Fernbrook Elementary 3-Year Operational Plan (2023-24; 2024-25; 2025-26)

2023-24 Goal Priority	**Learning Work Initiatives** *Research, testing and development of possible initiatives*	**Implementation Work Initiatives** *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	**Standard Work Practices** *Established, with at least 80% applying effectively (observable)- in cont. improvement*
Reading All Students Basic Goal: 86.0 / Trans. Goal: 91.0 *See attached addendum for more detailed information	K-3 teachers receiving science of reading PD in 23-24(2, 4, 5); SDAS PD around implementation of Structured Literacy(2, 4, 5); new learning around MTSS expectations(2, 4, 5)	Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5);	Fluid/Collaborative MTSS intervention processes(SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Team SLGs will focus on reading K-5 (SD 4); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2); The Special Education Resource Team will implement multi-modal approaches to increase student achievement (SD 1 and 2);
Math All Students Basic Goal: 85.9 / Trans. Goal: 90.9 *See attached addendum for more detailed information	New learning around MTSS expectations(2, 4, 5); Addition of a Math Corps tutor this year	Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); The Special Education Resource Team will implement multi-modal approaches to increase student achievement(SD 1 and 2);	Fluid/Collaborative MTSS intervention processes(SD2); (SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2)
Student Management Evidence of Need:Frequency, duration,	New learning around MTSS expectations(2, 4, 5)	3 times per year SAEBRs implementation; deeper implementation of further restorative practices;	Embedding our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team (SD 4

and/or severity of Tier 2 and 3 behaviors in 1-3% of our population Measured Behavior: Eloping, emotional regulation, negative peer interactions Baseline Data by Target Group: Goal: Team by team assessments of progress academically and socially emotionally			and 5); SEL Team members will use IM4 in collaboration with teachers for students presenting with need for high Tier 2 or Tier 3 support/service (SD 1 and 2); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Harmony Implementation (SD 2); All school SAEBERS work(SD 1)
Family Engagement Evidence of Need: Family engagement is high at FB, and needs to remain a focus even then Goal: Maintain high attendance of scholars, and parents at conferences. Maintain parent presence at school events, and high volunteer rates.		Embedding our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly systems and operational decision making at Fernbrook (SD 4 and 5);Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3);	PTO will continue to engage in community building and fund-raising efforts (SD 3); EL Staff organizing opportunities at Open House and Conferences to assist families (SD 3 & 5); Regular parent communications SD 3 and 5); Twice yearly conference opportunities for all families to discuss student achievement and developmental progress (SD 3)

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)**

2024-25 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable)- in cont. improvement*
Reading All Students Basic Goal | Trans. Goal | *See attached addendum for more detailed information	Implementation of new literacy curriculum and structured literacy, an endeavor which will encompass A great deal of our efforts for the year(2, 4, 5);	Ongoing literacy PD around the science of reading paralleling the implementation of new curriculum and structure in lit blocks(2, 4, 5)	Fluid/Collaborative MTSS intervention processes(SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Team SLGs will focus on reading K-5 (SD 4); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2); The Special Education Resource Team will implement multi-modal approaches to increase student achievement (SD 1 and 2);
Math All Students Basic Goal | Trans. Goal | *See attached addendum for more detailed information	TBD based on data from previous year and any potential system initiatives	Math Corps Math Tutor	Fluid/Collaborative MTSS intervention processes(SD2); (SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2)
Student Management Evidence of Need: Measured Behavior: Baseline Data by Target Group:	TBD based on data from previous year and any potential system initiatives	3 times per year SAEBRs implementation; deeper implementation of further restorative practices;	Embedding our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team (SD 4 and 5); SEL Team members will use IM4 in collaboration with teachers for students presenting with need for high Tier 2 or Tier 3 support/service (SD 1 and 2); Focused attention on attendance

Goal:			such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Harmony Implementation (SD 2); All school SAEBERS work(SD 1)
Family Engagement Evidence of Need: Goal:	TBD based on surveys and staff/parent identified needs	Embedding our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly systems and operational decision making at Fernbrook (SD 4 and 5);Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3);	PTO will continue to engage in community building and fund-raising efforts (SD 3); EL Staff organizing opportunities at Open House and Conferences to assist families (SD 3 & 5); Regular parent communications SD 3 and 5); Twice yearly conference opportunities for all families to discuss student achievement and developmental progress (SD 3)

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)**
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)**

2025-26 Goal Priority	**Learning Work Initiatives** *Research, testing and development of possible initiatives*	**Implementation Work Initiatives** *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	**Standard Work Practices** *Established, with at least 80% applying effectively (observable)- in cont. improvement*
Reading	TBD based on data and system initiatives		

All Students Basic Goal | Trans. Goal | *See attached addendum for more detailed information		Ongoing literacy PD around the science of reading paralleling the implementation of new curriculum and structure in lit blocks(2, 4, 5)	Fluid/Collaborative MTSS intervention processes(SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Team SLGs will focus on reading K-5 (SD 4); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2); The Special Education Resource Team will implement multi-modal approaches to increase student achievement (SD 1 and 2);
Math All Students Basic Goal | Trans. Goal | *See attached addendum for more detailed information	TBD based on data from previous year and any potential system initiatives		Fluid/Collaborative MTSS intervention processes(SD2); (SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2)
Student Management Evidence of Need: Measured Behavior: Baseline Data by Target Group: Goal:	TBD based on data from previous year and any potential system initiatives	3 times per year SAEBRs implementation; deeper implementation of further restorative practices;	Embedding our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team (SD 4 and 5); SEL Team members will use IM4 in collaboration with teachers for students presenting with need for high Tier 2 or Tier 3 support/service (SD 1 and 2); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies

			(SD 1, 2, and 5); Harmony Implementation (SD 2); All school SAEBERS work(SD 1)
Family Engagement Evidence of Need: Goal:		Embedding our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly systems and operational decision making at Fernbrook (SD 4 and 5);Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3);	PTO will continue to engage in community building and fund-raising efforts (SD 3); EL Staff organizing opportunities at Open House and Conferences to assist families (SD 3 & 5); Regular parent communications SD 3 and 5); Twice yearly conference opportunities for all families to discuss student achievement and developmental progress (SD 3)

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)**

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), progress, growth, and achievement gap reduction; (3) student management; (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 2023-2024 cohorts (incoming students for Fall 2023).
2. Basic goals represent improvement rates that are at or above statewide rates. Transformational goals represent improvement that is closing achievement gaps.
3. Initial Fall 2023 cohort index scores for grade 3 were from Spring 2023 FastBridge aReading or aMath scores. For grades 4-8, the 2023 MCA was used. For grades 10-11, cohort scores were from 2021 or 2022 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:
    1. What did the data tell you about your current state? Is this part of a longer trend?
    1. What adult practices might be contributing to the results? What may the root causes be?
    1. What research-based actions, strategies, and interventions may help students meet their goals?
    1. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

FastBridge Progress to Fluency

Priority One: READING	*Measure: Proficiency (% Low Risk on FastBridge)*					
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 2020	Results Spring 2021	Results Spring 2022	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
KG	64%	10%	13%	20%	25%	44%
Grd 1	46%	18%	20%	40%	28%	38%
Grd 2	23%	26%	37%	31%	18%	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. Color coding for student groups added in Spring 2023.					
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1					
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years					
Transformational (Trans.) Goal	Basic goal plus five index rate points					
Color Coding	**10+ points below basic goal**	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transform-ational goal

*Two new multilingual (ML) related groups have been added this year: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years. **ML Exited (2+ Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
All Students	**81.8**	**78.6**	**80.4**	**83.6**	**88.6**	**82.1**	**86.0**	**91.0**
Grade 3	70.3	74.7	74.1	81.5	86.5	79.7	78.3	83.3
Grade 4	82.0	80.2	81.3	80.1	85.1	79.0	85.1	90.1
Grade 5	90.8	81.0	86.5	90.1	95.1	88.8	93.8	98.0
Am Indian			83.3	81.7	86.7	**70.0**		
Asian	81.3		59.5	68.0	73.0	**56.8**	73.4	78.4
Black	57.4		62.2	64.8	69.8	68.3	71.0	76.0
Hispanic			65.0	72.3	77.3	81.3	64.4	69.4
White	85.2		85.9	88.1	93.1	86.6	91.1	96.1
Multiracial	84.6		80.3	80.4	85.4	76.6	86.4	91.4
ML/EL	11.5		33.3	46.2	51.2	54.2	59.2	64.2
ML Exited (2+ Yrs)*				91.5	96.5	83.3	89.4	94.4
Non Eng Not ML (6yrs)*				82.2	87.2	85.7	83.8	88.8
Spec Ed	35.9		59.3	63.4	68.4	71.3	68.6	73.6
Free/Red. Price Meals	62.0		62.7	69.1	74.1	69.4	64.3	69.3
Female	84.4		80.1	84.6	89.6	83.3	86.4	91.4
Male	79.0		80.7	82.3	87.3	80.8	85.6	90.6

Reading (cont.)

MCA Reading Proficiency

	Measure: MCA Proficiency (% Proficent)
Column Header	**Definition**
Results	% Proficient on MCA Reading
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2023

Key:	
Symbol →	**Description**
↑	Less than +/- 1.0% change in 4-Year trend from first data point to last data point
↓	Increase of 1.1% or greater in 4-Year trend from first data point to last data point
	Decrease of 1.1% or greater in 4-Year trend from first data point to last data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
State	60%	53%	52%	50%	↓
All Students - District	56%	51%	50%	49%	↓
All Students - Site	74%	70%	70%	72%	↓
Grade 3	63%	64%	64%	73%	↑
Grade 4	72%	71%	71%	67%	↓
Grade 5	86%	74%	76%	77%	↓
Am Ind	n<5	n<5	n<5	n<5	□
Asian	68%	90%	36%	44%	↓
Black	41%	31%	49%	57%	↑
Hispanic	60%	43%	52%	57%	↓
White	80%	76%	77%	78%	↓
Multiracial	75%	64%	74%	66%	↓
EL	6%	n<5	18%	31%	↑
ML Exited (2+Yrs)				83%	□
Non-Eng Not ML (6yrs)				81%	□
SPED	35%	51%	48%	65%	↑
F/R Meals	50%	47%	48%	54%	↑
Female	76%	71%	70%	73%	↓
Male	72%	69%	70%	71%	→

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING					*Measure: Growth (% Making F-S Natnl Growth by All Pctl)*
Column Header	**Definition**				
Typical Growth by All	The percentage of students making growth from fall to spring at the 50th percentile or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the 75th percentile or higher based on students within their grade level nationally				
Typical Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	**Below Baseline Lo** 1-22	**Below Baseline Hi** 23-44	**Baseline** 45-56%	**Target Lo** 57-65%	**Target Hi** 66-74%
Aggressive Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	**Below Baseline Lo** 1-9	**Below Baseline Hi** 10-19	**Baseline** 20-31%	**Target Lo** 32-40%	**Target Hi** 41+

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		FastBridge Results Spring 2023	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%	50%	25%
All Students - District	52%	28%	45%	21%	46%	19%
All Students - Site	54%	27%	41%	17%	45%	19%
Grade 2	63%	37%	61%	32%	62%	38%
Grade 3	64%	21%	35%	13%	41%	16%
Grade 4	52%	25%	42%	16%	34%	12%
Grade 5	61%	40%	48%	19%	44%	14%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	65%	30%	53%	16%	32%	3%
Black	48%	25%	39%	25%	49%	33%
Hispanic	41%	35%	42%	21%	44%	35%
White	55%	26%	40%	16%	45%	18%
Multiracial	48%	26%	47%	18%	47%	18%
EL/ML	30%	30%	74%	35%	67%	41%
ML Exited (2+Yrs)					29%	0%
Non-Eng Not ML (6yrs)					43%	25%
SPED	57%	33%	45%	33%	53%	32%
F/R Meals	54%	30%	42%	22%	46%	28%
Female	54%	30%	40%	13%	42%	17%
Male	54%	24%	42%	22%	47%	22%
Very Low Risk	45%	18%	28%	7%	34%	7%
Low Risk	50%	20%	40%	14%	37%	9%
Some Risk	60%	29%	49%	18%	60%	29%
High Risk	71%	54%	65%	45%	65%	52%

Reading (cont.)

FastBridge Reading Growth by Start Score

Priority One: READING					*Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)*
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the 50th percentile or higher based students who had their same starting score nationally				
Aggressive Growth by Start Score	The percentage of students making growth from fall to spring at the 75th percentile or higher based students who had their same starting score nationally				
Typical Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	**Below Baseline Lo** 1-19	**Below Baseline Hi** 20-39	**Baseline** 40-59%	**Target Lo** 60-67%	**Target Hi** 68-74%
Aggressive Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	**Below Baseline Lo** 1-5	**Below Baseline Hi** 6-12	**Baseline** 13-36%	**Target Lo** 37-44%	**Target Hi** 45+

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	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	38%	14%	35%	13%
All Students - Site	46%	17%	46%	19%
Grade 2	55%	28%	62%	34%
Grade 3	35%	9%	41%	13%
Grade 4	45%	12%	34%	14%
Grade 5	50%	18%	50%	15%
Am Ind	n<5	n<5	n<5	n<5
Asian	32%	12%	23%	10%
Black	37%	14%	49%	24%
Hispanic	38%	24%	42%	18%
White	48%	16%	46%	19%
Multiracial	50%	21%	56%	20%
EL/ML	50%	11%	59%	22%
ML Exited (2+Yrs)			14%	0%
Non-Eng Not ML (6yrs)			46%	25%
SPED	47%	22%	46%	21%
F/R Meals	39%	15%	38%	18%
Female	43%	13%	42%	16%
Male	50%	21%	50%	22%
Very Low Risk	45%	15%	51%	18%
Low Risk	49%	19%	32%	10%
Some Risk	39%	13%	45%	22%
High Risk	51%	23%	51%	29%

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. Color coding for student groups added in Spring 2023.					
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1					
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change. 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years					
Transformational (Trans.) Goal	Basic goal plus five index rate points					
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transform-ational goal

*Two new multilingual (ML) related groups have been added this year: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years. **ML Exited (2+Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
All Students	**82.6**	**85.9**	**83.1**	**87.3**	**92.3**	85.8	**85.9**	**90.9**
Grade 3	87.0	88.1	80.9	92.7	97.7	88.4	89.9	94.9
Grade 4	86.8	91.7	89.3	84.9	89.9	88.0	89.6	94.6
Grade 5	74.8	77.2	80.2	84.1	89.1	80.2	79.1	84.1
Am Indian			66.7	57.1	62.1	60.0		
Asian	84.4	90.0	66.7	65.2	70.2	65.9	73.6	78.6
Black	61.8	44.2	60.8	64.4	69.4	70.0	62.0	67.0
Hispanic			55.0	75.9	80.9	68.8	69.2	74.2
White	86.6	90.9	89.7	92.4	97.4	90.8	91.0	96.0
Multiracial	76.9	84.0	82.9	86.8	91.8	79.0	90.8	95.8
ML/EL	38.5		66.7	77.6	82.6	75.0	57.2	62.2
ML Exited (2+ Yrs)*				83.1	88.1	83.3	78.9	83.9
Non Eng Not ML (6yrs)*				79.7	84.7	78.6	80.6	85.6
Spec Ed	39.1	66.7	70.5	78.1	83.1	81.3	79.2	84.2
Free/Red. Price Meals	60.2	60.9	62.7	68.0	73.0	66.1	65.8	70.8
Female	82.7	86.0	80.4	84.6	89.6	83.0	82.4	87.4
Male	82.6	85.9	86.3	90.3	95.3	89.0	89.7	94.7

MCA Math Proficiency

Priority Two: MATH	*Measure: MCA Proficiency (% Proficent)*
Column Header	**Definition**
Results	% Proficient on MCA Math
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2023

Key:	
Symbol	**Description**
→	Less than +/- 1.0% change in 4-Year trend from first data point to last data point
↑	Increase of 1.1% or greater in 4-Year trend from first data point to last data point
↓	Decrease of 1.1% or greater in 4-Year trend from first data point to last data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
State	55%	44%	46%	46%	↓
All Students - District	50%	41%	43%	42%	↓
All Students - Site	73%	79%	74%	75%	↑
Grade 3	74%	81%	71%	82%	↑
Grade 4	83%	87%	84%	79%	↓
Grade 5	62%	68%	69%	63%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	79%	90%	59%	60%	↓
Black	36%	34%	49%	46%	↑
Hispanic	50%	83%	39%	57%	↑
White	79%	86%	82%	81%	↑
Multiracial	68%	76%	72%	74%	↑
EL	31%	n<5	36%	50%	↑
ML Exited (2+Yrs)				83%	□
Non-Eng Not ML (6yrs)				71%	□
SPED	29%	56%	61%	72%	↑
F/R Meals	41%	51%	51%	47%	↑
Female	72%	78%	70%	70%	↓
Male	74%	80%	78%	82%	↑

FastBridge aMath Growth by All

Priority Two: MATH					*Measure: Growth (% Making F-S Natnl Growth by All Pctl)*
Column Header	**Definition**				
Typical Growth by All	The percentage of students making growth from fall to spring at the 50th percentile or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the 75th percentile or higher based on students within their grade level nationally				
Typical Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	**Below Baseline Lo** 1-23	**Below Baseline Hi** 24-47%	**Baseline** 48-53%	**Target Lo** 54-64%	**Target Hi** 65-74%
Aggressive Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	**Below Baseline Lo** 1-10	**Below Baseline Hi** 11-21	**Baseline** 22-28%	**Target Lo** 29-39%	**Target Hi** 40+

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		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%	50%	25%
All Students - District	56%	35%	51%	25%	46%	21%
All Students - Site	70%	49%	55%	30%	55%	28%
Grade 2	62%	39%	59%	38%	60%	39%
Grade 3	77%	47%	53%	25%	59%	33%
Grade 4	75%	60%	66%	47%	60%	30%
Grade 5	67%	50%	43%	17%	38%	9%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	78%	67%	42%	27%	61%	32%
Black	58%	40%	43%	22%	69%	31%
Hispanic	67%	58%	39%	21%	53%	21%
White	71%	48%	58%	32%	53%	28%
Multiracial	72%	56%	59%	34%	47%	28%
EL/ML	60%	60%	39%	28%	74%	37%
ML Exited (2+Yrs)					43%	14%
Non-Eng Not ML (6yrs)					46%	21%
SPED	47%	36%	58%	33%	54%	29%
F/R Meals	51%	34%	46%	22%	58%	31%
Female	72%	50%	57%	32%	59%	30%
Male	68%	48%	51%	29%	49%	25%
Very Low Risk	67%	43%	54%	27%	55%	26%
Low Risk	75%	52%	59%	38%	56%	30%
Some Risk	81%	65%	46%	24%	52%	26%
High Risk	64%	55%	61%	46%	53%	32%

FastBridge aMath Growth by Start Score

Priority Two: MATH					*Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)*
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the 50th percentile or higher based students who had their same starting score nationally				
Aggressive Growth by Start Score	The percentage of students making growth from fall to spring at the 75th percentile or higher based students who had their same starting score nationally				
Typical Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	**Below Baseline Lo** 1-23	**Below Baseline Hi** 24-46	**Baseline** 47-53%	**Target Lo** 54-64%	**Target Hi** 65-74%
Aggressive Growth Goals	***Below Baseline***	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	**Below Baseline Lo** 1-9	**Below Baseline Hi** 10-20	**Baseline** 21-29%	**Target Lo** 30-40%	**Target Hi** 41+

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	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	50%	24%	45%	20%
All Students - Site	55%	29%	51%	26%
Grade 2	61%	39%	62%	40%
Grade 3	61%	31%	66%	36%
Grade 4	58%	33%	48%	20%
Grade 5	41%	16%	27%	11%
Am Ind	n<5	n<5	n<5	n<5
Asian	38%	19%	55%	35%
Black	38%	19%	67%	33%
Hispanic	46%	25%	56%	24%
White	59%	32%	49%	25%
Multiracial	59%	29%	44%	23%
EL/ML	41%	24%	74%	37%
ML Exited (2+Yrs)			57%	29%
Non-Eng Not ML (6yrs)			39%	18%
SPED	58%	30%	58%	30%
F/R Meals	45%	18%	56%	29%
Female	56%	27%	55%	27%
Male	54%	31%	47%	26%
Very Low Risk	54%	29%	53%	29%
Low Risk	56%	28%	47%	22%
Some Risk	48%	21%	49%	23%
High Risk	64%	39%	53%	29%