

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

Link to last year's plan

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>	
Graduation		<p>All teachers will track differences in programming (AVID, ML, STEM, ML, SPED) gender rates and intersectionality of identities (black and hispanic males) by groups. (SD 4)</p> <p>Core subjects (English, Math, Social Studies, Science) use a learning focused gradebook that identifies reporting standards. All assessments are linked to a reporting standard in the gradebook. (SD 4)</p> <p>Classroom teachers review graduation data and course passing rates for any potential new gaps. (SD 4, SD 5)</p> <p>Implementing ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Special education work-based learning program opportunities for credit towards graduation. (SD 4)</p> <p>ML scores 3 or below or are new to the English language are enrolled in sheltered English, Social Studies, Math, and Science, with additional support, in order to remove systemic barriers and enable them to graduate in four years. (SD 5)</p>	<p>9th grade advisories + LINK Crew Leaders. (SD1)</p> <p>The advisory program will continue to focus on college and career readiness with addition of Social Emotional Learning (SEL) curriculum. (SD1) Staff will be provided with training on how to use district provided data tools multiple times a school year. (SD 1, 2, 3, ,4, 5)</p> <p>Implemented a new schedule for Focus Hour/Intervention Time and analyzed the student data. (SD 2, SD 5)</p>	
All Students				
Basic Goal				Trans. Goal
85.9				87.9
*See attached addendum for more detailed information				

		Working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2, SD 4)	
Reading		<p>ELA and resource English teachers implement a learning focused gradebook that aligns all assessments to reporting standards. (SD 3)</p> <p>Teachers are implementing the AVID Critical Reading Process. (SD 1)</p> <p>Implementing ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Teachers use testing data to plan and provide instruction with scaffolds. Training and support on data provided through PLT time. (SD 4)</p> <p>Staff are trained in using a culturally relevant curriculum. (SD 4, SD 5)</p> <p>Course-alike teachers implement common literacy strategies (reading, writing, speaking) in their content areas to provide students with a guaranteed and viable curriculum. (SD 2)</p> <p>Embed literacy professional development into site-based staff development time. (SD 2)</p> <p>Increase in ML collab courses/sheltered and enable them to graduate in 4 years. (SD 5)</p>	<p>WICOR strategies are used and observable in all classrooms. (SD 1)</p> <p>Instructional Leadership Team of classroom teachers and other licensed staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems. (SD 2, SD 4)</p> <p>English Language Arts teachers used Fastbridge data to create personalized individual learning goals for students. (SD 5)</p> <p>Teachers actively observe other teachers within the building to help improve classroom instruction and student engagement. (SD 1)</p> <p>Students have access to and are reading diverse texts, written by diverse authors, that expose them to various perspectives. (SD 1)</p> <p>ELA and resource English teachers communicate with families to let them know what their students are reading in class. (SD 3)</p>
All Students			
Basic Goal	Trans. Goal		
61.8	66.8		
*See attached addendum for more detailed information			

		<p>Increase ML research writing/reading supports for elective courses. (SD 1, SD 4)</p> <p>Increase training for collaborative teachers (full-day or in-house) providing training on roles and responsibilities for all professionals involved in the collaborative teaching classes. (SD 1, SD 5)</p>	<p>ML newcomers who are new to the English language are enrolled in English 9 and Science 9, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years. (SD 5)</p>
Math			
All Students			
Basic Goal	Trans. Goal		
42.1	47.1		
*See attached addendum for more detailed information		<p>Use Focus Hour to support struggling learners. Look at test scores, Fastbridge, etc. to create individualized supports addressing students current needs. (SD 1, SD 5)</p> <p>Department-based training/collaboration in Ellevation, test score analysis (Fastbridge), AVID and reading strategies. (SD 5, SD 4)</p> <p>Implementing ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Provide collaboration opportunities within the department across the district. Allow collaboration across the district within course-alike areas (ex. HP Geometry). (SD 5)</p> <p>Provide training (full-day or in-house) training for collaborative teachers on roles and responsibilities for all professionals involved in the collaborative teaching classes. (SD 1, SD 5)</p> <p>Examine assessment procedures across the math department. Identify ways other than standardized tests for students to demonstrate their knowledge. Rubrics</p>	<p>Study Team Teaching Strategies (STTS): strategies with math lens to improve and engage all learners and learning styles. (SD 1)</p> <p>Standards-based grading gradebook - implemented in Learning Lab classes. (SD 2)</p> <p>Students using team roles. Students guide on how to work as a team as an engagement strategy, exposing them to ways of collaboration. (SD 1, SD 2, SD 3)</p> <p>Department based training/collaboration in test score analysis (Fastbridge). (SD 5, SD 2)</p> <p>Instructional Leadership Team of classroom teachers and other licensed staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems. (SD 2, SD 4)</p>

		<p>written to focus on math tasks and math language. (SD 1, SD 2)</p> <p>Extend learning opportunities for students that may be above the pace of the majority of the class to meet the needs of all students. (SD 1, SD 2)</p> <p>Nonlinear math incorporates Delta Math on-line. Website skills-based practice with instant feedback. (SD 2)</p> <p>PLTs analyze proficiency indicators and identify standard-by-standard areas of focus and strength. (SD 2)</p>	
<p>Student Management <i>Data</i></p> <p>Evidence of Need: In 2023-2024, 704 of 1,012 office incidents come from 9th and 10th graders.</p> <p>644 of our overall incidents 1,012 are from our Black students.</p> <p>Student Behavior: Incidents reported through Unified Insights/Synergy.</p> <p>Baseline Data by Target Group: As we continue to work on decreasing referral incidents over the years, 704 of 1,012 office incidents come from 9th and 10th graders in 2023-2024.</p> <p>644 of our overall incidents 1,012 are from our Black students in 2023-2024.</p>		<p>Seek input from teachers and non-licensed staff to support reducing 9th and 10th grade referrals. (SD 5)</p> <p>Continued implementation of proactive relationships with our frequent behavior students. (SD 3)</p> <p>Continue the implementation of interventions and analyze their effectiveness or add additional interventions if needed. (SD 2)</p> <p>Continue to add positive behavior reward systems addressing students and staff. (SD 1)</p> <p>Provide school-wide time and opportunities to make positive proactive phone calls home. (SD 3)</p> <p>ATS curriculum: Add opportunities for effective interventions for repeated and</p>	<p>Administration and leadership team meets biweekly to review data and current behaviors. (SD 1, SD 5)</p> <p>Bringing the behavior team (admin, ATS, hall monitors, SMS, SEBC) together on district collaboration day in the winter to address current behaviors found through the behavior data. (SD 2, SD 5)</p> <p>The new bell schedule increased opportunities for relationships with Link Crew, Advisory, and exposure to SEL curriculum. (SD 3, SD 4)</p> <p>Link Crew focuses more time with 9th graders and training opportunities for Link members to establish deeper relationships with 9th graders. (SD 2)</p> <p>On A Roll (a PBIS initiative) promotes students that are demonstrating one of the five pillars of excellence during the school day. On A Roll aims to recognize</p>

<p>Goal: We will have 669 or less incident referrals for 9th and 10th graders throughout the 2024-2025 school year.</p> <p>We will have 612 or less incident referrals for Black students throughout the school year.</p>		<p>common behaviors (vaping, THC, etc.). (SD 1, SD 5)</p> <p>Work with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2, SD 4)</p> <p>PBIS will continue <i>Street Data</i> book study. (SD 5)</p>	<p>our marginalized and underperforming students that are making improvements. (SD 3)</p> <p>PBIS team adds additional visual expectations for common areas around the school (cafeteria, office, CRC, media center, etc.). (SD 3, SD 1)</p> <p>Counselors have a welcome presentation for parents of 9th graders and new students so they understand credits and partnering with parents on behavior expectations. (SD 1)</p>
<p>Family Engagement <i>Rubric for reference</i></p> <p>Evidence of Need:</p> <p>We increased our percent of families who know how to access the various communication tools to 78% in 2023-2024 (from 56% in 2021-2022).</p> <p>Goal: In 2024-2025, we will increase communication through social media (school newsletter) to all families/caregivers from 1,078 views in the spring of 2024 to 2,156 in the spring of 2025.</p>		<p>Learning conferences work - open house for new families prior to school starting and adjustment of the learning conference time to allow parents to check in with other staff (counseling, SMS, case managers). (SD 1, SD 5) *changed language</p> <p>Utilize alternative ways to communicate with families (Google Meet, phone calls, home visits) in exchange for conference time. (SD 3, SD 4)</p> <p>PBIS - monthly cultural celebrations and once per trimester community events in the city of Osseo (raking leaves, community clean up, shoveling snow). (SD 1, SD 3, SD 4, SD 5) *changed language</p> <p>Increased social media presence via Tik Tok, X (Twitter), Facebook, The Chirp. (SD 1, SD 3)</p> <p>Implementing a conference system easy for families to navigate to sign-up and</p>	<p>Our media specialist sets up parents to use technology tools at open house and conference nights (ParentVue, Schoology, Synergy). (SD 1, SD 2)</p> <p>Continuing to examine how to expand into local communities and partner with organizations. (SD 3, SD 4)</p> <p>Providing professional mentorship possibilities for families and students. (SD 1, SD 4)</p> <p>Bilingual assistants have a “case load” with all their families to create culturally appropriate messaging and help with scheduling for conferences. (SD 1, SD 4)</p> <p>Talking Points Tuesday: sending a tip/trick out to teachers and/or teachers sending a Talking Points message. (SD 3)</p>

		<p>collaborate with staff either in person or virtually. (SD 3)</p> <p>Measuring community engagement through analysis of views on Talking Points, number of families accessing Schoology, views of Blackboard, and increasing the percent of families attending conferences. (SD3, SD 4)</p> <p>Identify least engaged students and spend in-service/PD time connecting with families. (SD 2) <i>*changed language</i></p>	
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Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

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

2025-26 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>				
<p>Graduation</p> <p>All Students</p> <table border="1" data-bbox="63 289 485 418"> <tr> <td data-bbox="63 289 275 418">Basic Goal</td> <td data-bbox="275 289 485 418">Trans. Goal</td> </tr> <tr> <td data-bbox="63 418 275 857">*No data available at this time</td> <td data-bbox="275 418 485 857"></td> </tr> </table>	Basic Goal	Trans. Goal	*No data available at this time			<p>All teachers will track differences in programming (AVID, ML, STEM, ML, SPED) gender rates and intersectionality of identities (black and hispanic males) by groups. (SD 4)</p> <p>Classroom teachers review graduation data and course passing rates for any potential new gaps. (SD 4, SD 5)</p> <p>Implementing ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2, SD 4)</p>	<p>Core subjects (English, Math, Social Studies, Science) are using a learning focused gradebook that identifies reporting standards. All assessments are linked to a reporting standard in the gradebook. (SD 4)</p> <p>Special education work-based learning program opportunities for credit towards graduation. (SD 4)</p> <p>ML scores 3 or below or are new to the English language are enrolled in sheltered English, Social Studies, Math, Science, with additional support, in order to remove systemic barriers and enable them to graduate in four years. (SD 5)</p>
Basic Goal	Trans. Goal						
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<p>Reading</p> <p>All Students</p> <table border="1" data-bbox="63 933 485 1063"> <tr> <td data-bbox="63 933 275 1063">Basic Goal</td> <td data-bbox="275 933 485 1063">Trans. Goal</td> </tr> <tr> <td data-bbox="63 1063 275 1433">* No data available at this time</td> <td data-bbox="275 1063 485 1433"></td> </tr> </table>	Basic Goal	Trans. Goal	* No data available at this time			<p>Teachers are implementing the AVID Critical Reading Process. (SD 1)</p> <p>Implementing ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Embed literacy professional development into site-based staff development time. (SD 2)</p> <p>Increase training for collaborative teachers (full-day or in-house)providing training on roles and responsibilities for all professionals involved in the collaborative teaching classes. (SD 1, SD 5)</p>	<p>ELA and resource English teachers implemented a learning focused gradebook that aligns all assessments to reporting standards. (SD 3)</p> <p>Teachers used testing data to plan and provide instruction with scaffolds. Training and support on data provided through the PLT time. (SD 4)</p> <p>Staff are trained using a culturally relevant curriculum. (SD 4, SD 5)</p> <p>Course-alike teachers implemented common literacy strategies (reading, writing, speaking) in their content areas</p>
Basic Goal	Trans. Goal						
* No data available at this time							

			<p>to provide students with a guaranteed and viable curriculum. (SD 2)</p> <p>Increased ML collab courses/sheltered and possibly enabled them to graduate in four years. (SD 5)</p> <p>Increased ML writing/reading support for elective courses. (SD 1, SD 4)</p>
Math			
All Students			
Basic Goal	Trans. Goal		
* No data available at this time			<p>Department-based training/collaboration in Ellevation, test score analysis (Fastbridge), AVID and reading strategies. (SD 5, SD 4)</p> <p>Implementing ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Provide collaboration opportunities within the department across the district. Allow collaboration across the district within course-alike areas. (ex. HP Geometry). SD 5)</p> <p>Increase training for collaborative teachers (full-day or in-house)providing training on roles and responsibilities for all professionals involved in the collaborative teaching classes. (SD 1, SD 5)</p> <p>Examining assessment procedures across the math department. Identifying ways other than standardized tests for students to demonstrate their knowledge. Rubrics written to focus on math tasks and math language. (SD 1, SD 2)</p>
			<p>Using Focus Hour to support struggling learners. Looking at test scores, Fastbridge, etc. to create individualized supports addressing students current needs. (SD 1, SD 5)</p> <p>Extending learning opportunities for students that may be above the pace of the majority of the class to meet the needs of students. (SD 1, SD 2)</p> <p>Nonlinear math incorporated Delta Math on-line. Website stills-based practice with instant feedback. (SD 2)</p> <p>PLTs have analyzed proficiency indicators and identified standard-by-standard areas of focus and strength. (SD 2)</p>

<p><i>Student Management</i></p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>		<p>Continued implementation of proactive relationships with our frequent behavior students. (SD 3)</p> <p>Continue the implementation of interventions and analyze their effectiveness or add additional interventions if needed. (SD 2)</p> <p>ATS curriculum: Add opportunities for effective interventions for repeated and common behaviors (vaping, THC, etc.). (SD 1, SD 5)</p>	<p>Sought input from teachers and non-licensed staff to support reducing 9th and 10th grade referrals. (SD 5)</p> <p>Continuing to add positive behavior reward systems addressing students and staff. (SD 1)</p> <p>Providing school-wide time and opportunities to make positive proactive phone calls home. (SD 3)</p> <p>Worked with the district data team on functional data tools (Unified INsights) for teachers and leadership to use on a regular basis. (SD 2, SD 4)</p> <p>PBIS concludes the <i>Street Data</i> book study. (SD 5)</p>
<p><i>Family Engagement</i></p> <p>Evidence of Need:</p> <p>Goal:</p>		<p>Utilize alternative ways to communicate with families (Google Meet, Microsoft Teams (?), phone calls, home visits) in exchange for conference time. (SD 3, SD 4)</p> <p>Continuing to measure community engagement through analysis of views on Talking Points, number of families accessing Schoology, views of Blackboard, and increasing the percent of families attending conferences. (SD 3, SD 4)</p> <p>Continued identification of least engaged students and spending in-service/PD time connecting with families. (SD 2)</p>	<p>Learning conference work - open house for new families prior to school starting and adjusting the learning conference times to allow parents to check in with other staff (counseling, SMS, case managers). (SD 1, SD 5)</p> <p>PBIS - monthly cultural celebrations and once per trimester community events in the city of Osseo (raking leaves, community clean up, shoveling snow). (SD 1, SD 3, SD 4, SD 5)</p> <p>Increased social media presence via Tik Tok, X (Twitter), Facebook, The Chirp. (SD 1, SD 3)</p> <p>Implemented a conference system easy for families to navigate to sign-up and</p>

		collaborate with staff either in person or virtually. (SD 3)
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Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

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

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>										
<table border="1"> <tr> <td colspan="2" data-bbox="63 212 485 256">Graduation</td> </tr> <tr> <td colspan="2" data-bbox="63 256 485 293">All Students</td> </tr> <tr> <td data-bbox="63 293 275 358">Basic Goal</td> <td data-bbox="275 293 485 358">Trans. Goal</td> </tr> <tr> <td data-bbox="63 358 275 418"></td> <td data-bbox="275 358 485 418"></td> </tr> <tr> <td colspan="2" data-bbox="63 418 485 748">* No data available at this time</td> </tr> </table>	Graduation		All Students		Basic Goal	Trans. Goal			* No data available at this time			Implementing ways to increase AVID programming and number of participants into the program. (SD 2)	<p>All teachers are tracking differences in programming (AVID, ML, STEM, ML, SPED), gender rates and intersectionality of identities (black and hispanic males) by groups. (SD 4)</p> <p>Classroom teachers are reviewing graduation data and course passing rates for any potential new gaps. (SD SD 4, SD 5)</p> <p>Worked with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2, SD 4)</p>
Graduation													
All Students													
Basic Goal	Trans. Goal												
* No data available at this time													
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Reading													
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Math													
All Students													
Basic Goal	Trans. Goal												
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			<p>district. Allowed collaboration across the district within course-alike areas. (ex. HP Geometry). SD 5)</p> <p>Increased training for collaborative teachers (full-day or in-house) providing training on roles and responsibilities for all professionals involved in the collaborative teaching classes. (SD 1, SD 5)</p> <p>Examined assessment procedures across the math department. Identifying ways other than standardized tests for students to demonstrate their knowledge. Rubrics were written to focus on math tasks and math language. (SD 1, SD 2)</p>
<i>Student Management</i>		(Implementation tasks TBD when new learning work occurs)	<p>Continued implementation of proactive relationships with our frequent behavior students. (SD 3)</p> <p>Implemented interventions and analyzed their effectiveness and added additional interventions as needed. (SD 2)</p> <p>ATS curriculum: Added opportunities for effective interventions for repeated and common behaviors (vaping, THC, etc.). (SD 1, SD 5)</p>
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			
<i>Family Engagement</i>		(Implementation tasks TBD when new learning work occurs)	<p>Utilizing alternative ways to communicate with families (Google Meet, Microsoft Teams (?), phone calls, home visits) in exchange for conference time. (SD 3, SD 4)</p> <p>Continuing to measure community engagement through analysis of views on</p>
Evidence of Need:			
Goal:			

		<p>Talking Points, number of families accessing Schoology, views of Blackboard, and increasing the percent of families attending conferences. (SD 3, SD 4)</p> <p>Continued identification of least engaged students and spending in-service/PD time connecting with families. (SD 2)</p>
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Graduation:

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	83.5	84.7	86.6	88.5	83.9	85.9	87.9
Am Indian	54.0				90.9	92.0	93.2
Asian	83.8	93.2	94.1	94.9	86.6	88.3	90.0
Black	80.1	79.9	82.4	84.9	83.9	85.9	87.9
Hispanic	74.5	70.4	74.1	77.8	71.0	74.6	78.3
White	91.0	93.0	93.9	94.8	87.1	88.7	90.3
Multiracial	69.2	82.9	85.0	87.2	86.7	88.4	90.0
EL/ML	70.0	60.0	65.0	70.0	73.8	77.1	80.4
ML Exited (2+Yrs)					80.0	82.5	85.0
Non-Eng Not ML (6yrs)		91.4	92.5	93.6	85.9	87.7	89.4
Spec Ed	56.5	50.0	56.3	62.5	54.8	60.5	66.1
F/R Lunch	76.8	78.8	81.4	84.1	81.6	83.9	86.2
Homeless	41.4	57.1	62.5	67.9	71.4	75.0	78.6
Female	87.6	86.3	88.0	89.7	88.2	89.7	91.2
Male	79.4	83.0	85.1	87.2	80.0	82.5	85.0

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

Reading

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	71.5	59.0	68.3	69.7	74.7	69.8	61.8	66.8
Am Indian		65.0	78.6	76.5	81.5	66.7		
Asian		54.0	66.7	77.7	82.7	77.7	69.8	74.8
Black		42.6	50.0	59.8	64.8	55.2	52.7	57.7
Hispanic		59.2	68.4	59.8	64.8	68.6	46.3	51.3
White		72.8	78.3	78.9	83.9	79.9	72.1	77.1
Multiracial		54.7	72.2	69.0	74.0	67.1	75.8	80.8
ML/EL		13.0	13.6	13.1	18.1	23.3	16.1	21.1
ML Exited (2+ Yrs)*			46.2	64.0	69.0	75.0	45.7	50.7
Non Eng Not ML (6yrs)*			75.0	75.9	80.9	75.0	81.0	86.0
Spec Ed		9.2	30.6	36.7	41.7	38.5	21.1	26.1
Free/Red. Price Meals		41.0	57.1	61.7	66.7	63.8		
Female		60.6	74.8	75.9	80.9	75.9	68.0	73.0
Male		57.7	62.9	63.4	68.4	63.6	54.1	59.1

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			
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	34%	8%	31%	9%	27%	8%
Am Ind	n<5	n<5	n<5	n<5	20%	0%
Asian	37%	5%	34%	8%	22%	7%
Black	22%	6%	28%	7%	26%	5%
Hispanic	39%	11%	31%	16%	34%	13%
White	42%	13%	34%	11%	29%	9%
Multiracial	42%	4%	37%	3%	29%	10%
ML/EL	24%	10%	32%	14%	29%	14%
ML Exited (2+Yrs)			39%	12%	32%	3%
Non-Eng Not ML (6yrs)			35%	12%	25%	5%
SPED	27%	6%	21%	10%	30%	11%
F/R Meals	25%	5%	29%	8%	26%	7%
Female	34%	9%	33%	11%	26%	6%
Male	33%	8%	29%	8%	29%	10%
Very Low Risk	35%	6%	35%	9%	31%	10%
Low Risk	35%	15%	24%	4%	18%	2%
Some Risk	38%	8%	33%	13%	26%	7%
High Risk	16%	5%	34%	13%	38%	16%

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING	Measure: Growth (% Making F-S Natnl Growth by All Pctl)				
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctl			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-22	Below Baseline HI 23-44	Baseline 45-56%	Target Lo 57-65%	Target HI 66-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctl			
	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	55%	27%	51%	25%	43%	21%
Am Ind	n<5	n<5	n<5	n<5	33%	17%
Asian	68%	34%	57%	29%	47%	19%
Black	51%	26%	51%	25%	43%	23%
Hispanic	53%	29%	52%	30%	46%	26%
White	51%	25%	48%	21%	39%	17%
Multiracial	64%	24%	48%	13%	41%	20%
ML/EL	50%	19%	62%	38%	51%	36%
ML Exited (2+Yrs)			50%	32%	54%	27%
Non-Eng Not ML (6yrs)			51%	26%	41%	16%
SPED	50%	31%	46%	26%	49%	30%
F/R Meals	54%	27%	54%	28%	44%	23%
Female	51%	23%	55%	26%	42%	17%
Male	58%	31%	48%	23%	44%	24%
Very Low Risk	44%	15%	37%	15%	29%	10%
Low Risk	66%	34%	49%	14%	41%	13%
Some Risk	68%	51%	68%	37%	46%	24%
High Risk	62%	23%	59%	39%	62%	45%

Reading (cont.)

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	1090	64%	901	64%	1071	60%	1090	59%	901	57%	999	56%	510	49%	6%
Grade 9	469	68%	451	63%	460	65%	469	62%	451	59%	460	58%			4%
Grade 10	509	61%	431	66%	538	58%	509	63%	431	56%	466	57%	510	49%	5%
American Indian	7	100%			7	100%	7	71%			7	57%			30%
Asian	197	79%	163	79%	186	77%	197	62%	163	59%	180	61%	93	54%	12%
Black	383	52%	320	54%	390	48%	383	47%	320	46%	354	44%	178	37%	6%
Hispanic	144	53%	107	45%	143	46%	144	42%	107	46%	133	41%	66	44%	3%
White	272	75%	232	76%	256	73%	272	78%	232	74%	246	78%	121	67%	6%
Multiracial	85	64%	74	66%	88	64%	85	72%	74	62%	78	59%	48	52%	6%
ML/EL	135	39%	92	39%	131	34%	135	8%	92	10%	124	7%	48	4%	17%
ML Exited (2+ Yrs)*	42	67%	37	65%	40	70%	42	40%	37	46%	39	33%	6	50%	18%
Non Eng Not ML (6 Yrs)*	206	73%	170	73%	211	69%	206	71%	170	68%	191	68%	121	60%	5%
Spec Ed	143	35%	141	28%	138	38%	173	17%	126	17%	142	20%	53	25%	9%
Free/Red. Price Meals	598	55%	478	56%	590	54%	598	51%	478	47%	544	48%	278	41%	6%
Female	547	73%	459	71%	525	68%	547	62%	459	60%	498	60%	248	59%	5%
Male	543	55%	442	57%	546	53%	543	56%	442	53%	501	52%	262	40%	7%

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
Grade 11	46.8	41.8	50.4	44.2	49.2	53.1	42.1	47.1
Am Indian		26.9	42.9	28.9	33.9	50.0		
Asian	50.0	47.5	51.4	32.4	37.4	42.1	53.6	58.6
Black	20.7	27.8	30.6	24.2	29.2	30.4	23.1	28.1
Hispanic	40.5	36.3	44.4	27.7	32.7	46.4	29.8	34.8
White	59.8	54.6	61.4	57.8	62.8	65.5	59.8	64.8
Multiracial	53.8	38.2	50.0	41.1	46.1	54.5	48.0	53.0
ML/EL		9.2		10.0	15.0	0.0	10.0	15.0
ML Exited (2+ Yrs)*			14.3				45.6	50.6
Non Eng Not ML (6yrs)*			50.0	34.5	39.5	42.6	46.7	51.7
Spec Ed	15.0	26.5	23.5	15.6	20.6	30.0	10.0	15.0
Free/Red. Price Meals	32.7	29.2	33.5	28.4	33.4	38.8	32.1	37.1
Female	46.7	41.8	47.7	45.6	50.6	54.3	45.3	50.3
Male	47.0	41.8	52.7	43.0	48.0	51.9	38.8	43.8

Math (cont.)

FastBridge does not report Math Growth by Start Score for high school grades

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: 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	46%	24%	41%	19%	40%	22%
Am Ind	n<5	n<5	n<5	n<5	60%	40%
Asian	42%	13%	45%	22%	37%	19%
Black	40%	23%	41%	21%	37%	21%
Hispanic	42%	16%	32%	21%	29%	17%
White	54%	27%	43%	15%	51%	28%
Multiracial	52%	38%	48%	8%	46%	18%
ML/EL	39%	21%	40%	28%	31%	20%
ML Exited (2+Yrs)			46%	19%	54%	21%
Non-Eng Not ML (6yrs)			43%	15%	36%	21%
SPED	45%	24%	34%	9%	38%	25%
F/R Meals	40%	20%	40%	21%	36%	21%
Female	45%	20%	41%	16%	44%	24%
Male	47%	27%	42%	22%	35%	19%
Very Low Risk	44%	15%	48%	15%	36%	19%
Low Risk	50%	30%	42%	23%	48%	23%
Some Risk	40%	22%	51%	23%	33%	19%
High Risk	52%	30%	35%	19%	36%	21%

Math (cont.)

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%)
*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.				

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	813	53%	855	52%	1156	59%	813	49%	855	51%	845	53%	370	30%	15%
Grade 9	409	60%	413	56%	439	64%	409	53%	413	51%	439	52%			8%
Grade 10	353	47%	397	49%	340	59%	353	47%	397	53%	340	56%			2%
Grade 11	36	36%	36	36%	369	55%	36	33%	36	28%	58	40%	370	30%	13%
American Indian	5	60%			7	86%	5	40%			5	60%			18%
Asian	141	74%	153	70%	212	78%	141	60%	153	61%	158	63%	61	31%	24%
Black	317	39%	300	35%	383	43%	317	34%	300	33%	293	34%	118	17%	13%
Hispanic	113	41%	122	47%	150	47%	113	36%	122	32%	119	30%	44	20%	14%
White	178	70%	210	63%	327	72%	178	74%	210	78%	212	79%	124	48%	16%
Multiracial	59	53%	66	58%	77	53%	59	56%	66	56%	58	67%	21	24%	22%
ML/EL	110	30%	122	34%	147	46%	110	6%	122	8%	120	13%	36	6%	21%
ML Exited (2+ Yrs)*	31	61%	33	52%	42	60%	31	48%	33	39%	39	38%	5	20%	20%
Non Eng Not ML (6 Yrs)*	152	66%	164	68%	225	69%	152	63%	164	63%	158	66%	76	29%	22%
Spec Ed	76	26%	71	27%	77	38%	76	26%	71	25%	66	26%	35	9%	15%
Free/Red. Price Meals	477	43%	475	43%	587	53%	477	42%	475	40%	449	42%	171	19%	17%
Female	405	57%	435	56%	578	65%	405	46%	435	48%	426	50%	173	29%	18%
Male	408	49%	420	47%	578	54%	408	53%	420	54%	419	55%	197	31%	13%

