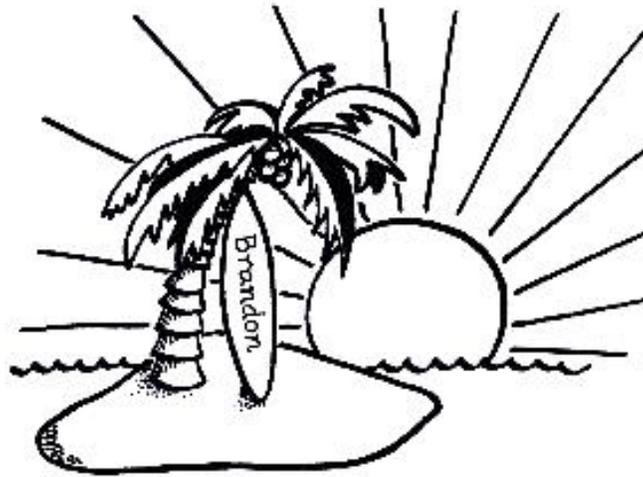


# Single Plan for Student Achievement



Brandon Elementary School  
2016-17

A Resource for the School Site Council

# Part II: The Single Plan for Student Achievement

School: Brandon Elementary School

District: Goleta Union School District

County-District-School (CDS) Code: 42-69195-6067110

Principal: Ryan Sparre

Date of this revision: October 10, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Ryan Sparre
Position:	Principal
Telephone Number:	805-571-3770
Address:	195 Brandon Dr, Goleta, CA
E-mail Address:	<a href="mailto:rsparre@goleta.k12.ca.us">rsparre@goleta.k12.ca.us</a>

The District Governing Board approved this revision of the SPSA on 11/16/16



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## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL:** LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

**SCHOOL GOAL #1:** In reading/language arts, Brandon students will show overall growth as measured by DIBELS, BPST, STAR 360, and/or SBAC summative scores.

### What data did you use to form this goal?

Spring 2016 SBAC: Grade level cohorts had a range of growth from -0.2 to +0.4 growth on SBAC scaled summative scores. Cohorts also decreased number of students not meeting standard and increased the number of students exceeding standard.

4 <sup>th</sup>	SBAC - Scaled Summative Score decreased from 2.5 to 2.3. Students not meeting standards increased from 17 to 23. Students exceeding standards increased from 14 to 16.
5 <sup>th</sup>	SBAC - Scaled Summative Score improved from 2.3 to 2.7. Students not meeting standards decreased from 19 to 14. Students exceeding standards increased from 13 to 17.
6 <sup>th</sup>	SBAC - Scaled Summative Score improved from 2.5 to 2.7. Students not meeting standards decreased from 18 to 11. Students exceeding standards increased from 16 to 17.

### What were the findings from the analysis of this data?

There was a limited source of data that could be used to monitor student progress, last year.

We have relied on the BPST, Fluency, and word recognition assessments to determine that Brandon students have maintained steady progress in this area.

Reading comprehension data for grades 1-6 is still an essential area of focus for our instructional resources.

### How will the school evaluate the progress of this goal?

- DIBELS assessment will be given 3 times during the year to all students (Baseline, mid-year, end of year).
- BPST and Word recognition assessments will be given in grades 1<sup>st</sup>-3<sup>rd</sup> (Baseline, mid-year, end of year).
- STAR 360 Assessments
- SBAC summative assessments

### Where can a budget plan of the proposed expenditures for this goal be found?

School Site Council documents  
Budget documents

### Cutpoint Legend:

Standard Not Met			Standard Nearly Met				Standard Met				Standard Exceeded				
SBAC Grade 03 ELA/Lit Summative						SBAC Grade 04 ELA/Lit Summative				SBAC Grade 05 ELA/Lit Summative				SBAC Grade 06 ELA/Lit Summative	
2015-2016			2014-2015			2015-2016		2014-2015		2015-2016		2014-2015		2015-2016	
Grade	# Tested	SS	Level	SS	Level	SS	Level	SS	Level	SS	Level	SS	Level	SS	Level
1	3	56	2434.5	2.6											
2	4	60			2425.5	2.5	2461.4	2.3							
3	5	63						2457.1	2.3	2525.4	2.7				
4	6	67										2501.6	2.5	2554.0	2.7
Mean:		2434.5	2.6	2425.5	2.5	2461.4	2.3	2457.1	2.3	2525.4	2.7	2501.6	2.5	2554	2.7
Median:		2411.5	2	2445	3	2450.5	2	2461	2	2538	3	2494	2	2562	3
Mode †:		2375, 2400, 2404, 2510, 2516	2	2456	1	2485, 2490	1	2453, 2555, 2560	1	2435, 2580	3	2437	1	2515, 2601	3
Standard Deviation:		86	1.1	82.9	1.2	99.4	1.2	86.1	1.1	94.4	1.1	93.4	1.1	89.2	1
Standard Not Met:			11 (19.64%)		17 (30.36%)		23 (38.33%)		19 (31.15%)		14 (22.22%)		18 (28.12%)		11 (16.42%)
Standard Nearly Met:			20 (35.71%)		9 (16.07%)		11 (18.33%)		15 (24.59%)		10 (15.87%)		15 (23.44%)		17 (25.37%)
Standard Met:			7 (12.5%)		16 (28.57%)		10 (16.67%)		14 (22.95%)		22 (34.92%)		15 (23.44%)		22 (32.84%)
Standard Exceeded:			18 (32.14%)		14 (25%)		16 (26.67%)		13 (21.31%)		17 (26.98%)		16 (25%)		17 (25.37%)

† Modes with more than five values are represented by an asterisk.

**STRATEGY:** During 2016-17, Brandon will implement a school-wide assessment program to determine the growth of learners as measured by benchmark assessments. We will assess students three-five times per year to determine baseline scores and benchmark scores for the other two trimesters in order to monitor progress.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>In August/September 2016, we will do baseline assessments of all students K-6th with the DIBELS and BPST assessment. Using the baseline data and data from year end, we will determine students in need of intervention in specific areas of decoding, reading fluency, or comprehension.</p> <p>Teachers will use differentiated instructional strategies to provide effective Tier 1 intervention. Intervention programs such as Reads Naturally to build fluency and comprehension will be used. SIPPS and Lexia will be introduced this year to support a systematic, sequential, research based differentiated intervention support for those who need Tier 2 intervention.</p>	<p>Classroom teachers with the support of the Learning Center teacher and Certificated Tutors to provide support with differentiation</p> <p>Principal to provide resources and collaboration time for classroom teachers.</p>	<p>*Assess all students K-5 for baseline DIBELS and BPST scores in August and September to determine which students will need additional support to reach benchmark scores. Determine which students will be in need of Tier 2 intervention.</p> <p>*Learning Center teacher and certificated tutors will provide targeted support with small group instruction as determined by assessments. The intervention team will use research-based programs such as SIPPS at three levels based on the diagnostic tests within the program.</p> <p>*Teachers will meet within a data teams structure every 6-8 weeks to discuss progress of students and evaluate whether the interventions are successful or if alternate strategies and materials are needed. Differentiated strategies will be discussed. Change in groupings will be discussed based on student progress.</p> <p>Support from the district Professional Learning communities that provide support with professional development.</p> <p>*Staff and grade level meetings focused on instructional strategies to support student learning. Strategies include close reading, TDQ's, RAD responses, reading strategies (Notice and Note), student Goal setting SMART goals, Growth Mindset.</p>	<p>Cost of Learning Center Teacher (provided at District Expense) and certificated tutor support to reduce class size.</p> <p>Use of data teams meetings and grade level weekly planning to discuss student progress and determine effective teaching practices.</p>

**LEA GOAL:LCAP Goal 1:** Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

**SCHOOL GOAL #2:** In math, Brandon students will show overall math growth as measured by unit assessments in Bridges and CPM, Factswise (math fact fluency), and/or SBAC summative scores.

Spring 2016 SBAC: Grade level cohorts made between +0.3 to +0.4 growth on SBAC scaled summative scores. Cohorts also decreased number of students not meeting standard and increased the number of students exceeding standard.

4 <sup>th</sup>	SBAC - Scaled Summative Score remained at 2.3. Students not meeting standards decreased from 18 to 14. Students exceeding standards decreased from 10 to 9.
5 <sup>th</sup>	SBAC - Scaled Summative Score improved from 2.0 to 2.4. Students not meeting standards decreased from 22 to 18. Students exceeding standards increased from 3 to 15.
6 <sup>th</sup>	SBAC - Scaled Summative Score improved from 2.0 to 2.3. Students not meeting standards decreased from 25 to 17. Students exceeding standards increased from 6 to 12.

**What were the findings from the analysis of this data?**

Based on this data, our teachers need to continue the work with the new Bridges Math curriculum. Teachers will begin to shift focus from implementation to analysis of assessments using EADMS data management system. Teachers will also continue to use resources like Factswise to support fact fluency on a consistent basis, especially in grades K-3.

**How will the school evaluate the progress of this goal?**

- Formative assessments from the math curriculum (Bridges and CPM)
- Unit assessments in the math curriculum (Bridges and CPM)
- Factswise fluency assessments
- SBAC summative assessments

### Cutpoint Legend:

Standard Not Met			Standard Nearly Met				Standard Met				Standard Exceeded				
SBAC Grade 03 Math Summative						SBAC Grade 04 Math Summative				SBAC Grade 05 Math Summative				SBAC Grade 06 Math Summative	
2015-2016			2014-2015			2015-2016		2014-2015		2015-2016		2014-2015		2015-2016	
Grade	# Tested	SS	Level	SS	Level	SS	Level	SS	Level	SS	Level	SS	Level	SS	Level
1	3	55	2457.4	2.7											
2	4	60			2420.5	2.3	2463.8	2.3							
3	5	63						2440.6	2.0	2509.1	2.4				
4	6	67										2475.4	2.0	2526.0	2.3
Mean:		2457.4	2.7	2420.5	2.3	2463.8	2.3	2440.6	2	2509.1	2.4	2475.4	2	2526	2.3
Median:		2463	3	2420	2	2459	2	2443	2	2515	2	2475.5	2	2527	2
Mode †:		2376, 2423, 2469, 2471	3, 4	2347, 2452, 2461, 2518	1	2493	2	2309, 2374, 2402, 2449	1, 2	2537	1	*	1	*	2
Standard Deviation:		84.5	1.1	80.5	1.1	78.7	1	75.2	0.9	87.3	1.1	75.5	1	96.9	1
Standard Not Met:			12 (21.82%)		18 (32.14%)		14 (23.33%)		22 (36.07%)		18 (28.57%)		25 (39.06%)		17 (25.37%)
Standard Nearly Met:			9 (16.36%)		13 (23.21%)		24 (40%)		22 (36.07%)		16 (25.4%)		22 (34.38%)		23 (34.33%)
Standard Met:			17 (30.91%)		15 (26.79%)		13 (21.67%)		14 (22.95%)		14 (22.22%)		11 (17.19%)		15 (22.39%)
Standard Exceeded:			17 (30.91%)		10 (17.86%)		9 (15%)		3 (4.92%)		15 (23.81%)		6 (9.38%)		12 (17.91%)

† Modes with more than five values are represented by an asterisk.



## Form B: Centralized Services for Planned Improvements In Student Performance

Centralized administrative services are provided to facilitate implementation of categorical programs. Centralized services assist the school to attain achievement objectives for every student. These services include:

<b>Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start/ Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding</b>
<ul style="list-style-type: none"> <li>Community Liaisons</li> </ul>	August 2016 - May 2017	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$201,389	LCAP
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	August 2016 - May 2017	Provided teachers and principals with research-based professional development that supports the District's plans for improving student achievement  Private School Set Aside	\$38,173	Title I
<ul style="list-style-type: none"> <li>Identification and assessment of English Learners</li> </ul>	August 2016 - May 2017	Provide in-service to administer the California English Language Development Test and primary language assessment; administer test	\$54,000  \$10,800 \$43,200	Title I & LCAP  Title I & LCAP
<ul style="list-style-type: none"> <li>Translation of NCLB documents, communication to parents, and notification of student progress</li> </ul>	August 2016 - May 2017	Required translation of materials, parent letters, and parent conferences	\$38,000	Title I & LCAP
<ul style="list-style-type: none"> <li>District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners</li> </ul>	August 2016 - May 2017	Required translation of meeting materials	\$1,760	Title I
<ul style="list-style-type: none"> <li>Coordination of reviews regarding program compliance with state regulations</li> </ul>	August 2016 – Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,000	Title I
<ul style="list-style-type: none"> <li>School Choice, and Supplemental Services</li> </ul>	August 2016 - May 2017	Required – set aside for Program Improvement	\$76,345	Title I

**Form C: Programs Included in this Plan**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local fund by LEAs and schools	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant (LCAP)</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$ 50,488	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</b>	\$	<input type="checkbox"/>

Total amount of state categorical funds allocated to this school \$ 50,488

## Federal Programs

		Allocation	Consolidated in the SWP
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 10,929	Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Total amount of federal categorical funds allocated to this school	\$ 10,929
Total amount of state and federal categorical funds allocated to this school	\$ 61,417

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>2</sup> The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Ryan Sparre	X			
Jennifer Adams		X		
Susan Hughes		X		
Krista Craig		X		
Open			X	
Brian Holtz				X
Susan Salcido				X
Grace Chavez				X
Heather Gardner				X
Laura Wood				X
Numbers of Members in each category	1	3	1	5

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<sup>2</sup> EC Section 52852

**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

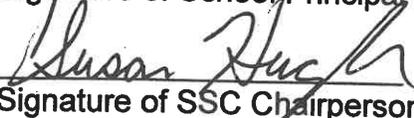
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - School Leadership Committee \_\_\_\_\_ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/17/16.

Attested:

Ryan Sparr  
Typed name of School Principal

Susan Hughes  
Typed name of SSC Chairperson

  
Signature of School Principal

  
Signature of SSC Chairperson

10-17-16  
Date

10-17-16  
Date

## Form G: Single Plan for Student Achievement Annual Evaluation

### Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

### Plan Implementation

- Certificated tutor support for English Language Development classes for all English Language Learners has been fully implemented. Brandon has three certificated tutors 5 days a week to support each grade level's 30 minutes of ELD instruction. We have also added two additional certificated tutors to support math intervention and combo classroom and kindergarten support.
- Teachers attended Professional Development sessions focused on the new math curriculum: Bridges for K-5 and CPM for 6th grade. We have used staff meetings, grade level planning and Instructional Specialist support to provide opportunities for learning and collaboration.
- We will use Lexia as an intervention program. Our 1st-6th grade teachers were trained on how to use the program. Additional subscriptions were purchased so more students have access to the Lexia program. Hard data on student progress in the areas of Math and ELA were limited and not presently aligned with CCSS. This was an area of need last year.
- Currently, we have are still getting to full implementation of the EADMS data management system to monitor growth. We are still working as a district to provide more benchmark assessment data. This continues to be an area of need.

### Strategies and Activities

- In the areas of math and ELA, the use of certificated tutor support for the instruction of ELD as well as small group instruction provided students opportunities to work in small differentiated groups.
- Providing opportunities for teachers to collaborate regularly on site during release time, data teams, and staff meetings, as well as attending professional development to inform practice also proved to be an effective strategy.
- Based on the analysis of this practice, we recommend continuing our goals in ELA and Math with the addition of more closely monitoring student growth with the EADMS data management system. We have added an assessment timeline that the site will follow throughout the year. We have increased our data team meetings to five per year in order to provide additional opportunities to discuss progress monitoring data.

### Involvement/Governance

Plan was drafted at the Site Council meeting on December 2015.

The Plan was approved by the GUSD School Board.

We will be writing the plan earlier in the year so as to allow for better monitoring of the plan's effectiveness by the SSC and other stakeholder groups throughout the year.

## Outcomes

Goals for 2015-16

### Previous Goal #1 –

100% of Brandon students will increase their reading proficiency scores as measured by the DIBELS assessment, the Basic Phonics Skills Test (BPST), site-based comprehension assessments, SBAC interim assessments, and SBAC scores

#### Summary - Data supports that most students met growth targets

- Kinder -95.5% students have letter name fluency, 75% can read 16 or more words
- First grade - 100% have shown growth in letter sounds, blending as measured by the BPST
- Second - 99% made progress in reading, as measured by DIBELS
- Fourth-Sixth - Students made considerable progress as measured by the SBAC - Overall cohort scores increased 6% for students Exceeding Standards, and decreased 5% for students Not Meeting Standards. The overall Scaled Scores for this group increased 33 pts. from 2442 to 2475. (Figure 1 below)

### Previous Goal #2 –

In math, 100% of Brandon students will show math growth as measured by unit assessments in Bridges and CPM, Factwise (math fact fluency), SBAC interim assessments, and SBAC scores.

#### Summary - Data supports that most students met growth targets

- Kinder - 44 kinders can accurately solve addition problems, 51 can solve subtraction problems to 5
- First & Second - 99% of students have made growth in Factwise as measured by FactsWise assessments
- Fourth-Sixth - Students made considerable progress as measured by the SBAC - Overall cohort scores increased 12% for students Exceeding Standards, and decreased 9% for students Not Meeting Standards. The overall Scaled Scores for this group increased 46 pts. from 2432 to 2478. (Figure 2 below)

### Previous Goal #3 –

English Learner Goal. 80% of Brandon students will demonstrate language fluency in order to meet CELDT requirements as defined by the LEA Plan. We will use the CELDT assessments as well as the ADEPT assessments to monitor growth.

#### Summary - Data supports that many students met growth targets

- ELD - Beginner, early intermediate groups are progressing
- As measured by the CELDT, 85% of English Learners maintained or improved Language Fluency. (Figure 3 below)
- Eight students were designated RFEP as a result of their language fluency growth.

• Based on this information, we recommend that the EADMS data management system be incorporated into planning and assessment analysis to determine if goals are continuing to be met.

**Figure 1**

Enrollment Date: 11/1/2016 School: Brandon Elementary Grade: 3 Grades Teacher: All Student Count: 185

Test ID	Test Name	Admin Date	# Tested
	SBAC All Grades ELA/Lit Summative	2015-2016	170
		2014-2015	110

**Cutpoint Legend:**

Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
SBAC All Grades ELA/Lit Summative							
				2015-2016		2014-2015	
Site	# Tested	SS	Level	SS	Level	SS	Level
1 Brandon Elementary	170	2475.9	2.6	2442.2	2.4		
		<b>Mean:</b>	2475.9	2.6	2442.2	2.4	
		<b>Median:</b>	2484.5	3	2454	2.5	
		<b>Mode †:</b>	2580	4	2456	1	
		<b>Standard Deviation:</b>	102.9	1.2	87.1	1.2	
		<b>Standard Not Met:</b>		44 (25.88%)		34 (30.91%)	
		<b>Standard Nearly Met:</b>		38 (22.35%)		21 (19.09%)	
		<b>Standard Met:</b>		38 (22.35%)		29 (26.36%)	
		<b>Standard Exceeded:</b>		50 (29.41%)		26 (23.64%)	

† Modes with more than five values are represented by an asterisk.

**Figure 2**

Enrollment Date: 11/1/2016 School: Brandon Elementary Grade: 3 Grades Teacher: All Student Count: 185

Test ID	Test Name	Admin Date	# Tested
	SBAC All Grades Mathematics Summative	2015-2016	170
		2014-2015	110

**Cutpoint Legend:**

Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
SBAC All Grades Math Summative							
				2015-2016		2014-2015	
Site	# Tested	SS	Level	SS	Level		
1 Brandon Elementary	169	2478.7	2.5	2432.9	2.2		
		<b>Mean:</b>	2478.7	2.5	2432.9	2.2	
		<b>Median:</b>	2473	2	2440.5	2	
		<b>Mode †:</b>	*	2	2402, 2449, 2461, 2518	1	
		<b>Standard Deviation:</b>	88.2	1.1	79.4	1	
		<b>Standard Not Met:</b>		39 (23.08%)		36 (32.73%)	
		<b>Standard Nearly Met:</b>		46 (27.22%)		33 (30%)	
		<b>Standard Met:</b>		44 (26.04%)		28 (25.45%)	
		<b>Standard Exceeded:</b>		40 (23.67%)		13 (11.82%)	

† Modes with more than five values are represented by an asterisk.

**Figure 3**

### CELDT Movement Report

**Enrollment Date:** 11/1/2016 **School:** Brandon Elementary **Grade:** All **Teacher:** All **Course:** All  
**Period:** All **Department:** All **Student Count:** 451

**Matched Case Proficiency Level Movement from 2014-2015 to 2015-2016**

**CELDT (Overall) Students Tested: 85**

		2015-2016				
		Beg	Early Int	Int	Early Adv	Adv
2014-2015	Beg	0	3	4	1	0
	Early Int	2	4	7	4	0
	Int	0	2	16	14	1
	Early Adv	0	1	3	13	4
	Adv	0	0	0	4	2

2014-2015 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	8
Early Int	2	4	11
Int	2	16	15
Early Adv	4	13	4
Adv	4	2	N/A
N	12	35	38
%	14.12	41.18	44.71