

## Q Comp Site Goal Update Form

**DUE:** October 1, 2015

**General Information:** This form is to be used by all implementing schools as a means of updating the annual school wide (site) goal as outlined in Minnesota Statutes, section 122A.414, Subdivision 3(a). Please complete all sections of this form – one form per school site.

Send them via email to [mde.q-comp@state.mn.us](mailto:mde.q-comp@state.mn.us). Site goals for Q Comp must be updated annually no later than October 1.

### COMPLETE ONE FORM PER SCHOOL SITE

**Please complete the following:**

District Name and Number: 883

Superintendent or Director: Mr. Paul Durand

School Site Name: Rockford Elementary Arts Magnet School

Principal Name: Ms. Brenda Nyhus

Email: [petersmeyerb@rockford.k12.mn.us](mailto:petersmeyerb@rockford.k12.mn.us)

Q Comp Coordinator (or common contact person) Name: Ms. Traci Moore

Phone: 763-477-5837

Email: [mooret@rockford.k12.mn.us](mailto:mooret@rockford.k12.mn.us)

MDE will work with the identified coordinator or common contact person for all questions related to each site in the district/charter school.

Districts will no longer receive an approval letter for site goals. An email notification will be sent indicating that the review of the site goals is complete. Accuracy of the goals is the responsibility of the district. MDE staff is available for assistance.

**Please supply information where indicated (Steps 1, 4, 5 and 6):**

The state of Minnesota has committed to reduce the achievement gap by 50% by 2017 and to increase overall graduation rates to 90% by 2020 with no student group graduating less than 85%.

As part of the World's Best Workforce Plan, districts are required to create strategies to meet goals in the following areas:

- Graduation Rate
- Career and College Ready
- School Readiness
- Read Well by 3rd Grade

- Achievement Gap Closure

In order for students to be successful, goals should be aligned across classrooms, learning teams, school sites, districts and the state. As school sites design their goals for Q Comp, they should keep in mind the goals established by the state and district.

**Step 1:** Review existing district goals, including supporting district and state data as well as the district educational improvement plan, and other plans (e.g., Title I, staff development). Indicate the DISTRICT goal(s) from the World's Best Workforce Plan related to student achievement:

**Achievement Goal:** *The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Rockford Area Schools on all state **mathematics** accountability tests (MCA, MOD, and MTAS) will increase and the gap will decrease.*

**Achievement Goal:** *The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Rockford Area Schools on all state **reading** accountability tests (MCA, MOD, and MTAS) will increase and the gap will decrease.*

**Step 2:** Review school wide results for all state accountability tests (MCA, MTAS, MOD) for *All Students* in reading, mathematics and science as well as other school wide standardized academic achievement tests.

**Step 3:** Based on the data review, determine the academic content area focus and select a standardized assessment for the content identified.

**Step 4:** Identify a measure of achievement defined by the standardized assessment and collect trend data. (If there is more than one goal for the site, please copy and complete this step for each goal.)

Trend data must match all information identified in the SMART goal in Step 6. MCA data must include all state accountability tests (MCA, MTAS, MOD).

Identify standardized assessment in the SMART goal: READING MCA III

Identify the academic content area assessed:

Reading     Mathematics     Science     Other:

Identify assessed grades in the SMART goal: 3, 4

Filter state accountability test data for Enrolled October 1?  Yes     No

School trend data for grades assessed and number of students assessed:  
 (All percentages must be calculated to at least one decimal place.)

School Year	Assessment Result	Number of Students Assessed
2012-13	61.6%	388
2013-14 Grades 3-4	59.9% starting value	237
2014-2015	66.4%	244

If you are using a goal for reducing the achievement gap (as outlined in Step 5) please add data showing proficiency trend data for the two student groups. Adjust the table accordingly by adding columns or copying and adding another table.

**Step 5:** One of the following four example templates may assist in writing your school wide goal.

Write a school wide SMART goal.

*The percentage of all students enrolled October 1 in grades 3-4 at Rockford Elementary Arts Magnet School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA (all accountability tests) will increase from 66.4% in 2014 to 69.4% in 2015.*

**Step 6:** Provide the rationale regarding how the school wide goal(s) were established in at least one or two sentences.

- Please explain why the academic content area (reading, math, science, other) for the school wide goal was selected.

*Rockford Elementary Arts Magnet School chose to maintain reading as its academic content area for the 2015-2016 school year because reading continues to be a focus area for improvement in our MCA scores.*

- Please explain why the school wide goal increase amount was selected.

*Rockford Elementary Arts Magnet School looks forward to continued reading success in the 2015-2016 school year due to its sustained attention on the teaching of reading. This year, grades one and two have adopted new reading curriculum and teachers have received extended professional development in the areas of balanced literacy, guided reading, and differentiation. In addition, the school has transitioned to a new online curriculum based measure, computer-adaptive, and progress monitoring assessment suite, and a new reading benchmark assessment system. Grade level assessments have been aligned so consistent, reliable results are available to all classroom teachers. With the positive increase in 2014-2015, this building is setting a 3% goal target for this year with the projection that positive growth will continue due to the extended focus on reading assessment, curriculum, and instruction.*

- Please explain how the school wide goal aligns with the district World's Best Workforce student achievement goals and Minnesota's goal of reduce the achievement gap by 50% by 2017 and to increase overall graduation rates to 90% by 2020 with no student group graduating less than 85%.

*Rockford Area School's World's Best Workforce Plan is written to reflect the dedication Rockford Area Schools has to improving student achievement one student at a time. REAMS has shown consistent growth in the area of reading, and with this current goal, maintains its commitment to improving student reading data annually.*

*When examining data related to the achievement gap, 16% (14% in 2014) of the students at Rockford Elementary Arts Magnet School are minority students, and 31.3% (29.6% in 2014) are receiving Free and Reduced Lunches. Both of these populations increased this year, increasing the number of students at REAMS traditionally affected by an achievement gap. At the same time, REAMS was able to see marked improvement in its MCA reading score, moving from 59.9% to 66.4%. Furthermore, MCA score percentage increases for specific minority groups and the Free and Reduced population mirror these improved results. So, it wasn't just the populations that increased, but the actual achievement of those populations improved. Thus, it is our belief that continuing to focus on this reading goal will continue to have a positive affect on the achievement gap at REAMS.*