

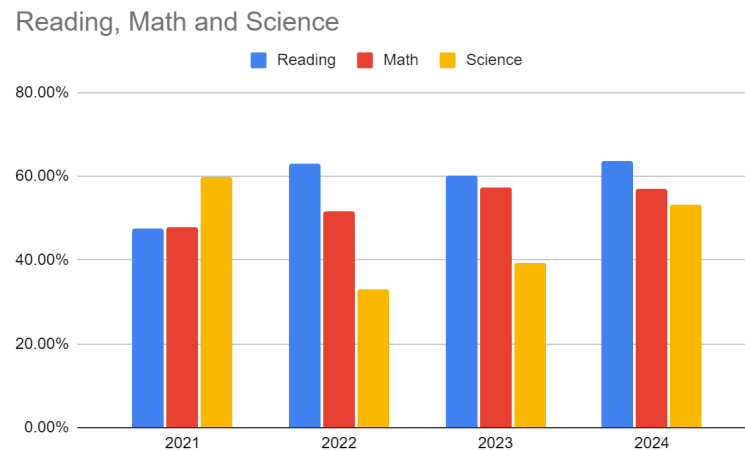
2024 MCA Academic Data Report Crosslake Community School

In 2024 we had a record high of online students in grades 3rd-HS that participated in MCA testing. In 2023, a total of 174 tests were completed. In 2024, 223 MCA tests were administered to students in grades 3rd-HS, out of the 378 possible MCAs that were to be given based on MDE requirements.

This was due largely to having a 0.5FTE DAC as well as a push in communication from teachers and learning coaches AND the education about why we administer and participate in the MCAs as a district/school.

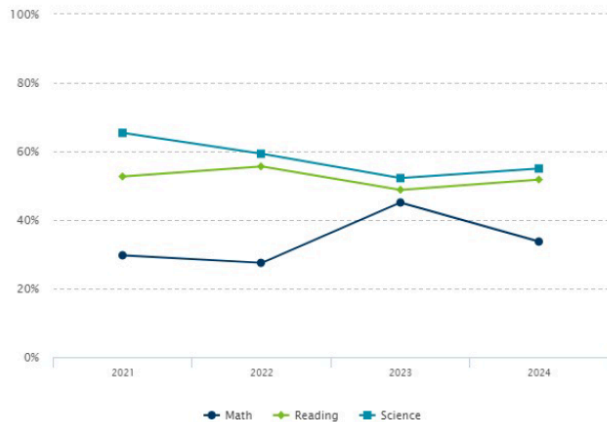
Because of the low participation rates, the data is skewed because families who opted out of testing, as well as those who did show up to test, automatically receive a “does not meet” score, bringing the averages down.

Please keep this information in mind as we view this MCA data. The CCS teams are exploring new and creative options to encourage students to participate in testing, so we can have an accurate snapshot of how we are doing overall. With the new FastBridge universal screening program, as of September 6, 2024, we have had a total of 159/370 (43%) complete their reading screening assessments and 266/370 (72%) complete their math screening assessments. Staff have worked tirelessly to continue to support students in completing their screeners and will do so again for MCAs in the Spring of 2025.



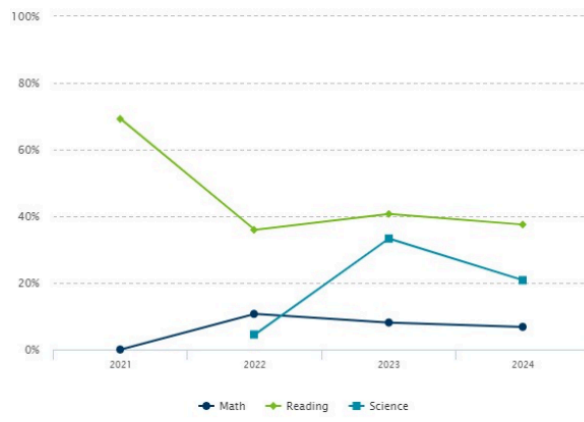
All data and additional detail available on the MN Report Card website: <https://rc.education.mn.gov/>

CCS Seat-Based Program



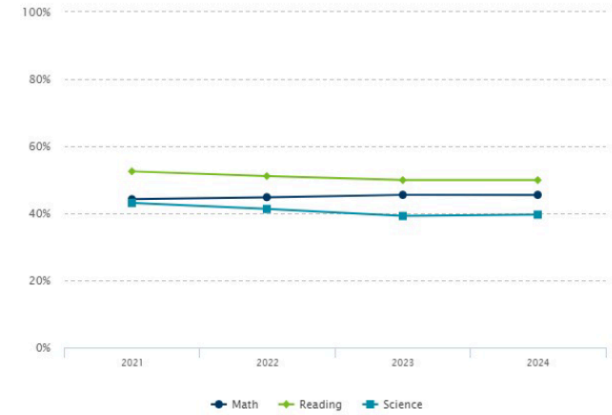
Subject	2021	2022	2023	2024
Math	29.7% (22)	27.5% (25)	45.1% (37)	33.7% (28)
Reading	52.7% (39)	55.6% (50)	48.8% (40)	51.8% (43)
Science	65.4% (17)	59.3% (16)	52.2% (12)	55.0% (11)

CCS Online Program (6-12, K-5 CTSTR)



Subject	2021	2022	2023	2024
Math	0.0% (0)	10.7% (3)	8.1% (3)	6.8% (3)
Reading	69.2% (9)	35.9% (14)	40.7% (11)	37.5% (18)
Science	CTSTR (CTSTR)	4.5% (1)	33.3% (4)	20.8% (5)

STATEWIDE



Subject	2021	2022	2023	2024
Math	44.2% (151,584)	44.8% (184,441)	45.5% (185,123)	45.5% (188,981)
Reading	52.5% (185,577)	51.1% (216,813)	49.9% (207,911)	49.9% (211,896)
Science	43.1% (58,816)	41.3% (71,945)	39.2% (67,348)	39.6% (69,918)

NOTE: These reports include ALL students who were tested (not limited to those who met enrollment criteria as the below data does). We have 3 school sites in the MDE system - Seat-Based K-8, Online K-5, Online 6-12, so these are all reported separately. Students take MCA Math in grades 3-8 and 11, MCA Reading in grades 3-8 and 10, MCA Science in grades 5, 8, and once in HS.

Pivot Tables for 2024 MCA Data

E= exceeds M= meets P= partially meets D= does not meet

of students who moved down across 2 years

of students who stayed the same across 2 years

of students who move up across 2 years

District Wide

Math

Count of ACHIEVEMENTLEVEL C					
Row Labels	D	P	M	E	Grand Total
E			2	4	6
M		2	6	12	22
P		4	11	3	18
D	27	6			33
Grand Total	33	23	17	6	79

Reading

Count of ACHIEVEMENTLEVEL C					
Row Labels	D	P	M	E	Grand Total
E			6	5	11
M		2	2	14	26
P		1	5	11	17
D	16	5	2		23
Grand Total	19	12	33	13	77

Science

Count of ACHIEVEMENTLEVEL						
Row Labels		D	P	M	E (blank)	Grand Total
(blank)		#	22	16	1	49
Grand Total		#	22	16	1	49

CCS Seat-Based

Math

Count of ACHIEVEMENTLEVEL						
Row Labels	D	P	M	E	Grand Total	
E			1	3	4	
M		1	3	10	2	16
P		1	7	3		11
D	17	5				22
Grand Total	19	15	14	5		53

Reading

Count of ACHIEVEMENTLEVEL						Column Labels
Row Labels	D	P	M	E	Grand Total	
E			3	4	7	
M			2	8	18	
P			2	8	10	
D	11	5	2		18	
Grand Total	11	9	21	12	53	

Science

Count of ACHIEVEMENTLEVEL Column Labels						
Row Labels	D	P	M	E (blank)	Grand Total	
(blank)		2	7	10	1	20
Grand Total		2	7	10	1	20

CCS Online K-5

Math

Count of ACHIEVEMENTLEVEL			
Row Labels	D	M	Grand Total
E		1	1
M		1	1
P		1	1
D	3		3
Grand Total	4	2	6

Reading

Count of ACHIEVEMENTLEVEL C			
Row Labels	D	M	Grand Total
E		2	2
M		1	1
D	2		2
Grand Total	3	2	5

Science

Count of ACHIEVEMENTLEVEL				
Row Labels	D	P	M	Grand Total
(blank)	2	2	1	5
Grand Total	2	2	1	5

CCS Online 6th-12th

Math

Count of ACHIEVEMENTLEVEL					
Row Labels	D	P	M	E	Grand Total
E			1		1
M		1	3	1	5
P		2	4		6
D	7	1			8
Grand Total	10	8	1	1	20

Reading

Count of ACHIEVEMENTLEVEL						Column Labels
Row Labels	D	P	M	E	Grand Total	
E				1 1	2	
M			1	6	7	
P			1 3	3	7	
D			3		3	
Grand Total		5	3 10	1	19	

Science

Count of ACHIEVEMENTLEVEL Co				
Row Labels	D	P	M (blank)	Grand Total
(blank)	6	13	5	24
Grand Total	6	13	5	24

All data and additional detail available on the MN Report Card website: <https://rc.education.mn.gov/>

North Star Academic Progress (Growth)

MATH

Seat-based: 18.5% (10/54) Improved, 37% (20/54) Maintained, 44.4% (24/54) Decreased or stayed “does not meet standards”

Online 3-5 and 6-12: Data not available

READING

Seat-based: 40.7% (22/54) Improved, 27.8% (15/54) Maintained, 31.5% (17/54) Decreased or stayed “does not meet standards”

Online 3-5 and 6-12: Data not available

North Star Academic Achievement (Proficiency)

MATH (Students who met enrollment criteria*)

Seat-based: 32.5% (26/80) Proficient

Online 6-12: 1.7% (2/115)

No students in Online 3-5 met enrollment criteria to be included in the counts, CTSTR even if all students included.*

READING (Students who met enrollment criteria*)

Seat-based: 48.8% (39/80) Proficient

Online 6-12: 16.7% (14/84) Proficient

No students in Online 3-5 met enrollment criteria to be included in the counts, CTSTR even if all students included.*

**Only students who “met enrollment criteria” were included in these data. This means that they were enrolled in CCS for at least 6 months prior to the test date.*

SCIENCE (ALL students, “met enrollment criteria” data not used for Science)

Seat-based: 55% (11/20) Proficient

Online 6-12: 208% (5/24)

Online 5: CTSTR

PROGRESS on OSPREY WILDS CONTRACT GOALS

In our FY23 Academic Evaluation, we earned 101/96 possible points (105%), compared to 97% earned through FY22. We earned 74/78 (95%) of our growth indicator points in FY23, when looking at STAR and MCA proficiency and growth of scores of students. CCS is currently in the process of rewriting our STAR goals to fit the needs of transitioning to FastBridge to be in compliance with the Minnesota READ Act and Minnesota READ Act 2.0 legislation that was passed Spring 2024.

Link to Academic Goal Progress document with detail on all contract goals:

<https://docs.google.com/spreadsheets/d/1xCqaH1sLduJUln-zvhb5AultpN9-eWKW9kOmPsPYWLI/edit?usp=sharing>

NOTE: Several of these goals will be calculated “in aggregate,” which means that this is just the first year of data that will be included in the aggregate. EXCEEDS/MET/NOT MET status indicates whether our current data puts us on track to exceed, meet, or not.

Disclaimer: This is the District Assessment Coordinator, Abi Swenson’s, best effort, actual goal progress, points, and attainment will be calculated and determined by Osprey Wilds.

Also, please note that the numbers of students included in this year’s goals are somewhat limited. For Growth, keep in mind that we didn’t have any testing in 2020, and less-than-optimal testing conditions in 2021, so only 67 total students were included in the data.

CTSTR = Count Too Small To Report

GROWTH

	FY22	FY23	FY24
Measure 3.1 [CCR] – 1 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.	STATE: 20.2% CCS: 35.8% EXCEEDS x 1.5	STATE: 18.0% CCS: 21.0% MET	STATE: 19.1% CCS: 32.9% EXCEEDS x 1.5

Note: This goal is district-level (includes seat-based and online together)

	FY22	FY23	FY24
Measure 3.2 [CCR] – 2 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.	STATE: 36.8% CCS: 34.3% MET	STATE: 42.0% CCS: 37.1% MET	STATE: 39% CCS: 32.9% MET

Note: This goal is district-level (includes seat-based and online together)

	FY22	FY23	FY24
Measure 4.1 [CCR] – 1 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.	STATE: 18.7% CCS: 13.4% APPROACHES x .5	STATE: 14.6%% CCS: 35.0%% EXCEEDS x 1.5	STATE: 14.2% CCS: 14.5% MET

Note: This goal is district-level (includes seat-based and online together)

	FY22	FY23	FY24
Measure 4.2 [CCR] – 2 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.	STATE: 40.0% CCS: 58.2% NOT MET	STATE: 41.5% CCS: 20.0% EXCEEDS x 1.5	STATE: 43.6 CCS: 53.9 NOT MET

Note: This goal is district-level (includes seat-based and online together)

PROFICIENCY

	FY22	FY23	FY24
Measure 5.1 [RG3] – 1 Point: READING From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in grade 3 will increase from the baseline proficiency index score (FY21 baseline: 19.6) OR will be greater than that of the state for the same grade (3).	STATE: 56.8 CCS: 52.9 Baseline 33.3 EXCEEDS by criteria of being greater than FY21 baseline	STATE: 56% CCS: 44.1% EXCEEDS	TBD pending proficiency index data
Measure 5.2 [CCR] – 3 Points: READING From FY22 to FY24, the school's aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 66.7) OR will be equal to or greater than that of the state for the same grades (4-8).	STATE: 62.2 CCS: 68.1 EXCEEDS by criteria of being	STATE: 61.2% CCS: 67.1% EXCEEDS	TBD pending proficiency index data

	greater than the state x 1.5		
Measure 5.3 [AGC] –READING 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 42.3 CCS: 60 EXCEEDS x 1.5	STATE: 44.5% CCS: 63.6% EXCEEDS	TBD pending proficiency index data
Measure 5.4 [AGC] – 1 Point: READING From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 35.2 CCS: 52.4 EXCEEDS x 1.5	STATE: 33.5% CCS: 35% MET	TBD pending proficiency index data
Measure 5.5 [CCR] – 4 Points: READING From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 3-8 and 10 will increase each year from the baseline proficiency index score (FY22 baseline = 57.9) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 10) each year. If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.	Comparison: TBD CCS: 57.9 Goal Status TBD	STATE: 53% CCS: 59.1% MET	TBD pending proficiency index data
Measure 5.6 [AGC] – 1 Point: READING From FY22 to FY24, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 10). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.	Comparison: TBD CCS: 33.3 Goal Status TBD	STATE: 46.1% CCS: 30% NOT MET	TBD pending proficiency index data
Measure 5.7 [AGC] – 1 Point: READING From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 10). If CCS has no students in a given grade, those grades will not be included in the comparison schools data.	Comparison: TBD CCS: 31.3 Goal Status TBD	STATE: 38.4% CCS: 20% NOT MET	TBD pending proficiency index data
Measure 6.1 [CCR] – 4 Points: MATH From FY22 to FY24, the school's aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 40.0) OR will be equal to or greater than that of the state for the same grades (3-8).	CCS Above baseline at 41.9 MET	CCS: 57.4% EXCEEDS	TBD pending proficiency index data

Measure 6.2 [AGC] – 1 Point: MATH From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 35.8 CCS: 34.3 APPROACHES x .5	STATE: 40.3% CCS: 51.1% MET	TBD pending proficiency index data
Measure 6.3 [AGC] – 1 Point: MATH From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 35.0 CCS: 42.9 MET	STATE: 34.7% CCS: 42.5% MET	TBD pending proficiency index data
Measure 6.4 [CCR] – 4 Points: MATH From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 3-8 and 11 will increase each year from the baseline proficiency index score (FY22 baseline = 25.9) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 11) each year. If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.	Comparison: TBD CCS: 25.9 Set FY22 Baseline at 4.5%	STATE: 26.3% CCS: 21% MET	TBD pending proficiency index data
Measure 6.5 [AGC] – 1 Point: MATH From FY22 to FY24, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 11). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.	Comparison: TBD CCS: 4.5 Goal Status TBD	STATE: 20.8% CCS: 15.6% NOT MET	TBD pending proficiency index data
Measure 6.6 [AGC] – 1 Point: MATH From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 11). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.	Comparison: TBD CCS: 16.7 Goal Status TBD	STATE: 18.4% CCS: 26.6% MET	TBD pending proficiency index data
Measure 7.1 [CCR] – 4 Points: SCIENCE From FY22 to FY24, the school's aggregate proficiency index score for seat based students in grades 5 & 8 will maintain or increase each year from the baseline proficiency index score (2021 baseline: 54.0) OR will be equal to or greater than that of the state for the same grades (5, 8).	STATE: 53.5 CCS: 68.5 EXCEEDS x1.5	STATE: 51.8% CCS: 67.4% EXCEEDS x1.5	TBD pending proficiency index data
Measure 7.2 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat based students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the state for the same student group and the same	STATE: 54.2 CCS: 33.5 EXCEEDS x1.5	STATE: 35% CCS: 67.4% EXCEEDS x1.5	TBD pending proficiency index data

grades (5, 8).			
Measure 7.3 [AGC] – 1 Point: SCIENCE From FY22 to FY24, the school's aggregate proficiency index score for seat based students in the Special Education student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).	STATE: 33.4 CCS: 12.5 NOT MET	STATE: 33.1% CCS: 57.1% MET	TBD pending proficiency index data
Measure 7.4 [CCR] – 4 Points: SCIENCE From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 5, 8 and High School will increase each year from the baseline proficiency index score (FY22 baseline = 37.0) OR will be equal to or greater than the average of the comparison online schools* for the same grades (5, 8 & High School) each year. If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.	Compare: TBD CCS: 37 Set FY22 Baseline at 37	STATE: 41.7% CCS: 50% EXCEEDS x1.5	TBD pending proficiency index data
Measure 7.5 [AGC] – 1 Point: SCIENCE From FY22 to FY24, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools* for the same student group and the same grades (5, 8 & High School). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.	Compare: TBD CCS: 12.5 GOAL TBD	STATE: 36.7% CCS: 13.2% NOT MET	TBD pending proficiency index data
Measure 7.6 [AGC] – 1 Point: SCIENCE From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & High School). If CCS has no students in a given grade, those grades will not be included in the comparison schools data.	Compare: TBD CCS: 25.0 GOAL TBD	STATE: 37.2 CCS: 0% NOT MET	TBD pending proficiency index data