

School Board Meeting:

October 24, 2011

Subject:

2011 MCA 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* in reading and math in April 2011. 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* 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 2011 MCA results is outlined in the following table:

**Minnesota Comprehensive Assessments 2011
State and District Proficiencies in Math and Reading**

		Reading		Math	
		2010	2011	2010	2011
All Grades	MN	72.3	74.0	65.9	56.0
	BHM	78.5	78.7	69.2	63.3
Grade 3	MN	82.8	78.5	82.8	70.2
	BHM	83.0	81.4	86.6	76.1
Grade 4	MN	72.5	75.1	77.0	67.2
	BHM	83.1	82.4	80.0	76.0
Grade 5	MN	76.4	80.3	68.6	53.6
	BHM	81.6	90.6	72.8	68.6
Grade 6	MN	71.7	75.1	68.9	50.3
	BHM	77.3	75.1	72.2	48.6
Grade 7	MN	66.1	69.6	64.4	51.7
	BHM	71.3	71.8	63.0	50.1
Grade 8	MN	68.1	68.1	58.5	53.3
	BHM	70.9	69.1	63.8	58.5
Grade 10	MN	75.3	75.3		
	BHM	81.6	80.3		
Grade 11	MN			43.2	48.6
	BHM			45.8	53.7

**areas highlighted in green indicate an increase in the percent of students performing at the proficient level at that particular grade as compared to 2010 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 2010 results*

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

- ✓ Results from the 2011 Minnesota Comprehensive Assessments (MCA-II) shows the percentage of Buffalo-Hanover-Montrose (BHM) students scoring at the proficient (grade-level) level in reading increased slightly from 2010. 78.7% of BHM students were proficient in reading in 2011, compared to 78.5% in 2010.
- ✓ Reading results in BHM mirrored the state of Minnesota which also showed a slight improvement from 2010.
- ✓ Proficiency, however, decreased slightly at five of seven grades when compared to last year. The greatest gains occurred at Grade 5 where 90.6% of BHM students scored in the proficient range in reading, considerably above the state average of 80.3%.
- ✓ Proficiency levels in mathematics showed declines statewide at Grades 3-8 as a result of new, more rigorous math assessments aligned to higher standards designed to prepare all kids to be career and college ready. 2010-11 was the first year that the 2007 Minnesota Academic Standards in Mathematics were assessed. Because this is a different test, aligned to different standards, we need to be cautious when comparing results to previous years. The proficiency bar has been raised and lower scores do not mean students have been less successful.
- ✓ The percentage of all Minnesota students proficient in math declined 8.7% from 2010. BHM students showed a smaller decline of 5.9%. Proficiency levels declined at Grades 3-8 which assessed the new standards.
- ✓ Proficiency increased at Grade 11 from 45.8% in 2010 to 53.7% in 2011. This grade continued to assess students based on older standards. This increase reflects an increased emphasis in recent years on more rigorous math coursework.

- ✓ New math curriculum was implemented district-wide in BHM during 2010-11 and staff anticipates increases in proficiency as teachers become more comfortable with the new materials.
- ✓ There continues to be a persistent disparity in achievement between students of color, students in poverty and their white counterparts. BHM continues to plan improvement strategies designed to raise expectations and performance for all students.

Because of the state shutdown and the subsequent delay on the release of MCA data, the district data retreat was canceled this year. Once scores were released, leadership teams of teachers and administrators from every BHM school have been participating in improvement planning at their sites. The teams have been analyzing data and planning appropriate programming and staff development strategies towards future improvements for the current 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* performance in four subgroups in the area of math. Subgroups not meeting 2011 AYP requirements in math are *Hispanic, Black, Limited English Proficient, and Special Education*. It is important to note that the district met the AYP requirements in all subgroups in the area of reading for 2011 for the second consecutive year.

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 2010 is compared to the performance of LEP students in grade 3 during 2011. Growth of individual students is not considered, but rather the subgroup performance.

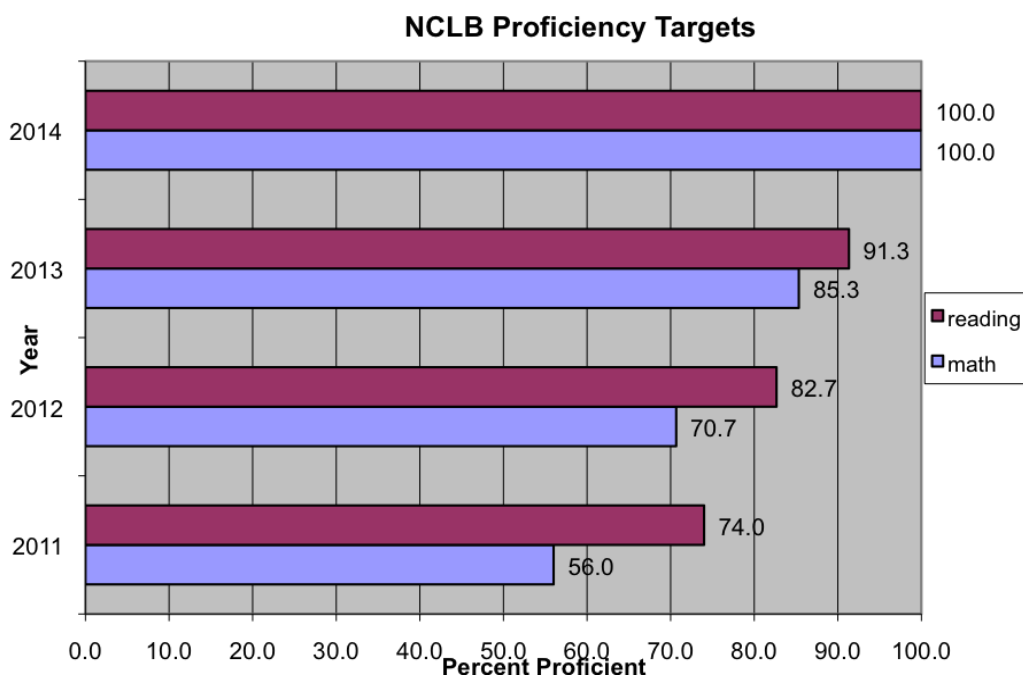
As a consequence of the district's needs improvement status, we are required to set aside 10% of Title I federal funding to deliver staff development to K-12 teachers for improving the services to these subgroup populations. In addition, the district is required to submit a written district improvement 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 did not make AYP – Buffalo Community Middle School and Tatanka Elementary. As a site receiving Title I funds and not making AYP for two consecutive years, Tatanka 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 Tatanka Elementary students a choice to transfer to another district site not listed as “needs improvement.” Although Montrose Elementary made AYP for 2011, they are still considered a school in need of improvement until they make AYP for two consecutive years. Therefore, Montrose Elementary must also once again offer school choice, as they did last year. The schools included in the transfer option under school choice are Parkside Elementary, Northwinds Elementary, and Hanover Elementary. Required notification of school choice was sent recently to parents of Montrose Elementary students and Tatanka Elementary students. Parents must make their request for student transfer within 14 days of this communication. Should parents choose to transfer their child, this transfer will occur after at the beginning of second semester, beginning January 30, 2012.

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.

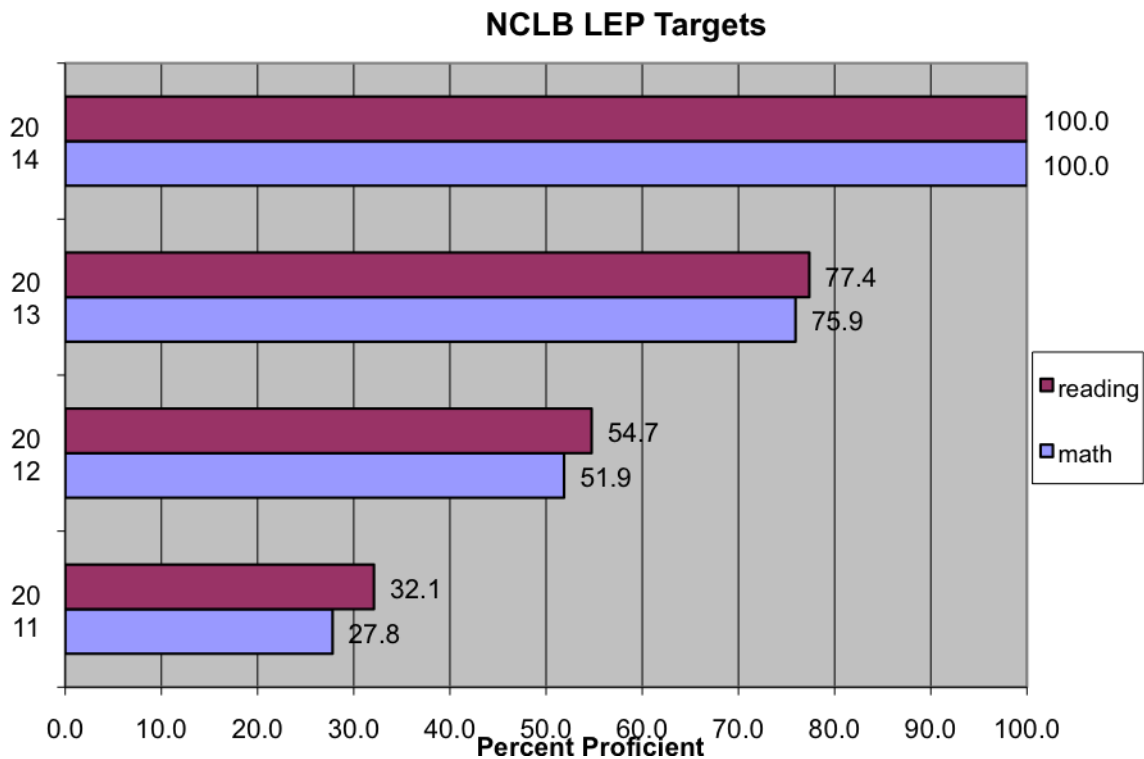
Based on our district’s 2011 MCA-II results, the following chart displays the targets we would need to achieve for all students in order to arrive at the 100% proficiency mark in 2014.



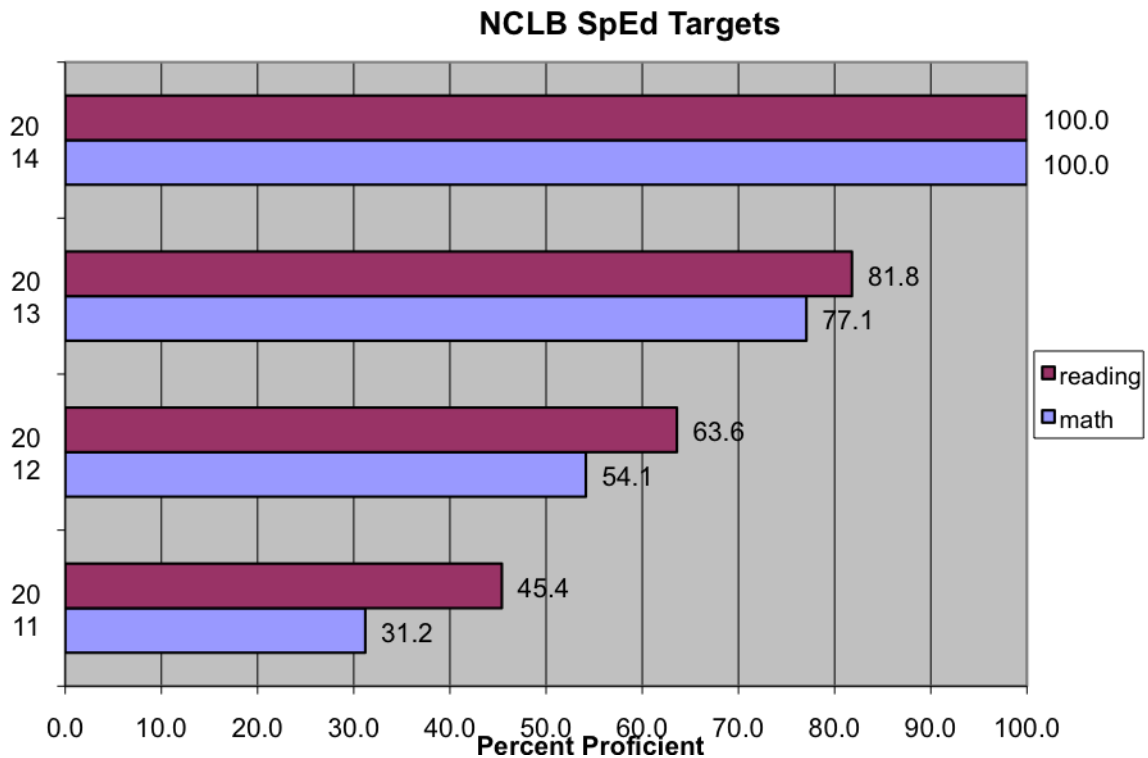
These targets indicate the need for BHM Schools to strive for significant improvement in MCA 2012 scores. Our district goal would need to indicate an increase of 8.7% in the number of students achieving at the proficient level in reading, and an increase of 14.7% increase in the number of students achieving 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 2012.

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 2011 results and the requirements of NCLB.



Whereas the "all students" goal in reading for 2012 indicates an 8.7% increase, in order to make the same progress towards the requirement of NCLB, the LEP students would need to show a 22.6% increase. Likewise, the "all students" NCLB goal in math calls for a 14.7% increase in 2012, however the LEP progress would need to show a 24.1% increase.



The Special Education subgroup shows a similar challenge. The increase called for in reading for 2012 is at 18.2%, and the increase in math for adequate progress would be 22.9%.

We do not believe these targets are attainable or realistic. Therefore, targets for district goals reflect an improvement in student achievement in reading and math that is realistic and attainable.

Next Steps

The existing AYP improvement plan will be revised by district staff and presented to the school board for review prior to submitting the plan to MDE.

Tatanka Elementary and Montrose Elementary staff will examine the school data to determine strategies to improve the achievement scores of their students. They will also implement an AYP school improvement plan, hoping to avoid additional AYP consequences next year by meeting the requirements.

The school board will have an opportunity to hear about the school improvement plans for all sites at the November workshop. All sites' plans will include strategies to raise the achievement results of the MCA 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.