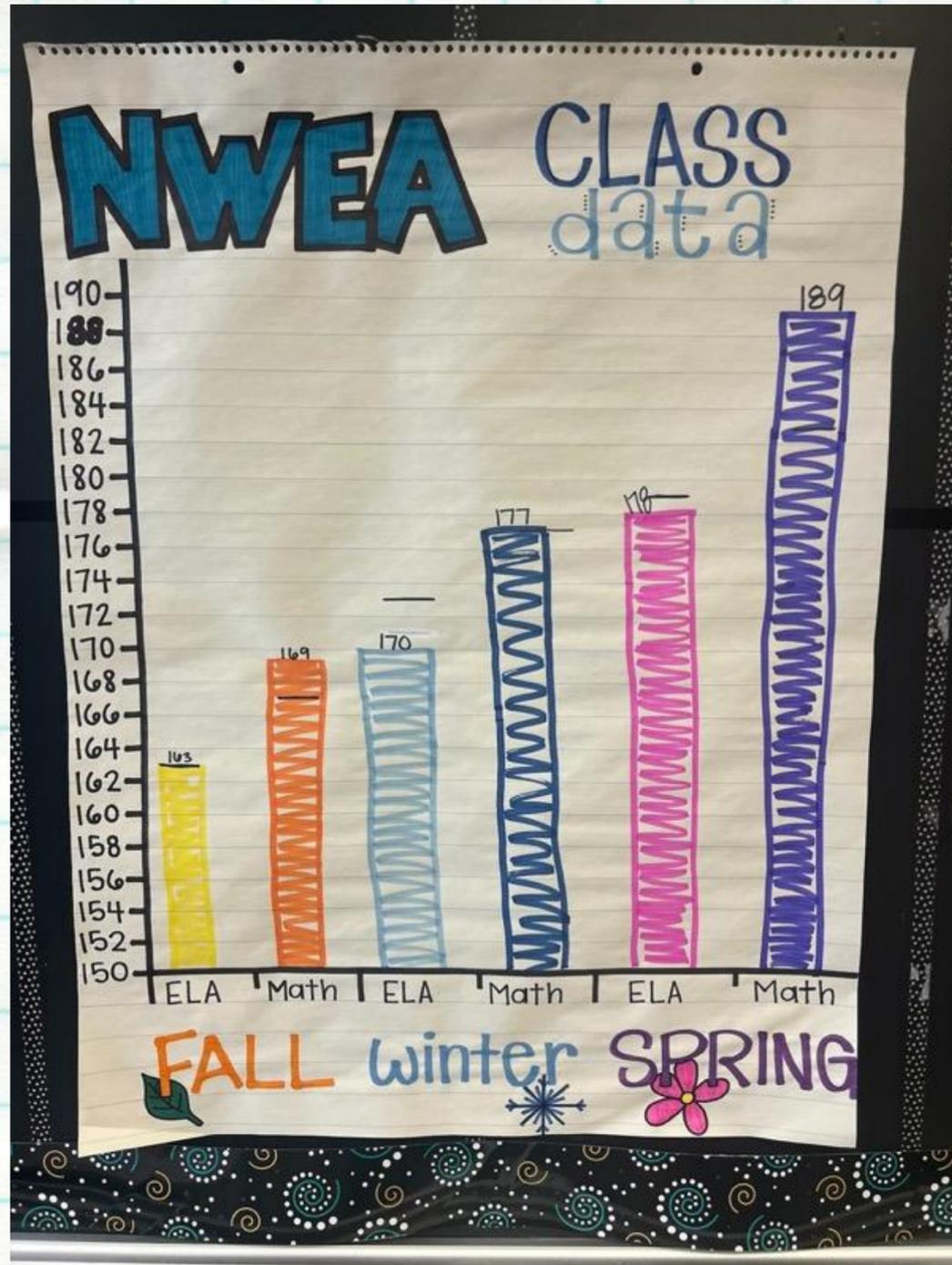
Teacher Conversations Are the Most Important

Leader Considerations:

How do the documents facilitate goal-driven conversations to inspire students to know their teachers believe in them?

What parameters are you providing for teachers?
- Do they all goal set in the same week?
- Is there a deadline to complete goal setting?
- What NWEA Tests will the teachers goal set with?
- What is the GOAL you are aiming for?
  - 70th percentile
  - Growth Goals?

How do students/ teachers share goals with families?

How do you as a leader provide accountability for completion?

Student Goal Setting: Kindergarten

NWEA Reading Reflection

STUDENT:

How did you feel when you were taking the test?

220			
215			
210			
205			
200			
195			
190			
185			
180			
175			
170			
165			
160			
155			
150			
145			
140			
135			
130			
125			
120			
	Fall 2024 Reading	Winter 2024 Reading	Spring 2025 Reading

NWEA Math Reflection

STUDENT:

How did you feel when you were taking the test?

220			
215			
210			
205			
200			
195			
190			
185			
180			
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135			
130			
125			
120			
	Fall 2024 Math	Winter 2024 Math	Spring 2025 Math

Student Goal Setting: 1st Grade

_____'s NWEA Information

Reading	Fall	Winter	Spring
Score			
Time Spent on test			

Math	Fall	Winter	Spring
Score			
Time Spent on test			

1

Reading			
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	Fall	Winter	Spring

Math			
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140			
	Fall	Winter	Spring

Student Goal Setting: 2nd Grade

Student Goal Setting: 3rd Grade

NWEA Math

	Fall	Winter
212 ⬆		
210		
208		
206		
204		
202		
200		
198		
196		
194		
192		
190		
188		
186		
184		
182		
180 ⬇		
	Legacy Goal: 195	Legacy Goal: 203 –– My Goal:

SD Summative

Goal	Score

Fall NWEA Math

- listening to the teacher
- listening to other students' ideas
- putting fort 100% effort
- asking questions
- my teacher can trust that I am working during work time
- completing homework
- studying for test & fact fluency quizzes
- responsible and not distracted during learning
- practice math at home
- I can explain my thinking from my head to the paper
- reading directions so I know what to do
- adding 3 digit numbers
- subtracting 3 digit numbers
- multiplication
- division
- quick checks
- working well in small groups and with partners

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

This fall, I'm proud of doing these things well during MATH.

3

Student Goal Setting: 4th Grade

Worksheet 1: NWEA + SD SUMMATIVE GOALS

Name: _____   #: _____

NWEA + SD SUMMATIVE GOALS

FALL - NWEA

MATH – 41 questions			READING – 40 questions			
GOAL	SCORE	TIME	GOAL	SCORE	TIME	LEXILE
■			■			

I will set goals for each math topic through a PDSA cycle.   FOCUS

WINTER - NWEA

MATH – 41 questions			READING – 40 questions			
GOAL	SCORE	TIME	GOAL	SCORE	TIME	LEXILE

Did you reach your goal?   YES   NO   Did you reach your goal?   YES   NO

I will set goals for each math topic through a PDSA cycle.   FOCUS

SPRING - SD SUMMATIVE

MATH – 42 questions			READING / WRITING – 42 questions			
PROJECTED SCORE 4-3-2-1	MY GOAL 4-3-2-1	TEST SCORE	PROJECTED SCORE 4-3-2-1	MY GOAL 4-3-2-1	TEST SCORE	WRITING SCORE

Worksheet 2: 4th GRADE TEST GOALS

Name: _____   #: _____

4th GRADE TEST GOALS

FALL - NWEA

MATH – 41 questions			READING – 40 questions			
GOAL	SCORE	TIME	GOAL	SCORE	TIME	LEXILE
■			■			

I will set goals for each math topic through a PDSA cycle.   FOCUS

WINTER - NWEA

MATH – 41 questions			READING – 40 questions			
GOAL	SCORE	TIME	GOAL	SCORE	TIME	LEXILE

Did you reach your goal?   YES   NO   Did you reach your goal?   YES   NO

I will set goals for each math topic through a PDSA cycle.   FOCUS

SPRING - SD SUMMATIVE

MATH – 42 questions			READING / WRITING – 42 questions			
PROJECTED SCORE 4-3-2-1	MY GOAL 4-3-2-1	TEST SCORE	PROJECTED SCORE 4-3-2-1	MY GOAL 4-3-2-1	TEST SCORE	WRITING SCORE

Worksheet 3: 4th Grade Goals

MATH	READING
☐ I will practice my multiplication facts using my flash cards.	☐ I will pay close attention when my teacher reads aloud during reading.
☐ I will participate and raise my hand during the lesson.	☐ I will raise my hand and participate more in class discussion.
☐ I will practice on a math website for 20 minutes a few times a week.	☐ I will read at home before bed for 20 minutes.
☐ I will be on task during math instructional time.	☐ I will respectfully and responsibly (stay on task) share with my partner during "Turn to your Partner".
☐ Complete assignments in splashlearn when topic occurs. (geometry / measurement and data)	☐ Vocabulary - use online dictionary for unknown words.
☐ Participate during whole group instruction during (topic).	☐ Vocabulary - practice using weekly words in a written sentence.
☐ Practice math facts.	☐ Read book on EPIC at level and complete a quiz.
☐ I will participate and listen during the lesson.	☐ Practice looking for and answering questions about the important elements in a story.
	☐ Practice looking for and understanding text features.
	☐ Practice strategy of stopping and asking questions during reading times.
	☐ Refer to text to answer comprehension questions.

Student Goal Setting: 5th Grade

_____'s goal setting

Reading	Fall Score	Winter Score
Overall Reading Score and Percentile:		
Goal Reading Score:		
70th percentile benchmark	213	217
projected proficiency		
Lexile/ Grade Level Equivalent		
Literary Text		
Informational Text		
Vocabulary: Acquisition and Use		
Time Spent on Test: (40-43 questions)		

Math	Fall Score	Winter Score
Overall Math Score and Percentile:		
Goal Math Score:		
70th percentile benchmark	217	223
projected proficiency		
Operations and Algebraic Thinking		
Number and Operations		
Measurement and Data		
Geometry		
Time Spent on Test: (40-43 questions)		

Language Usage	Fall Score	Winter Score
Overall Language Usage Score and Percentile:		
Goals Language Usage Score:		
70th percentile benchmark	212	216
Writing: Write, Revise Texts for Purpose and Audience		
Language: Understand, Edit for Grammar, Usage		
Language: Understand, Edit for Mechanics		
Time Spent On Test: (40-43 questions)		

Science	Fall Score	Winter Score
Overall Science Usage Score and Percentile:		
Goals Science Usage Score:		
70th percentile benchmark	206	210
Earth and Space Science		
Physical Science		
Life Science		
Time Spent On Test: (40-43 questions)		

Classroom Goal Setting:
Middle School

Leader Implementation Actions to Increase Urgency and Importance:

- Clear Expectations for each Team
- Consistent Goal Setting Document for all students
- Provide clear expectations for completion dates, times in the pacing guide
- Leader follows up for clear accountability

Student Goal Setting: Middle School

Student Growth: ELA NWEA (Fall+Winter)

- On this slide you will track your NWEA scores, growth, and set goals for yourself

	Lexile Level	Time Spent on Test Language	Reading	Language	Reading
Fall Score:		41	32	220	215
Winter Score:	860L-1010L	25	36	217	214
Growth Goal:	Level 3			224	218
Area(s) of Focus:	Slow down and take more time, informational text				
Action Steps	I will…pay close attention when reads aloud during the readings				

Did you reach your winter goal?
Yes   No

6th grade 70th%: 219–223
7th grade 70th%: 222–226
8th grade 70th%: 225–228

Student Growth: NWEA Science (Winter)

- On this slide you will track your NWEA scores, growth, and set goals for yourself.
- Did you reach your winter goal?   YES   NO
- WINTER 70th Percentile RIT Scores: 6th- 210, 7th- 212, 8th- 215

	Earth Science	Life Science	Physical Science	Overall RIT	What test result color were you?
Winter Score:	217	215	215	215	yellow
Growth Goal:	219	217	217	220	
Area(s) of Strength:				Earth	
Area(s) of Focus:				Life	

Student Growth: MATH NWEA (Wtr/Spr)

70th % RIT 6th: 230 7th: 235 8th: 239	Your RIT Score	SD Summative (Choose 1-2-3-4)			NWEA Time	Did you reach the goal you set in the fall?	Did you reach the 70th percentile?
Winter	253	Projected Score	Goal	Test Score	50	yes	yes
		4	4				
Strategies:		Highlight 4-5 strategies you will use to reach your goal.					
	Extra practice worksheets	Note-taking: -take good notes -review at least 3 times a week		Ask questions (at least 2 times a week)		Use other resources - posters, online book	Complete all homework on time
	Read and follow directions carefully	Double check work before handing in		MathXL until 100%		Be productive when in groups	Participate in class

TITANS
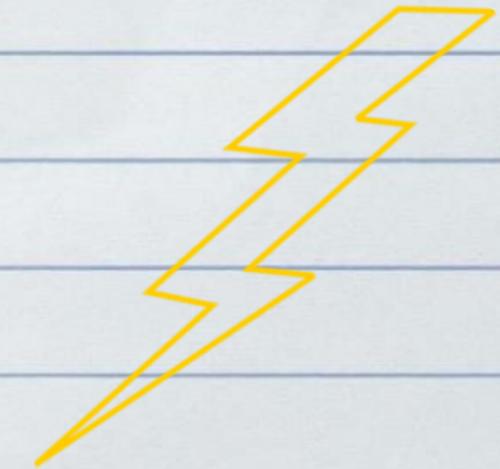
Did we meet our Goals for Today?

- **LEADER ACTIONS**
- PLC Systems with Accountability
- NWEA Data Review Strategies
  - Overall RIT Scores, Student RIT Scores, Projected Proficiencies, Aligning NWEA to Daily Expectations
  - Coach Actions to Support Data Review
- Goal Setting Strategies K-8 Using NWEA

ACADEMICS
ATHLETICS
ARTS
TEA AREA TITANS

Questions

Interested in implementing Data-Powered PLC's and Data-Informed Teaching and Learning?

Data-Powered PLC's Workshops

Leading Data-Powered Teaching and Learning Workshops

MAP Growth Instructional Coaching

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