

Ralph J. Bunche Middle School



GO Team

**Budget Allocation Meeting
January 2025**

Agenda

Action Items

- Approval of Agenda
- Approval of Previous Minutes

Discussion Items

- Review Budget Meeting Schedule- Review and update meeting calendar
- Budget Allocation Presentation

Information Items

- Principal's Report
 - Winter MAP Celebration
 - CCRPI

Announcements

Adjournment

Action Items: Preparing for Budget Development



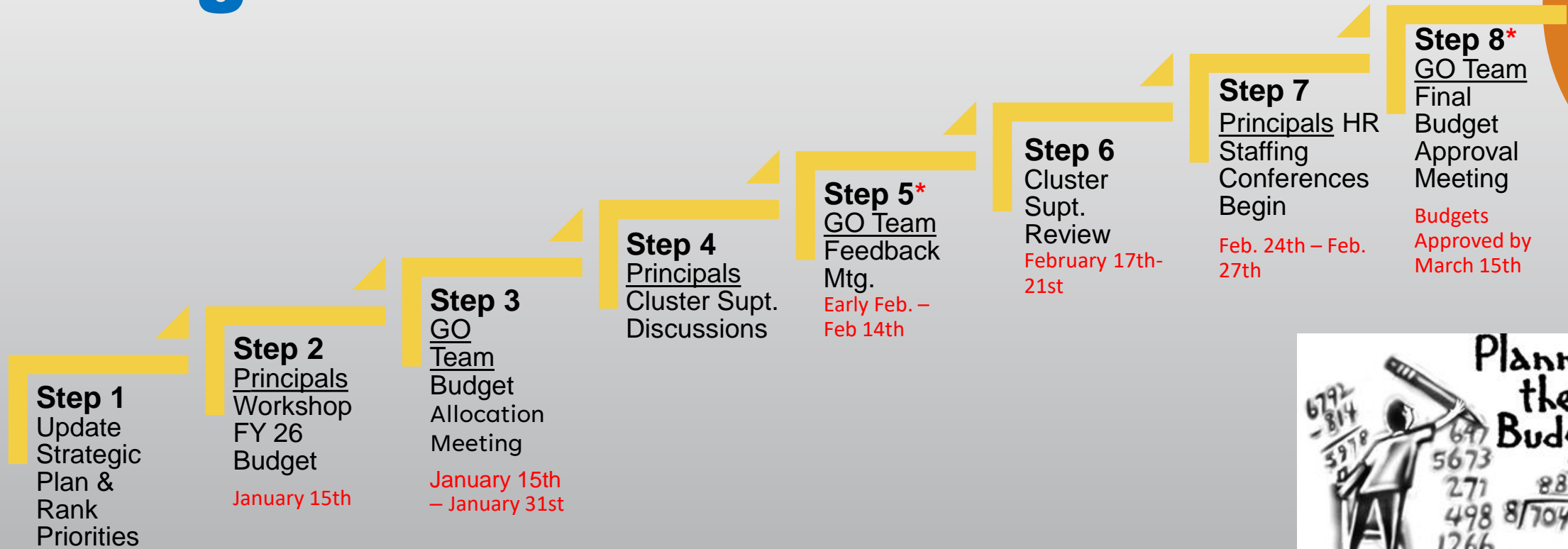
Discussion Items



Review & Discuss FY26 GO Team Budget Meeting Schedule

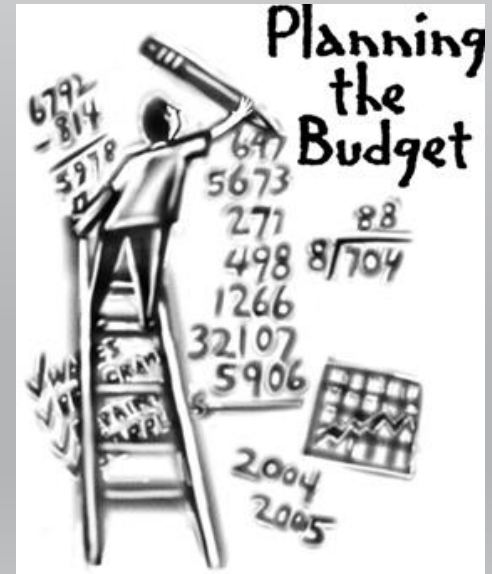
To ensure alignment with the district's budget timeline, we need to review and potentially adjust our current budget meeting schedule. This will ensure timely submission of all required materials.

Overview of the FY26 GO Team Budget Process



GO Teams are encouraged to have ongoing conversations

*** GO Teams will need to take ACTION on the budget at these meetings.**



Action on GO Team Budget Meeting Calendar

We will need to **take ACTION** (vote) to change our meeting calendar **if we need to change** our meetings to meet these deadlines:

- Allocation Meeting: now-Jan 31
- Feedback Meeting: before February 14
- Approval Meeting: after staffing conference and before Friday, March 14.

Remaining Bunche MS GO Team Meeting Dates	
January 21, 2025	5:00 PM
February 11, 2025	6:00 PM
(*Feb. 24- Staffing Conference for Bunche)	
March 11, 2025	6:00 PM

Budget Development



Norms



This is a meeting of the GO Team. Only members of the team may participate in the discussion. Any members of the public present are here to quietly observe.



We will follow the agenda as noticed to the public and stay on task.



We invite and welcome contributions of every member and listen to each other.



We will respect all ideas and assume good intentions.

GO Team Budget Development Process

YOUR SCHOOL STRATEGIC PLAN...

is your roadmap and your role.
It is your direction, your priorities, your vision,
your present, your future.



Step 1: Data Review



Step 2: Strategic Plan Review



Step 3: Budget Parameters
(Strategic Priorities)



Step 4: Budget Development Process

Budget Allocation Meeting

What

During the first GO Team meeting the principal will provide an overview of the budget and position allocations, request(s) for turnaround and/or signature program funds and review changes to the Gifted Services delivery model (as needed)

Why

This meeting provides an opportunity for the principal and GO Team to ensure alignment on the school's key strategic priorities, gain a deeper understanding of the budget and position allocations, discuss the proposed requests for signature program funds and provide input to drive the development of the draft budget.

When

January 16 – January 31

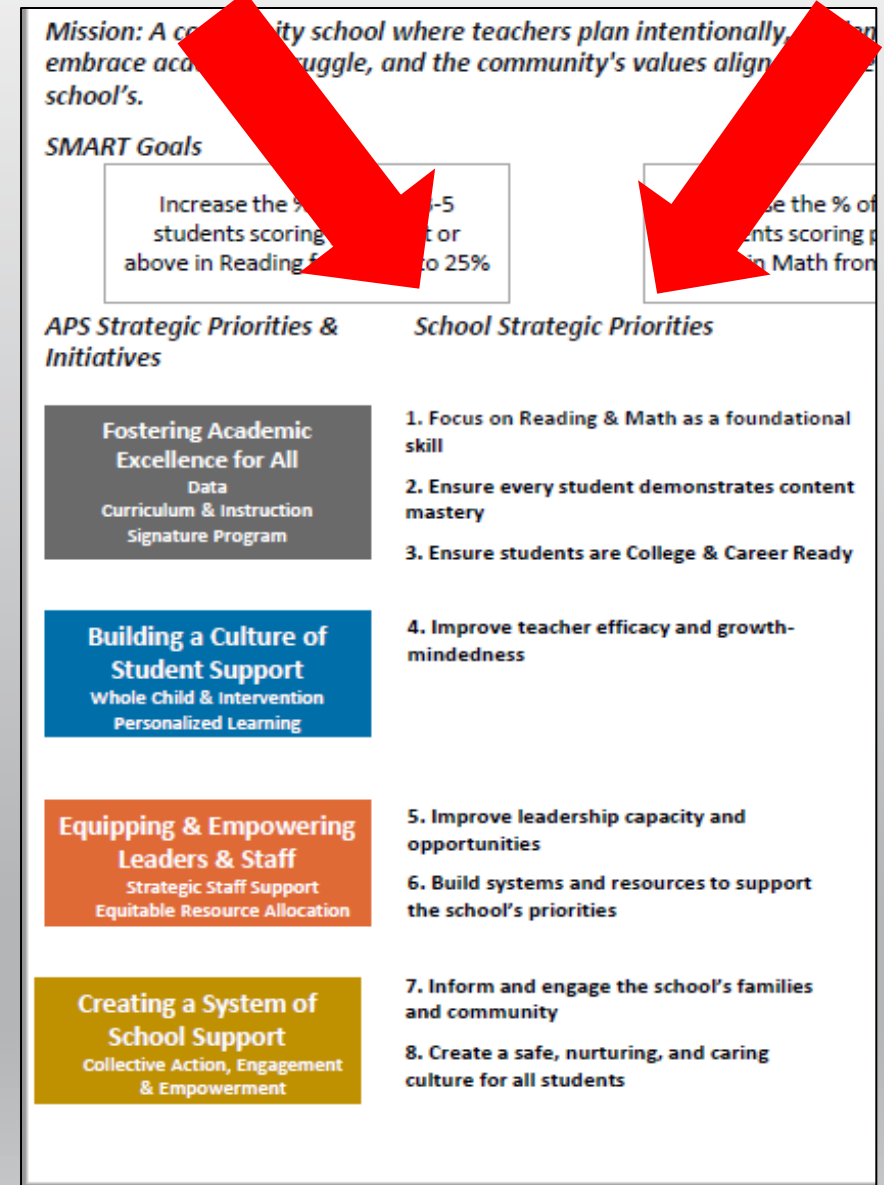
FY26 Budget Development Process

Principal's Role

- Design the budget and propose operational changes that can raise student achievement
- Formulate strategies, implement and manage them at the school level
- Focus on the day-to-day operations
- Serve as the expert on the school
- Hire quality instructional and support personnel
- **Collaborate with the GO Team on the use of school-level flexibility for position allocations, turnaround initiatives, and Signature Programs (NEW PROCESS FOR FY26)**

The GO Team's Role

- Focus on the big picture (positions and resources, not people)
- Ensure that the budget is aligned to the school's mission and vision and that resources are allocated to support key strategic priorities
- **Collaborate with the Principal on the use of school-level flexibility for position allocations, turnaround initiatives, and Signature Programs (NEW PROCESS FOR FY26)**



Ralph J. Bunche Middle School Strategic Plan

Ralph J. Bunche Middle School

Mission: Through rigorous learning experiences, and a challenging international educational program, RJBMS will develop 21st century lifelong learners who are competent, caring and contributing members of a global society prepared for high school and beyond.

Vision: Our vision at RJBMS is to enhance and support the development of all stakeholders and provide an educational and professional experience that will increase their love of learning and professional

SMART Goals

To increase the number of full academic year students scoring proficient or above on the 2025 ELA GMAS by 5% (from 18.5% to 23.5%) from the 2024 GMAS

To increase the number of full academic year students scoring proficient or above on the 2025 math GMAS by 5% from (11.3.% to 16.3%) the 2024 GMAS

To increase ADA by at least 5% (from 89.6% to 95%) by Spring 2025

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

1. Recruit, train and retain effective teaching staff and recruit high quality staff.
2. Increase student growth in reading and math
3. Implementation of the IB curriculum
4. Implement social and emotional learning programs to develop strong school stakeholders
5. Implement professional learning, and resources for staff
6. Implement incentives, wellness strategies and resources for staff

School Strategies

1. Use a balanced system of assessments to include diagnostic, formative and summative to monitor learning and guide instruction
2. Identify teachers with the highest growth to pair with students with the greatest need
3. Build teacher instructional capacity through ongoing professional learning that provides time and resources for teachers to grow in the content knowledge, pedagogy, increasing rigor, inquiry based instruction, fully implement the IB MYP Framework, and implement weekly PLCs led by instructional coaches, PLC leads and administrators
4. Implement an advisory program and daily advisement courses to incorporate SEL, student surveys, restorative practices, trauma informed strategies and check and connect
5. Increase student support with small groups led by counselors, social worker, behavior specialist, and SSDS
6. Provide professional learning and support for all teachers, and mentors for new teachers
7. Provide the structure, support and opportunities to build the instructional capacity of staff
8. Incorporate programs to include emotional, financial, physical support, fitness challenges and incentives

Ralph J. Bunche Middle School

Strategic Plan Priority Ranking

Higher



1. Recruit, train and retain effective teaching staff and recruit high quality staff.
2. Increase student growth in reading and math
3. Implementation of the IB curriculum
4. Implement professional learning, and resources for staff
5. Implement social and emotional learning programs to develop strong school stakeholders
6. Implement incentives, wellness strategies and resources for all stakeholders

Lower

FY 26 Budget Parameters

FY26 Ranked School Priorities	Rationale
Increase student growth in math and reading	Dedicate time for students to receive specific interventions and/or enrichment in Intervention Block and/or Connections Reading and Math
Implement social and emotional programs to develop strong stakeholders	This continues to be a need for our students, and we need maximize our wrap around services i.e. Nurse, SSW, Guidance Counselor, Behavior Specialist, Family Ties, CIS, BBBS, TRIO, UPS, Future Seekers
Recruit, train and retain effective teachers	There is a continued need to support teachers with instructional strategies to continue increasing our student achievement

FY 26 Budget Parameters







FY26 School Priorities	Rationale
Implement professional learning and resources teachers	Ensure that students are receiving maximized opportunities for achievement, enrichment and remediation daily
Implement social and emotional programs to develop strong stakeholders	Our data shows that staff and student attendance fluctuates; student suspension is decreasing
Implement incentives, wellness strategies, and resources for all stakeholders	Our data shows that staff and student attendance fluctuates; student suspension is decreasing.

Discussion of Budget Allocation



Executive Summary

-  This budget represents an investment plan for our school's students, employees and the community as a whole.
-  The budget recommendations are tied directly to the school's strategic vision and direction.
-  The proposed budget for the general operations of the school are reflected at \$**8,846,210**_____
-  This investment plan for FY26 accommodates a student population that is projected to be **606**_____ students, which is a **decrease** of **74**_____ students from **FY25**.

Ralph J. Bunche MS: Allocation Overview

The **Allocation Tab** has 3 tables that show the allocations for **FY26**, **FY25**, and the **Change** in each area. This helps you understand how our school earned funds and positions for FY26 in comparison to FY25, and how changes in each line impact our overall school budget.

FY2026 TOTAL SCHOOL ALLOCATIONS	
School	Bunche Middle School
Location	0180
Level	MS
FY2026 Projected Enrollment	606
Total Earned	\$8,846,210
Per Pupil	\$14,598

FY2025 TOTAL SCHOOL ALLOCATIONS	
School	Bunche Middle School
Location	0180
Level	MS
FY2025 Projected Enrollment	680
Total Earned	\$9,349,895
Total Earned	\$13,750

Change	
School	Bunche Middle School
Location	0180
Level	MS
Change	-74
Total Earned	-\$503,685
Total Earned	\$848

SSF Category	Count	Weight	Allocation
Base Per Pupil	606	\$6,007	\$3,640,192
Grade Level			
Kindergarten	0	0.60	\$0
1st	0	0.50	\$0
2nd	0	0.45	\$0
3rd	0	0.45	\$0
4th	0	0.40	\$0
5th	0	0.40	\$0
6th	208	0.25	\$312,360
7th	194	-	\$0
8th	204	-	\$0
9th	0	0.05	\$0
10th	0	-	\$0
11th	0	-	\$0
12th	0	-	\$0
Poverty	512	0.35	\$1,076,440
Concentration of Poverty		-	\$0
EIP/REP	152	0.40	\$365,221
Special Education	71	0.05	\$21,325
Gifted	39	0.70	\$163,989
Gifted Supplement	0	0.70	\$0
ELL	15	0.20	\$18,021
Small School Supplement	#####	0.20	\$0
Incoming Performance	309	-	\$0
Baseline Supplement	No		\$0
Transition Policy Supplement	No		\$0
Capacity	No	0.25	\$0
Total SSF Allocation			\$5,597,545

SSF Category	Count	Weight	Allocation
Base Per Pupil	680	\$5,334	\$3,627,106
Grade Level			
Kindergarten	0	0.60	\$0
1st	0	0.25	\$0
2nd	0	0.25	\$0
3rd	0	0.25	\$0
4th	0	-	\$0
5th	0	-	\$0
6th	236	0.03	\$37,765
7th	224	-	\$0
8th	220	-	\$0
9th	0	-	\$0
10th	0	-	\$0
11th	0	-	\$0
12th	0	-	\$0
Poverty	469	0.47	\$1,175,769
Concentration of Poverty			\$51,607
EIP/REP	204	0.40	\$435,253
Special Education	97	0.05	\$25,870
Gifted	30	0.70	\$112,014
Gifted Supplement	4	0.70	\$16,503
ELL	21	0.20	\$22,403
Small School Supplement	FALSE	0.25	\$0
Incoming Performance	368	0.10	\$198,986
Baseline Supplement	No		\$0
Transition Policy Supplement	No		\$0
Capacity	No	0.25	\$0
Total SSF Allocation			\$5,703,275

SSF Category	Count	Weight	Allocation
Base Per Pupil	-74	\$673	\$13,086
Grade Level			
Kindergarten	0	-	\$0
1st	0	0.25	\$0
2nd	0	0.20	\$0
3rd	0	0.20	\$0
4th	0	0.40	\$0
5th	0	0.40	\$0
6th	-28	0.22	\$274,595
7th	-30	-	\$0
8th	-16	-	\$0
9th	0	0.05	\$0
10th	0	-	\$0
11th	0	-	\$0
12th	0	-	\$0
Poverty	43	(0.12)	-\$99,330
Concentration of Poverty		-	-\$51,607
EIP/REP	-52	-	-\$70,032
Special Education	-26	-	-\$4,545
Gifted	9	-	\$51,975
Gifted Supplement	-4	-	-\$16,503
ELL	-6	-	-\$4,382
Small School Supplement	0	(0.05)	\$0
Incoming Performance	-59	(0.10)	-\$198,986
Baseline Supplement		-	\$0
Transition Policy Supplement		-	\$0
Capacity		-	\$0
Total SSF Allocation			-\$105,730

Ralph J. Bunche MS: Additional Earnings

Additional Earnings			
Signature			\$0
Turnaround			\$0
Title I			\$488,250
Title I Holdback			-\$48,825
Title I Family Engagement			\$16,275
Security Grant			\$45,000
Field Trip Transportation			\$22,525
Dual Campus Supplement			\$0
District Funded Stipends			\$88,600
AVA Holdback			-\$18,021
Phoenix Holdback			\$0
SSF Holdback			0
Flex			\$0
Total FTE Allotments	####		\$2,654,860
Total Additional Earnings			\$3,248,664
Total Allocation			\$8,846,210

Additional Earnings			
Signature			\$297,810
Turnaround			\$0
Title I			\$508,800
Title I Holdback			-\$50,880
Title I Family Engagement			\$19,200
Security Grant			\$45,000
Field Trip Transportation			\$25,742
Dual Campus Supplement			\$0
District Funded Stipends			\$79,650
AVA Holdback			0
Phoenix Holdback			0
SSF Holdback			-\$57,033
Flex			\$132,339
Total FTE Allotments	28.50		\$2,645,992
Total Additional Earnings			\$3,646,620
Total Allocation			\$9,349,895

Additional Earnings			
Signature			-\$297,810
Turnaround			\$0
Title I			-\$20,550
Title I Holdback			\$2,055
Title I Family Engagement			-\$2,925
Security Grant			\$0
Field Trip Transportation			-\$3,216
Dual Campus Supplement			\$0
District Funded Stipends			\$8,950
AVA Holdback			-\$18,021
Phoenix Holdback			\$0
SSF Holdback			\$57,033
Flex			-\$132,339
Total FTE Allotments	(5.00)		\$8,868
Total Additional Earnings			-\$397,955
Total Allocation			-\$503,685

Summary Tab Overview

The Summary Tab provides a summary of the staff in our school. The columns show how many positions are:

- **Earned** – positions allocated by district departments. There is no school-level flexibility with these positions.
- **Funded** – District's recommended staffing for positions where there is school-level flexibility with staffing the position.
- **Staffed** – This shows how the position is currently staffed at the school.
- **Difference**—This shows the difference between the recommendation in the Funded column and the Staffed Column.
- **Comments:** The principal must provide comments if there is a difference in what is Funded and Staffed. Principals and GO Teams will discuss the rationale provided for the Comments section.

Ralph J. Bunche MS: Summary

Position Title	Earned	Funded	Staffed	Dif	Comments
Teachers					
Middle School Core		20.00	-	(20.00)	
Middle Electives		8.00	-	(8.00)	
Teacher Math 6-8			5.00	5.00	
Teacher Science 6-8			5.50	5.50	
Teacher Social Studies 6-8			6.00	6.00	
Teacher ELA 6-8			6.00	6.00	
Teacher Art 6-8			1.00	1.00	
Teacher Band 6-8			1.00	1.00	Band/Orchestra combined
Teacher Music 6-8			1.00	1.00	Chorus
Teacher Orchestra 6-8			-	-	
Teacher Physical Ed 6-8			2.00	2.00	
Teacher Performing Arts 6-8			-	-	
Teacher World Language 6-8			2.00	2.00	WL included in Connections
Teacher Gifted		1.50	2.00	0.50	
Teacher Social Emotional Learning			-	-	
EIP TEACHERS		3.00	3.00	-	
Teacher REP 6-12			3.00	3.00	1 math, 2 ELA

Ralph J. Bunche MS: Summary

CTE TEACHERS	Earned	Funded	Staffed	Difference	Comments
Teacher CTE 6-8	1.00	1.00	1.00	-	
Teacher ESOL	1.00	1.00	1.00	-	
Teacher Interrelated	7.00	7.00	8.00	1.00	Must Match Earned
Lead Teacher Special Ed	1.00	1.00	1.00	-	
Teacher Special Ed MOID	-	-	-	-	
Teacher Special Ed SID PID	1.00	1.00	1.00	-	
Teacher Special Ed EBD	-	-	-	-	
Special Ed Ebd Teacher - GNETS			-	-	
Teacher Special Ed Autism	1.00	1.00	1.00	-	
Speech Language Pathologist	1.00	1.00	1.00	-	
Teacher Adaptive PE	-	-	-	-	
Teacher Special Ed Visual Impairment	-	-	-	-	
Teacher Special Ed CTI	-	-	-	-	

Ralph J. Bunche MS: Summary

PARAPROFESSIONALS	Earned	Funded	Staffed	Difference	Comments
Paraprofessional Special Ed	4.00	4.00	7.00	3.00	Must Match Earned
ESOL Para			-	-	
Paraprofessional			-	-	
ISS Monitor		1.00	1.00	-	
Paraprofessional Physical Ed			-	-	
Paraprofessional Media			-	-	
Non Instructional Aide			-	-	
Special Ed Paraprofessional - School Funded			-	-	

Ralph J. Bunche MS: Summary

SCHOOL ADMINISTRATION		Funded	Staffed	Difference
Principal Middle		1.00	1.00	-
Assistant Principal Middle		2.00	3.00	1.00
Program Administrator		-	-	-
School Business Manager - 220 days			-	-
School Business Manager-Annual			1.00	1.00
School Secretary		1.00	1.00	-
Bookkeeper		1.00	-	(1.00)
School Clerk 231 day			-	-
School Clerk 211 day		1.00	2.00	1.00
School Clerk 202 day			-	-
Registrar		-	1.00	1.00

FY26 Budget Allocation

Ralph J. Bunche MS: Summary

SCHOOL SUPPORT	Earned	Funded	Staffed	
Specialist Attendance 202 day			-	-
Specialist Attendance 211 day			-	-
AUTR Resident Teacher Relay			-	-
Board Certified Behavior Analyst			-	-
Specialist Behavior 202 days			-	-
Specialist Behavior 211 days			1.00	1.00
Therapist Clinical			-	-
Counselor Middle		2.00	2.00	-
Graduation Coach		-	-	-
Instructional Coach 202 day			-	-
Instructional Coach 211 day			3.00	3.00
Master Teacher Leader			0.50	0.50
Media Specialist	1.00	1.00	1.00	-
Parent Liaison			1.00	1.00

Ralph J. Bunche MS: Summary

POSITION	Earned	Funded	Staffed	Difference	
School Nurse LPN	1.00	1.00	1.00	-	
School Nurse RN	-	-	-	-	
Signature IB Specialist			-	-	
Social Worker	1.00	1.00	1.00	-	
Social Worker Lead	-	-	-	-	
Specialist SST Intervention			1.00	1.00	
Psychologist	0.50	0.50	0.50	(0.00)	Must Match Earned
School Resource Officer	2.00	2.00	1.00	(1.00)	Must Match Earned
Site Manager	1.00	1.00	1.00	-	
Non Instructional Aide Security			1.00	1.00	

Non-Staffing Tab Overview

The **Non-Staffing Tab** shows how funds are allocated for non-staff items in the school. There is school-level flexibility for most of these items. The tab has columns for:

- **Recommended**—District's recommended amount to spend on the line item.
- **Allocation** – This shows how much money has been allocated towards the line item.
- **Difference**—This shows the difference between the recommended amount and the allocation.
- **Notes:** The principal must provide comments if there is a difference in what is Recommended and what is Allocated. Principals and GO Teams will discuss the rationale for the notes section.

Non-Staffing Tab

Description	Rec.	Allocation
Reserve	\$ 111,951	\$ 111,951
Teacher Stipends		
Secretary Overtime		
Contracted Services for Instruction		
Contracted Services for Professional Development		
Student Transportation-Charter Buses, Breeze Cards		
Postage		
Web-based Subscriptions and Licenses		
Signature Program Communication/Shipping Fee		
Computer Software		\$ -
Instructional Employee Travel		
Administrative Employee Travel		
Signature Programming Travel		
Mileage		
Student Transportation-APS Buses		
District Funded Field Trips	\$ 22,525	\$ 22,525

Non-Staffing Tab

DESCRIPTION	Recommendation	Allocation	Difference
Teaching/Other Supplies	\$ 30,300		\$ (30,300)
Signature Program Supplies			\$ -
Instructional Equipment/Furniture			\$ -
Computer Equipment			\$ -
Media Supplies	\$ 4,848		\$ (4,848)
Book Other Than Textbooks for Instruction			\$ -
Book Other Than Textbooks for PD			\$ -
Textbooks			\$ -
Digital/Electronic Textbooks			\$ -
Dues & Fees (Instructional Staff)			\$ -
Dues & Fees (Administrative Staff)			\$ -
Dues & Fees (Signature Programs)			\$ -
Security Grant Equipment			\$ -
Security Grant Contracted Services			\$ -
Security Grant Purchase of Equipment (Technology)			\$ -
Student Admissions			\$ -
Other Stipends (Please specify)		\$ -	\$ -

Non-Staffing Tab

Stipends		
Academic Stipends	25,200	\$25,200
Fine Arts Stipends	9,500	\$ 9,500
Athletic Stipends	53,900	\$53,900
Substitutes		
Teacher Subs	\$82,325	\$82,325
Principal/AP/Clerical Subs		\$ -
Media Specialist Subs		\$ -
Counselor Subs		\$ -
Paraprofessional Subs		\$ -
Substitute FICA	\$ 1,194	\$ 1,194

Signature and Turnaround Fund Process Overview



Overview

- * The district is piloting a zero-based budgeting (ZBB) process for Signature and Turnaround Program Funds this year.
- * Zero-based budgeting (ZBB) is a budgeting process that allocates funding based on program efficiency and necessity rather than budget history. As opposed to traditional budgeting, no item is automatically included in the next budget.
- * As such the **initial** allocation for these programs at all schools will be \$0.



Process

- * Principals will develop proposed requests for the personnel and non-personnel they need to support the Signature and/or Turnaround Programs at their schools.
- * Principals will share and discuss their proposals and rationale for the proposals with their school GO Team for feedback.
- * After discussing with their GO Team, principals will submit their request for review by January 31st. Funding for these programs will be provided the week of February 3rd.

Proposed FY26 Signature Program Fund Request

FY2026 Signature Earnings	\$ -		
Amount Requested for Signature	\$ -		
Personnel			
Positions	Requested Position	Avg Salary	Amount Requested
Signature Band Teacher	0.0	\$ 127,556	\$ -
Signature IB Specialist	0.0	\$ 147,559	\$ -
Signature Prgm Coach 202 day	0.0	\$ 149,395	\$ -
Signature Prgm Coach 211 day	0.0	\$ 156,932	\$ -
Signature Orchestra Teacher	0.0	\$ 127,556	\$ -
Signature Paraprofessional	0.0	\$ 56,115	\$ -
Signature Program Support Specialist	0.0	\$ 147,559	\$ -
Signature World Language Teacher	0.0	\$ 127,556	\$ -
	0.0	0.0	\$ -
	0.0	0.0	\$ -
	0.0	0.0	\$ -
Total Personnel	0.0		\$ -
Non-Personnel			
Description	Amount	Quantity	Amount Requested
Signature Programming Travel	-	0	\$ -
Dues & Fees (Signature Programs)	-	0	\$ -
STEM/IB/College and Career Sponsor Stipend	-	0	\$ -
Signature Programming Supplies/Resources	-	0	\$ -
Communication/Shipping Fees	-	0	\$ -

What's Next?

- **February**

- GO Team Feedback Meeting(s) **before** February 14th
 - **ACTION** (i.e.- **GO Team votes**) on draft budget **before** February 14th
- Cluster Superintendent Review (February 17-21)
- HR Staffing Conferences (February 24– February 27)

- **March**

- Final GO Team Approval Meeting (AFTER your school's Staffing Conference and BEFORE Friday, March 14th)
 - **ACTION** (i.e.- **GO Team votes**) on final budget recommendation **before** March 14

Questions?



**Thank you for your time
and attention.**

Information Items



Principal's Report

Winter MAP Data
CCRPI Results

LET'S CELEBRATE OUR DATA!

Ying Yang Twins - Halftime (Instrumental)



IT'S HALFTIME Y'ALL!

What is our S2 focus?



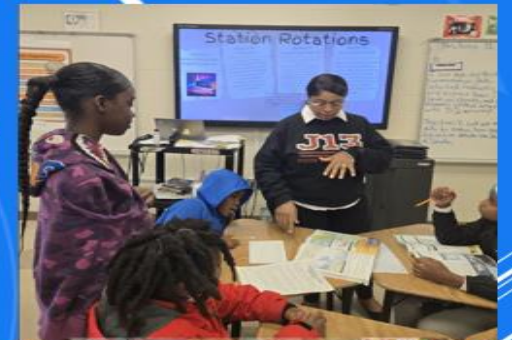
REAL TIME
FEEDBACK

SMALL
GROUPS



COLLABORATION

STUDENT
DISCOURSE



STATIONS

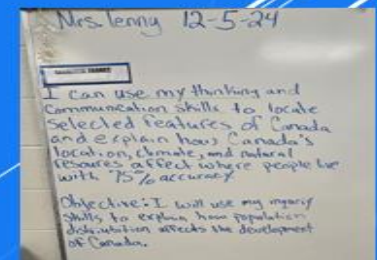


DO NOW
&
EXIT TICKETS

ALTERNATIVE
TEACHING



MODELING



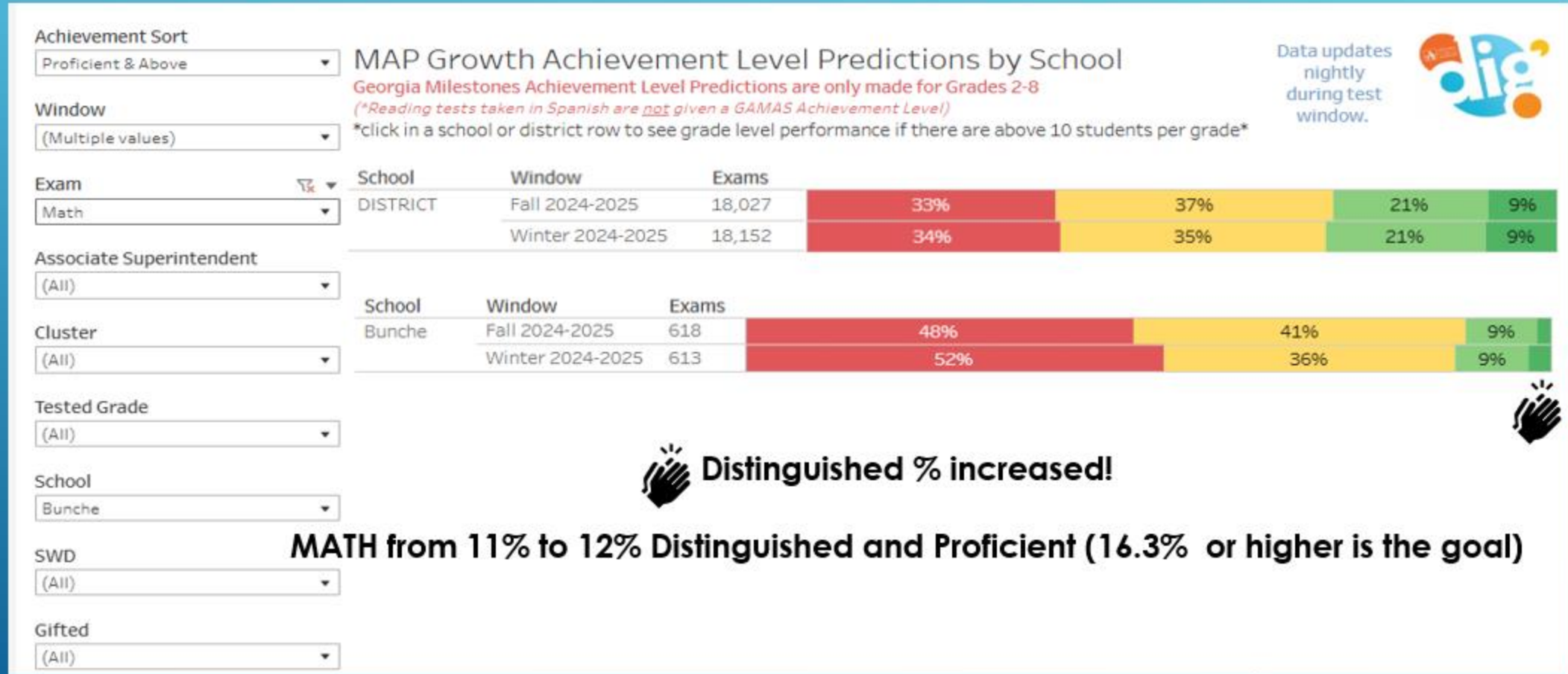
RALPH J. BUNCHE MIDDLE SCHOOL

SMART GOALS 2024-2025

SMART Goals		
Literacy	Numeracy	Whole Child & Intervention
To increase the number of full academic year students scoring proficient or above on the 2025 ELA GMAS, by 5% (from 18.5% to 23.5 %) from the 2024 GMAS	To increase the number of full academic year students scoring proficient or above on the 2025 math GMAS, by 5% (from 11.3% to 16.3 %) from the 2024 GMAS	Increase school ADA by at least 5% (from 89.6% to 95%) by Spring 2025.
Progress Monitoring Measures		
Literacy	Numeracy	Whole Child & Intervention
Growth will be measured by MAP, Amplify unit assessments, exit tickets, iReady data reports; walkthrough data (lesson plan implementation and personalized learning)	Growth will be measured by MAP, Amplify unit assessments, exit tickets, and iReady data reports, walkthrough data (lesson plan implementation and personalized learning)	Monitoring via Infinite Campus and APS Graphs to identify students who are at risk of missing 2 days of school monthly

Where are we NOW? Where are we going? How will we get there?

MATH MAP GROWTH COMPARISON: FALL → WINTER 2024 PREDICTIONS FOR MILESTONES ACHIEVEMENT



MATH MAP GROWTH SCHOOL DRILL DOWN: FALL → WINTER 2024 BY GRADE LEVEL

Sort Students by:

RIT Score

Grade

(All)

Window

(Multiple values)

Exam

Math

Student Search

(use after student list is genera...

SWD

(All)

Gifted

(All)

MAP Growth Achievement Level Predictions by Grade

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

click a grade-level or section to generate a list of students in that category combination below

School	Window	Grade	Exam	Exams			
Bunche	Fall 2024-2025	06	Math	189	43%	46%	10%
		07	Math	208	52%	38%	9%
		08	Math	221	49%	40%	8%
	Winter 2024-2025	06	Math	187	44%	45%	10%
		07	Math	198	59%	31%	8%
		08	Math	228	53%	32%	10%

Fall to Winter Distinguished and Proficient

Grade 6= 12% to 11%

Grade 7= 10% to 11% *



*growth

Grade 8= 10% to 14% *

MATH MAP GROWTH CLASS DRILL DOWN: FALL → WINTER 2024

FALL: Distinguished & Proficient

Grade 8
On Level 8%

Grade 7
On Level 8%

Grade 6
GATE → 20% On Level 7%

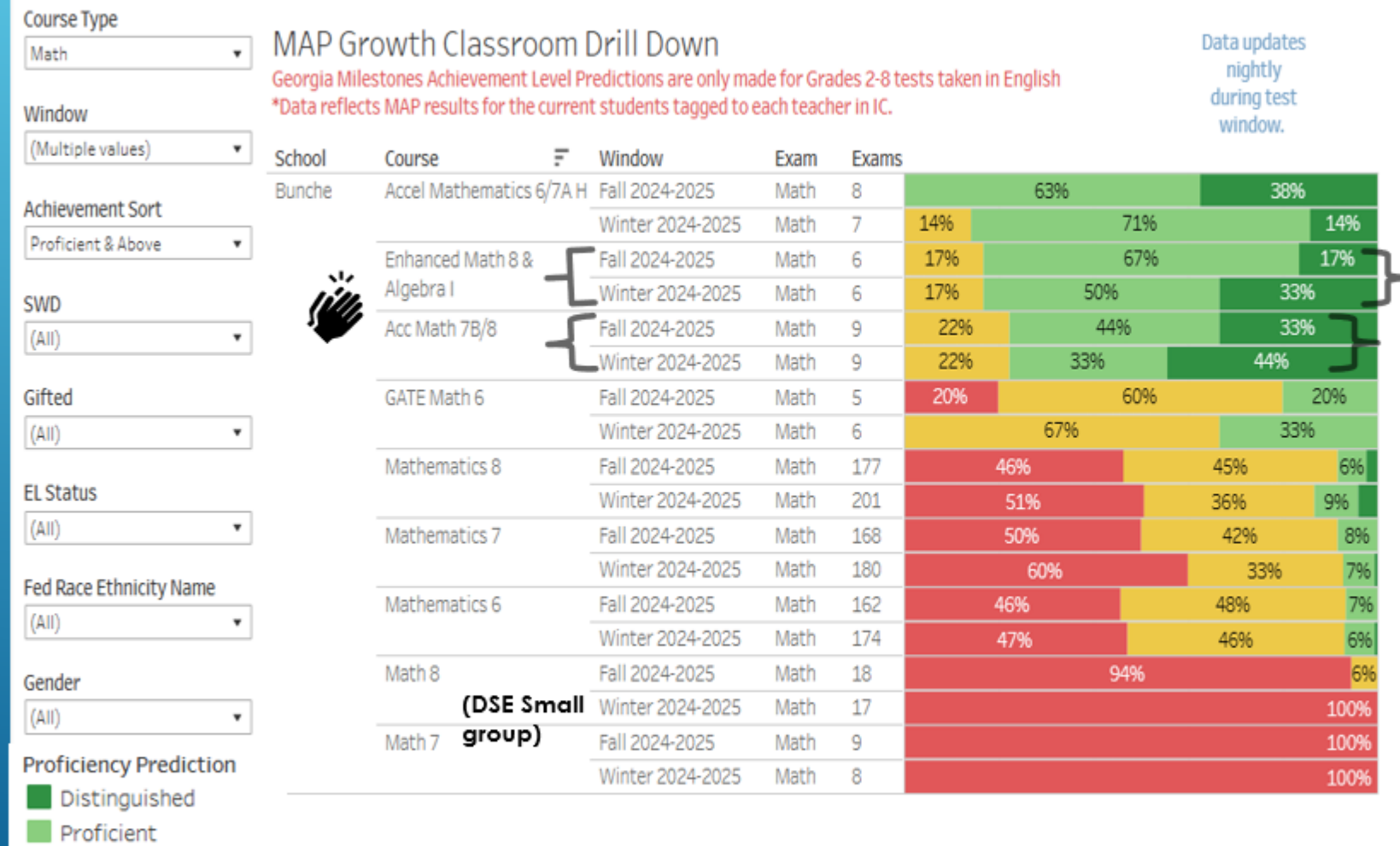
WINTER: Distinguished & Proficient

Grade 8
On Level 13% *

Grade 7
On Level 8%

Grade 6
GATE → 33% * On Level 7%

*growth



Enhanced Math 8/Algebra I= 16% growth in distinguished from Fall to Winter
Acc Math 7B/8= 10% growth in distinguished from Fall to Winter

READING MAP GROWTH COMPARISON: FALL → WINTER 2024 PREDICTIONS FOR MILESTONES ACHIEVEMENT

Data updates
nightly
during test
window.



MAP Growth Achievement Level Predictions by School

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8

(*Reading tests taken in Spanish are not given a GAMAS Achievement Level)

click in a school or district row to see grade level performance if there are above 10 students per grade

Achievement Sort

Proficient & Above

Window

(Multiple values)

Exam

Reading

Associate Superintendent

(All)

Cluster

(All)

Tested Grade

(All)

School

Bunche

School	Window	Exams				
DISTRICT	Fall 2024-2025	18,031	35%	29%	25%	12%
	Winter 2024-2025	18,208	34%	28%	25%	13%

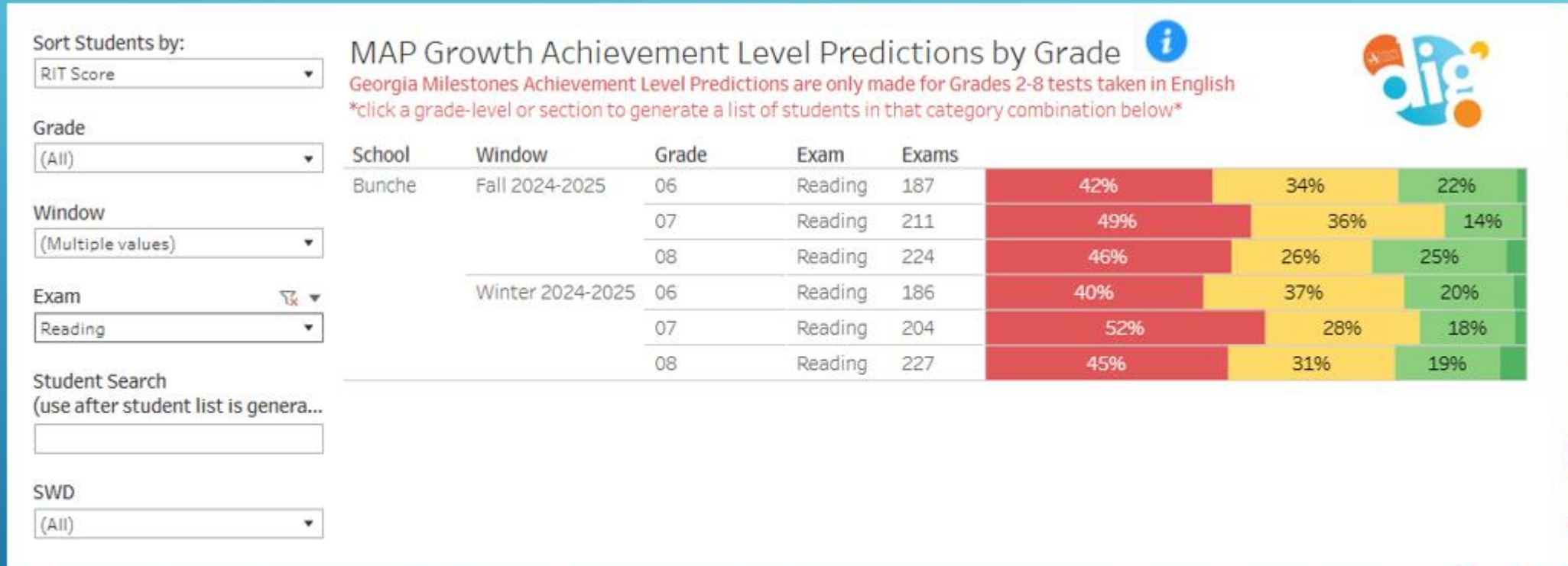
School	Window	Exams				
Bunche	Fall 2024-2025	622	46%	32%	20%	
	Winter 2024-2025	617	46%	32%	19%	



Distinguished % increased!

22% Distinguished and Proficient (23.5 % or higher is the goal)

READING MAP GROWTH SCHOOL DRILL DOWN: FALL → WINTER 2024 BY GRADE LEVEL



Fall to Winter Distinguished and Proficient

Grade 6= 24% to 22%

Grade 7= 15% to 20%

Grade 8= 29% to 24%

*growth

READING MAP GROWTH CLASS DRILL DOWN: FALL ➡ WINTER 2024

Course Type
Reading

Window
(Multiple values)

Achievement Sort
Proficient & Above

SWD
(All)

Gifted
(All)

EL Status
(All)

Fed Race Ethnicity Name
(All)

Gender
(All)

Dual Language Immersion
(All)

Proficiency Prediction

- Distinguished
- Proficient
- Developing
- Beginning

MAP Growth Classroom Drill Down

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

*Data reflects MAP results for the current students tagged to each teacher in IC.

Data updates
nightly
during test
window.

School	Course	Window	Exam	Exams	
Bunche	GATE ELA 8	Fall 2024-2025	Reading	19	<div><div style="width: 26%;"></div><div style="width: 47%;"></div><div style="width: 21%;"></div></div>
		Winter 2024-2025	Reading	18	<div><div style="width: 22%;"></div><div style="width: 56%;"></div><div style="width: 22%;"></div></div>
	GATE ELA 7	Fall 2024-2025	Reading	11	<div><div style="width: 27%;"></div><div style="width: 64%;"></div><div style="width: 9%;"></div></div>
		Winter 2024-2025	Reading	13	<div><div style="width: 8%;"></div><div style="width: 23%;"></div><div style="width: 54%;"></div><div style="width: 15%;"></div></div>
	Lang Arts 6	Fall 2024-2025	Reading	173	<div><div style="width: 43%;"></div><div style="width: 34%;"></div><div style="width: 21%;"></div></div>
		Winter 2024-2025	Reading	185	<div><div style="width: 40%;"></div><div style="width: 37%;"></div><div style="width: 21%;"></div></div>
	Lang Arts 8	Fall 2024-2025	Reading	185	<div><div style="width: 48%;"></div><div style="width: 28%;"></div><div style="width: 23%;"></div></div>
		Winter 2024-2025	Reading	204	<div><div style="width: 49%;"></div><div style="width: 31%;"></div><div style="width: 17%;"></div></div>
	Lang Arts 7	Fall 2024-2025	Reading	177	<div><div style="width: 50%;"></div><div style="width: 36%;"></div><div style="width: 13%;"></div></div>
		Winter 2024-2025	Reading	190	<div><div style="width: 55%;"></div><div style="width: 29%;"></div><div style="width: 15%;"></div></div>

FALL: Distinguished and Proficient

Grade 8
GATE → 68% On Level → 25%

Grade 7
GATE → 73% On Level → 14%

Grade 6
On Level 23%

WINTER: Distinguished and Proficient

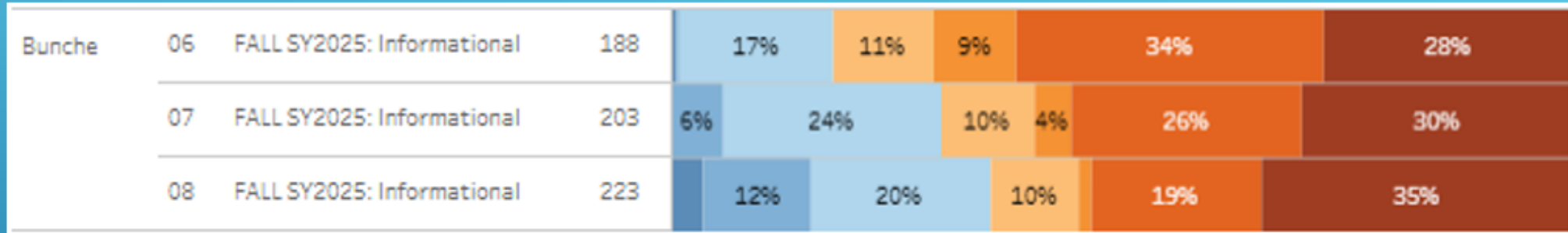
Grade 8
GATE → 78% * On Level → 20%

Grade 7
GATE → 69% On Level → 16% *

*growth Grade 6
On Level 23%

Write Score Fall 2024

Narrative Score



Tested School

Bunche

Tested Grade

(All)

Window

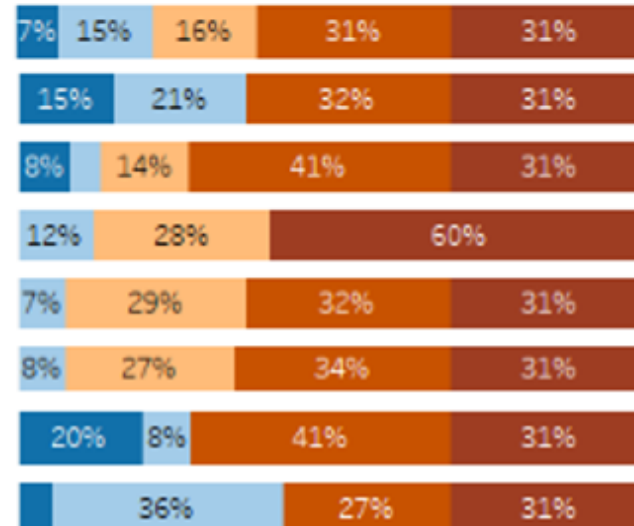
(Multiple valu...

Raw score

(All)

Idea Dev., Org., & Coherence

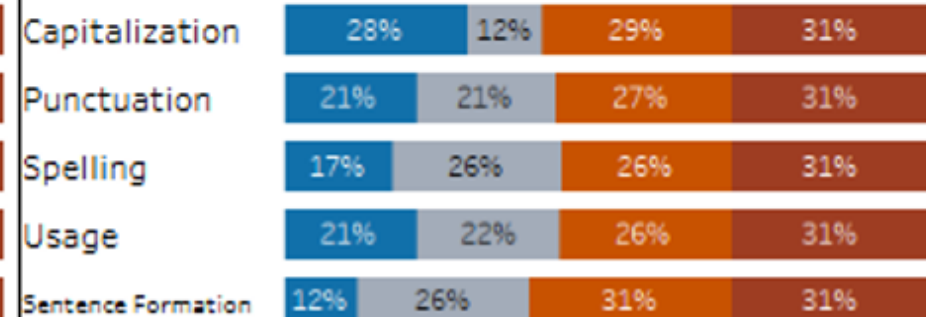
Introduction
Progression
Conclusion
Transitions
Focus
Dev of Support
Attributions
Word Choice



Write Score School Summary

Zeros 31%

Language Usage & Conventions



Raw Score Summary



What can we do to encourage/support our students coming to school?

CCRPI Attendance Overview

Percentage of students who are absent less than 10% of enrolled days
Note: Students with an attendance rate of 90% or less and less than 30 days membership do not count against the school.

Select Year

Current Year

Gender

All)

Race/Ethnicity

All)

ELL Status

All)

Enrolled

All)

MD

SY2024-2025

Douglass	Goodrum	Hill	Lawrence	Sofianos	Taylor	Charter	Other
77.0%	62.7%	66.7%	63.0%	81.3%	63.1%	78.6%	61.8%
Beecher 79.9%	H Russell 61.7%	Bunche 67.5%	Cleveland 65.4%	BAMO 82.9%	BEST MS/HS 75.3%	ANCS Elementary 94.9%	Carver STEAM 39.7%
Bolton 92.4%	Hank Aaron 75.6%	Carver Early 60.3%	Dobbs 71.5%	Benteen 86.8%	Boyd 61.9%	ANCS Middle 93.1%	Gideons 71.1%
Brandon 95.0%	Hollis 56.7%	Continental 79.4%	Heritage 73.5%	Burgess 91.0%	CSK 78.2%	Centennial 78.2%	Hillside 99.4%
Cascade 61.2%	Jones 72.2%	Deerwood 73.8%	Humphries 74.7%	Dunbar 76.3%	Douglass 57.7%	Classical 94.9%	KIPP Woodson Park 66.2%
E Rivers 86.1%	Tuskegee 78.4%	Fickett 71.5%	Hutchinson 72.0%	Hope-Hill 74.4%	FL Stanton 73.3%	Drew Elementary 93.0%	Price 58.8%
Garden Hills 82.2%	Washington 50.1%	Finch 71.8%	Long 61.2%	Howard 89.4%	Harper-Archer ES 71.1%	Drew Secondary 86.8%	Slater 62.4%
Jackson Elementary 92.0%		Kimberly 74.7%	South Atlanta 51.0%	Jackson High 64.5%	Invictus 45.1%	Kindezi 77.0%	
Mays 53.1%		Perkerson 75.3%		King 72.3%	Scott 79.0%	Kindezi O4W 79.4%	
Miles 58.1%		Sylvan 57.8%		Lin 97.1%	Usher-Collier 65.1%	KIPP Collegiate 61.8%	
North Atlanta 74.8%		Therrell 57.5%		Midtown 78.5%		KIPP Soul 71.2%	
Peyton Forest 79.1%				Morningside 96.0%		KIPP Soul Primary 67.0%	
Smith 88.9%				Parkside 82.7%		KIPP STRIVE 74.5%	
Sutton 83.9%				Springdale Park 95.4%		KIPP STRIVE Primary 79.6%	
West Manor 82.2%				Toomer 74.8%		KIPP Vision 68.1%	
Young 58.0%				VHE 89.2%		KIPP Vision Primary 63.0%	
						KIPP WAVS	

33% of our students do not attend school consistently



ATLANTA
PUBLIC
SCHOOLS

Content Mastery: ELA

Spring 2024

Content Mastery Achievement Levels: Elementary & Middle

This dashboard shows EOG GMAS and GAA 2.0 exam data for Full Academic Year (FAY) students at each school.

- Use the assessment filter to view EOG or GAA 2.0 data.
- Data is not shown for groups with fewer than 15 students.
- Click on any school-level row to view the grade-level drilldown



School	End Year	School Type	Subject	Count			
Bunche	2024	MS	ELA	625	49.0%	30.9%	18.4%

Distinguished & Proficient
20.16%

Content Mastery: Math

Spring 2024

Content Mastery Achievement Levels: Elementary & Middle

This dashboard shows EOG GMAS and GAA 2.0 exam data for Full Academic Year (FAY) students at each school.

- Use the assessment filter to view EOG or GAA 2.0 data.
- Data is not shown for groups with fewer than 15 students.
- Click on any school-level row to view the grade-level drilldown

Achievement Level

- Distinguished / Level 4
- Proficient / Level 3
- Developing / Level 2
- Beginning / Level 1

School	End Year	School Type	Subject	Count			
Bunche	2024	MS	Math	626	51.6%	37.5%	8.8%

Distinguished & Proficient
10.88%

Closing the Gap: ELA (subgroup data)

Spring 2024

Closing Gaps: Across Schools Comparison

This dashboard shows the performance of subgroups across the district

- Use the Subgroup Comparison filter to select Race/Ethnicity or ED, SWD, and EL
- Black trend line:** Shows the district average for the school level
- Hover over a bar to view the school's improvement target and prior year's score
- To sort by **School** or **Subgroup**, hover to the right of the column title to reveal the sort icon

Improvement Target Performance

- No improvement
- Target met

Comparison Group

School Level

Content Area

End Year

Cluster

Cluster Superintende...

School

ED, SWD, ELL

Middle

English Language ...

2024

(All)

(All)

Bunche

ED, SWD, ELL- English Language Arts

School	ALL Students	Economically Disadvantaged	Students with Disability	English Learners
Bunche	36.74	36.74	12.91	41.67

(Target 29.22)



Closing the Gap: Science (subgroup data)

Spring 2024

Closing Gaps: Across Schools Comparison

This dashboard shows the performance of subgroups across the district

- Use the Subgroup Comparison filter to select Race/Ethnicity or ED, SWD, and EL
- Black trend line: Shows the district average for the school level
- Hover over a bar to view the school's improvement target and prior year's score
- To sort by School or Subgroup, hover to the right of the column title to reveal the sort icon

Improvement Target Performance

- No improvement
- Target met

Comparison Group

School Level

Content Area

End Year

Cluster

Cluster Superintende...

School

ED, SWD, ELL

Middle

Science

2024

(All)

(All)

Bunche

ED, SWD, ELL- Science

School	ALL Students	Economically Disadvantaged	Students with Disability
Bunche	20.950	20.950	19.700

(Target 18.98)

Closing the Gap: SC (subgroup data)

Spring 2024

Closing Gaps: Across Schools Comparison

This dashboard shows the performance of subgroups across the district

- Use the Subgroup Comparison filter to select Race/Ethnicity or ED, SWD, and EL
- Black trend line: Shows the district average for the school level
- Hover over a bar to view the school's improvement target and prior year's score
- To sort by School or Subgroup, hover to the right of the column title to reveal the sort icon

Improvement Target Performance

- No improvement
- Target met

Comparison Group

School Level

Content Area

End Year

Cluster

Cluster Superintende...

School

ED, SWD, ELL

Middle

Science

2024

(All)

(All)

Bunche

ED, SWD, ELL- Science

School	ALL Students	Economically Disadvantaged	Students with Disability
Bunche	20.950	20.950	19.700

(Target 18.98)

Closing the Gap: SS (subgroups)

Spring 2024

Closing Gaps: Across Schools Comparison

This dashboard shows the performance of subgroups across the district

- Use the Subgroup Comparison filter to select Race/Ethnicity or ED, SWD, and EL
- Black trend line: Shows the district average for the school level
- Hover over a bar to view the school's improvement target and prior year's score
- To sort by School or Subgroup, hover to the right of the column title to reveal the sort icon

Improvement Target Performance

Progress made, but target not met

Target met

Comparison Group

School Level

Content Area

End Year

Cluster

Cluster Superintende...

School

ED, SWD, ELL

Middle

Social Studies

2024

(All)

(All)

Bunche

ED, SWD, ELL- Social Studies

School	ALL Students	Economically Disadvantaged	Students with Disability
Bunche	28.180	28.180	21.850
	(Target 27.97)	(Target 27.97)	(Target 22.18)

LET'S CELEBRATE!



LET'S CELEBRATE!



LET'S CELEBRATE!



Thank you

