

Annual Report on Curriculum, Instruction and Student Achievement 2011-2012

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 2011-2012 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 *Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)* test. 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)	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. All MCA assessments, except high school math, will be MCA-III series this year.
Minnesota Test of Academic Skills (MTAS)	Alternate assessments utilized by a small percentage of district special education students that take the place of MCA 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 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 given at high school.
Assessing Comprehension and Communication in English State-to-State for ELLs (ACCESS)	The ACCESS for ELLs is a language proficiency assessment given to Kindergarten through 12 th graders who have been identified as English language learners. ACCESS is designed to assess progress in acquiring the academic English language.
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 2012-2013

September 17 - October 5	MAP Testing (Grades 2-8, selected students at Grades 9-10)
November 7	GRAD Writing Retests (Grades 10-12)
February 4 - March 22	ACCESS Testing for English Learners
March 18 – May 10	MTAS (Alternate assessments in math, reading and science)
April 16	MCA Reading/Modified MCA (Grades 3-8, 10: Segments 1 & 2) MCA Math/Modified MCA Math (Grade 11: Segments 1 & 2) GRAD Grade 9 Written Composition (and senior retakes)
April 17	MCA Reading/Modified MCA Reading (Grades 3-8, 10: Segments 3 & 4) MCA Math/Modified MCA Math (Grade 11: Segments 3 & 4)
April 18 – 26*	Online MCA Math (Grades 3-8)
April 22-26	MCA Science Testing (1 st Semester biology students)
April 29 – May 24	MAP Testing (Grades 2-8, selected students at Grades 9-10)
May 13 – 17	MCA Science Testing Begins (Grades 5, 8 and 2 nd semester biology students)
July 23	GRAD Writing Retest (Grades 10-12)

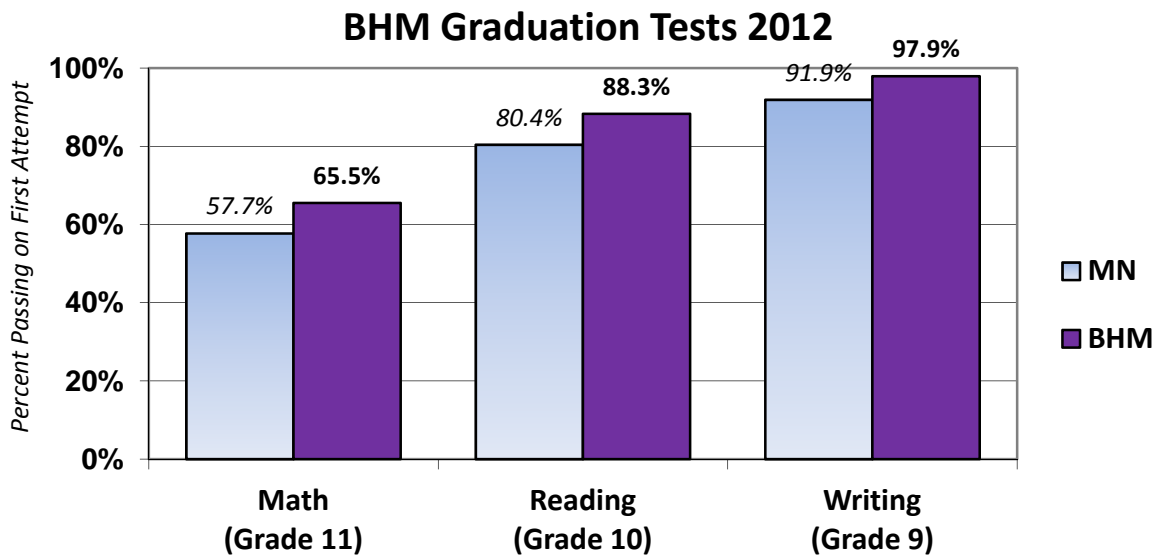


- Please plan family vacations with these dates in mind. Federal legislation requires 95% of district students to participate in the MCAs because the results are used in determining adequately yearly progress towards *No Child Left Behind* as well as the *Minnesota Multiple Ratings*.
- High school GRAD retests in reading (Grades 11-12) and math (Grade 12) are offered monthly with testing scheduled from the first Tuesday through Wednesday of the following week. Students are eligible to retest every other 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 (MCAs)* in mathematics and reading, or attain a scale score of 50 (approximately 75% percent correct) on GRAD tests contained within them.



BHM students displayed their best performance since GRAD testing began. The percentage of district students passing reached their highest levels in all three subjects. 97.9% of BHM Grade 9 students passed the GRAD written composition assessment administered last April compared to 91.9% of Minnesota students.

88.3% of BHM Grade 10 students passed the GRAD reading requirement, compared to 80.4% of Minnesota students. 65.5% of BHM Grade 11 students passed the GRAD math requirement when first administered last spring, compared to 57.7% of Minnesota students.

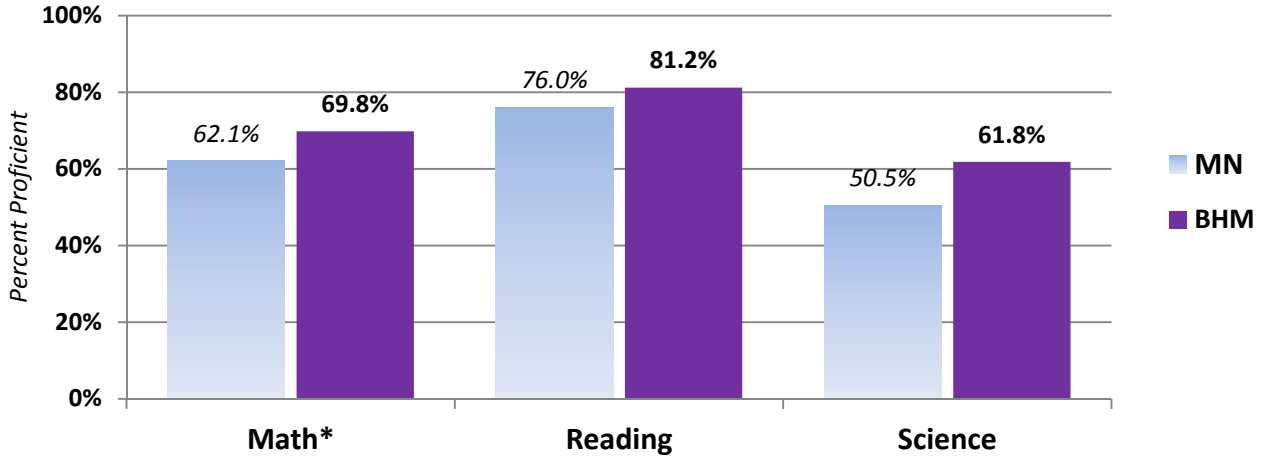
If students do not pass a GRAD test the first time they are administered, there are multiple opportunities to take them again. Students who do not pass GRAD tests in math or reading have opportunities to retest every other month, and there are two or three opportunities to retest in written composition 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-IIs are administered at grades 3-8 and 10, math MCA-IIIs at Grades 3-8 and MCA-II at Grade 11, and science MCA-III 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.

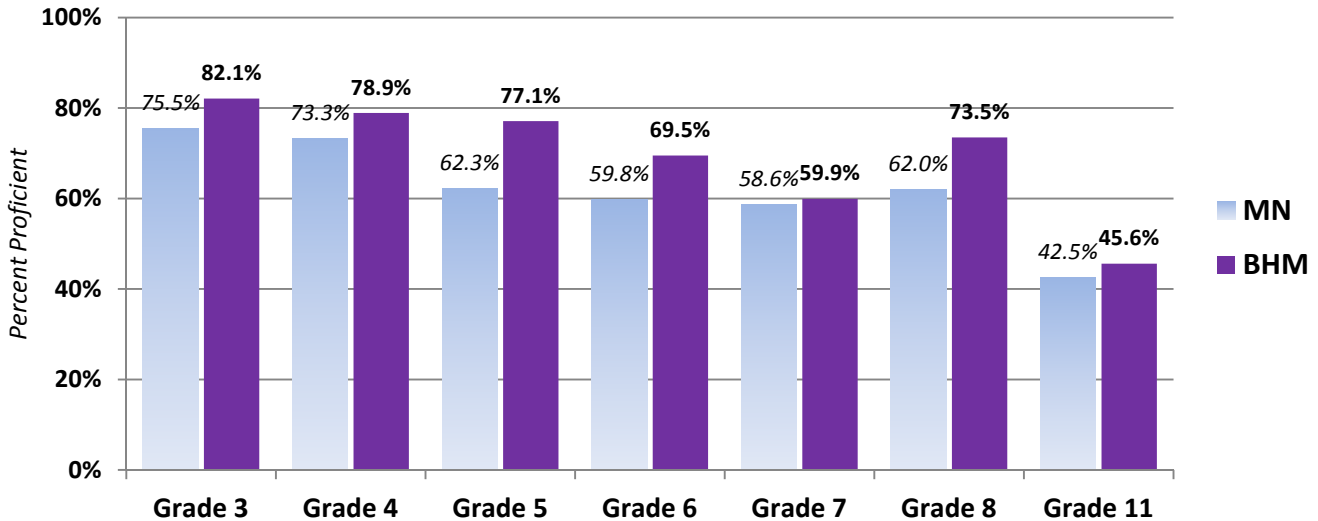
Percent of 2012 BHM Students "Meeting" or "Exceeding" Standards



* Includes MCA-III at Grades 3-8 and MCA-II at Grade 11

Results from the 2012 MCAs show the percentage of BHM students scoring at the “meets” or “exceeds” standards up slightly in reading, and more significantly in math and science when compared to 2011. In reading, 81.2% of BHM students (up from 78.7% in 2011) were judged proficient compared to 76.0% of Minnesota students. This is the district’s highest proficiency rate in the seven-year history of the MCA-II. In math, 69.8% of BHM students (up from 63.3% in 2011) scored at proficient levels in math compared to 62.1% for the state.

MCA Mathematics Proficiency 2012

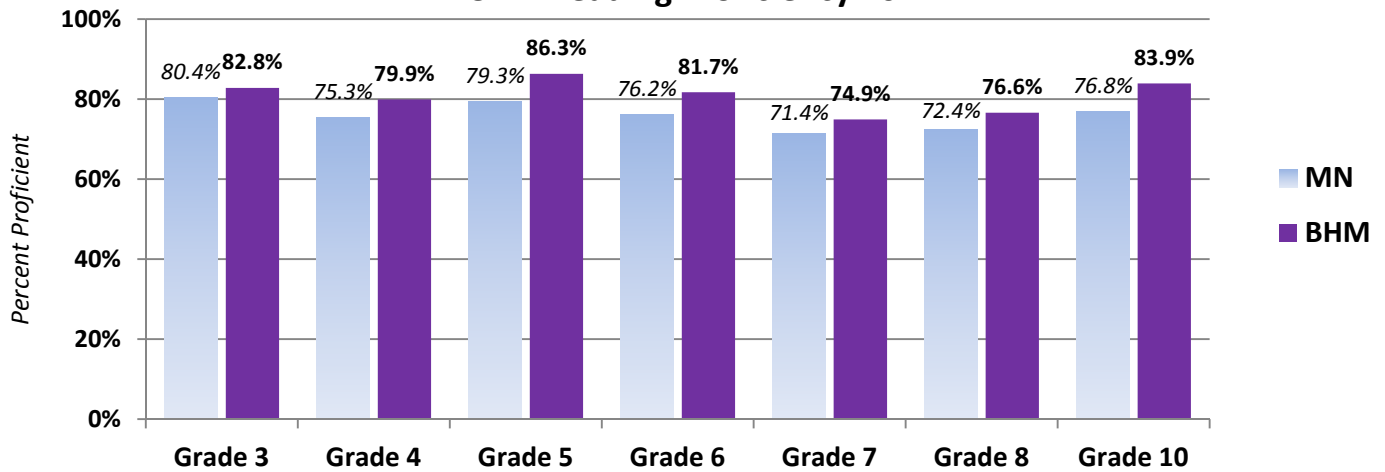


Proficiency rates in math were considerably higher in BHM and the state when compared to 2011. The percentage of all Minnesota students proficient in math increased 6.1% from 2011. BHM students showed a slightly larger increase of 6.5%. Part of the explanation for these increases is that scores rebounded from 2011 when new, tougher math standards were implemented that introduced kids to algebraic concepts much earlier. Locally, new math curriculum was

implemented district-wide in BHM in 2010-11 and staff has become more comfortable with the new materials that focus on more rigorous content. The online MCA math test administered at Grades 3-8 in 2012 used new adaptive technology that customized tests based on a student's answers. In addition, students at Grades 3-8 could take the math test up to three times with the highest serving as their "official" score (rules have changed for 2012-13).

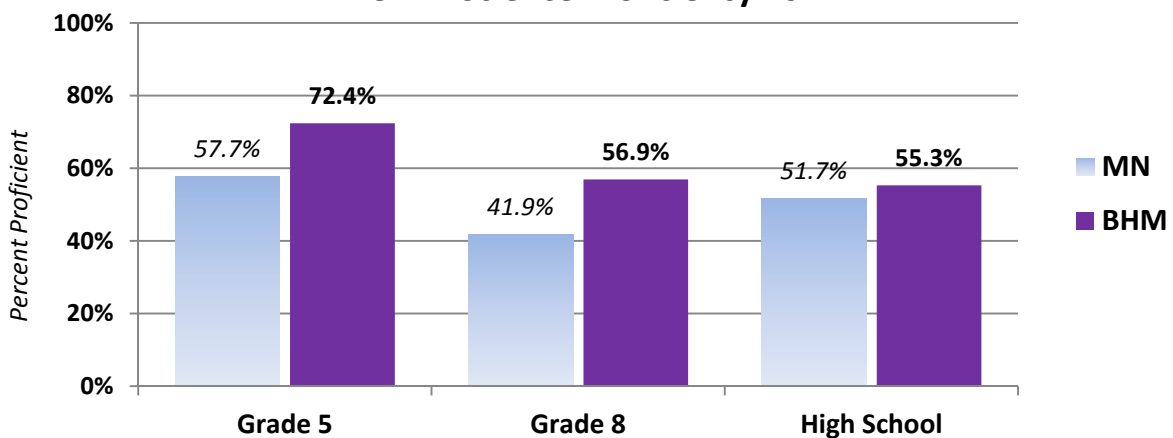
Statewide math proficiency decreased at Grade 11 from 48.6% in 2011 to 42.5% in 2012. This grade continued to assess students based on older standards. It appears that juniors are not taking this test as seriously as in the past because they know they're not required to pass it in order to graduate. Because scores were so low the legislature changed the law and allowed students for a five-year period to be exempted from the test if they take the retake twice and complete district-sponsored remediation. The current sophomore class will be required to pass their math graduation test starting in the spring of 2014.

MCA-II Reading Proficiency 2012



The number of BHM students scoring at the proficient level in reading was well above the state average and increased from 78.7% in 2011 to 81.2% in 2012. Reading proficiency in BHM increased at five of seven grades when compared to last year. The greatest gains occurred at Grade 8 where 76.6% of BHM students scored in the proficient range in reading, compared to 69.1% in 2011. BHM students at Grade 6 also showed significant gains with proficiency rates in reading increasing from 75.1% in 2011 to 81.7% in 2012. Proficiency rates at both grades are well above state averages.

MCA-III Science Proficiency 2012



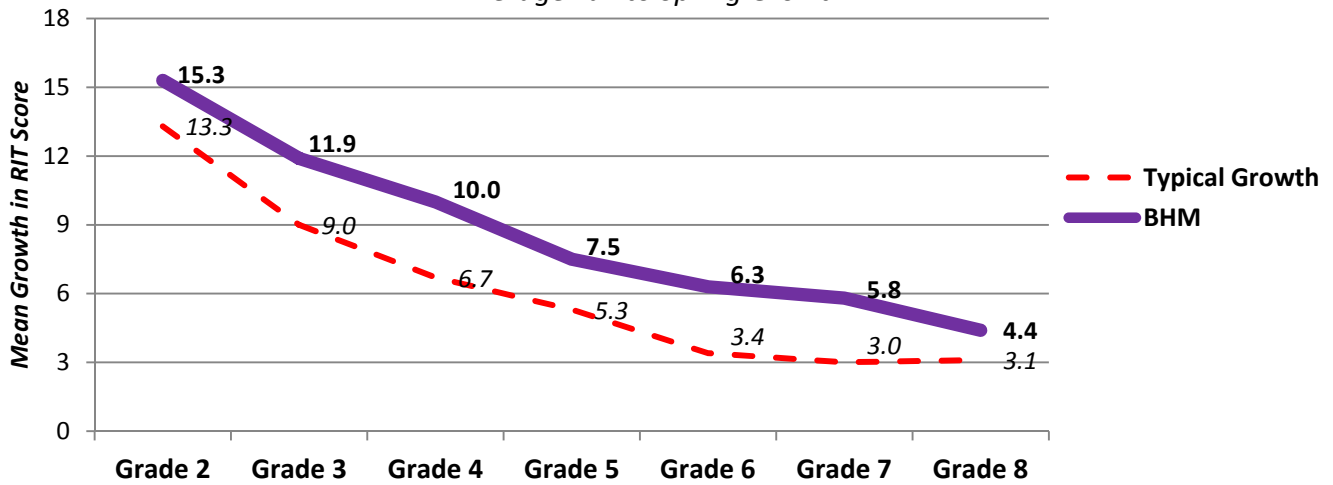
All students at Grades 5 and 8, as well as high school students who completed Biology during the 2011-12 school year (mostly 10th graders) were administered the MCA-III Science assessment. This was the first administration of the test based on newly revised MCA-III science standards. As a district, 61.8% of BHM students were proficient in science compared to 50.5% of MN students. BHM students outperformed their statewide counterparts by large margins at Grades 5 and 8, but only slightly above the state average at high school.

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) tests were administered at Grades 2-8, and selected high school students. Information from these tests is used to identify each student's individual instructional level in reading and math. MAP tests are administered during the fall and spring and 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 2011-12

Average Fall to Spring Growth

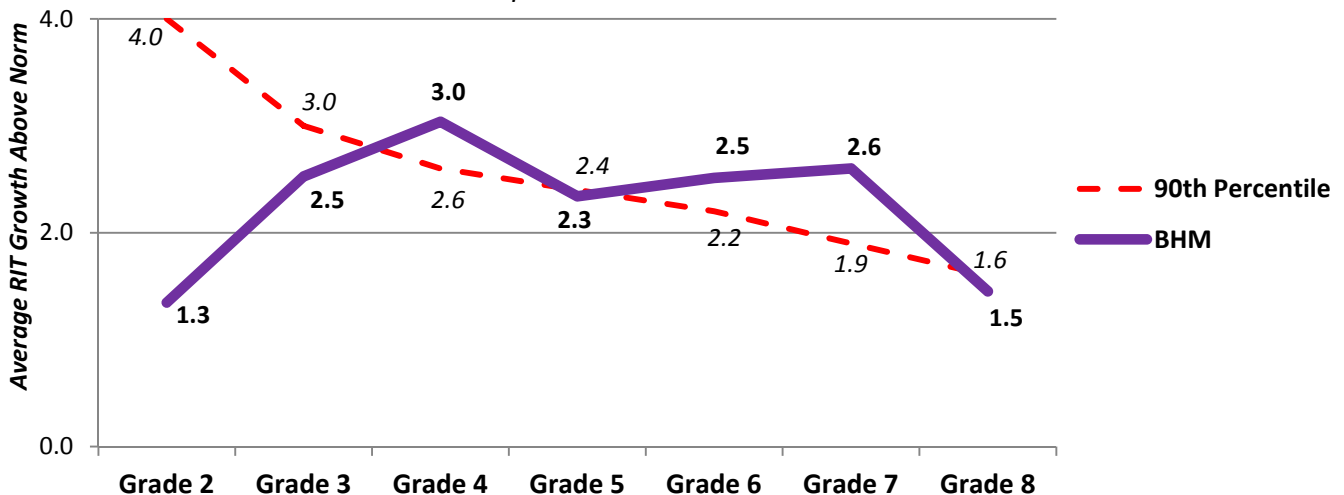


The graph above shows that BHM students demonstrated more growth, on average, in reading during the school year than what is typical in the NWEA national sample at all grades. Essentially this means district students are demonstrating more growth in reading, on average, than NWEA's norm group. Above average growth was greatest at Grade 4.

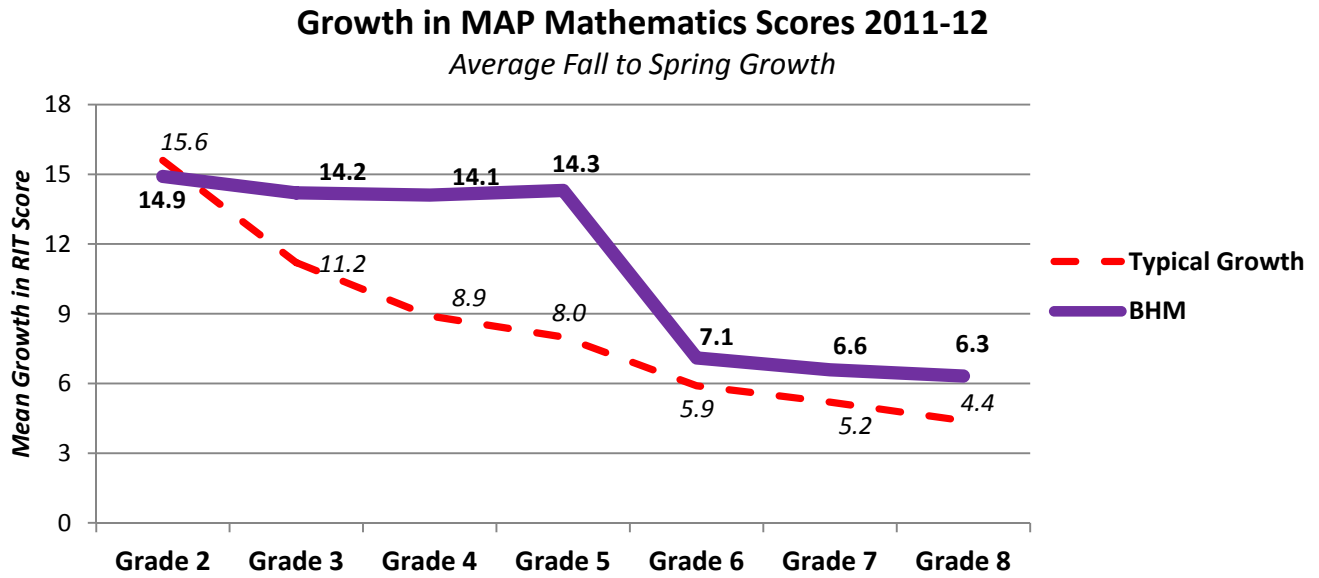
One of the district's goals for 2011-12 was for all grades to show growth in mathematics equal to that of the 90th percentile of schools nationwide. This was setting the bar high. The graph below shows that BHM students reached the 90th percentile in reading growth at Grades 4, 6 and 7. The fact that all grades are above "zero" means that average growth in reading exceeded national norms at all grades.

MAP Reading Growth Index 2011-12

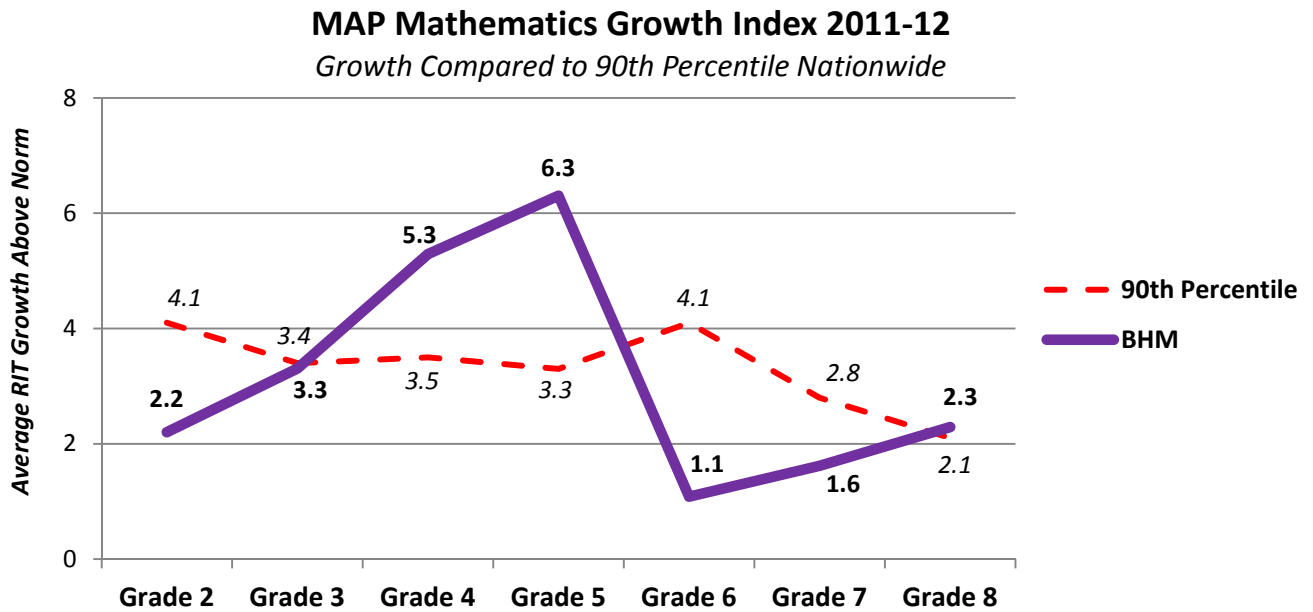
Growth Compared to 90th Percentile Nationwide



The graph below shows that BHM students also demonstrated more growth, on average, in mathematics at seven of eight grades than the NWEA norm group. Growth was highest at Grade 5, but Grade 4 was also well above national norms.

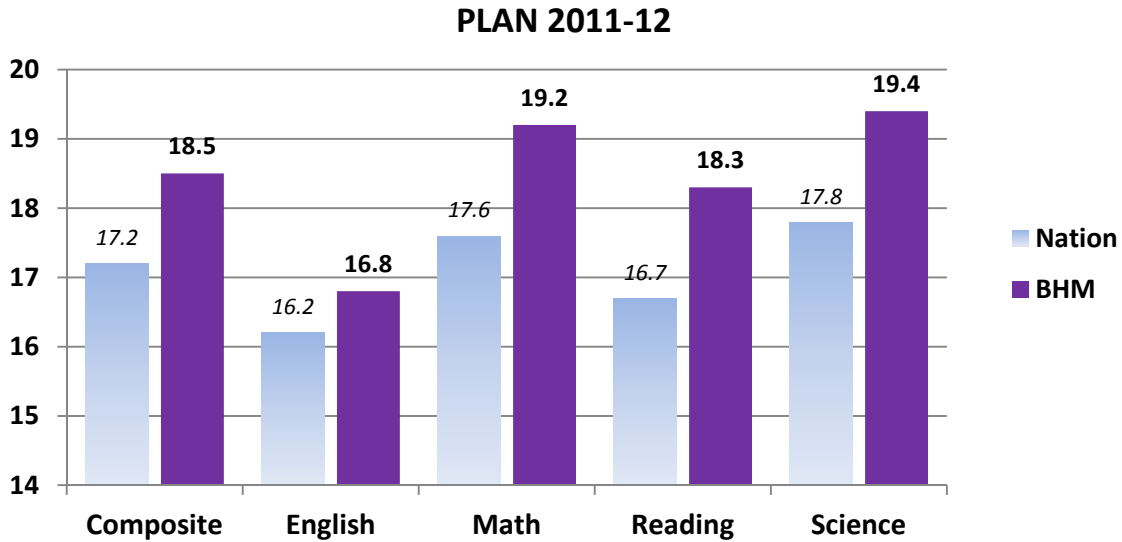


Another one of the district’s goals was for all grades to show growth in mathematics equal to that of the 90th percentile. The graph below shows that BHM students reached the 90th percentile in mathematics growth at Grades 4, 5 and 8. The fact that all grades are above “zero” means that average growth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



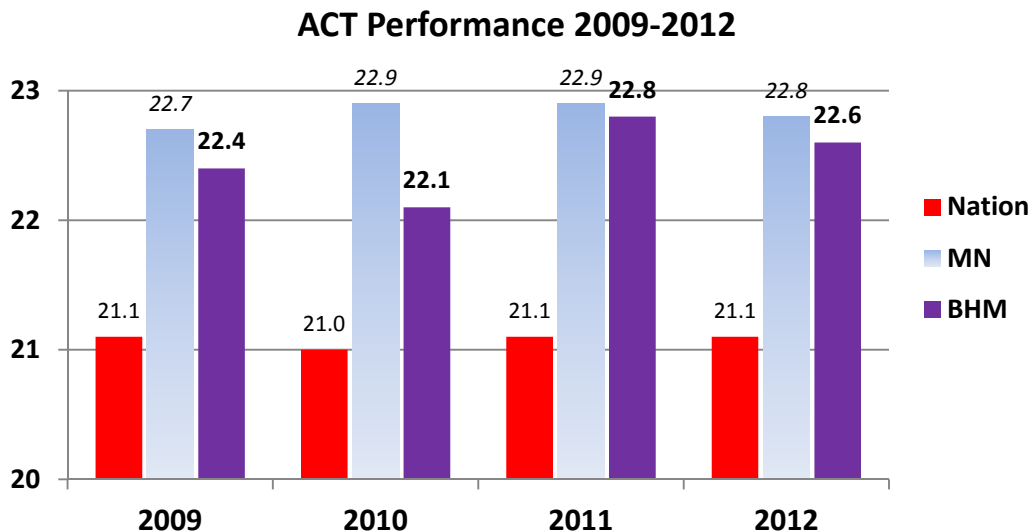
Grade 10 PLAN Test

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.



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 2012 average ACT composite score was 22.8 on a 0 to 36 point scale. Minnesota was the highest in the nation among the 28 states in which more than half the college-bound students took the test in 2012. Minnesota has led the nation in average composite ACT scores for eight consecutive years. BHM students saw their average on the ACT decrease slightly from 2011, remaining slightly below average when compared to the rest of Minnesota but considerably above national norms.



BHM Student Achievement Goals for 2012-13

Each year the School Board develops goals designed to impact instruction and student achievement within the district. The following are the three goals for 2012-13:

District Goal #1: (Proficiency)

Demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the MCA in math, and demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the MCA in reading.

Supporting Data (evidence of need):

A 4% increase was chosen as the district goal as this would represent a statistically significant increase in math and reading proficiency levels. Previous results and targets for 2012-13 are found below.

Students demonstrating proficiency:	Math	Reading
Actual results 2010-11	63.3%	78.7%
Actual results 2011-12	69.8%	81.2%
Target results 2012-2013	73.8%	85.2%

District Goal #2: (Academic Growth)

Score at the 90th percentile or above in mean growth percentile as 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.

Math	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
BHM Results 2011-12	76th	92nd	97th	99th	57th	73rd	85th
Target 2012-13	90th	90th	90th	90th	90th	90th	90th

Reading

BHM Results 2011-12	70th	89th	96th	95th	91st	94th	89th
Target 2012-13	90th	90th	90th	90th	90th	90th	90th

District Goal #3: (Achievement Gap Reduction)

All Achievement Gap Reduction (AGR) z-Scores for each subgroup will be reported as a negative number, therefore indicating BHM students in all subgroups are making strides towards reducing the achievement gap. These numbers will be reported through the Multiple Measures Rating (MMR) based on the MCA data in reading and math.

Supporting Data (evidence of need):

Recently released Minnesota Multiple Ratings (MMR) indicates the BHM district is making strides towards reducing the achievement gap. However, not all subgroups registered a negative number. Our goal is for each subgroup population to be demonstrating greater growth than other populations.

District/Community Teaching & Learning Council 2012-2013 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. Its 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
2. **Joy Kieffer** Director of SpEd Services
3. **Don Metzler** Elementary Principal
4. **Mark Mischke** Secondary Principal
5. **Becca Young** English Learner Teacher
6. **Bev Koopman** Elementary Teacher
7. **Micah Morris** Secondary Teacher
8. **Sue Lee** School Board Member
9. **Melissa Brings** School Board Member
10. **Kayla Johnson** Parent
11. **Kate Snellman** Parent
12. **Phil Giddings** Parent
13. **Angela Miller** Parent
14. **Julie Kiernan** Parent
15. **Tom Stanforth** Parent
16. **Beth Davis-Salonek** Parent
17. **Joy Westerdahl** Parent
18. **Jamen Wikler** Community Member
19. **Ann Hill** Community Member
20. **Elyse Phillips** Community Member