

[Link to last year's plan](#)

2024-25 Goal Priority	Learning Work Initiatives Research, testing and development of possible initiatives	Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics	Standard Work Practices Established, with at least 80% applying effectively (observable), in continuous improvement								
<table border="1"> <tr> <td colspan="2" data-bbox="63 360 487 406">Graduation</td> </tr> <tr> <td colspan="2" data-bbox="63 406 487 441">All Students</td> </tr> <tr> <td data-bbox="63 441 264 509">Basic Goal</td> <td data-bbox="264 441 487 509">Trans. Goal</td> </tr> <tr> <td data-bbox="63 509 264 565">96.0</td> <td data-bbox="264 509 487 565">96.6</td> </tr> </table>	Graduation		All Students		Basic Goal	Trans. Goal	96.0	96.6		<ul style="list-style-type: none"> ● AVID implementation building-wide in 2024-25 (SD 2, SD 5) <ul style="list-style-type: none"> ○ Offer two AVID elective sections (9th grade and 10th grade) ○ Utilize focused note taking within classes across subject areas ○ Deliver AVID-focused site monthly professional development sessions ○ Increase number of staff attending AVID Summer Institute and AVID National Conference ● Facilitate student engagement and completion of Personalized Learning Plans in Foundations (SD 1) <ul style="list-style-type: none"> ○ Implementation of Character Strong and Ramp-Up curriculum in Foundations ○ Monitor and support as needed 	<ul style="list-style-type: none"> ● Centering Indigenous students (SD 1) <ul style="list-style-type: none"> ○ English teachers facilitate lessons on Indigenous Peoples Day ○ Recognition Indigenous Peoples Day, American Indian Heritage Month, and MN American Indian Heritage Month ○ Collaborate with L&A and Indian Education to support teachers ● Analyze data in PBIS and SAT Teams (SD 1, SD 4) <ul style="list-style-type: none"> ○ Assess student data (academic, discipline, attendance) bi-weekly to identify patterns ○ Utilize Unified Insights early warning indicators to identify students needing interventions ○ Strengthen implementation of PBIS through ongoing positive feedback via Crimson Compliments ● Administer Fastbridge aReading and aMath to all 10th graders (SD 5) <ul style="list-style-type: none"> ○ SDASs analyze results, disaggregated by race, with English and math teachers
Graduation											
All Students											
Basic Goal	Trans. Goal										
96.0	96.6										
<p>*See attached addendum for more detailed information</p>											

Reading			<ul style="list-style-type: none"> ● Implementation of AVID instructional strategies (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize focused note taking within PLTs ● Implement Learning Focused Gradebook (SD 3) <ul style="list-style-type: none"> ○ English teachers align assessments to reporting standards ○ Implement ISD-adopted ELA standards within all levels of English courses ● Implement Wilson Reading curriculum for Resource English Skills courses (SD 4) <ul style="list-style-type: none"> ○ Teachers utilize course materials and implementation curriculum ○ English Skills classes are leveled by reading ability and IEP goals 	<ul style="list-style-type: none"> ● Utilize English Learning Lab sections (SD 2, SD 5) <ul style="list-style-type: none"> ○ Provide credit recovery opportunities ○ Develop supports and interventions to accelerate learning ● Employ Native American texts within English curriculum (SD 1) <ul style="list-style-type: none"> ○ Plan culturally responsive instructional strategies to strengthen core sense of belonging ● Expand “How to be a good reader” strategies across subject areas (SD 1) <ul style="list-style-type: none"> ○ Provide training and support for classroom teachers ○ Track success in PLTs, disaggregating data by race
All Students				
Basic Goal	Trans. Goal			
75.0	80.0			
*See attached addendum for more detailed information				
Math			<ul style="list-style-type: none"> ● Implementation of AVID instructional strategies (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize focused note taking within PLTs ● Analyze Fastbridge data (SD 1) <ul style="list-style-type: none"> ○ SDASs facilitate analysis of data in core math classes each trimester ● Establish additional co-taught and support classes for students who receive SpEd services (SD 2) <ul style="list-style-type: none"> ○ Provide additional support and interventions to accelerate learning for the increase of students requiring Math Skills and NLA 	<ul style="list-style-type: none"> ● Nonlinear Algebra collaborative sections for students receiving EL services (SD 1, SD 5) <ul style="list-style-type: none"> ○ Students scheduled in sections by proficiency level (1s and 2s, 3s and 4s) ● Run Math Lab sections for core math classes (SD 2, SD 5) <ul style="list-style-type: none"> ○ Provide credit recovery opportunity and employ interventions to accelerate learning ● Utilize Learning Focused Gradebook practices in core math classes (SD 3) <ul style="list-style-type: none"> ○ Formative and summative scores are displayed by standard in Gradebook ● Run AP PreCalculus (SD 4) <ul style="list-style-type: none"> ○ Facilitate instructional programming designed to increase exposure to AP level courses
All Students				
Basic Goal	Trans. Goal			
57.4	62.4			
*See attached addendum for more detailed information				

<p>Student Management Data</p>			
<p>Evidence of Need: There is a disproportionate number of out-of-school suspensions for students identified as black, Hispanic, Native American, and two or more races.</p>			
<p>Student Behavior: Behavior incidents resulting in out-of-school suspension of students identified as black, Native American, Hispanic, and two or more races</p>			
<p>Baseline Data: During the 2023-2024 school year, 709 behavior incidents resulted in 72 out-of-school suspensions. Of those suspensions involved students identified as black, Native American, Hispanic, and two or more races, which comprised 85.7% of our total out-of-school suspensions. This number is disproportionate as students identified as black, Hispanic, Native American, and two or more races made up only 24.6% of the student population.</p>			
<p>Goal: Reduce the total incidents of out-of-school suspensions for students identified as black, Native American, Hispanic, and two or more races by approximately 40%, from 72 to 44.</p>			

- *Tier 1: Core Instruction and Supports*
 - **Launch PBIS Crimson Way campaigns to enhance common language and understanding (SD 1)**
 - **Implement school-wide expectations for personal electronic devices (SD 1)**
- *Tier 2: Targeted Supplemental Instruction and Intervention*
 - **Analyze data from Unified Insights and teachers' observations to identify students in need of academic and/or behavioral intervention within the SAT Team (SD 4)**
 - **Adjust Alternative To Suspension (ATS) to be more restorative; include skill-building and problem-solving lessons, and community service (SD 5)**
- *Tier 3: Intensive Individualized Instruction and Intervention*
 - **Provide ongoing support and training to increase academic and behavior interventions (SD 4)**

- *Tier 1: Core Instruction and Supports*
 - **Employ Indigenous lessons for all students to increase the sense of belonging within our school (SD 1)**
 - **Deliver Character Strong curriculum in Foundations (SD 1)**
- *Tier 2: Targeted Supplemental Instruction and Intervention*
 - **Review attendance and behavior data every-other-week to determine student patterns and need for intervention within the SAT Team (SD 4)**
- *Tier 3: Intensive Individualized Instruction and Intervention*
 - **Expand Check and Connect intervention to serve targeted general education students (SD 2)**

<p>Family Engagement Rubric for reference</p>		<ul style="list-style-type: none"> ● Host multiple AVID family engagement events (SD 1, SD 3) <ul style="list-style-type: none"> ○ Football tailgating with MGSB and MGMS students/families ○ CRC hosts College/Career night for grade 10 AVID students ● Facilitate school tours for prospective students and families (SD 1, SD 3) <ul style="list-style-type: none"> ○ Crimson Guides and counselors ● Utilize multilingual specialists (SD 3) <ul style="list-style-type: none"> ○ Connect and collaborate with multilingual families to support multilingual students 	<ul style="list-style-type: none"> ● Crimson Careers (SD 2) <ul style="list-style-type: none"> ○ Increase Crimson families and alumni to present to students about their career path after high school ○ Explore ways to reach more students ● Utilize Smore via Blackboard as primary communication tool to families (SD 3) <ul style="list-style-type: none"> ○ Crimson Newsletters, consistent periodic updates to families with branded visual display
<p>Evidence of Need:</p> <ul style="list-style-type: none"> ● 84% of Crimson families reported their student feels emotionally safe at school, while 86% reported they feel physically safe at school. ● 84% of Crimson families reported staff communicate effectively with their students, which is lower than the district result of 85%. ● 89% of Crimson families reported they understand how to access the various communication tools from school, which is higher than the district result of 84%. 			
<p>Goal:</p> <ul style="list-style-type: none"> ● Increase by 10% of Crimson families who report staff communicate effectively with their students, from 84% to 94%. 			

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

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

2025-26 Goal Priority	Learning Work Initiatives Research, testing and development of possible initiatives	Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics	Standard Work Practices Established, with at least 80% applying effectively (observable), in continuous improvement										
<table border="1"> <tr> <th colspan="2" data-bbox="149 215 413 261">Graduation</th> </tr> <tr> <td colspan="2" data-bbox="149 261 413 297">All Students</td> </tr> <tr> <td data-bbox="149 297 279 367">Basic Goal</td> <td data-bbox="279 297 413 367">Trans. Goal</td> </tr> <tr> <td data-bbox="149 367 279 428"></td> <td data-bbox="279 367 413 428"></td> </tr> <tr> <td colspan="2" data-bbox="149 428 413 979"> *No data available at this time </td> </tr> </table>	Graduation		All Students		Basic Goal	Trans. Goal			*No data available at this time			<ul style="list-style-type: none"> ● Expand AVID program (SD 2, SD 5) <ul style="list-style-type: none"> ○ Add 11th grade AVID elective section ○ All sections (grades 9-11) emphasize WICOR strategies and post-high school pathways ○ Utilize the AVID critical reading process across subject areas ○ Employ AVID systems that support/monitor curriculum and instruction, data collection and analysis, professional learning, college/career readiness, and family engagement ● Apply the practices within <i>Street Data</i> to our data-driven work (SD 4, SD 5) <ul style="list-style-type: none"> ○ Equity, Instructional, SAT teams, and PLTs ○ Fastbridge, MCAs, ACTs, and student achievement data 	<ul style="list-style-type: none"> ● AVID building-wide in 2025-26 (SD 2, SD 5) <ul style="list-style-type: none"> ○ Strengthen AVID 9 and 10 sections ○ Utilize focused note taking within classes across subject areas ○ Deliver AVID-focused site monthly professional development sessions ● Facilitate student completion of Personalized Learning Plans in Foundations (SD 1) <ul style="list-style-type: none"> ○ Implementation of Character Strong and Ramp-Up curriculum in Foundations ○ Continue to monitor and support where needed
Graduation													
All Students													
Basic Goal	Trans. Goal												
*No data available at this time													

Reading			<ul style="list-style-type: none"> ● Implementation of AVID instructional strategy (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize the AVID critical reading process within PLTs ● English Lab sections for core ELA classes (SD 2, SD 5) <ul style="list-style-type: none"> ○ Provide credit recovery opportunity and employ interventions to accelerate learning ● Engage in Pre-AP professional development for content English teachers (SD 4) <ul style="list-style-type: none"> ○ Teachers incorporate knowledge from course materials and plan implementation into on-level content courses 	<ul style="list-style-type: none"> ● Deliver AVID instructional strategy (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize focused note taking within PLTs ● Utilize Learning Focused Gradebook (SD 3) <ul style="list-style-type: none"> ○ English teachers align assessments to reporting standards ○ Implement ISD-adopted ELA standards within all levels of English courses ● Employ Wilson Reading curriculum for Resource English Skills courses (SD 4) <ul style="list-style-type: none"> ○ Teachers utilize course materials and implementation curriculum ○ English Skills classes are leveled by reading ability and IEP goals
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Math			<ul style="list-style-type: none"> ● Employ Pre-AP professional development for content math teachers (SD 4) <ul style="list-style-type: none"> ○ Teachers explore course materials and plan implementation into on-level core content courses ● Implementation of Geometry/Algebra 2 Accelerated course (SD 5) <ul style="list-style-type: none"> ○ Combine Geometry and Algebra 2 into one year-long combination class ● Implementation of AVID Instructional Strategy (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize the critical reading process within PLTs 	<ul style="list-style-type: none"> ● AVID Instructional Strategies (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize focused note taking within PLTs ● Analyze Fastbridge Data (SD 1) <ul style="list-style-type: none"> ○ Provide triannual data digs within Core Math classes ● Additional co-taught and support classes for students who receive SpEd services (SD 2) <ul style="list-style-type: none"> ○ Provide additional support and interventions to accelerate learning
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:		<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Collaboratively design a matrix to plan student interventions based on data and research-based interventions (SD 4) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ MTSS training to provide teachers necessary instruction and support for implementing interventions and gathering data in the classroom (SD 5) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Collaborate with high school assistant principals to compare learnings from applied Tier 3 interventions (SD 5) 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Employ PBIS Crimson Way campaigns to enhance common language and understanding (SD 1) ○ Maintain school-wide expectations for personal electronic devices (SD 1) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Analyze data from Unified Insights and teachers' observations to identify students in need of academic and/or behavioral intervention within the SAT Team (SD 4) ○ Strengthen Alternative To Suspension (ATS) to regularly utilize restorative practices such as: include skill-building and problem-solving lessons, and community service (SD 5) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Ongoing support and training to increase utilization of various tools to design and document individual academic and behavior interventions (SD 4)

<p>Family Engagement</p>		<ul style="list-style-type: none"> ● Facilitate AVID family night event (SD 3) <ul style="list-style-type: none"> ○ Preview of the AVID program scope and sequence ○ Run session during October mid-trimester conferences ● Host post-high school options presentation for families (SD 3) <ul style="list-style-type: none"> ○ Run session during January mid-trimester conferences 	<ul style="list-style-type: none"> ● Host multiple AVID family engagement events (SD 1, SD 3) <ul style="list-style-type: none"> ○ Football tailgating with MGSH and MGMS students/families ○ CRC hosts College/Career night for grade 10 AVID students ● Facilitate school tours for prospective students and families (SD 1, SD 3) <ul style="list-style-type: none"> ○ Crimson Guides and counselors ● Utilize multilingual specialists (SD 3) <ul style="list-style-type: none"> ○ Connect and collaborate with multilingual families to support multilingual students
<p>Evidence of Need:</p>			
<p>Goal:</p>			

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

<p align="center">2026-27 Goal Priority</p>	<p align="center">Learning Work Initiatives Research, testing and development of possible initiatives</p>	<p align="center">Implementation Work Initiatives Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</p>	<p align="center">Standard Work Practices Established, with at least 80% applying effectively (observable), in continuous improvement</p>								
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Graduation											
All Students											
Basic Goal	Trans. Goal										
* No data available at this time											
<table border="1"> <tr> <th colspan="2" data-bbox="63 867 487 911">Reading</th> </tr> <tr> <td colspan="2" data-bbox="63 911 487 946">All Students</td> </tr> <tr> <td data-bbox="63 946 270 1018">Basic Goal</td> <td data-bbox="270 946 487 1018">Trans. Goal</td> </tr> <tr> <td colspan="2" data-bbox="63 1018 487 1477">* No data available at this time</td> </tr> </table>	Reading		All Students		Basic Goal	Trans. Goal	* No data available at this time			<ul style="list-style-type: none"> ● Implementation of AVID instructional strategy (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize “Organization” within PLTs ● Employ Read+ instructional strategies (SD 1, SD 2) <ul style="list-style-type: none"> ○ Apply strategies used in Read+ into English classrooms ● Facilitate English scheduling options for AVID elective students (SD 5) <ul style="list-style-type: none"> ○ Form cohorts of AVID elective students into English 9, 10, 11 and 12 sections, with the same teacher ● Implement Pre-AP English 9 and 10 courses (SD 5) 	<ul style="list-style-type: none"> ● Implementation of AVID instructional strategy (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize the AVID critical reading process within PLTs ● English Lab sections for core ELA classes (SD 2, SD 5) <ul style="list-style-type: none"> ○ Provide credit recovery opportunity and employ interventions to accelerate learning ● Engage in Pre-AP professional development for content English teachers (SD 4) <ul style="list-style-type: none"> ○ Teachers incorporate knowledge from course materials and plan implementation into on-level content courses
Reading											
All Students											
Basic Goal	Trans. Goal										
* No data available at this time											

		<ul style="list-style-type: none"> ○ Replace HP English 9 and 10 with Pre-AP English 9 and 10 to vertically align curriculum 	
Math			
All Students			
Basic Goal	Trans. Goal		
* No data available at this time		<ul style="list-style-type: none"> ● Employ AVID tutorial math programming (SD 4) <ul style="list-style-type: none"> ○ Form cohorts of AVID elective students into NLA, Geometry, and Algebra 2 sections, with the same teacher ● Implement math scheduling options for AVID elective students (SD 5) <ul style="list-style-type: none"> ○ Collaborate with other secondary sites to implement concurrent enrollment for math classes ● Implement AVID instructional strategy (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize “Organization” within PLTs 	<ul style="list-style-type: none"> ● Pre-AP professional development for content math teachers (SD 4) <ul style="list-style-type: none"> ○ Teachers explore course materials and plan implementation into on-level core content courses ● Combine Algebra 2 and Geometry Accelerated course (SD 5) <ul style="list-style-type: none"> ○ Combine Geometry and Algebra 2 into one year-long combination class ● Implementation of AVID instructional strategy (SD 2, SD 5) <ul style="list-style-type: none"> ○ Emphasize the critical reading process within PLTs
Student Management			
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:		<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Empower student groups (Link Crew, Crimson Cabinet, etc.) to promote and recognize the use of the Crimson Way (SD 1) ○ Utilize Link Crew as ambassadors of our PBIS (SD 3, SD 4) ○ Provide ongoing professional development for staff on effective PBIS strategies and components (SD 4) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Utilize restorative conversations with students (SD 4) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Apply best practices for in-class behavior intervention 	<ul style="list-style-type: none"> ● <i>Tier 1: Core Instruction and Supports</i> <ul style="list-style-type: none"> ○ Collaboratively design a matrix to plan student interventions based on data and research-based interventions to include areas of need, interventions, data source, frequency and responsible staff. (SD 4) ● <i>Tier 2: Targeted Supplemental Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Teachers regularly provide necessary instruction and support for implementing interventions and documenting data in the classroom (SD 2) ● <i>Tier 3: Intensive Individualized Instruction and Intervention</i> <ul style="list-style-type: none"> ○ Collaborate with high school assistant principals to compare

		implementation and documentation (SD 4)	learnings from applied Tier 3 interventions (SD 5)
Family Engagement		<ul style="list-style-type: none"> ● Host AVID graduation and recognition event (SD 3) <ul style="list-style-type: none"> ○ Incorporate into Academic Recognition Ceremony in May to recognize AVID seniors 	<ul style="list-style-type: none"> ● Facilitate AVID family night event (SD 3) <ul style="list-style-type: none"> ○ preview of the AVID program scope and sequence ○ Run session during October mid-trimester conferences ● Host post-high school options presentation for families (SD 3) <ul style="list-style-type: none"> ○ Run session during January mid-trimester conferences
Evidence of Need:			
Goal:			

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

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

Graduation Rate

Graduation Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformati onal Goal
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Four-Year Graduation Rate - Goals and Results

	Results 2021	Results 2022	Basic Goal 2023	Transform Goal 2023	Results 2023	Basic Goal 2024	Transform Goal 2024
All Students	91.5	93.8	94.6	95.3	95.4	96.0	96.6
Am Indian	60.0	90.0	91.3	92.5			
Asian	87.8	94.9	95.5	96.2	94.4	95.1	95.8
Black	80.0	90.9	92.0	93.2	83.8	85.8	87.9
Hispanic	89.5	79.3	81.9	84.5	94.3	95.0	95.7
White	93.8	95.3	95.9	96.5	97.3	97.6	98.0
Multiracial	84.2	90.3	91.5	92.7	100.0		
EL/ML	55.6	40.0	47.5	55.0	78.3	81.0	83.7
ML Exited (2+Yrs)							
Non-Eng Not ML (6yrs)		95.7	96.2	96.8	96.5	96.9	97.4
Spec Ed	59.5	56.1	61.6	67.1	86.1	87.8	89.6
F/R Lunch	75.5	80.0	82.5	85.0	84.2	86.2	88.2
Homeless					57.1	62.5	67.8
Female	95.3	95.6	96.2	96.7	95.3	95.9	96.5
Male	87.5	91.8	92.9	93.9	95.5	96.1	96.6

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

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
Grade 10	80.9	73.4	80.8	74.6	79.6	78.6	75.0	80.0
Am Indian			87.5	96.2	99.0	90.9		
Asian		78.6	72.7	84.2	89.2	86.6	89.8	94.8
Black		40.4	54.3	49.0	54.0	59.5	46.6	51.6
Hispanic		65.6	85.7	78.2	83.2	76.3	70.5	75.5
White		76.9	83.8	76.0	81.0	80.4	78.2	83.2
Multiracial		76.7	76.3	73.3	78.3	73.0	76.5	81.5
ML/EL			0.0	15.4	20.4	16.7	16.1	21.1
ML Exited (2+ Yrs)*				43.1	48.1	66.7	47.3	52.3
Non Eng Not ML (6yrs)*			82.0	83.1	88.1	81.1	84.2	89.2
Spec Ed		37.2	50.0	42.1	47.1	43.5	25.5	30.5
Free/Red. Price Meals		50.0	63.2	64.9	69.9	65.2		
Female		74.6	83.0	79.1	84.1	80.7	82.6	87.6
Male		72.1	79.0	70.2	75.2	76.6	67.8	72.8

FastBridge Reading Growth by Start Score

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

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023		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 - National	50%	25%	50%	25%	50%	25%
All Students - District	38%	14%	35%	13%	33%	12%
All Students - Site	36%	11%	38%	11%	27%	10%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	40%	14%	43%	14%	36%	27%
Black	24%	4%	24%	10%	17%	6%
Hispanic	26%	5%	36%	7%	n<5	n<5
White	37%	12%	39%	11%	28%	8%
Multiracial	46%	23%	38%	7%	50%	25%
ML/EL	18%	0%	45%	10%	n<5	n<5
ML Exited (2+Yrs)			38%	0%	n<5	n<5
Non-Eng Not ML (6yrs)			46%	23%	31%	6%
SPED	42%	12%	34%	9%	15%	0%
F/R Meals	22%	5%	29%	9%	19%	6%
Female	34%	9%	39%	11%	28%	10%
Male	37%	13%	37%	11%	27%	9%
Very Low Risk	36%	10%	43%	12%	39%	16%
Low Risk	38%	15%	31%	7%	18%	4%
Some Risk	45%	24%	38%	16%	10%	0%
High Risk	17%	0%	32%	9%	13%	0%

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: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023		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 - National	50%	25%	50%	25%	50%	25%
All Students - District	45%	21%	46%	19%	41%	19%
All Students - Site	50%	23%	50%	24%	39%	12%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	59%	38%	59%	20%	55%	27%
Black	48%	25%	52%	27%	25%	5%
Hispanic	32%	5%	50%	18%	n<5	n<5
White	51%	21%	48%	23%	41%	11%
Multiracial	50%	35%	52%	24%	22%	22%
ML/EL	63%	25%	78%	52%	n<5	n<5
ML Exited (2+Yrs)			75%	13%	n<5	n<5
Non-Eng Not ML (6yrs)			46%	29%	44%	19%
SPED	50%	43%	62%	34%	50%	18%
F/R Meals	52%	17%	56%	29%	34%	13%
Female	48%	22%	47%	23%	38%	14%
Male	52%	24%	52%	24%	40%	10%
Very Low Risk	44%	16%	34%	14%	37%	12%
Low Risk	66%	34%	56%	25%	37%	11%
Some Risk	76%	58%	71%	42%	40%	10%
High Risk	53%	33%	81%	44%	53%	18%

Balanced Assessment

Priority One: READING		Measure: Balanced Assessment	
Column Header			
Purpose	This report seeks to show the extent to which Spring course grades and assessments in the district are in alignment with each other.		
Spring Assessment Variance	This column shows the standard deviation calculation across all spring assessments. Standard deviation is a measure of how dispersed the data is in relation to the mean. A larger standard deviation means that spring scores did not align across assessments.		
Color Coding for ELA Grades, aReading & MCA Reading	Lowest three scores at this school	Middle range scores at this school	Highest three scores at this school
Color Coding for Spring Assessment Variance	Low alignment (variance more than 17%)	Average alignment (variance from 5% to 17%)	High alignment (variance below 5%)
<p>*Results for two specific multilingual (ML) related groups are included: 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.</p>			

Balanced Assessment Indicator:	Summative Assessment						District Benchmark Assessment						External Standardized Assessment		Spring Assessment Variance
	Secondary ELA Mark (B or better*)						FastBridge aReading (Low or Very Low Risk)						MCA Reading (Proficient)		
	Fall		Winter		Spring		Fall		Winter		Spring		Spring		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
All students	1113	76%	1033	73%	711	77%	1113	80%	1033	74%	203	85%	577	66%	10%
Grade 9	522	71%	542	73%	128	91%	522	79%	542	77%	128	92%			1%
Grade 10	580	81%	478	74%	580	74%	580	83%	478	71%	72	74%	577	66%	4%
Grade 11	8	63%	8	38%			8	25%	8	25%					
Grade 12	3		5	20%					5	0%					
American Indian	5	60%					5	60%							
Asian	81	75%	82	83%	65	83%	81	80%	82	78%	19	84%	49	76%	5%
Black	122	51%	113	50%	72	46%	122	58%	113	52%	21	71%	60	40%	17%
Hispanic	43	51%	37	43%	25	60%	43	63%	37	54%	6	83%	22	59%	14%
White	779	82%	724	77%	487	83%	779	84%	724	77%	139	88%	397	69%	10%
Multiracial	83	75%	75	75%	58	72%	83	84%	75	79%	18	78%	45	67%	6%
ML/EL	36	42%	35	31%	18	44%	36	3%	35	0%			17	6%	27%
ML Exited (2+ Yrs)*	14	29%	14	36%	5	20%	14	64%	14	57%					
Non Eng Not ML (6 Yrs)*	113	73%	108	79%	85	75%	113	89%	108	82%	21	95%	67	69%	14%
Spec Ed	128	41%	131	29%	129	36%	110	28%	96	21%	29	10%	42	26%	13%
Free/Red. Price Meals	212	52%	184	48%	125	55%	212	60%	184	57%	30	63%	107	48%	8%
Female	540	83%	499	81%	380	86%	540	83%	499	75%	118	86%	291	69%	10%
Male	573	69%	534	66%	331	67%	573	78%	534	72%	85	85%	286	63%	12%

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
Grade 11	65.1	61.0	61.5	60.2	65.2	64.2	57.4	62.4
Am Indian		33.3	50.0	45.6	50.6	50.0		
Asian	73.3	71.2	59.4	66.2	71.2	73.5	68.9	73.9
Black	28.6	24.0	35.2	26.2	31.2	30.6	29.7	34.7
Hispanic	56.3	42.3	42.3	34.1	39.1	34.6	52.7	57.7
White	67.9	67.6	65.4	64.9	69.9	70.0	60.5	65.5
Multiracial	73.7	47.7	53.1	43.0	48.0	34.2	44.3	49.3
ML/EL		0.0					20.6	25.6
ML Exited (2+ Yrs)*			14.3				15.6	20.6
Non Eng Not ML (6yrs)*			60.0	35.6	40.6	45.0	59.3	64.3
Spec Ed	20.0	22.7	18.8	27.4	32.4	45.5	18.6	23.6
Free/Red. Price Meals	23.9	25.5	40.2	24.9	29.9	35.4	42.7	47.7
Female	68.9	58.5	59.7	61.0	66.0	63.0	59.1	64.1
Male	61.3	63.1	63.2	59.6	64.6	65.1	55.8	60.8

FastBridge Math Growth by All

Priority Two: MATH	<i>Measure: Growth (% Making F-S Natnl Growth by All Pctl)</i>				
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: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023		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 - National	50%	25%	50%	25%	50%	25%
All Students - District	51%	25%	46%	21%	44%	21%
All Students - Site	40%	15%	40%	19%	38%	17%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	32%	5%	41%	29%	53%	24%
Black	34%	13%	46%	17%	31%	17%
Hispanic	38%	19%	50%	22%	36%	23%
White	43%	17%	37%	17%	37%	15%
Multiracial	47%	18%	44%	24%	45%	27%
ML/EL	55%	36%	20%	13%	31%	14%
ML Exited (2+Yrs)			33%	17%	50%	50%
Non-Eng Not ML (6yrs)			36%	18%	54%	24%
SPED	45%	21%	26%	15%	39%	26%
F/R Meals	36%	11%	41%	16%	38%	22%
Female	45%	14%	47%	21%	36%	14%
Male	37%	16%	33%	17%	40%	20%
Very Low Risk	25%	7%	38%	20%	36%	13%
Low Risk	49%	18%	43%	17%	39%	17%
Some Risk	41%	15%	46%	21%	42%	22%
High Risk	56%	36%	24%	12%	35%	21%

Balanced Assessment

Priority Two: MATHEMATICS				Measure: Balanced Assessment				
Column Header								
Purpose	This report seeks to show the extent to which 2023-24 course grades and assessments in the district are in alignment with each other.							
Spring Assessment Variance	This column shows the standard deviation calculation across all spring assessments. Standard deviation is a measure of how dispersed the data is in relation to the mean. A larger standard deviation means that spring scores did not align across assessments.							
Color Coding for Math Grades, aMath & MCA Math	Lowest three scores at this school	Middle range scores at this school				Highest three scores at this school		
Color Coding for Spring Assessment Variance	Low alignment (variance more than 17%)	Average alignment (variance from 5% to 17%)				High alignment (variance below 5%)		
<p>*Results for two specific multilingual (ML) related groups are included: 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.</p>								

Balanced Assessment Indicator:	Summative Assessment						District Benchmark Assessment						External Standardized Assessment		Spring Assessment Variance
	End of Trimester Math Grade (B or better*)						FastBridge aMath (Low or Very Low Risk)						MCA Math (Proficient)		
	Tri 1		Tri 2		Tri 3		Fall		Winter		Spring		Spring		
Student Group	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
All students	759	70%	769	64%	1087	62%	759	73%	769	71%	634	71%	464	50%	10%
Grade 9	429	75%	452	69%	370	70%	429	78%	452	78%	370	75%			3%
Grade 10	314	65%	306	59%	252	51%	314	69%	306	62%	252	67%			11%
Grade 11	12	42%	10	30%	462	62%	12	25%	10	40%	9	44%	464	50%	9%
American Indian					5	60%									
Asian	46	80%	50	62%	77	71%	46	72%	50	78%	41	71%	38	61%	6%
Black	109	34%	103	32%	128	34%	109	40%	103	39%	81	41%	50	14%	14%
Hispanic	30	50%	29	55%	48	46%	30	43%	29	52%	25	36%	23	39%	5%
White	511	78%	523	72%	758	68%	511	81%	523	78%	441	79%	323	56%	12%
Multiracial	59	71%	60	63%	71	54%	59	75%	60	68%	44	68%	27	41%	14%
ML/EL	38	26%	37	22%	40	25%	38	11%	37	14%	32	16%	9	0%	13%
ML Exited (2+ Yrs)*	11	45%	11	36%	10	20%	11	36%	11	45%	9	33%			9%
Non Eng Not ML (6 Yrs)*	61	64%	62	56%	95	65%	61	72%	62	73%	51	65%	46	41%	14%
Spec Ed	62	34%	58	22%	55	29%	62	34%	58	40%	42	45%	20	25%	11%
Free/Red. Price Meals	183	45%	175	41%	221	42%	183	50%	175	48%	140	47%	84	21%	14%
Female	365	76%	382	70%	505	68%	365	72%	382	68%	308	69%	204	50%	11%
Male	394	65%	387	59%	582	58%	394	74%	387	74%	326	73%	260	50%	12%