

Osseo Middle School 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>	
Reading		<p>All staff will implement AVID organizational strategies (year 1). (SD2)</p> <p>All staff will implement AVID collaborative structures (year 2). (SD2)</p> <p>All staff will use street data to support practices that influence instruction. All PLT's will use this data with an emphasis on students who partially meet standards on the MCA test (year 1). (SD2&5)</p> <p>All staff will incorporate the AVID critical reading process into classrooms (year 1). (SD2)</p> <p>ELA will focus on building strong vocabulary skills to support our EL, SPED, and partially meeting students by adding vocabulary to our weekly IXL advisory assignments (year1). (SD2&5)</p> <p>ELA teachers will focus on including roots + prefixes into their instruction (year 1). (SD2)</p> <p>Implement Amplify curriculum in all ELA and Resource classes (year2). (SD2)</p>	<p>Implement AVID elective course to support academic development and college and career exposure. (SD2)</p> <p>ADSIS reading intervention class (SD2)</p> <p>ADSIS targeted support during Advisory (SD2&5)</p> <p>Wilson reading to support special education students (SD2)</p>	
All Students				
Basic Goal				Trans. Goal
69.2				74.2
*See attached addendum for more detailed information				

Math			<p>All Advisories will participate in Math Mondays focusing on specific math skills and Math vocabulary. (SD2)</p> <p>All Math PLT's will focus on vocabulary and AVID organization focused on students who partially meet standards. (SD2&5)</p> <p>All math teachers will be assigned students who are struggling in math into their Advisories with a focus on Black students. (SD5)</p> <p>All staff will use street data to support practices that influence instruction. All PLT's will use this data with an emphasis on students who partially meet standards on the MCA test. (SD2&5)</p> <p>All staff will implement AVID organizational strategies (year 1). (SD2)</p> <p>All staff will implement AVID collaborative structures (year 2). (SD2)</p>	<p>Implement AVID elective course to support academic development and college and career exposure. (SD2)</p> <p>All math teachers will implement the CPM curriculum with fidelity. (SD2&5)</p> <p>ADSIS Math intervention class (SD2)</p> <p>ADSIS targeted support during Advisory (SD2&5)</p>
All Students				
Basic Goal	Trans. Goal			
63.2	68.2			
*See attached addendum for more detailed information				
Student Management Data			<p>PBIS Site Team will use Hoonuit to examine and Identify behavioral data (SD 5)</p> <p>Focus room to reset students so they are able to return to class (SD 1)</p> <p>Positive alternative to school suspensions room (SD2)</p>	
Evidence of Need: Disproportionate number of suspensions for Black students				

<p>Student Behavior: Suspensions</p> <p>Baseline Data by Target Group: 42 Black students suspended 1 or more times during the 2023-2024 school year</p> <p>Goal: To decrease the number suspensions for Black students from 42-38 (10%)</p>		<p>Develop programming and interventions for students who receive setting 2.5 services (SD 1)</p> <p>Interpersonal Skills class with SEL curriculum (SD2)</p> <p>Training and development in understanding and implementing BSP's with fidelity (SD 1)</p> <p>Provide tracking and support for students who receive a threat assessment and partner with community resources for this support (SD 1)</p> <p>School and community collaborative- Student mentorship (SD 3)</p> <p>Social work targeted support groups(SD 3)</p>	<p>Check and Connect (SD2)</p> <p>Real Talk (SD 4)</p> <p>Community Mediation Restorative Services (SD 3)</p>
<p>Family Engagement <i>Rubric for reference</i></p> <p>Evidence of Need: Parent Surveys</p> <p>Goal: Create opportunities to increase family engagement at OMS</p>		<p>Continue using social media to promote school activities(SD 3)</p> <p>Host events to engage OMS families/students (SD 3)</p> <p>Provide opportunities for families to give input into boundary changes (SD 3)</p> <p>Provide families monthly updates to families with the Orioles newsletter (SD3)</p>	<p>PBIS team will partner with Student Leadership Ambassadors to host Family Game Night, Multicultural Night, and school dances. (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)**

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 style="text-align: center;">Reading</p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> <tr> <td style="height: 400px; vertical-align: top;">*No data available at this time</td> <td></td> </tr> </table>	Basic Goal	Trans. Goal	*No data available at this time			<p>All staff will implement AVID organizational strategies (year 2). (SD2)</p> <p>All staff will use street data to support practices that influence instruction. All PLT's will use this data with an emphasis on students who partially meet standards on the MCA test (year 2). (SD2&5)</p> <p>All staff will incorporate the AVID critical reading process into classrooms (year 2). (SD2)</p> <p>ELA will focus on building strong vocabulary skills to support our EL, SPED, and partially meeting students by adding vocabulary to our weekly IXL advisory assignments (year 2). (SD2&5)</p> <p>ELA teachers will focus on including roots + prefixes into their instruction (year 2). (SD2)</p> <p>All staff will implement AVID writing /focused notes strategies (year 1). (SD2)</p>	<p>Implement AVID elective course to support academic development and college and career exposure. (SD2)</p> <p>ADSIS reading intervention class. (SD2)</p> <p>ADSIS targeted support during Advisory. (SD2&5)</p> <p>Wilson reading to support special education students. (SD2)</p> <p>Implement Amplify curriculum in all ELA and Resource classes. (SD2)</p> <p>All staff will implement AVID collaborative structures. (SD2)</p>
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		<p>All math teachers will be assigned students who are struggling in math into their Advisories with a focus on Black students (year 2). (SD5)</p> <p>All staff will use street data to support practices that influence instruction. All PLT's will use this data with an emphasis on students who partially meet standards on the MCA test (year 2). (SD2&5)</p> <p>All staff will implement AVID organizational strategies (year 2). (SD2)</p> <p>All staff will implement AVID writing /focused notes strategies (year 1). (SD2)</p>	<p>ADSIS Math intervention class. (SD2)</p> <p>ADSIS targeted support during Advisory. (SD2&5)</p>
<i>Student Management</i>		<p>Develop programming and interventions for students who receive setting 2.5 services. (SD1)</p> <p>Training and development in understanding and implementing BSP's with fidelity. (SD1)</p> <p>Provide tracking and support for students who receive a threat assessment and partner with community resources for this support. (SD1)</p> <p>School and community collaborative-Student mentorship. (SD3)</p> <p>Social work targeted support groups. (SD3)</p>	<p>Focus room to reset students so they are able to return to class. (SD1)</p> <p>Positive alternative to school suspensions room. (SD2)</p> <p>Check and Connect. (SD2)</p> <p>Real Talk. (SD4)</p> <p>Community Mediation Restorative Services. (SD3)</p> <p>PBIS Site Team will use Hoonuit to examine and Identify behavioral data</p> <p>Interpersonal Skills class with SEL curriculum. (SD2)</p>
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			
<i>Family Engagement</i>		<p>Partner with communications department to promote school activities and market enrollment. (SD3)</p>	<p>PBIS team will partner with Student Leadership Ambassadors to host Family Game Night, Multicultural Night, and school dances. (SD3)</p>
Evidence of Need:			
Goal:			

		<p>Host events to engage OMS families/students with construction/furniture needs. (SD3)</p> <p>Provide opportunities for families to give input into boundary changes. (SD3)</p> <p>Provide families monthly updates to families with the Orioles newsletter. (SD3)</p>	
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Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

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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>				
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Basic	Trans.						

Goal	Goal		
* No data available at this time			<p>All Math PLT's will focus on vocabulary and AVID organization focused on students who partially meet standards. (SD2&5)</p> <p>All math teachers will be assigned students who are struggling in math into their Advisories with a focus on Black students. (SD5)</p> <p>All staff will use street data to support practices that influence instruction. All PLT's will use this data with an emphasis on students who partially meet standards on the MCA test. (SD2&5)</p> <p>All staff will implement AVID organizational strategies. (SD2)</p> <p>All staff will implement AVID collaborative structures. (SD2)</p>
Student Management			
Evidence of Need:		Provide tracking and support for students who receive a threat assessment and partner with community resources for this support. (SD1)	PBIS Site Team will use Hoonuit to examine and Identify behavioral data. (SD5)
Student Behavior:			Develop programming and interventions for students who receive setting 2.5 services. (SD1)
Baseline Data by Target Group:		School and community collaborative-Student mentorship. (SD3)	Interpersonal Skills class with SEL curriculum. (SD3)
Goal:		Social work targeted support groups. (SD3)	Training and development in understanding and implementing BSP's with fidelity. (SD1)
Family Engagement			
Evidence of Need:		Partner with communications department to promote school activities and market enrollment. (SD3)	PBIS team will partner with Student Leadership Ambassadors to host Family Game Night, Multicultural Night, and school dances. (SD3)

Goal:		<p>Provide families/students opportunities to share input about construction/furniture updates. (SD3)</p> <p>Provide families tours/information regarding funds used to enhance learning at Osseo Middle School. (SD3)</p> <p>Provide opportunities for families to give input into boundary changes. (SD3)</p>	<p>Provide families monthly updates to families with the Orioles newsletter. (SD3)</p>
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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
All Students	65.9	63.2	62.6	71.6	76.6	64.8	69.2	74.2
Grade 6	72.2	66.1	69.9	82.4	87.4	71.8	76.9	81.9
Grade 7	62.6	63.0	58.8	67.8	72.8	63.7	65.2	70.2
Grade 8	62.9	60.7	59.7	66.8	71.8	60.4	65.1	70.1
Am Indian		67.6	54.2	73.5	78.5	68.8		
Asian		56.4	62.1	66.9	71.9	60.3	63.8	68.8
Black		46.9	44.3	53.6	58.6	44.1	45.1	50.1
Hispanic		50.0	47.5	57.3	62.3	52.2	54.9	59.9
White		72.6	72.6	81.4	86.4	75.1	80.7	85.7
Multiracial		66.3	59.9	67.5	72.5	62.8	74.2	79.2
ML/EL		5.2	10.4	23.1	28.1	14.6	15.8	20.8
ML Exited (2+ Yrs)*			54.9	67.7	72.7	60.0	71.9	76.9
Non Eng Not ML (6yrs)*			74.2	84.8	89.8	77.9	71.9	76.9
Spec Ed		25.5	22.7	37.5	42.5	27.8	36.5	41.5
Free/Red. Price Meals		42.4	43.0	54.1	59.1	46.1	54.5	59.5
Female		67.7	67.9	75.0	80.0	68.9	72.3	77.3
Male		58.3	56.9	68.1	73.1	60.6	66.1	71.1

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 pctl's			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-19	Below Baseline Hi 20-39	Baseline 40-59%	Target Lo 60-67%	Target Hi 68-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctl's			
	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: 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 - Nation	50%	25%	50%	25%	50%	25%
All Students - District	38%	14%	35%	13%	33%	12%
All Students - Site	33%	9%	28%	8%	27%	6%
Grade 6	33%	9%	30%	12%	28%	7%
Grade 7	33%	10%	28%	8%	31%	8%
Grade 8	33%	6%	26%	4%	23%	4%
Am Ind	43%	14%	33%	17%	n<5	n<5
Asian	22%	5%	30%	8%	32%	13%
Black	29%	9%	23%	7%	21%	4%
Hispanic	33%	8%	27%	3%	18%	4%
White	37%	9%	30%	8%	29%	6%
Multiracial	34%	10%	30%	9%	32%	9%
EL/ML	25%	8%	18%	2%	28%	7%
ML Exited (2+Yrs)			22%	7%	32%	7%
Non-Eng Not ML (6yrs)			29%	6%	26%	5%
SPED	30%	10%	25%	12%	18%	7%
F/R Meals	28%	8%	25%	8%	24%	6%
Female	34%	8%	27%	7%	27%	6%
Male	33%	10%	30%	9%	27%	7%
Very Low Risk	35%	6%	29%	6%	32%	6%
Low Risk	36%	11%	36%	11%	25%	8%
Some Risk	34%	9%	21%	4%	20%	5%
High Risk	26%	9%	22%	10%	25%	6%

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING	Measure: Growth (% Making F-S Natnl Growth by All Pctl)				
Column Header	Definition				
<i>Typical Growth by All</i>	The percentage of students making growth from fall to spring at the 50th percentile 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 75th percentile 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 pctls			
	<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 pctls			
	<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	41%	17%	36%	14%	35%	12%
Grade 6	39%	12%	34%	13%	29%	8%
Grade 7	41%	20%	40%	18%	42%	17%
Grade 8	42%	18%	33%	12%	33%	11%
Am Ind	57%	0%	33%	17%	n<5	n<5
Asian	25%	14%	37%	15%	44%	26%
Black	39%	19%	35%	16%	34%	12%
Hispanic	43%	22%	40%	13%	35%	10%
White	44%	16%	35%	14%	32%	9%
Multiracial	44%	18%	37%	13%	40%	16%
EL/ML	40%	27%	45%	18%	43%	20%
ML Exited (2+Yrs)			22%	10%	42%	19%
Non-Eng Not ML (6yrs)			34%	14%	36%	12%
SPED	45%	22%	44%	21%	38%	17%
F/R Meals	40%	18%	37%	15%	36%	15%
Female	41%	16%	34%	13%	33%	10%
Male	40%	18%	38%	16%	36%	14%
Very Low Risk	32%	8%	27%	8%	28%	7%
Low Risk	43%	17%	42%	18%	37%	11%
Some Risk	51%	24%	36%	16%	38%	16%
High Risk	45%	26%	45%	22%	46%	22%

Reading (cont.)

Balanced Assessment

Priority One: READING				<i>Measure: Balanced Assessment</i>				
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%)		
*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
	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	1009	69%	1005	68%	1027	71%	1009	69%	1005	63%	1001	60%	1005	53%	9%
Grade 6	296	79%	298	80%	305	74%	296	72%	298	70%	298	67%	294	63%	6%
Grade 7	350	75%	341	69%	352	76%	350	69%	341	58%	343	57%	348	51%	13%
Grade 8	363	54%	366	56%	370	62%	363	67%	366	60%	360	58%	363	47%	8%
American Indian	5	20%			5	40%	5	80%					5	60%	14%
Asian	93	83%	91	84%	91	84%	93	56%	91	47%	88	51%	91	47%	20%
Black	208	49%	209	42%	225	50%	208	51%	209	44%	215	39%	219	32%	9%
Hispanic	75	52%	77	47%	77	52%	75	56%	77	44%	76	54%	75	43%	6%
White	523	78%	521	80%	525	82%	523	81%	521	75%	516	71%	515	64%	9%
Multiracial	104	62%	102	62%	103	63%	104	67%	102	65%	101	62%	99	52%	6%
ML/EL	35	46%	36	33%	35	51%	35	9%	36	11%	34	9%	34	12%	24%
ML Exited (2+ Yrs)*	45	67%	44	61%	45	62%	45	51%	44	48%	43	47%	44	45%	9%
Non Eng Not ML (6 Yrs)*	95	72%	93	70%	94	78%	95	73%	93	66%	92	65%	93	58%	10%
Spec Ed	97	38%	94	45%	96	43%	134	26%	138	21%	132	21%	139	15%	14%
Free/Red. Price Meals	376	51%	380	49%	389	53%	376	52%	380	45%	372	43%	377	34%	10%
Female	514	74%	515	73%	526	73%	514	73%	515	65%	510	64%	514	56%	9%
Male	495	63%	490	62%	501	68%	495	65%	490	60%	491	57%	491	50%	9%

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	58.4	58.5	63.5	64.8	69.8	66.2	63.2	68.2
Grade 6	60.1	53.9	70.1	63.6	68.6	70.9	61.0	66.0
Grade 7	62.2	63.8	58.7	68.0	73.0	67.4	62.0	67.0
Grade 8	52.6	58.0	62.2	62.7	67.7	61.4	66.3	71.3
Am Indian	52.0	51.3	50.0	49.8	54.8	50.0		
Asian	59.1	51.9	61.5	63.9	68.9	65.8	63.7	68.7
Black	37.8	35.7	37.0	39.2	44.2	40.9	34.7	39.7
Hispanic	40.0	44.5	50.0	41.6	46.6	42.5	43.7	48.7
White	66.5	72.3	76.8	78.4	83.4	79.2	76.9	81.9
Multiracial	56.2	52.8	63.2	60.8	65.8	64.1	63.8	68.8
ML/EL	7.4	11.4	16.7	20.4	25.4	21.9	23.1	28.1
ML Exited (2+ Yrs)*			51.6	59.8	64.8	60.9	60.7	65.7
Non Eng Not ML (6yrs)*			61.7	65.0	70.0	69.3	67.5	72.5
Spec Ed	27.3	24.5	27.6	34.9	39.9	33.5	33.5	38.5
Free/Red. Price Meals	39.8	36.0	42.1	44.3	49.3	46.1	47.3	52.3
Female	58.2	58.6	63.4	63.0	68.0	65.9	61.9	66.9
Male	58.6	58.5	63.5	66.7	71.7	66.5	64.4	69.4

Math (cont.)

FastBridge Math Growth by Start Score

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based students who had their same starting score nationally				
Aggressive Growth by Start Score	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based students who had their same starting score nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th 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	45%	19%	36%	14%	42%	20%
Grade 6	41%	15%	29%	10%	42%	19%
Grade 7	46%	16%	39%	15%	45%	21%
Grade 8	49%	26%	41%	16%	40%	19%
Am Ind	29%	14%	n<5	n<5	n<5	n<5
Asian	49%	18%	41%	17%	50%	17%
Black	35%	12%	30%	8%	33%	13%
Hispanic	38%	16%	35%	15%	42%	23%
White	50%	22%	40%	15%	46%	24%
Multiracial	46%	17%	30%	11%	30%	11%
EL/ML	33%	12%	19%	4%	44%	18%
ML Exited (2+Yrs)			41%	16%	48%	18%
Non-Eng Not ML (6yrs)			42%	22%	43%	13%
SPED	33%	7%	28%	9%	35%	14%
F/R Meals	36%	11%	30%	10%	39%	16%
Female	45%	20%	38%	14%	43%	19%
Male	45%	18%	35%	13%	41%	20%
Very Low Risk	58%	30%	46%	20%	49%	27%
Low Risk	38%	14%	32%	11%	38%	17%
Some Risk	43%	11%	27%	7%	33%	12%
High Risk	39%	15%	30%	9%	38%	16%

Math (cont.)

FastBridge Math Growth by All

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by All Pctl)			
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th 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	46%	17%	36%	12%	42%	16%
Grade 6	43%	13%	30%	9%	39%	17%
Grade 7	45%	16%	40%	15%	48%	17%
Grade 8	51%	21%	39%	12%	38%	15%
Am Ind	43%	14%	n<5	n<5	n<5	n<5
Asian	50%	19%	45%	14%	39%	19%
Black	39%	14%	34%	12%	40%	17%
Hispanic	41%	15%	38%	18%	47%	23%
White	49%	17%	35%	11%	44%	16%
Multiracial	46%	16%	33%	11%	32%	10%
EL/ML	38%	20%	26%	7%	50%	20%
ML Exited (2+Yrs)			48%	18%	45%	20%
Non-Eng Not ML (6yrs)			44%	16%	38%	18%
SPED	37%	11%	31%	11%	42%	16%
F/R Meals	40%	15%	34%	12%	42%	17%
Female	48%	18%	38%	14%	42%	16%
Male	44%	15%	34%	10%	41%	16%
Very Low Risk	43%	11%	37%	12%	41%	15%
Low Risk	52%	16%	36%	12%	42%	17%
Some Risk	55%	30%	40%	11%	38%	15%
High Risk	44%	19%	33%	13%	47%	20%

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%)	
<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		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
All students	1011	76%	1030	69%	1017	72%	1011	58%	1030	45%	1035	49%	1068	48%	14%
Grade 6	301	77%	303	77%	268	80%	301	53%	303	50%	311	50%	314	53%	16%
Grade 7	340	91%	350	76%	368	77%	340	62%	350	45%	353	54%	372	48%	15%
Grade 8	370	62%	377	57%	381	62%	370	58%	377	41%	371	43%	382	45%	11%
American Indian	5	80%	5	80%	5	40%	5	60%	5	20%			5	40%	0%
Asian	99	87%	99	81%	92	86%	99	52%	99	39%	97	46%	99	51%	22%
Black	209	60%	217	51%	226	54%	209	31%	217	18%	237	19%	244	21%	20%
Hispanic	71	51%	82	44%	79	56%	71	31%	82	28%	85	28%	92	26%	17%
White	524	85%	524	81%	513	81%	524	73%	524	60%	510	66%	523	64%	9%
Multiracial	103	71%	102	59%	101	67%	103	58%	102	46%	101	51%	104	49%	10%
ML/EL	61	48%	70	46%	74	46%	61	10%	70	6%	77	4%	80	8%	23%
ML Exited (2+ Yrs)*	45	87%	45	71%	44	75%	45	51%	45	33%	44	39%	45	42%	20%
Non Eng Not ML (6 Yrs)*	87	77%	91	66%	87	75%	87	55%	91	43%	90	48%	92	54%	14%
Spec Ed	99	67%	95	53%	93	55%	99	28%	95	19%	116	20%	121	17%	21%
Free/Red. Price Meals	385	64%	398	55%	389	58%	385	36%	398	23%	406	27%	424	27%	18%
Female	508	79%	516	75%	514	76%	508	54%	516	43%	512	46%	524	48%	17%
Male	503	73%	514	64%	503	68%	503	62%	514	48%	523	52%	544	48%	10%

