J. Graham Brown School - Elementary School 2023-24

Vital Signs Analysis Protocol:

Fall is in blue, Winter is in purple, Spring is in orange.

Learning/ Backpack of Success	Reflective Questions
1. % of Students meeting defense/capstone - start in winter Fall = blue Winter 0% Spring 95%	• How are students preparing, choosing content, designing and practicing for their defenses? Using rubrics. There is a backpack template, slide show started, 3 artifacts. • 5th Grade backpacks have been defended by all but 2 children who have not defended due to absences. • Is there a rubric in place for helping support the completion of a successful defense? yes How are we ensuring high quality defenses? rubric and exemplars • Yes, rubric and exemplar artifacts/presentations.
2. Average number of artifacts per student: 0 5.7 Spring 4.7	• Have we shown our new students and teachers how to access the Backpack?No our stc is meeting with teachers that need support • Reviewed at a faculty meeting • Does our walkthrough data give us insights into whether deeper learning classroom experiences are yielding quality artifacts? N/A, yes, yes • Is there a rubric in place for helping learners understand a quality artifact?no yes yes

3a. % of students on grade level in Reading (MAP) - *focus Fall FSR 44% 55.9 57.7*
3b. % of students on grade level in Math (MAP) - *focus Fall FSR 39.2% 54.5 43.7*
	• Does the data show that most students are at grade level? No No
	• How does this compare to our previous Vital signs? significantly lower than last year Reading and math both went up from Fall
	• What does the data look like by grade?
	  • Fall 5 Reading: 70.2 Math 46.8
	  • Winter 5 Reading: 63.8 Math: 57.4
	  • Spring 5 Reading 71.7 Math 54.3
	  • Fall 4 Reading 68.8 Math 45.8
	  • Winter 4 reading 45.8 Math 58.3
	  • SPRING 4 Reading 52.1 Math 39.6
	  • Fall 3 Reading 66.7 Math 47.9
	  • Winter 3 Reading 58.3 Math: 50
	  • Spring 3 Reading 50 Math: 37.5
	  • 2 NA
	  • 1 n/a
	  • K n/a
	• What does the data look like by MAP Reading and Math Domains? N/A

4a. % of students meeting or exceeding projected growth in Reading (MAP)-*focus Spring FSR (ES/MS)*
-Fall 44%
spring 57.7
4b. % of students meeting or exceeding projected growth in Math (MAP) *focus Spring FSR (ES/MS)*
-Fall 39.2%
spring 43.7
	• Are the % of students meeting growth above 50%? No Yes
	• Spring: Reading Yes, No Math
	• If not, what instructional adjustments might need to be made? Intervention plans for students. Tier 3 works with interventionists, and Tier 2 interventions at a classroom level for reading and math. Spring Math: Teachers going to summer pd to help implement new math curriculum. Evaluate and redesign systems for tier2/ tier3 services. What work needs to happen with acceleration plans? Continue implementation |Evaluate acceleration plans
	• What does the data look like by grade?
	  ○ See 3a
	• Do certain grades show more growth?
	  ○ Yes, 5th for reading
	• What supports can be strengthened or sustained in order to promote growth?

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	○ Continue improving tier1
5a. % Predicted PD on KPREP-Reading (MAP) - start in winter 5th: 78.7 67.4 4th: 72.9 70.8 3rd: 72.9 68.8 5b. % Predicted PD on KPREP-Math (MAP) - start in winter 5th: 46.8 43.5 4th: 41.7, 37.5 3rd: 50 50	• Do certain grades show different trends? In reading, a significant percentage of students are predicted to be pd on KSA. In math, Trends are not standing out. Students seem to need more support in math than reading. • Math for 4th is projected lower than 3rd and 5th • What supports can be strengthened or sustained in order to promote growth? The intentionality of bringing data to plc will help us to promote intentional growth for students. • continue talking about the big data questions at plc. PLCs meet more often
6. % students on track for promotion (MS/HS) - start in winter	• What do course failure rates look like by content area? • What supports and course recovery efforts are being implemented for students not on track for promotion?
7. % of students transition ready (high school only) *focus Spring FSR (HS)*	• Compare the % of students transition ready to the School Report Card. Are we on track to increase % of students transition ready? • How are we utilizing the school Name and Need data to ensure Transition Readiness supports are in place?
8. Projected graduation rate *focus Spring FSR (HS)*	• How is every senior being supported to graduate on-time? • Are we on track to meet at least 80% graduate rate?
9. % gifted/talented students Fall 17.2% Winter 20.1% spring 17.2	• Have all students (including new students) been provided access to be assessed for the GT program across each GT category? yes, on October 17th . • Yes for Winter yes • Are the gifted and talented rates disproportional when examining data by student group? no, no, By Grade? no no no • What types of experiences are GT students receiving across each category? differentiated instruction. District resources. district resources
GENERAL3	Does your current data show you are on track for meeting end of year goals? Yes for reading and no for math. Yes, recent map data shows a significant growth in reading and math.No 1. Are there disproportionalities between student groups? There is a disproportionality between African Americans and all students. There is about a 30% gap in reading. For predicted PD in math on ksa, there is 35% between African-American students and all students. There is not a large gap between grades for math or reading. Winter: Hispanic students store lower than African American and white students in math. African-American students are out scoring with students by 9 points. In reading: There is a disproportionality. White students outperform Hispanic and African-American students. African-American students have a 10-point increase from last year. Spring: White students scored 39% higher than nonwhite students in reading, and in math, white students scored 36% higher. 2. When examining trend data, where do you see successes? Where do you see areas of improvement? Improvements are needed for math and to close the gap

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	between African American and All students.MHP African-American students have a 10-point increase from last year. 10-point increase for Hispanic students in math from the previous year 3. How are components of SPP & G and the Assessment Learning & Grading Framework being implemented to support student progressions? standards-based grading. PLC,

Vital Signs Analysis Protocol: Culture and Climate

Culture and Climate	Reflective Questions
1. % of students chronically absent 12.3% 15.1 11.6	• Is there an intervention and support plan for each student who is chronically absent? yes yes yes • Is there a progress monitoring system to assess improvement in absenteeism? yes yes yes
2. % of students with bus referrals*	• How do bus referral rates compare to school referral rates? • Do students with high bus referral rates also have high school referral rates? If not, what root causes may be leading to the bus referrals? • What types of support are in place for students with bus referral rates? • What is the communication line between the bus driver(s) of students with high numbers of bus referrals , families, and school staff?
3. % of students with school-based referrals* - *focus FSR (ES) 3.8%* *7.6 10* 4. % of students with out-of-school suspensions* - *focus FSR (MS/HS)* 5. 1.7 % of students with in-school removal* 2.4% 3.1	• For school-based referrals/suspension data, what does the trend data suggest? ○ Could there be an impact of Covid-19 on student behaviors? NO no no What supports are in place for students who experienced trauma? Yes Yes mental health lessons and small groups with counselor, practitioner, trauma training • Is the suspension rate reflecting high numbers of students who are being suspended or a small number of students who are receiving referrals for repeat offenses? Zero suspensions. zero small number • What does your monthly behavior review suggest are root causes? mental health mental health mental health • What re-entry supports are in-place for students returning from a suspension? Restorative Circles Restorative Circles, MTSS, PBIS, SEL groups, developing a tier2 support system for behavior.
6. % of students with Unite Us referrals	When examining Vital Signs around Unite Us referrals, it is critical to reflect on the needs of each student at your school and the referral system to address those needs. • How are students receiving the types of services they need?

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	● Are all students who need services receiving services? If not, what types of barriers are keeping students from receiving services? ● How often are student needs being assessed to make referrals? ● Do students who are showing warning signs in their vital signs (e.g., behavior, attendance, on-track academically) receive support and/or referrals for help?
GENERAL	1. Does your current data show you are on track for meeting end-of-year goals? yes yes no 2. Are there disproportionalities between student groups? no no yes 3. When examining trend data, where do you see successes? Where do you see areas of improvement? We are providing students with the services they need. We are providing students with the services available to us and what we feel they need. Creating a tier 2 support plan. Review systems and protocols for referrals and intervention systems to address the discrepancy between referral numbers by race.

*change in indicator from prior Vital Signs