

Vista School Board Meeting

June 23, 2022 Minutes

Location: 585 East Center, Ivins, UT 84738 (virtually via Webex)

<https://uen.webex.com/uen/j.php?MTID=m334de8fd88c6dd42b34b3a57a21d632b>

Board members present: Alicia Maldonado, Matt Middione, Jacqueline Powell, Michelle Walter

Others present: Michelle Andes, Chris Barnum, Troy Bradshaw, Marie Ehlers, Kelly Geary, Carolina Miller, Mickey Miller, Janna Slye

5:05 PM CALL TO ORDER: Welcome and Introductions by Michelle Walter

5:06 PM APPROVAL OF PREVIOUS MINUTES Matt Middione made a motion to approve the minutes. Jacqueline Powell seconded the motion. "Aye," Alicia Maldonado, "Aye," Matt Middione, "Aye," Jacqueline Powell, "Aye," Michelle Walter. Approved unanimously.

5:07 PM PUBLIC COMMENTS None

5:07 PM BOARD CALENDAR

Next Board Meeting- Thursday, July 28th @ 5pm

Board Training Michelle Walter spoke about what she learned in a meeting with a board member of St George Academy

5:10 PM REPORTS

5:32 PM Director's Report-Chris Barnum The director reviewed data from school goals. He's going to double the math minutes, has hired another math teacher, and will have intervention staff for math next year to help improve math skills. He also reviewed reading goals and behavior goals.

5:10 PM Enrollment and Lottery Update There are 1152 students currently enrolled for the 2022-23 school year.

5:13 PM Faculty/Staff Changes Nikki Williams (SPED Teacher) Jeff Bray (Bus Driver) will be coming for the next school year. Aileen LaFontaine will become the distance teacher.

5:15 PM Upcoming and Past Events School starts August 11th. Vista School won Best of Southern Utah for the 4th year in a row.

5:17 PM Financial Report – Troy Bradshaw Mr. Bradshaw reviewed Profit & Loss report for the year up to May 2022. He then reviewed the 2022-23 school year budget. Alicia Maldonado motioned to accept the 2022-23 budget. Jacqueline Powell seconded the motion. "Aye," Alicia Maldonado, "Aye," Matt Middione, "Aye," Jacqueline Powell, "Aye," Michelle Walter. Approved unanimously.

6:05 PM DISCUSSION/ACTION ITEMS

Committee Reports

Board Elections

Early Learning Plan Matt Middione motioned to approve the Early Learning Plan. Jacqueline Powell seconded the motion. "Aye," Alicia Maldonado, "Aye," Matt Middione, "Aye," Jacqueline Powell, "Aye," Michelle Walter. Approved unanimously.

Professional Learning Grant Matt Middione motioned to approve the Professional Learning Grant. Alicia Maldonadol seconded the motion. “Aye,” Alicia Maldonado, “Aye,” Matt Middione, “Aye,” Jacqueline Powell, “Aye,” Michelle Walter. Approved unanimously.

6:15 PM COMMENTS FROM THE ADMINISTRATIVE TEAM None

TABLED AGENDA ITEMS None

6:15 PM ADJOURN Jacqueline Powell motioned to adjourn. Alicia Maldonado seconded the motion. “Aye,” Alicia Maldonado, “Aye,” Matt Middione, “Aye,” Jacqueline Powell, “Aye,” Michelle Walter. Approved unanimously.

CLOSED SESSION

To discuss the character or competence of an individual. Requires roll call vote.

Vista School Board Meeting

June 23, 2022 Agenda

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Board members present:

Others present:

CALL TO ORDER: Welcome and Introductions

APPROVAL OF PREVIOUS MINUTES

PUBLIC COMMENTS

BOARD CALENDAR

Next Board Meeting- Thursday, July 28th @ 5pm

Board Training

REPORTS

Director's Report-Chris Barnum

Enrollment and Lottery Update

Faculty/Staff Changes

Upcoming and Past Events

Financial Report – Troy Bradshaw

DISCUSSION/ACTION ITEMS

Committee Reports

Board Elections

Early Learning Plan

Professional Learning Grant

COMMENTS FROM THE ADMINISTRATIVE TEAM

TABLED AGENDA ITEMS

ADJOURN

CLOSED SESSION

To discuss the character or competence of an individual. Requires roll call vote.

Goals for 2021-22 School Year

Goal 1- By the end of the 2021-22 school year, Vista School students will exceed state achievement scores on the RISE math assessment in 4 out of 6 grade levels with the highest emphasis on improvements in grades 4-6.

Current Level- Vista School had an average of 36% passing rate on the RISE math assessment last year. The state average was 41%. The breakdown looks like this:

3rd grade- 45% YES STATE-45%

4th grade- 35% NO STATE-45%

5th grade- 19% NO STATE-42%

6th grade- 17% NO STATE-32%

7th grade- 43% YES STATE-43%

8th grade- 36% NO STATE-37%

Action Steps:

- utilize new math aides and special education teacher for interventions
 - train teachers on new math curriculum and retrain on current curriculum
 - observe and support math teachers
 - implement specific math groups in 4th-6th grade during Friday advisory
 - implement more after school tutoring for math than other subjects
 - review goal with all staff and encourage them to incorporate more math in their classes
-

Goal 2- By the end of the 2021-22 school year, in grades K-3, Vista School will have 80% of its students move from “below benchmark” to “at or above benchmark” according to the Acadience reading assessment.

Current Level- Last year, Vista School had the following percentages for students who were “below benchmark” at the BOY to “at benchmark” at the EOY. Typical growth is 80% in each grade level.

Kindergarten- 79%

1st grade- 60%

2nd grade- 42%

3rd grade- 36%

Action Steps:

- K-3 language arts teachers will attend LETRS training by USBE
- Title 1 services changed to a platoon intervention at the beginning of the year
- Title 1 paraprofessionals will participate in extensive training in interventions by the Title 1 Director
- Title 1 staff will progress monitor students on Acadience in grades K-5 bi-weekly
- Title 1 staff will provide summer reading program for students at risk

-all teachers will infuse language arts strategies into their curriculum

Goal 3- By the end of the 2021-22 school year, Vista School will decrease its level 3 office behavior referrals by 40%.

Current Level- Vista had 71 level 3 office behavior referrals last year. These are instances where hitting, fighting, or school damages were involved.

Action Steps:

- Review schoolwide management plan at the beginning of the year with teachers
- Increase social-emotional lessons taught by counseling department in classrooms
- Train teachers on Safe and Civil Schools in October
- Hire two skills coaches and train them on behavior techniques
- Implement Motor Lab by November 1, 2021

SAGE/RISE																	
Language Arts % of Students Proficient																	
	Vista 2014	State 2014	Vista 2015	State 2015	Vista 2016	State 2016	Vista 2017	State 2017	Vista 2018	State 2018	Vista 2019	State 2019	State 2020	Vista 2021	State 2021	Provisional	Scores
																Vista 2022	State 2022
Grade 3	50%	44%	39%	46%	49%	47%	34%	49%	48%	48%	51%	47%	N/A	54%	43%	58%	46%
Grade 4	43%	42%	43%	42%	47%	43%	47%	42%	45%	43%	48%	47%	N/A	54%	38%	49%	43%
Grade 5	49%	42%	40%	45%	51%	47%	50%	46%	52%	48%	43%	48%	N/A	51%	44%	56%	47%
Grade 6	44%	43%	55%	45%	39%	48%	45%	47%	54%	48%	55%	49%	N/A	46%	44%	39%	47%
Grade 7	43%	43%	34%	44%	46%	44%	47%	45%	53%	45%	48%	44%	N/A	57%	41%	48%	41%
Grade 8	43%	41%	46%	43%	41%	42%	42%	42%	56%	44%	56%	43%	N/A	64%	43%	62%	42%
AVERAGE	45%	43%	43%	44%	46%	45%	44%	45%	51%	46%	50%	46%	N/A	54%	43%	52%	44%
SAGE/RISE																	
Math % of Students Proficient																	
	Vista 2014	State 2014	Vista 2015	State 2015	Vista 2016	State 2016	Vista 2017	State 2017	Vista 2018	State 2018	Vista 2019	State 2019	State 2020	Vista 2021	State 2021	Provisional	Scores
																Vista 2022	State 2022
Grade 3	52%	44%	30%	50%	67%	53%	58%	52%	61%	52%	52%	50%	N/A	45%	45%	55%	49%
Grade 4	41%	48%	35%	51%	32%	52%	53%	52%	34%	52%	33%	49%	N/A	35%	45%	21%	49%
Grade 5	39%	44%	31%	49%	36%	49%	40%	49%	38%	49%	39%	49%	N/A	19%	42%	28%	45%
Grade 6	25%	35%	18%	39%	24%	41%	26%	41%	30%	40%	23%	39%	N/A	17%	32%	21%	35%
Grade 7	56%	44%	48%	48%	63%	47%	46%	50%	54%	47%	48%	45%	N/A	43%	43%	48%	44%
Grade 8	51%	38%	55%	43%	49%	44%	42%	43%	50%	44%	51%	43%	N/A	55%	37%	42%	36%
AVERAGE	44%	42%	36%	47%	45%	48%	44%	48%	45%	47%	41%	46%	N/A	36%	39%	36%	43%
SAGE/RISE																	
Science % of Students Proficient																	
	Vista 2014	State 2014	Vista 2015	State 2015	Vista 2016	State 2016	Vista 2017	State 2017	Vista 2018	State 2018	Vista 2019	State 2019	State 2020	Vista 2021	State 2021	Provisional	Scores
																Vista 2022	State 2022
Grade 4	29%	43%	32%	45%	29%	47%	50%	47%	34%	47%	42%	51%	N/A	48%	43%	38%	46%
Grade 5	39%	46%	45%	51%	52%	51%	46%	51%	57%	51%	41%	52%	N/A	44%	45%	56%	49%
Grade 6	46%	46%	61%	47%	52%	53%	61%	53%	60%	52%	66%	58%	N/A	48%	52%	43%	54%
Grade 7	49%	43%	53%	45%	61%	48%	52%	48%	62%	49%	53%	45%	N/A	56%	43%	54%	45%
Grade 8	59%	46%	67%	47%	71%	49%	68%	48%	63%	49%	68%	49%	N/A	74%	55%	60%	48%
AVERAGE	44%	45%	52%	47%	53%	50%	55%	49%	55%	50%	54%	51%	N/A	53%	44%	51%	48%

4th Grade					5th Grade					6th Grade											
Class period	BOY Skill Grade level	MOY Skill level	EOY skill level	Points increased from the BOY						Class period	BOY skill level	MOY skill level	EOY skill level	Points increased from BOY						EOY skill level	
6th	E1	15 E2	M3	16						4th	E4	39 B5	E5	E5					35 students	Proficient	
2nd	B3	37 E4	B5	27						8th	B2	28 B4	E5	45					14 students	Approaching	
2nd	M4	N/A	B5	10	4th grade scale: Below 42 and below Approaching 43-48 Proficient 49-54 Above 55-60					1st	E3	33 M4	M5	19	5th grade scale: Below 44 and below Approaching 45-52 Proficient 53-57 Above 58-60				38 students	Below	
6th	M4	N/A	M5	17						4th	E4	35 E4	E4	1					11 students	Need data	
3rd	B3	22 M3	E2	-3						5th	M5	N/A	E5	10							
6th	E1	23 M3	E3	18						4th	B3	29 B4		Need data							
2nd	E4	N/A	M5	13						5th	M4	38 E4	M5	11							
6th	E1	14 E2	M2	5						8th	E2	25 E3	M5	32							
3rd	B3	25 E3	M4	14						1st	B4	48 M5	E5	4							
3rd	M3	25 E3	E4	15						4th	B5	N/A	E5	16							
2nd	B3	23 M3	E3	7	Point increase Went backwards Stayed the same Made progress					4th	B4	41 B5		Need data	Point increase Went backwards Stayed the same Made progress						
2nd	B2	23 M3	E3	17						1st	B3	54 E5	B5	26							
3rd	M3	34 E4	M5	22						4th	B4	39 B5	E4	-3							
6th	B3	31 M4	B5	25						5th	B4	31 M4	B5	12							
7th	B3	N/A	B5	23						5th	No data	55 E5		Need data							
3rd	B4	N/A	B5	15						5th	B4	52 E5	B6	32							
3rd	B3	32 M4	E5	36						4th	B5	N/A	E5	16							
7th	E3	43 B5	M5	19						1st	B4	44 B5	B6	30							
2nd	E3	34 E4		Need data						5th	E3	47 M5	B6	15							
2nd	B3	23 M3	B4	13						1st	M5	N/A	E5	9							
3rd	B4	N/A	B5	13						4th	B5	N/A	B6	19							
3rd	M3	31 M4	B5	20						8th	E2	No data	B3	3							
7th	B2	24 E3	E3	16						8th	E2	19 B3	B4	12							
2nd	M4	N/A	E4	6						8th	M5	N/A	E5	6							
6th	M3	33 M4	B5	20						5th	E5	N/A	E5	0							
6th	M1	6 E1	E3	19						4th	B5	N/A		Need data							
7th	B3	25 E3	E4	21						4th	B3	27 B4	B4	12							
2nd	E4	N/A	M5	10						8th	B4	41 B5	M5	20							
6th	E2	24 M3	E2	9						1st	B5	N/A	E5	12							
2nd	E3	28 B4	M5	10						5th	B3	44 B5	B6	20							
7th	E2	15 E2	E3	10						1st	M5	N/A	B6	8							
7th	E2	26 E3	M4	14						8th	E4	51 M5	E5	21							
7th	B4	N/A		Need data						1st	M2	21 M3	E3	14							
3rd	E3	30 B4	B5	18						5th	E3	25 E3	E4	9							
2nd	M4	N/A	M5	16						8th	No data	21 M3		Need data							
7th	E4	N/A	E5	22						1st	E3	26 E3	E4	12							
7th	M2	27 B4	B5	21						4th	E4	45 M5	E5	20							
3rd	E3	35 E4	M5	21						1st	B5	N/A	E5	16							
3rd p	B3	26 E3	B5	22						5th	B5	N/A	E5	16							
2nd	B5	N/A	E5	18						1st	E2	14 E2		Need data							
6th	E2	18 B3	B4	12						5th	B4	36 E4	B5	15							
2nd	E2	18 B3	E3	8						4th	E3	no data	B5	17							
6th	E4	N/A	E5	13						8th	B3	32 M4	B4	11							
2nd	B4	N/A	E4	8						1st	E3	35 E4	B5	16							
6th	B3	24 E3	B5	22						1st	B3	30 B4	E4	18							
7th	B2	20 B3	M4	23						1st	E3	27 B4	B5	17							
7th	B4	N/A	M5	20						1st	E4	No data	M5	16							
7th	M2	22 M3	E3	14						8th	E3	27 B4	E4	10							
7th	need data	9 B2	E3	16						4th	B3	25 E3		Need data							
2nd	M2	26 E3	B4	15						1st	E4	36 E4	M5	13							
3rd	B4	N/A		Need data						1st	B5	N/A	E5	12							
6th	E4	N/A	M5	8						1st	B5	No data	E5	16							
7th	B3	24 E3	E3	7						8th	E5	N/A	E5	0							
2nd	M4	N/A	M5	17						8th	B4	no data	M5	20							
6th	E2	24 M3	E3	10						5th	B5	N/A	E5	16							
2nd	E1	19 B3	E3	19						4th	B5	N/A	M5	11							
6th	E2	19 B3	M5	29						5th	B5	N/A	E5	13							
6th	M4	N/A	B5	8						8th	No data	44 M5	M5	9							
7th	E3	30 B4	E5	23																	

4th grade scale:
Below 42 and below
Approaching 43-48
Proficient 49-54
Above 55-60

Point increase
Went backwards
Stayed the same
Made progress

5th grade scale:
Below 44 and below
Approaching 45-52
Proficient 53-57
Above 58-60

Point increase
Went backwards
Stayed the same
Made progress

6th	E3	30 B4		Need data					8th	B4	no data	E5	18					
7th	M4	N/A		Need data					5th		no data		Need data					
7th	E2	16 E2	E3	10					5th	B3	26 E3	M5	27					
3rd	E3	N/A		Need data					1st	M4	37 E4	M5	15					
3rd	B3	31 M4		Need data					8th	B5	N/A	B6	16					
2nd	M3	28 B4	E4	16					5th	No data	M5	B6	8					
2nd	no data	28 B4	E4	11					4th	E4	52 M5	E5	15					
7th	B3	31 M4	M5	29					4th	B4	42 M5	M5	8					
3rd	E3	31 M4	M5	6					5th	M5	N/A	E5	8					
7th	B3	N/A		Need data					4th	B3	23 M3	M4	16					
2nd	B5	N/A	E5	12					8th	B3	40 B5	M5	31					
3rd	B4	N/A	M5	20					5th	E4	52 M5	M5	-3					
6th		21 M3		Need data					1st	E4	44 B5	B6	13					
3rd	E2	38 E4	M5	30					1st	M5	N/A	E5	8					
3rd	B4	N/A	M5	19					1st	E4	27 B4	M5	9					
7th	B2	17 B3		Need data					4th	No data	30 B4	E4	8					
3rd	E4	N/A	M5	11					4th	B5	N/A	E5	16					
3rd	E4	N/A	E5	22					4th	No data	No data	E5						
3rd	E4	N/A	M5	13					8th	B3	no data	E5	37					
6th	E2	N/A	B3	2					1st	B5	N/A	M5	10					
6th	B3	22 M3		Need data					8th	M4	N/A	B6	25					
7th	E3	no data	E5	29					5th	B3	30 B4	B3	0					
6th	B3	23 M3	B4	12					4th	M5	N/A		Need data					
6th	M3	25 E3	E4	16					5th	B3	20 B3		Need data					
7th	M3	39 B5	M5	24					8th	B5	N/A	B6	16					
2nd	E2	27 B4	E3	7					1st	no data	no data	B5	No data					
2nd	B4	N/A	M5	19					5th	B4	44 B5	B5	17					
6th	B3	20 B3	B4	10					8th	B4	46 M5	E5	25					
3rd	B3	33 M4		Need data					8th	No data	36 E4	M4	-2					
6th	M3	26 E3	B5	21					8th	M3	no data	M5	28					
3rd	E2	19 B3	M4	16					1st	E2	17 B3	E3	10					
3rd	B2	27 B4	B4	21					4th	B4	no data	M5	24					
2nd	B3	no data	E3	16					4th	no data	B5	B6	17					
7th	E3	34 E4		Need data					1st	E4	52 M5	E5	16					
3rd	E2	N/A	M5	28					4th	E4	47 B5	M5	14					
7th	B3	36 E4	E5	16					8th	B4	no data		Need data					
3rd	E3	41 B5	M5	23					8th	M4	30 M4		Need data					
6th	M3	35 E4	M4	3					4th	E3	41 B5	M5	25					
7th	M3	30 B4	B5	17					5th	B3	47 M5	B5	9					
3rd	E3	31 M4	M5	19					4th	M5	N/A	B6	9					
2nd	E3	37 E4	B5	25					4st	B4	32 M4	E4	5					
7th	No data	13 M2	M3	10					5th	B5	N/A	M5	6					
6th	E5	N/A	E5	2					4th	E4	47 M5	E5	20					
6th	B3	N/A	B4	11					1st	E4	46 M5	E5	18					
3rd	NO data	NO data	M5						8th	B4	32 M4	B5	12					
6th	B3	NO data	B5	25					5th	B5	N/A	M5	12					
7th		Nodata	B5						1st	E3	no data	B4	2					
3rd	E4	n/a	M5	18					1st	M2	23 M3	M5	37					
									4th	M5	N/A	E5	9					
									5th	B5	N/A	M5	8					
									5th	M5	N/A	B6	9					
									1st	M3	22 M3	B5	19					
									1st		N/A	E4	No data					
									5th	No data	N/A	E5	no data					
									8th	E4	53 M5	E5	18					
									5th	No data	No data	B5	no data					
									4th	B5	n/a	B6	18					

Longitudinal Composite Data Analysis: District/Charter: _____

Question	Data Source	Data Point	Answer			
1. Is our core instruction effective? <i>Effective is defined as at least 80% of students meeting grade level benchmarks from core instruction alone.</i>	mClass—Comparing Populations by Grade (percentage) Acadience Data —Status Report	Percentage of Students At or Above Benchmark Combine Green % and Blue %	Kinder	1st	2nd	3rd
			2018-2019 BOY <u>70</u> % MOY <u>79</u> % EOY <u>79</u> %	2018-2019 BOY <u>53</u> % MOY <u>56</u> % EOY <u>51</u> %	2018-2019 BOY <u>67</u> % MOY <u>70</u> % EOY <u>63</u> %	2018-2019 BOY <u>70</u> % MOY <u>57</u> % EOY <u>73</u> %
			2020-2021 BOY <u>62</u> % MOY <u>70</u> % EOY <u>83</u> %	2020-2021 BOY <u>45</u> % MOY <u>53</u> % EOY <u>60</u> %	2020-2021 BOY <u>67</u> % MOY <u>67</u> % EOY <u>68</u> %	2020-2021 BOY <u>60</u> % MOY <u>54</u> % EOY <u>65</u> %
2. What percentage of students who were at or above benchmark at the beginning of the year (BOY) are at or above Benchmark at the end of the year (EOY)?	mClass—Correlation (head count) Acadience Data	Combine Green % and Blue % for Benchmark Combine Green % and	Kinder	1st	2nd	3rd
			2018-2019 <u>80</u> %	2018-2019 <u>82</u> %	2018-2019 <u>88</u> %	2018-2019 <u>89</u> %
			2020-2021 <u>98</u> %	2020-2021 <u>78</u> %	2020-2021 <u>91</u> %	2020-2021 <u>90</u> %

Should be at least 95% of students	Management — Effectiveness of Instructional Support Levels	Blue % for Above Benchmark	2021-2022 <u>92</u> %	2021-2022 <u>93</u> %	2021-2022 <u>93</u> %	2021-2022 <u>94</u> %
3. What percentage of students who were <i>below Benchmark</i> at BOY are Benchmark/Above Benchmark at EOY? Should be at least 80% of students	mClass—Correlation (percentage) Acadience Data Management — Effectiveness of Instructional Support Levels	Combine Green % and Blue % for <i>Below Benchmark</i>	Kinder 2018-2019 <u>45</u> % 2020-2021 <u>79</u> % 2021-2022 <u>72</u> %	1 st 2018-2019 <u>38</u> % 2020-2021 <u>60</u> % 2021-2022 <u>62</u> %	2 nd 2018-2019 <u>72</u> % 2020-2021 <u>42</u> % 2021-2022 <u>62</u> %	3 rd 2018-2019 <u>50</u> % 2020-2021 <u>36</u> % 2021-2022 <u>70</u> %

6/1/20

4. How many students who were Below Benchmark at the BOY are now Well Below Benchmark at EOY?	mClass—Correlation (percentage)	Red % in Column	Kinder 2018-2019 <u>28</u> % 2020-2021 <u>0</u> % 2021-2022 <u>7</u> %	1st 2018-2019 <u>15</u> % 2020-2021 <u>7</u> % 2021-2022 <u>19</u> %	2nd 2018-2019 <u>45</u> % 2020-2021 <u>29</u> % 2021-2022 <u>0</u> %	3rd 2018-2019 <u>13</u> % 2020-2021 <u>18</u> % 2021-2022 <u>20</u> %
<i>Should be 0% of students</i>	Acadience Data Management — Effectiveness of Instructional Support Levels					
5. What percentage of those who were Well Below Benchmark at the BOY are no longer Well Below Benchmark at EOY?? <i>At least 80% should no longer be Well Below Benchmark</i>	mClass—Correlation (percentage)	Benchmark, or Above Benchmark (add yellow, green, and blue % from red column)	Kinder 2018-2019 <u>63</u> % 2020-2021 <u>75</u> % 2021-2022 <u>55</u> %	1st 2018-2019 <u>39</u> % 2020-2021 <u>72</u> % 2021-2022 <u>44</u> %	2nd 2018-2019 <u>34</u> % 2020-2021 <u>12</u> % 2021-2022 <u>24</u> %	3rd 2018-2019 <u>39</u> % 2020-2021 <u>34</u> % 2021-2022 <u>30</u> %
Question	Data Source	Data Point	Answer			

23% average
27% goal
Increase Goal³

Longitudinal Submeasure Performance: District/Charter: _____							
Data Source			Data Point				
mClass—Comparing Measures by Benchmark Period Acadience Data Management—Status Report by Measure			Percentage of Students At or Above Benchmark at Benchmark Period				
Percentage At or Above Benchmark							
First Sound Fluency (FSF)	Phoneme Segmentation Fluency (PSF)	Nonsense Word Fluency (NWF)(CLS)	Nonsense Word Fluency (NWF)(WWR)	Oral Reading Fluency (ORF) Accuracy	Oral Reading Fluency (ORF) Fluency	Oral Reading Fluency (ORF) Retell	Maze
Literacy Skill Area: Phonemic Awareness	Literacy Skill Area: Phonemic Awareness	Literacy Skill Area: Phonics/Alphabetic Principle	Literacy Skill Area: Phonics/Alphabetic Principle	Literacy Skill Area: Phonics/Alphabetic Principle	Literacy Skill Area: Fluency	Literacy Skill Area: Comprehension	Literacy Skill Area: Comprehension
K							
2018-2019 BOY <u>73</u> % MOY <u>82</u> %	2018-2019 MOY <u>90</u> % EOY <u>78</u> %	2018-2019 MOY <u>85</u> % EOY <u>81</u> %					
2020-2021 BOY <u>71</u> % MOY <u>77</u> %	2020-2021 MOY <u>74</u> % EOY <u>90</u> %	2020-2021 MOY <u>80</u> % EOY <u>83</u> %					

	2021-2022 BOY <u>70</u> % MOY <u>83</u> %	2021-2022 MOY <u>82</u> % EOY <u>80</u> %	2021-2022 MOY <u>73</u> % EOY <u>85</u> %				
Percentage At or Above Benchmark							
First Sound Fluency (FSF) Literacy Skill Area: Phonemic Awareness	Phoneme Segmentation Fluency (PSF) Literacy Skill Area: Phonemic Awareness	Nonsense Word Fluency (NWF)(CLS) Literacy Skill Area: Phonics/Alphabetic Principle	Nonsense Word Fluency (NWF)(WWR) Literacy Skill Area: Phonics/Alphabetic Principle	Oral Reading Fluency (ORF) Accuracy Literacy Skill Area: Phonics/Alphabetic Principle	Oral Reading Fluency (ORF) Fluency Literacy Skill Area: Fluency	Oral Reading Fluency (ORF) Retell Literacy Skill Area: Comprehension	Maze Literacy Skill Area: Comprehension
1	2018-2019 BOY <u>55</u> %	2018-2019 BOY <u>56</u> % MOY <u>71</u> % EOY <u>61</u> %	2018-2019 BOY <u>55</u> % MOY <u>63</u> % EOY <u>64</u> %	2018-2019 MOY <u>49</u> % EOY <u>53</u> %	2018-2019 MOY <u>55</u> % EOY <u>48</u> %	2018-2019 EOY <u>92</u> %	
	2020-2021 BOY <u>67</u> %	2020-2021 BOY <u>49</u> % MOY <u>72</u> % EOY <u>74</u> %	2020-2021 BOY <u>56</u> % MOY <u>86</u> % EOY <u>84</u> %	2020-2021 MOY <u>39</u> % EOY <u>56</u> %	2020-2021 MOY <u>41</u> % EOY <u>51</u> %	2020-2021 EOY <u>77</u> %	
	2021-2022 BOY <u>61</u> %	2021-2022 BOY <u>67</u> % MOY <u>69</u> % EOY <u>67</u> %	2021-2022 BOY <u>65</u> % MOY <u>69</u> % EOY <u>82</u> %	2021-2022 MOY <u>60</u> % EOY <u>67</u> %	2021-2022 MOY <u>62</u> % EOY <u>66</u> %	2021-2022 EOY <u>77</u> %	

Percentage At or Above Benchmark							
	First Sound Fluency (FSF) Literacy Skill Area: Phonemic Awareness	Phoneme Segmentation Fluency (PSF) Literacy Skill Area: Phonemic Awareness	Nonsense Word Fluency (NWF)(CLS) Literacy Skill Area: Phonics/Alphabetic Principle	Nonsense Word Fluency (NWF)(WWR) Literacy Skill Area: Phonics/Alphabetic Principle	Oral Reading Fluency (ORF) Accuracy Literacy Skill Area: Phonics/Alphabetic Principle	Oral Reading Fluency (ORF) Fluency Literacy Skill Area: Fluency	Oral Reading Fluency (ORF) Retell Literacy Skill Area: Comprehension
							Maze Literacy Skill Area: Comprehension
2			2018-2019 BOY <u>66</u> %	2018-2019 BOY <u>68</u> %	2018-2019 BOY <u>65</u> % MOY <u>62</u> % EOY <u>60</u> %	2018-2019 BOY <u>61</u> % MOY <u>63</u> % EOY <u>60</u> %	2018-2019 BOY <u>84</u> % MOY <u>79</u> % EOY <u>79</u> %
			2020-2021 BOY <u>56</u> %	2020-2021 BOY <u>61</u> %	2020-2021 BOY <u>61</u> % MOY <u>56</u> % EOY <u>59</u> %	2020-2021 BOY <u>59</u> % MOY <u>62</u> % EOY <u>60</u> %	2020-2021 BOY <u>66</u> % MOY <u>80</u> % EOY <u>82</u> %
			2021-2022 BOY <u>66</u> %	2021-2022 BOY <u>67</u> %	2021-2022 BOY <u>71</u> % MOY <u>62</u> % EOY <u>67</u> %	2021-2022 BOY <u>58</u> % MOY <u>58</u> % EOY <u>58</u> %	2021-2022 BOY <u>79</u> % MOY <u>81</u> % EOY <u>89</u> %

[illegible]

September 2021 Core Phonics Test													
Alphabet Skills					Read & Decode								
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Cons. Blends	Digraph & tch	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	
26	26	23	5	5	14	15	15	14	14	14	12	19	
25	22	19	5	5									
26	26	22	5	5	15	10	10	13	3				
26	26	20	5	5	15	14	15	15	15	14	10	19	
19	21	16	2	4	7								
26	26	23	5	5	15	14	15	15	13	15	14	23	
26	26	23	5	5	10	9	10	11	3				
26	26	23	5	5	14	7							
24	26	23	5	4	9								
26	26	23	5	5	15	15	15	15	15	15	15	20	
26	23	23	5	5	15	15	13	12	15	14	11	1	
26	25	22	5	5	15	13	14	15	14	13	13	16	
26	26	21	5	4	8								
26	26	21	5	4	14	10	3						
26	26	23	5	4	14	15	14	15	15	15	12	24	
26	22	19	5	5	13	13	10	9	6				
25	26	23	5	5	11	14							
26	26	23	5	5	15	10	14	14	13	9	8	17	
25	22	21	5	5	9								
25	24	21	5	5	14	11	14	14	11	8			
26	26	22	5	5	15	13	11						
26	26	21	5	5	14	12	13	13	9				
25	23	22	5	3	7								
25	26	22	5	5	14	14	12	15	14	14	20		
26	25	23	5	5	15	8	8	4					
26	25	23	5	5	15	10	11	4	0	0	0	0	
26	26	23	4	5	15	14	13	15	15	14	12		
26	25	22	5	5	15	12	8						
26	26	23	5	3	14	13	12	15	13	14	10	4	
26	24	23	23	5	4	11	9	11					
26	25	22	5	5	14	14	13	13	15	12	12	11	
23	23	21	5	5	15	7	10						
26	25	21	5	5	15	13	14	15	13	15	14		
26	26	21	5	5	14	10	13	12	12	10	3		
24	25	21	5	5	10	18							
25	24	22	5	5	15	15	14	15	15	14	14	19	
26	25	20	5	5	15	13	12	12	15	10			
26	24	23	0	5	14	15	15	15	14	14	8	19	
26	25	22	5	5	13	12	14	12	14	14	9	17	
26	25	23	5	5	8								
26	26	23	5	5	15	15	15	15	14	15	12	3	
26	26	23	5	5	14	8	6						
26	26	23	5	5	15	15	15	14	15	15	15	23	
26	26	23	5	5	14	9	14	11	14	14	9	16	
24	26	20	5	5	15	12	12	11	13	12	5	0	
26	26	23	5	5	15	13	11	11	12	11	12	19	
26	24	20	5	5	14	13	11	7					
26	26	22	5	5	13	12	11	10	13	13	11	15	
26	26	22	5	5	15	15	14	15	15	15	14	16	
26	26	23	5	5	14	11	11	10					
26	24	21	5	4	15	13	12	2					
26	26	17	5	4	11	11	11	9					

January 2022 Core Phonics Test													
Alphabet Skills					Read & Decode								
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	
26	26	23	5	5	15	14	15	14	15	12	13	17	
25	25	23	5	5	0								
26	26	23	5	5	15	14	14	15	6	8	11	9	
26	26	23	5	5	15	15	14	15	14	14	14	23	
25	26	23	4	5	14	14	12	13					
25	26	21	4	3	10								
26	26	23	5	5	15	15	15	15	15	15	14	24	
26	26	23	5	5	14	10	9	11	3				
26	26	23	5	5	14	14	11	14	15	15	12		
26	26	23	5	4	14	9	11						
26	26	23	5	5	15	15	15	15	15	15	15	24	
26	26	23	5	5	15	15	15	15	15	14	14	18	
26	25	23	5	5	15	14	15	15	14	15	14	23	
26	26	23	5	4	14	13	13						
26	26	23	5	4	14	14	14	13	13	11	10		
26	26	23	5	4	14	14	15	15	15	15	14	9	
26	26	23	5	5	14	13	14	10	6				
25	26	23	5	5	15	12	14						
26	26	23	5	5	15	15	14	15	15	15	15	24	
26	26	22	5	5	0	3							
26	26	23	5	5	15	14	15	15	14	12			
26	26	23	5	5	15	14	15	15	15	14	12	18	
26	26	23	5	5	14	14	13	15	13	15	8		
26	26	23	5	5	2	6							
25	26	23	5	5	15	14	14	15	15	14	14	22	
26	26	23	5	5	15	14	11	4					
26	26	23	4	5	15	14	14	14	15	14	13	20	
26	26	23	5	5	15	13	14	10	10	9			
26	26	23	5	4	14	14	14	11					
26	25	22	5	5	14	14	14	14	15	14	12	12	
26	26	23	5	5	15	11	14						
26	26	23	5	5	15	14	15	15	14	15	14	23	
26	26	23	5	5	14	15	13	12	12	10	3	0	
24	25	23	5	5	15	14	12	6					
26	25	23	5	5	15	15	14	15	15	12	3		
26	26	23	5	5	15	14	15	15	15	14	14	21	
26	25	23	5	5	15	14	14	14	14	14	11		
26	26	23	5	5	14	15	15	15	14	14	15	21	
26	25	22	5	5	15	14	14	14	14	14	13	17	
26	25	23	5	5	15	13							
26	26	23	5	5	15	15	15	15	14	15	14	23	
26	26	23	5	5	14	15	13						
26	26	23	5	5	15	14	15	15	15	15	15	23	
26	26	23	5	5	15	14	14	14	12	14	10	10	
26	26	23	5	5	15	15	13	11	13	12	5	0	
26	26	23	5	5	15	14	12	10	11	12	11	19	
26	24	20	5	5	15	14	13	10	9				
26	26	23	6	5	15	15	14	14	14	13	11	15	
26	26	23	5	5	15	14	15	15	15	15	14	23	
26	26	23	5	5	15	14	14	12	7				
26	24	21	5	4	15	14	12	12					
26	26	23	5	4	15	14	13	9					

April 2022 Core Phonics Test													
Alphabet Skills					Read & Decode								
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	
26	26	23	5	5	15	14	15	14	15	14	14	21	
25	25	23	5	5	12								
26	26	23	5	5	15	14	14	15	15	14	10	14	
26	26	23	5	5	15	15	14	15	14	14	14	23	
25	26	23	4	5	14	14	12	14	13	13			
25	26	21	4	9	13	8	5	4					
26	26	23	5	5	15	15	15	15	15	15	14	24	
26	26	23	5	5	14	10	5	11	3				
26	26	23	5	5	14	14	12	14	15	15	13		
26	26	23	5	4	14	12	12						
26	26	23	5	5	15	15	15	15	15	15	15	24	
26	26	23	5	5	15	15	15	15	15	14	14	24	
26	25	23	5	5	15	14	15	15	14	15	14	23	
26	26	23	5	4	14	15	14	14	15	15	15	21	
26	26	23	5	4	14	14	14	14	15	15	15	17	
26	26	23	5	4	14	14	15	15	15	15	14	24	
26	26	23	5	5	14	15	14	13	9				
25	26	23	5	5	15	14	14	8					
26	26	23	5	5	15	15	14	15	15	15	15	24	
26	26	22	5	5	11	5							
26	26	23	5	5	15	14	15	15	14	14	13	15	
26	26	23	5	5	15	14	15	15	15	14	14	23	
26	26	23	5	5	14	14	13	15	14	15	11		
26	26	23	5	5	15		10						
25	26	23	5	5	15	14	14	15	15	14	14	24	
26	26	23	5	5	15	14	14	15	15	13	7	0	
26	26	23	4	5	15	14	14	14	15	14	14	24	
26	26	23	5	5	15	14	14	15	15	15	14	23	
26	26	23	5	4	14	14	14	14	14	13	8		
26	25	22	5	5	14	14	14	14	15	14	14	24	
26	26	23	5	5	15	14	14	15	14	14	7		
26	26	23	5	5	15	14	15	15	14	15	14	23	
26	26	23	5	5	14	15	14	14	15	15	8	0	
24	25	23	5	5	15	14	14	14	15	14	14	14	
26	25	23	5	5	15	15	14	14	15	15	15	24	
26	26	23	5	5	15	14	15	15	15	15	14	23	
26	25	23	5	5	15	14	14	14	14	14	14	24	
26	26	23	5	5	14	15	15	15	14	14	15	24	
26	25	22	5	5	15	14	14	14	14	14	15	22	
26	25	23	5	5	15	14	14	11	15	12	5		
26	26	23	5	5	15	15	15	15	14	15	14	23	
26	26	23	5	5	14	14	15	14	15	12	6	11	
26	26	23	5	5	15	14	15	15	15	15	15	23	
26	26	23	5	5	15	14	14	14	14	14	10	10	
26	26	23	5	5	15	15	13	11	13	12	5	0	
26	26	23	5	5	15	14	15	14	15	14	11	12	
26	24	20	5	5	15	14	14	14	15	14	13	21	
26	26	23	5	5	15	15	14	14	14	14	15	24	
26	26	23	5	5	15	14	15	15	15	15	14	23	
26	26	23	5	5	15	14	14	14	15	14	13	20	
26	24	21	5	4	15	15	13	13	14	14	14	15	
26	26	23	5	4	15	14	13	11					

September 2021 Core Phonics Test													
Alphabet Skills					Read & Decode								
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Cons. Blends	Digraph & tch	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	
26	26	22	5	5	14	15	14	14	14	11	10	14	
23	25	21	5	5	14	15	15	15	15	15	15	23	
26	26	23	5	5	15	14	15	14	14	13	14	15	
26	25	22	5	5	13	15	14	11					
26	26	21	5	5	15	12	13	9					
26	26	23	5	5	15	15	14	15	15	14	13	20	
26	24	21	1	4	15								
26	26	23	5	5	15	15	13	14	14	11	10		
26	26	23	5	3	14	12	12	12	5	7			
26	25	22	0	5	10	5	1	2					
26	24	22	5	5	9	9	9	7	7	5	4		
26	26	22	5	5	14	10	13	9	7	9	5		
26	26	21	5	4	13	9	9						
26	26	23	5	5	14	11							
26	26	23	5	5	15	15	14	15	12	15	15	17	
25	26	21	5	3	12	14	13	12	13	13	8		
26	26	23	0	5	12	11	10	2					
26	26	23	5	5	15	13	14	15	14	14	14	14	
26	25	21	5	5	12	2							
25	24	21	5	3	14	13	13	13	14	15	14	18	
26	26	23	5	5	15	14	15	12	15	14	12		
26	26	23	5	5	15	14	15	14	15	14	12	6	
26	25	23	5	5	15	15	13	8	13				
26	26	23	5	5	15	11	11	13	9				
26	26	20	5	5	13	9	10						
26	26	22	5	5	14	13	14	14	15	15	13	23	
25	26	23	5	5	15	15	15	15	15	15	14	22	
23	23	20	4	5	13	0	3						
25	24	22	5	5	15	14	14	13	14	14			
26	26	23	5	5	14	13	11	10	10	13	13	15	
26	26	23	5	5	15	14	14	14	14	14	14	22	
26	26	23	1	5	15	14	14	14	14	14	14	14	
26	25	22	5	5	15	13	15	14	13	14	12		
26	26	23	5	5	14	15	14	14	14	14	15	24	
26	25	23	5	5	12	10	12	13	8	10	7	14	
26	26	22	5	5	14	12	12	12	14				
26	26	25	5	5	15	15	15	15	15	15	14	23	
26	25	22	5	5	15	14	15	11	9				
26	26	22	5	5	14	15	14	15	15	15	11		
26	24	21	5	5	15	10	12						
26	26	23	5	5	15	14	15	15	1				
26	26	23	5	5	15	13	13	14	14	15	12	9	
26	25	17	5	5	5								
26	26	23	5	5	15	14	12	15	13	12	14	13	
26	26	23	5	5	15	14	14	13	13	12	4		
26	26	23	5	5	14	14	15	15	15	14	14	19	
26	26	23	5	5	15	11	14	13	14	11	12		
26	26	21	5	5	12	3							
26	26	23	5	5	15	15	15	14	15	14	14	23	
26	26	22	5	4	15	13	13	9	12	10	3		
25	24	23	5	5	15	14	15	14	15	15	13	16	
26	26	23	5	5	14	15	13	15	15	13	13	20	

January 2022 Core Phonics Test													
Alphabet Skills					Read & Decode								
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	
26	26	22	5	5	14	14	15	14	15	14	14	22	
26	26	23	5	5	14	15	15	15	15	15	15	24	
26	26	23	5	5	15	15	14	15	15	14	14	22	
26	26	23	5	5	14	14	15	15	14	14	13		
26	26	23	5	5	15	15	14	13					
26	26	23	5	5	15	14	15	15	15	14	15	23	
26	26	23	5	5	15	15	11						
26	26	23	5	5	15	14	15	15	15	15	14	22	
26	26	23	5	5	15	14	15	12	5	7			
26	25	23	5	5	14	13	12	2					
26	26	23	5	5	15	12	6	7	7	5	4		
26	26	23	5	5	15	14	14	14	15	14	14	18	
26	26	21	5	4	14	15	13						
26	26	23	5	5	15	14	14	14	15	14	11		
26	26	23	5	5	15	14	15	15	15	14	15	23	
25	26	23	5	4	15	14	14	15	15	14	15	19	
26	26	23	5	5	15	14	11	2					
26	26	23	5	5	15	15	15	15	15	15	13	22	
26	26	23	5	5	14	14	13						
26	26	23	5	5	14	15	14	14	15	15	14	21	
26	26	23	5	5	15	15	15	15	15	15	14	21	
26	25	23	5	5	15	15	15	15	15	14	3		
26	26	23	5	5	15	14	14	14	15	14	9		
26	26	20	5	5	15	14	14	13					
26	26	23	5	5	14	15	15	15	15	15	15	24	
25	26	23	5	5	15	15	15	15	15	15	14	23	
23	23	20	4	5	13	0	3						
25	24	22	5	5	15	14	14	14	14	14	14	13	
26	26	23	5	5	14	15	14	12	9	13	13	15	
26	26	23	5	5	15	14	14	14	14	14	14	23	
26	26	23	5	5	15	14	14	14	14	14	14	18	
26	25	22	5	5	15	14	15	14	13	14	12		
26	26	23	5	5	15	14	15	14	14	14	15	24	
26	25	23	5	5	13	10	12	13	8	10	7	14	
26	26	23	5	5	14	12	13	12	14				
26	25	25	5	4	15	14	15	15	15	15	14	23	
26	25	23	5	5	15	14	15	15	15	14	9		
26	26	23	5	5	14	15	14	14	15	15	14	13	
26	26	23	5	5	15	15	14	12					
26	26	23	5	5	15	14	15	15	14	12			
26	26	23	5	5	15	15	15	14	14	15	14	23	
26	25	17	5	5	11	5	7						
26	26	23	5	5	15	14	14	15	15	13	14	13	
26	26	23	5	5	15	14	14	15	15	14	12		
26	26	23	5	5	14	14	15	15	15	14	14	24	
26	26	23	5	5	15	15	14	14	14	14	14	18	
26	26	21	5	5	14	11	13	6					
26	26	23	5	5	15	15	15	14	15	14	14	23	
26	26	22	5	4	15	14	14	15	14	11	3		
25	24	23	5	5	15	14	15	14	15	15	14	18	
26	26	23	5	5	14	15	14	15	15	15	14	16	

April 2022 Core Phonics Test													
Alphabet Skills					Read & Decode								
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	
26	26	22	5	5	14	14	15	14	15	14	14	22	
26	26	23	5	5	14	15	15	15	15	15	15	24	
26	26	23	5	5	15	15	14	15	15	14	14	22	
26	26	23	5	5	14	14	15	15	14	14	14	24	
26	26	23	5	5	15	15	14	15	14	15	13	20	
26	26	23	5	5	15	14	15	15	15	14	15	23	
26	26	23	5	5	15	11	13						
26	26	23	5	5	15	14	15	15	15	15	14	22	
26	26	23	5	5	15	14	15	15	15	15	12	12	20
26	25	23	5	5	14	14	12	9	4				
26	26	23	5	5	15	14	11	7	7	5	4		
26	26	23	5	5	15	14	14	14	15	14	14	22	
26	26	21	5	4	14	15	14	14	14	14	9		
26	26	23	5	5	15	14	14	14	15	15	14	21	

September 2021 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
26	23	21	5	5	13	13	13	11	12	12	11	13
26	25	20	5	2	8	1						
26	26	21	5	4	15	14	14	14	15	15	15	22
26	25	21	5	5	14	12	11	9				
26	26	23	5	5	15	15	15	15	15	15	14	22
26	26	23	5	5	15	15	14	15	15	15	15	24
26	24	22	5	5	14	14	14	12	13	12	4	17
24	25	20	5	5	10	5						
26	26	21	5	5	15	15	15	14	15	15	15	24
26	25	21	5	5	15	13	13	13	15	13	15	22
26	26	23	5	4	15	15	14	15	15	15	15	22
26	26	23	5	5	15	12	14	15	15	15	14	19
26	25	23	5	5	15	5	15	15	15	14	14	22
25	24	21	5	4	13	12	11	12	10	12	8	
26	25	20	4	3	15	14	15	14	15	15	14	18
26	26	23	5	5	15	14	15	13	15	14	15	19
26	26	23	5	3	14	15	14	14	14	13	12	19
26	26	20	5	3	13	10	11	7				
26	26	22	5	5	15	15	15	14	13	14	11	20
26	26	22	5	5	15	15	15	15	15	15	15	23
26	25	22	5	4	10	14	9	10	11	13	8	
26	26	23	1	5	15	15	13	15	14	13	14	18
26	25	23	5	5	14	15	15	14	15	15	14	21
25	26	23	5	5	14	15	14	14	14	15	14	23
26	26	23	5	5	15	15	15	15	14	15	14	24
26	25	23	5	5	15	14	14	15	14	15	15	21
26	25	22	5	5	15	15	14	15	15	14	14	23
26	26	23	5	5	15	15	15	15	15	15	14	23
26	25	23	5	5	15	15	12	14	14	14	10	4
26	26	23	5	4	14	15	14	15	15	13	14	21
24	25	19	5	5	15	13	14	13	14	12	12	3
26	26	21	5	5	15	14	13	14	15	14	13	19
23	25	23	5	5	11	8	6					
26	26	23	5	5	15	15	15	15	15	15	15	24
26	25	19	0	4	15	14	12	15	15	14	13	20
26	26	22	5	5	12	10	10	6				
26	26	21	5	5	15	8	10	5				
26	24	21	5	4	15	13	11	0				
26	26	23	5	5	15	14	15	15	15	15	14	18
26	26	22	5	5	15	15	15	15	15	15	10	19
26	26	23	5	2	13	15	15	15	15	15	14	22
26	26	20	5	4	7	2						
26	26	22	5	5	15	15	15	13	15	15	14	23
26	26	22	5	5	15	14	15	15	15	15	13	22
26	26	23	5	5	14	14	15	15	14	15	12	20
26	26	23	5	5	14	14	14	14	15	15	12	20
24	26	23	5	5	15	12	13	15	14	12	8	14
25	26	23	5	5	15	15	15	15	15	15	14	17
26	26	23	5	1	14	14	14	15	15	15	14	24
26	26	22	5	5	15	15	14	15	15	14	14	22
26	25	22	5	5	10	11	11	11	12	11	10	10
26	22	23	5	5	15	14	15	13	13	14	13	1
26	26	22	5	5	15	14	15	15	15	15	14	22
26	26	23	5	5	15	15	15	15	15	15	14	24
26	24	21	5	5	14	12	13	10	11	7		

26	26	23	5	5	15	14	15	14	15	14	14	23
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January 2022 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
26	23	21	5	5	15	15	15	14	15	15	14	19
26	25	23	5	5	7	1						
26	26	23	5	4	15	14	14	14	15	15	15	22
26	26	23	5	5	14	14	15	14	14	14	13	16
26	26	23	5	5	15	15	15	15	15	15	14	22
26	26	23	5	5	15	15	14	15	15	15	15	24
26	26	23	5	5	14	14	14	14	14	14	10	17
26	25	23	5	5	15	14	13	11				
26	26	21	5	5	15	15	15	14	15	15	15	24
26	25	23	5	5	15	15	15	15	15	15	15	22
26	26	23	5	4	15	15	14	15	15	15	15	22
26	26	23	5	5	15	14	14	15	15	15	14	23
26	25	23	5	5	15	15	15	15	15	14	14	22
25	25	23	5	5	14	14	14	15	14	14	12	
26	25	23	5	5	15	14	15	14	15	15	14	24
26	26	23	5	5	15	14	15	14	15	14	15	23
26	26	23	5	5	14	15	14	14	14	14	14	24
26	26	22	5	5	14	14	12	13	13	6		
26	26	22	5	5	15	15	15	15	15	15	15	22
26	26	22	5	5	15	15	15	15	15	15	15	23
26	26	23	5	5	14	13	12	10	11	13	8	
26	26	23	5	5	15	15	14	15	14	14	14	23
26	25	23	5	5	14	15	15	14	15	15	14	22
25	26	23	5	5	14	15	14	14	14	15	14	23
26	26	23	5	5	15	15	15	15	15	14	15	24
26	25	23	5	5	15	14	14	15	14	15	15	23
26	25	22	5	5	15	15	14	15	15	14	14	23
26	26	23	5	5	15	15	15	15	15	15	14	23
26	25	23	5	5	15	15	14	14	14	14	14	18
26	26	23	5	4	14	15	14	15	15	13	14	21
25	25	23	5	5	15	15	14	15	14	13	11	3
26	26	23	5	5	15	14	15	14	15	15	15	21
23	25	23	5	5	14	8	6					
26	26	23	5	5	15	15	15	15	15	15	15	24
26	25	22	5	5	15	15	15	15	15	14	14	23
26	26	22	5	5	14	11	10	6				
26	26	23	5	5	15	13	14	12				
26	26	22	5	4	15	14	14	11				
26	26	23	5	5	15	14	15	15	15	15	14	18
26	26	22	5	5	15	15	15	15	15	15	15	23
26	26	23	5	5	14	15	15	15	15	15	14	22
26	26	22	5	5	14	10	10					
26	26	22	5	5	15	15	15	15	15	15	15	24
26	26	23	5	5	15	14	15	15	15	15	15	23
26	26	23	5	5	14	14	15	15	14	15	15	22
26	26	23	5	5	14	14	14	14	15	15	14	22
25	26	23	5	5	15	14	15	15	14	12	8	14
25	26	23	5	5	15	15	15	15	15	15	15	23
26	26	23	5	5	14	14	14	15	15	15	14	24
26	26	22	5	5	15	14	15	15	15	14	14	22
26	25	22	5	5	14	14	15	15	15	14	14	23
26	25	22	5	5	14	14	15	12	12	11	10	10
26	25	23	5	5	14	13	13					
26	26	23	5	5	15	14	15	14	14	14	9	1
26	26	22	5	5	15	14	15	15	15	15	14	24
26	26	23	5	5	15	15	15	15	15	15	14	24
26	25	23	5	5	15	15	15	8	11	7		

26	26	23	5	5	15	14	15	14	15	14	14	23
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April 2022 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
26	25	23	5	5	15	15	15	14	15	15	14	21
26	26	23	5	5	6	1						
26	26	23	5	4	15	14	14	14	15	15	15	22
26	26	23	5	5	14	14	15	14	14	14	15	23
26	26	23	5	5	15	15	15	15	15	15	14	22
26	26	23	5	5	15	15	14	15	15	15	15	24
26	26	23	5	5	14	14	14	14	14	14	10	17
26	25	23	5	5	15	14	13	10	5			
26	26	21	5	5	15	15	15	14	15	15	15	24
26	25	23	5	5	15	15	15	15	15	15	15	22
26	26	23	5	4	15	15	14	15	15	15	15	22
26	26	23	5	5	15	14	14	15	15	15	14	23
26	25	23	5	5	15	15	15	15	15	15	14	22
25	25	23	5	5	14	14	14	15	14	14	15	15
26	26	22	5	0	15	14	14	15	15	15	14	22
26	25	23	5	5	15	14	15	14	15	15	14	24
26	26	23	5	5	15	14	15	14	15	14	15	22
26	26	23	5	5	14	15	14	14	14	14	14	24
26	26	23	5	5	14	14	14	14	14	14	12	14
26	26	22	5	5	15	15	15	15	15	15	15	22
26	26	22	5	5	15	15	15	15	15	15	15	23
26	26	23	5	5	14	14	14	14	13	10	8	
26	26	23	5	5	15	15	14	15	14	14	14	23
26	25	23	5	5	14	15	15	14	15	14	15	22
25	26	23	5	5	14	15	14	14	14	15	14	23
26	26	23	5	5	15	15	15	15	15	14	15	24
26	25	23	5	5	15	14	14	15	14	15	15	23
26	25	22	5	5	15	15	14	15	15	14	14	23
26	26	23	5	5	15	15	15	15	15	15	14	23
26	25	23	5	5	15	15	14	14	14	14	14	24
26	26	23	5	4	14	15	14	15	15	13	14	21
25	25	23	5	5	15	15	14	15	14	14	14	23
26	26	23	5	5	15	14	15	14	15	15	15	21
25	26	23	5	5	14	10	8					
26	26	23	5	5	15	15	15	15	15	15	15	24
26	25	22	5	5	15	15	15	15	15	14	14	23
26	26	22	5	5	14	14	13	6				
26	26	23	5	5	15	14	14	14	15	12	8	
26	26	22	5	4	15	14	14	15	12	13	4	
26	26	23	5	5	15	14	15	15	15	15	14	18
26	26	22	5	5	15	15	15	15	15	15	15	23
26	26	23	5	5	14	15	15	15	15	15	14	22
26	26	22	5	5	14	10	10					
26	26	22	5	5	15	15	15	15	15	15	15	24
26	26	23	5	5	15	14	15	15	15	15	15	23
26	26	23	5	5	14	14	15	15	14	15	15	22
26	26	23	5	5	14	14	14	14	15	15	14	22
25	26	23	5	5	15	14	15	15	14	14	14	18
25	26	23	5	5	15	15	15	15	15	15	14	23
26	26	23	5	5	14	14	14	15	15	15	14	24
26	26	22	5	5	15	15	14	15	15	15	14	22
26	25	22	5	5	14	14	15	13	11	14	8	11
26	25	23	5	5	14	14	15	14	9			
26	26	23	5	5	15	14	15	14	14	14	14	19
26	26	22	5	5	15	14	15	15	15	15	14	24
26	26	23	5	5	15	15	15	15	15	15	14	24
26	25	23	5	5	15	15	15	9	12	11	8	7

September 2021 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
25	23	21	0	5	15	14	14	15	14		12	19
26	26	23	5	5	13	15	12	8	8			
26	26	22	5	0	15	15	15	15	15	15	14	22
26	26	21	5	3	14	10	13	13	11	8		
26	25	20	5	5	15	11	10	11				
26	26	21	5	5	6							
26	25	22	5	5	15	14	13	12	14	13	10	14
26	26	22	5	4	14	12	12	12	9	14	8	13
25	26	21	5	2	13	12	10	10	12	14	9	
26	26	22	5	5	15	14	14	14	15	15	14	21
26	26	23	5	5	15	15	14	15	15	15	14	24
26	26	22	2	5	15	15	15	15	15	15	12	23
26	26	23	5	5	15	15	15	15	15	15	15	22
26	26	23	0	5	15	13	14	14	14	11	12	0
26	26	23	5	5	15	14	13	14	15	14	11	18
26	24	22	5	5	15	13	14	14	13	14	13	16
26	26	22	5	5	14	14	14	15	14	13	18	
26	25	22	5	5	15	13	14	13	14	15	11	12
26	26	20	2	2	15	14	15	15	15	14	15	20
26	22	20	5	3	8	8	0	0	0	0	0	0
26	26	23	5	5	15	14	14	14	15	12		
26	26	19	5	5	14	14	15	12	14	15	14	24
26	26	23	5	4	14	15	14	15	14	15	15	22
26	25	22	5	5	10							
26	26	23	5	5	14	12	13	13	13	14	7	0
25	25	23	5	5	14	12	14	14	12	14	8	21
26	26	23	5	5	15	12	13	9				
26	26	23	5	5	15	15	15	15	15	15	15	24
26	24	20	5	5	10							
26	26	22	5	4	15	15	14	15	15	14	15	23
26	26	23	5	5	15	15	14	15	15	15	12	23
26	26	23	0	3	15	15	14	15	14	15	14	22
26	26	23	5	4	15	12	13	15	14	15	11	17
26	26	22	5	5	15	12	14	15	15	15	15	17
26	26	23	5	5	15	15	15	15	14	14	15	23
26	26	21	5	5	15	12	13	14	10	10	2	
25	26	23	5	5	15	15	14	15	15	15	15	24
26	26	23	5	5	14	13	12	10				
26	26	23	5	5	15	13	15	15	15	13	21	
26	26	23	5	5	14	13	14	6	13	14	5	0
26	26	19	0	5	15	15	14	14	15	15	14	21
23	24	22	5	5	8							
26	26	22	5	5	15	15	15	15	14	15	13	20
26	26	23	5	5	15	15	14	15	15	14	14	22
26	25	23	5	5	15	12	12	11	14	11	9	7
26	26	23	5	0	15	15	14	15	15	15	15	22
26	26	23	5	5	15	15	15	15	15	15	15	24
25	26	22	5	5	15	13	13	15	13	15	13	21
26	25	20	5	5	15	15	15	15	15	14	15	23
26	26	21	5	5	15	13	13	14	15	14	13	22
26	26	22	5	5	15	13	14	15	14	15	14	20
26	26	22	5	5	15	13	14	15	14	15	14	23
26	26	22	5	5	15	15	15	15	15	15	15	24
26	26	23	5	5	15	15	15	15	15	15	15	24

January 2022 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
25	25	23	5	5	15	15	14	14	15	15	14	22
26	26	23	5	5	15	14	14	14	14	12		
26	26	22	5	0	15	15	15	15	15	15	14	22
26	26	23	5	5	14	14	15	14	14	13	8	
26	25	23	5	5	15	14	14	13				
26	26	23	5	5	8							
26	25	22	5	5	15	14	15	14	14	15	14	23
26	26	22	5	4	14	14	15	10	13	14	10	16
26	26	23	5	5	14	9	14	10	12	14	9	
26	26	22	5	5	15	14	14	14	15	15	14	22
26	26	23	5	5	15	15	14	15	15	15	14	24
26	26	23	5	5	15	15	15	15	15	15	14	24
26	26	23	5	5	15	15	15	15	15	15	15	22
26	26	23	5	5	13	13	13					
26	26	23	5	5	15	14	14	14	14	15	10	0
26	26	23	5	5	15	15	14	15	15	15	14	18
26	26	22	3	2	15	14	15	13	15	14	15	17
26	26	22	5	5	15	14	14	14	15	14	15	22
26	26	22	5	5	14	14	14	14	15	14	14	16
26	25	23	5	5	15	14	14	15	14	15	14	18
26	26	20	5	3	15	14	15	15	15	14	15	23
26	26	23	5	5	13	9	10					
26	26	23	5	5	15	14	14	14	14	15	14	24
26	26	21	5	5	14	14	15	14	15	14	15	24
26	26	23	5	4	14	15	14	15	14	15	15	22
26	25	22	5	5	15	10						
26	26	23	5	5	14	15	14	14	15	15	9	0
25	25	23	5	5	15	14	14	14	15	14	7	21
26	26	23	5	5	15	14	15	15	14	13	10	
26	26	23	5	5	15	15	15	15	15	15	15	24
26	24	23	5	5	14	4	3					
26	26	22	5	4	15	15	14	15	15	14	15	23
26	26	23	5	5	15	15	14	15	15	15	14	22
26	26	23	5	4	15	15	14	15	14	15	14	24
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26	26	23	5	5	15	15	15	15	14	14	15	23
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26	26	23	5	5	14	14	14	15	14	14	11	13
26	26	23	5	5	15	15	15	15	15	15	14	20
26	26	23	5	5	14	13	14	15	13	14	10	13
26	26	21	4	5	15	15	14	14	15	15	14	22
23	24	22	5	5	14	9						
26	26	22	5	5	15	15	15	15	14	15	15	19
26	26	23	5	5	15	15	14	15	15	14	14	23
26	25	23	5	5	15	14	14	13	14	11	9	7
26	26	23	5	5	15	15	14	15	15	15	15	23
26	26	23	5	5	15	15	15	15	15	15	15	24
25	26	23	5	5	15	14	15	15	15	15	14	21
26	25	23	5	5	15	15	15	15	15	14	15	23
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26	26	22	5	5	15	15	14	15	14	15	14	23
26	26	22	5	5	15	15	14	14	15	14	15	23
26	26	22	5	5	15	15	14	14	15	14	15	23
26	26	23	5	5	15	15	15	15	15	15	15	24

April 2022 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
26	26	22	5	4	14	15	14	14	14	14	15	23
25	25	23	5	5	15	15	14	14	14	15	14	22
26	26	23	5	5	15	14	14	14	14	14	14	8
26	26	22	5	5	15	15	15	15	15	15	14	22
26	26	23	5	5	14	14	15	14	14	14	15	20
26	25	23	5	5	15	14	14	14	14	14	14	10
26	26	23	5	5	15	12	13	4				
26	25	22	5	5	15	14	15	14	14	15	14	23

September 2021 Core Phonics Test													January 2022 Core Phonics Test													April 2022 Core Phonics Test															
Alphabet Skills					Read & Decode								Alphabet Skills					Read & Decode								Alphabet Skills					Read & Decode										
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntrl Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntrl Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntrl Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic			
26	26	23	5	5	15	15	14	15	15	15	15	24		26	26	23	5	5	15	15	14	15	15	15	15	24		26	26	23	5	5	15	15	14	15	15	15	15	24	
26	26	23	5	5	15	14	15	15	14	15	15	22		26	26	23	5	5	15	14	15	15	14	15	15	24		26	26	23	5	5	15	14	15	15	14	15	15	24	
26	26	22	5	5	14	13	14	13	15	15	15	23		26	26	23	5	5	15	15	14	15	15	14	15	23		26	26	23	5	5	15	15	14	15	15	14	15	23	
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26	26	21	5	5	14	14	15	15	14	12	12	15		26	26	21	5	5	14	14	15	15	14	13	13	15		26	26	20	5	5	14	14	15	15	14	15	14	22	
26	26	23	0	5	15	15	14	15	15	14	14	22		26	26	23	5	5	15	15	14	15	15	14	14	23		26	26	23	5	5	15	15	14	15	15	14	14	23	
26	26	23	5	5	14	14	13	14	15	13	14			26	26	23	5	5	14	14	14	14	15	14	14	20		26	26	23	5	5	14	14	14	14	15	14	14	22	
26	26	19	5	2	15	15	15	15	15	15	15	21		26	26	22	5	4	15	15	15	15	15	15	15	23		26	26	22	5	4	15	15	15	15	15	15	23		
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26	26	23	5	5	15	15	15	15	15	15	15	21		26	26	23	5	5	15	15	15	15	15	15	15	23		26	26	23	5	5	15	15	15	15	15	15	15	23	
26	26	22	5	4	15	12	14	11	12	13	5	6		26	26	22	5	4	15	14	14	14	14	13	10	12		26	26	22	5	4	15	14	14	14	14	8	12		
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26	26	23	5	5	15	14	15	15	15	15	14	23		26	26	23	5	5	15	14	15	15	15	15	14	23		26	26	23	5	5	15	14	15	15	15	15	14	23	
25	26	22	5	5	15	15	14	14	15	14	13	21		25	26	22	5	5	15	15	14	14	15	14	14	22		25	26	22	5	5	15	15	14	14	15	14	14	22	
26	26	22	5	5	15	15	3	13	15	14	12	17		26	26	23	5	5	15	15	14	15	15	15	14	19		26	26	23	5	5	15	15	14	15	15	15	14	21	
26	25	20	5	3	15	15	14	15	15	15	15	23		26	25	21	4	1	15	15	14	15	15	15	15	23		26	25	22	4	5	15	15	14	15	15	15	15	23	
26	25	21	4	5	15	15	13	15	14	14	14	22		26	25	21	4	5	15	15	15	14	15	15	15	22		26	25	22	4	5	15	15	15	15	14	15	15	22	
26	26	21	1	5	14	14	15	14	14	14	14	21		26	26	21	1	5	14	14	15	14	14	14	14	23		26	26	22	4	5	14	14	15	14	14	14	14	23	
26	26	23	4	5	12	10	8							26	26	23	4	5	15	10	12	8						26	26	23	4	5	15	14	14	15	14	11	8	15	
26	26	22	5	5	14	10	9							26	26	22	5	5	14	12	12	1						26	26	22	5	5	14	14	14	9					
26	26	21	5	5	14	14	15	15	14	15	13	14		26	26	21	5	5	14	14	15	15	14	15	14	22		26	26	22	5	5	14	14	15	15	14	15	14	22	
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26	25	23	5	4	15	15	15	15	15	15	15	21		26	25	23	5	4	15	15	15	15	15	15	15	24		26	25	23	5	4	15	15	15	15	15	15	15	24	
26	26	23	5	5	15	14	15	13	13	13	19			26	26	23	5	5	15	14	15	14	15	13	13	19		26	26	23	5	5	15	14	15	14	15	14	14	23	
26	26	21	5	3	14	15	12	10	14	13	5			26	26	21	5	5	14	15	14	14	13	14	5			26	26	23	5	5	14	15	14	14	14	14	22		
26	25	22	5	4	14	14	13	14	15	12	12			26	26	23	5	5	15	15	15	15	15	15	14	20		26	26	23	5	5	15	15	15	15	15	15	14	22	
26	26	23	5	5	15	15	15	15	15	15	15	24		26	26	23	5	5	15	15	15	15	15	15	15	24		26	26	23	5	5	15	15	15	15	15	15	15	24	
26	25	22	5	4	15	10	12	14	14	12	12			26	25	22	5	4	15	14	14	14	14	15	13	20		26	26	23	5	5	15	14	14	14	15	13	20		
26	26	23	5	5	15	15	15	15	15	15	14	23		26	26	23	5	5	15	15	15	15	15	15	14	23		26	26	23	5	5	15	15	15	15	15	15	14	23	
25	25	23	5	5	15	13	14	14	14	13	13	20		25	25	23	5	5	15	15	14	14	14	14	15	24		25	25	23	5	5	15	15	14	14	14	15	15	24	
26	26	23	5	5	15	15	14	15	14	15	13	20		26	26	23	5	5	15	15	14	15	14	15	14	22		26	26	23	5	5	15	15	14	15	14	15	14	22	
26	26	23	5	4	14	15	13	15	15	15	15	24		26	26	23	5	4	14	15	15	15	15	15	15	24		26	26	23	5	4	14	15	15	15	15	15	15	24	
25	23	20	5	4	11	3								25	23	20	5	4	11	5								26	26	23	5	4	15	9	10						
26	26	23	5	3	15	13	14	14	14	15	13	13	16		26	26	23	5	5	15	15	14	14	15	14	14	23		26	26	23	5	5	15	15	14	14	15	14	14	23
26	25	21	5	5	15	14	13	15	15	14	12	19		26	25	22	5	5	15	14	15	15	15	14	14	23		26	25	22	5	5	15	14	15	15	15	14	14	23	
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26	26	21	5	4	15	15	14	15	14	13	12	18		26	26	23	5	4	15	15	14	15	14	15	14	21		26	26	23	5	5	14	15	15	15	15	15	15	23	
26	23	22	5	5	14	14	9	13	10					26	23	22	5	5	14	15	13	15	10					26	26	23	5	4	15	15	14	15	14	15	14	21	
26	26	22	4	4	15	15	15	15	15	15	13	23		26	26	23	4	4	15	15	15	15	15	15	14	23		26	23	22	5	5	14	15	15	14	13	13	20		
26	26	23	5	5	15	15	15	15	15	15	14	24		26	26	23	5	5	15	15	15	15	15	15	14	24		26	26	23	5	5	15	15	15	15	15	15	14	24	
25	23	17	5	0	7	2	7							25	26	23	5	5	15	8	7							25	26	23	5	5	15	13	12	0					
25	25	20	5	2	11	10	13							25	25	23	5	5	15	14	14	15	13	11																	

September 2021 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
26	26	23	5	5	15	15	15	15	15	14	13	19
26	26	22	0	4	14	14	13	15	14	15	15	22
26	25	23	5	5	14	15	15	15	14	15	14	23
26	26	21	1	1	15	15	13	13	15	15	15	22
26	25	22	5	5	15	15	15	15	15	15	15	24
26	26	23	5	5	13	13	15	13	12	12	10	17
26	26	21	5	5	13	12	13	11	13	11	12	14
26	26	22	5	4	15	15	14	15	15	15	12	19
26	26	22	5	5	14	13	12	14	14	13	10	17
26	26	23	5	5	14	15	15	14	15	13	12	21
26	26	19	5	4	15	15	14	14	15	14	13	23
26	26	23	5	5	15	15	15	14	14	15	14	23
26	26	22	5	5	15	14	13	15	15	15	13	23
26	25	21	5	4	14	15	15	14	15	14	13	20
26	26	23	5	4	14	15	14	15	14	14	12	20
26	26	23	0	5	15	15	13	14	14	14	13	22
26	26	23	0	5	13	14	13	12	14	13	11	17
26	26	22	5	5	6	4						
26	26	22	0	5	15	12	15	14	15	15	14	23
26	26	22	5	5	15	15	15	15	15	15	14	23
26	25	22	5	5	15	13	14	15	14	15	12	24
26	26	22	5	5	15	15	14	15	15	15	13	22
26	26	21	5	0	14	14	14	14	15	14	13	22
26	26	22	5	5	15	15	15	15	15	15	14	23

26	26	22	5	4	15	15	15	14	15	15	14	24
26	26	22	1	5	15	13	15	14	15	14	15	22
26	26	23	5	4	14	15	14	14	15	13	15	19
26	26	23	5	5	15	15	15	15	15	15	14	24
26	26	23	5	5	15	14	14	14	15	13	11	15
26	26	20	5	3	15	14	14	14	15	13	13	20
26	26	21	4	4	15	14	15	15	15	15	13	23
26	26	21	5	5	15	14	14	15	14	14	11	20
25	26	21	5	5	15	14	15	15	15	15	15	23
26	26	22	5	5	15	15	15	15	15	15	14	24
26	25	23	5	3	12	11	12	13	12	12	9	
26	26	23	5	5	15	15	15	15	15	15	15	24
26	25	23	5	5	15	15	15	14	15	14	14	21
26	26	23	1	5	15	15	15	15	15	15	15	24
26	26	21	0	5	15	14	15	15	15	15	15	24
26	26	23	5	5	15	15	14	15	15	14	12	21
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26	26	23	5	5	15	14	15	15	15	15	14	22
26	25	23	5	4	14	7	9					
26	26	23	5	5	15	14	13	11	13	14	14	15
26	26	23	0	5	15	14	13	15	15	14	13	22
25	24	20	5	5	14	12	13	13	15	11	10	16
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26	26	23	5	5	15	15	14	15	15	14	15	22
26	24	20	5	4	15	15	14	15	15	15	15	24
26	26	22	5	5	15	15	15	15	15	15	14	22
26	26	23	5	5	15	15	14	15	15	15	15	23
26	26	23	5	5	15	15	15	15	15	14	13	23

January 2022 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
26	26	22	5	5	14	14	15	15	15	15	15	24
26	25	23	5	5	14	15	15	15	15	14	14	23
26	26	23	5	5	15	15	15	14	15	15	15	24
26	25	22	5	5	15	15	15	15	15	15	15	24
26	26	23	5	5	14	14	15	14	14	15	13	19
26	26	22	5	5	15	15	15	14	11	11	12	14
26	26	22	5	4	15	15	14	15	15	15	14	21
26	26	23	5	5	14	14	14	14	14	15	14	23
26	26	23	5	5	15	15	15	15	15	14	14	24
26	26	23	1	5	14	9						
26	26	22	5	4	15	15	14	14	15	14	15	22
26	26	23	5	5	15	15	15	14	14	15	14	23
26	26	22	5	5	15	14	15	15	15	15	15	23
26	25	23	5	5	15	15	15	15	15	15	14	22
26	26	23	5	4	14	15	14	15	14	14	14	22
26	26	23	5	5	15	15	15	14	14	14	14	23
26	26	23	5	5	15	14	14	14	15	14	4	17
26	26	23	5	5	13	7						
26	26	22	0	5	15	14	14	14	15	15	14	22
26	26	22	5	5	15	15	15	15	15	15	14	23
26	25	22	5	5	15	15	15	15	15	15	14	23
26	26	22	5	5	15	15	14	15	15	15	15	23
26	26	21	5	0	14	14	14	14	15	14	15	24
26	26	23	5	5	15	15	15	15	15	15	15	24

26	26	22	5	4	15	15	15	14	15	15	14	24
26	26	22	5	5	15	15	15	15	15	14	15	22
26	26	23	5	4	14	15	14	14	15	15	15	24
26	26	23	5	5	15	15	15	15	15	15	14	24
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26	26	23	5	5	15	14	14	14	15	15	14	23
26	26	23	4	4	15	14	15	15	15	15	15	23
26	26	21	5	5	15	14	14	15	14	14	14	21
25	26	21	5	5	15	14	15	15	15	15	15	23
26	26	22	5	5	15	15	15	15	15	15	14	24
26	25	23	5	5	14	15	14	15	15	14	12	18
26	26	23	5	5	15	15	15	15	15	15	15	24
26	25	23	5	5	15	15	15	14	15	14	14	24
26	26	23	1	5	15	15	15	15	15	15	15	24
26	26	21	0	5	15	14	15	15	15	15	15	24
26	26	23	5	5	15	15	14	15	15	14	15	24
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26	26	23	5	5	15	14	15	15	15	15	14	23
26	25	23	5	4	14	15	15	12				
26	26	23	5	5	15	14	15	9	13	14	14	15
26	26	23	5	5	15	14	15	15	15	14	15	23
26	26	23	5	5	15	15	14	15	15	14	11	16
26	26	23	5	2	15	15	14	15	15	15	14	22
26	26	23	5	5	15	15	14	15	15	14	15	22
Exited												

April 2022 Core Phonics Test												
Alphabet Skills					Read & Decode							
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic
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26	25	23	5	5	14	15	15	15	15	14	14	23
26	26	23	5	5	15	15	15	14	15	15	15	24
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26	26	23	5	5	15	15	15	15	15	15	14	24
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26	26	22	5	5	15	15	15	15	15	15	14	23
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EXITED												
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September 2021 Core Phonics Test													
Alphabet Skills					Read & Decode								
Capital Names	Low Names	Const. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low Freq Vowel	Multi-syllabic	
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January 2022 Core Phonics Test													
Alphabet Skills						Read & Decode							
Capital Names	Low Names	Cons. Sounds	Long Vowels	Short Vowels	CVC	Digraph & tch	Cons. Blends	R-Cntr Vowels	Long Vowels	Variant Vowels	Low First Vowel	Multi-syllabic	
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EXITED													
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26	26	23	5	5	15	15	15	15	15	15	15	15	23

[illegible]

[illegible][illegible][illegible]

Skills Calls by month for students using the motor lab:

Pre-Motor Lab

Post Motor Lab

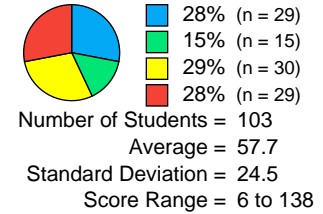
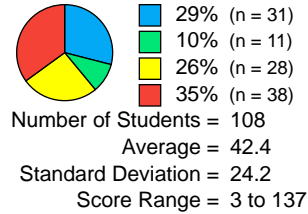
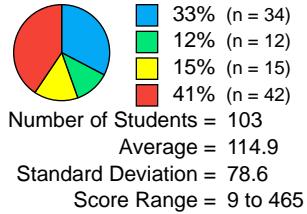
Student	Aug. Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Student A	4	12	3	3	0	1	1	1	0
Student B	7	1	1	0	0	0	0	0	0
Student C	1	3	3	7	4	4	6	0	0
Student D	5	6	7	5	1	1	3	5	4
Student E	8	1	2	4	0	2	0	3	0
Student F	2	3	2	1	0	0	0	0	0
Student G	6	1	3	8	2	3	0	0	0
Student H	9	2	1	0	0	0	0	0	2
Student I	3	1	3	0	2	0	0	2	1
Student J	1	2	2	2	1	2	0	0	1
Student K	5	6	7	7	0	0	1	1	0
Student L	1	13	5	0	0	0	1	0	0
Student M	3	9	6	0	2	0	1	1	0
Student N	4	6	7	5	0	1	1	2	3
Student O	1	9	3	2	0	0	0	0	1
Student P	5	1	4	0	0	0	0	0	0
Student Q	1	2	2	1	0	0	0	0	1

Beginning of Year

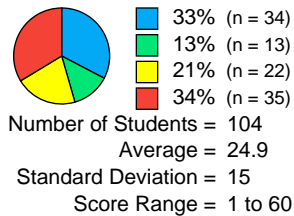
Middle of Year

End of Year

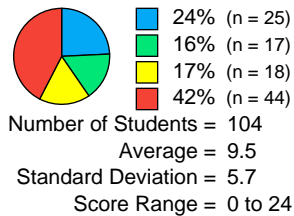
Math Composite Score



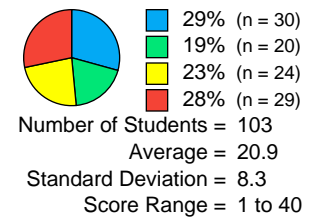
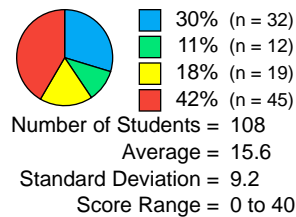
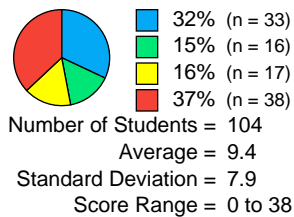
Number Identification Fluency



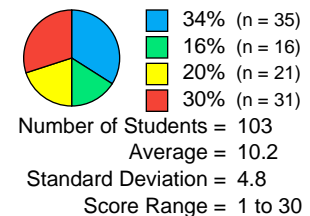
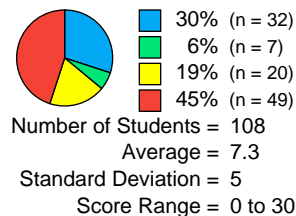
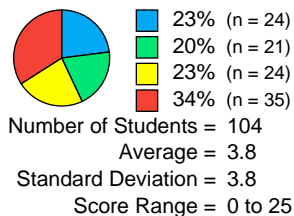
Next Number Fluency







Advanced Quantity Discrimination



Missing Number Fluency



Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

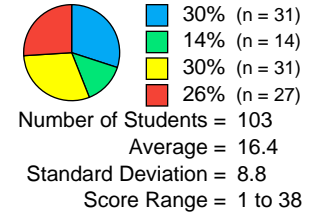
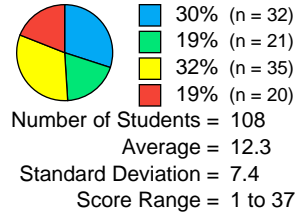
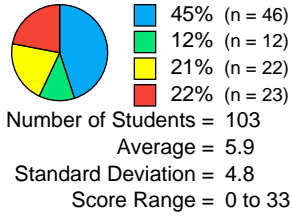
District Overview

Beginning of Year

Middle of Year

End of Year

Computation



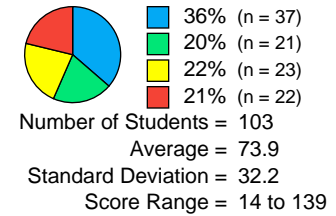
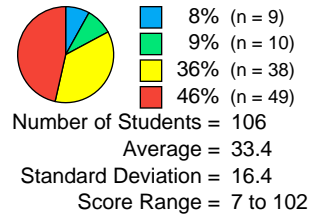
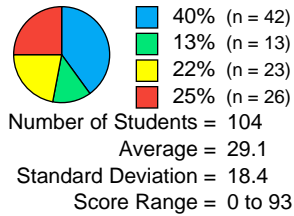
Status	Score Level	Likely Need For Support
Above Benchmark	Above Benchmark	Likely to Need Core Support
At Benchmark	At Benchmark	Likely to Need Core Support
Below Benchmark	Below Benchmark	Likely to Need Strategic Support
Well Below Benchmark	Well Below Benchmark	Likely to Need Intensive Support

Beginning of Year

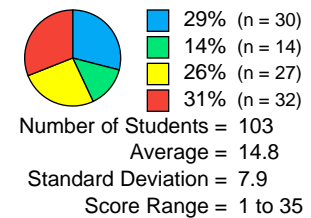
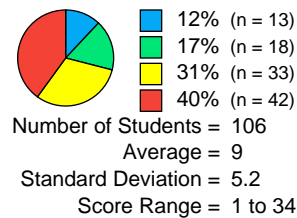
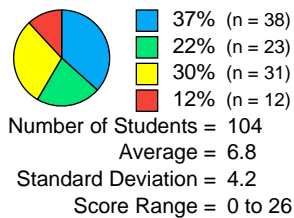
Middle of Year

End of Year

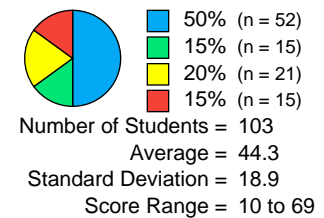
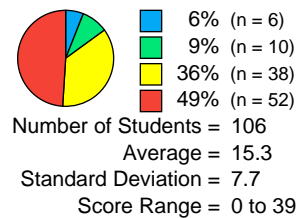
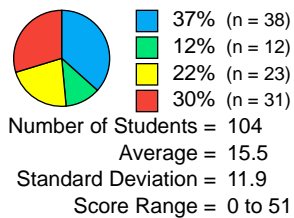
Math Composite Score







Computation



Concepts and Applications



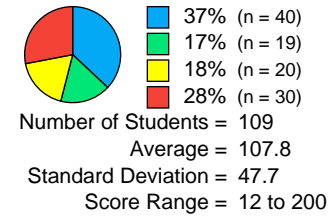
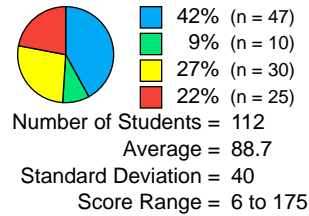
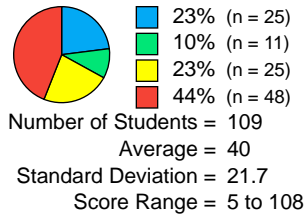
Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

Beginning of Year

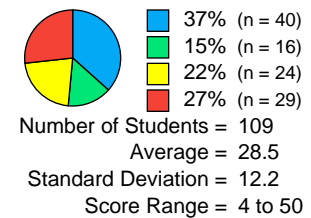
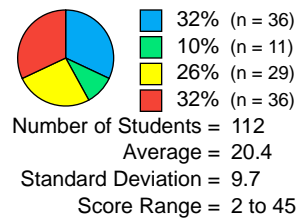
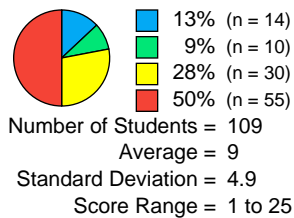
Middle of Year

End of Year

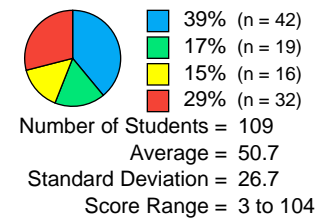
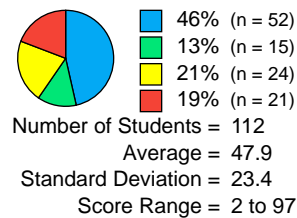
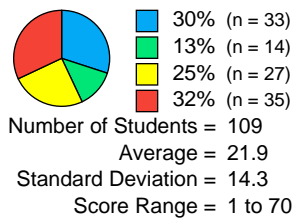
Math Composite Score







Computation



Concepts and Applications



Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

	22-23 School Year						
	Returning	Invited & Awaiting response	Accepted invitation but did not complete enrollment	Accepted + completed enrollment	Total returning + newly enrolled with enrollment complete	2022-23 Target	Current Waitlist
Kindergarten		7	2	96	96	95	0
1st Grade	86	3	0	19	105	104	8
2nd Grade	96	2	1	10	106	104	8
3rd Grade	95	4	0	13	108	110	12
4th Grade	106	0	0	11	117	110	15
5th Grade	109	0	0	12	121	112	17
6th Grade	116	3	0	28	144	135	5
7th Grade	121	1	1	11	132	135	0
8th Grade	125	0	0	7	132	135	0
9th Grade	89	1	0	2	91	90	0
Total	943	21	4	209	1152	1130	65

Vista School

Profit & Loss Budget Overview

July 2022 through June 2023

	Budget
Ordinary Income/Expense	
Income	
1000 · Local Revenue	689,472.47
3000 · State Revenue	9,903,526.35
4000 · Federal Revenue	999,341.19
Total Income	11,592,340.01
Gross Profit	11,592,340.01
Expense	
10 · INSTRUCTION	5,786,079.78
21 · STUDENT SUPPORT SERVICES	523,256.20
22 · SUPPORT SERV. INSTR. STAFF	169,549.96
23 · SUPPORT SERVICES-BOARD	1,000.00
24 · SUPPORT SERV. ADMINISTRATION	847,479.80
25 · SUPPORT SERV. CENTRAL	558,790.64
26 · SUPPORT SERV. OPER. & MAINT.	546,541.89
27 · STUDENT TRANSPORTATION	131,802.19
31 · FOOD SERVICES LUNCH	367,955.91
33 · After School Program	63,469.08
45 · BLDG AQUISITION & CONSTRUCTION	5,813,341.46 *
51 · Debt Service	1,758,042.50
Total Expense	16,567,309.41
Net Ordinary Income	-4,974,969.40
Net Income	<u>-4,974,969.40</u> **

*Construction costs are \$4million plus unfunded portion of bond aprox \$1.3million. This includes desks, equipment, furniture, networking systems, theater curtains, shop tools and equipment, lunch tables, kitchen equipment, flat screens... There is also funding included in undating/repairing current building areas.

**Net income less construction is \$838,372.

PreK-3 PROFESSIONAL LEARNING GRANT 2022-2023

LEA Name: Vista School

Date: 6/14/2022

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: <https://drive.google.com/file/d/1UPrrEIZrXX73aotjbFWWh-icRtqUfqC-/view?usp=sharing>
- If choosing to use the funds to support LETRS Professional Learning, please copy and paste the responses in this document to complete the literacy components of questions 1 and 3-6 of this Professional Learning Grant application: <https://docs.google.com/document/d/1DVGHp41ILbkHeWIJXZL94BVdbFB-MXg7/edit?usp=sharing&oid=116776488579262299208&rtpof=true&sd=true>
- Submission of the Professional Learning Grant is **OPTIONAL** depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.
 - If choosing to apply for funds, check the first box below, complete questions 1-6, and submit the application to earlylearning@schools.utah.gov with *Professional Learning Grant Application* in the subject line.
 - If choosing to waive funds, check the second box below, do not complete questions 1-6, and submit the application to earlylearning@schools.utah.gov with *Professional Learning Grant Waiver* in the subject line.

☒ We are **applying** for PreK-3 Professional Learning Funds

☐ We are choosing to **waive** Professional Learning Grant Funds

Submission and Approval

- Submission on or before August 1st: For PLG **preapproval**, submit your plan as a WORD document to earlylearning@schools.utah.gov **by August 1st**.
 - Once your plan is approved, you will receive instructions for submitting your budget in <https://utahgrants.utah.gov/> this must be completed **no later than September 1st by 5 p.m.**

[Estimated fund for Professional Learning Grant FY23](#)

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures.

Important Definitions per Board Rule:

[Professional Learning Standards](#)

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.

- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Grants for Professional Learning

Check appropriate boxes to indicate professional learning focus.

<input checked="" type="checkbox"/> Early Literacy <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> Early Mathematics <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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If choosing to support both literacy and math you will need to complete sections 1 and 3-6 for both professional learning opportunities. If supporting just one content area, leave the other content area box blank.

1. Name the professional learning opportunity you will be providing in your LEA.

Literacy: LETRS
Math:

2. Check how you plan to use the funds:

- ☐x Teacher stipends to attend professional learning
- ☐ Presenter fees
- ☐x Coaching supports
- ☐x Substitute teachers
- ☐ supplies and materials for teacher professional learning
- ☐ Hire a coach to support P-3 Literacy or Math

3. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).

Literacy: LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.
Math:

4. Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.

Literacy:

LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students' personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

Math:

5. Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.

Literacy:

LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades K-3.

Math:

6. Describe how the professional learning opportunities are aligned with the [professional learning standards](#) set forth in 53G-11-303 and R277-519.

	Literacy	Math
Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment	LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.	
Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support	LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support	

systems, for professional learning	for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.	
Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	LETRS Professional Learning provides equitable access to knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.	
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.	
Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes	LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.	
Implementation: applies research on change and sustains support for implementation of	LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and	

professional learning for long-term change	administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and implement the instructional strategies in the classroom.	
Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	<p>With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide personalized instruction to each student.</p> <p>Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.</p>	
Technology: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.	LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to the professional learning in a personalized way.	

General Assurances: *Check the box below.*

☒ The LEA assures that it is in compliance with State Code [53F-5-214](#) and Utah Board Rule [R277-326](#) applicable to this program.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Professional Learning Grant funds.

Vista School

Profit & Loss Budget Overview

July 2021 through May 2022

	Jul '21 - May 22	Less Construction	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense					
Income					
1000 · Local Revenue	543,965.61	543,965.61	462,166.54	81,799.07	117.7%
3000 · State Revenue	8,336,051.95	8,336,051.95	8,779,311.19	-443,259.24	94.95%
4000 · Federal Revenue	906,066.50	906,066.50	1,123,632.35	-217,565.85	80.64%
5400 · Loan Proceeds	0.00	0.00	0.00	0.00	0.0%
5500 · Capital Lease proceeds	0.00	0.00	0.00	0.00	0.0%
Total Income	9,786,084.06	9,786,084.06	10,365,110.08	-579,026.02	94.41%
Gross Profit	9,786,084.06	9,786,084.06	10,365,110.08	-579,026.02	94.41%
Expense					
10 · INSTRUCTION	4,499,237.00	4,499,237.00	5,398,694.85	-899,457.85	83.34%
21 · STUDENT SUPPORT SERVICES	309,434.39	309,434.39	378,624.26	-69,189.87	81.73%
22 · SUPPORT SERV. INSTR. STAFF	43,487.57	43,487.57	143,998.30	-100,510.73	30.2%
23 · SUPPORT SERVICES-BOARD	0.00	0.00	19.37	-19.37	0.0%
24 · SUPPORT SERV. ADMINISTRATION	582,639.85	582,639.85	648,958.27	-66,318.42	89.78%
25 · SUPPORT SERV. CENTRAL	402,474.45	402,474.45	445,846.49	-43,372.04	90.27%
26 · SUPPORT SERV. OPER. & MAINT.	377,068.82	377,068.82	381,976.11	-4,907.29	98.72%
27 · STUDENT TRANSPORTATION	74,687.89	74,687.89	44,161.10	30,526.79	169.13%
31 · FOOD SERVICES LUNCH	330,797.43	330,797.43	360,572.91	-29,775.48	91.74%
33 · After School Program	55,153.01	55,153.01	84,393.89	-29,240.88	65.35%
45 · BLDG AQUISITION & CONSTRUCTION	6,901,117.96	62,186.16	10,270,381.26	-3,369,263.30	67.19%
51 · Debt Service	2,004,555.41	2,004,555.41	998,307.50	1,006,247.91	200.8%
Total Expense	15,580,653.78	8,741,721.98	19,155,934.31	-3,575,280.53	81.34%
Net Ordinary Income	-5,794,569.72	1,044,362.08	-8,790,824.23	2,996,254.51	65.92%
Net Income	-5,794,569.72	1,044,362.08	-8,790,824.23	2,996,254.51	65.92%



EARLY LEARNING PLAN 2022-2023

LEA Name: Vista School

Date of Expected Local Board Approval: 7/28/22

Directions:

- To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: https://docs.google.com/document/d/1GsmMc88Gnk7-aO3K7OKGODi5ad_0Y2Ti/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true
- Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.

Funds Being Applied for: Check all that apply. ([Estimated Funding and Matching Amounts](#))

xEarly Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> Guarantee Program	\$	

Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)

- Submission on or before August 1st: For ELP **preapproval**, submit the following to earlylearning@schools.utah.gov by **August 1st**.
 - ELP Plan as a WORD document
- Submission after August 1st: For ELP **final approval**, submit the following in [Utah Grants](#) no later than **September 1st by 5 p.m.**
 - Early Literacy budget,
 - Final ELP plan (as an attachment),
 - Local board minutes (as an attachment)
- Goals must be submitted into the [Data Gateway - Early Literacy Page](#) no later than **September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

- List your evidence-informed core curriculum program(s) for grades K-3 literacy in the following areas:

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)
Phonological Awareness	Heggerty and Imagine Learning
Phonics	CKLA and Imagine Learning
Fluency	CKLA and Imagine Learning
Vocabulary	CKLA and Imagine Learning
Comprehension	CKLA and Imagine Learning
Oral Language	CKLA
Writing	CKLA

2. List the assessments used in K-3 literacy for each section below.

**SB 127: If Acadience Reading or a supplemental reading assessment indicates a student lacks competency in a reading skill, or is behind other students in the student's grade in acquiring a reading skill, the school district or charter school is required to administer diagnostic assessments to the student to target interventions to meet students' individual needs.*

Screener(s): Acadience Reading
Diagnostic(s): <i>*Defined in SB 127: "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.</i> PAST and CORE Phonics
Progress Monitoring: <i>*SB 127: Districts and charters are required to administer formative assessments <u>and progress monitoring at recommended levels for the benchmark assessment</u> to measure the success of the focused intervention;</i> Acadience Reading

3. List your K-3 tier 2 and tier 3 evidence-based literacy curriculum programs and/or strategies and answer the question below.

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-*

designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

Tier 2 Evidence-based Curriculum Program(s) and/or strategies:

The tier 2 intervention at Vista School is based on diagnostic testing such as Acadience Reading, CKLA diagnostic, etc. Strategies found in SPIRE, the Florida Research Center, Sound Partners and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments.

Tier 3 Evidence-based Curriculum Program(s) and/or strategies:

The tier 3 intervention at Vista School is based on diagnostic testing such as Acadience Reading, CKLA diagnostic, etc. Small groups are created based on student learning needs identified during assessments and progress monitoring. Strategies found in SPIRE, the Florida Research Center, Orton Gillingham and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments. Students will be progress monitored every 4-6 weeks using CORE Phonics to allow for fluid grouping based on need. Progress monitoring with Acadience will occur weekly for tier 3 students

Briefly describe how you ensure intervention is aligned to students' needs?

We use screeners to determine who has not mastered skills and then we use diagnostic assessments to dive deeper to find educational gaps. Paras and educators use approved materials to deliver differentiated, rigorous instruction. Regular progress monitoring alerts educators to who has and has not mastered the skill. We continue to monitor student growth throughout the year and revisit skills as needed. Weekly data meeting, as mentioned above, will provide time for teachers to plan interventions needed for the coming week.

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 core instruction for K-3 mathematics?

Vista School used Go Math and Imagine Math as our primary curriculum.

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Use manipulatives to explore daily concepts, discovery learning, opportunities for mathematical discourse
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Develop automaticity through math fact games, Imagine Math Facts daily, problem solving opportunities with daily inquiry based learning (think-pair-share, require several answers to the same question, every student in the group must be able to explain the answer before the group moves on, all students are expected to answer questions and explain answers, teacher talk is minimal to increase student accountability)
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Imagine Math daily, Go Math procedural application and discourse to justify outcomes, drawing picture/models to represent solutions/data, project based learning

Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Real world applications, Growth Mindset strategies to keep trying
---	---

3. Briefly discuss how mathematics assessments (screeners, diagnostics, and progress monitoring) are used to make instructional decisions and how they are used to ensure that instruction and interventions are aligned to students' learning needs.

KEEP and Acadience will be used for tier 1 benchmarking this school year. The GoMath benchmark tests are used at the beginning of the year to identify students who have deficiencies. Students are grouped based on the data collected during benchmarking and progress monitoring. Interventions are determined based on diagnostic tools including Individualized Computational Skills Program (Shaw-Oldaker-Hiehle) and GoMath unit tests. Growth will be measured based on progress with Guaranteed Viable Curriculum. Bi-weekly data meetings will provide time for teachers to plan interventions for the coming weeks.

4. List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.

Tier 2 Intervention Program(s)/strategies:

We have been using GoMath tools for interventions, but we are looking into other resources. We also use Imagine Math to ensure student success.

Tier 3 Intervention Program(s)/strategies:

We have been using GoMath tools for intervention. Students meet with special education teachers and paras to work on skills based on diagnostic assessments in a small group setting.

Briefly describe how you ensure intervention is aligned to students' needs?

Teachers will participate in data meetings to ensure that student learning needs are being met for each individual student based on their abilities. Student data will be analyzed to create skill groups and interventions will be planned to build those skills.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student literacy and math data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].

1. Early Literacy Goal (required)

By June 1, 2023, LEA will reduce the percentage of students scoring well below benchmark from BOY to EOY in second grade to 27% by providing strategic, research based interventions by highly qualified professionals to produce lifelong learners with the necessary foundational skills to succeed.

2. Early Mathematics Goal (required)

By June 1, 2023, LEA will increase composite math scores from BOY to EOY in second grade by 6% by providing strategic, research based interventions by highly qualified professionals to produce lifelong learners with the necessary foundational skills to succeed and progress monitoring GVC goals using unit tests.

3. Early Literacy or Mathematics Goal *(required)*

☒ Literacy Goal

☐ Mathematics Goal

By June 1, 2023, LEA will reduce the percentage of first grade students scoring below benchmark from BOY to EOY to 56% by providing strategic, research based interventions by highly qualified professionals to produce lifelong learners with the necessary foundational skills to succeed.

General Assurances: *Check the box below.*

☒ The LEA assures that it is in compliance with State Code [53F-2-503](#), [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.