



MMSD

Start of School 2013/14

Regular Board Meeting
September 30, 2013
Appendix PPP-3-23

Major Progress To Date: Entry Plan

	Description	Status	Status
Entry Plan	The entry plan was designed , in part, to build a positive working relationship with the Board; develop shared understanding of district strengths and weaknesses; and build trust and gain commitment from district, school and community members		Completed ; published Entry Report in early June
Strategic Framework	One of the additional entry plan goals was the identification of district goals and priorities. The Strategic Framework describes the district’s core values, theory of change, major priorities and high leverage actions as a district.		Completed ; transition team recommendations presented at June Board meeting; Strategic Framework approved at July Board meeting
Budget	The entry plan also articulated that the budget would be aligned to district goals and priorities. Therefore, the Preliminary Budget was designed to protect essential classroom services while re-allocating funds to align with district priorities.		Completed ; approved at August Board meeting
Senior Team	The entry plan also articulated a goal related to management structure. The goal of the senior team structure was to align with the district’s theory of change and priorities; members were recruited and hired accordingly; management practices established.		Completed ; full team began in August; new management structures began in August

Major Progress To Date: Start of School

	Description	Status	Status
Leadership Institute	In an effort to introduce school leaders to the Strategic Framework, we held a 3-day leadership institute that included principal, APs, and members of every School Based Leadership Team.		Completed. The Leadership retreat met or exceeded all outcomes. Schools left the meeting with clear next steps for sharing the Framework with staff and introducing the CCSS.
Central Office Leadership Team Retreat	In an effort to begin the development of implementation plans aligned to the Strategic Framework, we held a 1-day retreat for the Central Office Instructional Leadership Team.		Completed. The Central Office Leadership Team Retreat met outcomes. Priority leads left the day with a draft of their implementation plan.
Start of School	A new start of school tracker was implemented to ensure schools had what they needed to start the school year successfully.		Completed; re-deployed central office staff to support schools with opening

Major Progress to Date: Strategic Framework Implementation

	Description	Status	Status
SIP development	An essential component of the Strategic Framework is the School Improvement Plan, which describes each school's measurable goals, focus areas and strategic actions, professional learning plan, monitoring plan, and family and community engagement plan.		On track to completion. New tool was created; all schools were introduced to the SIP at the August Leadership Institute; final plans are due at the end of October.
Professional learning plan development	Another essential component of the Strategic Framework is our common learning focus for all schools. This learning focus includes study of the CCSS, the Gradual Release of Responsibility, and data use.		Completed. The scope and sequence for principals, SBLTs, assistant principals, and coaches (IRTs, Learning Coordinators, and Literacy Coaches/Professional Development Coordinators) is complete as is the first round of meetings.
Implementation Plan development	For every priority area in the Strategic Framework, a Lead Owner has been identified as well as Functional Owners for each High-Leverage Action. An implementation plan has been developed for each priority area.		On track to completion. Plans have been submitted and are now being reviewed; plans will be completed by end of October.

SY 13/14 Enrollment Update

Preliminary 3rd Friday Numbers indicate...




- Total Enrollment: 27,166*
- K-12 Enrollment: 25,099
 - Last Year's K-12 Enrollment: 25,011
- Projected K-12 Enrollment: 25,339
 - Projections were approx. 1% higher than actual enrollment
 - Largest discrepancies were in Kindergarten, projections were 7% lower than actual enrollment

*These counts are early estimates only and may change when final enrollment numbers are submitted to DPI October 4th

SY 12/13 Assessment Results

SY 12/13 data is being used in all schools to inform SY 13/14 instruction

The following assessments give the most complete picture of how our students are doing across all grade levels:

Kindergarten		PALS*
Grades 3-8		MAP
Grades 8-11		EPAS

*PALS will eventually cover 4K-Grade 2



PALS Update: 2012-13

Presented to the Board of Education
September 30, 2013





Data Notes

- Statewide, mandatory universal screener designed to identify students who relatively behind in acquisition of literacy skills
- Administered to all K students, including ELL and special education (no exceptions)
- Average scores and percent at benchmark for summed score and six subtests

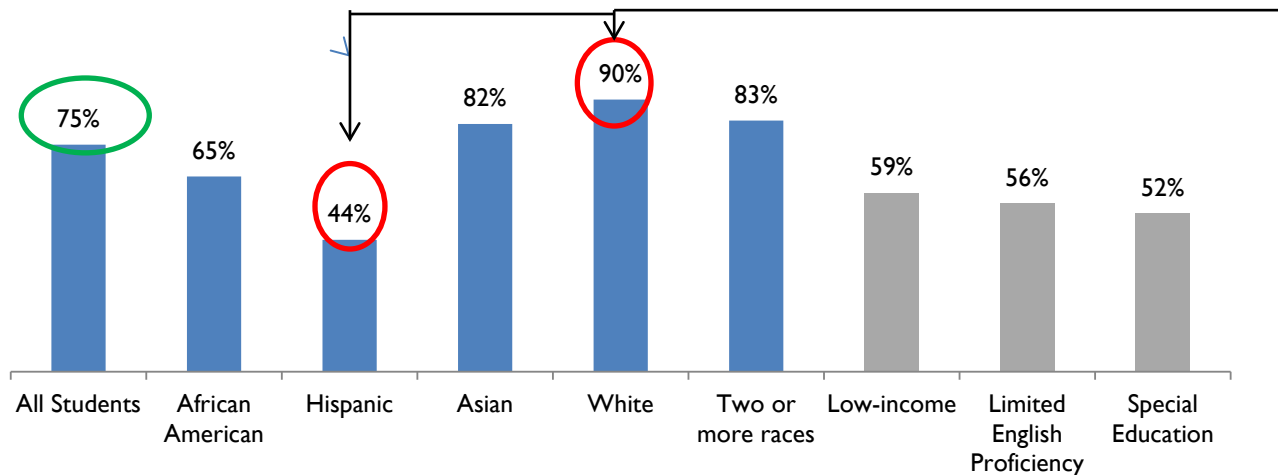




Results by Subgroup

Percent Meeting Spring 2013 Summed Score Benchmark

Most students meeting benchmark overall



Largest gap between racial subgroups

Benchmark	All Students	African American	Hispanic	Asian	White	Two or more races	Low-income	Limited English Proficiency	Special Education
81	85.9	81.4	71.4	89.8	92.8	88.9	78.4	77.3	71.2

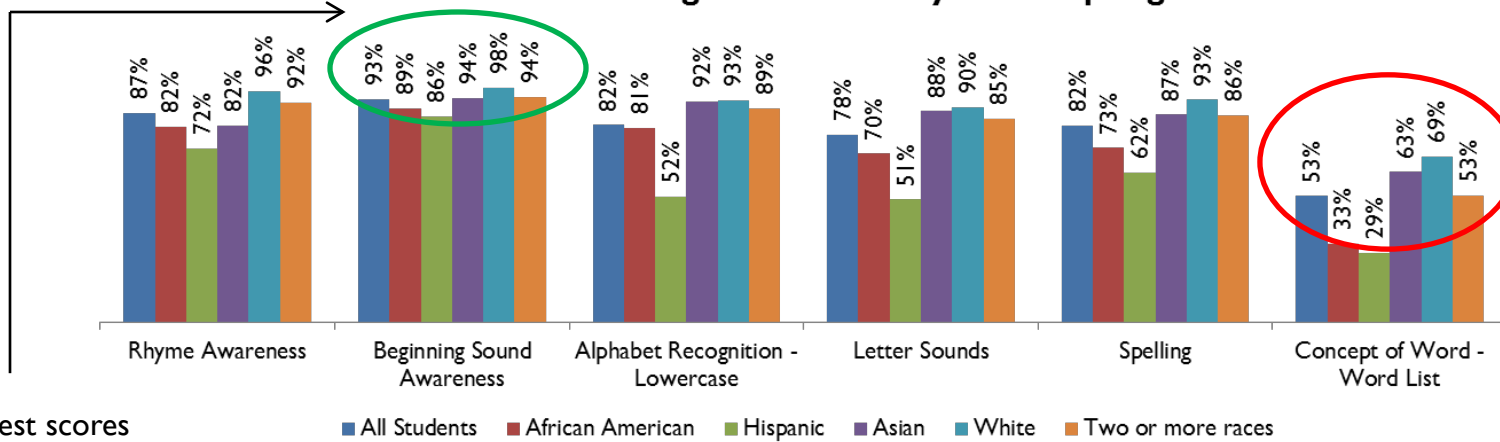
Average Spring score is above benchmark





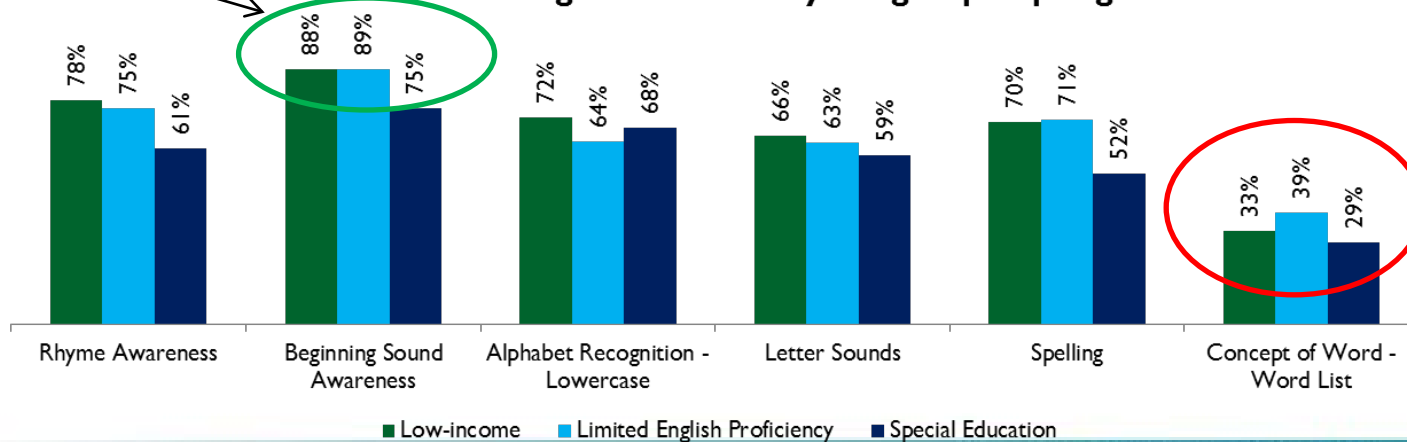
Results by Subtest and Subgroup – Spring PALS

Percent Meeting Benchmarks by Race - Spring



Highest scores for all groups

Percent Meeting Benchmarks by Subgroup - Spring



Lowest scores for all groups





Average Scores for Subtests by Subgroup

	Rhyme Awareness	Beginning Sound Awareness	Alphabet Recognition - Lowercase	Letter Sounds	Spelling	Concept of Word - Word List	Summed Score
Benchmark	9	9	24	20	12	7	81
All Students	9.3	9.6	23.7	22.0	15.3	6.1	85.9
African American	9.0	9.4	24.0	20.8	13.8	4.6	81.4
Hispanic	8.6	9.2	18.6	18.5	12.5	4.1	71.4
Asian	9.0	9.6	25.1	22.9	15.8	7.0	89.8
White	9.8	9.8	25.2	23.6	17.0	7.5	92.8
Two or more races	9.5	9.7	25.0	22.7	15.8	6.2	88.9
Low-income	8.9	9.3	22.1	20.2	13.6	4.6	78.4
Limited English Proficiency	8.8	9.3	20.6	20.0	13.7	4.9	77.3
Special Education	7.7	8.3	21.3	18.3	11.2	3.9	71.2

↑
Almost all average scores above benchmark

**Green text indicates average scores that are above the benchmark

↑
Almost all average scores below benchmark



Percent Meeting Benchmark for Subtests by Subgroup

	Rhyme Awareness	Beginning Sound Awareness	Alphabet Recognition - Lowercase	Letter Sounds	Spelling	Concept of Word - Word List	Summed Score
<i>Benchmark</i>	9	9	24	20	12	7	81
All Students	87%	93%	82%	78%	82%	53%	75%
African American	82%	89%	81%	70%	73%	33%	65%
Hispanic	72%	86%	52%	51%	62%	29%	44%
Asian	82%	94%	92%	88%	87%	63%	82%
White	96%	98%	93%	90%	93%	69%	90%
Two or more races	92%	94%	89%	85%	86%	53%	83%
Low-income	78%	88%	72%	66%	70%	33%	59%
Limited English Proficiency	75%	89%	64%	63%	71%	39%	56%
Special Education	61%	75%	68%	59%	52%	29%	52%

Highest percent among subtests for all students

Lowest percent among subtests for all students

Most subtests had 80% or more of students reaching benchmark





Results by School

Spring range: 33% to 100% (District overall: 75%)

Table shows top 5 and bottom 5 meeting spring summed score benchmark

School	Summed Score
Spring	
<i>Benchmark</i>	81
Lowell Elementary	100%
Shorewood Elementary	96%
Franklin Elementary	94%
Van Hise Elementary	91%
Gompers Elementary	88%
Glendale Elementary	59%
Midvale Elementary*	50%
Leopold Elementary*	48%
Nuestro Mundo Elementary*	38%
Hawthorne Elementary	33%

Huge gaps between schools

Note: schools with an asterisk have Dual Language Immersion (DLI) programs in kindergarten ¹³





PALS K Espanol Pilot Results

	Number Tested	Percent Meeting Spring Summed Score Benchmark
District Overall	190	74%

- Designed for Dual Language Immersion (DLI) classrooms but used in some Bilingual Education classes as well
- Overall results for students with Limited English Proficiency may have been higher if every native Spanish speaker took the PALS K Espanol instead of the English-language PALS K





MAP Update: 2012-13

Presented to the Board of Education
September 30, 2013





Data Notes

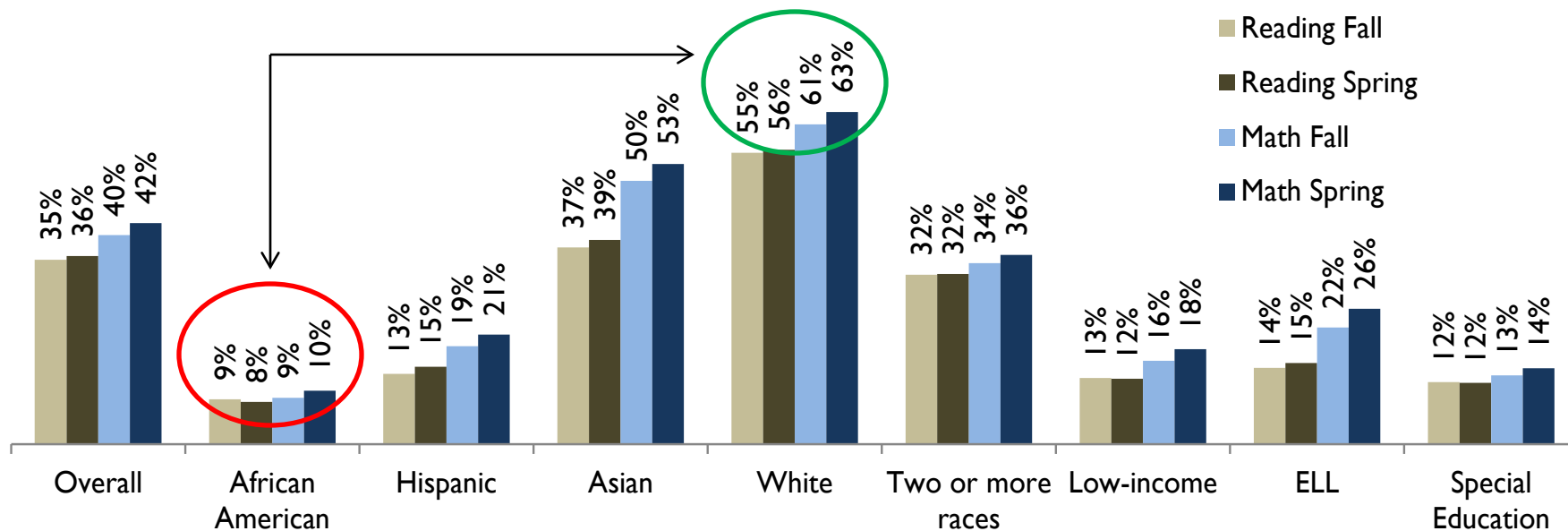
- Proficiency in Fall 2012 and Spring 2013
- Within-year growth (Fall 2012-Spring 2013)
- No data from previous years because of changes in the proficiency calculations
- Change in ELL identification from previous reports – now DPI Levels 1-6





Overall Results

Proficiency



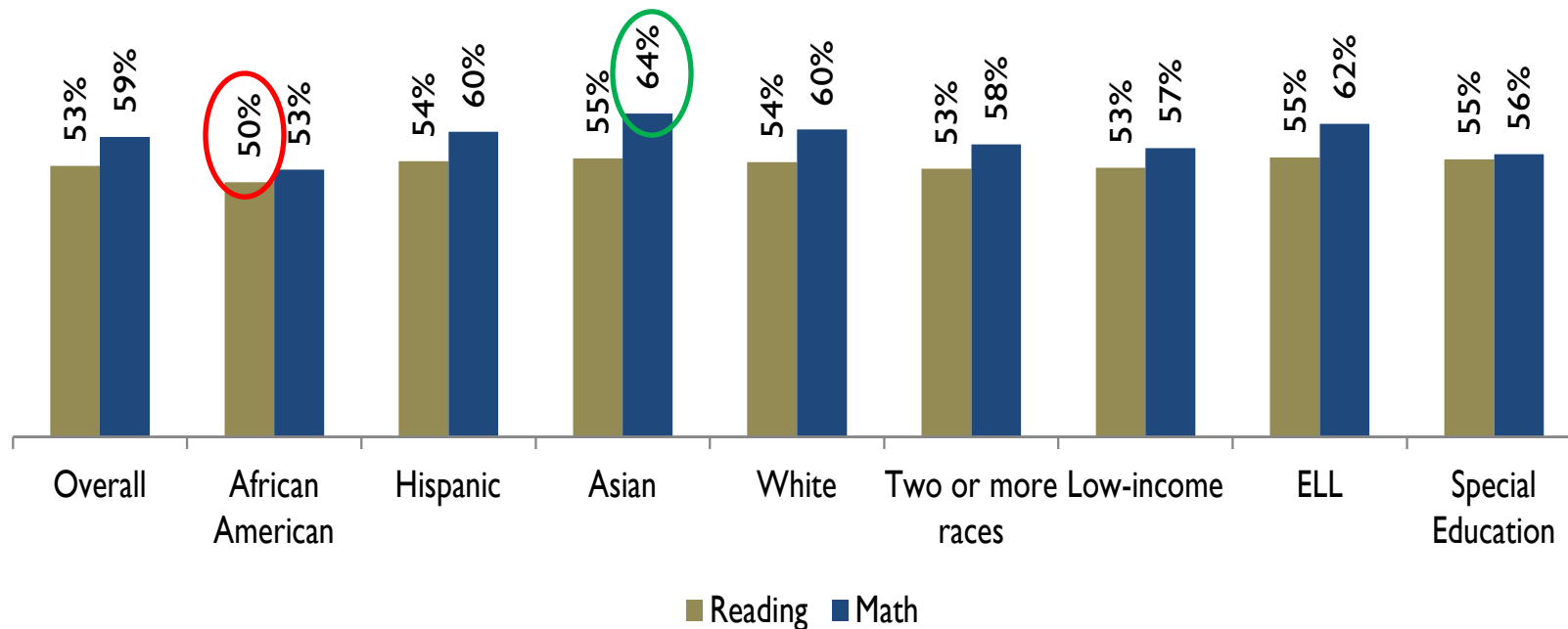
Proficiency gaps exist between subgroups





Overall Results

Percent Meeting Fall-Spring Growth Targets



Growth more tightly clustered (low of 50% and high of 64%), suggesting student groups within MMSD are reaching growth targets at similar rates despite large proficiency gaps





Results by School - Elementary

	Reading	
	Fall Proficiency	Spring Proficiency
Shorewood Elementary	67%	67%
Randall Elementary	61%	62%
Van Hise Elementary	53%	62%
Marquette Elementary	53%	58%
Stephens Elementary	50%	52%
Lindbergh Elementary	14%	17%
Hawthorne Elementary	15%	16%
Allis Elementary	14%	13%
Mendota Elementary	14%	12%
Falk Elementary	14%	12%

Large proficiency gaps between schools

	Reading
	Fall-Spring Growth
Lake View Elementary	61%
Leopold Elementary	60%
Hawthorne Elementary	60%
Shorewood Elementary	59%
Lindbergh Elementary	58%
Chavez Elementary	42%
Orchard Ridge Elementary	42%
Falk Elementary	42%
Mendota Elementary	41%
Olson Elementary	36%

Large growth gaps between schools

*Math results are available in your packet





Results by School - Middle

	Reading	
	Fall Proficiency	Spring Proficiency
Hamilton Middle	63%	65%
O'Keeffe Middle	48%	47%
Spring Harbor Middle	44%	45%
Jefferson Middle	42%	40%
Cherokee Middle	29%	33%
Toki Middle	28%	30%
Badger Rock Middle	26%	26%
Whitehorse Middle	29%	25%
Sherman Middle	23%	24%
Sennett Middle	25%	24%
Black Hawk Middle	18%	21%
Wright Middle	13%	17%

Large proficiency gaps between schools

	Reading
	Fall-Spring Growth
Wright Middle	66%
Cherokee Middle	63%
Whitehorse Middle	60%
Spring Harbor Middle	59%
O'Keeffe Middle	57%
Jefferson Middle	56%
Sennett Middle	56%
Toki Middle	54%
Black Hawk Middle	54%
Sherman Middle	54%
Hamilton Middle	53%
Badger Rock Middle	42%

Large growth gaps between schools

*Math results are available in your packet





2012-2013 EPAS Update

Presented to the Board of Education
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Data Notes

- 2012-13 was first year of universal EPAS administration in MMSD
 - EXPLORE 8
 - EXPLORE 9
 - PLAN 10
 - ACT 11
- Data in this presentation and report focuses only on universal administration dates of these tests
- Data reflects Composite scores and scores on English, Math, Reading, and Science subtests
 - English measures written English and rhetorical skills while Reading measures reading comprehension





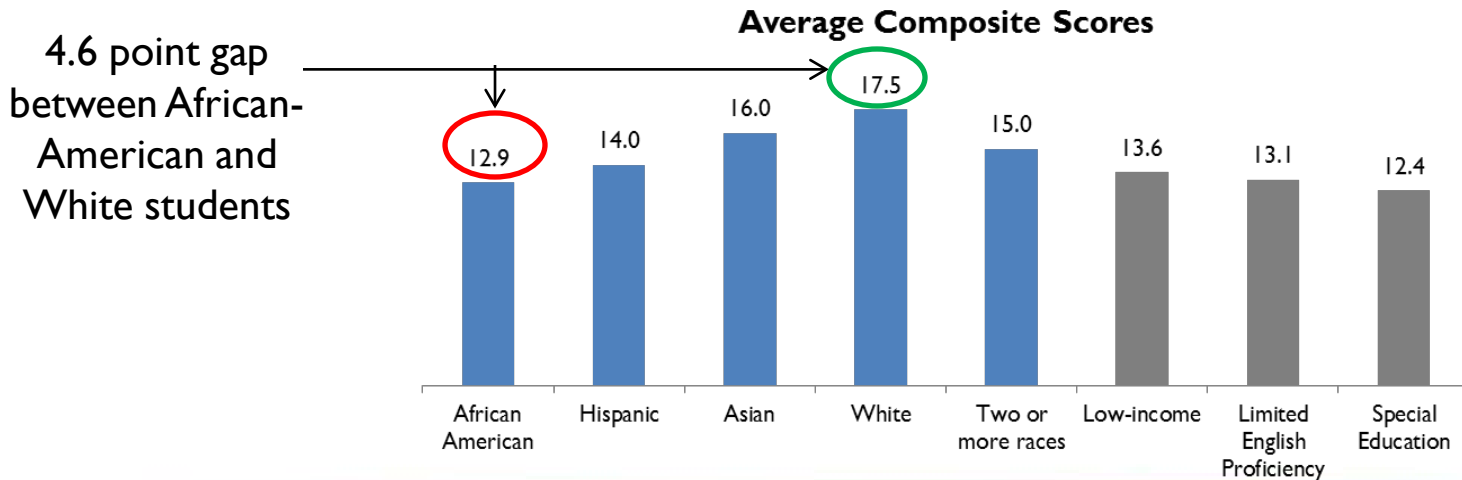
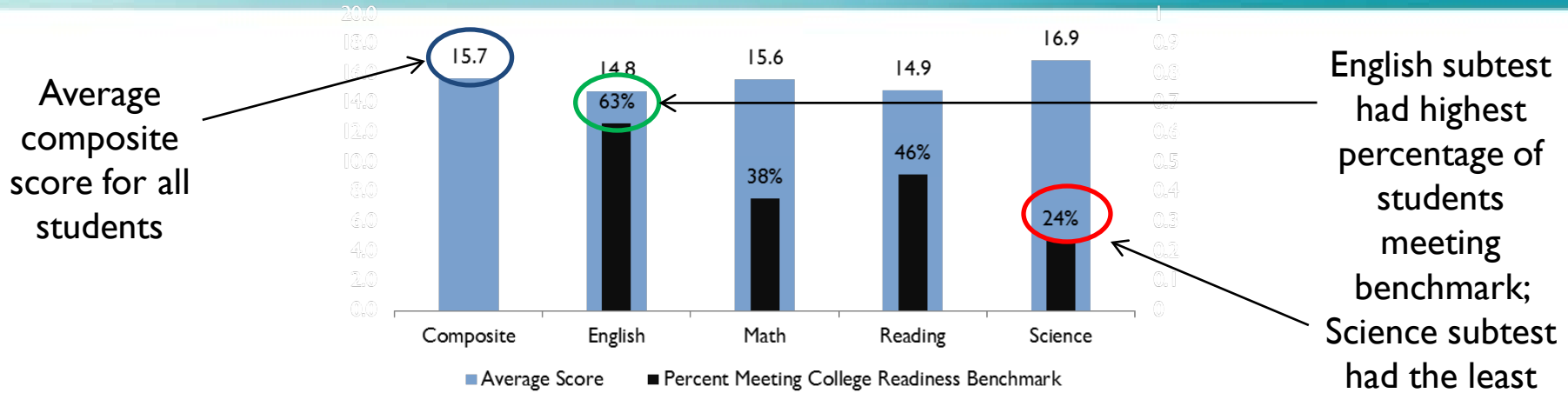
Data Notes

- ACT establishes college readiness benchmarks for each subtest signifying students' likelihood of success in certain introductory college courses, which are referenced in this presentation and report
 - English: English Composition
 - Math: College Algebra
 - Reading: Social Sciences
 - Science: Biology





EPAS Tests – EXPLORE 8





EPAS Tests – EXPLORE 8

Average Scores

Subgroup	English	Math	Reading	Science
Benchmark	13.0	17.0	15.0	20.0
African American	11.8	12.7	12.0	14.5
Hispanic	12.7	14.0	13.2	15.6
Asian	14.8	16.4	15.0	17.5
White	16.9	17.4	16.8	18.4
Two or more races	14.5	14.8	14.2	16.0
Low-income	12.4	13.4	12.7	15.1
Limited English Proficiency	11.6	13.3	12.2	14.9
Special Education	11.3	12.0	11.7	14.2

Benchmarks vary significantly for EPAS tests

White students meet 3 of 4 benchmarks

**Green indicates average scores that are above the college readiness benchmark

Percent Meeting College Readiness Benchmarks

Subgroup	English	Math	Reading	Science
Benchmark	13.0	17.0	15.0	20.0
African American	38%	10%	16%	4%
Hispanic	43%	20%	27%	9%
Asian	64%	45%	52%	25%
White	82%	57%	66%	38%
Two or more races	62%	30%	36%	18%
Low-income	42%	15%	22%	7%
Limited English Proficiency	33%	8%	17%	4%
Special Education	26%	10%	15%	6%

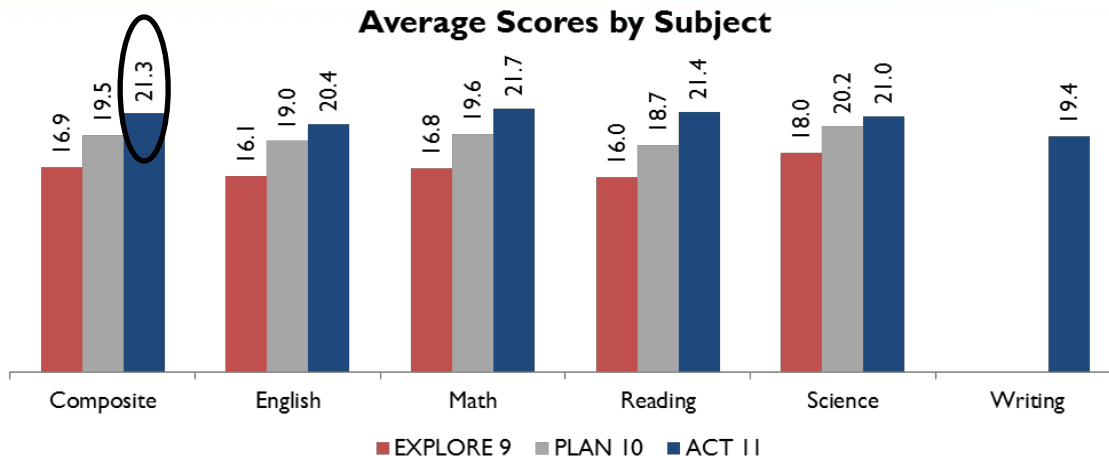
Fewer than 50% of students meet Science benchmark for every subgroup





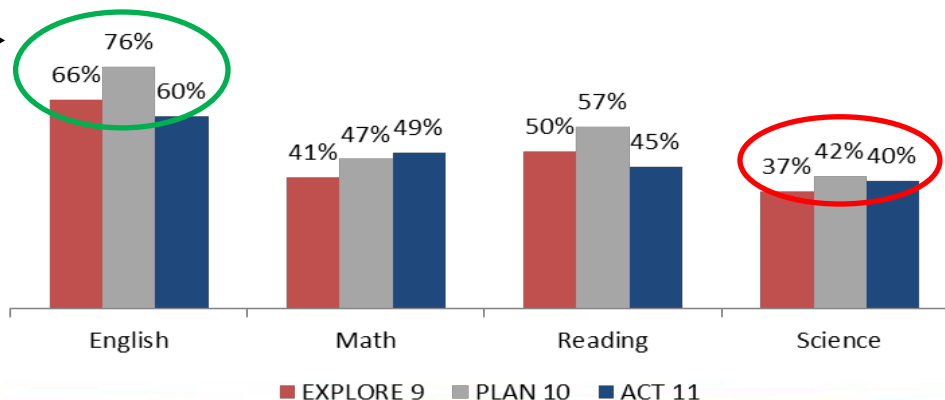
EPAS Tests – High School

National ACT
Average for
Class of 2012:
21.1



Percent Meeting College Readiness Benchmarks

Highest
for all
tests



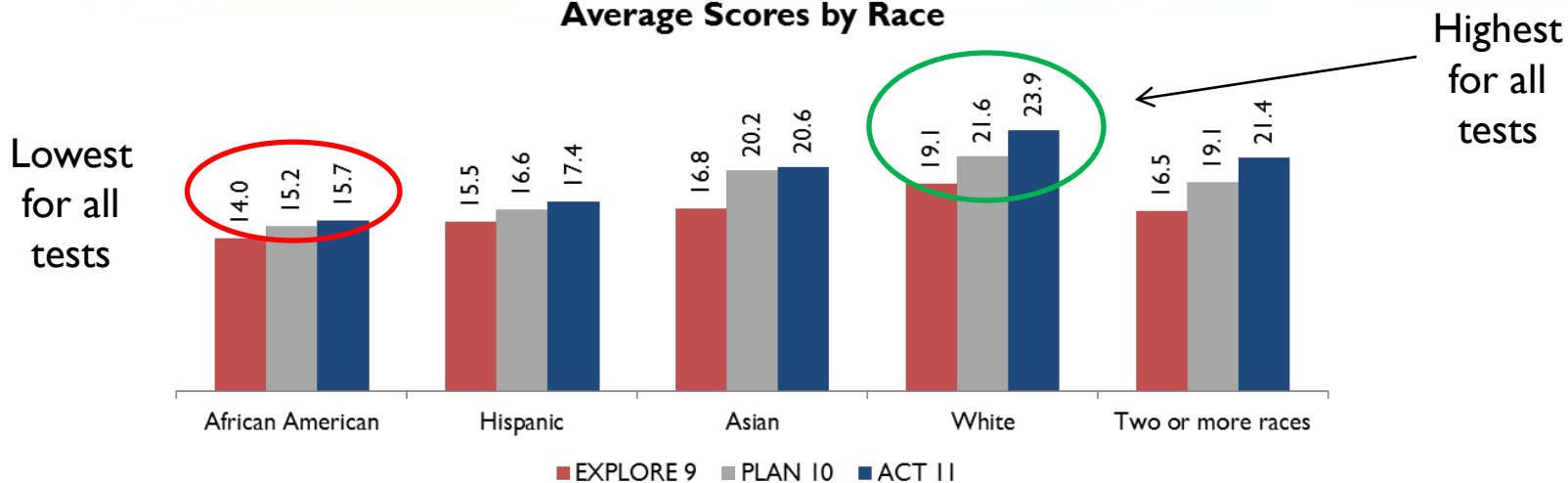
Lowest
for all
tests



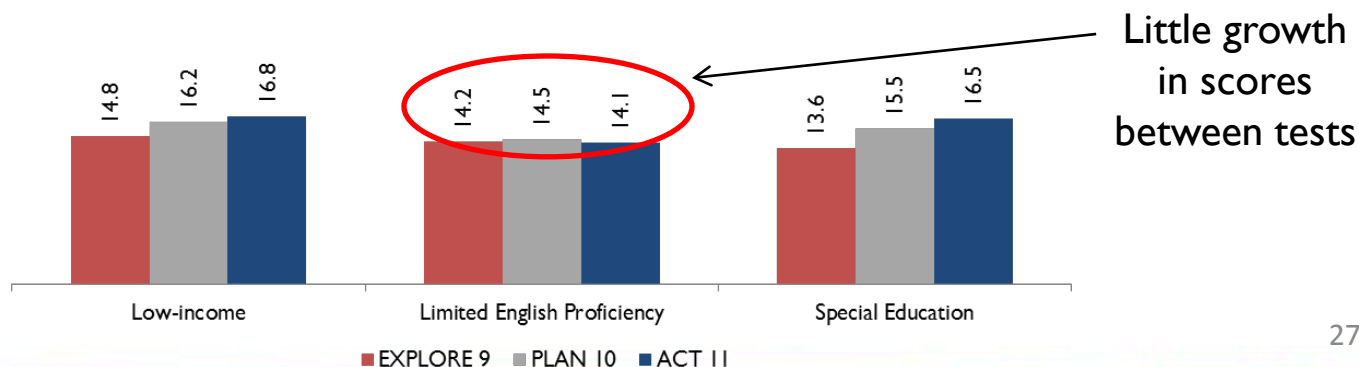


EPAS Tests – High School

Average Scores by Race



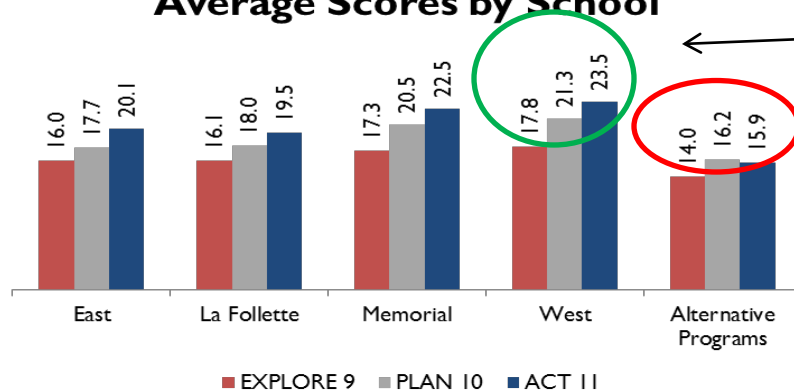
Average Scores by Subgroup





EPAS Tests – High School

Average Scores by School



Highest for all tests
 Lowest for all tests

Percent Meeting College Readiness Benchmarks

Subgroup	English			Math			Reading			Science		
	EXPLORE	PLAN	ACT	EXPLORE	PLAN	ACT	EXPLORE	PLAN	ACT	EXPLORE	PLAN	ACT
Benchmark	14.0	15.0	18.0	18.0	19.0	22.0	16.0	17.0	22.0	20.0	21.0	23.0
East	58%	69%	55%	32%	33%	40%	38%	44%	35%	30%	25%	32%
La Follette	62%	68%	49%	31%	34%	35%	45%	46%	31%	30%	31%	27%
Memorial	69%	82%	68%	50%	56%	63%	52%	64%	52%	38%	49%	50%
West	73%	83%	74%	51%	62%	62%	60%	71%	60%	48%	58%	54%
Alternative Programs	43%	51%	23%	18%	11%	9%	39%	30%	20%	14%	16%	7%

Highest percent of students at benchmark

Lowest percent of students at benchmark



Closing Remarks