

2016-2017
MCA Data Discoveries
H-BC Public Schools

What does Minnesota think is important?

What do we want students to do?



- Pass important tests → “Be Proficient”
- Grow in their knowledge → “Growth”
- Have equal opportunity to learn → Close the “Achievement Gap”
- Graduate from high school → “Graduation”

Minnesota believes each of the above things are equally important so...

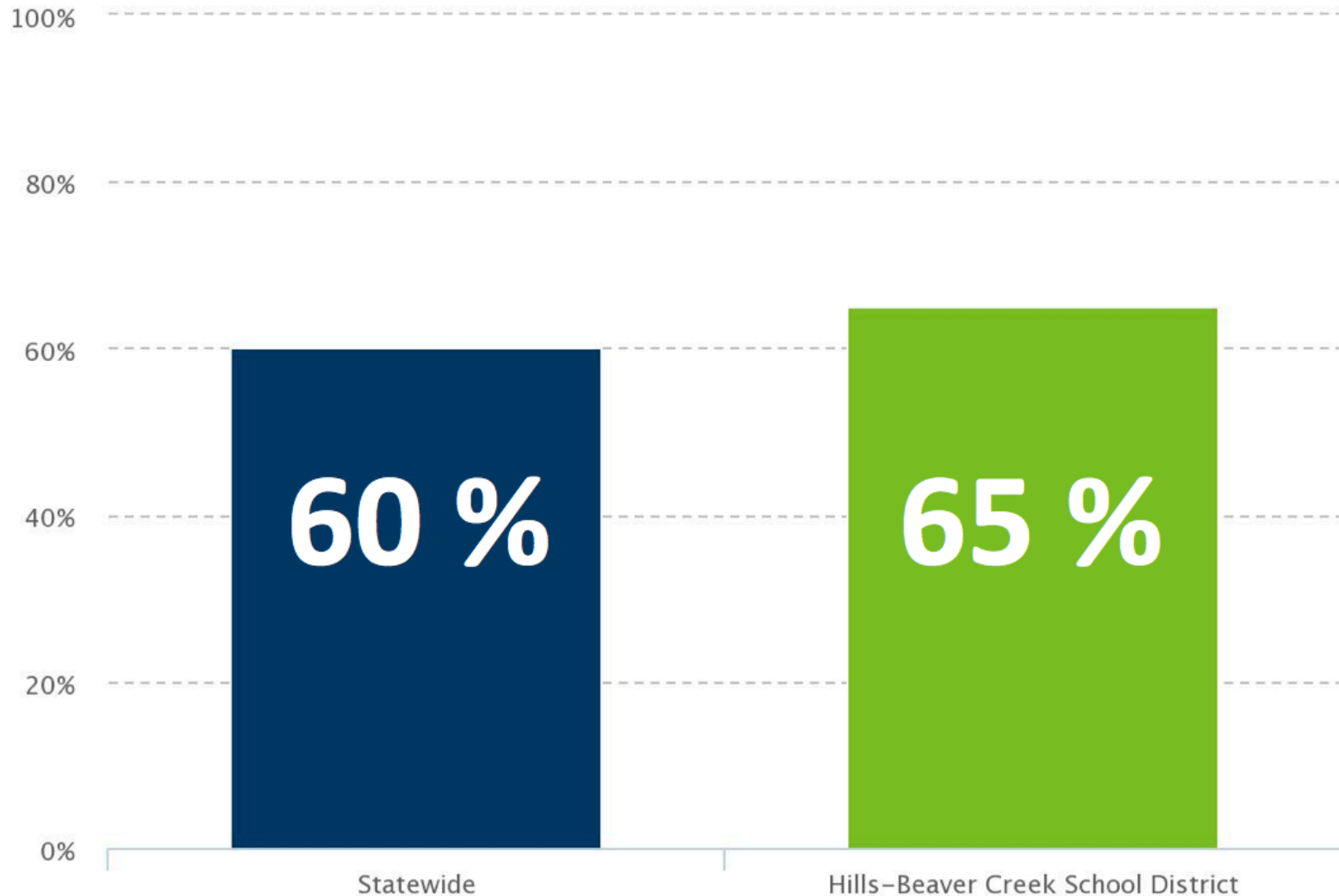
District Demographics

Student Group	State	District
American Indian	2 %	0 %
Asian	7 %	0 %
Hispanic	9 %	3 %
Black	11 %	1 %
White	68 %	95 %
English Learners	8 %	0 %
Special Education	15 %	11 %
Free/Reduced Lunch	38%	28 %
Homeless	1 %	0 %

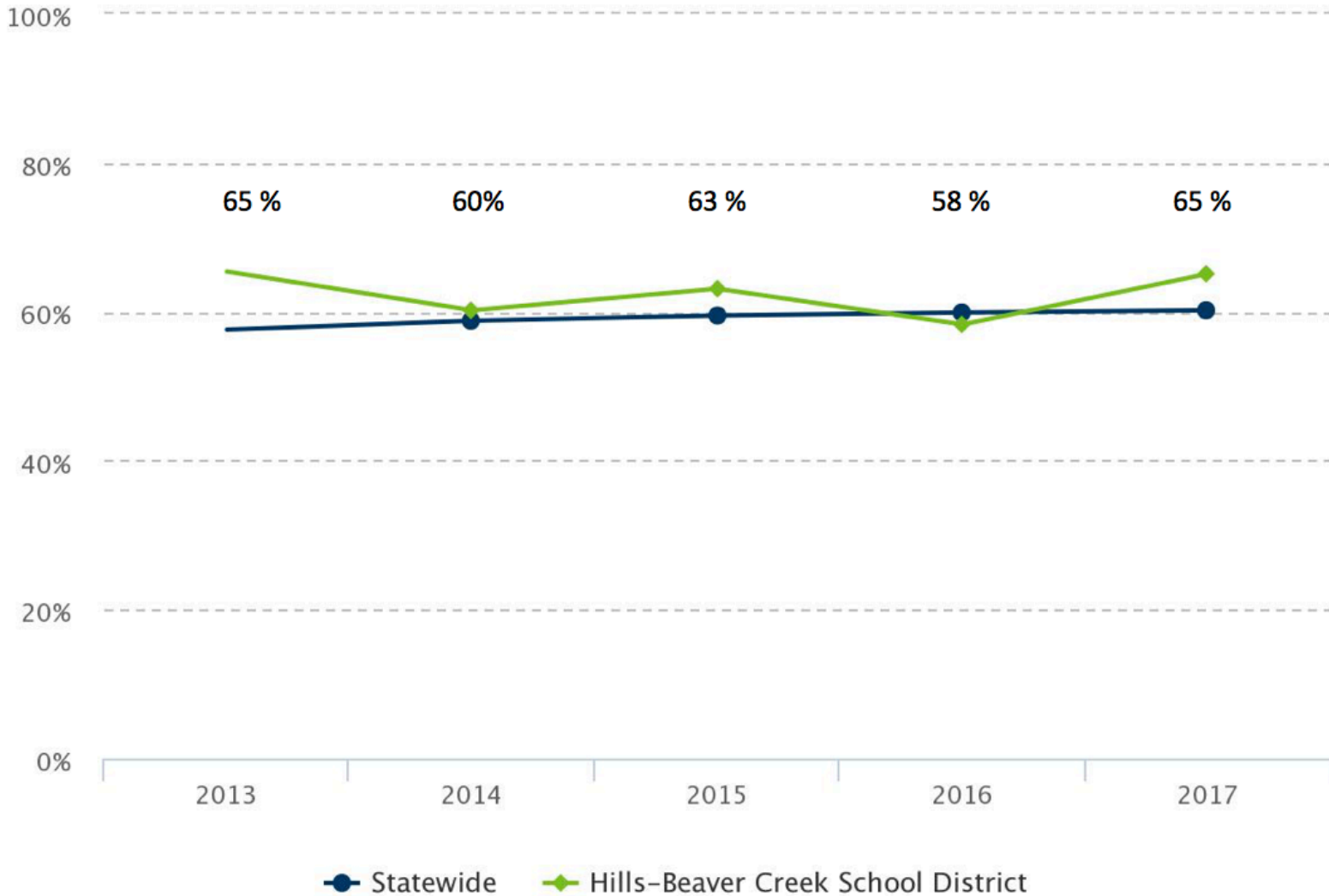
Reading



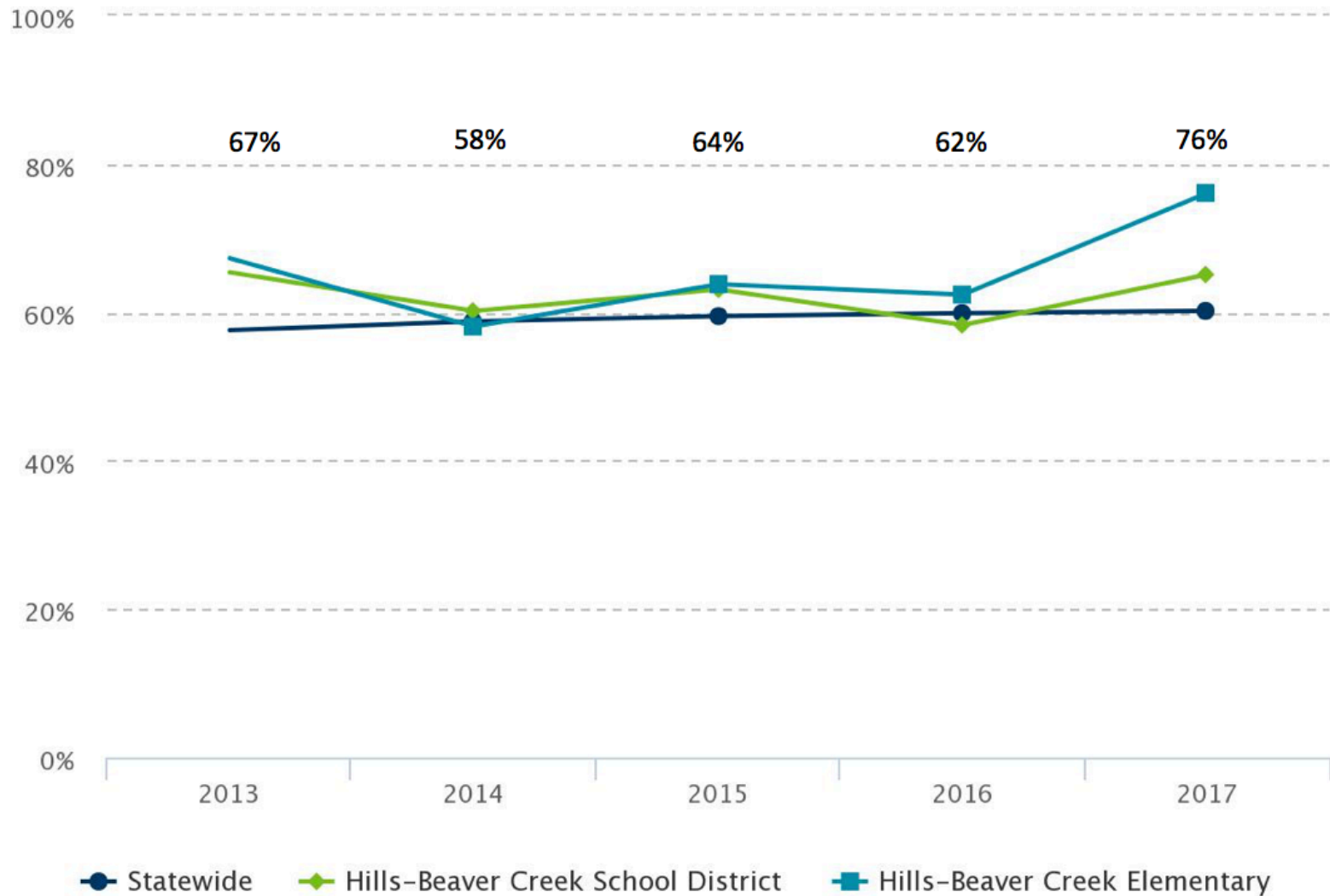
2017 District Reading Proficiency



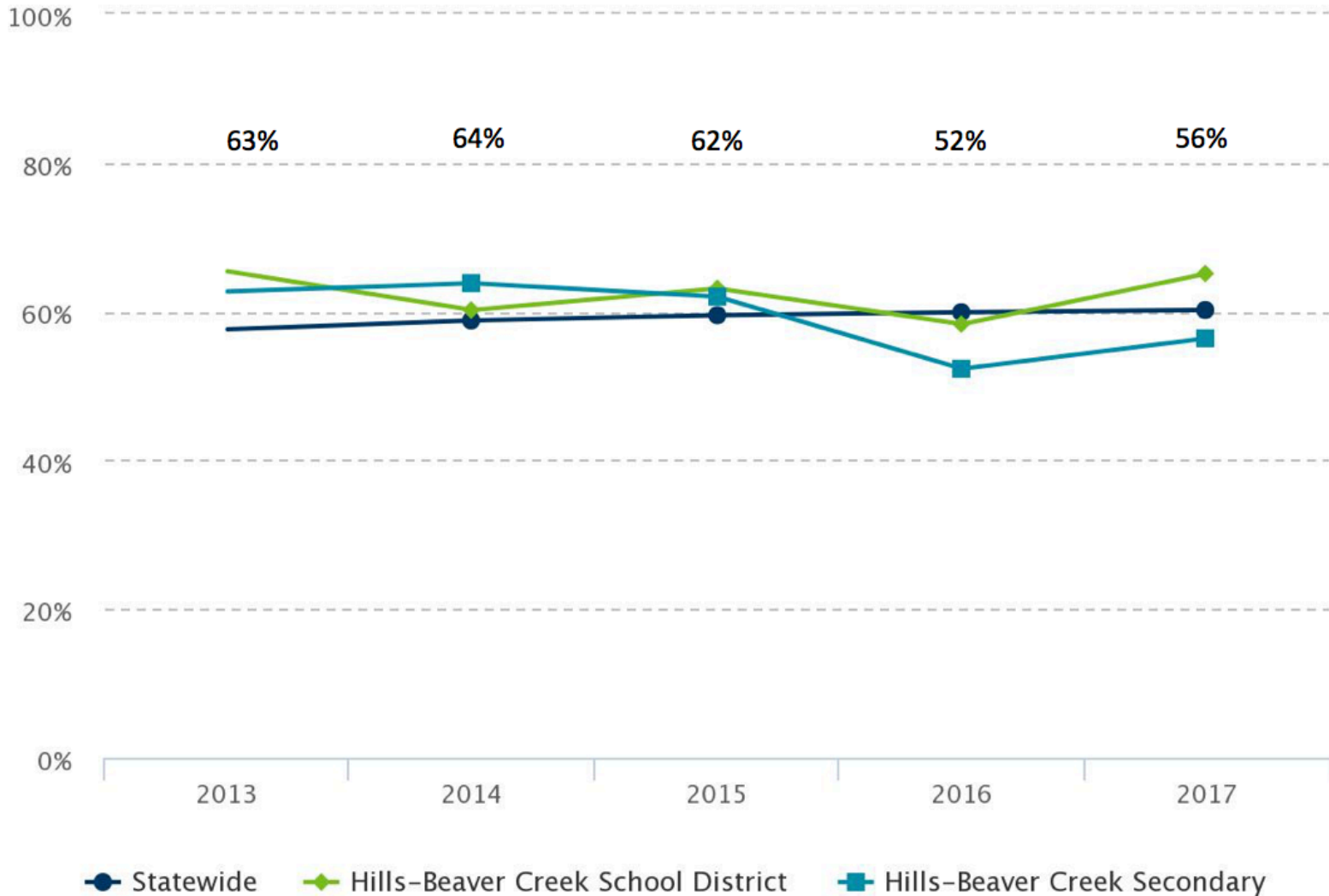
District Reading Proficiency Trends



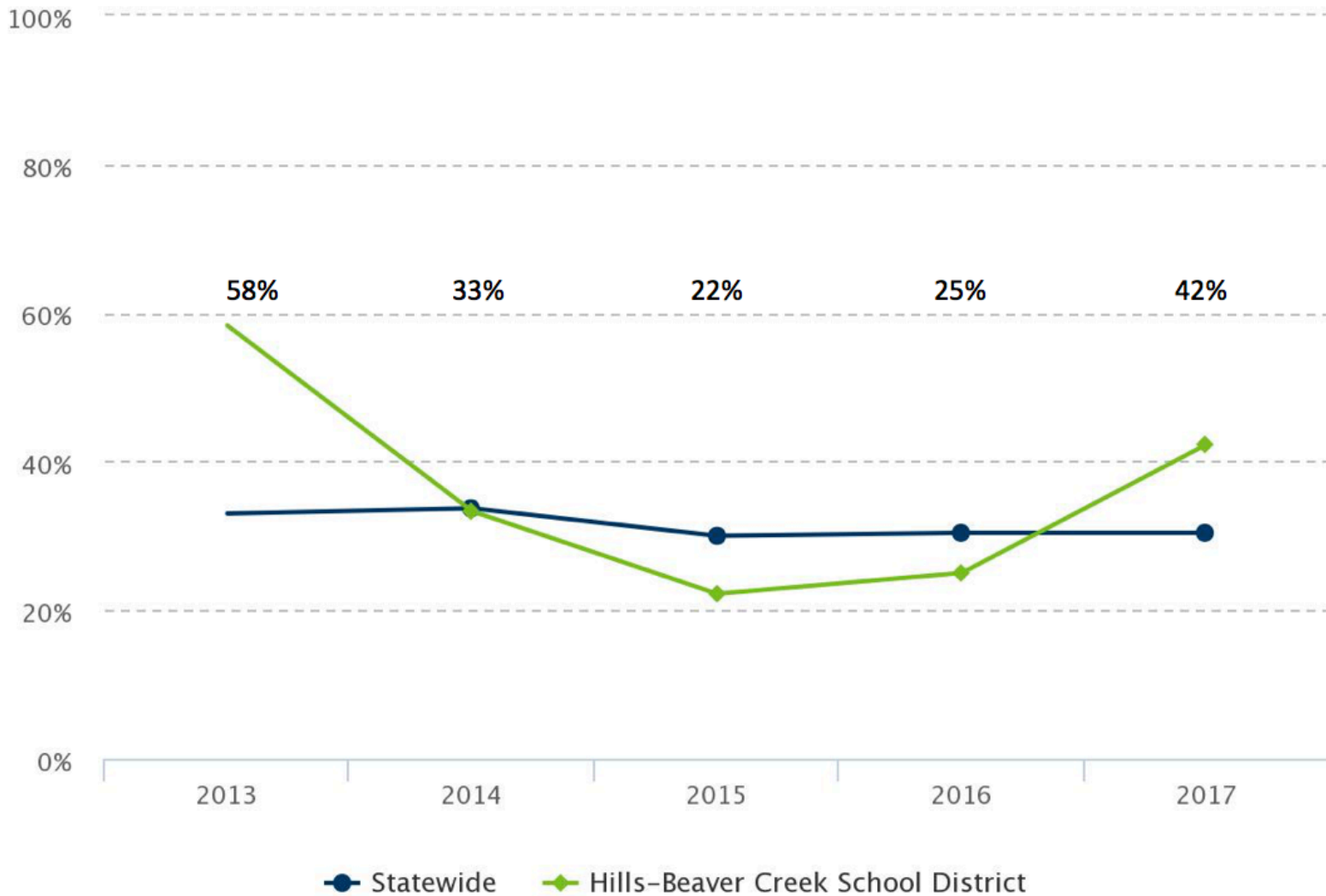
Elementary Reading Proficiency Trends



Secondary/High School Reading Proficiency Trends



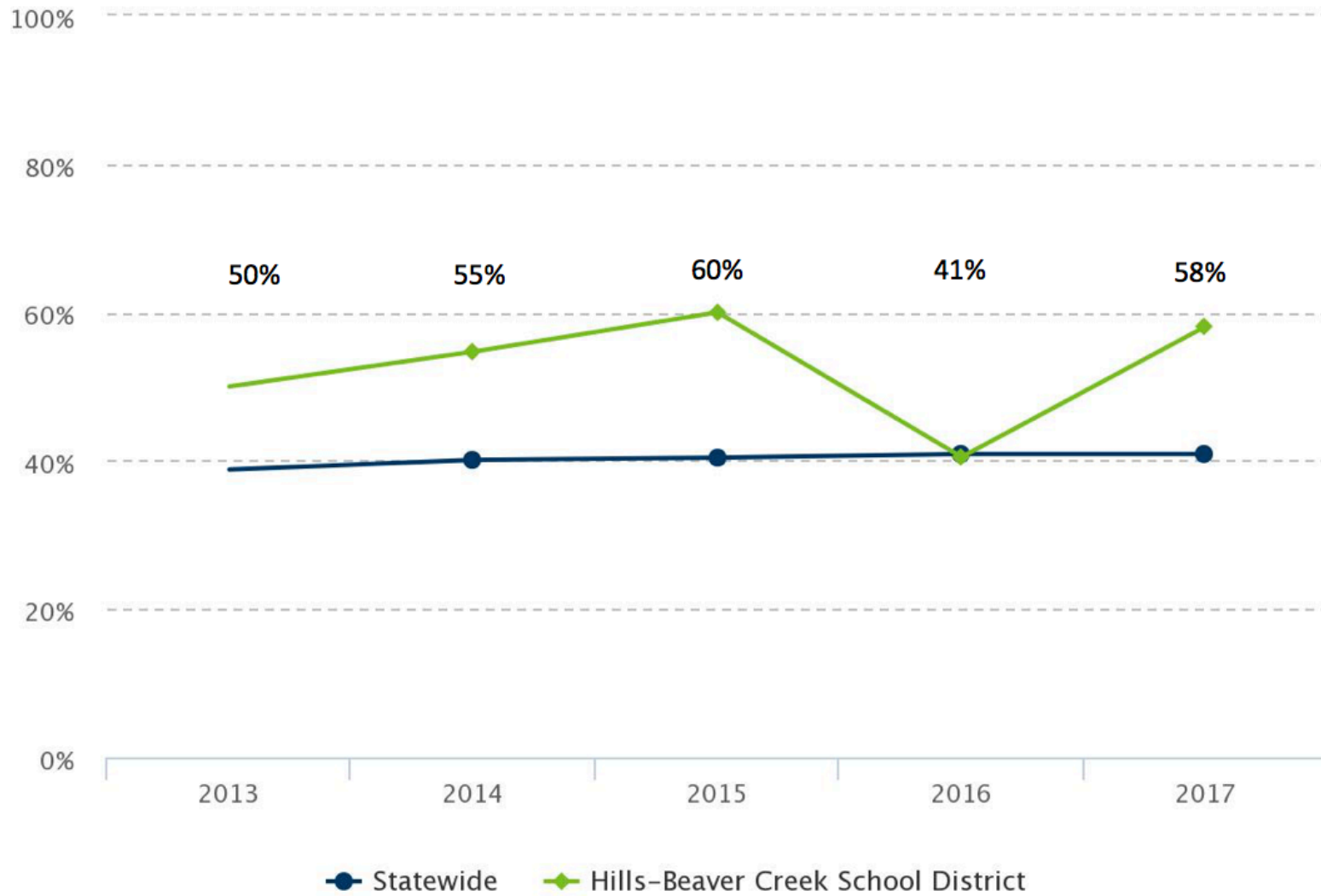
Special Education Trend Data



SpEd vs. Non-SpEd Trend Data

	2013	2014	2015	2016	2017
Special Ed	58 %	33 %	22 %	25 %	42 %
Non-Special Ed	66 %	63 %	67 %	63 %	68 %
Difference	8 %	30 %	45 %	38 %	26 %

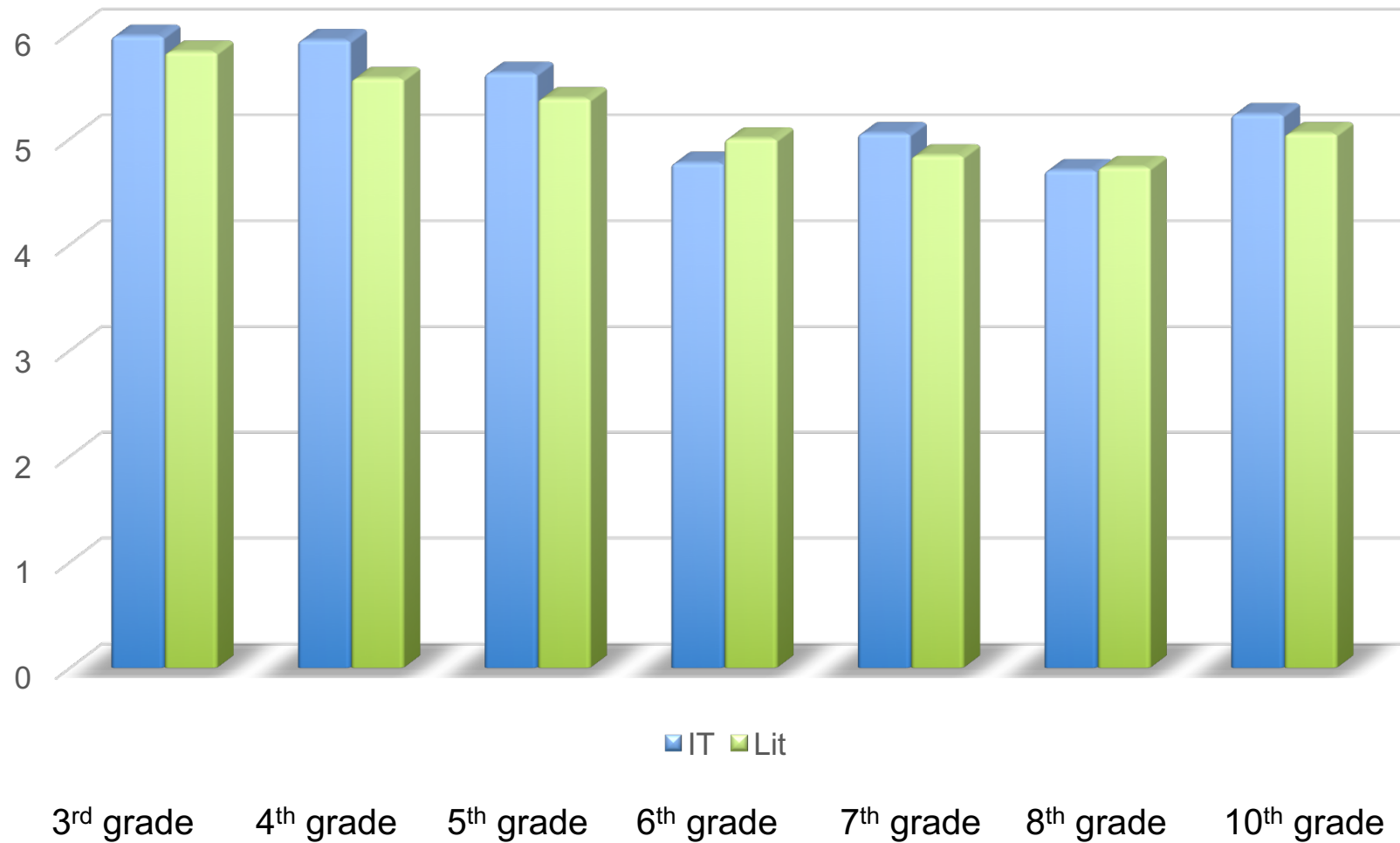
FRP Trend Data



FRP vs. Non-FRP Trend Data

	2013	2014	2015	2016	2017
FRP	50%	55%	60%	41%	58%
Non-FRP	73%	62%	64%	63%	68%
Difference	23%	8%	4%	22%	10%

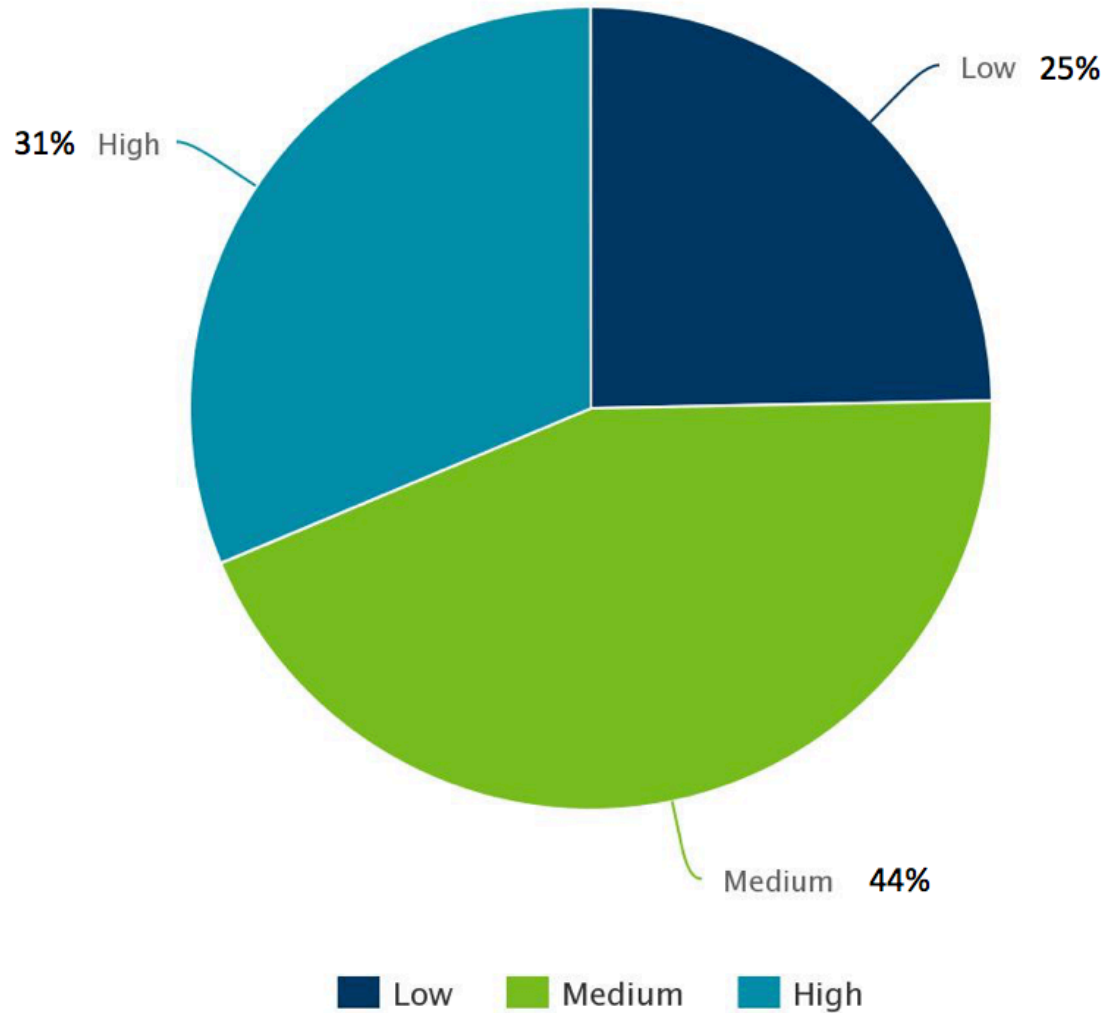
2016 MCA Reading Strand Data



The two strands of the reading test are Informational Text and Literature

Reading Growth

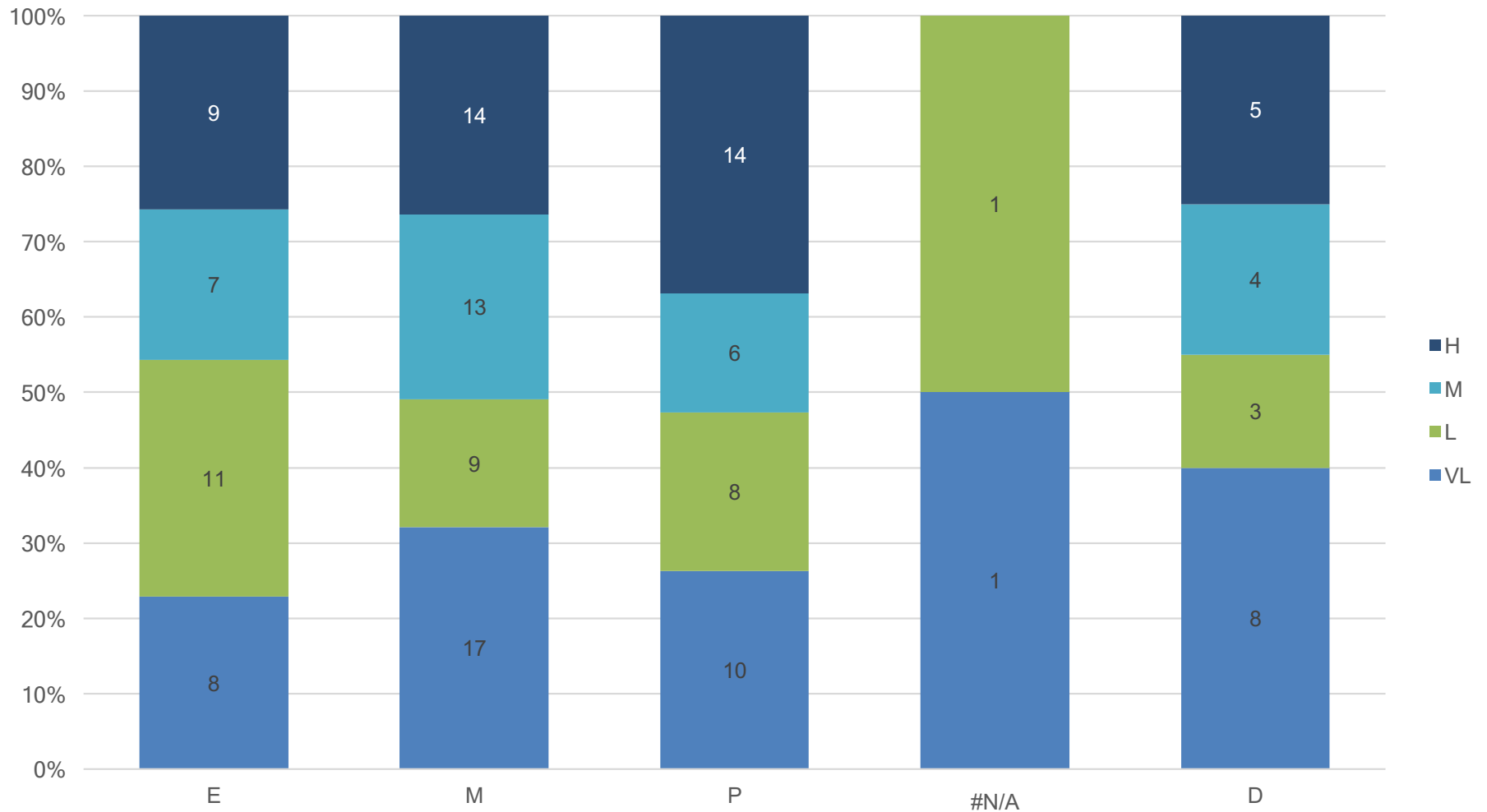
Percent of students to make expected growth



Reading Growth

Number of students to attain different levels of growth

Prior Year Achievement Level vs. Current Year Growth: ALL



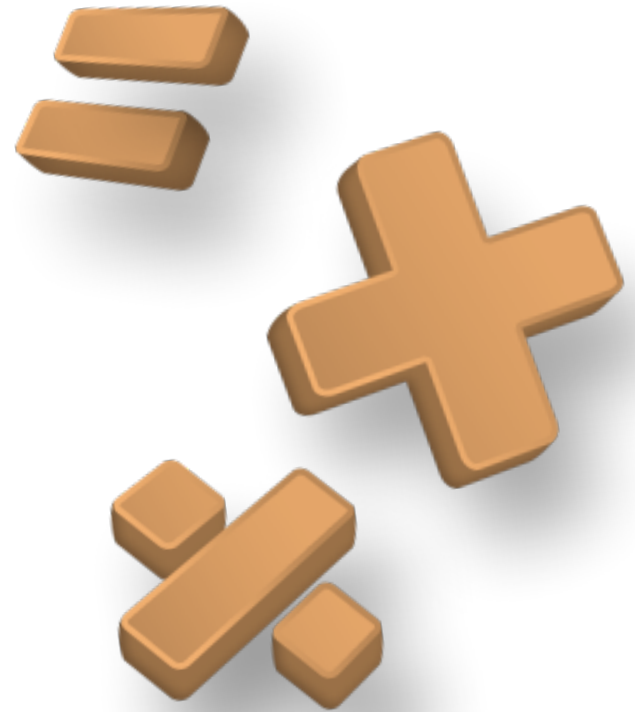
Reading Goals

	2016	2017	Goal 2018
H-BC Elementary	62%	76%	80%
H-BC Secondary	52%	56%	65%

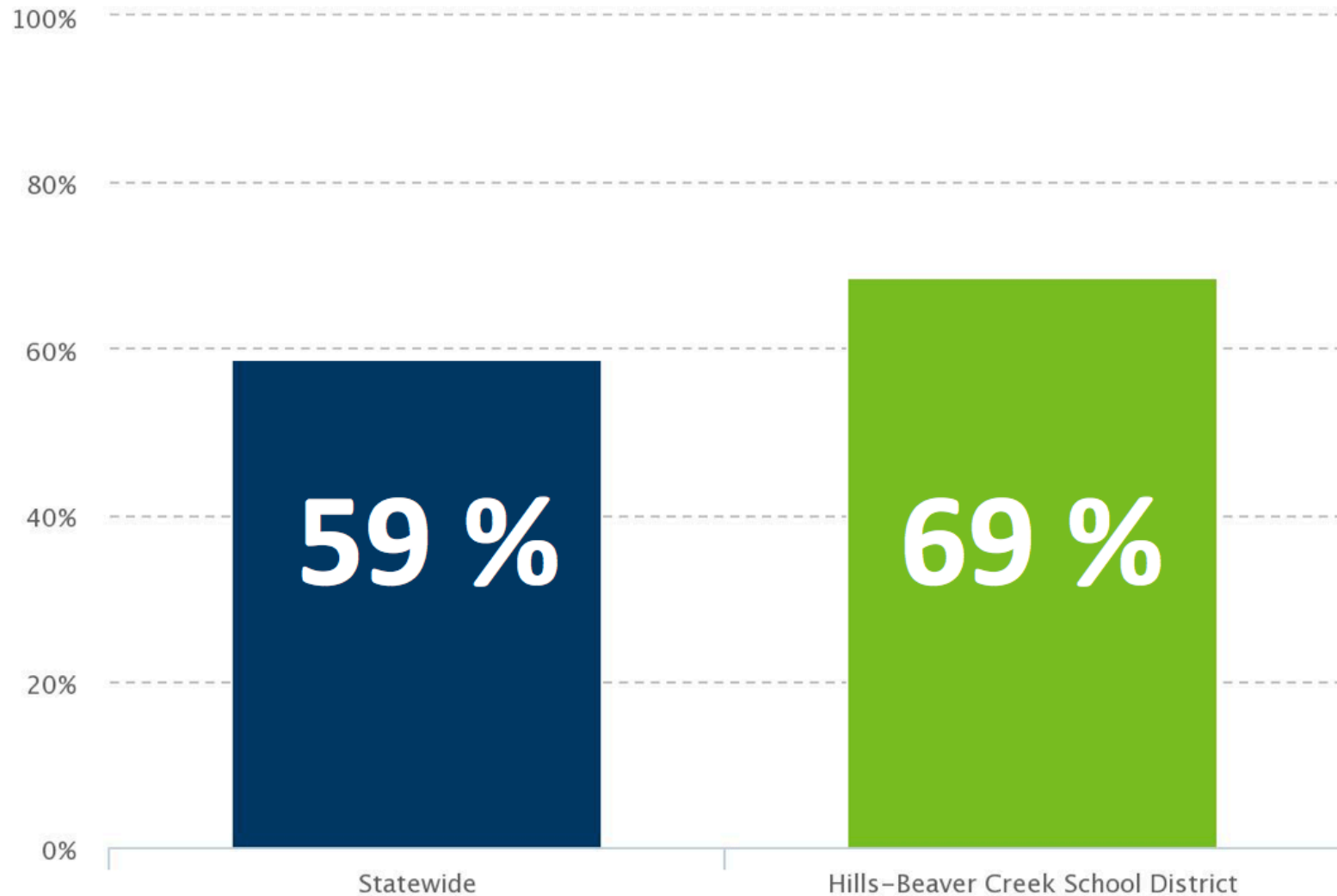
Reading Overview

Strengths	Areas for Improvement
Increased proficiency in all areas	Increase in rigor of reading questioning
Increased growth in all areas	Address the gap between Literature and Informational Text
Growth is balance across achievement levels	Provide support for students closest to proficiency
Rtl program showing positive results	Increase rigor of vocabulary for understanding
New assessment tool – STAR Testing	Loss of effective assessment tool - OLPA
Increased technology for individualized instruction	Close gap between reading and Math

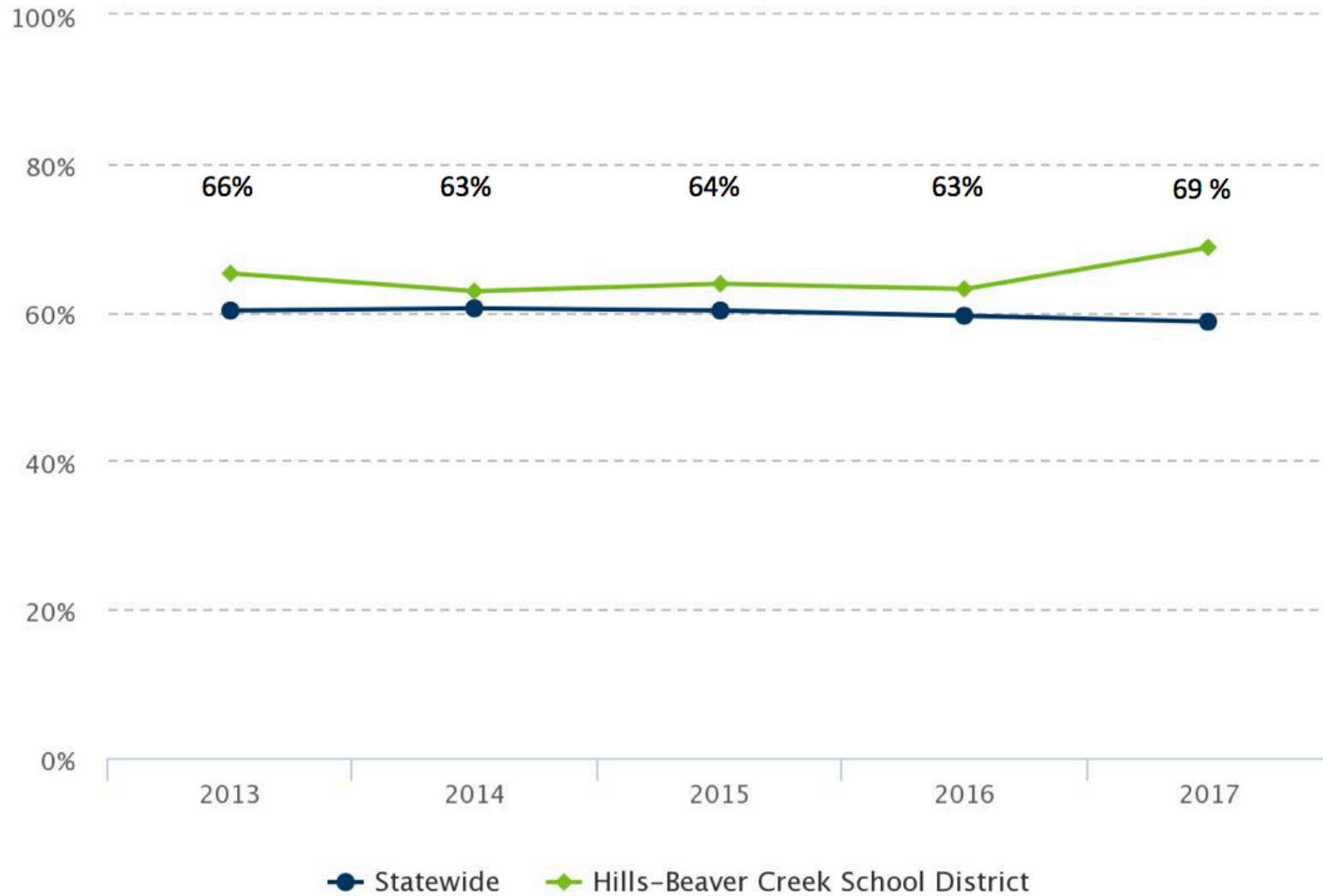
Math



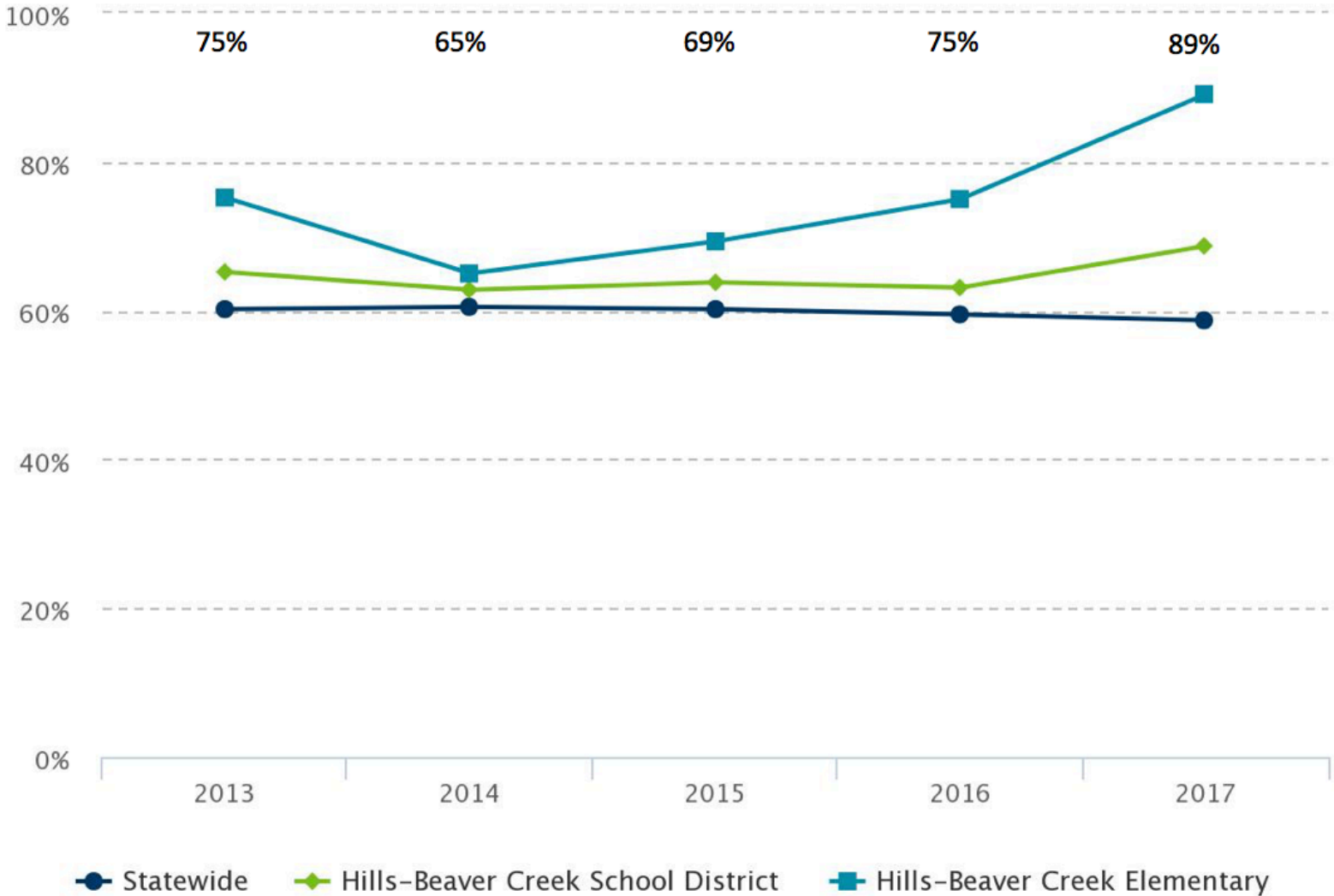
2017 District Math Proficiency



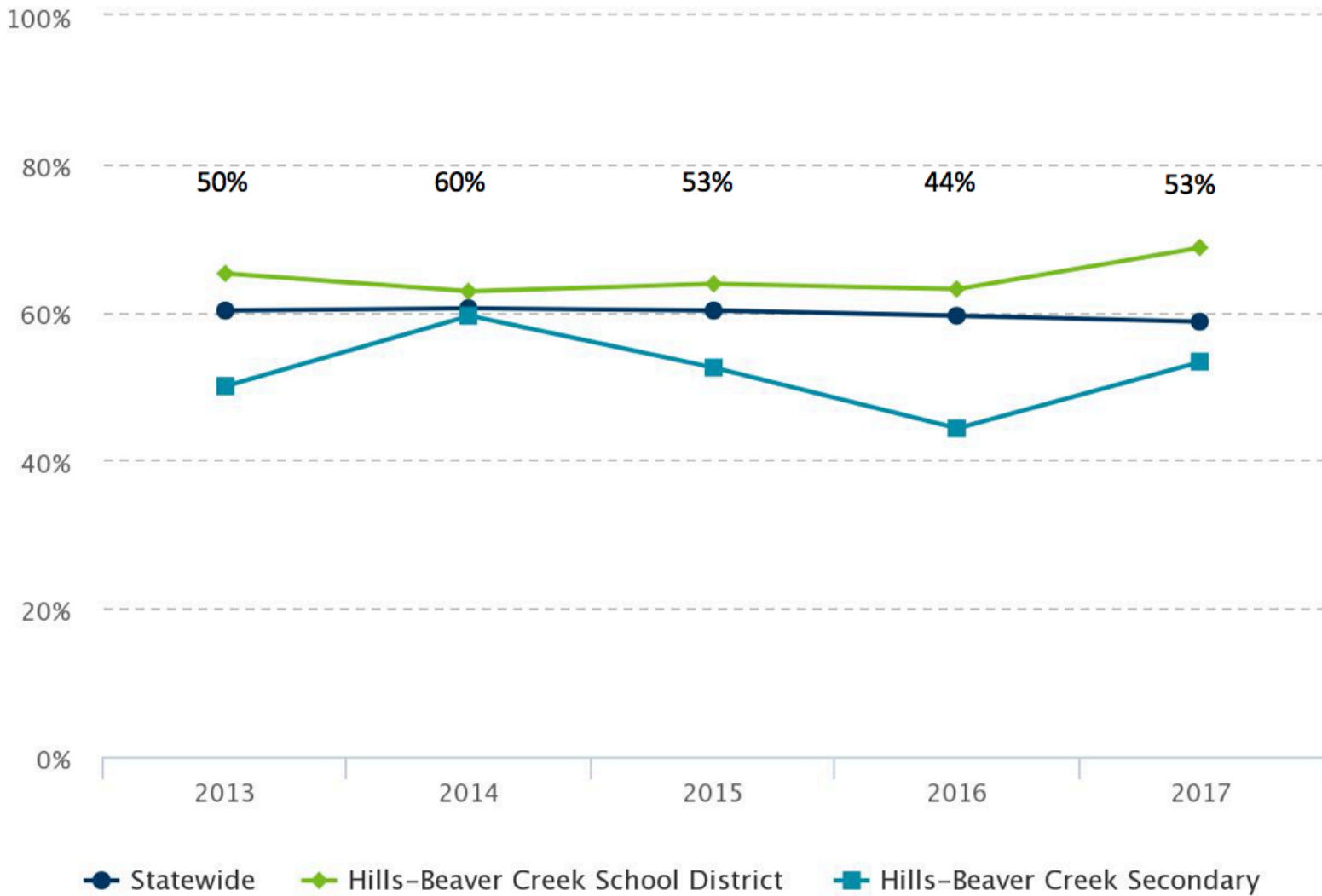
District Math Proficiency Trends



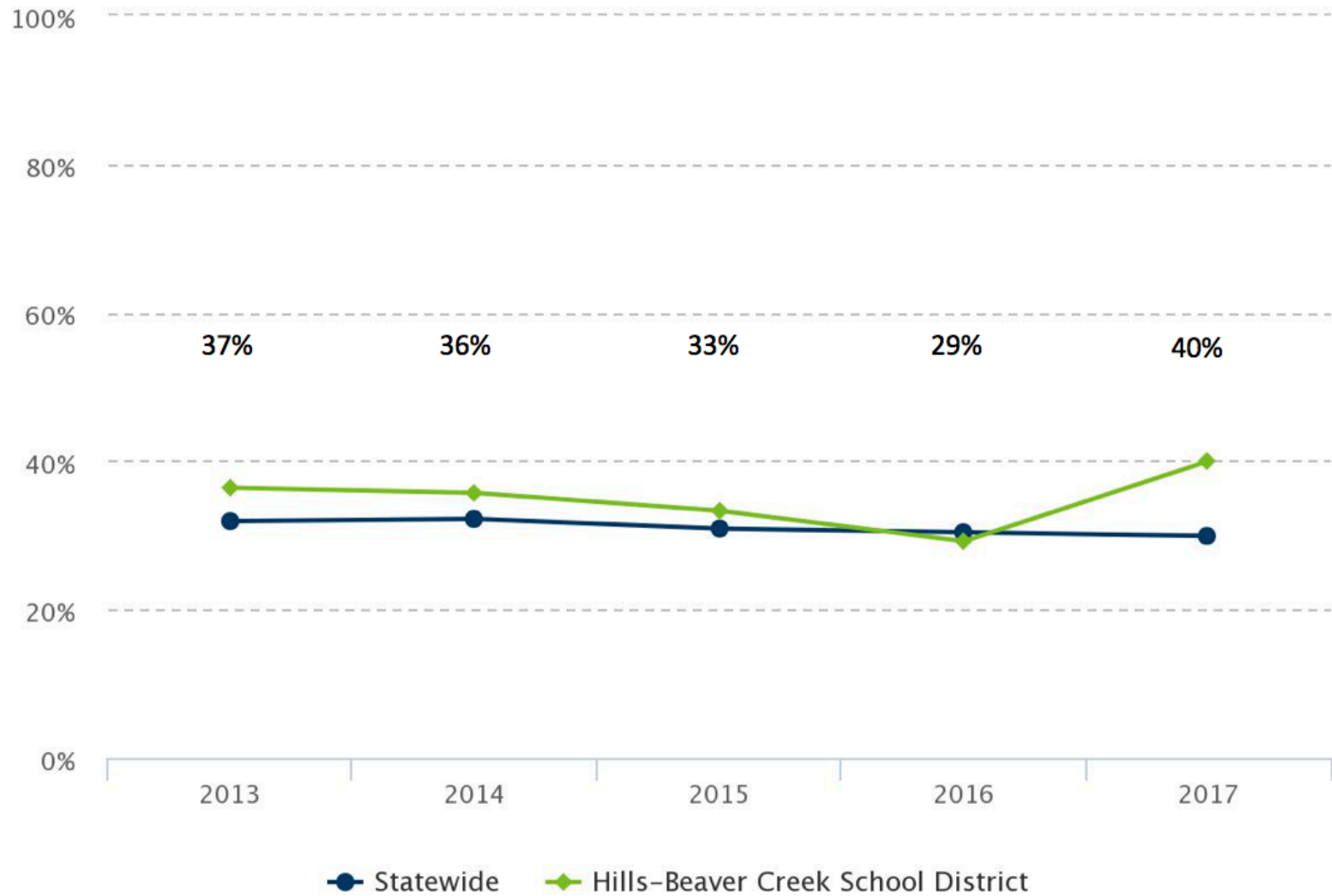
Elementary Math Proficiency Trends



Secondary/High School Math Proficiency Trends



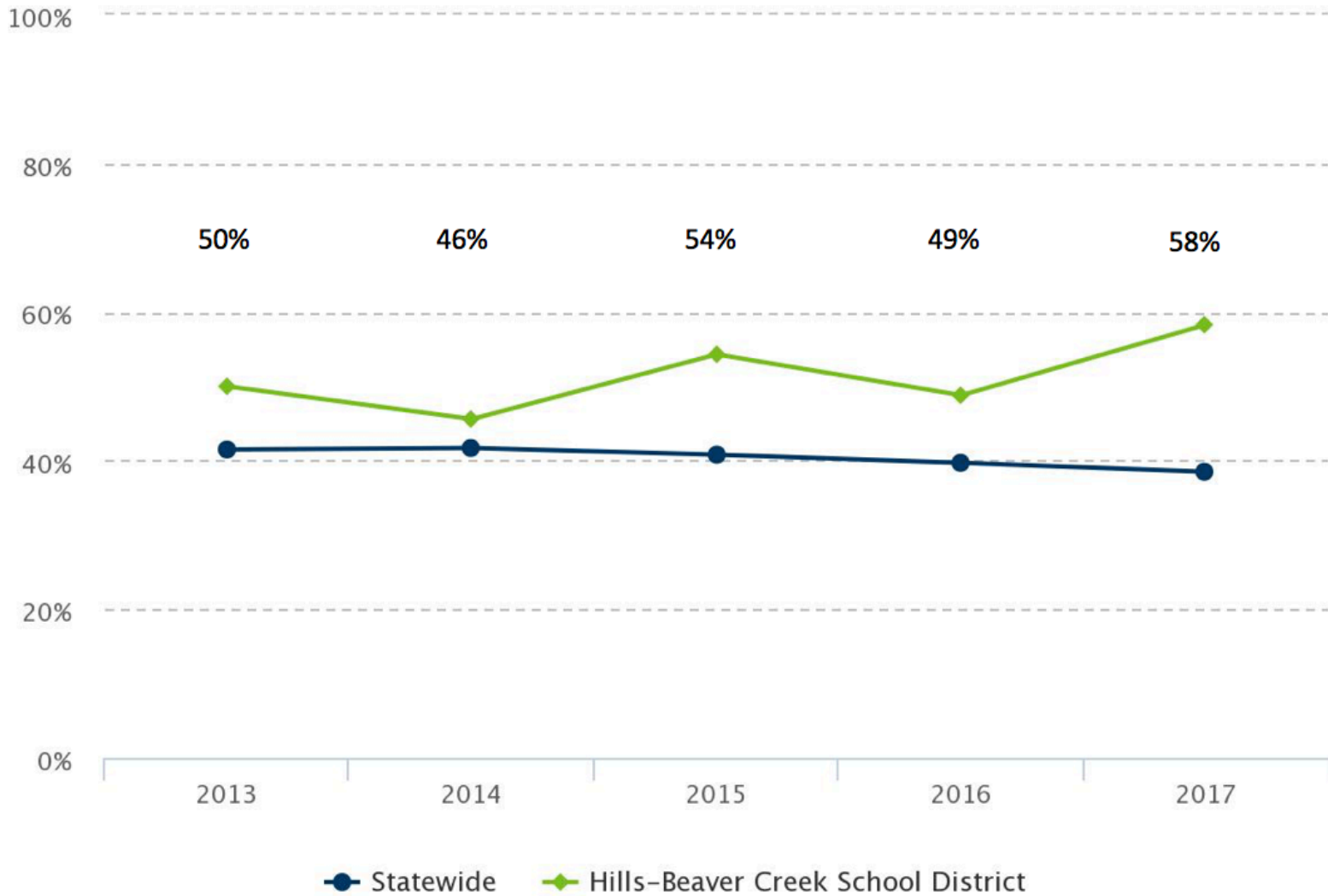
Special Education Trend Data



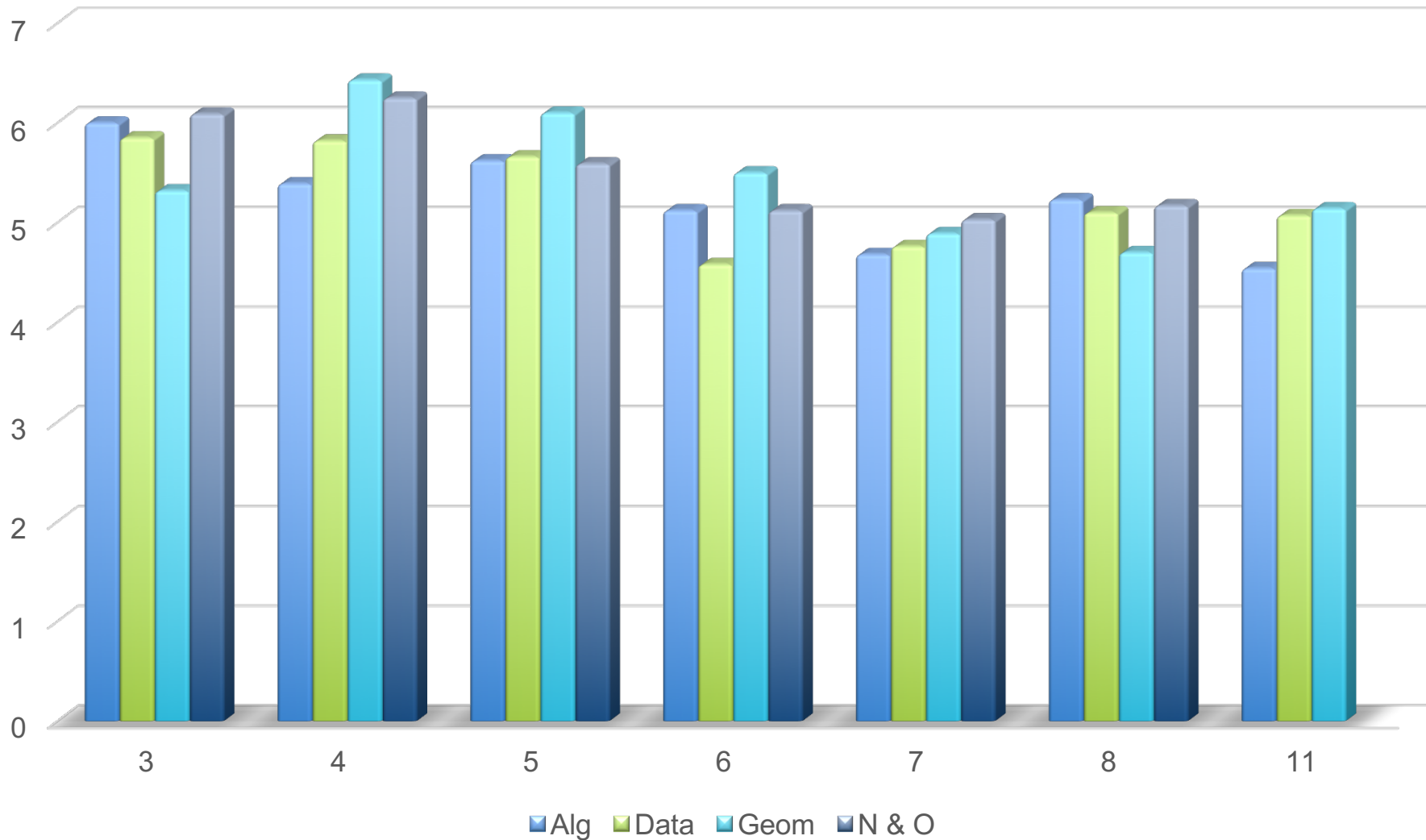
SpEd vs. Non-SpEd Trend Data

	2013	2014	2015	2016	2017
Special Ed	37%	36%	33%	29%	40%
Non-Special Ed	67%	62%	66%	62%	68%
Difference	30%	26%	33%	33%	28%

FRP Trend Data



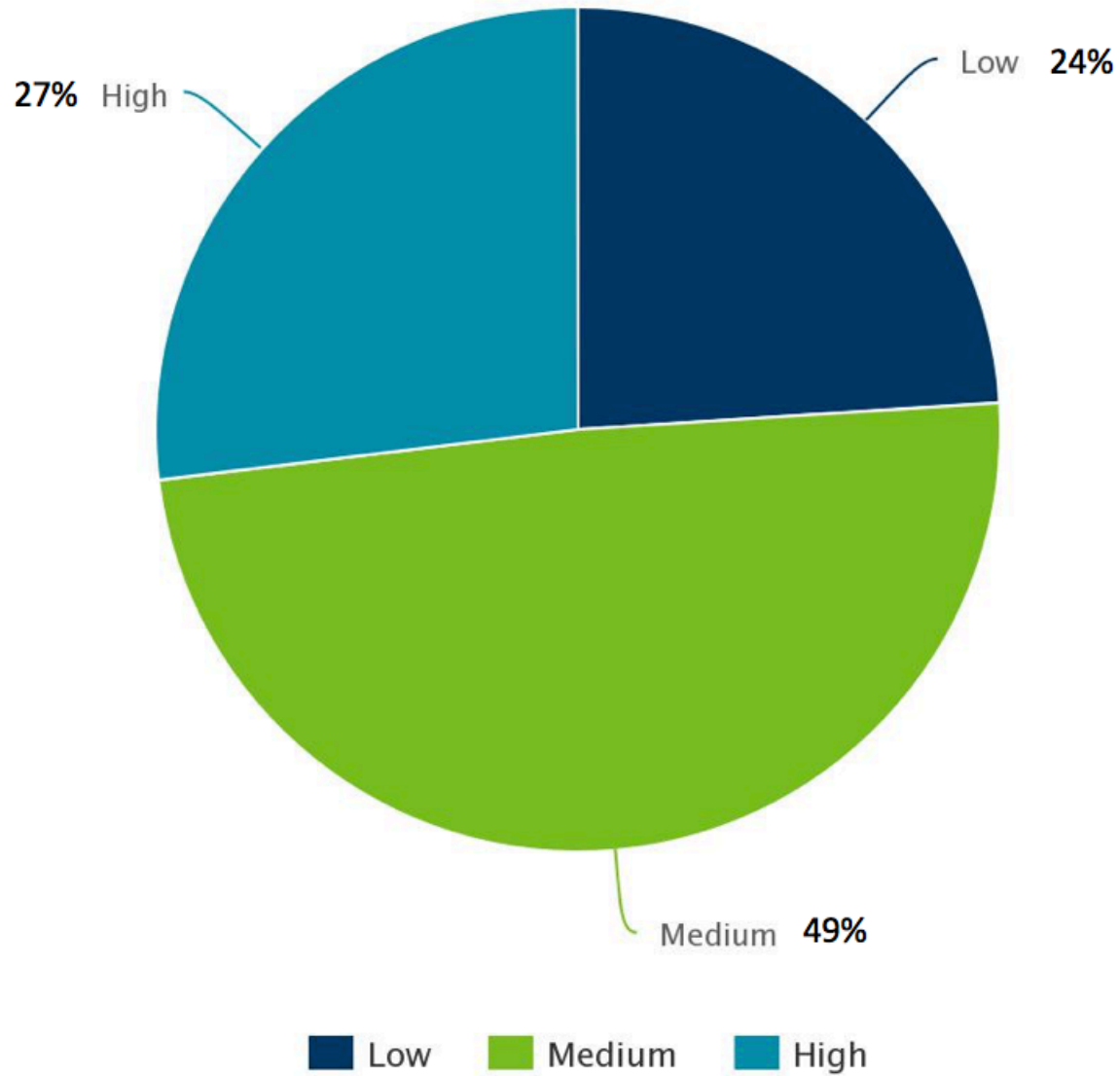
2017 MCA Math Strand Data



**The four strands of the math test are:
Algebra, Data Analysis, Geometry, and Numbers and Operation**

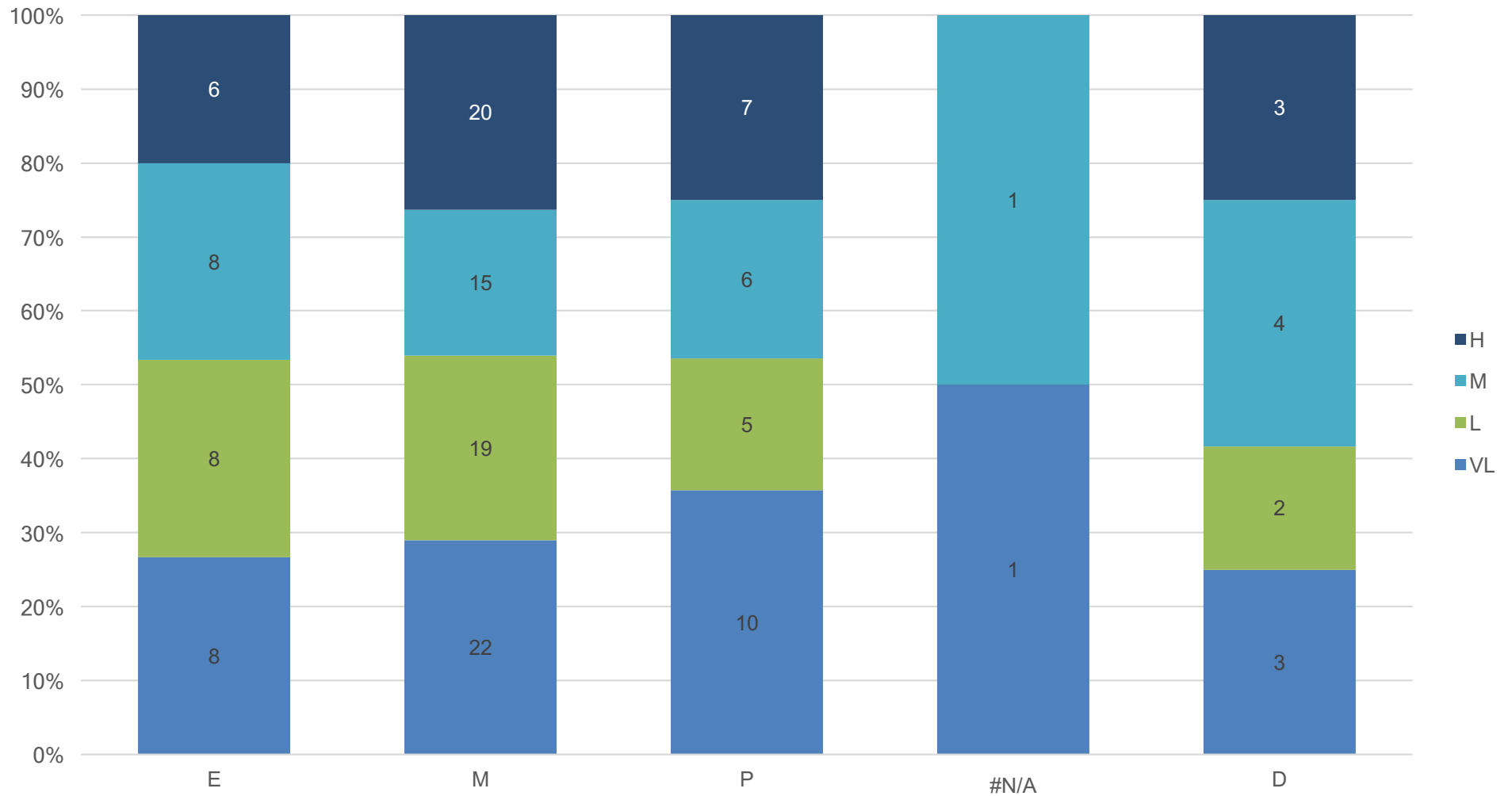
Math Growth

Percent of students to make expected growth



Math Growth

Prior Year Achievement Level vs. Current Year Growth: ALL



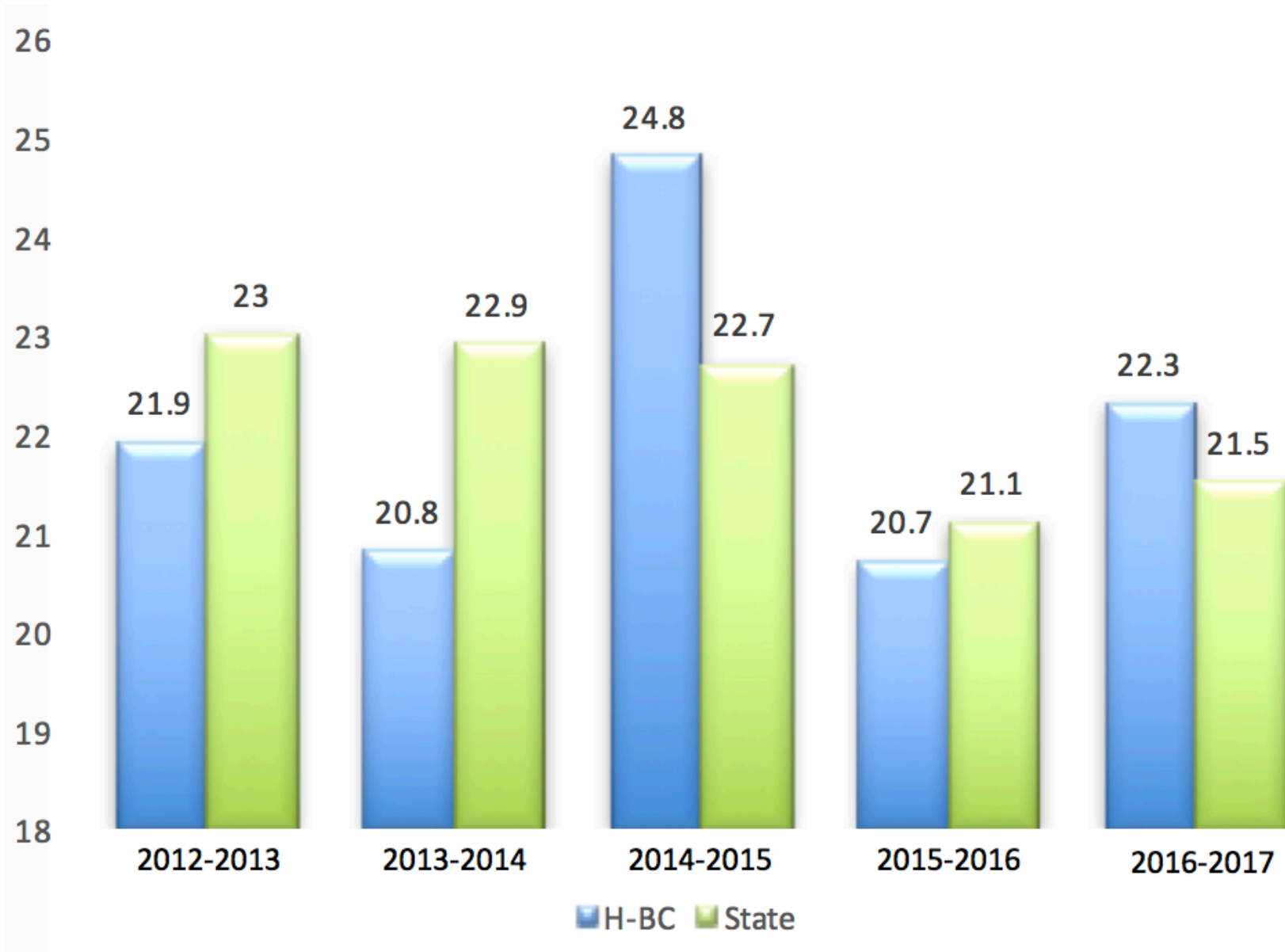
Math Goals

	2016	2017	Goal 2018
H-BC Elementary	75%	89%	95%
H-BC Secondary	44%	53%	65%

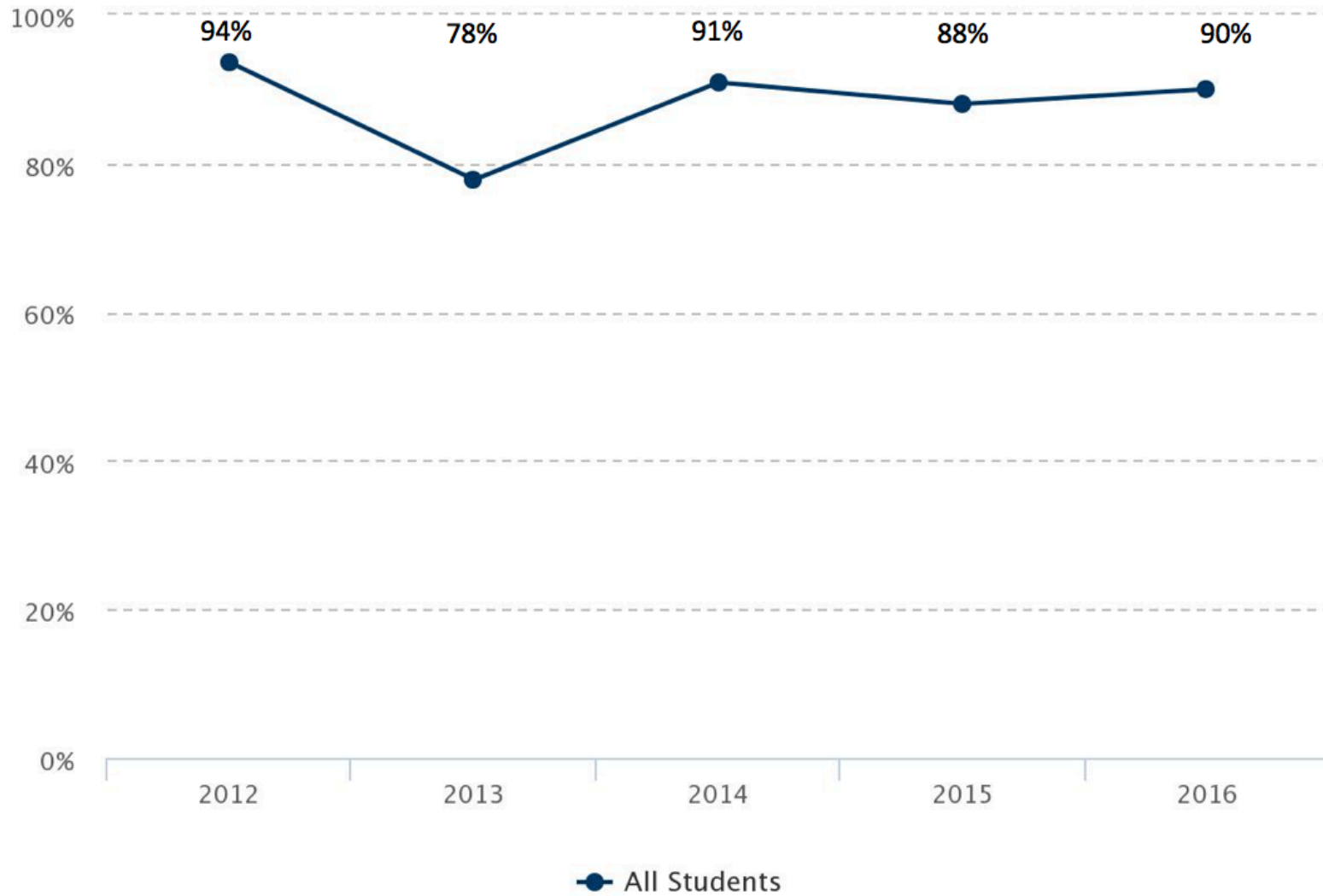
Math Overview

Strengths	Areas for Improvement
Increased proficiency in all areas	Application of skills to multiple disciplines
Increased growth in all areas	Maintain proficiency over time
Growth is balance across achievement levels	Provide support for students closest to proficiency
Rtl program showing positive results	Increased focus on achieving high growth
Achievement gap reduced	Loss of effective assessment tool - OLPA
Increased technology for individualized instruction	

ACT Composite Score Trend Data



Graduation Rate Report



Graduation Trend Data

Year	% Students Graduated
2012	93.6%
2013	77.8%
2014	90.1%
2015	88.0%
2016	90.0%

State Graduation Goals:

1. Increase the overall four-year graduation rate to 90% by 2020.
2. Decrease the number of high schools that have overall four-year graduation rates of less than 80% to ZERO by 2020.
3. To help achieve the 90% graduation goal, continue to close the gap for student groups with less than 70% graduation rates in 2012 by increasing graduation rates for these groups by at least 3% annually. This includes the following student groups: American Indian, Black, Hispanic, Free and Reduced Price Lunch, Special Education, and Limited English Proficient.

Now What?

- Continue to work with South Collaborative to share ideas for implementation
- Make effective use of new technology tools and software to identify student needs
- Increased rigor to reach depth of knowledge necessary for proficiency
- Team approach to re-teaching skills through Rtl program