

2019-20 Annual Assessment Report

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ISD282.org



Our Mission and Vision

Mission

We Educate, Prepare, and Inspire a Community of lifelong learners in our small, caring environment.

Vision

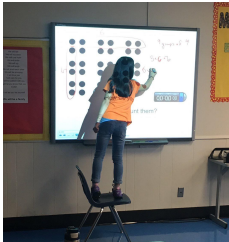
We are committed to the success of all learners. We will engage, inspire, challenge, and support each learner through innovation and collaboration.

Objectives



- Provide an annual report on **Achievement and Integration, ADSIS, Title I, Title III, and World's Best Workforce** goals
- Due to COVID-19 we are unable to share the **Northstar Accountability** results.

Achievement and Integration



- **Purpose of Achievement and Integration is to:**
 - Pursue racial and economic integration
 - Increase student achievement
 - Create equitable educational opportunities
 - Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds
 - Year 3 of 3

Achievement and Integration

Implementation (Classroom):

- **Wilshire Park:**
 - Student Advocate - meet with students to provide behavior and academic support.
 - Parent Advocate - help create a school-based equity team with parents. Develop direct teaching lessons on equity for classrooms.
- **St. Anthony Middle School** - Co-Teaching - 8th grade Science
- **St. Anthony Village High School** - Co-Teaching - Algebra

Achievement and Integration

Implementation (Staff Development):

- **Data Coaching:**
 - Embedded in Curriculum Review Cycle
- **3 Equity Coaches:** PK-5 and 6-12

Achievement and Integration

Implementation (Integration):

- **Summer Seminar** - 17 students (incoming 9th graders) participated
 - Hybrid - Summer Boost Program with Columbia Heights
 - Writing
 - Math - Algebra AVID

Teacher Distribution

Teacher Distribution Requirement (WBWF and AI):

- School Districts reports on equitable teacher distribution
- Students access to effective, experienced, and in-field teachers.
- School Districts student access to racially and ethnically diverse teachers.

Goal 1

Increase by 10% the proficiency of students as measured by Reading, Math, and Science MCA by June, 2020.

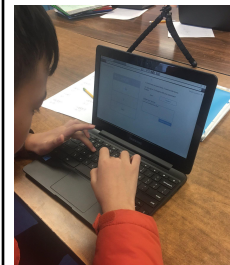
- **Goal Progress:** *Due to Covid-19, students did not take the MCA assessments. Unable to report.*

Goal 2

Increase by 15% the engagement of students of color as measured by student report card grades and by student engagement surveys by June 2020.

- **Goal Progress :** *We were unable to conduct our engagement surveys. However, when looking at report cards, 55% of the D's/F's last spring were given to students of color (at the high school).*

Alternative Delivery of Specialized Instructional Services (ADSIS)



- **ADSIS** is an application process for districts and charter schools to apply for **state special education aid**.
- The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support **to succeed in the general education environment**. The **goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students**.

WP and SAMS Goal Areas



- Reading
- Math
- Behavior (Wilshire Park only)

Year 1 of 2

ADSIS Reading Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-5	AIMSWeb	AIMSWeb	Leveled Literacy
6	NWEA	AIMSWeb	Read 180 Co-Teaching
7-8	NWEA	AIMSWeb	Co-Teaching

ADSIS Math Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-3	AIMSWeb	AIMSWeb	Double Math
4-5	AIMSWeb	AIMSWeb	Double Math
6-8	NWEA	AIMSWeb	Double Math

ADSIS Behavior Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-5	BESS	BESS Review ODRs Nurse Visits Attendance	Check-in/ Check-out Second Step
6-8	BESS		

Special Education Referrals

Special Education - WP

The number of students referred for a special education evaluation in grades 1-5 at Wilshire Park Elementary School will stay the same from **9** students by end of state year 2017-2018 to **9** students by end of 2019-2020 state year.

- *Goal Met (9)*

Special Education - SAMS

The number of students referred for a special education evaluation in grades 6-8 at St. Anthony Middle School will stay the same from **5** students by end of state year 2017-2018 to **5** students by end of 2019-2020 state year.

- *Goal Met (4)*

Reading - Wilshire Park

The percentage of ADSIS students in grades 1-5 at Wilshire Park Elementary School who meet or exceed their fall to spring RIT score growth project will increase from **70%** in 2017-2018 to **72%** in 2019-2020 as measured by the NWEA-MAP reading assessment.

- *Goal Progress: Due to Covid-19, students did not take the spring MAP assessment. Unable to report.*

Reading - SAMS

The percentage of ADSIS students in grades 6-8 at St. Anthony Middle School who meet or exceed their fall to spring RIT score growth project will increase from **57%** in 2017-2018 to **63%** in 2019-2020 as measured by the NWEA-MAP reading assessment.

- *Goal Progress: Due to Covid-19, students did not take the spring MAP assessment. Unable to report.*

Math - Wilshire Park

The percentage of ADSIS students in grades 1-5 at Wilshire Park Elementary School who meet or exceed their fall to spring RIT score growth project will increase from **71%** in 2017-2018 to **73%** in 2019-2020 as measured by the NWEA-MAP math assessment.

- *Goal Progress: Due to Covid-19, students did not take the spring MAP assessment. Unable to report.*

Math - SAMS

The percentage of ADSIS students in grades 6-8 at St. Anthony Middle School who meet or exceed their fall to spring RIT score growth project will increase from **79%** in 2017-2018 to **81%** in 2019-2020 as measured by the NWEA-MAP math assessment

- *Goal Progress: Due to Covid-19, students did not take the spring MAP assessment. Unable to report.*

Behavior - Wilshire Park

The average number of office discipline referrals for students receiving ADSIS direct services for behavior in grades K-5 at WPES will decrease from an average of 4 referrals/students 2017 -2018 to an average of 2 referrals/students in 2019-2020 and/or the percentage of students in grades K-5 receiving an Extremely Elevated range on the BESS will decrease from 37% in 2018-2019 to 35% in 2019-20.

- *Goal Progress: Unable to gather information due to Covid.*

Title I



Title I, provides financial assistance to schools with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards.

Goal

Students in grades 3, 4, and 5 will improve reading proficiency from 72% to 74% proficiency according the MCA 2019-2020 test.

- ▷ 78% - Spring 2018
- ▷ 73% - Spring 2019
- *Goal Progress: Due to Covid-19, students did not take the MCA assessment. Unable to report.*

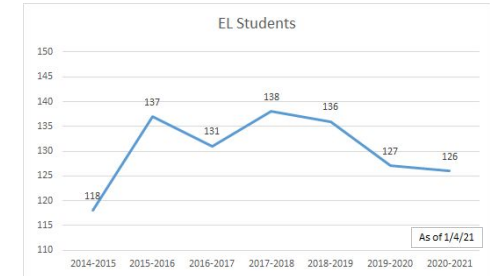
Title III



- Part A of Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. It is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth.
- The Act states that LEP students must not only attain English proficiency but simultaneously meet the same academic standards as their English-speaking peers in all content areas.

2019-2020 Update

- 4 teachers
- 1 District-wide coordinator
- WP numbers are higher than last year.
- SAMS and SAVHS are approximately the same (large senior class graduated)



World's Best Workforce



- Legislation passed In 2013
- It requires school districts to identify:
 - Clearly defined goals and benchmarks for all student groups
 - A process for evaluating students' progress.
- Community will provide input:
 - To the school board to assist with the decision making process
 - On information shared to help make it understandable for the entire community

Teaching and Learning Community Team

- Meet 3-4 times/year
- State and Federal Requirement Team
 - For every grant or government direct funding program (ADSIS, AI, Title I and III) there is a requirement to include community input.
- Curriculum Review Team
 - The district has a six-year curriculum review cycle process. Each year, all content areas (i.e. math, language arts, Physical Education) participate in the process. Year 2 is the purchasing year.

Teaching and Learning Community Team

- Success Metrics Team
 - We have many required measurements that must be collected to ensure compliance. ISD 282 would like to create a more robust measurement system to ensure accountability to our community
- Instructional Frameworks Team
 - To meet the more robust accountability system (i.e. success metrics) we must ensure our instructional practices are best suited for high levels of student learning.
- Approximately 50 people attend

World's Best Workforce



- All students ready for Kindergarten.
- All students in third grade achieving grade-level literacy.
- Close the achievement gaps among all groups.
- All students career and college ready by graduation.
- All students graduate.

All students ready for Kindergarten

- Children are 5 years of age by September 1
- Children are immunized
- Children have completed early childhood screening



All students ready for Kindergarten

Early Childhood Screening

During the 2019-20 school year, 75% of the children who receive an early childhood screening will be 3 or 4 years old.

- *Goal Progress: Goal Met*
 - 32 students - 3 years old
 - 25 students - 4 years old
 - 14 students - 5 years old
 - 1 student - 6 years old
 - $57/72 = 79\%$ of students were 3 or 4 years old

All students ready for Kindergarten

Teaching Strategies Gold Assessment

Students who attend preschool at the St. Anthony Community Services and enter Kindergarten in September 2020 will average 86% across all objectives in the Teaching Strategies Gold Assessment.

- *Goal Progress: Due to Covid-19, students were unable to complete the Teaching Strategies Gold assessment. Unable to report.*

All students in 3rd grade achieving grade-level literacy

On average third graders taking the spring 2020 NWEA MAP Assessment will have a RIT score of 205. The average RIT score for the past three years has been: 203. The 50th percentile RIT score nationwide is 188.

- *Goal Progress: Due to Covid-19, students did not take the spring MAP assessment. Unable to report.*

Close the achievement gaps among all groups

No achievement gap will exist between students of color and white students on their average reading RIT score (NWEA MAP) as measured by their spring 2020 assessment. In the spring of 2019, white students averaged a 231 RIT score on their reading MAP test and students of color averaged 225.

- *Goal Progress: Due to Covid-19, students did not take the spring MAP assessment. Unable to report.*

All students career and college ready by graduation

60% of the juniors taking the ACT assessment in 2020 will earn at least a composite score of 22. Only 52% of the juniors taking the 2019 ACT assessment earned at least a composite score of 22.

- *Goal Progress: Due to Covid-19, students did not take the ACTs in district. Unable to report.*

All students graduate

Based on a 6 year graduation rate, 100% of current 9th grade (2019-20) students will graduate in 2025.

- *Goal Progress: From 19-20: 187 - 9th Grade Students*
 - 1st semester: 11 (5.8%) students with 25 Fs.
 - 2nd semester: 17 (9.1%) students with 59 Fs.
 - Full Year: 22 (11.8%) total students with 84 total Fs.

Thank you!

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