



MAPS 98(b) Learning Goal Reporting
Jefferson 2022-23

Goals shall be:

- Established by September 15, 2022
- Reported on by 1st board meeting in February, 2023 (February 8, 2023)
- Reported on by the end of the 2022-2023 school year (June 30, 2023)

K-8

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| Goal Category | <p>All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. ● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff. |
| Middle of the Year Reading Goal | <p>All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. ● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff. |
| End of the Year Reading Goal | <p>All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. ● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff. |

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| Goal Category | <p>All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Mathematics academic standards. |
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| | <ul style="list-style-type: none"> • Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff. |
| Middle of the Year Mathematics Goal | <p>All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> • All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Mathematics academic standards. • Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff. |
| End of the Year Mathematics Goal | <p>All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> • All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Mathematics academic standards. • Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff. |

Achievement or Growth on Benchmark Assessment - By Student Demographics

| Reporting Category | Beginning of Year | | February | | Before End of the Year | |
|------------------------------|-------------------|------|----------|------|------------------------|------|
| | Reading | Math | Reading | Math | Reading | Math |
| All Students | 68% | 58% | 58% | 67% | 63% | 73% |
| Econ. Disadvantaged | 70% | 58% | 55% | 59% | 56% | 67% |
| Special Education | 47% | 38% | 32% | 41% | 37% | 43% |
| English Learner | *** | *** | *** | *** | *** | *** |
| Female | 70% | 67% | 55% | 72% | 60% | 70% |
| Male | 67% | 53% | 59% | 65% | 66% | 78% |
| Race/Ethnicity: Caucasian | 68% | 60% | 58% | 68% | 63% | 73% |

All scores represent the percent of students that are at or above the average NWEA percentile range and are in-person learners. No scores have been reported for virtual students or additional races/ethnicities as the subgroups are less than 30 students.

***No scores reported, subgroup is less than 30 students

Achievement or Growth on Benchmark Assessment - By Grade Level

| Reporting Category | Beginning of Year | | February | | Before End of the Year | |
|--------------------|-------------------|------|----------|------|------------------------|------|
| | Reading | Math | Reading | Math | Reading | Math |
| Kindergarten | 88% | N/A | 67% | 68% | 60% | 76% |
| First Grade | 67% | 68% | 59% | 69% | 66% | 74% |
| Second Grade | 48% | 47% | 48% | 64% | 59% | 69% |

All scores represent the percent of students that are at or above the average NWEA percentile range and are in-person learners. No scores have been reported for virtual students or additional races/ethnicities as the subgroups are less than 30 students.

GSRP

| Goal Category | Goal Related to Achievement or Growth on TS Gold Assessment |
|-------------------------------------|--|
| Middle of the Year Reading Goal | All students will improve performance in Literacy/Language from Fall to Spring as measured by TS Gold. |
| End of the Year Reading Goal | All students will improve performance in Literacy/Language from Fall to Spring as measured by TS Gold. |
| Middle of the Year Mathematics Goal | All students will improve performance in Mathematics from Fall to Spring as measured by TS Gold. |
| End of the Year Mathematics Goal | All students will improve performance in Mathematics from Fall to Spring as measured by TS Gold. |

Table B: Achievement Related to Academic Goals

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| Provide a narrative on progress toward meeting the goals outlined above. |
| <p>The Great Start Readiness Program (GSRP) utilizes Teaching Strategies Gold to assess and track student growth on an individual on-going basis. It is an observation based system that looks at the whole child in the following areas: social-emotional, physical, language, cognitive, mathematics, and literacy. Students are assessed 3 times per year: Fall/November, Winter/February, and Spring/May.</p> <p>Mid Year Report: Winter testing does not begin until February however, this anecdotal report has been given: Following the fall checkpoint, the teaching team used the data to set goals for each student. Through intentional planning and individualized instruction, the students have shown consistent growth in all areas of development. Based on the teacher's daily observations since November, students that were once below expectations are meeting them and students that were meeting expectations are now exceeding them.</p> <p>End of Year Report: There was improvement in each of the 6 categories that TS Gold tests assess.</p> |

| Category | % of children meeting/ exceeding in the FALL | % of children meeting/ exceeding in the SPRING |
|--------------------------|---|---|
| Social-emotional | 73% | 93% |
| Physical | 40% | 100% |
| Language & Communication | 73% | 93% |
| Cognitive | 87% | 100% |
| Literacy | 47% | 93% |
| Mathematics | 20% | 93% |