

## Study Session

Monday, February 2, 2026 5:30 PM

Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082

I. <b>Call to Order</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
II. <b>Roll Call</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
III. <b>Pledge of Allegiance</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
IV. <b>Approval of Agenda</b>	<b>Speaker (s) :</b> Ms. Alison Sherman, School Board Chair
V. <b>Consent Agenda</b>	
V.A. Payment of Invoices, January 17-30, 2026	
V.B. Annual Review: Post-Issuance Debt Compliance Policy 731	
VI. <b>Business Items</b>	
VI.A. Report: First Reading Policy 213 - School Board Committees	<b>Speaker (s) :</b> Mr. Paul Lee, Executive Director of Student Support Services
VI.B. Report: First Reading: Policy 423 - Employee-Student Relationships	<b>Speaker (s) :</b> Mr. Paul Lee, Executive Director of Student Support Services
VI.C. Report: Second Reading Policy 613 - Graduation Requirements	<b>Speaker (s) :</b> Mr. Paul Lee, Executive Director of Student Support Services and Mr. Rob Bach, Stillwater Area High School Principal
VI.D. Approval: Policy 613 - Graduation Requirements	<b>Speaker (s) :</b> Mr. Paul Lee, Executive Director of Student Support Services and Mr. Rob Bach, Stillwater Area High School Principal
VII. <b>Workshop Topic</b>	
VII.A. Report: Assessment Update	<b>Speaker (s) :</b> Ms. Elsa Mundt, Education Data Analyst & Assessment Supervisor
VII.B. Report: Priority-Based Budgeting Process Update	<b>Speaker (s) :</b> Dr. Mike Funk, Superintendent
VIII. <b>Closed Session</b>	

**IX. Adjournment**

**Speaker (s) :** Ms.  
Alison Sherman,  
School Board Chair

Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Post-Issuance Debt Compliance Policy</b>	<b>731</b>	<b>Approved: 09-04-2003 Renumbered: 03-11-2021 Reviewed: 08-26-2021</b>	<b>Three Year</b>

**I. PURPOSE**

The purpose of this policy is to help ensure that all debt obligations will be in compliance with all applicable federal regulations.

**II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to comply with Internal Revenue Code and Treasury Regulations and to safeguard against potential SEC Rule 15c2-12 violations.

**III. OBJECTIVE**

The District desires to monitor these obligations to ensure compliance with the IRS Code, Treasury Regulations and the SEC Rule. To help ensure compliance, the District has developed the following policy (the “Post-Issuance Debt Compliance Policy”). The Post-Issuance Debt Compliance Policy shall apply to the obligations of bonds, notes, loans, lease purchase contracts, lines of credit, commercial paper or any other form of debt that is subject to compliance.

**IV. BACKGROUND**

**A. IRS**

The Internal Revenue Service (IRS) is responsible for enforcing compliance with the Internal Revenue Code (the “Code”) and regulations promulgated thereunder (“Treasury Regulations”) governing certain obligations (for example: tax-exempt obligations, Build America Bonds, Recovery Zone Development Bonds and various “Tax Credit” Bonds). The IRS encourages issuers and beneficiaries of these obligations to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against post-issuance violations.

**B. SEC**

The Securities and Exchange Commission (SEC) is responsible for enforcing compliance with the SEC Rule 15c2-12 (the “Rule”). Governments or governmental entities issuing obligations generally have a requirement to meet specific continuing disclosure standards set forth in continuing disclosure

agreements (“CDA”). Unless the issuer, obligated person, or a specific obligation is exempt from compliance with CDAs, these agreements are entered into at the time of obligation issuance to enable underwriter(s) to comply with the Rule.

The Rule sets forth certain obligations of:

1. underwriters to receive, review and disseminate official statements prepared by issuers of most primary offerings of municipal securities,
2. underwriters to obtain CDAs from issuers and other obligated persons to provide material event disclosure and annual financial information on a continuing basis, and
3. broker-dealers to have access to such continuing disclosure in order to make recommendations of municipal securities transactions in the secondary market.

The SEC encourages issuers and beneficiaries to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against Rule violations.

When obligations are issued, the CDA commits the issuer or obligated person to provide certain annual financial information and material event notices to the public. Issuers and other obligated persons may also choose to provide periodic, voluntary financial information and filings to investors in addition to fulfilling the specific responsibilities delineated in their CDA. It is important to note that issuers and other obligated persons should not give any one investor certain information that is not readily available to all market participants by disseminating information to the marketplace, at large. Issuers and other obligated persons should be aware that any disclosure activities determined to be “communicating to the market” can be subject to regulatory scrutiny.

## **V. PRIVATE ACTIVITY BONDS**

- A. The District may issue tax-exempt obligations that are “private activity” bonds because either
  1. the bonds finance a facility that is owned by the District but used by one or more qualified 501(c)(3) organizations, or
  2. the bonds are so-called “conduit bonds”, where the proceeds are loaned to a qualified 501(c)(3) organization or another private entity that finances activities eligible for tax-exempt financing under federal law (such as certain manufacturing projects and certain affordable housing projects).

Prior to the issuance of either of these types of bonds, the Chief Financial Officer shall take steps necessary to ensure that such obligations will remain in compliance with the requirements of this Post-Issuance Debt

## Compliance Policy.

- B. In a case where compliance activities are reasonably within the control of a private party (i.e., a 501(c)(3) organization or conduit borrower), the Chief Financial Officer may determine that all or some portion of compliance responsibilities described in this Post-Issuance Debt Compliance Policy shall be assigned to the relevant party.
- C. In the case of conduit bonds, the conduit borrower will be assigned all compliance responsibilities other than those required to be undertaken by the District under federal law.
- D. In a case where the Chief Financial Officer is concerned about the compliance ability of a private party, the Chief Financial Officer may require that a trustee or other independent third party be retained to assist with record keeping for the obligation and/or that the trustee or such third party be responsible for all or some portion of the compliance responsibilities.

## VI. PROCEDURES

- A. The Chief Financial Officer of the District is designated as the District's agent who is responsible for post-issuance compliance of these obligations.
- B. The Chief Financial Officer shall assemble all relevant documentation, records and activities required to ensure post-issuance debt compliance as further detailed in corresponding procedures (the "Post-Issuance Debt Compliance Procedures"). At a minimum, the Post-Issuance Debt Compliance Procedures for each qualifying obligation will address the following:
  - 1. General Post-Issuance Compliance
  - 2. General Recordkeeping
  - 3. Arbitrage Yield Restriction and Rebate Recordkeeping
  - 4. Expenditure and Asset Documentation to be Assembled and Retained
  - 5. Miscellaneous Documentation to be Assembled and Retained
  - 6. Additional Undertakings and Activities that Support Sections 1 through 5 above
  - 7. Continuing Disclosure Obligations
  - 8. Compliance with Future Requirements
- C. The Chief Financial Officer shall apply the Post-Issuance Debt Compliance Procedures to each qualifying obligation and maintain a record of the results. Further, the Chief Financial Officer will ensure that the Post-Issuance Debt Compliance Policy and Procedures are updated on a regular and as needed basis.

- D. The Chief Financial Officer or any other individuals responsible for assisting the Director of Finance in maintaining records needed to ensure post-issuance debt compliance, are authorized to expend funds as needed to attend training or secure use of other educational resources for ensuring compliance such as consulting, publications, and compliance assistance.
  
- E. Most of the provisions of this Post-Issuance Debt Compliance Policy are not applicable to taxable governmental obligations unless there is a reasonable possibility that the District may refund their taxable governmental obligation, in whole or in part, with the proceeds of a tax-exempt governmental obligation. If this refunding possibility exists, then the District shall treat the taxable governmental obligation as if such issue were an issue of tax-exempt governmental obligations and comply with the requirements of this Post-Issuance Debt Compliance Policy.
  
- F. The Chief Financial Officer is additionally authorized to seek the advice, as necessary, of bond counsel and/or its financial advisor to ensure the District is in compliance with this Post-Issuance Debt Compliance Policy.

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
School Board Committees	213	Adopted: 08-09-2018 Revised: 05-26-2022	Three Year

**I. PURPOSE**

The purpose of this policy is to provide for the structure and the operation of committees of the school board.

**II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of the school board to designate school board committees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the work of the school board and the school district.
- C. A school board committee or subcommittee shall be established by majority agreement of the board, which will also define the scope and duties of the committee's work.
- D. Committees of the school board should focus its efforts on oversight rather than day-to-day management and operations.
- E. A committee is advisory in nature and has only such authority as specified by the school board.
- F. The school board will receive reports or recommendations from a committee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- G. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- H. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- I. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

**III. APPOINTMENT OF COMMITTEES**

- A. The school board hereby appoints the following committees.
  - 1. Policy
  - 2. Legislative
- B. The school board shall establish the charge or mission for each standing and ad hoc committee.

- C. The school board chair shall appoint the members of each standing or ad hoc committee and the school board will approve at a board meeting.

#### **IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES**

- A. All meetings of standing or ad hoc committees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
- B. A standing or ad hoc committee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.
- C. Recommendations of a standing or ad hoc committee shall be by majority vote and be consistent with the governing rules of the school board.
- D. The standing or ad hoc committee shall designate a secretary who will record the minutes of the school board committee.
- E. The power of a standing or ad hoc committee of the school board is advisory only and is limited to making recommendations to the school board.
- F. A standing or ad hoc committee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

#### **Legal References:**

Minn. Stat. Ch. 13D (Open Meeting Law)

#### **Cross References:**

MSBA/MASA Model Policy 201 (Legal Status of the School Board)

MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)

MSBA Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)



**EMPLOYEES / PERSONNEL**

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Employee-Student Relationships</b>	<b>423</b>	<b>Approved: 1/17/1972 Renumbered: 03/11/2021</b>	<b>Three Years</b>

**I. PURPOSE**

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

**II. GENERAL STATEMENT OF POLICY**

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
  - 1. Dating students.
  - 2. Having any interaction/activity of a sexual nature with a student.
  - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
  - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.
- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and

professional conduct in Minnesota law.

### **III. REPORTING AND INVESTIGATION**

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

### **IV. SCHOOL DISTRICT ACTION**

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

### **V. SCOPE OF LIABILITY**

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

#### **Legal References:**

Minn. Stat. § 13.43, Subd. 16 (Personnel Data)  
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)  
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)  
Minn. Stat. §§ 609.341-609.352 (Definitions)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)  
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

#### **Cross References:**

MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents Other Persons)  
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)  
MSBA/MASA Model Policy 507 (Corporal Punishment)

**Educational Programs**

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Graduation Requirements</b>	<b>613</b>	10/10/2023	Three Years

**I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

**III. DEFINITIONS**

- A. "Credit" means a student's successful completion of one semester of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "Multi-Lingual Learners" or "ML" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health until statewide rules implementing health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

**IV. DISTRICT DATA AND ASSESSMENT COORDINATOR**

The Data and Assessment Coordinator shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

**V. GRADUATION REQUIREMENTS**

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement which reflects students' ability to succeed in college or career without the need for post-secondary remediation;
  - 1. Students not meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without the need for postsecondary remediation.
- B. Career and college readiness in mathematics, reading, and writing, as measured against a

continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills

- C. Age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without the need for postsecondary remediation.
  - 1. Students in grades 11 and 12, who are identified as academically ready for a career or college, shall be encouraged to enroll in courses and programs in high school that award college credit.
- D. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by meeting their IEP goals.
- E. Based on state requirements, students enrolled in the District's Area Learning Center may satisfy graduation requirements by meeting the state minimum graduation requirements, as identified in each student's Continual Learning Plan (CLP)

## **VI. GRADUATION CREDIT REQUIREMENTS**

- A. Students must successfully complete, as determined by the school district, the following high school level credits for graduation:
  - 1. Eight credits of language arts sufficient to satisfy all academic standards in English language arts;
  - 2. Six credits of mathematics, including two credits of algebra II or its equivalent and two credits of geometry, sufficient to satisfy all of the academic standards in mathematics;
  - 3. Six credits of science, including at least: (a) two credits of biology; (b) two credits of chemistry or physics; and two credits of Integrated Science.
  - 4. Eight credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
  - 5. Two credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
  - 6. One credit of Personal Finance starting with the graduating class of 2028
  - 7. One credit of 9th Grade Seminar starting with the graduating class of 2030
  - 8. Students who transfer to SAHS after their 9th grade year are exempt from this requirement and would be required to complete the total number of required credits to graduate
  - 9. One Health credit; and
  - 10. One PE credit
  - 11. A minimum of 17 elective credits for the graduating class of 2030 and beyond, a minimum of 16 elective credits for the graduating class of 2029, and a minimum of 14 elective credits for the graduating class of 2028.
- B. Credit equivalencies
  - 1. Two credits of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill one credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or

physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. Academic standards in world languages and career and technical education will be reviewed on a periodic basis. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- B. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  1. Minnesota Academic Standards, English Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12; and
  5. Minnesota Academic Standards, Physical Education K-12.
  6. Minnesota Academic Standards, Health K-12 (TBD)
- C. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- D. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

### **Legal References:**

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)  
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)  
Minn. Stat. § 120B.307 (College and Career Readiness)  
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

**Educational Programs**

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Graduation Requirements</b>	<b>613</b>	10/10/2023	Three Years

**I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

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The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

**III. DEFINITIONS**

- A. "Credit" means a student's successful completion of one semester of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "Multi-Lingual Learners" or "ML" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health until statewide rules implementing health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

**IV. DISTRICT DATA AND ASSESSMENT COORDINATOR**

The Data and Assessment Coordinator shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

**V. GRADUATION REQUIREMENTS**

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement which reflects students' ability to succeed in college or career without the need for post-secondary remediation;
  - 1. Students not meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without the need for postsecondary remediation.
- B. Career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment

- of knowledge and skills
- C. Age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without the need for postsecondary remediation.
    - 1. Students in grades 11 and 12, who are identified as academically ready for a career or college, shall be encouraged to enroll in courses and programs in high school that award college credit.
  - D. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by meeting their IEP goals.
  - E. Based on state requirements, students enrolled in the District's Area Learning Center may satisfy graduation requirements by meeting the state minimum graduation requirements, as identified in each student's Continual Learning Plan (CLP)

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  - 4. Eight credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
  - 5. Two credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
  - 6. One credit of Personal Finance starting with the graduating class of 2028
  - 7. One credit of 9th Grade Seminar starting with the graduating class of 2030
  - 8. Students who transfer to SAHS after their 9th grade year are exempt from this requirement and would be required to complete the total number of required credits to graduate
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  - 10. One PE credit
  - 11. A minimum of 17 elective credits for the graduating class of 2030 and beyond, a minimum of 16 elective credits for the graduating class of 2029, and a minimum of 14 elective credits for the graduating class of 2028.
- B. Credit equivalencies
  - 1. Two credits of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill one credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
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3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. Academic standards in world languages and career and technical education will be reviewed on a periodic basis. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- B. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  1. Minnesota Academic Standards, English Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12; and
  5. Minnesota Academic Standards, Physical Education K-12.
  6. Minnesota Academic Standards, Health K-12 (TBD)
- C. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- D. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

### **Legal References:**

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student

Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)  
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)  
Minn. Stat. § 120B.307 (College and Career Readiness)  
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)



Expect  
**More.**

# Winter FastBridge Update

Presented to the School Board  
February 2, 2026

# What is FastBridge?

- Universal screener to measure strength of Tier 1 instruction and identify students for additional support
- earlyReading, earlyMath (K-1)
- aReading, aMath (Grades 2-12)



Expect  
**More.**

# Benchmarks

**Benchmarks** are test-specific cut scores that indicate the student's risk of performing below a future performance target (typically year end). These align with national normed percentiles:

- High risk: Below the 15th percentile
- Some risk: 15th - 39th percentile
- Low risk: 40th - 99th percentile OR
  - Low risk: 40th - 70th percentile
  - Advanced: 71st - 99th percentile

 High Risk  Some Risk  low risk  Advanced

These risk indicators can be used to identify a student's level of instructional need.

Note that low risk is not no risk – particularly at the low end of the range.



Expect  
**More.**

# How are schools using FastBridge?

- Identify gaps in Tier 1 Instruction
- Identify students for tiered intervention
- Supporting work in CAT (Professional Learning Communities), BARR meetings, BILT
- Looking at student growth, progress monitoring



Expect  
**More.**



earlyReading

# What does earlyReading measure?

Foundational literacy skills: phonemic awareness, phonics, fluency

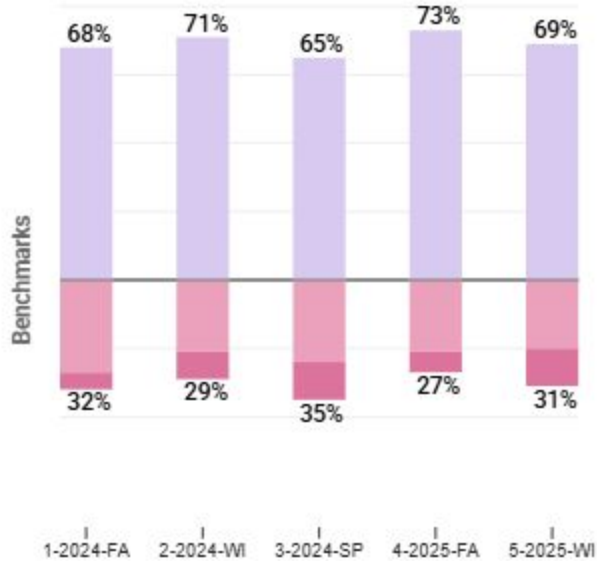
	Fall	Winter	Spring
Kindergarten	Concepts of Print Letter Names Letter Sounds Onset Sounds	Letter Sounds Onset Sounds Nonsense Words Word Segmenting	Letter Sounds Nonsense Words Sight Words Word Segmenting
1st Grade	Nonsense Words Sentence Reading Sight Words Word Segmenting	CBM (passages) Reading Nonsense Words Sight Words Word Segmenting	CBM (passages) Reading Nonsense Words Sight Words Word Segmenting



Expect  
**More.**

## KINDERGARTEN

+1% vs 2024-FALL



!! High Risk ! Some Risk low risk ★ Advanced

# earlyReading - K

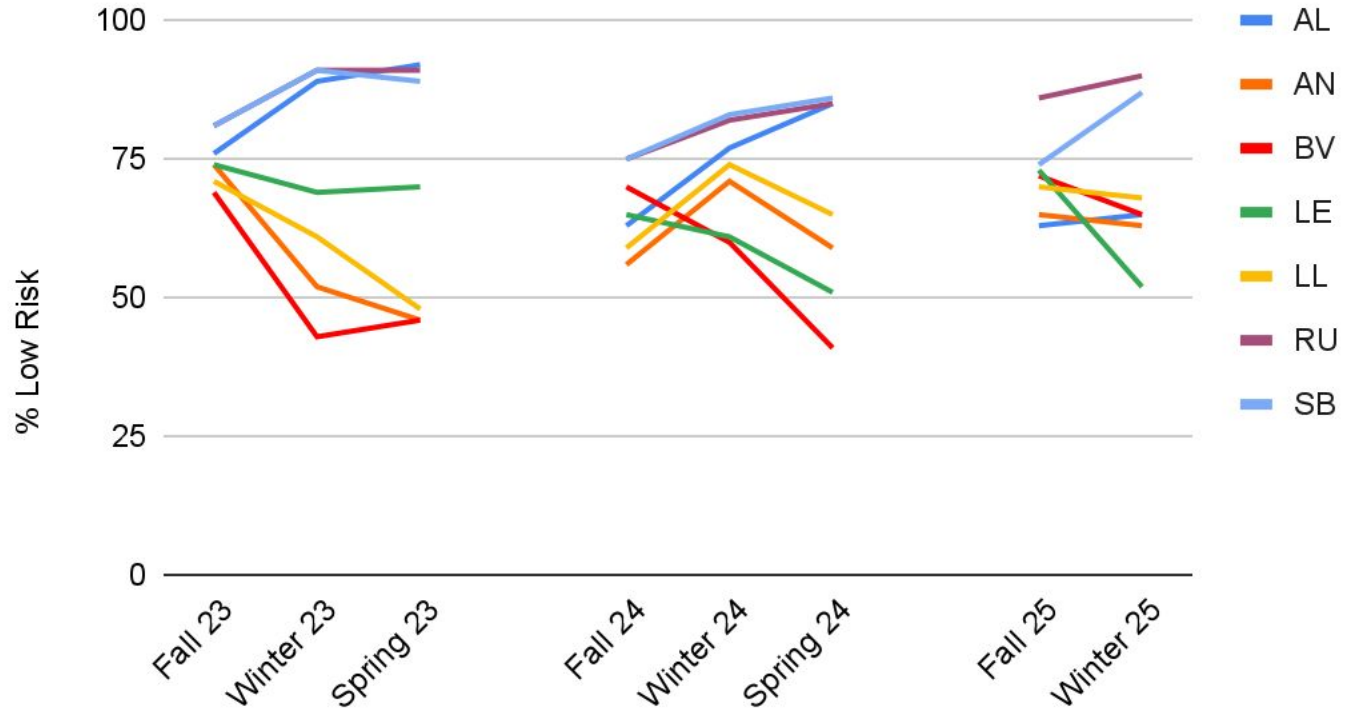
- Kindergarten class came in higher this fall -- went from 68% to 73% low risk
- Return to pattern of dropping in winter
- Note: winter screening was before break instead of after



Expect  
**More.**

# early Reading Kindergarten Highlights

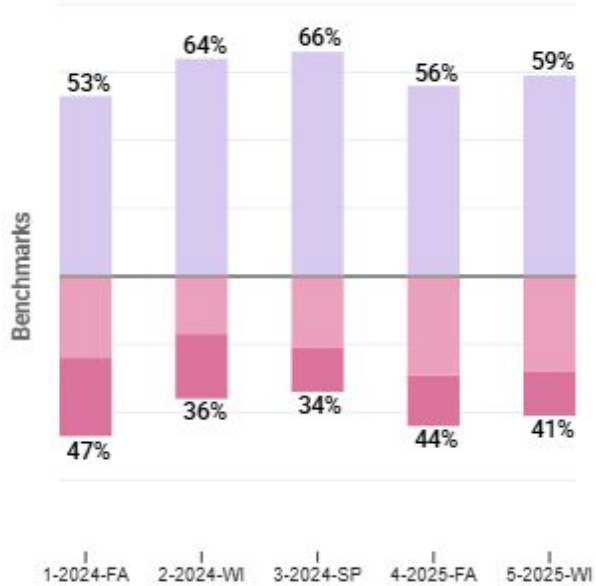
## Low Risk % Over Time - earlyReading K



Expect  
**More.**

ONE

+6% vs 2024-FALL



# earlyReading - Grade 1

- Smaller growth from fall to winter than in years past
- Pattern of growth from Fall to Winter

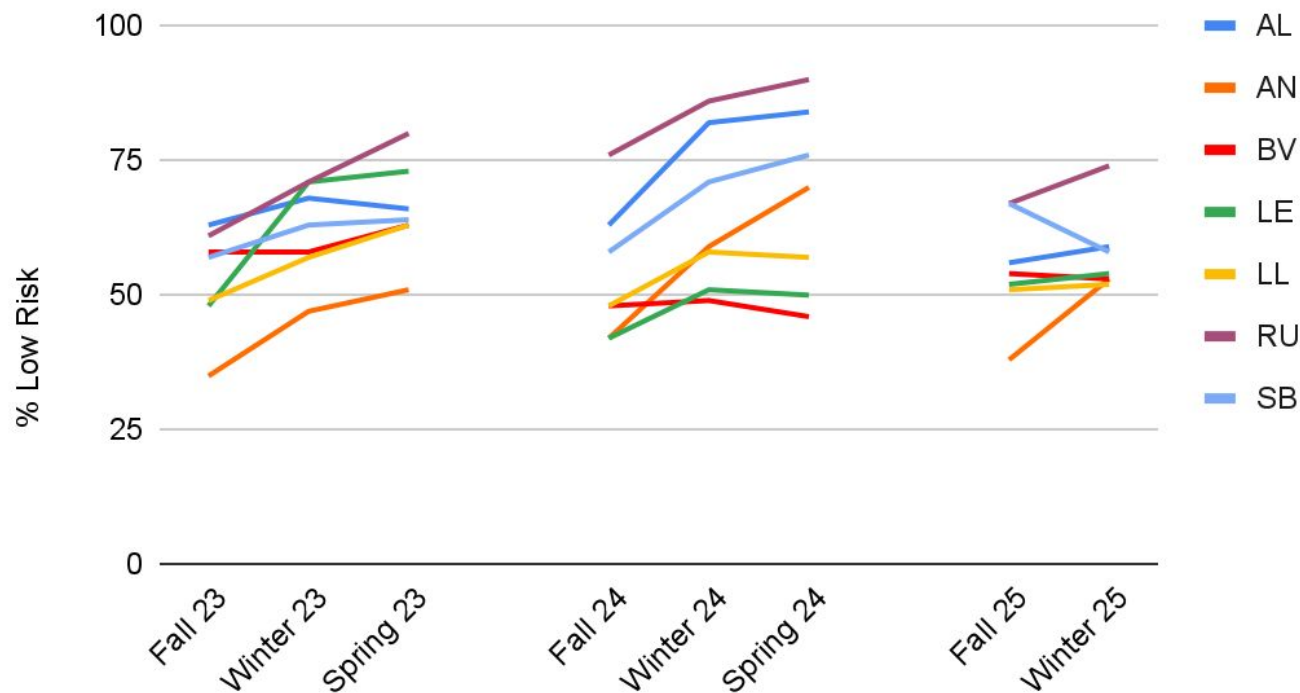
!! High Risk ! Some Risk low risk ☆ Advanced



Expect  
**More.**

# early Reading Grade 1 Highlights

## Low Risk % Over Time - earlyReading G1



Expect  
**More.**



aReading

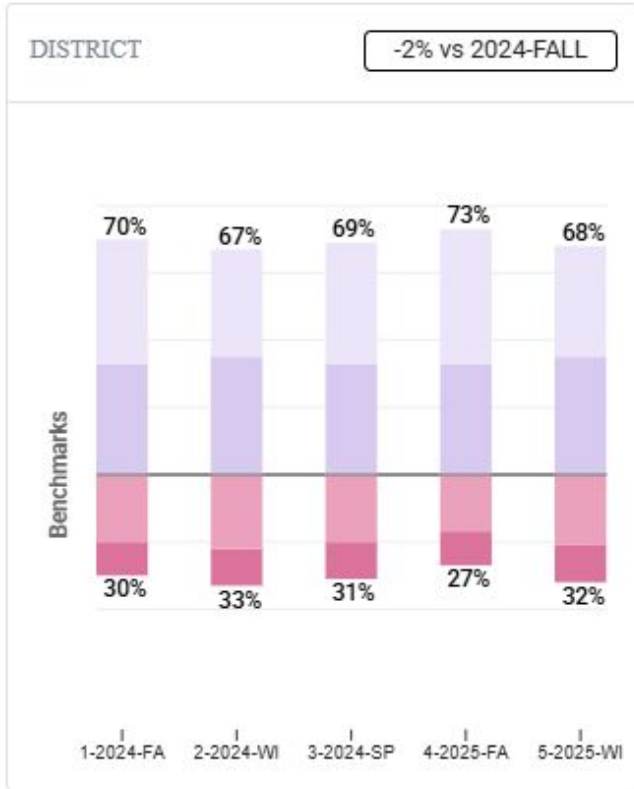
# What does aReading measure?

- General, grade-level literacy skills
- Assesses broad reading ability including phonics, vocabulary, comprehension, and morphology

*30 minutes, computer-based adaptive assessment*



Expect  
**More.**



!!! High Risk 
 ! Some Risk 
 ■ Low risk 
 ★ Advanced

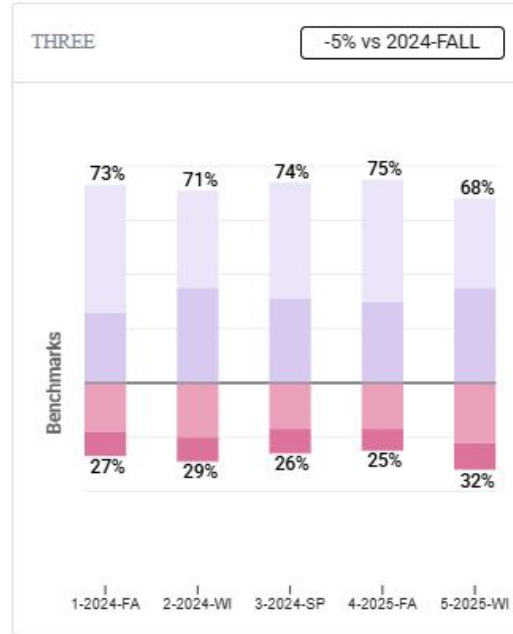
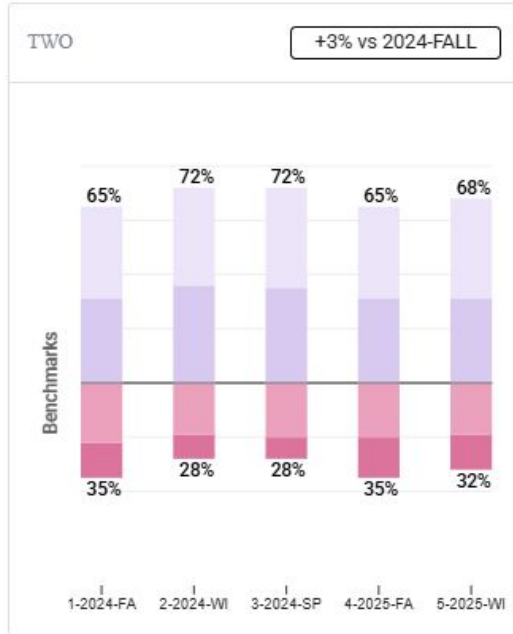
# aReading - District

- Dip from fall to winter
- Overall a slight improvement over last year
  - Winter to winter (most stable)
  - Note: We are now able to compare to last year including secondary data
- About half of "on track" students are at the "advanced" level



Expect **More.**

# aReading - District (Grades 2/3)



- Second grade is the only elementary grade that grew from fall to winter
  - Outperforming 2023
- Third grade came in higher (75% vs. 73%) but dropped to 68%

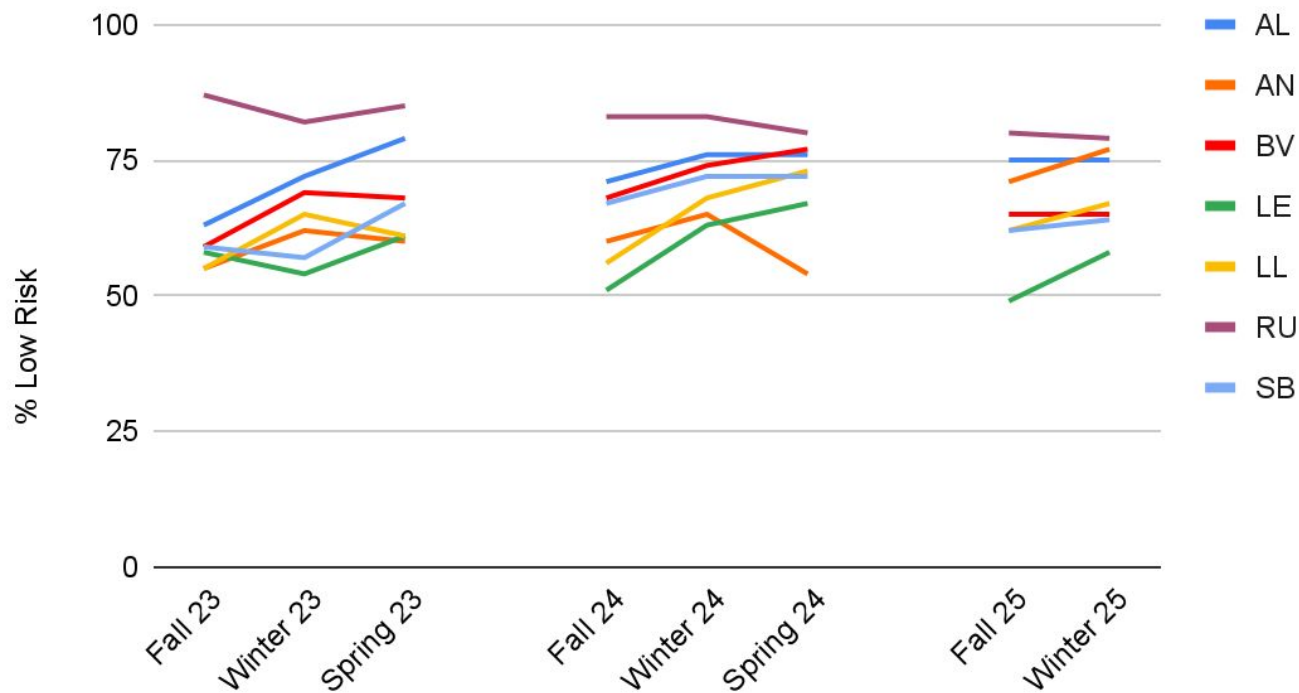
!!! High Risk    ! Some Risk    low risk    ☆ Advanced



Expect  
**More.**

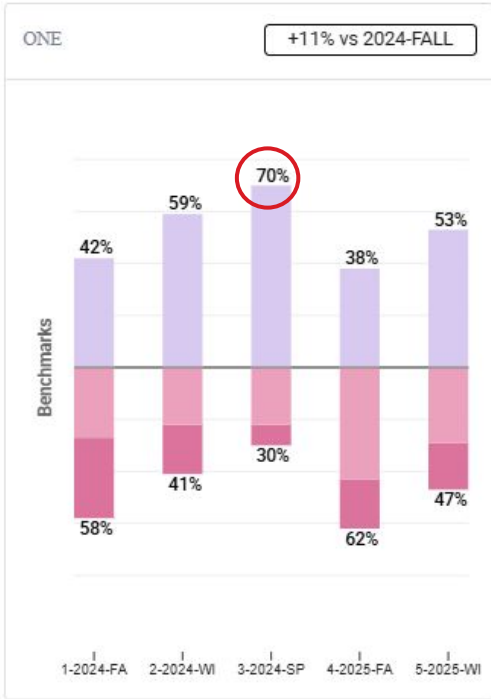
# aReading Grade 2 Highlights

## Low Risk % Over Time - aReading G2



Expect  
**More.**

# Andersen Grade 2

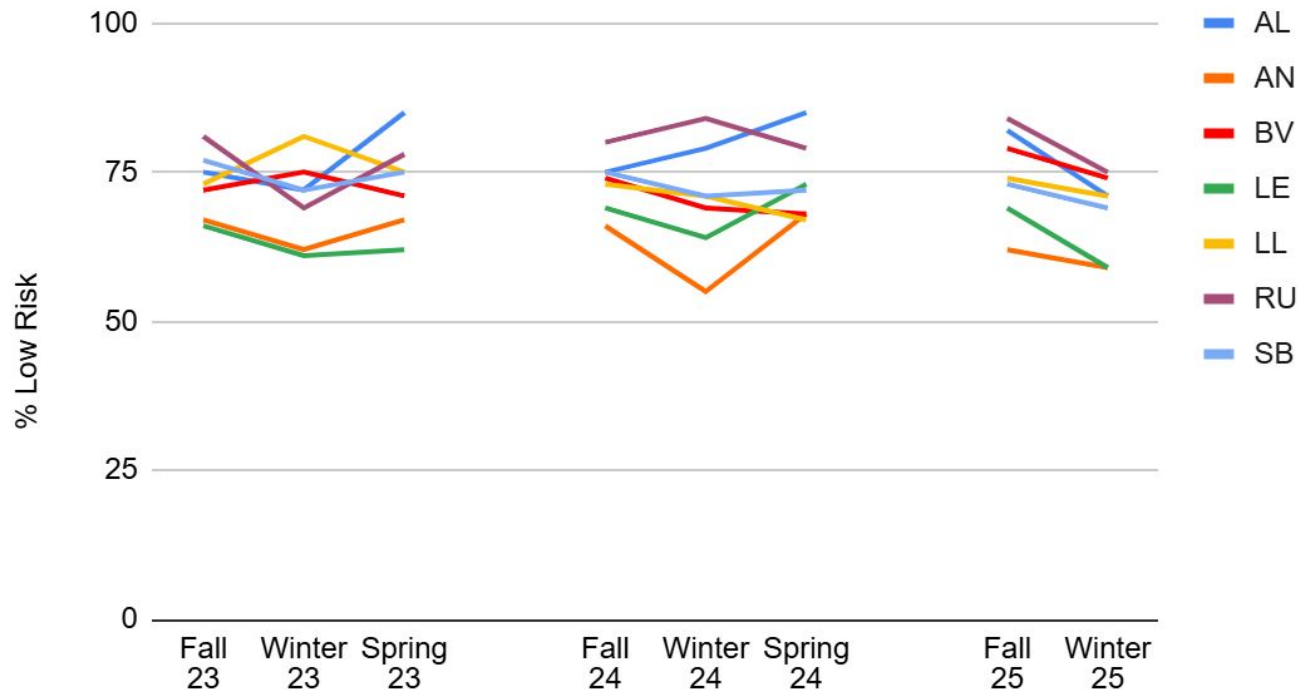


- Growth in first grade last year carried through to this year's second graders
  - Curriculum pilot in first grade
  - Second year of experience



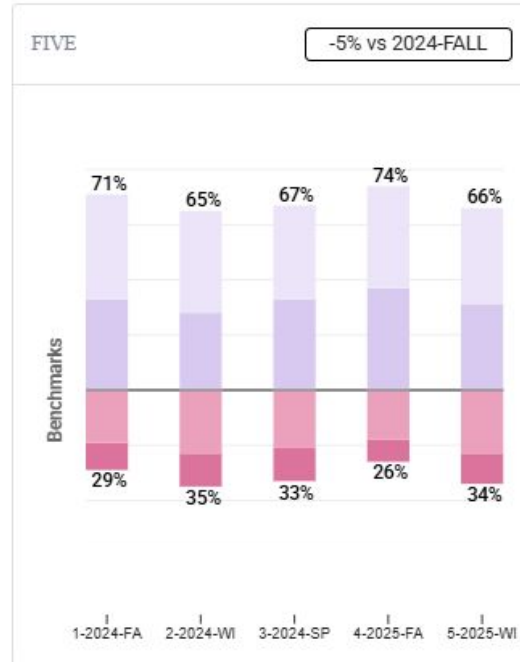
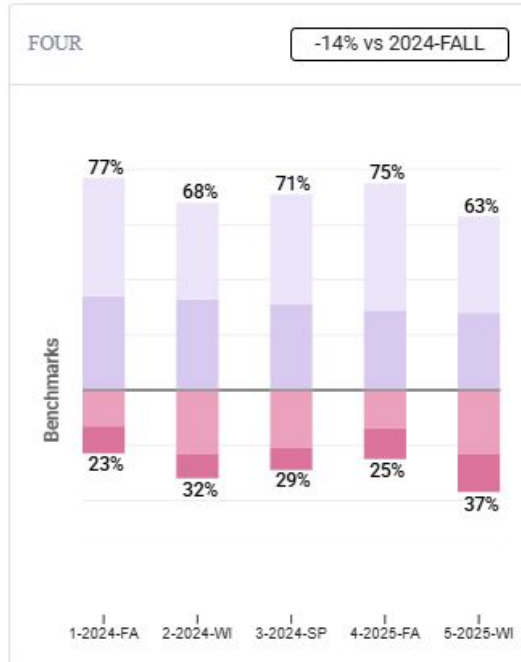
# aReading Grade 3 Highlights

## Low Risk % Over Time - aReading G3



Expect  
**More.**

# aReading - District (Grades 4/5)



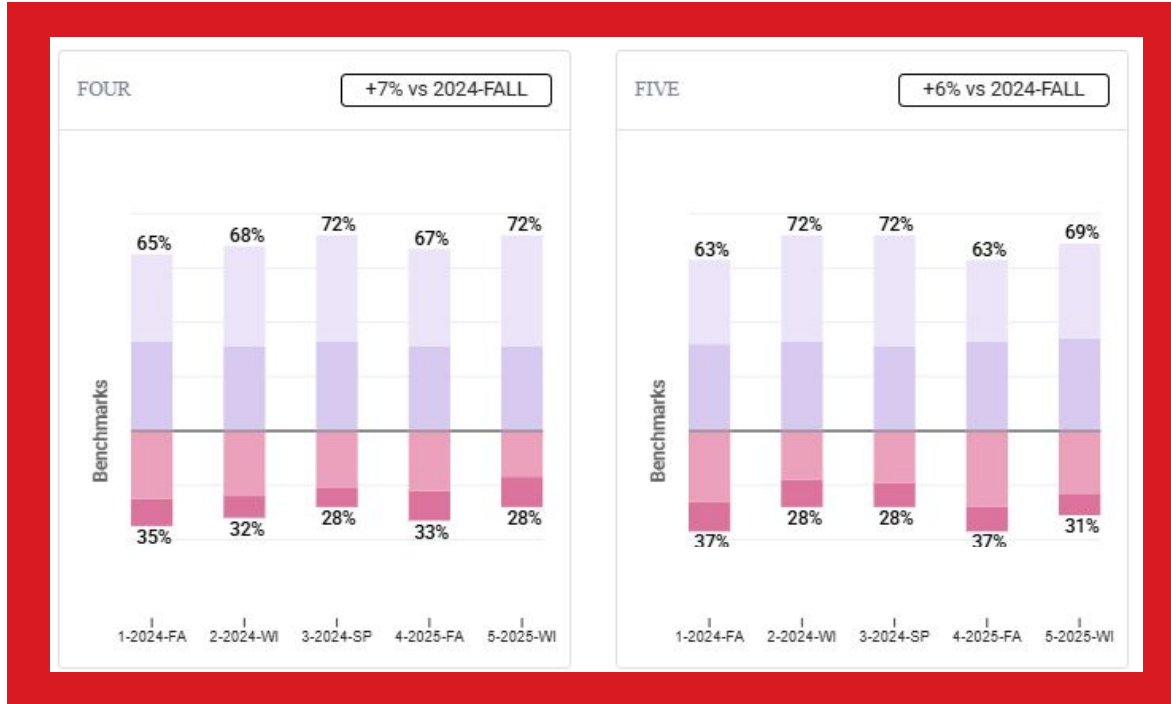
- Multi-year trend of fall to winter drop continues
  - Grade 4: 75% to 63%
  - Grade 5: 74% to 66%

!!! High Risk    ! Some Risk    low risk    ★ Advanced



Expect  
**More.**

# CBMreading - District (Grades 4/5)



!!! High Risk ! Some Risk low risk ★ Advanced

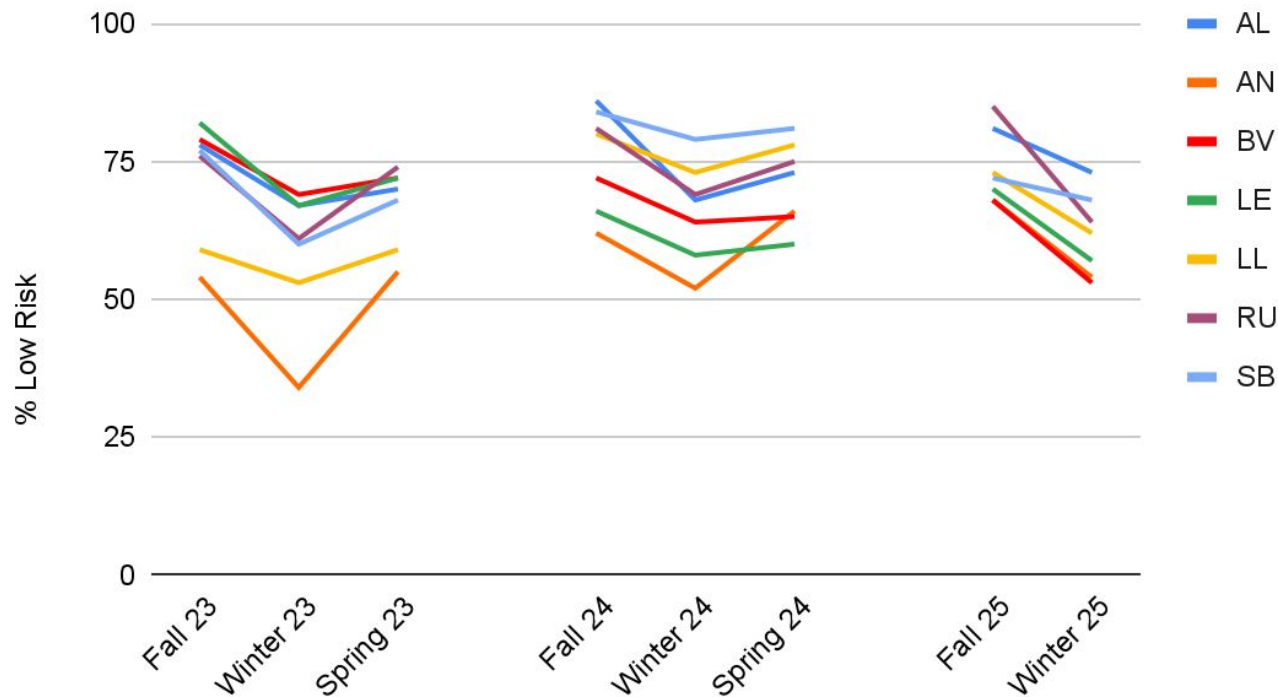
- CBMreading is a measure of oral reading fluency and accuracy
- Measure of foundational skills: Impacts the general reading ability and comprehension measured by aReading



Expect  
**More.**

# aReading Grade 4 Highlights

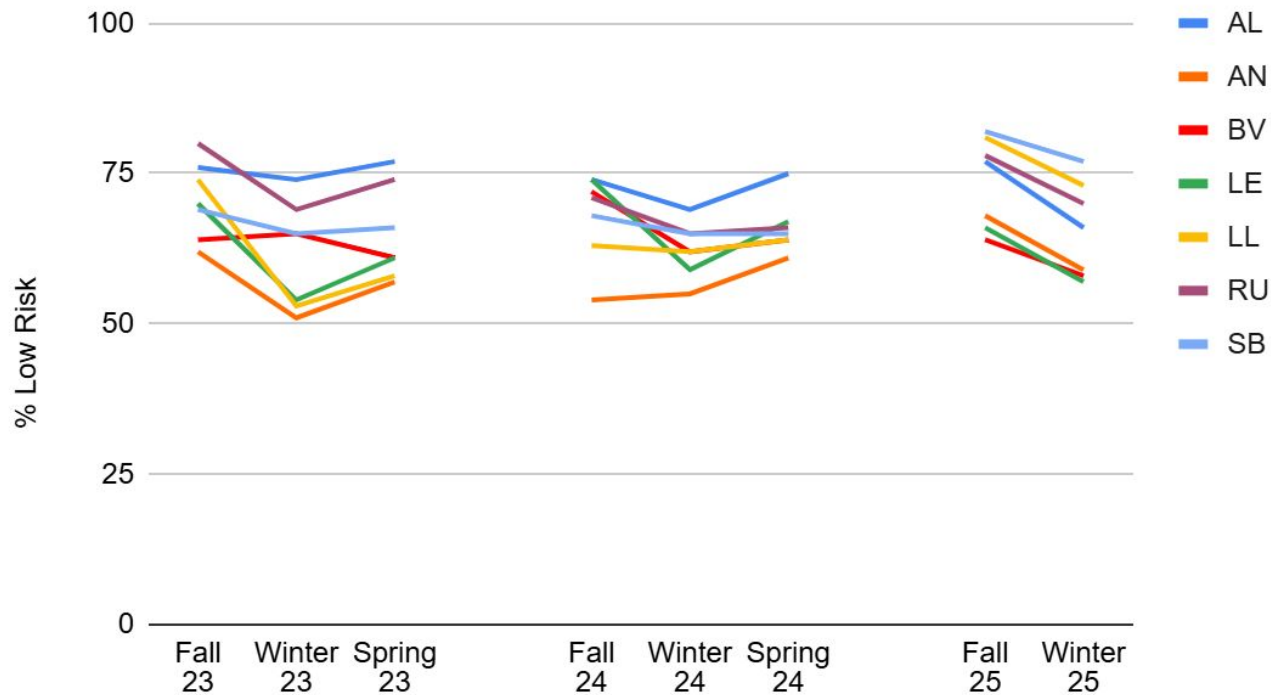
## Low Risk % Over Time - aReading G4



Expect  
**More.**

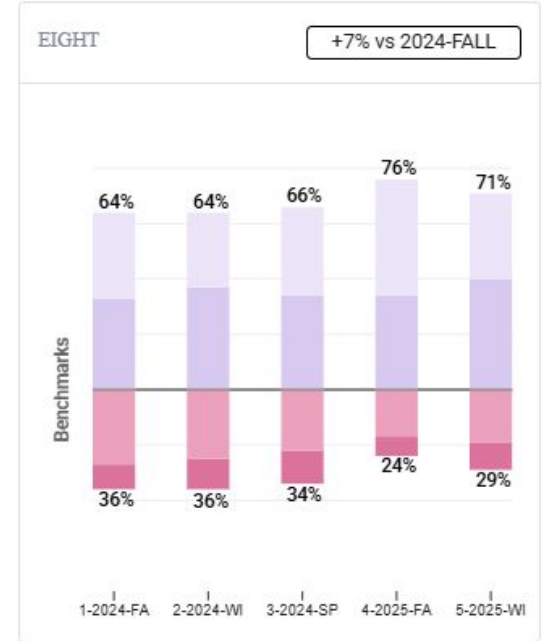
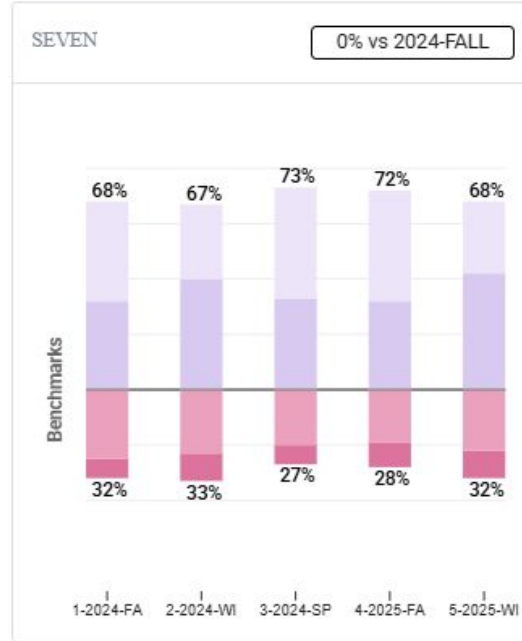
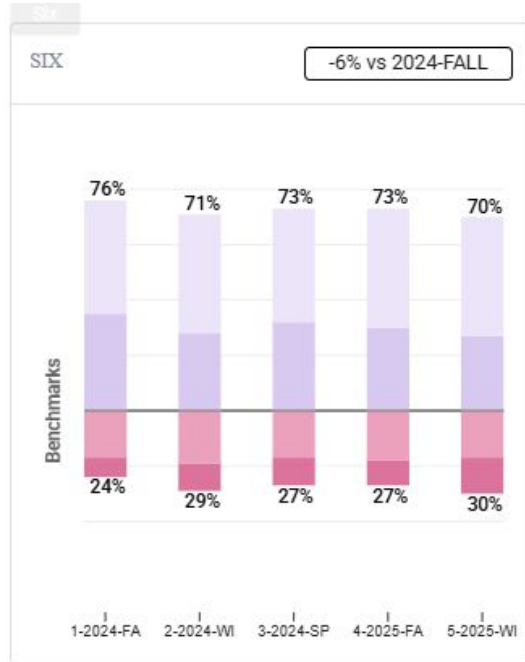
# aReading Grade 5 Highlights

## Low Risk % Over Time - aReading G5



Expect  
**More.**

# aReading - District (Grades 6/7/8)



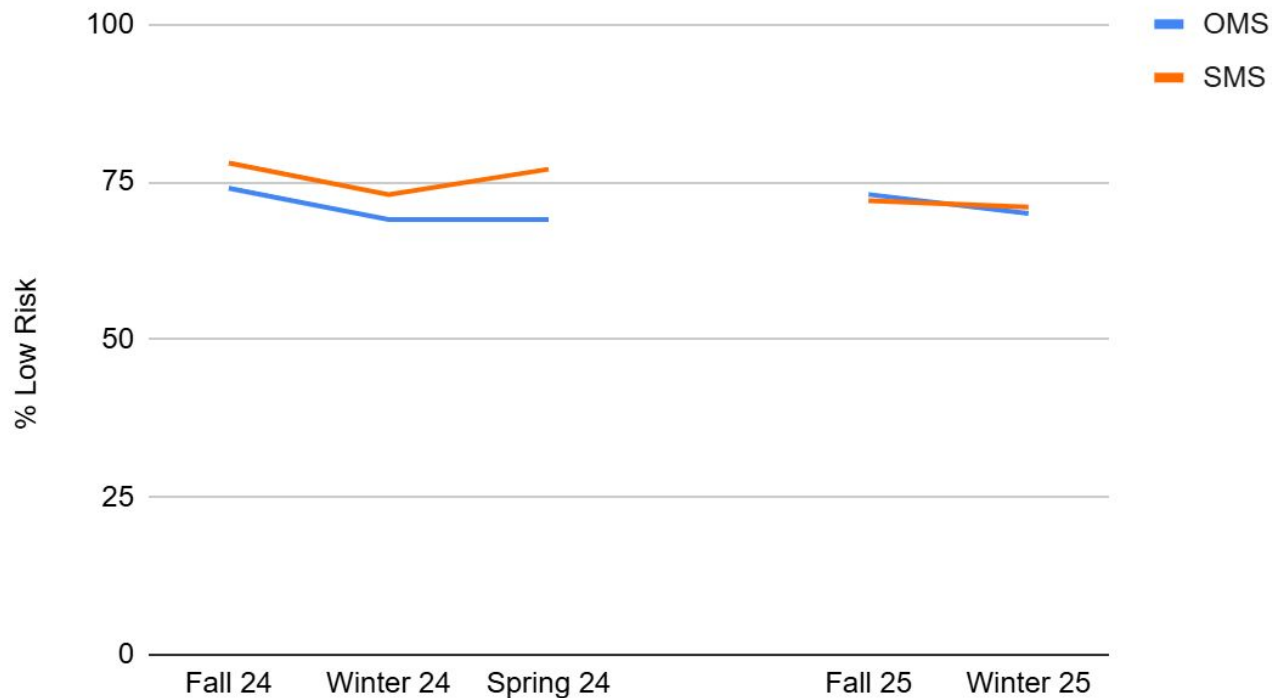
!!! High Risk 
 ! Some Risk 
 ■ low risk 
 ★ Advanced



Expect **More.**

# aReading Grade 6 Highlights

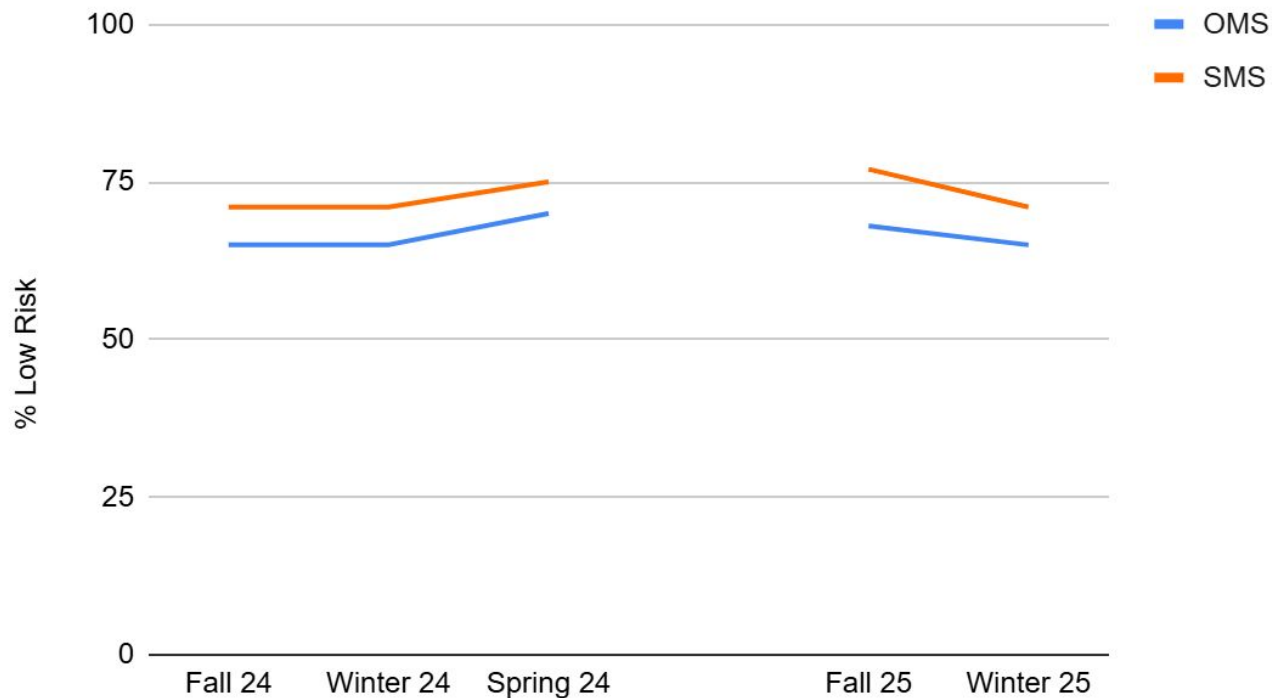
## Low Risk % Over Time - aReading G6



Expect  
**More.**

# aReading Grade 7 Highlights

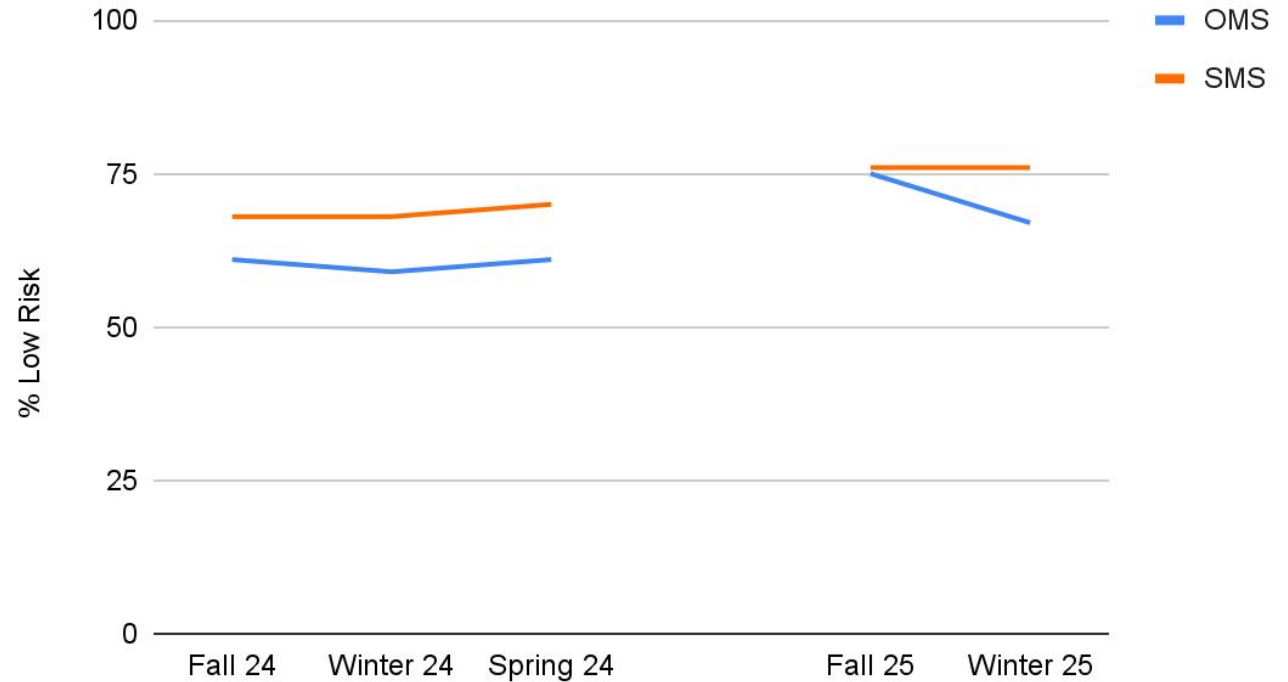
## Low Risk % Over Time - aReading G7



Expect  
**More.**

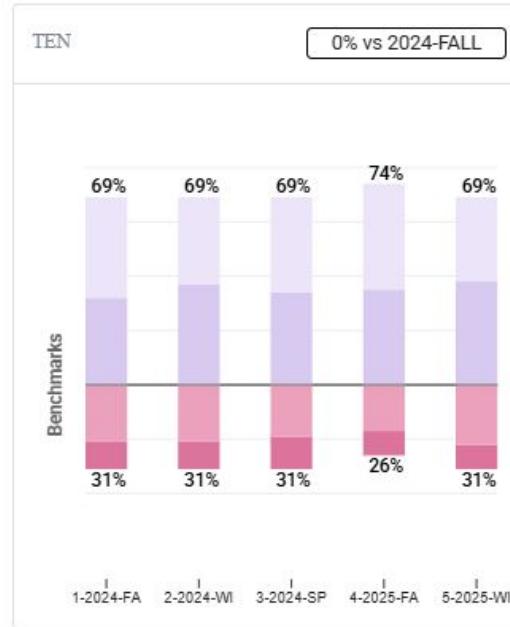
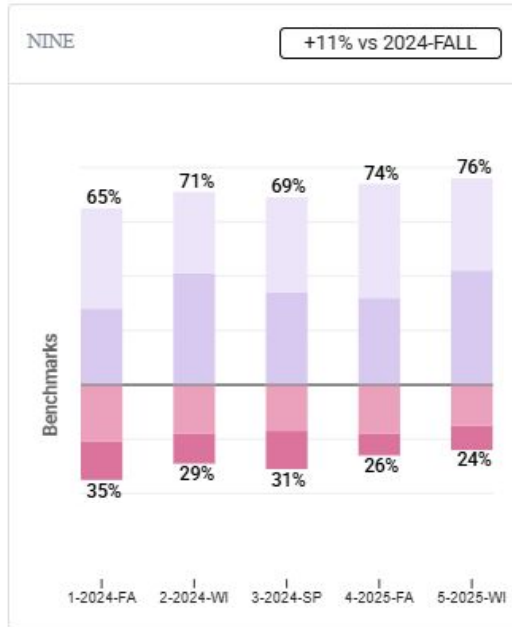
# aReading Grade 8 Highlights

## Low Risk % Over Time - aReading G8



Expect  
**More.**

# aReading - District (Grades 9/10)



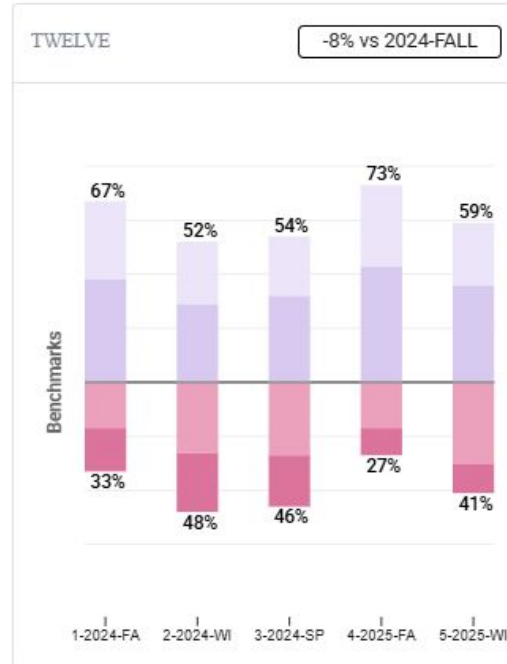
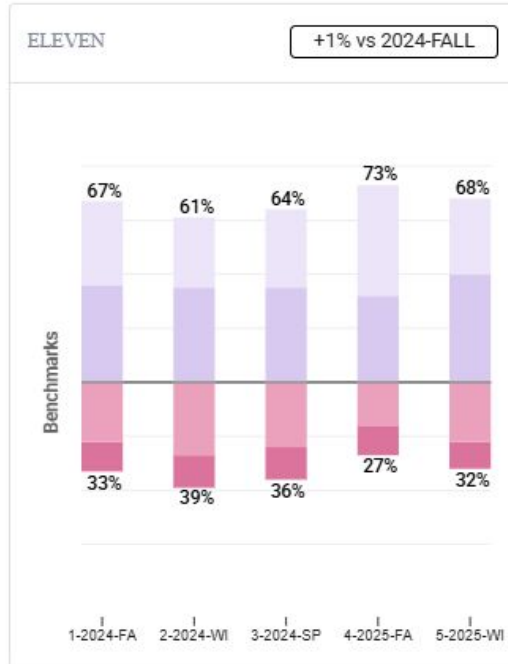
!!! High Risk ! Some Risk low risk ★ Advanced

- Signs of growth in grade 9 continue from last year
  - 74% to 76% low risk
- Stable at grade 10 (69%)



Expect  
**More.**

# aReading - District (Grades 11/12)



- Continued trend of dips from fall to winter
- Winter over winter growth in both grades

!!! High Risk    ! Some Risk    low risk    ☆ Advanced



Expect  
**More.**

# Winter Reading Longitudinal Data

Reading	K earlyReading	1 earlyReading	2 aReading	3 aReading	4 aReading	5 aReading	6 aReading	7 aReading
2020	N/A	N/A	65%	73%	71%	72%		
2021	59%	57%	67%	72%	75%	71%		
2022	66%	61%	69%	71%	72%	72%		
2023	71%	63%	66%	70%	61%	63%		
2024	70%	64%	72%	71%	68%	65%	71%	
2025	69%	59%	68%	68%	63%	67%	70%	68%



Expect  
**More.**

# FastBridge aReading vs. MCA Reading (2025)

3rd - 8th, 10th Grade	Does Not Meet	Partially Meets	Meets	Exceeds
highRisk	321	55	9	0
someRisk	348	346	175	2
lowRisk	108	339	845	98
Advanced	4	42	681	663



# FastBridge vs. MCA

FastBridge Percentile Cut	MCA Percent Proficient
40th Percentile+	83%
50th Percentile+	89%
60th Percentile+	94%
65th Percentile+	96%

FastBridge Percentile Band	MCA Percent Proficient	Count
0-10	3%	256
10-20	5%	293
20-30	15%	376
30-40	34%	365
40-50	52%	233
50-60	69%	488
60-70	85%	470
70-80	94%	468
80-90	98%	476
90-100	99%	398



Expect **More.**

# FastBridge Reading Takeaways:

- Ability to identify areas of need and areas of growth
  - Down to school, grade, teacher level
- Uneven progress across elementary grade levels as new curricula are implemented
- Consistent fall to winter drop in elementary
- Growth in grades 8 and 9, stability in other secondary grades



Expect  
**More.**



earlyMath

# What does earlyMath measure?

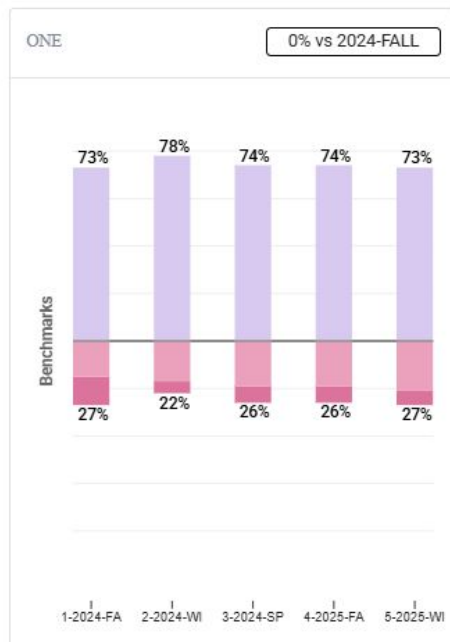
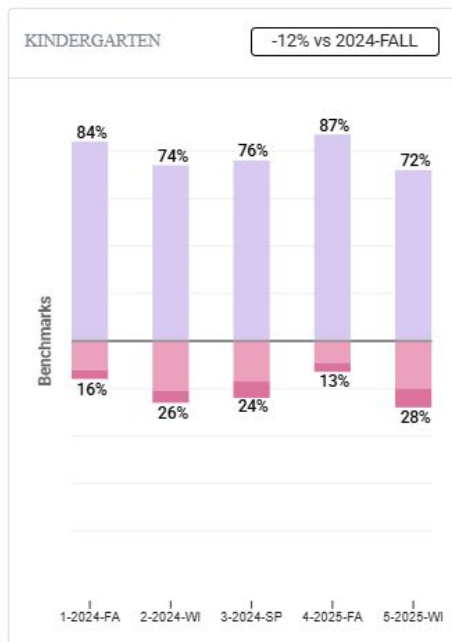
Foundational numeracy skills in the domains of number, relations, and operations

	Fall	Winter	Spring
Kindergarten	Matching Quantity Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Numeral Identification
1st Grade	Decomposing Numbers Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Place Value	Decomposing Numbers Place Value Story Problems



Expect  
**More.**

# earlyMath - District



- Drop in Kindergarten from 87% to 72% low risk
  - Similar to last year
  - Consistent across schools
- First grade remaining very consistent

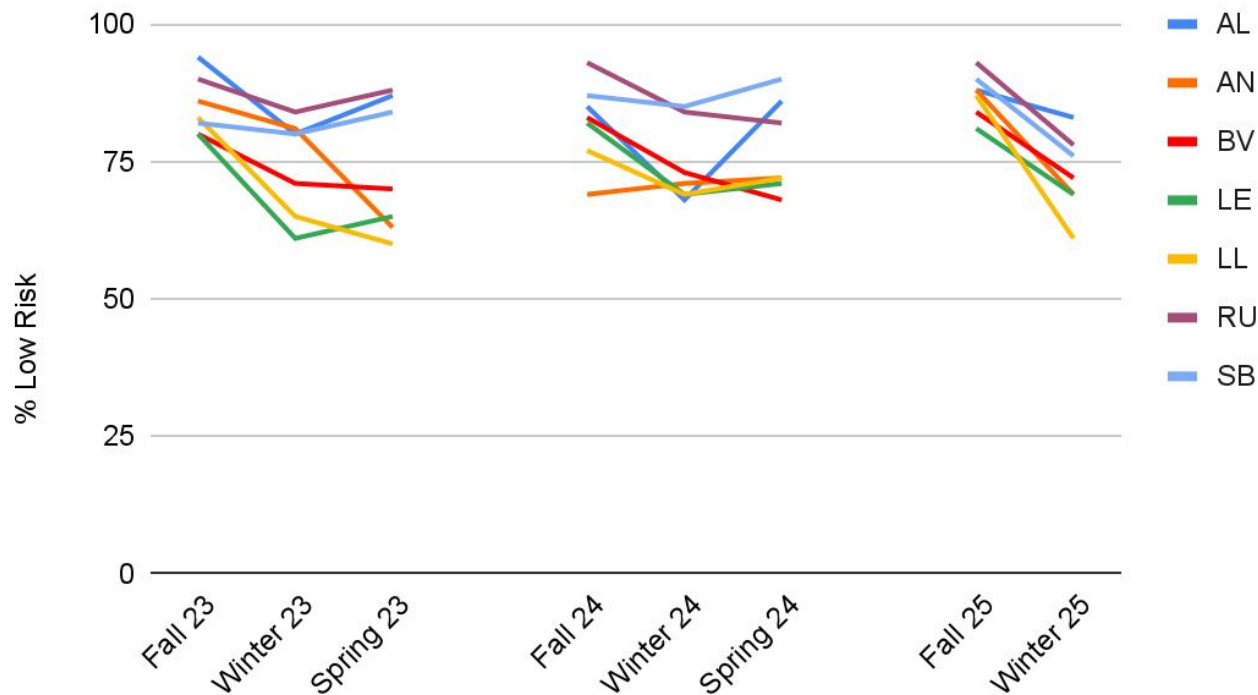
!! High Risk ! Some Risk low risk ★ Advanced



Expect  
**More.**

# earlyMath Kindergarten Highlights

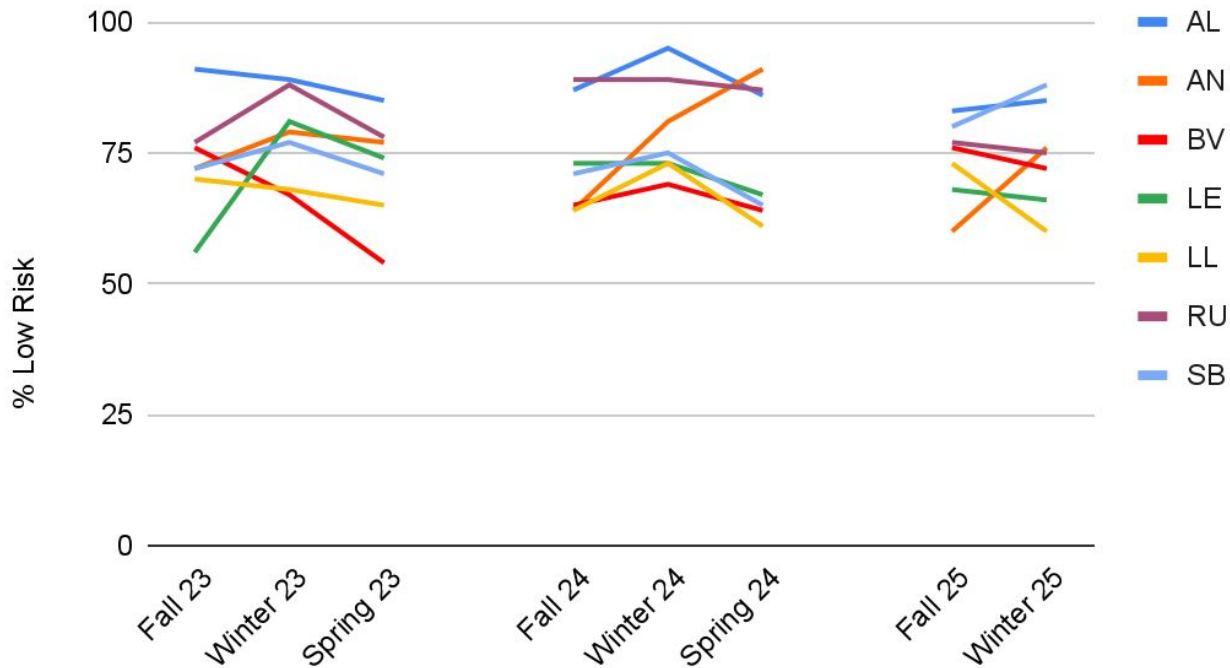
## Low Risk % Over Time - earlyMath K



Expect  
**More.**

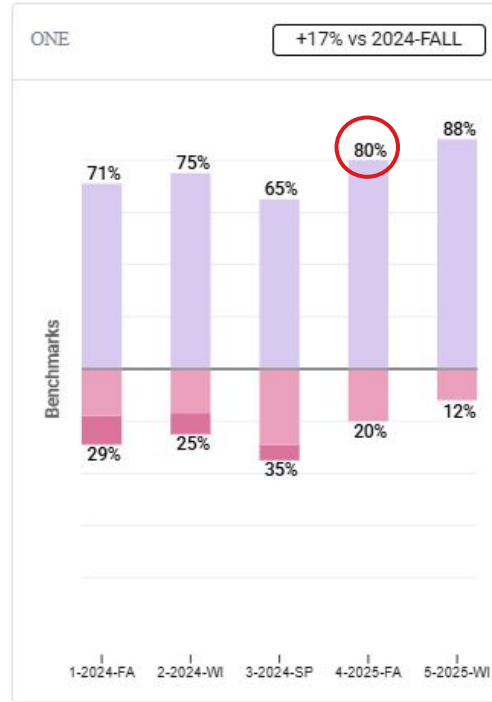
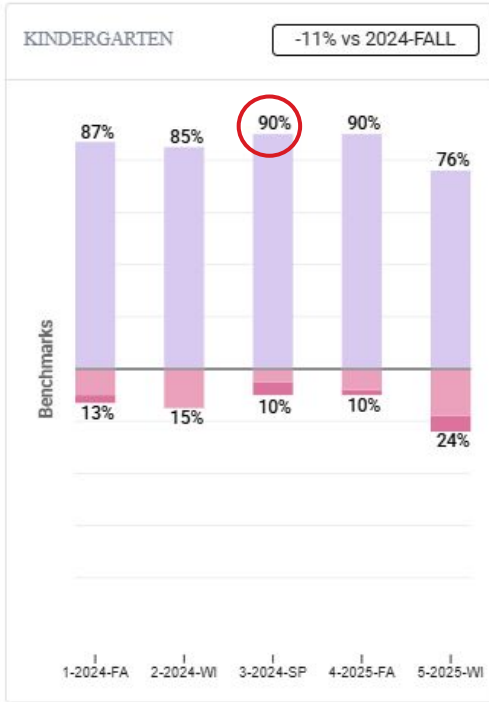
# earlyMath Grade 1 Highlights

## Low Risk % Over Time - earlyMath G1



Expect  
**More.**

# Stonebridge earlyMath



- Kindergarten holding steady at 71% low risk
- First grade came in higher from kindergarten, and grew 8 percentage points





aMath

# What does aMath measure?

- General, grade-level math skills
- Assesses broad math abilities and predicts overall achievement in operations and algebraic thinking; number and operations in base ten; number and operations with fractions; measurement and data; and geometry

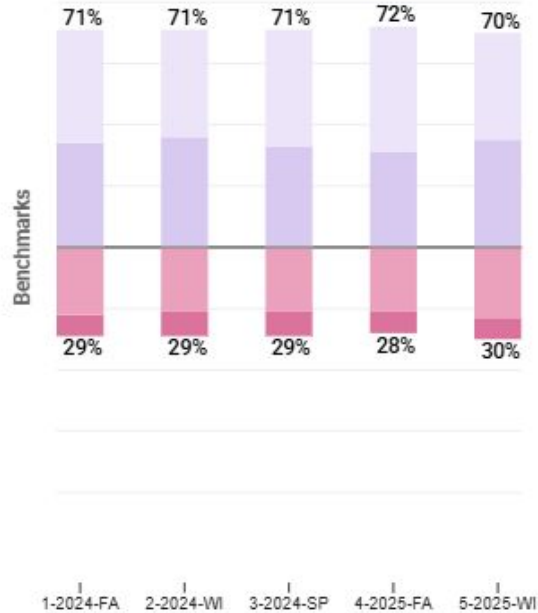
*30 minutes, computer-based adaptive assessment*



Expect  
**More.**

DISTRICT

-1% vs 2024-FALL



!!! High Risk   ! Some Risk   low risk   ☆ Advanced

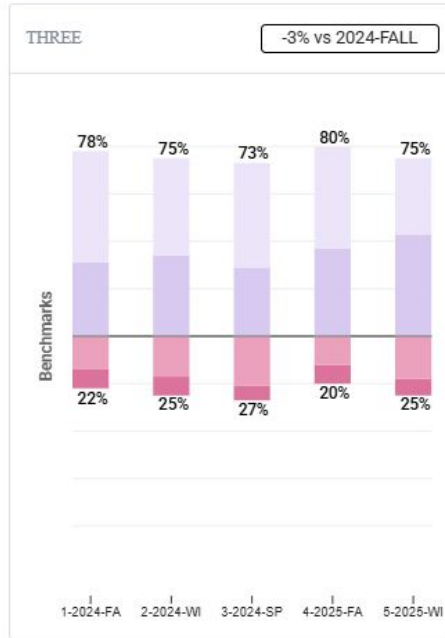
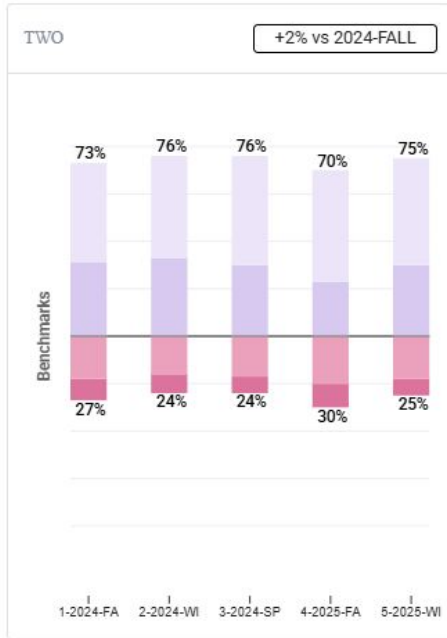
## aMath - District

- Static from fall to winter
- Overall static from last year
  - Fall to fall shows a slight increase
  - Winter to winter shows a slight decrease (most stable)
  - Note: secondary fully included



Expect  
**More.**

# aMath - District (Grades 2/3)



High Risk Some Risk Low Risk Advanced

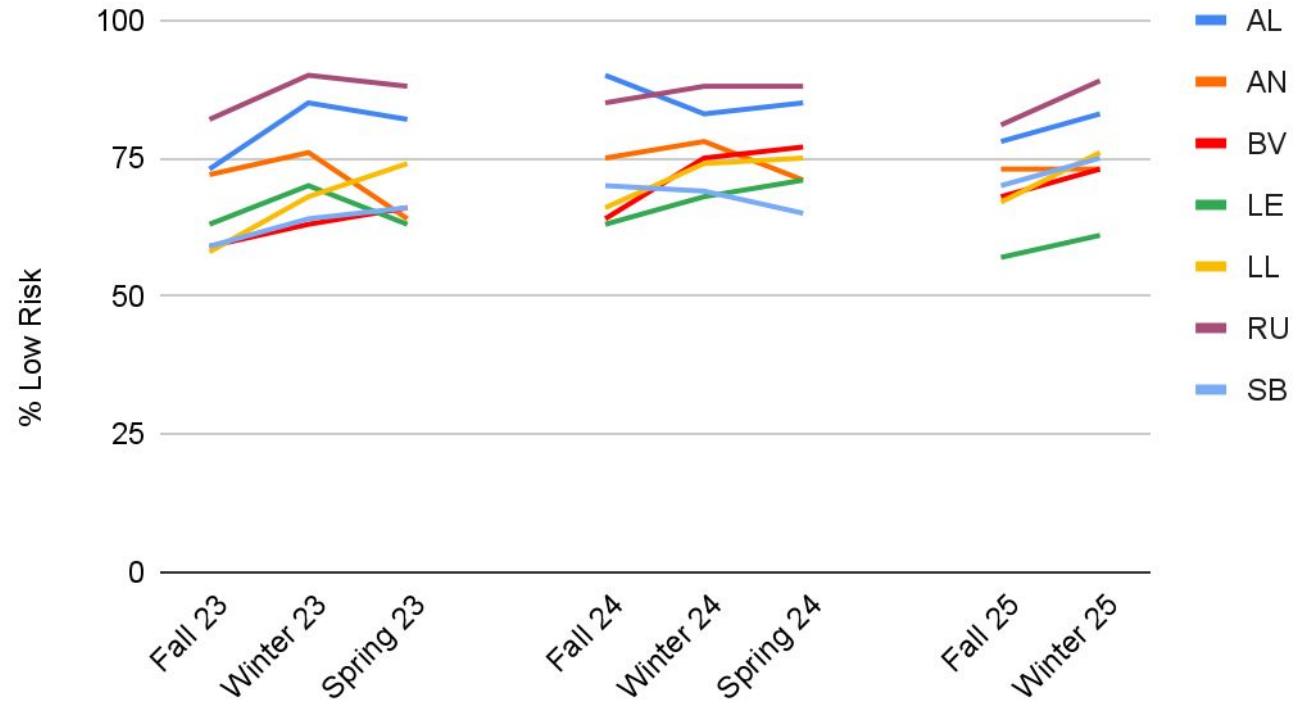
- Most growth in second grade from 70% to 75% low risk
  - Similar to last year
- Third grade more stable at 75% low risk



Expect  
**More.**

# aMath Grade 2 Highlights

## Low Risk % Over Time - aMath G2



Expect  
**More.**

# aMath - District (Grades 4/5)

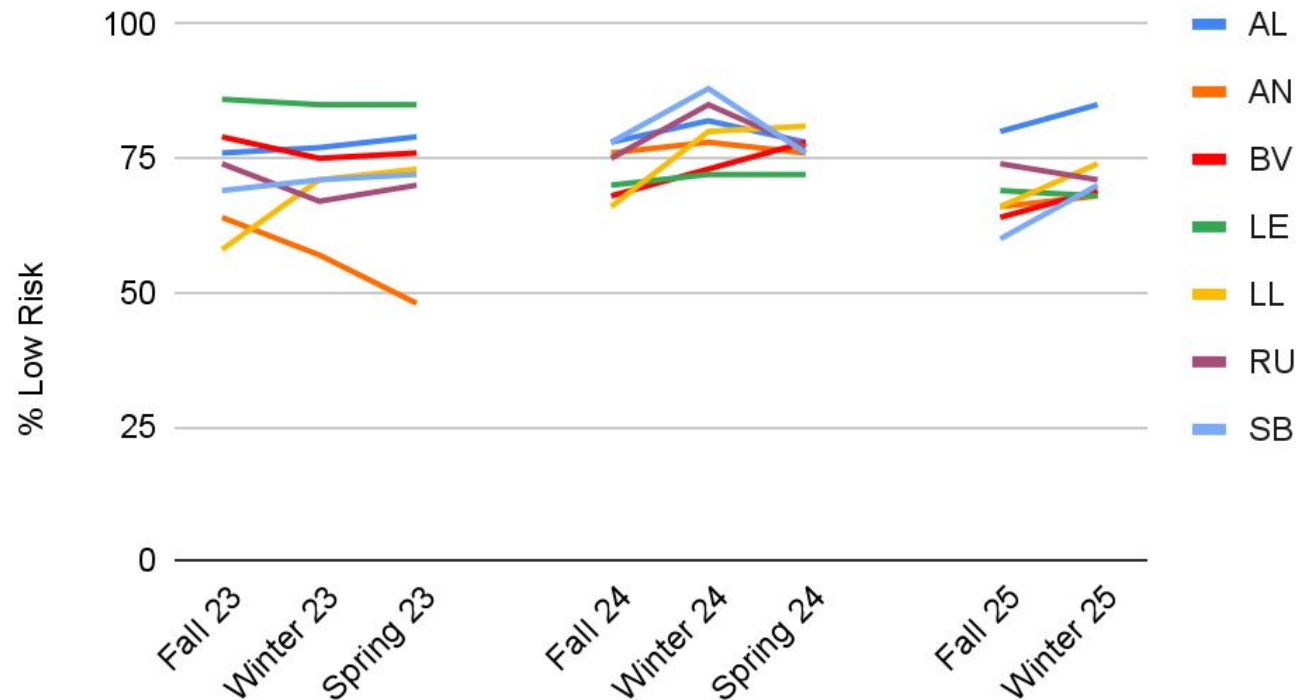


- Growth in grade 4 from 70% to 73% low risk
- Drop in grade 5 from fall to winter (78% to 70%)
  - Winter to winter steady at 70%
- More students in "advanced" from fall to winter



# aMath Grade 4 Highlights

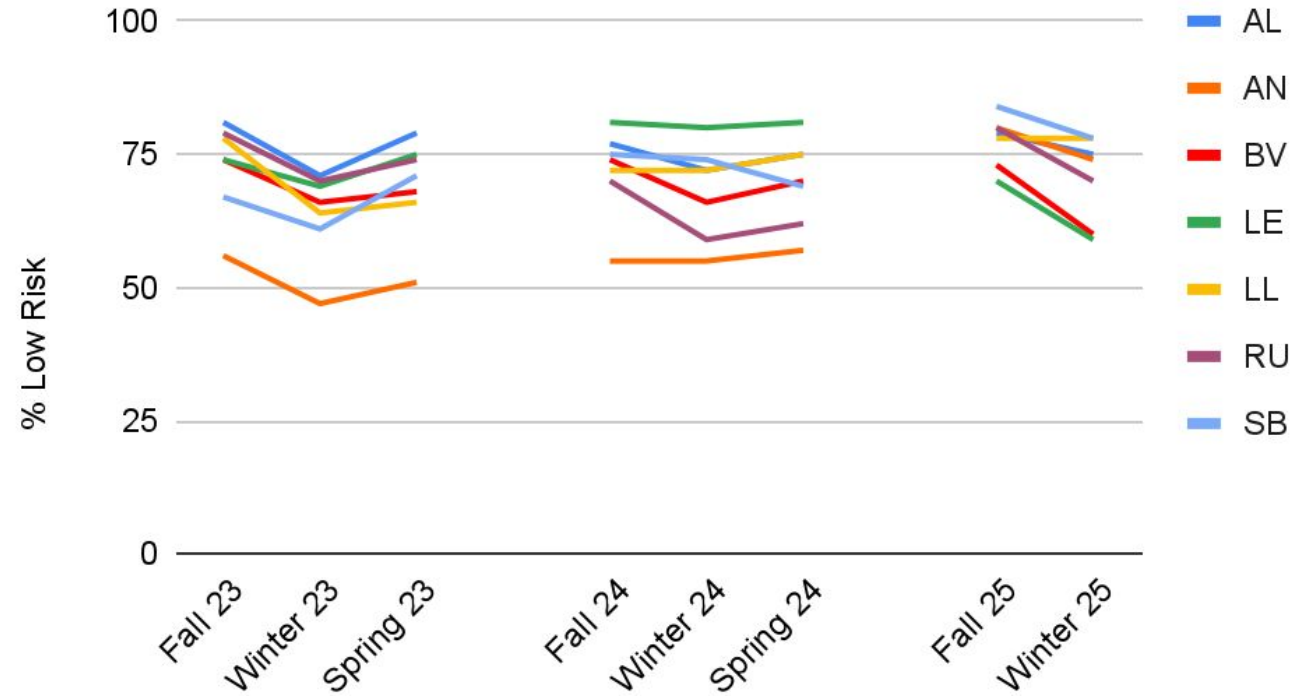
## Low Risk % Over Time - aMath G4



Expect  
**More.**

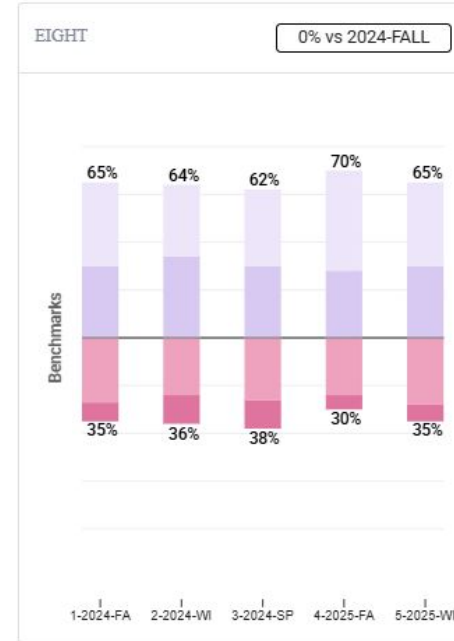
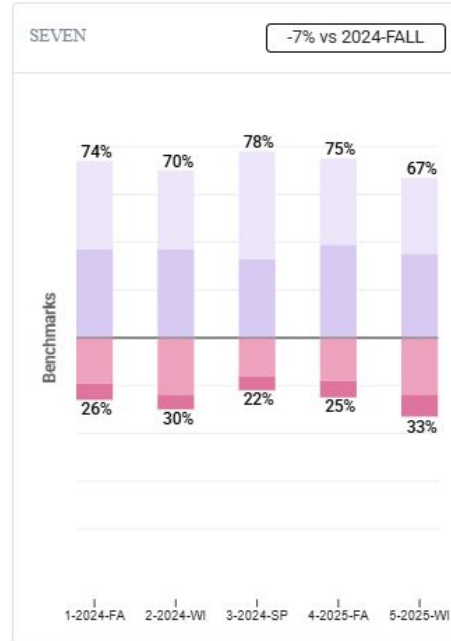
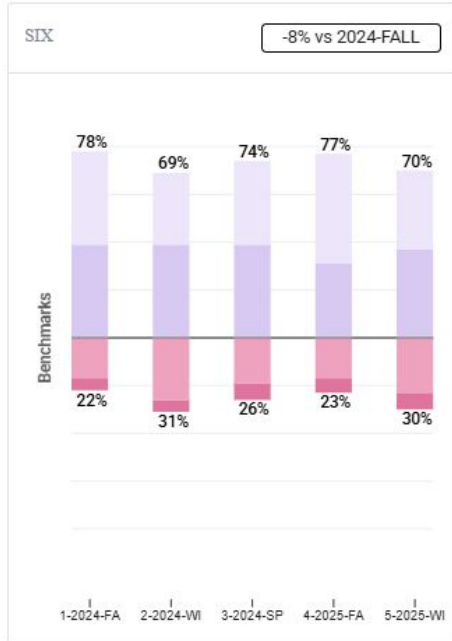
# aMath Grade 5 Highlights

## Low Risk % Over Time - aMath G5



Expect  
**More.**

# aMath - District (Grades 6/7/8)



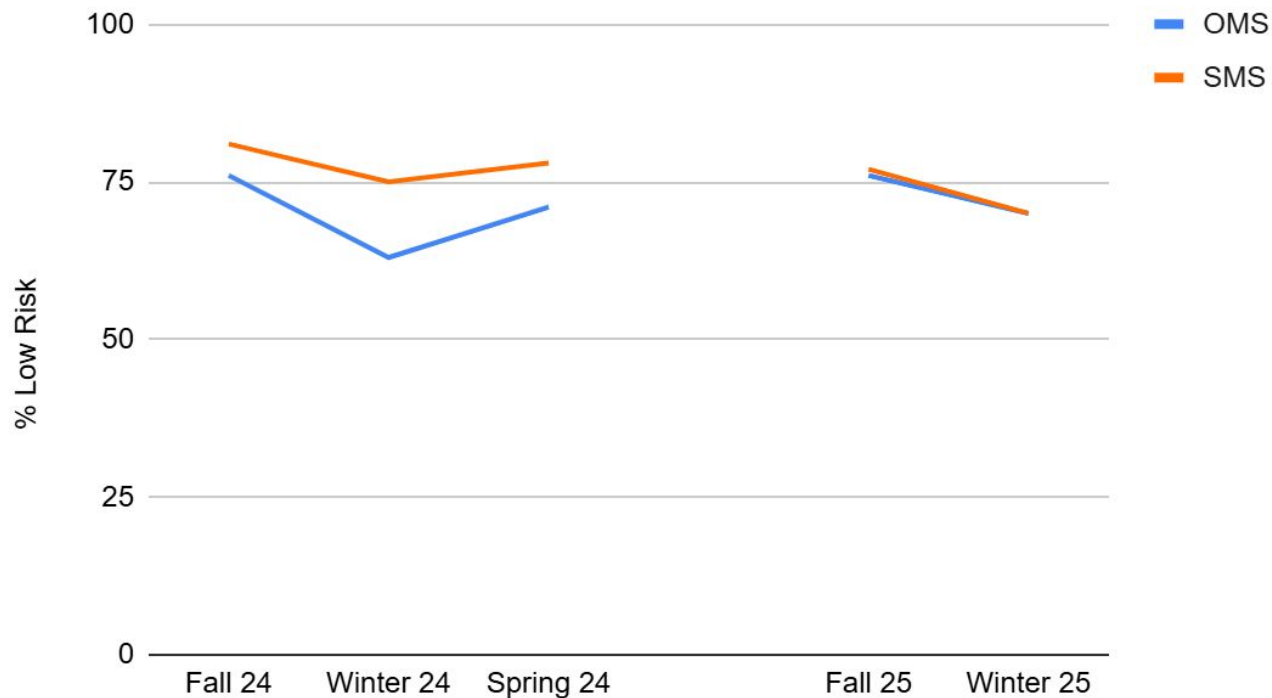
!! High Risk 
 ! Some Risk 
 ■ low risk 
 ■ Advanced



Expect **More.**

# aMath Grade 6 Highlights

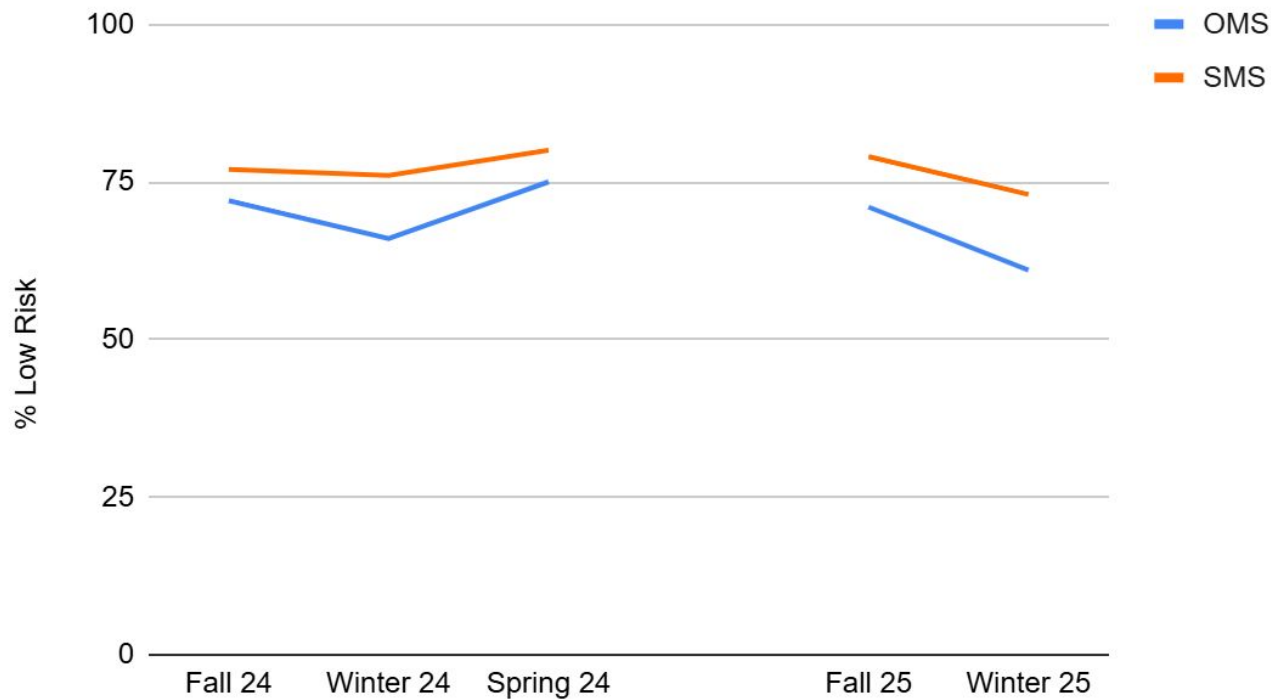
## Low Risk % Over Time - aMath G6



Expect  
**More.**

# aMath Grade 7 Highlights

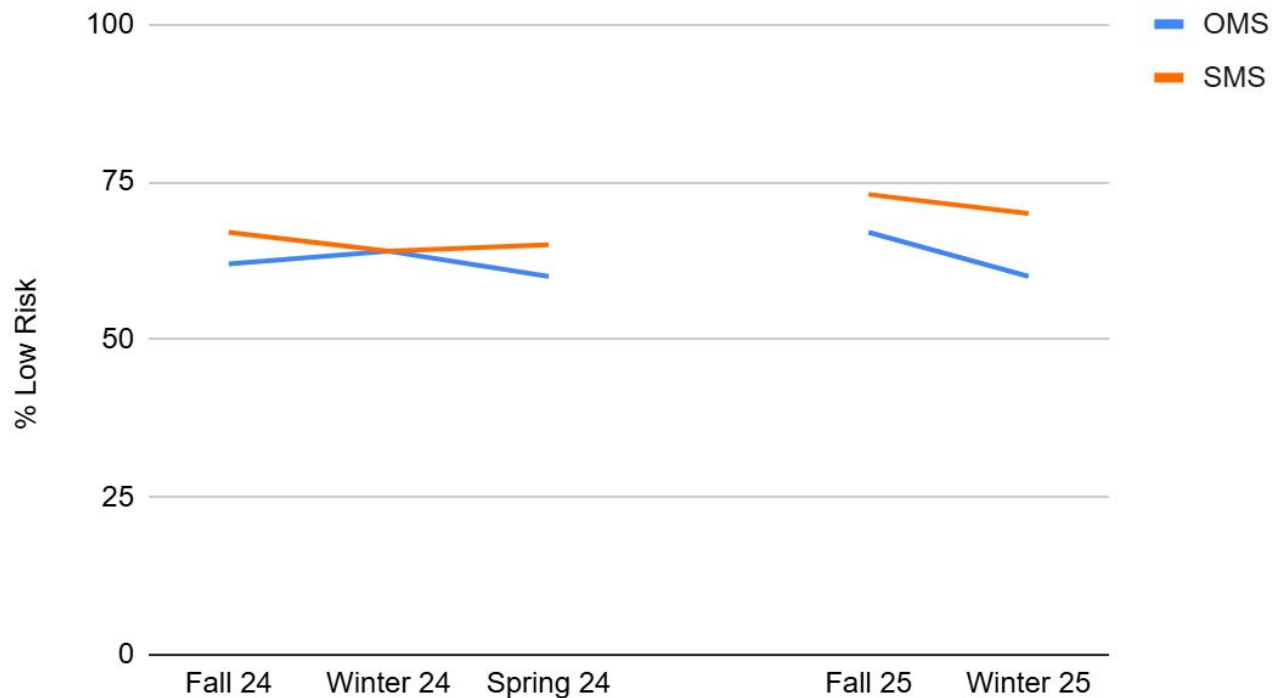
## Low Risk % Over Time - aMath G7



Expect  
**More.**

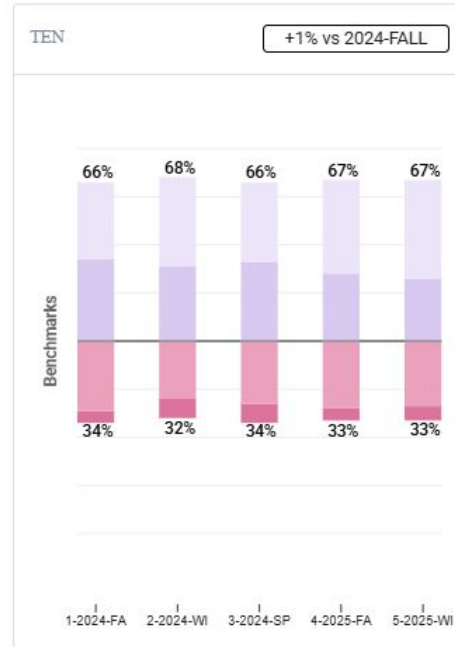
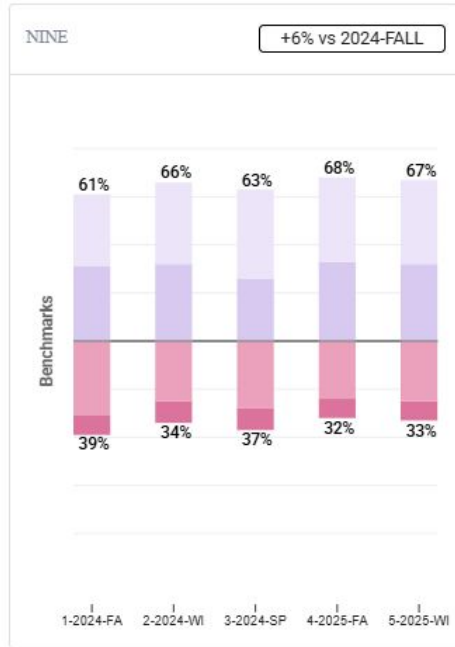
# aMath Grade 8 Highlights

## Low Risk % Over Time - aMath G8



Expect  
**More.**

# aMath - District (Grades 9/10)



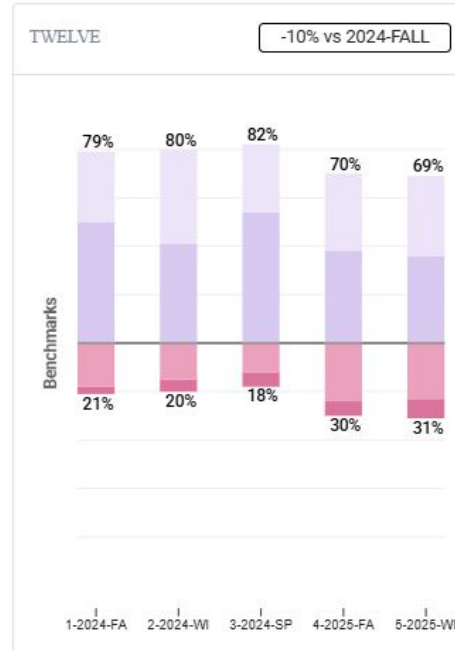
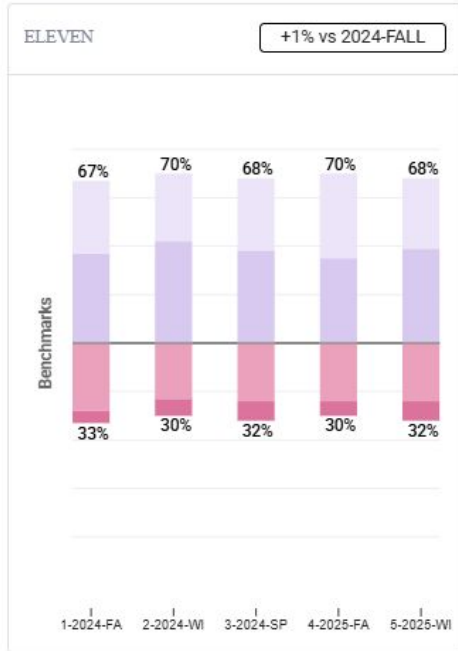
!!! High Risk ! Some Risk low risk ★ Advanced

- 9th and 10th grade holding steady at 67% on track
  - 9th started the year higher
- Lower than aReading at the same grade levels



Expect **More.**

# aMath - District (Grades 11/12)



- 11th grade stable at 68%
- More students screened in 12th grade this year
  - More representative
  - Sample informed by course-taking

!! High Risk ! Some Risk low risk ★ Advanced



Expect  
**More.**

# FastBridge aMath vs. MCA Math (2025)

3rd - 8th, 11th Grade	Does Not Meet	Partially Meets	Meets	Exceeds
highRisk	240	24	4	0
someRisk	389	340	94	0
lowRisk	102	491	824	89
Advanced	5	41	535	781



Expect  
**More.**

# FastBridge vs. MCA

FastBridge Percentile Cut	MCA Percent Proficient
40th Percentile+	79%
50th Percentile+	86%
60th Percentile+	93%
65th Percentile+	95%

FastBridge Percentile Band	MCA Percent Proficient	Count
0-10	2%	163
10-20	2%	266
20-30	9%	335
30-40	21%	382
40-50	39%	463
50-60	63%	485
60-70	83%	548
70-80	94%	510
80-90	97%	381
90-100	100%	428



Expect  
**More.**

# Math FastBridge Takeaways

- Ability to identify areas of need and areas of growth
  - Down to school, grade, teacher level
- Early math showing more alignment
- Continued push for rigor in math in grades 4 and 5 -- more students at advanced vs. low risk
- Math review cycle has begun (new standards 27-28)
- Secondary shows areas of strength and need across grade levels and schools



Expect  
**More.**



# Data Appendix

early  
Reading  
Kindergarten  
Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	76	89	92	63	77	85	63	65
<b>AN</b>	74	52	46	56	71	59	65	63
<b>BV</b>	69	43	46	70	60	41	72	65
<b>LE</b>	74	69	70	65	61	51	73	52
<b>LL</b>	71	61	48	59	74	65	70	68
<b>RU</b>	81	91	91	75	82	85	86	90
<b>SB</b>	81	91	89	75	83	86	74	87



Expect  
**More.**

early  
Reading  
Grade 1  
Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	63	68	66	63	82	84	56	59
<b>AN</b>	35	47	51	42	59	70	38	53
<b>BV</b>	58	58	63	48	49	46	54	53
<b>LE</b>	48	71	73	42	51	50	52	54
<b>LL</b>	49	57	63	48	58	57	51	52
<b>RU</b>	61	71	80	76	86	90	67	74
<b>SB</b>	57	63	64	58	71	76	67	58



Expect  
**More.**

# aReading Grade 2 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	63	72	79	71	76	76	75	75
<b>AN</b>	55	62	60	60	65	54	71	77
<b>BV</b>	59	69	68	68	74	77	65	65
<b>LE</b>	58	54	61	51	63	67	49	58
<b>LL</b>	55	65	61	56	68	73	62	67
<b>RU</b>	87	82	85	83	83	80	80	79
<b>SB</b>	59	57	67	67	72	72	62	64



Expect  
**More.**

# aReading Grade 3 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	75	72	85	75	79	85	82	71
<b>AN</b>	67	62	67	66	55	68	62	59
<b>BV</b>	72	75	71	74	69	68	79	74
<b>LE</b>	66	61	62	69	64	73	69	59
<b>LL</b>	73	81	75	73	71	67	74	71
<b>RU</b>	81	69	78	80	84	79	84	75
<b>SB</b>	77	72	75	75	71	72	73	69



Expect  
**More.**

# aReading Grade 4 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	78	67	70	86	68	73	81	73
<b>AN</b>	54	34	55	62	52	66	68	54
<b>BV</b>	79	69	72	72	64	65	68	53
<b>LE</b>	82	67	72	66	58	60	70	57
<b>LL</b>	59	53	59	80	73	78	73	62
<b>RU</b>	76	61	74	81	69	75	85	64
<b>SB</b>	77	60	68	84	79	81	72	68



Expect  
**More.**

# aReading Grade 5 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
AL	76	74	77	74	69	75	77	66
AN	62	51	57	54	55	61	68	59
BV	64	65	61	72	62	64	64	58
LE	70	54	61	74	59	67	66	57
LL	74	53	58	63	62	64	81	73
RU	80	69	74	71	65	66	78	70
SB	69	65	66	68	65	65	82	77



Expect  
**More.**

# aReading Grade 6 Highlights

	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
OMS	74	69	69	73	70
SMS	78	73	77	72	71



Expect  
**More.**

# aReading Grade 7 Highlights

	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
OMS	65	65	70	68	65
SMS	71	71	75	77	71



Expect  
**More.**

# aReading Grade 8 Highlights

	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
OMS	61	59	61	75	67
SMS	68	68	70	76	76



Expect  
**More.**

# earlyMath Kindergarten Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	94	80	87	85	68	86	88	83
<b>AN</b>	86	81	63	69	71	72	88	69
<b>BV</b>	80	71	70	83	73	68	84	72
<b>LE</b>	80	61	65	82	69	71	81	69
<b>LL</b>	83	65	60	77	69	72	87	61
<b>RU</b>	90	84	88	93	84	82	93	78
<b>SB</b>	82	80	84	87	85	90	90	76



Expect  
**More.**

# earlyMath Grade 1 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	91	89	85	87	95	86	83	85
<b>AN</b>	72	79	77	64	81	91	60	76
<b>BV</b>	76	67	54	65	69	64	76	72
<b>LE</b>	56	81	74	73	73	67	68	66
<b>LL</b>	70	68	65	64	73	61	73	60
<b>RU</b>	77	88	78	89	89	87	77	75
<b>SB</b>	72	77	71	71	75	65	80	88



Expect  
**More.**

# aMath Grade 2 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	73	85	82	90	83	85	78	83
<b>AN</b>	72	76	64	75	78	71	73	73
<b>BV</b>	59	63	66	64	75	77	68	73
<b>LE</b>	63	70	63	63	68	71	57	61
<b>LL</b>	58	68	74	66	74	75	67	76
<b>RU</b>	82	90	88	85	88	88	81	89
<b>SB</b>	59	64	66	70	69	65	70	75



Expect  
**More.**

# aMath Grade 3 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	75	73	84	82	85	85	93	83
<b>AN</b>	82	77	76	72	66	61	68	67
<b>BV</b>	79	76	74	74	72	64	80	75
<b>LE</b>	75	73	68	70	73	71	76	71
<b>LL</b>	80	74	67	78	68	70	76	73
<b>RU</b>	87	86	78	91	83	84	86	77
<b>SB</b>	80	86	73	75	71	68	76	75



Expect  
**More.**

# aMath Grade 4 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
<b>AL</b>	76	77	79	78	82	78	80	85
<b>AN</b>	64	57	48	76	78	76	66	68
<b>BV</b>	79	75	76	68	73	78	64	69
<b>LE</b>	86	85	85	70	72	72	69	68
<b>LL</b>	58	71	73	66	80	81	66	74
<b>RU</b>	74	67	70	75	85	77	74	71
<b>SB</b>	69	71	72	78	88	76	60	70



Expect  
**More.**

# aMath Grade 5 Highlights

	Fall 23	Winter 23	Spring 23	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
AL	81	71	79	77	72	75	79	75
AN	56	47	51	55	55	57	80	74
BV	74	66	68	74	66	70	73	60
LE	74	69	75	81	80	81	70	59
LL	78	64	66	72	72	75	78	78
RU	79	70	74	70	59	62	80	70
SB	67	61	71	75	74	69	84	78



Expect  
**More.**

# aMath Grade 6 Highlights

	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
OMS	76	63	71	76	70
SMS	81	75	78	77	70



Expect  
**More.**

# aMath Grade 7 Highlights

	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
OMS	72	66	75	71	61
SMS	77	76	80	79	73



Expect  
**More.**

# aMath Grade 8 Highlights

	Fall 24	Winter 24	Spring 24	Fall 25	Winter 25
OMS	62	64	60	67	60
SMS	67	64	65	73	70



Expect  
**More.**



# Questions