

**Harper Creek Community Schools
Extended COVID-19 Learning Plan Goal Reporting
October 2022, February 2023 & June 2023**

**Version: Meets Legislative Requirements with Additional
Recommendations**



Proficiency	Growth
<ul style="list-style-type: none">• Proficiency sets a singular minimum expectation for all students to achieve tied to specific skill/standard requirements• No requirement of pre-assessments or baseline data is used to set proficiency goals; post-assessment is used to determine if thresholds have been reached• Proficiency targets reflect a focus on narrowing the achievement gap	<ul style="list-style-type: none">• Each student has a different minimum target or desired skills/standards to achieve based on a unique starting point• Growth requires a pre-assessment and post-assessment to measure accurately• Growth targets reflect a focus on better understanding the needs of students at the extreme ends of the academic spectrum

Extended COVID-19 Learning Plan - Achievement

Version: Meets Legislative Requirements with Additional Recommendations

Harper Creek Community Schools Goal Reporting

Proficiency Status on Benchmark Assessment- NWEA benchmark assessments

Reporting Category for Proficiency	Beginning of Year- Sept 2022		Mid year - Feb 2023		End of Year-June 2023	
	NWEA Reading	NWEA Math	NWEA reading	NWEA Math	Reading	Math
All Students	36% 882/2469	37% 903/2473	34% 850/2454	33% 814/2468	32% 530/1646	30% 495/1634
Reporting Category for Proficiency	Beginning of Year- Sept 2022		Mid year - Feb 2023		End of Year-June 2023	
	NWEA Reading	NWEA Math	NWEA reading	NWEA Math	Reading	Math
Special Education	15% 57/366	14% 49/371	13% 47/361	12% 46/367	13% 30/226	11% 26/224
English Learner						
Female	38% 467/1222	32% 398/1223	38% 463/1214	29% 352/1219	33% 276/830	26% 217/828
Male	33% 415/1247	40% 505/1250	31% 387/1240	37% 462/1249	31% 254/816	40% 327/806
Race- American Indian or Alaska Native						
Race- Asian						
Race-Hispanic	37% 27/74	30% 22/74	20% 20/83	31% 26/82	22% 10/46	30% 13/43
Race- Native Hawaiian/ other Pacific Islander						
Race- Multi-Ethnic	30% 69/230	28% 66/230	24% 54/227	24% 55/229	22% 37/169	21% 36/168
Race- Black or African American	22% 17/79	16% 13/79	20% 14/71	13% 10/72	16% 8/49	12% 6/49
Race- White	36% 740/2029	38% 775/2034	36% 739/2021	35% 703/2034	34% 465/1357	32% 432/1350

Reporting Category for Proficiency	Beginning of Year- Sept 2022		Mid year - Feb 2023		End of Year-June 2023	
	NWEA Reading	NWEA Math	NWEA reading	NWEA Math	Reading	Math
100% Remote*						
Not 100% Remote*						

*Recommended, but not required by legislation, to break out data by Remote/Not Remote students and include 3 benchmark periods

Goal Category	Goal Related to Achievement or Growth
Middle of the Year Reading Goal	There will be a winter mid year NWEA reading assessment to monitor progress towards the goal. All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of reading academic priority standards.
End of the Year Reading Goal	<p>Goal 1 - All students (K-11) will have a 60th percentile growth or higher in the area of reading on their NWEA assessment.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. ● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff. The results will be disaggregated by sub groups: race, social economic, students with disabilities.
Middle of the Year Mathematics Goal	There will be a winter mid year NWEA math assessment to monitor progress towards the goal. All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of math academic priority standards.
End of the Year Mathematics Goal	<p>Goal 2 - All students (K-11) will have a 60th percentile growth or higher in the area of math on their NWEA assessment. There will be a winter mid year NWEA math assessment to monitor progress towards the goal.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards. <p>Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff. The results will be disaggregated by sub groups: race, social economic, students with disabilities. .</p>

Reporting Category	Winter Testing- Jan -Feb (fall 2022- winter 2023 growth)				End of Year Growth Results Fall 2022 to May 2023			
		Reading % that met mid year growth target		Math % that met mid year growth target		Reading % that met year end growth target		Math % that met year end growth target
Econ. Disadvantaged		K-33%		K-39%		K-43%		K-38%
		1-47%		1-36%		1-46%		1-54%
		2- 40%		2-37%		2-44%		2-45%
		3- 50%		3-53%		3-61%		3-65%
		4-78%		4-41%		4-50%		4-39%
		5- 51%		5-42%		5-46%		5-30%
		6- 51%		6-46%		6-34%		6-59%
		7- 51%		7-37%		7-59%		7-43%
		8- 48%		8-60%		8-53%		8-53%
		9- 31%		9-46%		9-35%		9-39%
		10- 48%		10-42%		10-36%		10-44%
		11-34%		11-51%		11-12%		11-45%

Reporting Category	Winter Testing- Jan -Feb (fall 2022- winter 2023 growth)				End of Year Growth Results Fall 2021 to May 2023			
		Reading % that met mid year growth target		Math % that met mid year growth target		Reading % that met year end growth target		Math % that met year end growth target
Special Education- students with an Individual Education Plan		K-26%		K- 40%		K- 39%		K- 33%
		1-57%		1-43%		1-57%		1-65%
		2- 41%		2-33%		2-46%		2-54%
		3- 52%		3-50%		3-65%		3-63%
		4- 69%		4-48%		4-61%		4-36%
		5- 67%		5-36%		5-25%		5-22%
		6- 56%		6-28%		6-46%		6-33%
		7- 31%		7-41%		7-52%		7-42%
		8- 38%		8-59%		8-50%		8-52%
		9- 32%		9-41%		9-50%		9-38%
		10- 56%		10-38%		10-21%		10-46%
		11-21%		11-50%		11-17%		11-41%

Reporting Category	Winter Testing-Jan-Feb (fall 2022- winter 2023 growth)				End of Year May 2023 Growth Results Fall 2022 to June 2023			
		Reading % that met mid year growth target		Math % that met mid year growth target		Reading % that met year end growth target		Math % that met year end growth target
Male		K- 34% 1- 47% 2- 47% 3- 53% 4- 50% 5- 61% 6- 51% 7- 49% 8- 43% 9- 34% 10- 39% 11- 30%		K- 47% 1- 39% 2- 35% 3- 60% 4- 42% 5- 45% 6- 53% 7- 39% 8- 52% 9- 50% 10- 40% 11- 48%		K- 54% 1- 52% 2- 40% 3- 65% 4- 52% 5- 47% 6- 39% 7- 56% 8- 49% 9- 37% 10-38% 11-17%		K- 50% 1- 64% 2- 54% 3- 67% 4- 46% 5- 34% 6- 61% 7- 53% 8- 50% 9- 42% 10-47% 11-39%
Female		K- 42% 1- 55% 2- 52% 3- 48% 4- 56% 5- 48% 6- 53% 7- 53% 8- 52% 9- 34% 10- 55% 11-46%		K- 46% 1- 40% 2- 44% 3- 53% 4- 48% 5- 36% 6- 54% 7- 43% 8- 63% 9- 46% 10- 47% 11-45%		K- 38% 1- 57% 2- 51% 3- 58% 4- 63% 5- 46% 6- 40% 7- 63% 8- 56% 9- 40% 10-24% 11-22%		K- 42% 1- 56% 2- 45% 3- 67% 4- 47% 5- 43% 6- 63% 7- 42% 8- 45% 9- 39% 10-40% 11-46%
Race- American Indian or Alaska Native								
Race-Asian								
Race-Black/ African American								
Race-Hispanic								
Race- Native Hawaiian/ other Pacific Islander								

Reporting Category	Winter Testing-Jan-Feb (fall 2022- winter 2023 growth)				End of Year May 2023 Growth Results Fall 2022 to June 2023			
		Reading % that met mid year growth target		Math % that met mid year growth target		Reading % that met year end growth target		Math % that met year end growth target
Multi-Ethnic (two or more races)		K- 31% 1- 48% 2- 38% 3- 57% 4- 39% 5- 55% 6- 50% 7- 52% 8- 47% 9- 25% 10- 50% 11-36%		K- 42% 1- 41% 2- 38% 3- 48% 4- 57% 5- 40% 6- 64% 7- 30% 8- 53% 9- 23% 10- 40% 11- 40%		K- 36% 1- 54% 2- 42% 3- 48% 4- 39% 5- 53% 6- 29% 7- 63% 8- 47% 9- 45% 10-27% 11-n/a		K- 28% 1- 57% 2- 46% 3- 57% 4- 23% 5- 37% 6- 64% 7- 25% 8- 38% 9- 55% 10-33% 11-n/a
Race- White		K- 39% 1- 52% 2- 52% 3- 51% 4- 57% 5- 55% 6- 51% 7- 53% 8- 47% 9- 34% 10- 44% 11- 39%		K- 45% 1- 39% 2- 38% 3- 59% 4- 44% 5- 40% 6- 53% 7- 43% 8- 56% 9- 49% 10- 43% 11- 46%		K- 48% 1- 54% 2- 45% 3- 65% 4- 62% 5- 45% 6- 42% 7- 59% 8- 52% 9- 38% 10-32% 11-17%		K- 49% 1- 60% 2- 50% 3- 66% 4- 50% 5- 39% 6- 63% 7- 49% 8- 48% 9- 39% 10-45% 11-45%
100% Remote								
Not 100% Remote								

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Phase 3 of Data Protocol: Causal Factors Hypothesis by Content

- Leadership (Admin, CAT lead, DCC lead, Building Lead teams)- Systemic planning and implementation, knowledge, skills, disposition
- Infrastructure- schedules, programming, and resources
- Curriculum - Design and implementation, vertical alignment
- Instruction - Methods, materials, and resources
- Teachers- Knowledge, skills, and disposition
- Students- Knowledge, skills and disposition



Proficiency	Growth
<ul style="list-style-type: none"> Proficiency sets a singular minimum expectation for all students to achieve tied to specific skill/standard requirements No requirement of pre-assessments or baseline data is used to set proficiency goals; post-assessment is used to determine if thresholds have been reached Proficiency targets reflect a focus on narrowing the achievement gap 	<ul style="list-style-type: none"> Each student has a different minimum target or desired skills/standards to achieve based on a unique starting point Growth requires a pre-assessment and post-assessment to measure accurately Growth targets reflect a focus on better understanding the needs of students at the extreme ends of the academic spectrum

<u>MiMTSS</u>	Proficiency	Growth Percentile
Tier 1+ above level or accelerated growth (exceeds)	Percentile greater than > 80 (proficient)	=> 60th percentile (proficient growth)
Tier 1- expected level /expected growth (meets)	Percentile 61-80 (proficient)	=> 50th percentile and < 60th (proficient growth)
Tier 2 - small group supplemental supports needed	Percentile 41-60 (non proficient)	=> 20th percentile and < 40th (not proficient growth)
Tier 2 - small group supplemental supports needed	Percentile 21- 40 (non proficient)	
Tier 3- individual supplemental supports needed	Percentile less than 21 (non proficient)	< 20th percentile (not proficient growth)