



Building Legacies – One Student at a Time

2022-2023 School Improvement Plan for

Cartersville Elementary School

Becky Bryant, Principal

School Address:
340 Old Mill Road
Cartersville, GA 30120

School Improvement Plan

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Section I- School Improvement Plan Committee /Leadership Team

Position/Role	Name	Signature
SIT Chairperson:	Becky Bryant	
Principal:	Becky Bryant	
SIT Member	Renee Dittmer – 3rd	
SIT Member	Lori Farmer – 3rd	
SIT Member	Kate DeBoard – 4 th	
SIT Member	Suzanne Hite – 4 th	
SIT Member	Kenya Ash – 5 th	
SIT Member	Andrew Wilson – 5 th	
SIT Member	Beth Gaines - Specialist	
SIT Member	Shannon Suarez - Specialist	
SIT Member	Natalie Carr - PBIS	
SIT Member	Sarah Daniell - SSS	
SIT Member	Bobbie Bruton - TSS	
SIT Member	Joe Crawford - ITS	
ESOL Teacher	Breanna McDonald	
Social Worker	Paula Womack	
SPED Teacher	Rachel Phillips – SPED lead	

Section II- School Improvement Plan Assurances

STATEMENT OF ASSURANCES:

Our signatures below serve as the assurance that these steps took place during the development, discussion, and approval of our 2022-2023 school improvement plan.

The school improvement plan submitted for approval to the CCS Board of Education has been developed in accordance with the GA. Department of Educations guidelines and applicable state laws. In the development of this plan, be assured that:

- representatives of all grade levels and job classifications have been selected to serve on the school improvement team.
- the plan has been shared and feedback requested from the local school governance teams.
- notice of time, date, and location of school improvement team meetings was posted according to public meeting guidelines;
- all components of the FY 2022-23 Title I Program Plan Checklist have been met.

This school improvement plan represents goals and strategies for addressing improvement of student performance and includes components that focus on: an inviting and nurturing school climate; a safe learning environment; rigorous curriculum; relevant instruction; preparing students to be competitive locally and globally; recruitment and retention of quality staff; training for highly qualified professionals; internal and external communications; partnerships with parents; partnerships with the school community; physical and financial resources; and people and time resources.

School Principal's Signature

Date: _____

School Improvement Team Chairperson's Signature

Date: _____

Section III- District Vision and Mission

District Vision
<i>Building Legacies - One Student at a Time</i>
District Mission
<i>We inspire all students to build the skills and confidence to find their passions and achieve their goals.</i>
District Core Values
<p>COMPASSION: We must exhibit compassion as we build relationships based on trust and mutual respect.</p> <p>COMMUNITY: We involve students, parents, teachers, and the community to support student learning. We firmly believe students will learn best when engaged with the community and when the community is invested in student learning- ensuring that we are all achieving at the highest level.</p> <p>EQUITY: We support every student and create a learning environment in which all of our diverse learners can achieve their highest potential. We believe that all students have the capability to learn at a high level and we encourage them to find their passions and achieve their goals.</p> <p>ENGAGEMENT: We believe that engagement is at the core of all student success. We know students learn best when they participate in a student-centered, standards-based curriculum that emphasizes hands-on, project-based learning. Our innovative staff strives to create a dynamic, engaging learning environment for all students.</p> <p>HIGH EXPECTATIONS: All staff and students must hold the highest expectations for their own achievement and believe in the motivating power of hope combined with unwavering determination. We align curriculum, instruction, and assessments as an accountability tool for continuous learning. We are committed to providing all students with the skills that will ensure their ability to achieve success for career, college, and life.</p> <p>SHARED LEADERSHIP: We are committed to a vision of shared leadership that is collaborative and courageous. The district is led by a team of highly qualified partners who invite all community stakeholders to contribute to the decision-making process. We look forward to the momentum that occurs when the hopes and dreams of the community fuse with the expertise of caring innovative educators.</p>

True Accountability

Cartersville is one of eleven school districts in Georgia that have spearheaded the movement to expand the existing statewide accountability system to one that is an educator-led, evidence-based, student-centric, community-based accountability system that moves far beyond test scores and A-F rankings. This system is called True Accountability. True Accountability provides an accurate, holistic performance measure and a thorough accounting to the students, families, and communities for whom educators and schools exist. True Accountability involves seven pillars made up of 27 different elements that must be evaluated in order to assess the effectiveness of any school. All CCSs are required to plan and continuously monitor all 27 elements of the True Accountability system.



7 Pillars of True Accountability

- 1- Student Achievement
- 2- Student Readiness
- 3- Engaged, Well-Rounded Students
- 4- Community Engagement and Partnerships
- 5- Professional Learning/Quality Staff
- 6- Systems and Operations
- 7- Safety and Well-Being

Key questions have been designed for the seven pillars and should be used to guide the school improvement team. Planning for the 20-21 school year will include the alignment of the Seven pillars and 27 elements and integrated into the building school improvement plan.

All schools will track their progress on the 27 elements using the provided TAGS tracking/signaling spreadsheet. Schools will report quarterly progress on all elements. Building leadership teams will host on-site quarterly update meetings for district leadership.

Section IV- Overview of School Performance Data

**Specific to each building*

CPS- GKIDS, AIMS Web, MAP, Intervention Data, Attendance, **CES-** MAP, GMAS EOG, Access, Intervention Data, Attendance, **CMS-** MAP, GMAS EOG/EOC, Access, Intervention Data, Attendance, **CHS-** MAP, GMAS EOC, Access, EOP, Grad Rate, AP, Failure Rate, Intervention Data, Attendance

Georgia Milestones Spring [2021 & 2022]										
ELA	Beginning		Developing		Proficient		Distinguished		Proficient & Distinguished	
	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>
Grade 3	34%	34%	30%	27%	28%	23%	8%	16%	36%	39%
Grade 4	27%	24%	38%	38%	29%	30%	7%	8%	36%	38%
Grade 5	26%	20%	34%	42%	34%	33%	6%	5%	40%	38%
Total										

Georgia Milestones Spring [2021 & 2022]										
Math	Beginning		Developing		Proficient		Distinguished		Proficient & Distinguished	
	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>
Grade 3	17%	17%	46%	36%	31%	36%	5%	11%	36%	46%
Grade 4	17%	11%	40%	37%	34%	41%	9%	11%	43%	52%
Grade 5	36%	24%	39%	40%	19%	27%	7%	8%	26%	35%
Total										

Georgia Milestones Spring [2021 & 2022] Sub Groups (Proficient+Distinguished)										
ELA	Black		Hispanic		EL		Sped		ED	
	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>
Total	14%	23%	25%	21%	%		15%	13%	%	

Georgia Milestones Spring [2021 & 2022] Sub Groups (Proficient+Distinguished)										
Math	Black		Hispanic		EL		Sped		ED	
	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>	<i>2021</i>	<i>2022</i>
Total	14%	29%	22%	30%	%	%	14%	21%	%	%

Section V- School Performance Data Analysis

Student Achievement Data Collected
<ul style="list-style-type: none">○ Georgia Milestones proficiency levels○ Georgia Milestones subgroup performance○ CCRPI scores (content mastery, progress, readiness, closing gaps)○ 2021-22 MAP scores (fall, winter, spring)○ Lexile/RIT performance (students reading on grade level)○ Intervention data○ Data provided by various software programs
Summarize the student achievement trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
<p>In general, there are upward trends with our general population meeting or exceeding projected growth on the MAP assessment in all content areas. Growth was strongest in 3rd and 4th grade math, as well as 3rd grade Reading for both MAP and GMAS assessments. There was also a significant increase in our Black subgroup population in math, although additional growth to close the gap is still needed. Gains in math were much larger overall compared to ELA on GMAS specifically, so plans for the 22-23 school year include a stronger focus on ELA.</p>

Demographic Data Collected

- Enrollment
- Race/Ethnicity
- Gender
- Gifted
- Remedial/EIP
- ESE
- EL
- 504
- Mobility rates
- Free/Reduced lunch
- Homeless

Summarize the demographic trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Overall enrollment remained steady during the 2021-2022 school year, including subgroup enrollment. At the elementary level, the number of virtual students continues to decrease with only 5 students during 21-22 year. The number of students receiving special education services continues to climb.

School Climate Data Collected

- Climate rating
- Climate indicator ratings
- Georgia Health Survey Results (student, personnel, parent)
- Student attendance data
- Teacher attendance data
- Discipline data (Ed Handbook)
- PBIS data
- Staff retention

Summarize school performance trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

Teacher and student attendance data were both affected by Covid during the 2021-2022 school year. However, student discipline data was overall much lower. Changes in schedule structure could impact behaviors as 4th and 5th grade classes are not departmentalized.

What parts of this data catch your attention?

3rd grade growth as evidence through MAP was substantial; although 5th grade did not meet any of their MAP projected growth targets last year, they did meet most of their targets this year; 5th grade MAP data aligned with GMAS data, where only approximately 35% of students were proficient or higher.

What does the data tell us? What does the data NOT tell us?

We have a lot of work to do. We need to look vertically as to why our 3rd grade students do not maintain expected growth as they move up to grades 4 and 5. The data does not tell us the impact Covid had on students social and emotional state to be ready for learning. The data also does not tell us gaps in specific skills within each academic domain. There is also not a way for us to gauge the instructional impact Covid precautions had on students' academic pursuits in the classroom.

What good news is there to celebrate?

3rd grade students overall showed growth in all three tested areas in MAP – Reading, Math, and Language. Student discipline data was also significantly lower during the 2021-2022 school year. Another big win is the cohort growth in math from last year's 3rd grade GMAS proficient+distinguished to their 4th grade GMAS proficient+distinguished. There was a 16% increase with the 3rd-4th cohort in math!

What are the issues are suggested by the data?

*** focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement*

There is an evident need for additional Tier 1 instructional support in both reading and math in all grade levels, but especially 5th grade. In addition more work, time, and training is needed to better use the data we have available to anticipate results and remediate where needed prior to GMAS testing each spring.

What are our key conclusions? What recommendations does the team have for addressing the issues?

The first recommendation is a strong focus on Tier 1 instruction in Reading/ELA while learning a new curriculum to meet individual student needs. The 2nd recommendation is continued support with Tier 1 instruction with our new Bridges math curriculum, while also diving deeper into students Tier 2 and 3 math interventions. The team also recommended we monitor our implementation of Capturing Kids Hearts and how basic classroom behaviors are affected by its implementation. And finally the team recommended we begin discussions involving common grading practices aligned to prioritized outcomes which could include common summative and formative assessments and a deeper understanding of the PLC/PLT community.

Section VI- School Improvement Plan Goals, Strategies, and Action Steps

Cartersville Elementary School embraces a process of Continuous Improvement Planning. Stakeholder groups meet regularly to review and revise system and school improvement plans to address the unique academic needs of all students. Vast amounts of data, both quantitative and qualitative, are analyzed to formulate the School Improvement Plan. The administrators, teachers, paraprofessionals through School Leadership team and, parents and community through Local School Governance Teams) examine Climate Surveys, Georgia Milestones, CCRPI, SLDS, NWEA MAP universal screening data, ACCESS data, progress monitoring data, formative and summative data, and other sources. All of the above data is disaggregated by subgroup (e.g., Race, ethnicity gender, sped ELL). Data is analyzed to determine strengths and weaknesses and SMART goals are developed and revised as needed based on feedback. A monthly and quarterly review of this plan and progress is conducted to evaluate its effectiveness. The School Improvement Plan is available to all stakeholders on the school website and at the annual Title I meeting.

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the identified needs and create a focus for improvement. Setting goals should be a strategic process that aligns the SMART Goals within one of the seven pillars of **True Accountability: Student Achievement, Student Readiness, Engaged, Well-Rounded Students, Community Engagement and Partnerships, Professional Learning and Quality Staff, Systems And Operations, and Safety and Well Being.**

All schools can set building goals based on the specific needs of their learning community. Schools will track all elements of the seven Pillars of the True Accountability System and report progress monthly to the Director of Strategic Initiatives and School Improvement. District leadership will conduct building visits quarterly, and building leadership teams will present SIP goals and progress.

Step 1 Identify Needs:

Consult many sources to determine what in the district needs improvement.

Plan and prepare for the process

Collect and analyze data

Identify needs and prioritize



Step 2 Select Interventions:

Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

Consider all the evidence for needed improvements

Research possible interventions

Determine if staff has the capacity to implement possible interventions



Step 3 Plan Implementation:

Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

Identify roles and responsibilities of those implementing the intervention

Develop a team that will deeply understand the intervention and of best ways to implement it

Develop the implementation timeline

Identify resources and supports needed for the implementation of the intervention

Develop a set of information to be reviewed to track the implementation



Step 4 Implement Plan:

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

Collect information to monitor the quality of supports being provided for the intervention

Consider what additional information is needed to determine if intervention is working

Assess the degree to which the implementation plan is being followed

Identify ways to break down any barriers

Build capacity of others to facilitate the improvement process now and in the future



Step 5 Examine Progress:

Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

Determine if the staff can formally study the effects of the intervention to share with others in the field

Monitor implementation and progress against defined goals

Define reasonable expectations for success

Identify and track progress and performance

Develop a plan for how knowledge about the intervention will be shared with others

Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

SMART Goal #1: Provide meaningful interventions to CES students who are not meeting and exceeding expectations on the Reading universal screener by the end of the 22-23 school year.

3rd Grade – 60% of students will meet or exceed their individual projected growth target between Fall and Spring on MAP testing by May 2023.

4th Grade – 55% of students will meet or exceed their individual projected growth target between Fall and Spring on MAP testing by May 2023.

5th Grade – 54% of students will meet or exceed their individual projected growth target between Fall and Spring on MAP testing by May 2023.

TAGS Area (Pillar & Element(s)): Student Achievement; Student Readiness; Professional Learning/Quality Staff; Engaged, Well-Rounded Students

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (Sub Groups)		Project Lead
			Artifacts	Evidence	
Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Instruction Standard 4: Uses research-based instructional practices that positively impact student learning	Teachers, TSS, SSS	Teachers will meet consistently within community groups to gain professional learning designed to enhance Tier 1 reading instruction. (Tier 2 and 3 supports will be mostly completed through individual meeting with SSS.)	PL sign-in sheets and agendas	MAP data (Fall, Winter, Spring - All subgroups) Knowledge will be used to determine new Reading/ELA curriculum for 2022-2023	TSS and SSS
Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed	Teachers, TSS, SSS	Teachers will meet with TSS and SSS to review researched-based practices and strategies to promote effective reading instruction for students.	PL sign-in sheets and agendas	Evidence of implementation through TKES observations Increased independent reading time for students	TSS and SSS
Instruction Standard 5: Differentiates instruction to meet	ELL Teachers, ELL students	Continue to provide a language acquisition program for non-English	Program usage reports	Student ACCESS scores	ELL teachers

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August 25, 2022

specific learning needs of students		speaking students (not limited to, but including immigrant students) and their families.			
Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement	Administration	Administration will consistently monitor MAP data (Fall, Winter, Spring) with specific attention to student subgroups	MAP data reports	Adjust processes based on data as needed with professional learning	Administration
Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff	Teachers	All teachers will be provided an opportunity to participate in ELL training through online modules available on the SLDS portal. In addition teachers will have access to a KSU ESOL professor for additional training and support.	Certificates of Completion; sign-in sheets from professional learning	TKES observations	Teachers
Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement	Teachers, students	Teachers will create, train, and share with parents a tool to be used at home to support reading instruction in the classroom.	Reading tool (once designed) [different by grade level]	MAP data, parent feedback	Teachers
School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community	Teachers, students	Continue ongoing implementation of Capturing Kids Hearts in all classrooms	Social Contracts in classrooms	CKH signals and cues being used during classroom observations	Administration
Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families	Teachers	Host a minimum of two parent nights – one per semester – to share student progress including MAP progress in both Reading and Math throughout the year.	MAP reports Parent sign-in sheets	Parent communication	Administration

Monitoring Actions of Implementation- Monthly Impact Points:

MAP data will be monitored following each administration (Fall, Winter, Spring). Professional learning monitoring will be ongoing through weekly PLC meetings with the TSS and individual MTSS meetings with SSS.

Estimated Cost, Funding Source and/or Resources:

Cost of Language Acquisition Program – approximately . No initial costs, unless data suggests a need for additional resources or outside professional development.

SMART Goal #2: Provide meaningful interventions to CES students who are not meeting and exceeding expectations on the Math universal screener by the end of the 22-23 school year.

3rd Grade – 69% of students will meet or exceed their individual projected growth target between Fall and Spring on MAP testing by May 2023.

4th Grade – 68% of students will meet or exceed their individual projected growth target between Fall and Spring on MAP testing by May 2023.

5th Grade – 52% of students will meet or exceed their individual projected growth target between Fall and Spring on MAP testing by May 2023.

TAGS Area (Pillar & Element(s)): Student Achievement; Student Readiness; Professional Learning/Quality Staff; Engaged, Well-Rounded Students

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
			Artifacts	Evidence	
Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Instruction Standard 4: Uses research-based instructional practices that positively impact student learning	Teachers, TSS, SSS	Teachers will meet consistently within community groups to gain professional learning designed to enhance Tier 1 AND Tier 2 math instruction. Specific focus will be given to the black student population and their MAP math scores.	PL sign-in sheets and agendas	MAP data (Fall, Winter, Spring - All subgroups) Tier 2 and 3 MTSS math data	TSS and SSS
Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed	Teachers, TSS, SSS	Teachers will meet with TSS and SSS to review our implementation of our new math curriculum as we move into year 3 with Bridges.	Meeting agendas Lesson Plans	Evidence of implementation through TKES observations	TSS and SSS Administration
Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement	Adminsitration	Administration will consistently monitor MAP data (Fall, Winter, Spring) with specific attention to student subgroups – specifically our Black subgroup (Equity plan) as well as our Hispanic subgroup	MAP data reports	Adjust processes based on data as needed with professional learning	Administration

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Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement	Teachers, students	Teachers will create, train, and share with parents a tool to be used at home to support math instruction in the classroom.	Math tool (once designed) [different by grade level]	MAP data, parent feedback	Teachers
School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community	Teachers, students	Continue ongoing implementation of Capturing Kids Hearts in all classrooms	Social Contracts in classrooms	CKH signals and cues being used during classroom observations	Administration
Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families	Teachers	Host a minimum of two parent nights – one per semester – to share student progress including MAP progress in both Reading and Math throughout the year.	MAP reports	Parent communication	Teachers

Monitoring Actions of Implementation- Monthly Impact Points:
MAP data will be monitored following each administration (Fall, Winter, Spring). Professional learning monitoring will be ongoing through weekly PLC meetings with the TSS and individual MTSS meetings with SSS.

Estimated Cost, Funding Source and/or Resources:
No initial costs, unless data suggests a need for additional resources or outside professional development.

SMART Goal #3: CES will cultivate a STEAM (Science, Technology, Engineering, Arts, Math) focus in all classrooms while also engaging stakeholders - parents/guardians, community partnerships, CES and CCS staff members and CES students.

TAGS Area (Pillar & Element(s)): Student Achievement; Professional Learning/Quality Staff; Engaged, Well-Rounded Students; Community Engagement and Partnerships

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (Sub Groups)		Project Lead
			Artifacts	Evidence	
Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Instruction Standard 4: Uses research-based instructional practices that positively impact student learning	Teachers	Teachers will meet explore STEAM components through the direction of the school's STEAM team	PL sign-in sheets and agendas; weekly updates "STEAM Scene"	Teachers can articulate a basic, entry-level understand of STEAM	STEAM Team
Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement	Administration	Administration will collaborate with CCS leadership to establish vertical alignment with STEAM process and meet certification goals	STEAM goal completion as outlined in STEAM notebook	Completion of Level 1 tasks	Administration
Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement	Teachers, STEAM Team; community partnerships	Teachers will create and share STEAM based activities to be used at fall and spring family nights	Pictures, student activity samples from fall and spring family nights	Students/Parents can articulate an understanding of STEAM	Teachers/Students/Parents/Community

Monitoring Actions of Implementation- Monthly Impact Points:

STEAM team meetings will be held monthly to explore the process and roll-out at Cartersville Elementary School. The STEAM Level 1 task list will be used to gauge progress towards certification and implementation.

Estimated Cost, Funding Source and/or Resources:

No initial costs, unless data suggests a need for additional resources or outside professional development.

CES 22-23 Proposed Professional Learning Plan

School Beliefs

LEARNING: (development in progress)

LITERACY: At Cartersville Elementary School, we believe in the **science of reading** and its five pillars are the foundation for effective literacy instruction. We want every child to read **rich, diverse grade level texts** where they can **see themselves** as well as the **world around them**. We recognize that reading development occurs on a **fluid continuum** that is not necessarily bound by age or grade level. Although our students have diverse **needs, backgrounds, and abilities**, we believe reading is a **civil right**. We believe literacy should be woven into **every part of our school building and day**. We believe our **families** are part of and can contribute to this journey with knowledge and support from us. It is our mission to make **each child a reader and writer**. Our students, our families, our community and world depend on it. (est. 7/20/21 by Literacy Design Team)

MATHEMATICS: (development in progress)

PLC/PLT Design & Purpose

<p>Tuesdays Tier 1 Literacy Meetings</p>	<p>Weekly Literacy Collaborative Team meetings with grade level teams during their planning.</p>	<p>Purpose: To explore the science of reading by focusing on the 5 Pillars of Reading while refining our literacy instruction & assessments</p>
<p>Thursdays Tier 1 Mathematics Wrap Team/ Honeycomb Meetings</p>	<p>Monthly Mathematics collaborative meetings with grade level teams during their planning. Monthly collaborative meetings with counselors, school psychologist, ELL teachers, EIP teachers, Gifted teachers, Special Area teachers, Family Engagement</p>	<p>Purpose: To inspect our teaching & assessment cycle within mathematics with data protocols in order to design next steps for instruction and differentiation, with an emphasis on specific subgroup data. To discuss student-specific data as well as plan and review supports for students with ACE</p>

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<p><i>District-Wide Teaching & Learning Meetings</i></p>	<p>Liaison, social worker and administration.</p> <p><i>Monthly meetings with district staff, APs, TSS, SSS, ITS, etc.</i></p>	<p><i>To inform school-level leadership of district initiatives; to provide open communication between district & schools; vertical alignment...</i></p>
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Weekly Literacy Teams - Tuesdays

Weekly Mathematics Teams – Thursdays

Monthly Wrap Team “Honeycomb” – Mondays (once a month)

New Teacher Support Team – Fridays (once a month)

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

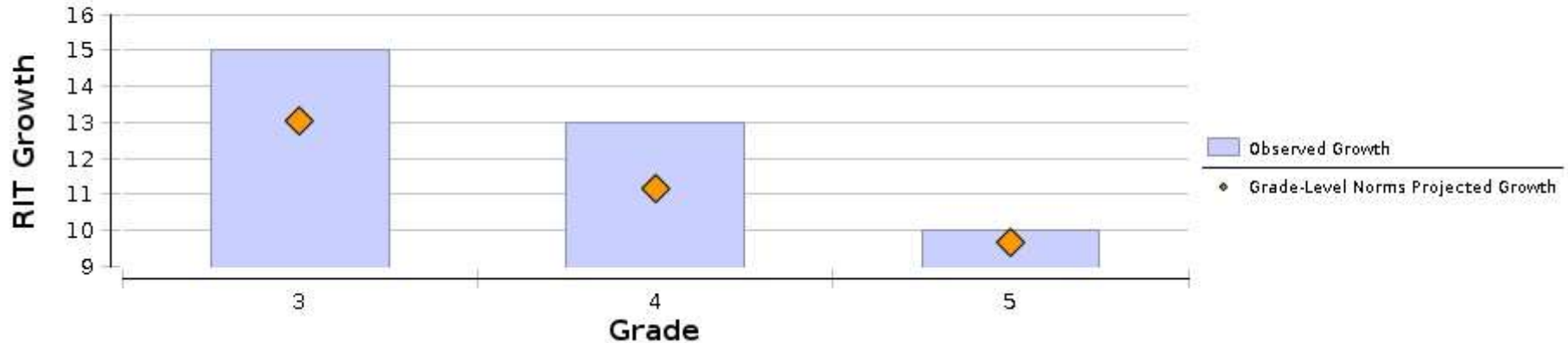
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
Grouping: None
Small Group Display: No

Cartersville Elementary School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
3	289	185.4	12.9	40	200.4	12.9	53	15	0.4	13.0	0.93	82	289	192	66	62	
4	281	198.2	12.5	50	211.5	13.0	61	13	0.4	11.2	1.07	86	281	183	65	63	
5	276	208.2	13.4	51	217.8	14.2	50	10	0.4	9.7	-0.04	49	276	135	49	46	

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

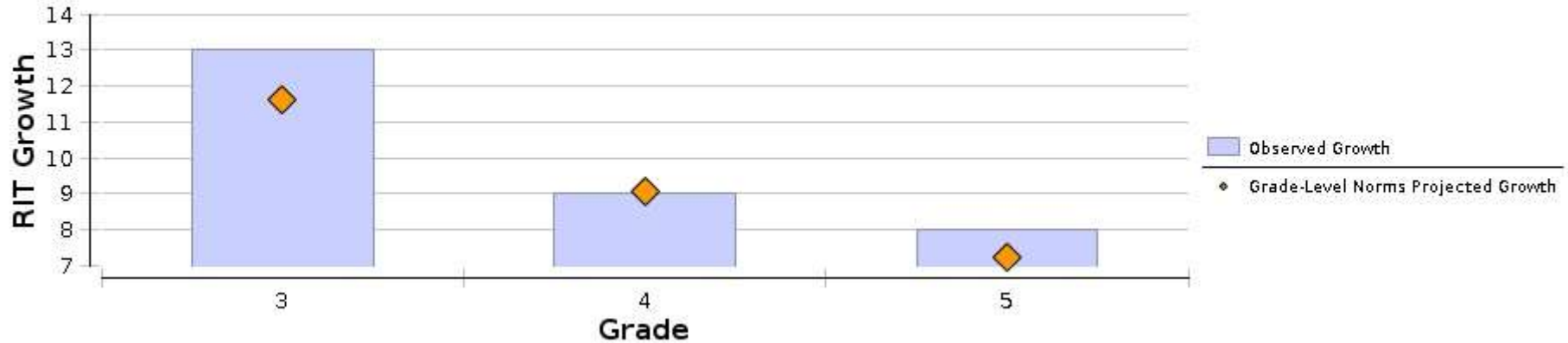
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
Grouping: None
Small Group Display: No

Cartersville Elementary School

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
3	281	184.7	17.2	49	197.5	15.1	56	13	0.6	11.6	0.55	71	281	161	57	52	
4	282	196.9	14.8	59	205.6	13.5	57	9	0.5	9.1	-0.18	43	282	146	52	51	
5	273	204.5	14.5	56	212.0	12.0	58	8	0.5	7.2	0.13	55	273	139	51	48	

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

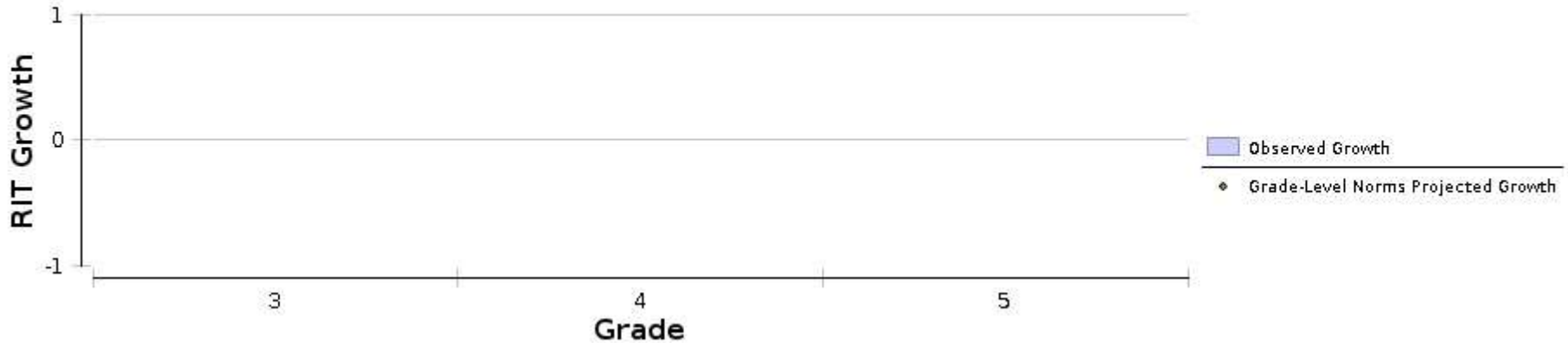
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
Grouping: None
Small Group Display: No

Cartersville Elementary School

Language Arts:
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	2	*			*				*						*	
4	0	**			**				**						**	
5	0	**			**				**						**	

Language Arts: Reading (Spanish)



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

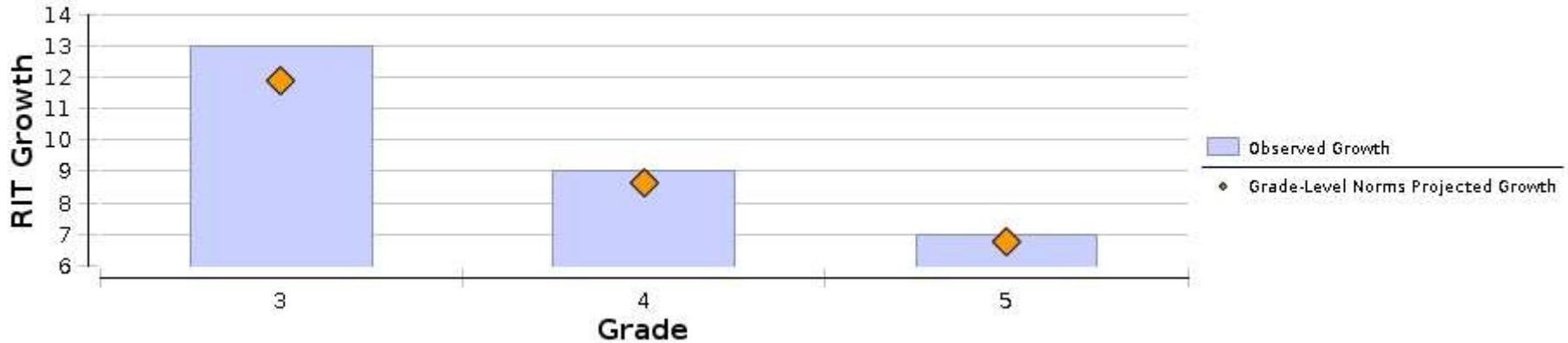
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
Grouping: None
Small Group Display: No

Cartersville Elementary School

Language Arts:
 Language Usage

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
3	287	184.3	16.8	40	197.1	14.9	46	13	0.5	11.9	0.47	68	287	156	54	55	
4	276	196.8	13.9	55	205.6	12.7	56	9	0.5	8.6	0.11	54	276	146	53	50	
5	269	203.4	14.0	52	210.8	11.4	56	7	0.4	6.7	0.42	66	269	152	57	53	

Language Arts: Language Usage



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
Grouping: Ethnicity
Small Group Display: No

Cartersville Elementary School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	289	185.4	12.9	40	200.4	12.9	53	15	0.4	13.0	0.93	82	289	192	66	62
Asian	3	*			*			*					*			
Black or African American	62	179.8	13.9	12	193.7	13.8	17	14	0.7	12.9	0.49	69	62	31	50	47
Hispanic or Latino	62	178.0	12.7	7	195.8	13.8	26	18	1.1	12.8	2.37	99	62	47	76	78
Multi-ethnic	17	185.2	10.9	39	202.2	10.0	64	17	1.4	13.0	1.88	97	17	14	82	70
White	145	190.8	10.1	75	205.0	10.4	78	14	0.5	13.2	0.47	68	145	99	68	60
4	281	198.2	12.5	50	211.5	13.0	61	13	0.4	11.2	1.07	86	281	183	65	63
Asian	4	*			*			*					*			
Black or African American	60	193.3	13.5	23	205.7	14.1	30	13	1.0	10.9	0.75	77	60	35	58	57
Hispanic or Latino	70	194.7	10.4	30	207.6	11.0	40	13	0.7	11.0	0.96	83	70	49	70	62
Multi-ethnic	10	196.4	14.6	39	210.6	12.0	56	14	2.0	11.1	1.57	94	10	7	70	57
White	137	201.8	11.3	70	215.6	11.9	80	14	0.6	11.4	1.22	89	137	90	66	68
5	276	208.2	13.4	51	217.8	14.2	50	10	0.4	9.7	-0.04	49	276	135	49	46
Asian	3	*			*			*					*			
Black or African American	58	200.7	12.3	16	210.2	13.1	18	9	0.8	9.1	0.19	57	58	26	45	46
Hispanic or Latino	55	205.7	10.0	37	213.1	10.4	29	7	0.7	9.5	-0.89	19	55	17	31	34
Multi-ethnic	14	202.1	10.2	21	213.9	12.4	32	12	1.3	9.2	1.12	87	14	10	71	64
White	146	212.6	13.6	73	222.9	14.0	73	10	0.5	10.1	0.10	54	146	80	55	55

Explanatory Notes

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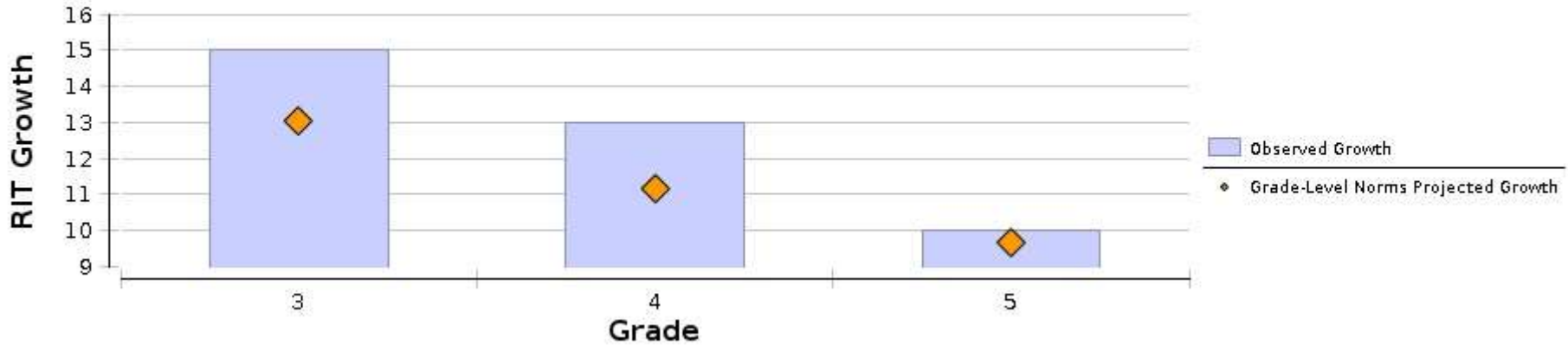
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Cartersville Elementary School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	15	13.0			11.0											
4	13	11.0			9.0											
5	10	9.5			9.5											

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
Grouping: Ethnicity
Small Group Display: No

Cartersville Elementary School

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	281	184.7	17.2	49	197.5	15.1	56	13	0.6	11.6	0.55	71	281	161	57	52
Asian	3	*			*			*					*			
Black or African American	58	178.6	17.6	19	191.7	15.6	25	13	1.3	12.0	0.54	71	58	29	50	48
Hispanic or Latino	58	176.3	14.9	12	189.1	13.8	15	13	1.2	12.1	0.34	63	58	30	52	50
Multi-ethnic	17	186.2	16.3	57	199.1	17.6	64	13	2.3	11.6	0.64	74	17	10	59	55
White	145	190.1	16.1	77	202.8	12.8	81	13	0.7	11.3	0.64	74	145	90	62	57
4	282	196.9	14.8	59	205.6	13.5	57	9	0.5	9.1	-0.18	43	282	146	52	51
Asian	4	*			*			*					*			
Black or African American	61	193.0	15.6	38	199.9	14.1	26	7	1.0	9.3	-1.17	12	61	21	34	35
Hispanic or Latino	70	192.9	13.2	37	200.5	12.5	29	8	1.0	9.3	-0.84	20	70	30	43	36
Multi-ethnic	10	190.7	21.6	27	202.2	14.7	38	12	3.4	9.5	0.99	84	10	5	50	55
White	137	200.5	13.4	77	210.5	11.6	80	10	0.6	8.8	0.57	71	137	89	65	60
5	273	204.5	14.5	56	212.0	12.0	58	8	0.5	7.2	0.13	55	273	139	51	48
Asian	3	*			*			*					*			
Black or African American	58	197.4	14.4	20	205.7	11.1	24	8	1.3	7.7	0.32	63	58	26	45	42
Hispanic or Latino	55	202.1	10.7	43	208.9	9.6	40	7	1.2	7.4	-0.30	38	55	26	47	42
Multi-ethnic	12	193.3	19.6	8	206.2	11.2	26	13	3.0	7.9	2.54	99	12	10	83	68
White	145	209.0	13.6	79	216.1	11.8	78	7	0.7	7.0	0.07	53	145	76	52	49

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Cartersville City Schools

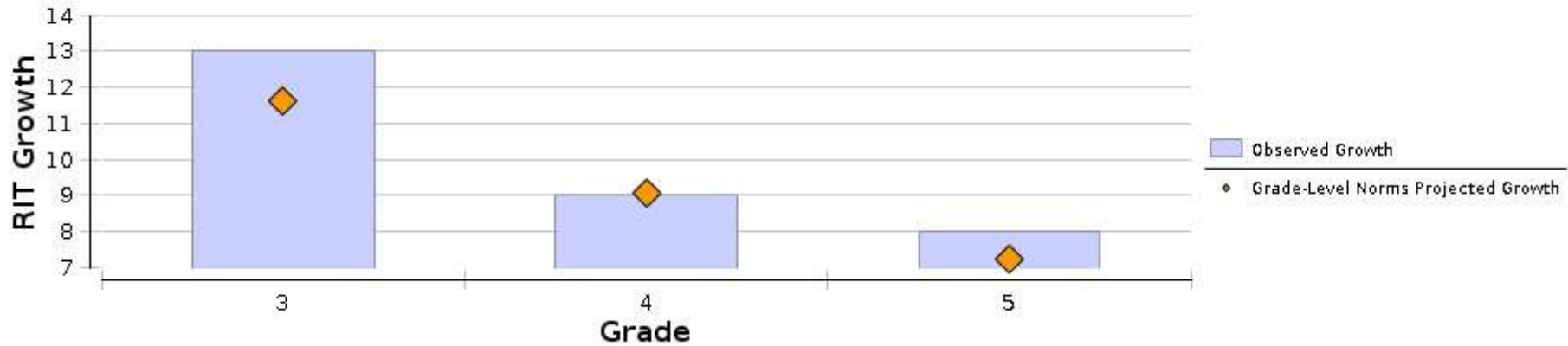
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
 Grouping: Ethnicity
 Small Group Display: No

Cartersville Elementary School

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	12	11.6			9.0											
4	9	9.0			7.5											
5	7	7.5			7.0											

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

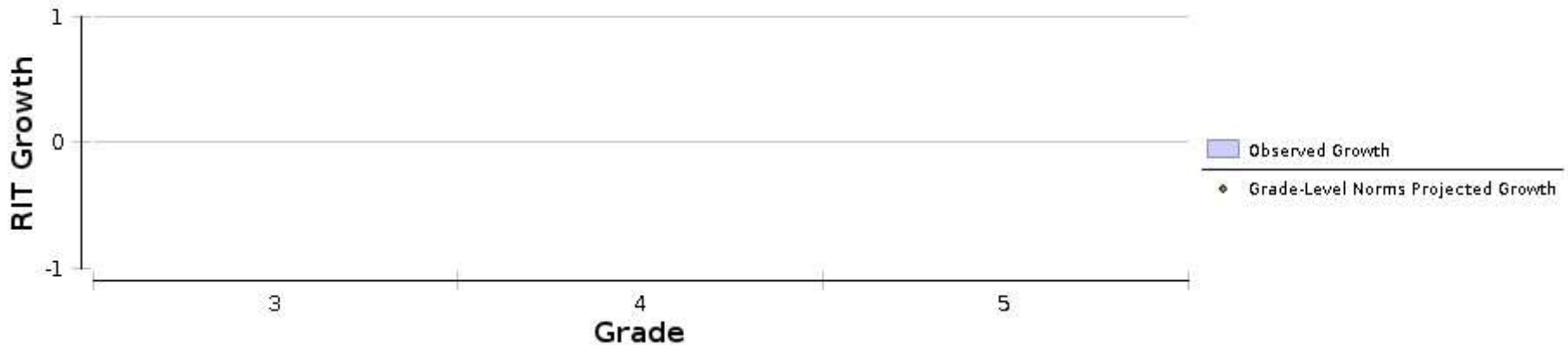
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
 End - 29 (Spring 2022)
Grouping: Ethnicity
Small Group Display: No

Cartersville Elementary School

Language Arts:
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	2	*			*				*						*	
Hispanic or Latino	2	*			*				*						*	
4	0	**			**				**						**	
5	0	**			**				**						**	

Language Arts: Reading (Spanish)



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cartersville City Schools

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
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Grouping: Ethnicity
Small Group Display: No

Cartersville Elementary School

Language Arts:
 Language Usage

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	287	184.3	16.8	40	197.1	14.9	46	13	0.5	11.9	0.47	68	287	156	54	55
Asian	3	*			*			*					*			
Black or African American	61	179.4	17.7	16	191.2	15.8	16	12	0.9	12.1	-0.16	44	61	28	46	42
Hispanic or Latino	60	176.0	15.6	6	190.1	14.5	12	14	1.1	12.3	0.95	83	60	30	50	48
Multi-ethnic	17	183.0	17.4	33	199.1	14.2	58	16	2.0	11.9	2.14	98	17	13	76	62
White	146	189.7	14.7	72	202.0	12.8	75	12	0.6	11.6	0.34	63	146	83	57	58
4	276	196.8	13.9	55	205.6	12.7	56	9	0.5	8.6	0.11	54	276	146	53	50
Asian	4	*			*			*					*			
Black or African American	60	193.6	14.3	36	200.9	14.5	28	7	1.0	8.8	-0.91	18	60	24	40	37
Hispanic or Latino	66	192.1	12.5	28	201.5	11.5	31	9	1.0	9.0	0.26	60	66	34	52	50
Multi-ethnic	10	190.9	17.4	23	199.0	15.7	19	8	3.0	9.0	-0.55	29	10	5	50	41
White	136	200.3	12.8	74	209.6	10.5	78	9	0.6	8.4	0.55	71	136	81	60	56
5	269	203.4	14.0	52	210.8	11.4	56	7	0.4	6.7	0.42	66	269	152	57	53
Asian	3	*			*			*					*			
Black or African American	57	196.4	13.0	15	204.2	11.7	18	8	1.0	7.1	0.44	67	57	31	54	50
Hispanic or Latino	53	201.7	9.9	41	208.4	8.3	41	7	0.7	6.8	-0.08	47	53	27	51	49
Multi-ethnic	14	195.0	15.5	10	205.9	9.2	26	11	2.6	7.2	2.36	99	14	9	64	61
White	142	207.4	14.0	75	214.8	11.0	78	7	0.6	6.5	0.56	71	142	85	60	59

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Cartersville City Schools

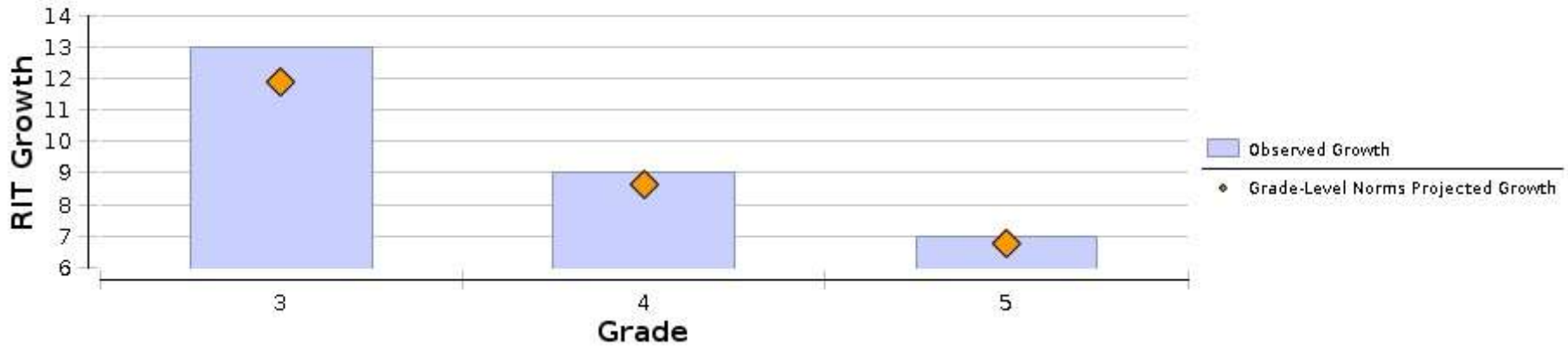
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Cartersville Elementary School

Language Arts:
 Language Usage

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	13	11.8			8.8											
4	9	8.8			8.8											
5	7	7.0			7.0											

Language Arts: Language Usage



Explanatory Notes

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