



MOORHEAD

AREA PUBLIC SCHOOLS

School Improvement
and Accountability

Memo ASLA.17.22

TO: Instruction and Curriculum Advisory Committee

FROM: Missy Eidsness, Assistant Superintendent of Learning and Accountability *ME*

DATE: February 3, 2017

RE: February 9, 2017

The Instruction and Curriculum Advisory Committee (ICAC) will meet on Thursday, February 9, 2017 at 7 a.m. in the Board Room at Probstfield Center for Education.

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| 7:00-7:05 | 1. Introductions |
| 7:05-7:10 | 2. Minutes from January 19, 2017 (Attachment A) |
| 7:10-7:40 | 3. Update on Secondary Math Adoption – Missy Eidsness |
| 7:40-8:00 | 4. Extended Day Learning – Deb Pender & Sarah Martin (Attachment B) |
| 8:00-8:15 | 5. Update on First Year of Elementary Math Adoption – Vicki Breneman & Andrea Manston |
| 8:15-8:20 | 6. Other |

Future Meetings: scheduled in the Board Room at Probstfield Center for Education, March 16, April 13, May 11

**Instruction and Curriculum Advisory Committee
Jan. 19, 2017, Meeting Minutes**

Members Present: Donna Norquay, Julie Wellnitz, Sadie Anderson, Karen Jacowitz, Chizuko Shastri, Cassidy Bjorklund, John Wirries, Missy Eidsness, Teresa Shume, Carol Ladwig, Bill Tomhave and Pam Gibb.

Guests: Duane Borgeson, executive director for learner support services, and Tony Huseby, assessment and federal programs coordinator.

1. Approval of Dec. 8, 2016, Minutes

Carol Ladwig moved, Bill Tomhave seconded, to approve the minutes. Motion carried.

2. Special Education Update

Duane Borgeson, executive director for learner support services, provided an update to the committee. He explained that about 1,200 students ages 0-21 are being served through special education. Special education is about 12.85 percent of district students. The highest percentage of students (about 22 percent) is being served for developmental delay. The other main areas are speech and language services, specific learning disabilities, other health impairments, and autism spectrum.

Borgeson provided data showing the 2015 special education graduation rate. The four-year graduation rate is just under 60 percent with about 15 percent dropping out or unknown. The six-year graduation rate is more than 70 percent, but the dropout rate remains high.

On both the reading and mathematics Minnesota Comprehensive Assessments and the alternative test the MTAS, students receiving learner support services scored similarly — approximately 20 percent of students met or exceeded the proficiency target while more than half of students did not meet the proficiency target. Borgeson said only one percent of students take the MTAS. The district has had a variance to allow about 2 percent to take the MTAS. Most students receiving learner support services take the regular MCA even though the district has a significant number of students with high needs. There was discussion that special education status is not on the transcript, work is being done for English learners to distinguish between language or special education need, and that low performance of a student on the MCAs could impact scores in several subgroups.

The goal related to instructional setting is to increase the percentage of students who are educated in regular classrooms at least 80 percent of the day from 54 percent to 63 percent. For the 2014-15 school year, 54 percent were served inside the regular class for 80 percent or more of the day. Only .22 percent were served in off-site programs or facilities. Borgeson explained that if high school students are out of the regular setting for one block, then they fall under setting 2, which is being served inside the regular classroom for 40-79 percent of the day. Setting 3 is if more than 60 percent of the time they are served out of the regular classroom. Starting at age 11 more students are served in settings 2 and 3 than in setting 1, which is tied to schedules used at the middle school and high school level.

Areas of emphasis for the district are to focus on students being general education students first so they are exposed to the general education curriculum, which helps for performance on MCAs. There is a co-teaching pilot at the middle school this year with pairs of general education and learner support services teachers working together with flexible groups in the classroom. While there have been some bumps, the feedback has been positive. The new Bridges math curriculum's design is good for students with disabilities so they are hoping for good results with that being implemented. The district continues to intervene with students early (ages birth to five) to provide services. Other efforts include alternative delivery and early mental health treatment, which includes work with kindergarten students, adding a district-wide PBIS committee (Positive Behavioral Interventions and Support) and mental health coaching for staff.

3. Indian Education Act, Concurrence Report for 2016-17

Donna Norquay, American Indian home school liaison, shared the Moorhead Indian Education Resolution with the committee. Every year this needs to be submitted to the state to make sure needs of students are met. Norquay said the report looks similar each year, and she highlighted some of the changes. The Indian Education parent committee still needs to review the concurrence plan before it goes to the School Board.

Under the area of staff development/curriculum integration, progress includes the creation of an American Indian page on Haiku to provide staff with curricular information/resources and the purchase of books on the alphabet and numeral identification with American Indian content for the Probstfield media center and kindergarten classrooms (there are 21 American Indian kindergarten students this year). Minnesota has strong English language arts standards that include the American Indian standards.

The Minnesota Indian Education formula aid grant is no longer competitive, but is instead provided based on student numbers. This is used to fund AVID training, tutors, school supplies and the liaison's salary. AVID was initially implemented tied to the Indian Education funding to help students gain skills to be successful. Missy Eidsness, assistant superintendent for learning and accountability, said students have to agree to be in AVID, but that all students receive AVID in grade 6. AVID elect is offered in grades 7-11 and will expand to grade 12 next year. Another area of focus for Indian Education is to attend IEP meetings with parents. About 30 percent of students are in special education, and monitoring is done to make sure there isn't overrepresentation of students being referred for learner support services or alternative programs.

Tutors are hired for American Indian students at Moorhead High School and Horizon Middle School and now adding Probstfield kindergarten. Specialized staff development for tutors is ongoing. It was explained that three different funds support Indian Education: federal Title VII grant, state grant and Johnson O'Malley funds. All have their own requirements. The Title VII grant has paid for the tutor at Red River ALC. JOM funds focus more on cultural programming. Previously Ojibwe language class was offered, but now a Dakota language class has been added. Other classes include the beading class and shawl making, which are offered at Red River Area Learning Center. The Moorhead program collaborates with Fargo and West Fargo Indian Education Programs to offer joint

events/trainings such as the 6-8 p.m. Jan. 25 drum and dance night at Horizon with soup served.

It was mentioned that Donna should talk to Julie Wellnitz, program manager for media services, related to purchasing for the new schools' media centers. Norquay was asked what area would she want to see further support if funding were available. She indicated the greatest need would be transportation funding for summer school, after-school Excel and a late bus route at Horizon.

4. Other

There was discussion about whether a career fair is being planned again and that committee members were being invited to attend focus groups as part of the High School Task Force process.

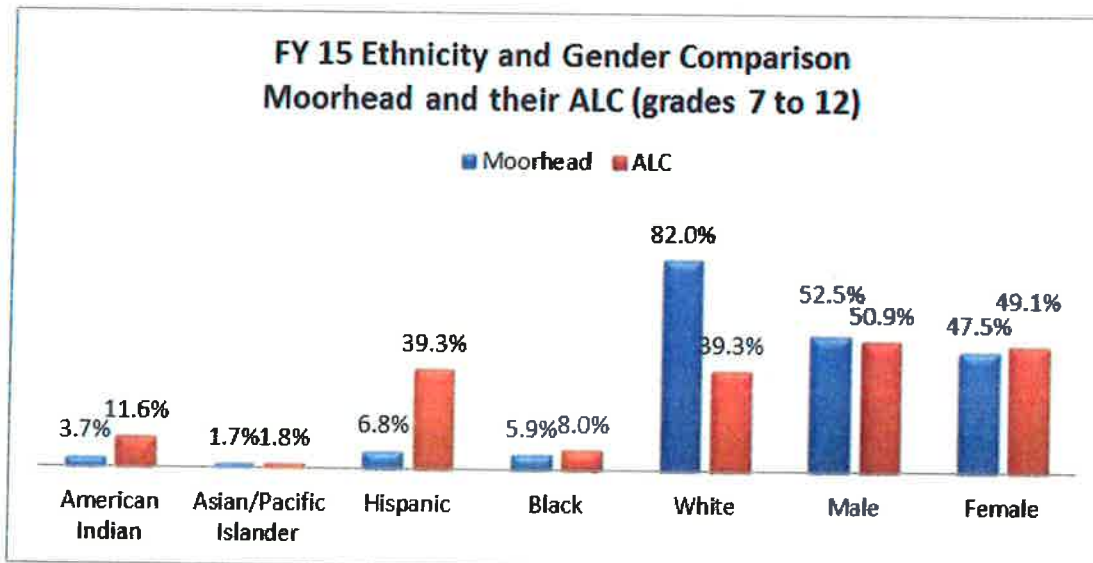
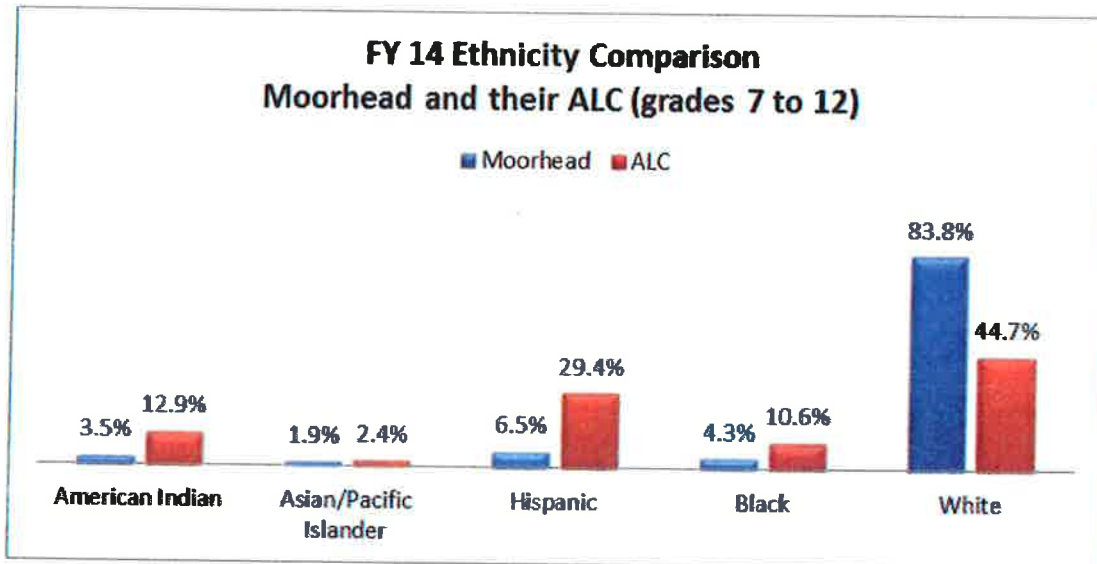
Eidsness explained that the calendar committee has drafted two school calendars, and all staff will have the opportunity to comment on the drafts. Feedback is usually split between those who want longer breaks and those who want to end the school year earlier. In recent years the district has moved away from the longer winter break because students on free/reduced-price meals may need the support of school meals. Changes to the agreement with the teachers union will move professional development/professional learning community time to monthly half days instead of the hour after school because of the length of day. Eidsness said the half days will allow time to get some quality work done, but the time still needs to be spread out over the year. This creates more days off for students in the schedule. Adding a longer spring break extends the school year further into June. There was discussion from committee members about advantages to ending the year earlier vs. having more or longer breaks.

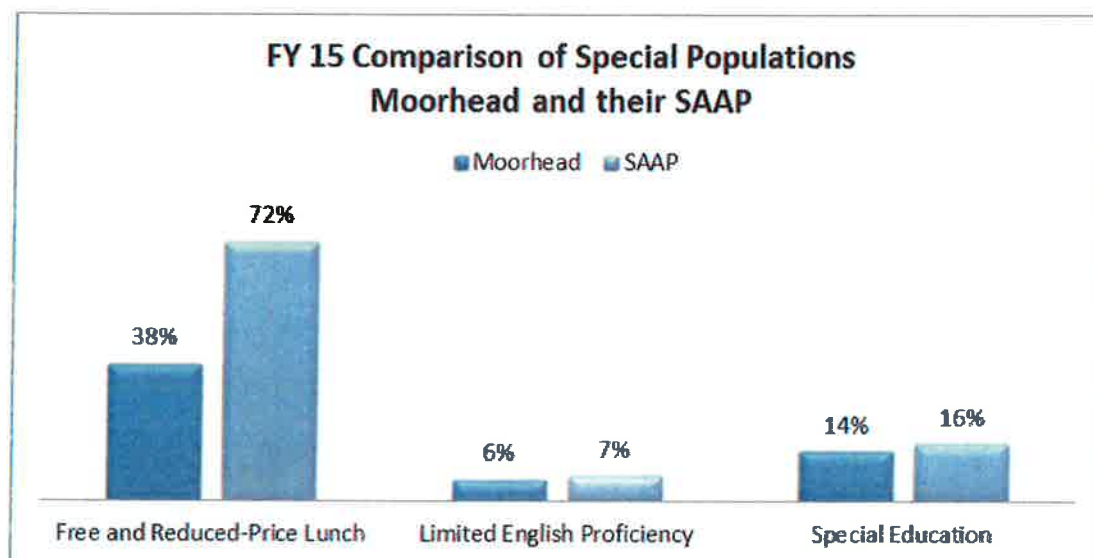
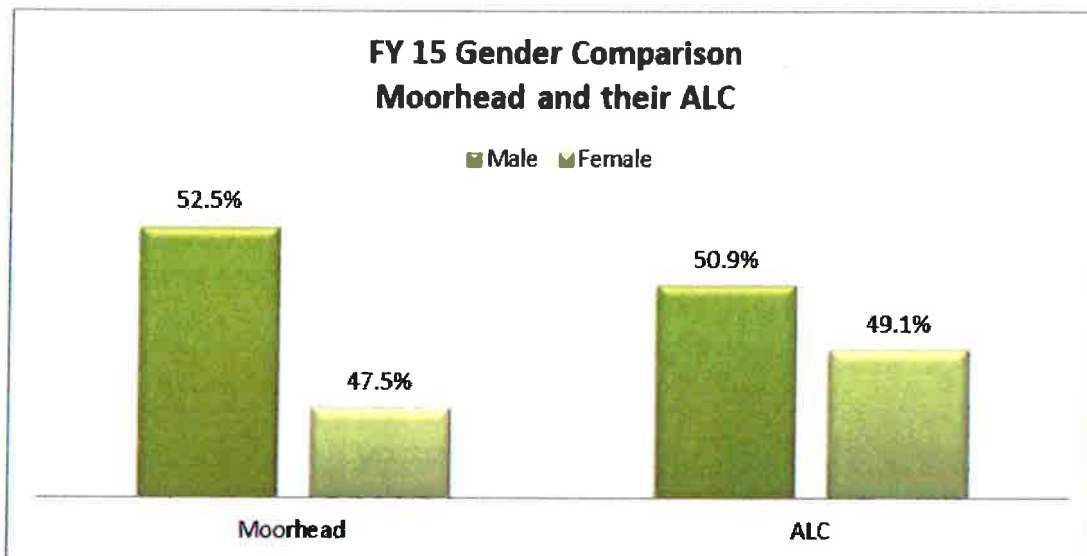
Moorhead Public School District, 0152-01

Program Information

Moorhead operates an area learning center serving students in grades six through 12 and a Targeted Services program serving students in kindergarten through grade five. They offer Targeted Services in all buildings in their district. They also offer Targeted Services in Barnesville and Dilworth-Glyndon-Felton. Their Targeted Services programs include extended day and learning year programs.

Demographics





Summer Programs

Targeted Services

Moorhead operates a Targeted Services program for 28 days for four hours per day. They serve grades six through eight. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending letters and emails to parents, making phone calls, putting information on the district website, at conferences with parents, and in meetings with staff.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students. They have pre- and post-test results to help determine the effectiveness of their program.

Moorhead also operates a Targeted Services program in the late summer months for 15 days for 3.5 hours per day. They serve grades one through six. Program planning for the upcoming summer begins in the spring. Their program focus is determined at the district level but they are still working towards matching student needs to programming. They share the information about their summer program during spring conference time, and students who are currently enrolled in their EXCEL Targeted Services programs are evaluated to see if they are candidates for their summer program. At that time, they also invite teachers to begin the referral process for students they feel would qualify using the Target Services Qualifiers.

The curriculum that they use is Fountas and Pinnell Leveled Literacy Intervention for the primary grades and also they use pieces of the district's Benchmark Literacy Curriculum for all grades to support district school year instruction. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Math instruction is advised through our district math coach, typically involving a short Context for Learning unit that takes 10-12 days as well as supported activities from AVMR and the adopted math curriculum.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 12 to one. There is no assessment in place to help determine the effectiveness of their program.

ALC Summer Term (secondary students)

Moorhead operates several summer programs. The first operates the entire summer and is an independent study program, so membership hours are based on credit completion and teacher contact time. Teachers are available one night per week. Students also have the option of attending the day program that is located at Moorhead High School and could also attend another independent study program that is located at Red River ALC. The program at Moorhead High School operates four days per week for up to 6.5 hours a day depending on student need. This is a blended model of seat-based time and independent study programming. They also operate a program for English Learners and a transition to ninth grade program.

Students are referred both by their teachers if they do not pass a class and by the high school counselors who identify students as being behind in their graduation requirements. They send out information to all students and welcome anyone who wants to attend. They also serve students who are designated as English Learners as well as students who walk-in and want to take a class. Students in the transition to ninth grade program are referred by the eighth-grade counselor/dean.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer, from Algebra I and II to U.S. History to all levels of English. They offer Art, Physical Education, and Health. They offer Biology, Chemistry, and Earth Science. They also offer generic credits and remedial math classes.

Their program focuses mostly on required academic core subjects. They look at credit recovery and accelerated skill development in reading and math. In addition, they offer digital learning and can offer other courses to students in this format. The transition program offers an elective credit which is unique to this program, but counts towards high school graduation.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes, then reading help, then support in other areas such as mental health and/or chemical dependency.

Core School Year Programs (Intervention and Prevention Strategies)

Moorhead Area Public Schools has stated that they established their ALC in cooperation with another district and serves the geographic area of at least two districts.

Moorhead Area Public Schools provides programming at both the high school and middle school levels and operates year round. Their programs are open to a variety of qualifying factors. Students enroll in the ALCs through an intake process stemming from partner schools and district referrals, or through parent or student choice. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 25 and 50 percent.

When a student leaves school, there are several things a district could choose to do. Moorhead responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, Moorhead was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

PBIS: We are in the process of fully implementing this in our district.

Pupil study teams: This is fully implemented.

Response to Intervention: We are in the process of fully implementing this in our district.

Minnesota Early Intervention Response System: We are in the process of fully implementing this in our district.

After school programs: This is fully implemented in our district.

Summer programs: This is fully implemented in our district.

Smaller class sizes: This is fully implemented in our district.

Cooperative learning: This is fully implemented.

Social work on regular basis: This is fully implemented in our district.

Counselor intervention: This is fully implemented.

Mental health services: This is fully implemented.

Mentors: We are in the process of fully implementing this in our district.

Average length of enrollment for FY 15

The average length of enrollment for the Moorhead core school year program was 363 hours. They had 228 enrollment records. The shortest enrollment was three hours while the longest was 1,097 hours. They generated regular 74.23 ADMs and 2.78 extended ADMs.

For their summer program, the average length of enrollment was 60 hours. They had 185 enrollment records and generated 2.81 regular ADMs and 7.46 extended ADMs. The shortest enrollment was three hours and the longest was 270 hours.

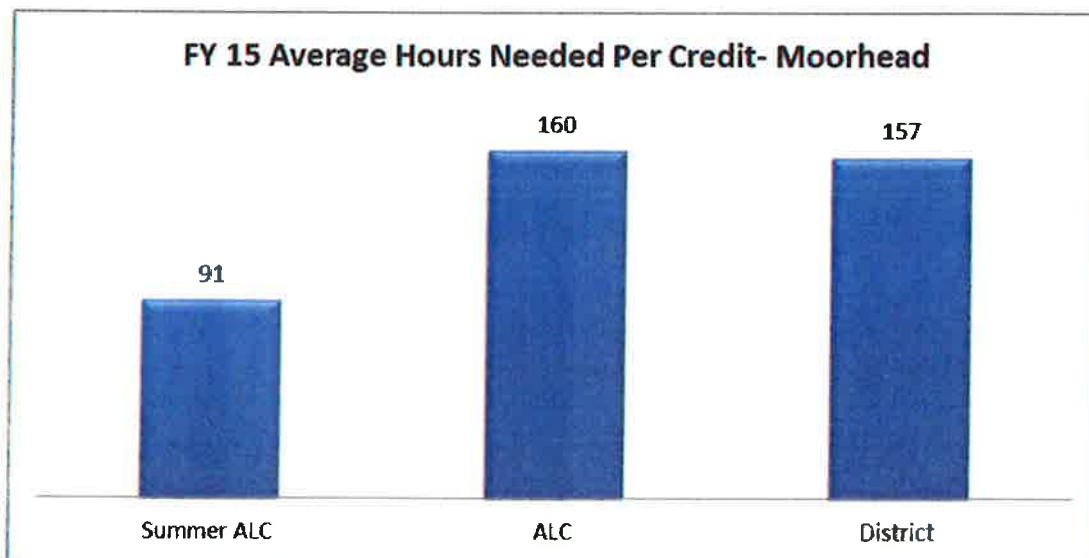
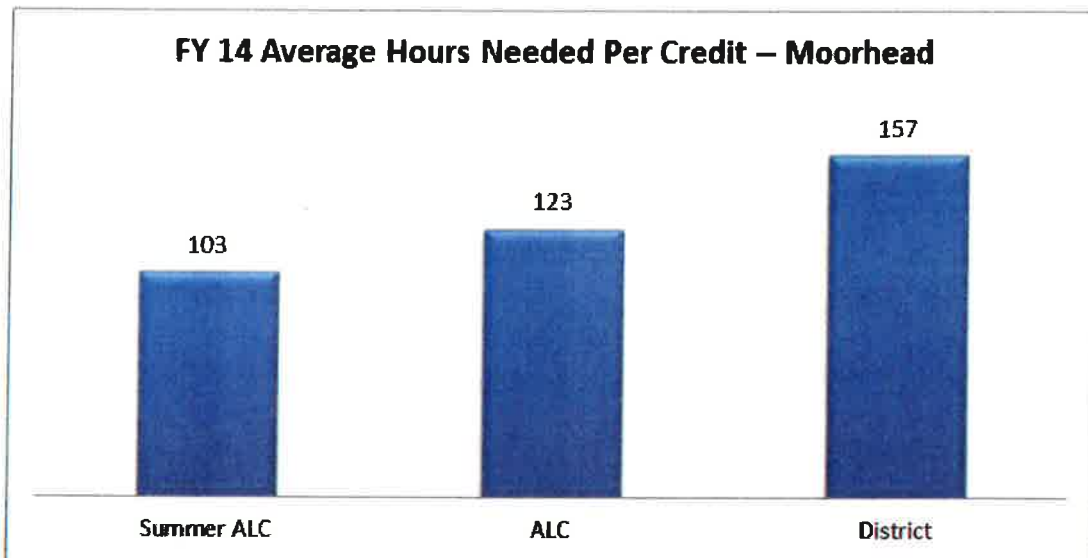
Average number of credits earned for FY 15

Moorhead requires credits to graduate, 26 or 6.5 per year. Based on their annual instructional hours of 1,020, this means 157 hours are anticipated to be needed per credit in the traditional core school year program.

In their summer program, students earned an average of 0.65 credits, with some students failing to earn any credits and some students earning 1.5 credits. In terms of hours, students needed an average of just over 91 hours to earn a full credit, approximately two thirds of what was needed at the district level.

In the core school year program, students earned 2.3 credits on average. Again, some students did not earn any and some earned 11.6 credits. They needed an average of 160 hours to complete a credit.

The following charts compares the number of hours needed for a credit in Moorhead, in the ALC overall and in the ALC core school year program and the ALC summer program.



Attendance for FY 15

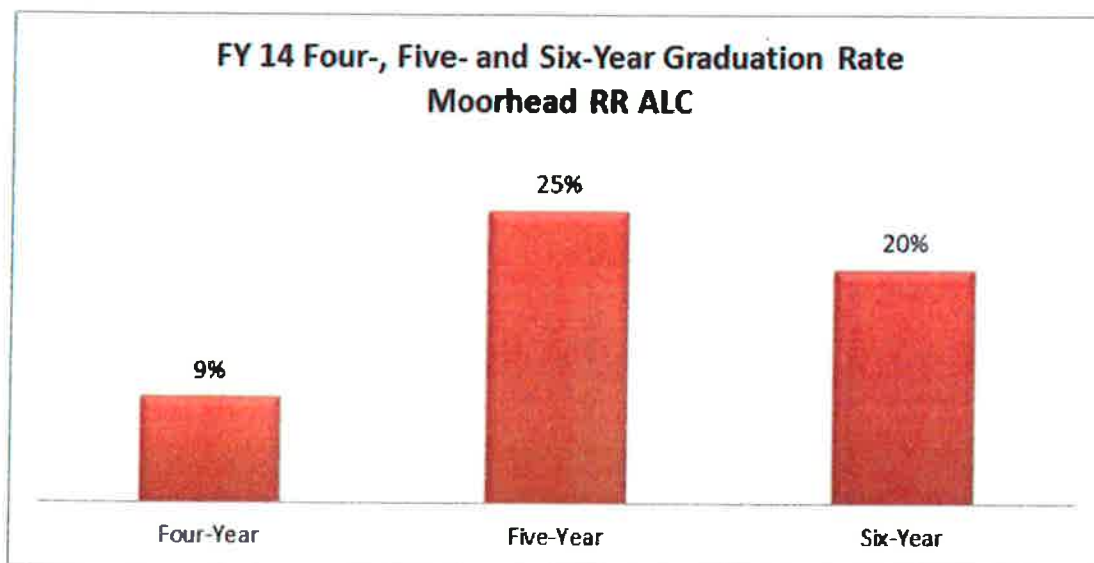
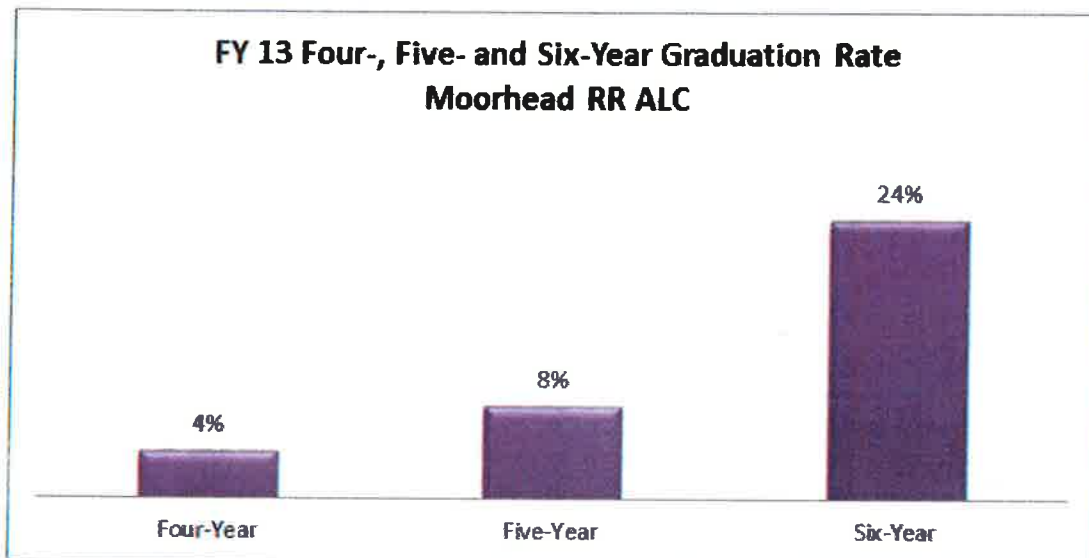
The attendance rate for the summer program was 84 percent. For the school year program, it was 58 percent. For both programs, the attendance rate ranged from zero to 100 percent,

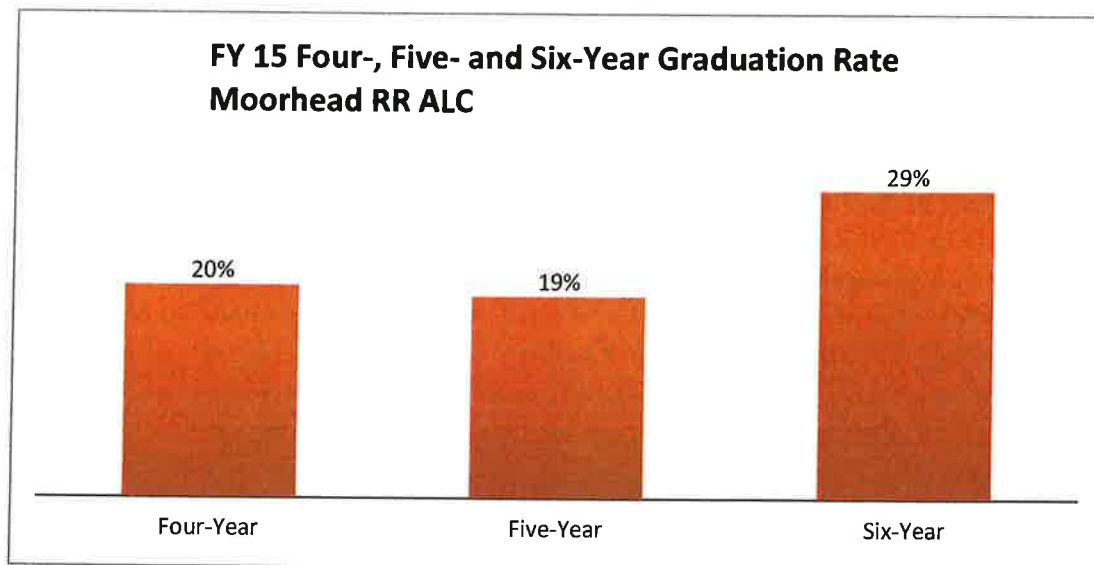
Graduation Data

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

With the inclusion of FY 15 data, we can now look at the graduation rates over three years. When looking at the same cohort group over three years, FY 13 four-year to FY 14 five-year to FY 15 six year, we see that the graduation rate went from four percent in FY 13 and rose to 25 percent in FY 14 and to 29 percent in FY 15.

We can also look at the FY 13 five-year graduation rate and compare it to the FY 14 six-year graduation rate. In FY 13, the five-year rate was eight percent and increased to 20 percent for the FY 14 six-year graduation rate. Finally, we can look at the change in rate from FY 14 four-year to FY 15 five-year rate. In looking at these rates, we see that the graduation rate increased from nine percent in FY 14 to 19 percent in FY 15.





Multiple Measurement System Results (MMR) FY 13, FY 14 and FY 15

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency.

The RR Area Learning Center had an MMR score in FY 14 of 61.38 percent. In FY 15, their MMR score was 45.67 percent and they had an FR score of 20.25 percent.