

WD Three Year Plan

Woodland 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>Reading Curriculum Pilot(SD2)</p> <ul style="list-style-type: none"> ● myView ● Advance ● Ongoing, non-evaluative coaching support system such as peer learning walkthroughs for core instruction: classroom visits, team teaching for the purpose of modeling (SD4) <p>Science of Reading:</p> <ul style="list-style-type: none"> ● LETRS training <p>Assessments</p> <ul style="list-style-type: none"> ● Use vertical alignment to improve consistency in evaluating common formative assessments by designing rubrics for both teachers and students. <p>Zaretta Hammond Book Study</p> <ul style="list-style-type: none"> ● Understanding Culturally Responsive Teaching and Impact <p>EL:</p> <ul style="list-style-type: none"> ● Ellevators -recruitment for cohort 	<p>PLTs:(SD 2)</p> <ul style="list-style-type: none"> ● Use data to discuss instructional strategies and practices in Core Instruction ● Align and unpack grade level reading standards during PLT meetings. ● PLT Facilitators meet bi-monthly <p>Culturally Relevant Instructional Pedagogy:</p> <ul style="list-style-type: none"> ● Books with guiding questions for all staff ● Books that represent whole student body ● Student Centered Pedagogy of Confidence ● High Operational Practices <p>EL:</p> <ul style="list-style-type: none"> ● Co-Teaching model ● EL students clustered in classrooms based on ACCESS Scores ● Collaboration with grade level teams ● Ellevation Training for staff <p>SPED:</p> <ul style="list-style-type: none"> ● Wilson Reading System 	<p>Interventions:(SD 2,4)</p> <ul style="list-style-type: none"> ● 6 week data cycles <p>Balanced Literacy Reading:</p> <ul style="list-style-type: none"> ● Fluid Guided Reading Instruction ● Differentiated Independent Reading ● Phonics ● Whole Group Mini Lesson ● Word Study <p>EL:</p> <ul style="list-style-type: none"> ● EL students clustered in classrooms based on ACCESS Scores ● Collaboration with grade level teams <p>SPED:</p> <ul style="list-style-type: none"> ● Collaboration with grade level teams <p>TAG:</p> <ul style="list-style-type: none"> ● Gifted support for select students in need of independent projects 	
All Students				
Basic Goal				Trans. Goal
62.7				67.7
<p>*See attached addendum for more detailed information</p>				

	<ul style="list-style-type: none"> ● PD and coaching structure to increase classroom teacher’s skill set to teach students receiving EL services in the classroom <p>Intervention</p> <ul style="list-style-type: none"> ● Explore push in models for Tier 1-3 interventions (SD4) <p>Special Education</p> <ul style="list-style-type: none"> ● Special Education focus on writing Northstar Plan (SD4/5) 	<ul style="list-style-type: none"> ● Equals curriculum ● Collaboration with grade level teams <p>Intervention:</p> <ul style="list-style-type: none"> ● Classroom teachers learn Fastbridge Interventions ● Classroom teachers implement FastBridge Interventions ● ESP’s trained in FastBridge Interventions ● Reading Corp tutors implement interventions ● ADSIS implements interventions data driven groups and specialized instruction <p>TAG:</p> <ul style="list-style-type: none"> ● Learning the differences between talent development for all students and academic challenges for some students ● Flexible identification of students ● ELA academic challenges for students in grades 3-5 (SD2) 											
<table border="1"> <tr> <th colspan="2">Math</th> </tr> <tr> <th colspan="2">All Students</th> </tr> <tr> <th>Basic Goal</th> <th>Trans. Goal</th> </tr> <tr> <td>65.6</td> <td>70.6</td> </tr> <tr> <td colspan="2">*See attached addendum for more detailed information</td> </tr> </table>	Math		All Students		Basic Goal	Trans. Goal	65.6	70.6	*See attached addendum for more detailed information		<p>Number Corner (SD 2)</p> <ul style="list-style-type: none"> ● Renewed focus on implementation of all components of Number Corner <p>Co-Teacher Model (SD 2)</p> <ul style="list-style-type: none"> ● EL teachers co-teaching with classroom teachers at all grade levels <p>Math PLT</p>	<p>Core:(SD 2,4)</p> <ul style="list-style-type: none"> ● Utilizing Fastbridge AMath score to determine interventions ● Grade Level Teams using unit screener ● Pacing Guides Implementation ● Re-Energize Math Instruction ● Grade Level Teams using unit screener 	<p>Core:(Sd 2,4)</p> <ul style="list-style-type: none"> ● Number Corner ● Workplaces ● Problems and Investigations ● Peer Learning Walk ● Teacher Self-Assessment
Math													
All Students													
Basic Goal	Trans. Goal												
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	<ul style="list-style-type: none"> ● PLT focus on Math once a month with Math coach ● Analyze assessment data ● Make instructional decisions ● Incorporate Learning Acceleration strategies ● Evaluate effectiveness of instruction <p>Special Education</p> <ul style="list-style-type: none"> ● Special Education focus on writing Northstar Plan (SD4/5) 	<ul style="list-style-type: none"> ● 4th Grade Bridges Intervention in small group ● Core Bridges Math Instruction ● Student Centered Pedagogy of Confidence ● High Operational Practices ● Utilizing Fastbridge AMath score to determine interventions ● Revisiting the purpose and understanding of Assessments and Progress Monitoring forms ● Implementation Guides <p>EL:</p> <ul style="list-style-type: none"> ● Support in classroom push in model ● Bridges Math Intervention <p>SPED:</p> <ul style="list-style-type: none"> ● Bridges math Intervention ● Intervention based on IEP goals/objectives(SD 2) <p>PLT:</p> <ul style="list-style-type: none"> ● PLT Facilitators check- in bi-monthly (SD2,4) <p>TAG:</p> <ul style="list-style-type: none"> ● Flexible identification of students ● Math academic challenges for students in grades 3-5(SD2) 	
Student Management	Core:(SD 1,5) Restorative Practices	Core:(SD 1,4,5) ● Harmony SEL Curriculum	Core (SD 1,2 5) ● Zones of regulation

<p>Evidence of Need: Increase Tier 1 PBIS Tiered Fidelity Inventory (TFI).</p> <p>Woodland is committed to regrounding ourselves in Tier 1 supports by building a strong classroom and school community while deepening authentic relationships looking at the whole child therefore preparing our students for academic success.</p>	<ul style="list-style-type: none"> Restorative Practice Training opportunities for all ESP Restorative Practice Training opportunities for all licensed staff <p>Alternate Recess Room:</p> <ul style="list-style-type: none"> Counselor, BIT, SW Self-regulation, socialization, self advocacy skill development <p>ESP Professional Development:</p> <ul style="list-style-type: none"> Active Supervision Restorative Practices Problem Solving 	<p>Trauma Informed curriculum small Group Curriculum (social worker, behavior interventionist, counselor, school psychologist)</p> <ul style="list-style-type: none"> Create and implement Behavior Flow Chart Harmony SEL Curriculum IM4 (number of students on intervention) Climate Meeting - weekly MYSABERS Student random sample pre-post survey Weekly SEL video lessons created by counselor shared with classrooms Harmony SEL Curriculum SAEBRS to identify students who are at-risk for social, emotion and academic challenges. SIT process Develop Action Plan based upon TFI Data 	<ul style="list-style-type: none"> re-teaching lagging social emotional skills Informal Check in with students Harmony <p>Tier 2:(SD 1,2,5)</p> <ul style="list-style-type: none"> Second Step SEL groups SOAR Ambassadors SOAR Volunteers IM4 Intervention process Daily charts with students Working with staff on IM4 interventions Daily CICO with IM4 students
<p>Measured Behavior: Decrease in behavior, increase time in the educational setting building wide.</p>	<p>Data collection</p> <ul style="list-style-type: none"> Minor incidents tracking system 		
<p>Baseline Data by Target Group: Collecting TFI data including an outside facilitator walk through in the building.</p>			
<p>Goal:</p> <p>Re-establish Tier 1 PBIS</p>		<p>Restorative Practices(SD 1,4,5)</p> <ul style="list-style-type: none"> Community building circles for staff Community building circles for students via morning meetings Restorative circles, chats, conferences Problem solving circles for students SOAR Ambassadors Mentoring restorative chats with younger peers Restorative Chats with students/staff to repair harm 	

		<p>Tier 2:(SD 1,5)</p> <ul style="list-style-type: none"> ● Second Step ● SOAR Ambassadors ● SOAR Volunteers ● Utilize SAEBRS and mySAEBRS data to form SEL Groups ● bi-monthly SIT meetings to review data and design interventions ● Anger Management small Group (social worker, behavior interventionist, counselor, school psychologist) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Lee Carlson Community Based Mental Health Therapist serving students and families(SD1) 	
<p>Family Engagement</p> <p>Evidence of Need: Engaging all families in the support of all educational needs for our Woodland Family.</p> <p>According to the stakeholders survey, 63% of our families stated that their scholar’s cultural and history is accurately represented in our curriculum.</p> <p>Goal: Parent voice in supporting all learning at Woodland Elementary.</p>	<p>Increasing Family Engagement(SD 3)</p> <ul style="list-style-type: none"> ● Explore strategies to seek input from families on what is meaningful engagement ● Explore other structures for monthly PTO meeting ● Broaden family and community events to represent the diverse cultures of our students and families. 	<p>Family Engagement</p> <ul style="list-style-type: none"> ● Spring Family Listening Community Building Circles with families.(SD 1,3) ● Weekly classroom newsletter.(SD3) ● Monthly Family newsletter.(SD 3) ● Continue PTO collaborative partnership.(SD 1,3) ● Explore use of Family Listening Community Building Circles to engage parents and community members.(SD1,3,5) ● Recruit Parents who have been trained in RP to facilitate Family Listening and Community Building Circles.(SD1) 	<ul style="list-style-type: none"> ● School Wide Celebrations.(SD 1, 2, 3) ● PTO- Monthly Meetings and family events.(SD 1,3) ● Spring Career Fair (SD 2,3,4)

		<ul style="list-style-type: none"> Restructure Woodland Equity Team and regroup our purpose to prioritize action steps.(SD 3,5) 	

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

1. Create a safe, welcoming, and inclusive learning environment that fosters 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>2023-24 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>								
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Family Engagement		Increasing Family Engagement(SD3)	Family Engagement (SD3)
Evidence of Need:		<ul style="list-style-type: none"> • Explore strategies to seek input from families on what is meaningful engagement (SD 3) • Explore other structures for monthly PTO meeting • Broaden family and community events to represent the diverse cultures of our students and families. 	<ul style="list-style-type: none"> • Family Listening Community Building Circles with families.(SD 1,3) • Weekly classroom newsletter.(SD3) • Monthly Family newsletter.(SD 3) • Continue PTO collaborative partnership.(SD 1,3) • Explore use of Family Listening Community Building Circles to engage parents and community members.(SD1,3,5) • Recruit Parents who have been trained in RP to facilitate Family Listening and Community Building Circles.(SD1)
Goal:			

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)**
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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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Student Management	Restorative Practices(SD 1,5)	Core:(SD 1,5)	Core:(SD 1,5)
Evidence of Need:	<ul style="list-style-type: none"> RP Student Leadership teams to facilitate Community building Circles 	Restorative Practices	Restorative Practices
Measured Behavior:		<ul style="list-style-type: none"> Restorative Practice Training opportunities for all ESP Restorative Practice Training opportunities for all licensed staff 	<ul style="list-style-type: none"> Restorative Practice Training opportunities for all ESP Restorative Practice Training opportunities for all licensed staff
Baseline Data by Target Group:	Amaze Curriculum(SD 1, 5)		
Goal:	<ul style="list-style-type: none"> PD on Amaze curriculum for Trauma Informed learning and Equity 	Alternate Recess Room:	Alternate Recess Room:
		<ul style="list-style-type: none"> Counselor, BIT, SW Self-regulation, socialization, self advocacy skill development 	<ul style="list-style-type: none"> Counselor, BIT, SW Self-regulation, socialization, self advocacy skill development
		ESP Professional Development:	ESP Professional Development:
		<ul style="list-style-type: none"> Active Supervision Restorative Practices Problem Solving Minor incident tracking system 	<ul style="list-style-type: none"> Active Supervision Restorative Practices Problem Solving Data collection Minor incidents tracking system
Family Engagement	Increase Family Engagement(SD3)	Increasing Family Engagement(SD3)	Increasing Family Engagement (SD#)
Evidence of Need:	<ul style="list-style-type: none"> Continue to seek input, gather perspective to deepen family engagement and strengthen partnership. 	<ul style="list-style-type: none"> Explore strategies to seek input from families on what is meaningful engagement 	<ul style="list-style-type: none"> Explore strategies to seek input from families on what is meaningful engagement
Goal:	<ul style="list-style-type: none"> Book Club/Study 	<ul style="list-style-type: none"> Explore other structures for monthly PTO meeting Broaden family and community events to represent the diverse cultures of our students and families. 	<ul style="list-style-type: none"> Explore other structures for monthly PTO meeting Broaden family and community events to represent the diverse cultures of our students and families.

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)**
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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)**

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	53%	29%	4%	18%	21%	44%
Grd 1	48%	38%	14%	13%	22%	38%
Grd 2	30%	12%	12%	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	66.9	71.4	61.9	65.9	72.2	67.0	62.7	67.7
Grade 3	64.0	63.9	58.3	61.3	71.1	58.3	52.5	57.5
Grade 4	69.4	68.3	64.0	65.9	72.2	68.8	59.1	64.1
Grade 5	67.4	82.1	63.4	71.2	73.4	75.3	78.0	83.0
Amln/Haw						66.7		
Asian	67.8	63.3				64.0		
Black	56.5	71.6				62.3		
Hispanic	60.0	50.0				46.9		
White	73.0	77.8				77.1		
Multiracial	74.1	82.5				78.6		
ML/EL	43.3	43.2				32.1		
Spec Ed	40.5	47.7				30.0		
F/R Lunch	59.6	62.4				56.0		
Female	73.1	72.8				69.7		
Male	60.8	69.9				64.2		

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	58%	58%	45%	54%	↓
Am Ind	n<5	n<5	n<5	n<5	⊗
Asian	56%	48%	35%	52%	↑
Black	49%	56%	39%	45%	↓
Hispanic	47%	38%	25%	44%	↑
White	66%	68%	53%	68%	→
Multiracial	70%	68%	56%	60%	↓
EL	31%	25%	8%	18%	↓
SPED	36%	36%	8%	19%	↓
F/R Meals	52%	45%	30%	39%	↓
Female	64%	61%	52%	58%	↓
Male	52%	55%	38%	51%	↓

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	46%	22%	49%	21%
Kindergarten	31%	8%	42%	14%
Grade 2	57%	33%	68%	37%
Grade 3	53%	29%	37%	16%
Grade 4	45%	18%	55%	22%
Grade 5	51%	27%	45%	19%
Am Ind	n<5	n<5	n<5	n<5
Asian	45%	18%	48%	18%
Black	47%	22%	50%	18%
Hispanic	20%	16%	39%	24%
White	49%	24%	54%	21%
Multiracial	48%	23%	44%	40%
EL/ML	38%	23%	46%	21%
SPED	44%	25%	59%	35%
F/R Meals	45%	25%	52%	26%
Female	44%	21%	49%	20%
Male	49%	23%	50%	22%
Very Low Risk	32%	7%	31%	11%
Low Risk	49%	17%	49%	18%
Some Risk	40%	17%	45%	10%
High Risk	56%	44%	67%	42%

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
Students	64.6	69.5	67.0	68.8	79.8	66.7	65.6	70.6
Grade 3	68.0	75.2	77.1	69.9	77.3	68.8	75.2	80.2
Grade 4	75.7	71.1	70.4	72.0	81.0	71.0	63.7	68.7
Grade 5	51.3	61.7	54.3	64.2	81.5	59.6	57.1	62.1
Gay/Haw						50.0		
Non	61.7	65.3	57.6			66.0		
Black	56.5	60.8	54.9			59.9		
Latino	52.6	46.2	61.1			37.5		
White	77.9	78.4	81.8			81.9		
Hispanic/Latino	48.1	82.5	59.1			69.0		
EL	44.3	50.0	36.1			36.9		
Special Ed	41.7	45.7	34.4			38.3		

Math (cont.)

MCA Math Proficiency

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	54%	55%	54%	54%	→
Am Ind	n<5	n<5	n<5	n<5	⊗
Asian	49%	51%	39%	53%	↑
Black	48%	47%	40%	41%	↓
Hispanic	32%	31%	33%	31%	→
White	69%	67%	74%	75%	↑
Multiracial	33%	72%	56%	58%	↓
EL	29%	32%	20%	22%	↓
SPED	33%	35%	20%	24%	↓
F/R Meals	43%	42%	37%	32%	↓
Female	50%	53%	48%	55%	↑
Male	57%	60%	60%	54%	↓

Math (cont.)

FastBridge aMath Growth

Priority Two: MATH *Measure: Growth (% Making F-S Natnl Growth Pctl)*

Column Header	Definition
<i>Typical Growth</i>	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles
<i>Aggressive Growth</i>	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	61%	39%	57%	33%
Grade 2	62%	42%	56%	39%
Grade 3	63%	38%	57%	30%
Grade 4	66%	44%	62%	38%
Grade 5	53%	34%	55%	25%
Am Ind	n<5	n<5	n<5	n<5
Asian	59%	44%	59%	33%
Black	54%	38%	48%	27%
Hispanic	44%	19%	50%	32%
White	69%	43%	65%	40%
Multiracial	59%	31%	64%	36%
EL/ML	51%	40%	47%	31%
SPED	38%	19%	63%	38%
F/R Meals	52%	39%	53%	32%
Female	63%	38%	57%	29%
Male	58%	41%	58%	37%
Very Low Risk	59%	34%	47%	12%
Low Risk	68%	42%	71%	33%
Some Risk	68%	53%	43%	25%
High Risk	53%	36%	45%	27%