

MCA and FastBridge Results

October 2026

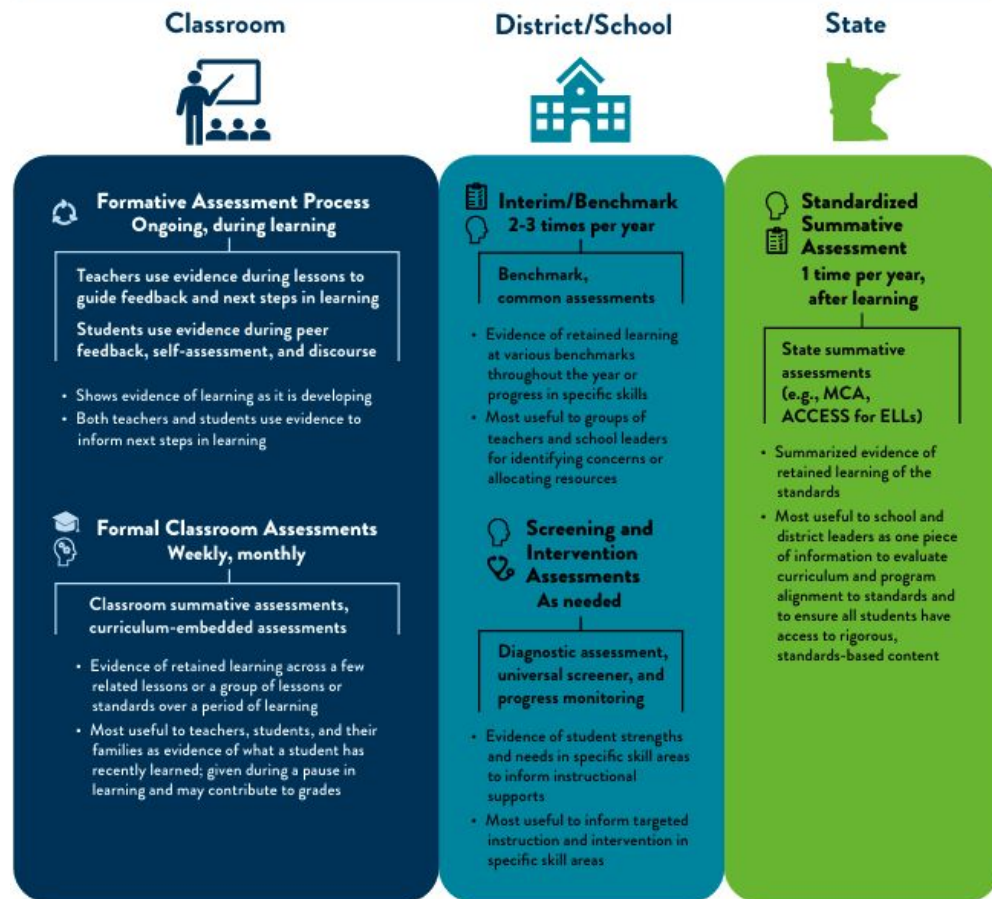
Balanced Assessment System

Assessment is the process of gathering evidence of student learning to guide educational decisions. The purposes and uses of assessment information differ at each level of the educational system (class, district/school and state) and for the stakeholders using the information. There is no single assessment that can be used to support all purposes and uses. Together, the information should describe the learning defined in the standards.

Primary Purpose Key:

-  Inform immediate next steps in learning for teachers and students
-  Measure individual student achievement

-  Inform instruction and planning
-  Program and policy evaluation
-  Indicator of students who may need additional supports



MCA Proficiency Reading Data-New Test Baseline Data

(doesn't compare to other years)

	3rd Grade	4th Grade	5th Grade
EBES	61%	43%	71%
SFES	56%	56%	64%
CCES	40%	47%	58%
	6th Grade	7th Grade	8th Grade
SFMS	57%	42%	51%
	10th Grade	Districtwide 49.3% Statewide 48.6%	
SFHS	33%		

FastBridge Proficiency Reading Data

	Kinder		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
EBES	Letter Sound	35%	CBM	39%	CBM	44%	CBM	56%	CBM	69 %	CBM	58%
	Letter Name	46%	Word Seg	83%	aReading	53%	aReading	62%	aReading	65%	aReading	60%
	Word Seg	31%	Nonsense	52%	Nonsense	34%	Nonsense	41%	Autoreading	74%	Autoreading	54%
	Oral Repetition	57%	Oral Repetition	57%	Oral Repetition	56%						
SFES	Letter Sound	41%	CBM	51%	CBM	60 %	CBM	44%	CBM	58%	CBM	49%
	Letter Name	49%	Word Seg	84%	aReading	57%	aReading	55%	aReading	63%	aReading	68%
	Word Seg	33%	Nonsense	67%	Nonsense	48%	Nonsense	35%	Autoreading	80%	Autoreading	48%
	Oral Repetition	58%	Oral Repetition	66%	Oral Repetition	73%						
CCES	Letter Sound	43%	CBM	35%	CBM	38%	CBM	49%	CBM	52%	CBM	39%
	Letter Name	54%	Word Seg	56%	aReading	28%	aReading	50%	aReading	66%	aReading	50%
	Word Seg	52%	Nonsense	35%	Nonsense	28%	Nonsense	42%	Autoreading	86%	Autoreading	45%
	Oral Repetition	67%	Oral Repetition	55%	Oral Repetition	61%						

	6th Grade		7th Grade		8th Grade			9th Grade		10th Grade		11th Grade (2/3rds students)	
SFMS	aReading	62%	aReading	66%	aReading	69%	All HS	aReading	66%	aReading	67%	aReading	64%
	Autoreading	80%	Autoreading	69%	Autoreading	54%		Autoreading	88%	Autoreading	84%	Autoreading	75%

Literacy Strategies and Initiatives 25-26 SY

Curriculum and Instruction:

- EC: Further implemented of the Frogstreet Curriculum and LETRS strategies.
- K-12: Conducted LETRS training focused on vocabulary and comprehension units (Units 5 and 6).
- K-3: Implemented phonics curriculum aligned to LETRS learning and state-approved curriculum.
- K-5: Trained K-5 and SPED teachers in LETRS...online modules 5-8 (out of 8) and in-person modules 5-6 (out of 8).
- K-5: Focused on vocabulary and comprehension strategies through LETRS training and coaching, especially for grades 3-5.
- 4-12 Administered CAPTI diagnostic to better plan intervention
- 6-12: Determined intervention structures after CAPTI administered.
- 6-12: Implemented ELA curriculum (UFLI and Bridge2Read) and align with new standards.
- 6-12: Used Benchmark Achievement Level Descriptors (BALDS) to guide instruction in preparation for MCA testing.
- 9-10: Set goals based on fall FastBridge results.
- 9-12: Worked with Brightworks to rethink systems, develop plans, and implement new literacy standards.
- 9-12: Implemented Cornell note-taking method for the entire high school.
- 9-12: Implemented targeted strategies for small groups of students during Saints Time.

MCA Proficiency Math Data

	3rd Grade↑ (6%)	4th Grade↓ (4%)	5th Grade↑ (5%)
EBES	61%	57%	71%
SFES	64%	64%	54%
CCES	54%	57%	33%

	6th Grade (0%)	7th Grade↓ (10%)	8th Grade↑ (6%)
SFMS	30%	33%	42%

	11th Grade (0%)
SFHS	43%

Districtwide 43.9%
Statewide 44.9%

FastBridge Proficiency Math Data

	Kinder		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
EBES	Number ID	60%	Decompose	68 %	Decompose aMath	77 % 52%	Automaticity aMath	49% 61%	Automaticity aMath	68% 59%	Automaticity aMath	75% 66%
	Match #	68%	Place Value	49%								
	Number Seq	65%	Number Seq	77%								
	Composite	65%	Number ID	58%								
			Composite	62%								
SFES	Number ID	73%	Decompose	79%	Decompose aMath	80% 68%	Automaticity aMath	57% 71%	Automaticity aMath	63% 66%	Automaticity aMath	75% 60%
	Match #	76%	Place Value	64%								
	Number Seq	81%	Number Seq	78%								
	Composite	73%	Number ID	70%								
			Composite	74%								
CCES	Number ID	65%	Decompose	79%	Decompose aMath	57% 42%	Automaticity aMath	56% 77%	Automaticity aMath	65 % 67%	Automaticity aMath	72% 49%
	Match #	68%	Place Value	57%								
	Number Seq	75%	Number Seq	78%								
	Composite	68%	Number ID	78%								
			Composite	77%								

	6th Grade		7th Grade		8th Grade			9th Grade		10th Grade		11th Grade (2/3rds students)	
SFMS	aMath	69%	aMath	72%	aMath	58%	All HS	aMath	64%	aMath	63%	aMath	55%
	Automaticity	79%	Automaticity	90%	Automaticity	94%		Automaticity	91%	Automaticity	90%	Automaticity	92%

Math Strategies and Initiatives 25-26 SY

Curriculum and Instruction:

- K-5: Added a math coach
- K-12: Focused on data instruction and rigor of standards.
- K-1: Began shifting to new math standards to prepare for the 2027-28 school year.
- K-5: Reviewed standards and best practices.
- K-5: Encouraged teams to develop standards-based assessments. Provided coaching.
- K-5: Added Mathlete program for 5th graders.
- K-8: Continued “Number Talks.”
- 6-8: Focused on standards and strategies.
- 9-12: Began shifting to new math standards to prepare for the 2027-28 school year.
- 9-12: Piloted and purchased Imagine IM math curriculum through the curriculum review process.
- 9-12: Restructured math courses to meet new standards.
- 9-12: Worked with Brightworks to rethink systems, develop plans, and implement new math standards.
- 9-12: Provided resources for PSEO students to succeed on assessments.

MCA Proficiency Science Data and Strategies

	5th Grade ↓ (1%)
EBES	30%
SFES	31%
CCES	22%

	8th Grade ↑ (4%)
SFMS	20%

	11th Grade ↑ (4%)
SFHS	42%

Curriculum, Standards, and PLDs:

- K-12: Taught updated science standards at all levels.
- K-5: Began reporting science results using standards based grading.
- K-5: Conducted vertical alignment with standards (EBES).
- K-12: Used PLDs (Performance Level Descriptors) to support instruction

Districtwide	25.8%
Statewide	25.5%