

Elm Creek 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 of 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			<ul style="list-style-type: none">Implementation of CKLA and 95 Phonics Reading curriculums, K-5 (SD2)Integration of NUA and HOPS into new reading curriculum (SD2 and SD5)Implementation of Structured Literacy, K-5 (SD2)Begin with September Data Day for Reading Interventions rather than May Data Day (SD2, SD3, SD4 and SD5)New Professional Learning Team form and process (SD4)Monthly System professional development to support implementation of new Reading curriculums (SD2, SD4, and SD5)Center-based special education classroom implementation of ULS curriculum (SD2)Implementation of Wilson curriculum by special education Resource teachers (SD1 and SD2)Implementation of UFLi curriculum by special education Resource teachers (SD1 and SD2)	<ul style="list-style-type: none">TAG (Talent Development, Academic Challenge, and Gifted Support) ELA Academic Challenge, 3rd-5th, supported by TAG teacher (SD2)ADSIS intervention (SD2)Implementation of hands-on English (EL newcomer curriculum) (SD1 and SD2)
All Students				
Basic Goal	Trans. Goal			
73.8	78.8			
*See attached addendum for more detailed information				
Math			<ul style="list-style-type: none">Begin with September Data Day for Math Interventions rather than May Data Day (SD2, SD3, SD4 and SD5)	<ul style="list-style-type: none">Implementation of Bridges Math Curriculum, K-5 (SD2)TAG (Talent Development, Academic Challenge, and Gifted
All Students				
Basic Goal	Trans. Goal			
74.0	79.0			

<p>*See attached addendum for more detailed information</p>		<ul style="list-style-type: none"> • 4th grade full year implementation of teaching slides for Bridges and begin implementing slides for Number Corner (SD 2) • Center-based special education classroom implementation of Equals curriculum (SD2) • Push-in math support by special education Resource teachers (SD1 and SD2) 	<p>Support) Concept Quest, 3rd-5th, supported by TAG teacher (SD2)</p> <ul style="list-style-type: none"> • Implementation of NUA strategies (SD1 and SD2) • ADSIS intervention (SD2)
<p><i>Student Management</i></p> <p>Evidence of Need: Saebrs and MySaebrs universal screener results</p> <p>Student Behavior:</p> <p>Students who show need for support for school, class, or individual social/emotional learning needs based on the Saebrs and MySaebrs universal screener.</p> <p>Baseline Data by Target Group: Systematic enrichment room interventions for K-5 in 2024-25</p> <p>Goal: Provide Social/Emotional Learning systematic interventions during WIN time to K-5th grade students based on Saebrs/MySaebrs data</p>		<ul style="list-style-type: none"> • Social/Emotional Learning Curriculum implementation, Harmony (SD1 and SD2) • Implementation of Bullying Prevention Unit, 4 lessons, from Second Step, K-5 (SD1 and SD2) • Data Cycles for Social/Emotional Learning interventions, Tier 2 PBIS, K-5th (SD1) during WIN time (SD1) • Revamp 4th & 5th grade clubs to streamline volunteer support (SD1 and SD3) • Black Joy club for 5th grade students (SD1 and SD5) • Calming Corner and Buddy rooms (SD1) • Morning Meeting with Equity Specialist and/or DOEE SDAS at 4th grade and 5th grade (SD1 and SD5) • Circles with Equity Specialists and/or DOEE SDAS at 3rd grade in the spring (SD1 and SD5) • Class Composer program for classroom placement (SD5) 	<ul style="list-style-type: none"> • Tier 1 PBIS (SD1) <ul style="list-style-type: none"> -Morning Meeting -Cool Tools for teaching and reteaching expectations -SOAR tickets for positive reinforcement -Outstanding Eagles for positive reinforcement -Golden Tray and Golden Vacuum for positive reinforcement -SOAR team support for students needing help with problem solving, check in/check outs, etc. -PBIS SOAR store for 5th grade -PBIS celebrations • School Counselor Zones of Regulation and Mindfulness lessons in K-5 classrooms (SD1) • School Counselor additional lessons in classrooms, K-5 (SD1) • Student Council for 4th/5th grade (SD1) • ECTV and School Patrol leadership opportunities for 5th grade (SD1) • DARE Education at 2nd, 4th and 5th grade (SD1)

			<ul style="list-style-type: none"> • Talent Development enrichment provided by TAG specialist in grades 3-5 (SD1 and SD2) • Talented and Gifted (TAG) gifted support (SD 1 and SD 2) • Common language with visuals/posters, whole building, to support student management and teaching strategies (SD 1)
<p>Family Engagement</p> <p>Evidence of Need: Question #5 of the Elm Creek family survey, “I think Elm Creek Elementary addresses my child’s educational needs” had a decrease of families who strongly agree from 53% in 2023 to 41% in 2024.</p> <p>Goal: Increase the percentage of families who agree/strongly agree Elm Creek addresses their child’s educational needs from 85% up to 90%</p>		<ul style="list-style-type: none"> • Talking Points (SD1, SD3, and SD5) • Schoolwide Art projects to build community, one per trimester (SD1) • Student Goal Setting as part of conferences (SD2, SD3, and SD5) 	<ul style="list-style-type: none"> • Coffee with the Principal (SD3) • Weekly Communication with families from classrooms, K-5 (SD3) • SeeSaw Communication with families, K-2 (SD3) • Communication from specialist team as needed (TAG, Media, Physical Education, Music, EL, and Library Media Specialist) (SD3) • Kindergarten Orientation (SD3) • Third Grade Concert (SD1 and SD3) • Fourth Grade Recorder Concert (SD1 and SD3) • Fifth Grade DARE program (SD1 and SD3) • Annual School BBQ (SD1 and SD3) • PTO Events (SD1 and SD3) • Inclusive Holiday Shoppe (SD1 and SD5) • Blackboard as a communication tool with families (SD1 and SD3) • Family Night at Kindergarten, 1st and 2nd grade (SD1 and SD3)

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			<ul style="list-style-type: none">• LETRS 1 training at 4th and 5th (SD4)• LETRS 2 training at K-3 (SD4)• Deepen implementation of new Reading curriculums, CKLA and 95 Phonics with NUA and HOPS (SD2 and SD4)• Sound Walls, K-2 (SD2)• Decodables, K-2 (SD2)• Language Studio implementation, EL (SD2)• New Social Studies curriculum (SD2)• New Health curriculum (SD2)	<ul style="list-style-type: none">• Data Cycles for Reading interventions (SD2, SD3, SD4 & SD5)• Implementation of all elements of reading instruction, phonemic awareness, phonics, fluency, comprehension, writing, and word study. (SD2)• TAG (Talent Development, Academic Challenge, and Gifted Support) ELA Academic Challenge, 3rd-5th, supported by TAG teacher (SD2)• ADSIS intervention (SD2)• Implementation of hands-on English (EL newcomer curriculum) (SD1 and SD2)
All Students				
Basic Goal	Trans. Goal			
*No data available at this time				
Math			<ul style="list-style-type: none">• Review of new state math standards (SD2)• Concept Quest at 1st and 2nd (SD2)• Implement new math interventions (SD2)	<ul style="list-style-type: none">• Implementation of Bridges Math Curriculum, K-5 (SD2)• TAG (Talent Development, Academic Challenge, and Gifted Support) Concept Quest, 3rd-5th, supported by TAG teacher (SD2)• Implementation of NUA strategies (SD1 and SD2)• Data Cycles for Math interventions (SD2, SD3, SD4 & SD5)• ADSIS intervention (SD2)
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Student Management			<ul style="list-style-type: none">• Girls on the Run (SD1)• Move Mindfully (SD1)• Motor Room development for all students (SD1)	<ul style="list-style-type: none">• Social/Emotional Learning Curriculum implementation, Harmony (SD1 and SD2)
Evidence of Need:				
Student Behavior:				

Baseline Data by Target Group:		<ul style="list-style-type: none"> • Restorative Circles (SD1) • Calming Room development for all students (SD1) 	<ul style="list-style-type: none"> • Implementation of Bullying Prevention Unit, 4 lessons, from Second Step, K-5 (SD1 and SD2) • Data Cycles for Social/Emotional Learning interventions, Tier 2 PBIS, K-5th (SD1) during WIN time (SD1) • Clubs for 4th and 5th grade (SD1 and SD3) • Schoolwide art projects (SD1) • Tier 1 PBIS (SD1) <ul style="list-style-type: none"> -Morning Meeting -Cool Tools for teaching and reteaching expectations -SOAR tickets for positive reinforcement -Outstanding Eagles for positive reinforcement -Golden Tray and Golden Vacuum for positive reinforcement -SOAR team support for students needing help with problem solving, check in/check outs, etc. -PBIS SOAR store for 5th grade -PBIS celebrations • School Counselor Zones of Regulation and Mindfulness lessons in K-5 classrooms (SD1) • School Counselor additional lessons in classrooms, K-5 (SD1) • Student Council for 4th/5th grade (SD1) • ECTV and School Patrol leadership opportunities for 5th grade (SD1) • DARE Education at 2nd, 4th and 5th grade (SD1)
Goal:			

			<ul style="list-style-type: none"> • Talent Development enrichment provided by TAG specialist in grades 3-5 (SD1 and SD2) • Talented and Gifted (TAG) gifted support (SD 1 and SD 2) • Common language with visuals/posters, whole building, to support student management and teaching strategies (SD 1)
<i>Family Engagement</i>		<ul style="list-style-type: none"> • Math Family Night (SD1 and SD3) • Listening Conferences (SD1 and SD3) • VPK family inclusion (SD1 and SD3) • Cultural Family Night (SD1, SD3, and SD5) • Curriculum Family Night to explain new curriculums (SD1 and SD3) 	<ul style="list-style-type: none"> • Coffee with the Principal (SD3) • Weekly Communication with families from classrooms, K-5 (SD3) • SeeSaw Communication with families, K-2 (SD3) • Communication from specialist team as needed (TAG, Media, Physical Education, Music, EL, and Library Media Specialist) (SD3) • Kindergarten Orientation (SD3) • Third Grade Concert (SD1 and SD3) • Fourth Grade Recorder Concert (SD1 and SD3) • Fifth Grade DARE program (SD1 and SD3) • Annual School BBQ (SD1 and SD3) • Annual Field Days, K-5 (SD1 and SD3) • PTO Events (SD1 and SD3) • Inclusive Holiday Shoppe (SD1 and SD5) • Blackboard as a communication tool with families (SD1 and SD3) • Family Night at Kindergarten, 1st and 2nd grade (SD1 and SD3)
Evidence of Need:			
Goal:			

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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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3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
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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)**

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			<ul style="list-style-type: none">Integration of reading and science/social studies (SD2)IXL, differentiation and enrichment, 1st-5th (SD2)	<ul style="list-style-type: none">Data cycles for Reading intervention (SD2)NUA/HOPS (SD1, SD2, and SD 5)ADSIS intervention (SD2)Implementation of CKLA and 95 Phonics (SD2)TAG (Talent Development, Academic Challenge, and Gifted Support) ELA Academic Challenge, 3rd-5th, supported by TAG teacher (SD2)
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Math			<ul style="list-style-type: none">Math interventions (SD2)Enrichment for K-1 (SD2)	<ul style="list-style-type: none">Implementation of Bridges Math Curriculum, K-5 (SD2)TAG (Talent Development, Academic Challenge, and Gifted Support) Concept Quest, 3rd-5th, supported by TAG teacher (SD2)Implementation of NUA strategies (SD1 and SD2)Data Cycles for Math interventions (SD2, SD3, SD4 & SD5)ADSIS intervention (SD2)
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Student Management			<ul style="list-style-type: none">Girls on the Run (SD1)Alternative classroom learning space (SD 1)	<ul style="list-style-type: none">Move Mindfully (SD1)Motor Room development for all students (SD1)Restorative Circles (SD1)Calming Room development for all students (SD1)Continued PBIS implementation (SD1)
Evidence of Need:				
Student Behavior:				
Baseline Data by Target Group:				
Goal:				

			<ul style="list-style-type: none"> Talent Development enrichment provided by TAG specialist in grades 3-5.
<p><i>Family Engagement</i></p> <p>Evidence of Need:</p> <p>Goal:</p>		<ul style="list-style-type: none"> Schoolwide Art family night (SD1 and SD3) Parent Speakers to align with curriculum units and parent expertise (SD1 and SD3) 	<ul style="list-style-type: none"> Coffee with the Principal (SD3) Weekly Communication with families from classrooms, K-5 (SD3) SeeSaw Communication with families, K-2 (SD3) Communication from specialist team as needed (TAG, Media, Physical Education, Music, EL, and Library Media Specialist) (SD3) Kindergarten Orientation (SD3) Third Grade Concert (SD1 and SD3) Fourth Grade Recorder Concert (SD1 and SD3) Fifth Grade DARE program (SD1 and SD3) Annual School BBQ (SD1 and SD3) Annual Field Days, K-5 (SD1 and SD3) PTO Events (SD1 and SD3) Inclusive Holiday Shoppe (SD1 and SD5) Blackboard as a communication tool with families (SD1 and SD3) Family Night at Kindergarten, 1st and 2nd grade (SD1 and SD3)

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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

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	6%	14%	38%	8%	21%	39%
Grd 1	18%	27%	25%	25%	20%	30%
Grd 2	10%	38%	18%	23%	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	65.3	64.1	67.3	74.3	79.3	67.7	73.8	78.8
Grade 3	64.2	64.9	71.7	74.1	79.1	71.9	65.2	70.2
Grade 4	64.9	55.1	59.9	74.3	79.3	62.5	74.0	79.0
Grade 5	66.9	74.2	69.9	74.5	79.5	68.8	81.5	86.5
Am Indian		66.7	77.8	74.9	79.9	83.3		
Asian		40.0	45.5	46.9	51.9	39.3	51.5	56.5
Black		44.4	50.0	62.2	67.2	46.3	44.8	49.8
Hispanic		61.8	53.1	56.2	61.2	60.0	64.1	69.1
White		69.1	72.3	84.4	89.4	76.0	85.6	90.6
Multiracial		68.8	71.9	64.2	69.2	70.0	68.6	73.6
ML/EL		38.9	32.4	50.2	55.2	37.0	38.9	43.9
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*			66.7	70.9	75.9	75.0	89.4	94.4
Spec Ed		45.9	40.9	45.0	50.0	42.9	47.0	52.0
Free/Red. Price Meals		49.2	50.0	62.3	67.3	53.2	62.0	67.0
Female		71.1	69.1	79.5	84.5	76.8	78.4	83.4
Male		56.3	65.5	68.9	73.9	58.4	69.5	74.5

MCA Reading Proficiency

Measure: MCA Proficiency (% Proficient)	
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	48%	49%	55%	55%	→
Grade 3	45%	55%	62%	58%	↓
Grade 4	48%	33%	44%	49%	↑
Grade 5	50%	63%	60%	56%	↓
Am Ind	n<5	n<5	n<5	n<5	□
Asian	14%	36%	39%	21%	↓
Black	45%	28%	42%	26%	↓
Hispanic	44%	45%	21%	52%	↑
White	53%	53%	63%	65%	↑
Multiracial	29%	58%	58%	58%	→
EL	9%	32%	27%	20%	↓
ML Exited (2+Yrs)			n<5	n<5	□
Non-Eng Not ML (6yrs)			60%	67%	↑
SPED	23%	27%	30%	32%	↑
F/R Meals	37%	28%	38%	37%	→
Female	59%	57%	56%	63%	↑
Male	38%	41%	55%	46%	↓

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 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 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	46%	22%	52%	25%	41%	20%
Grade 1					71%	48%
Grade 2	65%	35%	72%	49%	49%	32%
Grade 3	60%	22%	44%	18%	38%	9%
Grade 4	48%	25%	43%	11%	19%	5%
Grade 5	42%	19%	51%	24%	31%	8%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	50%	7%	52%	19%	56%	20%
Black	42%	19%	61%	32%	44%	27%
Hispanic	55%	28%	50%	27%	51%	24%
White	46%	22%	53%	26%	37%	17%
Multiracial	43%	20%	44%	21%	44%	27%
EL/ML	47%	20%	66%	37%	59%	27%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			50%	6%	37%	26%
SPED	48%	27%	62%	35%	50%	26%
F/R Meals	44%	26%	51%	28%	46%	25%
Female	48%	18%	53%	23%	40%	18%
Male	45%	25%	51%	27%	42%	23%
Very Low Risk	36%	3%	29%	8%	21%	2%
Low Risk	31%	15%	43%	11%	27%	6%
Some Risk	44%	14%	59%	20%	54%	33%
High Risk	71%	46%	77%	57%	67%	44%

Reading (cont.)

FastBridge Reading Growth by Start Score

Priority One: READING					
Measure: Growth (% Making F-S Natl 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	45%	21%	45%	19%	37%	17%
Grade 1					65%	46%
Grade 2	59%	34%	65%	33%	42%	21%
Grade 3	44%	14%	44%	13%	31%	7%
Grade 4	38%	17%	27%	16%	14%	6%
Grade 5	42%	20%	45%	15%	31%	5%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	8%	8%	33%	19%	33%	19%
Black	42%	24%	46%	20%	33%	19%
Hispanic	48%	22%	38%	12%	34%	14%
White	49%	22%	49%	21%	37%	15%
Multiracial	40%	14%	38%	13%	40%	29%
EL/ML	23%	15%	51%	20%	34%	21%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			50%	6%	27%	20%
SPED	40%	13%	44%	25%	35%	16%
F/R Meals	43%	22%	38%	14%	37%	19%
Female	43%	18%	46%	17%	38%	17%
Male	48%	25%	44%	21%	36%	18%
Very Low Risk	50%	13%	39%	17%	32%	9%
Low Risk	40%	18%	42%	13%	27%	8%
Some Risk	38%	15%	45%	9%	46%	29%
High Risk	50%	32%	54%	32%	45%	29%

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	66.8	63.4	65.5	69.4	74.4	75.6	74.0	79.0
Grade 3	72.2	77.7	80.0	79.0	84.0	85.6	67.7	72.7
Grade 4	63.8	52.5	60.6	83.0	88.0	76.1	83.7	88.7
Grade 5	63.8	60.2	55.5	46.5	51.5	65.1	68.7	73.7
Am Indian		75.0	72.2	74.6	79.6	83.3		
Asian		50.0	54.5	46.5	51.5	50.0	52.8	57.8
Black	47.5	31.5	45.5	43.5	48.5	59.3	47.2	52.2
Hispanic		55.9	28.1	44.2	49.2	57.5	62.4	67.4
White	71.8	71.4	73.6	81.7	86.7	84.7	83.2	88.2
Multiracial	64.3	65.6	67.2	65.5	70.5	74.0	77.8	82.8
ML/EL	40.0	44.4	44.1	42.0	47.0	50.0	44.5	49.5
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*			73.3	54.7	59.7	75.0	87.2	92.2
Spec Ed	41.4	37.8	51.5	52.3	57.3	55.6	59.1	64.1
Free/Red. Price Meals	50.0	35.2	48.1	49.9	54.9	58.3	63.8	68.8
Female	66.7	63.6	61.4	67.3	72.3	74.5	69.9	74.9
Male	66.9	63.1	69.7	71.5	76.5	76.6	77.8	82.8

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	51%	53%	51%	64%	↑
Grade 3	58%	68%	73%	76%	↑
Grade 4	52%	43%	44%	68%	↑
Grade 5	42%	48%	39%	48%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	57%	55%	50%	43%	↓
Black	36%	24%	25%	38%	↑
Hispanic	44%	30%	5%	39%	↑
White	54%	61%	62%	76%	↑
Multiracial	53%	55%	53%	69%	↑
EL	27%	41%	19%	32%	↑
ML Exited (2+Yrs)			n<5	n<5	□
Non-Eng Not ML (6yrs)			60%	67%	↑
SPED	23%	20%	44%	46%	↑
F/R Meals	37%	21%	33%	43%	↑
Female	52%	51%	43%	61%	↑
Male	49%	54%	58%	68%	↑

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

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

Group	FastBridge Results Spring 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	57%	33%	50%	26%	48%	28%
Grade 1					58%	42%
Grade 2	48%	26%	33%	27%	53%	27%
Grade 3	71%	35%	66%	34%	67%	37%
Grade 4	45%	25%	42%	17%	37%	19%
Grade 5	62%	46%	56%	28%	45%	25%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	69%	38%	65%	50%	32%	24%
Black	53%	28%	38%	22%	44%	22%
Hispanic	55%	27%	37%	19%	45%	27%
White	57%	33%	52%	27%	51%	29%
Multiracial	53%	37%	52%	24%	46%	28%
EL/ML	64%	28%	47%	32%	48%	28%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			69%	31%	63%	42%
SPED	30%	21%	49%	22%	48%	25%
F/R Meals	47%	23%	46%	26%	47%	23%
Female	58%	34%	47%	21%	43%	22%
Male	55%	32%	53%	32%	52%	33%
Very Low Risk	56%	27%	64%	26%	50%	23%
Low Risk	63%	40%	47%	31%	46%	30%
Some Risk	54%	31%	52%	30%	43%	24%
High Risk	55%	36%	38%	21%	51%	31%

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	59%	29%	48%	27%	51%	28%
Grade 1					63%	49%
Grade 2	50%	22%	35%	21%	45%	24%
Grade 3	71%	38%	63%	36%	66%	36%
Grade 4	43%	20%	37%	19%	36%	14%
Grade 5	74%	36%	56%	31%	46%	18%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	62%	38%	65%	50%	50%	20%
Black	69%	23%	40%	20%	49%	18%
Hispanic	55%	36%	41%	22%	53%	29%
White	58%	27%	50%	27%	52%	30%
Multiracial	58%	33%	48%	28%	52%	31%
EL/ML	72%	36%	47%	31%	53%	22%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			69%	38%	67%	47%
SPED	38%	17%	47%	24%	55%	22%
F/R Meals	53%	24%	45%	23%	49%	22%
Female	61%	33%	46%	24%	46%	23%
Male	58%	24%	51%	30%	56%	33%
Very Low Risk	55%	22%	56%	36%	51%	27%
Low Risk	60%	35%	46%	26%	48%	30%
Some Risk	53%	26%	51%	29%	46%	28%
High Risk	71%	37%	42%	20%	59%	26%