

# ESES Strategic Measures of Student Success

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Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Early Literacy and Foundational Skill Development	<ul style="list-style-type: none"> <li>Following a comprehensive analysis of the 2023 GMAS scores, our administrative and intervention teams employed a data triangulation methodology to identify specific areas of knowledge deficiency, particularly in reading. We conducted a comparative study, aligning our students' MAP Lexile levels and achievement metrics with the foundational skill scores from i-Ready and the Words Their Way Spelling Inventory assessments.</li> <li>Our K-2 grade level cohorts will be granted access to a curated suite of literacy resources, including UFLI, Words Their Way, and Fountas and Pinnell materials to address these identified gaps. The objective is to tailor instruction and small group strategy groups to propel students toward grade-level proficiency, as measured by the upcoming spring 2023 GMAS assessments.</li> <li>Based on HCLI and GKIDS data, Kindergarten will work on letters and sounds during SOAR and differentiated guided reading groups to increase the development in early literacy and foundational skills.</li> <li>Based on the Letter Sound Assessment, first grade will form differentiated small groups in SOAR and utilize the F&amp;P Phonics program to improve letter recognition and letter sounds.</li> <li>Based on MAPs Fluency Data, 2nd grade will use Florida Reading Research to form small groups in order to improve student's phonemic manipulation within the MAPs Fluency assessment</li> <li>Based on i-Ready Diagnostic data (BOY, ELA), third grade will utilize domains specific to phonemic awareness, phonics, and high-frequency words in i-Ready to improve students' decoding skills (fluency) as measured by monthly running records and phonics domain scores in i-Ready (diagnostic and progress monitoring data)</li> <li>Based on i-Ready Diagnostic data, fourth grade students will have the opportunity to utilize the UFLI and Fountas &amp; Pinnell Word Study system to address gaps in</li> </ul>	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	79.0	79.0	70.0	70.90
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	67.0	45.0	49.0	50.53
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020)	1	-	67.0	47.0	73.0	85.0	85.45
		(2021 = Spring 2021)	2	34.0	54.0	29.0	45.0	56.0	57.32
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020)	1	-	44.0	74.0	99.0	99.0	99.03
		(2021 = Fall 2020 to Spring 2021)	2	1.0	1.0	5.0	99.0	98.0	98.06
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020)	K	-	-	-	2.0	0.0	3.00
		(2021 = Spring 2021)	1	-	22.0	42.0	36.0	43.0	44.71
			2	84.0	74.0	56.0	70.0	73.0	73.81
		% of students meeting grade-level expectations for the Phonics portion of Decoding Skills on MAP Reading Fluency assessment (2020 = Winter 2020)	K	-	-	0.0	80.6	78.7	79.34
		(2021 = Spring 2021)	1	-	68.6	0.0	0.0	0.0	3.00
			2	85.9	0.0	0.0	0.0	0.0	3.00
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (2020 = Winter 2020)	K	-	-	-	86.0	83.3	83.83
		(2021 = Spring 2021)	1	-	70.8	82.0	71.0	65.0	66.05
			2	100.0	78.6	76.0	71.4	70.4	71.29

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				2019	2020	2021	2022	2023	2024	
Literacy	<ul style="list-style-type: none"> <li>Following a comprehensive analysis of the 2023 GMAS scores, our administrative and intervention teams employed a data triangulation methodology to identify specific areas of knowledge deficiency, particularly in reading. We conducted a comparative study, aligning our students' MAP Lexile levels and achievement metrics with the foundational skill scores from i-Ready and the Words Their Way Spelling Inventory assessments.</li> <li>Our 3-5 grade level cohorts will be granted access to a curated suite of literacy resources, including UFLI, Words Their Way, and Fountas and Pinnell materials to address these identified gaps. The objective is to tailor instruction and small group strategy groups to propel students toward grade-level proficiency, as measured by the upcoming spring 2024 GMAS assessments.</li> <li>Based on HCLI and Fountas and Pinnell data, Kindergarten implementing LLI Kits during SOAR and will work on retelling fiction and nonfiction texts during guided reading groups to increase literacy skills.</li> <li>Based on HCLI Reading Data first grade will form differentiated guided reading groups and use the F&amp;P Guided Reading Program to improve decoding unknown words.</li> <li>Based on i-Ready Diagnostic Data, 2nd grade will use next steps in i-Ready specifically geared toward vocabulary to improve this area of student's reading levels.</li> <li>Based on i-Ready Diagnostic data (BOY, ELA), third grade will utilize domains specific to literature comprehension and informational comprehension in i-Ready to improve students' comprehension skills as measured by monthly running records and diagnostic and lesson scores in i-Ready.</li> <li>Based on HCLI data, fourth grade will utilize the Fountas &amp; Pinnell Guided Reading component and i-Ready student pathways to improve reading levels and comprehension.</li> <li>Based on Fall MAPS data, fifth grade will provide small-group tutoring to students</li> </ul>	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	61.1	Waived	51.0	47.9	46.9	48.49	
			4	52.0		48.3	42.7	46.3	47.91	
			5	61.5		68.9	52.1	50.5	51.99	
			National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	-	56.0	58.0	64.0	54.0	55.38
				4	39.0	66.0	43.0	54.0	59.0	60.23
				5	-	46.0	73.0	38.0	44.0	45.68
			School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	-	47.0	54.0	96.0	98.0	98.06
				4	8.0	14.0	18.0	95.0	74.0	74.78
				5	-	13.0	84.0	42.0	82.0	82.54
			% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	84.0	Waived for 2020	69.6	73.5	64.6	65.66
				4	82.4		72.4	74.8	71.3	72.16
				5	84.4		82.1	78.4	73.9	74.68
			% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3	85.5	Waived for 2020	69.6	71.8	67.7	68.67
				4	69.6		59.5	59.2	57.4	58.68
				5	77.9		79.2	71.6	69.4	70.32
			% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	91.5	Waived for 2020	N/A	-	-	-
				5	76.5		N/A	-	-	-
			% of students meeting grade-level expectations (L3 & L4) on the English Language Arts portion of the Georgia Alternate Assessment in grades 3, 4 and 5 combined (must be 15 students or more)	3, 4 & 5			IP		79.0	79.58

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Math Proficiency	<ul style="list-style-type: none"> <li>•Based on GKIDS, kindergarten will work on 1-to-1 correspondence and answering 'How many' with written numerals by using daily number talks and small group counting strategies to improve math proficiency in the counting and cardinality standard.</li> <li>•Based on MAPS Numeracy Data first grade will form differentiated small groups to improve math foundational skills.</li> <li>•Based on the CFA Teaching Assessment cycle, 2nd grade will use FLEX days during our Math block and divide students into groups based on need to improve mastery of essential standards.</li> <li>•Based on fact fluency and i-Ready Diagnostic data (BOY or progress monitoring, Math), third grade will utilize domains specific to the current math unit essential standards to improve prerequisite knowledge needed for success with grade level specific standard and also use the Factswise Program to improve fluency in addition, subtraction, multiplication, and division.</li> <li>•Based on multiplication and division fact fluency data and math essential standards fourth grade will utilize CFA's, our Flex Days and the FactsWise program to improve student achievement in multiplication and division fact fluency.</li> <li>•Based on our teaching assessment cycle, fifth grade teachers will provide small-group instruction using the i-Ready re-teaching lesson in order to increase the number of students who are proficient in each standard.</li> </ul>	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-		82.0	85.0	80.0	80.60	
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-	Waived for 2020	91.0	93.0	89.0	89.33	
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	90.1		88.1	86.3	81.3	81.86	
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	4	84.8		81.9	85.4	82.4	82.93	
			5	77.9		76.4	60.7	67.6	68.57	
			3	61.1		43.6	55.6	45.8	47.43	
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	46.8		43.1	52.4	58.3	59.55	
			5	41.8		47.2	29.9	36.0	37.92	
			4	81.4		N/A	-		-	
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	5	80.3		N/A	-		-	
			1	-		48.0	28.0	88.0	88.0	88.36
			2	83.0		40.0	30.0	39.0	50.0	51.50
			3	-		43.0	48.0	59.0	58.0	59.26
			4	28.0		61.0	43.0	49.0	70.0	70.90
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	5	-		34.0	69.0	38.0	60.0	61.20
			1	-		14.0	40.0	99.0	99.0	99.03
			2	76.0		1.0	41.0	99.0	96.0	96.12
			3	-		31.0	80.0	99.0	99.0	99.03
			4	38.0		18.0	90.0	99.0	95.0	95.15
		% of students meeting grade-level expectations (L3 & L4) on the Math portion of the Georgia Alternate Assessment in grades 3, 4 and 5 combined (must be 15 students or more)	5	-		40.0	99.0	77.0	89.0	89.33
3, 4 & 5			Waived	IP		-	79.0	79.58		

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<b>Safety</b>	<ul style="list-style-type: none"> <li>• Safety Drills, Second Step, PBIS Implementation, Bullying Prevention, Sensory Room application, Counseling &amp; Needs Assessments</li> </ul>	% of students reporting feeling safe at school	3-5	76.9	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	K-5	92.9		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	K-5	92.2		-	-		-
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Attendance Plan, and Recognition Programs, Frequent ATS request, School Social Worker meetings, Teacher Collaboration</li> </ul>	% of students absent less than 10% of enrolled days	K-5	92.4	Waived for 2020	87.3	-		-
		Teacher attendance rate	All	95.8		-	-		-
		Staff attendance rate	All	96.4		-	-		-
		Administrator attendance rate	All	95.8		-	-		-
<b>All Students on Track for Success</b>	<ul style="list-style-type: none"> <li>• Based on GKIDS, i-Ready, and Map data, Kindergarten will work as a PLC to create SOAR groups based on student data to improve growth in all areas.</li> <li>• Based on Progress Monitoring and PLC Work first grade will prioritize student needs, reform small groups to support student growth and create materials that will be implemented during Bright Night for parents to support student growth at home</li> <li>• Based on our PLC work and intervention team's data, 2nd grade will implement Tier 2 groups within our classrooms to improve student growth in all areas.</li> <li>• Based on CEA data (per unit) third grade will use Academic Opportunity (SOAR)</li> </ul>	Overall CCRPI Score	All	83.4	Waived for 2020	N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	73.8		78.8	68.1	65.8	66.83
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	47.5		53.8	41.4	40.5	42.29

Prior year results are color coded to signify whether a target was met (green), performance improved but target was not met (yellow), or performance did not improve and target was not met (red).