

Oak View 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	Multilingual (ML): Piloting Amplify Language Studio during 2024-25 school year. This program is aligned to the content of CKLA. (Teachers will begin to implement the 2020 ELA Standards and Learning Targets into the literacy instruction.	95 Phonics -This program will focus on foundational literacy skills such as phonics and word work. Grade levels will schedule 30 min./daily on the Master schedule. This will be a time for push in services and support. This instructional time is for all students to be working on word recognition skills. (SD2) Core Knowledge Language Arts (CKLA) - This 1 hour block will be a push in time for students receiving special education services. We will assure that students receiving Special Education Services and Multilingual (ML) students have access to CKLA and 95 Core phonics. When possible, we will maintain consistency between ELA content in the classroom and what is utilized in pull out groups. This instructional time is for students to build knowledge while working on knowledge building and comprehension. (SD2) Use of Independent/Differentiated work time - Grade levels will schedule 30 min. daily on the master schedule. This time will serve as a cross between Skills Boost (for intervention support) and differentiated group time that supports student needs. (SD2, SD5)	Structured Literacy (SD2) - Teachers will implement core components of structured literacy (Explicit, Systematic, Sequential, and Diagnostic) into a 120 minute ELA block daily. The block is divided out through 30 minutes for word recognition skills through 95 Phonics, 60 minutes for knowledge building and comprehension through CKLA and 30 minutes for differentiation and small group instruction responding to student needs based on core instruction.) MnMTSS: (SD2) - Reading Corp tutors implement interventions
All Students			
Basic Goal			
Trans. Goal			
55.7	60.7		
*See attached addendum for more detailed information			

		MnMTSS: Use FastBridge data to drive intervention and instruction. Ensuring Tier 2 intervention is taught with fidelity, while ensuring students receive Tier 1 core instruction in their classroom. (SD2) Culturally Responsive Pedagogy: Through team planning and professional learning, teachers will identify and illuminate HOPs within new core curricular resources. Focus of professional learning during 2024-25 school year will be: (SD2) ● Amplifying Student Voice ● Situating Learning in the Lives of Students ● Eliciting High Intellectual Performance	● Classroom teachers implement FastBridge Interventions										
<table><tr><th colspan="2">Math</th></tr><tr><th colspan="2">All Students</th></tr><tr><th>Basic Goal</th><th>Trans. Goal</th></tr><tr><td>58.8</td><td>63.8</td></tr><tr><td colspan="2">*See attached addendum for more detailed information</td></tr></table>	Math		All Students		Basic Goal	Trans. Goal	58.8	63.8	*See attached addendum for more detailed information			Our school wide ATPPS SMART goal states: The percentage of all students in grades 1-5 at Oak View Elementary School who meet their growth projection on FAST aMath will increase from 50.0% in spring 2024 to 54.0 % in spring of 2025. SMART = Specific, Measurable, Attainable, Results-Based and Time-Bound. This is the goal that our teacher Professional Learning Teams are focusing on for the year. Oak View will increase math achievement for all students with a focus on the sub groups of Black students and students receiving Special Education Services, both of which fell below basic. Our Initial Equity Challenge will be to increase opportunities to amplify student voice in math. We believe this High Operational Practice in	Classrooms have 80 minutes for mathematics instruction. 60 minutes of this time is for Problem and Investigation and Workplaces and 20 minutes for Number Corner. (SD2) Our Professional Learning Teams (PLT) Focus across the school will be on Mathematics. Small group teacher teams will meet regularly to plan and discuss the four critical questions: 1. What do we want our children to know and be able to do? 2. How will we know when they have learned it? 3. How will we respond when they haven't learned it? 4. How will we respond when they have learned it?
Math													
All Students													
Basic Goal	Trans. Goal												
58.8	63.8												
*See attached addendum for more detailed information													

		pedagogy will have an impact on all of our students. (SD5) Number Corner - Grade levels will schedule 20 minutes on the Master schedule for the implementation of five Number Corner workouts. This will be a push in only time for support. Peer observations will be conducted to create a community of reflection and growth regarding the HOP Amplify Student Voice. Number Corner workouts (calendars, collections, number lines, etc) will be posted on classroom walls, and priority will be to teach this core curricular resource with fidelity. (SD2, SD5)	This process is a research based strategy that helps teachers plan for each student's unique learning needs and it's also a way for teams to share their practice to identify the most impactful learning strategy to use with students connected to the standard that they're working on in that lesson. (SD2, SD4, SD5)
<i>Student Management</i> Evidence of Need: Significant percentage (58%) of major referrals were based on physical aggression. Themes from our Student and Staff Stakeholder Survey reported behavior concerns as an area that needs to be addressed across the school. Student Behavior: Physical aggression was the most significant major behavior observed across the school in 2024. Disruption, Defiance and Contact were the largest minor behaviors accounted for in 2024. Baseline Data by Target Group:		CATALYST - 12 Foundational Skills Implementation of Oak View Culture of Learning Plan (SD1) - Internal Catalyst Coaches will model portions of the 12 Foundational Skills once a month at our building staff meetings. - We're creating a system where staff can sign up for internal coaching through peer observations and learning of Catalyst Skills. Harmony Social Emotional Learning (SEL) intentional implementation in order to create common language across grade levels. SAEBRS (Social, Academic and Emotional Behaviors) data will be analyzed to generate small group instructional units for students needing SEL support. (SD1)	Over 80 percent of staff have been through Foundational Catalyst training. Hiring of a full-time Behavior Intervention Teacher (BIT) and a full-time Instructional Assistant (IA). (SD1) Creation of the "Husky Den" as a proactive sensory break for students. (SD1) Monthly "Husky Pride" recognition and assemblies to highlight and honor all students, cultures and families throughout the year. (SD1) Monday Just-a-Minute (JAM) meetings to connect and reflect as a staff on happenings around Oak View. (SD1)

13 suspensions during the school year were from 7 kids.		- Aligning the CKLA trade book list with Harmony SEL units to model how HOPs can be a part of read alouds; this will provide teachers with opportunities to reflect on HOPs integration throughout curricular areas. - Through weekly News and Notes, share building wide focus on the “Value of the Month” aligning it to the lessons of Harmony SEL. Partnership with National Urban Alliance (NUA) Site Implementation Team (SD5) NUA/CATALYST/Peer observations will be conducted with support from Instructional Coach (IC) to create a community and culture of reflection and growth with student management. (SD1)	News and Notes twice a week for staff updates. (SD1)
Goal: 80% implementation of Catalyst Culture of Learning Handbook 12 Foundational Skills implemented across the school. Specific Focus this year will be on implementing the Oak View Playbook.			Move Mindfully with implementation of instructional support staff as well as classrooms (SD1) Use of High Operational Practices (HOPs) (SD1)
Family Engagement		Provide resources to families to ensure students are consistently attending school To reach our goal we will: (SD1) - Schedule home visits twice monthly by the counselor and social worker. (SD3) - Offer resources to families and an opportunity to have face to face contact in their own homes to build relationships and knowledge around the attendance policies. (SD3) - Create/continue student groups that will build student connections and improve attendance. (SD5)	New family pick-up procedure. (SD4)
Evidence of Need: 119 students received a 3-day unexcused absence letter last year. This means 119 kids missed at least three days of learning that were unexcused. Goal: Decrease number of students who have three or more unexcused absences by 50% for the 2025 school year.			Family Newsletter every other week. (SD3)

		• Send positive message postcards to send to students when they have unexcused absences. (SD3) • Provide/give Oak View gear to reinforce positive changes. (SD3) • Offer Parent/Guardian community building events, one per trimester, that will focus on parenting skills, age appropriate expectations, schedules, education topics and build positive relationships between school staff and guardians. (SD3) • Utilize Osseo Area Schools' Family And Community Engagement (FACE) resource program to support families, specifically around attendance. (SD3)	
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Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

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

2025-26 Goal Priority		Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>
Reading			Reading Curriculum (B) - Peer learning walkthroughs - Empower teachers to increase opportunities to illuminate the HOPs that are present in CKLA and 95 Phonics - Encouraging peer coaching for Tri 2 and 3 for ATPPS observation Structured Literacy (B) - Peer learning walkthroughs Assessment (B, E) - Use vertical alignment to improve consistency in evaluating common formative assessments by designing rubrics for both teachers and students. ML (B) - Language Studio/new program - Collaborating with Tier 2 interventions to ensure students receive both services MnMTSS (E) - Align interventions with 95 Phonics components - Begin to implement Bridge 2 Read (or other program) as it aligns with 95 Phonics - Providing intervention based on FastBridge aMath scores	95 Phonics -This program will focus on foundational literacy skills like phonics and word work. Grade levels will schedule 30 min./daily on the Master schedule. This will be a time for push in services and support. This instructional time is for all students to be working on word recognition skills. (B) Core Knowledge Language Arts (CKLA) - This 1 hour block will be a push in time for students receiving special education services. We will assure that students receiving Special Education Services and Multilingual students have access to CKLA and 95 Core phonics. When possible, we will maintain consistency between ELA content in the classroom and what is utilized in pull out groups. This instructional time is for students to build knowledge while working on knowledge building and comprehension. (B) Use of Independent/Differentiated work time - Grade levels will schedule 30 min. daily on the master schedule. This time will serve as a cross between Skills Boost (for intervention support) and differentiated group time that supports student needs. (B, E) MnMTSS: Use FastBridge data to drive intervention and instruction. Ensuring Tier 2 intervention is taught with fidelity, while ensuring students receive Tier 1
All Students				
Basic Goal	Trans. Goal			
*No data available at this time				

			core instruction with their classroom teacher. (D) Culturally Responsive Pedagogy: Through team planning and professional learning, teachers will identify and illuminate HOPs within new core curricular resources. (B) ● Amplifying Student Voice ● Situating Learning in the Lives of Students ● Eliciting High Intellectual Performance				
Math All Students <table><tr><td>Basic Goal</td><td>Trans. Goal</td></tr><tr><td></td><td></td></tr></table> * No data available at this time	Basic Goal	Trans. Goal				Workplaces: Use the Bridges Workplace sentence frames to Amplify Student Voice. Bring focus back to the regular use of workplaces through a designated time within the schedule for workplaces. (B) Bridges Screener: Implement and use the Bridges unit screeners in Grades 2-5 to plan for and adjust instruction for each unit. Use the data gathered from unit screeners to allow for opportunities for students to re-engage in the learning to provide scaffolds for the upcoming unit. (B)	Number Corner: All classrooms will be implementing five Number Corner workouts. Number Corner workouts (calendars, collections, number lines, etc) will be posted on classroom walls with opportunities for amplification of student voice. (B)
Basic Goal	Trans. Goal						
Student Management Evidence of Need: Student Behavior: Baseline Data by Target Group: Goal:		● Implementing district wide Minor behavior data form school wide	CATALYST - 12 Foundational Skills Implementation of Oak View Culture of Learning Plan (A) ● Internal Catalyst Coaches will model portions of the 12 Foundational Skills once a month at our building staff meetings. ● We’re creating a system where staff can sign up for internal coaching through peer observations and learning of Catalyst Skills.				

			Harmony SEL intentional implementation in order to create common language across grade levels. SAEBRS data will be analyzed to generate small group instructional units for students needing SEL support. (A) - Aligning the CKLA trade book list with Harmony SEL units to model how HOPs can be a part of read alouds; this will provide teachers with opportunities to reflect on HOPs integration throughout curricular areas. - Through weekly News and Notes, share building wide focus on the “Value of the Month” aligning it to the lessons of Harmony SEL. NUA/CATALYST/Peer observations will be conducted with support from Instructional Coach (IC) to create a community and culture of reflection and growth with student management.
<i>Family Engagement</i> Evidence of Need: Goal:		Creating family connections through school wide events (multicultural night) (A)	Provide resources to families to ensure students are consistently attending school (A) To reach our goal we will: - Schedule home visits twice monthly by the counselor and social worker. - Offer resources to families and an opportunity to have face to face contact in their own homes to build relationships and knowledge around the attendance policies.

			● Create/continue student groups that will build student connections and improve attendance. ● Send positive message postcards to send to students when they have unexcused absences. ● Provide/give Oak View gear to reinforce positive changes. ● Send positive message postcards to send to students when they have unexcused absences. ● Provide/give Oak View gear to reinforce positive changes. ● Offer Parent/Guardian community building events, one per trimester, that will focus on parenting skills, age appropriate expectations, schedules, education topics and build positive relationships between school staff and guardians. ● Utilize Osseo Area Schools' Family And Community Engagement (FACE) resource program to support families, specifically around attendance.
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Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

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

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>
Reading			Assessment/Standards Based Reporting (B, E)	Reading Curriculum (B) ● Peer learning walkthroughs ● Empower teachers to increase opportunities to illuminate the HOPs that are present in CKLA and 95 Phonics ● Encouraging peer coaching for Tri 2 and 3 for ATPPS observation Structured Literacy (B) ● Peer learning walkthroughs Assessment (B, E) ● Use vertical alignment to improve consistency in evaluating common formative assessments by designing rubrics for both teachers and students. ML (B) ● Language Studio/new program ● Collaborating with Tier 2 interventions to ensure students receive both services MnMTSS (D) ● Align interventions with 95 Phonics components ● Begin to implement Bridge 2 Read (or other program) as it aligns with 95 Phonics ● Providing intervention based on FastBridge aMath scores
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
Math			Looking at new MN 2022 Math Standards Using Bridges screener data to drive Tier 2 instruction (B)	Workplaces: (B) Use the Bridges Workplace sentence frames to Amplify Student Voice. Bring focus back to the regular use of workplaces through a designated time within the schedule for Workplaces.
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				

			Bridges Screener: (B) Implement and use the Bridges unit screeners in Grades 2-5 to plan for and adjust instruction for each unit. Use the data gathered from unit screeners to allow for opportunities for students to re-engage in the learning to provide scaffolds for the upcoming unit.
<i>Student Management</i>		Proactive Catalyst strategies in classrooms to regulate student & staff emotions (A)	Use district wide Minor behavior data form school wide (E)
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			
<i>Family Engagement</i>		- Goal of 100% student conference attendance from families (A) - Utilizing QR codes to have families have access to Harmony SEL games, Bridges math apps (A)	Creating family connections through school wide events (multicultural night) (A)
Evidence of Need:			
Goal:			
Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above: 1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD 1) 2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD 2) 3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD 3) 4. Create a system of operational innovation, excellence, accountability and sustainability. (SD 4) 5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD 5)			

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	10%	38%	17%	9%	21%	39%
Grd 1	14%	28%	20%	17%	20%	30%
Grd 2	20%	21%	15%	15%	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 transformational goal

*Two new multilingual (ML) related groups were added starting in 2023: **Non Eng Not ML (6yrs)** includes non-English home language students who did not receive ML services in any of the past six school years. **ML Exited (2+ Yrs)** refers to students who previously received ML services but were exited prior to the the last two school years.

Group	Results Spring 2021	Results Spring 2022	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal	Results Spring 2024	2025 Basic Goal	2025 Trans. Goal
All Students	58.7	63.1	53.5	61.4	66.4	59.4	55.7	60.7
Grade 3	53.3	62.3	49.3	57.9	62.9	53.6	45.3	50.3
Grade 4	48.9	61.2	54.2	55.5	60.5	56.2	53.0	58.0
Grade 5	73.7	65.9	57.9	71.8	76.8	69.7	68.8	73.8
Am Indian		66.7	30.0	49.4	54.4	57.7		
Asian		50.0	44.1	65.8	70.8	55.9	42.6	47.6
Black		41.9	38.6	42.9	47.9	37.5	35.4	40.4
Hispanic		68.4	27.5	33.9	38.9	33.3	31.4	36.4
White		72.8	69.5	73.8	78.8	72.9	68.4	73.4
Multiracial		62.5	50.0	59.0	64.0	63.6	71.7	76.7
ML/EL		39.1	25.0	23.6	28.6	16.7	21.8	26.8
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*			82.1	70.2	75.2	60.0	59.2	64.2
Spec Ed		39.3	20.3	39.2	44.2	37.5	35.4	40.4
Free/Red. Price Meals		50.7	36.2	42.4	47.4	38.3	46.4	51.4
Female		67.9	57.7	58.6	63.6	54.5	49.8	54.8
Male		56.4	48.9	64.4	69.4	64.6	60.9	65.9

MCA Reading Proficiency

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

Key:	
Symbol	Description
→	Less than +/- 1.0% change from from Spring 2023 to Spring 2024
↑	Increase of 1.1% or greater change from Spring 2023 to Spring 2024
↓	Decrease of 1.1% or greater change from Spring 2023 to Spring 2024
□	Indicates an N-size of fewer than 5 students in at least one year

Group	Results Spring 2021	Results Spring 2022	Results Spring 2023	Results Spring 2024	Trend
State	53%	52%	50%	50%	→
All Students - District	51%	50%	49%	48%	→
All Students - Site	45%	46%	40%	46%	↑
Grade 3	46%	53%	42%	43%	↑
Grade 4	33%	43%	34%	43%	↑
Grade 5	60%	42%	44%	52%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	17%	22%	27%	42%	↑
Black	32%	24%	25%	26%	↑
Hispanic	25%	46%	21%	23%	↑
White	56%	60%	57%	63%	↑
Multiracial	56%	46%	37%	43%	↑
EL	7%	11%	13%	10%	↓
ML Exited (2+Yrs)			n<5	n<5	□
Non-Eng Not ML (6yrs)			77%	67%	↓
SPED	28%	21%	22%	22%	→
F/R Meals	33%	31%	26%	26%	→
Female	45%	56%	43%	41%	↓
Male	45%	33%	36%	51%	↑

Reading (cont.)

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 pctl's			
	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 pctl's			
	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	45%	26%	43%	21%	47%	21%
Grade 1					62%	38%
Grade 2	62%	45%	51%	28%	58%	22%
Grade 3	33%	22%	42%	21%	39%	13%
Grade 4	44%	21%	40%	15%	38%	18%
Grade 5	44%	21%	36%	21%	32%	11%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	37%	19%	36%	20%	36%	21%
Black	51%	36%	42%	27%	45%	23%
Hispanic	53%	25%	50%	21%	49%	18%
White	38%	20%	44%	21%	49%	21%
Multiracial	73%	50%	33%	10%	47%	27%
EL/ML	55%	33%	49%	30%	46%	24%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			38%	13%	56%	32%
SPED	57%	36%	59%	29%	53%	28%
F/R Meals	55%	31%	43%	25%	44%	25%
Female	42%	25%	40%	22%	46%	22%
Male	48%	27%	45%	20%	47%	21%
Very Low Risk	17%	6%	23%	5%	30%	3%
Low Risk	35%	18%	36%	14%	37%	14%
Some Risk	47%	18%	41%	26%	53%	20%
High Risk	68%	48%	60%	35%	60%	38%

Reading (cont.)

FastBridge Reading Growth by Start Score

Priority One: READING		Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl)			
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based students who had their same starting score nationally				
Aggressive Growth by Start Score	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based students who had their same starting score nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctl			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-19	Below Baseline Hi 20-39	Baseline 40-59%	Target Lo 60-67%	Target Hi 68-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctl			
	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	41%	19%	37%	12%	35%	16%
Grade 1					59%	34%
Grade 2	56%	33%	45%	10%	41%	12%
Grade 3	35%	15%	32%	15%	27%	12%
Grade 4	38%	16%	36%	12%	25%	12%
Grade 5	35%	11%	33%	12%	24%	10%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	24%	19%	28%	8%	23%	7%
Black	42%	27%	31%	9%	27%	14%
Hispanic	31%	3%	32%	7%	19%	6%
White	41%	19%	45%	16%	42%	19%
Multiracial	71%	29%	20%	7%	47%	18%
EL/ML	36%	19%	30%	11%	27%	10%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			44%	0%	52%	33%
SPED	50%	14%	37%	12%	32%	14%
F/R Meals	40%	21%	33%	8%	29%	16%
Female	39%	18%	38%	12%	34%	14%
Male	44%	20%	36%	13%	37%	17%
Very Low Risk	38%	13%	44%	13%	42%	13%
Low Risk	33%	12%	35%	12%	29%	13%
Some Risk	37%	13%	33%	11%	30%	13%
High Risk	50%	29%	35%	13%	36%	20%

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	59.8	55.3	56.3	62.9	67.9	61.5	58.8	63.8
Grade 3	69.3	63.8	58.1	73.6	78.6	71.4	63.8	68.8
Grade 4	46.8	65.7	61.9	59.0	64.0	55.4	65.7	70.7
Grade 5	65.3	36.5	48.2	54.8	59.8	56.7	46.8	51.8
Am Indian		50.0	30.0	54.2	59.2	50.0		
Asian		32.4	38.2	51.3	56.3	50.0	50.0	55.0
Black	40.0	27.0	39.5	43.5	48.5	35.9	30.7	35.7
Hispanic	36.7	55.3	32.5	35.0	40.0	44.4	24.8	29.8
White	70.3	70.6	73.3	76.6	81.6	77.1	78.1	83.1
Multiracial	64.3	50.0	58.8	71.1	76.1	61.4	68.7	73.7
ML/EL	6.3	26.1	30.8	31.4	36.4	26.2	33.2	38.2
ML Exited (2+ Yrs)*								
Non Eng Not ML (6yrs)*			78.6	83.1	88.1	80.0	65.6	70.6
Spec Ed	38.1	34.5	31.7	47.6	52.6	41.4	35.4	40.4
Free/Red. Price Meals	50.0	36.2	33.9	40.7	45.7	39.3	37.1	42.1
Female	61.6	52.3	53.6	52.9	57.9	52.0	50.6	55.6
Male	57.4	59.6	59.3	73.3	78.3	71.4	65.8	70.8

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	44%	42%	43%	47%	↑
Grade 3	53%	52%	50%	59%	↑
Grade 4	39%	58%	50%	45%	↓
Grade 5	38%	19%	30%	36%	↑
Am Ind	n<5	n<5	n<5	n<5	□
Asian	17%	22%	27%	30%	↑
Black	24%	16%	24%	23%	→
Hispanic	10%	33%	21%	32%	↑
White	61%	59%	63%	67%	↑
Multiracial	30%	38%	47%	46%	→
EL	0%	11%	25%	23%	↓
ML Exited (2+Yrs)			n<5	n<5	□
Non-Eng Not ML (6yrs)			77%	69%	↓
SPED	23%	18%	19%	27%	↑
F/R Meals	28%	24%	24%	26%	↑
Female	45%	42%	41%	40%	↓
Male	42%	42%	46%	55%	↑

Math (cont.)

FastBridge Math Growth by All

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by All Pctl)			
Column Header	Definition				
Typical Growth by All	The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based on students within their grade level nationally				
Aggressive Growth by All	The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based on students within their grade level nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctl's			
	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 pctl's			
	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	47%	29%	46%	24%	50%	25%
Grade 1					41%	18%
Grade 2	62%	44%	55%	33%	67%	36%
Grade 3	44%	20%	47%	24%	55%	27%
Grade 4	52%	36%	53%	29%	55%	27%
Grade 5	27%	15%	29%	10%	39%	21%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	43%	29%	56%	36%	56%	38%
Black	45%	31%	42%	28%	38%	17%
Hispanic	56%	36%	41%	11%	50%	18%
White	44%	27%	49%	24%	56%	30%
Multiracial	57%	26%	42%	19%	41%	18%
EL/ML	58%	37%	51%	24%	49%	30%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng/Not ML (6yrs)			60%	40%	48%	5%
SPED	44%	30%	48%	19%	49%	22%
F/R Meals	45%	32%	42%	24%	44%	26%
Female	44%	24%	43%	19%	54%	28%
Male	49%	35%	51%	30%	46%	23%
Very Low Risk	40%	19%	47%	25%	50%	20%
Low Risk	46%	27%	54%	28%	59%	28%
Some Risk	44%	36%	47%	23%	52%	34%
High Risk	53%	37%	42%	22%	44%	24%

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 pctl			
	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 pctl			
	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	48%	26%	49%	24%	56%	27%
Grade 1					54%	26%
Grade 2	57%	37%	57%	35%	67%	33%
Grade 3	44%	19%	51%	22%	58%	27%
Grade 4	55%	33%	55%	23%	55%	26%
Grade 5	37%	15%	30%	15%	41%	21%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	48%	29%	52%	28%	66%	31%
Black	51%	28%	49%	26%	43%	10%
Hispanic	50%	33%	44%	15%	45%	21%
White	45%	24%	49%	26%	62%	35%
Multiracial	57%	26%	52%	19%	53%	24%
EL/ML	56%	37%	49%	19%	56%	32%
ML Exited (2+Yrs)			n<5	n<5	n<5	n<5
Non-Eng Not ML (6yrs)			53%	40%	44%	11%
SPED	43%	23%	48%	24%	57%	25%
F/R Meals	48%	26%	46%	22%	51%	22%
Female	45%	20%	42%	17%	61%	27%
Male	53%	33%	56%	32%	50%	26%
Very Low Risk	37%	18%	53%	27%	56%	27%
Low Risk	48%	27%	48%	18%	57%	26%
Some Risk	49%	33%	47%	23%	63%	31%
High Risk	59%	30%	47%	26%	52%	26%