

***RED LAKE COUNTY CENTRAL SCHOOLS
PLUMMER PUBLIC SCHOOL ISD #628
OKLEE PUBLIC SCHOOL ISD #627***

***2007-2008 Annual Report on Curriculum, Instruction and Student
Achievement***

Joe McMullen

School Board Chairperson ISD 628

Randy Pederson

Principal ISD 628

Matt Kolstoe

School Board Chairperson ISD 627

Mike Bergevin

Principal ISD 627

Jim Guetter

Superintendent

Approved at the Regular School Board Meeting of ISD 628 and ISD 627 on September 8, 2008

Oklee School District #627 and Plummer School District #628

2007-08 ANNUAL REPORT ON CURRICULUM AND STUDENT ACHIEVEMENT

ADVISORY COMMITTEE MEMBERS

The RLCC Advisory Committee was established in 2003. The three goals set forth by the committee was to : 1) Access and share school and student data. 2) Analyze and use the data to inform and develop goals 3) Implement strategic plans to improve student achievement. Residents who wish to serve on this committee should contact Mike Bergevin (218)796-5136 or Randy Pederson (218)465-4222. The length of term is a minimum of one year.

Member	Position	Affiliation
James Guetter	Superintendent	Superintendent
Randy Peterson	Principal	District Assessment Coordinator
Michael Bergevin	Principal	District Assessment Coordinator
Lonnie Longtin	Board Member	Leadership Team
Danielle Paradis	Board Member	Leadership Team
Michael Swenson	Teacher	Community Member/Reading
Jim Baron	Teacher	Staff Member/ Reading
Marcella Melby	Teacher	Community Member/Mathematics
JoyAnn Dahl	Teacher	Special Education
Mary Fore	Teacher	Elementary
Dan Brustad	Teacher	Elementary
Nancy Bray	Teacher	Elementary

The advisory committee came together as a team to represent the school and analyze data. Pertinent district and student data, both current and historical, was accumulated in a timely manner and stored in Sagebrush with Region 1. NWEA student data is also used in making curriculum and instruction decisions. This committee makes recommendations to the school boards on academic standards, assessments and program evaluation.

DISTRICT REPORTING

Reporting to Oklee/Plummer School District residents has been, and is, a continuing process. Reporting takes place in the following ways:

1. Presentation to the school board.
2. Annual Report of Instruction, Curriculum and Student Achievement.
3. On the School's web sites.
4. Notice of posting in the District Newsletters.

STUDENT ACHIEVEMENT GOALS

1. Each School will continue to make Adequate Yearly Progress (AYP) on the Minnesota Comprehensive Assessments in Mathematics and Reading.
2. We will provide the resources and opportunities in preparing our students for success in a global economy.

STUDENT ENROLLMENT

Ending enrollment for the 2007-2008 school year at the High School was **149** students grades 7-12. The Elementary School enrollment was **185** Students in grades Kindergarten through 6th grade.

IMPROVEMENT PLANS, 2008-2009

Red Lake County Central Elementary School

1. The K-6 teaching staff will focus this year on two areas for improvement, one in reading and one in math. Our MCA-II data over the course of the past 2 years indicate that our students need to improve in the sub strand of literature on the reading MCA-II test and the sub strand of Number Sense on the math MCA-II test.

RLCC Elementary scored at a 75% rate for grades 3-6 in the literature sub strand for the MCA-II reading test. RLCC Elementary scored at a 70% rate for grades 3-6 in the number sense sub strand for the MCA-II math test.

Staff at RLCC Elementary have written a SMART goal indicating that students in grades 3-6 will improve by 5% in both of the above mentioned sub strands. Teachers will implement a 10 minute period 3x per week focusing on these sub strands. Teachers will report out monthly during scheduled meetings.

2. RLCC Elementary will explore the implementation of a Response to Intervention plan over the course of the school year. This plan will focus on early detection of literacy deficiency. The overall goal of the Response to Intervention plan is to have all students reading at grade level by grade 3 and to lower the number of referrals to special education.

Red Lake County Central High School

1. In cooperation with the high school faculty, a modified 4-Block schedule has been developed for implementation in the 2008-09 school year. New features of the schedule matrix includes a split 4th block of 45 minutes in each with classes running throughout the school year to accommodate our music program. Another split block allows 7th and 8th graders to have math and English throughout the year.
2. In terms of preparing our students for the next round of MCA's in the spring of 2009, NWEA assessments will focus only on those areas where a particular MCA II test is given. As an example, since our juniors will be tested in the area of mathematics next spring, the concentration for the two rounds (fall and spring) of NWEA testing will be in mathematics as well.
3. The Silent Sustained Reading period offered for 20 minutes each day was again reorganized to provide additional support and practice for those subjects a particular class will be assessed in next spring's MCA II's . For example, and in addition to preparing for mathematics and reading, our 8th graders will receive an emphasis in science to prepare for that particular MCA II assessment.
4. It is the goal of the administration and faculty in the 2008-09 school year, to finish writing a formalized curriculum for all high school courses which include up-to-date course syllabi, previously embedded and aligned standards.

PROGRESS ON PREVIOUS IMPROVEMENT PLANS

Red Lake County Central Elementary School, from 2007-2008 Improvement Plans

1. Teachers in grades 3-6 will also be working with a specialist that will focus on providing staff with **instruction in writing**. Instructional areas to explore include: Content knowledge, Best Practice in the content area, and Exemplary materials/supplements available in the content area. The over-all goal is to learn how to use and teach writing skills across the curriculum.

Teachers received 3 days of best-practices content delivered by Modern Red SchoolHouse. Each teacher taught a lesson of writing, was observed and peer coached by Modern Red SchoolHouse personnel, and had a post-lesson conference to discuss how the lesson went. They then verbalized a writing plan for the remainder of the year. Over all, RLCC Elementary developed a writing curriculum grid which will be implemented school year 2008-09.

<i>RLCC ELEMENTARY WRITING DIAGNOSTIC GRID</i>	Kindergarten	1st Grade	2nd Grade	Instructional Level grade 3 and 4	Instructional Level grade 5 and 6
ORGANIZATION					
Appropriate form		X	X	X	X
Purpose is clear		X	X	X	X
Attention to audience				X	X
Topic sentence			X	X	X
Sentence Support/detail			X	X	X
Logical sequence		X	X	X	X
Transitional devices (Para.)				X	X
Conclusion		X	X	X	X
Other					
SENTENCE STRUCTURE					
Complete Sentences	X	X	X	X	X
Varied sentence types	X	X	X	X	X
Varied sentence lengths	X	X	X	X	X
Varied sentence beginnings		X	X	X	X
Other					
VOCABULARY DEVELOPMENT					
Varied/vivid language	X	X	X	X	X
Clear/precise language			X	X	X
Language choices match purpose				X	X
Other					
GRAMMAR/MECHANICS					
Subject/verb agreement	X	X	X	X	X
Verb tense		X	X	X	X
Person	X	X	X	X	X
Spelling	X	X	X	X	X
Capitalization	X	X	X	X	X
Punctuation	X	X	X	X	X
Indentation					X
Other					

2. Teachers will receive training in another reading fundamental, that being **reading fluency**. This training will consist of content in the foundations of fluency, how to assess reading fluency, and fluency instruction. At the end of the training, the teachers will teach a lesson based on this content that will be reviewed by a peer coach, as provided by Modern Red SchoolHouse.

Reading teachers in grades K-6 received content for 2 days that focused on delivering lessons that would meet the learning style of all students. On day 3 the teacher taught a lesson with an expert in the field who acted as a peer coach. This continued our goal to annual provide best-practice instructional strategies for our teachers.

3. Teachers will continue and finish, meeting the **standards and benchmarks for their task force** groups. In year 1 of our 3-year comprehensive school reform, Modern Red SchoolHouse assisted us in developing 5 task forces: Leadership Team, Curriculum and Instruction, Standards and Assessment, Professional Development, and Parent/Community. Each of these task forces memberships are comprised of teachers and para-professionals. Each task force has standards to meet. Under each of these standards are benchmarks to demonstrate that the group has met the standard. All task force groups will meet the benchmarks and standards by the end of school-year 2007-08.

RLCC Elementary's Task Force Teams met all standards as put forth by Modern Red SchoolHouse.

Red Lake County Central High School, from 2007-2008 Improvement Plans

1. Always a work in progress, adjustments and improvements were made to the 7-12 high school rules and policy for staff and students address the mission of the providing for a safe and orderly school environment which is conducive to teaching and learning.

2. Again, a constant and continuing process, our teaching staff used the most current assessment data to review and analyze MCA II and NWEA results and data to diagnose strengths and weaknesses in curriculum. Two curriculum teams were formed and divided into jr. and sr. high groups of teachers. Bi-monthly meetings were scheduled to track progress of lesson plans and standards instruction.

3. After developing a written format for curriculum mapping was developed at the beginning of the 2007-08 school year to ensure alignment of reading standards with test specifications across the subject areas, a concerted effort was made to make reading instruction a priority to improve all student performance in that area.

4. Through the use of cooperative and participatory manage practices, several staff groups (administration, teachers, paras, office staff, custodians, etc.) met on a regular basis to identify problems and develop solutions to make efficient the general operations of the high school.

5. After a reorganization of the administrative work schedule to allow for two full days per week of classroom observations by building principal, it became apparent that ½ day per week in rotation with a particular teacher was a more practical and realistic use of time. Even the reduction to ½ day was a significant improvement over the minimum requirement of 1 observation per tenured and 3 per probationary teacher during the previous school year.

2007-2008 Results of Local Assessment Data

MINNESOTA COMPREHENSIVE ASSESSMENTS-II

The first educational goal for RLCC Schools is “**Each School will continue to make Adequate Yearly Progress (AYP) on the Minnesota Comprehensive Assessments in Mathematics and Reading.**” Each school did make Adequate Yearly Progress as determined by the MN Department of Education. This is in line with the State’s plan to meet the Federal mandate of No Child Left Behind. The test results for each school follow.

REPORT ON TESTING DATA FOR RLCC ELEMENTARY SCHOOL

1. MCA-II Testing

RLCC Elementary	RLCC Proficiency	State Proficiency
2007-2008	%	%
Reading	77.32	70.77
Math	77.23	62.03
Science	61.90	39.09

RLCC Elementary School has made Adequately Yearly Progress as determined by the MN Department of Education

2. NWEA TESTING

Due to the inordinate amount of testing that is demanded upon districts and students, RLCC Elementary has moved to use NWEA testing in the fall only. This still provides us with annual student growth achievement rate, but eliminates testing fatigue in the spring. Testing results were not available at the date of this production.

3. Reading Recovery

Eight 1st grade students participated in Reading Recovery. Four students made substantial progress as demonstrated by Reading Recovery Assessments and are reading at grade level and are back in the regular classroom reading curriculum for school year 2008-09.

REPORT ON TESTING DATA FOR RLCC HIGH SCHOOL

1. MCA-II and GRAD Test results

<u>RLCC High School</u>	<u>RLCC Proficiency %</u>	<u>State Proficiency %</u>
<u>MCA-II TESTS</u>		
7th Grade Reading	52	65
7th Grade Math	50	61
8th Grade Reading	60	66
8th Grade Math	55	58
8th Grade Science	45	38
<u>MCAII/GRAD TESTS</u>		
9th Grade Writing	70	89
10th Grade Reading	56	71
10th Grade Science	19	43
11th Grade Math	10	34

RLCC High School has made Adequately Yearly Progress as determined by the MN Department of Education

2. NWEA Measurement of Academic Progress

<u>NWEA READING GRADE</u>	<u>SPRING 2008 RIT</u>	<u>PROFICIENCY RIT</u>	<u>FALL to SPRING GROWTH</u>	<u>GROWTH GOAL</u>	<u>% MEETING GROWTH</u>
3	198	190	13	10.2	63.6
4	208	201	9.3	6.6	76.7
5	216	206	10.4	5.5	70
6	213	212	9.4	5.5	63.6
7	218	217	1	3.3	40.9
8	223	221	1	3	31.6
9	220	224	4.8	3.2	59.3
10	224	224	-0.6	2.4	42.3
11	222	224	7.6	0	81.3

<u>NWEA MATH GRADE</u>	<u>SPRING 2008 RIT</u>	<u>PROFICIENCY RIT</u>	<u>FALL to SPRING GROWTH</u>	<u>GROWTH GOAL</u>	<u>% MEETING GROWTH</u>
3	205	196	13.7	10.7	77
4	214	208	10.7	8.5	74
5	226	220	12.3	8.6	70
6	224	225	10.2	7	64
7	231	230	3.8	5.8	41
8	243	235	8.3	4.9	79
9	236	242	4.9	3.4	48
10	236	248	2.3	3.1	52
11	239	254	7.5	0	88

BASIC STANDARDS INFORMATION MATHEMATICS, READING AND WRITTEN COMPOSITION

The Basic Standards Tests (BST) are reading, mathematics, and writing tests that the Class of 2009 must pass to receive a diploma from a public high school. The reading and mathematics tests were first administered to these students in grade 8 and the writing test in grade 10. Students can re-take any of these tests as many as five times each year until they pass. All members of the Class of 2009 have either met the State testing requirements or have met the requirements of their Individualized Education Plan.

The Class of 2010 is the first class that will have to pass the MCA-II/GRAD Tests for graduation in a Minnesota Public School. (Written Composition in grade 9, Reading in grade 10, Mathematics in grade 11)

Red Lake County Central High School Academic Requirements for Graduation

Students in Grades 9-12 will need to successfully complete **28** credits in the following areas:

ENGLISH	4 CREDITS	MATHEMATICS	4 CREDITS
SCIENCE	3 CREDITS	SOCIAL STUDIES	3.5 CREDITS
PHYSICAL EDUC.	1 CREDIT	HEALTH EDUC.	1 CREDIT
ART/MUSIC	1 CREDIT	ECONOMICS	0.5 CREDIT
ELECTIVES	10 CREDITS		

In addition to the credit requirements for graduation, a student enrolled at RLCC High School in the class of 2009 must pass the Minnesota Basic Skills Testing requirements. The purpose of the MN Basic Skills Testing requirement is to ensure a basic level of competency in reading, mathematics and written composition for all Minnesota graduates.

Beginning with the class of 2010, the Minnesota Basic Skills Tests in mathematics, reading and writing have been replaced by the MCA-II/GRAD test. Students will now need to achieve proficiency at or above their current grade level on the MCAII test, or achieve a passing score on the GRAD portion of the test, which measures the essential requirements for success beyond high school. The MCAII/GRAD Writing Test is first given in the ninth grade, the MCA-II/GRAD Reading Test in the 10th grade, and the MCA II/GRAD Math Test in the 11th grade. There are several opportunities to retake each of the tests before the class is scheduled for graduation.

American College Testing (ACT) College Readiness Report for RLCC High School

This report reflects the achievement of our graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. This table shows the five year trend of our high school's ACT-tested graduates. From this table you can determine how our graduates compare with state averages. The classes of 2003 and after are graduates from RLCC High School.

Out of twenty-five students that graduated from RLCC High School, fourteen members of the 2008 Senior Class took the American College Test (ACT). The composite average score for the senior students was 20.4 compared to the state average of 22.6. The State of Minnesota continues to lead the Nation in Act scoring.

ACT – 6 YEAR TREND RLCC 2003-2008

RLCC	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	Local State		Local State		Local State		Local State		Local State		Local State	
2002-2003	10	42,892	19.2	21.2	19.9	21.8	20.6	22.4	20.8	22.2	20.1	22.0
2003-2004	16	42,163	16.9	21.4	18.3	22.0	17.9	22.6	19.9	22.3	18.4	22.2
2004-2005	15	41,646	19.9	21.6	19.1	22.1	20.9	22.7	20.9	22.4	20.3	22.3
2005-2006	20	41,650	19.8	21.6	20.2	22.1	22.0	22.6	21.0	22.3	20.9	22.3
2006-2007	15	43,534	17.4	21.8	19.7	22.5	19.3	22.8	20.3	22.5	19.4	22.5
2007-2008	14	44,863	18.4	21.9	21.9	22.6	20.2	23	20.4	22.5	20.4	22.6

Post Secondary High School Plans

	<u>Class of 2004</u>		<u>Class of 2005</u>		<u>Class of 2006</u>		<u>Class of 2007</u>		<u>Class of 2008</u>	
4 Year colleges/universities	7/28	25%	13/33	39%	16/30	54%	13/32	40%	6/26	23%
Technical colleges/schools	20/28	71%	14/33	42%	10/30	33%	14/32	44%	15/26	58%
Military Service	0/28	0%	2/33	6%	0/30	0%	0/32	0%	0/26	0%
Other (work,undecided)	1/28	4%	4/33	12%	4/30	13%	5/32	16%	5/26	19%

RED LAKE COUNTY CENTRAL SCHOOLS
Independent School Districts No. 627 & 628 Testing Program

The chart below summarizes the 2007-08 District Assessment Program

Test (s)	Objective	Grades	Given to Whom	When	Used For
NWEA (MAP)	To monitor student achievement, determine ability in Reading, Mathematics and Language Arts and to determine proper placement of a child new to the district.	2,3,4,5,6,7,8,9,10,11	All Students	Fall and Spring	Curriculum Planning, Title I Placement, District Accountability, BST preparation
Bemidji Diagnostic Early Intervention Test	To screen K-1 students	Kindergarten and 1 st	All Students	September	Identifying students for early intervention with Title I or tutors
MN Basic Standards Tests for Reading and Math	To meet the state requirement of passage of the BSTs prior to graduating from high school in Minnesota.	Several opportunities to take it annually in 9 th -12 th grade	Current Jrs & Srs who have not yet passed the test	January, February, July	Determines passage of MN Basic Standard
MN GRAD tests	Graduation Required Assessments for Diploma	Gr. 9-Writing Gr. 10-Reading Gr. 11-Math	All 9 th , 10 th and 11 th grade students who have not yet passed the test.	April Retakes available	Measures proficiency for graduation in reading, mathematics and writing.
MCA-II's	To evaluate district progress toward student achievement of the MN High Standards	Math and Reading 3-4-5-6-7-8 10 th - Reading 11 th - Math	All students in 3 rd -11 th Grade	April	Curriculum and instruction review and improvement
ACT	To meet college entrance requirements and determine the level of preparedness of our students for college	Voluntary basis for 11 th & 12 th grades	Recommended for college planning	Fall, Winter and Spring	College entrance requirements and career counseling
IDEAS PLAN ASVAB PSAT EXPLORE	To identify student vocations, college and career interests and aptitudes	9 10 11 11 8	All Optional ALL Optional All	Spring Fall Winter Fall Fall	Academic Preparation and career planning. Scholarship eligibility and Academic Planning
TEAE Test of Emerging Academic English	Annual assessment of reading and writing for students with limited English proficiency	As needed	Students that have been identified LEP or language used at home other than English	October	Used to identify students with language barriers