

MDE requires school boards to receive the Annual Report of Curriculum, Instruction, and Student Performance. The enclosed report provides standardized testing information relative to the 2012-13 school year.

# Becker ISD 726

## Annual Report on Curriculum, Instruction and Student Achievement

### 2012-2013

*Preparing self-directed learners to thrive in a changing global community*

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This annual report, written for the constituents of the Becker School District, contains information related to the curriculum, instruction and student achievement progress over the past school year.

The Minnesota Department of Education provides a checklist to school districts requiring the following information:

- Student Achievement Goals for Minnesota Standards
- Results of local assessment data, and any additional test data
- Annual improvement plans including staff development goals
- Previous Improvement Plan Progress
- District Advisory Committee information

Additional copies are available from the District Office.

#### **District Advisory Committee**

Each of the state's K-12 Public Schools participate in the Minnesota System Accountability Process which encourages the district's citizens to provide advice and feedback to the school system regarding educational program effectiveness. This report is one part of this process. To accomplish the System Accountability goals, each district must have a committee, composed of citizens and school personnel, who assure that the district has processes in place to meet the requirements of the law. Our District Curriculum Advisory Committee provides this system accountability. Meetings are held a minimum of three times per year.



#### **Members 2013-2014**

##### **Parents and Community Members**

Kristen Ryan, Bruce Parsons, Heather Thiesen, Sarah Johnson,  
Mike Steckelberg, Kris Reichle, Rollie Oliver, Nancy Hendrickson

##### **Student Representatives**

Kendra Buettner, senior, Student Council  
TBD, junior, Student Council

##### **School Board Representatives**

Lori Molus, Mark Swanson

##### **BEA Representatives**

Regan Anderson  
Julie Knutsen

Committee membership is open to parents and other members of the community who are interested in curriculum instruction and student achievement. A second criterion is to balance our membership with parents of children from all four buildings. Finally, we strive to include members who do not have children in our school but have a passion for the continuous improvement of our school district. Members serve three-year terms. If you are interested in becoming a member, call or stop by the District Office to pick up an application. Applications are available on the district website and are due by June 1 but the deadline will be extended if additional members are needed.

## Becker Curriculum Review Cycle

	2010 – 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 – 2016
<b>Year 1</b> Research, Planning and Design	Social Studies Business Ed. Informational Literacy	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention	Math Technology Education	Science World Lang. Art Music	Social Studies Business Ed. Informational Literacy
<b>Year 2</b> Review Instructional Methods and Materials	Science World Lang. Art Music	Social Studies Business Ed. Informational Literacy	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention	Math Technology Education	Science World Lang. Art Music
<b>Year 3</b> Implementation	Math Technology Education	Science World Lang. Art Music	Social Studies Business Ed. Informational Literacy	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention	Math Technology Education
<b>Year 4</b> Monitor and Adjust	Language Arts ELL Special Ed. Intervention	Math Technology Education	Science World Lang. Art Music	Social Studies Business Ed. Informational Literacy	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention
<b>Year 5</b> Program Review	Health Phy. Ed FACS	Language Arts ELL Special Ed. Intervention	Math Technology Education	Science World Lang. Art Music	Social Studies Business Ed Informational Literacy	Health Phy. Ed FACS



# Becker Public Schools Curriculum Review Process

*VISION: Preparing self-directed learners to thrive in a changing global community*

- **YEAR 1: Research, Planning & Design**
  - Continue to review data (from year 5)
  - Compare current curriculum to Minnesota state standards and/or National standards, research, and best-practice recommendations
  - Identify strengths of the current program and areas for improvement
    - Research trends and issues that affect the subject area
    - Investigate best practices
    - Gather parent input through advisory committees
    - Identify model programs and/or experts to consult
    - Conduct school visits to observe programs and make comparisons
  - Develop improvement plan - goals/timeline for research/self-study
  
- **YEAR 2: Review Instructional Methods and Materials**
  - Review improvement plan – what do we plan to accomplish?
  - Develop an implementation plan to ensure K-12 articulation and inclusion of ISTE standards, and consideration of 21<sup>st</sup> Century Skills (Wagner 2008)
  - Create a standards-based alignment chart and identify units of study
  - Review and select materials (including digital resources) for purchase
  - Identify professional development needs to support implementation
  
- **YEAR 3: Implementation**
  - Provide appropriate professional development for faculty on content and/or instructional strategies
  - Implement new materials and/or instructional strategies
  - Continue to align curriculum, linking standards, resources, and assessments
  - Identify Essential Learner Outcomes for appropriate grades/classes
  - Spring – review alignment charts to ensure coverage of standards, and make necessary revisions (curriculum, instruction, and/or pacing)
  
- **YEAR 4: Monitor and Adjust**
  - Implement revisions and update alignment charts
  - Design standards-based common formative and summative assessments using a variety of assessment types – focus on Essential Learner Outcomes
  - Examine data and gather teacher input on effectiveness of programming
  - Make necessary revisions (curriculum, instruction, and/or pacing)
  
- **YEAR 5: Program Review**
  - Implement revisions (curriculum, instruction, and/or pacing) and update alignment charts
  - Review program to ensure consistency in K-12 program
  - Review data: surveys, district, state, and national assessments, teacher observations
  - Compare actual to intended results (review goals from year 1)

## Curriculum and Instructional Technology

The departments of **Curriculum and Instruction** and **Instructional Technology** engage in a collaborative and purposeful exploration of technology tools at every stage of the curriculum review process. In order to continuously improve student engagement and outcomes, and fully prepare our students for life after high school, we specifically focus on the following goals:

- \*The creation of digital learning environments that are student-centric, collaborative, and use 21<sup>st</sup> century skills to promote the development of complex thinking
- \*Providing online and digital instructional materials available to students 24/7
- \*Development of activities and tools that specifically address Essential Outcomes, enhance the differentiation and individualization of content, and that strive to meet the learning styles and special needs of all students
- \*Development of content and activities that foster awareness and relationships with community locally and globally



Students in grades 8-12 are provided with their own iPad by the school district. iPad carts are readily available in Kindergarten through 7<sup>th</sup> grade.



# District Assessment Plan 2013-14

Becker School District Assessment Plan 2013-2014

Grade	Dibels Reading	NWEA Reading	NWEA Math	MCA Reading	MCA Math	MCA Science	GRAD Writing	Exp Plan ACT	Fall 13-14	Winter 13-14	Spring 13-14
<b>K</b>	X	X	X						Dibels R*	Dibels R	Dibels R
											NWEA M & R
<b>1st</b>	X	X	X						Dibels R	Dibels R	Dibels R
									NWEA M & R	NWEA M & R	NWEA M & R
<b>2nd</b>	X	X	X						Dibels R	Dibels R	Dibels R
									NWEA M & R	NWEA M & R	NWEA M & R
<b>3rd</b>	X	X	X	X	X				Dibels R	Dibels R	Dibels R
									NWEA M & R	NWEA M & R	
										OLPA Math	MCA M & R
<b>4th</b>	X	X	X	X	X				Dibels R	Dibels R	Dibels R
									NWEA M & R	NWEA M & R	
										OLPA Math	MCA M & R
<b>5th</b>	X	X	X	X	X	X			Dibels R	Dibels R	Dibels R
									NWEA M & R	NWEA M & R	
										OLPA Math	MCA M, R, S
<b>6th</b>	X	X	X	X	X				<i>DIBELS R</i>	OLPA Math	MCA M & R
									NWEA M & R	NWEA M & R	
<b>7th</b>		X	X	X	X					OLPA Math	MCA M & R
									NWEA M & R	NWEA M & R	
<b>8th</b>		X	X	X	X	X		X	NWEA M & R	OLPA Math	MCA M, R, S
									NWEA M & R	NWEA M & R	
										EXPLORE	
<b>9th</b>		X	X				X			<b>NWEA R</b>	
<b>10th</b>				X		X		X		<b>NWEA M</b>	MCA Reading
										PLAIN	MCA Science
<b>11th</b>					X			X		ACT	MCA Math
										PSAT/SAT	

**NWEA Testing Windows**  
 Fall Sept 16 - Oct 11  
 Winter Jan 6 - Jan 31  
 Spring May 1 - May 31

**DIBELS Testing Window**  
 Fall Sept 3 - Sept 30  
 Winter Dec 2 - Dec 20  
 Spring May 1 - May 31

**Italics denote not all students**  
**Bold print - HS - students test when course completed**  
 \*R denotes reading  
 \*M denotes math

## Minnesota Comprehensive Assessment Results Reading, Mathematics & Science

Student proficiency on state standards is measured by the MCA tests. The Math MCAs are given to students in grade 11. The Science MCAs are given to students in the fifth grade, eighth grade and all high school students completing life science. In addition, a written comprehension assessment is given in grade 9.

### **Minnesota Comprehensive Assessments tests have two purposes:**

- (1) To document, or measure, student's achievement with regard to the MN Standards.
- (2) To inform curriculum decisions at the school and district level.
  - Principals and teachers review test data to identify individual student's needs and determine program adjustments.
  - The Director of Curriculum examines this data with the language arts, mathematics and science teachers to determine if program revisions are needed.
  - The District Advisory Committee reviews the assessment results provided in this report in an advisory capacity to the school board.

While the MCA II provides only a snapshot of student achievement related to the MN Standards, the district uses this information to the fullest extent possible. Multiple data sources must be considered when determining student progress.

### **Our Student Achievement Goals include:**

- Increasing the percent of students scoring at or above grade level proficiency.
- Decreasing the percent of students not meeting or partially meeting proficiency.
- Increasing the grade level average scale score.

**Achievement Level** - Based on the number of questions answered correctly, the student will be classified as: Does not meet the standards, Partially meets the standards, Meets the standards, or Exceeds the standards. Following is a description of each Achievement Level.

**Does not meet the standards:** Students at this level succeed at few of the most fundamental skills of the Minnesota Academic Standards.

**Partially meets the standards:** Students at this level partially meet the skills of the Minnesota Academic Standards.

**Meets the standards:** Students at this level meet the skills of the Minnesota Academic Standards.

**Exceeds the standards:** Students at this level exceed the skills of the Minnesota Academic Standards. Students are assigned an achievement level based on their scale score. The commissioner approves cut scores used to assign achievement levels. The cut score for levels P (Partially) and M (Meets) are 640 and 650 respectively. The cut score for level E (Exceeds) will vary slightly by grade, subject and year. However, the difficulty required to meet that score remains the same.

**The Graduation-Required Assessments for Diploma (GRAD)** are the state tests that fulfill Minnesota's high school graduation requirement for students who first entered grade 8 in 2005-06 or later. These tests measure student performance on essential skills in Writing, Reading and Mathematics for success in the 21st century. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be retest opportunities available.

(taken from Minnesota Department of Education website)

## MCA Spring 2013 Highlights

Becker School **District** scored higher on both Reading and Math in comparison to other MN students for 2013.

Becker students in **all grades** tested, scored higher in Math than the state average.

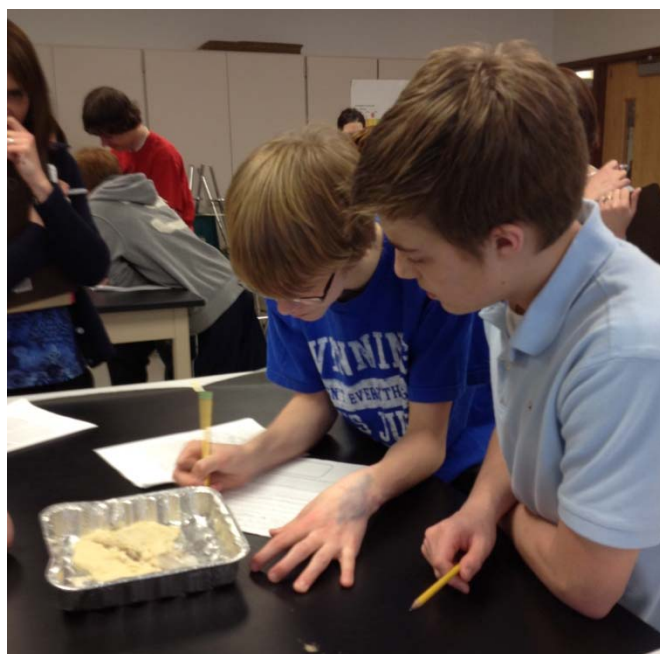
In 6 of 7 grades tested, Becker scored higher in Reading than the state average.

Becker 5<sup>th</sup> & 10<sup>th</sup> grade scored higher in Science than the state average.

<b>Reading: MCA III's</b>		
Grades	Becker 2013	MN 2013
<b>District</b>	<b>65</b>	57.6
3	55.9	<b>57.4</b>
4	<b>59.5</b>	54.2
5	<b>67.7</b>	63.1
6	<b>71.4</b>	58.8
7	<b>67.6</b>	53.9
8	<b>63.9</b>	53.8
10	<b>68.7</b>	62.2

<b>Math: MCA III's</b>		
Grades	Becker 2013	MN 2013
<b>District</b>	<b>70.9</b>	60.2
3	<b>78.9</b>	71.5
4	<b>77.6</b>	71.3
5	<b>65.9</b>	59.1
6	<b>70</b>	55.9
7	<b>71.4</b>	54.3
8	<b>77.1</b>	57.3
11	<b>52.7</b>	51.5

<b>Science: MCA III's</b>		
Grades	Becker 2013	MN 2013
<b>District</b>	<b>57.4</b>	52.4
<b>5</b>	<b>65.2</b>	59.9
<b>8</b>	42	<b>44.3</b>
<b>HS</b>	<b>65.7</b>	53.1





## GRAD Spring 2013 Highlights

### All Becker Students Compared to Minnesota

#### Writing

- Becker students exceeded the state average 2009-2013.

<b>BECKER Writing GRAD Grade 9 Percent of Students Passing</b>			
	Number Tested	% Passing	
		Becker	State
<b>2009</b>	199	<b>95%</b>	89.6%
<b>2010</b>	186	<b>97.3%</b>	90.6%
<b>2011</b>	206	<b>93.7%</b>	89.1%
<b>2012</b>	231	<b>93.9%</b>	91.9%
<b>2013</b>	229	<b>91.7%</b>	87.8%

#### Reading

Becker students exceeded the state average 2009, 2011 and 2012.

<b>BECKER Reading GRAD Grade 10 Percent of Students Passing</b>			
	Number Tested	% Passing	
		Becker	State
<b>2009</b>	201	<b>81.6%</b>	78%
<b>2010</b>	199	<b>77%</b>	<b>78%</b>
<b>2011</b>	178	<b>84.0%</b>	78.7%
<b>2012</b>	191	<b>85.3%</b>	80.4%

#### Math

- Becker students exceeded the state average 2009-2013.

<b>BECKER Mathematics GRAD Grade 11 Percent of Students Passing</b>			
	Number Tested	% Passing	
		Becker	State
<b>2009</b>	170	<b>58.8%</b>	57%
<b>2010</b>	196	<b>65.3%</b>	58%
<b>2011</b>	190	<b>71.0%</b>	59%
<b>2012</b>	164	<b>62.8%</b>	57.7%
<b>2013</b>	177	<b>79.1%</b>	66.4%

## MCA III Average Reading Scale Scores

Grade 3 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2013	<b>352.6</b>	351.7	204

Grade 4 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2013	<b>451.2</b>	450.2	232

Grade 5 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2013	<b>555</b>	554.1	216

Grade 6 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2013	<b>658.1</b>	653.1	218

Grade 7 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2013	<b>755.3</b>	750.7	224

Grade 8 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2013	<b>853.5</b>	850.4	221

Grade 10 Reading	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2013	<b>1054.5</b>	1053.2	213



## MCA III Reading Percent Proficient

Goals include:

- Increasing the percentage of students in the “Meets” and “Exceeds” Standards.
- Decreasing the percentage of students in the “Does Not Meet”.

Grade 3 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	21.6%	25.4%	22.5%	17.2%	48.5%	44.2%	7.4%	13.1%

Grade 4 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	19%	22.5%	21.6%	23.2%	46.6%	39%	12.9%	15.2%

Grade 5 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	10.3%	16.2%	22%	20.7%	32%	44.4%	15.7%	18.7%

Grade 6 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	12.9%	21.4%	15.7%	19.8%	40.6%	37.4%	30.9%	21.4%

Grade 7 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	10.1%	25.3%	22.3%	20.8%	45%	35.8%	22.7%	18.1%

Grade 8 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	17.8%	25.5%	18.3%	20.6%	45.2%	35.9%	18.7%	17.9%

Grade 10 Reading	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	10.5%	16.5%	21.4%	21.3%	48.2%	38.6%	20%	23.6%



## MCA III 2013 Average Math Scale Scores

Grade 3 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2011	<b>358</b>	357	206
2012	<b>358</b>	358	225
2013	<b>358.5</b>	357	204

Grade 4 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2011	<b>459</b>	456	201
2012	456	<b>458</b>	217
2013	<b>458</b>	458	232

Grade 5 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2011	549	<b>550</b>	221
2012	<b>552</b>	552	207
2013	<b>553</b>	552	217

Grade 6 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2011	<b>651</b>	649	222
2012	<b>655</b>	651	218
2013	<b>655</b>	651	210

Grade 7 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2011	<b>754</b>	749	230
2012	<b>755</b>	751	220
2013	<b>754</b>	751	223

Grade 8 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2011	<b>855</b>	850	227
2012	<b>859</b>	852	225
2013	<b>858</b>	852	218

Grade 11 Math	Average Scale Scores		Becker Number Tested
	BECKER	STATE	
2011	1150	1147	186
2012	1148	1146	164
2013	1151	1149	183



## MCA III Mathematics Percent Proficient

Goals include:

- Increasing the percentage of students in the “Meets” and “Exceeds” Standards.
- Decreasing the percentage of students in the “Does Not Meet”.

Grade 3 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	6.8%	13.4%	17.0%	16.4%	44.7%	41%	31.6%	29.1%
2012	5.3%	11.2%	11.1%	13.2%	60.9%	45.7%	22.7%	29.9%
2013	5.4%	13.1%	15.7%	15.4%	49.5%	41%	29.4%	30.5%

Grade 4 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	11.4%	16.4%	12.4%	40.3%	36.7%	36.4%	35.8%	30.5%
2012	6.9%	13.2%	14.2%	13.6%	57.3%	42.0%	21.6%	31.2%
2013	10.8%	14.4%	11.6%	14.3%	45.3%	37.5%	32.3%	33.8%

Grade 5 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	14.9%	19.8%	34.8%	26.6%	41.6%	37.7%	8.6%	15.9%
2012	11.0%	16.0%	17.7%	22.5%	62.2%	43.3%	9.1%	18.2%
2013	9%	17%	25.1%	23.9%	48.4%	39.9%	17.5%	19.2%

Grade 6 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	14%	23%	30.2%	26.7%	39.6%	32.5%	16.2%	17.8%
2012	4.8%	18.1%	21.3%	23%	48.7%	38.8%	25.2%	20%
2013	10.6%	19.9%	19.4%	24.2%	36.4%	34.9%	33.6%	21%

Grade 7 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	7.8%	18.9%	23.9%	29.3%	40%	33.4%	23.8%	18.3%
2012	4.3%	15.6%	14.8%	27.2%	56.1%	37.1%	24.8%	20%
2013	8.4%	17.2%	20.2%	28.5%	44.5%	33.6%	26.9%	20.8%

Grade 8 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2011	9.3%	21%	21.6%	25.7%	38.8%	31.8%	30.4%	21.4%
2012	2.1%	16.1%	13.9%	23.2%	41.4%	36.8%	42.6%	24%
2013	6.9%	18.6%	16%	24.1%	39%	32.3%	38.1%	25%

Grade 11 Mathematics	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2013	18.6%	27.3%	28.7%	21.2%	34.6%	29%	18.1%	22.5%



## MCA III Science Becker and MN Proficiency

2013 Scores are **BOLD**

Grade 5 Science	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards		Average Score	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2012	12.6%	19.8%	22.7%	22.3%	53.1%	45.9%	11.6%	12%	<b>553</b>	551
2013	<b>14.3%</b>	<b>20.3%</b>	<b>20.5%</b>	<b>19.9%</b>	<b>51.3%</b>	<b>47.7%</b>	<b>13.8%</b>	<b>12%</b>	<b>553.1</b>	<b>551.5</b>

Grade 8 Science	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards		Average Score	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2012	14.8%	25.4%	38.4%	32.1%	37.6%	33.8%	9.3%	8.7%	<b>849</b>	846
2013	<b>20%</b>	<b>26.3%</b>	<b>38.3%</b>	<b>29.9%</b>	<b>36.5%</b>	<b>34%</b>	<b>5.2%</b>	<b>9.3%</b>	<b>846.9</b>	<b>846.6</b>

Grade 10 Science	Does Not Meet the Standards		Partially Meets the Standards		Meets the Standards		Exceeds the Standards		Average Score	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2012	15.3%	23%	25.8%	25%	40.5%	35.2%	18.4%	16.7%	1051	1049
2013	<b>9.4%</b>	<b>21.3%</b>	<b>25%</b>	<b>25.8%</b>	<b>47.6%</b>	<b>38.7%</b>	<b>17.9%</b>	<b>14.3%</b>	<b>1053.1</b>	<b>1049.4</b>



**MCA III Across Years**  
**Percent Proficient and Average Scale Scores**

**MATHEMATICS Percent of Students Proficient**

YEAR	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011	65.7	76.3	76.1	50.2	55.8	68.3	69.2			
2012	80.1	83.6	79.3	71.0	76.1	84.1	85.8			
2013	70.9	78.9	77.6	65.9	70	71.4	77.1			54.4

**MATHEMATICS Average Scale Scores**

YEAR	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2011	N/A	358.4	459.0	548.6	651.2	753.6	854.9			
2012	N/A	358	456	552	655	755	859			
2013	N/A	358.2	458.1	553.4	655.1	754.4	857.6			1158.1

**READING Percent of Students Proficient**

YEAR	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2013	65	55.9	59.5	67.7	71.5	67.7	63.9		68.7	

**READING Average Scale Scores**

YEAR	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2013	N/A	352.6	451.2	555	658.1	755.3	853.5		1054.5	

## College and Career Readiness

The ACT is the most commonly taken college entrance exam in Minnesota. ACT Research has shown that the rigor of coursework – rather than simply the number of core courses – that has the greatest impact on ACT performance and college readiness.

Beginning in 2012-2013 the Becker School District began implementation of **Ramp-Up to Readiness** as a school-wide guidance curriculum designed to improve student post-secondary success. Through participation in Ramp-Up to Readiness™ students in grades 6-12 progress toward readiness in five areas: Academic, Admissions, Career, Financial, and Personal and Social Readiness.

From 2006-2013 Becker students who have taken the ACT have exceeded the national average.

### Five Year Trends – Percent of Students Meeting College Readiness Benchmarks.

Year	Number of Students Tested		English		Mathematics		Reading		Science		Meeting All Four	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2008	106	44,863	80	77	57	56	61	64	37	40	26	32
2009	120	43,642	81	78	67	57	69	65	40	39	31	32
2010	107	44,323	75	79	57	61	58	65	32	42	29	35
2011	118	44,952	87	78	69	62	67	64	41	43	31	36
2012	123	44,977	80	78	72	62	58	64	41	42	30	36
2013	115	44,676	78	78	62	62	55	57	47	52	37	39

### Five Year Trends – Average ACT Scores

Year	Number of Students Tested		English		Mathematics		Reading		Science		Composite	
	Becker	MN	Becker	MN	Becker	MN	Becker	MN	Becker	MN	Becker	MN
2008	106	44,863	20.7	21.9	22.9	22.6	22.3	23	22.4	22.5	22.1	22.6
2009	120	43,642	21.9	22	23.7	22.7	23.2	23.1	22.7	22.6	23	22.7
2010	107	44,323	21.2	22.3	22.8	22.9	22.3	23.2	22.1	22.8	22.2	22.9
2011	118	44,952	22	22.3	23.4	23	22.3	22.9	22.8	22.8	22.7	22.9
2012	123	44,977	21.7	22.1	23.8	23	22.6	22.9	22.7	22.7	22.8	22.8
2013	115	44,676	21.4	22.2	22.9	23.1	23	23.1	22.5	22.9	22.5	23

## Five Year Trends – Average ACT Scores Nationwide

Year	Number of Students Tested	English	Mathematics	Reading	Science	Composite
2008	1,421,941	20.6	21	21.4	20.8	21.1
2009	1,480,469	20.6	21	21.4	20.9	21.1
2010	1,568,835	20.5	21	21.3	20.9	21
2011	1,623,112	20.6	21.1	21.3	20.9	21.1
2012	1,666,017	20.5	21.1	21.3	20.9	21.1
2013	1,799,243	20.2	20.9	21.1	20.7	20.9



## Becker High School AP Calculus Scored

### AB CALCULUS EXAM<sup>1</sup>

YEAR	BECKER MEAN	GLOBAL MEAN
2013	3.5	2.952
2012	3.73	2.97
2011	4.143	2.82
2010	3.813	2.81
2009	4.333	2.99
2008	4.300	3.03
2007	3.357	2.94
2006	3.125	3.03
2005	4.00	2.94

### SCORE DISTRIBUTION

YEAR	5	4	3	2	1
2013	5	4	6	1	2
2012	8	7	8	2	0
2011	13	7	7	1	0
2010	5	3	8	0	0
2009	10	2	0	1	1
2008	5	3	2	0	0
2007	4	5	1	1	2
2006	3	0	1	3	1
2005	1	1	1	0	0

### BC CALCULUS EXAM<sup>2</sup>

YEAR	BECKER MEAN	GLOBAL MEAN
2013	4.4	3.739
2012	4.21	3.87
2011	4.182	3.77
2010	4.714	3.86
2009	3.5	3.72
2008	3.667	3.72
2007	5.00	3.71

### SCORE DISTRIBUTION

YEAR	5	4	3	2	1
2013	3	1	1	0	0
2012	8	3	1	2	1
2011	5	3	3	0	0
2010	5	2	0	0	0
2009	2	0	1	0	1
2008	2	0	0	0	1
2007	1	0	0	0	0

### SCORING

- 5 = Extremely Well Qualified
- 4 = Well Qualified
- 3 = Qualified
- 2 = Possibly Qualified
- 1 = No Recommendation

<sup>1</sup>The AB Calculus Exam is taken by Becker Students after AP Calculus 2. Students with scores of 3-5 can qualify for one semester of College Calculus. In 2010 every Becker AP Calculus 2 student passed the AP exam and qualified for college calculus credit.

<sup>2</sup>The BC Calculus exam is taken by Becker students after AP Calculus 3. Students with scores of 3-5 can qualify for one year of College Calculus. In 2010 every Becker AP Calculus 3 student passed the AP exam and qualified for college calculus credit.

## NWEA Measure of Academic Progress

The Northwest Evaluation Association (**NWEA**) **Measure of Academic Progress (MAP)** is a norm-referenced standardized achievement test. It is computer-based and adaptive to each student. The MAP is not a timed test, students are given time to complete a full set of questions. As the student works, the test adapts based on the student responses. If the answers given are correct, the question difficulty increases. If answers are incorrect, the question difficulty is reduced.

Once a student has taken the test in the spring or fall the district has access to annual typical growth norms for students at this same level. In addition, NWEA provides individualized and small group instructional recommendations for teachers.

The NWEA is also aligned to Minnesota State Standards and MCA's and can help teachers predict student success on the next season MCA test.

The administration of the NWEA Measurement of Academic Progress in the Becker Public Schools has three purposes:

- 1) To document and measure student achievement over time.
- 2) To plan for individual student needs.
- 3) To inform instructional decisions at the classroom, school, and district level.

The district uses the NWEA data, combined with other district assessment data, to continuously analyze student growth and achievement.

Student achievement goals related to NWEA include:

- Increasing the percentage of students meeting annual target growth.
- Increasing the Mean RIT score at each grade level.



## NWEA Student Growth Information

### Reading: Grade 1

Year	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
2011-12	173	162.1	179.8	16.9	99	57.3%
2012-13	209	161.8	179.8	16.6	120	55.3%

### Reading: Grade 2

Year	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
2008-09	209	172.6	189.9	14.9	120	57.4%
2009-10	192	172	189.5	15.1	120	62.5%
2010-11	210	179	190.6	13.2	96	45.7%
2011-12	196	178.8	189.1	13.3	71	36.2%
2012-13	186	181.8	194.2	13.7	100	53.2%

### Mathematics: Grade 1

Year	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
2010-11	183	163.5	180.7	15.4	120	65.6%
2011-12	186	163.2	183.8	15.8	131	70.5%
2012-13	199	163.6	183.6	15.9	158	72.8%

### Mathematics: Grade 2

Year	Number of student tested	Fall Mean Score	Spring Mean Score	Mean Growth Target*	Number of students meeting target growth	Percent of students meeting target growth
2008-09	208	179.6	196.1	13.4	150	72.1%
2009-10	195	180.1	195.1	13.4	112	63.6%
2010-11	210	184.5	197.4	12.7	108	56.2%
2011-12	207	183.7	198	12.5	104	50.2%
2012-13	179	186.9	200.4	13.2	114	60.6%

\*Grade level target mean growth is based on the most recent NWEA RIT Scale Norms study.

## **Goals 2013-2014**

- 1) Faculty Success:
  - a. Professional Learning Communities will be a professional development model in which teachers work collaboratively and autonomously with the four questions and instructional framework to build teacher capacity and increase student learning.
- 2) Student Success:
  - a. 90% of students will apply to a post secondary institution or the military.
  - b. Inform K-12 teachers of new testing schedule, test results and over of new requirements.
  - c. Provide training for 6-12 teachers on data analysis for EXPLORE, PLAN, and ACT.

### **Staff Development Goals 2013 - 2014**

- 1) All faculty members will participate in weekly PLC meetings with colleagues teaching the same grade level or similar content. These groups will follow protocols to engage in a continuous cycle of improvement by analyzing current student performance data, setting a goal for improvement, and collaborating on lesson planning and improving teaching strategies to achieve the goal. Teachers will focus their discussion on the following questions:
  - a. What do we want students to know or learn to do?
  - b. How will we know if they are learning?
  - c. How will we respond when individual students do not learn?
  - d. How will we enrich and extend the learning for those students who are proficient?
- 2) Implementation of the Marzano Instructional Model:
  - a. District Leadership team will attend regional leadership cohort meetings.
  - b. All teachers will participate in peer observations or instructional rounds.

### **Curriculum Goals 2013 - 2014**

- 1) Support PLCs and curriculum teams in the development of rigorous common assessments.
- 2) Align curriculum in the areas of social emotional well-being, self-management, and organization.
- 3) Articulate and align curriculum for English Language Learner Program.
- 4) Work with Special Education Director to articulate and align Special Education Curriculum.



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*The Annual Report on Curriculum, Instruction and Student Achievement was submitted to the Becker Board of Education on October 14, 2013*