

Regular Attender

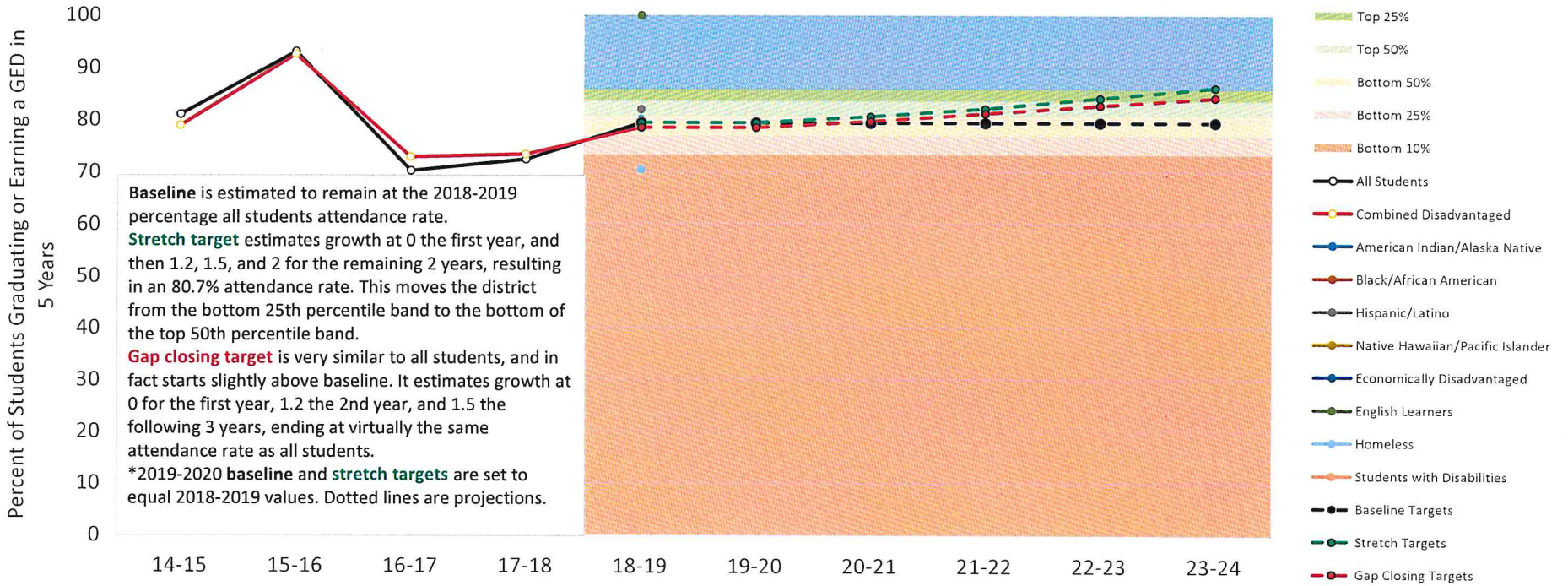


Table 2

| Growth Achieved by Top 10% of Districts: | 1.2 |
|--|--------------|
| District Percentiles | |
| Top 10% | 85.8 - 100.0 |
| Top 25% | 83.5 - 85.8 |
| Top 50% | 80.6 - 83.5 |
| Bottom 50% | 76.9 - 80.6 |
| Bottom 25% | 73.3 - 76.9 |
| Bottom 10% | 0.0 - 73.3 |

Table 3

| | Starting Point | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---------------------|----------------|-------|-------|-------|-------|-------|
| Baseline Targets | 79.4 | 79.4 | 79.4 | 79.4 | 79.4 | 79.4 |
| Stretch Targets | 79.4 | 79.4 | 80.6 | 82.1 | 84.1 | 86.1 |
| Gap Closing Targets | 78.5 | 78.5 | 79.7 | 81.2 | 82.7 | 84.2 |

Table 5

| | Growth Achieved by Top 10%: | | | | 1.2 |
|-----------|-----------------------------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| Increase: | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Increase: | 0.0 | 1.2 | 1.5 | 2.0 | 2.0 |
| Increase: | 0.0 | 1.2 | 1.5 | 1.5 | 1.5 |

Table 4

| Starting Point-Pick 1 | |
|-----------------------|------|
| All Students-Last | 79.4 |
| All Students-3 Yr Ave | 74.0 |
| CDIS-Last | 78.5 |
| CDIS-3 Yr Ave | 74.9 |

ODE suggestions for setting Long-term Growth Targets:

Baseline:

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

Stretch:

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

Gap Closing:

1. If your starting point is much lower than All Students, aim for their baseline.

Stretch and Gap Closing:

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)
2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

3rd Grade ELA

Percent of Students Graduating or Earning a GED in 5 Years

Baseline is estimated to remain at the 2018-2019 percentage all students 3rd grade ELA rate.
Stretch target estimates growth at 0 the first year prior to project implementation, and then 2.8, 3.0 and 3.7 the last two years, resulting in a 38.2% 3rd Grade ELA rate. This moves the district from the bottom 10th percentile band to the bottom 50th percentile band.
Gap closing target is similar to the stretch target. It stays flat the first year, and then gains 2.0, 2.7, and 3.7 the final 2 years. This moves the district from the bottom 10th percentile to the bottom 50th percentile.
 *2019-2020 baseline and stretch targets are set to equal 2018-2019 values. Dotted lines are projections.

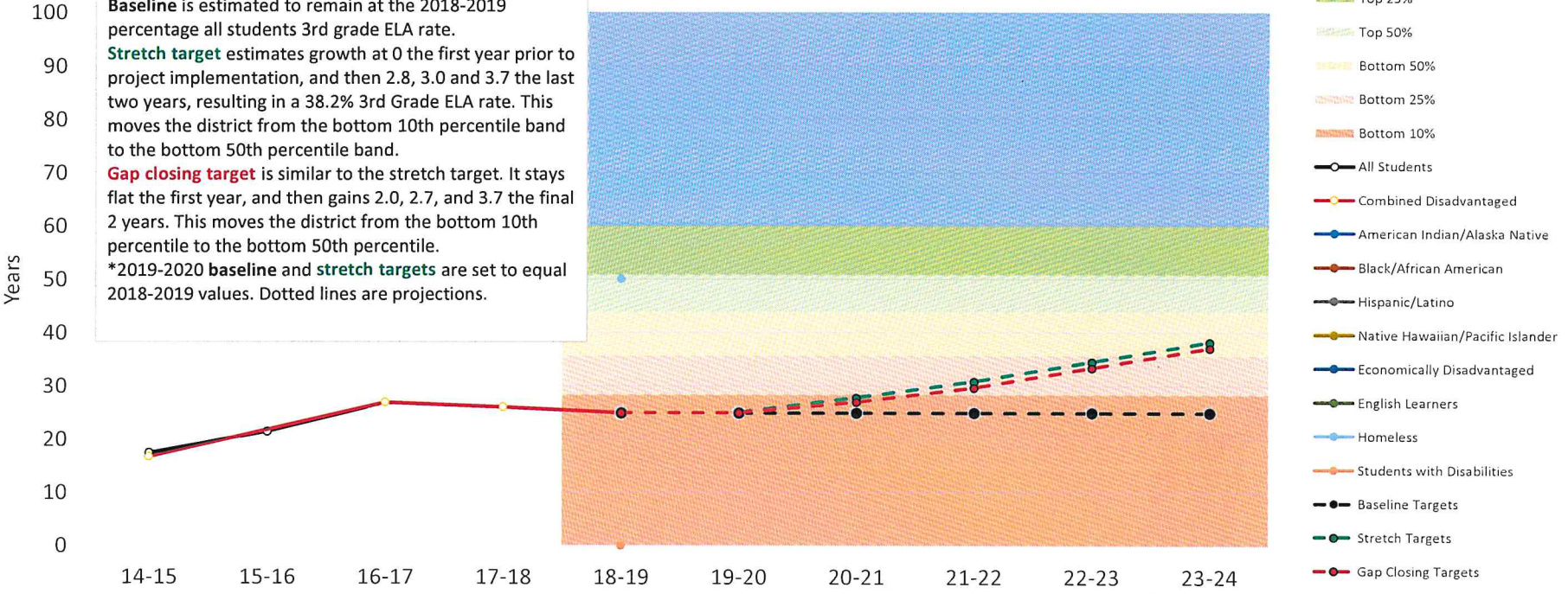


Table 2

| Growth Achieved by Top 10% of Districts: | | 3.7 |
|--|--------------|-----|
| District Percentiles | | |
| Top 10% | 60.0 - 100.0 | |
| Top 25% | 50.7 - 60.0 | |
| Top 50% | 43.8 - 50.7 | |
| Bottom 50% | 35.6 - 43.8 | |
| Bottom 25% | 28.4 - 35.6 | |
| Bottom 10% | 0.0 - 28.4 | |

Table 3

| Starting Point | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---------------------|-------|-------|-------|-------|-------|
| Baseline Targets | 25.0 | 25.0 | 25.0 | 25.0 | 25.0 |
| Stretch Targets | 25.0 | 25.0 | 27.8 | 30.8 | 34.5 |
| Gap Closing Targets | 25.0 | 25.0 | 27.0 | 29.7 | 33.4 |

Table 5

| | Growth Achieved by Top 10%: | | | | 3.7 |
|-----------|-----------------------------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| Increase: | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Increase: | 0.0 | 2.8 | 3.0 | 3.7 | 3.7 |
| Increase: | 0.0 | 2.0 | 2.7 | 3.7 | 3.7 |

Table 4

| Starting Point-Pick 1 | |
|-----------------------|------|
| All Students-Last | 25.0 |
| All Students-3 Yr Ave | 26.0 |
| CDIS-Last | 25.0 |
| CDIS-3 Yr Ave | 26.0 |

ODE suggestions for setting Long-term Growth Targets:

- Baseline:**
 1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.
- Stretch:**
 1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).
- Gap Closing:**
 1. If your starting point is much lower than All Students, aim for their baseline.
- Stretch and Gap Closing:**
 1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)
 2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

9th Grade on Track

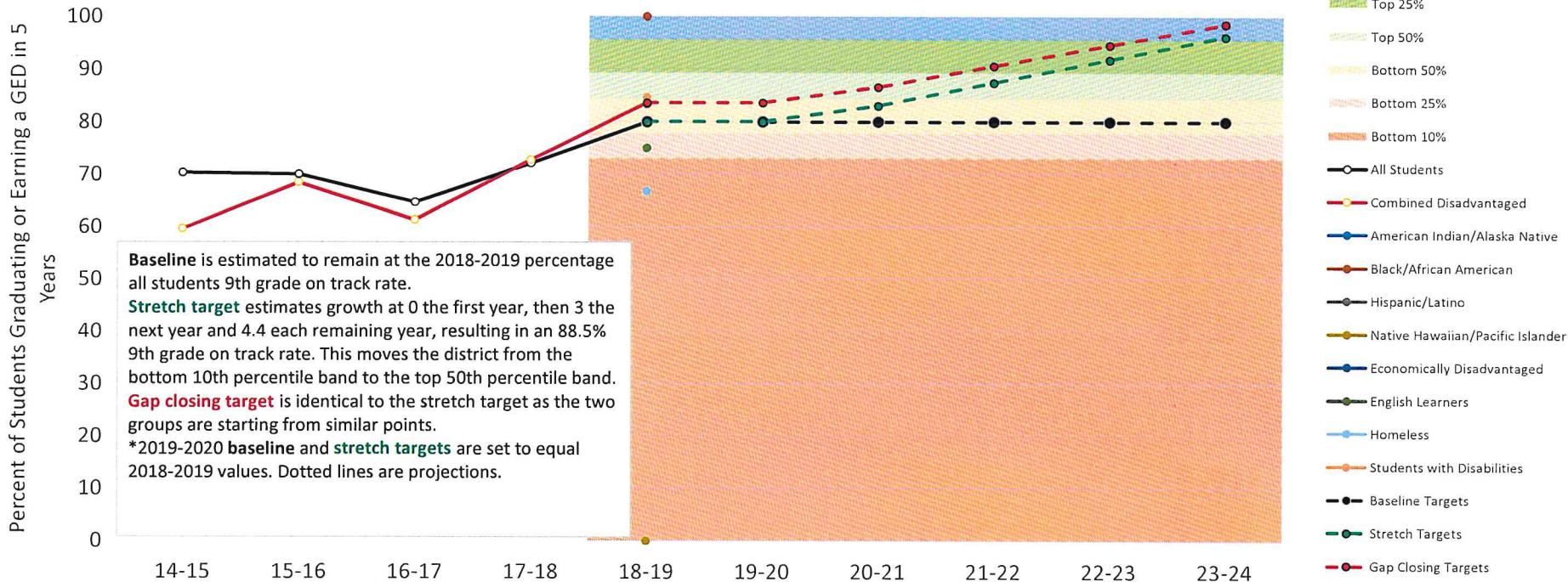


Table 2

| Growth Achieved by Top 10% of Districts: | | 4.4 |
|--|--------------|-----|
| District Percentiles | | |
| Top 10% | 95.6 - 100.0 | |
| Top 25% | 89.2 - 95.6 | |
| Top 50% | 84.3 - 89.2 | |
| Bottom 50% | 77.8 - 84.3 | |
| Bottom 25% | 73.1 - 77.8 | |
| Bottom 10% | 0.0 - 73.1 | |

Table 3

| | Starting Point | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---------------------|----------------|-------|-------|-------|-------|-------|
| Baseline Targets | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| Stretch Targets | 80.0 | 80.0 | 83.0 | 87.4 | 91.8 | 96.2 |
| Gap Closing Targets | 83.6 | 83.6 | 86.6 | 90.6 | 94.6 | 98.6 |

Table 5

| | Growth Achieved by Top 10%: | | | | 4.4 |
|-----------|-----------------------------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| Increase: | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Increase: | 0.0 | 3.0 | 4.4 | 4.4 | 4.4 |
| Increase: | 0.0 | 3.0 | 4.0 | 4.0 | 4.0 |

Table 4

| Starting Point-Pick 1 | |
|-----------------------|------|
| All Students-Last | 80.0 |
| All Students-3 Yr Ave | 72.3 |
| CDIS-Last | 83.6 |
| CDIS-3 Yr Ave | 72.5 |

ODE suggestions for setting Long-term Growth Targets:

Baseline:

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

Stretch:

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

Gap Closing:

1. If your starting point is much lower than All Students, aim for their baseline.

Stretch and Gap Closing:

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)

2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

4 Year Graduation

Percent of Students Graduating or Earning a GED in 5 Years

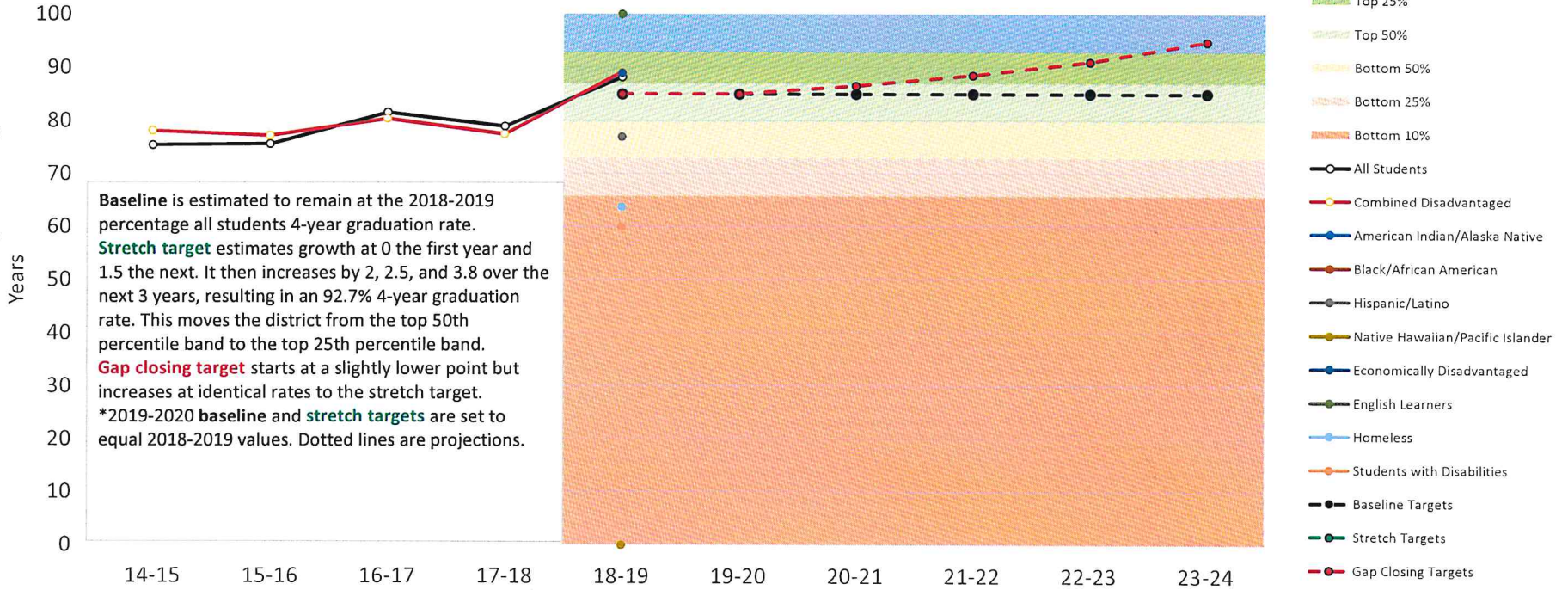


Table 2

| Growth Achieved by Top 10% of Districts: | | 3.8 |
|--|--------------|-----|
| District Percentiles | | |
| Top 10% | 92.8 - 100.0 | |
| Top 25% | 86.8 - 92.8 | |
| Top 50% | 79.6 - 86.8 | |
| Bottom 50% | 72.9 - 79.6 | |
| Bottom 25% | 65.8 - 72.9 | |
| Bottom 10% | 0.0 - 65.8 | |

Table 3

| | Starting Point | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---------------------|----------------|-------|-------|-------|-------|-------|
| Baseline Targets | 85.0 | 85.0 | 85.0 | 85.0 | 85.0 | 85.0 |
| Stretch Targets | 85.0 | 85.0 | 86.5 | 88.5 | 91.0 | 94.8 |
| Gap Closing Targets | 85.0 | 85.0 | 86.5 | 88.5 | 91.0 | 94.8 |

Table 5

| | Growth Achieved by Top 10%: 3.8 | | | | |
|-----------|---------------------------------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| Increase: | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Increase: | 0.0 | 1.5 | 2.0 | 2.5 | 3.8 |
| Increase: | 0.0 | 1.5 | 2.0 | 2.5 | 3.8 |

Table 4

| Starting Point-Pick 1 | |
|-----------------------|------|
| All Students-Last | 88.2 |
| All Students-3 Yr Ave | 82.9 |
| CDIS-Last | 89.1 |
| CDIS-3 Yr Ave | 82.3 |

ODE suggestions for setting Long-term Growth Targets:

Baseline:

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

Stretch:

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

Gap Closing:

1. If your starting point is much lower than All Students, aim for their baseline.

Stretch and Gap Closing:

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)
2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.

5 Year Completers

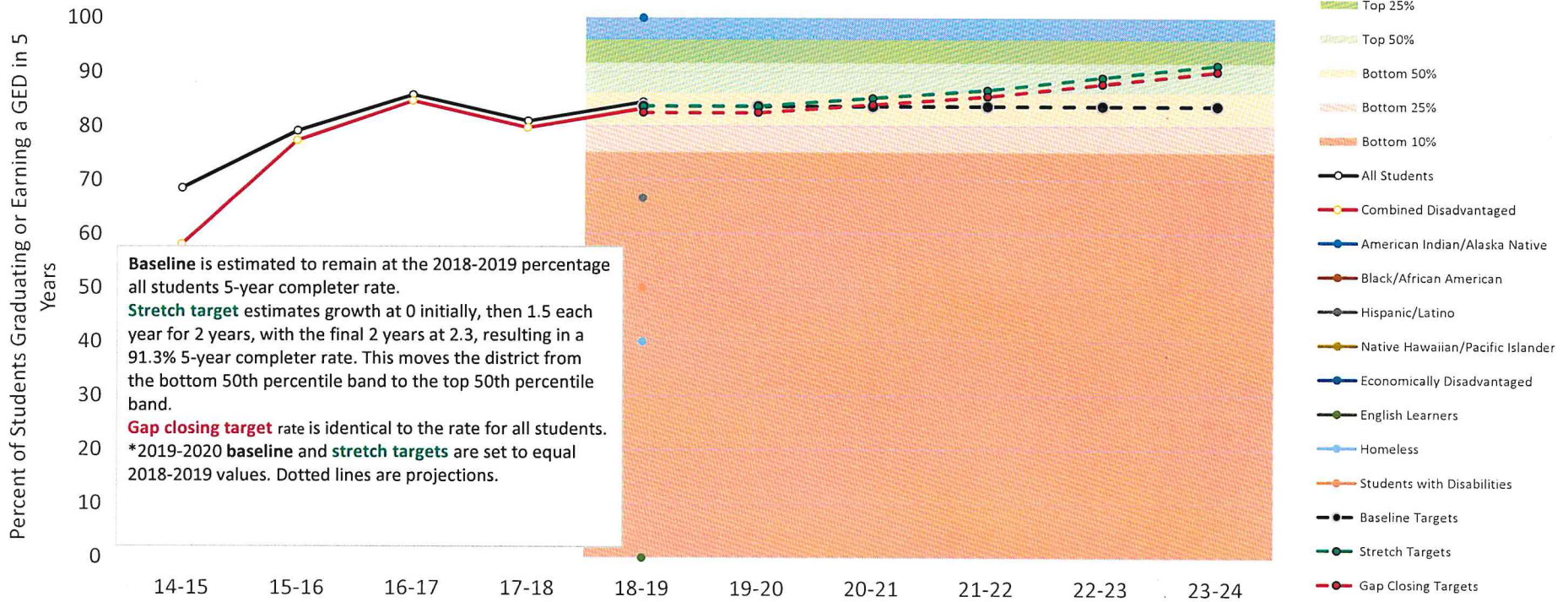


Table 2

| Growth Achieved by Top 10% of Districts: | 2.3 |
|--|--------------|
| District Percentiles | |
| Top 10% | 96.0 - 100.0 |
| Top 25% | 91.6 - 96.0 |
| Top 50% | 86.1 - 91.6 |
| Bottom 50% | 80.3 - 86.1 |
| Bottom 25% | 75.3 - 80.3 |
| Bottom 10% | 0.0 - 75.3 |

Table 3

| | Starting Point | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---------------------|----------------|-------|-------|-------|-------|-------|
| Baseline Targets | 83.7 | 83.7 | 83.7 | 83.7 | 83.7 | 83.7 |
| Stretch Targets | 83.7 | 83.7 | 85.2 | 86.7 | 89.0 | 91.3 |
| Gap Closing Targets | 82.5 | 82.5 | 84.0 | 85.5 | 87.8 | 90.1 |

Table 5

| | Growth Achieved by Top 10%: | | | | 2.3 |
|-----------|-----------------------------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| Increase: | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Increase: | 0.0 | 1.5 | 1.5 | 2.3 | 2.3 |
| Increase: | 0.0 | 1.5 | 1.5 | 2.3 | 2.3 |

Table 4

| Starting Point-Pick 1 | |
|-----------------------|------|
| All Students-Last | 84.5 |
| All Students-3 Yr Ave | 83.7 |
| CDIS-Last | 83.3 |
| CDIS-3 Yr Ave | 82.5 |

ODE suggestions for setting Long-term Growth Targets:

Baseline:

1. If your data is trending downward, use a flat baseline based on either the current year's data or the 3-year average.

Stretch:

1. Avoid using an amount greater than what has been achieved by the top 10% of districts (see Table 2).

Gap Closing:

1. If your starting point is much lower than All Students, aim for their baseline.

Stretch and Gap Closing:

1. Look for ways to move from one band to another or to move from the bottom to the top of a band. (See Table 2.)
2. Depending on the planned interventions, you may want to start with a smaller amount to increase in the first few years in Table 5, and then once interventions are well under way, increase the annual gain in the last few years.