

Oak View Elementary 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>				
Reading	Pilot of Literacy Curricula (SD1/SD2): <ul style="list-style-type: none"> • Teachers in grades 4 & 5. 	FastBridge Screening to Intervention (SD2/SD5): <ul style="list-style-type: none"> • Year 2 of generating classroom-centered academic interventions for students. National Urban Alliance Site Model (SD1/SD2/SD5): <ul style="list-style-type: none"> • New model of NUA implementation, incorporating workshop week training, ongoing staff development, and new PLT work. Amplify Science Implementation (SD1/SD2): <ul style="list-style-type: none"> • Year 1 of curriculum implementation. Special Education & Multilingual Learner Shared Service Providing Model (SD1/SD2/SD4): <ul style="list-style-type: none"> • Use of Skills Boost time to use team approach in service providing. Skills Boost Added to Master Schedule Year 1 (SD1/SD2/SD5):	Benchmark Literacy Instruction (core) (SD1/SD2): <ul style="list-style-type: none"> • Year 8 of curriculum implementation. • Supported by walkthroughs & administrative observations. Academic Intervention (SD2/SD3): <ul style="list-style-type: none"> • In house and AmeriCorps tutors of small group reading intervention. • Assessment support. Professional Learning Teams (PLT) Work (SD1/SD2/SD5): <ul style="list-style-type: none"> • Facilitated small group data cycles performed by teams. • Data meetings to review student progress and make enhancements to daily academic/behavioral programming). Positive Behavioral Interventions & Supports (SD1/SD2): <ul style="list-style-type: none"> • Continued work on our four positively stated expectations. • Paw tickets. • Monthly PBIS assemblies. 				
All Students							
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55.7	60.7						
<p>*See attached addendum for more detailed information</p>							

		<ul style="list-style-type: none"> Coordinated intervention effort between SPED, ML, GENED academic intervention, TAG, etc. Periodic data review meetings to assess student learning growth. 	Read-A-Thon! (SD1/SD3): <ul style="list-style-type: none"> Month-long, building-wide reading challenge. 				
<p align="center">Math</p> <p align="center">All Students</p> <table border="1"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td>63.4</td> <td>68.4</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal	63.4	68.4		<p>FastBridge Screening to Intervention (SD2/SD5):</p> <ul style="list-style-type: none"> Year 2 of generating classroom-centered academic interventions for students, grades 2-5. <p>National Urban Alliance Site Model (SD1/SD2/SD5):</p> <ul style="list-style-type: none"> New model of NUA implementation, incorporating workshop week training, ongoing staff development, and new PLT work. <p>Amplify Science Implementation (SD1/SD2):</p> <ul style="list-style-type: none"> Year 1 of curriculum implementation. <p>Special Education & Multilingual Learner Shared Service Providing Model (SD1/SD2/SD4):</p> <ul style="list-style-type: none"> Use of Skills Boost time to use team approach in service providing. <p>Skills Boost Added to Master Schedule Year 1 (SD1/SD2/SD5):</p>	<p>Bridges Mathematics Instruction (core) (SD1/SD2):</p> <ul style="list-style-type: none"> Year 4 of curriculum implementation. Supported by walkthroughs & administrative observations. <p>Academic Intervention (SD2/SD3):</p> <ul style="list-style-type: none"> In house and AmeriCorps tutors of small group math intervention. Assessment support. <p>Professional Learning Teams (PLT) Work (SD1/SD2/SD5):</p> <ul style="list-style-type: none"> Facilitated small group data cycles performed by teams. Data meetings to review student progress and make enhancements to daily academic/behavioral programming). <p>Positive Behavioral Interventions & Supports (SD1/SD2):</p> <ul style="list-style-type: none"> Continued work on our four positively stated expectations. Paw tickets. Monthly PBIS assemblies. <p>March Mathness! (SD1/SD3):</p>
Basic Goal	Trans. Goal						
63.4	68.4						

		<ul style="list-style-type: none"> Coordinated intervention effort between SPED, ML, GENED academic intervention, TAG, etc. Periodic data review meetings to assess student learning growth. 	<ul style="list-style-type: none"> Month-long, building-wide mathematics challenge.
<p>Student Management</p> <p>Evidence of Need: Student unexpected behaviors experienced last year included: disruptive behaviors, defiance, fleeing the classroom, physical aggression, and technology violations. The majority of our behavior data was localized to 15 students. Some progress was seen in our behavior data from Tri 1 to Tris 2 & 3, however not enough to meet last year's goals.</p> <p>Measured Behavior: This year, OAK will look specifically at eloping from class as our measured behavior. This behavior is being experienced by roughly 6 students with some regularity. We will track this data over the course of the school year.</p> <p>Baseline Data by Target Group: We will look at students in grades K-3. We may narrow this to students in</p>	<p>MTSS Model Study (SD4):</p> <ul style="list-style-type: none"> Critically assessing systems and practices that reflect our tiered approach to MTSS. Development of new pyramid of interventions by tier. <p>Possible Pilot of Synergy Data Recording (SD4):</p> <ul style="list-style-type: none"> Spring 2023? Partnership with IT to model a digital referral system through Synergy. 	<p>Catalyst Behavior Management (SD1/SD3/SD4):</p> <ul style="list-style-type: none"> School-wide training in a system of classroom behavior management. Workshop week staff development and ongoing observations with coaching. <p>Harmony SEL Instruction (SD1/SD2):</p> <ul style="list-style-type: none"> Year 1 of SEL curriculum implementation. <p>Peer Support Team (PST) (SD1/SD2):</p> <ul style="list-style-type: none"> Research-based interventions for students experiencing unexpected behaviors. 	<p>Positive Behavioral Interventions & Supports (SD1/SD2):</p> <ul style="list-style-type: none"> Continued work on our four positively stated expectations. Paw tickets. Monthly PBIS assemblies. <p>SAEBRS / MySAEBRS Implementation Year 2 (SD1):</p> <ul style="list-style-type: none"> Assessments given three times a year, beginning in October. SEL intervention groups formed and delivered at select times of day.

<p>grades 1-3. Six students account for 95% of our calls for elopement.</p>			
<p>Goal: Students who have egressed more than 50% of their instructional days in the first 7 weeks of school will show a 10% reduction in elopement in Tri 2 and a 20% in Tri 3.</p>			
<p>Family Engagement</p>	<p>Caregiver Engagement and Empowerment Surveys - Fall, Winter, Spring (SD5):</p>	<p>OAK Science Night (SD2/SD3):</p>	<p>Back to School Open House (SD1/SD3):</p>
<p>Evidence of Need: In spite of the lingering effects of COVID-19, we saw some successes in family engagement last school year. We set records for money earned in our PTO restaurant nights, Scholastic Book Fairs, Booster Fun Run, and PTO Carnival. We were able to do this while mitigating for COVID-19. While we experience decent attendance at fun family events, we have yet to test whether families will show up for more focused conversations or places where authentic feedback on building life can be collected.</p>	<ul style="list-style-type: none"> ● Generate a short, translated survey to elicit specific information from caregivers about family engagement and student achievement. <p>Caregiver Information Session (SD3):</p> <ul style="list-style-type: none"> ● Topics include: demystifying SPED, ML, academic intervention, report card data, etc. ● Use feedback from sessions to fuel a future caregiver engagement group. 	<ul style="list-style-type: none"> ● School-wide science demonstrations with vendor sales and refreshments. <p>OAK Dinners and Conversation (SD3/SD4/SD5):</p> <ul style="list-style-type: none"> ● Catered meal and table discussions around barriers to family engagement, academic achievement, etc. Transportation and childcare provided. <p>Partnership with F.A.C.E. Team (SD3):</p> <ul style="list-style-type: none"> ● OAK to host district-wide family engagement events on behalf of F.A.C.E. team. 	<ul style="list-style-type: none"> ● Meet the teachers, family feedback stations, principal presentation, local vendor sales, food trucks. <p>Harvest Bingo (SD1/SD3):</p> <ul style="list-style-type: none"> ● School-wide bingo evening in main gym. ● Paired with winter coat giveaway and non-perishable food drive. <p>OAK Carnival (SD1/SD3):</p> <ul style="list-style-type: none"> ● Community event with games, bouncy houses, food trucks, and more! <p>PTO Meetings in Both Maple Grove and Brooklyn Park (SD3):</p> <ul style="list-style-type: none"> ● PTO meetings oscillate between our two main attendance areas. ● Also provide a virtual option for family engagement.
<p>Goal:</p> <ol style="list-style-type: none"> 1. Oak View PTO will host at least two events with a minimal family participation of 40% of the student body. 			

<p>2. Oak View will host at least one gathering focused on gathering family perspective on the Oak View educational experience. At least 10% of the student families will be represented.</p>			<p>Weekly classroom Peek of the Weeks (SD1/SD3):</p> <ul style="list-style-type: none"> Classrooms send home advance notices of classroom learning activities, home connections, etc.
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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)**

2023-24 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>		
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<p>Student Management</p> <p>Evidence of Need:</p> <p>We project that disruptive behaviors will remain a classroom obstacle to</p>	<p>MTSS Model Study (SD4):</p> <ul style="list-style-type: none"> ● Critically assessing systems and practices that reflect our tiered approach to MTSS. 	<p>Catalyst Behavior Management (SD1/SD3/SD4):</p> <ul style="list-style-type: none"> ● School-wide training in a system of classroom behavior management. ● Workshop week staff development 	<p>Positive Behavioral Interventions & Supports (SD1/SD2):</p> <ul style="list-style-type: none"> ● Continued work on our four positively stated expectations. ● Paw tickets. ● Monthly PBIS assemblies. 				

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<p>Measured Behavior:</p> <p>Disruptive behaviors (i.e. interrupting, speaking out of turn, making unexpected noises, etc.).</p>			
<p>Baseline Data by Target Group:</p> <p>We want to look at all students in the school, grades K-5.</p>			
<p>Goal:</p> <p>Relative to SY 2021-22 Data:</p> <ul style="list-style-type: none"> 10% reduction in disruptive behaviors after Tri 1. 10% additional reduction in disruptive 			

behaviors after Tri 2.			
<p>Family Engagement</p> <p>Evidence of Need:</p> <p>As we continue to build back our family engagement platform, we seek to build on events that allow families to connect authentically in the life and direction of the school. The 2022-23 goal of hosting one event to collect feedback should inspire our work this year and beyond.</p> <p>Goal:</p> <p>Oak View will host two family engagement events that prioritize authentic feedback and empowerment for families currently navigating the K-12 school system.</p>	<p>OAK Dinners and Conversation (SD3/SD4/SD5):</p> <ul style="list-style-type: none"> Catered meal and table discussions around barriers to family engagement, academic achievement, etc. Transportation and childcare provided. <p>Partnership with F.A.C.E. Team (SD3):</p> <ul style="list-style-type: none"> OAK to host district-wide family engagement events on behalf of F.A.C.E. team. <p>Caregiver Information Session (SD3):</p> <ul style="list-style-type: none"> Topics include: demystifying SPED, ML, academic intervention, report card data, etc. Use feedback from sessions to fuel a future caregiver engagement group. 	<p>OAK Science Night (SD2/SD3):</p> <ul style="list-style-type: none"> School-wide science demonstrations with vendor sales and refreshments. 	<p>Back to School Open House (SD1/SD3):</p> <ul style="list-style-type: none"> Meet the teachers, family feedback stations, principal presentation, local vendor sales, food trucks. <p>Harvest Bingo (SD1/SD3):</p> <ul style="list-style-type: none"> School-wide bingo evening in main gym. Paired with winter coat giveaway and non-perishable food drive. <p>OAK Carnival (SD1/SD3):</p> <ul style="list-style-type: none"> Community event with games, bouncy houses, food trucks, and more!

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2024-25 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>								
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- Supported by walkthroughs & administrative observations.

Special Education & Multilingual Learner Shared Service Providing Model (SD1/SD2/SD4):

- Use of Skills Boost time to use team approach in service providing.

FastBridge Screening to Intervention (SD2/SD5):

- Year 2 of generating classroom-centered academic interventions for students.

National Urban Alliance Site Model (SD1/SD2/SD5):

- New model of NUA implementation, incorporating workshop week training, ongoing staff development, and new PLT work.

Amplify Science Implementation (SD1/SD2):

- Year 1 of curriculum implementation.

Skills Boost Added to Master Schedule Year 1 (SD1/SD2/SD5):

- Coordinated intervention effort between SPED, ML, GENED academic intervention, TAG, etc.
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<p>Student Management</p> <p>Evidence of Need:</p> <p>We project that disruptive behaviors will remain a classroom obstacle to learning beyond our first two years with Catalyst behavior management training. Disruptive behaviors include interrupting, speaking out of turn, making unexpected noises, etc. We acknowledge that mindfulness and calming, especially into and out of transitions, should be prioritized.</p> <p>Measured Behavior:</p> <p>Disruptive behaviors (i.e. interrupting, speaking out of turn, making unexpected noises, etc.).</p> <p>Baseline Data by Target Group:</p> <p>We want to look at all students in the school, grades K-5. We may prioritize students in grades 2-4, depending on what the data shows us.</p> <p>Goal:</p>		<p>MTSS Model Study (SD4):</p> <ul style="list-style-type: none"> Critically assessing systems and practices that reflect our tiered approach to MTSS. 	<p>Positive Behavioral Interventions & Supports (SD1/SD2):</p> <ul style="list-style-type: none"> Continued work on our four positively stated expectations. Paw tickets. Monthly PBIS assemblies. Monthly challenges <p>Catalyst Behavior Management (SD1/SD3/SD4):</p> <ul style="list-style-type: none"> School-wide training in a system of classroom behavior management. Workshop week staff development and ongoing observations with coaching. <p>Harmony SEL Instruction (SD1/SD2):</p> <ul style="list-style-type: none"> Year 3 of SEL curriculum implementation. <p>Skills Boost Added to Master Schedule Year 1 (SD1/SD2/SD5):</p> <ul style="list-style-type: none"> Coordinated intervention effort between SPED, ML, GENED academic intervention, TAG, etc. Periodic data review meetings to assess student learning growth. <p>SAEBRS / MySAEBRS Implementation Year 4 (SD1):</p> <ul style="list-style-type: none"> Assessments given three times a year, beginning in October.

<p>Relative to SY 2023-24 Data:</p> <ul style="list-style-type: none"> • 10% reduction in disruptive behaviors after Tri 1. • 10% additional reduction in disruptive behaviors after Tri 2. 			<ul style="list-style-type: none"> • SEL intervention groups formed and delivered at select times of day.
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families currently navigating the K-12 school system.			
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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?

FastBridge Progress to Fluency

Priority One: READING		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
Column Header	Definition					
Results	Percent of students who scored at high risk or some risk in the fall who were at low risk in the spring					
Basic Goal	Based on the district average percentage of students progressing from high risk or some risk to low risk					
Transformational Goal (Trans)	Based on the highest percentage of students progressing from high risk or some risk to low risk at each grade within the district					
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

Group	Results Spring 2019	Results Spring 2020	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
KG	61%	13%	10%	38%	21%	44%
Grd 1	46%	44%	14%	28%	22%	38%
Grd 2	19%	8%	20%	21%	24%	38%

Reading (cont.)

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 transformational 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	61.4	65.4	58.7	57.1	65.4	63.1	55.7	60.7
Grade 3	53.0	68.8	53.3	57.6	68.1	62.3	44.3	49.3
Grade 4	62.9	54.4	48.9	58.8	67.0	61.2	58.0	63.0
Grade 5	71.0	75.5	73.7	54.9	61.3	65.9	65.6	70.6
Amln/Haw						66.7		
Asian	60.5	71.4				50.0		
Black	44.7	53.4				41.9		
Hispanic	39.7	43.3				68.4		
White	79.9	76.1				72.8		
Multiracial	57.5	64.3				62.5		
ML/EL	23.0	18.2				39.1		
Spec Ed	38.5	39.1				39.3		
F/R Lunch	46.2	50.5				50.7		
Female	66.2	67.8				67.9		
Male	56.7	62.3				56.4		

Reading (cont.)

MCA Reading Proficiency

Priority One: READING		<i>Measure: MCA Proficiency (% Proficient)</i>
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	52%	51%	45%	46%	↓
Am Ind	n<5	n<5	n<5	n<5	⊗
Asian	40%	63%	17%	22%	↓
Black	33%	40%	32%	24%	↓
Hispanic	33%	36%	25%	46%	↑
White	76%	63%	56%	60%	↓
Multiracial	37%	50%	56%	46%	↓
EL	8%	14%	7%	11%	↓
SPED	28%	29%	28%	21%	↓
F/R Meals	35%	34%	33%	31%	↓
Female	57%	59%	45%	56%	↓
Male	47%	43%	45%	33%	↓

Reading (cont.)

FastBridge Reading Growth

Priority One: READING		<i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i>
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	52%	30%	45%	26%
Kindergarten	35%	35%	38%	19%
Grade 2	63%	63%	62%	45%
Grade 3	58%	58%	33%	22%
Grade 4	52%	52%	44%	21%
Grade 5	51%	51%	44%	21%
Am Ind	n<5	n<5	n<5	n<5
Asian	38%	25%	37%	19%
Black	62%	38%	51%	36%
Hispanic	41%	26%	53%	25%
White	52%	29%	38%	20%
Multiracial	48%	30%	73%	50%
EL/ML	47%	26%	55%	33%
SPED	64%	38%	57%	36%
F/R Meals	51%	32%	55%	31%
Female	46%	28%	42%	25%
Male	59%	33%	48%	27%
Very Low Risk	27%	6%	17%	6%
Low Risk	51%	30%	35%	18%
Some Risk	44%	18%	47%	18%
High Risk	69%	50%	68%	48%

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 transformational 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	65.6	70.7	59.8	57.2	71.4	55.3	58.1	63.1
Grade 3	66.3	82.3	69.3	65.6	74.1	63.8	68.3	73.3
Grade 4	68.3	65.4	46.8	66.3	76.8	65.7	57.6	62.6
Grade 5	62.1	63.6	65.3	39.8	63.1	36.5	47.8	52.8
Amln/Haw						50.0		
Asian	65.8	60.7				32.4		
Black	41.5	48.3	40.0			27.0		
Hispanic	50.0	53.1	36.7			55.3		
White	86.2	86.1	70.3			70.6		
Multiracial	59.5	69.0	64.3			50.0		
ML/EL	36.5	19.6	6.3			26.1		
Spec Ed	46.0	54.4	38.1			34.5		
F/R Lunch	52.9	53.6	50.0			36.2		
Female	63.7	71.9	61.6			52.3		
Male	67.5	69.3	57.4			59.6		

Math (cont.)

MCA Math Proficiency

Priority Two: MATH *Measure: MCA Proficiency (% Proficient)*

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)				Trend
	Results Spring 2018	Results Spring 2019	Results Spring 2021	Results Spring 2022	
State	58%	55%	44%	46%	↓
All Students - District	54%	50%	41%	43%	↓
All Students - Site	56%	53%	44%	42%	↓
Am Ind	n<5	n<5	n<5	n<5	⊗
Asian	55%	50%	17%	22%	↓
Black	26%	37%	24%	16%	↓
Hispanic	44%	31%	10%	33%	↑
White	79%	73%	61%	59%	↓
Multiracial	45%	46%	30%	38%	↓
EL	22%	10%	0%	11%	→
SPED	33%	30%	23%	18%	↓
F/R Meals	42%	33%	28%	24%	↓
Female	53%	56%	45%	42%	↓
Male	59%	50%	42%	42%	↓

Math (cont.)

FastBridge aMath Growth

Priority Two: MATH		<i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i>
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	60%	35%	47%	29%
Grade 2	70%	44%	62%	44%
Grade 3	51%	24%	44%	20%
Grade 4	50%	27%	52%	36%
Grade 5	68%	49%	27%	15%
Am Ind	n<5	n<5	n<5	n<5
Asian	40%	40%	43%	29%
Black	57%	31%	45%	31%
Hispanic	50%	33%	56%	36%
White	64%	36%	44%	27%
Multiracial	60%	40%	57%	26%
EL/ML	42%	33%	58%	37%
SPED	61%	33%	44%	30%
F/R Meals	47%	25%	45%	32%
Female	62%	37%	44%	24%
Male	57%	33%	49%	35%
Very Low Risk	53%	26%	40%	19%
Low Risk	64%	33%	46%	27%
Some Risk	54%	26%	44%	36%
High Risk	65%	52%	53%	37%