



MAPS 98(b) Learning Goal Reporting
Kennedy 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

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.

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	57%	64%	56%	62%	58%	63%
Econ. Disadvantaged	46%	48%	45%	50%	47%	50%
Special Education	28%	40%	26%	35%	28%	39%
English Learner	***	***	***	***	***	***
Female	64%	62%	61%	62%	65%	64%
Male	65%	51%	52%	60%	51%	65%
Race/Ethnicity: Caucasian	57%	66%	56%	63%	58%	66%

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
Third Grade	54%	59%	54%	65%	55%	60%
Fourth Grade	57%	72%	55%	62%	58%	73%
Fifth Grade	60%	58%	60%	55%	60%	58%

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.