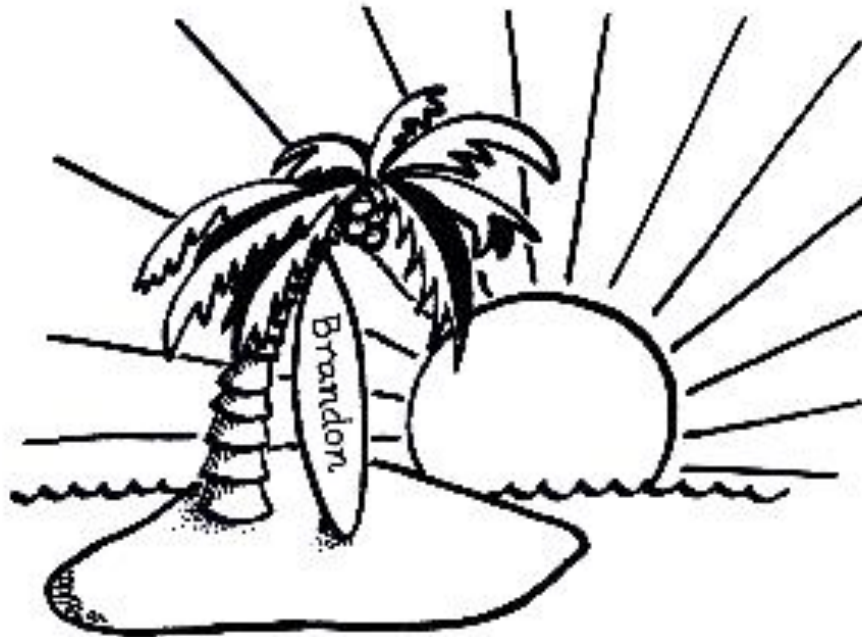


# Single Plan for Student Achievement



Brandon Elementary School  
195 Brandon Drive  
Goleta, CA 93117

Revision Date: October, 2017

# Part II: The Single Plan for Student Achievement

School: Brandon School

District: Goleta Union School District

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

Principal: Ryan Sparre

Date of this revision: October 1, 2017

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

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

Contact Person:	Ryan Sparre
Position:	Principal
Telephone Number:	805-571-3774
Address:	195 Brandon Drive
E-mail Address:	<a href="mailto:rsparre@goleta.k12.ca.us">rsparre@goleta.k12.ca.us</a>

The District Governing Board approved this revision of the SPSA on November 8, 2017.



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## Form A: Planned Improvements in Student Performance

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

**LCAP GOAL:** *This goal is connected to Objective 2 in the Strategic Plan, specifically to apply best practices in teaching and learning: Student learning is supported by research-based best practices and teaching methods fully aligned with the current, approved content standards for all subjects.*

**SCHOOL GOAL I:** *By May 2018, 100% of site teachers and administrators will implement data driven, timely, goal specific and targeted Tier II intervention that supports increased teacher effectiveness and consequently, student learning in the area of ELA.*

<p><b>What data did you use to form this goal?</b></p> <p><i>This goal was created after careful analysis of school and GUSD demographic data, perception data, and achievement data.</i></p>	<p><b>What were the findings from the analysis of this data?</b></p> <p><i>The findings indicated that there is a large subgroup of students (K-6) that are in need of Tier II intervention in the area of ELA.</i></p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p><i>This goal will be evaluated in two ways; 1) whether full implementation of a systematic intervention process has been achieved across K-6, and 2) whether identified students are making measurable progress on identified intervention areas (measured by classroom teachers).</i></p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p><i>The school budget and school site budget documents.</i></p>
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**STRATEGY:** During 2017-18, Brandon teachers will review strategies of effective Tier II intervention, using SMART goals for intervention groups, while identifying essential reading habits and behaviors that support long-term growth in the area of ELA.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<i>Collaborative discussions regarding Tier II intervention</i>	<i>Principal &amp; Classroom Teachers</i>	<i>September 28, 2017, staff meeting On-going during grade level collaboration time</i>	<i>None</i>
<i>Revisit and Refine knowledge base around best practices: SMART Goals</i>	<i>Principal &amp; Classroom Teachers</i>	<i>Fall, 2017</i>	
<i>Identify assessment tools that measure benchmark ELA progress by grade level</i>	<i>Principal &amp; Classroom Teachers</i>	<i>Fall, 2017</i>	
<i>Identify reading behaviors and habits that are an indicator of reading success, such as independent reading stamina, fluency, accuracy, and navigating good fit books.</i>	<i><u>Sub-committee:</u> Jennifer Adams Jenny Husak Meghan Cannon Mary Hernandez Lara Jacobs</i>	<i>Fall, 2017</i>	

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

**SCHOOL GOAL:** *By May 2018, Brandon students will show overall growth as measured by Star 360, GUSD Math Benchmark assessments, and/or SBAC summative scores in the area of math.*

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

*Spring 2017 SBAC: Grade level cohorts had a range of growth from -0.2 to +0.4 growth on SBAC scaled summative scores. Cohorts also decreased number of students not meeting standard and increased the number of students exceeding standard.*

3 <sup>rd</sup>	SBAC - Scaled Summative Score was 2.8. A total of 23 students did not meet standards, while 34 students exceed or met standards.
4 <sup>th</sup>	SBAC - Scaled Summative Score decreased from 2.7 to 2.5. Students not meeting standards increased from 23 to 34. Students exceeding or meeting standards decreased from 34 to 28.
5 <sup>th</sup>	SBAC - Scaled Summative Score improved from 2.3 to 2.4. Students not meeting standards decreased from 37 to 34. Students exceeding or meeting standards increased from 22 to 24.
6 <sup>th</sup>	SBAC - Scaled Summative Score improved from 2.4 to 2.8. Students not meeting standards decreased from 30 to 22. Students exceeding or meeting standards increased from 28 to 38.

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

*Based on this data, our teachers need to continue the work with the Bridges Math curriculum.*

*Teachers will begin to shift focus from implementation to analysis of assessments using EADMS data management system.*

*Teachers will also continue to use resources like Factswise to support fact fluency on a consistent basis, especially in grades K-3.*

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

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

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

*School Site Council documents  
Budget documents*

**Strategy:** During 2017-18, Brandon will implement a school-wide assessment program to determine growth of learners as measured by benchmark assessments. We will assess students 3-5 times per year to determine baseline scores and benchmark scores for the other two trimesters in order to monitor progress.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p><i>In October and November, we will collect baseline data of all students using STAR 360, Factswise, and grade level assessments.</i></p> <p><i>Using this data, unit assessments, and interim assessments, students will receive intervention in targeted areas based on their number sense, fact fluency and unit interventions (Bridges/CPM).</i></p> <p><i>Teachers will use researched based instructional strategies such as Factswise as well as implement the current adopted Bridges math program with fidelity.</i></p>	<p>Classroom Teachers</p> <p>Learning Center Teacher</p> <p>Certificated Tutors</p>	<p>Assess students in math on STAR 360 each trimester.</p> <p>Assess students K-6th for baseline Factswise goals at each trimester.</p> <p>Determine which students are in need of support based on fact fluency and curriculum assessments.</p> <p>Learning Center groups and intervention groups (support provided by certificated tutors with ongoing collaboration from classroom teachers) will be determined by data. Students will be assessed every 6-8 weeks with progress being shared during our data teams meetings.</p> <p>Certificated tutors will provide math intervention to grades K-6 at least 2-3 times per week in addition to differentiated classroom strategies within the classroom setting provided by the homeroom teacher.</p>	<p>None</p> <p>\$11,817 (Title III)</p> <p>\$44,796 from LCAP and General Ed funding</p>

## Report Builder

**Enrollment Date:** 6/6/2017   
**School:** Brandon Elementary   
**Grade:** 4 Grades   
**Teacher:** All  
**Course:** All   
**Period:** All   
**Department:** All   
**Student Count:** 253

Test ID	Test Name	Admin Date	# Tested
	SBAC All Grades Mathematics Summative	2016-2017	237
		2015-2016	174
		2014-2015	111

SBAC All Grades Math Summative								
			2016-2017		2015-2016		2014-2015	
	Grade	# Tested	SS	Level	SS	Level	SS	Level
1	3	57	2462.4	2.8				
2	4	65	2475.1	2.5	2454.5	2.7		
3	5	63	2509.7	2.4	2465.1	2.3	2421.1	2.3
4	6	62	2571.4	2.8	2511.6	2.4	2443.8	2.0
Mean:			2504.9	2.6	2477.1	2.5	2432.5	2.2
Median:			2510	3	2471	2	2440	2
Mode †:			2520, 2584, 2748	2, 4	*	2	2402, 2449, 2461, 2518	1
Standard Deviation:			100.4	1.1	87.7	1.1	79.1	1
Standard Not Met:				46 (19.41%)		42 (24.14%)		37 (33.33%)
Standard Nearly Met:				67 (28.27%)		48 (27.59%)		33 (29.73%)
Standard Met:				57 (24.05%)		44 (25.29%)		28 (25.23%)
Standard Exceeded:				67 (28.27%)		40 (22.99%)		13 (11.71%)



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

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

<b>Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start/ Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding</b>
<ul style="list-style-type: none"> <li>Community Liaisons &amp; Licensed Clinical Social Workers</li> </ul>	August 2017 - May 2018	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$249,475	LCAP
<ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional Rounds</li> <li>Cognitive coaching</li> </ul>	August 2017 - May 2018	Provided teachers and principals with research-based professional development that supports the district's plans for improving student achievement  Private School Set Aside	\$38,775  \$10,997	Title I  Title II
<ul style="list-style-type: none"> <li>Identification and assessment of English Learners</li> </ul>	August 2017 - May 2018	Provide attendance to workshops to administer the English Language Proficiency Assessments for California (ELPAC) and primary language assessment; administer test	\$5,000  \$12,000  \$45,000	Title I & LCAP
<ul style="list-style-type: none"> <li>Translation of required documents, communication to parents, and notification of student progress</li> </ul>	August 2017 - May 2018	Parent outreach, required translation of materials, parent letters, and parent conferences	\$39,038	Title I & LCAP
<ul style="list-style-type: none"> <li>District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners</li> </ul>	August 2017 - May 2018	Required translation of meeting materials	\$1,797	Title I
<ul style="list-style-type: none"> <li>Coordination of reviews regarding program compliance with state regulations</li> </ul>	August 2017 - Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,241	Title I
<ul style="list-style-type: none"> <li>Supplemental Services</li> </ul>	August 2017 - June 2018	Continued – set aside for Program Improvement	\$77,560	Title I

09.25.17

## Form C: Programs Included in this Plan

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$50,437	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>

<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$50,437	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$11,200	Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0	<input type="checkbox"/>

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

<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds:</b> Title III (Immigrant)	\$617	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$11,817	
Total amount of state and federal categorical funds allocated to this school		\$62,254	

## Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ryan Sparre	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Krista Craig	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christie Paloczi	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ashley Johnson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brian Holtz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Laura Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Becca Wrench	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jose Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Karen Gibson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Open	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

<sup>2</sup> EC Section 52852

**Form E: Recommendations and Assurances**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 16, 2017.

Attested:

Ryan Sparre  
Printed name of School Principal

[Signature]  
Signature of School Principal

10-16-17  
Date

Karen Gibson  
Printed name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

10/16/17  
Date

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

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Plan Priorities

*Our priorities this past year was to ensure all students were progressing in English Language Arts (ELA) and Math as demonstrated on formative and summative assessment.*

*The majority of our budgets- local, state, and federal, were dedicated to the supports necessary to implement our action and tasks associated with the plan. Our major expenditures included staffing, ELA writing materials, and release time for staff.*

### Plan Implementation

- Certificated tutor support for targeted intervention is in place. Brandon has three certificated tutors 4 days a week to support each grade level's 30 minutes of Language & ELD instruction as well as another 30 minute intervention. We have also added an additional certificated tutor to support math intervention, a K/1 combo classroom, and kindergarten support.

We will use Lexia as an intervention program. Our 1st-6th grade teachers were trained on how to use the program. Data on student progress in the areas of Math and ELA are developing as teachers become more familiar with EADMS and assessments of new adoptions.

Currently, we have are still getting to full implementation of the EADMS data management system to monitor growth. We are still working as a district to provide more benchmark assessment data. This continues to be an area of need.

### **Strategies and Activities**

- In the areas of math and ELA, the use of certificated tutor support provided students opportunities to work in small, differentiated groups.
- Providing opportunities for teachers to collaborate regularly on site during release time, data teams, and staff meetings, as well as attending professional development to inform practice also proved to be an effective strategy.
- Based on the analysis of this practice, we recommend continuing our goals in ELA and Math with the addition of more closely monitoring student growth with the EADMS data management system.

### **Involvement/Governance**

Plan was reviewed, discussed and approved at a Site Council meeting in October 2016.

The Plan was approved by the GUSD School Board.



## Outcomes

Goals for 2016-17

### Previous Goal #1 –

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

Summary - Data supports that most students met growth targets

- Fourth-Sixth - Students made measurable progress in most grades as measured by the SBAC - Overall cohort scores increased 6% for students Exceeding & Meeting Standards, and decreased 3% for students Not Meeting Standards. The overall Scaled Scores for this group increased in each grade as compared to the year before. (Figure 1 below)

### Report Builder

Enrollment Date: 6/6/2017 School: Brandon Elementary Grade: 4 Grades Teacher: All  
Course: All Period: All Department: All Student Count: 253

Test ID	Test Name	Admin Date	# Tested
	SBAC All Grades ELA/Lit Summative	2016-2017	236
		2015-2016	175
		2014-2015	111

SBAC All Grades ELA/Lit Summative								
			2016-2017		2015-2016		2014-2015	
	Grade	# Tested	SS	Level	SS	Level	SS	Level
1	3	57	2440.0	2.7				
2	4	65	2440.2	2.1	2429.8	2.5		
3	5	62	2512.1	2.6	2462.8	2.3	2425.2	2.5
4	6	62	2572.3	2.9	2527.3	2.7	2459.2	2.4
Mean:			2491.1	2.6	2473.3	2.5	2442.4	2.4
Median:			2496.5	3	2472	3	2454	2
Mode †:			2411, 2724	3, 4	2580	4	2456	1
Standard Deviation:			106.5	1.1	102.9	1.2	86.7	1.2
Standard Not Met:				57 (24.15%)		48 (27.43%)		34 (30.63%)
Standard Nearly Met:				53 (22.46%)		39 (22.29%)		22 (19.82%)
Standard Met:				63 (26.69%)		38 (21.71%)		29 (26.13%)
Standard Exceeded:				63 (26.69%)		50 (28.57%)		26 (23.42%)

Previous Goal #2 –

In math, Brandon students will show overall math growth as measured by unit assessments in Bridges and CPM, Factwise (math fact fluency), and/or SBAC summative scores.

Summary - Data supports that most students met growth targets

- o Fourth-Sixth - Students made considerable progress as measured by the SBAC - Overall cohort scores increased 5% for students Exceeding & Meeting Standards, and decreased 11% for students Not Meeting Standards. The overall Scaled Scores for this group increased in each grade as compared to the year before (Figure 2 below)

### Report Builder

Enrollment Date: 6/6/2017 School: Brandon Elementary Grade: 4 Grades Teacher: All  
 Course: All Period: All Department: All Student Count: 253

Test ID	Test Name	Admin Date	# Tested
	SBAC All Grades Mathematics Summative	2016-2017	237
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			SBAC All Grades Math Summative					
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		Standard Nearly Met:		67 (28.27%)		48 (27.59%)		33 (29.73%)
		Standard Met:		57 (24.05%)		44 (25.29%)		28 (25.23%)
		Standard Exceeded:		67 (28.27%)		40 (22.99%)		13 (11.71%)