North View Middle 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement*

Reading
 All Students
 	
 Basic Goal: 38.8   **Trans. Goal: 43.8**
 	
 See attached addendum for more detailed information
	• ELA Reading Development Plan (SD 2), (SD 5), (SD4)
	 • LETRS Training (SD 2), (SD 4), (SD 5)
	   ○ Fundamentals of reading instruction: Phonological awareness, Phonics, fluency, vocabulary, comprehension, writing, and language.
	 • Exploratory Classroom
	   ○ Literacy Strategy Implementation
	 • Collaborative Classrooms
	   ○ English Learners support in Science classrooms.
	 • EL Consultation Support
	   ○ Support with engaging multilingual learners in the AVID Critical Reading Process. (SD 2), (SD 5)
	 • Advisory Recovery Time
	   ○ Core content reinforcement through activities and small group instruction. (SD 2), (SD 5)
		• Special Education Resource Classes
		   ○ Whole group reading interventions in Special Education and English Language classrooms. (SD 2)
		 • Support Classes
		   ○ ADSIS Reading Labs
		 • Core Classroom Literacy Strategy Implementation
		   ○ Whole group reading interventions implementation. (SD2)
		   ○ AVID critical reading process implementation. (SD2)
		 • Special Education Supports
		   ○ Wilson's Reading support class. (SD 2)
		 • WICOR, Scaffolding & Rigorous Instructional Practices
			• Support Classes & Groups
			   ○ AVID Support Classes (SD 1), (SD 2), (SD 4), (SD 4), (SD 5)
			   ○ Counseling Groups (SD 5)
			 • Collaborative Classrooms
			   ○ English Learners support in Social Studies classrooms.
			   ○ Special education support in English Language Arts classrooms. (SD 2), (SD 4)
			 • English Language Arts Classrooms
			   ○ Daily independent reading in ELA classrooms.(SD 2)
			   ○ A focus on writing to increase reading comprehension. (SD 2)
			 • Instructional Technology Training
			   ○ Schoology supported by the district's Technology Integration Specialist. (SD 3), (SD 4)
			 • Curriculum Development Process
			   ○ Professional Learning Teams (SD 2), (SD 4)
			   ○ UBD Planning Design (SD 2)

Math
 All Students
 	
 Basic   Trans.
	• Buildwide Mathematical Strategy Implementation	• Math Curriculum (SD 2)
		   ○ Administrative Fidelity Walkthroughs
			• Support Classes & Groups
			   ○ AVID Support Classes (SD 1), (SD 2), (SD 4), (SD 4), (SD 5)

Goal	Goal			

25.0	30.0	• Literacy Strategy Implementation
		  ○ Whole group reading interventions implementation.
		• Advisory Recovery Time (SD 2), (SD 5)
		  ○ Core content reinforcement through activities and small group instruction.
		• Title One Lead Targeted Math Support
			• Support Classes & Groups
			  ○ ADIS Math Labs
			  ○ Tiered Building Level Math Labs
			• WICOR, Scaffolding & Rigorous Instructional Practices
				○ Counseling Groups (SD 5)
				○ After School Math Support (SD 2)
				○ 6th Grade Double Dip Math Acceleration (SD 2), (SD 5)
				• Collaborative Classrooms
				  ○ English Learners support in Math classrooms. (SD 2)
				  ○ Special education support in Math classrooms. (SD 2)
				• Instructional Technology Training
				  ○ Schoology support by the district's Technology Integration Specialist. (SD 3), (SD 4)
				• Curriculum Development Process
				  ○ Professional Learning Teams (SD 2)
				• Special Education Supports
				  ○ Resource Classes (SD 2)

See attached addendum for more detailed information				

Student Management
 	
Evidence of Need: This year's student management goals will build upon our efforts to support students who experience a high recurrence rate of our two most common forms of removal from instruction: alternative-to-suspension (PASS) and out-of-school suspension. The rationale being that a reduction in recurrence rate will speak to the effectiveness of interventions and supports.
		• Professional Development
		  ○ CASEL Classroom Practices (SD 1)
		  ○ Behavior Support Plan Implementation (SD 4)
			• Restorative practices
			  ○ Community building opportunities in classrooms.(SD 1), (SD 4)
			  ○ Professional coaching for licensed and non-licensed staff. (SD 1), (SD 4)
			  ○ Restorative Practices Lead Position
			• Proactive Student Engagement Activities
			  ○ Trauma-Informed Practices (SD 1), (SD 4)
			• Advisory Programming
			  ○ Social emotional learning activities. (SD 1), (SD 5)
			• Talking Points Tardy Notification
				• Advisory Programming
				  ○ College and Career Readiness (SD 1), (SD 5)
				  ○ Social emotional learning activities. (SD 1), (SD 5)
				• Social Emotional Learning Supports
				  ○ Counseling Groups (SD 1)
				  ○ Check and Connect (SD 1), (SD 5)
				  ○ Mindfulness Room (SD 1)
				  ○ Positive Alternative to School Suspension (PASS) programming
				  ○ Reflection Room (SD 1)
				  ○ Social Work Groups (SD 1), (SD 5)
				  ○ Unified Classes (SD 1): Programing that supports the creation of a socially inclusive school climate.
				  ○ WEB Transition Program: A peer mentoring and student transition program. (SD 1)

Adapted September 22

Student Behavior: Alternative-to-Suspension, Out-of-School Suspension			● Proactive Student Engagement Activities ○ Grade Level Engagement Plan Implementation: An instructional routine and community building framework. (SD 1) ○ Core Components of PBIS (SD 1) ○ One2One Programing (SD 1), (SD 5) ● Professional Development ○ Non-Verbal classroom management professional development (SD 1) ○ Licensed staff Developmental Designs training opportunities(SD 1) ○ Check and Connect Programing (SD 1), (SD 5)
Baseline Data by Target Group: 11 students received 7 or more PASS (ATS) assignments during the 2022-23 school year, accounting for the majority of total 206 PASS assignments.			
Goal 1: 75% of students assigned to PASS will receive 3 or fewer PASS assignments throughout the school year. *Goal 2:* A 10% decline in Out-of-School suspension, resulting in no more than 87 total suspensions.			
Family Engagement **Evidence of Need:** North View Middle School (NVMS) 2022 School Summary of Family Stakeholder Survey Results state that families at North View Middle School responded less favorably in three areas. Specifically, when asked if their child had opportunities to influence their learning experience, use their strengths, or engage with equitable practices, North View Middle School	● Family-Engagement Planning ○ Building leadership team planning. (SD 3), (SD 4) ○ One2One Programing (SD 1), (SD 5)	● Multi-Tiered Communication Practices ○ Talking Points (SD 3), (SD 5)	● Transition Planning ○ 5th Grade Open House (SD 1) ○ 5th Grade Visits (SD 1) ○ Academic Planning Conferences (SD 2) ○ Virtual Registration Conferences (SD 2) ● Community Connectedness Activities ○ AVID Parent Meetings (SD 1), (SD 5) ○ Digital Family & Community Newsletters (SD 3) ○ Family Listening Sessions (SD 2) ○ Music Events (SD 1) ○ One World Many Stories Celebration Event (SD 1)

Adapted September 22

families responded less favorably than their district-level peers. North View Middle School families also responded less favorably than their district-level peers when asked if they understood how to access the school's various communication tools and if those communications were provided in their preferred language.			○ Parent-Teacher Conferences (SD 2), (SD 3) ○ VIP Tours: Opportunities for parents to tour our campus. (SD 3) ● Multi-Tiered Communication Practices ○ Social Media Posting (SD 3) ○ Website Updates (SD 3) ○ Schoology Updates (SD 3) ○ Standardized Classroom Communications (SD 3)
Goal: Increase families favorably percentages for the statements that follow to meet or exceed the district averages as assessed by the biennial Family Stakeholder Survey: ● My scholar has opportunities to influence their learning experience. ● My scholar has been able to use their strengths. ● My scholar's school has practices that benefit one group of scholars over another. ● Communication from my scholar's school is			

- provided in my preferred language. - I understand how to access the various communication tools from my scholar's school. - Communication from my scholar's school is provided in my preferred language.			

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

Adapted September 22

2023-24 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement*
Reading All Students Basic Goal / Trans. Goal *See attached addendum for more detailed information	- ELA Reading Development Plan (SD 2), (SD 5), (SD4) - LETRS Training (SD 2), (SD 4), (SD 5) - Fundamentals of reading instruction: Phonological awareness, Phonics, fluency, vocabulary, comprehension, writing, and language. - Exploratory Classroom - Literacy Strategy Implementation - Collaborative Classrooms - English Learners support in Science classrooms.	- Advisory Recovery Time - Core content reinforcement through activities and small group instruction. (SD 2), (SD 5) - Special Education Resource Classes - Whole group reading interventions in Special Education and English Language classrooms. (SD 2) - Support Classes - ADIS Reading Labs - Core Classroom Literacy Strategy Implementation - Whole group reading interventions implementation. (SD2) - Special Education Supports - Wilson's Reading support class. (SD 2) - EL Consultation Support - Support with engaging multilingual learners in the AVID Critical Reading Process. (SD 2), (SD 5)	- Core Classroom Literacy Strategy Implementation - AVID critical reading process implementation. (SD2)
Math All Students Basic Goal / Trans. Goal *See attached addendum for more detailed information	- Buildwide Mathematical Strategy Implementation - Literacy Strategy Implementation - Whole group reading interventions implementation.	- Math Curriculum (SD 2) - Administrative Fidelity Walkthroughs - Support Classes & Groups - ADIS Math Labs - Tiered Building Level Math Labs - Advisory Recovery Time (SD 2), (SD 5)	

		○ Core content reinforcement through activities and small group instruction. ● Title One Lead Targeted Math Support ● WICOR, Scaffolding & Rigorous Instructional Practices	
Student Management Evidence of Need: Student Behavior: Baseline Data by Target Group: Goal:	● Professional Development 　○ CASEL Classroom Practices (SD 1) 　○ Behavior Support Plan Implementation (SD 4)	● Restorative practices 　○ Community building opportunities in classrooms.(SD 1), (SD 4) 　○ Professional coaching for licensed and non-licensed staff. (SD 1), (SD 4) 　○ Restorative Practices Lead Position ● Proactive Student Engagement Activities 　○ Trauma-Informed Practices (SD 1), (SD 4) ● Advisory Programming 　○ Social emotional learning activities. (SD 1), (SD 5) ● Talking Points Tardy Notification	
Family Engagement Evidence of Need: Goal:	● Family-Engagement Planning 　○ Building leadership team planning. (SD 3), (SD 4) 　○ One2One Programing (SD 1), (SD 5)	● Multi-Tiered Communication Practices 　○ Talking Points (SD 3), (SD 5)	

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:
1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**

3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

Adapted September 22

2024-25 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement*
Reading All Students Basic Goal / Trans. Goal *See attached addendum for more detailed information*	● ELA Reading Development Plan (SD 2), (SD 5), (SD4) ● LETRS Training (SD 2), (SD 4), (SD 5) ○ Fundamentals of reading instruction: Phonological awareness, Phonics, fluency, vocabulary, comprehension, writing, and language. ● Exploratory Classroom ○ Literacy Strategy Implementation ● Collaborative Classrooms ○ English Learners support in Science classrooms.	● Advisory Recovery Time ○ Core content reinforcement through activities and small group instruction. (SD 2), (SD 5) ● Special Education Resource Classes ○ Whole group reading interventions in Special Education and English Language classrooms. (SD 2) ● Special Education Supports ○ Wilson's Reading support class. (SD 2) ● EL Consultation Support ○ Support with engaging multilingual learners in the AVID Critical Reading Process. (SD 2), (SD 5)	● Core Classroom Literacy Strategy Implementation ○ Whole group reading interventions implementation. (SD2) ● Support Classes ○ ADIS Reading Labs ● WICOR, Scaffolding & Rigorous Instructional Practices
Math All Students Basic Goal / Trans. Goal *See attached addendum for more detailed information*	● Literacy Strategy Implementation ○ Whole group reading interventions implementation.	● Support Classes & Groups ○ ADIS Math Labs ○ Tiered Building Level Math Labs ● Advisory Recovery Time (SD 2), (SD 5) ○ Core content reinforcement through activities and small group instruction. ● Title One Lead Targeted Math Support ● Buildwide Mathematical Strategy Implementation	● Math Curriculum (SD 2) ○ Administrative Fidelity Walkthroughs ● WICOR, Scaffolding & Rigorous Instructional Practices
Student Management Evidence of Need:	● Professional Development ○ CASEL Classroom Practices (SD 1)	● Restorative practices	● Restorative practices ○ Restorative Practices Lead Position

Adapted September 22

Student Behavior: Baseline Data by Target Group: Goal:	○ Behavior Support Plan Implementation (SD 4)	○ Community building opportunities in classrooms.(SD 1), (SD 4) ○ Professional coaching for licensed and non-licensed staff. (SD 1), (SD 4) ○ Restorative Practices Lead Position ● Proactive Student Engagement Activities ○ Trauma-Informed Practices (SD 1), (SD 4) ● Advisory Programming ○ Social emotional learning activities. (SD 1), (SD 5) ● Talking Points Tardy Notification	
Family Engagement Evidence of Need: Goal:	● One2One Programing (SD 1), (SD 5)	● Multi-Tiered Communication Practices ○ Talking Points (SD 3), (SD 5) ● Family-Engagement Planning ○ Building leadership team initiatives. (SD 3), (SD 4)	

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:
1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

Adapted September 22

SIP Data Sheet

The School Improvement Plan priorities focus on five areas: **reading, mathematics**, **student behavior, family engagement, and, if applicable, graduation**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction; (3) student behavior; (4) family engagement and, if applicable, (5) a graduation rate goal.

Guidelines

(1) The district will insert the basic and transformational goals before the start of school using the 2022-2023 cohorts (incoming students for Fall 2022).
(2) Basic goals represent reasonable student progress (typically district average change). Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
(3) Initial Fall 2022 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.
(4) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
(5) Site teams should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
   a. What did the data tell you about your current state? Is this part of a longer trend?
   b. What adult practices might be contributing to the results? What could be root causes?
   c. What research-based actions, strategies, and interventions may help students meet the goals?
   d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

Reading:

MCA Reading Index Rates

Priority One: READING						*Measure: MCA Proficiency (Index Rates)*	
Column Header							
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points						
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1						
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years						
Transformational (Trans.) Goal	Basic goal plus five index rate points						
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal		Met basic goal	Met transform-ational goal

Group	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
All Students	**42.7**	**43.8**	**40.6**	**37.8**	**57.9**	**44.4**	**38.8**	**43.8**
Grade 6	47.0	47.2	42.4	44.2	63.7	44.9	42.9	47.9
Grade 7	38.5	39.0	33.5	34.8	56.6	43.6	32.6	37.6
Grade 8	42.6	45.4	46.1	35.8	54.8	44.7	40.3	45.3
AmIn/Haw		30.0				45.5		
Asian	57.5	55.3				55.9		
Black	34.0	34.1				42.0		
Hispanic	36.3	38.0				26.5		
White	60.5	73.1				54.5		
Multiracial	45.8	36.5				47.6		
ML/EL	8.9	8.2				11.7		
Spec Ed	17.3	4.9				21.7		
F/R Lunch	39.7	40.5				40.6		
Female	50.0	49.2				49.7		
Male	36.5	38.3				39.1		

Adapted September 22

Reading (cont.)

MCA Reading Proficiency

Priority One: READING	Measure: MCA Proficiency (% Proficent)
Column Header	**Definition**
Results	% Proficient on MCA Reading for students enrolled as of October 1st
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2022

Key:	
Symbol	**Description**
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
⬚	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	MCA (% Proficient)				Trend
	Results Spring 2018	**Results Spring 2019**	**Results Spring 2021**	**Results Spring 2022**	
State	60%	60%	53%	52%	↓
All Students - District	57%	56%	51%	50%	↓
All Students - Site	29%	29%	27%	29%	→
Am Ind	n<5	n<5	n<5	n<5	⬚
Asian	44%	42%	33%	41%	↓
Black	21%	20%	21%	26%	↑
Hispanic	27%	27%	26%	14%	↓
White	46%	61%	46%	38%	↓
Multiracial	31%	17%	29%	32%	↑
EL	2%	2%	4%	5%	↑
SPED	6%	3%	4%	7%	↑
F/R Meals	27%	26%	20%	26%	→
Female	36%	35%	32%	33%	↓
Male	23%	24%	21%	24%	→

FastBridge aReading Growth

Priority One: READING	Measure: Growth (% Making F-S Natnl Growth Pctl)
Column Header	**Definition**
Typical Growth	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles
Aggressive Growth	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles

Note: The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%
All Students - District	52%	28%	45%	21%
All Students - Site	47%	27%	55%	27%
Grade 6	56%	38%	39%	13%
Grade 7	45%	25%	50%	31%
Grade 8	41%	19%	70%	34%
Am Ind	n<5	n<5	n<5	n<5
Asian	49%	29%	56%	29%
Black	42%	24%	49%	23%
Hispanic	51%	32%	63%	37%
White	63%	33%	63%	21%
Multiracial	48%	24%	50%	15%
EL/ML	42%	16%	59%	36%
SPED	44%	33%	60%	38%
F/R Meals	46%	25%	55%	28%
Female	44%	24%	56%	23%
Male	51%	30%	53%	31%
Very Low Risk	55%	28%	36%	8%
Low Risk	48%	32%	59%	26%
Some Risk	50%	34%	59%	25%
High Risk	43%	20%	58%	34%

Adapted September 22

Math:

MCA Math Index Rates

Priority Two: MATHEMATICS				Measure: MCA Proficiency (Index Rates)
Column Header				
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points			
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1			
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years			
Transformational (Trans.) Goal	Basic goal plus five index rate points			
Color Coding	**10+ points below basic goal** / 6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal / Met transform-ational goal

Group	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
All Students	**37.3**	**35.2**	**24.5**	**29.3**	**51.1**	**28.4**	**25.0**	**30.0**
Grade 6	34.1	38.7	25.9	28.3	54.2	29.7	25.0	30.0
Grade 7	32.0	27.6	23.1	31.6	50.0	29.7	25.0	30.0
Grade 8	45.3	40.0	24.6	28.3	49.7	26.2	27.6	32.6
AmIn/Haw		35.0	43.8			40.9		
Asian	57.4	48.2	34.4			43.9		
Black	26.1	22.4	15.6			20.3		
Hispanic	31.9	32.4	18.3			14.7		
White	56.8	59.6	43.5			40.9		
Multiracial	30.6	31.5	27.8			33.3		
ML/EL	12.2	9.7	5.6			15.3		
Spec Ed	19.6	6.0	3.6			21.4		
F/R Lunch	33.5	31.3	18.7			23.7		
Female	37.7	35.1	25.6			24.5		
Male	36.9	35.4	23.4			32.2		

Adapted September 22

Math (cont.)

MCA Math Proficiency

Priority Two: MATH	Measure: MCA Proficiency (% Proficent)
Column Header	**Definition**
Results	% Proficient on MCA Math
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2022

Key:	
Symbol	**Description**
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
⬜	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	MCA (% Proficient)				
	Results Spring 2018	**Results Spring 2019**	**Results Spring 2021**	**Results Spring 2022**	**Trend**
State	58%	55%	44%	46%	↓
All Students - District	54%	50%	41%	43%	↓
All Students - Site	20%	21%	9%	15%	↓
Am Ind	n<5	n<5	n<5	n<5	⬜
Asian	38%	35%	12%	27%	↓
Black	10%	12%	5%	8%	↓
Hispanic	14%	16%	8%	8%	↓
White	47%	42%	27%	21%	↓
Multiracial	17%	19%	11%	18%	→
EL	2%	3%	0%	5%	↑
SPED	6%	2%	0%	5%	↑
F/R Meals	16%	19%	6%	13%	↓
Female	20%	19%	10%	13%	↓
Male	20%	23%	9%	17%	↓

Adapted September 22

Math (cont.)

FastBridge aMath Growth

Priority Two: MATH	*Measure: Growth (% Making F-S Natnl Growth Pctl)*
Column Header	**Definition**
Typical Growth	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles
Aggressive Growth	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles

Note: The percentage of students making aggressive growth are also included in the percentage of those making typical growth

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022	
	Typical Growth (50th pctl +)	**Aggressive Growth (75th pctl +)**	**Typical Growth (50th pctl +)**	**Aggressive Growth (75th pctl +)**
All Students - Nation	50%	25%	50%	25%
All Students - District	56%	35%	51%	25%
All Students - Site	42%	24%	49%	23%
Grade 6	43%	27%	61%	35%
Grade 7	32%	15%	47%	18%
Grade 8	56%	33%	41%	18%
Am Ind	n<5	n<5	n<5	n<5
Asian	47%	32%	56%	29%
Black	38%	19%	50%	24%
Hispanic	33%	18%	43%	22%
White	63%	38%	42%	8%
Multiracial	45%	30%	35%	15%
EL/ML	45%	30%	54%	25%
SPED	29%	16%	43%	25%
F/R Meals	36%	19%	48%	24%
Female	44%	27%	50%	24%
Male	40%	21%	48%	22%
Very Low Risk	30%	10%	31%	3%
Low Risk	59%	35%	48%	14%
Some Risk	53%	43%	54%	25%
High Risk	39%	21%	51%	29%

Adapted September 22