

LRES Strategic Measures of Student Success

Focus Area	Actions	Measure	Grade	Score Attainment				Target
				2016	2017	2018	2019	2020
Early Literacy and Foundational Skill Development	*Full implementation of the Teachers College Phonics Program in all K-2 Classrooms. *Alignment with Kindergarten Common Assessment with GKIDS 2.0 Assessments. *Concentrated focus on using data to develop, instruct, and assessment Tier I differentiated small groups. *Effective use of "Saddle-Up" Academic Opportunity time to address Tier II needs as well as reinforcement and enrichment.	Average % of elements demonstrated or exceeded per student on the reading strand of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment	K	83.4	82.9	84.2	90.5	90.79
		Average % of elements demonstrated or exceeded per student on the writing strand of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment	K	74.1	73.5	78.9	92.5	92.73
		National percentile ranking on the MAP Reading Growth assessment	1	-	-	-	-	#VALUE!
			2	-	-	-	63.0	64.11
		Conditional Growth Percentile of students on the MAP Reading Growth assessment	1	-	-	-	-	#VALUE!
			2	-	-	-	61.0	62.17
		% of students meeting the Oral Reading Fluency threshold on MAP Reading Fluency assessment	K	-	-	-	0.0	NT
			1	-	-	-	57.0	58.29
			2	-	-	-	86.0	86.42
			K	-	-	-	78.1	78.80
		% of students meeting grade-level expectations for Decoding Skills on MAP Reading Fluency assessment	1	-	-	-	60.0	61.20
			2	-	-	-	87.4	87.77
		% of students meeting grade-level expectations for Listening Comprehension on MAP Reading Fluency assessment	K	-	-	-	88.0	88.39
			1	-	-	-	75.0	75.75
2	-	-	-	71.4	72.29			

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Literacy	<p>*Concentrated focus on using data to develop, instruct, and assessment Tier I differentiated small groups in reading, writing, and math.</p> <p>*Effective use of "Saddle-Up" Academic Opportunity time to address Tier II needs as well as reinforcement and enrichment on Reading and Math Essential Standards. This model focuses on all students, not simply students in need of Tier II interventions.</p> <p>*Strong focus on data in the forms of formative assessments, common formative assessments, common summative assessments, standardized assessments such as MAPS, and iReady learning platform.</p> <p>*Concentrated focus on using data to develop, instruct, and assessment Tier I differentiated small groups.</p> <p>*Innovative use of the EIP Reading Model to reach more students. We will use the Leveled Literacy Inventory (LLI) and iReady as part of our instructional model in EIP. Additionally, we focus on 1st and 2nd grades through the use of a self-contained EIP classroom.</p> <p>*Use of computer platforms iReady, which is a diagnostic and needs based program to work with students on their deficits, and Learning Farm, which is a game based, Georgia curriculum aligned, learning platform for all students to assist in reading, writing, and math.</p> <p>*Use of the Intervention Team as a bridge between classroom teacher responsibilities of Tier I and Tier II and school level responsibilities of Tier III and Tier IV.</p> <p>*Use of the LEGIT (Langston Educators Guiding Instruction Together) Team as a guiding coalition and leadership team as we continue to improve in our PLC process.</p> <p>*We are increasing the use of LLI kits to involve more students and more teachers in this highly structured instructional resource and program.</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	62.6	65.4	55.6	56.4	57.67
			4	54.6	64.8	61.5	62.7	63.81
			5	58.9	69.2	70.4	69.6	70.51
		National percentile ranking on the MAP Reading Growth assessment	3	-	-	-	74.0	74.78
			4	-	-	-	69.0	69.93
			5	-	-	-	72.0	72.84
		Conditional Growth Percentile of students on the MAP Reading Growth assessment	3	-	-	-	48.0	49.56
			4	-	-	-	81.0	81.57
			5	-	-	-	86.0	86.42
	% of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG	3	85.9	84.6	78.2	87.3	87.68	
		4	87.6	89.5	86.3	88.0	88.36	
		5	91.1	91.5	89.6	92.0	92.24	
	% of students reading on or above grade level on the Georgia Milestones English Language Arts EOG	3	84.8	84.0	79.6	88.2	88.55	
		4	74.2	73.0	76.1	77.6	78.27	
		5	72.2	86.0	83.5	89.6	89.91	
	% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones English Language Arts EOG	4	103.4	90.3	83.2	IP	#VALUE!	
		5	86.6	92.7	78.9	IP	#VALUE!	
	% of students meeting grade-level expectations on the English Language Arts portion of the Georgia Alternate Assessment	3	Base Year with 2.0			IP	#VALUE!	
		4				IP	#VALUE!	
		5				IP	#VALUE!	

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Math Proficiency	<p>*Concentrated focus on using data to develop, instruct, and assessment Tier I differentiated small groups in reading, writing, and math.</p> <p>*Effective use of "Saddle-Up" Academic Opportunity time to address Tier II needs as well as reinforcement and enrichment on Reading and Math Essential Standards. This model focuses on all students, not simply students in need of Tier II interventions.</p> <p>*Strong focus on data in the forms of formative assessments, common formative assessments, common summative assessments, standardized assessments such as MAPS, and iReady learning platform.</p> <p>*Concentrated focus on using data to develop, instruct, and assessment Tier I differentiated small groups.</p> <p>*Innovative use of the EIP Math Model to reach more students. We will use iReady as part of our instructional model in EIP. Additionally, we focus on 1st and 2nd grades through the use of a self-contained EIP classroom.</p> <p>*Use of computer platforms iReady, which is a diagnostic and needs based program to work with students on their deficits, and Learning Farm, which is a game based, Georgia curriculum aligned, learning platform for all students to assist in reading, writing, and math.</p>	Average % of elements demonstrated or exceeded per student on the mathematics strand of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment	K	85.4	81.3	83.1	93.0	93.21
		% of students scoring at Developing Learner or above on the Georgia Milestones Math EOG	3	92.9	94.2	96.5	95.5	95.64
			4	94.8	90.5	96.6	94.0	94.18
			5	88.9	93.2	86.1	88.8	89.14
		% of students scoring at Proficient Learner or above on the Georgia Milestones Math EOG	3	73.7	62.5	64.8	73.6	74.39
			4	56.7	62.9	63.2	60.9	62.07
			5	50.0	52.1	49.6	51.2	52.66
		% of students demonstrating typical growth or higher on the Georgia Milestones on the Georgia Milestones Math EOG	4	88.1	65.2	84.2	IP	#VALUE!
			5	101.2	80.3	67.0	IP	#VALUE!
			1	-	-	-	-	#VALUE!
			2	-	-	-	95.0	95.15
		National percentile ranking on the MAP Math Growth assessment	3	-	-	-	57.0	58.29
			4	-	-	-	57.0	58.29
			5	-	-	-	58.0	59.26
			1	-	-	-	-	#VALUE!
			2	-	-	-	94.0	94.18
		Conditional Growth Percentile of students on the MAP Math Growth assessment	3	-	-	-	54.0	55.38
			4	-	-	-	66.0	67.02
			5	-	-	-	40.0	41.80
		% of students meeting grade-level expectations on the Mathematics portion of the Georgia Alternate Assessment	3				IP	#VALUE!
	4				IP	#VALUE!		
	5				IP	#VALUE!		

**Base Year
with 2.0**

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Safety	<p>*Code Yellow, Red, and Blue Drills practiced each semester. *Fire Drills performed monthly (twice in August). *Safety plan updated annually by the principal and assistant principal. *Through the use of our "Reading Rodeo" 3rd-5th grade student is given an adult that they can talk to. This adult can serve as the students advocate. *Through an open door policy with administration students and parents can contact us at any time with concerns. *This year we are implementing PBIS as another component of our MTSS model of supports.</p>	% of students reporting feeling safe at school	3-5	82.7	91.5	88.9	IP	#VALUE!
		Safe and Substance Free Learning Environment Climate Rating	K-5	98.2	95.5	99.5	IP	#VALUE!
		Student Discipline Climate Rating (Weighted Suspension)	K-5	92.6	93.1	89.0	IP	#VALUE!
Attendance	<p>*Through the use of the PERFECT reward system, encourage students to attend school daily. Through the use of after school detention, dissuade students and parents from excessive unexcused tardies and early dismissals. *This year we are implementing PBIS as another component of our MTSS model of supports. *We have created a school level team that will monitor student and staff member attendance.</p>	% of students absent less than 10% of enrolled days	K-5	95.7	92.5	90.8	IP	#VALUE!
		Teacher attendance rate	All	97.1	96.7	95.4	IP	#VALUE!
		Staff attendance rate	All	97.7	98.4	94.1	IP	#VALUE!
		Administrator attendance rate	All	98.2	99.3	99.8	IP	#VALUE!
All Students on Track for Success	<p>*Use of the Intervention Team as a bridge between classroom teacher responsibilities of Tier I and Tier II and school level responsibilities of Tier III and Tier IV. *Use of the LEGIT (Langston Educators Guiding Instruction Together) Team as a guiding coalition and leadership team as we continue to improve in our PLC process. *We are increasing the use of LLI kits to involve more students and more teachers in this highly structured instructional resource and program. *This year we are implementing PBIS as another component of our MTSS model of supports. *Innovative use of the EIP Reading and Math Models to reach more students. We will use iReady as part of our instructional model in EIP. Additionally, we focus on 1st and 2nd grades through the use of a self-contained EIP classroom. *Use of computer platforms iReady, which is a diagnostic and needs based program to work with students on their deficits, and Learning Farm, which is a game based, Georgia curriculum aligned, learning platform for all students to assist in reading, writing, and math. *Concentrated focus on using data to develop, instruct, and assessment Tier I differentiated small groups in reading, writing, and math. *Effective use of "Saddle-Up" Academic Opportunity time to address Tier II needs as well as reinforcement and enrichment on Reading and Math Essential Standards. This model</p>	Overall CCRPI Score	All	89.7	87.4	74.8	IP	#VALUE!
		% of students scoring at Developing Learner or above on the Georgia Milestones Science EOG	5	83.3	84.6	85.2	84.0	84.48
		% of students scoring at Proficient Learner or above on the Georgia Milestones Science EOG	5	50.0	60.7	50.4	59.2	60.42
		% of students scoring at Developing Learner or above on the Georgia Milestones Social Studies EOG	5	94.4	92.3	90.4	94.4	94.57
		% of students scoring at Proficient Learner or above on the Georgia Milestones Social Studies EOG	5	51.7	46.2	43.5	46.4	48.01