

# **Annual Report on Curriculum, Instruction, and Student Performance**

**Marshall Public Schools #413  
2006-2007**

## **Vision:**

The vision of Marshall is to work as one in the pursuit of excellence.

## **Mission:**

Marshall Public Schools develops the potential of each learner for success in a changing world.

# **Accountability Report**

## **Student Academic Achievement and Progress**

Annually, the Minnesota Department of Education requires all schools district in the state to provide a report to the public concerning student academic achievement based on criteria that has been set by the State and Federal Government in the form of standardized tests.



# 2006-2007 Annual Report on Curriculum, Instruction, and Student Achievement

## 413 Marshall Public Schools Pursuit of Excellence

By Tamara Schultz, Director of Curriculum, Instruction and Learning Services

Marshall Public Schools has a five year Strategic Plan (2006-2011) which is the guiding principals that all our systems align which includes the curriculum, instruction and student achievement. Marshall also has core values that serve as the premise for the Marshall Public Schools organizational processes. Throughout the Marshall Public Schools, the core values will serve to guide students, staff, faculty, administration, and board of education decisions and actions. These core values have also served as the backbone for the development of the strategic plan.

## Marshall Public Schools Core Values

- *Learning-Centered Education*
- *Valuing Faculty, Staff, and Partners*
- *Management by Fact*
- *Focus on Results and Creating Value*

Marshall Public Schools has identified 5 Strategic goals to support the accomplishment of the Mission to "...develop the potential of each learner for success in a changing world."

## Marshall Public Schools Five Strategic Goals:

**GOAL 1:  
IMPROVE STUDENT PERFORMANCE FOR  
ALL STUDENTS**

**GOAL 2:  
IMPROVE CONSTITUENT SATISFACTION**

**GOAL 3:  
CONTINUOUS EMPLOYEE DEVELOPMENT**

**GOAL 4:  
ALIGNED SUPPORT SYSTEMS**

**GOAL 5:  
MAINTAIN FISCAL STABILITY AND  
ACCOUNTABILITY**

Marshall Public Schools use the values and goals to set student achievement goals by district. The following chart shows how the process of goal setting is accomplished.

**District Wide Student Achievement**

**Goal**

**Setting/Compensation**

**Alignment**

**District Strategic Goals, Objectives, and Targets**

These priorities are established through the strategic planning process and reviewed annually through the district continuous improvement model process.

**SITE IMPROVEMENT PLAN GOALS**

These goals are set by learning level/site level faculty/staff with the leadership of the learning level administrator and the learning level leadership teams. These are supported by the coordinating teachers and peer coaches.

**INDIVIDUAL GOALS STUDENT ACHIEVEMENT)**

Goal set by administrator and teacher (includes formal observation process)	Goal review by mentor/coach teacher with teacher – peer coaching process	Goal reviewed by coordinator and teacher submits mid-year report (may include formal observation process)	Goal reviewed by mentor/coach teacher – peer coaching process	Goal completion review by administrator and master/mentor with teacher to determine goal attainment for base addition. (Includes observation and summative eval)
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The Learning Targets set by the district to help set learning targets at the site. Each site sets its goals based on the formative (NWEA) and summative data (MCA II.) Each site has set a trajectory to for math and reading to help guide to the increase of student achievement towards the 90 percent goal by 2011.

Individual goals are set by each teacher and approved by the building administrator. The goals set by the teacher are based off the site goals and are to help with the attainment of the student achievement goals.

**The Reading and Math Learning Targets are set at the district level:  
(Strategic Plan for 2006-2011)**

- 1. 90 percent of Marshall Public School Students who have been in school for one academic year or more meet or exceed proficiency with state/district grade level reading standards.**
- 2. 90 percent of Marshall Public School Students who have been in school for one academic year or more meet or exceed proficiency with state/district grade level mathematics standards.**
- 3. 90 percent of Marshall Public School Students who have been in school for one academic year or more meet or exceed proficiency with the state/district grade level writing communication skills standards.**

## **Staff Development**

Aligning staff development to the help achieve the district goals and by using the Core Values that Marshall Public Schools believes in, the decision to apply for Q Comp or Quality Compensation for Teachers, which was proposed by Governor Tim Pawlenty, made sense and it aligned to the alternative pay program that was already in place. Marshall Public Schools applied and accepted into the Q Comp program.

What exactly is Q Comp and what does it have to do with staff development and student achievement? Q Comp is Quality Compensation for Teachers (Q Comp) and it contains five basic components:

1. a career ladder and career advancement options for teachers,
2. job-embedded professional development,
3. a teacher evaluation system,
4. performance pay , and
5. An alternative salary schedule.

All five components must be included in the program submitted by a school district in order to receive funding from Q Comp. The teachers were provided with job-embedded professional development that included (1) on-going feedback and support from peer coaches and coordinating teachers; (2) time during the school day to collaborate in professional development teams or Professional Learning Communities; and (3) a school improvement goal that focused on relevant and meaningful instructional strategies demonstrated by mentor and instructional coaches who had field tested the strategy with students at the school. All staff development dollars were used for training and setting up the components of Q Comp. Q Comp is a focused plan and will require districts, teachers and communities to mobilize around a common agenda – improving instructional quality and teacher efficacy to increase student achievement.

Professional Learning Communities were focused on increasing student achievement. The research based best practices that were used were from Marzano’s book “Classroom Instruction That Works.” All PLC’s focused on a strand in reading that need improvement, based on data, using graphic organizers as the instructional strategy to help improve student achievement.

Late Start Mondays was the staff embedded time for the Professional Learning Communities to meet and to perform action research using the instructional strategies and student work.

## **Alignment to the State Standards:**

Aligning curriculum is a key component of student achievement. Marshall has aligned Science, Social Studies to the state standards. Language Arts aligned to state standards and has chosen resources to pilot. The pilots are Rigby k-4, McDougal 5-6, Glencoe 7-12.

The Minnesota Department of Education has created new math standards. Marshall’s math k-12 teachers reviewed the new standards and discussed what changes we could make right now and what changes need to be made over time. The k-12 math reps continue to discuss this alignment component so that Marshall is aligned by the year 2015.

### **Marshall Public Schools Curriculum Cycle:**

2004-05- Science
2005--06- Social Studies
2006-07- Language Arts- year 1
2007-08-Language Arts- year 2
2008-09-Mathematics
2010-11-Arts/Vocational programs
2011-12-World Languages
2012-13-Health/Physical Education

## **Curriculum Mapping:**

All licensed staff curriculum map using, Curriculum Mapper. Standards are embedded in these maps. Licensed staff can align vertically and horizontally using these actual maps. This is the 3<sup>rd</sup> year of mapping for Marshall. Curriculum mapping is a history of what has been taught and is a great platform for new teachers coming in as they can see what was taught.

## **Data Warehouse: Data driven decision making**

Creating a data warehouse has been a project of Marshall for the last 2 years. This year the decision was made on which data warehouse to contract. Having the data in one place and easy to use for all staff was an important step in making data decision making easier for all. The data that was most important to get in one location was the student achievement data. Student achievement data with strand and sub-strand data for MCA II and NWEA is key for staff to make changes in their instructional changes in their classrooms.

## **General Marshall Public School Student Data:**

### **General Marshall Public School Student Data**



- Current enrollment – 2,182
- English Language Learner – 9%
- Free and reduced lunch – 30%
- Special education – 11%
- Minority population – 19%

Marshall Schools - 8

MDE Website - 2006-07 Data

## **General Marshall Public School Workforce Data:**

# General Marshall Public School Workforce Data



- Number of certified staff - 193
- Number of classified support staff – 122
- Average years of experience certified – 12.5
- Degree attainment of certified staff:
  - MA or higher - 53%

Marshall Schools - 8

## Student Choices after Marshall Public Schools:

# Typical Graduating Class from MPS



	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
<b>Graduation Rate</b>	95%	99%	96%	93%
<b>College/University</b>	69%	71%	72%	75%
<b>Community/Technical</b>	24%	17%	16%	16%
<b>Workforce</b>	5%	4.5%	5%	3%
<b>Military</b>	1%	1%	3%	2%
<b>Other</b>	1%	6.5%	4%	4%
<b>Total</b>	100%	100%	100%	100%

2004/2005/2006/2007 Senior Class

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## **Minnesota Graduation-Required Assessments for Diploma BST**

The BST's are reading, mathematics, and writing tests for students who entered grade 8 in 2004-05 or earlier must pass to receive a diploma from a public high school. The reading and mathematics tests were first administered to these students in grade 8 and writing in grade 10. Students can re-take any of these tests each year and three times in grade 12. Students entering grade 8 in 2005-06 or later do not take the BST, but will take the MCA-II-GRAD (Written Composition in grade 9, Reading in Grade 10, and Mathematics in grade 11. They must obtain a satisfactory score on each of these tests.

### **MCA-II**

Reading and mathematics tests that help schools and districts measure student progress toward the state's academic standards. In 2006 these tests were given to 3-8, 10, and 11. In 2008 the science MCA II's will be operational in grades 5, 8, and the high school.

### **The MCA II/GRAD**

A pair of high school tests in reading and mathematics that all students, beginning with the Class of 2010, (this year's 10<sup>th</sup> graders) must pass in order to graduate from a public high school in Minnesota. The GRAD component of the reading and mathematics MCAII/GRAD has replaced the reading and mathematics BST's for these students. The Test of Written Composition remains a test required for graduation, but moves from grade 10 to grade 9 and is no longer called a BST.

### **ELL Tests:**

**Test of Emerging Academic English (TEAE)** - This is a reading and writing test for English language learners that was designated to demonstrate growth in English from year to year. The TEAE is given to students identified as limited English proficient (LEP) in grades 3-12. Development of a new TEAE (TEAE-II) began in the summer of 2006. The TEAE-II will be based on Minnesota's English Language Proficiency Standards and will be operational in 2008-09 school year.

**The Test of the Emerging Academic English: Listening and Speaking (TEAELS)**-a computer-delivered assessment of English Language Learners' listening and speaking skills, was field tested Spring 2005. The operational test to be administered spring 2007.

**The mathematics Test for English Language Learners (MTELL)** - The MTELL is a new series of online assessments that will serve as a bridge to the Math MCA-II for qualifying English Language Learners in grades 3-11. The items are written with a reduced language load so ELL students can better demonstrate what they know and can do to meet grade-level math standards.

**The following is Marshall Public Schools Test schedule  
for 2007-2008:**

<b>Test Calendar:</b>				
Test dates				Make-up dates
Sept.24-	NWEA	Math and Reading	1-11	None
Oct 12				
Nov. 27	BST	GRAD and BST Write	10-12	Dec. 4
Retest				
Nov. 28	BST	BST Math Retest	11-12	Dec. 5
Nov. 29	BST	BST Reading Retest	11-12	Dec. 6
Feb. 5 <sup>th</sup>	BST	BST Math Retest	11-12	Feb. 12
Feb 6 <sup>th</sup>	BST	BST Reading Retest	11-12	Feb 13
March 10-				
March 28	TEAE	Reading and write for ELLS		None
March 31	MTAS	Alternative Assess for SPED		None
April 7-11	MN Writes	Writing	6	None
April 8 <sup>th</sup>	BST	BST Writing Retest	12 only	April 15
April 9 <sup>th</sup>	BST	BST Math Retest	11-12	April 16
April 10 <sup>th</sup>	BST	BST Reading Retest	11-12	April 17
April 15th	GRAD	Writing Test	9	April 29
	MCA II	Reading Sec 1&2	10	April 24-29
	MCA II	Math Se. 1&2	11	April 24-29
	MCA II	Reading Sec 1&2	3-8	April 17-18
April 16th	MCA II	Reading Sec 3&4	10	April 24-29
	MCA II	Math Sec 3&4	11	April 24-29
	MCA II	Reading Sec 3&4	3-8	April 17-18
April 22	MCA II	Math Sec 1&2	3-8	April 24/25
April 23	MCA II	Math Sec 3&4	3-8	April 24/25
April 28-				

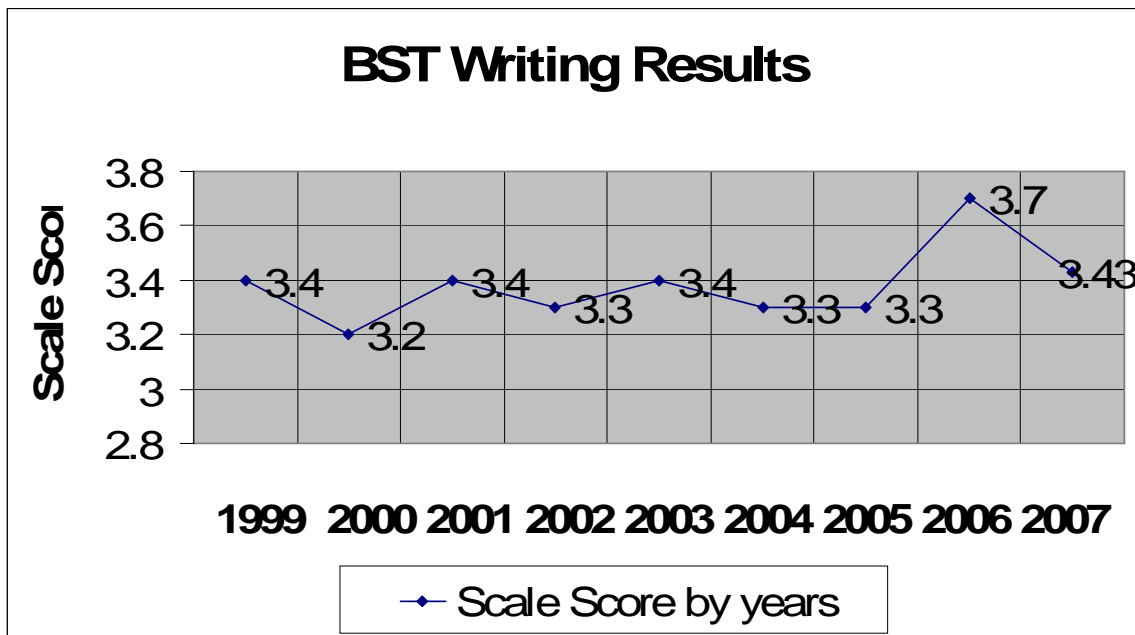
May 23	MCA II	Science	5, 8, H.S	None
April 28-				
May 16	NWEA	Math and Read	2-11	None
July 22nd	BST	GRAD/BST Write	10-12	July 25
July 23rd	BST	Math retest	11-12	July 25
July 24 <sup>th</sup>	BST	Read retest	11-12	July 25

**Assessment Results for Marshall Public Schools for 2006-2007:**

Marshall Public Schools tracks data from many sources to see how students are progressing. The following charts are just a some of the data we tract for student performance.

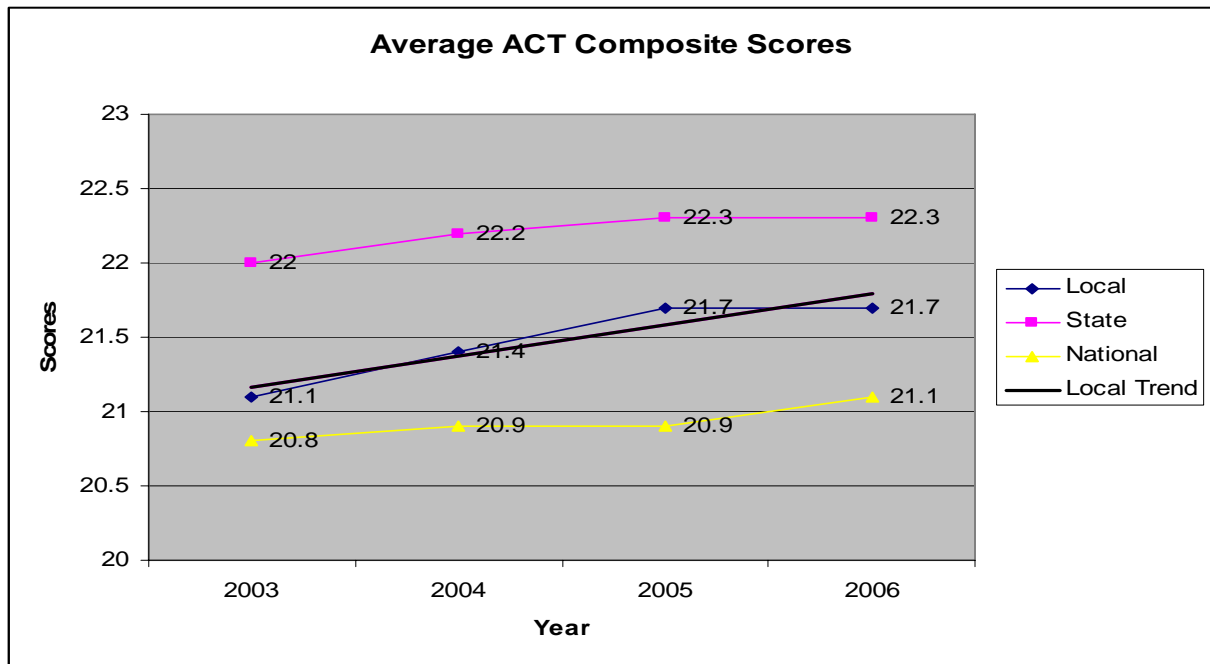
**BST writing results:**

MPS also tracks student results on the Basis Skills Test (BST) writing assessment. Figure 7.1-17 demonstrates that the district has experienced a positive trend in assessment results measured through the State BST writing assessment.



## ACT scores:

Another measure utilized to determine success in meeting the district goal of improving student performance for all students is the average ACT test scores against the average state and national scores for a similar period. Over that four year period, while the State and National average results improved by 0.3 points, MPS exceeded that performance rate of growth rate by improving 0.6 points over that same time period. Figure 7.1-18 shows Marshall's average ACT scores were consistently improved at a greater rate than both the State and National composite scores over a four-year period. All students are encouraged to take this test, regardless of plans after graduation.



## MCA II Results:

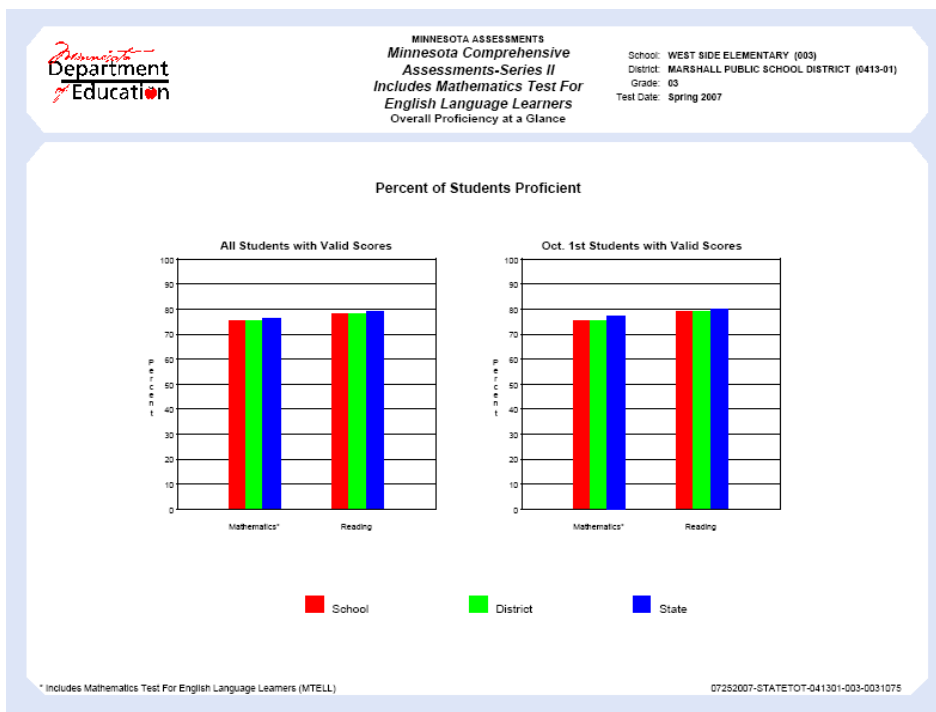
Marshall Public Schools students' scores in comparison to last year's test for MCA II's are as follows for Math and Reading:

Math 2007	Math 2006
3 <sup>rd</sup> grade 79%	87%
4 <sup>th</sup> grade 70%	64%
5 <sup>th</sup> grade 80%	54%
6 <sup>th</sup> grade 61%	59%
7 <sup>th</sup> grade 67%	55%
8 <sup>th</sup> grade 61%	65%
11 grade 31%	22%

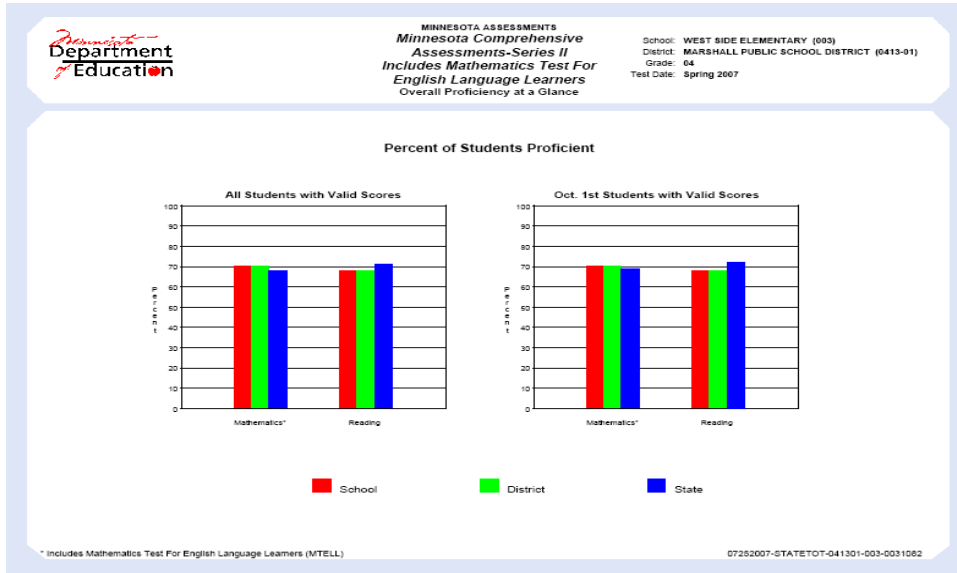
Reading 2007	2006
3 <sup>rd</sup> grade 75.50%	82%
4 <sup>th</sup> grade 69%	85%
5 <sup>th</sup> grade 86%	74%
6 <sup>th</sup> grade 58%	76%
7 <sup>th</sup> grade 70%	65%
8 <sup>th</sup> grade 66%	68%
10 grade 68%	60%

## MCA II Reports compared to the state:

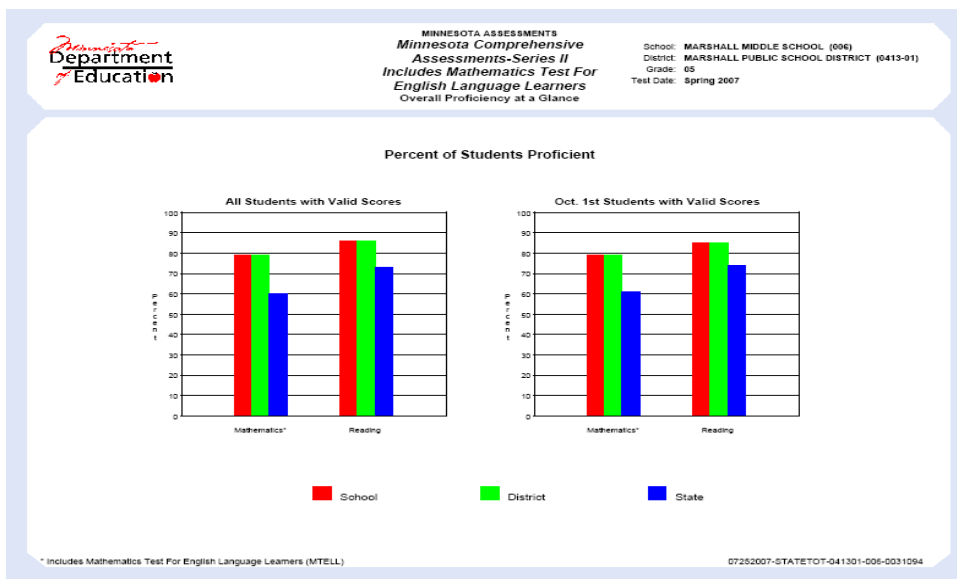
Grade 3 Math and Reading results as compared and reported by the state:



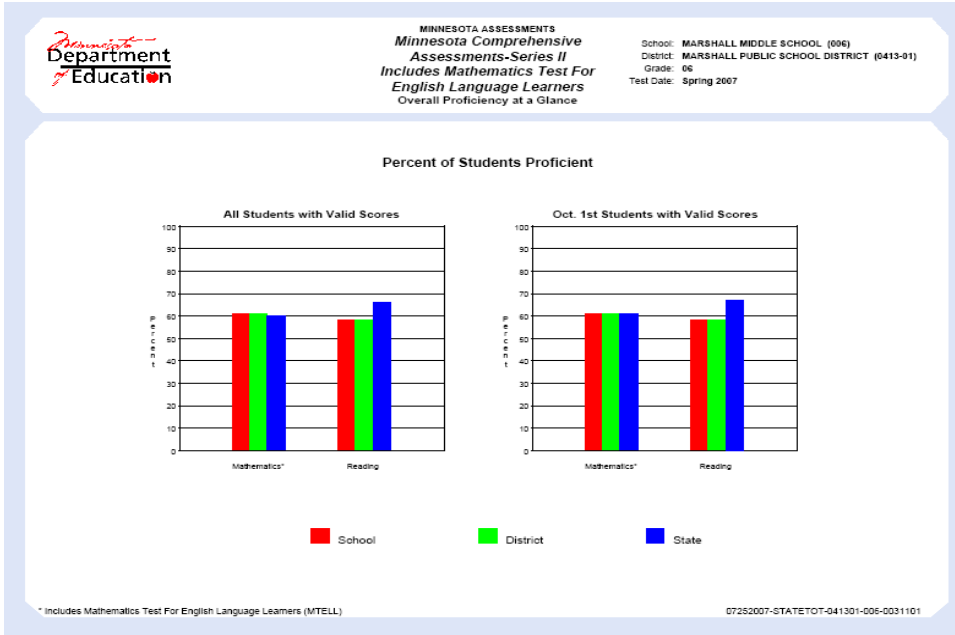
Grade 4 math and reading as reported by the state:



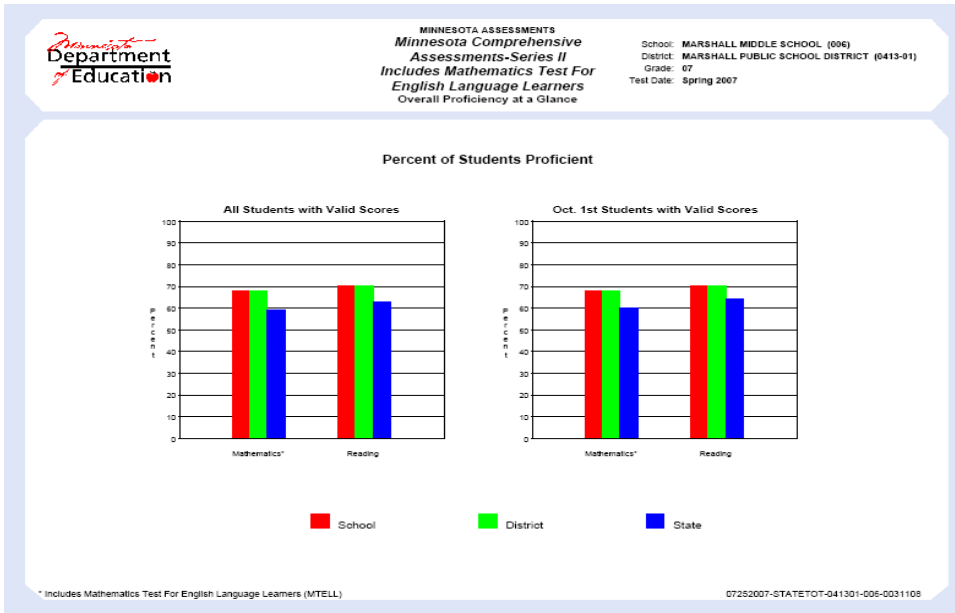
Grade 5 math and reading results as reported by the state:



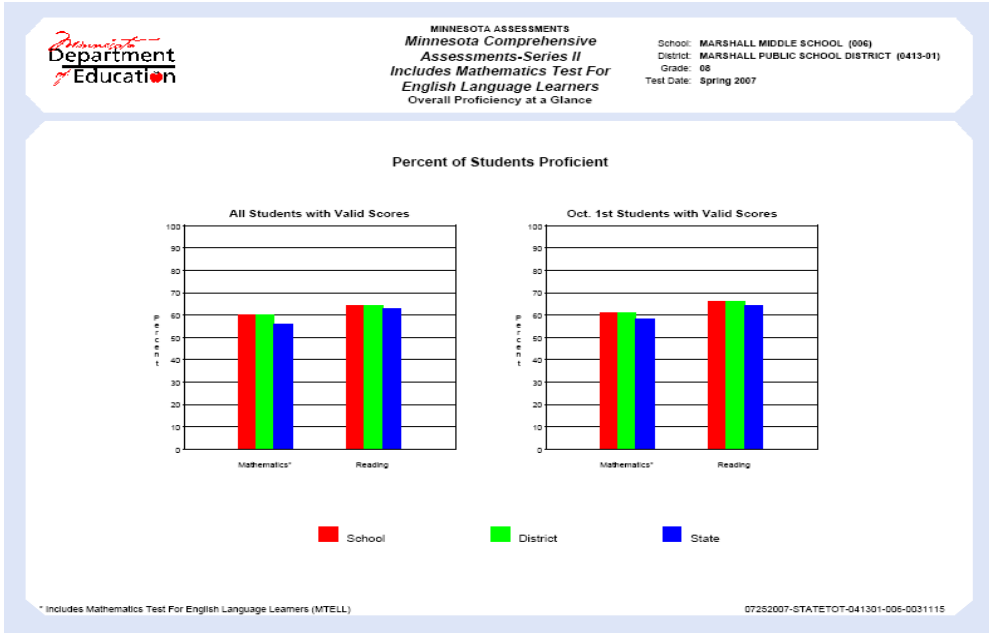
Grade 6 math and reading results as reported by the state:



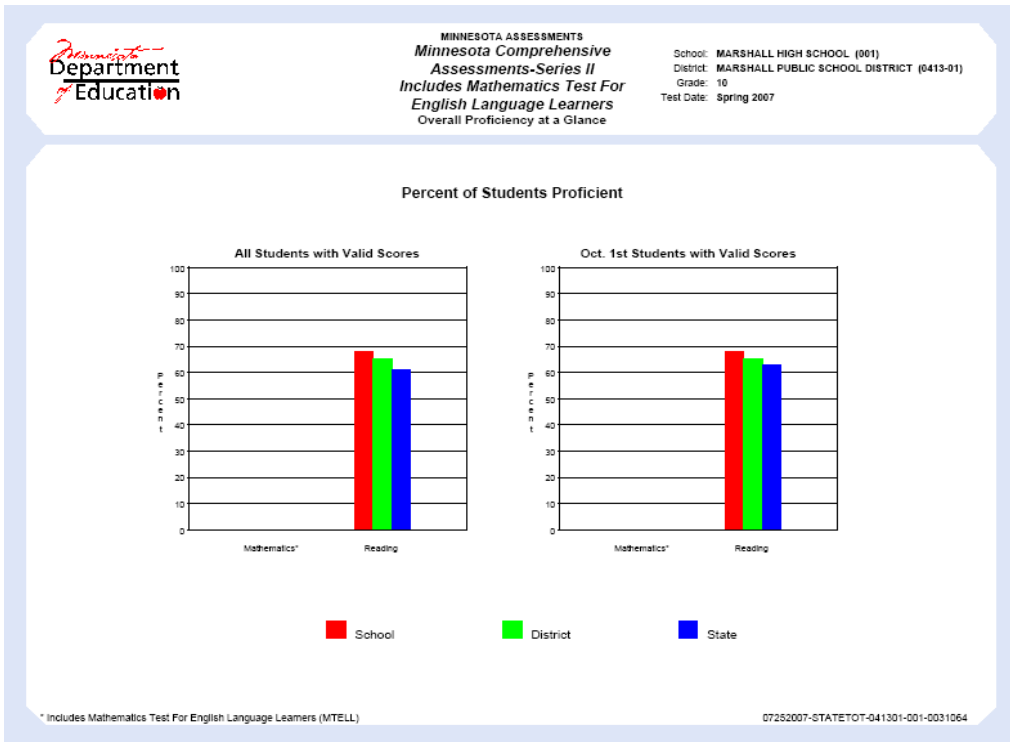
Grade 7 math and reading as reported by the state:



Grade 8 math and reading as reported by the state:



Grade 10 reading as reported by the state:



Grade 11 math results as reported by the state:

