

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Edgerton Public School District (0581-01)

Date Submitted to the State 06/05/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Edgerton Public School District (0581-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Edgerton Public School District (0581-01)'s literacy goal(s) for the 2025-26 school year:

For the 2025-2026 school year, our school is committed to advancing literacy by building on the best practices learned in the OL& LA CORE training. We will implement these strategies to enhance instruction, ensuring students receive high-quality, research-based literacy support tailored to their needs. Additionally, we will continue to analyze current data to identify our most pressing challenges, allowing us to adapt and refine our approach for maximum effectiveness. By combining evidence-based practices with ongoing data review, we aim to strengthen foundational literacy skills and foster a culture of academic excellence, preparing all students for long-term success.

The following was implemented or changed to make progress towards the goal(s):

PreK-12 educators who took the OL& LA CORE training implemented the science of reading strategies learned into the classroom.

The following describes how Edgerton Public School District (0581-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The primary literacy goal of the READ Act is to have every child in the state reading at or above grade level every year, starting in kindergarten. By using researched based literacy practices as taught in the OL&LA Core training, we have seen significant growth in foundational literacy skills. More students are performing at or above grade level on assessments and/or seeing growth towards the goal of reading at grade level.

Edgerton Public School District (0581-01)'s literacy goal(s) for the 2026-27 school year:

For the 2026-2027 school year, the district will utilize Capti Read Basix data to drive instructional decisions. This data will help identify individual and district-wide learning gaps, allowing educators to target specific instructional weaknesses and improve student outcomes.

The Local Literacy Lead, Londa Dirksen, for Edgerton Public School District (0581-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead meets quarterly with district and school leadership teams to evaluate performance data, drive responsive instructional adjustments, and inform curriculum adoption to target identified achievement gaps. Additionally, these quarterly sessions serve to keep leadership updated on evolving research-based literacy practices and mandatory state reading requirements.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Edgerton Public School District (0581-01) Local Literacy Plan is posted on the district website at

<https://www.edgertonpublic.com/fs/resource-manager/view/765d6696-5f48-417e-8c66-f3f66263ef67>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Edgerton Public School District (0581-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Edgerton Public School District (0581-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	none
	Grade 1	Vendor Composites using vendor benchmarks	none
	Grade 2	Vendor Composites using vendor benchmarks	none
	Grade 3	Vendor Composites using vendor benchmarks	none

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Edgerton Public School District (0581-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
Star	Grade 8	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Edgerton Public School District (0581-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Edgerton Public School District (0581-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will administer Capti ReadBasix to grades 4-12 in the fall and the spring.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Edgerton Public School District (0581-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	23	9	23	15	25	15
1st	24	10	24	11	23	13
2nd	27	15	28	14	28	11
3rd	30	17	31	15	31	17

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Edgerton Public School District (0581-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Edgerton Public School District (0581-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	25	3
1st	23	2
2nd	28	5
3rd	31	4

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Edgerton Public School District (0581-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Edgerton Public School District (0581-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. **NOTE:** demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	30	30	1	CTSTR	CTSTR	0
5th	27	27	5	CTSTR	CTSTR	0
6th	28	28	4	CTSTR	CTSTR	0
7th	27	27	5	CTSTR	CTSTR	0
8th	43	43	8	CTSTR	CTSTR	0
9th	21	21	3	CTSTR	CTSTR	0
10th	39	39	7	CTSTR	CTSTR	0
11th	29	29	1	CTSTR	CTSTR	0
12th	32	0	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Edgerton Public School District (0581-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Edgerton Public School has implemented and continuously strives to improve the implementation of the Minnesota Multi-Tiered Systems of Support (MnMTSS) Framework. The district analyzes student outcomes and needs to design and deliver ongoing evidence-based instruction and interventions. Targeted instruction is guided by various data and assessments including FastBridge and Capti ReadBasix. The district monitors student progress to modify instruction to address student needs. Continuous improvements will be informed by guidance from the READ Act.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Monitoring fidelity in Tier 1 instruction involves systematically assessing whether educators are implementing research-based teaching strategies as intended. This process includes classroom observations, teacher self-assessments, and data collection on student performance to ensure consistency and effectiveness. Differentiating Tier 1 instruction requires tailoring lessons to meet the diverse needs of all students while maintaining high-quality core instruction. This differentiation can be achieved through flexible grouping, scaffolded support, varied instructional materials, and adjusting pace or complexity based on student readiness. Continuous feedback loops, professional development, and collaboration among educators further strengthen both fidelity and differentiation efforts, ensuring that all students receive effective instruction.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

A student's entrance into supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention is determined by multiple factors, including FastBridge assessments (K-5th), STAR assessments (1st-12th) Capti Assessments (4th-12th), classroom performance and assessments, and teacher observations. FastBridge and STAR benchmark scores and Capti data play a critical role in this process, as they provide data-driven insights into a student's reading proficiency. Students who score below grade-level expectations on these assessments may be flagged for additional support. However, classroom performance is also a key consideration as teachers assess students' engagement, comprehension, and ability to apply reading skills in daily lessons. If a student demonstrates persistent difficulties despite high-quality Tier 1 instruction, they may be placed in Tier 2 for small-group intervention. Those requiring even more individualized support due to significant skill gaps may enter Tier 3, where they receive intensive, targeted instruction tailored to specific needs. Continuous progress monitoring ensures that interventions remain responsive and effective, allowing adjustments as necessary.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

The progress monitoring protocol for supplemental targeted reading instruction involves regular assessment of student performance to determine the effectiveness of interventions and identify necessary adjustments. Educators analyze trends in student progress, comparing current performance to established benchmarks to assess whether the intervention is yielding expected results. If a student demonstrates insufficient growth, modifications such as increased instructional time, smaller group settings, or alternative teaching strategies may be implemented. Additionally, collaboration among educators ensures that interventions remain responsive to individual student needs, fostering continuous improvement in reading proficiency.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

A student may exit supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention when they demonstrate consistent progress and meet established benchmarks indicating grade-level proficiency. This decision is based on multiple data points, including standardized assessments, classroom performance, and teacher observations. Regular progress monitoring helps determine whether the student has developed the necessary reading skills to succeed in core instruction without additional support. If a student consistently meets or exceeds expected growth rates and performs at or above benchmark levels, they may transition back to Tier 1 instruction. However, exit decisions should be made collaboratively by educators, considering the student's overall academic performance and ensuring continued success in the general curriculum.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Edgerton Public School District (0581-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Edgerton Public School District (0581-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
Really Great Reading: Countdown, Kindergarten, 2017; Blast Foundations, Grade 1, 2014; HD Word, Grade 2, 2015 (Partially Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

To select an evidence-based Tier 1 (Core) curriculum in the future, we will look at the MDE approved curriculums and select one that best fits our schools needs.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

Year one focuses on evaluation and selection: we conduct a needs assessment by analyzing achievement data and screen materials against state standards. Year two centers on the initial launch of the new curriculum, beginning with intensive training for teachers and administrators. Throughout this second year, leadership tracks instructional integrity through classroom walkthroughs, reviews mid-year benchmark data, and adjusts pacing guides. Year three emphasizes long-term refinement and strict fidelity checks, utilizing formal rubrics to ensure consistency across grade levels while

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providing advanced training in differentiation.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Edgerton Public School District (0581-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Quick Reads	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
Other Resources - All About Reading	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
Other Resources - Functional Phonics and Morphology	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - Really Great Reading	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Really Great Reading	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
Other Resources - Rewards	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
	Tier 2 & 3	Grade 9	20
	Tier 2 & 3	Grade 10	20
	Tier 2 & 3	Grade 11	20
	Tier 2 & 3	Grade 12	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Edgerton Public School District (0581-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$19,613

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$19,613

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Edgerton Public School District (0581-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$17,174

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Stipends for teachers completing literacy professional development	Literacy Aid Funds
MDE approved READ Act professional development	Read Act Literacy Aid

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Edgerton Public School District (0581-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/21/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Edgerton Public School District (0581-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

05/21/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

They would retake the training.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Fidelity checklists are used to collect data to ensure teachers effectively implement explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, professional learning communities and collaborative discussions help refine teaching strategies based on collected data.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Coaches analyze fidelity data to identify strengths and areas for improvement, then provide individualized support through modeling lessons, co-teaching, and professional development workshops.

The following changes in instructional practices have impacted students:

Implementing the science of reading has significantly improved student literacy outcomes by providing explicit, systematic, and evidence-based instruction. Our district has seen continuous growth in students' reading proficiency, with many meeting or exceeding benchmark expectations. Also, as a result of

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implementing strategies learned from the OL&LA CORE training, students who previously struggled with foundational reading skills are now demonstrating increased confidence and success in literacy tasks.

Edgerton Public School District (0581-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

All teachers participated in the OL&LA training for the Read Act which provided culturally responsive practices for literacy instruction. The district will continue to review and monitor these practices and make changes as needed.

Edgerton Public School District (0581-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We will look at our data to decide on the most pressing literacy needs. The data will determine the areas in which we need additional professional development.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	4	4	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	1	1	0	0
K-3 Classroom teachers	8	8	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	5	5	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	7	7	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

19

The PSLT was provided by:

Regional Literacy Network

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Edgerton Public School District (0581-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Edgerton Public School District (0581-01) has participated in MDE MnMTSS professional learning:

No

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Edgerton Public School District (0581-01) does not include a DLI Program