

Elm Creek Elementary 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		<ul style="list-style-type: none">4 classrooms piloting Reading curriculum (SD2)LETRs training for K-3 teachers and one Center-Based teacher (SD2)Structured Literacy training for 4th-5th and English Language Learners teachers (SD2)UFLi training for Resource teachers (SD2)ULS training for Resource teachers (SD2)	<ul style="list-style-type: none">Implementation of Heggerty Bridge to Reading, K-2 teachers (SD2)Implementation of Wilson Reading by Resource teachers (SD2)Implementation of Hands-on English by ELL teacher (SD2)Academic Challenge, 60 minutes/week, for TAG students (SD2)Fastbridge use by Special Education for intervention (SD2)	<ul style="list-style-type: none">Data Cycles for Reading Interventions (SD2, SD3, SD4 and SD5)Implementation of Benchmark Curriculum, K-5 (SD2)Implementation of NUA strategies (SD1 and SD2)ADSIS intervention (SD2)Talent Development, one lesson per month for each class by TAG teacher (SD2)
All Students				
Basic Goal	Trans. Goal			
70.3	75.3			
*See attached addendum for more detailed information				
Math		<ul style="list-style-type: none">Equals training for Resource teachers (SD2)Incorporate Math as part of Family Night at 1st and 2nd grade (SD1, SD2, and SD3)	<ul style="list-style-type: none">Data Cycles for Math Interventions (SD2, SD3, SD4 and SD5)Concept Quest for 2nd-5th, with TAG support (SD2)Special Education Math push-in model (SD2)Equals Math for Center-Based classrooms (SD2)	<ul style="list-style-type: none">Implementation of Bridges Math Curriculum (SD2)Implementation of NUA strategies (SD1 and SD2)ADSIS intervention (SD2)Talent Development, one lesson per month for each class by TAG teacher (SD2)
All Students				
Basic Goal	Trans. Goal			
66.5	71.5			
*See attached addendum for more detailed information				
Student Management		<ul style="list-style-type: none">Data Cycles for Social/Emotional Learning interventions, Tier 2 PBIS, K-2nd (SD1)Black Joy club for 4th/5th grade students (SD1 and SD5)Morning Meeting with Equity Teacher at 4th grade (SD1 and SD5)	<ul style="list-style-type: none">Data Cycles for Social/Emotional Learning interventions, Tier 2 PBIS, 3rd-5th (SD1)New Social/Emotional Learning Curriculum implementation, Harmony (SD1 and SD2)Implementation of Bullying Prevention Unit, 4 lessons, from Second Step, K-5 (SD1 and SD2))	<ul style="list-style-type: none">Tier 1 PBIS (SD1) -Morning Meeting -Cool Tools for teaching and reteaching expectations -SOAR tickets for positive reinforcement -Outstanding Eagles for positive reinforcement
Evidence of Need: Saebrs and MySaebrs universal screener results				
Student Behavior: Students who show need for support for school, class, or individual social/emotional learning needs based on the				

<p>Saebrs and MySaebrs universal screener.</p> <p>Baseline Data by Target Group: Systematic enrichment room interventions for 3rd-5th in 2023</p> <p>Goal: Provide Social/Emotional Learning systematic interventions during WIN time to K-5th grade students based on Saebrs/MySaebrs data</p>	<ul style="list-style-type: none"> School-wide Community Art projects to build community, one per trimester (SD1) Common language with visuals, whole building, to support student management and teaching strategies (SD1) Move mindfully training through MDE SHIP grant (SD1) 	<ul style="list-style-type: none"> Art Club during Recess for 4th and 5th (SD1 and SD5) Walk/run loop at beginning of recess to make sure all students moving daily. (SD1) All school assemblies for PBIS celebrations (SD1) 	<ul style="list-style-type: none"> -SOAR team support for students needing help with problem solving, check ins, etc. -PBIS SOAR store for 5th grade School Counselor Zones of Regulation and Mindfulness lessons in K-5 classrooms (SD1) Kindness Club and Newspaper Club for 4th/5th grade (SD1) Student Council for 4th/5th grade (SD1) ECTV and School Patrol leadership opportunities for 5th grade (SD1) DARE Education at 2nd, 4th and 5th grade (SD1)
<p>Family Engagement</p> <p>Evidence of Need: Question #5 of the Elm Creek family survey, "I think Elm Creek Elementary addresses my child's educational needs" had a decrease of families who strongly agree from 48% in 2021 to 33% in 2022.</p> <p>Goal: We saw an increase from 33% to 53% for families who strongly agree that Elm Creek addresses their child's educational needs from 2022 to 2023. We want to continue this positive trend.</p>	<ul style="list-style-type: none"> Incorporate Math as part of Family Night at 1st and 2nd grade (SD1, SD2, and SD3) Schoolwide Art projects to build community, one per trimester (SD1) Involve expert families as part of integration of Cultural Heritage months (SD1, SD3 and SD5) Cultural Family Night (SD1 and SD5) 	<ul style="list-style-type: none"> Talking Points (SD1, SD3 and SD5) Blackboard as a communication tool with families (SD1 and SD3) Family Night at Kindergarten, 1st and 2nd grade (SD1 and SD3) Inclusive Holiday Shoppe (SD1 and SD5) Student Goal Setting with conferences (SD2, SD3, and SD5) 	<ul style="list-style-type: none"> Coffee with the Principal (SD3) Weekly Communication to families from classrooms, K-5 (SD3) Kindergarten Orientation (SD3) Third Grade Concert (SD1 and SD3) Fourth Grade Recorder Concert (SD1 and SD3) Fifth Grade DARE program (SD1 and SD3) Annual School BBQ (SD1 and SD3) PTO Events (SD1 and SD3)

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

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

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		<ul style="list-style-type: none">Professional Development with new Reading Curriculum (SD3)Pilot of new Social Studies Curriculum (SD2)PLT Process Pilot (SD4)	<ul style="list-style-type: none">Implementation of New Reading Curriculum (SD2)UFLi implementation by Resource teachers (SD2)ULS implementation by Resource teachers (SD2)	<ul style="list-style-type: none">Data Cycles for Reading Interventions (SD2, SD3, SD4 and SD5)Implementation of NUA strategies (SD1 and SD2)ADSIS intervention (SD2)Talent Development, one lesson per month for each class by TAG teacher (SD2)Implementation of Heggerty Bridge to Reading, K-2 teachers (SD2)Implementation of Wilson Reading by Resource teachers (SD2)Implementation of Hands-on English by ELL teacher (SD2)Fastbridge use by Special Education for intervention (SD2)
All Students				
Basic Goal	Trans. Goal			
*See attached addendum for more detailed information				
Math		<ul style="list-style-type: none">Pilot of new Health Curriculum (SD2)PLT Process Pilot (SD4)Fastbridge use by Special Education for intervention (SD2)	<ul style="list-style-type: none">Implementation of Equals math by Resource teachers (SD2)Incorporate Math as part of Family Night at 1st and 2nd grade (SD1, SD2, and SD3)	<ul style="list-style-type: none">Implementation of Bridges Math Curriculum (SD2)Data Cycles for Math Interventions (SD2, SD3, SD4 and SD5)
All Students				
Basic Goal	Trans. Goal			

*See attached addendum for more detailed information			<ul style="list-style-type: none"> • Implementation of NUA strategies (SD1 and SD2) • ADSIS intervention (SD2) • Data Cycles for Math Interventions (SD2, SD3, SD4 and SD5) • Concept Quest for 2nd-5th, with TAG support (SD2) • Special Education Math push-in model (SD2) • Equals Math for Center-Based classrooms (SD2) • Talent Development, one lesson per month for each class by TAG teacher (SD2)
<i>Student Management</i>	<ul style="list-style-type: none"> • Development of a systemic motor room for motor break opportunities for students (SD1) • Restorative Practices as a whole building (SD1 and SD5) 	<ul style="list-style-type: none"> • Data Cycles for Social/Emotional Learning interventions, Tier 2 PBIS, K-2nd (SD1) • Black Joy club for 4th/5th grade students (SD1 and SD5) • Incorporate Equity tools in Morning Meeting at 4th grade (SD1 and SD5) • School-wide Art projects to build community, one per trimester (SD1) • Common language with visuals, whole building, to support student management and teaching strategies (SD1) • Implementation of Move mindfully, K-5 (SD1) 	<ul style="list-style-type: none"> • Tier 1 PBIS (SD1) -Morning Meeting -Cool Tools for teaching and reteaching expectations -SOAR tickets for positive reinforcement -Outstanding Eagles for positive reinforcement -SOAR team support for students needing help with problem solving, check ins, etc. -PBIS SOAR store for 5th grade • School Counselor Zones of Regulation and Mindfulness lessons in K-5 classrooms (SD1) • Kindness Club and Newspaper Club for 4th/5th grade (SD1) • Student Council for 4th/5th grade (SD1)
Evidence of Need:			
Measured Behavior:			
Baseline Data by Target Group:			
Goal:			

			<ul style="list-style-type: none"> • ECTV and School Patrol leadership opportunities for 5th grade (SD1) • Data Cycles for Social/Emotional Learning interventions, Tier 2 PBIS, 3rd-5th (SD1) • Implementation of Social/Emotional Learning Curriculum, Harmony (SD1 and SD2)) • Implementation of Bullying Prevention Unit, 4 lessons, from Second Step, K-5 (SD1 and SD2)) • Art Club during Recess for 4th and 5th (SD1 and SD5) • Walk/run loop at beginning of recess to make sure all students moving daily. (SD1) • All school assemblies for PBIS celebrations (SD1)
Family Engagement	<ul style="list-style-type: none"> • Continued learning for involvement of expert families as part of integration of Cultural Heritage months (SD1, SD3 and SD5) 	<ul style="list-style-type: none"> • Integration of Cultural Heritage months (SD1, SD3 and SD5) • Cultural Family Night (SD1 and SD5) • Inclusive Holiday Shoppe (SD1 and SD5) • Incorporate Math as part of Family Night at 1st and 2nd grade (SD1, SD2, and SD3) • Schoolwide Art projects to build community, one per trimester (SD1) 	<ul style="list-style-type: none"> • Coffee with the Principal (SD3) • Weekly Communication to families from classrooms, K-5 (SD3) • Kindergarten Orientation (SD3) • Third Grade Concert (SD1 and SD3) • Fourth Grade Recorder Concert (SD1 and SD3) • Fifth Grade DARE program (SD1 and SD3) • Annual School BBQ (SD1 and SD3) • PTO Events (SD1 and SD3) • Student Goal Setting with conferences (SD2, SD3 and SD5)
Evidence of Need:			
Goal:			

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

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
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3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

2025-26 Goal Priority	Learning Work Initiatives <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>	
<i>Reading</i>	<ul style="list-style-type: none">Learn new reading Interventions for intervention supports (SD2)	<ul style="list-style-type: none">Implementation of new Social Studies Curriculum (SD2)Implementation of new PLT Process (SD4)	<ul style="list-style-type: none">Data Cycles for Reading Interventions (SD2, SD3, SD4 and SD5)Implementation of New Reading Curriculum (SD2)UFLi implementation by Resource teachers (SD2)ULS implementation by Resource teachers (SD2)Implementation of NUA strategies (SD1 and SD2)ADSIS intervention (SD2)Talent Development, one lesson per month for each class by TAG teacher (SD2)Implementation of NUA strategies (SD1 and SD2)Implementation of Heggerty Bridge to Reading, K-2 teachers (SD2)Implementation of Wilson Reading by Resource teachers (SD2)	
All Students				
Basic Goal				Trans. Goal
*See attached addendum for more detailed information				

			<ul style="list-style-type: none">Implementation of Hands-on English by ELL teacher (SD2)Fastbridge use by Special Education for intervention (SD2)	
Math	<ul style="list-style-type: none">Learn new math interventions for intervention supports (SD1)	<ul style="list-style-type: none">Implementation of new Health Curriculum (SD2)Implementation of new PLT Process (SD4)Implementation of Fastbridge intervention by Special Education (SD2)	<ul style="list-style-type: none">Implementation of Bridges Math Curriculum (SD2)Implementation of NUA strategies (SD1 and SD2)ADSIS intervention (SD2)Talent Development, one lesson per month for each class by TAG teacher (SD2)Implementation of Equals math by Resource teachers (SD2)Incorporate Math as part of Family Night at 1st and 2nd grade (SD1, SD2, and SD3)Data Cycles for Math Interventions (SD2, SD3, SD4 and SD5)Concept Quest for 2nd-5th, with TAG support (SD2)Special Education Math push-in model (SD2)Equals Math for Center-Based classrooms (SD2)	
All Students				
Basic Goal				Trans. Goal
*See attached addendum for more detailed information				
Student Management	<ul style="list-style-type: none">Add clubs for 2nd/3rd during recess (SD1 and SD5)	<ul style="list-style-type: none">Implementation of a systemic motor room for motor break opportunities for students (SD1)Implementation of Restorative Practices as a whole building (SD1 and SD5)	<ul style="list-style-type: none">Tier 1 PBIS (SD1)<ul style="list-style-type: none">-Morning Meeting-Cool Tools for teaching and reteaching expectations-SOAR tickets for positive reinforcement-Outstanding Eagles for positive reinforcement	
Evidence of Need:				
Measured Behavior:				
Baseline Data by Target Group:				
Goal:				

			-SOAR team support for students needing help with problem solving, check ins, etc. -PBIS SOAR store for 5 th grade <ul style="list-style-type: none"> • School Counselor Zones of Regulation and Mindfulness lessons in K-5 classrooms (SD1) • Kindness Club and Newspaper Club for 4th/5th grade (SD1) • Student Council for 4th/5th grade (SD1) • ECTV and School Patrol leadership opportunities for 5th grade (SD1)
Family Engagement Evidence of Need: Goal:	<ul style="list-style-type: none"> • Develop Parent learning nights with our School-based therapy partner (SD1, SD3, and SD5) 	<ul style="list-style-type: none"> • Integration of Cultural Heritage months (SD1, SD3 and SD5) • Cultural Family Night (SD1 and SD5) • Inclusive Holiday Shoppe (SD1 and SD5) • Incorporate Math as part of Family Night at 1st and 2nd grade (SD1, SD2, and SD3) • Schoolwide Art projects to build community, one per trimester (SD1) 	<ul style="list-style-type: none"> • Coffee with the Principal (SD3) • Weekly Communication to families from classrooms, K-5 (SD3) • Kindergarten Orientation (SD3) • Third Grade Concert (SD1 and SD3) • Fourth Grade Recorder Concert (SD1 and SD3) • Fifth Grade DARE program (SD1 and SD3) • Annual School BBQ (SD1 and SD3) • PTO Events (SD1 and SD3)

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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?

FastBridge Progress to Fluency

Priority One: READING				Measure: Proficiency (% Low Risk on FastBridge)		
Column Header	Definition					
Results	Percent of students who scored at high risk or some risk in the fall who were at low risk in the spring					
Basic Goal	Based on the district average percentage of students progressing from high risk or some risk to low risk					
Transformational Goal (Trans)	Based on the highest percentage of students progressing from high risk or some risk to low risk at each grade within the district					
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

Group	Results Spring 2020	Results Spring 2021	Results Spring 2022	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
KG	30%	6%	14%	38%	25%	44%
Grd 1	38%	18%	27%	25%	28%	38%
Grd 2	4%	10%	38%	18%	18%	38%

Reading (cont.)

MCA Reading Index Rates

Priority One: READING				Measure: MCA Proficiency (Index Rates)		
Column Header						
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023.					
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1					
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years					
Transformational (Trans.) Goal	Basic goal plus five index rate points					
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met 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	60.8	65.3	64.1	70.0	75.0	67.3	70.3	75.3
Grade 3	45.1	64.2	64.9	71.3	76.3	71.7	62.9	67.9
Grade 4	57.8	64.9	55.1	69.6	74.6	59.9	75.5	80.5
Grade 5	75.6	66.9	74.2	69.0	74.0	69.9	73.2	78.2
Am Indian			66.7	77.8	82.8	77.8	71.0	76.0
Asian			40.0	49.1	54.1	45.5	45.1	50.1
Black	23.7		44.4	61.4	66.4	50.0	47.6	52.6
Hispanic	68.4		61.8	67.1	72.1	53.1	52.6	57.6
White	66.2		69.1	72.8	77.8	72.3	81.8	86.8
Multiracial	55.0		68.8	72.2	77.2	71.9	64.3	69.3
ML/EL	36.4		38.9	31.6	36.6	32.4	52.4	57.4
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*				88.6	93.6	66.7	67.0	72.0
Spec Ed	29.6		45.9	42.1	47.1	40.9	48.9	53.9
Free/Red. Price Meals	41.4		49.2	52.5	57.5	50.0	53.6	58.6
Female	66.4		71.1	73.8	78.8	69.1	75.6	80.6
Male	55.4		56.3	66.1	71.1	65.5	65.3	70.3

Reading (cont.)

MCA Reading Proficiency

Measure: MCA Proficiency (% Proficient)

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	48%	48%	49%	55%	↑
Grade 3	37%	45%	55%	62%	↑
Grade 4	39%	48%	33%	44%	↑
Grade 5	63%	50%	63%	60%	↓
Am Ind	14%	n<5	n<5	n<5	□
Asian	31%	14%	36%	39%	↑
Black	11%	45%	28%	42%	↑
Hispanic	68%	44%	45%	21%	↓
White	55%	53%	53%	63%	↑
Multiracial	42%	29%	58%	58%	↑
EL	21%	9%	32%	27%	↑
ML Exited (2+Yrs)				n<5	□
Non-Eng Not ML (6yrs)				60%	□
SPED	23%	23%	27%	30%	↑
F/R Meals	32%	37%	28%	38%	↑
Female	53%	59%	57%	56%	↑
Male	43%	38%	41%	55%	↑

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING		Measure: Growth (% Making F-S Natnl Growth by All Pctl)			
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <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			
	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 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 10-19	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	52%	26%	46%	22%	52%	25%
Grade 2	57%	35%	65%	35%	72%	49%
Grade 3	75%	36%	60%	22%	44%	18%
Grade 4	41%	22%	48%	25%	43%	11%
Grade 5	62%	25%	42%	19%	51%	24%
Am Ind	50%	33%	n<5	n<5	n<5	n<5
Asian	64%	18%	50%	7%	52%	19%
Black	48%	18%	42%	19%	61%	32%
Hispanic	69%	50%	55%	28%	50%	27%
White	50%	24%	46%	22%	53%	26%
Multiracial	61%	36%	43%	20%	44%	21%
EL/ML	47%	29%	47%	20%	66%	37%
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					50%	6%
SPED	51%	27%	48%	27%	62%	35%
F/R Meals	52%	30%	44%	26%	51%	28%
Female	54%	26%	48%	18%	53%	23%
Male	51%	25%	45%	25%	51%	27%
Very Low Risk	28%	2%	36%	3%	29%	8%
Low Risk	47%	15%	31%	15%	43%	11%
Some Risk	47%	24%	44%	14%	59%	20%
High Risk	72%	49%	71%	46%	77%	57%

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	45%	21%	45%	19%
Grade 2	59%	34%	65%	33%
Grade 3	44%	14%	44%	13%
Grade 4	38%	17%	27%	16%
Grade 5	42%	20%	45%	15%
Am Ind	n<5	n<5	n<5	n<5
Asian	8%	8%	33%	19%
Black	42%	24%	46%	20%
Hispanic	48%	22%	38%	12%
White	49%	22%	49%	21%
Multiracial	40%	14%	38%	13%
EL/ML	23%	15%	51%	20%
ML Exited (2+Yrs)			n<5	n<5
Non-Eng Not ML (6yrs)			50%	6%
SPED	40%	13%	44%	25%
F/R Meals	43%	22%	38%	14%
Female	43%	18%	46%	17%
Male	48%	25%	44%	21%
Very Low Risk	50%	13%	39%	17%
Low Risk	40%	18%	42%	13%
Some Risk	38%	15%	45%	9%
High Risk	50%	32%	54%	32%

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	62.6	66.8	63.4	69.2	74.2	65.5	66.5	71.5
Grade 3	69.4	72.2	77.7	83.0	88.0	80.0	72.8	77.8
Grade 4	56.8	63.8	52.5	78.0	83.0	60.6	82.3	87.3
Grade 5	60.8	63.8	60.2	46.5	51.5	55.5	46.5	51.5
Am Indian			75.0	80.9	85.9	72.2	62.0	67.0
Asian			50.0	54.3	59.3	54.5	43.0	48.0
Black	42.1	47.5	31.5	51.3	56.3	45.5	33.5	38.5
Hispanic	63.2		55.9	53.3	58.3	28.1	40.9	45.9
White	67.8	71.8	71.4	74.5	79.5	73.6	81.2	86.2
Multiracial	42.5	64.3	65.6	71.7	76.7	67.2	61.6	66.6
ML/EL	36.4	40.0	44.4	46.9	51.9	44.1	34.7	39.7
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*				80.5	85.5	73.3	60.3	65.3
Spec Ed	40.7	41.4	37.8	46.3	51.3	51.5	56.4	61.4
Free/Red. Price Meals	43.1	50.0	35.2	52.4	57.4	48.1	46.4	51.4
Female	62.6	66.7	63.6	61.9	66.9	61.4	65.2	70.2
Male	62.5	66.9	63.1	76.6	81.6	69.7	67.6	72.6

MCA Math Proficiency

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	47%	51%	53%	51%	↑
Grade 3	56%	58%	68%	73%	↑
Grade 4	44%	52%	43%	44%	→
Grade 5	42%	42%	48%	39%	↓
Am Ind	14%	n<5	n<5	n<5	↑
Asian	54%	57%	55%	50%	↓
Black	18%	36%	24%	25%	↑
Hispanic	47%	44%	30%	5%	↓
White	55%	54%	61%	62%	↑
Multiracial	31%	53%	55%	53%	↑
EL	36%	27%	41%	19%	↓
ML Exited (2+Yrs)				n<5	□
Non-Eng Not ML (6yrs)				60%	□
SPED	26%	23%	20%	44%	↑
F/R Meals	31%	37%	21%	33%	↑
Female	45%	52%	51%	43%	↓
Male	49%	49%	54%	58%	↑

Math (cont.)

FastBridge aMath Growth by All

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by All Pctl)			
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <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			
	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			
	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	63%	43%	57%	33%	50%	26%
Grade 2	68%	50%	48%	26%	33%	27%
Grade 3	75%	47%	71%	35%	66%	34%
Grade 4	39%	24%	45%	25%	42%	17%
Grade 5	63%	43%	62%	46%	56%	28%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	38%	13%	69%	38%	65%	50%
Black	63%	38%	53%	28%	38%	22%
Hispanic	58%	33%	55%	27%	37%	19%
White	67%	46%	57%	33%	52%	27%
Multiracial	59%	44%	53%	37%	52%	24%
EL/ML	42%	33%	64%	28%	47%	32%
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					69%	31%
SPED	42%	33%	30%	21%	49%	22%
F/R Meals	60%	40%	47%	23%	46%	26%
Female	67%	46%	58%	34%	47%	21%
Male	60%	39%	55%	32%	53%	32%
Very Low Risk	58%	21%	56%	27%	64%	26%
Low Risk	60%	46%	63%	40%	47%	31%
Some Risk	69%	44%	54%	31%	52%	30%
High Risk	68%	56%	55%	36%	38%	21%

Math (cont.)

FastBridge aMath Growth by Start Score

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the <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			
	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	59%	29%	48%	27%
Grade 2	50%	22%	35%	21%
Grade 3	71%	38%	63%	36%
Grade 4	43%	20%	37%	19%
Grade 5	74%	36%	56%	31%
Am Ind	n<5	n<5	n<5	n<5
Asian	62%	38%	65%	50%
Black	69%	23%	40%	20%
Hispanic	55%	36%	41%	22%
White	58%	27%	50%	27%
Multiracial	58%	33%	48%	28%
EL/ML	72%	36%	47%	31%
ML Exited (2+Yrs)			n<5	n<5
Non-Eng Not ML (6yrs)			69%	38%
SPED	38%	17%	47%	24%
F/R Meals	53%	24%	45%	23%
Female	61%	33%	46%	24%
Male	58%	24%	51%	30%
Very Low Risk	55%	22%	56%	36%
Low Risk	60%	35%	46%	26%
Some Risk	53%	26%	51%	29%
High Risk	71%	37%	42%	20%