
World's Best Workforce & Every Student Succeeds Act (ESSA)

Dr. Silvy Lafayette

Director of Assessment, Research and Evaluation



World's Best Workforce Goals

Goal 1: All students ready for school

Goal 2: All students in third grade achieving grade-level literacy

Goal 3: Close the achievement gap(s) between student groups

Goal 4: All students are ready for career and/or postsecondary education

Goal 5: All students graduate from high school

Unable to report goals 1-3

Goal 1: All students ready for school

- Measured with fall to spring FASTBridge Reading

Goal 2: All third-graders can read at grade level

- Measured with spring MCA test

Goal 3: Close the Achievement Gap(s) Between Student Groups

- Measured with spring MCA math and reading tests

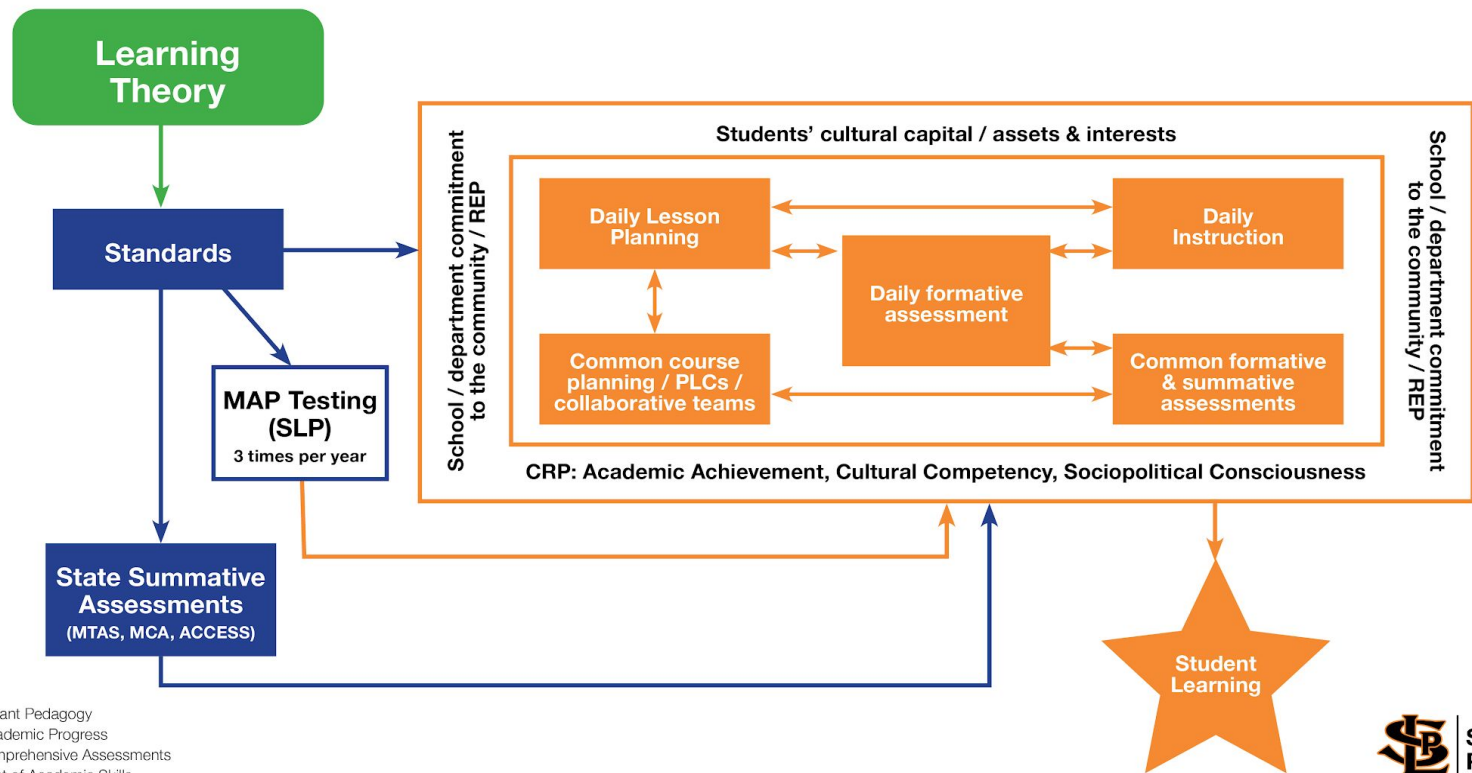
Goal 4: SLP met our career and/or college readiness goal

- Increase ACT plus Writing composite scores by 2% for all students in 11th grade.
- In 2019, the percent of 11th grade students who earned a composite score of 24 or higher on the ACT Plus Writing was 35.3%. In 2020, that percentage was 43.4%. This was an increase of **8.1%**.

Goal 5: SLP met our high school graduation goal

- The 4-year high school graduation rate, district-wide for all students, will increase by 1%.
- The 4-year high school graduation rate, district-wide, increased by **2.7%**.

Balanced Assessment System



Acronym Key:

CRP: Culturally Relevant Pedagogy

MAP: Measure of Academic Progress

MCA: Minnesota Comprehensive Assessments

MTAS: Minnesota Test of Academic Skills

REP: Racial Equity Purpose

St. Louis Park Public Schools Balanced Assessment System
Adapted from the Center for Assessment (www.nciea.org) & M. Rodriguez presentation to MAG (2019)



**St. Louis Park
Public Schools**

Achieving success, one student at a time!

Fall to Fall SY16-21

District Highlights for Reading and Math MAP Growth

Why MAP?

NWEA MAP During COVID

Academic standards, skills development & individual student growth

How will this data be used during the SY21 school year?	How this data will <u>NOT</u> be used during the SY21 school year...
<ul style="list-style-type: none">• Individual growth data. Keep track of individual student growth as it relates to Minnesota's ELA and math standards (<i>MAP report: Growth Quadrant</i>)• Common formative assessment data – Use the data to strategically plan for instruction, individually & with grade-level teams. Differentiate instruction and target student skill development (individual and small group) based on ELA and math standards (<i>MAP report: Learning Continuum – Class View</i>)• Reports to be used: Growth Quadrant and Learning Continuum. These reports are available to all classroom teachers and administrators	<ul style="list-style-type: none">• Data will not be used to sort students into remedial programs• Data will not be used to compare students to national norms or percentiles. This information is available to families upon request. These data points need to be used with caution and should be critiqued through the lens of race and equity.• Data will not be used as a reflection of student capacity• Data will not be used as a sole determinant of any decision made for student programming



Themes in last year's data

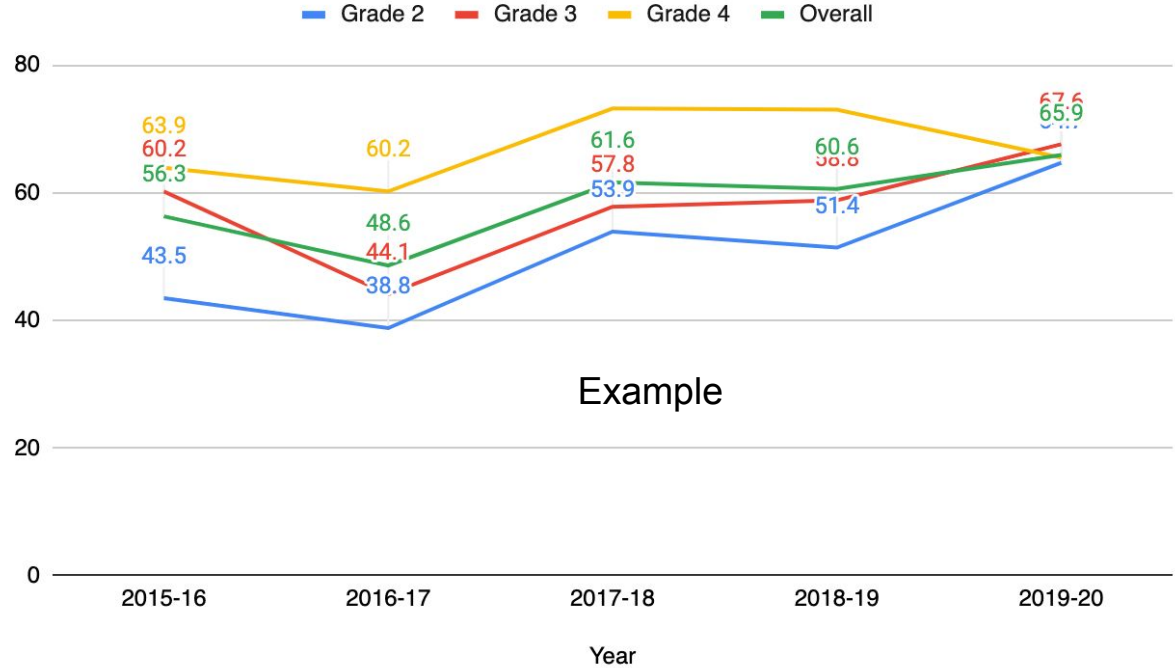
1. Percent of students meeting projected growth targets in reading in grades 2 through 5 increased among grade levels, except for 1 grade level at one site.
2. Percent of Black/African American students meeting their individual projected growth targets increased in reading for grades 2 through 7. 8th & 9th grade data is unknown due to high opt out rates at the HS.
3. Percent of students meeting projected growth declined in math in grades 2 through 4.
4. More students in racialized student groups, except Hispanic/Latinx & American Indian students, met projected growth at the middle school in reading and math than the year before.
5. More students met projected growth in 5th, 6th and 7th grade math than the year before. Data is unknown for 8th grade and 9th grade.
6. HS MAP growth data for 9th grade is not reliable due to high opt out rates.



Overall, more 2nd through 7th grade students met their projected reading growth target last year compared to the previous year

*Except 1 grade level at 1 site

SL MAP Reading Growth: Fall to Fall SY16-21



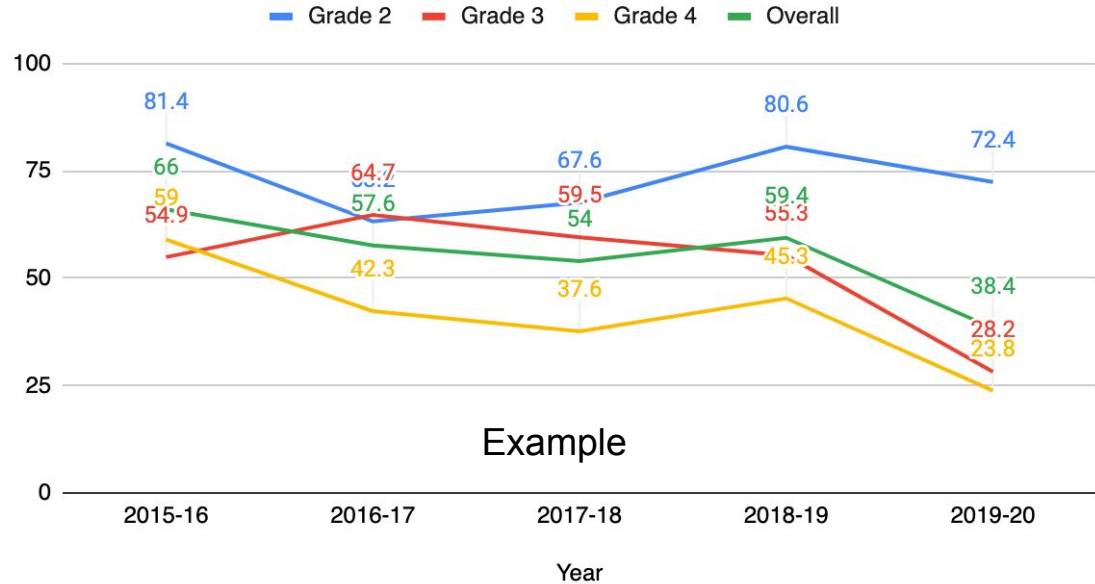
Year	Grade 2	Grade 3	Grade 4	Overall
2015-16	43.5	60.2	63.9	56.3
2016-17	38.8	44.1	60.2	48.6
2017-18	53.9	57.8	73.2	61.6
2018-19	51.4	58.8	73	60.6
2019-20	64.7	67.6	65.5	65.9

PH MAP Math Growth Fall to Fall SY16-21

Overall, math growth declined last year in grades 2 through 4

Most significant decrease in growth were in grades 3 and 4

There was some growth in 5th grade math (+9.1%)



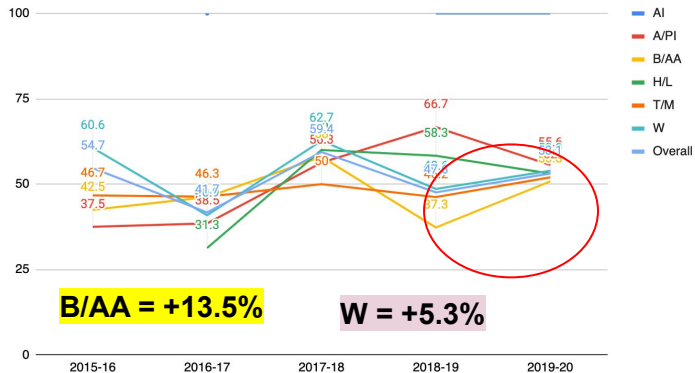
Example

Year	Grade 2	Grade 3	Grade 4	Overall
2015-16	81.4	54.9	59	66
2016-17	63.2	64.7	42.3	57.6
2017-18	67.6	59.5	37.6	54
2018-19	80.6	55.3	45.3	59.4
2019-20	72.4	28.2	23.8	38.4

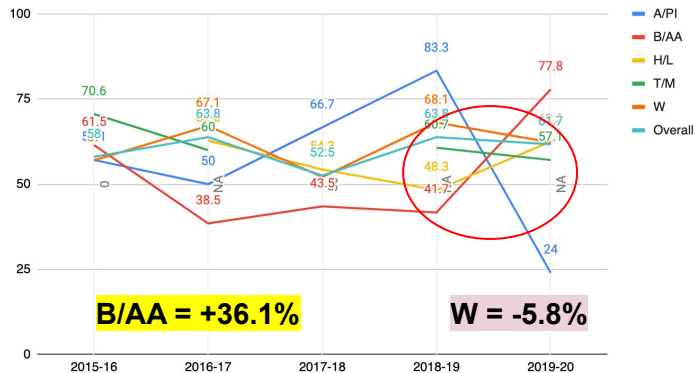
2nd through 7th grade increased the percent of students meeting projected reading growth targets for Black / African American students last year

*Data is unavailable for Black / African American students in 8th and 9th grade due to high opt out rates at the HS

AQ MAP Growth Reading by Fed Ethnicity SY16-21

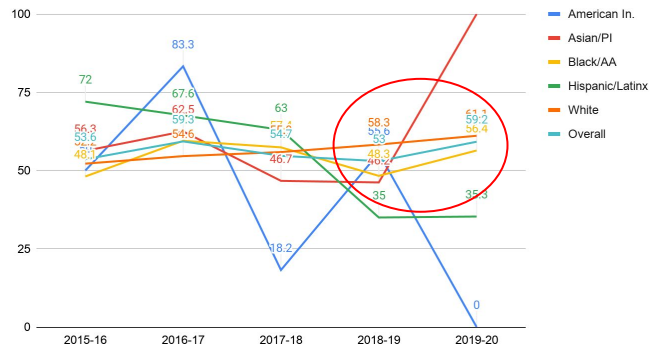


PSI MAP Growth Reading Fall to Fall SY16-21

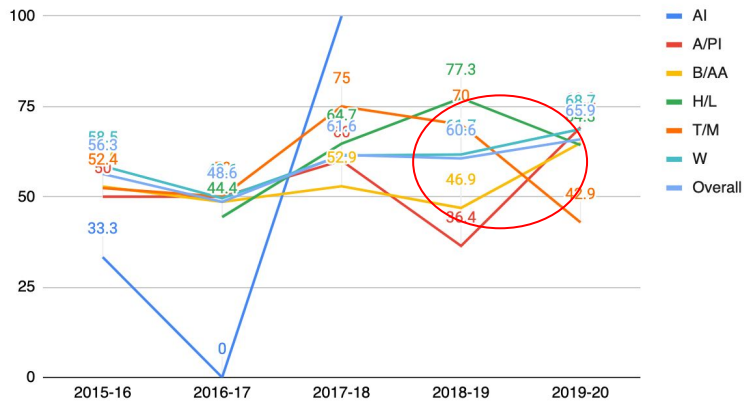


**Elementary
MAP reading
growth**

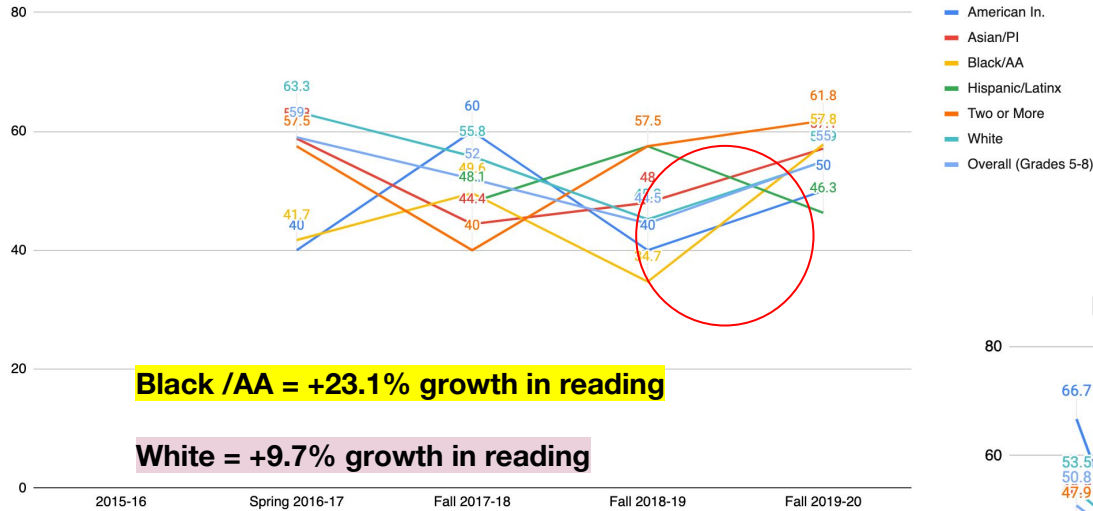
PH MAP Reading Growth Fall to Fall SY16-21



SL MAP Reading Growth: Fall to Fall SY16-21



MS MAP Growth Reading SY16-21



Black /AA = +23.1% growth in reading

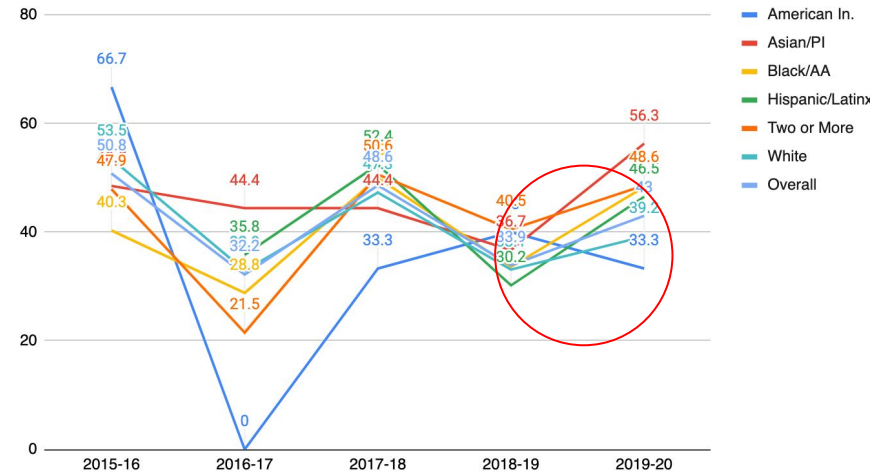
White = +9.7% growth in reading

More student groups, by federal ethnicity, met individual projected growth targets compared to the year before.

**Except Hispanic/Latinx students in reading*

**Except American Indian students in math*

MS & 5th grade MAP Math Growth Fall to Fall SY16-21



Black /AA = +14.7 % growth in math

White = +6.1% growth in math

Percent of Middle School students who met their growth targets in math and reading increased across all racial groups except for Hispanic/Latinx students (reading) and American Indian students (math)

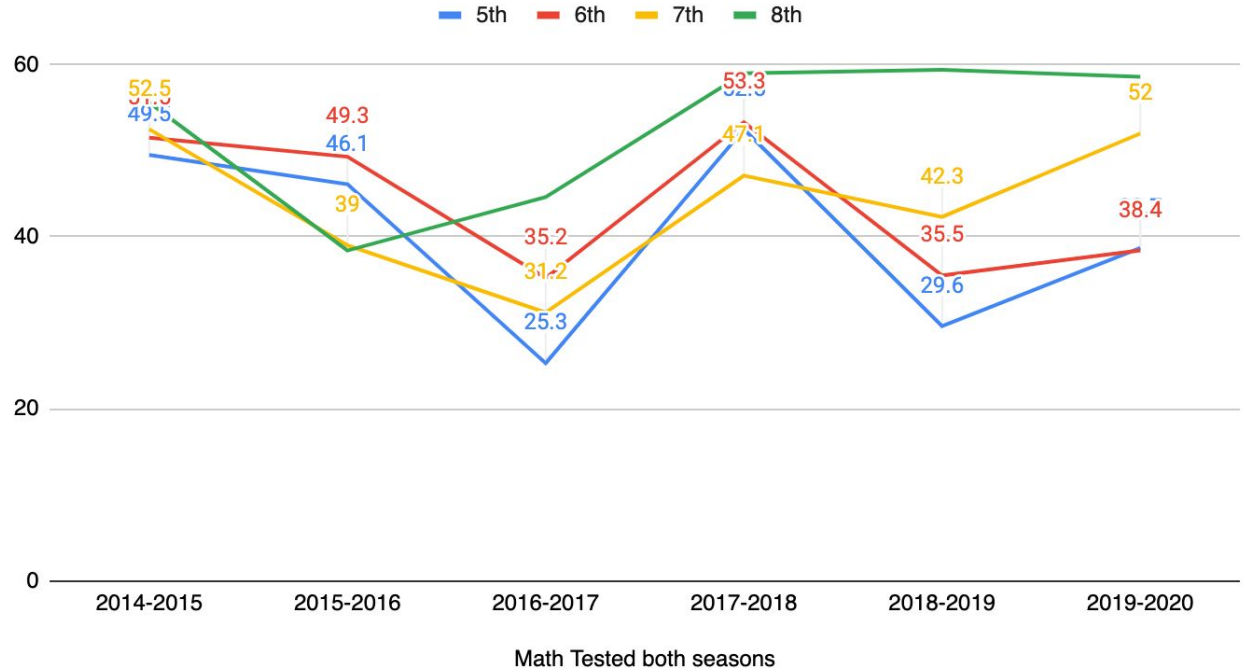
*Data for 8th grade is unknown due to high opt out rates in 9th grade

MS Math Growth: Fall to Fall SY15-21

Last year, more students in 6th and 7th grade math met their projected growth compared to the year before

**5th grade data is in this data set / this year's 6th grade students with fall scores from 5th grade*

**Data is unknown for grade 8 due to the high opt out rates in 9th grade*



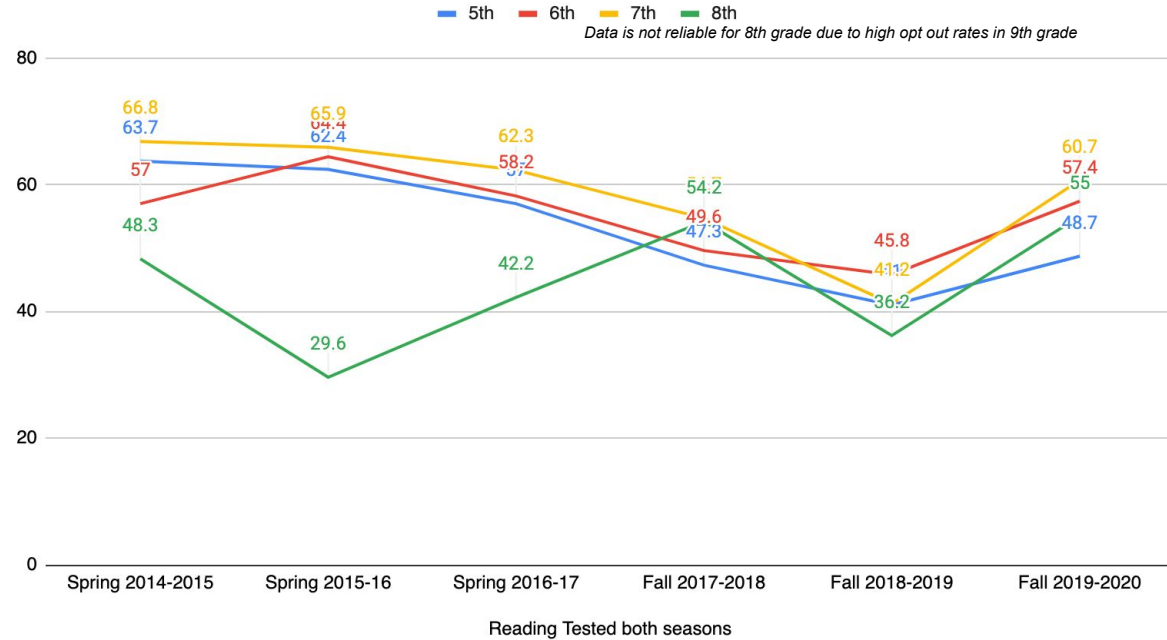
Students w/ scores from each fall	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
5th	49.5	46.1	25.3	52.5	29.6	38.7
6th	51.5	49.3	35.2	53.3	35.5	38.4
7th	52.5	39	31.2	47.1	42.3	52
8th	55.6	38.4	44.6	59	59.4	58.6

MS MAP Reading Growth (5-8th Grade) SY15-21

Last year, more students in 6th and 7th grade met their projected reading growth target compared to the year before

**5th grade data is in this data set / this year's 6th grade students with fall scores from 5th grade*

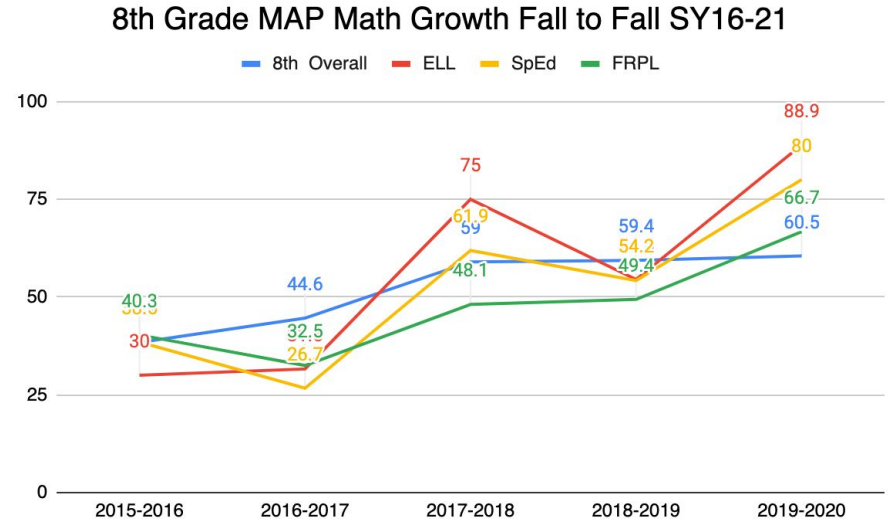
**Data is unknown for grade 8 due to the high opt out rates in 9th grade*



Reading Tested both seasons		Spring 2014-2015	Spring 2015-16	Spring 2016-17	Fall 2017-2018	Fall 2018-2019	Fall 2019-2020
	5th	63.7	62.4	57	47.3	41	48.7
	6th	57	64.4	58.2	49.6	45.8	57.4
	7th	66.8	65.9	62.3	54.2	41.2	60.7
	8th	48.3	29.6	42.2	54.2	36.2	55

High School growth in math and reading, as measured by MAP, is unknown due to high opt out rates in 9th grade and 10th grade

Example



Current 9th Overall	Total Tested	Total should've tested	% opt out rate
ELL	9	34	73.5
SpEd	5	36	86.1
FRPL	24	110	78.2

This data is not reliable due to the high opt out rate of students at the HS (current 9th grade students)

SLP High School has the highest MCA testing opt out rate among seven local school districts

A	B	C	D	E	F	G	H	
	High Schools Near SLP HS (US News and World Report Rankings)							
Indicators	SLP HS (283)	Edina SR. High (273)	Hopkins (270)	Wayzata (284)	Minnetonka (276)	Robbinsdale - Armstrong (281)	Eden Prairie (272)	
% MCA Participation Rate (Math)	47.5	88.6	53	88.1	92	84	81.5	
% MCA Participation Rate (Reading)	69.5	97.6	78.7	91.7	98.5	93.2	89.2	

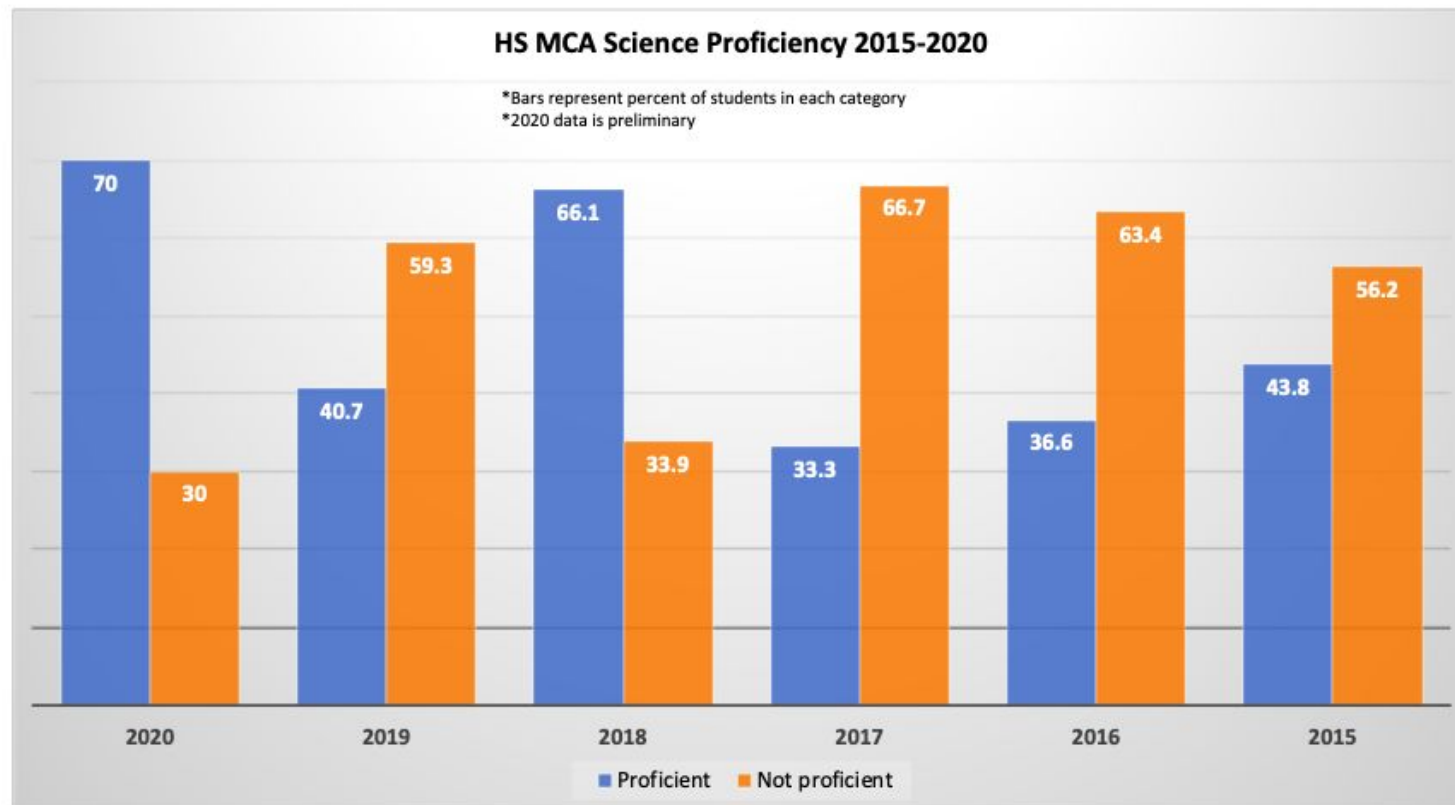
MCA participation in 2018-19

Two possible perspectives about testing...

1. Standardized tests are used to perpetuate racist practices (e.g. education programming, biased test questions, etc.) *so we don't care if our kids opt out*
- OR
2. Standardized tests are used to help us evaluate the health of our system and study the impact of our instruction by examining disaggregated data, *so we encourage our kids to opt in*

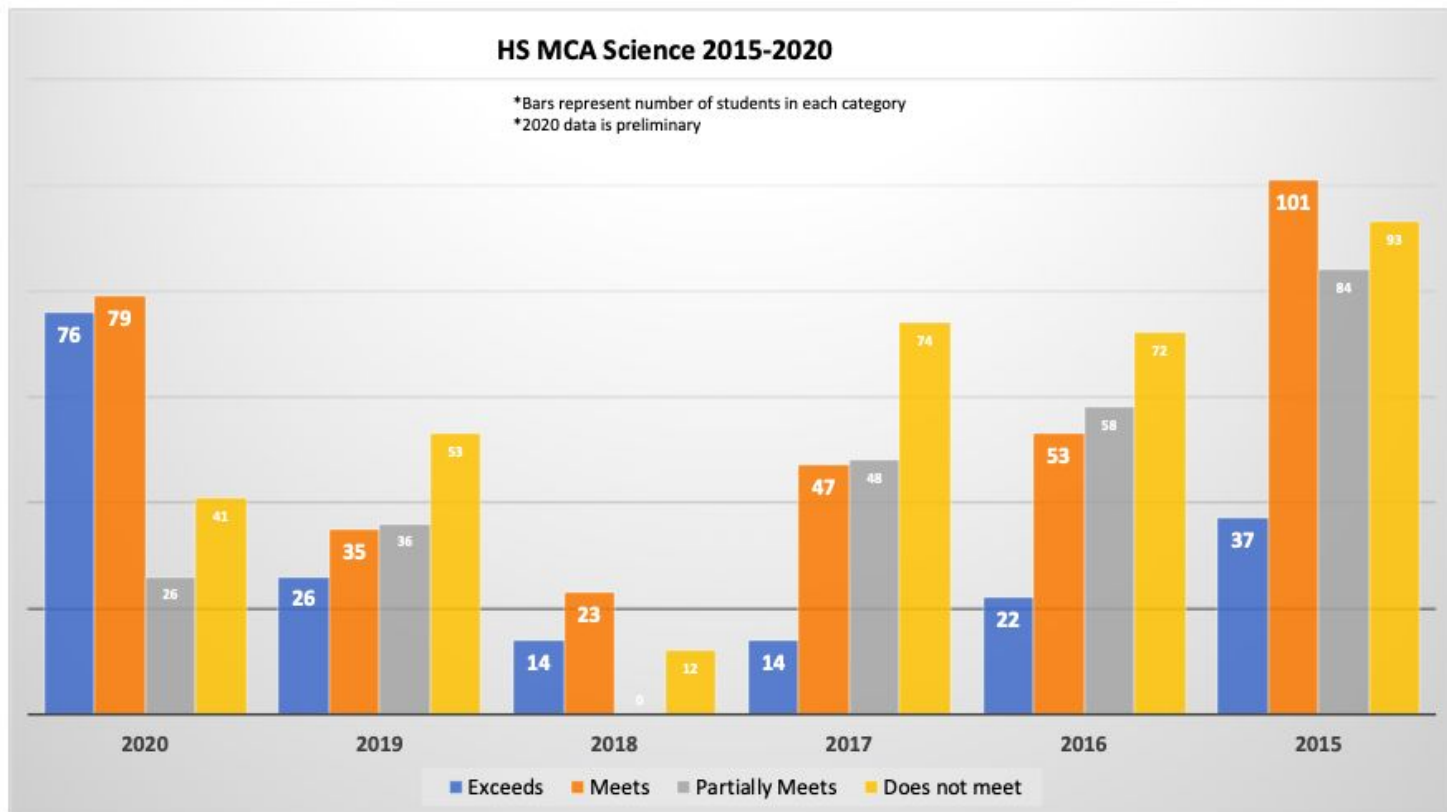
SLP High School MCA Science

- Highest proficiency rate in 6 years



SLP High School MCA Science

- Highest number of students “Exceeding” standards in 6 years
- Highest number of students “Meeting” standards in 5 years



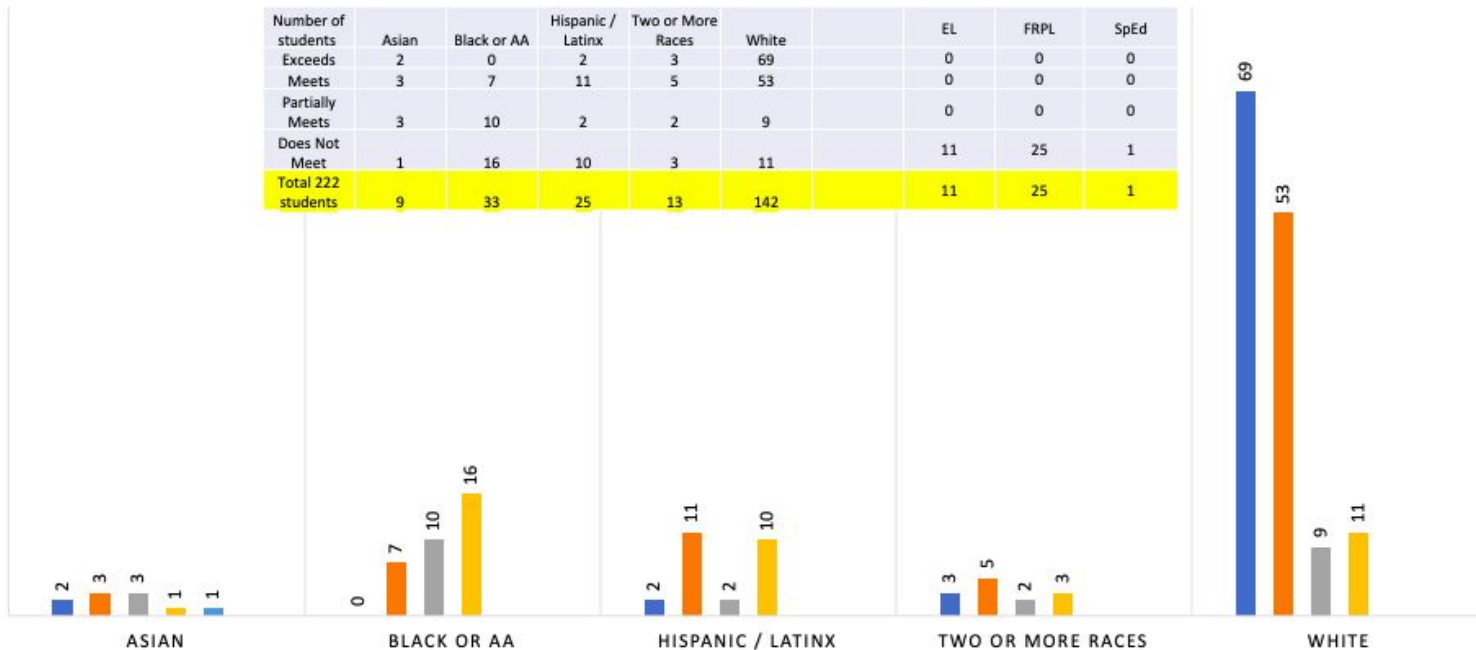
SLP High School Science MCA

- 64% White students took the test (of 222 students total)
- 66.3% participation rate (of 335 students total)

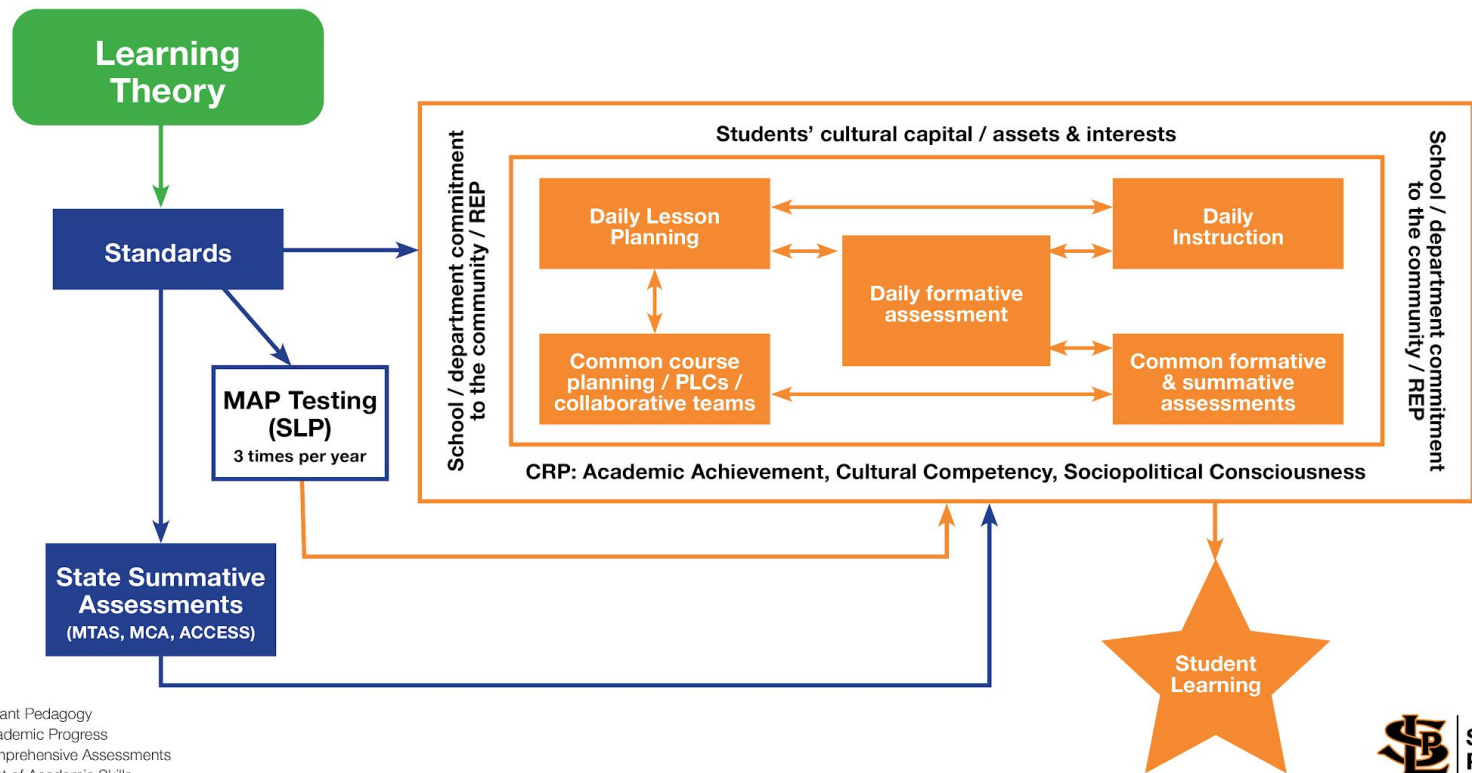
HS SCIENCE MCA SY20 PRELIM DATA

■ Exceeds ■ Meets ■ Partially Meets ■ Does Not Meet

Number of students	Asian	Black or AA	Hispanic / Latinx	Two or More Races	White	EL	FRPL	SpEd
Exceeds	2	0	2	3	69	0	0	0
Meets	3	7	11	5	53	0	0	0
Partially Meets	3	10	2	2	9	0	0	0
Does Not Meet	1	16	10	3	11	11	25	1
Total 222 students	9	33	25	13	142	11	25	1



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