

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, December 12, 2017
District Board Room, Downtown Education Center

Committee Members: Ami Aalgaard, Jared Blanche, Erin Curran, Michelle Dahlby, Mary Fairbanks, John Gonzalez, Jim Hess, Donna Hickerson, Drew Hildenbrand, Carol L. Johnson, Kim Kusler, Ann LongVoelkner, Amanda Mix, Gigi Nicoson, Kathy Palm, Craig Rypkema, Ken Schreiber, Jason Stanoch, Brian Stefanich, Wendy Thompson, Chris Tolman, John Truedson, Kathy VanWert, Sonia Wadena

Agenda

1. Breakfast beginning at 6:30 a.m.
2. Introductions—tell us who you are and where you work
3. Review Minutes from the October 10, 2017, District Curriculum Advisory Meeting (see handout)
4. Action Item: Curriculum Policy Committee's recommendation on culturally relevant curriculum revision to the SBR 400-30-8 curriculum policy (see handout)
5. 2016-2017 World's Best Workforce Summary—posted on the web at:
<http://www.bemidji.k12.mn.us/> under Curriculum & World's Best Workforce – Due to MDE December 15, 2017 (see handout)
6. 2017-2018 School Improvement & Staff Development Plans—posted on the web at:
<http://www.bemidji.k12.mn.us/> under Curriculum & World's Best Workforce (see booklet)
7. Fall 2017 NWEA Measures of Academic Progress (see handout)
8. 2017-2018 Curriculum Review Update—PreK-12 Language Arts
9. 2017 Every Student Succeeds Act 67% graduation requirement for all subgroups
10. Other?
11. The District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2016-2017 at the District Board Room, Downtown Education Center:
 - Tuesday, October 10, 2017, 7:00 a.m.
 - **Tuesday, December 12, 2017, 7:00 a.m.**
 - Tuesday, February 13, 2018, 7:00 a.m.
 - Tuesday, May 8, 2018, 7:00 a.m.

Thank you for your dedication to Bemidji Area Schools and our students!
Enjoy a wonderful holiday!

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, October 10, 2017
District Board Room, Downtown Education Center

Committee Members Attending: Ami Aalgaard, Jared Blanche, Erin Curran, Mary Fairbanks, John Gonzalez, Jim Hess, Donna Hickerson, Drew Hildenbrand, Amanda Mix, Gigi Nicoson, Kathy Palm, Jason Stanoch, Brian Stefanich, Chris Tolman, Kathy VanWert, Sonia Wadena

Non-Member Attending: Joe Bowen, Bemidji Pioneer

Minutes:

1. Members introduced themselves and shared where they work. Then we reviewed the May 9, 2017 minutes.
2. Kathy shared new topics for 2017-2018:
 - Last summer the Bemidji School Board and administrators developed the 2017-2022 District Strategic Plan, which is a five-year plan. Besides continued emphasis on student achievement and the five World's Best Workforce goals, the district plans to focus on cultural diversity, community partnerships, quality and diverse staff, and being a high-quality and successful district.
 - The 2017-2018 Curriculum Review area is K-12 Language Arts. That committee will meet soon and report to the District Advisory Committee in May. They will present the new standards-aligned objectives to the School Board in June 2018, and we will order new resources in July.
 - The 2017-2018 State Testing Dates include some changes. MDE is no longer offering OLPA testing, which is similar to an MCA practice test. MDE will only pay for the students who receive free or reduced lunch to take the 2018 ACT. Dr. Hess and the Bemidji School Board approved the district's covering the cost for the rest of the 11th grade students. This year the district changed from AIMSweb testing to Primary MAP for kindergarten and grade one to better align with the testing at the other grade levels. It is an adjustment for staff, but we hope to have better data for our students and the ability to diagnose when students are having reading or math difficulties.
 - We now have four Professional Development Specialists: Leo Alberti, Technology Integration; Jared Blanche, Cultural Curriculum; Amanda Mix, RtI Math/Science; Gigi Nicoson, RtI Reading/Social Studies. They shared some of the training they have been offering including two successful trainings for new teachers.

3. The Bemidji School Board has asked us to form a committee to address Cultural Diversity in the newly revised curriculum policy. We need to present this to the school board at their December 18 meeting. The following people have volunteered to serve on this committee: Ami Aalgaard, Dr. James Barta, Jared Blanche, Leah Bratlien, Susan Eichstadt, Mary Fairbanks, Dr. John Gonzalez, Matt Menne, Amanda Mix, Kathy Palm, and Sonia Wadena. We have also asked for interested high school English and social studies teacher volunteers. The committee will meet in October.
4. Kathy shared the 2016-2017 World's Best Workforce Report, which was approved by the Bemidji School Board in September and posted on the web at: <http://www.bemidji.k12.mn.us/> under Curriculum & World's Best Workforce. New this year are several reports that used to be separate including: Staff Development Report and Q-Comp Report. The WBWF summarizes the district and school goals and how each entity met them. Kathy also shared a two-page summary of 2016-2017 school successes. A summary WBWF report is due to MDE December 15, and that will be scored with a rubric. Kathy will share the results with this committee in May.
5. Kathy shared the 2017 District & State Assessment Summary, which included K-1 AIMSweb; 2-9 NWEA MAP; MCA Reading, Math, and Science; ACT; Advanced Placement; and College in the School. Overall, we are seeing nice gains, especially at the secondary level. The District outperformed the State in the subgroups we track for every subject, and Bemidji All Students outperformed the State in MCA Math and Science.
6. The District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2017-2018 at the District Board Room, Downtown Education Center:
 - Tuesday, October 10, 2017, 7:00 a.m.
 - Tuesday, December 12, 2017, 7:00 a.m.
 - Tuesday, February 13, 2018, 7:00 a.m.
 - Tuesday, May 8, 2018, 7:00 a.m.
7. The meeting adjourned at 8:10.

BEMIDJI AREA SCHOOLS
BEMIDJI, MINNESOTA

DATE: DECEMBER 12, 2017

TO: DISTRICT CURRICULUM ADVISORY COMMITTEE

FROM: KATHY PALM, DIRECTOR OF CURRICULUM & ADMIN. SERVICES

SUBJECT: COMMITTEE REPORT ON CULTURALLY RELEVANT CURRICULUM FOR
POLICY REVISION SBR 400-30-8

COMMENTS:

Attached is the suggested revision to SBR 400-30-8 as recommended by the Minnesota School Boards Association (MSBA) in compliance with recent legislative changes. The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

The Curriculum Policy Committee met October 25, 2017, to revise this policy and add and define culturally relevant curriculum. The committee members included:

Gina Bernard, BHS English Instructor
Jared Blanche, District Cultural Curriculum Specialist
Leah Bratlien, Horace May Art Instructor
Susan Eichstadt, BMS English Instructor
Mary Fairbanks, BSU Professor, Member of LIEC & District Curriculum Committee
Dr. John Gonzalez, BSU Professor & Bemidji School Board Member
Matt Menne, BMS Social Studies Instructor
Amanda Mix, District RtI Math & Science Specialist
Kathy Palm, Director of Curriculum & Administrative Services
Sonia Wadena, Indian Education Coordinator

We have changed the policy on page 4 of 5 by adding number 6:

Students will learn through culturally relevant teaching and curriculum that emphasizes diversity.

Staff will:

1. Provide opportunities that allow students to "see themselves" in classroom practices and instructional resources.
2. Validate students' cultural identity, differences, and commonalities in classroom practices and instructional resources.
3. Enable students to relate course content to their own cultural contexts.
4. Educate students about the diversity of the world around them.
5. Promote equity and mutual respect among all students and staff.
6. Teach history and experiences of diverse local groups.
7. Engage in professional development to understand and implement culturally relevant curriculum.

With the District Curriculum Advisory Committee's approval, we will present these additions to the Bemidji School Board for their approval December 18, 2017.

ACTION:

The motion was offered by _____, seconded by _____, and carried () to recommend to Bemidji School Board the revised SBR 400-30-8 Instruction – School District Curriculum and Instruction Goals.

INSTRUCTION – SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and ~~the federal No Child Left Behind Act~~ **law** and are aligned with creating the world’s best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
 - ~~1. student performance on the National Assessment of Educational Progress where applicable;~~
 - 2 1.** the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other ~~statutorily recognized~~ **rigorous** courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 - ~~3 2.~~ student performance on the Minnesota Comprehensive Assessments;
 - ~~4 3.~~ high school graduation rates; and
 - ~~5 4.~~ career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

- F. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeships, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process ~~for assessing and evaluating~~ **to assess and evaluate** each student’s progress toward meeting state and local academic standards, **assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,** and ~~identifying~~ **identify** the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, **students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2),** and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. **a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;**

- 5 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
- 6 7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning. These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem-solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.

5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

6. **Students will learn through culturally relevant standards teaching and curriculum that emphasizes diversity.**

Staff will:

- a. **Provide opportunities that allow students to “see themselves” in classroom practices and instructional resources.**
- b. **Validate students’ cultural identity, differences, and commonalities in classroom practices and instructional resources.**
- c. **Enable students to relate course content to their own cultural contexts.**
- d. **Educate students about the diversity of the world around them.**
- e. **Promote equity and mutual respect among all students and staff.**
- f. **Teach history and experiences of diverse local groups.**
- g. **Engage in professional development to understand and implement culturally relevant curriculum.**

- C. **Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating with student’s reading progress and needs.**

1. **The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students’ areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The**

school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.

- 2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:**
 - a. student’s reading proficiency as measured by a locally adopted assessment;**
 - b. reading-related services currently being provided to the student; and**
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.**

- 3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students’ cultural connections.**

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. §120B. 12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
20 U.S.C. § 5801, et seq. (National Education Goals 2000)
*20 U.S.C. § 6301, et seq. (~~No Child Left Behind Act~~ **Every Student Succeeds**)*

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

2016-17 World’s Best Workforce Report Summary

District or Charter Name: Bemidji Area Schools, District # 0031-01
 Grades Served: Grades PreK-12
 Contact Person Name and Position: Kathy Palm, Director of Curriculum & Administrative Services

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year’s plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- <http://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>
- We alert the public in our August district newsletter that the World’s Best Workforce Report will be posted on the district web site by October 1. We provide printed copies as requested, and we have printed copies available at the district office. We also provide copies to the Bemidji School Board, District Leadership Team, District Curriculum Advisory Committee, and District Staff Development Committee.

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author’s intent was to have a separate meeting just for this reason.]

- September 18, 2017 2016-2017 World’s Best Workforce Report
- December 18, 2017 2016-2017 World’s Best Workforce Summary Report

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

<p>➤ Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).</p>	
District Advisory Committee Member	Role in District
Ami Aalgaard	Horace May Elementary Principal
Erin Curran	Bemidji High School Media Specialist
Michelle Dahlby	Solway Elementary Grade 5 Teacher
Mary Fairbanks	Community Member, BSU Nursing Professor, Member Local Indian Education Committee
John Gonzalez	Bemidji School Board Member, Parent, Local Indian Education Committee Member
James Hess	Bemidji Superintendent of Schools
Donna Hickerson	Bemidji Middle School Language Arts Teacher
Drew Hildenbrand	Bemidji Middle School Principal & Parent
Karie Hougard	District Response to Intervention (RtI) Reading & Social Studies Specialist
Carol L. Johnson	Bemidji School Board Member
Maura Johnson	Bemidji Middle School Special Education Teacher
Kim Kusler	Community Member
Ann LongVoelkner	Bemidji School Board Member
Amanda Mix	District Response to Intervention (RtI) Math & Science Specialist & Parent
Kathy Palm	Director of Curriculum & Administrative Services
Craig Rypkema	Community Member & Grandparent
Ken Schreiber	Bemidji High School Science Teacher
Jason Stanoch	Bemidji High School Assistant Principal & Parent
Brian Stefanich	Bemidji High School Principal
Wendy Thompson	Community Member & Parent
Chris Tolman	Community Member
John Truedson	Bemidji State University Science Professor & Parent
Kathy VanWert	Paul Bunyan Elementary & Early Intervention Principal
Sonia Wadena	Indian Education Coordinator & Parent
Janine Wahl	Community Member, BSU Education Professor

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>In Bemidji Area Schools the number of students participating in district preschool programs will increase from 527 students to 579 students in the Spring of 2017.</i></p>	<ul style="list-style-type: none"> ➤ <i>Bemidji has 352 children enrolled in district 4-year-old preschool programs, an increase of 22 from last year's 330, an increase of 6.7%.</i> ➤ <i>Community Education Early Childhood Family Education program served 199 children in 2016-2017 compared to 176 children in 2015-2016, an increase of 23 children or 13.1%.</i> ➤ <i>According to the December 2016 Child Count, Early Childhood Special Education served 122 (52 birth-2 & 70 3-4) in 2016-2017 compared to 135 (63 birth-2 & 72 3-4) students in 2015-2016. That is a decrease of 13 students or 9.6%.</i> ➤ <i>Community Education completed 334 of 410 (82%) preschool screenings in 2016-2017, 344 of 427 (81%) in 2015-2016, and 244 of 387 (63%) in 2014-2015. Community Education has made it a priority to inform parents and schedule according to parents' needs.</i> ➤ <i>District Title I and the Title I Parent Advisory Council provide kindergarten packets for every district and nonpublic kindergartner. These packets include: two books, letters, sight words, numbers, number line, and school supplies.</i> 	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>To support all students Reading Well by Third Grade, Bemidji Area Schools kindergarten and grades 1, 2, and 3 will improve their reading in the following:</i></p> <ul style="list-style-type: none"> ▪ <i>Kindergarten students will improve the Phoneme Segmentation percentage meeting Tier I from 20.0% in Spring 2016 to 60.0% in Spring 2017 as measured by AIMSweb.</i> ▪ <i>Grade 1 students will improve the Curriculum Based Measurement percentage meeting Tier I from 66.0% in Spring 2016 to 70.0% in Spring 2017 as measured by AIMSweb.</i> ▪ <i>Grade 2 students will improve their overall Mean RIT score from 188.6 in Spring 2016 to 191.6 in Spring 2017 as measured by NWEA MAP.</i> ▪ <i>Grade 3 students will improve the MCA Reading percent proficient from 49.6% in Spring 2016 to 60.0% in the Spring of 2017.</i> 	<ul style="list-style-type: none"> ➤ <i>Kindergarten AIMSweb Phoneme Segmentation increased from 20.0% in Spring 2016 to 70.4% in Spring 2017, exceeding our goal by 10.4%.</i> ➤ <i>Grade 1 AIMSweb Reading Curriculum-Based Measurement decreased from 66.0% in Spring 2016 to 63.4% in Spring 2017, short of our goal of 70%. This is an increase of 19% over the Grade 1 winter AIMSweb benchmark, showing excellent growth.</i> ➤ <i>Grade 2 NWEA MAP overall Mean RIT score decreased from 188.6 in Spring 2016 to 188.1 in Spring 2017 and below the goal of 191.6 and last year's Mean RIT. J. W. Smith, Lincoln, and Solway Elementary grade 2 students performed above the Norm Mean RIT of 188.7.</i> ➤ <i>Grade 3 students improved their proficiency 2.1% from 49.6% in Spring 2016 to 51.7% in spring 2017, but below the goal of 60.0%.</i> ➤ <i>Title II and District Staff Development Grants provided teachers with training in Jan Richardson's Guided Reading, district reading interventions, and Daily 5 Cafe.</i> ➤ <i>Minnesota Reading Corps provided tutors to work with K-3 students who were just below proficiency.</i> ➤ <i>Bemidji Rtl teams at every school meet to discuss student progress and recommend reading interventions targeting student needs.</i> ➤ <i>Every elementary school provides reading interventions including: Reading Recovery, Fountas & Pinnell's Leveled Literacy Intervention, Great Leaps, Reading PALS, Read Naturally, and interventions within the Houghton Mifflin Journeys series.</i> 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> <p><i>Kindergarten students met their goal. Grades 1, 2, and 3 showed improvement but did not meet their reading goals.</i></p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>Reading Achievement Gaps:</p> <ul style="list-style-type: none"> • <i>Special Education students' proficiency to improve from 30.5% by 3% to above the State Special Education proficiency level of 31.5% in Spring 2017 as measured by the MCA in Reading.</i> • <i>American Indian students' Reading proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by the MCA in Reading.</i> • <i>Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 47.7% to 50.7% in Spring 2017 as measured by the MCA in Reading.</i> <p>Math Achievement Gaps:</p> <ul style="list-style-type: none"> • <i>Special Education students' proficiency to improve from 29.9% by 3% to above the State Special Education proficiency level of 31.4% in Spring 2017 as measured by the MCA in Mathematics.</i> • <i>American Indian students' proficiency will improve from 41.8% to 44.8% in Spring 2017 as measured by the MCA in Mathematics.</i> 	<ul style="list-style-type: none"> ➤ <i>Bemidji Special Education 2017 MCA Reading proficiency increased by 2.3% to 32.8% and above the State's 31.0% special education proficiency.</i> ➤ <i>Bemidji American Indian 2017 MCA Reading proficiency increased by 1.2% to 43.0%.</i> ➤ <i>Bemidji Free & Reduced Lunch 2017 MCA Reading proficiency increased by 2.5% to 50.2%.</i> ➤ <i>Bemidji students receiving Free and Reduced Lunch, Highly Mobile, American Indian, and Special Education students outperformed the State in 2017 MCA Reading.</i> ➤ <i>The Reading Achievement Gaps for American Indian, Free and Reduced Lunch, and Special Education decreased 1.7%, 4.5%, and 2.5% compared to 2016.</i> ➤ <i>District Title II added a fulltime Rtl Reading Specialist to provide coaching, mentoring, and professional development for all teachers.</i> ➤ <i>Bemidji's Indian Education program supports American Indian students with academic advisors and home school liaisons who promote student achievement and success in all schools.</i> ➤ <i>Bemidji's Special Education 2017 MCA Math proficiency increased by 2.0% to 31.9% and above the State's 30.8% special education proficiency.</i> ➤ <i>Bemidji's American Indian 2017 MCA Math proficiency decreased by 2.6% to 39.2%.</i> ➤ <i>Bemidji Free & Reduced Lunch 2017 MCA Math proficiency decreased by 2.2% to 48.6%.</i> 	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

<ul style="list-style-type: none"> • Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 48.8% to 51.8% in Spring 2017 as measured by the MCA in Mathematics. 	<ul style="list-style-type: none"> ➤ Bemidji students receiving Free and Reduced Lunch, Mobile, American Indian, and Special Education students outperformed the State in math. ➤ The Math Achievement Gaps for American Indian and Special Education decreased 4.9% and 3.4% compared to 2016. The math gap for Free and Reduced Lunch increased by 2.1%. ➤ District Title II added a fulltime Rtl Math Specialist to provide coaching, mentoring, and professional development for all teachers. 	
--	---	--

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Bemidji Area schools will increase by 10% the number of students participating in college and career opportunities such as: Bemidji Career Academies, Ramp Up to Readiness, and college courses as documented by the actual number of students participating. (Baseline Data: number of students participating in college courses: 2013-2014 = 262, 2014-2015 = 307, 2015-2016 = 352; number of students enrolled in Bemidji Career Academies prior to 2017-2018 = 0.)</p>	<ul style="list-style-type: none"> ➤ The Bemidji Career Academies provided the first registration spring 2017 for the 2017-2018 school year. Over 200 students registered for the six academies, far exceeding our expectations. ➤ During the 2016-2017 school year, 323 Bemidji High School students completed: <ul style="list-style-type: none"> • 472 College in the High School Courses • 1,730 credits through Bemidji State University • 189 credits in Project Lead the Way through University of Minnesota • 42 credits in Project Lead the Way through St. Cloud State University ➤ The number of students completing college courses has increased from 262 in 2013-14, to 307 in 2014-15, to 352 in 2015-16, and down slightly to 323 in 2016-2017. ➤ The number of college credits earned has increased from 1,328 in 2013-14, to 1,590 in 2014-15, to 2,058 in 2015-16, to 1,961 in 2016-2017, a 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

	<p><i>slight decrease compared to 2015-2016.</i></p> <ul style="list-style-type: none"> ➤ <i>The Bemidji Career Academy Advisory Committee, which includes district educators, area businesses, the Chamber of Commerce, BSU, and NTC continues to provide input for the creation of Career Academies for high school students.</i> ➤ <i>The Bemidji Career Academies provide students with coursework, college credit, and hands-on information for careers that interest them. The Academies implemented in 2016-2017 include: Manufacturing/Mechatronics, Health Care/Careers, Construction Trades/Management, Accounting and Business, Project Lead the Way, and Light and Sound Technician.</i> ➤ <i>Other Career Academies that will soon be implemented are: Aerospace Technology, Automotive Technology, Environmental conservation, Graphic Design, Information Technology, and Paraprofessional Education.</i> ➤ <i>The 2017 District Grade 8 MCA Math percent proficient was 72.5% compared to the State's Grade 8 percent proficient at 59.6%. 50.6% of District Grade 8 students <u>Exceeded</u> Math Standards. This success is the cumulative effect of aligning our math curriculum and teachers from elementary through high school. We especially note this success with students who have learned Bemidji math compared to those who move into the district and have not experienced this aligned concept.</i> ➤ <i>Bemidji High School provides student advisory sessions every week where advisors share career information.</i> ➤ <i>Ramp Up to Readiness provides high school students with career inventories and information about careers and college.</i> ➤ <i>The Career Center at Bemidji High School provides college and career</i> 	
--	---	--

	<p><i>information and arranges for student scholarships.</i></p> <ul style="list-style-type: none"> ➤ <i>Bemidji High School provides over 250 course options including: pre-AP, eleven Advanced Placement, eleven College on Campus, Post-Secondary Enrollment Options, Project Lead the Way, and Work Experience courses that prepare students for future college and career success.</i> ➤ <i>Link Crew at BHS and homeroom activities improve the transition for students entering 9th grade.</i> ➤ <i>Orientations are provided for students and parents for 5th grade to BMS and 8th grade to BHS.</i> ➤ <i>Elementary and Middle schools participated in MN Higher Education’s Get Ready program, which provided curriculum to address college and career preparation.</i> ➤ <i>Many Bemidji students and their parents have no knowledge of how to prepare for college. For that reason we arrange for Grade 5 students to tour Bemidji State University and Grade 7 students to tour Bemidji Northwest Technical College every year. These tours give students the vision of the possibilities for their future.</i> ➤ <i>District Special Education provides a Transition Expo where students on IEPs can visit with different businesses, organizations, and colleges to help them transition after high school.</i> 	
--	---	--

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>The Bemidji High School student graduation rate as measured by MDE’s Four-Year Graduation Rate calculations will increase to 90% for all students in 2016-2017. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2011 = 83.2%, 2012</i></p>	<ul style="list-style-type: none"> ➤ <i>According to the MDE web site, Bemidji High School’s 2016 four-year graduation rate increased by 0.2% to 86.4%, short of our 90% goal.</i> 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p>

<p>= 86.6%, 2013 = 85.8%, 2014 = 83.2%, 2015 = 86.2%).</p>	<ul style="list-style-type: none"> ➤ According to the MDE web site, Bemidji District's 2016 four-year graduation rate increased 1.2% to 75.0%, compared to the 2015 rate. ➤ The 2017 graduation data is not yet available. ➤ Bemidji High School's 2016 five-year graduation rate is 89.8%, and the six-year rate is 88.3% ➤ Bemidji District's 2016 five-year graduation rate is 79.5%, and the six-year rate is 79.8%. 	<p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p>Graduation rate improvement shown at both BHS and Bemidji District.</p>
--	--	--

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.
- Include only the key data used to determine identified needs and limit response to 300 words.
- Bulleted points are welcome and appreciated.

IDENTIFIED NEEDS:

1. Bemidji MCA Reading for All Students and grades 3, 4, 5, 7 decreased proficiency from 2015 to 2016, and grades 3, 4, and 5 and Bemidji special education perform below State in MCA Reading.
2. Bemidji MCA Math for All Students, grades 3-6, 8 and 11, American Indian, and Free & Reduced decreased from 2015 to 2016, and Bemidji grades 3, 4, and 5, and special education perform below State in MCA Math.
3. The Bemidji High School and Bemidji District 2015 Four-Year Graduation Rates are below the required 90%.

1. READING DATA:

- According to the 2016 MCA Reading assessments, Bemidji grades 3, 4, and 5 decreased proficiency compared to 2014 and 2015. (Grade 3 from 61.1% in 2014, to 56.7% in 2015, to 49.6% in 2016; Grade 4 from 56.4% in 2014 to 56.6% in 2015, to 53.1% in 2016; Grade 5 from 71.6% in 2014, to 69.2% in 2015, to 68.1% in 2016)
- Bemidji's grades 3 (49.6%), 4 (53.1%), and 5 (68.1%) and special education (30.5%) students perform below the State grades 3 (58.3%), 4 (59.2%), and 5 (68.5%) and special education (31.1%) in reading.
- The 2016 special education reading gap increased from 27.2% to 30.5%.

2. MATH DATA:

- According to the 2016 MCA Math assessments, Bemidji grades 3, 4, and 5 decreased proficiency compared to 2014 and 2015. (Grade 3 from 72.5% in 2014, to 69.1% in 2015, to 66.2% in 2016; Grade

4 from 68.4% to 67.5%, to 61.9% in 2016; Grade 5 from 62.6% in 2014, to 54.0% in 2015, to 53.9% in 2016)

- Bemidji's grades 3 (66.2%), 4 (61.9%), and 5 (53.9%) and special education (29.9%) students perform below the State grades 3 (70.6%), 4 (69.9%), and 5 (59.9%) and special education (31.4%) in math.
- The 2016 special education math gap increased from 25.6% to 29.9%.

3. GRADUATION RATE:

- Bemidji High School's 2015 four-year graduation rate increased from 2013 (85.8%) and 2014 (83.2%) to 86.2%, and Bemidji District's 2015 four-year graduation rate increased from 2013 (76.6%) and 2014 (72.3%) to 73.8%. Both are below the 90% required four-year graduation rate.

4. Systems, Strategies and Support Category

4a. Students

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
 - Process for assessing and evaluating student progress toward meeting state and local academic standards.
 - Process to disaggregate data by student group.
- At the annual August District Data Retreat, school and district teams examine MDE secure data for all state accountability tests based on October 1 student enrollment, analyzing academic standard strands, trends over time, grade levels, and subgroups compared to the State.
- The data teams examine their data, analyze Root Cause, and create an Action Plan and SMART Goals. They report their results to their school staffs during the August teacher workshop.
- A fall (October 3, 2016) district staff development day provides school staffs time to discuss data and plan their goals and school improvement strategies for better meeting their academic standards.
- All assessment results (MCA, MAP, AIMSweb, AP, and ACT) and subgroup data are shared with the Bemidji School Board, Leadership Team, Local Indian Education Committee, Title I Parent Advisory Council, and individual school staffs throughout the school year.
- The School Improvement Teams prepare School Improvement and Staff Development Plans, which are printed and posted on the district website, and shared with the Bemidji School Board, District Leadership Team, District Curriculum Advisory Committee, and District Staff Development Committee.
- School Response to Intervention (RtI) Teams meet weekly to discuss student progress and decide appropriate interventions for meeting academic standard benchmarks.
- Throughout the school year, Bemidji schools and district evaluate students and subgroups with MCA data, OLPA, NWEA MAP (fall and spring), and AIMSweb data (three times a year). Besides proficiency, we focus on individual student growth.
- With the Viewpoint Data Warehouse teachers and principals can track specific student assessments and trends, subgroups, demographics, discipline, and attendance to better help students succeed.

- *In the spring, the schools prepare School Improvement and Staff Development Reports, used to write the World's Best Workforce Report.*

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*
- *Principals are the instructional leaders in their schools. They evaluate teachers and through regular communication check teachers' lesson planning for alignment to the standards and their classroom performance on standardized tests.*
- *Additional evaluations are completed for the teachers with Q-Comp positions such as: Q-Comp/PLC Coordinator, Peer Review Coordinator, Staff Development Specialist, School Improvement Team Members, and Teacher Mentors, to determine the effectiveness of these position at improving student achievement.*
- *The district curriculum review process brings teachers together from all schools, grades, Title I, and special education to examine their standards, align curriculum to the standards, survey teachers, and select materials. In 2016-2017 Bemidji reviewed Career and Tech Education, Business, and FACS. The review committee reports to the District Curriculum Advisory Committee and the Bemidji School Board, which approves the new standards-aligned curriculum outcomes. Teachers are provided training in the new curriculum. To determine the effectiveness of the curriculum, teachers complete surveys about how well it meets the academic standards. Standardized and formative assessments are analyzed and compared to the previous year for students' meeting benchmarks.*
- *The Teacher Evaluation and Principal Evaluation processes follow the state guidelines, and 35% is based on student achievement data. The Superintendent meets individually with administrators three times annually to discuss their progress at meeting their goals. Principals conduct pre and post observation meetings to discuss instruction and standards. The District Evaluation Committee oversees the evaluation process and organizes training to meet teacher and administrator needs.*
- *Through Response to Intervention, Bemidji school teams analyze data to provide research-based reading and math interventions for all students needing academic support.*

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*

- *Technology*
- *Collaborative professional culture*

- *The district technology manager and several technology support specialists provide support for all schools in connectivity, purchasing hardware, and using technology.*
- *Bemidji High School sponsors Tuesday Tech to provide support for Google Docs and technology.*
- *In 2016-2017 Bemidji qualified for Q-Comp and significantly increased Professional Learning Communities (PLCs) and teacher mentorship opportunities.*
- *In 2016-2017, the district provided four Early Release days to allow time for teachers to participate in Professional Learning Communities (PLCs) and training time for paraprofessionals.*
- *Title II provides a district RtI Reading/Social Studies Specialist and an RtI Math/Science Specialist to support teachers, provide training, mentor new teachers, and model teach.*
- *The district provided a District Staff Development Day in October 3, 2016, for schools to address School Improvement planning.*
- *District Staff Development grants and Title II provide after-school reading, math, data training, differentiation, SMART Board, and Google training.*
- *The district provides online professional development training through Infinitec, which provides training on multiple topics.*
- *The district Leadership Team is comprised of all principals, coordinators, and district administrators and meets monthly to address all district topics and issues.*
- *The August District Data Retreat brings 100+ teachers and administrators together representing every school to analyze multiple forms of data and develop SMART Goals.*
- *Each school has a site team that analyzes the data and keeps track of their progress at meeting their school goals throughout the school year.*

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
- *Bemidji Area Schools hire the most highly qualified teachers. We do not eliminate considering a teacher who has more experience or education because he/she would cost more.*
- *According to the MN School Report Card, 56.2% of Bemidji Area Schools' teachers hold Master's degrees, and 99.2% meet highly qualified requirements.*
- *The percent of teachers with more than ten years' experience is 67.6%, 27.1% have 3-10 years' experience, and 5.4% have less than three years' experience.*
- *We use the same quality hiring practices for all of our schools.*
- *School board policy prescribes district staff to student ratios for each grade level, and we apply the same grade level staff to student ratios to all schools.*
- *The Cabinet reviews the final STAR report and any discrepancies in staff licensing, and the Leadership Team examines how staff are distributed among schools.*
- *All staffing information is reported to the District Curriculum Advisory Committee and Bemidji School Board.*
- *We actively encourage staff to advance their education by offering salary adjustments several times per year. Many district sponsored staff development activities offer both recertification credit and salary advancement credit. At times we offer stipends for staff to take advanced training.*
- *We try creative recruitment ideas to attract high-quality teachers during this time of teacher shortages.*
- *We attempt to hire teachers from diverse backgrounds by posting and recruiting at locations where they would likely be connected.*

**BEMIDJI AREA SCHOOLS
BEMIDJI, MINNESOTA
Fall 2017 NWEA Measure of Academic Progress (MAP) Report**

The Northwest Evaluation Association (NWEA) MAP assessments are computerized norm-referenced assessments. New this year we have changed from AIMSweb to Primary MAP to test students in kindergarten and grade 1. Grades K-9 complete MAP reading and math assessments in the fall and spring. Kindergarten and grade 1 will also test in the winter, and schools have the option to test grades 2-9 in the winter as well. MAP is aligned with the Minnesota Academic Standards and provides detailed information and growth measures that help teachers determine areas to focus instruction.

On the tables below, **green** indicates 3 or more points above the norm RIT; **red** indicates 3 or more points below the norm RIT. **Shading** indicates the strand with the lowest RIT score.

READING:

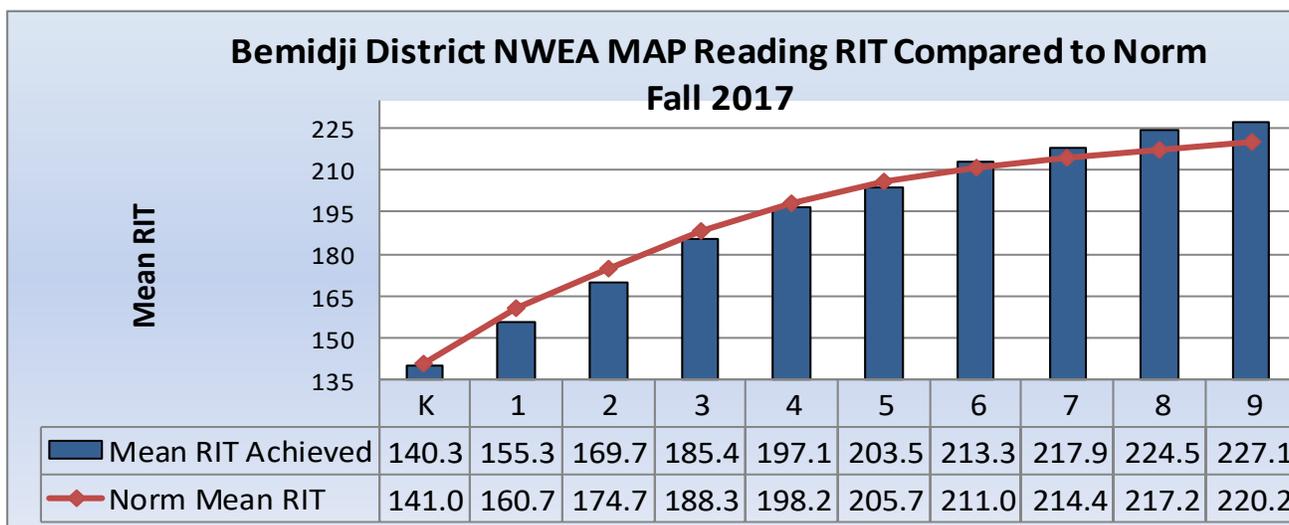
- This is the first time our students in kindergarten and grades 1 and 2 have taken the MAP test. As is expected, our primary performed more than three points below the norm, but we will see an increase when our young learners are more experienced with this type of test. Taking a computer test for the first time and using a mouse is a challenge for many of our young learners.
- Kindergarten performed better than expected, showing strength in Vocabulary Use and Functions.

NWEA MAP Reading K-1				Strands				2015 Norm Mean RIT
Group	Grade	# Students	Mean RIT	Foundational Skills	Language & Writing	Literature & Informational	Vocabulary Use & Functions	
Fall 2017	K	367	140.3	136.4	138.0	142.3	144.5	141.0
Fall 2017	1	393	155.3	155.2	153.6	156.2	156.5	160.7

- For Grades 2-9, the reading strand with the greatest concern is **Informational Text**, a focus of the Common Core Language Arts Standards.
- Grades 3-5 are performing within 3 points of the norm RIT, and Grade 6 is performing above the norm RIT.
- Grades 7, 8 & 9 are performing more than three points above the norm RIT in every reading strand

NWEA MAP Reading 2-9

Group	Grade	# Students	Mean RIT	Literature Mean RIT	Informational Text Mean RIT	Vocabulary Mean RIT	2015 Norm Mean RIT
Fall 2017	2	381	169.7	171.4	167.6	170.1	174.7
Fall 2017	3	389	185.4	185.9	184.8	185.6	188.3
Fall 2017	4	428	197.1	196.8	197.3	197.1	198.2
Fall 2017	5	399	203.5	203.4	203.0	204.1	205.7
Fall 2017	6	342	213.3	213.3	213.3	213.2	211.0
Fall 2017	7	360	217.9	217.6	217.8	218.4	214.4
Fall 2017	8	331	224.5	224.6	224.0	224.7	217.2
Fall 2017	9	363	227.1	227.0	226.7	227.6	220.2

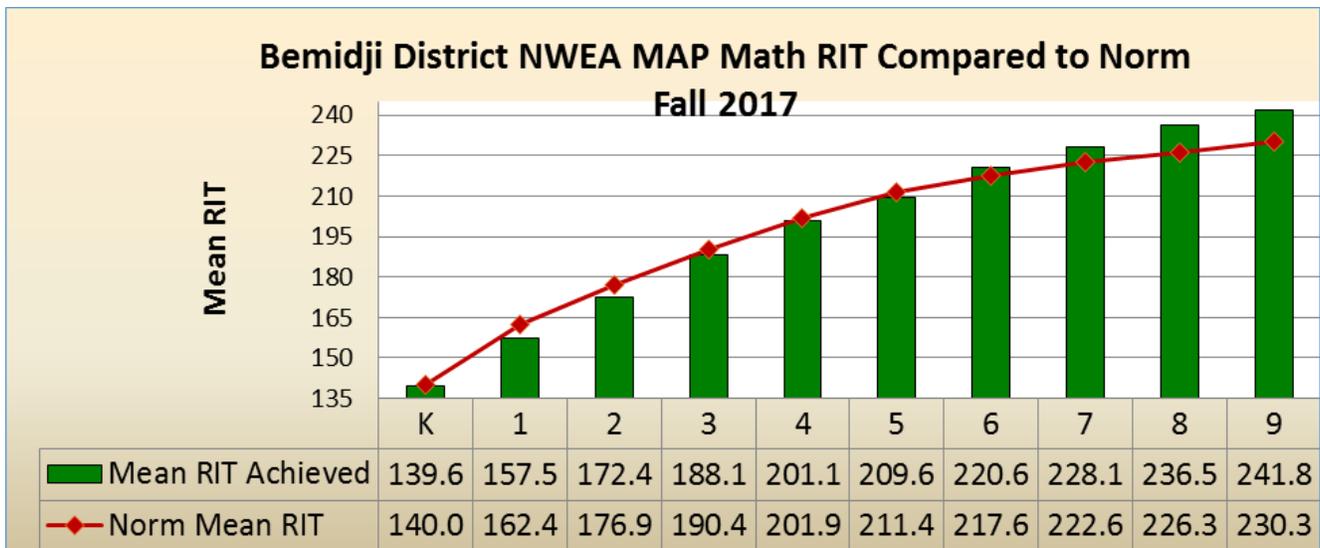


MATHEMATICS:

- Again, this test is new for our youngest learners, but kindergarten performed better than expected.
- Grades 3-5 students are performing within 3 points of the math norm mean RIT and strands with the exception of Grade 5 Data Analysis
- The math strands with the greatest concern are:
 - Number & Operations for kindergarten
 - Algebra for Grades 1, 3, 4, 7 & 8
 - Geometry and Measurement for Grades 1 & 9
 - Data Analysis for Grades 2, 5 & 6
- Grades 6, 7, 8 & 9 are performing more than three points above the norm RIT in every math strand except Grade 6 in Data Analysis.

Mathematics

Group	Grade	# Students	Mean RIT	Strands				2015 Norm Mean RIT
				Number & Operation Mean RIT	Algebra Mean RIT	Geometry & Measurement Mean RIT	Data Analysis Mean RIT	
Fall 2017	K	372	139.6	136.5	137.7	141.3	142.8	140.0
Fall 2017	1	392	157.5	158.4	156.8	156.8	158.0	162.4
Fall 2017	2	381	172.4	172.0	173.8	172.3	171.3	176.9
Fall 2017	3	389	188.1	188.6	187.2	189.1	187.6	190.4
Fall 2017	4	426	201.1	200.8	200.6	201.2	201.9	201.9
Fall 2017	5	399	209.6	210.6	209.5	210.3	208.0	211.4
Fall 2017	6	345	220.6	221.3	220.6	221.3	219.4	217.6
Fall 2017	7	358	228.1	229.0	226.7	228.0	228.6	222.6
Fall 2017	8	331	236.5	236.4	234.6	236.7	238.2	226.3
Fall 2017	9	373	241.8	242.1	243.3	240.7	241.6	230.3



In May, we will measure the student growth from Fall 2017 to Spring 2018.