279Online 3-Year Operational Plan (2023-24; 2024-25; 2025-26)

2023-24 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement*
Graduation All Students Basic Goal: 77.1 Trans. Goal: 80.4 *See attached addendum for more detailed information	**Multi-Tiered System of Supports (SD 2)** Academic Probation Process	**Student Centered Pedagogy (SD2, SD5)** - E-Team and Equity Seminar focus on using street data to improve scholar achievement - PLT work to humanize and center scholars in our curriculum **Multi-Tiered System of Supports (SD 2)** - Implement recommendations of Advisory task force - Secondary Grade Level advisory collaboration time - Use of mySAEBERS screener - Implement SEL curriculum in advisory - Implement new onboarding system for incoming scholars - Counseling program alignment with ASCA standards and requirements for RAMP certification	**Professional Learning Team (SD2, SD3, SD4)** - Run daily advisory with weekly status checks - Use of Strategy Implementation Guide (SIG) as a tool to monitor PLT work - Essential Learnings for each grade level, course and trimester clearly mapped out **College and Career Readiness** - RAMP UP to Readiness curriculum in high school advisory **Multi-Tiered System of Supports (SD 2)** - Instructional ESP support and learning lab classes available to scholars
Reading All Students Basic Goal: Trans. Goal: *See attached addendum for more detailed information	**Student Centered Pedagogy (SD2, SD5)** - Exploration of AVID and NUA strategies for online classes **Program Improvement Process (SD2, SD3, SD4)** - Licensed staff participation in monthly SDAS meetings and system professional development - Pilot Elementary curriculum	**Professional Learning Teams (SD 2)** - Continue to uses Strategy Implementation Guide (SIG) with team leads to monitor and ensure fidelity of PLT process **Co-Teaching (SD 2)** - Use of Ellevation strategies to provide additional scaffolds and language support	**Professional Learning Teams (SD 2)** - Use of Benchmark Reading (K-5) - Essential Learnings for each grade level, course and trimester clearly mapped out **Multi-Tiered System of Supports (SD 2)** - Follow testing/intervention processes using FastBridge (aReading, CBM, autoreading) data

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		● Vertical alignment of secondary grade level academic success skills including note taking and online discussion practices **Program Improvement Process (SD2, SD3, SD4)** ● Implement LETRS professional development/Science of Reading ● Middle School begin using Amplify curriculum **Student Centered Pedagogy (SD2, SD5)** ● E-Team and Equity Seminar focus on using street data to improve scholar achievement	● ADSIS Reading support for identified scholars **Student Centered Pedagogy (SD2, SD5)** ● Scholars have choice of texts during literacy lessons K-12 to ensure access to mirror, window and sliding doors ● Scholar and staff access to representative texts through MackinVIA and Comics Plus
Math All Students Basic Goal / Trans. Goal *See attached addendum for more detailed information*	**Multi-Tiered Systems of Support (SD 2)** ● Investigate secondary math interventions for online instruction **Program Improvement Process (SD2, SD3, SD4)** ● Licensed staff participation in monthly SDAS meetings and system professional development	**Program Improvement Process (SD2, SD3, SD4)** ● Continued use and revision of CPM ● Continued implementation of Bridges with fidelity through focused math PLT work and site goal **Professional Learning Teams (SD 2)** ● Continue to uses Strategy Implementation Guide (SIG) with team leads to monitor and ensure fidelity of PLT process **Student Centered Pedagogy (SD2, SD5)** ● E-Team and Equity Seminar focus on using street data to improve scholar achievement **DL4A (SD2, SD3, SD4)** ● Elementary teachers will use Class Kick on Chromebooks for math instruction (SD 2 and SD 4)	**Professional Learning Teams (SD 2)** ● Use of Bridges curriculum (K-5) ● Essential Learnings for each grade level, course and trimester clearly mapped out **Multi-Tiered Systems of Support (SD2, SD3, SD5)** ● IA coordinates elementary math interventions according to FastBridge data (aMath, automath, etc.) ● Respond to scholar needs through Wednesday acceleration blocks with personalized pathways for support
Student Management Evidence of Need: Student Behavior:	**Multi-Tiered Systems of Support (SD4, SD5)** ● Explore Tier 2 interventions through Scholar Support Team process	**Multi-Tiered Systems of Support (SD2, SD4, SD5)** ● Implement PBIS Tier 1 (DEN) and use the Tiered Fidelity Inventory to identify progress	**Multi-Tiered Systems of Support (SD2, SD4, SD5)** ● Follow MTSS processes using FastBridge (SAEBRS and MySAEBRS)

Baseline Data by Target Group:
 	
Goal:
	DL4A (SD3, SD4, SD5)
	● Provide more one-to-one tech support (Tech ESP or TIS) to support scholar accessibility and needs
		● Train mentors and implement Check & Connect program
		● Use of MySAEBERS in at the high school level to identify and respond to scholar behavior needs
		● Utilize Restorative Practices in small group scholar meetings
		Program Improvement Process (SD2, SD3, SD4)
		● Implement SEL curriculum in morning meetings in K-5 and advisory 6-12
		Student Centered Pedagogy (SD2, SD5)
		● Offer scholar opportunities for leadership and connection
		  ○ High School Leadership team
		  ○ Fun Friday collaborative grade level advisories
			data to identify and respond to scholar behavior needs
			● Refine SIT and SST process to support scholar academic success and engagement
			● Continue Middle Level Otter Club involvement in PBIS
			Data & Assessment Systems and Structures (SD4, SD5)
			● Collect data on scholars' academic and engagement needs
			● Collect scholar feedback on offerings for Wednesday Acceleration and Exploratory
			Student Centered Pedagogy (SD2, SD5)
			● Offer scholar opportunities for leadership and connection
			  ○ Real Talk
			  ○ GSA
			  ○ Wednesday Exploratories
			● Access to virtual Calming Room as a strategy to de-escalate and re-engage in learning

Family Engagement **Evidence of Need:** **Goal:**	**DL4A (SD3, SD4, SD5)** ● Develop a system to ensure that all families have Schoology/Seesaw parent accounts ● Provide more one-to-one tech support (Tech ESP or TIS) to support scholar accessibility and needs **Multi-Tiered Systems of Support (SD3, SD4, SD5)** ● Develop a 279Online PBIS Family Council (SD 3)	**Multi-Tiered Systems of Support (SD3, SD4, SD5)** ● Create new opportunities via the Family Engagement Coordinator / CRC to support college and career pathways and support engagement in coursework ● Host event(s)/activities that bring families together face to face **Family and Community Engagement (SD1, SD3)** ● Re-imagine of the scholar/family onboarding experience to include personalized phone invitations, a	**Family and Community Engagement (SD1, SD3)** ● Send the 279Online Boost Newsletter on a monthly basis to share important updates and information ● Once a trimester families have the opportunity to provide feedback in a survey ● Elementary, Middle and High School celebration events **Data & Assessment Systems and Structures (SD4, SD5)**

		meeting on Fridays and support on Monday	Collect and share data on scholars' attendance with families
		Implement School Year Kick-Off Event and social media campaigns to promote 279Online	Communicate scholar progress following system guidelines and timelines

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

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

2024-25 Goal Priority	Learning Work Initiatives *Research, testing and development of possible initiatives*	Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics*	Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement*

Graduation
 All Students
 	
 Basic Goal / Trans. Goal
 	
 *See attached addendum for more detailed information
	Program Improvement Process (SD2)
	 ● Social Studies and Health/PE will review and adapt system evidence based practices in
	     ● Social Studies
	     ● Health-K-12
		Multi-Tiered System of Supports (SD 2)
		 ● Academic Probation Process
		 ● Counseling program alignment with ASCA standards and requirements for RAMP certification
			Professional Learning Team (SD2, SD3, SD4)
			 ● Run daily advisory with weekly status checks
			 ● Use of Strategy Implementation Guide (SIG) as a tool to monitor PLT work
			 ● Essential Learnings for each grade level, course and trimester clearly mapped out
			 College and Career Readiness
			 ● RAMP UP to Readiness curriculum in high school advisory
			 Multi-Tiered System of Supports (SD 2)
			 ● Instructional ESP support and learning lab classes available to scholars
			 ● Implement recommendations of Advisory task force
			 ● Secondary Grade Level advisory collaboration time
			 ● Use of mySAEBERS screener
			 ● Implement SEL curriculum in advisory
			 ● Implement new onboarding system for incoming scholars
			 Student Centered Pedagogy (SD2, SD5)
			 ● E-Team and Equity Seminar focus on using street data to improve scholar achievement
			 ● PLT work to humanize and center scholars in our curriculum

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Reading			
All Students			
Basic Goal	Trans. Goal		

*See attached addendum for more detailed information

	Student Centered Pedagogy (SD2, SD5)	**Professional Learning Teams (SD 2)**
	● Implementation of AVID and NUA strategies for online classes	● Use of Benchmark Reading (K-5)
	Program Improvement Process (SD2, SD3, SD4)	● Essential Learnings for each grade level, course and trimester clearly mapped out
	● Licensed staff participation in monthly SDAS meetings and system professional development	● Continue to uses Strategy Implementation Guide (SIG) with team leads to monitor and ensure fidelity of PLT process
	● Implement new elementary curriculum	**Multi-Tiered System of Supports (SD 2)**
		● Follow testing/intervention processes using FastBridge (aReading, CBM, autoreading) data
		● ADSIS Reading support for identified scholars
		Student Centered Pedagogy (SD2, SD5)
		● Scholars have choice of texts during literacy lessons K-12 to ensure access to mirror, window and sliding doors
		● Scholar and staff access to representative texts through MackinVIA and Comics Plus
		● E-Team and Equity Seminar focus on using street data to improve scholar achievement
		Co-Teaching (SD 2)
		● Use of Ellevation strategies to provide additional scaffolds and language support
		● Vertical alignment of secondary grade level academic success skills including note taking and online discussion practices
		Program Improvement Process (SD2, SD3, SD4)
		● Implement LETRS professional development/Science of Reading

			● Middle School begin using Amplify curriculum
Math All Students | Basic Goal	Trans. Goal | |		| *See attached addendum for more detailed information		**Multi-Tiered Systems of Support (SD 2)** ● Implement secondary math interventions for online instruction **Program Improvement Process (SD2, SD3, SD4)** ● Licensed staff participation in monthly SDAS meetings and system professional development	**Professional Learning Teams (SD 2)** ● Use of Bridges curriculum (K-5) ● Essential Learnings for each grade level, course and trimester clearly mapped out ● Continue to uses Strategy Implementation Guide (SIG) with team leads to monitor and ensure fidelity of PLT process **Multi-Tiered Systems of Support (SD2, SD3, SD5)** ● IA coordinates elementary math interventions according to FastBridge data (aMath, automath, etc.) ● Respond to scholar needs through Wednesday acceleration blocks with personalized pathways for support **Program Improvement Process (SD2, SD3, SD4)** ● Continued use and revision of CPM ● Continued implementation of Bridges with fidelity through focused math PLT work and site goal **Student Centered Pedagogy (SD2, SD5)** ● E-Team and Equity Seminar focus on using street data to improve scholar achievement **DL4A (SD2, SD3, SD4)** ● Elementary teachers will use Class Kick on Chromebooks for math instruction (SD 2 and SD 4)
Student Management Evidence of Need: Student Behavior:	**Multi-Tiered System of Supports (SD 2)** ● Inclusive Schools	**Multi-Tiered Systems of Support (SD4, SD5)**	**Multi-Tiered Systems of Support (SD2, SD4, SD5)** ● Follow MTSS processes using FastBridge (SAEBRS and MySAEBRS)

Baseline Data by Target Group:
 	
Goal:
		● Explore Tier 2 interventions through Scholar Support Team process
		DL4A (SD3, SD4, SD5)
		● Provide more one-to-one tech support (Tech ESP or TIS) to support scholar accessibility and needs
			data to identify and respond to scholar behavior needs
			● Refine SIT and SST process to support scholar academic success and engagement
			● Continue Middle Level Otter Club involvement in PBIS
			● Implement PBIS Tier 1 and Tier 2 (DEN) and use the Tiered Fidelity Inventory to identify progress
			● Train mentors and implement Check & Connect program
			● Use of MySAEBERS in at the high school level to identify and respond to scholar behavior needs
			● Utilize Restorative Practices in small group scholar meetings
			Data & Assessment Systems and Structures (SD4, SD5)
			● Collect data on scholars' academic and engagement needs
			● Collect scholar feedback on offerings for Wednesday Acceleration and Exploratory
			Student Centered Pedagogy (SD2, SD5)
			● Offer scholar opportunities for leadership and connection
			   ○ Real Talk
			   ○ GSA
			   ○ Wednesday Exploratories
			● Access to virtual Calming Room as a strategy to de-escalate and re-engage in learning
			● Offer scholar opportunities for leadership and connection
			   ○ High School Leadership team

			○ Fun Friday collaborative grade level advisories **Program Improvement Process (SD2, SD3, SD4)** ● Implement SEL curriculum in morning meetings in K-5 and advisory 6-12
Family Engagement Evidence of Need: Goal:		**DL4A (SD3, SD4, SD5)** ● Implement a system to ensure that all families have Schoology/Seesaw parent accounts ● Provide more one-to-one tech support (Tech ESP or TIS) to support scholar accessibility and needs **Multi-Tiered Systems of Support (SD3, SD4, SD5)** ● Facilitate a 279Online PBIS Family Council (SD 3)	**Family and Community Engagement (SD1, SD3)** ● Send the 279Online Boost Newsletter on a monthly basis to share important updates and information ● Once a trimester families have the opportunity to provide feedback in a survey ● Elementary, Middle and High School celebration events ● Re-imagine of the scholar/family onboarding experience to include personalized phone invitations, a meeting on Fridays and support on Monday ● Implement School Year Kick-Off Event and social media campaigns to promote 279Online **Data & Assessment Systems and Structures (SD4, SD5)** ● Collect and share data on scholars' attendance with families ● Communicate scholar progress following system guidelines and timelines **Multi-Tiered Systems of Support (SD3, SD4, SD5)** ● Create new opportunities via the Family Engagement Coordinator

			/ CRC to support college and career pathways and support engagement in coursework ● Host event(s)/activities that bring families together face to face

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

1. Create safe, welcoming, and inclusive learning environments 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)**

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

Graduation All Students
 	
 Basic Goal / Trans. Goal
 	
 *See attached addendum for more detailed information
		Program Improvement Process (SD2)
		 ● Social Studies and Health/PE use evidence based practices in
		    ● Social Studies
		    ● Health-K-12
			Multi-Tiered System of Supports (SD 2)
			 ● Academic Probation Process
			 Professional Learning Team (SD2, SD3, SD4)
			 ● Run daily advisory with weekly status checks
			 ● Use of Strategy Implementation Guide (SIG) as a tool to monitor PLT work
			 ● Essential Learnings for each grade level, course and trimester clearly mapped out
			 College and Career Readiness
			 ● RAMP UP to Readiness curriculum in high school advisory
			 Multi-Tiered System of Supports (SD 2)
			 ● Instructional ESP support and learning lab classes available to scholars
			 ● Implement recommendations of Advisory task force
			 ● Secondary Grade Level advisory collaboration time
			 ● Use of mySAEBERS screener
			 ● Implement SEL curriculum in advisory
			 ● Implement new onboarding system for incoming scholars
			 Student Centered Pedagogy (SD2, SD5)
			 ● E-Team and Equity Seminar focus on using street data to improve scholar achievement

				● PLT work to humanize and center scholars in our curriculum

Reading				**Student Centered Pedagogy (SD2, SD5)**
All Students				● Implementation of AVID and NUA strategies for online classes
Basic Goal	Trans. Goal			**Program Improvement Process (SD2, SD3, SD4)**
				● Licensed staff participation in monthly SDAS meetings and system professional development
*See attached addendum for more detailed information				● Implement new elementary curriculum
				Professional Learning Teams (SD 2)
				● Use of Benchmark Reading (K-5)
				● Essential Learnings for each grade level, course and trimester clearly mapped out
				● Continue to uses Strategy Implementation Guide (SIG) with team leads to monitor and ensure fidelity of PLT process
				Multi-Tiered System of Supports (SD 2)
				● Follow testing/intervention processes using FastBridge (aReading, CBM, autoreading) data
				● ADSIS Reading support for identified scholars
				Student Centered Pedagogy (SD2, SD5)
				● Scholars have choice of texts during literacy lessons K-12 to ensure access to mirror, window and sliding doors
				● Scholar and staff access to representative texts through MackinVIA and Comics Plus

			● E-Team and Equity Seminar focus on using street data to improve scholar achievement **Co-Teaching (SD 2)** ● Use of Ellevation strategies to provide additional scaffolds and language support ● Vertical alignment of secondary grade level academic success skills including note taking and online discussion practices **Program Improvement Process (SD2, SD3, SD4)** ● Implement LETRS professional development/Science of Reading ● Middle School begin using Amplify curriculum
Math All Students | Basic Goal	Trans. Goal | |---|---| | | | *See attached addendum for more detailed information*			**Professional Learning Teams (SD 2)** ● Use of Bridges curriculum (K-5) ● Essential Learnings for each grade level, course and trimester clearly mapped out ● Continue to uses Strategy Implementation Guide (SIG) with team leads to monitor and ensure fidelity of PLT process **Multi-Tiered Systems of Support (SD2, SD3, SD5)** ● IA coordinates elementary math interventions according to FastBridge data (aMath, automath, etc.) ● Respond to scholar needs through Wednesday acceleration blocks with personalized pathways for support **Program Improvement Process (SD2, SD3, SD4)** ● Continued use and revision of CPM

			● Continued implementation of Bridges with fidelity through focused math PLT work and site goal **Student Centered Pedagogy (SD2, SD5)** ● E-Team and Equity Seminar focus on using street data to improve scholar achievement **DL4A (SD2, SD3, SD4)** ● Elementary teachers will use Class Kick on Chromebooks for math instruction (SD 2 and SD 4) **Multi-Tiered Systems of Support (SD 2)** ● Implement secondary math interventions for online instruction **Program Improvement Process (SD2, SD3, SD4)** ● Licensed staff participation in monthly SDAS meetings and system professional development
Student Management Evidence of Need: Student Behavior: Baseline Data by Target Group: Goal:		**Multi-Tiered System of Supports (SD 2)** ● Inclusive Schools PD and implementation	**Multi-Tiered Systems of Support (SD2, SD4, SD5)** ● Follow MTSS processes using FastBridge (SAEBRS and MySAEBRS) data to identify and respond to scholar behavior needs ● Refine SIT and SST process to support scholar academic success and engagement ● Continue Middle Level Otter Club involvement in PBIS ● Implement PBIS Tier 1 and Tier 2 (DEN) and use the Tiered Fidelity Inventory to identify progress ● Train mentors and implement Check & Connect program

			● Use of MySAEBERS in at the high school level to identify and respond to scholar behavior needs
			● Utilize Restorative Practices in small group scholar meetings
			● Implement Tier 2 interventions through Scholar Support Team process
			Data & Assessment Systems and Structures (SD4, SD5)
			● Collect data on scholars' academic and engagement needs
			● Collect scholar feedback on offerings for Wednesday Acceleration and Exploratory
			Student Centered Pedagogy (SD2, SD5)
			    ● Offer scholar opportunities for leadership and connection
			        ○ Real Talk
			        ○ GSA
			        ○ Wednesday Exploratories
			    ● Access to virtual Calming Room as a strategy to de-escalate and re-engage in learning
			    ● Offer scholar opportunities for leadership and connection
			        ○ High School Leadership team
			        ○ Fun Friday collaborative grade level advisories
			Program Improvement Process (SD2, SD3, SD4)
			● Implement SEL curriculum in morning meetings in K-5 and advisory 6-12
			DL4A (SD3, SD4, SD5)

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			● Provide more one-to-one tech support (Tech ESP or TIS) to support scholar accessibility and needs
Family Engagement Evidence of Need: Goal:			**Family and Community Engagement (SD1, SD3)** ● Send the 279Online Boost Newsletter on a monthly basis to share important updates and information ● Once a trimester families have the opportunity to provide feedback in a survey ● Elementary, Middle and High School celebration events ● Re-imagine of the scholar/family onboarding experience to include personalized phone invitations, a meeting on Fridays and support on Monday ● Implement School Year Kick-Off Event and social media campaigns to promote 279Online **Data & Assessment Systems and Structures (SD4, SD5)** ● Collect and share data on scholars' attendance with families ● Communicate scholar progress following system guidelines and timelines **Multi-Tiered Systems of Support (SD3, SD4, SD5)** ● Create new opportunities via the Family Engagement Coordinator / CRC to support college and career pathways and support engagement in coursework

			· Host event(s)/activities that bring families together face to face **DL4A (SD3, SD4, SD5)** · Implement a system to ensure that all families have Schoology/Seesaw parent accounts · Provide more one-to-one tech support (Tech ESP or TIS) to support scholar accessibility and needs **Multi-Tiered Systems of Support (SD3, SD4, SD5)** · Facilitate a 279Online PBIS Family Council (SD 3)

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

1. Create safe, welcoming, and inclusive learning environments 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)**

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?
    2. What adult practices might be contributing to the results? What may the root causes be?
    3. What research-based actions, strategies, and interventions may help students meet their goals?
    4. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

Elementary 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			15%	17%	25%	44%
Grd 1			16%	75%	28%	38%
Grd 2			26%	0%	18%	38%

Elementary 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		60.9	52.6	61.0	66.0	32.9	64.9	69.9
Grade 3		58.9	40.0	74.4	79.4	25.0	94.2	98.0
Grade 4		56.1	51.4	41.9	46.9	31.8	34.9	39.9
Grade 5		67.8	61.8	58.6	63.6	45.8	50.2	55.2
Am Indian								
Asian			49.0	47.5	52.5	21.9	67.8	72.8
Black			46.9	63.8	68.8	26.9	52.3	57.3
Hispanic			37.5				71.2	76.2
White			75.0				67.1	72.1
Multiracial			66.7				92.6	97.6
ML/EL			28.6	6.9	11.9	5.6	47.5	52.5
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*				85.2	90.2	41.7	78.8	83.8
Spec Ed			35.0				39.6	44.6
Free/Red. Price Meals			36.5	50.8	55.8	22.7	57.5	62.5
Female			46.0	64.9	69.9	33.3	66.0	71.0
Male			59.4	57.0	62.0	32.5	63.2	68.2

Elementary Reading (cont.)

MCA Reading Proficiency

Column Header	Definition	Measure: MCA Proficiency (% Proficent)
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			40%	28%	▯
Grade 3			32%	13%	▯
Grade 4			43%	29%	▯
Grade 5			44%	44%	▯
Am Ind			n<5	n<5	▯
Asian			37%	13%	▯
Black			33%	25%	▯
Hispanic			31%	0%	▯
White			65%	50%	▯
Multiracial			50%	67%	▯
EL			17%	0%	▯
ML Exited (2+Yrs)				n<5	▯
Non-Eng Not ML (6yrs)				33%	▯
SPED			15%	17%	▯
F/R Meals			22%	21%	▯
Female			37%	25%	▯
Male			44%	31%	▯

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 pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-22	Below Baseline Hi 23-44	Baseline 45-56%	Target Lo 57-65%	Target Hi 66-74%
Aggressive Growth Goals	*Below Baseline*	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-9	Below Baseline Hi 10-19	Baseline 20-31%	Target Lo 32-40%	Target Hi 41+

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

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%	50%	25%
All Students - District	52%	28%	45%	21%	46%	19%
All Students - Site			40%	24%	41%	16%
Grade 2			58%	40%	39%	18%
Grade 3			45%	27%	35%	12%
Grade 4			29%	19%	33%	13%
Grade 5			42%	18%	59%	22%
Am Ind			n<5	n<5	n<5	n<5
Asian			39%	24%	48%	16%
Black			45%	27%	31%	16%
Hispanic			35%	26%	43%	21%
White			32%	15%	44%	11%
Multiracial			57%	29%	47%	20%
EL/ML			41%	29%	41%	18%
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					46%	8%
SPED			36%	16%	57%	29%
F/R Meals			39%	29%	39%	18%
Female			43%	22%	46%	15%
Male			36%	25%	36%	18%
Very Low Risk			32%	8%	33%	3%
Low Risk			30%	15%	32%	10%
Some Risk			26%	12%	44%	17%
High Risk			66%	52%	62%	42%

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 pctls		
	Target	The range between one percentile point above baseline and one point below the 75th pctl		
Color Coding	Below Baseline Lo 1-19	Below Baseline Hi 20-39	Baseline 40-59%	Target Lo 60-67%	Target Hi 68-74%
Aggressive Growth Goals	*Below Baseline*	The range between the 1st pctl and one point below the baseline range		
	Baseline	The range between the local and national 75th pctls		
	Target	The range between one percentile point above baseline and one point below the 99th pctl		
Color Coding	Below Baseline Lo 1-5	Below Baseline Hi 6-12	Baseline 13-36%	Target Lo 37-44%	Target Hi 45+

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	**Aggressive Growth (75th pctl +)**	**Typical Growth (50th pctl +)**	**Aggressive Growth (75th pctl +)**
All Students - Nation	50%	25%	50%	25%
All Students - District	38%	14%	35%	13%
All Students - Site	44%	23%	36%	19%
Grade 2	63%	37%	39%	29%
Grade 3	44%	28%	35%	12%
Grade 4	33%	14%	21%	11%
Grade 5	36%	14%	50%	27%
Am Ind	n<5	n<5	n<5	n<5
Asian	41%	24%	29%	13%
Black	48%	20%	37%	17%
Hispanic	44%	17%	46%	15%
White	46%	22%	39%	28%
Multiracial	47%	29%	40%	33%
EL/ML	41%	22%	27%	7%
ML Exited (2+Yrs)			n<5	n<5
Non-Eng Not ML (6yrs)			46%	23%
SPED	26%	16%	38%	15%
F/R Meals	40%	23%	28%	12%
Female	46%	23%	34%	16%
Male	42%	22%	38%	23%
Very Low Risk	51%	23%	50%	29%
Low Risk	28%	9%	23%	6%
Some Risk	29%	13%	22%	17%
High Risk	58%	36%	44%	24%

Elementary 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		52.7	36.3	46.8	51.8	35.4	59.3	64.3
Grade 3		56.8	35.4	62.2	67.2	28.9	92.3	97.3
Grade 4		54.6	41.4	41.9	46.9	50.0	29.7	34.7
Grade 5		45.8	31.9	26.4	31.4	33.3	39.8	44.8
Am Indian								
Asian		51.8	36.2	32.0	37.0	28.1	61.3	66.3
Black		36.3	30.0	43.0	48.0	16.7	41.7	46.7
Hispanic		37.5	16.7				72.2	77.2
White		68.8	60.0	95.0	98.0	100.0	64.0	69.0
Multiracial		55.0	33.3				86.5	91.5
ML/EL		23.1	18.5	11.9	16.9	11.1	29.7	34.7
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*				61.7	66.7	58.3	78.8	83.8
Spec Ed		47.4	30.0				26.2	31.2
Free/Red. Price Meals		39.4	19.6	34.3	39.3	20.5	45.0	50.0
Female		51.7	32.0	36.7	41.7	27.3	58.0	63.0
Male		53.5	41.1	58.5	63.5	44.7	61.5	66.5

Elementary Math (cont.)

MCA Math Proficiency

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

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

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
State	55%	44%	46%	46%	↓
All Students - District	50%	41%	43%	42%	↓
All Students - Site			25%	25%	⬚
Grade 3			19%	17%	⬚
Grade 4			31%	41%	⬚
Grade 5			23%	21%	⬚
Am Ind			n<5	n<5	⬚
Asian			27%	19%	⬚
Black			18%	5%	⬚
Hispanic			8%	17%	⬚
White			44%	55%	⬚
Multiracial			17%	67%	⬚
EL			13%	0%	⬚
ML Exited (2+Yrs)				n<5	⬚
Non-Eng Not ML (6yrs)				50%	⬚
SPED			15%	0%	⬚
F/R Meals			8%	14%	⬚
Female			21%	21%	⬚
Male			28%	31%	⬚

Elementary 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 pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-23	Below Baseline Hi 24-47%	Baseline 48-53%	Target Lo 54-64%	Target Hi 65-74%
Aggressive Growth Goals	*Below Baseline*	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-10	Below Baseline Hi 11-21	Baseline 22-28%	Target Lo 29-39%	Target Hi 40+

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

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%	50%	25%
All Students - District	56%	35%	51%	25%	46%	21%
All Students - Site			54%	33%	58%	34%
Grade 2			65%	49%	90%	59%
Grade 3			61%	34%	54%	27%
Grade 4			53%	30%	52%	31%
Grade 5			40%	19%	30%	13%
Am Ind			n<5	n<5	n<5	n<5
Asian			51%	31%	55%	26%
Black			57%	33%	48%	32%
Hispanic			55%	25%	77%	62%
White			56%	31%	76%	35%
Multiracial			61%	50%	50%	29%
EL/ML			43%	23%	41%	18%
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					77%	54%
SPED			59%	36%	38%	23%
F/R Meals			49%	29%	53%	30%
Female			58%	30%	66%	43%
Male			50%	36%	48%	22%
Very Low Risk			51%	31%	71%	41%
Low Risk			51%	34%	53%	33%
Some Risk			72%	31%	61%	28%
High Risk			51%	34%	44%	28%

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 pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-23	Below Baseline Hi 24-46	Baseline 47-53%	Target Lo 54-64%	Target Hi 65-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-9	Below Baseline Hi 10-20	Baseline 21-29%	Target Lo 30-40%	Target Hi 41+

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%
All Students - District	50%	24%	45%	20%
All Students - Site	53%	34%	55%	35%
Grade 2	55%	45%	86%	62%
Grade 3	64%	36%	50%	31%
Grade 4	55%	35%	57%	29%
Grade 5	42%	23%	17%	13%
Am Ind	n<5	n<5	n<5	n<5
Asian	49%	32%	52%	29%
Black	55%	38%	50%	33%
Hispanic	70%	45%	69%	54%
White	50%	25%	65%	41%
Multiracial	59%	47%	50%	29%
EL/ML	51%	26%	38%	19%
ML Exited (2+Yrs)			n<5	n<5
Non-Eng Not ML (6yrs)			85%	62%
SPED	71%	52%	46%	31%
F/R Meals	49%	31%	50%	30%
Female	54%	31%	62%	39%
Male	53%	38%	44%	29%
Very Low Risk	44%	33%	65%	41%
Low Risk	46%	31%	47%	30%
Some Risk	75%	34%	56%	33%
High Risk	55%	36%	50%	33%

Middle School Reading:

MCA Reading Index Rates

Priority One: READING	*Measure: MCA Proficiency (Index Rates)*

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

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

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
All Students		67.1	54.4	61.8	66.8	55.6	56.4	61.4
Grade 6		66.0	50.0	54.6	59.6	50.0	60.3	65.3
Grade 7		70.5	53.6	56.3	61.3	50.0	40.9	45.9
Grade 8		64.9	63.0	71.3	76.3	64.3	64.3	69.3
Am Indian								
Asian			58.0	61.5	66.5	50.0	53.3	58.3
Black			38.5				49.6	54.6
Hispanic			58.3				51.4	56.4
White			70.8	75.0	80.0	75.0	78.6	83.6
Multiracial			33.3				44.5	49.5
ML/EL			20.0	22.1	27.1	8.3	22.1	27.1
ML Exited (2+ Yrs)*				86.6	91.6	33.3		
Non Eng Not ML (6yrs)*				69.4	74.4	59.1	82.1	87.1
Spec Ed			35.0				43.6	48.6
Free/Red. Price Meals			31.0	46.0	51.0	39.3	39.5	44.5
Female			51.0	58.4	63.4	56.8	53.0	58.0
Male			58.8	67.1	72.1	53.6	59.8	64.8

Middle School Reading (cont.)

MCA Reading % Proficient

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

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

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
State	60%	53%	52%	50%	↓
All Students - District	56%	51%	50%	49%	↓
All Students - Site			40%	40%	
Grade 6			36%	31%	
Grade 7			37%	42%	
Grade 8			50%	43%	
Am Ind			n<5	n<5	
Asian			43%	25%	
Black			17%	29%	
Hispanic			46%	22%	
White			65%	73%	
Multiracial			25%	33%	
EL			17%	11%	
ML Exited (2+Yrs)				n<5	
Non-Eng Not ML (6yrs)				45%	
SPED			14%	17%	
F/R Meals			16%	26%	
Female			41%	40%	
Male			40%	39%	

Middle School Reading (cont.)

FastBridge aReading Growth by All

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

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

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%	50%	25%
All Students - District	52%	28%	45%	21%	46%	19%
All Students - Site			41%	21%	43%	13%
Grade 6			37%	24%	43%	14%
Grade 7			44%	26%	52%	20%
Grade 8			45%	13%	35%	4%
Am Ind			n<5	n<5	n<5	n<5
Asian			48%	17%	43%	10%
Black			40%	33%	60%	20%
Hispanic			45%	18%	64%	18%
White			38%	29%	25%	5%
Multiracial			11%	0%	43%	29%
EL/ML			38%	38%	43%	29%
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					50%	20%
SPED			32%	21%	43%	29%
F/R Meals			33%	22%	60%	20%
Female			39%	20%	38%	15%
Male			44%	22%	50%	10%
Fall Very Low Risk			24%	8%	19%	4%
Fall Low Risk			59%	30%	72%	11%
Fall Some Risk			45%	18%	56%	22%
Fall High Risk			46%	33%	43%	29%

Adapted September 23

FastBridge aReading Growth by Start Score

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

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%
All Students - District	38%	14%	35%	13%
All Students - Site	31%	15%	30%	7%
Grade 6	36%	18%	33%	10%
Grade 7	26%	11%	43%	9%
Grade 8	30%	14%	13%	4%
Am Ind	n<5	n<5	n<5	n<5
Asian	31%	12%	10%	5%
Black	46%	31%	40%	20%
Hispanic	30%	0%	45%	9%
White	38%	25%	32%	0%
Multiracial	0%	0%	43%	14%
EL/ML	38%	13%	29%	14%
ML Exited (2+Yrs)			n<5	n<5
Non-Eng Not ML (6yrs)			40%	20%
SPED	29%	6%	29%	0%
F/R Meals	25%	17%	40%	11%
Female	30%	14%	21%	13%
Male	33%	15%	41%	0%
Very Low Risk	24%	8%	23%	4%
Low Risk	48%	30%	33%	6%
Some Risk	18%	9%	33%	11%
High Risk	36%	14%	31%	15%

Middle School Math:

MCA Math Index Rates

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

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

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
All Students		46.3	36.1	41.4	46.4	28.6	35.8	40.8
Grade 6		42.2	35.7	32.2	37.2	21.4	26.6	31.6
Grade 7		51.4	26.8	35.6	40.6	32.1	28.8	33.8
Grade 8		43.3	50.0	51.8	56.8	28.6	49.1	54.1
Am Indian								
Asian		49.2	43.8	47.9	52.9	25.0	43.5	48.5
Black		32.1	12.5				28.2	33.2
Hispanic		22.2	30.0				7.6	12.6
White		63.6	36.4	42.7	47.7	36.4	57.7	62.7
Multiracial		54.5	28.6				46.3	51.3
ML/EL		0.0	0.0	7.8	12.8	0.0	17.8	22.8
ML Exited (2+ Yrs)*				19.3	24.3	16.7		
Non Eng Not ML (6yrs)*				50.0	55.0	36.4	61.7	66.7
Spec Ed		6.3	0.0				12.7	17.7
Free/Red. Price Meals		30.7	19.2	29.1	34.1	10.7	21.9	26.9
Female		39.5	33.7	37.3	42.3	21.4	21.6	26.6
Male		52.7	39.2	47.6	52.6	39.3	50.7	55.7

MCA Math % Proficient

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

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

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
State	55%	44%	46%	46%	↓
All Students - District	50%	41%	43%	42%	↓
All Students - Site			17%	17%	▯
Grade 6			15%	15%	▯
Grade 7			8%	21%	▯
Grade 8			27%	14%	▯
Am Ind			n<5	n<5	▯
Asian			27%	13%	▯
Black			0%	14%	▯
Hispanic			9%	0%	▯
White			10%	27%	▯
Multiracial			17%	33%	▯
EL			0%	11%	▯
ML Exited (2+Yrs)				n<5	▯
Non-Eng Not ML (6yrs)				0%	▯
SPED			0%	0%	▯
F/R Meals			8%	9%	▯
Female			16%	13%	▯
Male			17%	22%	▯

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

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

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%	50%	25%
All Students - District	56%	35%	51%	25%	46%	21%
All Students - Site			48%	23%	38%	22%
Grade 6			39%	14%	31%	13%
Grade 7			62%	38%	39%	17%
Grade 8			53%	25%	40%	32%
Am Ind			n<5	n<5	n<5	n<5
Asian			52%	24%	58%	32%
Black			15%	8%	10%	0%
Hispanic			50%	20%	50%	30%
White			61%	33%	21%	11%
Multiracial			50%	20%	50%	50%
EL/ML			43%	29%	33%	33%
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					50%	40%
SPED			47%	27%	n<5	n<5
F/R Meals			44%	21%	38%	24%
Female			51%	23%	46%	31%
Male			48%	22%	28%	10%
Very Low Risk			48%	8%	26%	5%
Low Risk			65%	35%	60%	50%
Some Risk			36%	18%	43%	14%
High Risk			41%	26%	27%	9%

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 pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-23	Below Baseline Hi 24-46	Baseline 47-53%	Target Lo 54-64%	Target Hi 65-74%
Aggressive Growth Goals	*Below Baseline*	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-9	Below Baseline Hi 10-20	Baseline 21-29%	Target Lo 30-40%	Target Hi 41+

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%
All Students - District	50%	24%	45%	20%
All Students - Site	48%	27%	39%	16%
Grade 6	34%	16%	31%	6%
Grade 7	62%	33%	39%	17%
Grade 8	59%	38%	44%	20%
Am Ind	n<5	n<5	n<5	n<5
Asian	57%	28%	53%	21%
Black	23%	8%	10%	0%
Hispanic	40%	20%	60%	20%
White	61%	44%	26%	11%
Multiracial	30%	20%	50%	33%
EL/ML	43%	29%	50%	33%
ML Exited (2+Yrs)			n<5	n<5
Non-Eng Not ML (6yrs)			50%	20%
SPED	47%	13%	n<5	n<5
F/R Meals	44%	23%	35%	15%
Female	47%	23%	51%	23%
Male	50%	30%	24%	7%
Very Low Risk	58%	35%	32%	11%
Low Risk	62%	38%	60%	25%
Some Risk	27%	9%	29%	14%
High Risk	38%	18%	36%	9%

Graduation Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal

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Four-Year Graduation Rate - Goals and Results

	Results 2020	Results 2021	Basic Goal 2022	Transform Goal 2022	Results 2022	Basic Goal 2023	Transform Goal 2023	Results 2023
All Students					73.8	77.1	80.4	
Am Indian								
Asian					86.7	88.4	90.0	
Black					69.6	73.4	77.2	
Hispanic					58.3	63.5	68.7	
White					66.7	70.9	75.0	
Multiracial					75.0	78.1	81.3	
EL/ML					77.8	80.6	83.4	
ML Exited (2+Yrs)								
Non-Eng Not ML (5yrs)					82.8	85.0	87.1	
Spec Ed					87.5	89.1	90.6	
F/R Lunch					68.0	72.0	76.0	
Homeless								
Female					81.6	83.9	86.2	
Male					62.9	67.5	72.2	

Graduation Rate Basic goal = halfway to 100% in 4 years, Transformational = halfway to 100% in 2 years

High School Reading:

MCA Reading Index Rates

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

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

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
Grade 10		77.5	68.8				48.2	53.2
Am Indian								
Asian			62.5				87.8	92.8
Black			62.5				22.1	27.1
Hispanic							67.8	72.8
White							47.8	52.8
Multiracial								
ML/EL			33.3					
ML Exited (2+Yrs)*							57.8	62.8
Non Eng Not ML (6yrs)*								
Spec Ed			33.3				7.8	12.8
Free/Red. Price Meals			58.3				41.1	46.1
Female			88.9				46.3	51.3
Male			42.9				50.1	55.1

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	MCA (% Proficient)				
	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
All Students - State	60%	53%	52%	50%	↓
All Students - District	56%	51%	50%	49%	↓
All Students - Site			47%	48%	
Am Ind			n < 5	n < 5	
Asian			59%	50%	
Black			15%	30%	
Hispanic			n < 5	n < 5	
White			60%	80%	
Multiracial			n < 5	n < 5	
EL			17%	n < 5	
ML Exited (2+Yrs)				n < 5	
Non-Eng Not ML (6yrs)				57%	
SPED			13%	n < 5	
F/R Meals			38%	31%	
Female			58%	48%	
Male			32%	50%	

FastBridge aReading 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 pctls			
	Target		The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-22	Below Baseline Hi 23-44	Baseline 45-56%		Target Lo 57-65%	Target Hi 66-74%
Aggressive Growth Goals	*Below Baseline*		The range between the 1st pctl and one point below the baseline range			
	Baseline		The range between the local and national 75th pctls			
	Target		The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-9	Below Baseline Hi 10-19	Baseline 20-31%		Target Lo 32-40%	Target Hi 41+

Note: At the high school level only students in grade 9 take the FastBridge assessment. 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 - National			50%	25%	50%	25%
All Students - District			45%	21%	46%	19%
All Students - Site			62%	44%	65%	50%
Am Ind			n<5	n<5	n<5	n<5
Asian			69%	50%	55%	45%
Black			88%	50%	56%	33%
Hispanic			43%	29%	60%	40%
White			29%	29%	86%	71%
Multiracial			n<5	n<5	n<5	n<5
ML/EL			n<5	n<5	n<5	n<5
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					20%	0%
SPED			n<5	n<5	57%	57%
F/R Meals			65%	50%	56%	38%
Female			48%	29%	50%	44%
Male			78%	61%	78%	56%
Very Low Risk			48%	24%	50%	30%
Low Risk			83%	67%	29%	29%
Some Risk			n<5	n<5	91%	64%
High Risk			n<5	n<5	83%	83%

FastBridge aReading 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 pctls			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-19	Below Baseline Hi 20-39	Baseline 40-59%	Target Lo 60-67%	Target Hi 68-74%
Aggressive Growth Goals	*Below Baseline*	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctls			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-5	Below Baseline Hi 6-12	Baseline 13-36%	Target Lo 37-44%	Target Hi 45+

Note: At the high school level only students in grade 9 take the FastBridge assessment. 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 - National	50%	25%	50%	25%
All Students - District	38%	14%	35%	13%
All Students - Site	53%	16%	47%	18%
Am Ind	n<5	n<5	n<5	n<5
Asian	47%	7%	45%	18%
Black	63%	25%	22%	0%
Hispanic	43%	14%	40%	0%
White	57%	14%	71%	29%
Multiracial	100%	100%	n<5	n<5
ML/EL	n<5	n<5	n<5	n<5
ML Exited (2+Yrs)			n<5	n<5
Non-Eng Not ML (6yrs)			0%	0%
SPED	n<5	n<5	29%	0%
F/R Meals	53%	16%	38%	0%
Female	50%	10%	31%	6%
Male	56%	22%	61%	28%
Very Low Risk	45%	10%	50%	20%
Low Risk	67%	25%	29%	14%
Some Risk	67%	0%	64%	27%
High Risk	33%	33%	33%	0%

High School Math:

MCA Math Index Rates

Priority Two: MATHEMATICS	*Measure: MCA Proficiency (Index Rates)*
Column Header	
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Please note: non-proficient students are assigned zero points.
Results	Index rate for 11th graders with scores from 8th grade, enrolled on October 1 and tested in the spring.
Basic Goal	Given the lack of cohort baseline data due to COVID: basic goals for 2023 were one point above the previous highest index rate for the school; and results only color-coded for the school overall. 2023 results only calculated for students enrolled for all of 2019-20 and still enrolled in Spring 2023. 2024 goals set based upon baseline data using index rate goal table.
Transformational (Trans.) Goal	Basic goal plus five index rate points.
Color Coding	**10+ points below basic goal** / 6-9 points below basic goal / 1.1 to 5.9 points below basic goal / Within 1 index point of basic goal / Met basic goal / Met transform-ational goal

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

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
Grade 11		40.0	59.4					
Am Indian								
Asian			60.0					
Black			33.3					
Hispanic								
White								
Multiracial								
ML/EL								
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*								
Spec Ed								
Free/Red. Price Meals			55.0					
Female			16.7					
Male		36.4	85.0					

MCA Math Proficiency

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

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

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
All Students - State	55%	44%	46%	46%	↓
All Students - District	50%	41%	43%	42%	↓
All Students - Site			29%	4%	⊗
Am Ind			n < 5	n < 5	⊗
Asian			25%	0%	⊗
Black			43%	n < 5	⊗
Hispanic			n < 5	0%	⊗
White			n < 5	13%	⊗
Multiracial			n < 5	n < 5	⊗
EL			n < 5	0%	⊗
ML Exited (2+Yrs)				n < 5	⊗
Non-Eng Not ML (6yrs)				n < 5	⊗
SPED			n < 5	n < 5	⊗
F/R Meals			28%	0%	⊗
Female			6%	7%	⊗
Male			47%	0%	⊗

FastBridge aMath Growth by All

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

Note: At the high school level only students in grade 9 take the FastBridge assessment. 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 - National			50%	25%	50%	25%
All Students - District			51%	25%	46%	21%
All Students - Site			56%	46%	52%	32%
Am Ind			n<5	n<5	n<5	n<5
Asian			42%	13%	38%	13%
Black			40%	23%	71%	43%
Hispanic			42%	16%	n<5	n<5
White			54%	27%	n<5	n<5
Multiracial			52%	38%	n<5	n<5
ML/EL			39%	21%	n<5	n<5
ML Exited (2+Yrs)					n<5	n<5
Non-Eng Not ML (6yrs)					n<5	n<5
SPED			45%	24%	n<5	n<5
F/R Meals			40%	20%	50%	50%
Female			45%	20%	60%	40%
Male			47%	27%	47%	27%
Very Low Risk			44%	15%	33%	22%
Low Risk			50%	30%	40%	40%
Some Risk			40%	22%	71%	29%
High Risk			52%	30%	n<5	n<5