



Excellence In Education

2009-2010 Annual Report on Curriculum, Instruction and Student Achievement

Our review process 2009-2010

The following list shows which curriculum areas fell into which stages of the review process during the 2009-2010 school year.

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

YEAR ONE:

Health
Music
Media

YEAR TWO:

Business
World Languages

YEAR THREE:

Social Studies
Art
Physical Education

YEAR FOUR:

Industrial Technology
Language Arts
Science

YEAR FIVE:

Math
Family & Consumer Science
Agriculture

Curriculum review and development

The 2009-2010 school year was the 10th 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 Assessment-IIs 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

* *MN SOLOM* (Given to English Language Learners)

K - Grade 6

Fluency Measures

Kindergarten

NWEA Measures of Academic Progress (MAP)
Reading & Math
Curriculum-based math and reading benchmark;
* *Work Sampling System*

Grade 1

NWEA Measures of Academic Progress (MAP)
Reading & Math
Curriculum-based math and reading benchmark;
* *Work Sampling System*

Grades 2-9

NWEA Measures of Academic Progress (MAP)
Reading & Math

Grade 2

* *Work Sampling System*

Grades 2-3

* *Oral Reading Fluency*

Grades 3-8

* *MCA-IIs in Math & Reading*
* *MTAS* (given to some students with disabilities)
* *MTELL* (given to English Language Learners)

Grades 3-12

* *Test of Emerging Academic English*
(given to English Language Learners)

Grades 5 & 8

* *MCA-IIs in Science*

Grade 9

* *GRAD Written Composition*

Grades 10-12

* *MCA-IIs in Science for selected courses*
NWEA math for selected courses; Advanced Placement (AP)

Grade 10

* *MCA-II in Reading*; NWEA Reading; **MTAS*

Grade 11

ACT & SAT; PSAT/National Merit Scholarship Qualifying Test;
Armed Services Vocational Aptitude; * *MCA-II in Math*, **MTAS*,
**MTELL*

Grade 12

ACT & SAT

* *Tests required by state
and/or federal
legislation.*

GRAD exam replaces Basic Skills Tests in math and reading

The Basic Skills Tests in reading and math as we've known them since 1996 have been phased out and replaced with the Graduation-Required Assessments for Diploma (GRAD) exam.

The GRAD exam is a component of the Minnesota Comprehensive Assessments (MCA-IIs). Beginning with the class of 2010, students must pass the GRAD portion of the MCA-IIs 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.



Student Achievement

Minnesota Comprehensive Assessments - II (MCA-II)

2010 MCA-II results

Two elementary schools and one junior high school in the FLAS system made Adequate Yearly Progress (AYP) in 2010.

Central Montessori and Columbus Elementary schools, and Century Jr. High School, all scored a perfect 18-out-of-18 in fulfilling the AYP criteria established by the Minnesota Department of Education (MDE).

Nearly half of all public and charter schools in the state of Minnesota – 1,048 of the state’s 2,291 schools – did not meet AYP standards this year.

Overall, Forest Lake students ranked better than the state percentages in both reading and math scores. In reading, 71.4 percent of Forest Lake students were proficient, and 75.5 were proficient in math. Statewide, 72.3 percent of Minnesota students were proficient in reading and 65.9 percent in math.

Of the eight Forest Lake schools that did not make AYP in reading, six fulfilled all but one of the 18 categories. Of the five Forest Lake schools that did not make AYP in math, four fulfilled all but one of the 18 categories.

Measuring AYP

The MCA-II tests meet the requirements of the federal No Child Left Behind Act, and results are used to determine if schools have made Adequate Yearly Progress (AYP) toward all students being proficient.

In order for a school to make AYP, students in nine different subgroups must reach a minimum proficiency level on math and reading tests. The school must also meet state goals in test participation, attendance and graduation rates.

If even one subgroup does not meet AYP goals, the entire school appears on the

Good schools not measured by AYP alone

When evaluating the overall quality of a school, Adequate Yearly Progress (AYP) results alone don’t tell the whole story.

Some of the most successful schools in Minnesota have not made AYP, yet students in that building are learning and achieving. If even one subgroup of students – in some cases as few as 20 kids – miss reaching a specific target on a math or reading exam, the entire school appears on the state’s “needs improvement” list.

When rating the success of a school, many factors should be considered, from parent involvement and teacher quality to test results and standards/expectations.

Forest Lake Area Schools Adequate Yearly Progress (AYP) Report for 2009-2010

School	Met AYP Reading	Met AYP Math	% Proficient Reading*	% Proficient Math*
Central Montessori	Yes	Yes	74.6%	81.0%
Columbus Elementary	Yes	Yes	83.3%	85.9%
Forest Lake Elementary	No (All, White, SpEd)	Yes	61.9%	66.5%
Forest View Elementary	No (FRPL)	Yes	77.1%	79.3%
Lino Lakes Elementary	Yes	No (SpEd)	76.7%	73.6%
Linwood Elementary	No (FRPL)	Yes	74.8%	73.6%
Scandia Elementary	No (SpEd)	Yes	84.7%	85.2%
Wyoming Elementary	No (SpEd)	No (SpEd)	82.9%	80.0%
Area Learning Center (ALC)	No (SpEd)	No (All, White)	6.1%	26.3%
Century Junior High	Yes	Yes	68.5%	72.9%
Southwest Junior High	No (All, SpEd)	No (SpEd)	62.9%	66.8%
Forest Lake Area Senior High School	No (SpEd)	No (SpEd)	86.4%	50.5%
Forest Lake Area School District (Overall)	No (Am Ind, Asian, Hispanic, LEP)	No (Black)	71.4%	75.5%

*Percentage of proficiency based on answer documents with a valid score. Parentheses indicate demographic area where a school did not meet AYP standards. (See coding below.) Schools are required to meet AYP standards in every one of the nine demographic groups listed below for reading and math for the school to meet AYP overall.

All = All Students
 AIAN = American Indian / Alaskan Native students
 API = Asian / Pacific Islander students
 Black = Black / African American students
 Hispanic = Hispanic students
 White = White / Caucasian students
 FRPL = Students who qualify for free or reduced-price lunch
 LEP = Students with Limited English Proficiency
 SpEd = Students who qualify for Special Education services

Working to improve achievement for all FLAS learners

We’re 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.

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 2010-2011 district staff development goals.

Goal #1

To maintain or achieve Adequate Yearly Progress (AYP), and continually improve student achievement; data (MCA-II's, MTAS, MTELL, NWEA, TEAE, MN SOLOM, 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 2010-2011 school year.

Goal #2

Provide opportunities for professional growth and development in a variety of areas, including differentiated instruction and technology integration, to meet the unique needs of both staff and students during the 2010-2011 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 2010-2011 school year.

Our Initiatives

- Curriculum Review and Development Cycle
- Professional Learning Teams (PLTs)
- Olweus Bullying Prevention Program
- Response to Intervention (RtI)
- College & Career Readiness



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.

2009-2010 Committee Members

Jane Bona	*Eric Langness
Michelle Brennhofer	Carolyn Latady
Kathy Bystrom	Michelle Lilly
Rick Foss	Toni Lofgren
Amy France	Linda Madsen
Pat Garvie Carlson	Kelly Marsh
*David Gay	Susan Masterjohn
Julie Greiman	Karen Morehead
Kim Hall	Angie Olson
Diane Hipkins	Kathy Osterberg
Dennis Hoidal	Jane Riter
Alan Hurtley	Jennifer Tolzmann
Linda Jacobs	Sue Tower
Dan Kieger	Erin Turner
Sue Kolstad	Karen Voss
Lloyd Komatsu	Nicolle Wollan
Sandra Kurrelmeyer	Sandy Zarebinski

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

** indicates term on the committee expired as of December, 2009.*