



# Rogers Elementary PRESENTATION

---

**Identity Statement:** At Rogers Elementary, as a Quality Neighborhood and Dual Language Immersion school in D11, we empower learners through aligned, rigorous instruction that inspires a unified community of belonging.



# OUR SCHOOL

---

We are a school of just over 300 students grade PreK – 5. We have a traditional neighborhood track, as well as a Spanish Dual Language Immersion Pathway Program that is on year 3, and includes grades K, 1, 2, 3, and 4. We will add an additional classroom on next year to support grade 5.

We are a Title 1 funded school with 85% of our students qualifying for free/reduced lunch.



# Current Staffing and IMPLICATIONS

- **Staffing Summary:** We currently have 50 staff members supporting our school. 10 traditional classroom teachers and 6 Dual Language teachers. We have 2 intervention teachers, 4 specials teachers, 1 ½ ELL teachers, 2 SPED teachers, 1 Teaching/Learning Coach, 1 Social worker and 1 counselor. Our administrative office includes a Principal, AP, and 3 secretaries. The remainder of our staff supports classrooms and students directly.
  - **10 of our licensed staff are within their first 3 years of teaching and 4 are on alternative license paths.**
  - We have 3 new staff members joining us this year, which replaces 2 staff members who left.
  - We offer Art, PE, Instrumental Music and Choir
  - Our ELL staff support students whose native language includes: Pasho, Swahili, Portuguese, Spanish, French and Arabic.



# OUR DATA STORY

## CMAS Results - 2023/24

### 3rd Grade

	Did not Meet	Partially Met	Approaching	Met	Exceeded
ELA 23/24	18 (47%)	9 (23%)	9 (23%)	2 (5%)	0
ELA 22/23	41%	27%	18%	14%	0
Math 23/24	12 (31%)	15 (38%)	10 (26%)	2 (5%)	0
Math 22/23	43%	37%	17%	2%	0

### 4th Grade

	Did not Meet	Partially Met	Approaching	Met	Exceeded
ELA 23/24	10 (26%)	11 (29%)	11 (29%)	6 (16%)	0
ELA 22/23	31%	36%	21%	13%	0
Math 23/24	9 (22%)	19 (48%)	10 (25%)	2 (5%)	0
Math 22/23	32%	45%	18%	5%	0

### 5th Grade

	Did not Meet	Partially Met	Approaching	Met	Exceeded
ELA 23/24	4 (11%)	9 (25%)	14 (39%)	9 (25%)	0
ELA 22/23	7%	11%	37%	44%	0
Math 23/24	10 (27%)	10 (27%)	9 (24%)	7 (18%)	1 (2.7%)
Math 22/23	7%	33%	44%	15%	0
science		21 (57%)	10 (27%)	6 (16%)	0

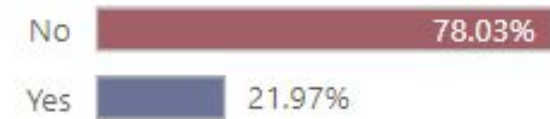
# OUR DATA STORY

## STAR Reading Data

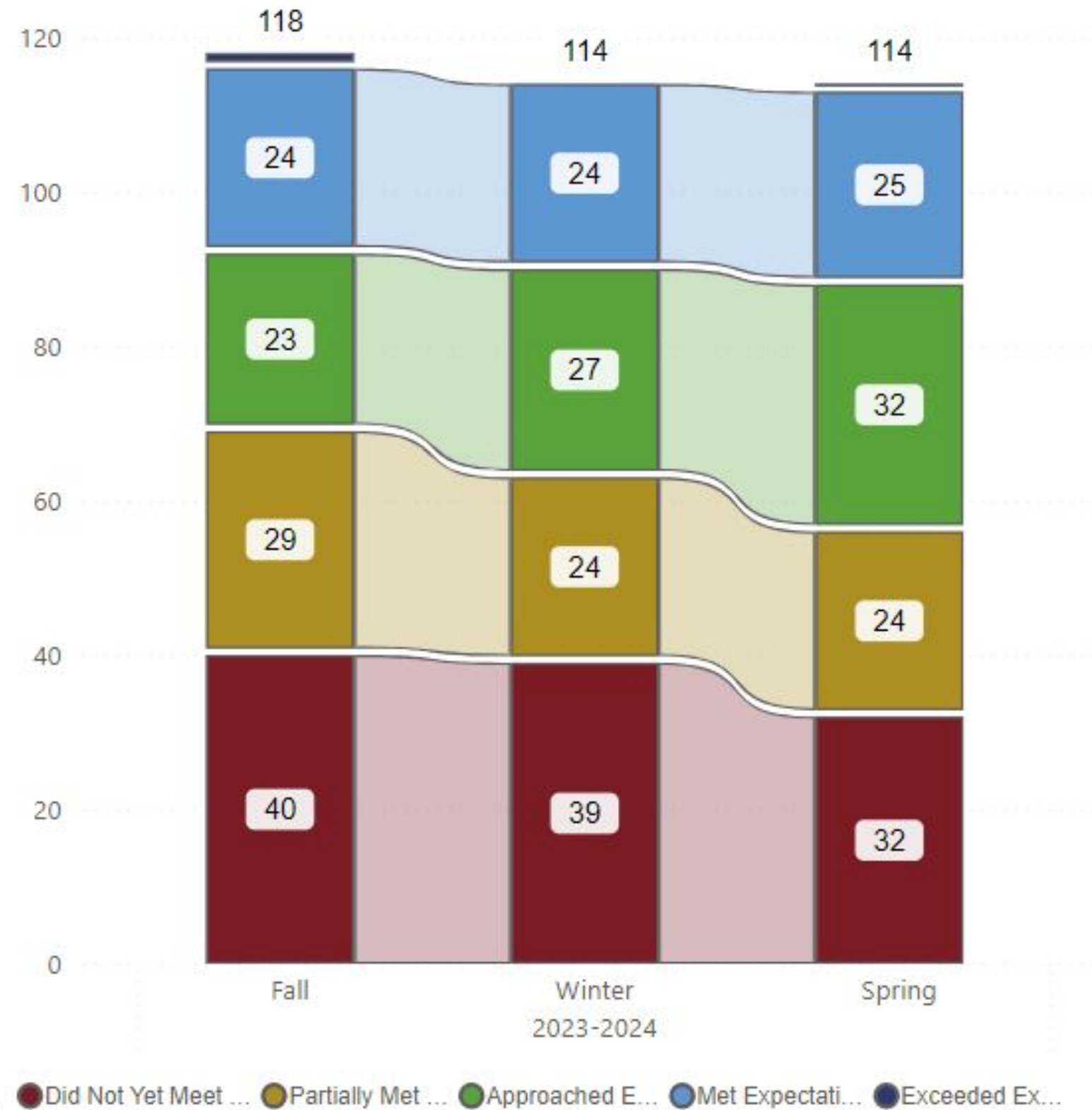
### Median Student Growth Percentiles



### State Benchmark Proficient



### State Proficiency Benchmark Counts



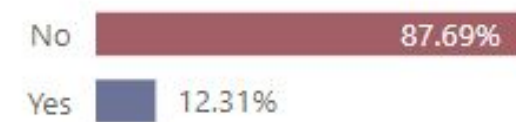
# OUR DATA STORY

## STAR Math Data

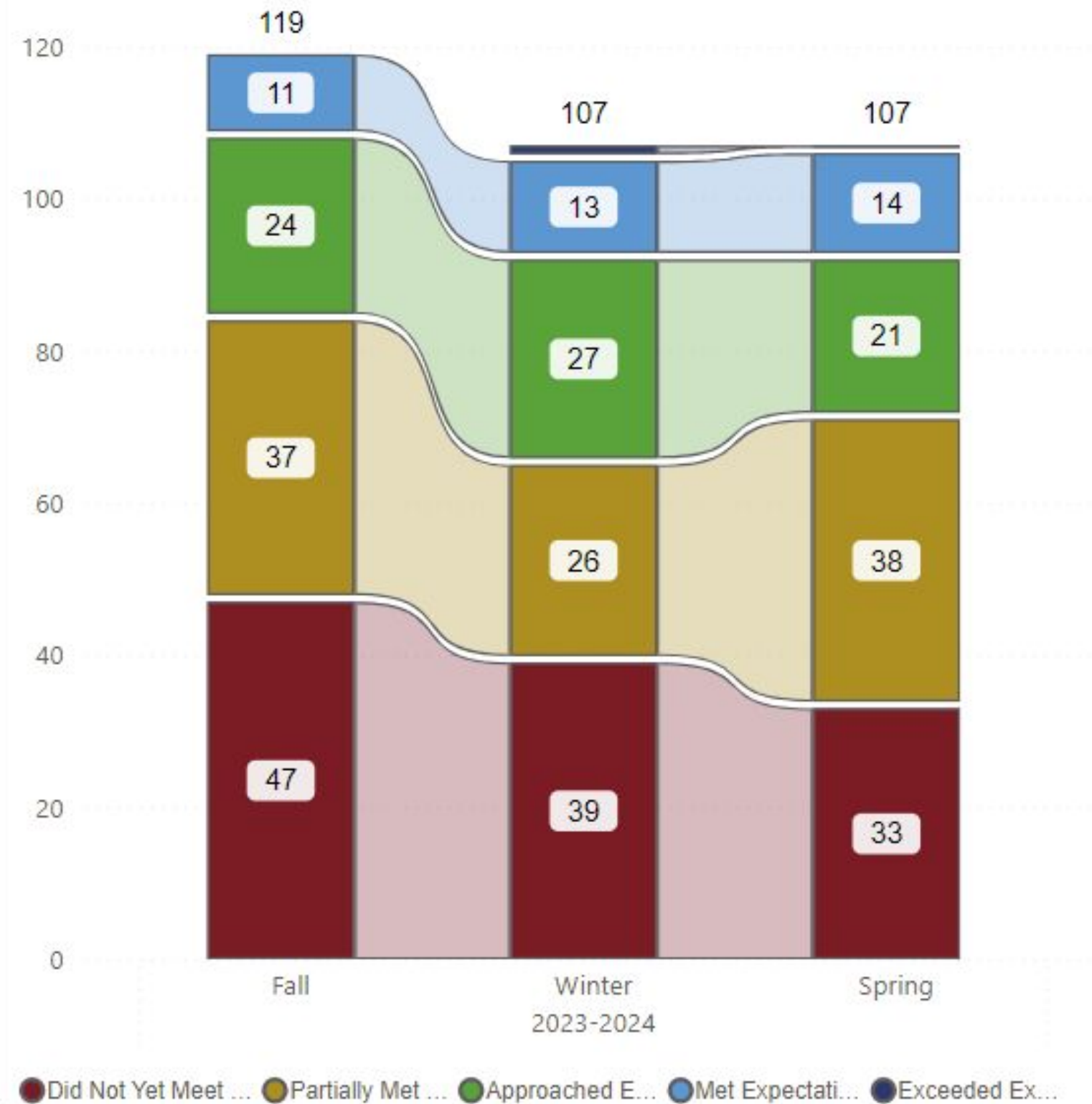
### Median Student Growth Percentiles



### State Benchmark Proficient



### State Proficiency Benchmark Counts



# OUR DATA STORY

# DIBELS Data

Class: No Official Class Assigned		Legend				Total Students
Class	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark		
Rogers Elementary <span style="float: right;">Current as of 08/17/2024</span>						
Grade K	Reference Data Reference Point: <b>School</b>					
	23-24 BOY					52
	23-24 MOY					57
	23-24 EOY					55
No Official Class Assigned	23-24 BOY					52
	23-24 MOY					57
	23-24 EOY					55
Grade 1	Reference Data Reference Point: <b>School</b>					
	23-24 BOY					35
	23-24 MOY					33
	23-24 EOY					35
No Official Class Assigned	23-24 BOY					35
	23-24 MOY					33
	23-24 EOY					35
Grade 2	Reference Data Reference Point: <b>School</b>					
	23-24 BOY					54
	23-24 MOY					55
	23-24 EOY					53
No Official Class Assigned	23-24 BOY					54
	23-24 MOY					55
	23-24 EOY					53

# OUR DATA STORY

# School Performance Framework Performance Rating 5 years in a row!

Plan Type		Official Rating based on SINGLE-YEAR SPF Report					
Performance Plan		56.9/100 Points Earned					
<p>The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary &amp; Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.</p>						<p><b>56.9%</b></p> <p>Performance</p> <p>Improvement</p> <p>Priority Imp.</p> <p>Turnaround</p>	
<b>Indicator Rating Totals</b>						<p>School plan types are based on the total percentage of points earned.</p> <p><i>Performance Plan:</i> 53.0% - 100%</p> <p><i>Improvement Plan:</i> 42.0% - 52.9%</p> <p><i>Priority Improvement Plan:</i> 34.0% - 41.9%</p> <p><i>Turnaround Plan:</i> 0.0% - 33.9%</p> <p><i>Insufficient State Data:</i> No reportable achievement and growth data.</p>	
Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating				
Academic Achievement	25.0%	10.0/40	Does Not Meet				
Academic Growth	78.1%	46.9/60	Meets				
<b>Assurances</b>							
Participation					Meets 95% Participation		
<b>Test Participation Rates and Total Participation Rate Descriptor*</b>							
Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating	
English Language Arts	119	116	97.5%	1	99.2%	Meets 95% Participation	
Math	119	117	98.3%	1	99.2%	Meets 95% Participation	
Total Participation Rate Descriptor for Planning Purposes:					Meets 95% Total Participation		
<b>Summary of Ratings by EMH Level</b>							
EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating		Points by Level	Overall Rating by Level
Elementary	Academic Achievement	25.0%	10.0/40	Does Not Meet		56.9%	Performance
	Academic Growth	78.1%	46.9/60	Meets			



**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	103	97.5%	718.3	8	2.00/8	Does Not Meet
	Previously Identified for READ Plan	41	97.9%	701.7	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	77	96.7%	716.2	6	0.25/1	Does Not Meet
	Minority Students	62	95.9%	715.1	5	0.25/1	Does Not Meet
	Multilingual Learners	24	96.6%	709.7	1	0.25/1	Does Not Meet
	Students with Disabilities	17	90.5%	686.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	103	98.3%	716.1	10	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	77	97.8%	713.3	7	0.25/1	Does Not Meet
	Minority Students	62	97.3%	714.2	8	0.25/1	Does Not Meet
	Multilingual Learners	24	100.0%	711.5	5	0.25/1	Does Not Meet
	Students with Disabilities	17	90.5%	702.9	1	0.25/1	Does Not Meet
CMAS - Science	All Students	35	100.0%	717.5	14	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	27	100.0%	711.6	8	0.25/1	Does Not Meet
	Minority Students	24	100.0%	717.0	13	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
<b>TOTAL</b>		*	*	*	*	8.50/34	Does Not Meet

**ACADEMIC GROWTH**

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	63	55.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	47	56.0	0.75/1	Meets
	Minority Students	37	56.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	66	65.0	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	50	63.5	0.75/1	Meets
	Minority Students	40	65.0	1.00/1	Exceeds
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	30	38.5	1.00/2	Approaching
	On Track to EL Proficiency	30	43.3%	0.50/2	Does Not Meet
<b>TOTAL</b>		*	*	18.75/24	Meets

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

## Areas to Grow:

Academic Achievement in all areas. ELP growth

## Areas to Celebrate:

Growth in all areas - especially in math where we exceeded growth for all students combined and our minority subgroup.

# OUR PLAN OF ACTION

---

## • MIS 1

- Refining Data Meetings, based on the PDSA Cycle, will ensure we are standards driven and using common assessments to look for mastery and next steps with learning gaps
- Refining Data Meetings, based on the PDSA Cycle, will ensure we are standards driven and using common assessments to look for mastery and next steps with learning gaps
- Refining our Multi-Tiers of Support System meetings so that there is more time to collaborate on student needs and next steps. If we are ensuring that students are getting proper Tier-1 and Tier 2 instruction, we are hopeful they will not need to move to Tier-3 or a possible referral.
- Continue to use as well as refine WIN (What I Need) Time to ensure at least a year's growth for all students. The adjustments needs to ensure that we have targeted skills and better communication between teachers and interventionists.

## • MIS 2

- Refining PBIS and SEL by training newer staff on Capturing Kids Heart Training (current staff that has the training) and using RAK as our SEL platform school-wide
- Create an Attendance Team - Admin, Counselor, Social Worker, Community Liaison
- Increase Survey Participation for parents, teachers and students to help give us feedback for a positive climate
- Increase Sense of Belonging so that students want to come to school and so teachers want to stay at Rogers



## MAJOR IMPROVEMENT STRATEGY #1

---

### Coherence in Tier 1 Instruction – Refined Formalized Systems

By May of 2025, we will refine formalized systems: MTSS, PLCs and the Data Dive systems so that collaborative, data-driven planning will lead to rigorous instruction and increased engagement for all, resulting in increased student achievement. The strategic focus areas that have been defined are: Focus Area 1- Aligned, rigorous instruction, Focus Area 2: Empowered Learners .

## MAJOR IMPROVEMENT STRATEGY # 2

---

### Refining Consistent School Wide Systems

By May of 2025, We will refine formalized systems; SEL and PBIS so that the learning and teaching environment at Rogers is safe, inclusive, and supportive for every learner's needs. Focus Area 2- A Unified Community of Belonging,

OUR

## Goals For 24/25

---

### Goal #1

**Increase our Achievement in STAR math and reading by at least 12% for all grade levels.**



### Goal #2

---

**Increase our EOY Medium Growth Percentile for Reading and Math to 56% or more or grades 2-5**

### Goal #3

---

**Increase Attendance from 89% to 93% or better**



# THANK YOU

---

We would now like to open our presentation up for Q&A time for the next 15 minutes.

**Jennifer Morrell**  
**Rogers Elementary**

