

Oral Reading Fluency Guidelines

Oral Reading Fluency End-of-Year Targets: 50th percentile*

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Correct Words per Minute	43 WRF 53 PRF	98	110	132	163	148	157	158

* Targets were established using a variety of sources including easyCBM Benchmark Guidelines, DIBELS Benchmark Standards and Hasbrouck & Tindal (2005) norms.

Expected Rate of Gain*

Grade	Realistic Goals (Words per Week)	Ambitious Goals (Words per Week)
1st	1.6	3
2nd	1.5	2
3rd	1.25	1.5
4th	0.85	1.1
5th	0.5	0.8
6th	0.3	0.65

* Rates are based on the research of Fuchs, Fuchs, Hamlett, Walz & Germann (1993), Deno, Fuchs, Marston, & Shin (2001), and Hasbrouck & Tindal (2005) as well as demonstrated performance data from students in the Bethel School District from 2003-2005.

Reading Placement Guidelines

	Accuracy	Fluency	Comprehension
Independent Reading Level	98%+	Exceeds fluency standard	90%-100%
Instructional Reading Level	93%-97%	Meets fluency standard	70%-89%
Frustrational Reading Level	<92%	Below fluency standard	Anything Below 70%

easyCBM percentiles for 2023-24

updated in easyCBM Summer, 2021

Kindergarten	LN	LS			PS			WRF	
	Fall	Fall	Winter	Spring	Fall	Winter	Spring	Winter	Spring
20%ile	5	0 - 4 = strategic	10	23	0 - 3 = strategic	8	24	0	4
50%ile	21	5	25	35	4	27	40	4	12

5 th Grade	PRF			Vocabulary			Proficient Reading		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
20%ile	107	110	128	12	12	13	9	11	10
50%ile	144	149	163	16	17	17	14	16	15

Updated 9/06/2022



School: Elementary

2023-2024

[Fall](#) | [Winter](#) | [Spring](#)

[Reading](#) | [Math](#) | [Spanish](#)

Grade K

All Students

Students

[Compare](#)
[LS](#)

[Compare](#)
[PS](#)





[Compare](#)
[WRF](#)

	Student Name	LS		PS		WRF		Risk ▼	Suggested Progress Monitoring	PROF RDG Lexile
1		10th	5	43rd	23	6th	0	High	Every 2 weeks with Letter Sounds	
2		28th	14	19th	8	37th	2	Some		
3		28th	14	9th	3	22nd	1	Some	Every 2 weeks with Letter Sounds and Phoneme Segmenting	
4		60th	28	42nd	22	48th	3	Some		
5		82nd	35	30th	14	37th	2	Some		
6		91st	39	87th	44	94th	14	Low		
7		33rd	16	53rd	28	55th	4	Low		
8		49th	24	71st	36	63rd	5	Low		
9		39th	19	71st	36	80th	8	Low		
	Averages	24		30		8				





















Student Name		LS		PS		WRF		Risk ▼	Suggested Progress Monitoring	PROF RDG Lexile
10		51st	25	51st	27	75th	7	Low		
11		76th	33	80th	40	99th	48	Low		
12		41st	20	57th	30	69th	6	Low		
13		51st	25	68th	35	75th	7	Low		
14		80th	34	80th	40	84th	9	Low		
15		70th	31	83rd	42	84th	9	Low		
16		33rd	16	51st	27	55th	4	Low		
17		33rd	16	68th	35	63rd	5	Low		
18		70th	31	61st	32	55th	4	Low		
19		56th	27	86th	43	69th	6	Low		
20									Insufficient data	
Averages		24		30		8				

Note: Benchmark Risk ratings are calculated using the PRF, Vocab, and Proficient Reading assessment results. Results for the Basic Reading measures can be accessed on the Reports → Group screen as well as on the Individual Reports.



Individual Measures

	= 90 - 100 Percentile
	= 50 - 89 Percentile
	= 21 - 49 Percentile
	= 0 - 20 Percentile

Risk Ratings

Three Tests	Risk	Two Tests	Risk	One Test	Risk
	Low		Low		Low
	Low		Some		Some
	Some		Some		High
	Some		Some		
	Some		Some		
	Some		High		
	Some		High		
	High				
	High				
	High				

Notes:

- By popular request, we've simplified the Risk Ratings!
- The more benchmark tests taken, the more accurate/confident the Risk Rating.
-  =  for risk calculations.

School: Elementary

2023-2024 | [2022-2023](#) | [2021-2022](#) | [2020-2021](#) | [2019-2020](#) | [2018-2019](#) | [2017-2018](#)

[Fall](#) | **Winter** | [Spring](#)

Reading | [Math](#) | [Spanish](#)

[Grade K](#) | [Grade 1](#) | [Grade 2](#) | [Grade 3](#) | [Grade 4](#) | **Grade 5**

Students

[Compare PRF](#) | [Compare VOCAB](#) | [Compare PROF RDG](#)

Student Name		PRF		VOCAB		PROF RDG		Risk ▼	Suggested Progress Monitoring	PROF RDG Lexile
1		1st	20	7th	9	5th	7	High	Every 2 weeks with Passage Reading Fuency	410L
2		10th	90	13th	11	28th	13	High	Every 2 weeks with Passage Reading Fuency	845L
3		3rd	60	10th	10	14th	10	High	Every 2 weeks with Passage Reading Fuency	630L
4		6th	77	13th	11	14th	10	High	Every 2 weeks with Passage Reading Fuency	630L
5		10th	89	10th	10	5th	7	High	Every 2 weeks with Passage Reading Fuency	410L
6		10th	91	21st	13	18th	11	High	Every 2 weeks with Passage Reading Fuency	700L
7		0th	16	3rd	6	5th	7	High	Every 2 weeks with Passage Reading Fuency	410L
8		8th	87	36th	15	1st	3	High		115L
9		9th	88	7th	9	34th	14	High	Every 2 weeks with Passage Reading Fuency	920L
Averages		144		16		15				





Student Name		PRF		VOCAB		PROF RDG		Risk ▼	Suggested Progress Monitoring	PROF RDG Lexile
10		9th	88	36th	15	5th	7	High		410L
11		37th	133	62nd	17	28th	13	Some	Monthly with Basic Reading	845L
12		42nd	139	36th	15	56th	16	Some		1065L
13		29th	124	36th	15	22nd	12	Some		775L
14		19th	109	78th	18	56th	16	Some		1065L
15		18th	107	27th	14	83rd	18	Some		1210L
16		19th	108	78th	18	69th	17	Some		1140L
17		23rd	115	78th	18	44th	15	Some		990L
18		17th	106	36th	15	22nd	12	Some		775L
19		21st	112	7th	9	22nd	12	Some	Every 2 weeks with Passage Reading Fluency	775L
20		74th	177	36th	15	34th	14	Some	Monthly with Basic Reading	920L
21		24th	116	27th	14	69th	17	Some		1140L
22		35th	131	48th	16	34th	14	Some	Monthly with Basic Reading	920L
23		37th	133	36th	15	11th	9	Some	Monthly with Basic Reading	555L
24		39th	135	78th	18	34th	14	Some	Monthly with Basic Reading	920L
25		51st	150	36th	15	11th	9	Some	Monthly with Basic Reading	555L
26		41st	138	99th	20	34th	14	Some	Monthly with Basic Reading	920L
27		44th	142	48th	16	83rd	18	Some		1210L
28		39th	135	48th	16	83rd	18	Some		1210L
29		76th	179	92nd	19	44th	15	Low	Monthly with Basic Reading	990L
30		46th	144	99th	20	83rd	18	Low		1210L
31		66th	167	78th	18	56th	16	Low		1065L
32		78th	180	62nd	17	99th	20	Low		1355L
33		55th	155	36th	15	56th	16	Low		1065L
34		57th	158	99th	20	83rd	18	Low		1210L
Averages		144		16		15				

Student Name		PRF		VOCAB		PROF RDG		Risk ▼	Suggested Progress Monitoring	PROF RDG Lexile
35		37th	133	62nd	17	83rd	18	Low		1210L
36		74th	177	78th	18	69th	17	Low		1140L
37		54th	154	48th	16	83rd	18	Low		1210L
38		98th	228	99th	20	56th	16	Low		1065L
39		58th	159	62nd	17	44th	15	Low	Monthly with Basic Reading	990L
40		48th	146	78th	18	95th	19	Low		1285L
41		46th	144	78th	18	69th	17	Low		1140L
42		76th	179	99th	20	69th	17	Low		1140L
43		75th	178	99th	20	34th	14	Low	Monthly with Basic Reading	920L
44		78th	180	99th	20	83rd	18	Low		1210L
45		87th	196	92nd	19	56th	16	Low		1065L
46		96th	222	99th	20	83rd	18	Low		1210L
47		38th	134	92nd	19	83rd	18	Low		1210L
48		92nd	210	92nd	19	69th	17	Low		1140L
49		98th	228	99th	20	95th	19	Low		1285L
50		95th	217	48th	16	56th	16	Low		1065L
51		82nd	186	48th	16	83rd	18	Low		1210L
52		87th	196	62nd	17	69th	17	Low		1140L
53		57th	157	92nd	19	83rd	18	Low		1210L
54		72nd	174	48th	16	69th	17	Low		1140L
55		64th	164	36th	15	69th	17	Low		1140L
56		54th	153	62nd	17	28th	13	Low	Monthly with Basic Reading	845L
57		71st	172	48th	16	69th	17	Low		1140L
58		92nd	210	92nd	19	69th	17	Low		1140L
59		85th	191	48th	16	83rd	18	Low		1210L
Averages		144		16		15				




















Student Name		PRF		VOCAB		PROF RDG		Risk ▼	Suggested Progress Monitoring	PROF RDG Lexile
60		47th	145	62nd	17	83rd	18	Low		1210L
61									Insufficient data	
62									Insufficient data	
63									Insufficient data	
Averages		144		16		15				

Note: Benchmark Risk ratings are calculated using the PRF, Vocab, and Proficient Reading assessment results. Results for the Basic Reading measures can be accessed on the Reports → Group screen as well as on the Individual Reports.



Individual Measures

	= 90 - 100 Percentile
	= 50 - 89 Percentile
	= 21 - 49 Percentile
	= 0 - 20 Percentile

Risk Ratings

Three Tests	Risk	Two Tests	Risk	One Test	Risk
	Low		Low		Low
	Low		Some		Some
	Some		Some		High
	Some		Some		
	Some		High		
	Some		High		
	Some				
	High				
	High				
	High				

Notes:

- By popular request, we've simplified the Risk Ratings!
- The more benchmark tests taken, the more accurate/confident the Risk Rating.
-  =  for risk calculations.

Three Sources of Classroom Data

Middle School Math



Core Instruction

All students receive standards based math instruction based on skills



Personalized Pathway

All students have individualized instruction based on the iReady diagnostic

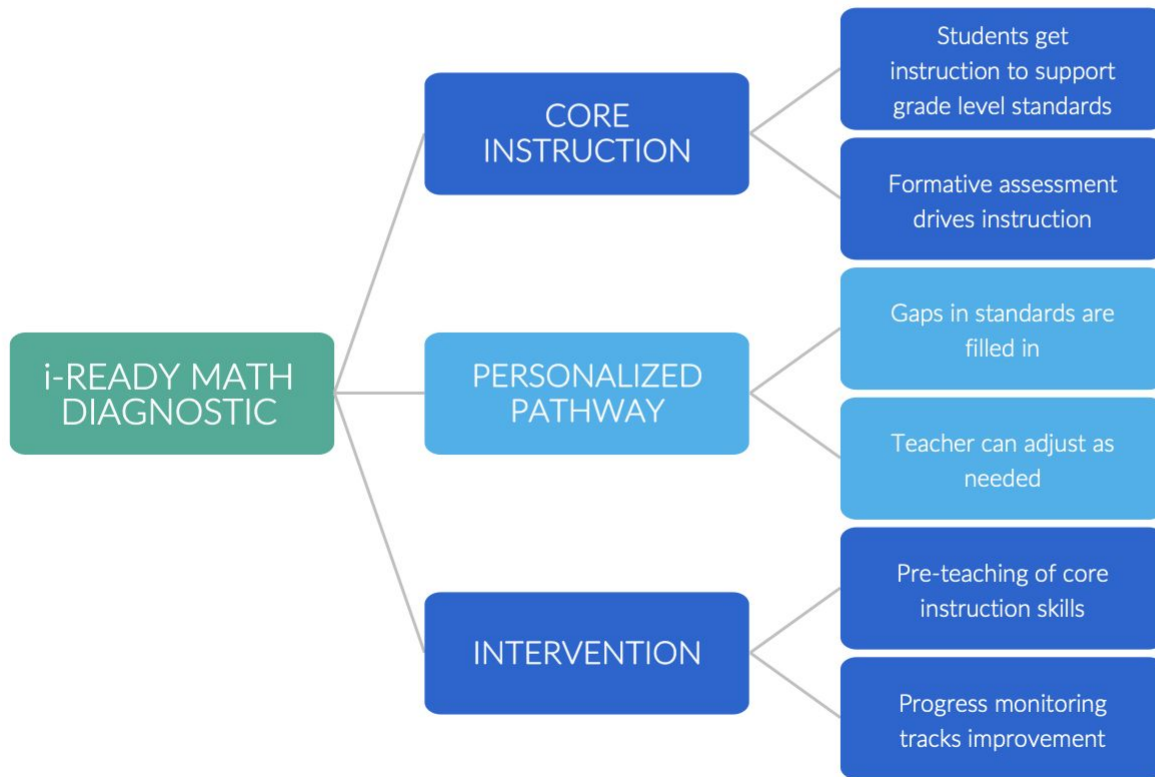


Diagnostic

All students are tested three times per year to determine overall progress toward grade-level standards

MATH DATA-DRIVEN DECISION MAKING

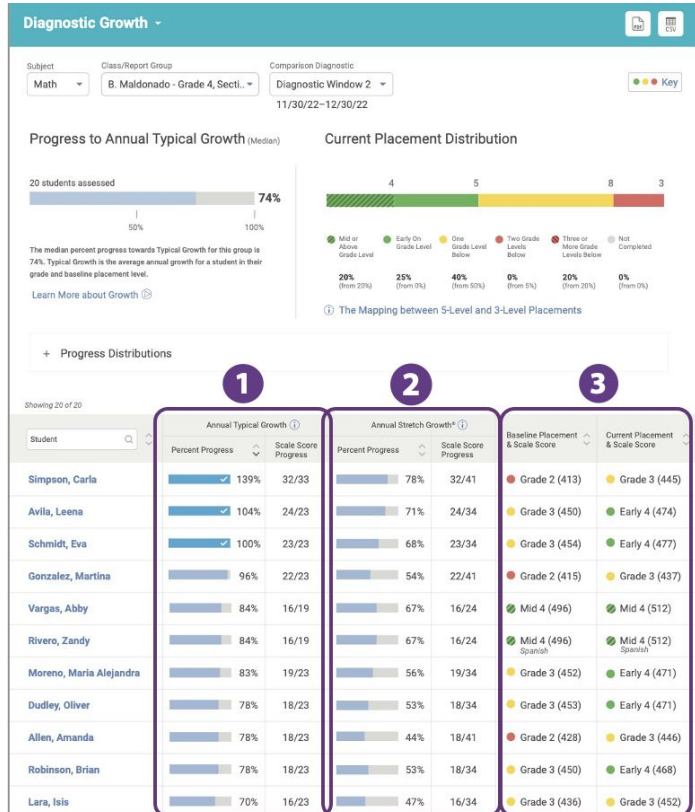
When data informs practice



DATA CAN:

- Inform a student's current grade level on standards
- Give detailed information on specific areas of math
- Tell a teacher students have certain prerequisite skills
- Lead a teacher team to adjust instruction based on need
- Help students set goals

Class Level Diagnostic Results



Teachers use the diagnostic results in multiple ways to inform classroom instruction. **Overall class** results are used to place students into math support classes to provide additional instruction. Individual results are used in multiple ways.

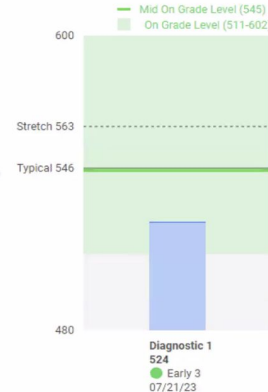
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.



Overall Reading | Early 3 (524) | Standard Error +/- 12

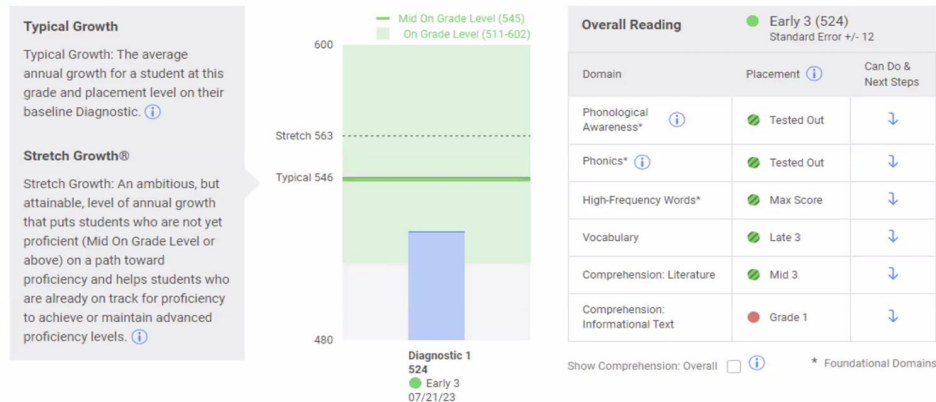
Domain	Placement	Can Do & Next Steps
Phonological Awareness*	Tested Out	↓
Phonics*	Tested Out	↓
High-Frequency Words*	Max Score	↓
Vocabulary	Late 3	↓
Comprehension: Literature	Mid 3	↓
Comprehension: Informational Text	Grade 1	↓

Show Comprehension: Overall ☐ ⓘ

* Foundational Domains

Individual Diagnostic Results

Diagnostic 1



Fall diagnostic

- Used as a starting point for teachers to inform both individual pathways and prerequisite skills

Winter diagnostic

- Used to track growth on grade level standards
- Used to adjust individual pathways
- Used for student data chats

Spring diagnostic

- Used to determine individual growth for the year- celebrate!
- Align practices and develop professional learning plan

CORE INSTRUCTION

THE DAILY STANDARDS-BASED TEACHING ALL STUDENTS GET

Prerequisite Groups	Unit Group A 1 Student	Unit Group B 2 Students	Unit Group C 13 Students	Unit Group D 12 Students
Prerequisites	Recommendations	Recommendations	Recommendations	Recommendations
Use all four operations with negative numbers	✓	Additional Support	In-depth Review	In-depth Review
Essential Skill Write and work with algebraic expressions	✓	✓	Additional Support	In-depth Review
Understand and work with one-variable equations	✓	✓	Additional Support	In-depth Review
Divide decimals and multiply and divide fractions	✓	✓	Additional Support	In-depth Review
Work with one-variable inequalities	✓	Additional Support	In-depth Review	In-depth Review

COMPREHENSION CHECKS

These are short assessments that tell the teacher if students understand the concepts in the current lesson. These are not graded, but are used as decision points for teachers. Based on the results, teachers can adjust the next day's lesson.

Pre-Requisite Skills Report

Teachers can use this data to see which students are missing basic skills needed to engage in the current lesson. Based on this data, teachers can adjust core instruction to support students' access to grade level standards.

Comprehension Check Name **Preview**

Write and Identify Equivalent Expressions A

Description

Use this check to assess student understanding of Grade 6 Lesson 19

Language

English

Lesson Grade

6

Scheduled

Yes

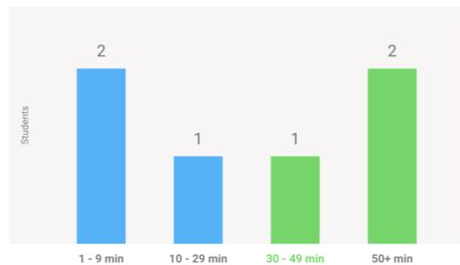
Standards	Questions	Lesson	Unit	Form
6.EE.A.3 6.EE.A.4 6.NS.B.4	5	Lesson 19: Write and Identify Equivalent Expressions	Unit 5	A

PERSONALIZED PATHWAYS

Individual lessons for students based on the diagnostic

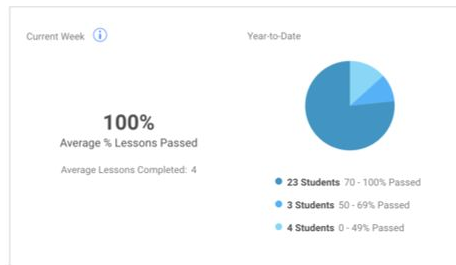
Students Using Instruction/Total (Current Week): 6/33

Lesson Time-on-Task Current Week



Students Completing Lessons/Total (YTD): 30/33

Lessons Passed



CLASS-LEVEL PROGRESS

Teachers can use this data to see how many lessons students in the class are passing. Research show students passing one lesson a week will meet their growth goals, and teachers can monitor this weekly.

INDIVIDUAL-LEVEL PROGRESS

Teachers monitor the progress of individual students, and can adjust the pathway of the lessons based on the ability of the students to pass lessons. Using data this way helps teachers support individual students.

GEO	Late 6	Use Nets to Find Surface Area	Not Passed 29%
GEO	Mid 6	Find the Area of Polygons	Not Passed 33%
GEO	Mid 6	Find the Area of Polygons	Not Passed 0%
GEO	Mid 6	Find the Area of Triangles	Passed 67%
GEO	Mid 6	Find the Area of Parallelograms	Passed 67%



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

OREGON AT-A-GLANCE SCHOOL PROFILE

PRINCIPAL: Kimberlee Pelster | GRADES: 9-12 | 333 58th St, Springfield 97478 | 541-744-5000

2022-23

Students We Serve



1,144

Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native

Students | 1%
Teachers | 0%

Asian

Students | 1%
Teachers | 0%

Black/African American

Students | 1%
Teachers | 0%

Hispanic/Latino

Students | 16%
Teachers | 6%

Multiracial

Students | 7%
Teachers | 1%

Native Hawaiian/Pacific Islander

Students | <1%
Teachers | 1%

White

Students | 74%
Teachers | 91%

6%

Ever English Learners



12

Languages Spoken

11%

Students with Disabilities | 97%
Required Childhood Vaccinations | >95%

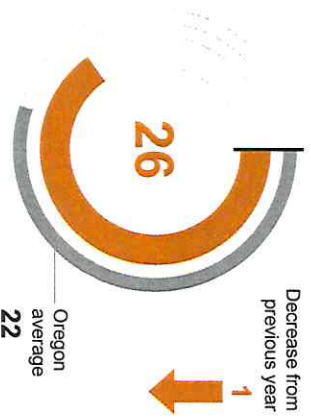
Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

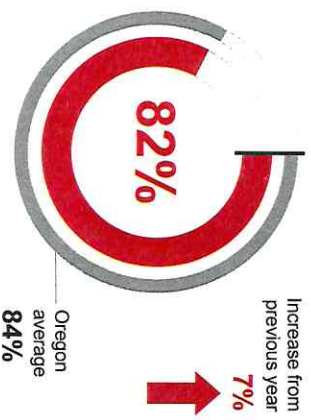
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

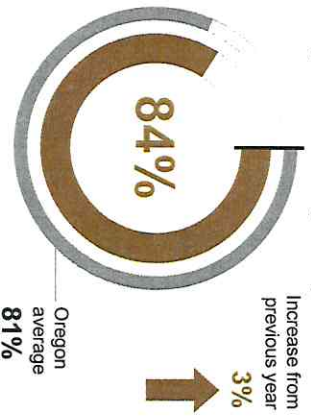
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

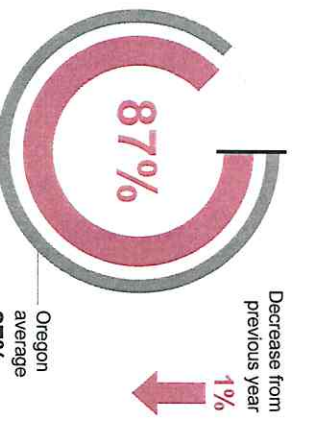
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



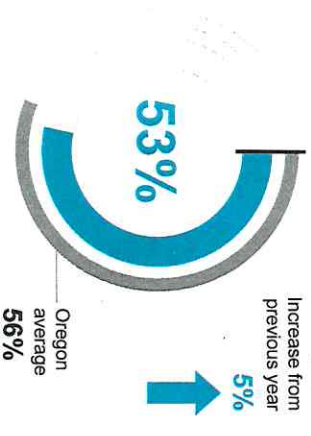
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



COLLEGE GOING

Students enrolling in a two or four year college within 16 months of completing high school in 2020-21. Data from the National Student Clearinghouse.



School Goals

Student achievement data shows strong evidence of growth in key areas. We are not at our desired levels, and specific areas of need are clear. We remain committed to our core belief that all students can and will learn. We believe that strong practices make strong practitioners, our school works steadily to build and support highly effective instructional strategies. We implement an aligned curriculum to ensure all students have an equal opportunity to learn with access to the same content, knowledge, skills and quality instruction across our system.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

We believe that both academic and social/emotional growth improve when schools establish a positive and rigorous culture. All staff work together to create a safe, respectful, and inclusive environment. We strive to have consistent rules and expectations across our schools and settings. We explicitly teach and reinforce these expectations, while recognizing positive choices in consistent and engaging ways. We work to develop relationships that model respect, trust, collaboration, and cultural awareness. This positive culture ensures that our teachers are ready to teach and our students are ready to learn.





Grade	Tier 1 (must meet all criteria)	Tier 2	Tier 3
9th - entering Semester 1	<i>As an 8th grader</i> ELA - P MA - P > 80% attendance HS - Fully scheduled	<i>As an 8th grader:</i> F in ELA or MA or < 80% attendance HS - Partial/reduced day	<i>In MS (6th-8th):</i> Multiple F's in ELA and MA <80% attendance 8th HS - Partial/reduced day
9th - entering Semester 2	4 credits <i>Transfer student</i> <i>Passed all classes: .5</i> ELA, MA, SC	3 credits F in MA or SC .5 ELA	<3.0 credits <F ELA
10th - entering Semester 1	8 credits Transfer student: > 6 credits, no F's	6 credits or less than 1.0 ELA, less than 0.5 MA	< 6 credits
10th - entering Semester 2	11 credits 1.5 ELA 1.5 MA 1.5 SC	9 credits and/or 1.0-1.5 ELA, less than 1.0 MA	< 9 credits < 1.0 ELA < 0.5 MA
11th - entering Semester 1	14 credits 2.0 in ELA, MA, SC	12 credits 1.5 in ELA, MA, SC	< 12 credits < 1.5 ELA
11th - entering Semester 2	16 credits 2.5 in ELA, MA, SC	15 credits 2.0 in ELA, MA, SC	< 15 credits < 1.5 in ELA, MA, SC
12th - entering Semester 1	18 credits < 2.0 credits needed in core (ELA, MA, SC) No attendance concerns	16 credits < 3.0 credits needed in core (ELA, MA, SC)	< 16 credits
12th - entering Semester 2	21 credits < 1.0 credits needed in core (ELA, MA, SC) No attendance concerns	20 credits < 1.5 credits needed in core (ELA, MA, SC) Can graduate at end of year (with SS, NS)	< 20 credits No chance of graduation with NS, SS

*** Start with green and move to right (yellow, then red)**

All criteria must be met to be in a category. Failure to meet all areas, move to next category.

Thurston High School Building Goals

Our School Wide Focus: We use a variety of data to celebrate student success and implement instructional supports, so that we successfully connect students to school and accelerate student learning for college and career readiness resulting in a 87% graduation rate by 2025.

<div><div>Culture</div><div><div><div>WE ARE COLTS</div><div>CARING BRAVE PREPARED</div></div></div></div>	<div><div>Instruction</div><div><div>21ST CENTURY SKILLS</div><div><div><div><div><div>critical thinking</div></div><div><div>creativity</div></div><div><div>collaboration</div></div><div><div>communication</div></div></div></div></div></div></div>	
<div>There will be an increase in the feeling of belonging among students on campus.</div>	<div>Students will engage in learning through the lens of 21st century skills (critical thinking, communication, collaboration, and creativity) resulting in career readiness.</div>	
<div><div>Progress Monitoring:</div><div>We have four key progress measures that inform our goals including (1) regular attender data, (2) student culture survey data, (3) the percentage of students attaining a B or better in courses, and (4) instructional walkthrough data. These data will be used to revise strategies and guide learning throughout the year.</div></div>		
<div>Culture: Belonging</div>	<div>Instruction: 21st Century Skills</div>	<div>Support: Data Informed Action</div>

Data Protocol	
Pre Data:	
<p>Notice (direct observations of the data to identify trends and patterns):</p>	<p>Wonder (raise questions and make connections across data and experience):</p>
<p>Implications (identify potential impacts of the data):</p>	<p>Action (develop next steps based on the data - additional information or input needed, refer to a specific team for deeper exploration, or move to action planning):</p>
Post Data	

Regular Attenders and Positive Behavior Incentives and Supports

Notice / Wonder:

Based on a review of data, we identified regular attendance as an area of concern. In spring 2023, we convened a team of teachers to review our attendance data and identify next steps to address concerns related to attendance.

Implications → Action:

At the start of the 2023-24 school year, we focused on specific teacher moves to support belonging, made adjustments to school wide systems and routines to reward and reinforce the importance of being in class, and elevated student voice.

RELATIONSHIP BUILDING & CULTURE OF BELONGING	
Student called on by name by teacher	<input type="checkbox"/>
Students called on by name by peers	<input type="checkbox"/>
Students are represented in the classroom or within the lesson (e.g. student work posted, etc.)	<input type="checkbox"/>
Explicit statements of belonging (e.g. "You are All. Colts, etc.)	<input type="checkbox"/>
Pre-teach what is expected	<input type="checkbox"/>
Give what to do directions (e.g. "When you will...")	<input type="checkbox"/>

Academic Structures to Support 21st Century Skill of Collaboration	
Teacher uses collaborative and structured group activities where students	<input type="checkbox"/>
Teacher groups toward a common	<input type="checkbox"/>
Group Roles provided / explained	<input type="checkbox"/>
Circle One: Think-Pair-Share / Four Corners / Give One, Get One / Jigsaw /	<input type="checkbox"/>

Changes to ...

- Breaks
- Green Slips
- Student Success Coaching
- Academic Support (Fs)

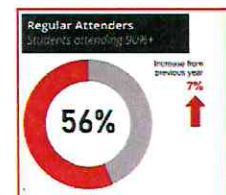
Student of the Month
Pledge to Attend
Advisory Attendance
Challenges (and Rewards)
Bathroom Management
Student Voice - 5 Powers

- Tier 1: All teachers start each term with a focus on relationships
- Tier 1: All students and families receive weekly updates identifying their rate of attendance and provide reminders re: attendance policies (e.g. defining excused, unexcused)
- Tier 1: All students who attend regularly (95% of all class periods from the prior week) are eligible to receive rewards and recognition through our weekly incentive drawing.
- Tier 2: Systems adjusted to reinforce importance of class time - green slips, breaks, bathroom management, passes
- Tier 2: Student success coaches meet with students attending between 70-90% of the time to set goals and monitor progress.
- Tier 3: Teachers write referrals for students who miss 5 or more class periods. Administrators meet with students and parents of students to develop intensive plans of support.

Monitor for Effectiveness

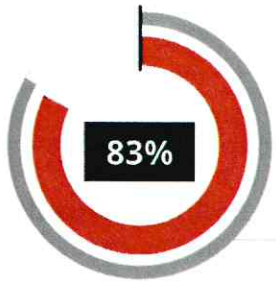
Post Data

- THS has increased the regular attender rate by 7 percentage points over the 2022-2023 school year.
- Of the 97 students who received targeted attendance coaching and incentives, 77 attended regularly during the first 30 days of school.



On-Time Graduation

Students enrolling in 2019-20



2019-20
Freshman
On-Track
Rate: 84%

The class of 2023 had a **1 percentage point gap** between freshman on-track and on-time graduation.

The class of 2022 had a **6 percentage point gap** between freshman on-track and on-time graduation.

This is a significant gap closure. We did something different to make this happen.

<p>Notice:</p> <ul style="list-style-type: none">- We closed the gap between freshman on-track and on-time graduation.	<p>Wonder:</p> <ul style="list-style-type: none">- What did we do - and should continue to do - to close the gap for our class of 2023?
<p>Implications:</p> <ul style="list-style-type: none">- Early identification of off-track students is critical to closing the gap- Credit recovery - through summer school and night school - have been essential to retaining students	<p>Action:</p> <ul style="list-style-type: none">- Continue investments in 9th grade on-track: FLT elective, success coaches- Teacher grade level teams prioritize students approaching on-track- Counselors support 9th grade focus for students off track- Admin contracting beginning in 10th grade