



# Annual Report on Curriculum, Instruction and Student Achievement 2009-2010

## BHM Student Achievement Goals

District Goal #1: (Proficiency)

**Demonstrate a 7.7% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs (Minnesota Comprehensive Assessments) in math, and demonstrate a 5.4% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.**

Supporting Data (evidence of need):

**The BHM district is currently cited as a district “needing improvement” because it has not met the AYP standards.**

Students demonstrating proficiency:	Math	Reading
Actual results 2008-2008	67.7%	74.2%
Actual results 2009-2010	69.2%	78.3%
Target results 2010-2011	76.9%	83.9%

District Goal #2: (Academic Growth)

**Score at the 90th percentile or above in school percentile ranks 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 90<sup>th</sup> percentile of schools nationwide. To do this we will look at “growth index averages” which measure growth above that which is “typical.” The chart below has the average RIT points above the norm to reach the 90<sup>th</sup> percentile, as well as baseline data for the district’s students during 2009-10. While a few grades already attained these levels in 2009-10, our goal is for all grades to reach these thresholds during 2010-11.

	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Math</b>							
90 <sup>th</sup> Percentile Target	4.1	3.4	3.5	3.3	4.1	2.8	2.1
Baseline 2009-10	2.5	2.7	4.2	6.2	1.5	1.8	3.2
<b>Reading</b>							
90 <sup>th</sup> Percentile Target	4.0	3.0	2.6	2.4	2.2	1.9	1.6
Baseline 2009-10	2.2	2.8	3.8	3.2	1.5	2.5	1.8

## District/Community Teaching & Learning Council 2010-2011 Membership

1. <b>Pam Miller</b>	Director, Teaching & Learning	12. <b>Julie Eittreim</b>	Parent
2. <b>Joy Kieffer</b>	Director of SpEd Services	13. <b>Julie Kiernan</b>	Parent
3. <b>Jack Brady</b>	Assessment Coordinator	14. <b>Dawn Elliott</b>	Parent
4. <b>Don Metzler</b>	Tatanka Elementary Principal	15. <b>Joan Danielson</b>	Parent
5. <b>Julie Swaggert</b>	BCMS Principal	16. <b>Susan Hagen</b>	Parent
6. <b>Jen Colgan</b>	Elementary Teacher	17. <b>Phil Giddings</b>	Parent
7. <b>Bev Koopman</b>	Elementary Teacher	18. <b>Anastasia Martin</b>	Community Member
8. <b>Shana Bregenzer-Brenny</b>	BHS ELD Teacher	19. <b>Ann Hill</b>	Community Member
9. <b>Sheri Tamte</b>	BHS Arts Magnet Coordinator	20. <b>Elyse Phillips</b>	Community Member
10. <b>Scott Timmerman</b>	Parent	21. <b>Sue Lee</b>	School Board Member
11. <b>Kayla Johnson</b>	Parent	22. <b>Melissa Brings</b>	School Board Member

## 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 2009-2010 included the *Minnesota Comprehensive Assessments (MCA-II)* and *Graduation Required Assessment for Diploma (GRAD)*. A small percentage of special education students are administered the *Minnesota Test of Academic Skills (MTAS)* in place of the MCA-II. Students with limited English skills are also required to be assessed with the *Test of Emerging Academic English (TEAE)* and the *Minnesota SOLOM*. 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

<b>Measures of Academic Progress Tests (MAP)</b>	These computerized math and reading tests, administered fall and spring, are aligned with Minnesota standards. They measure identify students' instructional levels and are used by teachers in planning instructional activities.
<b>Minnesota Comprehensive Assessments (MCA-II)</b>	Federal and state-mandated tests that assess student progress toward achieving Minnesota standards in reading, math and science. Data are used for school and district accountability by the state.
<b>Graduation Required Assessments for Diploma (GRAD)</b>	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-IIs given at high school.
<b>Minnesota Test of Academic Skills (MTAS)</b>	Alternate assessments utilized by a small percentage of district special education students that take the place of MCA-II tests in math and reading.
<b>Test of Emerging Academic English (TEAE)</b>	The TEAE is a reading and writing language proficiency test for English language learners designed to assess progress in acquiring the academic English language.
<b>ACT</b>	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.
<b>PLAN</b>	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 2010-2011

<b>September 20 - October 5</b>	MAP Testing (Grades 2-8, selected students at Grades 9-10)
<b>November 2</b>	GRAD Writing Retests (Grades 10-12)
<b>March 7- 25</b>	TEAE and MN SOLOM Testing for English Learners
<b>March 28 – April 29</b>	MTAS (alternate assessments in math, reading and science) and Begins
<b>April 12</b>	MCA-II Reading/Modified MCA (Grades 3-8, 10: Segments 1 & 2) MCA-III Math/Modified MCA-III (Grade 11: Segments 1 & 2) GRAD Grade 9 Written Composition
<b>April 13</b>	MCA-II Reading/Modified MCA (Grades 3-8, 10: Segments 3 & 4) MCA-II Math/Modified MCA-III (Grade 11: Segments 3 & 4)
<b>April 18 - 22</b>	Online MCA-III Math (Grades 3-8)
<b>April 19</b>	GRAD Writing Retest (Seniors Only)
<b>April 25 – May 13</b>	MAP Testing (Grades 2-8, selected students at Grades 9-10)
<b>May 16 – 20</b>	MCA Science Testing Begins (Grades 5, 8 and biology students)
<b>July 19</b>	GRAD Writing Retest Grades 10-12

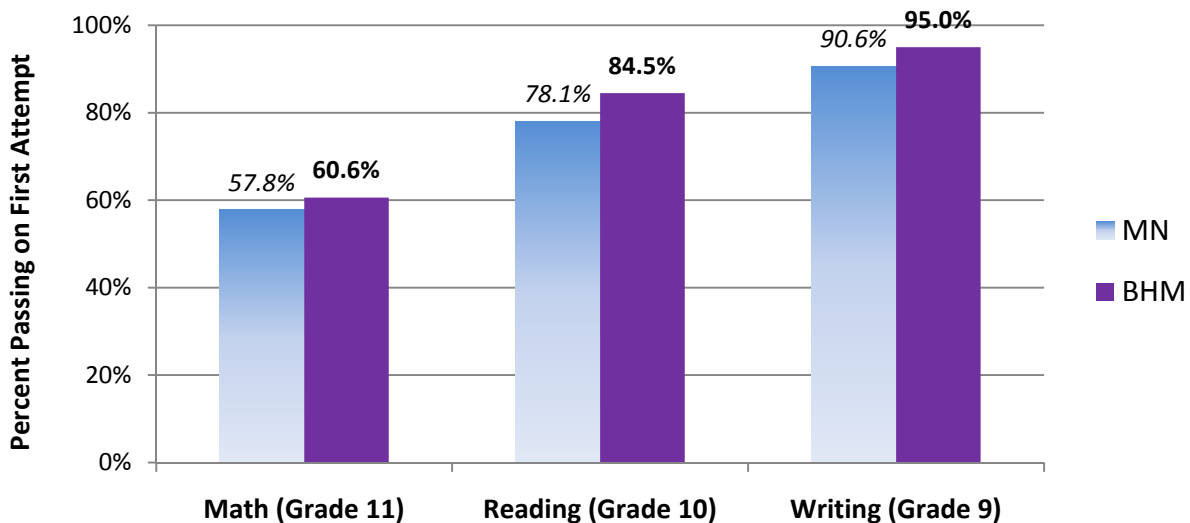
- High School GRAD retests in math and reading are scheduled during the first week of each month.
- Please plan family vacations with these dates in mind. Federal legislation requires 95% of district students to participate in the MCA's because the results determine if adequately yearly progress is made towards *No Child Left Behind*.

## 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 (MCA-lls)* in mathematics and reading, or attain a scale score of 50 (approximately 75% percent correct) on GRAD tests contained within them.

### BHM High School Graduation Tests 2009-10



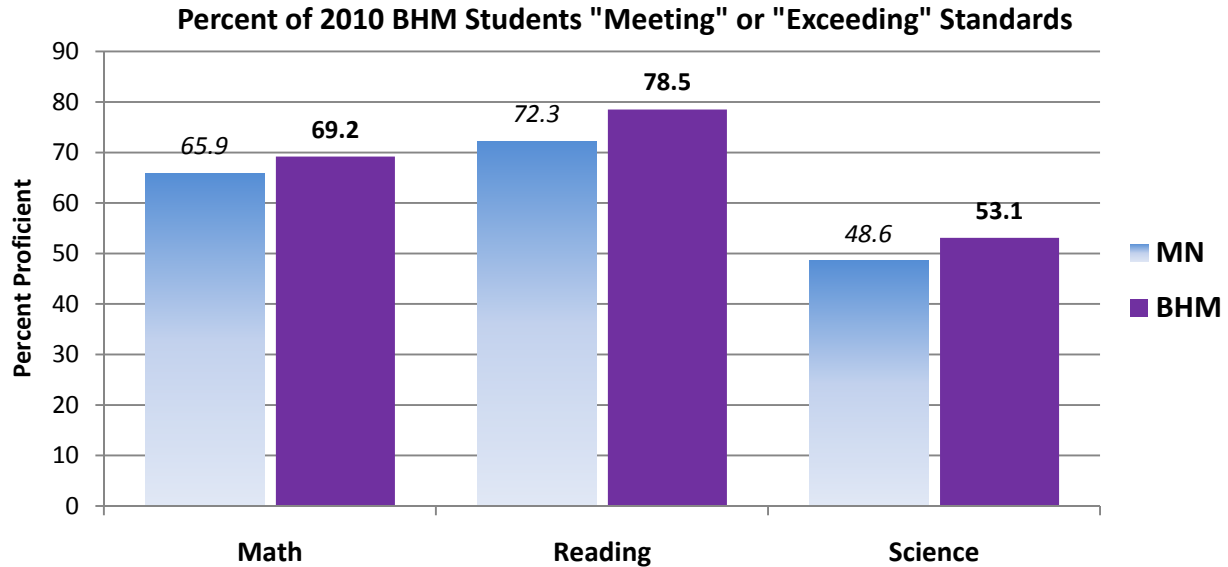
95.0% of BHM Grade 9 students passed the GRAD written composition assessment administered last April compared to 90.6% of Minnesota students. 84.5% of BHM Grade 10 students passed the GRAD reading requirement, compared to 78.1% of Minnesota students. 60.6% of BHM Grade 11 students passed the GRAD math requirement when first administered last spring, compared to 57.8% 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.

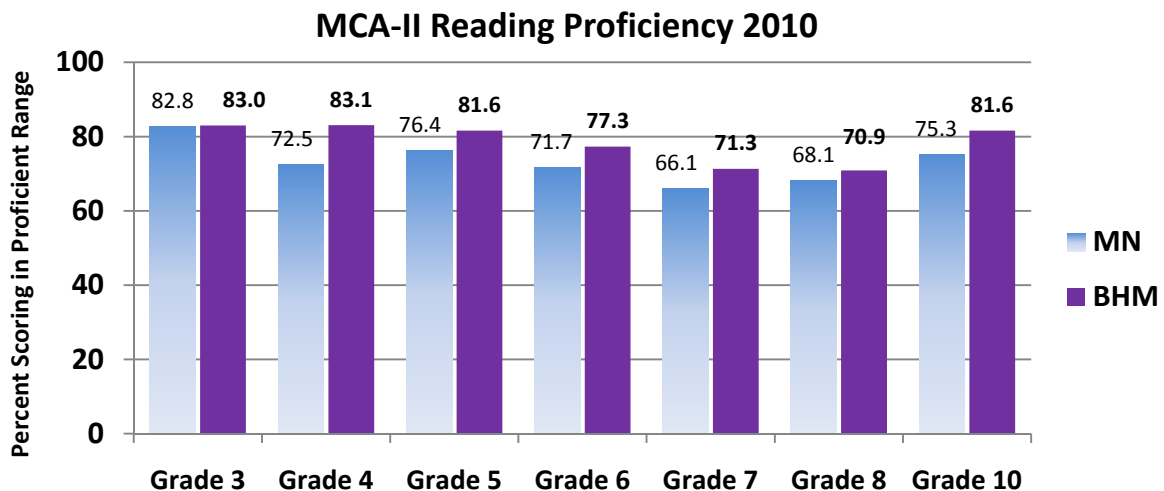
## The Minnesota Comprehensive Assessments (MCA-IIs)

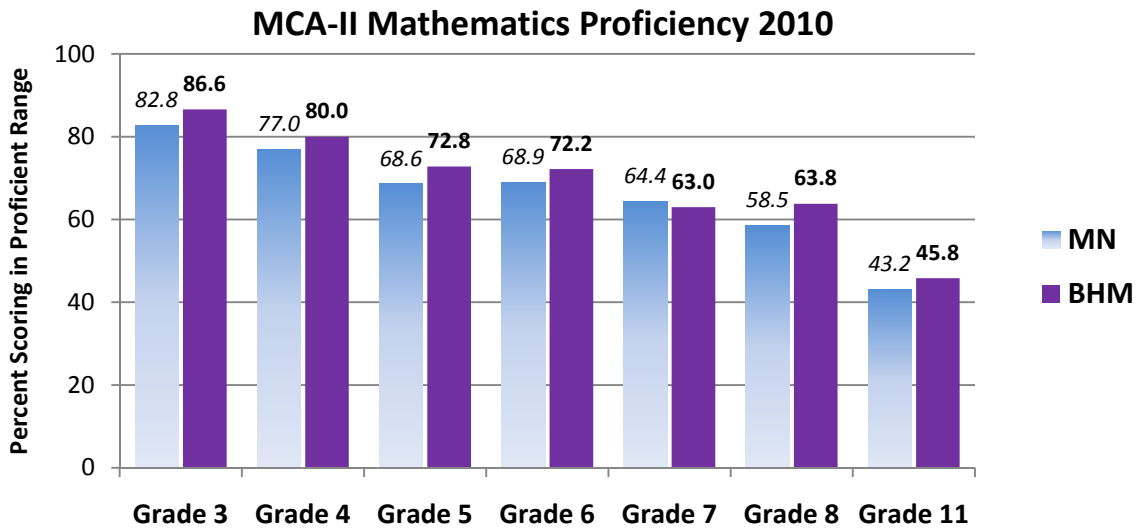
Minnesota Comprehensive Assessments (MCA-IIs) were administered in math, reading and science. Reading MCA-IIs are administered at grades 3-8 and 10, math at Grades 3-8 and 11, and science at Grades 5, 8 and once in high school during the year students take biology. The purpose of these assessments is 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.



Results from the 2010 MCA-IIs show the percentage of BHM students scoring at the “meets” or “exceeds” standards up significantly in reading, and up slightly in math when compared to 2009. In reading, 78.5% of BHM students (up from 74.2% in 2008) were judged proficient compared to 72.3% of Minnesota students. In math, 69.2% of BHM students (up from 67.7% in 2008) scored at proficient levels in math compared to 65.9% for the state.

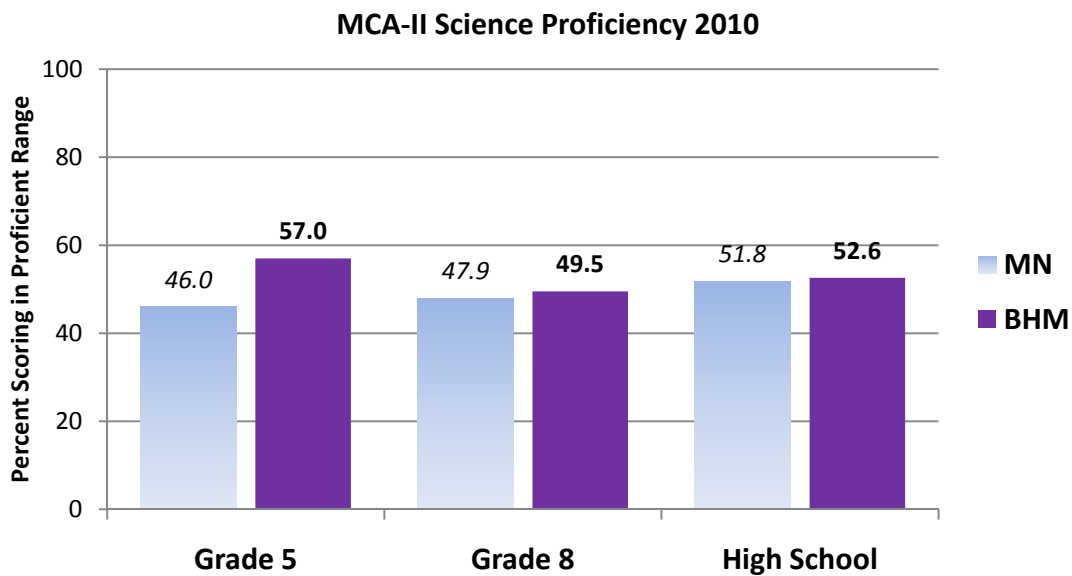
Gains in reading proficiency in BHM during 2010 were impressive. Proficiency rates for BHM students increased at all grades when compared to 2009. BHM students also had a higher percentage of students scoring at “meets standards” or “exceeds standards” than the Minnesota average at all grades. The largest gains occurred at Grades 3, 4 and 7 which all increased proficiency levels by more than 6 percent when compared to 2009. BHM 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 a higher percentage of students scoring at the proficient level in math than the Minnesota average at six of the seven grades tested. Grade 8 students performed the best when compared to Minnesota with proficiency levels more than 5% higher than the rest of the state. 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.

All students at Grades 5 and 8, as well as high school students who completed Biology during the 2009-10 school year (mostly 10<sup>th</sup> graders) were administered the MCA-II Science assessment. As a district, 53.1% of BHM students were proficient in science compared to 48.6% of MN students. BHM students outperformed their statewide counterparts at all three grade levels assessed. While the MCA-II science test is a mandatory NCLB assessment, it is not used to determine a district's Adequate Yearly Progress.



## ***Adequate Yearly Progress***

MCA-IIs are used by Minnesota to measure *Adequate Yearly Progress* (AYP) of all students and eight other subgroups in the district. All students and subgroups are expected to make predetermined progress towards 100% proficiency by 2014. District students made AYP in 37 of 41 subgroups during 2009-10. Remarkably, all subgroups made AYP in reading. However, Asian, Black, English Language Learners, Special Education and students receiving free or reduced lunch did not make AYP in math. Because this is the sixth year in a row that a subgroup did not make AYP in math, the district is cited as "needing improvement." As a consequence, a district team of parents and staff developed a district improvement plan that addresses academic areas and populations for which needs are identified and set aside 10% of Title I funds to support this effort until AYP requirements have been met for two consecutive years. The plan will be reviewed by the Board of Education in November and submitted to the Minnesota Department of Education. The plan included professional development for teachers to improve strategies for teaching struggling learners.

While most BHM schools scored above state averages on state MCA-II reading and math tests, six schools have been placed on the list of schools not achieving Adequate Yearly Progress as defined by state's participation in the federal No Child Left Behind law (NCLB). The three BHM schools meeting the state's AYP benchmark are:

**Buffalo High School**  
**Discovery Elementary**  
**Parkside Elementary**

The six schools appearing on the state's list of school not making AYP are:

**Buffalo Community Middle School** – the English Learner subgroup did not make AYP in math or reading, the Hispanic subgroup did not make AYP in reading, and the free and reduced subgroup failed to make AYP in math.

**Hanover Elementary** – the Special Education subgroup did not make AYP in math or reading.

**Montrose Elementary** – the free and reduced subgroup did not make AYP in either math or reading, and the special education subgroup did not make AYP in math. Because Montrose Elementary qualifies for Title I instruction and because this is the second year for this designation, it offered a school choice option to parents allowing students to attend Parkside Elementary in Buffalo.

**Northwinds Elementary** – the special education subgroup did not make AYP in either math or reading and the free and reduced subgroup did not make AYP in math.

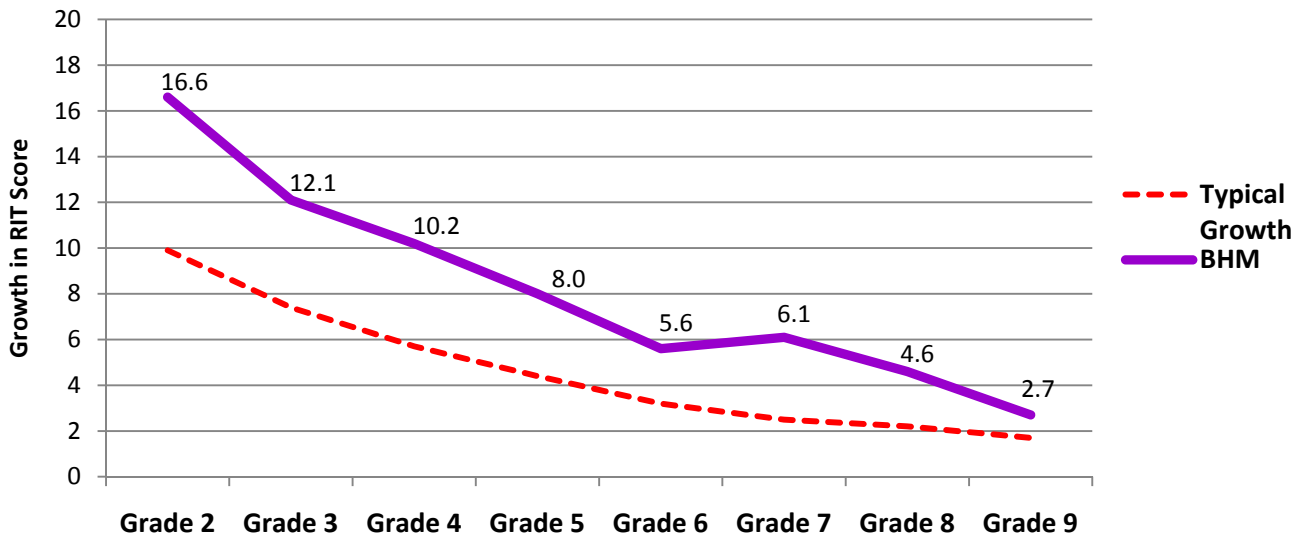
**Phoenix Learning Center** – the all students subgroup did not make AYP in math.

**Tatanka Elementary** – the free and reduced subgroup did not make AYP in either math or reading, and the special education subgroup did not make AYP in math.

## Measures of Academic Progress (MAP)

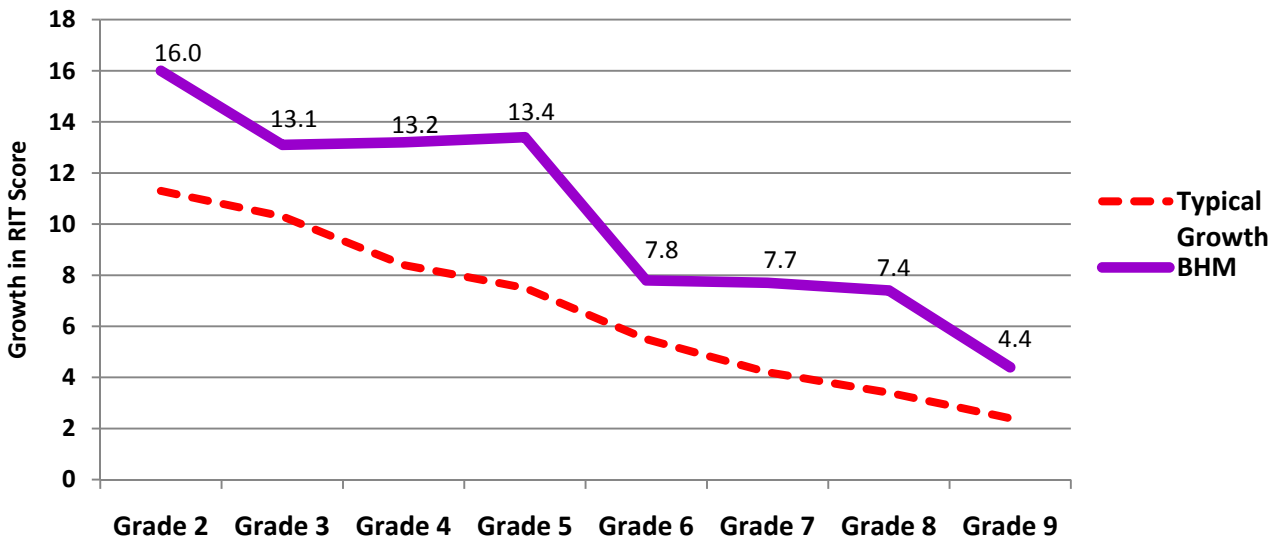
Measures of Academic Progress (MAP) tests were administered at Grades 2-8, and selected students at Grades 9 and 10. Information from these tests is used to identify each student's individual instructional level in reading and math. Both reading and math are assessed during the fall and spring at Grades 2-9. 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.

**MAP Reading 2010**  
Average Fall to Spring Growth 2009-10



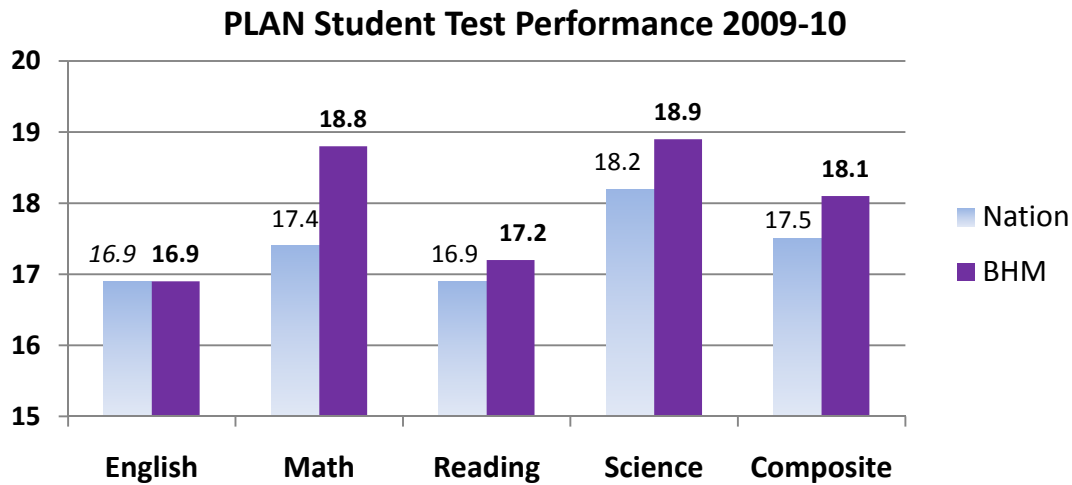
BHM students have consistently demonstrated more growth during the school year than what is typical in the national sample. While the average growth shown by BHM students exceeds that at all grade levels, it is obvious from the charts above and below that the differences are greatest at the elementary level.

**MAP Mathematics**  
Average Fall to Spring Growth 2009-10



## 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 math, science and on the composite (total) score.



## 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 2010 high school graduates increased the state's average ACT score from 22.7 to 22.9 on a 0 to 36 scale, pushing Minnesota further ahead of other states where the majority of students take the ACT college entrance exam. Minnesota has led the nation in average ACT scores for six consecutive years and the average score has increased each of the last four years. While the BHM average on the ACT declined slightly from 2009, remaining slightly below average when compared to the rest of Minnesota, the average remains considerably above national norms.

