



Harper Creek Community Schools Benchmark Assessment Reporting October 2023, February 2024 & May 2024

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

Proficiency Status on Benchmark Assessment- NWEA benchmark assessments

Reporting Category for Proficiency	Beginning of Year- Sept 2023		Mid year - Feb 2024		End of Year- May 2024	
	NWEA Reading	NWEA Math	NWEA reading	NWEA Math	NWEA Reading	NWEA Math
All Students	36% 830/2289	34% 764/2293	32% 684/2149	35% 734/2155		
Reporting Category for Proficiency	Beginning of Year- Sept 2023		Mid year - Feb 2024		End of Year- May 2024	
	NWEA Reading	NWEA Math	NWEA reading	NWEA Math	NWEA Reading	NWEA Math
Special Education	20% 75/367	15% 55/368	17% 60/362	16% 57/365		
English Learner						
Female	39% 428/1120	29% 329/1130	35% 365/1045	29% 318/1067		
Male	35% 402/1169	38% 435/1163	29% 319/1104	38% 416/1088		
Race- American Indian or Alaska Native						
Race- Asian						

Reporting Category for Proficiency	Beginning of Year- Sept 2023		Mid year - Feb 2024		End of Year- May 2024	
	NWEA Reading	NWEA Math	NWEA reading	NWEA Math	NWEA Reading	NWEA Math
Race- Native Hawaiian/ other Pacific Islander						
Race- Multi-Ethnic	29% 60/210	24% 49/207	24% 48/199	25% 52/202		
Race- Black or African American	28% 17/61	25% .16/64	17% 10/56	22% 13/59		
Race- White	38% 695/1843	34% 635/1844	33% 573/1731	36% 616/1732		

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

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>

Growth on Benchmark Assessment- NWEA February 2024 and May 2024

Reporting Category	Winter Testing-Jan-Feb (fall 2023- winter 2024 growth)				End of Year May 2024 Growth Results Fall 2023 to May 2024			
		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
Kindergarten		41% 212 tested		43% 212 tested				
First Grade		49% 168 tested		55% 170 tested				
Second Grade		50% 222 tested		56% 220 tested				
Third Grade		51% 204 tested		65% 201 tested				
Fourth Grade		53% 208 tested		58% 206 tested				
Fifth Grade		46% 222 tested		61% 225 tested				
Sixth Grade		39% 192 tested		52% 193 tested				
Seventh Grade		51% 214 tested		56% 225 tested				
Eighth Grade		46% 192 tested		41% 202 tested				
Ninth Grade		52% 91 tested		45% 95 tested				
Tenth Grade		55% 80 tested		38% 73 tested				
Eleventh Grade		49% 94 tested		42% 74 tested				
English Learner								

Reporting Category	Winter Testing- Jan -Feb (fall 2023- winter 2024 growth)				End of Year Growth Results Fall 2023 to May 2024		
		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- 41% 119 tested 1st-42% 91 tested 2nd-50% 123 tested 3rd-42% 105 tested 4th-49% 113 tested 5th-42% 98 tested 6th-33% 88 tested 7th-46% 87 tested 8th-48% 88 tested 9th-43% 49 tested 10th-52% 33 tested 11th-35% 40 tested		K- 34% 119 tested 1st-47% 93 tested 2nd-52% 123 tested 3rd-63% 102 tested 4th-62% 111 tested 5th-53% 100 tested 6th-47% 89 tested 7th-57% 95 tested 8th-44% 94 tested 9th-43% 51 tested 10th-35% 34 tested 11th-31% 32 tested			

Reporting Category	Winter Testing- Jan -Feb (fall 2023- winter 2024 growth)				End of Year Growth Results Fall 2023 to May 2024			
		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- 30% 20 tested 1st-35% 17 tested 2nd-17% 29 tested 3rd-50% 32 tested 4th-42% 33 tested 5th-48% 25 tested 6th-23% 22 tested 7th-44% 27 tested 8th-50% 28 tested 9th-60% 15 tested 10th-47% 15 tested 11th-32% 19 tested		K- 35% 20 tested 1st-56% 18 tested 2nd-48% 29 tested 3rd-50% 32 tested 4th-53% 32 tested 5th-52% 27 tested 6th-27% 22 tested 7th-64% 28 tested 8th-39% 31 tested 9th-47% 17 tested 10th-41% 17 tested 11th-45% 20 tested				

Reporting Category	Winter Testing-Jan-Feb (fall 2023- winter 2024 growth)				End of Year May 2024 Growth Results Fall 2023 to June 2024			
		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- 39% 112 tested 1st-48% 83 tested 2nd-43% 110 tested 3rd-50% 105 tested 4th-58% 106 tested 5th-51% 95 tested 6th-39% 109 tested 7th-50% 110 tested 8th-42% 83 tested 9th-55% 60 tested 10th-56% 45 tested 11th-42% 59 tested		K- 46% 112 tested 1st-53% 85 tested 2nd-56% 109 tested 3rd-68% 103 tested 4th-59% 106 tested 5th-62% 97 tested 6th-50% 109 tested 7th-58% 116 tested 8th-34% 89 tested 9th-53% 53 tested 10th-37% 38 tested 11th-41% 44 tested				
Female		K- 42% 100 tested 1st-51% 85 tested 2nd-56% 112 tested 3rd-53% 99 tested 4th-48% 102 tested 5th-43% 127 tested 6th-39% 83 tested 7th-52% 104 tested 8th-50% 109 tested 9th-45% 31 tested 10th-54% 35 tested 11th-60% 35 tested		K- 39% 100 tested 1st-56% 85 tested 2nd-57% 11 tested 3rd-62% 98 tested 4th-57% 100 tested 5th-60% 128 tested 6th-54% 84 tested 7th-54% 109 tested 8th-46% 113 tested 9th-36% 42 tested 10th-40% 35 tested 11th-43% 30 tested				

Reporting Category	Winter Testing-Jan-Feb (fall 2023- winter 2024 growth)				End of Year May 2024 Growth Results Fall 2023 to June 2024			
		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- 24% 34 tested 1st-40% 20 tested 2nd-65% 34 tested 3rd-50% 28 tested 4th-57% 30 tested 5th-46% 26 tested 6th-30% 23 tested 7th-43% 21 tested 8th-62% 21 tested 9th-less than 10 10th-less than 10 11th-less than 10		K- 44% 34 tested 1st- 50% 20 tested 2nd-53% 34 tested 3rd-56% 27 tested 4th-67% 30 tested 5th-58% 26 tested 6th-52% 23 tested 7th-70% 23 tested 8th-48% 23 tested 9th-less than 10 10th-less than 10 11th-less than 10				
Race- White		K- 43% 171 tested 1st-50% 141 tested 2nd-47% 176 tested 3rd-50% 165 tested 4th-54% 160 tested 5th-46% 185 tested 6th-41% 159 tested 7th-50% 177 tested 8th-44% 163 tested 9th-51% 72 tested 10th-55% 71 tested 11th-49% 80 tested		K- 44% 171 tested 1st-55% 143 tested 2nd-58% 174 tested 3rd-66% 163 tested 4th-58% 158 tested 5th-63% 188 tested 6th-53% 160 tested 7th-53% 182 tested 8th-41% 170 tested 9th-43% 77 tested 10th-38% 60 tested 11th-43% 63 tested				

*less than 10 students per category not reported.

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
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<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)