

## Mesa Elementary Progress Update

Dear Mesa Elementary families:

The 2020-2021 school year has certainly been unique. As you know, our students and staff have risen to the unique challenges presented to us this year with creativity and grit. We would like to take this opportunity to update you on a number of measures that we use 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?
- [Student Survey Data](#): What are our students saying about our school and district?
- [Parent Survey Data](#): What are our parents saying about our school and district?
- [Health Data](#): How have our schools and district responded to COVID? How many positive cases have we seen in both students and staff?
- [What have we identified as our areas of strength this year and where do we think we still have room to grow?](#)

This report focuses on general school-wide trends. Please feel free to reach out to your teacher or school administration for more detailed results and feedback.

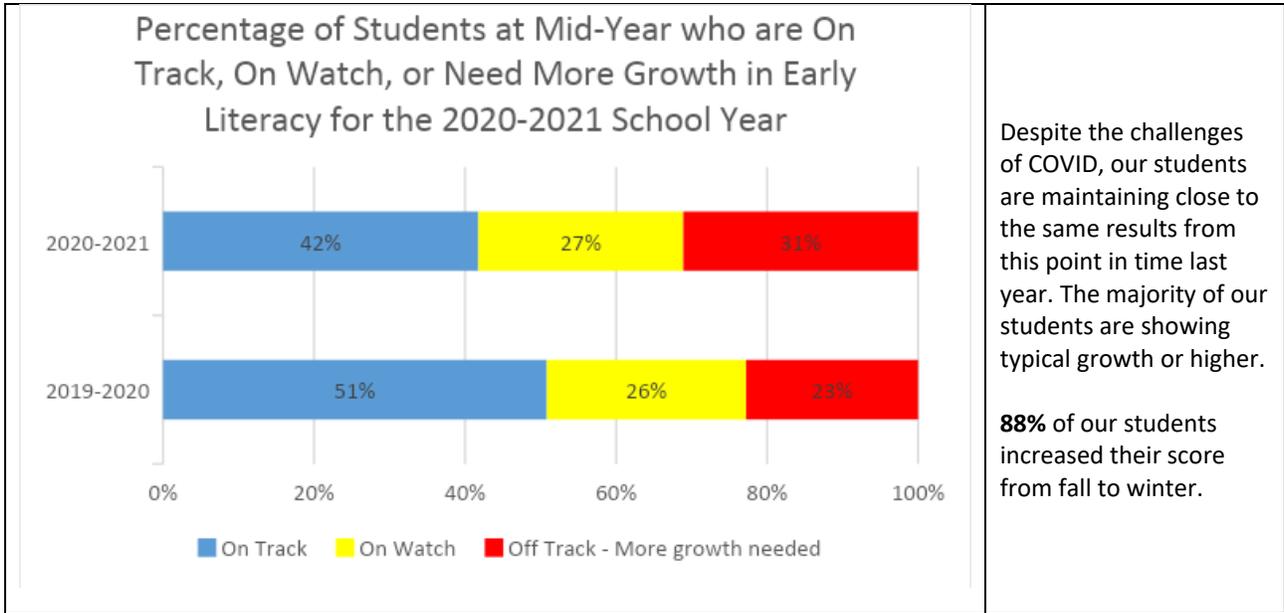
The data is extremely promising as it shows that not only are our students learning and mastering standards this year, but in many cases, they are actually doing better this year than last year. We can only attribute this to tremendous efforts of our students and staff.

**Early Literacy Achievement and Growth:** How are our students progressing in their acquisition of reading skills?

The DIBELS assessment is given to all K-3<sup>rd</sup> grade students to assess their progress in acquiring early literacy skills. 4<sup>th</sup> and 5<sup>th</sup> grade 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 students in each growth category based on their achievement level after the mid-year DIBELS assessment in 2021.

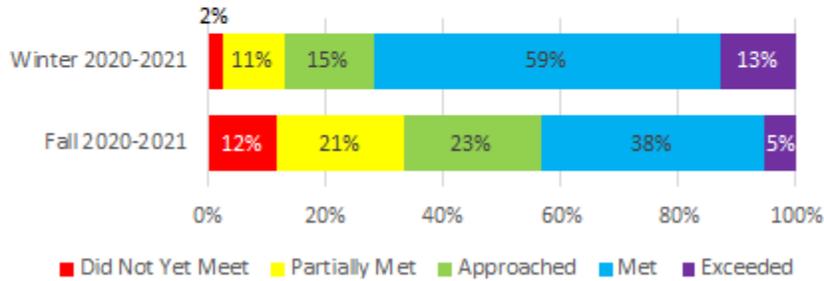
Achievement vs. Growth					
Achievement Level	Well Above Average Growth	Above Average Growth	Typical Growth	Below Average Growth	Well Below Average Growth
Above Benchmark	8%	6%	3%	2%	3%
Benchmark	3%	5%	6%	7%	5%
Below Benchmark	1%	2%	4%	5%	4%
Well Below Benchmark	3%	5%	7%	10%	12%
Grand Total	15%	18%	20%	24%	24%

**ELA and Math Achievement and Growth:** What type of progress are our students making in mastering year-long concepts in ELA and Math?

We administered a comprehensive assessment in the fall and winter. 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 at the beginning of the year, then it means that they would have most likely scored “Met” on the CMAS assessment had they taken it the previous year. It does not mean that they will score “Met” on the state assessment at the end of the year, but we will be able to provide that analysis after spring assessments are administered.*

**Overall Performance for Students Who Took Both Fall and Winter Assessments**

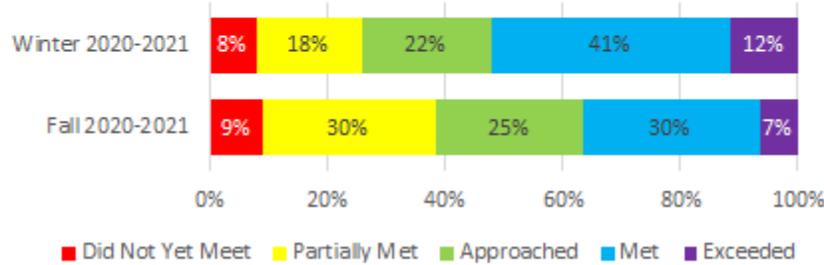
Fall and Winter Performance  
Illuminate Benchmark Assessments  
ELA 2020-2021 Mesa Elementary



Notice the significant increase in students scoring in the 'Met' and 'Exceeded' performance bands.

Over **77%** of students demonstrated growth or an increase in their score from fall to winter in ELA and over **63%** of students demonstrated growth in math.

Fall and Winter Performance  
Illuminate Benchmark Assessments  
Math 2020-2021 Mesa Elementary

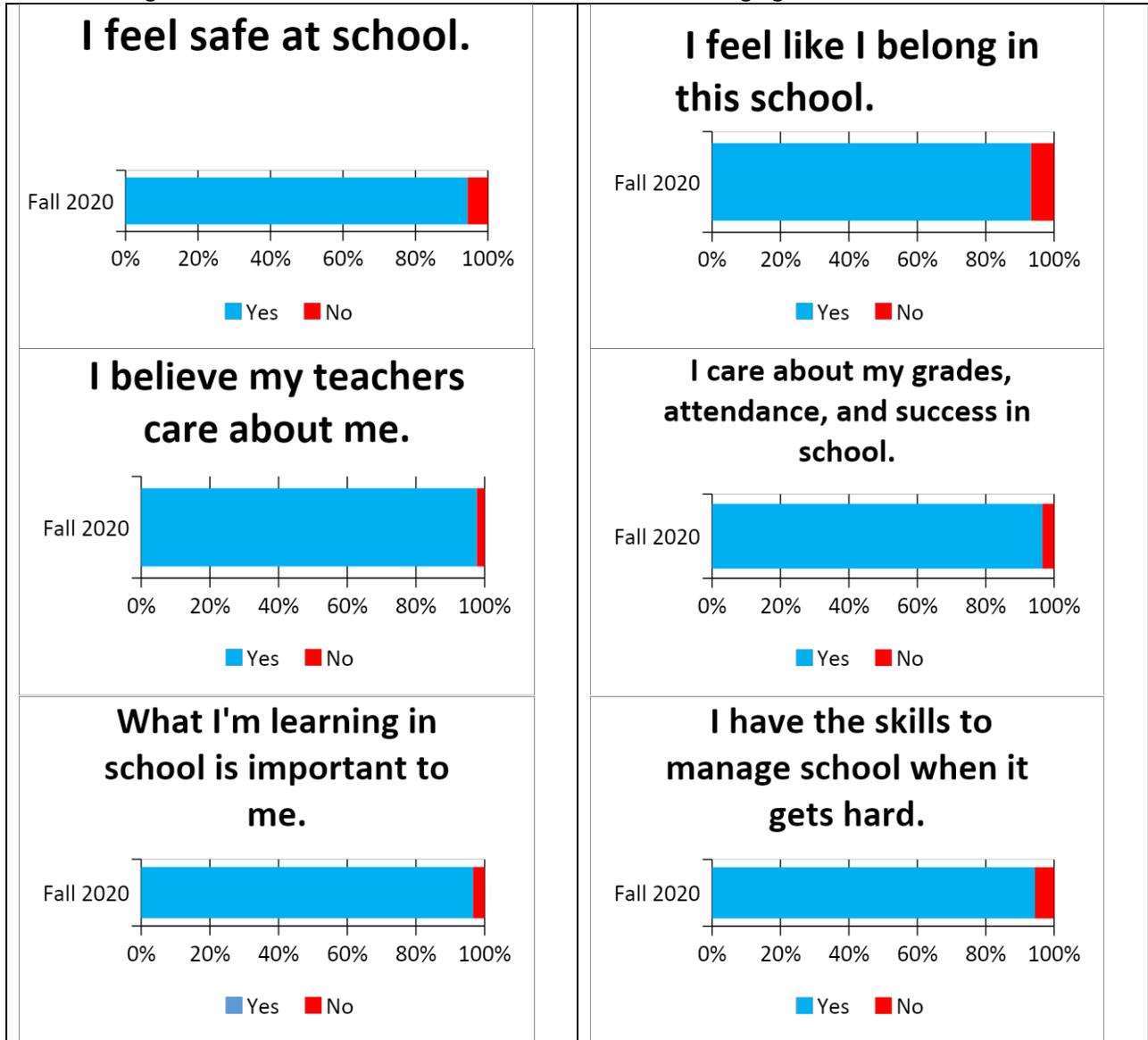


While the number of students scoring in the lower bands decreased, these students still need to grow in order to meet grade level standards.

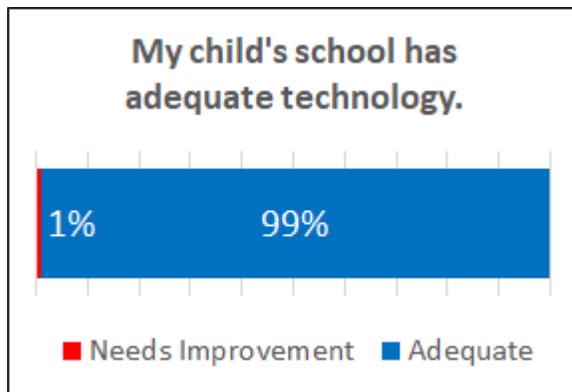
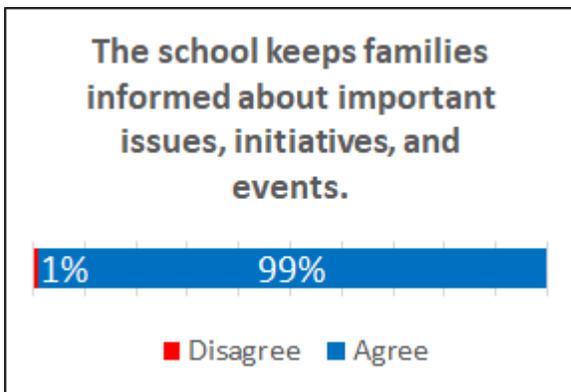
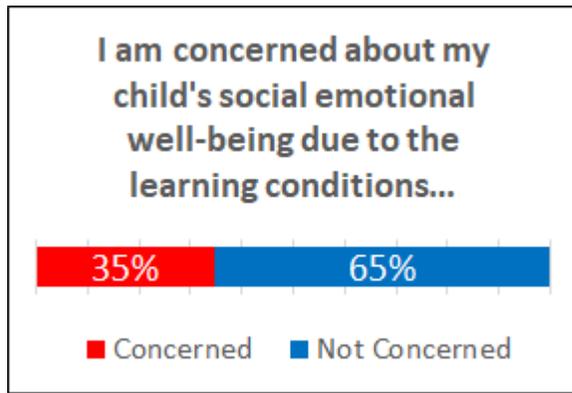
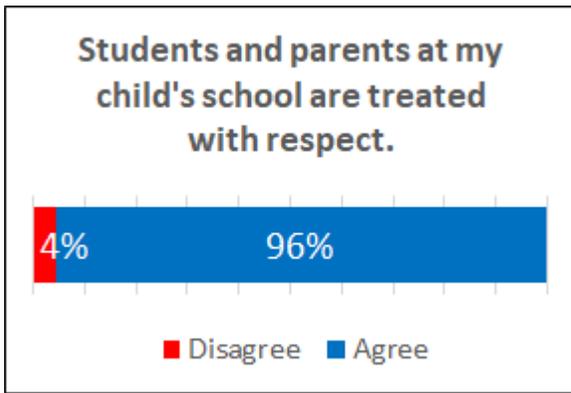


## Student Survey Data: What are our students saying about our school and district?

Mesa Elementary cares deeply about students' experiences. It is important that not only do our students have a voice, but that we also listen. Below are some of the questions that we asked our students in the fall including their responses. While the vast majority of our students report that they feel safe, that they belong, and that they have the skills necessary to succeed, there are still some students who don't feel this way. As a community, we will continue to reach out, listen, and put the needs of our students first above all else. We recognize the importance of continued focus on helping students to advocate for themselves when learning is difficult and to ensure students feel a sense of belonging.



**Parent Survey Data: What are our parents saying about our school and district?**

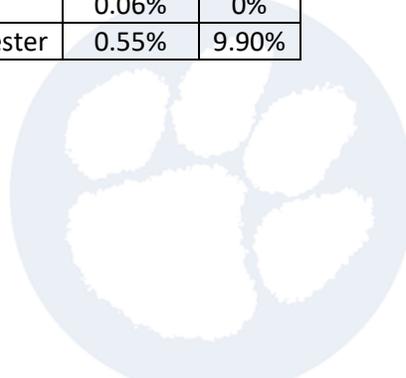


**Health Data: How have our schools and districts responded to COVID? How many positive cases have we seen in both students and staff?**

The health and safety of our students and staff is our number one priority. We have taken extraordinary measures this year to keep our buildings and classrooms as healthy as possible during the pandemic. Please [visit this site](#) for current information about how we are addressing COVID-19 at our district.

As of Friday, March 12, 2021, FFC8 has approximately 7768 students and 404 staff members. Of these community members a small percentage have had a confirmed COVID infection. Staff have been prioritized for vaccination and many have already received their 2<sup>nd</sup> dose.

Timeline	Students	Staff
Week of March 5 <sup>th</sup> to March 12 <sup>th</sup>	0.06%	0%
Total since the beginning of 2 <sup>nd</sup> Semester	0.55%	9.90%





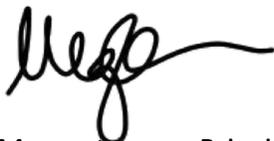
### **Social-emotional learning:**

Our students and staff have shown tremendous perseverance and grit this year. We made a very concerted effort to focus our resources and energy on the physical and mental wellbeing of all of our community members. This has led to an increase in student and staff awareness about their social-emotional needs and we have seen a significant increase in self-advocacy among all of our community members. It is our intention to ensure that this awareness and ability for students to ask for what they need continues to grow well into the future. We have also seen an increase in students' awareness and access to mental health services which shows a growing awareness of resources among both students and staff. Student access to timely and effective mental health services is a point of pride in our district. We are one of the only districts in the state where there is licensed school psychologist in every school building. This enables our mental health providers to provide proactive and personalized services.

In many ways the areas that we need to grow in are also areas of strength. How can we continue to find innovative ways to build off all of the progress that we have made so far? As the pandemic wanes and things return to "normal" we can't lose sight of the progress that we have made so far and we must continue to actively listen and respond to the mental and behavioral health needs of our students as we plan for the fall. We need to continue to build and expand the implementation of the "Responsive Classroom" program whose mission is to nurture positive relationships among all members of a school community and to help students build meaningful between peers and caring adults. Additionally, we need to continue to build our students skills in problem-solving and peer conflict. also know that we need to maintain momentum in changing how we address behavior and discipline by building up restorative practices vs. punitive practices. We saw a significant decline in behavior referrals from last school year to this school year (from 78 to 22) as well as a decrease in suspensions from last school year to this school year (8 to 3). Ultimately, we want to proactively respond to issues with behavior and help students find healthy ways to communicate their needs and resolve conflict. We believe in the power of our students to transform the world around them. It is our duty to help them build up the mental and social skills that will enable them to reach their full potential as citizens and leaders.

We believe in the power of the Fountain-Fort Carson community to change the world. Thank you for entrusting us with your students. We recognize the honor and responsibility that comes with the faith that you have put in our community. We are proud of what we have accomplished and also recognize that we have yet to reach our full potential. Together, we will prepare today's youth for tomorrow's responsibility.

Sincerely,



Megan Oleson, Principal

#DreamBIG #WorkHard #MakeItHappen

