



2023–2024 Franklin Elem. Report to the School Board

November 20, 2023



Mission Statement

Mankato Area Public Schools
is committed to working together
equitably, with families and communities,
so that each learner has the knowledge
and skills to be a successful and
contributing citizen in a diverse global
society.

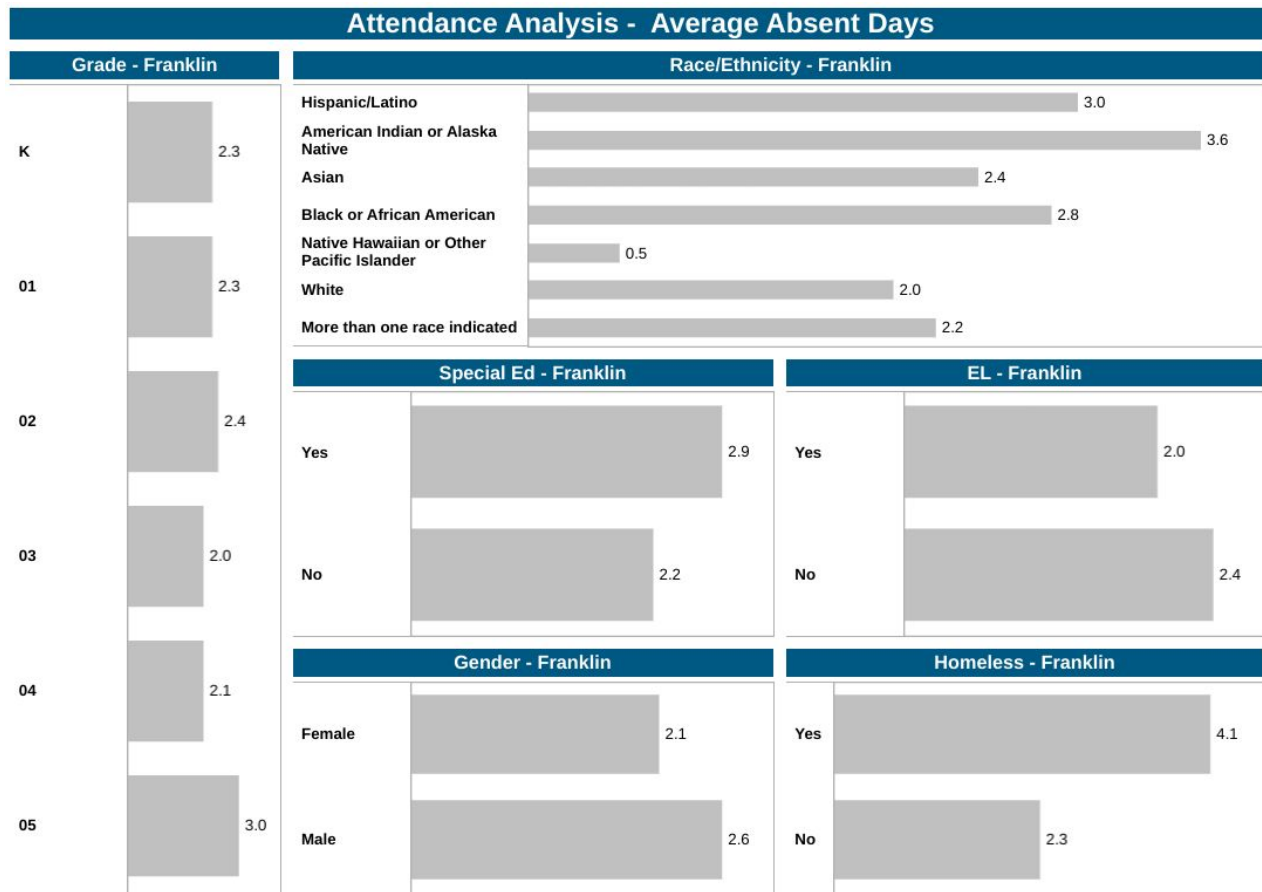
Commitment and Values

Visibly Inclusive
Intentionally Equitable
Actively Anti-racist
Committed to Excellence
Accountable for Results





Attendance





MCA Data

"ALL STUDENTS" 3-5

District Grade: All MCA Proficiency - Math
Course: All

Year	Proficient	Not Proficient
2022-23	66.4%	33.6%

School: Franklin / Grade: All MCA Proficiency - Math
Course: All

Year	Proficient	Not Proficient
2022-23	82.5%	17.5%

District Grade: All MCA Proficiency - Reading
Course: All

Year	Proficient	Not Proficient
2022-23	59.5%	40.5%

School: Franklin / Grade: All MCA Proficiency - Reading
Course: All

Year	Proficient	Not Proficient
2022-23	72.2%	27.8%

"BLACK and 2+ RACES" STUDENTS 3-5

District Grade: All MCA Proficiency - Math
Course: All

Year	Proficient	Not Proficient
2022-23	49.4%	50.6%

School: Franklin / Grade: All MCA Proficiency - Math
Course: All

Year	Proficient	Not Proficient
2022-23	75.4%	24.6%

District Grade: All MCA Proficiency - Reading
Course: All

Year	Proficient	Not Proficient
2022-23	47.7%	52.3%

School: Franklin / Grade: All MCA Proficiency - Reading
Course: All

Year	Proficient	Not Proficient
2022-23	67.2%	32.8%



Our VisionCard Down & In

Building Adult Actions	District VisionCard Alignment	Current Data
*Grade level teams will identify “targeted students” whose progress they will track whenever they meet as a collaborative team *Data study will focus on four subtests of DIBELS by using progress monitoring data and teacher-created assessments *Teams include data tracking the progress of these students on the Grade Level Action plan that’s reviewed monthly by the FLT	Kindergarten Literacy Success Measured by: percentage of students who meet winter literacy benchmark for Kindergarten DIBELS.	Kindergarten Winter 2022–2023 School Year Shown Below

	LNF	PSF	NWF-CLS	NWF-WRC	WRF	Composite
School Totals 52 students tested	Intensive: 20 (38%) Strategic: 3 (6%) Core: 29 (56%)	Intensive: 12 (23%) Strategic: 1 (2%) Core: 8 (15%) Core^: 31 (60%)	Intensive: 17 (33%) Strategic: 12 (23%) Core: 14 (27%) Core^: 9 (17%)	Intensive: 20 (38%) Strategic: 5 (10%) Core: 14 (27%) Core^: 13 (25%)	Intensive: 12 (23%) Strategic: 15 (29%) Core: 15 (29%) Core^: 10 (19%)	Intensive: 16 (31%) Strategic: 4 (8%) Core: 16 (31%) Core^: 16 (31%)



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	NWF-CLS	NWF-WRC	WRF	ORF-Words Correct	ORF-Accuracy	Maze-Adjusted	Composite
School Totals 72 students tested	Intensive: 15 (21%) Strategic: 8 (11%) Core: 23 (32%) Core^: 26 (36%)	Intensive: 17 (24%) Strategic: 5 (7%) Core: 28 (39%) Core^: 22 (31%)	Intensive: 8 (11%) Strategic: 17 (24%) Core: 21 (29%) Core^: 26 (36%)	Intensive: 23 (32%) Strategic: 8 (11%) Core: 25 (35%) Core^: 16 (22%)	Intensive: 10 (14%) Strategic: 7 (10%) Core: 55 (76%)	Intensive: 26 (36%) Strategic: 8 (11%) Core: 30 (42%) Core^: 8 (11%)	Intensive: 17 (24%) Strategic: 8 (11%) Core: 25 (35%) Core^: 22 (31%)

◆ Visibly Inclusive ◆ Intentionally Equitable ◆ Actively Anti-racist ◆ Committed to Excellence ◆ Accountable for Results ◆



Our VisionCard Down & In

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*Every classroom has a “calming space” *A re-entry process will be created and shared with staff by FLT members *Sped Squad will provide monthly support and resources to vertical teams around behavior management strategies *Grade level teams will identify “targeted students” whose progress they will track whenever they meet as a collaborative team *Teams include data tracking the progress of these students on the Grade Level Action plan that’s reviewed monthly by the FLT	Elementary SUCCESS MEASURED BY: difference between students identified by racial groups in 3rd–5th grade MCA test performance, considering group size, trend analysis, and the highest performing and lowest performing.	School: Franklin / Grade: All MCA Proficiency - Math <table border="1"> <thead> <tr> <th>Race</th> <th>2022-23</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>1-Hispanic/Latino</td> <td>85.7%</td> <td>14.3%</td> </tr> <tr> <td>2-American Indian or Alaska Native</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td>3-Asian</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td>4-Black or African American</td> <td>63.0%</td> <td>37.0%</td> </tr> <tr> <td>5-Native Hawaiian or Other Pacific Islander</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td>6-White</td> <td>90.1%</td> <td>9.9%</td> </tr> <tr> <td>7-More than one race indicated</td> <td>75.0%</td> <td>25.0%</td> </tr> </tbody> </table> School: Franklin / Grade: All MCA Proficiency - Reading <table border="1"> <thead> <tr> <th>Race</th> <th>2022-23</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>1-Hispanic/Latino</td> <td>50.0%</td> <td>50.0%</td> </tr> <tr> <td>2-American Indian or Alaska Native</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td>3-Asian</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td>4-Black or African American</td> <td>51.9%</td> <td>48.1%</td> </tr> <tr> <td>5-Native Hawaiian or Other Pacific Islander</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td>6-White</td> <td>77.8%</td> <td>22.2%</td> </tr> <tr> <td>7-More than one race indicated</td> <td>75.0%</td> <td>25.0%</td> </tr> </tbody> </table>	Race	2022-23	2021-22	1-Hispanic/Latino	85.7%	14.3%	2-American Indian or Alaska Native	100.0%	0.0%	3-Asian	100.0%	0.0%	4-Black or African American	63.0%	37.0%	5-Native Hawaiian or Other Pacific Islander	100.0%	0.0%	6-White	90.1%	9.9%	7-More than one race indicated	75.0%	25.0%	Race	2022-23	2021-22	1-Hispanic/Latino	50.0%	50.0%	2-American Indian or Alaska Native	100.0%	0.0%	3-Asian	100.0%	0.0%	4-Black or African American	51.9%	48.1%	5-Native Hawaiian or Other Pacific Islander	100.0%	0.0%	6-White	77.8%	22.2%	7-More than one race indicated	75.0%	25.0%
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Our VisionCard Down & In

Building Adult Actions	District VisionCard Alignment	Current Data
*Daily social-emotional instruction. *Social-emotional teaching/learning is a standing agenda item during PLC meetings. *Monthly data collection around SEL at every grade level. *Shared resources in google drive	Suspension disparities between student groups SUCCESS MEASURED BY: difference in the number of suspensions between student groups.	'22-'23: 2 students who received an OSS '23-'24: ZERO



Supporting the SEL of our Students

- *Daily social-emotional instruction.
- *Social-emotional teaching/learning is a standing agenda item during PLC / collaborative team meetings.
- *Monthly data collection around SEL at every grade level.
- *Shared resources in google drive (created by our Level III behavior specialist and school counselor)



Our Commitment to an Equitable School Experience

- EOSP process is rooted in equity conversations
- Targeted Student Groups
- Applying an equity lens to data study
- Collective Efficacy
- We love our kids



Student Success/Celebration

Here are a few highlights from the student comment section of the Panorama survey:

Thinking about everything in your life right now, what makes you feel the happiest?

- "School." (MANY students gave this one-word response.)
- "Friendly teachers."
- "School... and learning."
- "Good tacos."

Thinking about everything in your life right now, what feels the hardest for you?

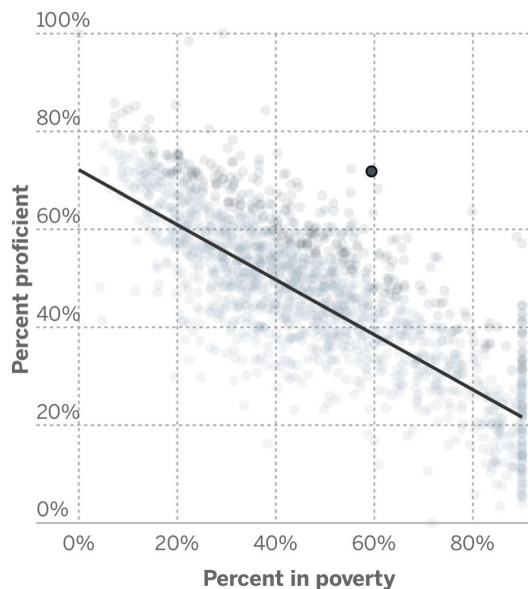
- "That we only have three days (of school) this week."



Staff Success/Celebration

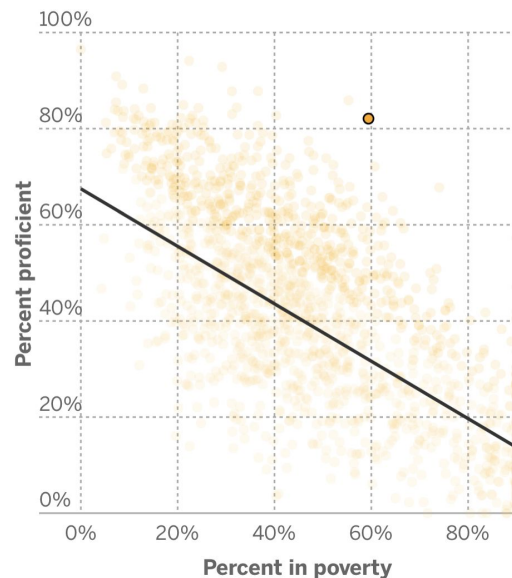
Reading

● Indicates school that is beating the odds



Math

● Indicates school that is beating the odds





Thank you

Questions?