

## Edinbrook 3-Year Operational Plan (2024-25; 2025-26; 2026-27)

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 continuous improvement</i>				
<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">49.3</td> <td style="text-align: center;">54.3</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal	49.3	54.3		<ul style="list-style-type: none"> <li>● New reading/ELA curriculum (SD2)</li> <li>● New phonics curriculum (Core 95)</li> <li>● New knowledge building ELA curriculum</li> <li>● Evaluating the need for embedding content standards into the literacy block (SD2)</li> <li>● SPED Push in Model (SD2)</li> <li>● Title one - Targeted site</li> <li>● ELA walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>- Reading/ELA standards (SD2)</li> <li>- Reading/ELA curriculum (SD2)</li> <li>- LETRS Training (SD2,SD4,SD5)</li> <li>- Orton Gillingham (SD2, SD5)                             <ul style="list-style-type: none"> <li>- Grades K-3 (Comprehensive)</li> <li>- Grades 4-5(Morphology)</li> </ul> </li> <li>- Off grade level progress monitoring using district goal setting for some Tier 2 and Tier 3 students (SD2)</li> <li>- Additional Fastbridge Screeners - K-1 aReading and aMath (SD3)</li> <li>- Fastbridge Screening (SD3)</li> <li>- Fastbridge Progress Monitoring (SD3)</li> <li>- Targeted Interventions using the resources from the Literacy Site and Fastbridge (SD2, SD5)</li> <li>- Flex time/ small group/skill focus (SD3)</li> <li>- New teacher mentor program district level (SD2)</li> <li>- EL Push in Model (SD2)</li> <li>- Northwest Services Coop (focus on Northstar identified Sped Ed group (SD2, SD4, SD5)</li> </ul>
Basic Goal	Trans. Goal						
49.3	54.3						
<p style="text-align: center;"><b>Math</b></p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table>	Basic Goal	Trans. Goal		<ul style="list-style-type: none"> <li>● Cross curricular study with math and other core subject areas (SD2,SD4,SD5)</li> </ul>	<ul style="list-style-type: none"> <li>- Bridges Math Number Corner, Problems and Investigations, and Workplaces (SD2)</li> <li>- Fastbridge Screening (SD3)</li> </ul>		
Basic Goal	Trans. Goal						

48.7	53.7		<ul style="list-style-type: none"> <li>Northwest Services Coop (focus on Northstar identified SpEd group (SD2, SD4, SD5))</li> </ul>	<ul style="list-style-type: none"> <li>New teacher mentor program (SD2)</li> <li>Northwest Services Coop (focus on Northstar identified SpEd group (SD2, SD4, SD5))</li> </ul>
*See attached addendum for more detailed information				
<b>Student Management</b>				
Evidence of Need:			<ul style="list-style-type: none"> <li>Beta test / group for behavior tracking in synergy</li> <li>Student dismissal with a focus on Special Education students (SD3)</li> <li>Learning through data (Time in/out of class) why students in SpEd are struggling with behavior (SD5)</li> <li>Staffing/Training for SpEd/gen ed. teachers who send out students</li> <li>Behavior team push into SpEd. intervention time (SD5)</li> <li>Watch Dog Dad referee's for recess</li> </ul>	<ul style="list-style-type: none"> <li>Fastbridge Screening (SD3)</li> <li>SEL Curriculum (Harmony) (SD2)</li> <li>PBIS Monthly Meetings (SD1,SD3, SD5)</li> <li>PBIS (SD1, SD2, SD3, SD4, SD5)</li> <li>Schoolwide "bootcamp" at beginning of school year and after extended breaks (winter break/spring break) (SD1, SD4)</li> <li>Behavior interventions (CICO, Class Pass, Small Group, Self-monitoring) (SD1, SD5)</li> <li>New teacher mentor program (SD2)</li> <li>LGBTQIA+ History and culture (SD3,SD5)</li> </ul>
Student Behavior:				
Baseline Data by Target Group:				
Goal:				
<b>Family Engagement</b>				
Evidence of Need: Using the AVID Coaching and Certification Instrument report from the 23-24 academic school year to provide feedback on each indicator as it pertains to implementing AVID schoolwide.			<ul style="list-style-type: none"> <li>Implement coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>Increase parent participation in PBIS meetings and decision-making processes.</li> <li>Provide regular communication and updates to parents regarding PBIS strategies and outcomes.</li> <li>Develop opportunities for parents to contribute to PBIS initiatives through volunteering, feedback, and home-school connections.</li> </ul>	<ul style="list-style-type: none"> <li>AVID Coaching and Certification Instrument (CCI) (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>AVID Elementary Schoolwide (SD1, SD 2, SD 3, SD 4, SD 5)</li> <li>Vertical alignment of WICOR strategies to district curriculum and initiatives (SD 5) <ul style="list-style-type: none"> <li>Writing to Learn</li> <li>Inquiry</li> <li>Collaboration</li> <li>Organization</li> </ul> </li> <li>Talking Points as a communication tool for families with enhanced interpretation services so information is accessible to all (SD 3, SD 5)</li> </ul>
Goal: To maintain being an AVID Certified elementary site by ensuring implementation fidelity, monitoring progress toward site goals, and developing Collective Educator Agency among staff and				

administrators, promoting equity and access for all students.

- Coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)
- Family events planned around WICOR alignment and bridging the gap between school and home (SD 3, SD 5)
  - 1 family engagement event per trimester aligning to AVID work (Tri. 1 *Set-Up For Success*, Tri. 2 *Wisdom Begins With Wonder*, Tri. 3 *Student Showcase*)
- Teacher, student and parent utilization of communication tools such as Home and Back Folders, Peek-of-the-Week (grades K-2) and Planner (grades 3-5) (SD 4)
- Racial Equity Seminars 3 meetings/year (SD5)
- AVID Site Team monthly meetings (SD 3, SD 4, SD 5)

**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)**



<b>2025-26 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>		
<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table>	Basic Goal	Trans. Goal	<p>Use an academic coaching model to help teachers implement core curriculum in ELA with fidelity and better support the differing learning needs of students.</p>	<ul style="list-style-type: none"> <li>● New reading/ELA curriculum (SD2, SD4) - year 2</li> <li>● Phonics (core 95) - year 2</li> <li>● Walk throughs to support students and teachers in ELA curriculum (SD2, SD4)</li> <li>● NUA strategies to support curriculum</li> <li>● Interventions and/or additional supplemental strategies identified to support the new ELA curriculum</li> <li>● PD based on needs identified from first year implementation of new curriculum (SD4, SD5)</li> <li>● Title one School wide</li> <li>● Literacy training for 4-5 teachers (</li> </ul>	<ul style="list-style-type: none"> <li>● Science curriculum with focus on ELA standards and connections (reading, writing, responding to prompts) (SD2)</li> <li>● FastBridge Screening (SD3)</li> <li>● FastBridge Screening to Intervention Report (SD2)</li> <li>● Professional development around interpreting data and planning instruction based on needs (SD2)</li> <li>● Fastbridge Progress Monitoring (SD3)</li> <li>● Multi-Tiered Support Systems (SD2)</li> <li>● Targeted Interventions using the resources from the Literacy Site and Fastbridge (SD2, SD5)</li> <li>● Problem Solving Team process for tier 3 (SD5)</li> <li>● AVID strategies into core instruction (SD2)</li> <li>● LETRS Training (SD2, SD5)</li> <li>● New reading/ELA standards (SD2)</li> <li>● ILA (Instructional Leadership academy)(SD2, SD5)</li> <li>● SPED Push in Model (SD2)</li> <li>● LETRS Training (SD2, SD5) <ul style="list-style-type: none"> <li>○ Expansion to additional classrooms and grade levels</li> </ul> </li> <li>● Northwest Services Coop (focus on Northstar identified Sped Ed group (SD2, SD4, SD5)</li> </ul>
Basic Goal	Trans. Goal				
<p>*No data available at this time</p>					

			<ul style="list-style-type: none"> <li>Off grade level progress monitoring using district goal setting for some Tier 2 and Tier 3 students (SD2)</li> <li>Additional Fastbridge Screeners - K-1 aReading (SD3)</li> <li>Tier 2 reading interventions (classroom)</li> </ul>
<b>Math</b>			
All Students			
Basic Goal	Trans. Goal		
* No data available at this time		<ul style="list-style-type: none"> <li>Building the schedule to include additional Fastbridge math interventions.</li> <li>re-focus on all components of Bridges math (Number Corner, Problems &amp; Investigations and Work Places)</li> <li>Title one school wide</li> </ul>	<ul style="list-style-type: none"> <li>Bridges Math Number Corner, Problems and Investigations, and Workplaces (SD2)</li> <li>Fastbridge Screening (SD3)</li> <li>Problem Solving Team process for tier 3 (SD5)</li> <li>AVID strategies into core instruction (SD2)</li> <li>Concept Quest (SD2)</li> <li>Tier 2 math interventions (math)</li> </ul>
<b>Student Management</b>			
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:		<ul style="list-style-type: none"> <li>Beta test / group for behavior tracking in synergy</li> <li>Enhance the accuracy of the incoming kindergartners' Individualized Education Programs (IEPs) review process to ensure proper setting placement, staff readiness, and identify children who may have missed initial screening assessments. (SD4)</li> <li>Create Tier 2 classroom interventions</li> <li>Psychologist lead Sped Behavior interventions targeting students that elope or get removed from the classroom</li> <li>Potential addition of second People's Inc therapist</li> <li>Watch Dog Dad referee's for recess</li> </ul>	<ul style="list-style-type: none"> <li>Fastbridge Screening (SD3)</li> <li>SEL Curriculum (Harmony) (SD2)</li> <li>PBIS Monthly Meetings (SD1,SD3, SD5)</li> <li>PBIS (SD1, SD2, SD3, SD4, SD5)</li> <li>Schoolwide "bootcamp" at beginning of school year and after extended breaks (winter break/spring break) (SD1, SD4)</li> <li>Behavior interventions (CICO, Class Pass, Small Group, Self-monitoring) (SD1, SD5)</li> <li>New teacher mentor program (SD2)</li> <li>LGBTQIA+ History and culture (SD3,SD5)</li> <li>Student dismissal with a focus on Special Education students (SD3)</li> <li>Learning through data (Time in/out of class) why students in</li> </ul>

			<p>SpEd are struggling with behavior (SD5)</p> <ul style="list-style-type: none"> <li>- Staffing/Training for SpEd/gen ed. teachers who send out students</li> <li>- Behavior team push into SpEd. intervention time (SD5)</li> </ul>
<p><b><i>Family Engagement</i></b></p>		<ul style="list-style-type: none"> <li>● Caring and Connected Conversations groups with BIPOC students with Equity Specialist (SD 1)(Jemel Brewer)</li> <li>● Welcome in new families from site repurposing (SD 3)</li> </ul>	<ul style="list-style-type: none"> <li>● Coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● AVID Coaching and Certification Instrument (CCI) (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● AVID Elementary Schoolwide (SD1, SD 2, SD 3, SD 4, SD 5)</li> <li>● Vertical alignment of WICOR strategies to district curriculum and initiatives (SD 5) <ul style="list-style-type: none"> <li>○ Writing to Learn</li> <li>○ Inquiry</li> <li>○ Collaboration</li> <li>○ Organization</li> <li>○ Reading to Learn</li> </ul> </li> <li>● Coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● Family events planned around WICOR alignment and bridging the gap between school and home (SD 3, SD 5) <ul style="list-style-type: none"> <li>○ 1 family engagement event per trimester aligning to AVID work (Tri. 1 <i>Set-Up For Success</i>, Tri. 2 <i>Wisdom Begins With Wonder</i>, Tri. 3 <i>Student Showcase</i>)</li> </ul> </li> </ul>
<p>Evidence of Need: We have a site being repurposed in our system and will be welcoming many new families. We want to make sure that they are welcomed and that the transition is smooth.</p>			

			<ul style="list-style-type: none"> <li>● Racial Equity Seminars 3 meetings/year (SD5)</li> <li>● AVID Site Team monthly meetings (SD 3, SD 4, SD 5)</li> <li>● Increase parent participation in PBIS meetings and decision-making processes.</li> <li>● Provide regular communication and updates to parents regarding PBIS strategies and outcomes.</li> <li>● Develop opportunities for parents to contribute to PBIS initiatives through volunteering, feedback, and home-school connections.</li> </ul>
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**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

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<b>2026-27 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>				
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Basic Goal	Trans. Goal						
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Basic Goal	Trans. Goal						
<p style="text-align: center;"><b>Student Management</b></p> <p>Evidence of Need:</p> <hr/> <p>Student Behavior:</p> <hr/> <p>Baseline Data by Target Group:</p> <hr/> <p>Goal:</p>		<ul style="list-style-type: none"> <li>● Create Tier 2 classroom interventions (SD 5)</li> <li>● Look at Results of BIT restorative practice lessons (SD 4)</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior tracking system in synergy (SD 2, SD 5)</li> <li>● Beta test / group for behavior tracking in synergy</li> <li>● Enhance the accuracy of the incoming kindergartners' Individualized Education Programs (IEPs) review process to ensure proper setting placement, staff readiness, and identify children who may have missed initial screening assessments. (SD4)</li> </ul>				

			<ul style="list-style-type: none"> <li>● Create Tier 2 classroom interventions</li> <li>● Psychologist lead Sped Behavior interventions targeting students that elope or get removed from the classroom</li> <li>● Watch Dog Dad referee's for recess</li> </ul>
<p><b>Family Engagement</b></p> <p>Evidence of Need: We will focus again on family engagement as it relates to building a safe, inclusive, and welcoming environment given year two following repurposing and year one of new boundaries for elementary schools.</p> <p>Goal: We will have a system of operational innovation and excellence as it relates to the student and family experience following school renovations and boundary changes as we infuse our AVID work and NUA strategies.</p>		<ul style="list-style-type: none"> <li>● Title 1 Literacy Family Events (SD 3)</li> </ul>	<ul style="list-style-type: none"> <li>● AVID Site Team monthly meetings (SD 3, SD 4, SD 5)</li> <li>● Coaching system and/or tools for families to engage in with the new reading/ELA curriculum (SD 1, SD 2, SD 3, SD 4, SD 5)</li> <li>● Families integrated from site repurposing (SD 1, SD 3,SD 4)</li> </ul>

**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)**
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5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

**Reading:**

**Progress to Fluency**

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
<b>Column Header</b>	<b>Definition</b>					
<b>Results</b>	Percent of students who scored at high risk or some risk in the fall who were at low risk in the spring					
<b>Basic Goal</b>	Based on the district overall percentage of students progressing from high risk or some risk to low risk					
<b>Transformational Goal (Trans)</b>	Based on the 90th percentile of students progressing from high risk or some risk to low risk at each grade within the district					
<b>Color Coding</b>	<b>15% + from Basic Goal</b>	10 - 14% from Basic Goal	5 - 9% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

<b>Group</b>	<b>Results Spring 2021</b>	<b>Results Spring 2022</b>	<b>Results Spring 2023</b>	<b>Results Spring 2024</b>	<b>2024 Basic Goal</b>	<b>2024 Trans. Goal</b>
KG	0%	29%	32%	37%	21%	39%
Grd 1	8%	12%	16%	18%	20%	30%
Grd 2	18%	6%	9%	7%	15%	25%

**Reading (cont.)**

**MCA Reading Index Rates**

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>				
<b>Column Header</b>						
<b>Index Rate</b>	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023.					
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1.					
<b>Basic Goal Calculation</b>	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change. Minimum = 10 and Maximum = 97. Goals for 2022 were based on the lower of the district average change and reducing non-proficiency by half in two years.					
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points. Minimum = 15 and Maximum = 99.					
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal

\*Two new multilingual (ML) related groups were added starting in 2023: **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 2021	Results Spring 2022	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal	Results Spring 2024	2025 Basic Goal	2025 Trans. Goal
<b>All Students</b>	<b>49.3</b>	<b>51.3</b>	<b>50.4</b>	<b>55.4</b>	<b>60.4</b>	<b>53.2</b>	<b>49.3</b>	<b>54.3</b>
Grade 3	44.5	43.3	46.8	46.8	51.8	45.8	38.7	43.7
Grade 4	52.5	52.6	51.1	48.7	53.7	50.5	44.8	49.8
Grade 5	50.8	60.0	53.9	68.3	73.3	61.4	64.3	69.3
Am Indian		50.0	44.4	54.9	59.9	50.0		
Asian		48.8	42.4	49.9	54.9	53.9	55.6	60.6
Black		50.8	48.1	50.5	55.5	46.8	42.0	47.0
Hispanic		37.0	48.5	52.7	57.7	51.6	44.9	49.9
White		77.5	84.1	85.3	90.3	82.0	66.1	71.1
Multiracial		57.5	63.2	71.6	76.6	56.3	53.6	58.6
ML/EL		20.8	24.6	26.0	31.0	30.2	38.6	43.6
ML Exited (2+ Yrs)*			77.3	97.0	99.0	100.0		
Non Eng Not ML (6yrs)*			64.1	72.7	77.7	77.9	86.5	91.5
Spec Ed		19.0	18.2	27.9	32.9	27.9	23.4	28.4
Free/Red. Price Meals		43.6	43.1	48.5	53.5	46.7	54.2	59.2
Female		56.7	55.0	56.4	61.4	56.9	54.0	59.0
Male		47.4	46.5	54.6	59.6	50.0	44.9	49.9

Reading (cont.)

**MCA Reading Proficiency**

<i>Measure: MCA Proficiency (% Proficient)</i>	
<b>Column Header</b>	<b>Definition</b>
<b>Results</b>	% Proficient on MCA Reading
<b>Trend</b>	Shows directional change in proficiency from Spring 2023 to Spring 2024

<b>Key:</b>	
<b>Symbol</b>	<b>Description</b>
→	Less than +/- 1.0% change from from Spring 2023 to Spring 2024
↑	Increase of 1.1% or greater change from Spring 2023 to Spring 2024
↓	Decrease of 1.1% or greater change from Spring 2023 to Spring 2024
□	Indicates an N-size of fewer than 5 students in at least one year

<b>Group</b>	<b>Results Spring 2021</b>	<b>Results Spring 2022</b>	<b>Results Spring 2023</b>	<b>Results Spring 2024</b>	<b>Trend</b>
<b>State</b>	53%	52%	50%	50%	→
<b>All Students - District</b>	51%	50%	49%	48%	→
<b>All Students - Site</b>	35%	39%	37%	36%	→
Grade 3	27%	35%	40%	28%	↓
Grade 4	36%	36%	37%	37%	→
Grade 5	41%	46%	34%	43%	↑
Am Ind	40%	n<5	n<5	n<5	□
Asian	40%	39%	30%	34%	↑
Black	30%	37%	37%	31%	↓
Hispanic	16%	17%	29%	39%	↑
White	64%	67%	68%	71%	↑
Multiracial	26%	43%	41%	35%	↓
EL	9%	10%	14%	11%	↓
ML Exited (2+Yrs)			59%	86%	↑
Non-Eng Not ML (6yrs)			52%	73%	↑
SPED	0%	9%	15%	15%	→
F/R Meals	18%	31%	30%	30%	→
Female	38%	40%	41%	39%	↓
Male	31%	38%	33%	34%	→

**Reading (cont.)**

**FastBridge Reading Growth by All**

<b>Priority One: READING</b>		<i>Measure: Growth (% Making F-S Natnl Growth by All Pctl)</i>				
<b>Column Header</b>	<b>Definition</b>					
<i>Typical Growth by All</i>	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					
<i>Aggressive Growth by All</i>	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					
<i>Typical Growth Goals</i>	<i>Below Baseline</i>	The range between the 1st pctl and one point below the baseline range				
	<i>Baseline</i>	The range between the local and national 50th pctl				
	<i>Target</i>	The range between one percentile point above baseline and one point below the 75th pctl				
<i>Color Coding</i>	<b>Below Baseline Lo</b> 1-22	<b>Below Baseline Hi</b> 23-44	<b>Baseline</b> 45-56%	<b>Target Lo</b> 57-65%	<b>Target Hi</b> 66-74%	
<i>Aggressive Growth Goals</i>	<i>Below Baseline</i>	The range between the 1st pctl and one point below the baseline range				
	<i>Baseline</i>	The range between the local and national 75th pctl				
	<i>Target</i>	The range between one percentile point above baseline and one point below the 99th pctl				
<i>Color Coding</i>	<b>Below Baseline Lo</b> 1-9	<b>Below Baseline Hi</b> 10-19	<b>Baseline</b> 20-31%	<b>Target Lo</b> 32-40%	<b>Target Hi</b> 41+	

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

<b>Group</b>	<b>FastBridge Results Spring 2022</b>		<b>FastBridge Results Spring 2023</b>		<b>FastBridge Results Spring 2024</b>	
	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>
<b>All Students - Nation</b>	50%	25%	50%	25%	50%	25%
<b>All Students - District</b>	45%	21%	46%	19%	41%	19%
<b>All Students - Site</b>	50%	27%	53%	28%	44%	25%
Grade 1					42%	27%
Grade 2	59%	45%	63%	44%	46%	31%
Grade 3	50%	28%	65%	36%	47%	25%
Grade 4	45%	21%	44%	20%	47%	24%
Grade 5	40%	16%	43%	16%	36%	10%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	55%	30%	49%	23%	45%	26%
Black	43%	25%	53%	28%	42%	23%
Hispanic	59%	34%	65%	43%	43%	26%
White	55%	30%	52%	29%	52%	23%
Multiracial	52%	21%	56%	26%	47%	29%
EL/ML	54%	33%	64%	35%	45%	30%
ML Exited (2+Yrs)			43%	9%	11%	0%
Non-Eng Not ML (6yrs)			32%	18%	39%	21%
SPED	37%	21%	63%	47%	52%	31%
F/R Meals	46%	26%	54%	30%	40%	24%
Female	46%	23%	52%	27%	44%	24%
Male	53%	31%	55%	29%	45%	25%
Very Low Risk	23%	3%	28%	4%	19%	3%
Low Risk	47%	26%	33%	6%	48%	17%
Some Risk	39%	7%	46%	14%	40%	19%
High Risk	66%	47%	72%	49%	56%	40%

**Reading (cont.)**

**FastBridge Reading Growth by Start Score**

Priority One: READING		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
<b>Typical Growth by Start Score</b>	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				
<b>Aggressive Growth by Start Score</b>	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				
<b>Typical Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 50th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 75th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-19	<b>Below Baseline Hi</b> 20-39	<b>Baseline</b> 40-59%	<b>Target Lo</b> 60-67%	<b>Target Hi</b> 68-74%
<b>Aggressive Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 75th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 99th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-5	<b>Below Baseline Hi</b> 6-12	<b>Baseline</b> 13-36%	<b>Target Lo</b> 37-44%	<b>Target Hi</b> 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		FastBridge Results Spring 2024	
	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	38%	14%	35%	13%	33%	12%
All Students - Site	40%	20%	41%	16%	35%	15%
Grade 1					38%	20%
Grade 2	52%	31%	52%	25%	38%	19%
Grade 3	38%	17%	50%	17%	33%	18%
Grade 4	37%	19%	34%	11%	38%	14%
Grade 5	33%	13%	30%	12%	31%	5%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	44%	22%	34%	14%	35%	16%
Black	35%	19%	42%	15%	31%	12%
Hispanic	35%	18%	49%	22%	38%	13%
White	53%	21%	52%	13%	43%	17%
Multiracial	49%	20%	39%	21%	44%	20%
EL/ML	37%	23%	39%	18%	34%	17%
ML Exited (2+Yrs)			39%	17%	33%	0%
Non-Eng Not ML (6yrs)			33%	8%	38%	14%
SPED	21%	13%	49%	18%	38%	18%
F/R Meals	36%	18%	40%	17%	32%	14%
Female	36%	16%	39%	14%	35%	15%
Male	44%	23%	44%	17%	35%	15%
Very Low Risk	44%	11%	43%	11%	28%	8%
Low Risk	30%	13%	27%	6%	43%	9%
Some Risk	21%	3%	30%	3%	23%	8%
High Risk	48%	32%	49%	25%	41%	23%

**Math:**

**MCA Math Index Rates**

Priority Two: MATHEMATICS				Measure: MCA Proficiency (Index Rates)		
Column Header						
<b>Index Rate</b>	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023.					
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1.					
<b>Basic Goal Calculation</b>	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change. Minimum = 10 and Maximum = 97. Goals for 2022 were based on the lower of the district average change and reducing non-proficiency by half in two years.					
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points. Minimum = 15 and Maximum = 99.					
<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal

\*Two new multilingual (ML) related groups were added starting in 2023: **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 2021	Results Spring 2022	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal	Results Spring 2024	2025 Basic Goal	2025 Trans. Goal
<b>All Students</b>	<b>48.6</b>	<b>50.0</b>	51.9	<b>54.9</b>	<b>59.9</b>	<b>53.9</b>	<b>48.7</b>	<b>53.7</b>
Grade 3	58.3	56.8	58.1	65.4	70.4	64.8	48.6	53.6
Grade 4	47.5	52.6	56.9	56.6	61.6	55.3	55.9	60.9
Grade 5	40.2	39.4	38.2	45.5	50.5	44.3	42.7	47.7
Am Indian	35.0	30.0	55.6	53.8	58.8	35.7		
Asian	55.3	56.7	50.0	57.4	62.4	61.0	58.9	63.9
Black	41.5	41.0	45.8	47.0	52.0	44.4	37.0	42.0
Hispanic	38.2	47.8	51.5	54.9	59.9	51.6	45.8	50.8
White	79.5		84.1	82.7	87.7	82.0	74.5	79.5
Multiracial	31.6	42.5	60.5	59.3	64.3	54.2	51.2	56.2
ML/EL	35.1	31.7	34.7	41.8	46.8	45.2	43.0	48.0
ML Exited (2+ Yrs)*			79.5	89.4	94.4	79.2		
Non Eng Not ML (6yrs)*			66.3	76.9	81.9	66.2	58.1	63.1
Spec Ed	23.5	19.0	13.6	20.4	25.4	22.9	30.8	35.8
Free/Red. Price Meals	37.2	41.0	44.4	48.4	53.4	46.7	49.1	54.1
Female	47.1	47.8	50.8	52.9	57.9	51.9	46.8	51.8
Male	50.0	51.6	52.8	56.6	61.6	55.6	50.4	55.4





**Math (cont.)**

**MCA Math Proficiency**

<b>Priority Two: MATH</b>		<i>Measure: MCA Proficiency (% Proficient)</i>
<b>Column Header</b>	<b>Definition</b>	
<b>Results</b>	% Proficient on MCA Math	
<b>Trend</b>	Shows directional change in proficiency from Spring 2023 to Spring 2024	

<b>Key:</b>	
<b>Symbol</b>	<b>Description</b>
→	Less than +/- 1.0% change from from Spring 2023 to Spring 2024
↑	Increase of 1.1% or greater change from Spring 2023 to Spring 2024
↓	Decrease of 1.1% or greater change from Spring 2023 to Spring 2024
□	Indicates an N-size of fewer than 5 students in at least one year

<b>Group</b>	<b>Results Spring 2021</b>	<b>Results Spring 2022</b>	<b>Results Spring 2023</b>	<b>Results Spring 2024</b>	<b>Trend</b>
<b>State</b>	44%	46%	46%	46%	→
<b>All Students - District</b>	41%	43%	42%	44%	↑
<b>All Students - Site</b>	33%	37%	37%	38%	→
Grade 3	44%	44%	47%	46%	↓
Grade 4	31%	40%	43%	42%	↓
Grade 5	24%	27%	21%	28%	↑
Am Ind	40%	n<5	n<5	n<5	□
Asian	43%	42%	34%	42%	↑
Black	25%	30%	32%	31%	↓
Hispanic	21%	39%	39%	37%	↓
White	73%	86%	67%	68%	↑
Multiracial	13%	26%	45%	37%	↓
EL	24%	21%	19%	25%	↑
ML Exited (2+Yrs)			64%	43%	↓
Non-Eng Not ML (6yrs)			54%	60%	↑
SPED	10%	12%	12%	13%	↑
F/R Meals	19%	28%	29%	31%	↑
Female	30%	30%	35%	34%	→
Male	36%	43%	39%	41%	↑

**Math (cont.)**

**FastBridge Math Growth by All**

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

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		FastBridge Results Spring 2024	
	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	51%	25%	46%	21%	44%	21%
All Students - Site	59%	33%	49%	24%	48%	24%
Grade 1					46%	18%
Grade 2	65%	42%	62%	41%	54%	35%
Grade 3	60%	38%	56%	29%	61%	34%
Grade 4	68%	26%	45%	17%	43%	20%
Grade 5	43%	23%	33%	10%	40%	12%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	64%	29%	58%	25%	47%	26%
Black	58%	36%	45%	24%	46%	20%
Hispanic	47%	16%	56%	36%	40%	25%
White	62%	38%	48%	23%	59%	25%
Multiracial	64%	45%	31%	6%	58%	35%
EL/ML	57%	30%	52%	31%	44%	25%
ML Exited (2+Yrs)			64%	27%	22%	11%
Non-Eng Not ML (6yrs)			56%	13%	43%	18%
SPED	49%	22%	40%	20%	49%	35%
F/R Meals	57%	31%	48%	25%	46%	24%
Female	59%	31%	44%	23%	47%	24%
Male	60%	35%	53%	25%	49%	25%
Very Low Risk	56%	21%	63%	21%	52%	21%
Low Risk	63%	39%	48%	25%	48%	20%
Some Risk	67%	45%	45%	19%	48%	20%
High Risk	57%	34%	46%	27%	45%	30%

**Math (cont.)**

**FastBridge Math Growth by Start Score**

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
<b>Typical Growth by Start Score</b>	The percentage of students making growth from fall to spring at the <b>50th percentile</b> or higher based students who had their same starting score nationally				
<b>Aggressive Growth by Start Score</b>	The percentage of students making growth from fall to spring at the <b>75th percentile</b> or higher based students who had their same starting score nationally				
<b>Typical Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 50th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 75th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-23	<b>Below Baseline Hi</b> 24-46	<b>Baseline</b> 47-53%	<b>Target Lo</b> 54-64%	<b>Target Hi</b> 65-74%
<b>Aggressive Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 75th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 99th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-9	<b>Below Baseline Hi</b> 10-20	<b>Baseline</b> 21-29%	<b>Target Lo</b> 30-40%	<b>Target Hi</b> 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		FastBridge Results Spring 2024	
	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	50%	24%	45%	20%	45%	22%
All Students - Site	58%	31%	43%	23%	47%	23%
Grade 1					48%	23%
Grade 2	58%	33%	53%	36%	49%	30%
Grade 3	61%	37%	56%	27%	59%	30%
Grade 4	67%	29%	37%	21%	46%	19%
Grade 5	46%	21%	27%	9%	36%	15%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	62%	28%	43%	20%	50%	28%
Black	58%	32%	43%	25%	44%	17%
Hispanic	59%	16%	54%	30%	33%	25%
White	53%	38%	39%	26%	56%	29%
Multiracial	55%	42%	31%	9%	56%	28%
EL/ML	56%	28%	51%	23%	44%	24%
ML Exited (2+Yrs)			45%	23%	44%	22%
Non-Eng Not ML (6yrs)			43%	19%	38%	18%
SPED	52%	25%	39%	24%	54%	29%
F/R Meals	54%	28%	44%	24%	45%	22%
Female	53%	27%	38%	20%	45%	23%
Male	62%	34%	47%	25%	49%	23%
Very Low Risk	52%	20%	49%	26%	47%	25%
Low Risk	61%	37%	43%	23%	40%	22%
Some Risk	61%	37%	36%	20%	46%	21%
High Risk	58%	32%	44%	22%	48%	23%