

Garden City 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>				
Reading		<p>Licensed Instructional Staff participation in monthly SDAS Staff Development focused on Implementation of <i>CKLA and embedding High Operational Practices in within the Structured Literacy Framework</i></p> <p>Licensed Instructional Staff participation in ongoing site Staff Development focused on:</p> <ul style="list-style-type: none"> ● NUA High Operational Practices (HOPS) and Pedagogical Structure of <i>Priming, Processing, and Demonstrating Understanding</i> ● Best Practices for ELL Scholars: <ul style="list-style-type: none"> ○ <i>Academic Language</i> ○ <i>Building Background Knowledge</i> ○ <i>Writing</i> ● Equity Transformational Cycle (Street Data) <p>Alignment of services and communication between Core (classroom), SpEd, EL, and Title</p> <p>Focus on embedding Academic Language and Student Voice through the lens of race, culture, identity, and language.</p>	<p>All staff attending NUA professional development including classroom teachers, ELL teachers, SPED teachers, specialists, and ESPs.</p> <ul style="list-style-type: none"> ● Instructional Assistants and Principal collaborating with NUA Mentor and DOEE Team to implement NUA at GC <p>Ongoing job-embedded staff development, coaching and modeling to teachers and ESPs [SD2, SD 3, SD4, SD5]</p> <ul style="list-style-type: none"> ● Instructional Assistant and Academic Support Coach coordinating peer observations and modeling <p>ELL Program that provides co-teaching and pull-out services based on student data</p> <p>School Wide Title One Program</p> <ul style="list-style-type: none"> ● MnTSS Interventions and supports [Whole class, small group, and individual] ● Continued focus on Read Well by 3rd Grade ● Progress Monitoring <p>Bi-monthly Title One Professional Development Professional Learning Teams [Meeting 2x per month]</p>				
All Students							
<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Basic Goal</td> <td style="text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">37.1</td> <td style="text-align: center;">42.1</td> </tr> </table>				Basic Goal	Trans. Goal	37.1	42.1
Basic Goal				Trans. Goal			
37.1	42.1						
*See attached addendum for more detailed information							

			Staff Development/Staff Meetings	
Math		<p>Improve implementation of Number Corner with Fidelity Checks using the Number Corner WalkThrough Checklist by Principal and SDAS</p> <p>Consistent implementation of Work Places in K-3 and 4-5 as identified in the Bridges Curriculum</p> <p>IAs arranging Number Corner and Work Places Peer Observations/Walk Throughs with classroom teachers using the Work Places and Number Corner Checklist Tool</p> <p>Focus on embedding Academic Language and Student Voice through the lens of race, culture, identity, and language.</p>	<p>ADSIS Teacher focused on supporting students in math; partnering with Title One Intervention Team</p> <p>Ongoing job-embedded staff development, coaching and modeling to teachers and ESPs [SD2, SD 3, SD4, SD5]</p> <ul style="list-style-type: none"> • Instructional Assistant and Academic Support Coach coordinating peer observations and modeling 	
All Students				
Basic Goal				Trans. Goal
40.5				45.5
*See attached addendum for more detailed information				
Student Management		<p>Gather “Street Data” on our Black and Special Education Students:</p> <ol style="list-style-type: none"> 1. Shadow 2. Interview (PBIS) 3. Adjust Instructional and SEL Practices to improve outcomes <p>Licensed Instructional Staff participation in ongoing site Staff Development focused on:</p> <ul style="list-style-type: none"> • Instructional practices in general education classrooms that support Neuro-Diverse scholars • Equity Transformational Cycle (ETC) • SEL strategies as identified by student SEL Assessments and Behavior Data 	<p>Social Emotional Learning, mental health supports, and behavior [SD 1, SD 4, SD5]</p> <ul style="list-style-type: none"> • Implementation of HARMONY with Site Specific SEL features • Fidelity checks e.g., HARMONY SEL Walk-Throughs • Instructional Assistant, Counselor, School Counselor, and Academic Support Coach coordinating peer observations and modeling <p>SEL Groups Based on SAEBRS Data and Affinity groups.</p>	
Evidence of Need: Overrepresentation of Black students and Special Education Students with Office Discipline Referrals				
Student Behavior:				
Baseline Data by Target Group: <i>Special Education Students (add call or ODR data)</i> <i>Black student (add call or ODR data)</i>				
Goal: Increase proactive strategies for Black Students				

		Use BST Call Data to adjust and modify supports for students or grade levels. Meet and confer with Case Managers to adjust and modify supports for students.	
Family Engagement			
Evidence of Need: Improve communication with caregivers about the academic and SEL program at GC		Hire a Family/Volunteer Coordinator to assist in strengthening connections between caregivers and school. Transition Families to Families towards a PTO model. Listening conversations/conferences in place of “traditional conferences”. Add family engagement events focused on student growth and learning: Literacy Days for K - 1 scholars.	Communication Tools: Peachjar, Talking Points, Seesaw, and Mass Notification (Blackboard) Families to Families bimonthly meetings with caregivers
Goal: Increase engagement with families to improve academic outcomes for scholars.			

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 align="center">Reading</p> <p align="center">All Students</p> <table border="1" data-bbox="65 261 275 367"> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*No data available at this time</p>	Basic Goal	Trans. Goal				<p>Continued implementation of the Equity Transformational Cycle in Professional Learning Teams</p> <p>Examining the impact of CKLA through the lens of race, culture, identity, and language</p> <p>Staff Development on ETC and application to all programs at Garden City.</p> <p>Improve communication between Core (classroom), SpEd, EL, and Title</p> <p>Improve knowledge and skills of Education Support Staff through ongoing Staff Development opportunities.</p>	<p>Continued participation in monthly SDAS Staff Development focused on Implementation of CKLA and Phonics 95</p> <p>Embed High Operational Practices into lessons</p> <p>Continue with Staff Development focused on literacy and math:</p> <ul style="list-style-type: none"> ● Best Practices for ELL Scholars: <ul style="list-style-type: none"> ○ Academic Language ○ Building Background Knowledge ○ Writing <p>Focus on embedding Academic Language and Student Voice in lessons</p>
Basic Goal	Trans. Goal						
<p align="center">Math</p> <p align="center">All Students</p> <table border="1" data-bbox="65 941 275 1047"> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal				<p>Implementation of WorkPlaces in K-3 and 4-5 as identified in the Bridges Curriculum:</p> <ul style="list-style-type: none"> ● IAs arranging Number Corner and Work Places Peer Walk Throughs with classroom teachers using the district created WorkPlaces and Number Corner Checklist Tool <p>Examining the impact of teaching and learning through the lens of race, culture, identity, and language in PLTs. Using the ETC to guide our work.</p>	<p>Continue implementation of Number Corner with Fidelity Checks using the Number Corner WalkThrough Checklist</p> <p>Continue to embed Academic Language and Student Voice in lessons</p>
Basic Goal	Trans. Goal						
<p>Student Management</p> <p>Evidence of Need:</p> <p>Student Behavior:</p>	<p>Work with facilities to help create a calmer physical environment for our students e.g., lighting, painting, lines on floor.</p>	<p>Gather “Street Data” on our Black and Special Education Students: Shadowing Interview (PBIS)</p>	<p>MoveMindfully embedded in daily practices of teachers.</p>				

<p>Baseline Data by Target Group:</p> <p>Goal:</p>		<p>Using available data, including student interviews, shadowing, SAEBRS, ODR, and BST Support Calls; continue to adjust Instructional and SEL Practices to improve outcomes for Black and Special Education Students.</p> <p>Licensed Instructional Staff participation in ongoing site Staff Development focused on:</p> <ul style="list-style-type: none"> ● MoveMindfully coaching and support ● Instructional Assistant, Counselor, School Counselor, and Academic Support Coach coordinating peer observations and modeling ● Practices in general education classrooms that support Neuro-Diverse scholars and students identified with Emotional Behavior Disorders <p>Review and update SWIM matrix. Reteach as necessary.</p>	<p>Social Emotional Learning, mental health supports, and behavior [SD 1, SD 4, SD5]</p> <ul style="list-style-type: none"> ● Implementation of HARMONY with Site Specific SEL features ● Fidelity checks e.g., HARMONY SEL Walk-Throughs <p>SEL Groups Based on SAEBRS Data</p> <p>Continued implementation of MoveMindfully strategies</p>
<p><i>Family Engagement</i></p> <p>Evidence of Need:</p> <p>Goal:</p>			<p>Family/Volunteer Coordinator planning and leading school family activities</p> <p>Transition Families to Families towards a PTO model.</p> <p>Listening conversations/conferences in place of “traditional conferences”.</p>

--	--	--	--

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

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

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>				
<p><i>Reading</i></p> <p>All Students</p> <table border="1" data-bbox="275 264 472 365"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal					
Basic Goal	Trans. Goal						
<p><i>Math</i></p> <p>All Students</p> <table border="1" data-bbox="275 475 472 576"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal					
Basic Goal	Trans. Goal						
<p><i>Student Management</i></p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>							
<p><i>Family Engagement</i></p> <p>Evidence of Need:</p> <p>Goal:</p>							

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

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

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	26%	15%	15%	5%	21%	39%
Grd 1	3%	5%	11%	17%	20%	30%
Grd 2	5%	6%	5%	10%	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	35.4	35.6	32.2	40.4	45.4	39.5	37.1	42.1
Grade 3	28.6	42.5	21.1	38.6	43.6	39.8	20.1	25.1
Grade 4	48.1	23.9	39.7	29.9	34.9	32.1	44.6	49.6
Grade 5	29.4	41.5	35.2	51.3	56.3	45.6	47.1	52.1
Am Indian		50.0	20.0	25.4	30.4	25.0		
Asian		26.6	19.1	34.3	39.3	29.3	34.4	39.4
Black		37.0	36.4	40.6	45.6	40.5	33.4	38.4
Hispanic		33.9	28.6	41.5	46.5	47.0	40.1	45.1
White		56.3	70.0				53.9	58.9
Multiracial		50.0	54.2	64.7	69.7	50.0	56.0	61.0
ML/EL		22.1	19.2	21.3	26.3	23.2	24.4	29.4
ML Exited (2+ Yrs)*			68.2					
Non Eng Not ML (6yrs)*			38.6	62.2	67.2	55.0	67.9	72.9
Spec Ed		22.2	25.0	23.0	28.0	21.4	25.3	30.3
Free/Red. Price Meals		33.9	32.0	39.5	44.5	39.4	47.7	52.7
Female		35.3	34.5	44.0	49.0	40.6	38.6	43.6
Male		36.0	30.2	36.8	41.8	38.3	36.0	41.0

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	18%	24%	19%	24%	↑
Grade 3	15%	30%	17%	31%	↑
Grade 4	28%	15%	18%	10%	↓
Grade 5	10%	27%	23%	30%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	9%	16%	8%	14%	↑
Black	26%	25%	21%	26%	↑
Hispanic	11%	23%	16%	28%	↑
White	29%	50%	43%	60%	↑
Multiracial	20%	30%	46%	36%	↓
EL	3%	11%	4%	9%	↑
ML Exited (2+Yrs)			55%	n<5	□
Non-Eng Not ML (6yrs)			36%	48%	↑
SPED	11%	18%	18%	15%	↓
F/R Meals	19%	23%	19%	27%	↑
Female	18%	25%	21%	26%	↑
Male	19%	23%	18%	23%	↑

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 pctls				
	<i>Target</i>	The range between one percentile point above baseline and one point below the 75th pctl				
<i>Color Coding</i>	Below Baseline Lo 1-22	Below Baseline Hi 23-44	Baseline 45-56%	Target Lo 57-65%	Target Hi 66-74%	
<i>Aggressive Growth Goals</i>	<i>Below Baseline</i>	The range between the 1st pctl and one point below the baseline range				
	<i>Baseline</i>	The range between the local and national 75th pctls				
	<i>Target</i>	The range between one percentile point above baseline and one point below the 99th pctl				
<i>Color Coding</i>	Below Baseline Lo 1-9	Below Baseline Hi 10-19	Baseline 20-31%	Target Lo 32-40%	Target Hi 41+	

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023		FastBridge Results Spring 2024	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%	50%	25%
All Students - District	45%	21%	46%	19%	41%	19%
All Students - Site	44%	23%	36%	17%	46%	26%
Grade 1					43%	32%
Grade 2	63%	48%	24%	12%	54%	40%
Grade 3	46%	22%	45%	29%	56%	37%
Grade 4	57%	33%	33%	7%	50%	16%
Grade 5	39%	10%	42%	23%	37%	20%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	50%	29%	30%	15%	38%	21%
Black	37%	18%	31%	20%	54%	33%
Hispanic	47%	28%	47%	20%	49%	23%
White	33%	20%	38%	0%	53%	40%
Multiracial	57%	14%	27%	0%	29%	12%
EL/ML	46%	32%	42%	20%	51%	28%
ML Exited (2+Yrs)			30%	20%	60%	40%
Non-Eng Not ML (6yrs)			33%	13%	38%	24%
SPED	35%	27%	33%	18%	54%	33%
F/R Meals	43%	25%	39%	20%	47%	27%
Female	43%	21%	38%	15%	43%	24%
Male	46%	26%	34%	19%	49%	28%
Very Low Risk	19%	0%	4%	0%	16%	6%
Low Risk	33%	9%	25%	11%	35%	11%
Some Risk	33%	10%	34%	0%	26%	13%
High Risk	59%	41%	48%	30%	62%	39%

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	34%	17%	23%	13%	35%	19%
Grade 1					43%	29%
Grade 2	36%	27%	14%	7%	40%	26%
Grade 3	30%	8%	26%	17%	40%	25%
Grade 4	40%	19%	18%	4%	23%	7%
Grade 5	31%	10%	35%	23%	26%	9%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	39%	12%	17%	11%	27%	13%
Black	36%	15%	27%	17%	41%	28%
Hispanic	28%	23%	27%	14%	33%	15%
White	33%	22%	38%	0%	64%	27%
Multiracial	25%	8%	9%	0%	31%	8%
EL/ML	32%	19%	25%	12%	36%	22%
ML Exited (2+Yrs)			30%	20%	80%	40%
Non-Eng Not ML (6yrs)			23%	13%	35%	21%
SPED	28%	17%	15%	6%	45%	15%
F/R Meals	36%	18%	25%	15%	35%	19%
Female	32%	11%	24%	11%	33%	19%
Male	37%	23%	23%	15%	36%	19%
Very Low Risk	25%	13%	13%	4%	28%	16%
Low Risk	38%	15%	21%	11%	26%	8%
Some Risk	20%	7%	19%	0%	18%	12%
High Risk	40%	21%	28%	20%	42%	24%

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	32.6	28.2	29.6	35.0	40.0	36.4	40.5	45.5
Grade 3	25.9	30.0	43.2	35.7	40.7	50.0	39.2	44.2
Grade 4	43.8	27.9	30.8	47.2	52.2	41.9	50.4	55.4
Grade 5	27.8	26.8	17.0	24.2	29.2	18.9	30.6	35.6
Am Indian			40.0	32.4	37.4	16.7		
Asian	27.5	28.1	25.0	36.4	41.4	39.0	47.8	52.8
Black	37.0	25.0	24.2	26.3	31.3	33.8	34.5	39.5
Hispanic	15.4	28.6	35.7	36.3	41.3	31.8	33.2	38.2
White		37.5	30.0				84.1	89.1
Multiracial		38.9	40.9	48.3	53.3	35.0	24.4	29.4
ML/EL	13.6	19.1	25.6	26.3	31.3	31.7	31.5	36.5
ML Exited (2+ Yrs)*			54.5					
Non Eng Not ML (6yrs)*			52.3	67.8	72.8	55.0	72.7	77.7
Spec Ed	20.0	11.1	17.6	20.6	25.6	26.2	35.5	40.5
Free/Red. Price Meals	28.4	23.3	28.1	34.4	39.4	37.6	44.0	49.0
Female	28.1	23.5	29.3	31.2	36.2	37.1	35.5	40.5
Male	36.5	33.9	29.8	38.7	43.7	35.7	44.0	49.0

MCA Math Proficiency

Priority Two: MATH		Measure: MCA Proficiency (% Proficient)
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	12%	14%	18%	23%	↑
Grade 3	5%	12%	35%	36%	↑
Grade 4	19%	17%	18%	29%	↑
Grade 5	14%	14%	4%	5%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	9%	16%	21%	25%	↑
Black	13%	13%	11%	21%	↑
Hispanic	6%	7%	26%	19%	↓
White	29%	25%	0%	80%	↑
Multiracial	20%	30%	23%	27%	↑
EL	7%	8%	18%	17%	→
ML Exited (2+Yrs)			36%	n<5	□
Non-Eng Not ML (6yrs)			45%	64%	↑
SPED	11%	5%	15%	15%	→
F/R Meals	11%	11%	17%	25%	↑
Female	9%	8%	20%	20%	→
Male	15%	21%	16%	27%	↑

Math (cont.)

FastBridge Math Growth by All

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by All Pctl)				
Column Header	Definition					
Typical Growth by All	The percentage of students making growth from fall to spring at the 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	48%	26%	37%	16%	49%	29%
Grade 1					58%	45%
Grade 2	50%	34%	44%	24%	66%	36%
Grade 3	65%	51%	28%	8%	67%	54%
Grade 4	45%	8%	36%	16%	46%	20%
Grade 5	35%	10%	40%	16%	30%	13%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	62%	31%	41%	17%	54%	34%
Black	47%	26%	26%	13%	52%	29%
Hispanic	35%	18%	44%	21%	36%	18%
White	75%	38%	50%	25%	71%	64%
Multiracial	46%	31%	27%	0%	38%	8%
EL/ML	33%	22%	44%	20%	45%	27%
ML Exited (2+Yrs)			55%	27%	n<5	n<5
Non-Eng Not ML (6yrs)			38%	7%	59%	32%
SPED	53%	32%	33%	23%	35%	23%
F/R Meals	44%	24%	37%	16%	50%	30%
Female	50%	26%	35%	20%	44%	25%
Male	47%	25%	39%	13%	53%	33%
Very Low Risk	47%	12%	50%	32%	46%	25%
Low Risk	71%	33%	38%	14%	49%	21%
Some Risk	43%	25%	45%	13%	46%	26%
High Risk	45%	27%	31%	14%	49%	32%

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	51%	24%	35%	12%	53%	29%
Grade 1					58%	56%
Grade 2	42%	28%	25%	10%	59%	33%
Grade 3	65%	38%	26%	5%	65%	37%
Grade 4	53%	26%	45%	14%	49%	15%
Grade 5	46%	5%	42%	16%	35%	11%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	59%	36%	37%	15%	58%	31%
Black	55%	21%	23%	9%	49%	31%
Hispanic	33%	10%	50%	10%	47%	24%
White	88%	38%	25%	13%	90%	50%
Multiracial	46%	38%	20%	10%	44%	22%
EL/ML	42%	20%	53%	17%	55%	30%
ML Exited (2+Yrs)			36%	9%	n<5	n<5
Non-Eng Not ML (6yrs)			24%	7%	56%	35%
SPED	63%	37%	41%	17%	42%	16%
F/R Meals	50%	24%	34%	12%	53%	30%
Female	49%	25%	34%	13%	51%	22%
Male	53%	23%	36%	11%	54%	36%
Very Low Risk	18%	12%	36%	9%	61%	39%
Low Risk	71%	24%	28%	10%	46%	29%
Some Risk	50%	25%	42%	13%	59%	25%
High Risk	53%	26%	35%	12%	51%	28%