



**Saint Paul**  
PUBLIC SCHOOLS

# **Board Initiated Goals Governance (B.I.G.G.)**

September 23, 2025

# Purpose

Report the progress on the following of B.I.G.G. student outcome goals:

- The percentage of SPPS students who are proficient in reading will increase from **34%** in 2024 to **40%** by 2029; the percentage of SPPS students learning English as a second language who are proficient in reading will increase from **7%** in 2024 to **15%** by 2029, as measured by the Minnesota Comprehensive Reading Assessments.
- The percentage of SPPS students who are proficient in math will increase from **26%** in 2024 to **31%** by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments.

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Reporting parameters:

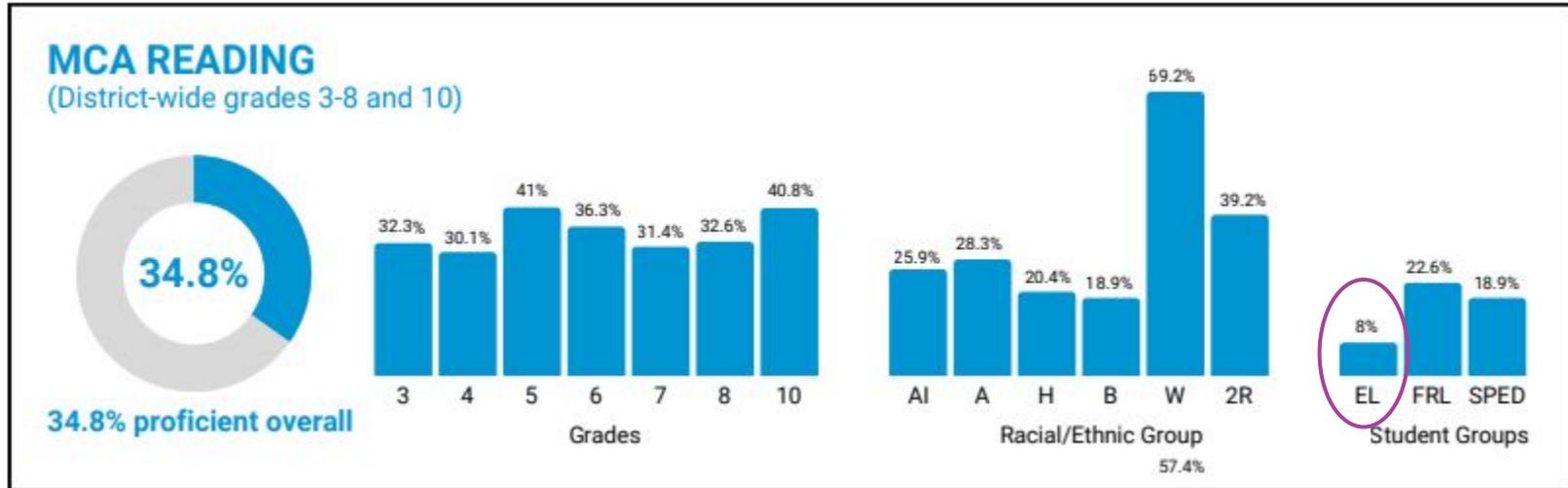
- Measure: Minnesota Comprehensive Assessment (MCA) Reading & Math
- Metric: The percentage of students proficient

# About the data

- **Minnesota Comprehensive Assessment (MCA)** - Source: Minnesota Department of Education (MDE)
  - Standardized test taken by students in grades 3-8 and 10(reading), 11(math). Science is taken in grades 5, 8 and high school end of biology
- **aReading/FastBridge** - Source: SPPS
  - Districtwide literacy universal screener and formative assessment for grades 3-9
- **Houghton Mifflin Harcourt (HMH)** - Source: SPPS
  - Districtwide math universal screener and formative assessment for grades K-5
- **Savvas** - Source: SPPS
  - Districtwide math universal screener and formative assessment for grades 6-8
- **Pass rate** - Source: SPPS
  - English Language Arts and math course grades; general, honors, advanced, combined and International Baccalaureate (IB) courses are included

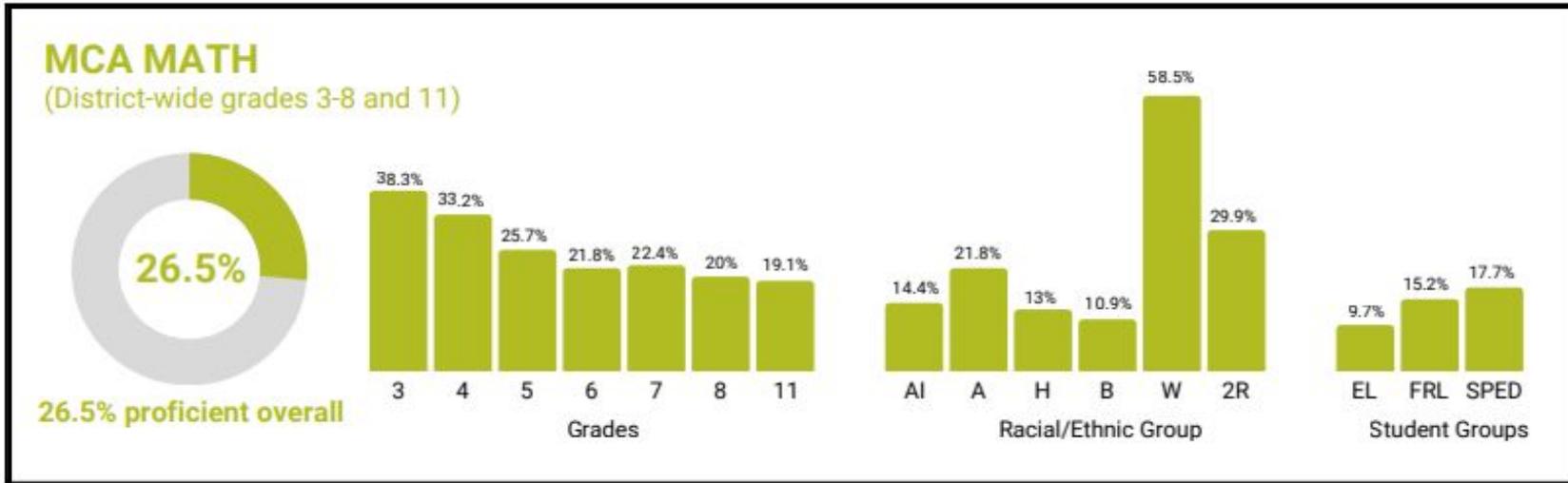
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# MCA Results (Reading)



- Of the students taking the reading MCA/MTAS, **35%** were proficient, a one<sup>178</sup> percentage point increase from 2023-24; **5%** points away from the goal
- Of students learning English as a second language, **8%** were proficient, the same as in 2023-24; **7%** points away from the goal

# MCA Results (Math)



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- Of the students taking the math MCA/MTAS, **27%** were proficient, a one percentage point increase from 2023-24; **4%** points away from the goal

# Informing Reading Proficiency

## aReading Assessment Trend



### Fall to Spring aReading Progress

**All students:** Not on track in the fall and on track in the spring (%)

SY22-23 - 9%  
SY23-24 - 9%  
SY24-25 - 10%

**English Learners:** Not on track in the fall and on track in the spring (%)

SY22-23 - 6%  
SY23-24 - 5%  
SY24-25 - 7%

Fall to spring changes from not on track to on track show small increases for all students and EL students. EL percentages changing from not on track to on track are smaller

### aReading Growth Trends

**All students:** Fall to spring aggressive growth and change in risk level (%)

SY22-23 - 34%  
SY23-24 - 34%  
SY24-25 - 34%

**English Learners:** Fall to spring aggressive growth and change in risk level (%)

SY22-23 - 28%  
SY23-24 - 29%  
SY24-25 - 29%

Fall to spring aggressive growth (growth at the 75% or above) and change in risk level is flat; the trend for EL has small increases and is noticeably lower

## 9th Grade Pass Rate Trend

9th grade pass rates increase over three years with grades from EL students 1 pct. pt higher in 25.

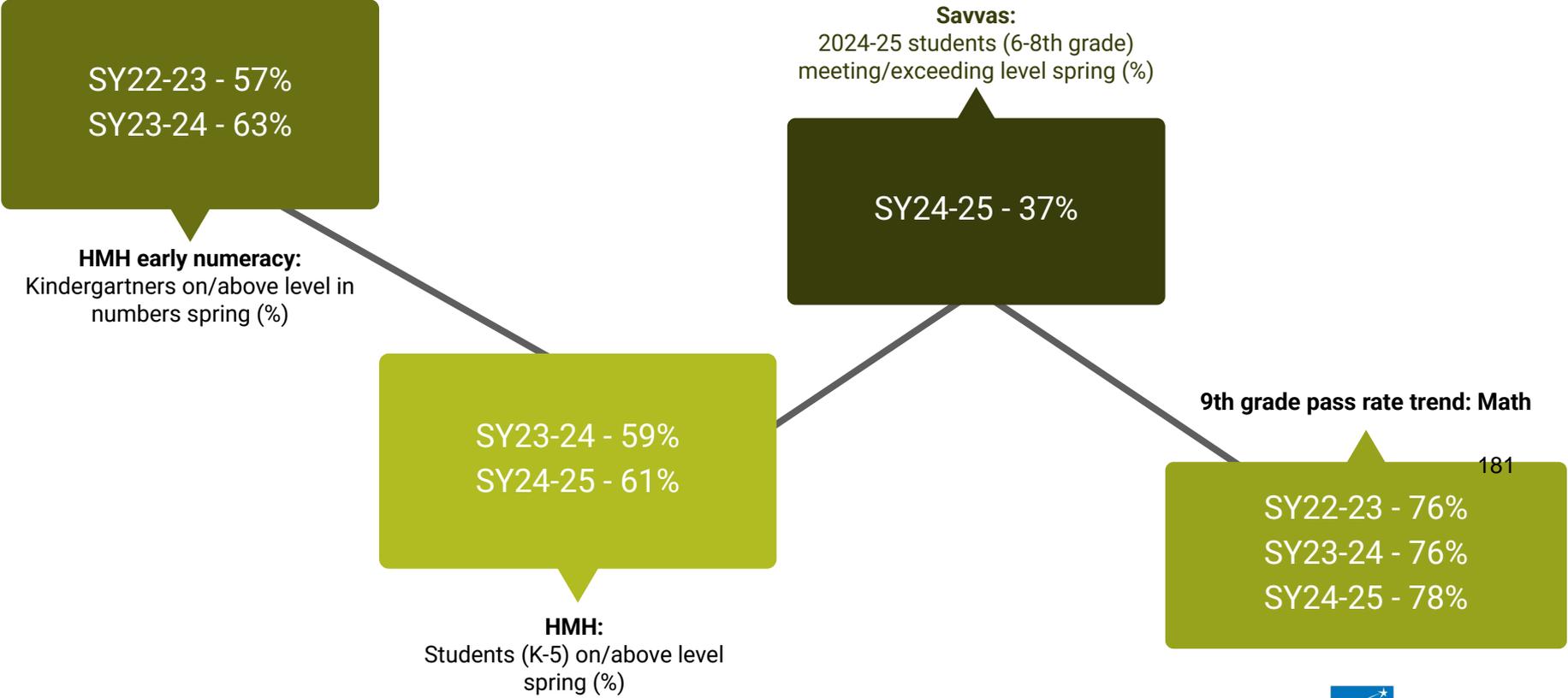
**English Learners:** English Language Arts

SY22-23 - 72%  
SY23-24 - 77%  
SY24-25 - 81%

**Non-English Learners:** English Language Arts

SY22-23 - 76%  
SY23-24 - 79%  
SY24-25 - 80%

# Informing Math Proficiency



# Action Steps for SY25-26

## READ Act Training

- Phase 1: 1,052 teachers completed training; 34 still working
- Phase 1, year 2: 260 teachers enrolled (English learners, special education, reading intervention, teachers new to SPPS)

## Moving from Pedagogy to Practice

- UFLI/K-2 phonics, leveraging formative assessments
- FIRE/3-5 (Foundational Instruction for Reading Excellence)
- Focus on small group instruction based on data

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## Interventions

- SIPPS teachers (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
- 41.5 FTE across K-8 sites

# Action Steps for SY25-26 (cont.)

## Leadership Academy - Principal Professional Development

- Schools Continuous Improvement Plans (SCIPs) - Focused and Aligned
- Rigorous reading, math, and culture/climate goals
- Action Steps and Key Indicators of Progress
- Professional development based on school SCIP goals

## Math

- Year 3 implementation of HMH/Savvas
- Focus on using formative data to inform small group instruction

## EL Strategies

- Focus on service model across K-12
- Co-teaching modeling, training, and focus
- Embedding EL strategies into all professional development

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# Additional Interest In MCA Outcomes?

**Saint Paul Public Schools**  
Subject: Math Year: Trend Grade: All Grades Demographics: All Students

School or District: Saint Paul Public Schools

Students Included: All tested

Test: All Standards-Based (MCA/MTAS/ALTMCA)

Subject: Math

Year: Trend

Grade: All Grades

Foster Care: Current Foster Care Ever In Foster Care

**NOTE:** Foster Care student data is sensitive and views of the data are restricted. If one of the Foster Care options is selected above, Race/Ethnicity, Gender, and other Criteria filter selections below will be inaccessible due to student privacy rules. Additional information of these rules is located in the "More Information" pane at the bottom of the report. At this time, TREND filtering is not available when viewing Foster Care data. However, each year can be viewed separately.

Race/Ethnicity (Choose One)	American Indian	Asian	Black or African American
	Hispanic or Latino	Native Hawaiian or Pacific Islander	Other Indigenous Peoples
	White	Two or more races	
Gender (Choose One)	Male	Female	
Other Criteria (Choose One)	English Learner	Special Education	Free/Reduced-Price Meals
	Migrant	Active Duty Parent	Homeless

[MCA Results Archive - Saint Paul Public Schools](#)

[Minnesota Report Card](#)

- School
- Student Group
- NorthStar Accountability
- Participation

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# Questions

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