

Woodland 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>	
<u>Reading</u>		<u>Reading Curriculum</u>	<u>Reading Curriculum</u>	
All Students		<ul style="list-style-type: none"> ● Implementation of 95 Phonics and CKLA ● Ongoing, non-evaluative coaching support system such as peer learning walkthroughs for core instruction: classroom visits, team teaching for the purpose of modeling (SD4) 	<u>Implementation</u>	
Basic Goal			Trans. Goal	<ul style="list-style-type: none"> ● Implementation of new Reading curriculum ● Encouraging peer coaching for Tri 2 and 3 for ATPPS observation
66.7			71.7	
*See attached addendum for more detailed information		<u>Structured Literacy</u>	<u>PLTs:(SD 2)</u>	<ul style="list-style-type: none"> ● Use data to discuss instructional strategies and practices in Core Instruction ● Align unpacked 2020 ELA standards to CKLA and 95 Phonics ● PLT Facilitators meet monthly
	<ul style="list-style-type: none"> ● Teachers will implement core components of structured literacy (Explicit, Systematic, Sequential, and Diagnostic) into their instruction. ● Teachers will begin to implement the 2020 ELA Standards and Learning Targets into the literacy instruction. 	<u>Culturally Relevant Pedagogy</u>	<ul style="list-style-type: none"> ● Utilize Community Building Circles for teaching reading content. ● Implement High Operational Practices into reading instruction ● Books that represent whole student body ● Utilizing the CKLA trade books in instruction 	
		<u>Diagnostic Assessments</u>		
		<ul style="list-style-type: none"> ● Teachers will use screeners and diagnostic assessments 		

		<p>Personalized Learning Time instruction.</p> <p><u>EL:</u></p> <ul style="list-style-type: none"> • Ellevation Training for staff to plan for instructional needs of students based on ACCESS results • Ellevators -recruitment for cohort • PD and coaching structure to increase classroom teacher’s skill set to teach students receiving EL services in the classroom • EL students clustered in classrooms based on ACCESS Scores • Collaboration with grade level teams <p><u>Intervention</u></p> <ul style="list-style-type: none"> • Explore push in models for Tier 2 and 3 interventions and delivery of intervention instruction provided by classroom teachers (SD4) • • ESP’s trained in FastBridge Interventions • ADSIS implements interventions data driven groups and specialized instruction <p><u>TAG:</u></p>	<p><u>EL:</u></p> <ul style="list-style-type: none"> • Co-Teaching model <p><u>SPED:</u></p> <ul style="list-style-type: none"> • Wilson Reading System • Ufli Reading curriculum • Equals curriculum • Collaboration with grade level teams • Align resource teachers with grade level team with a focus on Core Instruction <p><u>Intervention:</u></p> <ul style="list-style-type: none"> • Alignments of Fastbastbridge to the instructional strategies of 95 Phonics • Reading Corp tutors implement interventions • Classroom teachers implement FastBridge Interventions
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		<ul style="list-style-type: none"> ● Learning the differences between talent development for all students and academic challenges for some students ● Flexible identification of students ● ELA academic challenges for students in grades 3-5 (SD2) <p><u>Special Education</u></p> <ul style="list-style-type: none"> ● Special Education focus on writing Northstar Plan (SD4/5) ● Wilson Reading System ● Ufli Reading curriculum ● Equals curriculum ● Collaboration with grade level teams ● Align resource teachers with grade level team with a focus on Core Instruction ● PLTs and Staff Meeting <p><u>Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> ● Utilize Community Building Circles for teaching reading content. ● Identify HOPs of Amplifying Student Voice, Eliciting High Intellectual Performance and Situating Learning in the Lives of Students within lessons 	
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Math			<u>Tier one</u> <ul style="list-style-type: none"> Solid tier 1 instruction using Bridges Curriculum <u>Number Corner (SD 2)</u> <ul style="list-style-type: none"> Renewed focus on implementation of all workouts of Number Corner <u>Math PLT</u> <ul style="list-style-type: none"> PLT focus on Math once a month with Math coach Analyze assessment data Make instructional decisions Incorporate Learning Acceleration strategies Evaluate effectiveness of instruction <u>Diagnostic</u> <p>Teachers will implement math screeners in order to provide “just in time” math interventions according to the Bridges Math Implementation Guides</p>	
All Students				<u>Co-Teacher Model (SD 2)</u> <ul style="list-style-type: none"> EL teachers co-teaching with classroom teachers at all grade levels <u>Intervention</u> <ul style="list-style-type: none"> Teachers will begin to learn more about implementing Tier 2 and Tier 3 math interventions in the classroom. <u>Special Education</u> <ul style="list-style-type: none"> Special Education focus on writing Northstar Plan (SD4/5)
Basic Goal	Trans. Goal			
66.1	71.1			
*See attached addendum for more detailed information				
Student Management			<u>Tier 1:</u> <ul style="list-style-type: none"> Student dismissal from school - focus on special education (SD3) Learning through data (Time in/out of class) why students in SpEd are 	
Evidence of Need: (fall '23) MySAEBRS High Risk: 2% (fall '23) SAEBRS High Risk: 3%				<u>Core/tier 1:(SD 1,4,5)</u> <ul style="list-style-type: none"> PBIS/Climate Meeting - monthly MYSAEBRS data to plan for tier II and III instruction, and referral for Lee Carlson Therapy
Student Behavior:				

Baseline Data by Target Group:		<p>struggling with behavior (SD5)</p> <ul style="list-style-type: none"> ● Staffing/Training for SpEd/gen ed. teachers who send out students ● Behavior team push into SpEd. intervention time (SD5) ● Generate a system to track non-exclusionary discipline for our students that exhibit undesirable behavior to get to the root cause and formulate plans for next steps. (ODR's Beta group) ● Implement Restorative chat process with all ESPs (SD 1, 4, 5) ● Hold classroom community circles at least once per week (SD 1, 4, 5) ● Infuse CRT strategies to increase student voice and choice in all academic and SEL instructions (SD 1, 2, 3, 4, 5) ● ESPs participate in monthly Restorative Community \Building Circles ● Envoy PD for all ESPs ● ESP bi-monthly collaboration ● Harmony SEL Curriculum 	<ul style="list-style-type: none"> ● Student random sample pre-post survey ● Monthly SEL lessons taught by counselor, push in model ● SAEBRS to identify students who are at-risk for social, emotion and academic challenges. ● Develop Action Plan based upon TFI Data <p><u>Restorative Practices(SD 1,4,5)</u></p> <ul style="list-style-type: none"> ● Community building circles for staff ● Community building circles for students via morning meetings ● Restorative Practice Training opportunities for all staff ● Restorative circles, chats, conferences ● Problem solving circles for students <p><u>Tier 2:(SD 1,5)</u></p> <ul style="list-style-type: none"> ● Utilize SAEBRS and mySAEBRS data to form SEL Groups ● bi-monthly SIT meetings to review data and design interventions ● Friendship building/social skills small Group (social worker, behavior interventionist,
Goal:			

		<ul style="list-style-type: none"> Utilizing staff pathways of learning and practice of restorative practices regarding restorative chats and circles to repair harm PBIS practices and re-development of expectations <p><u>Tier 2:</u></p> <ul style="list-style-type: none"> Tier 2 SEL group curriculum pilot <p><u>Tier 3:</u></p>	<p>counselor, school psychologist)</p> <ul style="list-style-type: none"> SIT process Develop Action Plan based upon TFI Data <p><u>Tier 3:</u></p> <ul style="list-style-type: none"> St. David's Community Based Mental Health Therapist serving students and families(SD1) Develop Action Plan based upon TFI Data <p><u>Alternate Recess Room:</u></p> <ul style="list-style-type: none"> BIT/ESP SEL Room Self-regulation, socialization, self advocacy skill development <p><u>ESP Professional Development:</u></p> <ul style="list-style-type: none"> Active Supervision Restorative Practices Problem Solving Envoy training <p><u>Data collection</u></p> <ul style="list-style-type: none"> Minor incidents tracking system ODRS (beta group)
Family Engagement		<ul style="list-style-type: none"> Family Building Circles during Spring conferences Multicultural Night in January 	<ul style="list-style-type: none"> Curriculum Night AAPID Parent Led Middle School Panel Session
Evidence of Need:			
Goal:			

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

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;"><i>Reading</i></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: 100px; 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><u>Reading Curriculum</u></p> <ul style="list-style-type: none"> Peer learning walkthroughs Empower teachers to increase opportunities to illuminate the HOPs that are present in CKLA and 95 Phonics Encouraging peer coaching for Tri 2 and 3 for ATPPS observation <p><u>Structured Literacy</u></p> <ul style="list-style-type: none"> Peer learning walkthroughs <p><u>Assessment</u></p> <ul style="list-style-type: none"> Use vertical alignment to improve consistency in evaluating common formative assessments by designing rubrics for both teachers and students. <p><u>EL:</u></p> <ul style="list-style-type: none"> Language studio/new program <p><u>Intervention</u></p> <ul style="list-style-type: none"> Align interventions with 95 Phonics components Begin to implement Bridge 2 Read as it aligns with 95 Phonics 	<p><u>Reading Curriculum</u></p> <ul style="list-style-type: none"> Implementation of 95 Phonics and CKLA Ongoing, non-evaluative coaching support system such as peer learning walkthroughs for core instruction: classroom visits, team teaching for the purpose of modeling (SD4) <p><u>Structured Literacy</u></p> <ul style="list-style-type: none"> Teachers will implement core components of structured literacy (Explicit, Systematic, Sequential, and Diagnostic) into their instruction. Teachers will identify the 2020 ELA Standards and Learning Targets into the literacy instruction. <p><u>Diagnostic Assessments</u></p> <ul style="list-style-type: none"> Teachers will use screeners and diagnostic assessments Personalized Learning Time instruction. <p><u>EL:</u></p> <ul style="list-style-type: none"> Ellevation Training for staff to plan for instructional needs of students based on ACCESS results Ellevators -recruitment for cohort
Basic Goal	Trans. Goal						
*No data available at this time							

		<p><u>TAG:</u></p> <p><u>Special Education</u></p> <ul style="list-style-type: none"> ● Aligning the pedagogy/strategies of Wilson, UFLI and 95 Phonics to increase achievement for students receiving special education services ● Collaboration and co-teaching with general education ● Implementation of Northstar Plan for writing instruction <p><u>Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> ● Empower teachers to increase opportunities to illuminate the HOPs that are present in CKLA and 95 Phonics ● Using Street Data to engage in Equity Transformational Cycles ● Zaretta Hammond book study, Culturally Responsive Teaching and the Brain 	<ul style="list-style-type: none"> ● PD and coaching structure to increase classroom teacher's skill set to teach students receiving EL services in the classroom ● EL students clustered in classrooms based on ACCESS Scores ● Collaboration with grade level teams <p><u>Intervention</u></p> <ul style="list-style-type: none"> ● Explore push in models for Tier 2 and 3 interventions and delivery of intervention instruction provided by classroom teachers (SD4) ● ESP's trained in FastBridge Interventions ● ADSIS implements interventions data driven groups and specialized instruction <p><u>TAG:</u></p> <ul style="list-style-type: none"> ● Learning the differences between talent development for all students and academic challenges for some students ● Flexible identification of students ● ELA academic challenges for students in grades 3-5 (SD2) <p><u>Special Education</u></p> <ul style="list-style-type: none"> ● Special Education focus on writing Northstar Plan (SD4/5) ● Wilson Reading System ● Ufli Reading curriculum ● Equals curriculum ● Collaboration with grade level teams
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			<ul style="list-style-type: none"> Align resource teachers with grade level team with a focus on Core Instruction PLTs and Staff Meeting <p><u>Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> Utilize Community Building Circles for teaching reading content. Identify HOPs of Amplifying Student Voice, Eliciting High Intellectual Performance and Situating Learning in the Lives of Students within lessons 		
<p align="center">Math</p>			<p><u>Tier one</u></p> <ul style="list-style-type: none"> Solid tier 1 instruction using Bridges Curriculum 		
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Basic Goal	Trans. Goal				
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<p>* No data available at this time</p>			<p><u>Diagnostic</u></p> <p>Teachers will implement math screeners in order to provide “just in time” math interventions according to the Bridges Math Implementation Guides</p>		

<i>Student Management</i>			<p><u>Tier 1:</u></p> <ul style="list-style-type: none"> ● Student dismissal from school - focus on special education (SD3) ● Learning through data (Time in/out of class) why students in SpEd are struggling with behavior (SD5) ● Staffing/Training for SpEd/gen ed. teachers who send out students ● Behavior team push into SpEd. intervention time (SD5) ● Generate a system to track non-exclusionary discipline for our students that exhibit undesirable behavior to get to the root cause and formulate plans for next steps. (ODR's Beta group) ● Implement Restorative chat process with all ESPs (SD 1, 4, 5) ● Hold classroom community circles at least once per week (SD 1, 4, 5) ● Infuse CRT strategies to increase student voice and choice in all academic and SEL instructions (SD 1, 2, 3, 4, 5) ● ESPs participate in monthly Restorative Community \Building Circles ● Envoy PD for all ESPs ● ESP bi-monthly collaboration ● Harmony SEL Curriculum ● Utilizing staff pathways of learning and practice of restorative practices regarding
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			

			restorative chats and circles to repair harm <ul style="list-style-type: none"> ● PBIS practices and re-development of expectations <u>Tier 2:</u> <ul style="list-style-type: none"> ● Tier 2 SEL group curriculum pilot <u>Tier 3:</u>
<i>Family Engagement</i>		<u>Increase Family Engagement(SD3)</u>	<u>Increase Family Engagement(SD3)</u>
Evidence of Need:		<ul style="list-style-type: none"> ● Continue to seek input, gather perspective to deepen family engagement and strengthen partnership. ● Book Club/Study 	<ul style="list-style-type: none"> ● Spring Family Listening Community Building Circles with families.(SD 1,3) Continue PTO collaborative partnership.(SD 1,3) ● Explore use of Family Listening Community Building Circles to engage parents and community members.(SD1,3,5) ● Recruit Parents who have been trained in RP to facilitate Family Listening and Community Building Circles.(SD1)
Goal:			

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>				
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Basic Goal	Trans. Goal						
<p>* No data available at this time</p>							

			<ul style="list-style-type: none"> ● PD and coaching structure to increase classroom teacher’s skill set to teach students receiving EL services in the classroom ● EL students clustered in classrooms based on ACCESS Scores ● Collaboration with grade level teams <p><u>Intervention</u></p> <ul style="list-style-type: none"> ● Explore push in models for Tier 2 and 3 interventions and delivery of intervention instruction provided by classroom teachers (SD4) ● ESP’s trained in FastBridge Interventions ● ADSIS implements interventions data driven groups and specialized instruction <p><u>TAG:</u></p> <ul style="list-style-type: none"> ● Learning the differences between talent development for all students and academic challenges for some students ● Flexible identification of students ● ELA academic challenges for students in grades 3-5 (SD2) <p><u>Special Education</u></p> <ul style="list-style-type: none"> ● Special Education focus on writing Northstar Plan (SD4/5) ● Wilson Reading System ● Ufli Reading curriculum ● Equals curriculum ● Collaboration with grade level teams
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			<ul style="list-style-type: none"> Align resource teachers with grade level team with a focus on Core Instruction PLTs and Staff Meeting <p><u>Culturally Relevant Pedagogy</u></p> <ul style="list-style-type: none"> Utilize Community Building Circles for teaching reading content. Identify HOPs of Amplifying Student Voice, Eliciting High Intellectual Performance and Situating Learning in the Lives of Students within lessons 				
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Basic Goal	Trans. Goal						

<i>Student Management</i>		Continuation of goals not met from previous year	<u>Tier 1:</u> <ul style="list-style-type: none"> ● Student dismissal from school - focus on special education (SD3) ● Learning through data (Time in/out of class) why students in SpEd are struggling with behavior (SD5) ● Staffing/Training for SpEd/gen ed. teachers who send out students ● Behavior team push into SpEd. intervention time (SD5) ● Generate a system to track non-exclusionary discipline for our students that exhibit undesirable behavior to get to the root cause and formulate plans for next steps. (ODR's Beta group) ● Implement Restorative chat process with all ESPs (SD 1, 4, 5) ● Hold classroom community circles at least once per week (SD 1, 4, 5) ● Infuse CRT strategies to increase student voice and choice in all academic and SEL instructions (SD 1, 2, 3, 4, 5) ● ESPs participate in monthly Restorative Community \Building Circles ● Envoy PD for all ESPs ● ESP bi-monthly collaboration ● Harmony SEL Curriculum ● Utilizing staff pathways of learning and practice of restorative practices regarding
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			

			restorative chats and circles to repair harm <ul style="list-style-type: none"> ● PBIS practices and re-development of expectations <u>Tier 2:</u> <ul style="list-style-type: none"> ● Tier 2 SEL group curriculum pilot <u>Tier 3:</u>
Family Engagement		Continuation of goals not met from previous year	<u>Increase Family Engagement(SD3)</u> <ul style="list-style-type: none"> ● Spring Family Listening Community Building Circles with families.(SD 1,3) Continue PTO collaborative partnership.(SD 1,3) ● Explore use of Family Listening Community Building Circles to engage parents and community members.(SD1,3,5) ● Recruit Parents who have been trained in RP to facilitate Family Listening and Community Building Circles.(SD1)
Evidence of Need:			
Goal:			

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

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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	4%	18%	15%	25%	21%	39%
Grd 1	14%	13%	18%	33%	20%	30%
Grd 2	12%	21%	30%	26%	15%	25%

Reading (cont.)

MCA Reading Index Rates

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>				
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	61.9	67.0	62.1	66.3	71.3	63.0	66.7	71.7
Grade 3	58.3	58.3	51.6	56.6	61.6	57.1	69.4	74.4
Grade 4	64.0	68.8	67.3	57.2	62.2	55.2	60.6	65.6
Grade 5	63.4	75.3	68.5	85.9	90.9	77.4	69.3	74.3
Am Indian		66.7		76.7	81.7	50.0		
Asian		64.0	57.9	63.6	68.6	62.1	61.7	66.7
Black		62.3	57.3	62.8	67.8	56.8	59.0	64.0
Hispanic		46.9	54.2	62.1	67.1	41.7	71.1	76.1
White		77.1	69.3	72.3	77.3	72.3	79.7	84.7
Multiracial		78.6	70.8	69.7	74.7	69.7	70.1	75.1
ML/EL		32.1	29.0	29.1	34.1	21.0	36.5	41.5
ML Exited (2+ Yrs)*			80.0	93.2	98.2	86.4	93.1	98.1
Non Eng Not ML (6yrs)*			73.7	72.7	77.7	70.0	69.7	74.7
Spec Ed		30.0	21.7	32.2	37.2	19.6	32.2	37.2
Free/Red. Price Meals		56.0	50.8	58.8	63.8	55.8	58.2	63.2
Female		69.7	65.2	69.1	74.1	66.4	68.0	73.0
Male		64.2	58.9	63.0	68.0	59.1	65.3	70.3

Reading (cont.)

MCA Reading Proficiency

<i>Measure: MCA Proficiency (% Proficient)</i>	
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	45%	54%	51%	50%	↓
Grade 3	41%	48%	41%	46%	↑
Grade 4	51%	53%	56%	42%	↓
Grade 5	45%	64%	57%	63%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	35%	52%	49%	46%	↓
Black	39%	45%	43%	42%	↓
Hispanic	25%	44%	39%	40%	↑
White	53%	68%	63%	65%	↑
Multiracial	56%	60%	63%	58%	↓
EL	8%	18%	22%	10%	↓
ML Exited (2+Yrs)			67%	67%	→
Non-Eng Not ML (6yrs)			63%	59%	↓
SPED	8%	19%	18%	17%	↓
F/R Meals	30%	39%	39%	42%	↑
Female	52%	58%	54%	53%	↓
Male	38%	51%	48%	47%	→

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 <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	49%	21%	55%	29%	42%	23%
Grade 1					46%	20%
Grade 2	68%	37%	73%	41%	60%	42%
Grade 3	37%	16%	53%	33%	30%	15%
Grade 4	55%	22%	48%	24%	34%	17%
Grade 5	45%	19%	45%	17%	28%	16%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	48%	18%	53%	26%	40%	21%
Black	50%	18%	50%	29%	39%	23%
Hispanic	39%	24%	78%	35%	50%	34%
White	54%	21%	60%	34%	41%	22%
Multiracial	44%	40%	57%	25%	48%	19%
EL/ML	46%	21%	62%	24%	55%	37%
ML Exited (2+Yrs)			29%	12%	33%	13%
Non-Eng Not ML (6yrs)			64%	34%	36%	17%
SPED	59%	35%	58%	35%	57%	34%
F/R Meals	52%	26%	57%	31%	44%	23%
Female	49%	20%	57%	27%	37%	21%
Male	50%	22%	54%	31%	46%	24%
Very Low Risk	31%	11%	36%	11%	20%	8%
Low Risk	49%	18%	42%	12%	39%	10%
Some Risk	45%	10%	58%	24%	45%	25%
High Risk	67%	42%	76%	54%	61%	44%

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	44%	17%	48%	24%	37%	16%
Grade 1					38%	10%
Grade 2	64%	36%	62%	38%	56%	36%
Grade 3	28%	7%	49%	29%	27%	7%
Grade 4	45%	11%	40%	16%	35%	14%
Grade 5	39%	15%	40%	13%	27%	12%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	34%	14%	40%	18%	30%	14%
Black	42%	17%	42%	21%	34%	13%
Hispanic	45%	27%	52%	26%	47%	31%
White	52%	14%	57%	32%	51%	19%
Multiracial	53%	31%	60%	28%	35%	18%
EL/ML	31%	14%	32%	18%	41%	27%
ML Exited (2+Yrs)			24%	12%	47%	0%
Non-Eng Not ML (6yrs)			53%	23%	26%	14%
SPED	40%	24%	35%	25%	37%	19%
F/R Meals	41%	20%	45%	22%	36%	15%
Female	46%	17%	51%	23%	36%	16%
Male	41%	17%	46%	26%	39%	17%
Very Low Risk	47%	18%	47%	22%	39%	14%
Low Risk	42%	9%	37%	14%	32%	10%
Some Risk	41%	11%	50%	12%	33%	18%
High Risk	44%	26%	55%	37%	42%	22%

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	67.0	66.7	67.5	68.2	73.2	66.2	66.1	71.1
Grade 3	77.1	68.8	71.1	71.9	76.9	68.7	77.4	82.4
Grade 4	70.4	71.0	70.2	68.9	73.9	62.4	68.1	73.1
Grade 5	54.3	59.6	60.5	63.3	68.3	67.3	51.6	56.6
Am Indian		50.0		80.4	85.4	78.6		
Asian	57.6	66.0	65.0	62.4	67.4	67.1	70.0	75.0
Black	54.9	59.9	57.4	62.7	67.7	51.9	51.5	56.5
Hispanic	61.1	37.5	50.0	54.0	59.0	50.0	73.7	78.7
White	81.8	81.9	80.0	81.2	86.2	80.8	79.6	84.6
Multiracial	59.1	69.0	75.0	72.8	77.8	75.8	69.9	74.9
ML/EL	36.1	36.9	33.9	34.6	39.6	32.3	43.3	48.3
ML Exited (2+ Yrs)*			80.0	92.6	97.6	90.9	90.7	95.7
Non Eng Not ML (6yrs)*			80.3	77.5	82.5	75.0	72.7	77.7
Spec Ed	34.4	38.3	28.3	30.7	35.7	32.1	39.2	44.2
Free/Red. Price Meals	53.0	51.1	58.3	61.7	66.7	56.6	50.2	55.2
Female	65.0	66.8	67.6	67.0	72.0	65.1	63.0	68.0
Male	69.1	66.5	67.3	69.5	74.5	67.4	69.4	74.4

Math (cont.)

MCA Math Proficiency

Priority Two: MATH		<i>Measure: MCA Proficiency (% Proficient)</i>
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	54%	54%	53%	51%	↓
Grade 3	65%	58%	57%	55%	↓
Grade 4	57%	59%	57%	50%	↓
Grade 5	39%	45%	45%	48%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	39%	53%	51%	51%	→
Black	40%	41%	40%	34%	↓
Hispanic	33%	31%	33%	47%	↑
White	74%	75%	72%	72%	→
Multiracial	56%	58%	63%	63%	→
EL	20%	22%	17%	21%	↑
ML Exited (2+Yrs)			67%	46%	↓
Non-Eng Not ML (6yrs)			71%	72%	↑
SPED	20%	24%	18%	24%	↑
F/R Meals	37%	32%	41%	41%	→
Female	48%	55%	54%	50%	↓
Male	60%	54%	53%	53%	→

FastBridge Math Growth by All

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by All Pctl)				
Column Header	Definition					
Typical Growth by All	The percentage of students making growth from fall to spring at the 50th percentile or higher based on students within their grade level nationally					
Aggressive Growth by All	The percentage of students making growth from fall to spring at the 75th percentile or higher based on students within their grade level nationally					
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range				
	Baseline	The range between the local and national 50th 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	57%	33%	56%	30%	52%	24%
Grade 1					38%	14%
Grade 2	56%	39%	75%	49%	64%	35%
Grade 3	57%	30%	52%	30%	66%	40%
Grade 4	62%	38%	59%	30%	56%	21%
Grade 5	55%	25%	33%	8%	43%	13%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	59%	33%	55%	31%	53%	27%
Black	48%	27%	61%	35%	49%	20%
Hispanic	50%	32%	45%	23%	53%	32%
White	65%	40%	53%	25%	51%	21%
Multiracial	64%	36%	55%	31%	56%	27%
EL/ML	47%	31%	70%	40%	51%	26%
ML Exited (2+Yrs)			44%	13%	47%	13%
Non-Eng Not ML (6yrs)			58%	30%	48%	23%
SPED	63%	38%	46%	22%	55%	28%
F/R Meals	53%	32%	57%	30%	49%	24%
Female	57%	29%	54%	31%	50%	25%
Male	58%	37%	57%	29%	53%	23%
Very Low Risk	47%	12%	50%	21%	51%	18%
Low Risk	71%	33%	59%	30%	54%	26%
Some Risk	43%	25%	50%	37%	49%	27%
High Risk	45%	27%	60%	34%	51%	25%

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	57%	31%	50%	26%	53%	28%
Grade 1					44%	16%
Grade 2	57%	36%	63%	39%	64%	36%
Grade 3	56%	32%	49%	28%	66%	45%
Grade 4	63%	31%	54%	24%	49%	21%
Grade 5	51%	25%	29%	9%	42%	16%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	59%	32%	54%	25%	57%	31%
Black	49%	25%	53%	27%	52%	23%
Hispanic	41%	23%	41%	23%	50%	28%
White	65%	33%	47%	24%	53%	29%
Multiracial	61%	44%	43%	31%	53%	30%
EL/ML	42%	27%	68%	34%	59%	26%
ML Exited (2+Yrs)			31%	6%	47%	27%
Non-Eng Not ML (6yrs)			48%	19%	54%	28%
SPED	60%	35%	39%	22%	65%	32%
F/R Meals	55%	30%	53%	26%	52%	25%
Female	54%	27%	49%	24%	52%	25%
Male	60%	35%	51%	27%	55%	30%
Very Low Risk	53%	26%	41%	19%	52%	29%
Low Risk	60%	30%	49%	20%	53%	32%
Some Risk	41%	23%	50%	28%	51%	25%
High Risk	65%	43%	55%	33%	56%	25%