

BES 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
Literacy	<ul style="list-style-type: none"> -Continue to provide professional development for literacy to include instructional practices during collaborative team time. -Collaborate as individual teams weekly to also include additional time as a grade level outside of contract hours as an entire team for planning instruction and reviewing data from various assessments. Collaboration also includes modeling practices and sharing of specific strategies for literacy. -Analyze data as grade levels from i-Ready, HCLI, MAP, CFA, and Summative Assessments to determine the individualized needs of students and effectively plan small group instruction during BES administrative collaboration data check-in dates. -Analyze formative and summative assessments for alignment and intent of standards and provide feedback on assessments by the BES ELA Coalition. -Provide instruction to students during Academic Opportunity (AO/Wildcat Workout) time who demonstrate grade level gaps in their instruction according to GMAS. -The intervention team will discuss specific student data and create an intervention action plan for students who are considered T3. The team will review progress data on 4-6-week basis. -Students will be provided a weekly on grade level passage to read with their parents each night. -Teachers will attend county cadre meetings for professional learning and redelivery to grade levels. -EIP teachers support content literacy groups. -Leveled texts are provided to students below grade level. 	% of students demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band of each grade level on the GMAS	3	58.3	Waived	63.6	65.4	70.6	71.48
			4	63.5		56.2	60.9	61.1	62.27
			5	74.3		83.0	73.1	75.0	75.75
		National percentile ranking on the MAP Reading Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	80.0	81.0	91.0	92.0	91.0	91.27
			4	67.0	75.0	91.0	89.0	87.0	87.39
			5	64.0	79.0	90.0	87.0	85.0	85.45
		School Conditional Growth Percentile on the MAP Reading Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	79.0	35.0	91.0	98.0	95.0	95.15
			4	3.0	1.0	93.0	74.0	78.0	78.66
			5	4.0	25.0	66.0	82.0	63.0	64.11
		% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	87.5		81.8	84.3	89.0	89.33
			4	89.8	Waived for 2020	89.9	82.8	88.6	88.94
			5	87.2		95.3	93.1	89.9	90.20
		3	88.2	80.2		83.2	88.3	88.65	
		% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	4	79.6	Waived for 2020	80.3	75.5	77.3	77.98
			5	87.2		90.1	86.6	85.1	85.55
			4	60.3		-	-	-	-
		% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	5	76.9	-	-	-	-	
			3, 4 & 5			IP	85.7	-	-

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				2019	2020	2021	2022	2023	2024
Math Proficiency	<ul style="list-style-type: none"> -Provide professional development over the new math standards and units through extended planning/super specials. -Collaborate as individual teams weekly to also include additional time as a grade level outside of contract hours as an entire team for planning instruction and reviewing data from various assessments. Collaboration also includes modeling practices and sharing of specific strategies for math instruction. -Analyze data as grade levels from i-Ready, MAP, Common Formative Assessments (CFAs) and Summative Assessments to determine the individualized needs of students and effectively plan small group instruction during BES administrative collaboration data check-in dates. -Analyze formative and summative assessments for alignment and intent of standards and provide feedback on assessments by the BES Math Coalition. -Provide instruction to students during Academic Opportunity (AO/Wildcat Workout) time who demonstrate grade level gaps in their instruction according to GMAS -The intervention team will discuss specific student data and create an intervention action plan for students who are considered T3. The team will review progress data on 4-6 week basis. -Teachers will attend county cadre meetings for professional learning and redelivery to grade levels. 	% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	93.1	Waived for 2020	92.6	94.8	96.3	96.41
			4	97.8		94.4	93.4	93.8	93.99
			5	89.2		88.9	90.7	87.8	88.17
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	61.8	Waived for 2020	61.2	72.8	65.6	66.63
			4	69.3		71.9	72.8	68.7	69.64
			5	64.2		63.2	63.4	58.8	60.04
		% of students demonstrating typical growth or higher on the Georgia Milestones Math EOG	4	63.7	Waived	-	-	-	-
			5	86.9		-	-	-	-
		National percentile ranking on the MAP Math Growth assessment (2020 = Winter 2020) (2021 = Spring 2021)	3	63.0	74.0	81.0	89.0	86.0	86.42
			4	64.0	70.0	90.0	89.0	91.0	91.27
			5	53.0	61.0	91.0	91.0	91.0	91.27
		School Conditional Growth Percentile for MAP Math Growth assessment (2020 = Fall 2019 to Winter 2020) (2021 = Fall 2020 to Spring 2021)	3	55.0	17.0	92.0	87.0	67.0	67.99
			4	33.0	10.0	99.0	93.0	92.0	92.24
			5	30.0	4.0	99.0	96.0	98.0	98.06
		% 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	81.0	-

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				2019	2020	2021	2022	2023	2024
All Students on Track for Success	<ul style="list-style-type: none"> -Engage in the PLC process through focusing on the teaching & assessment cycle and analyzing alignment, intent, and rigor of standards to assessments. Provide additional focus on student engagement. -Collect and analyze formative and summative assessment data during collaborative team time. -Review and analyze MAP, I-Ready, and GMAS data with administration. -Communicate effectively with parents regarding academic and social emotional needs through weekly Thursday folders and Class Dojo. -Communicate academic behaviors through parent conferences, phone calls, progress reports and report cards. -Develop and implement a Response to Intervention plan for reading, math, and behavior. -The intervention team will discuss specific student data and create an intervention action plan for students who are considered T3. The team will review progress data on 4-6 basis for both academics and behavior. -Provide a teacher support program for new teacher or veteran teachers as needed. 	Overall CCRPI Score	All	79.2		N/A	-		-
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	89.2		86.5	86.6	82.4	82.93
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	68.9		59.6	57.4	58.1	59.36

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).