Team Information	
Students being measured	
#Teachers on Team	
Content Area	
Standard	
Evidence-Based Practice	Assessment Capable Learner
TEACHER	
PRE-Assessment: Date Given	*2019-02-19*
PRE-Assessment: Meeting Date	*2019-03-06*
MID-Assessment: Date Given	*2019-03-01*
MID-Assessment: Meeting Date	*2019-03-06*
POST-Assessment: Date Given	*2019-03-12*
POST-Assessment: Meeting Date	*2019-03-13*
Additional POST B: Date Given	
Additional POST B: Meeting Date	
PRE-Assessment Notes	
MID-Assessment Notes	
POST-Assessment Notes	
Additional POST-Assessment Notes	

All Student Names	PRE-Assessment				MID-Assessment				POST-Assessment				Additional POST-Assessment B			
	Date given			2019-02-19	Date given			2019-03-01	Date given			2019-03-12	Date given			
	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention
	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range
	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60
	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL
	2	2	5	11	10	7	1	2	0	0	0	0	0	0	0	0
	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD
		1		3	2			1								
	# Students not assessed and why.				# Students not assessed and why.				# Students not assessed and why.				# Students not assessed and why.			
	ALL		SWD		ALL		SWD		ALL		SWD		ALL		SWD	
Please HIGHLIGHT SWD.	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Carson				1	1											
Phoenix	1				1											
Naviah				1		1										
Izabella			1			1										
Logan		1			1											
Audrey			1		1											
Lukas		1			1											
Evan			1			1										
Dallas				1				1								
Hunter				1		1										
Roan				1			1									
Jaxon			1		1											
Kaylee				1				1								
Dylon				1		1										
Alex				1	1											
Aspen			1			1										
Azriel				1		1										
Khalilah				1	1											
Ella				1	1											
Shaine	1				1											
student 23																
student 24																
student 25																
student 26																
student 27																
student 28																
student 29																
student 30																

All Student Names	PRE-Assessment				MID-Assessment				POST-Assessment				Lowes! H13 =	Additional POST-Assessment B			
	Date given			2019-02-19	Date given			2019-03-01	Date given			2019-03-12		Date given			
	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention		Proficient & Higher	Close to Proficient	Far From Proficient	Intervention
	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range		Score Range	Score Range	Score Range	Score Range
	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60		85-100	70-84	61-69	0-60
	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL		Total #ALL	Total #ALL	Total #ALL	Total #ALL
	0	6	6	8	7	7	4	2	0	0	0	0		0	0	0	0
	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD		Total #SWD	Total #SWD	Total #SWD	Total #SWD
	# Students not assessed and why.				# Students not assessed and why.				# Students not assessed and why.					# Students not assessed and why.			
	ALL		SWD		ALL		SWD		ALL		SWD			ALL		SWD	
Please HIGHLIGHT SWD.	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students		Students	Students	Students	Students
Samantha			1		1												
Nathaniel		1			1												
Araya		1			1												
Colt		1				1											
Chloe			1			1											
Evan				1			1										
Jaycob			1		1												
Caleb			1		1												
Wade				1		1											
Xander		1				1											
Aiden		1			1												
Tyler				1			1										
Isabell		1				1											
Madasyn				1	1												
Jayden				1		1											
Seth			1				1										
Shay				1			1										
Kylie				1		1											
Jayden				1				1									
Connor			1					1									
student 23																	
student 24																	
student 25																	
student 26																	
student 27																	
student 28																	
student 29																	
student 30																	

All Student Names	PRE-Assessment				MID-Assessment				POST-Assessment				Additional POST-Assessment B			
	Date given			2019-02-19	Date given			2019-03-01	Date given			2019-03-12	Date given			
	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention
	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range
	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60
	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL
	0	1	2	18	9	3	3	6	20	1	0	0	0	0	0	0
	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD
			1	4	1	2		2	4	1						
	# Students not assessed and why.				# Students not assessed and why.				# Students not assessed and why.				# Students not assessed and why.			
	ALL		SWD		ALL		SWD		ALL		SWD		ALL		SWD	
Please HIGHLIGHTSWD.	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Lucas				1	1				1							
Corinne				1	1				1							
Dominic				1		1			1							
Dawson			1		1				1							
Aiden				1		1			1							
Summer				1				1	1							
Addison				1	1				1							
Connor				1			1		1							
Evan		1			1				1							
Cooper				1	1				1							
Sammy				1				1	1							
Alayna				1			1		1							
Hunter				1		1			1							
Jhul				1			1		1							
Audrey				1				1	1							
Blake				1				1		1						
Christian				1				1	1							
Ava				1				1	1							
Caden				1	1				1							
Travis				1	1				1							
Michael			1		1				1							
student 22																
student 23																
student 24																
student 25																
student 26																
student 27																
student 28																
student 29																
student 30																

All Student Names	PRE-Assessment				MID-Assessment				POST-Assessment				Additional POST-Assessment B			
	Date given			2019-02-19	Date given			2019-03-01	Date given			2019-03-12	Date given			
Please HIGHLIGHTSWD.	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention	Proficient & Higher	Close to Proficient	Far From Proficient	Intervention
	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range	Score Range
	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60	85-100	70-84	61-69	0-60
	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL	Total #ALL
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD	Total #SWD
	# Students not assessed and why.				# Students not assessed and why.				# Students not assessed and why.				# Students not assessed and why.			
	ALL		SWD		ALL		SWD		ALL		SWD		ALL		SWD	
	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
student 1																
student 2																
student 3																
student 4																
student 5																
student 6																
student 7																
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student 28																
student 29																
student 30																

Step 1: COLLECT & CHART - **PRE-Assessment**											
Teachers	**# Students Who Took Assessment**		**#Proficient & Higher**		**# Close to Proficient**		**# Far From Proficient**		**# Intervention**		
	#ALL	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	
	20	4	2		2	1	5		11	3	
	20	0	0		6		6		8		
	21	5	0		1		2	1	18	4	
	0	0	0		0		0		0		
	0	0	0		0		0		0		
	0	0	0		0		0		0		
#	61	9	2	0	9	1	13	1	37	7	
%	100.00%	14.75%	3.28%	0.00%	14.75%	11.11%	21.31%	11.11%	60.66%	77.78%	
Students not Taking Assessment and Why	**ALL**							**Proficient & Higher + Close + Far = Goal**	**#**	**%**	
	SWD								24	39.34%	

STEP 1: COLLECT & CHART - **MID-Assessment**											
Teachers	**# Students Who Took Assessment**		**#Proficient & Higher**		**# Close to Proficient**		**# Far From Proficient**		**# Intervention**		
	#ALL	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	
	20	3	10	2	7		1		2	1	
	20	0	7		7		4		2		
	21	5	9	1	3	2	3		6	2	
	0	0	0		0		0		0		
	0	0	0		0		0		0		
	0	0	0		0		0		0		
#	61	8	26	3	17	2	8	0	10	3	
%	100.00%	13.11%	42.62%	37.50%	27.87%	25.00%	13.11%	0.00%	16.39%	37.50%	
Students not Taking Assessment and Why	**ALL**							**Proficient & Higher + Close + Far = Goal**	**#**	**%**	
	SWD								51	83.61%	

]

STEP 1: COLLECT & CHART - **POST-Assessment**											
Teachers	**# Students Who Took Assessment**		**#Proficient & Higher**		**# Close to Proficient**		**# Far From Proficient**		**# Intervention**		
	#ALL	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	
	0	0	0		0		0		0		
	0	0	0		0		0		0		
	21	5	20	4	1	1	0		0		
	0	0	0		0		0		0		
	0	0	0		0		0		0		
	0	0	0		0		0		0		
#	21	5	20	4	1	1	0	0	0	0	
%	100.00%	23.81%	95.24%	80.00%	4.76%	20.00%	0.00%	0.00%	0.00%	0.00%	
Students not Taking Assessment and Why	**ALL**							**Proficient & Higher + Close + Far = Goal**	**#**	**%**	
	SWD								21	100.00%	

Step 1: COLLECT & CHART - **Additional POST-Assessment**											
Teachers	**# Students Who Took Assessment**		**#Proficient & Higher**		**# Close to Proficient**		**# Far From Proficient**		**# Intervention**		
	#ALL	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	**#ALL**	**#SWD**	

	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
	0	0	0		0		0		0	
#	0	0	0	0	0	0	0	0	0	0
%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Students not Taking Assessment and Why	ALL							Proficient & Higher + Close + Far = Goal	#	%
	SWD								0	#DIV/0!

Steps 2 & 3: Analyze & Prioritize - **PRE-Assessment to MID-Assessment**	
Strengths	**Misconceptions, Flaws in Reasoning, Incomplete Learning...**
Proficient & HIgher	
Students can apply a subtraction strategy to problems with and without regrouping up to 1,000. Students can apply a strategy to solve basic math facts.	**Basic subtraction fact fluency.**
Close to Proficient	
Students can apply a subtraction strategy to problems without regrouping up to 1,000. Students can apply a strategy to solve basic math facts.	**Basic subtraction fact fluency.** **The ability to carry-over previously taught subtraction strategies from not regrouping to regrouping.**
Far from Proficient	
Students can sometimes apply a subtraction strategy to problems without regrouping up to 1,000. Students can apply a subtraction strategy to solve basic math facts.	**Basic subtraction fact fluency.** **The ability to carry-over previously taught subtraction strategies.** **Underestanding of place value concepts.**
Intervention	
Students can apply a strategy to solve basic subtraction math facts.	**Basic subtraction fact fluency.** **The ability to carry-over previously taught subtraction strategies.** **Understanding of place value concepts.**

Step 3: SMART Goal						
The number of		**scoring proficient or higher on the Common Formative PRE-Assessment**				
given on	**2019-02-19**	**will increase from**	**2**	**to**	**24**	
as measured by the Common Formative MID-Assessment to be administered on			**2019-03-01**			

Step 2: Analyze & Prioritize - **MID-Assessment to POST-Assessment**	
Strengths	**Misconceptions, Flaws in Reasoning, Incomplete Learning...**
Proficient & HIgher	
Students can apply a subtraction strategy to problems with and without regrouping up to 1,000. Students can apply a subtraction strategy to solve subtraction basic math facts.	**Basic subtraction fact fluency.**
Close to Proficient	
Students can apply a subtraction strategy to problems without regrouping up to 1,000. Students can apply a subtraction strategy to solve basic math facts.	**Basic subtractionfact fluency. The ability to carry-over previously taught subtraction strategies from not regrouping to regrouping."**
Far from Proficient	
Students can sometimes apply a subtraction strategy to problems without regrouping up to 1,000. Students can apply a strategy to solve basic subtraction math facts.	**Basic subtraction fact fluency. The ability to carry-over previously taught subtraction strategies. Underestanding of place value concepts.**
Intervention	
Students can apply a strategy to solve basic subtraction math facts.	**Basic fact subtraction fluency. The ability to carry-over previously taught subtraction strategies. Understanding of place value concepts.**

Step 3: SMART Goal					
The number of		**scoring proficient or higher on the Common Formative MID-Assessment**			
given on	**2019-03-01**	**will increase from**	**26**	**to**	**51**
as measured by the Common POST-Assessment to be administered on			**2019-03-12**		

Step 2: Analyze & Prioritize **- POST-Assessment to Additional POST-Assessment**	
Strengths	**Misconceptions, Flaws in Reasoning, Incomplete Learning...**
Proficient & HIgher	
Close to Proficient	
Far from Proficient	
Intervention	

Step 3: SMART Goal						
The number of		**scoring proficient or higher on the Common Formative MID-Assessment**				
given on	**2019-03-12**	**will increase from**	**0**	**to**	**0**	

as measured by the Common POST-Assessment B to be administered on

Step 4: Determine Instruction: **PRE-Assessment**		
Instructional Practice(s)		Assessment Capable Learner
Selected Instructional Strategy(ies)	Materials for Teachers & Students	Assignments & Assessments - Where will students be required to use the STRATEGY(IES)
Proficient & HIgher		
Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Mid-Assessment
Close to Proficient		
Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Mid-Assessment
Far from Proficient		
Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Mid-Assessment
Intervention		

Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Mid-Assessment

Step 4: Determine Instruction: **MID-Assessment**		
Instructional Practice(s)		2019-03-13
Selected Instructional Strategy(ies)	Materials for Teachers & Students	Assignments & Assessments - Where will students be required to use the STRATEGY(IES)
Proficient & HIgher		
Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Post-Assessment
Close to Proficient		
Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Post-Assessment
Far from Proficient		

Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Post-Assessment
Intervention		
Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Manipulatives Anchor Chart Magic of Math Curriculum Interactive Notebooks Dice, Spinners	Interactive Notebooks Independent Activities Post-Assessment

Step 4: Determine Instruction: **POST-Assessment**		
Instructional Practice(s)		
Selected Instructional Strategy(ies)	Materials for Teachers & Students	Assignments & Assessments - Where will students be required to use the STRATEGY(IES)
Proficient & HIgher		
Close to Proficient		

Far from Proficient		
Intervention		

Step 6: Monitoring (Establish timeline for Monitoring Progress and Evaluate Effectiveness) **PRE to MID**		
Sources of Data to Monitor	**Individual(s) responsible**	**Timeline**
(Insert the data you plan to monitor)	(to coordinate, communicate, & chart progress)	*(start & scheduled completion dates)*
Interactive Notebooks *Independent Activities* *Mid-Assessment* *Interactive Notebooks* *Independent Activities* *Mid-Assessment* *Interactive Notebooks* *Independent Activities* *Mid-Assessment* *Interactive Notebooks* *Independent Activities* *Mid-Assessment*	Miller Bennett O'Brien	*Start* *2019-02-19* *Completion* *2019-03-06*

Evaluate: (Compare planned against achieved results; summarize impressions, recall supporting information, compare, contrast, analyze, infer, and determine the potential cause-and-effect relationships)	
Planned	**Achieved**
Goals, Results, Indicators	*(Goals, Results, Indicators)*
We plan to see an increase in the ability of our students to solve subtraction problems to 1,000 with and without regrouping.	Our goal was for 24 students to be proficient or higher on the mid-assessment. On the mid-assesment 26 students were proficient or higher. We did achieve our goal.

Apply: *(Construct new learnings and applications)*	
Learned	**What will be replicated**
The use of small groups, games and manipulatives helped struggling students with the application of subtraction strategies.	The use of small groups, games and manipulatives will be continued.

Step 6: Monitoring (Establish timeline for Monitoring Progress and Evaluate Effectiveness) **MID to POST**		
Sources of Data to Monitor	**Individual(s) responsible**	**Timeline**
(Insert the data you plan to monitor)	(to coordinate, communicate, & chart progress)	*(start & scheduled completion dates)*
Interactive Notebooks *Independent Activities* *Post-Assessment*		*Start*

Interactive Notebooks *Independent Activities* *Post-Assessment* *Interactive Notebooks* *Independent Activities* *Post-Assessment* *Interactive Notebooks* *Independent Activities* *Post-Assessment*	Miller Bennett O'Brien	*2019-03-01* *Completion* *2019-03-13*

Evaluate: (Compare planned against achieved results; summarize impressions, recall supporting information, compare, contrast, analyze, infer, and determine the potential cause-and-effect relationships)	
Planned	**Achieved**
Goals, Results, Indicators	*(Goals, Results, Indicators)*
We plan to see an increase in the ability of our students to solve subtraction problems to 1,000 with and without regrouping.	Our goal was for 52 students to be proficient or higher on the mid-assessment. On the mid-assesment __ students were proficient or higher. We did achieve our goal.
Apply: *(Construct new learnings and applications)*	
Learned	**What will be replicated**
The use of small groups, games and manipulatives helped struggling students with the application of subtraction strategies.	The use of small groups, games and manipulatives will be continued.

Step 6: Monitoring (Establish timeline for Monitoring Progress and Evaluate Effectiveness) **POST to ADD. POST**		
Sources of Data to Monitor	**Individual(s) responsible**	**Timeline**
(Insert the data you plan to monitor)	(to coordinate, communicate, & chart progress)	*(start & scheduled completion dates)*
		Start *2019-03-12* *Completion*

Evaluate: (Compare planned against achieved results; summarize impressions, recall supporting information, compare, contrast, analyze, infer, and determine the potential cause-and-effect relationships)	
Planned	**Achieved**
Goals, Results, Indicators	*(Goals, Results, Indicators)*

Apply: *(Construct new learnings and applications)*	
Learned	**What will be replicated**

Reporting Form 1													
Evicence- based Practice:	Assessment Capable Learner	Grade/Course:		#All:	61	#SWD:	9	Content Area:		Standard:		#Teachers in Report:	

1st Strategies Used (Pre-assessment)		2nd Strategies Used (Mid-Assessment)	
Proficient & Higher	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Proficient & Higher	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy
Close to Proficient	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Close to Proficient	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy
Far to Go	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Far to Go	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy
Intervention	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy	Intervention	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy

	Assessment Date:	2019-02-19					Assessment Date	2019-03-01			
Student Levels	Possible Score(s)	#ALL	#SWD	*%ALL*	*%SWD*	Student Levels	Possible Score(s)	#ALL	#SWD	*%ALL*	*%SWD*
Proficient & Higher	85-100	2	0	3.28%	0.00%	Proficient & Higher	85-100	26	3	42.62%	37.50%
Close to Proficient	70-84	9	1	14.75%	11.11%	Close to Proficient	70-84	17	2	27.87%	25.00%
Far from Proficient	61-69	13	1	21.31%	11.11%	Far from Proficient	61-69	8	0	13.11%	0.00%
Intervention	0-60	37	7	60.66%	77.78%	Intervention	0-60	10	3	16.39%	37.50%
	Totals	61	9	100.00%	100.00%		Totals	61	8	100.00%	100.00%
SWD(s) not assessed & why						SWD(s) not assessed & why					

% Change from assessment to next assessment.		Proficient & Higher	Close to Proficient	Far from Proficient	Intervention
	%ALL	39.34%	13.11%	-8.20%	-44.26%
	%SWD	37.50%	37.50%	-12.50%	-50.00%

Reporting Form 2													
Evicence- based Practice:	Assessment Capable Learner	Grade/Course:		#All:	21	#SWD:	5	Content Area:		Standard:		#Teachers in Report:	

1st Strategies Used (Mid-assessment)	2nd Strategies Used (Post-Assessment)

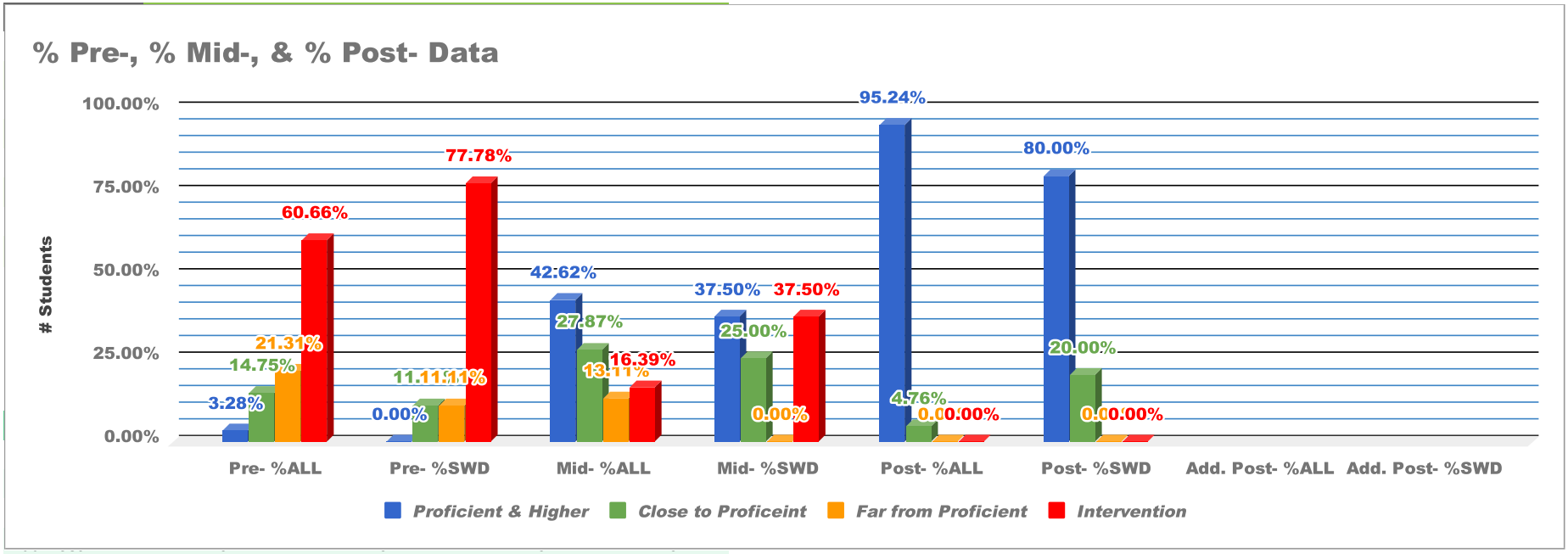
Proficient & Higher	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy					Proficient & Higher							
Close to Proficient	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy					Close to Proficient							
Far to Go	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy					Far to Go							
Intervention	Whole Group Small Group Partner activities Interactive Notebooks Computer Games Prodigy					Intervention							
	Assessment Date:		2019-03-01				Assessment Date		2019-03-12				
Student Levels	Possible Score(s)	**#ALL**	**#SWD**	***%ALL***	***%SWD***	Student Levels	Possible Score(s)	**#ALL**	**#SWD**	***%ALL***	***%SWD***		
Proficient & Higher	85-100	26	3	42.62%	37.50%	Proficient & Higher	85-100	20	4	95.24%	80.00%		
Close to Proficient	70-84	17	2	27.87%	25.00%	Close to Proficient	70-84	1	1	4.76%	20.00%		
Far from Proficient	61-69	8	0	13.11%	0.00%	Far from Proficient	61-69	0	0	0.00%	0.00%		
Intervention	0-60	10	3	16.39%	37.50%	Intervention	0-60	0	0	0.00%	0.00%		
	Totals	61	8				Totals	21	5				
Student(s) not assessed & why						Student(s) not assessed & why							
% Change from assessment to next assessment.		**Proficient & Higher**		**Close to Proficient**		**Far from Proficient**		**Intervention**					
	%ALL	52.62%		-76.19%		-38.10%		-47.62%					
	%SWD	42.50%		-20.00%		0.00%		-60.00%					

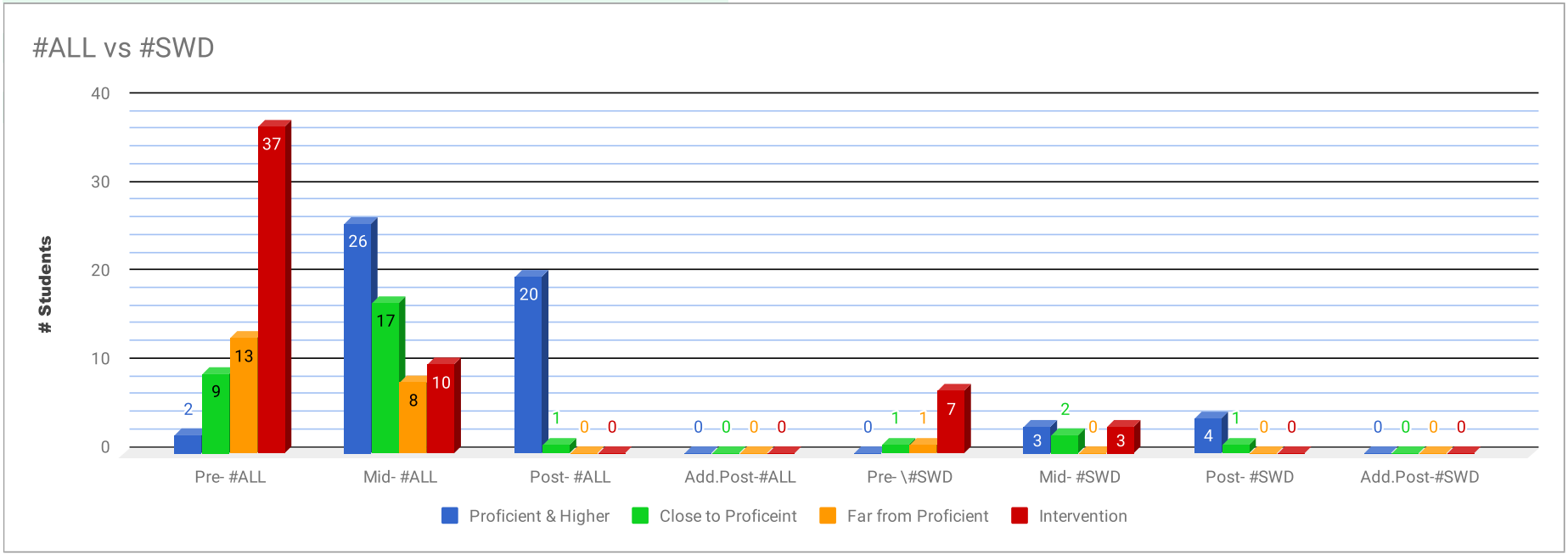
Reporting Form 2					**POST- to Additional POST-Assessment B**						
Evicence- based Practice:	Assessment Capable Learner	Grade/Course:		#All:	0	#SWD:	0	Content Area:		Standard:	#Teachers in Report:

1st Strategies Used (Mid-assessment)		2nd Strategies Used (Post-Assessment)	
Proficient & Higher		Proficient & Higher	#REF!
Close to Proficient		Close to Proficient	#REF!
Far to Go		Far to Go	#REF!

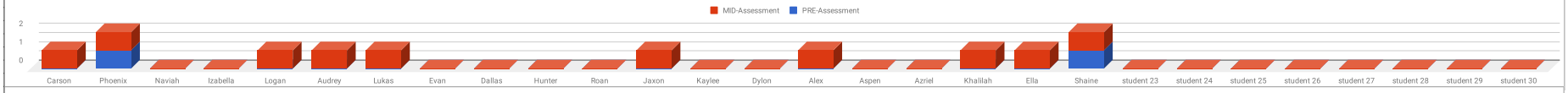
Intervention						Intervention	#REF!				
	Assessment Date:		2019-03-12				Assessment Date				
Student Levels	Possible Score(s)	**#ALL**	**#SWD**	***%ALL***	***%SWD***	Student Levels	Possible Score(s)	**#ALL**	**#SWD**	***%ALL***	***%SWD***
Proficient & Higher	85-100	20	4	95.24%	80.00%	Proficient & Higher	85-100	0	0	#DIV/0!	#DIV/0!
Close to Proficient	70-84	1	1	4.76%	20.00%	Close to Proficient	70-84	0	0	#DIV/0!	#DIV/0!
Far from Proficient	61-69	0	0	0.00%	0.00%	Far from Proficient	61-69	0	0	#DIV/0!	#DIV/0!
Intervention	0-60	0	0	0.00%	0.00%	Intervention	0-60	0	0	#DIV/0!	#DIV/0!
	Totals	21	5				Totals	0	0		
Student(s) not assessed & why						Student(s) not assessed & why					

% Change from assessment to next assessment.		**Proficient & Higher**	**Close to Proficient**	**Far from Proficient**	**Intervention**
	%ALL	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	%SWD	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

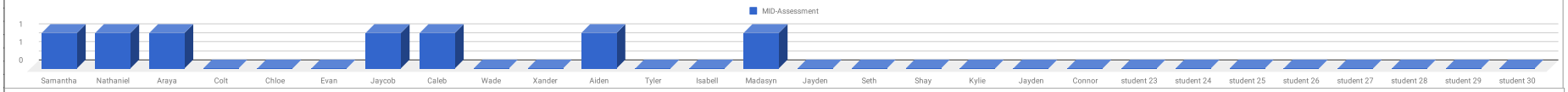

% Pre-, % Mid-, & % Post- Data
100.00%
75.00%
50.00%
25.00%
0.00%
Students
3.28%
14.75%
21.31%
60.66%
0.00%
11.11%
77.78%
42.62%
27.87%
16.39%
37.50%
25.00%
37.50%
95.24%
4.76%
0.00%
80.00%
20.00%
0.00%
Pre- %ALL
Pre- %SWD
Mid- %ALL
Mid- %SWD
Post- %ALL
Post- %SWD
Add. Post- %ALL
Add. Post- %SWD
Proficient & Higher
Close to Proficeint
Far from Proficient
Intervention


#ALL vs #SWD
40
30
20
10
0
Students
2
9
13
37
26
17
8
10
20
1
0
0
0
0
0
0
0
1
1
7
3
2
0
3
4
1
0
0
0
0
0
0
Pre- #ALL
Mid- #ALL
Post- #ALL
Add.Post-#ALL
Pre- \#SWD
Mid- #SWD
Post- #SWD
Add.Post-#SWD
Proficient & Higher
Close to Proficeint
Far from Proficient
Intervention

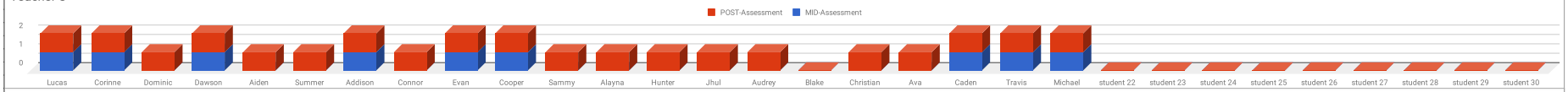
Teacher 1



Teacher 2



Teacher 3



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No data

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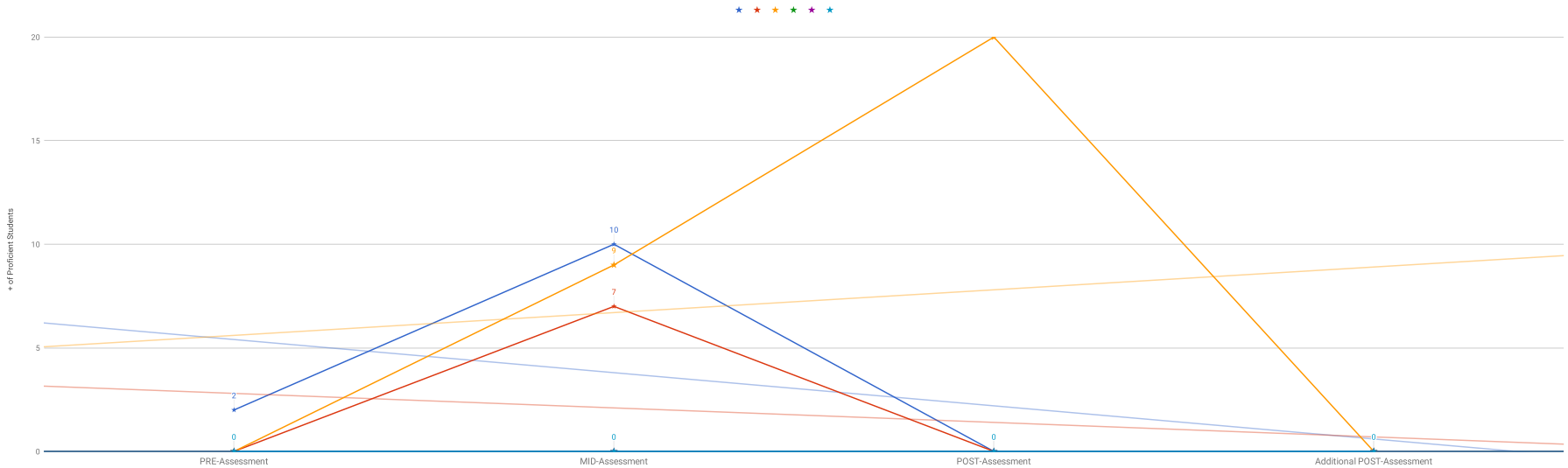
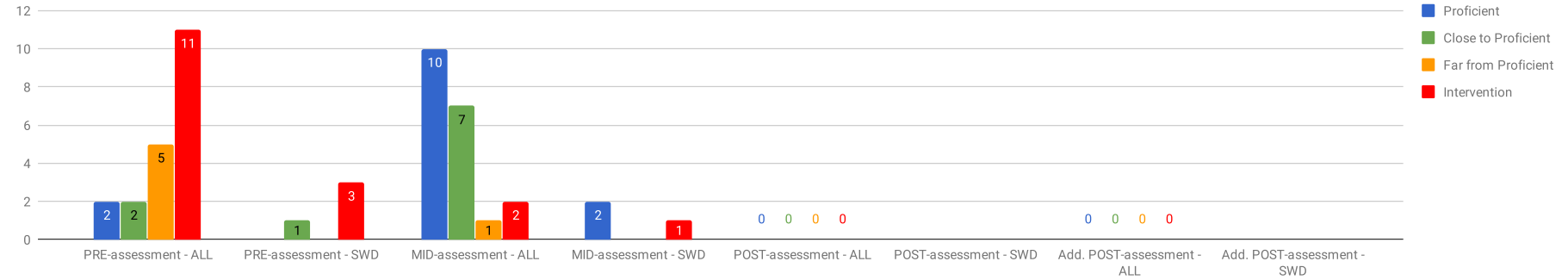
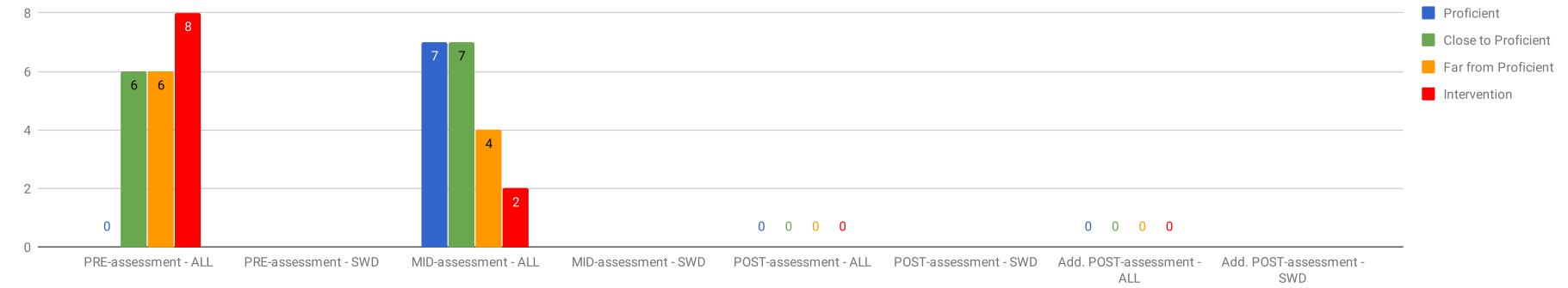


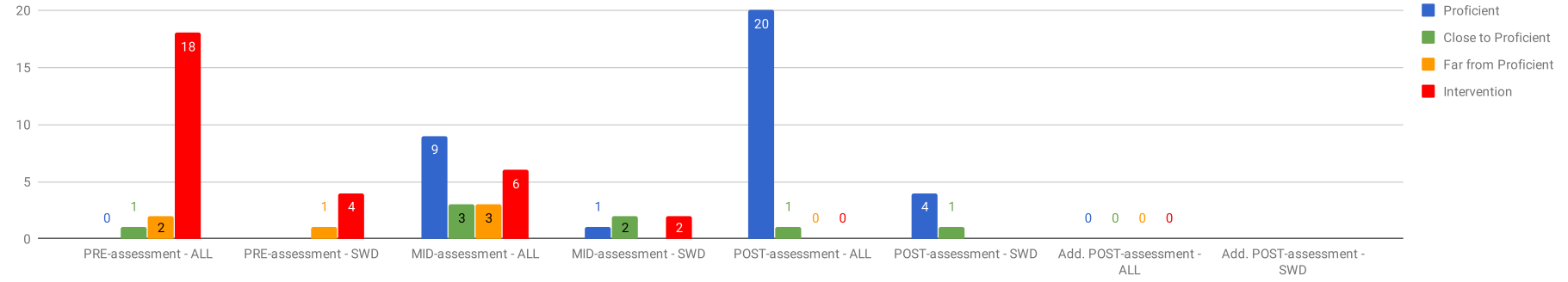
Teacher 1



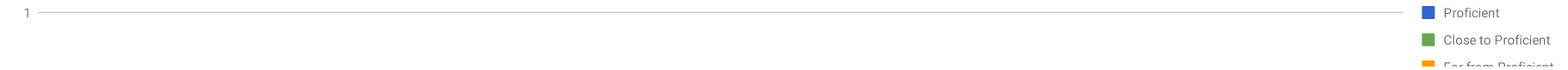
Teacher 2

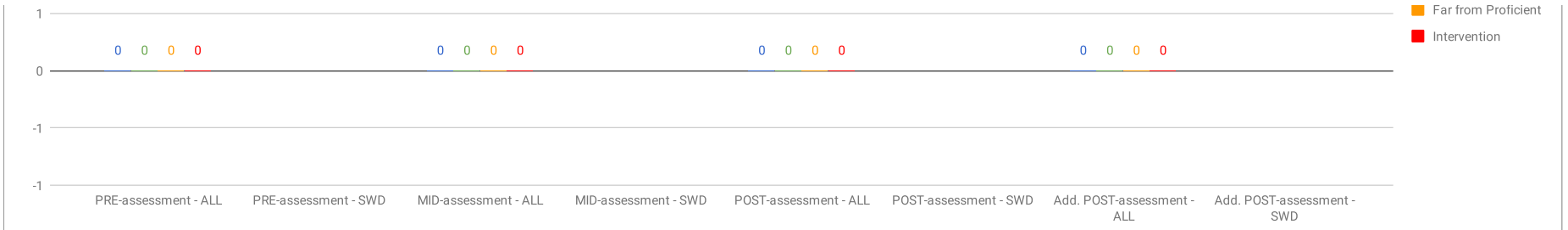


Teacher 3

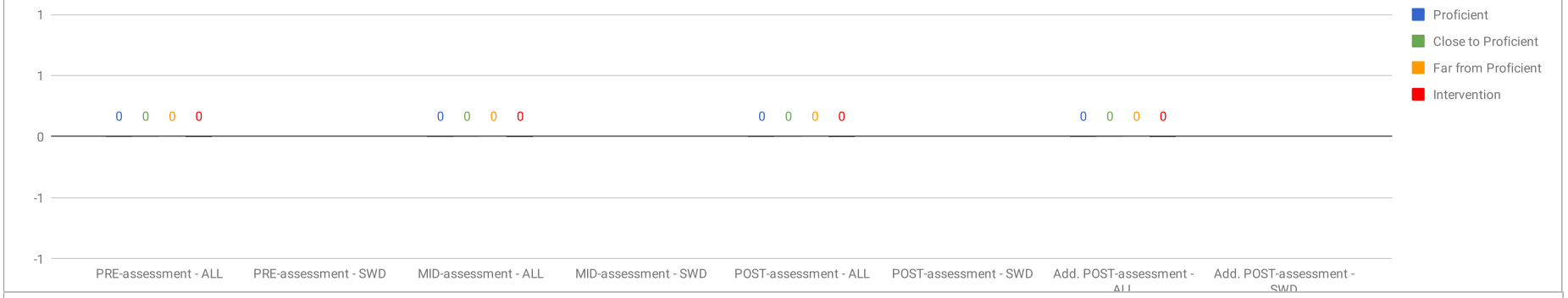
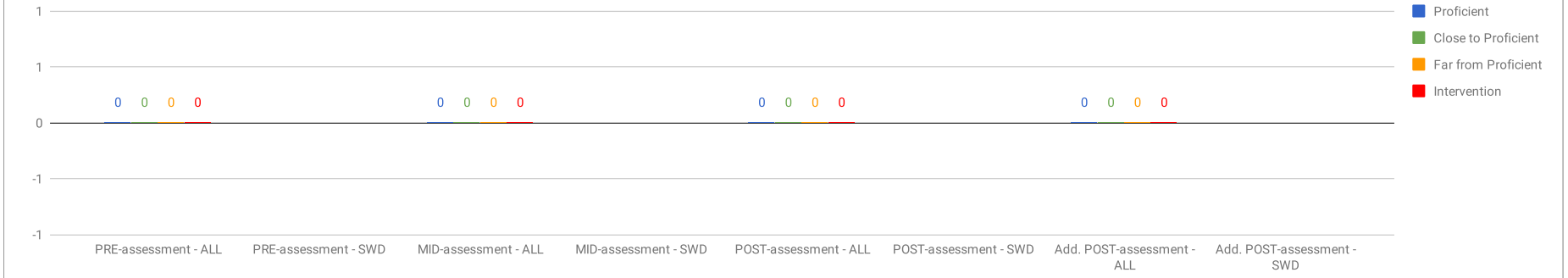


Teacher 4





Teacher 5



Teacher 6