

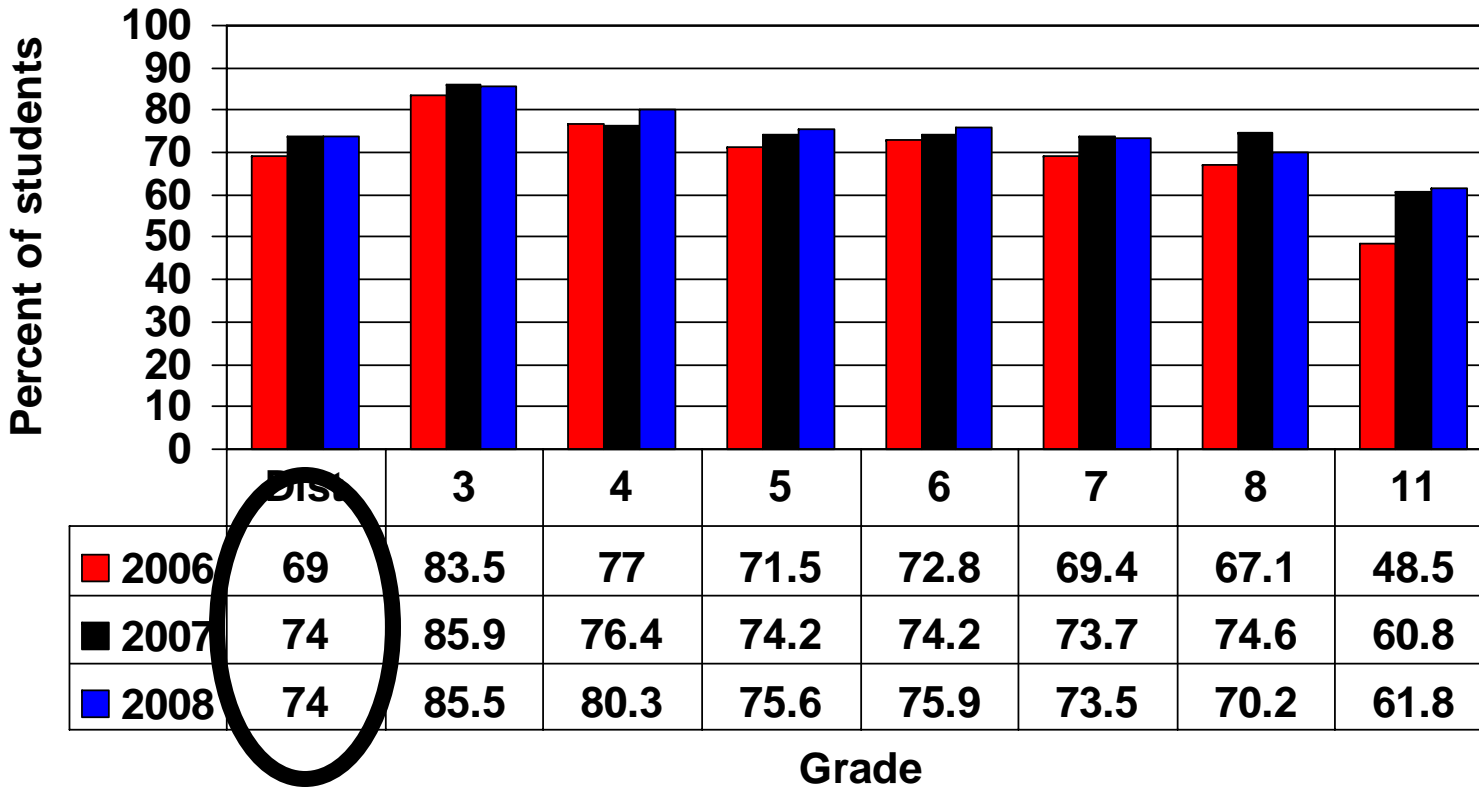


Summary of 2007-08 Student Performance

A Report to the School Board
September 23, 2008

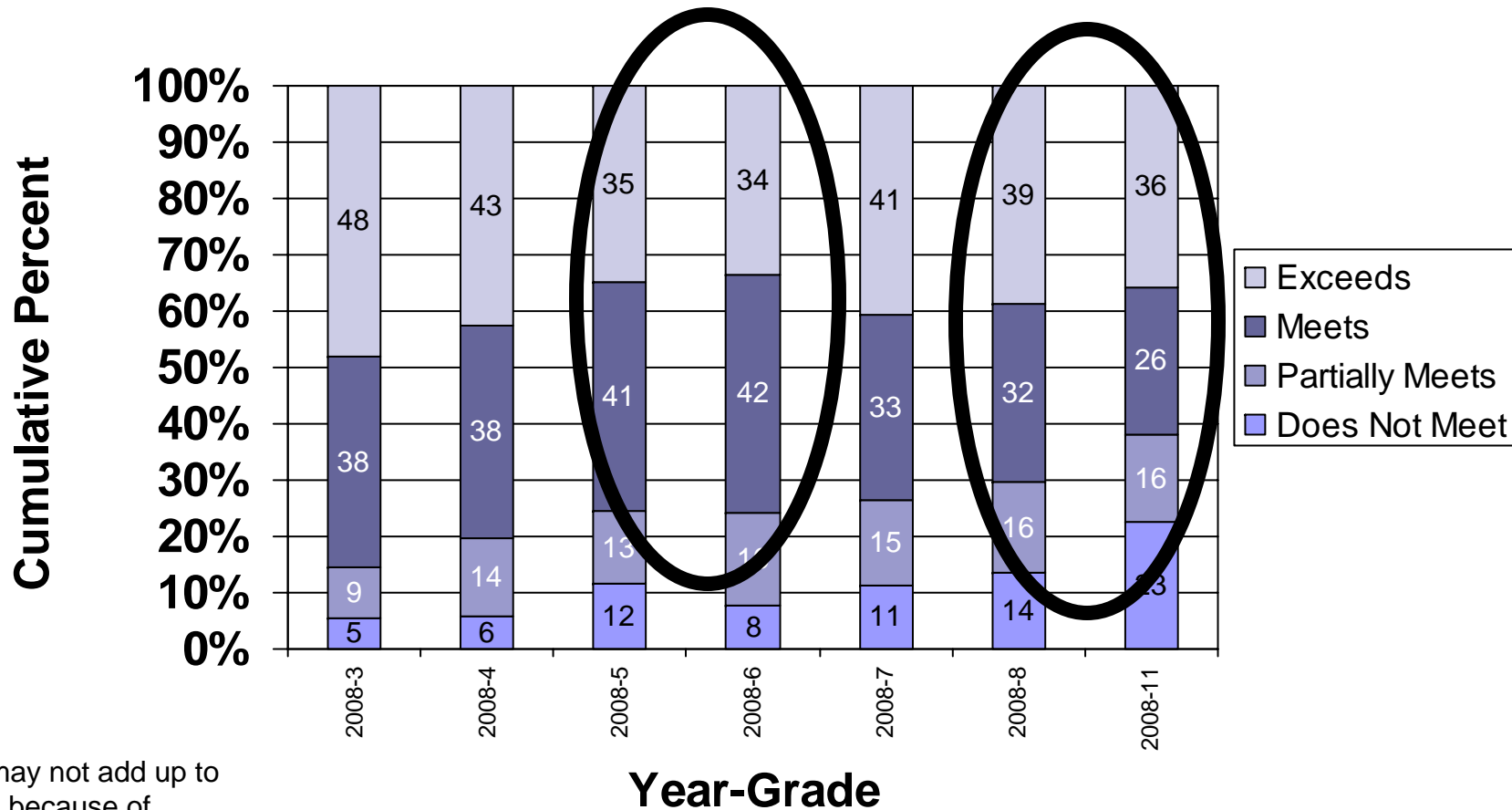
2008 MCA-II Mathematics Results

District Math Proficiency
2006-2008 Comparison



2007 & 2008 MCA-II Mathematics

Percentage of Mounds View Students at Each Achievement Level

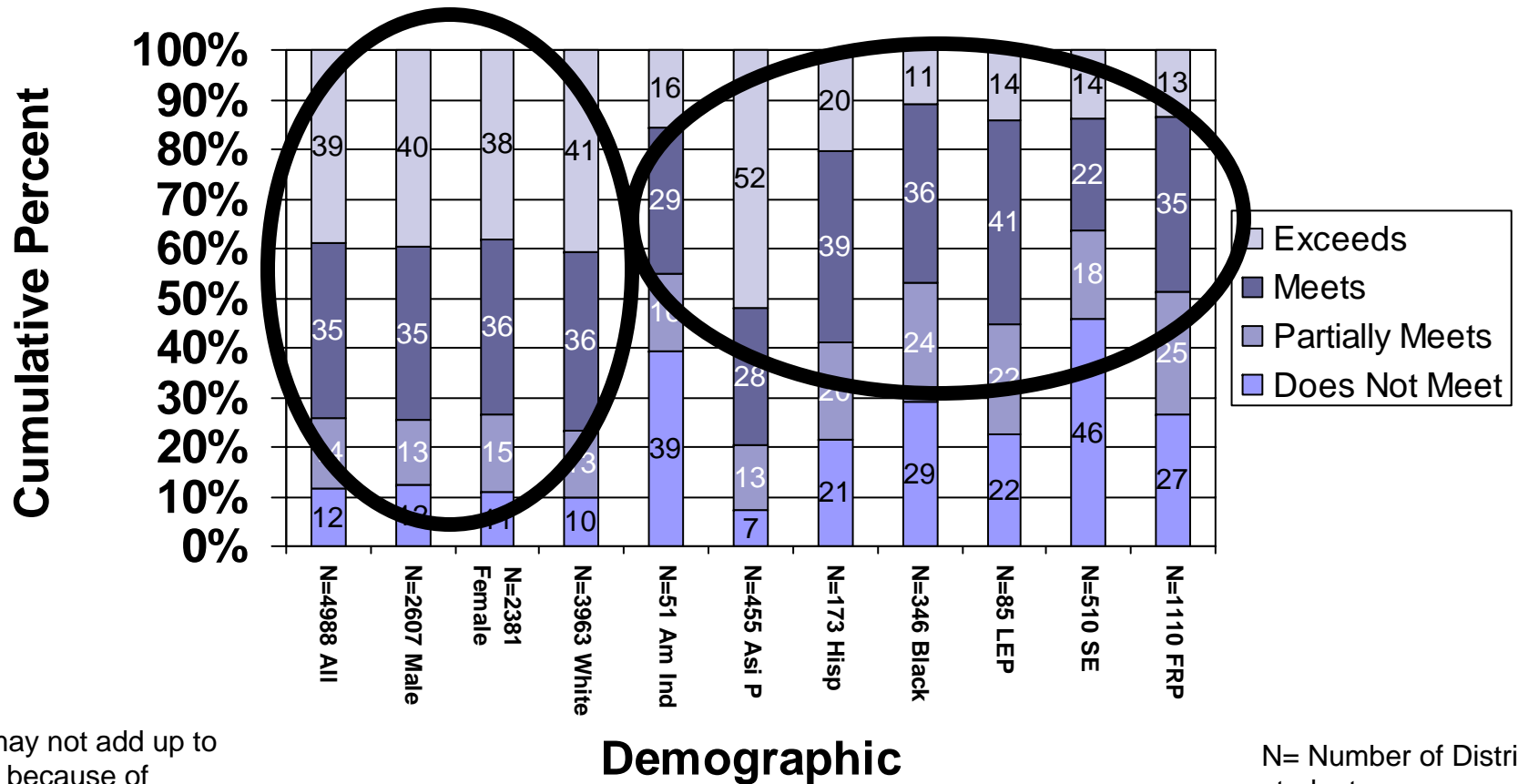


% may not add up to 100 because of rounding

2008 Proficiency by Demographic

MCA-II Mathematics

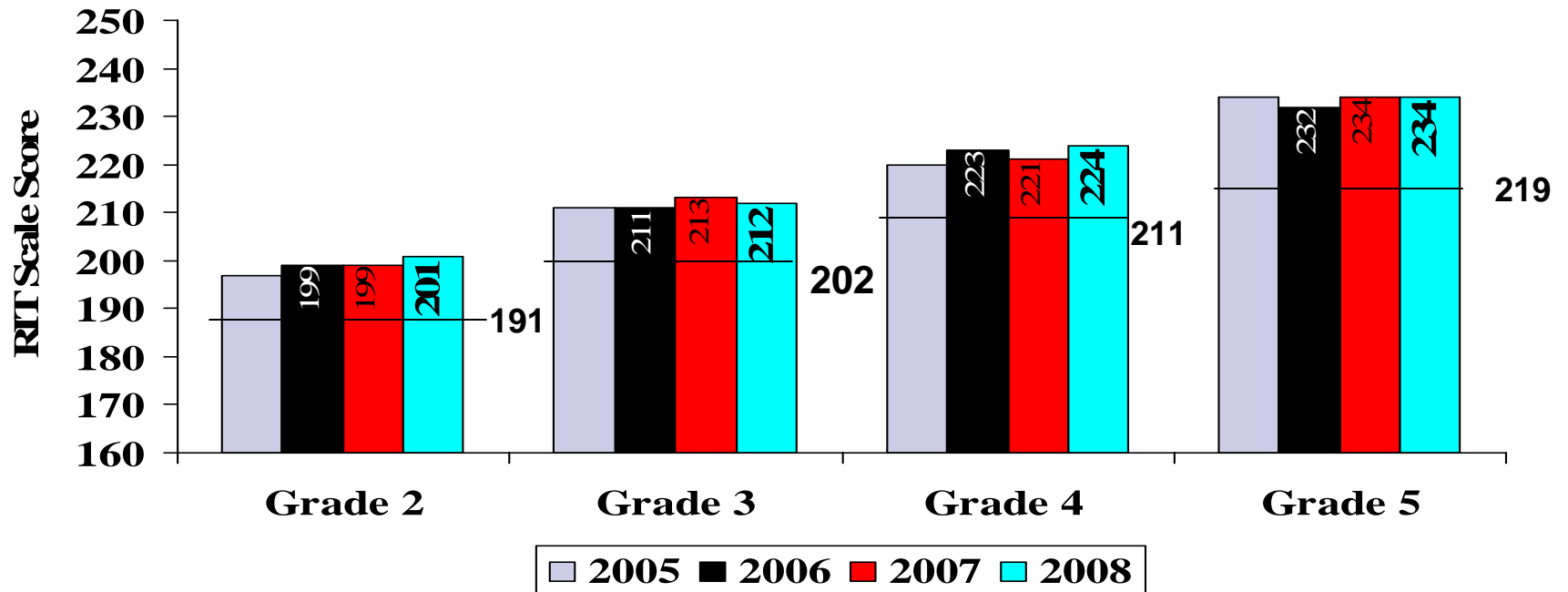
Percentage of Mounds View Students at Each Achievement Level



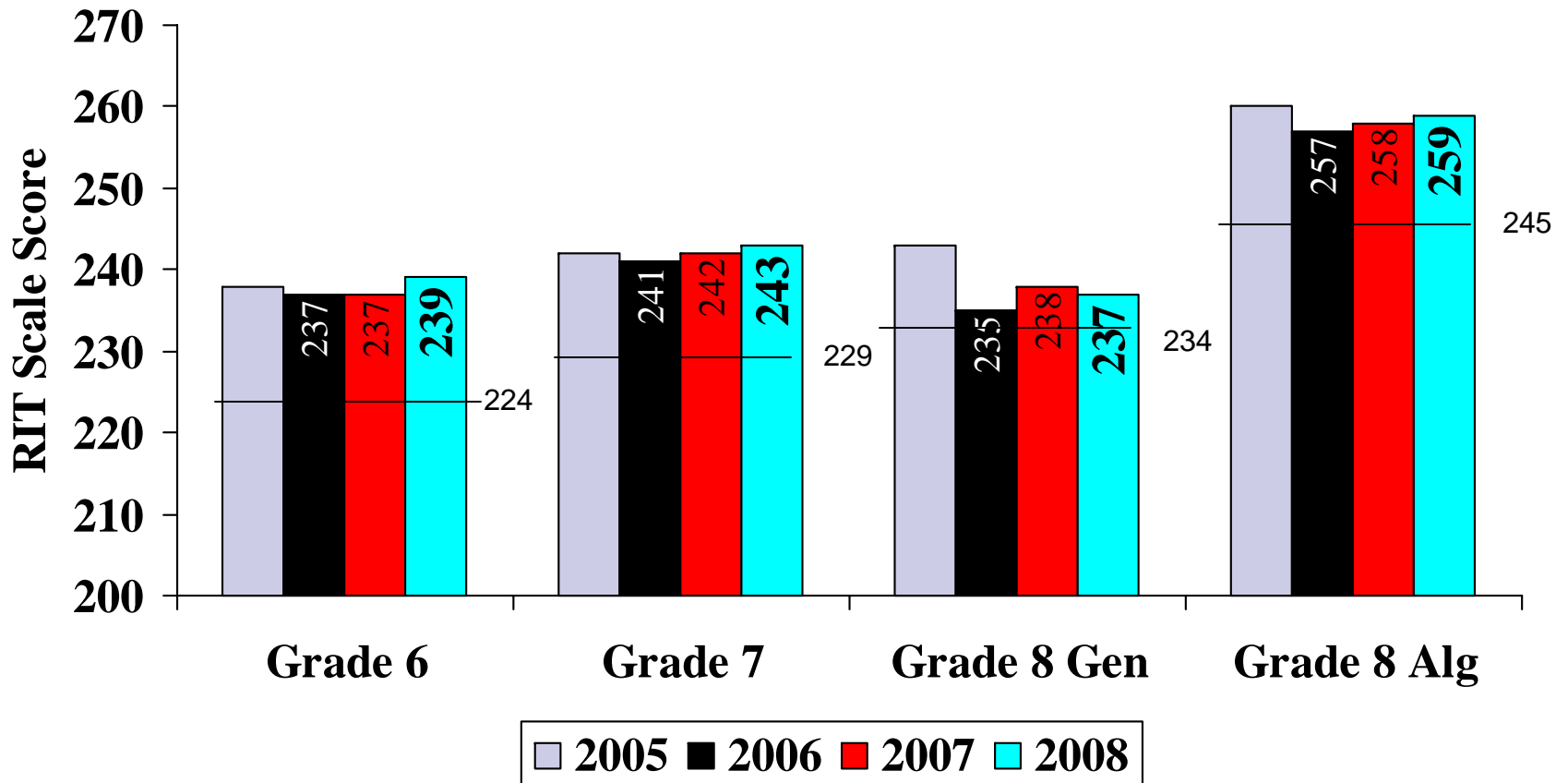
% may not add up to 100 because of rounding

N= Number of District students

District 621- Elementary NWEA Median Math Scores by year

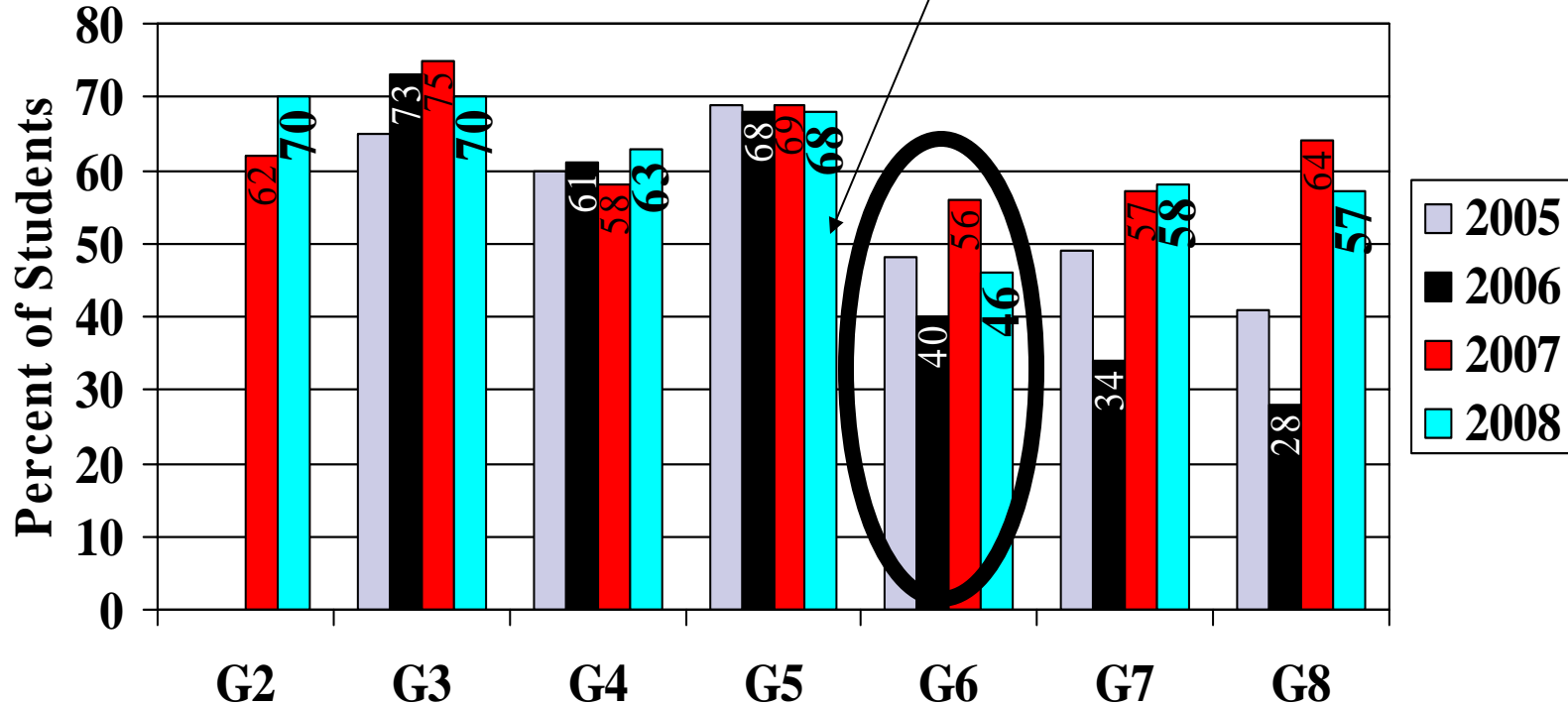


District 621- Middle School NWEA Median Math Scores by year



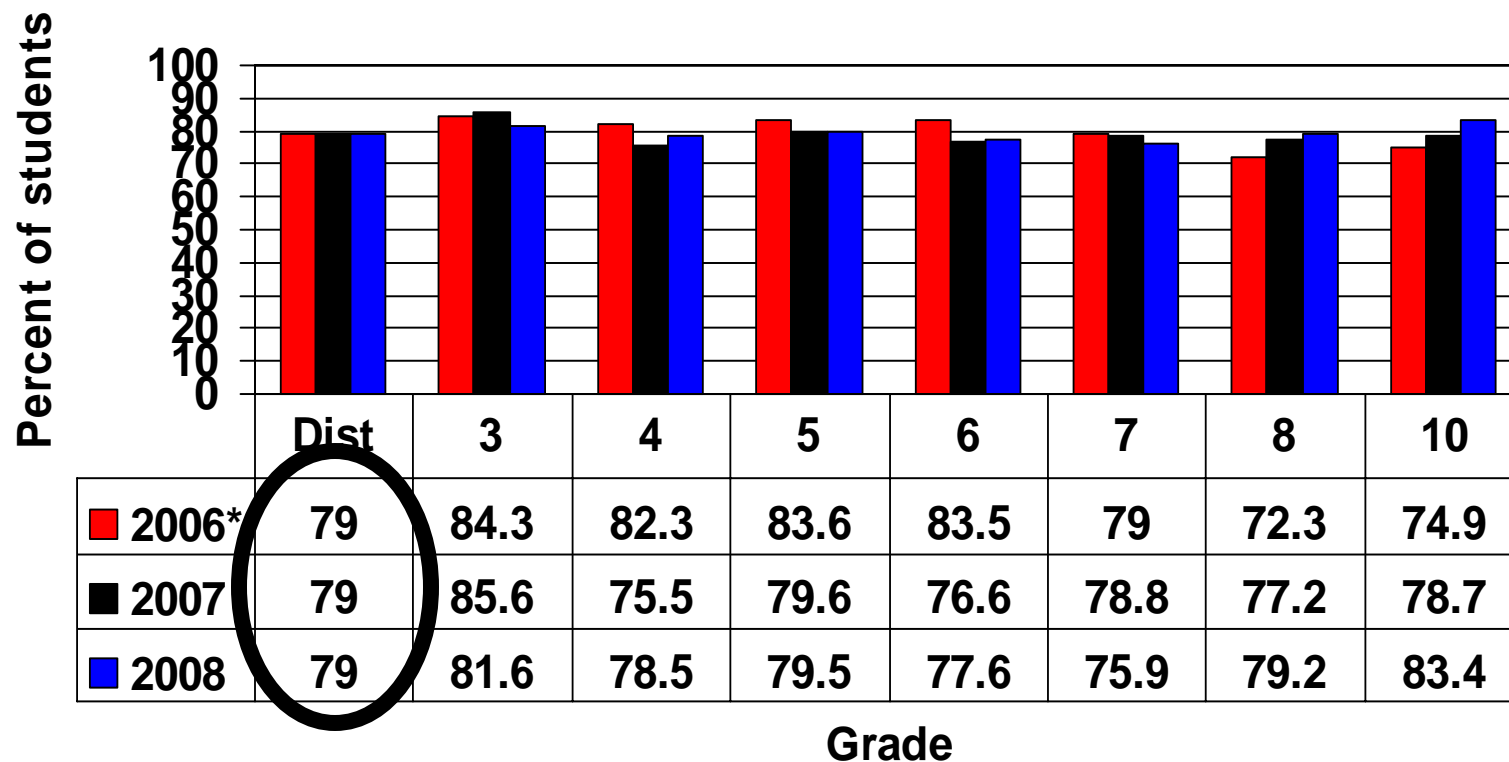
Percent of Students meeting growth target: Math by Grade

Mathematics--NWEA 50% Benchmark



2008 MCA-II Reading

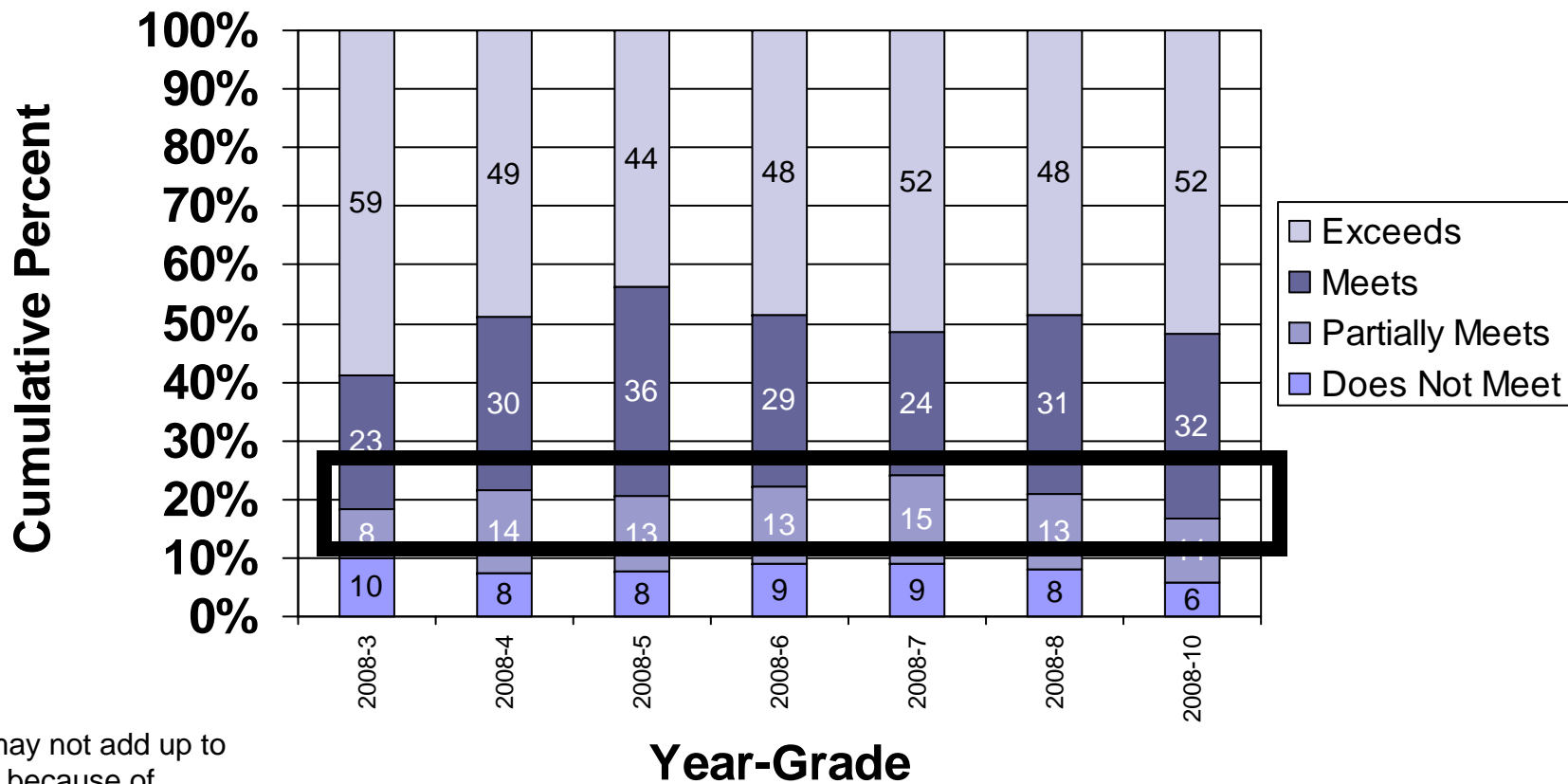
District Reading Proficiency 2006-2008 Comparison



**Most English Language Learners took the TEAE instead of the MCA-II Reading in 2006.*

2007& 2008 MCA-II Reading

Percentage of Mounds View Students at Each Achievement Level

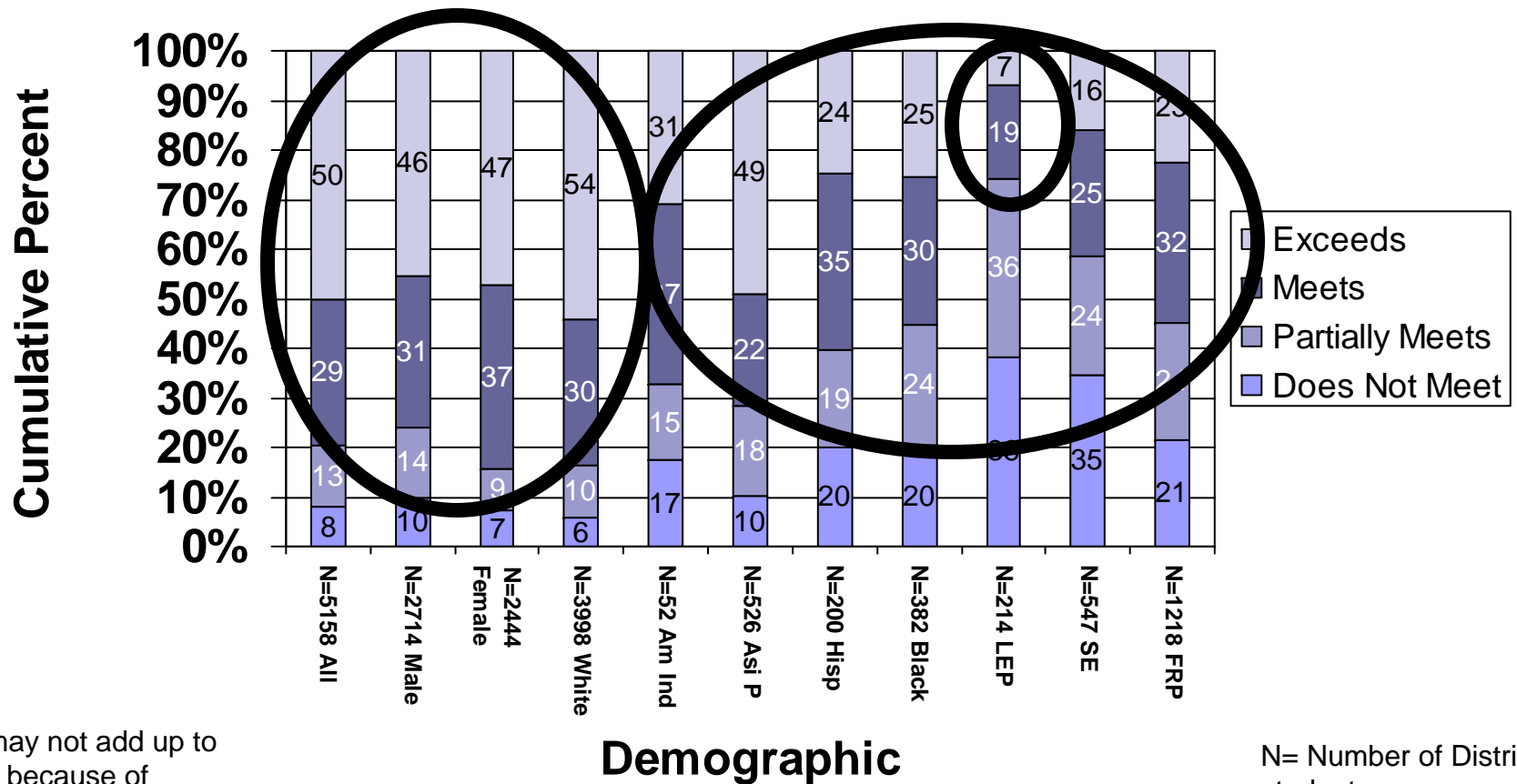


% may not add up to 100 because of rounding

2008 Proficiency by Demographic

MCA-II Reading

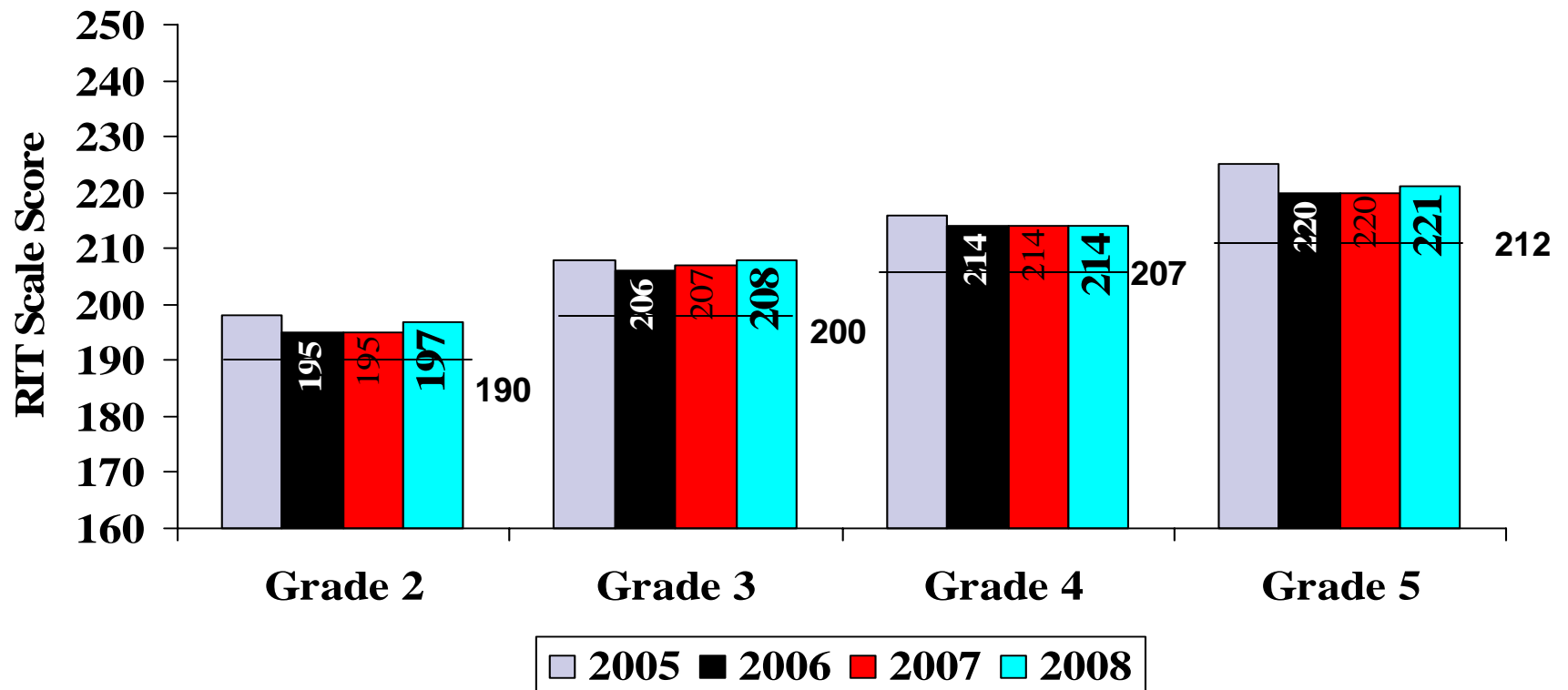
Percentage of Mounds View Students at Each Achievement Level



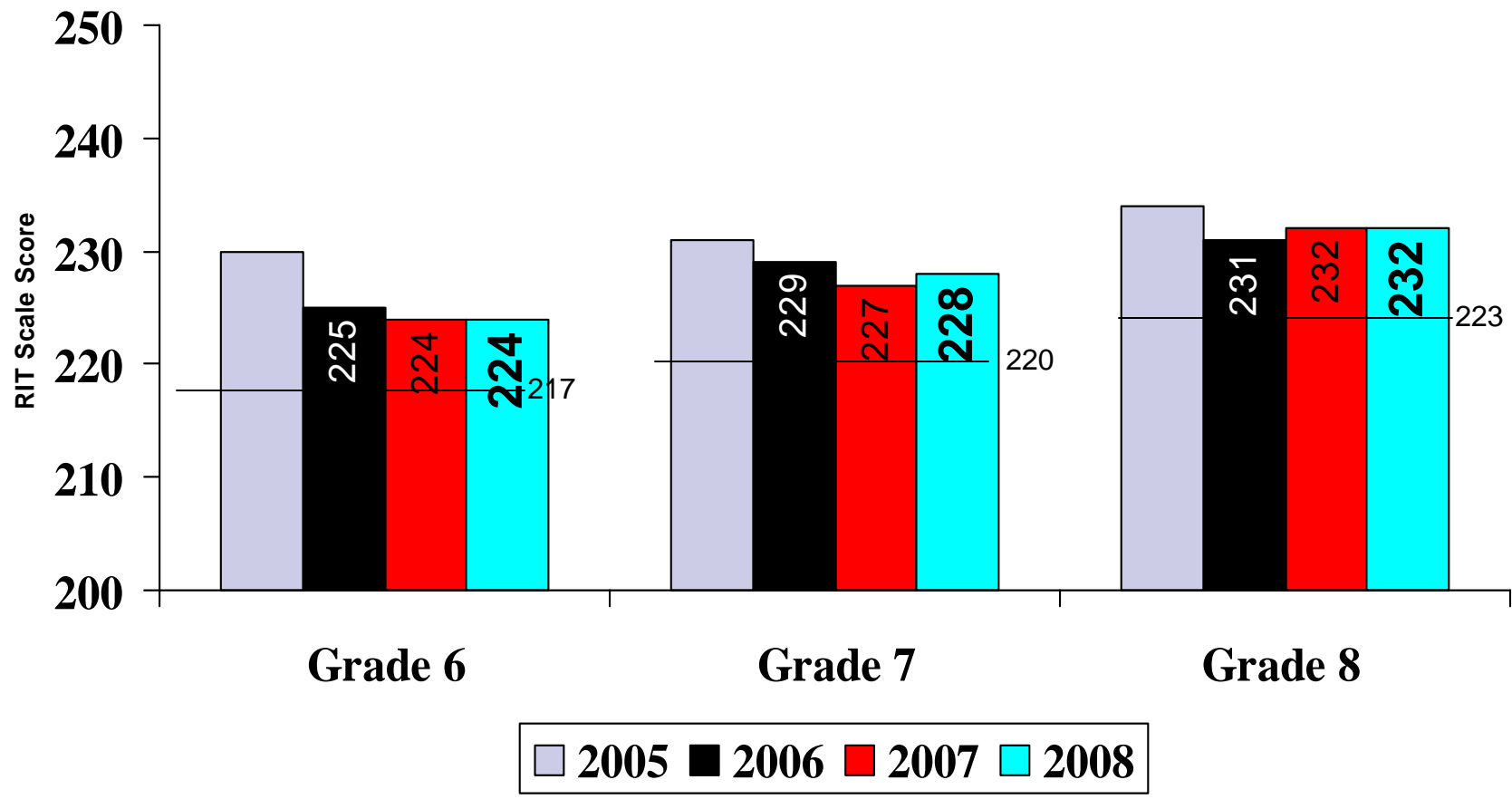
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N= Number of District students

District 621- Elementary NWEA Median Reading Scores by year

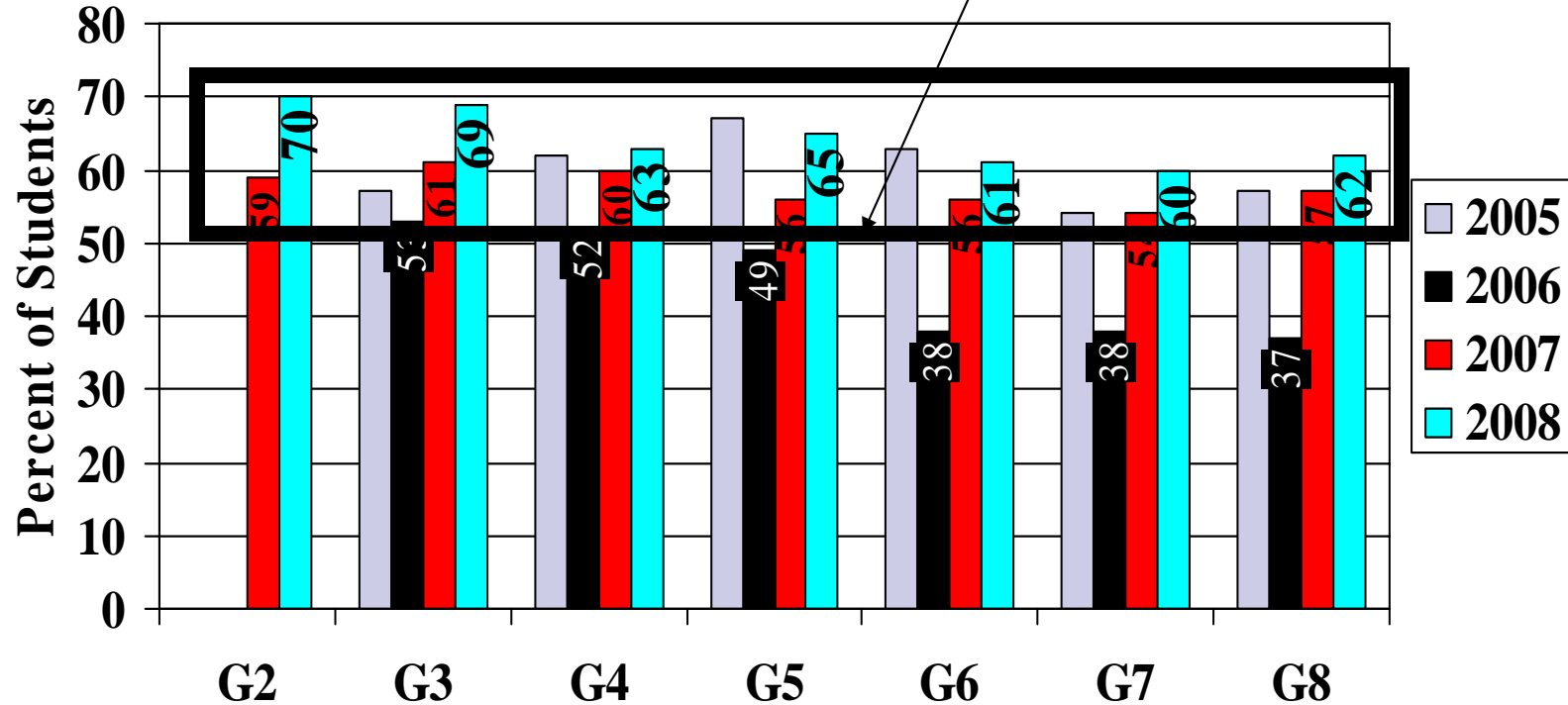


District 621- Middle School NWEA Median Reading Scores by year



Percent of Students meeting growth target: Reading by grade

Reading--NWEA Report 50% Benchmark



AYP Final Results Released

August 5, 2008

	2008	2007	2006
<i>Schools (includes charters)</i>			
Meeting AYP	983	1191	1405
Not meeting AYP	937	727	483
<i>Districts (includes charters)</i>			
Meeting AYP	210	260	
Not meeting AYP	296	233	

Education Commissioner Seagren noted in press release:

“As long as the requirement is for 100 percent proficiency by 2014, we will aim for that goal. With or without NCLB, we need to focus on preparing every Minnesota student to succeed.”

2008 Adequate Yearly Progress

- The district (all schools) and each individual school met all our NCLB AYP targets in:
 - **Participation**-District Math 99.81 District Reading 99.75
 - **Attendance**- District 94.78
 - **Graduation**-District 96.48
- The district (all schools) and at 8 of the 12 individual schools did not meet AYP targets for various demographic groups in **Proficiency**

School	# of groups	% Met AYP	School	# of groups	% Met AYP
BA	24/25	96.0%	CH	26/27	96.3%
IL	21/21	100%	EW	27/29	93.1%
PW	21/25	84.0%	HV	26/31	83.9%
SS	18/18	100%	ID	19/19	100%
TL	17/19	89.5%	MV	19/19	100%
VH	18/23	78.3%	ALC	3/6	50%



Analysis Of The Data Shows:

- **Gaps in achievement among the demographic groups**
- **Some students not making the growth they need to make in order to meet increasingly rigorous expectations**
- **Student proficiency rate in Mathematics is not consistent across all grade levels**
- **Student proficiency rate in Reading has remained the same for 3 years**



District-Wide Response— Coordinated Efforts to Align and Implement the Following Components:

- **State and District Standards**
- **Comprehensive Assessment System**
- **Coherently Articulated Curriculum Structure**
- **Instructional Models for Effective Differentiation**
- **Effective Instructional Strategies**



Elementary Schools Respond

Instructional Models For Effective Differentiation

- **A Plan for Collaboration and Communication**
- **Large blocks of instructional time**
- **Small instructional groups for Literacy and mathematics**
- **Effective intervention strategies and programs**



EXAMPLE: PINWOOD ELEMENTARY SCHOOL

COMMUNICATION / COLLABORATION:

Regularly scheduled meetings of Grade Level teams, intervention teachers, special education teachers and teachers of English Language Learners

READING AND MATHEMATICS

- All students are taught daily in the core curriculum program with guided reading
- All students are taught daily using Everyday Math materials
- 90 Minute Language Arts Block—60 minutes in small instructional groups
- 75 Minute Math Block –Extra help with essential skills to reach MCA proficiency built into this block for students who need it
- Specialized interventions such as Read 180, System 44, Math intervention strategies, and High Performance groups are provided for students according to need



Middle Schools Respond

Job-Alike Meetings

- Review student performance data, plan program refinements, discuss teaching strategies

Leveled Integrated Language Arts (ILA) classes

- Program adjusted to provide the necessary differentiation—appropriate classes for students at every performance level. Students are placed according to multiple criteria indicating their needs.

Intensive Reading and Math Interventions

- Classes designed to help students accelerate growth to proficiency.

Math Focus on Transition from Elementary to Middle School

- Communication among teachers, consistency among the two levels in the use of strategies and vocabulary.

Math Teacher Academy

- Every middle school math teacher will participate.



Example: Highview

- Job-alike groups meet monthly to discuss instructional needs and plans

- Students are placed in ILA and Math classes based on data

Literacy

- Reading Interventions: System 44, Read 180, and Reading Workshop
- Leveled ILA classes
- Challenge Reading for students whose literacy skills are at a high level

Mathematics

- All students receive instruction in the core math program.
- Students who need intervention are also in Math Lab class.
- Math teachers are using benchmark tests to determine which students need some additional help in certain areas.
- Students who did not make their growth targets and did not qualify for math lab are receiving additional instruction tailored to their needs.



High Schools Respond

ASAP

Monthly job-alike meetings to review student performance data, plan program refinements, and discuss teaching strategies

Concepts Classes

- Result of collaboration between Special Education teachers and content area teachers to identify essential skills and knowledge—some students have an additional math class for needed support
- Students are placed according to assessment data from multiple measures

Reading Strategies Classes / Focused Reading

- Intensive, focused help for 11th graders who haven't reached proficiency on the GRAD portion of the MCA
- Opportunities to re-test

Read 180

- **Double period comprehensive literacy intervention program**

Refining Criteria for Honors Language Arts Classes

PLAN Exam (part of ACT system of assessments) administered to all 10th grade students in early October—information for goal setting and planning



Key Messages

- **Strategies are in place to raise the performance of all students.**
- **The assessment system is used to identify trends in student performance and formulate action plans accordingly.**
- **Each school uses student assessment data to design, implement, and refine an effective instructional model.**
- **Systems are in place for effective communication and collaboration within schools and between schools.**
- **The staff development focus continues to be on effective teaching strategies and providing appropriate differentiation within the instructional program.**