

Park Brook 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>
Reading			- Science of reading - determine best methods of implementation of new curriculum. Teachers are excited and positive regarding the new curriculum. For the past two years PB has implemented phonics and phonemic awareness instruction in grades K - 2 as the need was present. However, the new curriculum will take time for learning the system, as well as determining the best manner to include special education, Title I interventions, and so on to meet the needs of the students. - Determination of Title I Services, special education and Reading Corps teaching schedule. This new curriculum, while staff are most appreciative and see the benefit, the daily instructional structure differs from day-to-day and therefore placement of additional services is a challenge that will be determined throughout the year. - Professional development will be provided monthly from the Learning & Achievement Department for all teachers who teach reading.	This section is intentionally left blank as this is an implementation year.
All Students				
Basic Goal	Trans. Goal			
51.2	56.2			
*See attached addendum for more detailed information				
Math				Math Facts: Park Brook Elementary has implemented a systematic way to assist students with math fact memorization for
All Students				
Basic Goal	Trans. Goal			

56.6	61.6			the purpose of preparing students to participate in higher level mathematical discussions. (SD 2. SD 5)
*See attached addendum for more detailed information				
Student Management				
Evidence of Need:				
Student Behavior:				
Baseline Data by Target Group:				
Goal: 90% of students in grades 1 - 5 will participate in at least one engagement activity during the school year.			- Park Brook's Focus on Fitness is a vital part of the positive behaviors here at school. One component is the relationships with outside organizations such as The Loppet Foundation, Twin Cities in Motion, YMCA of the North (CycleHealth), and so on. With new leadership in some of these organizations we as a school need to work to be proactive to ensure that the connections continue. - Seeking opportunities to expand upon the relationships that have been established, such as taking the Park Brook Choir to sing at Loppet Events.	Park Brook has a number of programs that are well established, such as Boot Camp, choir, Ukulele Club, Double Dutch, Girls on the Run, and so on. Continue to foster an environment that allows additional staff to participate and lead, while also allowing for creativity and new ideas such as with the Flag Football Club that is in its first year using Fuel Up to Play 60 lesson plans.
Family Engagement				
Evidence of Need:				
Goal:			- Determine best methods to communicate with families (calendar) as some functions with the new website are easily transferable from the former system, and others will take time to determine best methods to post. In addition, functionalities such as Facebook do not transfer to the cell phone version of the website, which means ads are not automatically visible. (SD 1, SD 3) - In the past, Park Brook kept the website up-to-date with news articles that pertained to the school and were visible. The new website only shows one article and therefore a new means needs to be discovered as to how to keep	- Smore Newsletter: The Smore newsletter was introduced at Park Brook this past year. It has become routine to use this platform, however, we need to refine how the newsletter is created every three-to-four weeks or so. - Determine ways to expand use of Smore Newsletters for special events or needs. Last year we used Smore for special circumstances, such as an attendance newsletter that was sent only to those facing attendance challenges. - Maintain events that foster family engagement: New Family/Pre-K/Kindergarten

		families returning to the website. With Facebook posts, texts to parents, and so on, the website was always included to draw families to the website. New families would comment about the Park Brook Website. We need to determine how to ensure parents are aware of what is taking place at Park Brook. • Determine means to deepen connections with outside agencies to maintain the long-term relationships that have been established at Park Brook. Different groups that have been most supportive, and continue to be, have new leadership which changes the relationship. These relationships are valuable for the students and parents, and it is important for parents to be a part of these connections. • Include a survey in the family newsletter to gather input and determine changes and adjustments to be made to further improve family engagement experience. • Flag Football for Boys: This was added in direct response to family input.	Dinner, Turkey BINGO, musical concerts, Twin Cities 5K, Resilinator, ski events, Kidarod, and so on.
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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 <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>
Reading			Reading implementation: The focus this year will be on the schedule. The schedule includes the building schedule, Title I, EL and special education. Team Leaders determined that it was best to wait and review the entire schedule next year once teachers have a better understanding of what will work best for students.	- Science of reading - determine best methods of implementation of new curriculum. Teachers are excited and positive regarding the new curriculum. For the past two years PB has implemented phonics and phonemic awareness instruction in grades K - 2 as the need was present. However, the new curriculum will take time for learning the system, as well as determining the best manner to include special education, Title I interventions, and so on to meet the needs of the students. - Determination of Title I Services, special education and Reading Corps teaching schedule. This new curriculum, while staff are most appreciative and see the benefit, the daily instructional structure differs from day-to-day and therefore placement of additional services is a challenge that will be determined throughout the year.
All Students				
Basic Goal	Trans. Goal			
*No data available at this time				
Math			Determine highest needs in terms of skills at Park Brook based upon data.	Continue with Bridges and math facts initiative which will be standard work at Park Brook.
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Student Management			Continue to deepen connections with outside agencies to maintain the long-term relationships that	Respond to the survey, and give the survey again, in the family newsletter to gather input and
Evidence of Need:				

Student Behavior:		have been established at Park Brook. Different groups that have been most supportive, and continue to be, have new leadership which changes the relationship. These relationships are valuable for the students and parents, and it is important for parents to be a part of these connections.	determine changes and adjustments to be made to further improve family engagement experience.
Baseline Data by Target Group:			
Goal:			
<i>Family Engagement</i>		PTO - Parent Teacher Organization - while there are programs at Park Brook, the PTO generally consists of three to five families. Determine methods for increasing membership and relevancy for families.	Determine best methods to communicate with families (calendar) as some functions with the new website are easily transferable from the former system, and others will take time to determine best methods to post. In addition, functionalities such as Facebook do not transfer to the cell phone version of the website, which means ads are not automatically visible. (SD 1, SD 3)
Evidence of Need:			
Goal:			

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)**

2026-27 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>
Reading				Reading implementation: This will be the third year with the new reading curriculum. This will be a year to ensure that the alignment with special education, EL, and so on are effectively aligned.
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Math				
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Student Management				
Evidence of Need:				
Student Behavior:				
Baseline Data by Target Group:				
Goal:				
Family Engagement			PTO - Parent Teacher Organization - while there are programs at Park Brook, the PTO generally consists of three to five families. Determine methods for increasing membership and relevancy for families.	
Evidence of Need:				
Goal:				

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)**

Reading:

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 overall percentage of students progressing from high risk or some risk to low risk					
Transformational Goal (Trans)	Based on the 90th percentile of students progressing from high risk or some risk to low risk at each grade within the district					
Color Coding	15% + from Basic Goal	10 - 14% from Basic Goal	5 - 9% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

Group	Results Spring 2021	Results Spring 2022	Results Spring 2023	Results Spring 2024	2024 Basic Goal	2024 Trans. Goal
KG	0%	0%	12%	5%	21%	39%
Grd 1	12%	16%	10%	4%	20%	30%
Grd 2	19%	12%	18%	12%	15%	25%

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. 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. 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.					
Transformational (Trans.) Goal	Basic goal plus five index rate points. Minimum = 15 and Maximum = 99.					
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 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
All Students	46.1	42.6	50.5	51.2	56.2	50.0	51.2	56.2
Grade 3	39.1	25.0	46.4	36.0	41.0	35.1	45.8	50.8
Grade 4	32.4	54.5	56.5	54.3	59.3	57.3	34.4	39.4
Grade 5	66.7	53.4	50.0	64.0	69.0	57.4	71.8	76.8
Am Indian				42.9	47.9	50.0		
Asian		37.0	47.1	46.8	51.8	46.4	42.3	47.3
Black		35.9	33.9	35.3	40.3	37.1	37.9	42.9
Hispanic		53.8	50.0	61.2	66.2	61.5	77.3	82.3
White		58.3	77.8	68.6	73.6	81.3	86.4	91.4
Multiracial		56.3	81.8	73.6	78.6	58.3	62.3	67.3
ML/EL		15.2	26.9	26.5	31.5	26.0	35.5	40.5
ML Exited (2+ Yrs)*			77.3	75.6	80.6	77.8		
Non Eng Not ML (6yrs)*			73.5	67.7	72.7	65.4	75.3	80.3
Spec Ed		25.0	33.3	36.9	41.9	44.4	29.9	34.9
Free/Red. Price Meals		40.9	50.0	48.3	53.3	46.1	53.4	58.4
Female		54.0	58.8	56.0	61.0	51.6	56.2	61.2
Male		31.7	41.8	45.4	50.4	48.0	45.6	50.6

MCA Reading Proficiency

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

Key:	
Symbol	Description
→	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

Group	Results Spring 2021	Results Spring 2022	Results Spring 2023	Results Spring 2024	Trend
State	53%	52%	50%	50%	→
All Students - District	51%	50%	49%	48%	→
All Students - Site	32%	30%	37%	30%	↓
Grade 3	24%	14%	36%	20%	↓
Grade 4	15%	38%	34%	37%	↑
Grade 5	52%	39%	41%	31%	↓
Am Ind	n<5	n<5	n<5	n<5	□
Asian	36%	19%	33%	29%	↓
Black	32%	25%	28%	14%	↓
Hispanic	29%	40%	29%	31%	↑
White	25%	46%	50%	60%	↑
Multiracial	40%	50%	73%	55%	↓
EL	0%	0%	5%	0%	↓
ML Exited (2+Yrs)			73%	n<5	□
Non-Eng Not ML (6yrs)			65%	46%	↓
SPED	11%	13%	15%	20%	↑
F/R Meals	29%	27%	37%	28%	↓
Female	37%	41%	43%	32%	↓
Male	26%	20%	30%	27%	↓

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING	Measure: Growth (% Making F-S Natnl Growth by All Pctl)				
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctl's			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-22	Below Baseline Hi 23-44	Baseline 45-56%	Target Lo 57-65%	Target Hi 66-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctl's			
	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 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	45%	21%	46%	19%	41%	19%
All Students - Site	45%	25%	52%	27%	52%	27%
Grade 1					69%	38%
Grade 2	70%	49%	74%	58%	67%	38%
Grade 3	51%	27%	35%	15%	46%	26%
Grade 4	38%	21%	48%	15%	41%	22%
Grade 5	55%	24%	55%	26%	41%	15%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	49%	27%	53%	28%	48%	28%
Black	43%	24%	55%	32%	49%	23%
Hispanic	45%	24%	48%	20%	69%	31%
White	44%	28%	45%	27%	53%	32%
Multiracial	50%	29%	45%	20%	52%	30%
EL/ML	48%	38%	51%	24%	49%	29%
ML Exited (2+Yrs)			42%	33%	83%	33%
Non-Eng Not ML (6yrs)			56%	22%	58%	26%
SPED	46%	27%	38%	23%	69%	38%
F/R Meals	45%	25%	53%	29%	53%	28%
Female	47%	23%	53%	26%	52%	28%
Male	43%	28%	51%	29%	53%	27%
Very Low Risk	21%	7%	24%	12%	38%	4%
Low Risk	36%	16%	35%	9%	36%	8%
Some Risk	31%	13%	46%	25%	50%	20%
High Risk	61%	40%	66%	39%	61%	43%

FastBridge Reading Growth by Start Score

Priority One: READING		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based students who had their same starting score nationally				
Aggressive Growth by Start Score	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based students who had their same starting score nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctl			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-19	Below Baseline Hi 20-39	Baseline 40-59%	Target Lo 60-67%	Target Hi 68-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctl			
	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		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	37%	17%	38%	15%	41%	14%
Grade 1					51%	29%
Grade 2	57%	33%	61%	39%	58%	23%
Grade 3	32%	12%	19%	6%	26%	3%
Grade 4	24%	11%	33%	8%	41%	4%
Grade 5	30%	9%	48%	10%	26%	9%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	38%	16%	34%	19%	36%	13%
Black	29%	12%	45%	11%	36%	12%
Hispanic	35%	17%	32%	16%	58%	13%
White	58%	32%	36%	9%	50%	31%
Multiracial	42%	17%	40%	15%	46%	13%
EL/ML	51%	23%	27%	12%	37%	14%
ML Exited (2+Yrs)			42%	17%	83%	17%
Non-Eng Not ML (6yrs)			50%	22%	49%	17%
SPED	37%	22%	27%	8%	45%	16%
F/R Meals	33%	17%	40%	17%	42%	14%
Female	38%	19%	38%	15%	42%	15%
Male	35%	16%	38%	15%	40%	13%
Very Low Risk	21%	14%	41%	24%	62%	12%
Low Risk	32%	10%	35%	6%	34%	6%
Some Risk	30%	9%	33%	21%	38%	18%
High Risk	44%	24%	40%	16%	40%	15%

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. 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. 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.				
Transformational (Trans.) Goal		Basic goal plus five index rate points. Minimum = 15 and Maximum = 99.				
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 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
All Students	43.8	44.6	51.5	51.6	56.6	63.4	56.6	61.6
Grade 3	38.5	37.5	58.5	52.9	57.9	59.5	61.6	66.6
Grade 4	52.9	57.6	53.2	57.4	62.4	67.1	51.3	56.3
Grade 5	43.2	39.7	39.3	43.1	48.1	63.2	55.8	60.8
Am Indian				73.7	78.7	70.0		
Asian	59.1	41.3	54.4	50.4	55.4	65.5	58.1	63.1
Black	37.0	33.7	35.5	40.1	45.1	53.2	44.0	49.0
Hispanic	30.0	53.8	39.3	53.9	58.9	57.7	63.2	68.2
White	62.5	70.8	83.3	76.0	81.0	93.8	91.0	96.0
Multiracial			72.7	61.6	66.6	66.7	63.4	68.4
ML/EL	12.5	34.8	34.6	34.9	39.9	52.0	46.5	51.5
ML Exited (2+ Yrs)*			81.8	82.2	87.2	83.3		
Non Eng Not ML (6yrs)*			58.8	55.9	60.9	69.2	79.8	84.8
Spec Ed	8.3	21.9	33.3	43.4	48.4	55.6	41.6	46.6
Free/Red. Price Meals	44.4	42.9	48.1	48.2	53.2	60.6	58.2	63.2
Female	43.9	43.0	52.9	47.5	52.5	62.3	54.9	59.9
Male	43.8	46.2	50.0	56.5	61.5	64.7	58.5	63.5

MCA Math Proficiency

Priority Two: MATH

Measure: MCA Proficiency (% Proficient)

Column Header	Definition
Results	% Proficient on MCA Math
Trend	Shows directional change in proficiency from Spring 2023 to Spring 2024

Key:	
Symbol	Description
→	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

Group	Results Spring 2021	Results Spring 2022	Results Spring 2023	Results Spring 2024	Trend
State	44%	46%	46%	46%	→
All Students - District	41%	43%	42%	44%	↑
All Students - Site	26%	30%	34%	41%	↑
Grade 3	21%	23%	43%	38%	↓
Grade 4	35%	44%	33%	56%	↑
Grade 5	26%	24%	23%	29%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	36%	27%	38%	49%	↑
Black	16%	21%	23%	22%	→
Hispanic	29%	47%	17%	38%	↑
White	50%	46%	70%	80%	↑
Multiracial	0%	50%	60%	55%	↓
EL	6%	21%	18%	28%	↑
ML Exited (2+Yrs)			73%	n<5	□
Non-Eng Not ML (6yrs)			41%	58%	↑
SPED	0%	8%	20%	30%	↑
F/R Meals	25%	28%	33%	40%	↑
Female	26%	31%	32%	39%	↑
Male	26%	30%	36%	44%	↑

Math (cont.)

FastBridge Math Growth by All

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

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

Group	FastBridge Results Spring 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%	36%	61%	29%	52%	27%
Grade 1					40%	14%
Grade 2	71%	54%	76%	41%	60%	33%
Grade 3	53%	32%	57%	28%	54%	23%
Grade 4	56%	28%	65%	38%	63%	29%
Grade 5	50%	22%	45%	6%	54%	39%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	58%	42%	67%	35%	55%	27%
Black	54%	32%	53%	29%	46%	32%
Hispanic	61%	39%	52%	12%	47%	13%
White	65%	24%	78%	56%	65%	40%
Multiracial	73%	45%	65%	25%	59%	19%
EL/ML	62%	36%	58%	30%	47%	20%
ML Exited (2+Yrs)			58%	33%	50%	17%
Non-Eng/Not ML (6yrs)			42%	26%	54%	28%
SPED	50%	27%	56%	26%	48%	26%
F/R Meals	59%	36%	57%	24%	49%	26%
Female	59%	28%	58%	26%	51%	24%
Male	58%	43%	64%	31%	53%	29%
Very Low Risk	67%	33%	60%	33%	69%	38%
Low Risk	60%	32%	62%	26%	61%	29%
Some Risk	43%	24%	65%	35%	45%	23%
High Risk	60%	40%	60%	27%	49%	25%

Math (cont.)

FastBridge Math Growth by Start Score

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
Typical Growth by Start Score		The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based students who had their same starting score nationally			
Aggressive Growth by Start Score		The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based students who had their same starting score nationally			
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctl			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-23	Below Baseline Hi 24-46	Baseline 47-53%	Target Lo 54-64%	Target Hi 65-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctl			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-9	Below Baseline Hi 10-20	Baseline 21-29%	Target Lo 30-40%	Target Hi 41+

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023		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	57%	34%	57%	27%	50%	27%
Grade 1					40%	16%
Grade 2	69%	46%	62%	27%	47%	27%
Grade 3	45%	26%	59%	24%	44%	28%
Grade 4	62%	38%	73%	40%	53%	27%
Grade 5	50%	22%	30%	15%	63%	35%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	61%	36%	63%	31%	52%	31%
Black	57%	35%	55%	27%	51%	32%
Hispanic	57%	30%	32%	16%	45%	14%
White	47%	29%	78%	56%	56%	25%
Multiracial	64%	45%	65%	20%	42%	13%
EL/ML	67%	26%	50%	33%	42%	20%
ML Exited (2+Yrs)			58%	25%	50%	17%
Non-Eng Not ML (6yrs)			42%	32%	51%	31%
SPED	58%	42%	44%	30%	35%	31%
F/R Meals	58%	34%	55%	23%	47%	26%
Female	56%	29%	54%	25%	49%	23%
Male	58%	39%	60%	29%	50%	31%
Very Low Risk	52%	29%	53%	33%	58%	38%
Low Risk	52%	24%	53%	26%	53%	29%
Some Risk	33%	19%	61%	26%	51%	25%
High Risk	66%	42%	58%	26%	46%	23%