STRIVING FOR COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS

AUSTIN PUBLIC SCHOOLS
INSPIRE • EMPOWER • ACCELERATE

Striving for Comprehensive Achievement and Civic Readiness, formerly The World's Best Workforce bill, passed in 2013, strives to ensure every school district in the state is making strides to increase student performance.

The Comprehensive Achievement and Civic Readiness Committee was established in Austin Public Schools to provide parents and community members' involvement and input regarding school programs and curricular offerings. The committee comprises parents, community members, staff, teachers, administrators, and school board members.

Each district in Minnesota must develop the Comprehensive Achievement and Civic Readiness plan that addresses the following five goals.

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. Prepare students to be lifelong learners. (This goal will take effect as of the Fall 2025 annual summary report.)

This document reports on our progress as we strive to meet the goals outlined in the Striving for Comprehensive Achievement and Civic Readiness legislation. Our report provides stakeholders with updates in curriculum, instruction, and student achievement within the district. The plan's content aligns with current district initiatives, including the district strategic roadmap, district literacy plan, integration plan, Title I, II, III, and IV plans, and site and department improvement plans. A summary of progress during the 2024-2025 school year and an overview of the Comprehensive Achievement and Civic Readiness (CACR) Plan for the 2025-2026 school year is included.

Sincerely,
Katie Baskin, Executive Director of Academics and Administrative Services

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APS Strategic Plan

On April 11, 2022, after several months of work with staff and community members, the Austin School Board approved a new strategic plan. Our work will center on how students experience their education at Austin Public Schools. A big part of this process was thinking about the daily desired experience for our students, teachers, staff, and parents. We asked some big questions, including what our stakeholders want to experience in our district, how can we better serve our students, staff, and parents, and what defines a successful Austin Public Schools graduate. Here is what was shared with us:

Students:

- I am supported and challenged in my learning and believe I will be successful
- I feel that school is safe, and that school is challenging and fun
- I am an engaged learner at school and in our community

Staff:

- I am seen, valued, and respected for who I am and the work I do
- I receive the support and resources to do my job well, so I am able to create a healthy and safe learning environment
- I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

Parents:

- I am part of my child's education and feel welcomed, valued, and respected as a family
- My child enjoys coming to school and is safe, included, and respected, so they are learning every day
- I am engaged in a partnership with my child's school, so I know what to do to help my child continue to grow and learn

District Mission *(Our core purpose)*:
Inspire. Empower. Accelerate.

District Vision *(What we indent to create)*:
Preparing all learners to make a difference in the world.

Core Values *(Drivers of our words and actions)*:
Responsible: demonstrates accountability to self and others
Resilient: develops perseverance and self-confidence
Learner: challenges self to think critically
Communicator: listens actively and shares learning and experiences
Contributor: engages as a productive member of the community and global society

Strategic Priorities *(drivers of our continuous improvement)*:

A. Support and resources to ensure a safe and welcoming learning environment
B. Packer Profile for all students
C. District-wide multi-tiered systems of supports for all learners
D. Excellence in resource management

Section I: Goals and Actions for Instruction and Student Achievement

The Austin Public Schools (APS) strategic priorities and strategies aligned to these strategic priorities provide director and focus for APS to address the CACR goal areas. APS utilizes the Teamworks International process for strategic planning. All professional development activities and district budget strategies align to support the strategic priorities in working towards the CACR goal areas.

Strategic Priorities *(drivers of our continuous improvement)*:

A. Support and resources to ensure a safe and welcoming learning environment
B. Packer Profile for all students
C. District-wide multi-tiered systems of supports for all learners
D. Excellence in resource management

Goal Area 1: All children are ready for school.

Review of School Year 2024-25	**Plan for School Year 2025-26**
Goal #1 for 2024-25 Increase the percentage of students entering kindergarten who meet benchmark as measured by FASTBridge earlyReading from 33.2% in 2023 to 41.3% in 2024. Goal #2 for 2024-25 NEW Goal Area Increase the percentage of incoming kindergarten students who are screened prior to the start of K from 72% in 24-25 to 75% in 25-26.	Goal #1 for 2025-26 Increase the percentage of students entering kindergarten who meet benchmark as measured by FASTBridge earlyReading from 41.3% in 2025 to 42.6% in 2026. Goal #2 for 2025-26 Increase the percentage of incoming kindergarten students who are screened prior to the start of K from 72.2% in 2025 to 75.3% in 2026.
Actions Taken Toward Our Goal:	**Action Steps Toward Our New Goals:**
Strategic Priority A: Safe & Welcoming Learning Environment • Enhance communication with PK/3 families through APS and community partnerships. • Strengthen staff support via onboarding, surveys, and evaluation tool integration. • Promote personal development through strengths-based approaches. • Implement ECSE/Preschool model shift. **Strategic Priority B: Packer Profile for All Learners** • Advance developmentally appropriate, play-based learning practices. **Strategic Priority C: Multi-Tiered Systems of Support** • Strengthen Tier 1 instruction through MTSS teams and PLC+ model. • Expand early childhood screening and implement the READ Act. • Embed Pyramid Model coaching across early childhood programs. **Strategic Priority D: Excellence in Resource Management** • Boost enrollment through ECFE, screening, and preschool outreach. • Partner with community to promote screening via birthday postcards.	**Science of Reading Training & Curriculum Implementation for EC Teachers** *(Priority C)* • Provide **ongoing coaching** and PLCs (Professional Learning Communities) to reinforce SoR practices. • **Monitor fidelity** of curriculum implementation through classroom observations and feedback loops. **Increase Pre-K Enrollment in High-Quality Classrooms** *(Priority D)* • **Recruit and retain** highly qualified Pre-K teachers • Launch a **community awareness** campaign to promote Pre-K enrollment. • **Partnerships** with local organizations to identify families who may benefit from Pre-K programs. **Expand Screening Access Through Community Collaboration** *(Priority A)* • **Increase screening days** across the district • Create a **centralized scheduling** and referral system for families. • Provide **multilingual outreach** materials to ensure accessibility for all families.

Goal #1 Progress
2018: 39.2% (FASTBridge earlyReading)
2019: 46.9% (FASTBridge earlyReading)
2020: 38.8% (FASTBridge earlyReading)
2021: 40.4% (FASTBridge earlyReading)
2022: 40.1% (Star360 EarlyLiteracy)
2023: 33.2% (Star360 EarlyLiteracy)
2024: 42.5% (FASTBridge earlyReading)
2025: 41.3% (FASTBridge earlyReading)

Goal #2 Progress
2024: 72.0% (baseline)
2025: 72.2%

Goal Area 2: All racial and economic gaps between students are closed.

Review of School Year 2024-25	**Plan for School Year 2025-26**
Goal #1 for 2024-25 We will increase the number of special education students who meet or exceed proficiency in Reading by 5% or more, as measured by the 2025 MCA Reading test, going from 16.1% to 21.1%. Goal #2 for 2024-25 We will increase the proficiency of each of the following subgroups of students by 3% or more as measured by the 2025 MCA Reading and Math test.	Goal #1 for 2025-26 We will increase the number of special education students who meet or exceed proficiency in Reading by 5% or more, as measured by the 2026 MCA Reading test, going from 15.6% to 20.6%. Goal #2 for 2025-26 We will increase the proficiency of each of the following subgroups of students by 3% or more as measured by the 2026 MCA Reading and Math test.
Actions Taken Toward Our Goal:	**Action Steps Toward Our New Goals:**
Strategic Priority A: Safe & Welcoming Learning Environment • Provide instructional coaching across all literacies and integrate new staff evaluation tools. • Foster personal and leadership development through strengths-based PD and culturally responsive principal training. **Strategic Priority B: Packer Profile for All Learners** • Align course content with core values and instructional model. • Embed Packer Profile through 9th grade seminar and K–4 artifact collection. **Strategic Priority C: Multi-Tiered Systems of Support** • Implement restorative practices, BARR (grades 7–9), and co-teaching (grades 5–8). • Strengthen Tier 1 instruction via PLC+ model and targeted PD. • Advance equity through READ Act, EL/SPED audit implementation, and grading/reporting practices. **Strategic Priority D: Excellence in Resource Management**	**High-Quality Literacy Instruction for All** *(Priority C)* • **Implementation of READ Act** training and Foundational Phonics & Morphology (FP&M). • **Instructional shift** at IJ Holton to align with evidence-based literacy practices. • Provide **professional development** to support Read Act training based on teacher readiness and student data. **Data-Driven Instructional Practices** *(Priority C)* • Use of **EduClimber and PLCs** to drive targeted instruction. • Emphasis on targeted and **purposeful instructional tools.** **Multi-Tiered Systems of Support (MTSS)** *(Priority C)* • Establish **linked MTSS teams** that include academic, behavioral, and SEL supports. • Use **HITS** as a foundation for Tier 1 instruction, ensuring consistency across classrooms. • Provide **professional development** on culturally responsive teaching and integrate into coaching cycles.

• Execute technology plan and align PTA resources to support strategic goals.	

Progress

Goal #1 Progress:
2018: 22.1% Proficiency on Reading
2019: 21.8% Proficiency on Reading
2020: N/A - COVID
2021: 18.0% Proficiency on Reading
2022: 15.0% Proficiency on Reading
2023: 17.8% Proficiency on Reading
2024: 16.1% Proficiency on Reading
2025: 15.6% Proficiency on Reading

Goal #2 Progress:
F/RL Reading Results
2018: 35.3% Proficiency on Reading
2019: 32.9% Proficiency on Reading
2020: N/A - COVID
2021: 25.1% Proficiency on Reading
2022: 24.9% Proficiency on Reading
2023: 28.4% Proficiency on Reading
2024: 25.6% Proficiency on Reading
2025: 24.6% Proficiency on Reading
2026: GOAL: 27.6%

F/RL Math Results
2018: 33.1% Proficiency on Math
2019: 25.2% Proficiency on Math
2020: N/A - COVID
2021: 13.8% Proficiency on Math
2022: 16.6% Proficiency on Math
2023: 19.0% Proficiency on Math
2024: 19.2% Proficiency on Math
2025: 16.4% Proficiency on Math
2026: GOAL: 19.4%

Minority Groups (Students of Color) Reading Results
2018: 35.5% Proficiency on Reading
2019: 32.5% Proficiency on Reading
2020: N/A - COVID
2021: 26.8% Proficiency on Reading
2022: 27.1% Proficiency on Reading
2023: 27.4% Proficiency on Reading
2024: 24.9% Proficiency on Reading
2025: 24.4% Proficiency on Reading
2026: GOAL: 27.4%

Minority Groups (Students of Color) Math Results
2018: 31.4% Proficiency on Math
2019: 25.0% Proficiency on Math
2020: N/A - COVID

2021: 14.6% Proficiency on Math
2022: 17.4% Proficiency on Math
2023: 17.8% Proficiency on Math
2024: 18.4% Proficiency on Math
2025: 15.8% Proficiency on Math
2026: GOAL: 18.8%

Goal Area 3: All students are ready for career and college.

Review of School Year 2024-25	**Plan for School Year 2025-26**
Goal #1 for 2024-25 By the spring of 2025, 19% of all students assessed will have met CCR benchmarks in all four subject areas as measured by 2025 ACT, going from 16% to 19%. Goal #2 for 2024-25 NEW Goal Area By the fall of October 2025, increase the Direct Admission percentage for the AHS/ALC/AOA senior class to from 63.3% to 64.1%.	Goal #1 for 2025-26 By the spring of 2026, 17% of all students assessed will have met CCR benchmarks in all four subject areas as measured by ACT, going from 13% to 17%. Goal #2 for 2025-26 By the fall of October 2026, increase the Direct Admission percentage for the AHS/ALC/AOA senior class to from 77.3% to 82.2%.
Actions Taken Toward Our Goal:	**Action Steps Toward Our New Goals:**
Strategic Priority A: Safe & Welcoming Learning Environment • Implement Grow Your Own program and onboarding support. • Promote strengths-based personal development. **Strategic Priority B: Packer Profile for All Learners** • Align K–12 course content and career exploration with core values and instructional model. • Integrate Packer Profile through 9th grade course and K–4 science alignment. **Strategic Priority C: Multi-Tiered Systems of Support** • Strengthen Tier 1 instruction and writing framework (grades 5–12). • Expand behavior supports: ADSIS (K–4), BARR (7–9), PBIS/SWIS, and Early Warning System. • Advance equity through grading practices and EL/SPED audit implementation. **Strategic Priority D: Excellence in Resource Management** • Implement Technology Plan and conduct Facilities Study.	**College & Career Readiness Pathways** *(Priority B)* • **Packer Profile for All Students**: Develop and implement a comprehensive student profile that tracks academic, career, and personal growth milestones. • **SchooLinks Integration**: Use SchooLinks to support career exploration, college planning, and goal setting aligned with each student's Packer Profile. • **Pathway Coordinator Role**: Strengthen the role of a Pathway Coordinator to guide students through career and college pathways. • **Seminar Class Implementation**: Embed career and college readiness skills into a dedicated seminar class, using it to support Packer Profile development, SchooLinks usage, and pathway planning. **MTSS: Systems of Support for Student Success** *(Priority C)* • **MTSS – BARR Framework**: Implement the BARR (Building Assets, Reducing Risks) model within your MTSS framework to strengthen relationships, identify student needs early, and provide targeted interventions. • **Data-Informed Decision Making**: Use data from SchooLinks, Packer Profiles, and MTSS to monitor progress and adjust supports. **Curriculum & Instructional Alignment***(Priority A)*

	• **Curriculum Review and Audit Implementation**: Conduct a comprehensive curriculum audit to identify gaps and ensure alignment with college and career readiness standards. • **CAREI Partnership**: Leverage the CAREI (Center for Applied Research and Educational Improvement) partnership to guide curriculum evaluation, implementation fidelity, and continuous improvement. • **Professional Learning**: Provide ongoing professional development for educators on implementing revised curriculum and integrating career readiness into instruction.
Goal #1 Progress 2018: 18% meet in all 4 areas 2019: 21% meet in all 4 areas 2020: 16% meet in all 4 areas 2021: 14% meet in all 4 areas 2022: 14% meet in all 4 areas 2023: 16% meet in all 4 areas 2024: 15% meet in all 4 areas 2025: 13% meet in all 4 areas **Goal #2 Progress** 2023-24: 62.9% 2024-25: 63.3% 2025-26:77.3%	

Goal Area 4: All students graduate from high school.

Review of School Year 2024-25	**Plan for School Year 2025-26**
Goal for 2024-25 Maintain at or above 80% of eligible Austin Public School students will receive a diploma from Austin Public Schools as measured by the 2024 Graduation Rate.	Goal for 2025-26 Maintain at or above 80% of eligible Austin Public School students will receive a diploma from Austin Public Schools as measured by the 2025 Graduation Rate.
Actions Taken Toward Our Goal:	**Action Steps Toward Our New Goals:**
Strategic Priority A: Safe & Welcoming Learning Environment • Promote collective care through Wellness Committee initiatives. • Integrate restorative practices across the organization. **Strategic Priority B: Packer Profile for All Learners** • Align K–12 course content and career exploration with core values and instructional model.	**MTSS Student Support Systems** *(Priority C)* • **BARR & PBIS Integration**: Align both within the MTSS framework to ensure consistent Tier 1, 2, and 3 supports. • **Seminar Class or Advisory Periods**: Use dedicated time for relationship-building, goal setting, and intervention delivery. **Engagement & Accountability** *(Priority B)* • **Attendance Focus**: Monitor attendance data implement targeted outreach for chronically absent students.

• Implement Packer Profile through 9th grade course and K–4 PLTW science alignment. • Collaborate with community partners for K–12 planning. **Strategic Priority C: Multi-Tiered Systems of Support** • Strengthen MTSS through building teams, data literacy, and instructional shifts. • Advance academic supports through identification processes, writing/math frameworks, and grading practices. • Expand behavioral supports: PBIS, SWIS, Early Warning System, and BARR (grades 7–9). **Strategic Priority D: Excellence in Resource Management** • Execute Technology Plan and advance Facilities Planning.	• **Packer Profile – Grade Checks & Pathways**: Use the Packer Profile to track academic progress, pathway alignment, and postsecondary readiness. **Instructional Clarity & Equity** *(Priority C)* • **Grading and Reporting Review**: Audit current grading practices to ensure they are equitable, transparent, and aligned with learning outcomes. • **Data-Driven Instruction**: Use grade and assessment data to inform instruction and identify students needing additional support.
Progress 2017: 71.0% 2018: 76.1% 2019: 79.5% 2020: 80.8% 2021: 78.9% 2022: 71.9% 2023: 75.5% 2024: 75.0% 2025: TBA (March 2026)	

Goal Area 5: Prepare students to be lifelong learners.

**Due to legislative changes, this is a new goal area as of the 2024-25 school year that we will report on in 2025*

Review of School Year 2024-25	**Plan for School Year 2025-26**
Goal for 2024-25 NEW Goal Area For the class of 2027, 95% of students will be on track to complete their Packer Profile Portfolio in SchooLinks.	Goal #1 for 2025-26 For AHS students, 90% will be on track yearly to complete their Packer Profile Portfolio for graduation. Goal #2 for 2025-26 New Goal Area Seniors at AHS will respond to the survey question “Do you feel APS prepared you to be a lifelong learner?” with 90% Yes.
Actions Taken Toward Our Goal:	**Action Steps Toward Our New Goals:**
Strategic Priority A: Safe & Welcoming Learning Environment • Implement Grow Your Own and onboarding supports. • Foster strengths-based development for staff and students. **Strategic Priority B: Packer Profile for All Learners**	**Purposeful Pathways & Community Connections** *(Priority B)* • **Packer Profile – Pathway Development**: Use the Packer Profile to help students identify strengths, interests, and goals.

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- Align K–12 career exploration, goal setting, and course content with core values and instructional model.
- Expand Packer Profile integration through 9th grade course and 10–12 implementation.

Strategic Priority C: Multi-Tiered Systems of Support

- Strengthen MTSS through building teams, data literacy, and instructional shifts.
- Advance academic supports through identification processes and math programming alignment.
- Expand behavioral supports: PBIS, SWIS, and Early Warning System.

Strategic Priority D: Excellence in Resource Management

- Implement Technology Plan and continue Facilities Planning.

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- **SchooLinks Integration**: Support students in exploring postsecondary options, building resumes, and setting long-term goals.
- **Community Partnerships**: Engage local businesses, higher education institutions, and nonprofits to provide mentorships, internships, and real-world learning experiences.
- **Core Values Integration**: Embed district core values into pathway planning and classroom instruction to foster purpose-driven learning.

Strengths-Based Culture of Learning *(Priority A)*

- **Strengths Identification**: Use tools and reflection practices to help students and staff identify and leverage their individual strengths.
- **Professional Learning Communities (PLCs)**: Staff collaboration around strengths-based instruction and student engagement.

Future-Ready Skills & Systems *(Priority A)*

- **Digital & AI Literacy**: Provide ongoing training for staff and students on digital citizenship, AI tools, and ethical technology use.
- **Early Warning Systems (EWS)**: Use EWS data to identify students at risk of disengagement and intervene early with personalized supports.

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Goal #1 Progress
2025: 78.8% 24-25 9th graders (baseline)

Goal #2 Progress
2025: 78.1% (baseline)

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Achievement and Integration

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- Read Minnesota Statutes, section 124D.861.
- Read Minnesota Statutes, section 124D.862.
- Read Minnesota Rules, parts 3535.0100 to 3535.0180 of the School Desegregation/Integration rules

The Achievement Integration goals for the 2024-2026 plan are as follows:

Goal 1: The percentage of students able to identify career pathways related to the integrated STEM enrichment activities they are participating in will increase from a baseline of 0% in 2023-2024 to 90% in 2025-26.

Project E3 was designed to help students explore STEM in a hands-on environment and promote cross-district connections. The pre-post survey results show that students gained an average of ten new student relationships

over the summer program and gained confidence in their content knowledge about energy, its types and how it affects them.

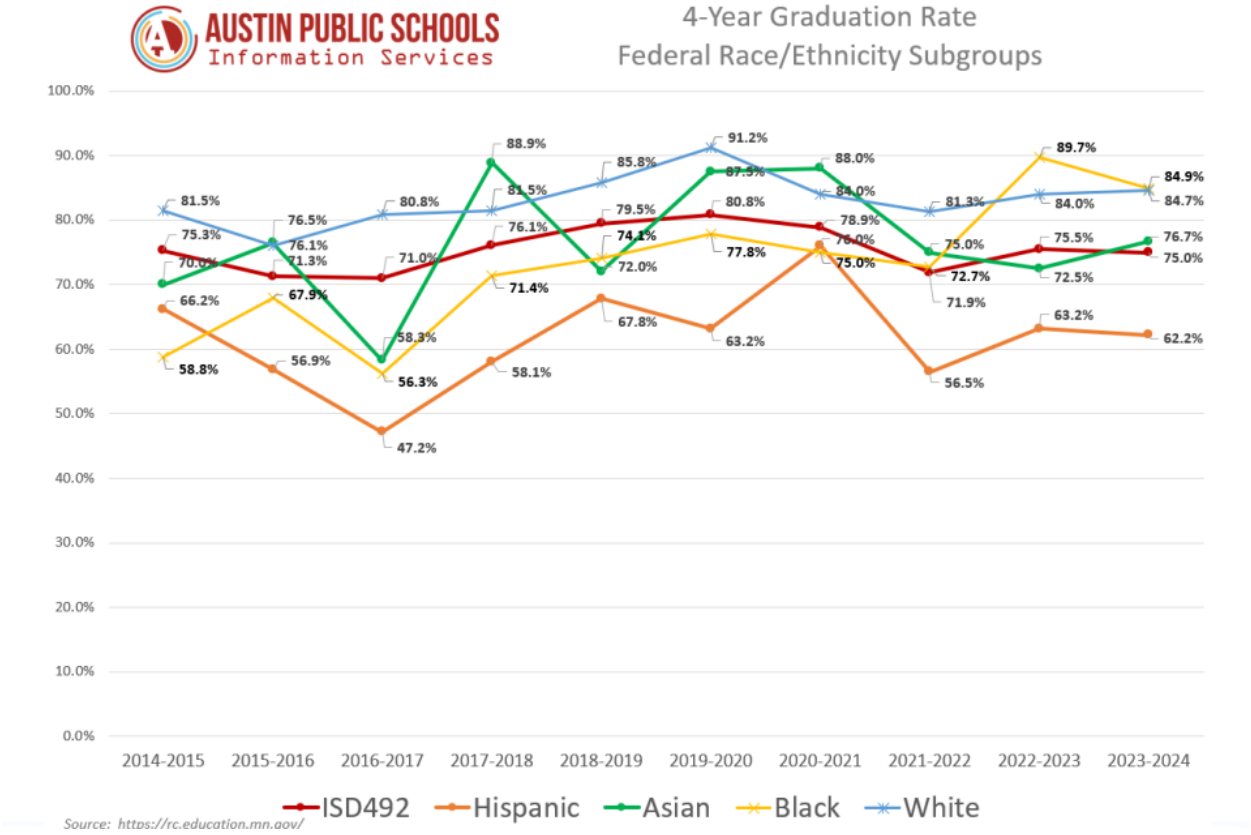
2024 Project E3 Pre-survey:

Students demonstrated increased connections with their cross-district peers. The number of students participants reported knowing by name increased from eight (pre-survey) to twenty-one (post-survey).

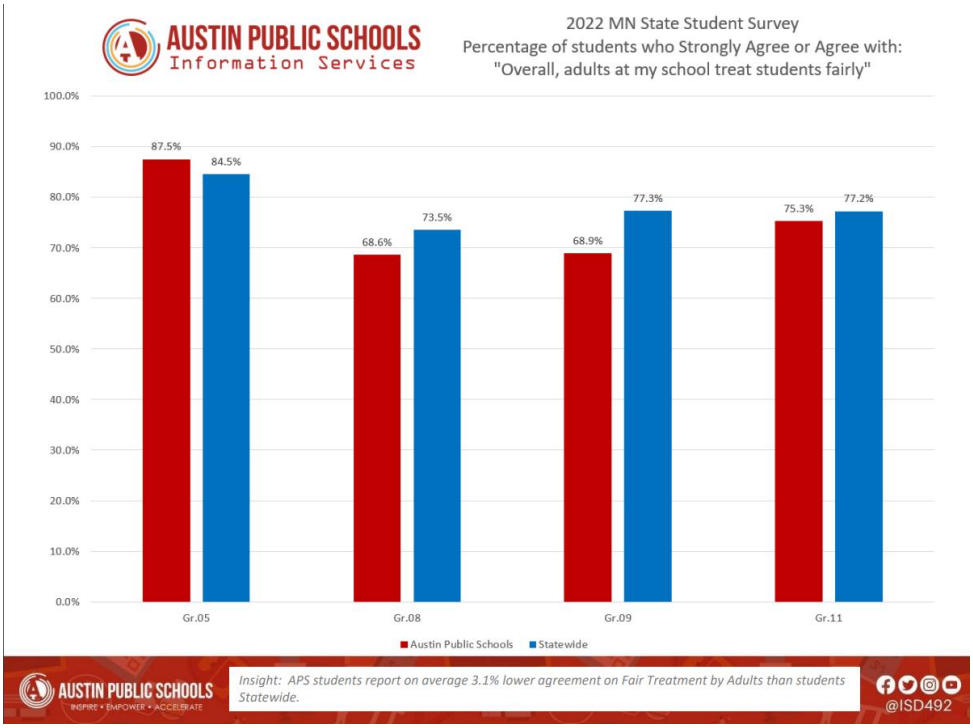
Students increased their knowledge of habitat and its uses in their lives. The number who reported they can explain what energy is increased from 23 to 55.

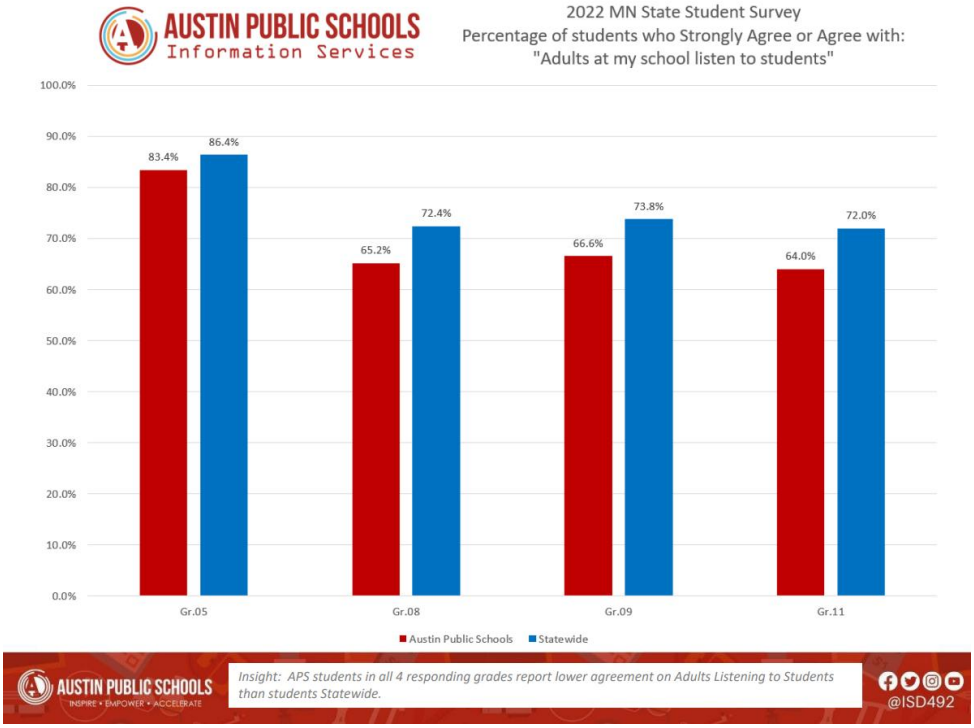
Goal 2: The graduation rate for Black/African American students in Austin Public Schools will increase from 75.0% in 2021 to ≥ 80.0% in 2026.

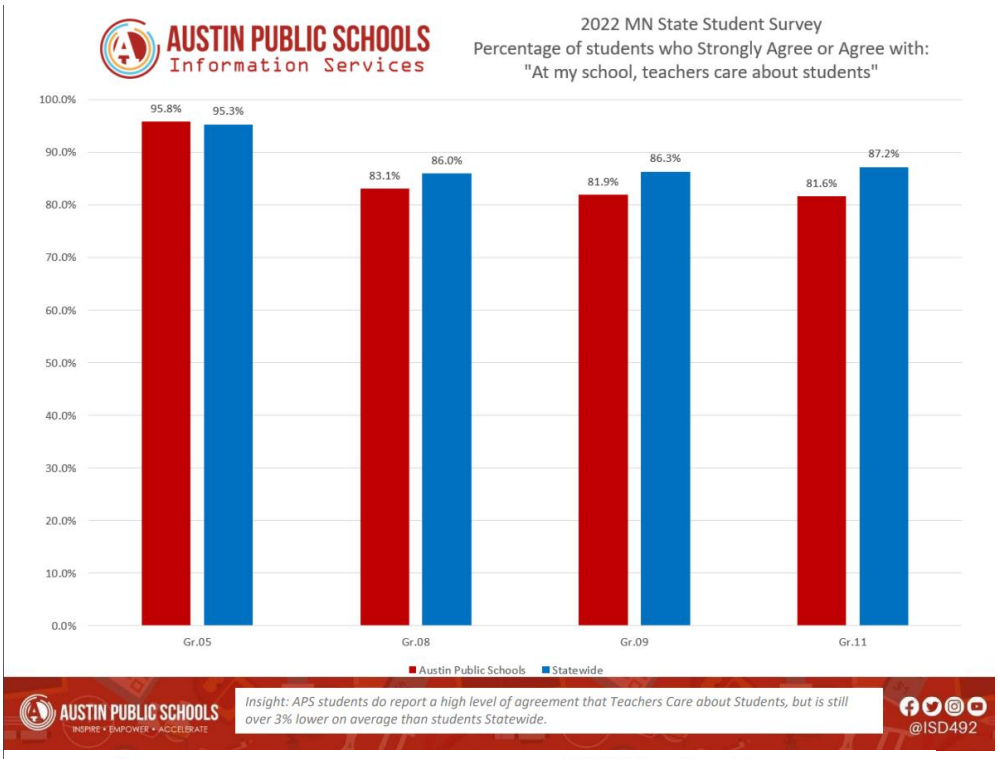
This goal has been met. The black student graduation rate exceeded the 80% target, at an 84.9% graduation rate in 2024.

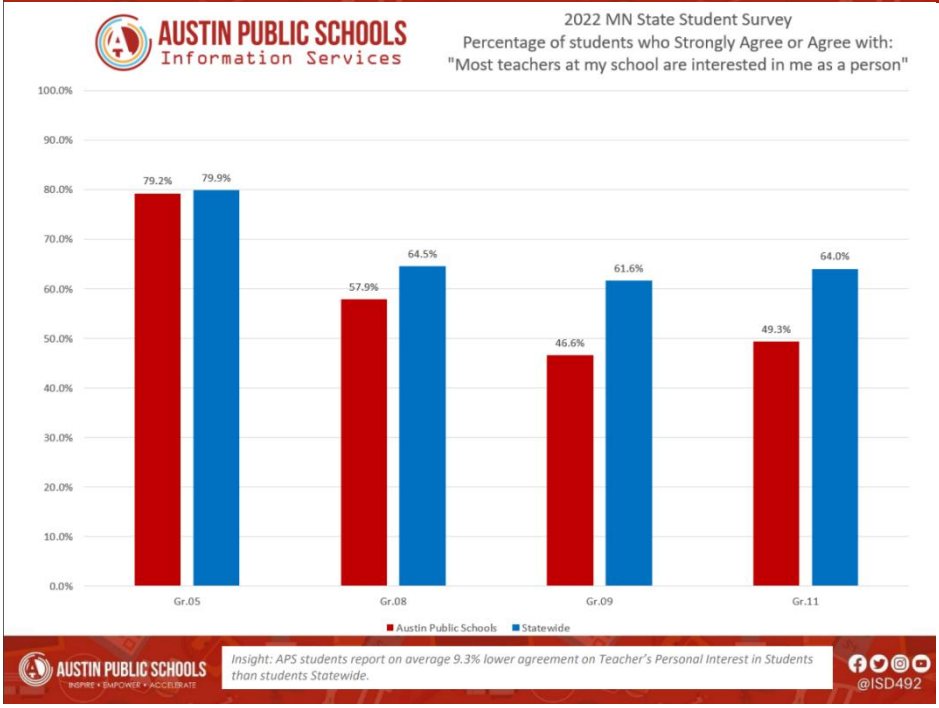


Goal 3: Student responses to Minnesota Student Survey questions assessing teacher/student relationships will increase to reflect 90% or higher rate of students responding agree/strongly agree. (See KIPs for baseline data regarding specific questions.) Data about the 2025 Minnesota Student Survey has not yet been released. This report will be updated with the most current data when it becomes available. The graphs below reflect the 2022 data.









Key Insights

• Austin Public Schools outperform statewide averages in Grade 5 for fair treatment but face challenges in other grades, particularly Grades 8-11, where perceptions of fairness and teacher interest are significantly lower than statewide percentages.

• There is a notable decline in student perceptions of being listened to and teachers' personal interest from Grade 5 to higher grades.

• Perception of teacher care remains relatively high in Austin Public Schools, though it also dips slightly in upper grades compared to the state. These findings suggest areas for improvement in fostering better student-teacher relationships and perceptions of fairness, particularly in the middle and high school levels.

Section II: Assessing and Evaluating Student Progress

https://www.austin.k12.mn.us/district-offices/information-services/assessment-overview

Student progress toward meeting state and local academic standards is measured through the examination of student data during data meetings and at the individual classroom level. Corresponding adjustments in curriculum and instruction are made and intervention necessary are implemented.

Assessment is an ongoing process which includes screening, progress monitoring and diagnostic assessments.

Standardized assessments such as the Minnesota Comprehensive Assessment-III or Minnesota Comprehensive Assessment-IV (MCA-III/MCA-IV), Pre-ACT assessment, and ACT assessments, are administered yearly. The MCA-IV assessments are administered to students in reading (grades 3-8, 10), and science (grades 5, 8 & 10) in the spring. The MCA-III assessment is administered to students in mathematics (grades 3-8, 11). The ACT is administered to students in grades 11-12. Data from these assessments are used to determine if students are on-track to develop the skills necessary to succeed in entry-level college courses by the time they leave high school.

District wide benchmark screening assessments are given three times yearly. All students in kindergarten through grade 8 are assessed in September, January and May using Star Reading and Math Assessments as well as FastBridge for grades k-3. In addition, the Capti ReadBasix assessment is administered annually to 9-12 students as a universal literacy screener and is also administered annually as a dyslexia screener to qualifying students in grades 4-8.

Curriculum-based assessments (i.e. common summative and formative assessments) are administered to assess students' growth toward local, state, and national standards in grades K-12. These assessments are aligned to the standards and data is used to make instructional decisions. Likewise, data is used to determine whether students have acquired the knowledge and skills to be on-track to meet grade level student achievement benchmarks.

Based on student data, more diagnostic assessment is sometimes necessary. Some students whose assessment data shows them to be at-risk for reading difficulty are assessed individually with the PRESS Inventory, or STAR Assessment to determine appropriate intervention placement and instruction.

All students who are receiving strategic (Tier II) or intensive (Tier III) interventions are progress monitored at least every two weeks, often weekly. The type of progress monitoring tool depends on the type of intervention the student is receiving. There are standard protocols for administering each of these progress monitoring assessments. Progress monitoring data are reviewed at least every six weeks, often more frequently, to determine the next steps in serving students. Some students may no longer need intervention, need a change in intervention, or be making expected growth with it. Teachers use this data alongside classroom measures to support changes to services.

Austin Public Schools (0492-01): District Assessment Program 2025-2026

	PreK	KG	1	2	3	4	5	6	7	8	9	10	11	12
TS Gold	●●●													
FAST earlyReading CBMs*		+++	+++	+++	+++									
FAST earlyMath CBMs*		●●●												
FAST CMBReading: ORF			+++	+++	+++									
STAR CBM: Passage Oral Reading						●●●	●●●	●●●						
STAR Reading				●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
STAR Math			●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
STAR CBM-P.M. Tools Reading/Mathematics			●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
Stanford ROAR (Rapid Online Assessment of Reading)											●	●	●	●
Capti ReadBasix						+	+	+	+	+	+	+	+	+
mySAEBRS (STAR Gr.04+)						●●●	●●●		●●●	●●●				
CogAT: Cognitive Abilities Test				●		●								
ACCESS for EL's		■	■	■	■	■	■	■	■	■	■	■	■	■
MCA & MTAS: Reading					✦	✦	✦	✦	✦	✦		✦		
MCA & MTAS: Mathematics					✦	✦	✦	✦	✦	✦			✦	
MCA & MTAS: Science							✦			✦		← ✦ →		
NAEP* (National Assessment of Ed Programs)						●				●				●
ACT													●	

+ - *Required for federal and state accountability. Developed and administered by the state of MN (includes MCA's and SpEd Assessments).*
+ - *Required for MN READ Act accountability. Students who scored below benchmark on STAR/ROAR will take Gated Dyslexia Screener from Capti ReadBasix.*
■ - *Required for English Learners for federal Title III accountability. Used as exit criterion for state funding.*
●●● - *Denotes universal test administrations that occur multiple times per year (Fall, Winter, Spring).*
●●● - *Denotes targeted (specific students) test administrations that occur multiple times per year (Fall, Winter, Spring).*
+ - *FAST earlyReading CBM's vary by grade and season – please reference the APS Local Literacy Team Assessment Plan for more detail.*
++ - *Not required annually, but through specific selection processes.*

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AUSTIN PUBLIC SCHOOLS
Information Services

APS Grade Level Student Achievement Benchmarks

The Austin Public School District has established a system of benchmark target scores which link local assessments to predicted achievement on statewide assessments as well as college and career readiness. The charts below provide a consistent set of target scores for student performance across measures and time.

Table 2. Star Reading and Star Math Unified score equivalents for each MCA-III achievement level range

Star Reading Unified cut-score equivalents				
Grade	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**
3	< 950	950 – 982	983 – 1047	≥ 1048
4	< 982	982 – 1021	1022 – 1078	≥ 1079
5	< 997	997 – 1037	1038 – 1100	≥ 1101
6	< 1033	1033 – 1068	1069 – 1124	≥ 1125
7	< 1062	1062 – 1093	1094 – 1146	≥ 1147
8	< 1077	1077 – 1108	1109 – 1164	≥ 1165
Star Math Unified cut-score equivalents				
Grade	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**
3	< 939	939 – 972	973 – 1022	≥ 1023
4	< 984	984 – 1015	1016 – 1065	≥ 1066
5	< 1024	1024 – 1072	1073 – 1120	≥ 1121
6	< 1048	1048 – 1092	1093 – 1141	≥ 1142
7	< 1062	1062 – 1117	1118 – 1155	≥ 1156
8	< 1076	1076 – 1126	1127 – 1162	≥ 1163

Benchmark : Early Reading English : KG

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 7.0	< 11.0	< 12.0
		High Risk	< 5.0	< 9.0	< 10.0
Onset Sounds	# Correct/16	Some Risk	< 11.0	< 16.0	< 16.0
		High Risk	< 5.0	< 13.0	< 14.0
Letter Names	Rate	Some Risk	< 14.0	< 42.0	< 50.0
		High Risk	< 3.0	< 30.0	< 38.0
Letter Sounds	Rate	Some Risk	< 3.0	< 26.0	< 41.0
		High Risk	< 0.0	< 13.0	< 27.0
Word Rhyming	# Correct/16	Some Risk	< 6.0	< 13.0	< 14.0
		High Risk	< 3.0	< 7.0	< 9.0
Word Blending	# Correct/10	Some Risk	< 5.0	< 6.0	< 9.0
		High Risk	< 1.0	< 1.0	< 7.0
Word Segmenting	# Correct/34	Some Risk	< 3.0	< 25.0	< 30.0
		High Risk	< 0.0	< 10.0	< 24.0
Decodable Words	Rate	Some Risk	< 0.0	< 3.0	< 10.0
		High Risk	< 0.0	< 1.0	< 4.0
Nonsense Words	Rate	Some Risk	< 3.0	< 6.0	< 12.0
		High Risk	< 0.0	< 2.0	< 6.0
Sight Words	Rate	Some Risk	< 1.0	< 9.0	< 13.0
		High Risk	< 0.0	< 4.0	< 4.0
Sentence Reading	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Oral Repetition	# Correct/40	Some Risk	< 18.0	< 22.0	< 25.0
		High Risk	< 10.0	< 17.0	< 21.0
CBMR-English	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Early Reading English	Composite Score	Some Risk	< 32.0	< 50.0	< 64.0
		High Risk	< 28.0	< 42.0	< 56.0

Benchmark : Early Reading English : ONE

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 11.0	< 12.0	< N/A
		High Risk	< 10.0	< 11.0	< N/A
Onset Sounds	# Correct/16	Some Risk	< 16.0	< 16.0	< N/A
		High Risk	< 15.0	< 15.0	< N/A
Letter Names	Rate	Some Risk	< 41.0	< 54.0	< N/A
		High Risk	< 31.0	< 43.0	< N/A
Letter Sounds	Rate	Some Risk	< 31.0	< 43.0	< 52.0
		High Risk	< 21.0	< 31.0	< 45.0
Word Rhyming	# Correct/16	Some Risk	< 14.0	< 15.0	< N/A
		High Risk	< 9.0	< 10.0	< N/A
Word Blending	# Correct/10	Some Risk	< 10.0	< 10.0	< 10.0
		High Risk	< 7.0	< 9.0	< 9.0
Word Segmenting	# Correct/34	Some Risk	< 28.0	< 31.0	< 32.0
		High Risk	< 22.0	< 27.0	< 28.0
Decodable Words	Rate	Some Risk	< 6.0	< 17.0	< 28.0
		High Risk	< 2.0	< 9.0	< 16.0
Nonsense Words	Rate	Some Risk	< 10.0	< 17.0	< 22.0
		High Risk	< 4.0	< 10.0	< 13.0
Sight Words	Rate	Some Risk	< 16.0	< 49.0	< 65.0
		High Risk	< 5.0	< 19.0	< 40.0
Sentence Reading	Rate	Some Risk	< 12.0	< 51.0	< N/A
		High Risk	< 4.0	< 27.0	< N/A
Oral Repetition	# Correct/40	Some Risk	< 25.0	< 28.0	< 28.0
		High Risk	< 22.0	< 25.0	< 25.0
CBMR-English	Rate	Some Risk	< 14.0	< 37.0	< 66.0
		High Risk	< 6.0	< 16.0	< 30.0
Early Reading English	Composite Score	Some Risk	< 33.0	< 52.0	< 66.0
		High Risk	< 25.0	< 36.0	< 44.0

Section III. Assessing and Evaluating Curriculum and Instruction

Program Review and Curriculum Improvement

The Program Review and Continuous Curriculum Improvement Cycles are designed to review curricular/program areas and provide continuous improvement for teaching and learning in Austin Public Schools with input from a variety of stakeholders including, staff, administration, students, families, school board, and community. In response to staff feedback, specific processes, schedule and clear articulation of curriculum review was imperative for all staff to know what is on the horizon while ensuring our recourses and curriculum were having the desired outcomes for our students.

The Curriculum and Program review system is divided into 2 cycles, a formal program review cycle and an implementation/continuous improvement cycle. These cycles are based on years and the curriculum purchase cycle but can be adjusted on need if a curricular areas/programs is not meeting their intended outcomes, if there is a MN standards revision, or a change in MN assessments.

The Continuous Curriculum Improvement Cycle consists of an ongoing process of implementation evaluation and consideration of whether the program is meeting intended outcomes. Departments will work through this model of continuous improvement throughout their curriculum and instruction cycle.

1. Program Installation-1st year of implementation
2. Early Program Implementation
3. Full Program Implementation
4. Program Sustainability-Program implementation is considered standard work

Curriculum Review, Selection, and Implementation

APS employs a comprehensive system to periodically review and evaluate the effectives of all district curriculum and instruction. The primary goal is to develop and guaranteed and viable curriculum. This is one in which the agreed upon essential content and skills are covered within adequate instructional time. The review involves teacher collaboration, parent/community input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates.

The following process occurs over a 2-3 year process within a content area:

Phase/Timeline	Team Members	Process
Program Evaluation	• T&L	**Graduation Requirements and Staffing** Gather graduation requirements, staff allocations, and licensing information.
Program Evaluation	• T&L • Instructional Coach • Department Chair • Building Admin	**Curriculum Adoption and Implementation** Review the stages of the curriculum adoption process: • Curriculum Evaluation • Design • Purchase • Implementation • Sustainment
Program Evaluation	• T&L • Instructional Coach • Department Members	**Course Overview** Review courses offered including course description, materials used, instructional time, and students who take the course.
Program Evaluation	• Director of Information Services • T&L • Instructional Coach • Department Members	**Changes in Programming** Review changes in your program since you last adopted curriculum. This may include changes in standards, co-teaching, new course offerings, etc.
Program Evaluation	• T&L • Instructional Coach • Department Members	**Data Presentation** Presentation on district demographic data and academic performance.
Program Evaluation	• T&L • Instructional Coach • Department Members	**Instructional Frameworks, Practices, and Strategies** Review and discuss instructional practices including reading, writing, assessment, and collaboration.
Program Evaluation	• T&L • Instructional Coach • Department Members	**Stakeholder Feedback** Gather information from students about their learning experience in the content area. Gather input from the World Best Workforce about learning experience in the content area.
Program Design	• T&L • Instructional Coach • Department Members	**Current Literature and Research** Read and discuss current research in equity and the content area.
Program Design	• T&L • Instructional Coach • Department Members	**Standards Review and Alignment** Review the standards and benchmarks. Write I can statements to clearly articulate what students need to be able to know and do. Align standards and benchmarks to units of study.
Program Design	• T&L	**Guiding Change**

	• Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin • Tech Services • Info Services	Review and determine current context (all the work up to this point), desired results, and unacceptable means that need to be considered as we review and purchase curriculum.
Program Design	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin • Business Office	**Curriculum and Materials to Consider** List curriculum that we would like to review in the process including information from other districts and links to the materials. Engage the business office in a conversation about using Spend Bridge for cost effective purchasing.
Program Design	• T&L • Tech Services • Info Services • Building Admin	**Curriculum Review** Vet resources using Ed Reports, What Works Clearinghouse and other resources. Determine if the curriculum technology is compliant with the district. Make recommendations for products to be reviewed. Engage business office and Spend Bridge in selection/purchase conversations.
Program Design	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin • Tech Services • Info Services • Business Office	**Curriculum Presentations** Schedule presentations Debrief the presentations and make recommendations for moving forward. Possible unit or lesson pilots of the curriculum. Engage business office and Spend Bridge in selection/purchase conversations.
Program Design	• T&L	**Striving for Comprehensive Achievement and Civic Readiness** Review information about the curriculum presentations, gather feedback, and share next steps.
Implementation Plan and Purchase	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Building Admin • Tech Services • Info Services • Business Office	**Selection and Purchase** Engage business office and Spend Bridge in selection/purchase conversations. Determine which curriculum will be purchased and the number of materials. Finalize purchase agreements.

		Determine technology needs, apps, programs etc. that need to be added to the computer image or software center. Update budget worksheet to track expenses.
Implementation Plan and Purchase	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin	**Professional Development and Curriculum Writing** Determine content specific professional development needs and schedule time. Departments may request district curriculum writing time/funds. Use linked forms. Completed curriculum writing should be turned into the principal and T&L. Work completed will be added to the T&L curriculum website.
Implementation Plan and Purchase	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Department Members Building Admin	**Collect Old Materials** Collect and box up all old materials. Including the inventory list to see if any materials can be sold. Determine what existing or old technology will not be needed or used. Work with tech integrationist to remove these items from the image or software center.
Early Implementation	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin	**Unit Planning** Unit planning may include developing scope and sequence, standards and benchmark alignment, and unit planning. Complete documents will be added to the T&L curriculum website.
Early Implementation	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin	**Curriculum Implementation** Write, update, and reflect on unit plans. What is working, what needs to be adjusted? How do you know? Develop common formative and summative assessments. Identify and align resources – core and supplemental intervention. Identify outcomes to measure curriculum, instruction, and program effectiveness. What data will be collected?
Full Implementation	• T&L • Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin	**Implementation** Review data and monitor progress of curriculum, instruction, and program effectiveness data. What does the data tell us? What adjustments might need to be made (instructional approaches, professional development, resources)? Identify any professional development needs and schedule.
Sustainment	• T&L	**Sustainment**

	• Instructional Coach • Tech Integrationist • Department Chair • Department Members • Building Admin	Review data and monitor progress of curriculum, instruction, and program effectiveness data. What does the data tell us? What adjustments might need to be made (instructional approaches, professional development, resources)? Identify any professional development needs and schedule.

Selection of Instructional Materials

Austin Public Schools have policies and procedures for the selection of textbooks and other curriculum materials. This process includes regular feedback and guidance from the CACR to gather input and direction within the selection process. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials. Contact the Office of Teaching and Learning at 507-460-1912 for more information.

Principal and Teacher Evaluation Process

APS has a comprehensive principal and teacher evaluation system as a part of the continuous improvement model.

The purpose of the teacher evaluation system is to foster teacher growth, articulate expectations, assess performance in the instructional domain, and develop staff to ensure high levels of learning for all students. The evaluation system includes an individual growth and development plan with annual goal setting, peer review, and formal evaluation. Professional development through PLC's and instructional coaching provides teachers with training in the instructional model and support implementing high impact instructional strategies.

The purpose of the principal evaluation system is to continue development for principals in the five domains of leadership and ensure the APS excels at the highest level. The Superintendent evaluates principals on school performance data, state and school performance measures, and progress in their site improvement plan processes.

The district evaluates the degree to which schools with a higher concentration of students of color and low income students are being taught by highly effective teachers. All teachers in the APS system are fully licensed for the teaching assignment. The district has 4 grade K-4 buildings. Otherwise, all other sites are centers with all students from the community attending.

Section IV. Strategies for Improving Instruction and Curriculum

APS Staff Development

The District Staff Development Advisory Committee is charged with reviewing the district operational plan that drives each site improvement plans which articulate the aligned professional development goals for APS. Ultimately, professional development is intended to improve instruction and ultimately student achievement. All professional development is aligned to the District Strategic Priorities in the District Operational Plan:

Strategic Priorities *(drivers of our continuous improvement)*:

A. Support and resources to ensure a safe and welcoming learning environment
B. Packer Profile for all students
C. District-wide multi-tiered systems of supports for all learners
D. Excellence in resource management

The District Operational Plan consists of learning work and implementation work that are the "doing" tasks driving professional development across the system. Learning Work are the items members of the system will learn about over the course of the year to determine if they are aligned with the strategic priorities for implementation. Implementation Work Change Readiness and Management are those elements that will prepare the system to change course and move from learning to action. Professional learning occurs throughout the implementation process to work towards standard.

Staff development efforts across Austin Public Schools are strategically aligned with the APS Instructional Model, which serves as the foundation for high-quality teaching and learning. This model—centered around the interconnected pillars of **Engagement**, **Environment**, **Equity**, and **Evidence**—guides professional learning priorities and ensures that instructional practices are both intentional and impactful. Through targeted development in areas such as the Gradual Release of Responsibility, Social Emotional Learning, Multi-Tiered Systems of Support, and Continuous Curriculum Improvement, educators are equipped to create inclusive, data-informed, and student-centered classrooms. The district's Strategic Roadmap further reinforces this alignment, ensuring that staff development initiatives directly support the instructional vision and lead to measurable improvements in student outcomes.

District-Wide Staff Development Themes and Building Plans for 2025-26

The professional development themes and building-level plans for the 2025–2026 school year are intentionally aligned with the Austin Public Schools Strategic Plan. Each site has developed a tailored approach to professional learning that supports district-wide priorities such as literacy through the Science of Reading, data-informed instruction via EduClimber, and strengths-based leadership. These plans reflect a commitment to instructional excellence, collaborative culture, and student-centered practices, ensuring that every building contributes meaningfully to the district's overarching goals.

District-Wide Themes
These themes are consistent across all buildings and are reinforced throughout the year:

- Strengths-Based Leadership & Collaboration
- Science of Reading (SOR) & Functional Phonics
- High-Impact Teaching Strategies (HITS)
- EduClimber & Data Literacy
- Family Engagement & Communication
- CPI Training for SPED Staff & Paraprofessionals
- Strategic Planning & PLC Development

Building-Specific Themes

CLC/ABE

- Summer Institute & Screening Practices
- SMART/TS Gold & LETRS Implementation
- OL/LA Training Integration
- Cultural Awareness & Burlington PD

Neveln

- Functional Phonics & Morphology
- Zones of Regulation & PBIS
- EduClimber & Data-Driven Instruction
- Strategic Planning & Collaboration
- FBA & Responsive Classroom

Sumner

- Functional Phonics & Morphology
- Digital Literacy, AI Integration
- Bridge to Practice (SOR/HITS)
- Family Engagement & SMART Goals
- Staff Collaboration & Strategic Planning

Banfield

- Functional Phonics & Morphology
- Help for Billy & Trauma-Informed Practices
- Instructional Coaching Cycles
- EduClimber & Data Literacy
- Kagan Structures & Team Building

Southgate

- Functional Phonics & Morphology
- Zones of Regulation & Safe Spaces
- EduClimber & Play-Based Learning
- Responsive Classroom & FBA
- Strategic Planning & Collaboration

IJ Holton

- Grade-Level CORE Meetings
- BARR Implementation
- Progress Communication with Parents
- Can Do Descriptors & SPED Training
- EduClimber & Infinite Workflow

Ellis

- Co-Teaching Foundations & Pair Development
- BARR & PLC Plus
- HITS & SPED Strategies
- Parent Communication & Emergency Procedures
- AI & Wellness Rotations

AHS/AOA/ALC

- Strengths Deliberative Development
- Grading & Reporting Practices
- Packer Profile & Schoolinks
- Data-Driven Decision Making
- EL & SPED Certification (WIDA, Screener)

COOP

- CPI Training for SUN Paraprofessionals
- Collaboration with AOA/ALC Seminar Work

- Participation in District-Wide PD Events

Staff Development Activities – Alignment and Delivery
Staff development activities across all buildings in the district are designed to support continuous professional growth and align with strategic goals. A variety of professional development formats are offered, including in-person workshops, PLCs, instructional coaching cycles, online modules, and district-wide keynote sessions. These activities occur regularly throughout the school year, with full-day sessions scheduled monthly and weekly PLCs embedded into building routines. The PD content is closely aligned with district and site goals such as implementing the Science of Reading (SOR), enhancing instructional practices through High-Impact Teaching Strategies (HITS), and fostering strengths-based leadership. Notable initiatives include the integration of EduClimber for data literacy, targeted support for SPED staff through CPI training, and innovative use of AI and digital tools to enhance teaching and learning.

Participation Data
Tracking participation in professional development activities is essential for understanding engagement, identifying trends, and ensuring equitable access across all buildings. This information will help evaluate the reach and impact of staff development efforts and guide future planning to meet the evolving needs of educators.

% of APS Staff in Attendance for Professional Learning													
	8/14/2024	8/15/2024	8/19/2024	8/20/2024	8/21/2024	8/22/2024	9/23/2024	10/16/2024	11/5/2024	1/20/2025	2/17/2025	3/17/2025	4/21/2025
District													
Certified Staff:	100.00%	84.62%	100.00%	100.00%	100.00%	100.00%	100.00%	92.31%	92.31%	92.31%	92.31%	84.62%	84.62%
Non-Certified Staff:	x	x	x	x	x	x	x	x	x	x	x	x	x
AHS/ALC/AOA													
Certified Staff:	96.26%	95.33%	95.33%	95.33%	97.20%	96.26%	95.33%	92.52%	89.72%	85.05%	88.79%	87.85%	94.39%
Non-Certified Staff:	x	x	x	x	x	96.43%	x	92.86%	85.71%	75.00%	82.14%	75.00%	x
Ellis													
Certified Staff:	98.28%	96.55%	96.55%	100.00%	100.00%	96.55%	91.38%	82.76%	91.38%	91.38%	82.76%	84.48%	74.14%
Non-Certified Staff:	x	x	x	x	x	93.33%	x	73.33%	80.00%	86.67%	53.33%	60.00%	x
IJ Holton													
Certified Staff:	92.98%	92.98%	91.23%	94.74%	96.49%	94.74%	85.96%	84.21%	94.74%	84.21%	92.98%	82.46%	87.72%
Non-Certified Staff:	x	x	x	x	x	100.00%	x	86.67%	86.67%	86.67%	80.00%	93.33%	x
Banfield													
Certified Staff:	97.96%	93.88%	97.96%	97.96%	97.96%	93.88%	95.92%	95.92%	91.84%	85.71%	91.84%	93.88%	95.92%
Non-Certified Staff:	x	x	x	x	x	94.44%	x	88.89%	88.89%	61.11%	66.67%	100.00%	x
Nevein													
Certified Staff:	93.55%	96.77%	96.77%	93.55%	96.77%	93.55%	96.77%	90.32%	90.32%	87.10%	83.87%	96.77%	96.77%
Non-Certified Staff:	x	x	x	x	x	100.00%	x	100.00%	92.31%	76.92%	76.92%	84.62%	x
Southgate													
Certified Staff:	100.00%	97.87%	100.00%	100.00%	100.00%	100.00%	91.49%	95.74%	93.62%	95.74%	91.49%	91.49%	95.74%
Non-Certified Staff:	x	x	x	x	x	100.00%	x	86.96%	82.61%	73.91%	78.26%	91.30%	x
Sumner													
Certified Staff:	97.22%	97.22%	97.22%	100.00%	97.22%	100.00%	97.22%	97.22%	86.11%	88.89%	91.67%	86.11%	97.22%
Non-Certified Staff:	x	x	x	x	x	100.00%	x	100.00%	81.82%	90.91%	100.00%	100.00%	x
COOP													
Certified Staff:	91.67%	83.33%	100.00%	100.00%	100.00%	100.00%	100.00%	91.67%	91.67%	100.00%	83.33%	100.00%	83.33%
Non-Certified Staff:	x	x	x	x	x	94.44%	x	94.44%	83.33%	83.33%	72.22%	88.89%	x
CLC / ABE													
Certified Staff:	97.44%	94.87%	94.87%	97.44%	97.44%	94.87%	97.44%	97.44%	94.87%	89.74%	92.31%	97.44%	89.74%
Non-Certified Staff:	x	x	x	x	x	100.00%	x	100.00%	90.00%	70.00%	70.00%	80.00%	x

Assessment of Professional Development Effectiveness
To ensure professional development activities are impactful and aligned with district goals, a multi-faceted assessment approach will be implemented. Effectiveness will be measured through a combination of staff feedback surveys, PLC reflections, and instructional walkthroughs. EduClimber data will be used to monitor changes in instructional practices and student outcomes, providing quantitative evidence of PD impact. Coaching cycles will include goal-setting and progress monitoring components, allowing for personalized growth tracking. Additionally, participation in online modules and workshops will be logged and reviewed to ensure engagement and relevance. Alignment with district and site goals will be assessed through strategic planning reviews and

leadership team evaluations. Notable initiatives, such as the integration of AI tools and strengths-based leadership development, will be evaluated through staff input and implementation fidelity checks. Please see the CACR goals and progress measures to assess effectiveness in professional development.

Progress Toward Goals

As part of our ongoing commitment to acceleration, the Austin Public Schools Board reviews data to reflect on progress toward our district and site goals. APS utilizes district Vision Cards as a tool that clearly communicates the district's goals, priorities, and progress toward achieving its vision for student success. It functions like a report card for the district, aligning daily work with strategic goals and providing a transparent snapshot of performance in key areas such as student achievement, college and career readiness, equity, safe learning environments, staff development, and family engagement. Each goal area includes specific data measures that help track progress and identify areas for improvement. These indicators are monitored over time to show whether the district is meeting its targets. Below are measures within the district Vision Cards that highlight successes and areas for growth related to professional development focus areas throughout the system.

Strategic Priorities (drivers of our continuous improvement):

A. Support and resources to ensure a safe and welcoming learning environment

Measure	% Wt.	Year	Level 1 Intervention 1.0-1.9	Level 2 High Concern 2.0-2.9	Level 3 Baseline 3.0-3.9	Level 4 Progressing 4.0-4.9	Level 5 Vison 5.0+
"At my school, teachers care about students" MN Student Survey Agree/Strongly Agree	40	21-22 (baseline)	Less than 77.9%	78.0% - 85.9%	86.00%	86.1% - 94.0%	95% or higher
		24-25				86.56%	

B. Packer Profile for all students

Measure	% Wt.	Year	Level 1 Intervention 1.0-1.9	Level 2 High Concern 2.0-2.9	Level 3 Baseline 3.0-3.9	Level 4 Progressing 4.0-4.9	Level 5 Vison 5.0+
Community Survey – School Perceptions Prepares students to be ready for careers and/or college.	20	21-22 Staff	Less than 3.0	3.00-3.53	3.54	3.55-4.99	5 or higher
		23-24 Staff				3.64	
		21-22 Parents	Less than 3.0	3.00-3.52	3.53	3.54-4.99	5 or higher
		23-24 Parents		3.49			
		21-22 Other	Less than 3.0	3.00-3.64	3.65	3.66-4.99	5 or higher
		23-24 Other		3.39			

C. District-wide multi-tiered systems of supports for all learners

Measure	% Wt.	Year	Level 1 Intervention 1.0-1.9	Level 2 High Concern 2.0-2.9	Level 3 Baseline 3.0-3.9	Level 4 Progressing 4.0-4.9	Level 5 Vison 5.0+
Read well by 3rd grade as measured by Statewide Accountability Assessments *(Pending READ Act)*	20	20-21 (baseline)	Less than 30.9%	31.0% - 32.3%	32.4% Proficient	32.5% - 94.9%	95.0% or higher
		21-22				33.7% Proficient	
		22-23				35.3% Proficient	
		23-24				37.7% Proficient	
		24-25	28.5%				

D. Excellence in resource management

Measure	% Wt.	Year	Level 1 Intervention 1.0-1.9	Level 2 High Concern 2.0-2.9	Level 3 Baseline 3.0-3.9	Level 4 Progressing 4.0-4.9	Level 5 Vison 5.0+
Fund Balance Management	70	20-21 (baseline)	Less than 5.99%	6.00% - 8.13%	8.14% Audited Unassigned Fund Balance	8.33% - 8.99%	9.00% or greater
		21-22			8.18% Audited		
		22-23					9.15% Audited
		23-24					17.82% Audited
		24-25					FY25 Revised Budget 16.56%
		25-26					FY26 Adopted Budget 12.08%

Annual Staff Development Budget

General fund dollars are allocated to support the strategic plan. Site and district professional development dollars support the strategies identified. Working in collaboration with Title I, II, III and IV, Achievement and Integration Grant, and District Staff Development funds, a budget is formulated to support the implementation of the teaching and learning framework and strategic plan striving to achieve the goals in the district strategic priorities and the CACR plan. Below is an outline of the APS District staff development funds distribution.

Staff Development Funds 24-25

Site	Sum of Activity
AHS	**$192,440.34**
Conferences	$2,036.72
Staff	$190,403.62
ALC	**$12,759.49**
Conferences	$-
Staff	$12,759.49
Banfield	**$88,108.11**
Conferences	$266.19
Food	$474.40
Staff	$87,367.52
CLC	**$54,747.57**
Conferences	$295.00
Staff	$54,452.57
District	**$39,176.33**
Conferences	$4,922.20
Dues	$3,250.00
Food	$1,227.35
Purchased Services	$9,440.73
Staff	$20,336.05
Ellis	**$103,224.86**
Conferences	$1,200.00
Staff	$102,024.86
IJ	**$108,266.81**
Conferences	$288.37

Title Funds Used for Professional Development 24-25

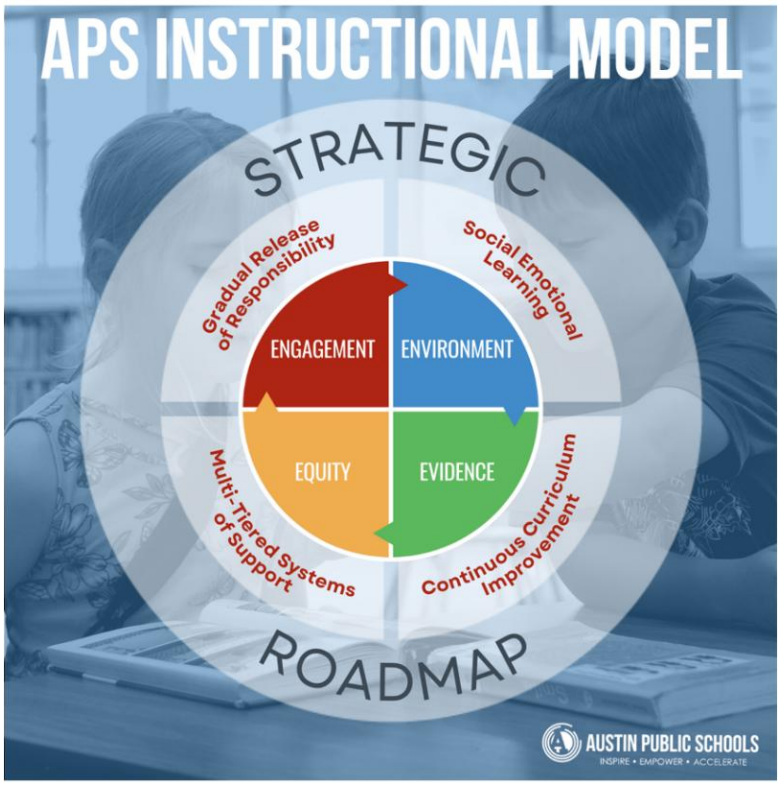
Row Labels	Sum of Activity
District	**$368,029.17**
Chargebacks	$-
Conferences	$25,911.57
Curriculum	$38,868.47
Dues	$35.00
Food	$383.38
Library Books	$7,957.86
Purchased Services	$2,542.50
Staff	$262,556.61
Supplies	$29,221.55
(blank)	$552.23
IJ Holton	**$48,551.45**
Chargebacks	$-
Staff	$48,551.45
Pacelli	**$11,555.13**
Conferences	$1,785.13
Curriculum	$-
Purchased Services	$9,770.00
Supplies	$-
(blank)	
(blank)	
Grand Total	**$428,135.75**

Food	$205.20	
Staff	$107,773.24	
Neveln	**$64,443.94**	
Conferences	$457.30	
Food	$1,831.00	
Staff	$62,155.64	
Southgate	**$85,832.90**	
Conferences	$280.19	
Staff	$85,552.71	
Sumner	**$69,970.90**	
Conferences	$736.80	
Food	$636.13	
Staff	$68,597.97	
Grand Total	**$818,971.25**	

Teaching and Learning Instructional Model

Guided by stakeholder feedback from our Teaching and Learning Analysis as well as the Desired Daily Experience stakeholder feedback guided by strategic planning, the Austin Public Schools Instructional Model was reconstructed to illuminate the values, beliefs and needs to support the cohesion of teaching and learning across the district.

The 4 elements at the center of the model are identified by stakeholders as both wants and needs for our teaching and learning focus.



- ***Engagement*** describes the attention, curiosity, interests, optimism and passion that both students and staff want from their interactions in the learning environment.
- ***Environment*** includes a safe and supportive space where teaching, learning and movement are of importance and attended to in all forms and functions.
- ***Equity*** includes four dimensions (Access, Achievement, Identity and Power) as powerful levers for creating caring, just, inclusive and healthy communities that support all individuals in reaching their fullest potential.
- ***Evidence*** provides information for teachers and students to focus their teaching and learning to improve student understanding and tailor teaching strategies to accelerate student achievement.

In each of these elements, APS will focus on 4 educational frameworks to guide teaching and learning decision-making and strategy development. All practices intersect with the 4 elements at the center of our model and will be guided by the APS Strategic Roadmap as we progress in the learning and implementation work.

Gradual Release of Responsibility – and instructional model that shifts the cognitive work slowly and intentionally from the teacher to the student.

Social Emotional Learning – a process of acquiring knowledge, skills and attitudes to develop healthy identities, achieve goals, and establish relationships.

Continuous Curriculum Improvement – an ongoing process of curriculum implementation where teachers review unit design, assessments, and student data.

Multi-Tiered Systems of Supports – a proactive approach to ensuring all students have access to high-quality instruction and interventions to meet their needs.

Continuous Improvement Elements

The Continuous Curriculum Improvement Cycle consists of an ongoing process of implementation evaluation and consideration of whether the program is meeting intended outcomes. Within the phases cycle of implementation, continuous improvement and design of the curriculum occurs through the following elements:

- ❖ Standards Alignment

- It is important the curriculum is aligned to standards down to the benchmark level to ensure that students can access the content and skills outlined in those standards.

- Scope and Sequence / Pacing
  - An overview of the key concepts or units addressed in a program is essential to progress students with content.
- Teacher Does / Student Does (Look fors and Implementation Expectations)
  - Clear statements that describe an observable teaching or learning behavior, strategy, outcome product or procedure. These behaviors guide implementation and delivery expectations for the curriculum system.
- Unit Plan Development using Backwards Planning
  - Backwards Planning: An instructional planning approach where students intimately understand the curriculum that starts with the end goal, then works backward to plan lessons and experiences.
  - Unit Plan: A purposeful, clear, articulation of what will be taught, the purpose of the content, the strategies and assessments utilized, and learning experience students will engage in. Unit Plans are often developed during early program implementation when staff have taken an initial run at the curriculum to develop it further.
- PLC's
  - PLC's grounded in four cross-cutting themes—a focus on equity of access and opportunity, high expectations for all students, a commitment to building individual self-efficacy and the collective efficacy of the professional learning community and effective team activation and facilitation to move from discussion to action. The PLC framework supports educators in considering five essential questions as they work together to improve student learning:
    - Where are we going?
    - Where are we now?
    - How do we move learning forward?
    - What did we learn today?
    - Who benefited and who did not benefit?

Section V: Meeting the Academic Needs of High Performing Students

At Austin Public Schools, our mission is to Inspire, Empower, and Accelerate every one of our learners. The Gifted Services for Talent Development program works to support that mission by recognizing and challenging intellectually gifted and academically talented learners to meet individual academic and affective learning needs.

At Austin Public Schools, our vision is to prepare all learners to make a difference in the world. The Gifted Services for Talent Development program supports that vision by working to be a leader in providing a rigorous continuum of services for intellectually gifted and academically talented learners and a resource to districts and stakeholders, being the catalyst that will challenge and develop tenacious learners and the staff who persevere to serve them.

Our district model for instruction is based on a multi-tiered system of supports. All students receive standards-based core instruction in their classrooms. Teachers differentiate instruction to meet the needs within their classrooms. Tier 2 is designed to give additional targeted instruction for students who need enrichment interventions. Examples of this include pull-out/push-in groups that work on math, reading, or critical thinking skills. There are a few students who need something different than grade-level curriculum. In these cases, a team collaborates to develop an appropriate plan for the student.

Early Entrance to Kindergarten

The school board will allow early school entrance and grade acceleration. The following steps will be followed prior to the school district's decision regarding each individual student case. Students who have met the criteria set by the Austin Public Schools will be allowed to enter kindergarten early. The decision made by the administration shall be final.

1. The parent initiates the request with the elementary principal in whose attendance area the child resides. All requests should be submitted by April 1. Parents will be notified regarding the dispensation of the request no later than June 15.

2. The building principal will arrange a pre-assessment interview involving himself/herself, the central office designee, the parent, and a kindergarten teacher. The primary purpose of the interview is to assemble data on the child such as the child's birth date, preschool experiences, and any other information which might be needed in order to arrive at an eventual decision.

3. The parents may be asked to provide a psychologist's recommendation based on achievement and ability testing. The parents are responsible for all costs incurred to secure the recommendation.

4. After the parent has submitted the necessary data to the building principal, the principal, teacher, and central office designee will meet to determine the findings of the collected data and to make a decision regarding the request for early entrance.

5. The building principal and central office designee will then meet with the parent and relate their decision.

OR

6. The child does not meet the age requirement for kindergarten but has transferred from a state in which he/she did meet the age requirements and was previously enrolled. The parent will need to provide verification of enrollment from the previous district.

Grade Acceleration

Students who have met the criteria set by the Austin Public Schools will be allowed to accelerate.

It is the procedure of the Austin Public Schools to allow grade acceleration providing that the elementary and middle school student meets the following criteria:

1. The parent initiates the request with the building principal in whose attendance area the child resides. All requests should be submitted by April 1. Parents will be notified regarding the dispensation of the request no later than June 15.
2. The building principal will arrange a meeting with himself/herself, the parent, the student's teacher(s), the central office designee and, if applicable, the building principal of the next level.
3. The purpose of the meeting will be to gather data regarding the student's current achievement and abilities. It may be necessary to request further testing in order to make a decision. If that is the case, the parent is responsible for any costs incurred in this process.
4. After all necessary data has been collected the building principal, teacher(s), and the central office designee will make a decision as to whether the student shall be accelerated. The building principal is responsible for communicating the decision to the parent.
5. If the student meets the criteria set by the district, it will be necessary for the student to demonstrate competencies of the grade level(s) that will be missed.