

School Board Meeting:

August 24, 2009

Subject:

2009 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 2009. 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).

A summary of the 2009 MCA-II results is outlined in the following table:

**Minnesota Comprehensive Assessments 2009
State and District Proficiencies in Math and Reading**

Grade		Math		Reading	
		2008	2009	2008	2009
Gr 3	MN	81.4	82.1	79.0	78.4
	BHM	81.1	84.3	80.0	76.7
Gr 4	MN	71.6	74.8	72.2	74.5
	BHM	76.9	78.0	75.7	77.1
Gr 5	MN	66.0	65.5	73.4	72.2
	BHM	74.6	75.9	81.9	78.2
Gr 6	MN	64.6	63.7	69.6	72.6
	BHM	66.3	63.8	67.8	75.2
Gr 7	MN	61.4	62.6	64.7	64.8
	BHM	62.7	65.8	61.6	64.2
Gr 8	MN	58.2	59.6	65.7	66.8
	BHM	62.7	66.2	65.5	68.5
Gr 10	MN			70.7	74.2
	BHM			68.8	79.4
Gr 11	MN	34.4	41.6		
	BHM	34.7	39.5		

**areas highlighted in green indicate an increase in the percent of students performing at the proficient level at that particular grade as compared to 2008 results*

**areas highlighted in red indicate a decrease in the percent of students performing at the proficient level at that particular grade as compared to 2008 results*

The following talking points were developed based on an analysis of this year's results:

- ✓ Results from the 2009 Minnesota Comprehensive Assessments (MCA-II) shows that the percentage of Buffalo-Hanover-Montrose students scoring at the proficient level in math and reading increased slightly at most grades when compared to last year. BHM students are performing slightly above the state average in both subjects at most grades.
- ✓ In math, BHM students had a higher percentage of students scoring at "meets standards" or "exceeds standards" in math at six of seven grades when compared to last year. BHM students had a higher percentage of students scoring at the proficient level than the Minnesota average at six of the seven grades tested.
- ✓ Like the rest of the state, the greatest increase in math proficiency occurred at Grade 11 math where the district's proficiency rate went up 4.8%. This can be partially attributed to the new more rigorous graduation requirement which provided an additional incentive for students to perform well. However, despite this increase, Grade 11 BHM students scored slightly below state averages. Fifth graders performed particularly well and scored over 10% higher than the state average.
- ✓ Reading proficiency was higher at five of seven grades tested. BHM students also had a higher percentage of students scoring at "meets standards" or "exceeds standards" in reading than the Minnesota average at five of seven grades.
- ✓ The greatest increase occurred at Grade 10 where 10.4% higher than 2008. Students at Grades 5 and 10 both were more than 5% higher than state.
- ✓ Undeniably, the 2009 MCA-II results again reflect an achievement gap between students of color and white students. The numbers are similar to the 2008 test results. Achievement gaps also exist among other subgroups, such as Special Education, LEP, and Free/Reduced Lunch students.

Leadership teams of teachers and administrators from every BHM school recently participated in our district's data retreat. It is at this retreat where teams begin

to analyze the data for their students and plan staff development strategies towards future improvements 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 2-11) 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 two subgroups in the area of math, and four subgroups in reading. Subgroups not meeting 2009 AYP requirements in math are *Special Education* and *Free/Reduced Lunch*. Subgroups not meeting 2009 AYP requirements in reading are *Hispanic*, *LEP (Limited English Proficient)*, *Special Education*, and *Free/Reduced Lunch*. This is the fifth year in the "needs improvement" status, and the sixth 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 2008 is compared to the performance of LEP students in grade 3 during 2009. Growth of individual students is not considered, but rather the subgroup performance.

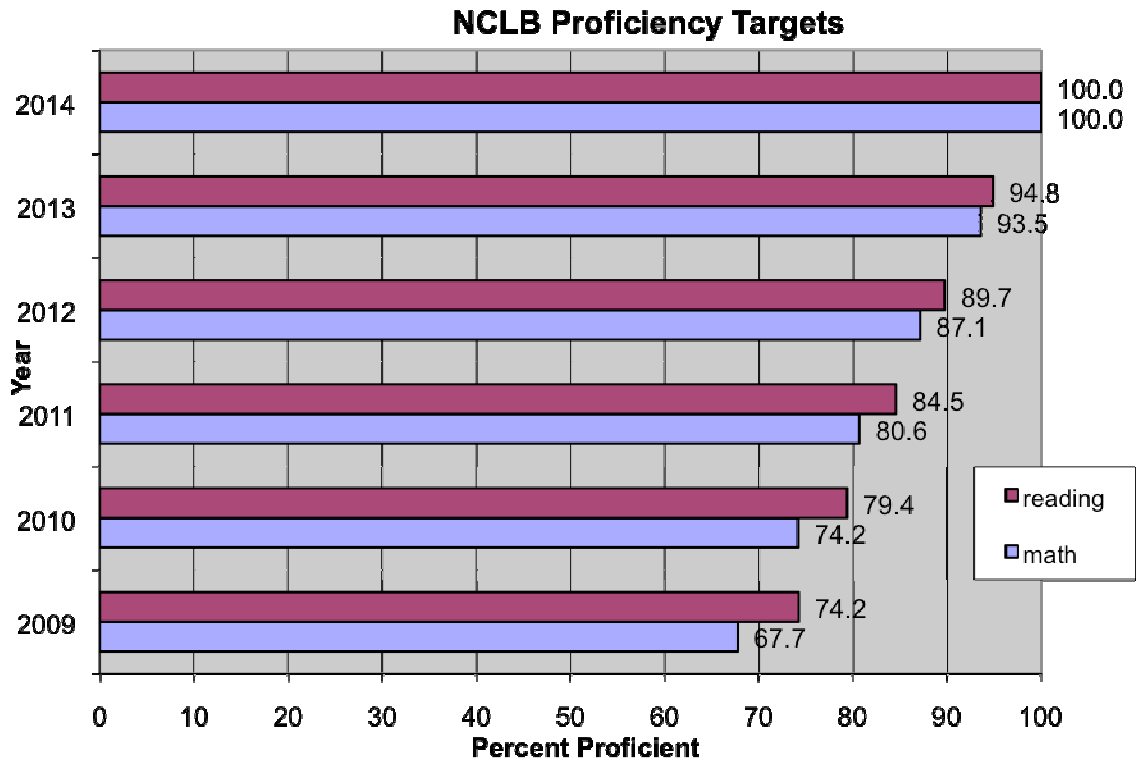
As a consequence of the district's needs improvement status, we are required to set aside 10% of Title I federal funding to deliver staff development to K-12 teachers for improving the services to these subgroup populations. In addition, the district is required to submit a written district improvement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

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. Sites making AYP for 2009 are Discovery Elementary, Hanover Elementary, Parkside Elementary, and Tatanka Elementary. We are especially proud of the fact that Tatanka, who was on the "watch" list last year, now made AYP this year. On the other hand, Montrose Elementary now has been placed on the "watch" list, not making AYP for the first time in 2009. There are no consequences for schools cited in the first year as not making AYP. However, should Montrose Elementary not make AYP in 2009, the school will face the first phase of consequences, as Montrose does receive Title I dollars. The other three sites not making AYP in our district are BCMS, BHS, and Phoenix Learning Center.

NCLB Targets

Measuring adequate yearly progress, of course, is directly linked to the goals of the *No Child Left Behind (NCLB)* legislation. NCLB strives for a 100% proficiency rate for all students by the year 2014. As we move closer to that time line, the targets become more and more challenging to achieve.

Based on our district's 2009 MCA-II results, the following chart displays the targets we need to achieve for all students in order to arrive at the 100% proficiency mark in 2014.

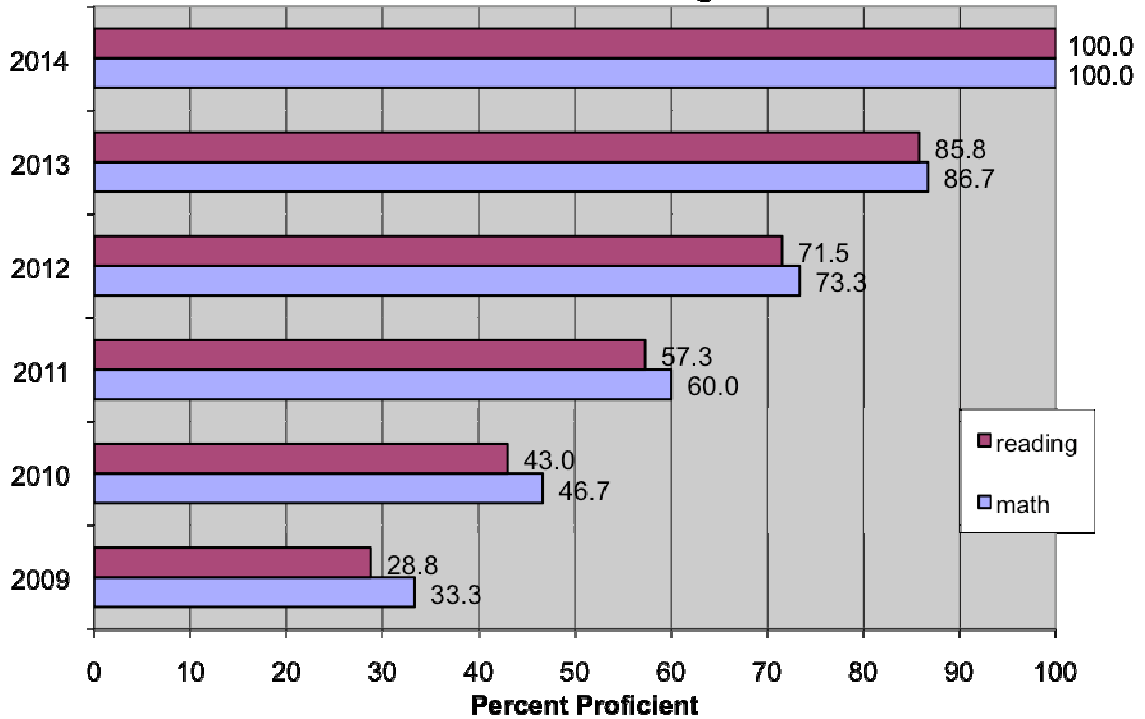


These targets indicate the need for BHM Schools to strive for significant improvement in MCA-II 2010 scores. Our district goal should indicate an increase of 5.2% in the number of students achieving at the proficient level in reading, and an increase of 6.5% increase in the number of students achieving at the proficient level in math.

The challenge will be to determine which strategies will bring forth the greatest value resulting in improved student achievement on these assessments in 2010.

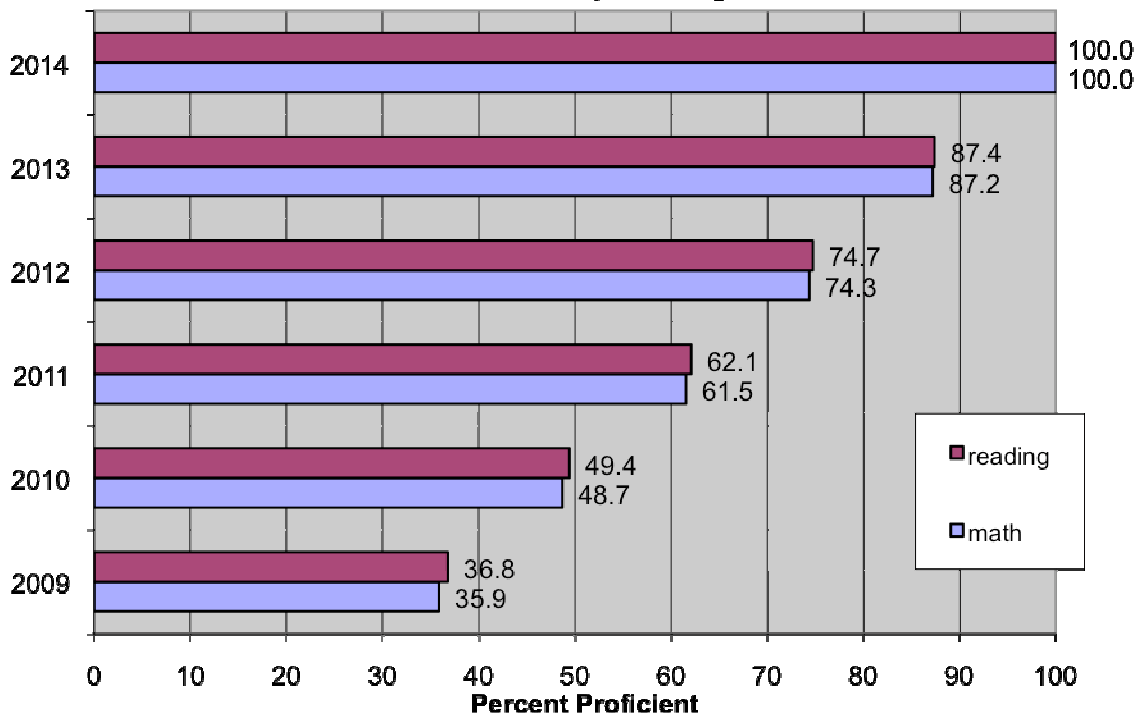
The goals are more pronounced, of course, as we look at the achievement increase needed in the areas of some of our subgroups. For example, the charts below shows the increases required in the achievement of LEP students and Special Education students based on the MCA-II 2009 results and the requirements of NCLB.

NCLB LEP Targets



Whereas the “all students” goal in reading for 2010 indicates a 5.2%, in order to make the same progress towards the requirement of NCLB, the LEP students would need to show a 14.2% increase. Likewise, the “all students” goal in math calls for a 6.5% increase in 2010, however the LEP progress would need to show a 13.4% increase.

NCLB SpEd Targets



The Special Education subgroup shows a similar challenge. The increase called for in reading for 2010 is at 12.6%, and the increase in math for adequate progress would be 12.8%.

Next Steps

An AYP team of district staff will be developing the district improvement plan, which will then be presented to the school board for review prior to submitting the plan to MDE.

Montrose 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-IIIs 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.