

Work session will begin 10 minutes after the adjournment of the Business meeting.

1. Strategic Plan Community Involvement Timeline (Presenters: David Engstrom, Superintendent and Greenway Strategy Group) (30 minutes) 2
2. Data Review: Graduation Rates (Presenters: John Groenke - Executive Director of Student Services, Dr. Cheryl Videen - Director of Research, Evaluation and Assessment, Toni Boyden - Principal of Robbinsdale Virtual Academy/Highview, Dr. Frank Herman - Principal of Cooper High School, Erick Norby - Principal of Armstrong High School) (30 minutes) 9
3. Data Review: FAST, FastBridge and SAEBERS (Presenters: John Groenke - Executive Director of Student Services, Dr. Cheryl Videen - Director of Research, Evaluation and Assessment, Nancy Froelich - Principal of Meadow Lake Elementary) (60 minutes) 35
4. Board Discussion (Presenter: Helen Bassett, School Board Chair)
5. Other



Strategic Planning Process

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School Board Meeting

April 5, 2022



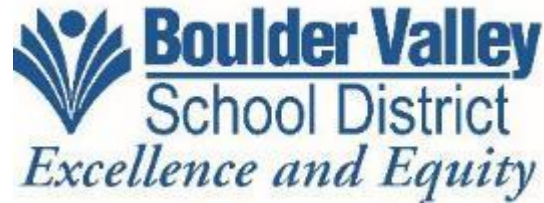
Greenway Strategy Group provides analysis
and strategic guidance
to social impact organizations
to improve outcomes for children, families and learners of all ages.

Expertise

- Strategy design, implementation and monitoring
- Performance improvement
- Research
- Facilitation
- Financial analysis
- Governance

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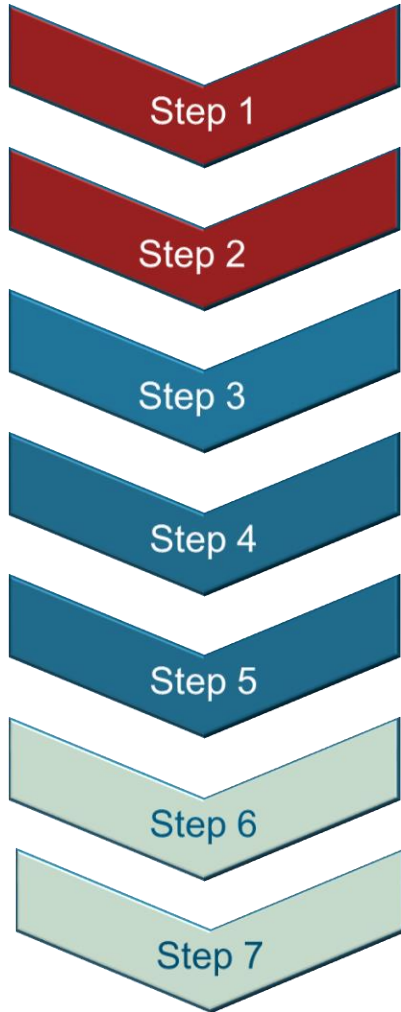
Sample Client Engagements



Supporting ideas.
Sharing solutions.
Expanding opportunities.®



Project Overview



- Environmental Scan
- Organizational Assessment

- Analyze Implications

- Define Desired Future: Vision, Mission, Priority Student Outcomes

- Develop Strategic Themes, Objectives and Measures

- Define Strategic Initiatives

- Create Action Plans

- Develop Monitoring and Review Process

Phase 1: Analysis
March-April

Phase 2:
Strategy Development
May-July

Phase 3: Action
Planning
August-October

Strategic Plan Components

The Direction

- ❑ Vision = desired impact, WHY we exist
- ❑ Mission = descriptive statement of purpose, WHAT we do
- ❑ Priority Student Outcomes = specific, measurable results to achieve for student success
- ❑ Strategic Themes = areas of district practice that must be addressed to achieve priority outcomes
- ❑ Strategic Objectives = choices about how to address the strategic themes; what will be created, enhanced or improved

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The Methods

- ❑ Strategic Initiatives = significant projects to implement the objectives
- ❑ Action Plans = how to get the projects done

Kernels of a Good Strategy

Phase 1: Analysis

A diagnosis: an explanation of the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as being the critical ones.

Phase 2: Strategy Development

A guiding policy: an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.

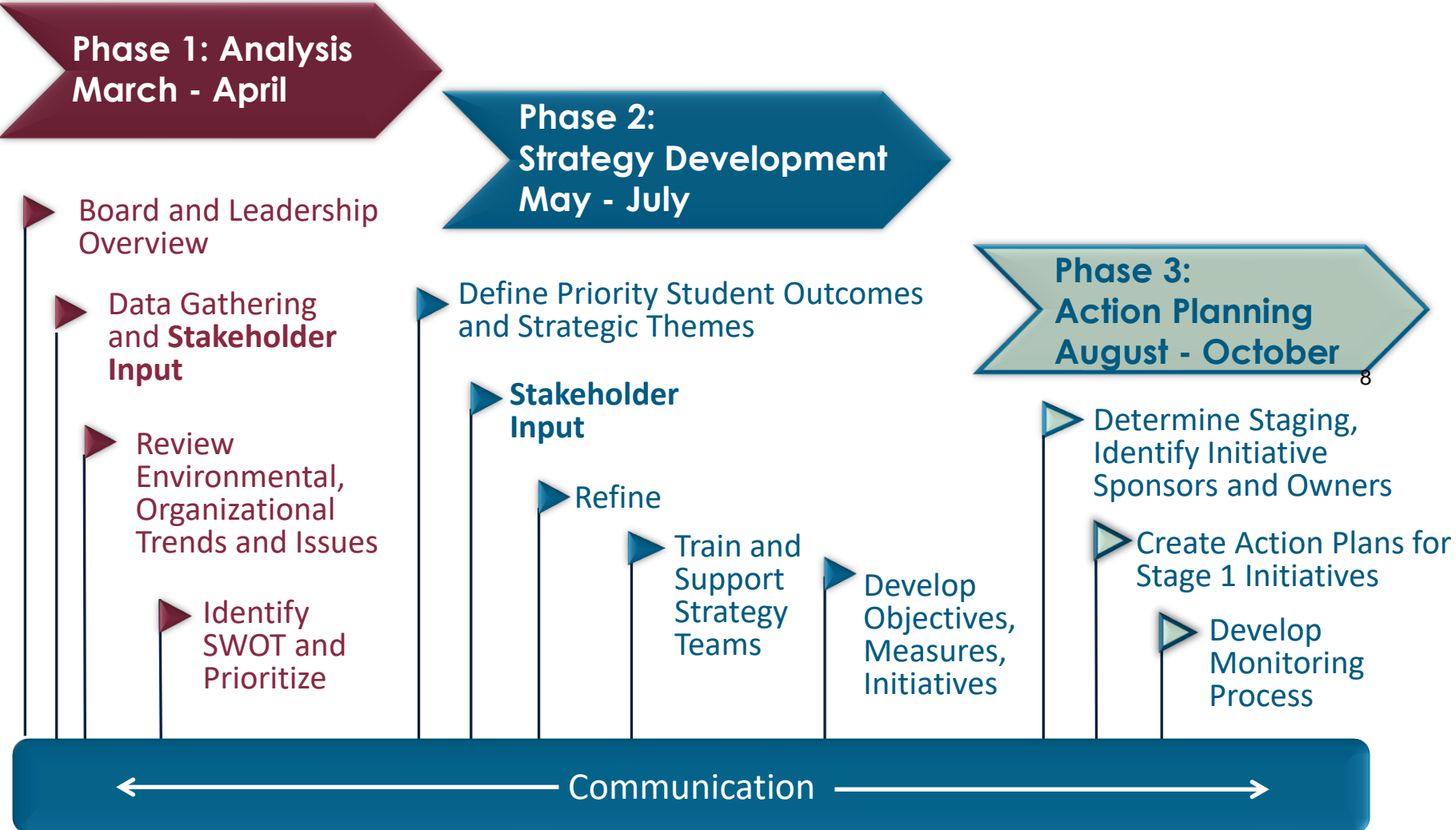
Phase 3: Action Planning

Coherent actions: steps that are coordinated with one another to support the accomplishment of the guiding policy.

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Richard Rumelt, *The Peril of Bad Strategy*, McKinsey Quarterly, June 2011

Robbinsdale Area Schools Strategic Planning Process





Graduation Rates 2021

**School Board Work Session
April 5, 2022**

Presenters:

John Groenke, Executive Director of Student Services

Dr. Cheryl Videen, Director of Research, Evaluation and Assessment

Toni Boyden, Principal Robbinsdale Academy-Highview

Dr. Frank Herman, Principal Cooper High School

Erick Norby, Principal Armstrong High School

OUR UNIFIED DISTRICT VISION

Our mission is to inspire and educate all learners to
develop their unique potential and positively
contribute to their community

Executive Summary: Graduation Rates 2021

- ❖ The overall district graduation rate increased substantially from 80.2% to 83.1% and is at a nine-year high.
- ❖ The district's graduation rate is nearly identical to the state's graduation rate.
- ❖ The graduation rates for American Indian (three-year average), Asian, and Black/African American students, as well as those identifying as two or more races, all increased substantially.
- ❖ Graduation rates also increased for student eligible for Free/Reduced price meals, English Learner, white students and special education students.

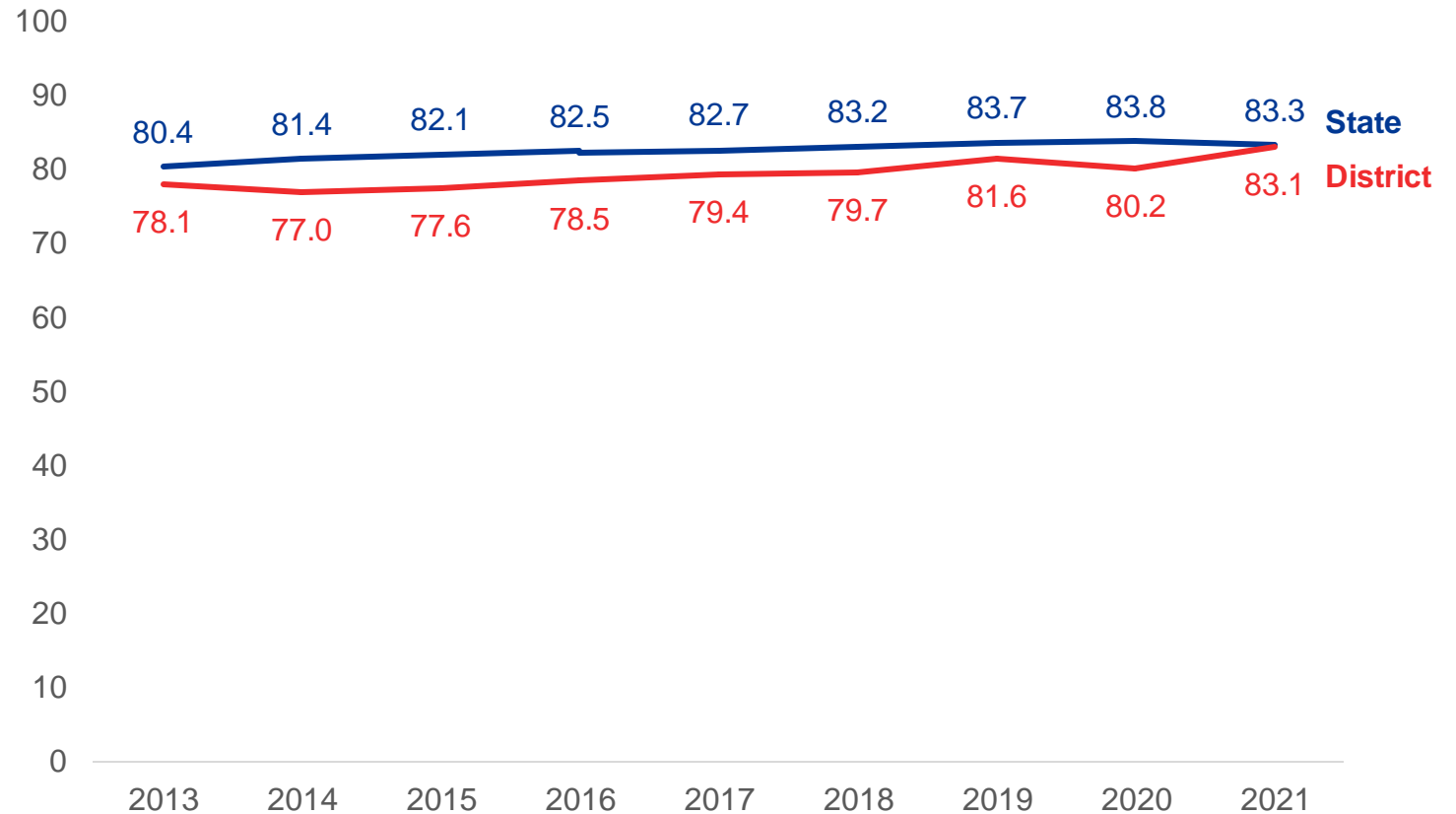


ROBBINSDALE
Area Schools

Robbinsdale Area Schools graduation rate increased from 80.2% to 83.1% and is at a nine-year high.

The district's graduation rate is nearly identical to the state's graduation rate.

Graduation Rate: All Students



Four-year completion rates

All Students Graduation Rates: 2013 - 2021

All Students	MN	RAS	AHS	CHS	Highview
2013	80.4	78.1	85.7	80.7	15.9
2014	81.4	77.0	86.9	79.7	14.0
2015	82.1	77.6	87.0	82.7	18.3
2016	82.5	78.5	86.6	81.2	22.1
2017	82.7	79.4	89.5	83.9	27.8
2018	83.2	79.7	88.3	86.2	20.6
2019	83.7	81.6	89.7	87.0	34.3
2020	83.8	80.2	90.7	84.3	38.1
2021	83.3	83.1	92.2	86.8	48.9

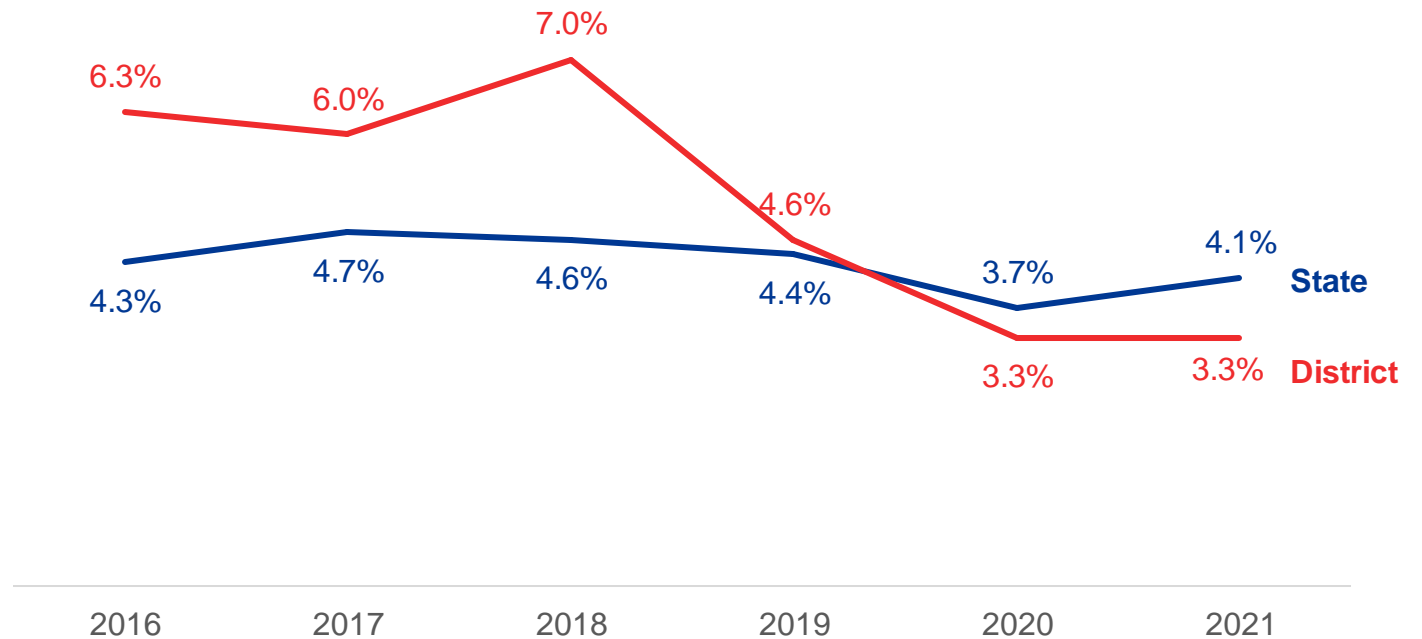


ROBBINSDALE
Area Schools

Drop Out Rate: All Students

The district's drop out rate remained the same while the state's rate increased.

The district's drop out rate continues to be lower than the state's rate.

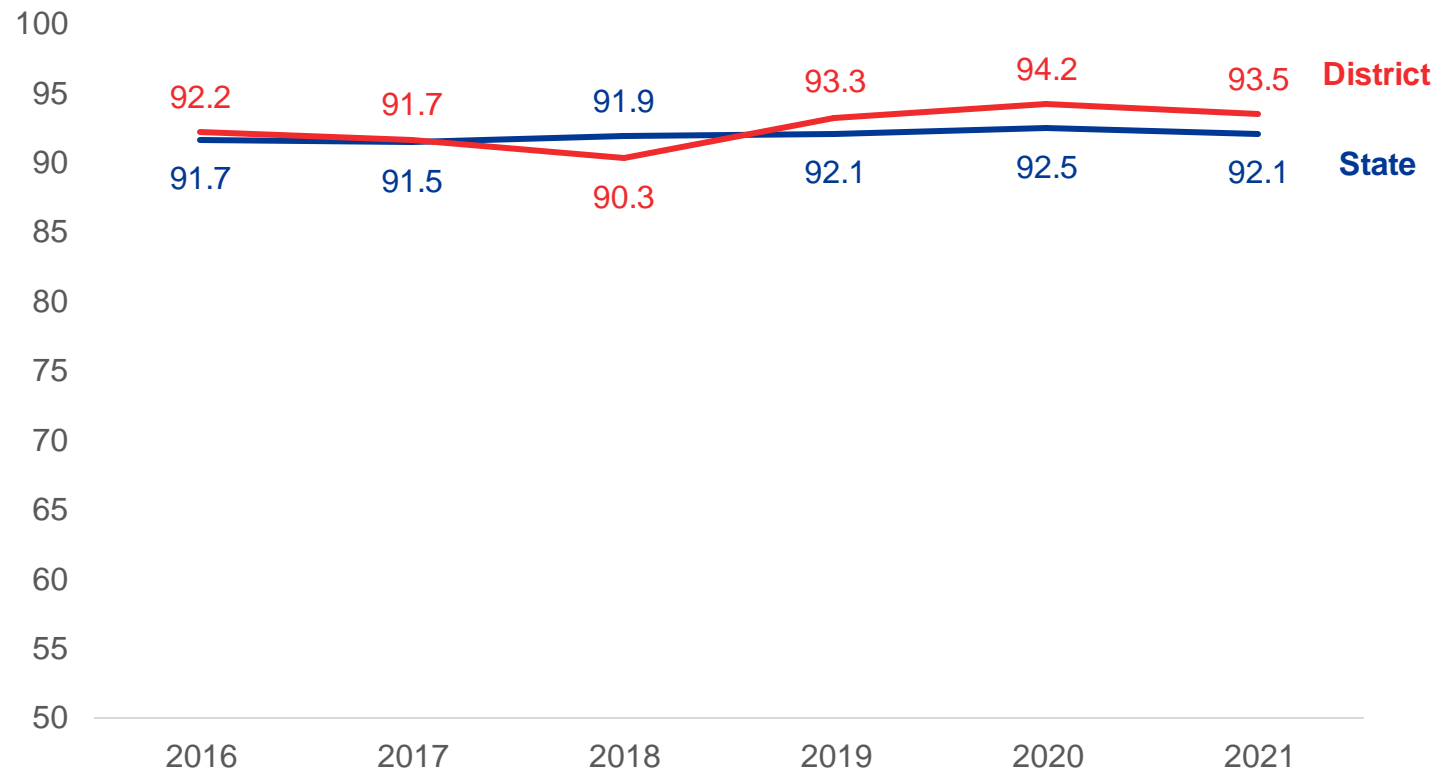




ROBBINSDALE
Area Schools

The percentage of district students that either graduated or are continuing their high school education decreased slightly but continues to be higher than across the state.

Rate of student who completed plus those that are continuing their HS education



Four-year completion rates

American Indian Graduation Rates: 2013 - 2021

American Indian	MN	RAS	AHS	CHS	Highview
2013	48.1	65.7	*CTSTR	*CTSTR	*CTSTR
2014	48.2		*CTSTR	*CTSTR	*CTSTR
2015	49.1		*CTSTR	*CTSTR	*CTSTR
2016	49.5	61.9	*CTSTR	*CTSTR	*CTSTR
2017	50.7		*CTSTR	*CTSTR	*CTSTR
2018	51.0		*CTSTR	*CTSTR	*CTSTR
2019	50.8	70.6	*CTSTR	*CTSTR	*CTSTR
2020	55.7		*CTSTR	*CTSTR	*CTSTR
2021	52.5		*CTSTR	*CTSTR	*CTSTR

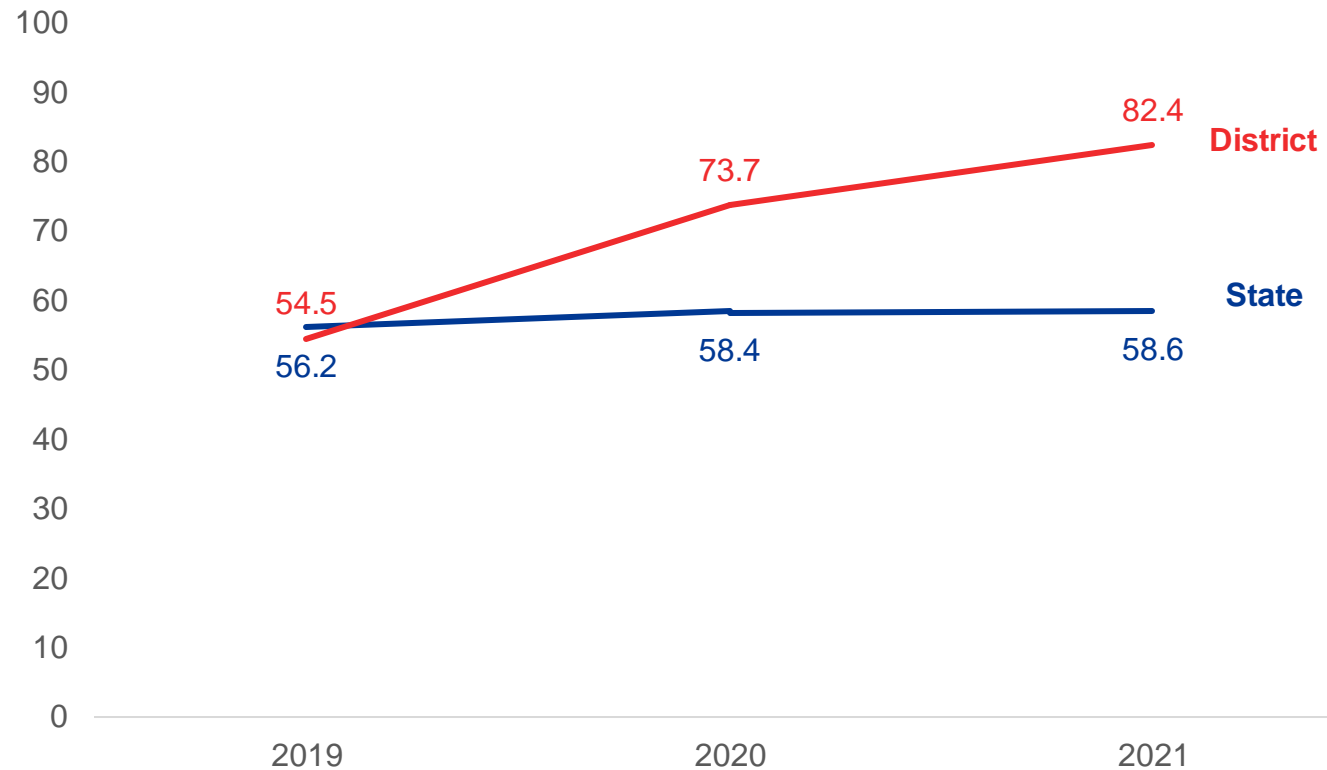
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ROBBINSDALE
Area Schools

The graduation rate for district American Indian students is higher than their statewide counterparts.

Graduation Rate: American Indian Students (State Definition)



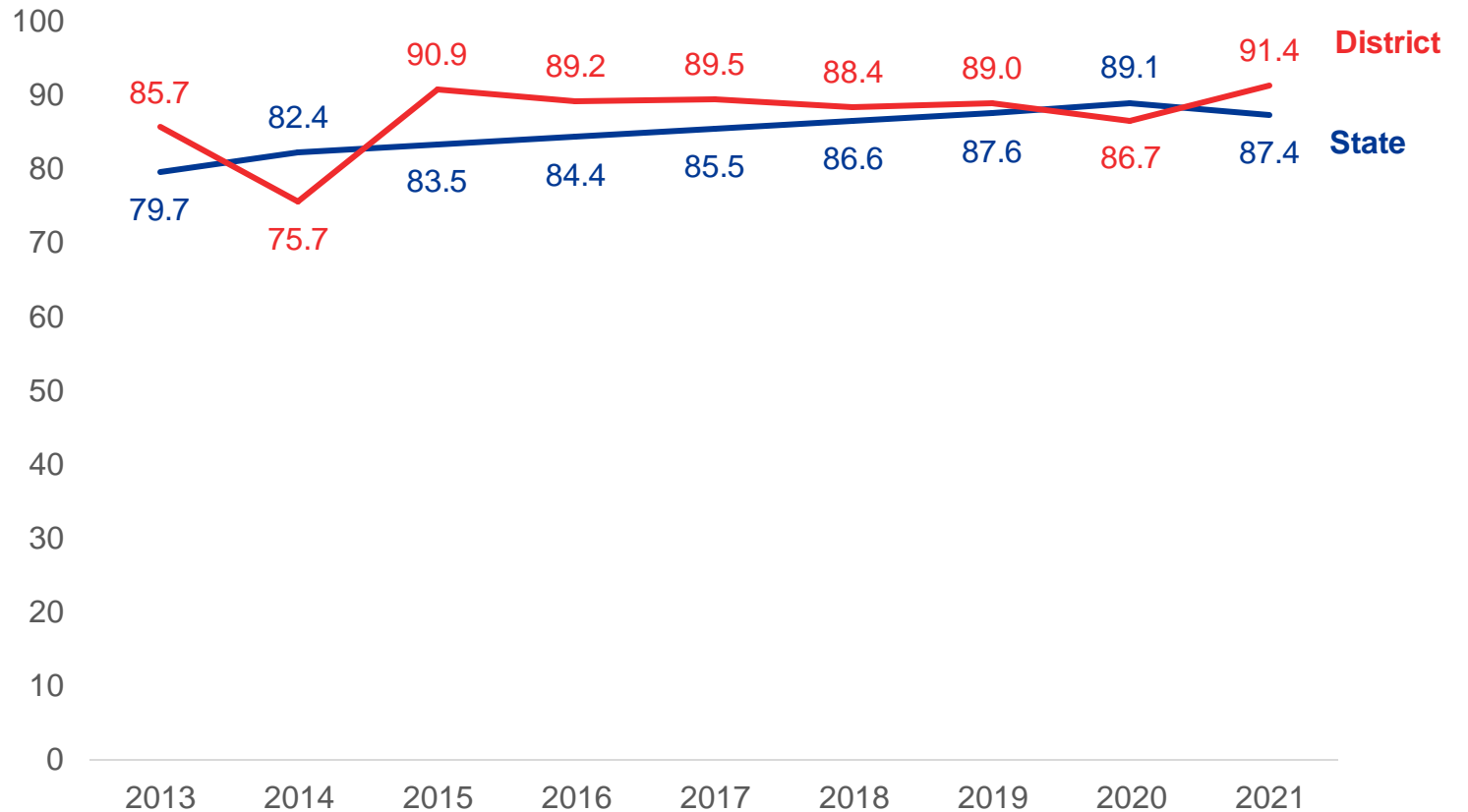
Four-year completion rates



ROBBINSDALE
Area Schools

The graduation rate for district Asian students has been higher than their statewide counterparts for 7 of the last 9 years.

Graduation Rate: Asian Students



Four-year completion rates

Asian Graduation Rates: 2013 - 2021

Asian	MN	RAS	AHS	CHS	Highview
2013	79.7	85.7	80.8	89.5	*CTSTR
2014	82.4	75.7	75.8	84.4	*CTSTR
2015	83.5	90.9	96.6	93.3	*CTSTR
2016	84.4	89.2	96.7	93.3	*CTSTR
2017	85.5	89.5	96.7	91.9	*CTSTR
2018	86.6	88.4	96.2	92.3	*CTSTR
2019	87.6	89.0	87.1	100.0	*CTSTR
2020	89.1	86.7	88.9	92.9	33.3 (CTSTR)
2021	87.4	91.4	97.0	100	*CTSTR

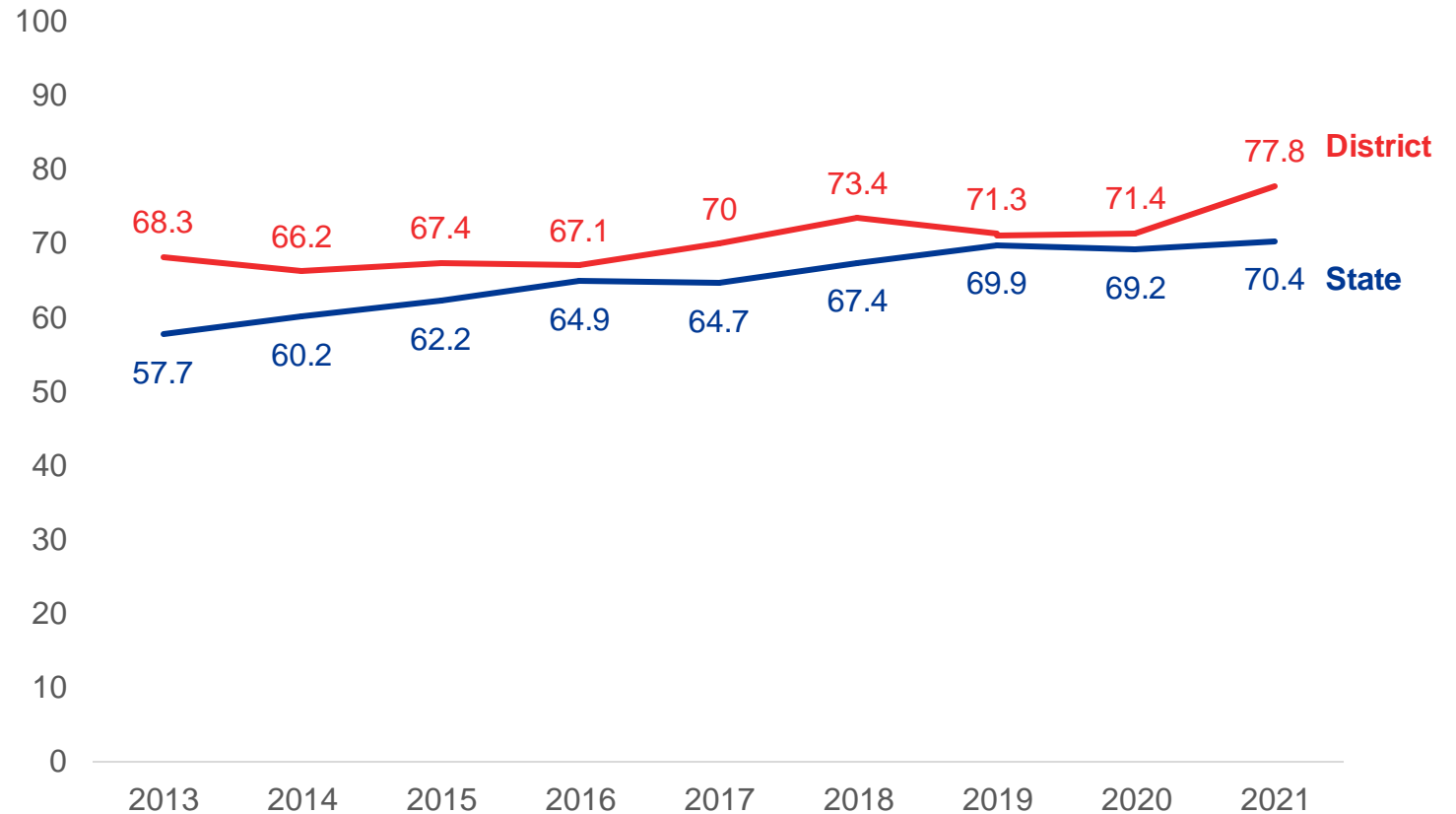
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ROBBINSDALE
Area Schools

With a substantial increase, the graduation rate for Black/African American students in the district is at its highest over the past 9 years and continues to be higher than the rate for their statewide counterparts.

Graduation Rate: Black / African Am Students



Four-year completion rates



Black/African American Graduation Rates: 2013 - 2021

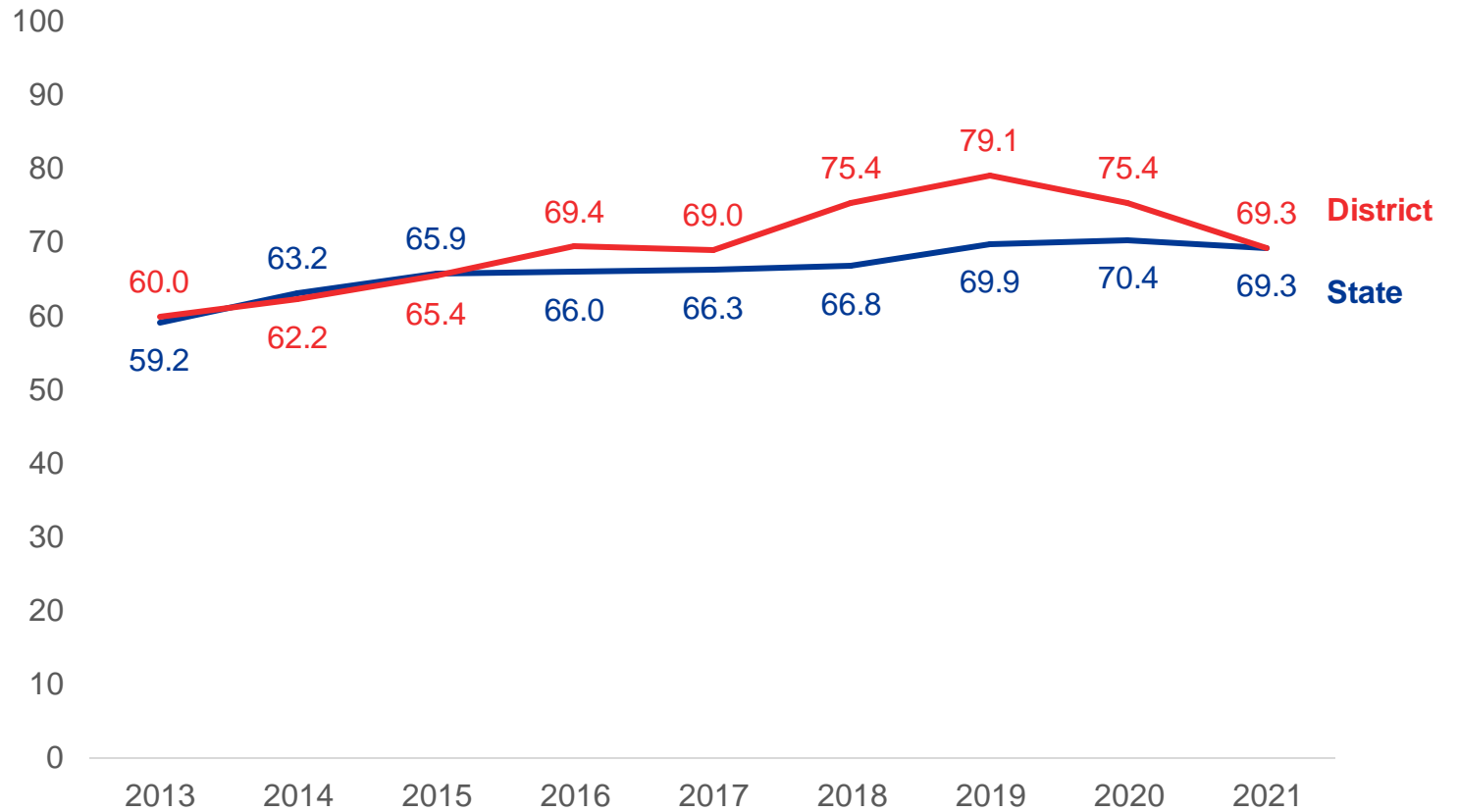
Black/African American	MN	RAS	AHS	CHS	Highview
2013	57.7	68.3	74.6	75.3	10.7
2014	60.2	66.2	75.0	70.1	12.5
2015	62.2	67.4	83.5	75.2	15.0
2016	64.9	67.1	76.9	72.0	22.2
2017	64.7	70.0	76.5	84.9	22.4
2018	67.4	73.4	88.3	86.0	22.9
2019	69.9	71.3	81.4	82.7	30.9
2020	69.2	71.4	82.5	77.6	40.7
2021	70.4	77.8	85.0	85.5	51.0



ROBBINSDALE
Area Schools

The graduation rate for district Hispanic/Latino students has decreased for the past three school years and is now similar to the rate across the state.

Graduation Rate: Hispanic/Latino Students



Four-year completion rates

Hispanic/Latino Graduation Rates: 2013 - 2021

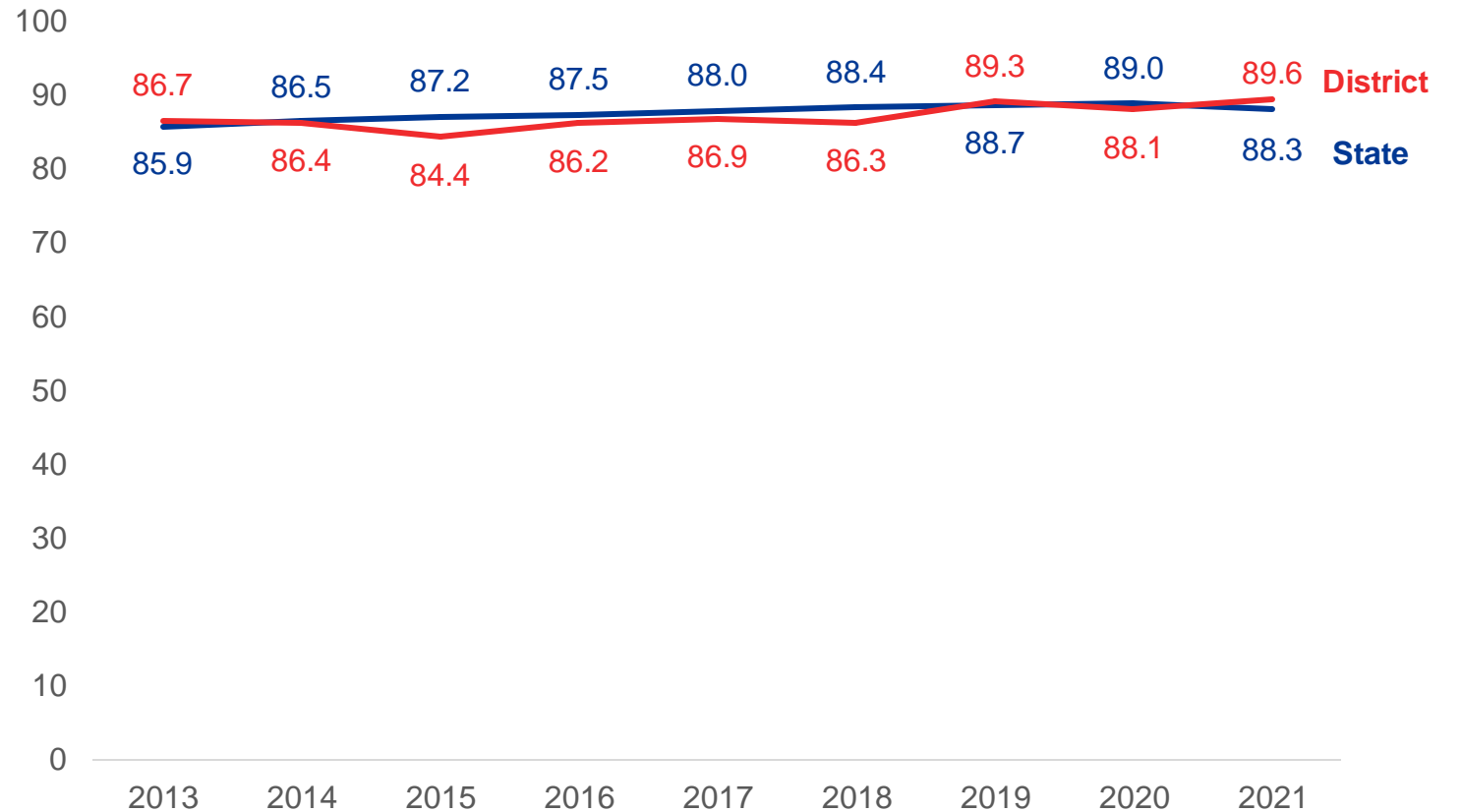
Hispanic/ Latino	MN	RAS	AHS	CHS	Highview
2013	59.2	60.0	64.9	71.4	7.1
2014	63.2	62.2	80.8	66.7	0.0
2015	65.9	65.4	75.0	77.3	11.1
2016	66.0	69.4	78.3	71.8	16.7
2017	66.3	69.0	90.5	66.7	11.8
2018	66.8	75.4	82.4	86.2	17.6
2019	69.9	79.1	78.0	86.7	64.7
2020	70.4	75.4	90.6	90.2	29.4
2021	69.3	69.3	94.6	66.0	51.4



ROBBINSDALE
Area Schools

The graduation rate for white students in the district increased 1.5 points and is once again above the rate for their statewide counterparts.

Graduation Rate: White Students



Four-year completion rates

White Graduation Rates: 2013 - 2021

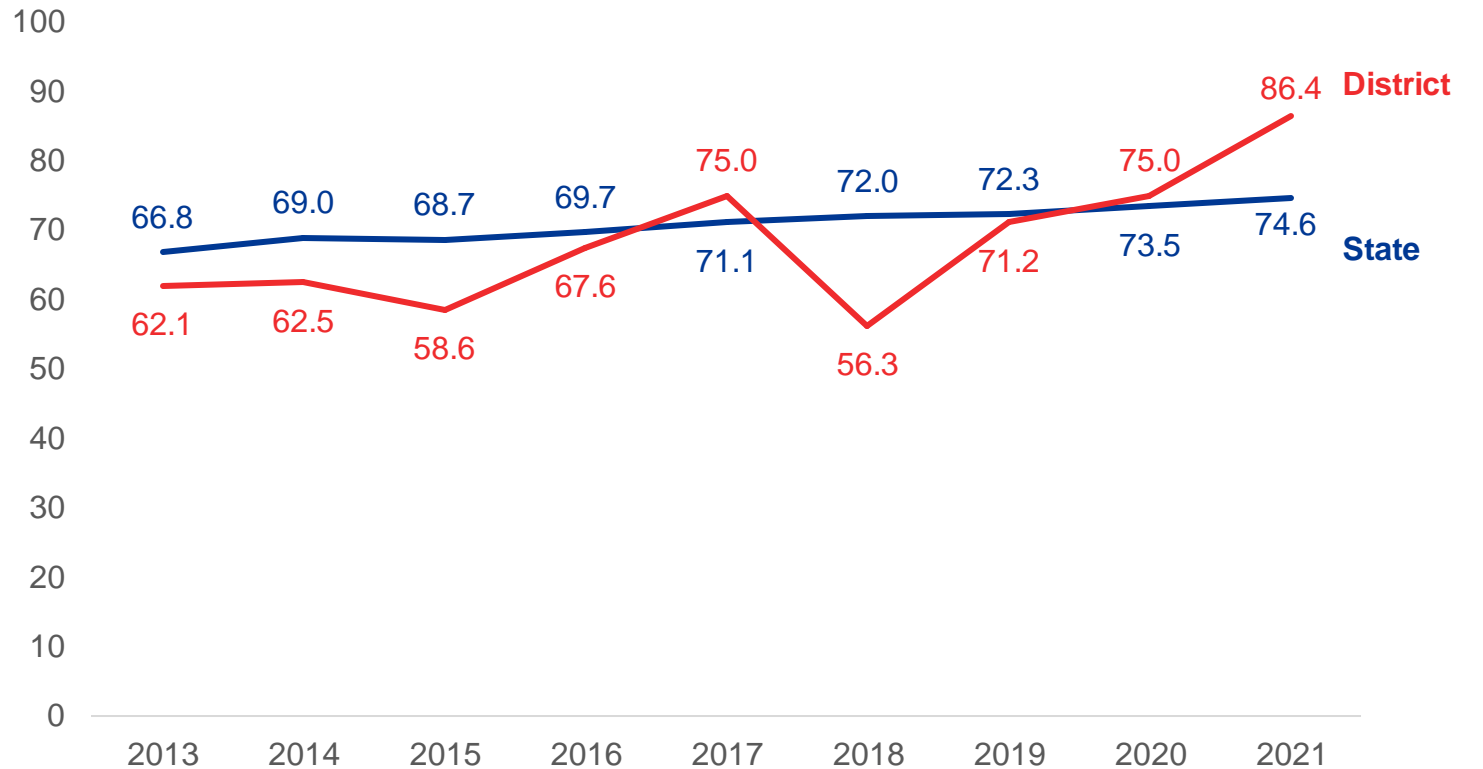
White	MN	RAS	AHS	CHS	Highview
2013	85.9	86.7	91.4	87.2	35.0
2014	86.5	86.4	92.7	88.8	20.0
2015	87.2	84.4	90.1	86.3	30.0
2016	87.5	86.2	90.5	89.4	28.6
2017	88.0	86.9	92.8	86.3	48.5
2018	88.4	86.3	91.6	86.4	19.0
2019	88.7	89.3	95.1	91.2	15.8
2020	89.0	88.1	93.2	88.0	43.3
2021	88.3	89.6	93.6	93.9	46.4



ROBBINSDALE
Area Schools

In 2021, the graduation rate for district students identifying as Two or More Races was substantially higher than for their statewide counterparts.

Graduation Rate: Students Identifying as Two or More Races



Four-year completion rates

Two or More Races Graduation Rates: 2013 - 2021

2+ Races	MN	RAS	AHS	CHS	Highview
2013	66.8	62.1	75.0	60.0	*CTSTR
2014	69.0	62.5	*CTSTR	*CTSTR	*CTSTR
2015	68.7	58.6	66.7	*CTSTR	*CTSTR
2016	69.7	67.6	73.9	70.0	*CTSTR
2017	71.1	75.0	87.5	82.4	*CTSTR
2018	72.0	56.3	52.4	72.2	*CTSTR
2019	72.3	71.2	78.3	75.0	*CTSTR
2020	73.5	75.0	93.3	84.6	41.7
2021	74.6	86.4	93.2	92.0	50.0

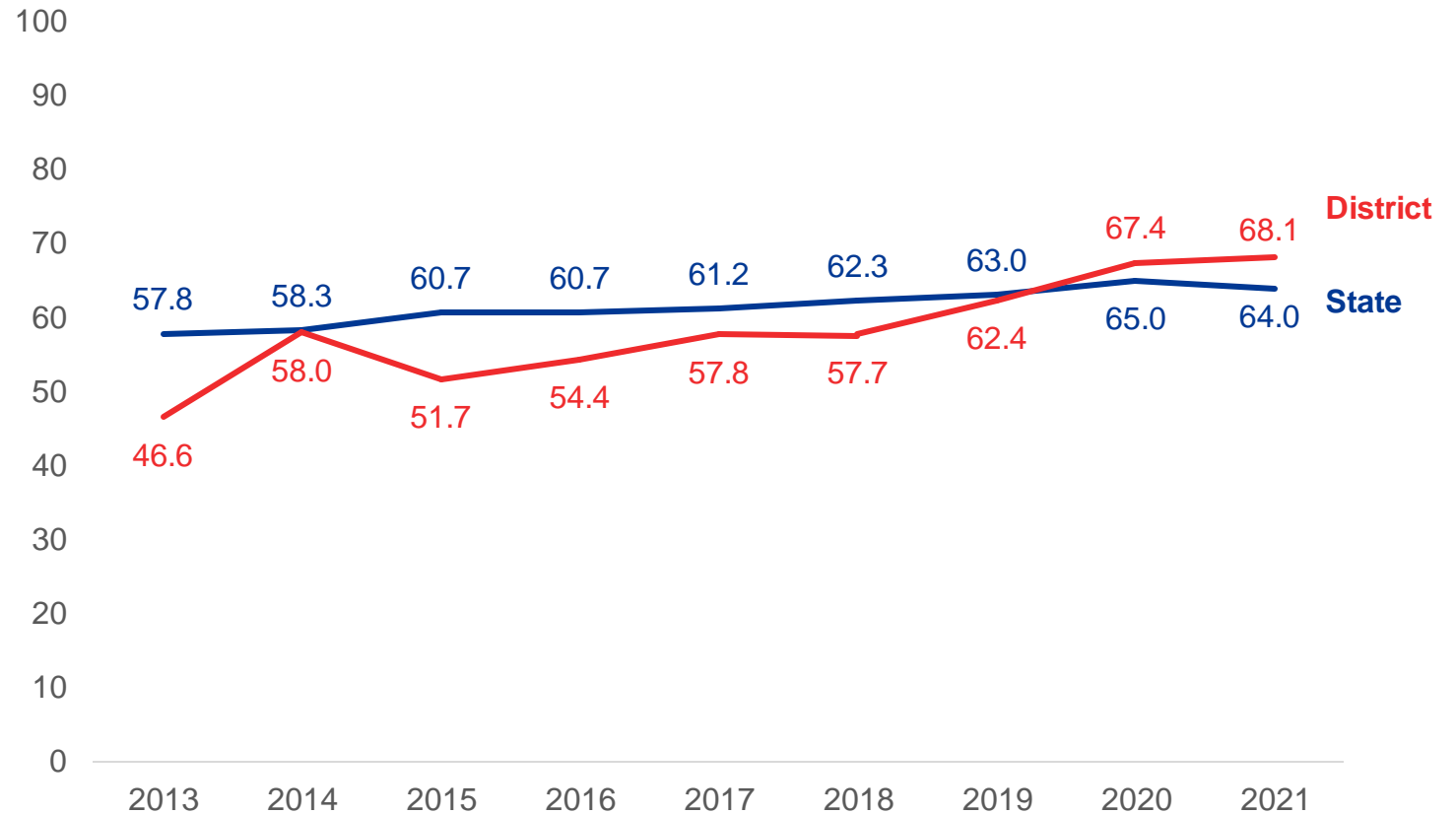
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ROBBINSDALE
Area Schools

The graduation rate for district special education students increased and is now 4 points higher than the rate for their statewide counterparts.

Graduation Rate: Special Education Students



Four-year completion rates



Special Education Graduation Rates: 2013 - 2021

Special Education	MN	RAS	AHS	CHS	Highview
2013	57.8	46.6	46.9	50.0	*CTSTR
2014	58.3	58.0	61.9	64.4	13.3
2015	60.7	51.7	61.7	50.0	25.0
2016	60.7	54.4	57.1	59.4	*CTSTR
2017	61.2	57.8	54.3	57.1	63.6
2018	62.3	57.7	51.0	68.9	33.3
2019	63.0	62.4	65.0	71.9	18.2
2020	65.0	67.4	72.9	64.5	70.0
2021	64.0	68.1	66.7	74.6	*CTSTR

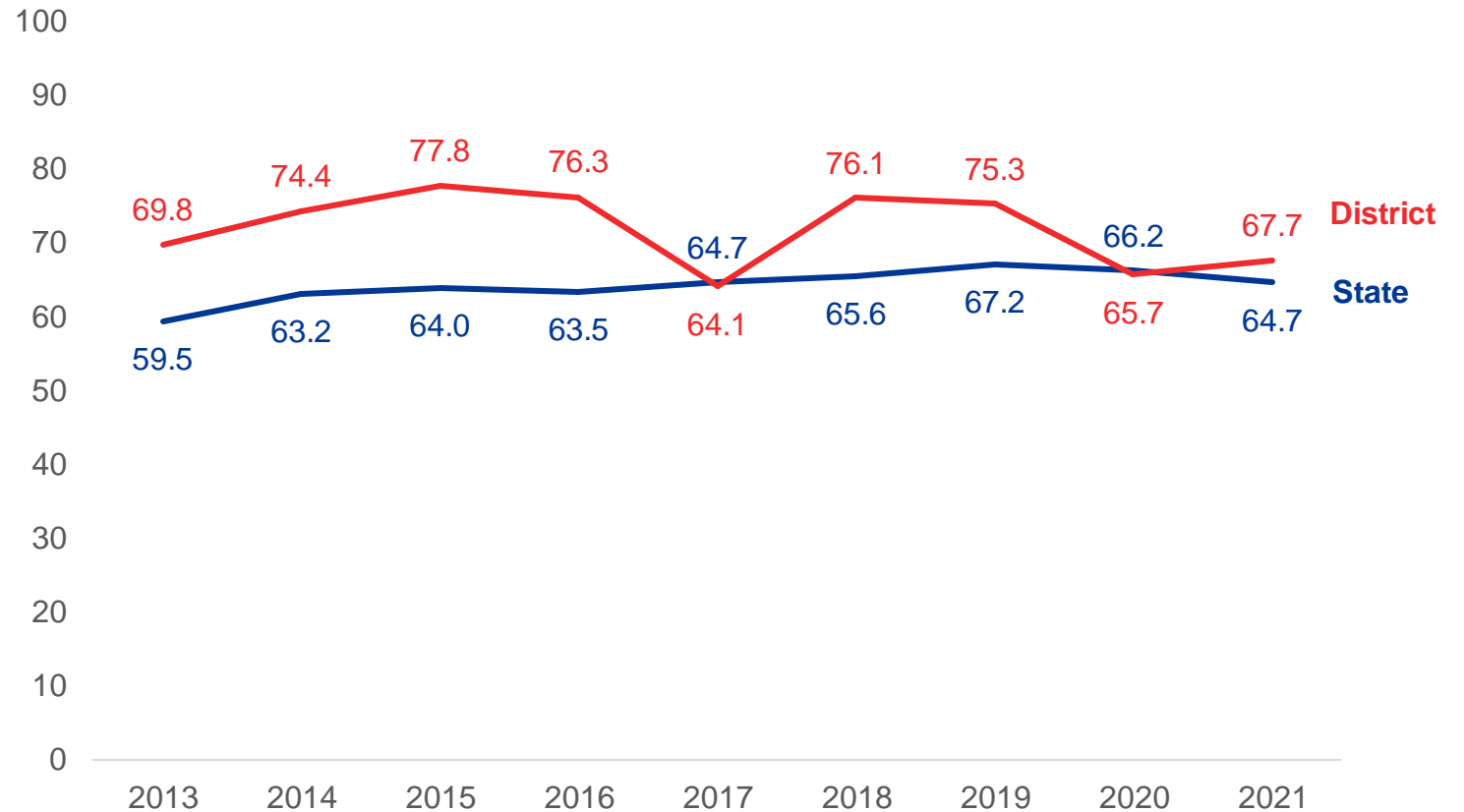
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ROBBINSDALE
Area Schools

The graduation rate for district English Learners increased in 2021 and was above their statewide counterparts for the 7th time in 9 school years.

Graduation Rate: English Learners



Four-year completion rates

English Learner Graduation Rates: 2013 - 2021

English Learner	MN	RAS	AHS	CHS	Highview
2013	59.5	69.8	75.0	78.0	*CTSTR
2014	63.2	74.4	83.3	75.0	*CTSTR
2015	64.0	77.8	83.3	84.4	*CTSTR
2016	63.5	76.3	86.7	77.1	*CTSTR
2017	64.7	64.1	76.0	69.6	16.7
2018	65.6	76.1	88.0	84.0	23.1
2019	67.2	75.3	83.3	80.4	50.0
2020	66.2	65.7	83.3	75.0	33.3
2021	64.7	67.7	91.3	68.2	40.9

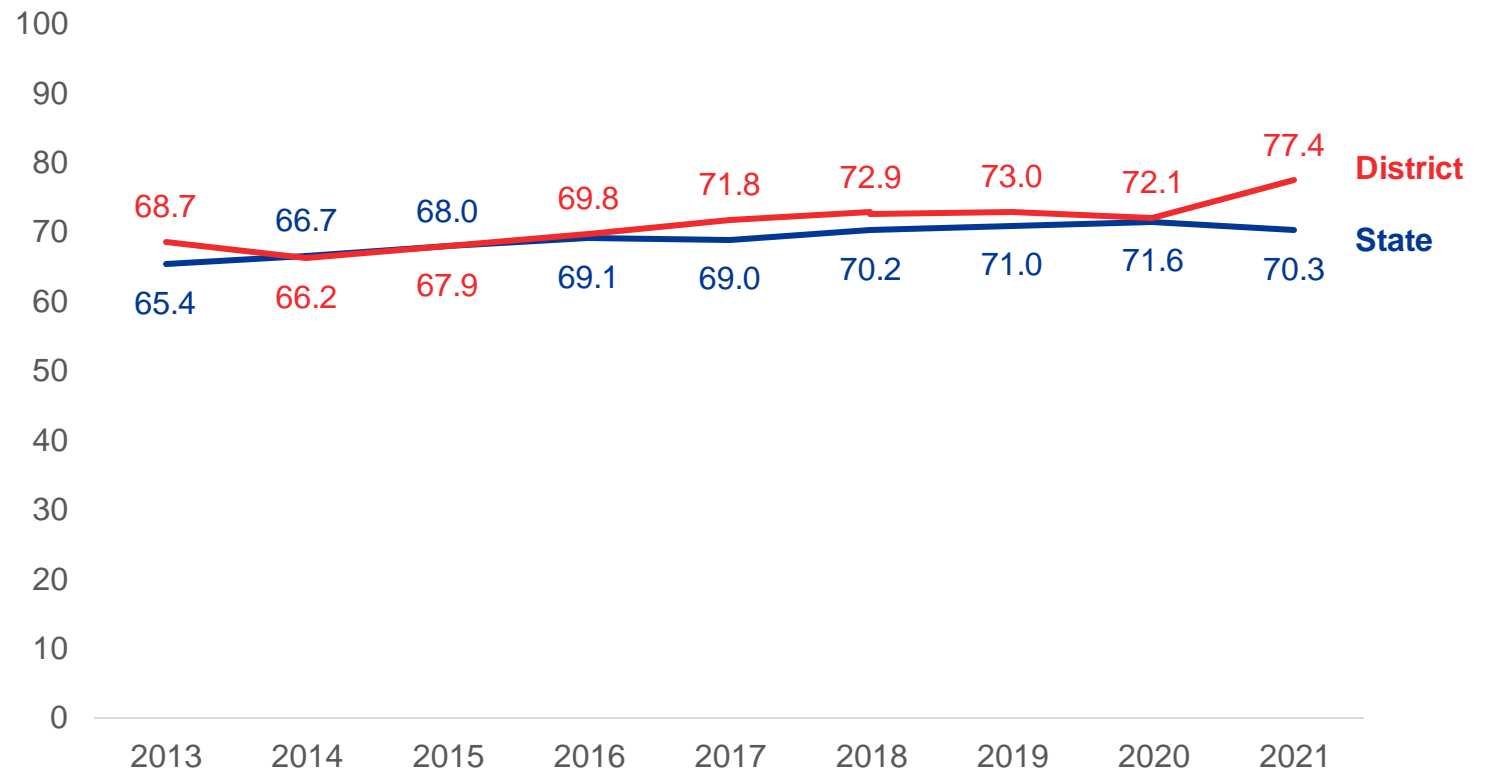
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ROBBINSDALE
Area Schools

The graduation rate for students receiving Free/Reduced Price Lunch increased substantially in 2021 and has been higher than that of their statewide counterparts for the last 6 years.

Graduation Rate: Students receiving FRP Lunch



Four-year completion rates



Free/Reduced Price Lunch Graduation Rates: 2013 - 2021

Eligible for F/R Lunch	MN	RAS	AHS	CHS	Highview
2013	65.4	68.7	75.8	75.7	12.5
2014	66.7	66.2	77.3	72.1	11.6
2015	68.0	67.9	78.9	76.7	16.0
2016	69.1	69.8	75.8	76.5	20.0
2017	69.0	71.8	83.1	82.2	25.0
2018	70.2	72.9	81.5	84.5	20.7
2019	71.0	73.0	80.7	84.1	32.3
2020	71.6	72.1	84.0	81.8	35.9
2021	70.3	77.4	87.8	84.8	47.4

Discussion

Toni Boyden, Principal Robbinsdale Academy-Highview

Dr. Frank Herman, Principal Cooper High School

Erick Norby, Principal Armstrong High School





Assessment Data Review

**School Board Work Session
April 5, 2022**

Assessment Data Review

Presenters:

John Groenke, Executive Director of Student Services

Dr. Cheryl Videen, Director of Research, Evaluation and Assessment

Nancy Benz Froelich Principal Meadow Lake Elementary

OUR UNIFIED DISTRICT VISION

Our mission is to inspire and educate all learners to develop their unique potential and positively contribute to their community

Assessment Data Review: April 2022

Fall Assessment Results: Comparing fall 2019 to fall 2021

- FAST earlyReading
- FAST earlyMath
- FAST aReading
- FAST aMath
- FAST SAEBRS
- FAST mySAEBRS

Winter Assessment Results: Comparing Winter 2020, 2021 and 2022

- FAST earlyReading
- FAST earlyMath
- FAST aReading
- FAST aMath

Fall to Winter Growth: Comparing Fall 2021 to Winter 2022

- FAST earlyReading
- FAST earlyMath
- FAST aReading
- FAST aMath

Executive Summary

Early Reading Skills

- Fewer of our youngest students entered school in the fall with at least average early reading skills.
- While the percentage of students with at least average early reading skills mid-school year is substantially lower since the pandemic, it has increased slightly since the beginning of the school year.
- The fall to winter improvements in early reading skills were similar across racial/ethnic groups.

Early Math Skills

- While the early math skills of our youngest students have suffered since the pandemic, kindergarten students are rebounding.
- The changes in early math skills from fall to winter improvements varied by racial/ethnic groups.

Executive Summary

aReading

- Generally, the percentage of students with proficient reading scores in the fall and winter are similar to pre-pandemic levels and they held steady from fall to winter.
- While the percentage of student students in grades two and seven starting the school year with proficient reading scores was lower than before the pandemic, there was considerable improvement by mid year.
- The percentage of students with proficient reading scores held relatively steady from fall to winter for elementary students across racial/ethnic groups and it increased for most racial/ethnic groups at the middle school level.

aMath

- Generally, the percentage of students with proficient math scores decreased substantially compared to before the pandemic.
- For most grade levels, the percentage of students with proficient math scores from fall to winter.
- However, the mid-year proficiency rates at the elementary level are beginning to rebound from their low in winter of 2021.
- The percentage of students with proficient math scores decreased from fall to winter for most racial/ethnic groups.

Executive Summary

Social Academic Emotional Behaviors Rating Scales

- More than three-quarters of our youngest students demonstrated behaviors that were classified as *Low Risk*.
- At the elementary and middle school levels, 57%-75% of students were classified as *Low Risk*.
- Among students who completed the mySAEBRS behavior screener, 3% or fewer were classified as *High Risk*. This aligns with what would be expected from national norms.
- At the high school level, participation rates were low.

FAST earlyReading

An assessment of essential early reading skills such as:

- Concepts of print,
- Phonemic awareness (onset sounds, word segmenting)
- Phonics (letter names, letter sounds, non-sense word fluency)
- Fluency (sight words, sentence reading).

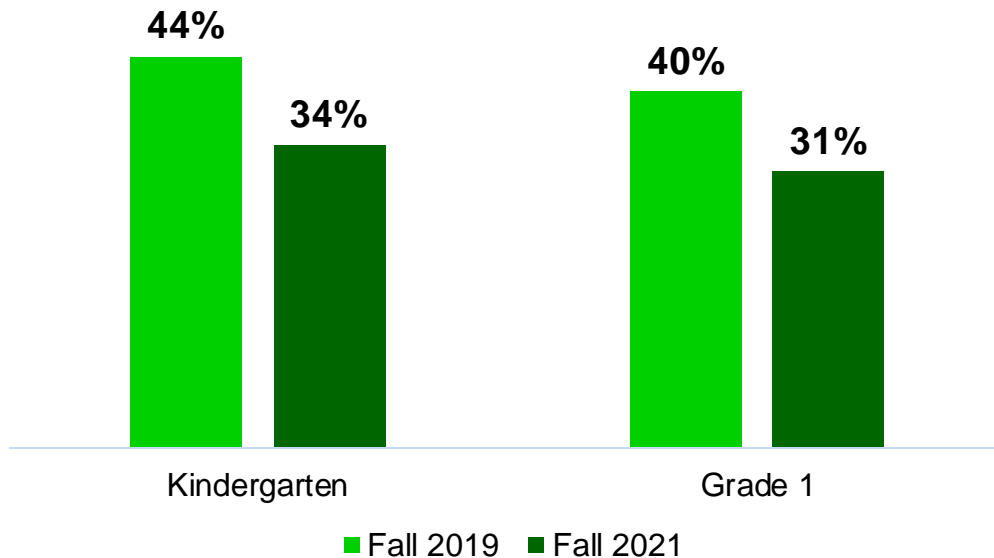
- Individually administered
- Student uses paper-based materials
- Teacher marks responses on a device.

Administered Fall, Winter, and Spring

Fall Early Reading Skills for Kindergarten and Grade 1

- Fewer of our youngest students entered school in the fall with at least average early reading skills.

% Scoring At or Above Average

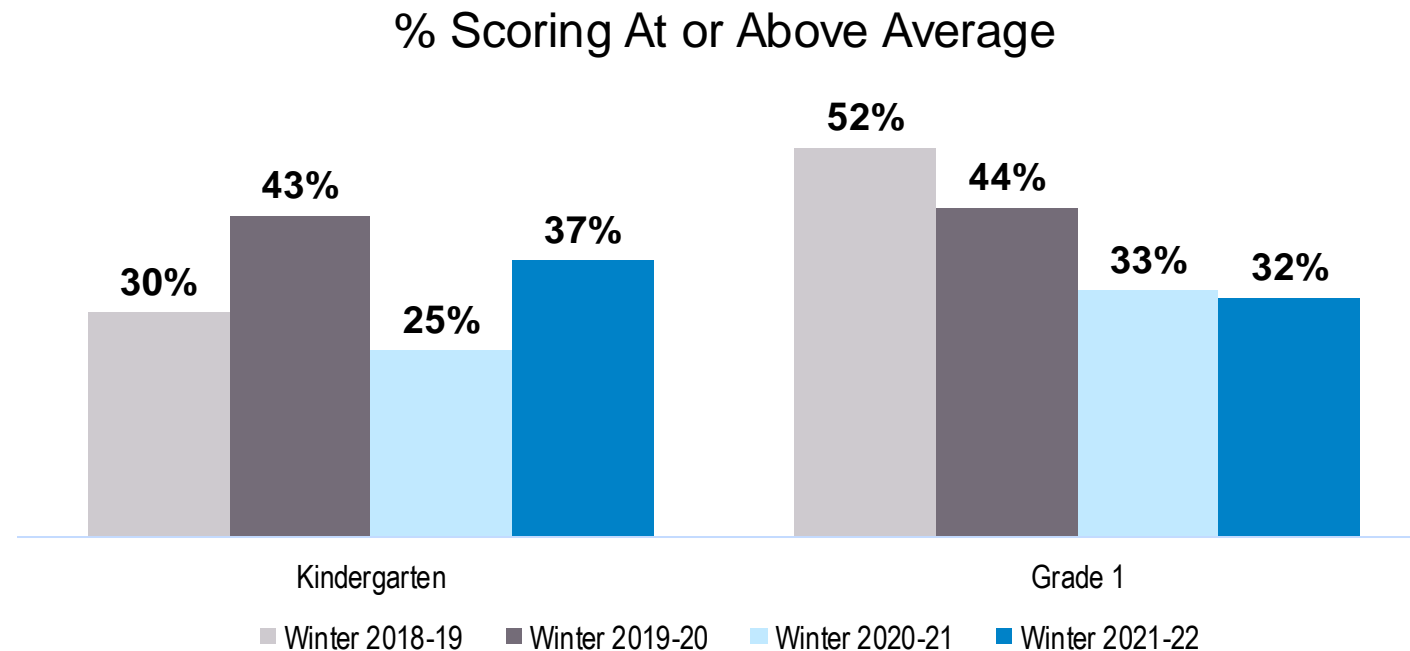


The percentage of kindergarten and first grade students scoring above average is about 10 percentage points lower in fall 2021 than in fall 2019.

In comparison, pre-pandemic national norms would have 50% of students scoring in this range.

Winter Early Reading Skills for Kindergarten and Grade 1

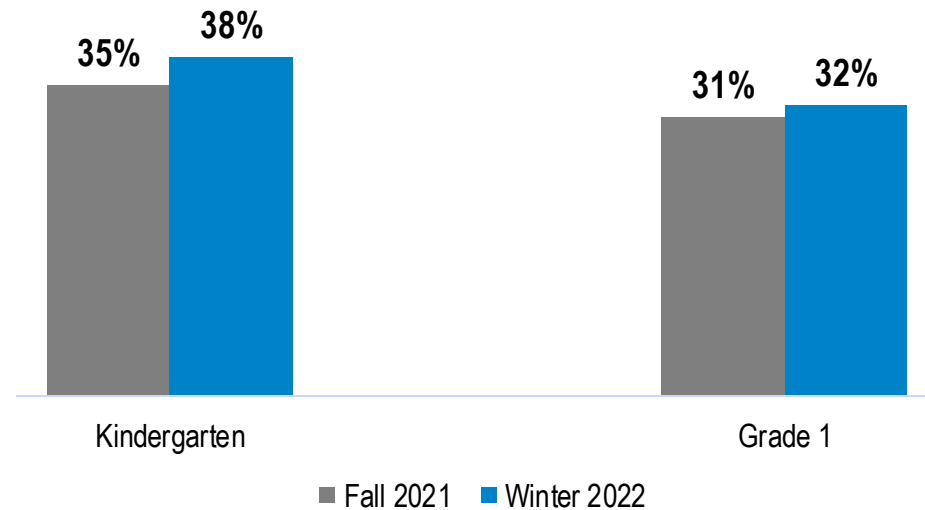
- The percentage of students with at least average early reading skills mid-school year is substantially lower since the pandemic.



earlyReading: Fall to Winter Changes in Proficiency

- The percentage of students with at least average early reading skills has increased from fall to winter.

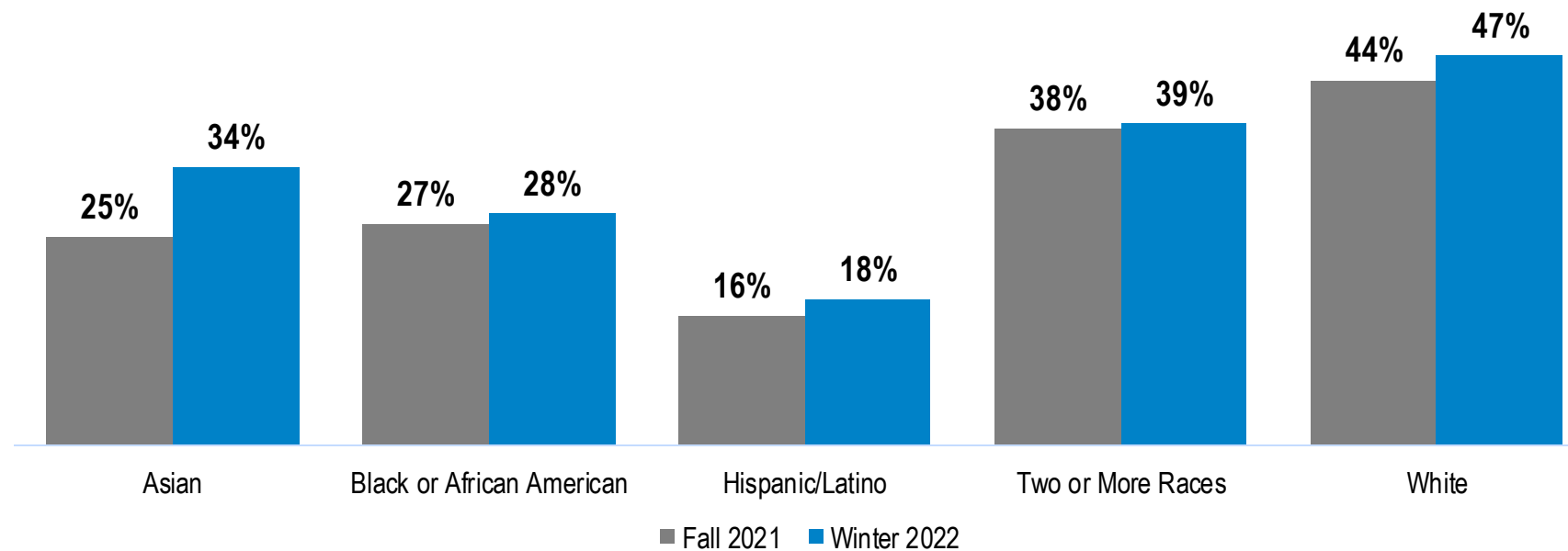
% Scoring At or Above Average



earlyReading: Fall to Winter Changes in Proficiency

- Changes in percentage of students scoring at proficient levels on early reading skills were similar across racial/ethnic groups.

% Scoring At or Above Average



* The number of students in the federally identified Native Hawaiian or Other Pacific Islander groups are too small to report publicly.

FastBridge earlyMath

An assessment of early numeracy skills such as:

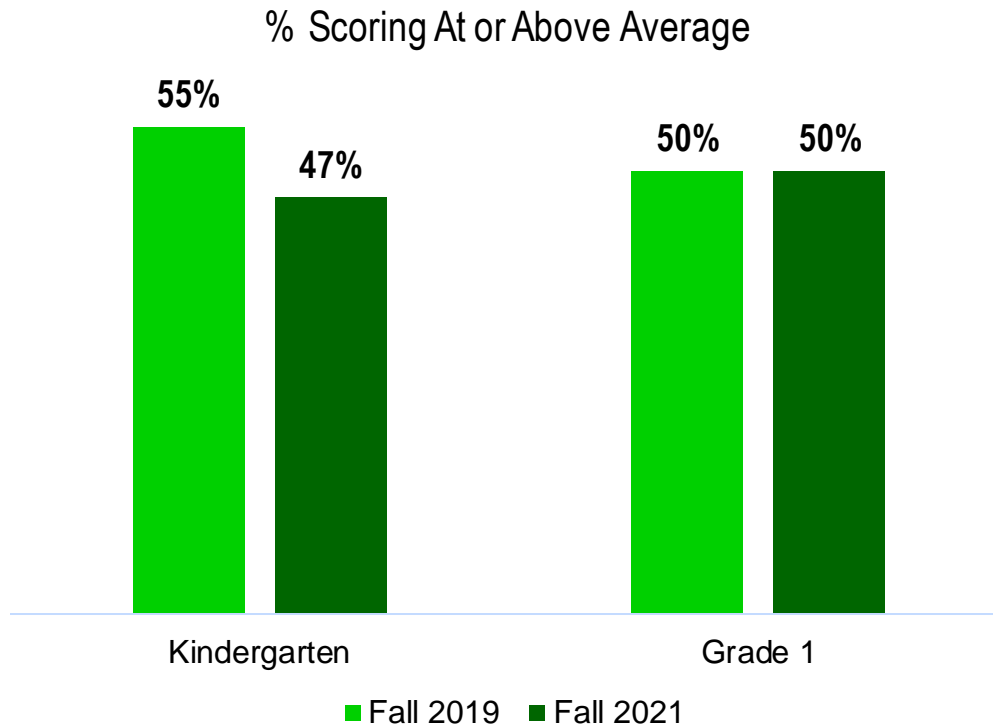
- Recognizing numerals
- Recognizing quantities
- Matching numerals to quantities
- Solving verbally presented word problems

- Individually administered
- Student uses paper-based materials
- Teacher marks responses on a device.

Administered Fall, Winter and Spring

Fall Early Math Skills for Kindergarten and Grade 1

- Fewer of our kindergarten students entered school in the fall with at least average early math skills.
- The percentage of students who demonstrated proficiency on early math skills as they entered grade 1 held steady from before the pandemic and are similar to national norms.

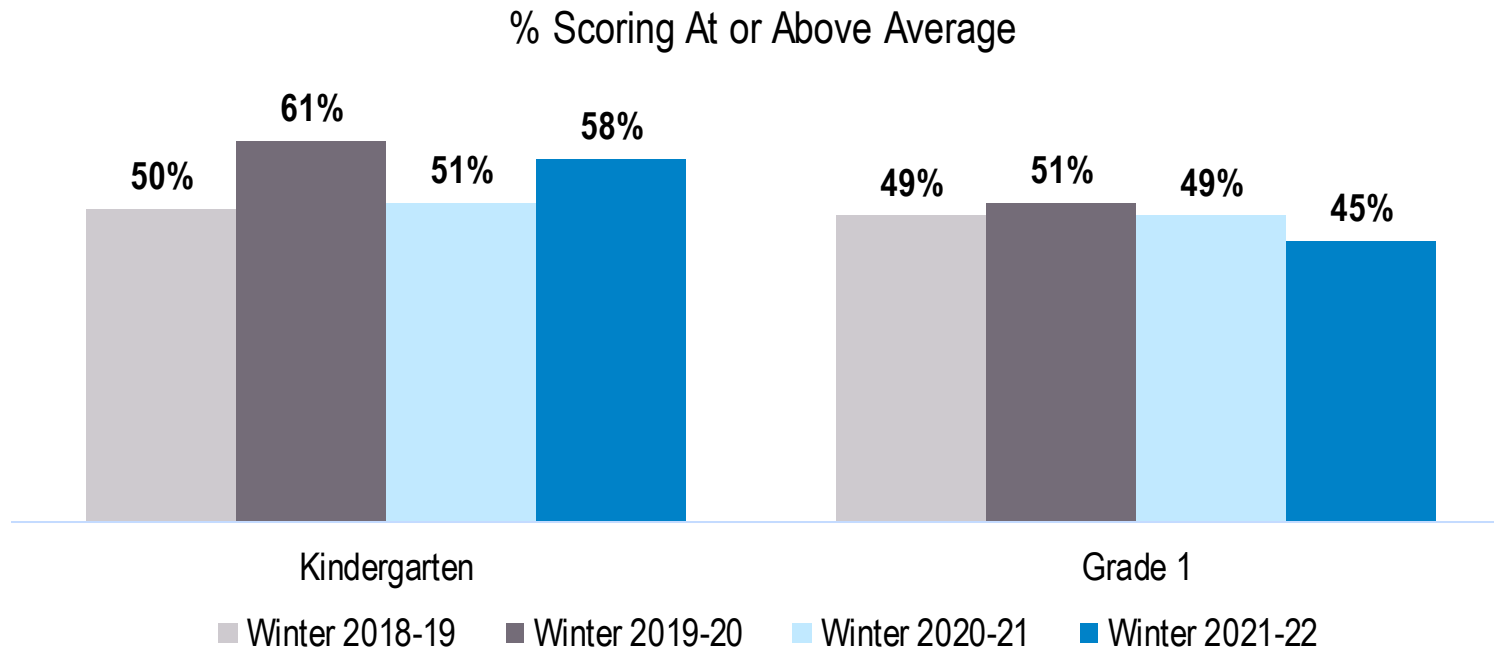


The percentage of kindergarten students scoring above average is 8 percentage points lower in fall 2021 than in fall 2019.

In comparison, pre-pandemic national norms would have 50% of students scoring in this range.

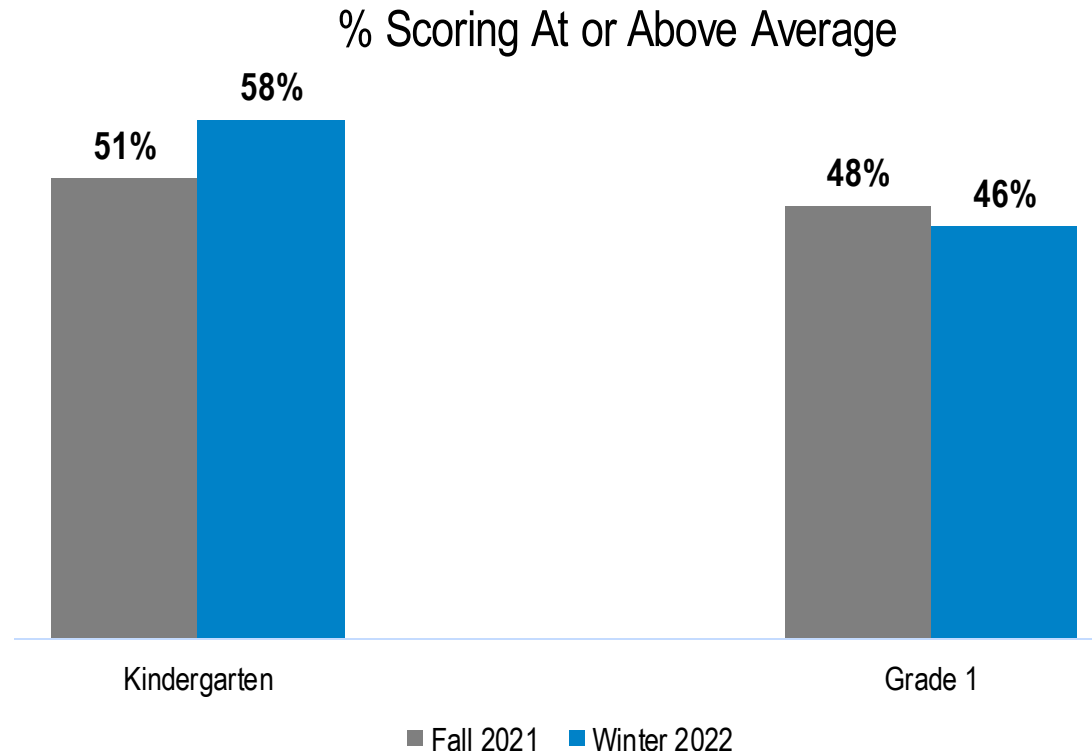
Winter Early Math Skills for Kindergarten and Grade 1

- While the percentage of kindergarten students with at least average early math skills mid-school year was lower during the heart of the pandemic, it has rebounded this year and is above national norms.
- The percentage of first grade students demonstrating at least average early math skills mid-school year has decreased.



earlyMath: Fall to Winter Changes in Proficiency

- There has been a considerable increase in the percentage of kindergarten students with at least average early math skills from fall to winter.
- The percentage of first grade students with at least average early math skills has declined slightly from fall to winter.



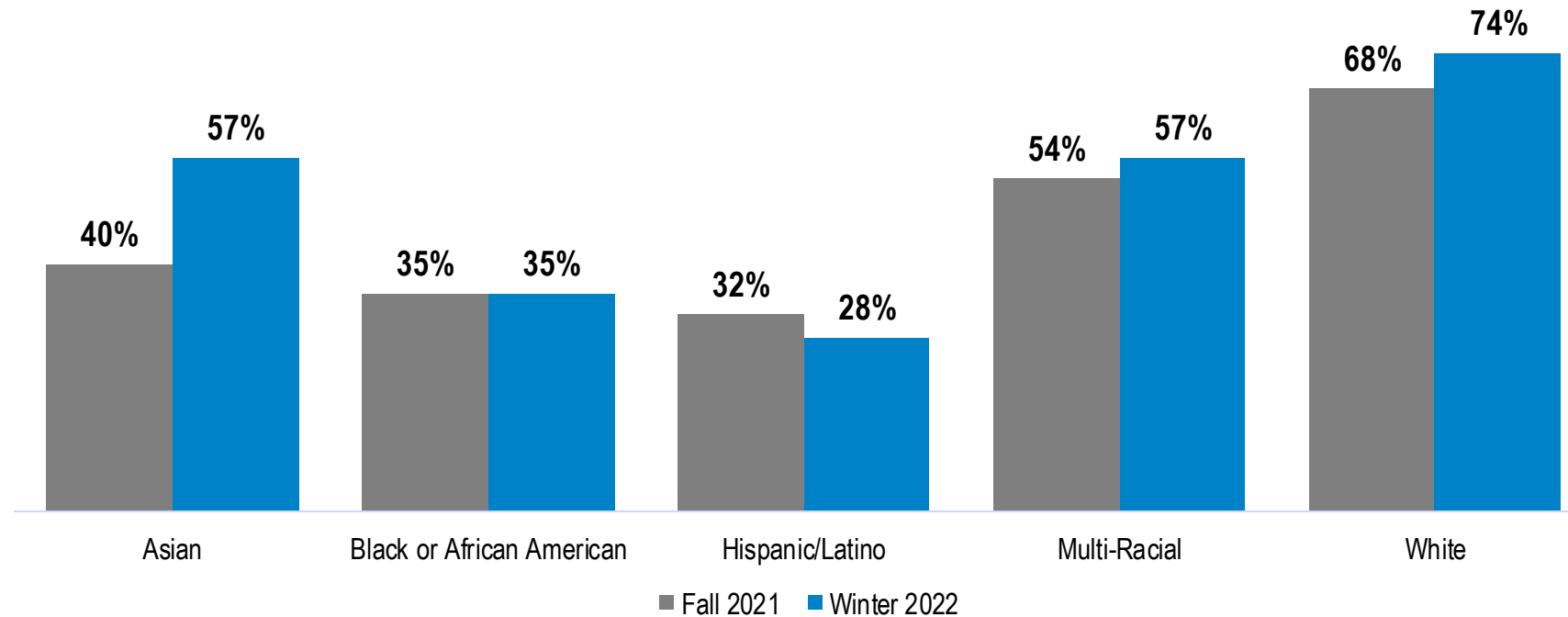


ROBBINSDALE
Area Schools

earlyMath: Fall to Winter Changes in Proficiency

- The percentage of students scoring at proficient levels on early math skills increased for Asian, Multi-racial and White students.
- The percentage of Black/African American students scoring at proficient levels on early math skills held steady and it decreased for Hispanic/Latino students.

% Scoring At or Above Average



* The number of students in the federally identified Native Hawaiian or Other Pacific Islander groups are too small to report publicly.

FastBridge aReading and aMath

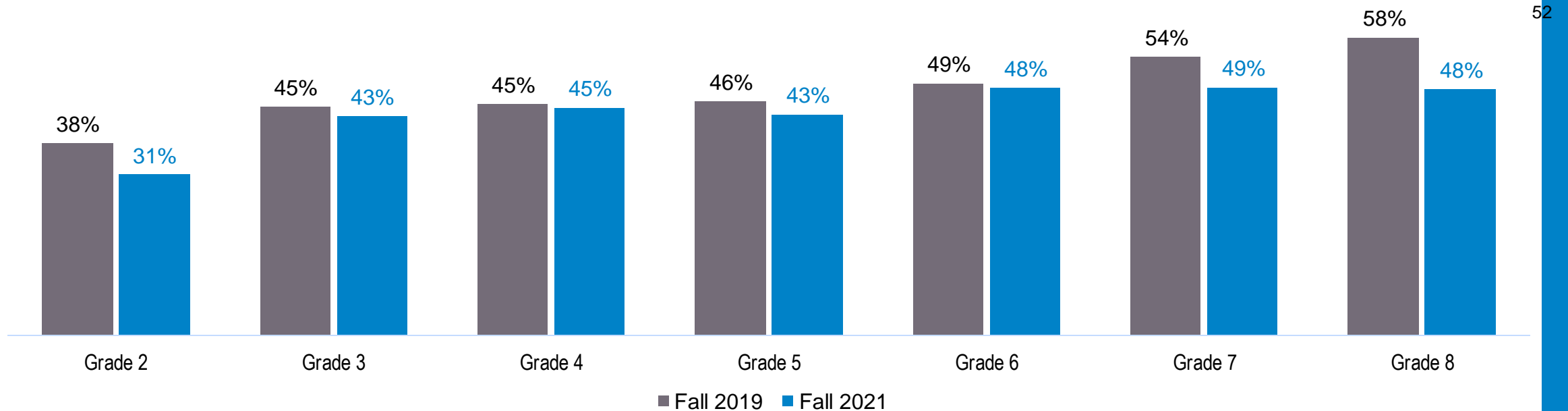
FAST aReading and aMath are computer adaptive tests that measure broad reading and math skills and are designed to be administered up to three times/year.

- ❖ These assessments inform teachers as they differentiate instruction for all students.
- ❖ They are also used to predict performance on state assessments.

Students complete aReading and aMath individually using a Chromebook.

Percentage Projected to Score Proficient on Reading State Standards

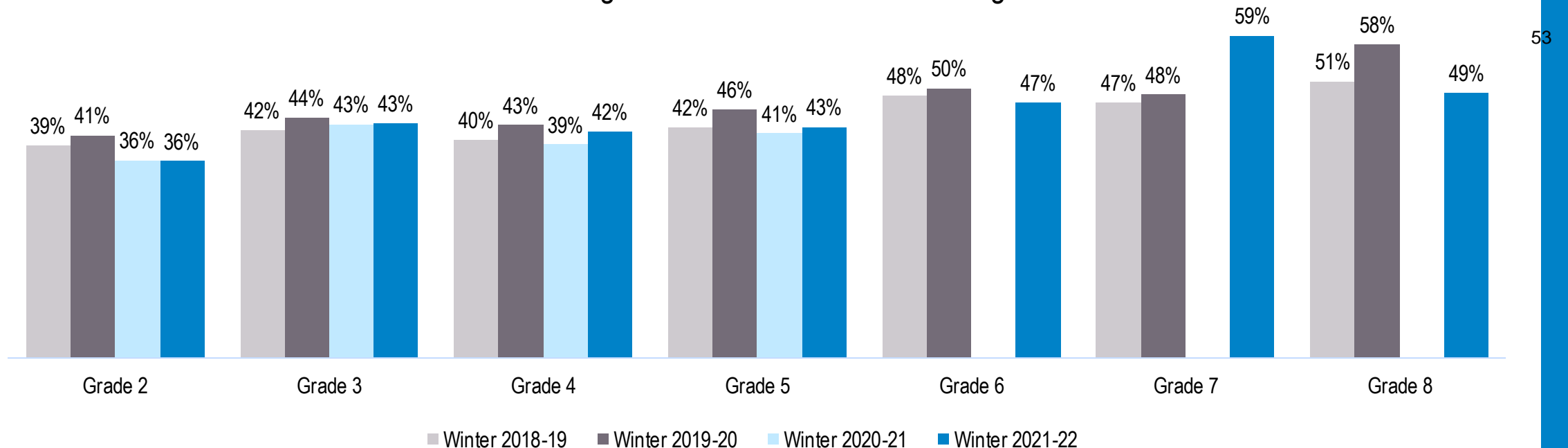
- The percentage of the students entering grade three through six this fall with reading scores at proficient levels were similar to those of students entering these grades before the pandemic.
- In grades two, seven and eight, the percentage of students starting the school year with reading scores at proficient levels was lower than it was for students in these grades before the pandemic.



Winter aReading

- Generally, the percentage of students scoring at proficient levels on the winter reading assessment are similar to pre-pandemic levels.
- The percentage of 7th grade students scoring proficient on the winter reading assessment increased in comparison to previous years.
- There were declines in the percentage of 2nd and 8th grade students scoring at proficient levels on the winter reading assessment in comparison to previous years.

Percentage Predicted Proficient: aReading

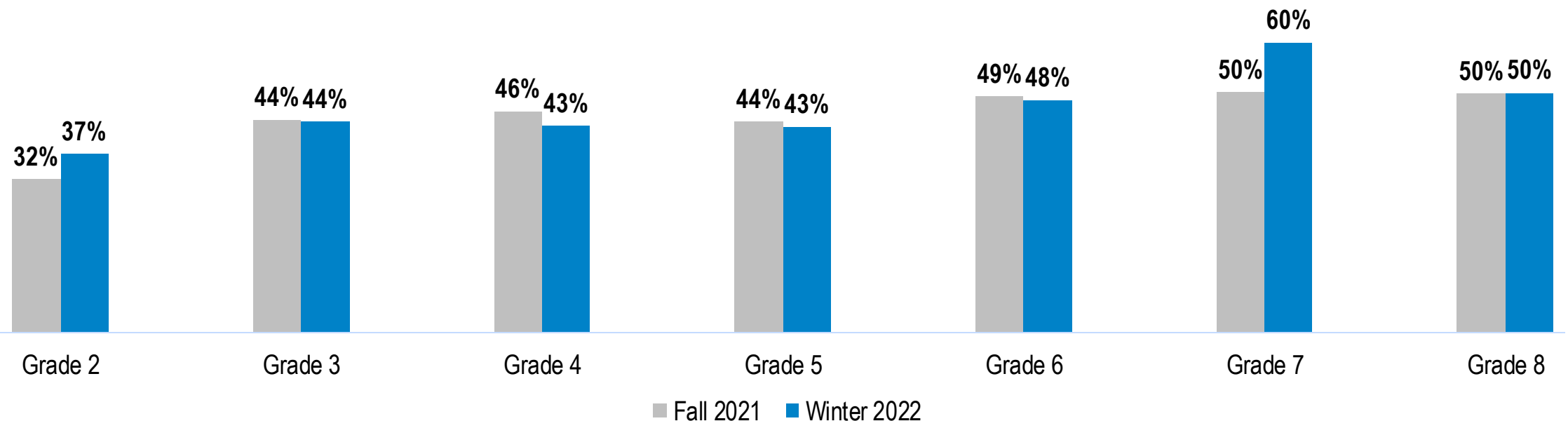


Middle school students did not complete Winter 20-21 aReading screenings

aReading: Fall to Winter Changes in Proficiency

- For most grades, the percentage of students scoring at proficient levels on the district reading assessment held relatively steady from fall to winter.
- The percentage of students in grades two and seven that are scoring at proficient levels on the district reading assessment improved from fall to winter.

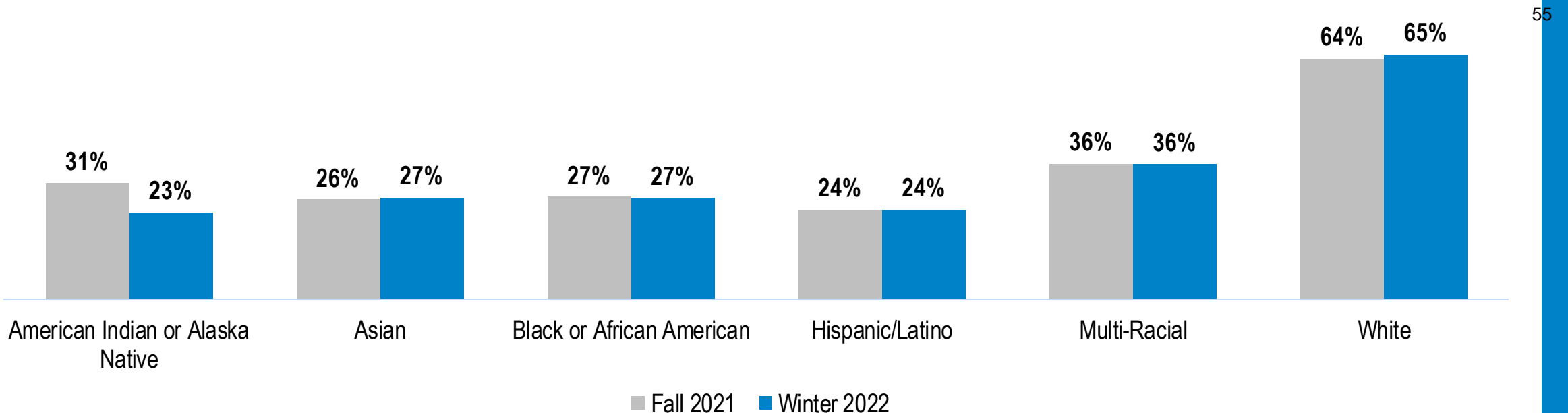
Percentage Predicted Proficient: aReading



aReading: Fall to Winter Changes in Proficiency

- At the elementary level, the percentage of students scoring at proficient levels on the district reading assessment held relatively steady from fall to winter for students across racial/ethnic groups.

Percentage Predicted Proficient: aReading
Elementary Students (grades 2-5)

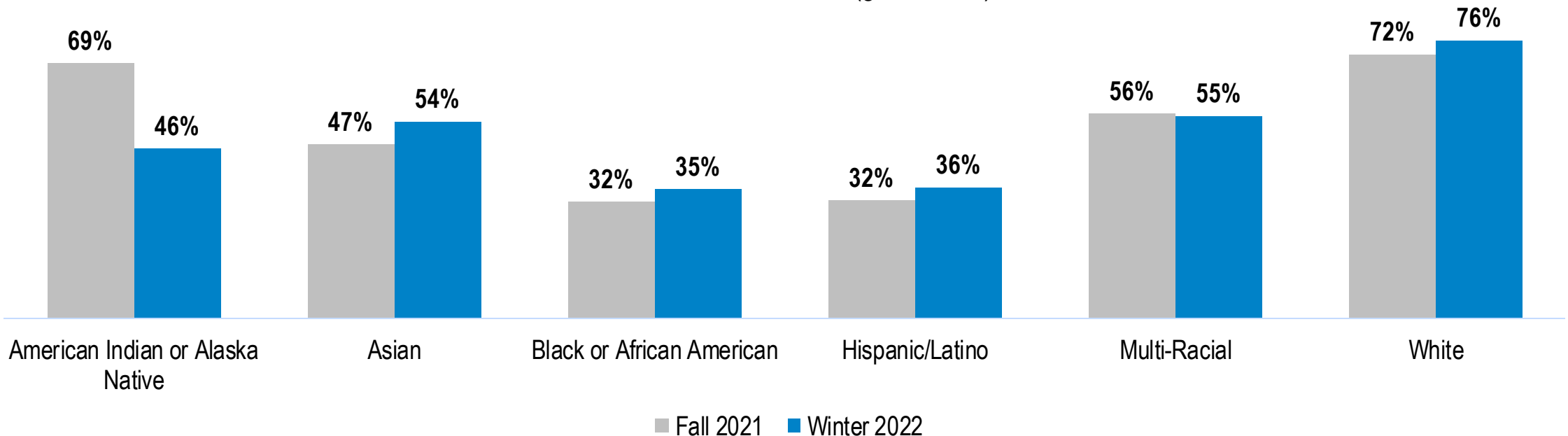


* The number of students in the federally identified Native Hawaiian or Other Pacific Islander groups are too small to report publicly.

aReading: Fall to Winter Changes in Proficiency

- At the middle school level, the percentage of students scoring at proficient levels on the district reading assessment increased from fall to winter students from most racial/ethnic groups.
- The exception being the percentage of Multi-racial students scoring at proficient levels on the district reading assessment held relatively steady from fall to winter.

Percentage Predicted Proficient: aReading
Middle School Students (grades 6-8)

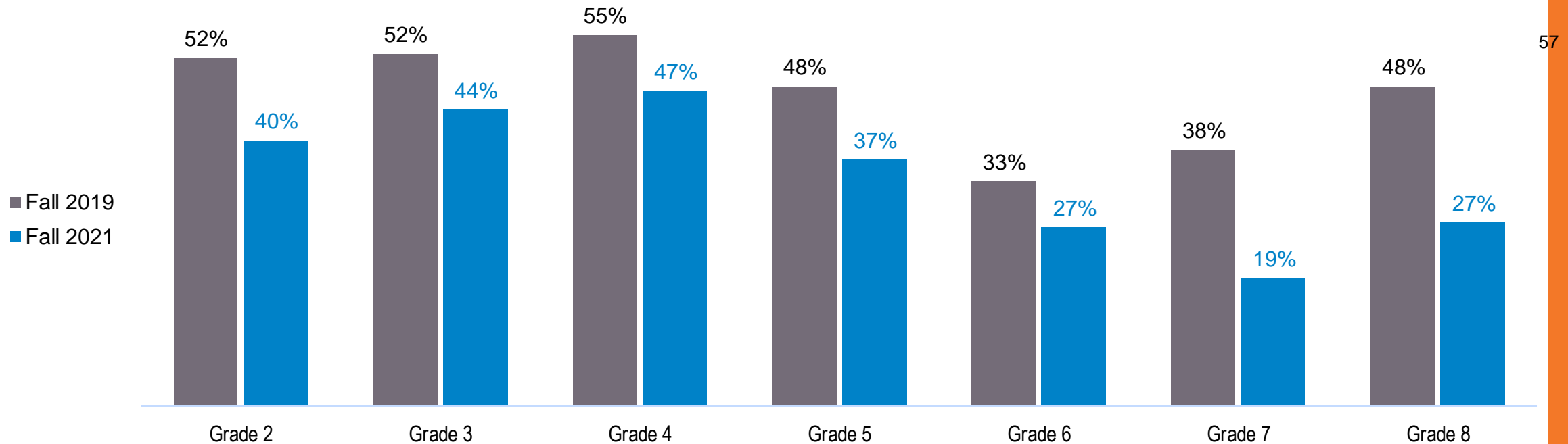


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* The number of students in the federally identified Native Hawaiian or Other Pacific Islander groups are too small to report publicly.

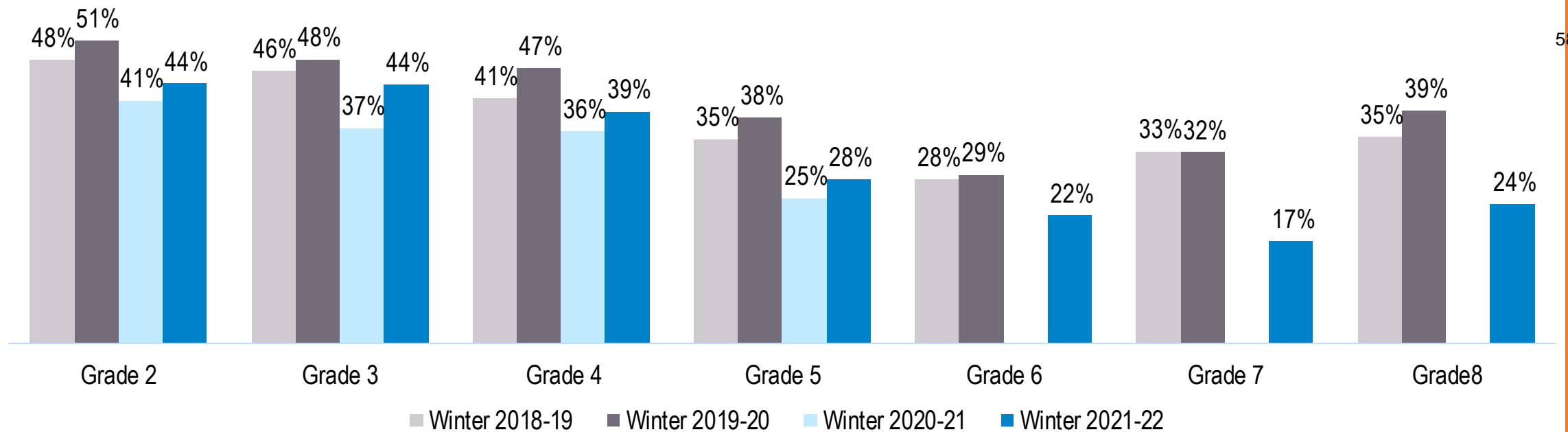
Percentage Projected to Score Proficient on State Math Standards

- The percentage of students who demonstrated proficiency on math skills as they entered school in the fall decreased substantially in comparison to pre-pandemic, with the most dramatic decreases at 7th and 8th grade.



Winter aMath

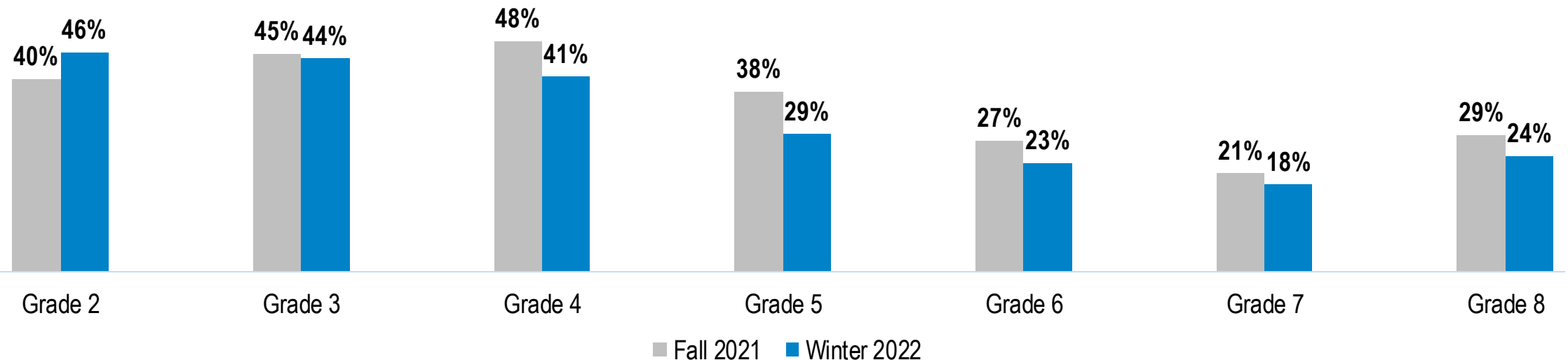
- The percentage of students who demonstrated proficiency on winter math assessments decreased substantially in comparison to pre-pandemic, with the most dramatic decreases at 7th and 8th grade.
- However, the mid-year proficiency rates at the elementary level are beginning to rebound.



aMath: Fall to Winter Changes in Proficiency

- In grades four through eight the percentage of students scoring at proficient levels on the district math assessment decreased from fall to winter.
- The percentage of second grade students scoring at proficient levels on the district math assessment increased from fall to winter and for third grade students the percentage held steady.

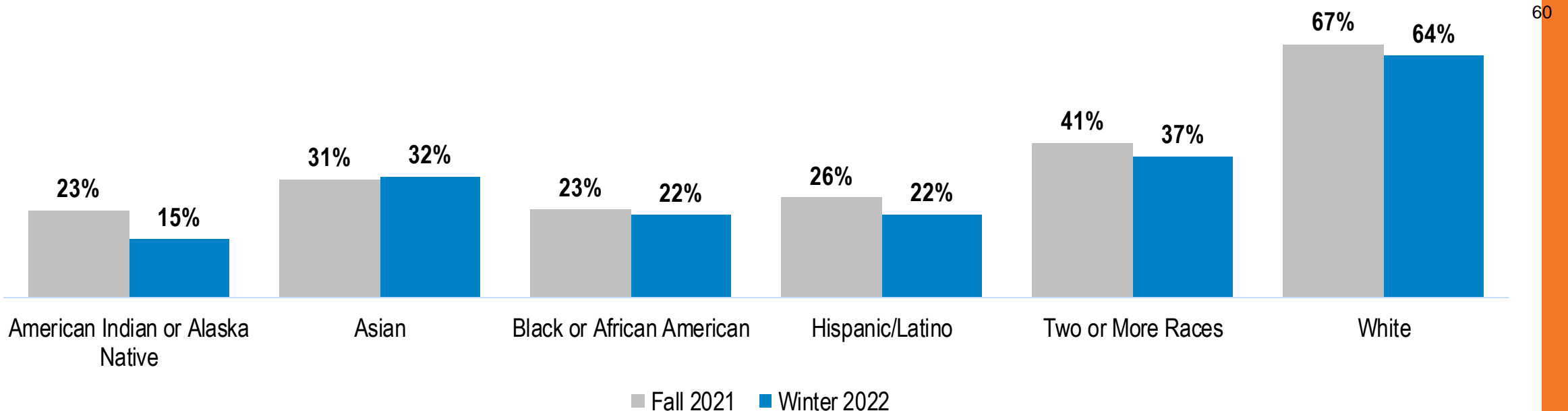
Percentage Predicted Proficient: aMath



aMath: Fall to Winter Changes in Proficiency

- The percentage of Asian and Black/African American elementary students scoring at proficient levels on the district math assessment held steady from fall to winter.
- The percentage of Hispanic/Latino, Multi-racial and White elementary students scoring at proficient levels on the district math assessment decreased from fall to winter.

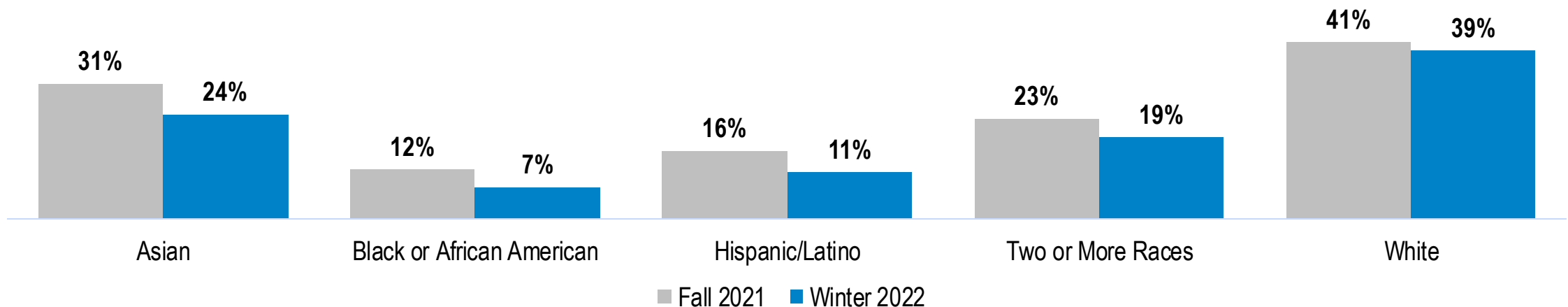
Percentage Predicted Proficient: aMath
Elementary (grades 2-5)



aMath: Fall to Winter Changes in Proficiency

- In middle school the percentage of students scoring at proficient levels on the district math assessment decreased from fall to winter for students across racial/ethnic groups.

Percentage Predicted Proficient: aMath
Middle School (grades 6-8)





SAEBRS and mySAEBRS

Social, Academic, and Emotional Behavior Risk Screener

SAEBRS is a 19 item rating scale that teachers complete about their students' social, academic, and emotional behaviors (Kindergarten and Grade 1).

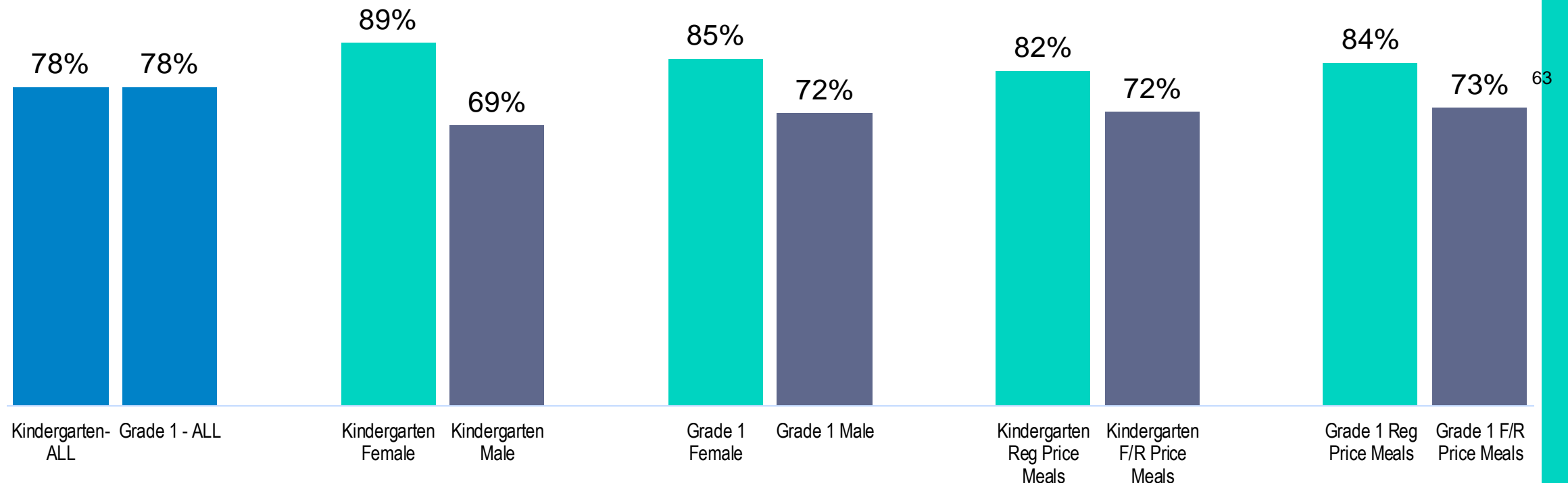
mySAEBRS is a 20 item rating scale that students complete about their social, academic, and emotional behaviors (Grades 2-12).

It is grounded in a conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS and mySAEBRS evaluate student functioning in terms of overall general behavior, as well as Social Behavior, Academic Behavior, and Emotional Behavior.

SAEBRS: Percentage scoring in *Low Risk* range

FastBridge Social, Academic, and Emotional Behavior Risk Screener (Teacher completed rating scale)

- In kindergarten and grade 1, 78% of students were classified as *Low Risk*.
- Female students and student not eligible for free/reduced price lunch were more likely counterparts to score in the *Low Risk* range.

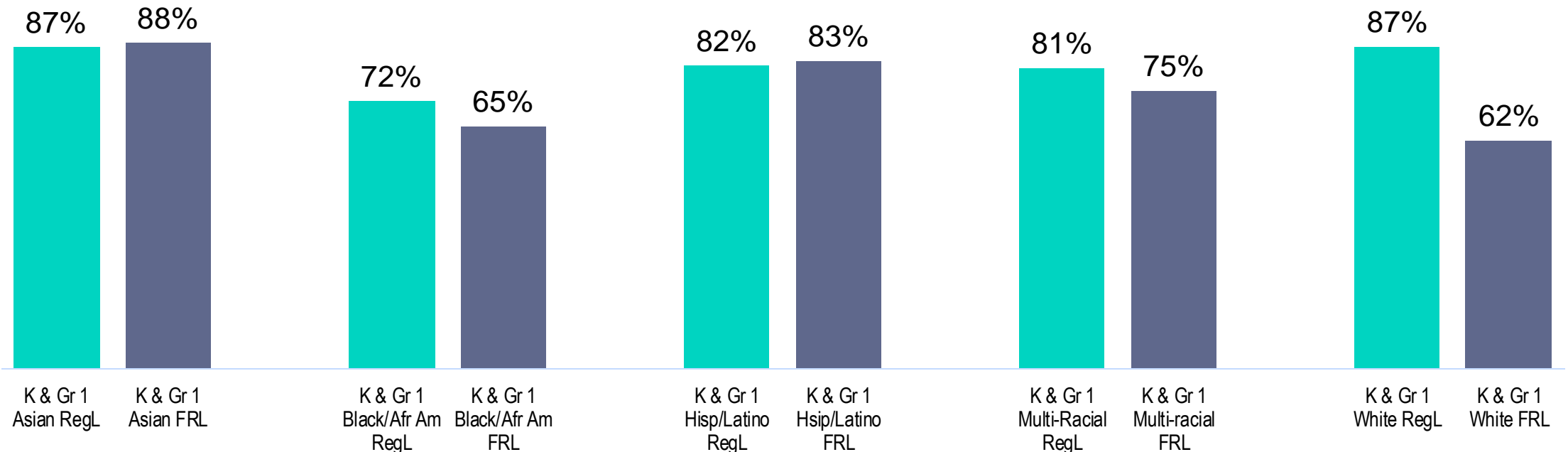


SAEBRS: Percentage scoring in *Low Risk* range

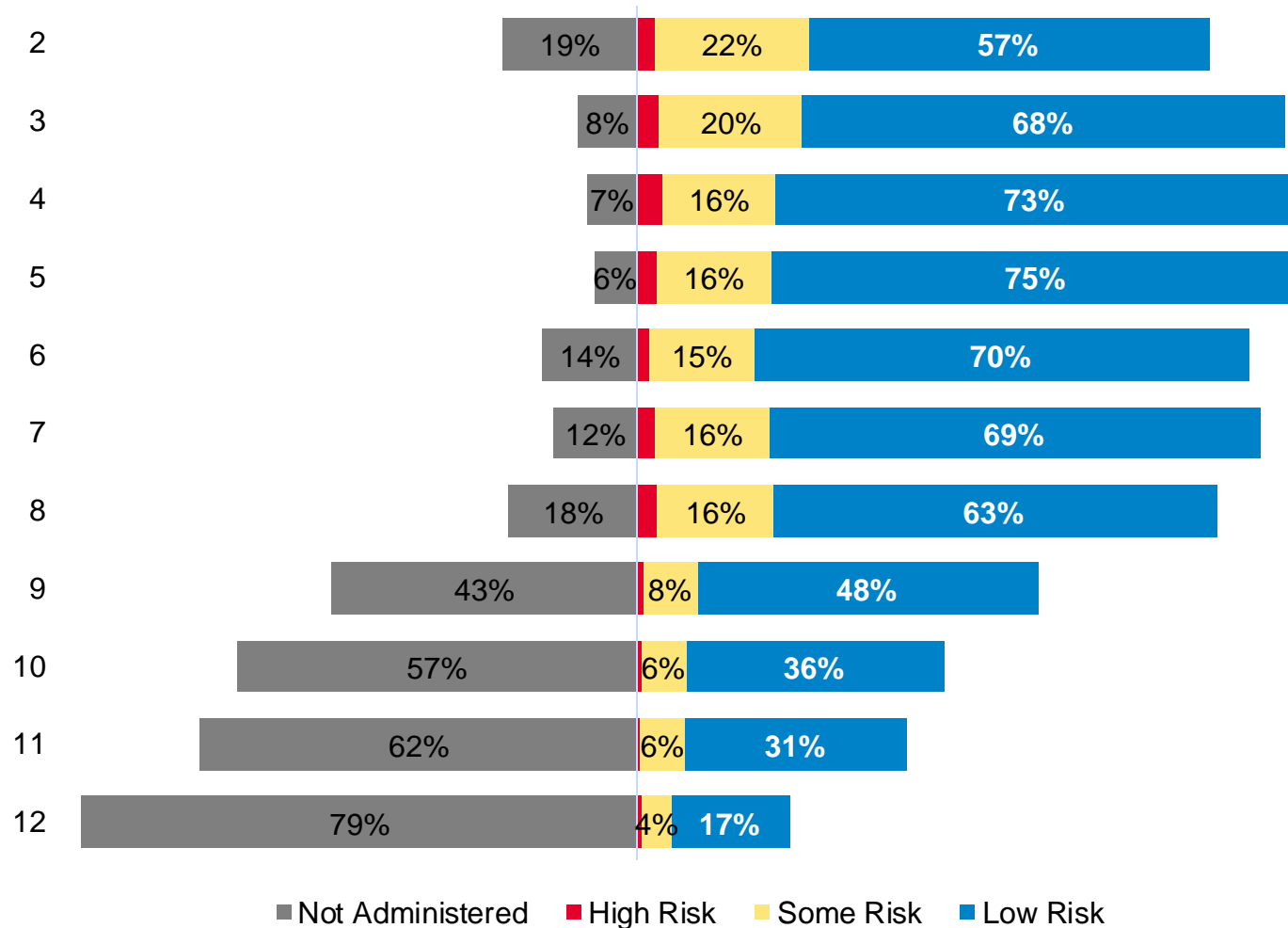
FastBridge Social, Academic, and Emotional Behavior Risk Screener (Teacher completed rating scale)

- Black/African American students were less likely counterparts to score in the *Low Risk* range.
- Multi-racial and White students eligible for free/reduced price lunch were also less likely than their counterparts to score in the *Low Risk* range.

SAEBRS: Percentage Scoring Low Risk by SES and Racial/Ethnic Background



mySAEBRS: FastBridge Social, Academic and Emotional Behavior Risk Screener (student completed)



- At the elementary and middle school levels, 57%-75% of students were classified as *Low Risk*.
- Among students who completed the mySAEBRS behavior screener, 3% or fewer were classified as *High Risk*. This aligns with what would be expected from national norms.
- At the high school level, participation rates were low.

Discussion

Nancy Benz Froelich Principal Meadow Lake Elementary

- MTSS
- Blended Learning- Modern Classroom
- Safe and Civil Schools
- Second Step
- New Math Curriculum Adoption
- PLC

