

Study Session
Monday, October 3, 2022 6:30 PM

Saint Peter Middle School-Media Center
100 Lincoln Dr.
SAINT PETER, MN 56082

Agenda

- I. **Call Meeting to Order**
- II. **Consideration and Adoptions of Agenda**
- III. **Annual Report on Student Achievement**
- IV. **Upcoming Meetings of the School Board** Joint City Council/School Board Meeting
Wednesday, October 5, 2022
5:30PM
SPCC-Governor's Room
- V. Education Committee
Tuesday, October 11, 2022
1:00PM
DO
- VI. Business Committee
Wednesday, October 12, 2022
4:00PM
DO
- VII. Regular Board Meeting
Monday, October 17, 2022
6:30PM
SPCC-Governor's Room
- VIII.
- IX. **Adjournment**



ADDENDUM

STUDY SESSION
Monday, October 3, 2022
SPMS-Media Center
6:45 PM

III. Annual Report on Student Achievement
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Topic: Annual Report on Student Achievement

Background: Each year the school district engages in regular and ongoing data collection and reporting to stakeholders regarding student achievement. The Annual Report on Student Assessment is a local report that identifies student performance on various assessments that are administered throughout the district.

At tonight's study session, a brief review of standardized and other testing and assessment tools will be covered, along with a discussion on Saint Peter results.



ANNUAL REPORT

on Student Achievement

2021-2022 School Year

About this report

The 2021-2022 Annual Report on Student Achievement is prepared by the District 508 Administrative Team to inform residents about progress in student learning based on standardized assessments.

Each summer, key elements of this report are reviewed by the school district's leadership teams, and the report is presented to the School Board. A copy of the report is available on the school district website (www.stpeterschools.org).

This report contains descriptions of the tests used to assess student achievement and student results on state and nationally norm-referenced tests. Also included is the assessment schedule for the 2022-2023 school year.

For more information about this report, including specific results on any district assessment, please contact Superintendent of Schools Bill Gronseth at (507) 934-5703.

Description of tests used to assess student achievement

District 508 uses a variety of tests to measure student achievement and performance, determine student ability and evaluate curriculum. The following is a list of the district's tests and each measure.

- Minnesota Comprehensive Assessments (MCA-III) – The MCAs are state-developed tests in reading for students in grades 3-8 and 10, math for students in grades 3-8 and 11, and science for students in grades 5, 8, and high school. The MCAs are used to measure individual student achievement and as a systems accountability assessment. **(Pages 7-11)**
- Assessing Comprehension and Communication in English State to State (ACCESS for ELLs) – This test addresses the academic English language proficiency (ELP) standards at the core of the World-Class Instructional Design and Assessment (WIDA) Consortium's approach to instructing and evaluating the progress of English Language Learners (ELLs). **(Page 12)**
- Minnesota Test of Academic Skills (MTAS-III) – The MTAS, based on alternate achievement standards, is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum. **(Page 13)**
- The ACT® is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. **(Page 14)**
- FastBridge Learning - FastBridge is a comprehensive assessment system with both Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) to rapidly screen, diagnose, monitor, and inform math and reading instruction to provide actionable data for teachers. FastBridge also has a screening call called mySAEBRS. mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those at risk for social-emotional behavior (SEB) problems. **(Appendix A, B, and C)**

North Star Report - Minnesota's Accountability and Recognition Metric

The North Star system uses five indicators. When identifying schools and districts, these are organized into three stages. Stage 1 looks at math achievement, reading achievement, and progress toward English language proficiency. Stage 2 looks at math and reading progress in elementary and middle schools, four-year and seven-year graduation rates in high schools, and all four indicators in districts. Stage 3 looks at consistent attendance.

The Minnesota Department of Education will use the results from the North Star Report to focus on schools and districts in a wide range of areas. Though the department of education will begin with the indicators used to identify schools and districts for support, they have expanded to recognize success in other areas. This information will come out later. There is a chance that some buildings in our district will again receive recognition for achievement in the top 5% of schools in one or more areas of the North Star report. Some schools in the Big South Conference did get placed on the accountability list. No schools in Saint Peter Public Schools were placed on the accountability list.

Stage 1

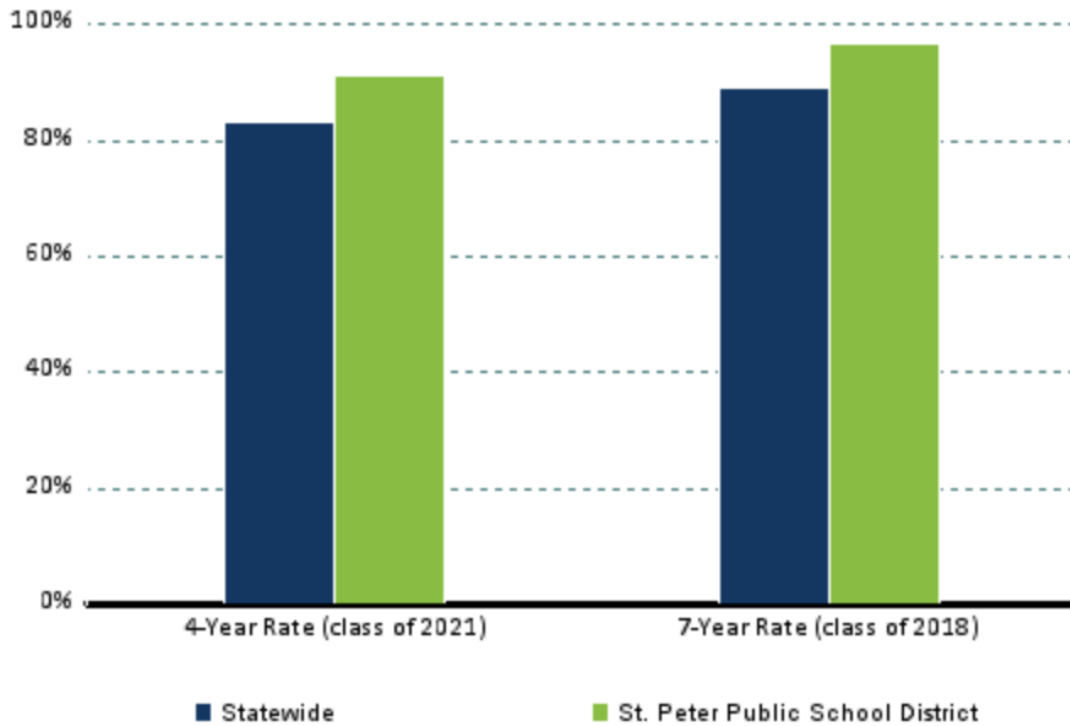
<u>Academic Achievement</u>							<u>Progress Toward English Language Proficiency</u>																																								
<p>These are the students who have met or exceeded standards on state tests.</p> <p>All students who meet enrollment criteria are included, whether or not they have a valid score.</p>							<p>"Index" is the average amount of progress English learners made toward their individual goals on a test of English language proficiency.</p> <p>"Meeting" is the percentage of English learners who reached or went past their target.</p>																																								
<table border="1"> <thead> <tr> <th>Organization</th> <th>Math Rate</th> <th>Math Numerator Count</th> <th>Math Count</th> <th>Reading Rate</th> <th>Reading Numerator Count</th> <th>Reading Count</th> </tr> </thead> <tbody> <tr> <td>Statewide</td> <td>41.72%</td> <td>181,589</td> <td>435,192</td> <td>48.63%</td> <td>213,515</td> <td>439,054</td> </tr> <tr> <td>St. Peter Public School District</td> <td>49.57%</td> <td>525</td> <td>1,059</td> <td>48.73%</td> <td>518</td> <td>1,063</td> </tr> </tbody> </table>							Organization	Math Rate	Math Numerator Count	Math Count	Reading Rate	Reading Numerator Count	Reading Count	Statewide	41.72%	181,589	435,192	48.63%	213,515	439,054	St. Peter Public School District	49.57%	525	1,059	48.73%	518	1,063	<table border="1"> <thead> <tr> <th>Organization</th> <th>ELP Index</th> <th>ELP Index Count</th> <th>EL Meeting Target</th> <th>EL Meeting Target Count</th> </tr> </thead> <tbody> <tr> <td>Statewide</td> <td>53.09</td> <td>60,355</td> <td>27.91%</td> <td>16,851</td> </tr> <tr> <td>St. Peter Public School District</td> <td>53.61</td> <td>119</td> <td>36.97%</td> <td>44</td> </tr> </tbody> </table>					Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count	Statewide	53.09	60,355	27.91%	16,851	St. Peter Public School District	53.61	119	36.97%	44
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Stage 2

Graduation

Only four- and seven-year rates are included in accountability calculations.

The 2022 identification year calculation combines data from 2021, 2020, and 2019, assigning equal weight to all years.

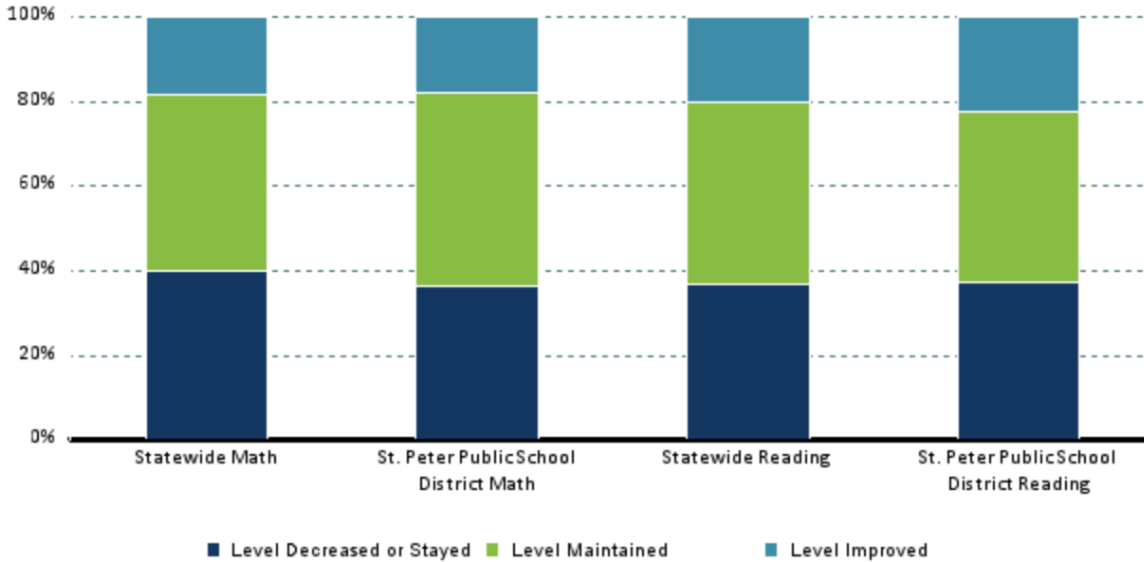


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numerator Count</u>	<u>4-Year Denominator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numerator Count</u>	<u>7-Year Denominator Count</u>
Statewide	83.33%	57,137	68,567	88.96%	59,643	67,047
St. Peter Public School District	91.05%	173	190	96.77%	150	155

Academic Progress

Academic progress measures whether students' achievement levels are improved or maintained. The Average Progress Score in the table uses points generated based on changes in achievement levels and is the number used when identifying schools for support.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



<u>Subject</u>	<u>Organization</u>	<u>Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate</u>	<u>Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count</u>	<u>Achievement Level Maintained Rate</u>	<u>Achievement Level Maintained Count</u>	<u>Achievement Level Improved Rate</u>	<u>Achievement Level Improved Count</u>	<u>Average Progress Score</u>
Math	Statewide	39.98%	96,749	41.78%	101,083	18.24%	44,136	2.16
Math	St. Peter Public School District	36.59%	251	45.77%	314	17.64%	121	2.17
Reading	Statewide	36.78%	90,144	42.99%	105,374	20.23%	49,599	2.33
Reading	St. Peter Public School District	37.25%	257	40.58%	280	22.17%	153	2.43

Academic Progress Points

The table below is actually used for calculating the average progress score for each school and district for identification purposes. Each cell represents the multiplier used in the accountability calculation.

<u>Last Year Status</u>	<u>This Year Does Not Meet</u>	<u>This Year Partially Meets</u>	<u>This Year Meets</u>	<u>This Year Exceeds</u>
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

Math Academic Progress

The table below represents the total number of students represented in each cell used for accountability.

<u>Last Year Status</u>	<u>This Year Does Not Meet</u>	<u>This Year Partially Meets</u>	<u>This Year Meets</u>	<u>This Year Exceeds</u>
Exceeds	0	1	34	74
Meets	5	34	150	40
Partially Meets	24	90	43	1
Does Not Meet	153	31	6	0

Reading Academic Progress

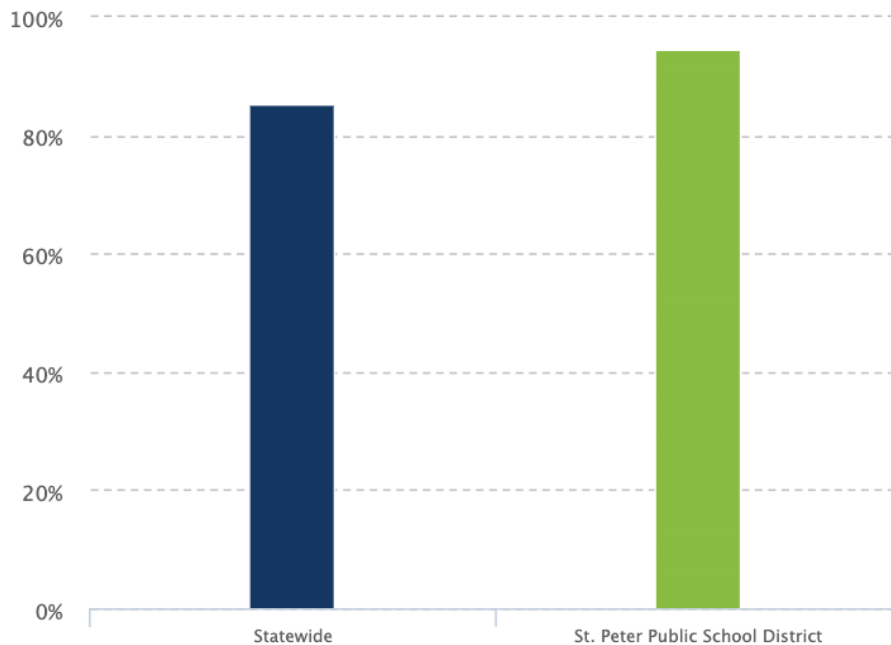
The table below represents the total number of students represented in each cell used for accountability.

<u>Last Year Status</u>	<u>This Year Does Not Meet</u>	<u>This Year Partially Meets</u>	<u>This Year Meets</u>	<u>This Year Exceeds</u>
Exceeds	0	1	27	55
Meets	7	46	165	38
Partially Meets	33	60	48	1
Does Not Meet	143	54	12	0

Stage 3

Consistent Attendance

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.



	Statewide	St. Peter Public School District
Consistent attendance	85.3%	94.6%
Count consistently attending	678,119	1,904
Total	794,846	2,013

Values calculated include three consecutive years of data. Since none of the assessments were administered in the spring of 2020 because of the pandemic, the next year the North Star report will be the summer of 2023.

SPPS Proficiency Levels Sees Increased Loses in Various Grades Tested

The percentage of District 508 students who scored proficient on the state reading, math, and science tests exceeded the statewide averages in 10 out of 17 grades tested in spring 2022, according to the results of all accountability tests released by the Minnesota Department of Education. In the spring of 2021, only 4 of 17 grades tested exceeded State proficiency averages.

The MCA or MTAS is given each year to students statewide in grades 3-8 (reading and math), grades 5, 8, and high school (science), grade 10 (reading), and grade 11 (math). In high school science, third and fourth-grade math, students performed very well as results bested the state average by double digits in those subjects. District 508 students participate in MCA/MTAS assessments at a higher rate than other districts, as our students are 5% higher than state combined participation rates. About 7% of all students did not take the tests this year across Minnesota, and the participation rate varied by student group and grade level. Only 3% opted out in 2019, and the tests were not administered in 2020. Results for individual students will be mailed to parents in the fall.

The MCA/MTAS measures student performance on the Minnesota Academic Standards, which define what students should know and be able to do in a particular grade. Students earn a score that falls into one of four achievement levels: 1) does not meet the standards, 2) partially meets the standards, 3) meets the standards, and 4) exceeds the standards. Students who meet or exceed the standards are considered proficient in the subject area.

2022 MCA/MTAS Math – % of Students Proficient or Better

Grade	3	4	5	6	7	8	11
District 508	75.8%	76.4%	37%	44.4%	36.6%	50.3%	45.2%
Statewide (2022 #s)	59.8%	57.1%	37.7%	39.9%	38.1%	40.7%	37%
Difference	+16%	+19.3%	-0.7%	+4.5%	-1.5%	+9.6%	+8.2%

2022 MCA/MTAS Reading – % of Students Proficient or Better


Grade	3	4	5	6	7	8	10
District 508	55%	52.5%	56.7%	52%	42.2%	47%	55.2%
Statewide (2022 #s)	48.8%	50.3%	59.9%	55.1%	46%	46.9%	55.7%
Difference	+6.2%	+2.2%	-3.2%	-3.1%	-3.8%	+0.1%	-0.5%

2022 MCA/MTAS Science – % of Students Proficient or Better

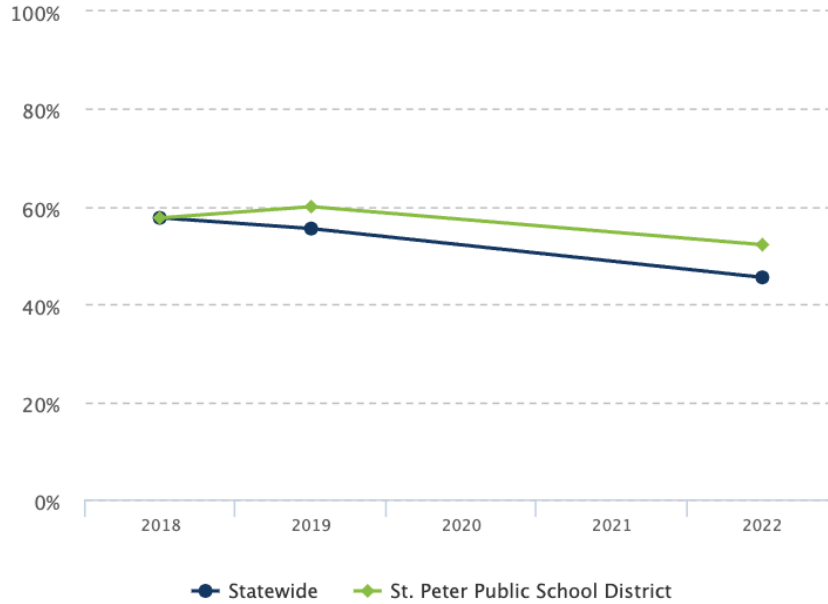
Grade	5	8	High School
District 508	48%	34.9%	62.3%
Statewide (2022 #s)	50%	29.2%	45.6%
Difference	-2%	+5.7%	+16.7%

The following **three** graphs show the percentages of District 508 students who scored proficient on all accountability tests in math, reading, and science over the **last five years**.

MATH

 Due to COVID-19, no summarized assessment data is available for 2020

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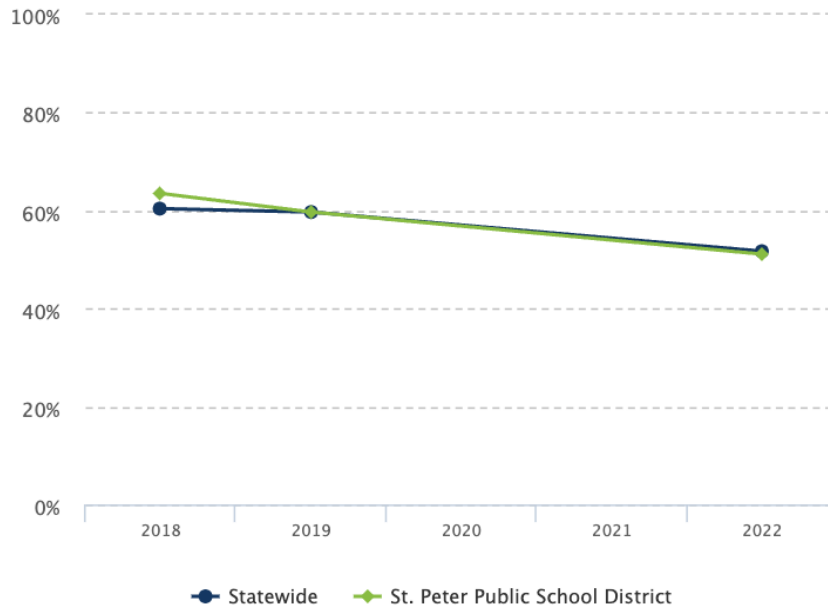


Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2018	57.7%	255,520	442,649
Statewide	2019	55.5%	244,676	440,933
Statewide	2020	N/A	N/A	N/A
Statewide	2021	N/A	N/A	N/A
Statewide	2022	45.5%	181,579	399,420
St. Peter Public School District	2018	57.7%	647	1,122
St. Peter Public School District	2019	60.0%	687	1,145
St. Peter Public School District	2020	N/A	N/A	N/A
St. Peter Public School District	2021	N/A	N/A	N/A
St. Peter Public School District	2022	52.2%	525	1,005

READING

! Due to COVID-19, no summarized assessment data is available for 2020

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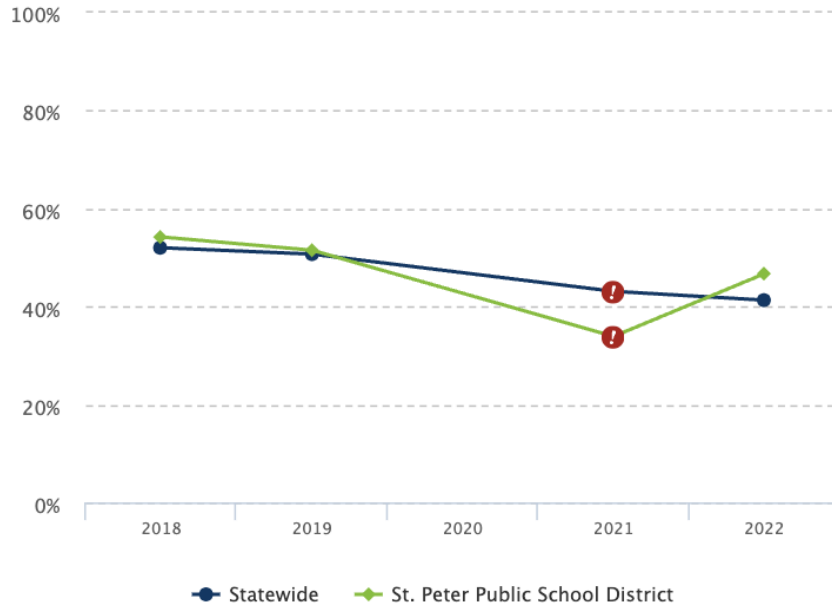


Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2018	60.4%	270,215	447,484
Statewide	2019	59.7%	267,398	448,000
Statewide	2020	N/A	N/A	N/A
Statewide	2021	N/A	N/A	N/A
Statewide	2022	51.7%	213,485	412,542
St. Peter Public School District	2018	63.5%	730	1,149
St. Peter Public School District	2019	59.7%	695	1,164
St. Peter Public School District	2020	N/A	N/A	N/A
St. Peter Public School District	2021	N/A	N/A	N/A
St. Peter Public School District	2022	51.1%	517	1,011

SCIENCE

! Due to COVID-19, no summarized assessment data is available for 2020

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Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2018	52.0%	98,588	189,761
Statewide	2019	50.7%	96,164	189,542
Statewide	2020	N/A	N/A	N/A
Statewide	2021	43.1%	58,816	136,351
Statewide	2022	41.3%	71,945	174,006
St. Peter Public School District	2018	54.2%	258	476
St. Peter Public School District	2019	51.5%	274	532
St. Peter Public School District	2020	N/A	N/A	N/A
St. Peter Public School District	2021	33.9%	123	363
St. Peter Public School District	2022	46.7%	202	433

Cohort Trends - Percentage of students who are proficient on the MCA/MTAS tests

MATH

	2017	2018	2019	2020	2021	2022
Grade 3 Math MCA/MTAS	78.1%	72%	78.5%	N/A	72.8%	75.8%
Grade 4 Math MCA/MTAS	71.5%	79.2%	65.1%	N/A	54.5%	74.3%
Grade 5 Math MCA/MTAS	52.2%	39.8%	66%	N/A	40.8%	42.2%
Grade 6 Math MCA/MTAS	60.8%	44.1%	47.9%	N/A	31.1%	44.6%
Grade 7 Math MCA/MTAS	63.2%	57.3%	48.6%	N/A	39.7%	36.6%
Grade 8 Math MCA/MTAS	57.4%	58.5%	60.7%	N/A	36.7%	50.0%
Grade 9 Math MCA/MTAS	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 Math MCA/MTAS	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 Math MCA/MTAS	58.3%	51%	48.8%	N/A	37.1%	44.2%

READING

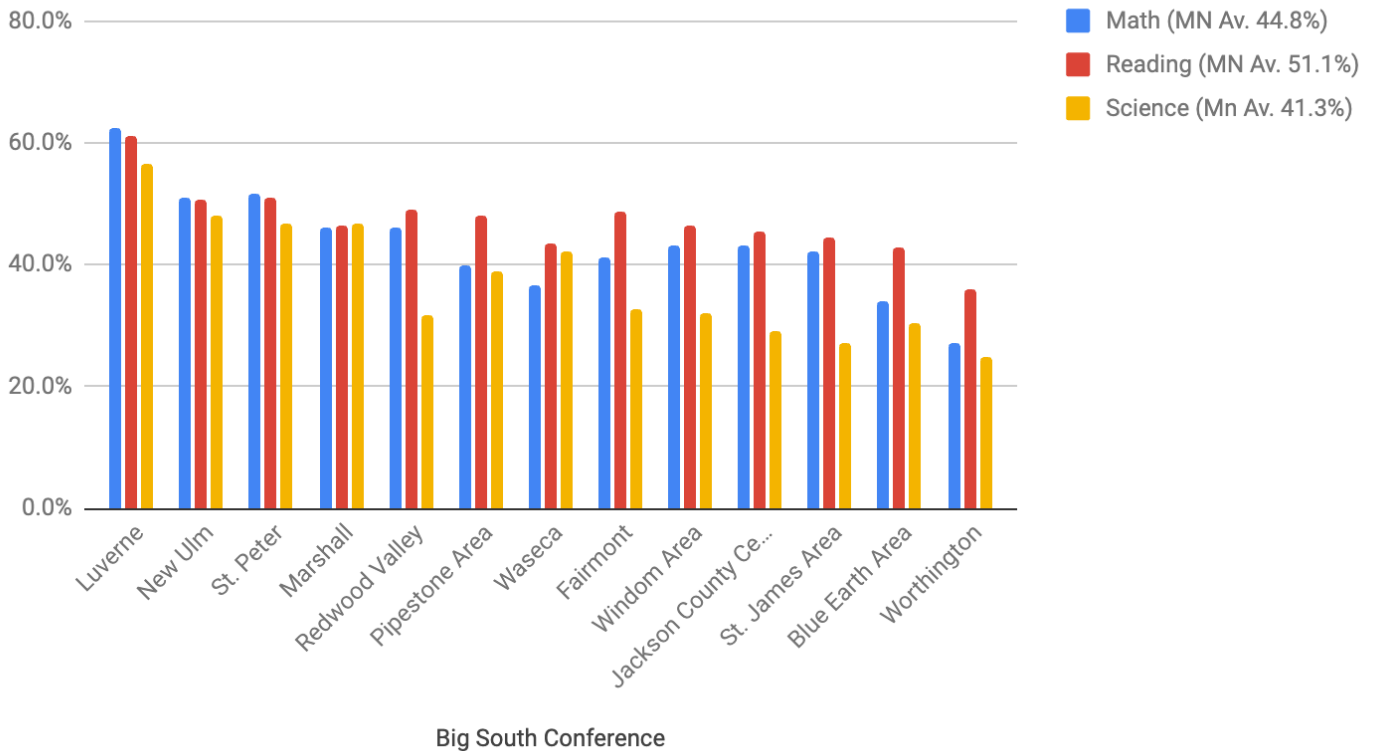
	2017	2018	2019	2020	2021	2022
Grade 3 Reading MCA	64.9%	59.2%	68.9%	N/A	46.9%	55%
Grade 4 Reading MCA	60.3%	68.2%	51.4%	N/A	45.5%	51%
Grade 5 Reading MCA	68.6%	63.1%	64.2%	N/A	54.3%	56.2%
Grade 6 Reading MCA	71.5%	61.5%	56.4%	N/A	42.4%	51.9%
Grade 7 Reading MCA	55.9%	66.1%	50.3%	N/A	48.7%	41.7%
Grade 8 Reading MCA	57.4%	59.1%	61.7%	N/A	48.2%	47.1%
Grade 9 Reading MCA	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 Reading MCA	51.4%	67.3%	61%	N/A	62.7%	56.8%

SCIENCE

	2017	2018	2019	2020	2021	2022
Grade 5 Science MCA	64.8%	56.9%	50.6%	N/A	34.9%	48.0%
Grade 8 Science MCA	45.5%	44.4%	46.5%	N/A	25.7%	34.9%
Grade 10 Science MCA	54.4%	62.3%	55.2%	N/A	52.6%	62.3%

Big South Conference MCA/MTAS Ranking

Big South Conference 2022 Academic Proficiency



Big South Conference, Exemplar, and Similar Districts

Big South Conference	Math (MN Av. 44.8%)	Reading (MN Av. 51.1%)	Science (Mn Av. 41.3%)	Overall (?)
Luverne	62.3%	61.2%	56.5%	60.0%
New Ulm	51.0%	50.5%	48.1%	49.9%
St. Peter	51.6%	51.0%	46.7%	49.8%
Marshall	46.0%	46.5%	46.6%	46.4%
Redwood Valley	46.1%	49.0%	31.8%	42.3%
Pipestone Area	39.9%	48.1%	38.9%	42.3%
Waseca	36.7%	43.6%	42.2%	40.8%
Fairmont	41.2%	48.6%	32.6%	40.8%
Windom Area	43.0%	46.4%	31.9%	40.4%
Jackson County Central	43.0%	45.3%	29.0%	39.1%
St. James Area	42.3%	44.3%	27.1%	37.9%
Blue Earth Area	34.0%	42.8%	30.4%	35.7%
Worthington	27.2%	36.0%	25.0%	29.4%
Exemplar Districts				
	Math	Reading	Science	Overall
Minnetonka	72.6%	73.3%	70.5%	72.1%
Edina	67.0%	73.2%	63.1%	67.8%
Westonka	68.8%	73.2%	60.4%	67.5%
Mahtomedi	69.1%	68.8%	61.6%	66.5%
St. Peter	51.6%	51.0%	46.7%	49.8%
Similar Districts				
	Math	Reading	Science	
St. Peter	51.6%	51.0%	46.7%	49.8%
Detroit Lakes	44.8%	54.1%	49.9%	49.6%
Cloquet	39.4%	54.0%	34.2%	42.5%
Glencoe-Silver Lake	40.2%	49.1%	33.8%	41.0%
Owatonna	42.2%	47.3%	32.0%	40.5%
Albert Lea	36.6%	40.4%	35.4%	37.5%

SPPS English Learners are considerably above the state average with Language Acquisition

The ACCESS for ELLs and Alternate ACCESS for ELLs are the assessments developed by the WIDA consortium and administered to English learners to measure progress toward meeting Minnesota’s standards for English language development, developed by the WIDA consortium.

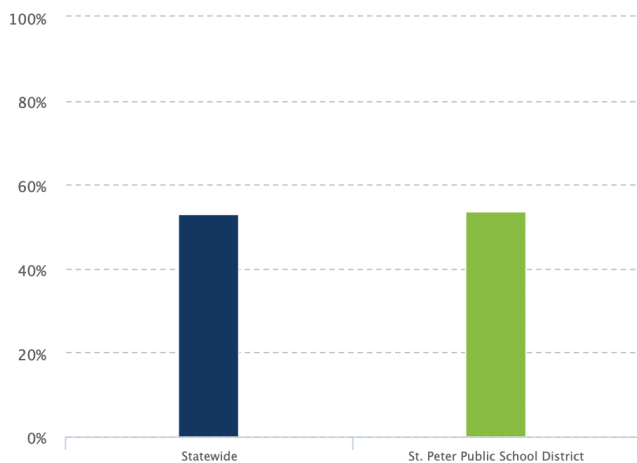
Most English learners will take the ACCESS for ELLs, but English learners who received special education services and met the participation guidelines may take the Alternate ACCESS for ELLs.

Saint Peter Public Schools has five licensed ELL teachers teaching language acquisition skills. Language acquisition has two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of the home language. Babies listen to the sounds around them, imitate them, and eventually start producing words. Second-language acquisition assumes knowledge of a first language. It encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

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.

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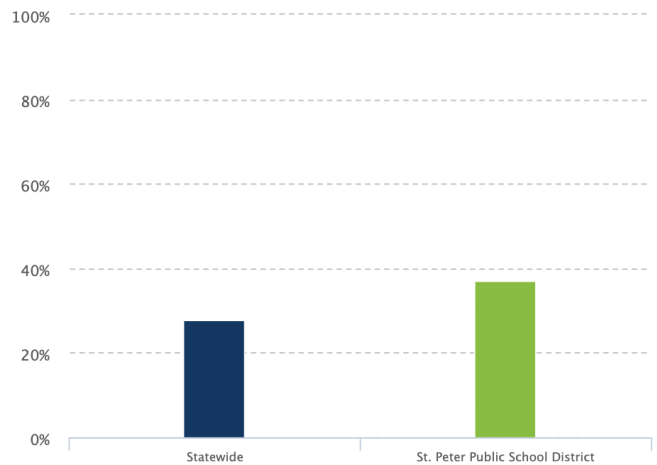


	Statewide	St. Peter Public School District
Average progress toward target	53.1%	53.6%
Total	60,355	119

Percent of ELs meeting target

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

[Export to PDF](#)



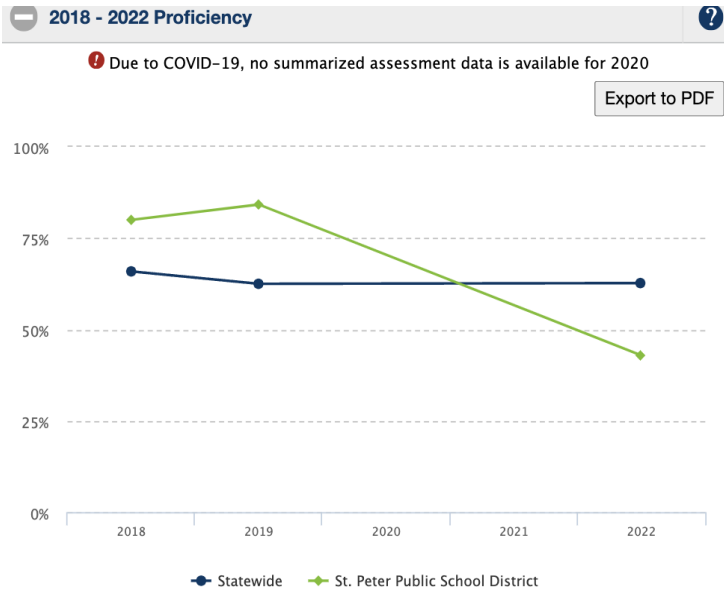
	Statewide	St. Peter Public School District
Percent EL meeting target	27.9%	37.0%
Count EL meeting target	16,851	44
Total	60,355	119

Learning Benchmarks for All Students

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. It is part of the Minnesota assessment program.

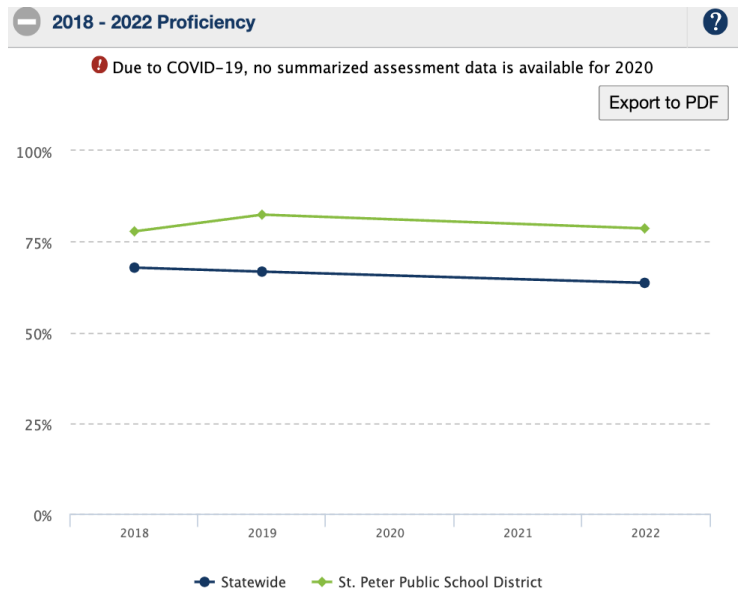
The MTAS is administered to students in the subjects of math, reading, and science. In 2022, 42.9% of the students who took the math MTAS met or exceeded proficiency. In reading, 78.6% of our students met proficiency. (No science MTAS scores were calculated as a low number of students took the assessment in grades 5, 8, and HS.)

MATH



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2018	65.9%	4,012	6,090
Statewide	2019	62.5%	3,836	6,140
Statewide	2020	N/A	N/A	N/A
Statewide	2021	N/A	N/A	N/A
Statewide	2022	62.7%	3,327	5,308
St. Peter Public School District	2018	80.0%	12	15
St. Peter Public School District	2019	84.2%	16	19
St. Peter Public School District	2020	N/A	N/A	N/A
St. Peter Public School District	2021	N/A	N/A	N/A
St. Peter Public School District	2022	42.9%	6	14

READING



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2018	67.8%	4,142	6,105
Statewide	2019	66.7%	4,120	6,179
Statewide	2020	N/A	N/A	N/A
Statewide	2021	N/A	N/A	N/A
Statewide	2022	63.6%	3,396	5,337
St. Peter Public School District	2018	77.8%	14	18
St. Peter Public School District	2019	82.4%	14	17
St. Peter Public School District	2020	N/A	N/A	N/A
St. Peter Public School District	2021	N/A	N/A	N/A
St. Peter Public School District	2022	78.6%	11	14

SPPS Offers the ACT to All Juniors

Minnesota students in the class of 2021 earned an average composite score of 21.6 on the ACT college readiness exam. This score is 0.3 percentage points higher than the class of 2020. While Minnesota typically sees a participation rate of at least 90% on the ACT, just 60% of students in the graduating class of 2021 completed the exam. This is largely because the COVID-19 pandemic severely impacted the class of 2021's junior and senior years, the time when many students take the ACT. Nationally, 35% of 2021 high school graduates took the ACT, compared to 49% of the class of 2020. The average composite score nationwide was 20.3, a 0.3 percentage point drop from the class of 2020.

Based on the data from the last five years, Saint Peter students achieved the highest scores in all areas during the 2022 ACT testing window.

SPPS ACT Average Scores

Testing Year	Number of Students Tested	English	Math	Reading	Science	SPPS Composite	MN Composite
2018	142	19.4	20.3	20.3	20.2	20.2	21.3
2019	142	18.9	20	21.1	21	20.3	21.4
2020	148	18	20.1	20.9	20	19.9	21.3
2021	86	19	20	21.3	19.9	20.2	21.6
2022*	140	19.5	20.3	22.4	21.1	20.9	NA

Minnesota schools continue to rank top 5 in the states who have >90% of the student population in grades 11-12 take ACT for reporting. There are only 17 states that require this level of participation.

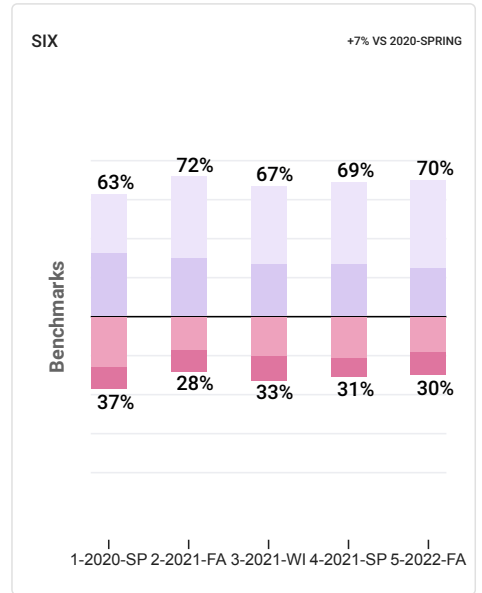
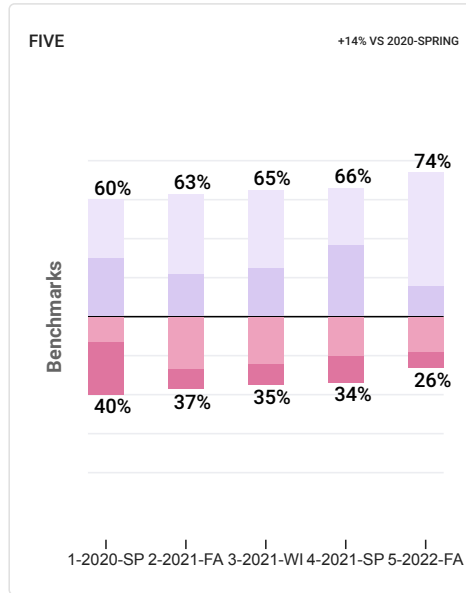
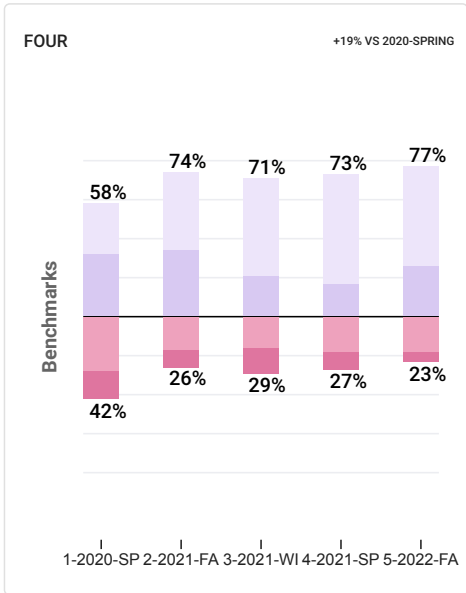
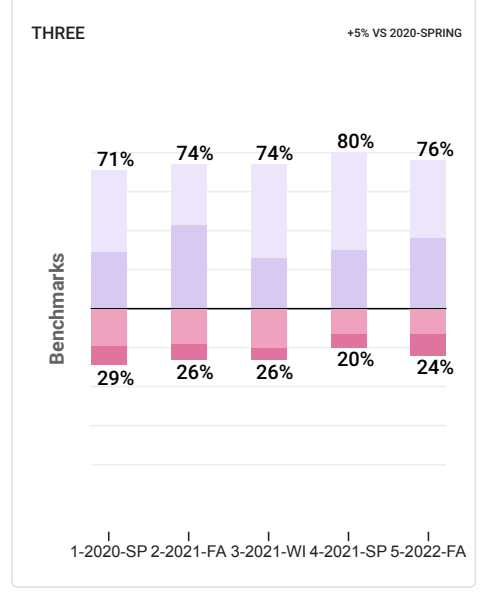
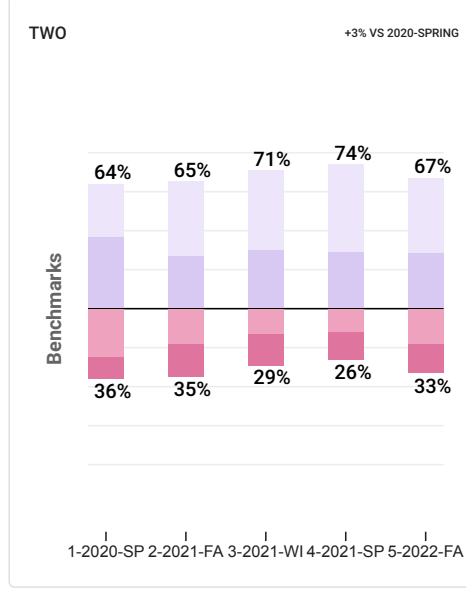
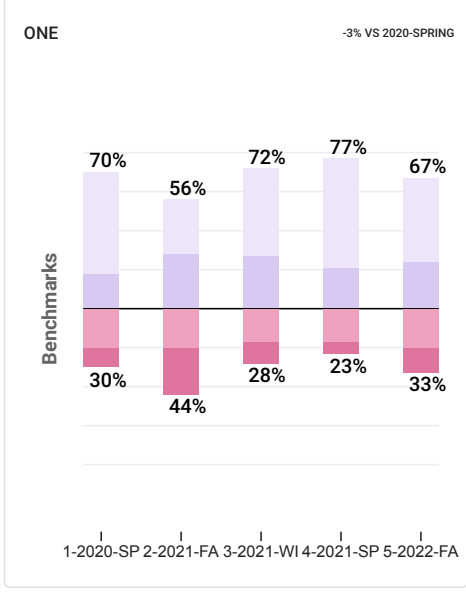
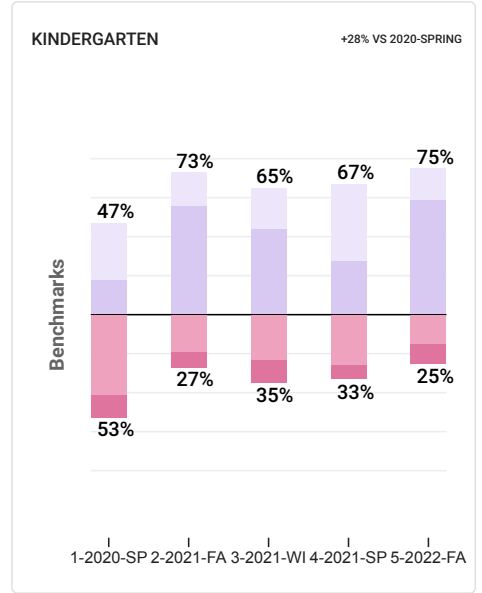
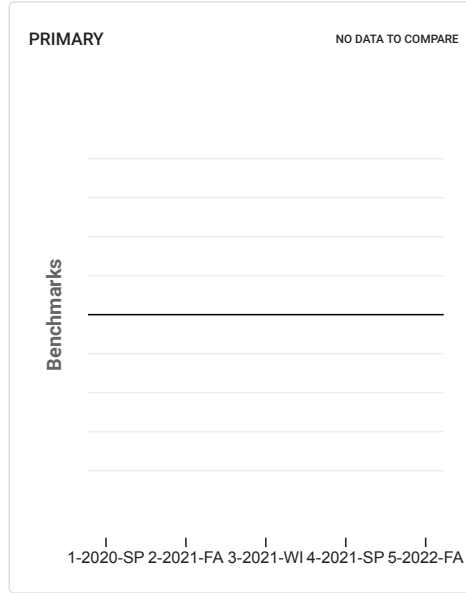
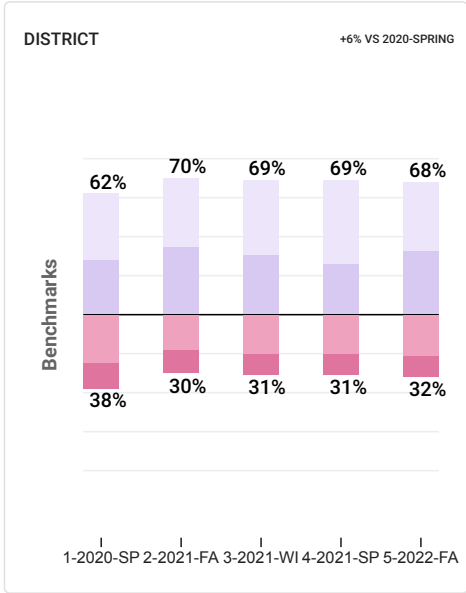
*The scores in the above chart indicate the initial scores from students in grade 11. Many students at SPPS retake the ACT, and our average (mean) scores increase for graduating students.

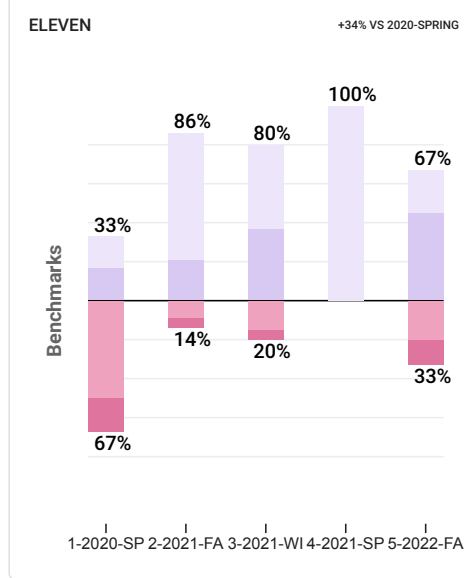
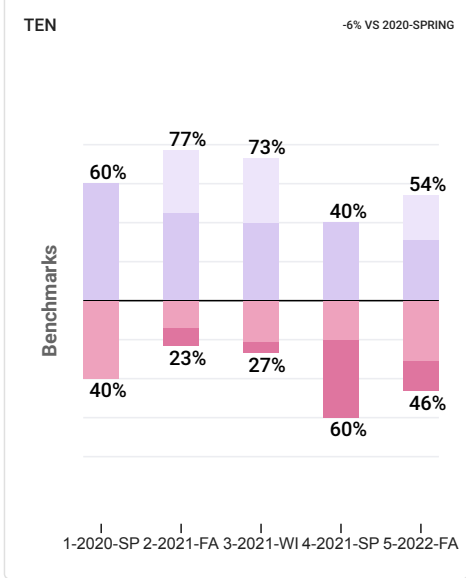
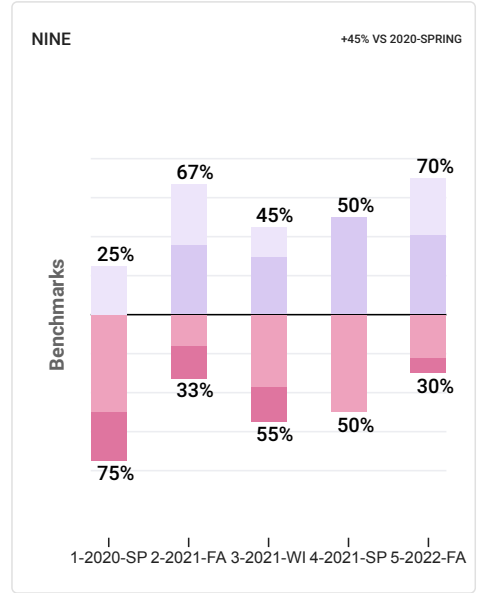
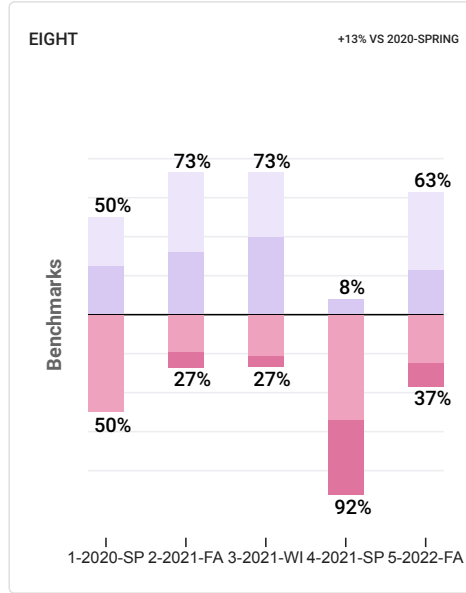
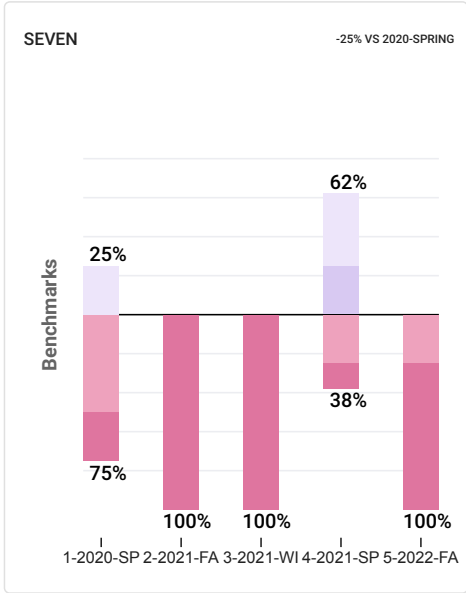
Saint Peter ISD 508 District Testing and Assessment Calendar 2022-2023

Saint Peter Public Schools Testing and Assessment program incorporates state-wide testing, local standardized testing, and classroom assignments and observation to provide a complete profile of student achievement and curricular strengths and weaknesses.

When	Who	What	Why	Time
Aug. 29 - Oct. 1	Grades K-2 Grades 3-11 Grades 5-12 HLC	FAST Reading and Math	Local Standardized Assessment used to benchmark and monitor student learning and inform teacher instruction.	20-30 min reading 20-30 min math
Oct. 12	Grades 10 and 11	PSAT	Optional assessment determine qualification National Merit Scholarship Program	2 Hours 45 min
March 28	Grade 11 and 12	ASVAB	Military Entrance	3 hours
		SAT	College entrance exam	4 hours
Dec. 19 - Jan. 28	Grades K-2 Grades 3-11 Grades 5-12 HLC	FAST Reading and Math	Local Standardized Assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
Jan 30 -March 24	K-12 ELL Students (online and paper/pencil)	WIDA Access ELL Alternate Access ELL	Federal Mandate	30-90 min
March 28	Grade 11	ACT	College and Career Readiness and Entrance Exam-Optional Offered to all 11th Grade Students	4 hours
March 28	Grade 10	PreACT	College and Career Readiness and Entrance	4 hours
March 6 - May 5	Grade 3 - 8, 10	MCA Reading and Math and Science	State Mandate	120-240 min reading

March 6 - May 5	3-8, 10	MTAS Reading and Math	State Mandate	120-240 min reading 60-120 min math 60-120 min science
March 6 - 12 May 13	High School	MTAS Science		
March 6 – May 12	Grade 5,8, High School	MCA Science	State Mandate	60-120 min science
May 01 - 26	Grades K-12	FAST Reading and Math	Local Standardized Assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
May 1	11, 12	AP Chemistry	college-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour Noon - 4
May 11	11,12	AP Physics	college-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour Noon-3:45
May 5	11	AP History	college-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	3 hour 8-11
May 8	11,12	AP Calc	college-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour 8-noon

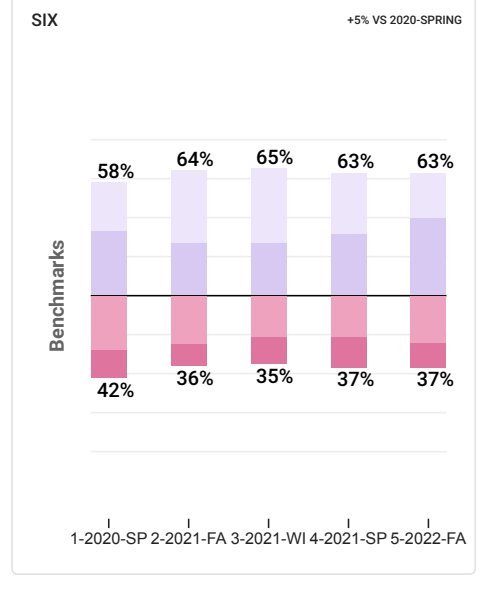
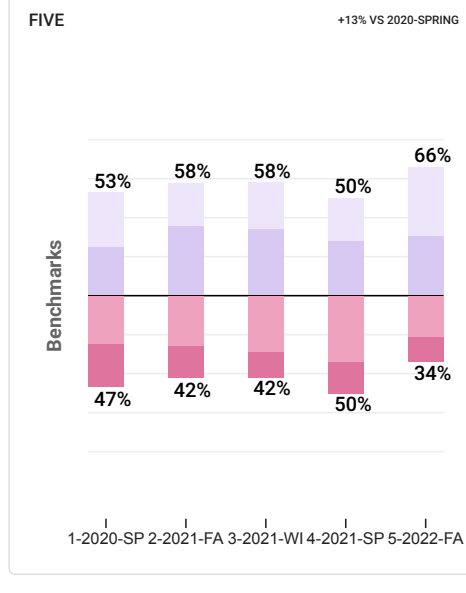
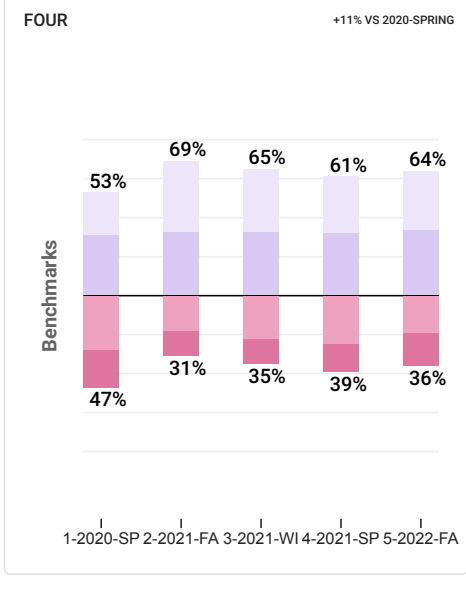
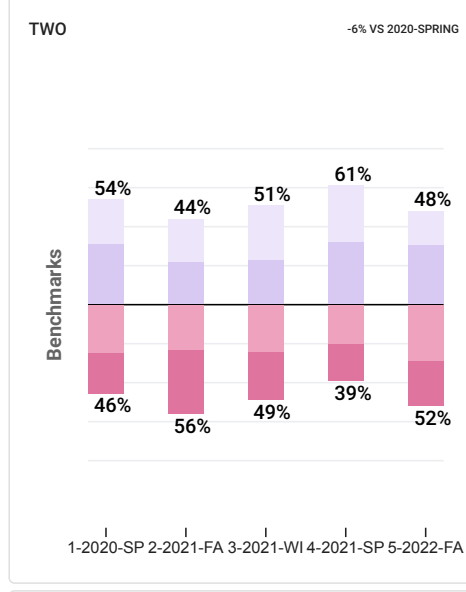
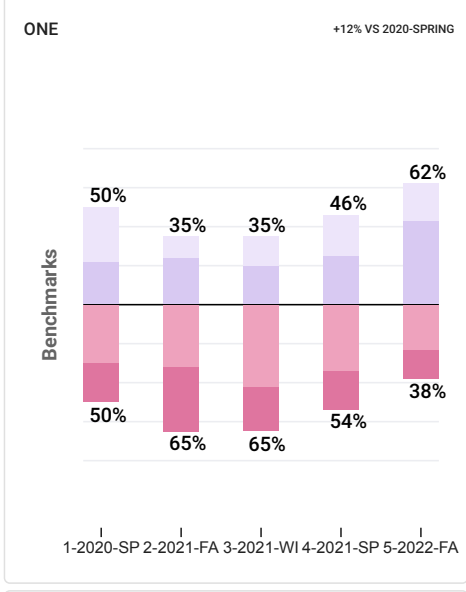
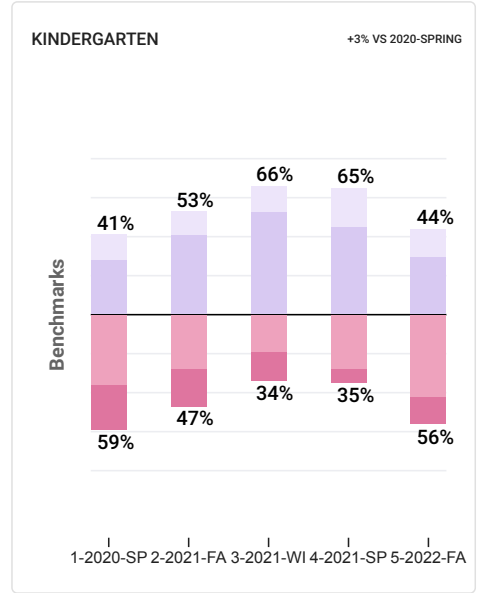
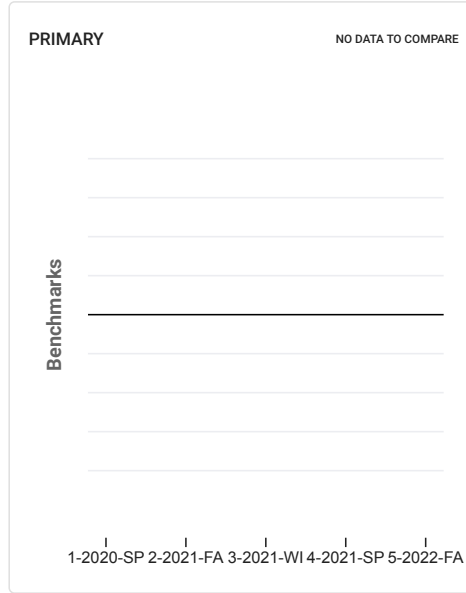
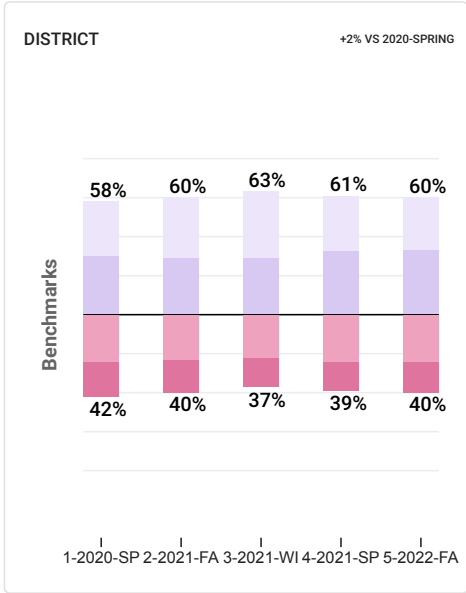


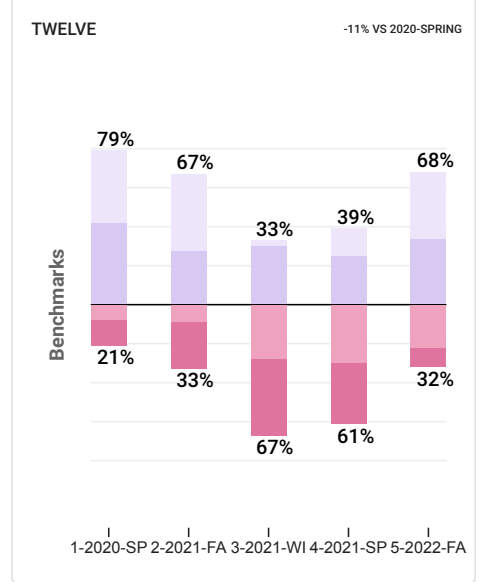
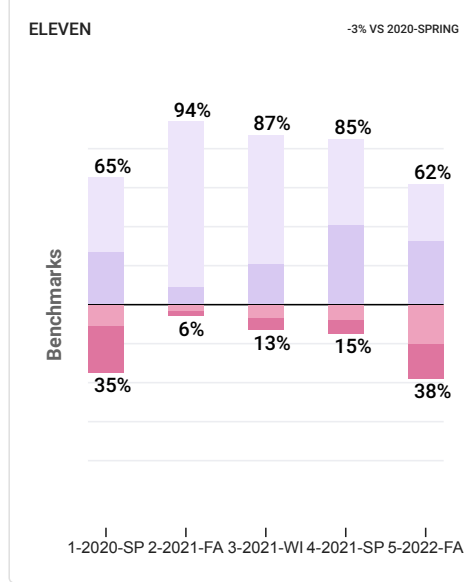
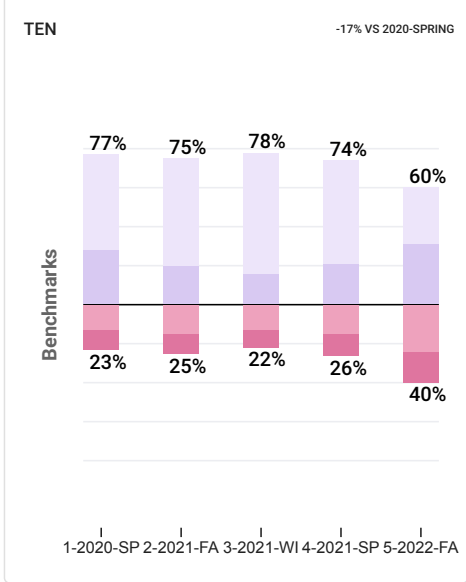
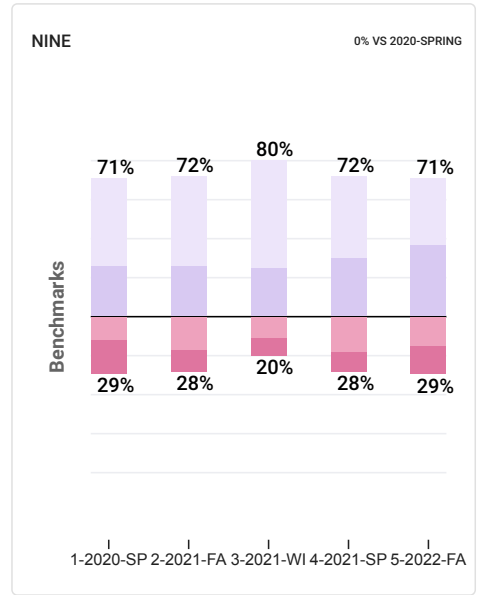
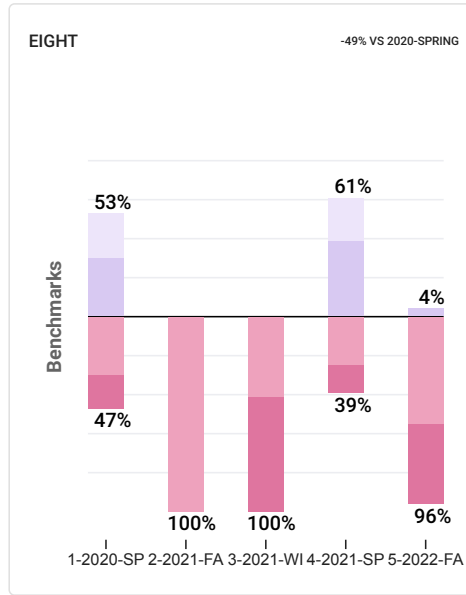
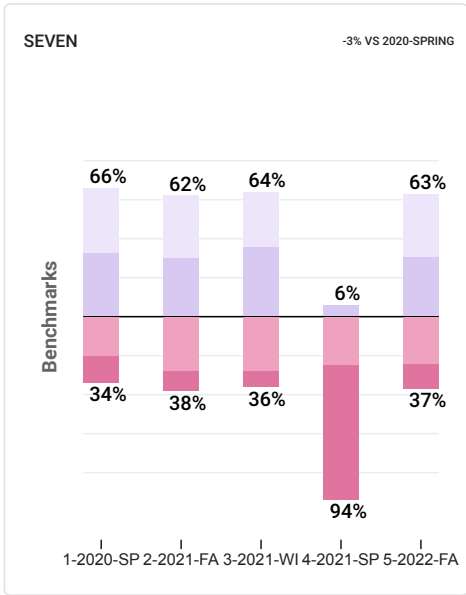


Group of Students	Benchmark	Spring 2020		Fall 2021		Winter 2021		Spring 2021		Fall 2022		Change of Students	
		% Students	Students	% Students	Students	% Students	Students	% Students	Students	% Students	Students	%	Students
District	ON_TRACK	34	332	35	431	38	483	43	479	35	622	+1%	+290
	LOW_RISK	28	279	35	421	31	401	26	298	33	580	+5%	+301
	SOME_RISK	25	243	18	223	20	258	20	225	21	360	-4%	+117
	HIGH_RISK	13	134	12	147	11	137	11	122	11	197	-2%	+63
Primary	ON_TRACK	0	0	0	0	0	0	0	0	0	0	0%	0
	LOW_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
	SOME_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
	HIGH_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
Kindergarten	ON_TRACK	29	31	17	22	21	29	39	53	16	20	-13%	-11
	LOW_RISK	18	19	56	72	44	61	28	38	59	73	+41%	+54
	SOME_RISK	41	43	19	24	23	31	26	35	15	19	-26%	-24
	HIGH_RISK	12	13	8	11	12	16	7	9	10	13	-2%	0
One	ON_TRACK	52	71	28	31	45	49	56	65	43	58	-9%	-13
	LOW_RISK	18	25	28	31	27	29	21	24	24	32	+6%	+7
	SOME_RISK	20	28	20	22	17	19	17	19	20	27	0%	-1
	HIGH_RISK	10	14	24	26	11	12	6	7	13	17	+3%	+3
Two	ON_TRACK	27	35	38	50	41	55	45	62	38	45	+11%	+10
	LOW_RISK	37	48	27	36	30	41	29	39	29	34	-8%	-14
	SOME_RISK	25	33	18	23	13	18	12	17	18	22	-7%	-11
	HIGH_RISK	11	14	17	22	16	21	14	19	15	18	+4%	+4
Three	ON_TRACK	42	65	31	37	48	58	50	62	40	53	-2%	-12
	LOW_RISK	29	44	43	52	26	32	30	37	36	48	+7%	+4
	SOME_RISK	19	29	18	21	20	25	13	16	13	17	-6%	-12
	HIGH_RISK	10	16	8	10	6	7	7	8	11	14	+1%	-2

Group of Students	Benchmark	Spring 2020		Fall 2021		Winter 2021		Spring 2021		Fall 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students
Four	ON_TRACK	26	42	40	55	50	70	56	81	51	63	+25%	+21
	LOW_RISK	32	51	34	48	21	29	17	25	26	32	-6%	-19
	SOME_RISK	28	46	17	23	16	23	18	26	18	22	-10%	-24
	HIGH_RISK	14	23	9	13	13	19	9	13	5	6	-9%	-17
Five	ON_TRACK	30	40	41	57	40	58	29	42	58	86	+28%	+46
	LOW_RISK	30	39	22	31	25	36	37	54	16	24	-14%	-15
	SOME_RISK	13	17	27	38	24	35	20	29	18	27	+5%	+10
	HIGH_RISK	27	35	10	13	11	16	14	21	8	12	-19%	-23
Six	ON_TRACK	30	43	42	48	40	51	42	53	45	65	+15%	+22
	LOW_RISK	33	47	30	35	27	35	27	34	25	36	-8%	-11
	SOME_RISK	26	36	17	19	20	25	21	27	18	26	-8%	-10
	HIGH_RISK	11	15	11	13	13	17	10	13	12	17	+1%	+2
Seven	ON_TRACK	25	1	0	0	0	0	37	60	0	0	-25%	-1
	LOW_RISK	0	0	0	0	0	0	25	41	0	0	0%	0
	SOME_RISK	50	2	0	0	0	0	25	41	25	1	-25%	-1
	HIGH_RISK	25	1	100	1	100	1	13	20	75	3	+50%	+2
Eight	ON_TRACK	25	1	41	28	33	46	0	0	40	60	+15%	+59
	LOW_RISK	25	1	32	22	40	56	8	2	23	35	-2%	+34
	SOME_RISK	50	2	19	13	21	29	54	13	25	37	-25%	+35
	HIGH_RISK	0	0	8	5	6	8	38	9	12	18	+12%	+18
Nine	ON_TRACK	25	1	31	30	15	6	0	0	29	51	+4%	+50
	LOW_RISK	0	0	36	35	30	12	50	1	41	74	+41%	+74
	SOME_RISK	50	2	16	15	37	15	50	1	22	40	-28%	+38
	HIGH_RISK	25	1	17	16	18	7	0	0	8	15	-17%	+14

Group of Students	Benchmark	Spring 2020		Fall 2021		Winter 2021		Spring 2021		Fall 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	%	Count
Ten	ON_TRACK	0	0	32	31	33	23	0	0	23	39	+23%	+39
	LOW_RISK	60	3	45	44	40	28	40	2	31	54	-29%	+51
	SOME_RISK	40	2	14	13	21	15	20	1	31	54	-9%	+52
	HIGH_RISK	0	0	9	9	6	4	40	2	15	25	+15%	+25
Eleven	ON_TRACK	16	1	65	41	43	37	100	1	22	39	+6%	+38
	LOW_RISK	17	1	21	13	37	32	0	0	45	80	+28%	+79
	SOME_RISK	50	3	9	6	15	13	0	0	20	37	-30%	+34
	HIGH_RISK	17	1	5	3	5	4	0	0	13	23	-4%	+22
Twelve	ON_TRACK	33	1	7	1	4	1	0	0	29	43	-4%	+42
	LOW_RISK	33	1	14	2	38	10	50	1	39	58	+6%	+57
	SOME_RISK	0	0	43	6	39	10	0	0	21	31	+21%	+31
	HIGH_RISK	34	1	36	5	19	5	50	1	11	16	-23%	+15

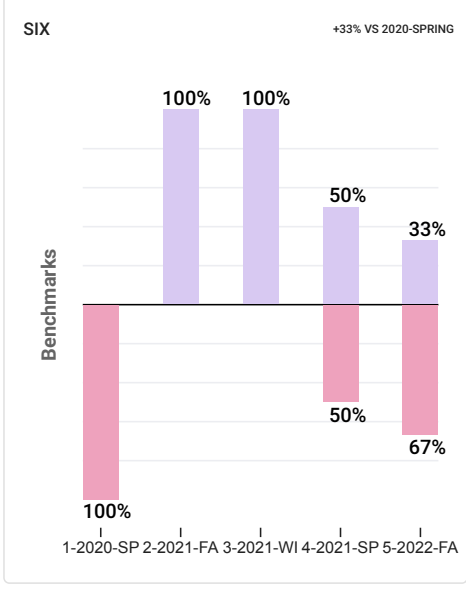
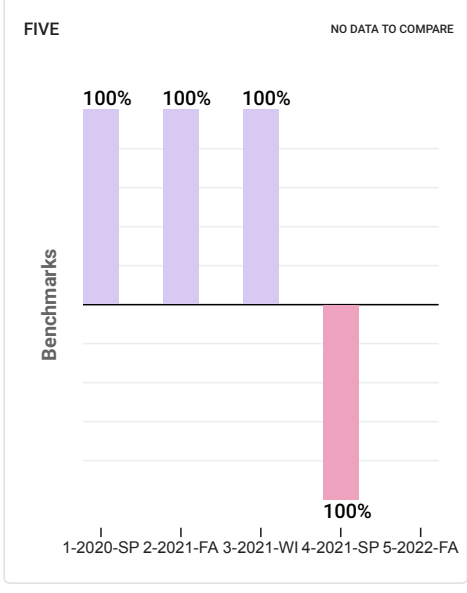
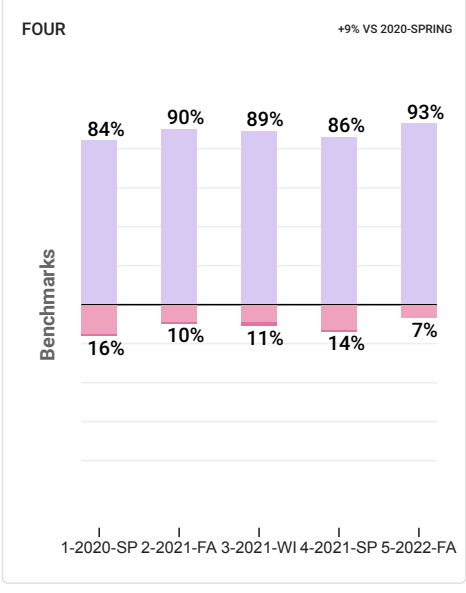
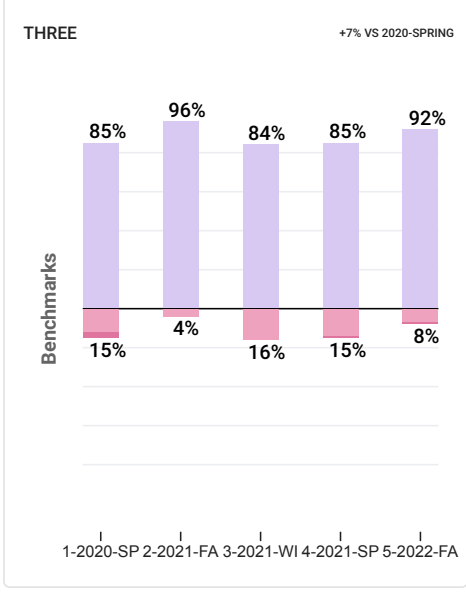
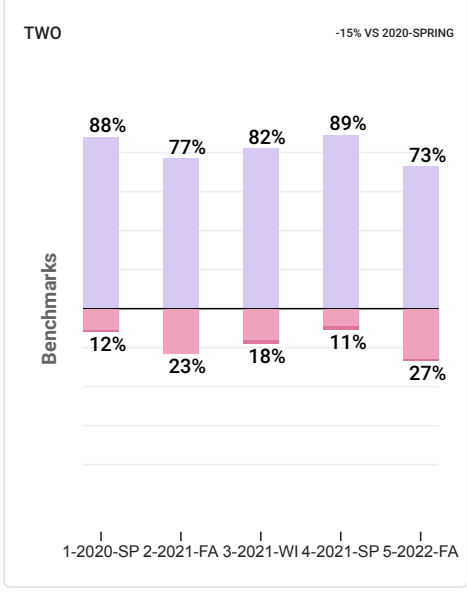
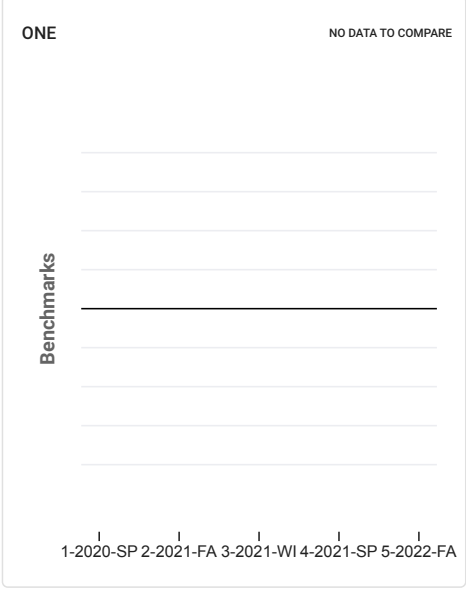
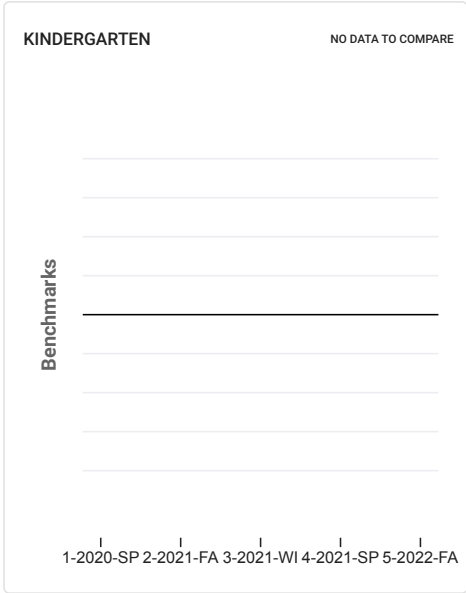
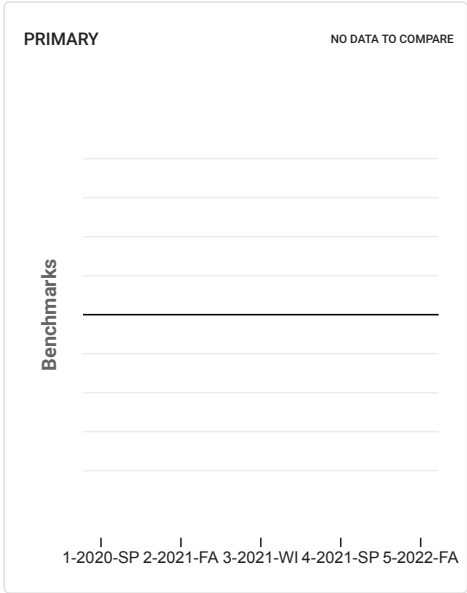
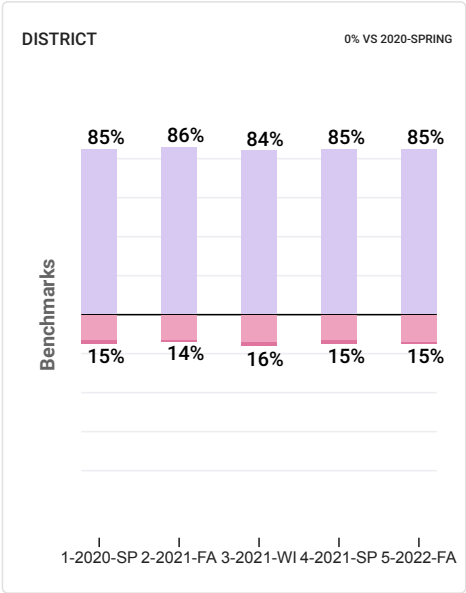


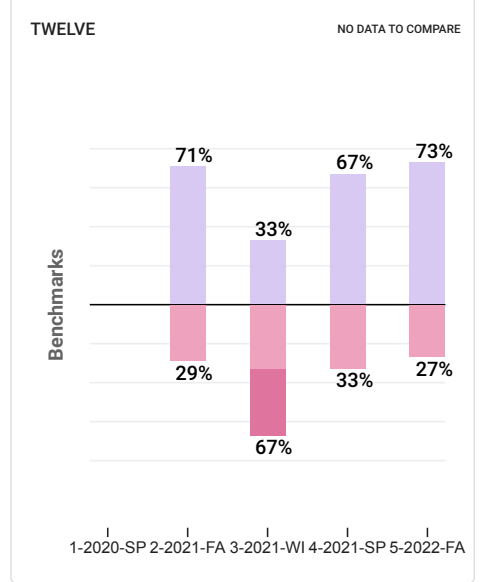
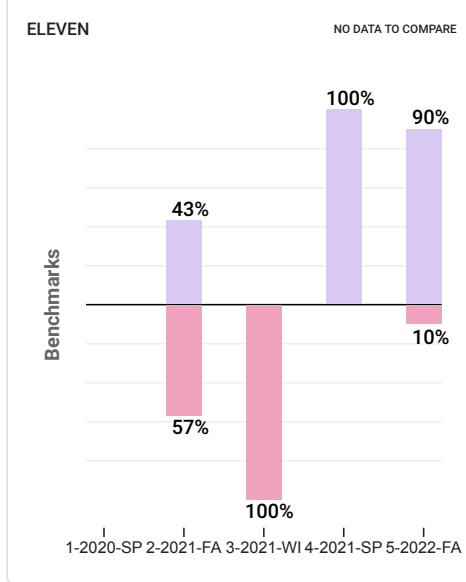
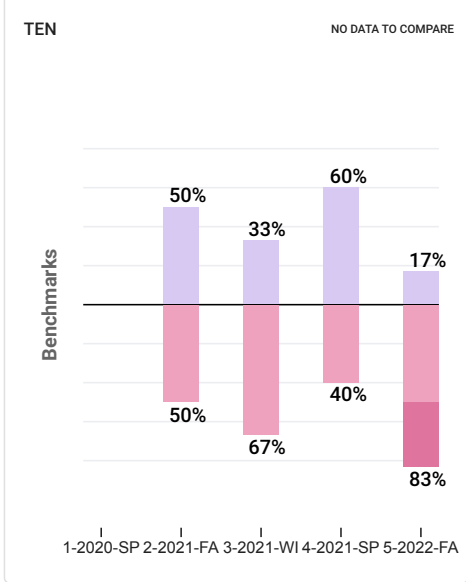
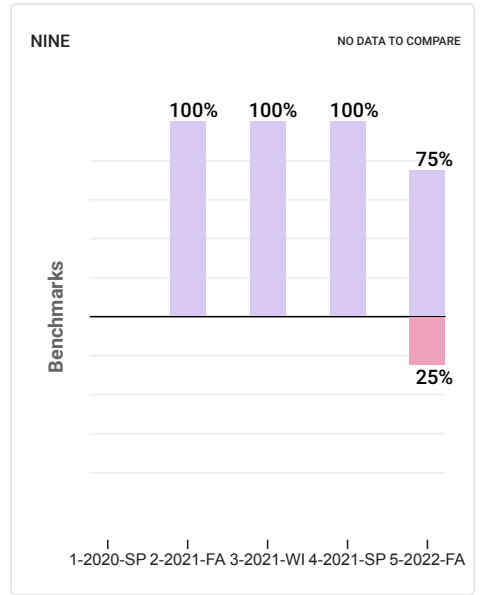
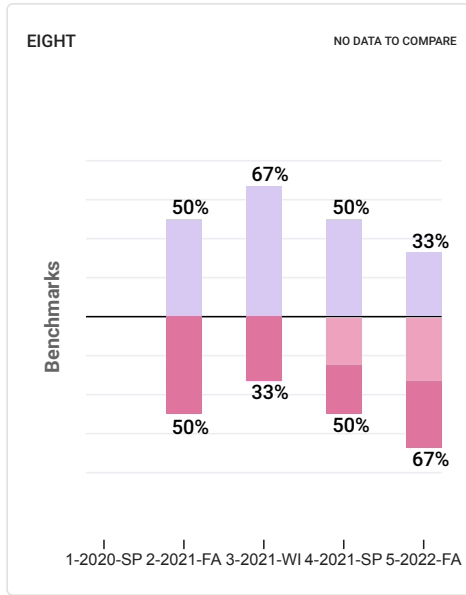
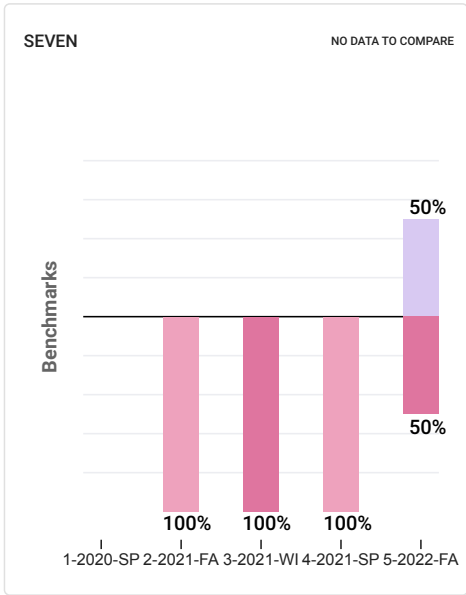


Group of Students	Benchmark	Spring 2020		Fall 2021		Winter 2021		Spring 2021		Fall 2022		Change of Students	
		% Students	Students	% Students	Students	% Students	Students	% Students	Students	% Students	Students	%	Count
District	ON_TRACK	28	427	31	424	34	537	28	398	27	485	-1%	+58
	LOW_RISK	30	453	29	388	29	457	33	465	33	590	+3%	+137
	SOME_RISK	24	372	23	309	22	345	24	341	24	432	0%	+60
	HIGH_RISK	18	271	17	236	15	239	15	218	16	280	-2%	+9
Primary	ON_TRACK	0	0	0	0	0	0	0	0	0	0	0%	0
	LOW_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
	SOME_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
	HIGH_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
Kindergarten	ON_TRACK	13	14	12	16	13	17	20	28	14	17	+1%	+3
	LOW_RISK	28	30	41	55	53	71	45	62	30	38	+2%	+8
	SOME_RISK	36	39	28	37	19	26	28	39	42	53	+6%	+14
	HIGH_RISK	23	25	19	26	15	20	7	10	14	17	-9%	-8
One	ON_TRACK	28	39	11	13	15	18	21	25	19	26	-9%	-13
	LOW_RISK	22	30	24	27	20	23	25	29	43	59	+21%	+29
	SOME_RISK	30	42	32	36	42	49	34	39	23	32	-7%	-10
	HIGH_RISK	20	28	33	37	23	27	20	23	15	20	-5%	-8
Two	ON_TRACK	23	30	22	29	28	38	29	39	17	20	-6%	-10
	LOW_RISK	31	40	22	29	23	31	32	44	31	36	0%	-4
	SOME_RISK	25	33	23	31	24	33	20	28	29	34	+4%	+1
	HIGH_RISK	21	27	33	43	25	33	19	26	23	27	+2%	0
Three	ON_TRACK	27	42	21	25	26	32	26	32	28	38	+1%	-4
	LOW_RISK	34	52	31	36	33	40	36	44	24	33	-10%	-19
	SOME_RISK	23	35	26	30	22	26	22	27	26	35	+3%	0
	HIGH_RISK	16	25	22	26	19	23	16	19	22	29	+6%	+4

Group of Students	Benchmark	Spring 2020		Fall 2021		Winter 2021		Spring 2021		Fall 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students
Four	ON_TRACK	22	35	36	50	32	45	29	42	30	36	+8%	+1
	LOW_RISK	31	51	33	45	33	47	32	47	34	42	+3%	-9
	SOME_RISK	28	46	18	25	22	31	25	36	19	23	-9%	-23
	HIGH_RISK	19	30	13	18	13	19	14	21	17	21	-2%	-9
Five	ON_TRACK	28	38	22	33	24	36	22	30	35	54	+7%	+16
	LOW_RISK	25	33	36	53	34	50	28	39	31	47	+6%	+14
	SOME_RISK	25	33	26	38	29	43	34	47	21	33	-4%	0
	HIGH_RISK	22	29	16	23	13	19	16	22	13	20	-9%	-9
Six	ON_TRACK	25	38	37	48	38	50	31	41	23	35	-2%	-3
	LOW_RISK	33	52	27	34	27	35	32	41	40	59	+7%	+7
	SOME_RISK	28	44	25	32	21	27	21	27	24	36	-4%	-8
	HIGH_RISK	14	22	11	14	14	19	16	21	13	19	-1%	-3
Seven	ON_TRACK	33	43	32	53	28	43	0	0	32	41	-1%	-2
	LOW_RISK	33	44	30	50	36	56	6	1	31	40	-2%	-4
	SOME_RISK	20	27	28	46	28	43	25	4	24	30	+4%	+3
	HIGH_RISK	14	19	10	17	8	12	69	11	13	16	-1%	-3
Eight	ON_TRACK	23	34	0	0	0	0	22	36	0	0	-23%	-34
	LOW_RISK	30	44	0	0	0	0	39	65	4	1	-26%	-43
	SOME_RISK	30	43	100	2	41	7	25	42	55	16	+25%	-27
	HIGH_RISK	17	24	0	0	59	10	14	23	41	12	+24%	-12
Nine	ON_TRACK	45	44	46	39	55	79	42	33	34	63	-11%	+19
	LOW_RISK	26	25	26	22	25	36	30	24	37	68	+11%	+43
	SOME_RISK	12	12	17	14	11	16	18	14	15	28	+3%	+16
	HIGH_RISK	17	17	11	9	9	13	10	8	14	25	-3%	+8

Group of Students	Benchmark	Spring 2020		Fall 2021		Winter 2021		Spring 2021		Fall 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students
Ten	ON_TRACK	49	34	55	41	62	86	53	47	29	50	-20%	+16
	LOW_RISK	28	20	20	15	16	22	21	19	31	54	+3%	+34
	SOME_RISK	13	9	15	11	13	18	15	13	24	42	+11%	+33
	HIGH_RISK	10	7	10	7	9	13	11	10	16	27	+6%	+20
Eleven	ON_TRACK	38	21	85	55	66	91	44	37	29	52	-9%	+31
	LOW_RISK	27	15	9	6	21	29	41	35	33	60	+6%	+45
	SOME_RISK	11	6	3	2	7	10	8	7	20	37	+9%	+31
	HIGH_RISK	24	13	3	2	6	9	7	6	18	32	-6%	+19
Twelve	ON_TRACK	37	15	39	22	3	2	14	8	34	53	-3%	+38
	LOW_RISK	42	17	28	16	30	17	25	15	34	53	-8%	+36
	SOME_RISK	8	3	9	5	28	16	30	18	22	33	+14%	+30
	HIGH_RISK	13	5	24	14	39	22	31	18	10	15	-3%	+10





Group of Students	Benchmark	Spring 2020		Fall 2021		Winter 2021		Spring 2021		Fall 2022		Change of Students	
		% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students	% Students
Six	LOW_RISK	0	0	100	1	100	2	50	1	33	1	+33%	+1
	SOME_RISK	100	1	0	0	0	0	50	1	67	2	-33%	+1
	HIGH_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
Seven	LOW_RISK	0	0	0	0	0	0	0	0	50	1	+50%	+1
	SOME_RISK	0	0	100	1	0	0	100	2	0	0	0%	0
	HIGH_RISK	0	0	0	0	100	1	0	0	50	1	+50%	+1
Eight	LOW_RISK	0	0	50	1	67	2	50	2	33	1	+33%	+1
	SOME_RISK	0	0	0	0	0	0	25	1	33	1	+33%	+1
	HIGH_RISK	0	0	50	1	33	1	25	1	34	1	+34%	+1
Nine	LOW_RISK	0	0	100	2	100	2	100	2	75	3	+75%	+3
	SOME_RISK	0	0	0	0	0	0	0	0	25	1	+25%	+1
	HIGH_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
Ten	LOW_RISK	0	0	50	1	33	1	60	3	17	1	+17%	+1
	SOME_RISK	0	0	50	1	67	2	40	2	50	3	+50%	+3
	HIGH_RISK	0	0	0	0	0	0	0	0	33	2	+33%	+2
Eleven	LOW_RISK	0	0	43	3	0	0	100	1	90	9	+90%	+9
	SOME_RISK	0	0	57	4	100	1	0	0	10	1	+10%	+1
	HIGH_RISK	0	0	0	0	0	0	0	0	0	0	0%	0
Twelve	LOW_RISK	0	0	71	5	33	1	67	2	73	11	+73%	+11
	SOME_RISK	0	0	29	2	33	1	33	1	27	4	+27%	+4
	HIGH_RISK	0	0	0	0	34	1	0	0	0	0	0%	0

