



# **ANNUAL REPORT**

## **on Student Assessment**

**2015-2016 School Year**

### **About this report**

The 2015-16 Annual Report on Student Assessment is prepared by the District 508 Administrative Team to inform residents about progress in student learning based on standardized assessments.

Each fall, key elements of this report are reviewed by the school district's leadership teams and the report is presented to the Board of Education. A copy of the report is available on the school district website ([www.stpeterschools.org](http://www.stpeterschools.org)).

This report contains descriptions of the tests used to assess student achievement and student results on state and nationally norm-referenced tests. Also included is the assessment schedule for the 2016-17 school year.

For more information about this report, including specific results on any district assessment, please contact Superintendent of Schools Paul Peterson at (507) 934-5703.

## **Description of tests used to assess student achievement**

District 508 uses a variety of tests to measure student achievement and performance, determine student ability and evaluate curriculum. The following is a list of tests the district uses and what each measures.

- Minnesota Comprehensive Assessments (MCAs) – The MCAs are state-developed tests in reading for students in grades 3-8 and 10, math for students in grades 3-8 and 11, and science for students in grades 5, 8 and high school. The MCAs are used to measure individual student achievement and also used as a systems accountability assessment.
- Assessing Comprehension and Communication in English State to State (ACCESS for ELLs) – This test addresses the academic English language proficiency (ELP) standards at the core of the World-Class Instructional Design and Assessment (WIDA) Consortium’s approach to instructing and evaluating the progress of English Language Learners (ELLs).
- Minnesota Test of Academic Skills (MTAS) – The MTAS, based on alternative achievement standards, is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum.
- Measures of Academic Progress (MAP) – This assessment is unique in that it adapts to the student’s ability, accurately measuring what a child knows and needs to learn. In addition, MAP measures academic growth over time, independent of grade level or age.
- The ACT® is a curriculum- and standards-based educational and career planning tool that assesses students’ academic readiness for college. The ACT is the capstone of our College and Career Readiness assessments.

## **SPPS proficiency exceeds state averages in math, reading and science tests for nearly all grades tested**

The percentage of District 508 students who scored proficient on the state reading, math and science tests exceeded the statewide averages for 16 out of 17 grades tested in spring 2016, according to results of the Minnesota Comprehensive Assessments (MCAs) released by the Minnesota Department of Education.

The MCAs are given each year to students statewide in grades 3-8 (reading and math), grades 5, 8 and high school (science), grade 10 (reading) and grade 11 (math). In District 508, more than 1,100 students took the MCAs last spring. Results for individual students will be mailed to parents in the fall.

The MCAs measure student performance on the Minnesota Academic Standards, which define what students should know and be able to do in a particular grade. Students earn a score that falls into one of four achievement levels: 1) does not meet the standards; 2) partially meets the standards; 3) meets the standards, and 4) exceeds the standards. Students who meet or exceed the standards are considered to be proficient in the subject area.

The following tables show the percentages of District 508 students (enrolled October 1, 2015) who scored proficient on the reading, math and science MCAs in 2016 compared to the statewide averages.

### **2016 MCA Math – % of Students Proficient or Better**

Grade	3	4	5	6	7	8	11
<b>District 508</b>	<b>73.9%</b>	<b>73.9%</b>	<b>57.1%</b>	<b>68%</b>	<b>69.5%</b>	<b>67.9%</b>	<b>59.3%</b>
Statewide	70.5%	69.8%	59.9%	57.2%	57.6%	59.6%	49.1%
Difference	+3.4%	+4.1%	-2.8%	+10.8%	+11.9%	+8.3%	+10.2%

### **2016 MCA Reading – % of Students Proficient or Better**

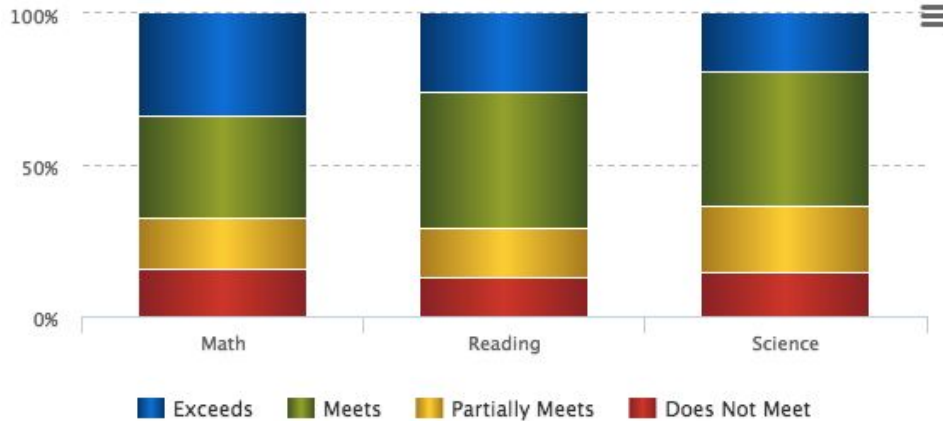
Grade	3	4	5	6	7	8	10
<b>District 508</b>	<b>65.5%</b>	<b>66.2%</b>	<b>80.8%</b>	<b>76%</b>	<b>69%</b>	<b>61.5%</b>	<b>73.9%</b>
Statewide	58.1%	59.1%	68.5%	63.2%	57.8%	58.1%	60.6%
Difference	+7.4%	+7.1%	+12.3%	+12.8%	+11.2%	+3.4%	+13.3%

### **2016 MCA Science – Students Proficient or Better**

Grade	5	8	High School
<b>District 508</b>	<b>70.5%</b>	<b>48.4%</b>	<b>69.8%</b>
Statewide	62.4%	48.2%	57%
Difference	+6.1%	+0.2%	+12.8%



**2016 Student Achievement Level**



Subject		Exceeds	Meets	Partially Meets	Does Not Meet
<b>Math</b>	Count	357	360	179	167
	Percent	33.6%	33.9%	16.8%	15.7%
<b>Reading</b>	Count	282	489	175	144
	Percent	25.9%	44.9%	16.1%	13.2%
<b>Science</b>	Count	89	204	101	67
	Percent	19.3%	44.3%	21.9%	14.5%

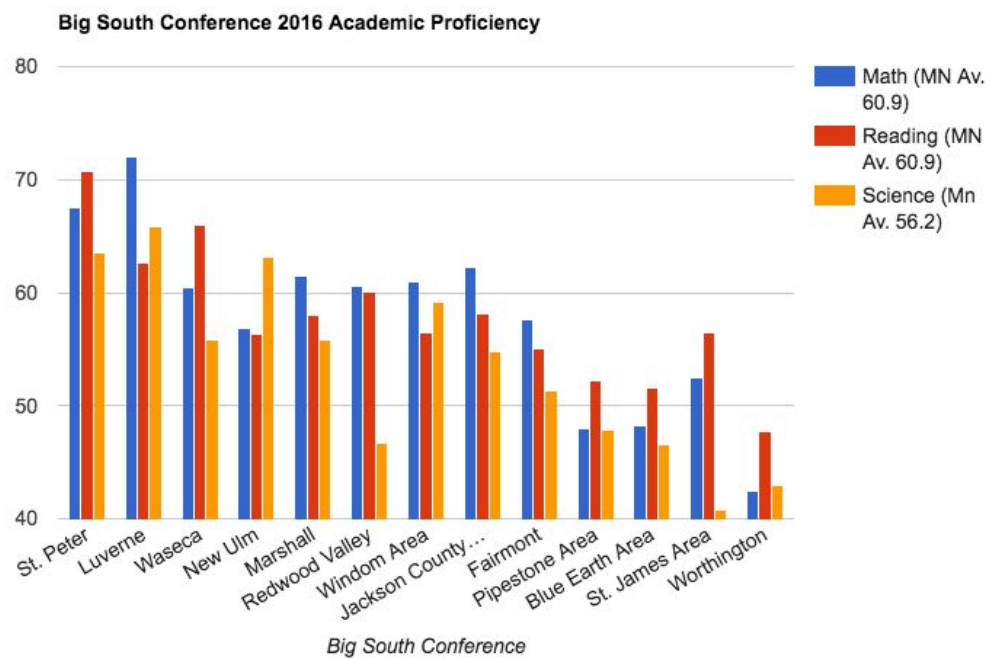
**Cohort Trends - Percentage of students who are proficient on the MAP or MCA tests**

	2012	2013	2014	2015	2016
Kindergarten Math MAP	68%	81%	84%	64.3%	69.4%
Grade 1 Math MAP	80%	74%	87%	76.3%	81.6%
Grade 2 Math MAP	86%	82%	84%	74.9%	84.7%
Grade 3 Math MCA	84%	83%	79%	75.7%	73.9%
Grade 4 Math MCA	76%	71%	74%	70.6%	73.9%
Grade 5 Math MCA	68%	73%	73%	61.5%	57.1%
Grade 6 Math MCA	65%	68%	70%	69.2%	68%
Grade 7 Math MCA	79%	72%	76%	68.3%	69.5%
Grade 8 Math MCA	73%	72%	71%	66.9%	67.9%
Grade 11 Math MCA	44%	51%	59%	56.8%	59.3%

	2012	2013*	2014	2015	2016
Kindergarten Reading MAP	68%	72%	87%	69.8%	83.3%
Grade 1 Reading MAP	80%	79%	84%	80.8%	73.5%
Grade 2 Reading MAP	78%	76%	74%	68.5%	71.5%
Grade 3 Reading MCA	91%	77%	71%	72.9%	65.5%
Grade 4 Reading MCA	87%	54%	61%	74.5%	66.2%
Grade 5 Reading MCA	90%	73%	75%	84.5%	80.8%
Grade 6 Reading MCA	84%	72%	71%	77.4%	76%
Grade 7 Reading MCA	80%	57%	53%	60.5%	69%
Grade 8 Reading MCA	73%	59%	63%	59.2%	61.5%
Grade 10 Reading MCA	85%	68%	55%	64.9%	73.9%

\*Implementation of the MCA III Test

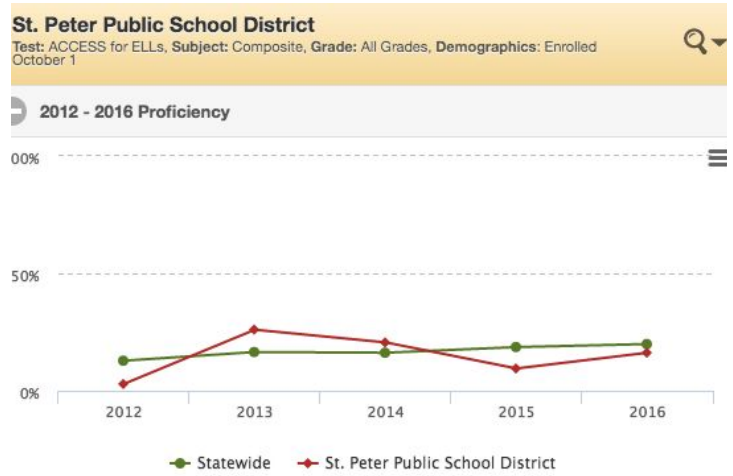
	2012	2013	2014	2015	2016
Grade 5 Science MCA	56%	75%	74%	70.4%	70.5%
Grade 8 Science MCA	48%	57%	57%	46.9%	48.4%
Grade 10 Science MCA	56%	56%	61%	59.6%	69.8%



# SPPS English Learners are “On track for Success” based on Reading Growth

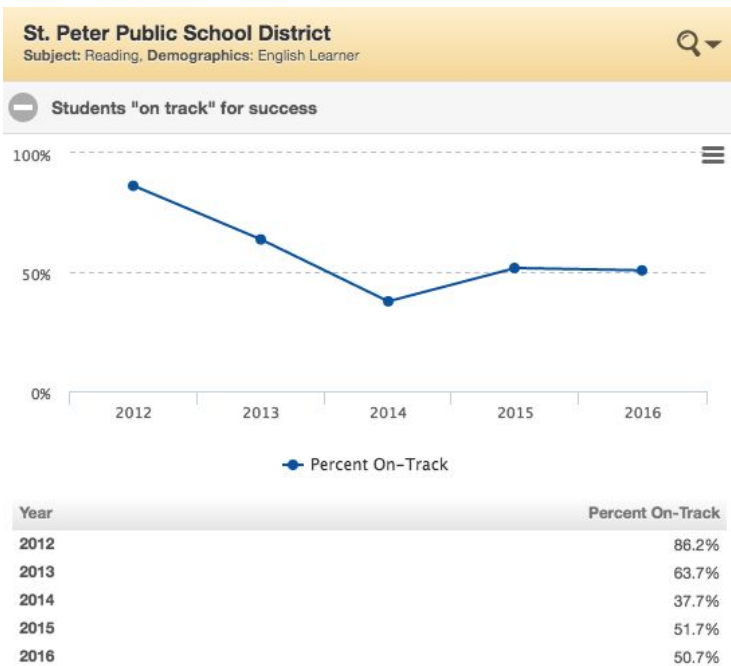
The ACCESS for ELLs and Alternate ACCESS for ELLs are the assessments developed by the WIDA consortium and administered to English learners in order to measure progress toward meeting Minnesota’s standards for English language development, developed by the WIDA consortium.

Most English learners will take the ACCESS for ELLs, but English learners who received special education services and meet the participation guidelines may take the Alternate ACCESS for ELLs.



Statewide				
Year	Percent Proficient	Number Proficient	Number Tested	
2012	12.8%	7,511	58,628	
2013	16.5%	9,659	58,553	
2014	16.2%	9,984	61,561	
2015	18.6%	11,950	64,356	
2016	19.9%	12,635	63,388	

St. Peter Public School District				
Year	Percent Proficient	Number Proficient	Number Tested	
2012	2.9%	2	70	
2013	26.0%	27	104	
2014	20.6%	20	97	
2015	9.5%	8	84	
2016	16.2%	17	105	



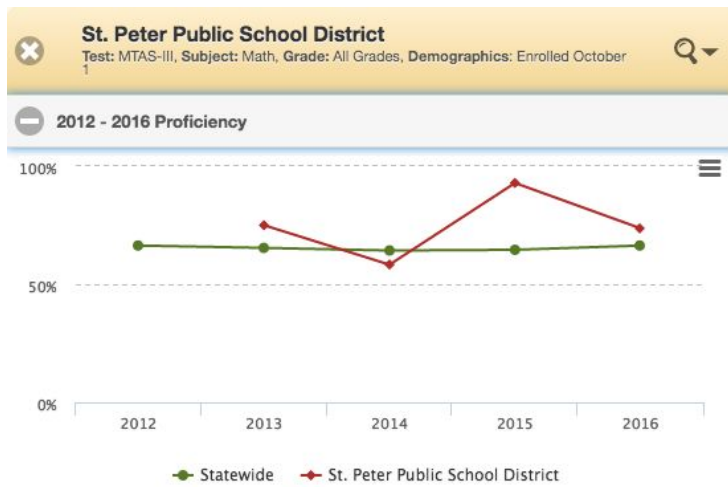
Saint Peter Public Schools has 2.5 licensed ELL teachers that focus on teaching language acquisition skills. Language acquisition has two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

The graph to the left shows how our EL students are on track for reading success based on second-language knowledge.

## Learning Benchmarks for all students

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. It is part of the Minnesota assessment program.

The MTAS is administered to students in the subjects of math, reading and science. In 2016 almost 100% of the students who took the math MTAS met or exceeded proficiency. In reading our students were aligned with the state average in proficiency. (No science MTAS scores were calculated as there was a low number of students who took the assessment in grade 5, 8, and HS.)

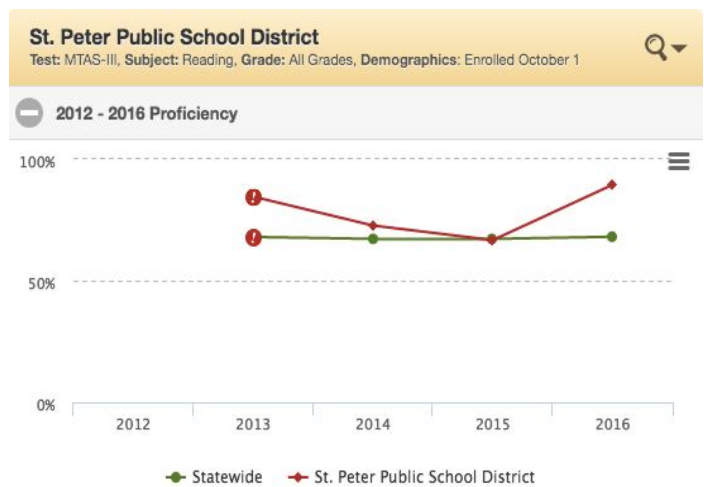


Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	66.4%	3,373	5,081
2013	65.4%	3,309	5,058
2014	64.3%	3,765	5,853
2015	64.6%	3,970	6,150
2016	66.4%	4,077	6,139

St. Peter Public School District

Year	Percent Proficient	Number Proficient	Number Tested
2012	CTSTR	CTSTR	CTSTR
2013	75.0%	9	12
2014	58.3%	7	12
2015	92.9%	13	14
2016	73.7%	14	19



Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	68.0%	4,028	5,921
2014	67.2%	3,965	5,902
2015	67.2%	4,069	6,056
2016	68.1%	4,203	6,172

St. Peter Public School District

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	84.6%	11	13
2014	72.7%	8	11
2015	66.7%	10	15
2016	89.5%	17	19

## **MAP assessments measure yearly learning progress**

The Measures of Academic Progress (MAP) are computerized assessments developed by Northwest Evaluation Association (NWEA) to measure individual student progress during the school year. In fall 2014, MAP assessments in reading and math were administered to students in grades 1 through 11. These same students took the assessments again in fall 2015. The results and the growth from fall to fall were shared with principals, school staff and parents.

The MAP assessments are different from criterion-referenced tests, like the Minnesota Comprehensive Assessments (MCAs). MAP is a nationally norm-referenced, computerized adaptive test. The difficulty of each test is adjusted to the student's performance. The difficulty of each question is based on how well the student answered the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. The student's score depends on how many questions are answered correctly and the difficulty of each question.

Student performance on the MAP assessments is measured in Rasch unit (RIT) scores. RIT is a unit of measure that uses individual item difficulty values to estimate student achievement. Instead of percentiles, MAP results for individual grade levels are reported as fall RIT scores, growth mean, mean growth projection and growth index. Growth mean is the average change in RIT scores from fall to fall. Mean growth projection is the average amount of RIT growth from fall to fall observed in the most recent NWEA. Growth index is the amount by which the student exceeded the target RIT, fell short of the target RIT or exactly met the target RIT.

### **Mathematics**

As a whole, at each grade level at least 61 percent of the students who were tested met or exceeded their mean growth projection in fall 2015.

### **Reading**

As a whole, at each grade level at least 63.3 percent of the students who were tested met or exceeded their mean growth projection in fall 2015.



## **SPPS and Minnesota Exceed 100% Participation ACT Averages**

In Minnesota, the most commonly taken standardized college entrance exam is the ACT. For the first time during the 2014-2015 school year, Minnesota provided the ACT to all Minnesota juniors at no cost to families. In total, 64,145 students (11th and 12th graders in 2016) took the test; an increase of 17,283 students or 37 percent over the class of 2015. This represented approximately 100 percent of the graduating class of 2016. In previous years between 74 to 78 percent of graduating classes took the test.

Minnesota student's average composite score of 21.1 (on a scale of 1 to 36) was higher than the national score of 20.8. Minnesota was first among the 18 states that provided the ACT to all students. The ACT average composite score for District 508 students was 21.4 compared to 21.1 for the state.

131 students in the Saint Peter High School graduating class of 2016 took the exam. This number is up from the 98 students who took the exam in 2014.

The ACT is the primary admissions test for students attending college in the Midwest; the SAT is the primary test for colleges located in the eastern and western states.

### **ACT Average Composite Scores, 2012-2016**

Graduation Year	English	Math	Reading	Science	Composite
2012	22	23.4	23	23.1	23
2013	22.4	23.1	23.3	23.3	23.1
2014	21.7	22.8	22.8	23.5	22.9
2015	22.1	22.7	23.5	23.5	23.0
2016*	20.3	21.7	21.5	21.7	21.4
2016 State Average	20	21.2	21.3	21.3	21.1
Difference	+0.3	+0.5	+0.2	+0.4	+0.3

## Saint Peter ISD 508 District Testing and Assessment Calendar 2016-17

Saint Peter Public Schools Testing and Assessment program incorporates state-wide testing, local standardized testing, and classroom assignments and observation to provide a complete profile of student achievement and curricular strengths and weaknesses. Compared to both national norms and state-wide test results, Saint Peter students perform exceedingly well.

<b>When</b>	<b>Who</b>	<b>What</b>	<b>Why</b>	<b>Time</b>
Sept 1-9	Grades K-2	<b>FAST</b> Reading and Math	For Instruction and Placement	20-30 min reading 20-30 min math
Sept 12- Oct 7	Grades 3-11 Grades 5-12 HLC	<b>NWEA</b> Reading and NWEA Math	For Instruction and Placement	50-55 min reading 50-55 min math
Oct 12	Grade 10	<b>PreACT</b>	College and Career Readiness and Entrance	4 hours
Oct 19	Grades 10 and 11	<b>PSAT</b>	Optional assessment determine qualification National Merit Scholarship Program	2 Hours 45 min
Dec 12-22	Grades K-2	<b>FAST</b> Reading and Math	For Instruction and Placement	20-30 min reading 20-30 min math
Jan 4-31	Grades 5-12 HLC Only	<b>NWEA</b> Reading and NWEA Math	For Instruction and Placement	50-55 min reading 50-55 min math
Jan 4-27	Grades 4-11	<b>OLPA</b> Reading and Math	For Instruction and Placement	60-90 min reading 60-90 min math
Jan 30-Feb 28	K-12 ELL Students (online and paper/pencil)	<b>WIDA</b> Access ELL <b>Alternate</b> Access ELL	Federal Mandate	30-90 min
Feb 28	Grade 11	<b>ACT</b>	College and Career Readiness and Entrance Exam-Optional Offered to all 11th Grade Students	4 hours
March 6-March 31	Grade 10 (online)	<b>MCA Reading and Science</b> (First Semester Students only)	State Mandate	120-240 min reading 60-120 min science

April 3– May 5	3-8, 10, 11 (online)	<b>MCA Math, Reading, MTAS</b>	State Mandate	120-240 min reading 60-120 min math 60-120 min science
May 1 – May 12	Grade 5,8, 10 (online)	<b>MCA Science</b>	State Mandate	60-120 min science
April 19- May 12	9 HLC 5-12	<b>NWEA Math and Reading</b>	Placement	50-55 min reading 50-55 min math

**\* MCA Reading, Math and Science Assessments will be administered online unless modifications are required for special programming. All MCA student reports will be shared with parents via mail or conferences in the fall of the subsequent year.**

**\*MAP score reports may be shared with parents and students during first semester conferences.**