

State of Our School Update

Montezuma Schools

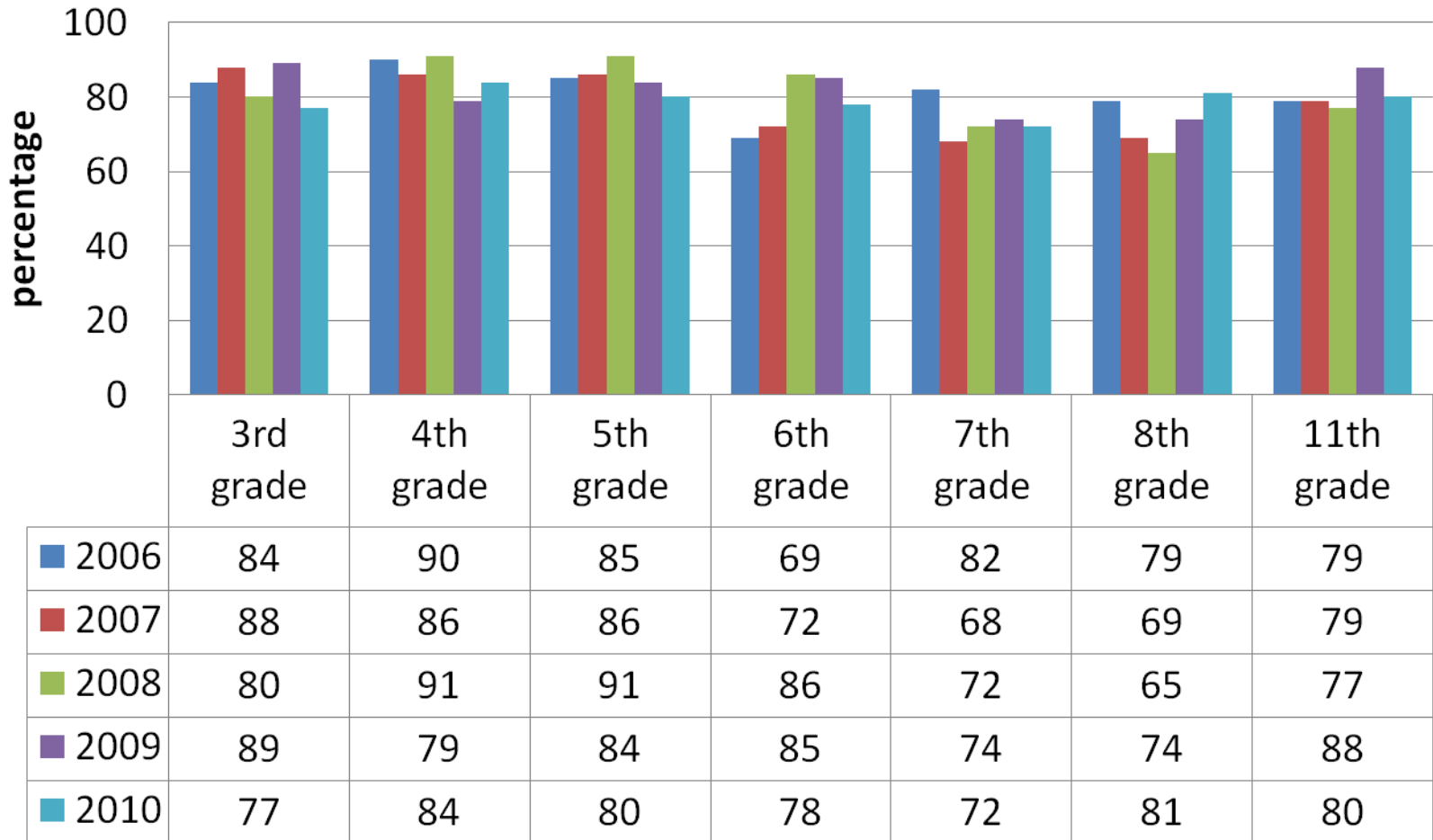
March 2, 2011

Overview

- 2010 ITBS/ITED results
- 2010 MAP results
- 2010 Gallup Student Poll results
- 2010-11 District Goals
- 2010-11 Building Goals
- 2011-12 District Goals
- 2011-12 Building Goals

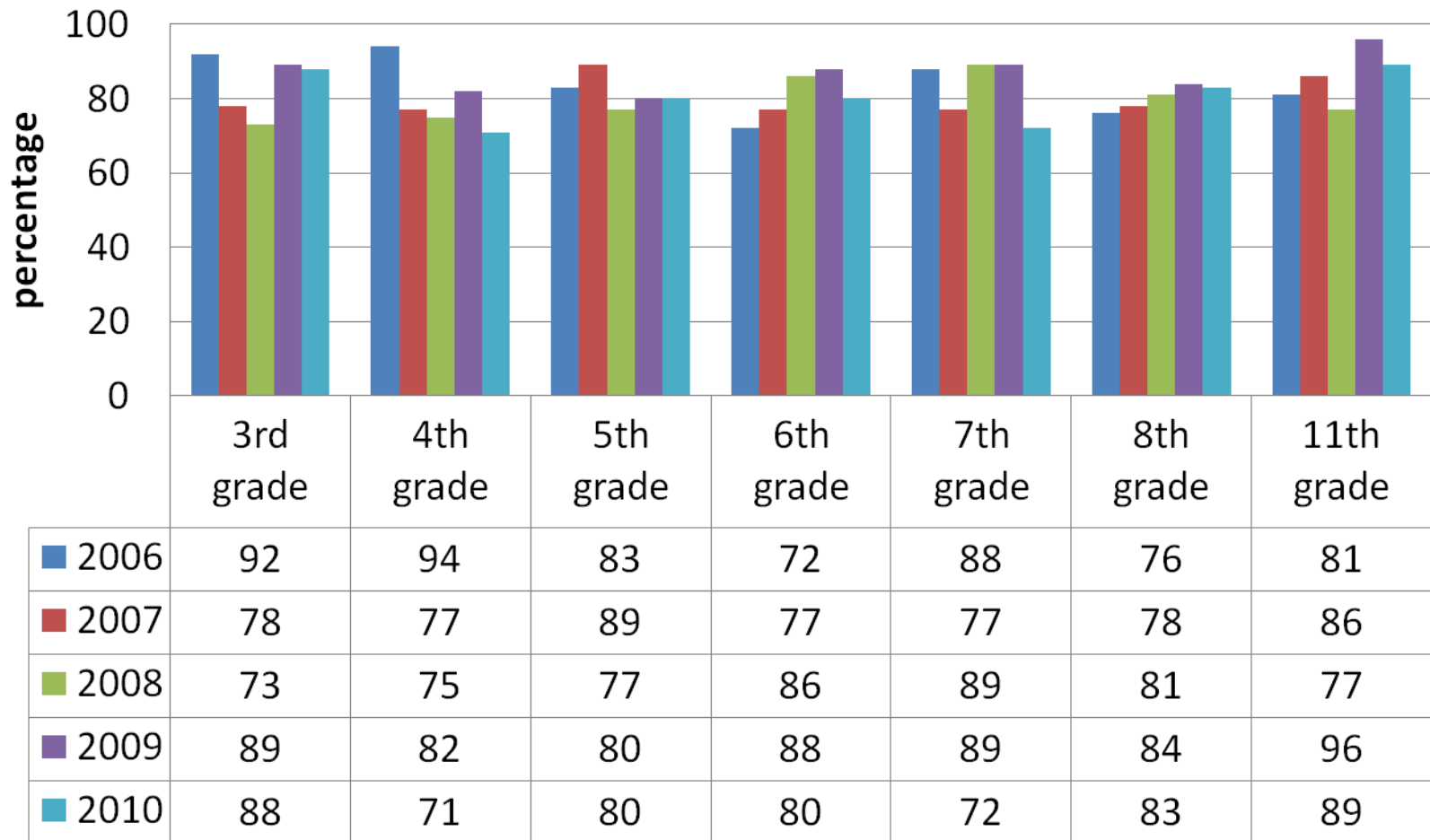
2010 ITBS/ITED Results for READING

Percentage of student proficient



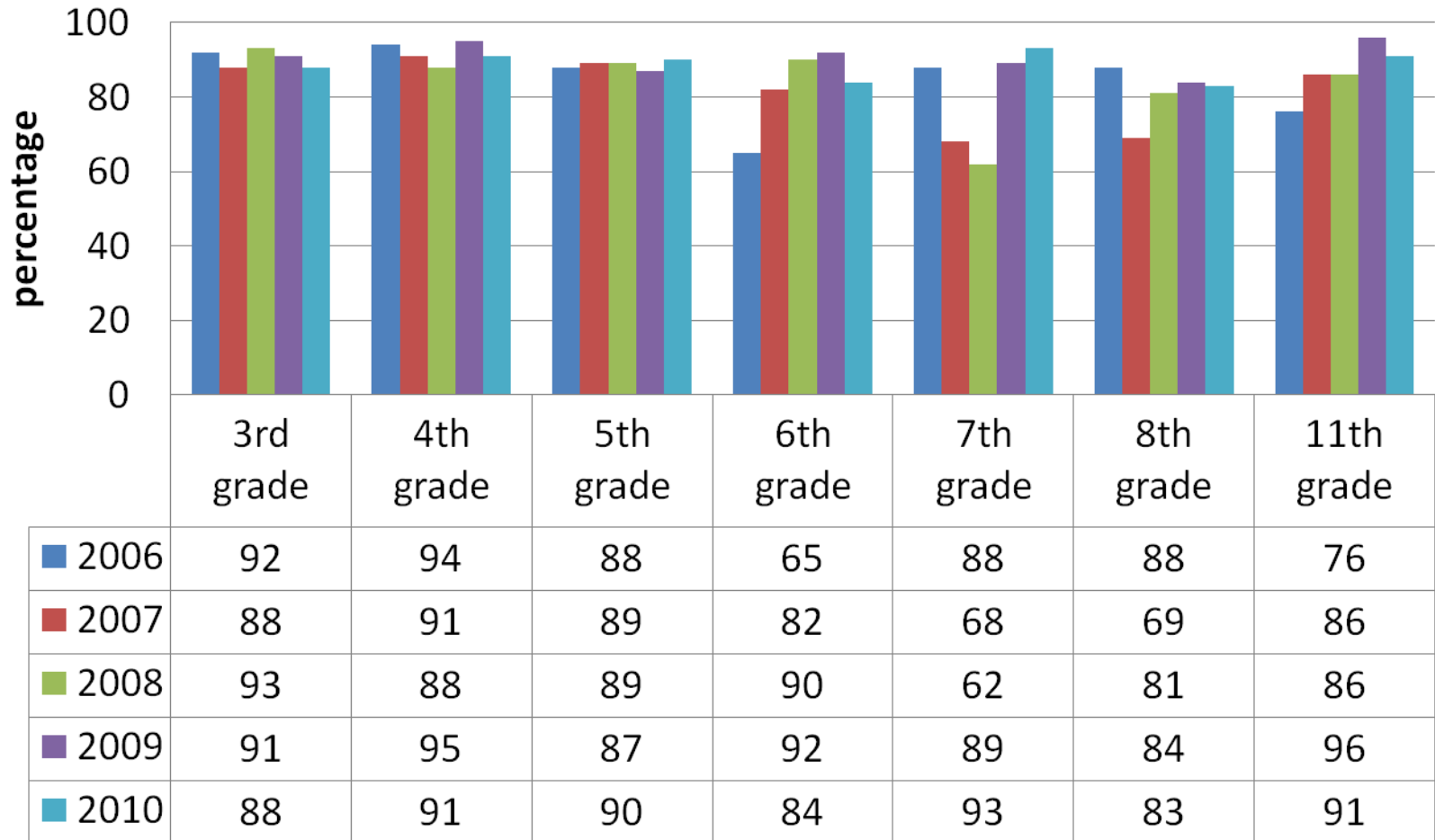
2010 ITBS/ITED Results for MATH

Percentage of student proficient

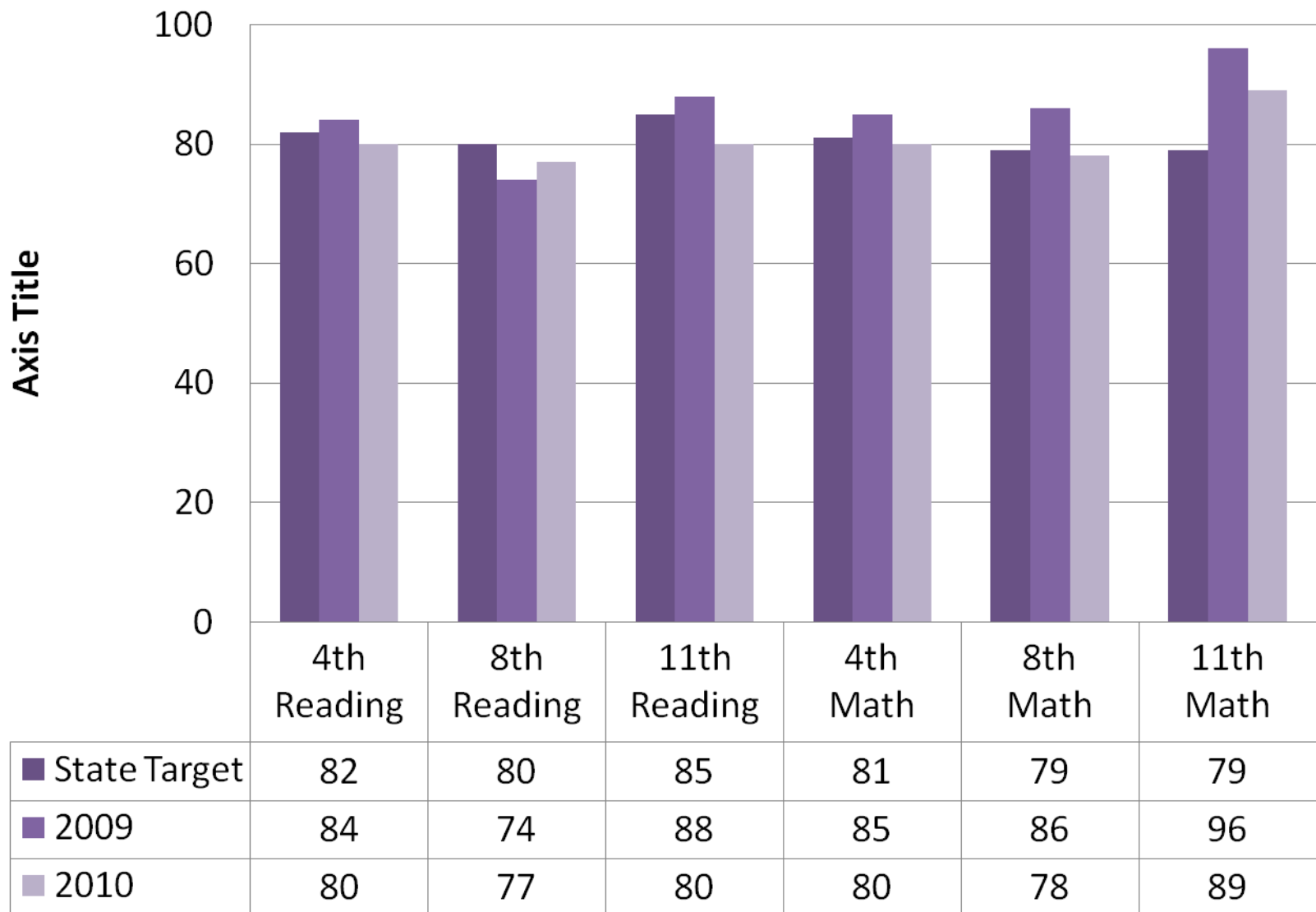


2010 ITBS/ITED Results for SCIENCE

Percentage of student proficient



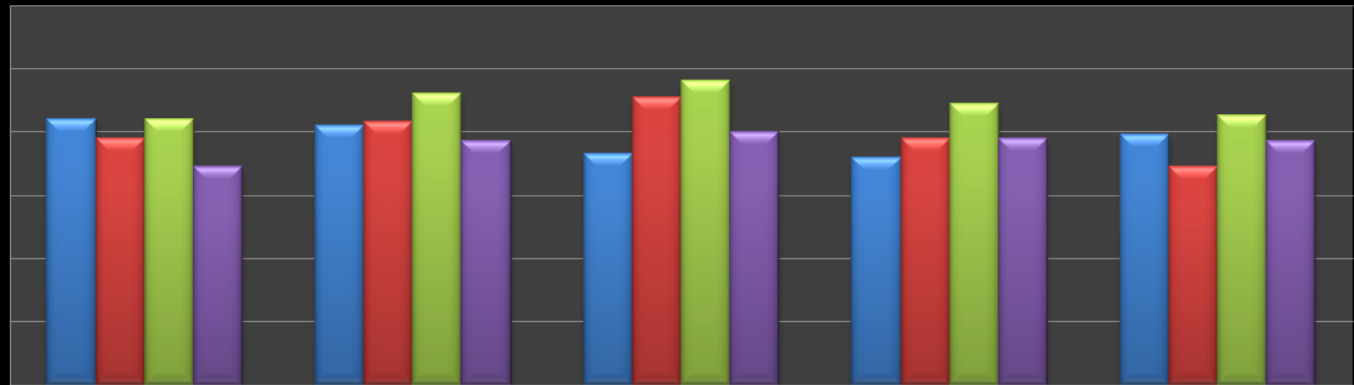
2006-10 Expanded ITBS/ITED Results



MAP Results for READING

Elementary

Proficient (as aligned with ITBS NSS)

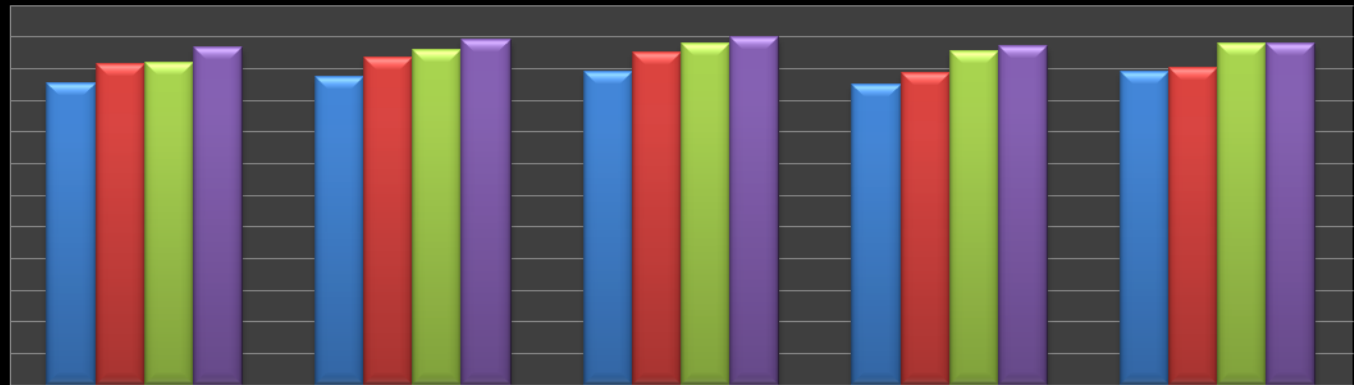


3rd grade	84	82	73	72	79
4th grade	78	83	91	78	69
5th grade	84	92	96	89	85
6th grade	69	77	80	78	77

MAP Results for READING

Elementary

Median RIT Scores

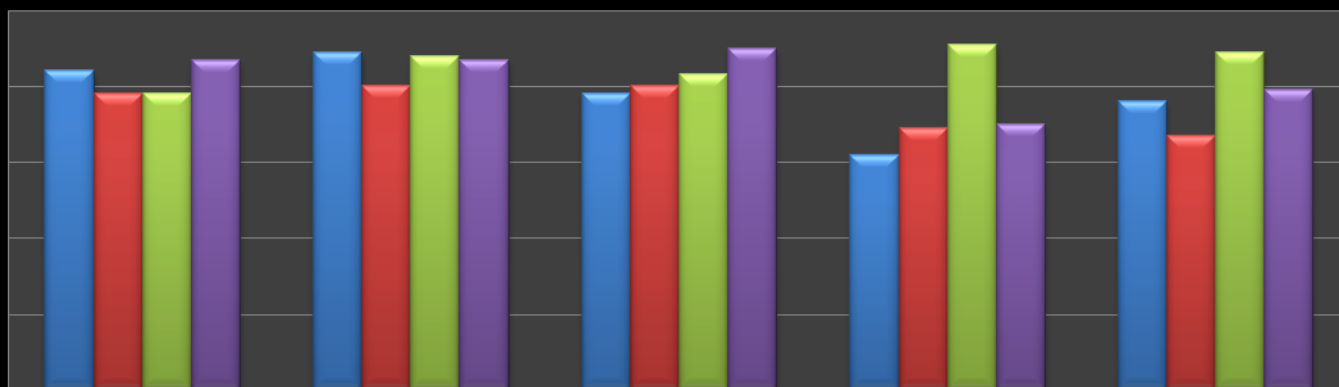


3rd grade	191	195	198	190	198
4th grade	203	207	210	197	200
5th grade	204	212	216	211	216
6th grade	213	218	220	214	216

MAP Results for MATH

Elementary

Proficient (as aligned with ITBS NSS)

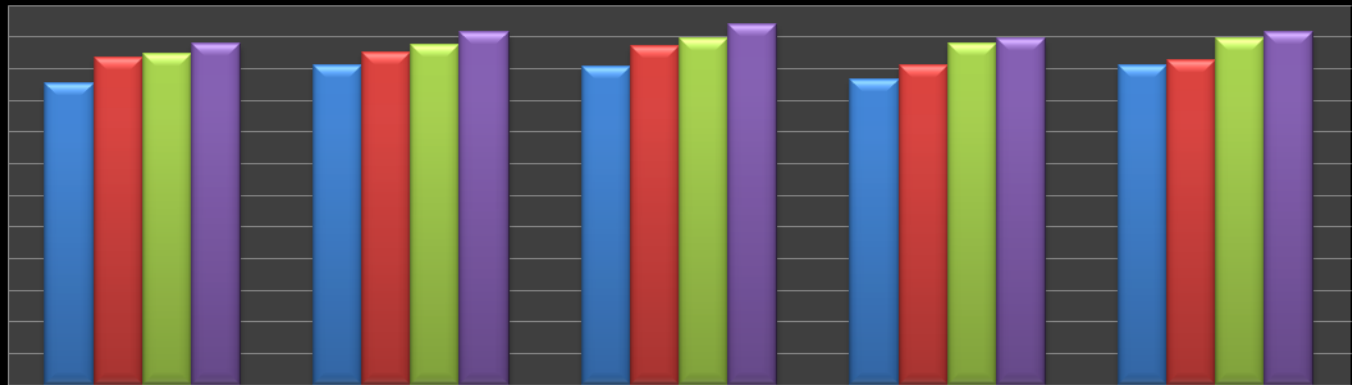


	2009 Fall	2010 Winter	2010 Spring	2010 Fall	2011 Winter
■ 3rd grade	84	89	78	62	76
■ 4th grade	78	80	80	69	67
■ 5th grade	78	88	83	91	89
■ 6th grade	87	87	90	70	79

MAP Results for MATH

Elementary

Median RIT Scores

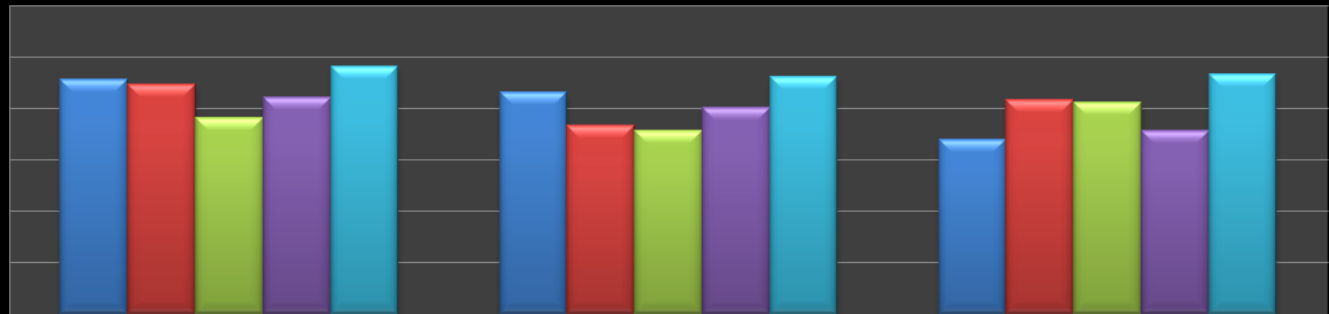


■ 3rd grade	191	202	201	193	202
■ 4th grade	207	210	214	202	205
■ 5th grade	209	215	219	216	219
■ 6th grade	216	223	228	219	223

MAP Results for Reading

Secondary

Proficient (as aligned with ITED NSS)

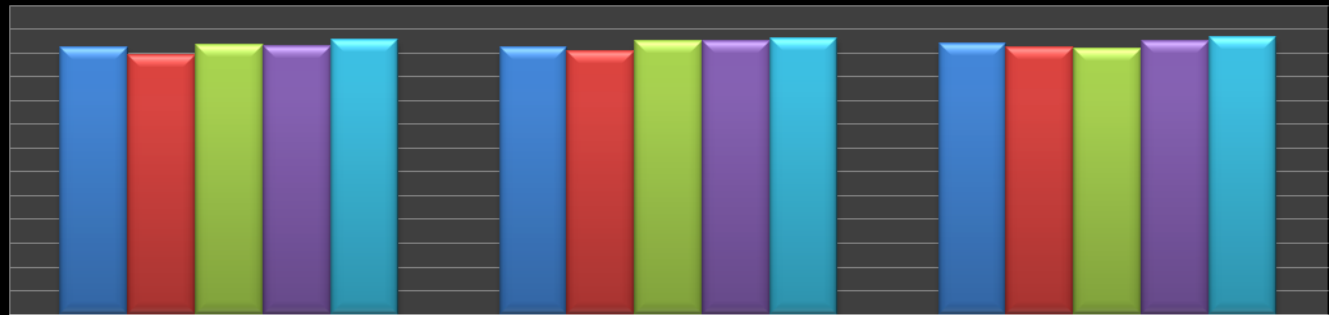


	2009 Fall	2010 Spring	2010 Fall
7th grade	91	86	68
8th grade	89	73	83
9th grade	76	71	82
10th grade	84	80	71
11th grade	96	92	93

MAP Results for Reading

Secondary

Median RIT Scores

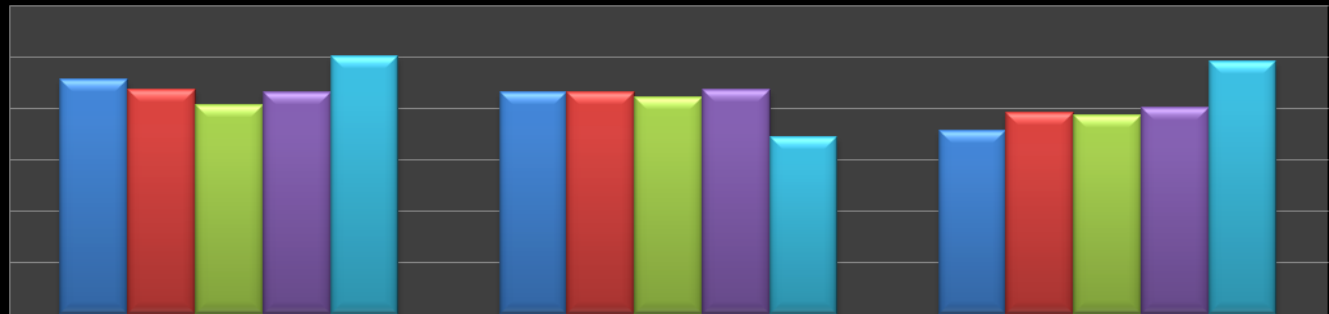


	2009 Fall	2010 Spring	2010 Fall
7th grade	224	225	228
8th grade	218	221	224
9th grade	227	230	223
10th grade	226	230	230
11th grade	231	232	233

MAP Results for MATH

Secondary

Proficient (as aligned with ITED NSS)

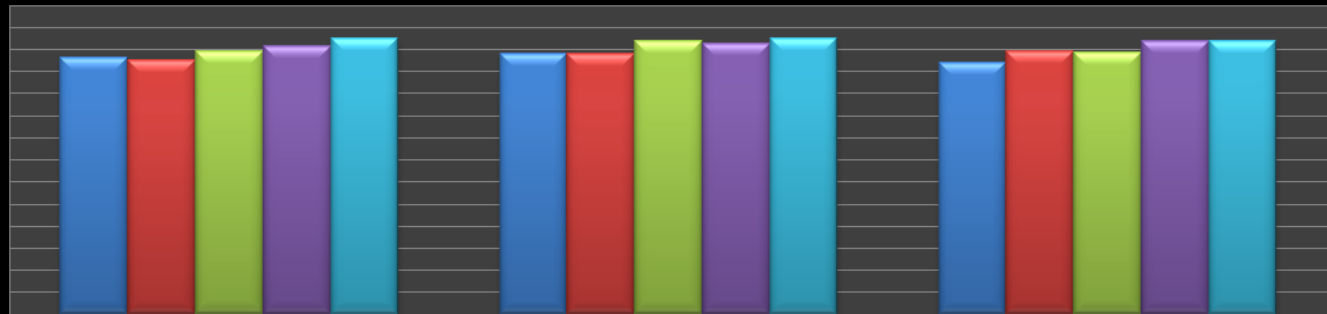


	2009 Fall	2010 Spring	2010 Fall
7th grade	91	86	71
8th grade	87	86	78
9th grade	81	84	77
10th grade	86	87	80
11th grade	100	69	98

MAP Results for MATH

Secondary

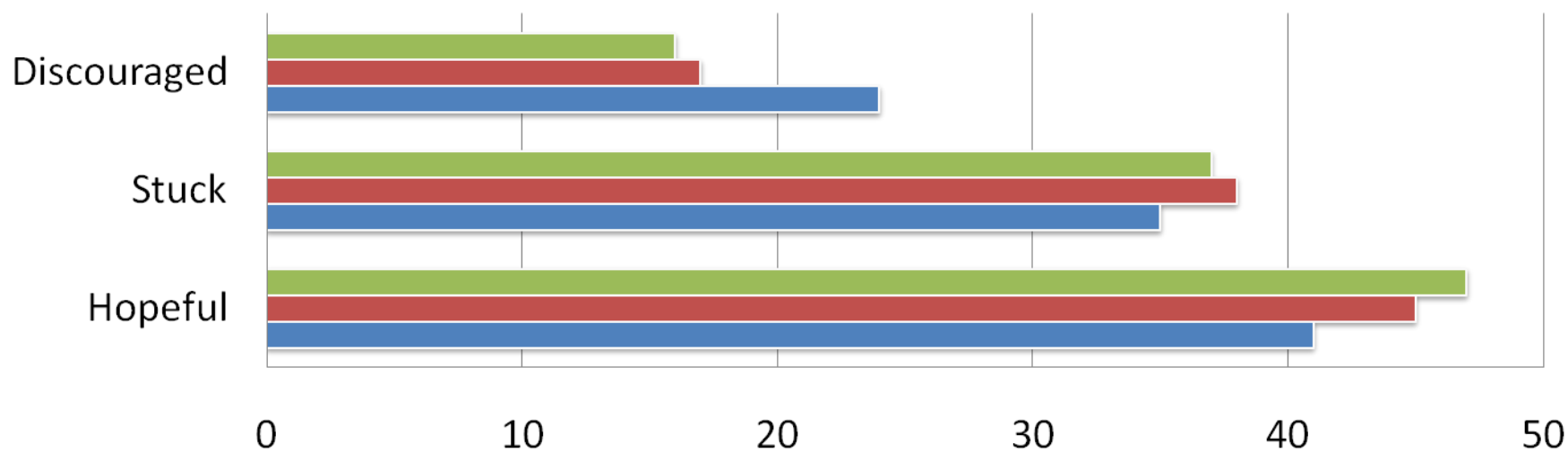
Median RIT Scores



	2009 Fall	2010 Spring	2010 Fall
7th grade	232	236	228
8th grade	230	236	238
9th grade	238	247	237
10th grade	243	245	247
11th grade	250	250	247

Gallup Student Poll Results

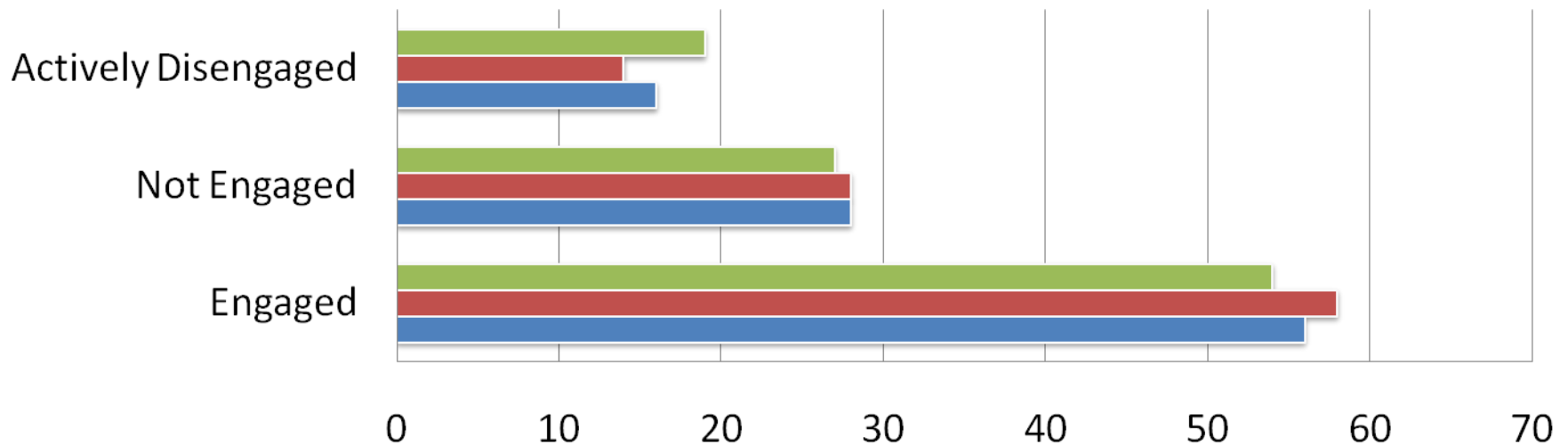
Hope
2008-10



	Hopeful	Stuck	Discouraged
■ Hope 10	47	37	16
■ Hope 09	45	38	17
■ Hope 08	41	35	24

Gallup Student Poll Results

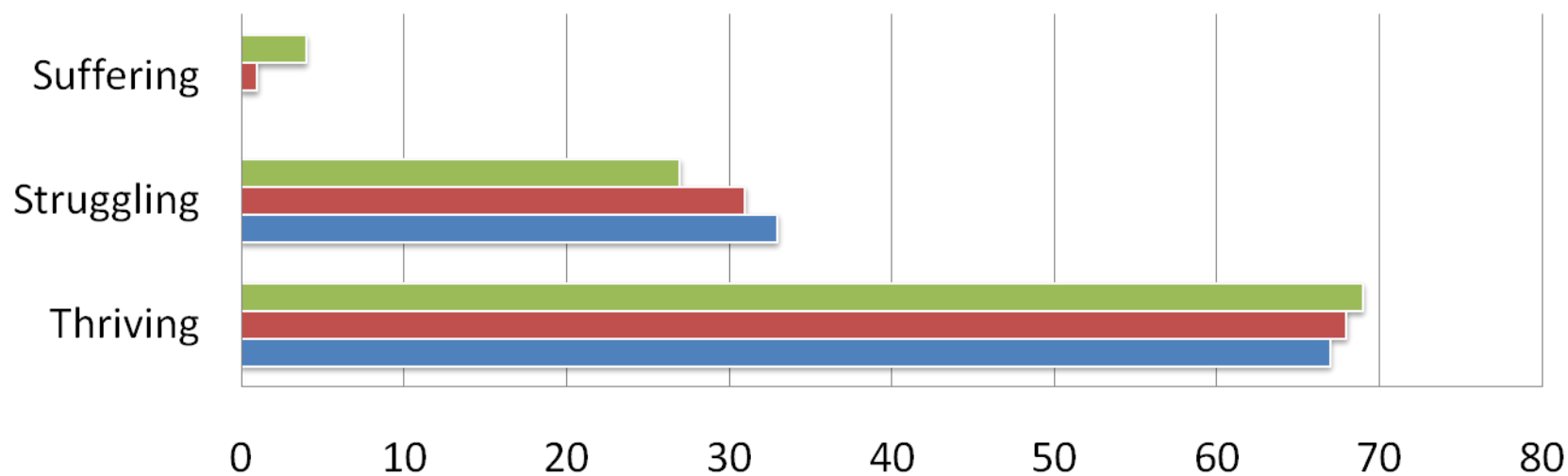
Engagement 2008-10



	Engaged	Not Engaged	Actively Disengaged
■ Engagement 10	54	27	19
■ Engagement 09	58	28	14
■ Engagement 08	56	28	16

Gallup Student Poll Results

Well-Being 2008-10



	Thriving	Struggling	Suffering
Well-Being 10	69	27	4
Well-Being 09	68	31	1
Well-Being 08	67	33	0

Focus, by Mike Schmoker

(He will be at the Grinnell MS on Thursday, March 3, 6:30 pm)

- What we teach, the actual taught curriculum, may be the single largest factor that determines how many students in a school will learn and how much they will learn.
- Implications for us?
 - Curriculum Manger work & use
 - Iowa Core Standards
 - Reduce (prioritize) the number of standards. Develop deeper and more meaningful content.
 - Alignment of taught curriculum and intended curriculum

Focus, by Mike Schmoker

(He will be at the Grinnell MS on Thursday, March 3, 6:30 pm)

- **Get back to the fundamentals of whole classroom instruction with EFFECTIVE LESSONS:**
 - Clear lesson objective
 - Strategic teaching & modeling
 - Supervised guided practice
 - Multiple checks for understanding during the lesson
 - Independent practice (formative assessment) when ready
- **Implications for us?**
 - Nothing new here, but how consistently is it done?
 - Related to our efforts to define teacher engagement? What does good teaching look like in Montezuma?
 - What training do teachers need to be more effective in this?

Focus, by Mike Schmoker

(He will be at the Grinnell MS on Thursday, March 3, 6:30 pm)

- Good lessons every day in every classroom
- Ample opportunities for students to read, write and talk
- Implications for us?
 - How much time do students read, write and talk in your class?
 - How much time do you talk at students?
 - Related to our efforts to define student engagement? What does this look like in Montezuma?
 - What training do teachers need to be more effective in this?

Plan on a Page for 2011-12

- District Level
 - Building Level
 - Grade level, department level, group
 - Individual professional growth plans
-

- MPG Model for 2011-12
 - Student achievement = MPG (i.e. ITBS/ITED & MAP results)
 - Student = miles traveled (outputs)
 - Staff = gallons (inputs) **FOCUS ON THE INPUTS**

Plan on a Page for 2011-12

“Confront the brutal facts”, Jim Collins

- We need to get better results . . .
 - We can't do what we have always done . . .
 - Respond to the data
 - Practice for the new “incentive compensation system”
-

Plan on a Page for 2011-12

What to do?

- Work in a group – TLG, grade level, new mix
 - Make it measurable: i.e. MAP based, RIT score
 - Start with alignment of intended and taught curriculum (Curriculum Manager)
 - Focus on INPUTS you control – effective lessons, formative assessment, etc
 - Respond to the data like your job depended on it –because it does
 - Don't make excuses – lives depend on us
-

Sample Action Plan for 2011-12

Goal: Increase the RIT score of every current 8th graders in (subject or test) by (X) points from SPR of 2011 (8th grade) to SPR of 2012 (9th grade)

Why: Have showed no growth in SPR to SPR testing. Group scored 224 in Fall of 09, 225 in spring of 10 and 224 in Fall of 10

Who: At least 3 teachers who influence the “inputs”

How: Student MAP growth analysis, curriculum alignment, effective lessons, formative assessment , peer observation, collaboration

You can find this PowerPoint presentation at the school web site.

- “District”
 - “Superintendent”
 - “2010-11 Student Achievement Summary”