

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0880

District Name: DENVER COUNTY 1

School Code: 6098

School Name: **MOREY MIDDLE SCHOOL**

Official 2014 SPF: **3 YEAR**

### Section I: Summary Information about the School

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

English/language arts achievement at all three grade levels shows that almost half of the students did not meet grade-level performance expectations on the 2015 CMAS.

Mathematics achievement at all three grade levels shows that more than half of the students did not meet grade-level performance expectations on the 2015 CMAS.

Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their peers in English/language arts and mathematics on the 2015 CMAS.

English Language Learners' progress towards meeting ACCESS adequate growth targets is not occurring at an acceptable rate.

Multiple years of inconsistent school culture has impacted student performance and staff accountability.

##### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Teachers have not had sufficient professional development, practice, and feedback on how to meet the unique needs of Morey's student population, most especially students of poverty and gifted/highly gifted students.

There was a lack of consistency, oversight, and coaching of staff in collaborative planning to ensure that student academic and social needs were being met.

Systems and structures to ensure a strong, positive school culture were either not present or not adequately monitored and managed.

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

**Major Improvement Strategy #1:** Establish and nurture a safe school culture in which teaching and learning can thrive.

**Major Improvement Strategy #2:** Support the development and implementation of best instructional practices in order to meet the unique needs of Morey's student population.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

## Section II: Improvement Plan Information

### Additional Information about the School

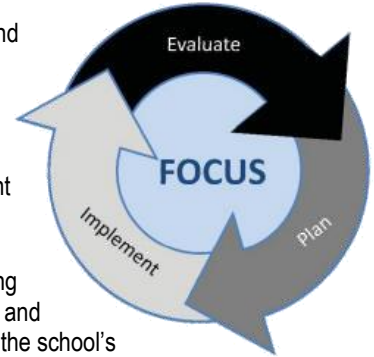
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	On December 16-18, 2014, School Works completed a School Quality Review at Morey Middle School. Their review examined four domains: Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, and Leadership and Community. Classrooms were observed. Administration, teachers, and students were interviewed.
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Noah Tonk, Principal
	Email	noah_tonk@dpsk12.org
	Phone	720-424-0724
	Mailing Address	840 E. 14 <sup>th</sup> Avenue, Denver, CO 80218
2	Name and Title	Hillary Niebauer, Assistant Principal
	Email	hillary_niebauer@dpsk12.org
	Phone	720-424-0700
	Mailing Address	840 E. 14 <sup>th</sup> Avenue, Denver, CO 80218

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### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### Data Narrative for School

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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**School Setting, Demographics, and Process for Data Analysis**  
 Morey Middle School is located in the heart of Denver, just blocks from the Capitol. As of the 2015 October Count, Morey has an enrollment of 293 students. Approximately 29% of Morey’s students come from the neighborhood; 71% choice into Morey from all quadrants of the city. Families choose Morey for its location and historical setting, enriched educational experience, and its diversity. Diversity is reflected in many ways in our student body, as is shown in our demographic data: 2% Asian/Pacific Islander; 24% Black; 27% Hispanic; and 41% White. 16% of Morey’s students are identified as English Language Learners (ELLs). 12% of Morey’s students qualify for special education services and have an IEP. This school year, 47% of Morey’s students qualify for free/reduced lunch. Morey is the district magnet for Highly Gifted/Talented programming, and 29% of its population is identified gifted/highly gifted. Diversity is also reflected in culture, learning styles and areas of strength, family structure, and developmental differences throughout middle school.

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### **UIP Planning Process**

The Collaborative School Committee (CSC), the School Leadership Team (SLT), and the entire staff reviewed CMAS achievement data, enrollment and choice trends, attendance data, discipline data and data points from the school satisfaction survey. School Leadership wrote the UIP draft, with support from the DPS Middle School Network's School Improvement Partner. Prior to final submission to CDE, the CSC approved the draft. Faculty had the opportunity to review the UIP throughout the school year to provide feedback on the data analysis and progress on Major Improvement Strategies, as well as make changes based on the results of an internal audit of school climate and culture.

### **Trend Analysis, Priority Performance Challenges, and Root Cause Analysis**

During the 2014/15 school year, Morey's students took the CMAS test for literacy and mathematics for the first time, which means that "trend data" will not be available until after the next assessment is given in spring 2016. Morey was rated **Accredited on Priority Watch** on the most recent School Performance Framework in 2014.

### **English/Language Arts (ELA) Achievement Data**

At 57.8%, more than half of Morey's total student population met or exceeded expectations on the English/language arts CMAS.

When disaggregating the data by grade-level, we found that all three grade levels were fairly similar in performance. About 40% of the students at each grade level fell into either "did not yet meet," "partially," or "approached" expectations. The largest disparity within the data occurs when looking at subgroups. Students of color (most especially Morey's Black students), English language learners, students who receive special education services, and those eligible for free/reduced lunch all scored drastically lower than that of their peers. These trends are mirrored in district and state results. This data is also reflective of past years' data, which has shown a contrast in the performance of those students identified as GT or HGT, and the rest of the Morey student population.

Using this data, we have identified two **Priority Performance Challenges**:

1. English/language arts achievement at all three grade levels shows that almost half of the students did not meet grade-level performance expectations.
2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their peers in English/language arts.

We identified several **Root Causes** for the data. The first is that teachers have not had sufficient professional development, practice, and feedback on how to meet the unique needs of Morey's student population, most especially students of poverty and gifted/highly gifted students. Meeting the needs of Morey's students requires a comprehensive approach; teachers need to address the social needs of their students, as well as the academic ones. Building positive relationships between staff and students, long with addressing instructional concerns need to be the top priorities moving forward at Morey. To that end, we know that another root cause was that there was a lack of consistency, oversight, and coaching of staff in collaborative planning to ensure that differentiation is being built in to address students' academic and social needs. This aspect is important, as the intentionality of instructional practice is vital to the improvement of achievement among our most struggling populations. Differentiated instruction that incorporates culturally responsive strategies for our diverse community of learners will help to affect change. The staff at Morey is a fledgling

one, so building a culture that is collaborative in nature, along with consistent coaching and feedback will help develop our new teachers, while at the same time positively impacting student achievement. Finally, we know that systems and structures to ensure a strong, positive school culture were either not present or not adequately monitored and managed. Accountability for the creation and maintenance of Morey's school culture lies not only with the teaching staff, but also with the school's administrative team. We have verified these root causes because School Leadership (Principal and Assistant Principal) have been present during collaborative planning and were able to observe the depth with which planning was occurring. Frequent classroom visits (using the DPS LEAP Teacher Performance Framework) have also provided us with data about the depth of planning and the effectiveness of instructional practice. The results of the December 2014 School Quality Review process have also helped verify the above findings.

### **Mathematics Achievement Data**

At 47%, just under half of Morey's total student population met or exceeded expectations on the math CMAS.

When disaggregating the data by grade level, we found that all three grade levels were fairly similar in performance. Just over 50% of the students at each grade level fell into either "did not yet meet," "partially," or "approached" expectations. The exception to this was for 8<sup>th</sup> graders who took the grade-level test (not geometry or algebra). For these students, the results were not as good: 94.9% did not meet the grade level expectations. As with ELA, the largest disparities within the data are to be found when comparing subgroup performance to that of their peers. Black and Hispanic students make up 51% of Morey's population, yet less than 10% of Black students and 23% of Hispanic students are meeting grade level performance expectations. English language learners, students who receive special education services, and those eligible for free/reduced lunch all scored drastically lower than that of their peers. These trends are mirrored in district and state results. This data is also reflective of past years' data, which has shown a contrast in the performance of those students identified as GT or HGT, and the rest of the Morey student population

Using this data, we have identified two **Priority Performance Challenges**:

1. Mathematics achievement at all three grade levels shows that more than half of the students did not meet grade-level performance expectations.
2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their peers in mathematics.

**Root Causes** for our math achievement data are the same as those for English/language arts: the concerns at Morey are systemic ones that impact multiple areas.

### **Science Achievement Data**

40% of Morey's 8<sup>th</sup> graders showed strong or distinguished command of the standards on the 2015 science CMAS. The 2015 data is nearly identical to that of the data from 2014. In 2015, a third of Morey's 8<sup>th</sup> graders showed that they had only limited command of grade-level science standards. Morey's data was better than that of the district and state's results, with the largest margins with the "strong command" performance level.

### **ACCESS Growth Data**

ACCESS MGP data is difficult to report out on, due to the fact that FERPA requirements keep Morey from reporting on specifics because of the low numbers of ELLs who attend there. Overall data shows that there was an 18-percentile decrease from 2014 to 2015. With overall MGP at 32, Morey does not meet the performance expectations set forth by the district. When we further examined the data, we can see that students who scored at Level 3 and Level 4 (year 1) are our highest priority groups this school year, as they are not progressing at the same rate as other Levels at Morey. Using this data, we have identified a **Priority Performance Challenge**: English Language Learners' progress towards proficiency targets is not occurring at an acceptable rate.

The primary **Root Cause** for this data is that there was a lack of consistency, oversight, and coaching of the ELD and content-area teachers in planning to ensure that student academic and social needs were being met. Because of this, the ELD curriculum was not implemented at a level and consistency that ensured student achievement. Sheltering strategies were not embedded into lesson plans with consistency and teachers were not help accountable for this type of instruction. Even though Morey has a small population of ELLs, intentionality will be the key to ensuring success for these students. We have verified these root causes by looking at lesson planning documents from last year, along with analyzing scores and feedback on "Instruction" from the DPS LEAP Teacher Performance Framework.

**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	CMAS: N/A	See Worksheet #2 for CMAS status data.	Sheltering strategies for ELLs were not implemented on a consistent basis within general education classrooms.  English Language Development (ELD) classroom instruction lacked intentionality. Teacher did not consistently use data to inform instruction, which included the sporadic use of assessments from the curriculum. Differentiation was not used to meet the needs of the different Levels within the ELD class.
Academic Growth	CMAS: N/A  ACCESS: Each Level will increase by one (Level 1 will move to Level 2, Level 2 will move to Level 3, Level 3 will move to Level 4, and Level 4s will move to Level 5 within 2 years, Level 5 will move to Level 6).	CMAS growth data will be available during the 2016/17 school year.  Of those students who had at least two years of testing data on ACCESS: Level 1: N/A Level 2: N/A Level 3: 0% met the target Level 4 (year 1): 0% met the target Level 4 (year 2): 100% met the target Level 5: 100% met the target Overall: 30% of Morey's ELLs (who have at least two years of testing data) met the 2014/15 performance target.	
Academic Growth Gaps	CMAS: N/A	CMAS growth gap data will be available during the 2016/17 school year.	

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**Worksheet #2: Data Analysis**

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																													
Academic Achievement (Status)	<p><b>CMAS</b> <b>English/language arts (ELA)</b> Participation Rate: 92.9%</p> <table border="1"> <thead> <tr> <th></th> <th>Did not yet meet expectations</th> <th>Partially met expectations</th> <th>Approached expectations</th> <th>Met expectations</th> <th>Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>16.8%</td> <td>13.7%</td> <td>11.6%</td> <td>38.9%</td> <td>18.9%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>15.9%</td> <td>9%</td> <td>15.2%</td> <td>26.9%</td> <td>33.1%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>12.8%</td> <td>15.6%</td> <td>15.6%</td> <td>34.1%</td> <td>21.8%</td> </tr> <tr> <td>All Grades</td> <td>14.8%</td> <td>12.9%</td> <td>14.6%</td> <td>32.7%</td> <td>25.1%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Approaching or above</th> <th>Met or above</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>69.5%</td> <td>57.9%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>75.2%</td> <td>60%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>71.5%</td> <td>55.9%</td> </tr> <tr> <td>All Grades</td> <td>72.3%</td> <td>57.8%</td> </tr> </tbody> </table>		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	6 <sup>th</sup>	16.8%	13.7%	11.6%	38.9%	18.9%	7 <sup>th</sup>	15.9%	9%	15.2%	26.9%	33.1%	8 <sup>th</sup>	12.8%	15.6%	15.6%	34.1%	21.8%	All Grades	14.8%	12.9%	14.6%	32.7%	25.1%		Approaching or above	Met or above	6 <sup>th</sup>	69.5%	57.9%	7 <sup>th</sup>	75.2%	60%	8 <sup>th</sup>	71.5%	55.9%	All Grades	72.3%	57.8%	<p>English/language arts achievement at all three grade levels shows that almost half of the students did not meet grade-level performance expectations.</p> <p>Mathematics achievement at all three grade levels shows that more than half of the students did not meet grade-level performance expectations.</p> <p>Subgroup (ELL, IEP, FRL, minority)</p>	<p>Teachers have not had sufficient professional development, practice, and feedback on how to meet the unique needs of Morey's student population, most especially students of poverty and gifted/highly gifted students.</p> <p>There was a lack of consistency, oversight, and coaching of staff in collaborative planning to ensure that student academic and social</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	<p>achievement lags behind that of their peers in both English/language arts and mathematics.</p> <p>English Language Learners' progress towards proficiency targets is not occurring at an acceptable rate.</p> <p>Multiple years of inconsistent school culture has impacted student performance and staff accountability.</p>	<p>needs were being met.</p> <p>Systems and structures to ensure a strong, positive school culture were either not present or not adequately monitored and managed.</p>
	Black	43.1%	19.4%	20.8%	12.5%	4.2%		
	Hispanic	20.8%	22.9%	14.6%	29.2%	12.5%		
	Students of Color*	25.1%	18.3%	16%	24.2%	16.4%		
	White	3.5%	7%	13%	42%	34.5%		
	**Students of Color" are all those who are not identified as "white" on demographic reports.							
	English Language Learner (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	ELL	54.5%	31.8%	9.1%	4.5%	0%		
	Redesignated/Exited	7.5%	15%	17.5%	32.5%	27.5%		
	Non-ELL	13.2%	11.5%	14.6%	34.5%	26.3%		
	Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Student with IEP	49%	16.3%	22.4%	10.2%	2%		
	Students without IEP	10.3%	12.4%	13.5%	35.7%	28.1%		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes											
	Free/Reduced Lunch	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations													
	FRL-eligible	31.4%	21.6%	18.4%	20.5%	8.1%													
	Non-FRL	1.7%	6%	11.5%	42.3%	38.5%													
	<p><b><u>CMAS ELA Trend Statements</u></b></p> <p>The overall percentage of Morey’s 6-8 students meeting/exceeding expectations on the ELA CMAS was 57.8% in 14/15. This is better than the district’s results, where 35.1% of the 6-8 students met or exceeded the expectations. Morey also performed better than the state, where 40.3% of Colorado’s 6-8 students met or exceeded grade-level performance expectations.</p> <p>The overall percentage of Morey’s 6-8 students who scored approaching or above was 72.3% in 14/15. This is better than the district’s results, where 58.9% of the 6-8 students scored approaching or above. Morey did slightly better than that of the state, where 67.1% of Colorado’s 6-8 students were approaching or above.</p> <p>The overall percentage of Morey’s 6-8 students not yet meeting grade-level expectations on the ELA CMAS assessment was 42.3% in 14/15. This is better than the district’s results, where 64.9% of the 6-8 students did not meet grade-level performance expectations. Morey also outperformed the state results, where 59.7% of the 6-8 students did not meet expectations.</p>																		
	<p><b>Mathematics</b></p> <p>Participation Rate: 93.3%</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;">Did not yet meet expectations</th> <th style="background-color: #cccccc;">Partially met expectations</th> <th style="background-color: #cccccc;">Approached expectations</th> <th style="background-color: #cccccc;">Met expectations</th> <th style="background-color: #cccccc;">Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>17.9%</td> <td>16.8%</td> <td>16.8%</td> <td>37.9%</td> <td>10.5%</td> </tr> </tbody> </table>								Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	6 <sup>th</sup>	17.9%	16.8%	16.8%	37.9%	10.5%
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
Geometry								
	Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Black	38.4%	42.5%	9.6%	9.6%	0%		
	Hispanic	23.7%	26.8%	26.8%	19.6%	3.1%		
	Students of Color*	25.5%	27.7%	19.5%	22.7%	4.5%		
	White	6%	9.5%	15.9%	54.7%	13.9%		
	**Students of Color* are all those who are not identified as "white" on demographic reports.							
	English Language Learner (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	ELL	54.5%	45.5%	0%	0%	0%		
	Redesignated/Exited	2.5%	20%	37.5%	30%	10%		
	Non-ELL	15.3%	17.3%	16.7%	41.2%	9.5%		
	Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Student with IEP	54%	24%	14%	8%	0%		

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Non-FRL	4.3%	8.1%	18.7%	54%	14.9%																													
<p><b><u>CMAS Mathematics Trend Statements</u></b></p> <p>The overall percentage of Morey's 6-8 students meeting/exceeding expectations on the mathematics CMAS was 47% in 14/15. This is much better than the district's results, where 27.5% of the 6-8 students met or exceeded the expectations.</p> <p>The overall percentage of Morey's 6-8 students who scored approaching or above was 64.8% in 14/15. This is better than the district's results, where 53.4% of the 6-8 students scored approaching or above.</p> <p>The overall percentage of Morey's 6-8 students not yet meeting grade-level expectations on the mathematics CMAS assessment was 53% in 14/15. This is better than the district's results, where 72.4% of the 6-8 students did not meet grade-level performance expectations.</p>																																		
<p><b>Science</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Limited Command</th> <th colspan="2">Moderate Command</th> <th colspan="2">Strong Command</th> <th colspan="2">Distinguished Command</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8<sup>th</sup></td> <td>27%</td> <td>33%</td> <td>26%</td> <td>24%</td> <td>37%</td> <td>35%</td> <td>5%</td> <td>5%</td> </tr> </tbody> </table>										Limited Command		Moderate Command		Strong Command		Distinguished Command		2014	2015	2014	2015	2014	2015	2014	2015	8 <sup>th</sup>	27%	33%	26%	24%	37%	35%	5%	5%
	Limited Command		Moderate Command		Strong Command		Distinguished Command																											
	2014	2015	2014	2015	2014	2015	2014	2015																										
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
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	Moderate or Above		Strong or Above																				
	2014	2015	2014	2015																			
8th	68%	64%	42%	39%																			
Academic Growth	<p><b><u>CMAS</u></b> CMAS growth data will be available during the 2016/17 school year.</p> <p><b><u>ACCESS Median Growth Percentile</u></b></p> <table border="1" data-bbox="289 1193 858 1432"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup></td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>7<sup>th</sup></td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>8<sup>th</sup></td> <td>*</td> <td>50.5</td> <td>*</td> </tr> <tr> <td>All Grades</td> <td>36</td> <td>50</td> <td>32</td> </tr> </tbody> </table>		2013	2014	2015	6 <sup>th</sup>	*	*	*	7 <sup>th</sup>	*	*	*	8 <sup>th</sup>	*	50.5	*	All Grades	36	50	32		
	2013	2014	2015																				
6 <sup>th</sup>	*	*	*																				
7 <sup>th</sup>	*	*	*																				
8 <sup>th</sup>	*	50.5	*																				
All Grades	36	50	32																				

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>* Median growth percentiles based on fewer than 20 students have been suppressed per FERPA guidelines.</p> <p><b><u>ACCESS MGP Data Trend Statement</u></b></p> <p>Although Morey overall met expectations in 2014, ACCESS MGP in 2015 dropped by 18 percentiles and is not meeting district expectations.</p>		
Academic Growth Gaps	CMAS growth gap data will be available during the 2016/17 school year.		

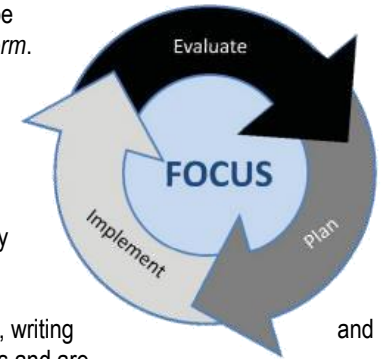
## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.





### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA English/language arts achievement at all three grade levels shows that almost half of the students did not meet grade-level performance expectations. Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their peers in English/language arts. Multiple years of inconsistent school culture has impacted student performance and staff accountability.	Overall status on CMAS will move from 57.8% met or above to 63%.	Overall status on CMAS will move from 63% met or above to 68%.	District interim assessments Curricular: standards-aligned mid and end of Unit assessments; end of Module written performance tasks	<b>Major Improvement Strategy #1:</b> Establish and nurture a safe school culture in which teaching and learning can thrive. <b>Major Improvement Strategy #2:</b> Support the development and implementation of best instructional practices in order to meet the unique needs of Morey's student population.
		M Mathematics achievement at all three grade levels shows that more than half of the students did not meet grade-level	Overall status on CMAS will move from 47% met or above to 53%.	Overall status on CMAS will move from 53% met or above to 59%.	MAPS assessment Curricular: Teach-to-One adaptive assessments	<b>Major Improvement Strategy #1:</b> Establish and nurture a safe school culture in which teaching and learning can thrive. <b>Major Improvement</b>

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			<p>performance expectations.</p> <p>Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their peers in mathematics.</p> <p>Multiple years of inconsistent school culture has impacted student performance and staff accountability.</p>				<p><b>Strategy #2:</b> Support the development and implementation of best instructional practices in order to meet the unique needs of Morey's student population.</p>
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	To be determined once CMAS 2016 data is released.				
		M					
		ELP	<p>English Language Learners' progress towards proficiency targets is not occurring at an acceptable rate.</p> <p>Multiple years of inconsistent school culture has impacted student performance and staff accountability.</p>	Overall MGP of 45.	Overall MGP of 50.	Curricular: End of Unit eAssessments	<p><b>Major Improvement Strategy #1:</b> Establish and nurture a safe school culture in which teaching and learning can thrive.</p> <p><b>Major Improvement Strategy #2:</b> Support the development and implementation of best instructional practices in order to meet the unique needs of Morey's</p>

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						student population.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	To be determined once CMAS 2016 data is released.			
		M				

**Action Planning Form for 2015-16 and 2016-17**

**Major Improvement Strategy #1:** Establish and nurture a safe school culture in which teaching and learning can thrive.

**Root Cause(s) Addressed:** Teachers have not had sufficient professional development, practice, and feedback on how to meet the unique needs of Morey’s student population, most especially students of poverty and gifted/highly gifted students. Systems and structures to ensure a strong, positive school culture were either not present or not adequately monitored and managed.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Training, practicing, and aggressively monitoring staff on processes for safe and orderly entry to class, auditorium, lunch, and recess.	8/15: initial implementation of processes  11/15: building walk with DPS Principals, using Morey School Culture Rubric  1/16: retrain and reset for all staff	6/16: planning for changes and updates for 16/17 school year  8/16: roll out to new staff and refresher for returning staff	Principal Assistant Principal Morey Director of Culture Staff		Principal and Assistant Principal will monitor and measure effectiveness via: -Weekly random spot-checks at various locations and times of the day, using the Morey School Culture Rubric. -With Director of Culture, monthly review of data on behavioral incidents/referrals in morning, lunch, and passing periods. -Staff and student responses from beginning, mid and end of year Morey School Culture Rubric Survey.	In progress
Training for all staff in No Nonsense Nurturing (NNN) and	8/15: initial training for all	6/16: planning for changes	Principal		Principal, Assistant Principal and TEC will monitor and measure	In progress

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<p>provide ongoing coaching and feedback throughout the year.</p>	<p>new staff and refresher for returning staff</p> <p>9/15: online courses completed</p> <p>12/15: school wide professional development unit completed</p>	<p>and updates for 16/17 school year</p> <p>8/16: initial training for all new staff and refresher for returning staff</p>	<p>Assistant Principal Teacher Effectiveness Coach (TEC) Morey Director of Culture DPS NNN Support Staff</p>		<p>effectiveness via:</p> <ul style="list-style-type: none"> <li>-Monthly review of notes from classroom visits (which detail extent of NNN strategies being implemented and the effectiveness).</li> <li>-With Director of Culture, monthly review of data on behavioral incidents/referrals in classrooms.</li> <li>-Analysis of staff mid and end of year scores on "Learning Environment" from DPS Teacher Evaluation Tool (LEAP).</li> </ul>	
<p>Training, practicing, and aggressively monitoring staff on mindfulness practices in order to positively impact classroom and hallway environments.</p>	<p>8/15: all staff trained on purpose and goals of advisory class period</p> <p>11/15: building walk with DPS Principals to get snapshot on level of mindfulness practices implementation</p> <p>1/16: retrain and reset for all staff</p>	<p>6/16: planning for changes and updates for 16/17 school year</p> <p>8/16: initial training for all new staff and refresher for returning staff</p>	<p>Principal Assistant Principal Morey Director of Culture TEC Morey Math Coordinator Staff</p>		<p>Principal and Assistant Principal will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Weekly random spot-checks in classrooms to observe for mindful minute implementation.</li> <li>-Analysis of staff and student responses from end of year survey on the effectiveness of advisory class and mindful minutes.</li> </ul>	<p>In progress</p>

	Ongoing: support staff collaboration to create advisory period lessons that focus on mindfulness activities					
<p><b>Bolster Family/Community Engagement</b> Consistent opportunities through the school year for families to increase their engagement with Morey school leadership and staff.</p>	<p>8/15: Back to School BBQ</p> <p>8/15-5/16: Biweekly Coffee with the Principal</p> <p>8/15: Weekly Email Newsletter begins</p> <p>9/15: Weekly Classroom Newsletter begins</p> <p>9/15: Back to School Night</p> <p>9/15: New Parent-Teacher Organization</p>	<p>8/16: School Leadership Team sets calendar for 16/17</p> <p>9/16: Back to School Night</p>	<p>Principal Assistant Principal HGT Coordinator</p>	<p>Local funds</p>	<p>Principal and Assistant Principal will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Monthly analysis of parent attendance at and feedback from engagement events.</li> <li>-Yearly analysis of DPS Parent Satisfaction Survey—looking specifically at increased rates of turn-in, as well as an increase in favorable responses.</li> </ul>	<p>In progress</p>

	<p>recruits and begins to meet</p> <p>10/15: Showcase Event for Parents Regarding New Math Program</p> <p>10/15: First Service Learning Day in the Community</p> <p>11/15: Parent-Teacher Conferences</p> <p>11/15: Community Potluck Event</p> <p>11/15: Second Service Learning Day in the Community</p> <p>12/15: High School Options</p>					
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	<p>Night</p> <p>12/15: Third Service Learning Day in the Community</p> <p>12/15: Financial Literacy Night for Families</p> <p>1/16: State of Morey Community Meeting</p> <p>1/16: Science Fair</p> <p>2/16: Parent-Teacher Conferences</p> <p>3/16: Morey Parent Social</p> <p>4/16: Morey Community Night – “The Future of Morey”</p>					
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	<p>4/16: Pool Party for Incoming 6<sup>th</sup> Grade Families</p> <p>5/16: Morey Community Social Event</p> <p>5/16: Morey Spring Market</p>					
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Support the development and implementation of best instructional practices in order to meet the unique needs of Morey’s student population.

**Root Cause(s) Addressed:** Teachers have not had sufficient professional development, practice, and feedback on how to meet the unique needs of Morey’s student population, most especially students of poverty and gifted/highly gifted students. There was a lack of consistency, oversight, and coaching of staff in collaborative planning to ensure that student academic and social needs were being met. Systems and structures to ensure a strong, positive school culture were either not present or not adequately monitored and managed.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Structured collaboration time, which is intended to bolster teacher instructional practices via consistent monitoring, coaching, and feedback. -Principal, Assistant Principal and TEC develop a weekly routine for staff collaboration time that sets repeating patterns for training in best practices and focused collaborative lesson planning time. -Online collaborative planning document structured to place an emphasis upon differentiation, needs of HGT and ELLs, and student-facing materials.	8/15: staff trained on planning format, elements and deadlines Ongoing: coaching of specific teachers on planning practices	6/16: planning for changes and updates for 16/17 school year  8/16: initial training for all new staff and refresher for returning staff	Principal Assistant Principal TEC Staff		Principal and Assistant Principal will monitor and measure effectiveness via: -Weekly meetings with TEC to check in on the previous week’s collaborative planning highlights and the types of feedback being provided on lesson plans and student-facing materials. -Monthly stack audits of student-facing materials and student work samples. -Analysis of quality in beginning, mid and end of year plans and student-facing materials.	In progress

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<p>Language arts teachers receive on-going professional development on newly adopted literacy curriculum.</p> <p>DPS Literacy Support Partners facilitate curriculum training meetings, which will occur throughout the school year. Topics will include:</p> <ol style="list-style-type: none"> <li>1. CCSS shifts and how to implement these shifts using the current math and newly adopted literacy curricular resources;</li> <li>2. Training on and time for collaborative backwards planning of the upcoming unit of study;</li> <li>3. Instructional best practices specific to the upcoming unit of study.</li> </ol>	<p>6/15: All new and returning language arts teachers trained in EL curriculum implementation.</p> <p>10/15, 1/16, 4/16: Language arts teachers attend EL module training</p>	<p>6/16: District-led curriculum training for all new and returning math and language arts teachers</p>	<p>DPS Literacy Support Partners Language arts teachers TEC Principal Assistant Principal</p>	<p>Substitute teacher coverage provided through district funding</p>	<p>Principal, Assistant Principal, and TEC will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Weekly review and feedback on lesson plans and complete classroom visits to monitor implementation of work from the planning meetings.</li> <li>-Monthly classroom visits with district math and literacy support partners, who observe for level and quality of use of curricular resources and provide next coaching steps to Principal and Assistant Principals.</li> </ul>	<p>In progress</p>
<p>Math teachers receive on-going professional development on the newly adopted mathematics curriculum.</p> <p>-Online, personalized learning platform intended to meet each student where s/he is in the development of math skills.</p>	<p>8/15: Professional Development for Teach to One Math</p> <p>10/15: Professional Development for Teach to One Math</p> <p>Ongoing professional</p>	<p>*8/16: Professional Development for Teach to One Math</p> <p>10/16: Professional Development for Teach to One Math</p> <p>Ongoing professional</p>	<p>Teach to One Site Coordinator Math Teachers Principal Assistant Principal</p>	<p>Funds for Teach to One provided by Denver Foundation and Janus Fund</p>	<p>Principal, Assistant Principal, and Teacher to One Site Coordinator will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Monthly analysis of individual student performance within the Tt1 system.</li> </ul>	<p>In progress</p>

	development in daily teacher collaboration time.	development in daily teacher collaboration time.				
Professional development for teachers to bolster instructional practices to address the needs of Morey's diverse populations. Trainings will include equity work, best practices for highly gifted learners, sheltering strategies for ELLs, and addressing the needs of students on an IEP.	<p>8/15, 9/15, 10/15: Equity-in-the-Classroom Training for Engagement of Students of Color</p> <p>8/15: Training in methods to reach students of high cognitive ability</p> <p>9/15: Training in special education modification needs</p> <p>11/15: Training in ELL domains and lesson modification for ELL domains</p> <p>2/16: Training in 504</p>	8/16: Equity training as part of August Green Week; additional dates to be determined by school leadership in 8/16	Principal Assistant Principal TEC District Staff		<p>Principal and Assistant Principal will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> <li>-Monthly classroom visits to observe for/coach for effective inclusion of most recent (and ongoing) professional development training.</li> <li>-Yearly analysis of subgroups performance on CMAS.</li> </ul>	In progress

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	modification needs for students with hearing loss					
Principal/Assistant Principal and Teacher analysis of classroom video clips to improve instructional practice. -Clips used during feedback meetings with teachers in order to highlight coaching next steps.	8/15: roll out to staff, including purpose and intended outcomes  Ongoing: video clips used in individual teacher feedback meetings  10/15: videotape used for NNN training  1/16: video clips incorporated within collaborative planning meetings	6/16: planning for changes and updates for 16/17 school year	Principal Assistant Principal TEC Staff		Principal and Assistant Principal will monitor and measure effectiveness via: -Quarterly analysis of staff scores on “Masterful Content Delivery” and “High Impact Instructional Moves” from DPS Teacher Evaluation Tool (LEAP). -Analysis of end of year staff survey about perceived impact of video clip coaching on their instructional practice.	In progress
Use of data cycle to increase rigor of instruction through deepening teachers’ understanding of Standards and implementation of data-driven instruction. -TEC trains teachers (“Data	9/15: initial training for all new staff and refresher for returning staff	9/16: initial training for all new staff and refresher for returning staff	Principal Assistant Principal TEC Staff DPS Data	N/A	Principal and Assistant Principal will monitor and measure effectiveness via: -Monthly analysis of data team notes, which include teacher-written exemplars, data analysis	In progress

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<p>Teams”) on the data inquiry cycle, assessment literacy, rigor, deep analysis, and instructional action planning, and provides ongoing support and feedback on their efficacy each time the team meets.</p> <p>-Based on data analysis from common formative assessments (district interims and school-based short, rigorous assessments), teachers then plan to include data-driven instructional practices.</p>			<p>Culture Support Staff</p>		<p>and instructional next steps.</p> <p>-Monthly classroom visits to observe for instructional shifts that are being implemented based on the data team findings.</p>	
<p>English Language Development class Intended to ensure that ELLs have access to instructional supports and advanced opportunities.</p> <p>-All ELLs who have not been redesignated have schedules that reflect the guidelines for English Language Development (ELD).</p> <p>-INSIDE curriculum is used exclusively within the ELD class.</p> <p>-ACCESS data is used to determine student placement within the curriculum.</p>	<p>9/15: student schedules and ACCESS scores cross checked to ensure correct ELD placement</p>	<p>9/16: student schedules and ACCESS scores cross checked to ensure correct ELD placement</p>	<p>Principal Assistant Principal TEC ELD Teacher DPS ELA Support Staff</p>	<p>N/A</p>	<p>Principal and Assistant Principal will monitor and measure effectiveness via:</p> <p>-Weekly meetings with TEC to check in on the previous week’s collaborative planning highlights and the types of feedback being provided on lesson plans and student-facing materials.</p> <p>-Quarterly analysis of eAssessment data from ELD classroom.</p>	<p>In progress</p>

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. “Status of Action Step” may be required for certain grants.