███████████████████████ – 2022 Request-to-Reconsider Narrative

████████ ███████████ in Jefferson County received a preliminary 2022 plan type assignment of *Priority Improvement* on the state School Performance Framework (SPF). Jeffco Public Schools is asking for reconsideration of ██████████'s *Priority Improvement* rating for the following reason:

<u>Achievement and Growth Data from Unrepresented Grades and Disaggregated Groups</u>

Jeffco Schools would like to request that the CDE consider ██████████'s NWEA MAP and Acadience Reading scores for Kindergarten through second grade in order to provide a more comprehensive evaluation of ██████████'s Academic Achievement and Growth than the SPF.. The request-to-reconsider data tool for NWEA MAP and Acadience has been submitted along with this narrative and includes grade-level and subgroup achievement from the spring testing window as well as fall to spring growth for Kindergarten through second grade. These data show achievement change and growth success that, when combined with the existing SPF data, demonstrate a more holistic picture of ██████████'s school performance. The following parts of this narrative cover the ongoing use of formative and summative data for progress monitoring within major improvement strategies, followed by a deeper look into NWEA MAP and Acadience Reading data for grades and disaggregated subgroups that do not appear on ████████ █████'s current SPF.

At 38.0 percent of Framework Points earned, ████████████████████████████ is four percentage points from earning an *Improvement Plan* designation on the 2022 School Performance Framework.

Major improvement strategies and implementation benchmarks from the UIP

██████████'s improvement strategies include implementing high-quality instructional materials for literacy with aligned professional learning around evidence-based practices. Through improvements in planning practices, effective monitoring, and feedback of the instructional core, a common culture of instructional excellence will be strengthened.

Additionally, purposeful use of a multi-tiered system of support (MTSS), along with targeted high dosage tutoring, will ensure mastery of foundational reading skills for all students by the end of second grade.

While ████████ continues to align core instruction to standards in literacy through the implementation of a new resource, a similar focus is taking place in math. Consistent professional learning, feedback cycles, teaming structures, along with progress monitoring of implementation benchmarks will support all educators as they adjust their practices; however, the purposeful monitoring of student short term and long term outcomes will help inform necessary adjustments to these new structures and processes, in order to ensure that all students are successful.

Continuous improvement methods within these major improvement strategies will enable leadership to make just-in-time decisions about their implementation process by using aligned formative, interim, and summative data.

Achievement and Growth Data from Unrepresented Grades

Measures of Academic Progress (NWEA MAP)
At ████████, NWEA Measures of Academic Progress (MAP) for reading and math were administered to all students in Kindergarten (spring only), first, and second grades during the 2021-22 school year (exceeding the 95% participation rate during each administration). Table 1 shows that the NWEA RIT averages in the spring were above the *Meets* cut score for all three grades in both contents. Furthermore, first grade scored above the *Exceeds* cut score in both contents. In addition to what has been provided in the data tool, Table 1 also includes the MAP achievement percentile which shows grade-level achievement well above 50 in all grades and contents indicating that the grade levels as a whole are outperforming the national norms.

Table 1:
████████ *MAP Spring Achievement*

Content Area	Grade	Spring Count Tested	NWEA RIT Average Cut for Meets	Spring RIT Average	MAP Achievement Percentile
Reading	K	45	153.1	157.7	78
	1	31	171.4	180.7	92
	2	38	185.6	188.1	64
Math	K	43	157.1	160.4	69
	1	32	176.4	183.4	88
	2	38	189.2	191.5	63

Note: Green is above the Meets cut while blue is above the Exceeds cut.

In addition to the achievement data, MAP RIT increase as well cohort conditional median growth percentile from fall to spring are strong representations of a school's movement throughout the course of the year. Table 2 displays the fall to spring RIT increase color-coded by performance level (yellow is *Approaching*, green is *Meets*, and blue is *Exceeds*), as well as the median conditional growth percentile by grade and content. The data shown in Table 2 demonstrate substantial gains (RIT increase above expected norms) as well as growth (median student growth

percentiles well above 50 for all contents and grades except in second grade reading). Conditional growth percentiles are not part of the request to reconsider data tool but have been included here as they are an estimate of growth compared to a national representative matching peer group (constructed in a way that takes into account grade level, starting RIT, and instructional weeks), which are data elements all Jeffco schools consistently use throughout the school year.

Table 2:

MAP Fall to Spring RIT Increases (Growth)

Content Area	Grade	Count Tested	NWEA RIT Increase Cut for Meets	RIT Increase	MAP Median Growth Percentile
Reading	1	31	15.5	19.7	77
	2	37	13.2	12.9	49
Math	1	32	16.4	18.6	66
	2	37	14.4	14.5	54

Note: Kindergarten does not have fall to spring growth, as they do not take MAP at the beginning of the year.

Projected Indicator Detail Using NWEA MAP

Within the request to reconsider data tool, the data provided above are used to construct achievement and growth indicator details. As can be seen in Table 3, achievement for both contents overall were *Meets* with all disaggregated groups earning *Approaching* or *Meets*. Growth was even more positive with overall and disaggregated groups earning *Meets* or *Exceeds* on growth.

Table 3:

Content Area	Student Group	Total Points Possible	Total Points Earned	% Points Earned	Rating
Reading	All Students	12	10	83%	Meets
	EL	n <16			
	FRL	1.5	0.875	58%	Approaching
	Minority	1.5	1	67%	Meets
	SWD	1.5	0.75	50%	Approaching
Math	All Students	12	10	83%	Meets
	EL	n <16			
	FRL	1.5	0.75	50%	Approaching
	Minority	1.5	1	67%	Meets
	SWD	1.5	0.75	50%	Approaching

Content Area	Student Group	Total Points Possible	Total Points Earned	% Points Earned	Rating
Reading	All Students	8	6	75%	Meets
	EL	n <20			
	FRL	1	0.625	63%	Meets
	Minority	0.5	0.5	100%	Exceeds
	SWD	n <20			
Math	All Students	8	7	88%	Exceeds
	EL	n <20			
	FRL	1	0.75	75%	Meets
	Minority	0.5	0.5	100%	Exceeds
	SWD	n <20			

Acadience Reading

At ▮▮▮▮▮▮▮▮, Acadience reading was administered to all students in Kindergarten through second grade during the 2021-22 school year (exceeding the 95% participation rate during each administration). Consistent with the MAP data presented above, grade level performance at the end of the year on Acadience was well above the *Meets* cut point for all grade levels, with the majority of students performing at or above benchmark (see Table 4).

Table 4:

████████ *Acadience Spring Achievement*

Content Area	Grade	Spring Count Tested	Acadience Cut Score for Meets	Spring Composite Average	Spring Percentage At/Above Benchmark
Reading	K	45	119.0	165	84%
	1	32	155	199	79%
	2	38	238.0	272	71%

Note: Green is above the Meets cut while blue is above the Exceeds cut.

Acadience's Pathways to Progress growth measure is a relatively new metric but is a way to demonstrate growth on Acadience. Table 5 displays the median of the academic pathways by grade, which is considered *Exceeds* for kindergarten and *Meets* for both first and second grade. Also included in Table 5 is the percentage of students at or above benchmark in the fall compared to that percentage in the spring, which shows great progress throughout the year in Kindergarten and first grade.

Table 5:

████████ *Acadience Student Pathways (Growth)*

Content Area	Grade	Count Tested	Acadience Pathway Cut for Meets	Median of Acadience Pathway	Percentage At/Above Fall to Spring
Reading	K	45	3	4	56% to 84%
	1	32	3	3	58% to 79%
	2	37	3	3	71% to 71%

Note: Green is above the Meets cut while blue is above the Exceeds cut.

Projected Indicator Detail Using Acadience
The projected indicator detail using Acadience data once again follows a similar pattern presented above with MAP data (see Table 6). The Acadience reading achievement rating for all students (K -2) was *Meets* with a mix of *Approaching* and *Meets* for the reportable disaggregated groups. Additionally, growth was positive throughout with overall and each disaggregated group earning a *Meets* rating.

The following collection of tables come directly from the request to reconsider data table and are separated out by achievement and growth within each assessment.

Table 6:

Content Area	Student Group	Total Points Possible	Total Points Earned	% Points Earned	Rating
Reading	All Students	12	10	83%	Meets
	EL	n <16			
	FRL	1.5	0.875	58%	Approaching
	Minority	1.5	1.125	75%	Meets
	SWD	1.5	0.75	50%	Approaching

Content Area	Student Group	Total Points Possible	Total Points Earned	% Points Earned	Rating
Reading	All Students	8	6	75%	Meets
	EL	n <20			
	FRL	1.5	1.125	75%	Meets
	Minority	1.5	1	67%	Meets
	SWD	1.5	1.125	75%	Meets

The data presented in this narrative help show a more complete picture of ▮▮▮▮▮▮▮▮ school performance. In addition to the strong achievement and growth data presented here in the primary grades at ▮▮▮▮▮▮▮ school staff have made adjustments to their curricular resources and teaming practices in order to better support all students which has already been evidenced by their beginning of year formative and interim measures. Jeffco Schools respectfully requests that ▮▮▮▮▮▮ Elementary School's plan type be reconsidered based on the evidence provided in the data tool as well as in this narrative.