

## Edinbrook Elementary 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

<b>2022-23 Goal Priority</b>		<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<b>Reading</b>		<ul style="list-style-type: none"> <li>- Reading/ELA curriculum pilot (SD2)</li> <li>- ILA (Instructional Leadership Academy) (SD4, SD5)</li> <li>- New teacher mentor program/ Academic Coach (SD2)</li> </ul>	<ul style="list-style-type: none"> <li>- Science curriculum with focus on ELA standards and connections (reading, writing, responding to prompts) (SD2)</li> <li>- SPED Push in Model (SD2)</li> <li>- Wilson Reading (SPED)                             <ul style="list-style-type: none"> <li>- 2 of 5 SPED teachers trained</li> </ul> </li> <li>- EL Push in Model (SD2)</li> <li>- Fastbridge Progress Monitoring done by classroom teachers (SD3)</li> <li>- Whole group Fastbridge Screening to Intervention Plan (SD3)</li> <li>- Targeted Interventions using the resources from the Literacy Site and Fastbridge (SD2, SD5)</li> <li>- Orton Gillingham (SD2, SD5)                             <ul style="list-style-type: none"> <li>● Grades K-2</li> </ul> </li> <li>- LETRS Training (SD2, SD5)</li> <li>- Northwest Services Coop (focus on Northstar identified Sped Ed group (SD2, SD4, SD5)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Balanced Literacy Framework (SD2)</li> <li>- Fastbridge Screening 3 times per year (SD3)</li> <li>- PLT twice a month (SD4)</li> <li>- Fastbridge Progress Monitoring done by Academic Interventionist and Instructional ESP's (SD3)</li> <li>- Flex time/ small group focus (SD3)</li> <li>- Problem Solving Team process for tier 3 (SD5)</li> <li>- AVID strategies embedded into core instruction (SD2)</li> </ul>
All Students				
Basic Goal	Trans. Goal			
44.2	49.2			
*See attached addendum for more detailed information				
<b>Math</b>		<ul style="list-style-type: none"> <li>- ILA (Instructional Leadership Academy) (SD4, SD5)</li> <li>- New teacher mentor program/ Academic Coach (SD2)</li> </ul>	<ul style="list-style-type: none"> <li>- Whole group Fastbridge Intervention Plan (SD3)</li> <li>- SPED Push in model (SD2)</li> <li>- EL Push in model (SD2)                             <ul style="list-style-type: none"> <li>- Northwest Services Coop (focus on Northstar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bridges Math Number Corner, Problems and Investigations, and Workplaces (SD2)</li> <li>- Fastbridge Screening (SD3)</li> <li>- Flex time/ small group focus (SD3)</li> <li>- Problem Solving Team process for tier 3 (SD5)</li> </ul>
All Students				
Basic Goal	Trans. Goal			
47.9	52.9			
*See attached addendum for more detailed information				

		<p>identified Sped Ed group (SD2, SD4, SD5)</p> <p>-</p>	<ul style="list-style-type: none"> <li>- AVID strategies embedded into core instruction (SD2)</li> <li>- Bridges Intervention Units utilized by academic specialists and ESPs (SD5)</li> </ul>
<p><b>Student Management</b></p> <p>Evidence of Need: Reduce the amount of time our scholars are out class due to behavior</p> <p>Measured Behavior: Will create a system to find a baseline measurement.</p> <p>Baseline Data by Target Group: Will find baseline data with created system Looking to particularly target SPED students to learn how much academic time they are missing due to time out of class</p> <p>Goal: Will create a goal once system is in place and baseline data is collected</p>	<ul style="list-style-type: none"> <li>- Time in class/time out of class (SD3)</li> <li>- New teacher mentor program/ Academic Coach (SD2)</li> </ul>	<ul style="list-style-type: none"> <li>- New SEL curriculum (Harmony) (SD2)</li> <li>- PBIS Site Team Monthly Meetings (SD1, SD3, SD5)</li> <li>- Talking Points as a communication tool for families (SD 3)</li> <li>-1.0 FTE Psychologist who runs Problem Solving Team (SD5)</li> <li>-1.0 FTE Counselor implementing Harmony curriculum (SD1)</li> <li>- Monthly Mental Health Team meetings (SD1, SD5, SD3)</li> <li>- School linked therapist through St. Davids (SD3, SD1)</li> <li>- LGBTQIA+ History and culture (SD3,SD5)</li> <li>- Racial Equity Seminars 3 meeting/year (SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- PBIS (SD1, SD2, SD3, SD4, SD5)</li> <li>- Schoolwide “bootcamp” at beginning of school year and after extended breaks (winter break/spring break) (SD1, SD4)</li> <li>- Behavior interventions (CICO, Class Pass, Small Group, Self-monitoring) (SD1, SD5)</li> <li>- SAEBRS assessment (SD1, SD4, SD2)</li> <li>- 1.0 Social Worker who is Community Outreach liaison (SD3)</li> </ul>
<p><b>Family Engagement</b></p> <p>Evidence of Need: Using the AVID Coaching and Certification Instrument report from the 21-22 academic school year to provide feedback on each indicator as it pertains to implementing AVID schoolwide.</p>		<ul style="list-style-type: none"> <li>● Vertical alignment of WICOR strategies to district curriculum and initiatives (SD 5) <ul style="list-style-type: none"> <li>○ Writing to Learn</li> </ul> </li> <li>● Determine the need for interpreters at school events so information can be accessible to all in attendance (SD 3, SD 5)</li> </ul>	<ul style="list-style-type: none"> <li>● AVID Coaching and Certification Instrument (CCI) (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● AVID Site Team monthly meetings (SD 3, SD 4, SD 5)</li> <li>● Vertical alignment of WICOR strategies to district curriculum and initiatives (SD 5) <ul style="list-style-type: none"> <li>○ Inquiry</li> <li>○ Collaboration</li> <li>○ Organization</li> </ul> </li> </ul>

<p>Goal: To maintain being an AVID Certified elementary site by ensuring implementation fidelity, monitoring progress toward site goals, and developing Collective Educator Agency among staff and administrators, promoting equity and access for all students.</p>			<ul style="list-style-type: none"> <li>● AVID Elementary Schoolwide (SD1, SD 2, SD 3, SD 4, SD 5)</li> <li>● Family events planned around WICOR alignment and bridging the gap between school and home (SD 3, SD 5) <ul style="list-style-type: none"> <li>○ 1 family engagement event per trimester (Tri. 1 <i>Set-Up For Success</i>, Tri. 2 <i>Wisdom Begins With Wonder</i>, Tri. 3 <i>Student Showcase</i>)</li> </ul> </li> <li>● Teacher, student and parent utilization of communication tools such as Home and Back Folders, Peek-of-the-Week (grades K-2) and Planner (grades 3-5) (SD 4)</li> <li>● Talking Points as a communication tool for families (SD 3)</li> </ul>

**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>
<b>Reading</b>			<ul style="list-style-type: none"> <li>● New reading/ELA standards (SD2)</li> <li>● New reading/ELA curriculum (SD2)</li> <li>● ILA (Instructional Leadership academy)(SD2, SD5)</li> <li>● New teacher mentor program/ Academic Coach (SD2)</li> <li>● SPED Push in Model (SD2)</li> <li>● EL Push in Model (SD2)</li> <li>● LETRS Training (SD2, SD5) <ul style="list-style-type: none"> <li>○ Expansion to additional classrooms and grade levels</li> </ul> </li> <li>● Northwest Services Coop (focus on Northstar identified Sped Ed group (SD2, SD4, SD5)</li> </ul>	<ul style="list-style-type: none"> <li>● Science curriculum with focus on ELA standards and connections (reading, writing, responding to prompts) (SD2)</li> <li>● Fastbridge Screening (SD3)</li> <li>● PLT twice a month (SD4)</li> <li>● Fastbridge Progress Monitoring (SD3)</li> <li>● Targeted Interventions using the resources from the Literacy Site and Fastbridge (SD2, SD5)</li> <li>● Flex time/ small group focus (SD3)</li> <li>● Problem Solving Team process for tier 3 (SD5)</li> <li>● AVID strategies into core instruction (SD2)</li> <li>● Orton Gillingham (SD2, SD5) <ul style="list-style-type: none"> <li>○ Grades K-2</li> </ul> </li> <li>● LETRS Training (SD2, SD5)</li> </ul>
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
<b>Math</b>			<ul style="list-style-type: none"> <li>● ILA (Instructional Leadership academy)(SD2, SD5)</li> <li>● New teacher mentor program/ Academic Coach (SD2)</li> <li>● Northwest Services Coop (focus on Northstar identified Sped Ed group (SD2, SD4, SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- Bridges Math Number Corner, Problems and Investigations, and Workplaces (SD2)</li> <li>- Fastbridge Screening (SD3)</li> <li>- Flex time/ small group focus (SD3)</li> <li>- Problem Solving Team process for tier 3 (SD5)</li> <li>- AVID strategies into core instruction (SD2)</li> </ul>
All Students				
Basic Goal	Trans. Goal			

* No data available at this time			
<b>Student Management</b>	<ul style="list-style-type: none"> <li>- Time out of class / away from learning (SD3)</li> <li>- Student dismissal from school - focus on special education (SD3)</li> <li>- Learning through data (Time in/out of class) why students in SpEd are struggling with behavior (SD5)</li> <li>- Staffing/Training for SpEd/gen ed. teachers who send out students</li> <li>- Behavior team push into SpEd. intervention time (SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- PBIS Monthly meetings (SD1,SD3, SD5)</li> <li>- Time out of class / away from learning (SD3)</li> <li>- New teacher mentor program (SD2)</li> <li>- -1.0 FTE Psychologist who runs Problem Solving Team (SD5)</li> <li>- -1.0 FTE Counselor implementing Harmony curriculum (SD1)</li> <li>- Monthly Mental Health Team meetings</li> <li>- School linked therapist through St. Davids (SD1)</li> <li>- LGBTQIA+ History and culture (SD3,SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- SEL curriculum (Harmony) (SD2)</li> <li>- PBIS Monthly meetings (SD1,SD3, SD5)</li> <li>- PBIS (SD1, SD2, SD3, SD4, SD5)</li> <li>- Schoolwide “bootcamp” at beginning of school year and after extended breaks (winter break/spring break) (SD1, SD4)</li> <li>- Behavior interventions (CICO, Class Pass, Small Group, Self-monitoring) (SD1, SD5)</li> <li>- 1.0 Social Worker who is Community Outreach liaison (SD3)</li> <li>- Racial Equity Seminars 3 meetings/year (SD5)</li> </ul>
Evidence of Need:			
Measured Behavior: Time out of class/school for SPED students			
Baseline Data by Target Group: Special Education Students			
Goal: Lower suspensions/less time out of class			
<b>Family Engagement</b>	<ul style="list-style-type: none"> <li>● Reading/ELA curriculum adopted (SD 2) creating a need to develop a shared partnership with families to understand how to support their child at home (SD 1, SD 3, SD 4, SD 5)</li> </ul>	<ul style="list-style-type: none"> <li>● Family events planned around WICOR alignment and bridging the gap between school and home (SD 3, SD 5) <ul style="list-style-type: none"> <li>○ Implement a coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)</li> </ul> </li> <li>● Talking Points as a communication tool for families (SD 3) <ul style="list-style-type: none"> <li>* Enhance the interpretation services / information so</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● AVID Coaching and Certification Instrument (CCI) (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● AVID Elementary Schoolwide (SD1, SD 2, SD 3, SD 4, SD 5)</li> <li>● AVID Site Team monthly meetings (SD 3, SD 4, SD 5)</li> <li>● Vertical alignment of WICOR strategies to district curriculum and initiatives (SD 5) <ul style="list-style-type: none"> <li>○ Writing to Learn</li> <li>○ Inquiry</li> <li>○ Collaboration</li> <li>○ Organization</li> </ul> </li> </ul>
Evidence of Need: Using the AVID Coaching and Certification Instrument report from the 22-23 academic school year to provide feedback on each indicator as it pertains to implementing AVID schoolwide.			
Goal: Goal: To maintain being an AVID Certified elementary			

<p>site by ensuring implementation fidelity, monitoring progress toward site goals, and developing Collective Educator Agency among staff and administrators, promoting equity and access for all students.</p>		<p>information can be accessible to all in attendance (SD 3, SD 5)</p>	<ul style="list-style-type: none"> <li>● Family events planned around WICOR alignment and bridging the gap between school and home (SD 3, SD 5) <ul style="list-style-type: none"> <li>○ 1 family engagement event per trimester aligning to AVID work (Tri. 1 <i>Set-Up For Success</i>, Tri. 2 <i>Wisdom Begins With Wonder</i>, Tri. 3 <i>Student Showcase</i>)</li> </ul> </li> <li>● Teacher, student and parent utilization of communication tools such as Home and Back Folders, Peek-of-the-Week (grades K-2) and Planner (grades 3-5) (SD 4)</li> </ul>
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**Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:**

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5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

<b>2024-25 Goal Priority</b>		<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<b>Reading</b>			<ul style="list-style-type: none"> <li>● Northwest Services Coop (focus on Northstar identified Sped Ed group (SD2, SD4, SD5)</li> <li>● New teacher mentor program/ Academic Coach (SD2)</li> <li>● SPED Push in Model (SD2)</li> <li>● LETRS Training (SD2,SD4,SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading/ELA standards (SD2)</li> <li>- Reading/ELA curriculum (SD2)</li> <li>- Fastbridge Screening (SD3)</li> <li>- Fastbridge Progress Monitoring (SD3)</li> </ul>
All Students				
Basic	Trans.			

Goal	Goal			<ul style="list-style-type: none"> <li>- Targeted Interventions using the resources from the Literacy Site and Fastbridge (SD2, SD5)</li> <li>- Flex time/ small group focus (SD3)</li> <li>- New teacher mentor program (SD2)</li> <li>- EL Push in Model (SD2)</li> <li>- Northwest Services Coop (focus on Northstar identified SpEd group (SD2, SD4, SD5)</li> </ul>
* No data available at this time				
<b>Math</b>		<ul style="list-style-type: none"> <li>• Cross curricular study with math and other core subject areas (SD2,SD4,SD5)</li> </ul>	<ul style="list-style-type: none"> <li>• Northwest Services Coop (focus on Northstar identified SpEd group (SD2, SD4, SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- Bridges Math Number Corner, Problems and Investigations, and Workplaces (SD2)</li> <li>- Fastbridge Screening (SD3)</li> <li>- New teacher mentor program (SD2)</li> <li>- Northwest Services Coop (focus on Northstar identified SpEd group (SD2, SD4, SD5)</li> </ul>
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
<b>Student Management</b>		<ul style="list-style-type: none"> <li>-Create Tier 2 classroom interventions</li> <li>-Psychologist lead Sped Behavior interventions targeting students that elope or get removed from the classroom</li> <li>-Potential addition of second St. David's therapist</li> <li>-Watch Dog Dad referee's for recess</li> </ul>	<ul style="list-style-type: none"> <li>- Student dismissal with a focus on Special Education students (SD3)</li> <li>- Learning through data (Time in/out of class) why students in SpEd are struggling with behavior (SD5)</li> <li>- Staffing/Training for SpEd/gen ed. teachers who send out students</li> <li>- Behavior team push into SpEd. intervention time (SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- Fastbridge Screening (SD3)</li> <li>- SEL Curriculum (Harmony) (SD2)</li> <li>- PBIS Monthly Meetings (SD1,SD3, SD5)</li> <li>- PBIS (SD1, SD2, SD3, SD4, SD5)</li> <li>- Schoolwide "bootcamp" at beginning of school year and after extended breaks (winter break/spring break) (SD1, SD4)</li> </ul>
Evidence of Need:				
Measured Behavior:				
Baseline Data by Target Group:				
Goal:				

			<ul style="list-style-type: none"> <li>- Behavior interventions (CICO, Class Pass, Small Group, Self-monitoring) (SD1, SD5)</li> <li>- New teacher mentor program (SD2)</li> <li>- LGBTQIA+ History and culture (SD3,SD5)</li> </ul>
<p><b>Family Engagement</b></p> <p>Evidence of Need:Using the AVID Coaching and Certification Instrument report from the 23-24 academic school year to provide feedback on each indicator as it pertains to implementing AVID schoolwide.</p>		<ul style="list-style-type: none"> <li>● Implement coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● Vertical alignment of WICOR strategies to district curriculum and initiatives (SD 5) <ul style="list-style-type: none"> <li>○ Reading to Learn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● AVID Coaching and Certification Instrument (CCI) (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● AVID Elementary Schoolwide (SD1, SD 2, SD 3, SD 4, SD 5)</li> <li>● Vertical alignment of WICOR strategies to district curriculum and initiatives (SD 5) <ul style="list-style-type: none"> <li>○ Writing to Learn</li> <li>○ Inquiry</li> <li>○ Collaboration</li> <li>○ Organization</li> </ul> </li> <li>● Talking Points as a communication tool for families with enhanced interpretation services so information is accessible to all (SD 3, SD 5)</li> <li>● Coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● Family events planned around WICOR alignment and bridging the gap between school and home (SD 3, SD 5) <ul style="list-style-type: none"> <li>○ 1 family engagement event per trimester aligning to AVID work (Tri. 1 <i>Set-Up For Success</i>, Tri. 2 <i>Wisdom Begins With Wonder</i>, Tri. 3 <i>Student Showcase</i>)</li> </ul> </li> </ul>
<p>Goal:To maintain being an AVID Certified elementary site by ensuring implementation fidelity, monitoring progress toward site goals, and developing Collective Educator Agency among staff and administrators, promoting equity and access for all students.</p>			



			<ul style="list-style-type: none"> <li>● Teacher, student and parent utilization of communication tools such as Home and Back Folders, Peek-of-the-Week (grades K-2) and Planner (grades 3-5) (SD 4)</li> <li>● Racial Equity Seminars 3 meetings/year (SD5)</li> <li>● AVID Site Team monthly meetings (SD 3, SD 4, SD 5)</li> </ul>
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**Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:**

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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					
<b>Results</b>	Percent of students who scored at high risk or some risk in the fall who were at low risk in the spring					
<b>Basic Goal</b>	Based on the district average percentage of students progressing from high risk or some risk to low risk					
<b>Transformational Goal (Trans)</b>	Based on the highest percentage of students progressing from high risk or some risk to low risk at each grade within the district					
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	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	52%	8%	0%	29%	21%	44%
Grd 1	46%	37%	8%	12%	22%	38%
Grd 2	29%	4%	18%	6%	24%	38%

**Reading (cont.)**

**MCA Reading Index Rates**

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>					
<b>Column Header</b>							
<b>Index Rate</b>	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						
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1						
<b>Basic Goal Calculation</b>	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						
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points						
<b>Color Coding</b>	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
<b>All Students</b>	<b>58.0</b>	<b>57.4</b>	<b>49.3</b>	<b>51.7</b>	<b>61.7</b>	<b>51.3</b>	<b>44.2</b>	<b>49.2</b>
Grade 3	45.3	52.3	44.5	47.4	60.7	43.3	34.2	39.2
Grade 4	63.2	53.0	52.5	49.0	59.6	52.6	42.7	47.7
Grade 5	65.4	64.7	50.8	59.4	64.8	60.0	57.7	62.7
Amln/Haw						50.0		
Asian	54.7	58.0				48.8		
Black	55.6	56.4				50.8		
Hispanic	42.3	35.7				37.0		
White	76.4	68.8				77.5		
Multiracial	61.7	61.4				57.5		
ML/EL	30.6	33.8				20.8		
Spec Ed	31.4	10.4				19.0		
F/R Lunch	49.5	50.9				43.6		
Female	60.7	58.2				56.7		
Male	55.7	56.6				47.4		

Reading (cont.)

MCA Reading Proficiency

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

Key:	
<b>Symbol</b>	<b>Description</b>
→	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	45%	44%	35%	39%	↓
Am Ind	n<5	33%	40%	n<5	□
Asian	43%	44%	40%	39%	↓
Black	38%	40%	30%	37%	↓
Hispanic	26%	29%	16%	17%	↓
White	72%	58%	64%	67%	↑
Multiracial	50%	48%	26%	43%	↓
EL	14%	15%	9%	10%	↓
SPED	30%	7%	0%	9%	↑
F/R Meals	37%	37%	18%	31%	↓
Female	47%	45%	38%	40%	↓
Male	43%	42%	31%	38%	↓

Reading (cont.)

FastBridge Reading Growth

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

<b>Group</b>	<b>FastBridge Results Spring 2021</b>		<b>FastBridge Results Spring 2022</b>	
	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>
<b>All Students - Nation</b>	50%	25%	50%	25%
<b>All Students - District</b>	52%	28%	45%	21%
<b>All Students - Site</b>	42%	25%	50%	27%
Kindergarten	10%	1%	53%	24%
Grade 2	52%	33%	59%	45%
Grade 3	52%	39%	50%	28%
Grade 4	47%	24%	45%	21%
Grade 5	53%	30%	40%	16%
Am Ind	43%	14%	n<5	n<5
Asian	45%	22%	55%	30%
Black	40%	26%	43%	25%
Hispanic	42%	31%	59%	34%
White	44%	25%	55%	30%
Multiracial	45%	29%	52%	21%
EL/ML	40%	22%	54%	33%
SPED	38%	30%	37%	21%
F/R Meals	36%	24%	46%	26%
Female	44%	25%	46%	23%
Male	42%	26%	53%	31%
Very Low Risk	32%	14%	23%	3%
Low Risk	33%	14%	47%	26%
Some Risk	32%	18%	39%	7%
High Risk	57%	40%	66%	47%

**Math:**

**MCA Math Index Rates**

Priority Two: MATHEMATICS			Measure: MCA Proficiency (Index Rates)			
<b>Column Header</b>						
<b>Index Rate</b>	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					
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1					
<b>Basic Goal Calculation</b>	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					
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points					
<b>Color Coding</b>	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
<b>All Students</b>	<b>65.1</b>	<b>60.2</b>	<b>48.6</b>	<b>50.4</b>	<b>66.0</b>	<b>50.0</b>	<b>47.9</b>	<b>52.9</b>
Grade 3	64.6	67.8	58.3	54.0	65.4	56.8	53.3	58.3
Grade 4	69.0	61.3	47.5	55.5	68.3	52.6	52.2	57.2
Grade 5	61.4	53.6	40.2	41.6	64.5	39.4	36.3	41.3
Amln/Haw			35.0			30.0		
Asian	69.4	66.0	55.3			56.7		
Black	56.0	47.3	41.5			41.0		
Hispanic	42.6	38.1	38.2			47.8		
White	81.1	81.3	79.5					
Multiracial	76.7	72.7	31.6			42.5		
ML/EL	46.4	48.5	35.1			31.7		
Spec Ed	35.7	16.7	23.5			19.0		
F/R Lunch	58.0	50.3	37.2			41.0		
Female	62.9	53.9	47.1			47.8		
Male	67.0	66.4	50.0			51.6		

**Math (cont.)**

## MCA Math Proficiency

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

Column Header	Definition
<b>Results</b>	% Proficient on MCA Math
<b>Trend</b>	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	53%	47%	33%	37%	↓
Am Ind	n<5	50%	40%	n<5	□
Asian	56%	51%	43%	42%	↓
Black	45%	37%	25%	30%	↓
Hispanic	22%	26%	21%	39%	↑
White	74%	73%	73%	86%	↑
Multiracial	67%	56%	13%	26%	↓
EL	34%	32%	24%	21%	↓
SPED	30%	19%	10%	12%	↓
F/R Meals	46%	37%	19%	28%	↓
Female	50%	42%	30%	30%	↓
Male	56%	52%	36%	43%	↓

**FastBridge aMath Growth**

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

<b>Group</b>	<b>FastBridge Results Spring 2021</b>		<b>FastBridge Results Spring 2022</b>	
	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>
<b>All Students - Nation</b>	50%	25%	50%	25%
<b>All Students - District</b>	56%	35%	51%	25%
<b>All Students - Site</b>	49%	33%	59%	33%
<b>Grade 2</b>	60%	40%	65%	42%
<b>Grade 3</b>	48%	34%	60%	38%
<b>Grade 4</b>	44%	28%	68%	26%
<b>Grade 5</b>	45%	28%	43%	23%
<b>Am Ind</b>	40%	0%	n<5	n<5
<b>Asian</b>	58%	42%	64%	29%
<b>Black</b>	51%	34%	58%	36%
<b>Hispanic</b>	38%	17%	47%	16%
<b>White</b>	53%	40%	62%	38%
<b>Multiracial</b>	21%	14%	64%	45%
<b>EL/ML</b>	49%	36%	57%	30%
<b>SPED</b>	32%	23%	49%	22%
<b>F/R Meals</b>	44%	28%	57%	31%
<b>Female</b>	48%	35%	59%	31%
<b>Male</b>	50%	30%	60%	35%
<b>Very Low Risk</b>	57%	34%	56%	21%
<b>Low Risk</b>	42%	26%	63%	39%
<b>Some Risk</b>	43%	31%	67%	45%
<b>High Risk</b>	50%	35%	57%	34%