



Annual Report on Curriculum, Instruction and Student Achievement 2010-2011

Assessing Student Achievement

There are a variety of tests that are used to evaluate the achievement of students as well as instructional programs in the Buffalo-Hanover-Montrose Schools (BHM). Students are tested in order to determine instructional level, measure basic skills, evaluate student progress towards achieving state academic standards, and to evaluate program effectiveness.

Major statewide assessments completed during 2010-2011 included the *Minnesota Comprehensive Assessments* and *Graduation Required Assessment for Diploma (GRAD)*. A small percentage of special education students were administered the *Modified MCA* or the *Minnesota Test of Academic Skills (MTAS)* in place of the MCA. Students with limited English skills were also required to be assessed with the *Test of Emerging Academic English (TEAE)* and the *Minnesota SOLOM*. BHM also assesses students in math and reading with *Measures of Academic Progress (MAP)* tests. Juniors also are administered the PLAN test from ACT and many juniors and seniors take ACT college entrance examinations throughout the year.

Tests Administered in BHM Schools

Measures of Academic Progress Tests (MAP)	Computerized math and reading tests, administered fall and spring, and are aligned with Minnesota standards. They measure identify students' instructional levels and are used by teachers in planning instructional activities.
Minnesota Comprehensive Assessments (MCA-II)	Federal and state-mandated tests that assess student progress toward achieving MN standards in reading, math and science. Data are used for school and district accountability by the state.
Minnesota Test of Academic Skills (MTAS)	Alternate assessments utilized by a small percentage of district special education students that take the place of MCA-II tests in math and reading.
Modified MCA (MOD)	Alternate assessments utilized by a small percentage of district special education students that take the place of MCA-II tests in math and reading.
Graduation Required Assessments for Diploma (GRAD)	State-mandated tests that measure whether a student has learned the essential skills needed to live and work in today's society. Students must pass GRAD tests in reading, math and written composition to be eligible to graduate from a Minnesota public school. The first administration of the math and reading tests are embedded in MCA-IIs given at high school.
Test of Emerging Academic English (TEAE)	The TEAE is a reading and writing language proficiency test for English language learners designed to assess progress in acquiring the academic English language. This test will be replaced in 2011-12 with the <i>ACCESS</i> test (<i>Assessing Comprehension and Communication in English State-to-State for English Language Learners</i>)
ACT	The ACT test assesses high school students' general educational development and their ability to complete college-level work. Most students pursuing post-secondary education take the ACT in their junior or senior years.
PLAN	Administered in the fall of Grade 10, this test provides information about academic achievement, career planning, instructional support, and program evaluation.

BHM Test Schedule for 2011-2012

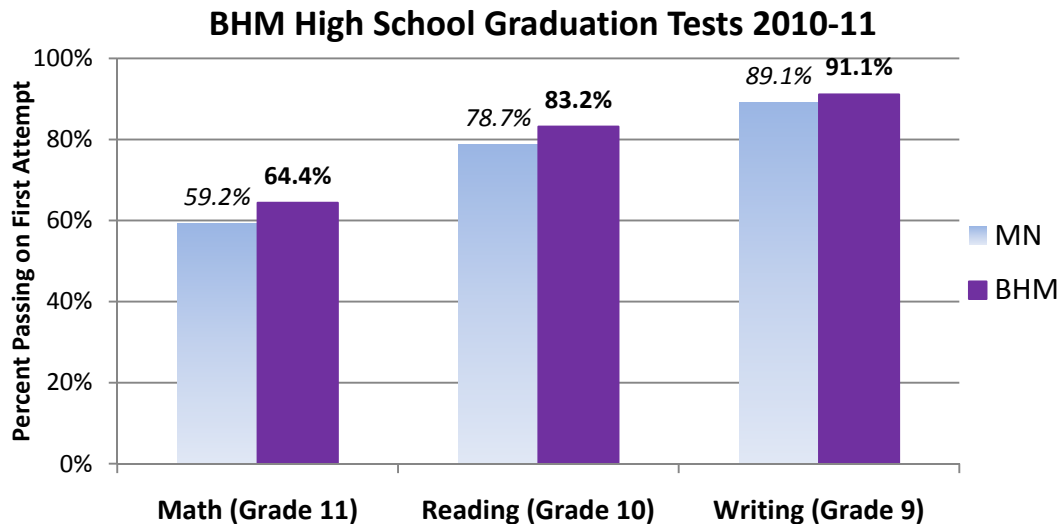
September 19 - October 7	MAP Testing (Grades 2-8, selected students at Grades 9-10)
November 2	GRAD Writing Retests (Grades 10-12)
February 6 - March 23	ACCESS Testing for English Learners (replaces the TEAE in 2011-12)
March 26 – May 4	MTAS (alternate assessments in math, reading and science)
March 26	MCA Science (high school students with 1 st semester biology)
April 17	MCA-II Reading/Modified MCA (Grades 3-8, 10: Segments 1 & 2) MCA-III Math/Modified MCA-III (Grade 11: Segments 1 & 2) GRAD Grade 9 Written Composition
April 18	MCA-II Reading/Modified MCA (Grades 3-8, 10: Segments 3 & 4) MCA-II Math/Modified MCA-III (Grade 11: Segments 3 & 4)
April 19 – 27*	Online MCA-III Math (Grades 3-8) – schedule subject to change
April 19	GRAD Writing Retest (Seniors Only)
April 30 – May 25	MAP Testing (Grades 2-8, selected students at Grades 9-10)
May 14 – 18	MCA Science Testing Begins (Grades 5, 8 and 2 nd semester biology students)
July 24	GRAD Writing Retest (Grades 10-12)

- Please note that MCA math testing at Grades 3-8 is tentatively scheduled to begin April 19. However, there is an opportunity available for students to take the MCA math more than once during 2011-12 and as a result the district could begin this assessment early.
- Please plan family vacations with these dates in mind. Federal legislation requires 95% of district students to participate in the MCA's because the results determine if adequately yearly progress is made towards *No Child Left Behind*.
- High School GRAD retests in math and reading are scheduled during the first week of each month.

Minnesota GRAD Tests

All students in Minnesota schools are required to demonstrate basic competencies in reading, math and written composition in order to be eligible for a Minnesota public high school diploma. These assessments provide a safety net assuring that all Minnesota students graduate with the basic skills of reading, writing and mathematics.

High school students are required to pass the *Graduation Required Assessment for Diploma (GRAD)* test of written composition administered at Grade 9, and either be proficient on the *Minnesota Comprehensive Assessments (MCA-II)*s in mathematics and reading, or attain a scale score of 50 (approximately 75% percent correct) on GRAD tests contained within them.



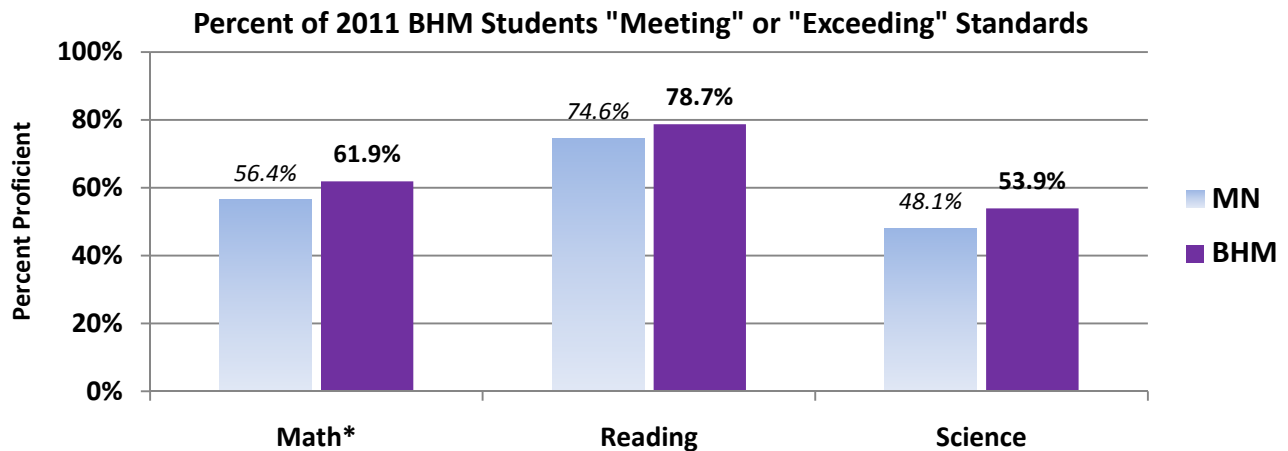
91.1% of BHM Grade 9 students passed the GRAD written composition assessment administered last April compared to 89.1% of Minnesota students. 83.2% of BHM Grade 10 students passed the GRAD reading requirement, compared to 78.7% of Minnesota students. 64.4% of BHM Grade 11 students passed the GRAD math requirement when first administered last spring, compared to 59.2% of Minnesota students.

If students do not pass a GRAD test the first time they are administered, there are multiple opportunities to take them again. Students who do not pass GRAD tests in math or reading have opportunities to retest every other month, and there are two or three opportunities to retest in written composition during the year.

A variety of remedial opportunities are available for students who have not yet passed GRAD tests. Staff will contact parents of students who have not yet passed one or more of these tests during the year to discuss remediation options. Remediation may include basic courses at the high school, summer school courses, after-school clinics or special education services for eligible students.

Minnesota Comprehensive Assessments (MCAs)

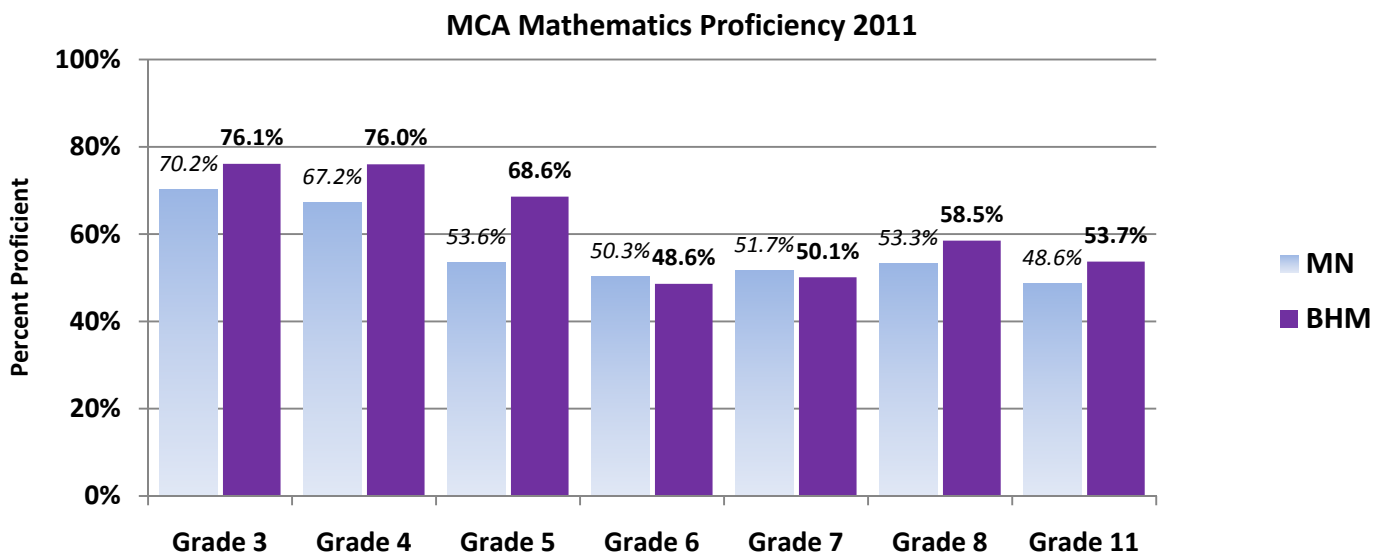
Minnesota Comprehensive Assessments were administered in math, reading and science. Reading MCA-II is administered at grades 3-8 and 10, math MCA-III at Grades 3-8 and MCA-II at Grade 11, and science MCA-II at Grades 5, 8 and once in high school during the year students take biology. The purpose of these assessments is to evaluate student progress towards achieving state academic standards and determine adequate yearly progress as mandated by Minnesota's plan for No Child Left Behind legislation.



Results from the 2011 MCA-II show the percentage of BHM students scoring at the “meets” or “exceeds” standards up slightly in reading and science, and down in math when compared to 2010. In reading, 78.7% of BHM students (up from 78.5% in 2010) were judged proficient compared to 74.6% of Minnesota students. In math, 61.9% of BHM students (down from 69.2% in 2010) scored at proficient levels in math compared to 56.4% for the state.

Proficiency levels in mathematics showed declines statewide at Grades 3-8 as a result of new, more rigorous math assessments aligned to higher standards designed to prepare all kids to be career and college ready. 2010-11 was the first year that the 2007 Minnesota Academic Standards in Mathematics were assessed. Because this is a different test, aligned to different standards, we need to be cautious when comparing results to previous years. The proficiency bar has been raised and lower scores do not mean students have been less successful.

The percentage of all Minnesota students proficient in math declined 8.7% from 2010. BHM students showed a smaller decline of 5.9%. Proficiency levels declined at Grades 3-8 which assessed the new standards.

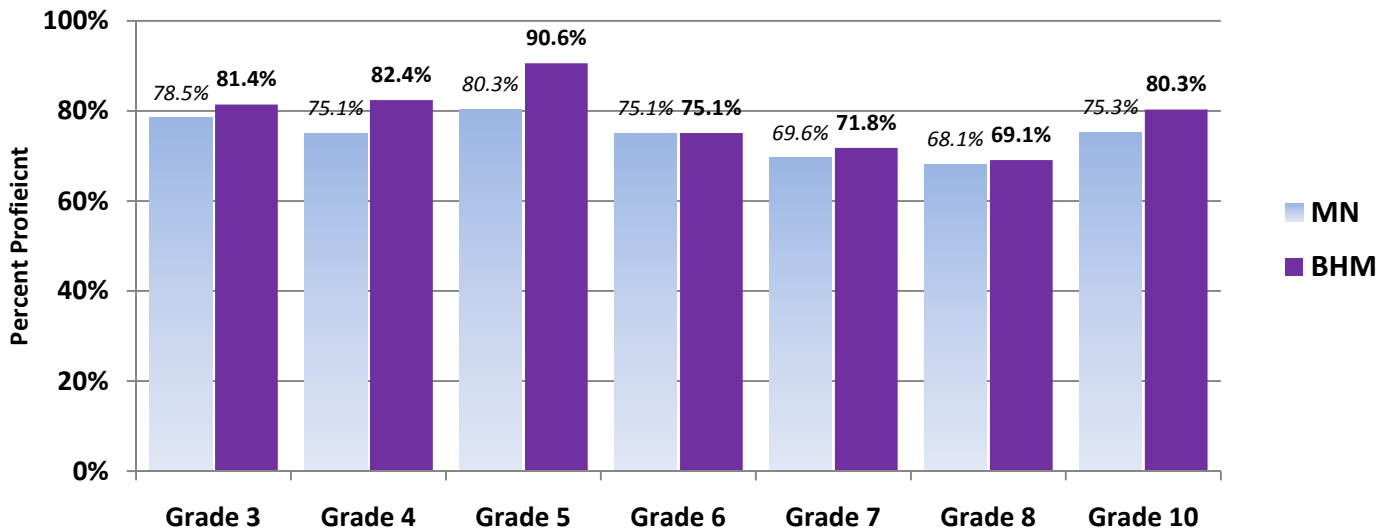


Math proficiency increased at Grade 11 from 45.8% in 2010 to 53.7% in 2011. This grade continued to assess students based on older standards. This increase reflects an increased emphasis in recent years on more rigorous math coursework.

In addition, new math curriculum was implemented district-wide in BHM during 2010-11. Generally, achievement dips slightly when teachers are utilizing a curriculum for the first time. Staff anticipates increases in proficiency as teachers become more comfortable with the new materials.

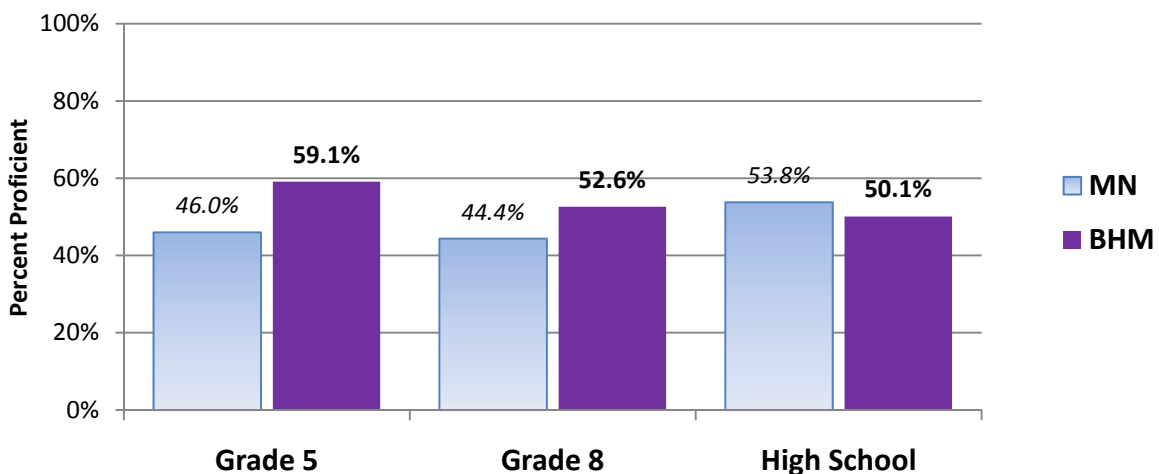
Reading results in BHM mirrored the state of Minnesota which also showed only a slight improvement from 2010. Proficiency decreased slightly at five of seven BHM grades when compared to last year. The greatest gains occurred at Grade 5 where 90.6% of BHM students scored in the proficient range in reading, considerably above the state average of 80.3%.

MCA-II Reading Proficiency 2011



All students at Grades 5 and 8, as well as high school students who completed Biology during the 2010-11 school year (mostly 10th graders) were administered the MCA-II Science assessment. As a district, 53.9% of BHM students were proficient in science compared to 48.1% of MN students. BHM students outperformed their statewide counterparts at Grades 5 and 8, but were slightly below the state average at high school. While the MCA-II science test is a mandatory NCLB assessment, it is not used to determine a district’s Adequate Yearly Progress.

MCA-II Science Proficiency 2011



Adequate Yearly Progress

MCA's are used by Minnesota to measure *Adequate Yearly Progress* (AYP) of all students and eight other subgroups in the district. All students and subgroups are expected to make predetermined progress towards 100% proficiency by 2014. District students made AYP in 41 of 45 subgroups during 2010-11.

Remarkably, all subgroups made AYP in reading. However, Black, English Language Learners, Hispanic and Special Education students did not make AYP in math. Because this is the seventh year in a row that a subgroup did not make AYP in math, the district is cited as "needing improvement." As a consequence, a district team of parents and staff developed a district improvement plan that addresses academic areas and populations for which needs are identified and set aside 10% of Title I funds to support this effort until AYP requirements have been met for two consecutive years. The plan will be reviewed by the Board of Education in November and submitted to the Minnesota Department of Education. The plan included professional development for teachers to improve strategies for teaching struggling learners.

While most BHM schools scored above state averages on state MCA-II reading and math tests, two schools have been placed on the list of schools not achieving Adequate Yearly Progress as defined by state's participation in the federal No Child Left Behind law (NCLB). These two BHM schools not meeting the state's AYP benchmark are:

- **Buffalo Community Middle School** – the *Hispanic* and *English Learner* subgroups did not make AYP in math or reading, while the *Special Education* subgroup did not make AYP in math, and the *Asian/Pacific Islander* subgroup did not make AYP in reading.
- **Tatanka Elementary** – the *Special Education* subgroup did not make AYP in math.

The seven BHM schools making AYP are:

- **Buffalo High School**
- **Discovery Elementary**
- **Hanover Elementary**
- **Montrose Elementary**
- **Northwinds Elementary**
- **Parkside Elementary**
- **Phoenix Learning Center**

Note:

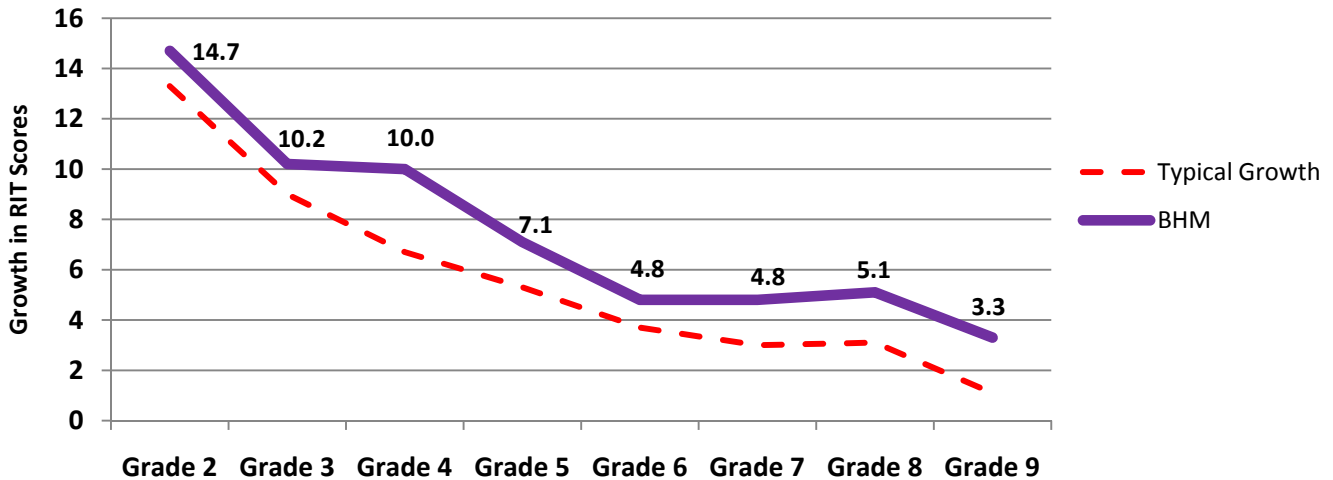
Since at least one subgroup did not make AYP at Tatanka for the past two years, a school choice option is available at midyear to parents allowing students to attend another elementary school in the district.

While all subgroups at **Montrose Elementary** made AYP, since they did not make AYP for two consecutive years leading up to 2010-11, a school choice option is available at midyear to parents allowing students to attend another elementary school in the district. If Montrose makes AYP in 2011-12 (for two consecutive years) all sanctions will be ended.

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) tests were administered at Grades 2-8, and selected students at Grades 9 and 10. Information from these tests is used to identify each student's individual instructional level in reading and math. Both reading and math are assessed during the fall and spring at Grades 2-9. Teachers are provided with detailed information on what reading and math skills students are ready to learn. Fall test scores are used to establish a target growth goal and the spring test determines if the goal has been achieved.

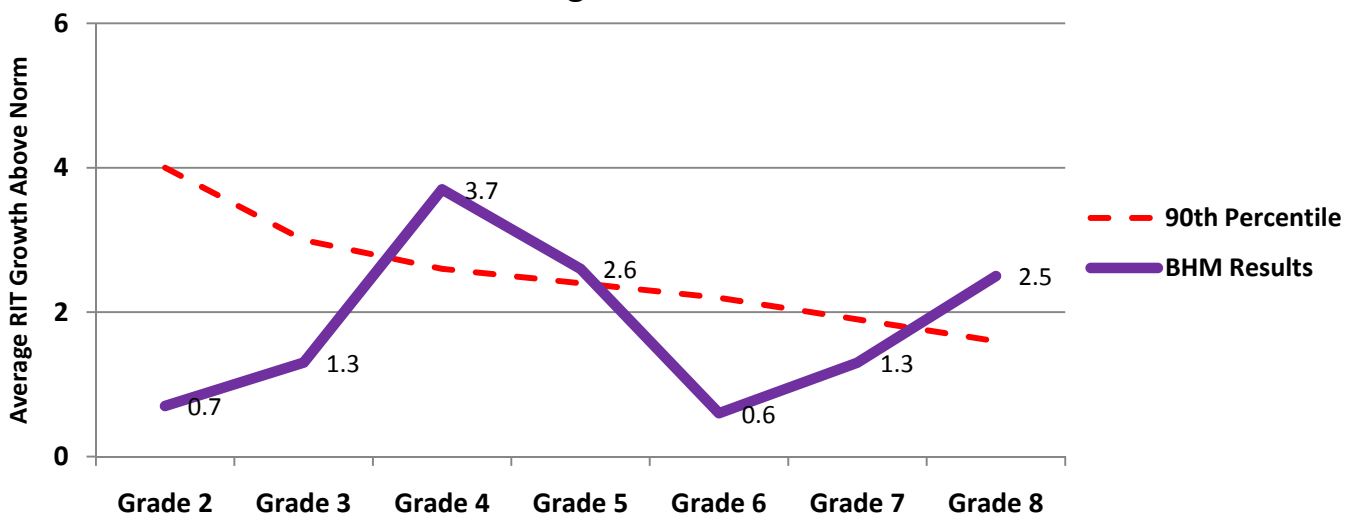
Growth in MAP Reading Scores 2010-11
Average Fall to Spring Growth



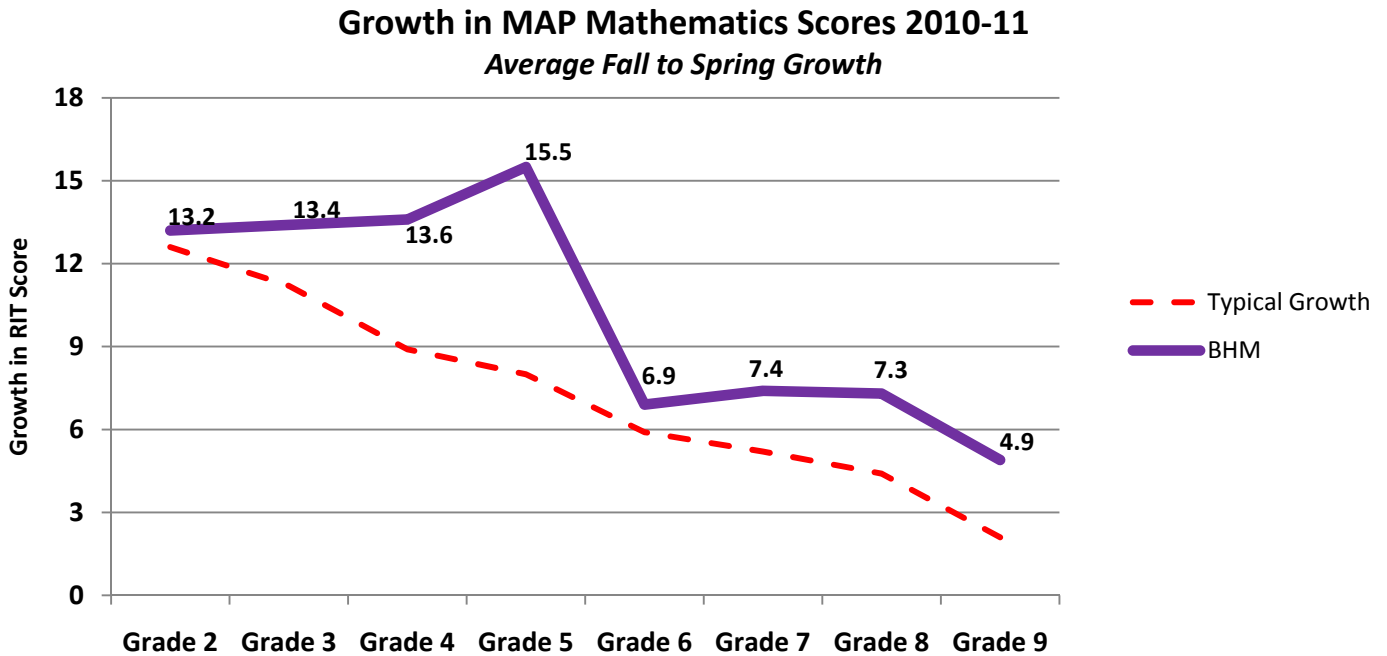
The graph above shows that BHM students demonstrated more growth in reading during the school year than what is typical in the national sample. Growth was greatest at Grades 4 and 5.

One of the district's goals is for all grades to show growth in mathematics equal to that of the 90th percentile of schools nationwide. The graph below shows that BHM students reached the 90th percentile in mathematics growth at Grades 4, 5 and 8. The fact that all grades are above "zero" means that average growth in math exceeded national norms.

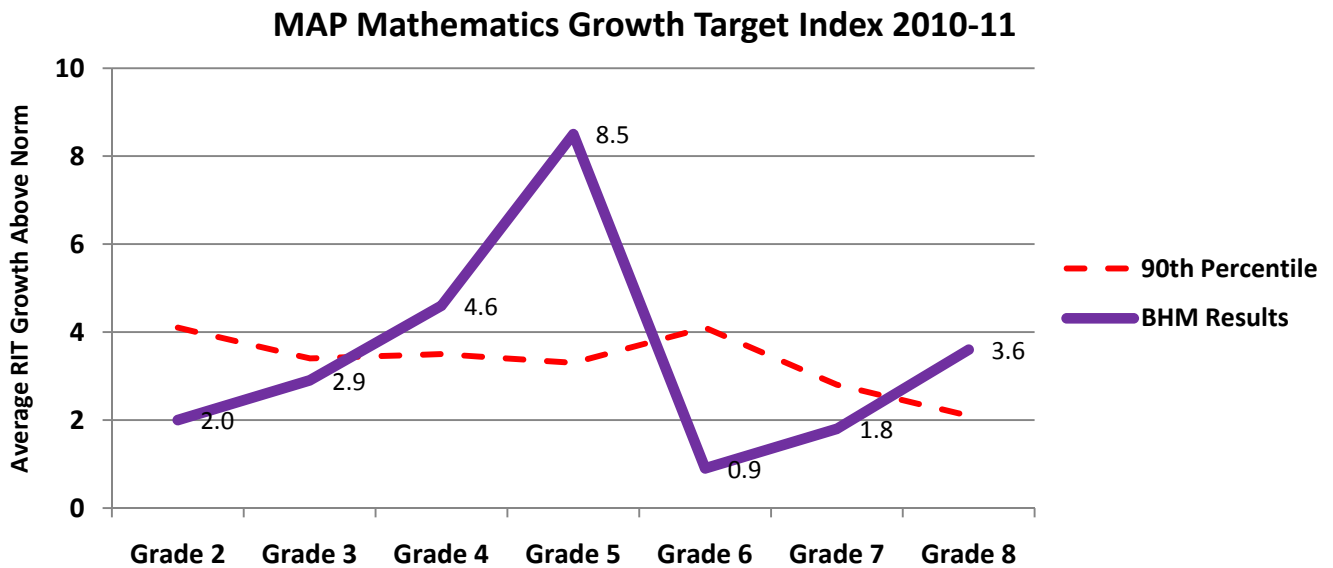
MAP Reading Growth Index 2010-11



The graph below shows that BHM students also demonstrated more average growth in mathematics at all grades than the NWEA norm group. Growth was highest at Grades 4 and 5.

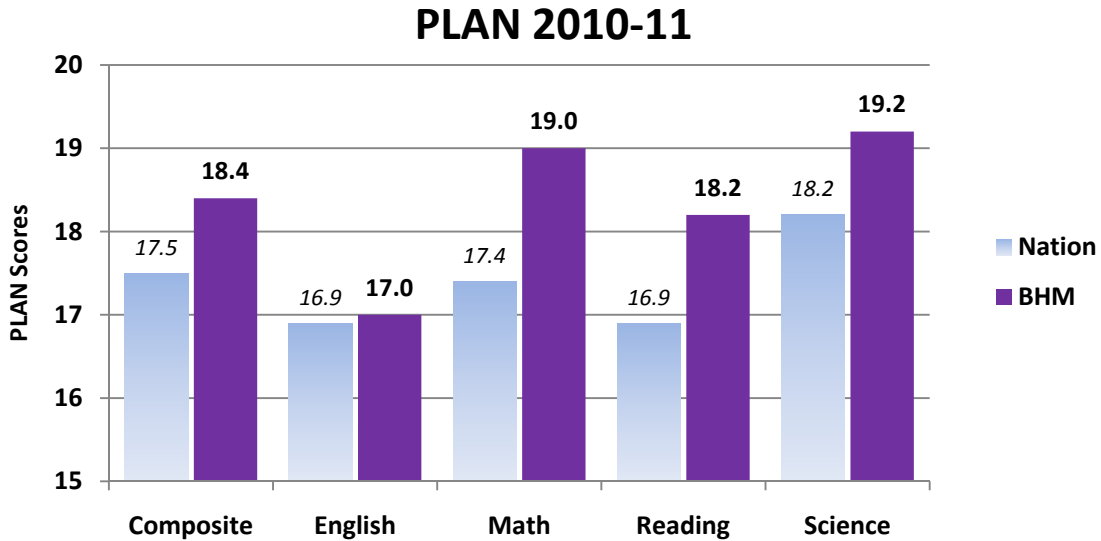


One of the district’s goals is for all grades to show growth in mathematics equal to that of the 90th percentile. The graph below shows that BHM students reached the 90th percentile in mathematics growth at Grades 4, 5 and 8. The fact that all grades are above “zero” means that average growth in math exceeded national norms.



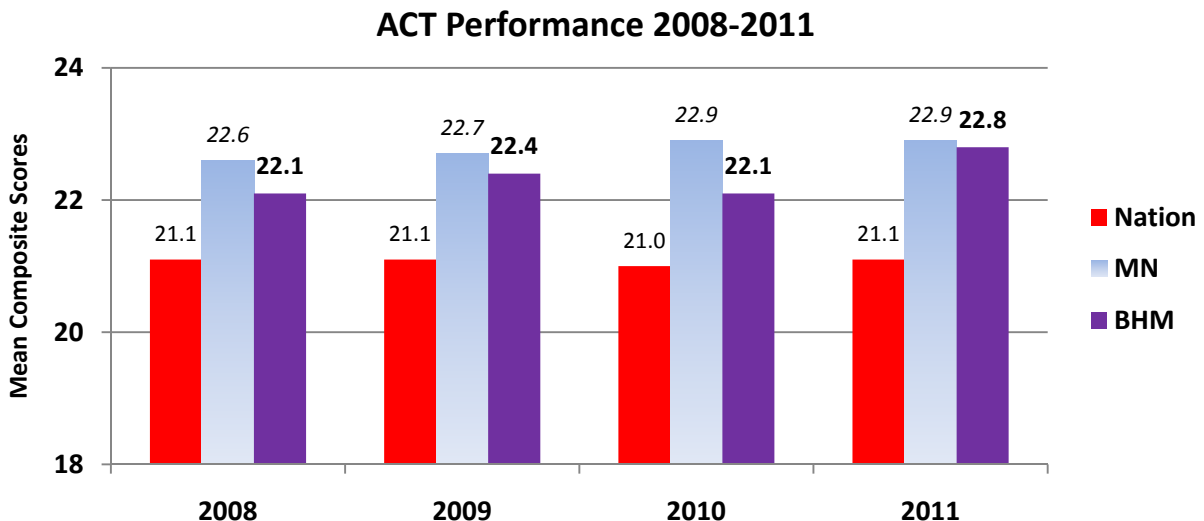
Grade 10 PLAN Test

The PLAN test is given to all BHM students in the fall of Grade 10. The PLAN, administered by the *American College Testing* organization, is a predictor of success on the ACT college entrance exam and focuses on both career preparation and improving academic achievement. PLAN test results are reported by a scale score ranging from 1 to 32. The chart below shows how the score performance of BHM Grade 10 students compares with that of Grade 10 students nationwide. When comparing means, differences of 0.5 or greater are likely to be statistically significant. BHM students scored significantly higher than their national peers in all areas except English.



The ACT Test

The *American College Test (ACT)* is taken voluntarily by students in their junior or senior years as an entrance exam for post-secondary schools. Minnesota's 2010 high school graduates maintained the state's average ACT score at 22.9 on a 0 to 36 scale, pushing Minnesota further ahead of other states where the majority of students take the ACT college entrance exam. Minnesota has led the nation in average ACT scores for seven consecutive years and the average score has increased in three of the last four years. BHM students saw their average on the ACT increase slightly from 2010, remaining slightly below average when compared to the rest of Minnesota but considerably above national norms.



BHM Student Achievement Goals for 2011-12

Each year the School Board develops goals designed to impact instruction and student achievement within the district. The following are the two goals for 2011-12:

District Goal #1: (Proficiency)

Demonstrate a 3.7% increase in the overall percentage of students meeting proficiency standards on the MCA in math, and demonstrate a 3.3% increase in the overall percentage of students meeting proficiency standards on the MCA in reading.

Supporting Data (evidence of need):

The BHM district is currently cited as a district “needing improvement” because it has not met the AYP standards.

Students demonstrating proficiency:	Math	Reading
Target results 2010-2011	76.9%	83.9%
Actual results 2010-2011	61.1%	78.7%
Target results 2011-12	64.8%	82.0%

District Goal #2: (Academic Growth)

Score at the 90th percentile or above in school percentile ranks established by NWEA for fall to spring growth index averages at all grade levels in both reading and math.

Supporting Data (evidence of need):

In an effort to encourage the growth of all students in math and reading, BHM has adopted a district goal that average growth will equal the 90th percentile of schools nationwide. To do this we will look at “growth index averages” which measure growth above that which is “typical.” The graphs on pages 8 and 9 show the average RIT point growth above the norm to reach the 90th percentile. While only three grades attained these lofty levels in 2010-11, our district’s goal is for all grades to reach these thresholds during 2011-12.

District/Community Teaching & Learning Council 2011-2012 Membership

The BHM Schools' District/Community Teaching & Learning Council meets monthly from October-May from 7:00-8:30 a.m. the first Friday of each month. It’s purpose is to provide teachers, parents and community representatives an avenue for input to the school district on teaching and learning topics. Both parent and community representatives serve on the D/CTLC to represent all ages of students, as well as the communities of Buffalo, Hanover, and Montrose.

1. Pam Miller	Director, Teaching & Learning	13. Lynn Pfeifer	Parent
2. Joy Kieffer	Director of SpEd Services	14. Julie Kiernan	Parent
3. Jack Brady	Assessment Coordinator	15. Joan Danielson	Parent
4. Don Metzler	Tatanka Elementary Principal	16. Phil Giddings	Parent
5. Mark Mischke	Buffalo High School Principal	17. Angela Miller	Parent
6. Becca Young	K-5 English Learner Teacher	18. Renee Lassonde	Parent
7. Bev Koopman	Elementary Teacher	19. Jamen Wikler	Community Member
8. Micah Morris	PLC Teacher	20. Ann Hill	Community Member
9. Jamie Reid	Parent	21. Elyse Phillips	Community Member
10. Kayla Johnson	Parent	22. Sue Lee	School Board Member
11. Theresa Anderson	Parent	23. Melissa Brings	School Board Member
12. Kate Snellman	Parent		

