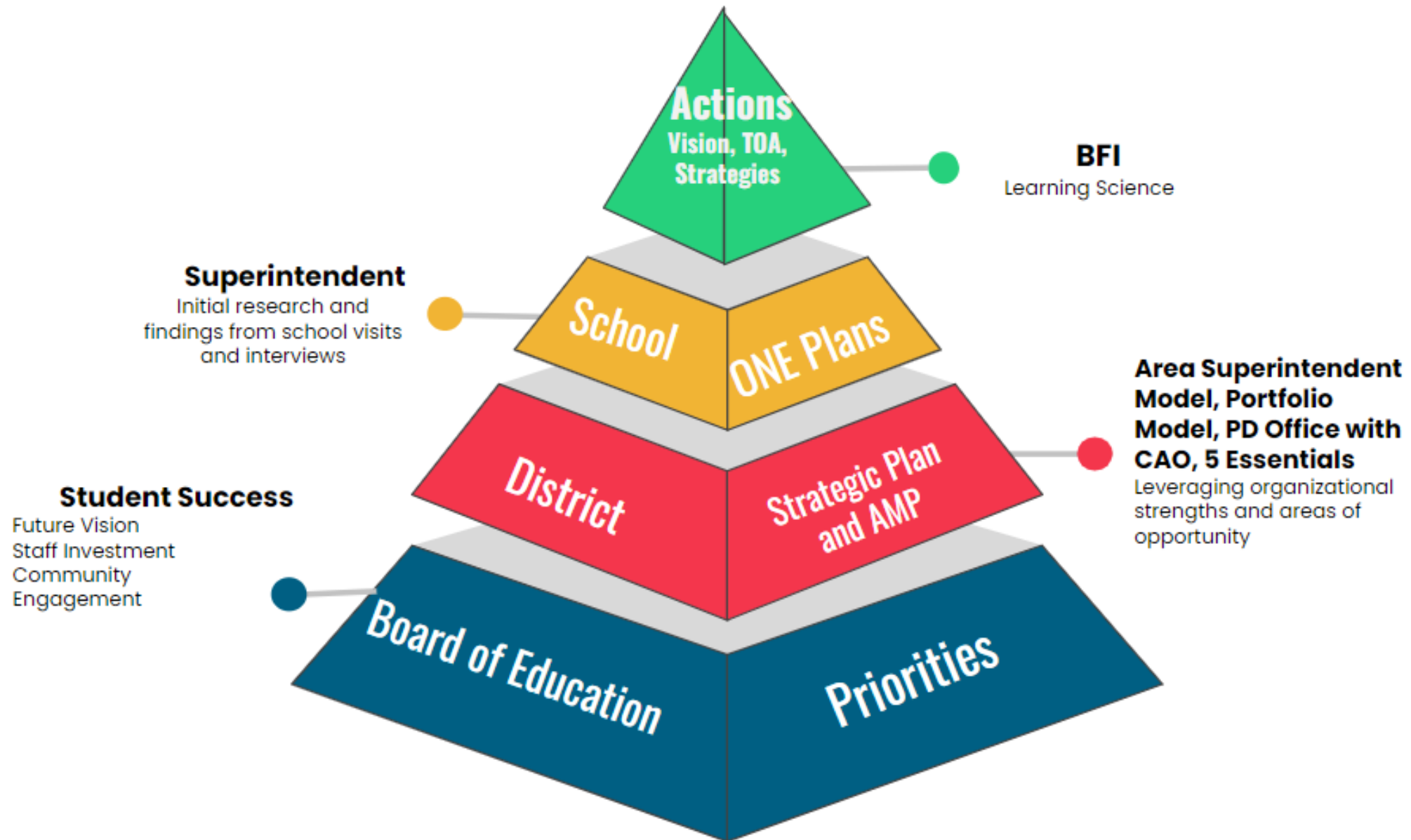


District 11 Mid-Year Data Report



Organizational Systems and Structures



Coherence + Alignment Drive Academics

K-12 Area Model

Aligned Supports & Resources

BEST FIRST INSTRUCTION

Investment in Tier 1 instruction that is well planned, engaging and rigorous.

Mathematics

Implementation of new program to support rigorous planning of modules and lessons K-8.
Focus on competencies in 9-12.

ELA

Early Literacy,
K-5 Wonders, 6-12 StudySync

Differentiated Supports
Focus on Priority Schools

9-12 Competencies

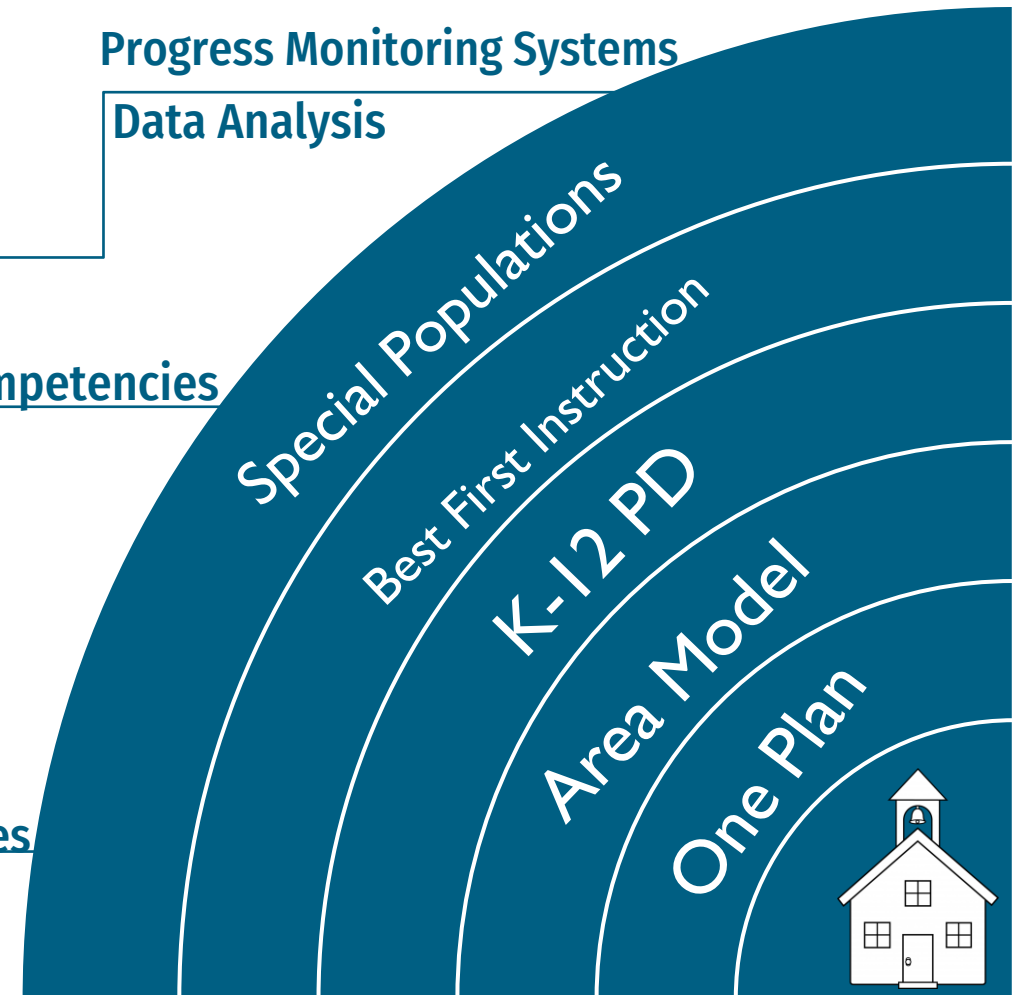
K- 8 EUREKA MATH²

Intervention Updates

MS Supports
ES Interventionist
Dyslexia Pilots

Progress Monitoring Systems

Data Analysis



High Leverage Strategies



Supported, Trained, Motivated Adults

Increased Student Achievement & Enrollment

Time



Quality

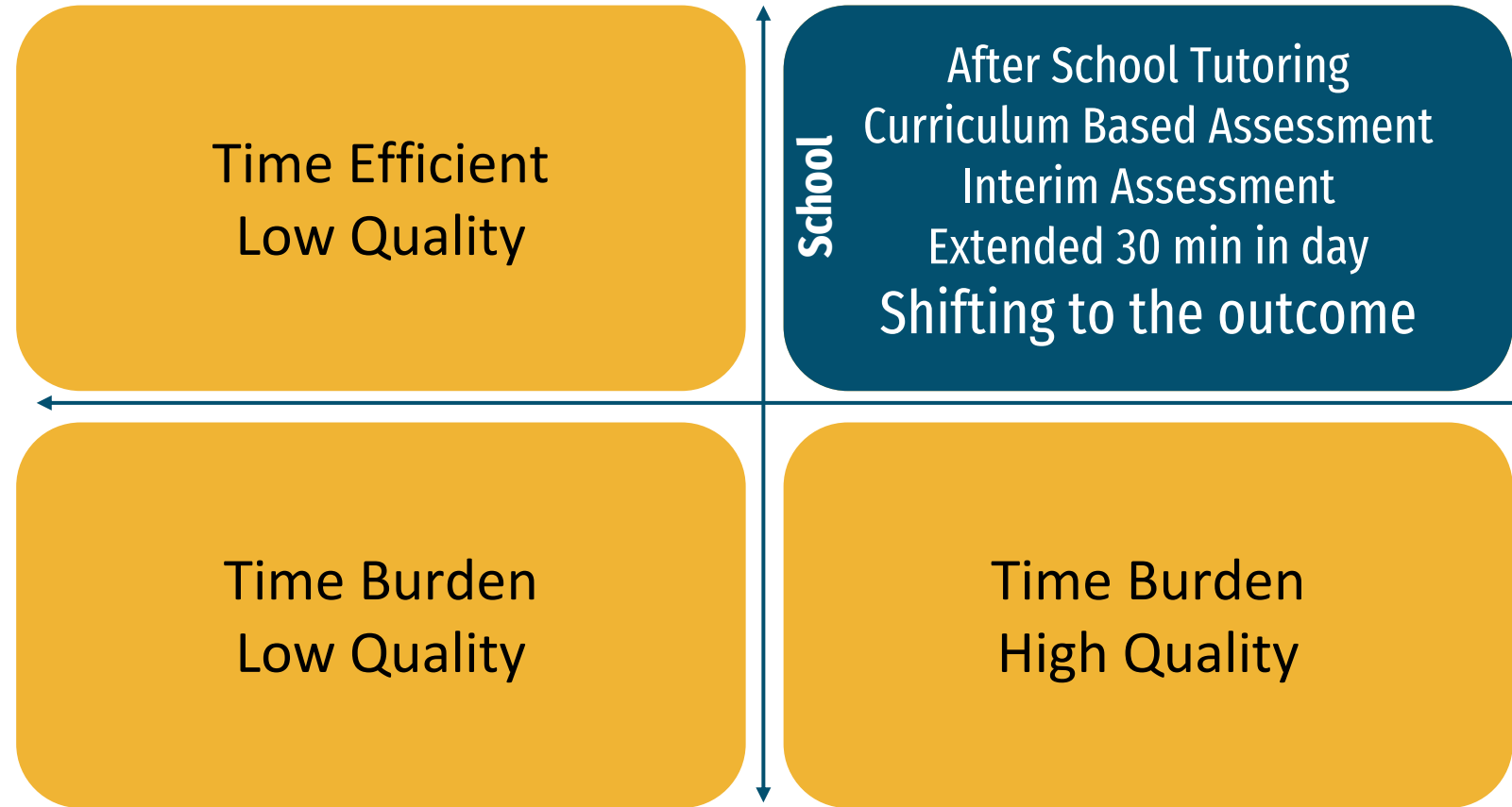
Engaged Students

Every Student is Known

Supported, Trained, Motivated Adults

Increased Student Achievement & Enrollment

Time



Quality

Engaged Students

Every Student is Known

A black and white photograph of a classroom or computer lab. In the foreground, a young boy is focused on a computer screen, with his hand on the mouse. To his left, a girl is also looking at the screen. In the background, other students are visible, some working on their own computers. The scene is brightly lit, and the focus is on the students' engagement with technology.

DISTRICT BENCHMARK STAR ASSESSMENTS WINTER RESULTS

PERFORMANCE AND FALL TO
WINTER ACADEMIC GROWTH

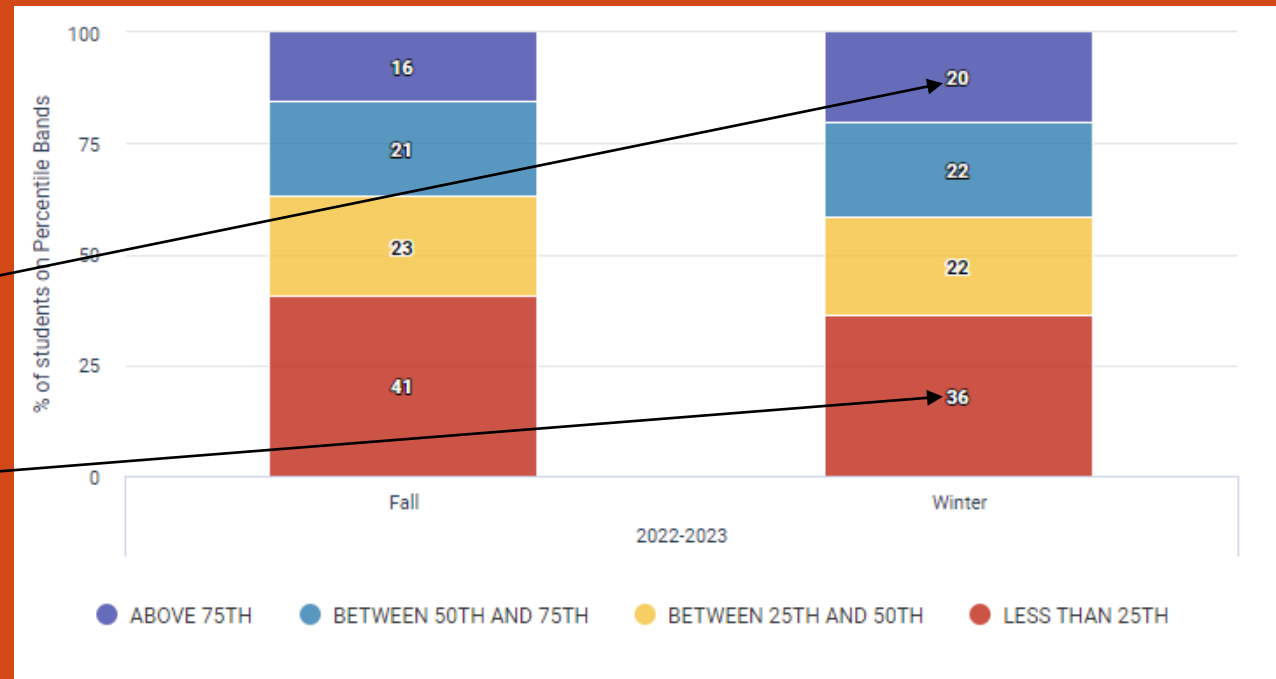
AGENDA

- How are percentile, performance levels, and median growth percentiles used?
- District results
- Elementary results
- Middle results
- High results
- Priority Improvement results
- Appendix

PERCENTILE RESULTS

THE DISTRICT BENCHMARK RESULTS PLACING STUDENTS IN PERCENTILE QUARTILES

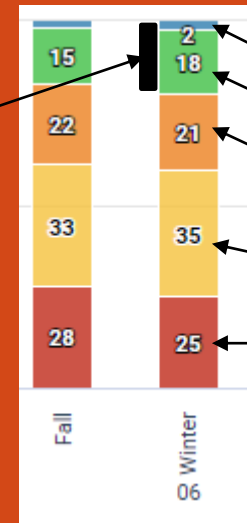
Percentiles help us understand where our students rank in comparison to their peers across the nation. Percentile Quarters give the percentage of our students in the 1st, 2nd, 3rd, or 4th quartile. For example, in the image **20%** of students in District 11 were in the top quartile and **36%** of students fell in the bottom quartile in math.



PERFORMANCE LEVEL RESULTS

THE DISTRICT BENCHMARK PREDICTIONS OF CURRENT STATE ALIGNED PERFORMANCE LEVELS

The State of Colorado uses 5 performance levels to determine if students are on track for college readiness. Levels 4 and 5 are considered “On track.” 20% of DII 6th grade students were On Track in math on the Winter District Benchmark.

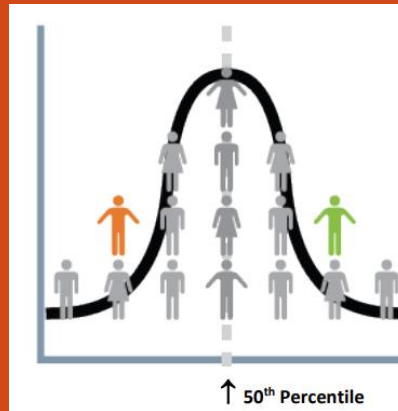


Level 5: Exceeded
Level 4: Met
Level 3: Approached
Level 2: Partially Met
Level 1: Did Not Yet Meet

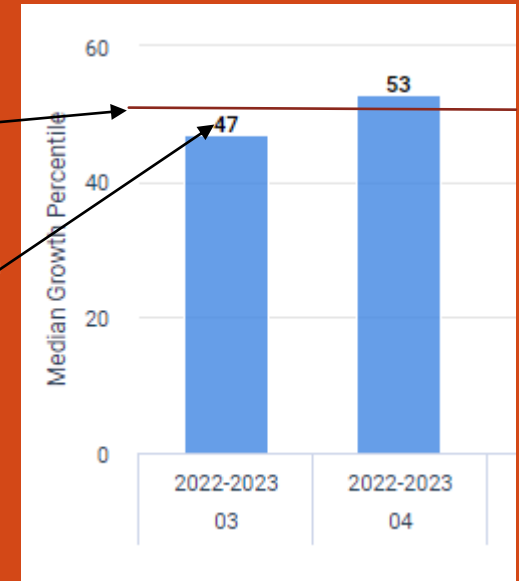
MEDIAN GROWTH PERCENTILE RESULTS

THE DISTRICT BENCHMARK PREDICTIONS OF CURRENT STATE ALIGNED PERFORMANCE LEVELS

- Student Growth Percentile shows how a student has grown by comparing their growth with their academic peers' growth. These peers include students in the same grade with a similar score on the last 1 or 2 tests.
- The Median Growth Percentile (MGP) is the middle growth score for students in a group.
- Represents between 52-53 teaching days



- A group with a median score above 50 indicates students are growing faster than their peers.
- For example, 3rd grade students are growing slightly slower than their peers while 4th grade students are growing faster than their peers in math.
- To close the performance vs growth gap we need SGPs of 60 and above



STRENGTHS IN DISTRICT PERFORMANCE

Elementary & Priority Schools Lead Overall in MGP Progress

- **Queen Palmer** (66), **Steele** (60), **Rudy** (59), **Bristol** (58), and **Stratton** (56) demonstrated the most growth in **ELA**
- **Chipeta** (68), **Steele** (65), **Grant** (60), **Scott** (59), and **Queen Palmer** (58) demonstrated the most growth in **Math**
- **Holmes** (58) and **JSAA** (52) met expected growth in **ELA**, while **Holmes** (51) and **Sabin** (54) met expected growth in **Math**
- **Coronado** (58), **Odyssey** (56), and **Palmer** (50) met expected growth in **ELA**, while **Coronado** (53) and **Odyssey** (52) met in **Math**

Percentile and Performance Level Progress Made in Each Content Area

- In **Math**, the number of students "On Track" grew by 5% while "Did Not Yet Meet" shrunk by 4%
- Grades **4 and 5** met expected growth in **Math**
- Grades **4,5,9,10, and 11** met expected growth in **ELA**

CHALLENGES IN DISTRICT PERFORMANCE

DII Students are Generally Growing at Slower Rate as Their Peers Around the Country

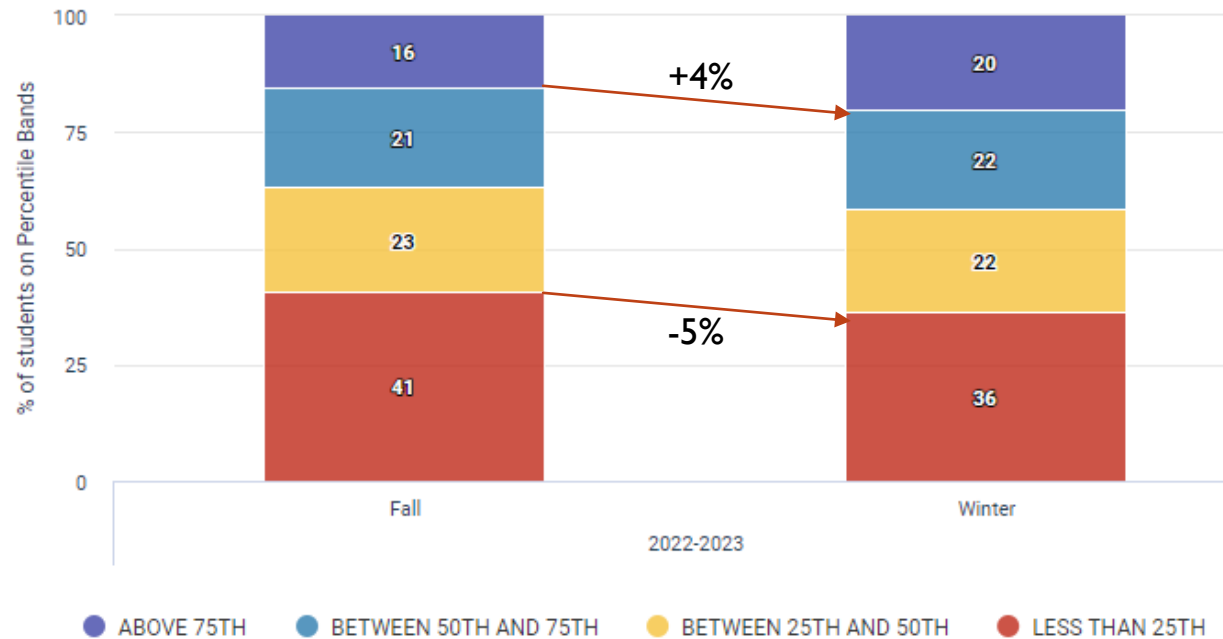
- 19% of DII students are **On Track** in **MATH**
- 33% of DII students are **On Track** in **ELA**
- Overall district results indicate a **slightly below expectations** result for **growth percentiles** (MGP<50) in **ELA** and **Math**

Too Many Students are not Reaching Grade-Level Performance in ELA & MATH

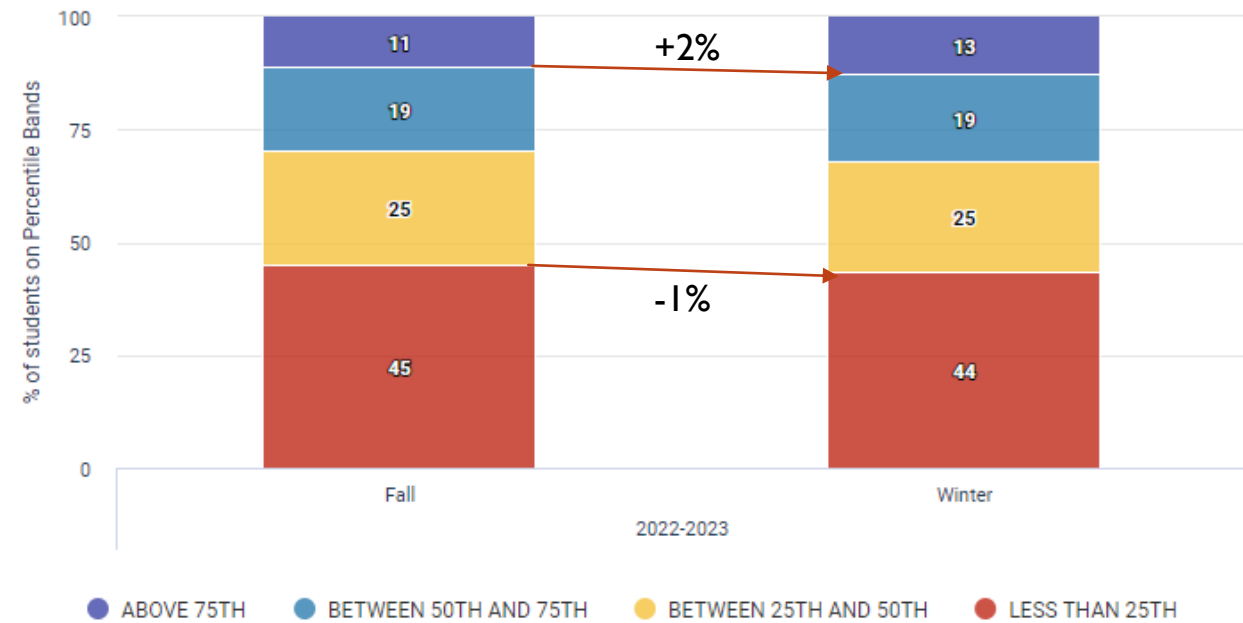
- If given today, the district performance rating would remain at "Improvement"
- Significant gaps persist between subgroups
- **Gaps** in Minority and Economically Disadvantaged students persist in both **Math** and **ELA**

DISTRICT PERCENTILE RESULTS

Math



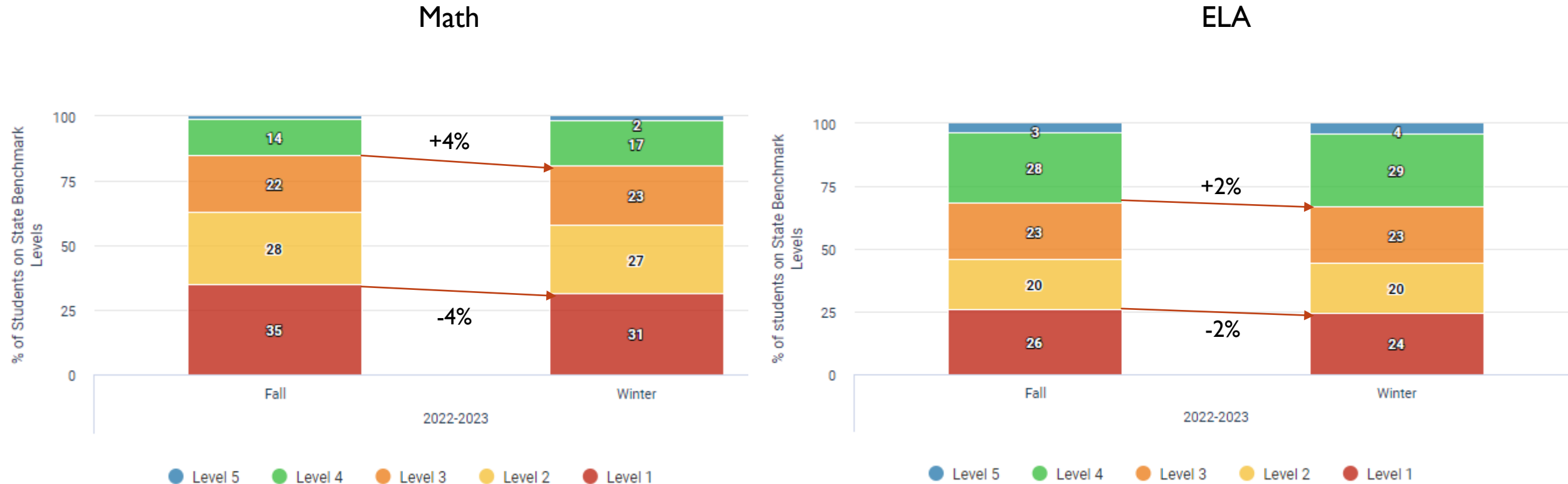
ELA



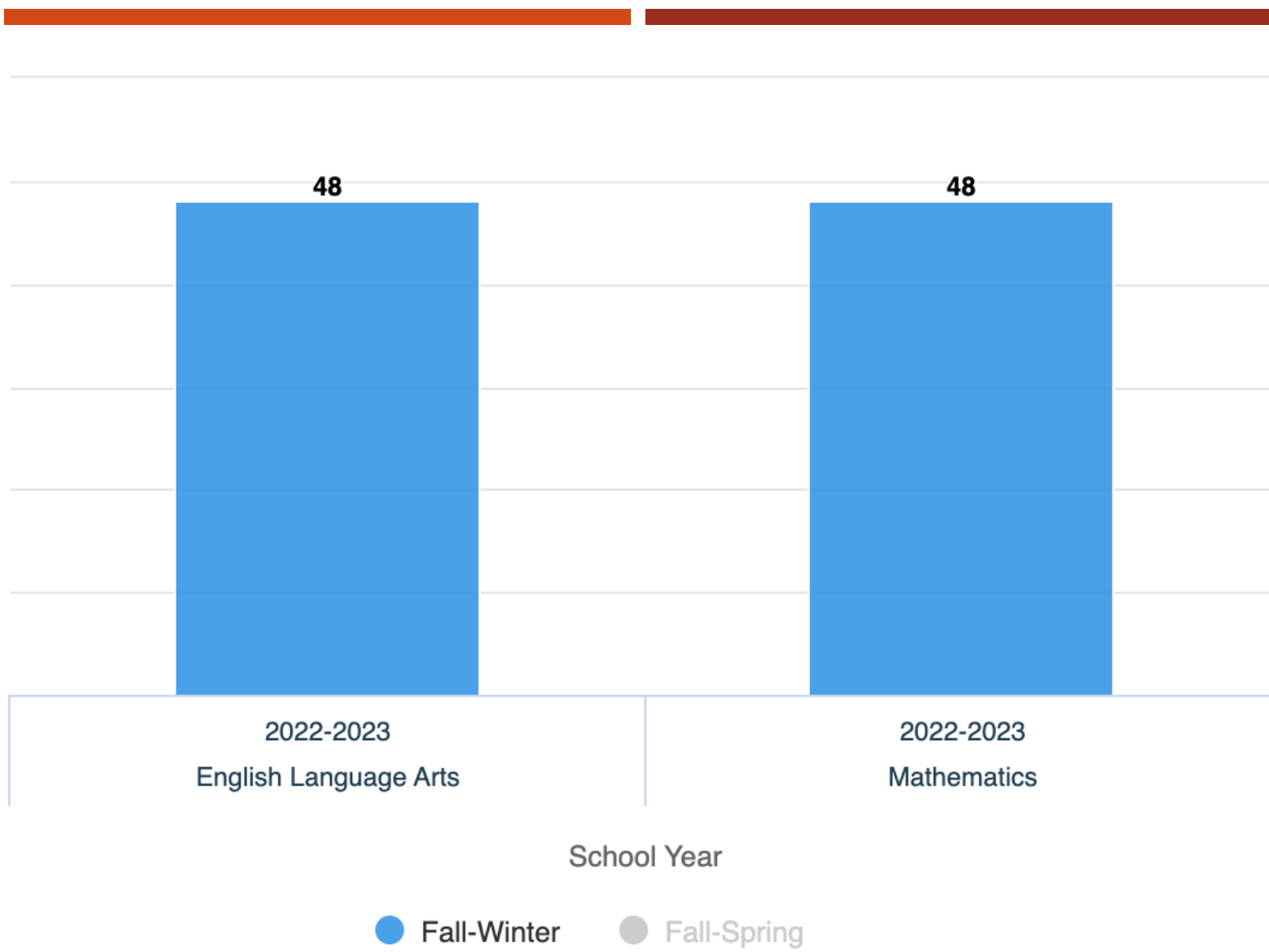
Saw growth in Math and consistent performance in ELA

DISTRICT PERFORMANCE LEVEL RESULTS

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL



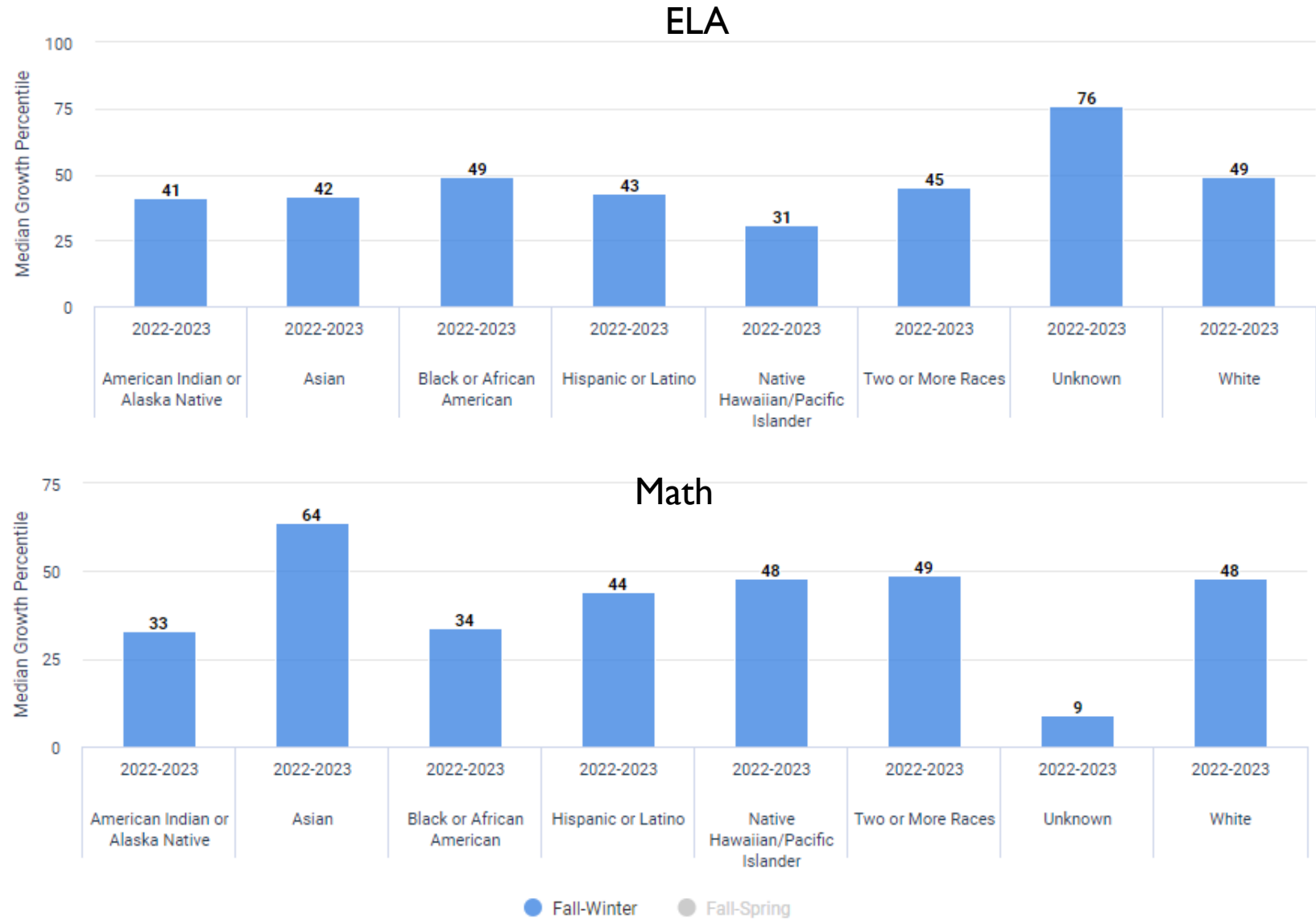
In Math, the number of students "On Track" grew by 5% while "Did Not Yet Meet" shrunk by 4%. In ELA, the percent "On Track" grew by 2%



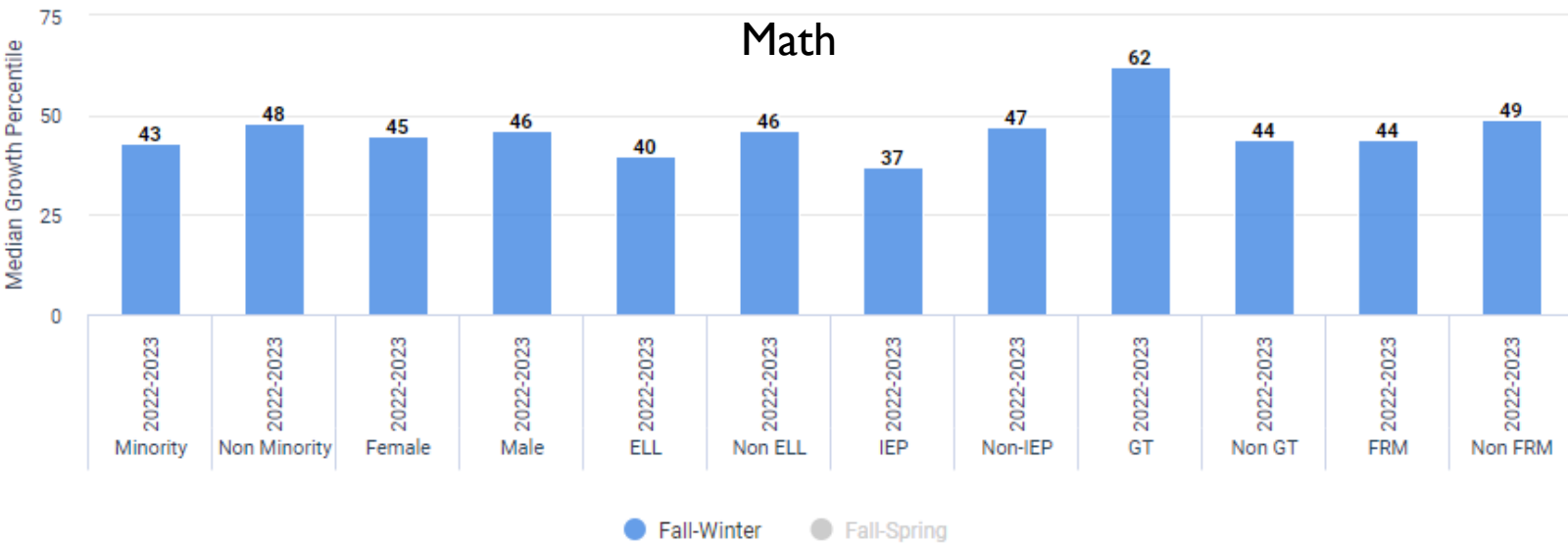
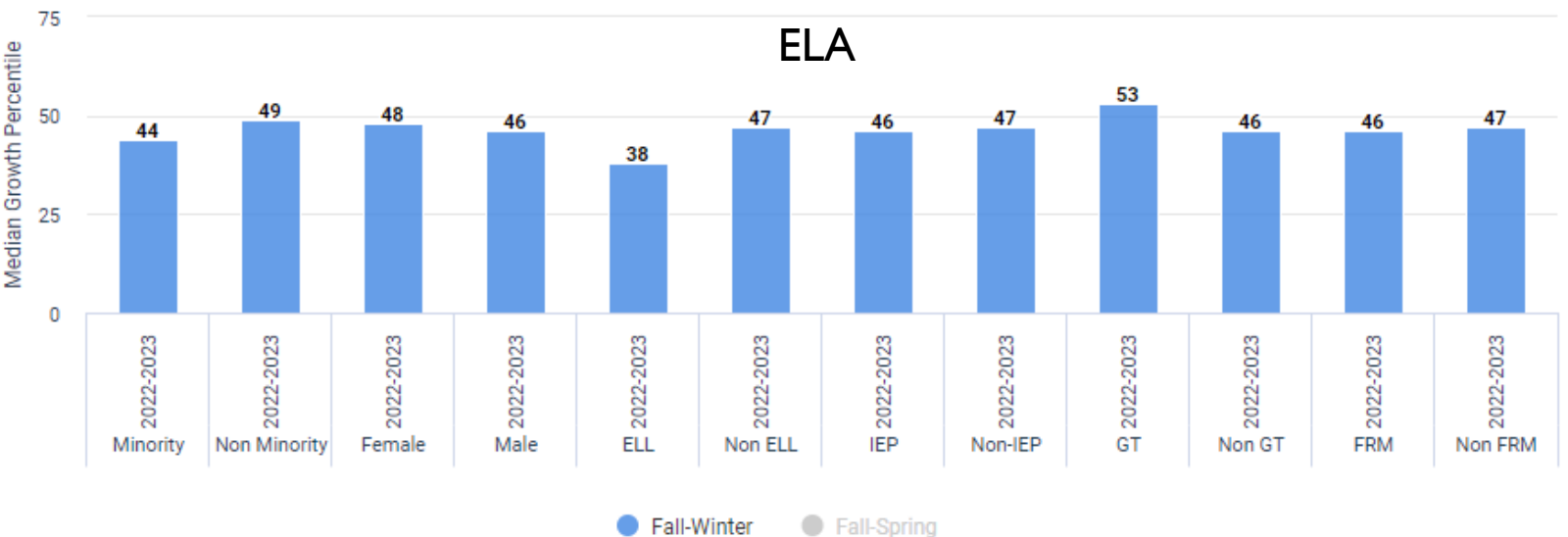
DISTRICT MEDIAN GROWTH PERCENTILE – GRADES 3-11 FALL TO WINTER

MEDIAN GROWTH PERCENTILE GIVES INFORMATION ABOUT ACADEMIC GROWTH FOR STUDENTS COMPARED TO THEIR PEERS.

DII STUDENTS CONTINUE TO NOT GROW AS FAST AS THEIR PEERS AROUND THE NATION

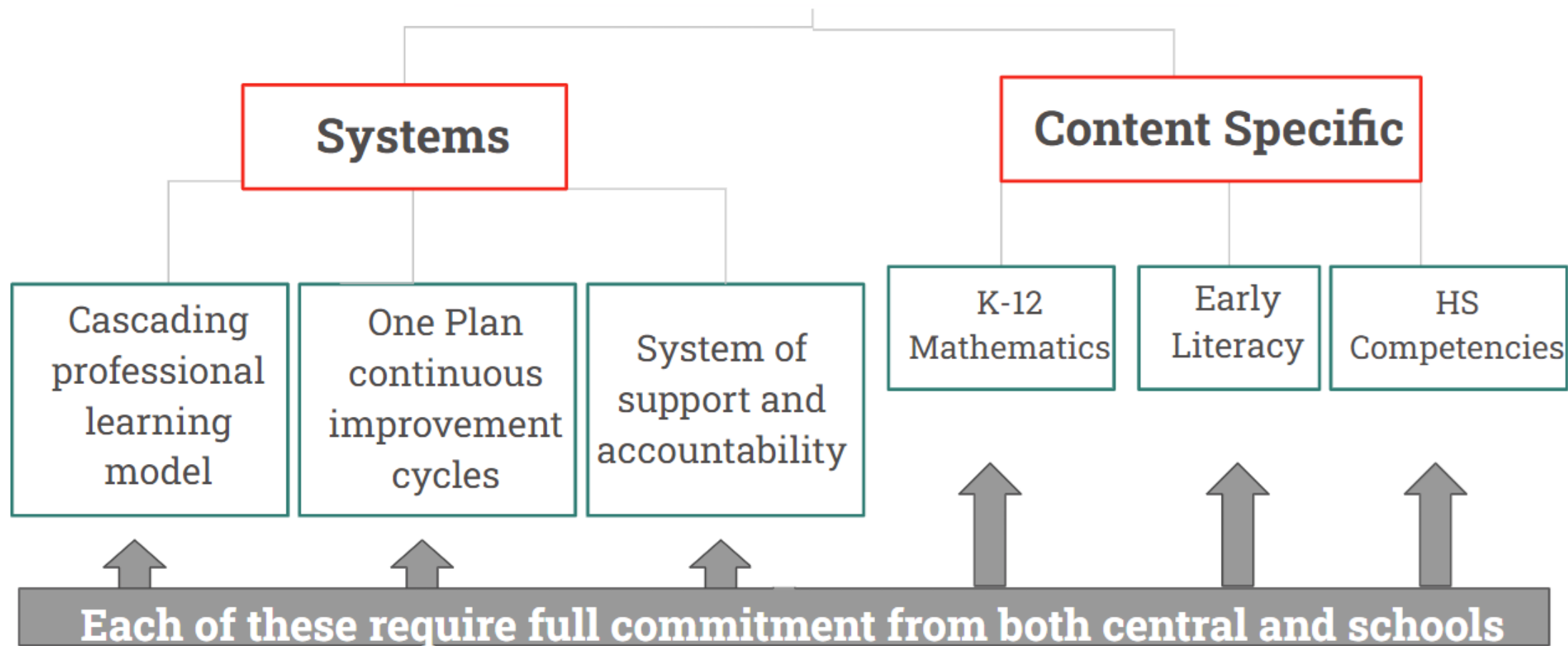


RACE ETHNICITY
MEDIAN
GROWTH
PERCENTILE –
FALL TO WINTER



SUBGROUP
MEDIAN
GROWTH
PERCENTILE –
FALL TO WINTER

Best First Instruction Coherence in Tier 1 Instruction



ELEMENTARY PERFORMANCE TAKE-AWAYS

District Elementary School Math Growth Outperforms Peer Schools Nationwide

Overall district **elementary schools** showed strong improvement by increasing the number of students scoring "On Track" in **Math** by 7%

Grades 3,4, and 5 all showed strong improvement in moving more students into "On Track" in **Math** (8%, 8%, and 10% respectively)

10 schools met the district goal of achieving a **Median Growth Percentile** greater than 55 with the highest being **Chipeta** (68) and **Steele** (65)

19 schools are growing faster than peer schools across the nation

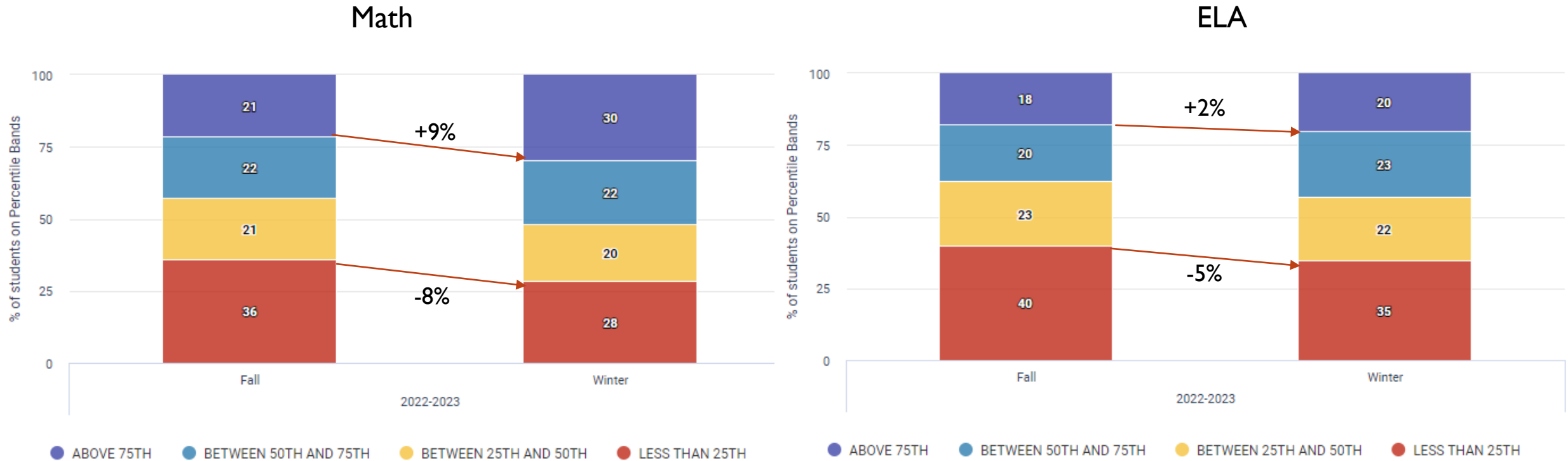
Too Many Students Continue To Not Reach Grade-Level Performance in ELA & MATH

More than **1/3** of district elementary students perform in the **bottom 25%** of the nation in **ELA**

Less than 25% of district **elementary students** are performing at grade level in **Math**

Several achievement gaps persist among subpopulations in **ELA and Math growth**

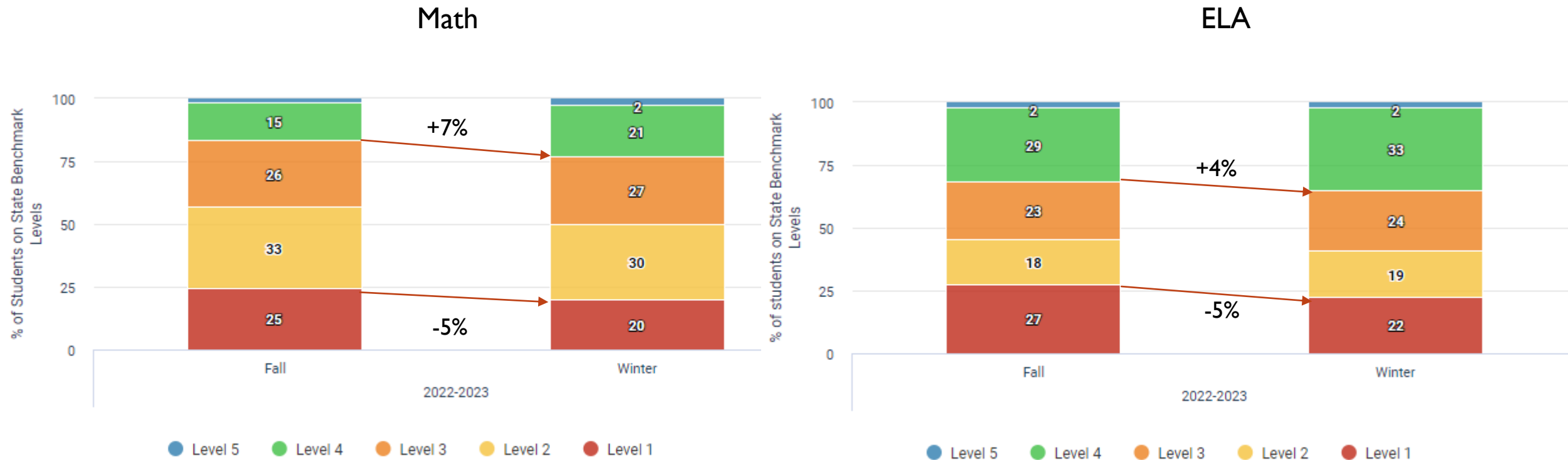
ELEMENTARY SCHOOL PERCENTILE RESULTS



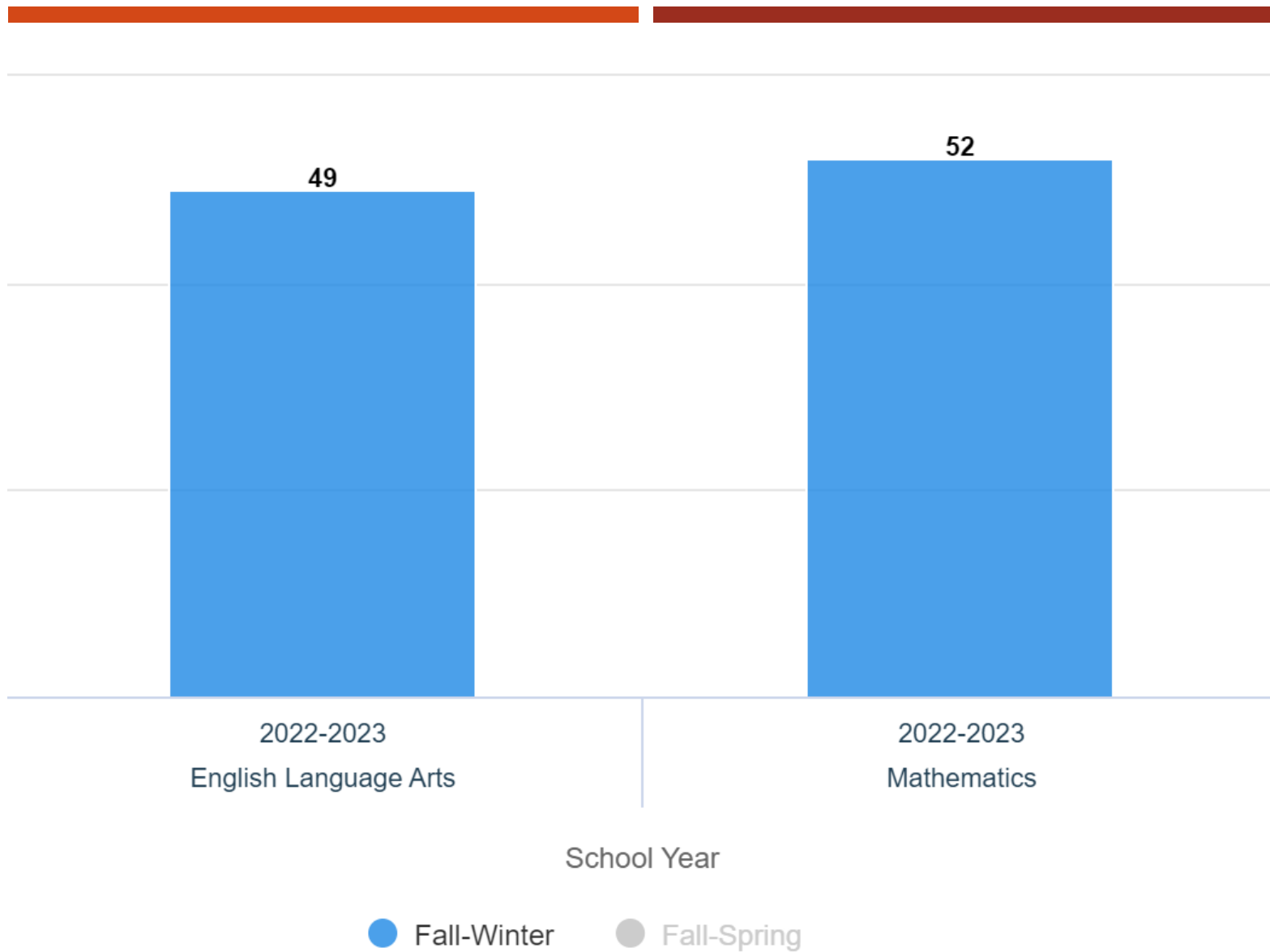
Increased the number of students performing in the top 25% of the nation in both Math and ELA while reducing the number of students performing in the bottom 25%

ELEMENTARY SCHOOL PERFORMANCE LEVEL RESULTS

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL



In Math, the number of students "On Track" grew significantly by 7% while "Did Not Yet Meet" shrunk by 5%. In ELA, the percent "On Track" grew by 4% while "Did Not Yet Meet" shrunk by 5%.

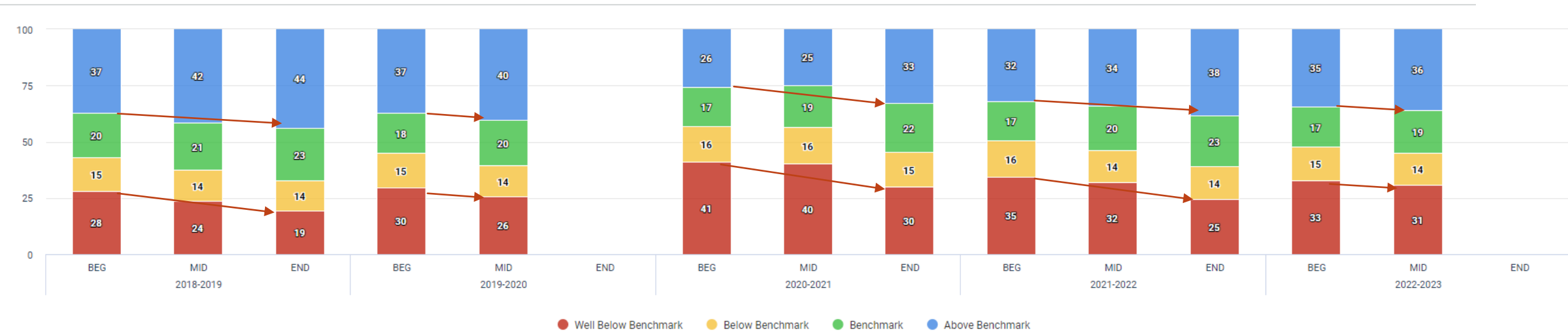


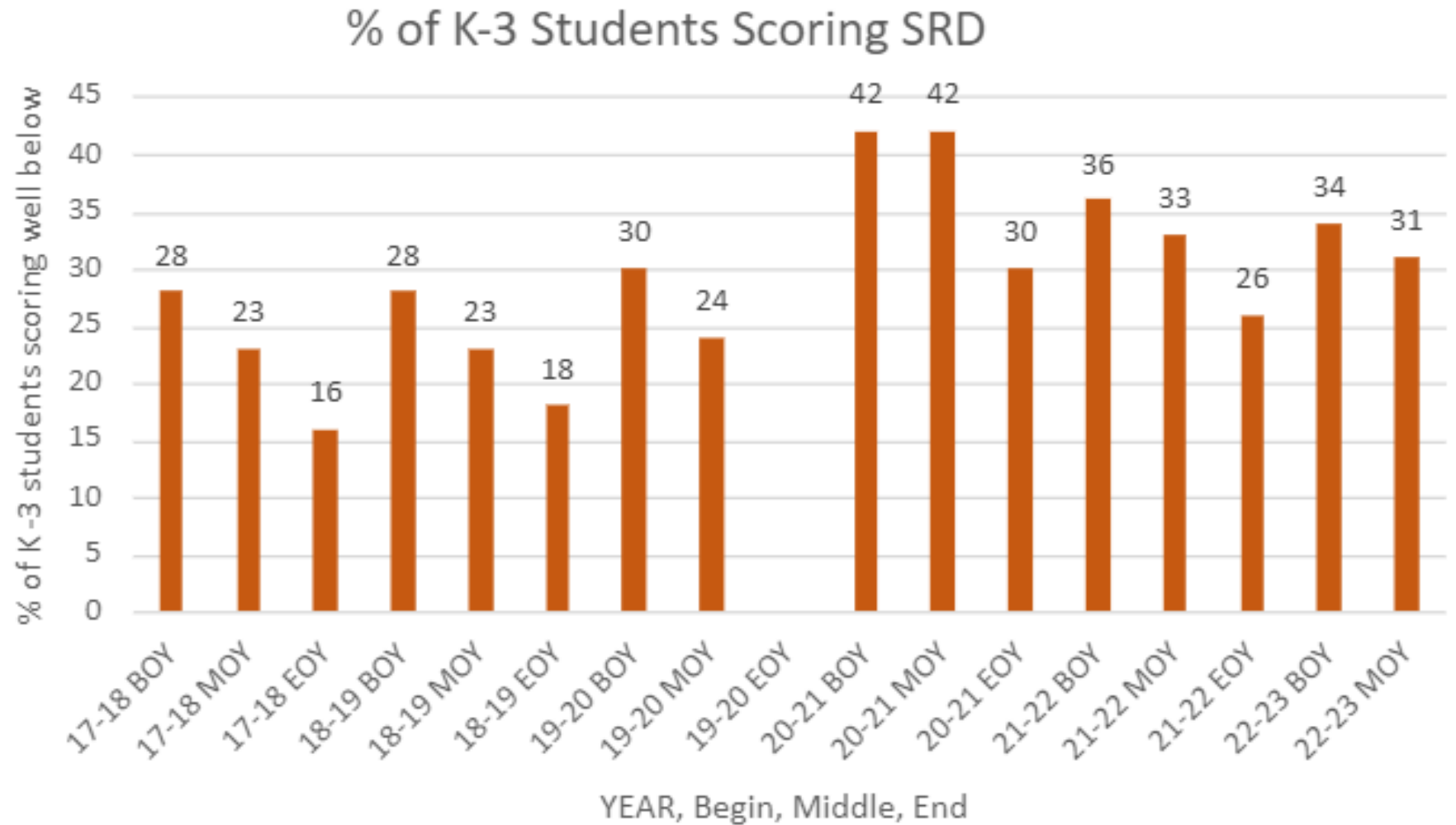
ELEMENTARY
MEDIAN
GROWTH
PERCENTILE –
FALL TO WINTER

DII STUDENTS
ARE GROWING FASTER
THAN THEIR PEERS IN
MATH

DISTRICT ACADIENCE (LITERACY) RESULTS

Percent of Students at Benchmark on Acadience Reading - All Grades

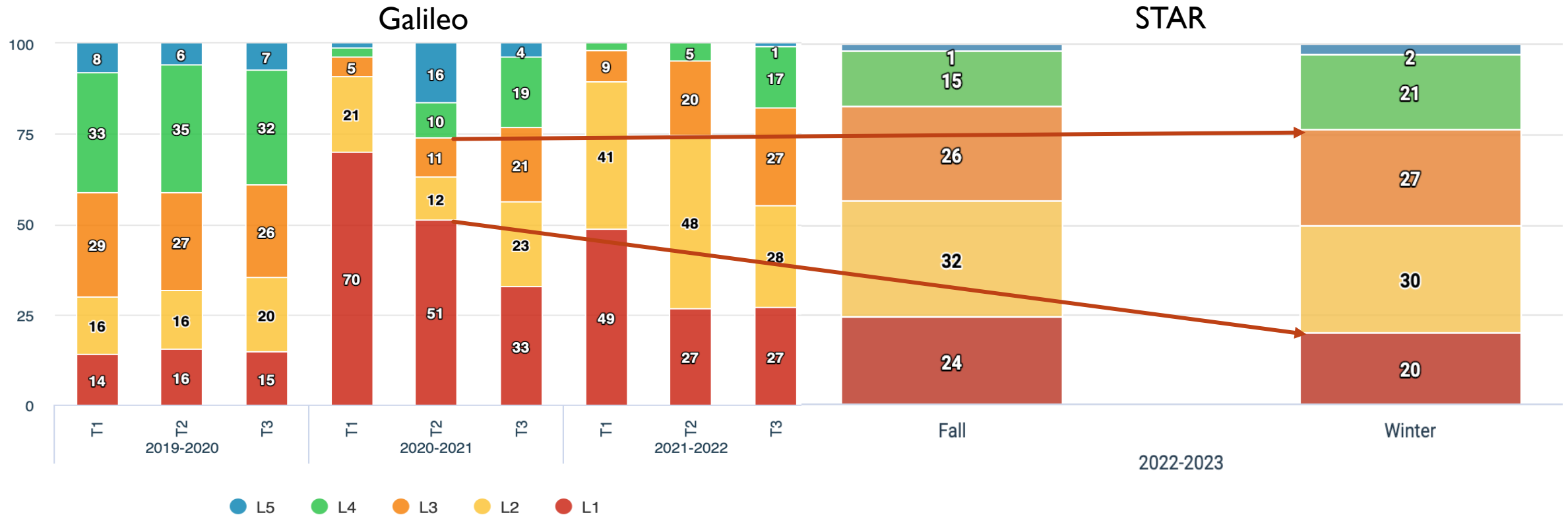




Pandemic levels significantly increased student performance in the “Significant Reading Deficiency” category. Post 2020-2021 school year, we are beginning to see recovery toward pre-pandemic early literacy performance.

ELEMENTARY MATH PERFORMANCE PRE-POST PANDEMIC

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL PRE, MID, AND POST PANDEMIC

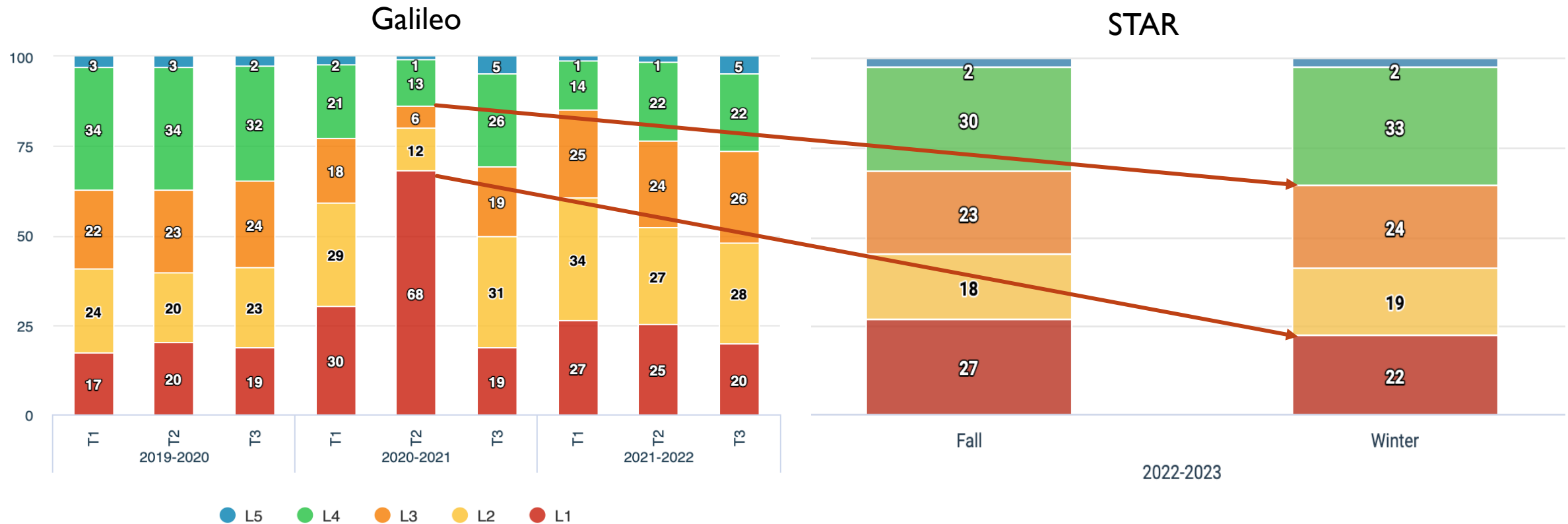


Winter Benchmark results show significant recovery from pandemic performance levels but are still under pre-pandemic levels

Far fewer students are performing at the lowest performance level than during the pandemic

ELEMENTARY ELA PERFORMANCE PRE-POST PANDEMIC

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL PRE, MID, AND POST PANDEMIC



Winter Benchmark results show significant recovery from pandemic performance levels and are close to pre-pandemic levels
 Far fewer students are performing at the lowest performance level than during the pandemic
 Far more students are performing at the meets/exceeds performance level than during the pandemic

ADJUSTED ACTIONS BASED ON DATA – ELEMENTARY

SEEING AND FEELING THE DIFFERENCE IN THE CLASSROOM

Best First Instruction Coherence	Focus on Content Specific Professional Learning	Differentiation of Instruction/Special Populations
• Cascading Professional Learning • All leaders, and TLCs • Direct To Teacher learning • One Plan Check-Ins, increased focus on MOY data • Targeting specific standards through growth data • Move to online curricular embedded assessments in Math • Utilize early literacy data • Pilot of Star 360 (Focus on STAR Early Literacy) to review options for early literacy assessment	• Focus on module and lesson planning in mathematics • Launching literacy unit and lesson planning (similar to math process for coherence) • Targeted curricular program training in Math and launching in ELA • Increased consistency in learning walks, observations, and feedback cycles around applying Professional Learning	• Target additional support to align with student needs in special populations • Increased use of core instruction (Tier I) differentiation, with added Tier II intervention supports • Dyslexia Supports and Pilot School Work • Expanded Learning Opportunities • Launching additional After School Tutoring Opportunities • Planning for Summer Programming

MIDDLE SCHOOL PERFORMANCE TAKE-AWAYS

3 of 9 Middle Schools Demonstrated 5% or More of Students Scoring ON TRACK in Math

3 out of 9 middle schools posted **gains of 5% or greater** in the number of students scoring "On Track" in **Math** with **North and Sabin** being the highest (6%)

Holmes and Sabin met or exceeded expected growth in **Math** (51 and 54 MGP respectively)

Holmes and JSAA met or exceeded expected growth in **ELA** (58 and 52 MGP respectively)

Too Many Students Continue To Not Reach Grade-Level Performance in ELA & MATH

16% of **district middle school** students are performing at grade level in **Math**

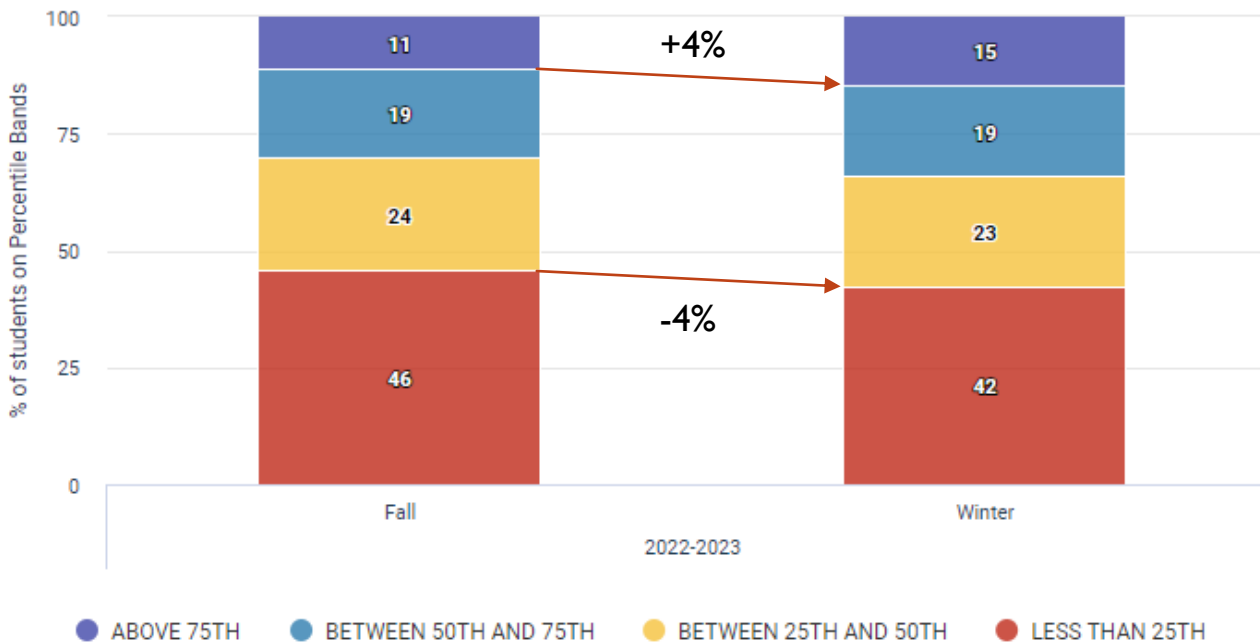
Did not meet expected growth across all district middle schools in **Math or ELA**

Significant gaps persist between subgroups

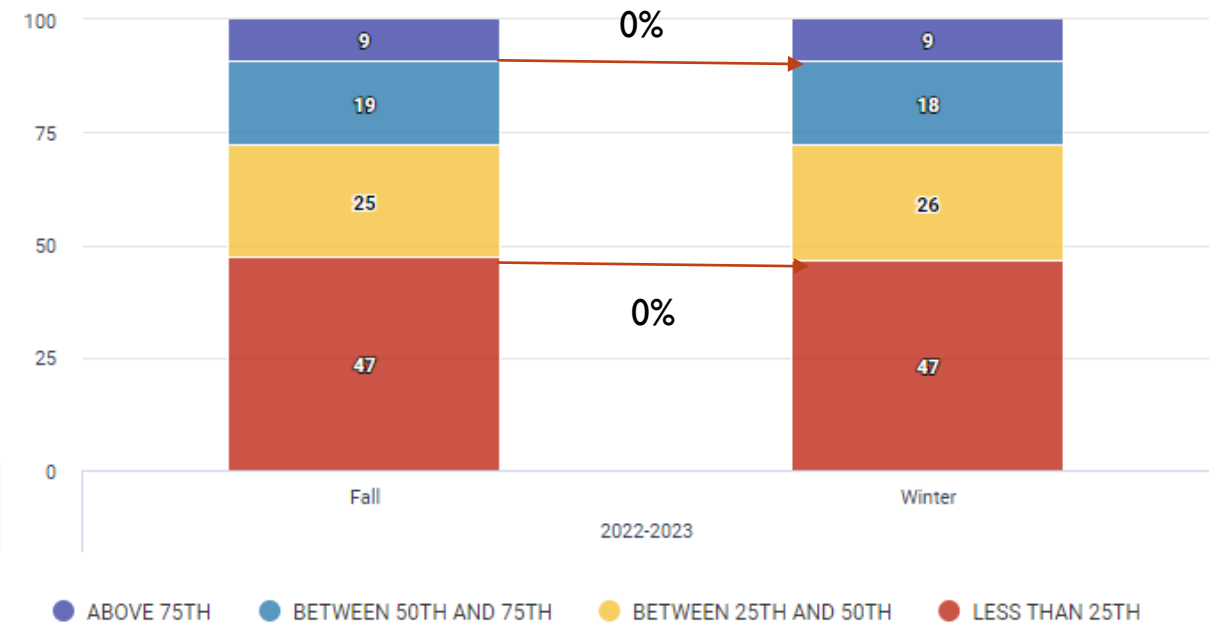
MIDDLE SCHOOL PERCENTILE RESULTS

PERCENT OF STUDENTS AT EACH QUARTILE OF PERCENTILES

Math



ELA

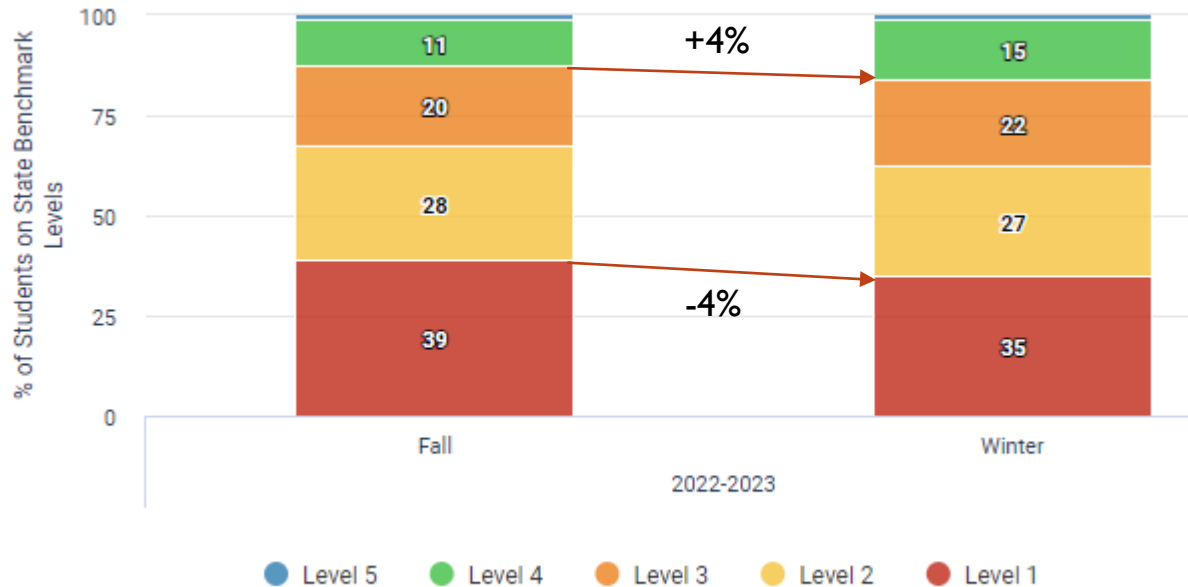


In Math, the number of students scoring in the top 25% nationwide grew by 4% while the bottom 25% nationwide shrunk by 4%. In ELA, fall to winter results remained static.

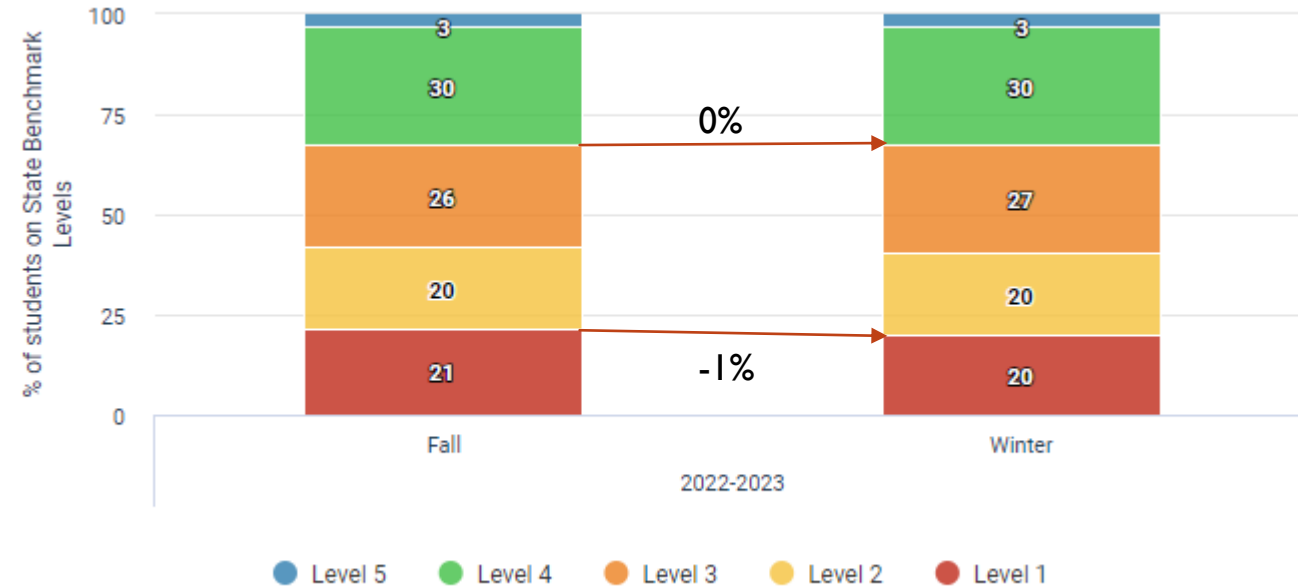
MIDDLE SCHOOL PERFORMANCE LEVEL RESULTS

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL

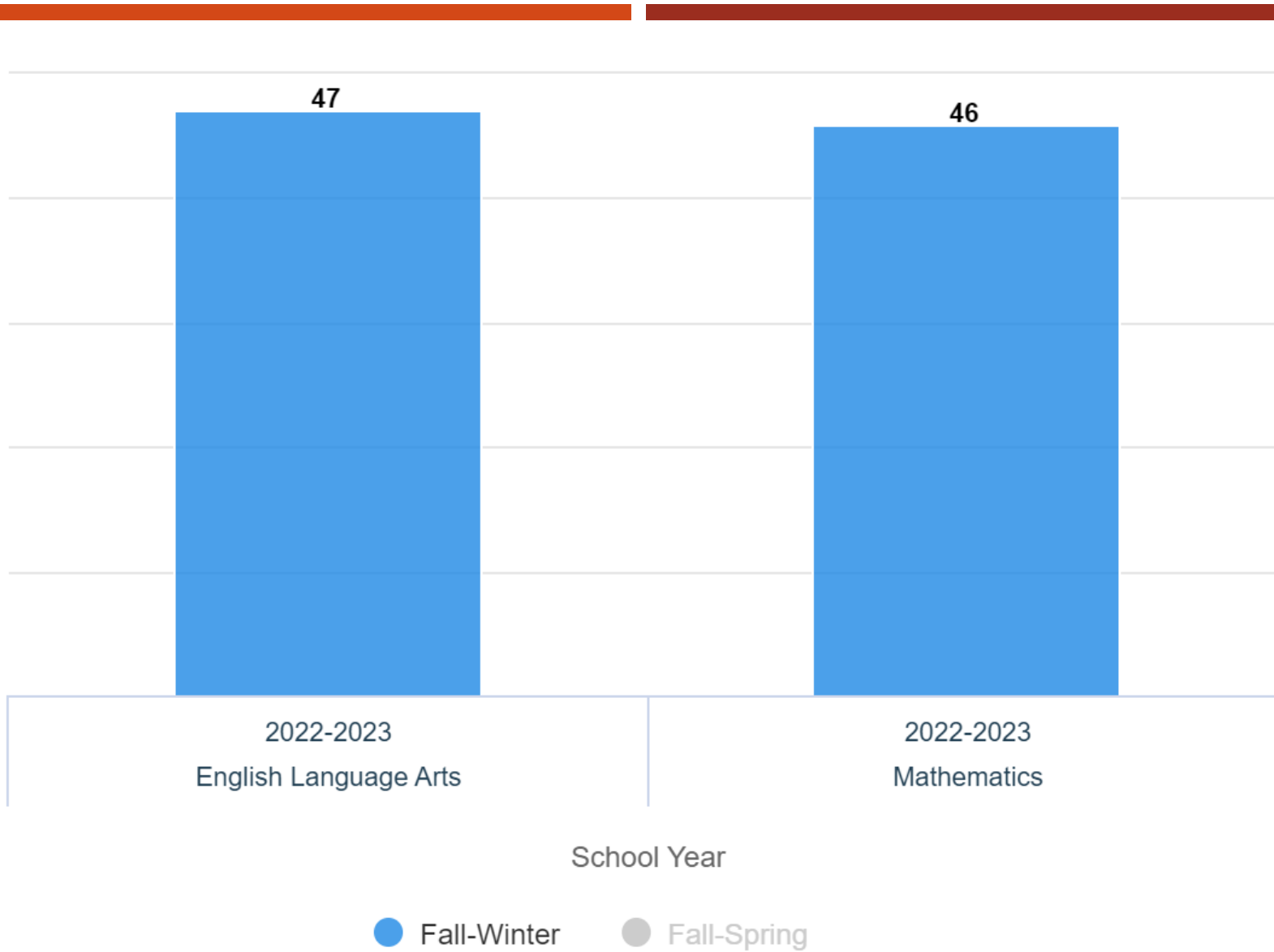
Math



ELA



In Math, the number of students "On Track" grew by 4% while "Did Not Yet Meet" shrunk by 4%. In ELA, results remained static.

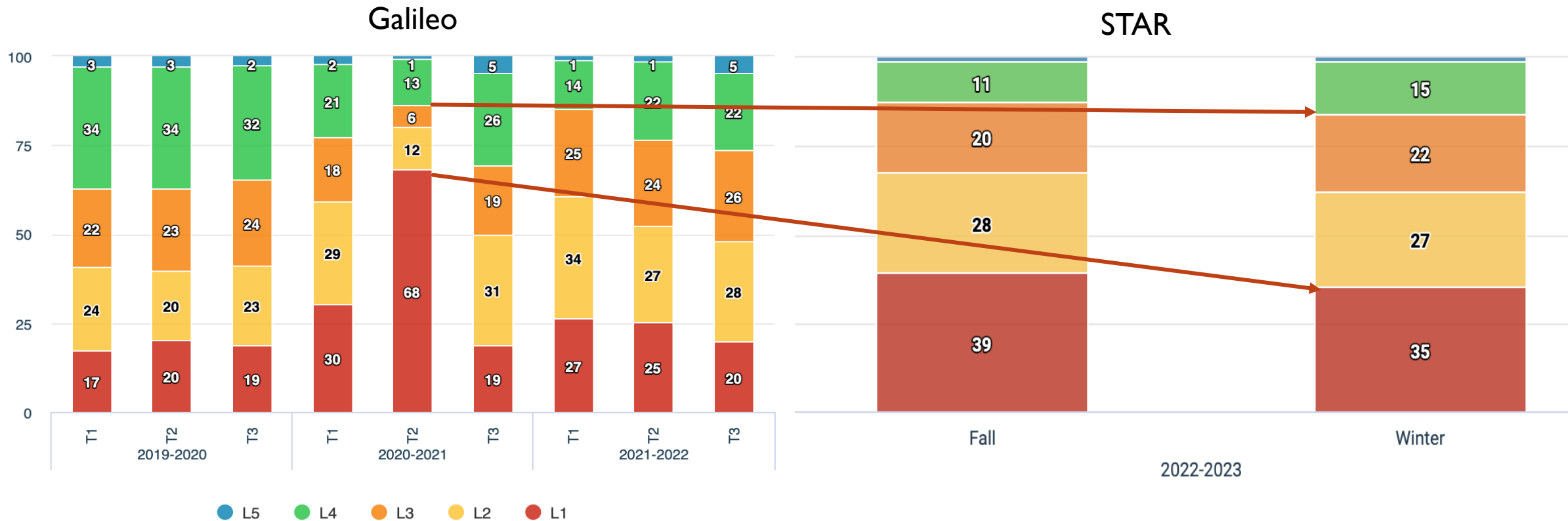


MIDDLE -
MEDIAN
GROWTH
PERCENTILE –
FALL TO WINTER

DII STUDENTS
CONTINUE
TO NOT GROW AS FAST
AS THEIR PEERS
AROUND THE NATION

MIDDLE MATH PERFORMANCE PRE-POST PANDEMIC

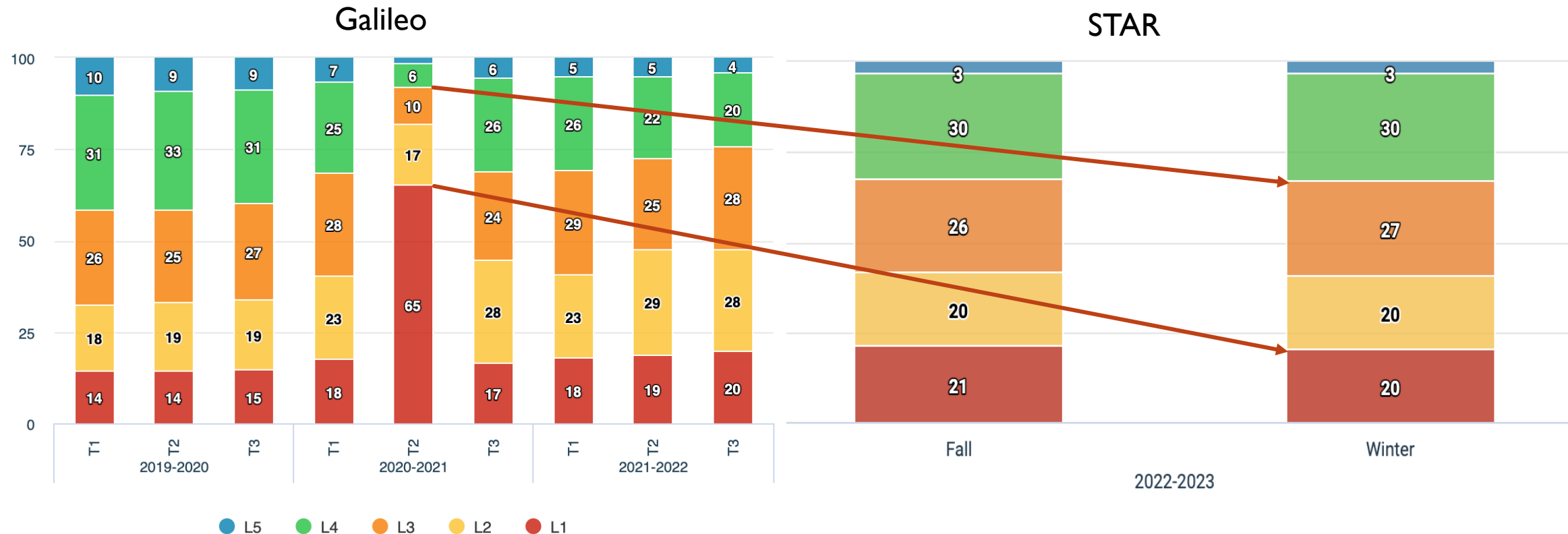
PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL PRE, MID, AND POST PANDEMIC



Winter Benchmark results show no recovery from pandemic performance levels and are below pre-pandemic levels
 Fewer students are performing at the lowest performance level than mid-pandemic
 Score variability during pandemic years is due to limited sample size related to quarantine restrictions

MIDDLE ELA PERFORMANCE PRE-POST PANDEMIC

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL PRE, MID, AND POST PANDEMIC



Winter Benchmark results show significant recovery from mid-pandemic performance levels and approaching pre-pandemic levels
 More students are performing at the meets/exceeds performance level than during the pandemic
 Score variability during pandemic years is due to limited sample size related to quarantine restrictions

ADJUSTED ACTIONS BASED ON DATA – MIDDLE SCHOOL

SEEING AND FEELING THE DIFFERENCE IN THE CLASSROOM

Best First Instruction Coherence	Focus on Content Specific Professional Learning	Differentiation of Instruction/ Special Populations
• Cascading Professional Learning • All leaders and Dept. Chairs • Direct To Teacher learning • One Plan Check-Ins, increased focus on MOY data • Targeting specific standards through growth data • Move to online curricular embedded assessments in Math	• Focus on module and lesson planning in mathematics • Launching plan for increased fidelity through text first planning in secondary core literacy program (StudySync) • Targeted curricular program training in Math and launching in ELA (StudySync) • Increased consistency in learning walks, observations, and feedback cycles around applying Professional Learning	• Target additional support to student needs in special populations • Increased use of core instruction (Tier I) differentiation, with added Tier II intervention supports • Pilot of online Tier II intervention program to review options for early literacy assessment • Expanded Learning Opportunities • Launching additional After School Tutoring Opportunities • Planning for Summer Programming

HIGH SCHOOL PERFORMANCE TAKE-AWAYS

Coronado, Mitchell, and Odyssey Make Strong Progress In ELA & Math

Mitchell MGP was on par with all the other district high schools; Mitchell shrunk the number of students performing at "Does Not Meet" by **7% in Math**

Odyssey Early College and Career Options students score above **59%** of students in the nation in **Math**

Coronado grew the number of students performing in the top half of the country by 6% in ELA; **Coronado** grew the number of students performing "On Track" in **Math by 8%**

Coronado and Odyssey exceeded expected growth in ELA (58 and 56, respectively) and met expected growth in **Math** (53 and 52, respectively)

Percentage of Students Who Meet Grade-Level Expectations Remains a Concern

18% of district high school students are performing at **grade-level expectations in Math**

Close to 1/2 of district high school students perform in the **bottom 25%** of the nation in **ELA**

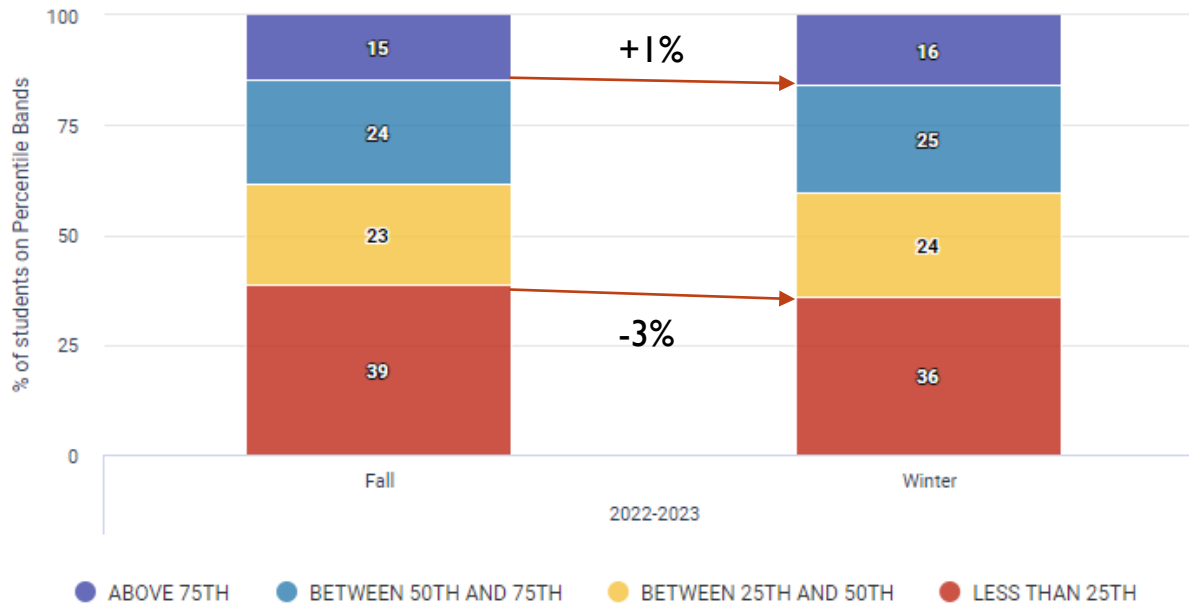
More than 1/3 of district high school students perform in the **bottom 25% in Math**

District high schools did not meet expected growth in **Math**

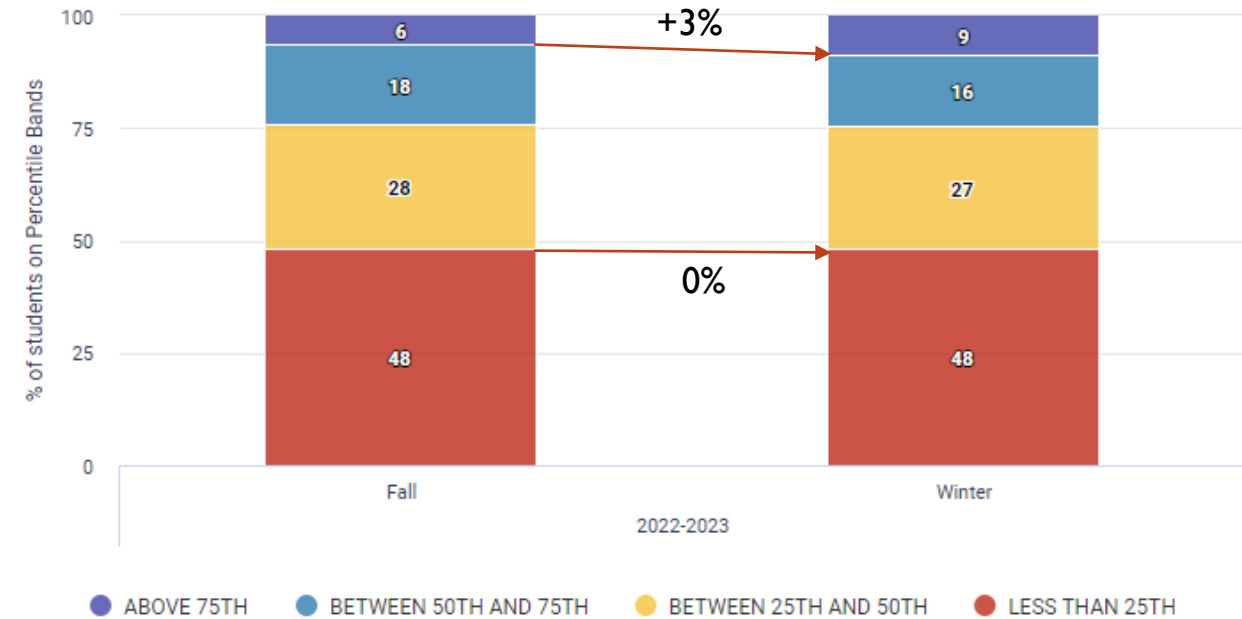
HIGH SCHOOL PERCENTILE RESULTS

PERCENT OF STUDENTS AT EACH QUARTILE OF PERCENTILES

Math



ELA

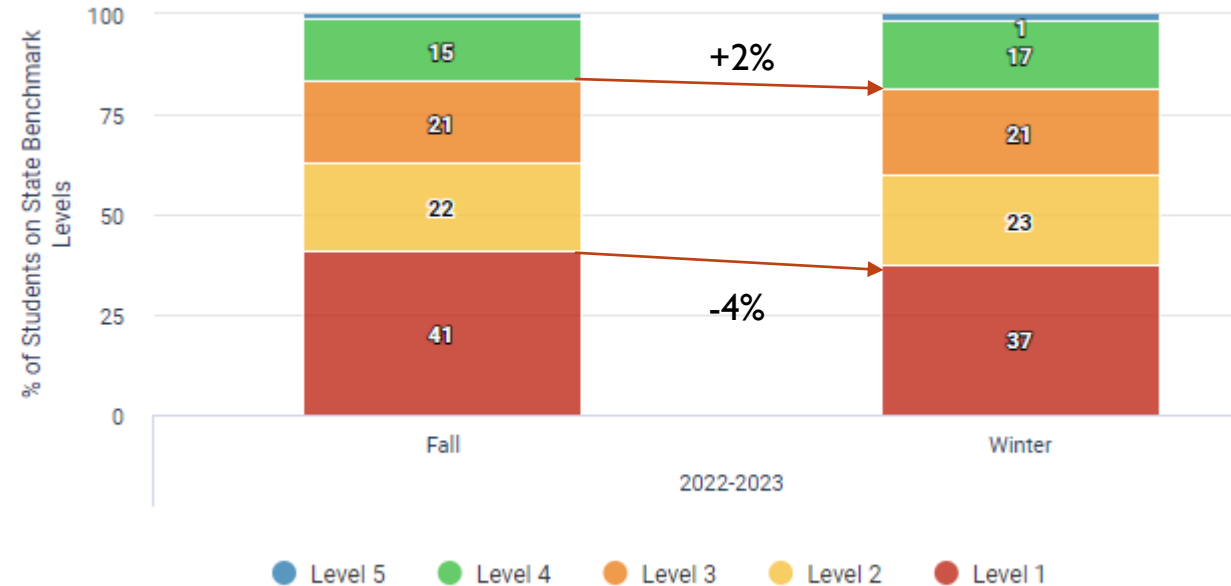


High school results across Math and ELA remained static.

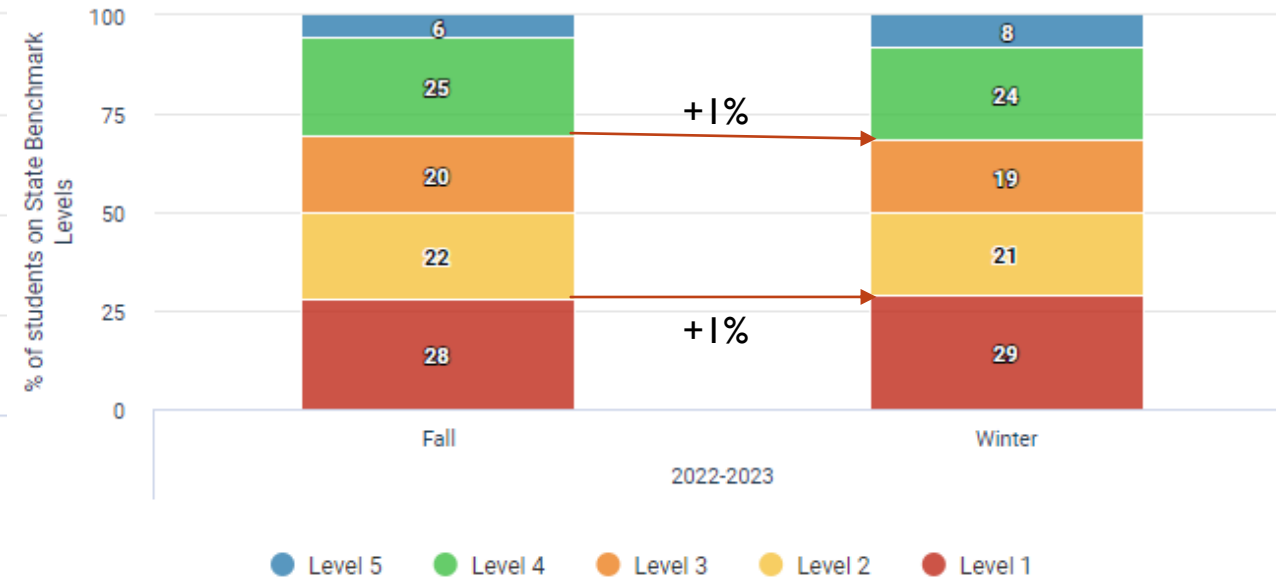
HIGH SCHOOL PERFORMANCE LEVEL RESULTS

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL

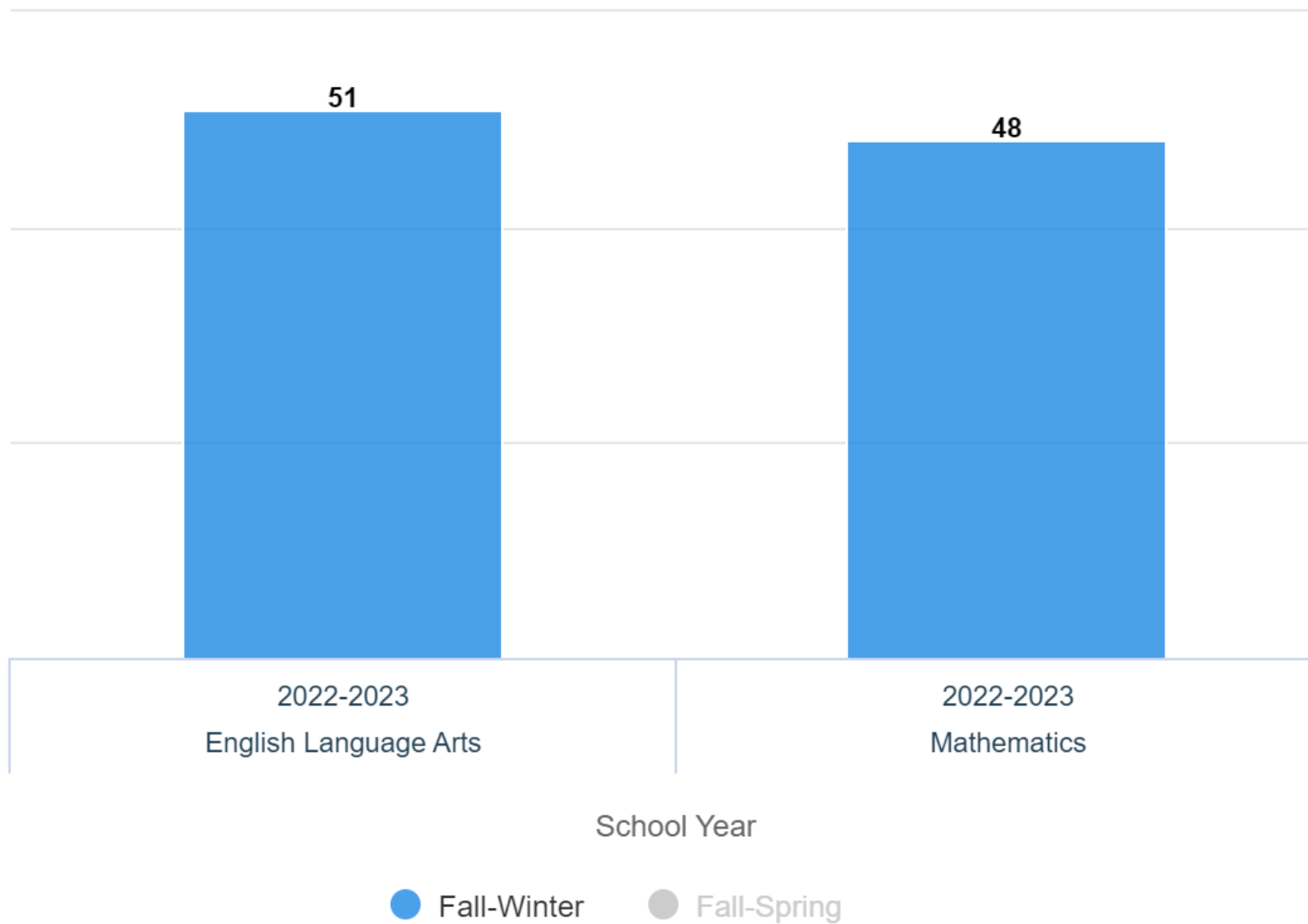
Math



ELA



In Math, the number of students "On Track" grew by 3% while "Did Not Yet Meet" shrunk by 4%. In ELA, results remained static.

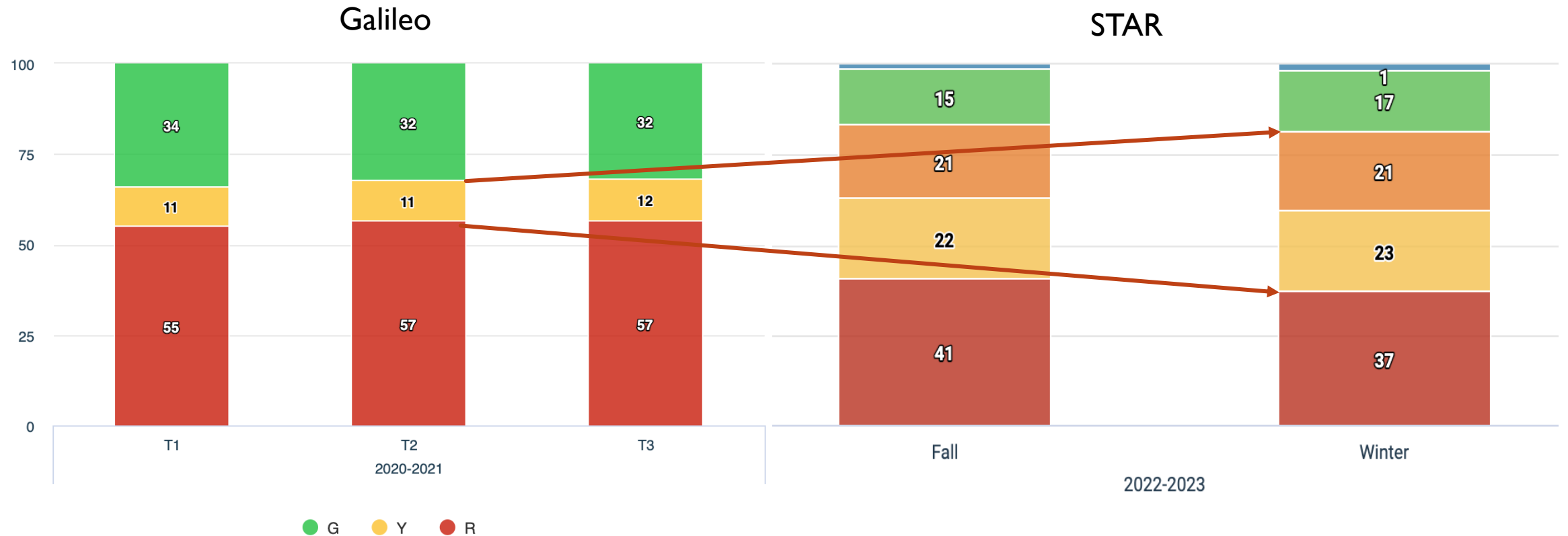


HIGH SCHOOL
MEDIAN
GROWTH
PERCENTILE –
FALL TO WINTER

DII STUDENTS ARE
GROWING AS FAST AS
THEIR PEERS AROUND
THE NATION IN ELA

HIGH MATH PERFORMANCE PRE-POST PANDEMIC

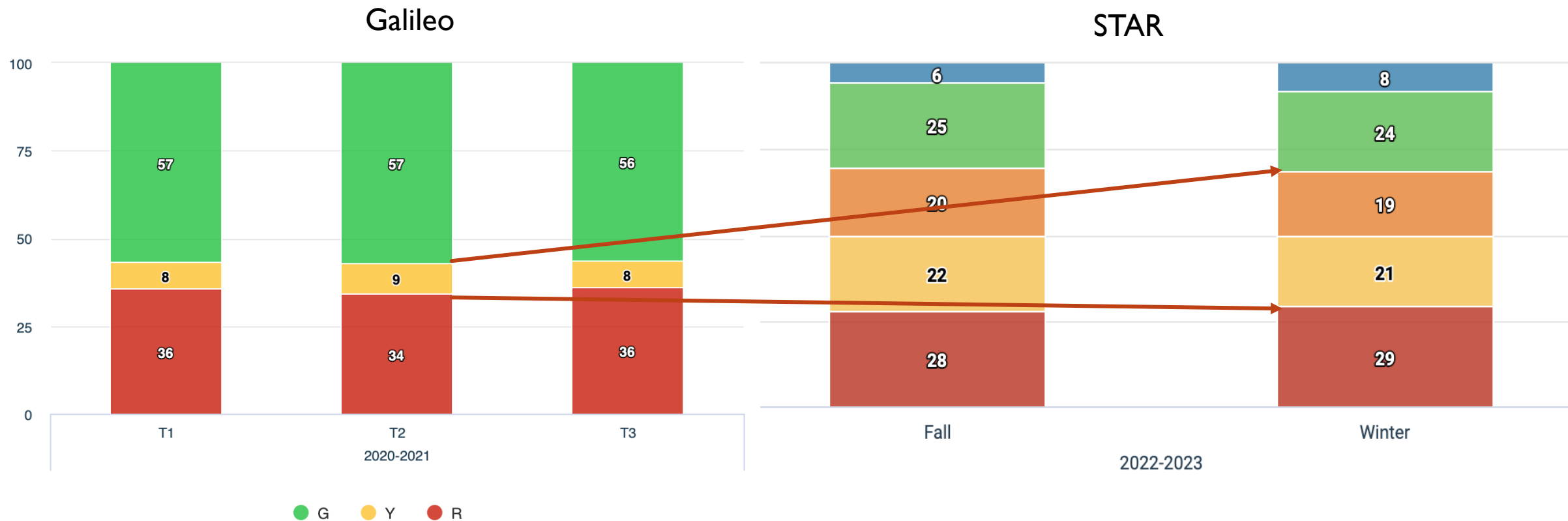
PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL PRE, MID, AND POST PANDEMIC



Winter Benchmark results show moderate recovery from mid-pandemic performance levels. Pre-pandemic level data not available
 Fewer students are performing at the Does Not Meet performance level than during the pandemic
 Changes in performance level percentages are rough estimates due to differences in scale score cut points from Galileo to STAR

HIGH ELA PERFORMANCE PRE-POST PANDEMIC

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL PRE, MID, AND POST PANDEMIC



Winter Benchmark results show some recovery from mid-pandemic performance levels. Pre-pandemic level data not available
Fewer students are performing at the Does Not Meet performance level than during the pandemic
Changes in performance level percentages are rough estimates due to differences in scale score cut points from Galileo to STAR

ADJUSTED ACTIONS BASED ON DATA – HIGH SCHOOL

SEEING AND FEELING THE DIFFERENCE IN THE CLASSROOM

Best First Instruction Coherence	Focus on Content Specific Professional Learning	Differentiation of Instruction/ Special Populations
• Cascading Professional Learning • All leaders and Dept. Chairs in Best First Instruction • Direct To Teacher learning in competency and on track to graduate • One Plan Check-Ins, increased focus on MOY data • Targeting specific standards through growth data • Course embedded assessment • Capstones for competency	• Launching plan for increased fidelity through text first planning in secondary core literacy program (StudySync) • Setting common competency criteria to ensure deeper demonstrations of learning • Increased consistency in learning walks, observations, and feedback cycles around applying Professional Learning (Pilot of video observations at Mitchell)	• Target additional support to student needs in special populations • Increased use of core instruction (Tier I) differentiation, with added Tier II intervention supports and tutoring • Use of EdReady to accelerate math proficiency • Monthly collaborative analysis and next step planning: ‘on track to graduate’ and early warning indicators

PRIORITY IMPROVEMENT SCHOOL WINTER PERFORMANCE TAKE-AWAYS

16 of 17 Priority Schools Showed Math Improvement

Students in grades **4, 5, 7, and 11** met expected growth in **Math**

Grades 3 – 7 all grew the number of students scoring "On Track" in **Math** by between 5% to 9%

9 of the 17 Priority Improvement schools met or exceeded expected growth in **Math**

9 of the 17 Priority Improvement schools posted gains of 5% or greater in the number of students scoring "On Track" in **Math**

All priority middle schools showed improvement in **Math** from between **1 to 6** percentiles

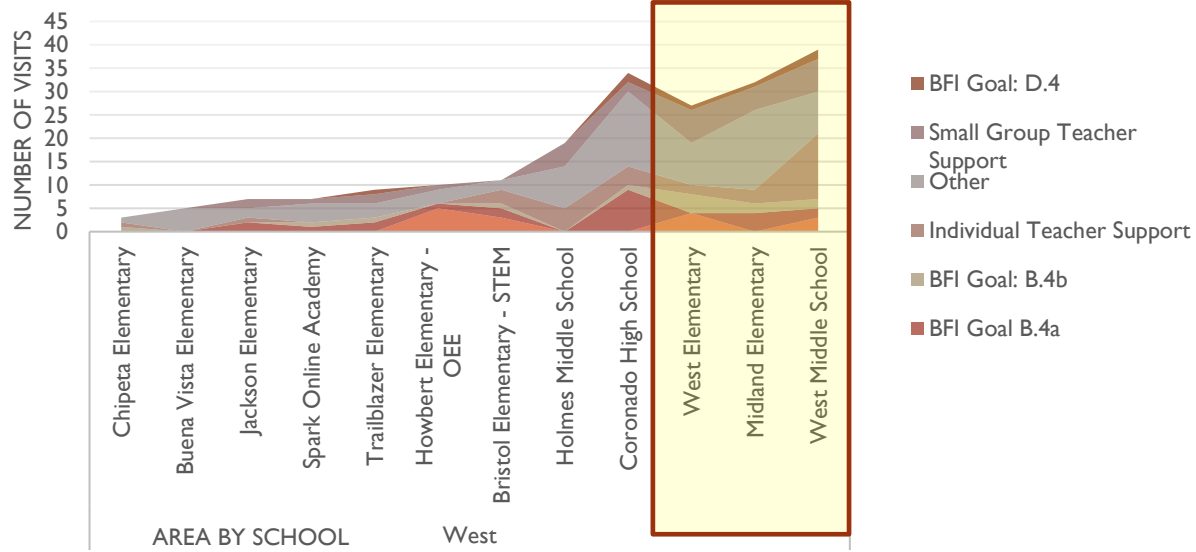
Mitchell increased the percentage of students scoring in the middle and upper percentiles by 9% and their math performance improved by 4 percentiles

16 of the 17 Priority Improvement schools reduced the number of students scoring "Does Not Meet" in **ELA or Math**

Priority Improvement School Outcomes Responded Favorably to Strong Supports

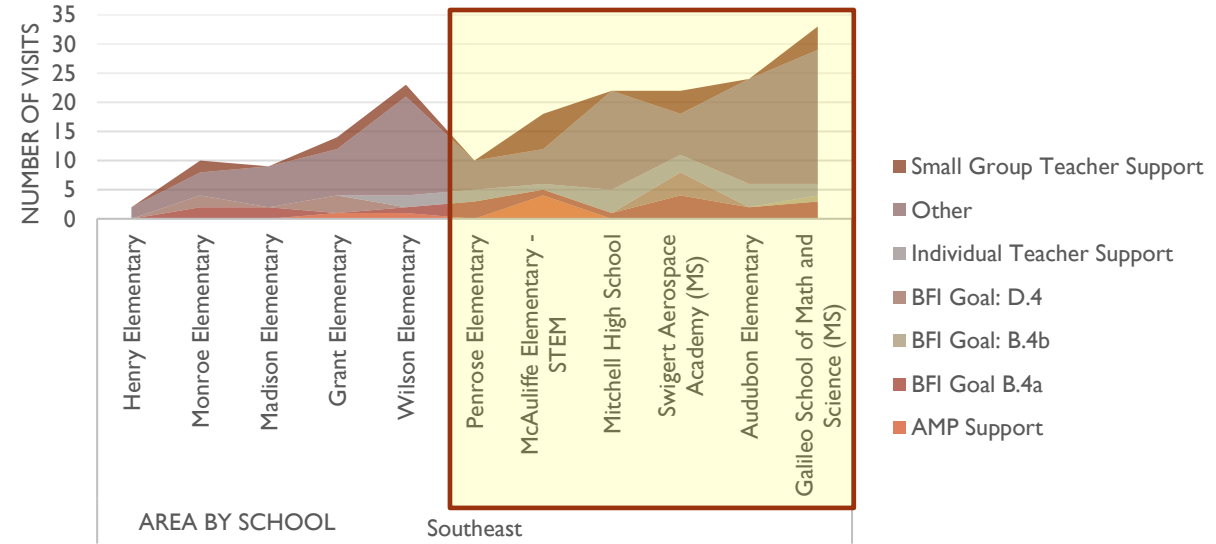
WEST AREA SCHOOL VISITS

SEMESTER I



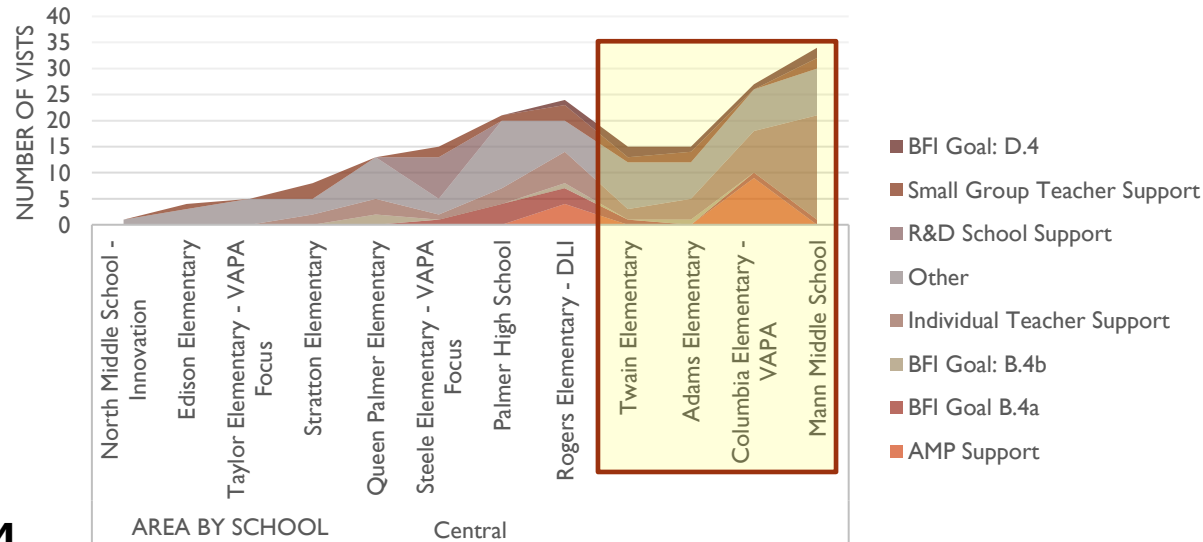
SOUTHEAST AREA SCHOOL VISITS

SEMESTER I



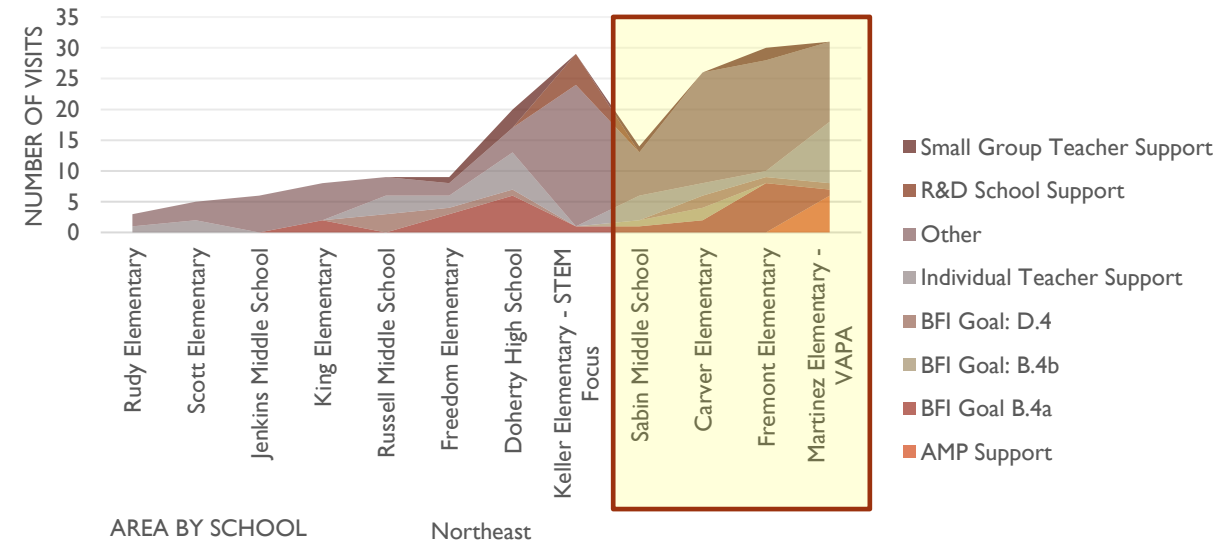
CENTRAL AREA SCHOOL VISITS

SEMESTER I



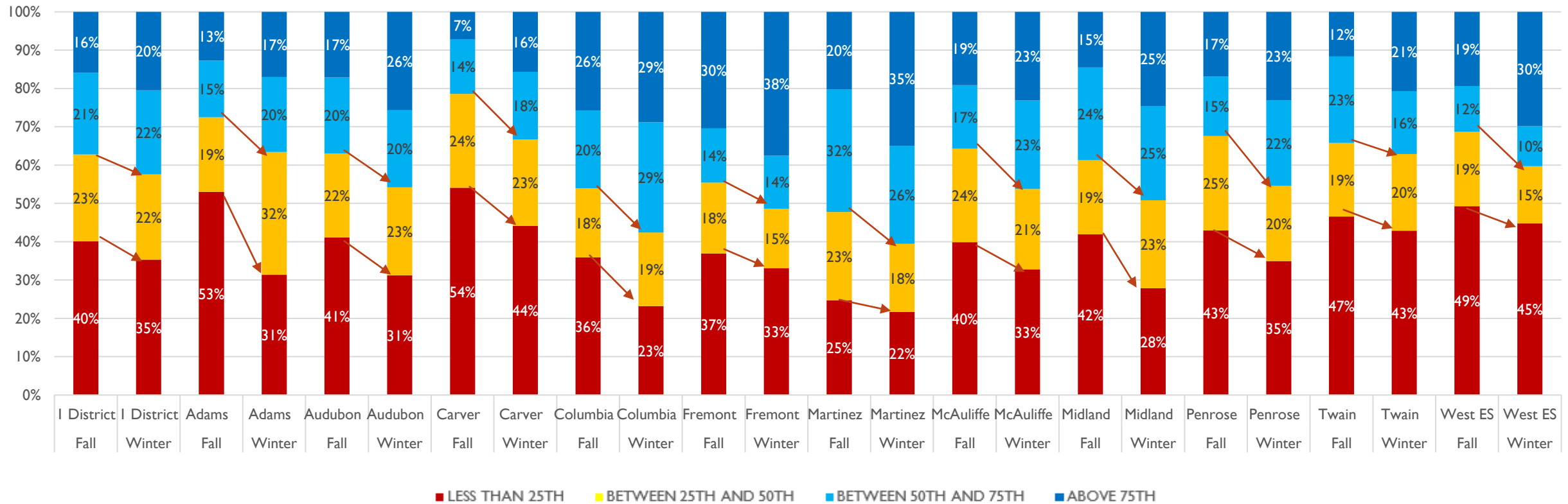
NORTHEAST AREA SCHOOL VISITS

SEMESTER I



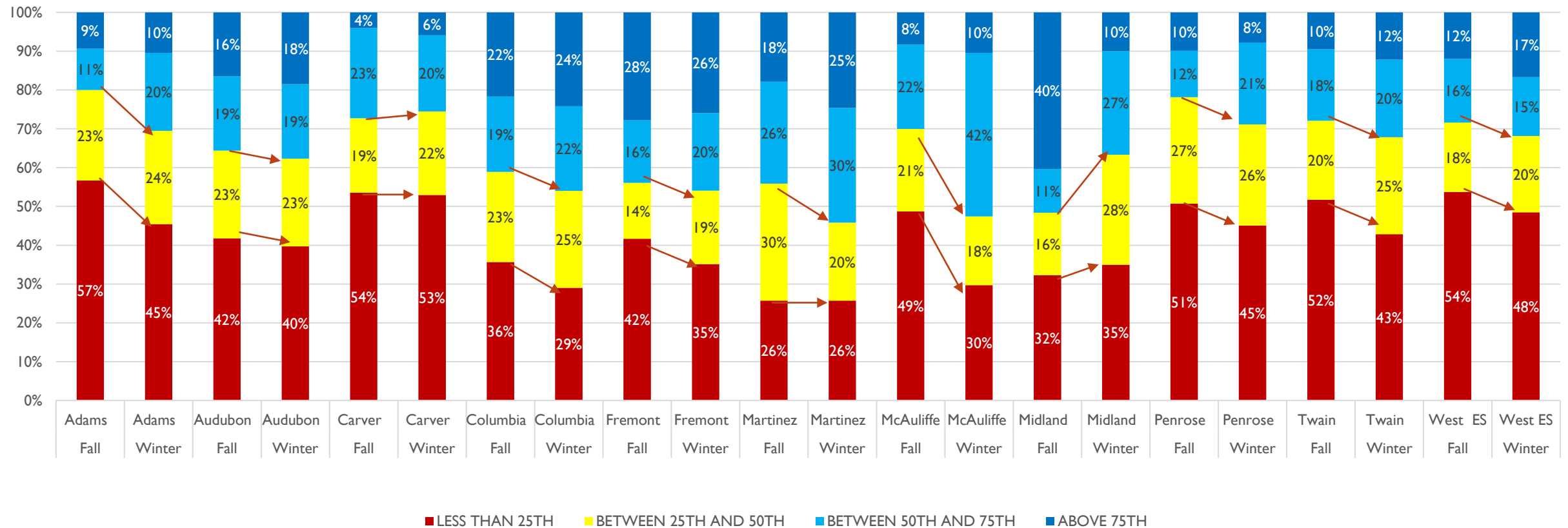
PRIORITY ELEMENTARY SCHOOLS MATH PERCENTILE RESULTS

PERCENT OF STUDENTS AT EACH QUARTILE OF PERCENTILES



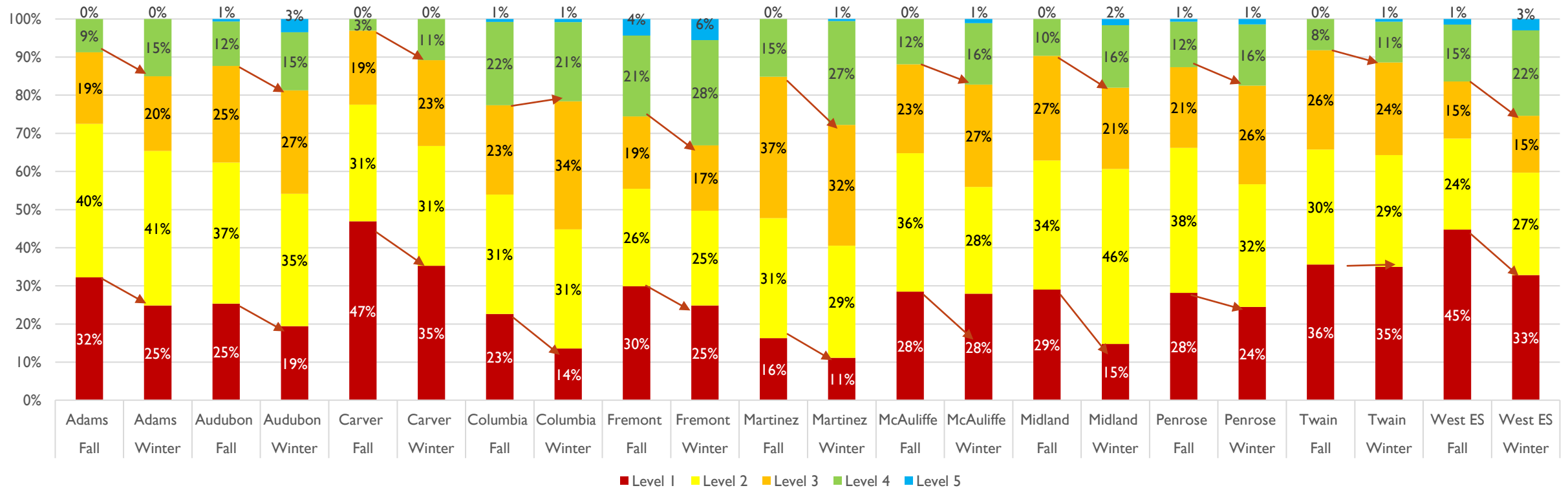
PRIORITY ELEMENTARY SCHOOLS ELA PERCENTILE RESULTS

PERCENT OF STUDENTS AT EACH QUARTILE OF PERCENTILES



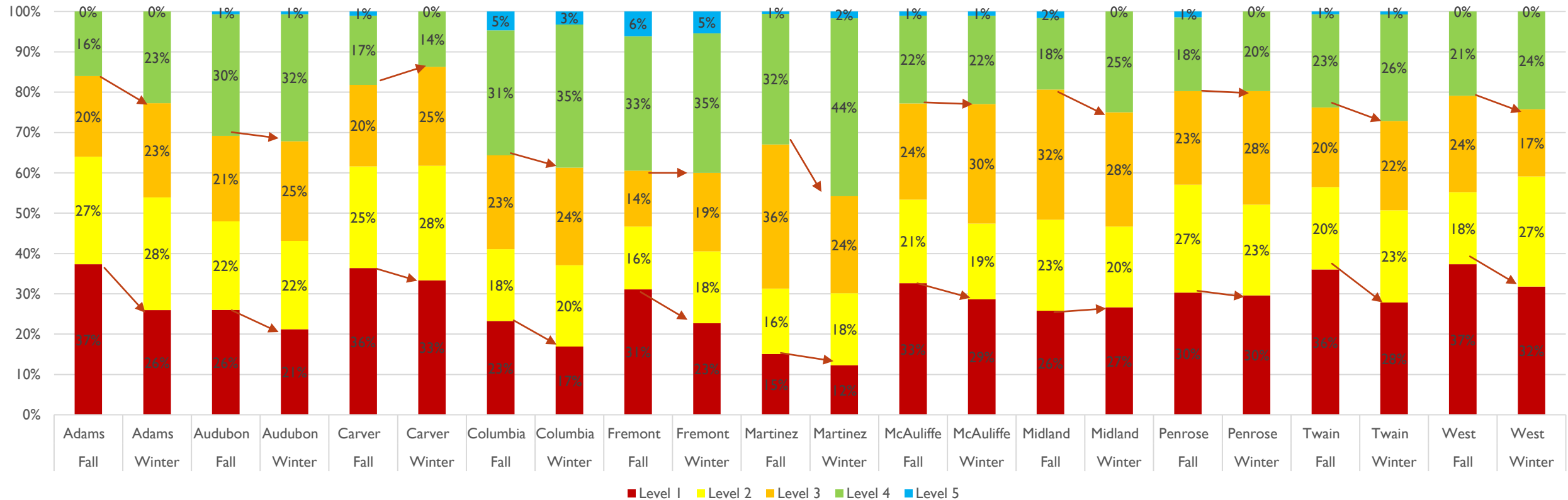
PRIORITY ELEMENTARY SCHOOLS MATH PERFORMANCE LEVEL RESULTS

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL



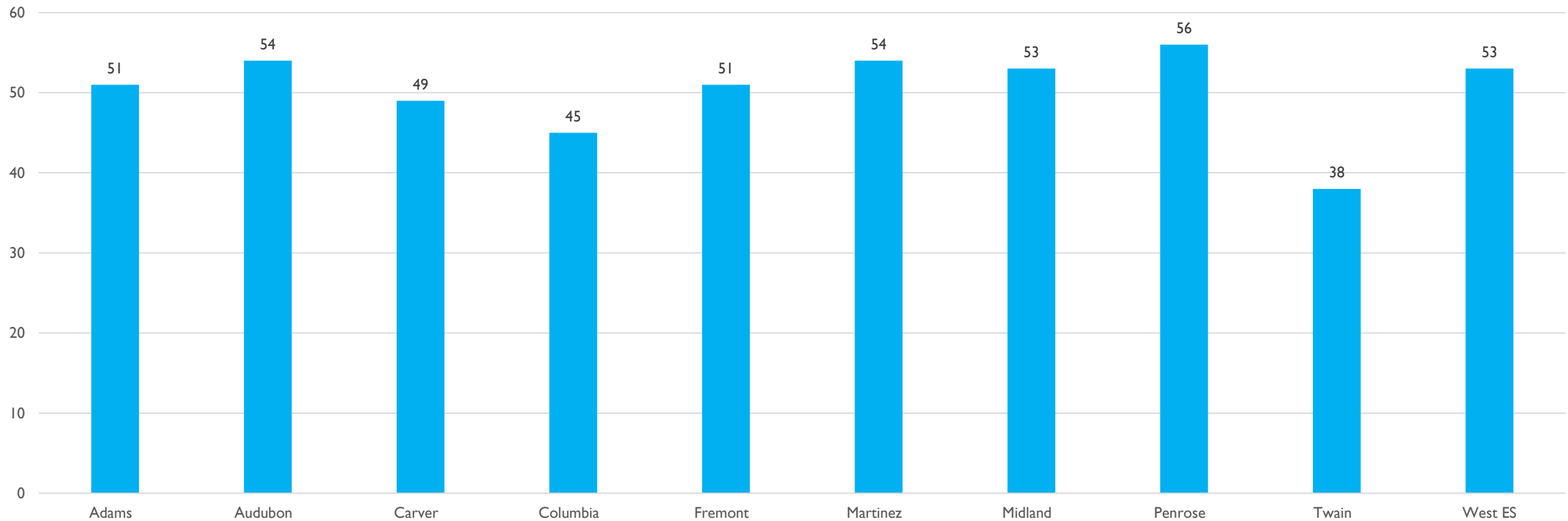
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PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL



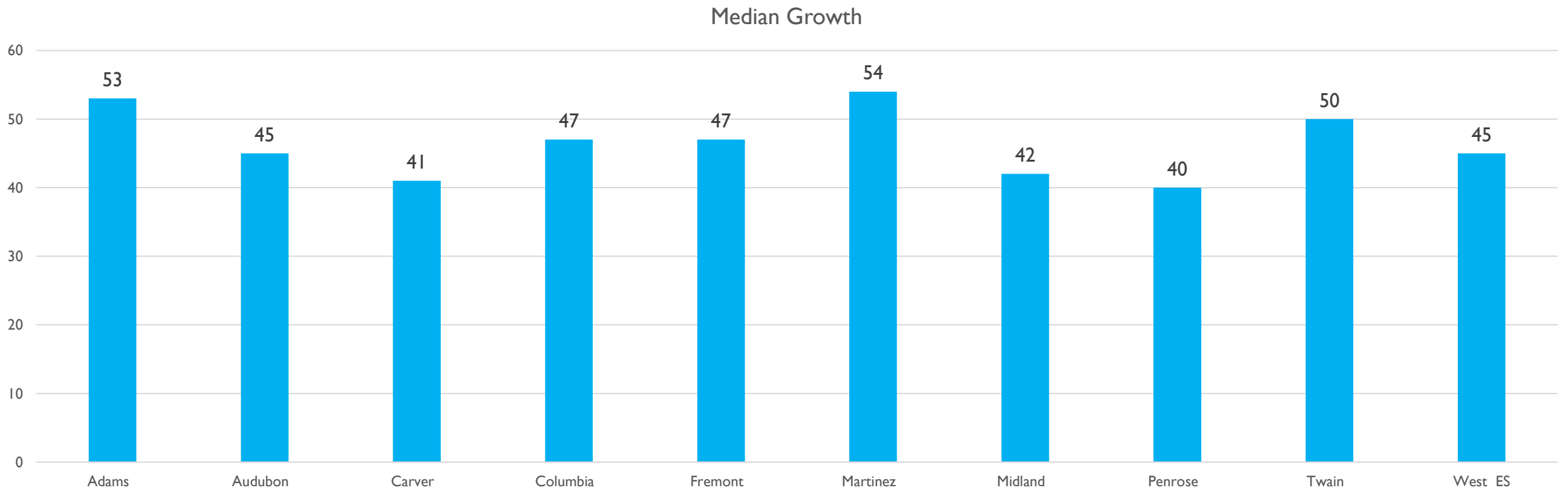
PRIORITY ELEMENTARY SCHOOLS MATH MGP

MEDIAN GROWTH PERCENTILES BY SCHOOL



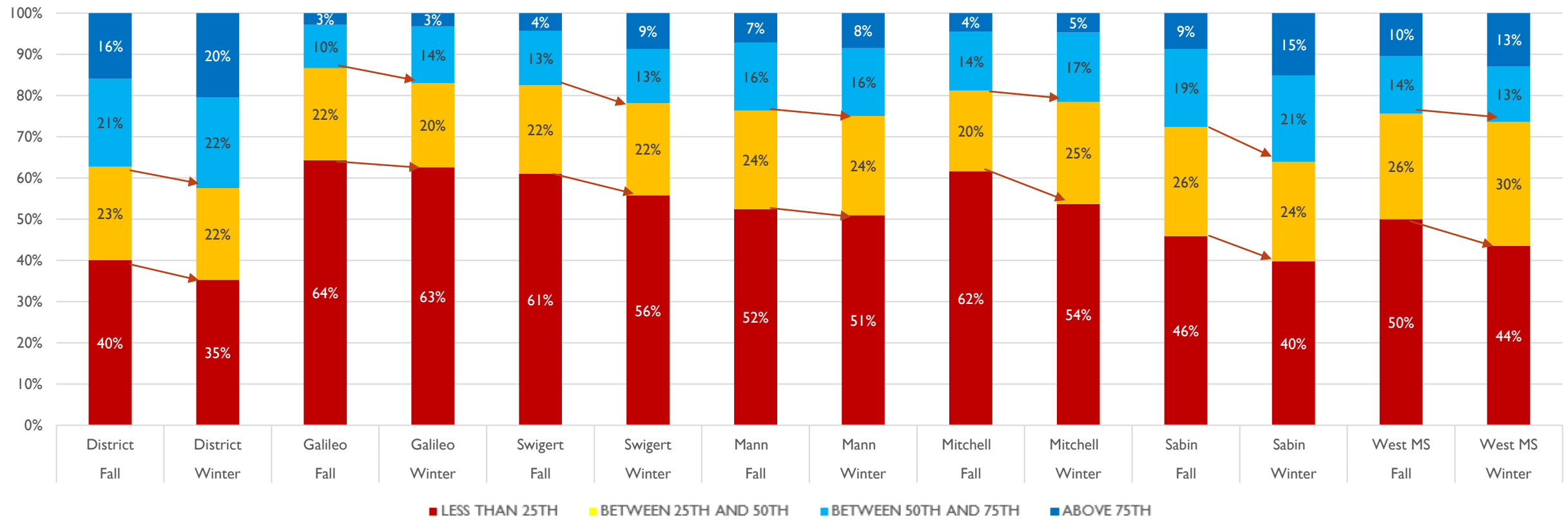
PRIORITY ELEMENTARY SCHOOLS ELA MGP

MEDIAN GROWTH PERCENTILES BY SCHOOL



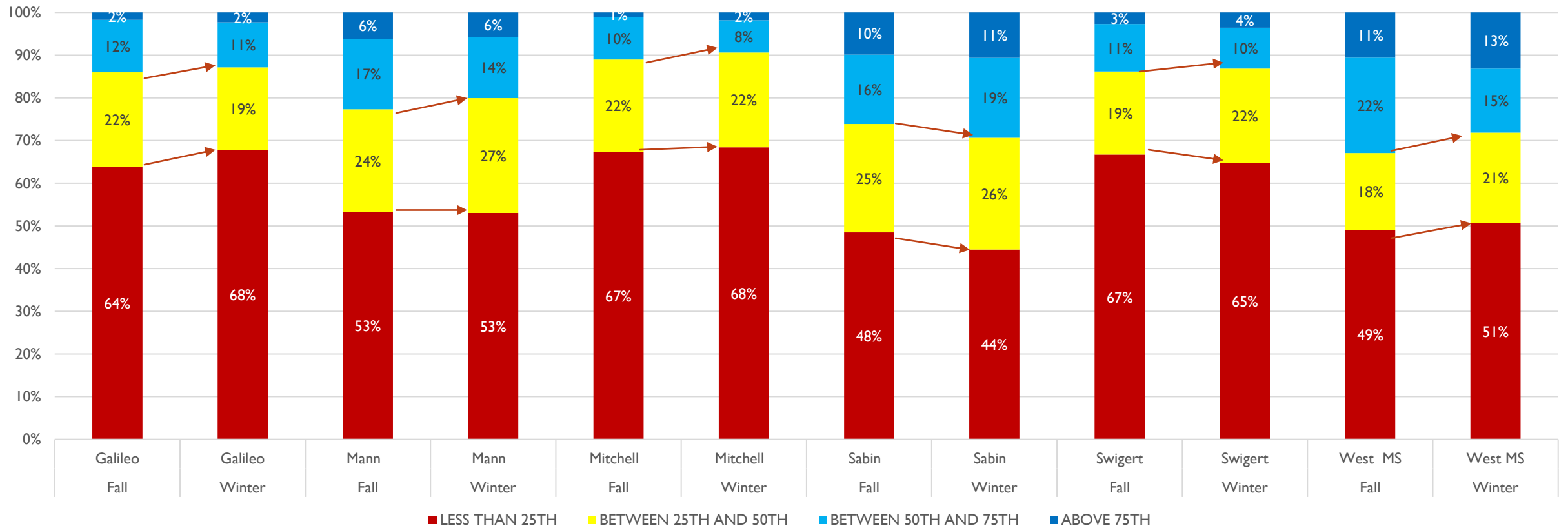
PRIORITY SECONDARY SCHOOLS MATH PERCENTILE RESULTS

PERCENT OF STUDENTS AT EACH QUARTILE OF PERCENTILES



PRIORITY SECONDARY SCHOOLS ELA PERCENTILE RESULTS

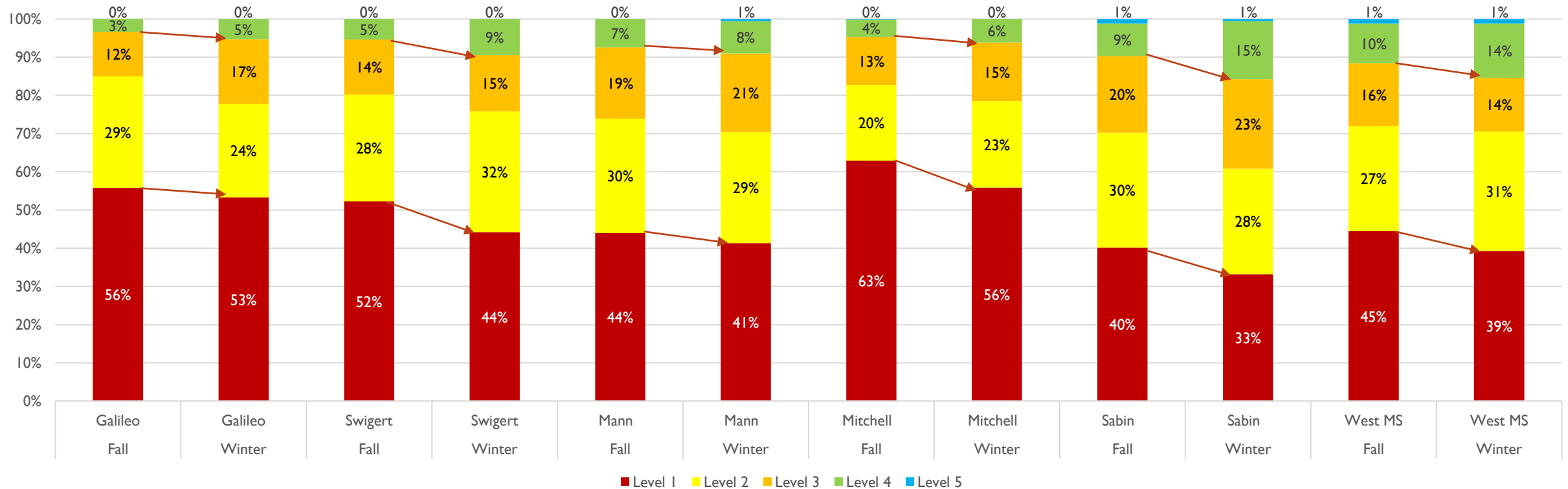
PERCENT OF STUDENTS AT EACH QUARTILE OF PERCENTILES



Secondary priority schools saw mixed results in ELA.

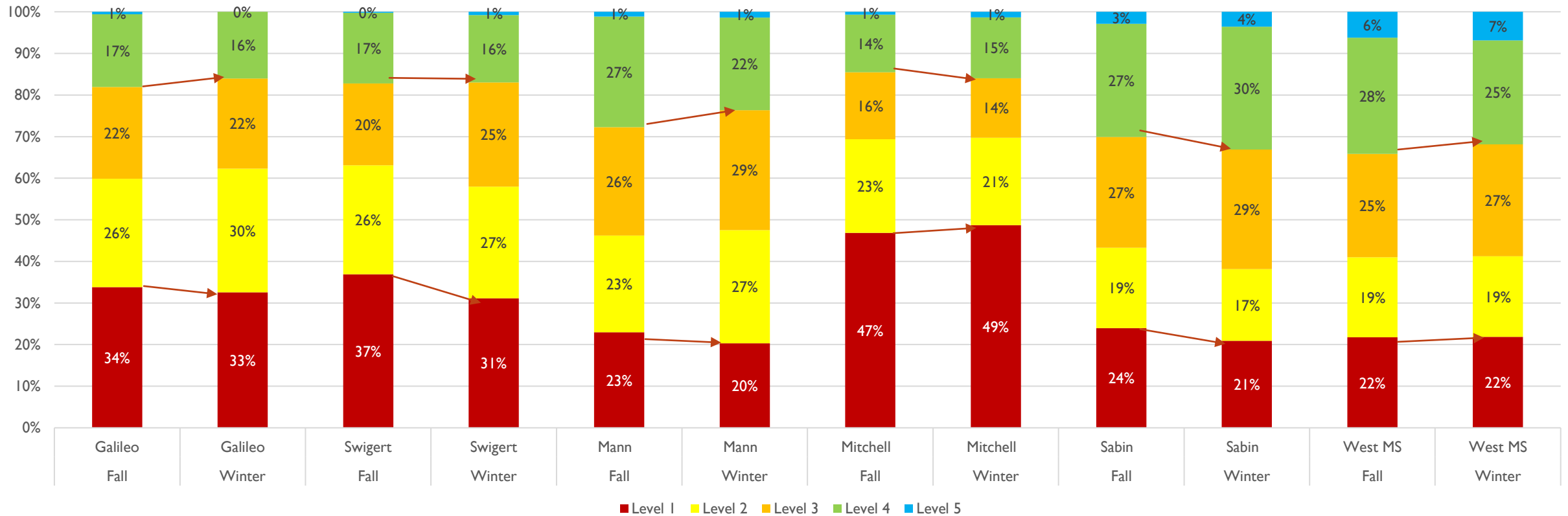
PRIORITY SECONDARY SCHOOLS MATH PERFORMANCE LEVEL RESULTS

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL



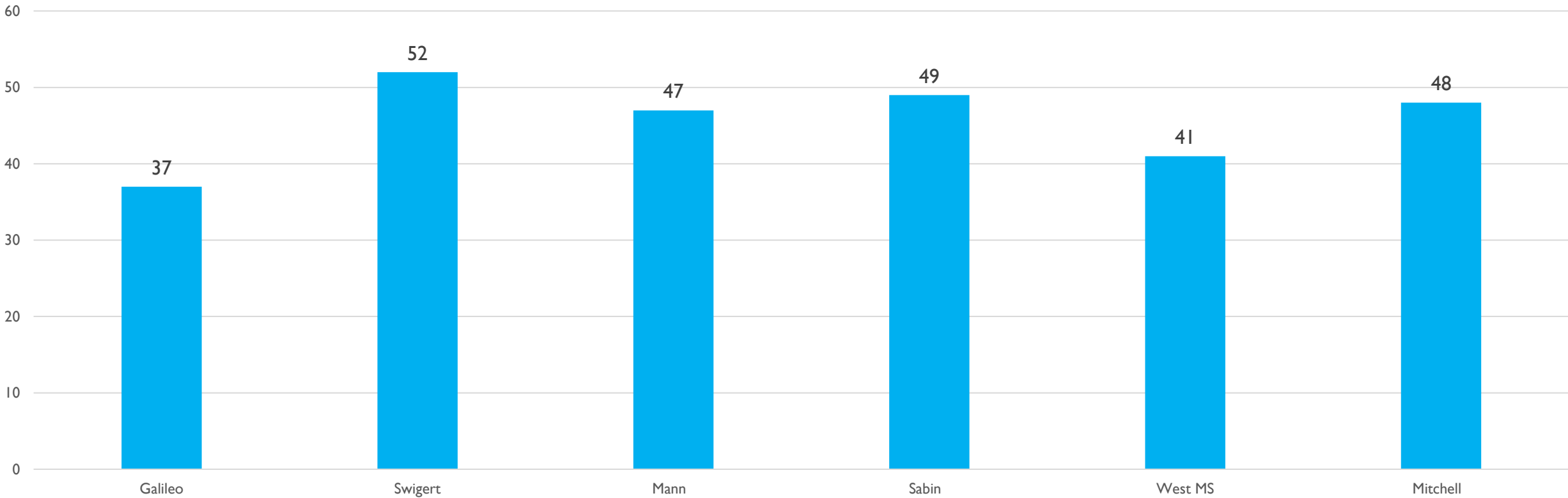
PRIORITY SECONDARY SCHOOLS ELA PERFORMANCE LEVEL RESULTS

PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL



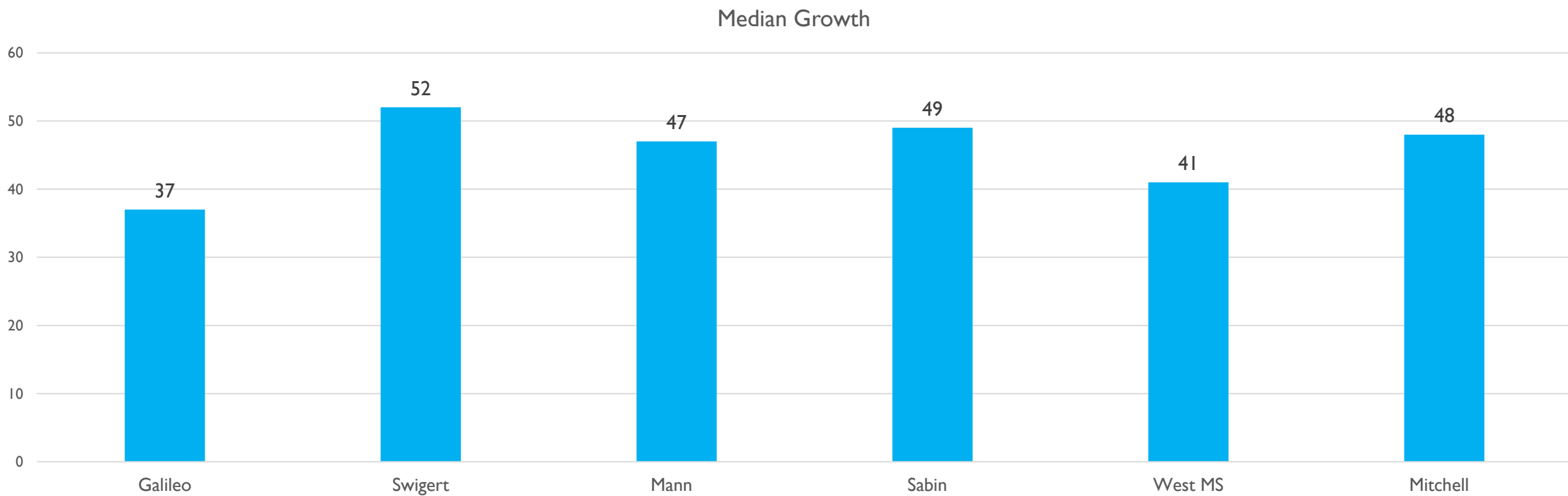
PRIORITY SECONDARY SCHOOLS MATH MGP

MEDIAN GROWTH PERCENTILES BY SCHOOL



PRIORITY SECONDARY SCHOOLS ELA MGP

MEDIAN GROWTH PERCENTILES BY SCHOOL



ADJUSTED ACTIONS BASED ON DATA – PRIORITY IMPROVEMENT SCHOOLS

SEEING AND FEELING THE DIFFERENCE IN THE CLASSROOM

Best First Instruction Coherence	Focus on Content Specific Professional Learning	Differentiation of Instruction/ Special Populations
• Cascading Professional Learning • All leaders and Dept. Chairs • Direct To Teacher learning (earliest opportunities) • One Plan Check-Ins, increased focus on MOY data • Targeting specific standards through growth data • Move to online curricular embedded assessments in Math • Increased support of principal and ILT through EASI grant	• Increased frequency of math support visits (from bi-weekly to weekly) for planning implementation—<i>Month of Jan. Intense focus</i> • Targeted curricular program training in Math and launching in ELA • Increased consistency in learning walks, observations, and feedback cycles around applying Professional Learning	• Target additional support to student needs in special populations • Increased use of core instruction (Tier I) differentiation, with added Tier II intervention supports • Pilot of online Tier II intervention program to review options for early literacy assessment • Expanded Learning Opportunities • Launching additional After School Tutoring Opportunities • Planning for Summer Programming

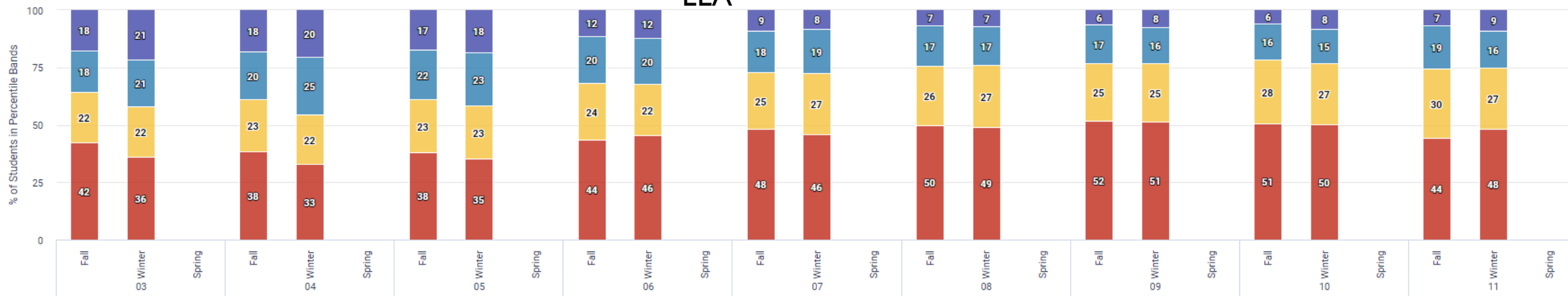
APPENDIX

- Grade Level Percentiles
- Subgroup Percentiles
- Grade Level Performance
- Grade Level MGP
- School Level MGP
- School Level State Performance
- School Level Percentile
- Sample Longitudinal Results

GRADE LEVEL PERCENTILES – FALL AND WINTER

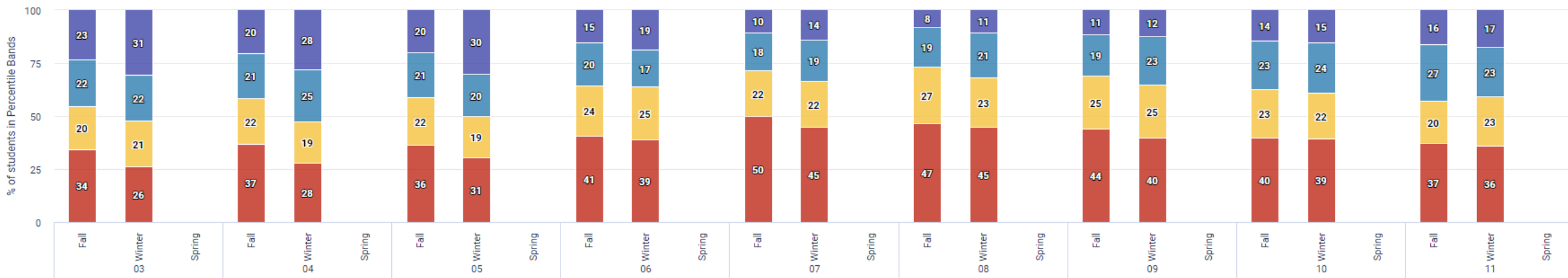
ELA

2022-2023



Math

2022-2023

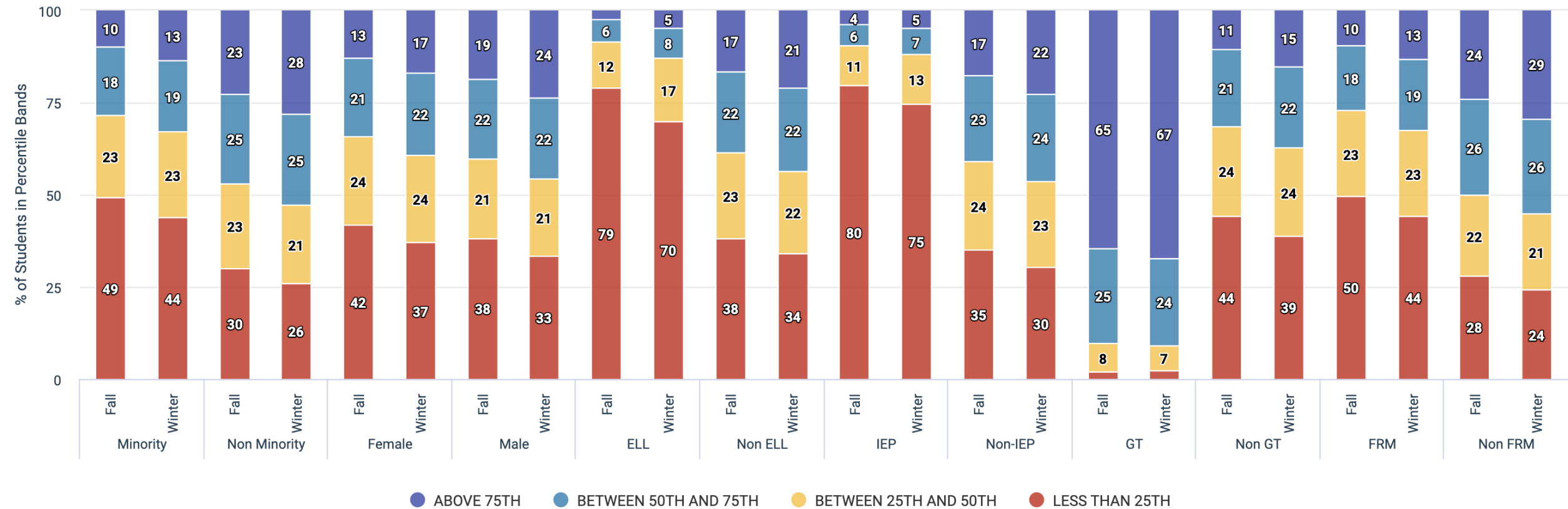


Grades

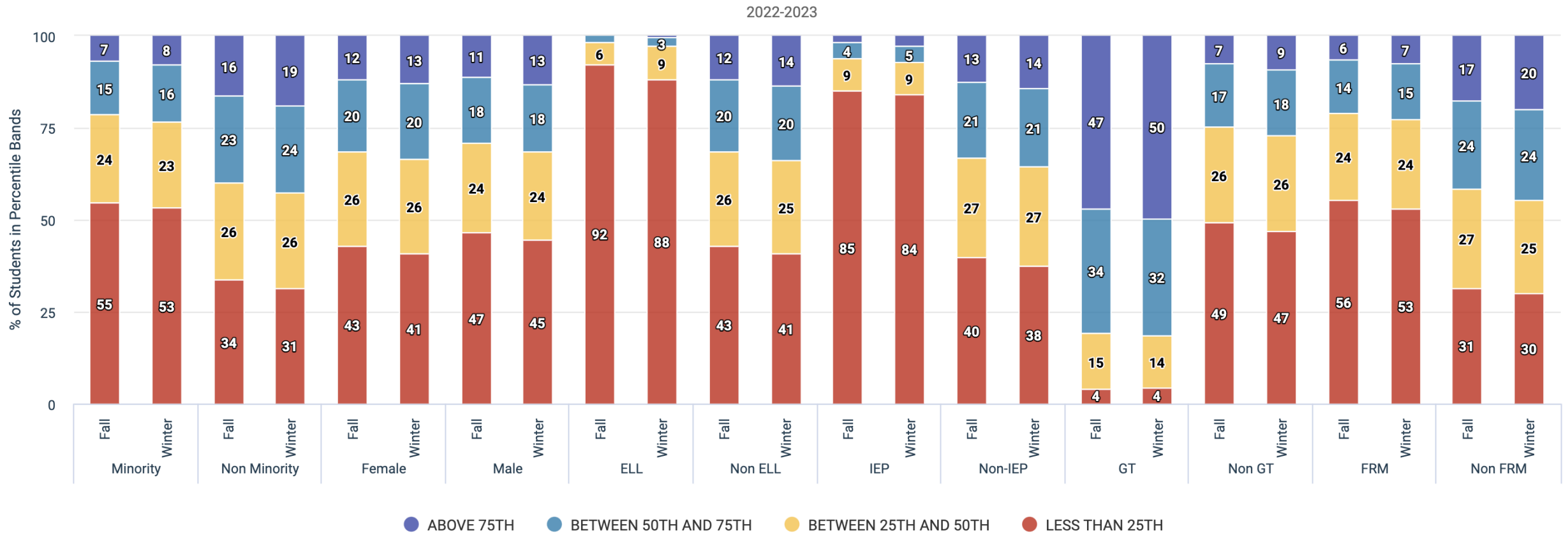
● ABOVE 75TH ● BETWEEN 50TH AND 75TH ● BETWEEN 25TH AND 50TH ● LESS THAN 25TH

MATH PERCENTILE SUBGROUP – DISTRICT LEVEL

2022-2023



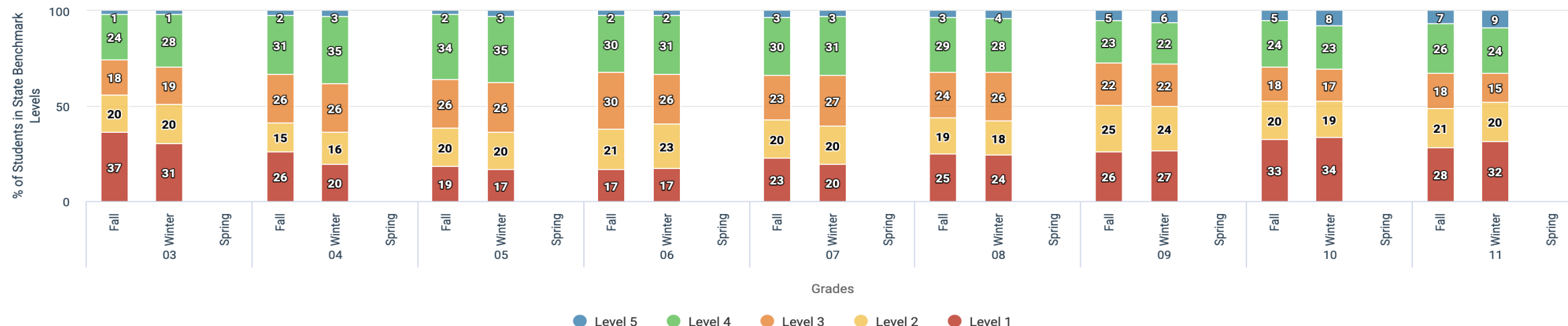
ELA PERCENTILE SUBGROUP – DISTRICT LEVEL



GRADE LEVEL STATE PERFORMANCE LEVELS – FALL AND WINTER

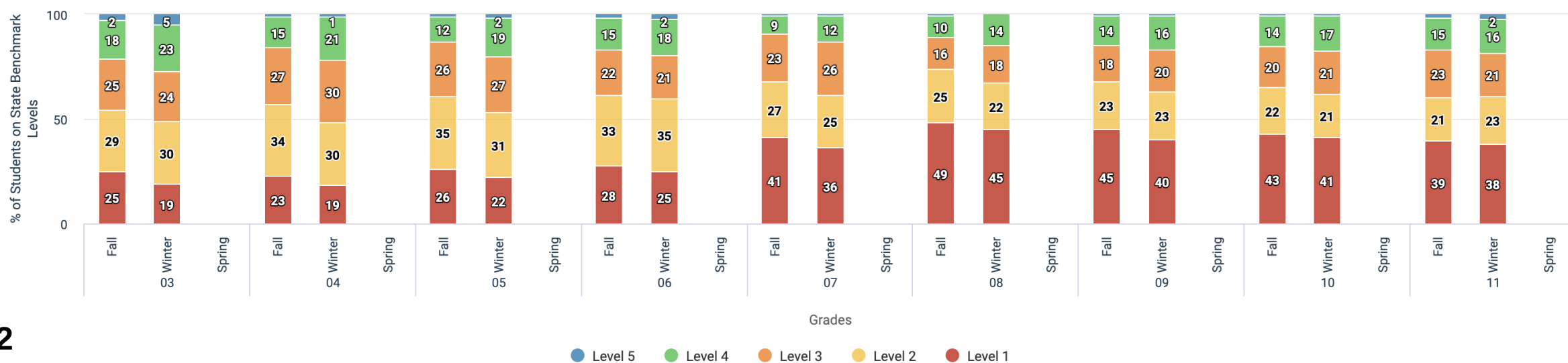
ELA

2022-2023

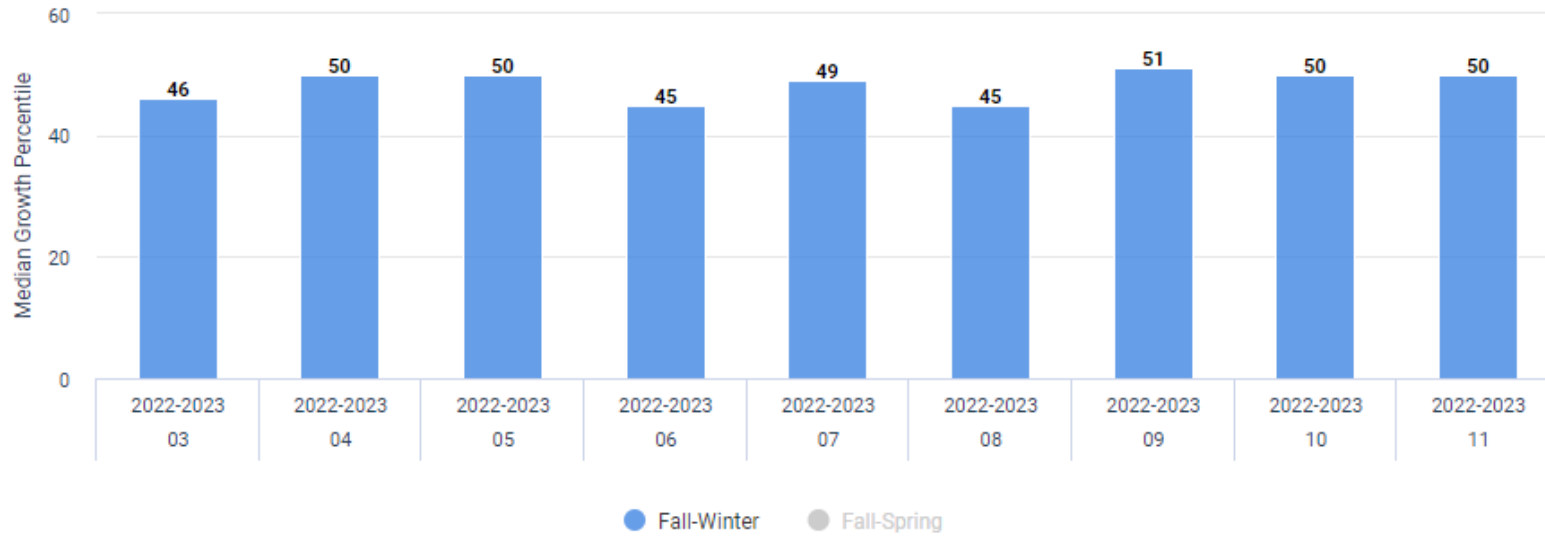


Math

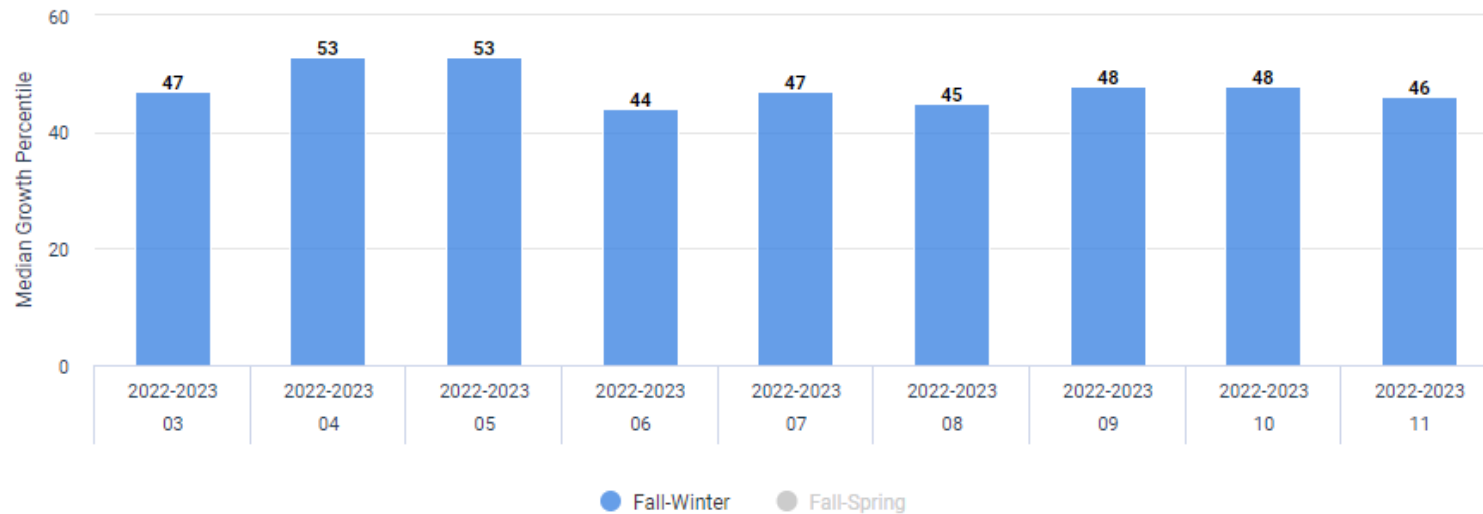
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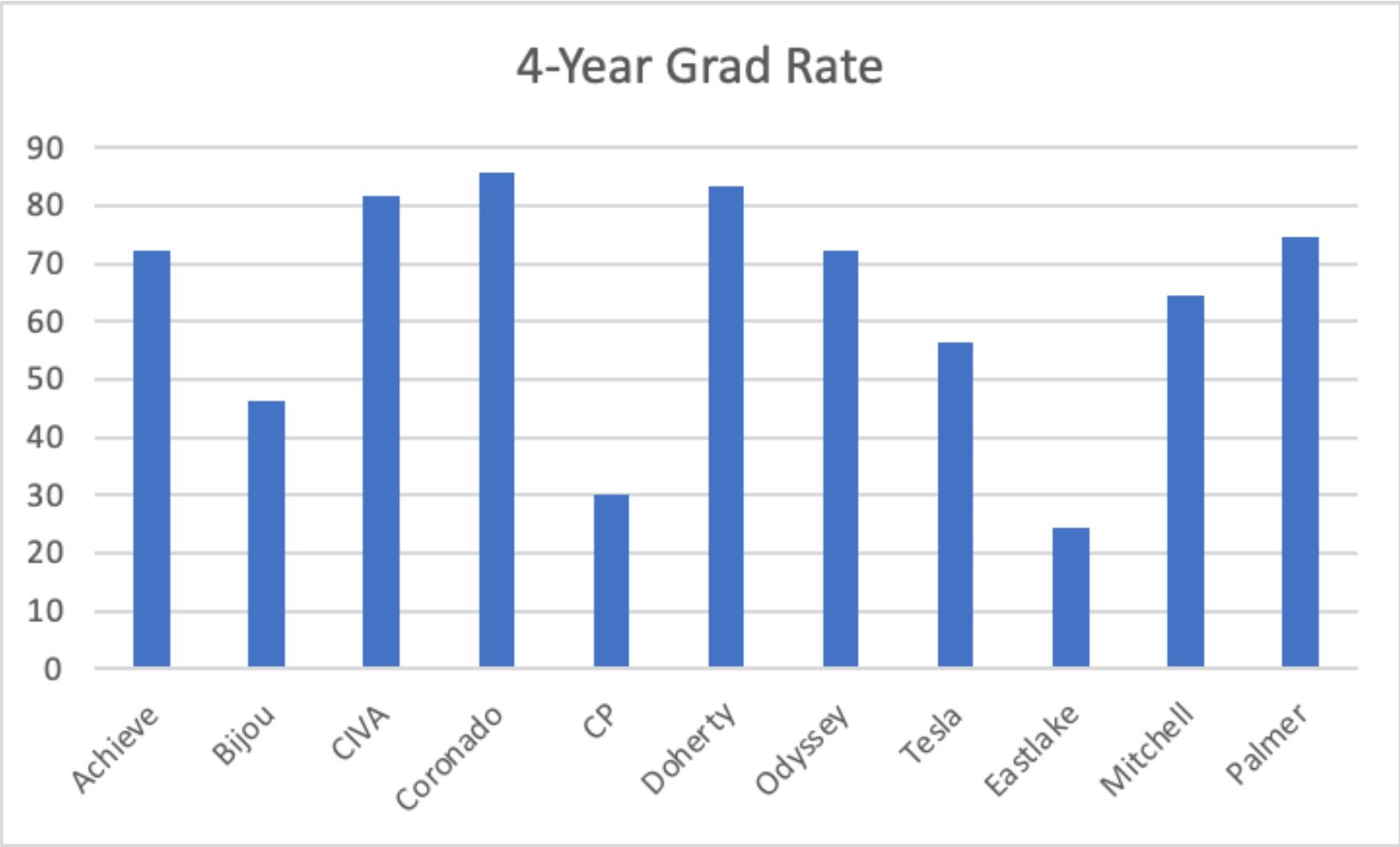
ELA



Math

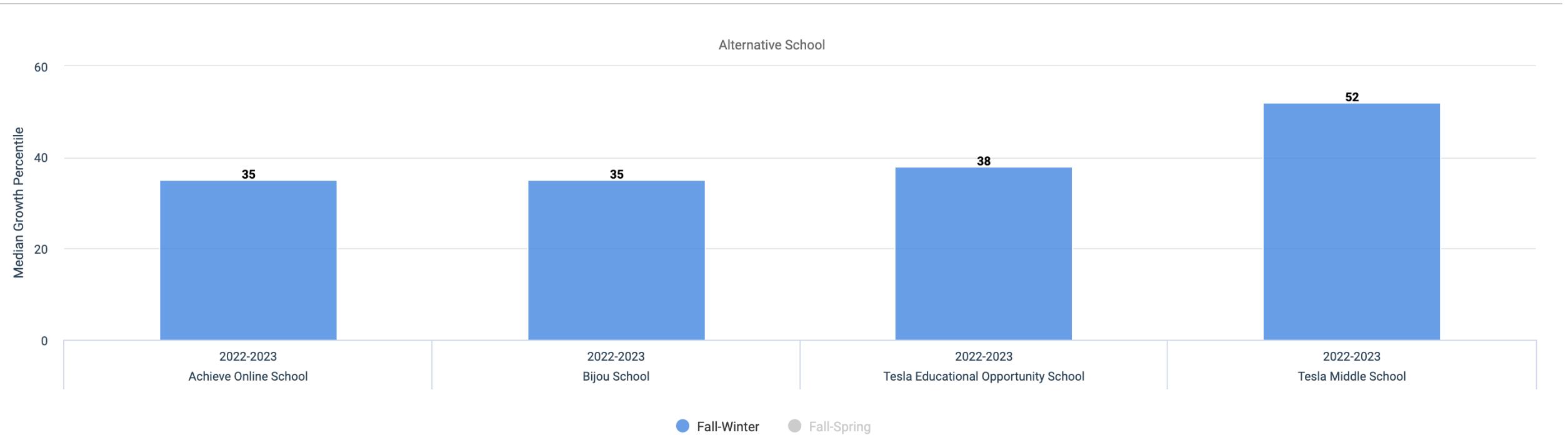


GRADE LEVEL
MEDIAN
GROWTH
PERCENTILE –
FALL TO WINTER

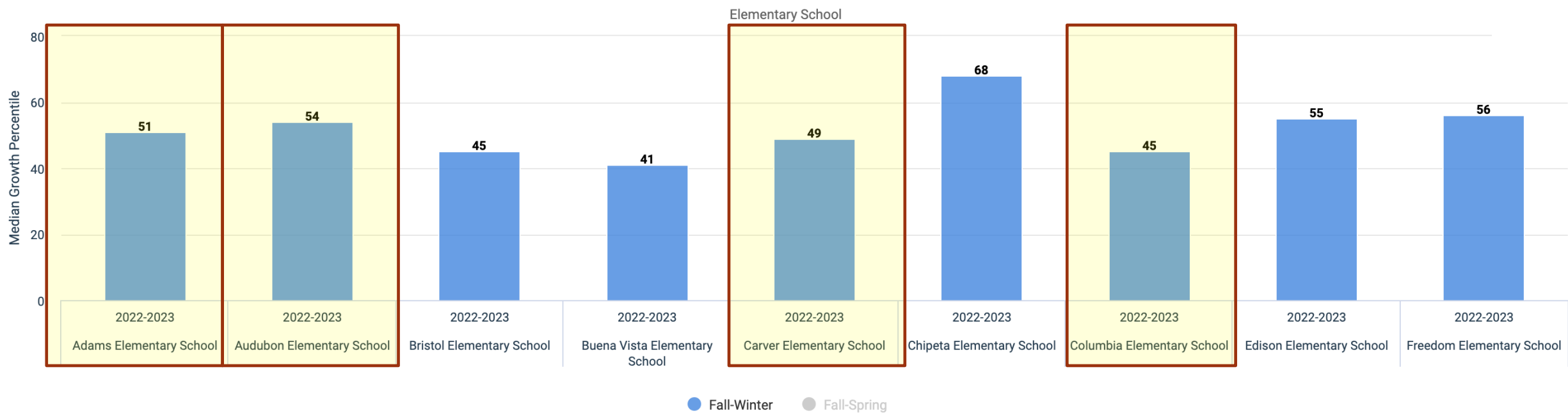


4 YEAR
GRADUATION
RATE

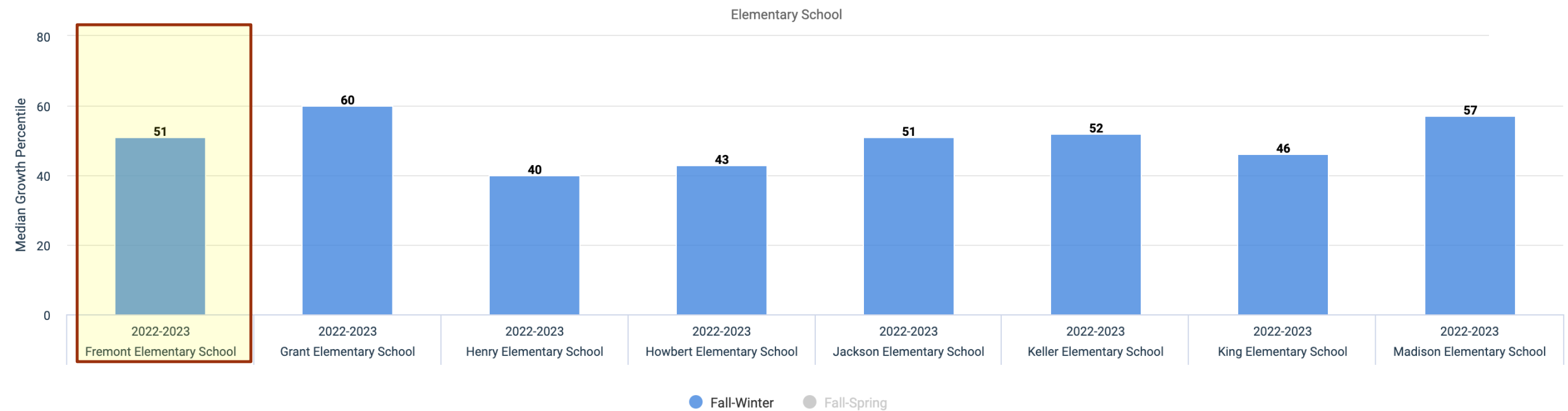
SCHOOL LEVEL MGP RESULTS - MATH



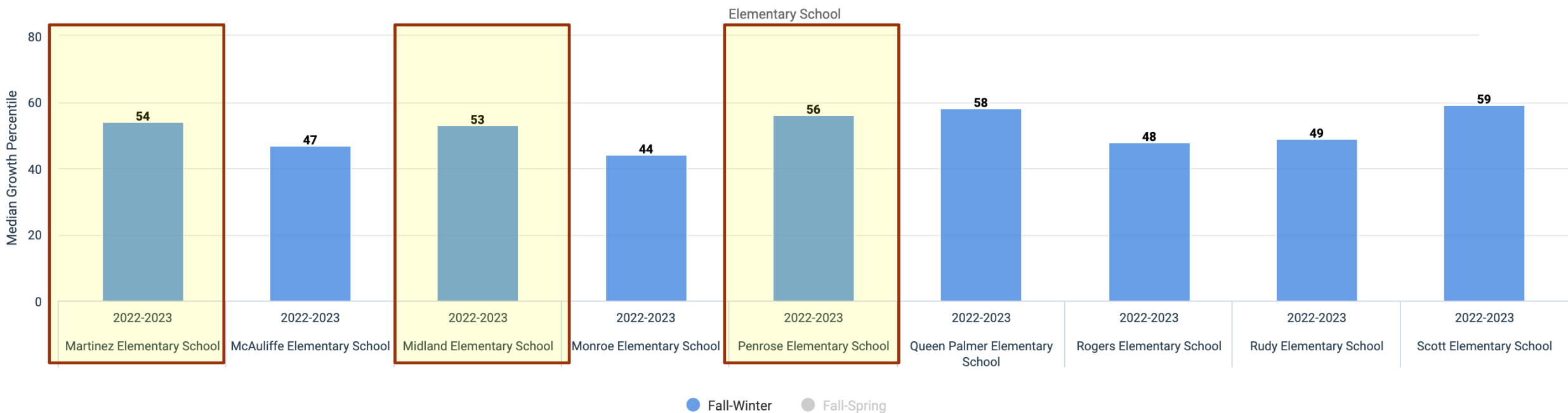
SCHOOL LEVEL MGP RESULTS - MATH



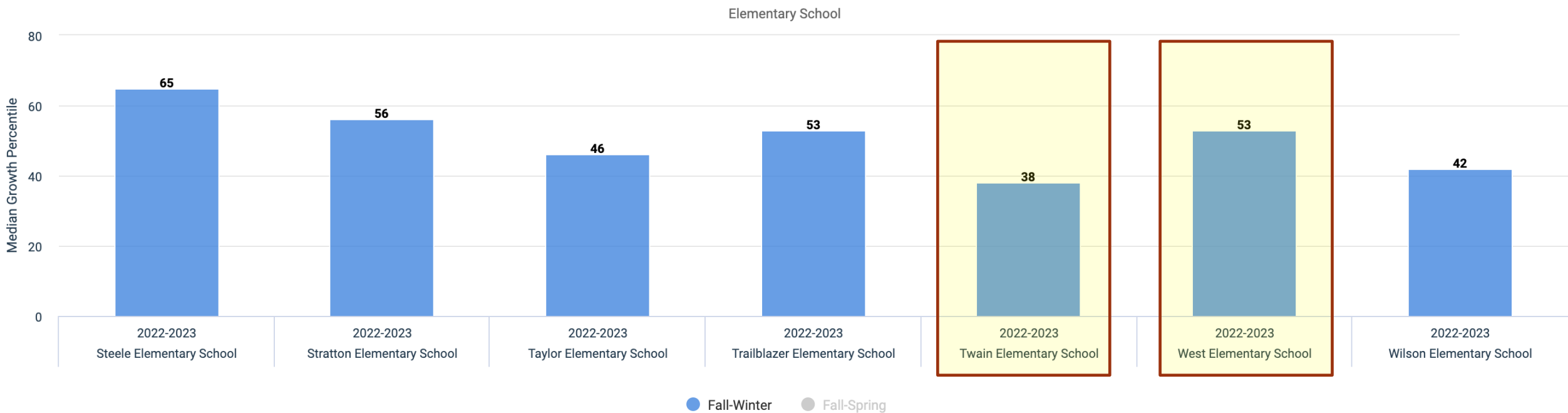
SCHOOL LEVEL MGP RESULTS - MATH



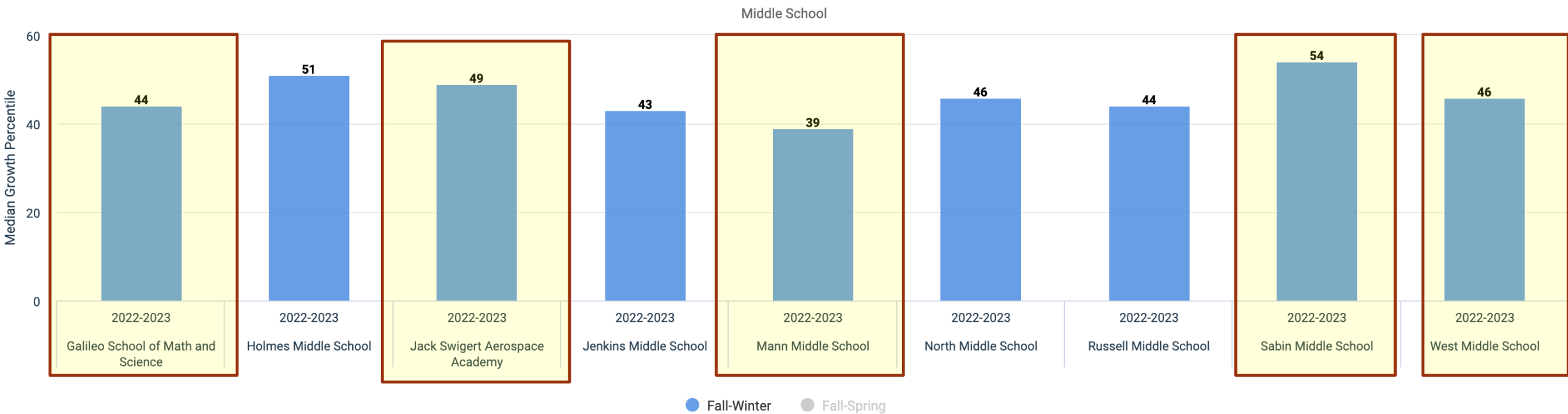
SCHOOL LEVEL MGP RESULTS - MATH



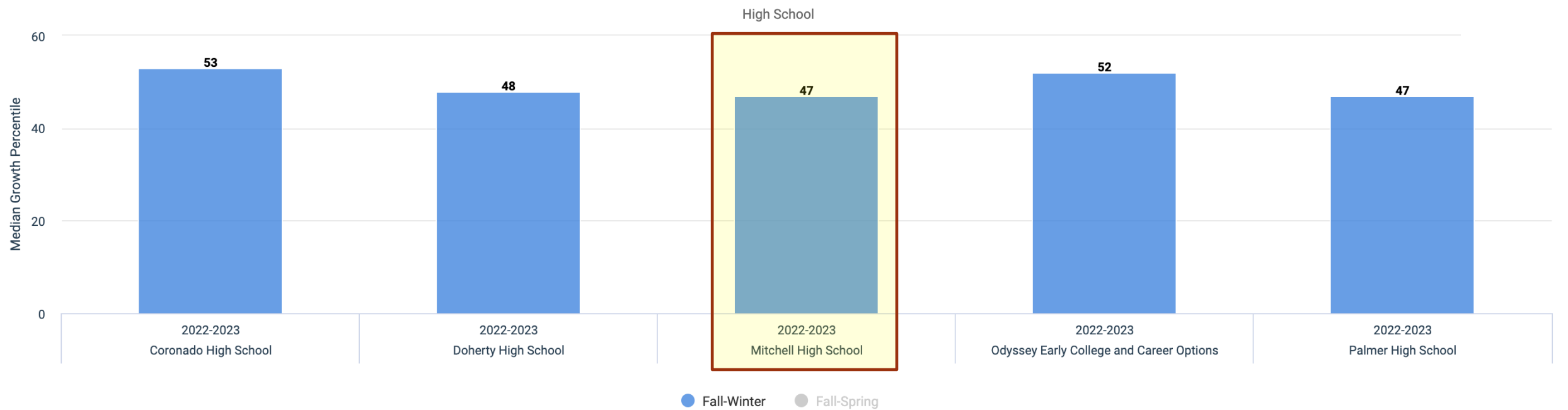
SCHOOL LEVEL MGP RESULTS - MATH



SCHOOL LEVEL MGP RESULTS - MATH

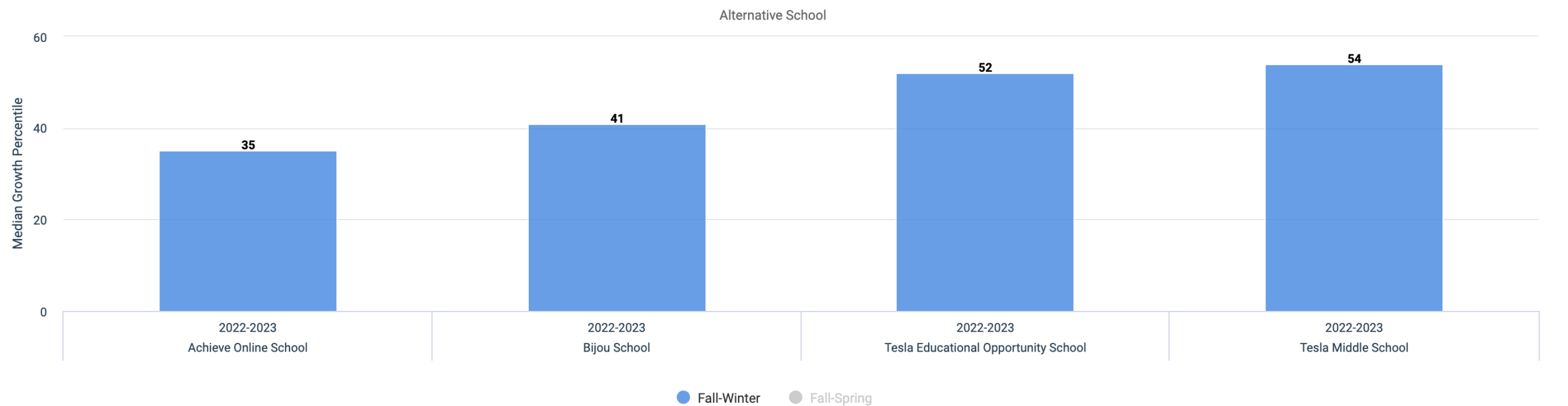


SCHOOL LEVEL MGP RESULTS - MATH



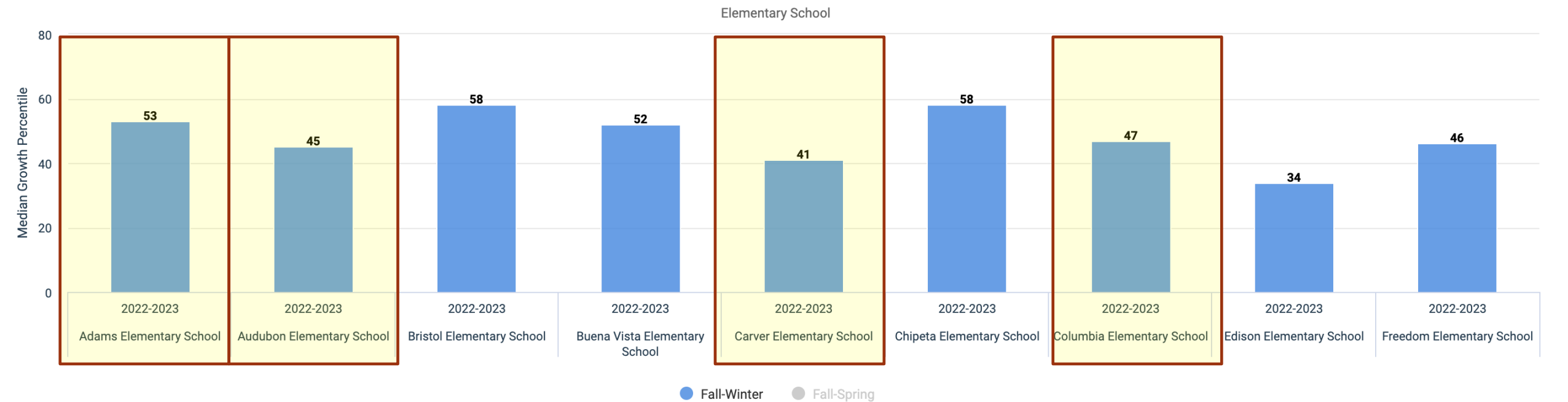
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SCHOOL LEVEL MGP RESULTS - ELA

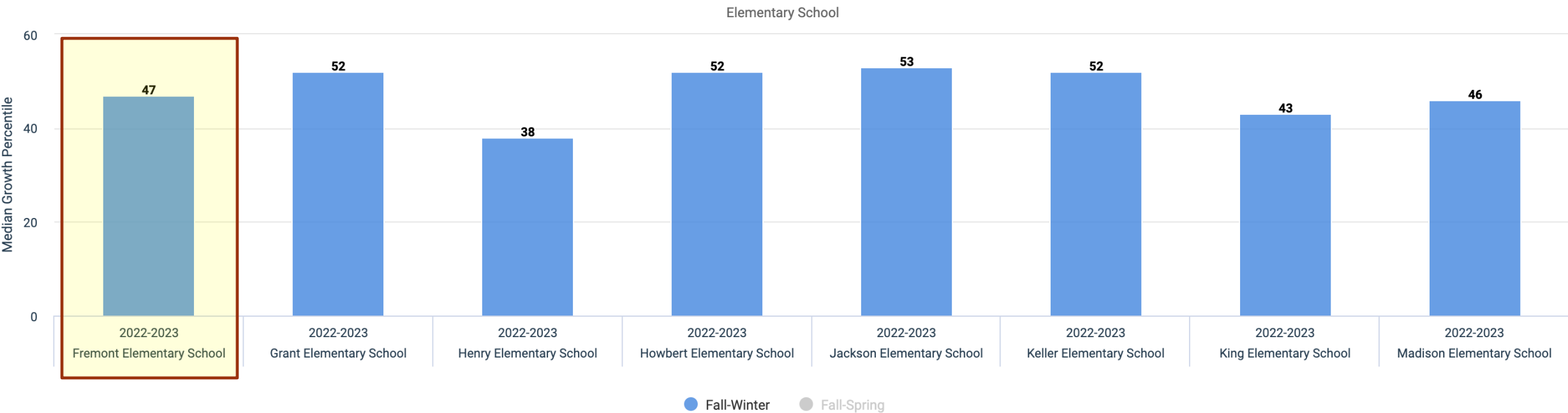


 - Priority School

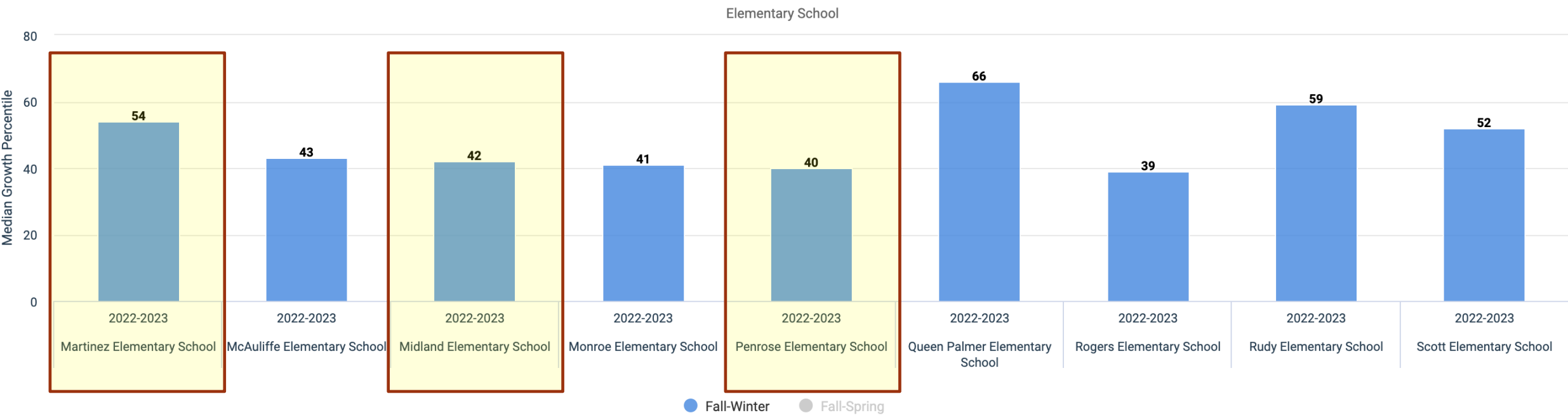
SCHOOL LEVEL MGP RESULTS - MATH



SCHOOL LEVEL MGP RESULTS - ELA

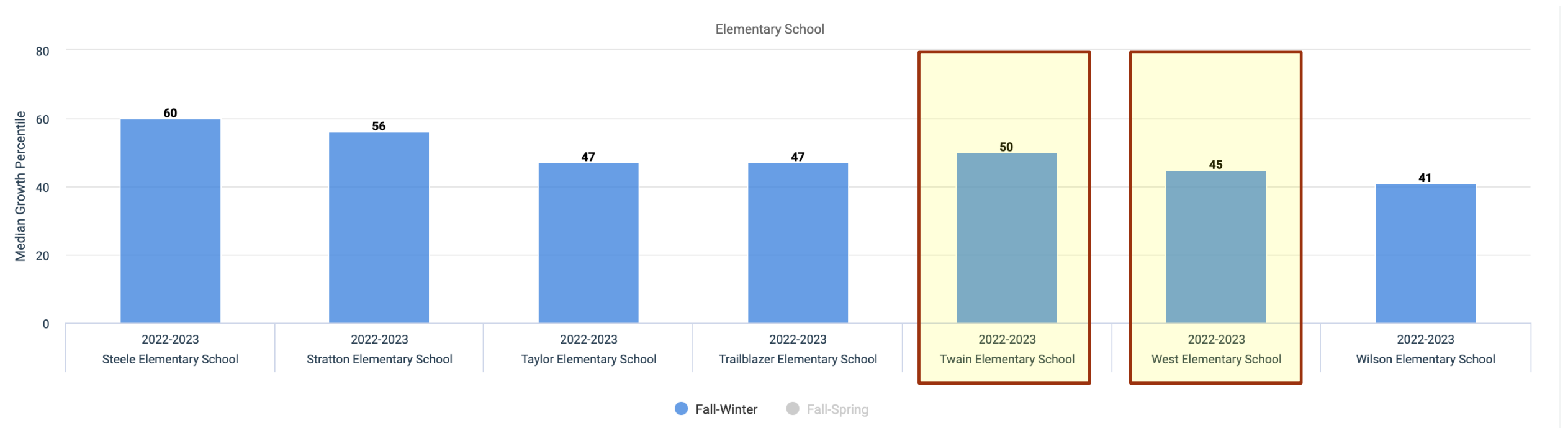


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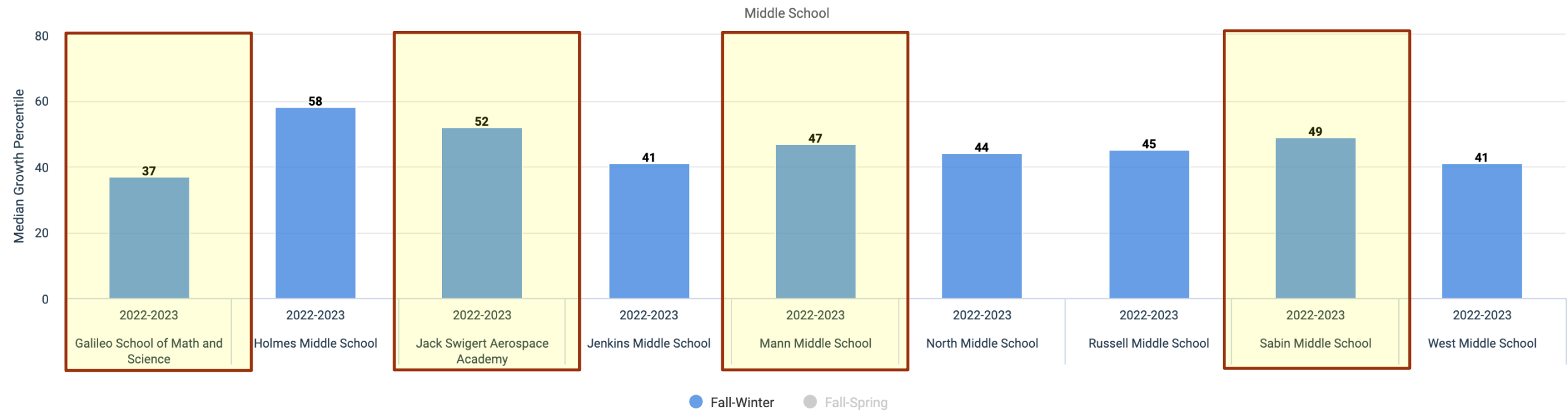
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SCHOOL LEVEL MGP RESULTS - ELA



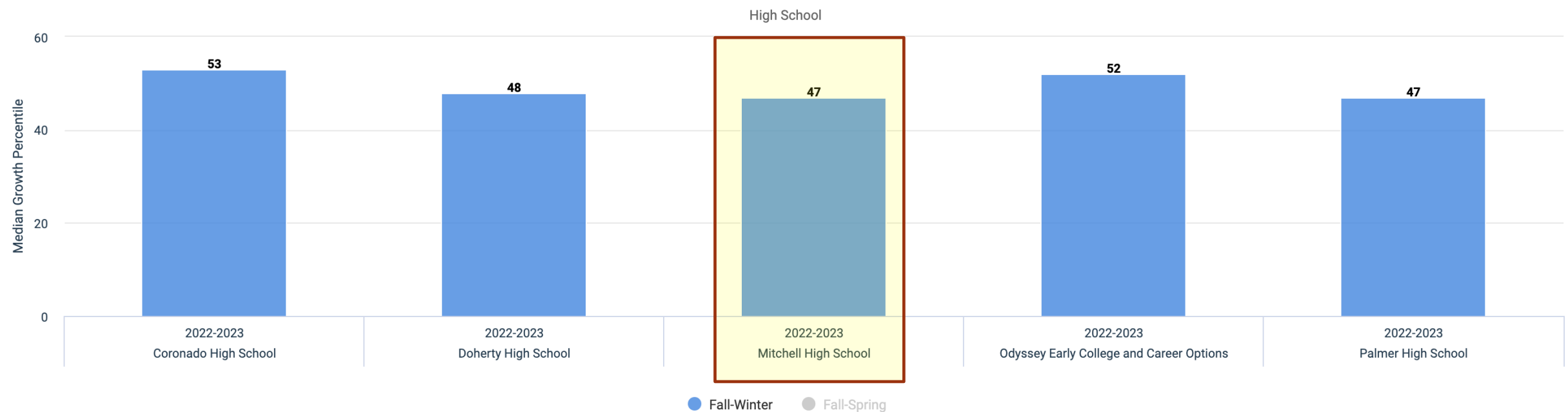
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SCHOOL LEVEL MGP RESULTS - ELA



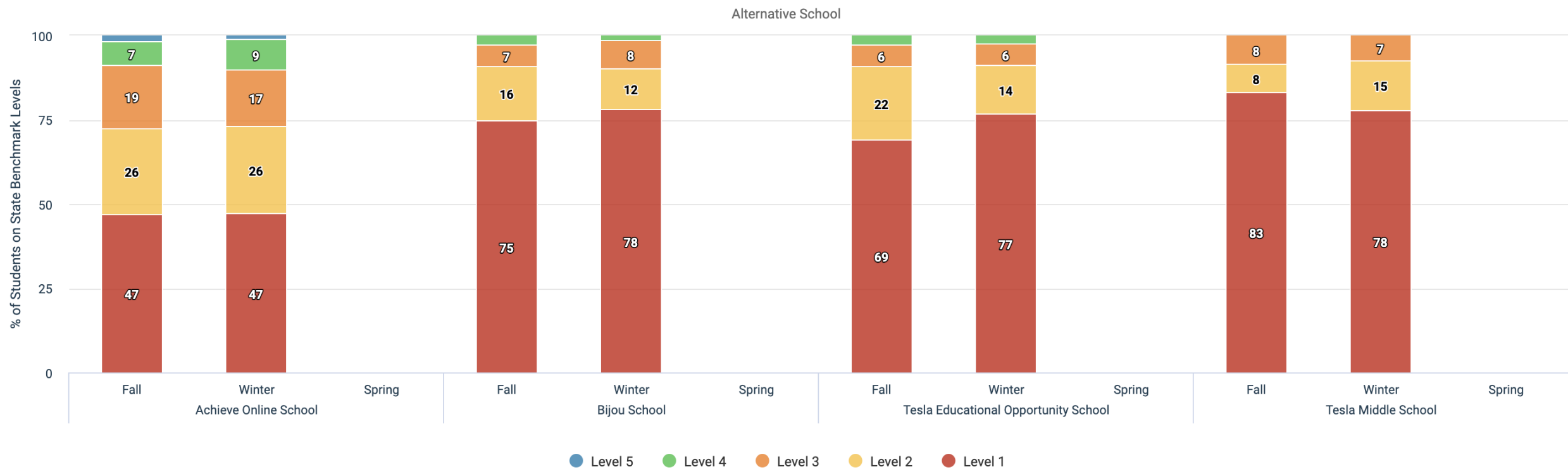
 - Priority School

SCHOOL LEVEL MGP RESULTS - ELA



 - Priority School

SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - MATH

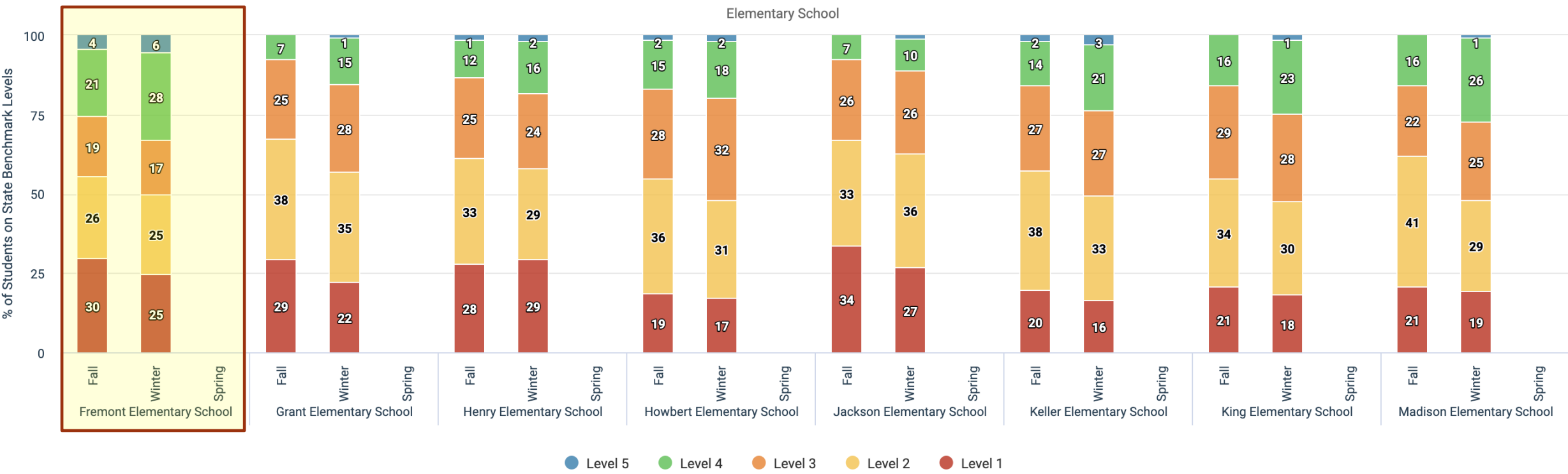


SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - MATH



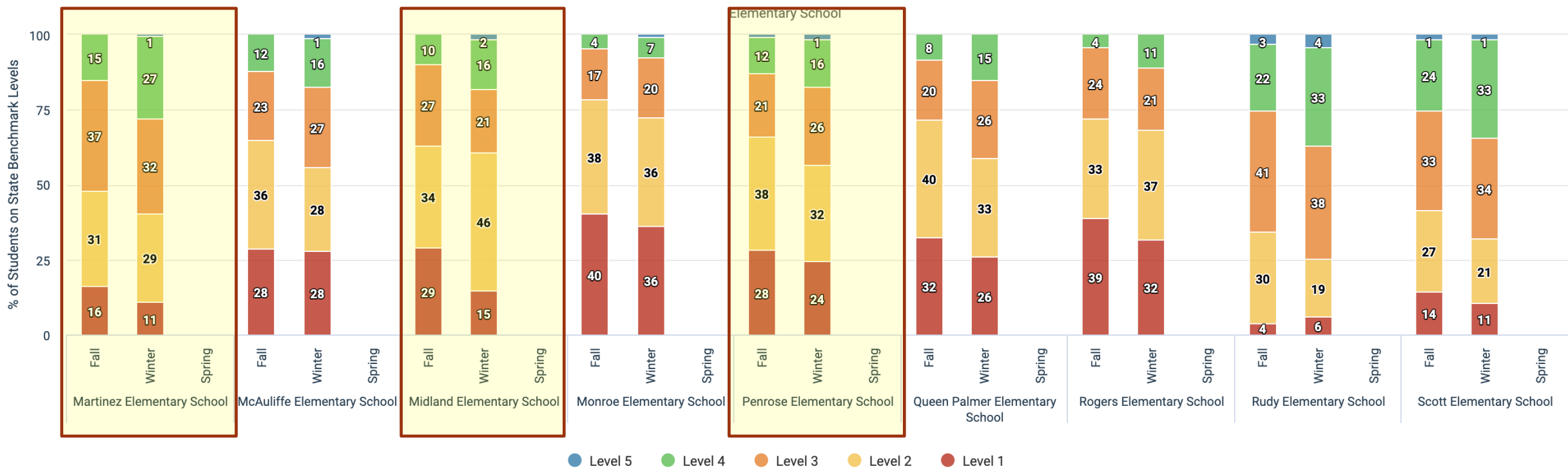
- Priority School

SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - MATH



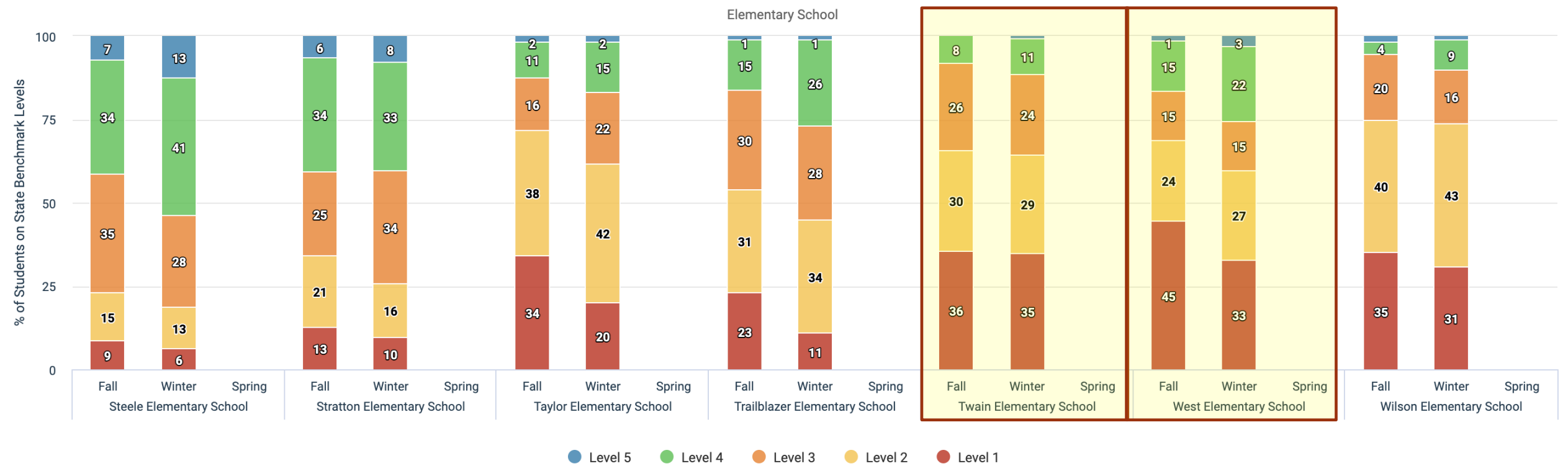
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SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - MATH



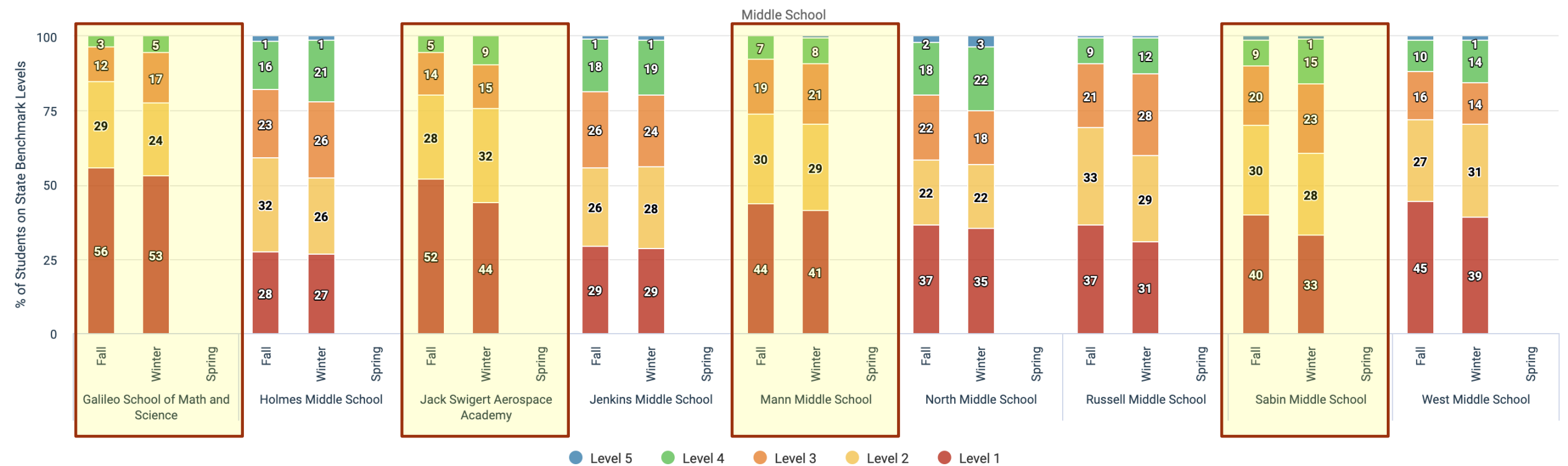
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SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - MATH



- Priority School

SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - MATH

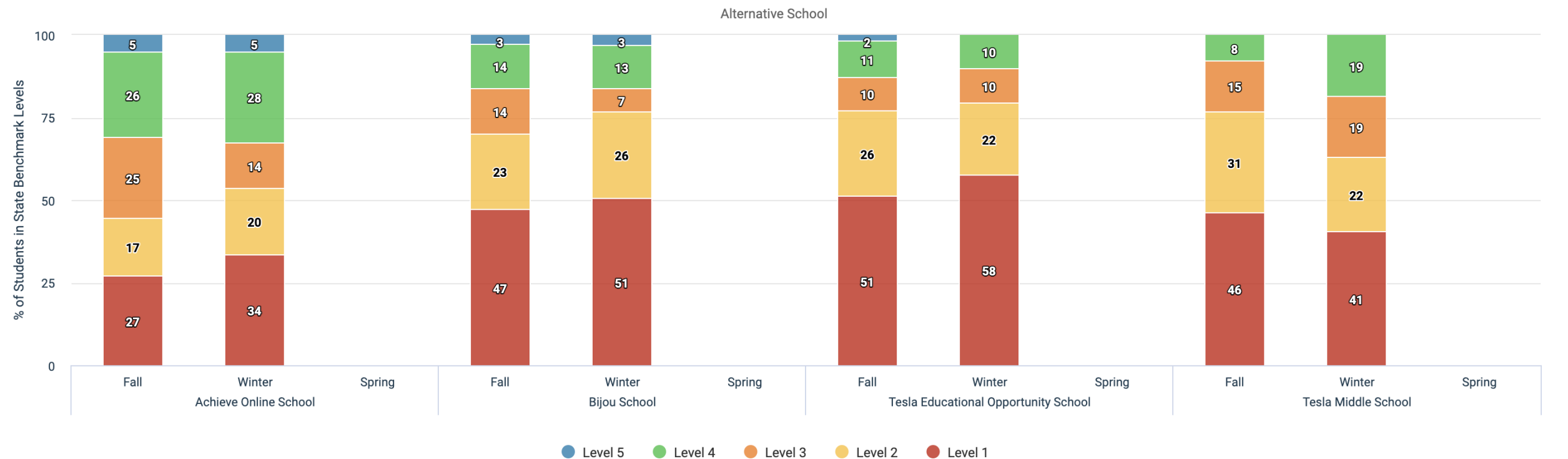


 - Priority School

SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - MATH



SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - ELA

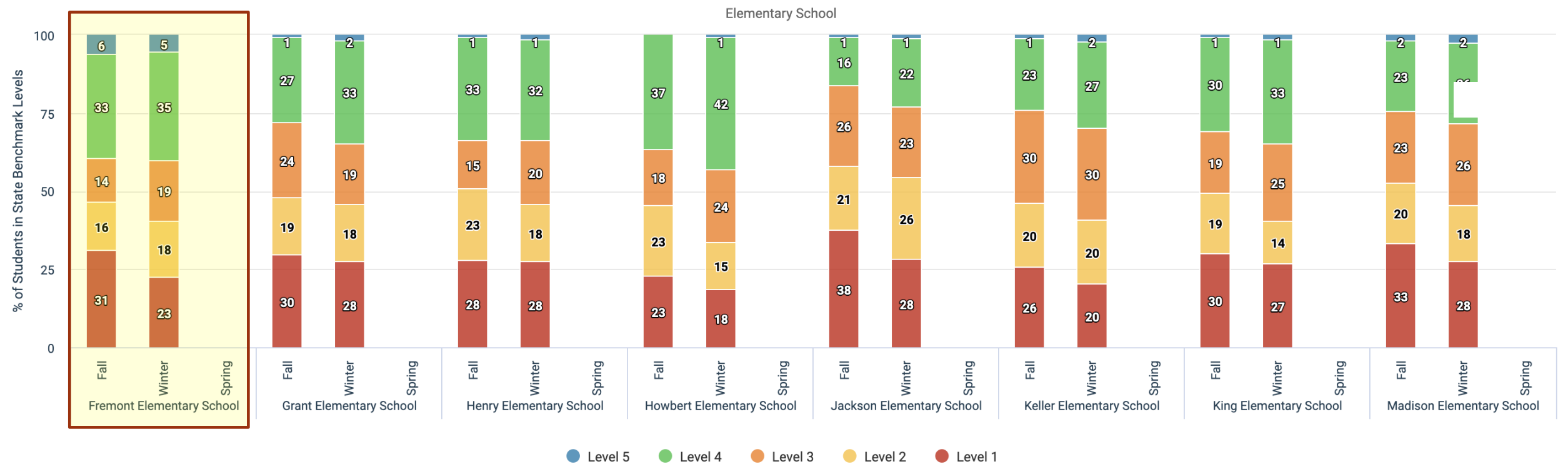


SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - ELA



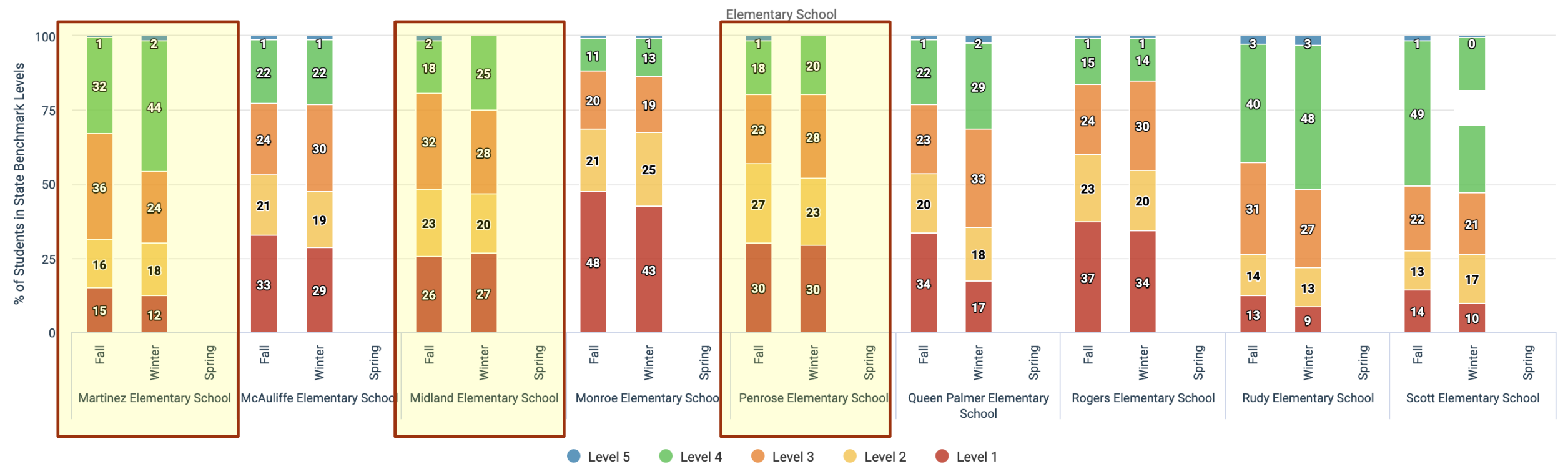
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SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - ELA



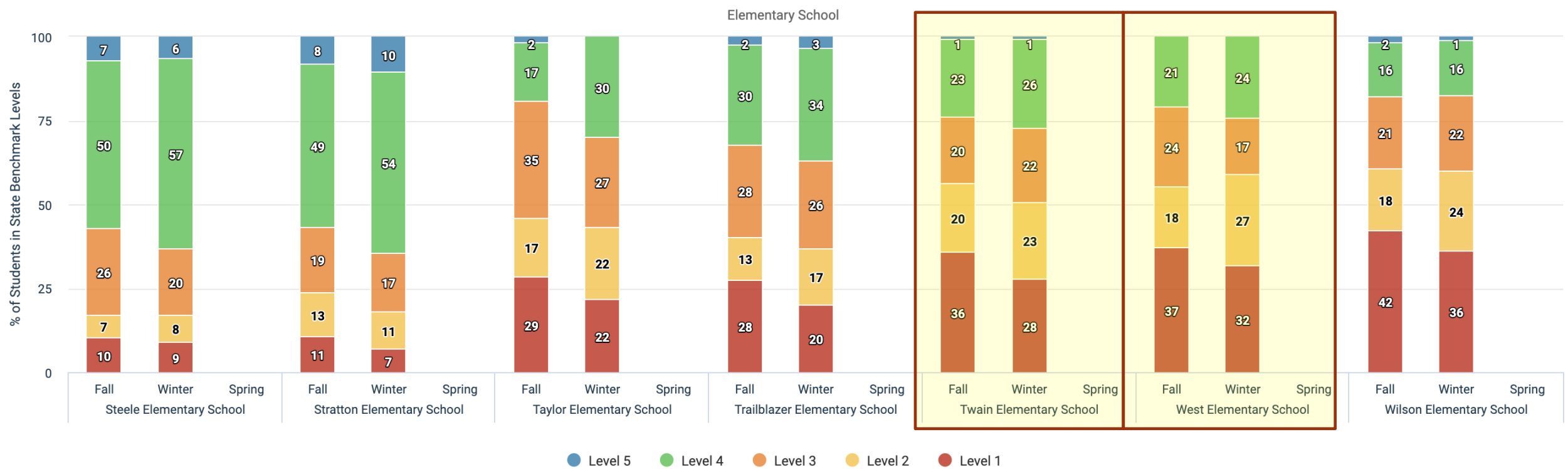
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SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - ELA



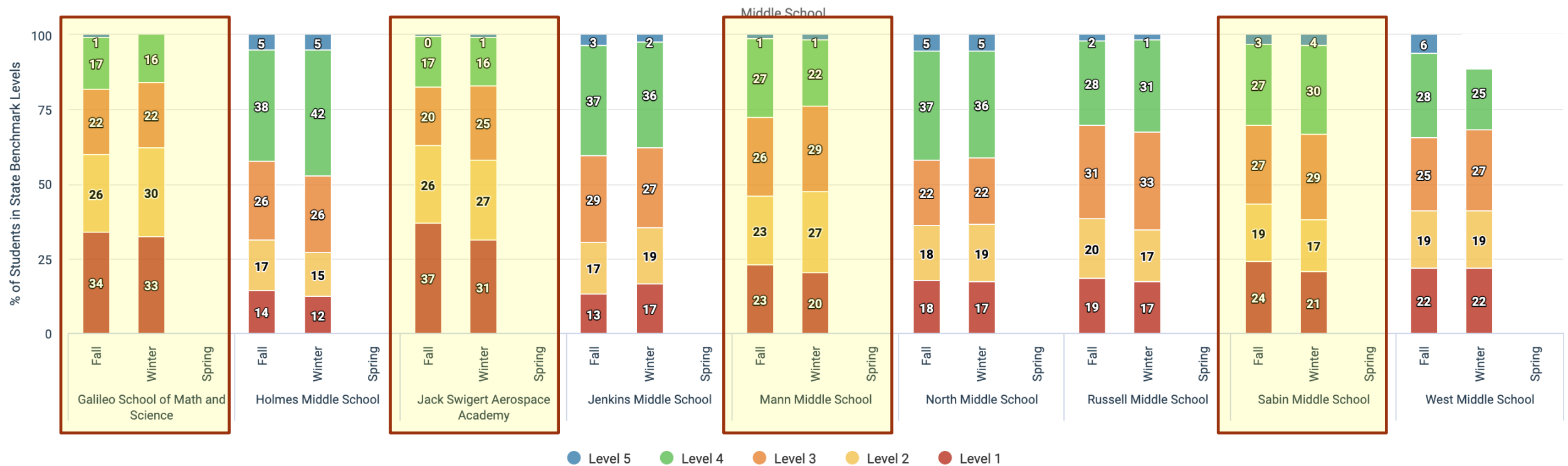
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SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - ELA



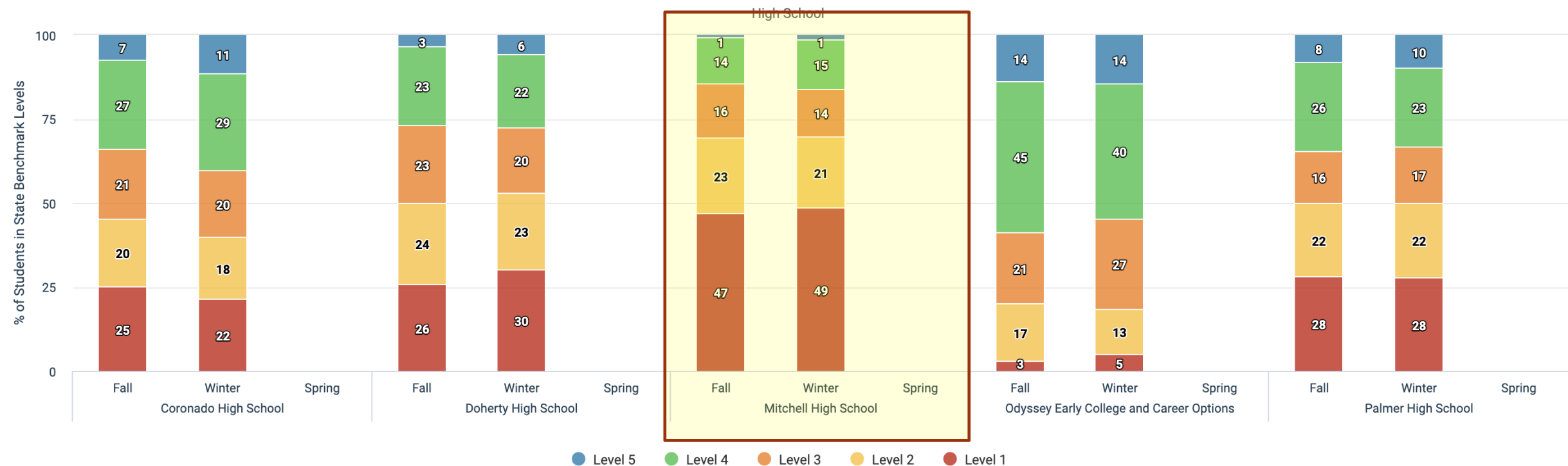
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SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - ELA

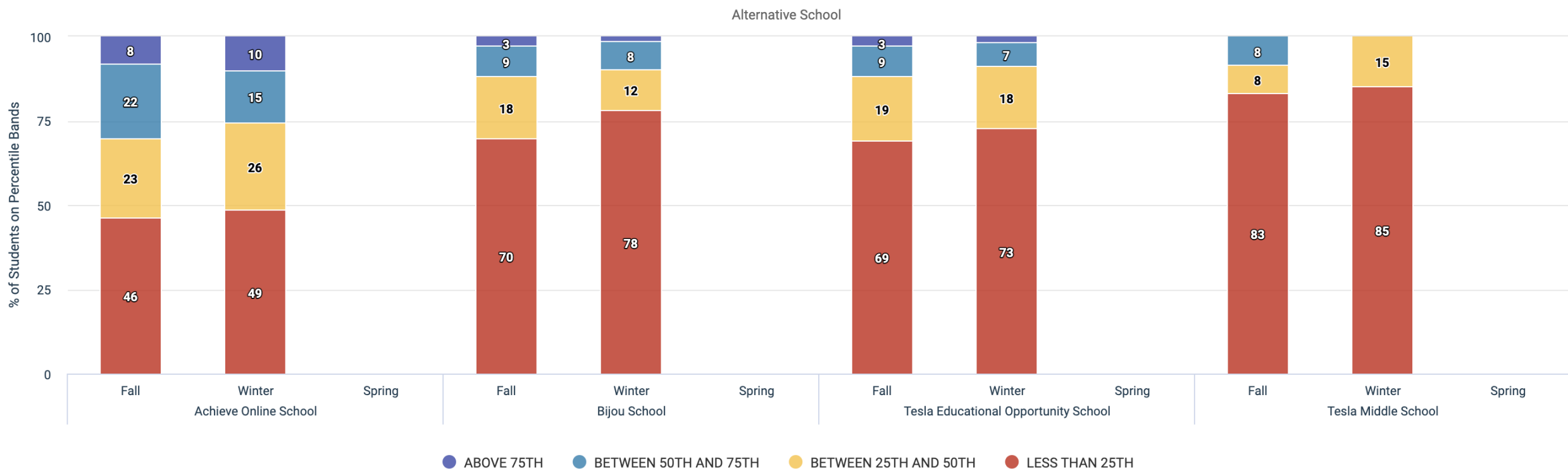


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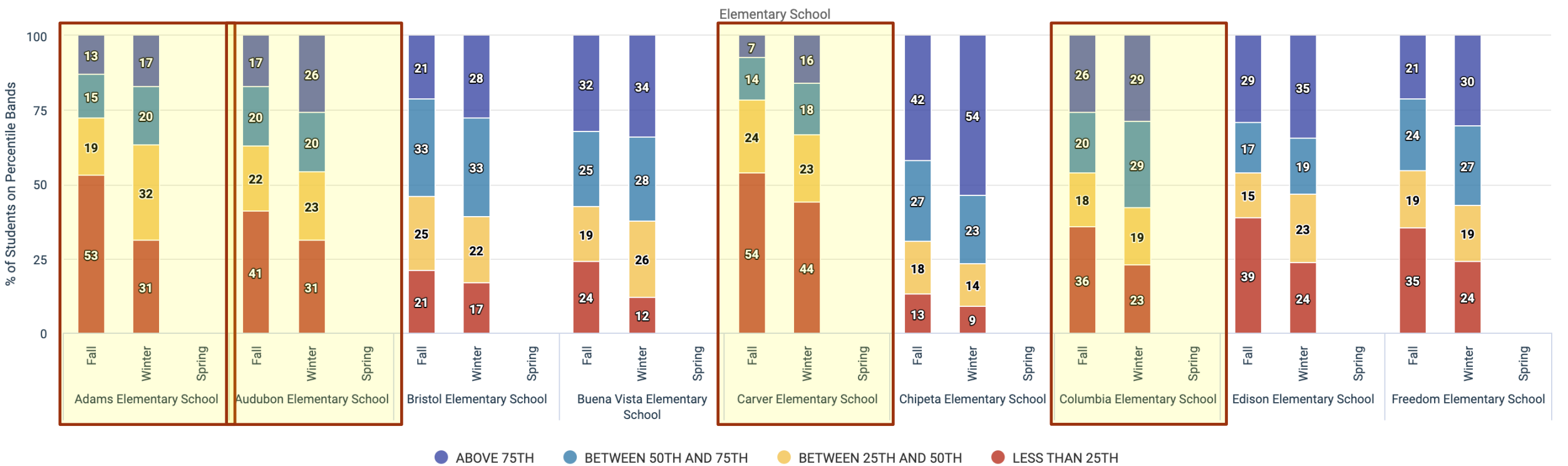
SCHOOL LEVEL STATE PROFICIENCY LEVEL RESULTS - ELA



SCHOOL LEVEL PERCENTILE RESULTS - MATH

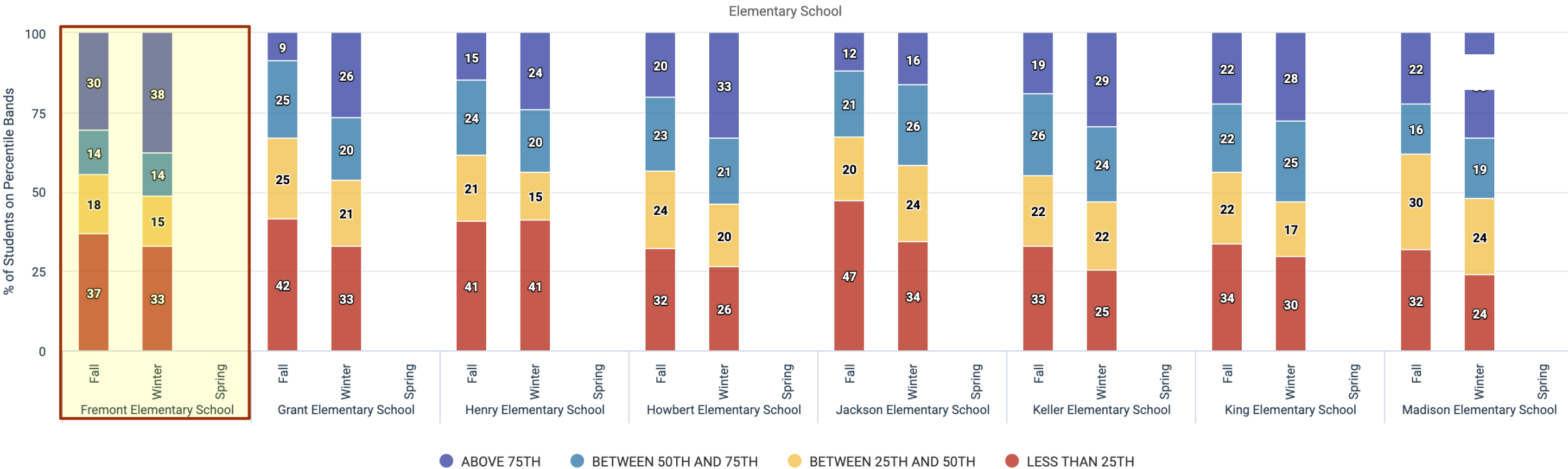


SCHOOL LEVEL PERCENTILE RESULTS - MATH

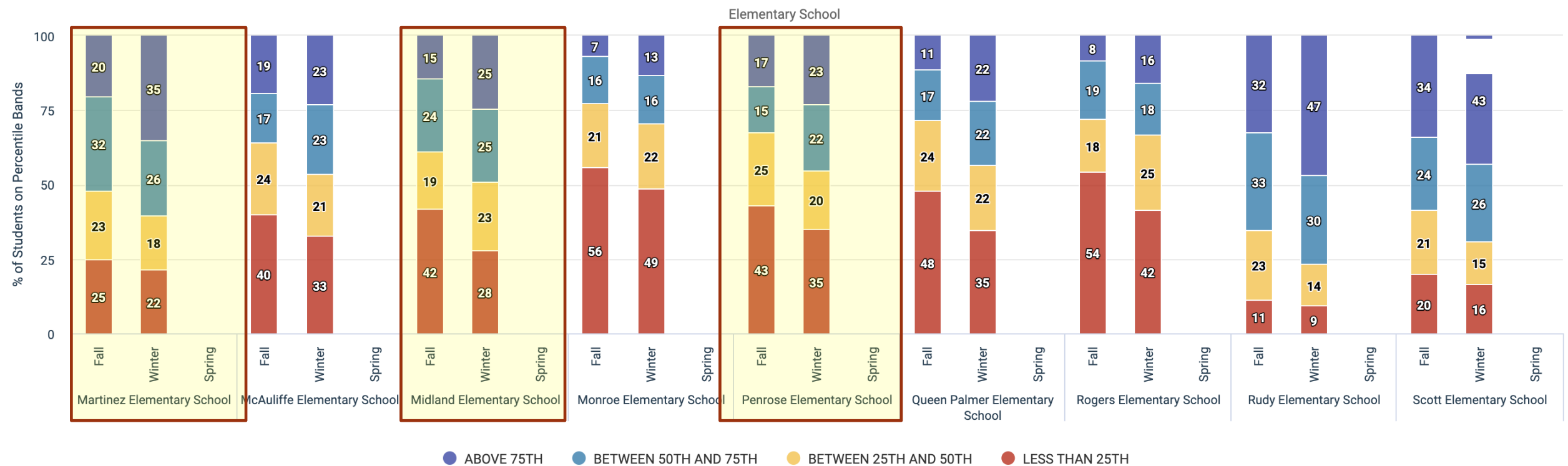


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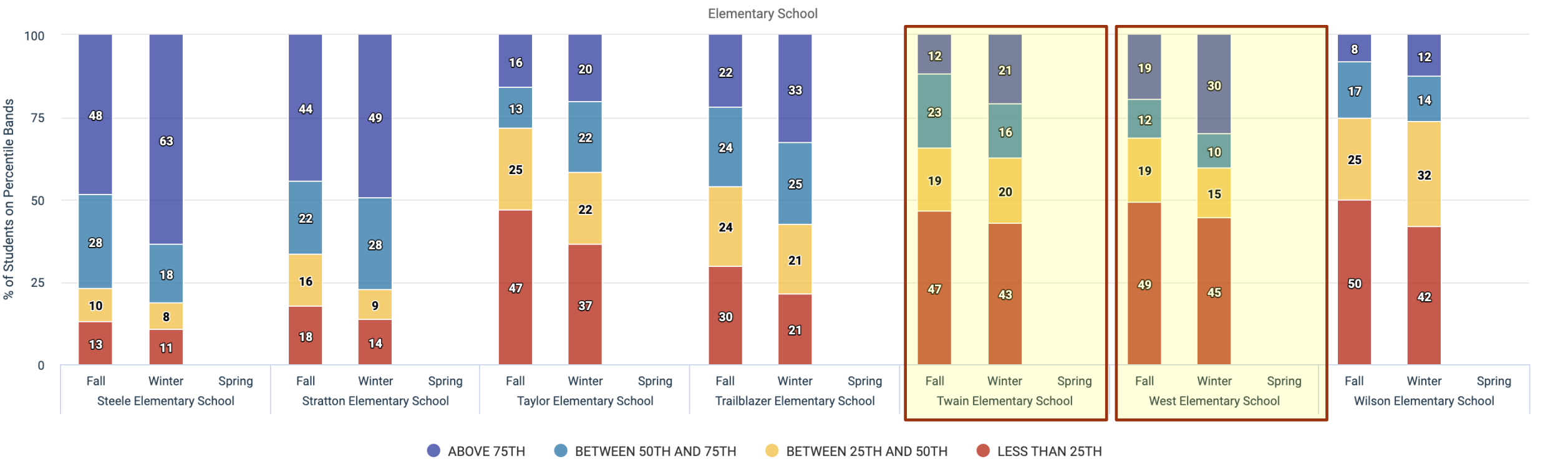
SCHOOL LEVEL PERCENTILE RESULTS - MATH



SCHOOL LEVEL PERCENTILE RESULTS - MATH

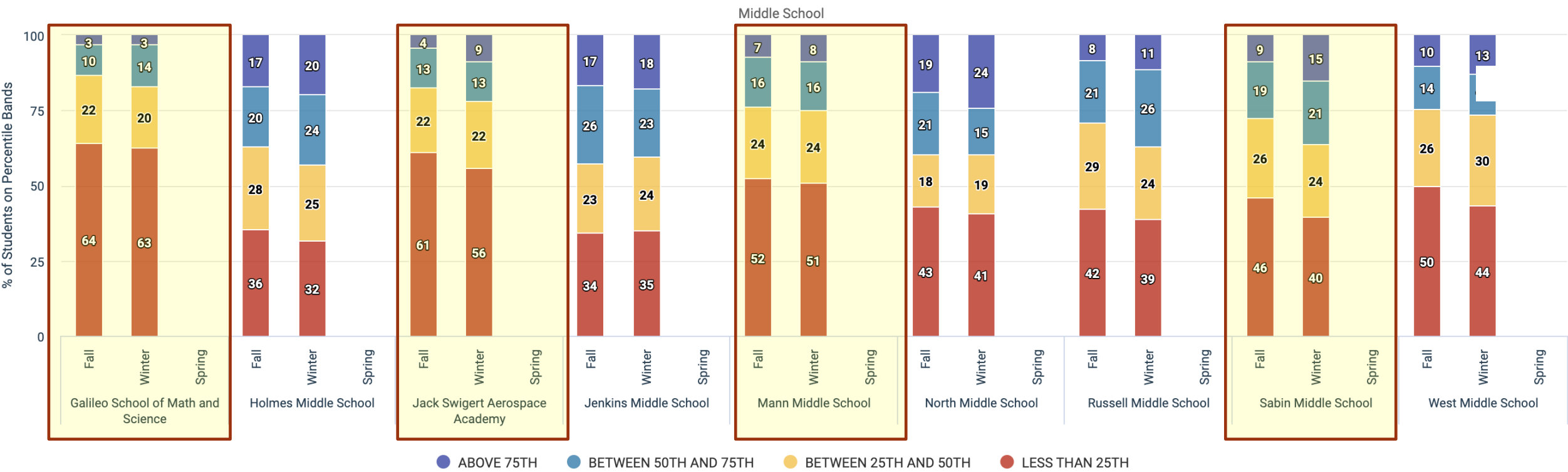


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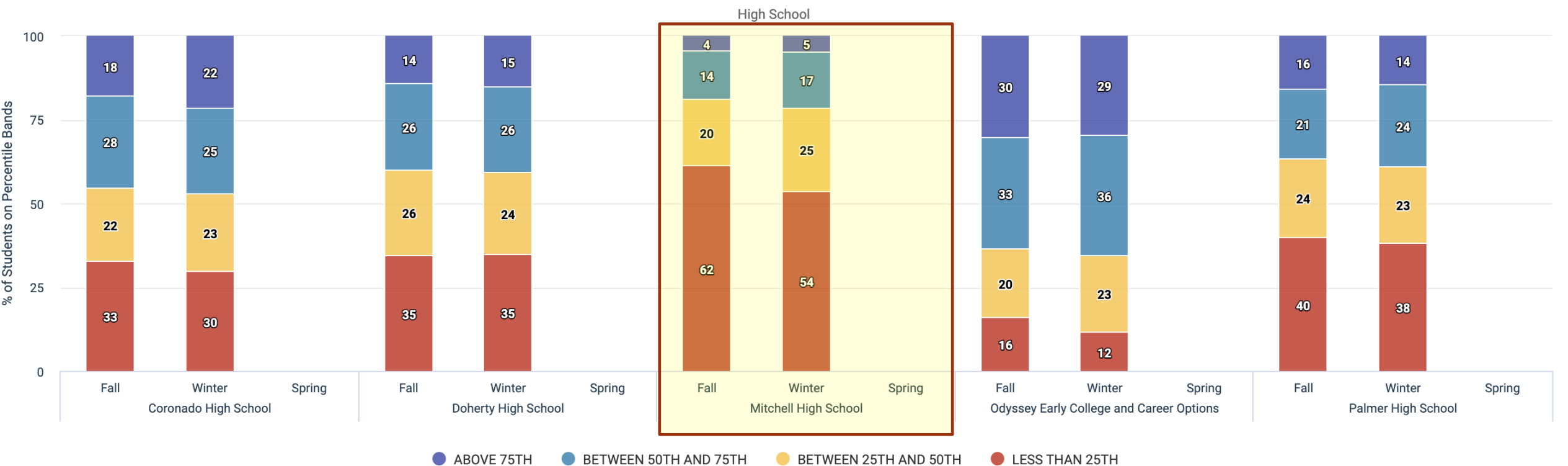
- Priority School

SCHOOL LEVEL PERCENTILE RESULTS - MATH

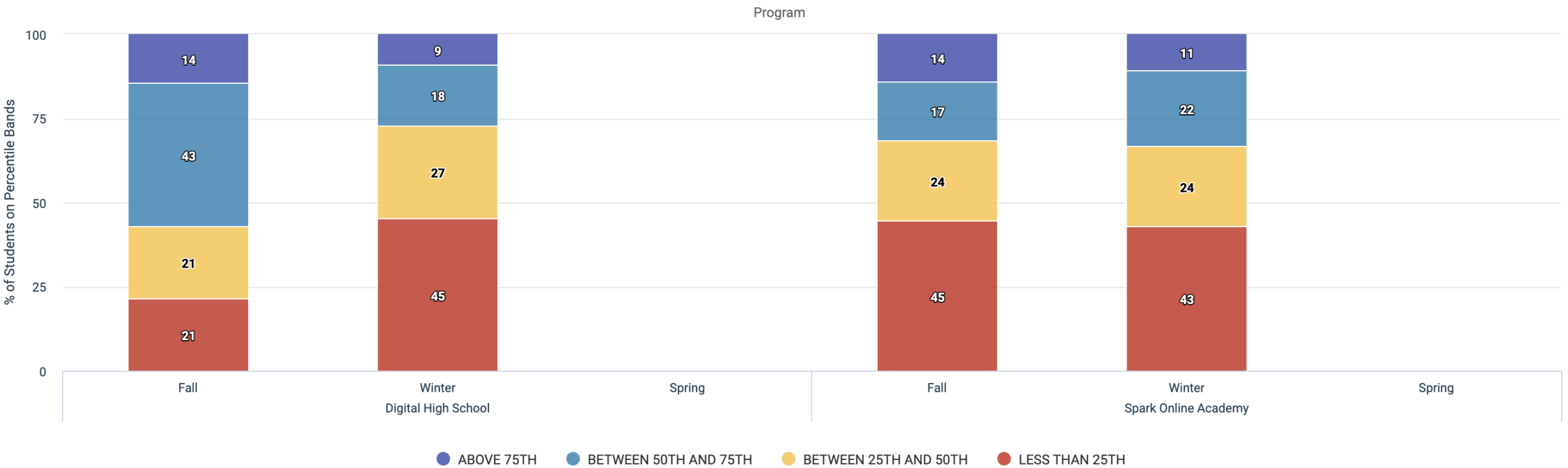


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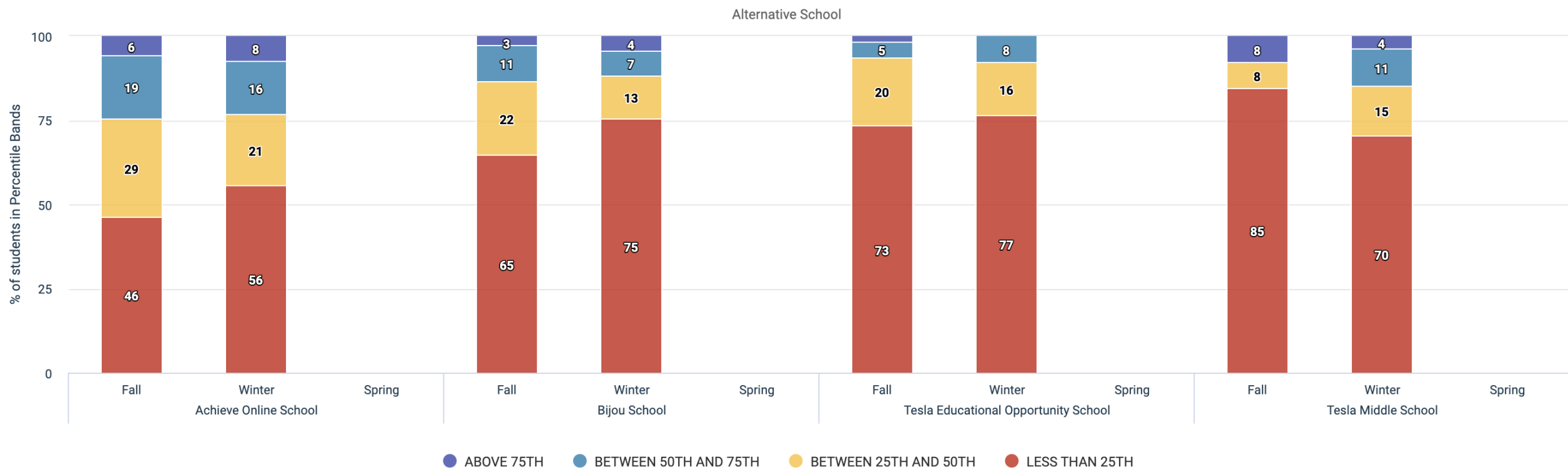
SCHOOL LEVEL PERCENTILE RESULTS - MATH



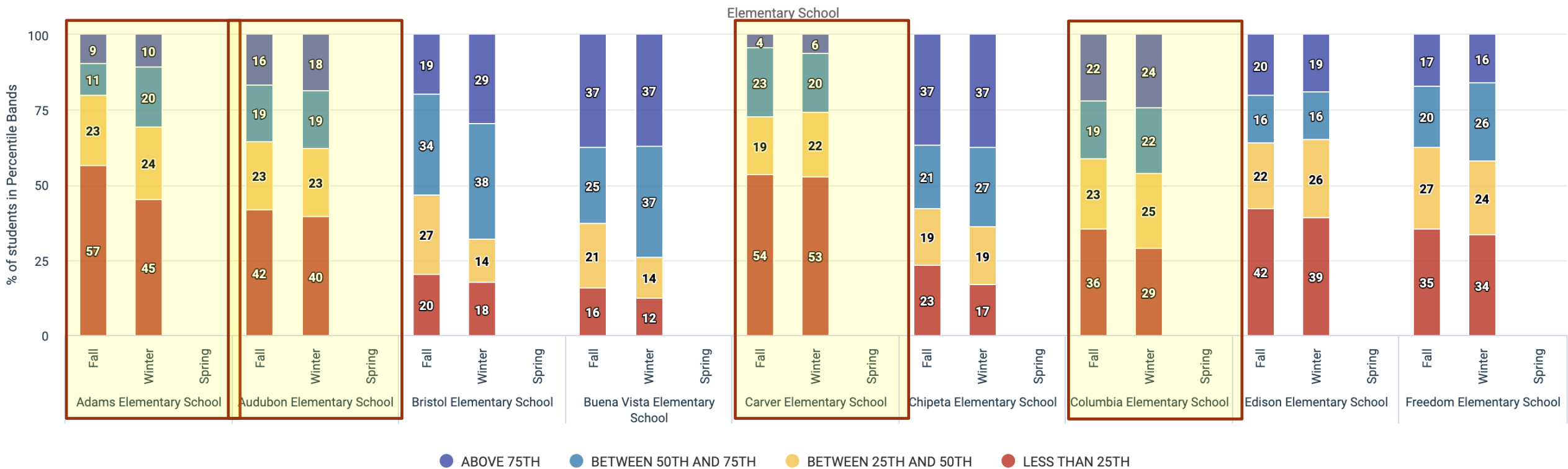
SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH



SCHOOL LEVEL PERCENTILE RESULTS - ELA

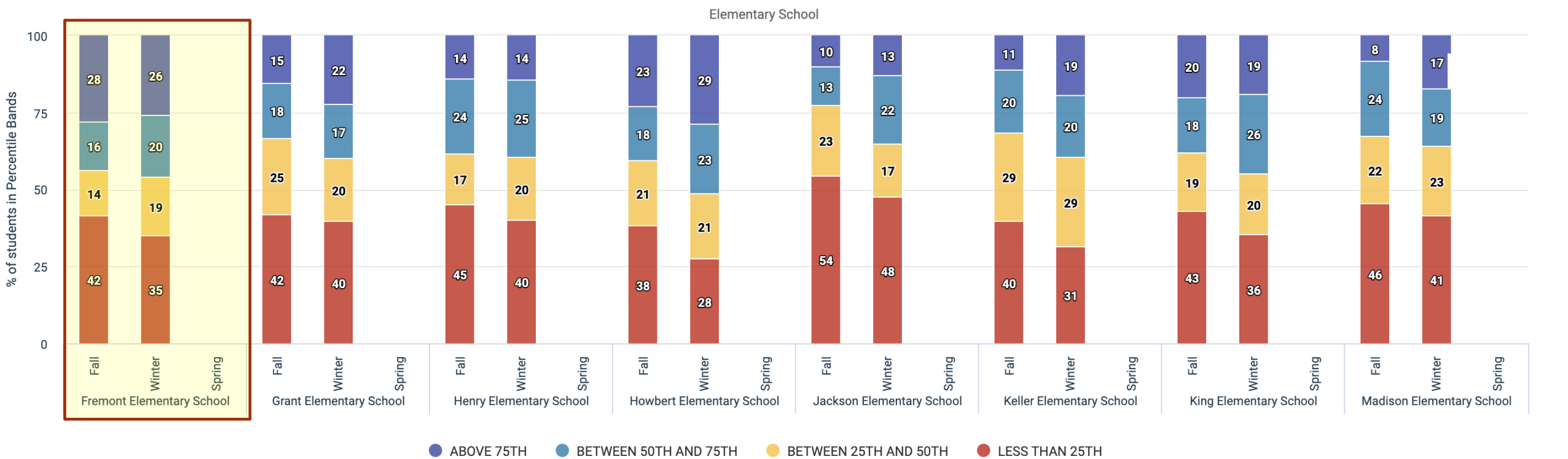


SCHOOL LEVEL PERCENTILE RESULTS - ELA

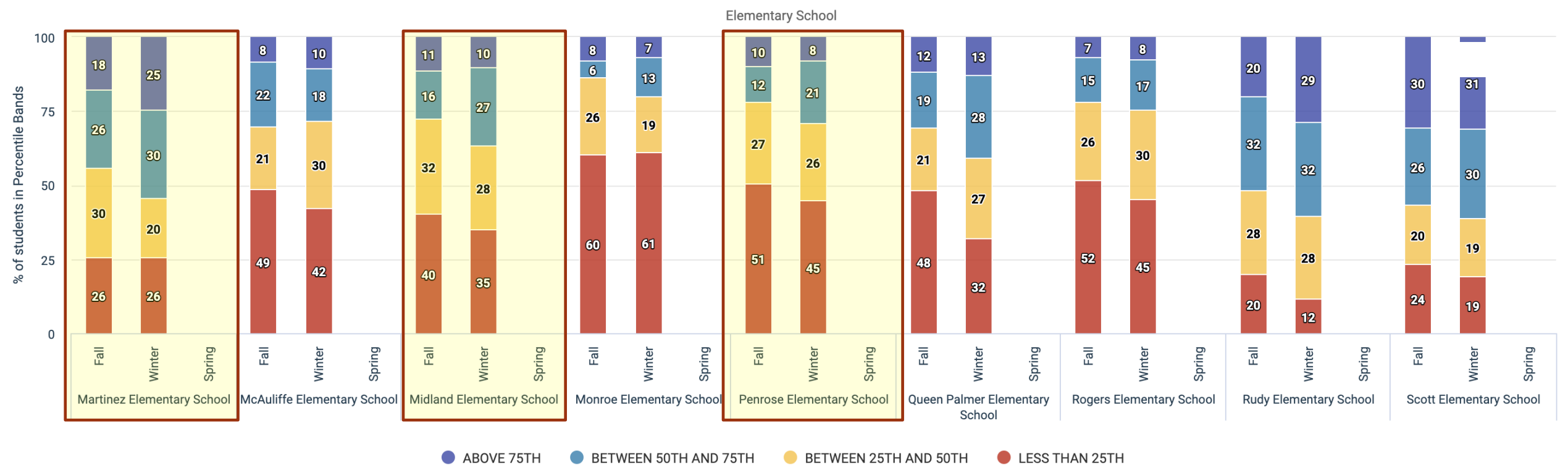


- Priority School

SCHOOL LEVEL PERCENTILE RESULTS - ELA

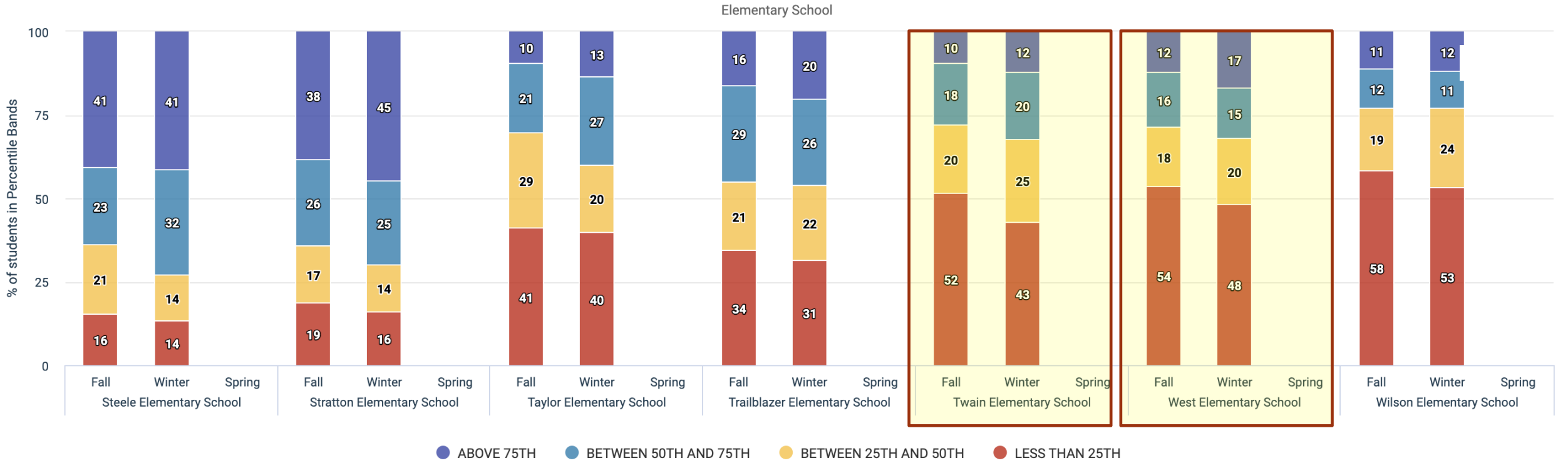


SCHOOL LEVEL PERCENTILE RESULTS - ELA



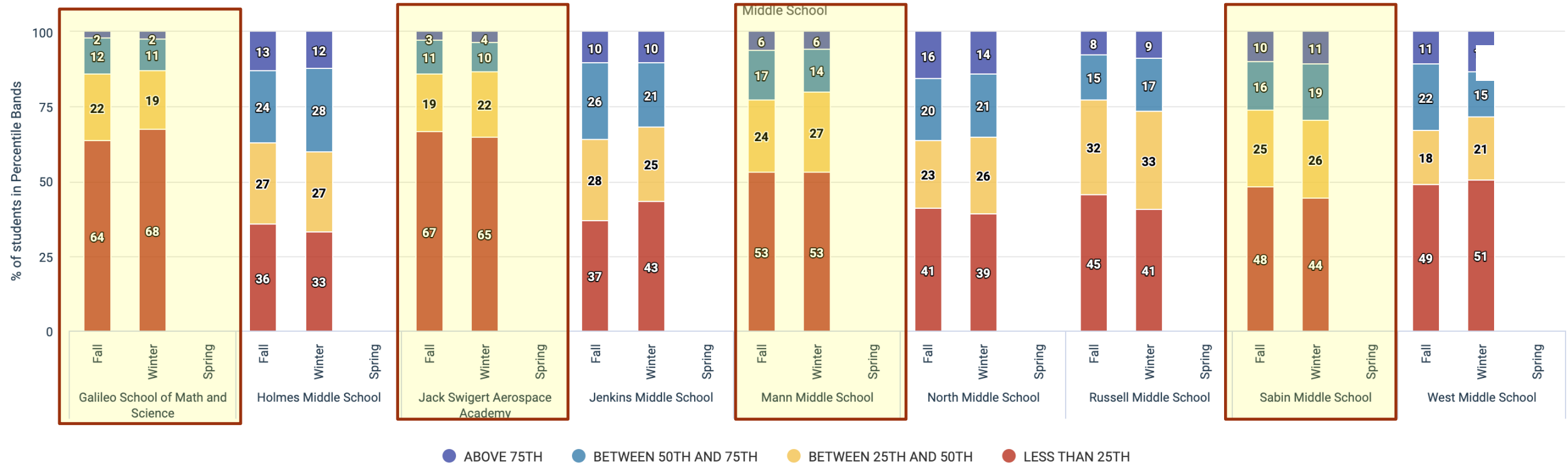
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SCHOOL LEVEL PERCENTILE RESULTS - ELA



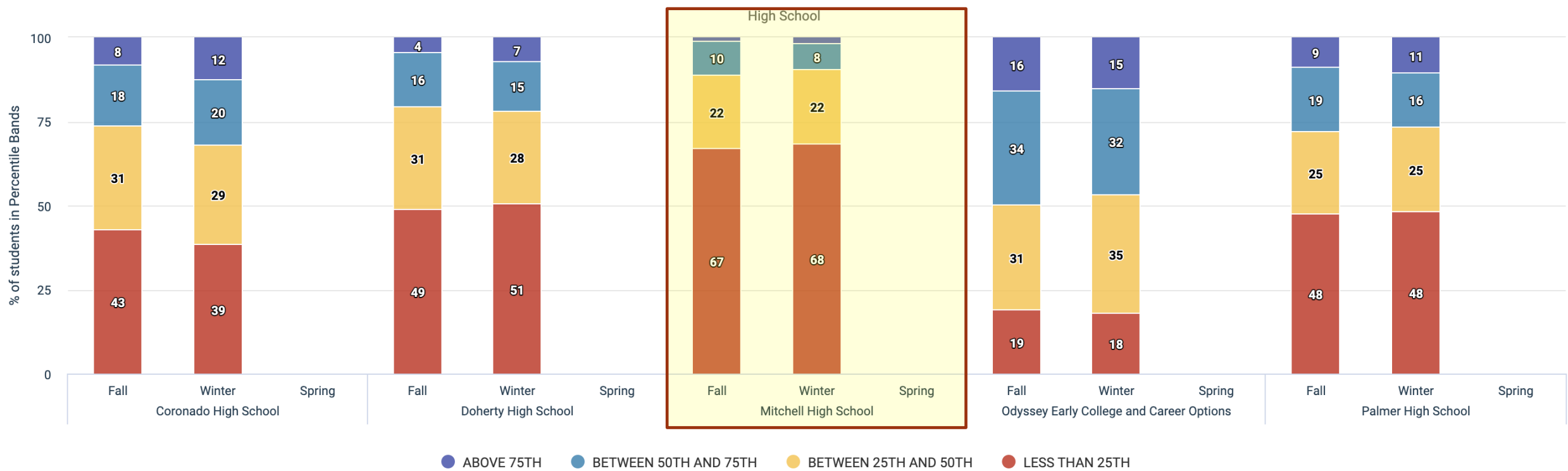
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SCHOOL LEVEL PERCENTILE RESULTS - ELA



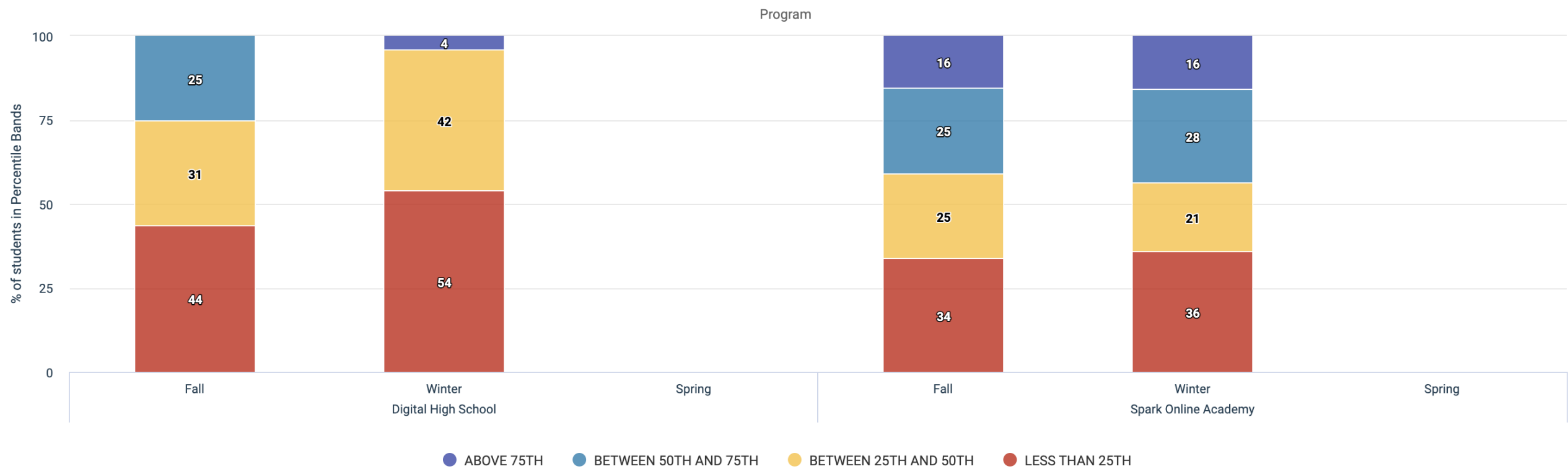
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SCHOOL LEVEL PERCENTILE RESULTS - ELA

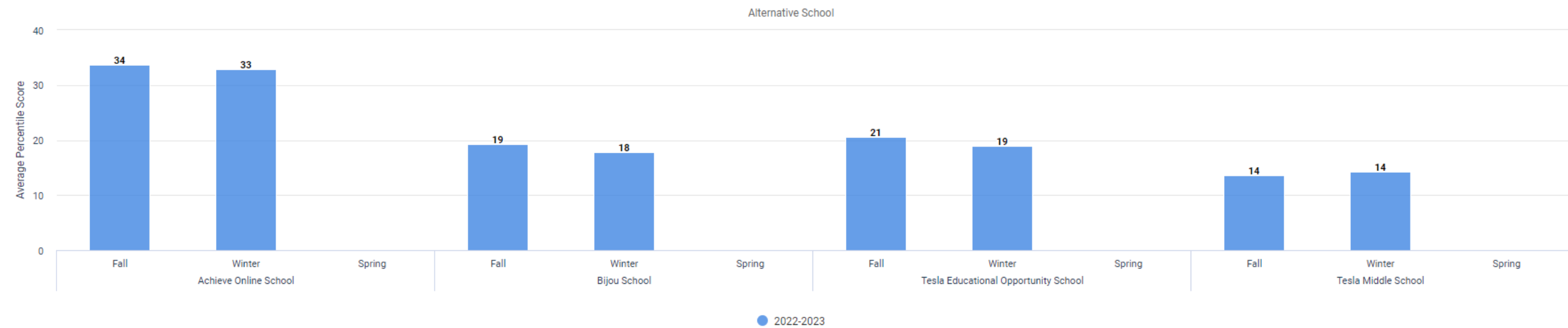


 - Priority School

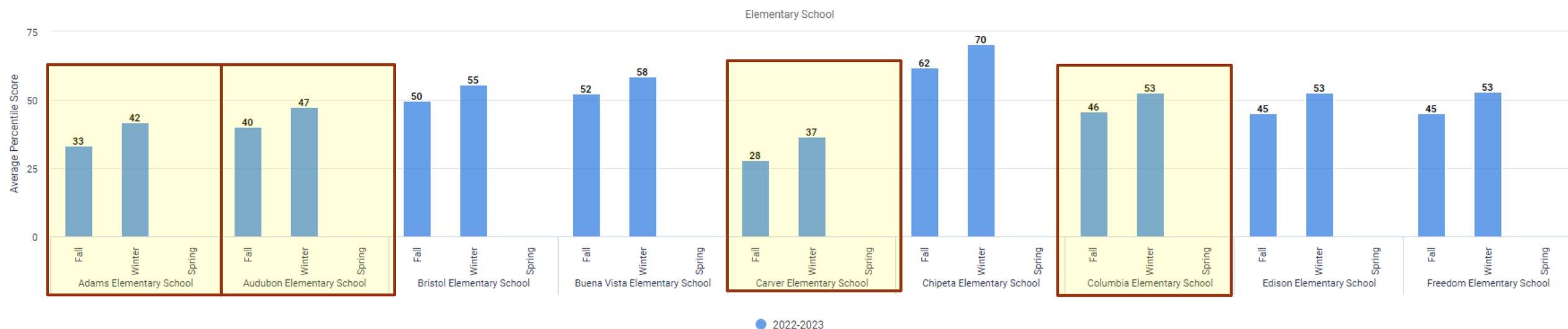
SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - ELA



SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH

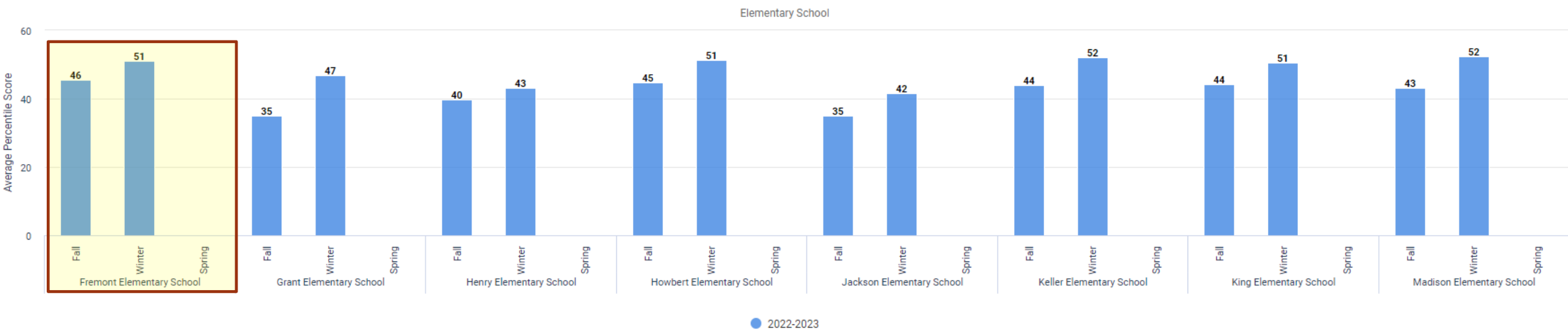


SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH

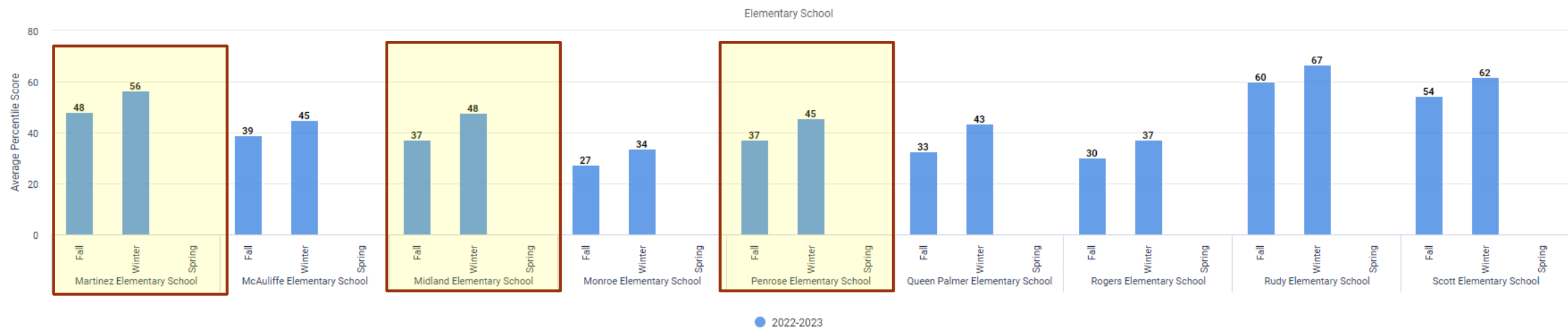


 - Priority School

SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH

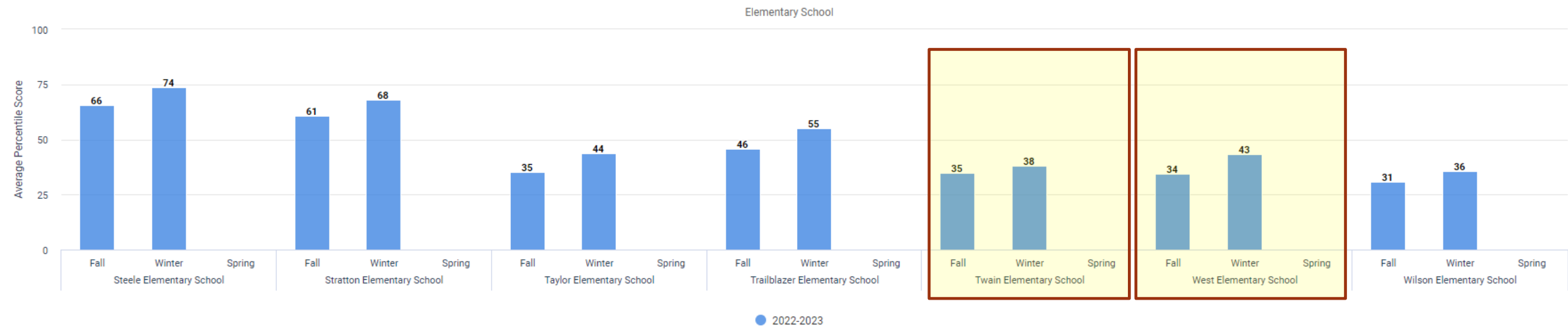


SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH



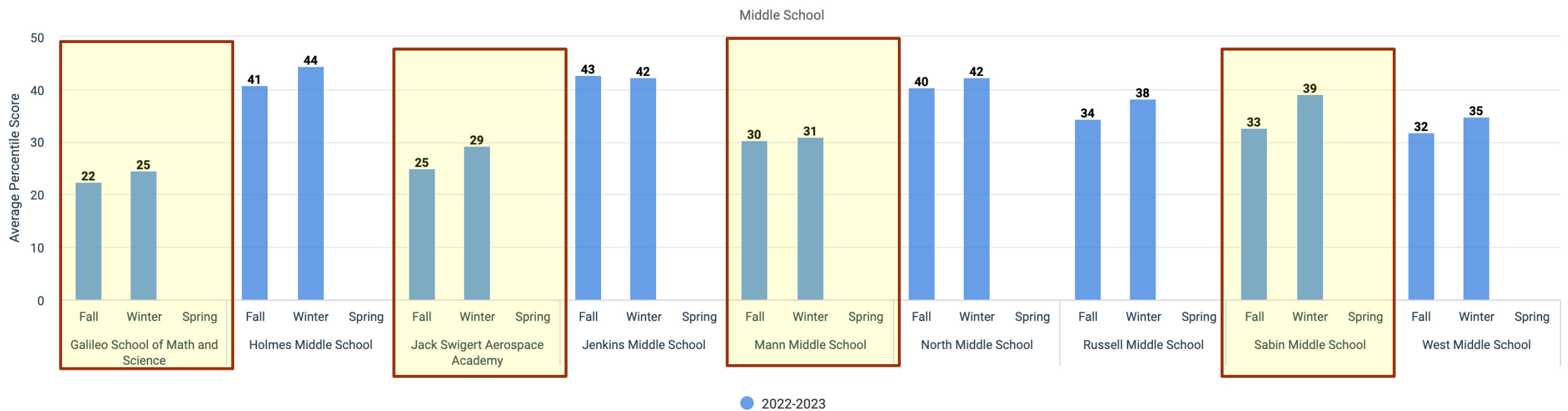
- Priority School

SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH



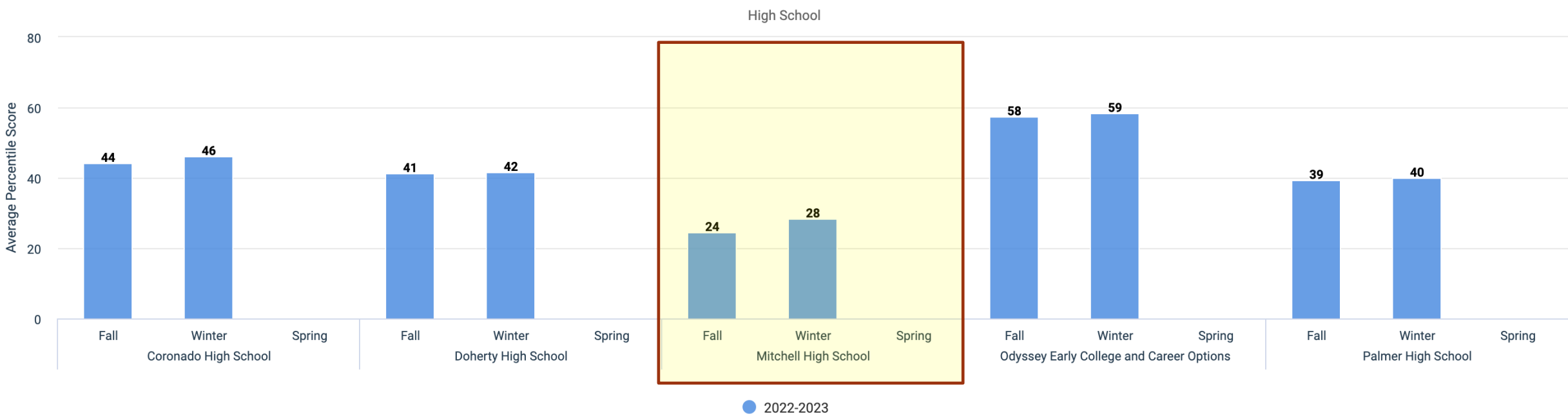
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SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH

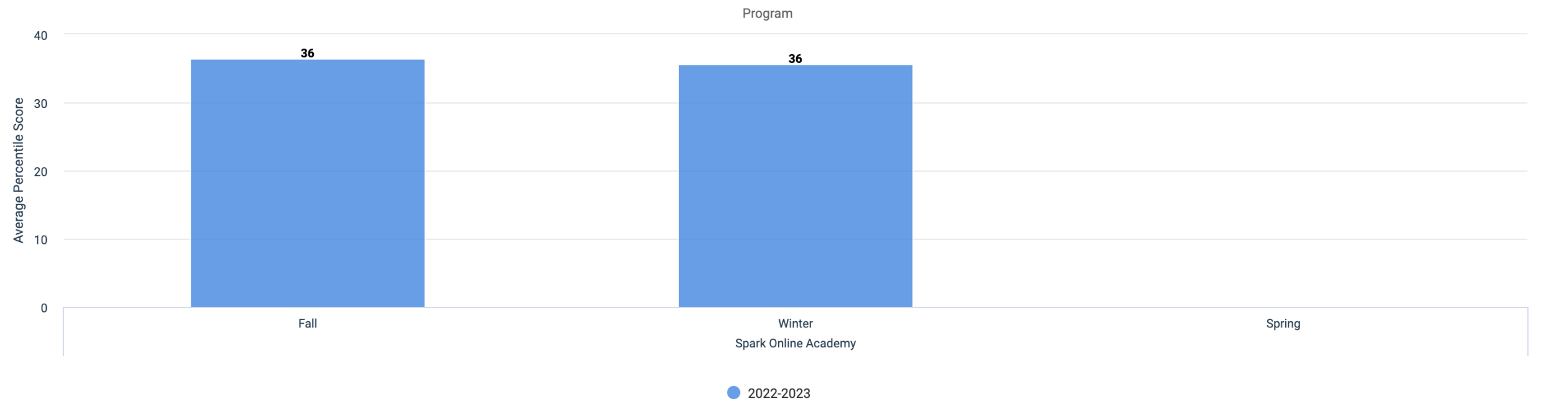


- Priority School

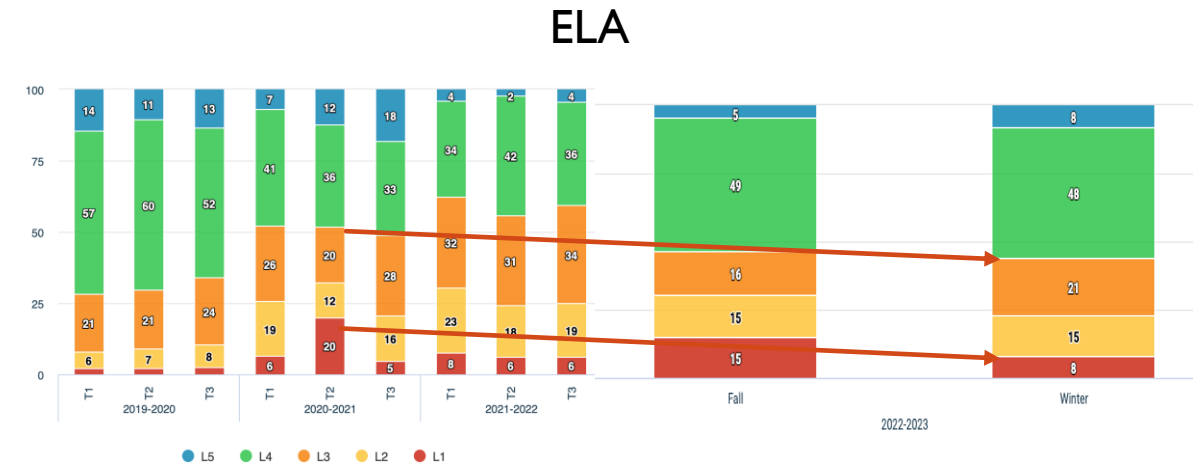
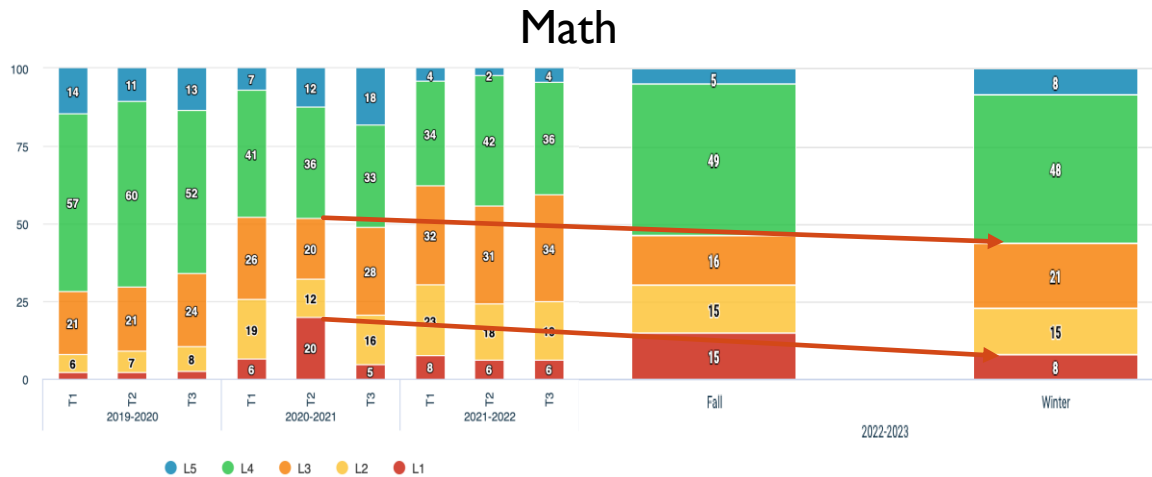
SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH



SCHOOL LEVEL AVERAGE PERCENTILE RESULTS - MATH



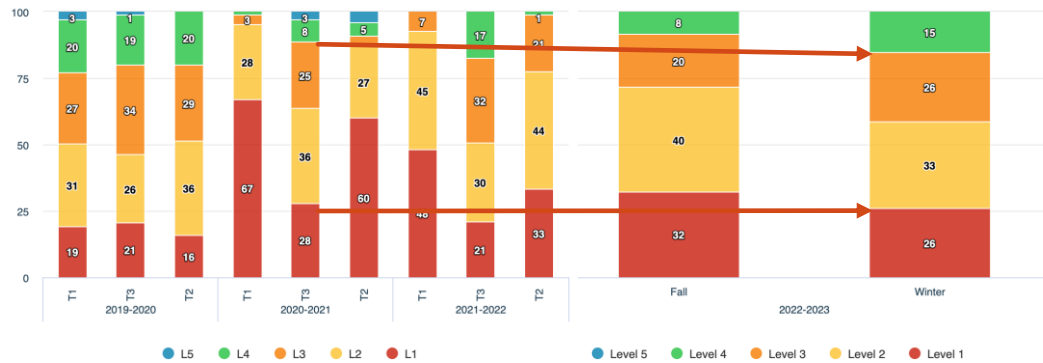
CHIPETA LONGITUDINAL RESULTS



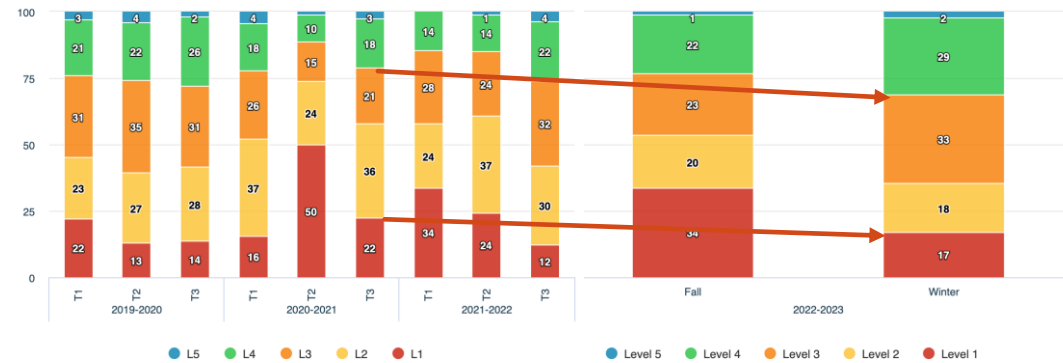
Chipeta has increased the number of students in Meets/Exceeds in both Math and ELA and is approaching working toward approaching pre-pandemic levels. Data is improving compared to mid-pandemic levels. They also decreased the number of students in Does Not Meet in both Math and ELA. Their strong systematic growth is demonstrating long-term gains in student performance.

QUEEN PALMER LONGITUDINAL RESULTS

Math



ELA

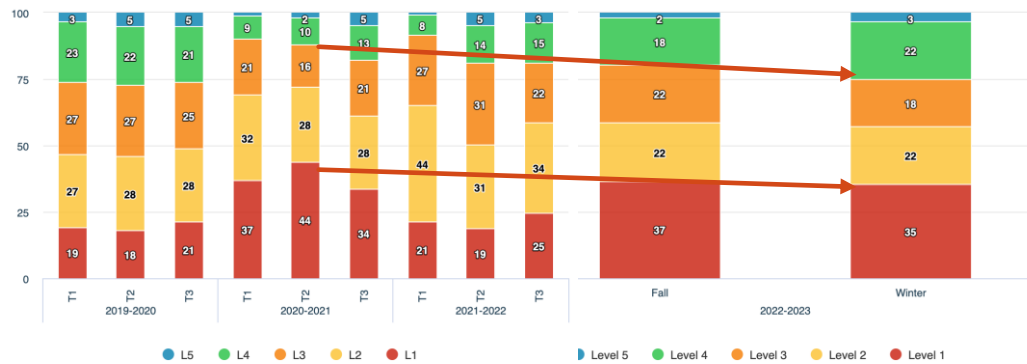


Queen Palmer has increased the number of students in Meets/Exceeds in both Math and ELA and is working toward approaching pre-pandemic levels. Data is improving compared to mid-pandemic levels

They also decreased the number of students in Does Not Meet in both Math and ELA
Their strong systematic growth is demonstrating long-term gains in student performance

NORTH LONGITUDINAL RESULTS

Math



ELA



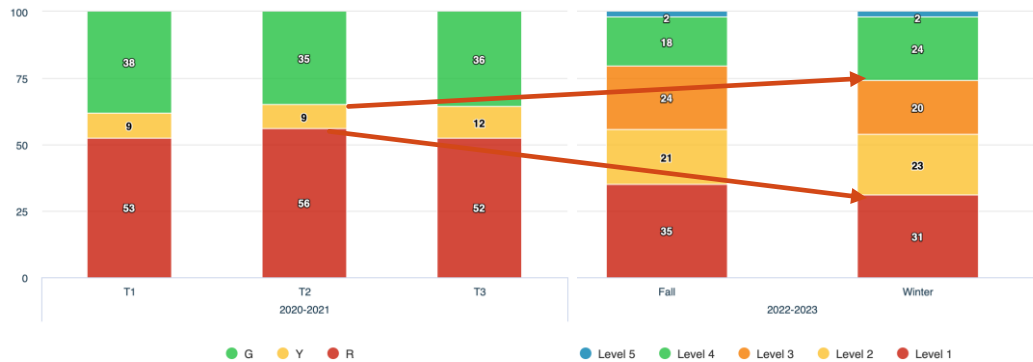
North has increased the number of students in Meets/Exceeds in both Math and ELA and is now outperforming mid-pandemic levels

They also decreased the number of students in Does Not Meet in both Math and ELA

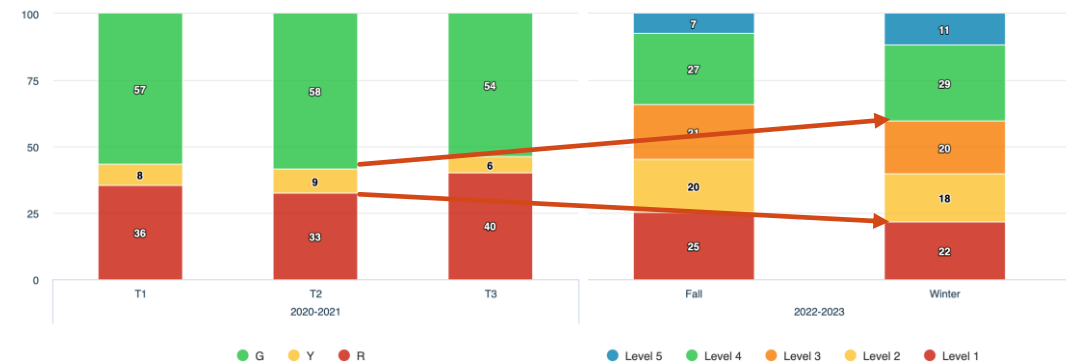
Their strong systematic growth is demonstrating long-term gains in student performance

CORONADO LONGITUDINAL RESULTS

Math



ELA



Coronado has increased the number of students in Meets/Exceeds in both Math and ELA and data is improving compared to mid-pandemic levels

They also decreased the number of students in Does Not Meet in both Math and ELA

Their strong systematic growth is demonstrating long-term gains in student performance