# 9.0Fair Oaks 3-Year Operational Plan (2024-25; 2025-26; 2026-27)

| 2024-25 Goal Priority | Learning Work Initiatives *Research, testing and development of possible initiatives* | Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics* | Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement* |
|---|---|---|---|
| **_Reading_** <br> All Students <br><br> Basic Goal: 52.5    Trans. Goal: 57.5 <br><br> *See attached addendum for more detailed information | | Integrate newly adopted ELA curriculum with standards work, NUA, and Ellevation strategies and philosophies. **(SD2/5)** <br><br> Implement standard protocol for scoring in SchoolPace to consistently solidify reading levels appropriately. **(SD2/4/5)** <br><br> Using feedback strategies to align guiding principles and feedback strategies (student-teacher, teacher-student, student-student) to build on for successive years. (SD2/4) <br><br> Collaboration and co-teaching models for special education services are implemented in some grade levels. **(SD2/4)** | NUA Unit plans for literacy are used to teach standards. **(SD2)** <br><br> Coaching tenets and HOPS in daily practice with progress measured by the NUA rubrics. **(SD2)** <br><br> Phonemic Awareness instructional sequence established into daily core instructional practices (Grades K-2). **(SD2)** <br><br> Whole group daily phonics instructional sequence based on LETRS and NUA methodologies. Grade levels are following a weekly phonics scope and sequence. (Grades K-2). **(SD2)** <br><br> Individualized reading conferring documents to guide instruction and provide communication between the adults serving each student. (Grades K-5) **(SD2)** <br><br> Creating systematic instruction using NUA methodologies for teaching academic and Tier 2 vocabulary tied to literature. **(SD2)** <br><br> Push in models for Tier 1-3 interventions are consistent and students are fluid. **(SD4)** |

| | | | Co-teaching models with EL/Gen. Ed for literacy development are established in all grade levels. **(SD2/5)** |
|---|---|---|---|
| **Math** <br><br> All Students <br><br> | Basic Goal | Trans. Goal | Create a goal setting system for math based on grade level standards for students to move towards self efficacy **(SD2)** <br><br> Implementation of Concept Quest by teachers and supported by TAG **(SD2)** <br><br> Continue working towards a consistent practice for problem solving within each grade level while moving towards opportunities for vertical alignment to build consistency across the grades. **(SD2/4)** <br><br> Collaboration and co-teaching models for special education services are implemented in some grade levels. **(SD2/4)** | Staff commitment to holding ourselves and each other accountable for how beliefs in our students show up in our instructional practice through coaching: **(SD2)** <br> ● independent practice <br> ● productive struggle <br> ● supportive honesty <br><br> NUA and Ellevation elements and beliefs (mindsets) present in math instruction **(SD2/5)** <br><br> Coaching tenets and HOPS in daily practice with progress measured by the NUA rubrics. **(SD2)** <br><br> 1 PLT or more per month devoted to math discussions **(SD4)** <br><br> Continuing ongoing, non-evaluative coaching support system for core instruction: classroom visits, modeling, team teaching for the purpose of modeling **(SD4)** |
| | 55.8 | 60.8 | |
| *See attached addendum for more detailed information | | | |

Math section combined above.

| **Student Management** | | | Implement on-boarding materials for new staff around PBIS, Responsive Classroom, and FO beliefs **(SD3/4)** <br><br> Implement on-boarding program for new students - including student mentor **(SD3/4)** | PBIS **(SD1/4)** <br><br> Responsive Classroom **(SD1/4)** <br><br> Harmony SEL curriculum happens once a week on Wednesday during Morning Meeting taught by classroom teachers. **(SD1)** <br><br> NUA philosophy and belief (mindset) held by staff shows increase in student engagement and confidence **(SD3/4)** |
|---|---|---|---|---|
| Evidence of Need: | | | | |
| Student Behavior: | | | | |
| Baseline Data by Target Group: | | | | |
| Goal: | | | | |

| | | | Utilize data to identify classroom needs for restorative work. **(SD4/5)** |
|---|---|---|---|
| *Family Engagement*<br><br>Evidence of Need:<br><br><br>Goal: | | Growing PTO membership through family outreach **(SD3/4)**<br><br>Coordinate with the FACE team to implement strategies to increase family engagement opportunities. **(SD1/3/5)** | Grade level teams/SPED teams hosting family engagement events focused on academics during the school day **(SD3/5)**<br><br>NUA family engagement event facilitated by FO staff **(SD3/5)**<br><br>Teachers coaching parents/guardians around  how to coach their children while reading. **(SD3/5)** |

**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 *Research, testing and development of possible initiatives* | Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics* | Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement* |
|---|---|---|---|
| **Reading** All Students Basic Goal / Trans. Goal *No data available at this time | | Implementation of the 2020 Common Core Standards - comparison work. **(SD2)** ELA standards for each of the language and writing standards are embedded into ELA units as well as other content areas. **(SD2)** | Integrate adopted ELA curriculum with standards work, NUA, and Ellevation strategies and philosophies. **(SD2/5)** Utilize standard protocol for scoring in SchoolPace to consistently solidify reading levels appropriately. **(SD2/4/5)** Evaluate common formative assessments using rubrics for both teachers and students. **(SD2/4)** Collaboration and co-teaching models for special education services are implemented in all grade levels. **(SD2/4)** |
| **Math** All Students Basic Goal / Trans. Goal * No data available at this time | | Refine Number Talks, implementing critical elements **(SD2/4)** Begin Vertical Alignment with standards **(SD2)** | Goal setting system for math based on grade level standards for students to move towards self efficacy in place. **(SD2)** Concept Quest accessed by all students. **(SD2)** Consistent practice for problem solving established at all grade levels. **(SD2/4)** Collaboration and co-teaching models for special education services are established in all grade levels. **(SD2/4)** |
| **Student Management** Evidence of Need: Student Behavior: Baseline Data by Target Group: | | Use SAEBRS data to evaluate effectiveness of interventions and develop new systems of support **(SD4/5)** | On-boarding materials for new staff around PBIS, Responsive Classroom, and FO beliefs are established and utilized with every new staff **(SD3/4)** |

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| Goal: | | | On-boarding program for new students - including student mentor is established and effective **(SD3/4)** |
|---|---|---|---|
| ***Family Engagement***<br><br>Evidence of Need:<br><br><br><br>Goal: | | Implement engagement events based on parent survey results. **(SD1/5)** | Consistent PTO membership **(SD3/4)** |

**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 *Research, testing and development of possible initiatives* | Implementation Work Initiatives *Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics* | Standard Work Practices *Established, with at least 80% applying effectively (observable), in continuous improvement* |
|---|---|---|---|
| **Reading** <br> All Students <br> Basic Goal / Trans. Goal <br> * No data available at this time | | | Implementation of the 2020 Common Core Standards - comparison work. **(SD2)** <br><br> ELA standards for each of the language and writing standards are embedded into ELA units as well as other content areas. **(SD2)** |
| **Math** <br> All Students <br> Basic Goal / Trans. Goal <br> * No data available at this time | | | Refine Number Talks, implementing critical elements **(SD2/4)** <br><br> Begin Vertical Alignment with standards **(SD2)** |
| **Student Management** <br> Evidence of Need: <br> Student Behavior: <br> Baseline Data by Target Group: <br> Goal: | | | Use SAEBRS data to evaluate effectiveness of interventions and develop new systems of support **(SD4/5)** |
| **Family Engagement** <br> Evidence of Need: <br><br> Goal: | | | Implement engagement events based on parent survey results. **(SD1/5)** |

**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)**

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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 | Measure: Proficiency (% Low Risk on FastBridge) |
|---|---|
| **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 | 40% | 44% | 43% | 43% | 21% | 39% |
| Grd 1 | 9% | 7% | 0% | 18% | 20% | 30% |
| Grd 2 | 10% | 21% | 12% | 12% | 15% | 25% |

# Reading (cont.)

## MCA Reading Index Rates

| Priority One: READING | | | | | | *Measure: MCA Proficiency (Index Rates)* | |
|---|---|---|---|---|---|---|---|
| **Column Header** | | | | | | | |
| *Index Rate* | Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. Non-proficient students are assigned zero points. Color coding for student groups added in Spring 2023. | | | | | | |
| *Results* | Index rate for students with scores from last spring, and who were enrolled as of October 1. | | | | | | |
| *Basic Goal Calculation* | Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change. Minimum = 10 and Maximum = 97. Goals for 2022 were based on the lower of the district average change and reducing non-proficiency by half in two years. | | | | | | |
| *Transformational (Trans.) Goal* | Basic goal plus five index rate points. Minimum = 15 and Maximum = 99. | | | | | | |
| *Color Coding* | 10+ points below basic goal | 6-9 points below basic goal | 1.1 to 5.9 points below basic goal | Within 1 index point of basic goal | | Met basic goal | Met transform-ational 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** | **41.4** | **50.0** | **51.2** | **53.4** | **58.4** | **52.2** | **52.5** | **57.5** |
| Grade 3 | 30.6 | 48.0 | 46.3 | 38.1 | 43.1 | 48.9 | 47.1 | 52.1 |
| Grade 4 | 41.3 | 51.2 | 52.2 | 50.2 | 55.2 | 47.9 | 49.1 | 54.1 |
| Grade 5 | 52.3 | 51.5 | 55.0 | 72.5 | 77.5 | 60.0 | 61.5 | 66.5 |
| Am Indian | | | | | | | | |
| Asian | | 43.2 | 52.6 | 45.5 | 50.5 | 47.4 | 46.3 | 51.3 |
| Black | | 65.4 | 53.2 | 60.5 | 65.5 | 61.8 | 60.1 | 65.1 |
| Hispanic | | 43.0 | 45.7 | 49.2 | 54.2 | 47.1 | 46.5 | 51.5 |
| White | | 75.0 | 71.4 | 76.9 | 81.9 | 55.6 | 85.1 | 90.1 |
| Multiracial | | 50.0 | 50.0 | 68.1 | 73.1 | 70.0 | 63.3 | 68.3 |
| ML/EL | | 25.9 | 37.3 | 28.5 | 33.5 | 29.2 | 33.3 | 38.3 |
| ML Exited (2+ Yrs)* | | | 64.3 | 53.5 | 58.5 | 60.0 | 72.4 | 77.4 |
| Non Eng Not ML (6yrs)* | | | 70.0 | 70.1 | 75.1 | 72.7 | 83.1 | 88.1 |
| Spec Ed | | 20.0 | 23.7 | 19.8 | 24.8 | 13.0 | 19.9 | 24.9 |
| Free/Red. Price Meals | | 44.1 | 50.0 | 49.2 | 54.2 | 49.6 | 57.4 | 62.4 |
| Female | | 60.5 | 56.7 | 60.7 | 65.7 | 57.1 | 55.2 | 60.2 |
| Male | | 41.2 | 45.0 | 45.9 | 50.9 | 47.1 | 50.0 | 55.0 |

**Reading (cont.)**

**MCA Reading Proficiency**

| | |
|---|---|
| | *Measure: MCA Proficiency (% Proficent)* |
| **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** | 26% | 37% | 37% | 35% | ↓ |
| Grade 3 | 24% | 37% | 33% | 36% | ↑ |
| Grade 4 | 23% | 35% | 39% | 29% | ↓ |
| Grade 5 | 33% | 39% | 38% | 39% | ↑ |
| Am Ind | n<5 | n<5 | n<5 | n<5 |  |
| Asian | 11% | 24% | 39% | 33% | ↓ |
| Black | 28% | 45% | 40% | 48% | ↑ |
| Hispanic | 33% | 36% | 27% | 26% | ↓ |
| White | n<5 | 75% | 62% | 44% | ↓ |
| Multiracial | n<5 | 25% | 40% | 44% | ↑ |
| EL | 7% | 13% | 21% | 10% | ↓ |
| ML Exited (2+Yrs) | | | 43% | n<5 |  |
| Non-Eng Not ML (6yrs) | | | 56% | 57% | ↑ |
| SPED | 6% | 9% | 18% | 9% | ↓ |
| F/R Meals | 25% | 30% | 34% | 33% | ↓ |
| Female | 30% | 45% | 41% | 38% | ↓ |
| Male | 24% | 31% | 32% | 32% | → |

**FastBridge Reading Growth by All**

| Priority One: READING | | Measure: Growth (% Making F-S Natnl Growth by All Pctl) | | | |
|---|---|---|---|---|---|
| **Column Header** | **Definition** | | | | |
| *Typical Growth by All* | The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally | | | | |
| *Aggressive Growth by All* | The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally | | | | |
| *Typical Growth Goals* | *Below Baseline* | The range between the 1st pctl and one point below the baseline range | | | |
| | *Baseline* | The range between the local and national 50th pctls | | | |
| | *Target* | The range between one percentile point above baseline and one point below the 75th pctl | | | |
| *Color Coding* | Below Baseline Lo 1-22 | Below Baseline Hi 23-44 | Baseline 45-56% | Target Lo 57-65% | Target Hi 66-74% |
| *Aggressive Growth Goals* | *Below Baseline* | The range between the 1st pctl and one point below the baseline range | | | |
| | *Baseline* | The range between the local and national 75th 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 10-19 | 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** | 67% | 36% | 53% | 28% | 53% | 33% |
| Grade 1 | | | | | 56% | 44% |
| Grade 2 | 87% | 64% | 79% | 54% | 68% | 51% |
| Grade 3 | 56% | 31% | 35% | 20% | 61% | 33% |
| Grade 4 | 71% | 38% | 56% | 23% | 45% | 26% |
| Grade 5 | 71% | 26% | 42% | 15% | 36% | 17% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 69% | 31% | 42% | 25% | 51% | 34% |
| Black | 66% | 36% | 59% | 34% | 54% | 29% |
| Hispanic | 70% | 43% | 60% | 29% | 53% | 37% |
| White | 62% | 23% | 55% | 18% | 33% | 11% |
| Multiracial | 50% | 17% | 38% | 13% | 71% | 50% |
| EL/ML | 69% | 44% | 52% | 32% | 60% | 44% |
| ML Exited (2+Yrs) | | | 56% | 22% | 50% | 25% |
| Non-Eng Not ML (6yrs) | | | 48% | 11% | 39% | 20% |
| SPED | 64% | 50% | 52% | 38% | 64% | 54% |
| F/R Meals | 69% | 39% | 52% | 28% | 53% | 33% |
| Female | 71% | 35% | 46% | 23% | 47% | 28% |
| Male | 64% | 37% | 61% | 34% | 58% | 37% |
| Very Low Risk | 14% | 0% | 20% | 5% | 21% | 5% |
| Low Risk | 65% | 28% | 41% | 9% | 42% | 9% |
| Some Risk | 60% | 21% | 50% | 14% | 44% | 27% |
| High Risk | 82% | 53% | 66% | 45% | 72% | 55% |

**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 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 1-19 | 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 | 46% | 17% | 46% | 19% | 41% | 16% |
| All Students - Site | 52% | 19% | 39% | 17% | 42% | 18% |
| Grade 1 | | | | | 53% | 31% |
| Grade 2 | 74% | 37% | 60% | 35% | 49% | 26% |
| Grade 3 | 40% | 10% | 27% | 12% | 48% | 13% |
| Grade 4 | 56% | 19% | 40% | 12% | 34% | 13% |
| Grade 5 | 34% | 11% | 27% | 8% | 29% | 7% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 54% | 15% | 28% | 13% | 36% | 15% |
| Black | 43% | 20% | 47% | 21% | 48% | 26% |
| Hispanic | 57% | 22% | 45% | 18% | 40% | 13% |
| White | 50% | 20% | 18% | 18% | 25% | 0% |
| Multiracial | 40% | 0% | 25% | 0% | 71% | 36% |
| EL/ML | 57% | 23% | 36% | 17% | 41% | 16% |
| ML Exited (2+Yrs) | | | 56% | 22% | 38% | 0% |
| Non-Eng Not ML (6yrs) | | | 37% | 11% | 32% | 14% |
| SPED | 68% | 26% | 33% | 17% | 49% | 24% |
| F/R Meals | 55% | 20% | 38% | 17% | 42% | 18% |
| Female | 56% | 20% | 35% | 16% | 34% | 13% |
| Male | 47% | 18% | 42% | 17% | 50% | 22% |
| Very Low Risk | 29% | 5% | 30% | 10% | 26% | 9% |
| Low Risk | 58% | 25% | 33% | 9% | 41% | 7% |
| Some Risk | 38% | 6% | 39% | 11% | 37% | 16% |
| High Risk | 59% | 24% | 43% | 23% | 49% | 25% |

**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. |

| | 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 transform-ational goal |
|---|---|---|---|---|---|---|
| **Color Coding** | | | | | | |

\*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** | **53.4** | **58.0** | 59.4 | **60.9** | **65.9** | **66.7** | **55.8** | **60.8** |
| Grade 3 | 53.3 | 58.2 | 70.7 | 56.5 | 61.5 | 67.4 | 55.1 | 60.1 |
| Grade 4 | 54.0 | 55.8 | 64.1 | 68.3 | 73.3 | 59.6 | 60.4 | 65.4 |
| Grade 5 | 52.8 | 60.6 | 42.5 | 57.5 | 62.5 | 73.3 | 52.0 | 57.0 |
| Am Indian | | | | | | | | |
| Asian | 53.1 | 62.2 | 65.8 | 58.5 | 63.5 | 69.2 | 56.7 | 61.7 |
| Black | 34.1 | 55.8 | 51.6 | 66.2 | 71.2 | 63.2 | 59.7 | 64.7 |
| Hispanic | 62.5 | 50.0 | 53.3 | 54.6 | 59.6 | 62.7 | 47.8 | 52.8 |
| White | | 87.5 | 85.7 | 75.8 | 80.8 | 83.3 | 89.9 | 94.9 |
| Multiracial | | 75.0 | 80.0 | 79.8 | 84.8 | 80.0 | 65.3 | 70.3 |
| ML/EL | 37.1 | 41.1 | 46.1 | 43.8 | 48.8 | 53.8 | 45.1 | 50.1 |
| ML Exited (2+ Yrs)\* | | | 50.0 | 63.1 | 68.1 | 70.0 | 76.4 | 81.4 |
| Non Eng Not ML (6yrs)\* | | | 92.0 | 79.2 | 84.2 | 84.1 | 70.7 | 75.7 |
| Spec Ed | | 36.7 | 28.9 | 26.5 | 31.5 | 31.5 | 26.3 | 31.3 |
| Free/Red. Price Meals | 54.2 | 53.2 | 58.3 | 57.7 | 62.7 | 63.7 | 58.2 | 63.2 |
| Female | 43.5 | 54.4 | 60.4 | 59.3 | 64.3 | 67.9 | 53.2 | 58.2 |
| Male | 60.7 | 61.0 | 58.3 | 62.5 | 67.5 | 65.4 | 58.3 | 63.3 |

**MCA Math Proficiency**

| Priority Two: MATH | Measure: MCA Proficiency (% Proficent) |
|---|---|
| **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** | 34% | 42% | 42% | 51% | ↑ |
| Grade 3 | 31% | 43% | 56% | 53% | ↓ |
| Grade 4 | 43% | 38% | 50% | 50% | → |
| Grade 5 | 29% | 45% | 20% | 50% | ↑ |
| Am Ind | n<5 | n<5 | n<5 | n<5 | ⬚ |
| Asian | 29% | 49% | 52% | 56% | ↑ |
| Black | 11% | 33% | 31% | 52% | ↑ |
| Hispanic | 50% | 35% | 35% | 43% | ↑ |
| White | n<5 | 88% | 62% | 67% | ↑ |
| Multiracial | n<5 | n<5 | 80% | 67% | ↓ |
| EL | 19% | 25% | 25% | 33% | ↑ |
| ML Exited (2+Yrs) | | | 43% | 71% | ↑ |
| Non-Eng Not ML (6yrs) | | | 92% | 76% | ↓ |
| SPED | 20% | 23% | 12% | 21% | ↑ |
| F/R Meals | 30% | 36% | 39% | 49% | ↑ |
| Female | 29% | 37% | 44% | 49% | ↑ |
| Male | 38% | 45% | 40% | 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 <u>50th percentile</u> or higher based on students within their grade level nationally | | | |
| *Aggressive Growth by All* | | The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally | | | |
| *Typical Growth Goals* | *Below Baseline* | The range between the 1st pctl and one point below the baseline range | | | |
| | *Baseline* | The range between the local and national 50th pctls | | | |
| | *Target* | The range between one percentile point above baseline and one point below the 75th pctl | | | |
| *Color Coding* | Below Baseline Lo 1-23 | Below Baseline Hi 24-47% | Baseline 48-53% | Target Lo 54-64% | Target Hi 65-74% |
| *Aggressive Growth Goals* | *Below Baseline* | The range between the 1st pctl and one point below the baseline range | | | |
| | *Baseline* | The range between the local and national 75th pctls | | | |
| | *Target* | The range between one percentile point above baseline and one point below the 99th pctl | | | |
| *Color Coding* | Below Baseline Lo 1-10 | Below Baseline Hi 11-21 | Baseline 22-28% | Target Lo 29-39% | Target Hi 40+ |

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

| Group | FastBridge Results Spring 2022 | | FastBridge Results Spring 2023 | | FastBridge Results Spring 2024 | |
|---|---|---|---|---|---|---|
| | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) |
| **All Students - Nation** | 50% | 25% | 50% | 25% | 50% | 25% |
| **All Students - District** | 51% | 25% | 46% | 21% | 44% | 21% |
| **All Students - Site** | 66% | 42% | 70% | 42% | 57% | 33% |
| Grade 1 | | | | | 49% | 27% |
| Grade 2 | 84% | 66% | 89% | 62% | 75% | 47% |
| Grade 3 | 77% | 50% | 84% | 63% | 83% | 58% |
| Grade 4 | 49% | 17% | 68% | 33% | 55% | 28% |
| Grade 5 | 51% | 35% | 38% | 12% | 40% | 16% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 79% | 55% | 75% | 50% | 55% | 33% |
| Black | 62% | 40% | 64% | 34% | 58% | 34% |
| Hispanic | 64% | 39% | 65% | 46% | 59% | 31% |
| White | 45% | 18% | 91% | 18% | 61% | 39% |
| Multiracial | 60% | 40% | 88% | 38% | 47% | 27% |
| EL/ML | 61% | 39% | 66% | 46% | 63% | 37% |
| ML Exited (2+Yrs) | | | 89% | 56% | 43% | 29% |
| Non-Eng Not ML (6yrs) | | | 74% | 56% | 41% | 28% |
| SPED | 39% | 16% | 55% | 31% | 56% | 33% |
| F/R Meals | 62% | 38% | 68% | 41% | 58% | 33% |
| Female | 69% | 46% | 69% | 43% | 57% | 30% |
| Male | 63% | 39% | 71% | 42% | 57% | 36% |
| Very Low Risk | 68% | 28% | 75% | 45% | 50% | 36% |
| Low Risk | 70% | 43% | 65% | 24% | 59% | 31% |
| Some Risk | 77% | 57% | 75% | 61% | 54% | 29% |
| High Risk | 60% | 41% | 68% | 42% | 60% | 35% |

# 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 | 64% | 37% | 67% | 42% | 55% | 33% |
| Grade 1 | | | | | 45% | 24% |
| Grade 2 | 80% | 52% | 79% | 49% | 66% | 40% |
| Grade 3 | 71% | 44% | 82% | 63% | 81% | 60% |
| Grade 4 | 60% | 23% | 68% | 39% | 47% | 30% |
| Grade 5 | 41% | 27% | 40% | 17% | 38% | 16% |
| Am Ind | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 |
| Asian | 85% | 53% | 72% | 47% | 51% | 33% |
| Black | 66% | 32% | 64% | 38% | 57% | 40% |
| Hispanic | 54% | 34% | 66% | 42% | 60% | 27% |
| White | 27% | 9% | 73% | 36% | 50% | 44% |
| Multiracial | 60% | 40% | 63% | 38% | 40% | 27% |
| EL/ML | 61% | 34% | 68% | 41% | 59% | 31% |
| ML Exited (2+Yrs) | | | 89% | 56% | 57% | 14% |
| Non-Eng Not ML (6yrs) | | | 67% | 56% | 46% | 29% |
| SPED | 32% | 13% | 55% | 31% | 44% | 30% |
| F/R Meals | 63% | 34% | 67% | 41% | 55% | 32% |
| Female | 68% | 41% | 68% | 41% | 52% | 31% |
| Male | 60% | 33% | 67% | 43% | 58% | 36% |
| Very Low Risk | 56% | 28% | 70% | 55% | 50% | 44% |
| Low Risk | 70% | 38% | 54% | 28% | 58% | 33% |
| Some Risk | 70% | 43% | 78% | 58% | 53% | 32% |
| High Risk | 61% | 38% | 68% | 38% | 57% | 31% |

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