

# QRES Strategic Measures of Student Success

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Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
<b>Early Literacy and Foundational Skill Development</b>	<p>*Implement the Fountas and Pinnell literacy classroom components with fidelity to include Guided Reading (Gr), Interactive Read Aloud (IRA), and Shared Reading (SR).</p> <p>*Implement the Heggerty and UFLI programs.</p> <p>*Collaborate as individual teams every Tuesday with the focus of analyzing student data and making data-based decisions for Target Time. Monitor PLC progress through administrators attending weekly meetings and offering support and accountability.</p> <p>*Hold regularly scheduled MTSS meetings (every 6 weeks) to analyze student progress using data from Map Growth, GKIDS, i-Ready, and intervention data trends.</p> <p>* Implement Target time for thirty minutes three times per week to accelerate learning and close gaps. Monitor the implementation of Target Time through observations and data analysis.</p> <p>*Maintain a weekly small group schedule to include differentiated, small group reading instruction weekly. Hold all student reading data in a small group binder in which individual reading progress is notated.</p> <p>*Supplement reading instruction with computer-based programs to support early literacy: iReady, RAZ Kids, Starfall, and ESGI.</p> <p>*Utilize the student goal setting report in Winter and Spring to help first and second grade students identify MAP Growth Reading RIT score goals.</p> <p>*Create CFA's that match the rigor of the standard. Administer and analyze reading CFAs and use the data to inform small group instruction.</p>	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	70.0	59.0	69.0	69.93
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	56.0	33.0	57.0	58.29
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-	76.0	58.0	81.0	68.0	68.96
			2	82.0	67.0	71.0	78.0	72.0	72.84
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-	33.0	75.0	98.0	93.0	93.21
			2	37.0	1.0	93.0	96.0	91.0	91.27
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020) (2021 = Spring 2021)	K	-	-	-	0.0	0.0	3.00
			1	-	27.0	-	43.0	37.0	38.89
			2	-	80.0	-	76.0	59.0	60.23
		% of students meeting grade-level expectations for the Phonics portion of Decoding Skills on MAP Reading Fluency assessment (2020 = Winter 2020) (2021 = Spring 2020)	K	-	-	-	66.7	94.1	94.30
			1	-	83.1	-	0.0	0.0	3.00
			2	-	0.0	-	0.0	0.0	3.00
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (Spring)	K	-	-	-	68.1	91.0	91.27
			1	-	80.0	-	81.8	69.0	69.93
			2	-	88.9	-	87.5	77.8	78.47

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Literacy	<p>*Implement the Fountas and Pinnell literacy classroom components with fidelity to include Guided Reading (Gr), Interactive Read Aloud (IRA), and Shared Reading (SR).</p> <p>*Collaborate as individual teams every Tuesday with the focus of analyzing student data and making data-based decisions for Target Time. Monitor PLC progress through administrators attending weekly meetings and offering support and accountability.</p> <p>*Hold regularly scheduled MTSS meetings (every 6 weeks) to analyze student progress using data from Map Growth, GKIDS, i-Ready, and intervention data trends.</p> <p>* Implement Target time for thirty minutes three times per week to accelerate learning and close gaps. Monitor the implementation of Target Time through observations and data analysis.</p> <p>*Maintain a weekly small group schedule to include differentiated, small group reading instruction weekly. Hold all student reading data in a small group binder in which individual reading progress is notated.</p> <p>*Supplement reading instruction with computer-based programs to support literacy: Catch Up with Coach, Starfall, and ESGI.</p> <p>*Utilize the student goal setting report in Winter and Spring to help first and second grade students identify MAP Growth Reading RIT score goals.</p> <p>*Create CFA's that match the rigor of the standard. Administer and analyze reading CFAs and use the data to inform small group instruction.</p>	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	63.7	Waived	52.9	66.4	53.3	54.70
			4	64.3		59.8	57.9	55.3	56.64
			5	76.1		68.5	72.5	72.7	73.52
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	-	76.0	65.0	80.0	77.0	77.69
			4	76.0	67.0	86.0	86.0	84.0	84.48
			5	-	54.0	61.0	87.0	90.0	90.30
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	-	1.0	80.0	87.0	93.0	93.21
			4	41.0	1.0	94.0	88.0	98.0	98.06
			5	-	1.0	22.0	89.0	99.0	99.03
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	87.3		75.9	84.1	76.1	76.82
			4	95.9	Waived for 2020	87.6	92.6	87.4	87.78
			5	90.3		92.1	92.3	86.9	87.29
		3	87.3	74.7		86.0	71.7	72.55	
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	4	91.8		79.4	80.0	76.7	77.40
			5	87.6		79.6	83.5	85.9	86.32
4	95.8		Waived for 2020	N/A	-	-	-		
5	102.8	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	-	-	-		

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Focus Area	Actions	Measure	Grade	Score Attainment					Target	
				2019	2020	2021	2022	2023	2024	
Math Proficiency	<p>*Collaborate as individual teams every Tuesday with the focus of analyzing student data and making data-based decisions for Target Time. Monitor PLC progress through administrators attending weekly meetings and offering support and accountability.</p> <p>*Hold regularly scheduled MTSS meetings (every 6 weeks) to analyze student progress using data from Map Growth, GKIDS, i-Ready, and intervention data trends.</p> <p>* Implement Target time for thirty minutes three times per week to accelerate learning and close gaps. Monitor the implementation of Target Time through observations and data analysis.</p> <p>*Maintain a weekly small group schedule to include differentiated, small group math instruction weekly. Hold all student math data in a small group binder in which individual reading progress is noted.</p> <p>*Supplement math instruction with computer-based programs to support literacy: iReady, Catch Up with Coach, Reflex, and Starfall.</p> <p>*Utilize the student goal setting report in Winter and Spring to help first and second grade students identify MAP Growth Reading RIT score goals.</p> <p>*Create CFA's that match the rigor of the standard. Administer and analyze math CFAs and use the data to inform small group instruction.</p>	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-		69.0	59.0	72.0	72.84	
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-	Waived for 2020	76.0	67.0	79.0	79.63	
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	92.2		97.6	92.5	85.9	86.32	
			4	99.0		92.8	96.8	87.3	87.68	
			5	92.9		83.1	95.6	92.9	93.11	
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	65.7		61.2	59.8	45.7	47.33	
			4	78.6		66.0	74.7	55.9	57.22	
			5	59.3		46.1	67.0	68.7	69.64	
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	112.1		N/A	-	-	-	
			5	100.5		N/A	-	-	-	
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	1	-		69.0	61.0	77.0	63.0	64.11
			2	98.0		56.0	63.0	76.0	70.0	70.90
			3	-		84.0	72.0	79.0	66.0	67.02
			4	75.0		64.0	88.0	87.0	77.0	77.69
			5	-		60.0	68.0	85.0	94.0	94.18
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	1	-		37.0	83.0	97.0	76.0	76.72
			2	99.0		1.0	93.0	82.0	99.0	99.03
			3	-		71.0	96.0	97.0	70.0	70.90
			4	97.0		36.0	99.0	78.0	79.0	79.63
			5	-		1.0	80.0	93.0	96.0	96.12
% 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)	3, 4 & 5			Waived		IP	-	-	-	
					-					
					-					

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<b>Safety</b>	*Implement Second Step Curriculum. *Develop and implement a school safety plan. *Communicate and train all staff on safety/code procedures. *Implement PAWS up positive behavior incentive plan to include: individual student recognition (Cub cash and positive acknowledgement), quarterly recognition for students with few minor or major discipline referrals (PAWS Up celebrations), student of the month recognition for one student from each class who models	% of students reporting feeling safe at school	3-5	85.7	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	K-5	92.8		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	K-5	95.7		-	-		-
<b>Attendance</b>	*Communicate expectations using TKES/LKES as an evaluation tool for accountability of staff attendance. *Communicate effectively with parents and staff about the importance of student attendance and student achievement through utilizing bi-weekly attendance reports and making phone calls.	% of students absent less than 10% of enrolled days	K-5	92.8	Waived for 2020	86.7	-		-
		Teacher attendance rate	All	96.4		-	-		-
		Staff attendance rate	All	96.0		-	-		-
		Administrator attendance rate	All	97.5		-	-		-
<b>All Students on Track for Success</b>	*Engage and refine practices in weekly PLC collaboration. *Monitor progress and intervention implementation through monthly MTSS meetings. *Implement and focus on inquiry-based, hands-on Science instruction. *Utilize common formative assessment data to reteach/ remediate Science standards to ensure	Overall CCRPI Score	All	88.0	Waived for 2020	N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	90.2		73.0	88.9	82.8	83.32
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	52.7		37.1	55.6	58.6	59.84

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).