School-Specific Goals - Academic

This form is intended to launch the individual tailoring of the Commission *Performance Framework* for each school. As part of our goal to develop a *Performance Framework* that builds upon the evaluation lens utilized by the state, we believe each school's framework should contain measures that are representative of your individual program. Applicable Legislation: <u>WAC 108-30-030</u> Please incorporate your school-specific goals on this form. For any questions, please contact Leslie Hayden, at Leslie.Hayden@k12.wa.us or 360-725-5511.

Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating)				
School Mission	To prepare all students to reach their full potential for future success in high school, college, career, and life, using the rich resources of our community.			
School Vision	To serve as an instrument of change, helping to progress our education system to better meet the needs of students, families, and educators.			
School Education Program Terms (Attachment 4 of Charter Contract)	 Developmentally appropriate age-grouped classrooms Self-directed learning environment Learning through action and community 			
Student Profile – What make a student who matriculates from your program unique? Should be tied to Education Program Terms (attachment 4)	Students who matriculate from PCM to 10 th grade possess strong executive functioning and social-emotional skills and are academically in step or in advance of their similar aged peers. PCM students can set goals, work and plan independently, and are capable of reflecting on and revising plans when needed. Students are also familiar with their community and the change they can affect within it. Gaps based on demographics have been eliminated.			
	PCM is committed to ensuring each student makes realistic growth based on where they are and where they are targeted to be each year. PCM does not have MAP data to use as a baseline as this is our inaugural year. Local state report card assessment data from 2018-19 reveals a need to focus on both Math and ELA. This need is likely more exacerbated by COVID.			
Academic Program Support Area Need – As determined through data review	MAP will be PCM's tool of choice to establish a baseline and measure growth throughout the year. MAP will be used to establish a baseline for all students (2021-22, K-5 th grade). Coming out of COVID, establishing this baseline is particularly important for honing in on students who need more intensive intervention in ELA and Math. MAP (fluency) will also be used to identify students with Dyslexia indicators.			
	Students who score "Lo" or "Avg/Lo" will receive more targeted and intensive supports driven by the areas of need identified on their individualized reports combined with other formative assessments.			
Goal/ Lagging Indicator What is the intended outcome?	Of the students who score Lo Avg/Lo on their MAPS ELA and Math in Fall 2021, half of them will achieve their MAP Projected Growth Goals by the Spring 2022 testing session.			

Goal Connection Describe how the goal captures the school mission/vision/educational program terms/student profile.	NWEA MAP Growth in ELA and math will allow us to track student progress in key academic areas necessary to succeed in school and life. Tracking progress in this way is essential to achieve our mission and ensure any gaps are closed during a student's progression from Grades K- 9 th grade. Additionally, as there is no state assessment for students in Grades K-2, MAP provides a necessary growth tracking tool.			
Leading Indicator: What actionable steps (ex. interventions will be put in place to directly influence the outcome of the goal? How will you provide supports to staff to allow authentic implementation of the interventions?	Once students complete the benchmark assessment in the fall, our Head of School and Montessori Coach - Director of Academic Programs will meet to discuss the results and plan out interventions for students with Guides and their instructional assistants. PCM uses the vast breadth of Montessori math materials to find the right fit to stimulate students' interest and support growth. iReady may be used as an online tool when necessary. PCM uses Montessori materials and Heggerty at the earlier grade levels, to support ELA growth. NewsELA may also be used to supplement grade-level text.			
Metrics How will you measure your goal?	Percentage of students who hit their growth goal for their MAP assessment in ELA and Math between fall and spring assessments.			
Targets How will you know if you are successful? Set the cut-points for each target category and give the rationale for each cut-point. look at past trends, current performance, and comparative data to set target cut- points.	Category Exceeds	Target >60% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring	Rationale for the Target This would mean a majority of our students met their growth target	
	Meets	50-59% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2022 MAP assessment	This would meet the outcome of at least 50% of our students meeting their growth targets	
	Does Not Meet	35-49% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2022 MAP assessment	This would indicate that our interventions were unsuccessful for a majority of our students	
	Falls Far Below	<35% of students scoring Lo/Lo Avg meet their individual growth projection goals on Spring 2022 MAP assessment	This would indicate that our interventions are not correlated with the gaps identified by MAP and did not have a noticeable impact on most students' understanding of grade level standards	

Why: This measurement tool is unique as it provides a measure of growth as well as data showing how PCM students are performing compared to a nationally normed set of students from across the country. Frequency: PCM students in Grades K – 9 (2021-22 K-5) will take the NWEA MAP Growth assessment three times each academic year (fall, Assessment Details, Data Collection and Verification winter, spring) to evaluate growth goals and growth over time. Explain why the chosen means of Data-sharing & Verification: Data will be shared with Guides during data assessment and criteria for success are dives to advise individualized work plans and make mid-year course appropriate for measuring performance corrections. The data will be shared with parents in conjunction with toward the goal. How often will the school Parent University sessions about how to interpret growth results. collect data for this goal and how will the Progress toward goals will be reported quarterly to the PCM board of school share results with key stakeholders trustees. Data will be provided to the Washington State Charter School (i.e., Commission, Board, etc.)? How will Commission as required, published in our July monthly newsletter, and data be verified if audited? provided for the board of trustees annual meeting. This report will provide plans for school-wide growth to ensure all students are experiencing adequate growth. Data can be verified through school records associated with each category. Data fed into the Montessori Dashboard becomes part of the national data set for public Montessori performance across the nation.

> Results Summary Provide a brief summary of results and evidence of assessment.

Background considerations: this was a unique year for schools with COVID still having a heavy impact on student attendance, staff attendance, and social-emotional – executive functioning needs.

Caution in interpretation of scores should be noted as the expected scores and growth projections are based off pre-COVID data. The cumulative effects of COVID on growth during this time has not been realized yet. No adjustment was made in our data to try to account for this, but it should be noted that we may see that during COVID kids did not make growth as quickly early on. We noted a significant need for counseling and social-emotional work across all students that far exceeded what would be considered normal pre-COVID. This need was high and, in some cases, needed to be addressed before academic need to make an impact on academic growth.

As this was PCM's first year the assessments set the baseline for us to plan for next year and to establish where our students were coming out of COVID and identify the major needs both academic and social-emotional.

Results Summary:

ELA –

Language Usage MAP assessment (MEETS), 30 student 2nd – 5th grade had valid test results in the Fall-Spring. 4 students did not have valid results for a test period due to being absent for the test or in minor cases not being enrolled yet or refusing to test. These students were excluded from the analysis.

Of the students tested 43% of them tested in the Low to LowAvg quintile in the fall in Language Usage. Of the 13 students that scored in the Low to LowAvg quintile, 54% of them made their fall to spring projected growth according to the pre-COVID growth expectations identified by MAP. This places us in the Meet category.

Of these 13 students, 38% fell into the High to HigAvg range, 23% fell in the Average range, and 39% fell into the Low to LowAvg growth range. More growth for more student was realized between the winter to spring than the fall to wintertime period. Race, gender, income status, prior school type, ELL, and IEP/504 status did not appear to produce a trend. It should be noted in many of these categories our numbers are so low within a category that trends can't be truly identified. Absences did play a role in growth or lack thereof.

Reading MAP assessment (DOES NOT MEET (by 1 student)-EXCEED in Winter to Spring), 31 student $1^{st} - 5^{th}$ grade had valid test results in the Fall-Spring. 11 students did not have valid results for a test period due to being absent for the test or in minor cases not being enrolled yet or refusing to test. These students were excluded from the analysis.

Of the students tested 45% of them tested in the Low to LowAvg quintile in the fall in Reading. Of the 14 students that scored in the Low to LowAvg quintile, 43% of them made their fall to spring projected growth according to the pre-COVID growth expectations identified by MAP. This places us at the high end of the Does Not Meet category. This difference equates to 1 student. It can also be noted that between winter and spring 62% met their projected growth.

Reflection Summary: We noted that there was more apprehension or struggle presented by some students when taking the reading assessment. We also found a subset that struggled with reading on the computer versus on paper. This played some role in results for some students who we noted internally showed more growth internally than on MAP. Students also were presented some struggle moving between work that is hands on and manipulatable versus strictly on-screen. Test anxiety began to surface after the first assessment for some. These are all points we want to dig into more as a staff to expand students vocabulary and transferability.

The slow start for some of our key tools also played a role in growth and progress. This is mainly tied back to the effects of COVID which will not play the same role next year. Our <u>Waseca reading program</u> got a slower start than anticipated. Lexia and intensive Heggerty interventions were not implemented in full until later into the school year. Once implemented we did see improvement and look forward to beginning the year with strong implementation in the 2022-23 school year. Our reading specialist to support with Heggerty implementation and identifying and designing interventions for students with reading disabilities, including Dyslexia, will be on site at least three times this year, staring with our first MAP assessment which will produce a faster and strong start this coming year. We were not able to bring this person on site until January of this year. Having strong baselines on students, understanding what their high priority needs are, and having all systems in place, position us more strongly for this coming school year as well.

MATH – (FALLS FAR BELOW (by 3 student)-2 students within 2-3 points and one student within 4 points of making targeted growth to achieve MEETS), 30 student $1^{st} - 5^{th}$ grade had valid test results in the Fall-Spring. 12 students did not have valid results for a test period due to being absent for the test or in minor cases not being enrolled yet or refusing to test. These students were excluded from the analysis. It can also be noted that the population of students in this category is more heavily weighted towards 4^{th} and 5^{th} graders (mostly 4^{th}) than the ELA categories. This poses a larger challenge due to student's prior knowledge base, mindset towards math, and test anxiety around the subject.

Of the students tested, 45% of them tested in the Low to LowAvg quintile in the fall in Reading. Of the 14 students that scored in the Low to LowAvg quintile, 29% of them made their fall to spring projected growth according to the pre-COVID growth expectations identified by MAP. This places us at the high end of the Falls Far Below category. This difference equates to 3 students which would put us in the bottom of the Meets category. It can be noted that there are 2 students who were within 2-3 points of meeting their growth and 1 student within 4 points of meeting their growth.

Reflection Summary: We noticed early on students were coming in lower in math than other areas. We attributed this primarily to Math being more technical and, as the child advances, being more difficult to teach at home in a way that builds deep understanding to continually build off. Additionally, online math that relies primarily on worksheets, while it serves as a stopgap, is not ideal in building strong concrete foundational skills. We found we needed to build backwards to build missing skills in several our students, particularly older students, in order to provide the foundation for strong forward progress.

Another compounding factor for our older students is their perception towards Math and math tests similar to the more standard approach. While we worked on this with students there is still much work to be done to reduce anxiety enough for them to fully engage in testing in a way that will reflect their actual level.

As far as applied skills and problem solving, Math is one of the strongest areas for Montessori due to its hands-on concrete-to-abstract approach. That said it is also the area that students often test the lowest in on standardized tests at the early grade levels due to the deep divide in testing language and platform compared to the hands-on constructivist approach used in the classroom. While we were prepared for lower perceived performance from a test perspective in Math, we have identified language and approaches we will incorporate in the 2022-23 school year that will not compromise the fidelity of the Montessori math curriculum but rather compliment and strengthen students' ability to translate between different types of questions and platforms.