

Maple Valley Schools Spring Data Report (including End-of-Year 98b) June 12, 2023

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**Maple Valley
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Growth vs. Proficiency

Growth and proficiency are different:

- **Student Growth** indicates how much a student grows from the beginning of the year to the end of the year.
 - *Expected Student Growth* indicates how much a student should grow in a given year.
- **Student Proficiency** is about a specific level of achievement at a specific point in time. In particular, it is about achievement that is considered “good enough” at that point in time.
 - *Student Proficiency Percentile* indicates where our students achieve in relation to other students across the nation.



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District Leadership Team vs. Building Leadership Team

District Leadership Team

1. Analyze data at the district level
2. Create district-wide goals to be shared at the building level
3. Determine district-wide initiatives to help meet MICIP goals
4. Share information with vested stakeholders (board members, administrators, etc.)
5. Work at the district level to address any building-level barriers that may arise
6. Determine MTSS effectiveness using the District Capacity Assessment

Building Leadership Team

1. Analyze data at the building level
2. Use district-wide goals to determine building specific strategies
3. Work within the building to implement initiatives and monitor fidelity
4. Share information with building staff (teachers, paraprofessionals, support staff)
5. Report updates/barriers to the District Leadership Team
6. Determine MTSS effectiveness using the R-TFI and Behavior-TFI surveys



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District MICIP Goals



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Academic Goals for 22-23, 23-24, and 24-25

- **2022-2023**

- **Reading** - At the end of the 2022-2023 school year, 47% of students (2% increase from 45% in S22) will meet their expected growth in reading.
- **Mathematics** - At the end of the 2022-2023 school year, 46% of students (2% increase from 44% in S22) will meet their expected growth in mathematics.

- **2023-2024**

- **Reading** - At the end of the 2023-2024 school year, 49% of students (4% increase from 45% in S22) will meet their expected growth in reading.
- **Mathematics** - At the end of the 2023-2024 school year, 48% of students (4% increase from 44% in S22) will meet their expected growth in mathematics.

- **2024-2025**

- **Reading** - At the end of the 2024-2025 school year, 51% of students (6% increase from 45% in S22) will meet their expected growth in reading.
- **Mathematics** - At the end of the 2024-2025 school year, 50% of students (6% increase from 44% in S22) will meet their growth goal in mathematics.

Behavior Goals for 22-23, 23-24, and 24-25

- **2022-2023**

- By the end of the 2022-2023 school year, all staff will be trained on the correct usage of SWIS and teachers will be trained on restorative practices.

- **2023-2024**

- Jr./Sr. High School SWIS data will increase Tier 1 (0-1 ODR) by 2%, reaching 74% by the end of the 2022-2023 school year.
- Maplewood School SWIS data will increase Tier 1 (0-1 ODR) by 2%, reaching 74% by the end of the 2023-2024 school year.

- **2024-2025**

- Jr./Sr. High School SWIS data will increase Tier 1 (0-1 ODR) by 5%, reaching 77% by the end of the 2024-2025 school year.
- Maplewood School SWIS data will increase Tier 1 (0-1 ODR) by 5%, reaching 77% by the end of the 2024-2025 school year.

Social/Emotional Goals for 22-23 & 23-24

- **2022-2023**

- Decrease by 5% for SAEBRS Data district-wide beginning fall 2022 and ending spring 2023

- **2023-2024**

- Decrease by 10% for SAEBRS Data district-wide beginning fall 2022 and ending spring 2024

Academic - Kindergarten through 8th Grade (98b Goals)



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Kindergarten through 8th Grade 98b Goals

- **Reading**

- Middle of the Year - By the middle of the 2022-2023 school year, 46% of students (1% increase from 45% in S22) will meet their expected growth in reading.
- End of the Year - At the end of the 2022-2023 school year, 47% of students (2% increase from 45% in S22) will meet their expected growth in reading.

- **Mathematics**

- Middle of the Year - By the middle of the 2022-2023 school year, 45% of students (1% increase from 44% in S22) will meet their expected growth in mathematics.
- End of the Year - At the end of the 2022-2023 school year, 46% of students (2% increase from 44% in S22) will meet their expected growth in mathematics.



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All Students - Reading & Mathematics

- **Reading**

- 44.0% of face-to-face K-8 students met their expected growth in reading for the spring NWEA test.
 - Up from 43.5% in the winter

- **Mathematics**

- 45.5% of face-to-face K-8 students met their expected growth in mathematics for the spring NWEA test.
 - Up from 40.0% in the winter



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Subgroups - Reading

- **Reading**
 - Economically Disadvantaged
 - 42.1% of economically disadvantaged K-8 students met expected growth
 - Up from 41.5% in the winter
 - Gender
 - 41.2% of female K-8 students met expected growth
 - Down from 41.5% in the winter
 - 46.3% of male K-8 students met expected growth
 - Up from 45.2% in the winter
 - Ethnicity
 - 45.8% of white K-8 students met expected growth
 - Up from 42.8% in the winter
 - # of students within other subsets too low to report

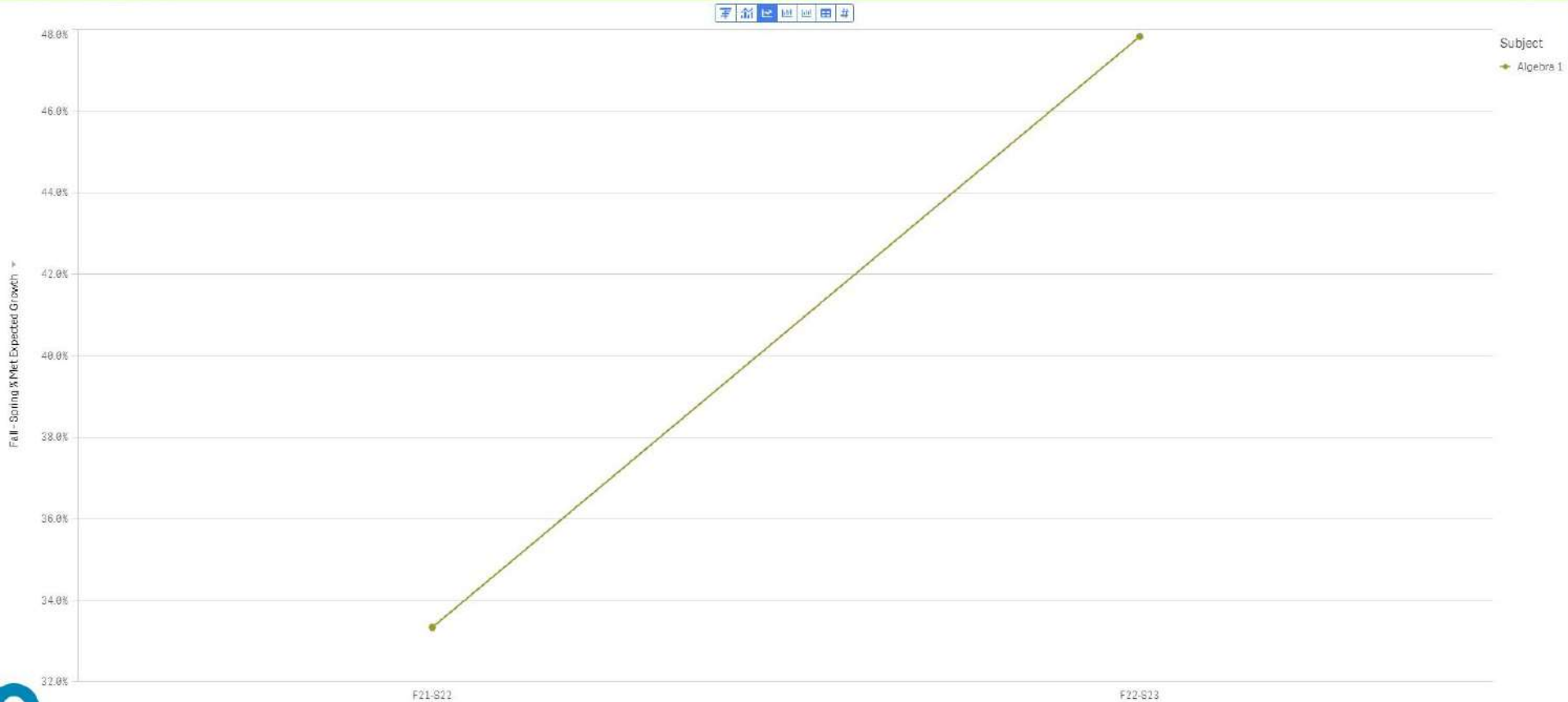
Subgroups - Mathematics

- **Mathematics**
 - Economically Disadvantaged
 - 44.1% of economically disadvantaged K-8 students met expected growth
 - Up from 36.4% in the winter
 - Special Education
 - 50.6% of economically disadvantaged K-8 students met expected growth
 - Up from 50.0% in the winter
 - Gender
 - 42.1% of female K-8 students met expected growth
 - Up from 40.6% in the winter
 - 48.1% of male K-8 students met expected growth
 - Up from 39.5% in the winter
 - Ethnicity
 - 45.8% of white K-8 students met expected growth
 - Up from 39.9% in the winter
 - # of students within other subsets too low to report

Reading: Spring to Spring Growth 21-23



Mathematics: Spring to Spring Growth 21-23



Academic - 9th through 12th Grade (98b Goals)



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9th through 12th Grade 98b Goals

- **English Language Arts**

- Middle of the Year - 90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Reading/ELA as measured by a passing grade at the end of 1st semester in their assigned English course.
- End of the Year - 90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Reading/ELA as measured by a passing grade at the end of 2nd semester in their assigned English course.

- **Mathematics**

- Middle of the Year - 90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Mathematics as measured by a passing grade at the end of 1st semester in their assigned Mathematics course.
- End of the Year - 90% of students, including subgroups, in grades 9th-12th will demonstrate proficiency in Mathematics as measured by a passing grade at the end of 2nd semester in their assigned Mathematics course.



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Grade Level - English Language Arts

- **English Language Arts Highlights**
 - Underclassmen
 - Passing rate was low for our freshmen class. Sophomores met the goal at 98%.
 - Upperclassmen
 - Both grades met the goal, with 100% of seniors passing their ELA course



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Grade Level - Mathematics

- **Mathematics Highlights**

- Underclassmen

- Although Freshmen and Sophomores did not meet their end of year goal, the percentage of students that passed classes increased from the winter.

- Upperclassmen

- Juniors and Seniors both maintained high levels of passing rates in Mathematics. (Seniors had 100% passing rate!)



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Plans to Support Academics

There are multiple initiatives/programs in place to improve student growth and proficiency:

- Kindergarten through 8th Grade
 - New upcoming curriculum for ELA (23-24) and math (24-25)
 - Continued reading support at the elementary level
 - Strong focus on early literacy essentials
 - Orton-Gillingham Training
- 9th through 12th Grade
 - Focus on importance of credit for 9th graders
 - ELA support class to offer intentional support for 8th grade students
 - Encourage students to utilize after-school support and credit recovery



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Behavior



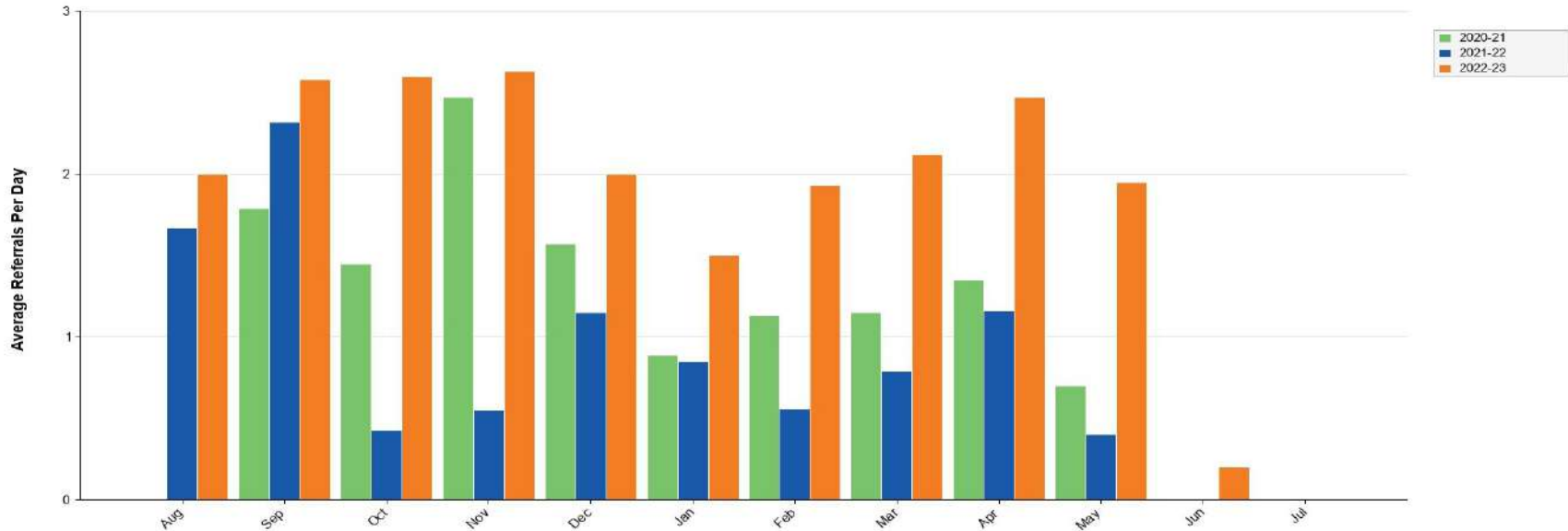
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Fuller St. Elementary

Average Referrals Per Day Per Month

Average Referrals Per Day Per Month - Multi-Year

Average Referrals Per Day Per Month - Multi-Year
All, 2020-21 - 2022-23



Maplewood School

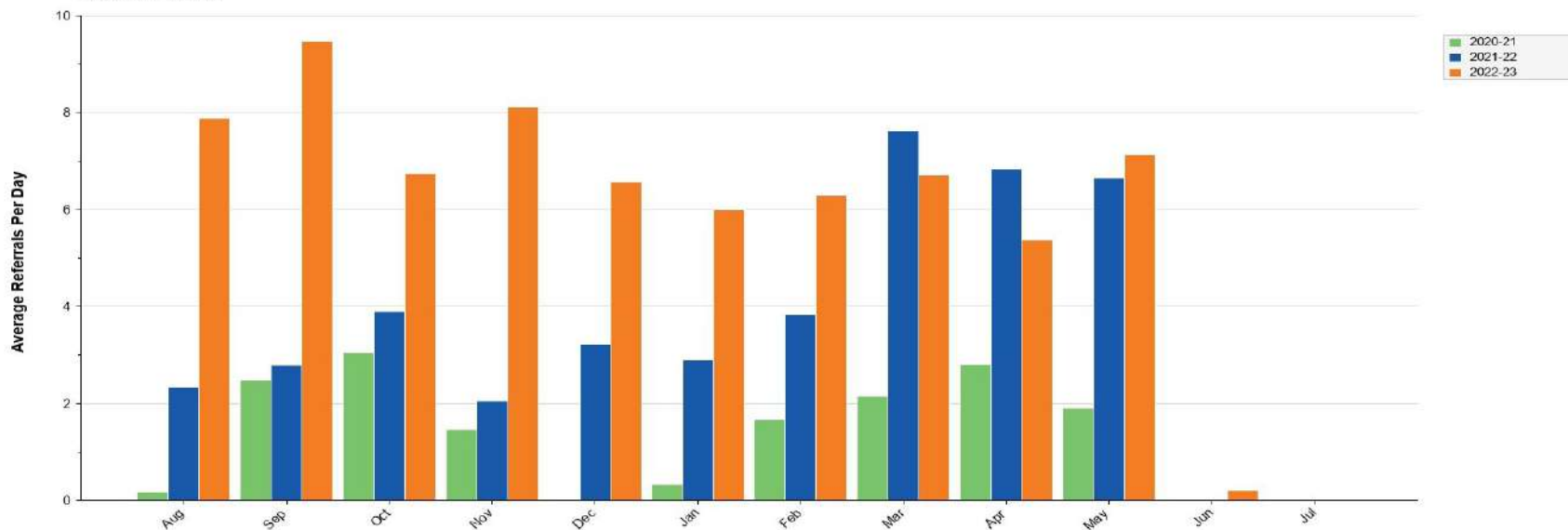
Average Referrals Per Day Per Month

Average Referrals Per Day Per Month - Multi-Year



Average Referrals Per Day Per Month - Multi-Year

All, 2020-21 - 2022-23



Jr./Sr. High School

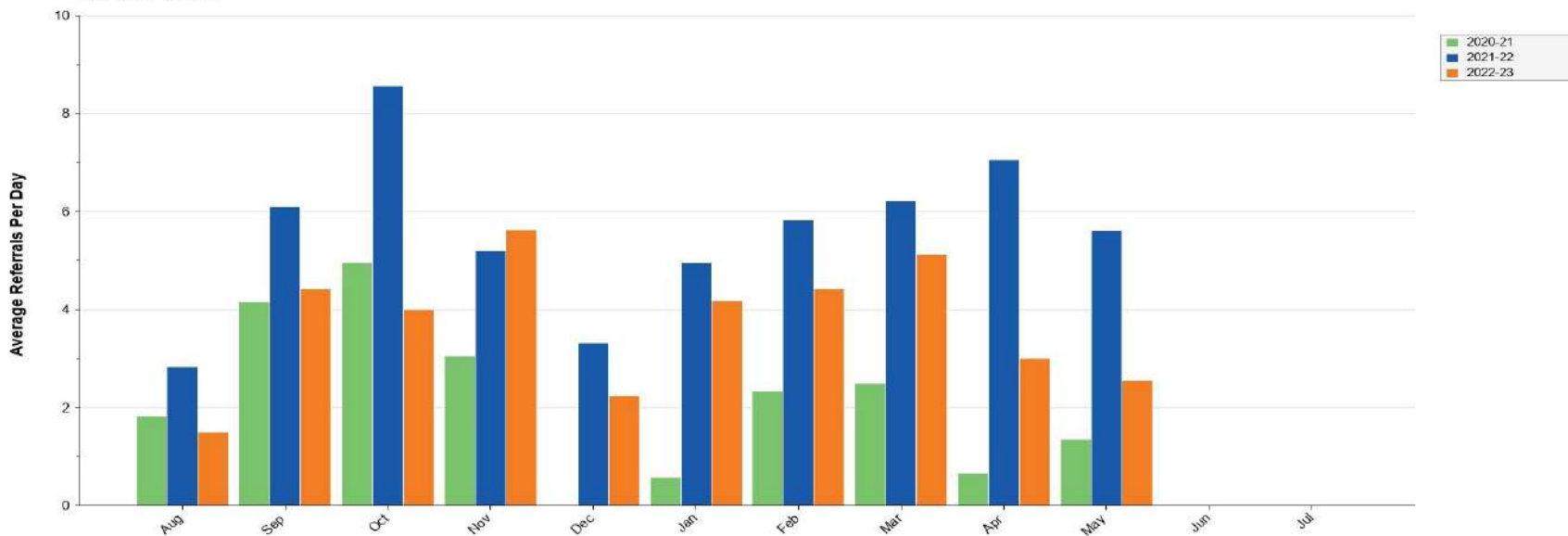
Average Referrals Per Day Per Month

Average Referrals Per Day Per Month - Multi-Year



Average Referrals Per Day Per Month - Multi-Year

All, 2020-21 - 2022-23



Plans to Support Behaviors

There are multiple initiatives/programs in place to improve student behaviors and decrease referrals:

- Our main district goal this year was to ensure all staff were trained to use our referral system with fidelity.
 - This training may likely have led to an increase in referrals
- With changes to administration at the elementary and secondary levels, the District Leadership Team will look at the current MICIP goal and update it to reflect this year's data.



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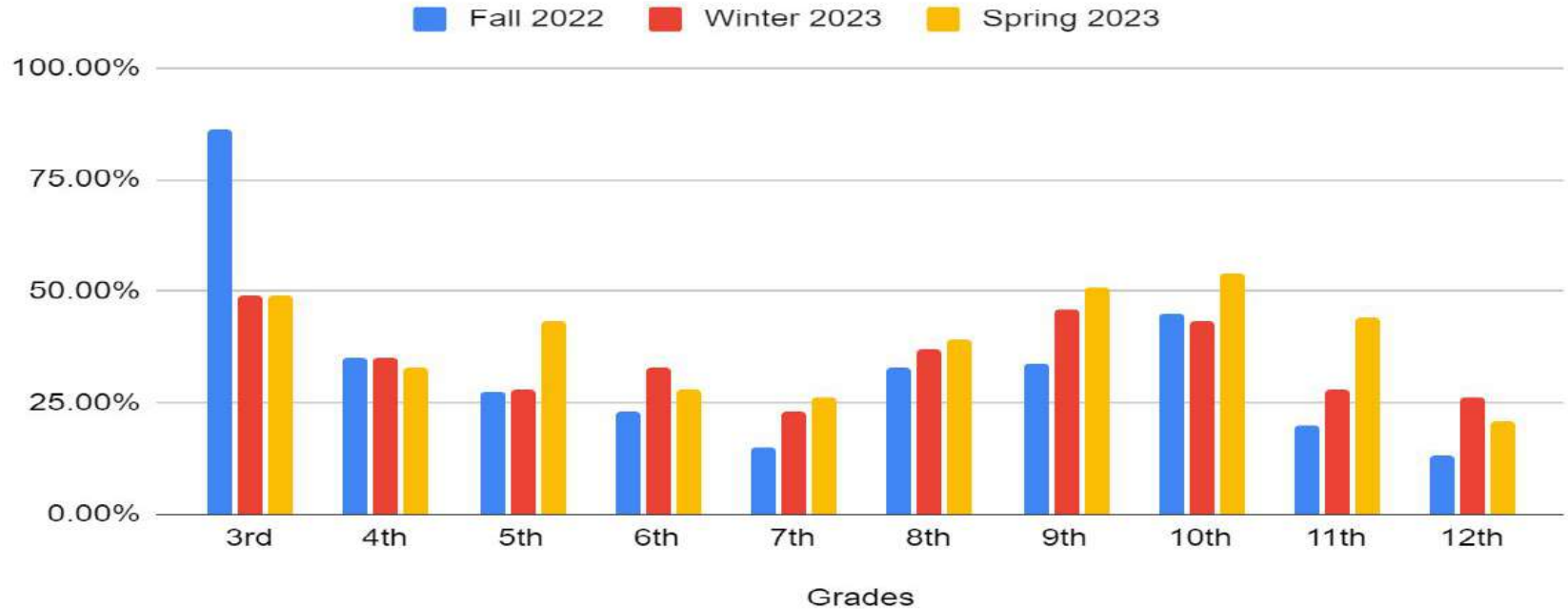
Student Wellness



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Maple Valley MySAEBRS Data

MySAEBRS - At-Risk Fall/Winter/Spring 2022-2023

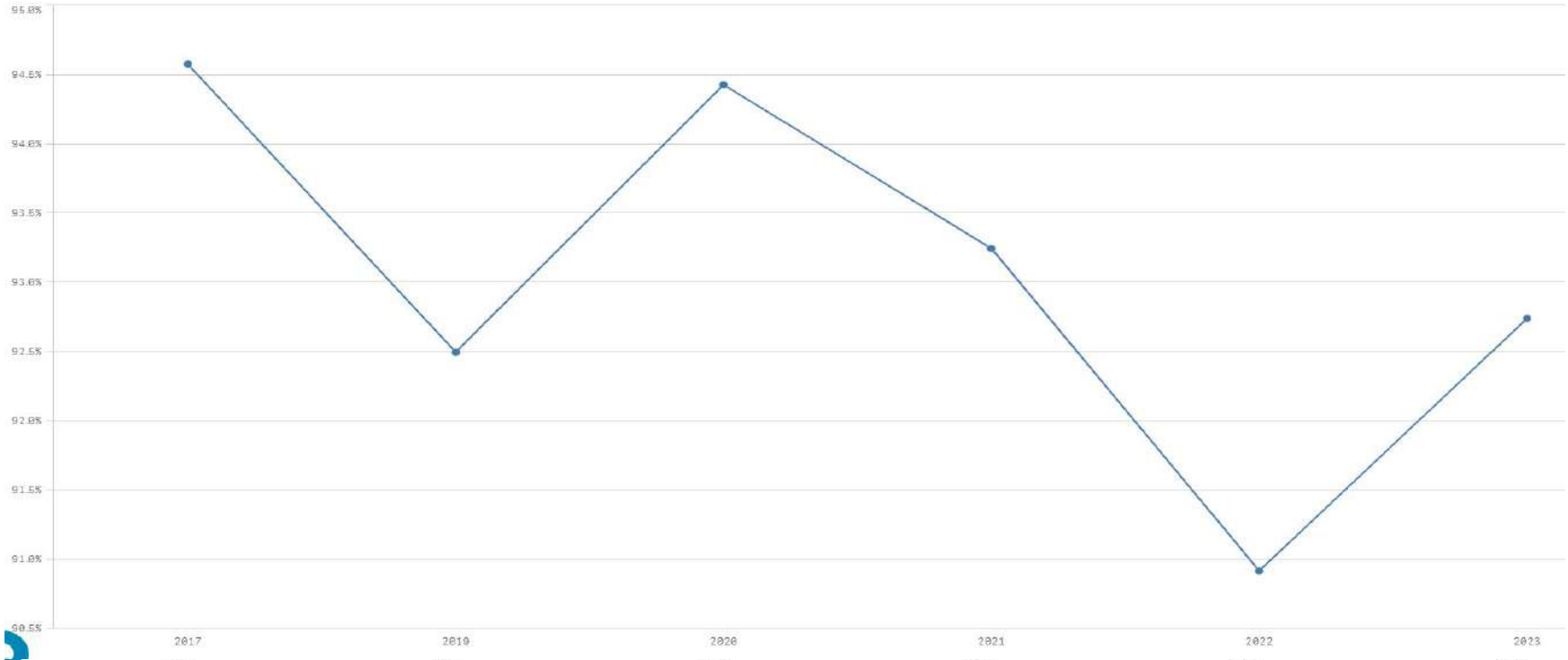


Attendance



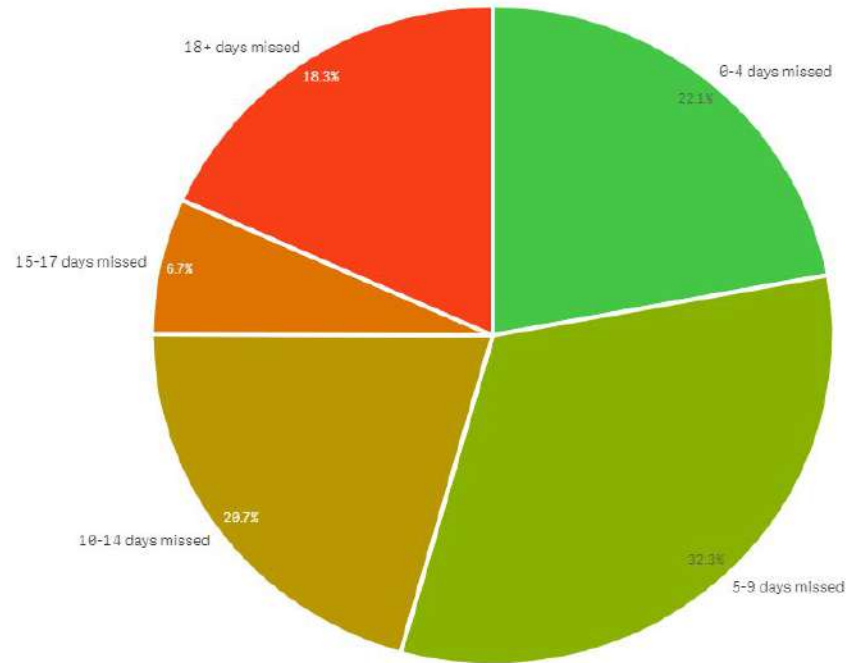
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Maple Valley Schools - All Buildings Average Daily Attendance

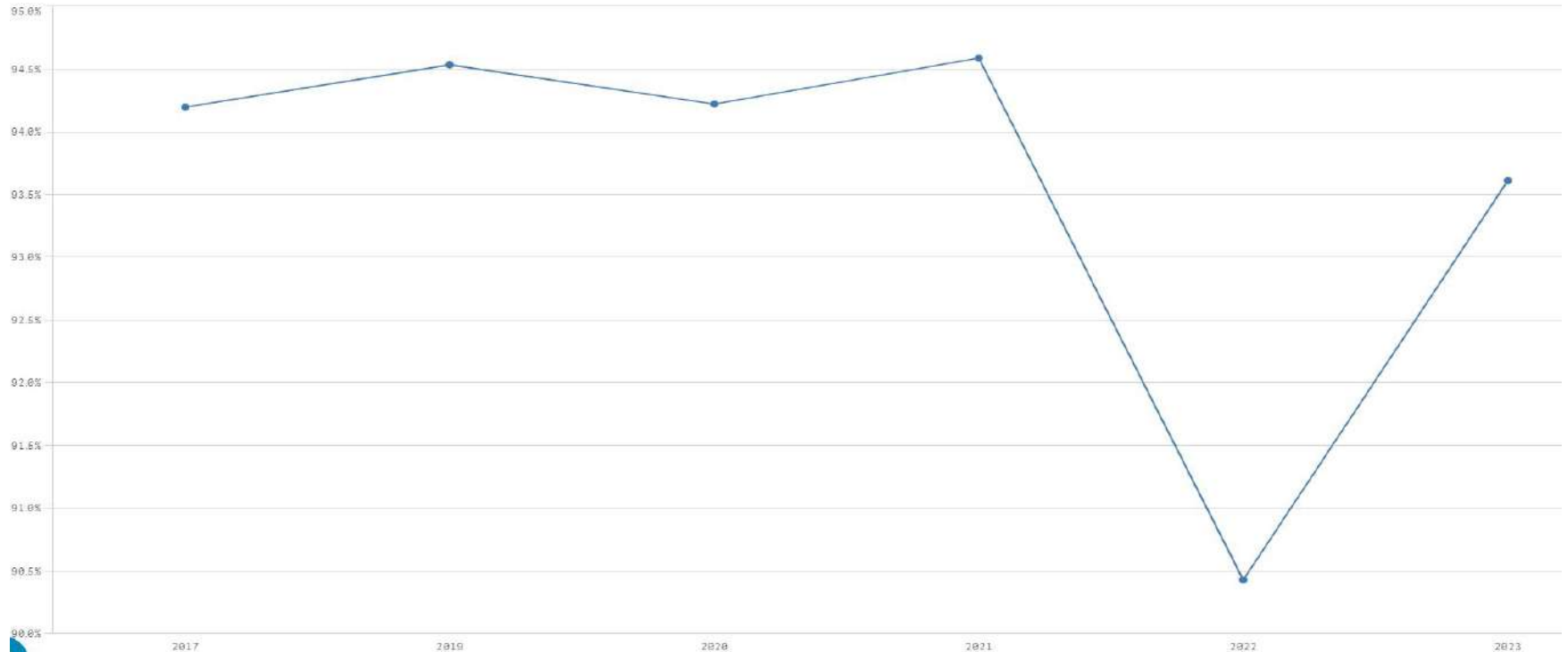


Maple Valley Schools - All Buildings

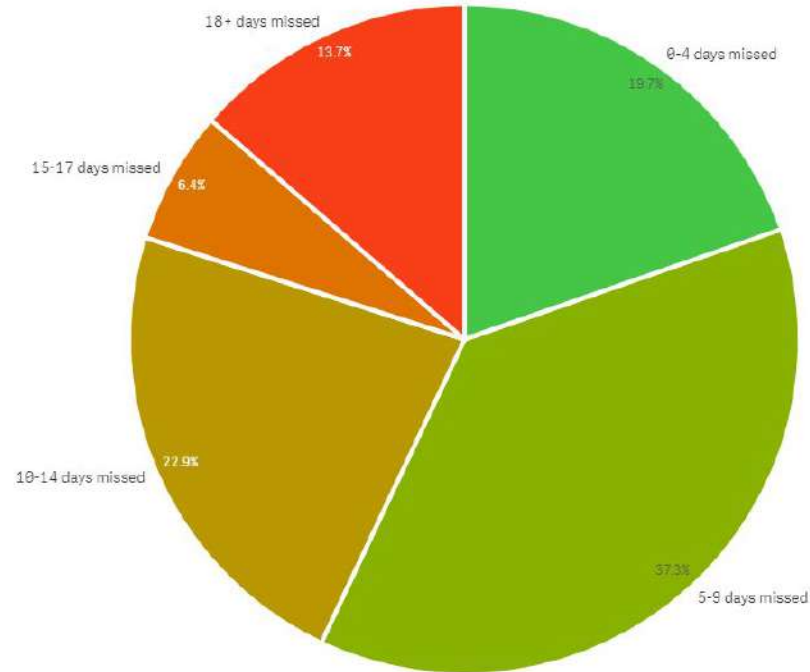
Chronic Absenteeism



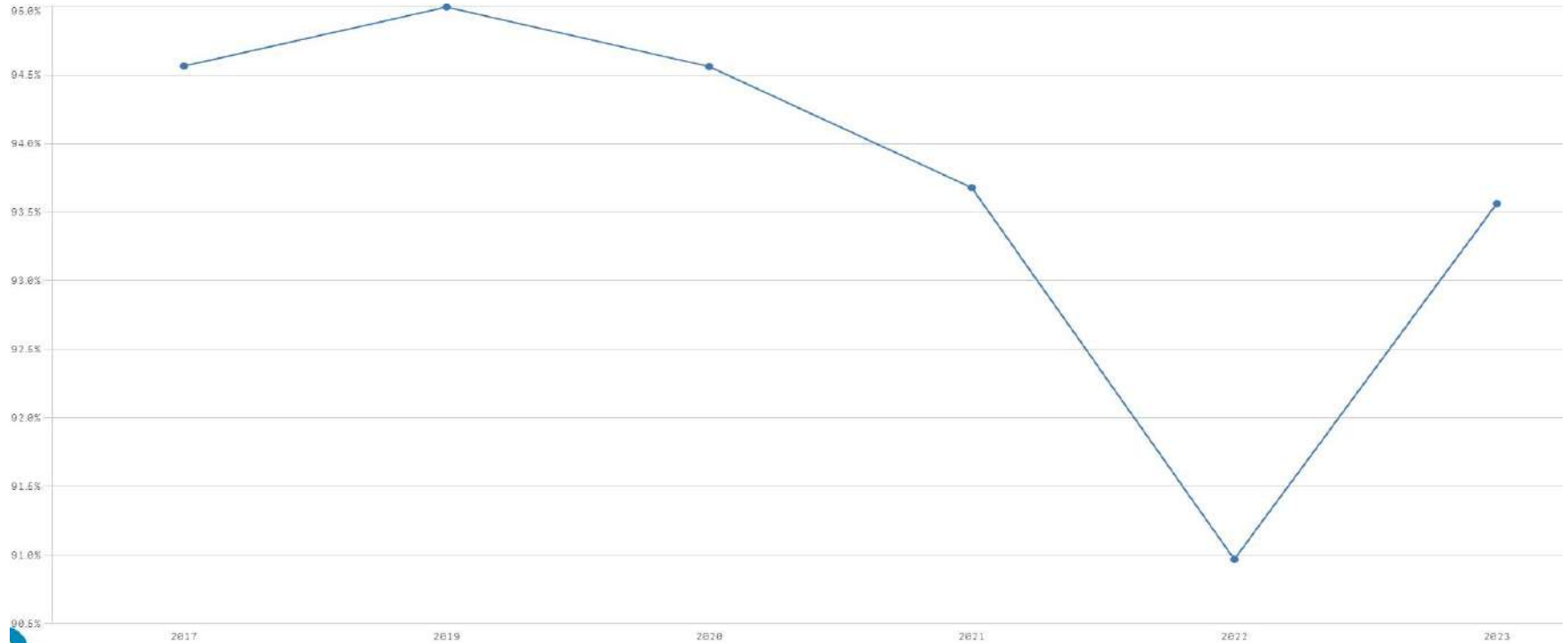
Fuller St. Elementary Average Daily Attendance



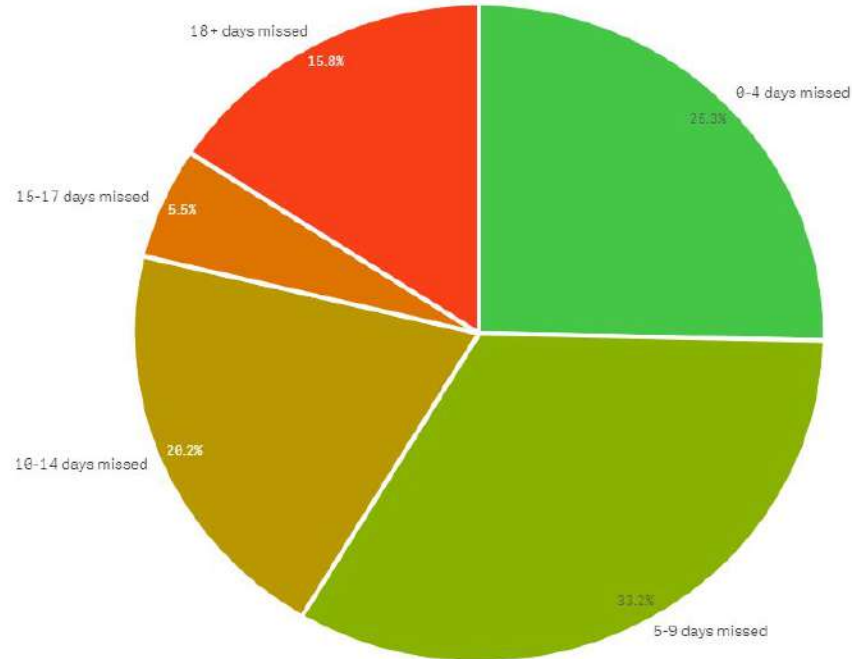
Fuller St. Elementary Chronic Absenteeism



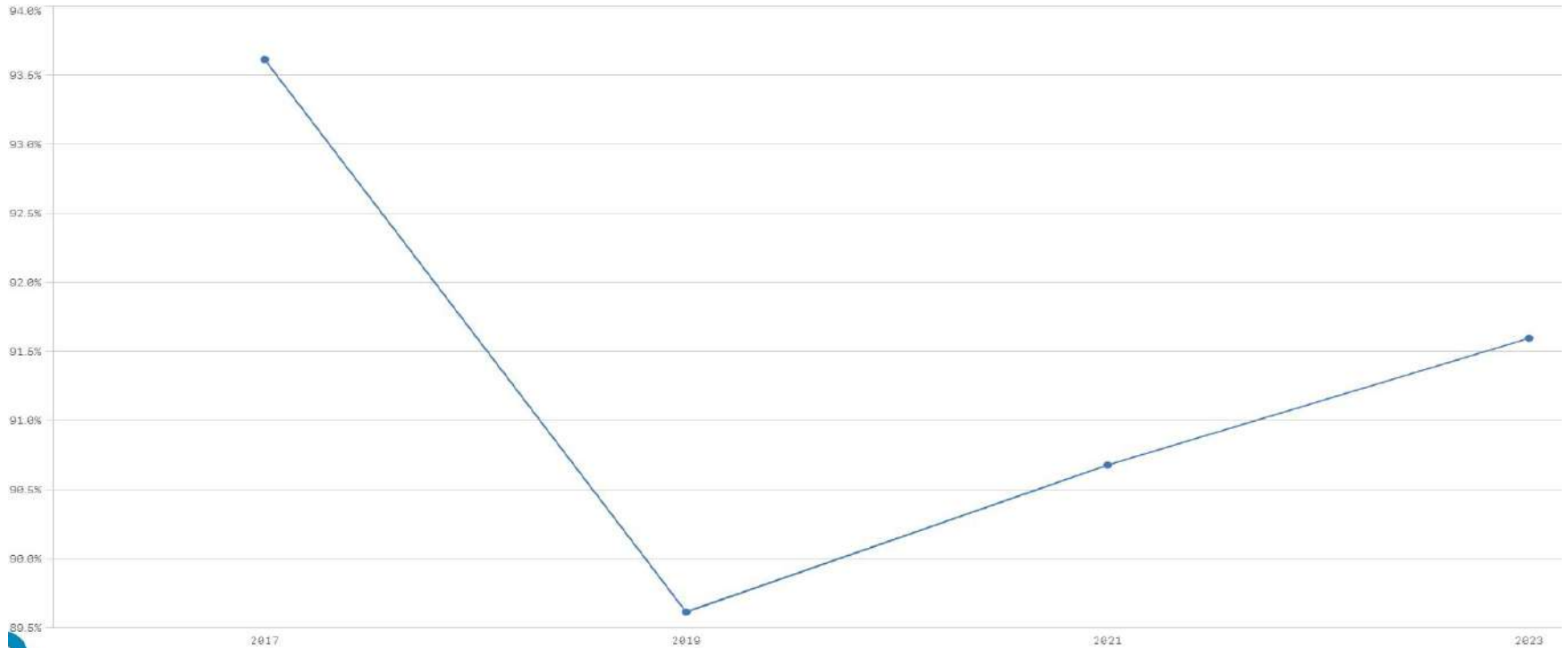
Maplewood School Average Daily Attendance



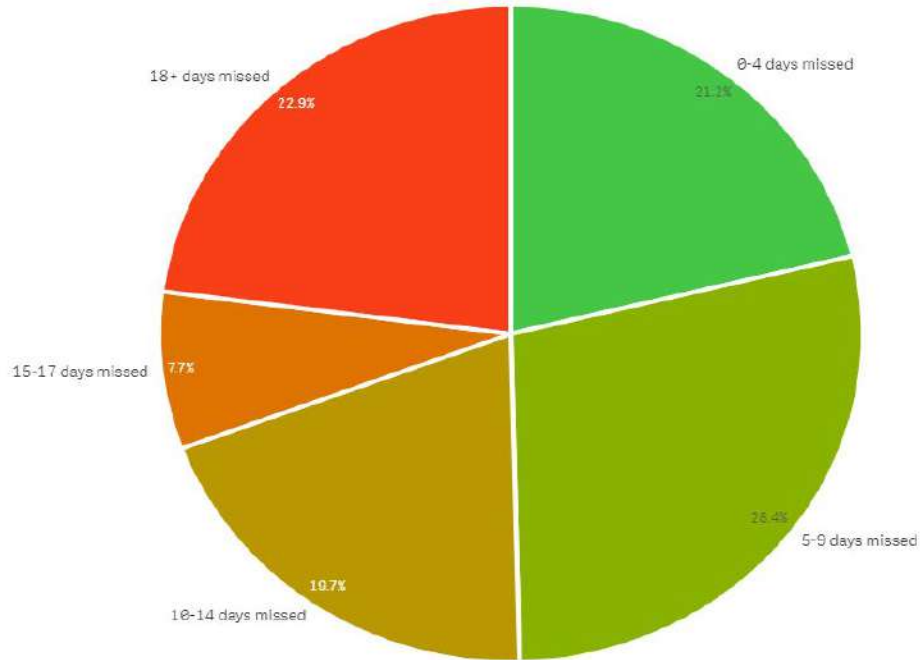
Maplewood School Chronic Absenteeism



Jr./Sr. High School Average Daily Attendance



Jr./Sr. High School Chronic Absenteeism



Plans to Support Student Wellness and Attendance

There are multiple initiatives/programs in place to improve student wellness and social-emotional support:

- Continue classroom TRIALS lessons.
- Promote positive building-wide PBIS and Tiered support at all levels.
- Focus on student support and wellness in Advisory classes at the Jr./Sr. High School.
- Dr. Bertolini and Mr. Goggins will bring together a Student Advisory Council for 23-24 school year.
- Utilize data from SAEBRS, MySAEBRS, and MI Student Voice surveys to determine Tier 1 areas of support needed.



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