

## Cedar Island 3-Year Operational Plan (2024-25; 2025-26; 2026-27)

<b>2024-25 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>	
<b>Reading</b>		Initiate and carry out the intentional shift from balanced literacy to structured literacy by focusing on wide-scale implementation of key practices, which include, but are not limited to... <ul style="list-style-type: none"> <li>● Whole group phonics</li> <li>● Phonological Awareness</li> <li>● Fluency</li> </ul> With added measures of consistency and alignment, grade levels will use PLT work to collaborate and shift from balanced literacy to structured literacy.	Implement one or more concepts from “Language and Culture as “Valuable Resources” and “Translanguaging” (i.e. ELLevation)  Teachers will implement high engagement strategies (i.e. HOPs and Thinking Maps) in order to challenge and engage all students.	
All Students				
Basic Goal				Trans. Goal
72.8				77.8
*See attached addendum for more detailed information				
<b>Math</b>		Strategically deploy resources to provide math intervention (Bridges) for students in need of Tier 3 support, including cross-grade level groupings.  Implement Concept Quest in grades 3-5.  Utilize TAG to enrich K-5 accelerated learning.	Utilize unit screeners to inform instruction and intervention in both small group and whole group formats.  Teachers will implement high engagement strategies (e.g. HOPs and Thinking Maps) in order to challenge and engage all students.  Implement one or more concepts from “Language and Culture as “Valuable Resources” and “Translanguaging” (i.e. ELLevation)	
All Students				
Basic Goal				Trans. Goal
75.0				80.0
*See attached addendum for more detailed information				
<b>Student Management</b>		Develop and launch the Bobcat Den (a calming room) where students can proactively de-escalate, process behaviors, and engage in motor breaks. The Bobcat Den will employ a sign in/sign out system to generate key data.	Implement school-wide PBIS programming, including Tier 1-3 supports and interventions.  Student Ambassadors continue to take an active leadership role in providing voice to the direction of school and in	
<i>Evidence of Need #1:</i> Students of color are disproportionately represented in MYSAEBRS data as being at some level of risk.  <i>Evidence of Need #2:</i> Cedar Island does not currently possess the data				

<p>collection methods necessary to fully analyze the correlation between behavior and academic student growth/success.</p>		<p>As identified by MYSABERS data, students with “high needs” will participate in support groups facilitated by staff (i.e. social work, counseling, BIT, admin, equity specialist, etc...). Consideration for special education services will inform the delivery of some supports.</p> <p>Weekly school-wide videos to reinforce Bobcat Best expectations.</p> <p>Monthly SEL lessons facilitated by the counselor in every classroom.</p> <p>Additional areas of focus through professional development and committee work direction: intentional staff training on student IEPs/BSPs and accommodations, review of methods for tracking removals from instruction, and consistency in application of classroom management strategies, including equitable management practices.</p>	<p>welcoming new students to the Bobcat community.</p>
<p><i>Student Behavior:</i></p> <ul style="list-style-type: none"> <li>- MYSABERS data</li> <li>- Referral data</li> <li>- Removals from instruction for behavior-related reasons.</li> </ul>			
<p><i>Baseline Data by Target Group:</i></p> <p>32% of black (21% of overall school population) and 27% of multiracial students (10% of population) are identified as “some” or “high” risk on the Spring 2024 MYSABERS assessment, as compared to 13% of white students (56% of population).</p>			
<p><i>Goal #1:</i> All students identified as “some” or “high” risk on MYSABERS will be reviewed by our student support team to determine and apply the need for academic, behavioral, and/or social-emotional support.</p> <p><i>Goal #2:</i> Design and implement methods for acquiring baseline data from the Bobcat Den with the desired outcome being that we possess the necessary metrics to accurately identify and analyze the impact of removals from the learning environment/lost instructional time.</p> <p><i>Goal #3:</i> Produce and distribute weekly videos from the principal with the purpose being to</p>			

continually review and reteach school expectations.			
<b>Family Engagement</b>		Work with PTO leadership to expand outreach and accessibility of opportunities to include families that have traditionally been less active within the greater school community.	Fall conferences will be run as “listening conferences” as much as possible. Teachers will use prior developed questions to better understand the needs/wants of our families and how to best communicate with them.
<i>Evidence of Need:</i> There is a building-wide need to attain baseline engagement data in order to build an accurate narrative of the Cedar Island family experience.		Continue to invite families in to share their culture and background with students as a means of increasing feelings of inclusion and belonging with families and expanding cultural competency amongst stakeholders.	Continued multi-tiered communication and engagement practices (i.e Talking Points, Newsletter, PTO, school celebrations and events, etc...)
<i>Goal:</i> Cedar Island will experience, at minimum, a 75% participation rate on the Parent-Stakeholder survey.			

**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)**

<b>2025-26 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>				
<p style="text-align: center;"><b>Reading</b></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: 300px; 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>Continue to carry out the intentional shift from balanced literacy to structured literacy by focusing on wide-scale implementation of key practices, which include, but are not limited to...</p> <ul style="list-style-type: none"> <li>● Whole group phonics</li> <li>● Phonological Awareness</li> <li>● Fluency</li> </ul> <p>With added measures of consistency and alignment, grade levels will use PLT work to collaborate and shift from balanced literacy to structured literacy.</p> <p>Implement one or more concepts from “Language and Culture as “Valuable Resources” and “Translanguaging” (i.e. ELlevation)</p> <p>Teachers will implement high engagement strategies (i.e. HOPs and Thinking Maps) in order to challenge and engage all students.</p>
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<p><b><i>Student Management</i></b></p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>			<p>Develop and launch the Bobcat Den (a calming room) where students can proactively de-escalate, process behaviors, and engage in motor breaks. The Bobcat Den will employ a sign in/sign out system to generate key data.</p> <p>As identified by MYSABERS data, students with high needs will participate in support groups facilitated by staff. Consideration for special education services will inform delivery of supports.</p> <p>Additional areas of focus through professional development and committee work direction: intentional staff training on student IEPs/BSPs and accommodations, review of methods for tracking removals from instruction, and consistency in application of classroom management strategies, including equitable management practices.</p> <p>Implement school-wide PBIS programming, including Tier 1-3 supports and interventions.</p> <p>Student Ambassadors continue to take an active leadership role in providing voice to the direction of school and in</p>

			welcoming new students to the Bobcat community.
<b>Family Engagement</b>			<p>Work with PTO leadership to expand outreach and opportunities to include families that have traditionally been less active within the greater school community.</p> <p>Continue to invite families in to share their culture and background with students as a means of increasing feelings of inclusion and belonging with families and expanding cultural competency amongst stakeholders.</p> <p>Fall conferences will be run as “listening conferences” as much as possible. Teachers will use prior developed questions to better understand the needs/wants of our families and how to best communicate with them.</p> <p>Continued multi-tiered communication and engagement practices (i.e Talking Points, Newsletter, PTO, school celebrations and events, etc...)</p>
Evidence of Need:			
Goal:			

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<b>2026-27 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>				
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Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			
<b><i>Family Engagement</i></b>			<p>Work with PTO leadership to expand outreach and opportunities to include families that have traditionally been less active within the greater school community.</p>
Evidence of Need:			



Goal:			<p>Continue to invite families in to share their culture and background with students as a means of increasing feelings of inclusion and belonging with families and expanding cultural competency amongst stakeholders.</p> <p>Fall conferences will be run as “listening conferences” as much as possible. Teachers will use prior developed questions to better understand the needs/wants of our families and how to best communicate with them.</p> <p>Continued multi-tiered communication and engagement practices (i.e Talking Points, Newsletter, PTO, school celebrations and events, etc...)</p>
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**Reading:**

**Progress to Fluency**

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
<b>Column Header</b>	<b>Definition</b>					
<b>Results</b>	Percent of students who scored at high risk or some risk in the fall who were at low risk in the spring					
<b>Basic Goal</b>	Based on the district overall percentage of students progressing from high risk or some risk to low risk					
<b>Transformational Goal (Trans)</b>	Based on the 90th percentile of students progressing from high risk or some risk to low risk at each grade within the district					
<b>Color Coding</b>	<b>15% + from Basic Goal</b>	10 - 14% from Basic Goal	5 - 9% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

<b>Group</b>	<b>Results Spring 2021</b>	<b>Results Spring 2022</b>	<b>Results Spring 2023</b>	<b>Results Spring 2024</b>	<b>2024 Basic Goal</b>	<b>2024 Trans. Goal</b>
KG	7%	16%	22%	0%	21%	39%
Grd 1	21%	15%	9%	5%	20%	30%
Grd 2	5%	27%	13%	21%	15%	25%

**Reading (cont.)**

**MCA Reading Index Rates**

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>				
<b>Column Header</b>						
<b>Index Rate</b>	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.					
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1.					
<b>Basic Goal Calculation</b>	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.					
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points. Minimum = 15 and Maximum = 99.					
<b>Color Coding</b>	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
<b>All Students</b>	<b>75.3</b>	<b>71.8</b>	<b>76.5</b>	<b>79.1</b>	<b>84.1</b>	<b>76.2</b>	<b>72.8</b>	<b>77.8</b>
Grade 3	65.8	70.3	73.8	66.3	71.3	64.8	63.2	68.2
Grade 4	76.3	<b>65.7</b>	76.3	81.8	86.8	83.9	65.2	70.2
Grade 5	83.9	78.8	79.8	92.3	97.3	82.5	91.9	96.9
Am Indian		50.0	66.7	68.2	73.2	<b>50.0</b>		
Asian		58.3						
Black		56.4	63.0	58.4	63.4	50.0	57.9	62.9
Hispanic		63.6	69.2	67.9	72.9	70.6	61.7	66.7
White		83.3	82.4	87.9	92.9	83.6	80.1	85.1
Multiracial		39.3	65.8	66.6	71.6	70.8	72.0	77.0
ML/EL		36.4	28.6	32.6	37.6	45.0	48.7	53.7
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*			87.5	79.4	84.4	75.0	75.4	80.4
Spec Ed		34.8	43.2	51.1	56.1	47.7	44.6	49.6
Free/Red. Price Meals		54.1	68.0	62.0	67.0	60.0	62.8	67.8
Female		75.7	72.6	78.6	83.6	73.4	71.0	76.0
Male		69.1	79.3	79.6	84.6	78.9	74.5	79.5

Reading (cont.)

**MCA Reading Proficiency**

<i>Measure: MCA Proficiency (% Proficient)</i>	
<b>Column Header</b>	<b>Definition</b>
<b>Results</b>	% Proficient on MCA Reading
<b>Trend</b>	Shows directional change in proficiency from Spring 2023 to Spring 2024

<b>Key:</b>	
<b>Symbol</b>	<b>Description</b>
→	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

<b>Group</b>	<b>Results Spring 2021</b>	<b>Results Spring 2022</b>	<b>Results Spring 2023</b>	<b>Results Spring 2024</b>	<b>Trend</b>
<b>State</b>	53%	52%	50%	50%	→
<b>All Students - District</b>	51%	50%	49%	48%	→
<b>All Students - Site</b>	66%	60%	66%	64%	↓
Grade 3	50%	62%	67%	56%	↓
Grade 4	63%	44%	62%	68%	↑
Grade 5	78%	73%	69%	71%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	50%	40%	40%	83%	↑
Black	48%	37%	58%	37%	↓
Hispanic	67%	54%	56%	50%	↓
White	77%	76%	74%	73%	→
Multiracial	35%	14%	45%	61%	↑
EL	17%	10%	15%	21%	↑
ML Exited (2+Yrs)			n<5	n<5	□
Non-Eng Not ML (6yrs)			93%	65%	↓
SPED	27%	27%	33%	38%	↑
F/R Meals	57%	34%	56%	46%	↓
Female	68%	67%	62%	57%	↓
Male	64%	56%	69%	71%	↑

Reading (cont.)

**FastBridge Reading Growth by All**

<b>Priority One: READING</b>		<i>Measure: Growth (% Making F-S Natnl Growth by All Pctl)</i>				
<b>Column Header</b>	<b>Definition</b>					
<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 pctls				
	<i>Target</i>	The range between one percentile point above baseline and one point below the 75th pctl				
<i>Color Coding</i>	<b>Below Baseline Lo</b> 1-22	<b>Below Baseline HI</b> 23-44	<b>Baseline</b> 45-56%	<b>Target Lo</b> 57-65%	<b>Target Hi</b> 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>	<b>Below Baseline Lo</b> 1-9	<b>Below Baseline HI</b> 10-19	<b>Baseline</b> 20-31%	<b>Target Lo</b> 32-40%	<b>Target Hi</b> 41+	

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

<b>Group</b>	<b>FastBridge Results Spring 2022</b>		<b>FastBridge Results Spring 2023</b>		<b>FastBridge Results Spring 2024</b>	
	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>	<b>Typical Growth (50th pctl +)</b>	<b>Aggressive Growth (75th pctl +)</b>
<b>All Students - Nation</b>	50%	25%	50%	25%	50%	25%
<b>All Students - District</b>	45%	21%	46%	19%	41%	19%
<b>All Students - Site</b>	43%	22%	42%	15%	43%	19%
Grade 1					53%	35%
Grade 2	57%	45%	51%	24%	41%	15%
Grade 3	39%	19%	32%	12%	38%	17%
Grade 4	37%	8%	45%	10%	50%	16%
Grade 5	41%	20%	39%	12%	25%	5%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	63%	13%	14%	0%	18%	18%
Black	43%	22%	50%	16%	44%	25%
Hispanic	25%	10%	60%	25%	44%	21%
White	43%	22%	37%	11%	41%	15%
Multiracial	59%	38%	53%	25%	55%	25%
EL/ML	47%	21%	53%	7%	53%	29%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			60%	25%	40%	13%
SPED	57%	30%	53%	16%	44%	24%
F/R Meals	41%	28%	45%	17%	44%	27%
Female	44%	19%	45%	13%	39%	18%
Male	43%	25%	40%	16%	46%	19%
Very Low Risk	15%	5%	20%	2%	24%	4%
Low Risk	47%	19%	51%	14%	39%	9%
Some Risk	40%	17%	52%	21%	49%	26%
High Risk	74%	54%	61%	33%	67%	45%

**Reading (cont.)**

**FastBridge Reading Growth by Start Score**

Priority One: READING		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
<b>Typical Growth by Start Score</b>	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				
<b>Aggressive Growth by Start Score</b>	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				
<b>Typical Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 50th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 75th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-19	<b>Below Baseline Hi</b> 20-39	<b>Baseline</b> 40-59%	<b>Target Lo</b> 60-67%	<b>Target Hi</b> 68-74%
<b>Aggressive Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 75th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 99th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-5	<b>Below Baseline Hi</b> 6-12	<b>Baseline</b> 13-36%	<b>Target Lo</b> 37-44%	<b>Target Hi</b> 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	43%	21%	37%	11%	41%	17%
Grade 1					54%	37%
Grade 2	63%	42%	41%	16%	39%	14%
Grade 3	34%	14%	32%	9%	34%	13%
Grade 4	33%	12%	39%	8%	47%	16%
Grade 5	39%	13%	34%	12%	30%	3%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	50%	17%	0%	0%	13%	13%
Black	30%	13%	36%	7%	37%	14%
Hispanic	18%	18%	40%	15%	38%	15%
White	48%	23%	34%	10%	41%	16%
Multiracial	56%	24%	56%	22%	51%	24%
EL/ML	23%	15%	20%	7%	31%	31%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			40%	15%	29%	8%
SPED	53%	26%	29%	5%	38%	17%
F/R Meals	37%	25%	29%	7%	36%	17%
Female	44%	18%	38%	10%	39%	15%
Male	42%	23%	35%	12%	42%	19%
Very Low Risk	32%	13%	34%	6%	40%	13%
Low Risk	42%	13%	49%	13%	36%	7%
Some Risk	37%	14%	31%	17%	37%	20%
High Risk	62%	43%	28%	15%	49%	31%

**Math:**

**MCA Math Index Rates**

Priority Two: MATHEMATICS				Measure: MCA Proficiency (Index Rates)		
Column Header						
<b>Index Rate</b>	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.					
<b>Results</b>	Index rate for students with scores from last spring, and who were enrolled as of October 1.					
<b>Basic Goal Calculation</b>	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.					
<b>Transformational (Trans.) Goal</b>	Basic goal plus five index rate points. Minimum = 15 and Maximum = 99.					
<b>Color Coding</b>	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
<b>All Students</b>	<b>72.9</b>	<b>75.7</b>	80.4	<b>78.1</b>	<b>83.1</b>	<b>80.6</b>	<b>75.0</b>	<b>80.0</b>
Grade 3	67.9	81.7	82.8	78.6	83.6	73.6	79.0	84.0
Grade 4	80.8	72.5	80.2	84.4	89.4	89.0	72.2	77.2
Grade 5	71.0	72.0	77.9	71.2	76.2	80.7	74.2	79.2
Am Indian		80.0	66.7	61.8	66.8	71.4		
Asian		66.7						
Black	57.9	50.0	61.1	53.9	58.9	50.0	57.1	62.1
Hispanic		59.1	73.1	63.7	68.7	64.7	52.1	57.1
White	84.7	90.1	87.4	87.6	92.6	90.3	86.1	91.1
Multiracial	43.8	57.1	71.1	76.1	81.1	79.2	70.7	75.7
ML/EL		31.8	21.4	30.0	35.0	30.0	59.4	64.4
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*			90.6	79.5	84.5	73.5	60.3	65.3
Spec Ed	41.7	41.3	52.3	51.9	56.9	57.1	53.3	58.3
Free/Red. Price Meals	53.8	51.4	68.0	60.3	65.3	64.8	63.2	68.2
Female	68.9	71.1	75.0	75.3	80.3	75.0	70.1	75.1
Male	75.9	78.9	84.3	80.9	85.9	86.2	79.7	84.7

**Math (cont.)**

**MCA Math Proficiency**

<b>Priority Two: MATH</b>		<i>Measure: MCA Proficiency (% Proficient)</i>
<b>Column Header</b>	<b>Definition</b>	
<b>Results</b>	% Proficient on MCA Math	
<b>Trend</b>	Shows directional change in proficiency from Spring 2023 to Spring 2024	

<b>Key:</b>	
<b>Symbol</b>	<b>Description</b>
→	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

<b>Group</b>	<b>Results Spring 2021</b>	<b>Results Spring 2022</b>	<b>Results Spring 2023</b>	<b>Results Spring 2024</b>	<b>Trend</b>
<b>State</b>	44%	46%	46%	46%	→
<b>All Students - District</b>	41%	43%	42%	44%	↑
<b>All Students - Site</b>	59%	67%	69%	68%	↓
Grade 3	55%	78%	74%	59%	↓
Grade 4	73%	60%	71%	75%	↑
Grade 5	53%	62%	61%	70%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	50%	60%	40%	50%	↑
Black	33%	32%	42%	34%	↓
Hispanic	22%	46%	69%	50%	↓
White	74%	86%	79%	80%	→
Multiracial	35%	43%	59%	68%	↑
EL	17%	10%	8%	29%	↑
ML Exited (2+Yrs)			n<5	57%	□
Non-Eng Not ML (6yrs)			93%	55%	↓
SPED	27%	31%	41%	50%	↑
F/R Meals	37%	32%	50%	48%	↓
Female	52%	61%	62%	59%	↓
Male	64%	71%	74%	75%	↑



**Math (cont.)**

**FastBridge Math Growth by All**

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by All Pctl)			
Column Header	Definition				
<b>Typical Growth by All</b>	The percentage of students making growth from fall to spring at the 50th percentile or higher based on students within their grade level nationally				
<b>Aggressive Growth by All</b>	The percentage of students making growth from fall to spring at the 75th percentile or higher based on students within their grade level nationally				
<b>Typical Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 50th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 75th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-23	<b>Below Baseline Hi</b> 24-47%	<b>Baseline</b> 48-53%	<b>Target Lo</b> 54-64%	<b>Target Hi</b> 65-74%
<b>Aggressive Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 75th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 99th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-10	<b>Below Baseline Hi</b> 11-21	<b>Baseline</b> 22-28%	<b>Target Lo</b> 29-39%	<b>Target Hi</b> 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%	28%	59%	30%	52%	28%
Grade 1					43%	24%
Grade 2	67%	27%	60%	30%	56%	32%
Grade 3	54%	26%	54%	28%	54%	31%
Grade 4	47%	25%	73%	39%	71%	36%
Grade 5	59%	36%	49%	22%	49%	24%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	50%	33%	86%	57%	73%	45%
Black	54%	24%	62%	27%	42%	23%
Hispanic	56%	38%	57%	29%	42%	18%
White	58%	28%	59%	28%	56%	29%
Multiracial	60%	32%	50%	38%	52%	33%
EL/ML	38%	15%	60%	33%	56%	39%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			53%	32%	57%	33%
SPED	49%	29%	51%	26%	55%	29%
F/R Meals	49%	24%	64%	32%	52%	32%
Female	52%	23%	57%	29%	50%	23%
Male	60%	32%	61%	30%	54%	32%
Very Low Risk	53%	22%	67%	34%	52%	21%
Low Risk	69%	38%	56%	33%	55%	32%
Some Risk	63%	38%	48%	14%	49%	26%
High Risk	50%	29%	55%	26%	51%	35%

**Math (cont.)**

**FastBridge Math Growth by Start Score**

<b>Priority Two: MATH</b>		<i>Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)</i>			
<b>Column Header</b>					
<b>Typical Growth by Start Score</b>	The percentage of students making growth from fall to spring at the <b>50th percentile</b> or higher based students who had their same starting score nationally				
<b>Aggressive Growth by Start Score</b>	The percentage of students making growth from fall to spring at the <b>75th percentile</b> or higher based students who had their same starting score nationally				
<b>Typical Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 50th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 75th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-23	<b>Below Baseline Hi</b> 24-46	<b>Baseline</b> 47-53%	<b>Target Lo</b> 54-64%	<b>Target Hi</b> 65-74%
<b>Aggressive Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 75th pctls			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 99th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-9	<b>Below Baseline Hi</b> 10-20	<b>Baseline</b> 21-29%	<b>Target Lo</b> 30-40%	<b>Target Hi</b> 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	55%	25%	50%	25%	51%	28%
Grade 1					51%	34%
Grade 2	63%	30%	51%	25%	54%	30%
Grade 3	53%	27%	51%	35%	54%	31%
Grade 4	47%	16%	56%	24%	57%	25%
Grade 5	54%	27%	42%	15%	35%	17%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	50%	33%	71%	43%	75%	38%
Black	54%	20%	47%	18%	42%	32%
Hispanic	38%	25%	52%	24%	36%	12%
White	57%	27%	50%	25%	54%	28%
Multiracial	52%	24%	50%	34%	52%	30%
EL/ML	31%	15%	67%	33%	53%	24%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			47%	11%	54%	33%
SPED	47%	21%	46%	28%	52%	27%
F/R Meals	51%	20%	55%	24%	51%	34%
Female	48%	23%	49%	26%	48%	24%
Male	59%	27%	51%	24%	53%	31%
Very Low Risk	51%	23%	61%	30%	48%	25%
Low Risk	60%	27%	46%	23%	51%	28%
Some Risk	59%	31%	34%	21%	55%	32%
High Risk	55%	24%	47%	23%	51%	30%