

School Board Meeting:

August 25, 2008

Subject:

2008 MCA-II Results and
District AYP Status

Presenter:

Pam Miller

SUGGESTED SCHOOL BOARD ACTION:

A report will be presented at Monday's Board meeting. No action needed.

DESCRIPTION:

The Buffalo-Hanover-Montrose (BHM) students participated in the *Minnesota Comprehensive Assessments – Series II (MCA-IIs)* in reading and math in April 2008. Students in grades 3-8, and 10 are tested in reading, and students in grades 3-8, and 11 are tested in math. District participation in the *MCA-IIs* is required under *No Child Left Behind (NCLB)* and the results are used to determine if districts and schools throughout the state are making Adequate Yearly Progress (AYP). Results of these assessments were made public in August.

A summary of this year's MCA-II results is attached and will be discussed at Monday's board meeting.

Leadership teams of teachers and administrators from every BHM school participated in our district's data retreat prior to the start of school. It is at this retreat where teams begin to analyze the data for their students and plan staff development strategies for the upcoming school year.

While scores on the *Minnesota Comprehensive Assessments* is a valuable piece of data that our district uses, student progress cannot be gauged exclusively by these scores. As you are aware, the district uses other standardized assessments (the *Measures of Academic Progress* assessments are used at Grades 1-11) and classroom assessments to identify student strengths and weaknesses. Scores from these varied assessments are used in planning changes in curriculum and instruction.

District AYP Status

In terms of AYP (Adequate Yearly Progress), BHM continues to be identified as a district in the "needs improvement" status. This is a result of the *MCA-II* performance in three subgroups in the area of math, and one subgroup in reading. This is the fourth year in the "needs improvement" status, and the fifth year of the district not making AYP.

In determining whether districts and/or schools made AYP, cohorts of students are not compared. Rather, comparisons are made among different students

from year to year. In other words, the performance of LEP students in grade 3 during 2007 is compared to the performance of LEP students in grade 3 during 2008. Growth of individual students is not considered, but rather the subgroup performance.

As a consequence of the district's needs improvement status, we are required to set aside 10% of Title I federal funding to deliver staff development to K-12 teachers for improving the services to these subgroup populations. In addition, the district is required to submit a written plan to the state department. See the attached document for additional information regarding district level consequences.

In addition to examining the status of AYP at the district level, each school is measured for AYP as well. In our district, four of our nine schools met AYP. We are proud of the fact that Parkside, who was on the "watch" list last year, now made AYP this year. On the other hand, Tatanka Elementary now has been placed on the "watch" list, not making AYP for the first time in 2008. There are no consequences for schools cited in the first year as not making AYP. However, should Tatanka Elementary not make AYP in 2008, the school will face the first phase of consequences, as Tatanka does receive Title I dollars. See the attached document for additional information regarding school level consequences. The other three sites not making AYP in our district are BCMS, BHS, and Phoenix Learning Center.

Next Steps

A team of district staff will be developing the district improvement plan, which will then be presented to the school board for review prior to the November 3 deadline.

Tatanka Elementary staff will examine the school data to determine strategies to improve the achievement scores of their students, hoping to avoid the AYP consequences next year.

The school board will have an opportunity to hear about the school improvement plans for all sites at the October workshop. All sites' plans will include strategies to raise the achievement results of the MCA-IIs in reading or math or both, depending on the greatest needs of the site according to the data review.

Our school and district teams believe in continuous improvement and are always examining better ways to serve all our students' needs.

Attachments:

MCA-II Test Results 2008

2008 AYP Results - District

AYP Stages of *In Need of Improvement*

Buffalo-Hanover-Montrose
MCA-II Test Results 2008

Results from the 2008 Minnesota Comprehensive Assessments (MCA-II) tests show the percentage of students scoring at “meets” or “exceeds” standards up slightly in both reading and math for BHM and MN when compared to last year. While BHM has long prided itself on scoring above MN averages in both subjects, it is clear the rest of the state is catching up to us and demonstrating more consistent improvement. District goals for increasing proficiency in math and reading were not met in 2007-08. Future targets will be challenging to keep the district on track for 100% proficiency by 2014 as mandated by NCLB.

Reading

In reading, 71.5% of BHM students scored in the “meets” or “exceeds” standards levels in 2008, up slightly from 71.4% in 2007. In MN, the percentage of proficient students increased from 68.2% in 2007 to 70.7% in 2008.

Reading proficiency in the district increased slightly at four of seven grades. BHM, however, had fewer students scoring at the proficient level than MN at four of seven grades. Only Grades 3-5 exceeded the MN average of proficient students. The most significant increases in proficiency occurred at Grades 3 and 6. Significant declines occurred at Grades 4 and 10.

The decline at Grade 10 is particularly puzzling because statewide students demonstrated their biggest gains in reading at this grade. The percentage of MN students “meeting” or “exceeding” standards went from 63.6% in 2007 to 70.7% in 2008. BHM, however, declined from 75.3% in 2007 to 68.8% in 2008.

Statewide, the dramatic increase at Grade 10 is attributed to the new reading graduation requirement, which provides additional incentive to perform well. Students “pass” this test if they score at the “meets” or “exceeds” levels, or attain 75% of 40 basic GRAD questions. There are 103 BHS students who did not meet either of these requirements. These students will have opportunities for retake this test approximately every two months.

Math

In math, 65.4% of BHM students were proficient in 2008 compared to 64.8% in 2007. In MN, 62% of students were proficient in 2008 compared to 60.6% in 2007.

BHM students had a higher percentage of students scoring at “meets” or “exceeds” standards levels in 2008 than 2007 at five of seven grades. The percentage of BHM students achieving proficiency in math was higher than MN at six of seven grades.

The most significant increases occurred at Grades 3 and 6 and students at Grades 5-7 recorded all-time highs in the percentage of proficient students. On the other hand, significant decreases occurred at Grades 4 and 11. The decline at Grade 11 is worrisome since next year, passing this test becomes a requirement for graduation.

Buffalo-Hanover-Montrose

Minnesota Comprehensive Assessments 2008
State and District Proficiencies in Math and Reading

Grade	School	Math			Reading		
		2006	2007	2008	2006	2007	2008
Gr 3	MN	77.9	77.3	81.4	81.6	80.3	79.0
Gr 3	BHM	83.6	76.4	81.1	85.5	76.6	80.0
Gr 4	MN	69.0	69.0	71.6	76.7	72.2	72.2
Gr 4	BHM	80.6	80.2	76.9	83.6	81.3	75.7
Gr 5	MN	58.9	61.9	66.0	76.9	73.9	73.4
Gr 5	BHM	69.2	73.2	74.6	81.9	80.0	81.9
Gr 6	MN	59.2	62.5	64.6	71.6	67.4	69.6
Gr 6	BHM	59.1	61.9	66.3	70.3	63.8	67.8
Gr 7	MN	57.6	60.6	61.4	66.6	64.2	64.7
Gr 7	BHM	59.2	61.5	62.7	70.9	63.7	61.6
Gr 8	MN	56.7	58.3	58.2	64.6	64.5	65.7
Gr 8	BHM	52.2	60.5	62.7	63.2	64.9	65.5
Gr 10	MN				65.2	63.6	70.7
Gr 10	BHM				77.1	75.3	68.8
Gr 11	MN	29.8	32.5	34.4			
Gr 11	BHM	40.7	39.1	34.7			

Buffalo-Hanover-Montrose MCA-II Test Results 2008

Achievement Gap

Statewide, 2008 MCA-II results again reflect an achievement gap between white students and those of color as well as Special Education (SpEd) and Limited English Proficient (LEP) status. Similarly, BHM continues to struggle with several of these cells.

SpEd students, in particular, continue to show limited improvement in raising proficiency rates. BHM as a district is cited for not making AYP in both SpEd math and reading in 2008. This is the fourth year in a row that BHM SpEd students failed to make AYP in math.

In math, the percentage of BHM SpEd students proficient in 2008 was 29% compared to a MN average of 30%. BHM SpEd students scored slightly below MN proficiency averages at five of seven grades.

In reading, 34.2% of BHM SpEd students were proficient compared to 33.2% statewide. BHM students had higher proficiency levels than MN at four of seven grades.

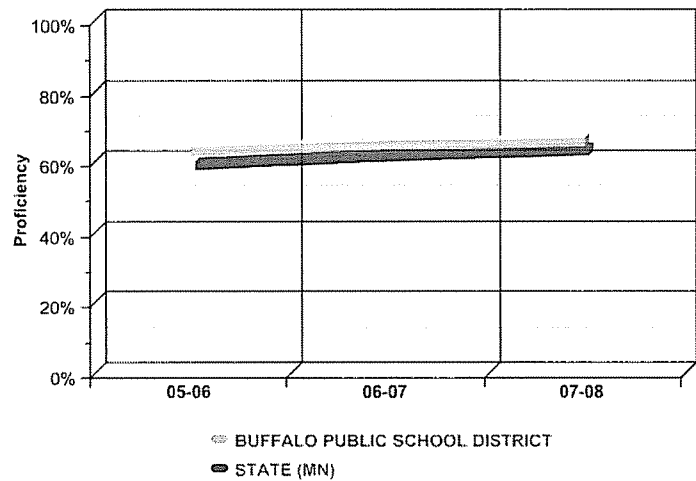
There are also concerns involving the district's LEP students. Only 20.3% of BHM LEP students were proficient in math in 2008 compared to 25.3% for MN. BHM had fewer students scoring in the proficient level than MN at six of seven grades. The district has been cited for not making AYP with LEP students in math for three consecutive years. In reading while BHM LEP students had higher proficiency levels than MN at four of seven grades, only 28.8% of district students were proficient compared to 31% at the state level.

Statewide, black and Hispanic students also continue to perform below their white counterparts. Both groups in BHM generally scored slightly above state averages, except only 42.7% of district Hispanic students were proficient in reading in 2008 compared to 45.5% for MN. Even though the district's black students are cited for not making AYP, BHM had 33.3% of its students score at the proficient level compared to 32% for the state.

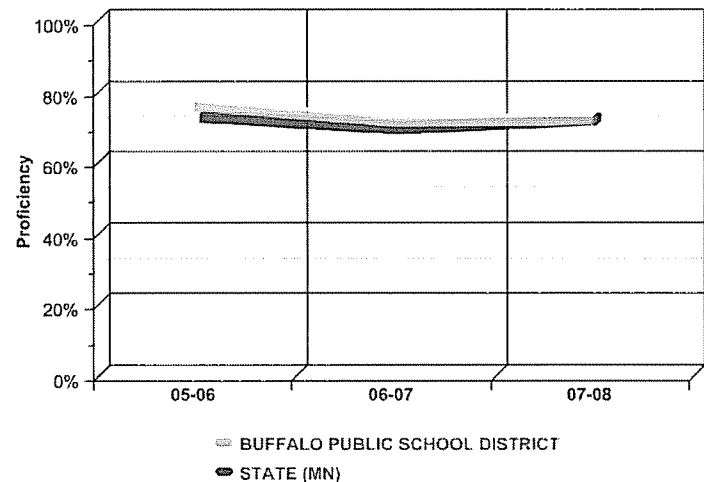
Students eligible to receive free and/or reduced lunch (FRL) also continue to perform below their more affluent counterparts. 53.2% of BHM students eligible for FRL were proficient in math, compared to 44.2% of the state. In reading, 57.6% of BHM students were proficient compared to 51.4% for the state. BCMS is cited for not making AYP with this cell in both subjects. This is particularly curious in math where BCMS had 47.7% of its FRL students score at the proficient level compared to 44.2% for the state.

While students of color and disability are more likely to struggle to work at grade level, other districts with similar demographics are showing more improvement than BHM.

Math Proficiency 2006-08



Reading Proficiency 2006-08



2008 Preliminary AYP Results

District/Nclbid: 0877-01/1841 BUFFALO PUBLIC SCHOOL DISTRICT																					
000 All Schools										Not Making AYP											
PARTICIPATION					PROFICIENCY					ATTENDANCE			GRADUATION								
Number of Tests Matched to Enrollment		Test Window Marss Enrollment		% of Students Participating	AYP Status	Total Index Points	Number of Oct. 1 Valid Scores	2008 Index Rate	Blended Index Target	SH Index Target	AYP Status	# of Students	Att. Rate	Att. Targ	AYP Status	Drops	Grads	Total	Grad Rate	Grad Target	AYP Status
A All Students																					
Math		2,964	2,972	99.73	A	2179.5	2,891	75.39	63.43		A	5,286	95.20	90.00	A	16	402	418	96.17	80.00	A
Reading		2,964	2,974	99.66	A	2334.5	2,887	80.86	71.26		A #										
B American Indian/Alaskan Native																					
Math		27	27	100.00	Z	12.5	24	52.08	42.38		A	47	93.41	90.00	A	0	2	2	100.00	80.00	Z
Reading		24	25	96.00	Z	14.5	22	65.91	52.32		A										
C Asian/Pacific Islander																					
Math		40	40	100.00	A	23.0	39	58.97	53.45		A	81	94.70	90.00	A	0	7	7	100.00	80.00	Z
Reading		41	42	97.62	A	22.0	39	56.41	59.10	74.85	A-2YR										
D Hispanic																					
Math		73	73	100.00	A	33.5	65	51.54	54.36	54.17	A-SH2	124	94.19	90.00	A	2	4	6	66.67	80.00	Z
Reading		84	84	100.00	A	43.5	75	58.00	62.44	61.18	A-SH3										
E Black, not of Hispanic origin																					
Math		58	58	100.00	A	26.5	52	50.96	54.85	54.18	B	106	92.47	90.00	A	1	4	5	80.00	80.00	Z
Reading		60	60	100.00	A	32.0	53	60.38	61.12	66.67	A-SH3										
F White, not of Hispanic origin																					
Math		2,766	2,774	99.71	A	2084.0	2,711	76.87	63.31		A	4,928	95.30	90.00	A	13	385	398	96.73	80.00	A
Reading		2,755	2,763	99.71	A	2222.5	2,698	82.38	71.21		A #										
G Limited English Proficient																					
Math		73	73	100.00	A	32.0	73	43.84	56.80	46.96	B	131	94.94	90.00	A	0	9	9	100.00	80.00	Z
Reading		75	77	97.40	A	34.0	72	47.22	62.83	59.09	A-SH3										
H Special Education																					
Math		385	388	99.23	A	234.5	450	52.11	62.42	54.58	B	697	93.89	90.00	A	7	37	44	84.09	80.00	A
Reading		388	392	98.98	A	249.5	453	55.08	68.99	59.85	B #										
I Free/Reduced Priced Lunch																					
Math		691	693	99.71	A	419.0	648	64.66	62.60		A	1,186	93.74	90.00	A	5	69	74	93.24	80.00	A
Reading		696	700	99.43	A	464.5	651	71.35	69.58		A #										

AYP Status: A = Above Target | B = Below Target | Z = Cell Size Limitation

Attendance & Graduation: IMP = Improvement over previous year

Proficiency: nYR = Multi-year Avg Over n Years | 2%=Proxy Limit | ExLEP = Expanded LEP Adjustment | ExSPE = Expanded Special Education Adjustment | SH=Safe Harbor Adjustment | SHn = Safe Harbor - n Year Avg

Reduction applied due to 1% Alternative Assessment Cap

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AYP Stages of *In Need of Improvement*

Schools or Single-Site Charter Schools

AYP Stage	AYP Stage Requirements
Stage 0 = Did Not Make AYP	<ul style="list-style-type: none"> Public Reporting
Stage 1=School Choice 1.1, 1.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Develop and implement a School Improvement Plan Set aside 20% of Title I allocation (plus any flexed dollars) or an amount equal to at the district level for School Choice (Unless a lesser amount is needed. If School Choice is not a feasible option due to lack of choice within district boundaries, the district or charter school may choose to begin SES). Set aside 10% of Title I school allocation for professional development
Stage 2= Supplemental Educational Services (SES) 2.1, 2.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Update and implement a School Improvement Plan Set aside 20% of the Title I allocation (plus any flexed dollars) or an amount equal to at the district level for School Choice and SES (Unless a lesser amount is needed) Set aside 10% of Title I school allocation for professional development
Stage 3=Corrective Action 3.1, 3.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Implement a Corrective Action/School Improvement Plan Set aside 20% of the Title I allocation (plus any flexed dollars) or an amount equal to at the district level for School Choice and SES (Unless a lesser amount is needed) Set aside 10% of Title I school allocation for professional development - not required, but highly encouraged
Stage 4 = Pre-Restructuring 4.1, 4.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Continue to implement a Corrective Action/School Improvement Plan Prepare a Restructuring Plan Set aside 20% of the Title I allocation (plus any flexed dollars) or an amount equal to at the district level for School Choice and SES (Unless a lesser amount is needed) Set aside 10% of Title I school allocation for professional development - not required, but highly encouraged
Stage 5 = Restructuring 5.1, 5.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Implement Restructuring Plan Set aside 20% of the Title I allocation (plus any flexed dollars) or an amount equal to at the district level for School Choice and SES (Unless a lesser amount is needed) Set aside 10% of Title I school allocation for professional development - not required, but highly encouraged

Districts or Multi-Site Charter Schools Identified at the District Level

AYP Stage	AYP Stage Requirements
Stage 0 = Did Not Make AYP	<ul style="list-style-type: none"> Public Reporting
Stage 1=In Need of Improvement 1.1, 1.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Develop and implement a District Improvement Plan Set aside 10% of Title I district allocation (plus any flexed dollars) for professional development* Flexing limited to 30% (unless REAP**) – funds transferred must be used for improvement activities May not be an SES provider
Stage 2=Continuing In Need of Improvement 2.1, 2.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Update and implement a District Improvement Plan Set aside 10% of Title I district allocation (plus any flexed dollars) for professional development* Flexing limited to 30% (unless REAP**) – funds transferred must be used for improvement activities May not be an SES provider
Stage 3=Corrective Action 3.1, 3.2	<ul style="list-style-type: none"> Public Reporting and Notify Parents Update and Implement a District Improvement Plan Set aside 10% of Title I district allocation (plus any flexed dollars) for professional development* No Flexing (unless REAP**) May not be an SES provider Mandatory 2% programmatic set aside of Title I district allocation (plus any flexed dollars) to be used for the District Improvement Plan

It is possible to be identified at the district level and at the school level at the same time. If this is the case, then all requirements above apply.

* School set-aside for professional development may be included in district set-aside for professional development.

** REAP districts may continue to flex if all applicable funding is used to carry out improvement requirements. Transferred funds must be used for improvement activities.

