

ISD #129

2014-15 Annual Report on Curriculum, Instruction & Student Achievement

Report approved by the Montevideo School Board at the September 14, 2015 School Board meeting.

Public Notice

The ISD #129 Implementation Manual for State Assessments is available in the Principals' Offices, MHS Guidance Office, and Curriculum Office. This manual contains the district's implementation policies and procedures for all state assessments. Also included in this manual are:

- Graduation requirements
- In what grade tests are first offered
- How to report breaches in test security

Minnesota Academic Standards

The Minnesota Legislature has adopted standards for language arts, math, science and social studies. The legislature directed school districts to develop their own standards for art, career and technical education, world languages, health, and physical education.

For more information on the state-adopted standards, go to:

<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>

For more information on the district-adopted standards, contact the curriculum office located in the superintendent's office at 269-8833.

District-wide Goals 2014-15

1. Prepare every child to continue their education beyond high school.
2. Use data to drive educational decisions.
3. Develop high quality professional development (learning) opportunities for staff.
4. Provide opportunities for parent and community involvement and engagement.

District Staff Development Goals 2014-15

The District Staff Development Committee will support:

1. Professional Learning Community (PLC) teams as they implement the District's Framework of Instruction (FOI) and the Teacher Evaluation Model.
2. Staff using a variety of data to guide, refine, and implement instructional choices based on student progress.
3. Enhancement of student learning and engagement through the use of technology

Progress on Staff Development Goals

PLC groups, the Framework of Instruction, and the Teacher Evaluation Model

1. 2014-15 was the fifth year of Professional Learning Community (PLC) work. The August PLC Kick-off event was planned and led by the team of 10 teachers and administrators who attended the PLC Institute at Work conference in June 2014. The day was entirely devoted to the basics of the PLC process. All PLC teams were informed about the expectations regarding PLC products for the year.
 - Collective Commitments
 - Essential Learning Targets
 - Goals for Student Achievement
 - Assessments and Results

Throughout the year PLC teams made professional decisions that guided their PLC work - especially concerning the different needs of content area and grade level teams about the order of completing the products. The products were gathered in a binder that can be found in the curriculum office.

One important realization of PLC team members is that the products are steps in an ongoing process that will be repeated with refinements. Another important realization due to the year's PLC work is the necessity for collaboration in order to achieve greater results. A report from focus groups regarding the staff's attitude toward PLC work showed significant increase from fall to spring in understanding the purpose and importance of PLC teams.

2. The Teacher Evaluation Model (Professional Growth Model) has been developed by a district team of administrators and teachers. 2014-15 was the first year of implementation. Faculty members in Cohort 1 were rated using the rubrics. In many cases the Student Achievement data used in the ratings came from the work done in PLC teams. The teacher observation ratings were based on Marzano's Framework of Instruction. The model is a 3-year process. Faculty members in Cohorts 2 and 3 received formative ratings based on walk-through observations.

Using data for instructional choices

Teachers have continued to refine their use of data by designing their own assessments that provide a picture of student achievement. The ongoing focus on the PLC process has led to a greater use of formative data to inform teachers of results in classroom instruction, one of the key parts of the PLC process. There has been more practice in interpreting data with PLC teams in order to make decisions. Viewpoint continues to be a source of summative assessment data that can provide teachers with a snapshot of students' past performance and trends.

Technology

Large group technology training was held on full-day staff development days in October, January, and March. The October training was half a day and topics were based on suggestions by staff members. The January sessions were offered by the MRVED at their MELT conference and included a wide variety of topics and presenters.

In February of 2015 staff members and students participated in a data collection through BrightBytes by Clarity of technology use in the district. The data provided solid direction for planning professional development in March and the early summer months. Another data collection is planned for Fall 2015 to see growth and new areas for professional development.

In March the emphasis was on preparing for 1 to 1 devices in the district. The full day included information on classroom management with student devices, district policies and plans, the SAMR model (a continuum of device use to enhance educational results) and Google tools and apps.

In June elementary teachers received specific training in the use of Samsung Galaxy Tablets to prepare for the start of classes in the fall.

Throughout the year, the technology integration specialist worked one-to-one or with small groups to boost the skills of teachers. PLC teams in particular made use of the technology integration specialist in providing training that was timely and student-centered.

In addition the following notes from the Technology Committee meeting of March 15 indicate progress in technology. The complete minutes can be found in the Curriculum office.

- The district's website has been updated and configured with Google Sites – the site now has a more modern look and is optimized for use with all mobile devices.
- The plan for student device implementation is as follows:
 - Grades K-3 classrooms – (6) Google Education tablets assigned to each classroom.
 - Grades 4-7 – 1 mobile cart of Chromebooks for each grade level.
 - Grades 8-12 – 4 mobile carts of Chromebooks and 1 computer lab of Chromebooks (in the library) for a total of approximately 150 devices.
- Students disciplined for misbehaviors that occur using school network/computer resources have been removed from network access for 2 weeks for violations. However, with the increase in online learning and online resources, this needs to be modified so that students are not prevented from being able to access their required class materials. Principals will use their discretion for violations and treat network violations of minor misbehaviors as they would non-network minor misbehaviors (for example, detention rather than removal of network privileges).
- Lee Varpness and Mary Sanders presented information relative to the Innovative Technology Grants they received last spring. Due to the massive increase in student mobile devices planned for this fall, the committee decided to do without an Innovative Technology Grant program this spring so that the focus can be on implementation of the new student devices.

2015 MCA-III Reading/2015 MCA-III Math Test result

(2008-10 Math scores are MCA-II scores, and 2008-2012 Reading are MCA-II scores. GRAD requirements were removed in 2014.)

Changes to Assessments

On May 20, 2013 the Legislature voted to remove GRAD testing and the requirement of passing the GRAD/MCA tests for graduation. This meant for the 2013-14 school year students still took the MCA tests but it was not the deciding factor in graduating. There were a few different options you could use to determine if a student was eligible to graduate. As a district, Montevideo chose to use the ASVAB and MCA writing tests. Students in the graduating classes of 2014 & 2015 will need to take the ASVAB and pass the MCA writing as our graduation requirement.

Students in grades 3-8 will continue to take the MCA Reading and Math.

| Class | State 2015 | Monte 2015 | Monte 2014 | Monte 2013 | Monte 2012 | Monte 2011 | Monte 2010 | Monte 2009 |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| READING | | | | | | | | |
| Class of 2024 (3 rd) | 59 | 53 | NA | NA | NA | NA | NA | NA |
| Class of 2023 (4 th) | 58 | 71 | 63 | NA | NA | NA | NA | NA |
| Class of 2022 (5 th) | 67 | 58 | 46 | 45 | NA | NA | NA | NA |
| Class of 2021 (6 th) | 64 | 65 | 58 | 48 | 77 | NA | NA | NA |
| Class of 2020 (7 th) | 56 | 43 | 47 | 60 | 65 | 74 | NA | NA |
| Class of 2019 (8 th) | 56 | 48 | 42 | 53 | 81 | 74 | 79 | NA |
| Class of 2018 (9 th) | NA | NA | 57 | 45 | 83 | 82 | 76 | 77 |
| Class of 2017 (10 th) | 57 | 44 | NA | 45 | 68 | 72 | 79 | 78 |
| Class of 2016 (11 th) | NA | NA | 55 | NA | 68 | | | |
| Class of 2015 (12 th) | NA | NA | NA | 51 | | | | |
| MATH | | | | | | | | |
| Class of 2024 (3 rd) | 71 | 71 | NA | NA | NA | NA | NA | NA |
| Class of 2023 (4 th) | 70 | 71 | 79 | NA | NA | NA | NA | NA |
| Class of 2022 (5 th) | 60 | 48 | 58 | 60 | NA | NA | NA | NA |
| Class of 2021 (6 th) | 58 | 51 | 48 | 60 | 68 | NA | NA | NA |
| Class of 2020 (7 th) | 55 | 45 | 48 | 40 | 60 | 57 | NA | NA |
| Class of 2019 (8 th) | 58 | 50 | 47 | 38 | 62 | 69 | 77 | NA |
| Class of 2018 (9 th) | NA | NA | 51 | 45 | 52 | 53 | 72 | 80 |
| Class of 2017 (10 th) | NA | NA | NA | 47 | 53 | 50 | 62 | 70 |
| Class of 2016 (11 th) | 49 | 48 | NA | | | | | |
| Class of 2015 (12 th) | NA | NA | 42 | | | | | |

2015 MCA-III Science

The Science MCA for grades 5, 8, and High School will also continue.

MCA-II Science Test Results (Grades 5, 8 & High School)

| Year | Monte % passing | State % passing |
|------|--------------------|--------------------|
| 2015 | 47.23 | 53 |
| 2014 | 55 | 53 |
| 2013 | 45.7 | 52.1 |
| 2012 | 52.63 | 50.43 |
| 2011 | 51.37 | 48.07 |
| 2010 | 52.09 | 48.58 |
| 2009 | 48.03 | 45.79 |
| 2008 | 49.71 | 40.03 |

2013 GRAD Written Composition Test Results

The Grade 9 writing test was removed and therefore not administered in the 2013-14 or 2014-15 school year. A Written Composition Test will return for the 2016-17 school year.

Gr. 9 GRAD Written Composition Test Results

| Year | Monte % passing | State % passing | Monte Average Score | State Average Score |
|----------------------|--------------------|--------------------|------------------------|------------------------|
| 2013 (Class of 2016) | 88 | 88 | 3.4 | 3.4 |
| 2012 (Class of 2015) | 85 | 92 | 3.4 | 3.6 |
| 2011 (Class of 2014) | 92 | 89 | 3.5 | 3.5 |
| 2010 (Class of 2013) | 96 | 91 | 3.5 | 3.5 |
| 2009 (Class of 2012) | 84 | 90 | 3.2 | 3.5 |
| 2008 (Class of 2011) | 89 | 89 | 3.4 | 3.5 |
| 2007 (Class of 2010) | 97 | 92 | 3.8 | 3.6 |
| 2006 (Class of 2009) | 96 | 93 | 3.4 | 3.5 |
| 2005 (Class of 2008) | 93 | 91 | 3.1 | 3.2 |
| 2004 (Class of 2007) | 97 | 91 | 3.2 | 3.2 |

District Assessment

Montevideo Public Schools have a comprehensive testing program that evaluates our students in several academic areas. The results from these assessments are used to make curriculum decisions, develop district and site improvement plans and make decisions about individual student needs.

| Assessment | Grade |
|---|---|
| Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) | K-7 (reading & math) |
| MCA-III: Minnesota Comprehensive Assessments | 3-8 (reading & math); 10 (reading); 11 (math); 5, 8, HS (science) |
| ACCESS for ELLs (WIDA) | English Language Learners |
| MTAS for Special Ed | Special Ed students as indicated by IEP |

ISD #129 Testing Schedule for 2015-16

| Date | Test |
|--------------------|---|
| Sept. 14-October 9 | Fall NWEA MAP, Gr. K-7 Math & Reading |
| October 2 | ASVAB (Grade 11) |
| October 14 | PSAT (Grade 11) (optional) |
| October 19 | Optional Local Purpose Assessment (OLPA) Reading Grades 3-8, 10 and Mathematics Grades 3-8 Online Begins |
| October 24 | ACT |
| TBD | SAT (optional) |
| December 12 | ACT |
| February 1 | ACCESS for ELLs and Alternate ACCESS for ELLs Paper Begins |
| February 19 | Optional Local Purpose Assessment Reading Grades 3-8, 10 and Mathematics Grades 3-8 Online Ends |
| March 7 | MCA Reading Grs. 3-8, 10 & Mathematics Grs. 3-8, 11 Online begins; MCA Science Online Begins; MTAS Reading, Mathematics, and Science Begins |
| March 25 | ACCESS for ELLs and Alternate ACCESS for ELLs ends |
| April 9 | ACT |
| April 19 | The ACT Plus Writing (College Entrance Exam) Grade 11 Paper |
| May 3 | The ACT Plus Writing Make-Up Day |
| May 4 | AP English Lit (Grade 12) |
| May 6 | MCA Reading Grs. 3-8, 10 & Mathematics Grs. 3-8, 11 Online Ends; MTAS Reading, Mathematics, and Science Ends |
| May 13 | MCA Science Online Ends |
| TBD | Spring NWEA MAP, Gr. K-7 Math & Reading |

Become a member of the Staff Development Committee!

Statement of Intent: The Montevideo School District believes that the community should have an opportunity to be involved in the development of the school curriculum. Any person who resides in the Montevideo School District or is the parent of an open-enrolled student is invited to apply for membership in the Montevideo Staff Development Committee.

Procedure: Those wishing to serve on the committee should notify the Superintendent's Office. Each applicant will submit an application form (below). The Board of Education will make the appointments at their regularly scheduled November meeting. Applicants will be notified prior to the next Staff Development Committee meeting.

The term of membership will be for two years with one half of the membership's appointments to occur in even number years and one half the appointments to occur in odd number years. The committee meets on the second Tuesday of each month. Those wishing to continue to serve on the committee shall notify the Superintendent's Office by November 2, 2015.

Current Members: Administrators – Dr. Luther Heller, Shawn Huntley, Bruce Bergeson, Bob Grey, Bill Sprung; Faculty Representatives – Kelly Knutson, Samantha Seeman, Kati Luschen, Erin Lippert, Amanda Blom, De De Epema, Mary Sue Kruger, Christopher Giese, Lee Varpness; Support Staff – position open; Curriculum & Assessment Coordinator – Scott Hickey; School Board Members – Alan Van Ravenswaay, Maggie Kløver; Community Members – no recent applicants

YES! I would like to be considered for membership on the Staff Development Committee.

The Montevideo School Board invites community membership to join the Staff Development Committee. If you wish to become a member, please submit this application to the Superintendent's Office or e-mail Scott Hickey at shickey@montevideoschools.org by November 2, 2015. The School Board will review the applications and appoint members to the Staff Development Committee. No one will be excluded from the committee due to national origin, gender, disability, age, nor political or religious affiliations. You will be notified of appointment prior to the next meeting.

Name: _____

Address: _____

Telephone: _____

E-mail: _____

Signature

Date