

# Monona Grove High School

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# Monona Grove HS

- 920 Students
- 19% Free and Reduced
- 14% Students of Color
- 6.3% Students with Disabilities
- 1% English Language Learners
- 66 - 75% Four-Year College

# Why ACT/EPAS?

## Career & College Readiness Skills

- Growth/Value-Added Model
- Research Based/Success of College Freshmen
- Standardized Across Multiple States
- Skills Based
- Buy-In from Students, Parents, & Teachers
- Disaggregation of Data
- Creates Common Goals and Focus!!!

# ACT & Common Core

- 41 States Have Adopted
- Fewer, Clearer, & Higher
- ACT's Longitudinal Data on Career & College Skills
- Overlap in Skills
- Best Standardized Measure
- Regional Benchmarking/Comparisons

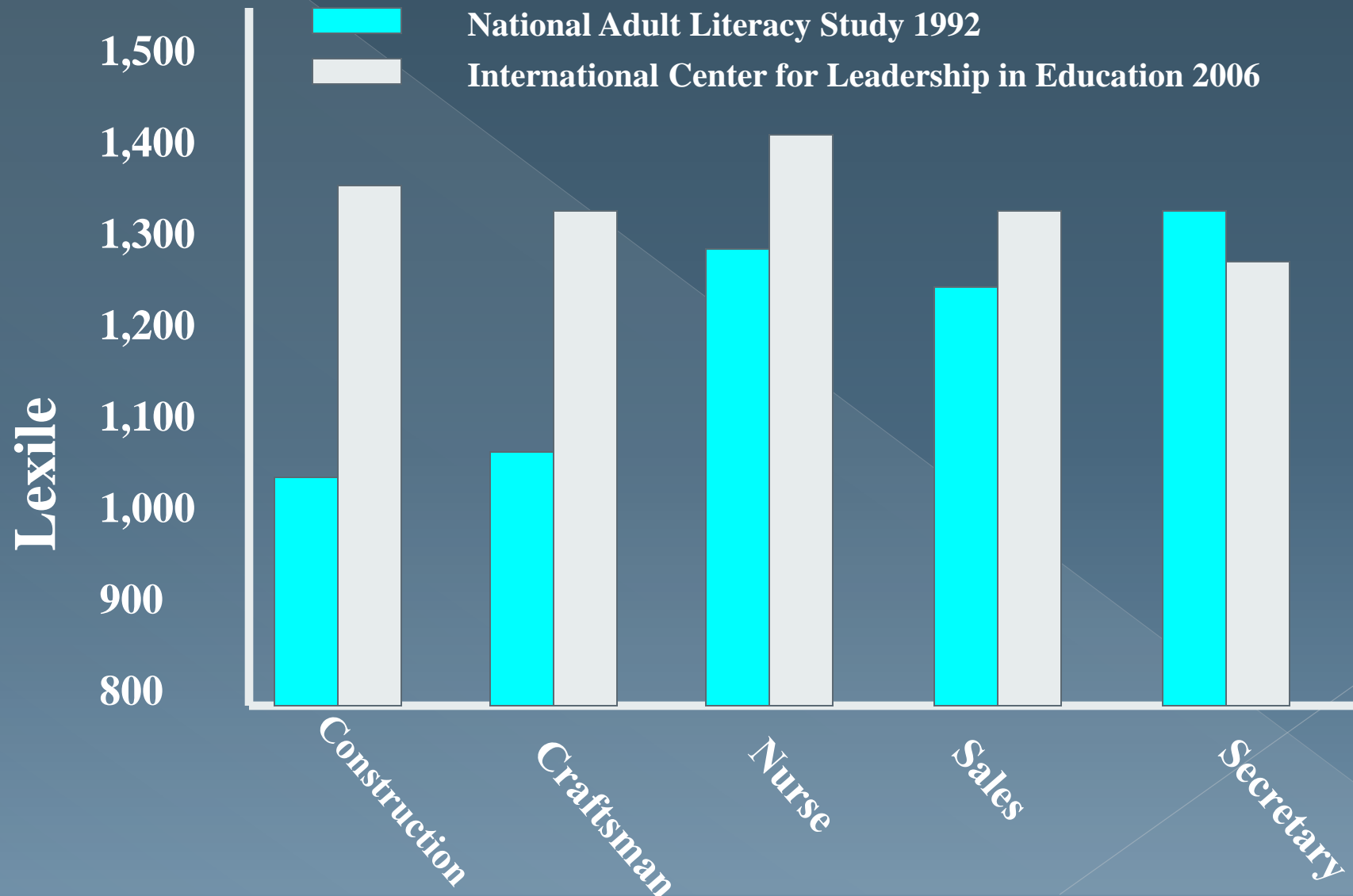
# The ACT and Critical Skills

- ◉ Not a Factoid on the Test
- ◉ Discrimination and Test Construction
- ◉ Metacognition
- ◉ Distracter Analysis

# Effects of Skills Alignment

- Myths about teaching skills (sic: “to the test”)
- Meta-Myths
  - > Drill & Kill
  - > Factoids for Rote Memorization
  - > Not “Real World”
  - > Test Prep
  - > Deskilling

# On-the Job Lexile Requirements



# Our Journey with ACT

2007 – 2008	140 Students	22.5
2008 – 2009	225 Students	21.7
2012 – 2013	220 Students	23.0



## Skills Alignment

<b>1-15</b>	-	-	-
<b>16-19</b>	-	-	-
<b>20-23</b>	-	-	-
<b>24-27</b>	-	-	-
<b>28-32</b>	-	-	-
<b>33-36</b>	-	-	-

# Readiness Benchmark Scores

Subject Test	EXPLORE Test Score	PLAN Test Score	ACT Test Score
English	13	15	18
Mathematics	17	19	22
Reading	15	17	21
Science	20	21	24

# Proficiency vs. Continuous Improvement

- Focus on a level of achievement
- Bring all students up to a minimal level
- Focus on growth in achievement (added value)
- Advance all students from initial measured level.

# The Solution: The AIC Nexus-Aligned by Design

- **Assessment**
- **Instruction**
- **Curriculum**

# Hersey 2008 ACT Growth Records

- 7.3 Composite: First over 7 in D214
- 9.0 English: Highest anywhere on record
- 7.8 Reading: Highest ever in 214 (among 2 highest on record)
- 6.4 Science: First over 6 in 214

# 20<sup>th</sup> century D214

- Pre- 2000 Growth @ 4.5 – 5.0 with 80% taking the ACT (typical performance)
- 2008 Growth
  - > 6.5 with 100% taking the ACT
- A.P. numbers have **TRIPLED**

# Value Added Evaluation

- Useful to educators for evaluation and driving instruction
- Most emphasis on growth
- Reconsidering the “Achievement Gap”
- Need for finer and more granular analysis

# Ralph Ellison Campus (CICS)

- 18.8 on first ACT in 2009
- Highest non-selective ACT in Chicago, other than Northtown Academy
- Surpasses state average in English, approaches it in Reading
- Projected to finish in Top Ten of all CPS schools
- Surpasses some magnets and several selective admit schools



# Defining Achievement (@ 16.5 entry national average)

## EPAS Growth Ranges: EXPLORE to ACT

Growth Range	Composite Gains	Yearly Gains Needed 2-1-3
1: Highest Growth	7+	2.3 to 2.6+
2: Excellent Growth	6.0 to 6.9	2 to 2.3
3: Acceptable Growth	5.0 to 5.9	1.5 to 1.9
4: Marginal Growth	4.0 to 4.9	1.3 to 1.4
5: Weak Growth	3.5 to 3.9	1.0 to 1.3
6: Poor Growth	3.0 to 3.4	.5 to .9
7: Failing	Negative to 2.9	Negative to .4

# ACT Results 2010 - Class of 2011

## ACT PROFILE REPORT - High School: SECTION I, EXECUTIVE SUMMARY

District Choice State Testing 2010

Grade 11 Tested Students

Total Students in Report: 226

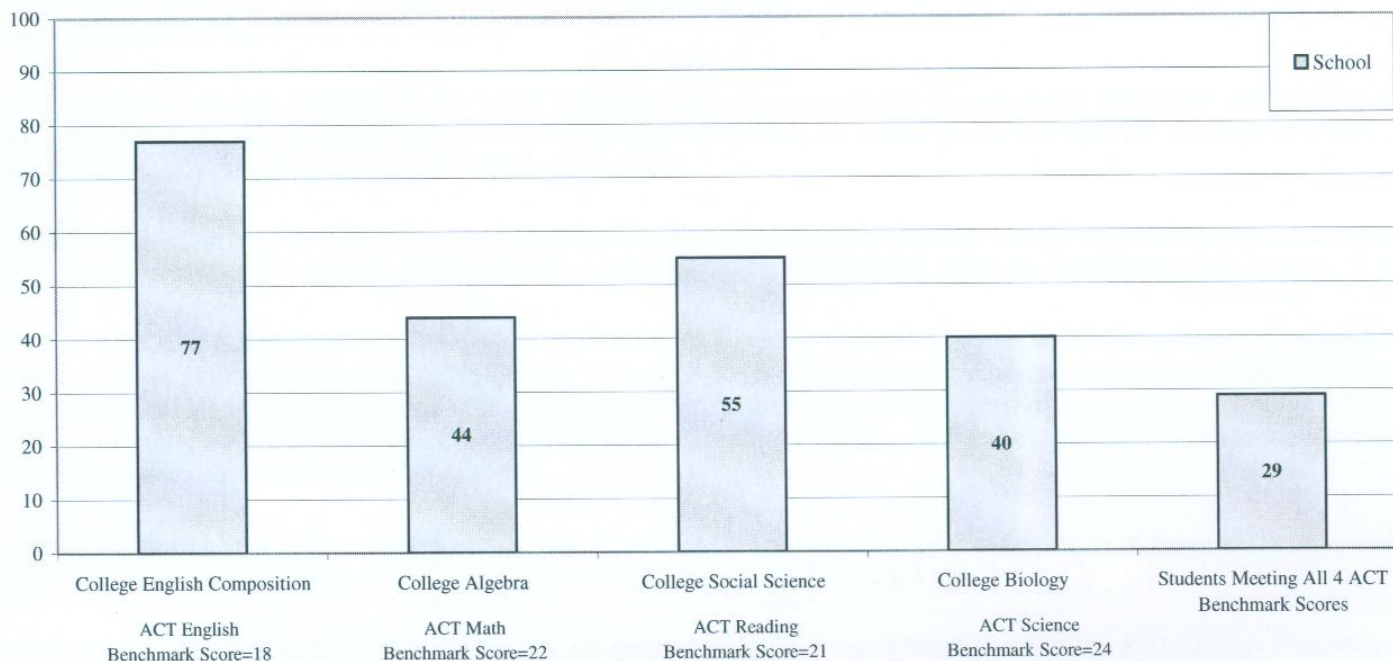
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MONONA GROVE HIGH SCHOOL

MONONA, WI

**Figure 1.1. Percent of Your Students Ready for College-Level Coursework**

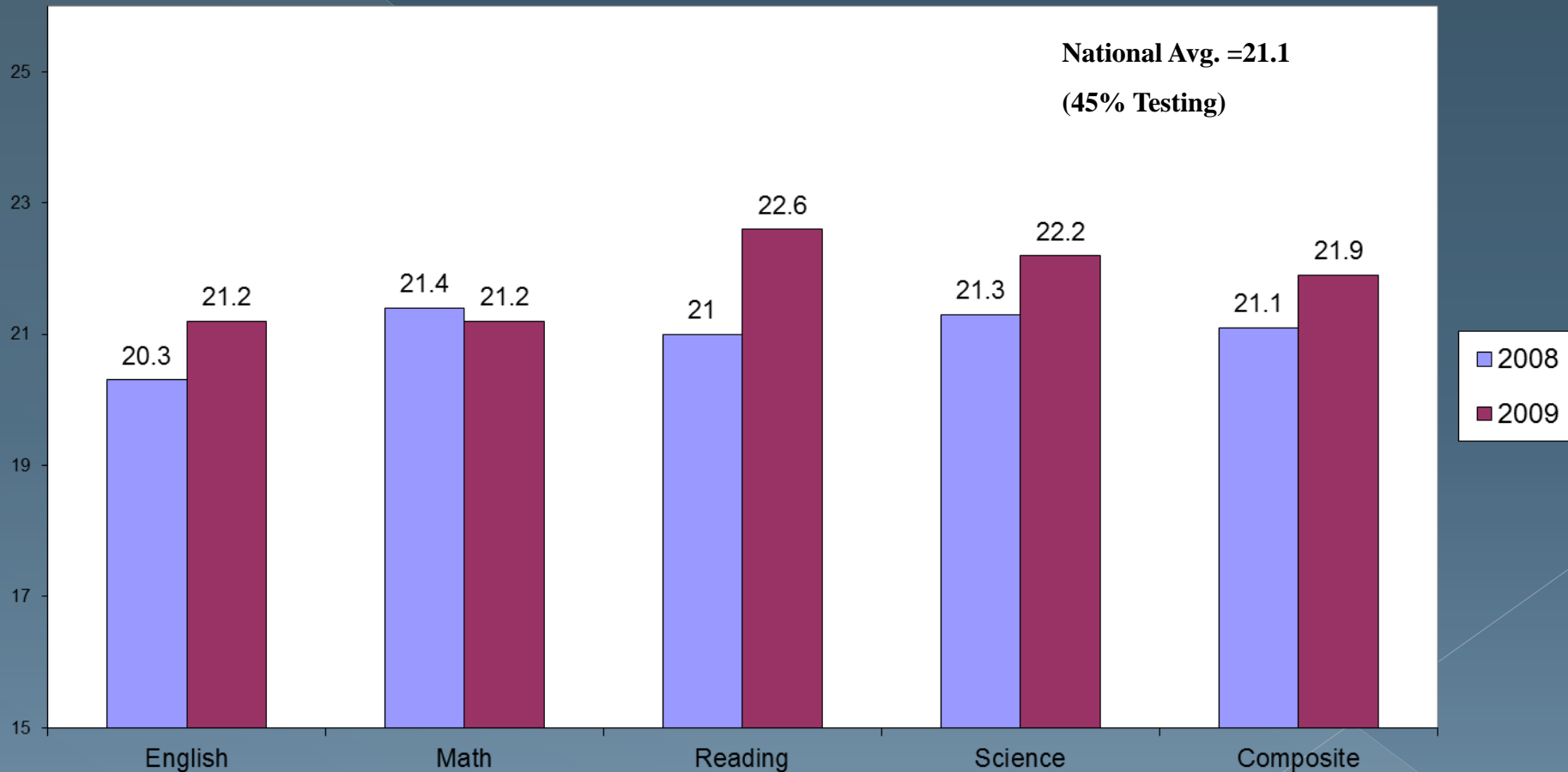


A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

# Average Grade 11 ACT Score Trend 2008-2009

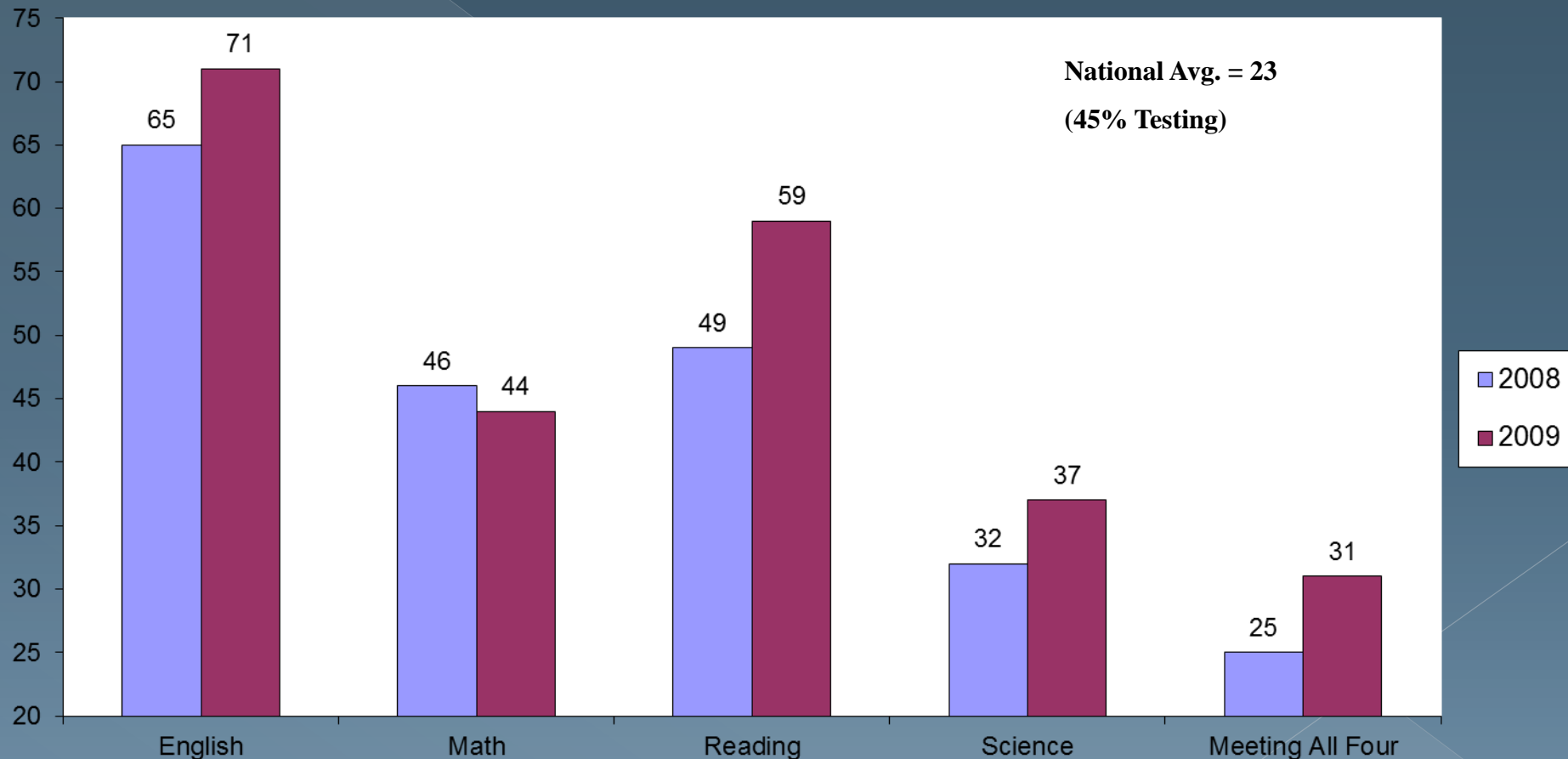
Spring 2008/2009

Monona Grove High School - "State Choice ACT Testing"  
(99% of all students participating)



# Percent of Grade 11 Students Meeting ACT College Readiness Benchmark Targets Spring 2008/2009

Monona Grove High School - "State Choice ACT Testing"  
(99% of all students participating)



# Data-Driven Instruction & Curriculum

- Previous Students' Growth Scores:

- > Used for program evaluation
  - Thirds
  - Subgroups

- Current Students' Scores:

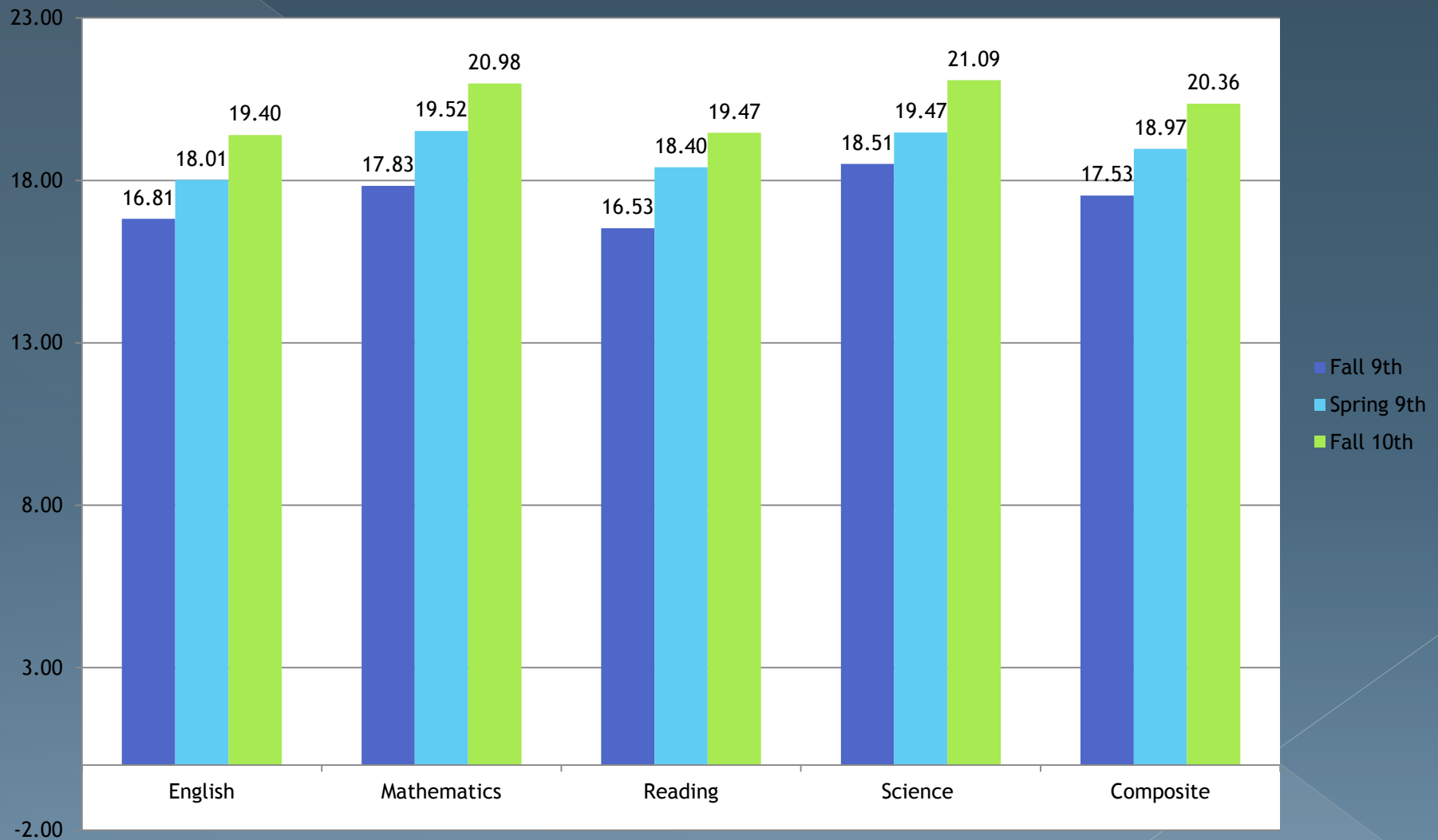
- > Course Level
  - Placement in courses
- > Classroom Level
  - Differentiation
  - Culturally Responsive Practice
  - Alignment of College and Career Readiness Skills with Assessments
- > Progress Measured by
  - Formative Checks
  - Summative Assessments

# Equity Audit - Spring 2011 results

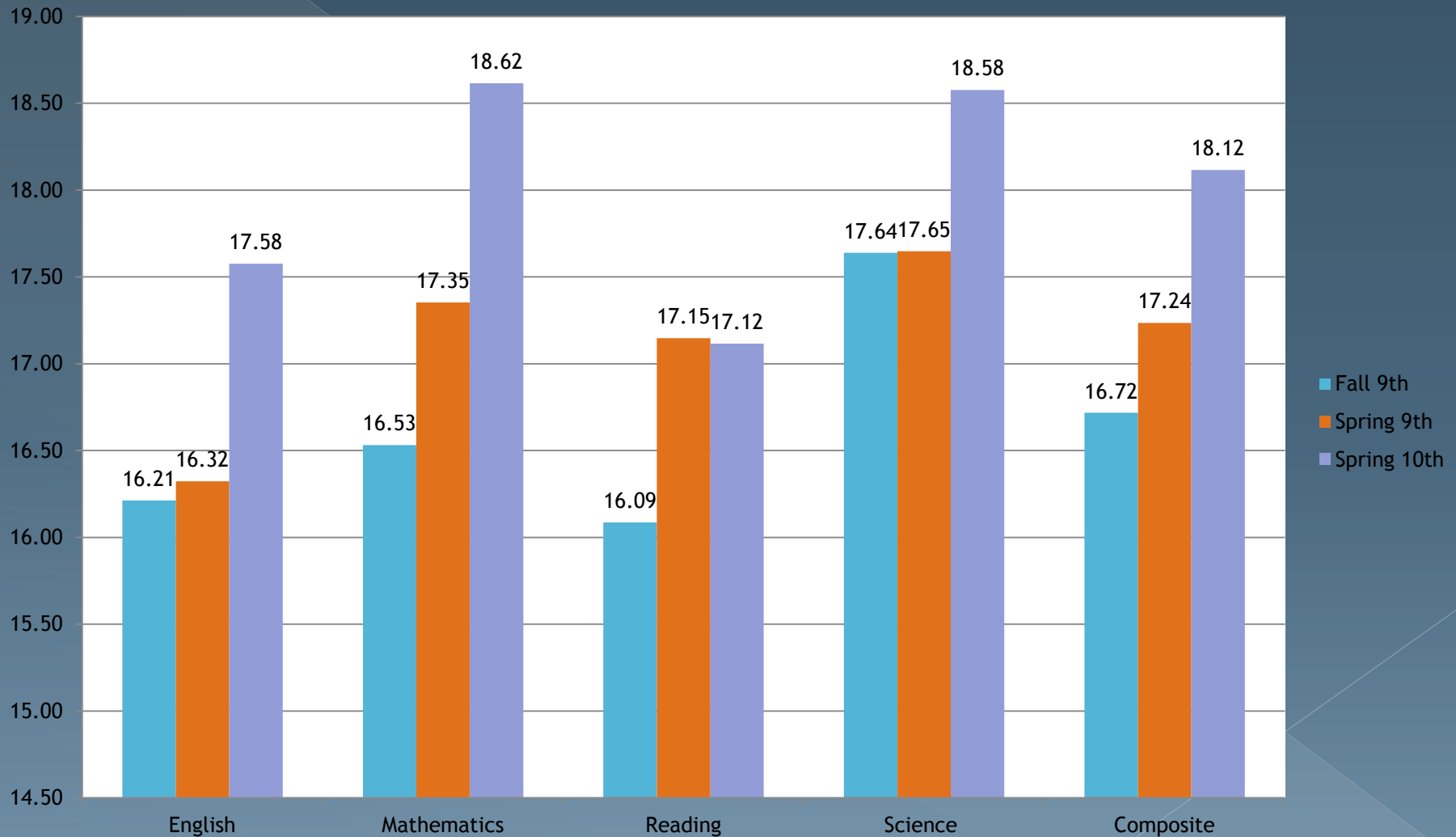
	English	Math	Reading	Science
Overall	79.05%	54.39%	60.36%	39.64%
Free/Reduced	67.13%	36.36%	45.45%	25.17%
Minority	62.77%	35.11%	45.74%	29.75%
ELL	12.5%	0%	0%	12.5%
Special Ed	34%	12%	26%	12%

Percent of students meeting the readiness benchmarks

# Fall 2010-Spring2012 Cohort Scores Class of 2014



# Fall 2010-Spring2012 Cohort Scores Minority Students Class of 2014





# Continuous Improvement

- District Strategic Plan
- School Improvement Strategies (PDSA Cycles)
- Department Goals
- Course Team Performance Data
- Individual Goals

# School Improvement Plan

## *Monona Grove High School Goals 2012-13 School Year*

SMART Goal	Strategies Supporting SMART Goal
By the spring of 2015 the average student growth scores in the lower, middle, and upper thirds will show annual growth as measured by the Composite Score of EPAS assessments of at least 2.0>.	<ul style="list-style-type: none"><li>• CCRS</li><li>• Differentiation</li></ul>
By the spring of 2015 the average minority student growth scores will show annual growth as measured by the Composite Score of EPAS assessments of at least 3.0>.	<ul style="list-style-type: none"><li>• CCRS</li><li>• CRP</li><li>• Differentiation</li><li>• RtI-Behavior</li></ul>
By June of 2015, at least 80% of students will earn semester grades of C- or better in all courses.	<ul style="list-style-type: none"><li>• CRP</li><li>• Differentiation</li><li>• RtI-Behavior</li></ul>
By the spring of 2015 the number of discipline referrals for all ethnic subgroups of students will decrease to less than 20% of students within the given subgroup referred as measured using data collected in Infinite Campus.	<ul style="list-style-type: none"><li>• CRP</li><li>• RtI-Behavior</li></ul>

# Growth Data Waypoints

By the spring of 2015 the average student growth scores in the lower, middle, and upper thirds will show annual growth as measured by the Composite Score of EPAS assessments of at least 2.0>.

Table 1: Composite EPAS growth for all MGHS students by nationally determined thirds

End of Grade	2011 Growth- ACTUAL			2012 Growth - GOAL			2012 Growth- ACTUAL			2013 Growth - GOAL			2014 Growth - GOAL			2015 Growth - GOAL		
	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U
9	1.86	1.27	1.57	1.89	1.45	1.68	0.93 -.96	0.54 -.91	0.43 -1.25	1.93	1.63	1.79	1.97	1.81	1.90	≥ 2.0	≥ 2.0	≥ 2.0
10	1.28	1.33	1.52	1.46	1.50	1.64	1.58 +.12	1.22 -.28	0.78 -.86	1.64	1.67	1.76	1.82	1.84	1.88	≥ 2.0	≥ 2.0	≥ 2.0
11	0.48	1.38	1.75	0.86	1.54	1.82				1.24	1.70	1.88	1.62	1.86	1.94	≥ 2.0	≥ 2.0	≥ 2.0

By the spring of 2015 the average minority student growth scores will show annual growth as measured by the Composite Score of EPAS assessments of at least 3.0>.

Table 2: Composite EPAS growth for Minority MGHS students by nationally determined thirds

End of Grade	2011 Growth- ACTUAL			2012 Growth - GOAL			2012 Growth- ACTUAL			2013 Growth - GOAL			2014 Growth - GOAL			2015 Growth - GOAL		
	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U
9	1.06	1.5	0.33	1.55	1.88	1.0	1.71 +.16	-0.17 -2.05	0.12 -.88	2.04	2.26	1.67	2.52	2.64	2.34	≥ 3.0	≥ 3.0	≥ 3.0
10	1.08	1.25	1.39	1.56	1.69	1.79	0.80 -.76	0.57 -1.12	0.90 -.89	2.04	2.13	2.19	2.52	2.57	2.59	≥ 3.0	≥ 3.0	≥ 3.0
11	0.2	1.5	1.09	0.9	1.88	1.57				1.6	2.26	2.05	2.3	2.64	2.53	≥ 3.0	≥ 3.0	≥ 3.0

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