

Mounds View Assessment Results
& Progress on Goals
2014-2015

School Board Presentation
October 13, 2015

NWEA
Measures of Academic Progress (MAP)

Reading & Mathematics

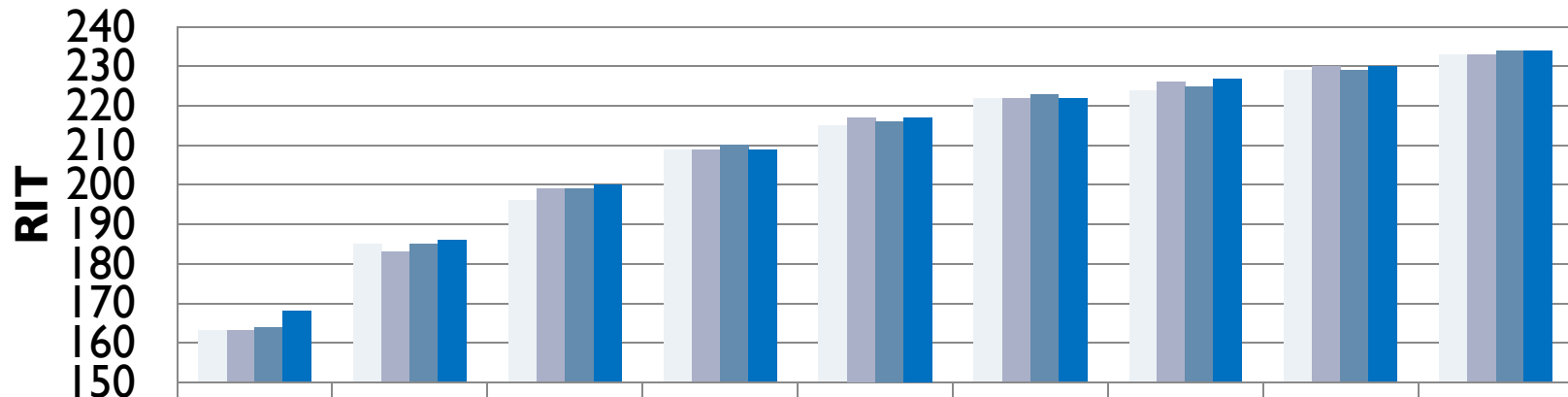
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NWEA Measures of Academic Progress

- ▶ The median performance at each grade level on NWEA MAP for Math and Reading is between 1-3 grade levels above the national norms
- ▶ All day, Every day Kindergarten shows the greatest increase in median performance in Math and Reading
- ▶ Our goal as a district is to have 60% of the students in the district, school, and grade meeting or exceeding their projected growth target.
- ▶ In 2015, **55.8%** of the students in grades 3-8 met or exceeded their growth projection in Reading and **57.5%** of students in grades 3-8 met or exceeded their growth projection in Mathematics.
- ▶ The greatest gain was in Middle School Mathematics (grades 6-8) which increased from 55.3% of the students meeting or exceeding their growth projections in 2014 to **60.3%** in 2015.

NWEA Reading Median RIT Scores by Year

NWEA READING MEDIAN



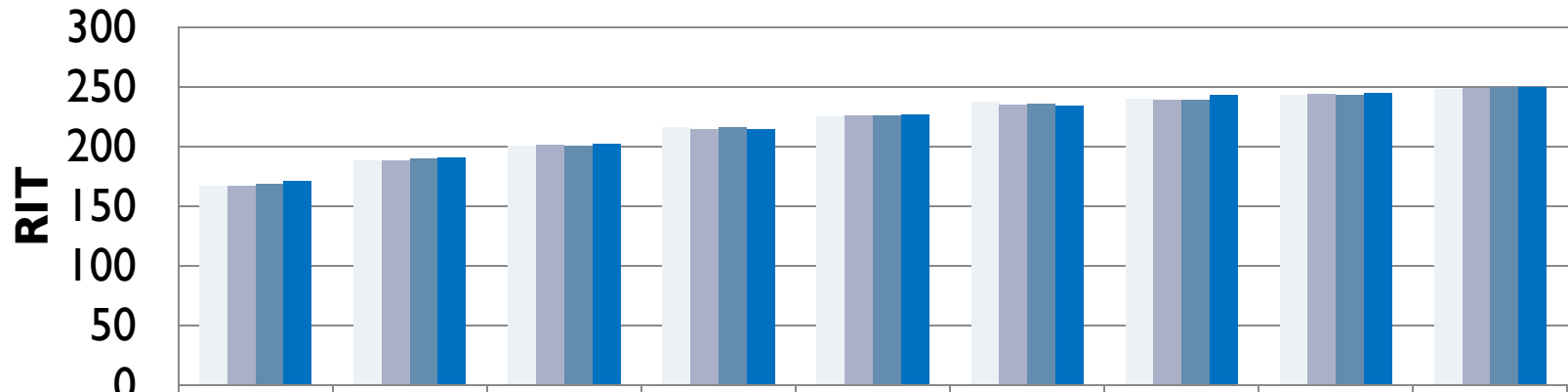
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2012	163	185	196	209	215	222	224	229	233
2013	163	183	199	209	217	222	226	230	233
2014	164	185	199	210	216	223	225	229	234
2015	168	186	200	209	217	222	227	230	234

2011 Norms:	158	177	190	199	207	212	216	220	222
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NWEA Reading Median RIT Scores by Year

NWEA MATH MEDIAN



	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2012	167	188	200	216	225	237	240	243	248
2013	167	188	201	214	226	235	239	244	249
2014	168	190	200	216	226	236	239	243	250
2015	171	191	202	214	227	234	243	245	250

2011 Norms: 159	179	191	203	213	221	226	231	235
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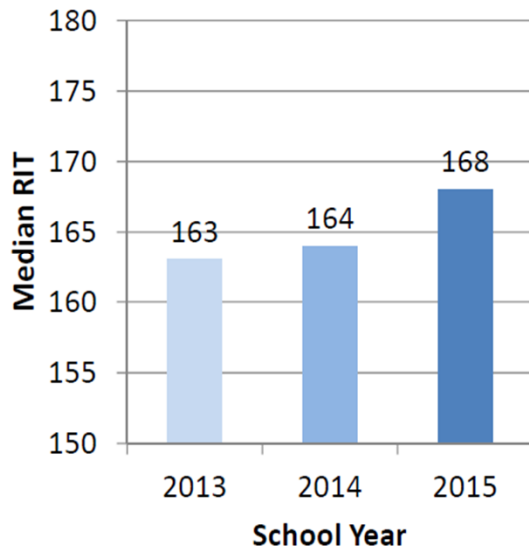
Progress on School Readiness Goal

This goal is in alignment with MDE World's Best Work Force Focus Goals



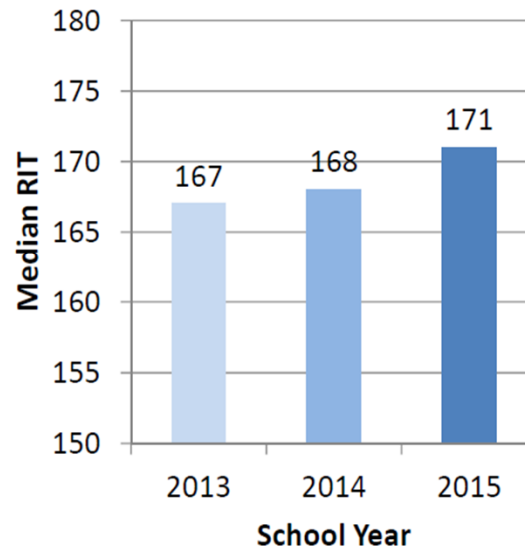
Students performance on the Primary Measures of Academic Progress for both math and reading allows an annual check of the impact of Kindergarten all day instruction.

**Kindergarten
Primary MAP Reading RIT Median**



National K Reading Norm=158

**Kindergarten
Primary MAP Math RIT Median**



National Math K Norm=159

2015 Parent Satisfaction Survey Report

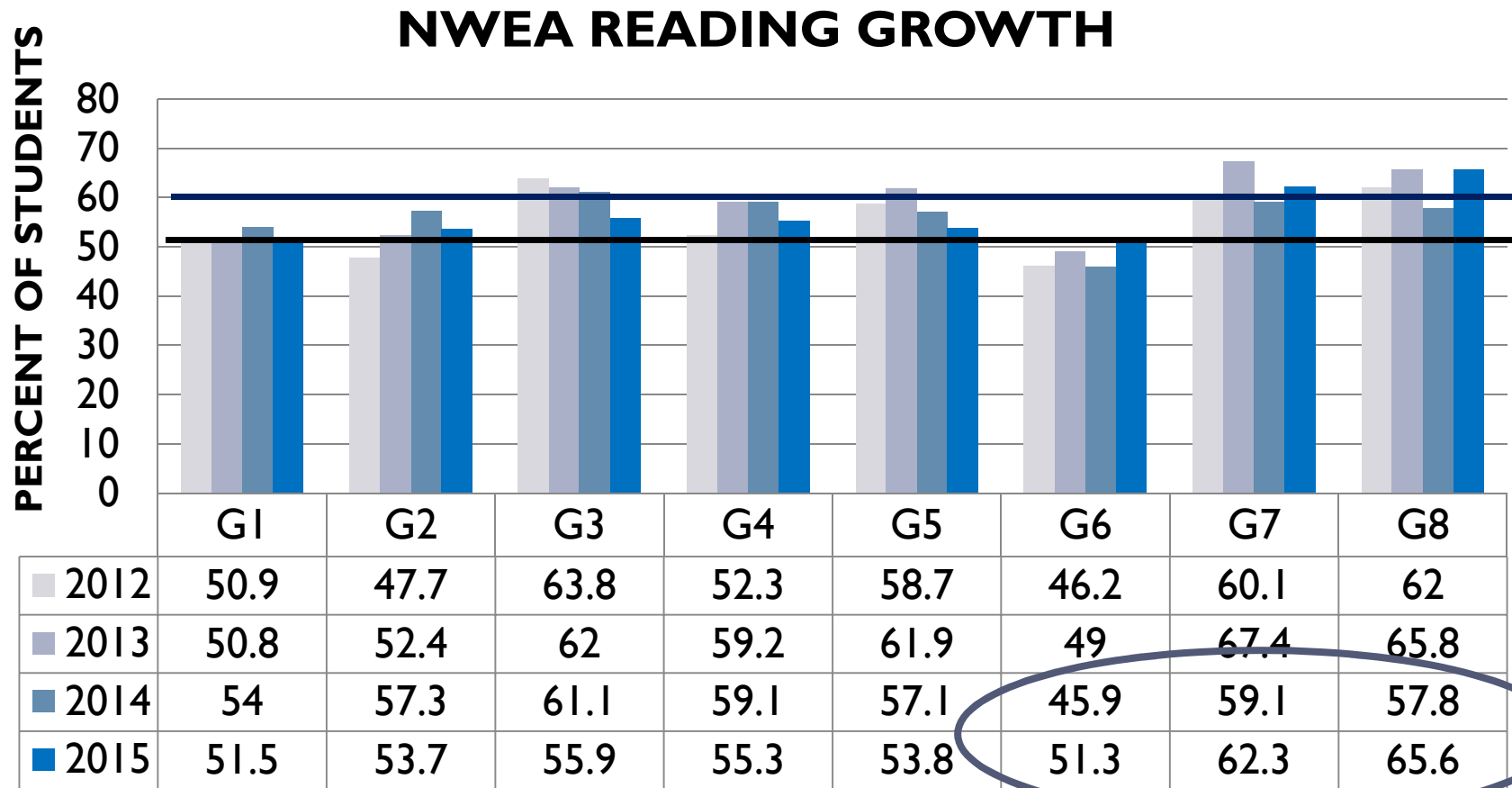
How satisfied are you with the full-day kindergarten experience?

95.9% said Very or Somewhat Satisfied

I am proud of my Kindergarten Center and would recommend it to friends.

94.5% said Strongly Agree or Agree

Percent of Students meeting or exceeding Growth Target: Reading by grade



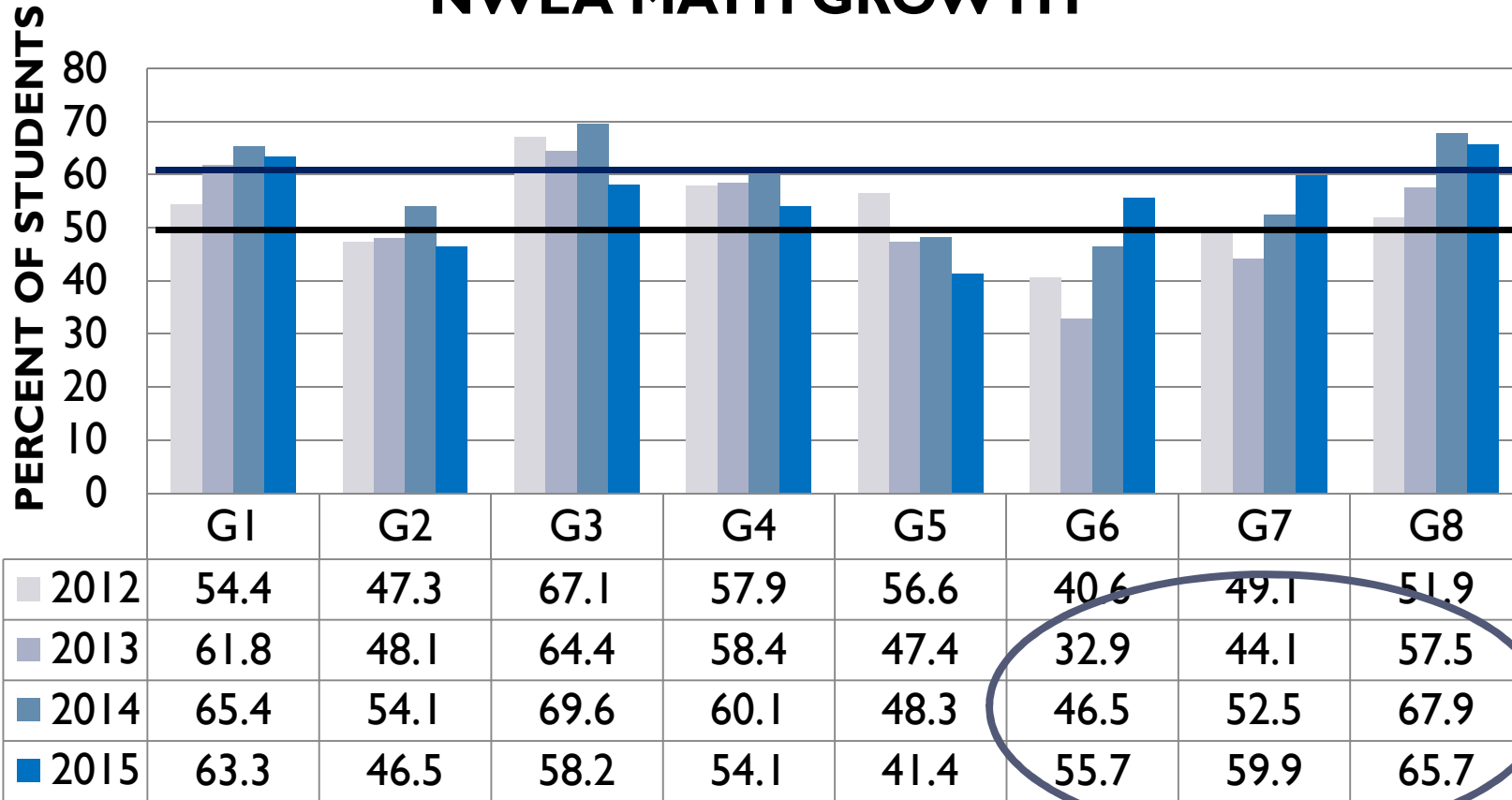
Growth Calculated Using 2011 Norms

NWEA Norm: 50% Benchmark
Mounds View Goal: 60%



Percent of Students meeting or exceeding Growth Target: Mathematics by grade

NWEA MATH GROWTH



Growth Calculated Using 2011 Norms

NWEA Norm: 50% Benchmark
Mounds View Goal: 60%





Minnesota Comprehensive Assessment (MCA-III)



Mathematics, Reading & Science

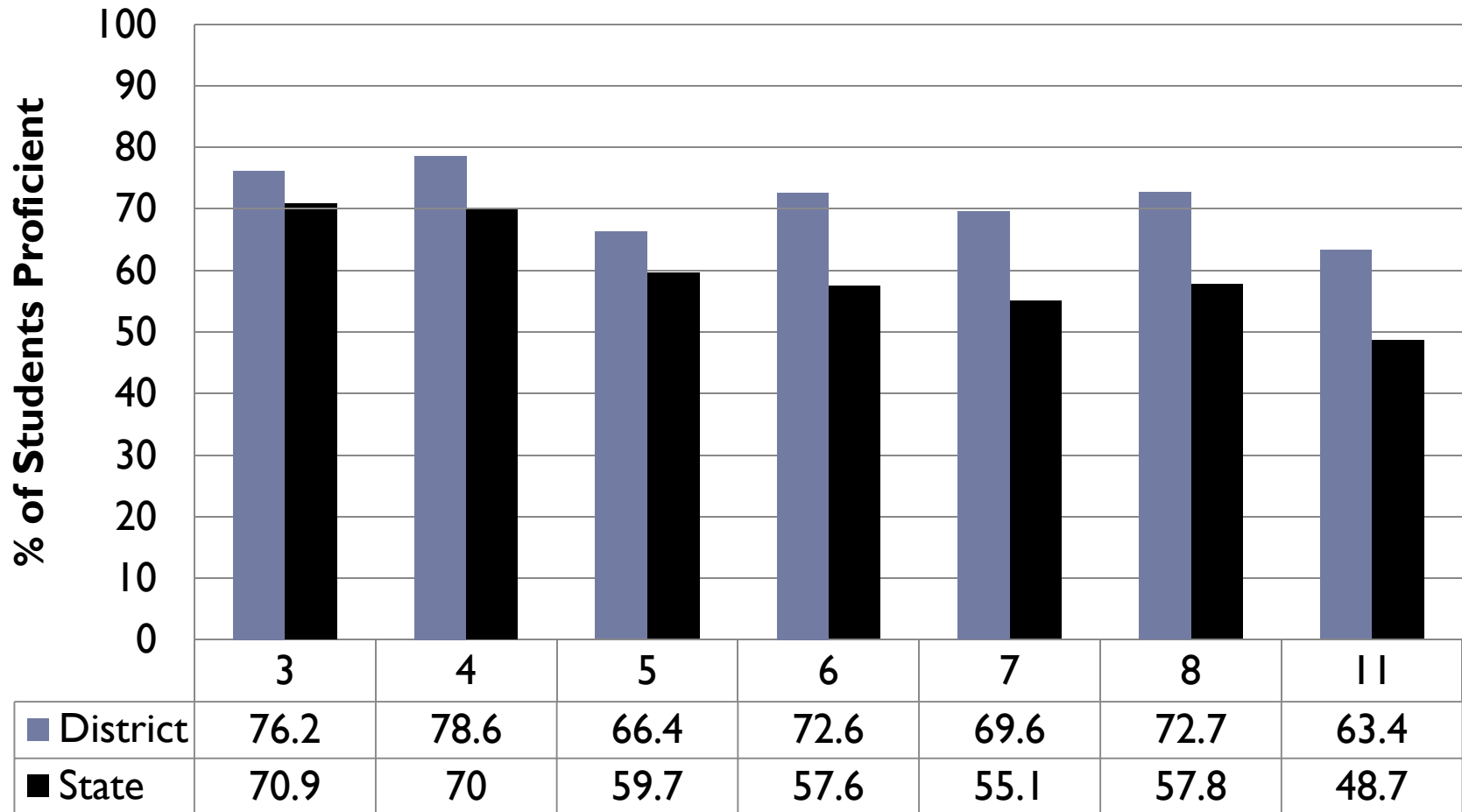
Minnesota Comprehensive Assessments-Series III Mathematics: Summary of Results

- ▶ Mounds View schools has a greater percentage of students proficient at each grade level, when compared to Minnesota results.
- ▶ Mounds View results show a 0.9 or almost 1% increase in students who are proficient as compared to the previous year.
- ▶ Middle School results contributed to this increase with the percent of students proficient increasing at each grade level as follows:
 - ▶ Grade 6 increase of 6.3%
 - ▶ Grade 7 increase of 2.9%
 - ▶ Grade 8 increase of 1.9%
- ▶ Similar increases observed in students who are proficient by ethnicity and socio-economic status.



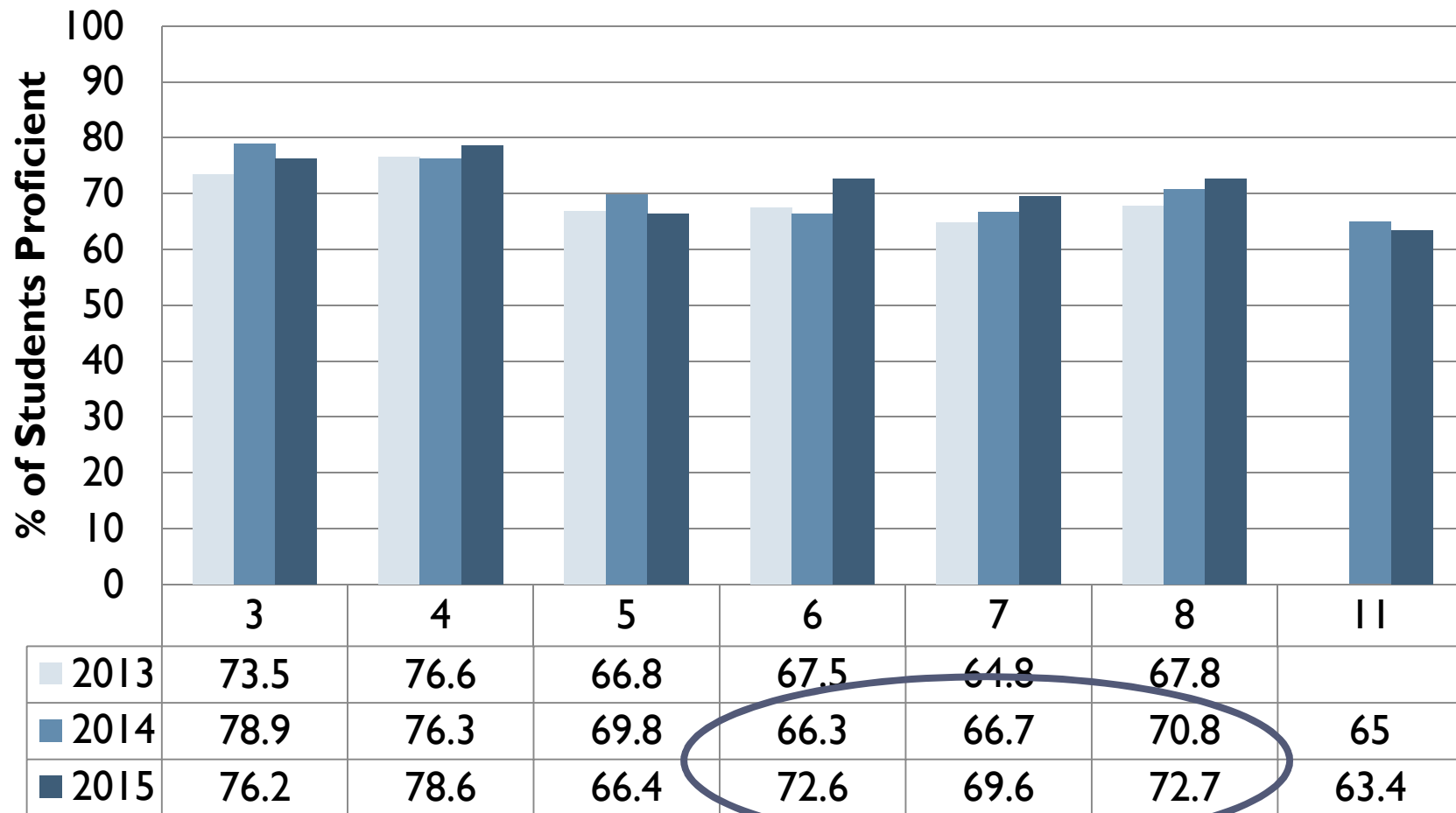
Mathematics MCA-III 2015 District and State Comparison

Math Proficiency: % Meeting or Exceeding the Standards



Mathematics MCA-III 2013-2015 District Historical Results

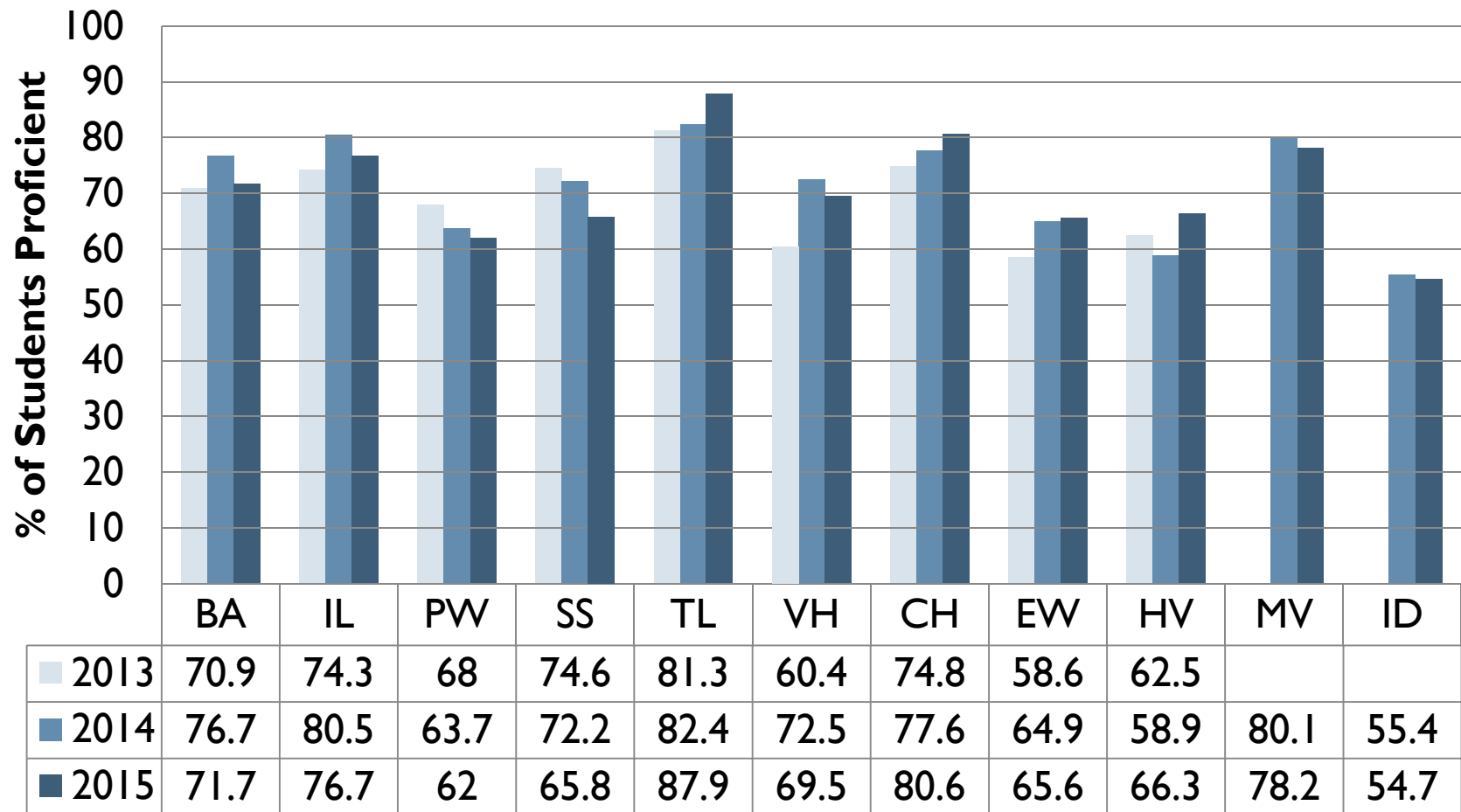
Math Proficiency: % Meeting or Exceeding the Standards



Mounds View Schools Percent Proficient: 2013=69.4; 2014=70.5; 2015=71.4

Mathematics MCA-III 2013-2015 School Historical Results

Math Proficiency: % Meeting or Exceeding the Standards



Mounds View Schools Percent Proficient: 2013=69.4; 2014=70.5; 2015=71.4

Minnesota Comprehensive Assessments-Series III

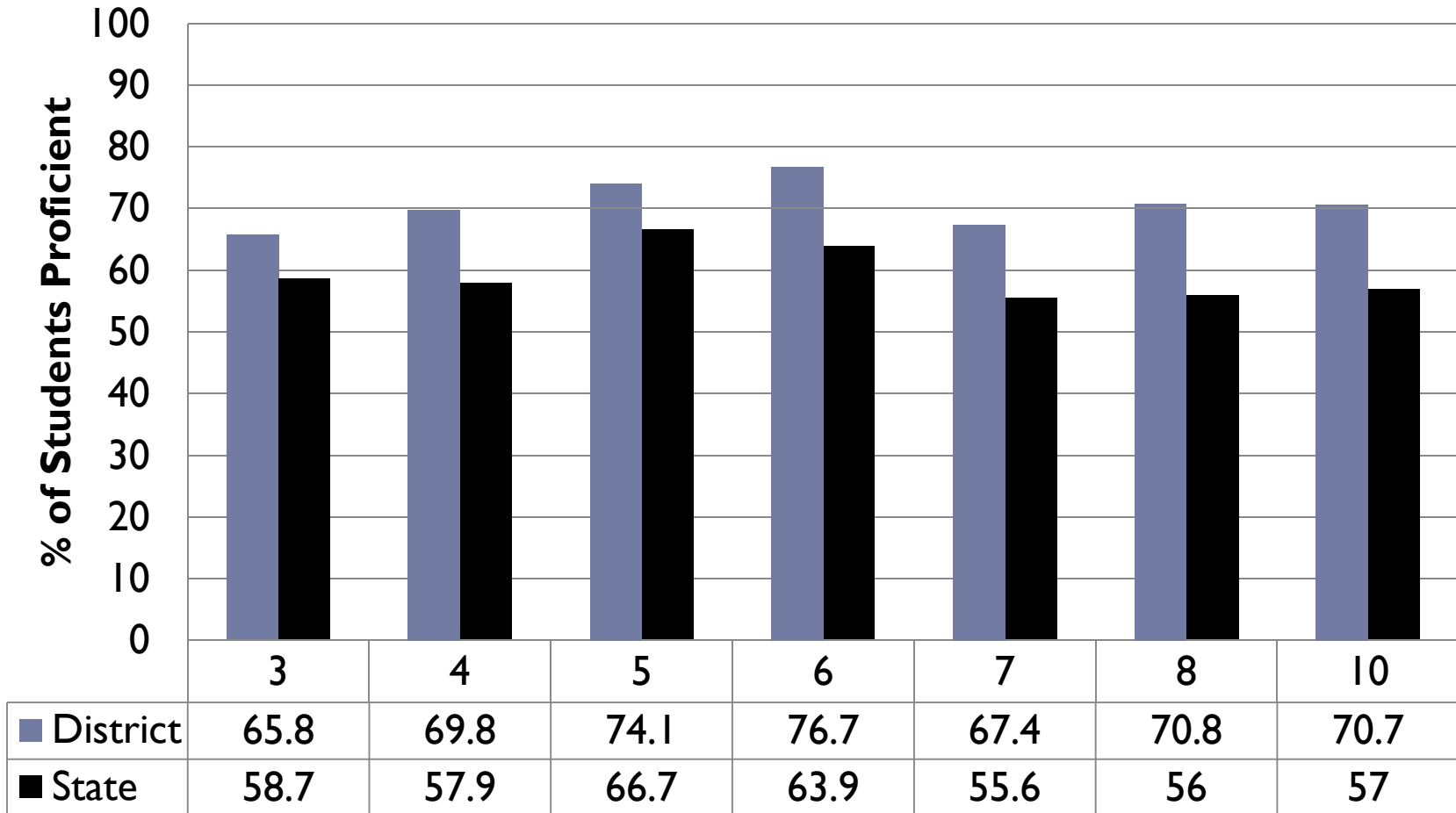
Reading: Summary of Results

- ▶ Mounds View schools has a greater percentage of students proficient at each grade level, when compared to Minnesota results.
- ▶ Mounds View results show a 2.4% increase in students who are proficient as compared to the previous year.
- ▶ Middle School results contributed to this increase with the percent of students proficient increasing at each grade level as follows:
 - ▶ Grade 6 increase of 9.8%
 - ▶ Grade 7 increase of 1.3%
 - ▶ Grade 8 increase of 3.7%
- ▶ Similar increases observed in students who are proficient by ethnicity and socio-economic status.



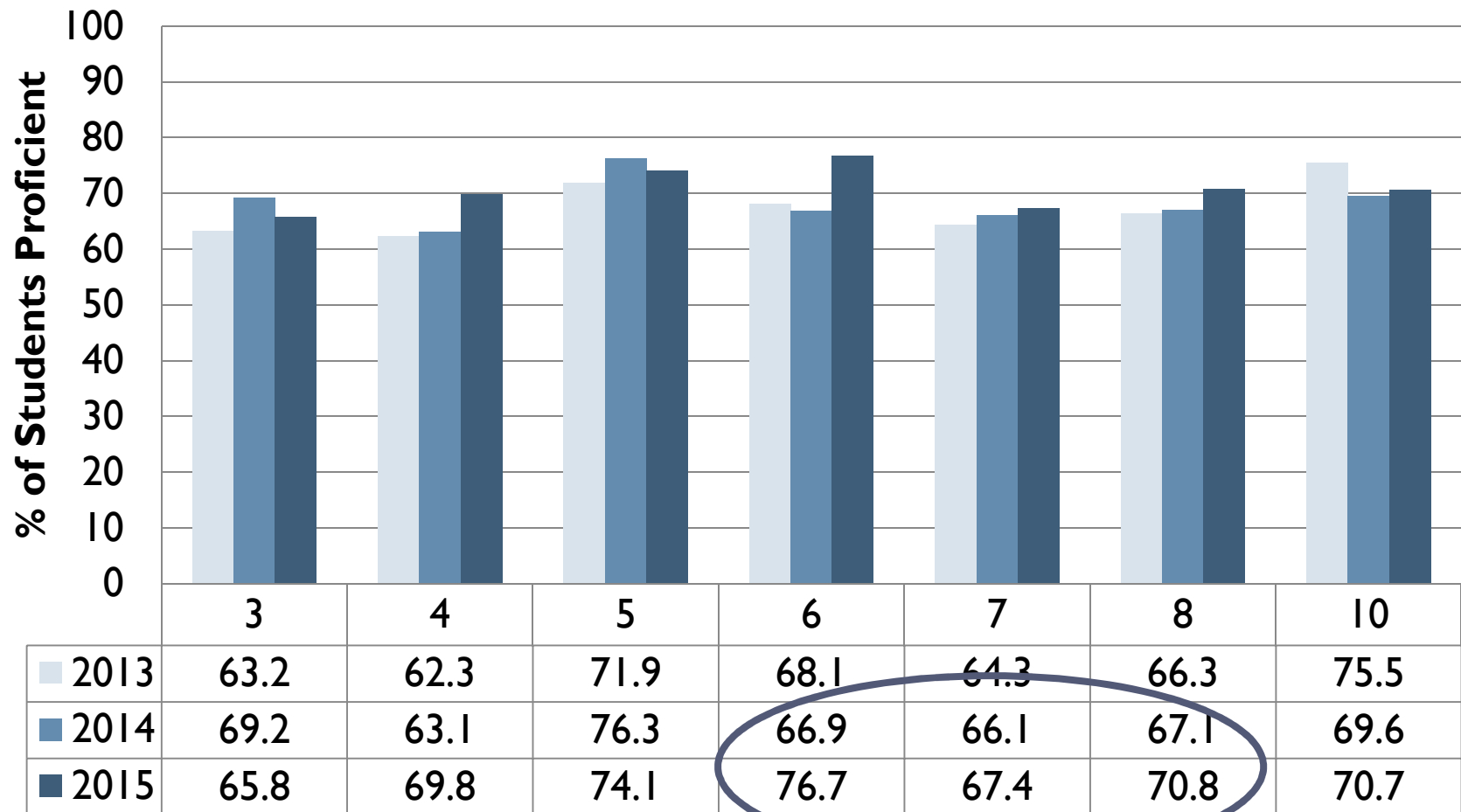
Reading MCA-III 2015 District and State Comparison

Reading Proficiency: % Meeting or Exceeding the Standards



Reading MCA-III 2013-2015 District Historical Results

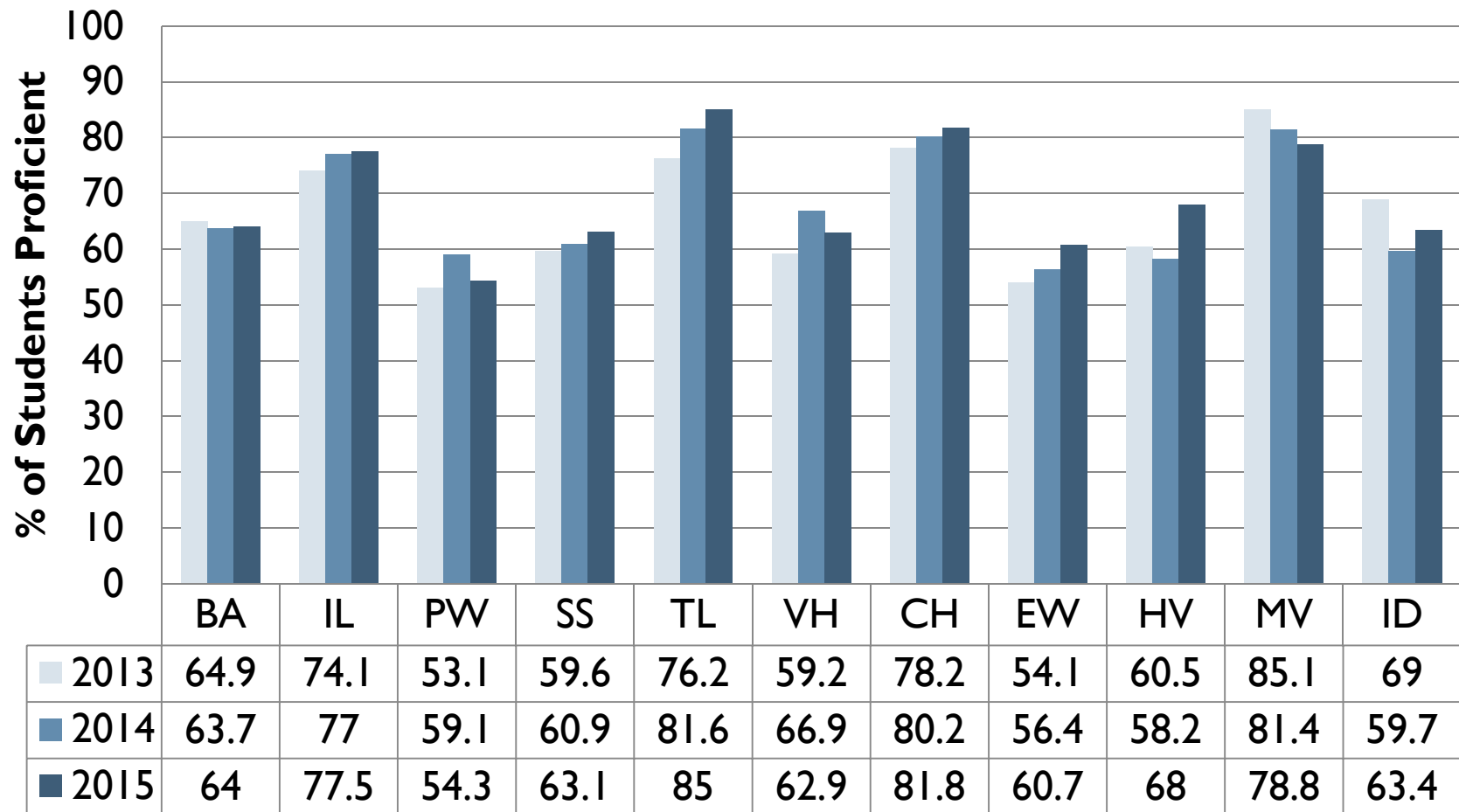
Reading Proficiency: % Meeting or Exceeding the Standards



Mounds View Schools Percent Proficient: 2013=67.6; 2014=68.3; **2015=70.7**

Reading MCA-III 2013-2015 School Historical Results

Reading Proficiency: % Meeting or Exceeding the Standards



Mounds View Schools Percent Proficient: 2013=67.6; 2014=68.3; **2015=70.7**

Progress on Third Grade Literacy Achievement



This goal is in alignment with MDE World's Best Work Force Focus Goals

Student performance of the Minnesota Comprehensive Assessment for Reading provides an annual check of third grade literacy progress. Students who are proficient (meet or exceed the standards) on this exam are indicative of students who are on track with their development of literacy skills.

Percent of Grade 3 Students Proficient on the MCA Reading

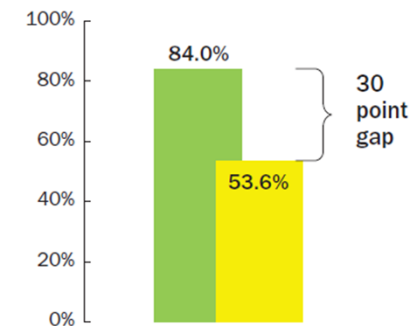
	Mounds View Schools	State of Minnesota
Spring 2015	65.8	58.7
Spring 2014	69.3	58.2
Spring 2013	63.2	57.4

Progress on Closing Achievement Gap

This goal is in alignment with MDE Goal to decrease the Achievement Gap in one half by 2017 and the Mounds View Achievement and Integration plan.

The achievement gap is measured by comparing the percentage of each student group that are Exceeding, Meeting, or Partially Proficient on the standards as measured by the Minnesota Comprehensive Assessment. For example, the achievement gap for students of color is the difference between the performance of our students of color and our white student group.

To address achievement gaps, MoundsView believes schools must first address the gaps that exist in the aspirations student have for their future, the opportunities available to them and the expectations every family has for their school.



How is achievement gap calculated?
The achievement gap is calculated by finding the difference in performance of one group of students to another group of students. In this example, the student performance of group 2 (yellow bar) is subtracted from the student performance of group 1 (green bar). $84.0\% - 54.0\% = 30$ point gap.

***It is important to note that in 2015 for many of these comparison subgroups, the number of students proficient increased for both groups. This resulted in the gap remaining much the same, even though there was an increase in the number of students reaching the proficient levels.**

Progress on Closing Achievement Gap



This goal is in alignment with MDE Goal to decrease the Achievement Gap in one half by 2017 and the Mounds View Achievement and Integration plan.

District Achievement Gap Trend

	2013 MATH	2014 MATH	2015 MATH	2013 RDG	2014 RDG	2015 RDG
Difference in achievement of Students of Color compared to white students	12.7	10.3	10.2	13.3	13.8	13.0
Difference in achievement of Students receiving Free/Reduced Price lunch compared to those not receiving Free/Reduced Price Lunch	18.8	18.3	18.1	23.2	23.6	23.7

***It is important to note that in 2015 for many of these comparison subgroups, the number of students proficient increased for both groups. This resulted in the gap remaining much the same, even though there was an increase in the number of students reaching the proficient levels.**

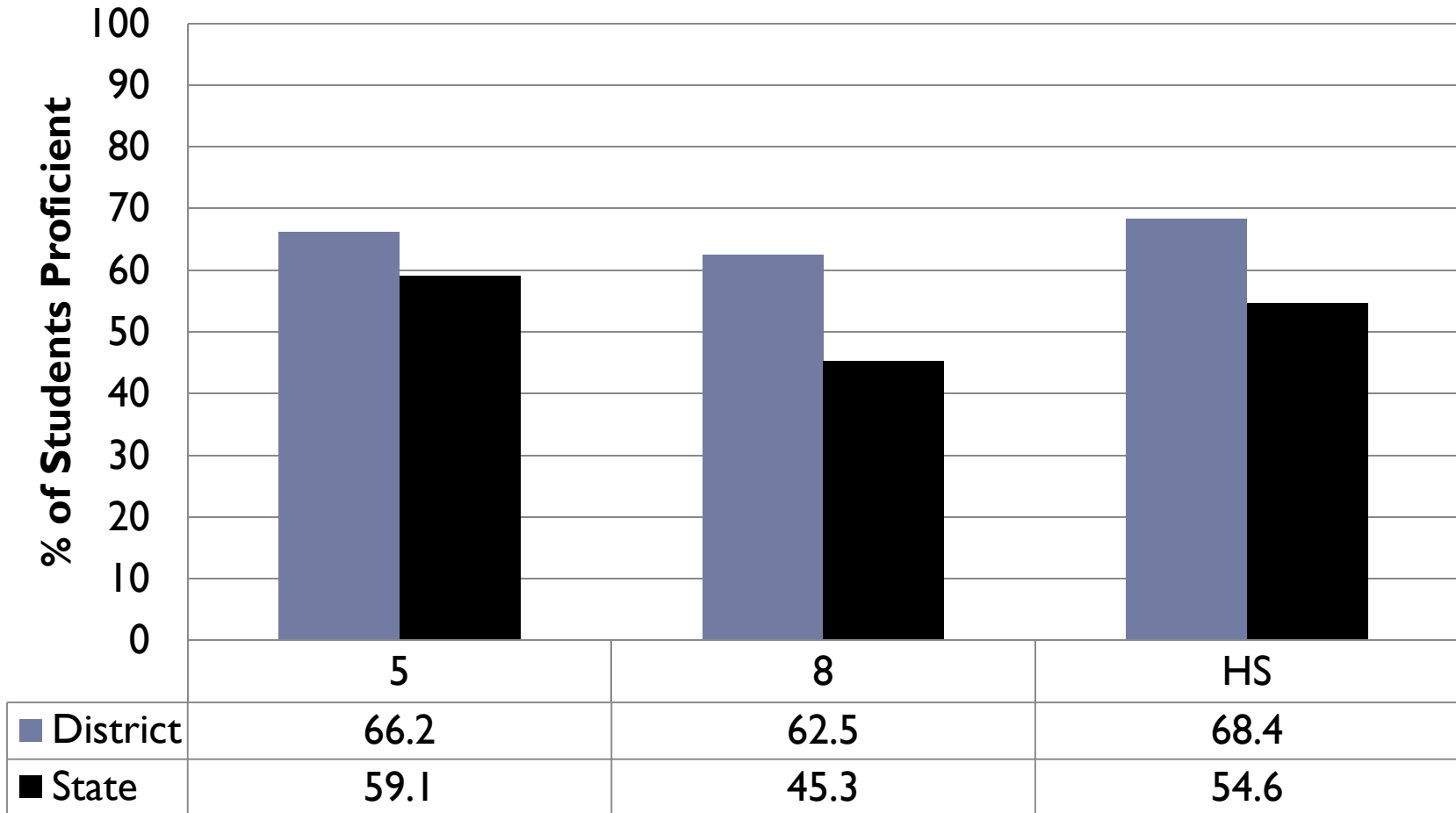
Minnesota Comprehensive Assessments-Series III Science: Summary of Results

- ▶ Mounds View schools has a greater percentage of students proficient at each grade level, when compared to Minnesota results.
- ▶ Mounds View results show a 5.2% increase in students who are proficient as compared to the previous year.
- ▶ The change in the percent of students proficient at each grade level as compared to the previous year is as follows:
 - ▶ Grade 5 decrease of 2.7%
 - ▶ Grade 8 increase of 10.1%
 - ▶ High School Life Science increase of 7.8%
- ▶ Similar increases observed in students who are proficient by ethnicity and socio-economic status.



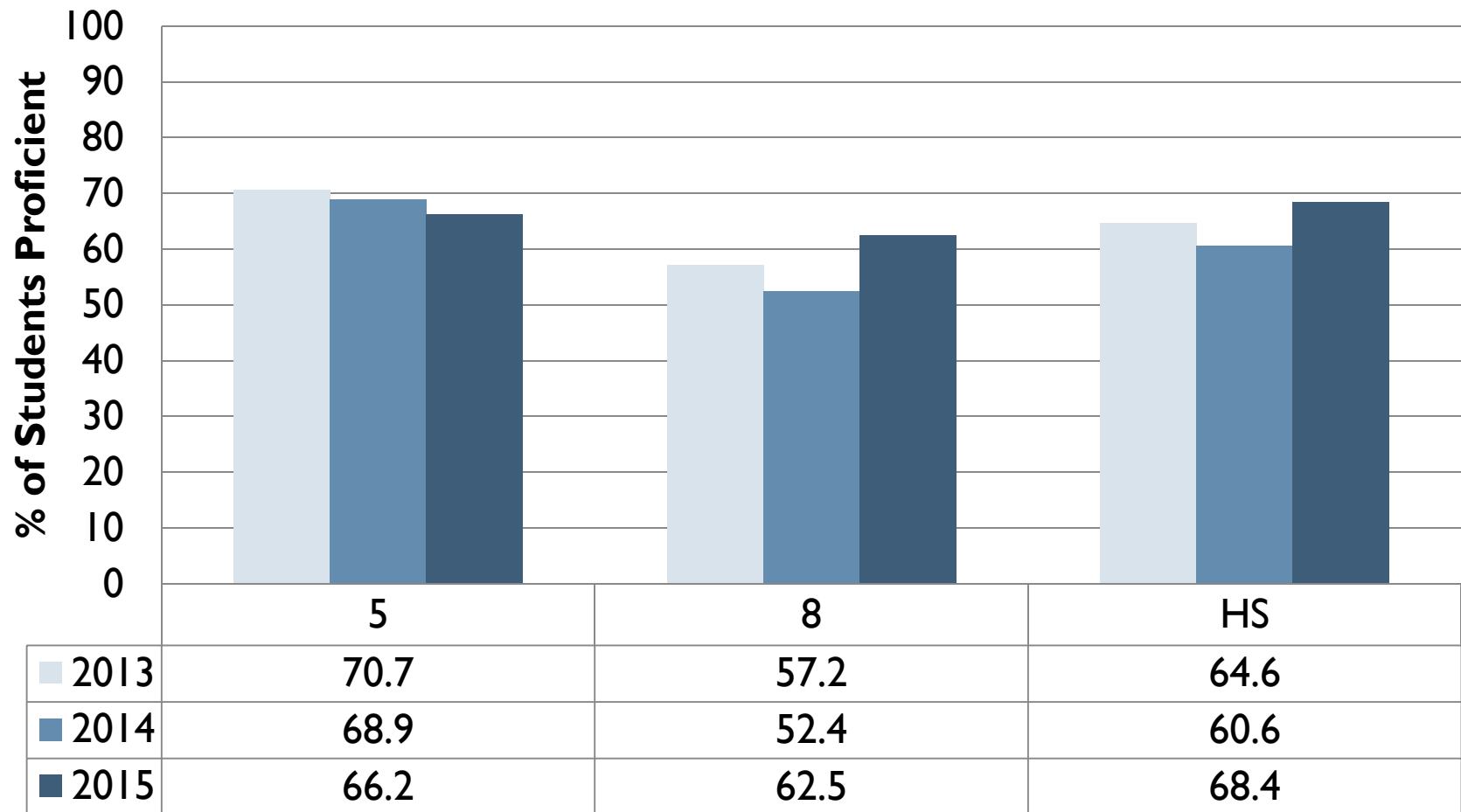
Science MCA-III 2015 District and State Comparison

Science Proficiency: % Meeting or Exceeding the Standards



Science MCA-III 2013-2015 District Historical Results

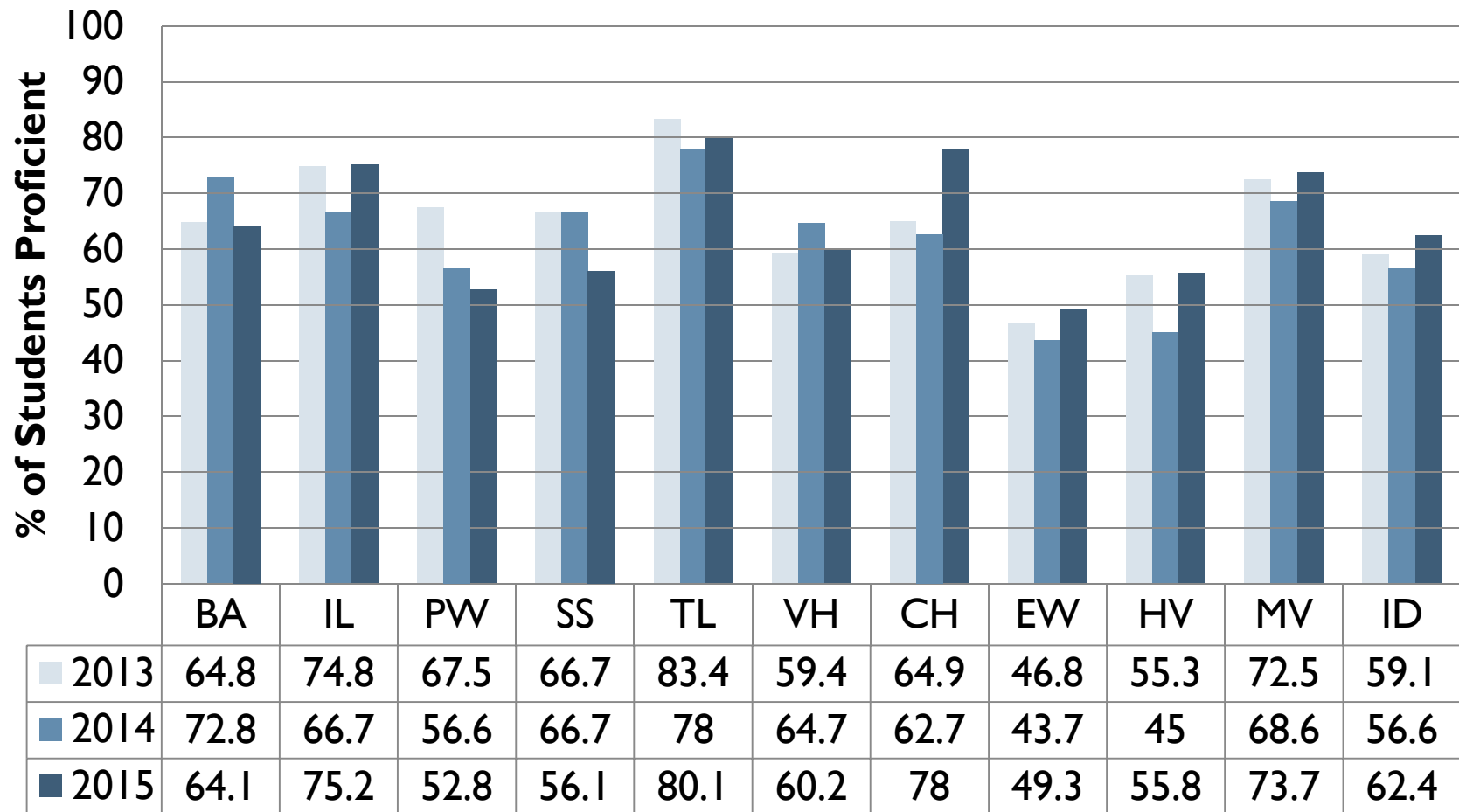
Science Proficiency: % Meeting or Exceeding the Standards



▶ Mounds View Schools Percent Proficient: 2013=64.1; 2014=60.5; **2015=65.7**

Science MCA-III 2013-2015 School Historical Results

Science Proficiency: % Meeting or Exceeding the Standards



▶ Mounds View Schools Percent Proficient: 2013=64.1; 2014=60.5; **2015=65.7**

2015 Multiple Measures Rating (MMR) Results

- ▶ Mounds View Title One schools receive these designations based on the Minnesota MMR Calculation which includes: proficiency, growth, and achievement gap reduction as measured by the 2015 MCA-III Reading and Math assessments

Valentine Hills is designated as a Reward School: Reward School are in the top 15% of all Title One Schools based on their Multiple Measures Rating. (They received this designation in 2014 as well)

Bel Air and Sunnyside: Celebration Eligible: Celebration Eligible Schools are in the 60th to 85th percentile of top performing Title One Schools based on the Multiple Measures Rating. (They received this designation in 2014 as well). They may apply to become a Celebration school. Ten percent of eligible schools are recognized annually.

- ▶ **Pinewood:** No Designation. This means that that Pinewood's performance was somewhere between the 25th and the 59th percentile of Title One Schools in the state. (They were a Celebration School in 2014)
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Student Achievement Post Secondary Readiness



ACT

ACT Results

Graduating Seniors 2012-2015

Year	District	Minnesota	Nation
2012	23.4	22.8	21.1
2013	23.5	23.0	20.9
2014	23.5	22.9	21.1
2015	23.5	22.7	21.0

ACT Score out of 36

Approximately 98% of Mounds View Schools seniors participated in these administration of the ACT.



Progress on College and Career Readiness



This goal is in alignment with MDE World’s Best Work Force Focus Goals

MoundsView Schools has supported all juniors in accessing the ACT as juniors and assesses students’ college and career readiness through their performance on this exam through their senior year.

Graduating Class ACT Results

	2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Number of students taking exam	612	861	792	819	824
% of class	69%	97%	97%	97%	98%
Average District Score	25.3	23.4	23.5	23.5	23.5
Average State Score	22.9	22.3	23.0	22.9	22.7
Average Nation Score	21.1	21.1	20.9	21.1	21.0
<u>A Closer Look: Number of students with ACT Composite Score</u>					
Score 25-36	348	315	308	386	366
Score 21-24	178	220	207	186	203
Score 17-20	68	146	164	139	138
Score lower than 17	18	180	112	108	117

Progress on College and Career Readiness



This goal is in alignment with MDE World's Best Work Force Focus Goals

❖ *Rigorous Courses* are defined as courses for which college credit can be earned

- Anoka Ramsey Community College Courses (ARCC)
- Advanced Placement Courses (AP)
- College in the Schools Courses (CIS)
- College Level Placement Exam Participation (CLEP)
- Career and Technical Articulated Credit Courses (CTE)
- Post Secondary Enrollment Options (PSEO)

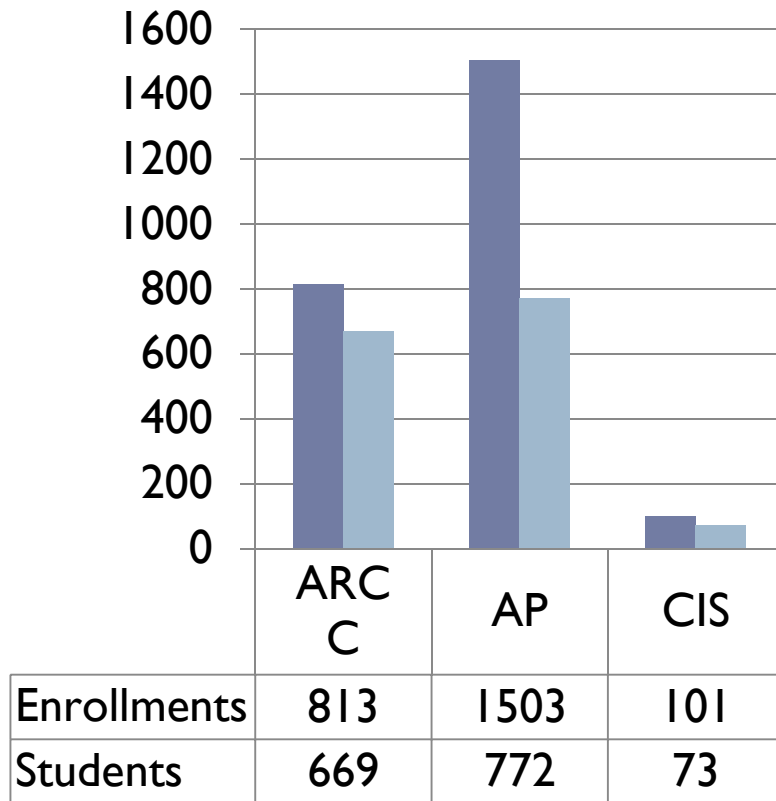


Ways High School Students at Mounds View Schools Earn College Credit

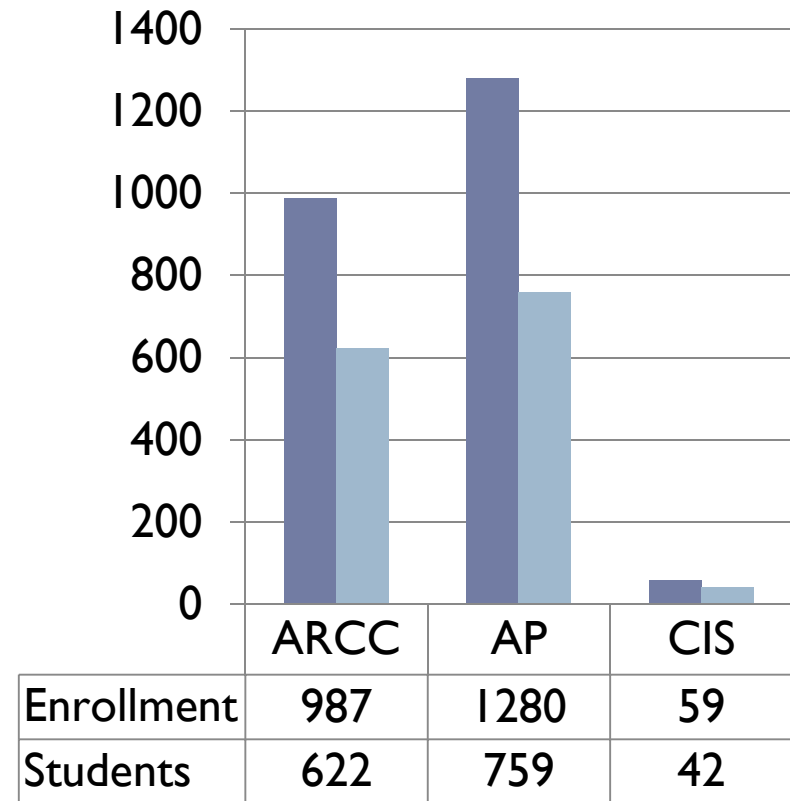
Programs	Descriptions	Examples
Anoka Ramsey Community College Course (ARCC)	Students participate in ARCC course taught by high school staff (mentored by ARCC staff) and offered at the high school	Biology, Chemistry, Interpersonal Comm, College Algebra, Art Appreciation
Advanced Placement (AP) Courses	Students participate in AP approved course taught by high school staff and receive 3 or better on AP exam	Language & Comp, Psychology, World Lang, Physics, History
College in the Schools (CIS) Course	Students participate in CIS course taught by high school staff and earn University of Minnesota College Credit	Introduction to Literature, College Composition
College Level Examination Program (CLEP)	Students participate in course taught by high school staff and receive 50 or better on the CLEP exam	Sociology, Marketing
Post Secondary Enrollment Options (PSEO)	Students participate in college/university courses at the college/university campus	Various
Career and Technical Education Articulated Credit Courses	Students in grades 10-12 participate in CTE course and earn credit that will be honored at some Minnesota Community Colleges	Accounting, Career Skills, Business, Construction, Auto Service

14-15 Student Concurrent Enrollment in College Courses

Mounds View High School



Irondale High School



The enrollment number represents duplicated counts of students, as students may enroll in multiple ARCC, AP, and CIS courses.

Progress on College and Career Readiness



This goal is in alignment with MDE World's Best Work Force Focus Goals

Students enrolled in college level courses 2014-2015

- ❖ 56% (903/1622) of students at Irondale High School
- ❖ 66% (1151/1754) of students at Mounds View High School
- ❖ 61% (2054/3376) of students in grades 9*-12

*Note that 9th grade students have fewer options to participate, as most courses begin at grade 10

79% of the students enrolled in these courses earned the college credit.

Progress on Graduation Rates



This goal is in alignment with MDE World's Best Work Force Focus Goals

Mounds View School measures the percent of students who graduate in exactly 4 years plus the percent of students who continue according to their Personalized Plan as an indicator of progress for on-time graduation.

	Class of 2012	Class of 2013	Class of 2014
ALL Students	96.1	96.4	96.9
White Students	96.8	97.2	98.3
Students of Color	93.9	90.4	97.2
Students receiving FRP lunch	93.0	92.2	93.9
Students receiving EL services	97.4	96.4	96.3
Students receiving SE services	90.7	93.8	93.5

Continuous Improvement Process

- ▶ Mounds View Teachers, through the Teacher Development and Appraisal Process (TDAP)

AND

- ▶ Mounds View Schools, through the Continuous Improvement Process

Continue to determine what are the strategies for student success and the impact these strategies have on student learning.



Key Messages

- ▶ Mounds View students continue to out-perform students across the nation (NWEA) and Minnesota (MCA).
- ▶ Mounds View District continues to focus on preparing students to be College and Career Ready (ACT) through alignment of rigorous content and effective strategies across all levels: Elementary, Middle, and High School.
- ▶ Mounds View Schools and Teachers continue to evaluate the impact that they have on student learning through the a Continuous Improvement Process & refine their programs and instruction to challenge all students.



Questions?

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