

Osseo Middle School 3-Year Operational Plan (2023-24; 2024-25; 2025-26)

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>				
Reading	<p>Study the impact of read alouds and the impact on student reading performance in Advisory (SD 2&5)</p> <p>AVID WICOR-Learning about organizational strategies (SD 2)</p> <p>Learn how AReading Test data can support student learning and best practices in instruction (SD 4)</p> <p>Grade 6 and 8 ELA and EL will be focusing on commonalities among Ellevation, NUA, and AVID reading strategies to determine best practices (SD 2&5)</p> <p>Learn more about Ellevation Strategies to support English Language Learners across all content areas and provide culturally responsive instruction for all students (SD 2&5)</p> <p>Multilingual Skills Groups and Parent Outreach (Jorge) (SD 3)</p> <p>Engaging the equity team in how to use <i>Street Data</i> to guide building</p>	<p>ADSIS support with Collaborative Advisory Teachers/Targeted support during advisory (SD 2&5)</p> <p>SPED Support in Reading Lab (SD 2&5)</p> <p>IXL in Advisory (SD 2&5)</p> <p>Sharing Profile of Learning for ELL students with collaborative teachers (WIDA Can Do and skill set(SD 2&5)</p> <p>AVID WICOR Focusing on Collaboration strategies (SD 2)</p> <p>Provide additional support to EL students in Social Studies and Science through student grouping and ESP support. (SD 2&5)</p> <p>Establish AVID elective course to help provide academic oversight and college and career exposure (SD2)</p> <p>Begin Implementation of Amplify curriculum in all ELA and Resource classes (SD 2&5)</p>	<p>Reading Intervention Class/ADSIS (SD 2)</p> <p>Phonics and LETRS instruction for English Language Learners (Level 1 and 2) (SD 2&5)</p> <p>Wilson Reading (SD 2)</p>				
All Students							
<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Basic Goal</td> <td style="text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">70.1</td> <td style="text-align: center;">75.1</td> </tr> </table>				Basic Goal	Trans. Goal	70.1	75.1
Basic Goal				Trans. Goal			
70.1	75.1						
*See attached addendum for more detailed information							

Adapted August 23

		<p>practices and influence instruction (SD 2&5)</p> <p>The whole school model of AVID at OMS-Establish an AVID site team(SD 2)</p> <p>Explore ways to provide additional Support for students who are identified as EL/SPED and EL exited students (SD 2&5)</p> <p>Out of school time academic interventions (SD 2&5)</p> <p>Center based SPED staff will explore science of reading program/resources (SD 2&5)</p> <p>Explore how CHATGPT (AI) can support differentiated instruction for students (SD 2&5)</p>		
Math		<p>Ellevation Strategies to support English Language Learners and provide culturally responsive instruction for all students (SD 2&5)</p> <p>Engaging the equity team in how to use street data to guide building practices and influence instruction (SD 2&5)</p> <p>AVID WICOR-Learning about organizational strategies (SD 2)</p>	<p>Implement CPM curriculum with Fidelity (SD 2&5)</p> <p>SPED Support in Math Lab (SD 2&5)</p> <p>Targeted support during advisory for students of color (SD 2&5)</p> <p>Sharing Profile of Learning for ELL students with collaborative teachers (WIDA Can Do and skill set) (SD 2&5)</p>	<p>Numbers and time focus for English Language Learners (Level 1) (SD 2 &5)</p> <p>Math Intervention Class/ADSIS (SD2)</p>
All Students				
Basic Goal	Trans. Goal			
61.2	66.2			

*See attached addendum for more detailed information

Out of school time academic interventions (SD 2&5)

Multilingual Skills Groups and Parent Outreach (Jorge) (SD 3)

Examine master schedule to ensure we are best supporting students in math classes with student grouping and ESP support (SD4)

Examine master schedule to place students who need additional math support in an Advisory with their math teacher (SD4)

Establish AVID elective course to help provide academic oversight and college and career exposure (SD 2)

Special Education Resource teachers will engage in PLT discussion about modifications to grade level content to better support students in Resource and Collaborative settings (SD 2&5)

The whole school model of AVID at OMS-Establish an AVID site team(SD 2)

Learn how AMath Test data can support student learning and best practices in instruction (SD 4)

Track Accelerated Math students as they move from grades 6-8 to ensure high levels of success (SD4)

ADSIS teacher provides additional math support for students outside of ADSIS class(SD 2&5)

Incorporate the use of AVID-collaboration strategies to support math instruction (SD 2)

	<p>Explore how CHATGPT (AI) can support differentiated instruction for students (SD 2&5)</p>		
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<p>Student Management</p> <p>Evidence of Need: Disproportionality of special education/and or Black students in suspension data Total number of student suspensions: 76 Total number of black students suspended: 33/76 Total number of special education students suspended: 24/76</p> <p>Student Behavior: Suspensions</p> <p>Baseline Data by Target Group: To reduce target group suspensions by 20% Black students suspended: From 33 to 26 Special education students suspended: From 24 to 19</p> <p>Goal: To decrease the disproportionality of special education/and or Black students in suspension data</p>	<p>Engage the equity team in how to use street data to guide building practices and influence instruction (SD 5)</p> <p>PBIS Site team will use Hoonuit to examine and identify behavioral data to determine gaps and behavior support strategies (SD 5)</p> <p>Use mySAEBRS to identify students who are at risk academically, socially, or emotionally and provide interventions and supports through the Student Support Team (SD 5).</p>	<p>Interpersonal Skills classes with SEL curriculum (SD 1)</p> <p>Continue to develop programming and interventions for students who receive setting 2.5 services (SD 1)</p> <p>Training and development in understanding and implementing BSPs with fidelity (ensuring BSPs apply to multiple environments) (SD 1)</p>	<p>Advisory Community Building (SD 1)</p> <p>PBIS Site team will implement Restorative Practices to repair harm, intervene and support the development of positive peer relationships (SD 1)</p> <p>PBIS Site team will implement Student Led Groups(Oriole Crew, Multicultural Empowerment Group) to affirm students and strength Tier 1 behavior review and recognition (SD 1)</p> <p>PBIS Site team will implement Wall of Fame and Oriole of the Month to affirm and recognize student achievements (SD 1)</p>
<p>Family Engagement</p> <p>Evidence of Need: Parent Surveys</p> <p>Goal: Create opportunities to partner with families to increase family engagement</p>	<p>Virtual Family Sessions and/ or Open Forum (SD 3)</p> <p>Multilingual Parent Outreach (Equity Department) (SD 3)</p> <p>Partner with families to plan and increase the number of family events (SD 5)</p>	<p>Collaborate with family and community engagement department on strategies to engage families and diverse audiences (SD 5)</p> <p>Promote Osseo Middle School through social media platforms(SD 3)</p>	<p>PBIS team will implement family and community events including Family Game Night/Multicultural Night/Family Events (SD 1)</p>

Adapted August 23

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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)**

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>	
Reading	<p>Explore consistent guided note taking in SPED Resource/Collab classes (SD 2&5)</p> <p>Explore how CHATGPT (AI) can support differentiated instruction for students (SD 2&5)</p> <p>The whole school model of AVID at OMS-Establish an AVID site team (SD 2)</p> <p>AVID WICOR-Learning about writing strategies (SD 2)</p> <p>Learn about Avid Inquiry Strategies (SD2)</p> <p>Learn about AVID Tutorials (SD2)</p>	<p>Use read alouds to impact student reading performance in Advisory (SD 2&5)</p> <p>AVID WICOR-Implement organizational strategies (SD 2)</p> <p>Utilize AReading Test data to support student learning and best practices in instruction (SD 4)</p> <p>Grade 6 and 8 ELA and EL will be focusing on commonalities among Ellevation, NUA, and AVID reading strategies to determine best practices (SD 2&5)</p>	<p>Share Profile of Learning for ELL students with collaborative teachers (WIDA Can Do and skill set) (SD 2&5)</p> <p>ADSIS support with Collaborative Advisory Teachers/Targeted support during advisory (SD 2&5)</p> <p>SPED Support in Reading Lab (SD 2&5)</p> <p>IXL in Advisory (SD 2&5)</p> <p>AVID WICOR Focusing on Collaboration strategies (SD 2)</p>	
All Students				
Basic Goal				Trans. Goal
*See attached addendum for more detailed information				

Adapted August 23

		<p>Implement Ellevation Strategies to support English Language Learners across all content areas and provide culturally responsive instruction for all students (SD 2&5)</p> <p>Multilingual Skills Groups and Parent Outreach (Jorge) (SD 3)</p> <p>Provide additional support to EL students in Social Studies and Science through student grouping and ESP support (SD 2&5)</p> <p>Provide staff development on the use of <i>Street Data</i> to guide building practices and influence instruction (SD 2&5)</p> <p>Implement 4 sections of the AVID elective course to help provide academic oversight and provide college and career exposure (SD 2)</p> <p>Implementation of Amplify curriculum in all ELA and Resource classes with fidelity (SD 2&5)</p> <p>Provide additional support for students who are identified as EL/SPED and EL exited students (SD 2&5)</p>	
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		<p>Out of school time academic interventions (SD 2&5)</p> <p>Center based SPED staff will use science of reading program/resources to support learning (SD 2&5)</p>					
<p>Math</p> <p>All Students</p> <table border="1"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>*See attached addendum for more</p>	Basic Goal	Trans. Goal			<p>Learn about Avid Inquiry Strategies (SD2)</p> <p>Learn about AVID Tutorials (SD2)</p> <p>Explore how CHATGPT (AI) can support differentiated instruction for students (SD5)</p> <p>The whole school model of AVID at OMS-Establish an AVID site team (SD 2)</p> <p>AVID WICOR- Learning about writing strategies</p>	<p>Ellevation Strategies to support English Language Learners and provide culturally responsive instruction for all students (SD 2&5)</p> <p>Out of school time academic interventions (SD 2&5)</p> <p>Multilingual Skills Groups and Parent Outreach (Jorge) (SD 3)</p> <p>Track Accelerated Math students as they move from grades 6-8 to ensure high levels of success (SD4)</p> <p>Implement changes to the master schedule to ensure we are best supporting students in math classes with student grouping and ESP support (SD4)</p> <p>ADSIS teacher provides additional math support for students outside of ADSIS class(SD 2&5)</p>	<p>Implement CPM curriculum with Fidelity (SD 2&5)</p> <p>SPED Support in Math Lab (SD 2&5)</p> <p>Targeted support during advisory for students of color (SD 2&5)</p> <p>Sharing profile of learning for EL students with collaborative teachers (WIDA Can do and skill set) (SD 2&5)</p> <p>Incorporate the use of AVID-collaboration strategies to support math instruction (SD 2)</p>
Basic Goal	Trans. Goal						

		<p>Implement changes to the master schedule to place students who need additional math support in an Advisory with their math teacher (SD4)</p> <p>Special Education Resource teachers will engage in PLT discussion about modifications to grade level content to better support students in Resource and Collaborative settings (SD 2&5)</p> <p>Provide staff development on the use of Street Data to guide building practices and influence instruction (SD2&5)</p> <p>Implement 4 sections of the AVID elective course to help provide academic oversight and provide college and career exposure (SD2)</p> <p>AVID WICOR-Implement organizational strategies (SD 2)</p> <p>Utilize AMath Test data to support student learning and best practices in instruction (SD 4)</p>	
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Student Management	Engage the equity team in how to use street data to guide building practices and influence instruction (SD 5)	PBIS Site team will use Hoonuit to examine and identify behavioral data to determine gaps and behavior support strategies (SD 5)	
Evidence of Need:			
Student Behavior: Suspensions	Use mySAEBRS to identify students who are at risk academically, socially, or emotionally and provide interventions and supports through the Student Support Team (SD 5).	Continue to develop programming and interventions for students who receive setting 2.5 services (SD 1)	
Baseline Data by Target Group:		Interpersonal Skills classes with SEL curriculum (SD 1)	
Goal:		Training and development in understanding and implementing BSPs with fidelity (ensuring BSPs apply to multiple environments) (SD 1)	
Family Engagement	PBIS team will implement Virtual Family Sessions and/ or Open Forum (SD 3)	Multilingual Parent Outreach (Equity Department) (SD 3)	Promote Osseo Middle School through social media platforms(SD 3)
Evidence of Need:			
Goal:	PBIS team will partner with families to plan and increase the number of family events (SD 5)	Collaborate with family and community engagement department and implement strategies to engage families and diverse audiences (SD 5)	

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2025-26 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>		
<p style="text-align: center;">Reading</p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table> <p style="font-size: small;">*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal	<p>Learn about Avid Inquiry Strategies (SD2)</p> <p>Learn about AVID Tutorials (SD2)</p> <p>Explore consistent guided note taking in SPED Resource/Collab classes (SD 2&5)</p> <p>Explore how CHATGPT (AI) can support differentiated instruction for students (SD 2&5)</p> <p>The whole school model of AVID at OMS-Establish an AVID site team (SD 2)</p>	<p>Utilize AReading Test data to support student learning and best practices in instruction (SD 4)</p> <p>Implement Amplify curriculum in all ELA and Resource classes with fidelity (SD 2&5)</p> <p>Grade 6 and 8 ELA and EL will be focusing on commonalities among Ellevation, NUA, and AVID reading strategies to determine best practices (SD 2&5)</p> <p>Implement Ellevation Strategies to support English Language Learners across all content areas and provide culturally responsive instruction for all students (SD 2&5)</p>	<p>Use read alouds to impact student reading performance in Advisory (SD 2&5)</p> <p>AVID WICOR Focusing on Collaboration strategies (SD 2)</p> <p>AVID WICOR-Implement organizational strategies (SD 2)</p> <p>Center based SPED staff will use science of reading program/resources to support learning (SD 2&5)</p> <p>Use <i>Street Data</i> to guide building practices and influence instruction (SD 2&5)</p> <p>Provide additional support to EL students in Social Studies and</p>
Basic Goal	Trans. Goal				

Adapted August 23

		<p>Multilingual Skills Groups and Parent Outreach (Jorge) (SD 3)</p> <p>Out of school time academic interventions (SD 2&5)</p> <p>Implement 4 sections of the AVID elective course to help provide academic oversight and provide college and career exposure(SD2)</p> <p>AVID WICOR-Learning about writing strategies (SD 2)</p>	<p>Science through student grouping and ESP support. (SD 2&5)</p> <p>Provide additional support for students who are identified as EL/SPED and EL exited students (SD 2&5)</p>										
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		<p>provide culturally responsive instruction for all students (SD 2&5)</p> <p>Multilingual Skills Groups and Parent Outreach (Jorge) (SD 3)</p> <p>AVID WICOR-Learning about writing strategies (SD 2)</p>	<p>Incorporate the use of organization strategies to support math instruction (SD 2)</p> <p>Use <i>Street Data</i> to guide building practices and influence instruction (SD 2&5)</p>
<i>Student Management</i>	<p>PBIS team will train student leaders to facilitate Restorative Practices (SD 1)</p> <p>PBIS team will expand student groups to create a student group at each grade level (SD 1)</p> <p>Utilize the Student Intervention Team process to provide interventions and supports for identified students paired with mySAEBRS to provide comprehensive support for students(SD 5).</p>	<p>Engage the equity team in implementing the use of street data to guide building practices and influence instruction (SD 5)</p> <p>PBIS Site team will use Hoonuit to examine and identify behavioral data to determine gaps and behavior support strategies (SD 5)</p> <p>Use mySAEBRS to identify students who are at risk academically, socially, or emotionally and provide interventions and supports through the Student Support Team (SD 5).</p>	<p>Implement BSPs with fidelity (ensuring BSPs apply to multiple environments) (SD 1)</p> <p>Interpersonal Skills classes with SEL curriculum (SD 1)</p> <p>Continue to develop programming and interventions for students who receive setting 2.5 services (SD 1)</p>
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			
<i>Family Engagement</i>	<p>PBIS team will continue to build partnerships with families and community members to build our school community, plan school-wide events with community</p>	<p>PBIS team will implement Virtual Family Sessions and/ or Open Forum (SD 3)</p>	<p>Multilingual Parent Outreach (Equity Department) (SD 3)</p> <p>Collaborate with family and community engagement department</p>
Evidence of Need:			
Goal:			

Adapted August 23

	partners, offer community resources to families (SD 5)	PBIS team will partner with families to plan and increase the number of family events (SD 5)	to implement strategies to engage families and diverse audiences(SD 5)
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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), 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?

Reading:

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 transformational 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	71.8	65.9	63.2	66.2	71.2	62.6	70.1	75.1
Grade 6	80.9	72.2	66.1	71.6	76.6	69.9	82.5	87.5
Grade 7	66.7	62.6	63.0	61.6	66.6	58.8	65.7	70.7
Grade 8	68.4	62.9	60.7	65.9	70.9	59.7	64.5	69.5
Am Indian	74.2		67.6	69.5	74.5	54.2	70.9	75.9
Asian	70.6		56.4	58.4	63.4	62.1	65.0	70.0
Black	50.3		46.9	47.5	52.5	44.3	54.1	59.1
Hispanic	67.9		50.0	50.7	55.7	47.5	55.3	60.3
White	79.4		72.6	76.9	81.9	72.6	80.6	85.6
Multiracial	69.5		66.3	69.7	74.7	59.9	65.9	70.9
ML/EL	13.5		5.2	11.0	16.0	10.4	23.3	28.3
ML Exited (2+ Yrs)*				54.7	59.7	54.9	72.3	77.3
Non Eng Not ML (6yrs)*				70.6	75.6	74.2	83.2	88.2
Spec Ed	32.6		25.5	24.6	29.6	22.7	38.3	43.3
Free/Red. Price Meals	54.2		42.4	48.2	53.2	43.0	52.0	57.0
Female	76.8		67.7	69.9	74.9	67.9	73.6	78.6
Male	67.5		58.3	62.2	67.2	56.9	66.7	71.7

Adapted August 23

Reading (cont.)

MCA Reading % Proficient

<i>Measure: MCA Proficiency (% Proficient)</i>	
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	60%	51%	52%	49%	↓
Grade 6	71%	59%	57%	56%	↓
Grade 7	51%	47%	50%	43%	↓
Grade 8	58%	52%	49%	48%	↓
Am Ind	70%	50%	43%	67%	↓
Asian	60%	51%	42%	47%	↓
Black	34%	31%	35%	33%	↓
Hispanic	57%	29%	37%	30%	↓
White	71%	60%	62%	60%	↓
Multiracial	57%	61%	57%	45%	↓
EL	5%	0%	0%	3%	↓
ML Exited (2+Yrs)				36%	□
Non-Eng Not ML (6yrs)				63%	□
SPED	21%	20%	17%	16%	↓
F/R Meals	39%	34%	29%	30%	↓
Female	67%	57%	57%	54%	↓
Male	54%	47%	47%	43%	↓

Adapted August 23

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING		<i>Measure: Growth (% Making F-S Natnl Growth by All Pctl)</i>			
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <u>50th percentile</u> 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 <u>75th percentile</u> 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	51%	28%	41%	17%	36%	14%
Grade 6	52%	29%	39%	12%	34%	13%
Grade 7	52%	30%	41%	20%	40%	18%
Grade 8	49%	25%	42%	18%	33%	12%
Am Ind	78%	33%	57%	0%	33%	17%
Asian	41%	20%	25%	14%	37%	15%
Black	40%	19%	39%	19%	35%	16%
Hispanic	52%	33%	43%	22%	40%	13%
White	54%	31%	44%	16%	35%	14%
Multiracial	54%	32%	44%	18%	37%	13%
EL/ML	33%	15%	40%	27%	45%	18%
ML Exited (2+Yrs)					22%	10%
Non-Eng Not ML (6yrs)					34%	14%
SPED	45%	30%	45%	22%	44%	21%
F/R Meals	50%	25%	40%	18%	37%	15%
Female	53%	28%	41%	16%	34%	13%
Male	49%	28%	40%	18%	38%	16%
Very Low Risk	36%	15%	32%	8%	27%	8%
Low Risk	61%	34%	43%	17%	42%	18%
Some Risk	64%	41%	51%	24%	36%	16%
High Risk	53%	32%	45%	26%	45%	22%

Adapted August 23

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 <u>50th percentile</u> 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 <u>75th percentile</u> 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 pctl's			
	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 pctl's			
	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	33%	9%	28%	8%
Grade 6	33%	9%	30%	12%
Grade 7	33%	10%	28%	8%
Grade 8	33%	6%	26%	4%
Am Ind	43%	14%	33%	17%
Asian	22%	5%	30%	8%
Black	29%	9%	23%	7%
Hispanic	33%	8%	27%	3%
White	37%	9%	30%	8%
Multiracial	34%	10%	30%	9%
EL/ML	25%	8%	18%	2%
ML Exited (2+Yrs)			22%	7%
Non-Eng Not ML (6yrs)			29%	6%
SPED	30%	10%	25%	12%
F/R Meals	28%	8%	25%	8%
Female	34%	8%	27%	7%
Male	33%	10%	30%	9%
Very Low Risk	35%	6%	29%	6%
Low Risk	36%	11%	36%	11%
Some Risk	34%	9%	21%	4%
High Risk	26%	9%	22%	10%

Adapted August 23

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 transformational 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	71.2	58.4	58.5	62.4	67.4	63.5	61.2	66.2
Grade 6	73.8	60.1	53.9	65.5	70.5	70.1	59.6	64.6
Grade 7	70.3	62.2	63.8	53.7	58.7	58.7	63.9	68.9
Grade 8	69.6	52.6	58.0	68.6	73.6	62.2	59.7	64.7
Am Indian	61.3	52.0	51.3	50.8	55.8	50.0	45.0	50.0
Asian	78.8	59.1	51.9	56.7	61.7	61.5	60.1	65.1
Black	45.5	37.8	35.7	36.3	41.3	37.0	35.7	40.7
Hispanic	69.5	40.0	44.5	46.9	51.9	50.0	40.2	45.2
White	80.6	66.5	72.3	77.2	82.2	76.8	75.9	80.9
Multiracial	56.8	56.2	52.8	59.9	64.9	63.2	57.9	62.9
ML/EL	25.0	7.4	11.4	15.7	20.7	16.7	21.1	26.1
ML Exited (2+ Yrs)*				45.3	50.3	51.6	59.6	64.6
Non Eng Not ML (6yrs)*				57.0	62.0	61.7	63.6	68.6
Spec Ed	36.7	27.3	24.5	26.7	31.7	27.6	34.1	39.1
Free/Red. Price Meals	53.1	39.8	36.0	40.2	45.2	42.1	40.1	45.1
Female	73.9	58.2	58.6	61.8	66.8	63.4	60.1	65.1
Male	68.8	58.6	58.5	63.1	68.1	63.5	62.2	67.2

Adapted August 23

Math (cont.)

MCA Math % Proficient

Priority Two: MATH

Measure: MCA Proficiency (% Proficient)

Column Header	Definition
Results	% Proficient on MCA Math
Trend	Shows directional change in proficiency from Spring 2019 to Spring 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	56%	42%	46%	46%	↓
Grade 6	62%	42%	42%	53%	↓
Grade 7	53%	44%	49%	39%	↓
Grade 8	57%	38%	48%	46%	↓
Am Ind	55%	50%	57%	33%	↓
Asian	65%	41%	41%	44%	↓
Black	29%	21%	23%	19%	↓
Hispanic	53%	31%	29%	33%	↓
White	69%	49%	60%	62%	↓
Multiracial	46%	42%	40%	46%	→
EL	12%	2%	4%	1%	↓
ML Exited (2+Yrs)				36%	□
Non-Eng Not ML (6yrs)				45%	□
SPED	21%	14%	12%	12%	↓
F/R Meals	37%	23%	23%	25%	↓
Female	60%	40%	45%	47%	↓
Male	56%	43%	47%	45%	↓

Math (cont.)

FastBridge Math Growth by All

Adapted August 23

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 <u>50th percentile</u> 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 <u>75th percentile</u> 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 pctl's			
	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 pctl's			
	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	48%	25%	46%	17%	36%	12%
Grade 6	52%	29%	43%	13%	30%	9%
Grade 7	49%	23%	45%	16%	40%	15%
Grade 8	42%	24%	51%	21%	39%	12%
Am Ind	33%	33%	43%	14%	n<5	n<5
Asian	54%	30%	50%	19%	45%	14%
Black	48%	25%	39%	14%	34%	12%
Hispanic	34%	23%	41%	15%	38%	18%
White	51%	25%	49%	17%	35%	11%
Multiracial	37%	23%	46%	16%	33%	11%
EL/ML	27%	10%	38%	20%	26%	7%
ML Exited (2+Yrs)					48%	18%
Non-Eng Not ML (6yrs)					44%	16%
SPED	46%	25%	37%	11%	31%	11%
F/R Meals	42%	19%	40%	15%	34%	12%
Female	48%	25%	48%	18%	38%	14%
Male	48%	26%	44%	15%	34%	10%
Very Low Risk	36%	10%	43%	11%	37%	12%
Low Risk	54%	29%	52%	16%	36%	12%
Some Risk	68%	41%	55%	30%	40%	11%
High Risk	49%	31%	44%	19%	33%	13%

Math (cont.)

FastBridge Math 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 pctl			
	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 pctl			
	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	45%	19%	36%	14%
Grade 6	41%	15%	29%	10%
Grade 7	46%	16%	39%	15%
Grade 8	49%	26%	41%	16%
Am Ind	29%	14%	n<5	n<5
Asian	49%	18%	41%	17%
Black	35%	12%	30%	8%
Hispanic	38%	16%	35%	15%
White	50%	22%	40%	15%
Multiracial	46%	17%	30%	11%
EL/ML	33%	12%	19%	4%
ML Exited (2+Yrs)			41%	16%
Non-Eng Not ML (6yrs)			42%	22%
SPED	33%	7%	28%	9%
F/R Meals	36%	11%	30%	10%
Female	45%	20%	38%	14%
Male	45%	18%	35%	13%
Very Low Risk	58%	30%	46%	20%
Low Risk	38%	14%	32%	11%
Some Risk	43%	11%	27%	7%
High Risk	39%	15%	30%	9%

Adapted August 23