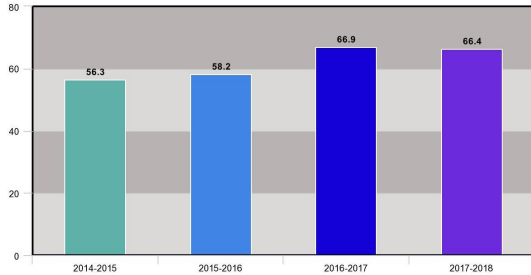


Old Fort Elementary School

Vision: Build. Lead. Soar.

Four Year GLP Trend



School Performance Grade 2017-18: **B 71**

2017 - 2018 Growth Index = 1.57 Met Expected Growth

Educator Effectiveness 2.17 Exceeds Expected Growth

School Growth Index Over the Past Four Years:

	2017-2018		2016-2017		2015-2016		2014-2015	
School Accountability	1.57	Meets Expected Growth	3.76	Exceeds Expected Growth	-0.14	Meets Expected Growth	-1.37	Meets Expected Growth

Subgroups			
Group:	White	EDS	SWD
Achievement	69.4	58.8	13.2
Growth Index	0.92	1.69	-0.79
Grade	B	C	F

K - 2 Text Reading Comprehension

Year	From Semester	To Semester	Growth Measure	Standard Error	Growth Standard
Kindergarten					
2016	Winter	Spring	-7.1 R	1.7	0
2017	Winter	Spring	-6.0 R	1.8	0
2018	Winter	Spring	-1.6 G	1.7	0
3-Yr-Avg	Winter	Spring	-4.9 R	1	0
First Grade					
2016	Fall	Spring	-0.1 G	1.9	0
2017	Fall	Spring	-4.4 R	1.9	0
2018	Fall	Spring	-0.4 G	2.1	0
3-Yr-Avg	Fall	Spring	-1.8 G	1.1	0
Second Grade					
2016	Fall	Spring	-0.5 G	1.6	0
2017	Fall	Spring	7.3 B	1.7	0
2018	Fall	Spring	7.2 B	1.7	0
3-Yr-Avg	Fall	Spring	4.4 B	1	0

Growth By Subject / Grade 2017 - 2018

Subject / Grade	GLP	Index	Decision
Reading 3	48.1	-0.24	Meets
Reading 4	72.9	2.04	Exceeds
Reading 5	66.1	1.34	Meets
All	62.9	1.84	Meets
Math 3	55.8	-	-
Math 4	71.2	1.51	Meets
Math 5	69.5	-0.66	Meets
4 - 5	65.9	0.62	Meets
Science 5	78	-0.67	Meets

NCStar Indicators

- A1.08 ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.
- A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- A4.02 Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.
- B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.
- B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.
- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.
- C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
- E2.04 The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.