



**Appendix 000-6-6
December 17, 2012**

November 29, 2012

TO: Members of the Board of Education

FROM: Jane Belmore, Superintendent
Andrew Statz, Executive Director/Chief Information Officer/Long Range Planning

RE: Draft for presenting Measures of the Achievement Gap Plan

I. Background Information

The MMSD has developed the “Building Our Future Plan” to close the achievement gaps with 17 strategies. The draft report identifies four district priorities and proposes a way to measure each strategy in the Gap Plan and link it to the four overarching priorities. The draft reflects previous input from the Student Achievement and Performance Monitoring Committee.

Action Requested: Administration is asking the Board to review and provide feedback.

II. Summary of Current Information

- A. Synthesis of Topic: Included in this packet is a presentation of four overarching priorities and an overall approach to measuring progress by determining what kind of measure is best for each strategy, what kinds of targets are best for each strategy, and what kind of timing is best for each strategy.
- B. Recommendations: Upon completing measures for all strategies, the analysis of data can be related to the overarching priorities. Measures for each strategy can be used to determine future action regarding strategies.

III. Implications

- A. Budget: The overarching priorities and underlined strategies will be used to guide budget decisions.
- B. Achievement Gap Plan—accountability measures defined.
- C. Implications for the Organization: Guides the work of the Achievement Gap Plan.

IV. Supporting Documentation

- A. Overarching Priorities for Improving Student Achievement and Closing Achievement Gaps
- B. Chapter 4, #15—Increase Options for Restorative Practices
- C. District Priority #3: Possible Growth Models

Achievement Gap Plan
2012-13



Overarching Priorities for Improving Student Achievement and Closing Achievement Gaps

**Interim Report
December 2012**

The overarching priorities were identified by the MMSD Management Team in the areas of Attendance, Behavior, Growth and Achievement. The rationale for these priorities is based on the following theory of action:

When our teachers apply strong, explicit teaching skills within an aligned multi-tiered system of instruction and support, and students attend school regularly with behavior that doesn't interfere with their learning or the learning environment, then students will show growth and achievement academically, socially and emotionally.

Overarching Priorities			
Attendance	Behavior	Growth	Achievement
A 94% attendance rate for all student subgroups	An increase in student participation in instructional time as measured by:	All students will demonstrate expected growth	Consistent and measurable increase in % of students 4K-12 who are meeting district grade-level benchmarks or higher in reading
Measured by: <ul style="list-style-type: none"> Attendance data % used in DPI definition for chronic absenteeism 	Measured by: <ul style="list-style-type: none"> Behavior Referrals Out of School Suspensions 	Measured by: <ul style="list-style-type: none"> AIMSweb MAP WKCE EPAS Graduation rates 	Measured by: <ul style="list-style-type: none"> PALS AIMSweb MAP WKCE EPAS

The Role of the Achievement Gap Plan

The Achievement Gap Plan identifies specific strategies to meet these overarching priorities. Measurements of the impact of strategies from the Achievement Gap Plan will align with each of the overarching priorities and provide data to monitor progress towards improvement. The remaining sections of this report define each strategy and provide indicators of progress toward successful implementation of each strategy.

Chapter 4, # 15—Increase Options for Restorative Practices

Restorative Practices promotes the implementation of Restorative Circles in lieu of traditional discipline strategies such as exclusion and removal from instruction. Key elements of Restorative Practices such as non-violent communication, conflict resolution and transformation, student empowerment and cultural responsiveness serve as a foundation for increasing student engagement.

Targeted schools are Blackhawk, East, La Follette, O’Keeffe, Sennett, Sherman, and Whitehorse.

Overall goals at targeted schools are to reduce the number of suspensions and eliminate racial disproportionality of suspensions.

Aligned to
District Priorities

#1 Attendance

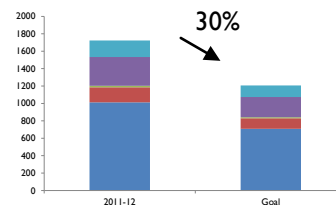
#2 Behavior

Action Steps

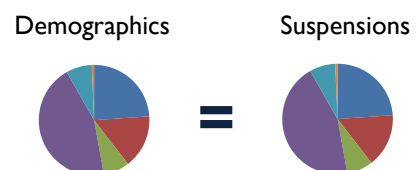
- *Work with community organizations to develop program plan for implementation*
- *Hire 2 Restorative Practices Facilitators at .8 FTE.*
- *Provide professional development and support*
- *Revise Student Conduct and Discipline Plan and Code of Conduct to increase Restorative Practices options*

Goals

1. Reduce suspensions at targeted schools by 30% by 2014-15



2. Eliminate racial disproportionality of suspensions by 2017-18



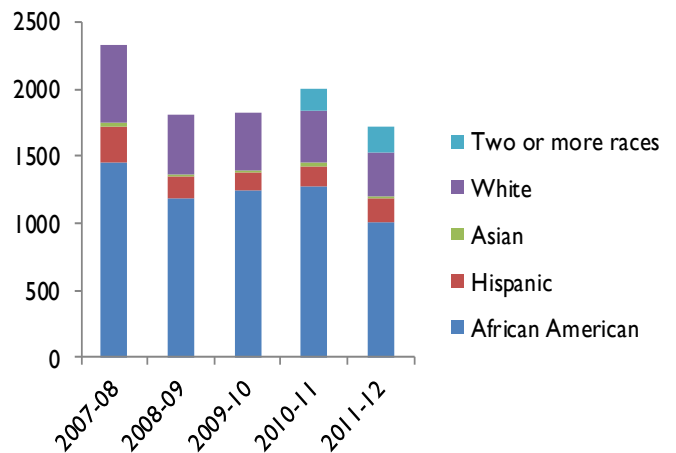
Chapter 4, # 15—Increase Options for Restorative Practices

Data below pertains to the 2011-12 school year. Targeted schools are Blackhawk, East, La Follette, O’Keeffe, Sennett, Sherman, and Whitehorse. Suspensions presented below are only out of school suspensions. Demographics are based on student counts on the third Friday in September. MMSD began tracking the “Two or more races” racial category during the 2010-11 school year.

Reduce Suspensions at Targeted Schools

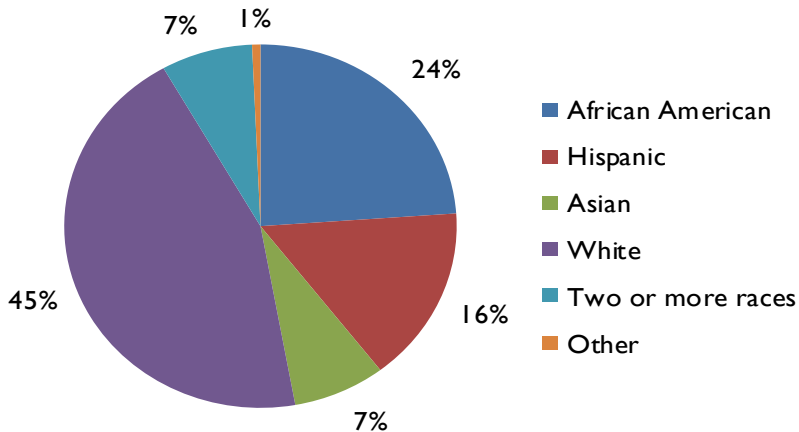
	African American	Hispanic	Asian	White	Two or more races	Total
2011-12	1013	172	18	331	189	1731
2010-11	1272	158	24	389	164	2010
2009-10	1240	134	22	424		1837
2008-09	1192	159	15	438		1817
2007-08	1460	259	38	571		2345

Overall, suspensions at targeted schools have declined since 2007-08. Schools assigned more than half of suspensions to African-American students and more than 80% to students of color.

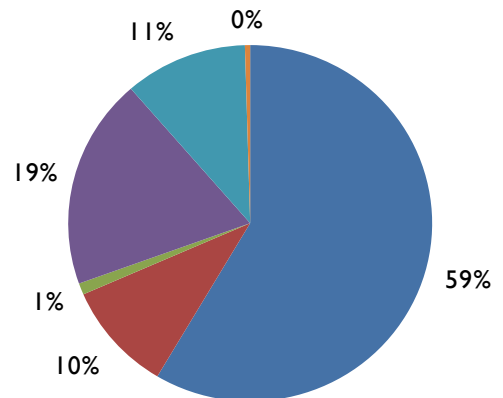


Reduce Demographic Disproportionality in Suspensions at Targeted Schools

Targeted Schools Demographics



Share of Suspensions at Targeted Schools

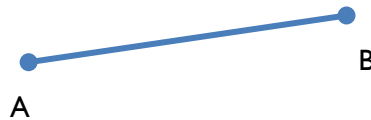


During the 2011-12 school year, approximately 45% of students at targeted schools were white, but white students received only 19% of suspensions. Approximately 24% of students were African American, but African American students received 59% of suspensions.

District Priority #3: Possible Growth Models

Gain

Gain measurements show you how much progress a student has made from different points in time



$$\text{Gain} = B - A$$

Advantage:

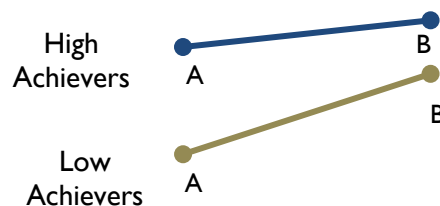
- Simple to calculate and easy to understand

Disadvantages:

- Does not take into account prior knowledge or student/school characteristics
- Penalizes higher-performing schools/students (since gains tend to be smaller for higher achievers) and over-rewards lower-performing students/schools (since lower-performers tend to show greater gain)

Growth

Growth measurements show how much progress has been made from different points in time taking into account prior knowledge (similar histories)



$$\text{Growth} = B - A$$

Advantages:

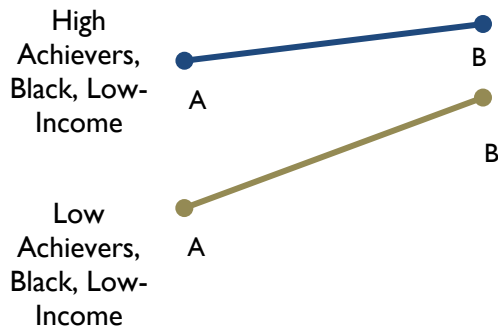
- Accounts for prior knowledge and differing growth trajectories
- Possible to calculate with just internal data

Disadvantage:

- Does not account for observable student characteristics that impact learning

Value-Added

Value-added measurements show the progress made from different points in time taking into account prior knowledge and observable characteristics



Value-Added = B – A

Advantages:

- Can bring much more information to bear on results (prior knowledge, observable characteristics) so comparing similar students/schools
- Analysis completed by Value-Added Research Center (VARC)

Disadvantage:

- Requires larger data comparison, preferably from outside the district (state, national)
- When district data only, value-added models cannot be used to help determine district improvements

Recommendation:

- When possible, aim for value-added models
- If value-added not feasible, growth measurements should be used
- Gain measurements only used if growth and value-added not possible

Proposed Measurements for District Priority #3: Growth

Assessments will focus on reading scores only

Grades	Assessment	Measurement	Time Measured
K	PALS	Gain	Fall vs Spring
1-2	AIMSweb	Gain	Fall vs. Spring
3-7	WKCE	Value-Added	Between Years (e.g., Nov. Grade 3- Nov. Grade 4)
3-8	MAP	Growth (% at target)	Fall vs. Spring
9-11	EPAS	Value-Added or Gain	% at Benchmark for ACT only or Between Years (e.g., ACT-PLAN = Gain from grade 10)
12	Graduation rate	4-year Cohort Rate	Year-Year Comparison