

Palmer Lake 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 | | Teach literacy using the Science of Reading by implementing district curriculum for Tier 1, Intervention, and Special Education. (SD 2) Align state standards with curriculum. (SD 2) | Use of screeners & diagnostics. (SD 2) Tier 2 and 3 interventions and curriculum use. (SD 2) | |
| All Students | | | | |
| Basic Goal | | | | Trans. Goal |
| 44.2 | | | | 49.2 |
| *See attached addendum for more detailed information | | | | |
| Math | | Use of Bridges screener tool prior to teaching the unit and used to provide intervention in class. (SD 2) Securing and using multilingual curriculum resources (SD 2) | Use of Tier 1 curriculum (Bridges), Intervention and Special Education curriculum (SD 2) Use of Tier 2 and 3 interventions and curriculum. (SD 2) | |
| All Students | | | | |
| Basic Goal | | | | Trans. Goal |
| 42.8 | | | | 47.8 |
| *See attached addendum for more detailed information | | | | |
| Student Management | | Beta testing new ODR system for data tracking. (SD1) Move Mindfully strategies used by classroom teachers and throughout the building. (SD1) Building capacity of Tier 2 and 3 behavior and S/EL interventions. (SD1) Counselors, Psychologists, and Social Workers piloting Tier 2 curriculums (SD1) Catalyst Approach strategies used and staff engage in coaching (SD1) Use Restorative Practices to build community and solve conflicts (SD 1) | Use of SABERS/MySABERS screener. (SD1) Tier 1 SEL curriculum (Harmony) taught in all classrooms. (SD1) Positive Behavior Interventions & Supports (PBIS) used schoolwide. (SD1) | |
| Evidence of Need: Tier 1 components are not consistently evident in all spaces. | | | | |
| Student Behavior: Students know and follow Tier 1 behavior expectations. | | | | |
| Baseline Data by Target Group: 100% of Tier 1 components were in place in 0% of spaces during the September walkthrough. | | | | |
| Goal: 100% of Tier 1 components are in place in at least 80% of spaces during the monthly walkthroughs. | | | | |

| | | | |
|--|--|---|---|
| Family Engagement | | Street Data collection of what Family Engagement means to our families (SD 3) | Large Family Events such as Family Bingo, Math & Science Night, and Multicultural Night. (SD 3) |
| Evidence of Need: We need to have systems in place to gather input from parents/family. | | Panther Den Family events to increase relationships with families and engage families with school. (SD 3) | Family communication (translated) via Talking Points (SD 3) |
| Goal: 100% of classroom teachers will use Street Data questions at conferences to hear parent perspectives. | | Attendance tracking and proactive attendance strategies used. (SD 4) | Teachers use Street Data listening questions at conferences. (SD 3 & SD5) Grade level family events in the fall and spring. (SD 3) |

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

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

| 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> | | | | |
|--|--|---|--|--|--|---|---|
| <p align="center">Reading</p> <p align="center">All Students</p> <table border="1" data-bbox="73 267 472 365"> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*No data available at this time</p> | Basic Goal | Trans. Goal | | | | <p>Align state standards with curriculum. (SD 2)</p> <p>Make adjustments to CKLA curriculum to ensure students’ race and culture are appropriately represented. (SD 5)</p> | <p>Teach literacy using the Science of Reading by implementing district curriculum for Tier 1, Intervention, and Special Education. (SD 2)</p> <p>Use of screeners & diagnostics. (SD 2)</p> <p>Tier 2 and 3 interventions and curriculum use. (SD 2)</p> |
| Basic Goal | Trans. Goal | | | | | | |
| | | | | | | | |
| <p align="center">Math</p> <p align="center">All Students</p> <table border="1" data-bbox="73 625 472 722"> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p> | Basic Goal | Trans. Goal | | | | <p>Use of Bridges screener tool prior to teaching the unit and used to provide intervention in class. (SD 2)</p> <p>Securing and using multilingual curriculum resources (SD 2)</p> | <p>Use of Tier 1 curriculum (Bridges), Intervention and Special Education curriculum (SD 2)</p> <p>Use of Tier 2 and 3 interventions and curriculum. (SD 2)</p> |
| Basic Goal | Trans. Goal | | | | | | |
| | | | | | | | |
| <p align="center">Student Management</p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p> | | <p>Using new ODR system for data tracking. (SD1)</p> <p>Move Mindfully strategies used by classroom teachers and throughout the building. (SD1)</p> <p>Building capacity of Tier 2 and 3 behavior and S/EL interventions. (SD1)</p> <p>Counselors, Psychologists, and Social Workers using Tier 2 curriculums (SD1)</p> <p>Catalyst Approach strategies used and staff engage in coaching (SD1)</p> | <p>Use of SABERS/MySABERS screener. (SD1)</p> <p>Tier 1 SEL curriculum (Harmony) taught in all classrooms. (SD1)</p> <p>Positive Behavior Interventions & Supports (PBIS) used schoolwide. (SD1)</p> | | | | |
| <p align="center">Family Engagement</p> <p>Evidence of Need:</p> | | | <p>Use Street Data collection of what Family Engagement means to our families to</p> | <p>Large Family Events such as Family Bingo, Math & Science Night, and Multicultural Night. (SD 3)</p> | | | |

| | | | |
|--------------|--|---|---|
| | | <p>impact decisions and planning of family engagement opportunities(SD 3)</p> | |
| <p>Goal:</p> | | <p>Continue to refine Panther Den Family events to increase relationships with families and engage families with school. (SD 3)</p> <p>Continued attendance tracking and proactive attendance strategies used. (SD 4)</p> | <p>Family communication (translated) via Talking Points (SD 3)</p> <p>Teachers use Street Data listening questions at conferences. (SD 3 & SD5)</p> <p>Grade level family events in the fall and spring. (SD 3)</p> |

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> | | | | |
|---|--|---|--|--|--|--|---|
| <p align="center">Reading</p> <p align="center">All Students</p> <table border="1" data-bbox="69 264 468 370"> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p> | Basic Goal | Trans. Goal | | | | | <p>Teach literacy using the Science of Reading by implementing district curriculum for Tier 1, Intervention, and Special Education. (SD 2)</p> <p>Use of screeners & diagnostics. (SD 2)</p> <p>Tier 2 and 3 interventions and curriculum use. (SD 2)</p> <p>Align state standards with curriculum. (SD 2)</p> <p>Teaching with adjustments to CKLA curriculum to ensure students' race and culture are appropriately represented. (SD 5)</p> |
| Basic Goal | Trans. Goal | | | | | | |
| | | | | | | | |
| <p align="center">Math</p> <p align="center">All Students</p> <table border="1" data-bbox="69 876 468 982"> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p> | Basic Goal | Trans. Goal | | | | <p>Securing and using multilingual curriculum resources appropriate to our EL student population. (SD 2)</p> | <p>Use of Tier 1 curriculum (Bridges), Intervention and Special Education curriculum (SD 2)</p> <p>Use of Tier 2 and 3 interventions and curriculum. (SD 2)</p> <p>Use of Bridges screener tool prior to teaching the unit and used to provide intervention in class. (SD 2)</p> |
| Basic Goal | Trans. Goal | | | | | | |
| | | | | | | | |
| <p align="center">Student Management</p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p> | | <p>Move Mindfully strategies used by classroom teachers and throughout the building. (SD1)</p> <p>Tier 2 and 3 behavior and S/EL interventions are continuing to be expanded . (SD 1)</p> | <p>Using new ODR system for data tracking. (SD1)</p> <p>Counselors, Psychologists, and Social Workers using Tier 2 curriculums (SD1)</p> <p>Catalyst Approach strategies used and staff engage in coaching (SD1)</p> | | | | |

| | | | |
|--------------------------|--|--|---|
| | | | |
| Family Engagement | | Continue to refine family engagement according to Street Data and the Equity Transformational Cycle. (SD 3 & SD 5) | Panther Den Parent meetings (SD 3) |
| Evidence of Need: | | | Large Family Events (Sd 3) |
| Goal: | | | Grade level family events in fall and spring (SD 3) |
| | | | Street Data conferences (SD 3 & SD 5) |
| | | | Translated communications (SD 3) |

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

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
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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 | | <i>Measure: Proficiency (% Low Risk on FastBridge)</i> | | | | |
|--------------------------------------|--|--|---------------------|---------------------|----------------|---------------------------|
| 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 | 5% | 16% | 19% | 16% | 21% | 39% |
| Grd 1 | 23% | 16% | 13% | 15% | 20% | 30% |
| Grd 2 | 9% | 7% | 19% | 3% | 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 | 39.3 | 37.7 | 40.0 | 47.1 | 52.1 | 42.8 | 44.2 | 49.2 |
| Grade 3 | 41.2 | 38.5 | 29.7 | 50.3 | 55.3 | 51.9 | 40.8 | 45.8 |
| Grade 4 | 30.4 | 33.6 | 44.7 | 34.1 | 39.1 | 27.0 | 47.8 | 52.8 |
| Grade 5 | 46.4 | 41.1 | 49.1 | 59.9 | 64.9 | 53.0 | 44.3 | 49.3 |
| Am Indian | | 10.0 | | | | | | |
| Asian | | 31.0 | 42.9 | 48.4 | 53.4 | 41.5 | 44.3 | 49.3 |
| Black | | 35.5 | 36.6 | 47.3 | 52.3 | 47.4 | 45.3 | 50.3 |
| Hispanic | | 38.2 | 22.0 | 35.2 | 40.2 | 30.0 | 29.3 | 34.3 |
| White | | 66.7 | 70.8 | 63.8 | 68.8 | 68.2 | 65.1 | 70.1 |
| Multiracial | | 50.0 | 46.4 | 43.5 | 48.5 | 26.9 | 43.1 | 48.1 |
| ML/EL | | 12.7 | 24.5 | 23.2 | 28.2 | 19.1 | 29.7 | 34.7 |
| ML Exited (2+ Yrs)* | | | 70.0 | | | | | |
| Non Eng Not ML (6yrs)* | | | 55.0 | 71.0 | 76.0 | 65.8 | 64.8 | 69.8 |
| Spec Ed | | 21.4 | 35.2 | 26.6 | 31.6 | 29.0 | 32.2 | 37.2 |
| Free/Red. Price Meals | | 31.6 | 37.5 | 45.4 | 50.4 | 42.7 | 49.1 | 54.1 |
| Female | | 44.8 | 45.5 | 52.3 | 57.3 | 45.8 | 46.3 | 51.3 |
| Male | | 30.9 | 35.3 | 41.9 | 46.9 | 39.9 | 42.1 | 47.1 |

Reading (cont.)

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 | 21% | 27% | 30% | 29% | ↓ |
| Grade 3 | 27% | 28% | 20% | 36% | ↑ |
| Grade 4 | 17% | 24% | 36% | 11% | ↓ |
| Grade 5 | 18% | 29% | 38% | 40% | ↑ |
| Am Ind | n<5 | n<5 | n<5 | n<5 | □ |
| Asian | 30% | 24% | 31% | 25% | ↓ |
| Black | 17% | 21% | 27% | 31% | ↑ |
| Hispanic | 13% | 35% | 16% | 21% | ↑ |
| White | 27% | 56% | 60% | 57% | ↓ |
| Multiracial | 21% | 32% | 41% | 21% | ↓ |
| EL | 3% | 5% | 16% | 8% | ↓ |
| ML Exited (2+Yrs) | | | 70% | n<5 | □ |
| Non-Eng Not ML (6yrs) | | | 47% | 42% | ↓ |
| SPED | 7% | 9% | 25% | 10% | ↓ |
| F/R Meals | 19% | 23% | 27% | 29% | ↑ |
| Female | 27% | 35% | 37% | 32% | ↓ |
| Male | 15% | 19% | 24% | 26% | ↑ |

Reading (cont.)

FastBridge Reading Growth by All

| Priority One: READING | <i>Measure: Growth (% Making F-S Natnl Growth by All Pctl)</i> | | | | |
|---------------------------------|--|---|---------------------------|----------------------------|----------------------------|
| Column Header | Definition | | | | |
| <i>Typical Growth by All</i> | The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally | | | | |
| <i>Aggressive Growth by All</i> | The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally | | | | |
| <i>Typical Growth Goals</i> | <i>Below Baseline</i> | The range between the 1st pctl and one point below the baseline range | | | |
| | <i>Baseline</i> | The range between the local and national 50th pctl's | | | |
| | <i>Target</i> | The range between one percentile point above baseline and one point below the 75th pctl | | | |
| <i>Color Coding</i> | Below Baseline Lo 1-22 | Below Baseline Hi 23-44 | Baseline 45-56% | Target Lo 57-65% | Target Hi 66-74% |
| <i>Aggressive Growth Goals</i> | <i>Below Baseline</i> | The range between the 1st pctl and one point below the baseline range | | | |
| | <i>Baseline</i> | The range between the local and national 75th pctl's | | | |
| | <i>Target</i> | The range between one percentile point above baseline and one point below the 99th pctl | | | |
| <i>Color Coding</i> | 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 | 42% | 25% | 51% | 29% | 45% | 26% |
| Grade 1 | | | | | 62% | 43% |
| Grade 2 | 58% | 37% | 64% | 42% | 42% | 26% |
| Grade 3 | 58% | 36% | 54% | 32% | 29% | 17% |
| Grade 4 | 46% | 31% | 34% | 16% | 57% | 29% |
| Grade 5 | 36% | 20% | 50% | 24% | 28% | 11% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 38% | 25% | 44% | 20% | 43% | 19% |
| Black | 44% | 28% | 56% | 38% | 43% | 29% |
| Hispanic | 58% | 29% | 53% | 34% | 45% | 30% |
| White | 42% | 8% | 55% | 25% | 59% | 33% |
| Multiracial | 37% | 20% | 57% | 29% | 53% | 38% |
| EL/ML | 46% | 30% | 56% | 35% | 39% | 21% |
| ML Exited (2+Yrs) | | | 50% | 20% | 33% | 17% |
| Non-Eng Not ML (6yrs) | | | 46% | 23% | 39% | 15% |
| SPED | 53% | 30% | 63% | 43% | 38% | 19% |
| F/R Meals | 41% | 24% | 51% | 29% | 45% | 28% |
| Female | 44% | 24% | 48% | 28% | 46% | 27% |
| Male | 40% | 25% | 54% | 31% | 45% | 25% |
| Very Low Risk | 18% | 4% | 16% | 9% | 21% | 2% |
| Low Risk | 33% | 9% | 32% | 11% | 34% | 14% |
| Some Risk | 33% | 11% | 32% | 10% | 47% | 25% |
| High Risk | 52% | 38% | 70% | 44% | 56% | 40% |

Reading (cont.)

FastBridge Reading Growth by Start Score

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

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

| Group | FastBridge Results Spring 2022 | | FastBridge Results Spring 2023 | | 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 | 38% | 19% | 36% | 19% | 32% | 13% |
| Grade 1 | | | | | 51% | 29% |
| Grade 2 | 45% | 25% | 45% | 24% | 28% | 13% |
| Grade 3 | 44% | 33% | 35% | 23% | 21% | 8% |
| Grade 4 | 33% | 11% | 30% | 14% | 41% | 10% |
| Grade 5 | 31% | 7% | 31% | 16% | 14% | 2% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 38% | 19% | 25% | 12% | 24% | 9% |
| Black | 39% | 23% | 44% | 27% | 33% | 11% |
| Hispanic | 37% | 17% | 31% | 22% | 33% | 10% |
| White | 44% | 6% | 55% | 20% | 52% | 35% |
| Multiracial | 32% | 16% | 38% | 19% | 40% | 20% |
| EL/ML | 42% | 19% | 31% | 20% | 21% | 6% |
| ML Exited (2+Yrs) | | | 30% | 0% | 17% | 17% |
| Non-Eng Not ML (6yrs) | | | 38% | 23% | 32% | 11% |
| SPED | 41% | 23% | 48% | 25% | 21% | 12% |
| F/R Meals | 35% | 17% | 35% | 18% | 34% | 14% |
| Female | 38% | 19% | 36% | 17% | 32% | 13% |
| Male | 37% | 18% | 35% | 22% | 31% | 12% |
| Very Low Risk | 25% | 11% | 31% | 13% | 27% | 2% |
| Low Risk | 33% | 10% | 25% | 7% | 28% | 7% |
| Some Risk | 23% | 9% | 28% | 6% | 31% | 21% |
| High Risk | 46% | 24% | 42% | 28% | 34% | 14% |

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 | 32.6 | 38.0 | 40.2 | 44.7 | 49.7 | 48.2 | 42.8 | 47.8 |
| Grade 3 | 40.3 | 51.9 | 42.6 | 56.2 | 61.2 | 53.7 | 48.0 | 53.0 |
| Grade 4 | 30.8 | 34.4 | 45.7 | 42.6 | 47.6 | 45.2 | 46.4 | 51.4 |
| Grade 5 | 25.0 | 29.8 | 32.4 | 35.1 | 40.1 | 46.0 | 33.9 | 38.9 |
| Am Indian | | 10.0 | | | | | | |
| Asian | 36.8 | 34.1 | 42.9 | 53.1 | 58.1 | 55.4 | 50.4 | 55.4 |
| Black | 26.8 | 37.9 | 42.7 | 40.7 | 45.7 | 47.4 | 36.9 | 41.9 |
| Hispanic | 25.0 | 26.5 | 14.0 | 14.9 | 19.9 | 17.5 | 18.2 | 23.2 |
| White | 55.6 | 77.8 | 83.3 | 93.1 | 98.1 | 90.9 | 76.0 | 81.0 |
| Multiracial | 36.4 | 41.7 | 28.6 | 26.0 | 31.0 | 26.9 | 45.0 | 50.0 |
| ML/EL | 22.5 | 20.6 | 23.6 | 29.0 | 34.0 | 25.5 | 25.0 | 30.0 |
| ML Exited (2+ Yrs)* | | | 45.0 | | | | | |
| Non Eng Not ML (6yrs)* | | | 52.5 | 60.3 | 65.3 | 71.1 | 62.4 | 67.4 |
| Spec Ed | 17.6 | 37.1 | 30.8 | 20.1 | 25.1 | 27.4 | 24.3 | 29.3 |
| Free/Red. Price Meals | 29.3 | 31.3 | 38.2 | 42.2 | 47.2 | 44.9 | 43.6 | 48.6 |
| Female | 36.7 | 39.0 | 37.2 | 35.6 | 40.6 | 41.6 | 35.2 | 40.2 |
| Male | 28.7 | 37.1 | 42.9 | 53.7 | 58.7 | 54.8 | 50.2 | 55.2 |

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 | 18% | 26% | 27% | 32% | ↑ |
| Grade 3 | 24% | 41% | 28% | 33% | ↑ |
| Grade 4 | 22% | 24% | 34% | 32% | ↓ |
| Grade 5 | 8% | 15% | 20% | 31% | ↑ |
| Am Ind | n<5 | n<5 | n<5 | n<5 | □ |
| Asian | 22% | 26% | 28% | 38% | ↑ |
| Black | 13% | 23% | 26% | 33% | ↑ |
| Hispanic | 13% | 10% | 10% | 6% | ↓ |
| White | 36% | 67% | 80% | 79% | ↓ |
| Multiracial | 21% | 32% | 12% | 14% | ↑ |
| EL | 10% | 11% | 12% | 12% | → |
| ML Exited (2+Yrs) | | | 30% | 50% | ↑ |
| Non-Eng Not ML (6yrs) | | | 47% | 53% | ↑ |
| SPED | 4% | 16% | 11% | 13% | ↑ |
| F/R Meals | 18% | 21% | 23% | 28% | ↑ |
| Female | 20% | 29% | 23% | 25% | ↑ |
| Male | 17% | 22% | 31% | 40% | ↑ |

Math (cont.)

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

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

| Group | FastBridge Results Spring 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 | 50% | 26% | 56% | 30% | 48% | 25% |
| Grade 1 | | | | | 43% | 27% |
| Grade 2 | 71% | 42% | 66% | 38% | 54% | 31% |
| Grade 3 | 74% | 45% | 60% | 37% | 48% | 27% |
| Grade 4 | 37% | 12% | 60% | 29% | 52% | 19% |
| Grade 5 | 24% | 7% | 39% | 18% | 47% | 24% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 49% | 27% | 62% | 28% | 49% | 25% |
| Black | 46% | 22% | 57% | 36% | 47% | 26% |
| Hispanic | 60% | 43% | 40% | 27% | 43% | 18% |
| White | 50% | 11% | 65% | 25% | 61% | 32% |
| Multiracial | 55% | 26% | 43% | 29% | 45% | 24% |
| EL/ML | 46% | 29% | 60% | 32% | 42% | 21% |
| ML Exited (2+Yrs) | | | 40% | 20% | 67% | 50% |
| Non-Eng/Not ML (6yrs) | | | 62% | 31% | 56% | 24% |
| SPED | 43% | 25% | 42% | 26% | 45% | 23% |
| F/R Meals | 49% | 27% | 58% | 31% | 49% | 26% |
| Female | 50% | 22% | 53% | 34% | 49% | 24% |
| Male | 50% | 30% | 59% | 27% | 48% | 26% |
| Very Low Risk | 35% | 6% | 48% | 26% | 58% | 33% |
| Low Risk | 63% | 29% | 61% | 32% | 46% | 18% |
| Some Risk | 58% | 40% | 67% | 27% | 46% | 23% |
| High Risk | 48% | 26% | 53% | 32% | 47% | 27% |

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 50th percentile or higher based students who had their same starting score nationally | | | | |
| Aggressive Growth by Start Score | The percentage of students making growth from fall to spring at the 75th percentile or higher based students who had their same starting score nationally | | | | |
| Typical Growth Goals | Below Baseline | The range between the 1st pctl and one point below the baseline range | | | |
| | Baseline | The range between the local and national 50th pctls | | | |
| | Target | The range between one percentile point above baseline and one point below the 75th pctl | | | |
| Color Coding | Below Baseline Lo 1-23 | Below Baseline Hi 24-46 | Baseline 47-53% | Target Lo 54-64% | Target Hi 65-74% |
| Aggressive Growth Goals | Below Baseline | The range between the 1st pctl and one point below the baseline range | | | |
| | Baseline | The range between the local and national 75th pctls | | | |
| | Target | The range between one percentile point above baseline and one point below the 99th pctl | | | |
| Color Coding | Below Baseline Lo 1-9 | Below Baseline Hi 10-20 | Baseline 21-29% | Target Lo 30-40% | Target Hi 41+ |

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

| Group | FastBridge Results Spring 2022 | | FastBridge Results Spring 2023 | | 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 | 51% | 22% | 55% | 24% | 48% | 21% |
| Grade 1 | | | | | 50% | 23% |
| Grade 2 | 61% | 27% | 55% | 20% | 44% | 20% |
| Grade 3 | 75% | 38% | 56% | 31% | 44% | 20% |
| Grade 4 | 35% | 15% | 62% | 27% | 54% | 24% |
| Grade 5 | 38% | 9% | 48% | 16% | 48% | 17% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 50% | 28% | 53% | 21% | 48% | 20% |
| Black | 50% | 15% | 60% | 29% | 48% | 19% |
| Hispanic | 63% | 27% | 47% | 23% | 44% | 22% |
| White | 44% | 11% | 55% | 25% | 67% | 33% |
| Multiracial | 52% | 23% | 50% | 15% | 40% | 17% |
| EL/ML | 55% | 28% | 58% | 26% | 47% | 15% |
| ML Exited (2+Yrs) | | | 50% | 20% | 67% | 50% |
| Non-Eng Not ML (6yrs) | | | 50% | 27% | 49% | 30% |
| SPED | 43% | 23% | 51% | 19% | 47% | 21% |
| F/R Meals | 53% | 21% | 57% | 23% | 49% | 22% |
| Female | 51% | 17% | 56% | 25% | 47% | 17% |
| Male | 52% | 27% | 54% | 23% | 49% | 25% |
| Very Low Risk | 23% | 6% | 48% | 19% | 52% | 30% |
| Low Risk | 62% | 26% | 57% | 29% | 38% | 14% |
| Some Risk | 62% | 31% | 54% | 21% | 54% | 21% |
| High Risk | 52% | 21% | 56% | 25% | 48% | 21% |