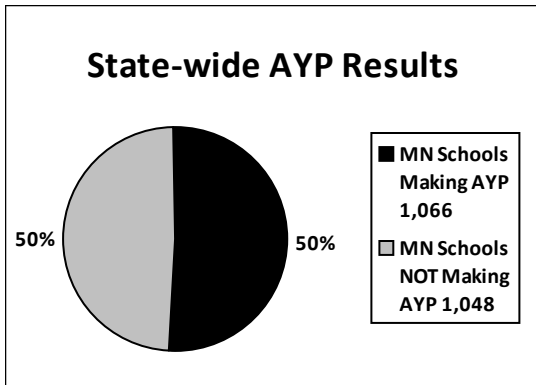




District 518 Annual Report

ON CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT

Understanding AYP (Adequate Yearly Progress)



Under the **No Child Left Behind Act (NCLB)**, each state is required to annually assess students in reading and math, with the goal of 100% of the students showing proficiency by 2013-14.

Each year, states determine if schools/districts are on target for reaching the 2013-14 NCLB goal. As we approach this date, the yearly state benchmark, known as **AYP-Adequate Yearly Progress**, is increased. Subsequently, AYP status becomes harder for schools/district to reach.

In addition, the yearly benchmark is set for a number of subgroups, and the school/district must meet the benchmark in all subgroups to qualify for meeting AYP.

As of the 2009 assessments, nearly 50% of

MN schools did not reach the AYP benchmarks. District 518, Prairie Elementary, Worthington Middle School, and the Worthington ALC were among those not making AYP. However, the Worthington High School made AYP in all categories required by NCLB and the State.

Recently, 46 states along with the District of Columbia, Puerto Rico and the Virgin Islands signed on to explore the creation of national standards. This is known as the Common Core State Standards Initiative.

Currently each state sets their own standards, and these standards can vary widely from state to state. Minnesota standards are among the more rigorous, making it tougher for students to meet the standards.

Other national and international assessments show Minnesota students excelling...

TIMMS (An international test of Math and Science): Of the 50 major countries participating, MN was statistically out performed by only 5 countries and MN performed significantly better than the US average.

ACT (An exam for college-bound students): Out of the states where a majority of students take the ACT, MN has had the highest scores in the US five years in a row.

NAEP (Known as the Nation's Report Card): Few states statistically out performed MN at the 8th grade level: (In math - only MA; In reading - MA, VT, NJ, MT).

District 518 AYP Results		
School	Subject	All Student AYP
District	Math Reading	Below Target Below Target
Prairie	Math Reading	Below Target Below Target
Middle School	Math Reading	Below Target Made AYP
High School	Math Reading	Made AYP Made AYP
ALC	Math Reading	Below Target Made AYP

GRAD Assessments Required for Graduation

The graduating class of 2010 will be the first class required to pass the **Graduation-Required Assessments for Diploma (GRAD)** in order to receive a high school diploma.

These assessments measure the students' performance in writing, reading, and math. The writing test is first administered in 9th grade, reading in 10th grade, and math in 11th grade.

There are retest opportunities available for students that do not pass these tests during their first attempt (see testing schedule inside

this publication). Remediation is also available for students that have not passed the GRAD retests. Remediation options are available during the school day and as an after-school program. Please contact the High School Office for availability and times.

Any senior that entered 8th

grade in 2004 or earlier will need to pass the **BST (Basic Skills Test)** instead of the GRAD (See retest schedule inside this publication).

Passing the GRAD Requirement for Diploma	
Writing	Score 3 or better on Writing GRAD
Reading	Score 50 or better on Reading GRAD or Score 1050 or better on Reading MCAII
Math	Score 50 or better on the Math GRAD or Score 1150 or better on Math MCAII or Retest 2 times and attend remediation

Credit Requirements for Graduation in 2010:

Art—1 credit:

Music, Visual Art, Media, or Theatre

English/Communications—4 credits

Freshman Comp (.5), Freshman Lit. (.5),
 Sophomore Comp Lit. (.5),
 Sophomore Communications (.5),
 19th Century Am Lit (.5), 20th Century Am Lit (.5),
 + Elective (1)

Mathematics—3 credits:

Integrated Math 1, 2, and 3 **OR**
 Algebra (1), Geometry(1), & Stats or FST/Alg. 3 (1)

Science—3 credits

Physical Science (1), Biology (1), Elective (1)

Social Studies—3.5 credits

US History (1), Geography (1), World History (.5),
 Economics (.5), American Government (.5)

Careers/Freshman Seminar—0.5 credits

Intro to Computer App—0.5 credits

Physical Education—1 credit

Physical Education 9 (.5) and Elective (.5)

Freshman Seminar/Health—0.5 credits

Health 10—0.5 credits

Required Credits: 17.5

Elective Credits 12.5

Total Credits Needed for Graduation: 30 Credits

State Assessments Required for Graduation

Writing GRAD

Reading GRAD

Math GRAD

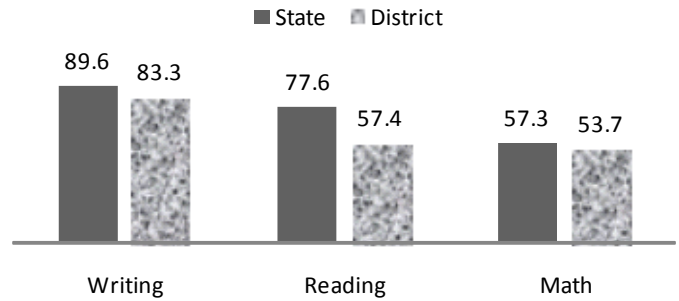
For Seniors that entered 8th grade in 2004 or earlier:

Writing BST

Reading BST

Math BST

**2009 GRAD Assessment
 % of Students Passing**



Retest Schedule for GRAD and BST

Graduation-Required Assessments for Diploma

Writing

Nov. 3rd, April 20th, & July 20th

Reading

Nov. 4th, Jan. 6th, March 3rd, & May 5th

Math

Oct. 7th, Dec. 2nd, Feb. 3rd, April 7th, & June 2nd

Basic Skills Test

Writing

Nov. 3rd, April 20th, & July 20th

Reading

Nov. 5th & April 22nd

Math

Nov. 4th & April 21st

To request a retest, students should contact the Worthington High School office.

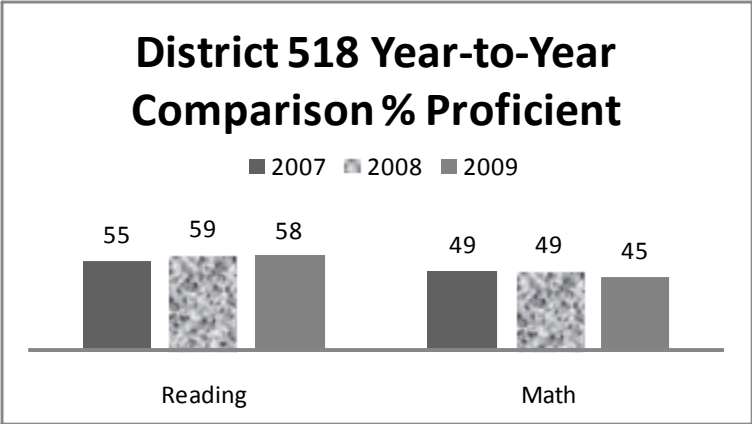
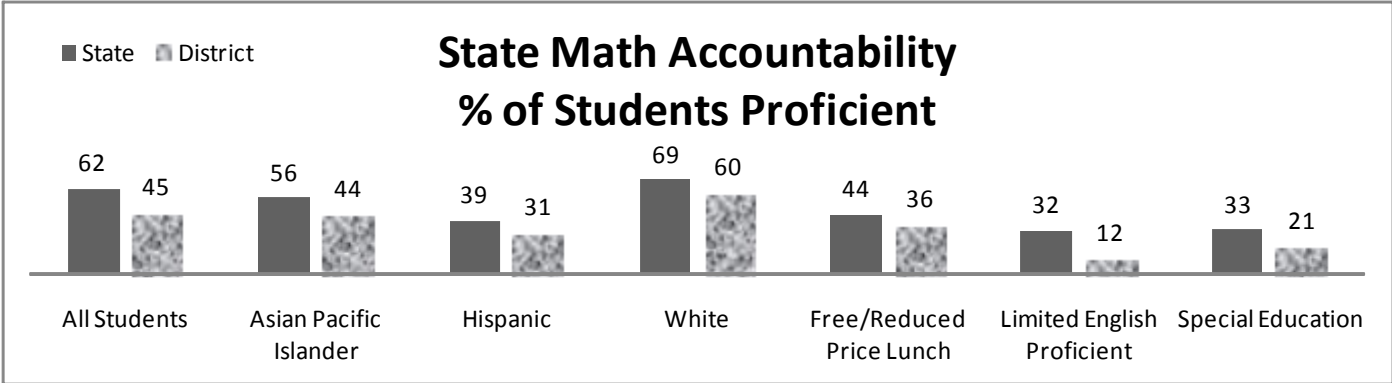
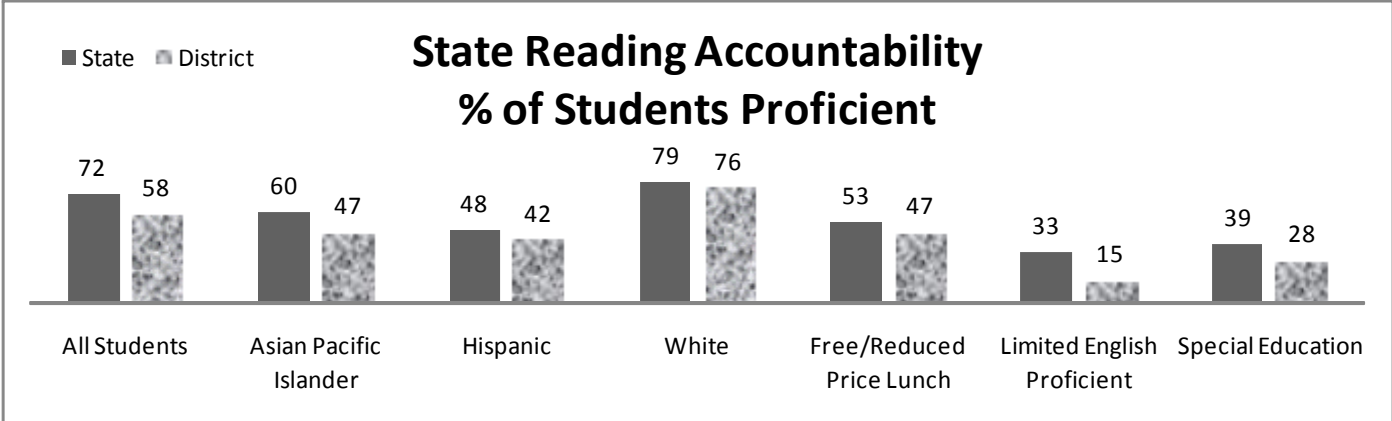
Accommodations may be available for special education students with an IEP (Individual Education Plan) or students on a 504 plan. To request accommodations contact your student's case manager. To appeal the district's response to a request for accommodations, contact Tricia Denzer at 372-1233.

All State testing is done through secure procedures. Any breach in testing security should be reported to the District at 507-372-1231 and MDE at mde.testing@state.mn.us

State Accountability Assessment Results

The State's accountability tests include Reading and Math MCAII (taken by a majority of students), Reading and Math MTAS (taken by students with severe cognitive disabilities in place of the MCAII), and Math MTELL (taken by Limited English Proficient students in place of the MCAII). These tests are used to determine whether schools and districts have made adequate yearly progress (AYP). Reading and mathematics tests are given in grades 3-8. Reading is also given in 10th grade and mathematics in 11th grade.

Demographics	State 2009	District 2009	District 2008	District 2007
Limited English Proficient	8%	12%	11%	11%
Special Education	13%	15%	15%	16%
Free/Reduced Price Lunch	33%	55%	53%	51%
Minority Populations	24%	54%	50%	46%
Attendance Rate	95%	97%	96%	95%
Graduation Rate	92%	82%	79%	86%



Students do not pass or fail these tests. These tests are used to evaluate our schools. District 518 uses these results to identify student needs, guide instruction, evaluate the effectiveness of current curriculum, and comply with state and federal requirements.

It is the District's goal to have 100% of the students proficient by 2014, this is in compliance with NCLB legislation.

District & Site Improvement Plans

District Goals

- Establish the organizational structure that can effectively manage the district’s available resources and that can provide the optimal leadership to reach goal attainment.
- Develop curriculum which is aligned vertically and horizontally, which is based on best practices, and is supported by technology, assessment, staff development, and other district resources.
- Provide the educational programming necessary to ensure that students with unique learning needs are able to achieve at the highest possible levels.
- Establish collaborative relationships with all stakeholders to achieve district goals.

District Staff Development Goals

- Implement a teacher induction program for beginning teachers, and explore expanding it to beginning paraprofessionals and administrators to increase staff retention and overall effectiveness
- Provide staff development opportunities for all staff
- Implement and monitor the progress of a seven-year cycle of curriculum alignment and development
- Research programs and/or strategies and recommend the implementation of those that will increase the educational outcomes of District 518 consistent with funding limitations

Site Goals

Prairie Elementary

- Curriculum: Establish a system to track individual student progress in intended, aligned curriculum.
- Technology: Continue to increase training and use of technology as an instructional tool
- Data: Access District data to drive curricular and instructional focus.

Worthington Middle School

- Curriculum – Each department will continue to strengthen its area to best suit student’s learning. In Reading, Math, and Science students will continue to show growth.
- Technology – Increase technology use in the classroom.
- Accountability – Staff and students will set attainable goals and strive to meet them. These may include meeting deadlines, completing tasks, being prepared and demonstrating respect.

Worthington High School

- All WHS staff will use data to make decisions in systematic ways to increase student achievement.
- All WHS staff will build personal relationships with students and monitor academic progress through homeroom structure.
- Continue to maintain a safe, positive learning environment.
- Expand our diverse programs and learning opportunities, including the 9th-12th grade transition

Area Learning Center (ALC)

- Provide educational programming that meets the needs of our diverse learners and supports them in successful completion of graduation requirements.
- Align the ALC with WHS as a better way to promote cooperation between buildings and staff, making it easier for students to transition.

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. These are known as the seven correlates: 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 com-

munity, clear & focused mission.

The Effective Schools Framework organizes the district's committees and recourses around these seven correlates.

During the 2008-09 school year, a committee attended the National Effective Schools Conference. They were pleased with their findings. The committee believes that the next step in this process is to introduce the rest of the staff and District 518 stakeholders to the framework for their feedback. This will be done throughout the 2009-10 school year.

Curriculum Alignment Supported by District Resources

7-year Curriculum Cycle:

During the 2008-09 school year, District 518 renewed its commitment to a structured curriculum cycle. Curriculum chairpersons were appointed to nine curricular areas. These chairs will help to guide their curriculum committee members through the cycle, improving teaching and learning throughout the district.

Early Dismissal Days:

The 2009-10 school calendar includes four early-dismissal days that have been reserved for curriculum work. During these hours, the nine curriculum committees will meet to work on goals that align with the curriculum cycle and student performance data.

Data Warehouse Support:

To ensure the best use of student performance data, District 518 has invested in a data warehouse. This warehouse will provide essential data analysis on a quick and reliable basis. In turn, the data will be used to target student needs.

Programming to Support All Learners

RTI (Response to Intervention):

Prairie Elementary will be expanding its Reading RTI (Response to Intervention) program during the 2009-10 school year to include K-5th grade students. This program uses formative assessments to identify student needs. Low achieving students that don't qualify for other services participate in small group intervention, while higher achieving students participate in enrichment activities.

Middle School Mid-level Program:

During the 2009-10 school year, a mid-level program will be added to the Worthington Middle School. Students that failed numerous classes last school year will have an opportunity to work in a contained setting with extra support and intervention. **Gifted Programming:** The Middle School also offers programming for gifted and talented youth through advanced, accelerated, and independent study classes. Outside of the school day, special interest groups and clubs are also available.

High School & ALC Classes:

Remediation classes will be held at the Worthington High School for students that have not passed the GRAD assessments. 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.

Collaborative Relations with Stakeholders

Addition of Parent/Community Members on Committee:

If you are interested in being a member of the District Staff Development Committee, contact Tammy Timko at 507-372-1231. If you are interested in being a member of the Special Education Parent Advisory Committee, contact Tricia Denzer at 507-372-1233.

Parent and Community Surveys Planned:

As part of the Effective Schools Framework, parents and community members will be invited to share their views through short surveys available throughout the 2009-10 school year.

Parent Groups at Prairie and Middle School:

Both Prairie Elementary and the Worthington Middle School have active parent groups. To join, please contact the appropriate school office.

Other Indicators for School Success

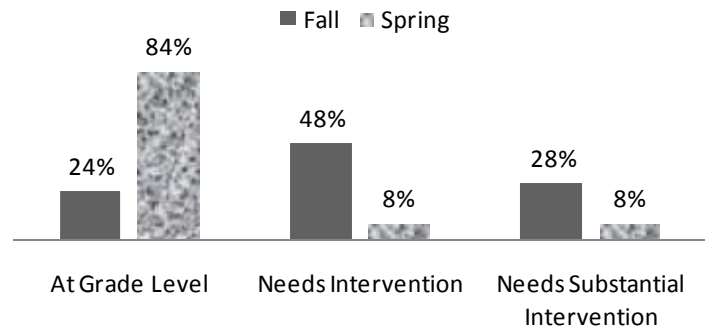
School Readiness



Children who spend more months in preschool do better on achievement tests in the second grade, have fewer behavior problems in third grade, and are less likely to have to repeat a grade. (National Research Council)

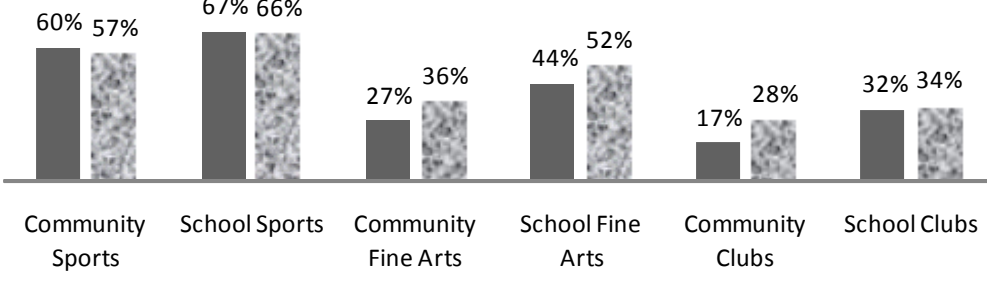
Each year, District 518 Kindergarteners take **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)**. This assessment helps teachers identify students that are ready for Kindergarten curriculum and those that will need extra support and interventions. In addition, teachers are able to administer the assessment later in the year to see if the interventions are working.

DIBELS 2008-09 Kindergarten



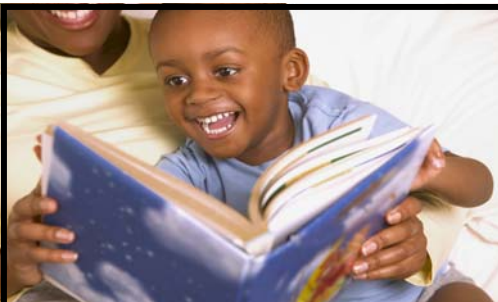
Student Engagement

Extra Curricular Participation Grade 9 MN Student Survey 2007



Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. Extracurricular participation was positively associated with each of these success indicators... (The National Center for Education Statistics)

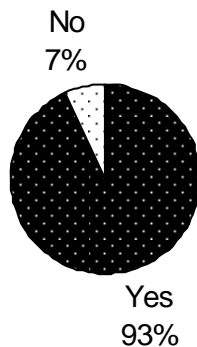
Parent Involvement



Research shows that parent involvement has the following benefits:

- Higher grades
- Better attitude/behavior
- Better school attendance
- Greater chance to graduate high school
- Greater chance of postsecondary education

Percent of Parents Attending Conferences at Prairie Elementary 2008

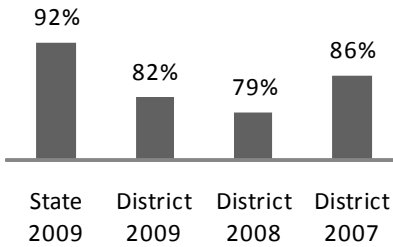


Parent Portal Usage

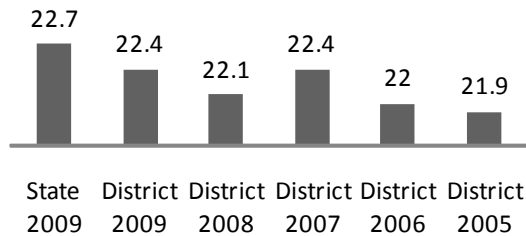
Building	Parents with Accounts	Weekly Parent Logins
Middle School	43%	221
High School	45%	334
ALC	24%	41

Student Preparation for Adult Life

Graduation Rate



ACT Composite Score



National average income correlates with level of education:

No high school diploma = 32,090
High school diploma = 47,784
Associate's Degree = 65,523
Bachelor's Degree = 97,102
Master's Degree = 100,000
 (US Census Bureau—2006)



Students with higher ACT scores are more likely to achieve a first-year college GPA of 2.0 or higher than students with lower ACT scores. (ACT.org)

Other Academic Indicators

When using achievement data it is important to look at the number of students that are proficient (see charts earlier in this publication), but it is also important to answer the following questions:

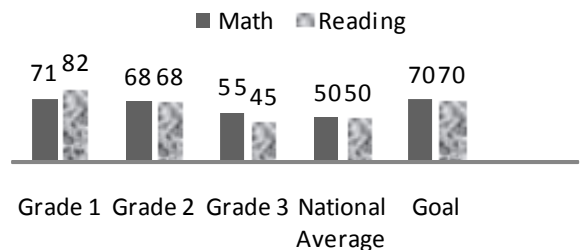
Did the students increase in what they know? AND Is this increase enough?

In grades that take the MCAII, growth can be measured from year to year. A typical district would see 30% of its students make low growth, 40% average growth, and 30% high growth.

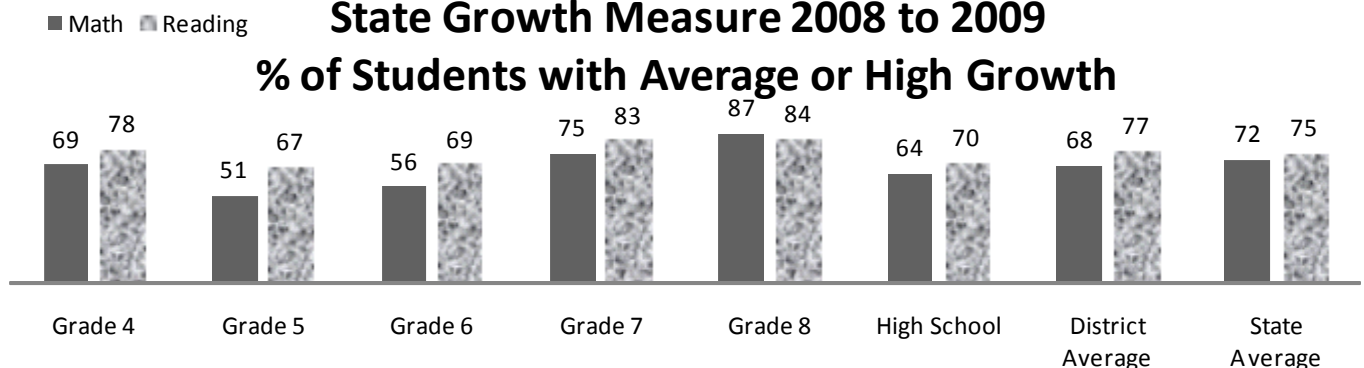
District 518 also uses MAP (Measures of Academic Progress) in grades 3-10. This assessment is used to measure the growth and ability of students before they take the state assessments. This gives the teachers an opportunity to look at what areas students need more instruction in before the state assessments. The MAP tests also allow for tracking student growth at grade levels that do not take the MCAII.

The MAP assessment individualizes a target growth rate for each student depending on their grade level and their current abilities. Nationally, about 50% of students meet or exceed their target growth rate. NWEA (the parent company for MAP testing) reports that well performing schools average about 70% of their students meeting or exceeding their target growth rates.

MAP Growth Measure % of Students Meeting Target Growth 2008-09



State Growth Measure 2008 to 2009 % of Students with Average or High Growth



District Advisory Committee

Prairie Elementary:

Paul Besel, Julie Linder, Rodney Rowe, Stacy Dibble, Yvonne Sieve

Middle School:

Jeff Luke, Rebecca McGaughey, Kathy Craun, Karen Feit

High School:

Paul Karelis, Jan Larson, Jodi Hanson, Myrna Nystrom, Deb Stoll

ALC: Keith Fleming, Rhonda Brandt, Patty Moser

Special Programs: Tricia Denzer, Tammy Timko

Community Education: Tara Thompson.

Integration Collaborative:

Sharon Johnson

School Board: Linden Olson

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.

Community Involvement:

Community members are welcome to participate on this committee and are encouraged to work with school staff to evaluate District 518's performance.

Community members may apply by July 1st of each year with Tammy Timko, Coordinator of Teaching and Learning, at 507-372-1231



We're on the web!
www.ISD518.net