

ISD 166 Student Achievement Score Card:
Updated June 2023

World's Best Workforce Performance Measures	Intervene	Midpoint	Vision	2018-19 (10/1) 466 Students	2021-22 435 students	2022-23 469 students (E-12)	Trend From Prior Year
KINDERGARTEN READINESS: Core Advantage Assessment (preschool)					% of students scoring a 4+	% of students scoring a 4+	
Approaches to Learning	50%	70%	90%	NA	69.7%	64%	Decreased
Social and Emotional Development	50%	70%	90%	NA	69.7%	60%	Decreased
Language, Literacy and Communication	50%	70%	90%	NA	84.9%	56%	Decreased
Physical Development and Health	50%	70%	90%	NA	33.3%	76%	Increased
Mathematics	50%	70%	90%	NA	48.5%	40%	Decreased
Creative Arts	50%	70%	90%	NA	72.7%	72%	No change
Science and Technology	50%	70%	90%	NA	72.7%	60%	Decreased
Social Studies	50%	70%	90%	NA	45.5%	64%	Increased
"READ WELL BY THIRD GRADE" DATA (2nd Grade Spring Data):							
RIGBY Assessment - % at /above benchmark	50%	70%	90%	NA	53.3%	68.2%	Increased
NWEA Reading - % at /above benchmark	50%	70%	90%	2nd: 73.9%	2nd: 73.3% 3rd: 60%	2nd: 63.6%	Decreased
AIMSWeb - % meeting ORF benchmark	50%	70%	90%	54.55%	25%	45.4% (winter test)	Increased
MCA READING TEST (Grades 3-8, 10):				2018-19	2021-22	2022-23	
Reading MCA - % of students who meet or exceed benchmarks	50%	70%	90%	57.6% (132) State 59.7%	57.7% (112) State 51.7%	47.7% (94) State 50.5%	Decreased
Identified Achievement Gap Reduction -	40%	20%	10%	35.5%	31.3%	40.2%	Gap increased

All Reading Accountability Tests (SPED vs. Non-SPED)				28.2% vs 63.7%	32.4% vs 63.7%	16.3% vs 56.5%	
Identified Achievement Gap Reduction - All Reading Accountability Tests (F/R vs. Non-F/R) = <i>26% enrollment in 2022</i> <i>52.1% enrollment in 2023</i>	40%	20%	0%	<i>20.7%</i> 44.8% vs. 65.5% 39 vs. 93	<i>6.4%</i> 52.6% vs. 59% 20 vs 92	<i>18.7%</i> 38.6% vs 57.3% 39 vs 55	Gap increased
Identified Achievement Gap Reduction - All Reading Accountability Tests (American Indian vs. White) <i>**2022-23 is first year of state definition**</i>	40%	20%	0%	<i>35.5%</i> 29.7% vs. 65.2% 46 students	<i>12.2%</i> 47.4% vs 59.6% 25 students	<i>26.9%</i> 27.9% vs. 54.8% 43 students	Gap increased
MCA MATH TEST (Grades 3-8, 11):				2018-19	2021-22	2022-23	
Proficiency - % of students who meet or exceed benchmarks	50%	70%	90%	<i>30.4%</i> (70) State 55.5%	<i>28.2%</i> (55) State 45.5%	<i>34.3%</i> (68) 46%	Increased
Identified Achievement Gap Reduction - All Math Accountability Tests (SPED vs. Non-SPED)	40%	20%	10%	<i>18.6% Gap</i> 15.5% vs. 34.1%	<i>9.6% Gap</i> 20.5% vs 30.1%	<i>16.4%</i> 21.4% vs 37.8%	Gap increased
Identified Achievement Gap Reduction - All Math Accountability Tests (F/R vs. Non-F/R)	40%	20%	0%	<i>20.8 % Gap</i> 17.4% vs. 38.2%	<i>10% Gap</i> 20.5% vs 30.5%	<i>25.1%</i> 22.3% vs 47.4%	Gap increased
Identified Achievement Gap Reduction - All Math Accountability Tests (American Indian vs. White) <i>**2022-23 is first year of state definition**</i>	40%	20%	0%	<i>17.4%</i> 16.7% vs. 34.1% 48 students	<i>5.1%</i> 25% vs 30.1% 24 students	<i>22.1%</i> 18.4% vs. 40.5% 38 students	Gap increased
MCA SCIENCE (Grades 5, 8 & HS):				2018-19	2021-22	2022-23	
Proficiency - % of students who meet or exceed benchmarks	50%	70%	90%	<i>43.8%</i> (49) State 50.7%	<i>43.5%</i> (47) State 41.3%	<i>45.3%</i> (43) 39.2%	Slight increase
Identified Achievement Gap Reduction - All Science Accountability Tests (SPED vs. Non-SPED)	40%	20%	10%	<i>33.2% Gap</i> 17.4% vs. 50.6%	<i>13.1% Gap</i> 33.3% vs 46.4%	<i>28.9%</i> 24% vs 52.9%	Gap increased
Identified Achievement Gap Reduction - All Science Accountability Tests (F/R vs. Non-F/R)	40%	20%	0%	<i>31.4% Gap</i> 25.5% vs. 56.9%	<i>11.1% Gap</i> 34.8% vs 45.9%	<i>27.8%</i> 32.7% vs 60.5% 52.1% students F/R	Gap increased

Identified Achievement Gap Reduction - All Science Accountability Tests (American Indian vs. White) <i>**2022-23 is first year of state definition**</i>	40%	20%	0%	26.3% 25.0% vs. 51.3% 27 students	9.2% 35.7% vs. 44.9% 16 students	33.4% 22.7% vs. 56.1% 22 students	Gap increased
COLLEGE AND CAREER READINESS: How do we define career ready or college ready? What assessment data should we be aggregating? <i>Work In Progress...</i>				2018-19	2021-22	2022-23	
PSAT - 11th Grade				Count: 6 (7%)	Count: 3 (7%)	Count: 6	Decreased
ASVAB				Count: 39 (10th)	Count: 48 (10th & 11)	Count: 4	Decreased
% Graduates that Took the ACT and the Average Composite Score (from SLEDs)				72% Mean: 24.36 Count: 62	NA Mean: 20.8 Count: 29	43% ? Mean: 21.3 Count: 17	Down - no longer required
% of 11th and 12th students taking post-secondary coursework (CIS, AP, or PSEO)				55% (51/93): 33 AP 14 CIS 4 PSEO	41% (34/83): 27 AP 8 CIS 1 PSEO	31 AP 6 CIS 1 PSEO	Decreased
% of 9th - 12th students reporting they are on track for success with their personalized learning plan							
% of HS Graduates Enrolled in Post-Secondary in Fall (data from MDE SLEDs system)				Class 2019 (39) 26 (66%) enrolled (56% in MN)	Class 2020 (37) 26 (70%) (59% in MN)	Class 2021 23 (51%) (40% in MN)	Class 2022 NA
4 Year GRADUATION RATE:				2018-19	2021-22	2022-23	
% of students that graduated (per the MN Scorecard on MDE website)	80%	90% (state goal)	95%	82.2% (37 graduated)	75.7% (28 graduated) 2021 = 88% (44 graduated)	94.5% (35/37)	