

ON CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT

Understanding the No Child Left Behind (NCLB) Waiver

This past year Minnesota received a waiver under the federal legislation of No Child Left Behind (NCLB) to focus on closing the achievement gap and promoting high growth for all students. The NCLB system measured schools based only on proficiency; while the waiver implemented a new accountability system that measured proficiency, growth, achievement gap reduction, and graduation rate (graduation rate is considered for high schools only). Points earned in each of these categories generate a Multiple Measure Rating (MMR) score for each school.

In addition to a MMR score, schools earn a focus rating that measures proficiency and achievement gap reduction of minority students and students receiving special service (Asian, Hispanic, Black, LEP, Special Education, Free and reduced lunch, and American Indian). Schools are labeled based on the Focus Rating. Focus schools are identified in one of two ways: a) the lowest Focus ratings in their grade classification group (elementary, middle school, high school, other) b) graduation rates of less than 60 percent. These schools are identified once every three years.

| School labels based on Multiple Measure Rating (MMR) scores. | |
|--|--|
| Reward School | The highest-performing 15% of Title I schools in the state. |
| Focus Schools | The 10% of the Title I schools making the biggest contribution to the state's achievement gap. |
| Priority Schools | The 5% most-persistently low-performing schools in the state. |

| 2012 Worthington School District MMR and Focus Rating Scores* | | |
|---|--------|--------|
| School | MMR | Focus |
| Prairie Elementary | 36.59% | 34.36% |
| Middle School | 34.15% | 33.82% |
| High School | 41.02% | 32.90% |

*MMR & Focus ratings for 2013 were not available at time of publication.

Prairie Elementary:
Josh Noble, Julie Linder, Josh Langseth, Cory VanBriesen, Dawn Teerink

Middle School:
Jeff Luke, Rebecca McGaughey, Kathy Craun, Emily Ahlquist, Karen Feit, Heather Flynn

High School/ALC:
Paul Karelis, Kathy Schreiber

Department of School Improvement:
Katie Clarke

Community Education:
Sharon Johnson

District Advisory Committee



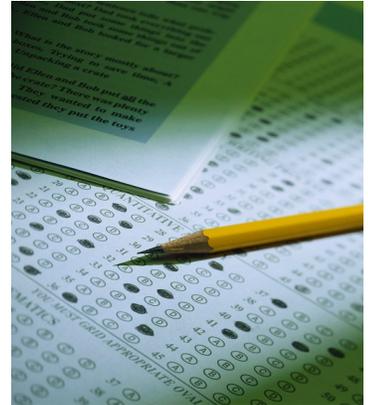
Membership on this Advisory Committee is an annual commitment.

Terms will expire annually with option to renew membership based on district approval.

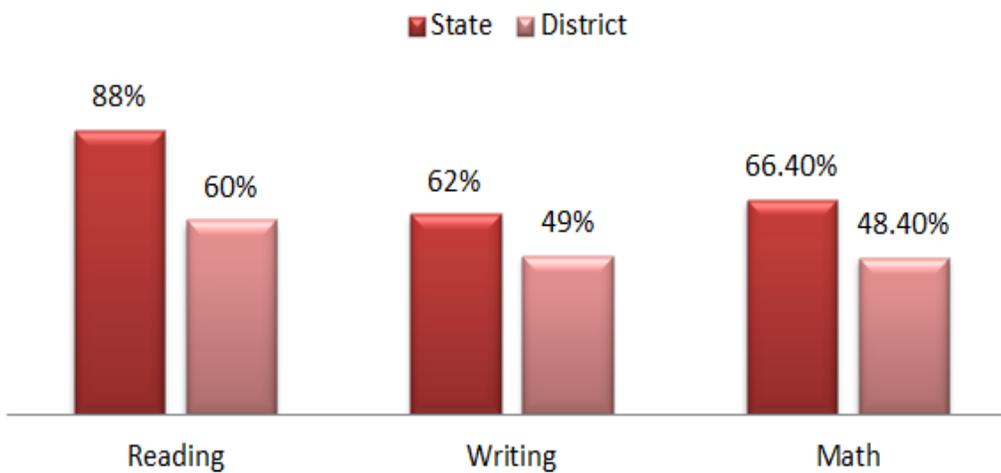
The district wishes to acknowledge these members' contributions and thank them for their work to improve opportunities for staff and students in District 518.

High School Assessments

Students must earn a proficiency score on the Minnesota Comprehensive Assessments (MCA) in Math and Reading, along with GRAD Writing, to meet the assessment requirement for graduation. These assessments measure the students' performance in writing, reading and math. Grade levels the tests are first administered in are as follows: Math (11), Reading, (10), and Writing (9). If a student doesn't pass the MCA exam (Math & Reading), alternate exams may be completed to meet the requirement. Alternative exams offered to students in the district include GRAD and ACCUPLACER.



2013 MCA/GRAD Assessment % of Students Passing on First Attempt



State Assessments

Required for Graduation*

Writing GRAD

Reading GRAD

Math GRAD

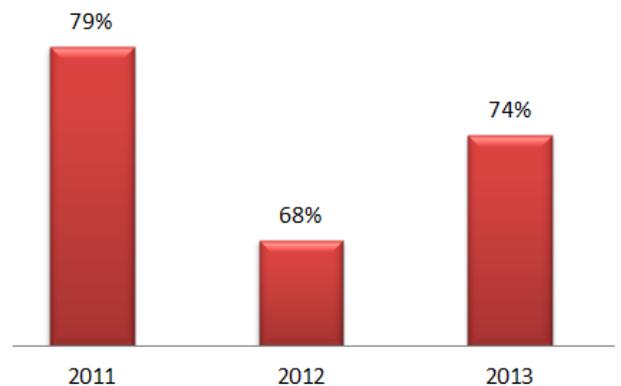
*Students may take the

ACCUPLACER Exam

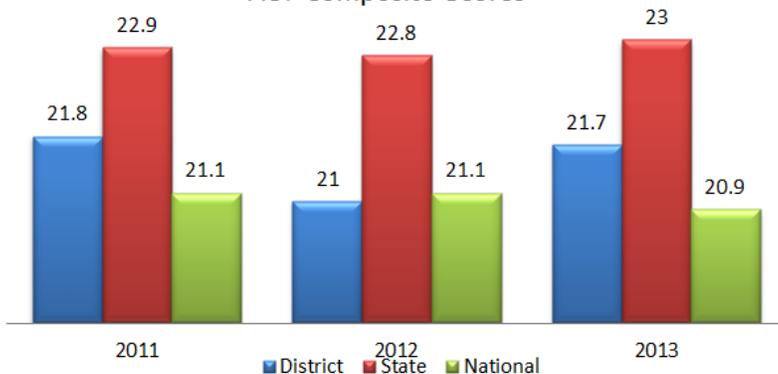
to meet the assessment graduation requirement.



District Graduation Rate



ACT Composite Scores



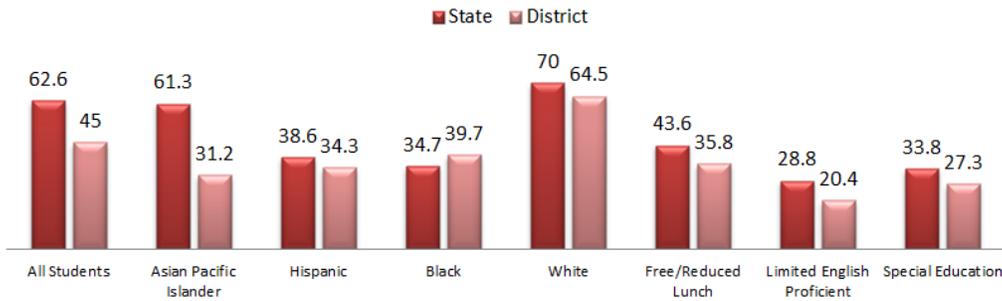
Students have the option to take the ACT exam several times throughout High School. This score is used by many colleges as a part of entrance criteria. Worthington High School's ACT average is similar to other Minnesota students.

Minnesota Accountability Assessment Results

Minnesota's accountability tests include MCA in the Reading and Math content areas. Students with severe cognitive disabilities may take a modified version of the exam. Proficiency scores for these exams determine a school's Annual Yearly Progress (AYP) status. Additionally, Growth and Achievement Gap reduction scores are calculated based on the exams, and schools are given a Multiple Measure Rating (MMR) score. In addition to growth and achievement gap reduction, the High School's MMR score is based on graduation rate.

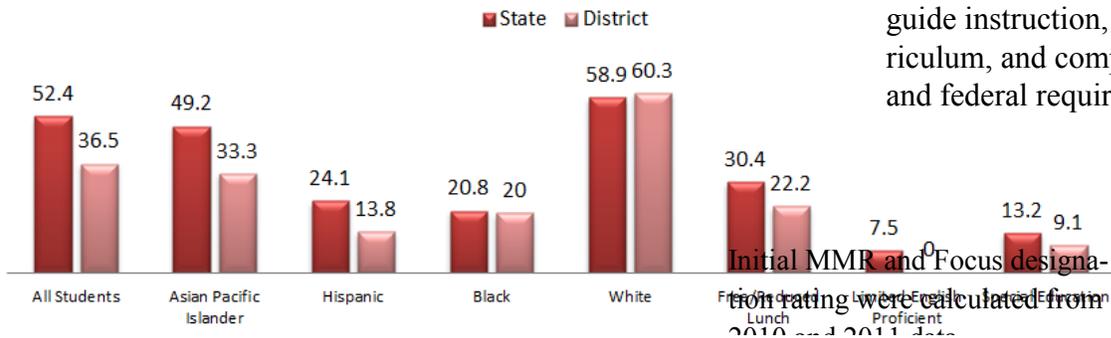
| District 518 Demographics | 2011 | 2012 | 2013 |
|----------------------------|------|------|------|
| Limited English Proficient | 18% | 20% | 26% |
| Special Education | 15% | 15% | 15% |
| Free/Reduced Lunch | 64% | 66% | 67% |
| Minority Populations | 62% | 63% | 72% |
| Attendance Rate | 96% | 97% | 97% |

2013 MCAIII Minnesota Math Accountability
% of Students Proficient in Grades 3-8



Results include students taking MCA Only

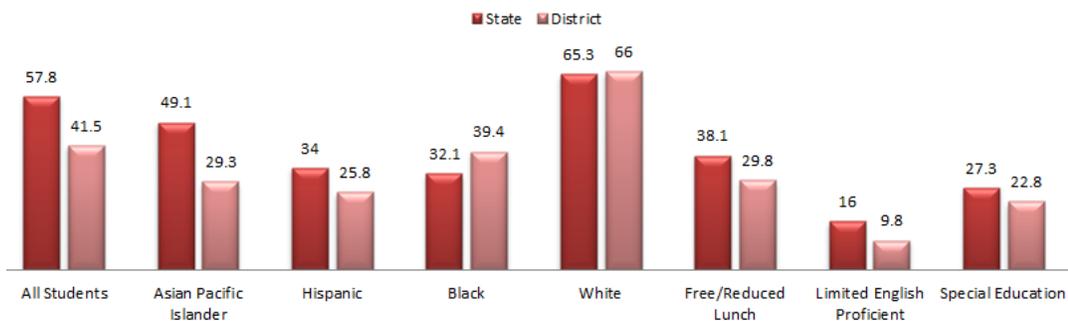
2013 MCAII Minnesota Accountability
% of Students Proficient in Grade 11



District 518 uses assessment results to identify student needs, guide instruction, evaluate curriculum, and comply with state and federal requirements.

Initial MMR and Focus designation rating were calculated from 2010-2011 data.

2013 MCAIII Minnesota Reading Accountability
% of Students Proficient



District & Site Improvement Plans

District Goals

1. Provide education for all staff so that they can differentiate the curriculum and instruction for all learning abilities.
2. Expand and enhance the use of data and data-based decision making.
3. Utilize continual interventions, supports, and evaluations and accountability to ensure student achievement.
4. Embed technology into the curriculum to increase achievement of all students.
5. Encourage students and families to be active participants in the educational process.
6. Financial Health—sustain the district's sound fiscal status over the next five (5) years.
7. Utilize Professional Learning Communities (PLCs) to promote student learning.

District & Progress on Improvement Plans

Organizational Structure for Goal Attainment

In the district's effort to establish a structure to provide optimal leadership, a committee was formed to investigate the Effective Schools Framework. This framework is based on research that identified schools around the US that were successful with all of their student population. These researchers discovered seven characteristics that these schools had in common, frequent monitoring of student progress, high expectations for all students, safe and orderly environment, maximum learning opportunities, instructional leadership, positive relationships between home, school, and the community, clear & focused mission.

Curriculum and Instruction to Support District Goals

Technology Integration:

During the 2012-13 school year, District 518 invested in iPADS for all students in grades 3-8 and all teachers. Using technology as a learning tool is providing additional student centered learning opportunities at all levels.

Early Dismissal Days:

During the 2012-13 school year, four early-dismissal days were used for curriculum work. During these times, the eight curriculum committees met to work on tasks within the curriculum cycle.

PLCs:

All teachers in District 518 were members of Professional Learning Communities. These teams met weekly to discuss student performance, review data, identify interventions and enrichments for their classrooms.

Programming to Support All Learners

Prairie Elementary RTI:

Prairie Elementary served students grades K-4 in a Response to Intervention program. This model used frequent checks to identify student needs. Low achieving students that didn't qualify for other services participated in small group intervention, while higher achieving students participated in enrichment activities.

Middle School

The Middle Level Program supports students that are struggling academically and behaviorally by placing them in a contained classroom setting with extra support and intervention. Students have the opportunity to return to Worthington Middle School once they have shown adequate progress academically and behaviorally.

High School & ALC Classes:

Remediation classes will be held for students that have not passed the GRAD assessments. A computerized program, PLATO, will be used in the remediation process. These classes will be held both during the school day and as an after-school program. **AP (advance placement)** classes will continue to be offered for high achieving students. These students are eligible to take AP exams that allow them to test out of college classes and helps them to stand out in the college admissions process.

Virtual Instruction By Excellence (VIBE) The School District developed an application proposal and submitted it to the Department of Education to begin an online school. Approval was granted by the Minnesota Commissioner of Education. The online school began enrolling student in September, 2013.