



# Excellence In Education

## 2011-2012 Annual Report on Curriculum, Instruction and Student Achievement

### Our review process 2011-2012

The following list shows the curriculum areas in the review process during the 2011-2012 school year.

See the article at right for more information about each stage of the process.

#### **YEAR ONE:**

Industrial Technology  
Language Arts  
Science

#### **YEAR TWO:**

Mathematics  
Agriculture  
Family & Consumer Science

#### **YEAR THREE:**

Health  
Music  
Media

#### **YEAR FOUR:**

Business  
World Languages

#### **YEAR FIVE:**

Social Studies  
Art  
Physical Education

### Curriculum review and development

The 2011-2012 school year was the 12th year in which district staff continued to work in the Curriculum Review and Development Cycle. The process is a five-year cycle incorporating different phases of curriculum review and development each year.

Listed below is the focus for each year and a guiding question for teachers and administrators to consider as they work to improve the district's early childhood, elementary and secondary curriculum and instruction.

**Year 1 - Research and Review:** "How does what we are doing now correlate with research?"

**Year 2 - Appropriate Materials and Instruction:** "What are we

going to do, how are we going to do it, and how will we know that we accomplished it?"

#### **Year 3 -**

Implementation: "What does it look like in the classroom?"

#### **Year 4 -**

Implementation, Monitor and Adjust: "How well is it working and how can we make it better?"

**Year 5 - Assessment and Evaluation of Improvements:** "Is what we set out to do happening? Are

students learning?"



Included in the review cycle is a study of how the district's learner outcomes align with national standards, the Minnesota Comprehensive Assessments and the Minnesota Academic Standards, all of which are part of the state's requirements.



## Inspire the Learner; Ignite the Potential

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# Student Achievement

## Testing Framework

### Early Childhood

Minneapolis Preschool Screening Instrument;  
Work Sampling System

### Kindergarten - Grade 12

\* ACCESS (Given to English Language Learners)

### Kindergarten - Grade 6

Fountas and Pinnell Benchmark Assessment System (Reading)

### Kindergarten - Grade 3

Fluency measures as appropriate (Letter Naming Fluency, Letter Sound Fluency, Oral Reading Fluency)

### Kindergarten

Literacy Assessment for Kindergarten (LAK)

Math Assessment for Kindergarten (MAK)

NWEA MAP for Primary Grades (MPG): Reading & Math

### Grade 1

NWEA MAP for Primary Grades (MPG): Reading & Math

### Grades 2 - 9

NWEA Measures of Academic Progress (MAP);  
Reading & Math

### Grades 3-8

\* Minnesota Comprehensive Assessment Series III (MCA-III):  
Reading

\* Minnesota Comprehensive Assessment Series III (MCA-III): Math  
\* MCA-Modified: Reading & Math (given to some students with disabilities)

\* Minnesota Test of Academic Skills (MTAS): Reading & Math  
(given to some students with disabilities)

### Grades 5 & 8

\* Minnesota Comprehensive Assessment Series III (MCA-III):  
Science

\* Minnesota Test of Academic Skills (MTAS): Science (given to some students with disabilities)

### Grade 9

\* Graduation-Required Assessment for Diploma (GRAD):  
Writing

### Grades 10 - 12

\* Minnesota Comprehensive Assessment Series III (MCA-III):  
Science (following life-science course)  
Advanced Placement (AP)

### Grade 10

ACT's Educational Planning and Assessment System (EPAS): PLAN

\* Minnesota Comprehensive Assessment Series III (MCA-III):  
Reading

\* MCA-Modified: Reading (given to some students with disabilities)

\* Minnesota Test of Academic Skills (MTAS): Reading (given to some students with disabilities)

### Grade 11

ACT & SAT

PSAT/National Merit Scholarship Qualifying Test

Armed Services Vocational Aptitude

\* Minnesota Comprehensive Assessment Series II/Graduation-  
Required Assessment for Diploma (MCA-II/GRAD): Math

\* MCA-Modified: Math (given to some students with disabilities)

\* Minnesota Test of Academic Skills (MTAS): Math (given to some students with disabilities)

### Grade 12

ACT & SAT

\* State or Federally required test

## GRAD exam tests in math and reading

The Graduation-Required Assessments for Diploma (GRAD) exam is a component of the Minnesota Comprehensive Assessments (MCA). Beginning with the class of 2010, students must pass the GRAD portion of the MCAs in writing and reading in order to graduate. For the math portion of the test, a student, in order to graduate, must: pass the test, or; pass one of two possible retakes of the test, or; if the student does not pass after three tries, fulfill the remediation process requirements. Students will take the writing exam in grade 9, the reading exam in grade 10, and the math exam in grade 11.

Procedures for meeting the needs of Limited English Proficient (LEP) students will be coordinated by the Director of Teaching & Learning. Students who require a 504 or Individual Education Plan will be coordinated by the district's Special Education Director.

Any questions regarding test security should be directed to the district's evaluation and assessment coordinator, who is the district's direct contact to the Minnesota Department of Education.



## Working to improve achievement for all FLAS learners

We are constantly working to improve student achievement. Here are just a few of the ways we're making a difference:

- Curriculum review teams analyze test data to assess strengths/weaknesses and adapt curriculum as needed.
- General education and special education teachers are coming together to share expertise and support all kids.
- AYP committee is studying particular subgroups which have not made AYP and is developing plans to improve instruction.
- District and building staff-development committees design in-services to support and enhance student achievement.

# Student Achievement

## Testing Results - MN Comprehensive Assessments & NWEA

### 2012 MCA results

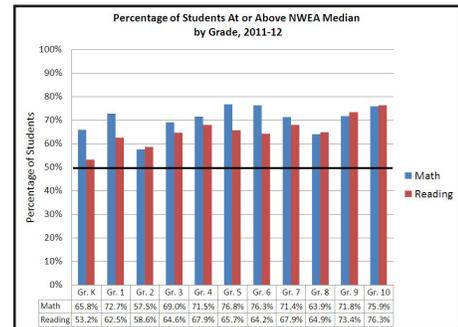
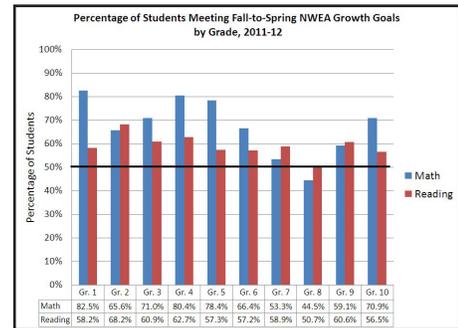
In 2012, Minnesota received permission to make some changes in its implementation of the federal No Child Left Behind (NCLB) Act. The first major change is in our long term goal. Instead of having a goal of all students being proficient in reading and math by 2014, MN's new goal is to reduce the gap in achievement between disadvantaged and non-disadvantaged students and between minority and non-minority students by 50% by 2017. Having this new goal has resulted in a new set of yearly targets for making Adequate Yearly Progress (AYP). The second major change in MN's NCLB implementation is the introduction of a new method for assessing schools called the Multiple Measures Rating (MMR).

In addition to holding schools accountable for meeting yearly proficiency targets (AYP), MMR takes into account student academic growth and reduction in the achievement gap at each school. As with AYP, growth and achievement gap reduction are primarily measured by the Minnesota Comprehensive Assessments (MCA), which is given to students in grades 3-8 and high school. For high schools, MMR also looks at graduation rate.

One FLAS school, Forest View Elementary, only has students up until grade 3. Therefore, Forest View cannot have growth data that is based on the MCA test. This makes Forest View ineligible to receive an MMR score: Schools only receive an MMR score if they have results in at least three of the four areas.

### Northwest Evaluation Association (NWEA) results

The NWEA Measures of Academic Progress (MAP) is another measure of student achievement in FLAS. Many Forest Lake students continue to perform above the average of all NWEA users (50th percentile and above) and a majority of students meet or exceed their growth goals.



### Alternative Delivery of Specialized Instructional Services (ADSIS)

In August of 2011 the district's application for Alternative Delivery of Specialized Instructional Services (ADSIS) was approved. This was the second consecutive year the district was approved for this funding.

This approval allowed the district to hire 7.5 literacy teachers to address the needs of struggling readers in grades K-3, one math teacher to address the needs of struggling math students in grade 4 at Forest Lake Elementary, and one paraprofessional to conduct progress monitoring measures on students served in literacy. This Tier II intervention program continues to support the implementation of the district's Response to Intervention framework, which includes tiered instruction, universal screening and problem solving teams.

Students were identified as needing Tier II literacy or math instructions if they scored below the 35th percentile on the NWEA-MAP test or the oral reading fluency measure and if other data verified the validity of the scores. Once identified, screenings were conducted to determine specific reading and math deficits. Daily, small group instruction targeted the deficit area and students continued to receive instruction in the core curriculum.

The ADSIS program served 384 students in 2011 - 2012. The following table shows growth data for students in both reading and math.

	District Standard	Reading	Math
Significant Improvement	150% or greater of growth target	48.3 %	54.4%
Some Improvement	111 - 149% of growth target	17.2%	13.6%
Stayed the same	90 - 110% of growth target	6%	0%
Some decline	50-89% of growth target	13%	9%
Significant decline	Negative to 49% of growth target	19%	22%

The district continues to evaluate the program and will continue with the following goals for the 2012-2013 school year:

- An additional .5 literacy and 1.0 math interventionist positions will be added.
- Students who are not making adequate progress may receive individual instruction (Tier III).
- The district will work to create a seamless process of intervention services across funding sources (Title I, ADSIS, etc.).

# Continuous Improvement

## High expectations for staff

Expectations and standards are set high for our teachers, as well as our students. Our teachers participate in extensive professional development in the areas of mathematics and literacy every year. Staff development and in-service days support ongoing curriculum development, differentiated instructional techniques, and technology integration.

Providing teachers with the resources and training they need in order to teach our students is a priority of our school district. Each year the district sets goals to expand the skills of our staff. Following are the 2011-2012 district staff development goals.

### Goal #1

To maintain and continually improve student achievement; data (MCA IIs, MCA IIIs, MTAS, NWEA, ACCESS, other assessments) will be monitored and utilized in curriculum and instruction decisions. District curriculum will be aligned with state and national standards through the curriculum review and development process, with particular emphasis on the subgroup of special education during the 2012-13 school year.

### Goal #2

Provide opportunities for professional growth and development in a variety of areas, including differentiated instruction, tiered instruction, and technology integration to meet the unique needs of both staff and students during the 2012-13 school year.

### Goal #3

Provide professional development opportunities for all staff that facilitate the development of intercultural understanding, competence, and practice to meet the needs of both staff and students during the 2012-13 school year.

## Our Initiatives

- Curriculum Review and Development Cycle
- Professional Learning Teams (PLTs)
- Integration and Equity Professional Development Opportunities
- Response to Intervention (RtI) and Tiered Instruction
- College & Career Readiness
- Rangers Read



## Curriculum & Instruction Committee

The district's Curriculum and Instruction Committee provides active community participation in planning and improving instruction and curriculum that affects the district curriculum and Minnesota Academic Standards.

The committee includes parents, students, staff and community residents. It has advisory responsibilities with regard to district-wide standards, assessments and program evaluation.

Committee members are selected through an application process. A rotation system is used for committee membership to ensure continual new membership along with continuity of committee work.

### 2012-2013 Committee Members

Kathy Bystrom	Carolyn Latady
Joy Cook	Cathy Mackiewicz
Nancy Ellias	Kelly Marsh
Aimee Ferguson	Susan Masterjohn
Rick Foss	Angie Olson
Amy France	Kathy Osterberg
Donna Friedmann	Linnea Peterson
Margo Geving	Tracy Sigstad
Julie Greiman	Joel-Lynn Tinklenberg
Dennis Hoidal	Jennifer Tolzmann
Sandra Holte	Erin Turner
Dan Kieger	Ellen Weed
Lloyd Komatsu	

For more information about the Curriculum and Instruction Committee, please contact the Director of Teaching & Learning at (651) 982-8115.