



## 2021-2022 Mid-Year Data Update and Reflection

Dear Mesa Elementary Families:

Thank you for investing in our children and our community during this 2021-2022 school year. Our students continue to solve new challenges with curiosity, creativity and a thirst for learning. We would like to take this opportunity to update you on a number of measures that we used to chart our progress throughout the year. These metrics help us to understand some of our areas of strength, as well as opportunities for growth.

- [Early Literacy Achievement and Growth](#): How are our students progressing in their acquisition of reading skills?
- [English Language Arts \(ELA\) and Math Achievement and Growth](#): What type of progress are our students making in mastering year-long concepts in ELA and Math?
  - [How aligned are our local measures to our state measures?](#)
- [Student Survey Data](#): What are students saying about their schools?
- [What have we identified as our areas of strength and where are opportunities for growth?](#)

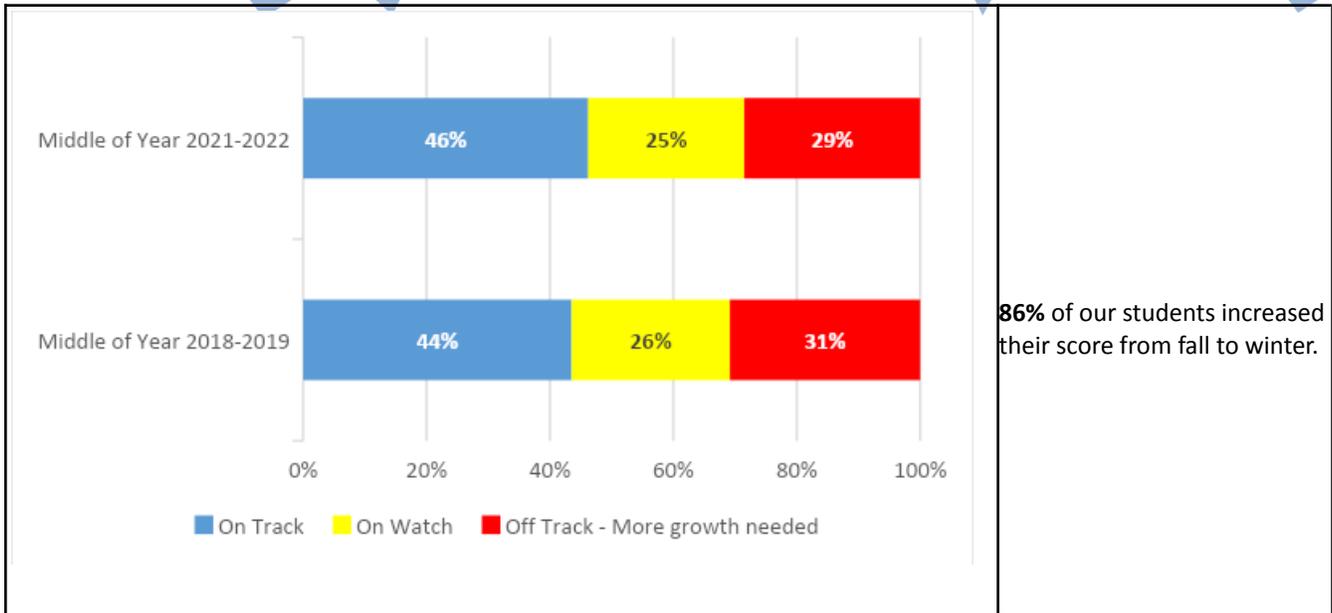
The data reflects the continued growth of our students in specific reading and math standards throughout this year. Mesa staff and students continue to work together to establish meaningful learning goals and engaging learning experiences which contribute to academic growth. We have a continued focus on closing learning gaps in both reading and math, while maintaining the support of social-emotional needs of students.

### **Early Literacy Achievement and Growth (K – 3)** **How are our students progressing in their acquisition of reading skills?**

The DIBELS assessment is given to all grades K – 3 students to assess their progress in acquiring early literacy skills. Grades 4 and 5 students are given the assessment on an as-needed basis.

Students are considered:

- **“On Track”** if they are scoring at benchmark with average or above average growth, or below benchmark with above average growth or higher.
- **“On Watch”** if they are scoring at benchmark with below or well below average growth, or below benchmark with average growth or lower.
- **“Off Track”** if they are scoring at below, or well below benchmark with below or well below average growth.



The table below describes the percentage of K – 3 students in each growth category based on their achievement level after the middle-of-year DIBELS assessment in 2021-2022.

Achievement vs. Growth					
Achievement Level	Well Above	Above	Typical	Below	Well Below
Above Benchmark	8%	6%	7%	3%	0%
Benchmark	3%	6%	6%	6%	4%
Below Benchmark	2%	2%	5%	5%	2%
Well Below Benchmark	2%	4%	6%	9%	12%
<b>Grand Total</b>	<b>15%</b>	<b>19%</b>	<b>24%</b>	<b>23%</b>	<b>19%</b>

**Mesa addresses instructional needs in the area of reading through the following measures:**

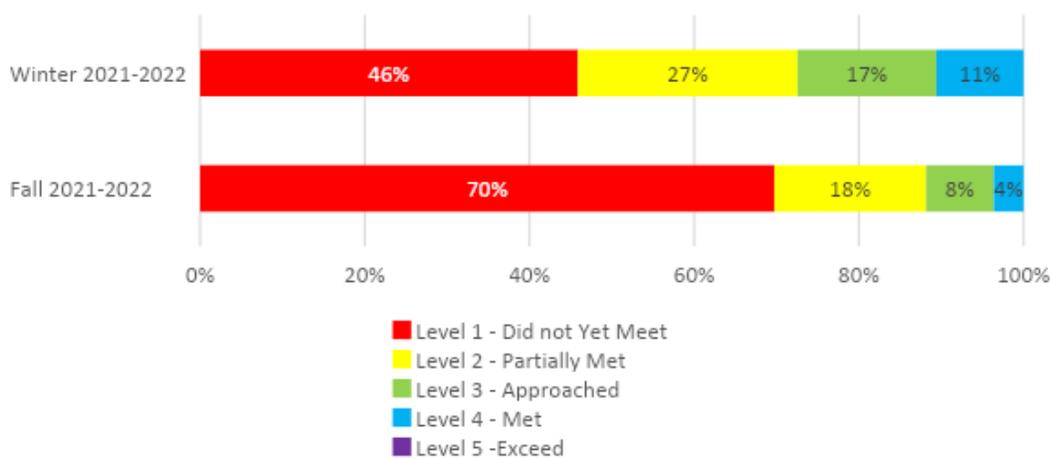
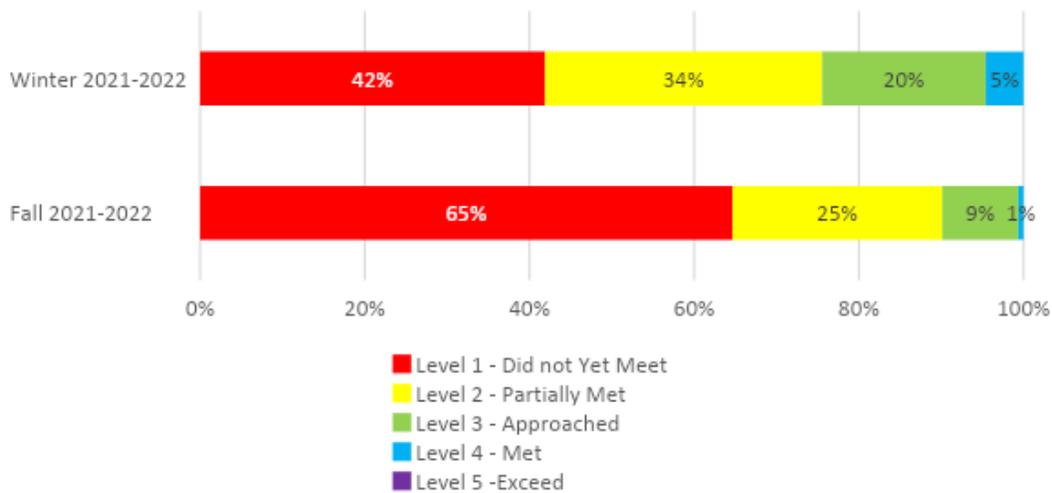
- weekly data discussions on each grade level team
- progress monitoring of students on specific, grade level skills through a common data tracker; results are reviewed every 10 days with adjustments made accordingly to instructional approaches
- a reading interventionist is assigned at each grade level to support with targeted, small-group, reading instruction
- an instructional coach works with individual teachers to assist in growing instructional knowledge, small group instruction, and overall student engagement
- 13/16 (81%) of Mesa’s K-2 instructional staff have completed intensive, formal training in early literacy instruction; the remaining three staff members will have the same training completed in the summer of 2022, putting Mesa K-2 staff at 100% for foundational literacy training at the primary level (additionally - 9/12, or 75%, of Mesa’s intermediate teachers have completed this same foundational literacy training in order to better meet the needs of struggling readers in our intermediate grades)

## ELA and Math Achievement and Growth

### What type of progress did our students make in mastering year-long concepts in ELA and Math?

FFC8 administers a comprehensive assessment in the fall, winter, and spring. This “Illuminate” assessment covers topics that are taught over the course of the year. The assessment enables our teachers and students to get real-time feedback on specific concepts that have been mastered or still need to be addressed. It is directly aligned to the state assessment, Colorado Measures of Academic Success (CMAS). If a student scored “Met” on the Illuminate assessment, then it means that they would have most likely scored “Met” on the CMAS assessment had they taken it on the exact same day. Both assessments measure student mastery of end of year expectations. Students and teachers can use this information to help predict future success and, more importantly, set goals to ensure success. Because the assessment is designed to measure END OF YEAR mastery, most students should score below the “Met” category at the beginning of the year. Our goal is for the majority of students to score in the “Met” or “Exceed” category by the end of the year.

**Overall Performance for Students Who Took Both Fall and Winter Assessments (Grades 2-8)**



The charts to the left reflect students who were with us the entire year and took both assessments.

Over **75%** of students demonstrated growth or an increase in their score from fall to spring in ELA.

Over **75%** of students demonstrated growth in math.

Additional, grade-specific, data reflections can be reviewed by following the hyperlinks below.

[KINDER](#)

[1st GRADE](#)

[2nd GRADE](#)

[3rd GRADE](#)

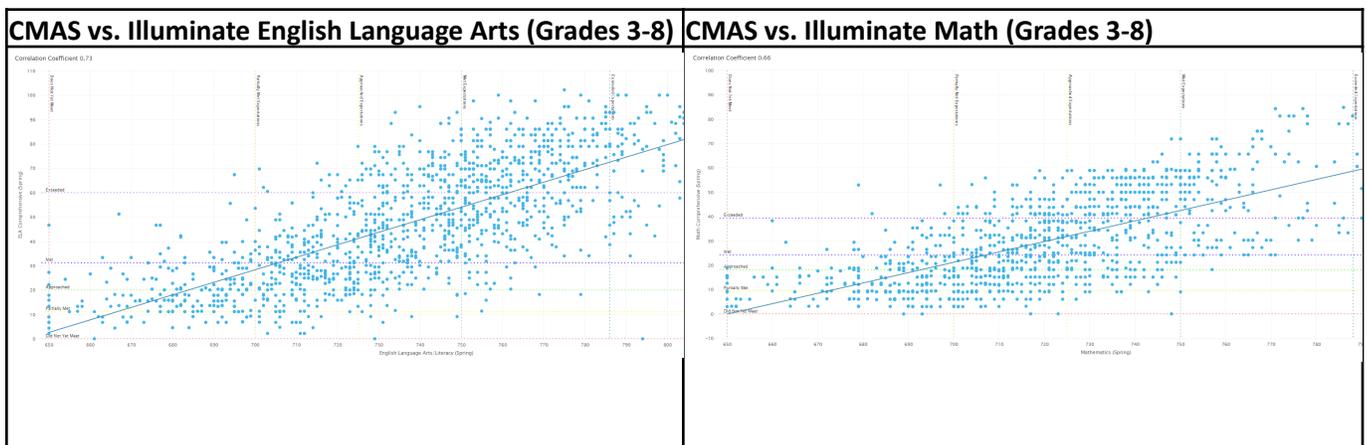
[4th GRADE](#)

[5th GRADE](#)

**Alignment between local and state measures: How confident are we that our local measures “match” our state measures? If a student does well on our local measures will they also do well on our state measures?**

For both the ELA and Math assessments there is a strong and strong/moderate correlation (respectively) between the state assessments and our local benchmarking assessments. **Essentially, this means that if a student does well on local assessments, they have a very good chance of doing well on state assessments.** This gives us confidence moving forwards in using these assessments to gain deeper insights into our students’ learning.

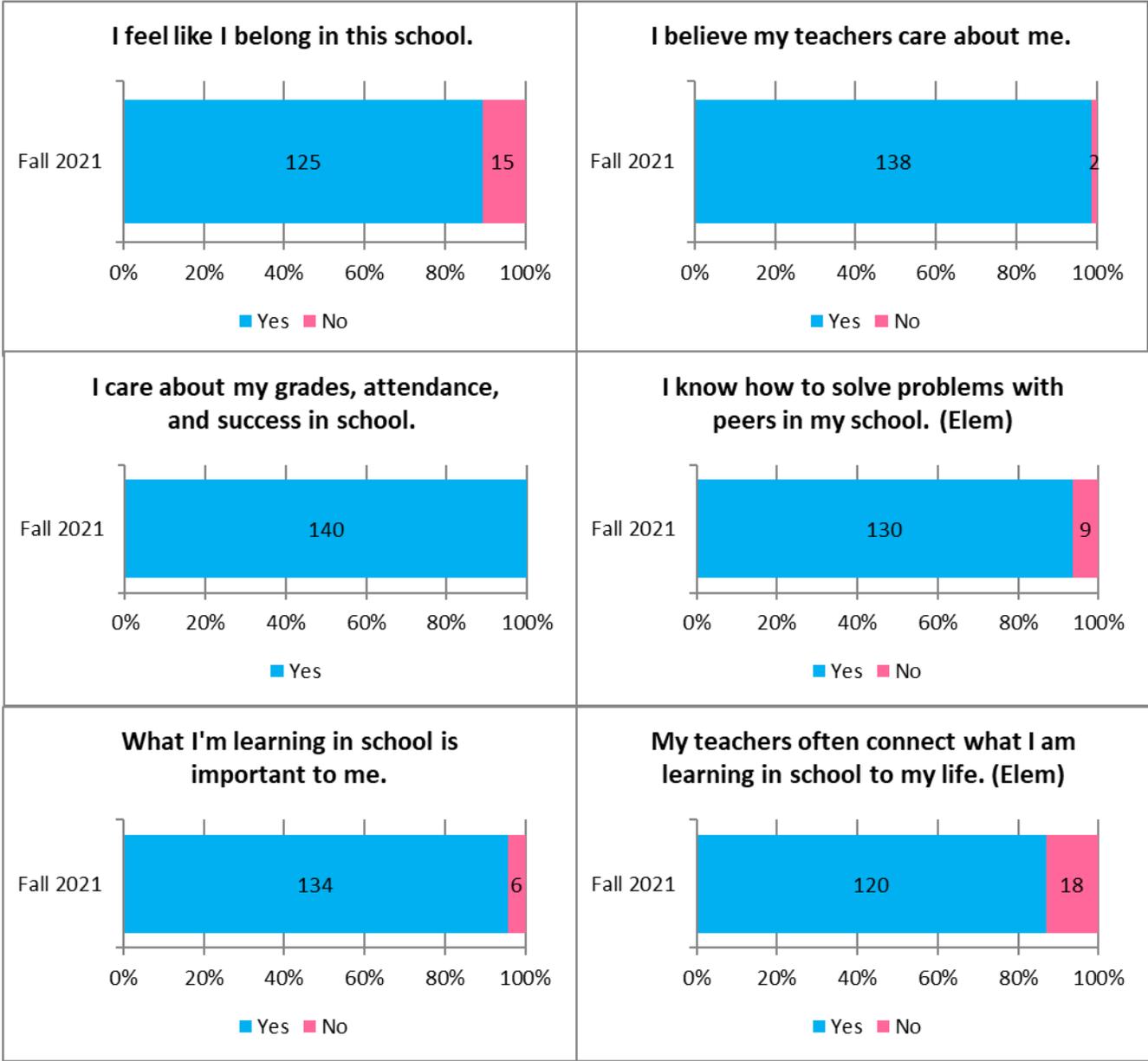
The charts below represent district level data and demonstrate a strong alignment between the two assessments.



## Student Survey Data

### What students saying about their school and the district?

FFC8 cares deeply about students’ experiences. It is important that students have a voice; and it’s equally important that the district listens. Below are some of the questions asked of students during Fall 2021, including their responses. While the vast majority of students report that they feel safe, that they belong, and that they have the skills necessary to succeed; there are students who do not feel this way. As a community, we will continue to ask for feedback, listen to, and put the needs of students first above all else. According to our student survey results, Mesa students believe their teachers care about them. A huge celebration of student ownership of learning can be seen in the 100% response of students noting that they care about their attendance, grades and success in school.





## What have we identified as our areas of strength this year; and where are opportunities for growth?

**Areas of Strength:** This has been a year of growth and celebration at Mesa. While we are still working to maintain a safe environment through the pandemic, we have established the following:

- Positive relationships between students, staff, and families are a priority at Mesa
- Students are encouraged to take ownership of their learning which is reflected through the application of our PRIDE practices (perseverance, respect, independent, dedication to safety, and empathy)
- Students are demonstrating growth in both math and literacy (from beginning of the year to middle of the year)

### **Areas for Growth:**

- Continued focus on proactive behavior supports and replacement skills for students to utilize independently and in peer conflict situations; this includes using restorative conversations and opportunities for students to apply logical consequences (break-it, fix-it; positive time out; loss of privilege)
- Continued targeted small group instruction for literacy in order to strategically identify gaps and provide strategic instruction to close these gaps
- Continued focus on higher level questioning in math (conceptual understanding) and reading
- Increased opportunities for families to be present in the building (volunteering and Mesa family nights)

At Mesa, we are committed to providing students with a safe place to learn, grow, make mistakes, and feel loved and supported. Our staff set high expectations that are rooted in meaningful relationships which foster respect, value, self-worth, self-confidence, and success in both social skills and academics. Instruction is intentional, challenging, relevant, and engaging. It includes input from students and requires reflection and perseverance. Through this commitment, we strive to have every person who comes to Mesa feel they belong, leave knowing they matter, and always remember they can be successful on any path they choose. We value the importance of a strong relationship with families and strive each day to be the best we can be for our Mesa community.