

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

| <b>2023-24<br/>Goal Priority</b>   | <b>Learning Work Initiatives</b><br><i>Research, testing and development of possible initiatives</i>  | <b>Implementation Work Initiatives</b><br><i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>                           | <b>Standard Work Practices</b><br><i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>  |             |             |      |      |
|--|---|---|--|-------------|-------------|------|------|
| <b>Reading</b>   | <ul style="list-style-type: none"> <li>● EL Consultation Support (SD 2), (SD 5)</li> <li>● Advisory Recovery Time (SD 2), (SD 5)</li> <li>● Collaborative Planning Time Study (SD4)</li> <li>● ILT Collaborative Environment Research (SD2), (SD5)</li> <li>● New Student Screening Process (SD 2), (SD 5)</li> <li>● TDE Professional Development (SD 5)</li> </ul>  | <ul style="list-style-type: none"> <li>● ELA Phonics Reading Development Plan (SD 2), (SD 5)</li> <li>● LETRS Training (SD 2), (SD 4), (SD 5)</li> </ul>                          | <ul style="list-style-type: none"> <li>● AVID (SD 1), (SD 2), (SD 4), (SD 4), (SD 5)</li> <li>● Collaborative Classrooms (SD 2)</li> <li>● Core Classroom Literacy Strategy Implementation (SD 2)</li> <li>● Counseling Groups (SD 5)</li> <li>● Daily Independent Reading (SD 2)</li> <li>● Instructional Technology Training (SD 3)</li> <li>● Professional Learning Teams (SD 2)</li> <li>● Resource Classes (SD 2)</li> <li>● ADSIS (SD2)</li> </ul> |             |             |      |      |
| All Students   |   |   |  |             |             |      |      |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Basic Goal</td> <td style="text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">44.9</td> <td style="text-align: center;">49.9</td> </tr> </table> |   |   |  | Basic Goal  | Trans. Goal | 44.9 | 49.9 |
| Basic Goal   |   |   |  | Trans. Goal |             |      |      |
| 44.9   | 49.9  |   |  |             |             |      |      |
| *See attached addendum for more detailed information   |   |   |  |             |             |      |      |
| <b>Math</b>  | <ul style="list-style-type: none"> <li>● Advisory Recovery Time (SD 2), (SD 5)</li> <li>● IXL Remediation Support Plan (SD 2)</li> <li>● School-Wide Math Initiative (SD 2)</li> <li>● Collaborative Planning Time Study (SD4)</li> <li>● ILT Collaborative Environment Research (SD 2), (SD 5)</li> <li>● New Student Screening Process (SD 2), (SD 5)</li> <li>● TDE Professional Development (SD5)</li> <li>● After School English Language Learner Support</li> </ul> | <ul style="list-style-type: none"> <li>● CPM Math Curriculum (SD 2)</li> </ul>  | <ul style="list-style-type: none"> <li>● AVID (SD 1), (SD 4), (SD 5)</li> <li>● Collaborative Classrooms (SD 2)</li> <li>● Counseling Groups (SD 1)</li> <li>● Double Dip Math Acceleration (SD 2), (SD 5)</li> <li>● Instructional Technology Training (SD 3)</li> <li>● Professional Learning Teams (SD 2)</li> <li>● Resource Classes (SD 2)</li> <li>● ADSIS (SD2)</li> </ul>  |             |             |      |      |
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| 26.0   | 31.0  |   |  |             |             |      |      |
| *See attached addendum for more detailed information   |   |   |  |             |             |      |      |
| <b>Student Management</b>  | <ul style="list-style-type: none"> <li>● Collaborative Planning Time Study (SD4)</li> <li>● Student stakeholder department level reflection &amp; goals</li> </ul>  | <ul style="list-style-type: none"> <li>● Restorative practices (SD 1), (SD 4)</li> <li>● Trauma-Informed Practices (SD 1), (SD 4)</li> <li>● Advisory Programing (SD1)</li> </ul> | <ul style="list-style-type: none"> <li>● Check and Connect (SD 1), (SD 5)</li> <li>● Core features of PBIS (SD 1)</li> <li>● Counseling Groups (SD 1)</li> </ul>   |             |             |      |      |
| <i>Evidence of Need:</i> NVMS has achieved a 77% reduction (-1,103 in total) in removals   |   |   |  |             |             |      |      |

Adapted August 23

|   |   |   |  |
|---|---|---|--|
| <p>from instruction (OSS, ATS, AD) over the past 7 school years. Continuing to add layers of support and improve upon the methods by which students gain the capacity to build, strengthen, and repair relationships remains a school-wide imperative.</p>  | <ul style="list-style-type: none"> <li>● Acquiring student voice on PBIS practices.</li> <li>● Student screening process.</li> <li>● Building Leadership Department Goals: Student Stakeholder Survey</li> <li>● PBIS Student Feedback</li> </ul> | <ul style="list-style-type: none"> <li>● Student Assistance Team</li> </ul> | <ul style="list-style-type: none"> <li>● Developmental Designs Training (SD 1)</li> <li>● Grade Level Engagement Plan (SD 1)</li> <li>● Mindfulness Room (SD 1)</li> <li>● Non-Verbal Classroom Management Professional Development (SD 1)</li> <li>● Positive Alternative to School Suspension (SD 1)</li> <li>● Reflection Room (SD 1)</li> <li>● Reppin Knight Pride Events (SD 1)</li> <li>● Social Work Groups (SD 1)</li> <li>● Unified Classes (SD 1)</li> <li>● WEB Transition Program (SD 1)</li> <li>● ALC SW Groups (SD 1), (SD 5)</li> </ul> |
| <p><i>Measured Behavior:</i><br/>Alternative-to-Suspension<br/>Out-of-School Suspension<br/>Administrative Dismissal</p>  |   |   |  |
| <p><i>Baseline Data by Target Group:</i><br/>- NVMS experienced a 14% (-51 in total) decline in combined removals from instruction (OSS, ATS, AD) from the 21-22 to 22-23 school years.<br/>- 242 restorative conferences, circles, or chats were facilitated by NVMS staff for students involved in conflict-based behaviors during the 22-23 school year.</p> |   |   |  |
| <p><i>Goal #1:</i> NVMS will experience a minimum 8% decline (-26 in total) in combined removals from instruction, which includes OSS, ATS, and AD.</p>   |   |   |  |
| <p><i>Goal #2:</i> 95% of students who receive OSS or ATS due to conflict-based incidents will receive restorative support (i.e. conference, chat, circle, etc...).</p>   |   |   |  |

|  |   |   |  |
|--|---|---|--|
| <p><i>Subgoal:</i> Implement improved data recording methods for delivered restorative supports.</p>   |   |   |  |
| <p><b>Family Engagement</b></p>  | <ul style="list-style-type: none"> <li>• EL Newcomer Support</li> </ul> | <ul style="list-style-type: none"> <li>• Building Leadership Department Goals: Family Engagement (SD3)</li> </ul> | <ul style="list-style-type: none"> <li>• 5th Grade Open House (SD 1)</li> <li>• 5th Grade Visits (SD 1)</li> <li>• Academic Planning Conferences (SD 2)</li> <li>• AVID Parent Meetings (SD 1), (SD 5)</li> <li>• Digital Family &amp; Community Newsletters (SD 3)</li> <li>• Family Listening Sessions (SD 2)</li> <li>• Music Events (SD 1)</li> <li>• North View Awards Ceremony</li> <li>• Parent-Teacher Conferences (SD 2), (SD 3)</li> <li>• Social Media Postings (SD 3)</li> <li>• VIP Tours (SD 3)</li> <li>• Virtual Registration Conferences (SD 2)</li> <li>• Website Updates (SD 3)</li> <li>• Schoology Updates (SD 3)</li> <li>• Standardized Classroom Communications (SD 3)</li> <li>• Talking Points (SD 3), (SD 5)</li> </ul> |
| <p><b>Evidence of Need:</b> North View Middle School (NVMS) 2022 School Summary of Family Stakeholder Survey Results state that families at North View Middle School responded less favorably in three areas. Specifically, when asked if their child had opportunities to influence their learning experience, use their strengths, or engage with equitable practices, North View Middle School families responded less favorably than their district-level peers. North View Middle School families also responded less favorably than their district-level peers when asked if they understood how to access the school's various communication tools and if those communications were provided in their preferred language.</p> |   |   |  |
| <p><b>Goal:</b> Increase families' favorability percentages for the statements that follow to meet or exceed the district averages as</p>  |   |   |  |

assessed by the biennial Family Stakeholder Survey:

- My scholar has opportunities to influence their learning experience.
- My scholar has been able to use their strengths.
- My scholar's school has practices that benefit one group of scholars over another.
- Communication from my scholar's school is provided in my preferred language.
  - I understand how to access the various communication tools from my scholar's school.
  - Communication from my scholar's school is provided in my preferred language.

**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)**

| <b>2024-25<br/>Goal Priority</b>  | <b>Learning Work Initiatives</b><br><i>Research, testing, and development of possible initiatives</i>  | <b>Implementation Work Initiatives</b><br><i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>  | <b>Standard Work Practices</b><br><i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i> |  |  |  |   |
|---|--|--|---|--|--|--|---|
| <p><b>Reading</b></p> <p>All Students</p> <table border="1" data-bbox="69 315 390 412"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*See attached addendum for more detailed information</p> | Basic Goal   | Trans. Goal  |   |  | <ul style="list-style-type: none"> <li>• ILT Collaborative Environment Research (SD2), (SD5)</li> </ul>  | <ul style="list-style-type: none"> <li>• ELA Phonics Word-Reading Development Plan (SD 2), (SD 5)</li> <li>• EL Consultation Support (SD 2), (SD 5)</li> <li>• Advisory Recovery Time (SD 2), (SD 5)</li> <li>• Collaborative Planning Time Study</li> <li>• New Student Screening Process (SD 2), (SD 5)</li> <li>• TDE Professional Development</li> </ul> | <ul style="list-style-type: none"> <li>• LETRS Training (SD 2), (SD 4), (SD 5)</li> </ul> |
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| Basic Goal  | Trans. Goal  |  |   |  |  |  |   |
|   |  |  |   |  |  |  |   |
| <p><b>Student Management</b></p> <p>Evidence of Need:</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>  | <ul style="list-style-type: none"> <li>• ILT Collaborative Environment Research (SD2), (SD5)</li> <li>• Building Leadership Department Goals: Student Stakeholder Survey (SD1) (SD2), (SD5)</li> <li>• PBIS Student Feedback (SD1) (SD2), (SD5)</li> </ul> | <ul style="list-style-type: none"> <li>• Restorative practices (SD 1), (SD 4)</li> <li>• Trauma-Informed Practices (SD 1), (SD 4)</li> <li>• Advisory Programing (SD1)</li> <li>• Collaborative Planning Time Study (SD4)</li> </ul> |   |  |  |  |   |
| <p><b>Family Engagement</b></p> <p>Evidence of Need:</p> <p>Goal:</p>   | <ul style="list-style-type: none"> <li>• EL Newcomer Support (SD 3)</li> </ul>   | <ul style="list-style-type: none"> <li>• Building Leadership Department Goals: Family Engagement (SD3)</li> <li>• New Student Screening Process (SD 2), (SD 5)</li> </ul>  |   |  |  |  |   |

Adapted August 23

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| <b>2025-26<br/>Goal Priority</b>   | <b>Learning Work Initiatives</b><br><i>Research, testing and development of possible initiatives</i> | <b>Implementation Work Initiatives</b><br><i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>  | <b>Standard Work Practices</b><br><i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>         |  |  |
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| Basic Goal   | Trans. Goal  |  |   |  |  |
| <p><b>Student Management</b></p> <p>Evidence of Need:</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>   | <ul style="list-style-type: none"> <li>Collaborative Environment Supports (SD2), (SD5)</li> </ul>    | <ul style="list-style-type: none"> <li>Trauma-Informed Practices (SD 1), (SD 4)</li> <li>Advisory Programing (SD1)</li> <li>New Student Screening Process (SD 2), (SD 5)</li> <li>Building Leadership Department Goals: Student Stakeholder Survey (SD1) (SD2), (SD5)</li> </ul> | <ul style="list-style-type: none"> <li>Restorative practices (SD 1), (SD 4)</li> <li>Collaborative Planning Time Study (SD4)</li> </ul> |  |  |

Adapted August 23

|                          |  |  |   |
|--------------------------|--|--|---|
|                          |  |  |   |
| <b>Family Engagement</b> |  | <ul style="list-style-type: none"> <li>• New Student Screening Process (SD 2), (SD 5)</li> <li>• EL Newcomer Support (SD 3)</li> <li>• PBIS Student Feedback (SD1) (SD2), (SD5)</li> </ul> | <ul style="list-style-type: none"> <li>• Building Leadership Department Goals: Family Engagement (SD3)</li> </ul> |
| Evidence of Need:        |  |  |   |
| Goal:                    |  |  |   |

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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 the learning achieved.
5. Site teams should use these **guiding questions** for discussion in the 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                         |   |  |                                    |                                    |                |                           |  |
| <b>Index Rate</b>                     | Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023. |  |                                    |                                    |                |                           |  |
| <b>Results</b>                        | Index rate for students with scores from last spring, and who were enrolled as of October 1   |  |                                    |                                    |                |                           |  |
| <b>Basic Goal Calculation</b>         | Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years                                       |  |                                    |                                    |                |                           |  |
| <b>Transformational (Trans.) Goal</b> | Basic goal plus five index rate points  |  |                                    |                                    |                |                           |  |
| <b>Color Coding</b>                   | 10+ points below basic goal   | 6-9 points below basic goal            | 1.1 to 5.9 points below basic goal | Within 1 index point of basic goal | Met basic goal | Met transformational goal |  |

\*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 |
|------------------------|---------------------|---------------------|---------------------|-----------------|------------------|---------------------|-----------------|------------------|
| <b>All Students</b>    | <b>43.8</b>         | <b>40.6</b>         | <b>44.4</b>         | <b>44.5</b>     | <b>49.5</b>      | <b>46.9</b>         | <b>44.9</b>     | <b>49.9</b>      |
| Grade 6                | 47.2                | 42.4                | 44.9                | 42.2            | 47.2             | 39.7                | 47.2            | 52.2             |
| Grade 7                | 39.0                | 33.5                | 43.6                | 40.9            | 45.9             | 47.1                | 37.1            | 42.1             |
| Grade 8                | 45.4                | 46.1                | 44.7                | 49.5            | 54.5             | 53.3                | 50.0            | 55.0             |
| Am Indian              | 30.0                |                     | 45.5                | 40.3            | 45.3             | 40.9                | 26.6            | 31.6             |
| Asian                  | 55.3                |                     | 55.9                | 48.5            | 53.5             | 52.6                | 52.2            | 57.2             |
| Black                  | 34.1                |                     | 42.0                | 42.7            | 47.7             | 40.6                | 39.8            | 44.8             |
| Hispanic               | 38.0                |                     | 26.5                | 30.7            | 35.7             | 36.5                | 37.1            | 42.1             |
| White                  | 73.1                |                     | 54.5                | 67.9            | 72.9             | 70.5                | 78.6            | 83.6             |
| Multiracial            | 36.5                |                     | 47.6                | 42.7            | 47.7             | 53.1                | 46.7            | 51.7             |
| ML/EL                  | 8.2                 |                     | 11.7                | 14.7            | 19.7             | 15.0                | 22.6            | 27.6             |
| ML Exited (2+ Yrs)*    |                     |                     |                     | 41.3            | 46.3             | 51.4                | 65.2            | 70.2             |
| Non Eng Not ML (6yrs)* |                     |                     |                     | 63.5            | 68.5             | 62.0                | 72.9            | 77.9             |
| Spec Ed                | 4.9                 |                     | 21.7                | 25.9            | 30.9             | 27.1                | 26.1            | 31.1             |
| Free/Red. Price Meals  | 40.5                |                     | 40.6                | 40.7            | 45.7             | 42.6                | 40.7            | 45.7             |
| Female                 | 49.2                |                     | 49.7                | 48.6            | 53.6             | 51.4                | 45.7            | 50.7             |
| Male                   | 38.3                |                     | 39.1                | 40.7            | 45.7             | 42.7                | 44.3            | 49.3             |

Adapted August 23

Reading (cont.)

MCA Reading % Proficient

*Measure: MCA Proficiency (% Proficient)*

| Column Header  | Definition  |
|----------------|---|
| <b>Results</b> | % Proficient on MCA Reading   |
| <b>Trend</b>   | 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     | 29%                 | 27%                 | 29%                 | 29%                 | →     |
| Grade 6                 | 31%                 | 27%                 | 28%                 | 24%                 | ↓     |
| Grade 7                 | 28%                 | 23%                 | 28%                 | 31%                 | ↑     |
| Grade 8                 | 29%                 | 31%                 | 30%                 | 31%                 | ↑     |
| Am Ind                  | n<5                 | n<5                 | n<5                 | 40%                 | ⊗     |
| Asian                   | 42%                 | 33%                 | 41%                 | 32%                 | ↓     |
| Black                   | 20%                 | 21%                 | 26%                 | 24%                 | ↑     |
| Hispanic                | 27%                 | 26%                 | 14%                 | 22%                 | ↓     |
| White                   | 61%                 | 46%                 | 38%                 | 61%                 | →     |
| Multiracial             | 17%                 | 29%                 | 32%                 | 30%                 | ↑     |
| EL                      | 2%                  | 4%                  | 5%                  | 5%                  | ↑     |
| ML Exited (2+Yrs)       |                     |                     |                     | 30%                 | ⊗     |
| Non-Eng Not ML (6yrs)   |                     |                     |                     | 51%                 | ⊗     |
| SPED                    | 3%                  | 4%                  | 7%                  | 12%                 | ↑     |
| F/R Meals               | 26%                 | 20%                 | 26%                 | 26%                 | →     |
| Female                  | 35%                 | 32%                 | 33%                 | 32%                 | ↓     |
| Male                    | 24%                 | 21%                 | 24%                 | 26%                 | ↑     |

Adapted August 23

Reading (cont.)

**FastBridge aReading Growth by All**

| Priority One: READING           |  | Measure: Growth (% Making F-S Natnl Growth by All Pctl)                                 |                           |                            |                            |
|---------------------------------|--|---|---------------------------|----------------------------|----------------------------|
| Column Header                   | Definition   |   |                           |                            |                            |
| <b>Typical Growth by All</b>    | 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 |   |                           |                            |                            |
| <b>Aggressive Growth by All</b> | 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 |   |                           |                            |                            |
| <b>Typical Growth Goals</b>     | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                           |                            |                            |
|                                 | <b>Baseline</b>  | The range between the local and national 50th pctl                                      |                           |                            |                            |
|                                 | <b>Target</b>  | The range between one percentile point above baseline and one point below the 75th pctl |                           |                            |                            |
| <b>Color Coding</b>             | <b>Below Baseline Lo</b><br>1-22   | <b>Below Baseline Hi</b><br>23-44   | <b>Baseline</b><br>45-56% | <b>Target Lo</b><br>57-65% | <b>Target Hi</b><br>66-74% |
| <b>Aggressive Growth Goals</b>  | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                           |                            |                            |
|                                 | <b>Baseline</b>  | The range between the local and national 75th pctl                                      |                           |                            |                            |
|                                 | <b>Target</b>  | The range between one percentile point above baseline and one point below the 99th pctl |                           |                            |                            |
| <b>Color Coding</b>             | <b>Below Baseline Lo</b><br>1-9  | <b>Below Baseline Hi</b><br>10-19   | <b>Baseline</b><br>20-31% | <b>Target Lo</b><br>32-40% | <b>Target Hi</b><br>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     | 47%                            | 27%                           | 55%                            | 27%                             | 52%                            | 27%                             |
| Grade 6                 | 56%                            | 38%                           | 39%                            | 13%                             | 41%                            | 15%                             |
| Grade 7                 | 45%                            | 25%                           | 50%                            | 31%                             | 55%                            | 24%                             |
| Grade 8                 | 41%                            | 19%                           | 70%                            | 34%                             | 61%                            | 41%                             |
| Am Ind                  | n<5                            | n<5                           | n<5                            | n<5                             | 80%                            | 20%                             |
| Asian                   | 49%                            | 29%                           | 56%                            | 29%                             | 47%                            | 26%                             |
| Black                   | 42%                            | 24%                           | 49%                            | 23%                             | 55%                            | 28%                             |
| Hispanic                | 51%                            | 32%                           | 63%                            | 37%                             | 57%                            | 30%                             |
| White                   | 63%                            | 33%                           | 63%                            | 21%                             | 33%                            | 17%                             |
| Multiracial             | 48%                            | 24%                           | 50%                            | 15%                             | 63%                            | 32%                             |
| EL/ML                   | 42%                            | 16%                           | 59%                            | 36%                             | 62%                            | 35%                             |
| ML Exited (2+Yrs)       |                                |                               |                                |                                 | 54%                            | 30%                             |
| Non-Eng Not ML (6yrs)   |                                |                               |                                |                                 | 44%                            | 18%                             |
| SPED                    | 44%                            | 33%                           | 60%                            | 38%                             | 60%                            | 39%                             |
| F/R Meals               | 46%                            | 25%                           | 55%                            | 28%                             | 50%                            | 26%                             |
| Female                  | 44%                            | 24%                           | 56%                            | 23%                             | 58%                            | 28%                             |
| Male                    | 51%                            | 30%                           | 53%                            | 31%                             | 47%                            | 27%                             |
| Very Low Risk           | 55%                            | 28%                           | 36%                            | 8%                              | 40%                            | 11%                             |
| Low Risk                | 48%                            | 32%                           | 59%                            | 26%                             | 39%                            | 15%                             |
| Some Risk               | 50%                            | 34%                           | 59%                            | 25%                             | 60%                            | 36%                             |
| High Risk               | 43%                            | 20%                           | 58%                            | 34%                             | 59%                            | 35%                             |

Adapted August 23

**Reading (cont.)**

**FastBridge aReading Growth by Start Score**

| <b>Priority One: READING</b>            |  | <i>Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)</i>                  |                    |                     |                     |
|---|--|---|--------------------|---------------------|---------------------|
| <b>Column Header</b>                    |  |   |                    |                     |                     |
| <b>Typical Growth by Start Score</b>    | 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 |   |                    |                     |                     |
| <b>Aggressive Growth by Start Score</b> | 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 |   |                    |                     |                     |
| <b>Typical Growth Goals</b>             | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                    |                     |                     |
|   | <b>Baseline</b>  | The range between the local and national 50th pctls                                     |                    |                     |                     |
|   | <b>Target</b>  | The range between one percentile point above baseline and one point below the 75th pctl |                    |                     |                     |
| <b>Color Coding</b>                     | Below Baseline Lo<br>1-19  | Below Baseline Hi<br>20-39  | Baseline<br>40-59% | Target Lo<br>60-67% | Target Hi<br>68-74% |
| <b>Aggressive Growth Goals</b>          | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                    |                     |                     |
|   | <b>Baseline</b>  | The range between the local and national 75th pctls                                     |                    |                     |                     |
|   | <b>Target</b>  | The range between one percentile point above baseline and one point below the 99th pctl |                    |                     |                     |
| <b>Color Coding</b>                     | Below Baseline Lo<br>1-5   | Below Baseline Hi<br>6-12   | Baseline<br>13-36% | Target Lo<br>37-44% | Target Hi<br>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<br>(50th pctl +) | Aggressive Growth<br>(75th pctl +) | Typical Growth<br>(50th pctl +) | Aggressive Growth<br>(75th pctl +) |
| All Students - Nation   | 50%                             | 25%                                | 50%                             | 25%                                |
| All Students - District | 38%                             | 14%                                | 35%                             | 13%                                |
| All Students - Site     | 35%                             | 11%                                | 36%                             | 9%                                 |
| Grade 6                 | 29%                             | 12%                                | 30%                             | 8%                                 |
| Grade 7                 | 36%                             | 7%                                 | 33%                             | 4%                                 |
| Grade 8                 | 39%                             | 13%                                | 43%                             | 14%                                |
| Am Ind                  | n<5                             | n<5                                | 40%                             | 20%                                |
| Asian                   | 39%                             | 11%                                | 34%                             | 11%                                |
| Black                   | 27%                             | 10%                                | 35%                             | 5%                                 |
| Hispanic                | 44%                             | 16%                                | 40%                             | 13%                                |
| White                   | 42%                             | 4%                                 | 29%                             | 0%                                 |
| Multiracial             | 45%                             | 10%                                | 47%                             | 26%                                |
| EL/ML                   | 30%                             | 10%                                | 35%                             | 17%                                |
| ML Exited (2+Yrs)       |                                 |                                    | 42%                             | 6%                                 |
| Non-Eng Not ML (6yrs)   |                                 |                                    | 36%                             | 9%                                 |
| SPED                    | 42%                             | 14%                                | 43%                             | 16%                                |
| F/R Meals               | 34%                             | 11%                                | 34%                             | 10%                                |
| Female                  | 34%                             | 8%                                 | 37%                             | 8%                                 |
| Male                    | 37%                             | 14%                                | 35%                             | 11%                                |
| Very Low Risk           | 30%                             | 10%                                | 38%                             | 4%                                 |
| Low Risk                | 46%                             | 8%                                 | 28%                             | 6%                                 |
| Some Risk               | 38%                             | 7%                                 | 40%                             | 8%                                 |
| High Risk               | 33%                             | 14%                                | 37%                             | 14%                                |

**Math:**

Adapted August 23

## MCA Math Index Rates

| Priority Two: MATHEMATICS             |  | Measure: MCA Proficiency (Index Rates) |                                    |                                    |                |                           |
|---------------------------------------|--|--|------------------------------------|------------------------------------|----------------|---------------------------|
| Column Header                         |  |  |                                    |                                    |                |                           |
| <b>Index Rate</b>                     | Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Please note: non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023. |  |                                    |                                    |                |                           |
| <b>Results</b>                        | Index rate for students with scores from last spring, and who were enrolled as of October 1  |  |                                    |                                    |                |                           |
| <b>Basic Goal Calculation</b>         | Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change. 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years                                       |  |                                    |                                    |                |                           |
| <b>Transformational (Trans.) Goal</b> | Basic goal plus five index rate points   |  |                                    |                                    |                |                           |
| <b>Color Coding</b>                   | 10+ points below basic goal  | 6-9 points below basic goal            | 1.1 to 5.9 points below basic goal | Within 1 index point of basic goal | Met basic goal | Met transformational goal |

\*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 |
|------------------------|---------------------|---------------------|---------------------|-----------------|------------------|---------------------|-----------------|------------------|
| <b>All Students</b>    | <b>35.2</b>         | <b>24.5</b>         | <b>28.4</b>         | <b>34.4</b>     | <b>39.4</b>      | <b>27.6</b>         | <b>26.0</b>     | <b>31.0</b>      |
| Grade 6                | <b>38.7</b>         | <b>25.9</b>         | 29.7                | 30.7            | 35.7             | 24.7                | 25.8            | 30.8             |
| Grade 7                | 27.6                | <b>23.1</b>         | 29.7                | 36.2            | 41.2             | 34.5                | 20.8            | 25.8             |
| Grade 8                | 40.0                | 24.6                | 26.2                | 36.4            | 41.4             | <b>24.8</b>         | 32.4            | 37.4             |
| Am Indian              | 35.0                | 43.8                | 40.9                | 31.7            | 36.7             | 27.3                | 29.4            | 34.4             |
| Asian                  | 48.2                | 34.4                | 43.9                | 43.0            | 48.0             | 36.6                | 41.7            | 46.7             |
| Black                  | 22.4                | 15.6                | 20.3                | 23.8            | 28.8             | 19.6                | 14.7            | 19.7             |
| Hispanic               | 32.4                | 18.3                | 14.7                | 26.7            | 31.7             | 18.3                | 19.3            | 24.3             |
| White                  | 59.6                | 43.5                | 40.9                | 59.2            | 64.2             | <b>47.7</b>         | 58.9            | 63.9             |
| Multiracial            | 31.5                | 27.8                | 33.3                | 35.8            | 40.8             | <b>25.0</b>         | 29.3            | 34.3             |
| ML/EL                  | 9.7                 | 5.6                 | 15.3                | 15.0            | 20.0             | 17.3                | 16.4            | 21.4             |
| ML Exited (2+ Yrs)*    |                     |                     |                     | 43.6            | 48.6             | <b>32.4</b>         | 49.3            | 54.3             |
| Non Eng Not ML (6yrs)* |                     |                     |                     | 49.3            | 54.3             | <b>34.0</b>         | 40.9            | 45.9             |
| Spec Ed                | 6.0                 | 3.6                 | 21.4                | 23.7            | 28.7             | 20.7                | 12.5            | 17.5             |
| Free/Red. Price Meals  | 31.3                | 18.7                | 23.7                | 31.1            | 36.1             | 25.0                | 22.5            | 27.5             |
| Female                 | 35.1                | 25.6                | 24.5                | 28.9            | 33.9             | 22.5                | 23.0            | 28.0             |
| Male                   | 35.4                | 23.4                | 32.2                | 39.7            | 44.7             | 32.5                | 28.7            | 33.7             |

Adapted August 23

**Math (cont.)**

**MCA Math % Proficient**

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

| Column Header  | Definition  |
|----------------|---|
| <b>Results</b> | % Proficient on MCA Math  |
| <b>Trend</b>   | Shows directional change in proficiency from Spring 2019 to Spring 2023 |

| <b>Key:</b> |  |
|-------------|--|
| 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     | 21%                 | 9%                  | 15%                 | 12%                 | ↓     |
| Grade 6                 | 24%                 | 9%                  | 19%                 | 11%                 | ↓     |
| Grade 7                 | 15%                 | 10%                 | 13%                 | 18%                 | ↑     |
| Grade 8                 | 24%                 | 8%                  | 13%                 | 9%                  | ↓     |
| Am Ind                  | n<5                 | n<5                 | n<5                 | 20%                 | ⊗     |
| Asian                   | 35%                 | 12%                 | 27%                 | 19%                 | ↓     |
| Black                   | 12%                 | 5%                  | 8%                  | 8%                  | ↓     |
| Hispanic                | 16%                 | 8%                  | 8%                  | 7%                  | ↓     |
| White                   | 42%                 | 27%                 | 21%                 | 26%                 | ↓     |
| Multiracial             | 19%                 | 11%                 | 18%                 | 10%                 | ↓     |
| EL                      | 3%                  | 0%                  | 5%                  | 5%                  | ↑     |
| ML Exited (2+Yrs)       |                     |                     |                     | 17%                 | ⊗     |
| Non-Eng Not ML (6yrs)   |                     |                     |                     | 22%                 | ⊗     |
| SPED                    | 2%                  | 0%                  | 5%                  | 3%                  | →     |
| F/R Meals               | 19%                 | 6%                  | 13%                 | 10%                 | ↓     |
| Female                  | 19%                 | 10%                 | 13%                 | 9%                  | ↓     |
| Male                    | 23%                 | 9%                  | 17%                 | 15%                 | ↓     |

**Math (cont.)**

## FastBridge aMath Growth by All

| Priority Two: MATH              |  | Measure: Growth (% Making F-S Natnl Growth by All Pctl)                                 |                    |                     |                     |
|---------------------------------|--|---|--------------------|---------------------|---------------------|
| Column Header                   | Definition   |   |                    |                     |                     |
| <b>Typical Growth by All</b>    | 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 |   |                    |                     |                     |
| <b>Aggressive Growth by All</b> | 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 |   |                    |                     |                     |
| <b>Typical Growth Goals</b>     | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                    |                     |                     |
|                                 | <b>Baseline</b>  | The range between the local and national 50th pctls                                     |                    |                     |                     |
|                                 | <b>Target</b>  | The range between one percentile point above baseline and one point below the 75th pctl |                    |                     |                     |
| <b>Color Coding</b>             | Below Baseline Lo<br>1-23  | Below Baseline Hi<br>24-47%   | Baseline<br>48-53% | Target Lo<br>54-64% | Target Hi<br>65-74% |
| <b>Aggressive Growth Goals</b>  | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                    |                     |                     |
|                                 | <b>Baseline</b>  | The range between the local and national 75th pctls                                     |                    |                     |                     |
|                                 | <b>Target</b>  | The range between one percentile point above baseline and one point below the 99th pctl |                    |                     |                     |
| <b>Color Coding</b>             | Below Baseline Lo<br>1-10  | Below Baseline Hi<br>11-21  | Baseline<br>22-28% | Target Lo<br>29-39% | Target Hi<br>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<br>(50th pctl +) | Aggressive Growth<br>(75th pctl +) | Typical Growth<br>(50th pctl +) | Aggressive Growth<br>(75th pctl +) | Typical Growth<br>(50th pctl +) | Aggressive Growth<br>(75th pctl +) |
| All Students - Nation   | 50%                             | 25%                                | 50%                             | 25%                                | 50%                             | 25%                                |
| All Students - District | 56%                             | 35%                                | 51%                             | 25%                                | 46%                             | 21%                                |
| All Students - Site     | 42%                             | 24%                                | 49%                             | 23%                                | 39%                             | 14%                                |
| Grade 6                 | 43%                             | 27%                                | 61%                             | 35%                                | 44%                             | 14%                                |
| Grade 7                 | 32%                             | 15%                                | 47%                             | 18%                                | 31%                             | 10%                                |
| Grade 8                 | 56%                             | 33%                                | 41%                             | 18%                                | 41%                             | 16%                                |
| Am Ind                  | n<5                             | n<5                                | n<5                             | n<5                                | 40%                             | 40%                                |
| Asian                   | 47%                             | 32%                                | 56%                             | 29%                                | 48%                             | 20%                                |
| Black                   | 38%                             | 19%                                | 50%                             | 24%                                | 31%                             | 11%                                |
| Hispanic                | 33%                             | 18%                                | 43%                             | 22%                                | 38%                             | 8%                                 |
| White                   | 63%                             | 38%                                | 42%                             | 8%                                 | 46%                             | 13%                                |
| Multiracial             | 45%                             | 30%                                | 35%                             | 15%                                | 42%                             | 11%                                |
| EL/ML                   | 45%                             | 30%                                | 54%                             | 25%                                | 41%                             | 21%                                |
| ML Exited (2+Yrs)       |                                 |                                    |                                 |                                    | 41%                             | 14%                                |
| Non-Eng Not ML (6yrs)   |                                 |                                    |                                 |                                    | 48%                             | 16%                                |
| SPED                    | 29%                             | 16%                                | 43%                             | 25%                                | 29%                             | 13%                                |
| F/R Meals               | 36%                             | 19%                                | 48%                             | 24%                                | 40%                             | 15%                                |
| Female                  | 44%                             | 27%                                | 50%                             | 24%                                | 39%                             | 14%                                |
| Male                    | 40%                             | 21%                                | 48%                             | 22%                                | 40%                             | 13%                                |
| Very Low Risk           | 30%                             | 10%                                | 31%                             | 3%                                 | 45%                             | 9%                                 |
| Low Risk                | 59%                             | 35%                                | 48%                             | 14%                                | 38%                             | 10%                                |
| Some Risk               | 53%                             | 43%                                | 54%                             | 25%                                | 39%                             | 14%                                |
| High Risk               | 39%                             | 21%                                | 51%                             | 29%                                | 38%                             | 16%                                |

Adapted August 23



**Math (cont.)**

**FastBridge aMath Growth by Start Score**

| Priority Two: MATH                      |  | Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)                         |                    |                     |                     |
|---|--|---|--------------------|---------------------|---------------------|
| <b>Column Header</b>                    |  |   |                    |                     |                     |
| <b>Typical Growth by Start Score</b>    | 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 |   |                    |                     |                     |
| <b>Aggressive Growth by Start Score</b> | 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 |   |                    |                     |                     |
| <b>Typical Growth Goals</b>             | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                    |                     |                     |
|   | <b>Baseline</b>  | The range between the local and national 50th pctl                                      |                    |                     |                     |
|   | <b>Target</b>  | The range between one percentile point above baseline and one point below the 75th pctl |                    |                     |                     |
| <b>Color Coding</b>                     | Below Baseline Lo<br>1-23  | Below Baseline Hi<br>24-46  | Baseline<br>47-53% | Target Lo<br>54-64% | Target Hi<br>65-74% |
| <b>Aggressive Growth Goals</b>          | <b>Below Baseline</b>  | The range between the 1st pctl and one point below the baseline range                   |                    |                     |                     |
|   | <b>Baseline</b>  | The range between the local and national 75th pctl                                      |                    |                     |                     |
|   | <b>Target</b>  | The range between one percentile point above baseline and one point below the 99th pctl |                    |                     |                     |
| <b>Color Coding</b>                     | Below Baseline Lo<br>1-9   | Below Baseline Hi<br>10-20  | Baseline<br>21-29% | Target Lo<br>30-40% | Target Hi<br>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     | 46%                            | 18%                             | 39%                            | 12%                             |
| Grade 6                 | 62%                            | 38%                             | 50%                            | 16%                             |
| Grade 7                 | 41%                            | 7%                              | 33%                            | 7%                              |
| Grade 8                 | 37%                            | 13%                             | 34%                            | 13%                             |
| Am Ind                  | n<5                            | n<5                             | 60%                            | 40%                             |
| Asian                   | 54%                            | 24%                             | 51%                            | 17%                             |
| Black                   | 46%                            | 21%                             | 34%                            | 9%                              |
| Hispanic                | 38%                            | 9%                              | 30%                            | 10%                             |
| White                   | 33%                            | 13%                             | 54%                            | 17%                             |
| Multiracial             | 45%                            | 15%                             | 28%                            | 6%                              |
| EL/ML                   | 51%                            | 17%                             | 43%                            | 14%                             |
| ML Exited (2+Yrs)       |                                |                                 | 37%                            | 15%                             |
| Non-Eng Not ML (6yrs)   |                                |                                 | 39%                            | 16%                             |
| SPED                    | 41%                            | 19%                             | 35%                            | 10%                             |
| F/R Meals               | 46%                            | 19%                             | 40%                            | 14%                             |
| Female                  | 45%                            | 18%                             | 40%                            | 10%                             |
| Male                    | 46%                            | 19%                             | 39%                            | 14%                             |
| Very Low Risk           | 61%                            | 17%                             | 46%                            | 15%                             |
| Low Risk                | 31%                            | 11%                             | 34%                            | 8%                              |
| Some Risk               | 50%                            | 8%                              | 38%                            | 7%                              |
| High Risk               | 47%                            | 21%                             | 42%                            | 16%                             |

Adapted August 23