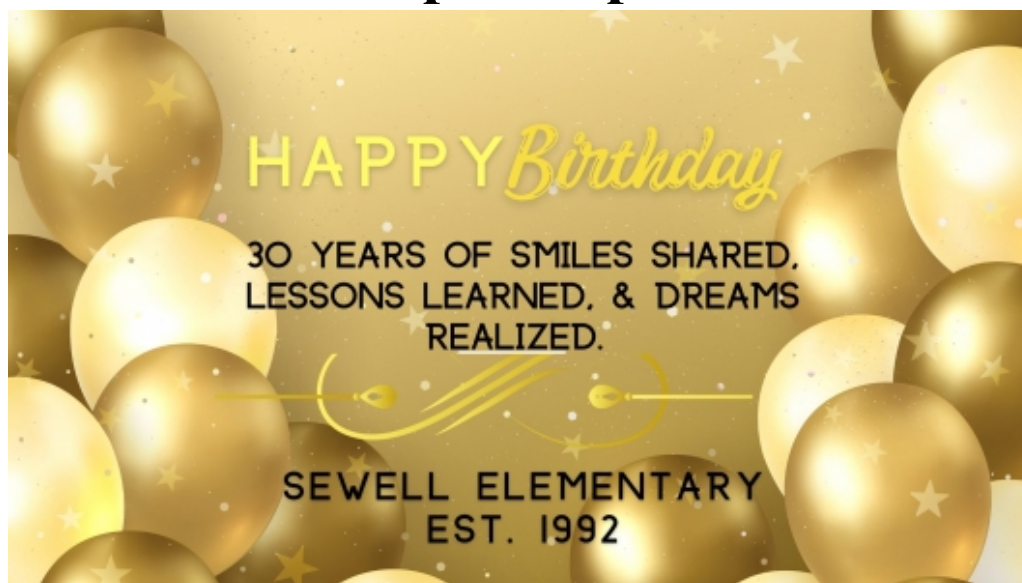


Garland Independent School District

Sewell Elementary School

2022-2023 Campus Improvement Plan



Board Approval Date: October 25, 2022
Public Presentation Date: September 22, 2022

Mission Statement

Sewell Elementary School Mission Statement

Sewell Elementary School will provide a quality education for all students in a way that:

- Expects the highest possible achievement for every student
- Produces self confident and motivated students
- Provides a multi-cultural appreciation for all cultures
- Invites parents to be active partners in their child's education

So that all students will be successful lifelong learners and productive citizens.

Vision

Because of what we all do, all students will achieve to their highest potential.

Value Statement

Sewell Elementary: Raising our Tribe to have kind hearts, brave spirits, and fierce minds. We are a family at Sewell. Our parents, community members, students, and staff work together to best meet the needs of all those at Sewell Elementary and in the city of Sachse. Our "family" mentality not only holds all stakeholders accountable, but also ensures that everyone has the opportunity to bring his/her unique skills to the work we do on our campus each day. Families stick together, work together, and communicate to fulfill the dreams of those we surround.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary:

Sewell Elementary is an open enrollment campus which receives a diverse population of students from all of Garland ISD. Sewell Elementary serves grades Pre-K through 5th grade with ages ranging from 4-11 years old. Sewell Elementary is an AVID school. Sewell Elementary has 14% of its student population enrolled as Special Education students.

Sewell Elementary meets the needs of our diverse population of our GT, Special Education, and ESL students. Every teacher on campus is GT and ESL certified. ESL students not only have certified teachers but are also served in a small group by an ELL paraprofessional.

Sewell Elementary offers multiple opportunities to provide remediation and acceleration through before school tutoring, after school tutoring, Saturday school tutoring, and with intentional small group instruction during our G.A.S. (Guided and Small-Group) and Premium G.A.S. times scheduled throughout the school day.
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How do we describe our school? What is our story? Example details might include size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), and other interesting or important descriptive information?

710 students
PreK - 5 grade
EE .28%
PreK 7.04%
Kinder 14.23%
1st 14.37%
2nd 17.61%
3rd 17.04%
4th 14.23%
5th 15.21%
Sewell is 30 years old
Sewell is an Open Enrollment school
Sewell is located in Sachse, TX
Demographics for Sachse based on 2020 census <https://www.census.gov/quickfacts/sachsecitytexas>
Hispanic 15%
Asian 19.1%
African American 9.4%
White 53.2%
Sewell Elementary School
Generated by Plan4Learning.com

Sewell Special Education population is 100 students, 14%

What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

Student Incident by location majority is Playground 31.2%

Student Incident by behavior:

Other-Classroom Behavior 35.5%

Failure to Follow Directions 33.1%

Aggravation/Agitation of Other 27.8%

Student Incident by day majority is Thursday

Discipline Incidents by grade 1st Grade (30.5%), 5th Grade (27.1%)

In Class Incidents by grade 1st Grade (35.5%), Kinder (17.1%), 4th Grade (15.1%)

Administrative Actions by Occurance

Conference with Student 75.4%

Parental Conference 63.9%

Full Day Suspension 9.8%

Reassignment Rm Full Day 6.6%

Reassignment Rm Partial Day 23.0%

2021-2022 (2020-2021)

Attendance 95.1%

PreK 94.48% (98.3%)

Kinder 94.51% (96.0%)

1st 94.31% (96.1%)

2nd 94.96% (96.8%)

3rd 95.19% (98.0%)

4th 95.69% (97.5%)

5th 95.97% (97.3%)

How many students do we serve by race/ethnicity? List the percentage of each group: African American, Asian, Hispanic, White, American Indian, Pacific Islander, Two-or-More Races.

710 total students

Hispanic-Latino 22.39%

American Indian-Alaskan Native .99%

Asian 16.06%

African American 23.24%

Native Hawaiian-Pacific Islander .28%

White 31.55%

Two-or-More 5.49%

How does this information differ from the previous 3-5 years?

Demographics from previous years 2020-2021 (2019-2020)(2018-2019)(2017-2018)

Hispanic-Latino 22.39% (21.34%)(21.54%)(24.59%)

American Indian-Alaskan Native .99% (.88%)(.77%)(.49%)

Asian 16.06% (15.79%)(17.69%)(20.0%)

African American 23.24% (22.37%)(20.62%)(16.56%)

Native Hawaiian-Pacific Islander .28% (.29%)(.15%)(.33%)

White 31.55% (34.35%)(34.15%)(33.77%)

Two-or-More 5.49% (4.97%)(5.08%)(4.26%)

What Student Groups do we serve? List the percentage in each group: economically disadvantaged, English learner, special education, former special education, continuously enrolled and non-continuously enrolled. Also include Title I, homeless, migrant, gifted and talented, and at-risk. List the percentage of other designations, such as homelessness, and discuss trends, etc.

EcoDis 51.55%

EB 17.89%

ESL 15.49%

SPED 14.01%

Homeless 1.41%

Migrant 0%

At-Risk 30.7%

G/T 3.36%

Section 504 7.61%

Who are our staff members? How do their skills, training and certification align with our students' needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification methods), number years' experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.

11% of teachers have Master's Degrees, 89% have Bachelor's Degrees

15.1% of teachers have 20+ YE

30.8 % of teachers have 11-20 YE

23.3% of teachers have 6-10 YE

24.9% of teachers have 1-5 YE

5.9% of teachers are beginning teachers

5.4% of teachers are Hispanic/22.39% students

8.1% of teachers are Asian/16.06% students

18.9% of teachers are African American/23.24% students

67.5% of teachers are White/31.55% students

Demographics Strengths

Sewell Elementary is an open enrollment campus which receives a diverse population of students from all of Garland ISD. Sewell Elementary serves grades Pre-K through 5th grade with ages ranging from 4-11 years old. Sewell Elementary is an AVID school. Sewell Elementary has 14% of its student population enrolled as Special Education students.						

Sewell Elementary meets the needs of our diverse population of our GT, Special Education, and ESL students. Every teacher on campus is GT and ESL certified. ESL students not only have certified teachers but are also served in a small group by an ELL paraprofessional.						

Sewell Elementary offers multiple opportunities to provide remediation and acceleration through before school tutoring, after school tutoring, Saturday school tutoring, and with intentional small group instruction during our G.A.S. (Guided and Small-Group) and Premium G.A.S. times scheduled throughout the school day.						
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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Inconsistency with reporting, handling, and intervening student discipline behaviors. **Root Cause:** Teachers are inconsistent in their reporting of behaviors due to lack of purposeful training and focused PD.

Problem Statement 2: Attendance has decreased from previous years. **Root Cause:** Covid, lack of parental knowledge of the importance of in-person schooling.

Student Learning

Student Learning Summary

What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

STAAR 2021-22 Results:

Science:

81% met standard

31% approaches/ 17% Meets/33% Masters

District: 60% met standard

29%/18%/13%

Math:

3rd grade: 84% met standard

29% approaches

30% meets

25% masters

District: 72% met standard

26%/24%/22%

4th grade: 81% met standard

30% approaches

15% meets

36% masters

District: 69% met standard

28%/19%/22%

5th grade: 86% met standard

22% approaches

34% meets

30% masters

District: 76% met standard

26%/24%/26%

Reading:

3rd grade: 85% met standard

23% approaches

29% meets

33% masters

District: 77% met standard

26%/21%/30%

4th grade: 82% met standard

21% approaches

31% meets

30% masters

District: 78% met standard

22%/25%/31%

5th grade: 92% met standard

20% approaches

22% meets

50% masters-just wow!

District: 82% met standard

24%/20%/38%

[STAAR 2019, 2020, 2022 STAAR Results https://docs.google.com/document/d/1X37LdK09yEhswEVIHlnMOIp0zyHwEOhq7vR4yuVDvIA/edit?usp=sharing](https://docs.google.com/document/d/1X37LdK09yEhswEVIHlnMOIp0zyHwEOhq7vR4yuVDvIA/edit?usp=sharing)

[STAAR DATA Dig \(refer to sheet 2\)](#)

[STAAR Data Dig \(Refer to Sheet 1\)](#)

Student Learning Strengths

- Met all district Meets/Masters goals in all subject areas.
- At least 81% of students are performing at least at the approaches level on all STAAR tests for 2022 across all grade levels. Strength: STAAR scores improved in all areas of approaching, meets, and masters for every subjects area and every grade level from 2021 to 2022.
- Except for 4th grade math, all other grades performed above projected performance indicated on the STAAR Interim test in both math and reading.
- Strength: At least 80% of economically disadvantaged students in grades 3,4, and 5 met approaches level on 2022 Reading STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 50% of special education students met standard in grades 3, 4, and 5 on the 2022 Math STAAR test. **Root Cause:** Students receiving Special Education resource time were pulled during tier 1 instruction in mind.

Problem Statement 2 (Prioritized): Students scored below 60% for the meets category on the following STAAR test for 2022: Science, 4th grade math, and 3rd grade math. **Root Cause:** Lack of consistency in pulling targeted groups based on needs.

School Processes & Programs

School Processes & Programs Summary

One way our campus administration develops instructional leaders is utilizing teachers with specific strengths and skills to lead campus level professional developments. Another way is through our PBIS committee. They create the school wide systems and disseminate information to their grade level teams. The roles and responsibilities are not clear.

What is our process for developing a focused improvement plan that addresses the root causes of low performance? Are our stakeholders involved in this process? How do we track progress towards intended outcomes or performance objectives?

Teachers meet with our Interventionist and Leadership Team BOY/MOY to discuss Tiered students, and use data to create small groups based upon areas of need. Progress is tracked through progress monitoring through CBA's, Study Island, Education Galaxy, mCLASS, MAP, Interim STAAR data.

Programs and Opportunities for Students

What programs are operating in a school? Are these programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?

The programs operating in our school are PBIS, MTSS, AVID. All of these programs are aligned with our vision, mission, goals, and values. These programs also focus on a safe environment and high expectations.

How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction? Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.

Students, especially those at-risk, are given opportunities to meet challenging state academic standards with the programs we offer such as Saturday school, **GAS, Premium GAS**, focused tutoring, and MTSS. *** Need to up-date data once the spring MAP window closes***

What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

Procedures

What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?

Actions taken to support powerful teaching and learning: weekly PLCs, Reading Academy, Project Goal mentors, Peer Observations, ELST coaching, and trainings on Texas Gateway resources, MAP learning continuum. In terms of aligning curriculum and assessment to TEKS, the district provides that for 3rd-5th for all subjects, but the only thing K-2 has is MClass and MAP.

Are our lesson plans and instruction objectives data driven? Do they include critical thinking, formative assessments, and interventions?

In grades 3-5, yes, our lesson plans and instruction objectives are data driven and mostly include critical thinking, formative assessments and interventions.

Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

Students have access to programs within ReadyHub, Education Galaxy, Study Island, MClass. There is technology embedded within the district's curriculum.

What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary?

AVID organization strategies, 5th grade did a field trip to GRCTC, Hudson comes and shows programs such as band, choir, counselor comes to speak with 5th grade about classes, BUMP Up Day, PBIS processes

What are the significant findings in classroom management? Explain procedures used to reduce overuse of discipline practices that remove students from the classroom. Specific findings in classroom management: 35.5% is other class behavior, 33% failure to follow directions, 32.8% of incidents are in the classroom. Teachers use conference w/students, parental conference, and loss of privileges as the most frequent consequences

Sewell specific RTI behavior process - Tier 1 interventions that teacher can use based on the MTSS in the Behavior Intervention Manual Books, students can be moved to T2 for more specific interventions as well.

School Processes & Programs Strengths

1)	Our campus has a personal technology plan for each student.						
2)	Programs operating in our school are aligned with our vision, mission, goals, and values and focus on a safe environment and high expectations.						
3)	The process for recruiting, selecting, assigning, inducting, and retaining high-quality educators and those high-quality teachers are placed in classrooms/subjects based on student need and teacher strength.						

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Consistent system and alignment for classroom management in all grades as 35% of discipline incidents are classroom behaviors. **Root Cause:** School wide positive behavior intervention system has not been implemented with fidelity.

Problem Statement 2 (Prioritized): Consistent System for Small Group Instruction in all classrooms (all subjects) to increase overall - MEETS- on STAAR for 3-5 and K-2 to increase high growth on MAP scores. **Root Cause:** Not all teachers are consistently pulling small groups based on data during small group instruction time. Managed PLC Agendas.

Problem Statement 3: PBIS Committee roles and responsibilities need to be clearly defined as it pertains to PBIS since 31.2 % of discipline incidents take place on the playground. **Root Cause:** COVID/leadership/staff changes- lack of meeting as a PBIS team consistently- needs to be collaborative

Perceptions

Perceptions Summary

QUESTIONS FOR CONSIDERATION	DATA SOURCES
Student Engagement	
How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.	OnDataSuite demographics report
Attendance rate among all 7 race/ethnicity groups is ranges from 94.53 (Hispanic) and 97.42 (American Indian/Alaska Native). This as not a big difference from last year's but hard to compare due to remote/in person data.	
What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?	Review 360
Office Referrals Black or African American - 32.8%(20) of reported incidents White - 27.9 (17) In Class Incidents Black/African American 34.1% (85) White 32.9% (82) The top locations for office referrals are the classroom (32.8%) and playground (26.2%)	
How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?	
Do not have this info yet	
What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Secondary Schools)	
N/A	
Staff Engagement	
What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.	
District retention is 80.74% Sewell retention is 77.27% for 21-22. Staff absences were at 947 for the year (includes content planning days and PD). This is an average of 105 days per month.	
How do teachers describe their school? Are the processes and programs in place helping them find success with their students? Do they feel safe and have a sense of belongingness?	TATF survey
Teachers have a generally positive perception of our school. Staff feels supported. Teachers would like to see more vertical alignment, team building and community and parent involvement. Staff feels safe	
How are they supported by strong administration? Do they receive powerful professional development to develop their skills? Do teachers work together to support each other?	TATF survey
Teachers feel as if they are treated as professionals and valued. Staff would like to see more days for planning and collaboration.	
Parent/Family/Guardian/Community Engagement	
How are parent/family/guardian/community participation rates measured?	Family Engagement Survey
Family Engagment survey is sent out yearly.	
How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.	Family Engagement Survey 21-22
Parents frequently mentioned communication and family involvement as a need. Parents would like something other than Dojo for communication.	
Are there any barriers that prevent participation by parents/guardians/community?	
Covid restrictions, lack of physical space to include all families	
How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?	Family Engagement Survey 21-22

QUESTIONS FOR CONSIDERATION	DATA SOURCES
Only 68% of parents surveyed feel aware of the curriculum their child is learning.	
How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?	Family Engagement Survey 21-22
88% of parents surveyed believe that Sewell is a safe place for their child. 77% of parents surveyed feel welcomed at Sewell. 70% believe parents are encouraged to be involved	

Perceptions Strengths

1)	Student attendance (95% average)
2)	Staff and families feel like school is a safe place to be
3)	Parents and staff have a positive perception of staff members

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Limited opportunities for purposeful professional development for staff to build instructional leadership capacity on campus. **Root Cause:** COVID caused many training to be canceled or held virtually. Virtual trainings are not as engaging as in person.

Problem Statement 2: Increased staff absences during the 2021 - 2022 school year. **Root Cause:** Covid, mental health, family conflicts

Problem Statement 3: Limited Parent and Family Engagement. **Root Cause:** Although events for involvement were offered both face to face and virtually some parents still did not feel comfortable coming to campus.

Priority Problem Statements

Problem Statement 1: Inconsistency with reporting, handling, and intervening student discipline behaviors.

Root Cause 1: Teachers are inconsistent in their reporting of behaviors due to lack of purposeful training and focused PD.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 50% of special education students met standard in grades 3, 4, and 5 on the 2022 Math STAAR test.

Root Cause 2: Students receiving Special Education resource time were pulled during tier 1 instruction in mind.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Consistent system and alignment for classroom management in all grades as 35% of discipline incidents are classroom behaviors.

Root Cause 4: School wide positive behavior intervention system has not been implemented with fidelity.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Limited opportunities for purposeful professional development for staff to build instructional leadership capacity on campus.

Root Cause 6: COVID caused many training to be canceled or held virtually. Virtual trainings are not as engaging as in person.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: Students scored below 60% for the meets category on the following STAAR test for 2022: Science, 4th grade math, and 3rd grade math.

Root Cause 3: Lack of consistency in pulling targeted groups based on needs.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Consistent System for Small Group Instruction in all classrooms (all subjects) to increase overall - MEETS- on STAAR for 3-5 and K-2 to increase high growth on MAP scores.

Root Cause 5: Not all teachers are consistently pulling small groups based on data during small group instruction time. Managed PLC Agendas.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback


Support Systems and Other Data



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data







Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 61.4% in 2022 to 90% by 2025. (SY2023 interim goal =69.1%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention specialist, ELST, SPED teachers, and classroom Reading/Writing teachers will participate in PLC's weekly, learning meetings, and planning days each semester that include, creating & implementing Reading instructional agreements that outline "look-fors" during the 120 minute reading/writing block.</p> <p>Strategy's Expected Result/Impact: 1. MAP quadrant reports after MOY & EOY showing 75% of students in quadrants #1 or 2 (high growth/high achiever &/or high growth/low achiever)</p> <p>2. MAP MOY reports showing 75% of students meeting their Reading goal.</p> <p>3. Lesson plans showing effective planning of mini-lessons with LO's and DOLs clearly stated and implemented.</p> <p>4. Formative assessment data and unit assessment data that shows improvement from the previous assessment.</p> <p>5. List of "look-fors for balanced literacy block & walkthrough feedback.</p> <p>Staff Responsible for Monitoring: Administration Teachers Interventionist CST ELST</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Subs for team planning days in the fall and in the spring - 6100 Payroll- Title I Funds - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 Reading teachers will participate in job-embedded walkthroughs to view the "look-fors" in action in colleague's classrooms that align with the science of teaching reading (STR) & will provide written reflection data to their colleagues regarding the visits/look-fors.</p> <p>Strategy's Expected Result/Impact: 1. Teacher lesson plans with Balanced Literacy components & look-fors evident including look-fors for differentiation for specific populations of students.</p> <p>2. Classroom walkthroughs showing effective implementation of the Amplify curriculum components, differentiation for SPED students, and effective implementation of LOs and DOLs.</p> <p>Staff Responsible for Monitoring: Administrators Reading/Writing teachers Interventionist ELST</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All classroom teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including EB, SPED, GT & Asian special populations) by providing targeted skill-based instruction to better serve the needs of diverse learners.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, IL, report card grades in reading/writing).</p> <p>2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation.</p> <p>Staff Responsible for Monitoring: Administrators Teachers SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: Each grading cycle, K-5th grade teachers will guide 100% of students in setting academic reading goals based on their own individual level of performance on MAP and/or Imagine Learning (English Language students-EL students). Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, IL) Staff Responsible for Monitoring: Administrators Classroom teachers SPED teachers Interventionist TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 5 Details		Reviews			
Strategy 5: Interventionist, special education staff, EB instructional aide, and additional supplemental support will serve students in targeted intervention and/or enrichment sessions throughout the year. Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc. Staff Responsible for Monitoring: Interventionist, ELL support aide, classroom teachers, Administration TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - PIC 23 SPED State Allotment Funds - \$1,897, Title 1 Sub for small group instruction - 6100 Payroll- Title I Funds - \$5,200		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Less than 50% of special education students met standard in grades 3, 4, and 5 on the 2022 Math STAAR test. Root Cause: Students receiving Special Education resource time were pulled during tier 1 instruction in mind.
School Processes & Programs
Problem Statement 2: Consistent System for Small Group Instruction in all classrooms (all subjects) to increase overall - MEETS- on STAAR for 3-5 and K-2 to increase high growth on MAP scores. Root Cause: Not all teachers are consistently pulling small groups based on data during small group instruction time. Managed PLC Agendas.



Perceptions

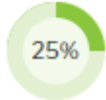




Problem Statement 1: Limited opportunities for purposeful professional development for staff to build instructional leadership capacity on campus. **Root Cause:** COVID caused many training to be canceled or held virtually. Virtual trainings are not as engaging as in person.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 48.5% in 2022 to 76% by 2025. (SY22-23 interim goal = 56.1 %)

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)







Strategy 1 Details	Reviews			
Strategy 1: Instructional LPAC meetings will be held as needed each grading cycle for EB students not meeting grade level expectations. Strategies for EB success will be discussed along with supports/resources available. Strategy's Expected Result/Impact: 1. EB students will show increased levels of performance on mock STAAR, report card grades, MAP data, & IL data. Staff Responsible for Monitoring: LPAC Administrator Classroom teachers SPED teachers ESL Instructional aide TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training and coaching of high-quality ELL instruction that includes the use of the ELPS toolkit & Imagine Learning resources. Strategy's Expected Result/Impact: 1. ELL students will show increased levels of performance on STAAR Interim, report card grades, MAP data, IL data and MClass assessments. Staff Responsible for Monitoring: LPAC Administrator-Assistant Principal Classroom teachers ESL instructional aide TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Interventionist, ESL certified classroom teachers, special education staff, and ESL instructional aide, will serve students in targeted intervention and/or enrichment sessions throughout the year based on the disaggregation of individual student data for the purpose of improved language acquisition. Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc. Staff Responsible for Monitoring: ESL certified staff, Interventionist, SPED staff, ESL instructional aide, and administration TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,516	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 42.2 % in 2022 to 80% by 2025. (SY22-23 interim goal = 62 %)


Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)



Strategy 1 Details	Reviews			
Strategy 1: Small group targeted instruction in 5th grade Science will take place during small group instructional time embedded in the core schedule. Strategy's Expected Result/Impact: Student achievement in Science will increase specifically for subpopulations (ED, White, Asian, GT, Hispanic & SPED) Staff Responsible for Monitoring: Administration 5th grade teachers Interventionist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be grouped during Science small group instructional time based on need and targeted groups such as EBs, GT, SPED, Asian, Hispanic, Economically Disadvantaged, & White will be monitored through formative assessments. Strategy's Expected Result/Impact: Student achievement in Science will increase specifically for subpopulations (ED, White, Asian, GT, Hispanic & SPED) Staff Responsible for Monitoring: Administration 5th grade teachers Interventionist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR Mathematics, will increase from 40.6% in 2022 to 90% by 2025. (SY22-23 interim goal = 68.5 %)

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention specialists, SPED teachers, and classroom Math teachers will participate in PLC's weekly, learning meetings, and planning days each semester that include, analysis of MAP data and Unit assessments to monitor EB learners, SPED, Hispanic, Asian, Economically Disadvantaged, and White students and determine appropriate concepts to spiral into future lessons and activities and to plan for reteach.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, IL, report card grades in Mathematics). 2. Classroom walkthrough data showing effective use of small group instruction.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Interventionist SPED teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: subs for content area planning days - 6100 Payroll- Title I Funds - \$12,580</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All math teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including ELL, SPED, GT & Asian special populations).</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, report card grades, unit assessments in math). 2. Classroom walkthrough data showing effective use of small group instruction including implementation of one-to-one technology devices .</p> <p>Staff Responsible for Monitoring: Administrators ISTs Interventionist Teachers SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Each grading cycle, K-5th grade teachers will guide 100% of students in setting academic reading goals based on their own individual level of performance on MAP and/or Education Galaxy.</p> <p>Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, IL)</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers SPED teachers Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p> <p>Funding Sources: materials and resources for targeted skill practice including software and manipulatives - 199 - PIC 24 State Comp Ed Funds - \$5,736</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: Interventionist, classroom teachers, and special education staff will serve students in targeted intervention and/or enrichment sessions throughout the year. Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, M-Class, CBAs, report cards, etc. Staff Responsible for Monitoring: Math teachers, administration, Interventionist TEA Priorities: Build a foundation of reading and math Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$15,675		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					



Performance Objective 4 Problem Statements:






Student Learning
Problem Statement 1: Less than 50% of special education students met standard in grades 3, 4, and 5 on the 2022 Math STAAR test. Root Cause: Students receiving Special Education resource time were pulled during tier 1 instruction in mind. Problem Statement 2: Students scored below 60% for the meets category on the following STAAR test for 2022: Science, 4th grade math, and 3rd grade math. Root Cause: Lack of consistency in pulling targeted groups based on needs.
School Processes & Programs
Problem Statement 2: Consistent System for Small Group Instruction in all classrooms (all subjects) to increase overall - MEETS- on STAAR for 3-5 and K-2 to increase high growth on MAP scores. Root Cause: Not all teachers are consistently pulling small groups based on data during small group instruction time. Managed PLC Agendas.
Perceptions
Problem Statement 1: Limited opportunities for purposeful professional development for staff to build instructional leadership capacity on campus. Root Cause: COVID caused many training to be canceled or held virtually. Virtual trainings are not as engaging as in person.








Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 25 % in 2022 to 15% by 2025. (SY22-23 interim goal = 20 %)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
Strategy 1: A Positive Behavior Intervention Supports (PBIS) lead team will be developed to train, coach, and support classroom teachers on PBIS strategies including: a. Common areas such as the cafe, dismissal, and hallway processes/procedures will be restructured to ensure student success. b. Implementation of the Principal's 200 board to acknowledge positive behaviors. c. CHAMPS classroom processes, procedures to align individual classroom management expectations. Strategy's Expected Result/Impact: 1. Student discipline incidents will decrease. 2. Positive behaviors will be acknowledged on a more consistent basis. Staff Responsible for Monitoring: Administration PBIS team TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Social & Emotional Learning (SEL) time will be including in the master schedule to facilitate the teaching of lessons to enhance students' social and emotional skills. Strategy's Expected Result/Impact: 1. Student discipline incidents for physical confrontation and other emotional reasons will decrease. Staff Responsible for Monitoring: Administration Teachers Counselor TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Engage parents and families on SEL components, PBIS strategies, & individual student programs for better integration & communication between home and school. Parents will have opportunities to participate in events such as Health Fair, Back to School Picnic, SEL events and others throughout the school year. Strategy's Expected Result/Impact: 1. Increase in family involvement. 2. Increase in higher quality communication between home and school. Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 2 Funding Sources: academic materials to send home with students during breaks/summer - 6300 Parent Involvement. Supplies T1 - \$2,229	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Support transition for both our PreK to Kindergarten students as well as our 5th graders moving to 6th grade by holding Transition meetings for families in the spring of 2022. Strategy's Expected Result/Impact: Parents and families will be more equipped and prepared for both Prek to Kindergarten transitions as well as 5th grade to 6th grade transitions. Staff Responsible for Monitoring: Counselor Kindergarten Teachers 5th grade teachers Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Develop jointly with, and distribute to parents/families, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. Strategy's Expected Result/Impact: Home and school will be more aligned on our collective goals for students. Staff Responsible for Monitoring: Classroom teachers Administration Parent Involvement Committee Counselor	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details		Reviews			
Strategy 6: Develop jointly with, and distribute to parents/families, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Strategy's Expected Result/Impact: Home and school will be more aligned on our collective goals for students. Staff Responsible for Monitoring: Classroom teachers Administration Parent Involvement Committee		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Students scored below 60% for the meets category on the following STAAR test for 2022: Science, 4th grade math, and 3rd grade math. Root Cause: Lack of consistency in pulling targeted groups based on needs.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie M. Boudreaux	Teacher Intervention Specialist Title I	Title I, Part A Program	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,897.00
Sub-Total					\$1,897.00
Budgeted Fund Source Amount					\$1,897.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	materials and resources for targeted skill practice including software and manipulatives		\$5,736.00
Sub-Total					\$5,736.00
Budgeted Fund Source Amount					\$5,736.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$2,516.00
Sub-Total					\$2,516.00
Budgeted Fund Source Amount					\$2,516.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for team planning days in the fall and in the spring		\$12,000.00
1	1	5	Title 1 Sub for small group instruction		\$5,200.00
1	4	1	subs for content area planning days		\$12,580.00
Sub-Total					\$29,780.00
Budgeted Fund Source Amount					\$29,780.00
+/- Difference					\$0.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$15,675.00
Sub-Total					\$15,675.00
Budgeted Fund Source Amount					\$15,675.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	academic materials to send home with students during breaks/summer		\$2,229.00
Sub-Total					\$2,229.00
Budgeted Fund Source Amount					\$2,229.00
+/- Difference					\$0.00
Grand Total Budgeted					\$57,833.00
Grand Total Spent					\$57,833.00
+/- Difference					\$0.00

Addendums

Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Garland ISD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
End - 31 (Spring 2022)
Grouping: None
Small Group Display: No

ROBERT B SEWELL ELEMENTARY

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events†	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
PK	0	**			**			**					**			
K	102	144.5	9.9	90	162.6	10.3	88	18	0.7	18.0	0.06	52	102	61	60	54
1	103	161.0	10.5	70	182.0	12.4	84	21	0.8	17.9	1.17	88	103	72	70	70
2	94	176.8	13.5	74	195.3	12.9	84	19	0.8	15.9	1.08	86	94	65	69	63
3	118	189.5	11.2	67	207.0	11.2	83	18	0.7	13.9	1.57	94	118	91	77	71
4	102	200.7	14.2	64	218.0	15.9	86	17	0.6	12.0	2.46	99	102	83	81	81
5	99	212.6	15.7	73	225.9	15.4	82	13	0.8	10.8	1.01	84	99	68	69	64

Math: Math K-12



Explanatory Notes

** 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: Garland ISD

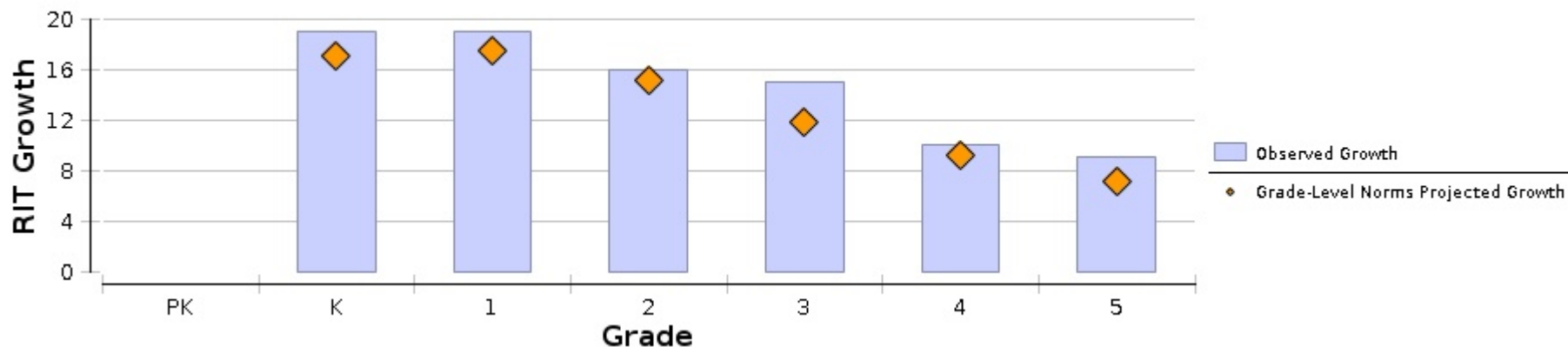
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
End - 31 (Spring 2022)
Grouping: None
Small Group Display: No

ROBERT B SEWELL ELEMENTARY

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	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
PK	0	**			**			**					**			
K	102	139.9	9.3	83	158.8	12.4	88	19	0.9	17.1	0.70	76	102	65	64	62
1	102	156.4	9.8	69	175.2	11.6	75	19	0.8	17.4	0.50	69	102	62	61	58
2	95	177.1	16.8	85	192.7	15.3	85	16	1.1	15.1	0.19	58	95	54	57	51
3	118	188.4	12.6	69	203.3	14.1	81	15	0.9	11.9	1.35	91	118	88	75	67
4	102	198.6	14.8	68	208.4	15.3	70	10	0.9	9.2	0.26	60	102	62	61	62
5	99	209.9	14.7	82	218.4	14.8	86	9	0.8	7.1	0.66	74	99	64	65	62

Language Arts: Reading



Explanatory Notes

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

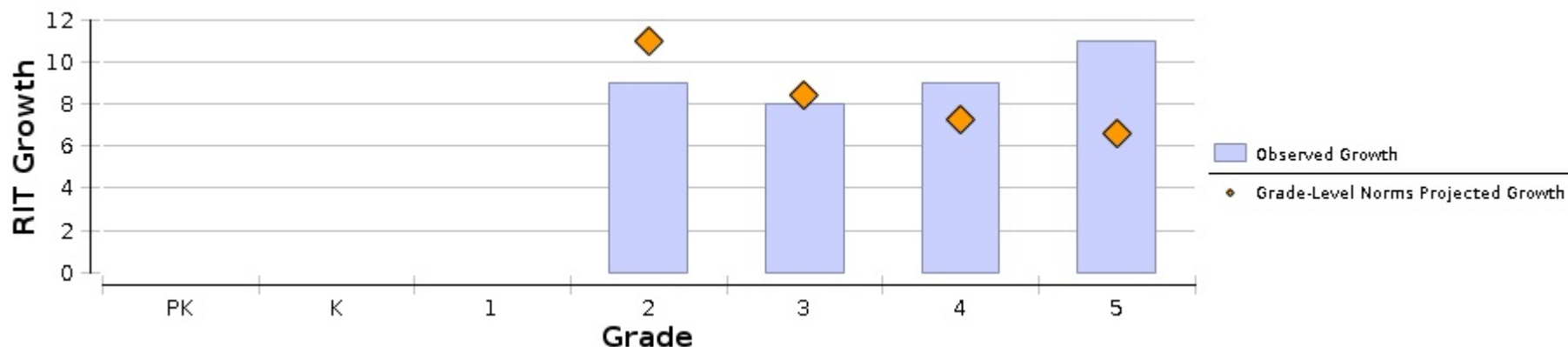
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

ROBERT B SEWELL ELEMENTARY

Science: Science 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	
PK	0	**			**			**					**						
K	0	**			**			**					**						
1	0	**			**			**					**						
2	94	182.6	11.0	86	191.9	11.0	76	9	0.8	11.0	-0.77	22	94	51	54	50			
3	118	192.2	8.5	83	200.4	8.7	79	8	0.7	8.4	-0.08	47	118	67	57	51			
4	102	198.7	11.2	82	207.4	11.0	86	9	0.7	7.2	0.68	75	102	65	64	63			
5	99	205.2	10.8	85	216.5	10.6	96	11	0.7	6.6	2.07	98	99	82	83	80			

Science: Science K-12



Explanatory Notes

** 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.