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Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 3120 District Name: GREELEY 6 School Code: 0054 School Name: BELLA ROMERO ACADEMY OF APPLIED TECHNOLOGY Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	-	42.6%	56.3%	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	52.17%	39.5%	-	
		W	53.52%	57.77%	-	28.36%	36.13%	-	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. **Expectation:** If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	51	51	-	43	65	-	
		M	66	74	-	55	51	-	
		W	65	71	-	38	56	-	
		ELP	30	66	-	27	51	-	

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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	**Graduation Rate** **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate **Expectation:** At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)

| 1	Name and Title	Jonathan Cooney, Principal of The Bella Romero Academy 4-8 Campus
	Email	jcooney@greeleyschools.org
	Phone	970-348-2500
	Mailing Address	1400 E. 20th St., Greeley, CO 80634
2	Name and Title	Justin Ungeheuer, Principal of The Bella Romero Academy K-3 Campus
	Email	jungeheuer@greeleyschools.org
	Phone	970-348-1400

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	Mailing Address	614 E. 20th St., Greeley, CO 80634

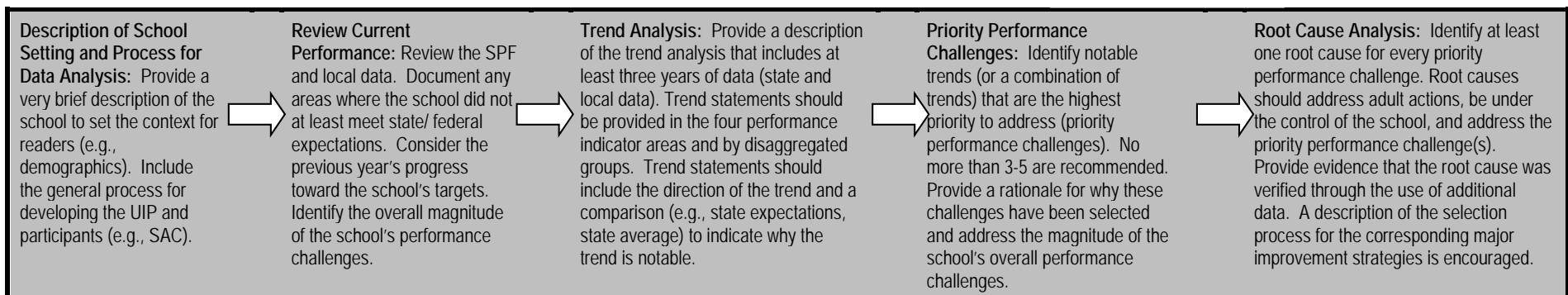## Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
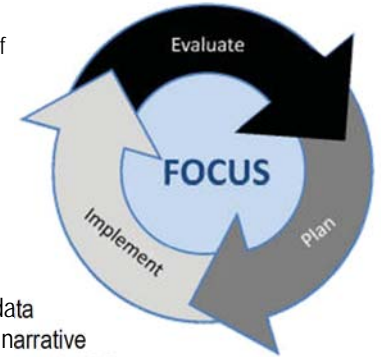
Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

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Narrative:

Description of the School:

The Bella Romero Academy of Applied Technology (often times referred to as "The Academy") is a two-campus K-8 school with an enrollment of 990 students. The Academy was formed in August of 2014 by consolidating Bella Romero K-7 and East Memorial Elementary. The former East Memorial site became the K-3 campus and the former Bella Romero site became the 4-8 campus. The school is located in Greeley, Colorado. 93% of the students are categorized as minority, 94% are on free/reduced meals, and 56% are English Language Learners. As the schools were consolidated into one, demographic data were compared to note any shift in population. The 2013-2014 percentages of minority, free/reduced meal status, and English Language Learners at East Memorial and Bella Romero were all within 5% of one another. There is not a notable shift in the demographic make-up of The Academy in comparison to either of the schools in isolation.

Parent and Stakeholder Involvement and General Description of the Process for Development of Improvement Plan:

A variety of stakeholders supported in developing the improvement plan. All certified staff (60 teachers) met in August 2014 during a school based professional development session to analyze overall and student-specific data from TCAP, DIBELS, and Galileo Assessments in each content area (reading, math, and writing). Results from 2013-2014 were then investigated across grades and compared longitudinally to results from prior years by the administrative team. The team worked to identify trends, determine areas of success, and pinpoint specific areas of concern. These analyses were all joint, coordinated efforts of the K-3 and 4-8 campus teams together. Furthermore, teams considered data from both East Memorial Elementary and Bella Romero K-7 to build awareness of any possible achievement impacts related to consolidating the two schools into one. In addition, the School Leadership Team (a 13 person vertical team made up of administration and teachers from grades K-8) met for 3 days at a district sponsored leadership institute in July. The Leadership Team completed a root cause analysis protocol in October with the 2014 TCAP results. The protocol involved 4 steps; analysis of raw data (including questions to investigate), writing of notable trends, identification of trends with greatest magnitude, and digging through disaggregated data to find root causes. The School Accountability Committee (SAC) met in October and analyzed 2014 and historical achievement. Input was collected from this committee regarding causes and ideas for next steps. The SAC then reviewed the plan prior to submission and offered feedback. The SAC includes 4 parents, 1 staff member, and 1 community member. Parents were also involved through monthly (Sep.-Apr.) Title 1 Parent Education Meetings during which feedback was solicited regarding spending of Title 1 funds as well as regarding improvement strategies in all content areas.

Review of Current Performance:

The School Performance Framework (SPF) report designated the Bella Romero Academy plan type as "Improvement". It should be noted that data throughout this plan is exclusively from 2014 Bella Romero K-7 results unless otherwise identified (i.e. some references are made to East Memorial data in relation to the consolidation of the schools). The school performance report indicated that The Academy did not meet state expectations in Elementary reading and writing achievement. Elementary math achievement and Middle Level reading, writing, and math achievement earned designations of "approaching". Targets set in last year's Bella Romero UIP were not met in any of the achievement categories. It should be noted that targets were set in relation to Grade 3-6 results as a single aggregate while current results are reported in separate categories for Elementary (3-5) and Middle Level (6-7). The targets set in the 2013 UIP are referenced in this plan as if they applied identically to both Elementary and Middle Level. Reading achievement in Elementary was 14.6% below the target, while Middle Level reading was 0.9% below target. In the area of writing, achievement was 11.4% below the target in Elementary and 3.4% below in Middle Level. The UIP target was not met for math, measuring 6.2% below in Elementary and 18.9% below target for Middle Level. In regards to academic growth, a rating of "Does Not Meet" was assigned in the categories of Elementary writing and English language proficiency. Elementary reading along with Middle Level math and English language proficiency were designated as "Approaching". The areas of Elementary math and Middle Level writing were rated as "Meets" and middle level reading was in the category of "Exceeds". Results in the area of academic growth gaps show a total of 8 areas that are "approaching" expectations (including all of elementary reading), 9 areas that "meet" expectations (including all of middle level writing), and 3 areas that "exceed" expectations (all within middle level reading).

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The gap between the percent of students scoring proficient and advanced at The Bella Romero Academy and the percent scoring proficient and advanced at the state level is large in magnitude in all content areas. For example, the percentages of students scoring proficient and advanced on reading TCAP in 2014 for grades 3, 4, 5, 6, and 7 were 46, 36, 46, 57, and 56 respectively. In contrast, the 2014 State averages for grades 3, 4, 5, 6, and 7 in reading were 72, 67, 71, 71, and 69 % respectively. Furthermore, all subgroups at The Bella Romero Academy scored far below the state average on 2014 reading TCAP (i.e. minority 46% P/A, ELL 45% P/A, and FaRM 46% P/A). The magnitude of the difference between percent of students scoring proficient and advanced at The Bella Romero Academy versus those same categories at the state level is of a similar scale in the content areas of math and writing.

It should be noted that, due to the consolidation, comprehensive data were reviewed in relation to both the 2014 Bella Romero K-7 school performance framework and the 2014 East Memorial school performance framework. Of the grades that will be tested in 2015, 57% of those students were enrolled at Bella Romero K-7 last year, 29% were enrolled at East Memorial, and 14% were enrolled in a school other than those two. Although a full review of both data sets was completed, the data worksheet includes only cursory examples from this review. Tables for achievement and growth are included while those for various subgroups were analyzed but are not included. Thorough analysis of all data indicated that while some differences were discovered in relation to performance and growth overall and by subgroup, these differences were small in magnitude and do not contradict the selected priority performance challenges and root causes in the content areas. An isolated review of either of these two data sets would be aligned to the selected challenges and root causes.

Reading Trends, Priority Performance Challenges, and Root Cause:

The reading performance target set for 2013-2014 was not met. The target for reading achievement was 57% P/A and the actual result was 43% P/A for Elementary and 56% P/A for Middle Level. In addition, when looking at historical data there is no notable upward trend in proficiency. Therefore, the **priority performance challenge** is that the percentage of students scoring P & A on TCAP since 2006 has been a **flat trend** and is well below the State average. The goal set for academic growth for reading was to meet or exceed the median adequate growth percentile. Elementary median growth approached state expectations at 43 in comparison to an adequate growth percentile of 51. Middle Level median growth exceeded state expectations and was 65 compared to the median adequate growth of 51. The elementary level subgroups of free/reduced lunch eligible, minority, English learners, and students needing to catch up were all "approaching" expectations while all the subgroups for middle level met or exceeded expectations. The school median growth percentile for reading was 1 percentile point lower than in 2013 and there is a flat trend in median growth percentiles for reading over the past 8 years. Results from TCAP do not indicate large discrepancies in standard by standard performance or by subgroup performance in achievement or growth. For example, all subgroups are significantly below the state average on 2014 reading TCAP (i.e. minority 46% P/A, ELL 45% P/A, and FaRM 46% P/A). Reading achievement was further investigated by analyzing other sources of local data including DIBELS results. These sources indicated that students scoring Unsatisfactory on TCAP also scored Strategic or Intensive according to DIBELS. The fact that 74% of benchmark readers scored at or above Proficient on TCAP indicates that while comprehension instruction certainly shows room for improvement, the impediment of greatest magnitude to achieving proficiency is students' ability to fluently access grade-level text. This assertion is further supported by the **historical trends** in TCAP/CSAP proficiency and DIBELS results. Although the school-wide percentage of students scoring benchmark/core on DIBELS increased by 6% in 2014, the trend of this statistic has been flat across the same time frame as the TCAP/CSAP proficiency. School based walk-through and observation data, along with Phonics Screener (local assessment used to determine student phonics mastery) data verify that adult actions are strong in the area of explicit, direct delivery of phonics instruction. Therefore, the **root cause** has been identified as an overall deficiency in the planning of targeted student application and delivery of effective feedback included in the instructional approach. TCAP data and observations from coaches and consultants over time support this root cause.

Math Trends, Priority Performance Challenges, and Root Cause:

The math achievement target set for 2013-2014 was not met. The target for math achievement was 58% P/A and the actual result was 52% P/A for Elementary and 40% P/A for Middle Level. The **priority performance challenge** for math is that only 46% of all tested students scored proficient or advanced in 2014. The magnitude of the challenge is illustrated by how far this is below the state average (i.e. 2014 State averages for grades 3, 4, 5, 6, and 7 were 72, 72, 65, 61, and 55% respectively). The growth targets set in last year's Improvement Plan were to meet or exceed the median adequate growth percentile, overall and for each subgroup. The school did not meet any of these targets. The overall growth percentile for Elementary was 55 and the adequate growth percentile was 66. Although the percentile of 55 does meet state expectations (i.e. above the cut-point for "meets"), it did not meet the target set in our plan (the plan set the target as meeting or exceeding "adequate growth percentile" rather than just

meeting state expectations). The overall percentile for Middle Level was 51 and the adequate growth percentile was 74. In addition, none of the subgroups met their adequate growth percentile. However, 3 of the 4 Elementary subgroups and 1 of the 4 Middle Level subgroups did meet state expectations. The Elementary % proficient/advanced increased by 2% in comparison to 2013 and historical results show a tangible **upward trend** in overall % proficiency across the past 9 years (i.e. 33% in 2006 to 52% in 2014). Analysis of TCAP results by subgroup did not indicate notable discrepancies in achievement or growth performance in relation to gender or ethnicity. The 2014 TCAP results by standard indicated a 1% decrease in proficiency in Standard 1 performance as compared to 2013 but the percentage was the 2nd highest when compared to those over the past 5 years. However, data from the prior 5 years still indicates that Standard 1 proficiency is lower (as a grade 3-5 average) than that of each of the other standards. It should be noted that the highest % P/A in the past 4 years (70%, grade 3 in 2009) also showed the highest Standard 1 proficiency level (67%). Furthermore, the lowest % P/A in the past 3 years (23%, 5th grade in 2009) also showed the lowest Standard 1 proficiency level (19%). This evidence shows that the degree of proficiency on Standard 1 is linked to overall proficiency as an increase in one has typically been tied to an increase in the other. Local results from Assessing Math Concepts student interviews (direct measures of number sense) support this root cause. A high percentage of students scoring at the "Needs Instruction" or "Practice" level on AMC concepts tied to grades 3-6 scored below proficient on TCAP in 2013. Adult action data also indicate that focused number sense intervention has not been consistently practiced across all grade levels for a sustained time period. Therefore, the **root cause** has been stated as: Tier 1 and 2 instruction focused on enhancing number sense is included in the curriculum but is not consistently applied in adequate scope or quantity across all grade levels. TCAP data and observations from coaches and consultants over time support this root cause.

Writing Trends, Priority Performance Challenges, and Root Cause:

Writing performance targets set for 2013-2014 were not met. The target for writing achievement was 40% P/A and the actual result for Elementary was 28% P/A and for Middle Level it was 36% P/A. The **priority performance challenge** is that only 32% of all tested students scored proficient or advanced in 2014. Although this represents the highest overall % P/A in history, the trend in years other than 2013 and 2014 has been **flat** in almost all grade levels. The % P/A is also well below the State average (i.e. 2014 State averages for grades 3, 4, 5, 6, and 7 were 51, 52, 55, 57, and 61% respectively). This illustrates the magnitude of the challenge. The growth targets set in last year's Improvement Plan were to meet or exceed the median adequate growth percentile, overall and for each subgroup. The school did not meet any of these targets. The overall growth percentile for Elementary was 38 and the adequate growth percentile was 64. Middle Level growth percentile was 56 while the adequate growth percentile was 71. Although 56 meets the state expectation, this is below the target that was set in the plan. Furthermore, none of the subgroups in Elementary or Middle Level met their adequate growth percentile. However, all Middle Level subgroups did meet state expectations for growth. Analysis of TCAP results by subgroup indicates that English learners categorized as FEP outperformed those categorized as LEP by 46% in 2014. Additional disaggregated data show that 0% of NEP students and 13% of LEP students scored proficient in 2014 on TCAP. This evidence indicates that the language proficiency level of students is a determining factor in their writing performance. Therefore, the **root cause** has been stated as: Instruction in the area of vocabulary development is not applied consistently enough across all content areas to increase the writing proficiency level of NEP and LEP students.

Major Improvement Strategies:

The school leadership team, in conjunction with the School Accountability Committee, selected 4 major improvement strategies. Strategies were identified in reading, math, writing, and Title 1 compliance. Although some minor revisions were made to these in comparison to the 2013-2014 school year, the core of each mirrors that from the prior year. It was determined that the strongest results from 2014 testing are those from areas that were most aligned with the implementation of these strategies (e.g. middle level reading). The other context that is important to consider is that there are a larger than typical number of new staff at The Academy. This will relate to particular emphasis on the action steps that relate to professional development and coaching. The selected strategies were discussed with all certified staff in November and action steps have already taken place in alignment with these strategies. These directly address the priority performance challenges as described above. The identified strategies are as follow:

- Reading: Refine and monitor the implementation of the student application portion of the district's research based reading program to dramatically increase percentage of students able to fluently access grade level text.
- Math: Enhance targeted Tier 1 and 2 number sense instruction by increasing staff development on the standards tied most directly to number sense and by placing students in more specifically selected station/intervention activities that change rapidly enough to keep pace with student mastery of concepts.

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- Writing: Enhance vocabulary and writing instruction across the curriculum through implementation of a research based direct instruction curriculum to systematically accelerate the oral and written language development of all K-2 students and English Language Learners in grades 3-7.
- Title 1 Compliance: Implement all Title 1 compliance areas and strategies for improvement.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: 57.2% P/A	Target was not met in Elementary or Middle Level. Actual % P/A was for Elementary was 42.6% (14.6% below target) and for Middle Level it was 56.3% (0.9% below target).	Achievement targets were closest to being met in Middle Level reading and writing and the only growth target to be met was in Middle Level reading. Data has indicated that students, particularly English learners, are developing increased literacy skills as they progress into the upper grades (6th, 7th). Many language learners are remaining in the LEP category throughout the elementary years. An even stronger emphasis on developing language and reading fluency during early years will further increase achievement and growth in reading and writing. Math achievement and growth were below the targets but there are some positive trends in the data. The emphasis being put on enhanced instruction in the area of number sense seems to be an effective strategy that will enhance results with continued implementation of the action steps.
	Math: 58.4% P/A	Target was not met in Elementary or Middle Level. Actual % P/A was for Elementary was 52.2% (6.2% below target) and for Middle Level it was 39.5% (18.9% below target).	
	Writing: 39.8% P/A	Target was not met in Elementary or Middle Level. Actual % P/A was for Elementary was 28.4% (11.4% below target) and for Middle Level it was 36.1% (3.7% below target).	
Academic Growth	Reading: Meet or exceed median adequate growth percentile.	Target was not met for Elementary but was met for Middle Level. Elementary MGP was 43 and the MAGP was 51. Middle Level MGP was 65 and the MAGP was 51.	
	Math: Meet or exceed median adequate growth percentile.	Target was not met for Elementary or Middle Level. Elementary MGP was 55 and the MAGP was 66. Middle Level MGP was 51 and the MAGP was 74.	
	Writing: Meet or exceed median adequate growth percentile.	Target was not met for Elementary or Middle Level. Elementary MGP was 38 and the	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		MAGP was 65. Middle Level MGP was 56 and the MAGP was 71.	
	ELP: Target not set in last year's plan.	N/A	
Academic Growth Gaps	Reading: All subgroups meet or exceed median adequate growth percentile.	Target was not met for any Elementary subgroup. Free/reduced and minority groups were 8 points below the adequate percentile, English learners were 12 below, and "students needing to catch up" was 26 below. Target was met for Middle Level by 3 of 4 subgroups (all except "students needing to catch up" which was 3 points below the median adequate percentile).	
	Math: All subgroups meet or exceed median adequate growth percentile.	Target was not met for any Elementary subgroup. Free/reduced was 11 points below the adequate percentile, minority group was 12 below, English learners group was 11 below, and "students needing to catch up" was 18 below. Target was not met for any Middle Level subgroup. Free/reduced was 27 points below the adequate percentile, minority group was 23 below, English learners group was 26 below, and "students needing to catch up" was 33 below.	
	Writing: All subgroups meet or exceed median adequate growth percentile.	Target was not met for any Elementary subgroup. Free/reduced was 28 points below the adequate percentile, minority group was 30 below, English learners group was 31 below, and "students needing to catch up" was 35 below. Target was not met for any Middle Level subgroup. Free/reduced was 13 points below the adequate percentile, minority group was 16 below, English learners group was 14 below, and "students needing to catch up" was 24 below.	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness	N/A	N/A	

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

*Worksheet #2 submitted as an addendum.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	See addendum		
Academic Growth	See addendum		
Academic Growth Gaps	See addendum		
Postsecondary & Workforce Readiness	Not Applicable		

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
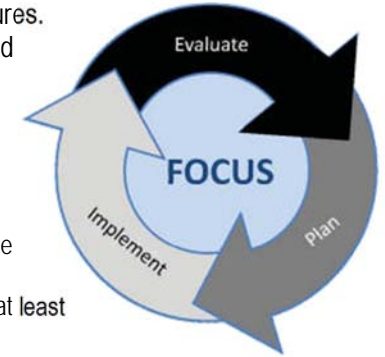
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	The percentage of students scoring P & A on TCAP since 2006 has been a flat trend and is well below the state average.	Sufficient number of students score Level 4 or better on CMAS ELA so school scores at or above 15th percentile for the Elementary level and at or above the 35th percentile for the Middle Level (i.e. targeted to achieve "meets" within 2 years). Decrease the number of K-3 students with Significant Reading Deficiencies. Increase the percent of K-3 students in scoring "Core" on End of Year Composite in DIBELS.	Sufficient number of students score Level 4 or better on CMAS ELA so school scores at or above 25th percentile for the Elementary level and at or above the 50th percentile for the Middle Level. Decrease the number of K-3 students with Significant Reading Deficiencies. Increase the percent of K-3 students in scoring "Core" on End of Year Composite in DIBELS.	K-6: DIBELS measures evaluated monthly in data meetings (Sep-May) to determine number of students on/above aim-line trajectory. Also evaluated by semester in staff development sessions (Dec., May) to determine % of students moving from Intensive to Strategic and Strategic to Intensive. The % scoring "Core" on DIBELS given 3 times per year plus progress monitoring will be evaluated in relation to Read Plan students. K-6: Phonics Benchmark measures evaluated in Sept., Nov., Dec., Feb., and May to determine % of students passed through grade level expectations. 3-8: Galileo standards-based assessments indicating % of students proficient and risk levels (high, moderate, low). Evaluated three times (Sep., Oct., Dec.).	Refine and monitor the implementation of the student application portion of the district's research based reading program to dramatically increase percentage of students able to fluently access grade level text.

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M	Only 46% of all tested students scored proficient or advanced in 2014. This is well below the state average.	Sufficient number of students score Level 4 or better on CMAS Math so school scores at or above 34th percentile for the Elementary level and at or above the 38th percentile for the Middle Level (i.e. targeted to achieve "meets" within 2 years).	Sufficient number of students score Level 4 or better on CMAS Math so school scores at or above 50th percentile for the Elementary level and at or above the 50th percentile for the Middle Level.	K-5: Assessing Math Concept student interviews evaluated on a monthly basis (Sep-May) and analyzed in depth each semester (Dec. and May) to determine what % of students are at the "Apply" level on skills assigned as grade level expectations. 1-7: Math Unit Assessments evaluated and analyzed to determine % of students proficient for each standard tested. Done during collaborative planning sessions in Oct. and Jan. and during staff development sessions in Dec. and May. 6-8: iReady program diagnostic assessments given Aug., Dec., May to determine overall growth. 3-8: Galileo standards-based assessments indicating % of students proficient and risk levels (high, moderate, low). Evaluated three times (Sep., Oct., Dec., May).	Enhance targeted Tier 1 and 2 number sense instruction by increasing staff development on the standards tied most directly to number sense and by placing students in more specifically selected station/intervention activities that change rapidly enough to keep pace with student mastery of concepts.

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		W	Only 32% of all tested students scored proficient or advanced in 2014. This is well below the state average.	Sufficient number of students score Level 4 or better on CMAS ELA so school scores at or above 15th percentile for the Elementary level and at or above the 35th percentile for the Middle Level (i.e. targeted to achieve "meets" within 2 years).	Sufficient number of students score Level 4 or better on CMAS ELA so school scores at or above 25th percentile for the Elementary level and at or above the 50th percentile for the Middle Level.	K-8: Quarterly common district ELA assessments evaluated to determine % of students that are proficient and delineate instructional next steps. ELL Students: WIDA Model writing progress monitoring assessment given quarterly.	Enhance vocabulary and writing instruction across the curriculum through implementation of a research based direct instruction curriculum to systematically accelerate the oral and written language development of all K-2 students and English Language Learners in grades 3-8.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Median growth percentile at the Elementary level is below state expectations and is 8 percentile points below the adequate growth percentile. Middle level does not have a target set as it met/exceeded expectations.	Growth on Galileo Reading over the year equals "Expected Growth Exceeded".	Growth on Galileo Reading over the year equals "Expected Growth Exceeded".	K-6: DIBELS measures evaluated monthly in data meetings (Sep-May) to determine number of students on/above aim-line trajectory. Also evaluated by semester in staff development sessions (Dec., May) to determine % of students moving from Intensive to Strategic and Strategic to Intensive. K-6: Phonics Benchmark measures evaluated in Sept., Nov., Dec., Feb., and May to determine % of students passed through grade level expectations. 3-8: Galileo standards-based assessments indicating % of students proficient and risk levels (high, moderate, low). Evaluated three times (Sep., Oct., Dec.).	Refine and monitor the implementation of the student application portion of the district's research based reading program to dramatically increase percentage of students able to fluently access grade level text.

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		M	Median growth percentile at the Middle Level is below state expectations and is 13 percentile points below the adequate growth percentile. Elementary does not have a target set as it met/exceeded expectations.	Growth on Galileo Math over the year equals "Expected Growth Exceeded".	Growth on Galileo Math over the year equals "Expected Growth Exceeded".	K-5: Assessing Math Concept student interviews evaluated on a monthly basis (Sep-May) and analyzed in depth each semester (Dec. and May) to determine what % of students are at the "Apply" level on skills assigned as grade level expectations. 1-7: Math Unit Assessments evaluated and analyzed to determine % of students proficient for each standard tested. Done during collaborative planning sessions in Oct. and Jan. and during staff development sessions in Dec. and May. 6-8: iReady program diagnostic assessments given Aug., Dec., May to determine overall growth. 3-8: Galileo standards-based assessments indicating % of students proficient and risk levels (high, moderate, low). Evaluated three times (Sep., Oct., Dec., May).	Enhance targeted Tier 1 and 2 number sense instruction by increasing staff development on the standards tied most directly to number sense and by placing students in more specifically selected station/intervention activities that change rapidly enough to keep pace with student mastery of concepts.

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		W	The median growth percentile for Elementary level is below state expectations and is 27 percentile points below the adequate growth percentile. Middle level does not have a target set as it met/exceeded expectations.	Increase percentage of students scoring at a level 3 or higher on the WIDA Access writing domain in comparison to 2014 results. Although this only pertains to ELL students, this ties to the improvement strategy and a correlation with universal increases is expected.	Increase percentage of students scoring at a level 3 or higher on the WIDA Access writing domain in comparison to 2014 results. Although this only pertains to ELL students, this ties to the improvement strategy and a correlation with universal increases is expected.	K-8: Quarterly common district ELA assessments evaluated to determine % of students that are proficient on the "writing/extended response domain" and delineate instructional next steps. ELL Students: WIDA Model writing progress monitoring assessment given quarterly.	Enhance vocabulary and writing instruction across the curriculum through implementation of a research based direct instruction curriculum to systematically accelerate the oral and written language development of all K-2 students and English Language Learners in grades 3-8.
		ELP	The median growth percentile of ELL was below the adequate growth percentile for Elementary and Middle Level.	Meet or exceed English Language Proficiency median adequate growth percentile for Elementary and Middle Level.	Meet or exceed English Language Proficiency median adequate growth percentile for Elementary and Middle Level.	WIDA Oral Language progress monitoring assessment given quarterly. WIDA Model writing progress monitoring assessment given quarterly.	Enhance vocabulary and writing instruction across the curriculum through implementation of a research based direct instruction curriculum to systematically accelerate the oral and written language development of all K-2 students and English Language Learners in grades 3-8.
Academic Growth Gaps	Median Growth Percentile, local measures	R	The growth percentiles of all subgroups in Elementary reading are below state expectations.	Growth on Galileo Reading over the year equals "Expected Growth Exceeded" for the subgroup of ELL (while also monitoring for all subgroups).	Growth on Galileo Reading over the year equals "Expected Growth Exceeded" for the subgroup of ELL (while also monitoring for all subgroups).	K-6: DIBELS measures evaluated monthly in data meetings (Sep-May) to determine number of students on/above aim-line trajectory. Also evaluated by semester in staff development sessions (Dec., May) to determine % of students moving from	Refine and monitor the implementation of the student application portion of the district's research based reading program to dramatically increase percentage of students able to fluently access grade level text.

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					Intensive to Strategic and Strategic to Intensive. K-6: Phonics Benchmark measures evaluated in Sept., Nov., Dec., Feb., and May to determine % of students passed through grade level expectations. 3-8: Galileo standards-based assessments indicating % of students proficient and risk levels (high, moderate, low). Evaluated three times (Sep., Oct., Dec.).	
		M	One Elementary subgroup (FRL) and three Middle Level subgroups (FRL, Minority, ELL) are below state expectations.	Growth on Galileo Math over the year equals "Expected Growth Exceeded" for the subgroup of ELL (while also monitoring for all subgroups).	Growth on Galileo Math over the year equals "Expected Growth Exceeded" for the subgroup of ELL (while also monitoring for all subgroups).	K-5: Assessing Math Concept student interviews evaluated on a monthly basis (Sep-May) and analyzed in depth each semester (Dec. and May) to determine what % of students are at the "Apply" level on skills assigned as grade level expectations. 1-7: Math Unit Assessments evaluated and analyzed to determine % of students proficient for each standard tested. Done during collaborative planning sessions in Oct. and Jan. and during staff development sessions in Dec. and May. 6-8: iReady program diagnostic assessments given Aug., Dec., May to determine overall growth.	Enhance targeted Tier 1 and 2 number sense instruction by increasing staff development on the standards tied most directly to number sense and by placing students in more specifically selected station/intervention activities that change rapidly enough to keep pace with student mastery of concepts.

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					3-8: Galileo standards-based assessments indicating % of students proficient and risk levels (high, moderate, low). Evaluated three times (Sep., Oct., Dec., May).	
	W	The median growth percentiles of all Elementary level subgroups are below state expectations.			K-8: Quarterly common district ELA assessments evaluated to determine % of students that are proficient and delineate instructional next steps. ELL Students: WIDA Model writing progress monitoring assessment given quarterly.	Enhance vocabulary and writing instruction across the curriculum through implementation of a research based direct instruction curriculum to systematically accelerate the oral and written language development of all K-2 students and English Language Learners in grades 3-8.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A
	Other PWR Measures	N/A	N/A	N/A	N/A	N/A

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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Refine and monitor the implementation of the student application portion of the district's research based reading program to dramatically increase percentage of students able to fluently access grade level text.

Root Cause(s) Addressed: There is an overall deficiency in the planning of targeted student application and delivery of effective feedback included in the instructional approach.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

X Other: Title I schoolwide or targeted assistance plan requirements

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014-15 and 2015-2016)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Academy Professional Development: Facilitated Collaborative Planning Monthly Sessions • Focus: Use scaffolding training to identify lesson components to be enhanced/modified to maximize student application (e.g. time engaged in accessible, connected text) in the areas of phonics and fluency • Focus: increase understanding of how to use multiple assessment measures to improve instruction via instructional scaffolding. • Focus: Support new staff with additional training and guidance.	Monthly	Teachers, Principals, Assistant Principals, and Literacy Coaches	N/A	- 95% of core reading teachers participate in all sessions. - Administration walk-throughs (2 per teacher; Oct. and Feb.) with feedback to teachers.	30% completed.
Deliver professional learning opportunities to staff through increased time with instructional coaches to support the implementation of the district curriculum, instructional practices,	Ongoing	Teachers, Principals, Assistant	Literacy Coaches (both campuses): Title 1 Funds $88,082	- 95% of core reading teachers participate in all sessions.	In Progress.

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classroom content demonstration lessons, observations and feedback. Support will be offered in an ongoing manner beginning in July 2014 through June of 2015, including early release time on Mondays at the school sites to expand teacher knowledge and practice of levels of differentiation to support the learning of all students.		Principals, and Literacy Coaches		- Administration walk-throughs with feedback to teachers.	
Academy Reading Professional Development: Increasing student fluency with using feedback during time in text. • Focus: scaffolding text access, selecting leveled text as appropriate, monitoring reading, maximizing time, feedback. • This action step is targeted toward all students with extra emphasis on those that are on READ PLANS.	Aug/Jan (varies by grade-level)	Teachers, Principals, Assistant Principals, Literacy Coaches	Intervention Texts, Supplies, and Printing of Decodable Texts: Title 1 $24,762	- 100% of teachers participate in at least 2 time in text professional development sessions. - Administration walk-throughs with feedback to teachers on school/district rubric.	50% completed.
Individual Coaching for Core Teachers Foci: - Scaffolding access to grade-level text - Combining accuracy and fluency - Use of accessible student text - Fluency instruction - Support of students on READ PLANS	Quarterly (at least one coaching event per teacher during each of the 4 quarters of the school year). More frequent coaching for new staff members.	Literacy Coaches	Literacy Coaches (both campuses): Title 1 Funds $88,082	- 100% of teachers participate in at least 1 coaching cycle per quarter. - 100% of teachers observed quarterly (Sep., Nov., Feb., Apr.) by administration using checklists directly tied to quarterly focus from district literacy improvement plan.	In Progress.

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Individual Coaching for Core Replacement Teachers Foci: - Effective Program Delivery - Combining accuracy and fluency - Use of accessible student text - Scaffolding fluency instruction - Support of students on READ PLANS	Quarterly. More frequent for new staff members (twice per quarter).	Teachers, Principals, District Intervention Specialists	District Funds	100% of core replacement teachers are coached by district Specialist at least 1 time per quarter. 100% of teachers observed once or more per semester administration using checklists directly tied to coaching focus.	In Progress.
Utilize intervention specialists and instructional assistants to provide additional instructional time in reading to identified Tier 2 and Tier 3 students to compliment first tier classroom instruction daily. The literacy intervention block is 50 minutes and connected to reading.	Ongoing	Teachers, Principals, Assistant Principals, and Intervention Specialists	- Intervention Specialist Salaries: Title 1 $412,914 - Intervention instructional assistants: Title 1 $25,252	- 100% of identified students served on a daily basis. - Administration tracks growth of identified students and meets monthly with teachers regarding any necessary adjustments.	In Progress.
Tier 1 and 2 Goal Setting - Focus: each teacher sets a specific, measurable phonics/fluency goal for his/her students each semester to guide lesson planning for success in that area	Sep/Dec Goal Setting (Nov., Dec., Feb., and April checkpoints)	Teachers, Principals, Assistant Principals, and Literacy Coaches	N/A	- 100% of teachers post goal and monthly tracking outside classroom. - Administration and teachers reflect on degree of success during data meetings	50% completed.

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				Nov., Dec., Feb., and April.	
Reading Data Analysis: Monthly Data Meetings • Focus: analyze phonics and fluency data, plan next steps for instruction and/or intervention for these students • Focus: identify and list specific, individualized data-based needs for each low growth student • Hold intervention planning meetings for intense need students and students on READ PLANS that are not making expected growth.	Monthly	Teachers, Principals, Assistant Principals, and Literacy Coaches	- Intervention planning team and data team leadership sessions: Title 1 $12,032 - Intervention Specialist Salaries: Title 1 $412,914 - Intervention instructional assistants: Title 1 $25,252	- Action plans for the students are documented and administration checks plans quarterly.	In Progress.
Reading Data Team Process • Summer Institute PD for Implementation • Semester 1 PD session to educate new staff members regarding the process. • Identification of Priority Standards • Use of pre-assessments to delineate performance levels • Collaborative planning of instruction for each performance level	Summer 2014/ Quarterly	Teachers, Principals, Assistant Principals, and Literacy Coaches	District funds for Summer Leadership Institute plus collaborative planning: Title 1 $12,032	100% of teachers will plan instruction via the data team process.	In Progress.
Provide additional .5 FTE to allow all day kindergarten to all kindergarten students through the 2014-2015 school year to allow additional instructional time in early literacy development to increase time developing foundational skills.	Ongoing	Principals, Assistant Principals, District Leadership Team	Title 1 Funds: $150,153	100% of Kindergarten students enrolled in full day program.	Completed.

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Literacy Development in After School Program • Focus: authentic application of the phonics decoding strategy is embedded in the weekly routine in 21st Century program. • Focus: Targeted standards-based reading instruction in Achievement Camp (8 week program)	Oct-Mar	After School Program Teachers, Principals, Assistant Principals	- 21st Century Funds - SES Funds for Achievement Camp	100% of after school program teachers will embed phonics decoding strategy opportunities on a weekly basis. After school coordinator does weekly observations.	In Progress.
Ensure that every classroom has a highly qualified teacher.	Aug.	Principals, Human Resources Department	N/A	100% of teachers are highly qualified.	Completed.
Provide professional development to teachers on scaffolding processes and engagement activities to better support students in grades 4-8.		District Instructional Team	General and Title funds	100% of 4-8 teachers and specials teachers will be trained by the WestEd consultant company	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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Major Improvement Strategy #2: Enhance targeted Tier 1 and 2 number sense instruction by increasing staff development on the standards tied most directly to number sense and by placing students in more specifically selected station/intervention activities that change rapidly enough to keep pace with student mastery of concepts.

Root Cause(s) Addressed: Tier 1 and 2 instruction focused on enhancing number sense is included in the curriculum but is not consistently applied in adequate scope or quantity across all grade levels.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

X Other: Title I schoolwide or targeted assistance plan requirements

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014-15 and 2015-2016)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Academy Professional Development: Facilitated Collaborative Planning (4 sessions) • Focus: identify student needs and corresponding stations/interventions and teacher directed lessons to maximize student learning during the core block and numeracy block. • Focus: increase understanding of how to use multiple assessment measures to better scaffold and plan instruction. • Focus: Support new staff with additional training and guidance.	Aug/Oct/Dec/Jan	Teachers, Principals, Assistant Principals, and Math Coaches	N/A	- 95% of math teachers participate in all 4 sessions. - Administration walk-throughs (2 per teacher; Nov. and Feb.) with feedback to teachers on a district provided checklist.	50% completed.
Academy Math Professional Development: Standards-Based Numeracy Development • Focus: guide teachers on selecting appropriate stations for students, monitoring and scaffolding student	Aug/Jan	Teachers, Principals, Assistant Principals, Math Coaches	Intervention Texts (e.g. Math Navigator student texts), Digital Content licensing, and Intervention Supplies: Title 1 $24,762	- 100% of teachers attend at least one numeracy profess-ional development session.	50% completed.

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learning, and adjusting learning activities as needs change • Additional support for new staff members (job embedded PD with coaches).			textbooks/intervention supplies (overall).	- Administration walk-throughs once per semester using numeracy checklist.	
Deliver professional learning opportunities to staff through increased time with instructional coaches to support the implementation of the district curriculum, pacing guides, instructional practices, classroom content demonstration lessons, observations and feedback. Support will be offered in an ongoing manner beginning in July 2014 through June of 2015, including early release time on Mondays at the school sites to expand teacher knowledge and practice of levels of differentiation to support the learning of all students.	Ongoing	Teachers, Principals, Assistant Principals, and Math Coaches	District Funds for Coach	- 95% of core math teachers participate in all sessions. - Administration walk-throughs (2 per teacher; Nov. and Feb.) with feedback to teachers.	In Progress.
Individual and Small Group Coaching for Teachers • Focus: Tier 1 and 2 standards-based numeracy instruction with proper scaffolding and feedback	Ongoing (higher frequency for new staff members)	Math Coaches	Title 1 Funding for Coach Salary – District Based	- 50% of teachers participate in at least 1 individual coaching cycle with numeracy intervention focus. - 100% of K-8 teams participate in at least 1 group coaching cycle with numeracy intervention focus. - Administration collects coaching log.	In Progress.

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Math Data Team Process • Summer Institute PD for Implementation (building leadership team) • Semester 1 PD to educate new staff members. • Identification of Priority Standards • Use of pre-assessments to delineate performance levels • Collaborative planning of scaffolded instruction for each performance level	Summer 2014/ Quarterly	Teachers, Principals, Assistant Principals, and Math Coaches	District funds for Summer Leadership Institute plus collaborative planning: Title 1 $12,032	100% of teachers will plan instruction via the data team process.	In Progress.
Math Data Analysis: Monthly Data Meetings • Focus: analyze AMC, EDM, Navigator, and iReady data to create/revise list of intense need students and plan next steps for intervention for these students • Hold intervention planning meetings for intense need students • Plan for use of intervention specialists and instructional assistants to provide additional instructional time in math to identified Tier 2 and Tier 3 students to compliment first best classroom instruction daily. Math intervention block is 30 minutes.	Monthly	Teachers, Principals, Assistant Principals, and Math Coaches	- Intervention planning team and data team leadership sessions: Title 1 $12,032 - Intervention Specialist Salaries: Title 1 $412,914 - Intervention instructional assistants: Title 1 $25,252	- 100% of teachers will complete goal sheet with action plan at each math data meeting. - Administration tracks growth of identified students and meets monthly with teachers regarding any necessary adjustments. - Administration collects goal/action sheets.	In Progress.
Provide additional .5 FTE to allow all day kindergarten to all kindergarten students through the 2013-2014 school year to allow additional instructional time in early numeracy	Ongoing	Principals, Assistant Principals, District Leadership Team	Title 1 Funds: $150,152	100% of Kindergarten students enrolled in full day program.	Completed.

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development to increase time developing foundational skills.					
Ensure that every classroom has a highly qualified teacher.	Aug.	Principals, Human Resources Department	N/A	100% of teachers are highly qualified.	Completed.
Provide professional development to teachers on scaffolding processes and engagement activities to better support students. Grades 4-8 done in phase 1 (2013-2014, 2014-2015) and grades K-3 in phase 2 (2014-2015 and 2015-2016).	Ongoing	District Instructional Team	General and Title funds	100% of 4-8 teachers and specials teachers will be trained by the WestEd consultant company	In progress

Major Improvement Strategy #3: Enhance vocabulary and writing instruction across the curriculum through implementation of a research based direct instruction curriculum to systematically accelerate the oral and written language development of all K-2 students and English Language Learners in grades 3-8.

Root Cause(s) Addressed: Instruction in the area of vocabulary development is not applied consistently enough across all content areas to increase the writing proficiency level of NEP and LEP students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

X Other: Title I schoolwide or targeted assistance plan requirements

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014-15 and 2015-2016)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implement daily lessons from research based language development program for all students: • Kindergarten: Language for Learning • 1st Grade: Language for Thinking • 2nd Grade: Language for Writing	Ongoing (daily)	Teachers, Principals, Assistant Principals, District Coach	- District funds for curricular materials.	- 100% of teachers complete district training. - Data meetings held quarterly to check progress of students. - Teachers observed once per semester by district specialist.	33% completed.
Implement daily lessons from research based language development program for NEP and LEP students in grades 3-8.	Ongoing (daily)	ELA Teachers, Principals, Assistant	- ELA teacher salaries (district funds).	- 100% of ELA teachers complete district training.	50% completed.

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• NEP: Language for Learning • LEP: Language for Thinking, Language for Writing, Language!		Principals, District Specialist		- Data meetings held quarterly to check progress of students. - Teachers observed once per semester by district ELA coach.	
Literacy Development in After School Program • Focus: authentic literacy is embedded in the programming being used after school (e.g. students write summaries, etc.) • Focus: pre-teaching of academic vocabulary is in the program routine	Oct-Mar	After School Program Teachers, Principals, Assistant Principals	21st Century Funds	- 100% of after school program teachers will embed writing opportunities on a weekly basis. After school coordinator completes weekly walk-throughs to monitor.	In Progress.
Ensure that every classroom has a highly qualified teacher.	Aug.	Principals, Human Resources Department	N/A	100% of teachers are highly qualified.	Completed.
Provide professional development to teachers on scaffolding processes and engagement activities to better support students. Grades 4-8 done in phase 1 (2013-2014, 2014-2015) and grades K-3 in phase 2 (2014-2015 and 2015-2016).	Aug./Jan. (+ job embedded PD for new staff from coaches). Ongoing district PD as well.	District Instructional Team	General and Title funds	100% of 4-8 teachers and specials teachers will be trained by the WestEd consultant company	In progress

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Major Improvement Strategy #4: Implement improvement strategies in reading and math by using Title funding to supplement the support for non-proficient students in reaching proficiency.

Root Cause(s) Addressed: The school has more than 75% of the student population on free lunch and has been identified by the district to receive Title I funding.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

X Other: Title I schoolwide or targeted assistance plan requirements

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014-15 and 2015-2016)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Annual Title 1 Parent Meeting explaining our program, answering questions, and inviting parent participation.	Sept.	Principals, Assistant Principals, Family Liaisons	N/A	Agenda and meeting sign in sheet completed.	Completed.
Arrange parent involvement activities and educational classes to support communication and learning between non-English speaking parents and school staff in supporting the success of their student/child in school including written notifications, parent-teacher conferences, back-to-school night, and other school related matters. The parent liaison works directly with these activities.	Ongoing	Principals, Assistant Principals, Family Liaisons	Title 1 Funds support Family Liaison positions: $33,965	Specific items broken out in action steps below.	Varies (see below).

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Hold Parent/Teacher Conferences each semester to discuss student progress (translators available).	Sept., Feb.	Principals, Assistant Principals, Teachers	Translation – district funds	Parent/teacher sign in sheets.	50% completed.
Send home quarterly progress reports in English and Spanish to inform parents of their child's progress and the skills being covered.	Oct., Dec., Mar., May	Principals, Assistant Principals, Teachers	N/A	Reports sent home and school newsletters.	50% completed.
SES Tutoring provided for eligible students. Reading for grades 3-5.	Jan.-Mar. of 2014-2015	Principals, Assistant Principals, District Title 1 Specialist	SES Funding Provided	Student progress reports and enrollment reports provided by companies.	In Progress.
Hold 5 Parent Education Meetings at the school throughout the year • Focus: increase family understanding of school's daily functions and priorities and provide ways to support student achievement in reading, writing, math, and science.	Ongoing	Teachers, Principals, Assistant Principals, Family Liaisons	District Title 1 Funds Support Parent Meetings	More than 30 families attend each PEM. 80% of families complete nightly reading logs with student.	In Progress.
Meeting with parents to gain input on updating the Parent Involvement Policy/Compact	May	Principals, Assistant Principals, Family Liaisons	N/A	Involve parents in the planning, review, evaluation, and improvement program.	Not Begun.
Meet with School Accountability Committee • Focus: foster a collaborative environment	Quarterly	SAC members, Principals	N/A	100% of SAC members provide input on key decisions.	In Progress.
Invite parents/families to school events • Focus: engage parents in the educational process	Ongoing	Teachers, Principals, Assistant Principals, Family Liaison	Title 1 Funds support Family Liaison positions: $33,965	Over 90% of all families attend at least one school function/event.	In Progress.
Increase parent/family volunteering at school	Sep (volunteer	Teachers, Principals,	Title 1 Funds support Family Liaison positions: $33,965	80% of volunteers that signed up complete at	In Progress.

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	meeting), Ongoing (participation)	Assistant Principals, Family Liaisons		least 1 participation task.	
• Focus: sustain programs and special events through authentic family involvement					

School-Level Title I Parent Involvement Policy
(School/Parent Compact)

This policy and compact has been jointly developed and agreed upon by The Bella Romero Academy and parents of students served in the school pursuant to Title I (hereafter referred to as "parents").

Policy
The administration, staff and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education).

Parent involvement activities in the school will include opportunities for:
- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student's education
- Parents to participate in school decision-making
- Effective communication between the school and parents

Responsibilities of school
The school will:
- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.
School Parent Involvement Policy, the administration will:
- Facilitate and implement the Title I Parent Involvement policy.
- Involve parents in the planning, review and improvement of the School Parent Involvement Policy at least annually.
- Provide notice to parents of the School Parent Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

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- Make the School Parent Involvement Policy available to the community.

With regard to parent meetings, the administration will:

- Convene annual meetings to inform parents of their school's participation in Title I, the requirements of Title I and the right of parents to be involved.
- Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times to facilitate attendance by parents.

With regard to Title I Programs and Plans, the administration will:

- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, review and improvement of any Title I programs at the school.
- If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.
- If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Administrators will provide timely responses to parents' suggestions and questions.
- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will:

- With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:
    - the value and utility of contributions of parents
    - how to reach out to, communicate with, and work with parents as equal partners
    - implementing and coordinating parent programs
    - building ties between parents and the school

With regard to the coordination with other programs, the administration will:

- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their student.

Shared responsibilities of administration and staff

Administration and staff will:

- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement.
- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in an understandable format
- Provide such other reasonable support for parental involvement activities as parents may request.
- Provide access to educational resources for parents to use together with their students.

Responsibilities of staff

The staff will:

- Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.
- Advise parents of their student's progress on a regular basis.
- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. For elementary schools], at least one parent/teacher conference shall be held each year during which the School-Level Title I Parent Involvement Policy (School/Parent Compact) will be discussed as it relates to the student's achievement.
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.

Responsibilities of parents

Parents will:

- Support their student's learning at home by:

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- •monitoring attendance
- •monitoring completion of homework
- •monitoring television watching
- •encouraging positive use of extracurricular time
- Volunteer in the classroom.
- Participate, as appropriate, in decisions related to their student's education.
- Participate in school activities on a regular basis.
- Actively communicate with school staff regarding their student's needs and circumstances.
- Be aware of and follow rules and regulations of the school and school district.

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The Bella Romero Academy UIP: Worksheet #2 – Data Analysis

Reading Achievement

Reading: Historical Trend of % P&A by Grade, Level and Overall

	2006	2007	2008	2009	2010	2011	2012	2013	2014
3rd	27	34	42	56	44	46	36	55	46
4th	53	26	31	32	46	37	46	33	36
5th	41	52	44	27	37	46	35	50	46
6th								54	57
7th									56
Elem	40	37	39	38	42	43	39	47	43
Middle									56

- The overall elementary % P&A decreased by 4% from 2013 to 2014 (the previous year included 6th grade as elementary).
- The % proficient decreased by 9% in 3rd grade from 2013 to 2014.
- The % proficient increased by 3% in 4th grade from 2013 to 2014.
- The % proficient decreased by 6% in 5th grade from 2013 to 2014.
- The % proficient increased by 3% in 6th grade from 2013 to 2014.

Combined East Memorial and Bella Romero

Reading: Historical Trend of % P&A by Grade, Level and Overall

	2010	2011	2012	2013	2014
3rd	52	52	45	51	46
4th	42	46	45	34	41
5th	41	43	42	46	41
Elem	45	47	44	46	43

- The overall East Memorial and Bella Romero combined was 43% P&A.
- The combined %P&A was the same for Bella Romero and the combined Bella Romero and East Memorial.

Reading: Historical Trend % P&A by Content Standard 1

	2010	2011	2012	2013	2014
3rd	44	46	36	55	46
4th	54	33	49	36	36
5th	44	46	38	51	40
6th				54	61
7th					53
School	47	42	41	49	47

- There is no clear historical trend in the % proficient.
- The %P&A increased in in 6th and 7th grade.
- The % proficient decreased by 2% in 2014.
- 3rd grade was declining in % proficient and then increased by 19% in 2013 and decreased by 9th in 2014. No clear pattern.
- 5th grade was declining in % proficient and then increased by 13% in 2013 and stayed the same. No clear pattern.

Reading: Historical Trend % P&A by Content Standard 4

	2010	2011	2012	2013	2014
3rd					
4th	43	36	50	34	38
5th	42	49	39	49	44
6th				50	61
7th					49
School	42.5	42.5	44.5	44	48

- In 2014 the percent P&A increased by 4%.
- 2014 was the first year for 7th grade scores.
- There is no clear historical trend.

Reading: Historical Trend % P&A by Content Standard 5

	2010	2011	2012	2013	2014
3rd	■	■	■	■	■
4th	51	39	43	37	37
5th	49	46	36	54	42
6th				56	55
7th					53
School	50	42.5	39.5	49	47

- The overall % proficient decreased by 2%
- There is no clear historical trend in any grade level.

Reading: Historical Trend % P&A by Content Standard 6

	2010	2011	2012	2013	2014
3rd	■	■	■	■	■
4th	41	35	52	37	36
5th	41	48	40	54	54
6th				56	61
7th					57
School	41	41.5	46	49	52

- The overall % proficient has been increasing over the last four years.
- Within the grade levels there is no clear historical trend.

Reading: Historical Trend in % P&A Disaggregated by Subgroup

	2008		2009		2010		2011		2012		2013		2014	
	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N
FaRM	37	164	36	162	43	200	42	233	37	237	45	313	46	366
Not FaRM	50	32	52	21	41	27	52	25	59	29	55	33	55	29
Hispanic	37	170	36	162	40	194	41	223	40	229	45	303	46	351
White	52	21	47	19	63	30	55	33	44	27	67	24	70	23
IEP	7	30	4	24	15	20	11	19	7	29	3	32	3	37
Not IEP	45	166	43	159	45	207	46	239	43	237	51	314	51	358
ELL	35	129	33	120	32	132	39	146	37	164	43	211	45	248
Non-ELL	46	67	46	63	57	95	48	112	42	102	51	135	50	147
Female	46	103	39	99	42	128	41	140	40	149	51	193	54	200
Male	31	93	36	84	42	99	46	118	39	117	41	153	39	195

- The % proficient in the FaRM was an all-time high (46%) with an increase of 200 students since 2008.
- The % proficient in the not FaRM category remained the same (55%).
- The % proficient in the Hispanic category was an all-time high in 2014 (46%) with an increase of 180 students since 2007.
- The % proficient in the ELL category was an all-time high in 2014 (45%).
- The % proficient in the Female category was an all-time high 2014 (54%).

Reading: Historical Trend(s) from Local Measure(s)

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RDG: DIBELS End-of-Year % Benchmark/Core

* Note: School switched to DIBELS Next in 2012.
** Note: 2013 was the 1st year that included 6th grade.

Grade	2008	2009	2010	2011	*2012	**2013	2014
K	95	95	99	98	84	90	100
1	51	57	49	54	47	54	66
2	60	35	51	43	49	42	61
3	38	56	36	42	39	37	37
4	33	38	51	41	52	33	39
5	51	45	60	76	50	45	41
6						71	70
Overall	55	54	58	51	54	53	59

- The overall % of students who are benchmark on DIBELS has remained relatively the same over the past 6 years.
- 4th grade increased the % benchmark/core in 2014 (33% to 39%).
- 5th grade has decreased by 4% in 2014.

RDG: DIBELS vs. CSAP/TCAP

GRD	% CORE @ P+ on 2011 CSAP	% CORE@ P+ on 2012 TCAP	% CORE @ P+ on 2013 TCAP	% CORE @ P+ on 2014 TCAP	% Strateg/ Intens @ P+ on 2011 CSAP	% Strateg/ Intens @ P+ on 2012 TCAP	% Strateg/ Intens @ P+ on 2013 TCAP	% Strateg/ Intens @ P+ on 2014 TCAP	% Intens @ P+ on 2011 CSAP	% Intens @ P+ on 2012 TCAP	% Intens @ P+ on 2013 TCAP	% Intens @ P+ on 2014 TCAP
3	86	68	87	60	25	17	75	21	6	8	18	19
4	69	72	75	84	20	15	27	10	9	0	5	6
5	61	51	82	66	8	18	27	20	0	0	6	15
6			71	87			25	8			18	5
AVG	72	64	79	74	18	17	39	15	5	3	12	11

- The % of students who scored strategic on DIBELS, but proficient on TCAP decreased in 2014.
- The % of students who scored intensive on DBIELS, but proficient on TCAP decreased in 2014.
- The % of students who scored core on DIBELS and proficient on TCAP decreased in 2014.

RDG: % P/A of Students Considered ELL

	2010	2011	2012	2013	2014
NEP	5%	0%	0%	0%	0%
LEP	27%	26%	22%	27%	32%
FEP	88%	80%	85%	78%	76%
all dist fep	61%	56%	66%	67%	65%
All ELL	32%	39%	37%	4%	44%
all district	58	54	56	57	56

- The percent of student scoring P/A who are also considered FEP, has steadily been decreasing since 2010.

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RDG: # of Students with a Significant Reading Deficiency 2013-2014

	No Reading Deficiency		Significant Reading Deficiency		Total Students	
	#	%	#	%	Total #	Total %
K-3	309	82	69	18	378	100
4	52	61	33	39	85	100

RDG: # of Students with a Significant Reading Deficiency 2014-2015

	No Reading Deficiency		Significant Reading Deficiency		Total Students	
	#	%	#	%	Total #	Total %
K-3	458	89	59	11	517	100
4	79	66	40	37	119	100

- In 2014, the percent of students with no reading deficiency increased for both K-3 and 4th grade.

Reading Growth

Reading: Historical Trend of Median Growth Percentiles (MGP)

	2008	2009	2010	2011	2012	2013	2014
4th	46	43	45	32	49	40	35
5th	55	47	52	39	46	44	50
6th						51	66
7th							60
Elem	52	45	46	36	47	44*	43
Middle							65

- The MGP overall decreased by 1 MGP point in 2014.
- The MGP for 4th grade decreased by 5 MGP points in 2014.
- The MGP for 6th grade increased by 15 MGP points in 2014.
- The MGP for the cohort from 2011 to 2013 has increased steadily over the years from 2011 to 2014.

Combined East Memorial and Bella Romero

Reading Combined: Historical Trend of Median Growth Percentiles (MGP)

	2008	2009	2010	2011	2012	2013	2014
4th	46	43	45	28	46	35	35
5th	55	47	52	35	43	46	50
6th						51	66
7th							60
Elem	52	45	46	32	45	44	43
Middle							65

Elementary Reading: Historical Comparison of Median Growth Percentile (MGP) to Median Adequate Growth Percentile (MAGP)

	2008	2009	2010	2011	2012	2013	2014
MGP	52	45	46	36	47	44	43
MAGP	56	59	47	49	49	50	51
Difference	-4	-14	-1	-13	-2	-6	-8

- There was an 8 point difference in MGP and MAGP in 2014.
- There has been no trend in the data.

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Middle Level Reading: Historical Comparison of Median Growth Percentile (MGP) to Median Adequate Growth Percentile (MAGP)

	2014
MGP	65
MAGP	51
Difference	+14

- For Middle Level, the MGP exceeded the MAGP by 14 MGP points.

Elementary Reading: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2008	2009	2010	2011	2012	2013	2014
% CU	34	18	44	33	34	27	25
% KU	71	55	63	52	67	69	64
% MU	7	8	12	4	9	13	5

- The % of students considered catching up decreased by 2% in 2014.
- The % of students considered keeping up decreased by 5% in 2014.
- The % of students considered moving up decreased by 8% in 2014.

Middle Level Reading: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2014
% CU	39
% KU	81
% MU	5

- This year is baseline data so we can compare in future years.

Elementary Reading by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2008		2009		2010		2011		2012		2013		2014	
	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non
%CU	37	28	21	-	47	38	35	30	27	46	27	23	23	29
%KU	76	-	63	-	58	69	51	53	66	68	71	63	59	71
%MU	11	-	13	-	13	11	6	3	11	5	14	10	2	12

- In 2014, the % of ELL catching up, keeping up, or moving up was less than 2013.
- In 2014, the Non-ELL students had higher percentages in all three categories.

Middle Level Reading by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2014	
	ELL	Non
%CU	40	N<20
%KU	79	85
%MU	6	4

- This year is baseline data so we can compare in future years.

Elementary Reading by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2008		2009		2010		2011		2012		2013		2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
%CU	32	37	16	19	47	41	27	41	32	39	26	26	25	24
%KU	79	-	56	-	74	48	58	46	71	62	79	54	69	55
%MU	7	-	8	-	15	7	5	3	6	12	13	12	7	3

- The % of female students catching up decreased 1% in 2014 (the lowest % in the last 7 years).
- The % of male students catching up increased 1% in 2014.
- The % of female students keeping up decreased 10% in 2014.
- The % of male and female moving up decreased in 2014.

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Middle Level Reading by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2014	
	Female	Male
%CU	25	52
%KU	87	73
%MU	8	0

- This year is baseline data so we can compare in future years.

Reading Growth Gaps

Elementary Growth by Subgroup: Historical Comparison

	2008		2009		2010		2011		2012		2013		2014	
	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non
MGP	56	43	49	38	52	42	40	30	51	42	45	40	44	41
MAGP	56	57	61	55	56	40	54	45	50	48	51	46	56	47
Gap	0	-14	-12	-17	-4	2	-14	-15	1	-6	-6	-6	-12	-6

- The MGP for students considered ELL has consistently been higher than the MGP for Non-ELL students.
- The MGP gap remained the same for Non ELL students in 2014.
- The MGP gap increased for ELL students from 6% to 12% in 2014.

Middle Level Growth by Subgroup: Historical Comparison

	2014	
	ELL	Non
MGP	66	61
MAGP	55	47
Gap	+11	+14

- At middle level, students considered ELL exceeded their MGP by 11%ile points.
- At middle level, students considered Non-ELL exceeded their MGP by 14%ile points.

Elementary Growth by Subgroup: Historical Comparison

	2008		2009		2010		2011		2012		2013		2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
MGP	52	56	45	45	52	41	31	39	50	42	45	42	45	39
MAGP	53	59	59	60	47	48	53	47	53	47	50	48	46	57
Gap	-1	-3	-14	-15	5	-7	-22	-8	-3	-5	-5	-6	-1	-18

- The MGP for Females stays around 45.
- The MGP for Males fluctuates more, but stays around 42.
- In 2014, the growth gap for females decreased to 1 percentage point.

Middle Level Growth by Subgroup: Historical Comparison

	2014	
	Female	Male
MGP	65	64
MAGP	48	51
Gap	+17	+13

- In 2014, both male and female exceeded their MGP.

Elementary Growth by Subgroup: Historical Comparison

	2008		2009		2010		2011		2012		2013		2014	
	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non
N	21	103	20	92	<20	136	<20	153	<20	134	24	215	<20	154
MGP	41	54	32	48							26	45		
MAGP	78	52	80	53							82	46		
Gap	-37	2	-48	-5							-56	-1		

- Students on an IEP consistently have a lower MGP than student who are not on an IEP.

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Middle Level Growth by Subgroup: Historical Comparison

	2014	
	IEP	Non
N	<20	106
MGP		
MAGP		
Gap		

- Not enough students to determine

Reading: Median Growth Percentiles (MGP) Based on Starting Proficiency Level

Starting Profic. Level	2012	2013	2014
U	56	39	54
PP	47	41	50
P	42	45	46
A	-	-	-
School	47	44	43

- In 2014, students who scores unsatisfactory had a higher MGP than students who scored partially proficient or proficient.

Reading Priority Performance Challenge: The percentage of students scoring P & A on TCAP since 2006 has been a **flat trend** and is well below the State average.

Reading Root Cause: There is an overall deficiency in the planning of targeted student application and delivery of effective feedback included in the instructional approach.

Math Achievement

Math: Historical Trend in % P&A by Grade, Level and Overall

	2006	2007	2008	2009	2010	2011	2012	2013	2014
3rd	26	18	42	70	60	54	42	55	56
4th	48	34	36	32	55	48	54	44	47
5th	24	33	48	23	37	48	52	51	54
6th								49	49
7th									23
Elem	33	28	42	41	51	51	49	50	52
Middle									40

- The overall % proficient has a flat trend across the last 4 years.
- 2014 is the first year of separating elementary and middle school
- In 2014, grades 3rd, 4th, and 5th grade increased in overall % P&A.
- In 2014, 6th grade remained the same.

Combined East Memorial and Bella Romero

Math: Historical Trend of % P&A by Grade, Level and Overall

	2011	2012	2013	2014
3rd	51	46	51	46
4th	56	49	39	41
5th	45	45	42	41
Elem	51	47	44	43

- If the data was combined, there would be a decreasing trend.

Math: Historical Trend % P&A by Content Standards 1 and 6

	2010		2011		2012		2013		2014	
	Std 1	Std 6	Std 1	Std 6	Std 1	Std 6	Std 1	Std 6	Std 1	Std 6
3rd	49	67	49	54	41	42	43	49	52	55
4th	52	54	46	59	47	55	52	36	49	55
5th	41	32	53	51	47	49	55	55	49	58
6th							54	63	41	52
7th									28	
Elem	47	51	49	55	45	49	51	51	50	56
Middle									35	39

- 5th grade has an increasing trend of % proficient on standard 6.
- In 4th grade, the % P&A on standard 6 increased from 36% to 55%.
- The overall school-wide trend of % proficient remains flat over the last 4 years on standard 1.
- In 2014 in grades 4th, 5th, and 6th there was a decrease in the % P&A

Math: Historical Trend % P&A by Content Standards 2 and 3

	2010		2011		2012		2013		2014	
	Std 2	Std 3	Std 2	Std 3	Std 2	Std 3	Std 2	Std 3	Std 2	Std 3
3rd	71		57		43		59		60	
4th	50	50	59	53	53	52	44	38	44	38
5th	35	32	45	51	45	44	46	49	51	49
6th							47	46	47	60
7th									33	25
Elem	52	51	54	54	47	46	49	48	52	49
Middle									40	43

- In 3rd grade the % proficient was declining, but since 2013 the % has increased.
- In 4th grade the % proficient is on a declining trend over the last 4 years for standard 2 and standard 3.
- In 5th grade the % proficient for standard 2 and standard 3 have been on an increasing trend.

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Math: Historical Trend % P&A by Content Standards 4 and 5

	2010		2011		2012		2013		2014	
	Std 4	Std 5	Std 4	Std 5	Std 4	Std 5	Std 4	Std 5	Std 4	Std 5
3rd	45		52		41		49		52	
4th	55		60		64		43		62	
5th	46		48		55		47		47	
6th							53		55	
7th									19	
Elem	49		53		53		48		54	
Middle									37	

- Both 4th and 5th grades were on an increasing trend for standards 4 and 5, but both grades decreased the % proficient on both standards in 2013.
- The overall % proficient has remained relatively flat over the last 4 years.
- 2014 was the highest % P&A for standards 4 and 5.

Math: Historical Trend in % P&A Disaggregated by Subgroup (Elementary)

	2007		2008		2009		2010		2011		2012		2013		2014	
	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	% P/A	Total N
FaRM	25	174	40	162	41	165	52	201	50	234	49	237	48	316	52	258
Not FaRM	52	21	50	32	48	21	44	27	52	25	52	29	52	33	56	18
Hispanic	25	161	40	169	40	164	50	195	50	224	49	229	48	306	51	249
White	50	30	57	21	50	20	60	30	55	33	59	27	63	24	N<16	N<16
IEP	7	28	13	30	4	25	30	20	21	19	18	28	16	32	7	27
Not IEP	32	167	47	164	47	161	53	208	53	240	53	238	52	317	57	249
ELL	26	121	38	129	39	122	46	134	51	146	50	164	44	213	51	176
Non-ELL	32	74	49	65	47	64	59	94	50	113	47	102	56	136	54	100
Female	28	104	39	103	43	100	50	129	46	141	48	149	49	195	59	134
Male	29	91	45	91	40	86	53	99	55	118	50	117	47	154	48	142

- The % proficient of students considered in the FaRM category has remained flat over the last 4 years.
- The % proficient of students not in the FaRM category remained at 52% for 3 years, but increased to 56% in 2014.
- In 2014 there was an 11% difference in the % P&A between females and males.
- The % proficient has consistently decreased for students on an IEP since 2010.

Math: Historical Trend in % P&A Disaggregated by Subgroup (Middle)

	2014	
	%P/A	Total N
FaRM	38	108
Not FaRM	N<16	N<16
Hispanic	37	102
White	N<16	N<16
IEP	N<16	N<16
Not IEP	42	109
ELL	38	73
Non-ELL	41	46
Female	39	66
Male	40	53

- In 2014, there is only a 1% difference between female and male.
- In 2014, students considered to be non-ELL outperformed students who are considered ELL.

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Math: Galileo End of Year Benchmark Assessment (% Proficient/Advanced)

	2010	**2011**	**2012**	**2013**	**2014**
3rd	67	51	27	37	51
4th	64	59	52	34	65
5th	25	53	44	44	31
6th				32	51
7th					15
Elem	52	54	41	37	49
Middle					33

- 4th grade proficiency increased by almost double in 2014.
- There is no clear trend in 5th grade proficiency.

Math: % P/A of Student Considered ELL

	2010	2011	2012	2013	2014
NEP	19%	27%	14%	4%	17%
LEP	46%	39%	36%	33%	37%
FEP	76%	85%	96%	72%	73%
all dist fep	35%	43%	37%	44%	41%
All ELL	46%	51%	49%	44%	47%
all district	40%	42%	41%	42%	43%

- The percent of student scoring P/A who are also considered ELL has decreased since 2012 from 85% to 73%.

Math Growth

Math: Historical Trend of Median Growth Percentiles (MGP)

	2008	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
4th	50	33	36	39	54	46	47
5th	80	60	53	46	57	48	69
6th						57	65
7th							38
Elem	63	42	42	43	55	51	55
Middle							51

- The elementary MGP increased 4 MGP percentage points.
- In 2014, 5th grade MGP increased 21 percentage points.

Elementary Math: Historical Comparison of Median Growth Percentile (MGP) to Median Adequate Growth Percentile (MAGP)

	2010	**2011**	**2012**	**2013**	**2014**
MGP	42	43	55	51	55
MAGP	63	56	64	65	66
Difference	-21	-13	-9	-14	-11

- 2014 and 2012 was the highest MGP (55).

Middle Level Math: Historical Comparison of Median Growth Percentile (MGP) to Median Adequate Growth Percentile (MAGP)

	2014
MGP	51
MAGP	74
Difference	-23

- 2014 data is baseline data and will be used to compare years in the future.

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Elementary Math: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2008	2009	2010	2011	2012	2013	2014
% CU	33	10	19	16	27	14	24
% KU	69	35	36	51	57	53	57
% MU	41	17	17	20	22	16	23

- The % of students in all three categories increased in 2014.
- The % of students in the catch up category increased 20% in 2014
- The % of students in the keep up category increased 4% in 2014.
- The % of students in the move up category increased 27% in 2014.

Middle Level Math: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2014
% CU	13
% KU	32
% MU	9

- 2014 data is baseline data and will be used to compare years in the future.

Elementary Math by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2007		2008		2009		2010		2011		2012		2013		2014	
	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non
%CU	21	10	27	46	11	-	17	23	13	18	31	21	10	17	24	27
%KU	67	60	73	-	33	-	31	41	46	62	59	55	47	62	63	49
%MU	24	-	48	-	15	-	4	28	20	19	22	22	13	21	23	23

- The % of ELL students catching up, keeping up and moving up increased in 2014.
- In 2014 the % of keeping up students considered ELL increased from 47% to 63%.
- In 2014 the % of keeping up students considered non-ELL decreased from 62% to 49%.
- In 2014 the % of moving up students considered ELL increased from 13% to 23%.

Middle Level Math by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2014	
	ELL	Non
%CU	17	-
%KU	31	33
%MU	8	9

- In 2014, middle level percentages for % catching up, % keeping up, and % moving up were significantly less than elementary for students considered ELL.

Elementary Math by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2007		2008		2009		2010		2011		2012		2013		2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
%CU	20	13	24	44	13	7	15	24	16	14	27	29	13	12	24	25
%KU	58	-	-	-	48	20	32	41	55	51	59	56	52	54	58	56
%MU	22	-	-	-	-	-	14	22	17	23	16	30	16	14	21	25

- The % of Female students in the catching up and keeping up categories increased in 2014.
- The % of male students in the catching up category increased in 2014 from 12 to 25.
- The % of male students in the moving up category increased in 2014 from 14 to 25.

Middle Level Math by Subgroup: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2014	
	Female	Male
%CU	19	7
%KU	24	44
%MU	7	-

- First year of data.

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Math Growth Gaps

Elementary Math Growth by Subgroup: Historical Comparison

	2007		2008		2009		2010		2011		2012		2013		2014	
	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non
MGP	56	45	63	80	43	36	45	32	43	47	58	46	51	50	62	46
MAGP	69	68	62	72	77	60	66	59	55	60	62	68	67	65	73	60
Gap	-13	-23	1	8	-34	-24	-21	-27	-12	-13	-4	-22	-16	-15	-11	-14

- For the last 3 years, the MGP for ELL students has been higher than the MGP for Non-ELL students.
- The MGP difference between ELL and Non-ELL is 16 MGP points with ELL having 62 MGP and Non having 46.

Middle Level Math Growth by Subgroup: Historical Comparison

	2014	
	ELL	Non
MGP	52	44
MAGP	78	66
Gap	-26	-22

- The MGP for ELL students is higher than Non-ELL.

Elementary Math Growth by Subgroup: Historical Comparison

	2007		2008		2009		2010		2011		2012		2013		2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
MGP	51	50	59	78	55	37	41	47	45	36	57	50	48	54	50	62
MAGP	67	71	80	75	74	74	63	64	56	53	66	62	67	64	67	64
Gap	-16	-11	-21	3	-19	-37	-22	-17	-11	-17	-9	-12	-19	-10	-17	-2

- In 2014, both males and females increased their MGP.
- In 2014, males had a MAGP of 62 and a MGP of 62, the smallest gap in the last six years.
- In 2014, the MGP for males was an all-time high.

Middle Level Math Growth by Subgroup: Historical Comparison

	2014	
	Female	Male
MGP	57	50
MAGP	75	72
Gap	-18	-22

- In 2014 the MGP for females was 7 MGP points higher than males.

Elementary Math Growth by Subgroup: Historical Comparison (Shaded if N<20 for IEP)

	2007		2008		2009		2010		2011		2012		2013		2014	
	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non
N			20	102	20	94							23	215		
MGP			39	68	39	43							39	51		
MAGP			87	74	91	66							90	64		
Gap			-48	-6	-52	-23							-51	-13		

- In 2014 there was not a large enough data sample.

Middle Level Math Growth by Subgroup: Historical Comparison

	2014	
	IEP	Non
N		
MGP		
MAGP		
Gap		

- In 2014 there was not a large enough data sample.

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Math: Median Growth Percentiles (MGP) Based on Starting Proficiency Level

Starting Profic. Level	2012	2013	2014
U	56	46	56
PP	59	49	47
P	57	50	51
A	N<20	58	N<20
School	55	51	55

- In 2009, students who scored unsatisfactory had a significantly higher MGP than students who scored PP or P.
- In 2012 and 2013 the MGP for students who scored unsatisfactory was lower than the MGP for students who scored PP or P.

Math Priority Performance Challenge: Only 46% of all tested students scored proficient or advanced in 2014. The magnitude of the challenge is illustrated by how far this is below the state average (i.e. 2014 State averages for grades 3, 4, 5, 6, and 7 were 72, 72, 65, 61, and 55% respectively).

Math Root Cause: Tier 1 and 2 instruction focused on enhancing number sense is included in the curriculum but is not consistently applied in adequate scope or quantity across all grade levels.

Writing Achievement

Writing: Historical Trend of % P&A by Grade, Level and Overall

	2006	2007	2008	2009	2010	2011	2012	2013	2014
3rd	14	14	27	38	18	18	22	28	37
4th	31	15	16	21	24	27	22	21	20
5th	26	33	30	23	25	38	22	42	31
6th								34	44
7th									20
Elementary	23	21	23	27	22	28	22	30	29
Middle									32

- The % proficient for elementary was about the same as 2013.
- 5th grade decreased by 11%
- 6th grade increased by 10%

Combined East Memorial and Bella Romero

Writing: Historical Trend of % P&A by Grade, Level and Overall

	2011	2012	2013	2014
3rd	23	25	25	30
4th	22	23	20	18
5th	35	33	35	30
Elem	27	27	27	26

- When combining the East Memorial data with the Bella Romero data there is no trend.

Writing: Historical Trend % P&A by Content Standard 2

	2010	2011	2012	2013	2014
3rd	25	20	22	30	32
4th	20	28	34	18	21
5th	27	28	22	35	30
6th				32	36
7th					17
Elem	24	25	26	29	28
Middle					33

- Standard 2 % proficient has continued to increase since 2010.
- 4th grade increased the % proficient on standard 2 by 3% in 2014.
- 3rd grade increased the % proficient on standard 2 by 2% in 2014.
- 5th grade decreased the % proficient on standard 2 by 5% in 2014
- 6th grade increased the % proficient on standard 2 by 4% in 2014.

Writing: Historical Trend % P&A by Content Standard 3

	2010	2011	2012	2013	2014
3rd	21	23	28	29	33
4th	33	34	23	24	21
5th	28	52	27	43	33
6th				39	51
7th					25
Elem	27	36	26	34	29
Middle					38

- The % proficient decreased by 5% overall in 2014.
- In 2014, 3rd grade had an all-time high % proficient.
- In 2014, 5th grade % proficient decreased by 10%.

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Writing: Historical Trend in % P&A Disaggregated by Subgroup

	2007		2008		2009		2010		2011		2012		2013		2014	
	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	%P/A	Total N	% P/A	Total N
FaRM	18	174	21	164	25	163	21	200	27	233	21	236	28	314	30	365
Not FaRM	43	21	34	32	43	21	33	27	36	25	31	29	42	33	41	29
Hispanic	15	160	22	171	27	162	20	194	26	223	24	228	29	304	30	350
White	52	31	38	21	25	20	40	30	39	33	15	27	42	24	43	23
IEP	3	29	3	31	0	24	5	20	5	19	4	28	6	32	3	37
Not IEP	24	166	27	165	31	160	24	207	29	239	24	237	32	315	34	357
ELL	14	120	20	130	27	120	16	133	21	145	23	163	28	211	27	248
Non-ELL	31	75	30	66	28	64	32	94	35	113	21	102	32	136	37	146
Female	24	104	30	103	33	99	24	128	30	140	25	149	33	194	38	199
Male	17	91	16	93	20	85	20	99	25	118	18	116	25	153	23	195

- The % proficient of students considered FaRM is on an increasing trend.
- Non-FaRM students outperformed FaRM students by 11% in 2014.
- The % of students on an IEP scoring proficient decreased in 2014.
- In 2014, females had an all-time high % proficient.
- Females consistently outperform males.

Writing: % P/A of Students Considered ELL

	2010	2011	2012	2013	2014
NEP	0%	0%	5%	0%	0%
LEP	8%	8%	8%	12%	13%
FEP	76%	58%	61%	58%	59%
dis fep	51%	51%	51%	49%	49%
FEP diff	25%	7%	10%	9%	10%
All ELL	16%	21%	23%	27%	26%
all district	43	42	41	41	40

- The percent of student scoring P/A who are also considered LEP is increasing.

Writing Growth

Writing: Historical Trend of Median Growth Percentiles (MGP)

	2008	2009	2010	2011	2012	2013	2014
4th	50	24	39	39	65	34	47
5th	58	52	48	44	42	47	69
6th						61	65
7th							38
Elem	52	41	43	43	52	46	55
Middle							51

- The overall MGP increased by 9 MGP points.
- The MGP for 4th grade increased by 13 MGP points in 2014.
- The MGP for 5th grade increased by 27 MGP points in 2014.

Elementary Writing: Historical Comparison of Median Growth Percentile (MGP) to Median Adequate Growth Percentile (MAGP)

	2010	2011	2012	2013	2014
MGP	43	43	52	46	38
MAGP	64	58	70	64	65
Difference	-21	-15	-18	-18	-27

- The MAGP has remained consistently lower than the MGP over the last 4 years.
- 2014 was the biggest gap between MGP and MAGP.

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Middle Level Writing: Historical Comparison of Median Growth Percentile (MGP) to Median Adequate Growth Percentile (MAGP)

	2014
MGP	56
MAGP	71
Difference	-15

- 15 MGP point difference between MGP and MAGP.

Elementary Writing: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2008	2009	2010	2011	2012	2013	2014
% CU	31	22	20	29	33	29	24
% KU	70	64	52	75	60	59	57
% MU	-	5	10	23	14	10	23

- % catching up decreased by 5% in 2014.
- % keeping up decreased 2% in 2014.
- % moving up increased 13% in 2014.

Middle Level Writing: Historical Comparison of % of Students Catching Up, Keeping Up, Moving Up

	2014
% CU	13
% KU	32
% MU	9

Writing Growth Gaps

Elementary Writing Growth by Subgroup: Historical Comparison

	2007		2008		2009		2010		2011		2012		2013		2014	
	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non	ELL	Non
MGP	50	45	56	50	41	40	43	45	40	44	55	46	46	46	47	40
MAGP	69	56	70	71	66	58	67	58	60	52	70	66	65	58	68	59
Gap	-19	-11	-14	-21	-25	-18	-24	-13	-20	-8	-15	-20	-19	-12	-21	-19

- There is no significant trend when comparing the MGP of students considered ELL and Non-ELL.

Middle Level Writing Growth by Subgroup: Historical Comparison

	2014	
	ELL	Non
MGP	47	40
MAGP	68	59
Gap	-21	-19

Elementary Writing Growth by Subgroup: Historical Comparison

	2007		2008		2009		2010		2011		2012		2013		2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
MGP	52	45	52	59	52	30	39	48	48	40	55	45	45	47	40	36
MAGP	60	67	64	74	60	68	64	69	54	59	70	69	57	65	55	71
Gap	-12	-22	-12	-15	-8	-38	-25	-21	-6	-19	-15	-14	-12	-18	-15	-35

- The MGP for Females decreased 5 percentile points in 2014.
- The MGP for Males decreased 11 percentile points in 2014.

Middle Level Writing Growth by Subgroup: Historical Comparison

	2014	
	Female	Male
MGP	57	54
MAGP	68	72
Gap	-11	-18

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Elementary Writing Growth by Subgroup: Historical Comparison (Shaded if N<20 for IEP)

	2007		2008		2009		2010		2011		2012		2013		2014	
	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non	IEP	Non
N			22	102	20	92							23	213		
MGP			54	52	27	44							39	46		
MAGP			83	63	83	58							87	57		
Gap			-29	-11	-56	-14							-48	-11		

- There is no significant trend when comparing the MGP of students considered IEP and Non-IEP.

Middle Level Writing Growth by Subgroup: Historical Comparison (Shaded if N<20 for IEP)

	2014	
	IEP	Non
N		
MGP		
MAGP		
Gap		

Writing: Median Growth Percentiles (MGP) Based on Starting Proficiency Level

Starting Profic. Level	2012	2013	2014
U	47	40	41
PP	56	48	45
P	46	39	46
A			
School	52	46	38

- No significant trend

Writing Priority Performance Challenge: Only 32% of all tested students scored proficient or advanced in 2014. Although this represents the highest overall % P/A in history, the trend in years other than 2013 and 2014 has been **flat** in almost all grade levels.   The % P/A is also well below the State average (i.e. 2014 State averages for grades 3, 4, 5, 6, and 7 were 51, 52, 55, 57, and 61% respectively).

Writing Root Cause: Instruction in the area of vocabulary development is not applied consistently enough across all content areas to increase the writing proficiency level of NEP and LEP students.

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