



WE ARE FARIBAULT

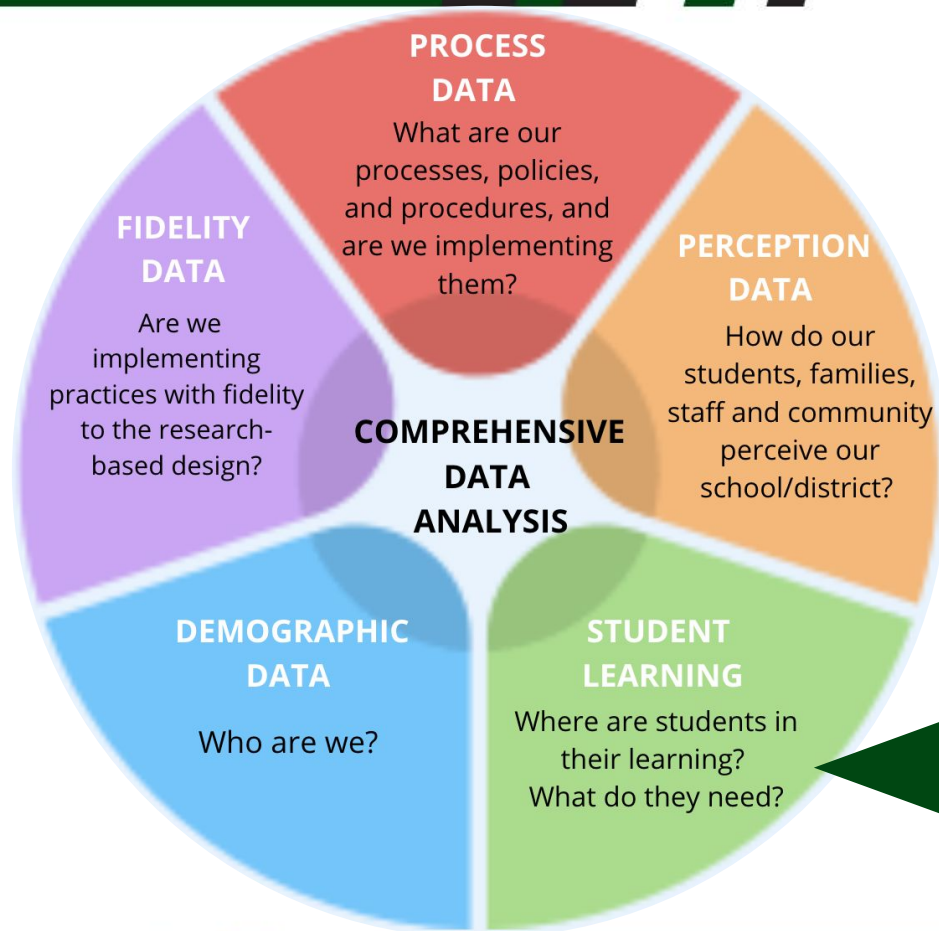


Faribault Public Schools

Fastbridge and MCA

Data Report

October 2026



Balanced, Comprehensive, and Equitable Assessment System

- **Balanced** = There are many sources of data that inform our practices. We do not rely on a single measure.
- **Comprehensive** = We consider students' needs holistically, and target specific areas of need
- **Equitable** = We strive to meet the needs of each and every student by building on their strengths

Types of Assessment Data



Summative

A standardized measure of year-end attainment of grade level standards

Example

MCA & ACCESS

Used To

Evaluate systems progress and comprehensive achievement



Screening

A universal measure of progress against grade-level norms and benchmarks

Example

Fastbridge

Used To

Guide MTSS and identify students who may need extra support



Diagnostic

An additional assessment done with some students when a risk factor is flagged in screening

Example

Phonics Inventory

Used To

Determine a specific skill to address in a systematic way



Formative

Ongoing classroom evidence of student learning toward instructional goals

Example

Progress monitoring, tests, rubrics, projects

Used To

Plan instruction, provide feedback

Fastbridge Districtwide aReading Fall 2024 - Fall 2026

(Grades 1-11) - a universal screening measure that is a useful estimate of broad reading achievement at 3 benchmarking periods per year over multiple grade levels. This is delivered completely online and adapts to the child's answer pattern to match the developmental and skill level of the student.



Online Delivery

Method of assessment administration

Adaptive Testing

Tailored assessment approach

Benchmarking Periods

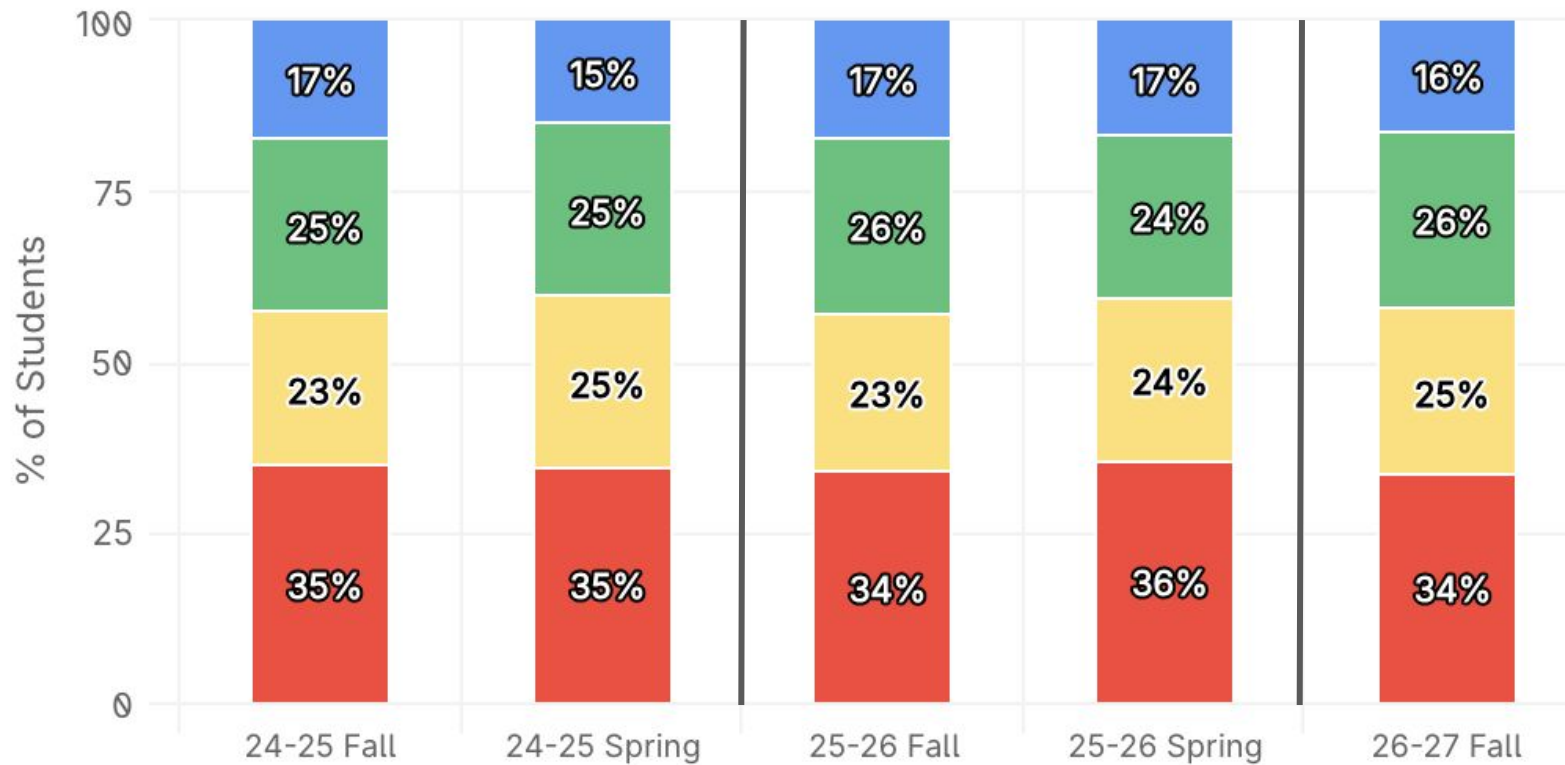
Frequency of assessment delivery

Grade Levels

Target audience for the assessment

Reading Achievement

Core outcome of the assessment



aReading

● On Track
Above
70%tile

● Low Risk
40-70%tile

● Some Risk
15-39%tile

● High Risk
Below
15%tile

Grades 2-11

Fastbridge Districtwide earlyReading Fall 2024 - Fall 2026

(Grades PK-1) - a measure for a broad indicator of overall reading achievement as well as component skills in 4 domains: concepts of print, phonemic awareness (sounds), phonics (sounds to letters), and decoding. These assessments are administered 1:1 with students.



Concepts of Print

Understanding print conventions

Phonemic Awareness

Recognizing and manipulating sounds

Phonics

Connecting sounds to letters

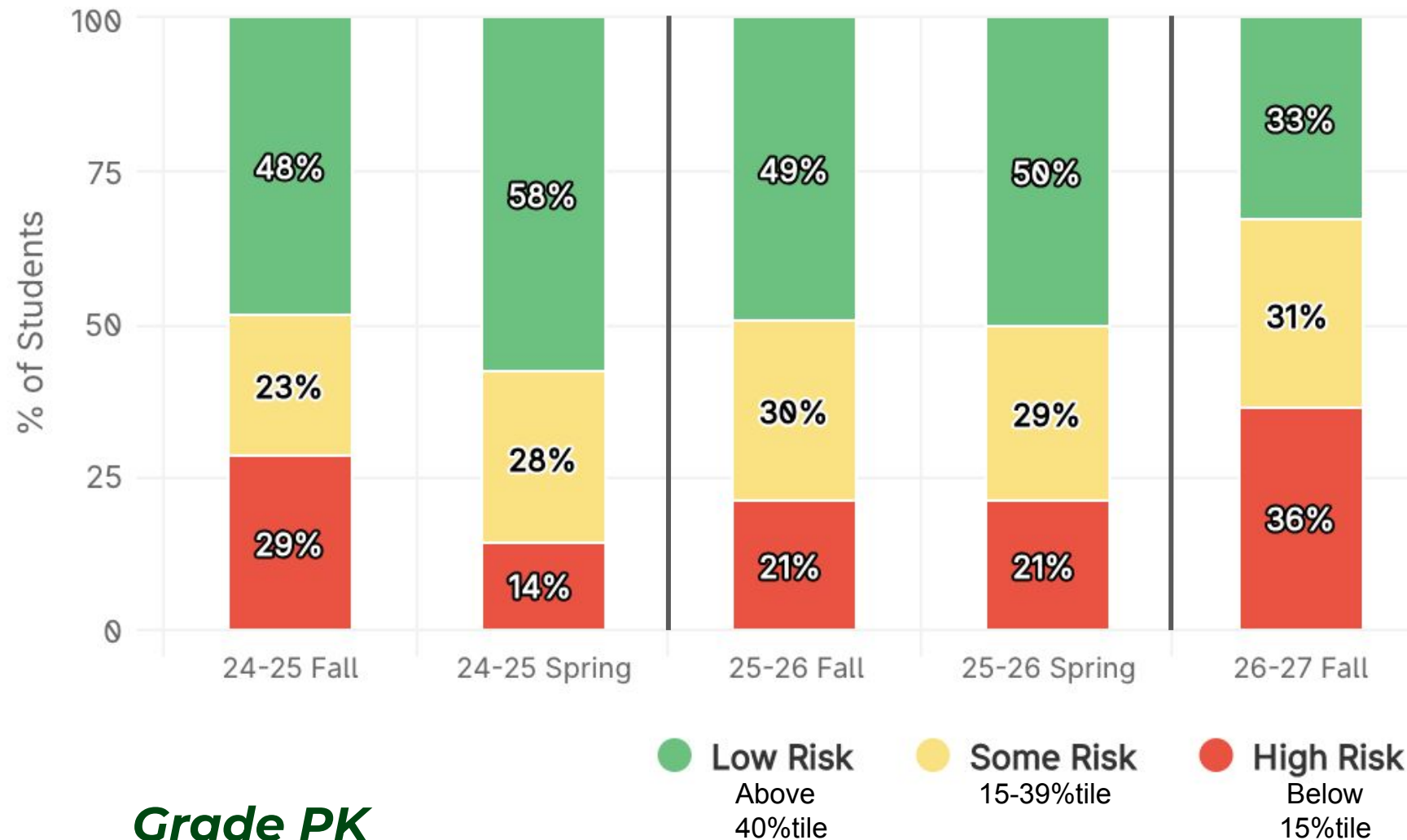
Decoding

Translating letters into sounds

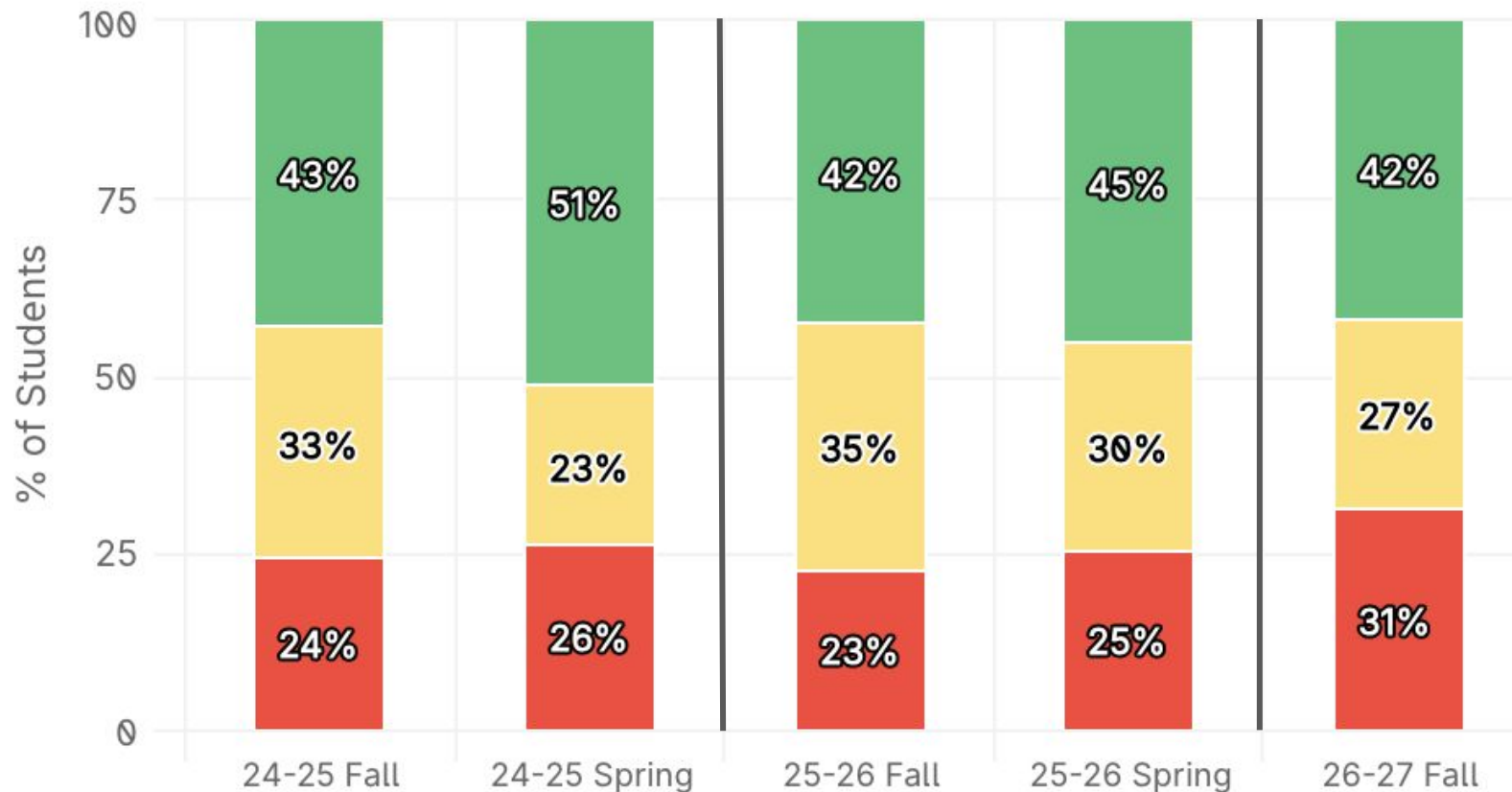
Overall Reading Achievement

Broad indicator of reading proficiency

early Reading



earlyReading



Grades K-1

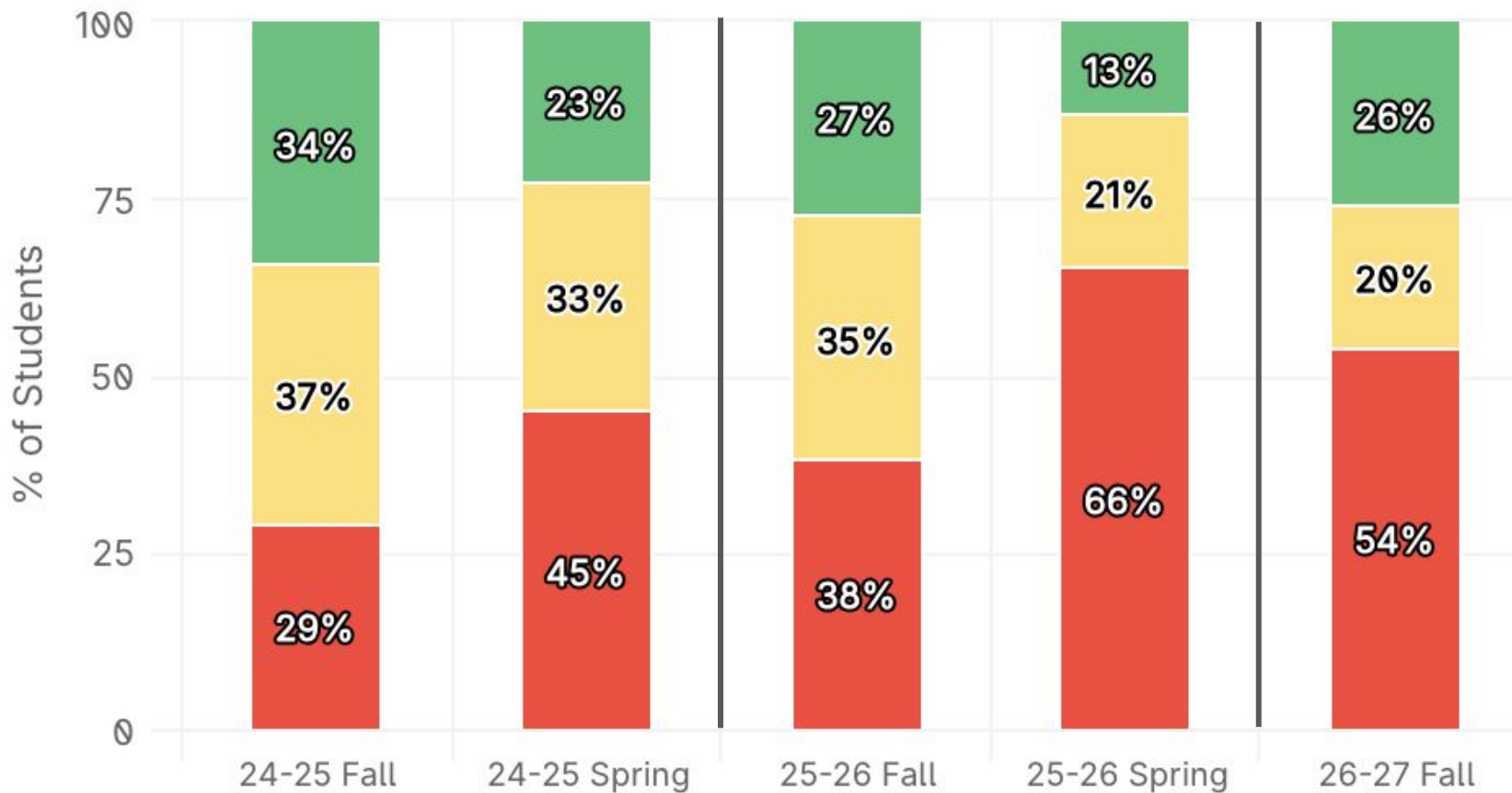
Non Spanish Immersion Classes

● Low Risk
Above
40%tile

● Some Risk
15-39%tile

● High Risk
Below
15%tile

earlyReading



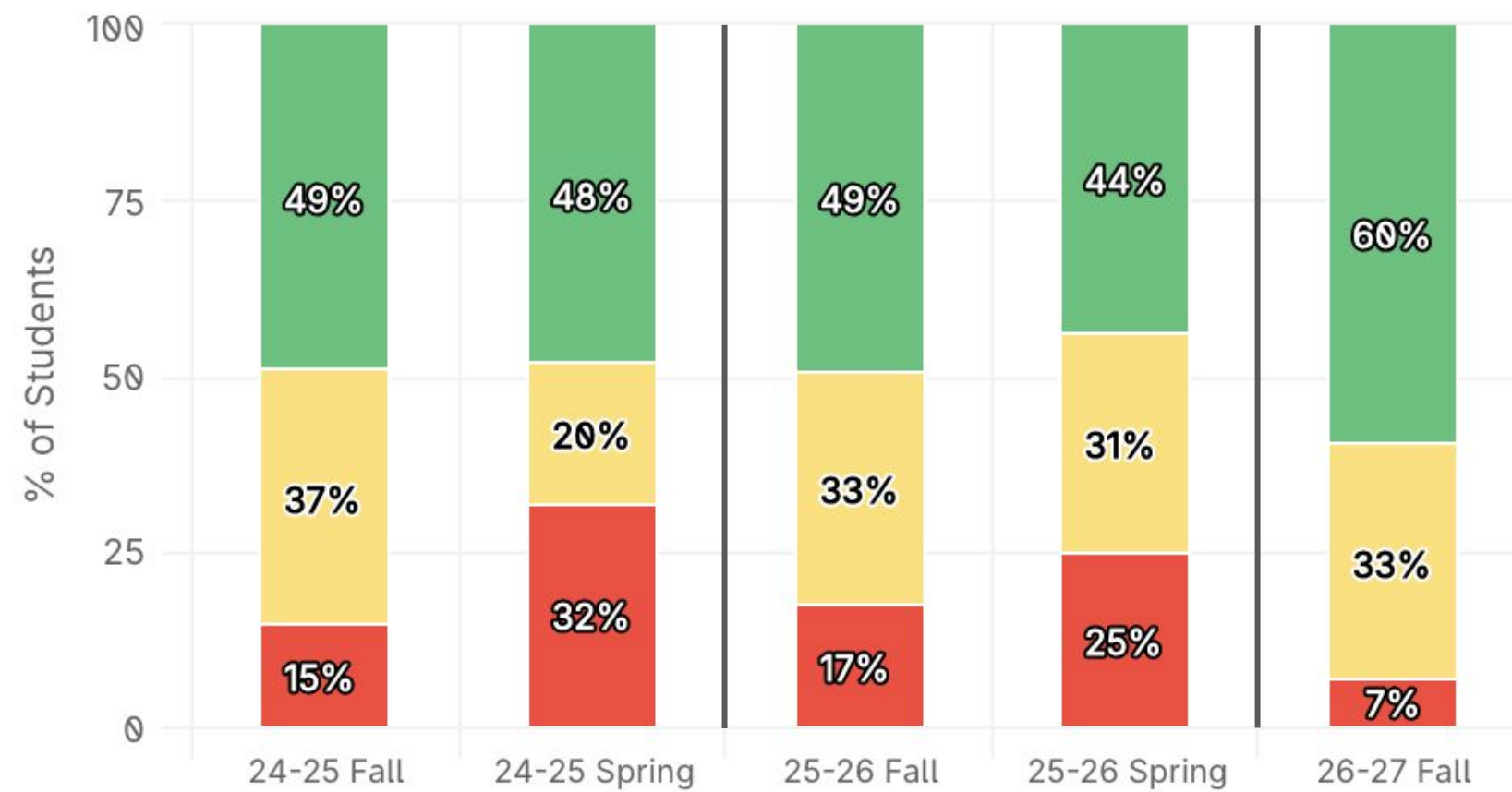
Grades K-1

Spanish Immersion Classes

● Low Risk
Above
40%tile

● Some Risk
15-39%tile

● High Risk
Below
15%tile



Grades K-1

Spanish Immersion Classes

● **Low Risk**
Above
40%tile

● **Some Risk**
15-39%tile

● **High Risk**
Below
15%tile

Fastbridge Districtwide aMath Fall 2024 - Fall 2026

(Grades 2-11) - a universal screening measure that is a useful estimate of math skills. This is delivered completely online and adjusts the item difficulty to match the skill level of the student.



Online Delivery

Method of assessment administration

Adaptive Testing

Tailored assessment approach

Benchmarking Periods

Frequency of assessment delivery

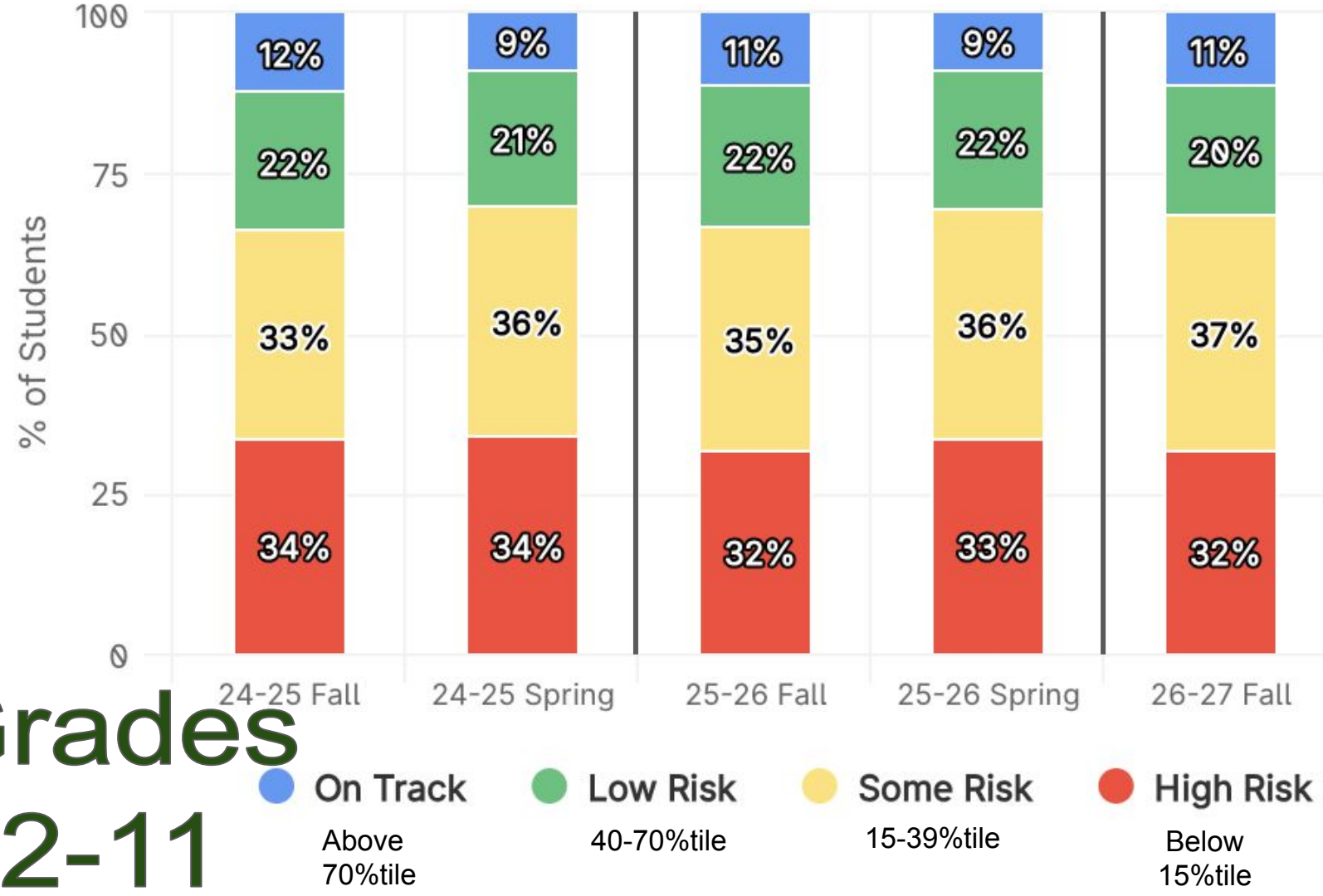
Grade Levels

Target audience for the assessment

Math Achievement

Core outcome of the assessment

Grades 2-11

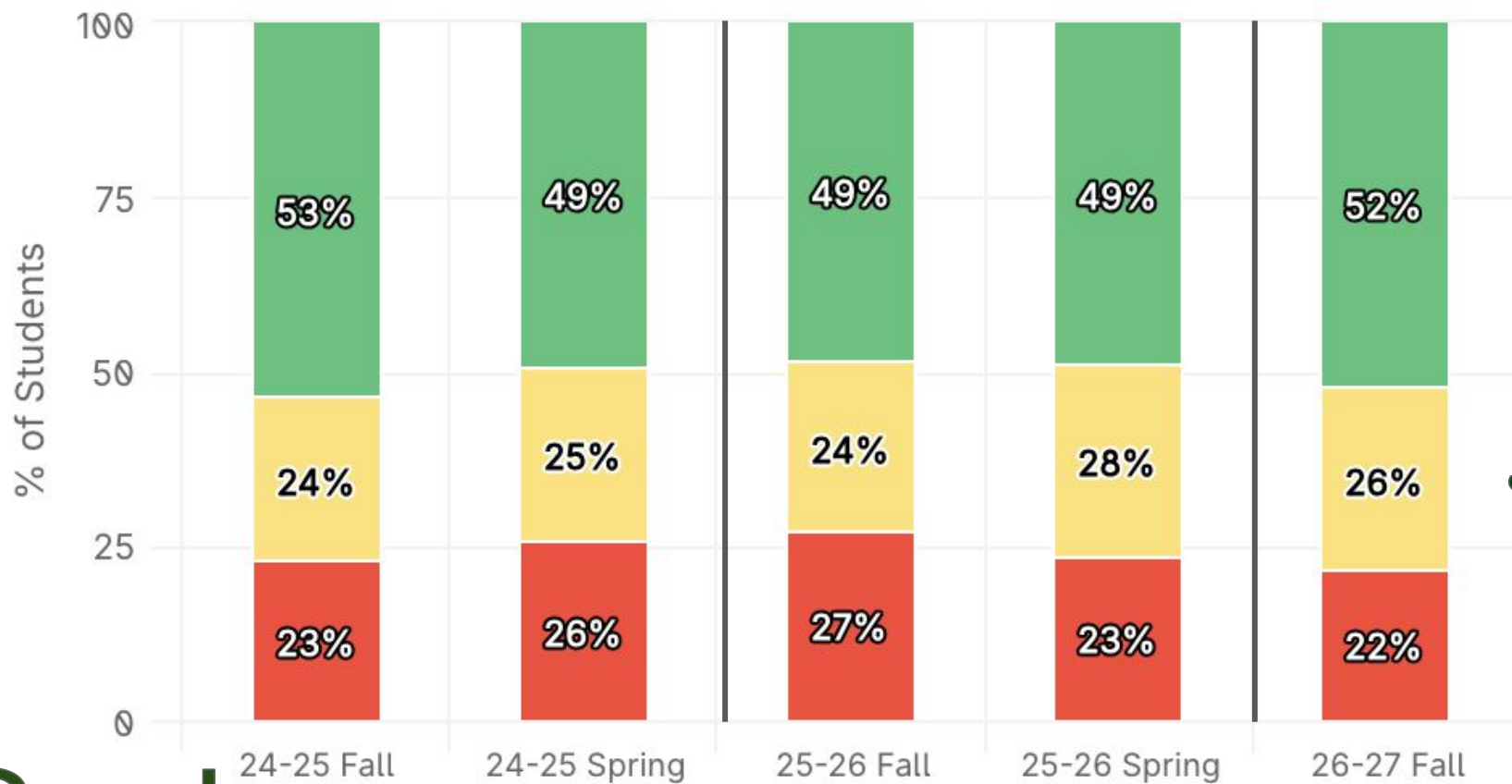


Fastbridge Districtwide earlyMath Fall 2024 - Fall 2026

(Grades K-1) - Designed to screen and monitor early numeracy skills in kindergarten and first grade, this assessment measures three core domains: number, relations, and operations.

#WeAreFaribault

Concept	Skills Measured
Numeral Identification	Recognizing numerals
Subitizing	Immediate recognition of quantities
Match Quantity	Matching a numeral with the quantity it represents
Quantity Discrimination (Most & Least)	Identifying the largest and smallest number in a set
Number Sequence	Providing the correct oral sequence of numbers
Decomposing	Identifying the missing whole in a part-part-whole problem
Decomposing	Identifying a missing part in a part-part-whole problem
Counting Objects	Counting with one-to-one correspondence and cardinality
Equal Partitioning	Identifying equal and unequal sets
Verbal Addition	Providing the answer to an addition problem (without paper and pencil)
Verbal Subtraction	Providing an answer to subtraction problem (without paper and pencil)
Story Problems	Solving verbally presented word problems
Place Value	Identifying the place values and amounts of pictured objects



Grades K-1

● Low Risk
Above
40%tile

● Some Risk
15-39%tile

● High Risk
Below
15%tile

Types of Assessment Data



Summative

A standardized measure of year-end attainment of grade level standards

Example

MCA & ACCESS

Used To

Evaluate systems progress and comprehensive achievement



Screening

A universal measure of progress against grade-level norms and benchmarks

Example

Fastbridge

Used To

Guide MTSS and identify students who may need extra support



Diagnostic

An additional assessment done with some students when a risk factor is flagged in screening

Example

Phonics Inventory

Used To

Determine a specific skill to address in a systematic way



Formative

Ongoing classroom evidence of student learning toward instructional goals

Example

Progress monitoring, tests, rubrics, projects

Used To

Plan instruction, provide feedback



State Accountability Assessments

MCAs are state tests in reading, mathematics and science that measure student performance relative to the Minnesota Academic Standards.

MTAS is an alternate test based on alternate achievement standards for students with the most significant cognitive disabilities.

ACCESS for ELLs (English language learners) are tests given to English learners to measure progress toward meeting Minnesota's standards for English language development.



MCA Data

Math MCA District-Wide

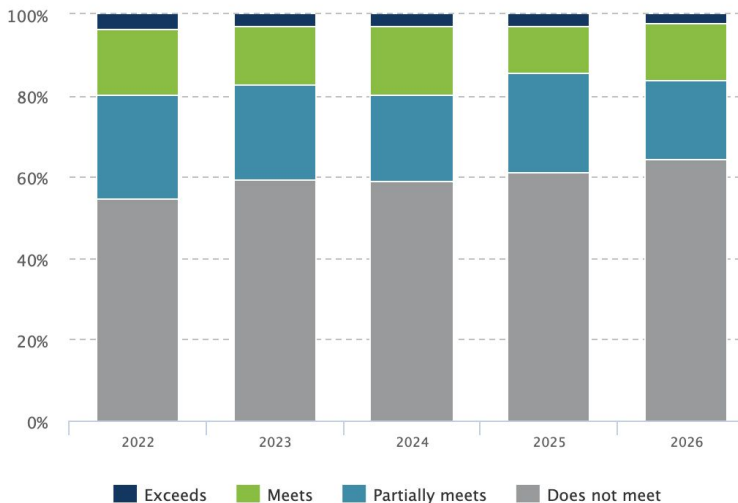
Faribault Public School District

Students Included: Only those meeting North Star inclusion criteria **Test:** MCA-III **Subject:** Math **Year:** Trend **Grade:** All Grades **Demographics:** All Students

2022 - 2026 Student Performance

Select to search for a school or change

Export to P



Year		Exceeds	Meets	Partially meets	Does not meet
2022	Count	51	233	361	781
	Percent	3.6%	16.3%	25.3%	54.8%
2023	Count	41	199	327	834
	Percent	2.9%	14.2%	23.3%	59.5%
2024	Count	35	201	248	698
	Percent	3.0%	17.0%	21.0%	59.1%
2025	Count	31	136	286	708
	Percent	2.7%	11.7%	24.6%	61.0%
2026	Count	29	178	249	828
	Percent	2.3%	13.9%	19.4%	64.5%

Report Card. This assessment is taken in grades 3, 4, 5, 6, 7, 8, & 11.

Math Proficiency	2018	2019	2020	2021	2022	2023	2024	2025	2026
3rd grade	44.7%	42.9%	NA	NA	31.2%	26.8%	33.1%	20.7%	32.70%
4th grade	41.8%	41.2%	NA	NA	21.6%	32.3%	27.5%	24.4%	18.40%
5th grade	33.3%	29.3%	NA	NA	23.0%	15.8%	29.1%	13.9%	17.40%
6th grade	35.6%	25.2%	NA	NA	8.6%	9.9%	8.50%	10.3%	9.7%
7th grade	37.3%	28.5%	NA	NA	16.2%	13.9%	13.7%	11.5%	12%
8th grade	46.1%	47.0%	NA	NA	18.4%	16.3%	20.4%	13.6%	11.10%
9th grade	-	-	-	-	-	-	-	-	-
10th grade	-	-	-	-	-	-	-	-	-
11th grade	33.3%	32.5%	NA	NA	27.7%	9.3%	16.3%	10.5%	16.7%

MCA Math Proficiency By Cohort

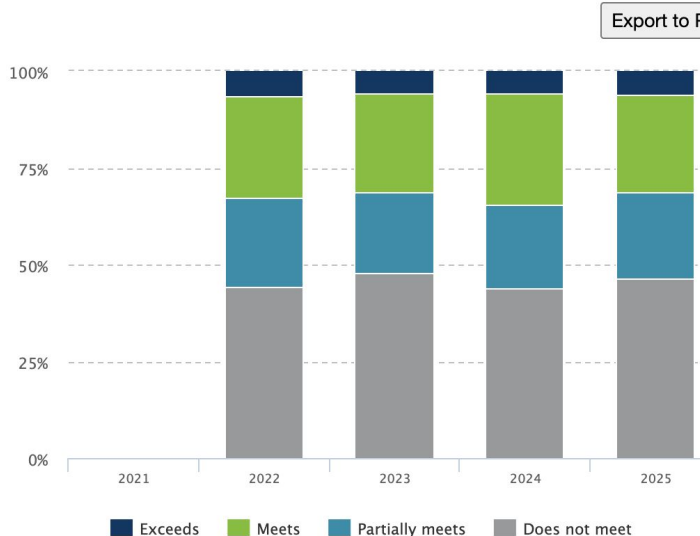
Numbers retrieved from the Minnesota Report Card using the filters of "All accountability tests" (MCA and MTAS) and "Only those meeting enrollment criteria." This assessment is taken in grades 3, 4, 5, 6, 7, 8, & 11.

Reading MCA District-Wide

Faribault Public School District

Students Included: Only those meeting North Star inclusion criteria Test: MCA-III Subject: Reading Year: Trend Grade: All Grades Demographics: All Students

2021 - 2025 Student Performance



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2022	Count	93	388	340	648
	Percent	6.3%	26.4%	23.1%	44.1%
2023	Count	82	368	305	689
	Percent	5.7%	25.5%	21.1%	47.7%
2024	Count	71	349	265	537
	Percent	5.8%	28.6%	21.7%	43.9%
2025	Count	72	302	271	557
	Percent	6.0%	25.1%	22.5%	46.3%

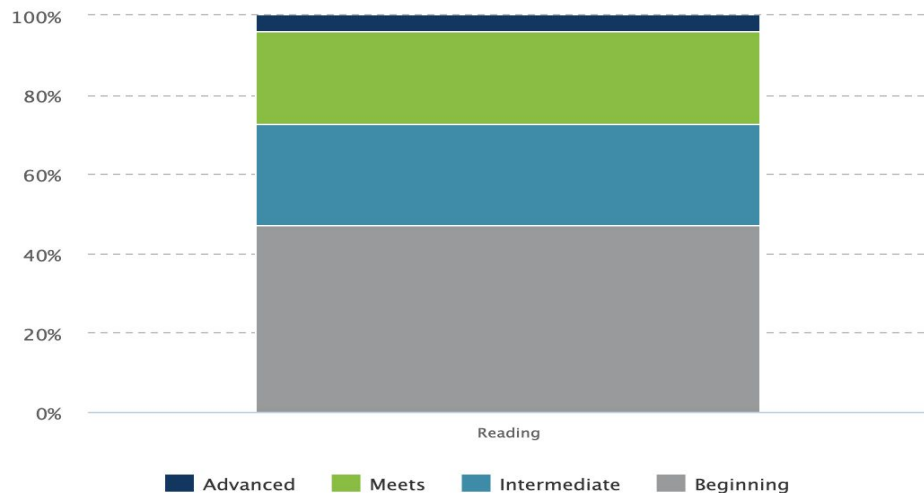
All MCA data is retrieved from the Minnesota Report Card. This assessment is taken in grades 3, 4, 5, 6, 7, 8, & 10.

Faribault Public School District

Students Included: Only those meeting North Star inclusion criteria **Test:** MCA-IV **Subject:** Reading **Year:** 2026 **Grade:** All Grades **Demographics:** All Students



2026 Student Performance

[Export to PDF](#)

Reading MCA District-Wide 2026

Subject		Advanced	Meets	Intermediate	Beginning
Reading	Count	51	308	332	613
	Percent	3.9%	23.6%	25.5%	47.0%

Reading Proficiency	2018	2019	2020	2021	2022	2023	2024	2025
3rd grade	38.7%	34.8%	NA	NA	28.1%	24.7%	33.1%	26.6%
4th grade	32.0%	40.2%	NA	NA	31.9%	32.5%	33.1%	26.5%
5th grade	56.1%	51.9%	NA	NA	47.7%	47.4%	50.9%	49.4%
6th grade	49.4%	45.5%	NA	NA	37.0%	31.5%	37.4%	36.4%
7th grade	40.8%	40.1%	NA	NA	30.8%	24.8%	22.0%	28.8%
8th grade	42.6%	44.8%	NA	NA	25.1%	31.5%	30.8%	23.4%
9th grade	-	-	-	-	-	-	-	-
10th grade	42.2%	39.4%	NA	NA	34.9%	30.3%	36.8%	31.8%

Historical MCA III Reading Proficiency By Cohort

Numbers retrieved from the Minnesota Report Card using the filters of “All accountability tests” (MCA and MTAS) and “Only those meeting enrollment criteria.” This assessment is taken in grades 3, 4, 5, 6, 7, 8, & 10.

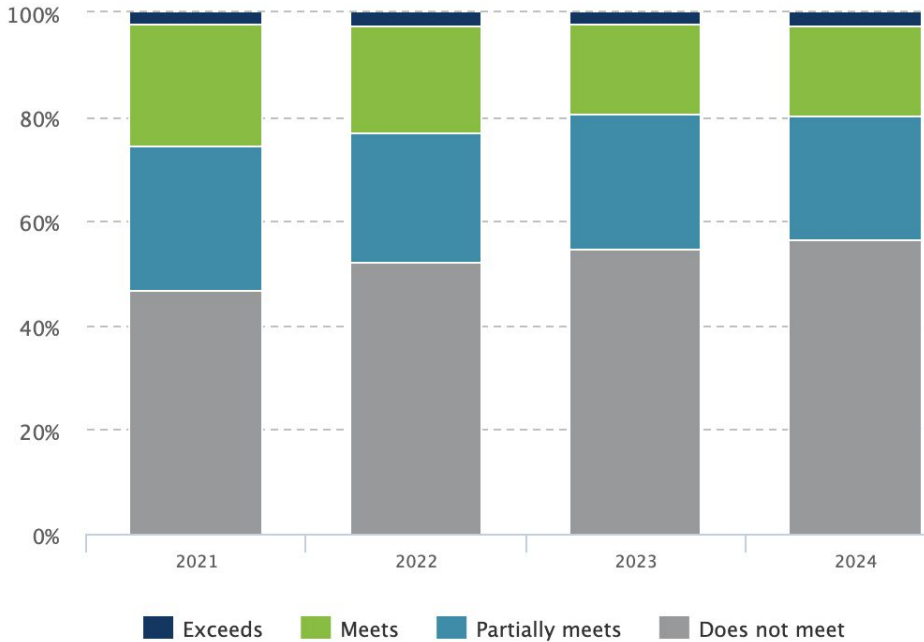
Reading Proficiency	2026
3rd grade	27.90%
4th grade	30.50%
5th grade	37.90%
6th grade	39.30%
7th grade	20%
8th grade	28.50%
9th grade	-
10th grade	16.60%
Filter - those meeting Inclusion criteria or those who took the test.	Inclusion criteria

MCA IV (new) Reading Proficiency By Cohort

Numbers retrieved from the Minnesota Report Card using the filters of “All accountability tests” (MCA and MTAS) and “Only those meeting enrollment criteria.” This assessment is taken in grades 3, 4, 5, 6, 7, 8, & 10.

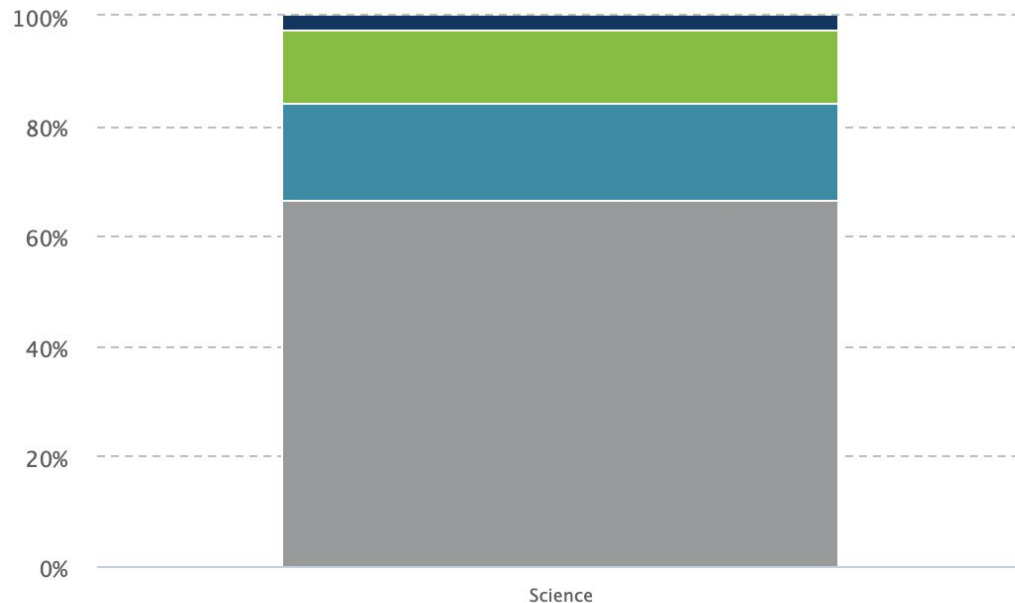
Historical Science MCA District-Wide

(Not Included in Accountability Criteria)



Year	Exceeds	Meets	Partially meets	Does not meet
2021	9 2.0%	106 23.6%	124 27.6%	210 46.8%
2022	15 2.4%	133 20.8%	157 24.6%	333 52.2%
2023	16 2.3%	117 17.2%	177 26.0%	372 54.5%
2024	15 2.5%	103 17.3%	140 23.5%	337 56.6%

All MCA data is retrieved from the Minnesota Report Card. This assessment is taken in grades 5, 8, & HS.



Historical Science MCA District-Wide 2025

Advanced Meets Intermediate Beginning

Subject		Advanced	Meets	Intermediate	Beginning
Science	Count	15	77	100	383
	Percent	2.6%	13.4%	17.4%	66.6%

Faribault Public School District

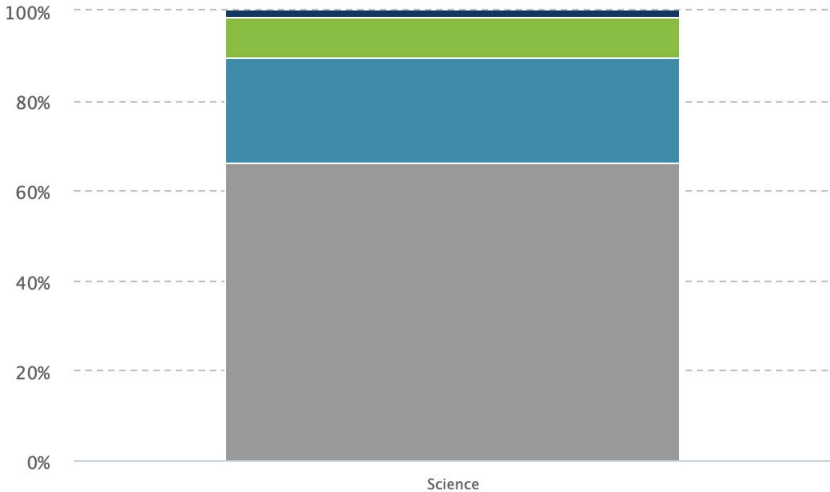
Students Included: All tested Test: MCA-IV Subject: Science Year: 2026
Grade: All Grades Demographics: All Students



2026 Student Performance



Export to PDF



Advanced Meets Intermediate Beginning

Science MCA District-Wide 2026

Subject

Advanced

Meets

Intermediate

Beginning

Science

Count

9

50

133

375

Percent

1.6%

8.8%

23.5%

66.1%

Science Proficiency (only given to 5th grade, 8th grade, and high schoolers in the year they completed their Biology course)	2019	2020	2021	2022	2023	2024
3rd grade	-	-	-	-	-	-
4th grade	-	-	-	-	-	-
5th grade	37.0%	NA	*29.1%	32.2%	26.6%	29.8%
6th grade	-	-	-	-	-	-
7th grade	-	-	-	-	-	-
8th grade	32.0%	NA	*16.0%	24.4%	13.0%	12.5%
9th grade	-	-	-	-	-	-
HS Bio *most take this in 10th grade	30.5%	NA	*38.3%	26.2%	24.0%	20.0%
Filter - Science is not included in the accountability formula so all tested is the only option	Tested	Tested	Tested	Tested	Tested	Tested

Historical MCA III Science Proficiency By Cohort

Numbers retrieved from the Minnesota Report Card using the filters of “All accountability tests” (MCA and MTAS) and “Tested.” This assessment is taken in grades 5, 8, & once in high school upon completion of Biology.

Science Proficiency (only given to 5th grade, 8th grade, and high schoolers in the year they completed their Biology course)	2025	2026
3rd grade	-	-
4th grade	-	-
5th grade	19.7%	11.40%
6th grade	-	-
7th grade	-	-
8th grade	8.7%	6.10%
9th grade	-	-
HS Bio *most take this in 10th grade	20.2%	16.40%

MCA-IV Science Proficiency By Cohort

Numbers retrieved from the Minnesota Report Card using the filters of “All accountability tests” (MCA and MTAS) and “Tested.” This assessment is taken in grades 5, 8, & once in high school upon completion of Biology.

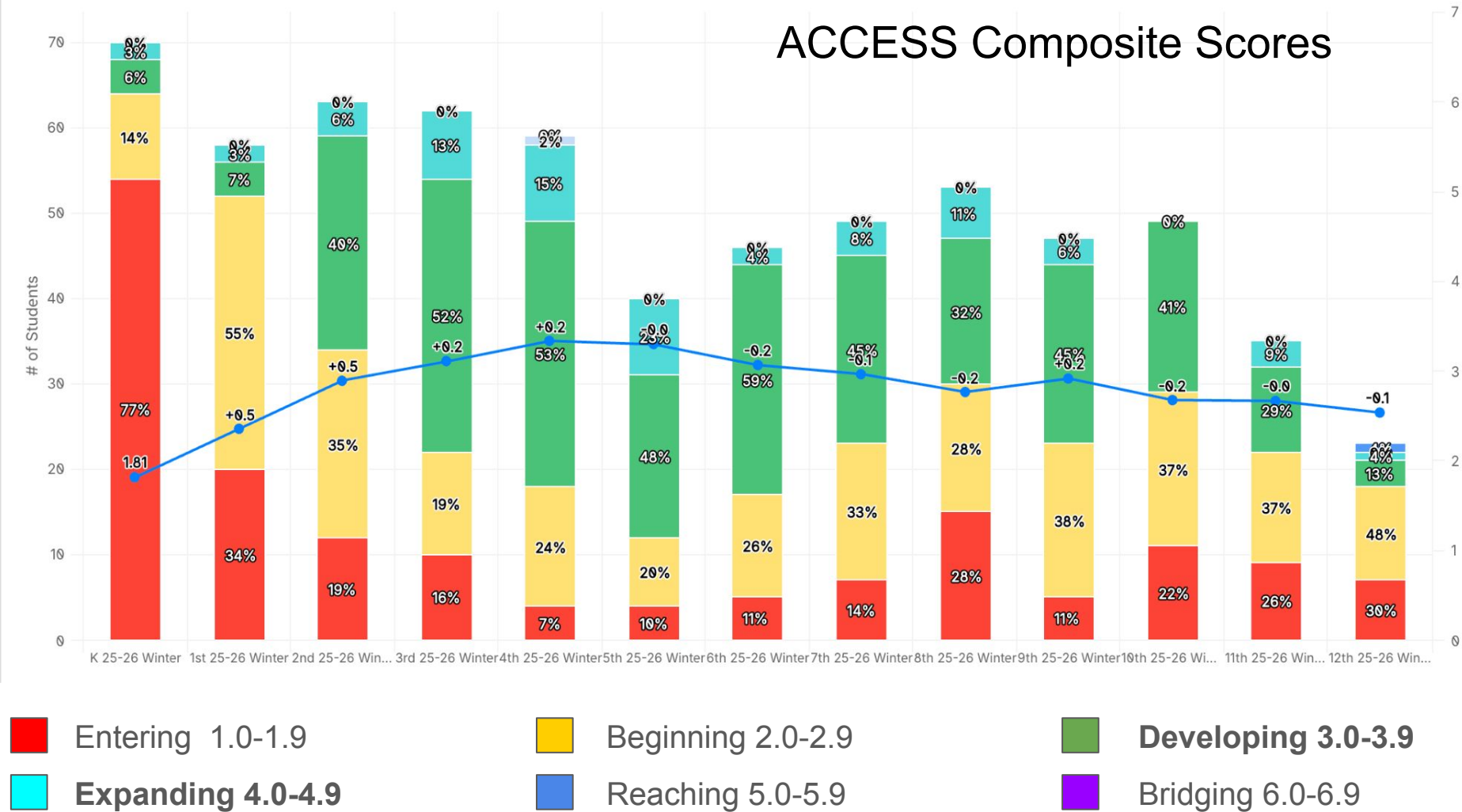


ACCESS and Biliteracy Seal Data

2026 ACCESS Testing

- ❖ Testing window dates: February 2nd-March 18th
- ❖ 1,027 ML (Multilingual) students identified as receiving EL (English Learning) services
- ❖ Testing domains: Reading, Listening, Writing, Speaking
- ❖ Exiting EL program services
 - 4.5 or higher composite score
 - AND all domains 3.5 or higher

ACCESS Composite Scores





Seal of Biliteracy

- ❖ Seal of Biliteracy is an official academic recognition as legislated in 2014 under the LEAPS Act.
 - ❖ Recognizes high levels of proficiency in multilingual learning and communication.
 - ❖ Seal is available in over 30 languages.
 - ❖ Students are eligible to earn free college credit.
- 



2026 Results

- ❖ 53 current students took the Seal of Biliteracy exam last year.
 - 7 students received Platinum Seal
 - 17 students received Gold Seal
 - 27 students received World Language Proficiency Seal
 - 2 no seal





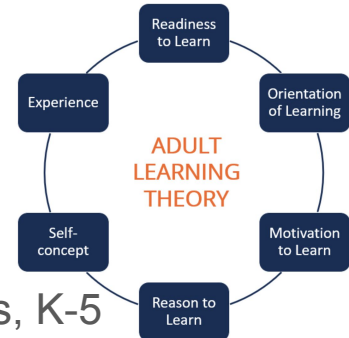
How Is FPS Responding?

Falcon Professional Development Calendar

[illegible]

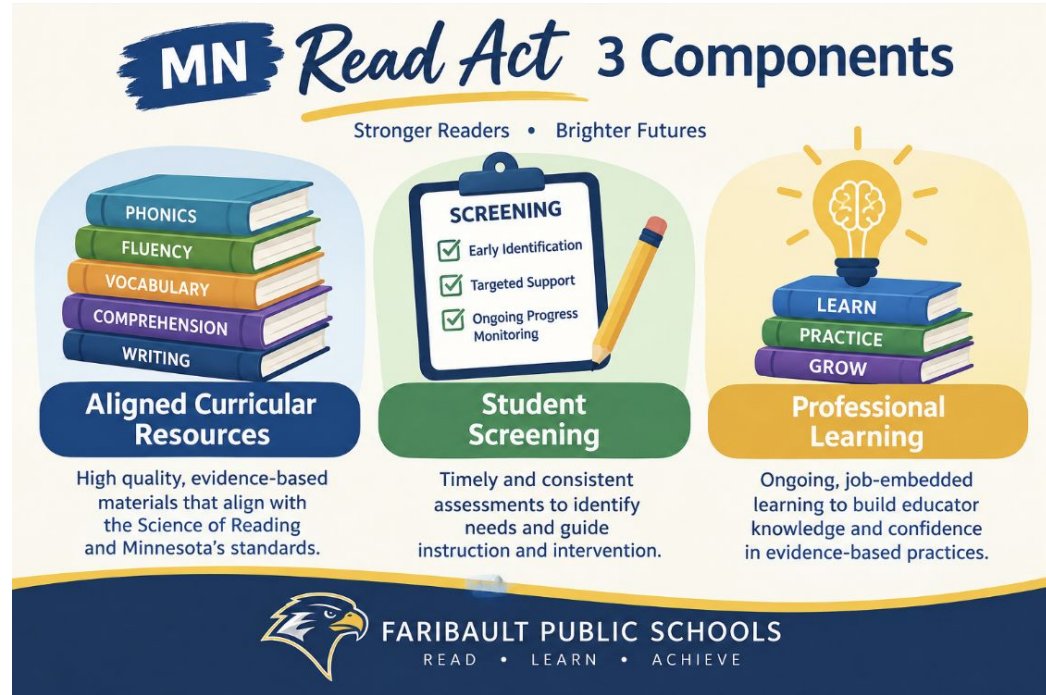
Learning Cohorts

- ❖ Bringing Benchmark to Life: Implementing Our New ELA Resource, K-5
- ❖ Building a Strong Foundation: Implementing the New MN Math Standards, K-5
- ❖ Building Community Schools: Partnerships for Student and Family Success
- ❖ LETRS
- ❖ STRIVE
- ❖ Special Education Cohort: Strengthening Practice Across All Roles
- ❖ Teacher Choice: Exciting Instructional Strategies
- ❖ The Anxious Generation
- ❖ Self-Guided (17 Personalized Cohorts)
 - CADD Application, College and Career, CTE 6-12, Cultural Competency - Meeting the Needs of Diverse Learners, Early Childhood-Appling EC LETRS, ECFE Community of Practice, Elementary Standards Alignment, Health Sciences, HS General Physics Hands on Learning, HS Math Standards, Math and Reading Integration into Art, Media Arts Exploration, MS Culture and Climate, MS Math Standards and AVID, MS Social Studies Standards and WICOR, Music-Standards, AVID, and Assessment, and CAD and Vocabulary in STEM.



READ Act

- ❖ Curricular Resources
 - PreK On My Way
 - Benchmark Advance and Adelante (K-5) & Word Study (4&5)
 - Bridge2Read
 - Secondary - looking at resources
 - Heggerty
- ❖ Professional Development
 - Phase 1-LETRS
 - Phase 2-STRIVE
 - Paraprofessionals
 - Teacher Preparation (Colleges)
- ❖ Screening
 - FastBridge
 - earlyReading K-1
 - Oral Repetition
 - CBMreading 1-3
 - Capti ReadBasix (4-12 gated approach)





Intentional Leadership Efforts

- ❖ Continuous Improvement (Continuous Needs Assessment)
 - 90 Minutes, twice monthly
 - CACR goals → Building Goals = Site Improvement Plans (SIP)
 - Inclusive Tier 1 Focus
 - ❖ District Leadership Council (DLC)
 - Intentionality/Shifting Focus
 - Data Review and Reflection
 - Professional Learning
 - ❖ MnMTSS Efforts
 - District Alignment of Processes and Protocols
 - Unified Walk-Through Tool for Leaders based on Tier 1 Practices
 - Training
 - Systems Leadership, Developing Successful Teams, Leading School Level Implementation (27-28)
- 

