2025–2026 District Assessment Data – Summary

Overall Message: MCA proficiency remains below state averages in many areas, but several measures show encouraging growth. Looking at MCA proficiency, FastBridge growth, and English learner data together gives a fuller picture of both performance and progress.

Math MCA

- 4 of 7 tested grades improved.
- Grade 3: 31% → 39%; Grade 5: 3% → 14%; Grade 7: 11% → 18%; Grade 11: 13% → 20%.
- Grades 4, 6, and 8 declined. All tested grades remain below the state.

Reading MCA

- Results were mixed overall.
- Grade 7 improved 12% → 20%; Grade 8 improved 16% → 21%.
- Other tested grades were stable or decreased; reading remains an area of focus.

Science MCA

- Grade 5: 7% → 8%; Grade 8: 9% → 5%; High School: 39% → 28%.
- High-school science was a strength last year, so this decline is worth monitoring.

FastBridge Math Growth

- One of the most encouraging areas.
- Elementary typical + aggressive growth: 42% → 60%; no/little growth: 25% → 15%.
- Secondary typical + aggressive growth: 51% → 59%.
- Growth can be strong even when students have not yet reached grade-level proficiency.

FastBridge Reading Growth

- Generally stable to slightly improved.
- Elementary typical growth: 28% → 34%.
- Secondary aggressive growth: 20% → 24%.
- No/little growth decreased slightly in both buildings.

English Learner Progress

- Results declined from the previous year.
- District progress toward ELP: 48.5 → 32.0; Elementary: 66.4 → 41.5.
- Elementary remains above the state rate (41.5 vs. 37.4).
- Elementary meeting/passing learning target remains slightly above state (24.7% vs. 23.8%).
- Detailed 2026 ACCESS proficiency data is expected from MDE in November.

Connecting Data to Action

- Current work includes WIN/intervention time, Science of Reading implementation, math standards alignment, K–12 FastBridge screening, ESL strategies, MTSS development, PBIS, student-support teams, counseling/social work, and after-school programming.
- These efforts connect naturally with the district's broader CACR improvement work.

Closing Message: We clearly have areas to improve, but there are also signs of progress—especially in student growth. Our goal is to use multiple measures together, identify needs, and adjust instruction and interventions based on what the data tells us.