

Excellence In Education

2010-2011 Annual Report on Curriculum, Instruction and Student Achievement

Our review process 2010-2011

The following list shows the curriculum areas in the review process during the 2010-2011 school year.

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

YEAR ONE:

Mathematics
Agriculture
Family & Consumer Science

YEAR TWO:

Health
Music
Media

YEAR THREE:

Business
World Languages

YEAR FOUR:

Social Studies
Art
Physical Education

YEAR FIVE:

Industrial Technology
Language Arts
Science

Curriculum review and development

The 2010-2011 school year was the 11th 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

© Forest Lake Area Schools, 2011

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, Phonemic Segmentation Fluency, Non-Word 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 II (MCA-II): 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 II (MCA-II): Science
* Minnesota Test of Academic Skills (MTAS): Science (given to some students with disabilities)

Grade 8

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

Grade 9

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

Grades 10 - 12

* Minnesota Comprehensive Assessment Series II (MCA-II): Science (following life-science course)
NWEA Measures of Academic Progress (MAP): Reading & Math
Advanced Placement (AP)

Grade 10

ACT's Educational Planning and Assessment System (EPAS): PLAN
* Minnesota Comprehensive Assessment Series II/Graduation-Required Assessment for Diploma (MCA-II/GRAD): 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

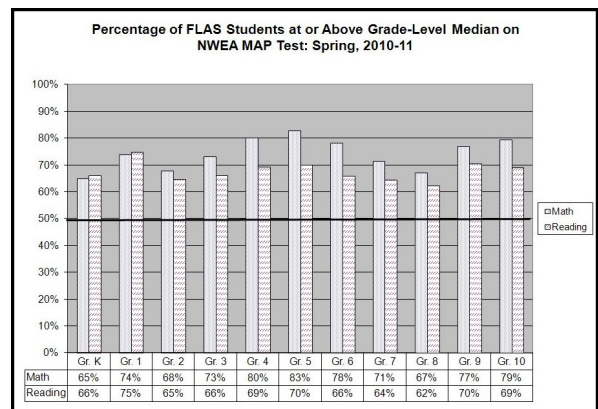
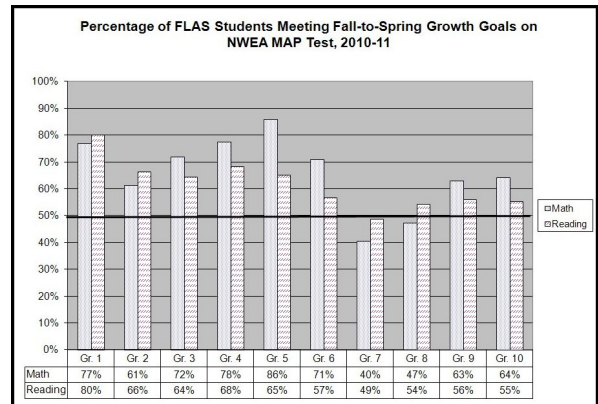
2011 MCA results

The federal No Child Left Behind (NCLB) Act requires that all schools in the nation make Adequate Yearly Progress (AYP) toward achieving the goal of all students being proficient in reading and math. All schools are required to inform parents of their AYP standing.

This past year, the Minnesota Comprehensive Assessments were updated. Because of standard setting in the updated areas, and with further complications due to the state government shutdown, FLAS does not yet know of changes in district or building AYP status. Updated data, reflecting any changes in the past year will be available on the district website once scores for mathematics and reading are released by the state. There is no definite deadline for that release of data at this printing.

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 Instruction (ADSIS)

In July 2010 the district's application for Alternative Delivery of Specialized Instructional Services (ADSIS) was approved. This approval allowed the district to hire four literacy teachers to address the needs of struggling readers in grades K – 3 and one paraprofessional to conduct progress monitoring measures on the students served. This Tier II Reading Program was the next stage in the district's Response to Intervention implementation; a program which includes tiered instruction, universal screening and problem solving teams.

Students were identified as needing Tier II literacy instruction 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, screening was conducted to determine specific reading deficits, i.e., phonemic awareness, decoding, fluency, vocabulary or comprehension. Daily, small group instruction targeted the deficit area and students continued to receive instruction in the core curriculum.

The ADSIS program served 202 students in 2010-2011 and spring NWEA data indicated that 51% of the students who received Tier II literacy instruction met or exceeded

their growth targets, 34% stayed the same and 14% declined in their skills.

The district has evaluated the program and will implement the following changes for the 2011-2012 school year:

ADSIS STATISTICS 2010-2011	
	Number of Students
Significant Improvement	61
Some Improvement	42
Stayed the Same	70
Some Decline	15
Significant Decline	14

- An additional 3.5 literacy teaching positions and one math interventionist position will be added to create a pilot math program.
- Literacy teachers will provide services within the classroom setting rather than “down-the-hall” as happened in some cases.
- Intervention groups will be no larger than three students.
- Students who are not making adequate progress may receive individual instruction (Tier III).
- Literacy teachers will report ORF progress to their colleagues every six weeks.
- The Title I program will use the ADSIS model to include more students in this research-based model.

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 or achieve Adequate Yearly Progress (AYP), and continually improve student achievement; data (MCA, MTAS, NWEA, WIDA assessment, MCA-M, and 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 2011-2012 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 2011-2012 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 2011-2012 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.

2011-2012 Committee Members

Michelle Brennhofer	Linda Madsen
Kathy Bystrom	Kelly Marsh
Rick Foss	Susan Masterjohn
Amy France	Angie Olson
Pat Garvie Carlson	Kathy Osterberg
Julie Greiman	Jane Riter
Dennis Hoidal	Jennifer Tolzmann
Sandy Holte	Sue Tower
Alan Hurtle	Erin Turner
Dan Kieger	Nicolle Wollan
Lloyd Komatsu	Sandy Zarembinski
Carolyn Latady	

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