iReady measures student growth in terms of **typical growth** and **stretch growth** (Curriculum Associates [CA], 2020b). Typical growth refers to "the average growth of students at each grade and initial placement level" while stretch growth refers to "the growth recommended to put students who are below grade level on a path toward proficiency and students who are on grade level on a path to advanced proficiency levels (CA, 2020b, p. 1). After the initial diagnostic assessment at the beginning of the year, students are assigned a normative score based on national percentile, and they are assigned a criterion-referenced grade level equivalency. This initial placement helps determine typical and stretch growth for the year. Table 1 indicates expected (typical) growth for students in mathematics based on their beginning score and placement. According to the table (below), a 6th grade student who performs three grade levels below on their mathematics diagnostic would be expected to grow 14 points over the course of the year to meet their typical growth, and 30 points to meet their stretch growth and to put them on track for grade-level proficiency.

Table 1

Mathematics Growth Measures by Grade and Beginning Placement Level

Mathematics Typical Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9
One Grade Level Below	32	29	26	26	23	18	14	12	9
Two Grade Levels Below	–	36	29	27	23	18	14	13	10
Three or More Grade Levels Below	–	–	–	30	24	20	15	13	12

Mathematics Stretch Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19
On Grade Level, Early	38	36	35	34	33	29	25	22	21
One Grade Level Below	39	37	36	35	34	31	26	23	22
Two Grade Levels Below	–	57	48	43	41	35	30	25	23
Three or More Grade Levels Below	–	–	–	55	47	41	35	33	31

With each diagnostic, reports can be run to determine how students are progressing towards their stretch and typical growth. For example, the report below exemplify one way we can monitor progress for after each diagnostic. The first report is showing progress as of our diagnostic in December 2021. This report indicates that our 7th grade ELA students were not on pace to meet their typical growth after they took this diagnostic test in December. At that point in the year, they were only 28% of the way towards achieving their expected (i.e., typical) growth for the year. At this point in the year, we would expect the grade level to hit the 50% mark on the diagnostic. The benefit of seeing this data throughout the year is that it gives us a chance to analyze the root cause for performance or lack of performance, and pivot to ensure growth in the next semester. Our

efforts this year paid off, as is demonstrated in the second report. This one indicates that on our diagnostic in May, the same group of students demonstrated 165% typical growth, meaning they exceeded the expectation for learning for the school year. The same results can also be run for small groups and classes, as well as individual students. This allows educators to analyze the progress students are making towards their goals throughout the school year.
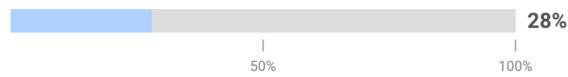
Diagnostic Growth ▾

Subject	School	Grade	Clear Filter
Reading ▾	Bert Corona Charter Middle... ▾	7 ▾	

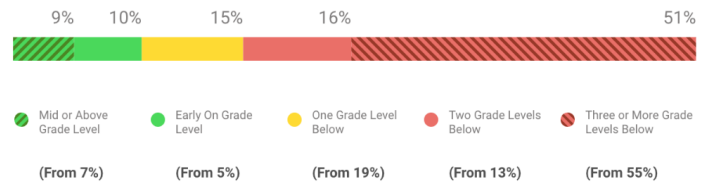| Academic Year	Comparison Diagnostic
Current Year ▾	D 2: MS: ▾
	11/29/21 - 12/18/21

Students Assessed/Total: **94/107**

Progress to Annual Typical Growth (Median)

28%

50%   100%

The median percent progress towards Typical Growth for this school is 28%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▷

Current Placement Distribution

9%   10%   15%   16%   51%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 7%)	(From 5%)	(From 19%)	(From 13%)	(From 55%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

Diagnostic Growth ▾

Subject	School	Grade	Clear Filter
Reading ▾	Bert Corona Charter Middle... ▾	7 ▾	

Academic Year	Comparison Diagnostic
Current Year ▾	D3 MS: ▾
	04/26/22 - 06/10/22

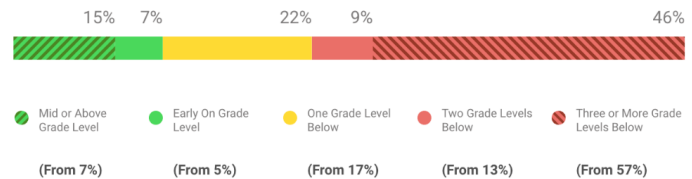Students Assessed/Total: **98/107**

Progress to Annual Typical Growth (Median)

165%

50%   100%
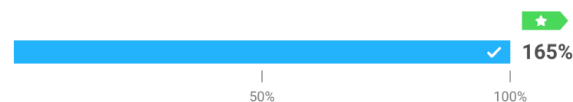
The median percent progress towards Typical Growth for this school is 165%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▷

Current Placement Distribution

15%   7%   22%   9%   46%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 7%)	(From 5%)	(From 17%)	(From 13%)	(From 57%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

When reviewing individual student scores, teachers can provide reports to students to discuss performance across the scope of the school year, so they can work with students to set goals and areas of focus for improvement. Student A, below, is on track to meeting goals for the end of the school year. In December he/she was at 50% of his typical growth. Because this student was classified as "Mid On Grade Level" at the beginning of the year, his/her typical growth for the year is set at 12 points. After the December assessment, this student had grown 6 points, or halfway towards his/her typical/expected growth for the year. Student B has surpassed expectations and as of December, he/she has already grown 96 points! This 7th grade student started the year at a 3rd grade reading level, and by December he/she had soared to an early on grade level placement.

It is important for teachers to have all of this data because proficiency can be measured by grade level equivalency, but it is also important to consider how much students have grown over the course of the year. Moreover, having the norm referenced data so teachers can understand how their students are progressing compared to other students in other states helps them determine whether or not a student's growth is sufficient. It is unfair to expect a student reading at a first grade level to be at a 7th grade level by the end of the year, and having the norm-referenced data helps teachers know how much growth is appropriate and how to set reasonable goals with students.
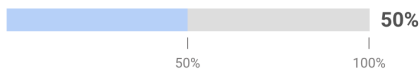
STUDENT A:

Subject

| Reading ▾ |

Placement Definition

| End-of-Year View ▾ |

Year-to-Date Growth

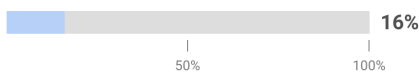**Progress to Annual Typical Growth**

Scale Points: 6/12

50%

| 50%   100%

This student has made 50% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.
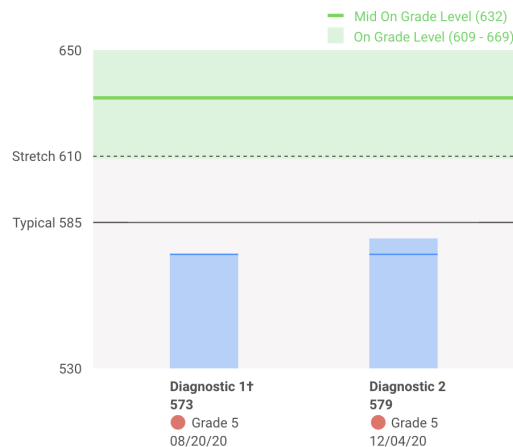
Progress to Annual Stretch Growth

Scale Points: 6/37

16%

| 50%   100%

This student has made 16% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

Overall Diagnostic Growth

— Mid On Grade Level (632)
  On Grade Level (609 - 669)

650

Stretch 610

Typical 585

530

Diagnostic 1†
573
🔴 Grade 5
08/20/20

Diagnostic 2
579
🔴 Grade 5
12/04/20

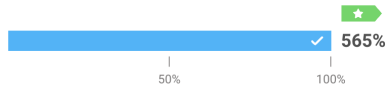†This Diagnostic used to establish Growth Measures.

STUDENT B:

Subject
Reading ▾

Placement Definition
End-of-Year View ▾

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 96/17

★▸

✓ **565%**

50%   100%
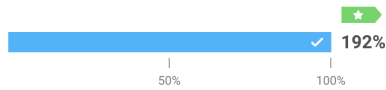
This student has made 565% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.
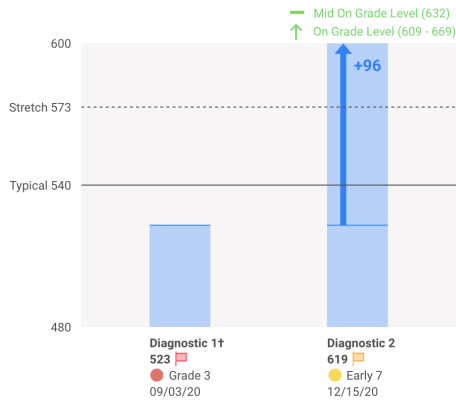
Progress to Annual Stretch Growth

Scale Points: 96/50

★▸

✓ **192%**

50%   100%

This student has made 192% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 7 is a Mid On-Grade Level scale score of 632.

Overall Diagnostic Growth

— Mid On Grade Level (632)
↑ On Grade Level (609 - 669)

600

+96

Stretch 573 ---------

Typical 540 ————

480

Diagnostic 1†
523 🚩
🔴 Grade 3
09/03/20

Diagnostic 2
619 🏳
🟡 Early 7
12/15/20

†This Diagnostic used to establish Growth Measures.

4

2021-2022 Results

Our students demonstrated growth across the board this year. Each subgroup and grade level demonstrated growth on their diagnostic, and we are excited about the level of growth we are seeing from our students.

Reading:
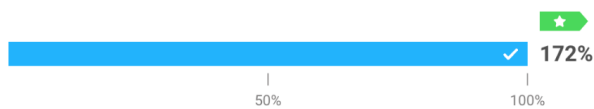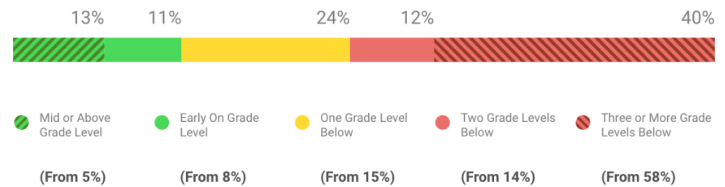
As an entire school, our students' median typical growth (the metric recommended by iReady for tracking group progress) was 172% of their annual typical growth expectations. Our students excelled at all grade levels, demonstrating growth from 165% to 200% growth. Moreover, our students moved up in their performance bands. We grew from 13% of students being on grade level to 24%, 15% of students one level below to 24%, and in the lowest performance bands, we dropped from 72% performing 2 or more levels below to only 52%. In the breakdown below, it is clear that all of our students surpassed our expectations and grew significantly.

Grade ▾			Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌃⌄
			Progress (Median) ⌃⌄	% Met ⌃⌄	Progress (Median) ⌃⌄	% Met ⌃⌄	
Grade 5			✓ 175%	82%	77%	24%	82%
Grade 6			✓ 200%	72%	71%	39%	66%
Grade 7			✓ 165%	63%	55%	28%	55%
Grade 8			✓ 167%	66%	59%	31%	63%

Showing 4 of 4

Our goal for iReady when we started the year was 100% typical growth and 50% stretch growth. Again, we surpassed this in all grade levels.

In addition to analyzing our schoolwide, it is also important to ensure we analyze how individual students and subgroups are performing. After each diagnostic, we break down how everyone is performing and meet with each teacher to discuss performance. As part of the subgroup analysis, we look at how our ELs and our Students with Special needs are performing in comparison with the general population. Schoolwide, our English Learners grew an average of 31 points on their diagnostic over the course of the year compared to 25 points of growth on average for our general population. Students with special needs increased 36 points on average compared to 25 opints for the general population. This shows that although our student subgroups start at a lower scale score, our team and our students are making up the academic gap over the time they are with us at our school.

D3 MATH SCALE SCORE ANALYSIS

AVERAGE SCALE SCORE BY GL		AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL			
Grade	AVERAGE of D3 Scale Score May 2022	Grade	EL Status			Grade	SPED		
			EL	Non-EL	Grand Total		N	Y	Grand Total
5	546	5	511	565	546	5	543	566	546
6	559	6	527	574	559	6	572	521	559
7	565	7	508	593	565	7	578	520	565
8	591	8	567	603	591	8	593	581	591
Grand Total	571	Grand Total	534	589	571	Grand Total	580	538	571

D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
			EL	Non-EL	Grand Total		N	Y	Grand Total
5	29	5	17	35	29	5	28	34	29
6	34	6	39	32	34	6	32	39	34
7	21	7	22	21	21	7	21	24	21
8	26	8	34	22	26	8	21	49	26
Grand Total	27	Grand Total	31	25	27	Grand Total	25	36	27

The image above represents performance on our final diagnostic using two metrics. First (in the boxes with

the green title banners), we can see overall scale scores for groups of students by grade level. Scale scores are generated based on the correct and incorrect responses on the test. In the table below, you can see the breakdown of scale scores for each grade level. For a 6th grade student to score at the sixth grade level, they must have a scale score of 495 to 564.

Overall—Mathematics (K–8 All and Integrated)

Overall Placements

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–454	347–401	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386	100–386
Grade 1	455–496	402–496	387–427	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412	387–412
Grade 2	497–506	497–506	428–506	413–448	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433	413–433
Grade 3	507–800	507–516	507–516	449–516	434–464	434–449	434–449	434–449	434–449	434–449	434–449	434–449	434–449
Grade 4	N/A	517–800	517–526	517–526	465–526	450–479	450–464	450–464	450–464	450–464	450–464	450–464	450–464
Grade 5	N/A	N/A	527–800	527–540	527–540	480–540	465–494	465–479	465–479	465–479	465–479	465–479	465–479
Grade 6	N/A	N/A	N/A	541–800	541–564	541–564	495–564	480–507	480–492	480–492	480–492	480–492	480–492
Grade 7	N/A	N/A	N/A	N/A	565–800	565–574	565–574	508–574	493–517	493–502	493–502	493–502	493–502
Grade 8	N/A	N/A	N/A	N/A	N/A	575–800	575–585	575–585	518–585	503–514	503–514	503–514	503–514
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	586–800	586–598	586–598	515–598	515–555	515–540	515–540
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	599–800	599–610	599–610	556–610	541–563	541–548
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	611–800	611–629	611–629	564–629	549–571
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	630–800	630–800	630–800	572–800

Reading Placements—Overall

Placement Grade Level	Student Grade												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	100–361	100–346	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade K	362–479	347–433	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418	100–418
Grade 1	480–536	434–536	419–488	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473	419–473
Grade 2	537–560	537–560	489–560	474–510	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495	474–495
Grade 3	561–800	561–602	561–602	511–602	496–556	496–541	496–541	496–541	496–541	496–541	496–541	496–541	496–541
Grade 4	N/A	603–800	603–629	603–629	557–629	542–580	542–565	542–565	542–565	542–565	542–565	542–565	542–565
Grade 5	N/A	N/A	630–800	630–640	630–640	581–640	566–597	566–582	566–582	566–582	566–582	566–582	566–582
Grade 6	N/A	N/A	N/A	641–800	641–653	641–653	598–653	583–608	583–593	583–593	583–593	583–593	583–593
Grade 7	N/A	N/A	N/A	N/A	654–800	654–669	654–669	609–669	594–619	594–604	594–604	594–604	594–604
Grade 8	N/A	N/A	N/A	N/A	N/A	670–800	670–684	670–684	620–684	605–639	605–624	605–624	605–624
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	685–800	685–703	685–703	640–703	625–651	625–636	625–636
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	704–800	704–723	704–723	652–723	637–659	637–644
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	724–800	724–735	724–735	660–735	645–667
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	736–800	736–800	736–800	668–800

The average scale score schoowide was 571. As expected, our English learners and students with special needs did not score as high on their average scale score as the general education students. However, the exciting part of this data is the second section (under the orange title banners). This data shows average growth by subgroup and grade level. The numbers represent the total number of points students increased their scale scores over the course of the year. On this table we can see that EL student growth and growth for students with special needs exceeded that of our general population. This indicates that our students in special populations are not being left behind and they are making up the difference in their learning gap so they can catch up to their general population peers.

Math:
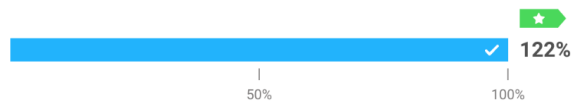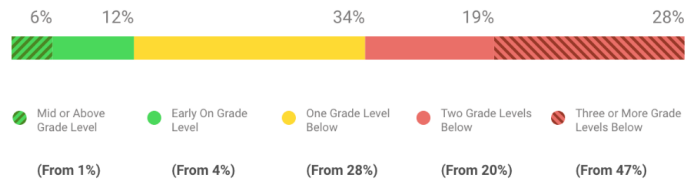
Just as they did in reading, our student exceeded expectations in math. Schoolwide, our students hit 122% of their annual typical growth, and every grade level contributed that that overall success:

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Grade 5	115%	65%	58%	12%	82%
Grade 6	121%	60%	58%	22%	66%
Grade 7	150%	66%	73%	37%	64%
Grade 8	108%	52%	42%	17%	51%

Again, our goal was to hit 100% typical growth and 50% stretch growth. Our students surpassed the typical growth goal and all grade levels but one passed the goal for stretch growth as well (8th grade was close with 42% stretch growth).

Just as was discussed for reading, we also take careful steps to analyze performance across all student groups for our mathematics diagnostic. Our initial assessment indicated that a large percentage of students were performing below grade level. The great thing about the iReady assessment is the focus on growth rather than reaching for a specific score. A grade level scale score is between 580 and 680, so we will continue to strive for a higher average scale score for each grade level. However, we are very proud of the growth our students have demonstrated and that our students exceeded typical growth expectations across the board. Schoolwide, our English Learners grew an average of 17 points on their diagnostic over the course of the year compared to 28 points of growth on average for our general population. Students with special needs increased 33 points on average compared to 22 opints for the general population. In ELA, both of our these student subgroups out-performed their general education peers in terms of growth. In math, our students with special needs outgrew the general population, but our English Learners did not. This will be an area of growth for next year so our ELs grow as much in math as they do in ELA.

D3 MATH SCALE SCORE ANALYSIS

AVERAGE SCALE SCORE BY GL		AVERAGE SCALE SCORE FOR ELs BY GL				AVERAGE SCALE SCORE FOR SPED BY GL			
Grade	Average Growth		EL Status				SPED		
		Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total
5	457	5	447	463	457	5	455	471	457
6	469	6	451	477	469	6	474	452	469
7	483	7	458	495	483	7	490	455	483
8	488	8	477	493	488	8	490	481	488
Grand Total	479	Grand Total	461	487	479	Grand Total	483	461	479

D3 MATH SCALE SCORE GROWTH ANALYSIS (Diagnostic 1 to Diagnostic 3)

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth		EL Status				SPED		
		Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total
5	23	5	27	21	23	5	23	24	23
6	23	6	16	26	23	6	18	38	23
7	24	7	18	27	24	7	27	14	24
8	26	8	15	31	26	8	22	52	26
Grand Total	24	Grand Total	17	28	24	Grand Total	22	33	24

Here, you can see again that our English learners and students with special needs to not have quite as high scale scores as the general population, but they are demonstrating growth across the board. Our students with special needs are exceeding the growth of the general population in most grade levels. Our English learners are growing in solid margins, but they are not quite keeping up with their peers. This year, we worked with our teachers to integrate ELD strategies and standards into their classrooms, and it worked very well for our reading results (this will be discussed more in depth in subsequent paragraphs). While we are proud of the growth our ELs demonstrated across the board, we will continue to work on integrating and implementing these strategies more effectively in our math classes.

EL AND RECLASSIFICATION

Last year, our school reclassified 7 students, resulting in a reclassification rate of 6.25%. While this is below previous performance in reclassification for our school, it is on par with the state average of 6.9%. One of the biggest hurdles to reclassification for our students, and the reason for the high rate of LTELs is the lack of a

proficient or grade level score on a standarized exam. In the past 2 school years, we have not taken the CAASPP. In addition, many of our students come in to our school far below grade level. While most of our students demonstrated growth on our internal assessment, the iReady diagnostic, and many students improved one or more performance bands, in many cases this was not enough to bring them up to grade level proficiency.

For example, the following screenshots are of our 6th grade (incoming for the 2021 school year) students for the 2021-22 school year. As you can see, many of the far exceeded their typical growth expectations and grew between placement levels. However, many students have gaps that will take several years to make up, thus delaying reclassification.

Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
184%	35/19	69%	35/51	Grade K (391)	Grade 1 (426)
–	–/19	–	–/51	Grade K (396)	–
142%	27/19	53%	27/51	Grade K (411)	Grade 1 (438)
158%	30/19	59%	30/51	Grade 1 (431)	Grade 1 (461)
632%	120/19	235%	120/51	Grade 1 (436)	Grade 4 (556)
137%	26/19	51%	26/51	Grade 1 (436)	Grade 1 (462)
263%	50/19	98%	50/51	Grade 1 (440)	Grade 2 (490)
321%	61/19	120%	61/51	Grade 1 (444)	Grade 3 (505)
321%	61/19	120%	61/51	Grade 1 (446)	Grade 3 (507)
263%	50/19	98%	50/51	Grade 1 (446)	Grade 3 (496)
468%	89/19	175%	89/51	Grade 1 (453)	Grade 4 (542)
353%	67/19	131%	67/51	Grade 1 (458)	Grade 3 (525)

Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
0%	0/19	0%	0/51	🚫 Grade 1 (458)	🚫 Grade 1 (426)
✓ 432%	82/19	✓ 161%	82/51	🚫 Grade 1 (460)	🔴 Grade 4 (542)
✓ 389%	74/19	✓ 145%	74/51	🚫 Grade 1 (463)	🚫 Grade 3 (537)
✓ 237%	45/19	88%	45/51	🚫 Grade 1 (466)	🚫 Grade 3 (511)
0%	0/19	0%	0/51	🚫 Grade 2 (474)	🚫 Grade 1 (459)
✓ 284%	54/19	✓ 106%	54/51	🚫 Grade 2 (474)	🚫 Grade 3 (528)
✓ 379%	72/19	✓ 141%	72/51	🚫 Grade 2 (478)	🔴 Grade 4 (550)
✓ 163%	31/19	61%	31/51	🚫 Grade 2 (480)	🚫 Grade 3 (511)
✓ 405%	77/19	✓ 151%	77/51	🚫 Grade 2 (481)	🔴 Grade 4 (558)
0%	0/19	0%	0/51	🚫 Grade 2 (482)	🚫 Grade 1 (467)
✓ 332%	63/19	✓ 124%	63/51	🚫 Grade 2 (483)	🔴 Grade 4 (546)
✓ 332%	63/19	✓ 124%	63/51	🚫 Grade 2 (484)	🔴 Grade 4 (547)
✓ 163%	31/19	61%	31/51	🚫 Grade 2 (484)	🚫 Grade 3 (515)

Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
▰▰▰✓ 189%	36/19	▰▰▱ 71%	36/51	🚫 Grade 2 (486)	🚫 Grade 3 (522)
▰▰▰✓ 179%	34/19	▰▰▱ 67%	34/51	🚫 Grade 2 (489)	🚫 Grade 3 (523)
▰▰▰✓ 142%	27/19	▰▰▱ 53%	27/51	🚫 Grade 2 (490)	🚫 Grade 3 (517)
▰▱▱ 53%	10/19	▰▱▱ 20%	10/51	🚫 Grade 2 (490)	🚫 Grade 3 (500)
▰▰▰✓ 142%	27/19	▰▰▱ 53%	27/51	🚫 Grade 2 (491)	🚫 Grade 3 (518)
▰▰▰✓ 474%	90/19	▰▰▰✓ 176%	90/51	🚫 Grade 2 (492)	🟡 Grade 5 (582)
▰▰▱ 95%	18/19	▰▱▱ 35%	18/51	🚫 Grade 3 (496)	🚫 Grade 3 (514)
▰▰▰✓ 337%	64/19	▰▰▰✓ 125%	64/51	🚫 Grade 3 (497)	🔴 Grade 4 (561)
▰▰▰✓ 184%	35/19	▰▰▱ 69%	35/51	🚫 Grade 3 (498)	🚫 Grade 3 (533)
▰▰▰✓ 363%	69/19	▰▰▰✓ 135%	69/51	🚫 Grade 3 (499)	🟡 Grade 5 (568)
▰▰▰✓ 163%	31/19	▰▰▱ 61%	31/51	🚫 Grade 3 (500)	🚫 Grade 3 (531)
▰▰▰✓ 132%	25/19	▰▰▱ 49%	25/51	🚫 Grade 3 (504)	🚫 Grade 3 (529)
▰▰▱ 89%	17/19	▰▱▱ 33%	17/51	🚫 Grade 3 (505)	🚫 Grade 3 (522)

✔ 200%	38/19	75%	38/51	🚫 Grade 3 (507)	🔴 Grade 4 (545)
✔ 121%	23/19	45%	23/51	🚫 Grade 3 (508)	🚫 Grade 3 (531)
74%	14/19	27%	14/51	🚫 Grade 3 (508)	🚫 Grade 3 (522)
✔ 326%	62/19	✔ 122%	62/51	🚫 Grade 3 (511)	🟡 Grade 5 (573)
✔ 247%	47/19	92%	47/51	🚫 Grade 3 (514)	🔴 Grade 4 (561)
✔ 458%	87/19	✔ 171%	87/51	🚫 Grade 3 (516)	🟢 Early 6 (603)
✔ 395%	75/19	✔ 147%	75/51	🚫 Grade 3 (516)	🟡 Grade 5 (591)
42%	8/19	16%	8/51	🚫 Grade 3 (516)	🚫 Grade 3 (524)
0%	0/19	0%	0/51	🚫 Grade 3 (517)	🚫 Grade 3 (517)
✔ 332%	63/19	✔ 124%	63/51	🚫 Grade 3 (519)	🟡 Grade 5 (582)
63%	12/19	24%	12/51	🚫 Grade 3 (521)	🚫 Grade 3 (533)
✔ 279%	53/19	✔ 104%	53/51	🚫 Grade 3 (522)	🟡 Grade 5 (575)
53%	10/19	20%	10/51	🚫 Grade 3 (525)	🚫 Grade 3 (535)

Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
295%	56/19	110%	56/51	🚫 Grade 3 (526)	🟡 Grade 5 (582)
216%	41/19	80%	41/51	🚫 Grade 3 (527)	🟡 Grade 5 (568)
347%	66/19	129%	66/51	🚫 Grade 3 (528)	🟡 Grade 5 (594)
368%	70/19	137%	70/51	🚫 Grade 3 (528)	🟢 Early 6 (598)
205%	39/19	76%	39/51	🚫 Grade 3 (530)	🟡 Grade 5 (569)
179%	34/19	67%	34/51	🚫 Grade 3 (531)	🔴 Grade 4 (565)
263%	50/19	98%	50/51	🚫 Grade 3 (531)	🟡 Grade 5 (581)
0%	0/19	0%	0/51	🚫 Grade 3 (532)	🚫 Grade 3 (531)
0%	0/19	0%	0/51	🚫 Grade 3 (532)	🚫 Grade 3 (499)
95%	18/19	35%	18/51	🚫 Grade 3 (536)	🔴 Grade 4 (554)
316%	60/19	118%	60/51	🚫 Grade 3 (537)	🟡 Grade 5 (597)
95%	18/19	35%	18/51	🚫 Grade 3 (537)	🔴 Grade 4 (555)
211%	40/19	78%	40/51	🚫 Grade 3 (538)	🟡 Grade 5 (578)

This data clearly shows that students at BCCS are making academic progress, but they are not quite hitting the levels of proficiency necessary to reclassify.

To combat these deficiencies and to ensure students are growing towards grade level proficiency and reclassification, our team took a 3 pronged approach that was outlined in the previous section. We focused on rebuilding a strong school culture, supporting teachers through aligned and focused professional development and coaching, and focused on using meaningful data when discussing student performance and growth goals.. In terms of PD and teacher support, much of our discuss was based on subgroup performance and strategies that would help ensure growth for these students. Click here to go back to the detailed explanation of these efforts from this school year.