

Fair Oaks 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	<p>Explore vertical alignment opportunities to improve consistency in evaluating common formative assessments by designing rubrics for both teachers and students. (SD2)</p> <p>Explore push-in models for Tier 1-3 interventions (SD4)</p> <p>Special Education focus on identifying potential strategies to place Northstar Plan (SD4/5)</p> <p>EL teachers looking at ways embedding WIDA standards into core instruction and CC standards (SD2)</p> <p>Explore LETRS Training possibilities for staff who have yet to be trained (SD2)</p>	<p>Complete ELA standards planning documents for each of the literature and informational standards. Continue to refine and enhance through collaboration using vertical alignment. (SD2)</p> <p>Integrate our standards planning with tools for using NUA and Ellevation to engage students and raise student voice in core instruction. (SD2/ 5)</p> <p>Teachers observing teachers around instructional practices. (SD4)</p> <p>Implement Phonemic Awareness activities into daily core instructional practices. (SD2)</p> <p>Use vertical alignment to begin unpacking language and writing standards to identify where these skills can be taught within our literature and informational benchmarks instruction. (SD2)</p> <p>Discussing ways to integrate LETRS into current practice. (SD2)</p>	<p>Sustain Effective PLTs that focus on student learning, and improved Tier 1 Core Instruction through vertical standards alignment (SD4)</p> <p>Ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling (SD4)</p> <p>Utilizing a conferring model for coaching students in independent reading, using Schoolpace for monitoring and assessing independent reading for individual students (SD4)</p>	
All Students				
Basic Goal				Trans. Goal
48.3				53.3
*See attached addendum for more detailed information				
Math	<p>Exploring ways to integrate the high operational practices and NUA philosophy into all learning spaces.</p>	<p>Ongoing discussions about student learning using data in relation to the math standards using PLT protocol (SD4)</p> <p>Student work samples, Fastbridge data, formative and summative data used to</p>	<p>Model/teach workplace/Number Corner engagement (SD2)</p> <p>Consistently implementing all of the Bridges components (investigations, work places, number corner, pacing guide) (SD2)</p>	
All Students				
Basic Goal				Trans. Goal
49.1				54.1
*See attached addendum for more detailed information				

	<p>Special Education focus on writing Northstar Plan (SD4/5)</p> <p>Explore ongoing, non-evaluative coaching support system for core instruction: ie: classroom visits, modeling, team teaching for the purpose of modeling (SD4)</p>	<p>help guide instruction and small group interventions.(SD4)</p> <p>Determine authentic ways to integrate NUA and Ellevation elements and beliefs (mindsets) into math instruction to increase student engagement and confidence.(SD2)</p> <p>Devote 1 PLT or more per month to math discussions (SD4)</p>	
<p>Student Management</p> <p>Evidence of Need: Fair Oaks is committed to tier-one support. By building a strong classroom and school community we will prepare our students for academic success. Maintaining a continued focus on building the social emotional capacity of all of our students enables us to effectively intervene with students who require additional support. We must continue to provide timely and effective interventions for our students whose needs are not being met fully within the classroom. Fair Oaks' Social Emotional Learning Team must continue to work collaboratively with classroom teachers and other support staff to build capacity with both staff and the students we all serve.</p> <p>Measured Behavior: Out of class time.</p>	<p>Identify different data sets data to identify classroom needs for restorative work. (SD5)</p> <p>Explore systems to identify student strengths to address specific levels of support for growth.</p>	<p>Teachers observing morning meetings and working with the RC Coach. Modeling and observation. (SD4)</p> <p>Utilize restorative circles to repair harm and strengthen relationships when conflict arises. (SD1)</p> <p>Bi-monthly SEL meetings to review data and design interventions for grade-levels, classes, and students who display a need for additional support.</p> <p>Harmony SEL curriculum will be taught once a week on Wednesday during Morning Meeting. (SD1)</p> <p>Weekly SEL classroom lessons taught by school counselor in all general education classrooms.</p> <p>Revise and commit to our Adult Guidelines to cultivate culture and maximize our collective efficacy.</p>	<p>Use of CARES social emotional learning grounded in the Responsive Classroom Philosophy to build a community of learners and teach social, emotional, and behavioral skills. (SD1)</p> <p>Responsive Classroom/PBIS Utilizing positive recognition to promote positive behaviors such as CARES badges, CARES champions, and bus badges. (SD1/4)</p>

Baseline Data by Target Group: 503 hours out of the classroom More than 40 students were out of class for 1 hour or more.			
Goal: Increase classroom and grade level interventions when needs arise to decrease out of class time by 10%.			
Family Engagement	Teachers coaching parents/guardians around how to coach their children while reading. (SD1/3)	Communicating with families via SeeSaw on student progress and pertinent academic information (SD3)	Hosting family focused events - STEM Night, Great Family Read Aloud (SD3)
Evidence of Need: Families expressing desire to be more involved in student academic success and asking for specific ways to support.	Determining ways to partner with families to increase understanding of making thinking visible with their students to increase engagement at home. (SD1/3)	Utilizing Talking Points to communicate operational information with families (SD3)	
Goal: Implement multiple ways for families to engage in supporting student academics both in and outside of school will be provided throughout the year.	Explore ways to communicate with prospective families to share information for school readiness.	Grade level teams hosting 1 family engagement event per trimester focused on academics (SD1/3)	
		Building relationships among families by connecting families with one another once a month for a face to face gathering. (SD3)	

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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Reading		<p>Investigate standard protocols for training and support for scoring in SchoolPace to consistently solidify reading levels appropriately. (SD4)</p>	<p>Complete ELA standards planning documents for each of the language and writing standards and embed in ELA programming. (SD2)</p> <p>Create consistent practices for evaluating common formative assessments using rubrics for both teachers and students. (SD4)</p> <p>Continued implementation of Phonemic Awareness activities into daily core instructional practices, including Heggerty. (SD2)</p> <p>Implement push in models for Tier 1-3 interventions. (SD4)</p> <p>Implement Northstar Plan for Special Education (SD2/4/5)</p> <p>EL teachers implement peer to peer coaching core teachers around instructional practices using ELLevators framework. (SD4/5)</p> <p>LETRS Training/Implementation (SD2)</p> <p>Integrate newly adopted ELA curriculum with standards work, NUA, and Ellevation strategies and philosophies, including accessibility of grade level text. (SD2)</p>	<p>ELA standards planning documents for each of the literature and informational standards are complete and in full-implementation. (SD2)</p> <p>Standards planning with tools for using NUA and Ellevation to engage students and raise student voice in core instruction are fully established. (SD2/5)</p> <p>Teachers observing teachers around instructional practices. (SD4)</p>
All Students				
Basic Goal	Trans. Goal			
*No data available at this time				
Math		<p>Develop a goal setting system for math based on grade level standards for students to move towards self efficacy (SD2)</p> <p>Develop a consistent practice for student problem solving in math. (SD2/4)</p>	<p>Implemented commitment/monitoring tool to holding ourselves and each other accountable for how beliefs in our students show up in our instructional practice (SD2)</p> <ul style="list-style-type: none"> ● independent practice ● productive struggle ● coaching students 	<p>Ongoing discussions about student learning using data in relation to the math standards using PLT protocol (SD4)</p> <p>Student work samples, Fastbridge data, formative and summative data used to</p>
All Students				
Basic Goal	Trans. Goal			
*No data available at this time				

		<p>Integration of NUA and Ellevation elements and beliefs (mindsets) into math instruction (SD2)</p> <p>Special Education implementation of Northstar Plan (SD4/5)</p> <p>1 PLT or more per month to math discussions (SD4)</p> <p>Continuing ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling (SD4)</p>	<p>help guide instruction and small group interventions. (SD4)</p> <p>ELLevators coaching program done in PLT's and executed in math instruction (SD4/5)</p>
<p>Student Management</p> <p>Evidence of Need: Supporting new students in learning culture and climate at FO for students.</p> <p>Measured Behavior: out of class time</p> <p>Baseline Data by Target Group: dependent on 2022-23 data</p> <p>Goal: decrease out of class time by 10%</p>	<p>Create on-boarding materials for new staff around PBIS, Responsive Classroom, and FO beliefs (SD1/3)</p> <p>Create on-boarding program for new students - including student mentor (SD1/3)</p>	<p>Harmony SEL curriculum will be taught once a week on Wednesday during Morning Meeting. (SD1)</p> <p>NUA philosophy and belief (mindset) development to increase student engagement and confidence (SD2/3/5)</p> <p>Utilize data to identify classroom needs for restorative work. (SD4)</p>	<p>PBIS (SD1/4)</p> <p>Responsive Classroom (SD1/4)</p> <p>Teachers observing morning meetings and working with the RC Coach. Modeling and observation. (SD3)</p> <p>Utilize restorative circles to repair harm and strengthen relationships when conflict arises. (SD3/4)</p> <p>Strong focus on student data to assess the level of need for students, classrooms, and grade levels. (SD4)</p>
<p>Family Engagement</p> <p>Evidence of Need: All families having access to supporting students</p>	<p>Exploring strategies for Growing PTO membership through family outreach (SD1/3/5)</p>	<p>Grade level teams hosting at least 1 family engagement event per trimester focused on academics (SD2/3/5)</p>	<p>Communicating with families via SeeSaw on student progress and pertinent academic information (SD3)</p>

<p>Goal: Create opportunities for all families to access ways to support students around academics.</p>	<p>Coordinate with FACE team to determine strategies to increase family engagement opportunities. (SD1/3/5)</p>	<p>NUA family engagement event facilitated by FO staff (SD1/3/5)</p> <p>Teachers coaching parents/guardians around how to coach their children while reading. (SD2/3)</p>	<p>Utilizing Talking Points to communicate operational information with families (SD3)</p>
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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)**

<p>2024-25 Goal Priority</p>	<p>Learning Work Initiatives <i>Research, testing and development of possible initiatives</i></p>	<p>Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i></p>	<p>Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i></p>				
<p>Reading</p> <p>All Students</p> <table border="1" data-bbox="235 841 403 938"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>*No data available at this time</p>	Basic Goal	Trans. Goal			<p>Preparing for the implementation of the 2020 Common Core Standards - comparison work. (SD2)</p>	<p>Integrate newly adopted ELA curriculum with standards work, NUA, and Ellevation strategies and philosophies. (SD2/5)</p> <p>Implement standard protocol for scoring in SchoolPace to consistently solidify reading levels appropriately. (SD2/4/5)</p>	<p>ELA standards for each of the language and writing standards are embedded into ELA as well as other content areas. (SD2)</p> <p>Evaluating common formative assessments using rubrics for both teachers and students. (SD2/4)</p> <p>EL teachers conduct frequent peer to peer coaching with core teachers around instructional practices using ELLevators framework through research based co-teaching practices. (SD4/5)</p>
Basic Goal	Trans. Goal						
<p>Math</p> <p>All Students</p> <table border="1" data-bbox="235 1365 403 1430"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Basic Goal	Trans. Goal			<p>Revisit Number Talks (SD2/4)</p> <p>Begin Vertical Alignment with standards (SD2)</p>	<p>Implement a goal setting system for math based on grade level standards for students to move towards self efficacy (SD2)</p>	<p>Staff commitment to holding ourselves and each other accountable for how beliefs in our students show up in our instructional practice (SD2/4)</p> <ul style="list-style-type: none"> • independent practice
Basic Goal	Trans. Goal						

<p>*No data available at this time</p>		<p>Implementation of Concept Quest by teachers and supported by TAG (SD2)</p> <p>Implement a consistent practice for problem solving (SD2/4)</p>	<ul style="list-style-type: none"> • productive struggle • coaching students <p>NUA and Ellevation elements and beliefs (mindsets) present in math instruction (SD2/5)</p> <p>Special Education implementation of Northstar Plan (SD2/4/5)</p> <p>1 PLT or more per month to math discussions (SD4)</p> <p>Continuing ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling (SD4)</p>
<p>Student Management</p> <p>Evidence of Need: It's been 3 years since we've looked at SAEBRS data deeply.</p> <p>Measured Behavior: Out of class minutes</p> <p>Baseline Data by Target Group: will be pulled from 2023-24 data.</p> <p>Goal: decrease in out of class time by 10%</p>	<p>Use SAEBRS data to evaluate effectiveness of interventions and develop new systems of support (SD4/5)</p>	<p>Implement on-boarding materials for new staff around PBIS, Responsive Classroom, and FO beliefs (SD3/4)</p> <p>Implement on-boarding program for new students - including student mentor (SD3/4)</p>	<p>PBIS (SD1/4)</p> <p>Responsive Classroom (SD1/4)</p> <p>Harmony SEL curriculum happens once a week on Wednesday during Morning Meeting taught by classroom teachers. (SD1)</p> <p>NUA philosophy and belief (mindset) held by staff shows increase in student engagement and confidence (SD3/4)</p> <p>Utilize data to identify classroom needs for restorative work. (SD4/5)</p>
<p>Family Engagement</p> <p>Evidence of Need: Assess needs of families (hasn't been done in 3 years) and open up ideas for engagement.</p>	<p>Survey parents around engagement opportunities requested, barriers, needs. (Needs Assessment - reframing our work over the past 3 years) (SD1/5)</p>	<p>Growing PTO membership through family outreach (SD3/4)</p> <p>Coordinate with FACE team to determine strategies to increase family engagement opportunities.</p>	<p>Grade level teams hosting at least 1 family engagement event per trimester focused on academics (SD3/5)</p> <p>NUA family engagement event facilitated by FO staff (SD3/5)</p>

			Teachers coaching parents/guardians around how to coach their children while reading. (SD3/5)
Goal: implement 2 new family engagement strategies as articulated in the parent survey.			

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

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3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
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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	39%	0%	40%	44%	21%	44%
Grd 1	31%	32%	9%	7%	22%	38%
Grd 2	24%	0%	10%	21%	24%	38%

Reading (cont.)

MCA Reading Index Rates

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>						
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	42.9	50.6	41.4	35.4	49.6	50.0	48.3	53.3
Grade 3	39.0	33.3	30.6	33.4	50.3	48.0	37.9	42.9
Grade 4	48.5	51.0	41.3	36.0	49.9	51.2	49.3	54.3
Grade 5	40.6	62.7	52.3	37.6	48.3	51.5	57.5	62.5
Amln/Haw								
Asian	35.6	57.0				43.2		
Black	39.8	38.2				65.4		
Hispanic	46.3	51.6				43.0		
White						75.0		
Multiracial	59.1					50.0		
ML/EL	28.7	31.0				25.9		
Spec Ed	20.5	27.6				20.0		
F/R Lunch	41.9	52.4				44.1		
Female	46.7	55.8				60.5		
Male	39.4	46.6				41.2		

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	30%	32%	26%	37%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	24%	35%	11%	24%	↓
Black	26%	21%	28%	45%	↑
Hispanic	31%	36%	33%	36%	→
White	n<5	43%	n<5	75%	↑
Multiracial	60%	40%	n<5	25%	↓
EL	16%	15%	7%	13%	↓
SPED	16%	12%	6%	9%	↓
F/R Meals	29%	35%	25%	30%	↓
Female	32%	34%	30%	45%	↑
Male	29%	31%	24%	31%	→

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	66%	41%	67%	36%
Kindergarten	67%	39%	54%	21%
Grade 2	76%	57%	87%	64%
Grade 3	58%	31%	56%	31%
Grade 4	71%	46%	71%	38%
Grade 5	56%	28%	71%	26%
Am Ind	n<5	n<5	n<5	n<5
Asian	55%	45%	69%	31%
Black	69%	39%	66%	36%
Hispanic	71%	42%	70%	43%
White	71%	43%	62%	23%
Multiracial	43%	29%	50%	17%
EL/ML	70%	46%	69%	44%
SPED	60%	44%	64%	50%
F/R Meals	59%	37%	69%	39%
Female	67%	36%	71%	35%
Male	66%	45%	64%	37%
Very Low Risk	33%	8%	14%	0%
Low Risk	63%	29%	65%	28%
Some Risk	56%	30%	60%	21%
High Risk	75%	54%	82%	53%

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	45.3	56.7	53.4	47.4	63.4	58.0	49.1	54.1
Grade 3	50.8	62.2	53.3	46.0	59.4	58.2	54.3	59.3
Grade 4	54.4	53.1	54.0	47.2	62.5	55.8	54.4	59.4
Grade 5	30.8	55.6	52.8	49.6	70.5	60.6	38.0	43.0
Amln/Haw								
Asian	47.8	68.6	53.1			62.2		
Black	33.0	40.8	34.1			55.8		
Hispanic	48.2	53.2	62.5			50.0		
White						87.5		
Multiracial	68.2					75.0		
ML/EL	33.3	40.5	37.1			41.1		
Spec Ed	19.2	34.5				36.7		
F/R Lunch	44.7	56.6	54.2			53.2		
Female	44.6	55.8	43.5			54.4		
Male	46.0	57.4	60.7			61.0		

Math (cont.)

MCA Math Proficiency

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

Column Header	Definition
<i>Results</i>	% Proficient on MCA Math
<i>Trend</i>	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	34%	37%	34%	42%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	40%	46%	29%	49%	↑
Black	24%	17%	11%	33%	↑
Hispanic	35%	40%	50%	35%	↓
White	n<5	57%	n<5	88%	↑
Multiracial	40%	50%	n<5	n<5	□
EL	21%	22%	19%	25%	↑
SPED	13%	21%	20%	23%	↑
F/R Meals	33%	38%	30%	36%	↓
Female	34%	33%	29%	37%	↑
Male	34%	40%	38%	45%	↑

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	62%	41%	66%	42%
Grade 2	92%	75%	84%	66%
Grade 3	41%	24%	77%	50%
Grade 4	48%	22%	49%	17%
Grade 5	60%	35%	51%	35%
Am Ind	n<5	n<5	n<5	n<5
Asian	59%	41%	79%	55%
Black	64%	39%	62%	40%
Hispanic	63%	42%	64%	39%
White	71%	57%	45%	18%
Multiracial	n<5	n<5	60%	40%
EL/ML	56%	40%	61%	39%
SPED	55%	30%	39%	16%
F/R Meals	60%	38%	62%	38%
Female	65%	37%	69%	46%
Male	59%	44%	63%	39%
Very Low Risk	67%	33%	68%	28%
Low Risk	46%	25%	70%	43%
Some Risk	67%	44%	77%	57%
High Risk	65%	48%	60%	41%