

ÉLAN
ACADEMY

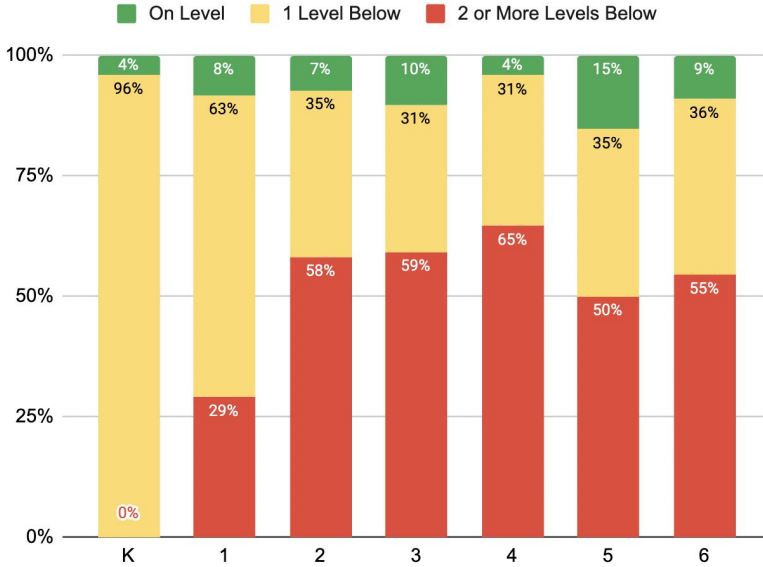
Educate, Equip, Empower

WINTER DATA DAY

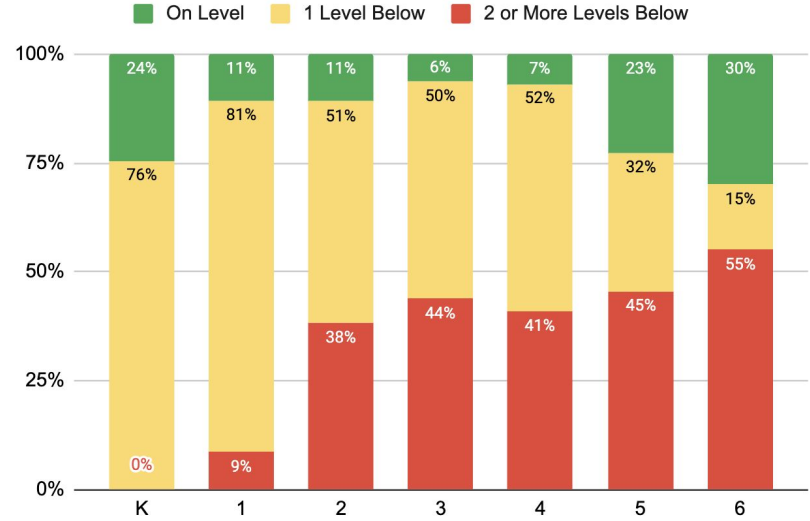


Through a classical curriculum, high-quality instruction, and leadership development, Élan Academy Charter School ensures that all students have the foundation necessary to thrive in secondary school, succeed in college, and access lives of opportunity.

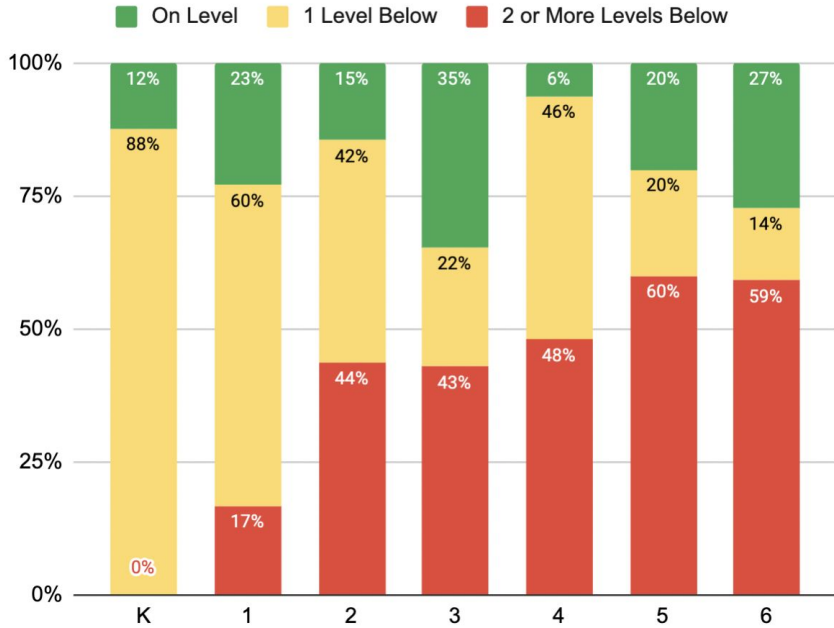
Math Fall



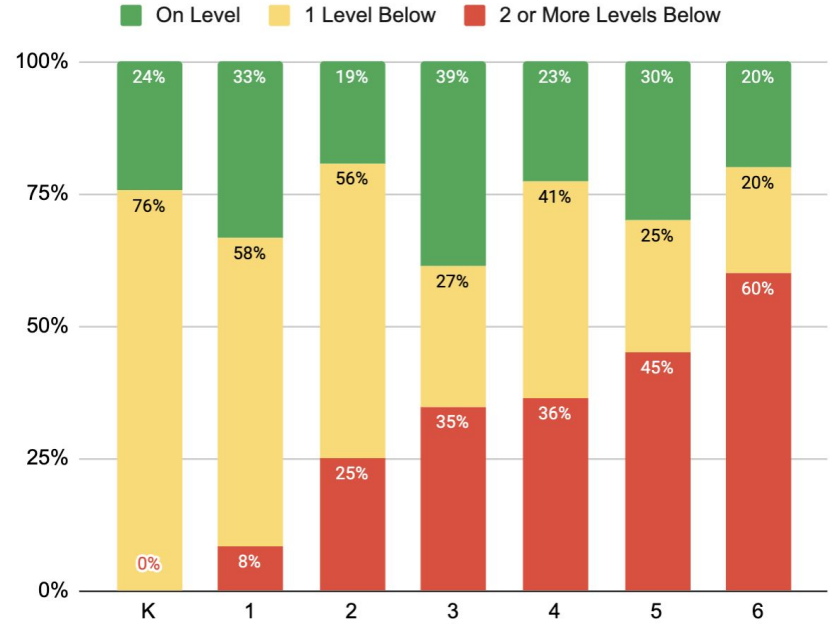
Math Winter



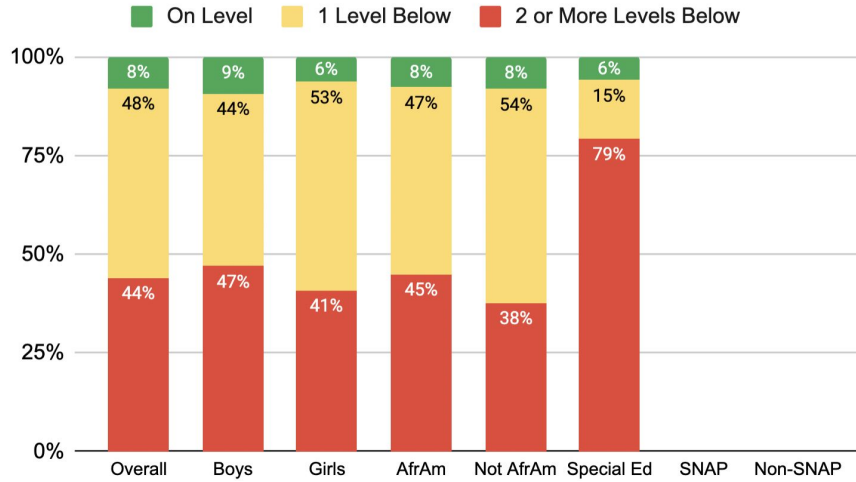
Reading Fall



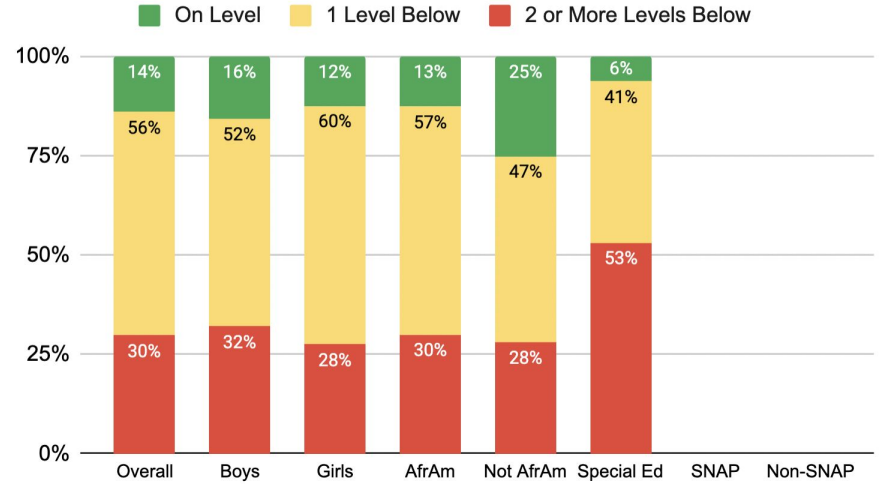
Reading Winter



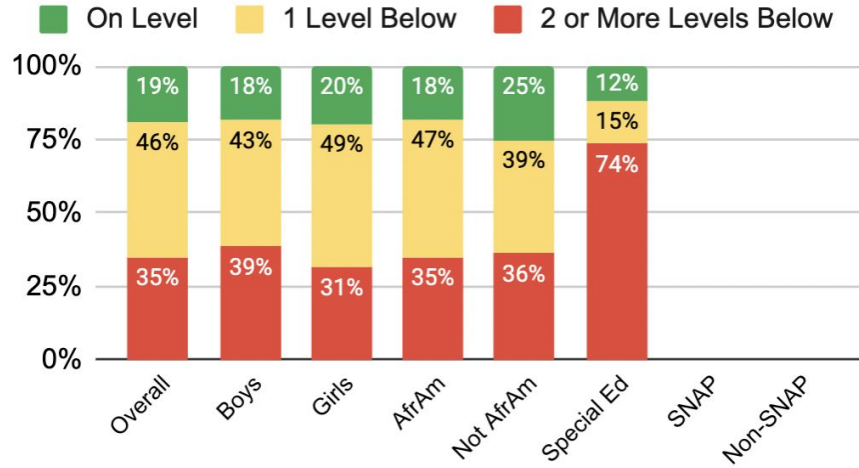
Math Fall



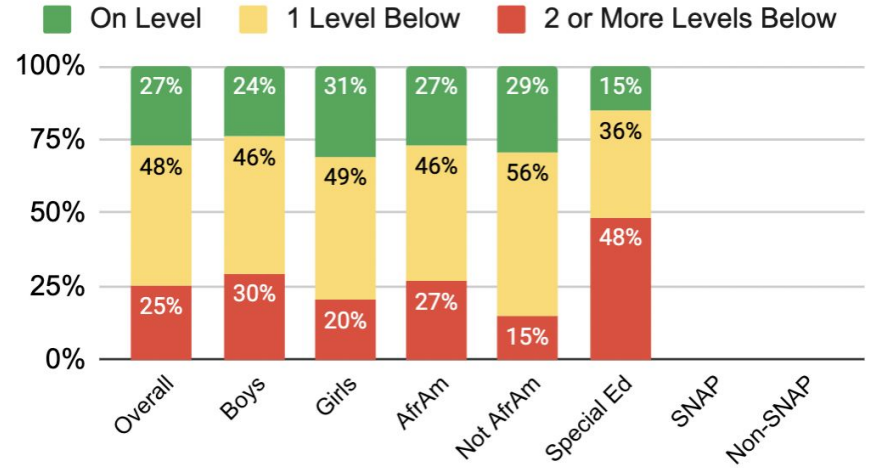
Math Winter

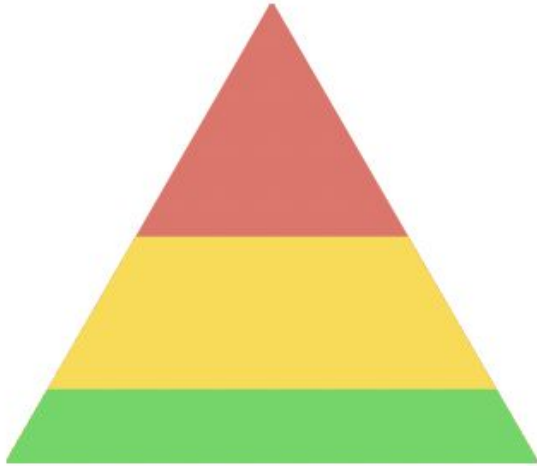


Reading Fall



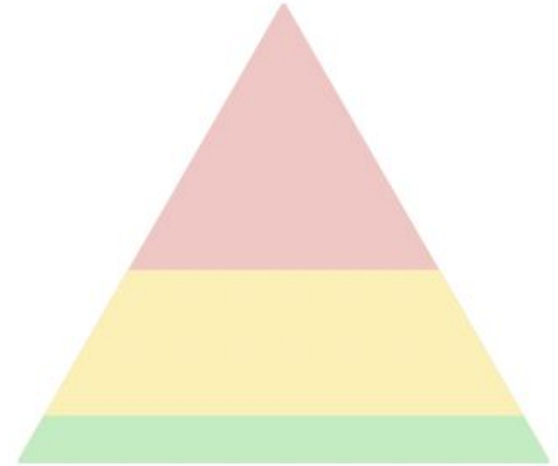
Reading Winter



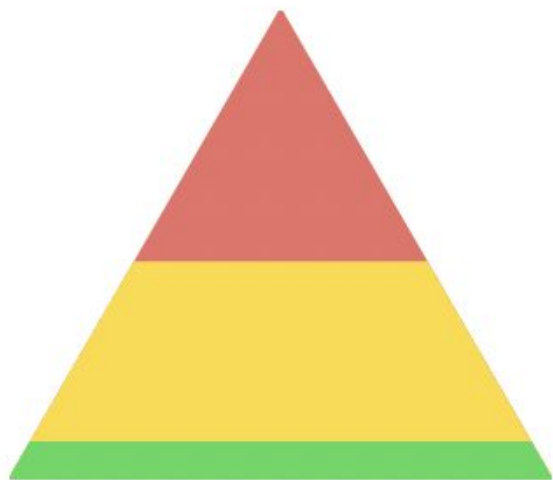


Most Recent

- **At Risk for Tier 3**
26% (From 34%)
- **Tier 2**
45% (From 47%)
- **Tier 1**
28% (From 20%)

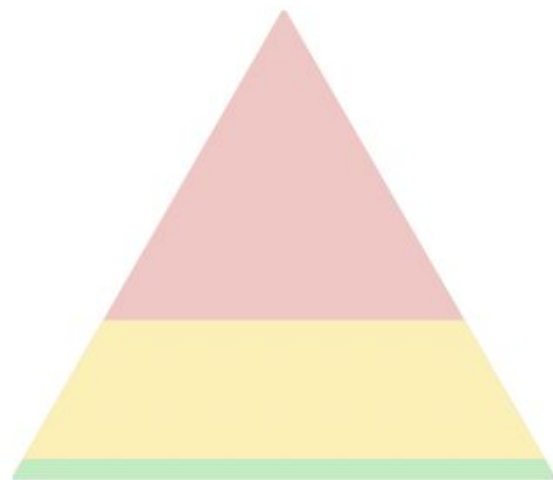


BOY



Most Recent

- **At Risk for Tier 3**
29% (From 44%)
- **Tier 2**
56% (From 48%)
- **Tier 1**
14% (From 8%)



BOY

MATH

	Fall to Winter	Fall to Spring	Fall to Winter	Fall to Spring
K	46%	--	38%	--
1	39%	--	29%	--
2	43%	--	26%	--
3	28%	--	17%	--
4	41%	--	22%	--
5	57%	--	31%	--
6	57%	--	27%	--
Total	42%	--	27%	--

Group	Annual Typical Growth (Goal: exceed 100% Progress)		Annual Stretch Growth (Goal: Meet 100% progress)	
	Fall to Winter	Fall to Spring	Fall to Winter	Fall to Spring
Overall	42%	--	27%	--
M Boys	47%	--	29%	--
F Girls	37%	--	25%	--
3 African-American	41%	--	26%	--
3 Not African-American	48%	--	35%	--
1 Special Ed	71%	--	40%	--
SNAP				
Non-SNAP				

READING

	Fall to Winter	Fall to Spring	Fall to Winter	Fall to Spring
K	25%	--	18%	--
1	43%	--	31%	--
2	39%	--	23%	--
3	32%	--	15%	--
4	52%	--	27%	--
5	14%	--	8%	--
6	-8%	--	6%	--
Total	33%	--	21%	--

Group	Annual Typical Growth (Goal: exceed 100% Progress)		Annual Stretch Growth (Goal: Meet 100% progress)	
	Fall to Winter	Fall to Spring	Fall to Winter	Fall to Spring
Overall	33%	--	21%	--
Boys	45%	--	24%	--
Girls	20%	--	16%	--
African-American	29%	--	18%	--
Not African-American	61%	--	37%	--
Special Ed	60%	--	30%	--
SNAP				
Non-SNAP				

i-Ready Action Planning

What needs to be included in this plan?

- Do Now standard/skill
- Morning Meeting Practice Test Problem number and standard/skill
- i-Ready intervention plan for those students within the 25 points of the higher placement.
- Which students will we see on which days?
- What times will these items be utilized?

Do Nows and Morning Meeting Practice items need to be aligned with the needs of students based on their i-Ready data.

Hampton Students within 25 points of Advanced	Hampton Students within 25 points of Mastery	Hampton Students within 25 points of Basic	Hampton Students within 25 points of AB

Week of January 24th

	Monday, 1/24	Tuesday, 1/25	Wednesday, 1/26	Thursday, 1/27	Friday, 1/28
Morning Meeting Practice Problem <i>Problem number</i> <i>Standard/Skill</i>					
Do Nows <i>Standard/Skill</i> <i>Materials</i>					
Intervention Plan <i>Students</i> <i>Skills</i> <i>Time</i> <i>Materials</i>	Students: Skills: Time: Materials:	Students: Skills: Time: Materials:	Students: Skills: Time: Materials:	Students: Skills: Time: Materials:	Students: Skills: Time: Materials:
Progress Monitoring <i>How and when will we ensure we are checking student progress?</i>					

K-4 Reading: Specific Goals for Every Student

K-4 Goals

- **K-2:** 75% of scholars meet or exceed the EOY reading benchmark with 100% of scholars moving 3+ reading levels
- **3-4:** 60% of scholars meet or exceed the EOY reading benchmark with bottom $\frac{2}{3}$ of students moving 3+ reading levels

13% of scholars meet or exceed the EOY reading benchmark with **23%** of scholars moving 3+ reading levels

28% of scholars meet or exceed the EOY reading benchmark with **15%** of the bottom $\frac{2}{3}$ scholars moving 3+ reading levels

5-6 Reading: Specific Goals for Every Student

5-6 Goals

- **5-6:** 50% of scholars meet or exceed the EOY reading benchmark

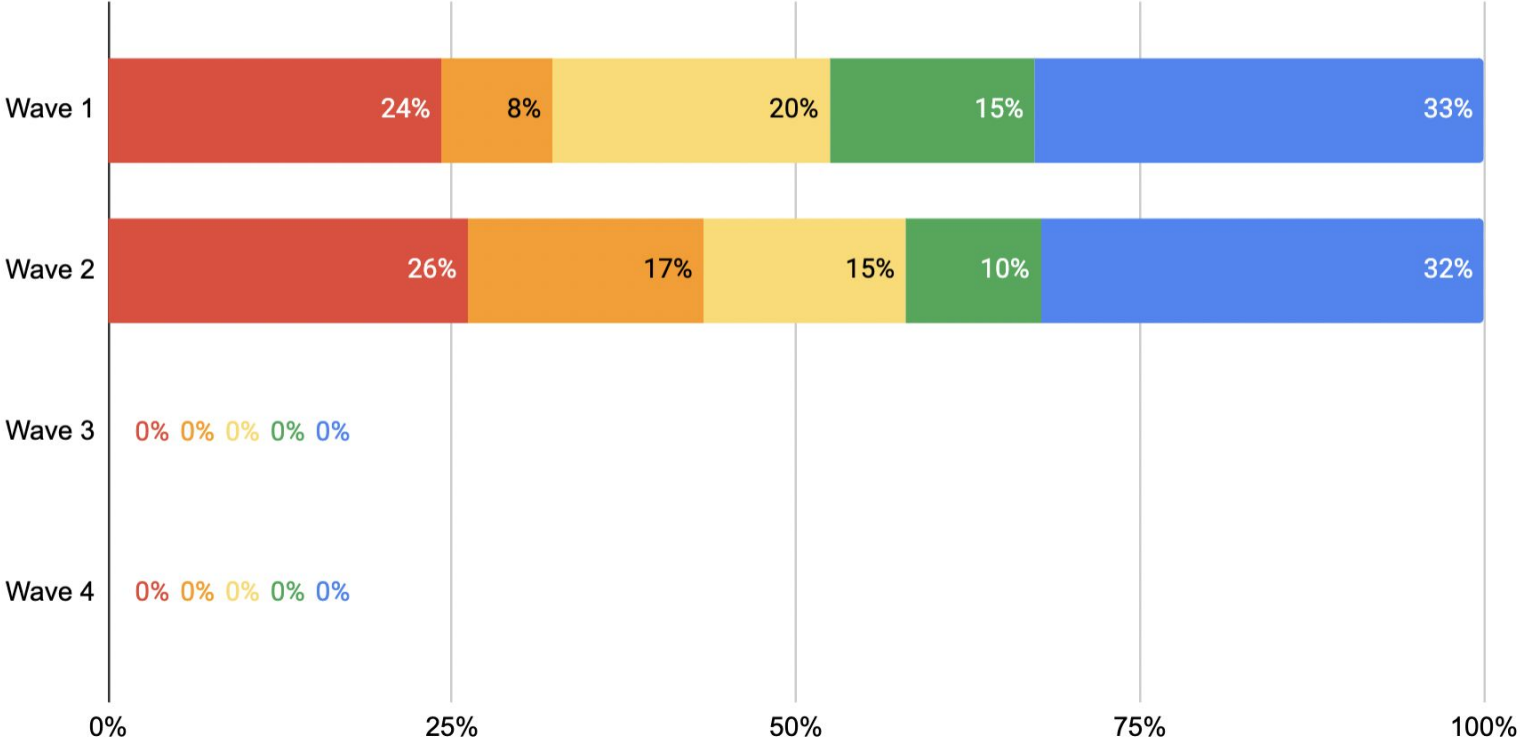
31% of 5th grade scholars are on or above reading

27% of 6th grade scholars are on or above reading level

39% of 5-6 grade scholars are on or above grade level

Benchmark Analysis by STEP Assessment

3+ Levels Below 2 Levels Below 1 Level Below On Target Above Target

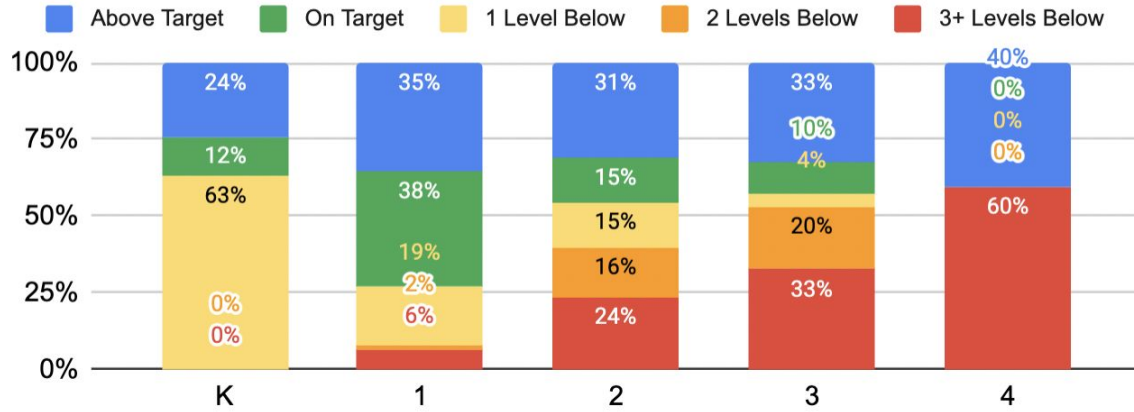


Proficiency Analysis

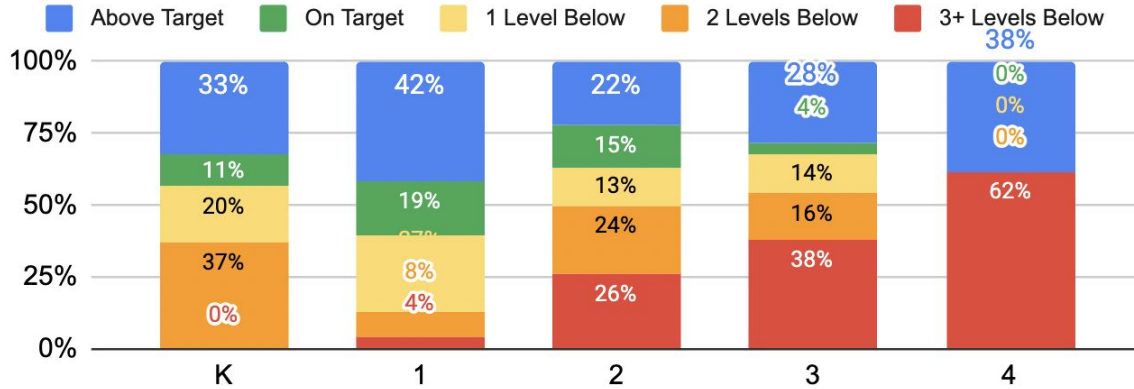
% of Students on + Above Target							
Grade	Wave 1	Wave 2	Wave 3	Wave 4	Growth Wave 1 - 2	Growth Wave 1 - 3	Growth Wave 1 - 4
K	37%	43%	--	--	7%	--	--
1st	73%	60%	--	--	-13%	--	--
2nd	45%	37%	--	--	-8%	--	--
3rd	43%	32%	--	--	-11%	--	--
4th	40%	38%	--	--	-2%	--	--
Total	48%	42%	--	--	-6%	--	--

% of Students on + Above Target							
Student Group	Wave 1	Wave 2	Wave 3	Wave 4	Growth Wave 1 - 2	Growth Wave 1 - 3	Growth Wave 1 - 4
Boys	48%	41%	--	--	-8%	--	--
Girls	47%	43%	--	--	-3%	--	--
African-American	48%	42%	--	--	-6%	--	--
Not African-American	44%	41%	--	--	-3%	--	--
SPED	31%	16%	--	--	-15%	--	--
SNAP	--	--	--	--	--	--	--
Non-SNAP	--	--	--	--	--	--	--

Wave 1: Benchmark Level Analysis



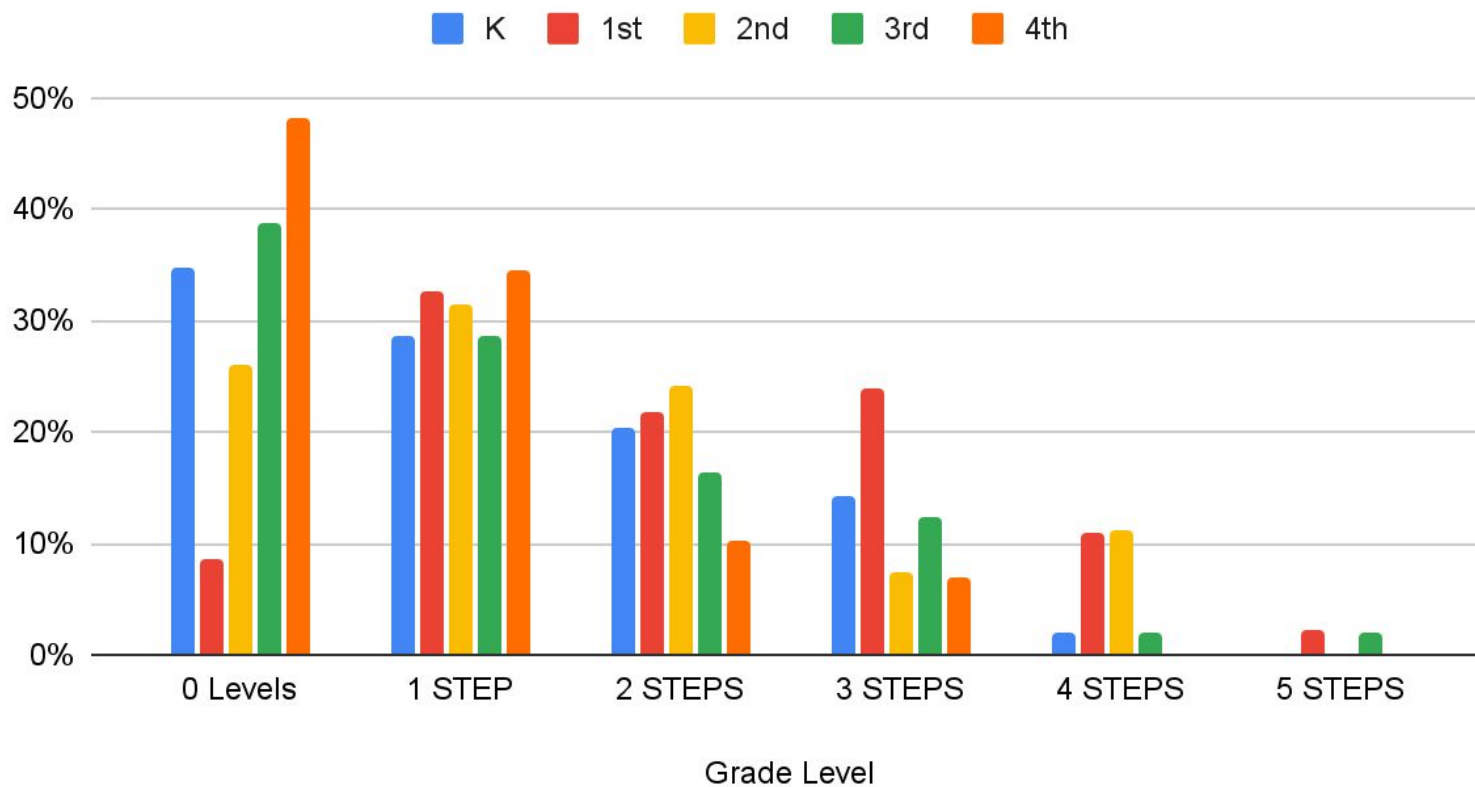
Wave 2: Benchmark Analysis



IEP Gap Analysis: % of Students on + Above Target

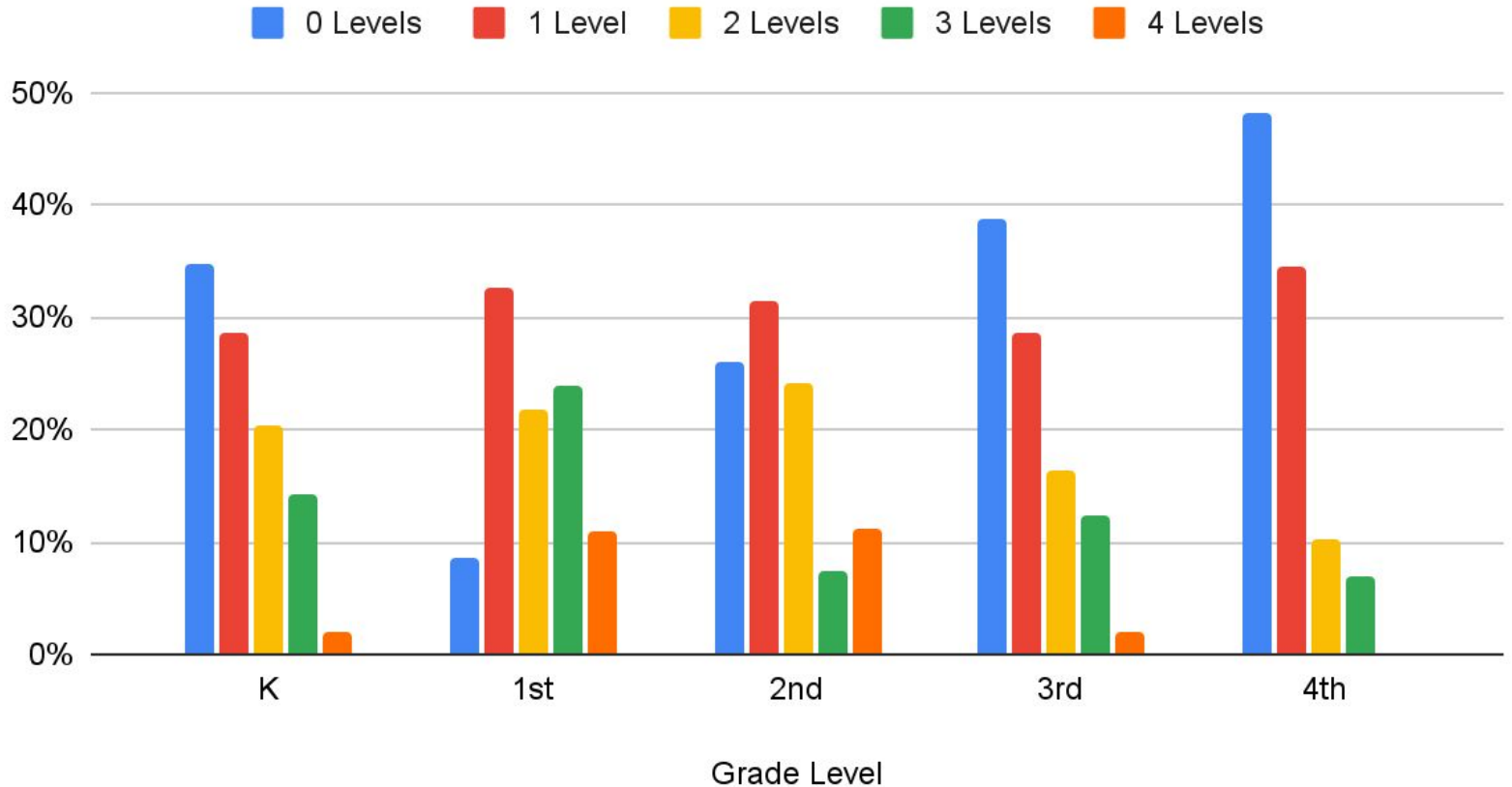
Grade	# Students	GenEd				# Students	IEP				Gap				
		Wave 1	Wave 2	Wave 3	Wave 4		Wave 1	Wave 2	Wave 3	Wave 4	Wave 1	Wave 2	Wave 3	Wave 4	
K	47	34%	43%	0%	0%	2	100%	100%	0%	0%	0%	66%	57%	--	--
1st	45	76%	62%	0%	0%	4	25%	25%	0%	0%	-51%	-37%	--	--	
2nd	49	47%	39%	0%	0%	5	20%	0%	0%	0%	-27%	--	--	--	
3rd	37	43%	35%	0%	0%	11	27%	9%	0%	0%	-16%	-26%	--	--	
4th	42	40%	40%	0%	0%	4	25%	0%	0%	0%	-15%	--	--	--	
Total	220	48%	44%	--	--	26	31%	15%	--	--	-17%	-29%	--	--	

STEP Progress for the Year



*4th grade growth only includes scholars below STEP 12

STEP Progress for the Year



*4th grade growth only includes scholars below STEP 12

FOUNDING KINDERGARTEN COHORT

3rd & 4th Graders

- **17 scholars remain from our founding kindergarten cohort (35)**
- **41% are on or above grade level in accordance to STEP**
- **25% are scholars with exceptionalities**

FOUNDING 1ST GRADE COHORT

5th Graders

- **7 scholars remain from our founding 1st grade cohort (19)**
- **71% are on or above grade level in reading (i-Ready)**
- **57% are on or above grade level in math (i-Ready)**
- **14% are scholars with exceptionalities**

FOUNDING 2ND GRADE COHORT

6th Graders

- **8 scholars remain from our founding 2nd grade cohort (15)**
- **13% are on or above grade level in reading (i-Ready)**
- **13% are on or above grade level in math (i-Ready)**
- **38% are scholars with exceptionalities**



Every student. Every day.

	Aug	Sep	Oct	Nov	Dec
Morehouse	91%	91%	84%	91%	92%
McKinney	96%	90%	86%	92%	88%
Campbell	91%	93%	90%	93%	92%
Gray	83%	84%	83%	88%	90%
J. Gray - 2nd Grade	93%	92%	84%	90%	89%
Mire	93%	87%	90%	91%	90%
Weber	88%	91%	85%	92%	88%
Willis	95%	90%	87%	90%	90%
Lawrence	89%	90%	90%	93%	89%
Pittman	83%	91%	84%	90%	91%
Johnson	96%	92%	86%	87%	89%
Collie-Beard	94%	91%	89%	94%	87%
	91%	90%	86%	91%	90%

Goal: Each month ends with 90% or more of students attending school daily (absences).

Color Group Goal: Less than 10% of students earn color red			
Grade	# Students	Dec-2021 % Red	Met Goal?
K	52	12%	No
1st	48	2%	Yes
2nd	55	9%	Yes
3rd	49	24%	No
4th	48	13%	No
Total	252	12%	No

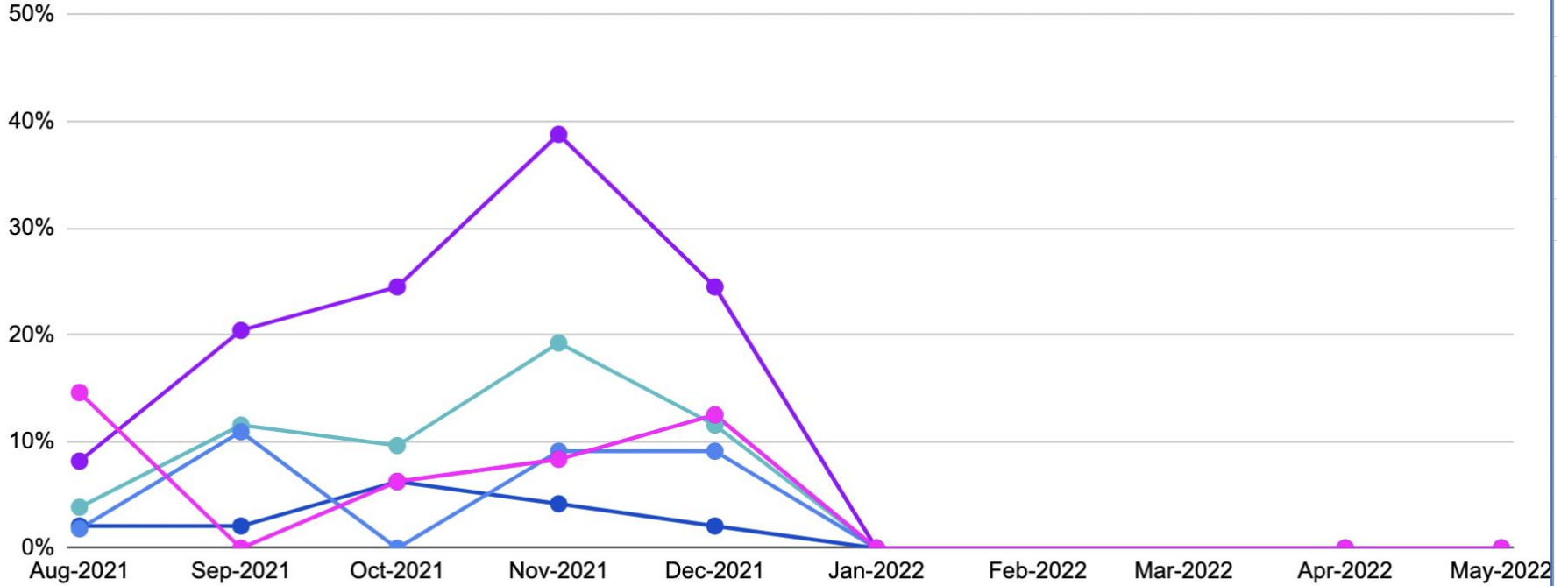
Goal: Each month ends with less than 10% of students earning red.

Color Group Breakdown: # of students earning each color category										
Grade	# Students	Dec-2021				YTD				
		Green	Yellow	Orange	Red	Green	Yellow	Orange	Red	
K	52	230	32	43	6	336	71	159	29	
1st	48	251	14	43	1	1084	46	129	8	
2nd	55	295	32	198	5	1067	89	841	17	
3rd	49	357	45	156	12	1312	224	682	57	
4th	48	190	20	218	6	821	78	921	20	
Total	252	1323	143	658	30	4620	508	2732	131	

Grade	Homeroom	# Students	Dec-2021				YTD			
			Green	Yellow	Orange	Red	Green	Yellow	Orange	Red
K	J. Gray - Kindergarten	25	172	1	10	0	218	16	44	15
K	McKinney	24	58	31	33	6	118	55	115	14
1st	Campbell	24	95	0	22	0	269	1	48	4
1st	Gray	24	156	14	21	1	815	45	81	4
2nd	J. Gray - 2nd Grade	27	129	27	66	2	360	60	279	9
2nd	Mire	28	166	5	132	3	707	29	562	8
3rd	Weber	24	109	24	137	4	438	91	358	18
3rd	Willis	25	248	21	19	8	874	133	324	39
4th	Lawrence	23	52	9	159	3	253	48	609	14
4th	Pittman	25	138	11	59	3	568	30	312	6

% Red Monthly Trend by Grade

K 1st 2nd 3rd 4th

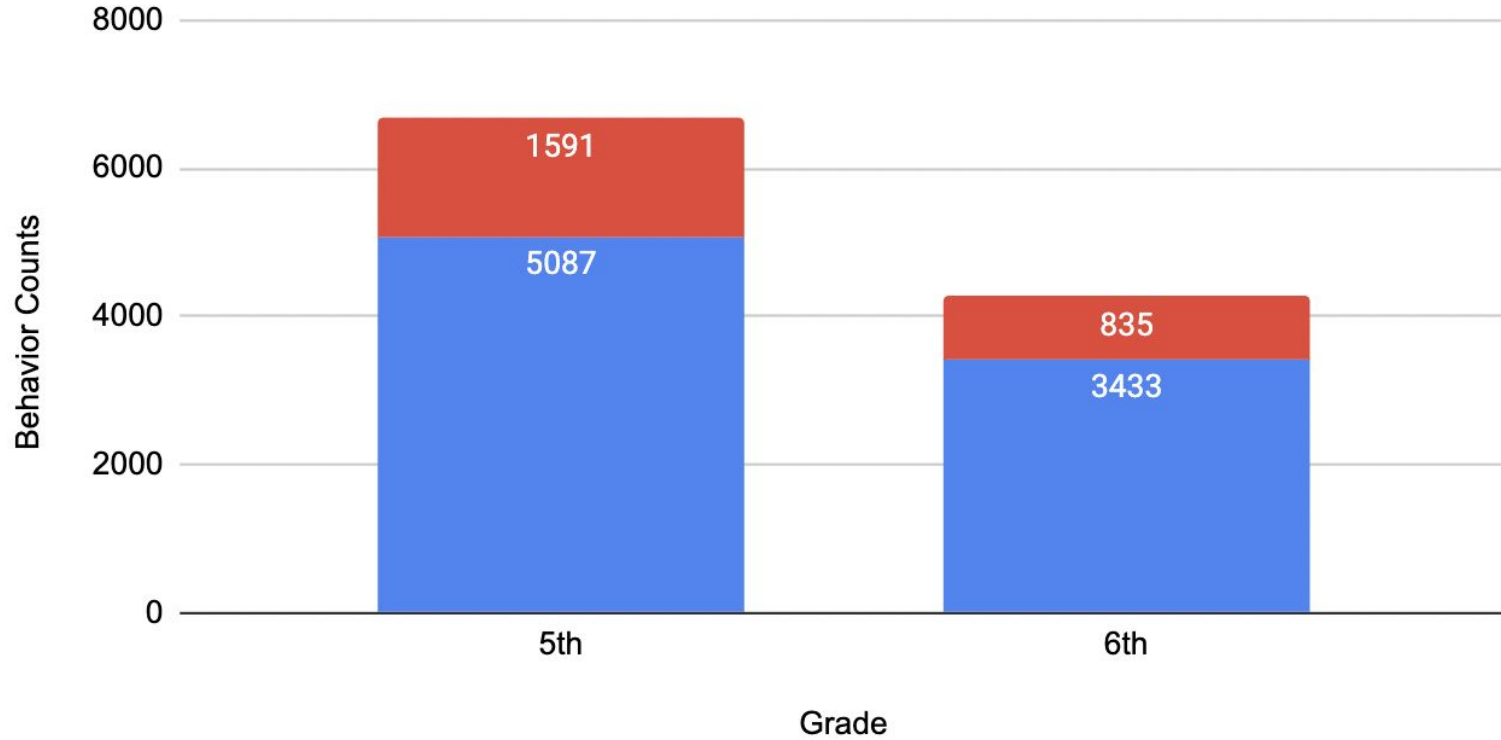


Strive Points / Deductions Ratio							
Grade	# Students	Dec-2021	YTD	Dec-2021		YTD	
				Points	Deductions	Points	Deductions
5th	26	4.0	3.2	762	192	5087	1591
6th	22	2.8	4.1	367	133	3433	835
Total	48	3.5	3.5	1129	325	8520	2426

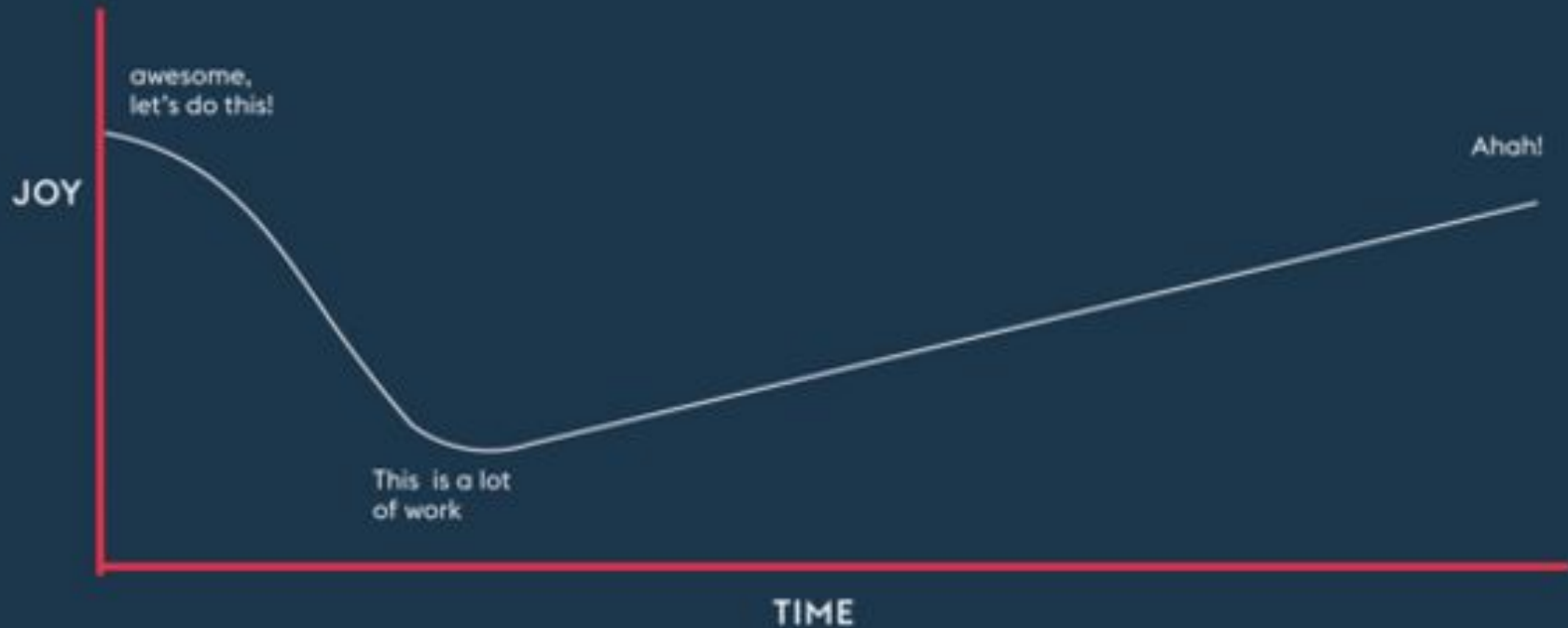
Behavior Type Analysis									
Grade	# Students	Dec-2021				YTD			
		Merits (+5)	Merits (+2)	Deductions (-2)	Significant Deductions (-5)	Merits (+5)	Merits (+2)	Deductions (-2)	Significant Deductions (-5)
5th	26	524	238	148	44	1436	3651	1317	274
6th	22	123	244	92	41	702	2731	639	196
Total	48	647	482	240	85	2138	6382	1956	470

YTD Behavior Counts

■ Deductions ■ Points



THE MYTH



THE **RELATIVE** JOY OF CREATING



START



FINISH

**HIGH
EXPECTATIONS
ARE THE KEY TO
EVERYTHING.**

Sam Walton

PICTUREQUOTES.COM

We expect our scholars to arrive on time.

We expect our scholars to wear their uniform.

We expect our scholars to leave all cell phones in their book bag.

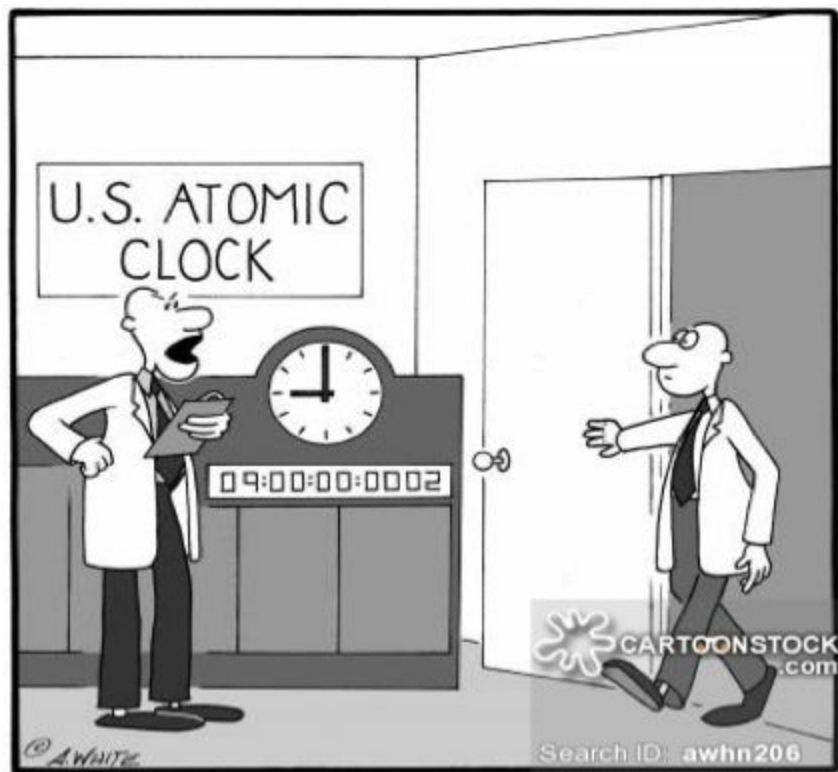
We expect our scholars to be prepared.

We expect our scholars to meet deadlines.

We expect our scholars to engage in all activities.

We hold our scholars accountable to these expectations

Every. Single. Day.



"You're late!"



"I'm not disputing that you have a lot of power around the office. I'm just saying you need to follow the dress code."



WHAT DO YOU HAVE
IN THAT SUITCASE?



I LIKE TO ALWAYS BE
PREPARED



JUST IN CASE





