

KCES Strategic Measures of Student Success

Due to the cancellation of Spring 2020 testing and reduced testing in 2021, there will be no color coding of results for 2021. Use caution when comparing scores from 2017-2019 with 2021 scores.

Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Early Literacy and Foundational Skill Development	1. Use Core Phonics Survey and the P.A.S.T. to determine students in need of support in phonological awareness and phonics. 2. Provide EIP tiered support through additional specials rotation focused on i-Ready reading and Tier 3 reading support. 3. Use Heggerty in K-2. 4. Provide classroom funds to enrich classroom libraries. 5. Use decodables for early literacy instruction. 6. Set goals and track progress through the Data Team process. 7. Implement Parent University Reading Night. 8. Identify students at risk for dyslexia as a Dyslexia Pilot school. 9. Hold quarterly Reading 1st meetings to guide reading instruction.	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 phonics learning progression	K	-	Waived	87.0	87.0	91.0	91.27
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 conventions of writing learning progression	K	-	Waived	68.0	82.0	83.0	83.51
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020)	1	-	98.0	88.0	82.0	88.0	88.36
		National percentile ranking on the MAP Reading Growth assessment (2021 = Spring 2021)	2	72.0	77.0	92.0	83.0	86.0	86.42
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020)	1	-	99.0	99.0	99.0	95.0	95.15
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2021 = Fall 2020 to Spring 2021)	2	29.0	91.0	97.0	99.0	99.0	99.03
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2020 = Winter 2020)	K	0.0	1.0	3.0	0.0	0.0	3.00
		% of students with an Oral Reading score on MAP Reading Fluency assessment (2021 = Spring 2021)	1	61.0	37.0	50.0	34.0	0.0	3.00
		% of students meeting grade-level expectations for the Phonics portion of Decoding Skills on MAP Reading Fluency assessment (2020 = Winter 2020)	2	91.0	78.0	86.0	88.0	88.0	88.36
		% of students meeting grade-level expectations for the Phonics portion of Decoding Skills on MAP Reading Fluency assessment (2021 = Spring 2021)	K	91.3	70.8	89.2	90.0	94.6	94.78
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (Spring)	1	0.0	84.3	0.0	0.0	0.0	3.00
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (Spring)	2	0.0	0.0	0.0	0.0	0.0	3.00
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (Spring)	K	91.3	81.9	89.2	85.0	91.4	91.66
% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (Spring)	1	100.0	92.2	84.9	80.4	81.6	82.10		
% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment (Spring)	2	83.3	100.0	100.0	77.8	88.9	89.23		

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				2019	2020	2021	2022	2023	2024
Literacy	1. Use Core Phonics Survey and the P.A.S.T. to determine students in need of support in phonological awareness and phonics. 2. Provide EIP tiered support through additional specials rotation focused on i-Ready reading and Tier 3 reading support. 3. Prioritize reading celebrations. 4. Provide classroom funds to enrich classroom libraries. 5. Use decodables for early literacy instruction. 6. Set goals and track progress through the Data Team process. 7. Implement Parent University Reading Night. 8. Identify students at risk for dyslexia as a Dyslexia Pilot school. 9. Hold quarterly Reading 1st meetings to guide reading instruction. 10. Purchase professional resources to enrich strategic reading instruction.	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	75.6	Waived	51.8	73.8	52.2	53.63
			4	66.2	Waived	51.3	51.1	62.5	63.63
			5	85.9	Waived	72.8	76.3	70.3	71.19
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	-	82.0	79.0	92.0	69.0	69.93
			4	84.0	77.0	88.0	82.0	86.0	86.42
			5	-	73.0	77.0	90.0	80.0	80.60
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	-	99.0	93.0	99.0	86.0	86.42
			4	88.0	42.0	89.0	94.0	84.0	84.48
			5	-	68.0	41.0	99.0	62.0	63.14
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	94.2		86.7	95.2	82.6	83.12
			4	97.3	Waived for 2020	88.8	90.0	89.6	89.91
			5	95.3	Waived for 2020	88.9	93.8	93.1	93.31
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3	93.0	Waived for 2020	77.1	92.9	80.4	80.99
			4	86.5	Waived for 2020	77.5	70.0	83.3	83.80
			5	91.8	Waived for 2020	82.7	88.8	85.1	85.55
		% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	91.1	Waived for 2020		-	-	-
			5	78.9	Waived for 2020		-	-	-
		% 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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Math Proficiency	1.Utilize PAWS time for Tier 2 math interventions. 2.Implement Parent University Night. 3.Utilize state math grant to purchase additional math manipulatives to support implementation of new math standards. 3.Utilize the Gifted Coalition to enrich and extend math learning. 4.Set goals and track progress through the Data Team Process. 5.Evaluate and implement CFAs for appropriate depths of knowledge. 6.Use art instruction to enrich geometry vocabulary knowledge and concepts.	% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-number learning progression	K	-		90.0	90.0	92.0	92.24
		% of students scoring a performance level of demonstrating or exceeding on the GKIDS 2.0 counting-objects learning progression	K	-	Waived for 2020	93.0	90.0	96.0	96.12
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	91.9	Waived for 2020	95.2	100.0	94.6	94.76
			4	97.3	Waived for 2020	92.5	97.8	96.9	96.99
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	5	95.3	Waived for 2020	90.1	91.3	93.1	93.31
			3	75.6	Waived for 2020	56.6	83.3	67.4	68.38
			4	86.5	Waived for 2020	73.8	78.9	80.2	80.79
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	5	69.4	Waived for 2020	55.6	57.3	63.4	64.50
			4	104.8			-		-
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	5	76.5			-		-
			1	-	93.0	92.0	88.0	96.0	96.12
			2	99.0	65.0	85.0	85.0	92.0	92.24
			3	-	72.0	75.0	97.0	86.0	86.42
			4	82.0	69.0	91.0	91.0	95.0	95.15
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	5	-	73.0	85.0	87.0	88.0	88.36
			1	-	99.0	99.0	99.0	99.0	99.03
			2	96.0	54.0	96.0	99.0	99.0	99.03
			3	-	48.0	97.0	99.0	93.0	93.21
			4	83.0	19.0	99.0	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	-	11.0	98.0	95.0	98.0	98.06
			3, 4 & 5		Waived	IP	-	-	-
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Safety	1.Use Cougar Cash to improve student behavior on buses. 2.Use the Bus of the Month program to recognize good bus behavior. 3.Hold quarterly grade level meetings to address student safety.	% of students reporting feeling safe at school	3-5	91.1	Waived	-	-		-
		Safe and Substance Free Learning Environment Climate Rating	K-5	98.6		-	-		-
		Student Discipline Climate Rating (Weighted Suspension)	K-5	89.8		-	-		-
Attendance	1.Utilize attendance committee to review attendance data and recognize staff who have good attendance. 2.Recognize perfect student attendance by holding a celebration after each nine weeks.	% of students absent less than 10% of enrolled days	K-5	93.1	Waived for 2020	83.4	-		-
		Teacher attendance rate	All	96.3		-	-		-
		Staff attendance rate	All	96.4		-	-		-
		Administrator attendance rate	All	97.5		-	-		-
All Students on Track for Success	1.Set goals and track progress through the Data Team process. 2.Secure additional resources and materials, such as Brain Pop and Generation Genius to support instruction in science.	Overall CCRPI Score	All	92.9	Waived for 2020	N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	95.1		87.7	90.0	81.2	81.76
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	68.3		66.7	62.5	44.6	46.26

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).