South St. Paul Public Schools

District Overview — October 2026

Minnesota Accountability Measures Performance Report

Presenters

Jennifer Danielson
Executive Director of Student Services

Amy Winter
Executive Director of Educational Programs

Presentation Overview: Key Accountability Snapshots

Attendance
Consistent attendance tracking & district wide trends.

Math Assessment
State MCA/MTAS math proficiency & growth metrics.

Reading Assessment
Reading state accountability and progress measures.

Science Assessment
State science standards alignment and outcomes.

Language Acquisition
English learner growth & language development.

Graduation Rates
4-year graduation benchmark & subgroup analysis.

Grounding for State Assessment Data

Match the Data to the Question

System questions need system-level data. Student questions need multiple student-level measures.

Look for Patterns

Trends over time matter more than one single result.

Pair Lagging & Leading Indicators

State accountability measures tell us what happened; balance with current data to help make decisions now.

Disaggregate to Understand

Averages can hide important differences in student experience and outcomes across the system.

Attendance

SSP
South St. Paul Public Schools

Attendance:

A student is considered to be “consistently attending” school when they attend 90% or more school days in a year. Excused and unexcused absences both are considered absent.

Entity	21-22	22-23	23-24	24-25	% Change
Statewide	69.8%	74.5%	75.5%	76.5%	**6.7%**
SSPPS	55.1%	61.3%	66.64%	65.9%	**10.8%**

2024-2025 Attendance by Subgroup

Category	SSP	State Wide
All Students	**66.64%**	**76.49%**
American Indian Students	49.15%	52.64%
Asian Students	78.48%	82.84%
Black or African American Students	52.40%	67.84%
Hispanic or Latino Students	60.10%	66.91%
White Students	74.55%	81.16%
Two or more races Students	64.81%	72.59%
English Learner Students	69.06%	72.55%
Special Education Students	58.98%	68.95%
Students Eligible for Free/Reduced-Price Meals	58.89%	66.34%

Improvement Strategies - Attendance

- **During 2025-2026:**
  - Added an Attendance and Student Engagement Specialist (6th - 12th)
  - Incentives at secondary for attendance
  - District scorecard goal
  - Monthly data analysis regarding trends

- **In Progress for 2026-2027:**
  - Continuing 25-26 strategies
  - Increasing communication to families about attendance
  - Revising School Board Policy 504: Student Attendance
  - Building check-in meetings include discussions of attendance interventions, attendance incentives, and attendance messaging
  - Looking at subgroups and involvement of IEP teams

Academic Achievement

SSP
South St. Paul Public Schools

One Annual Check-Up. Many Views. Student Success.

Multiple reports. One connected picture. Better decisions for all students.

FROM CHECK-UP TO ACTION

1. WHAT ARE WE SEEING?
The Check-Up
STATE ASSESSMENTS

Broad, external measure of how our students are performing against state academic standards.

Answers:
How are our students performing overall and for student groups? Where should we look more closely?

Focus: *Achievement levels, trends over time, group results, school/district comparisons*

2. WHAT DOES IT MEAN IN CONTEXT?
Deeper Diagnostic View
CACR & A&I PLAN

Adds context about readiness, opportunity, outcomes, and equity so we understand the full picture.

Answers:
Where are our students experiencing success, where are gaps and disparities, and which outcomes require our attention?

Focus: 5 CACR Goals
- All Children Ready for School
- Racial and Economic Gaps are Closed
- Students Ready for Career & College
- Students Graduate from High School
- All Students Prepared for Lifelong Learning

Includes Achievement & Integration Plan

3. WHAT ARE WE DOING ABOUT IT, AND IS IT WORKING?
Ongoing Monitoring & Response
STRATEGIC PLAN SCORECARD

Monitors implementation of our priorities and the impact of our strategies.

Answers:
Are we implementing as intended?
Are our strategies making a difference?
What adjustments are needed?

Focus: Strategic plan goals, measures, implementation benchmarks, and impact indicators *(scorecard)*

THROUGHOUT THE YEAR: A CONTINUOUS CYCLE

Collect & Monitor
Multiple data sources throughout the year (formative, attendance, behavior, surveys, etc.)

Analyze & Learn
Look at patterns, root causes, and student experiences

Respond & Adjust
Use evidence to adjust strategies and provide supports

Evaluate Impact
Check progress toward outcomes and equity

Repeat
Continuous improvement for all students

WHEN WE SHARE

Fall (Nov–Dec)
1. STATE ASSESSMENTS
Annual check-up:
How are we performing?

Winter (Feb–Mar)
2. CACR & A&I PLAN
Deeper context:
What do outcomes and opportunity data tell us?

Spring (May–June)
3. STRATEGIC PLAN SCORECARD
Monitoring our response:
Are we making progress toward our goals?

Throughout the Year
Updates and progress monitoring as needed

Our Commitment

We use data thoughtfully—not to label students, but to improve opportunities and outcomes.
Every student. Every goal. Every year.

The Big Picture: State assessments give us a snapshot. CACR and A&I add the context. The scorecard shows our response and impact.
Together, they help us make better decisions and improve outcomes for every student.

One Annual Checkup. Many Views. Student Success.

Multiple reports. One connected picture. Better decisions for all students.

From Check-Up to Action

What are we seeing?
The Check-up
State Assessments

Broad, external measure of how our students are performing against state academic standards.

Answers:
How are our students performing overall and for student groups? Where should we look more closely?

Focus:
Achievement levels, trends over time, group results, school/district comparisons

What does it mean in context?
Deeper diagnostic View
CACR & A&I Plan, Scorecard

Adds context about readiness, opportunity, outcomes, and equity so we understand the full picture.

Answers:
Where are our students experience success, where are gaps and disparities, and which outcomes require our attention?

Focus:
5 CACR Goals

- All children ready for school
- Racial and economic gaps are closed
- Students ready for career & college
- Students graduate from high school
- All students prepared for lifelong learning

Includes Achievement & Integration Plan

What are we doing about it, and is it working?
The Check-up
State Assessments

Monitors implementation of our priorities and the impact of our strategies.

Answers:
Are we implementing as intended? Are our strategies making a difference? What adjustments are needed?

Focus:
Strategic plan goals, measures, implementation benchmarks, and impact indicators (scorecard)

Throughout the Year: A Continuous Cycle

Collect & Monitor
Multiple data sources throughout the year (formative, attendance, behavior, surveys, etc.)

Analyze & Learn
Look at patterns, root causes, and student experiences

Respond & Adjust
Use evidence to adjust strategies and provide supports

Evaluate Impact
Check progress towart outcomes and equity

Repeat
Continuous improvements for all students

Our Committment: We use data thoughtfully- not to label students, but to improve opportunities and outcomes.
Every student. Every goal. Every year.

The Bigger Picture: State assessments give us a snapshot. CACR and A&I add the context. The scorecard shows our response and impact.
Together, they help us make better decisions and improve outcomes for every student.

When We Share

Fall (Nov-Dec)
State Assesments
Annual check-up: How are we performing?

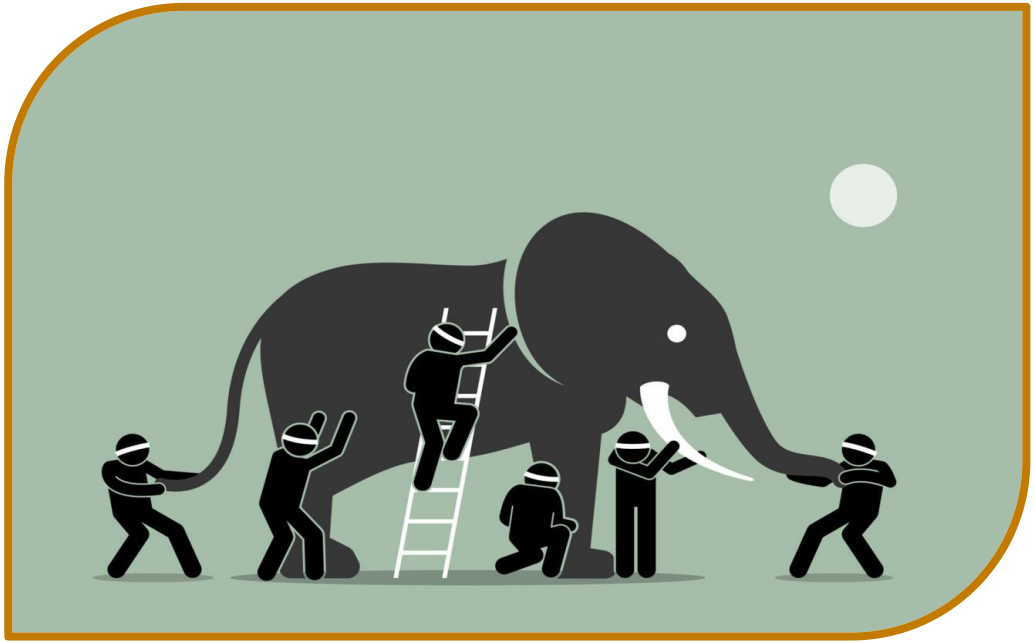
Winter (Feb-Mar)
CACR & A&I Plan
Deeper context: What do outcomes and opportunity data tell us?

Spring (May-June)
Strategic Plan Scorecard
Monitoring our response: Are we making progress toward our goals?

Throughout the Year
Updates and progress monitoring as needed

Level of Accountability	Question	Data That Helps Answer
State	How is our district performing compared with expectations from the state and othe school district across Minnesota?	MCA, FAST ACCESS language assessment
District	How is our system performing? Where are district patterns, strengths, gaps, and trends?	Normed Assessments, District Assessments, Program Data, ACT, Graduation Rates, Scorecard
School	What is happening in each individual school? Which content areas showing growth or needs attention?	Course Completion Grade level data
Classroom	What should student know, how will we know if they learned it, what do we do when they do, what do we do if they don't yet?	Common Assessments, Curriculum Assessments,
Student	What does this student know, growth and capacity?	Unit Assessments, Formative Data, Report Card

Bottom Line:

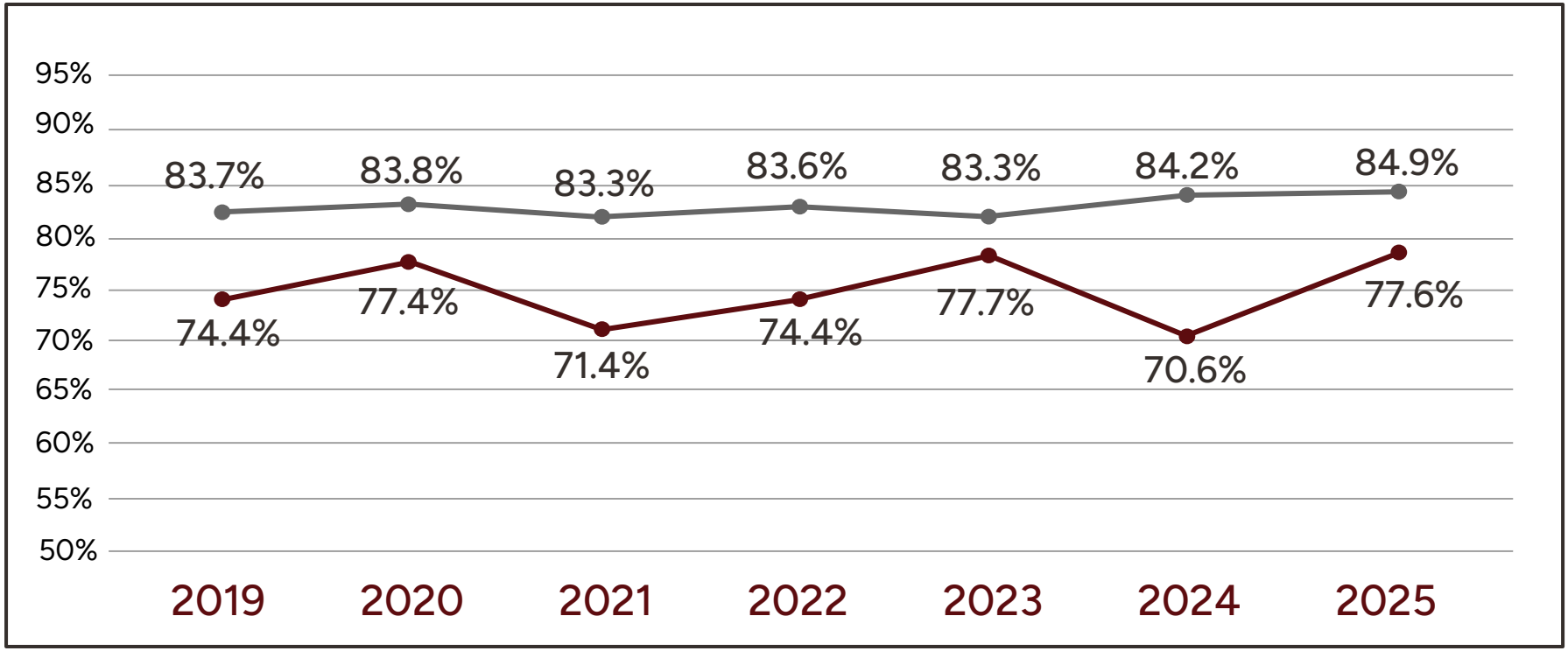


No single measurement tool tells the whole story.

Graduation

SSP
South St. Paul Public Schools

4 Year Graduation Rates: District & State Level



2025 Graduation Rates: Subgroup

	SSP	MN
All Students	**77.6%**	**84.9%**
Of the students proficient:		
White	88.5%	89.9%
Students of Color	67.4%	77.8%
Free/Reduced	71%	76%
SPED	77.8%	68.5%
English Learners	55.6%	67.1%

Strategic Plan: Scorecard

- **Proactive Progress Monitoring:** HS review grades every 6 weeks and intervening using WIN Wednesday before a student fails a class
- **Rapid Response to Course Failure:** Process at the HS ensuring students receive intervention immediately after a student fails a class within the same school year
- **Data-Informed Curriculum & Coaching:** Course passing rates are reviewed alongside curriculum and resources, with instructional coaching.
- **Credit Recovery Planning:** Students behind on credits are identified prior to 11th grade and offered guidance, including CLC enrollment options.
- **Improved Grading Practices:** HS has implemented grading practice changes to better support student success.
- **Support for Students with Attendance:** Ensuring students are physically and intellectually engaged

How do we monitor our progress?

Formula: On track for graduation

9th grade	10th grade	11th grade	12th grade
16 credits	32 credits	49 credits	65 credits

Progress Reviews

Grade Review:
Regular review of student pass rate

Trimester Final Grade Review:
Final grade review after trimester

MCA/ MTAS

SSP
South St. Paul Public Schools



Minnesota Comprehensive Assessment (MCA)

Purpose: state- mandated assessment that measure student progress toward Minnesota State Academic Standards.

Subjects & Tested Grades:

- Reading: Grades 3-8, 10
- Math: Grades 3-8, 11
- Science: Grades 5, 8, High School

South St. Paul Public Schools



Minnesota Comprehensive Assessment (MCA)

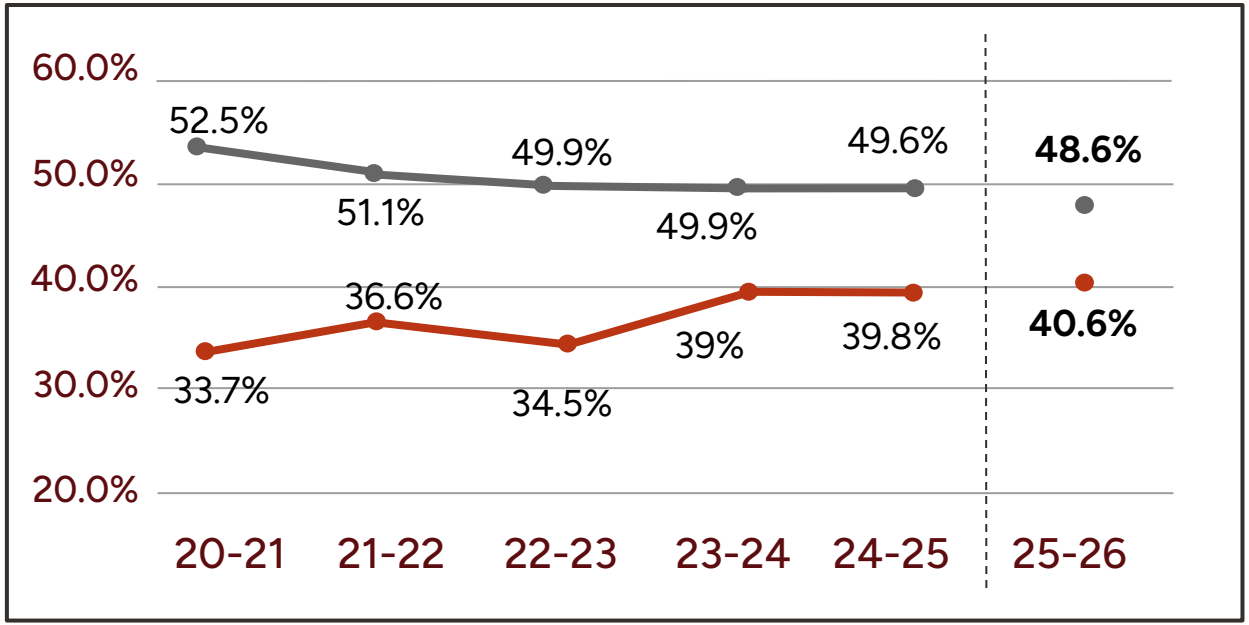
How We Use MCA/ MTAS Data

- Identify system-wide strengths & needs
- Inform curriculum and instruction planning
- Support school improvement goals
- Meet state & federal accountability requirements
- Not for individual student decision-making

SSP South St. Paul Public Schools

Minnesota Comprehensive Assessment (MCA)

Reading (Multi Year)

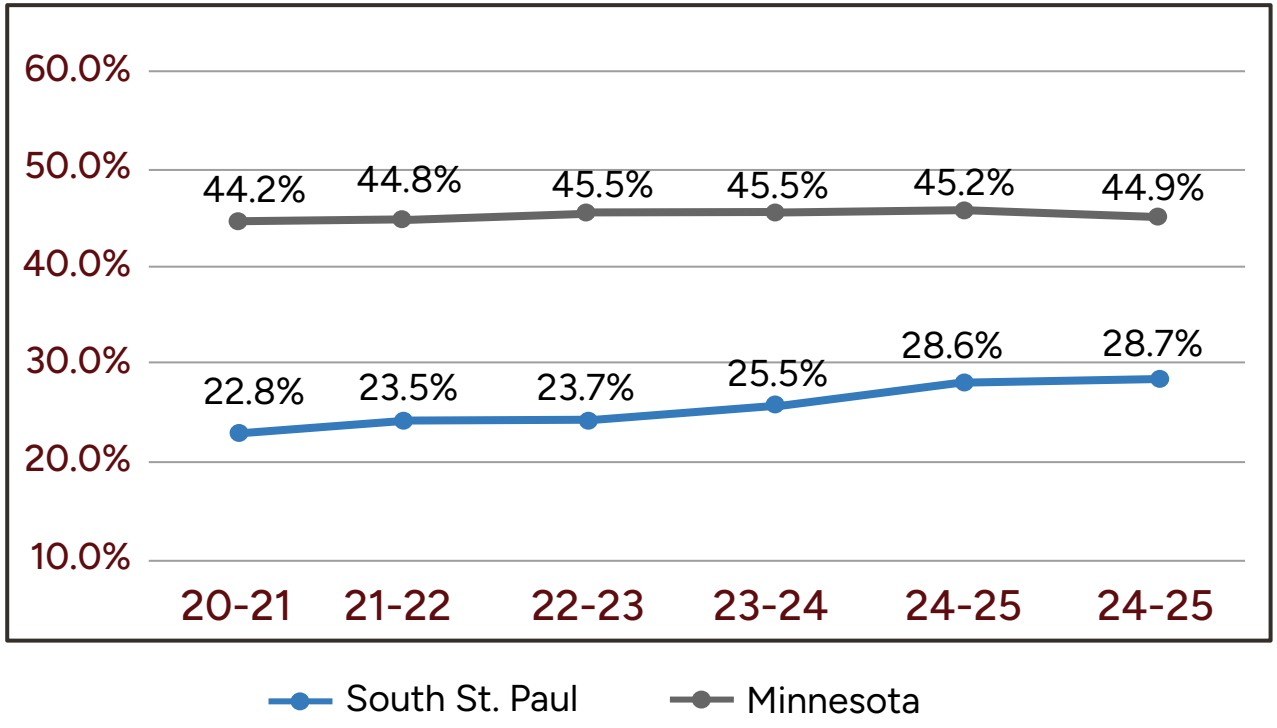


Year	Gap %
2020-21	18.8%
2021-22	14.5%
2022-23	15.4%
*2023-24	10.9%
2024-25	9.8%
2025-26 (N)	8%

* New Curriculum Implementation
(N)= new assessment

Minnesota Comprehensive Assessment (MCA)

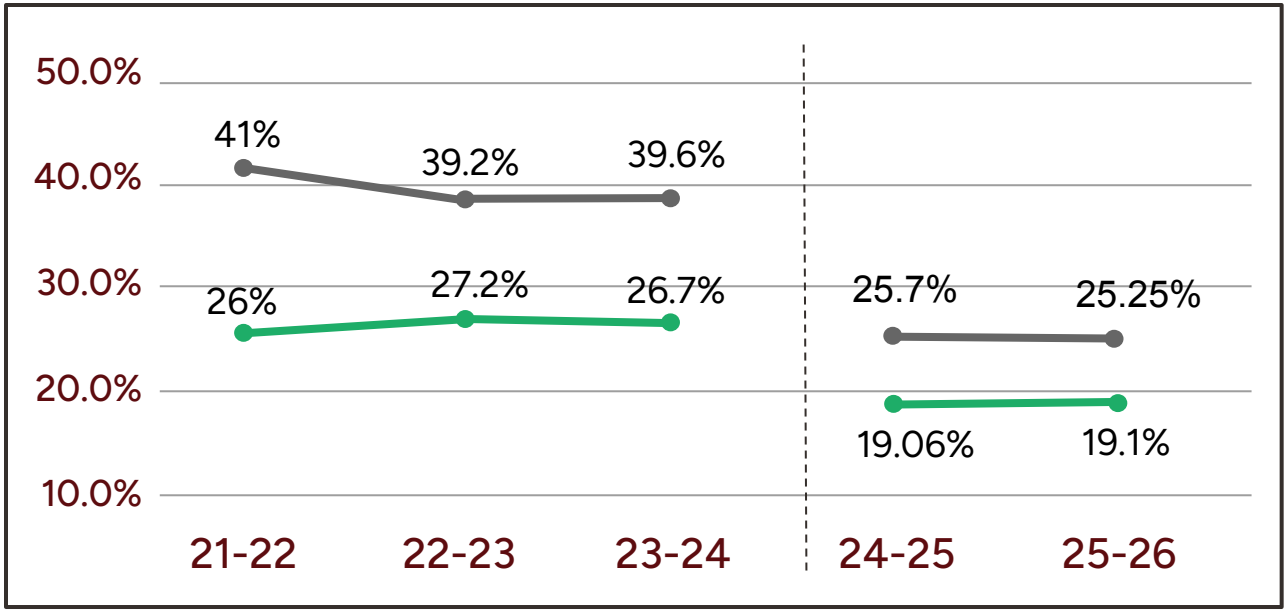
Math (Multi Year)



Year	Gap %
2020-21	21.4%
2021-22	21.3%
2022-23	21.8%
2023-24	20%
2024-25	16.6%
2025-26	16.2%

Minnesota Comprehensive Assessment (MCA)

Science (Multi Year)

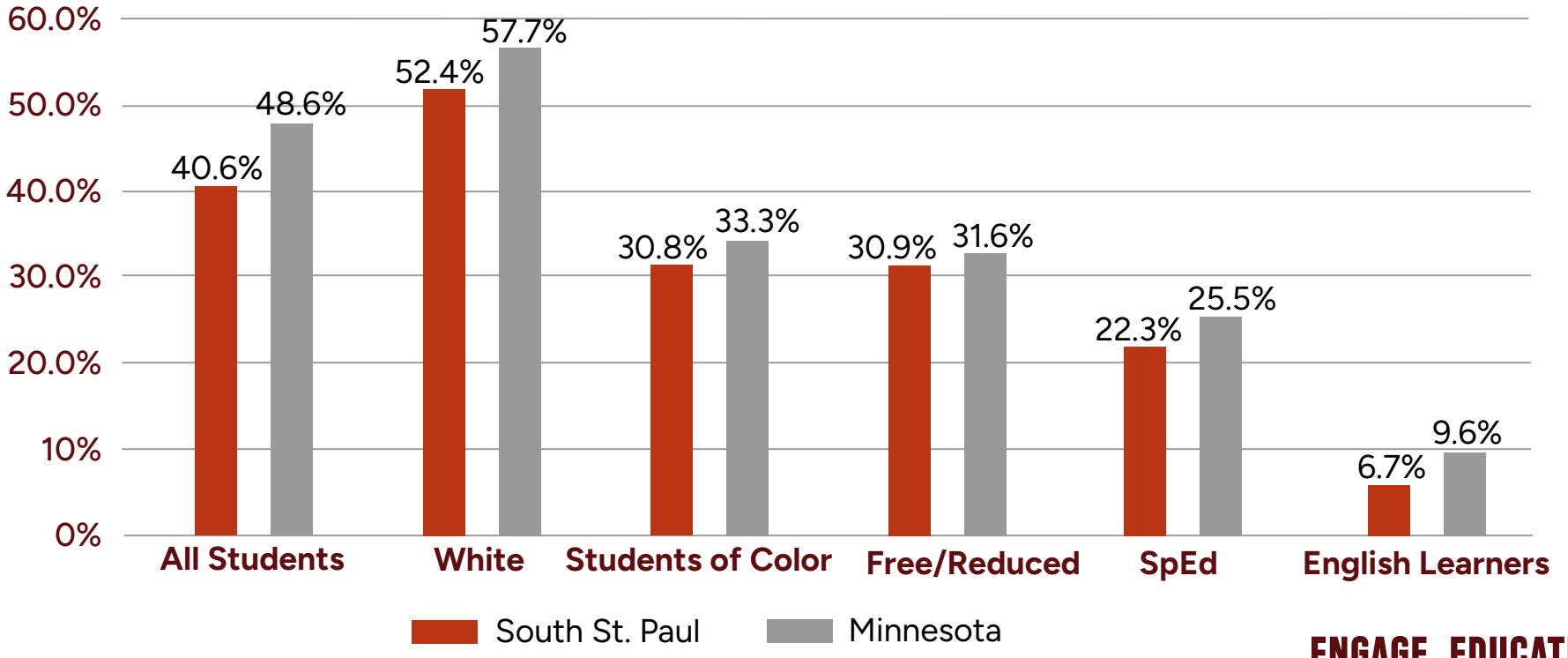


Year	Gap %
2021-22	15%
2022-23	12.04%
2023-24	12.9%
2024-25 (N)	6.64%
2025-26*	6.15%

* New Curriculum Implementation
(N)= new assessment

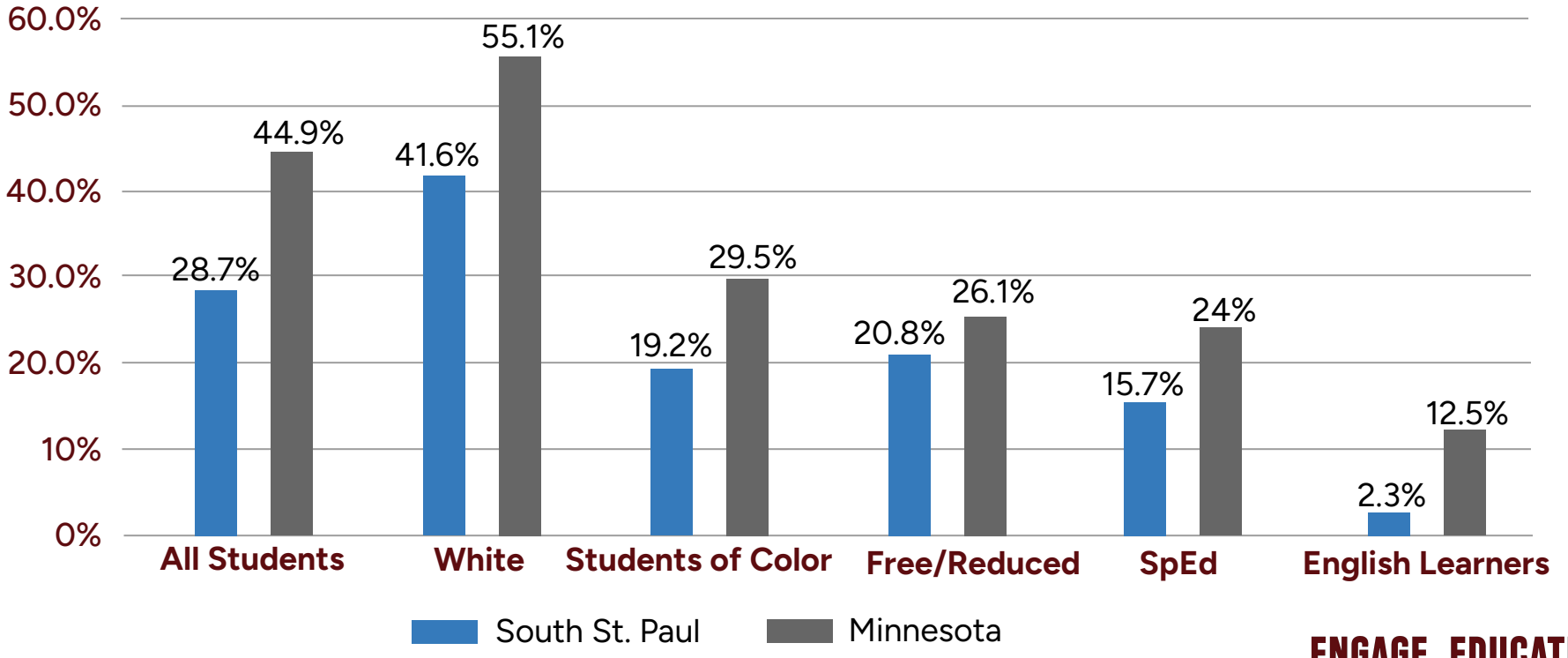
Minnesota Comprehensive Assessment (MCA)

Subgroup- Reading



Minnesota Comprehensive Assessment (MCA)

Subgroup- Math



Minnesota Comprehensive Assessment (MCA)

Key Takeaways:

Reading multi-year **South St. Paul has increased** proficiency while the state has decreased.

Math multi-year **South St. Paul has increased** proficiency at a larger rate than the state.

Science MCA is aligned to updated state standards and scores have not been shared.

South St. Paul Public Schools

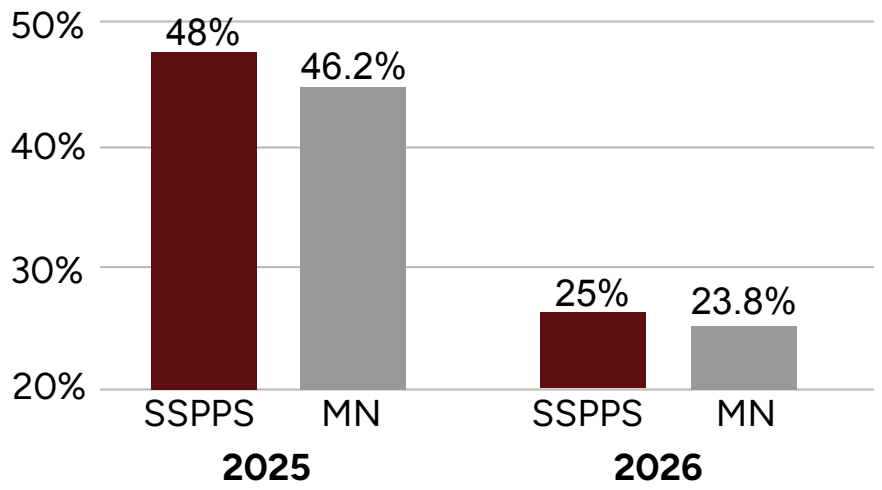
WIDA ACCESS

SSP
South St. Paul Public Schools

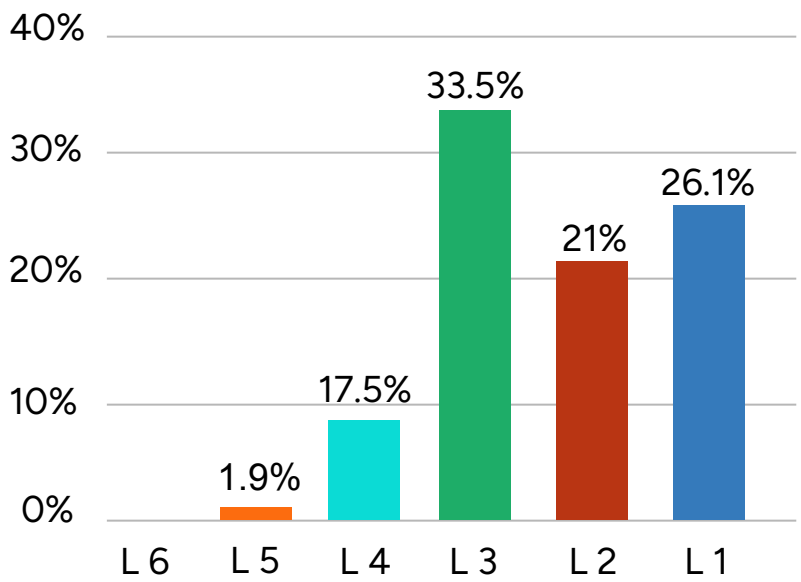
Progress Toward Language Target

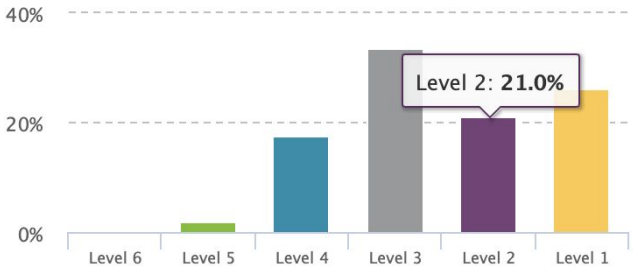
Progress Compared to State

The percent of English Learners (EL) meeting targets is the percentage of ELs who reach or went past their target. 2026 is a new test and the baseline stars over.



SSPPS Progress by Level (L)



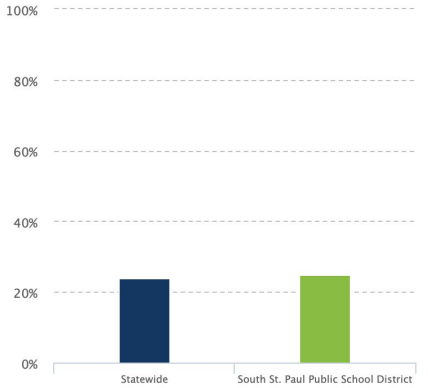


	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Percent	N/A	1.9%	17.5%	33.5%	21.0%	26.1%
Count	N/A	5	45	86	54	67

Percent of ELs meeting target

The "percent of ELs meeting targets" is the percentage of English learners who reached or went past their target.

Export to PDF



	Statewide	South St. Paul Public School District
Percent EL meeting target	23.8%	25.0%
Count EL meeting target	20,117	62
Total	84,542	248

Improvement Strategies - Districtwide

- Aligning School Improvement Plans to the district strategic plan
- Teacher PLCs, Coaching Model, and Teacher evaluation process
- Participating in Communities of Practices
- Curriculum Review Process
- 10th grade ALC Cohort

Comprehensive Achievement & Civic Readiness

October 26, 2026 Board Meeting

- All children are ready for school
- All racial & economic achievement gaps between students are closed
- All students are ready for college & career
- All students graduate from high school
- All students are prepared to be lifelong learners

SSP
South St. Paul Public Schools

Achievement & Integration - Oct 26 Meeting

3 Year Plan ending June 2026

Goal 1: Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment.

Goal 2: All teachers will participate in regular, job-embedded, equity-focused professional development that increases their capacity and efficacy in delivering culturally relevant instruction and reducing opportunities and achievement gaps for each student.

Goal 3: Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

Achievement & Integration - Oct 26 Meeting

New 3 Year Plan starting SY 26-27

Goal 1: Between Spring 2026 and Spring 2029, the % of BIPOC students in grades K-8 on target for their grade level will increase by 5 percentage points as indicated by being Low Risk or MCA on Track on the Spring FastBridge test.

Goal 2: By the 2028-2029 school year, the gap between BIPOC (Black, Indigenous, People of Color) and white high school students enrolled in IB, Concurrent Enrollment,or CAPS courses will decrease from 15% to 12%. Currently, 38% of the enrollment is BIPOC students while 53% of the school overall is, resulting in a 15% gap.

Goal 3: SSPPS students' access to teachers that are using Culturally Responsive Teaching strategies will increase between SY 2026-2027 and SY 2028-2029.

Thank you

Any Questions or Thoughts?

SSP
South St. Paul Public Schools