Fort Worth Independent School District

061 Leonard Middle School

2023-2024 Improvement Plan

Accountability Rating: Not Rated

Mission Statement

Leonard Middle Schools' mission

To build a rigorous educational experience which develops

Life-long learners who become accountable, compassionate

members of a global community

Vision

Leonard Leadership Academy – Excellence by Design

Where students and staff are invited to….

Dream big,

Design goals,

Determine actions,

Deliver excellence, and

Discover destiny

Value Statement

Today I will:

Listen and

Encourage,

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District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024. 23

Comprehensive Needs Assessment

Revised/Approved: May 17, 2023

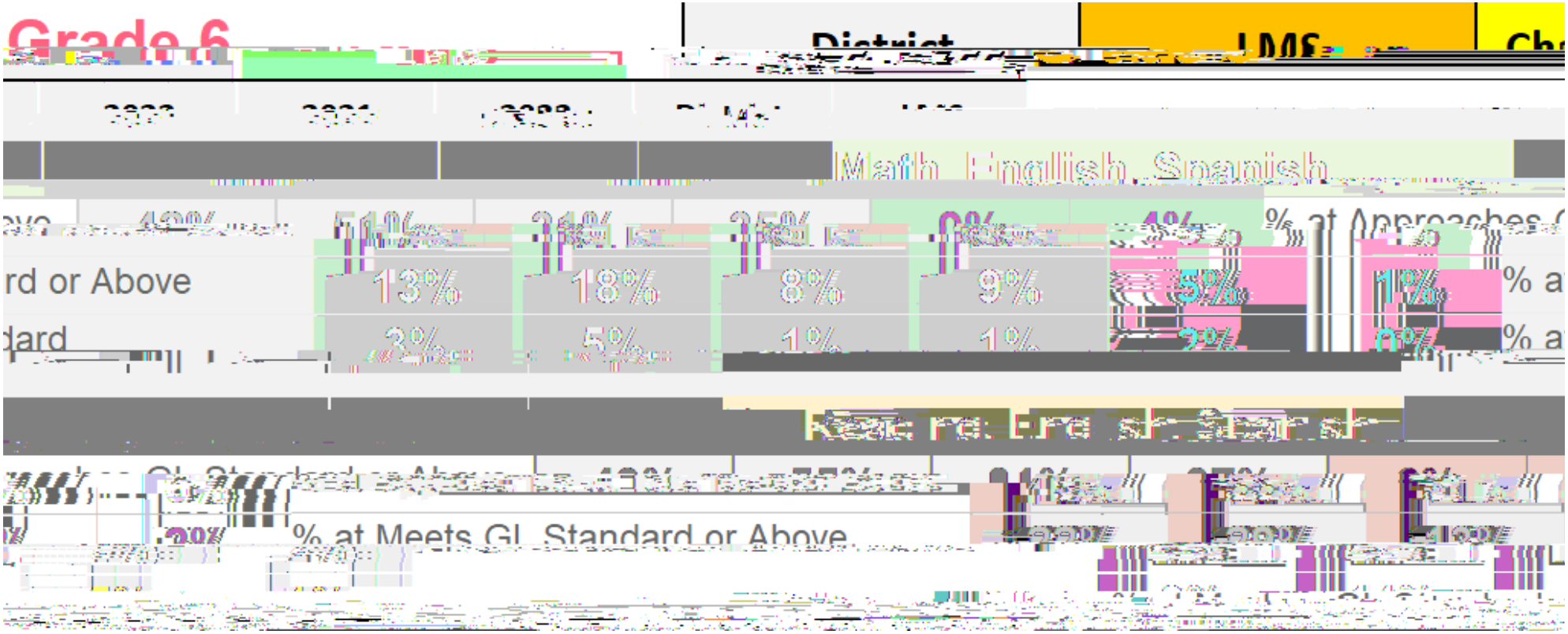
With a looming task in late March to hire almost an entirely new staff, our team took the "bull by the horns" and did an absolutely amazing job of recruiting, interviewing and hiring a high performing group of teachers who wanted to take the challenge of turning this middle school around. This year, we opened the year with 48 new staff members, new coaches and counselors, and there was some turnover in electives and other personnell too. Through extraordinary teamwork and effort, we have started to see a massive shift in the academic performance data in some places on campus.

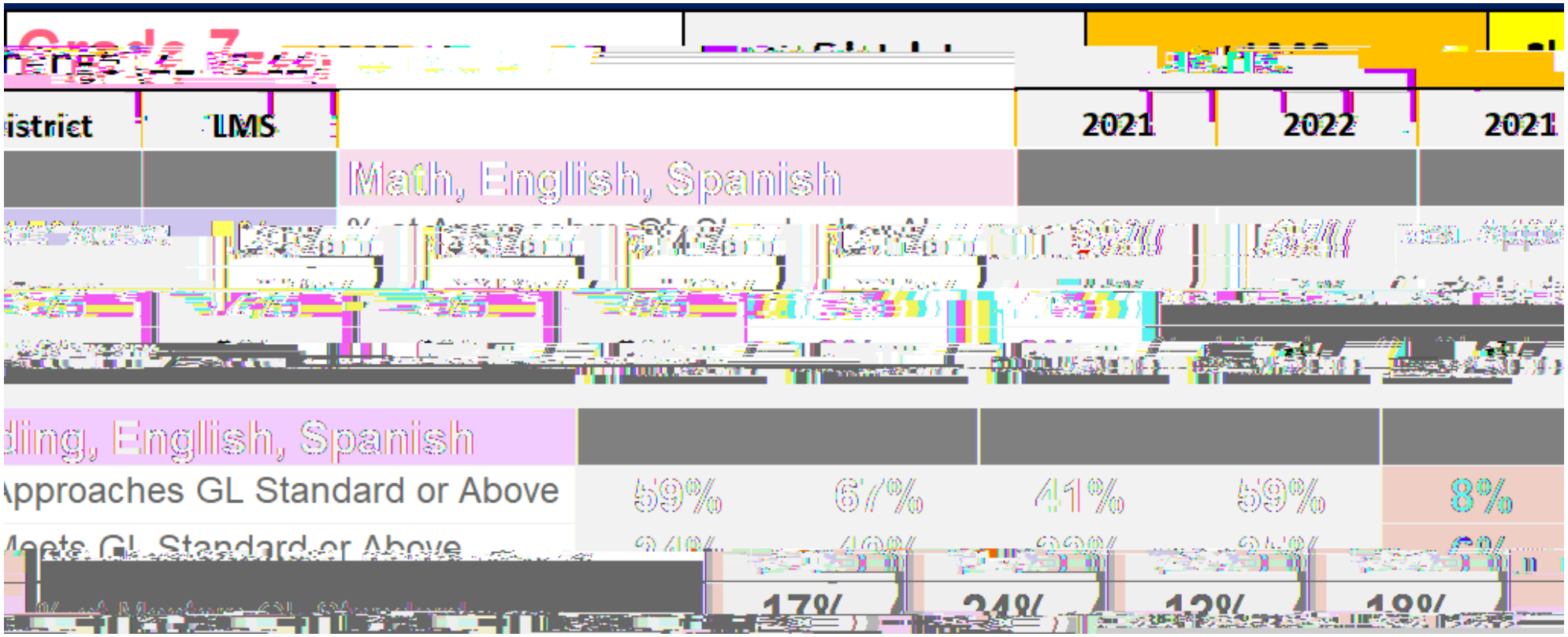
Problem Statements Identifying Demographics Needs

Student Learning Summary

Leonard MS, although having a decade or more long history of the lowest middle school performance in the state (bottom 5%), has made amazing academic progress this year under new leadership and with an all new teaching team!

Last year compared to the previous year 2021-2022




Grade 7
istrict
LMS
2021
2022
2021
Math, English, Spanish
dling, English, Spanish
Approaches GL Standard or Above
59%
67%
41%
59%
8%
17%
24%
12%
18%

Student Learning Strengths

Leonard's Instructional Team has designed campus wide strategies that create success for students, and we have designs that we were not allowed to implement that would have and will make consistent, ongoing impact on student achievement. First, teachers at Leonard are building relationships of compassion, high expectations, and a demand for student engagement in TEKS.

Some particular areas of strength we will be replicating and are replicating and refining:

- Differentiation both during advisory period and during the core content block - those teachers who do this are the ones seeing MAP Growth and benchmark success
- Sixth grade students have teachers who understand that students have to be assessed and addressed where they have gaps. This team also understands TEKS aligned teaching, despite massive gaps in curriculum scope and sequence provided. Had we been given the freedom to use TEKS aligned materials and create our own Instructional Planning Calendar, we would have been able to reproduce this even more in 7th grade and 8th grade.
- 6th Math outperformed district average across all middle schools in November and in February.
- 6th Reading outperformed distgrict average across all middle schools on benchmark
- 8th English outperformed district average on benchmarks.

HONORS classes outperform district average - Eng I, Algebra I, Biology I

Teacher leaders will lead with our amazing instructional coaches, the work that needs to be done.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 7th Grade Math continues to perform at the bottom of the district and state., with only 21% meeting standard in 2022, and a similar result in November..
Root Cause: 7th Grade teacher turnover mid year, large class sizes, and forced implementation of Carnegie math with no freedom to supplement with TEKS aligned materials
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Problem Statement 5 (Prioritized):

reduced, and lower level consequences need to be added to keep students in class and on campus.

Perceptions Summary

in the future.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The community at large is concerned with the teacher turnover with only 42% either expressing no or little confidence in the school's ability to retain effective teache and although part of that was planned redesign, students and parents have expressed that they want to see good teachers stay and be recognized for their commitment, as reflected on the survey at 33% favorable on teacher retention. **Root Cause:** Now that Leonard has a new faculty, we need to train, support, and recognize the excellent performance and commitment of our staff with a consistent program for staff development, new teacher induction processes in place and recognition systems / teambuilding.

Problem Statement 2 (Prioritized): Negative perceptions of school safety expressed on social media and in parent calls and contacts have been a concern of the Leonard families and community for more than a decade, as students are exposed to drugs and crime throughout our attendance zone and plagued by gang activity that they bring to campus with them through threats, drug use, and violence at times. **Root Cause:** Social media creates access for our students to bullying, inappropriate content, drug acces,s and violence taking place in the neighborhood and even on campus arrangements for such which makes it very difficult to stop the threats and protect students from the spread of bullying.

Problem Statement 3 (Prioritized): Parents feel unsure about the mission and vision of the campus in light of the sudden disappearance of the Leadership Academy label that they had been promised, and about 40% shared that they rarely see evidence of the school mission , vision, and values in the daily life of the school based on the 2022 ESF parent survey **Root Cause:** The campus needs to revisit the name, purpose, mission, vision, and values of the school in light of the FWISD changes to the campus type and ensure that parents and the community are made aware of our purpose and plan through revisioning with the new team and creating and sharing clear documents reflecting Who We Are.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
  Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

Revised/Approved: June 20, 2023

Action Step 1 Details	Reviews
Action Step 1: ILT create and train teachers on Campus Instructional Expectations / look fors to ensure all classrooms deliver quality, rigorous, and engaging Tier I instruction and that lesson plans demonstrate alignment to the TEKS and district scope and sequence.	

Action Step 4 Details	Reviews
Action Step 4:	

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Increase the percentage of 6th - 8th grade students who score at passing (when cut scores are determined) or above on the Reading STAAR to 70% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) to 70% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Preliminary Data by demographic sub group

ELA teachers, ILT and Student Support Team will ensure consistent participation in the PLC cycle of instructional planning, assessment data analysis, and designing / delivering targeted interventions for student groups identified.

Strategy's Expected Result/Impact: Special education students will improve their passing rate on STAAR and demonstrate growth as a result of targeted interventions.

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews
Action Step 1: Provide scaffolded instruction through tutorials and materials - possibly READ180 (and Math180) instructional interventions based on the Review student achievement data based on formative assessments, review weekly	

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Increase the percentage of students scoring at Masters Level on STAAR Reading from 7% 2022 to 15% on STAAR Reading 2024

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Benchmarks, Formative Assessment Data, STAAR 2023

Create differentiated instructional supports for students scoring at the Approaches and Meets levels on STAAR 2023 to ensure these capable students

Strategy's Expected Result/Impact: Students who are not flagged as below grade level or having failed STAAR will receive targeted supports and, as a result, will achieve one full year's growth on STAAR and on MAP

Staff Responsible for Monitoring: Principal, ILT, Teachers, Tutors

Title I:
2.4, 2.5
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews

Action Step 1 Details	Reviews	
	Formative	Summative
Action Step 1: Purchase incentive prizes and create a campus "store" for students achieving honor roll or hitting growth goals on interim assessments. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Principal and counselors **Date(s) / Timeframe:** Initial set up and each six weeks use **Collaborating Departments:** NA **Delivery Method:** Honor award ceremonies each six weeks Store opportunities each 3 or 6 weeks **Funding Sources:** Incentives (snacks during tutoring) - Title I (211) - 211-11-6499-04N-061-30-510-000000-24F10 - $5,000	Nov	Jan

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 49% to 60% by May 2023.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 49% to 60% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Preliminary STAAR data

Improve tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create and deliver high quality, rigorously engaging, standards aligned lessons.

Strategy's Expected Result/Impact: 90% of teachers will create & submit TEKS aligned lesson plans based on FWISD scope and sequence
85% of lessons observed will demonstrate alignment with the grade level TEKS and language of the learning objective
90% of students will be actively engaged during all lessons observed
75% of students will demonstrate mastery of the SE / LO on formative assessment

Staff Responsible for Monitoring: Core Content Teachers, principal, assistant principals, instructional coaches, data analyst

Title I:
2.4, 2.6
- **TEA Priorities:**
Buctale I:

Problem Statement 2: Teacher turnover has been a consistent issue for decades at Leonard, with 22 teaching vacancies in July of 2021, and 10 in July of 2022, and although the turnover was by design for the reconstitution of staff last year, we lost 5 teachers at semester and had three ongoing vacancies during the spring. **Root Cause**: Teachers who resigned in December of 2022 cited student behaviors and disrespect as the reason for their departure, thus signifying that campus leaders need to create a system of support for teachers who struggle with management that begins immediately in the year, systematically supporting and training teachers who indicate the need.

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of students across grade levels who Meet Expected Growth on Math MAP EOY from 43% to 53% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Preliminary STAAR data
MAP EOY MATH data

Design and deliver weekly TEKS aligned, targeted interventions using the data to identify students needing additional support and to identify patterns of misconception on prioritized standards.

Strategy's Expected Result/Impact: Develop the capacity of teachers to identify students in need of intervention during and after each lesson.
Develop the capacity of teachers to identify misconceptions of prioritized, taught standards / TEKS.
Students receiving targeted interventions will demonstrate 70% mastery of the SE / LO when retested following reteach.

Staff Responsible for Monitoring:

Action Step 1 Details	Reviews
Action Step 1: Conduct weekly data meetings using common formative assessments developed in conjunction with data	

HB3 District Goal

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 19% to 35% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 30% by May 2023.

High Priority

Action Step 1 Details	Reviews	
	Formative	Summative
Action Step 1: Create and refine updated PLC protocols and Weekly Data Meeting protocols / scripts and provide training to teachers on the PLC process in August and ongoing refinement of the Data analysis process each week using the protocols to create reteach lessons based on weekly data. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT, Data Analyst, CIC **Date(s) / Timeframe:** August provide initial training for teachers on protocols Weekly Data Meetings begin in August **Collaborating Departments:** NA **Delivery Method:** PLC process /WDM script training in August PD - WDM happen on Fridays using current data / common assessment data	Nov	

Strategy's Expected Result/Impact: students will improve reading scores on STAAR

Staff Responsible for Monitoring: Teachers, tutors, SPED teachers

TEA Priorities:
Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
- **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from __% to 35% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) to 35% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR 2023 preliminary Results
MAP STAAR Projection reports
STAAR Benchmarks, assessments

Design and Deliver specific interventions for honors students based on weekly assessment data that give individualized supports, / tutoring ensuring 100% master taught standards.

Strategy's Expected Result/Impact: Honors students will hit 100% passing and increase the meets and masters level performance on STAAR EOC exams

Staff Responsible for Monitoring: Principal, ILT, Data Analyst

Title I:
2.4, 2.5
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews
Action Step 1: Deliver targeted interventions / tutorials / enrichment projects to honors students in Algebra I, English I, Biology I using formative assessment results weekly. **Intended Audience:** Teachers CIC, ILT **Provider / Presenter / Person Responsible:** Teachers, tutors **Date(s) / Timeframe:** weekly creation of interventions to be delivered daily **Collaborating Departments:** Advanced Academics **Delivery Method:**	

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percent of students meeting Projected Growth on MAP Reading and Math from 49% in Math meeting Expected growth to 60%, and from 44% in Reading to 57% meeting expected growth by EOY 2023

High Priority

HB3 District Goal

Evaluation Data Sources: MAY 2022 - 2023 EOY Comparison Data

Ensure daily Tier 1 instruction is provided at the depth and complexity of the grade level and above standards / TEKS including the student performance tasks, classroom activities, assignments, formative and summative assessments from the curriculum frameworks and advanced study syllabi with consistency across all classrooms.

Strategy's Expected Result/Impact: Building teacher capacity for instructionsl delivery that challenges even the most advanced learners, increasing the percentage of students who score at Meets and Masters levels on STAAR 2024

Staff Responsible for Monitoring: Principal, ILT, Teachers

Title I:
2.4, 2.6
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews
Action Step 1: Select, purchase and train teachers if needed on TEKS aligned, culturally responsive, scaffolded / leveled instructional materials and supplies to ensure ALL students meet or exceed expected growth on Math and Reading MAP and STAAR EOY assessments. Consider READ180 **Intended Audience:** ILT, Teachers **Provider / Presenter / Person Responsible:** Principal, ILT **Date(s) / Timeframe:** Fall semester select, order and train **Collaborating Departments:** Content Department specialists as needed math and ELAR **Delivery Method:** use list of district approved materials only if that is still required, Read and Math 180 are not on that list, but are proven highly effective **Funding Sources:** Instructional supplies and materials - Title I (211) -	

formative assessments, interventions, and activities are created in advance collaboratively, printed, posted and followed.

Strategy's Expected Result/Impact: Collaborative plannign for alignment with TEKS

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan		
Action Step 1: ILT will present the determined lesson plan format and provide training on the Leonard Lesson design and delivery expectations, the detailed look-fors for each lesson component and the campus priority areas for 23-24. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** August and ongoing as needed **Collaborating Departments:** Content Departments will train on any unique lesson components they require **Delivery Method:** Professional development in August and during PLC's				

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 19% to 12% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: Weekly Attendance Data
FES phone calls

Campus Leaders will communicate with families about attendance regularly and the Family Engagement specialist will conduct daily attendance

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Campus leaders will create and implement an attendance incentive program for students who improve attendance. **Intended Audience:** Teachers and Students **Provider / Presenter / Person Responsible:** Principal, AP over attendance Williams **Date(s) / Timeframe:** Implement in September and continue throughout school year **Collaborating Departments:** Blue Zones Grant funded "Store" **Delivery Method:** Campus leaders will design and calendar the program, communicate to teaches and paernts, and implement by September **Funding Sources:** Student Incentives - Title I (211) - 211-11-6499-04N-061-30-510-000000-24F10 - $2,000				

No Progress Accomplished Continue/Modify Discontinue

Problem Statement 2: Attendance rates, although they have risen from 87% ADA in 2021 to 89.4% in 2023, continue to stay below the 92% goal for Leonard MS. **Root Cause**: Leonard has both a large number of students with excessive absenses, over 100 students have exceeded the limit of 18 absences.

Problem Statement 2

Provider / Presenter / Person Responsible: APs
Date(s) / Timeframe: ongoing throughout the school year
Collaborating Departments: ILT
Delivery Method: send correspondence via emails, parent link, newsletters, and Blackboard messages.

 No Progress Accomplished Continue/Modify Discontinue

Create and calendar a PBIS system of incentives and consequences, establishing a "Store" to incentivize improved behavior.

Strategy's Expected Result/Impact: Decreased discipline referrals
Student movitvation to receive incentives

Staff Responsible for Monitoring: AP's over discipline
SST bi weekly review

Title I:
2.4, 2.5
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
- **Targeted Support Strategy**

Problem Statements: Demographics 3 - School Processes & Programs 1

Action Step 1 Details	Reviews

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the number of out-of-school suspensions for African American students by 25% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: FWISD 22-23 Discipline Report as of Fifth Six Weeks

Design and implement consistent student support services that are culturally responsive that provide behavioral supports, interventions, goal setting, and leadership opportunities for students of color to close the gap in the number of behavior referrals for African American Students.

Strategy's Expected Result/Impact: African American students see greater value and rewards of engaging with accelerated learning, extracurricular opportunities and the overall number of referrals is greatly reduced

Staff Responsible for Monitoring:

Provider / Presenter / Person Responsible: Principal and FES
Date(s) / Timeframe: August meeting to calendar all monthly parent activities and PTO meetings
Collaborating Departments: Family Engagement
PTO
Delivery Method: scheduled planning meetings

Funding Sources: supplies for parent meetings and PTO, - Parent Engagement - 211-61-6399-04L-061-30-510-000000-24F10 - $2,000

No Progress Accomplished Continue/Modify Discontinue

Collaborate with Adult Education Department to continue to provide and expand the Leonard Adult Education program and the FWAS program that has been initiated at Leonard in 2022.

Strategy's Expected Result/Impact: Family and Community Engagement will increase at Leonard
Students will participate in after school clubs

Staff Responsible for Monitoring: Principal, FES
FWAS Coordinator

Title I:
2.5, 4.1, 4.2

Problem Statements: Demographics 3 - Perceptions 1, 2, 3

Action Step 1 Details	Reviews
Action Step 1: ~~Plan~~ and Calendar all before and after school Clubs with FWAS coordinator to ensure a variety of consistent clubs are offered and delivered to students, including food and transportation provided through the FWAS grant. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Princpal and FWAS coordinatory **Date(s) / Timeframe:** August and every week through Summer 2023 **Collaborating Departments:** FWAS **Delivery Method:** PLanning, calendaring and collaborative BUDGET REVIEW to ensure TUTORING is provided	

Title I Personnel

Name	Position	Program	FTE
Alyssa Coleman	Instructional Coach		yes
Scott Gutgowski	Data Analyst		yes

SCE (199 PIC 24)		
District Goal	**School Performance Objective**	**Strategy**

CTE (199 PIC 22)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00

SPED (199 PIC 23)
District

Addendums

2022 - 2023 Attendance Rates - Semester 2

061-Leonard MS

		Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6		Semester 2	Year	
Grade	***Ethnicity/Race***	***N***	***%***	***N***	***%***	***N***	***%***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***%***	***N***	***%***
	All Students	239	92.1	238	89.7	242	84.6	88.82	240	88.1	241	91.0	235	87.2	88.84		
	Hispanic	117	93.5	116	92.5	115	87.0	90.99	120	90.5	121	92.6	117	89.6	90.91		
	African American	93	89.7	92	86.5	96	82.6	86.39	90	84.8	90	88.9	90	84.9	86.38		
	White	20	93.3	20	90.7	20	83.4	88.85	20	88.6	19	91.6	18	84.9	88.28		

06

2022 - 2023 Passing Rates - Sixth Six Weeks

061 - Leonard MS

		Reading/ELA		Mathematics		Science		Social Studies		World Language		Total	
Grade	***Ethnicity/Race***	**N***	**%**	**N***	**%**	**N***	**%**	**N***	**%**	**N***	**%**	**N***	**%**
	All Students	134	92.5 %	222	86.0 %	9	100.0 %	227	95.6 %	9	100.0 %	601	91.5 %
	Hispanic	55	96.4 %	115	84.4 %	3	100.0 %	116	95.7 %	3	100.0 %	292	91.4 %
	African American	65	89.2 %	84	88.1 %	5	100.0 %	87	95.4 %	6	100.0 %	247	91.5 %
	White	9	100.0 %	15	86.7 %		0.0 %	15	93.3 %		0.0 %	39	92.3 %
06	Two or More	4	75.0 %	7	85.7 %		0.0 %	7	100.0 %		0.0 %	18	88.9 %
	Other	1	100.0 %	1	100.0 %	1	100.0 %	2	100.0 %		0.0 %	5	100.0 %
	SE	39	94.9 %	41	95.1 %	9	100.0 %	46	97.8 %	1	100.0 %	136	96.3 %
	LEP	38	97.4 %	78	82.1 %	1	100.0 %	79	96.2 %		0.0 %	196	90.8 %
	LEP Not Served	3	100.0 %	5	100.0 %		0.0 %	5	100.0 %		0.0 %	13	100.0 %
	All Students	125	97.6 %	13	100.0 %	55	90.9 %	244	91.4 %	21	100.0 %	458	93.7 %
	Hispanic	63	100.0 %	7	100.0 %	28	96.4 %	122	91.0 %	13	100.0 %	233	94.9 %
	African American	45	93.3 %	4	100.0 %	16	81.3 %	89	92.1 %	6	100.0 %	160	91.9 %
	White	15	100.0 %	2	100.0 %	10	90.0 %	28	89.3 %	2	100.0 %	57	93.0 %
07	Two or More	2	100.0 %		0.0 %		0.0 %	4	100.0 %		0.0 %	6	100.0 %
	Other		0.0 %		0.0 %	1	100.0 %	1	100.0 %		0.0 %	2	100.0 %
	SE	28											

Explanatory Notes

[1]User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

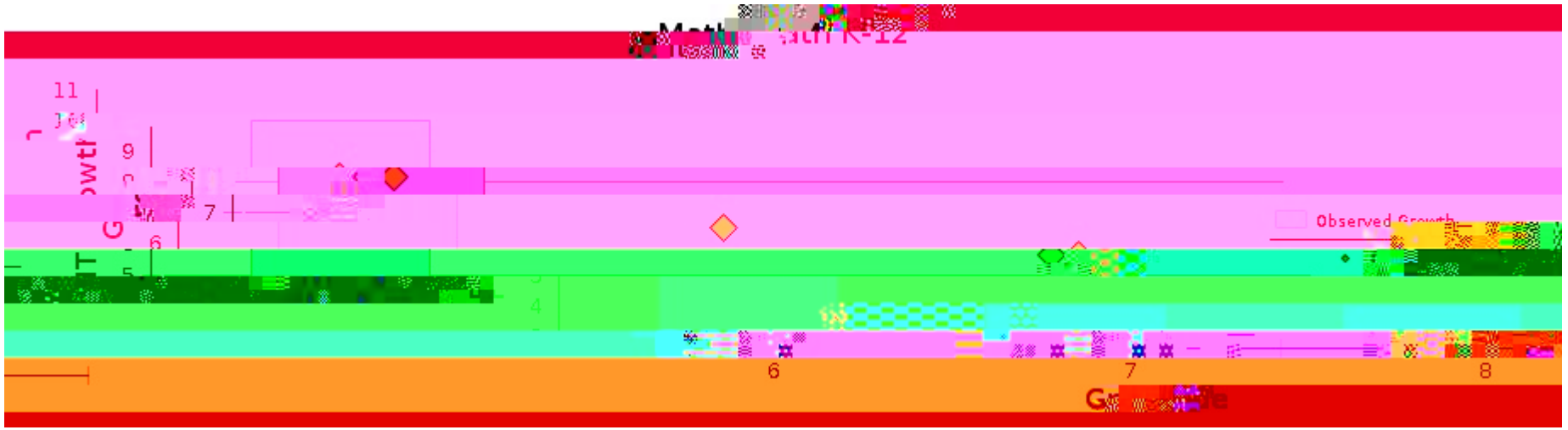
Term: Spring 2022-2023
District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

061 - Leonard MS

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile



Explanatory Notes
[1]User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Fort Worth ISD

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 2 (Fall 2022)
End - 32 (Spring 2023)
Grouping: Ethnicity
Small Group Display: No

061 - Leonard MS

Math: Algebra 1

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2022			Spring 2023					Grade-Level Norms			Student Norms			
Grade	Total Number of Growth Events‡ (Spring 2023)	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median

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Generated by: Sara

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