

# 2017-2018 Annual Report on Curriculum, Instruction and Student Achievement for Fairmont Area Schools District 2752

## Report Check List

- Student achievement goals for meeting state academic standards;
- Results of local assessment data, and any additional test data;
- Annual school district improvement plans including staff development goals under section 122A.60;
- Information about district and learning site progress in realizing previously adopted improvement plans;
- Districts that have a site decision-making agreement will include information about the amount and type of revenue attributed to each site as defined in Minnesota Statutes, section 123B.04.
- District advisory committee information provides: names of committee members, date terms expire, membership criteria and date for potential new members to apply.

## OTHER REPORTING REQUIREMENTS

- A biennial review of the district testing program that includes:
  - written objectives of testing program;
  - names of tests and grade levels tested;
  - use of test results; and
  - student achievement results compared to previous years.
  
- Constituent surveys are reported on a periodic basis

## **Student Achievement Goals 2017-2018**

### **General Goals**

1. Achieve the goals of the World's Best Workforce initiative for all students in the school district.
2. Increase the academic achievement of all students through challenging and engaging curriculum, aligned assessments, and high-impact instruction.

### **Student Achievement Targets Linked to General Goals in Fairmont's Strategic Plan**

1. Set WBWF goals by October 1 of each year. Those goals are set in the five pillars of the WBWF plan:
  - a. All children are ready for school.
  - b. All third-graders can read at grade level.
  - c. All racial and economic achievement gaps between students are closed.
  - d. All students are ready for career and college.
  - e. All students graduate from high school.
2. Establish a designated group to carry out and monitor the goals and to make recommended changes to the curriculum and instruction practices necessary to meet the goals. This group is the SDCC.
3. On an annual basis, develop and implement plans to ensure that each cohort will increase achievement by 3% each year on all identified assessments over the next five years.

## **Assessment Program Review and Results for 2017-2018**

### **Minnesota Comprehensive Assessment (MCA III) Information**

At this time no AYP status is provided, as Minnesota is changing its accountability system based on the *Every Child Succeeds Act* criteria. This new law encourages states to have control of school accountability. Minnesota is in the process of developing its accountability system.

#### **Minnesota Comprehensive Assessments**

The Minnesota Comprehensive Assessment for Reading, Mathematics, and Science are all administered to students in April and May as per state guidelines. These assessments are designed to determine whether students are mastering the required content as called for in the Minnesota Academic Standards. The district also uses data from these assessments to identify students who need extra assistance.

58.5 % of the students tested in reading and 60.4% of the students tested in math in 2018 were considered proficient as measured by the MCA assessments. This compares to 57.5% in reading and 59.4% in math in 2017. Following are links to some of the key results. Additional information can be found on the Minnesota Department of Education web site under the data reports and analytics section.

[2017 MCA III Reading Graph](#)

[2017 MCA III Math Graph](#)

[2017 MCA Science Graph](#)

[MCA II & III Reading and Mathematics Trend Results](#)

#### **Participation, Attendance and Graduation**

All school sites met all of the participation, attendance and graduation targets set by the state, with the exception of the high school graduation targets. The district is waiting for clarification of state records regarding graduation rates at the high school. The district has an overall attendance goal of 95%. Following is a link to our 2017-2018 attendance data. Please keep in mind that some of the absences at the high school may be due to school related events.

[Attendance Averages](#)

### **Measures of Academic Progress for Reading and Mathematics**

#### **NWEA Measures of Academic Progress**

The NWEA Measures of Academic Progress assessments help teachers monitor students' reading and math achievement. By administering the assessment three times per year the assessment data helps determine both proficiency and growth. The mathematics achievement

scores were well above national average at all levels in terms of both proficiency and growth. The end of year reading achievement scores were all above national average with good to moderate growth at most grade levels. The results are used to identify students who may need additional assistance and to improve overall teaching and programming. Following is a link to district trend data from these assessments:

[NWEA 2-8 Math and Reading Results](#)

[First Grade Reading](#)

[First Grade Math](#)

### **FASTBRIDGE Assessment Information**

The 2017-2018 school year was the first year the district used the Fastbridge assessment. This assessment replaced the NWEA assessment as the key measure of academic growth within a school year. The growth information for grades K-8 were very positive with 80% of students meeting their growth rates based on the Fastbridge calculations. The following is the link to the growth information based on district assessments:

[Fastbridge results for reading and math](#)

### **Accelerated Growth Results**

Our district provides accelerated programming for students who need extra time and support to master our essential reading and math curriculum. This programming is designed to build confidence and help students catch up with their peers. The goal for the acceleration programs is that 70% will meet the growth target as determined by the respective assessment. This goal was achieved. Following is a link to this data as measured by the NWEA and Aimsweb assessments in grades 1-6.

[EL Data Link](#)

[Intervention Data](#)

[Special Education assessment](#) results are guided by two district policies. The following links provide access to the district testing procedures and special education policies:

[Policy 614 School District Testing Policy](#)

[Policy 615: Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP students](#)

## Teacher Professional Development Process and Plans

The district Staff Development Curriculum Committee, Administrative Cabinet, and Education Minnesota Fairmont jointly support the Fairmont Area QComp process as a means of professional development for staff. As part of the QComp process, tenured teachers are observed three times by instructional coaches. Professional Goals guide the professional development of teachers (See link below). The Q-Comp application outlines our district plan for teacher accountability. (See link below). The Educational Improvement Plan continues as the guiding document for our school improvement initiative. Through the district PLC (Professional Learning Communities) and observation processes, student achievement goals and teacher professional goals merge to impact student achievement.

[Link to Fairmont Area's Q-Comp Application](#)

[Link to Yearly Professional Development Plan](#)

[Link to Rubric for Teacher Observations](#)

[Link to Value Added Teacher Rubric](#)



**Fairmont Area Schools  
Educational Improvement Plan  
2015-16**



*Our Mission: To Ensure High Levels of Learning for ALL Students.*

*Our Motto: Inspired Learning for Life*

*Our Theme: It Is Up to Us!*

**Fairmont Area Schools Citizen Scholar: Developing the Inspired Learner for Life**

## **Areas of Emphasis**

### **Citizenship, Safety and Belonging**

- Fairmont Area students feel a sense of belonging to a place where they are cared for and valued.
- Fairmont Area students take responsibility for their learning and respect the rights and needs of others.
- Fairmont Area students understand and make decisions that support their own learning and the learning needs of the community.

### **Reading and Literacy Achievement**

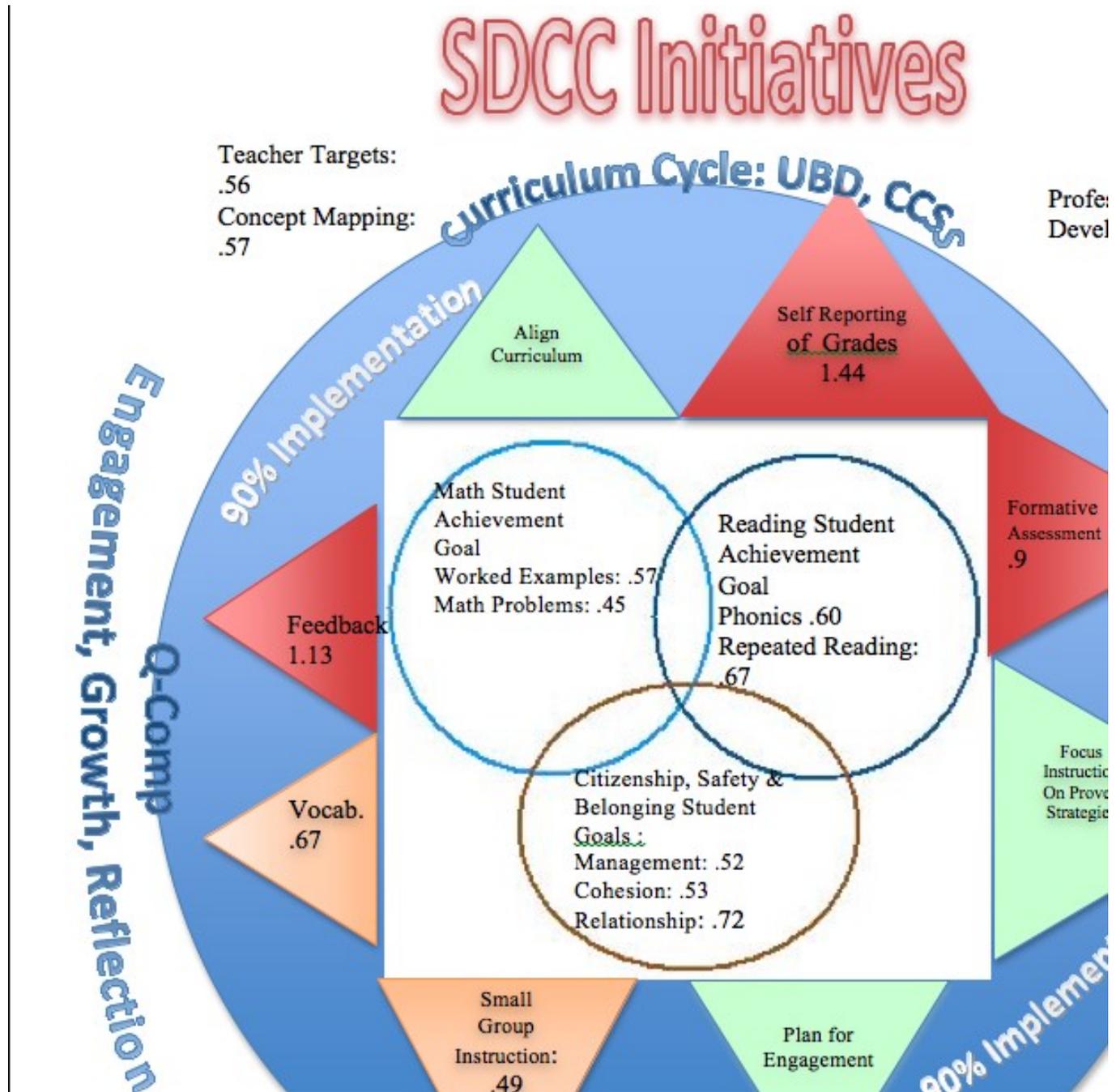
- Fairmont Area students obtain the reading and literacy skills necessary for continual learning, productive citizenship and creativity.
- Fairmont Area students continually strive to improve their reading and literacy skills in support of the on-going learning and citizenship process.

### **Mathematics and Problem Solving Achievement**

- Fairmont Area students understand and apply math concepts and problem solving strategies to make informed decisions and to analyze and solve problems.
- Fairmont Area students strive to be creative thinkers who are able to engineer innovative solutions to new and existing problems.

Achievement, productivity, and creativity increase when students are in a safe and healthy learning environment, read and comprehend a wide range of literature, and use the structure of mathematics to organize thinking, make decisions, and solve problems.

Graphic Organizer of Past and Present SDCC Initiatives



The above diagram illustrates the three student achievement areas of emphasis of the Fairmont School District (center), the three primary responsibilities of SDCC (outer circle), and initiatives designed to guide the system toward addressing these areas of emphasis (triangles). The numbers in this diagram are effect sizes based on Hattie's (2012) research. An effect size of .4 is what is expected from the average teacher using average educational methods. Numbers greater than .4 are thought to have a greater impact than the average teaching strategy. The initiatives have been determined through analysis and consensus

during the SDCC summer retreat. The light green triangles are the initiatives for the **2015-2016 school year**.

**2015-2016 District Student Achievement SMART Goal**

**The Fairmont District will increase the literacy skills of Fairmont students so that each grade level raises the percentage of learners meeting standard by a 5% net gain on the MCA reading assessment.**

**Action Plan for Meeting the Student Achievement Goal**

Initiative 1: Align Curriculum - Focus on Common Assessments

Suggested Action Steps	Suggested Timeline	Suggested Leader
1A. Use <u>Achievement Level Descriptors</u> (ALD's) and Nicole Vagel Assessment Training (Design in 5) to write common assessments at the "mastered" level to determine mastery of standards and make accurate predictions and adjustments based on standards.	January 1 - check progress May complete work	Principals determine plan and report to SDCC during scheduled updates January and May updates.
2. Devise a system within PLC to analyze common assessments using item analysis to determine instructional strategy needs and percentage of students who are on target for meeting end of the year standards.	Analysis system completed following first common assessment administration	Principals, PLC coordinator, and PLC leaders work together to determine a realistic plan. Report system in November meeting

Initiative 2: Focus High-Impact (high effect size) Instructional Strategies that help differentiate instruction for the special education population, language-challenged students, and *Exceeds Standards* population

Suggested Action Steps	Suggested Timeline	Suggested Leader
1. Research the most effective strategies to be used with each of these populations and note any common elements. Present findings to staff in staff meetings or via google document	Post appropriate instructional strategy summary in 2015-2016 SDCC folder by October 20, 2015	Melinda Stewart and Sheri Swanson - language-challenged students Cheryl Hamp and Kellie Fisher - special education students <i>Exceeds Standards</i>

		population - Kim Niss and Cheryl Kidd
2. Principals and observers note incorporation of these methods in classrooms. Provide feedback to teachers on use of the strategies and targeting these specific student groups.	Design a system for monitoring these strategies during classroom visits.	Principals Observer Coordinator Observers

Initiative 3: Plan for Teacher Reflection: Questioning, Engagement, Rigor

Suggested Action Steps	Suggested Timeline	Suggested Leader
1. Provide opportunity for individuals to reflect monthly using data-driven and research-based strategies.	Monthly reflection template	PLC leaders teachers
2. Devise questions that can be used to promote reflection during the observation process. Both observers and principals would focus on one area of reflection and planning in observation reports.	Obtain list of questions by November Observer meeting	Observer coordinator to facilitate the list of reflection questions.

**Our Responsibility: Develop and Adopt SMART Goals**

Each PLC, site professional development team, and individual will adopt a SMART goal that supports the district literacy goal or greatest student need based on current students' assessments. Site leaders and administrators will work with PLC team leaders to develop these goals.

There are two major questions to consider when developing SMART goals and implementing strategies that support them:

How do we expect instruction to change?

How do we expect student achievement to change as a result of this instructional change?

Site SDCC chairs will report on site plans to provide professional development and support at the site level designed to help teachers meet their respective goals during the November and May SDCC meetings.

The following plan and supports are in place to address the three student achievement areas of emphasis:

- **Citizenship, Safety and Belonging Emphasis**

- Fairmont Area students feel a sense of belonging to a place where they are cared for and valued.
- Fairmont Area students take responsibility for their learning and respect the rights and needs of others.
- Fairmont Area students understand and make decisions that support their own learning and the learning needs of the community.
- Fairmont Area students feel that they can safely make mistakes in the classroom and learn from them.

**Need Analysis**

Research tells us that students achieve at a higher level when they feel safe, wanted, respected, and included. Every student needs to know an adult is there to care for them and hold them accountable. Every student needs to feel comfortable making mistakes in the classroom.

Students need to feel they are in a safe environment to learn at a high level. Their right to learn must

be protected from bullying and other factors which may inhibit learning. Research also points to the importance of students taking responsibility for their own learning by attending regularly, completing assignments in a quality and timely fashion, and seeking help when needed.

**Key Initiatives for Educators**

	<b>Initiatives</b>	<b>Websites</b>
<b>Curriculum</b>	Site-defined Expectations and Indicators Proactive Programming (PBIS) Top 20	<a href="#">Link to Curriculum Websites</a>
<b>Instruction</b>	Regularly Teach and Model Behaviors Active Supervision	<a href="#">Link to Instruction Websites</a>
<b>Assessment</b>	Common Response to Behaviors Grading and Reporting to Parents Merit Grading	<a href="#">Link to Assessment Websites</a>
<b>Intervention</b>	Encourage and Praise Positive Behavior Tiered Monitored Intervention	* <a href="#">Link to Intervention Model</a> <a href="#">Link to Intervention Websites</a>

**Indicators of Success, Progress Monitoring and Student Expectations**

When assessing this goal, use the following list as possible indicators of success of progress toward achievement.

- Attendance
- Academic Student Engagement

- Specific Discipline Referrals
- Quality of Work and Work Completion Indicators
- Independent Learner Indicators
- Parental Involvement
- Staff, Parent and Community Safety Satisfaction
- Next Grade Level Satisfaction
- Staff and Students Engaged in Decision-Making

## **Reading and Literacy Emphasis**

- Fairmont Area students obtain the reading and literacy skills necessary for continual learning, productive citizenship and creativity.
- Fairmont Area students continually strive to improve their reading and literacy skills in support of the on-going learning and citizenship process.

### **Need Analysis**

Grades, assessment data, internal studies and discussions, and feedback from our business and higher educational communities point to the need for exceptional reading and literacy skills. All educators need to help our students improve reading and literacy achievement. Our indicators, when looked at in combination over time, indicate that 39% to 63% of our students are able to read and comprehend independently at grade level with the 2015 proficiency percentages as follows:

- 3rd - 47.5%      2015 State Average for 3rd Grade: 59%
- 4th - 49%        2015 State Average for 4th Grade: 58%
- 5th - 57%        2015 State Average for 5th Grade: 67%
- 6th - 54%        2015 State Average for 6th Grade: 64%
- 7th - 44%        2015 State Average for 7th Grade: 56%
- 8th - 43%        2015 State Average for 8th Grade: 56%
- 10th - 55%      2015 State Average for 10th Grade: 57%

### **Key Initiatives for Educators**

	<b>Initiatives</b>	<b>Websites</b>
<b>Curriculum</b>	Defined Essential Curriculum Learning Targets by Unit of Instruction Common Core Literacy Standards	<a href="#">Link to Curriculum Websites</a>
<b>Instruction</b> <b>2013-14</b> <b>Focus:</b> <b>High</b> <b>Expectations</b>	Informed Instruction Instructional Strategies Content Area Reading Informational Texts Essential Vocabulary Wide Leveled Reading Non-Fiction Writing	<a href="#">Link to Instructional</a>

<b>Specific and Timely Feedback</b>	Summarization Media Interactions Technology Differentiated Instruction Pattern Identification Specific and Timely Feedback	<a href="#">Websites</a>
<b>Assessment</b>  <b>2013-14 Focus:</b>  <b>Self-Reporting of Grades</b>  <b>Formative Assessment</b>	Team Level Common Assessments Aligned to Standards High Expectations and Self-Reporting of Grades Pre-Assessment Formative Assessment Summative Assessment Standards Based Grading	<a href="#">Link to Assessment Websites</a>
<b>Intervention</b>	Tiered Monitored Interventions Small Group Direct Instruction Support Classes	*Link to Intervention Model  <a href="#">Link to Intervention Websites</a>

**Indicators of Success, Progress Monitoring and Student Expectations**

When assessing this goal, use the following list as possible indicators of success of progress toward achievement.

**Grade Level Proficiency:** We expect at least 85% of our students to be proficient readers as measured by the MCA III reading assessment. We expect to make AYP as measured by the state in all areas. We expect 75% of our Free and Reduced Lunch student and 60% of our Special Education students to be proficient.

**Annual Growth:** We expect at least 70% of our students to meet their annual reading growth target as measured by the AIMS K-1 and NWEA 2-9 Fall to Spring Reading assessments.

**Accelerated Growth:** We expect at least 70% of the students who are not proficient as measured by the MCA III Reading Assessments to demonstrate a 10 percentile or more growth rate as measured by the NWEA Reading Spring to Spring results.

**CBM Progress Monitoring Indicators:** Specific Curriculum Based Measure (CBM) goals will be set and communicated for all students receiving Title, Special Education or Targeted Services.

**Other Indicators:**

- Participation
- Specific Discipline or Academic Referrals
- Quality of Work and Work Completion Indicators
- Independent Learner Indicators
- Staff, Parent and Community Satisfaction
- Next Grade Level Satisfaction
- Academic Student Engagement

**Mathematics and Problem Solving Emphasis**

- Fairmont Area students understand and apply math concepts and problem solving strategies to make informed decisions and to analyze and solve problems.
- Fairmont Area students strive to be creative thinkers who are able to engineer innovative solutions to new and existing problems.

**Need Analysis**

There is a renewed emphasis on Science, Technology, Engineering and Mathematics (STEM) at the local, state and national level. At the core of this STEM initiative is a deep understanding of mathematics and the related analysis and problem solving processes. Our assessment data, internal studies and discussions indicate that we need to improve our math achievement. Our indicators, when looked at in combination over time, indicate that 42% to 70% of our students are able to do mathematics at grade level with the following being the math and science proficiency levels for the 2015 MCA assessments:

<b>Math</b>		<b>Science</b>	
● 3rd - 56%	State Average: 71%		
● 4th - 65%	State Average: 70%		
● 5th - 48%	State Average: 62%	Fairmont: 47%	State Average: 59%
● 6th - 56%	State Average: 58%		
● 7th - 49%	State Average: 55%		
● 8th - 47%	State Average: 58%	Fairmont: 39%	State Average: 45%
● 10th		Fairmont: 48%	State Average: 55%
● 11th - 70%	State Average: 48%		

**Key Initiatives for Educators**

	<b>Initiatives</b>	<b>Websites</b>
<b>Curriculum</b>	Defined Essential Curriculum Learning Targets by Unit of Instruction Common Core Literacy Standards	<a href="#">Link to Curriculum Websites</a>
<b>Instruction</b>	Informed Instruction	

<b>2013-14 Focus:</b> <b>High Expectations</b> <b>Specific and Timely Feedback</b>	Instructional Strategies Content Area Reading Informational Texts Essential Vocabulary Wide Leveled Reading Non-Fiction Writing Summarization Media Interactions Technology Differentiated Instruction Pattern Identification Specific and Timely Feedback	<a href="#">Link to Instructional Websites</a>
<b>Assessment</b> <b>2013-14 Focus:</b> <b>Self-Reporting of Grades</b> <b>Formative Assessment</b>	Team Level Common Assessments Aligned to Standards Pre-Assessment Formative Assessment Summative Assessment Standards Based Grading	<a href="#">Link to Assessment Websites</a>
<b>Intervention</b>	Tiered Monitored Interventions Small Group Direct Instruction Support Classes	*Link to Intervention Model  <a href="#">Link to Intervention Websites</a>

**Indicators of Success, Progress Monitoring and Student Expectations**

When assessing this goal, use the following list as possible indicators of success of progress toward achievement.

**Grade Level Proficiency:** We expect at least 85% of our students to be proficient in mathematics as measured by the MCA III mathematics assessment. We expect to make AYP as measured by the state in all areas. We expect 75% of our Free and Reduced Lunch student and 60% of our Special Education students to be proficient.

**Annual Growth:** We expect at least 70% of our students to meet their annual math growth target as measured by the AIM K-1, NWEA 2; 7-9 Fall to Spring Mathematics assessments, and NWEA 3-6 Spring to Spring Mathematics assessments.

**Accelerated Growth:** We expect at least 70% of the students who are not proficient as measured by the MCA III Math Assessments to demonstrate a 10 percentile or more growth rate as measured by the NWEA Mathematics Spring to Spring results.

**CBM Progress Monitoring Indicators:** Specific CBM goals and results will be set and communicated for all students receiving Title, Special Education or Targeted Services. This will be done on a six week cycle.

**Other Indicators:**

- Participation
- Specific Discipline or Academic Referrals
- Quality of Work and Work Completion Indicators
- Independent Learner Indicators
- Staff, Parent and Community Satisfaction
- Next Grade Level Satisfaction
- Academic Student Engagement

## **Plan Development**

Each year the Staff Development Curriculum Committee (SDCC), Administrative Cabinet, and School Board Curriculum Committee works with site PLC leadership and teacher teams to determine the Educational Improvement Plan for the district. The SDCC works with the Administrative Team to produce the initial EIP draft by mid July. The Superintendent presents this draft to the Cabinet, the teacher led site leadership and the board curriculum committee for discussion and revisions in September. By the first week of October the draft plan, as revised to date, is posted on the district web site and the process for final staff and community input begins. The SDCC, site – teacher leadership, and Education Minnesota Fairmont (EMF) leadership are responsible for ensuring that all teachers have access to this process. The EIP will be formally presented to the staff during the month of October. The final document will be formally approved by the SDCC by October 1 and by the school board on or before the second school board meeting in October. (122A.413 Subd. 2.8). The superintendent will adjust these time-lines if there is some problem with the process.

### **Measures of Academic Progress, Achievement Goals and Reporting**

**The Fairmont Area Schools Comprehensive Assessment Plan** outlines the instruments and processes used by the district to measure academic performance. The SDCC, Cabinet and School Board Curriculum Committee reviews this plan annually. The four key data sources for tracking academic progress will be end of term and end of course grades, results from common or certified assessments, MCA results and NWEA (2-9) or Aims Web (K-2) results. (122A.413 Subd. 2.1) [Link to Assessment Plan](#)

**Performance goals and benchmarks for improvement** will be set at both the district and site levels. The SDCC, Administrative Cabinet, and School Board Curriculum Committee establishes base-line achievement targets for the MCA, NWEA and Aims Web assessments each year in time to complete state and federal application and reporting requirements. Learning teams within each site will suggest base-line targets for grades and common/certified assessments as soon as adequate base trend data has been established. (122A.413 Subd. 2.2)

The district follows current state AYP guidelines for tracking and reporting **school attendance and completion rates**. Attendance policies for individual students are established at each site. (122A.413 Subd. 2.2) The targets are a 95% attendance rate for each site and a 90% attendance rate for free-reduced lunch, special education and ELL subgroups. [Link to Attendance Data](#)

The district will need to work with leadership teams from each site to establish working advisory committees and **methods for measuring student, parent and community involvement and satisfaction**. Limited student and parent surveys are currently administered and reported. The overall participation of parents and community members is not adequate. (122A.413 Subd. 2.3)

A **data system** for electronically and hard copy reporting of academic progress, assessment results, attendance, and health and discipline information to parents has been established (Skyward and Viewpoint). The Administrative Cabinet and District Technology Committee are responsible for expanding and maintaining this system to support all of the reporting requirements suggested by this education improvement plan and by the district Academic Progress Reporting Plan. (122A.413 Subd. 2.6) [Link to Viewpoint](#)

### **Staff Development, Teacher Induction and Peer Assistance**

Each **Site Staff Development Team** establishes a professional development plan reviewed annually by the SDCC. This plan should follow all state best-practice and reporting guidelines. (122A.413 Subd. 2.4) [Link to Site Staff Development Plans](#).

**District Teacher Induction and Peer Assistance plans** are established and administered by the District and a administrative leader. These plans establish initial support for teachers who are new to the district or who have been assigned to a significantly new position and for any teacher who requests assistance or support. Each principal oversees the PAR process in their respective sites. (122A.413 Subd. 2.7)

## **References and Support Documents**

[2014-15 Annual Report on Curriculum Instruction and Student Achievement](#)

### **Site and PLC Goal Setting and Reporting Forms**

[Professional Growth Plan](#)

[PLC Goals Form](#)

[Link to the File for all Q-Comp Forms](#)

### **Assessment Results**

[Link to MCA II and III Assessment Results](#)

[Link to NWEA Assessment Results](#)

[Link to MDE / Fairmont Assessment Data and Report Cards](#)

[Link to Fairmont Initiatives Survey Data](#)

### **Standards and Assessment Specifications**

[Link to Reading Language Arts Standards](#)

[Link to Reading Language Arts Test Specifications](#)

[Link to Mathematics Standards](#)

[Link to Mathematics Test Specifications](#)

### **Quality Instruction Research**

[90-90-90 School Research \(Reeves\)](#)

[Hattie Ranking: Influences and Effect Sizes Relating to Student Achievement](#)

[Becoming a High Reliability School \(Marzano\)](#)