School Board Data Retreat

November 7, 2024

OWATONNA
PUBLIC SCHOOLS

INTRODUCTION & WELCOME

Our Purpose

- Review Agenda
- Norms for Discussion
- Data Protocol

Today's Agenda

- **DEMOGRAPHIC DATA**
  - *Who are our students?*

- **ACADEMIC & ACCOUNTABILITY DATA**
  - *How well are students doing?*
  - *How are English Learners progressing?*
  - *How many students graduate?*

- **PERCEPTIONS DATA**
  - *What do students and families think about their daily experiences in our schools?*

- **OTHER KINDS OF DATA & KEY DATA SOURCES**

Norms for Data Discussions

- No judgements
- No blaming
- Focus on what the data tells us about current practice
- Focus on strengths as well as areas of concern
- Prioritize an equity lens

- Focus on problem solving and the future
- Focus on results for students
- Consider all possibilities
- Maintain confidentiality
- Consider multiple data sources and perspectives

PROTOCOL FOR DATA DISCUSSIONS

ORID Data Protocol

- **O**bservations: *Just the facts*

- **R**eflections: *Reactions, Questions, Heart, Feelings*

- **I**nterpretation: *Analysis, So What?*

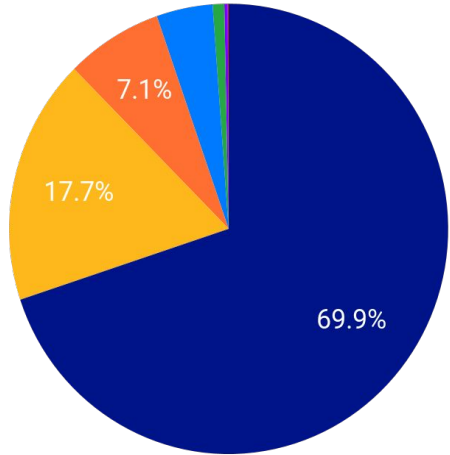- **D**ecision: *Now What?*

DEMOGRAPHIC DATA

Who are our students?

- Student Demographics: Current Enrollment & Trends
- Key Source Walkthrough: MN Report Card
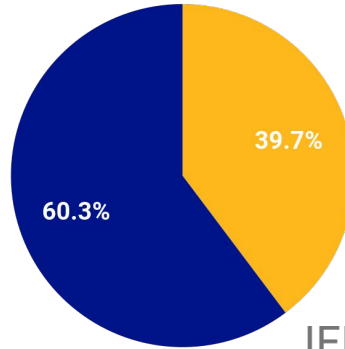- Data Dive: Discussion & Questions

24 Home Languages other than English
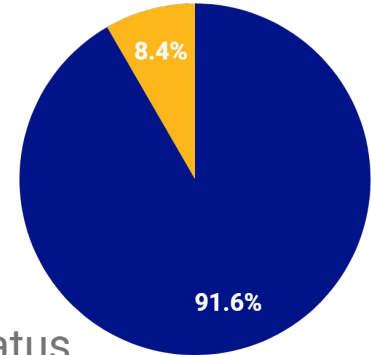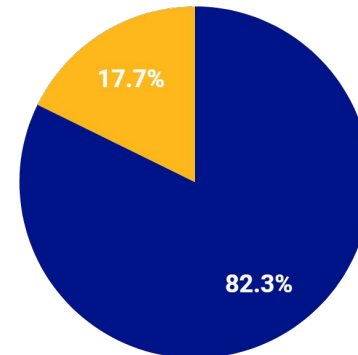
Student Enrollment by Grade

Federal Ethnicity Breakdown

Legend:
- Native Hawaiian or Other Pacific Islander (red)
- American Indian or Alaska Native (purple)
- Asian (green)
- Two or More Races (light blue)
- Black or African American (orange)
- Hispanic/Latino (yellow)
- White (dark blue)

Grade totals:
- KG: 282
- 01: 284
- 02: 333
- 03: 360
- 04: 339
- 05: 358
- 06: 364
- 07: 342
- 08: 364
- 09: 403
- 10: 433
- 11: 475
- 12: 451
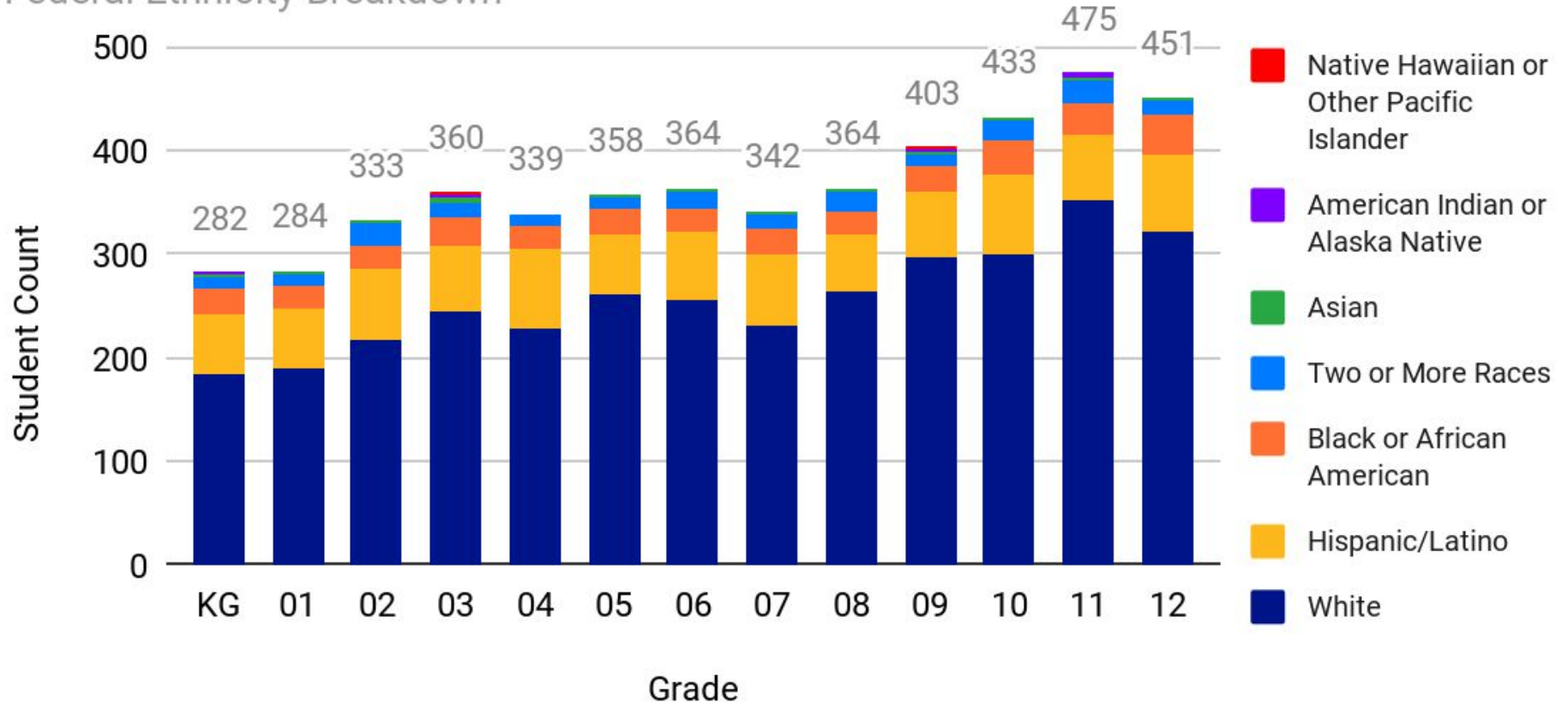
Trends in Enrollment by Federal Ethnicity

Percent of Total Enrollment - 2021-2025

Legend:
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Asian
- Two or More Races
- Black or African American
- Hispanic/Latino
- White
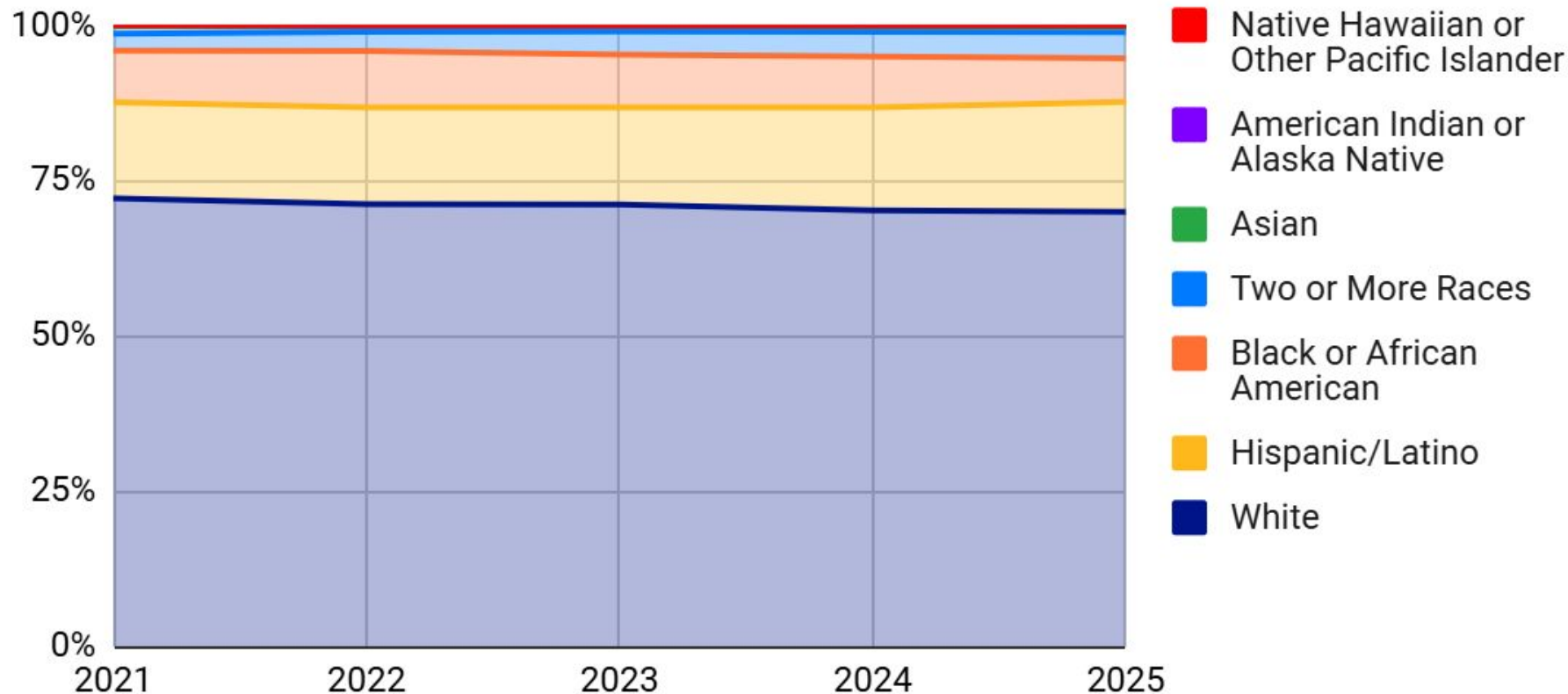
Current Student Enrollment by Grade

FRP Status Breakdown
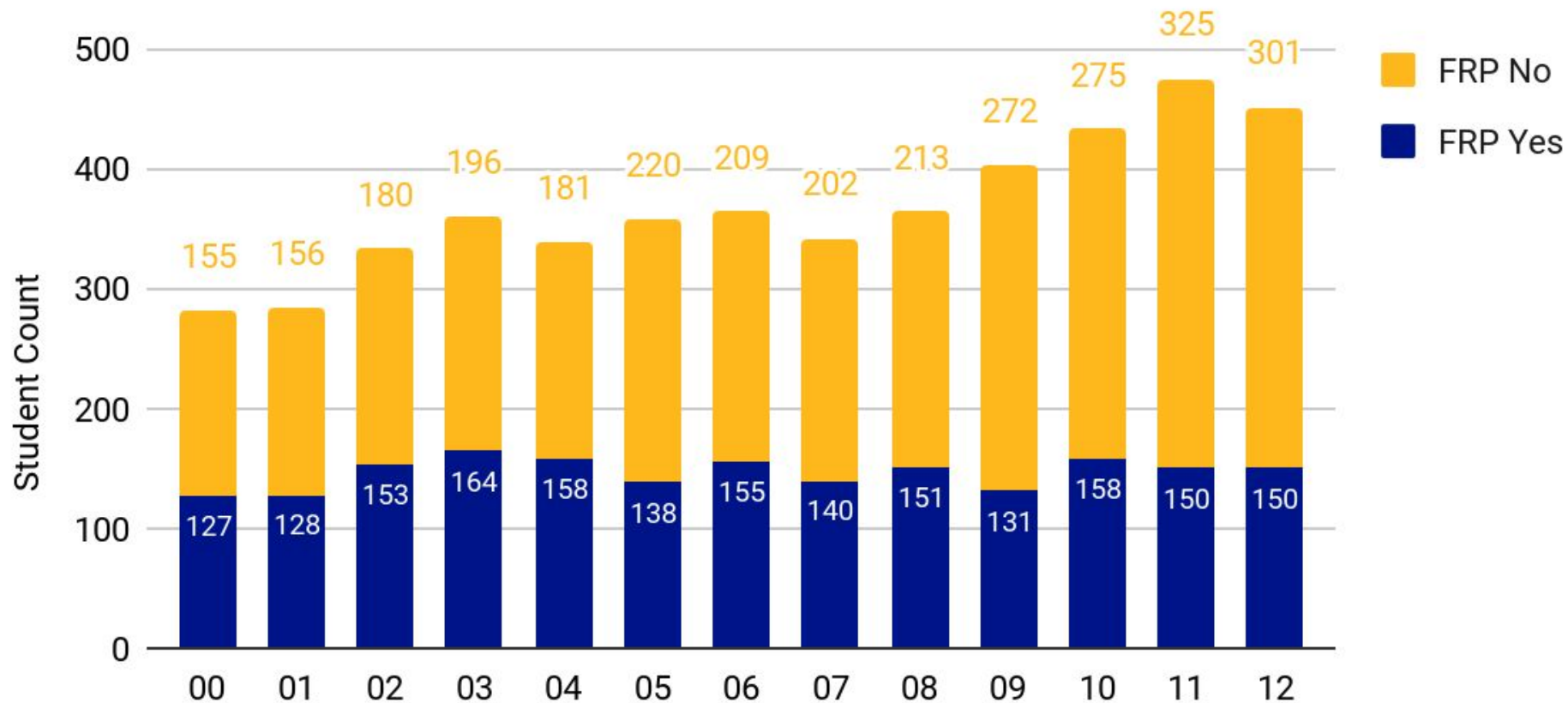
Current Student Enrollment by Grade

IEP Status Breakdown

Grade	IEP Yes	IEP No
KG	76	206
01	66	218
02	59	274
03	96	264
04	70	269
05	68	290
06	62	302
07	62	280
08	53	311
09	60	343
10	56	377
11	67	408
12	54	397
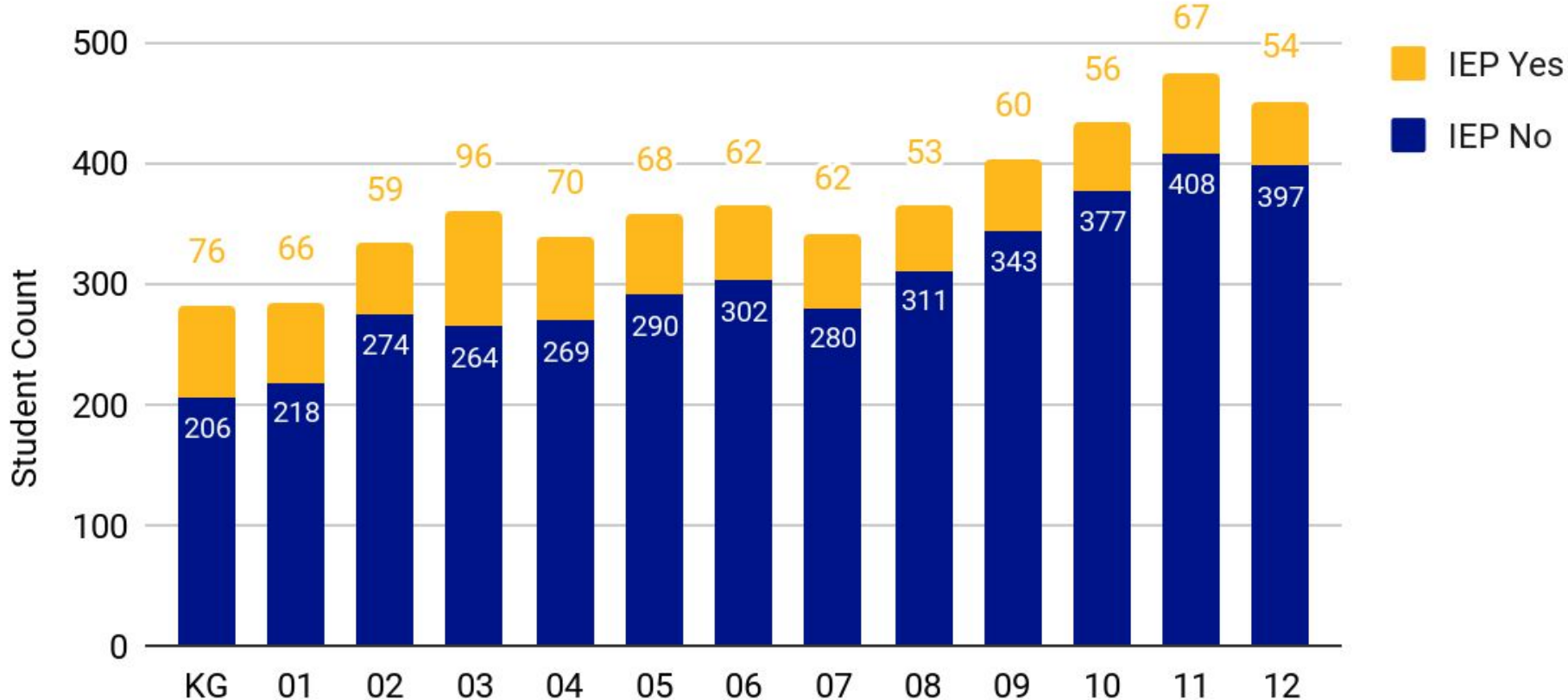
Current Student Enrollment by Grade

EL Status Breakdown

Legend: EL Yes, EL No

Grade	EL Yes	EL No
00	31	251
01	40	244
02	46	287
03	39	321
04	42	297
05	32	326
06	27	337
07	26	316
08	21	343
09	30	373
10	22	411
11	16	459
12	28	423
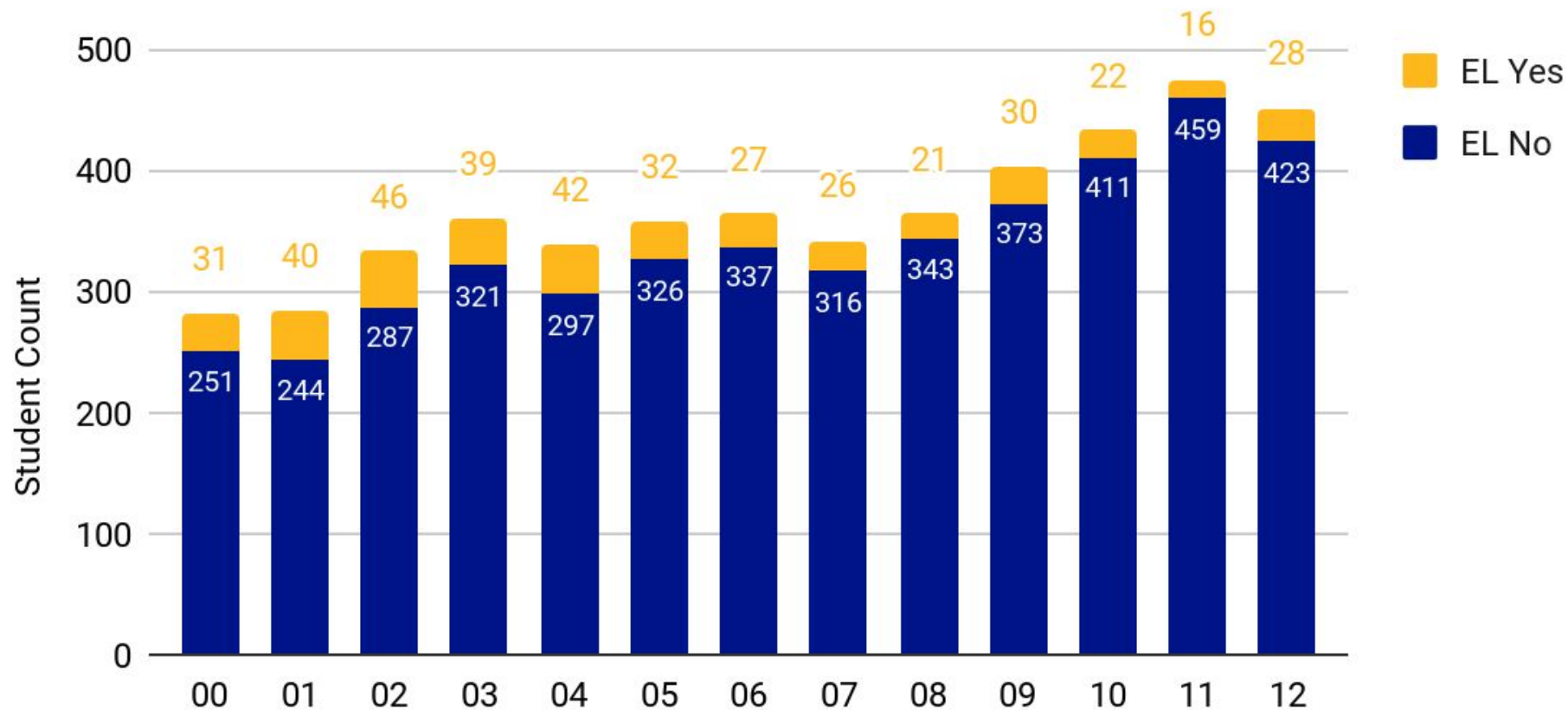
Trends in Enrollment by Special Population

Percent of Total Enrollment - 2021-2025
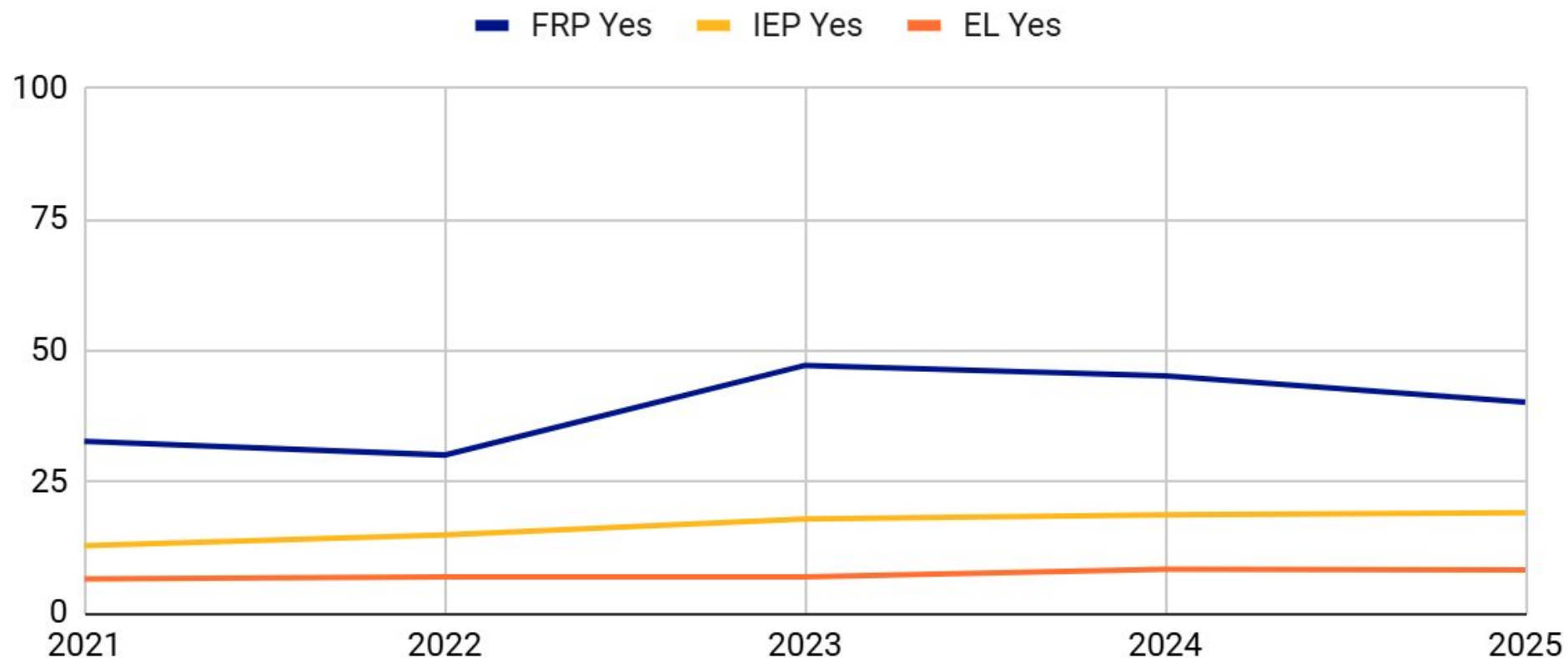
Key Data Source Walkthrough: Minnesota Report Card

The **Minnesota Report Card** is designed to provide parents, educators, schools, districts, and citizens with easy access to important information about schools to help you make decisions and be engaged in the education of Minnesota students.

- [MN Report Card User Guide](#)

- [MN Report card Companion Sheet](#)
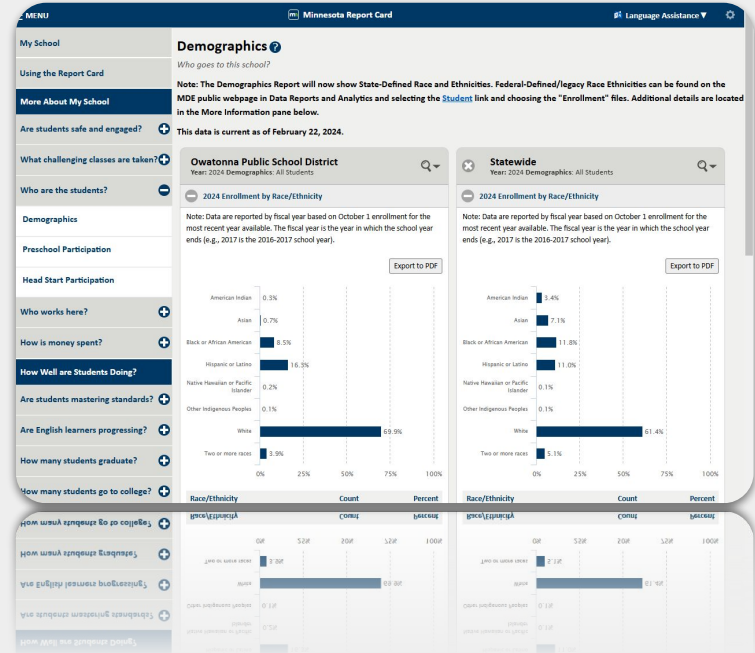
DEMOGRAPHIC DATA DISCUSSION

ORID Data Protocol

- **O**bservations: *Just the facts*

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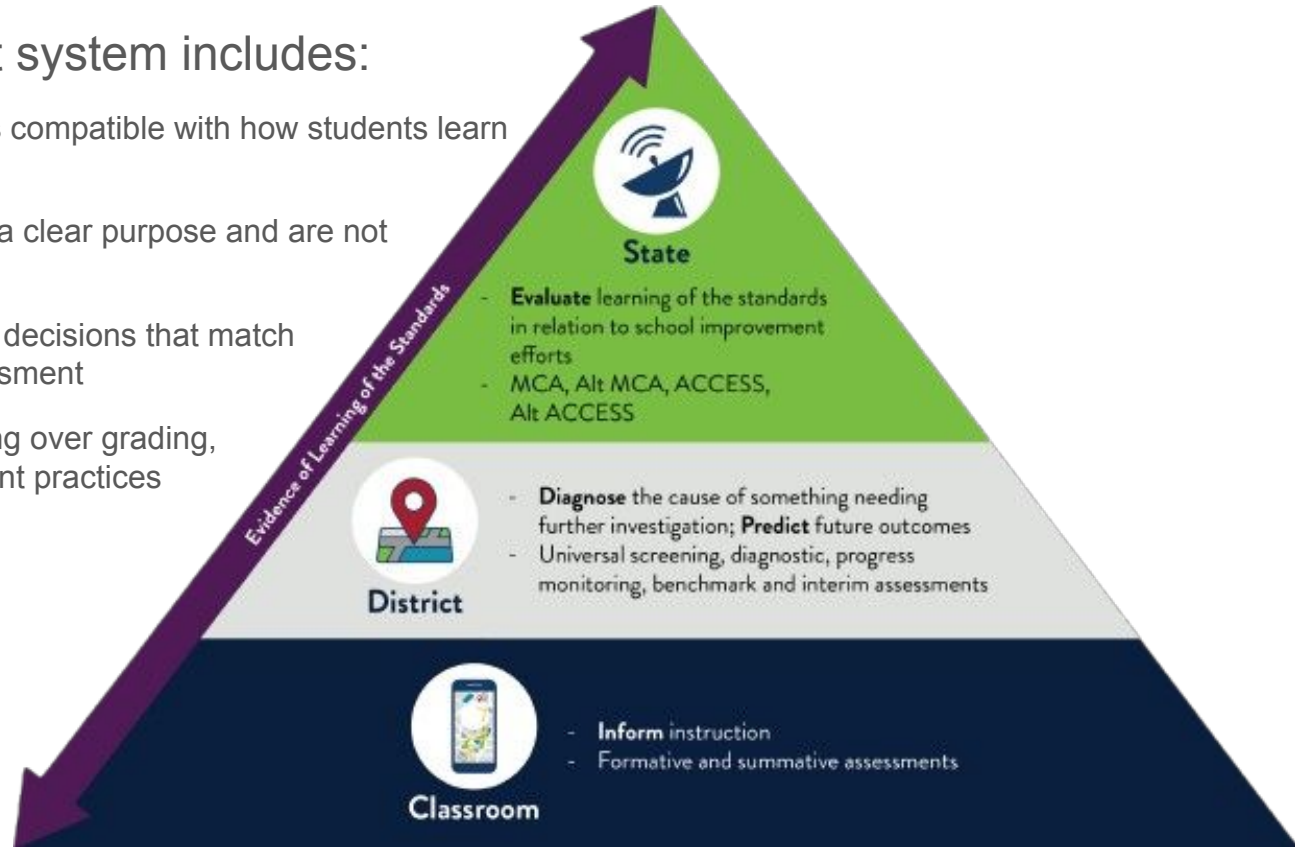
05:00

ACADEMIC & ACCOUNTABILITY DATA

How well are students doing?

- Balanced & Comprehensive Assessment
- Key Source Walkthrough: MN Report Card
- North Star Accountability Model
  - Academic Achievement
  - Progress toward English Language Proficiency
  - Academic Progress
  - Graduation Rates
  - Consistent Attendance
- Data Dive Discussion & Questions

Balanced & Comprehensive Assessment

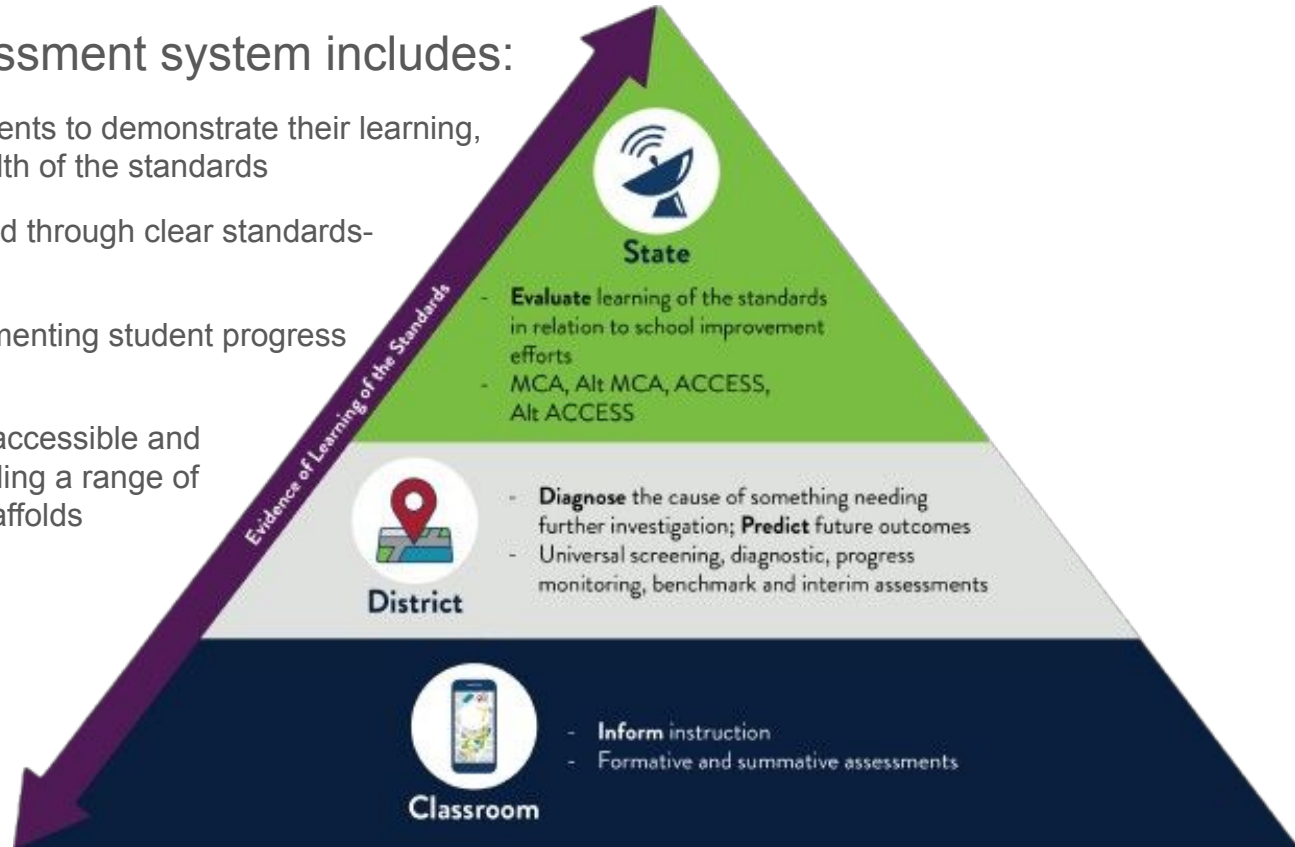A **balanced** assessment system includes:

- ✓ A variety of assessment types compatible with how students learn the content domain

- ✓ Assessments that each have a clear purpose and are not redundant

- ✓ Useful information for guiding decisions that match the intended use of the assessment

- ✓ A greater emphasis on learning over grading, including formative assessment practices that promote student agency

m DEPARTMENT OF EDUCATION

National Research Council 2001; Shepard, Penuel, and Pellegrino 2018; Marion et al. 2019

Evidence of Learning of the Standards

State
- **Evaluate** learning of the standards in relation to school improvement efforts
- MCA, Alt MCA, ACCESS, Alt ACCESS

District
- **Diagnose** the cause of something needing further investigation; **Predict** future outcomes
- Universal screening, diagnostic, progress monitoring, benchmark and interim assessments

Classroom
- **Inform** instruction
- Formative and summative assessments

Balanced & Comprehensive Assessment

A **comprehensive** assessment system includes:

✓ Multiple opportunities for students to demonstrate their learning, reflecting the depth and breadth of the standards

✓ Assessments coherently linked through clear standards-based learning targets

✓ Continuous information documenting student progress over time

✓ Tools and strategies that are accessible and inclusive of all learners, including a range of appropriate challenge and scaffolds

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National Research Council 2001; Shepard, Penuel, and Pellegrino 2018; Marion et al. 2019

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Components of a Balanced & Comprehensive Assessment System

Classroom

District/School

State

Assessment is the process of gathering evidence of student learning for a particular purpose. The purposes and uses of assessment information differ at each level of the educational system (classroom, district/schools, and state) and for stakeholders using the information. There is not single assessment that can be used to support all purposes and uses. Together, information from each layer should describe the learning expectations 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

Classroom

Formative Assessment Process
Ongoing, during learning

Teachers use evidence during lessons to guide feedback and next steps in learning

Students use evidence during peer feedback, self-assessment, and discourse

- Shows evidence of learning as it is developing
- Both teachers and students use evidence to inform next steps in learning

Formal Classroom Assessments
Weekly, monthly

Classroom summative assessments, curriculum-embedded assessments

- Evidence of retained learning across a few related lessons or a group of lessons or standards over a period of learning
- Most useful to teachers, students, and their families as evidence of what a student has recently learned; given during a pause in learning and may contribute to grades

District/School

Interim/Benchmark
2-3 times per year

Benchmark, common assessments

- Evidence of retained learning at various benchmarks throughout the year or progress in specific skills
- Most useful to groups of teachers and school leaders for identifying concerns or allocating resources

Screening and Intervention Assessments
As needed

Diagnostic assessment, universal screener, and progress monitoring

- Evidence of student strengths and needs in specific skill areas to inform instructional supports
- Most useful to inform targeted instruction and intervention in specific skill areas

State

Standardized Summative Assessment
1 time per year, after learning

State summative assessments (e.g., MCA, ACCESS for ELLs)

- Summarized evidence of retained learning of the standards
- Most useful to school and district leaders as one piece of information to evaluate curriculum and program alignment to standards and to ensure all students have access to rigorous, standards-based content

North Star Accountability Model

Academic Achievement: all schools
The number of students at the "Meets Standards" or "Exceeds Standards" achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**. Students who do not participate (unless medically exempt) are counted as "not proficient."

Progress Toward English Language Proficiency: all schools
The average progress English learners made toward individual growth targets on the ACCESS for English Language Learners test.

Academic Progress: elementary and middle schools
A score based on students' achievement levels from one year to the next. Calculated separately for **math** and **reading** using a transition matrix that awards points for increasing achievement levels (e.g., moving from "does not meet standards" to "partially meets").

Graduation Rates: high schools
The percentage of students who graduated in four years and seven years. Students who drop out after less than half an academic year at a school will be counted at the high school they attended for the most time.

Consistent Attendance: all schools
The percentage of students attending more than 90 percent of the days they are enrolled.

Results available in MN Report Card   More information on the MDE website.

"**For over 20 years, we have relied far too heavily on test scores as the sole measure of school performance,**" said then Education Commissioner Brenda Cassellius. "**This misguided approach has resulted in a status quo that has not only skewed the perception of how schools are doing, but has narrowed and limited the opportunities for students to experience a rich and well-rounded education.**"

"**We are putting testing into its proper place by using it as one piece of important information alongside other data that, together, shine a bright light on a school's quality or a student's experience.**"

Minnesota Department of Education, 2018

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Overview of Minnesota's Statewide Assessments

Results are collected from two assessments:

1.) MCA and MTAS

- Results are a snapshot of student learning in reading, mathematics and science
- Based on the Minnesota K-12 Academic Standards

2.) ACCESS and Alternate ACCESS

- Results represent Minnesota's English learners progress in learning academic English
- Based on WIDA English Language Development (ELD) Standards

Who takes MCA or MTAS and when?

All students take MCA or MTAS each spring in the following grades:

Subject	Grade Levels Assessed	Standards Assessed
Reading	3-8 and 10	2010 Minnesota K–12 Academic Standards in English Language Arts
Mathematics	3-8 and 11	2007 Minnesota K–12 Academic Standards in Mathematics
Science	5, 8 and once in high school	**2019 Minnesota K–12 Academic Standards in Science***

* beginning this school year, the 2019 Minnesota K-12 Academic Standards are in Science will be assessed for the first time.
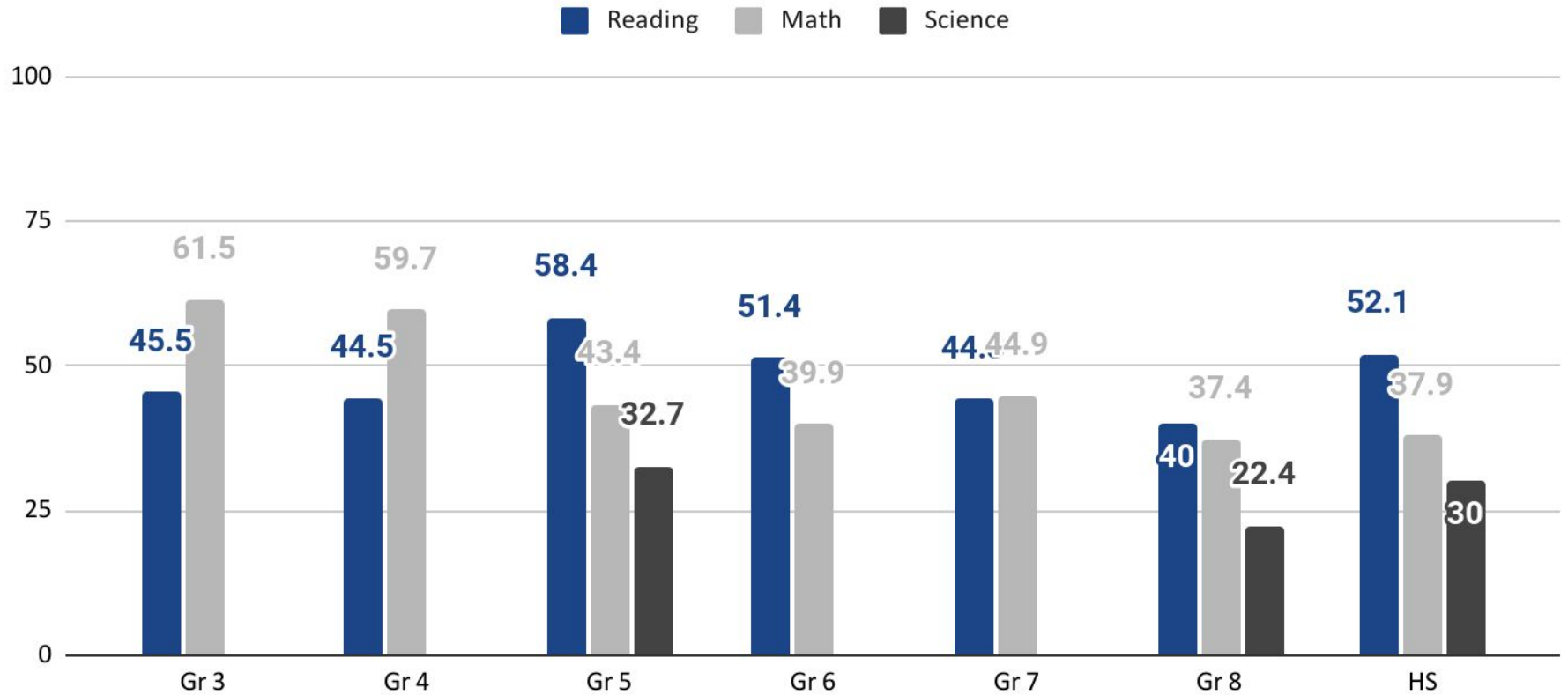
2024 MCA/MTAS Participation Rates by Grade and Subject

	Reading	Math	Science
Gr 3	99.1	99.4	
Gr 4	98.9	98.9	
Gr 5	97.7	97.7	98.0
Gr 6	95.7	96.0	
Gr 7	97.8	97.8	
Gr 8	96.4	96.1	95.5
HS	51.0	35.5	67.6
All Grades	89.9	87.1	86.5

How many students participated in Testing?

Participation in MCA/MTAS is strong in all grades except at high school, where we saw further declines. There were increases in student and parent refusals, especially in grade 11. We are exploring ways to improve our participation rates in these grades.
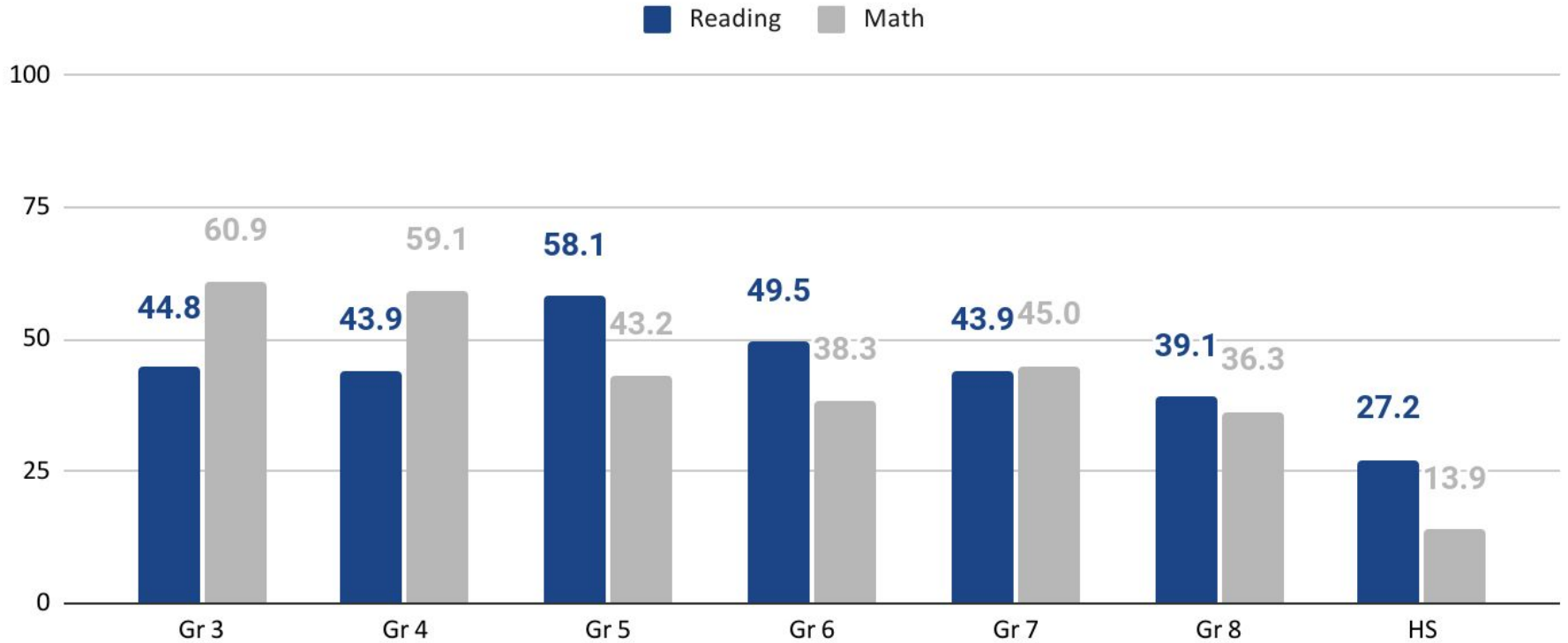
* Source: MN Report Card

2024 MCA/MTAS Percent Proficient by Grade (tested students)

Legend: ■ Reading ■ Math ■ Science

Grade	Reading	Math	Science
Gr 3	45.5	61.5	
Gr 4	44.5	59.7	
Gr 5	58.4	43.4	32.7
Gr 6	51.4	39.9	
Gr 7	44.8	44.9	
Gr 8	40	37.4	22.4
HS	52.1	37.9	30

2024 NorthStar Academic Achievement by Grade (all students)

Students who do not participate are counted as "not proficient."

■ Reading   ■ Math

Grade	Reading	Math
Gr 3	44.8	60.9
Gr 4	43.9	59.1
Gr 5	58.1	43.2
Gr 6	49.5	38.3
Gr 7	43.9	45.0
Gr 8	39.1	36.3
HS	27.2	13.9

* Source: MDE District 761 North Star Accountability File

MCA/MTAS - All Grades - Percent Proficient - 2018-2024

Legend:
- District- Math
- District- Reading
- District- Science

District- Reading: 56.3%, 54.7%, 47.2%, 47.3%, 48.3%, 47.8%

District- Math: 52.8%, 50.1%, 38.5%, 42.2%, 46.7%, 47.3%

District- Science: 43.0%, 40.1%, 33.2%, 32.0%, 29.0%, 30.0%
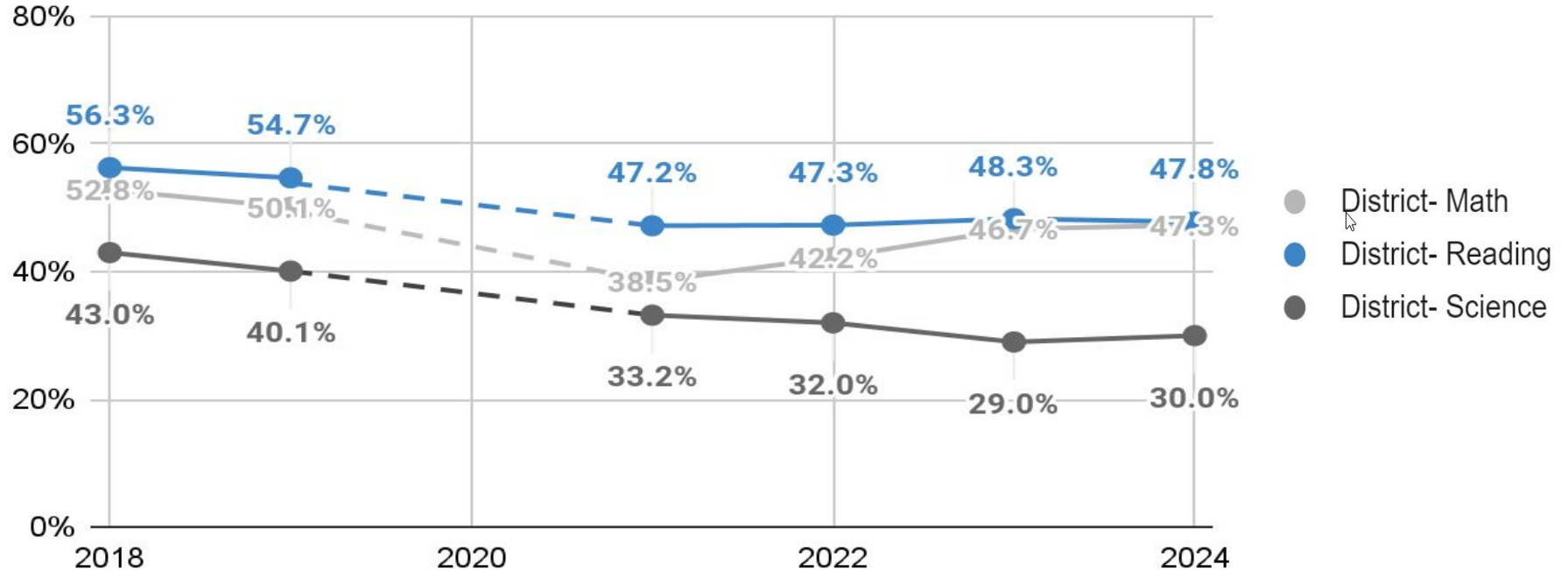
MCA/MTAS Results- All Grades - Percent Proficient

	Math			Reading			Science		
	2023	2024	Δ	2023	2024	Δ	2023	2024	Δ
All Students	47.6 (1,023 of 2149)	47.7 (1,018 of 2134)	0.1 ▲	48.8 (1,056 of 2207)	48.2 (1,056 of 2193)	-0.6 ▼	29.0 (247 of 851)	30.3 (260 of 858)	1.3 ▲
English Learner	10.8 (18 of 166)	10.8 (21 of 194)	0 —	11.9 (20 of 168)	8.3 (16 of 193)	-3.6 ▼	4.1 (2 of 49)	0.0% (0 of 62)	-4.1 ▼
Special Education	21.4 (72 of 336)	26.6 (91 of 342)	5.2 ▲	21.4 (72 of 337)	24.1 (84 of 349)	2.7 ▲	14.4 (17 of 118)	16.4 (20 of 122)	2.0 ▲
FRP meals	30.6 (323 of 1054)	33.0 (321 of 972)	2.4 ▲	35.2 (384 of 1092)	36.6 (365 of 998)	1.4 ▲	14.9 (61 of 410)	20.7 (76 of 367)	5.8 ▲
Hispanic or Latino	24.0 (79 of 329)	21.1 (76 of 361)	-2.9 ▼	32.0 (110 of 344)	28.0 (103 of 368)	-4.0 ▼	15.4 (22 of 143)	9.7 (14 of 145)	-5.7 ▼
Asian	53.3 (8 of 15)	64.3 (9 of 14)	11.0 ▲	56.3 (9 of 16)	57.1 (8 of 14)	0.8 ▲	CTSR*	CTSR*	
Black or African-American	23.6 (43 of 182)	26.7 (46 of 172)	3.1 ▲	37.2 (68 of 183)	34.7 (61 of 176)	-2.5 ▼	6.1 (4 of 66)	16.4 (10 of 61)	10.3 ▲
White	56.4 (869 of 1542)	56.9 (858 of 1509)	0.5 ▲	54.5 (861 of 1580)	54.9 (848 of 1545)	0.4 ▲	35.6 (213 of 598)	37.1 (228 of 614)	1.5 ▲
Two or more races	31.9 (23 of 72)	39.4 (28 of 71)	7.5 ▲	37.3 (28 of 75)	42.2 (35 of 83)	4.9 ▲	16.7 (6 of 36)	20.7 (6 of 29)	4.0 ▲

* CTSR= count too small to report

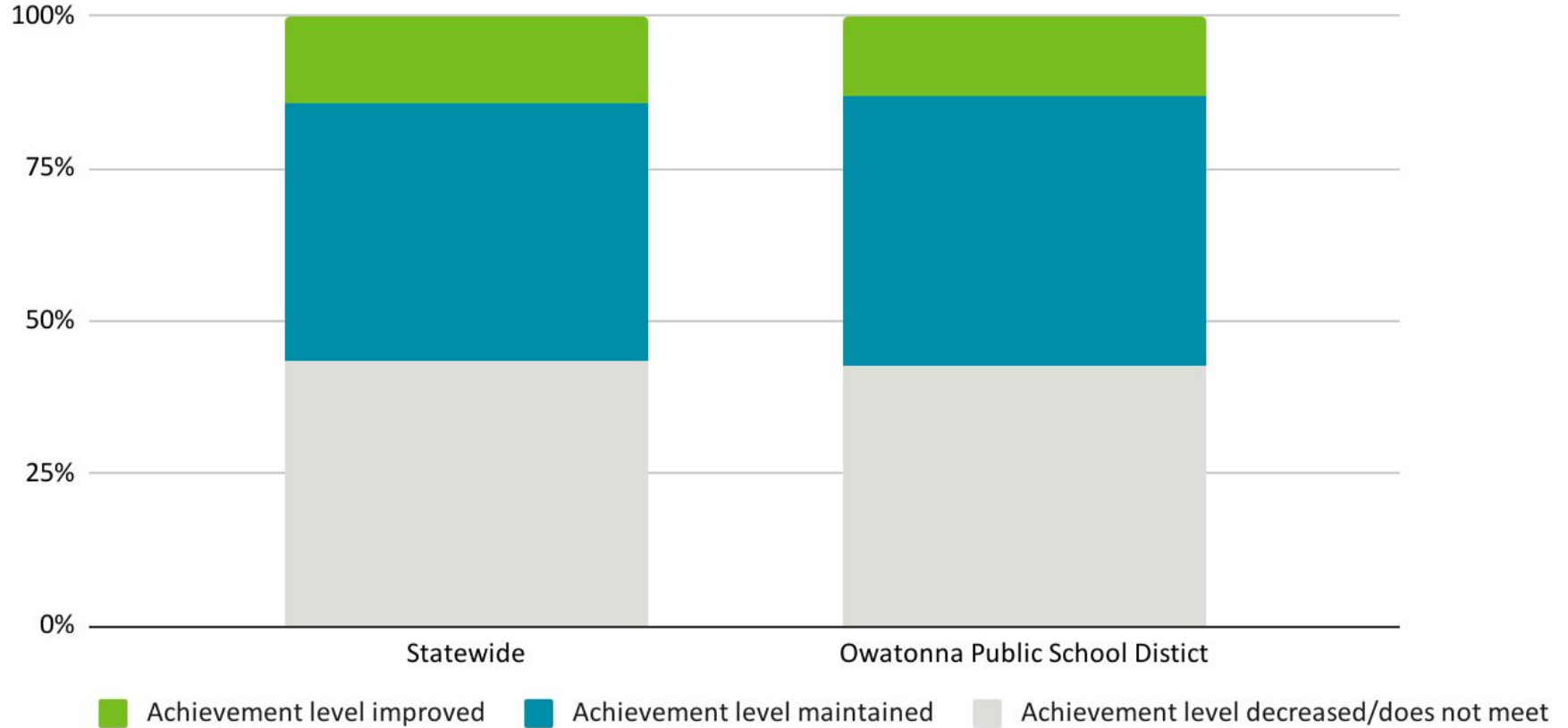# Academic Progress: elementary and middle schools

A score based on students' achievement levels from one year to the next. Calculated separately for **math** and **reading** using a transition matrix that awards points for increasing achievement levels (e.g., moving from "does not meet standards" to "partially meets").

Last Year ↓ \ This Year →	Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards
Exceeds Standards	0	0	0	3
Meets Standards	0	0	2	5
Partially Meets Standards	0	2	6	9
Does Not Meet Standards	0	8	12	15

Reading Academic Progress: Northstar Accountability Report 2024

Legend:
- Achievement level improved
- Achievement level maintained
- Achievement level decreased/does not meet

Categories: Statewide, Owatonna Public School Distict

Math Academic Progress: Northstar Accountability Report 2024

Legend:
- Achievement level improved
- Achievement level maintained
- Achievement level decreased/does not meet

ACADEMIC ACHIEVEMENT & ACCOUNTABILITY DISCUSSION

05:00

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- **O**bservations: *Just the facts*

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- **D**ecision: *Now What?*

Sampling District Assessment Data:
Measuring impact

Fastbridge Achievement & Growth (ROI) Multi-Year Trends

District Fastbridge Screening Assessments: Reading

Assessment	Grade levels for universal screening	Frequency	Description
earlyReading	K & 1	Fall, Winter, Spring	Enables screening and progress monitoring across four domains of reading (Concepts of Print, Phonemic Awareness, Phonics, and Decoding). It provides domain-specific assessments of these component skills, as well as a general estimate of overall reading achievement.
CBM-Reading	2 & 3	Fall, Winter, Spring	Evidence-based assessment used to screen and monitor student progress in reading automaticity & accuracy on leveled reading passages.
aReading	Grades 2-8	Fall, Winter, Spring (2-5 only)	Computer adaptive measure of broad reading ability individualized for each student. It provides a useful estimate of broad reading achievement.
autoReading	Grades 4-8	Fall, Winter, Spring (2-5 only)	Fully automated decoding, word identification, and comprehension measures for use in screening and progress monitoring.

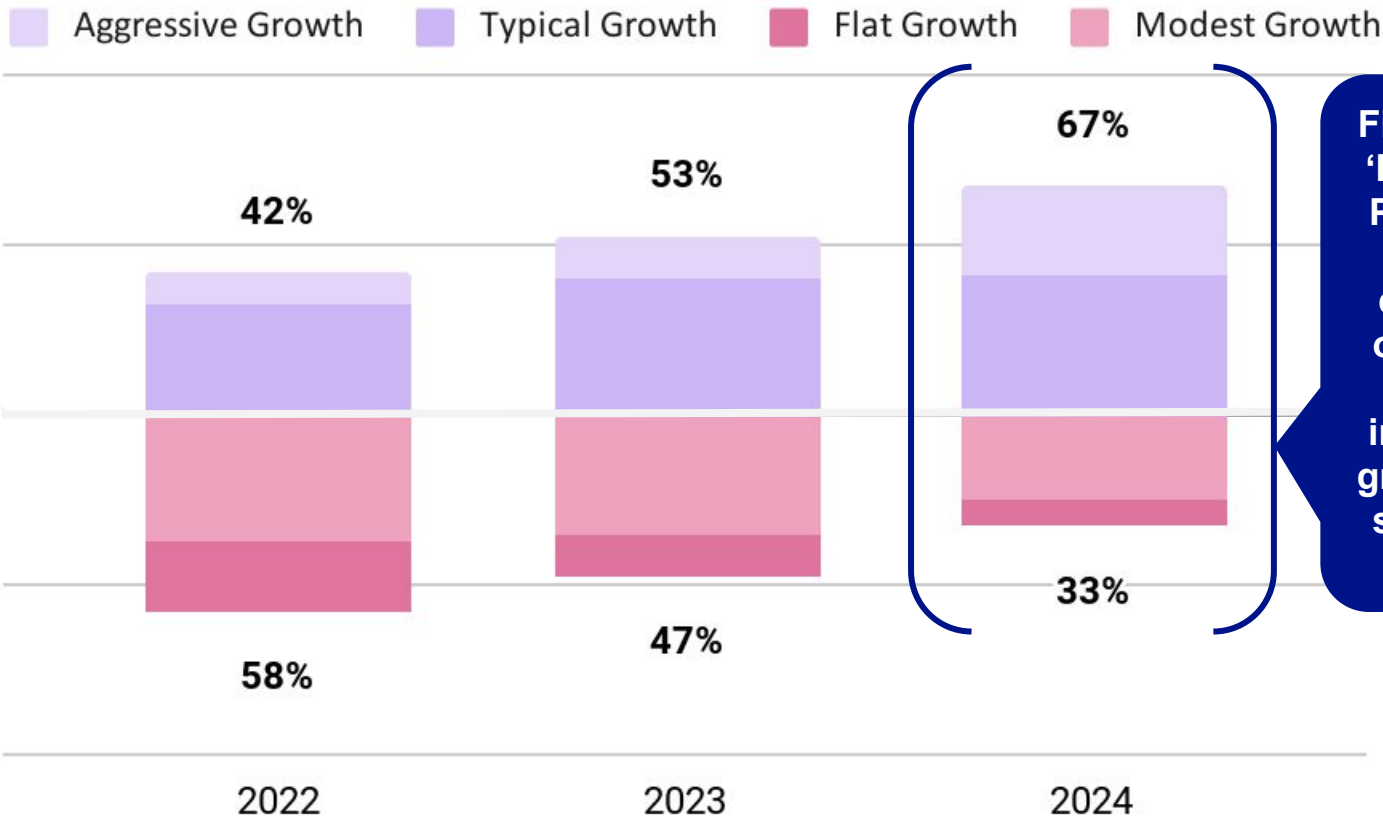Fastbridge Kindergarten Early Reading - Scores by 'Risk Level'

2022-2024; Spring earlyReading Benchmarks

Low Risk   High Risk   Some Risk

52%   64%   73%

48%   36%   27%

2022   2023   2024
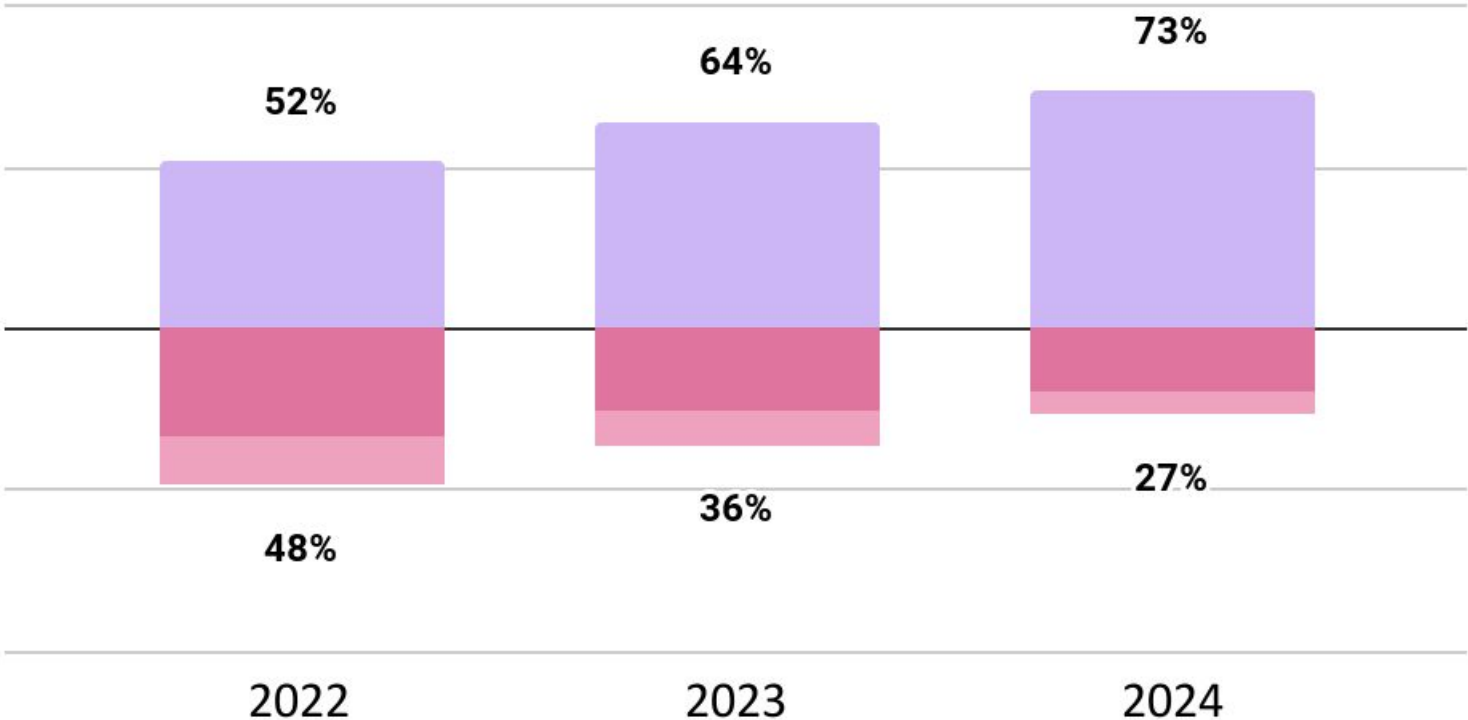
Fastbridge EarlyReading Kindergarten Fall to Spring Growth

2022-2024, National Growth (ROI) Benchmarks

Legend: Aggressive Growth, Typical Growth, Flat Growth, Modest Growth

2022: 42%, 58%
2023: 53%, 47%
2024: 67%, 33%

First year of 'Functional Phonics' & renewed emphasis on explicit phonics instruction grounded in structured literacy.

Fastbridge GR 01 Early Reading - Scores by 'Risk Level'
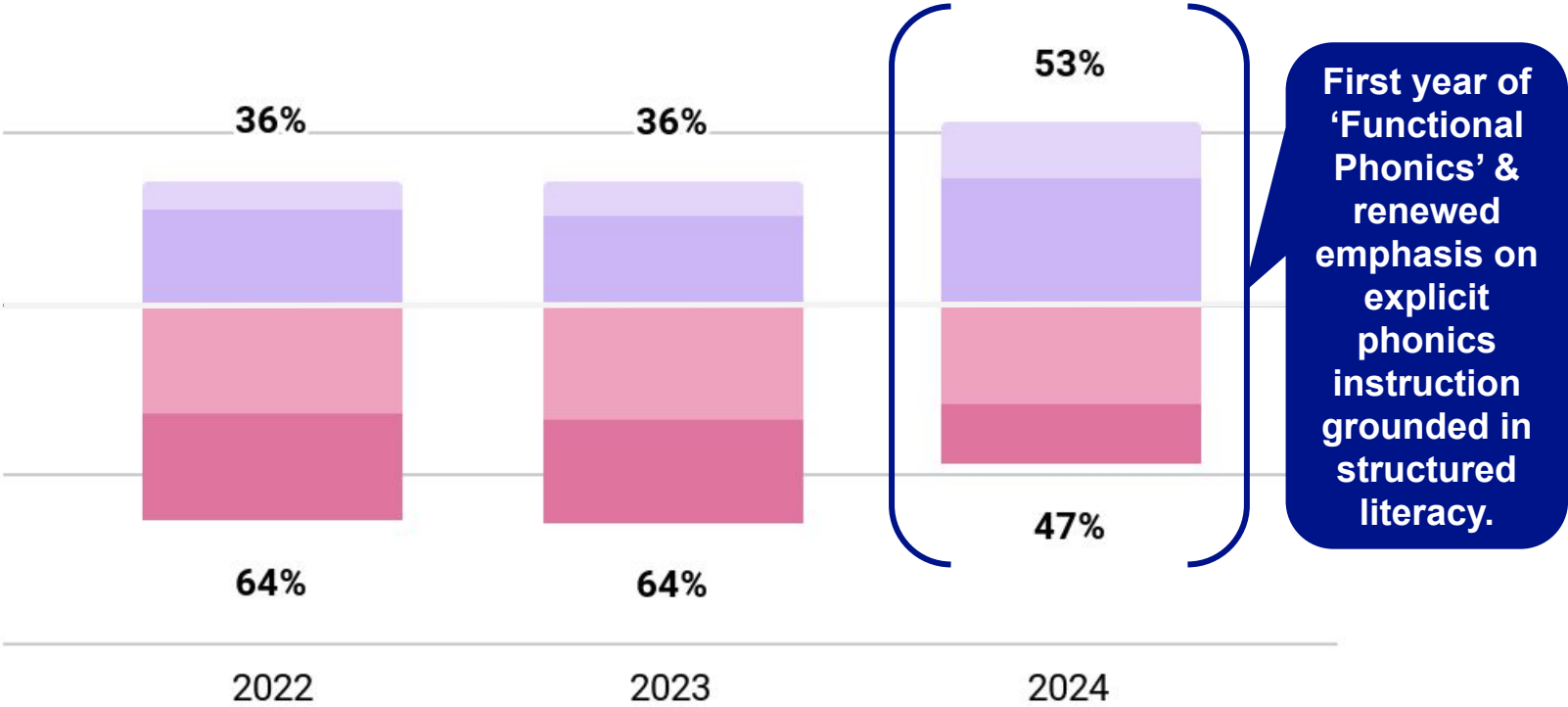
2022-2024; Spring earlyReading Benchmarks

Low Risk   High Risk   Some Risk

38%

41%

56%

62%

59%

44%

2022   2023   2024
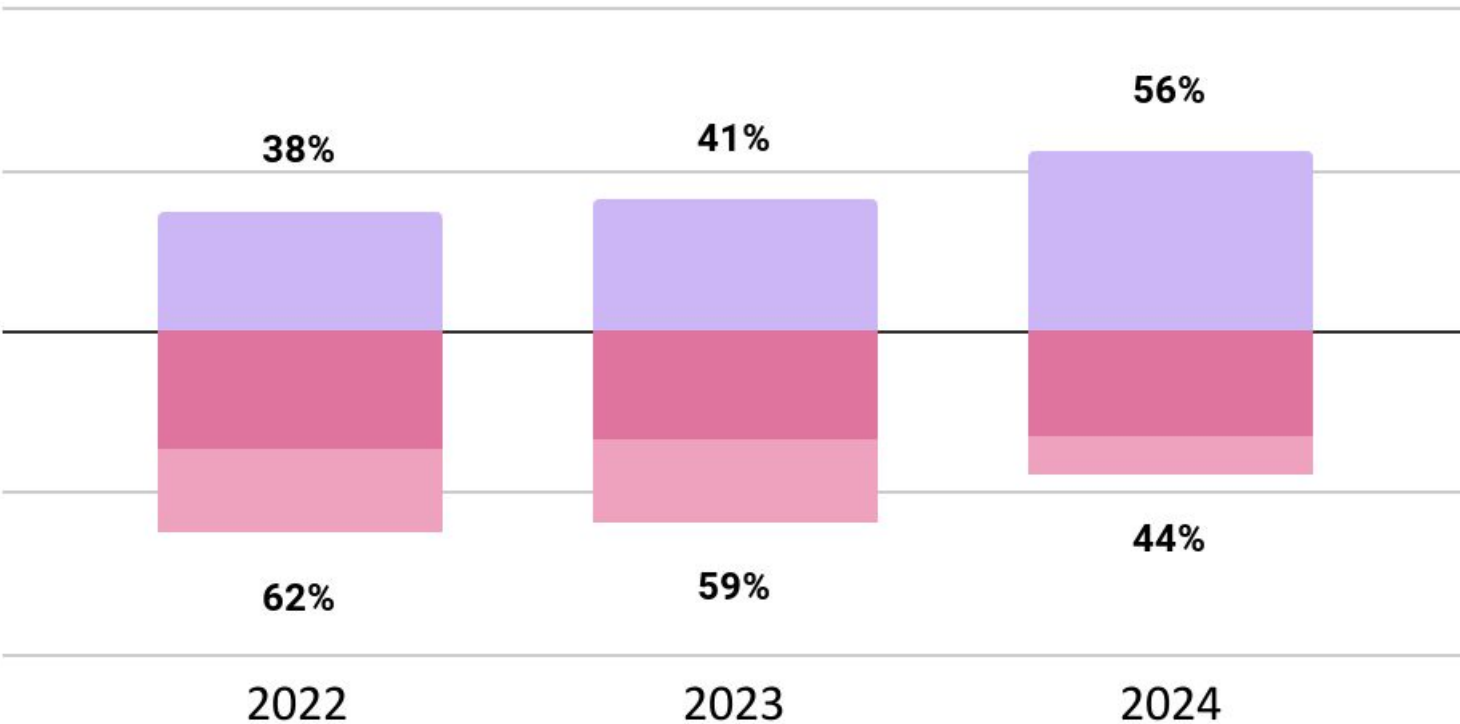
Fastbridge Early Reading GR 01 Fall to Spring Growth

2022-2024, National Growth (ROI) Benchmarks

**Legend:** Aggressive Growth · Typical Growth · Flat Growth · Modest Growth

2022: 36% / 64%

2023: 36% / 64%

2024: 53% / 47%

First year of 'Functional Phonics' & renewed emphasis on explicit phonics instruction grounded in structured literacy.

Fastbridge aReading Spring Screening - GR 2-5 - Percent Low or Very Low Risk

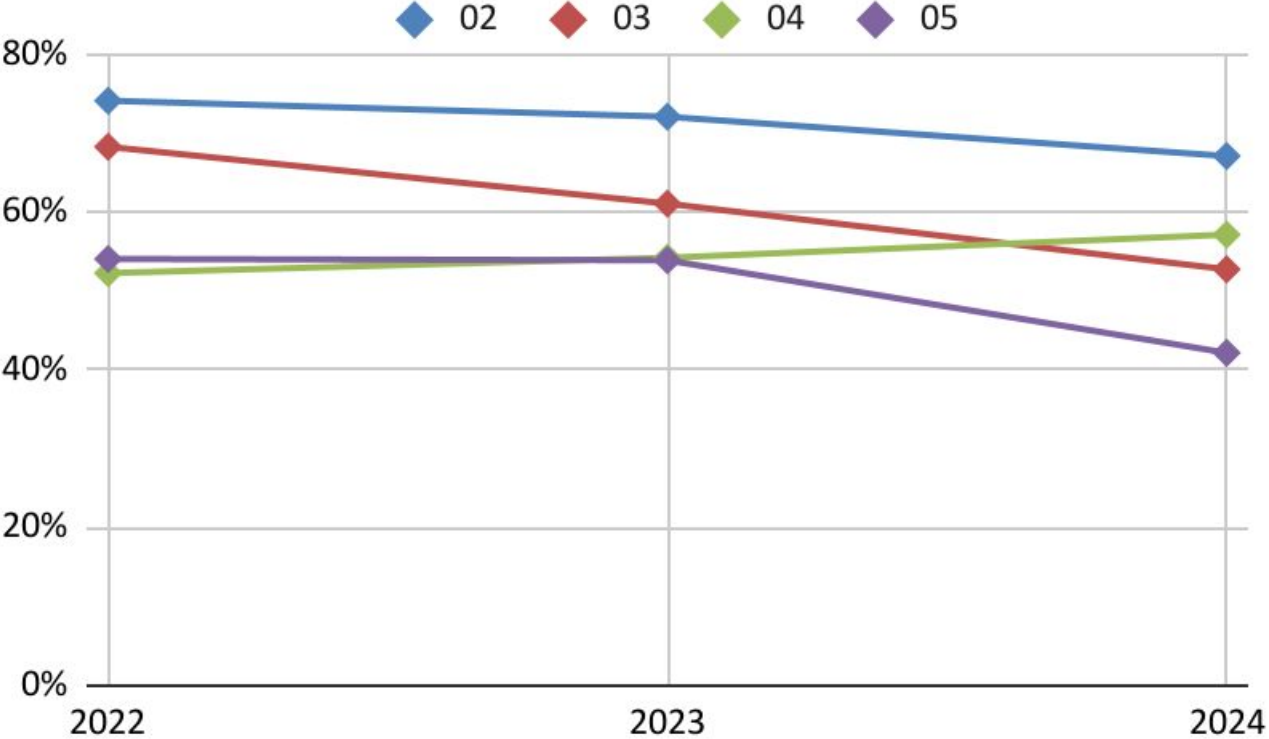2022-2024; Fastbridge aReading Spring Risk Level Benchmarks
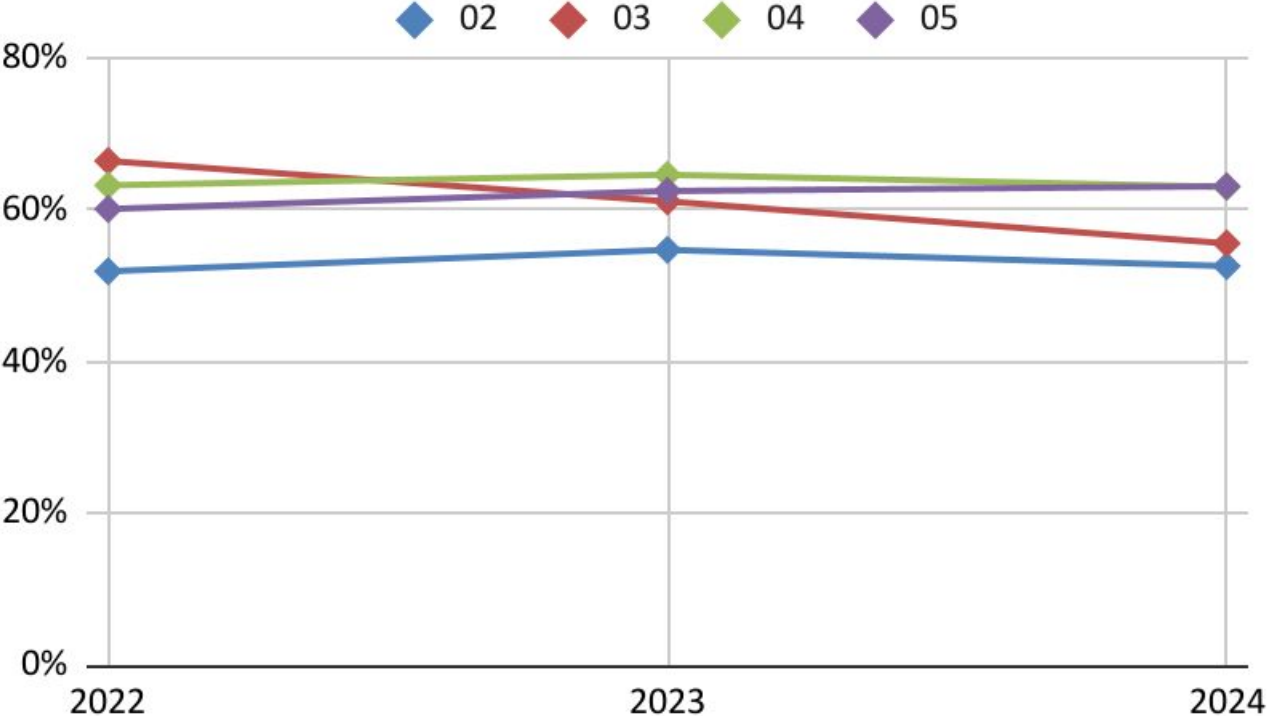
Fastbridge aReading Winter Screening - GR 6-8 - Percent Low or Very Low Risk

2022-2024; Fastbridge aReading WInter Risk Level Benchmarks
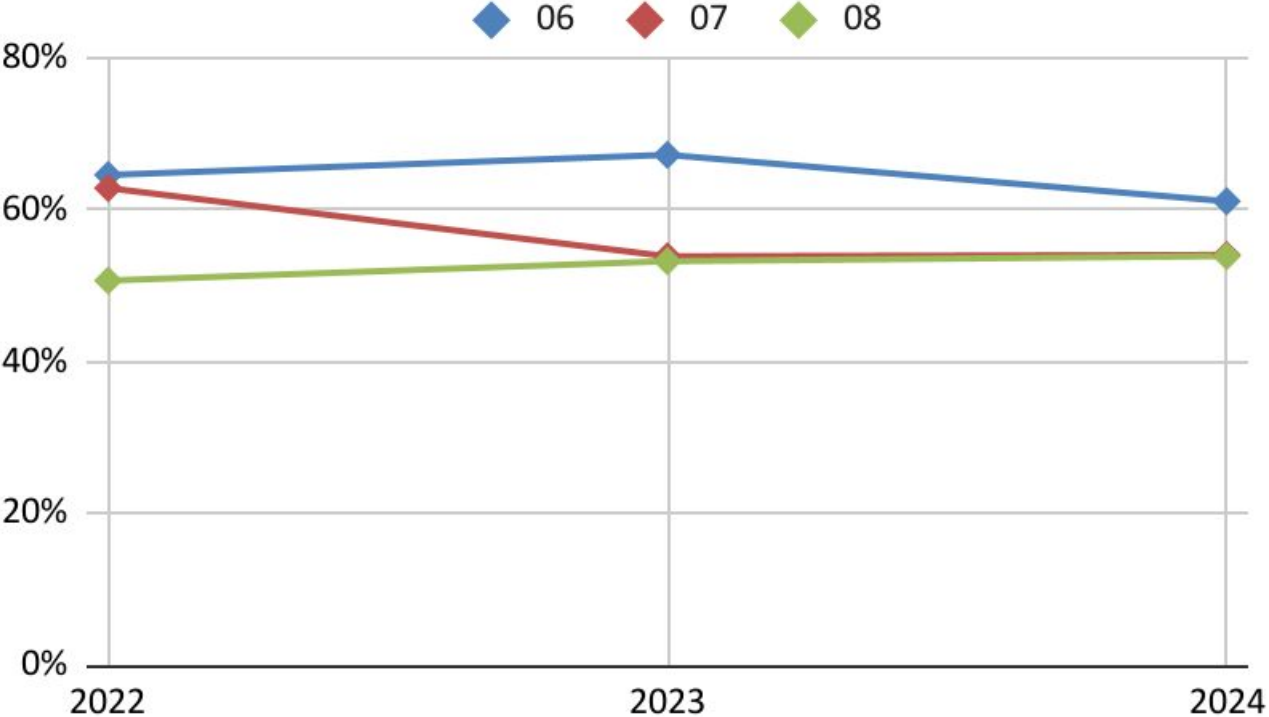
Fastbridge aReading Fall to Spring Growth - GR 2-5 - Percent Typical or Aggressive Growth

2022-2024; Fastbridge aReading Fall to Spring National Growth Benchmarks

Fastbridge aReading Fall to Winter Growth - GR 6-8 - Percent Typical or Aggressive Growth

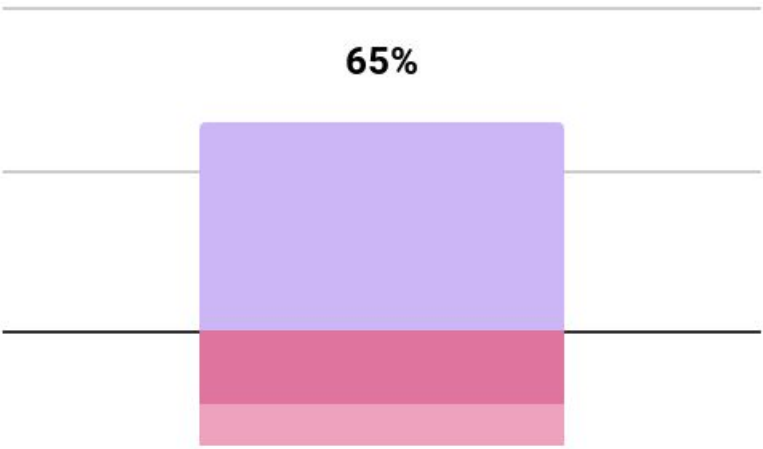2022-2024; Fastbridge aReading Fall to Winter National Growth Benchmarks
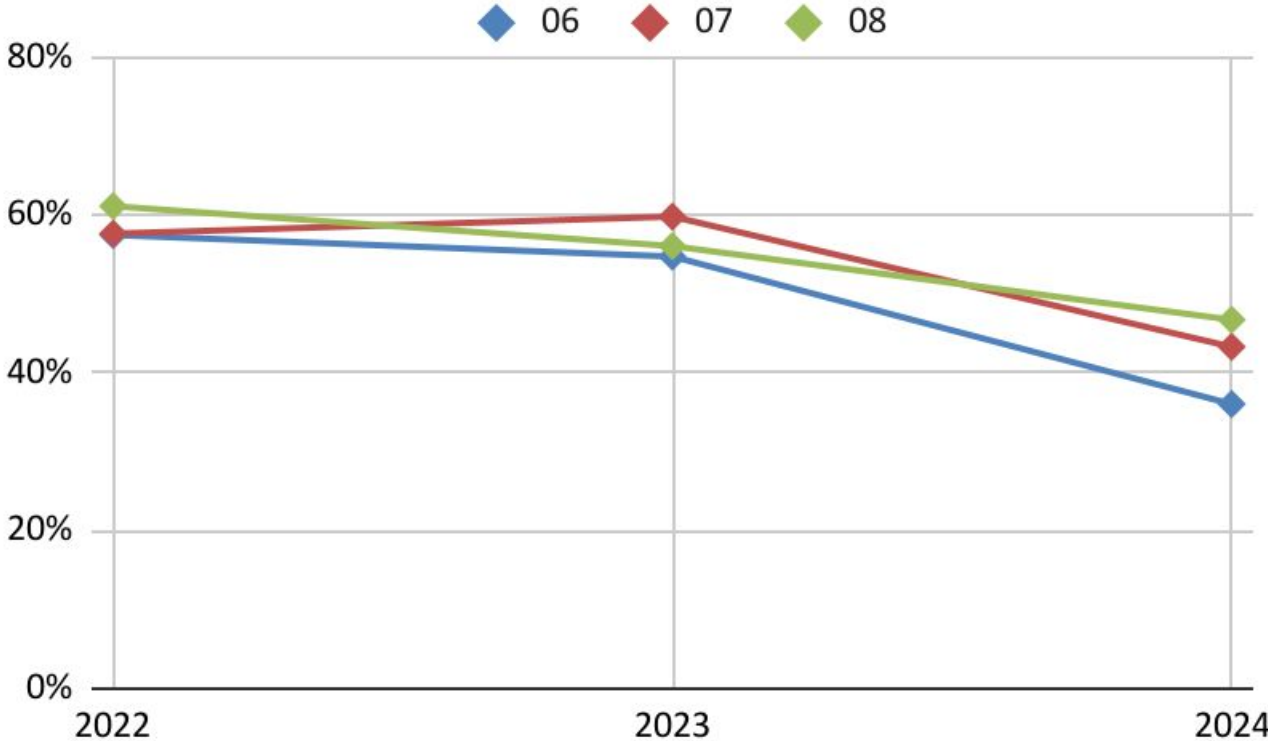
District Fastbridge Screening Assessments: Math

| Assessment	Grade levels for universal screening	Frequency	Description
earlyMath	K & 1	Fall, Winter, Spring	Enables screening and progress monitoring across three domains of early numeracy (number, relations, operations). It provides domain-specific assessments of these component skills, as well as a general estimate of overall math achievement.
aMath	Grades 2-8	Fall, Winter, Spring (2-5 only)	Computer adaptive measure of broad math ability individualized for each student. It provides a useful estimate of broad math achievement.

Fastbridge aMath Spring Screening - GR 2-5 - Percent Low or Very Low Risk

2022-2024; Fastbridge aReading Spring Risk Level Benchmarks
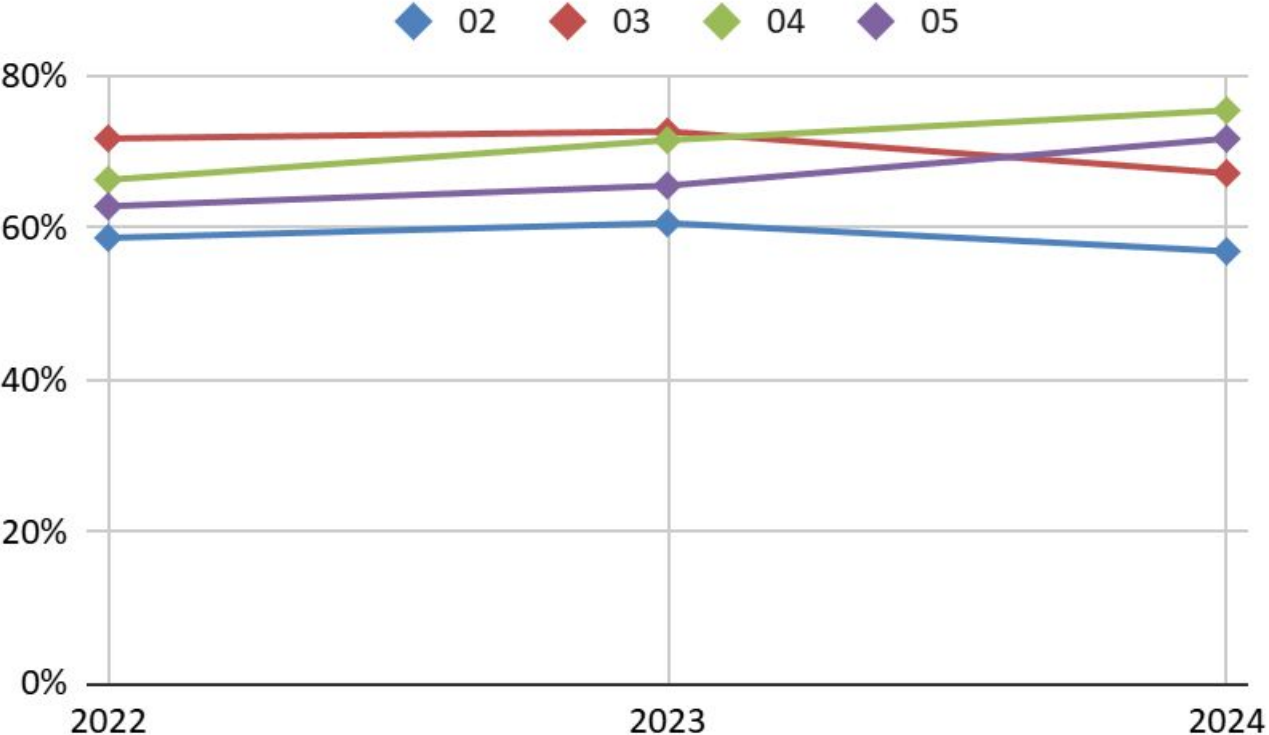
Fastbridge aMath Winter Screening - GR 6-8 - Percent Low or Very Low Risk

2022-2024; Fastbridge aReading Spring Risk Level Benchmarks
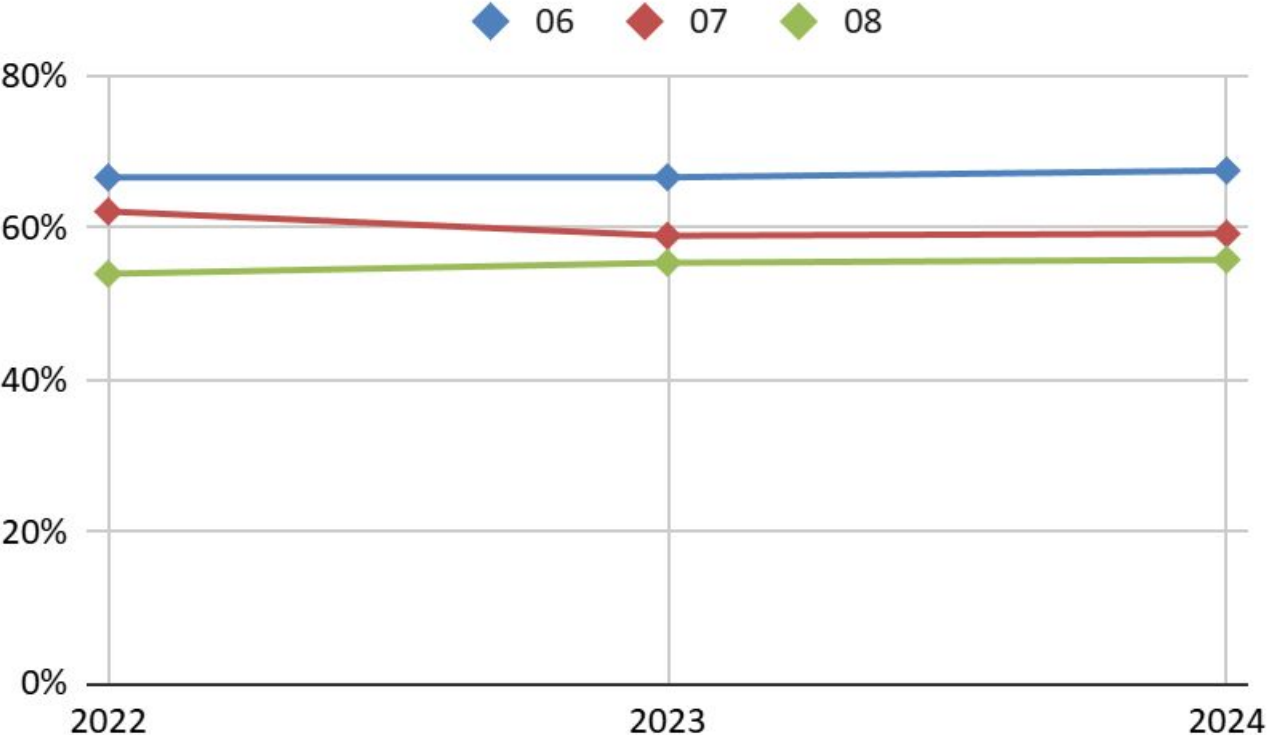
Fastbridge aMath Fall to Spring Growth - GR 2-5 - Percent Typical or Aggressive Growth

2022-2024; Fastbridge aReading National Fall to Spring Growth Benchmarks
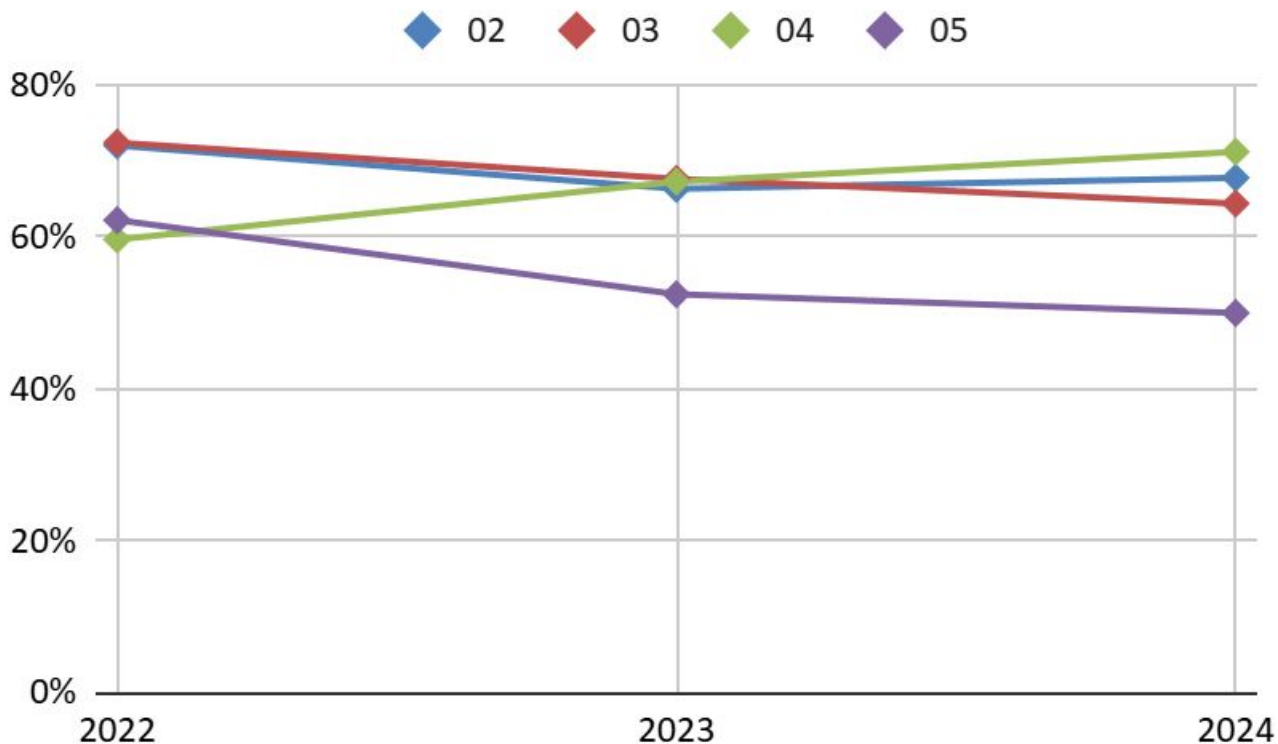
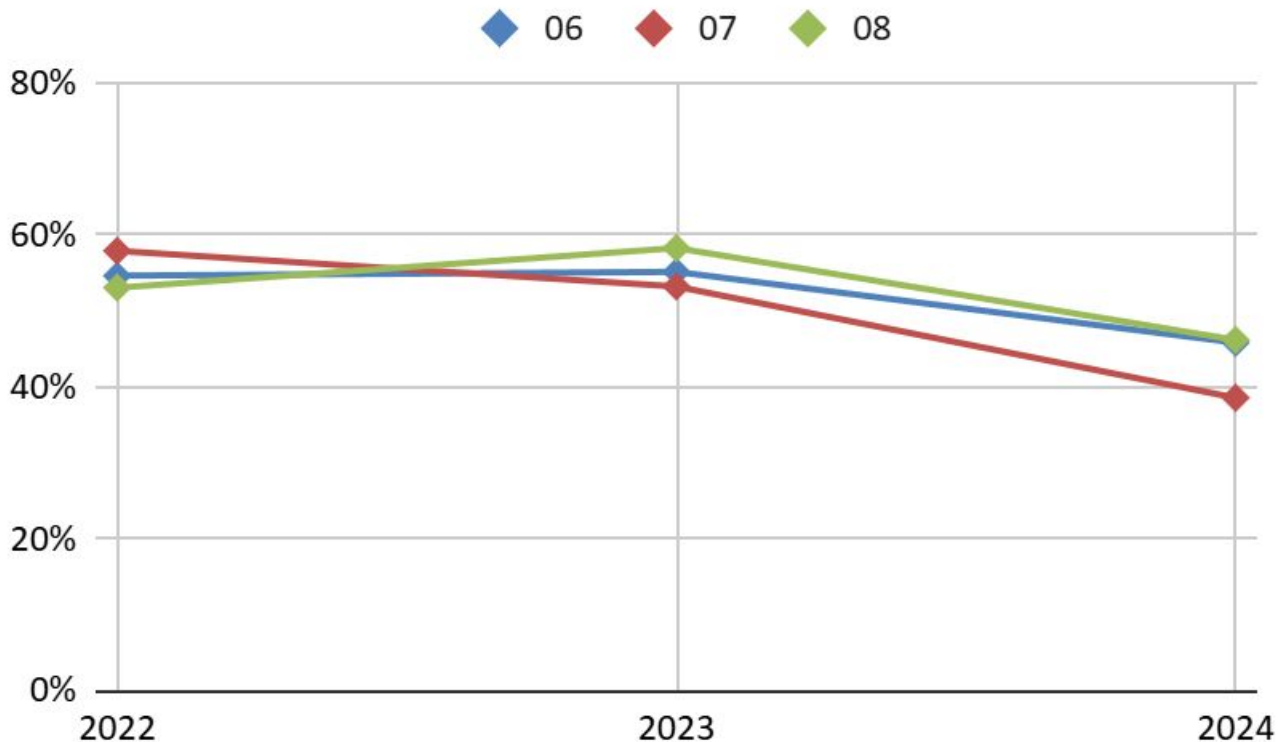Fastbridge aMath Fall to Spring Growth - GR 6-8 - Percent Typical or Aggressive Growth

2022-2024; Fastbridge aReading National Fall to Spring Growth Benchmarks

ACADEMIC ACHIEVEMENT & ACCOUNTABILITY DISCUSSION

05:00

ORID Data Protocol

- **O**bservations: *Just the facts*

- **R**eflections: *Reactions, Questions, Heart, Feelings*

- **I**nterpretation: *Analysis, So What?*

- **D**ecision: *Now What?*

North Star Accountability Model

Academic Achievement: all schools
The number of students at the "Meets Standards" or "Exceeds Standards" achievement levels divided by all students in tested grades. Calculated separately for **math** and **reading**. Students who do not participate (unless medically exempt) are counted as "not proficient."

Progress Toward English Language Proficiency: all schools
The average progress English learners made toward individual growth targets on the ACCESS for English Language Learners test.

Academic Progress: elementary and middle schools
A score based on students' achievement levels from one year to the next. Calculated separately for **math** and **reading** using a transition matrix that awards points for increasing achievement levels (e.g., moving from "does not meet standards" to "partially meets").

Graduation Rates: high schools
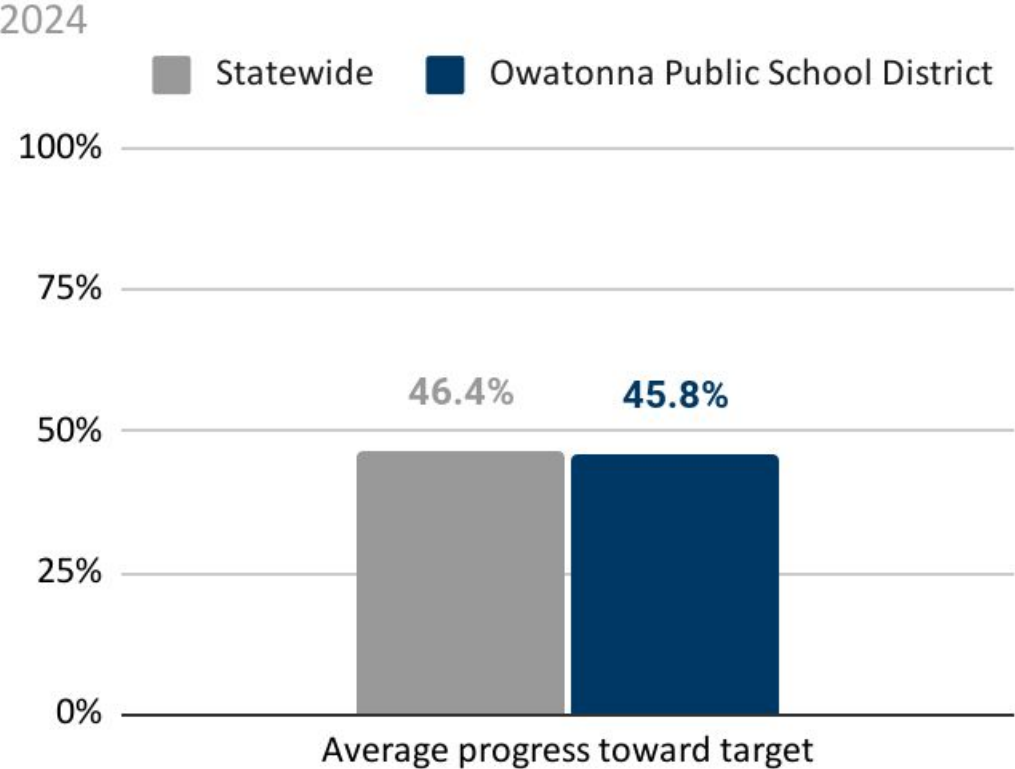The percentage of students who graduated in four years and seven years. Students who drop out after less than half an academic year at a school will be counted at the high school they attended for the most time.

Consistent Attendance: all schools
The percentage of students attending more than 90 percent of the days they are enrolled.

Results available in MN Report Card   More information on the MDE website.

Progress Towards English Language Proficiency - North Star Accountability

2024

Legend: Statewide | Owatonna Public School District

46.4% (Statewide) | 45.8% (Owatonna Public School District)

Average progress toward target

The "average progress toward target" is the average amount of progress English learners made towards their targets. For example, an average progress toward target of 75 would mean that English Learners, on average, made it 75 percent of the way to their targets.

Source: MN Report Card

Progress Towards English Language Proficiency - North Star Accountability

2024

Statewide   Owatonna Public School District
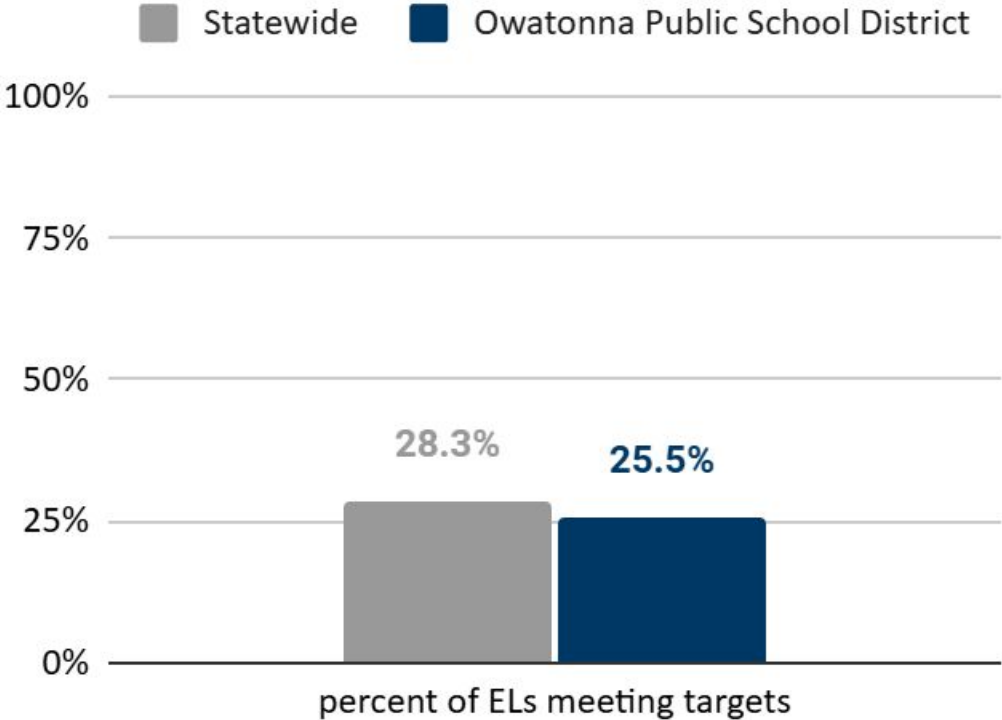
The "percent of ELs meeting targets" is the percentage of English learners who reached or went past their target.

Statewide: 28.3%
Owatonna Public School District: 25.5%

percent of ELs meeting targets

4YR Graduation Rates Summary with Change - Statewide & Big 9 comparison.

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Change
OHS	90.6	90.3	90.4	92.8	92.7	90.5	-2.2
ALC	21.4	20.6	27.8	44.2	34.2	64.7	+30.5
OPS	83.3	84.2	84.2	87.0	87.6	86.9	-0.7
Statewide	83.3	83.7	83.8	83.3	83.6	83.3	-0.2
Northfield	91.9	94.9	90.0	90.4	90.3	92.7	+2.5
Red Wing	89.8	93.2	93.3	92.4	87.9	91.6	+3.8
Winona	79.2	74.9	78.5	79.7	84.1	86.3	+2.2
Rochester	87.1	85.9	85.6	83.8	85.9	84.0	-1.9
Mankato	87.8	86.5	86.7	86.3	85.9	79.8	-6.1
Faribault	68.1	66.8	76.4	75.8	69.1	75.8	+6.7
Albert Lea	77.8	75.4	80.9	71.8	78.1	75.6	-2.5
Austin	76.4	79.5	80.8	78.9	71.9	75.5	+3.6

Consistent Attendance- North Star Accountability Report

2024
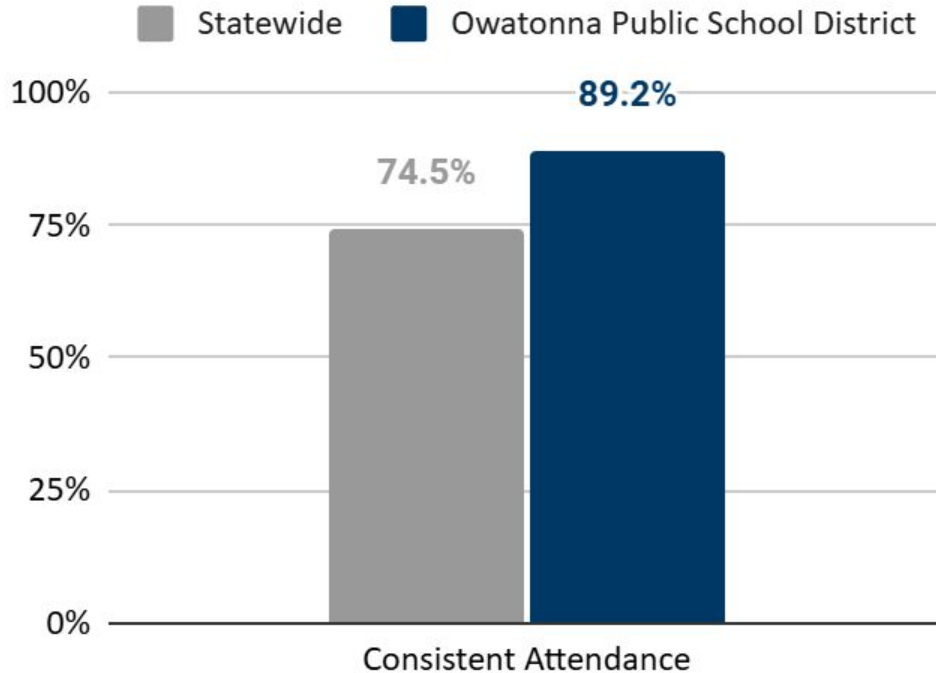
Are students attending school regularly?
The percent of students attending school at least 90% of days they are enrolled.

Source: MN Report Card

North Star Accountability: EL progress, Graduation, Consistent Attendance.

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PERCEPTIONS DATA

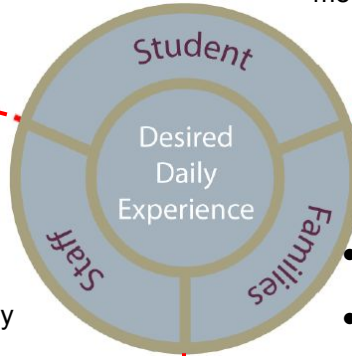**What do students and families think about their daily experiences in our schools?**

- Desired Daily Experiences
- Key Source Walkthrough: DDE Survey Report
- Student Survey Results: Strategic Directions
- Family Survey Results: Strategic Directions
- Data Dive Discussion & Questions

Desired Daily Experiences

- I feel emotionally, mentally, and physically safe and supported.
- I feel connected, accepted, valued and have a sense of belonging amongst peers and adults who are kind and supportive. My presence matters.
- I am heard: I can express my thoughts and ideas. I can seek to understand others' experiences, perceptions, and beliefs.
- I enjoy my day in comfortable environment where adults and kids socialize, value learning, and have fun. I can ask questions, get help, and take breaks when needed.

- I have time during lunch to eat and connect with my peers.
- My education is challenging, enjoyable, and engaging. I have choices that may get me outside, using my hands, and learning through discussions with classmates.
- My learning will apply to and prepare me for my life after graduation, whatever that looks like for me.

Student

Desired Daily Experience

Staff

Families

- I feel valued, respected, supported, empowered and inspired in a safe and welcoming environment.
- I feel informed, about my work and district and have access to clear communication.
- I learn and strive to continuously improve and grow through honest and consistent feedback.
- I have the time, tools and training to do my work effectively and empower students and staff in rigorous learning.
- I create, value, and nurture relationships with students, families, colleagues, and the community.
- I work in a positive and collaborative environment built on trust.
- I am provided with consistent opportunities to continue my personal equity journey as well as tools for conversations around race, culture, socioeconomic status, and identity.
- My social, emotional, and physical well-being are supported to help me find joy in my work.

- My child is in a safe and welcoming environment where they are cared for, accepted, supported and valued.
- My child is receiving a quality and equitable education that includes innovative, rigorous, relevant, and real life learning opportunities.
- My child has opportunities to explore and experience possible career choices.
- My child's needs are being met academically, socially, physically, and emotionally.
- My child is is challenged, motivated, engaged, and enjoys school.
- My child is connected to peers and has access to social interaction, co-curricular and extracurricular activities.
- My child learns to respect every person, appreciates their own and other people's uniqueness and understands how to build healthy relationships.
- I am a trusted and connected partner in my child's education and my input is valued through open, transparent and consistent communication.

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PUBLIC SCHOOLS
INSPIRING EXCELLENCE • EVERY LEARNER • EVERY DAY

- I feel emotionally, mentally, and physically safe and supported.

- I feel connected, accepted, valued and have a sense of belonging amongst peers and adults who are kind and supportive. My presence matters.

- I am heard: I can express my thoughts and ideas. I can seek to understand others' experiences, perceptions, and beliefs.

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- I have time during lunch to eat and connect with my peers.

- My education is challenging, enjoyable, and engaging. I have choices that may get me outside, using my hands, and learning through discussions with classmates.

- My learning will apply to and prepare me for my life after graduation, whatever that looks like for me.

- My child is in a safe and welcoming environment where they are cared for, accepted, supported and valued.

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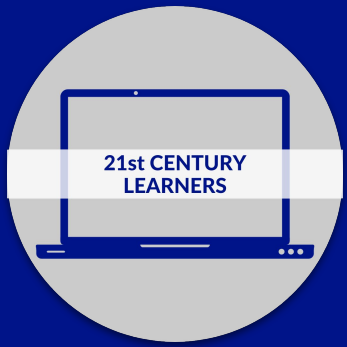
Key Data Source Walkthrough: <u>DDE Survey Reports</u>

The **Desired Daily Experience Survey Reports** are designed to provide parents, staff and the community with access to the results of our survey administered in October.

- Student Survey Report: 3-5
- Student Survey Report: 6-12
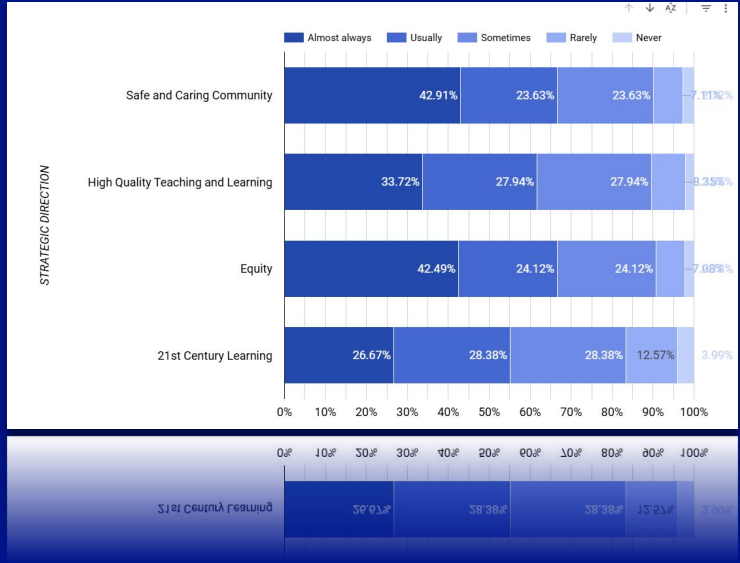- Family Survey Report

PERCEPTIONS DATA

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05:00

Other Kinds of Data & Key Public Data Sources

DATA TYPE	SOURCE	AVAILABILITY	DESCRIPTION
Financial Data *How are school funds spent?*	MN Report Card	PUBLIC LINK	This report shows how much money is spent per student from state/local and federal funds. This report includes funds from general operating spending directly related to delivering E-12 education programs at the selected level (school/district/state).
Engagement & Safety *Are students safe & engaged?*	MN Report Card	PUBLIC LINK	The MN Report Card organizes data from multiple sources to present data on student safety and engagement. This includes data on student experiences from the MN Student Survey, data on student discipline from the Minnesota Department of Education's Disciplinary Incident Reporting System (DIRS)
Staffing Data *Who works here?*	MN Report Card	PUBLIC LINK	This Report provides a profile of staffing at the district and includes information about teacher licensure, student-educator ratios, and other meaningful staff demographics.
Outcomes Data *What happens after students graduate?*	MN SLEDS	PUBLIC LINK	Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of postsecondary education and into the workforce.

Other Kinds of Data & Key Public Data Sources

DATA TYPE	SOURCE	AVAILABILITY	DESCRIPTION
Early Childhood Education *Who are our early learners?*	MN ECLDS	[PUBLIC LINK](#)	This report shows how much money is spent per student from state/local and federal funds. This report includes funds from general operating spending directly related to delivering E-12 education programs at the selected level (school/district/state).
Technology Usage Data *How are our students and staff using Educational Technology?*	VARIOUS	INTERNAL ONLY	We have access to various internal data sources around digital resource and educational technology usage, but we are working to improve our ability to measure impact of these tools and resources.
Academic Grades Data *What are academic grade outcomes by course/grade?*	SIS	INTERNAL ONLY	
Course Enrollment Data *What courses are students taking?*	SIS	INTERNAL ONLY	