

Component Three:

Monitoring Learner Progress

School and City: **St. Peter's School, Canby**

A) The Assessment Plan

What is your school's assessment plan?

Provide an informative written description of the plan, methodologies, tools and processes used for assessing student academic progress at specific grade levels. (*See scoring rubric for additional details.*)

Assessing student progress and learning is done on a daily basis in the classrooms. Teachers use a variety of methods including daily work, tests, one-on-one, iPads, and overall monitoring of students as they are learning. In the preschool, students are tested individually each quarter on phonics and math skills. In kindergarten, students are tested quarterly on the phonics and math. Weekly, kindergartners are tested on their fluency with leveled readers. This is also done individually with the unit benchmark tests for language arts. As students move into 1st-6th grade, tests are done weekly for language arts to assess their knowledge of the skills being taught as well as their daily work turned in for all subjects. Students in grades 1-6 also use Accelerated Reader to test on reading comprehension. Goals are set for each student based on reading level and teacher/student decisions. Students in 1st, 2nd, 5th, and 6th grades used an online program called Moby Max to allow students to work on math skills and concepts. The teachers could follow the students' progress as it a self-paced program. All classroom teachers will be using Moby Max next school year and will expand it to include the language arts component.

In the late spring, the preschoolers took a Kindergarten Readiness test. Results were shared with parents at an end-of-the-year conference. Also in late spring, grades K-6 took the ITBS tests. Results were reviewed by teachers, Education Committee, and individually sent home to parents. Overall results are also graphed and explained in the Annual State of the School Report sent home to all parents and available on the school's website.

B) Analyzing the Assessment Plan

How is the assessment plan analyzed and known?

Provide an informative written description and supporting evidence that specifies how the data gathered was reviewed, analyzed and/or interpreted by appropriate stakeholders. (*See scoring rubric for additional details.*)

In the classroom, daily and weekly assessments are sent home with students as teachers grade their work. With the preschoolers, Kindergarten Readiness testing was reviewed individually with parents at their end-of-the-year preschool conference. The testing results from the ITBS tests grades 1-6 took were reviewed after a school day by the teachers. The teachers

Return this completed form to MNSAA with your Cover Letter and all 3 components of the Annual Progress Report.

MAIL PRINTED COPY enclosed in *Green File Jacket* TO: MNSAA, 205 Lexington Avenue South, New Prague, MN 56071

Or submit electronically to smueller@mnsaa.org if prior arrangements have been made with the Director.

looked for areas of concern and areas of growth. They also did a comprehensive analysis of the data at the end of the school year. They filled out a worksheet detailing areas of strength and concern to know what they need to emphasize next school year. They also made small group suggestions for math and reading for next year. The principal reported a summary of the ITBS testing results to the Education Committee at the May meeting. A brief description for each grade was reviewed with the Committee along with an explanation about the improvement of our science scores. A summary of the ITBS testing will also be shared with parents in the Annual State of the School Report being sent home. This report will also be available in the back of church and on the school's website for anyone else who is interested.

Having a new science curriculum and a new science textbook series this school year, the teachers were interested to see if our scores improved from last school year in science. To our satisfaction, we saw an increase in all of our science averages per grade compared to their scores last year. The increase in average percentile ranged from 10 to 26 percentiles. All grades in 1-6 tested over the 61 percentile in science. Overall, we were pleased with the science scores knowing we made a curriculum change after years of low science test scores. We hope to see the scores increase to the 70's for all grades after they have the alternate year of science next year since we teach that on a rotating basis with our combined rooms.

List the evidence that is attached:

1. Education Committee Agenda--ITBS Testing Reviewed
2. Annual State of the School Report Exert--Pages 4-5 with ITBS Testing Results
3. Graph comparing ITBS test scores for science after new curriculum was implemented.

C) Using the Data to Impact Instruction and Curriculum

How did the results impact instruction and curriculum?

Provide an informative written description and supporting evidence identifying what instructional decisions and/or curricular changes resulted from the analysis of this data.

When looking at the test scores this year, teachers noted some areas of concern on their review worksheet. The kindergarten teacher noticed a concern in vocabulary and is looking into ways to use more vocabulary in her language arts lessons as well any new ways to introduce vocabulary to the kindergarteners. Another area of concern that the teachers noticed was the lower reading levels of some of the 2nd and 3rd graders. Having combined classrooms and having those two grades together next year as 3rd and 4th graders, the principal modified one of our paraprofessional schedules for next year to allow more one-on-one and small group time in the 3rd and 4th grade classroom during language arts time. When reviewing scores, the teachers used the data to set up suggested math and reading groups for next year. They also made a second list of groups based on classroom experience from the previous year with those students if they felt the test scores weren't an accurate summary compared to classroom performance. They will review these worksheets they filled out at the fall workshop and pass along any needed information to the next teacher for each grade level.

Return this completed form to MNSAA with your Cover Letter and all 3 components of the Annual Progress Report.

MAIL PRINTED COPY enclosed in *Green File Jacket* TO: MNSAA, 205 Lexington Avenue South, New Prague, MN 56071

Or submit electronically to smueller@mnsaa.org if prior arrangements have been made with the Director.

Test scores were also reviewed by the principal and Title I teacher to see what students fell below the 40 percentile in math and/or reading to be recommended for Title 1 services next school year. The Title 1 teacher will confirm with parents in the fall and more help will be offered to those students as well as students a teacher may recommend based on classroom learning.

The teachers also acknowledged that they would like to see the social studies scores increase next year for the ITBS tests. Although the scores ranged from the 59-75 percentiles, the teachers would like to see all the scores for social above the 70 percentile. Knowing that the social curriculum is up for review next year, the teachers will keep in mind the areas of concern from the ITBS tests.

List the evidence that is attached:

- 1. ITBS Testing Review Worksheet 2015--From Mrs. Ferguson's 2nd Grade*
- 2. Proposed Schedule for Paraprofessional for 2015-2016*
- 3. Curriculum Cycle--Social Studies Highlighted for Next Year & New Clause Added*

Return this completed form to MNSAA with your Cover Letter and all 3 components of the Annual Progress Report.

MAIL PRINTED COPY enclosed in **Green File Jacket** TO: MNSAA, 205 Lexington Avenue South, New Prague, MN 56071

Or submit electronically to smueller@mnsaa.org if prior arrangements have been made with the Director.