

# Data & Testing Update

Monday, September 8, 2014

# 9-8-2014 Meeting

- District Testing – Big Picture
- Additional test results
  - Science
  - ACT
  - Possibly some comparison district data
- Achievement Gap
- Strategic Directions
  - Data Retreat
  - District-School-Individual goal setting and alignment
- Teacher Evaluation - JP

# Wow! – District Testing



## Shakopee & Minnesota Statewide Testing Program

| Assessment   | K | 1 | 2 | 3 | 4              | 5 | 6 | 7 | 8   | 9 | 10 | 11 | 12  |
|--|---|---|---|---|----------------|---|---|---|-----|---|----|----|-----|
| <b>MCA and MTAS</b>  |   |   |   |   |                |   |   |   |     |   |    |    |     |
| • Reading  |   |   |   | ◆ | ◆              | ◆ | ◆ | ◆ | ◆   |   | ◆  |    |     |
| • Math   |   |   |   | ◆ | ◆              | ◆ | ◆ | ◆ | ◆   |   |    | ◆  |     |
| • Science  |   |   |   |   |                | ◆ |   |   | ◆   |   |    | ◆  |     |
| <b>ACCESS &amp; Alternate<br/>ACCESS for ELLs</b>                  | ■ | ■ | ■ | ■ | ■              | ■ | ■ | ■ | ■   | ■ | ■  | ■  | ■   |
| <b>Explore &amp; Plan</b><br>(Math, Reading,<br>English & science) |   |   |   |   |                |   |   |   | ●   |   | ●  |    |     |
| <b>Compass</b>   |   |   |   |   |                |   |   |   |     |   |    | ●  |     |
| <b>ACT +writing</b>  |   |   |   |   |                |   |   |   |     |   |    | ●  |     |
| <b>NAEP</b>  |   |   |   |   | Jackson        |   |   |   | WJH |   |    |    | SHS |
| <b>TIMMS</b>   |   |   |   |   | Eagle<br>Creek |   |   |   |     |   |    |    |     |
| <b>OLPA-Math (2x)</b>  |   |   |   | X | X              | X | X | X | X   |   |    |    |     |
| <b>OLPA-Reading (1x)</b>   |   |   |   | X | X              | X | X | X | X   |   | X  |    |     |
| <b>MAP-Math</b>  |   | X | X | X | X              | X | X | X | X   | X |    |    |     |
| <b>MAP-Reading</b>   |   | X | X | X | X              | X | X | X | X   | X |    |    |     |
| <b>CogAT</b>   |   |   | X |   |                |   |   |   |     |   |    |    |     |

◆ Required for federal and state accountability. Developed and administered by the state

■ Required for English Learners for federal Title III accountability. Used as exit criterion for state Funding.

● Nationally available assessment required as part of Career & College assessments

X Shakopee assessment

# Thoughts on Data

- Data are objective... not good, not bad, just facts
- Data do not criticize, but shed light and illuminate
- Data is\are feedback, and feedback is critical
- Data should be analyzed to identify trends, patterns, strengths and weaknesses.
- One data point vs. a pattern, trend

# 13-14 MCA Results

- Math:
  - 4 year district trend is positive vs. state
  - Strong jump at Middle level vs. state this year.. Positive trend
  - HS results up slightly vs. state (new to MCAIII this year)
- Reading:
  - Strong jump @ district level vs. state in 13-14 (+2.5% to +6%)
  - Strong jump @ both Elementary and Middle levels
- +10% cells shows strong positive trend
- Science:
  - Relatively unchanged @ district level

# South metro test scores remain steady

Article by: [ERIN ADLER](#) | Updated: August 29, 2014 - 11:49 PM

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Twee

For south metro schools, the results of this year's statewide standardized tests aren't likely to produce the frustrated sighs they did last year, when a new reading test resulted in average scores plunging almost 20 percentage points.

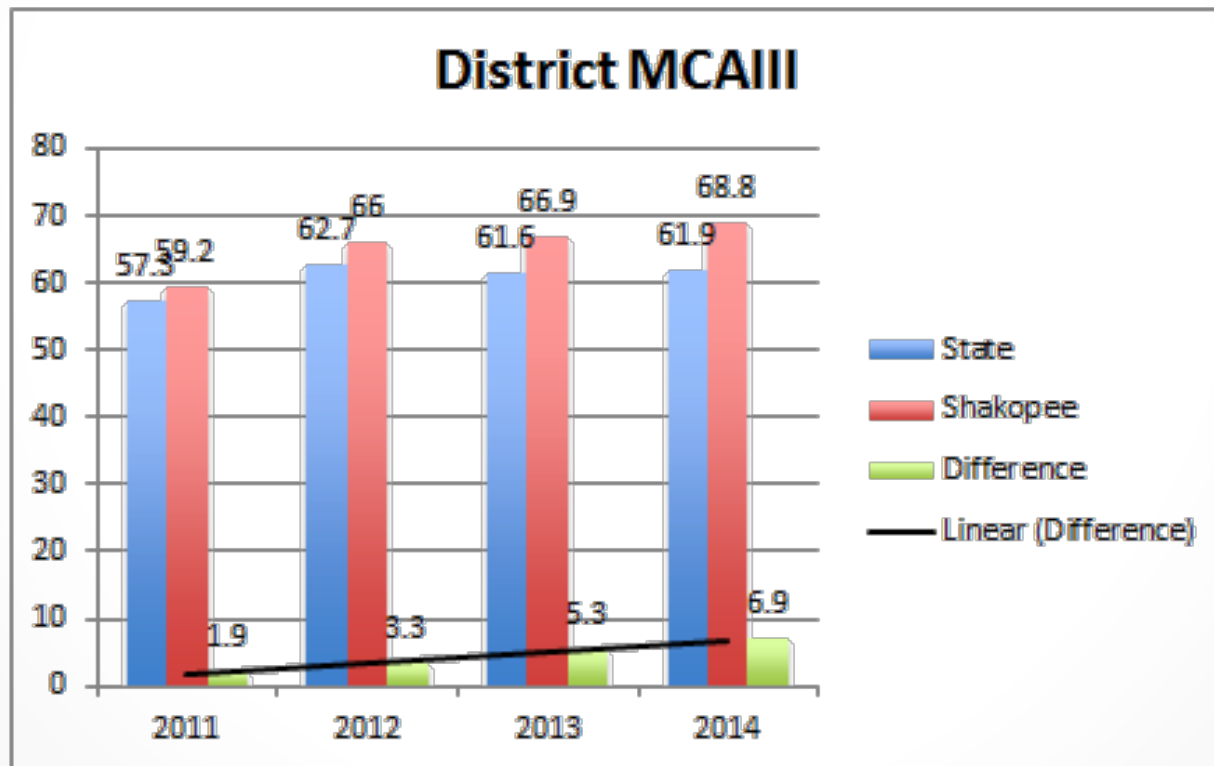
But the results are unlikely to produce many cheers, either. In Dakota and Scott County, most districts' scores stayed steady or increased by a percentage point or two.

One exception was [Shakopee](#), which saw a 5 percentage-point gain in overall reading proficiency.

Local scores on the Minnesota Comprehensive Assessments (MCAs) mirrored statewide results, which remained the same as in 2013 or went up slightly.

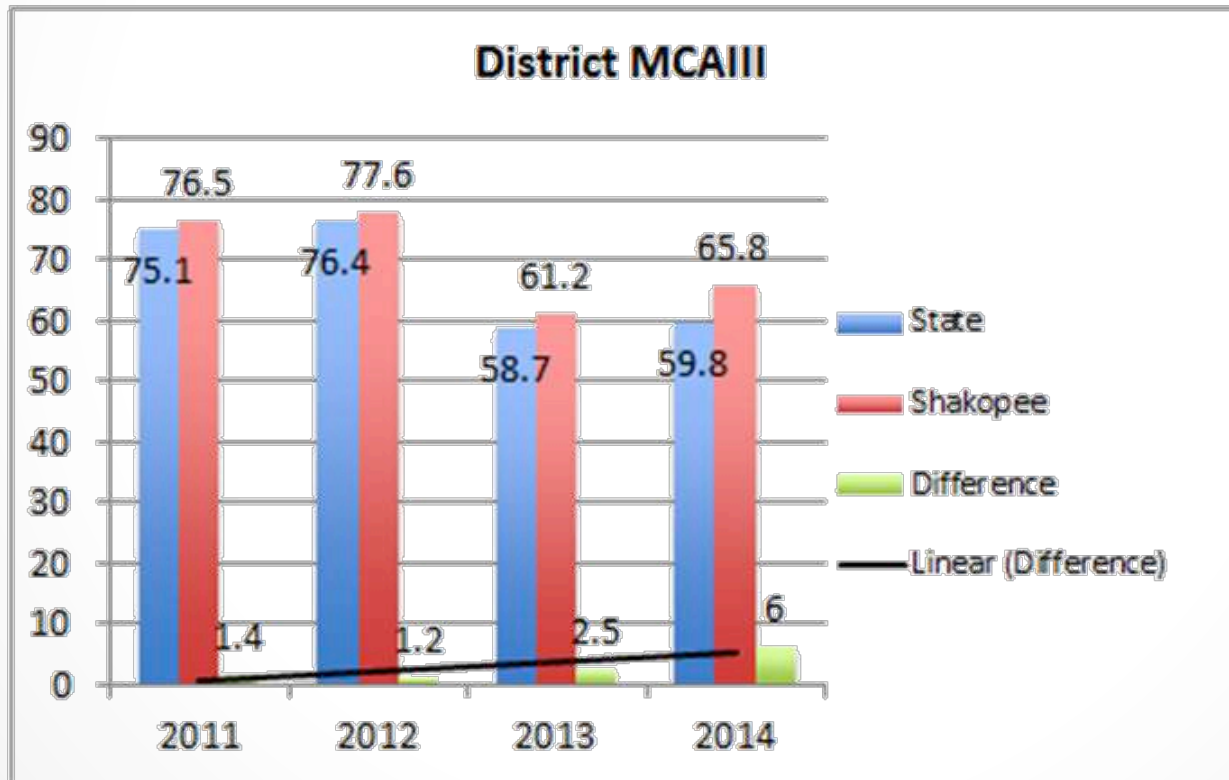
# MCA Math 4 year trend (District)

| District   | 2011 | 2012 | 2013 | 2014 |
|------------|------|------|------|------|
| State      | 57.3 | 62.7 | 61.6 | 61.9 |
| Shakopee   | 59.2 | 66   | 66.9 | 68.8 |
| Difference | 1.9  | 3.3  | 5.3  | 6.9  |



# MCA Reading 4 year trend (District)

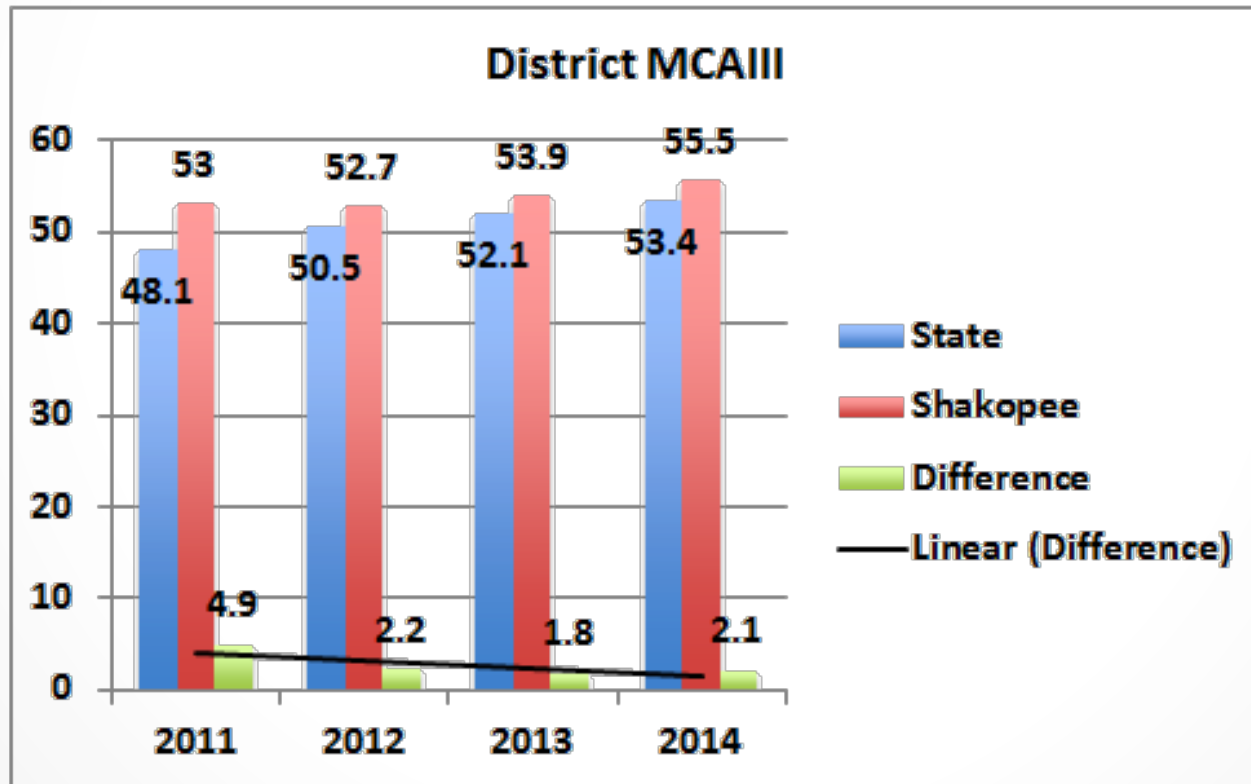
| District   | 2011 | 2012 | 2013 | 2014 |
|------------|------|------|------|------|
| State      | 75.1 | 76.4 | 58.7 | 59.8 |
| Shakopee   | 76.5 | 77.6 | 61.2 | 65.8 |
| Difference | 1.4  | 1.2  | 2.5  | 6    |



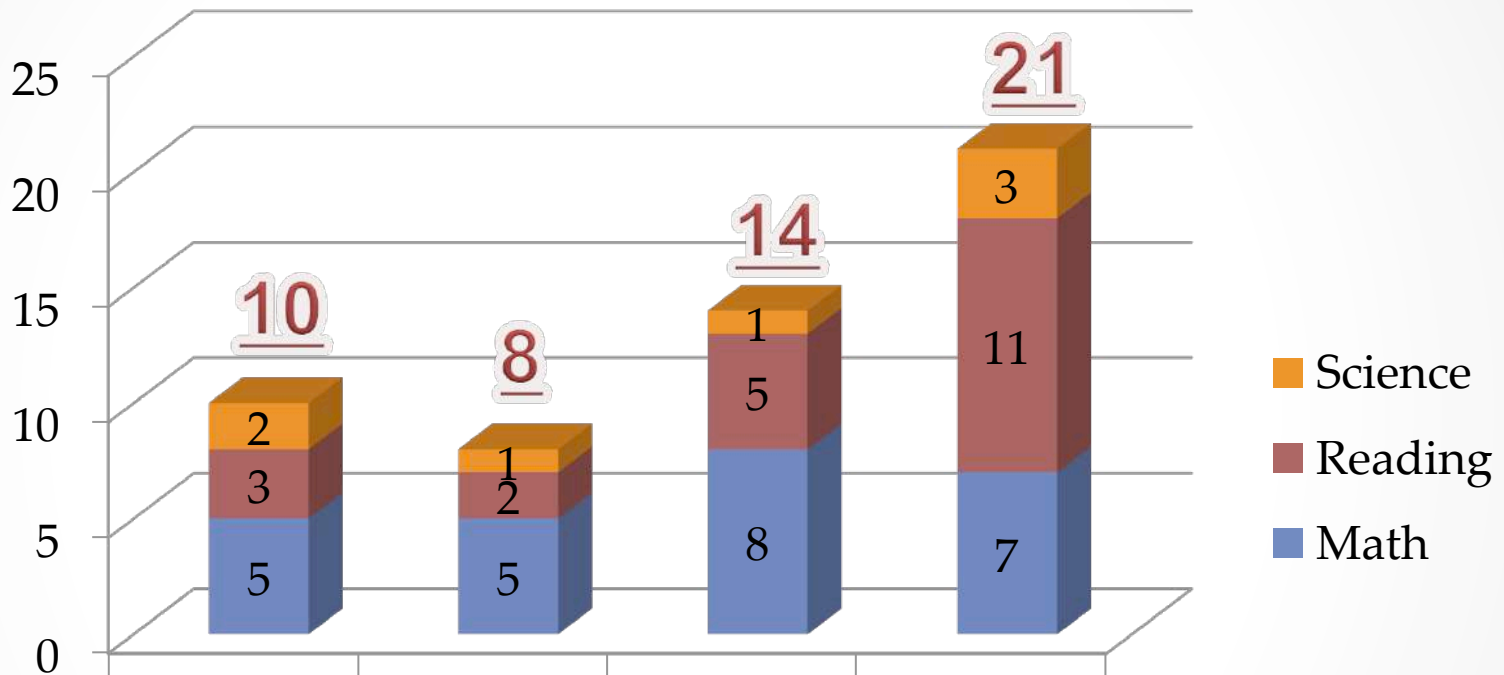


# MCA Science 4 year trend (District)

| District   | 2011 | 2012 | 2013 | 2014 |
|------------|------|------|------|------|
| State      | 48.1 | 50.5 | 52.1 | 53.4 |
| Shakopee   | 53   | 52.7 | 53.9 | 55.5 |
| Difference | 4.9  | 2.2  | 1.8  | 2.1  |

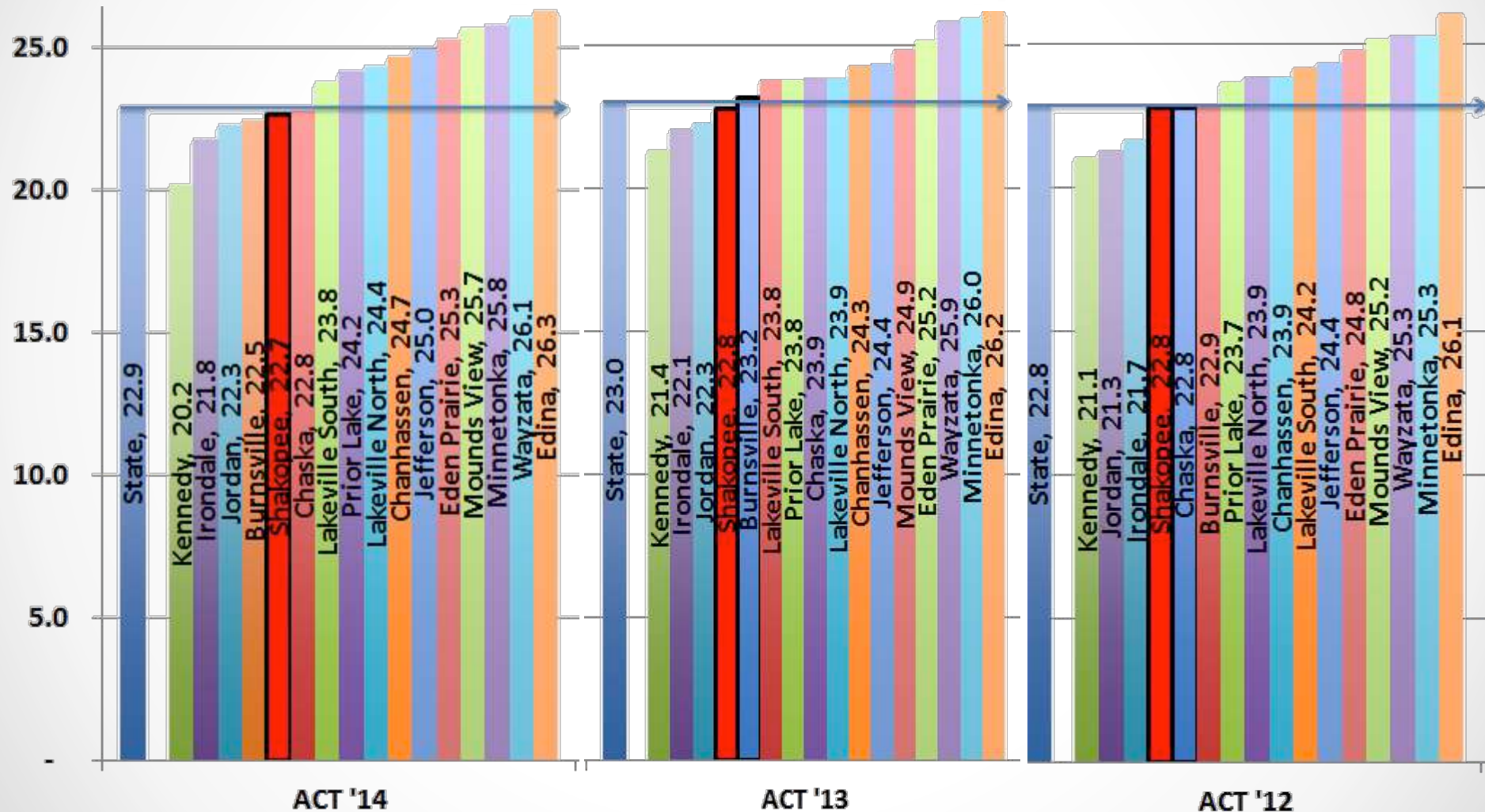


# District Cells with proficiency rates 10% or more above the state



|         |   |   |   |    |
|---------|---|---|---|----|
| Science | 2 | 1 | 1 | 3  |
| Reading | 3 | 2 | 5 | 11 |
| Math    | 5 | 5 | 8 | 7  |

# ACT 3-year comparison





Home

Welcome to  
MDEJust for  
ParentsStudent  
SuccessEducator  
ExcellenceSchool  
Support

Data Center

Tool for comparing district test scores, demographics and more. Look for patterns and trends over time vs. individual data points.

Shakopee has some very positive results over the last 4-years.



Data Reports and Analytics

Maps

[Minnesota Report Card](#)

Schools, Districts and Teachers

Schools and Organizations  
(MDE-ORG)

Secure Reports

Statewide Longitudinal Data  
System (SLEDs)

## Featured News



## Professional Development Workshop

Middle and high school teams are invited to participate in a free, half-day workshop focused on the Planning for Student's Successful Transition to Postsecondary and Employment: Personal Learning Plans legislation. The law requires students to have a Personal Learning Plan no later than grade 9. Hear from several schools about strategies they are using. Join us Sept. 15 in Roseville; Sept. 18 in Rochester or Oct. 13 in Arden Hills.

[Learn more and register.](#)

## Twitter

ICYMI: Minneapolis, St. Paul school lunches are MN-grown on first Thursdays. Great story by @TimBlotzFOX9 <http://t.co/ASTKpwPOV>  
2 days ago

ICYMI: "Finally, all-day K makes Minnesota debut," says StarTribune editorial board. A "boon for families," they say. <http://t.co/iFAjTyj6GV>  
3 days ago

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# Achievement Gap

- Challenging results
- Challenging work
- Obligation and opportunity for us...
- Formalize goal setting at the district and building level
- GOAL: reduce our gaps in all areas while increasing achievement for all.



# Opportunity Gap

- Provide opportunities for all kids to access district programming and support E-12.

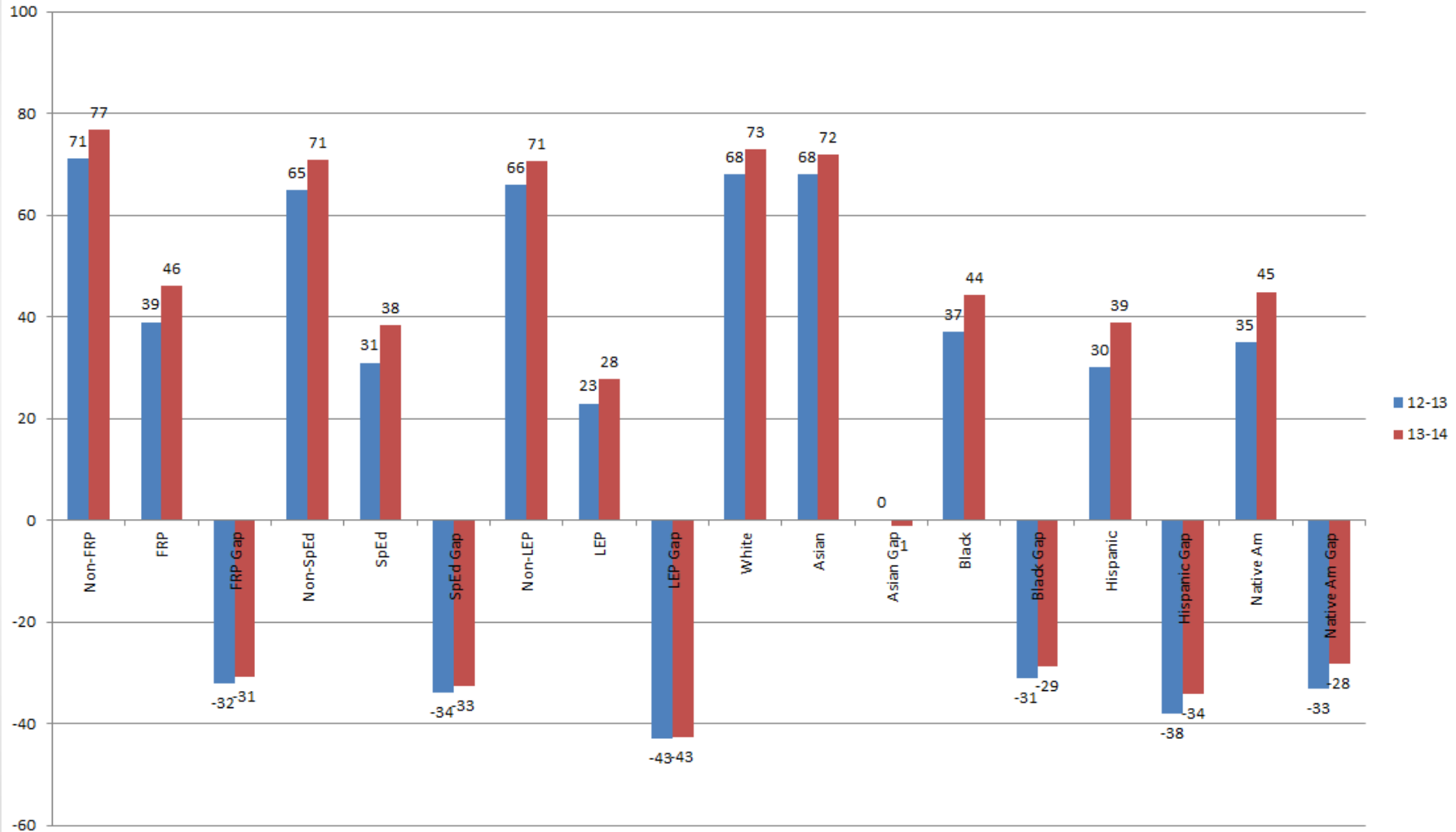


# Achievement Gap Data

- 2-year and 5-year trend data for achievement gaps in reading and math.
- Gaps are calculated based on percentage of students that are proficient on the MCA tests.
- Student groups on which gaps are calculated.
  - Ethnic groups: American Indian & Alaskan Native, Asian and Pacific Islander, Black, Hispanic, White
  - Other groups: Free or reduced price lunch, Non-free or reduced price lunch, Special Education, Non Special Education, English Learners, Non-English Learners

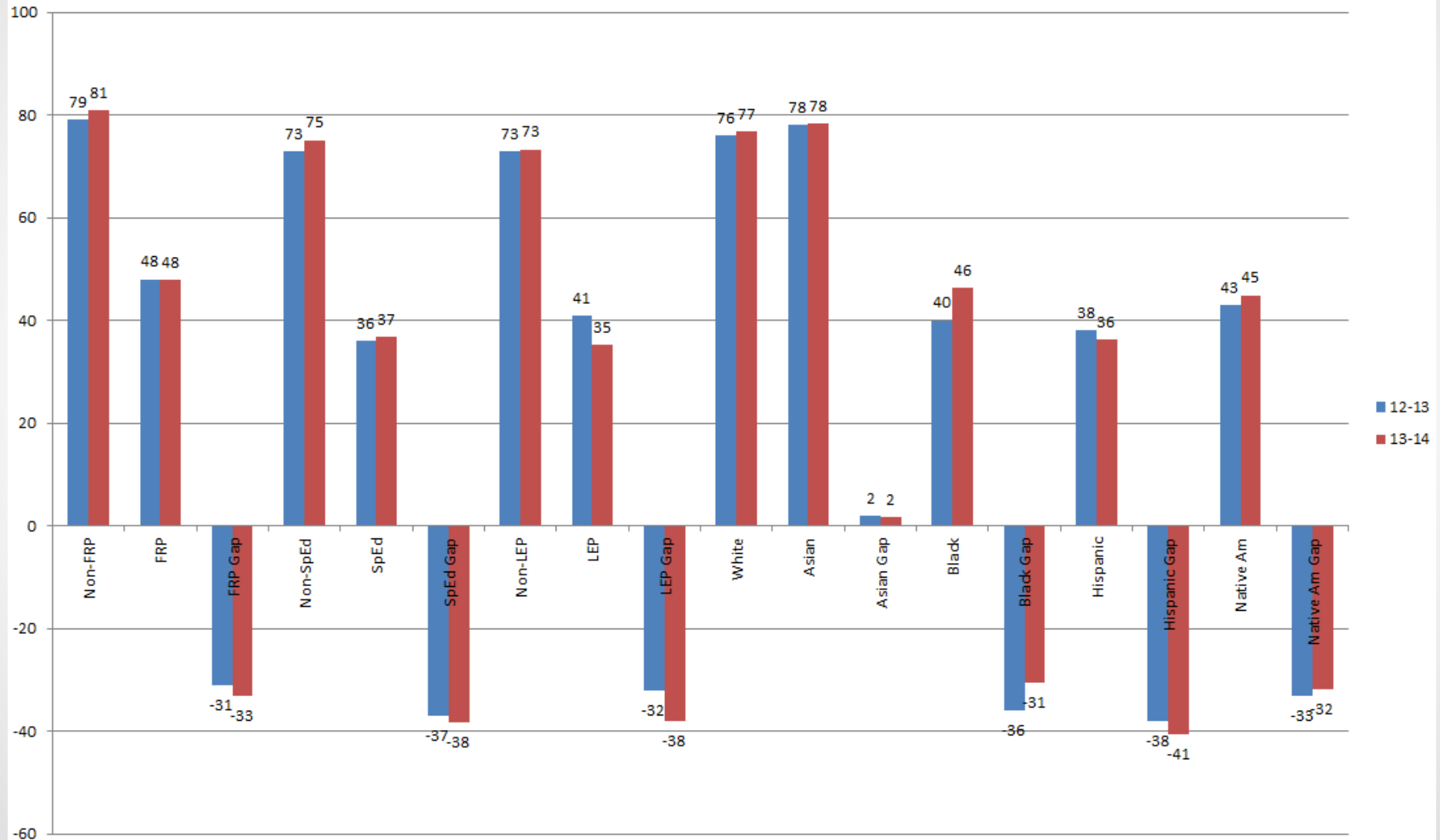
# Reading

Reading Achievement by Sub-Groups 12-13 and 13-14



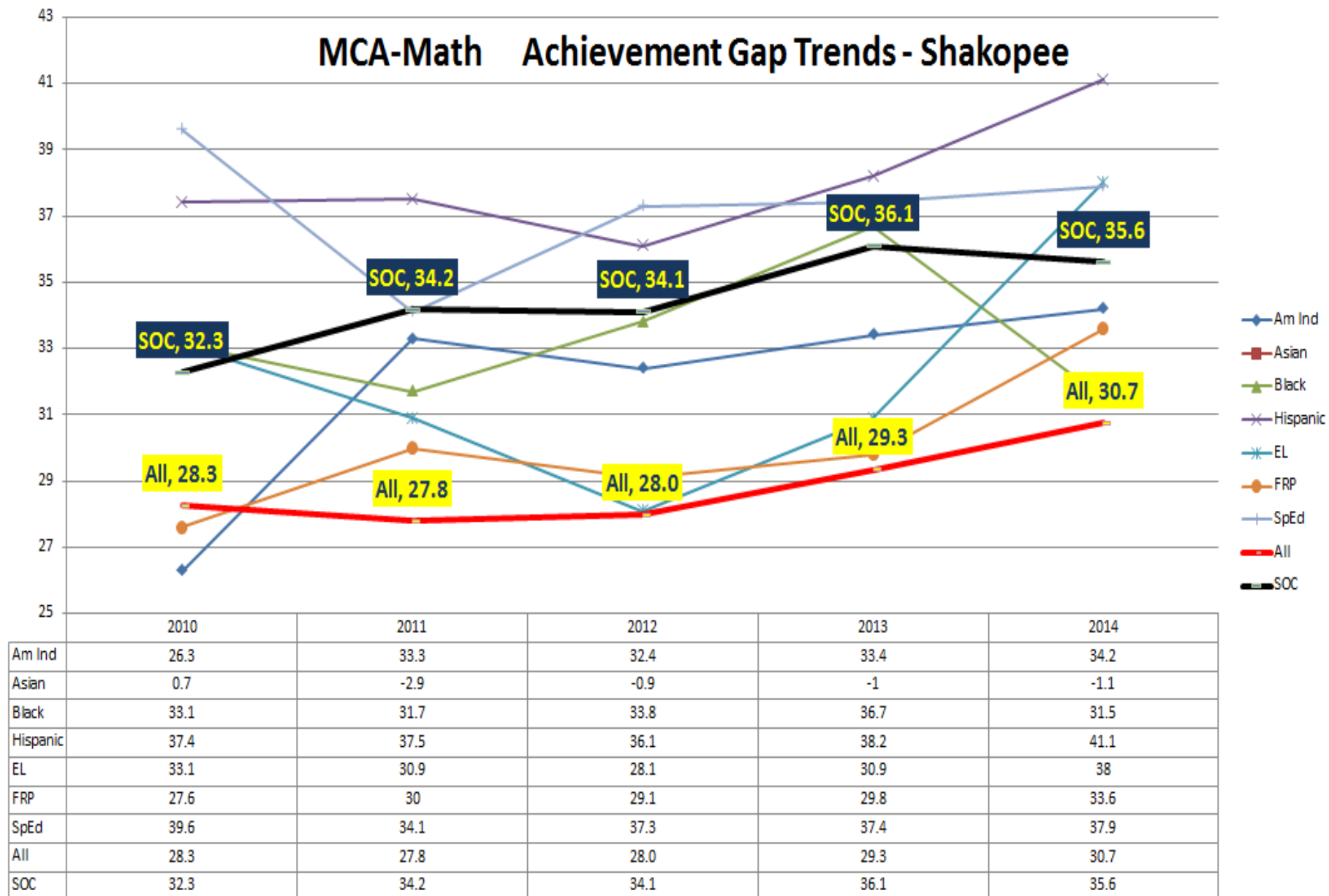
# Math

Math Achievement by Sub-Groups 12-13 and 13-14

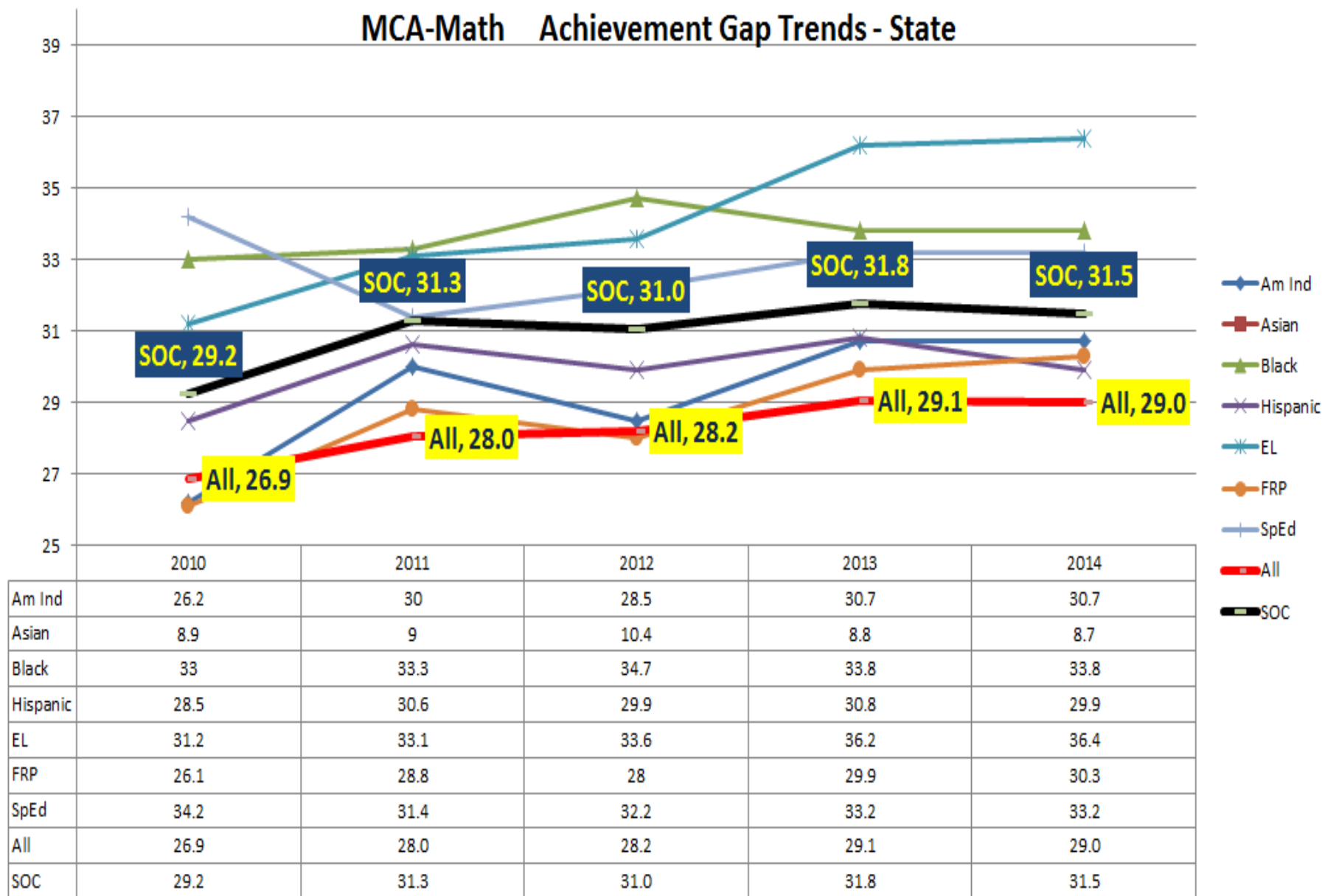




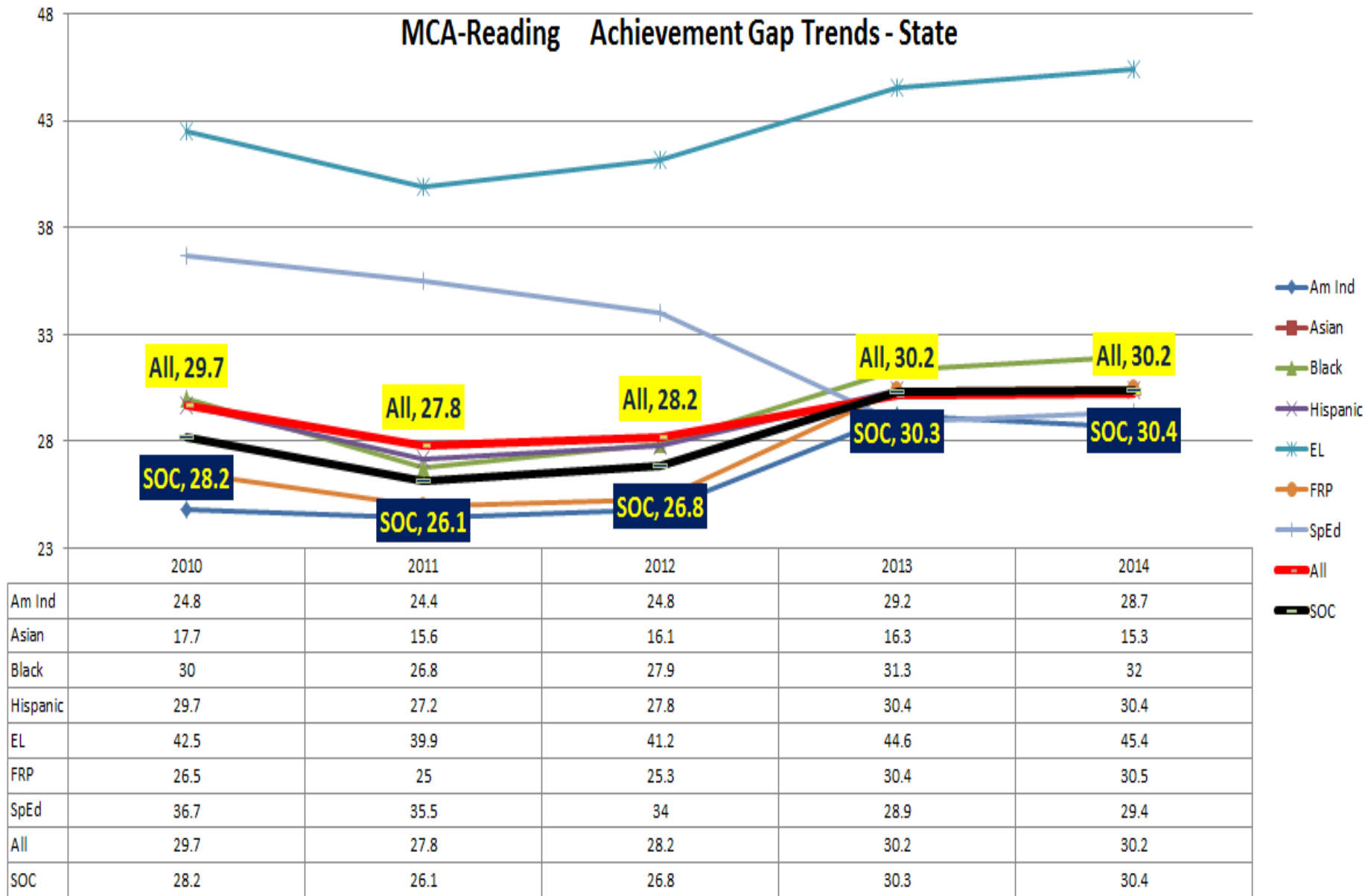
## MCA-Math Achievement Gap Trends - Shakopee



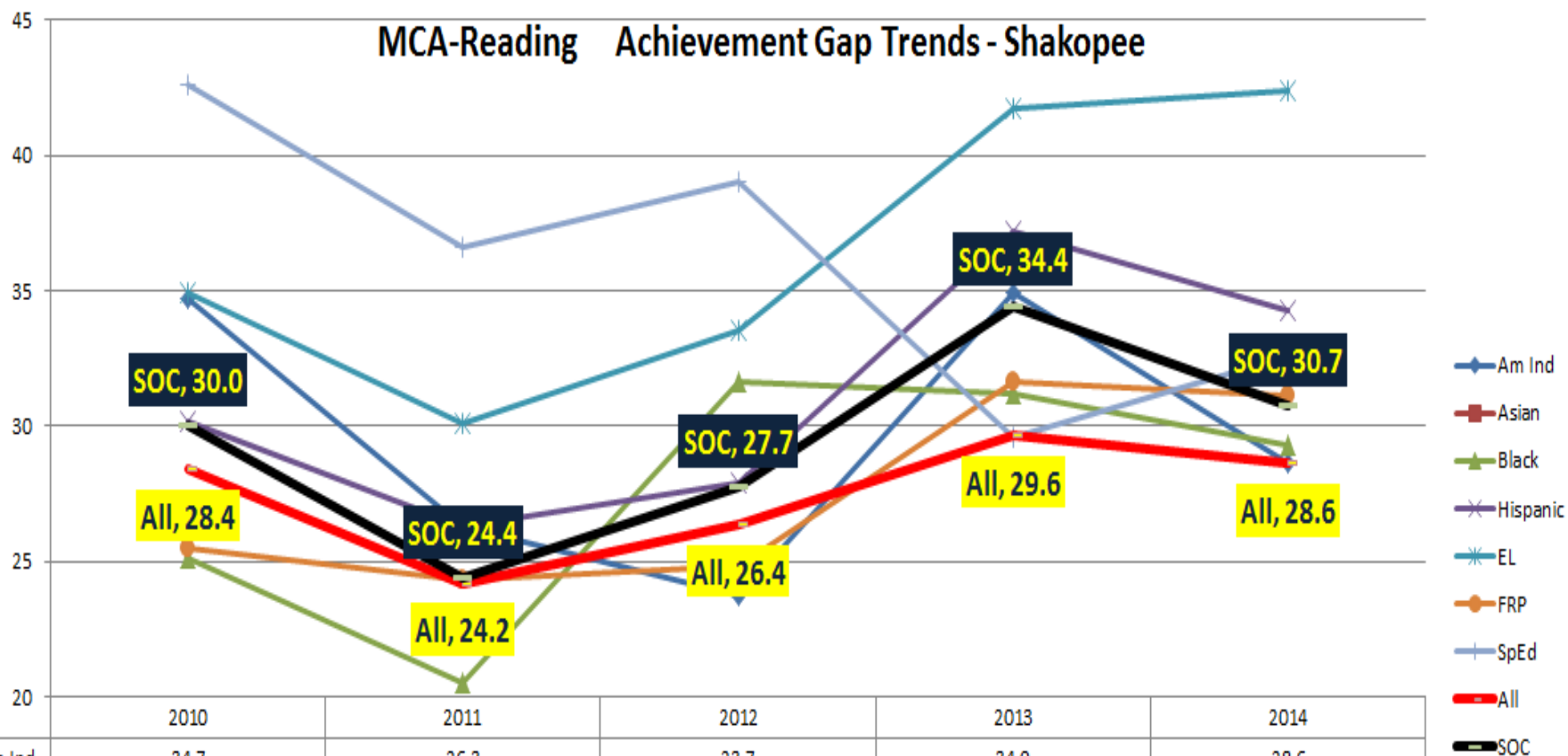
## MCA-Math Achievement Gap Trends - State



## MCA-Reading Achievement Gap Trends - State



# MCA-Reading Achievement Gap Trends - Shakopee



|          | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|------|------|------|------|
| Am Ind   | 34.7 | 26.3 | 23.7 | 34.9 | 28.6 |
| Asian    | 5.8  | 5.3  | 4    | 1.3  | 1.9  |
| Black    | 25.1 | 20.5 | 31.6 | 31.2 | 29.3 |
| Hispanic | 30.2 | 26.3 | 27.9 | 37.2 | 34.3 |
| EL       | 34.9 | 30.1 | 33.5 | 41.7 | 42.4 |
| FRP      | 25.5 | 24.3 | 24.8 | 31.6 | 31.1 |
| SpEd     | 42.6 | 36.6 | 39   | 29.6 | 32.6 |
| All      | 28.4 | 24.2 | 26.4 | 29.6 | 28.6 |
| SOC      | 30.0 | 24.4 | 27.7 | 34.4 | 30.7 |

# District Initiatives to increase achievement and opportunity for all students

- All day Kindergarten
- AVID
- Activity Busses
- Secondary Design
- Building plans aligned to District Plan
- All building plans include Achievement Gap goals
- PLC's....Continuous improvement framework
- Early childhood
- CogAT assessment for 2<sup>nd</sup> grade students
- Technology
- Facilities
- Curriculum
- Staff

- Goals aligned to building plan
- and PLC goal



# Teacher Evaluation connection

**Shakopee PUBLIC SCHOOLS** **School Name** (change this to your school name)  
**School Improvement Plan**  
**2014-2015**

Updated: August 13, 2014

|  |   |  |
|--|---|--|
| <b>Vision 2016</b>   | By 2016, Shakopee Public Schools will provide: <ul style="list-style-type: none"> <li>High value educational experiences for each student</li> <li>Robust educational tools for learning in all classrooms</li> <li>Clear Shakopee Public Schools identity and brand</li> <li>Aligned programming and facilities for lifelong learners</li> <li>High quality staff – the right people, in the right seat, doing the right work</li> <li>Partnership with engaged parents and community</li> </ul> |  |
| <b>Mission</b>   | Shakopee Schools, in partnership with our community will educate lifelong learners to succeed in a diverse world  |  |
| <b>Core Values</b>   | <ul style="list-style-type: none"> <li><b>Stewardship</b> <i>Responsible use of all resources</i></li> <li><b>Excellence</b> <i>To be our best, expect our best</i></li> <li><b>Integrity</b> <i>Do the right thing even when no one is watching</i></li> <li><b>Community</b> <i>Together, we achieve more by creating strengths out of our differences</i></li> <li><b>Respect</b> <i>Treat others as they wish to be treated</i></li> </ul>  |  |
| <b>Student Achievement Goals</b><br>(at least one connected to achievement gap A8-M and/or A8-R) | <b>Description</b>  | <b>Aligned to Strategic Direction(s)</b> (letter and number) |
|  | 1.  |  |
|  | 2.  |  |
|  | 3.  |  |



## INDIVIDUAL GROWTH and DEVELOPMENT PLAN

Staff Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Administrator \_\_\_\_\_

### Individual Growth Goal and Plan

The *Individual Growth Goal and Development Plan* must have at least one professional growth goal and supporting plan. Growth goals are based on the teacher's individual areas for growth as listed in the box above. Additionally, your growth goal should support one of your (1) Building Shared Goals as written in your School Improvement Plan as well as the work of your professional learning community and your (2) PLC Goal. If there is not a Building Shared Goal or a PLC Goal directly related to the roles and responsibilities of the staff member an agreed upon professional goal may be created in consultation with the administrator. Staff members may choose to develop more than one Individual Growth Goal in consultation with their administrator, but it is encouraged that no staff member should have more than three goals.

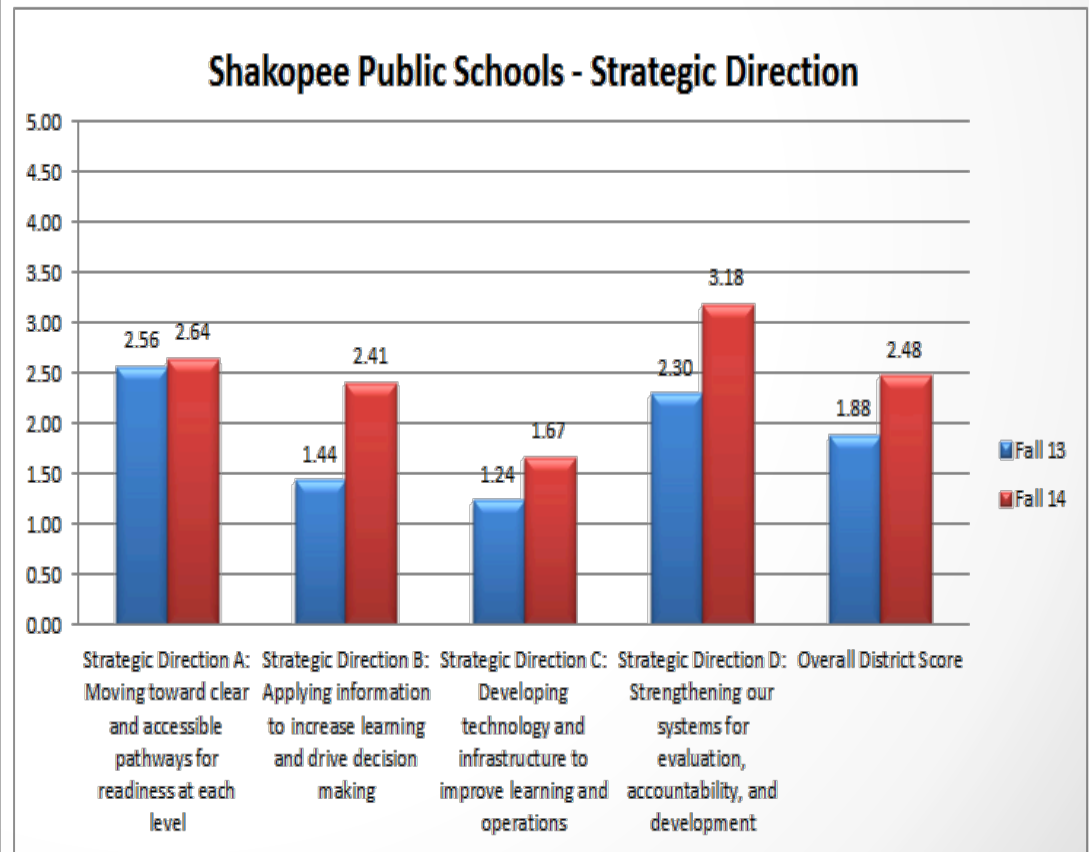
|   |  |
|---|--|
| <b>Shared Building Goal:</b><br><i>Found in your Building School Improvement Plan</i>   |  |
| <b>PLC Goal:</b><br><i>Developed collaboratively with your PLC</i>  |  |
| <b>Individual Growth Goal(s):</b><br><i>Should support the goals above</i><br><br><i>Growth goal should be focused on student data, measurable, and something the staff member can provide evidence on.</i> |  |

Each teacher and PLC set goals aligned to the building improvement plan, which aligns to district goals. This creates a system where all goals support district priorities.

# Strategic Directions

How are we doing as an organization at implementing our district goals \ strategic plan? A score of “5” in each area and overall is the vision for the district. Good progress toward that vision was made over the last 12 months.

|  | Fall 13     | Fall 14     |
|--|-------------|-------------|
| Strategic Direction A: Moving toward clear and accessible pathways for readiness at each level     | 2.56        | 2.64        |
| Strategic Direction B: Applying information to increase learning and drive decision making         | 1.44        | 2.41        |
| Strategic Direction C: Developing technology and infrastructure to improve learning and operations | 1.24        | 1.67        |
| Strategic Direction D: Strengthening our systems for evaluation, accountability, and development   | 2.30        | 3.18        |
| <b>Overall District Score</b>  | <b>1.88</b> | <b>2.48</b> |





| <b>Strategic Direction B</b>   |   | 1.45    | 2.41    |
|--|---|---------|---------|
| <b>Applying information to increase learning and drive decision making</b> |   | Fall 13 | Fall 14 |
| B1   | Implementation of Professional Learning Communities   | 2.6     | 3.8     |
| B2   | Question 1: What do we expect our students to learn and be able to do? - guaranteed curriculum across buildings | 1.5     | 3.5     |
| B3   | Question 2: How will we know they are learning? - use of common assessments.                                    | 1.2     | 2.7     |
| B4   | Question 3: How will we respond when they don't learn? - research based interventions/remediation plan          | 1.1     | 1.5     |
| B5   | Question 4: How will we respond if they already know it? - enrichment   | 1.0     | 1.3     |
| B6   | Staff access and use of student data system   | 1.3     | 1.5     |

- Elements within Strategic Direction B.
- For each element the district is moving toward a vision score of "5".
- Next slide shows a sample of how each element is scored.

- Sample Vision Card scoring
- “Vision Card” for elements B1 and B2
- B1 score moved from 2.6 to 3.8
- B2 score moved from 1.5 to 3.5

| <b>Strategic Direction B</b>   |   | <b>Level 1</b>   | <b>Level 2</b>  | <b>Level 3</b>  | <b>Level 4</b>  | <b>Level 5</b>   |
|--|---|--|---|---|---|--|
| <b>Applying information to increase learning and drive decision making</b> |   | <b>Intervention</b>  | <b>High</b>   | <b>Baseline</b>   | <b>Progressing</b>  | <b>Vision</b>  |
|  |   | <b>1.0 – 1.9</b>   | <b>2.0 – 2.9</b>  | <b>3.0 – 3.9</b>  | <b>4.0 – 4.9</b>  | <b>5.0 +</b>   |
| <b>B1</b>  | Implementation of Professional Learning Communities   | Less than 75 % of staff consistently engaged in PLC                  | 75 - 79 % of staff consistently engaged in PLC                            | 80 - 84 % of staff consistently engaged in PLC                            | 85 - 89 % of staff consistently engaged in PLC                            | 90 % + of staff consistently engaged in PLC collaboration            |
| <b>B2</b>  | Question 1: What do we expect our students to learn and be able to do? - guaranteed curriculum across buildings | <68% of teachers are teaching the agreed upon, guaranteed curriculum | 68% - 74% of teachers are teaching the agreed upon, guaranteed curriculum | 75% - 82% of teachers are teaching the agreed upon, guaranteed curriculum | 83% - 90% of teachers are teaching the agreed upon, guaranteed curriculum | >90% of teachers are teaching the agreed upon, guaranteed curriculum |

# Key items MDE

- Explore, Plan and ACT are required for graduation... no minimum score requirement.
- Sites must be ACT certified
- MCA Tests are Adaptive starting in 2015-16
- Off grade-level items included 2015-16
- Portable devices **should** work with testing in 2015-16
- World's Best Workforce plan (Early October)
  - Strategic Plan
  - Literacy Plan
  - Secondary Design plan
  - PLC work
  - Achievement Gap work
  - Principal and Teacher Evaluation plans

Thank you!