

ST CLOUD AREA SCHOOL DISTRICT 742 ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND STUDENT ACHIEVEMENT SEPTEMBER 2009

St. Cloud Area School District 742
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Web: www.isd742.org E-mail: info@isd742.org

The mission of District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world

Strategic Planning 2008-09

Over 80 district staff, community members and administrators met several times during the spring and summer 2009, to re-visit our mission, vision, core values and strategic directions. The group used previous documents as a springboard, to develop our new strategic plan, which is called the Strategic Roadmap. In addition, a scorecard was created, to assess and measure our success towards this five year plan. Board approval is expected in November 2009.

District 742 Strategic Roadmap – DRAFT (April 8, 2009)

Core Values *Drivers of Our Words and Actions*

Excellence *Pursuing of the highest standards of and for all while being accountable to each other in all we do*

Learning *Student centered planning, preferences and choices assuring opportunities to maximize learner access, potential and success in an equitable manner*

Leadership *Acting courageously, fulfilling our responsibilities, and engaging our constituencies to bring valued perspectives to our decisions*

Partnership *Engaging in our shared mission with trust, competence, transparency and interdependency with all of our stakeholders: staff, students, families, public, administrators and school board*

Respect *Recognizing & valuing each individual's contributions through honesty, authenticity and compassion in our words and actions*

Vision 2014 *What We Intend to Create and Experience*

- Shared ownership for student success: community, families, students and district
- Integrating technology as "what we do" at a pace with the world
- Excellence in teaching, learning and engagement assuring success for ALL
- ALL students achieving and excelling
- Well resourced, well managed, well governed
- Culture and environment which is inclusive, attractive, respectful and reflective of all
- Community partnership around a clear image, identity and value

Strategic Directions *Focused Allocation of Our Resources*

- A. Developing & implementing instructional district practices focused on diverse student needs
- B. Increasing our means by 20% & manage well within that
- C. Changing, aligning systems & structures to move towards our vision
- D. Developing partnership processes & capacity to address the we/they
- E. Developing a clear & effective District 742 "brand"

MISSION STATEMENTS

The Executive Director of Curriculum, Instruction and Assessment has the following mission statement:

I will focus district academic improvement by aligning resources, navigating strategies, expecting accountability and empowering others.

The Curriculum Team mission statement is:

We will improve academic achievement in District 742 by providing leadership and support through researching and analyzing best practices in curriculum, instruction and assessment and developing a collaborative synergy with district and community stakeholders.



Excellence in Educational Equity

A commitment to academic excellence, creating a welcoming and respectful school environment and offering staff professional development opportunities for staff to increase their cultural competency and assist them in meeting the educational needs of all learners are the goals of our Equity Plan.

The 2008-2009 school year was a planning year for our school district. As such we were able to establish a Community Collaborative Council comprised of dedicated community representatives, educators, parents and school board members.

We offered learning opportunities for students by offering classroom partnerships in literacy and technology. We also offered a student leadership conference designed to provide information to high school students about college readiness, career preparation and leadership skills to prepare learners for the 21st century.

Our Cultural Navigators made a positive impact throughout our school district by providing direct services and serving as a bridge between students and teachers, teachers and parents, and school and home. They provided linguistic and culturally appropriate services while serving as mentors and tutors. They assisted teachers and administrators with aspects of the learning environment that lead to student success including academic,

attendance, behavior, cultural competency and student engagement.

We provided evidence and research based professional development opportunities designed to improve academic achievement through the utilization of our Learning Bridges System, the Urban Learner Framework and the Incorporation of the Intercultural Development Inventory (IDI) that is part of our three year professional development plan.

We partnered with the Minnesota Parent Center to develop a planning team designed to develop a parent leadership conference. The conference entitled F.U.T.U.R.E (Families Understanding their Ultimate Role in Education) is an opportunity for families to become partners in education and obtain meaningful strategies on ways to support their children's education at home. This was planned in 2008-09 and will be held on September 28, 2009.

Our Spanish Immersion and Chinese/Mandarin Immersion programs continued to flourish as we continued to see increasing enrollments and positive parental support at both of our Immersion Programs. These language immersion programs have attracted students and parents into our district who value these as programs of choice.



Curriculum, Instruction and Assessment Advisory Committee

The Curriculum, Instruction and Assessment (CIAC) Advisory Committee is a community-based committee that provides feedback in the form of response and advice to the school district regarding the effectiveness of its educational programs. The membership includes school personnel, parent representatives from the various school sites and the public at large. Parents and other members of the public represent at least 78% of the committee membership.

and should reflect the diversity and needs of the community. Teachers, administrators and other appropriate district personnel comprise the remainder of the committee.

New members are added at the first meeting in October and serve up to three years. If you would like to volunteer or receive further information, contact the Curriculum, Instruction and Assessment office at 202-6820.

2008-2009 Topics Included:

- Perspectives for Families
- Excellence and Accountability
- District Improvement Plan
- Co-Teaching
- School Effectiveness Studies
- Vertical Team for All
- Student Climate Survey
- Equity Services
- Team Works
- Summer Academy
- MAP, GOMs, Growth Model
- SMART Goals
- MAP Presentation
- Greg Tang Math Teacher Training
- 2009-10 Staff Development Planning

2008-2009 CIAC Membership:

Dr. Les Green	Steve Jordahl	Julia Espe	Dave Sautner	Sharon Misuraco
Rochelle Vandegrift	Linda Snowberg	Brenda Thielen	Nikki Knisley	Melissa Kamstra
Lori Chlan	Gayle Neuburg	Janet McConkey	Susan Currey	Bob Huot
Noel Shughart	Melissa Hanzsek-Brill	Roxann Dubel	Meg Oehrlein	

INFORMATION FOR PARENTS REGARDING CURRICULUM INQUIRIES

Parents/guardians who wish to review curriculum may ask for specific information from the school principal. If a parent objects to the materials, reasonable arrangements will be made by school personnel to provide alternative instruction and/or materials.

If the parent is not satisfied with the alternatives, a parent may provide the alternative instruction. However, the School Board is

not required to pay for the cost of the parent provided alternative curriculum or instruction.

Upon completion of the student's work, the district representative may evaluate and assess the quality of the student's work.

The district will not impose any penalty upon a student for arranging alternative instruction.



Student Achievement Goals for Meeting the MN Standards

The Minnesota Comprehensive Assessments – Series II (MCA-II) are reading and mathematics tests which help schools and districts measure student progress toward the state's academic standards. These standards define what our students should know and do in a particular grade. In 2008-09 these tests were given in grades 3-8, 10 and 11. In June 2009 The Minnesota

Department of Education (MDE) released final MCA-II data which is available at: www.education.state.mn.us. Each District 742 school has set academic goals that will increase student achievement to 100% by 2014 in accordance with the No Child Left Behind legislation (NCLB).



District Improvement Plans

- The index rate based on students in grades 3-8 and 10 who are proficient in **reading** will increase from 72.37 in spring 2008 to 76.98 in the spring of 2009 as measured by Minnesota accountability tests.
- The index rate based on students in grades 3-8 and 11 who are proficient in **math** will increase from 65.89 in spring 2008 to 71.58 in the spring of 2009 as measured by Minnesota accountability tests.
- 100% of St. Cloud Area Schools will implement two or more NEW strategies drawn from the six types of parental involvement based on the research of Joyce Epstein.



Curriculum Definitions, Learning Principles, and Continuous Improvement Cycle

➤ The following documents were distributed to all licensed staff and are incorporated into our Continuous Improvement Process:

The District 742 Definition of Curriculum

District 742's curriculum is the interaction among teachers, students and knowledge. It is a student-centered, standards-based framework of continuous learning improvement that will prepare every student for the future. It is a systematic, results-based process that demands high expectations for ALL students. This ever-changing, ongoing, collaborative process recognizes the power of the teacher-student relationship and the imperative need to connect learning to the real world.

District 742 Learning Principles available at: <http://isd742.org/teachingandlearning/LearningPrinciples.pdf>

Integrated Services Delivery Model (ISDM) available at: <http://isd742.org/teachingandlearning/ISDM.pdf>

Continuous Improvement Cycle available at: <http://isd742.org/teachingandlearning/cycle.pdf>



2008-2009 Instructional and Curricular Program Improvements

School Improvement Plans: School Improvement Plans were based on district goals, as part of the District Improvement Plan, to increase student learning and included, in part:

- Improve Student Achievement
- Increase Assessment Strategies
- Continued use of instructional strategies and curriculum to meet the learning needs of all students.
- Continued participation in Vertical Teaming to vertically articulate a standards-based curriculum within a content area, between content areas and between Special Education, English Language Learners and mainstream classrooms.
- Implementation of programs to respond to student needs including Positive Behavioral Interventions and Support (PBIS), Responsive Classroom and Response to Intervention (RTI).
- Staff training opportunities to increase the ability to recognize and respond to student behaviors and mental health issues that effect learning.

Co-Teaching

- Approximately 40 teachers attended Co-Teaching workshops throughout the year sponsored by St. Cloud State University and District 742. Co-Teaching is defined as two teachers working together with groups of students; sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Some benefits of co-teaching include increasing the instructional options for all students, reducing the student to teacher ratio and increasing student participation and engagement. Participants in the workshop:
 - reviewed data on the educational benefits of co-teaching and its impact on student achievement
 - learned strategies for implementing various co-teaching models
 - discussed effective communication and problem solving techniques
 - learned ways to utilize collaboration tools/teaching style indicators to help teams work together more effectively
- Participants in the workshops were provided time to plan for implementation of co-teaching models and instructional strategies.

Vertical Teaming for ALL

- Vertical Teaming brings the principles of educational excellence and equity to life and is based on two important premises:
 - The **expectation** that all students can achieve academic excellence by being consistently challenged to expand their knowledge and skills to the next level.
 - The **development** of a vertically aligned curriculum, with a coordinated program of teaching skills and concepts, within a model of faculty communication and collaboration.
- Vertical Teaming provides structure and support for low-achieving students, as well as students of color and students from poverty, to be successful in challenging courses.
- The district implemented Grade K-12 Vertical Teaming with teachers working cooperatively to develop and implement vertically aligned programs to help all students acquire the academic skills necessary for success.
- Vertical Team Facilitators included principals and teachers who met monthly in the following nine content area groups:

Language Arts

Social Studies

Physical Education/Health

Mathematics

Career Tech Education/Guidance

Learner Support

Science

Fine Arts (Art and Music)

World Languages/American Sign Language

- Vertical Team Facilitators concentrated their vertical team efforts on looking at student data to examine how student achievement could be improved through the curriculum and instruction delivered to all students throughout all grade levels.
- Focus questions discussed by vertical team participants included:
 - Where are we now? Where do we need to go? How will we get there?
 - What are the current 'best practice' instructional methods in content areas?
 - What IS our curriculum? What resources best meet our needs?
 - Does the curriculum in the classroom serve the needs of ALL students?
 - Are instructional practices improving student achievement?
- Information about the work of Vertical Teams during the 2008-2009 school year was made available on the District's StaffNET Web Site for all teachers in the district to access.
- Web site information includes:
 - A definition of Vertical Teaming
 - The principal and teacher Vertical Team Facilitators
 - Achievements of Vertical Teams from August 2004 to August 2009
 - Minutes of 2008-2009 monthly Vertical Team meetings

- Principal and teacher leader facilitators will continue working in content area Vertical Teams during the 2008-2009 school year and all Pre-Kindergarten through Grade 12 teachers will have opportunities to work in content area teams during two half-day District Professional Development Inservice Sessions

Language Arts/Reading

SMART Goal: District 742 students will meet or exceed the state proficiency average in reading and writing as measured by the MCA II, GRAD Writing and MTAS assessments by the spring of 2010.

- K-12 Vertical Teaming professional development sessions focused on strategies for implementing a framework to teach the writing process and on applying the 6 Traits of writing analytical model into daily instruction to support enhancement of writing instruction.
- K-5 Vertical Team sessions focused on developing lessons to teach the writing traits of fluency and voice using excellent literature as a model. Strategies were discussed for implementing a workshop model to help increase writing skills in students and to build writing stamina in a supportive and nurturing framework.
- 6-12 Vertical Team teachers had the wonderful opportunity to hear a presentation from a former colleague on teaching the writing traits of voice and fluency. The presentation focused on numerous strategies and lessons teachers could implement immediately. Engaging students in meaningful writing opportunities was also a focus of this presentation.
- Three different types of resources were purchased for teachers participating on the Language Arts Vertical team K-12. These resources support teaching the 6 Traits of Writing, enhancing the writing process and implementing a framework for creating a classroom community workshop model.
- Teachers K-12 started the process of aligning current reading and writing resources to the Minnesota State Standards. Further work will continue during the 2009-2010 school year.
- Approximately 75 teachers attended workshops at Resource Training and Solutions on the 6 Traits of Writing.
- Various Reading, writing and phonics workshops were offered through the 2009 Summer Academy.

Math

SMART Goal: District 742 students will meet or exceed the state proficiency average in Mathematics as measured by the MCA II, MTAS, MTELL by the spring of 2010.

- The district purchased McDougal-Littell Course 1 for 5th grade. This began as a pilot at Madison and Talahi in 2007, and is being implemented district wide in 2009. These resources are strongly aligned with Minnesota State Math standards and were chosen to support the Minnesota mandate for all students to reach Algebra I by 8th grade.
- Teachers in grades K-12 worked diligently during the 2008-2009 school year to align our current resources to the 2007 Minnesota State Standards. The curriculums and standards are also aligned quarterly. Teachers are being asked to follow the quarterly alignment as a pilot in 2009-2010 to address the high mobility rates that exist in our district. The standards and alignments are posted on StaffNet.
- **The Partnership in Mathematics Project** is finishing up the final grant year, which will come to an end December 31, 2009. This past school year 23 staff members participated in the Algebra Refresher Course. This is a professional development opportunity co-taught by two SCSU professors to allow teachers to gain knowledge in Algebra content. 25 teachers participated in the Summer Institute with the same SCSU professors. Teachers spent two weeks increasing their Algebra teaching strategies, equipping them to incorporate best practice strategies into their classrooms. Additionally, 32-40 teachers are participating in an Algebra Enrichment Group (AEG). Teachers are forming professional learning communities to learn together how to incorporate the TI-Nspires into their curriculum, to better meet the technology components that are required by the Minnesota State Standards.
- The Math and Science Teacher Academy is beginning the second year. In July 2008, teachers participated in a five days Institute at Apollo High School. This was lead by Resource, Training, and Solutions; as well as Augsburg College. Teachers then worked together in collaborative groups to conduct lesson studies throughout the school year.
- Math Corps began its pilot year in 2008-2009 in five schools: Discovery, Madison, North, Oak Hill, and Talahi. Math Corps works with students in grades 4-8 who are not performing proficient on the MCA IIs. In 2008-2009, 160 students were tutored on a one-to-one basis. Because of the great results of the first year of Math Corps, in 2009-2010 it has expanded to ten schools: all elementary schools as well as North and South. We anticipate being able to serve around 300 students throughout 2009-2010.

Science

SMART Goal: District 742 students will meet or exceed the state proficiency average in Science as measured by the MCA II and MTAS by the spring of 2009.

Teachers and administrators met to review the new 2009 Minnesota Academic Standards for K-12 in Science. The new standards have the following strand areas: Nature of Science and Engineering, Physical Science, Earth and Space Science, and Life Science. A copy of the new standards can be found on the MDE website at

http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Science/index.html

- The district purchased Science resources for grades 3 and 4. The textbooks from McMillan McGraw-Hill (grade 4) and leveled texts (grade 3 and 4) were purchased to support the needs of students and teachers in delivering Science standards.

Social Studies

- Identified and implemented best practice reading strategies in Social Studies K-12
- Reviewed, practiced and implemented elements of **APPARTS** strategy. This strategy is used to critically analyze significant documents in history or politics. It examines each of the following elements as it relates to the document: **Author, Place and Time, Prior Knowledge Audience, Reason, The Main Idea and Significance**
- Updated district Social Studies standards and curriculum document as to which standards are addressed at which grade levels or in what specific content area class.
- Consulted with Minnesota Department of Education Social Studies specialist Michael Foster regarding current best practice strategies and curriculum trends in Social Studies

World Languages

- World Language teachers reviewed and utilized "A Model for Use in Setting Local Standards for Minnesota World Languages" when collaborating K-12 and establishing scope and sequence.
- The World Language Vertical Team investigated how the Spanish and Chinese Immersion Programs fit in to the District 742 vision for world language development.

Career and Technical Education (CTE)

SMART Goal: During the 2008-09 school year, the Career Technical Education/Guidance Vertical Team, will initiate activities and interventions with District students. This initiative will result in a 5% increase in the number of students who have a career pathway chosen by the end of their 10th grade year. Results will be measured by Career Technical Education student surveys and Guidance Counselor records.

- One New Business Education partnership was created between Oak Hill Elementary and the Minnesota School of Business.
- Over 120 students participated in College Bound Program* Summer Learning Academies. Each of these students identified a Career Pathway and created a personal career exploration plan. Programming for historically under-represented youth in grades 7-12 in partnership with St. Cloud Technical College.
- Five CTE teachers and three Academic teachers participated in a three-day Increasing Academics in CTE training program
- Over 25 teachers participated in at least one Educator Tours of Business.
- All 8th grade students took the EXPLORE assessment and all 10th grade students took the PLAN assessment..

Learner Support

- The Learner Support Vertical Team will develop and publish age appropriate Mental Health milestones and associated behaviors for all grade levels (early childhood, primary, intermediate, junior high, and high school) for all staff to access.
- The Learner Support Vertical Team will provide information and training so that every school site in the District will develop a flow chart describing the referral process and personnel involved for referrals regarding Mental Health needs.

English Language Learners

- further identified documentation that supports critical elements of an ELL program as identified by the State Department of Education
- aligned district ELL goals to District Improvement plan
- continued to implement the integrated service delivery approach as ELL teachers:
- -participated in SIOP (Sheltered Instruction) workshops with general education teaching partners
- -participated in best practice reading strategies workshops
- -partnered with general education classroom teachers in the co-teaching model
- continued to assess all ELL students in language proficiency skills to determine initial placement upon entering our district and yearly growth

Assessment

- Each elementary and secondary site team attended a one-day data retreat to develop site improvement plans based on analysis of data.
- General Outcome Measurements (GOMs) were conducted district wide in grades K-6.
- Measures of Academic Progress (MAP) testing was conducted district wide in grades 7,8, 9 and also as a part of AmeriCorp Math and the Access and Opportunity Grant.
- All eighth grade students participated in the EXPLORE test. All tenth grade students participated in the PLAN test.
- All state testing requirements were met.

Language Immersion Programs

In 2007-08 the district started the Language Immersion programs for Spanish at Clearview Elementary School and Mandarin Chinese at Madison Elementary School. Currently we offer these programs for kindergarten through second grade students. In the school, students are immersed in Spanish/Chinese while they learn mathematics, science, reading, writing and other curriculum. Immersion means that teachers communicate only in Spanish/Chinese while teaching students.

Interventions and Supports

- Positive Behavioral Intervention and Supports
- Early Intervention Teams
- Mental Health Facilitators
- Targeted Services Programs (after/summer school)
- Kansas Learning Strategies
- Read Naturally
- Title I
- Early Intervention in Reading

Elementary Schools

- Tutoring by High school and college students, business friends, RSVP and Foster Grandparents
- Paired reading with same age or cross age peers
- Project Reconnect
- MN Reading Corps
- MN Math Corps
- Alternative Delivery of Specialized Instruction Services (ADSIS)
- Six-Minute Solution reading fluency

Junior Highs

- NAACP-SCSU Back to School/Stay in School Program
- Staff mentors
- Weekly "check-ins" with Social Worker and Counselor
- Team Time
- Math and Science classes for ELL Learners
- Access and Opportunity Project
- MN Math Corps
- Read 180
- Zeros Aren't Permitted (ZAP)
- Big Brothers/Big Sisters site based program
- Life Choices Groups
- Mental Health Worker from Central MN Mental Health Center
- Daily Point Sheet Behavior/Academic Monitoring with weekly parent contact
- Two School-wide Activity Days for connections with other students/adults
- College Bound Program
- Additional Remediation in Language Arts and Math through E3
- Basic skills reading and math classes
- Saturday school
- After school "On Target" program
- Positive Behavioral Intervention and Support
- Early Intervention Teams

Senior Highs

- Peer Tutoring for 9th and 10th graders
- BST Prep Classes
- MCA Prep Classes
- Link Crew (mentoring for 9th graders)
- Strive (community mentors meet monthly with at risk 12th graders)
- Mental Health Facilitator
- Life Choices Group
- Early Intervention Teams
- TAME Grant
- AP Grant
- Read 180
- Eye on Success PBIS
- Creating Common Grounds (SCSU Communications Partnership)
- College Bound Program

Response to Intervention

- Integrates assessment, evidence-based instructional practices, and systematic problem-solving processes within a multi-tiered early intervention framework to maximize student achievement and to reduce behavior problems.
- Elementary buildings continue to work towards implementation of response to intervention practices.
- Teams from every secondary school attended a training to gather information, conduct an assessment of current practices, and form a plan for integrating response to intervention best practices in their buildings.

View Point Data Warehouse and Data Driven Decision Making (DDDM)

- Implementation of the Viewpoint Data Warehouse began in August 2007. Viewpoint is used as a tool for Data Driven Decision Making (DDDM). During Summer Data Retreats, training begins with a focus on broad concepts of data use for improving student achievement and then moves immediately to analyze actual student performance. Initial training for all school personnel focused on the "Reports" tools in Viewpoint. These tools allow for easy analysis and comparison across all student data, using countless variations of dynamic graphing and text reports. Putting high quality longitudinal data in the hands of teachers and administrators is making a difference in their professional practice and directly benefitting students.



College Entrance Examinations

All 742 students who are interested in pursuing a college degree are encouraged to take college entrance examinations, sophomore through senior years. Resources and registration materials for these college entrance examinations may be found in the high school counseling offices.

American College Test (ACT)

The ACT is the most common college admissions examination. It is a post-secondary normed assessment that addresses the areas of Mathematics, English, Reading and Science Reasoning. Students are encouraged to take the ACT more than once to improve their scores. A student's highest score is reported to colleges for admission.

Students are urged to take core courses through out high school years in order to better prepare for the ACT and college. Core courses include Communications, Mathematics, Science and Social Studies. ACT research shows that if students take all core courses each semester through out high school, scores will be significantly higher.

During the 2008-09 school year, 509 students in our district took the ACT. Noted below are the comparisons among district, Minnesota and national scores.

Area	Average District Score	Average MN Score
English	20.8	22.0
Mathematics	23.1	22.7
Reading	22.3	23.1
Science Reasoning	22.2	22.6
Composite Score	22.2	22.7

Advanced Placement Testing

The Advanced Placement Program (AP) is a cooperative educational endeavor between secondary schools and colleges and universities. This program gives high school students exposure to college-level material through involvement in an AP course. It also gives them an opportunity to show what they have learned by taking an AP examination. Colleges and universities are then able to grant credit, placement, or both to these students depending on the outcome of the AP examination.

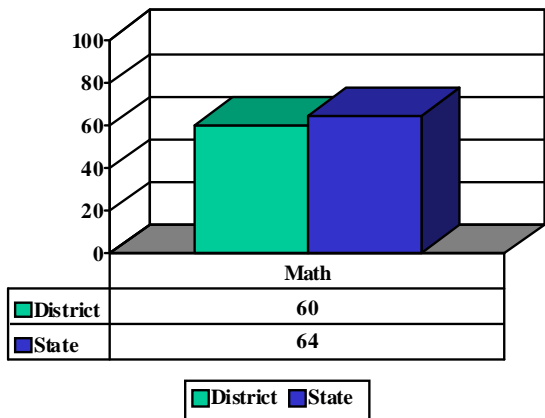
During the 2008-09 school year, District 742 gave 834 (N=508 Tech and N=326 Apollo) placement examinations to a total of 457 students (N=218 Tech and N=229 Apollo). To pass an exam, a student must earn at least a 3 out of 5 points. The results are as follows:

COURSE	5	4	3	2	1
Calculus AB	40%	27%	16%	12%	5%
Calculus BC	50%	0%	50%	0%	0%
Chemistry	11%	14%	26%	17%	31%
Economics (macro)	15%	53%	13%	18%	3%
Economics (micro)	20%	37%	22%	17%	5%
English Literature/Composition	11%	35%	35%	18%	2%
Human Geography	10%	27%	27%	25%	10%
Physics B	25%	27%	28%	15%	5%
Physics C – Electricity & Mag	4%	29%	17%	42%	8%
Physics C - Mechanics	7%	23%	40%	17%	13%
Psychology	33%	35%	15%	9%	8%
Statistics	17%	6%	22%	39%	17%
US History	11%	19%	26%	27%	17%
World History	16%	16%	26%	30%	13%
Govt & Politics Comparative	10%	19%	29%	24%	19%
Govt & Politics US	10%	26%	32%	23%	10%
Studio Art Drawing	0%	100%	0%	0%	0%
Studio Art 2D Design	0%	33%	67%	0%	0%
Studio Art 3D Design	50%	0%	50%	0%	0%

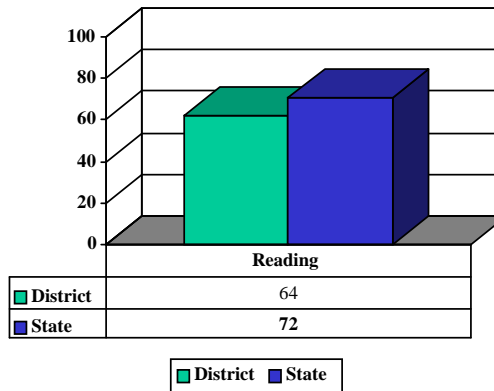


Assessment Results

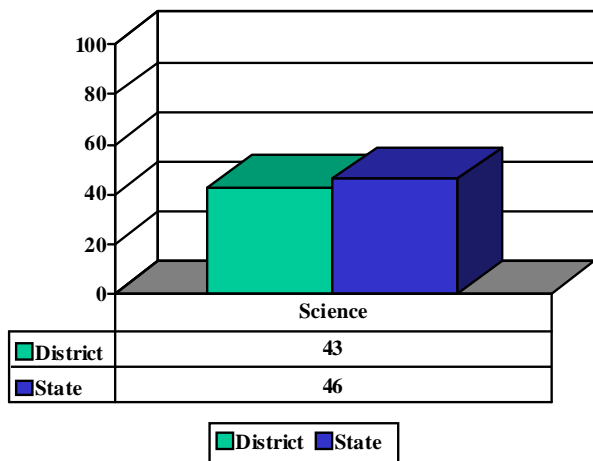
Math MCA-II Grades 3-8 and 11 Percent Proficient Spring 2009



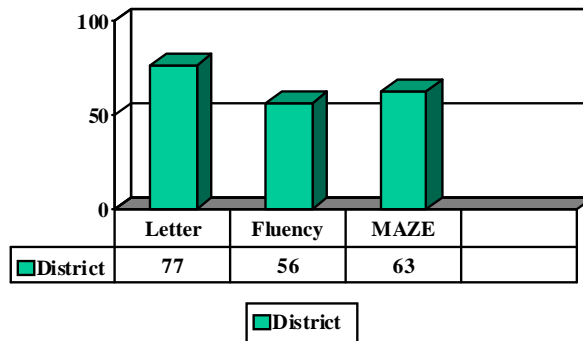
Reading MCA-II Grades 3-8 and 10 Percent Proficient Spring 2009



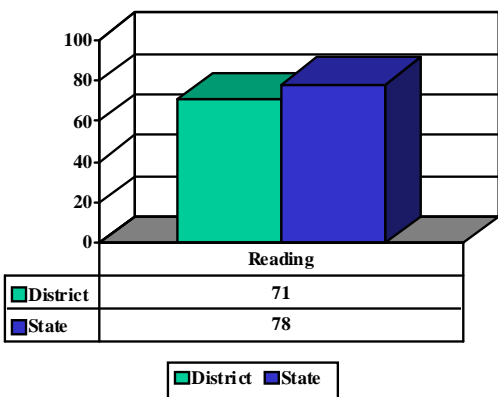
Science MCA-II Grades 5, 8 and 10 Percent Proficient Spring 2009



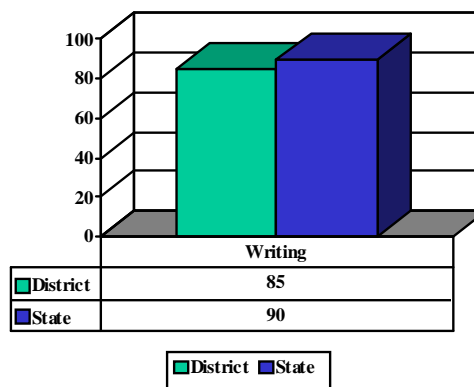
Reading General Outcome Measurement Grades K-6 Percent At or Above Target - Spring 2009



Reading GRAD Grade 10 Percent Passing 2009



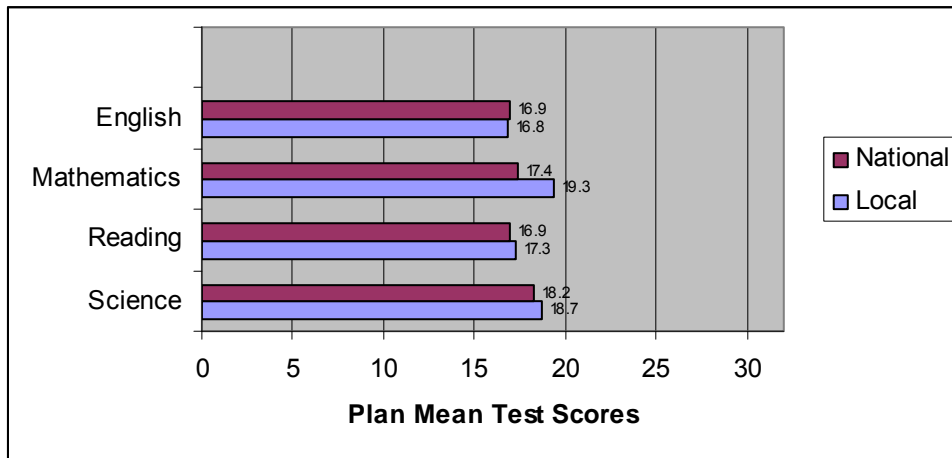
Writing GRAD Grade 9 Percent Passing 2008



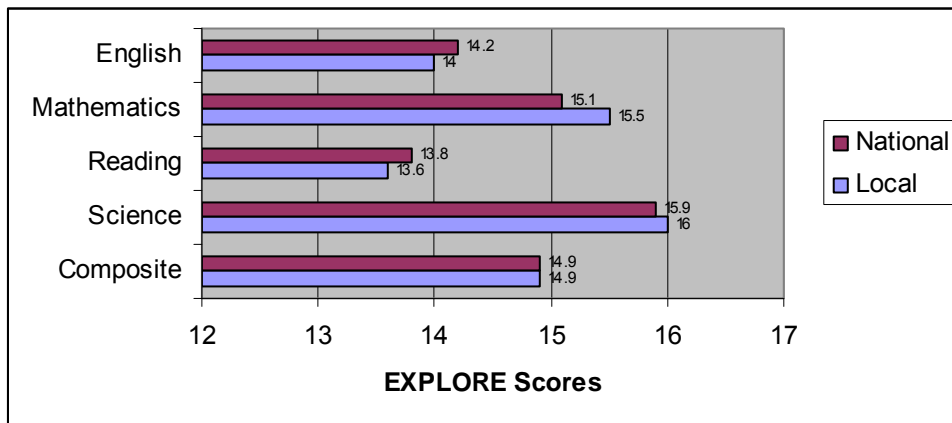
Percent of students meeting growth targets on Measures of Academic Progress (NWEA):

Grade	Area	Met Growth	Area	Met Growth
7	Math	51.3	Reading	54.3
8	Math	60.5	Reading	55.2
9	Math	56.0	Reading	48.4

Student Performance on PLAN Compared to 10th grade students nationwide:



Student Performance on EXPLORE compared with 8th grade students nationwide:





Testing Program

NAME OF TEST	OBJECTIVE	GRADES TESTED
Minnesota Comprehensive Assessments II (MCA-II) Reading Math	MCA-IIs are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. Results are used to make decisions for students about curriculum and instructional practices. They are also used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014.	3-8 - Reading & Math 10 - Reading 11 - Math
MCA-II Science	The Science MCA-II is an online assessment that presents a series of science scenarios. This test is part of the No Child Left Behind Legislation but is not used to determine adequate yearly progress.	5, 8, and high school
Graduation Required Assessments for Diploma (GRAD)	The Graduation-Required Assessments for Diploma (GRAD) are the state tests that fulfill Minnesota's high school graduation requirement for students who first entered grade 8 in 2005-06 or later. These tests measure student performance on essential skills in Writing, Reading and Mathematics for success in the 21st century. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be retest opportunities available.	The GRAD is first administered as follows: Writing: Grade 9 Reading: Grade 10 Mathematics: Grade 11
Minnesota Test of Academic Skills (MTAS)	MTAS is Minnesota's alternate assessment based on alternate achievement standards. The MTAS will be designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum.	3-8 - Reading and Math 10 - Reading 11 - Math 5,8 & HS - Science
Basic Skills Tests (BST) Reading, Math, and Written Composition	Ensure that all students demonstrate essential competencies in reading, mathematics, and written composition to be eligible for graduation. Testing will be held at ALC and through Adult Basic Education	For graduating classes through 2009 (Repeated as necessary)
Test of Emerging Academic English (TEAE)	TEAE is a reading and writing test for English language learners that was designed to demonstrate growth in English from year to year.	3 - 12 (English Language Learners)
Minnesota Student Oral Language Observation Matrix (MN SOLOM)	The MN-SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe in a variety of situations.	K - 12 (English Language Learners)
The Mathematics Test for English Language Learners (MTELL)	MTELL is a new series of online assessments that will serve as a bridge to the Math MCA-II for qualifying English language learners. The items are written with a reduced language load so ELLs can better demonstrate what they know and can do to meet grade-level math standards.	Grades 3-8 and 11 (English Language Learners)
Language Assessment Scales (LAS)	The LAS is used to provide initial placement of English language Learners in to appropriate instructional programs.	K-12 (English Language Learners)

General Outcome Measurement (GOM) in Reading and Math	Used to make decisions about whether and when to modify a student's curriculum. Indicates whether or not a student is "on target" to meet the standards on the Minnesota Comprehensive Assessments.	K - 6
Measures of Academic Progress (MAP)	MAP is a state- aligned computerized adaptive assessment program developed by Northwest Evaluation Association (NWEA) that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.	Grades 2 - 9 Also used by: AmeriCorp Math Access and Opportunity Grant
EXPLORE[®]	The EXPLORE [®] program is designed to help 8 th graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well.	Grade 8
PLAN[®]	The PLAN [®] program helps 10 th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues.	Grade 10
Rigby Benchmark Assessment	The Rigby Benchmark Assessment is used to assess students' reading abilities, help identify their reading level and plan for appropriate reading instruction.	Grades K-5



Amount and Type of Professional Development Revenue Attributed to Sites

School	FTE	Allocation	School	FTE	Allocation
Clearview	29.1	1,122.39	North	46.7	1,798.75
Discovery	61.77	2,379.20	South	38.46	1,481.37
Kennedy	34.62	1,333.46	ALC	37.21	1,433.22
Lincoln	26.5	1,020.70	Apollo	83.92	3,232.35
Madison	39.71	1,529.51	Tech	83.13	3,201.93
Oak Hill	63.21	2,434.67	Riverwoods	19.84	764.18
Talahi	58.72	2,261.72	Early Childhood	NA	898.00
Westwood	43.06	1,658.55			

\$26,500.00 is the total of school allocation dollars. The money is used for building level staff development activities that support district initiatives included in the

District goals. Each school has a staff development committee representative that helps decide the distribution of the site's allocation monies.



Amount and Type of Teacher Leader Dollars Attributed to Sites

School	FTE	Allocation	School	FTE	Allocation
Clearview	29.1	4,084.32	North	46.7	5,000.00
Discovery	61.77	8,647.81	South	38.46	5,000.00
Kennedy	34.62	4,852.41	ALC	37.21	5,000.00
Lincoln	26.5	3,714.29	Apollo	83.92	10,000.00
Madison	39.71	5,565.83	Tech	83.13	10,000.00
Oak Hill	63.21	8,859.64			
Talahi	58.72	8,230.31			
Westwood	43.06	6,035.38			