

Monitoring Learner Progress

School and City: **St. Helena Catholic School**

A) The Assessment Plan

What is your school's assessment plan?

Provide an informative written description of the tools and processes used for assessing student academic progress at specific grade levels that includes at least one standardized assessment resource. (See scoring rubric for additional details.)

St. Helena's assessment plan continues to develop now that the NWEAs were administered for the second year in a row. We now have growth data for two years on all students 1-8. The test was administered in the fall, winter and spring. It was also used to qualify our Title I students. To enhance and build excitement for testing we offered incentives to students who made their winter and spring growth goals. This was a great way for students to compete against themselves. Students were given four choices from a dress down pass to water ballooning a teacher if they made at least one of their growth goals in math or reading. They were great events, and it made it fun for the students along with the teachers. Because there were different rewards, it was impossible to tell who did or did not make their goals.

Grades 3-8 also took the MCAs. This test helps us to compete with the Minneapolis Public Schools where we can compare apples to apples. We did receive a high performing school rating from the Minneapolis School Choice Book published this year. Again the NWEAs were not a good predictor of MCA scores, but we were aware of it this year and searched out a resource that did help us when comparing the scores and predicting results. The students found the MCAs longer and harder than the NWEAs for the most part. It was not as big of an issue when we were only doing the one test. Again, the testing fatigue was apparent especially in the eighth grade class.

In conjunction with testing scores we monitored learner progress and performance with quarterly report cards. We hold conferences twice a year. In these conferences testing scores and strategies were shared with parents to help increase growth over the year. Often extra work or websites were shared to help promote growth at home. For any children who concerned us throughout the year, we set up parent meetings and addressed the issues as they arose.

I did spend lunch and recess with a group of students who were having trouble completing work on time and in danger of not meeting the requirements to pass their grade level after the second quarter

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report cards came out. I had a core of six boys. I am happy to report that after severe interventions that their performance greatly improved, and one even made the honor roll the last quarter.

B) Analyzing the Assessment Data

How is the assessment data analyzed and known?

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

Last year St. Helena was invited by the GHR Foundation to participate in a group facilitated by fhi360 that is helping us use our assessment data to improve instruction and increase learning in our students. They created a dashboard and a written report for St. Helena. This report was shared with me and one teacher at a meeting held at the GHR Foundation headquarters in October. I gave the report and access to the dashboard to all staff. We spent three faculty meetings looking at the data and learning about all of the functions of the dashboard. I have just finished sending this year's assessment data to fhi360. They will input results and create a new report with longitudinal data. This data should be available this summer with time to look at it before school starts and during workshop week.

As a faculty we looked at NWEA winter scores. With Tierney's help we learned how to interpret scores and what to do to improve them. This is when we made plans for our goal celebrations. We should have a much higher percentage for our growth targets this year.

Anyone with a score of 35% or lower on the fall NWEA in math or reading is invited to our before school Title I program with our best teachers. Most get four hours of additional instruction each week. We also use these scores to exit our students. This process was completed after winter testing and then in the spring. This summer we are providing summer school for Title I students for three weeks, five days a week in June. It is STEM based, and we are using materials provided by the CSCOE lending library hosted by the University of St. Thomas.

List the evidence that is attached:

1. GHR Foundation Report created by fhi360
2. Testing Letter, Student Results, NWEA & MCA Year-to-Year Data

C) Using the Data to Impact Instruction and Curriculum

How did the results impact instruction and curriculum?

Provide an informative written description specifying how the data gathered was used to improve student learning as it guided instructional/curricular decisions. If no changes have been made, that should be identified in this narrative. *(No evidence is required. See scoring rubric for additional details.)*

Data obtained throughout the year has been extremely useful in grades K-4. The teachers in the lower grades especially in our K-2 PLC groups worked together to hone in on missing skills and used differentiation instruction for strengths and weaknesses in our students in any given area. The teachers used center times to help flexible groups on different skills through out the year. We have a large group of Catholic Tutor Corp volunteers who come two days a week. Teachers prepared differentiated assignments

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for the tutors to work with all of the students throughout the year. This helped students of all abilities to improve skills and expand their learning. Plus they love the one-on-one attention.

In PLCs and with our Tierney representative we have talked about different programs and websites that can help with certain areas where textbooks are limited for reteaching. We have been discussing some flexible groupings between grade levels. We are partnering with Kahn Academy through CSCOE in grades 4 & 5 next year. Chromebooks are part of the requirements for the program. With the addition of more Chromebooks the students in grades K-3 will also have access to Chromebooks for more and different ways to differentiate instruction.

The middle school teachers do not differentiate for their students in the same way. In part it is due to the switching of classes. I am not sure how to get around this. It also makes working with tutors difficult. With Tierney all middle school teachers met to discuss NWEA testing. It helped to solidify that they are to be looking at ways to increase skills in addition to teaching their subject matters. Increasing math and reading scores is everyone's job. We will continue to work in this area next year.

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