

**Accountability**  
**Continuous Improvement**  
**Equity**  
**Support**

**Morningside Elementary School**  
**Audrey Sofianos, *Principal***  
**Midtown Cluster**  
**Paul Brown, *Associate Superintendent***

## Staffing Information

- **Number of Vacancies:** 1 Vacancy

## Financial Information

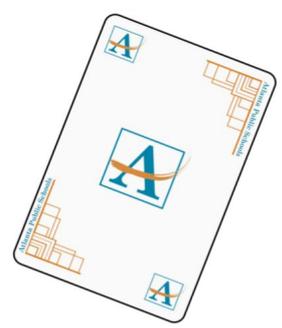
- **Projected enrollment:** 822 (-83)
- **Budget change:** **-\$83,667**

## Student Population

- **English Learners:** 4% (35)
- **Students with disabilities:** 3% (22)
- **Gifted:** 24% (192)



***Creative Library Scheduling: 26,000 Books Circulated as of 2/24/22***



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# Early Warning Indicators

## SY22 Attendance\*

- Attendance Take Rate = 98.3%
- ADA Attendance Rate = 97.2%
- Students not chronically absent = 96.3% (CCRPI Attendance Rate)

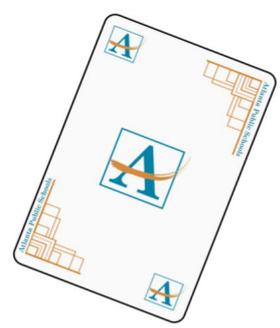
## • SY22 Behavior\*\*

- OSS Suspension Rate = 0.01
- Suspension Rate by Subgroup

Subgroup	Total Number of Students	OSS Suspension Rate
Female	400	0.00
Male	414	0.03
SWD	22	0.54
Black	85	0.00
Hispanic	74	0.00
Multi-race	76	0.00
White	527	0.02
Asian	51	0.00

\*As of 02/25/2022

\*\*As of 02/25/2022



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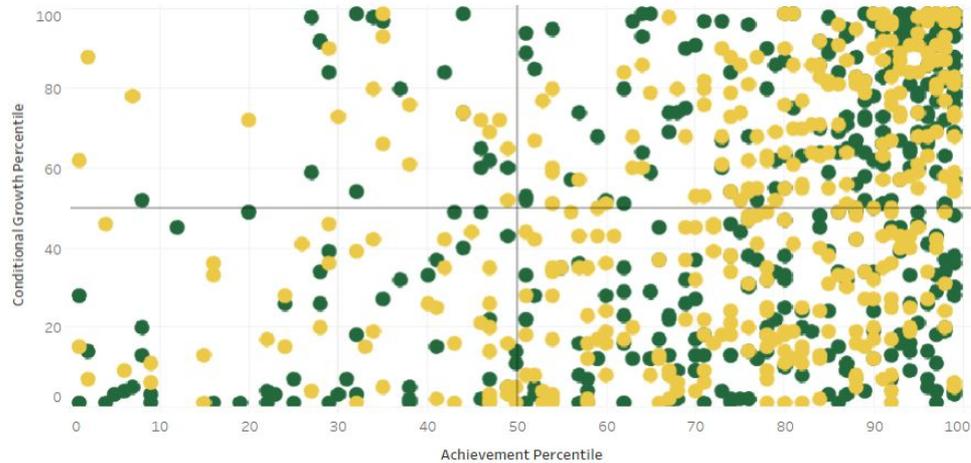
# Academic Indicator

## NWEA MAP Assessment Results

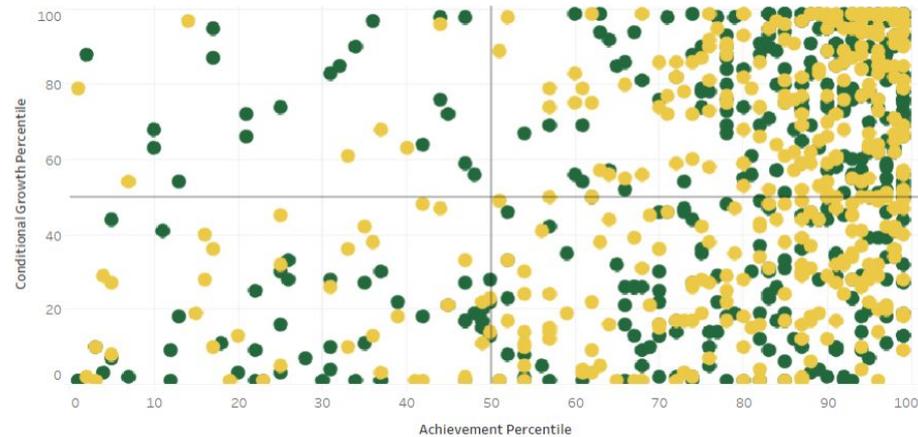
- MAP Winter Take Rate:**
  - <90%
  - 90-95%
  - 95%+
- MAP Growth Target Met (Fall to Winter)**

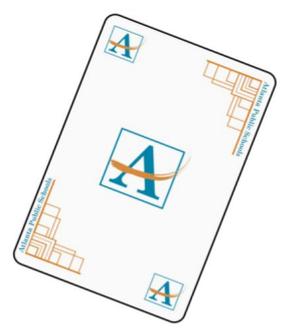
Low Achievement High Growth	High Achievement High Growth
Low Achievement Low Growth	High Achievement Low Growth

## Math Performance



## ELA Performance



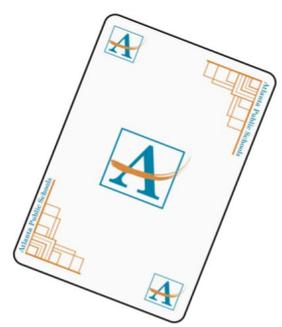


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# Academic Indicators

## Core Instruction

	Data Highlight from MAP Results	Current core instruction strategies
ELA	<b>Data Highlight:</b> ELA, 1st Grade 49% Exceeded Growth Target 10% Met Growth Target (APS = 52%)	<i>Foundations with fidelity, with all Orton Gillingham trained teachers. In addition, spiral review with repetition and a team that reflects &amp; discusses data to make immediate adjustments.</i>
	<b>Data Opportunity</b> Black or African-American 36% Exceeded Growth Target 4% Met Growth Target (APS = 46%)	<i>We want to increase our level of differentiation. We believe there is a strong correlation with higher growth levels in classrooms where consistent differentiation was in place 1st semester.</i>
Math	<b>Data Highlight:</b> SWD 52% Exceeded Growth Target 14% Met Growth Targets (APS = 49%)	<i>We have shifted to increased use of hands-on, tactile activities specific to math, coupled with a strong reteaching focus. This has evolved over three years after an observation cycle of SWD.</i>
	<b>Data Opportunity:</b> Hispanic/Latino 30% Exceeded Growth Target 6% Met Growth Target (APS = 53%)	<i>We need to increase our student engagement in hands-on, tactile, and manipulative use during math instruction, with lots of problem-solving and collaboration.</i>



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# SY22 Progress

## Game Changer:

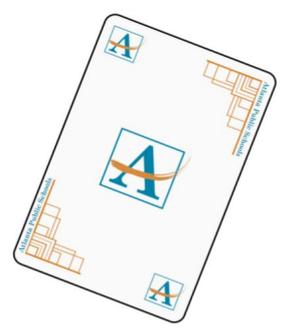
*Culture shift with teachers working with our coaches. Increased openness & vulnerability. Infusing MAP Growth Data with Intentional Planning.*

## Opportunity:

*With our 55 days remaining, re-emphasis on ALIGNMENT: Calibrating curriculum & “3D”; Paid planning June, 2022; Using our data to plan 22-23.*

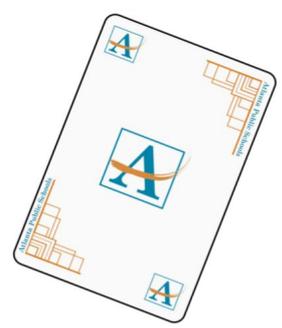
## Highest Priority Need:

*Alignment: Consistency with Current Programs, Calibration across Morningside, as well as APS Departments*



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# APPENDIX

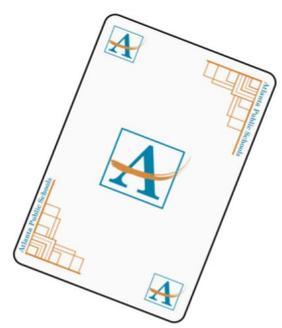


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# Intervention Data

## HMH Dosage

Program	Avg. Daily Use (Mins)	Avg. Weekly Use (Days)
Read 180	19 minutes	2 days
System 44	13 minutes	2 days
iRead	17 minutes	2 days



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## Appendix

### MAP Growth Target Met (Fall to Winter)\*

Subgroup	Number of Students (%)	Growth Target Met (Math)			Number of Students (%)	Growth Target Met (ELA)		
		Did not meet growth target	Met growth goal	Growth Goal Exceeded		Did not meet growth target	Met growth goal	Growth Goal Exceeded
<b>Overall</b>	790 (100.0%)	48%	7%	44%	790 (100.0%)	43%	7%	50%
<b>Male</b>	403 (51.0%)	46%	7%	46%	403 (51.0%)	42%	5%	52%
<b>Female</b>	387 (48.9%)	50%	7%	42%	387 (48.9%)	44%	8%	48%
<b>SWD</b>	21 (2.6%)	33%	14%	52%	21 (2.6%)	52%	5%	43%
<b>EL</b>	31 (3.9%)	61%	13%	26%	31 (3.9%)	58%	6%	35%
<b>Black</b>	78 (9.8%)	49%	9%	42%	77 (9.7%)	60%	4%	36%
<b>Hispanic</b>	70 (8.8%)	64%	6%	30%	71 (8.9%)	46%	7%	46%
<b>Asian</b>	51 (6.4%)	47%	4%	49%	51 (6.4%)	41%	8%	51%
<b>White</b>	515 (65.1%)	47%	7%	46%	515 (65.1%)	40%	7%	53%
<b>Multi-race</b>	75 (9.4%)	47%	9%	44%	75 (9.4%)	45%	7%	48%
<b>Gifted</b>	192 (24.3%)	48%	6%	46%	192 (24.3%)	39%	8%	53%

\*As of 2/9/22 (subject to changes with enrollment)