Georgia Morse Middle School
Pierre, South Dakota

309 E. Capitol Ave
Pierre SD, 57501
http://www.pierre.k12.sd.us/subpages/gmms.html

School Improvement Plan

Fall 2024-Spring 2028

To be reviewed and updated annually

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Program Development

Georgia Morse Middle School, enrollment of approximately 720 students, strives to offer a full comprehensive program to its students. Caucasian students make up 74% of the population followed by Native Americans with 24% of the population and other nationalities making up the remaining 2%. 24.8% of the students at the Middle School are eligible for free and reduced lunch. Building staff is comprised of 46 certified teaching staff, 2 counselors, 1 nurse, 2 administrators and 12 classified staff. The building itself was expanded and remodeled in 2001. The site was previously the old high school. In 1972 it turned into a Jr. High of grades 7-9. Through the recent remodeling phases and additions, including the 9th grade moving to the high school in 1997 and the 6th grade moving up to the current middle school in 2001, the building is currently 6th through 8th grade middle school. The building implements the middle school approach in its physical set-up and teaming of students and core teachers.

Georgia Morse Middle School has teams of teachers that closely monitor student progress. They have a common teaming meeting every week in order to do such items as track student progress, communicate with parents, update their lesson plans, complete professional development, and build interdisciplinary lessons or units.

Core classes at all levels are (1) Language Arts/Reading, (2) Math, (3) Social Studies, and (4) Science. 6th and 7th graders also have Physical and Health Education, on an every other day rotating basis. 6th and 7th graders have an encore period that loops through (1) Art, (2)Tech. Ed., (3) Computers, (4) FACS/Lifeskills, and (5) Music (6th graders)/Writing (7th graders). Elective classes for 8th graders are FACS, Tech Ed., Art, Computers, Music Exploration, and PE. Band is offered to all three grade levels; chorus, during the day, is offered to 7th and 8th graders. 8th graders take a semester of Health and a semester of Writing.

GMMS is a 1:1 chromebook school for all grade levels. Google Classroom is the platform used in classrooms. Smartboards, document projectors, microphoned classrooms, and dynamic software make their way into the classrooms creating interesting, meaningful learning experiences. All classrooms are mic'd, over half of the classrooms have Smartboard technology, and many classrooms have Elmos.

The building's climate and culture emphasizes building relationships, maintaining a place of safety and interest, as well as demonstrating our community's commitment to a strong education. An inviting environment is provided at Georgia Morse Middle School. The nine Tribal flags reflecting our cultural diversity in South Dakota, artwork, and a tipi all share the goal of welcoming those that enter our building.

Staff members are encouraged to take advantage of many professional development opportunities that advance technological skills and increase effective instructional practices. Professional book reads have been a tool to work as a school community and discuss best

practices. Georgia Morse Middle School continues strong efforts to meet the needs of low performing students. GMMS staff use a “D and F list” on a weekly basis to identify students that need assistance. Interventions such as work study, an after school program, and an intervention list that provides additional 1:1 attention are used to help students stay current on their school work. A Native American Coach is staffed in the office to work with Native American students academically and socially. This coach serves an important role in building relationships and connections with students, families, and the school. The school has adopted a philosophy towards homework that emphasizes completion and mastery.

The School Improvement Plan has been developed with the input of the Building Leadership Team. The Building Leadership Team (formed in 2010) helps create professional learning communities within the school. The Building Leadership Team has led the rest of our staff through processes of improvement. Members of the BLT have recently been involved in the DOE’s Critical Needs Assessment process and training. The Building Leadership Team for 2023-2024 School Year includes:

Name of Member	**Building Leadership Team Membership**
Kyley Cumbow	Principal
Brandon Lowery	Assistant Principal
Jeff Schlekeway	Special Education Teacher
Kelsey Porter	Science Dept. Chair
Beka Tyon	LA Dept. Chair
Tom Stotts	Encore Department Chair
Shannon Mack	SS Dept. Chair
Karla Roth	Team Leader
Kathy Norwick	Math Dept. Chair
Alicia Ferrilli	Team Leader
Ashley Brewer	Team Leader
Mallory Meier	Team Leader
Troy Wiebe	PPS Curriculum Director

Our building level teacher-sustained programs meet many of the board goals as well as our own school improvement goals. The district’s mission and belief statements are included in

Appendix A. GMMS supports the annual School Board goals through professional development, instructional strategies, and activities for students, family, and community. GMMS also creates building wide school goals for each school year.

This improvement plan will be evaluated and revised annually. Various assessments guide our program development. Report card grades, NWEA, grade level/department common assessments, and statewide assessment results are examples of data that have been reviewed in the past. Common local assessments help guide Georgia Morse Middle School teachers in mapping their curriculum, tracking the amount of time spent on standards, identifying strengths and weaknesses, and increasing effectiveness in instructional approaches. The Professional Learning Community approach has been adopted by GMMS since the school year 2019-2020. Common assessments and interventions are now focused on essential standards.

The Department of Education is responsible for communicating and clarifying regulations and expectations as well as providing various forms of data and technical support. The school is responsible for participating in a data analysis, developing a school improvement plan, and implementing the plan.

Comprehensive Needs Assessment

A variety of needs assessments are completed on an ongoing basis. These include:

- Vertical and horizontal alignments in curricular departments have and will continue to happen to determine coverage of standards. Departments continue to meet in order to discuss alignment of standards and align curriculum at each grade level. Horizontal alignments are done more frequently within the 6-8th grade departments. Department meetings occur at least once a week.

- Parent surveys have been done in the past. Both paper and computer versions of surveys have been used. Examples of these include safety surveys, climate surveys, and academic surveys. These are done paper-pencil at parent-teacher conference times or by technology (email and surveymonkey link on facebook page). Results of surveys have indicated that parents express support for the teachers and the quality of instruction our building offers. Documentation of these surveys is kept on file at the building level. Both the Building Leadership Team and Team Leaders have discussed the results and determined items or areas that need to be addressed.

- Assessment of staff needs - A Building Leadership Team has been instrumental in gaining information from all staff members. Notes taken during Early Release times or inservice opportunities have provided feedback on our school's strengths and weaknesses. Our BLT has also surveyed our staff during faculty meetings. Strengths

include team time for communication (parents/students), positive student climate, professional development, and program organization.

- Examining student assessment data.

- Weekly D/F lists are sent out to staff. Teachers work with these identified students during homeroom, grade level study hall periods, or before/after school, assist with work completion, and develop interventions to help students be successful.

- The process of student referrals and addressing students at-risk has been aided by our yearly attendance at STAT (Student Teacher Assistance Team) trainings. The STAT meets twice per month. The use of our STAT process also creates an atmosphere of accommodations and efforts on the part of the teaching staff. Staff modify work for individual students, if necessary, to help all students be successful. The mount of support is monitored throughout the three years at the middle school and determination is made in 8th grade what accommodations are absolutely necessary for a particular student. Our STAT process is led by a teacher and is continually reviewed, updated, and monitored. Students are referred by teams of teachers and then case managed to best meet student needs. The team members represent the different grade levels and subject areas at GMMS.

- Our school has been involved in annual data retreats since the Fall of 2002. Data driven decision making has been imperative to our building as well as our district since our first data retreat. Recognizing the importance of using various forms of data has helped our building become better focused on areas that need to be improved. Our goals and emphasis on improvement have been data driven. Being able to create small groups of students and build relationships have been found to be effective with middle school students.

- Our office reviews discipline data each year. We have implemented approaches to build proactive relationships. A school resource officer is housed at GMMS and his presence has also been a proactive, preventative approach to student behavior. The school also firmly believes in working with the parents in order to help students be successful.

- Our current BLT process has been determining the needs of the staff and developing professional development since 2008. This Professional Learning Community discusses data, needs assessments, and what the building needs to do in order to meet the needs of our students. Additional BLT members attended the PLC training during summer 2016, 2021, and 2024.

- During the building level data retreat, department meetings, and common assessment meetings (Appendix C), staff analyze student data, trends, and strengths and weaknesses determined from the data (Appendix D and E). Teams document strategies

that can address the weaknesses within their classrooms and departments. Teachers also share interventions and strategies that may be implemented in our programming and their classrooms to improve data results.

Goals, Objectives, and Strategies

Smarter Balance is the measurement tool for statewide testing. This summative test will measure the content standards (Common Core) as a criterion-referenced and a standards based test. Student progress will also be monitored by these formative assessments such as common assessments and NWEA

The BLT helps develop these goals based upon Smarter Balance and NWEA data. New goals are written for each upcoming school year and approved by the BLT. **The BLT met May 2023 and considered both the projection of SB scores for AMO school year, took into considerations COVID and any COVID learning loss, and decided upon SIP goals correlating to the year before COVID impacted school as we know it.**

2024-2025 Reading Goals:

South Dakota Reading Assessment scores will :

*Reflect at least 60% of GMMS students achieving proficient or advanced scores. (Level 3 or 4)

*Exceed the state average.

*GMMS Native American scores will continue to be above the state's average.

*GMMS students on IEPs will outscore the state's average.

(Overall/all students) NWEA scores in Reading will reflect:

* Average RIT scores will increase by 5 (6th grade), 4 (7th grade), and 3 (8th grade). These are national growth norms. 80% of our students will grow by the national norm.

2024-2025 Math Goals:

South Dakota Math Assessment scores will :

*Reflect at least 60% of GMMS students achieving proficient or advanced scores. (Level 3 or 4)

*Exceed the state average.

*GMMS Native American scores will continue to be above the state's average.

*GMMS students on IEPs will outscore the state's average.

(Overall/all students) NWEA scores will reflect:

* Average RIT scores will increase by 8 (6^{th} grade), 6 (7^{th} grade), and 5 (8^{th} grade). These are national growth norms. 80% of our students will grow by the national norm.

2024-2025 Science Goals:

South Dakota Science Assessment scores will :

*Reflect at least 60% of 8th grade students achieving proficient or advanced scores. (Level 3 or 4)

*Exceed the state average.

*GMMS Native American scores will continue to be above the state's average.

*GMMS students on IEPs will outscore the state's average.

(Overall/all students) NWEA scores in Science will reflect:

* Average RIT scores will increase by 4 (6^{th} grade), 4 (7^{th} grade), and 4 (8^{th} grade). These are national growth norms. 80% of our students will grow by the national norm.

Action that will be used to achieve the targeted goals	Responsible participants
Action 1: Professional development for staff and SPED paraprofessionals directed towards best practices for teaching students on IEPs.	All Teachers School Administration Building Leadership Team
Action 2: Purposeful implementation of strategies for (1) relationships, (2) conflict resolution, and (3) establishing norms.	All Teachers School Administration Building Leadership Team

Historical Data:

Prioritized Needs: Historically, Georgia Morse Middle School has struggled in meeting Adequate Yearly Progress (AYP) in Math and Reading with three subgroups. Small improvements have been made with one group for a year or two, but these are the subgroups that typically do not show adequate growth or achievement:

1. Native American Students
2. Students with Disabilities
3. Economically Disadvantaged

Focus on activities and time to increase exposure in math and language arts needs to be a priority, especially for the noted subgroups.

SD's DOE determined GMMS to be a targeted school in 2022-2023 for a period of at least two years based on the significant gap in achievement and growth (math and LA) and attendance between our students on IEPs and our "whole" student group. It is a requirement to submit an action plan to address this gap with the state. Below is the Action Plan submitted to the state April 2024.

Revised June 2020

School Success Action Plan School: GMMS/Pierre Date: April 2024

Theory of Action (If, Then, And Statement) Expresses the focus/direction:

1. IF all staff were provided training and support for accommodations, higher level/ critical thinking skills, and having high expectations for our special education students, THEN staff will be confident and capable of providing effective instruction and support to our Special Education students, AND our special education scores will reflect an increase in growth and achievement.
2. IF all staff members honored the beliefs and different values of their colleagues, THEN we would have a higher level of effective and positive collaboration along with staff feeling more valued, AND students would benefit from a higher level of consistency amongst the staff members.

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	**Timeline** When will the actions/ tasks occur?	**Participation and Commitments** Who is involved and what role do they play?	Indicate completion of actions/tasks
Action 1: Professional development for staff and SPED Paraprofessionals directed towards best practices for teaching students on IEPs. Reading in content areas Higher order thinking skills/critical thinking skills **Resources Required:** **1. GMMS instructional strategies (8 instructional strategies that Hattie and Marzano agree upon/carry over from action plan 2020) revisited with SPED approaches incorporated in** **2. Team meetings with SPED teachers to discuss specific accommodations** **3. Presentation by SPED staff on what accommodations are available (and purpose)** **4. Outcome of growth mindset, high standards, and belief that ALL students can succeed** **5. Research based curriculum for Special Education students (math and LA)**	July 2023-August 2023: 1.Agree upon research-based strategies that will become the driving force for PD and therefore, staff August 2023- May 2024: 2.Implement 8 instructional strategies with fidelity, but now with an understanding of addressing needs of SPED students. PD, data collected through observations and Planbook.edu 3.Closer collaboration between SPED department, general education teachers, and SPED paraprofessional staff 4.Continuous PD throughout the year involving best practices that yield best results for SPED students, including but not limited to: reading in the content area and higher order thinking/ critical thinking skills. Applying PD strategies to daily instruction.	1.BLT/current critical needs assessment research team 2.BLT/ Admin Implementation- all staff 3.BLT/SPED dept/scheduling Implementation -all staff 4.BLT/Admin- possible outside trainer/facilitator Implementation- all staff	August all staff in-service with Heather Frizelle.(Solution Tree) Frequent faculty meetings used for modification and accommodation training. PD Monster training for Paraprofessionals. GMMS Instructional strategy use in the classroom reviewed in April staff meeting among colleagues from Planbook.edu report. IEP goal practice and communication at monthly before school staff meetings.

			Assigning paraprofessional and SPED teacher to a team for closer collaboration. SPED teachers and paraprofessionals attending weekly team meetings with their respective teams. *Specific data can be found on our School Improvement Plan
Action 2: Purposeful implementation of strategies for (1) Relationships, (2) Conflict Resolution and (3) Establishing Norms 2023-2024 focus (1) weekly department partner, and (2) teams/departments meetings **Resources Required:** **1. Paraprofessional assigned to a team** **2. PD specific to SPED paraprofessionals** **3. Common "why"- something that unifies us as a team (team building activities- Natl guard activities, "Happy" video, etc.)** **4. BLT/Dept heads before August to be trained and to discuss how to deal with conflicts (Beka will continue to look into)**	May 2023: Conduct follow up survey to SDCNA staff survey to determine clarification to three survey questions regarding safety and honoring differences and collaboration. July 2023- August 2023: PD direction decided upon for school year implementation. August 2023: Training and discussion for BLT/Dept heads on how to lead successfully and how to manage conflicts/strong personalities Determination of SPED paraprofessional assignments for scheduling purposes August 2023- May 2024: Continuous support in the areas of team building, relationship building, conflict resolution throughout school year. Purposeful staff activities and tasks to increase collaboration and team building.	Current Critical Needs Assessment work group: culture BLT/Admin BLT/Admin Admin BLT/Admin Involvement: all staff BLT/Admin Involvement: all staff	Training for team leaders on crucial conversations held August 2023. Culture survey conducted. School culture audit performed by Dr. Muhammad with Solution Tree in December 2023. Data for culture survey and school culture audit reviewed by the Building Leadership Team. PD Monster Training for paraprofessionals. Paraprofessionals assigned to a team.

			Multiple paraprofessional meetings regarding students and practices. October meeting featuring team building activities within core teams.

Expected Milestone/Outcome
What do you anticipate accomplishing by the end of the year?

1. General education teacher's level of understanding and confidence in providing for the needs of SPED students will increase.
2. The knowledge base for SPED paraprofessionals will increase.
3. Growth mindset, high standards, and the belief that ALL students can succeed will be evident (staff based).
4. Department partners and departments will function within a set of norms that results in productive, respectful, and effective partnerships/teamwork.
5. Staff will develop an understanding of professional collaboration, including differing opinions, respect, compromise, and conflict resolution.

Evidence of Progress
What data will be collected and analyzed to inform you of your progress?

1. Surveys (informal and/or third party) used to determine growth from SCCNA baseline data- staff (certified and non-certified)
2. Supervisor observations (informal and formal) and instructional strategy documentation in planbook.edu to determine frequency of purposeful use of instructional strategies being used in classrooms.
3. Increased scores- achievement and growth- of our SPED students in our NWEA assessments along with the end of the year SB/SDSA. The school's improvement plan includes a specific goal for the SPED subgroup to meet or outscore the states average in Math and Reading.

End of the Year Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?
Our August inservice began our year long focus on how to better support our students on IEPs. We partnered with Heather Frizielle with Solution Tree (SPED "expert") and the followed up in all of our staff meetings throughout the year with the same conversation. We continued to document the effective instructional strategies that Marzano and Hattie agree upon. This data will be analyzed this May and shared with the BLT to determine the best approach for the 24-25 school year. The most successful implementation of our first action plan was assigning one paraprofessional to a core team. The collegiality that was observed was a component for this staff that was missing. Those paraprofessionals on core teams shared a sense of ownership for the success of all students, just not those on IEPs, on the core team. Because we also approached our homeroom time different for our SPED teachers, the curriculum purchased to help assist with developing each student's IEP goals also was significantly noticed, and we hope translates into an increase in growth and achievement for our students on IEPs. The training and PD support for both our general education teachers and paraprofessionals was appreciated. We had a binder of resources that we worked from for each faculty meeting. Our paraprofessionals either attended these meetings or had inservice time throughout the year to work through a module purchased from Monster PD.

Principal Signature

Superintendent Signature

Overall Data Trends:

Longitudinal data will be considered by following current middle school students to 7th and 8th grade. NWEA and SB scores for the grade level as a whole will be used to determine strengths in curriculum and instruction. Discussions will also result in need areas that are identified by subject and group.

Individual student results are shared at least quarterly with parents by a quarter grade report as well as parent-teacher conferences in the Fall and the Spring. Parent Portal and Student Portal, an online communication tool that shows a student's gradebook, is available at all times. Failing or near failing grade reports "deficiencies" are sent out to parents at mid-quarter times. Students also have access to their grade reports through the Student Portal accessed through our website. The following is Georgia Morse Middle School's website:
http://www.pierre.k12.sd.us/subpages/gmms.html
GMMS's facebook page is:
https://www.facebook.com/groups/GeorgiaMorseMS/

Timeline and Chart of Responsibilities:

Reading and Math:

Strategy	Implementation Timeline	Responsible Staff/Group
Increase effectiveness in lesson planning and research based instructional strategies for Tier 1 and Tier 2	**2020-current**	**Teachers Administration**
PLC/Essential Standards	**2020 - current**	**Teachers Counselors Administration**
Use technology to increase interest, motivation, and engagement	**Fall 2014 - current**	**All staff**
Use of student data to progress monitor students achievement and needs	**Fall 2015-current**	**Math LA Science**

Professional Development

Opportunities for collaboration, continuing education, and professional development are provided on-site, through district professional development options, and local and national conferences and workshops. Staff development at Georgia Morse Middle School has been guided by district initiatives and the goals and plans of the Building Leadership Team.

Georgia Morse Middle School functions as a Professional Learning Community, where the environment/ school culture cultivates mutual cooperation, support, and professional growth. This is fostered through continuous professional dialogue and training.

Discussion of effective strategies, such as interdisciplinary units, lessons designed around identified weaknesses, viewing of effective teaching videos, and completing observations of other classrooms, are all part of the PLC process.

A greater emphasis on interventions has occurred to meet the needs of at-risk students and/or those that struggle with basic skills. This has been linked to our STAT process and Tier Two interventions.

By implementing Professional Learning Communities, our district demonstrates new initiatives that involve shared decision making. The Building Leadership Team created a system of staff involvement in working towards continual improvement. The Professional Learning Community meets the requirements of continued school reflection and school improvement.

Parent Involvement and Education

Parent involvement is recognized as an important part of student development. Georgia Morse Middle School staff invites parents into team meetings, has high turnout rates for parent teacher conferences, and has a high number of parents visiting the Parent Portal in which they can keep track of their individual child's success. Team weekly emails share weekly lesson plans and activities. With this access to information, parents can be more knowledgeable and know what to ask their child concerning schoolwork. Any student struggling academically (failing grades) will be sent a mid-quarter grade report.

Transition

Georgia Morse Middle School takes great effort and time to transition the students from the four elementary buildings. Coming to the middle school is a big change for 5th graders and communication has been important in aiding a smooth transition.

Each spring the middle school counselors and administration meet with elementary personnel to discuss students and needs. An Ambassador program includes 6th grade Ambassadors (student leaders) that return to their home elementary building to speak to the 5th grade classes. The 5th grade classes are then invited for a tour of GMMS in the Spring. Where Everybody Belongs (WEB) is a program used by the middle school to promote a healthy, welcoming environment. This program includes each incoming 6th grade student being called during the summer by an Ambassador and invited to a fun assembly led by the older students. WEB takes place during the week of registration. Games are played, while routines and procedures are taught. A parent meeting for all parents of 5th grade students is hosted each school year and not only includes information on how the middle school works, but also a tour of the 6th grade area.

Students in 8th grade moving to the high school meet with the high school counselors several times their 8th grade year. High school counselors come to the middle school and discuss required courses and elective opportunities. The high school counselors interact with the 8th graders several times during the 8th grade year to finalize schedules online. A panel of high school students come and speak to the 8th graders in the Fall. A tour of the high school is also conducted in the Spring of the year. High school counseling and administration staff meet with middle school counselors and administration and discuss individual student needs and concerns each Spring. Another meeting involving Special Education staff from the middle school and high

school to discuss the specific needs of students also occurs. An informational parent night is also held for parents of incoming 9th graders moving to the high school.

Monitoring/Evaluation (Additional Support)

Students experiencing difficulty receive effective and timely assistance by a referral to a Student Teacher Assistance Team (STAT). After the referral, an educator is assigned to be the case manager for that student and data is gathered. The team suggests interventions to assist with a child's success. The team may recommend a meeting with the pre-referral team to determine if formal testing is needed.

Parents are invited and encouraged to participate in all decisions for their child. Special Education students may be in regular classes for Science, Social Studies, and Encore classes but may receive direct instruction for Math and Language Arts from the Special Education teacher. A Coteaching model has been adopted and practiced at two grade levels (7, 8) in the classes of Math and Language Arts. This allows for greater inclusion with peers and more academic attention with two certified teachers in the classroom. This practice also helps those students that may struggle yet do not qualify for an IEP. Special services teachers also supervise tutored study halls that include students from their caseload for more specific, effective assistance. A Lifeskills class was created in 2014 that allows select IEP students to develop work-type skills.

Fiscal Requirement

Funds are used to support the school improvement plan (SIP) in regards to staff compensation and benefits, professional development, supplies, and equipment. The district has committed to meeting state and Federal mandates. It is the intent that the implementation of this school improvement plan (SIP) will result in Georgia Morse Middle School meeting proficiency or AYP in all subgroups. Georgia Morse Middle School site-based management with regard to funding, time, personnel, and materials will continued based upon past successes. The school has benefited from the state's 1003 grant money for the last three academic years.

Ongoing Program Development

This school improvement plan (SIP) will be evaluated each year when assessment data is available. The plan will be revised based on current data. Data retreats will be held with the staff (Appendix F, G, and H) and the SIP will be implemented. Monitoring and implementation will be the responsibility of the administration and GMMS staff. Major components of the plan will be communicated with parents via the district's website and other communication tools.

Appendix A

Pierre Public School District

Mission:

To cooperatively inspire all students to achieve their potential

Vision:

All Pierre School District Students will acquire the necessary knowledge, skills, and attitudes to become life-long learners and productive members of society.

Beliefs of Pierre Public Schools:

- ***We believe that schools should teach….***Young people how to love learning and value knowledge, emphasizing the basic classes, responsibility, and character and providing a constant rigorous level of expectation.

- ***We believe that a good school is one that…*** Educates students for a successful life in both the academic arena and real life situations by communicating effectively, respecting individual differences, and setting high standards for students, staff, and administrators.

- ***We believe that a successful student is able to…*** challenge himself in and out of school thus becoming a life long learner, effective problem solver, and a productive member of society.

- ***We believe that an effective classroom is one in which….*** students enjoy working both individually and cooperatively and are actively engaged in a safe, rigorous, open, honest and respectful environment using a variety of learning styles.

- ***We believe that a good faculty member is one who…*** enjoys what s/he does, has the students' best interests in mind, models respect, values team work, is caring, courteous, and supportive of students, parents, and fellow teachers.

PIERRE PUBLIC SCHOOL BOARD GOALS:

Pierre School Board Goals

2023-2024

- *Teaching & Learning:* Incorporate a "growth mindset" culture that promotes continuous improvement by engaging all students and enhancing opportunities for their success.

- *Student Persistence:* Pursue and support innovative pathways to success for all students. Promote and reinforce that the potential for academic and extra-curricular success is due to their efforts and persistence.

- *School Attendance:* Incorporate strategies to improve attendance and reinforce the importance of consistent school attendance as it relates to student success.

- *School Safety:* Provide a safe environment for students, staff and visitors with effective emergency response protocols. Establish a climate that holds high expectations for student conduct and their behavior towards others.

- *Parent and Community Engagement:* Encourage and strengthen opportunities for parent and community partnerships and enhance relationships that support efforts to address our district mission.

- *Recruitment & Retention:* Expand efforts to attract, secure and engage high quality, dedicated educators. Create feasible methods to retain and support effective and productive members of our educational team.

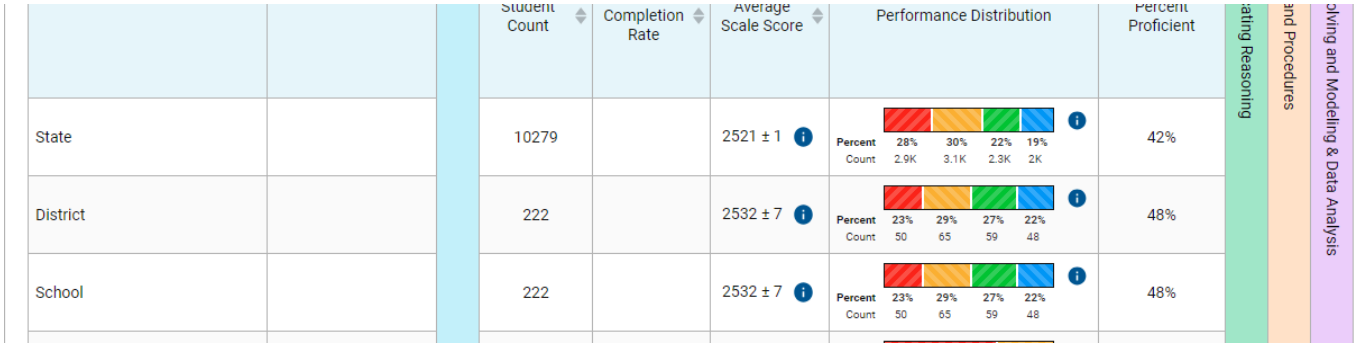
MISSION STATEMENT:

"To Cooperatively Inspire All Students to Achieve Their Potential"

Appendix B

MOST CURRENT STATE ASSESSMENT DATA:

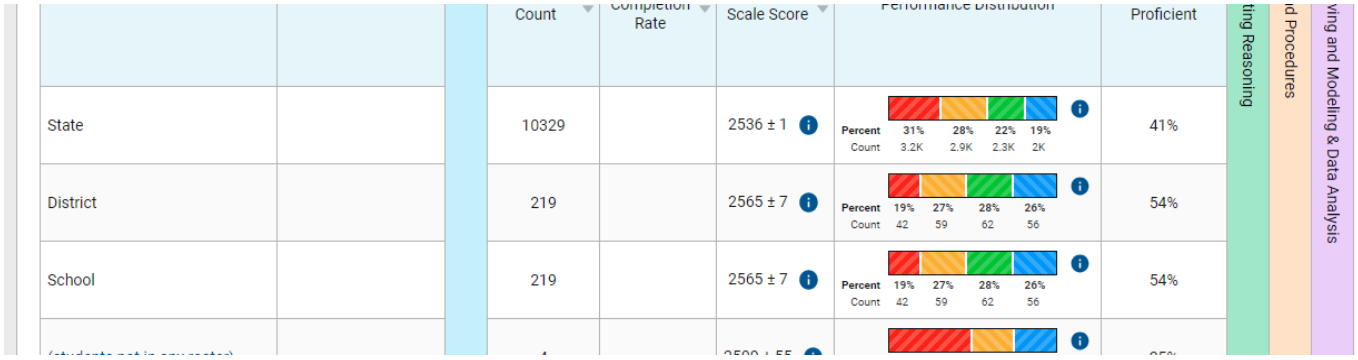
6th Grade Math- Summative



		Student Count	Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		10279		2521 ± 1	Percent 28% 30% 22% 19% Count 2.9K 3.1K 2.3K 2K	42%
District		222		2532 ± 7	Percent 23% 29% 27% 22% Count 50 65 59 48	48%
School		222		2532 ± 7	Percent 23% 29% 27% 22% Count 50 65 59 48	48%

Reasoning | and Procedures | Solving and Modeling & Data Analysis

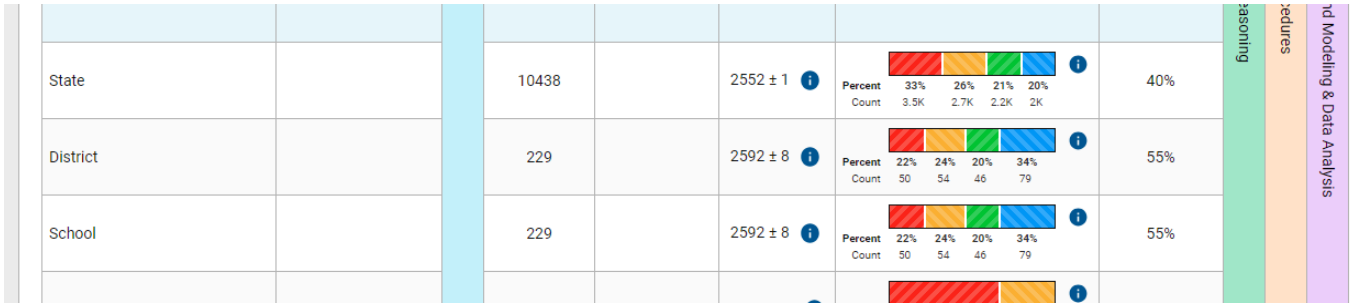
7th Grade Math- Summative



		Count	Completion Rate	Scale Score	Performance Distribution	Proficient
State		10329		2536 ± 1	Percent 31% 28% 22% 19% Count 3.2K 2.9K 2.3K 2K	41%
District		219		2565 ± 7	Percent 19% 27% 28% 26% Count 42 59 62 56	54%
School		219		2565 ± 7	Percent 19% 27% 28% 26% Count 42 59 62 56	54%

ting Reasoning | d Procedures | ving and Modeling & Data Analysis

8th Grade Math- Summative



State		10438		2552 ± 1	Percent 33% 26% 21% 20% Count 3.5K 2.7K 2.2K 2K	40%
District		229		2592 ± 8	Percent 22% 24% 20% 34% Count 50 54 46 79	55%
School		229		2592 ± 8	Percent 22% 24% 20% 34% Count 50 54 46 79	55%

asoning | edures | d Modeling & Data Analysis

6th Grade ELA- Summative

State			10222		2520 ± 1	Percent 25% 27% 33% 15% Count 2.5K 2.8K 3.4K 1.5K		48%
District			222		2518 ± 6	Percent 25% 29% 30% 15% Count 56 65 67 34		45%
School			222		2518 ± 6	Percent 25% 29% 30% 15% Count 56 65 67 34		45%

7th Grade ELA- Summative

State			10265		2547 ± 1	Percent 24% 26% 36% 14% Count 2.4K 2.7K 3.7K 1.5K		50%
District			218		2563 ± 7	Percent 19% 20% 39% 22% Count 42 44 85 47		61%
School			218		2563 ± 7	Percent 19% 20% 39% 22% Count 42 44 85 47		61%

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8th Grade ELA- Summative

State			10386		2558 ± 1	Percent 24% 26% 36% 14% Count 2.5K 2.8K 3.7K 1.4K		49%
District			228		2579 ± 7	Percent 21% 25% 36% 18% Count 48 57 81 42		54%
School			228		2579 ± 7	Percent 21% 25% 36% 18% Count 48 57 81 42		54%

8th Grade Science- Summative

School	Total	Total				Earth and Space Science	Life Science	Physical Science
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient			
State		10454	799	Percent 23% 38% 25% 14% Count 2.4K 4K 2.6K 1.5K	39%			
District		229	807 ± 2	Percent 18% 31% 26% 24% Count 42 72 60 55	50%			
Georgia Morse Middle School ...		229	807 ± 2	Percent 18% 31% 26% 24% Count 42 72 60 55	50%			

District Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Pierre School District 32-2
Grouping: None
Small Group Display: No

Language Arts: Reading

Georgia Morse Middle School

Growth: Reading 6+ SD 2018
SD Content Standards Language Arts: 2018

						Instructional Area Performance					
						Literature		Informational Text		Vocabulary: Acquisition and Use	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2022-2023	6	218	215.6	14.0	217	215.3	14.6	215.2	15.9	216.3	14.6
Winter 2022-2023	6	218	215.2	14.6	217	214.9	15.6	215.2	15.4	215.7	15.4
Fall 2022-2023	6	221	212.7	14.5	215	212.4	15.3	211.9	15.0	213.7	16.1
Spring 2021-2022	6	234	217.6	14.7	219	217.3	16.2	216.8	15.2	218.7	14.9
Winter 2021-2022	6	234	216.9	13.9	219	217.3	14.6	216.6	15.5	216.6	14.4
Fall 2021-2022	6	238	213.9	14.3	215	213.9	15.1	213.4	15.8	214.5	14.6
Spring 2020-2021	6	218	217.4	13.6	219	217.0	15.3	216.9	15.0	218.2	13.8
Winter 2020-2021	6	203	217.3	13.5	219	217.4	14.3	217.1	14.7	217.5	14.7
Fall 2020-2021	6	207	212.1	14.3	213	211.9	15.0	211.6	15.6	212.9	15.2
Winter 2019-2020	6	234	216.4	14.0	218	215.7	15.3	216.1	15.4	217.3	14.1
Fall 2019-2020	6	235	214.3	13.3	215	214.7	15.3	213.5	14.6	214.6	13.3
Spring 2022-2023	7	228	220.8	14.3	222	219.8	15.3	220.3	15.8	222.3	14.1
Winter 2022-2023	7	221	220.2	13.7	220	219.7	15.0	219.8	15.2	221.1	14.0
Fall 2022-2023	7	231	218.4	13.2	219	216.9	14.3	218.6	14.7	219.7	14.0
Spring 2021-2022	7	210	220.2	14.5	221	218.8	15.3	218.9	15.8	222.7	14.5
Winter 2021-2022	7	209	218.7	14.2	220	217.8	15.3	218.4	15.5	219.9	14.7
Fall 2021-2022	7	223	217.6	13.9	218	217.0	14.6	217.5	15.0	218.4	14.6
Spring 2020-2021	7	204	220.2	14.3	223	219.6	15.6	220.0	15.4	220.8	14.5
Winter 2020-2021	7	202	220.2	13.5	222	219.8	13.9	219.5	15.1	221.4	14.3
Fall 2020-2021	7	199	217.5	13.7	219	217.3	14.5	216.9	15.5	218.2	13.8
Winter 2019-2020	7	240	220.9	14.1	222	220.2	15.4	220.7	15.2	221.8	15.2
Fall 2019-2020	7	240	215.5	16.0	217	214.0	17.4	214.6	16.7	218.0	16.6
Spring 2022-2023	8	214	219.8	15.8	221	218.2	17.7	218.6	16.7	222.5	15.7
Winter 2022-2023	8	208	219.1	15.6	221	218.3	17.2	218.0	17.0	221.2	15.4
Fall 2022-2023	8	209	216.9	15.5	218	215.5	16.8	215.9	16.6	219.5	15.8
Spring 2021-2022	8	211	222.1	16.0	224	220.4	17.5	222.0	16.9	224.1	16.2
Winter 2021-2022	8	218	222.6	13.9	225	221.7	15.8	222.3	15.1	223.7	13.9
Fall 2021-2022	8	225	220.0	14.6	221	218.3	16.1	219.9	16.2	221.7	14.9
Spring 2020-2021	8	213	222.6	16.4	224	221.2	16.7	222.1	18.4	224.5	16.6

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

District Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Pierre School District 32-2
Grouping: None
Small Group Display: No

Math: Math K-12

Georgia Morse Middle School

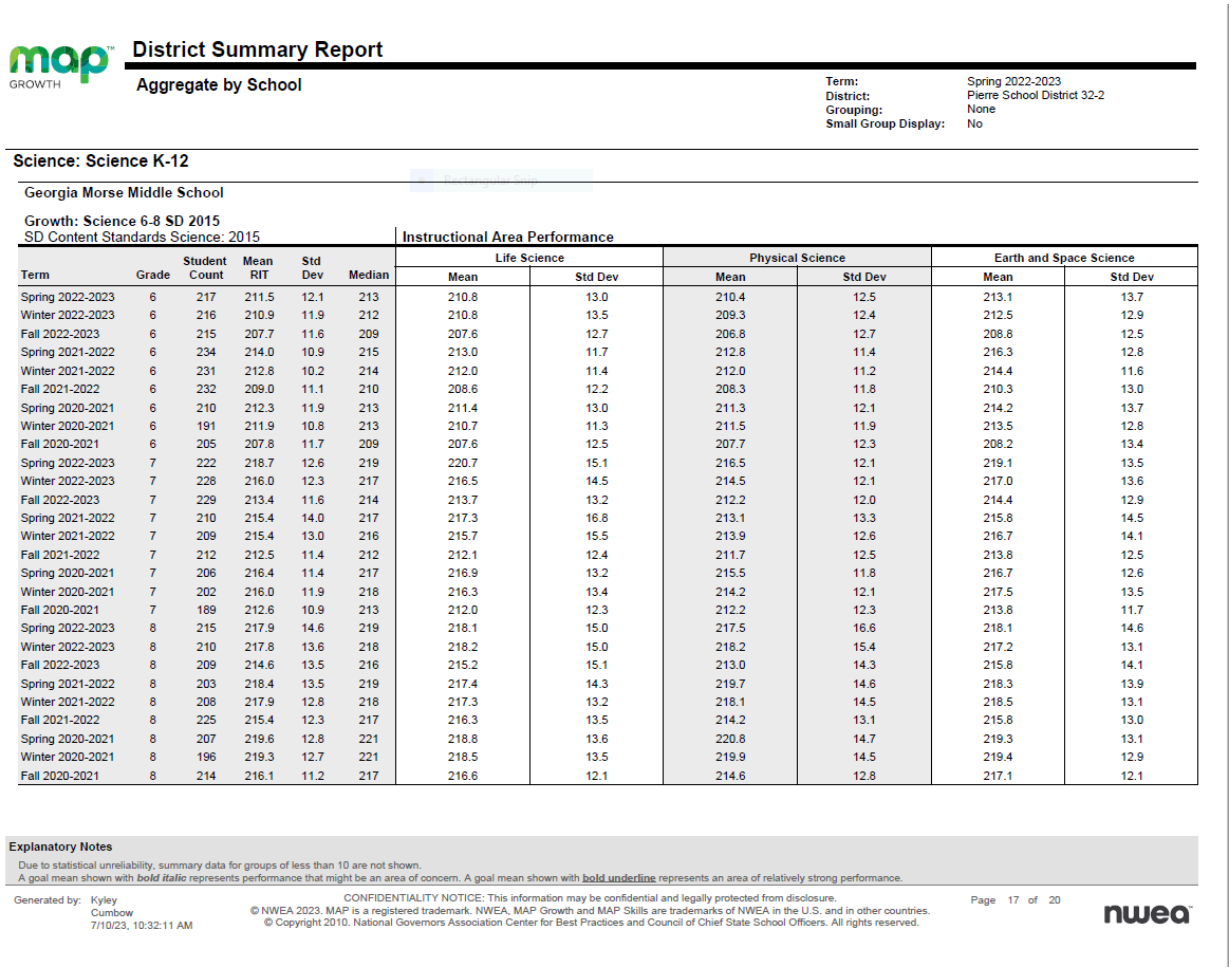
Growth: Math 6+ SD 2018
SD Content Standards Mathematics: 2018

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2022-2023	6	216	222.1	15.2	224	221.6	15.6	223.9	16.9	221.7	16.3	221.1	16.4
Winter 2022-2023	6	219	219.5	14.4	221	219.1	15.6	221.7	15.3	219.2	15.4	218.2	15.8
Fall 2022-2023	6	221	215.2	14.3	217	213.0	15.4	217.8	15.9	217.1	16.2	212.9	15.1
Spring 2021-2022	6	235	224.4	16.5	226	224.4	16.6	226.5	18.1	223.4	17.0	223.4	17.9
Winter 2021-2022	6	231	221.1	14.0	224	221.9	15.0	223.6	16.4	220.4	14.5	218.6	14.7
Fall 2021-2022	6	231	216.1	14.1	218	214.5	14.2	218.9	16.5	217.6	14.3	213.4	15.6
Spring 2020-2021	6	218	221.8	14.7	222	222.5	15.8	224.5	15.1	220.7	16.0	219.7	15.8
Winter 2020-2021	6	203	221.2	13.2	224	222.3	14.1	**225.2**	16.0	218.8	13.9	218.6	13.7
Fall 2020-2021	6	205	214.8	13.4	217	214.3	14.0	217.1	15.1	214.7	14.9	213.1	14.4
Winter 2019-2020	6	234	221.0	13.6	222	219.2	14.2	224.3	15.4	221.3	14.3	219.5	15.2
Fall 2019-2020	6	234	215.5	13.8	217	214.0	14.4	218.2	15.4	216.3	14.8	213.7	15.2
Spring 2022-2023	7	224	231.8	16.3	234	231.6	16.6	234.2	18.4	229.9	16.5	231.4	18.1
Winter 2022-2023	7	233	228.9	16.5	231	228.1	16.3	231.1	18.2	227.0	16.5	229.0	19.0
Fall 2022-2023	7	228	224.8	16.7	227	224.5	18.0	226.7	17.9	223.9	17.4	224.4	17.8
Spring 2021-2022	7	215	231.1	15.9	233	232.3	16.0	**235.0**	18.1	227.9	17.1	229.5	17.7
Winter 2021-2022	7	215	226.2	14.8	226	226.2	15.4	229.0	16.2	224.6	15.2	225.2	16.6
Fall 2021-2022	7	220	222.0	14.7	223	221.7	15.3	224.0	16.0	221.6	15.8	221.1	16.8
Spring 2020-2021	7	209	227.7	14.9	228	227.1	15.8	230.5	17.2	226.4	14.6	226.8	16.2
Winter 2020-2021	7	201	225.7	14.0	226	225.2	14.9	**230.9**	16.5	***222.2***	13.4	224.5	15.7
Fall 2020-2021	7	206	221.6	14.4	223	222.3	15.3	224.3	15.8	219.7	14.4	220.1	16.5
Winter 2019-2020	7	241	227.3	15.1	228	225.7	15.2	229.0	16.0	227.5	16.6	227.0	17.3
Fall 2019-2020	7	242	224.1	14.4	226	221.3	14.6	225.3	15.9	224.6	15.7	225.1	15.9
Spring 2022-2023	8	211	232.4	17.4	233	234.0	19.0	232.0	19.3	232.6	17.3	230.5	18.8
Winter 2022-2023	8	216	229.4	17.1	230	230.8	18.4	230.2	18.3	228.0	17.9	228.6	18.2
Fall 2022-2023	8	215	227.1	16.7	227	227.8	17.8	229.5	17.9	224.5	17.0	226.6	18.2
Spring 2021-2022	8	207	234.7	17.8	236	236.3	19.2	235.2	18.3	234.3	18.0	233.1	19.3
Winter 2021-2022	8	211	231.4	16.4	232	233.2	18.2	232.4	17.9	228.9	16.3	230.7	17.3
Fall 2021-2022	8	225	227.2	15.8	227	227.9	17.6	229.6	16.5	225.2	16.6	226.1	16.4

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.



District Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Pierre School District 32-2
Grouping: None
Small Group Display: No

Science: Science K-12

Georgia Morse Middle School

Growth: Science 6-8 SD 2015
SD Content Standards Science: 2015

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Life Science Mean	Life Science Std Dev	Physical Science Mean	Physical Science Std Dev	Earth and Space Science Mean	Earth and Space Science Std Dev
Spring 2022-2023	6	217	211.5	12.1	213	210.8	13.0	210.4	12.5	213.1	13.7
Winter 2022-2023	6	216	210.9	11.9	212	210.8	13.5	209.3	12.4	212.5	12.9
Fall 2022-2023	6	215	207.7	11.6	209	207.6	12.7	206.8	12.7	208.8	12.5
Spring 2021-2022	6	234	214.0	10.9	215	213.0	11.7	212.8	11.4	216.3	12.8
Winter 2021-2022	6	231	212.8	10.2	214	212.0	11.4	212.0	11.2	214.4	11.6
Fall 2021-2022	6	232	209.0	11.1	210	208.6	12.2	208.3	11.8	210.3	13.0
Spring 2020-2021	6	210	212.3	11.9	213	211.4	13.0	211.3	12.1	214.2	13.7
Winter 2020-2021	6	191	211.9	10.8	213	210.7	11.3	211.5	11.9	213.5	12.8
Fall 2020-2021	6	205	207.8	11.7	209	207.6	12.5	207.7	12.3	208.2	13.4
Spring 2022-2023	7	222	218.7	12.6	219	220.7	15.1	216.5	12.1	219.1	13.5
Winter 2022-2023	7	228	216.0	12.3	217	216.5	14.5	214.5	12.1	217.0	13.6
Fall 2022-2023	7	229	213.4	11.6	214	213.7	13.2	212.2	12.0	214.4	12.9
Spring 2021-2022	7	210	215.4	14.0	217	217.3	16.8	213.1	13.3	215.8	14.5
Winter 2021-2022	7	209	215.4	13.0	216	215.7	15.5	213.9	12.6	216.7	14.1
Fall 2021-2022	7	212	212.5	11.4	212	212.1	12.4	211.7	12.5	213.8	12.5
Spring 2020-2021	7	206	216.4	11.4	217	216.9	13.2	215.5	11.8	216.7	12.6
Winter 2020-2021	7	202	216.0	11.9	218	216.3	13.4	214.2	12.1	217.5	13.5
Fall 2020-2021	7	189	212.6	10.9	213	212.0	12.3	212.2	12.3	213.8	11.7
Spring 2022-2023	8	215	217.9	14.6	219	218.1	15.0	217.5	16.6	218.1	14.6
Winter 2022-2023	8	210	217.8	13.6	218	218.2	15.0	218.2	15.4	217.2	13.1
Fall 2022-2023	8	209	214.6	13.5	216	215.2	15.1	213.0	14.3	215.8	14.1
Spring 2021-2022	8	203	218.4	13.5	219	217.4	14.3	219.7	14.6	218.3	13.9
Winter 2021-2022	8	208	217.9	12.8	218	217.3	13.2	218.1	14.5	218.5	13.1
Fall 2021-2022	8	225	215.4	12.3	217	216.3	13.5	214.2	13.1	215.8	13.0
Spring 2020-2021	8	207	219.6	12.8	221	218.8	13.6	220.8	14.7	219.3	13.1
Winter 2020-2021	8	196	219.3	12.7	221	218.5	13.5	219.9	14.5	219.4	12.9
Fall 2020-2021	8	214	216.1	11.2	217	216.6	12.1	214.6	12.8	217.1	12.1

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Generated by: Kyley Cumbow 7/10/23, 10:32:11 AM

MATH (find cohort data)

Grade	14-15	15-16	16-17	17-18	18-19
5	42	43	46	51	41
6	40	41	54	55	51
7	43	44	54	65	57
8	46	38	49	55	64

MATH

Grade	14-15	15-16	16-17	17-18	18-19
5	42	43	46	51	41
6	40	41	54	55	51
State average	33	39	41	42	40
GMMS NA vs. State NA	13 vs. 6	13 vs. 9	17 vs. 10	14 vs. 8	14 vs. 9

7	43	44	54	65	57
State Average	38	41	41	45	44
GMMS NA vs. State NA	11 vs. 9	14 vs. 10	17 vs. 10	26 vs. 12	22 vs. 10
8	46	38	49	55	64
State	37	41	41	45	42
GMMS NA vs. state NA	**5 vs. 9**	19 vs. 10	14 vs. 8	23 vs. 11	29 vs. 9

LA (find the cohort data)

Grade	14-15	15-16	16-17	17-18	18-19
5	52	52	55	63	61
6	40	47	57	51	60
7	53	48	52	66	62
8	47	54	43	48	61

LA

Grade	14-15	15-16	16-17	17-18	18-19
5	52	52	55	63	61
6	40	47	57	51	60
State	44	49	48	49	50
GMMS NA vs State	13 vs 13	**17** vs 18	26 vs 15	18 vs 13	30 vs 17
7	53	48	52	66	62
State	48	50	52	53	53
GMMS NA vs State	43 vs 17	23 vs 18	32 vs 19	39 vs 20	**15** vs 19
8	47	54	43	48	61
State	47	51	48	53	51
GMMS NA vs State	24 vs 18	38 vs 20	**11** vs 16	**18** vs 21	29 vs 19

Report card scores broken down for various schools.

	Overall Score	LA	Math	Science

Huron	64	54	46	44
	subgroups NA/ED/SPED	NA/43/15	NA/33/13	NA/33/8
Mitchell	62	54	52	32
	subgroups NA/ED/SPED	26/38/12	22/36/13	10/17/2011
Harrisburg South	70	64	60	45
	subgroups NA/ED/SPED	NA/50/16	NA/40/18	NA/33/27
Watertown	66	67	51	49
	subgroups NA/ED/SPED	50/52/29	NA/32/16	NA/35/20
Yankton	72	65	56	49
	subgroups NA/ED/SPED	39/51/20	35/42/20	NA/32/NA
Brookings	64	61	48	46
	subgroups NA/ED/SPED	36/45/15	29/28/NA	NA/27/14
Spearfish	56	50	43	41
	subgroups NA/ED/SPED	20/33/10	13/26/8	NA/28/17
Harrisburg North	69	65	54	60
	subgroups NA/ED/SPED	NA/44/7	NA/26/7	NA/25/11
GMMS	**68**	**62**	**58**	**55**
	subgroups NA/ED/SPED	**25/37/NA**	**20/30/NA**	**18/29/14**
Sisseton	58	28	25	36
	subgroups NA/ED/SPED	17/15/10	14/16/10	22/16/20
Aberdeen Holgate	71	65	62	43
	subgroups NA/ED/SPED	43/53/26	30/48/27	NA/32/25
Aberdeen Simmons	66	56	55	40
	subgroups NA/ED/SPED	21/42/9	21/40/13	NA/26/NA
Brandon	70	70	63	53

	subgroups NA/ED/SPED	NA/56/32	NA/48/23	NA/35/33
RC South	50	37	21	27
RC North	48	30	19	21
RC East	57	42	38	38
Rc West	65	55	53	44
	subgroups NA/ED/SPED	41/42/13	24/41/10	NA/34/9
RC Dakota	67	61	54	51
	subgroups NA/ED/SPED	NA/44/28	NA/31/21	NA/67/NA

Native American
Economically Disadvantaged
Special Education

NA denotes less than 10 in that subgroup

MATH (find cohort data)

Grade	14-15	15-16	16-17	17-18	18-19
5	42	43	46	51	41
6	40	41	54	55	51
7	43	44	54	65	57
8	46	38	49	55	64

LA (find the cohort data)

Grade	14-15	15-16	16-17	17-18	18-19
5	52	52	55	63	61
6	40	47	57	51	60
7	53	48	52	66	62
8	47	54	43	48	61

Appendix C

SMARTER BALANCED DATA (data according to the state report card)

Smarter Balanced Data 20-21 (post covid and when online learning was an option for GMMS students):

	State	GMMS	Haleakala	Voyageur	Online All Year
8th ELA Percent Proficient	52%	60%	62%	60%	44%
8th Math Percent Proficient	40%	52%	62%	48%	9%
			Sequoia	Yellowstone	Online All Year
7th ELA Percent Proficient	55%	53%	53%	54%	55%
7th Math Percent Proficient	41%	46%	46%	48%	18%
			Denali	Shenandoah	Online All Year
6th ELA Percent Proficient	48%	46%	41%	51%	63%
6th Math Percent Proficient	38%	39%	31%	48%	13%

		SB 2014-2015	SB 2015-2016	SB 2016-2017	SB 17-18	SB 18-19
LA	6	40/44	47/49	58/48	51/49	60/60
	7	54/48	48/50	52/52	65/53	62/53
	8	47/47	54/51	43/48	48/53	61/51
MATH	6	40/33	41/39	54/41	55/42	51/40
	7	43/38	44/41	50/44	65/45	57/44
	8	46/37	38/41	49/41	55/44	64/42

**State average

6th LA-

South Dakota	11414	2522 ±1	50	24 26 35 15
Pierre 32-2 (32002)	236	2546 ±6	60	17 23 36 23
Georgia Morse Middle School - 02 (32002_32002-02)	236	2546 ±6	60	17 23 36 23

7th LA-

South Dakota	11037	2550 ±1	53	23 24 38 15
Pierre 32-2 (32002)	204	2567 ±7	62	17 22 41 21
Georgia Morse Middle School - 02 (32002_32002-02)	204	2567 ±7	62	17 22 41 21

8th LA-

South Dakota	10806	2563 ±1	51	22 27 37 14
Pierre 32-2 (32002)	207	2594 ±7	61	16 22 37 25
Georgia Morse Middle School - 02 (32002_32002-02)	207	2594 ±7	61	16 22 37 25

6th Math-

South Dakota	11460	2518 ±1	40	29 31 23 17
Pierre 32-2 (32002)	236	2546 ±6	51	21 28 28 24
Georgia Morse Middle School - 02 (32002_32002-02)	236	2546 ±6	51	21 28 28 24

7th Math-

South Dakota	11058	2542 ±1	44	28 28 25 19
Pierre 32-2 (32002)	204	2585 ±7	57	15 28 24 34
Georgia Morse Middle School - 02 (32002_32002-02)	204	2585 ±7	57	15 28 24 34

8th Math-

	Students			
South Dakota	10832	2557 ±1	42	31 26 21 21
Pierre 32-2 (32002)	207	2620 ±8	64	14 23 19 44
Georgia Morse Middle School - 02 (32002_32002-02)	207	2620 ±8	64	14 23 19 44

Overall Performance on the Smarter Balanced Summative test, by Su Middle School - 02, 2018-2019

English Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 6	236	60%
Grade 7	204	62%
Grade 8	207	61%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 6	236	51%
Grade 7	204	57%
Grade 8	207	64%

6th graders 2015-2016	LA growth from 6th to 7th to 8th grade 47-52-48	Math growth from 6th to 7th to 8th grade 41-50-56
7th graders 2015-2016	LA growth from 6th to 7th to 8th grade 40% to 48% proficient (level 3 or 4) to 43	Math growth 6th to 7th grade to 8th grade 40% to 44% proficient (level 3 or 4) to 49
8th graders 2015-2016	LA growth from 7th to 8th grade 53% to 54% proficient (level 3 or 4)	Math growth 7th to 8th grade 43% to 38% proficient (level 3 or 4)

7th graders 2016-2017	LA growth from 6th to 7th grade 47% to 52% proficient	Math growth 6th to 7th grade 41% to 50% proficient
8th graders 2016-2017	LA growth from 6th to 7th to 8th grade 40% to 48% to 43%	Math growth 6th to 7th to 8th 40% to 44% to 49%

7th graders 2017-2018	LA growth from 6th to 7th grade 57% to 66% proficient	Math growth from 6th to 7th grade 54% to 65% proficient
8th graders 2017-2018	LA growth from 6th to 7th to 8th grade 47% to 52% to 48%	Math growth 6th to 7th to 8th 41% to 50% to 56%

7th graders 2018-2019	LA growth from 6th to 7th grade 51% to 62% proficient	Math growth from 6th to 7th grade 55% to 57% proficient
8th graders 2018-2019	LA growth from 6th to 7th to 8th grade 58% to 65% to 61%	Math growth 6th to 7th to 8th 54% to 65% to 64%

2015-2019 Smarter Balanced scores (three years of data)

	Math	LA
6	41-54-55-51	47-57-53-60
7	44-50-65-57	48-52-66-62
8	38-49-56-64	50-43-48-61

SMARTER BALANCE Growth from grade to grade (same students) 16-17 to 17-18:

	Math	LA
6th Denali	46 to 45	53 to 48
6th Shenandoah	51 to 65	63 to 57
7th Yellowstone	64 to 66	58 to 67
7th Sequoia	56 to 61	57 to 69
8th Haleakala	52 to 62	60 to 51
8th Voyageurs	54 to 50	51 to 46

	SB 16-17 LA-GMMS	SB 16-17 LA-state	SB 17-18 LA-GMMS	SB 17-18 LA state	SB 18-19 LA GMMS	SB 18-19 State	**SB 16-17 Math-GMMS**	**SB 16-17 Math state**	**SB 17-18 Math-GMMS**	**SB 17-18 Math-State**	**SB 18-19 Math-GMMS**	**SB 18-19 Math-State**
Male (6th GRADE)	53	42	42	43	55	44	**59**	**39**	**51**	**41**	**48**	**40**
Female	61	54	62	55	64	55	**50**	**43**	**59**	**42**	**54**	**40**
White	64	56	58	59	65	59	**60**	**50**	**61**	**51**	**62**	**49**
Two Race	60	47	64	45	65	47	**60**	**39**	**64**	**37**	**30**	**31**
Native Am.	26	15	18	13	30	17	**17**	**10**	**14**	**8**	**14**	**9**
SPED	10	11	14	11	0 (x13)	12	**5**	**9**	**10**	**9**	**0** (x13)	**9**
Male (7th GRADE)	63	46	56	46	50	47	**54**	**44**	**62**	**45**	**57**	**44**
Female	43	58	75	60	74	60	**45**	**43**	**68**	**45**	**58**	**44**
White	56	61	70	62	70	62	**57**	**53**	**73**	**55**	**63**	**54**
Two Race	54	46	80	52	64	50	**42**	**39**	**73**	**42**	**71**	**38**
Native Am.	32	19	39	20	15	19	**16**	**12**	**26**	**12**	**22**	**10**
SPED	15	12	11	13	7 (x15)	12	**11**	**10**	**11**	**11**	**7** (x15)	**9**
Male (8th GRADE)	38	40	39	46	55	43	**44**	**38**	**56**	**42**	**65**	**40**
Female	49	55	59	61	67	59	**55**	**43**	**56**	**46**	**63**	**45**
White	54	56	53	61	66	59	**60**	**49**	**62**	**53**	**70**	**51**
Two Race	10	40	41	43	65	50	**30**	**37**	**59**	**37**	**71**	**41**
Native Am.	11	16	18	21	29	19	**14**	**8**	**23**	**11**	**29**	**9**
SPED	0	9	9	11	0	10 (x21)	**0**	**7**	**9**	**9**	**0** (x21)	**8**

2017-2018 RIT Fall-Winter-Spring scores by grade

		Fall 2016-2017	FALL 2017-2018	Fall 2018-2019	NA 2016-2017	NA 2017-2018	NA 2018-2019	Winter 2016-2017	WINTER 2017-2018	Winter 2018-2019	Spring 2016-2017	SPRING 2017-2018	Spring 2018-2019	NA 2016-2017	NA 2017-2018	NA 2018-2019
MATH	6	217.2	214	217	205.7	202	205	226.1	224	224	230.	230	228	215.	219	215
	7	222.2	225	226	207.8	212	211	229.1	231	231	232.	236	237	217.	221	222
	8	232.3	232	237	220.8	216	224	237.7	238	242	246.	244	248	232.	230	231
LA	6	210.5	211	213	202.2	199	201	219.6	216	217	221.	218	217	210.	206	203
	7	215.0	219	217	202.8	208	204	219.0	221	220	221.	222	223	209.	210	213
	8	219.9	217	223	212.8	204	209	221.6	223	227	226.	226	228	218.	217	217
SCI	6	208	208	208	198.3	200	200	213.0	213	213	215.	215	216	205.	206	206
	7	212.3	215	214	202.7	205	204		217	217	210.	218	219	210.	205	209
	8	216.9	213	218	208.4	205	207		218	221	223.	221	224	213.	212	212

National Average:

Math- Spring 6th- 230, 7th 228, 8th 225

Reading- Spring 6th- 215, 7th 218, 8th 220

Science- Spring 6th- 208, 7th 210, 8th 213

NWEA 2016-2019 Students meeting National Norm RIT

		2016-2017 Spring- students at or above Norm Grade Level RIT	2017-2018 Spring- at/above RIT Norm	2018-2019 Spring students at/above RIT Norm
MATH	8	140/171 (81%)	149/210 (70%)	83%
	7	133/199 (66%)	146/207 (70%)	71%
	6	138/202 (68%)	167/200 (83%)	61%
LA	8	120/171 (70%)	136/208 (65%)	72%
	7	127/198 (64%)	143/209 (68%)	64%
	6	150/201 (74%)	145/201 (72%)	57%
SCIENCE	8	138/172 (80%)	167/208 (80%)	81%
	7	156/198 (78%)	167/206 (81%)	77%
	6	149/201 (74%)	159/201 (79%)	77%

SLO: Met Projected Growth 2016-2019

		% met Projected Growth 2016	NA 2016	**% Met Projected Growth 2017**	**NA 2017**	**% Met Projected Growth 2018**	**NA 2018**	**% Met Projected Growth 2019**	**NA 2019**
MATH	6	63	**31**	79	**63**	88%	**80%**	71	**59**
	7	40	**46**	75	**65**	84%	**78%**	81	**60**
	8	60	**79**	91	**76**	87%	**84%**	91	**88**
LA	6	58	**60**	84	**79**	65%	**62%**	48	**45**

	7	51	**40**	61	**63**	62%	**53%**	63	**59**
	8	61	**75**	73	**58**	78%	**52%**	69	**75**
SCIENCE	6	71	**50**	76	**68**	74%	**60%**	75	**53**
	7					63%	**42%**	67	**57**
	8					78%	**63%**	77	**82**

NWEA 2017-2018 Tracking same set of students (spring RIT scores): MATH

16-17 White students 6th grade **230** 16-17 NA students 6th grade **215**	17-18White students 7th grade **236** 17-18 NA students 7th grade **222**	18-19 White students 8th grade **248** 18-19 NA students 8th grade **231**
15-16 White Students 6th grade **228** 15-16 NA Students 6th grade **213**	16-17 White Students 7th grade **234** 16-17 NA Students 7th grade **217**	17-18 White Students 8th grade **246** 17-18 NA Students 8th grad **230**
16-17 White Students 6th grade **233** 16-17 NA Students 6th grade **214**	17-18 White Students 7th grade **238** 17-18 NA Students 7th grade **221**	

LA

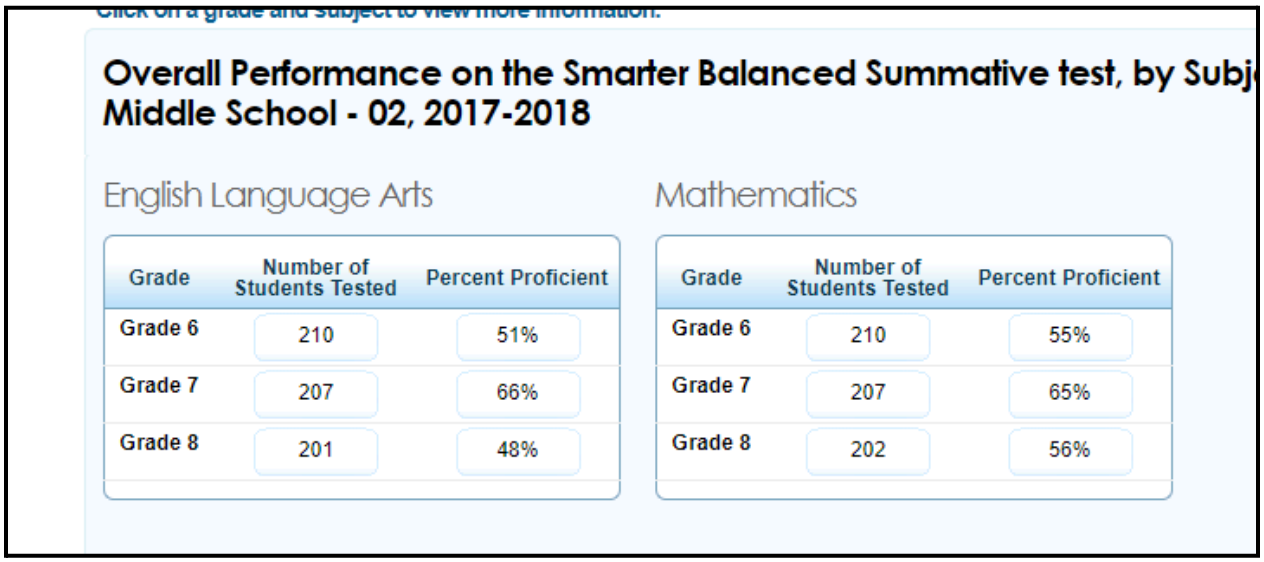
16-17 White students 6th grade **221** 16-17 NA students 6th grade **210**	17-18White students 7th grade **222** 17-18 NA students 7th grade **210**	18-19 White students 8th grade **228** 18-19 NA students 8th grade **217**
15-16 White Students	16-17 White Students	17-18 White Students

6th grade **219** 15-16 NA Students 6th grade **208**	7th grade **223** 16-17 NA Students 7th grade **208**	8th grade **227** 17-18 NA Students 8th grad **217**
16-17 White Students 6th grade **224** 16-17 NA Students 6th grade **208**	17-18 White Students 7th grade **224** 17-18 NA Students 7th grade **210**	

SCIENCE

16-17 White students 6th grade **215** 16-17 NA students 6th grade **205**	17-18White students 7th grade **218** 17-18 NA students 7th grade **205**	18-19 White students 8th grade **224** 18-19 NA students 8th grade **212**
15-16 White Students 6th grade **215** 15-16 NA Students 6th grade **204**	16-17 White Students 7th grade **219** 16-17 NA Students 7th grade **211**	17-18 White Students 8th grade **223** 17-18 NA Students 8th grad **212**
16-17 White Students 6th grade **217** 16-17 NA Students 6th grade **204**	17-18 White Students 7th grade **220** 17-18 NA Students 7th grade **205**	

SMARTER BALANCED scores 2017-2018



Overall Performance on the Smarter Balanced Summative test, by Subj
Middle School - 02, 2017-2018

English Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 6	210	51%
Grade 7	207	66%
Grade 8	201	48%

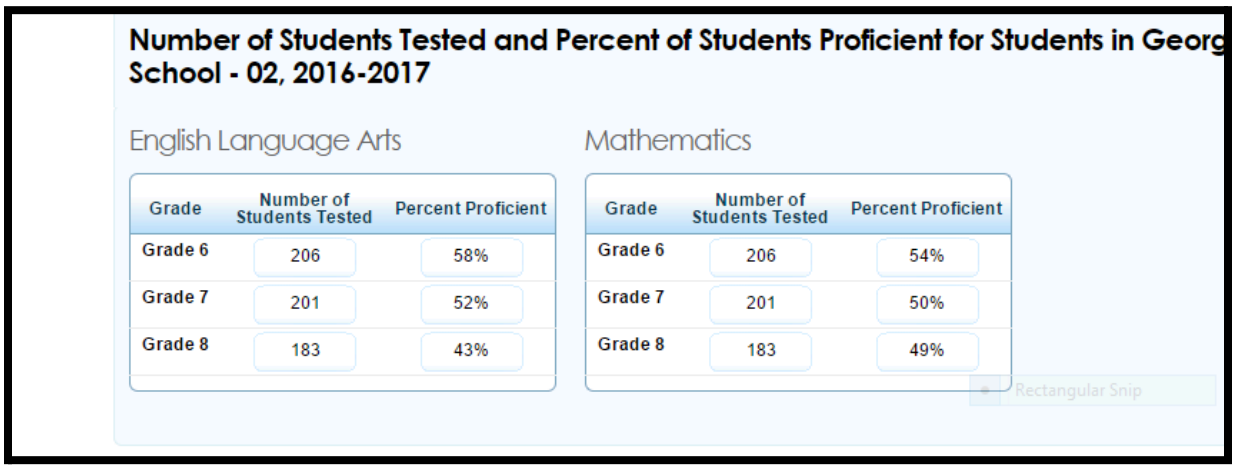
Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 6	210	55%
Grade 7	207	65%
Grade 8	202	56%

State Average (as of June 10, 2018)

6th LA	49	6th Math	42
7th LA	53	7th Math	45
8th LA	53	8th Math	44

Smarter Balance Scores 2016-2017



Number of Students Tested and Percent of Students Proficient for Students in Georg
School - 02, 2016-2017

English Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 6	206	58%
Grade 7	201	52%
Grade 8	183	43%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 6	206	54%
Grade 7	201	50%
Grade 8	183	49%

Rectangular Snip

State Average (as of May 10, 2017)

6th LA	48%	6th Math	41%
7th LA	52%	7th Math	44%
8th LA	48%	8th Math	41%

Number of Students Tested and Percent of Students Proficient for Students in Georgia Morse Middle School - 02, 2015-2016

English Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 6	202	47%
Grade 7	181	48%
Grade 8	206	54%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 6	202	41%
Grade 7	181	44%
Grade 8	206	38%

Number of Students Tested and Percent of Students Proficient for Students in Georgia Morse Middle School - 02, 2014-2015

English Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 6	182	40%
Grade 7	217	53%
Grade 8	156	47%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 6	182	40%
Grade 7	217	43%
Grade 8	156	46%

In comparison to school year 2014-2015, 2015-2016

7th graders 2015-2016	LA growth from 6th to 7th grade 40% to 48% proficient (level 3 or 4)	Math growth 6th to 7th grade 40% to 44% proficient (level 3 or 4)
8th graders 2015-2016	LA growth from 7th to 8th grade 53% to 54% proficient (level 3 or 4)	Math growth 7th to 8th grade 43% to 38% proficient (level 3 or 4)

7th graders 2016-2017	LA growth from 6th to 7th grade 47% to 52% proficient	Math growth 6th to 7th grade 41% to 50% proficient
8th graders 2016-2017	LA growth from 6th to 7th to 8th grade 40% to 48% to 43%	Math growth 6th to 7th to 8th 40% to 44% to 49%

7th graders 2017-2018	LA growth from 6th to 7th grade 58% to 66% proficient	Math growth from 6th to 7th grade 54% to 65% proficient
8th graders 2017-2018	LA growth from 6th to 7th to 8th grade 47% to 52% to 48%	Math growth 6th to 7th to 8th 41% to 50% to 56%

		SB 2014-2015	SB 2015-2016	SB 2016-2017	SB 17-18	STATE *prof/adv 2014-2015	STATE *prof/adv 2015-2016	STATE *prof/adv 2016-2017	STATE 17-18
LA	6	40	47	58	51	44	49	48	49
	7	54	48	52	65	48	50	52	53
	8	47	54	43	48	47	51	48	53
MATH	6	40	41	54	55	33	39	41	42
	7	43	44	50	65	38	41	44	45
	8	46	38	49	55	37	41	41	44

S.BALANCED 16-17	LA/GMMS		LA/STATE		Math/GMMS		Math/STATE	
Male (6th GRADE)	**53**	42	42	43	**59**	51	39	41
Female	**61**	62	54	55	**50**	59	43	42
White	**64**	58	56	59	**60**	61	50	51
Two Race	**60**	64	47	45	**60**	64	39	37
Native Am.	**26**	18	15	13	**17**	14	10	8
SPED	10	14	11	11	5	10	9	9
Male (7th GRADE)	**63**	56	46	46	**54**	62	44	45
Female	43	75	58	60	**45**	68	43	45
White	56	70	61	62	**57**	73	53	55
Two Race	**54**	80	46	52	**42**	73	39	42
Native Am.	**32**	39	19	20	**16**	26	12	12
SPED	**15**	11	12	13	**11**	11	10	11
Male (8th GRADE)	38	39	40	46	**44**	56	38	42
Female	49	59	55	61	**55**	56	43	46
White	54	53	56	61	**60**	62	49	53
Two Race	10	41	40	43	30	59	37	37
Native Am.	11	18	16	21	**14**	23	8	11
SPED	0	9	9	11	0	9	7	9

*SMARTER BALANCED 2017-2018 Results

SMARTER BALANCED SCORES 2017-2018

6th grade LA 2018

South Dakota	11019	2520 ±1	49	24 26 35 14
Pierre 32-2 (32002)	210	2534 ±6	51	18 30 30 21

6th grade Math

South Dakota	11072	2522 ±1	42	27 31 24 18
Pierre 32-2 (32002)	210	2551 ±7	55	15 30 29 26

7th grade LA

South Dakota	10768	2550 ±1	53	22 25 39 14
Pierre 32-2 (32002)	208	2574 ±6	65	18 17 44 22

7th grade Math

South Dakota	10842	2545 ±1	45	26 28 26 20
Pierre 32-2 (32002)	208	2592 ±8	65	16 19 25 40

8th grade LA

South Dakota	10401	2567 ±1	53	21 26 38 15
Pierre 32-2 (32002)	203	2560 ±6	48	20 32 35 13

8th grade Math

South Dakota	10436	2561 ±1	44	32 24 21 23
Pierre 32-2 (32002)	204	2590 ±8	55	20 25 27 28

Math
2016-2017

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative Mathematics Grade 6 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10916	2522 ±1	41	27 32 24 17
Pierre 32-2 (32002)	206	2548 ±6	54	18 28 30 24
Georgia Morse Middle School - 02 (32002_32002-02)	206	2548 ±6	54	18 28 30 24

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative Mathematics Grade 7 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10564	2543 ±1	44	26 30 25 18
Pierre 32-2 (32002)	201	2563 ±7	50	19 31 26 23
Georgia Morse Middle School - 02 (32002_32002-02)	201	2563 ±7	50	19 31 26 23

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative Mathematics Grade 8 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10157	2554 ±1	41	32 28 21 20
Pierre 32-2 (32002)	183	2574 ±9	49	25 27 21 28
Georgia Morse Middle School - 02 (32002_32002-02)	183	2574 ±9	49	25 27 21 28

2015-2016

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative Mathematics Grade 8 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	9847	2554 ±1	41	31 28 22 19
Pierre 32-2 (32002)	206	2552 ±7	38	36 25 18 20
Georgia Morse Middle School - 02 (32002_32002-02)	206	2552 ±7	38	36 25 18 20
Students with no group (Teacher)	206	2552 ±7	38	36 25 18 20

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative Mathematics Grade 7 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10139	2537 ±1	41	27 32 26 15
Pierre 32-2 (32002)	181	2541 ±7	44	26 30 30 14
Georgia Morse Middle School - 02 (32002_32002-02)	181	2541 ±7	44	26 30 30 14
Students with no group (Teacher)	181	2541 ±7	44	26 30 30 14

ELA

2016-2017

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative English Language Arts Grade 8 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10079	2556 ±1	48	24 29 35 12
Pierre 32-2 (32002)	183	2553 ±7	43	24 33 28 15
Georgia Morse Middle School - 02 (32002_32002-02)	183	2553 ±7	43	24 33 28 15

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative English Language Arts Grade 7 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10540	2546 ±1	52	23 25 39 13
Pierre 32-2 (32002)	201	2551 ±6	52	18 29 40 12
Georgia Morse Middle School - 02 (32002_32002-02)	201	2551 ±6	52	18 29 40 12

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative English Language Arts Grade 6 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10881	2521 ±1	48	23 29 35 13
Pierre 32-2 (32002)	206	2542 ±6	58	18 24 38 19
Georgia Morse Middle School - 02 (32002_32002-02)	206	2542 ±6	58	18 24 38 19

2015-2016

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative English Language Arts Grade 8 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

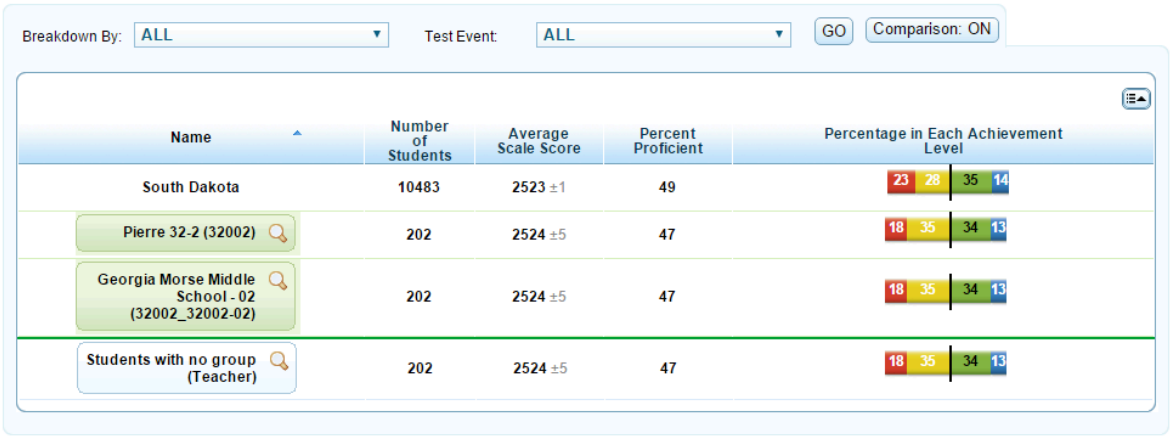
Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	9842	2564 ±1	51	21 28 38 13
Pierre 32-2 (32002)	206	2564 ±6	54	22 24 41 13
Georgia Morse Middle School - 02 (32002_32002-02)	206	2564 ±6	54	22 24 41 13
Students with no group (Teacher)	206	2564 ±6	54	22 24 41 13

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Balanced Summative English Language Arts Grade 7 Test for Students in Georgia Morse Middle School - 02

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
South Dakota	10126	2547 ±1	50	23 27 37 13
Pierre 32-2 (32002)	181	2538 ±7	48	27 25 38 10
Georgia Morse Middle School - 02 (32002_32002-02)	181	2538 ±7	48	27 25 38 10
Students with no group (Teacher)	181	2538 ±7	48	27 25 38 10

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Balanced Summative English Language Arts Grade 6 Test for Students in Georgia
Morse Middle School - 02



Smarter Balanced Data 21-22

	LA	Math
8	**50% (state 51%)** NA 33% (3 students NA SPED 0%) Two Race (20 students) 60% *Checking with state SPED (22 students) 0%	**43% (state 38%)** 3 NA SPED students 0% 20 multirace 42% *Checking with state SPED (22 students) 0%
7	**46% (state 53%)** NA (x24 students) 17% SPED (x20) 1 out of 20	**45% (state 41%)** NA ((x24) 13% SPED (x20) 2 of 20
6	**49% (state 47%)** NA (x29) 21% Sped (X23) 1 out of 23	**50% (state 40%)** NA (x29) 21% SPED (x23) 0%

AMO projections from baseline year of 2014-2015

	Baseline Year 2014-2015	AMO Year 1 2015-2016	AMO Year 2 2016-2017	AMO Year 3 2017-2018	AMO Year 4 2018-2019	COVID Year 5 2019-2020	AMO Year 5 2020-2021	AMO Year 6 2021-2022	
LA	48.2	50.7	52.4	56	62	x	53.2		
LA Projected		52.5	56.8	61.1	65.4	69.8	69.8	74.1	
LA annual % increase	4.32								
Math	44.8	42.35	52	60	58	X	53.2		
Math Projected		49.42	54	58.6	63.2	67.8	67.8	72.4	
Math annual % increase	4.6%								

*KWC calculated unofficial scores for school proficiency for 20-21

SMARTER BALANCED DATA (data according to the state report card)

		SB 2014-2015	SB 2015-2016	SB 2016-2017	SB 17-18	SB 18-19	COVID 19-20	SB 20-21	SB 21-22
LA	6	40/44	47/49	58/48	51/49	60/60		46/48	49/47
	7	54/48	48/50	52/52	65/53	62/53		53/55	46/53
	8	47/47	54/51	43/48	48/53	61/51		52/40	50/51
MATH	6	40/33	41/39	54/41	55/42	51/40		39/38	50/40
	7	43/38	44/41	50/44	65/45	57/44		46/41	45/41
	8	46/37	38/41	49/41	55/44	64/42		60/52	43/38

**State average *Above state average

2017-2018 RIT Fall-Winter-Spring scores by grade

		FALL	NA	WINTER	NA	SPRING	NA
MATH	6	214	202	224	211	230	219
	7	225	212	231	216	236	221
	8	232	216	238	224	244	**230**
LA	6	211	199	216	201	218	206
	7	219	208	221	213	222	210
	8	217	204	223	211	226	217
SCIENCE	6	208	200	213	205	215	206
	7	215	205	217	207	218	205
	8	213	205	218	210	221	212

National Average:
Math- Spring 6th- 225, 7th 228, 8th 230
Reading- Spring 6th- 215, 7th 218, 8th 220
Science- Spring 6th- 208, 7th 210, 8th 213

NWEA Data 2016-2017

RIT Fall-Winter-Spring scores by grade

		FALL	NA	WINTER	SPRING	NA
MATH	6	217.2	205.7	226.1	230.3	215.4
	7	222.2	207.8	229.1	232.6	217.5
	8	232.3	220.8	237.7	246.2	232.8
LA	6	210.5	202.2	219.6	221.7	210.0

	7	215.0	202.8	219.0	221.4	209.0
	8	219.9	212.8	221.6	226.9	218.3
SCIENCE	6	208	198.3	213.0	215.9	205.9
	7	212.3	202.7		210.7	210.7
	8	216.9	208.4		223.8	213.3

NWEA Data 2015-2016

RIT Fall-Winter-Spring scores by grade

		FALL	NA	WINTER	NA	SPRING	NA
MATH	6	217	210	223	208	226	213
	7	224	213	229	217	229	216
	8	232	221	235	220	239	228
LA	6	212	203	215	202	217	208
	7	219	212	219	210	221	211
	8	221	215	223	216	226	220
SCIENCE	6	206	198	210	201	213	204
	7	212	205	216	208	218	212
	8	216	213	218	211	220	214

*MAP Science test changed 2016-2017 to Next Generation Standards

Appendix D

2018-2019 Department "variables:"

Science: to incorporate a research or experimental project including writing this year

Math: incorporate more 21st century tests part to the curriculum

LA: to investing time in each other and collaborating as much as possible and completing more formal writing assignments

S.S: helping students learn to identify the main idea in an informative text using different strategies (independent note-taking, research, etc.) based around finding the main idea.

March 2018 Department meeting NWEA data review/discussion:

1. READING: Our current 8th graders have gone from the following 6th grade scores to 8th grade scores.
    a. Fall scores at 6th grade 212, 7th 215, and 8th grade 217
    b. Winter scores 215, to 219, to 221.
    c. Spring scores at 217 to 221 to _____ (8th grade)
        i. Couple quick observations…. Retention from spring score to the following year is negative. Growth on an average year for LA is 5 to 6.
    d. The target goal for 8th grade this Spring is 225.
    e. Spring scores of 6th grade (218), 7th grade (222), and 8th grade (225) have been shown to have a high predictability of a level 3 on SB.
    f. According to our Winter scores, 51% of 6th graders have met their projected growth score, 54% 7th graders, and 63% of 8th graders. The school improvement goal school-wide is 75%.
2. MATH: Our current 8th graders have gone from the following 6th grade scores to 8th grade scores.
    a. Fall scores at 6th grade 217, 7th grade 222, and 8th grade 232.
    b. Winter scores at 6th grade 210, 7th grade 229, to 8th grade 238.
    c. Spring scores 6th grade 213 to 7th grade 232 to _____ (8th grade)
        i. Couple quick observations…..significant difference between Spring scores and the following year's Fall scores. Growth in one school year's time is very high!
    d. The target goal for 8th grade this Spring is 242.
    e. Spring scores of 6th grade (230), 7th grade (235) and 8th grade (242) have been shown to have high predictability of a level 3 on SB.
    f. According to our winter scores, 58% of 6th graders met their projected growth goal, 64% of 7th graders, and 86% in 8th grade. School Improvement goal is for 70% school wide to meet their projected growth.

3. SCIENCE: A bit more difficult to chart trends since all three grades teach a different "strand" of science.
    a. Our current 8th graders have gone from a 206 (Fall, 6th grade) to a 211 (Fall, 7th grade) to a 213 (Fall, 8th grade)
    b. According to our winter scores, 69% of 7th graders have met their projected growth goal and 58% of 8th graders. The school-wide goal for our school improvement plan is 75%.

COMMON ASSESSMENT MEETING NOTES:

1. Social Studies-
    a. What standards in sixth grade, of the ones taught so far, did the students struggle on?
    b. Joe and Shannon, I hope you have shared your use of PBLs and Hyperdocs with your department.
    c. 8th grade- mentioned reteaching content. How will this be done? Doing the same thing will not work. What will change?
2. Science-
    a. Department has held each other accountable for completing the task of incorporating the hands-on activity….. your one variable for this school year.
    b. Notes mention NWEA having three strands and each grade just wanting/needing data from the one strand. GOOD though to have longitudinal data to see where gaps are.
    c. Notes mentioned the frustration about students not thriving in the traditional setting. Except for Eamin and Rachel, everyone else knows that we tried an alternative setting/school for our population that could be identified as not appropriate for the traditional setting. UNLESS a parent wants to place their child, that option is not an option. Getting parents to agree is a lengthy process, sometimes a semester to a year.
    d. Great insight "we often take for granted that students know what certain terms mean."
    e. 8th grade does use IOPP days to review/reteach the lower standards, even outside of their physical science strand.
    f. Identified there are some kids that just do not care. I know all six of you for having strategies and the "magic" to get some of our toughest kids "hooked." Share those ideas.
    g. Identified using a word wall with some of the NWEA vocabulary. GREAT idea. Also idea to use a checklist approach to material so every student can work at their own pace.
    h. What has been the most effective (balance between engaged and detailed) lab so far this year?
3. LA-
    a. 8th grade- when comparing lowest NWEA scores, does that align to the standards taught less frequently?
    b. Interesting NWEA data that the high and low standards on the two teams do not match up at all.
    c. Yes, it is difficult to make students care about their school performance…. BUT HOW CAN we impact that?
    d. Interesting idea to use reader's theater for IOPP….. wouldn't the lowest group also benefit from this practice with fluency?

e. IOPP- try to provide those lower students with a variety of activities that are engaging. Doing a test and that is it will NOT impact learning.
f. We will need to discuss the purchasing of SCOPE for next year.
g. Yes, we cannot always control attendance, home life, poverty, etc. BUT WHAT CAN we control?
h. Applicable reading skills (in life) will be reading text, both short and long, and needing to know what was read. Thoughts on having students read more independently in class? What about independently and work on fluency by reading into their computer and sending that to you? No need to listen to all of them because they do not need to know that you will not. Great practice for them.
i. Are we assigning longer writing assignments or partnering with SS or Science to complete longer written papers?

4. Math-
   a. Impressive with the amount of 8th graders already at the 238 score.
   b. Khan Academy and Prodigy have been proven effective for differentiated instruction and reteaching skills. Has anyone used Moby?
   c. Pulling students into DSH to have mini-work sessions. May be possibility in the future to pull students in to have mini-INSTRUCTION sessions.
   d. Many of you are showing AWESOME movement of students from one level (NWEA) to the next. As a department, what do you credit the high growth within a year's time to? Something that the other three subjects could mimic?

Appendix E

October 2016 Data Retreat Notes

Math: ● Science- vocab, formulas, measuring, conversions, tables/graphs/charts ● SS- Scale, unit rates, timelines, graphs, patterns ● LA- Vocab, interpret, word problems, note taking, identify what is important ● Encore- rate, estimation, generate graphs/scales, conversions, scale drawings/ratio, area/perimeter, fractions	**Science:** ● LA- follow step-by-step procedures (written and verbal) ● Math- incorporate metric system and conversions ● SS- connect current events to earth sci/geog ● Enore- health can connect human body with chemistry
SS: ● Science- be able to write their hypotheses and defend them in writing with academic vocabulary ● Math- find coordinates on a grid and reading charts/graphs ● LA- organize informative writing from sentences to paragraphs to essays to research papers ● Encore- develop 2-3 consistent strategies that can be sued in all content areas	**LA:** ● Math- restate question in their answer, explain orally ● Sci- proper note taking, vocabulary ● SS- using conventions, research/cite sources and evident ● Encore- follow oral and written instruction, presentations
Overall trends: ● Explain your thinking ● Problem solving skills ● Following directions ● Vocabulary/curriculum "talk" ● Refocus on grammar/writing ● Listening and speaking skills measurement	**Overall trends continued…..** ● Attendance seems to have a larger effect on math gaps ● Writing should include evident, complete sentences, conventions, and citations. ● Writing academically ● Justify answers ● Chemistry ● Metric system knowledge

Data Retreat October 2015

State Report Card: http://doe.sd.gov/NCLB/reports/2015/reportcard/2015school32002-02.pdf

Smarter Balanced Data for Math and ELA- 2014-2015

Compared to the state, we have two "better" than the state in 6th ELA and two "worse" in 6th ELA and 8th ELA

●+ (6th reading) literary text- relate knowledge of text structures or text features to analyze impact on meaning, style, or presentation
●- (6th writing) compose full texts- write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize, and cite supporting evidence (text) evidence from credible sources, and provide a conclusion
●+ (6th Research and Inquiry) evaluate information/sources- use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses
●- (8th Writing) write/revise brief texts- apply narrative strategies and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text
●For all three grade levels, writing was the greatest area of need, but in 8th grade, reading is very close
○6th grade: 41% not proficient, 59% at/near/above proficient
○7th grade: 29% not proficient, 71% at/near/above proficient
○8th grade: 28% not proficient, 73% at/near above proficient
■Reading: 26% not proficient, 74% at/near above proficient
●The percent that is not proficient includes 1's and low end 2's

Comparison to the state is similar in performance except one "better" in 8th Math

●(concepts and procedures) Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
According to proficient scores:

●For all three grade levels, concepts and procedures was the greatest area of need
○6th grade: 35% not proficient, 66% at/near/above proficient
○7th grade: 35% not proficient, 65% at/near/above proficient
○8th grade: 32% not proficient, 68% at/near above proficient

Concepts and Procedures is the only area that provides any "better" or "worse" information on a report

NWEA Data available October 2015 for Math, Reading, and Science

OVERALL READING PERFORMANCE BY GRADE LEVEL
6th- Wildcats: 73% proficient, Hawkeyes 70%
7th - Huskers: 77% proficient, Gophers 69%
8th- Lions: 83% proficient, Spartans 76%

	Need/lowest area	Strength/High area
6th	62-67% proficient in Literature	Wildcats: Vocabulary Acquisition and Use (75%) Hawkeyes: Informational Texts (74%)
7th	Huskers: 77% proficient in Information Texts Gophers:74% proficient in Literature	Huskers: Vocabulary Acquisition and Use (76%) and Literature (74%) Gophers: Vocabulary Acquisition and Use (73%) and Informational Texts (73%)
8th	69-70% proficient in Informational Texts	Lions: Vocabulary Acquisition and Use (82%) Spartans: Literature (77%)

OVERALL MATH PERFORMANCE BY GRADE LEVEL
6th- Wildcats: 73% proficient, Hawkeyes 72%
7th - Huskers: 72% proficient, Gophers 71%
8th- Lions: 80% proficient, Spartans 76%

	Need/lowest area	Strength/High area
6th	**47-54% proficient in Statistics and Probability**	**73-77% Real and Complex Number Systems**
7th	**53-57% proficient in Statistics and Probability**	**71% Real and Complex Number Systems**
8th	**Spartans: 61% proficient in Operations and Algebraic Thinking** **Lions: 64% proficient in Geometry**	**71-75% Real and Complex Number Systems**

OVERALL SCIENCE PERFORMANCE BY GRADE LEVEL
6th- WIldcats: 76% proficient, Hawkeyes 65%
7th - Huskers: 81% proficient, Gophers 85%
8th- Lions: 92% proficient, Spartans 73%

	Need/lowest area	Strength/High area
6th	**Hawkeye: 62% proficient in Life Science** **Wildcats: 57% proficient in Physical Science**	**74-75% proficient in Earth and Space**

7th	Gophers: 76% proficient in Physical Science Huskers: 75% proficient in Earth and Space Science	Gophers: 81% in Life and Earth/Space Science Huskers: 76% proficient in Physical and Life Science
8th	66-79% proficient in Physical Science	Lions: 90% in Earth and Space Spartans: 70% in Life Science

Science STEP scores- 2014-2015

AS.007.01-A - Assessment Feedback Report - Aggregate Indicators Sub-Report

Academic Year: 2014-2015
District: Pierre 32-2
School: Georgia Morse Middle School - 02
Test: DSTEP
Subject: SCIENCE
Grade: Eighth Grade

- 75% or above - 50% - 74.99% - Below 49.99%

Percentage of Questions Correctly Answered, by Indicator			
	2014 - 2015	2013 - 2014	2012 - 2013
EARTH		63.13%	61.47%
EARTH	64.81%		
NATURE	69.34%		
NATURE		69.99%	66.95%
PHYSICAL	65.71%		
PHYSICAL		65.63%	60.62%
TECHENV		69.08%	67.60%
TECHENV	70.15%		

		2014 - 2015		2013 - 2014		2012 - 2013	
		# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
SCIENCE	Advanced	20	12.82%	26	12.44%	12	5.74%
	Proficient	93	59.62%	116	55.50%	128	61.24%
	Basic	38	24.36%	59	28.23%	57	27.27%
	Below Basic	5	3.21%	8	3.83%	12	5.74%

COMMON ASSESSMENT DATA for SS and Science- 2015-2016:

●SOCIAL STUDIES:

○6th grade: Lowest standard: Analyze the development and cultural contributions including large-scale empires and major religions

○7th grade: Lowest standard: Recognize and apply the five themes of geography AND create an argument for importance the study of geography

○8th grade: No standard identified as the lowest, but reading comprehension is a concern, especially the ability to interpret primary sources

●7th Science

○Lowest standards: (1) sexual vs. asexual, (2) vascular vs. nonvascular

2017-2018 Science Assessment results (limited):

*52% proficient and advanced

APPENDIX F

Data Retreat October 2017

south dakota STARS Student Teacher Accountability and Reporting System

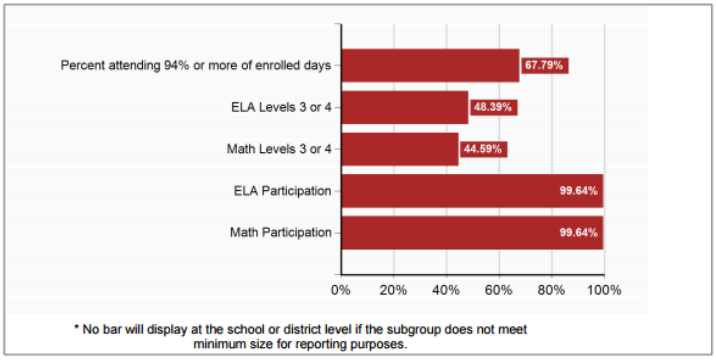
2014- 2015 Report Card

Pierre 32-2 | Georgia Morse Middle School - 02

School Classification: Progressing

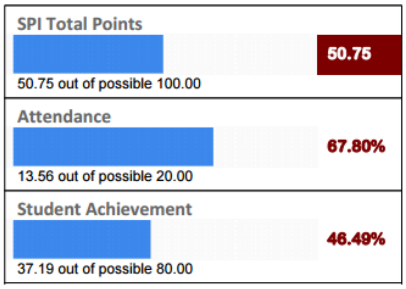
Title I Designation: Non Title I

Performance Indicators



* No bar will display at the school or district level if the subgroup does not meet minimum size for reporting purposes.

School Performance Index



south dakota STARS Student Teacher Accountability and Reporting System

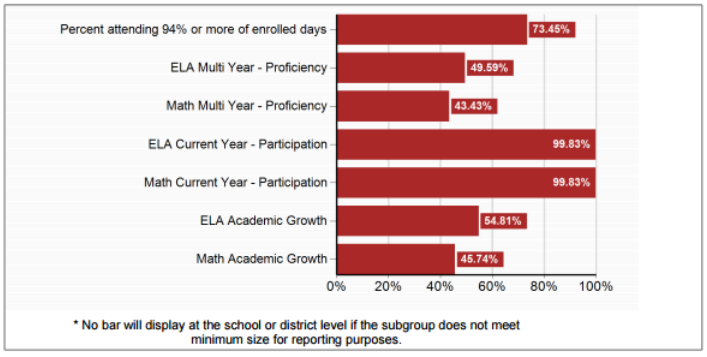
South Dakota DOE
2015-2016 Report Card

Pierre 32-2 | Georgia Morse Middle School - 02

School Classification: Progressing

Title I Designation: Non-Title I

Performance Indicators



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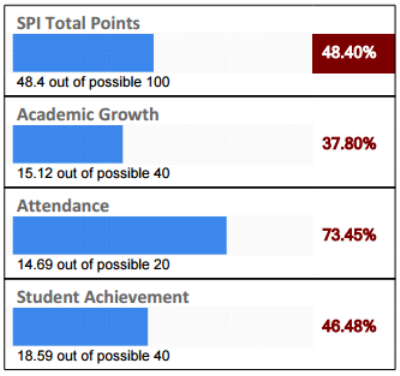
School Performance Index

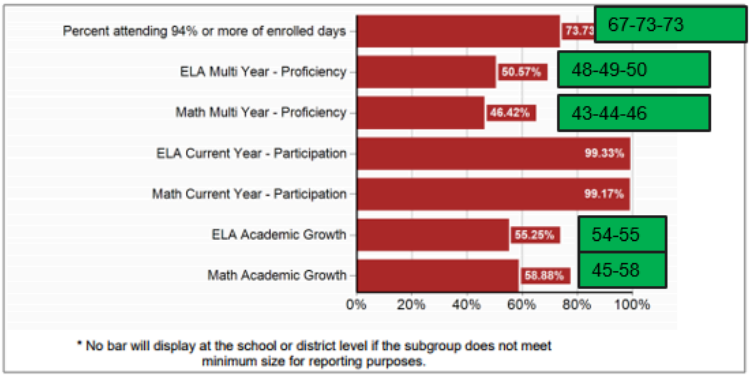


Pierre 32-2 | Georgia Morse Middle School - 02

School Classification 2016-2017 RESULTS!!!!!

Title I Designation: Non-Title I

Performance Indicators



* No bar will display at the school or district level if the subgroup does not meet minimum size for reporting purposes.

School Performance Index 50 – 48 - 51

SPI Total Points		51.80%
51.8 out of possible 100		
Academic Growth	37 - 44	44.15%
17.66 out of possible 40		
Attendance	67-73-73	73.73%
14.75 out of possible 20		
Student Achievement	46 - 48	48.48%
19.39 out of possible 40		

SPI Details

2016-2017 School Performance Index: 51.80

Indicator 1 – Student Achievement

Click to View Details

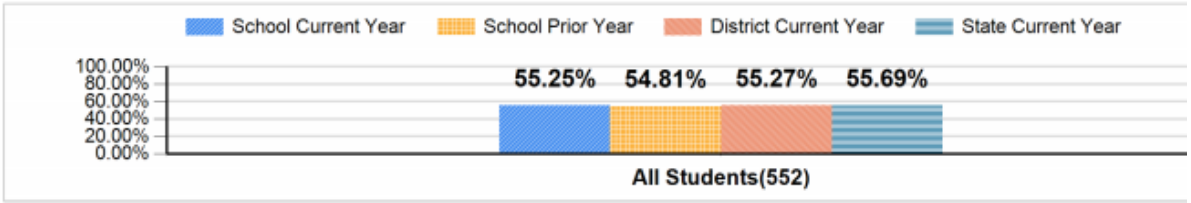
	Points Possible	Performance	Points
ELA Achievement - Non-Gap Percentage of Non-Gap Students scoring at or above the Proficient Level in ELA	13.24	60.94%	8.07
ELA Achievement - Gap Percentage of Gap Students scoring at or above the Proficient Level in ELA	6.76	30.25%	2.04
Math Achievement - Non-Gap Percentage of Non-Gap Students scoring at or above the Proficient Level in Math	13.24	58.04%	7.68
Math Achievement - Gap Percentage of Gap Students scoring at or above the Proficient Level in Math	6.76	23.67%	1.60
		Student Achievement Total	**19.39**

Indicator 2 – Academic Growth or High School Completion

	Points Possible	Performance	Points
Academic Growth ELA Percentage of students reaching growth standard	10.00	55.25%	5.53
Academic Growth Math Percentage of students reaching growth standard	10.00	58.88%	5.89
Lowest Quartile ELA Percentage of students in lowest quartile of school's last academic year assessment results reaching growth standard in current academic year	10.00	36.96%	3.70
Lowest Quartile Math Percentage of students in lowest quartile of school's last academic year assessment results reaching growth standard in current academic year	10.00	25.36%	2.54
		Academic Growth	17.66

Pierre 32-2 | Georgia Morse Middle School - 02

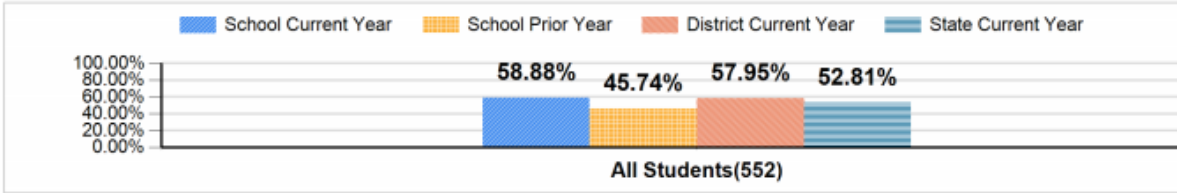
Academic Growth: ELA - All Students



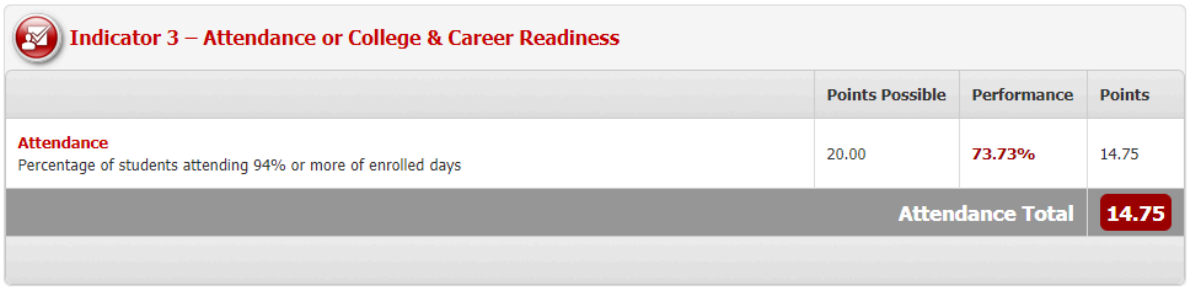
Academic Growth - ELA % All Students Meeting Growth Standard

Pierre 32-2 | Georgia Morse Middle School - 02

Academic Growth: Math - All Students



Academic Growth - Math % All Students Meeting Growth Standard



Indicator 3 – Attendance or College & Career Readiness

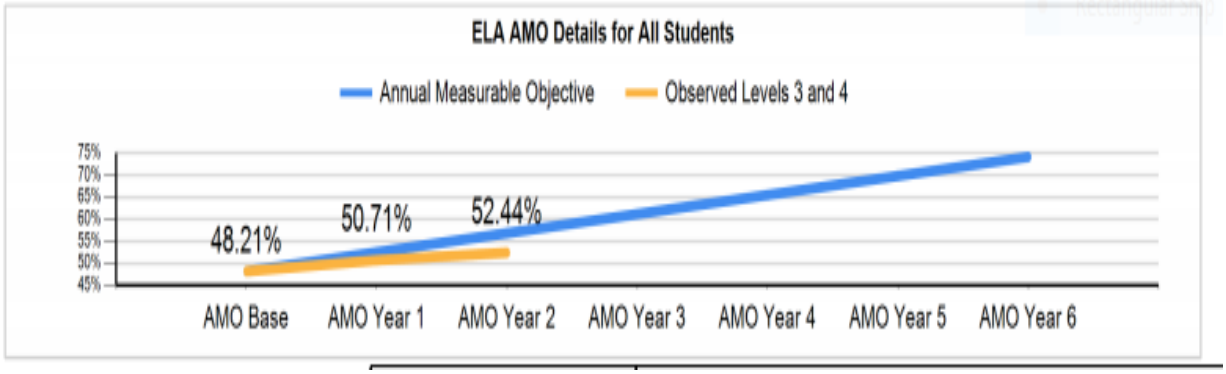
	Points Possible	Performance	Points
Attendance Percentage of students attending 94% or more of enrolled days	20.00	73.73%	14.75
		Attendance Total	**14.75**

State SPI Scores & Comparison
2015-2016

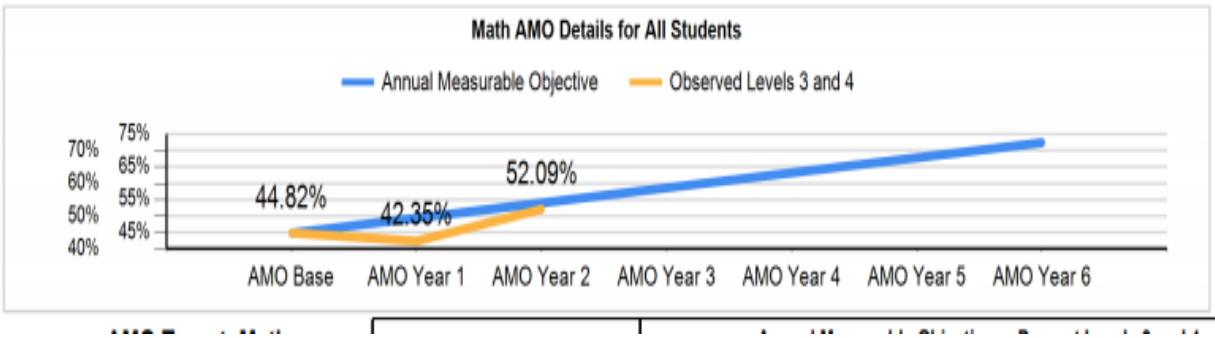
	Elementary	Middle School	High School	
Aberdeen	58.40	55.01	70.89 (6)	61.43
Brandon Valley	68.58 (1)	62.37 (2)	81.95 (1)	70.97 (1)
Brookings	62.25 (2)	54.66	47.89	54.93
Harrisburg	60.78 (3)	62.40 (1)	64.37	62.52
Huron	45.72	48.91	52.02	48.88
Mitchell	58.49	54.12	71.52 (4)	61.38
Pierre	55.22	48.40	75.88 (2)	59.83
Rapid City	50.72	47.39	71.45 (5)	56.52
Sioux Falls	51.16	59.53	68.33	59.67
Watertown	**60.26 (4)**	**60.70 (3)**	**69.73 (7)**	**63.56 (2)**
Yankton	52.88	49.91	73.79 (3)	58.86

School	SPI Total Points	Academic Growth	Attendance	Achievement
Brandon Valley	65.05	59.25	85.08	60.83
Yankton	62.51	63.70	86.82	49.18
Harrisburg (South)	61.29	54.90	88.25	54.20
Harrisburg (North)	59.43	43.95	84.11	62.58
Watertown	57.82	43.70	83.61	59.05
Aberdeen (Simmons)	57.76	51.95	80.83	52.02
Aberdeen (Holgate)	56.40	52.70	77.78	49.40
Mitchell	54.03	42.65	77.81	53.52
Huron	52.93	53.88	72.91	42.00
Pierre	51.80	44.15	73.73	48.48
Spearfish	50.47	41.30	76.36	46.70
Brookings	49.87	35.90	74	51.77
Sturgis	48.70	39.48	71.14	46.70

AMO Target: ELA



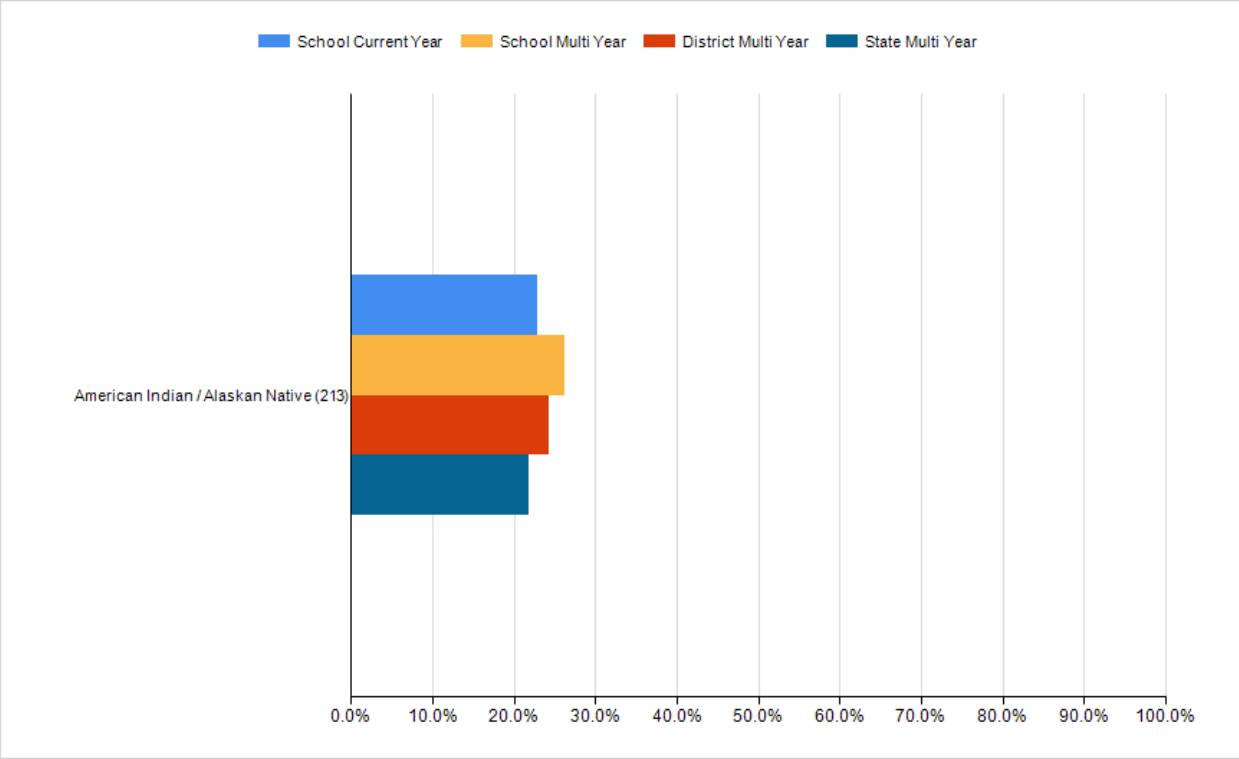
AMO Target: Math



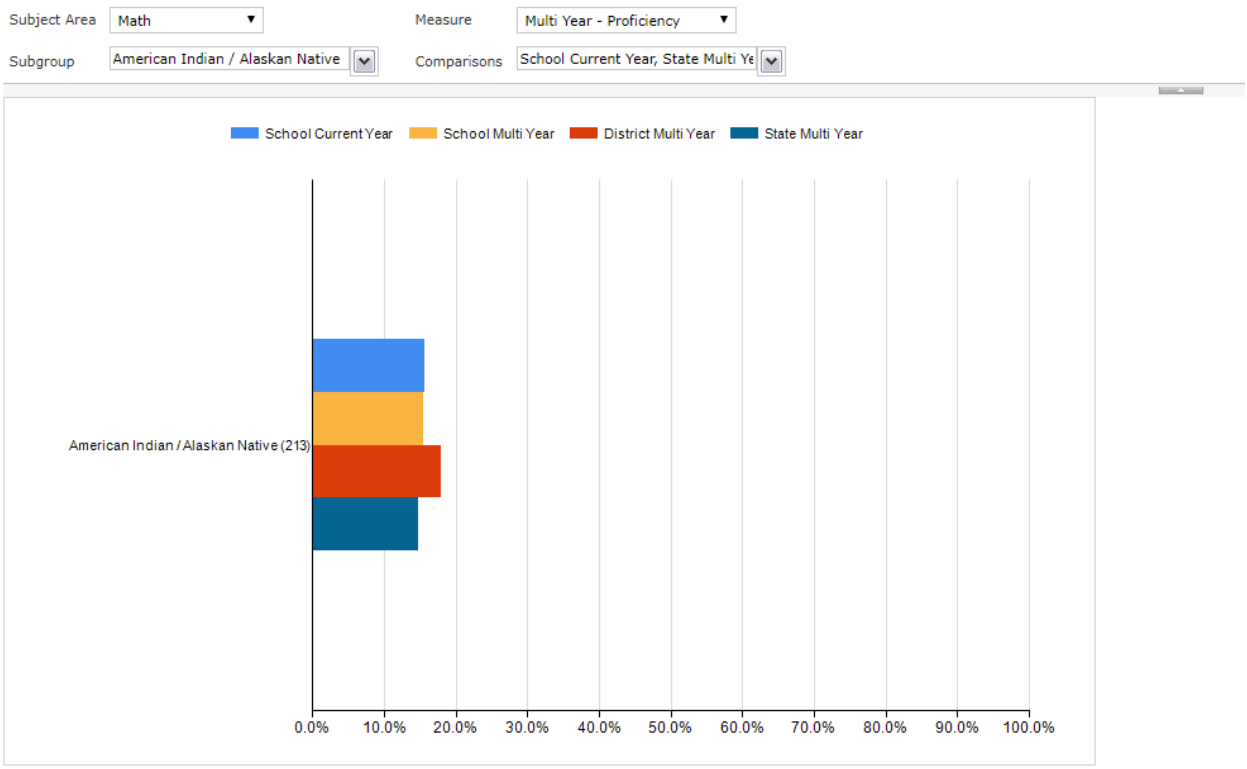
Student Achievement - ELA

Subject Area: ELA | Measure: Multi Year - Proficiency

Subgroup: American Indian / Alaskan Native | Comparisons: School Current Year, State Multi Ye

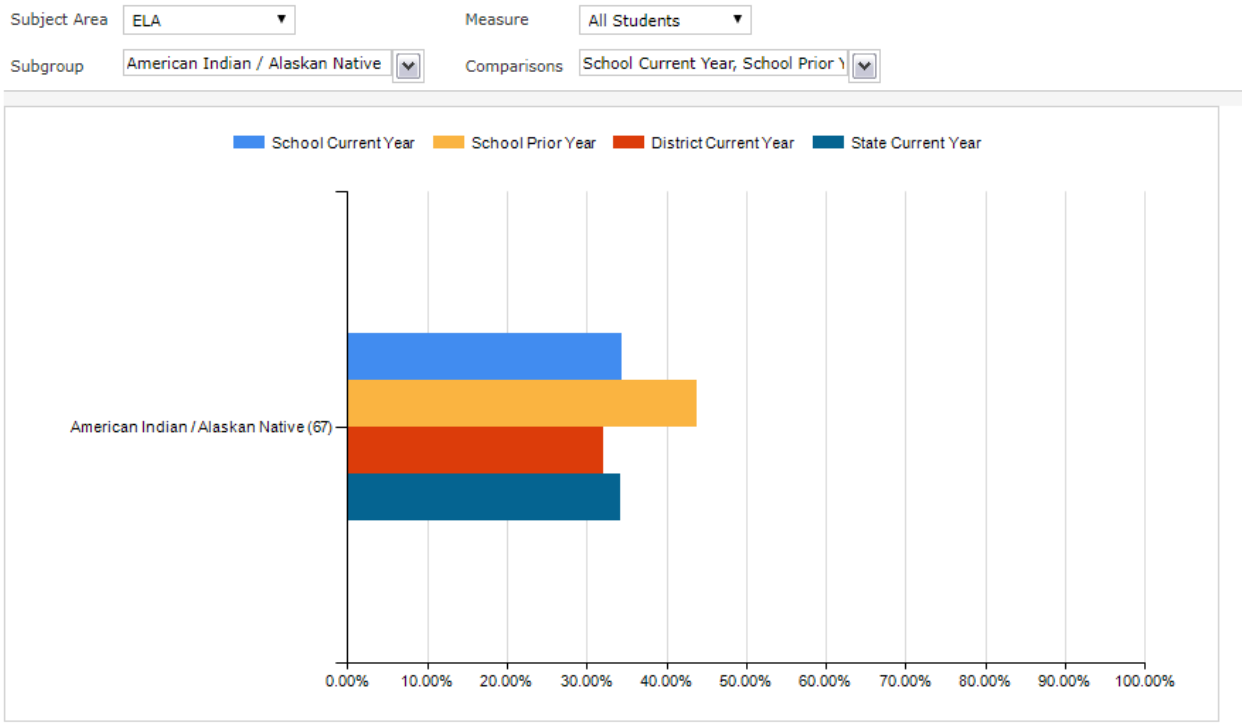


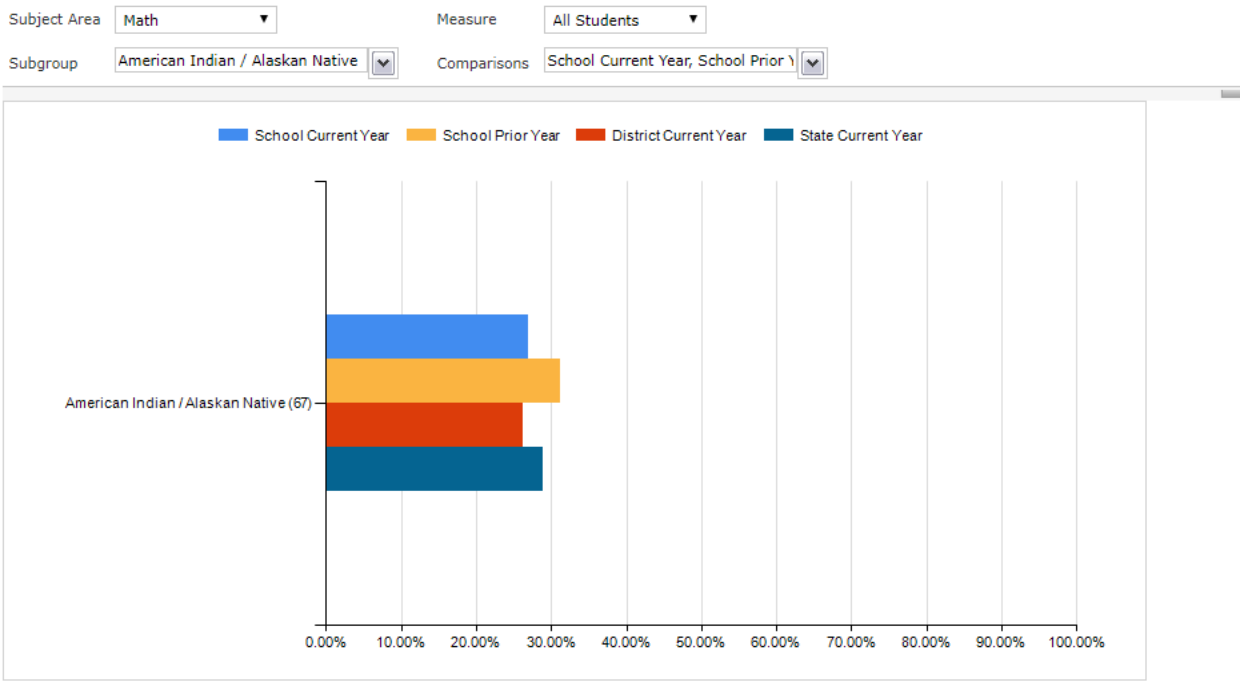
Student Achievement: ELA Multi Year - Proficiency - Data Matrix



Student Achievement: Math Multi Year - Proficiency - Data Matrix

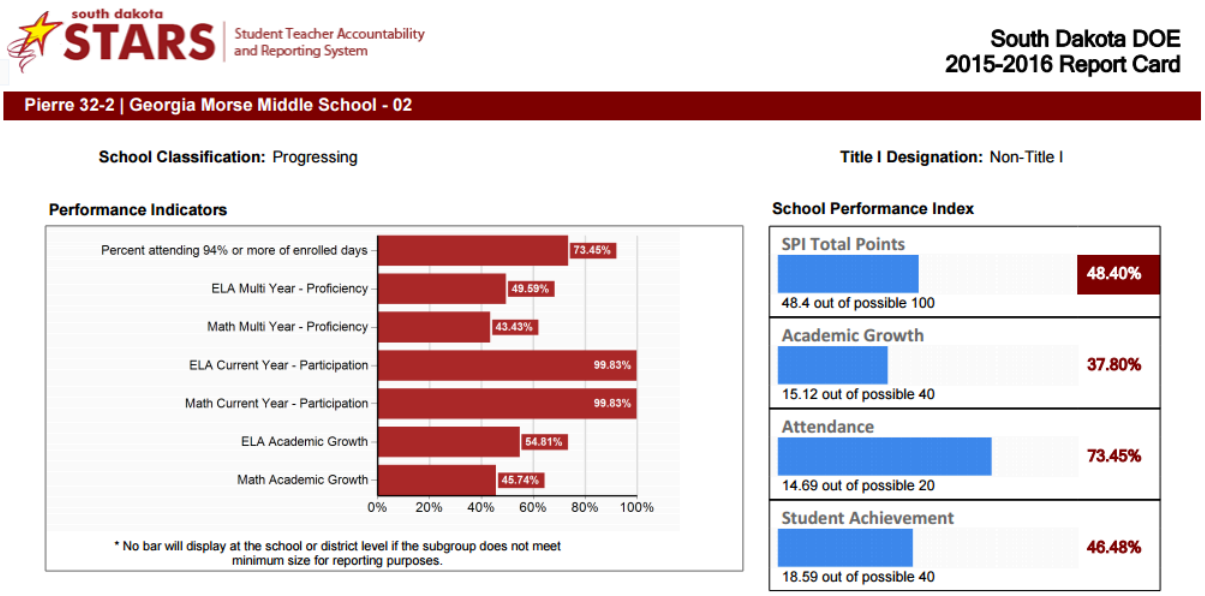
Academic Growth - ELA

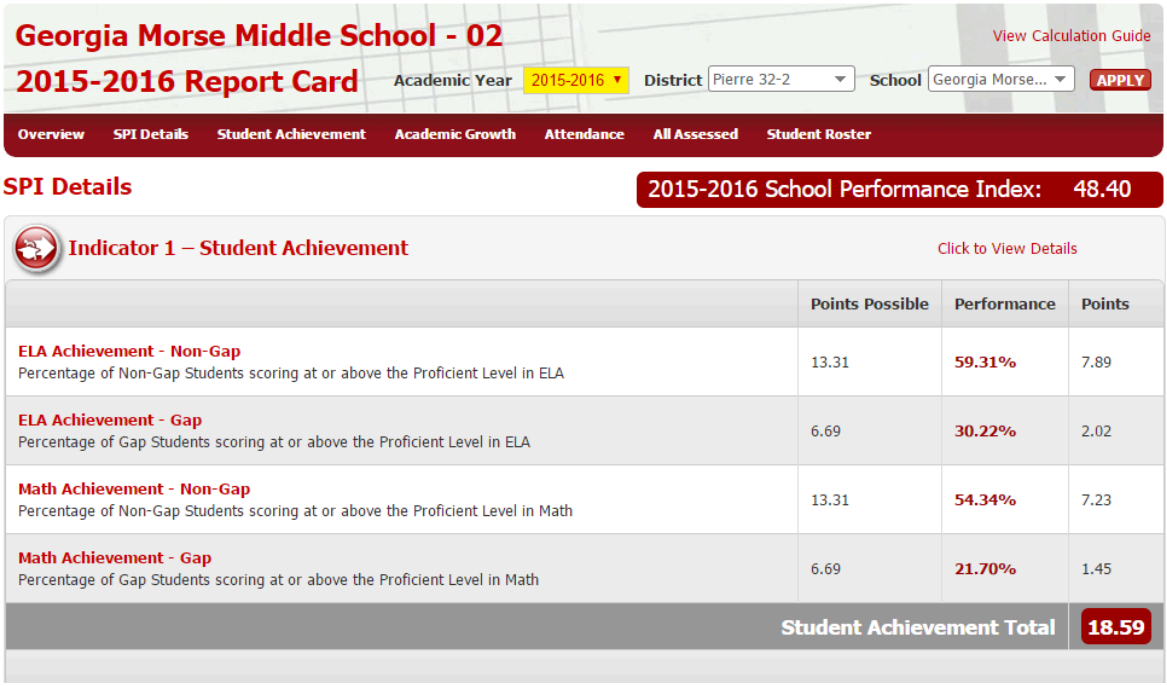



Subject Area
Math
Measure
All Students
Subgroup
American Indian / Alaskan Native
Comparisons
School Current Year, School Prior Y
School Current Year
School Prior Year
District Current Year
State Current Year
American Indian / Alaskan Native (67)
0.00%
10.00%
20.00%
30.00%
40.00%
50.00%
60.00%
70.00%
80.00%
90.00%
100.00%

APPENDIX F

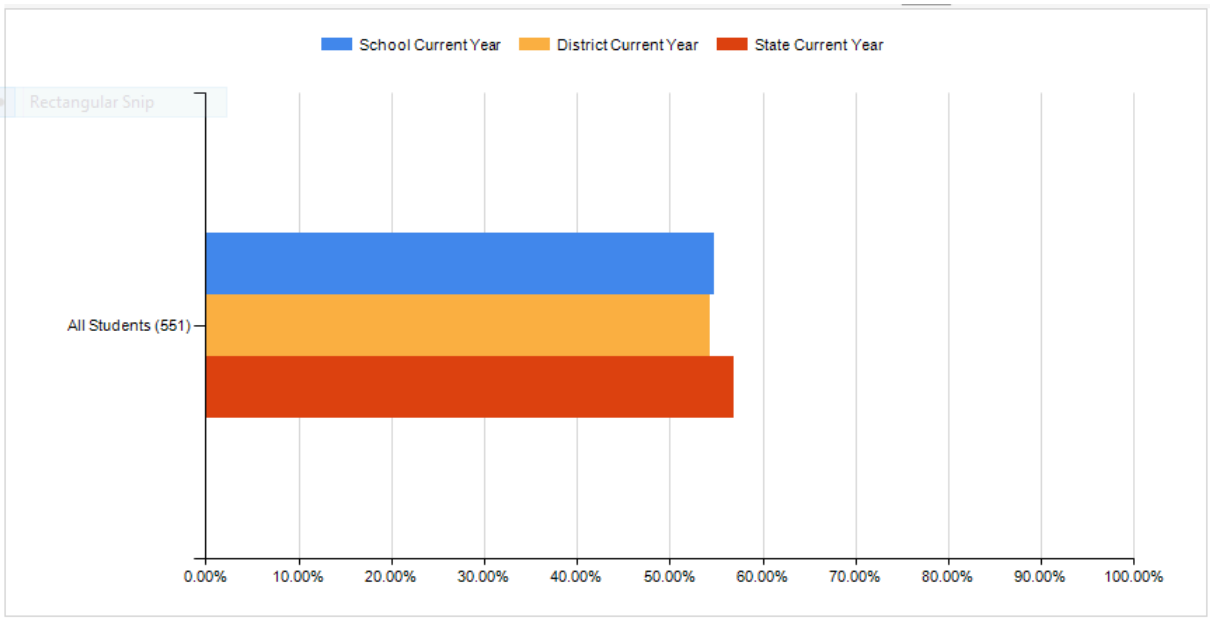
Data Retreat October 2016





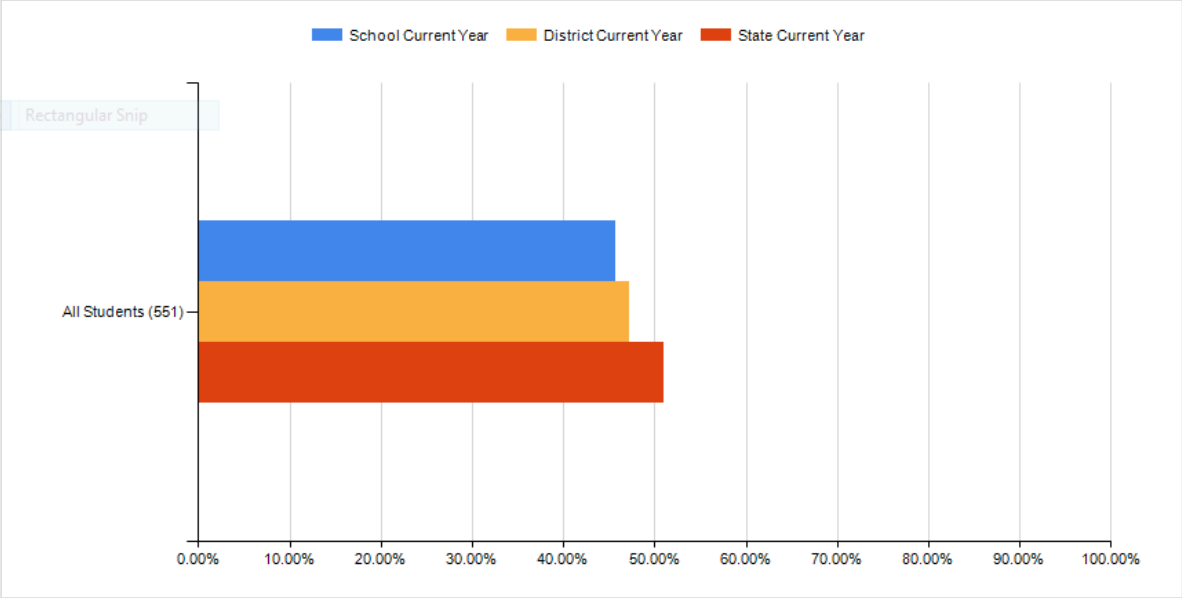
Indicator 2 – Academic Growth or High School Completion

	Points Possible	Performance	Points
Academic Growth ELA Percentage of students reaching growth standard	10.00	**54.81%**	5.48
Academic Growth Math Percentage of students reaching growth standard	10.00	**45.74%**	4.57
Lowest Quartile ELA Percentage of students in lowest quartile of school's last academic year assessment results reaching growth standard in current academic year	10.00	**30.43%**	3.04
Lowest Quartile Math Percentage of students in lowest quartile of school's last academic year assessment results reaching growth standard in current academic year	10.00	**20.29%**	2.03
		Academic Growth	**15.12**



Academic Growth - ELA % All Students Meeting Growth Standard

		School Current Year		District Current Year		State Current Year	
Subgroup	Number of Students	All Students	Lowest Quartile	All Students	Lowest Quartile	All Students	Lowest Quartile
All Students	551	54.81	30.43	54.40	34.38	56.93	36.16



Academic Growth - Math % All Students Meeting Growth Standard

		School Current Year		District Current Year		State Current Year	
Subgroup	Number of Students	All Students	Lowest Quartile	All Students	Lowest Quartile	All Students	Lowest Quartile
All Students	551	45.74	20.29	47.16	27.23	51.02	33.39

Indicator 3 – Attendance or College & Career Readiness

	Points Possible	Performance	Points
Attendance Percentage of students attending 94% or more of enrolled days	20.00	73.45%	14.69
		Attendance Total	**14.69**

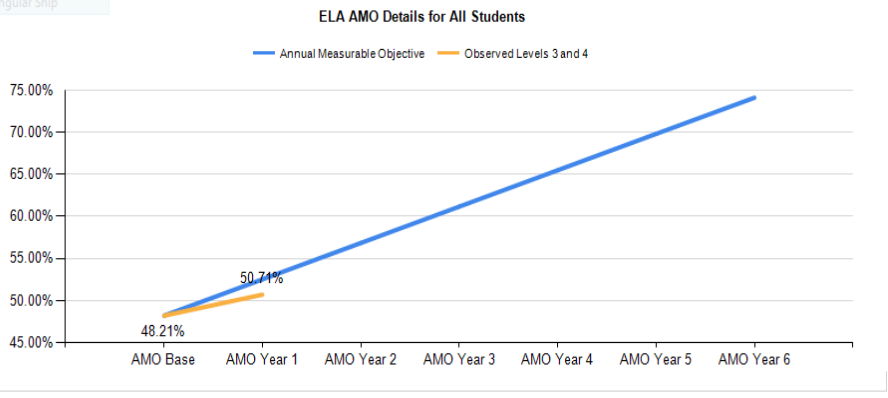
Attendance: Data Matrix

		School Current Year	School Prior Year	District Current Year	State Current Year
Subgroup	Number of Studenns	Percent attending 94% or more of enrolled days	Percent attending 94% or more of enrolled days	Percent attending 94% or more of enrolled days	Percent attending 94% or more of enrolled days
All Students	629	73.45	67.79	73.67	77.37
Hispanic / Latino	21	76.19	69.23	76.19	69.78
American Indian / Alaskan Native	107	48.60	35.58	51.30	51.11
Asian	3	100.00	50.00	100.00	91.53
Black / African American	3	100.00	100.00	100.00	77.49
Native Hawaiian / Pacific Islander	1	0.00	100.00	0.00	75.86
White / Caucasian	455	78.90	75.17	78.95	82.59
Multi-Racial	39	74.36	72.73	74.36	70.01
Student With Disabilities	76	57.89	61.33	58.75	69.26
English Language Learners	2	100.00	100.00	100.00	80.34
Economically Disadvantaged	170	54.12	43.21	54.07	64.83
Female	294	71.43	62.98	72.00	77.04
Male	335	75.22	72.37	75.15	77.68
Migrant	0	N/A	N/A	N/A	N/A
Gap	238	58.40	51.71	59.51	67.90
Non-Gap	391	82.61	78.27	82.61	87.25

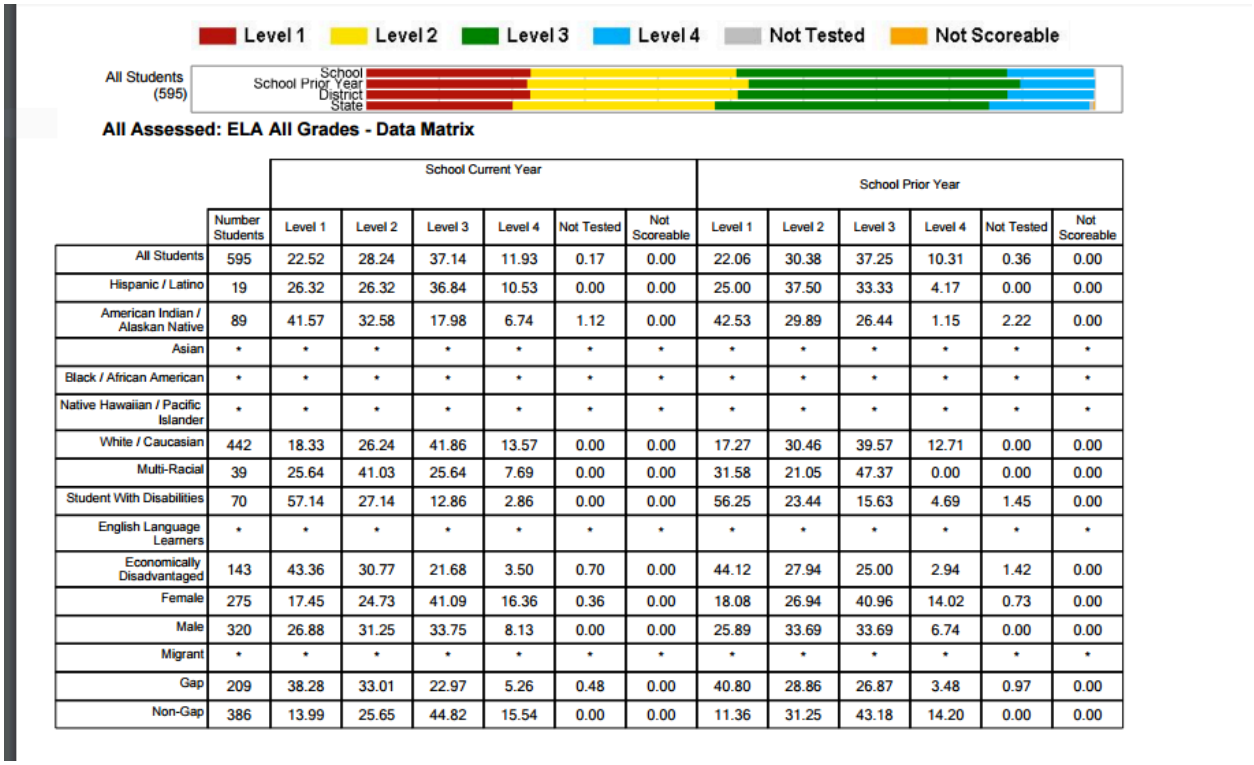
Student Achievement All Students AMO Target

Subject Area: ELA Show AMO Calulation Details: Yes VIEW REPORT

Subgroup to Chart: All Students



			Base Year Data				Annual Measurable Objectives - Percent Levels 3 and 4					
Subgroup	Base Year	Base Percent Level 3 & 4	Percent of Students Scoring Level 1 And Level 2	Amount to Reduce by in 6 Years	Percent Level 3 and Level 4 Goal in 6 Years	Annual Increase	AMO Year 1	AMO Year 2	AMO Year 3	AMO Year 4	AMO Year 5	AMO Year 6
All Students	2014-2015	48.21%	51.79 %	25.90 %	74.11 %	4.32 %	52.53 %	56.85 %	61.17 %	65.49 %	69.81 %	74.11 %

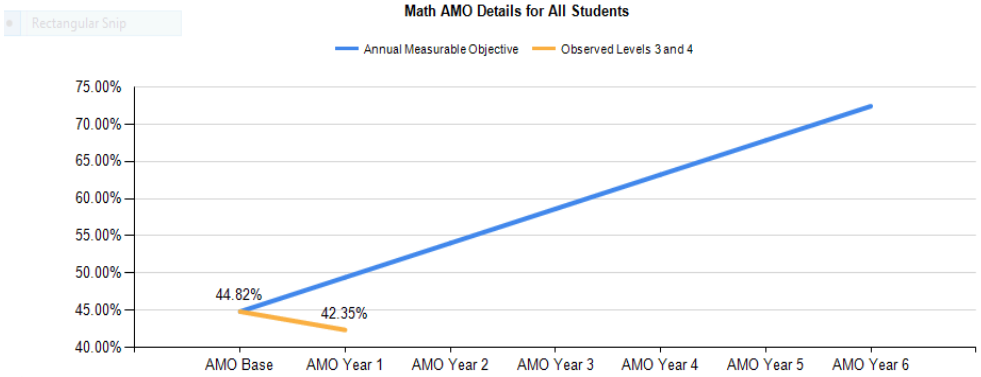


All Assessed: ELA All Grades - Data Matrix

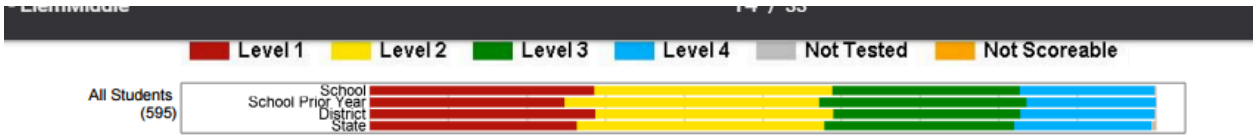
		School Current Year						School Prior Year					
	Number Students	Level 1	Level 2	Level 3	Level 4	Not Tested	Not Scoreable	Level 1	Level 2	Level 3	Level 4	Not Tested	Not Scoreable
All Students	595	22.52	28.24	37.14	11.93	0.17	0.00	22.06	30.38	37.25	10.31	0.36	0.00
Hispanic / Latino	19	26.32	26.32	36.84	10.53	0.00	0.00	25.00	37.50	33.33	4.17	0.00	0.00
American Indian / Alaskan Native	89	41.57	32.58	17.98	6.74	1.12	0.00	42.53	29.89	26.44	1.15	2.22	0.00
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Black / African American	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian / Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
White / Caucasian	442	18.33	26.24	41.86	13.57	0.00	0.00	17.27	30.46	39.57	12.71	0.00	0.00
Multi-Racial	39	25.64	41.03	25.64	7.69	0.00	0.00	31.58	21.05	47.37	0.00	0.00	0.00
Student With Disabilities	70	57.14	27.14	12.86	2.86	0.00	0.00	56.25	23.44	15.63	4.69	1.45	0.00
English Language Learners	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	143	43.36	30.77	21.68	3.50	0.70	0.00	44.12	27.94	25.00	2.94	1.42	0.00
Female	275	17.45	24.73	41.09	16.36	0.36	0.00	18.08	26.94	40.96	14.02	0.73	0.00
Male	320	26.88	31.25	33.75	8.13	0.00	0.00	25.89	33.69	33.69	6.74	0.00	0.00
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*
Gap	209	38.28	33.01	22.97	5.26	0.48	0.00	40.80	28.86	26.87	3.48	0.97	0.00
Non-Gap	386	13.99	25.65	44.82	15.54	0.00	0.00	11.36	31.25	43.18	14.20	0.00	0.00

Student Achievement All Students AMO Target

Subject Area: Math
Show AMO Calulation Details: Yes
VIEW REPORT
Subgroup to Chart: All Students



			Base Year Data				Annual Measurable Objectives - Percent Levels 3 and 4					
Subgroup	Base Year	Base Percent Level 3 & 4	Percent of Students Scoring Level 1 And Level 2	Amount to Reduce by in 6 Years	Percent Level 3 and Level 4 Goal in 6 Years	Annual Increase	AMO Year 1	AMO Year 2	AMO Year 3	AMO Year 4	AMO Year 5	AMO Year 6
All Students	2014-2015	44.82%	55.18 %	27.59 %	72.41 %	4.60 %	49.42 %	54.02 %	58.62 %	63.22 %	67.82 %	72.41 %



All Assessed: Math All Grades - Data Matrix

		School Current Year						School Prior Year					
	Number Students	Level 1	Level 2	Level 3	Level 4	Not Tested	Not Scoreable	Level 1	Level 2	Level 3	Level 4	Not Tested	Not Scoreable
All Students	595	28.57	30.25	23.87	17.14	0.17	0.00	24.77	32.37	26.40	16.46	0.36	0.00
Hispanic / Latino	19	36.84	47.37	10.53	5.26	0.00	0.00	20.83	41.67	20.83	16.67	0.00	0.00
American Indian / Alaskan Native	89	56.18	25.84	10.11	6.74	1.12	0.00	52.87	36.78	8.05	2.30	2.22	0.00
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Black / African American	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian / Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
White / Caucasian	442	22.85	29.86	26.92	20.36	0.00	0.00	19.18	30.46	30.70	19.66	0.00	0.00
Multi-Racial	39	30.77	33.33	25.64	10.26	0.00	0.00	31.58	36.84	26.32	5.26	0.00	0.00
Student With Disabilities	70	71.43	14.29	8.57	5.71	0.00	0.00	57.81	25.00	9.38	7.81	1.45	0.00
English Language Learners	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	143	51.05	26.57	14.69	6.99	0.70	0.00	46.32	37.50	11.03	5.15	1.42	0.00
Female	275	29.09	27.27	26.18	17.09	0.36	0.00	23.99	32.10	26.20	17.71	0.73	0.00
Male	320	28.13	32.81	21.88	17.19	0.00	0.00	25.53	32.62	26.60	15.25	0.00	0.00
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*
Gap	209	48.80	30.14	12.92	7.66	0.48	0.00	42.79	36.82	12.44	7.96	0.97	0.00
Non-Gap	386	17.62	30.31	29.79	22.28	0.00	0.00	14.49	29.83	34.38	21.31	0.00	0.00

<u>OVERALL READING PERFORMANCE BY GRADE LEVEL</u>

***This is where we are starting! The proficiency RIT score for a Fall assessment for LA is 214 (6th grade), 219 (7th grade), and 223 (8th grade)**

6th- Wildcats: 45 out of 102 are proficient (44%)
Hawkeyes: 32 out of 104 (31%)

7th - Huskers: 42 out of 105 are proficient (40%) Gophers: 53 out of 104 (51%)

8th- Lions: 38 out of 90 are proficient (42%)
Spartans: 42 out of 84 (50%)

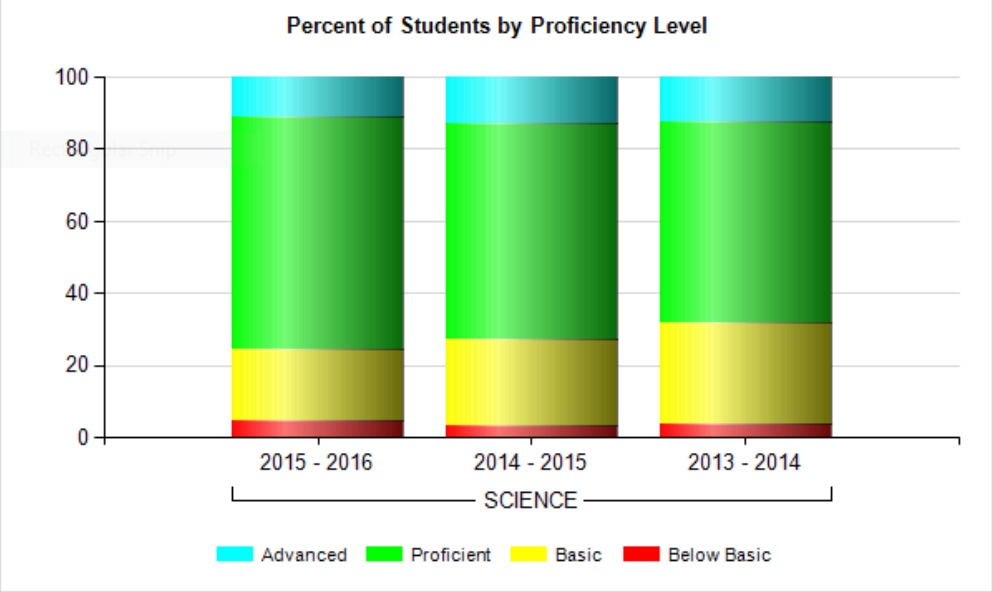
	Need/lowest area	**Strength/High area**
6th	**Informational Texts**	**Vocabulary Acquisition and Use**
7th	**Literature (G) Informational Texts (H)**	**Vocabulary Acquisition and Use**
8th	**Literature and Info Texts**	**Vocabulary Acquisition and Use**

OVERALL MATH PERFORMANCE BY GRADE LEVEL ***This is where we are starting! The proficiency RIT score for a Fall assessment for Math is 222 (6th grade), 229 (7th grade), and 238 (8th grade)**	
6th- WIldcats: 49 of 102 are proficient (48%)	Hawkeyes: 43 out of 104 (41%)
7th - Huskers: 36 out 0f 108 are proficient (33%)	Gophers: 31 out of 104 (30%)
8th- Lions: 29 out of 90 are proficient (32%)	Spartans: 45 out 85 (53%)

	Need/lowest area	**Strength/High area**
6th	Operations and Alg. Thinking (W) Statistics and Probability (H)	Real and Complex Number Systems
7th	Statistics and Probability (G) Geometry (H)	Real and Complex Number Systems
8th	Geometery	Real and Complex Number Systems (S) Statistics and Probability (L)

OVERALL SCIENCE PERFORMANCE BY GRADE LEVEL ***This is where we are starting! The proficiency RIT score for a Fall assessment for LA is not available a SB does not test Science. According to percentages at high average or above, a predicted proficiency f each would be: 208 (6th grade), 211 (7th grade), and 214 (8th grade)**
6th- Wildcats: 58 of 102 students are proficient (57%) Hawkeyes: 61 out of 102 (60%)
7th - Huskers: 65 out of 107 students are proficient (61%) Gophers: 59 out of 104 (57%)
8th- Lions: 45 out of 90 students are proficient (50%) Spartans: 60 out of 83 (73%)

	Need/lowest area	**Strength/High area**
6th	Physical Science	Life Science
7th	Life Science (G) Physical (H)	Earth and Space (G) Life (H)
8th	Physical Science	Life Science



		2015 - 2016		2014 - 2015		2013 - 2014	
		# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
SCIENCE	Advanced	23	11.27%	20	12.74%	26	12.32%
	Proficient	131	64.22%	94	59.87%	118	55.92%
	Basic	40	19.61%	38	24.20%	59	27.96%
	Below Basic	10	4.90%	5	3.18%	8	3.79%

Indicators Student List Proficiency

- 75% or above - 50% - 74.99% - Below 49.99%

Percentage of Questions Correctly Answered, by Indicator			
	2015 - 2016	2014 - 2015	2013 - 2014
EARTH			63.13%
EARTH	66.89%	64.81%	
NATURE	70.58%	69.34%	
NATURE			69.99%
PHYSICAL	64.21%	65.71%	
PHYSICAL			65.63%
TECHENV			69.08%
TECHENV	67.40%	70.15%	

APPENDIX G
Waiver from Administrative Rule for HS Algebra

Feb. 2015 1

APPLICATION for a Waiver from an Administrative Rule

Courses offered Before Grade Nine for High School Credit

_____Pierre_____ School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43:08.

It is the intent of the _____Pierre_____ School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24:43:08:08.

The _____Pierre_____ Board of Education has held a public hearing and approved this application. It is understood that the school district must continue to comply with all other administrative rules, including chapter 24:43:11.

The school district will continue to submit all required accreditation reports, plans, and certifications to the South Dakota Department of Education on time.

Pierre 32-2	8th Algebra I Credit	2023
Pierre 32-2	8th World History Credit	2020
Pierre 32-2	8th Spanish I Credit	2022

Section I – Application Details

Applying School District: Pierre School District

Participating Attendance Centers: Georgia Morse Middle School

TF Riggs High School

Local Public Hearing Date: May 11, 2020

Local Board Approval Date: May 11, 2020

Date Submitted to the Department of Education:

Section II - Waiver Schedule

Intended Date for Waiver Implementation: July 1, 2020

(This date is always July 1 for fall implementation unless the district requests and explains the reasons for an alternate date.)

Proposed Years of Waiver: **2020-2025**
(Maximum of 5 school terms, which begin July 1 of each year.)

Section III - Administrative Rules to be Waived

List the administrative rule number and title for which this waiver is being requested. Administrative rules are available online at http://legis.state.sd.us/index.aspx

For a waiver for high school credit before grade nine, the district will want to waive administrative rule 24:43:11:01.

24:43:11:01 High School Algebra

Section IV – Course(s) for Which Exemption is Being Proposed

Algebra

Section V - Reasons for Waiver Request

Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity, or increase accountability.

Georgia Morse MS would like to challenge our high achievers that are motivated to attain more HS credits while still enrolled in middle school. This class may also allow more students to enroll in more AP type courses while in HS. Criteria will be used to register 7th grade math students into this "higher" track.

Section VI - Verification of Administrative Rule Intent

Explain how the intent of the administrative rule for which the waiver is being requested will be met if the waiver is granted.

A high school credit would be earned by those middle school students that demonstrate mastery on the EOC exam.

Please note that the teachers of courses for which waivers are approved must be high school certified, in the content area and the waived courses must remain at high school-level rigor.

List teacher providing instruction for each course included on application:

Name	Course
Guy Hunter	Algebra
Nichole Bowman	Algebra

If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record, the district must notify the Department of Education with the name of the newly assigned educator.

Section VII – Assurance of Rigor (Where applicable)

Describe the school district's plan for offering continuing educational opportunities in the waivered content area, where applicable.

There are high school Algebra courses offered for those students who do not chose to take the offered course or pass the EOC.

Section VIII- Evaluation

DOE Waiver Evaluation Policy:

At the conclusion of the waivered course, all students that wish to receive high school credit for the coursework completed must pass an end of course exam. The following guidelines should be noted:

1) If the South Dakota Department of Education (DOE) has an exam available in the waivered course area, the State exam should be used.
2) * If an exam is not available from the State, the district may create an exam, standards-based when applicable. The exam must be approved by the State before it may be administered.
3) A test security agreement must be signed by all district personnel who have access to the exam and must be returned to the SD DOE prior to the test dates(s). A security agreement must be filed each year, and for each exam that is given. The test agreement must be mailed and not faxed or emailed.
4) The student must pass the exam with at least 80% proficiency.
5) The exam may be administered up to two times, per district policy.
6) The DOE must receive a roster of participants, including the students' name, grade in school, district attendance center, and percentage on the best attempt of the completed exam before the start of the proceeding school year.

Local exam will be used.

Prior No Child Left Behind Data

	Fall 2011	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Native American	14%	16.5%	16%	15%	13.5%	12%
White	80%	78%	75%	74%	73.5%	75.4%
Asian	.9%	.8%	.17%	.5 %	.3%	
Black	.8%	.2%	.17%	1%	.4%	
Hispanic	2.2%	4.2%	4.4%	3.1%	3.6%	2.9%
Two or More Races				6.6%	11.6%	8.5%
Special Education	10.10%	11%	14%	11%	9.8%	11.4%
LEP	.3%	.5%	.3%	.3%	.4%	
Poverty - Free and Reduced Lunch	25%	28%	25%	24%	31%	25.6%

Mobility Rate	Aug. 24, 2011- Oct 10, 2011 Received 45 new students and 18 students left.	Aug. 23, 2014- Oct. 17, 2014 Received 37 new students and 30 students left	August 20, 2015 – October 16, 2015 Received 73 new students and 37 left	August 2016 – October 2016 Received 39 new students and 7 left

The following is a historical overview of Georgia Morse Middle School's SAT9/DSTEP Results:

	Math	Reading
2003	ALERT ● Native American ● Students w/Disab.	ALERT ● Native American ● Students w/Disab.
2004	Math cont.	Reading cont.

	LEVEL 1 • Students w/Disab.	**LEVEL 1** • Students w/Disab.
2005	**LEVEL 1** • Students w/Disab.	**LEVEL 1** All groups – AYP
2006	**LEVEL 2** • Econ. Disadv.	**MET AYP** All groups AYP 2nd straight year
2007	**Math Cont.** **LEVEL 3** • Students w/Disab.	**Reading Cont.** **ALERT** • Students w/Disab. • Econ. Disadv.
2008	**LEVEL 4** • Econ. Disadv. • Native American	**LEVEL 1** • Econ. Disadv. • Native American
2009	**Level 4** All groups made AYP	**Level 2** • Native Am. • Students w/ Disabilities
2010	**OK** All groups made AYP	**Level 3** Economic Disadvantaged
2011	**Math Cont.** **Alert** • Native American • Students w/ Disabilities	**Reading Cont.** **Level 4** • Native American • Students w/ Disabilities • Economically Disadvantaged

NCLB status (Spring of 2013)

	AMO	School Current Year	School Prior Year	District Current Year	State Current Year	
Subgroup	Numberof Students	Proficient and Advanced Percentage	Proficient and Advanced Percentage	Proficient and Advanced Percentage	Proficient and Advanced Percentage	Proficient and Advanced Percentage
All Students	553	81.36	78.12	79.67	77.98	73.15
Hispanic / Latino	16	93.46	81.25	92.86	81.25	60.73
American Indian / Alaskan Native	67	45.94	38.81	41.03	38.24	44.93
Asian	6	100.00	100.00	100.00	100.00	54.63
Black / African American	1	63.33	100.00	60.00	100.00	57.62

Native Hawaiian / Pacific Islander	1	8.33	0.00	0.00	0.00	72.73
White / Caucasian	446	86.98	83.63	85.80	83.63	78.77
Multi-Racial	16	80.36	81.25	78.57	81.25	69.65
Student With Disabilities	56	40.00	37.50	34.55	36.84	35.55
English Language Learners	0	0.00	0.00	50.00	0.00	22.38
Economically Disadvantaged	135	61.34	58.52	57.82	58.52	60.00
Female	276	85.76	80.43	84.46	80.43	76.40
Male	277	77.16	75.81	75.08	75.54	70.12
Migrant	0	0.00	0.00	0.00	0.00	18.75
Gap	186	63.69	56.99	60.39	56.68	58.53
Non-Gap	367	90.56	88.83	89.70	88.83	86.73

Previous Smarter Balanced Testing Data:
SMARTER BALANCED DATA (data according to the state report card)

		SB 2014-2015	SB 2015-2016	SB 2016-2017	SB 17-18	SB 18-19
LA	6	40/44	47/49	58/48	51/49	60/60
	7	54/48	48/50	52/52	65/53	62/53
	8	47/47	54/51	43/48	48/53	61/51
MATH	6	40/33	41/39	54/41	55/42	51/40
	7	43/38	44/41	50/44	65/45	57/44
	8	46/37	38/41	49/41	55/44	64/42

**State average

Prioritized Needs: Historically, Georgia Morse Middle School has struggled in meeting Adequate Yearly Progress (AYP) in Math and Reading with three subgroups. Small improvements have been made with one group for a year or two, but these are the subgroups that typically do not show adequate growth or achievement:

1. Native American Students
2. Students with Disabilities
3. Economically Disadvantaged

SIP goals from 2014 to 2021:

The BLT helps develop these goals based upon Smarter Balance and NWEA data. New goals are written for each upcoming school year and approved by the BLT.

Reading Goals:

2014-2016

Considering this is a two year improvement plan and after results for the 2015 Spring Smarter Balance Test is available, Georgia Morse Middle School group of All Students will show strong performance at each grade level in order to maintain proficient achievement levels.

The subgroups of Native American Students, Economically Disadvantaged Students, and Students with Disabilities will increase proficiency levels to demonstrate growth.

2016-2017

Smarter Balanced scores will reflect an increase in at least 5 more percent achieving at the proficient or advanced level in ELA. **2016-1017 SB scores for LA went up 11% in 6th grade, 4% in 7th grade (so far), and down 11% in 8th grade.**

Overall NWEA scores in Reading will remain above the national average for all three grade levels. The Native American group of students will at least meet the national average in NWEA. The percent of all student at each grade level in Reading that meet their individual projected growth score will be at least 70% of students. **Overall NWEA scores remain above the national average in 2016-2017. The NA subgroup did not meet the goal of matching the national average on NWEA, therefore indicating an area of emphasis in 2017-2018. Both 6th and 8th grades met an average above 70% meeting their projected growth, whereas 7th grade did not.**

2017-2018

Smarter Balanced scores will reflect an increase in at least 5 more percent achieving at the proficient or advanced level in ELA. **2017-2018 SB scores for ELA decreased by 7% in 6th grade, up by 13% in 7th grade, and up by 5% in 8th grade, therefore only 6th grade did not meet the goal.**

Overall NWEA scores in Reading will remain above the national average for all three grade levels. **The district average remained above the national average. In 6th grade, 65% students were above the national average, 7th grade 68%, and 8th grade 72%.** The Native American group of students will at least meet the national average in NWEA. **The NA students did NOT meet the national average at any grade level.** The percent of all student at each grade level in Reading that meet their individual projected growth score will be at least 75% of students. **Only 8th grade LA met the 75% goal with 78% of students meeting their projected growth score. 6th grade was at 65% and 7th grade at 62%.**

2018-2019

Smarter Balanced scores will reflect at least a 10% increase for those students achieving proficient or advanced in 6th grade scores, 5% in 7th grade, and 7% in 8th grade. Our Native American scores will continue to be above the state's average. Our SPED students will outscore the state's average.

(Overall/all students) NWEA scores in Reading will reflect at least 75% of students at each grade level meeting or exceeding the national average. The percent of students at each grade level to meet their individual projected growth score will be at least 75% for 6th and 7th grade and 80% for 8th grade. The Native American student group will meet the national average for all grade levels. 70% of the Native American student group will meet their projected growth goals at all three grade levels.

2019-2020 **2020-2021 (extended due to Covid-19) READING**

Smarter Balanced scores will :
*reflect at least 68% of students achieving proficient or advanced in scores.
*Our Native American scores will continue to be above the state's average.
*Our SPED students will outscore the state's average.
*Cohort data will reflect varied increases to reflect a 68% proficiency rate
(2020-2021 8th graders most current SB score two years ago: 60, 7th graders: 61, and 6th graders: ___)

(Overall/all students) NWEA scores in Reading will reflect:
*at least 80% of students at each grade level meeting or exceeding the national average.
*The percent of students at each grade level to meet their individual projected growth score will be at least 80% for all grade levels.
*The Native American student group will meet the national average for all grade levels .
*70% of the Native American student group will meet their projected growth goals at all three grade levels .

Math Goals:

2014-2016

Considering this is a two year improvement plan, the All Student group will show strong performance results at each grade level in order to maintain proficient achievement levels.

The subgroups of Native American Students, Economically Disadvantaged Students, and Students with Disabilities will increase proficiency levels to demonstrate growth.

2016-2017

Smarter Balanced scores will reflect an increase in at least 5 more percent achieving at the proficient or advanced level in Math. **2016-2017 SB scores in math went up by 13% in 6th grade, 6% in 7th grade, and 11% in 8th grade.**

Overall NWEA scores in Math will remain above the national average for all three grade levels. The Native American group of students will at least meet the national average in NWEA. The percent of all student at each grade level in Math that meet their individual projected growth score will be at least 70% of students. **Overall NWEA scores remain above the national average in 2016-2017. The NA subgroup did not meet the goal of matching the national average on NWEA in grades 6th and 7th, however doing so in 8th grade, therefore indicating a continued area of emphasis in 2017-2018. Both 7th and 8th grades did not meet an average above 70% meeting their projected growth, whereas 6th grade did. This will continue to be a goal for 2017-2018.**

2017-2018

Smarter Balanced scores will reflect an increase in at least 5 more percent achieving at the proficient or advanced level in Math. **2017-2018 Smarter Balanced scores for Math increased in all three grade levels- 6th grade up by 1%, 7th grade 15%, and 8th grade by 6%.**

Overall NWEA scores in Math will remain above the national average for all three grade levels. **The district average remained above the national average. In 6th grade, 70% students were above the national average, 7th grade 70%, and 8th grade 83%.** The Native American group of students will at least meet the national average in NWEA. **The NA students did NOT meet the national average EXCEPT in 8th grade Math.** The percent of all student at each grade level in Math that meet their individual projected growth score will be at least 70% of students. **All three grade levels met the goal for 70% of students to meet their projected growth score with 6th grade at 88%, 7th grade 84%, and 8th grade at 87%.**

2018-2019

Smarter Balanced scores will reflect at least a 10% increase for those students achieving proficient or advanced in both 6th and 8th grade and by 5% in 7th grade. Our Native American scores will continue to be above the state's average. Our SPED students will outscore the state's average.

(Overall/all students) NWEA scores in Math will reflect at least 75% of students in 6th and 7th grade meeting or exceeding the national average and 85% in 8th grade. The percent of students at each grade level to meet their individual projected growth score will be at least 90% for all three grade levels. The Native American student group will meet the national average for all grade levels. 85% of the Native American student group will meet their projected growth goals at all three grade levels.

2019-2020 **2020-2021 (extended due to Covid-19)**

Smarter Balanced scores will reflect:
*at least 65% of students achieving proficient or advanced in all 3 grades.
*Our Native American scores will continue to be above the state's average . (double the average)
*Our SPED students will outscore the state's average.
*Cohort data will reflect varied increases to reflect a 65% proficiency rate
(2020-2021 8th graders most current SB score two years ago: 51, 7th graders: 41, and 6th graders: ___)

(Overall/all students) NWEA scores will reflect:
*at least 75% of students in 6th and 7th grade meeting or exceeding the national average and 85% in 8th grade.
*The percent of students at each grade level to meet their individual projected growth score will be at least 90% for all three grade levels .
*The Native American student group will meet the national average for all grade levels .
*85% of the Native American student group will meet their projected growth goals at all three grade levels.

Science Goals:

2016-2017

DSTEP scores will reflect an increase in at least 5 more percent achieving at the proficient or advanced level on the statewide assessment. 2013-2014 scores indicated 67% of 8th grade students were proficient or advanced, 2014-2015 71%, and 2015-2016 75%.

Overall NWEA scores in Science will remain above the national average for all three grade levels. The Native American group of students will at least meet the national average in NWEA. The percent of all student at each grade level in Science that meet their individual projected growth score will be at least 70% of students. **Overall NWEA scores remain above the national average in 2016-2017. The NA subgroup did meet the goal of matching the national average on NWEA. All grades met an average above 70% meeting their projected growth.**

2017-2018

DSTEP scores will reflect an increase in at least 5 more percent achieving at the proficient or advanced level on the statewide assessment. **With the change in the assessment, 54% of students performed at a proficient or advanced level. This will be a new baseline for data.**

Overall NWEA scores in Science will remain above the national average for all three grade levels. **The district average remained above the national average. In 6th grade 80% were above the national average, 7th grade 81%, and 8th grade 79%.** The Native American group of students will surpass the national average in NWEA by two (2) RIT points. **The Native American student group did NOT surpass**

NOR meet the national average at any grade level. The percent of all student at each grade level in Science that meet their individual projected growth score will be at least 75% of students. **Only 8th grade students met the goal for 75% meeting their projected growth goal with 78% doing so. In 7th grade, 63% did and in 6th grade 74%.**

2018-2019

8th grade SDSA scores will increase to at least a 70% proficiency rate**.**
***South Dakota's Science Assessment Data is not available until Summer 2018. A revision, if necessary, of this goal will be discussed with the BLT Fall 2018. Science results were made available October 2018. GMMS's proficiency level as at 52%. The goal of 70% will remain for 2018-2019.**

(Overall/all students) NWEA scores in Science will reflect at least 85% of students meeting the national average at all three grade levels. The percent of students at each grade level to meet their individual projected growth score will be at least 80% in 6th and 8th grade and 7th grade meeting 75%. The Native American student group will meet the national average for all grade levels. 70% of the Native American student group will meet their projected growth goals at all three grade levels.

2019-2020 **2020-2021 (extended due to Covid-19)**

8th grade SDSA scores will increase to at least a 70% proficiency rate**.**
***South Dakota's Science Assessment -Science results were note made available until October 2018. GMMS's proficiency level is at 52%. The goal of 70% will remain for 2020-2021. South Dakota will be moving to a new testing platform so baseline data will be gathered in this coming school year.**

(Overall/all students) NWEA scores in Science will reflect:
*at least 85% of students meeting the national average at all three grade levels.
*The percent of students at each grade level to meet their individual projected growth score will be at least 80% in all three grade levels.
*The Native American student group will meet the national average for all grade levels.
*70% of the Native American student group will meet their projected growth goals at all three grade levels.