MICIP Portfolio Report
Detroit Achievement Academy

Goals Included
Active
- ELA NWEA/MAP
- Improve Math M-Step

Buildings Included
Open-Active
- Detroit Achievement Academy
- Detroit Prep

Plan Components Included
Goal Summary
Data
- Data Set
- Data Story
Analysis
- Root Cause
- Challenge Statement
Strategy
- Summary
- Implementation Plan
  - Buildings
  - Funding
  - Communication
  - Activities
    - Activity Text
    - Activity Buildings
Monitoring & Adjusting
- Activity Status
- Monitoring Notes by Strategy
  - Note Text
  - Evidence
- Impact Notes
- Interim Target Measures
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Evaluation Status
- End Target Measures
- Impact Questions & Responses
  - Responses
  - Evidence

1/15/2022
MICIP Portfolio Report
Detroit Achievement Academy

Improve Math M-Step

**Status:** ACTIVE

**Statement:** Our goal is to provide opportunities for students to deeply master math concepts, in order to improve Math M-Step, PSAT and District Assessment scores by 20% by 2023

**Created Date:** 08/01/2022  **Target Completion Date:** 06/24/2023

**Data Set Name:** Elementary Mathematics Benchmark Copy

<table>
<thead>
<tr>
<th>Name</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-8 Assessments: Scaled Scores</td>
<td>MI School Data</td>
</tr>
<tr>
<td>Grades 3-8 Assessments: Performance Level</td>
<td>MI School Data</td>
</tr>
<tr>
<td>Grades 3-8 Assessments: Proficiency</td>
<td>MI School Data</td>
</tr>
</tbody>
</table>

**Data Story Name:** Elementary Mathematics Benchmark Copy

**Initial Data Analysis:** District math performance is growing at a lower rate than other districts statewide, and significantly lower than ELA. Math performance did not decrease during the pandemic, but did not increase sufficiently either.

**Initial Initiative Inventory and Analysis:** Math interventionists pulling small groups based on achievement and growth data, classroom math centers and small group instruction.

**Gap Analysis:** Students should be attaining approximately 125% growth annually, and we are seeing a district average around 100% annually.

**District Data Story Summary:** Students are holding steady at their performance levels in math - we are not seeing a decrease in student content knowledge or basic mathematic skill/mindset. However, we see specific strands of learning that are suffering. The current systems that exist are serving students well - students receiving targeted support are growing significantly. However, we need to expand the supports being offered and hone in on classroom-wide systems, curriculum and supports offered within the school day / class time.

**Analysis:**

*Root Cause*
Five Whys

- Why: Returning from pandemic learning
- Why: Teachers received little training / development in teaching math over the last couple of years
- Why: Curriculum was not sufficient to address student needs quickly
- Why: Scope and sequence was not evaluated enough against student data

Challenge Statement: The district needs to allocate resources to develop a system to implement McGraw Hill Math alongside Eureka Math Curriculum at Detroit Achievement Academy, and maintain resources to continue implementation and progress at Detroit Prep.
**Strategies:**

(1/4): ACT/SAT Test Preparation and Coaching Programs

**Owner:** Alexa O’Brien

**Start Date:** 12/15/2022  
**Due Date:** 06/24/2023

**Summary:** Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night’s sleep); (c) introduce specific test-taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions). The programs can be delivered in person or online, and in whole class settings, in small groups, and individually.

**Buildings:** All Active Buildings

**Total Budget:** $128,000.00
- Title I Part A (Federal Funds)
- General Fund (Other)

**Communication:**

<table>
<thead>
<tr>
<th>Method</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board Meeting</td>
<td>Educators</td>
</tr>
<tr>
<td>Presentations</td>
<td>Staff</td>
</tr>
<tr>
<td>Parent Newsletter</td>
<td>School Board</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
</tr>
</tbody>
</table>

**Strategy Implementation Plan Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Intervention</td>
<td>Alexa O’Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

**Activity Buildings:** All Buildings in Implementation Plan

12/15/2022
(2/4): Appropriately support fact fluency

Owner: Alexa O’Brien

Start Date: 12/15/2022  Due Date: 06/24/2023

Summary: Spaced practice for fluent retrieval of basic facts should occur AFTER conceptual understanding and the development of appropriate strategies for finding unknown facts using known facts. At this point, students benefit from frequent, spaced, and short fluency practice that includes immediate corrective feedback and slowly adds new facts to a student’s known facts. Strategies that track facts a student has mastered are most effective. Research recommends to devote about 10 minutes per intervention session on fact fluency and to structure practice so as to minimize student anxiety.

Buildings: All Active Buildings

Total Budget: $100.00
- General Fund (Other)

Communication:
Method
- Other
- School Board Meeting
- Presentations

Audience
- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased fact fluency drills, incentives, add online fact fluency supports</td>
<td>Alexa O’Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

Activity Buildings: All Buildings in Implementation Plan
(3/4): EngageNY/Eureka Math

Owner: Alexa O'Brien  

Start Date: 12/15/2022  Due Date: 06/24/2023

Summary: Eureka Math (Engage NY) is an Open Educational Resource (OER) available to schools. It is a full set of Pre-K-12 mathematics curriculum materials, including student and teacher resources. These materials were designed from the ground up to provide instruction consistent with the Common Core State Standards for Mathematics. As such, these materials develop students’ mathematical thinking and reasoning skills in ways consistent with the Michigan Academic Mathematics Standards and the mathematics requirements of the Michigan Merit Curriculum. Engage NY contains the OER student and teacher materials, while Eureka Math has made additional resources such as assessments and professional learning available as paid supplements to the core OER materials.

Buildings: All Active Buildings

Total Budget: $2,000.00
- General Fund (Other)

Communication:
- Method: Presentations
- Audience: Educators, Parents

Strategy Implementation Plan Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print materials for</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
<tr>
<td>EngageNY / Eureka Math</td>
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</tr>
</tbody>
</table>

Activity Buildings: All Buildings in Implementation Plan
(4/4): Discourse in middle school math and science classrooms

Owner: Alexa O’Brien

Start Date: 12/15/2022        Due Date: 06/24/2023

Summary: Professional learning for middle school math & science teachers to strengthen math & science classroom discourse. Middle school students who regularly engage in discourse with their classmates and teacher develop stronger and reasoning and language skills. They learn math & science more flexibly and deeply. Together, we will explore how to create more opportunities for students to reason together, teacher discussion moves to facilitate and deepen students’ reasoning, student discourse moves for collaborative and critical thinking, and tips for starting and extending student discourse in your classroom.

Buildings: All Active Buildings

Total Budget: $120,000.00
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)

Communication:
Method
- School Board Meeting
- Parent Newsletter

Audience
- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGraw Hill Math Curriculum</td>
<td>Alexa O’Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

Activity Buildings:
- Detroit Achievement Academy

Added staff - intervention support | Alexa O’Brien  | 12/15/2022   | 06/24/2023  | UPCOMING     |

Activity Buildings: All Buildings in Implementation Plan

IXL Math Curricular Tool | Alexa O’Brien  | 12/15/2022   | 06/24/2023  | UPCOMING     |

Activity Buildings: All Buildings in Implementation Plan

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Owner</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by 10% for District Benchmark Assessment for ES Math - Trend Data</td>
<td>Alexa O’Brien</td>
<td>02/11/2023</td>
<td>ONTARGET</td>
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</table>
**Impact Notes:**
No Data Available

**Adjust Notes:**
No Data Available

**Activity Status:**

**ACT/SAT Test Preparation and Coaching Programs Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Intervention</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

**Appropriately support fact fluency Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
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<tbody>
<tr>
<td>Increased fact fluency drills, incentives, add online fact fluency supports</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

**EngageNY/Eureka Math Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print materials for EngageNY / Eureka Math</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
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</table>

**Discourse in middle school math and science classrooms Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGraw Hill Math Curriculum</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
<tr>
<td>Added staff - intervention support</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
<tr>
<td>IXL Math Curricular Tool</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/24/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

**Monitoring Notes**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?*
No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?*
No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?*
No Data Available
Monitoring Notes: Appropriately support fact fluency

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:
No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:
No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:
No Data Available

Monitoring Notes: Discourse in middle school math and science classrooms

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:
No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:
No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:
No Data Available

Monitoring Notes: EngageNY/Eureka Math

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:
No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:
No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:
No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by 20% for Grades 3-8 Assessments:</td>
<td>06/24/2023</td>
<td>ONTARGET</td>
</tr>
<tr>
<td>Performance Level</td>
<td></td>
<td></td>
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</table>

12/15/2022
<table>
<thead>
<tr>
<th>Measure</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by 20% for District Benchmark Assessment for ES Math - Trend Data</td>
<td>06/24/2023</td>
<td>ONTARGET</td>
</tr>
</tbody>
</table>

**Evaluate Goal: Impact Questions and Responses**

**Fidelity** - *How well did we engage in our plan as intended?*

No Data Available

**Scale/Reach** - *How well did we reach the intended target population?*

No Data Available

**Capacity** - *How well did we support progress towards our goal?*

No Data Available

**Impact** - *How did student outcomes improve?*

No Data Available
**ELA NWEA/MAP**

*Status:* ACTIVE

*Statement:* Our goal is to provide strategic interventions for students in phonics and phonemic awareness, in order to improve ELA NWEA / MAP scores by 5% in 2023.

*Created Date:* 12/14/2022  
*Target Completion Date:* 06/17/2023

**Data Set Name:** Reading Growth

<table>
<thead>
<tr>
<th>Name</th>
<th>Data Source</th>
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</thead>
<tbody>
<tr>
<td>Student Assessment: Student Growth</td>
<td>MI School Data</td>
</tr>
<tr>
<td>Grades 3-8 Assessments: Performance Level</td>
<td>MI School Data</td>
</tr>
<tr>
<td>DAA Schoolwide NWEA Tracker 20-21</td>
<td>NWEA</td>
</tr>
<tr>
<td>Schoolwide ELA NWEA Tracker</td>
<td>NWEA</td>
</tr>
<tr>
<td>Grades 3-8 Assessments: Scaled Scores</td>
<td>MI School Data</td>
</tr>
</tbody>
</table>

**Data Story Name:** Reading Goals

*Initial Data Analysis:* Student growth and proficiency on both state (MSTEP) and local (NWEA-MAP, DIBELS) assessments are not increasing at an efficient rate across the district.

*Initial Initiative Inventory and Analysis:* Our district exists to holistically support the education and development of students who have the determination, drive, and skills to shape their own path of high achievement with the ultimate goal of creating civically engaged, joyful citizens who are ready to change the world. This mission is brought to life by a constant commitment to literacy. Students learn phonics and phonemic awareness through the Fundations curriculum in the general education classroom environment. Intervention services are offered to students performing below the 45th percentile in reading. This intervention uses Words Their Way, Fountas and Pinnell, Reading A to Z and basic letter sound, letter identification, sight word, digraphs and blend practice. Classroom teachers group students based on weekly phonics and phonemic awareness skills assessments and assign targeted center work for students within the classroom setting. Students consistently performing below average on these assessments are referred for intervention services or supports. Even after several years with this structure, students are inching along in reading progress on state and district assessments. Basic decoding, as well as comprehension seems to struggle. Students who have received more one-on-one and small group support with reading, in addition to social emotional support, have seen steadier improvement.

*Gap Analysis:* Our goal is for 100% of students to perform at or above grade level in Reading
on all state and local assessments. At present, about 54% of students district-wide are performing on or above grade-level in Reading (on NWEA MAP and MSTEP assessments). There is a consistent group of students who continue to score below the 25th percentile in reading on NWEA Map year after year.

District Data Story Summary: When reviewing NWEA Map Data, it is clear that Foundational Skills are lacking in the lower elementary grade levels. The Foundational Skills strand was 5-10 percentile points lower than other English Language Arts or Reading strands in grades K-2. By 4th grade, informational texts cause difficulty. Specifically the Informational Text: Language, Craft and Structure strand was lower-performing than other strands. Students in the Middle School grade levels 5-8 show consistently high scores across the board, with no single strand standing out as problematic.

Analysis:

Root Cause

Five Whys

• Why: Lower Elementary Grade Levels with lower NWEA scores could be affected by new students entering the lower grade levels with varying previous exposure to content, while higher grade levels have students who have an easier time with reading fundamentals after multiple years of exposure.
• Why: Lower Elementary was lacking phonics and phonemic awareness instruction until the last couple of years.

Challenge Statement: The district needs to allocate resources to develop a system to implement basic phonics and phonemic strategic interventions at both Detroit Achievement Academy and Detroit Prep.
**Strategies:**

(1/2): **Leveled Literacy Intervention**

**Owner:** Alexa O'Brien

**Start Date:** 12/15/2022  **Due Date:** 06/17/2023

**Summary:** Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

**Buildings:** All Active Buildings

**Total Budget:** $58,973.00
- Title I Part A (Federal Funds)
- General Fund (Other)

**Communication:**

<table>
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<th>Method</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board Meeting</td>
<td>• Educators</td>
</tr>
<tr>
<td>Presentations</td>
<td>• Staff</td>
</tr>
<tr>
<td></td>
<td>• School Board</td>
</tr>
<tr>
<td></td>
<td>• Parents</td>
</tr>
</tbody>
</table>

**Strategy Implementation Plan Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionists provide leveled support in phonics, phonemic awareness, fluency and</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/17/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

**Activity Buildings:** All Buildings in Implementation Plan
MTSS - Literacy (Reading)

**Owner:** Alexa O’Brien

**Start Date:** 12/15/2022  
**Due Date:** 06/17/2023

**Summary:** The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE’s five essential components of MTSS.

**Buildings:** All Active Buildings

**Total Budget:** $26,000.00
- Title II Part A (Federal Funds)
- General Fund (Other)

**Communication:**
- Method: School Board Meeting, Presentations, Parent Newsletter
- Audience: Educators, Staff, School Board, Parents

### Strategy Implementation Plan Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added classroom training and support for quality literacy intervention - professional development, coaching focused on quality of instruction</td>
<td>Alexa O’Brien</td>
<td>12/15/2022</td>
<td>06/17/2023</td>
<td>UPCOMING</td>
</tr>
</tbody>
</table>

**Activity Buildings:** All Buildings in Implementation Plan

### Monitoring and Adjusting:

**Evaluate Goal: Interim Target Measures**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Owner</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by 2% for DAA Schoolwide NWEA Tracker 20-21</td>
<td></td>
<td>03/18/2023</td>
<td>ONTARGET</td>
</tr>
<tr>
<td>Increase by 2% for Schoolwide ELA NWEA Tracker</td>
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<td>03/18/2023</td>
<td>ONTARGET</td>
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</table>

**Impact Notes:**

No Data Available
**Adjust Notes:**
No Data Available

**Activity Status:**

**Leveled Literacy Intervention Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
<th>Start Date</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionists provide leveled support in phonics, phonemic awareness,</td>
<td>Alexa O'Brien</td>
<td>12/15/2022</td>
<td>06/17/2023</td>
<td>UPComing</td>
</tr>
<tr>
<td>fluency and</td>
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</tbody>
</table>

**MTSS - Literacy (Reading) Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Owner</th>
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<th>Status</th>
</tr>
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<tbody>
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<td>Added classroom training and support for quality literacy intervention -</td>
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<td>12/15/2022</td>
<td>06/17/2023</td>
<td>UPComing</td>
</tr>
<tr>
<td>professional development, coaching focused on quality of instruction</td>
<td></td>
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</tbody>
</table>

**Monitoring Notes**

**Monitoring Notes: Leveled Literacy Intervention**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*
No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*
No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*
No Data Available

**Monitoring Notes: MTSS - Literacy (Reading)**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*
No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*
No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*
No Data Available
Evaluation Status:

Evaluate Goal: End Target Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by 5% for Schoolwide ELA NWEA Tracker</td>
<td>06/17/2023</td>
<td>ONTARGET</td>
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<tr>
<td>Increase by 5% for DAA Schoolwide NWEA Tracker 20-21</td>
<td>06/17/2023</td>
<td>ONTARGET</td>
</tr>
</tbody>
</table>

Evaluate Goal: Impact Questions and Responses

*Fidelity - How well did we engage in our plan as intended?*
No Data Available

*Scale/Reach - How well did we reach the intended target population?*
No Data Available

*Capacity - How well did we support progress towards our goal?*
No Data Available

*Impact - How did student outcomes improve?*
No Data Available