



DATE: 02/09/2026

TITLE: Information Services

TYPE: Information

PRESENTER(S): Corey Haugen, Director of Information Services

BACKGROUND:

The mission of the Information Services department is to support the district mission and strategic priorities by building capacity through research, evaluation and the application of data to inform school improvement for student success. We provide support and expertise to schools and staff through:

- Providing expertise in the area of measurement and delivering accurate and timely information to building and district staff
- Providing support to district and schools through a systematic evaluation process of district programs
- Reviewing and summarizing data related to student learning and instruction
- Providing professional development on assessment practices, data analysis and interpretation

Support and resources to ensure a safe and welcoming learning environment

- Beginning on Feb. 09, Information Services will complete all the FY27 roll-over processes in Infinite Campus (Student Information System) needed to get all schools loaded for the 26-27 school year. This action will also prepare us to open the **26-27 Online Registration Applications on March 2, 2026**. This process is critical in aiding us with maintaining accurate and efficient access to FY27 student projections so we can plan efficient staffing plans and course offerings.

Packer Profile for all learners

- Information Services continues to support **Multi-Year Academic Planning** with the secondary schools in preparation for the 26-27 School Year. We have finalized plans and have used those plans completed by students/staff to create their 26-27 Course Requests so sites can begin their annual scheduling process. This tooling in Infinite Campus is an excellent process for students and staff to work together on academic planning and meeting student needs for their educational pathways.
- Staff and students have begun required **statewide assessments** for the 25-26 accountability window. ACCESS testing for EL students started on Jan. 26 and soon, MCA/MTAS testing will be upon us. Sites have worked with District Assessment Coordinator (Corey) to get accommodations ordered for students and preliminary check points have been completed ahead of schedule.

- **25-26 MDE Testing Windows:**

- 01/26/2026:
 - ACCESS and Alternate ACCESS for ELLs begins
- 03/02/2026:
 - ****NEW**** MCA-IV Reading grades 3–8 and 10 begins
 - MCA-III Mathematics grades 3–8 and 11 begins
 - MCA-IV Science grades 5, 8, and high school begins
 - MTAS Mathematics begins
 - AltMCA Reading & Science begins
- 03/20/2026:
 - ACCESS and Alternate ACCESS for ELLs ends
- 05/01/2026:
 - MCA-IV Reading grades 3–8 and 10 ends
 - MCA-III Mathematics grades 3–8 and 11 ends
 - MTAS Mathematics ends
 - AltMCA Reading & Science ends
- 05/08/2026:
 - MCA-IV Science grades 5, 8, and high school ends

District-wide multi-tiered systems of support for all learners

- As of 2/9/2026, we are nearing the end of our **25-26 CogAT Benchmarking Window**. The Cognitive Abilities Test™ (CogAT®) reflects the most current industry research in the measurement of cognitive abilities and learning styles. When students' abilities are revealed, it opens a whole new realm of possibilities—teachers can tailor instruction to match how students learn, students are considered for enrichment programs that pique their interest and challenge their thinking, and gaps between student achievement and ability are uncovered. CogAT®, the most widely used and trusted abilities test, makes it all happen. With its measurement of Verbal, Quantitative, and Nonverbal reasoning—cognitive domains that are highly correlated with school success—this singular test provides a continuous view of student ability across grade levels. All testing will conclude by 2/13/2026 and I would like to thank Andrea Malo for her support of this assessment. We will plan to share results from this assessment window with the Board in March.

Excellence in Resource Management

- Information Services continues implementation and professional development of the Renaissance ecosystem with **eduCLIMBER, FRECKLE, Lalilo and RenaissanceNEXT** ensuring that data systems, instructional tools, and staff time are used efficiently, effectively, and with clear instructional return on investment. Together, these systems are **intentionally integrated**, allowing the district to monitor progress, evaluate intervention effectiveness, and allocate resources based on evidence rather than assumptions. This alignment minimizes redundant tools, supports staff efficiency, and ensures digital learning application investments are directly connected to instructional outcomes. Overall, this coordinated approach reflects responsible stewardship of district resources by leveraging high-impact digital tools, reducing inefficiencies, and ensuring that financial and human resources are aligned to student learning and continuous improvement.