

School Board Meeting:

August 23, 2010

Subject:

2010 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-IIIs)* in reading and math in April 2010. 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-IIIs* 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 2010 MCA-II results is outlined in the following table:

**Minnesota Comprehensive Assessments 2010
State and District Proficiencies in Math and Reading**

		Reading		Math	
		2009	2010	2009	2010
All Grades	MN	71.9	72.3	63.9	65.9
	BHM	74.2	78.5	67.7	69.2
Grade 3	MN	78.4	82.8	82.1	82.8
	BHM	76.7	83.0	84.3	86.6
Grade 4	MN	74.5	72.5	74.8	77.0
	BHM	77.1	83.1	78.0	80.0
Grade 5	MN	72.2	76.4	65.5	68.6
	BHM	78.2	81.6	75.9	72.8
Grade 6	MN	72.6	71.7	63.7	68.9
	BHM	75.2	77.3	63.8	72.2
Grade 7	MN	64.8	66.1	62.6	64.4
	BHM	64.2	71.3	65.8	63.0
Grade 8	MN	66.8	68.1	59.6	58.5
	BHM	68.5	70.9	66.2	63.8
Grade 10	MN	74.2	75.3		
	BHM	79.4	81.6		
Grade 11	MN			41.6	43.2
	BHM			39.5	45.8

**areas highlighted in green indicate an increase in the percent of students performing at the proficient level at that particular grade as compared to 2009 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 2009 results*

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

- ✓ Results from the 2010 Minnesota Comprehensive Assessments (MCA-II) shows that the percentage of Buffalo-Hanover-Montrose students scoring at the proficient (grade-level) level in reading increased at all grades when compared to last year. The largest gains occurred at Grades 3, 4 and 7 which all increased proficiency levels by more than 6 percent when compared to 2009.
- ✓ BHM students also had a higher percentage of students scoring at the proficient level in reading than the Minnesota average at all grades. BHM Grade 4 students performed the best when compared to the rest of the state with proficiency levels more than 10% higher than the rest of Minnesota.
- ✓ In math, the results are also impressive, but slightly less so than in reading. BHM students had higher percentages of students scoring at the proficient level at four of seven grades when compared to 2009 (proficiency levels increased at six of seven grades at the state level). The greatest improvement in math occurred at Grade 6 where proficiency rates increased more than 8% when compared to last year.
- ✓ BHM students had a higher percentage of students scoring at the proficient level in math than the Minnesota average at six of the seven grades tested. BHM Grade 8 students performed the best when compared to Minnesota with proficiency levels more than 5% higher than the rest of the state.
- ✓ Undeniably, the 2010 MCA-II results again reflect an achievement gap between white students and their counterparts. Several minorities, students with limited English speaking ability, special education and lower socio-economic status all performed lower than their white counterparts. The problem is not local as our results mirror those from around the rest of the state. BHM continues to plan improvement strategies designed to raise expectations and performance for all students.

Leadership teams of teachers and administrators from every BHM school participated in our district's data retreat on Thursday, August 19, 2010. 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 five subgroups in the area of math. Subgroups not meeting 2010 AYP requirements in math are *Special Education, Free/Reduced Lunch, Limited English Proficient, Black, and Asian/Pacific*. It is important to note that the district met the AYP requirements in all subgroups in the area of reading for 2010! This is the sixth year in the "needs improvement" status, and the seventh 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 2009 is compared to the performance of LEP students in grade 3 during 2010. 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.

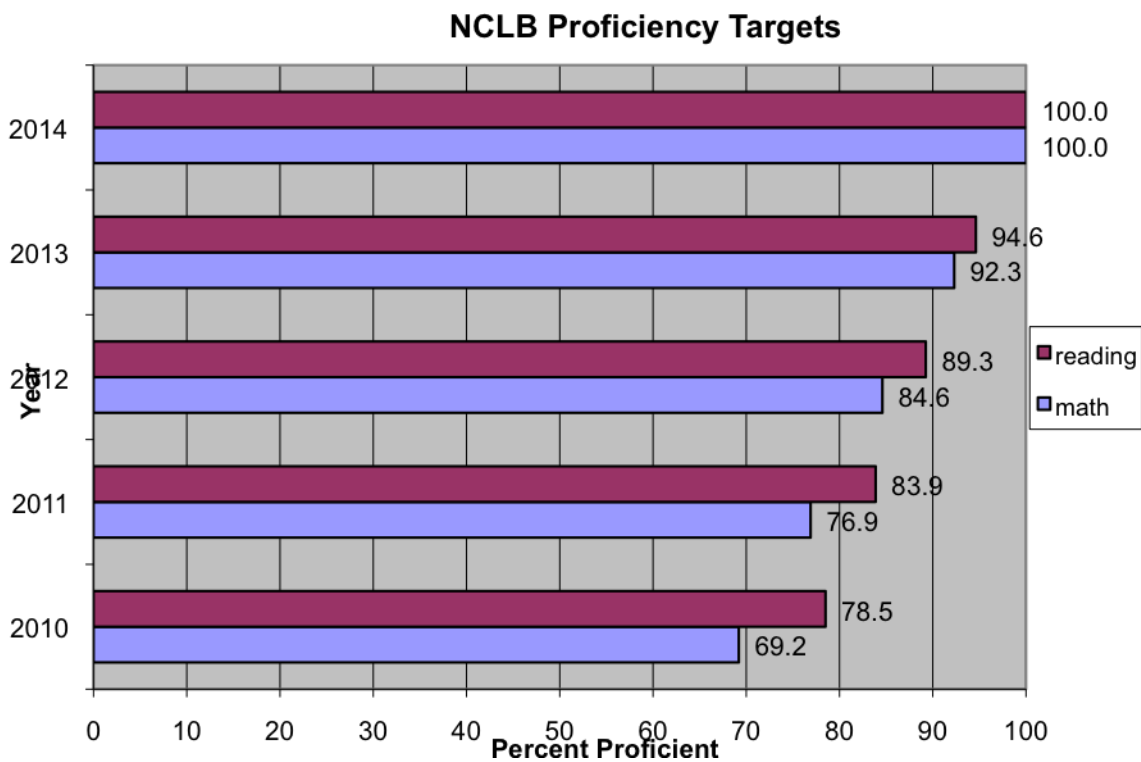
In addition to examining the status of AYP at the district level, each school is measured for AYP. In our district, only two of our schools met AYP. Sites making AYP for 2010 are Discovery Elementary and Parkside Elementary. As a site receiving Title I funds and not making AYP for two consecutive years, Montrose Elementary now enters into the first phase of consequences. This first phase of consequences includes setting aside site Title I dollars for professional development, the development of a school improvement plan, and offering parents of Montrose Elementary students a choice to transfer to another district site not listed as "needs improvement." In our case, this is only Parkside

Elementary. The district is required to send a letter to parents of Montrose Elementary students communicating their option to transfer students to Parkside. This communication must be sent 14 days prior to the start of the school year. We do not anticipate many parents wishing to take advantage of this opportunity.

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 2010 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.

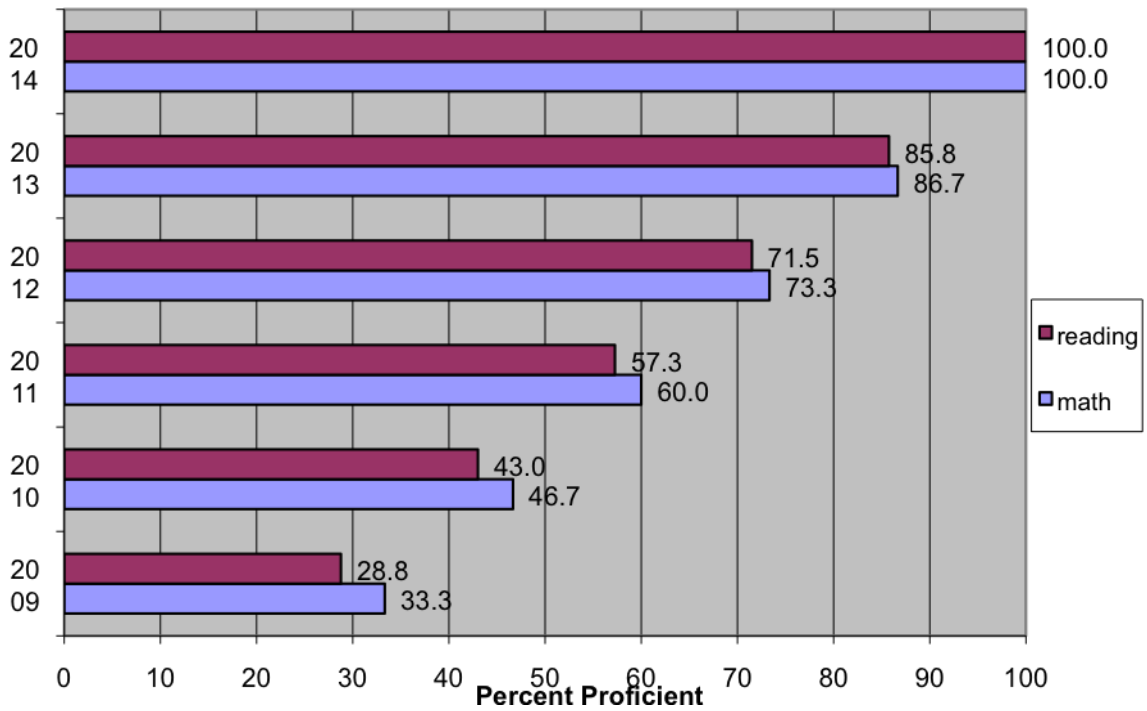


These targets indicate the need for BHM Schools to strive for significant improvement in MCA-II 2011 scores. Our district goal should indicate an increase of 5.4% in the number of students achieving at the proficient level in reading, and an increase of 7.7% increase in the number of students achieving 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 2011.

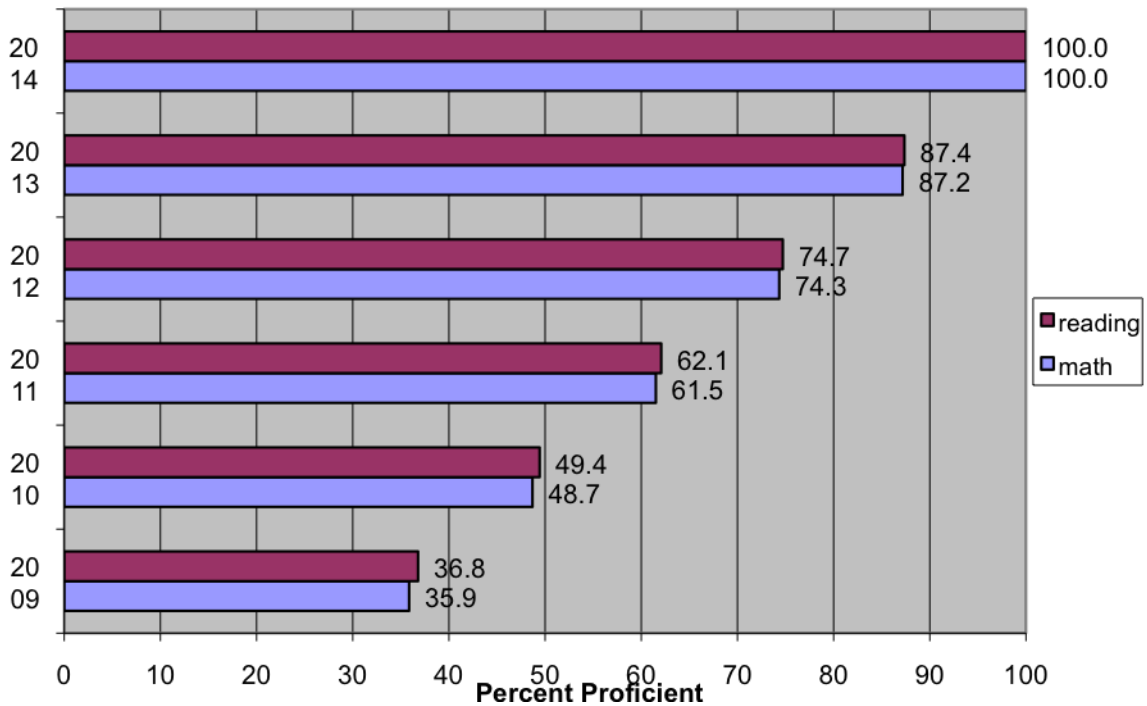
The goals are more pronounced, of course, as we look at the achievement increase needed in the areas of some of our subgroups. For example, the charts below shows the increases required in the achievement of LEP students and Special Education students based on the MCA-II 2010 results and the requirements of NCLB.

NCLB LEP Targets



Whereas the "all students" goal in reading for 2011 indicates a 5.4%, 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 7.7% increase in 2010, however the LEP progress would need to show a 13.3% increase.

NCLB SpEd Targets



The Special Education subgroup shows a similar challenge. The increase called for in reading for 2011 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. They will also develop and implement a school improvement plan, hoping to avoid additional AYP consequences next year by meeting the AYP requirements.

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.