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Revised Monitoring Report

Date: January 7, 2025

Policy Type: Ends

Strategic Plan Goal 4: Continuous Growth – All Students, All Subjects
Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome b: Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

Prior Interpretation:
Students in grades K-5 who are served in Title/LAP interventions in reading and math will improve their risk level by at least one easyCBM risk level from fall to spring as measured by the easyCBM benchmark assessments. This indicates that they are on a trajectory to "catch up" to grade level peers. The math measure is easyCBM percentile scores (K-5) and the reading measure is easyCBM, varying by grade level: phoneme segmenting (K), word reading fluency easyCBM (1), and passage reading fluency (2-5).

Prior SMART Goal:
60% of K-5 students served in reading and math interventions will show growth by at least one risk level from fall to spring as measured by the easyCBM.

Results shown in September: 2 of 12 data points reached at least 60%. Three data points grew from the prior report.

Title/LAP Reading Intervention

	2017-18	2021-22	2023-24	Change since last report	Change since 2017-18 (Pre-COVID)
K	58%	50%	36%	-14%	-22%
1	25%	50%	51%	1%	26%
2	34%	40%	47%	7%	13%
3	28%	30%	32%	2%	4%
4	30%	38%	47%	9%	17%
5	36%	23%	23%	0%	-13%

Title/LAP Math Intervention

	2017-18	2021-22	2023-24	Change since last report	Change since 2017-18 (Pre-COVID)
K	68%	64%	64%	0%	-4%
1	49%	58%	63%	5%	14%
2	51%	44%	41%	-3%	-10%
3	49%	52%	49%	-3%	0%
4	47%	69%	46%	-23%	-1%
5	48%	54%	48%	-6%	0%

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Board Feedback: The Board recognized the efforts, and that there was some growth in some grades. They noted that there were many data points with either no growth or where the goal of 60% wasn't reached. Board members expressed concern that the goal may not be attainable. Board members also noted that having so many data points made it difficult to determine what minimal versus partial compliance might be.

New proposed interpretation:
Students in grades K-5 who are served in Title/LAP interventions in reading and math will improve their risk level by at least one easyCBM risk level from fall to spring as measured by the easyCBM benchmark assessments. This indicates that they are on a trajectory to "catch up" to grade level peers. The math measure is easyCBM percentile scores (K-5). The reading measure is easyCBM, varying by grade level: phoneme segmenting (K), word reading fluency easyCBM (1), and passage reading fluency (2-5). *All of the grade levels will be combined K-5 for ELA, and again combined for Math. This will provide only 2 data points to assess for compliance.*

New proposed SMART Goal:
60% of *combined* K-5 students served in reading and math interventions will show growth by at least one risk level from fall to spring as measured by the easyCBM.

Proposed rubric:

- Not in compliance: 0/2 areas reach 60% (neither math nor reading)
- Partial compliance: 1/2 areas reach 60% (math or reading)
- Full compliance: 2/2 areas reach 60% (math and reading)

Rationale:
This new SMART goal distills the grades into one number for reading and another for math, eliminating the confusion of 12 possible data points. It maintains the focus on 60% of students growing from the prior year.