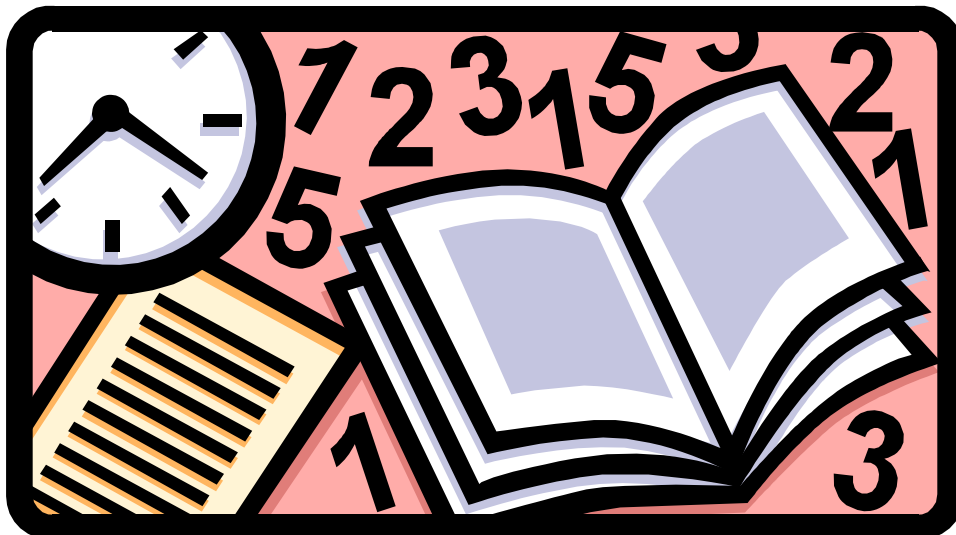


Osakis Public School District #213

*Annual Report on Curriculum,
Instruction
And Student Achievement*

2007-2008



PROGRESS ON CURRICULUM IMPROVEMENT GOALS/PLANS: 2007-2008

Goal: Continue evaluation of the placement of graduation standards and make changes if necessary.

✚ Continue to check standard placement. Teachers are aware of what needs to be taught within their grade / course.

Goal: Work with teaching staff and administration to strengthen the articulation of curriculum and programs within elementary and high school systems.

✚ This is ongoing and continuous. A curriculum audit has been suggested.

Goal: Evaluate and review the level of rigor and thoroughness of rubrics used to measure student learning.

✚ Curriculum is continuously evaluated and adjusted to meet the standards.

Goal: Continue training for staff to develop essential technology competencies for the integration of technology into the classroom instruction.

✚ This is ongoing and continuous. Over this past year, projection technology has been incorporated into classrooms and electronic blackboards have been introduced into classrooms. The web page continues to be updated, replete with an up-to-date schedule, lunch account information, parent portal and teacher web pages with schedules and lesson plans.

District Improvement Plans/Curriculum and Instruction Goals: 2008-2009

Goals for improvement based on MCA's

- ❖ Review the placement of Minnesota state standards into the current K-12 curriculum.
- ❖ Review State Test results and adjust curricula, teaching strategies, and areas of emphasis accordingly.
- ❖ Work with staff and administration to provide articulation of curriculum and programs within the elementary and high school systems.
- ❖ Continue training of staff to develop the essential technological competencies to allow seamless integration of technology into the classroom instruction.
- ❖ Follow-up and review the Social Studies, FACS, and Media curricula.
- ❖ Develop learner outcomes for the Business, Foreign Language, Agriculture programs.
- ❖ Review and evaluate the Math, Special Education and Auto Mechanics curricula.
- ❖ Report on the implementation of the Language Arts, Technology and Fine Arts programs.
- ❖ Utilize the survey feature that is incorporated in the new web page to determine community opinion.
- ❖ Keeping within the parameters of the PER cycle, maintain up-to-date textbooks, maps, globes, media in general, to supplement curriculum.
- ❖ More effectively utilize data.

Osakis School District Planning, Evaluation, Review (PER) Cycle

Phases	2006-07	2007-08	2008-09	2009-10	2010-11
Conduct Program Evaluation	Business Foreign Lang. Agriculture	Math Special Ed Auto Mech	Science Health/PE Ind Arts	Social Studies FACS Media	Lang. Arts Technology Fine Arts
Develop Learner Outcomes	Lang. Arts Technology Fine Arts	Business Foreign Lang. Agriculture	Math Special Ed Auto Mech	Science Health/PE Ind Arts	Social Studies FACS Media
Implement and Report	Social Studies FACS Media	Lang. Arts Technology Fine Arts	Business Foreign Lang. Agriculture	Math Special Ed Auto Mech	Science Health/PE Ind Arts
Follow up and Review	Science Health/PE Ind Arts	Social Studies FACS Media	Lang. Arts Technology Fine Arts	Business Foreign Lang. Agriculture	Math Special Ed Auto Mech

As part of the PER cycle, textbooks, teaching materials, maps, globes and media are considered.

Program Evaluation

Special Education Program: This past year this program continued to focus on developing and implementing an individualized program for each student. The IEP focuses on teaching each student to his/her individual strengths and attempting to remediate or enhance learning in areas of weakness. The focus continues to be on reading, math and written language skills in academics. At the high school level they also work together with their IEP team in planning a transitional component which will ensure success in their post high school environment. Program strengths include increased independence of students and enhanced self-concept. Although there are continued weaknesses in academic skills, most students learn ways to accommodate them in their regular education classes. The program will continue to attempt to find ways of better remediating their academic deficits, increasing their MCA test scores and providing more transitional opportunities.

Academics: The programs Study Island and Successmaker will be used. Clustering using para support in classes and study halls has been expanded to include the elementary. It is proving to be extremely useful in providing help to those students who really need it in addition to supporting classroom teachers.

Need: Would like to update math curriculum this spring to better meet standards. Additional time in the day to do more with these areas and to find better ways to help students stay on-task and

learn personal responsibility

Transition: Take seniors, juniors and sophomores to Smart Start Day at Alex Tech to learn about support services available at the college level.

Use Targeting Transition program to obtain teacher, parent, and student input for transition goals. We also prioritize and monitor student needs and progress with this program.

English: We met as a department to discuss why our reading scores have decreased. We agree that there is a correlation between the low scores and some recent changes; we no longer have the AOM (Assurance of Mastery) program, nor have we been doing the *Buckle Down* curriculum we previously used. The peer tutor program has also gone through personnel changes, which diminished its effectiveness.

Our solution is to return to the things that worked so well in past, with one exception; we are going to use the KU (Kansas University) reading strategy with the seventh graders. This is a strategy that incorporates an intense, methodical questioning strategy to improve reading skills. No materials need to be purchased to use this. We are going to purchase and use the *Buckle Down* curriculum with the eighth and tenth graders, and we are going to employ an AOM person to analyze students' test scores and then work with students to zero in on specific problem areas. The AOM person will also help students in other content areas. The peer tutor program will be renewed with a veteran teacher supervising the tutors.

We will reflect upon the effectiveness of these strategies when we get next year's test scores. We will adjust as needed.

Business

4th Grade--Learning to type in 25 "straight" days - this is going very well this year, like this format over last year's format of rotating weeks.

7th Grade Keyboarding - at this point in the cycle I am still teaching the 7th graders how to type because this group did not have me as 4th graders. We also learn Letters, Reports, Power point, Create Cards, Create A Collage, HTML, Internet Skills

Accounting – using the Accounting Cycle for a Service Business and for a Merchandising Business. Learning how things are done differently for a Corporation

9th Grade Computers - review the proper technique for typing, review the entire keyboard, graded on their speed - really work on getting faster, letters, reports, memo's, outlines, power point, i-movie - idvd, desktop publishing simulation.

Computer Applications/Yearbook - scan, crop, picture taking, picture downloading, Josten's software program, create 80 page yearbook, i-movies, idvd, excel, database, web page development.

St. Agnes - learn keyboarding, word, power point, i-movie, idvd, etc.

Suggested Changes in Business Program:

Change the name of the Yearbook class to Computer Applications/Yearbook - all the different skills the students learn to create the yearbook are the same skills they would learn in my Computer Applications class.

Would like to offer a Semester class of Accounting that takes the students through the entire Accounting Cycle for a Service Business and then spend the last 2-3 weeks on a Business Simulation called "Video Transfer" (would need to purchase this simulation).

Media Program Evaluation: The Osakis district media program remains focused on providing students a facility, resources and the encouragement to read. Reading is a key factor in developing a variety of important communication skills including writing, spelling, speech as well as the skill of reading itself. Students in Osakis have ample opportunity to borrow books and new materials are purchased each year.

Students in grades 3-6 are given instruction with regards to using the Follett Destiny cataloging system. The goal is for each student to understand how the media center works and have the ability to find books in the media center on their own.

Students are also made aware of and given instruction in the use of the various databases that the district subscribes to including Infotrak, SIRS, Proquest and a variety of encyclopedias under the Grolier umbrella.

Students in 5th grade are taught how to use a Panasonic digital camcorder to take digital still pictures and to shoot digital video. They are shown how to import pictures to iPhoto on a Macintosh computer. They are also shown how to import video into the iMovie program.

In the future, the plan is to involve 6th grade students in shooting and editing video with the purpose of putting local video on the online program Schooltube so that parents could view the results of their efforts. Also, with a new videoconferencing unit (a 52" Samsung flat panel television with a Polycom codec), it is planned to introduce students to two-way interactive videoconferencing.

Technology Program Evaluation: The use of district technology has taken a giant leap forward this year with the introduction of Smartboards in the classroom. The district purchased 15 Smartboards for classroom use. All the Smartboards have been installed and instructors are using them in a variety of ways to enhance student instruction.

Besides introducing Smartboard technology into the classroom, it has been a goal of the district to provide projectors in each of the classrooms. Each of the projectors are connected to the instructors computer in order for the instructor to share a variety of software programs and the internet with the class. The projectors, of course, are a necessary component to make using the Smartboards possible.

The district has implemented a wireless network throughout the building. Instructors can use laptops at parent/ teacher conferences to better communicate with parents. Students have the flexibility of using their own laptop computers to take notes in class, to access the internet resources to do research, etc.

The district has begun to purchase flat panel televisions to replace the standard 4x3 format televisions. The first unit is a 52" Samsung flat panel unit that will be used along with a Polycom codec to do videoconferences and virtual field trips in rooms throughout the school.

Looking forward, a district goal will be to extend these technologies into the planned building addition that should be ready during the fall of 2010. The new administrative offices, science classrooms and elementary classrooms will need network infrastructure including wireless access, projectors and Smartboard technology.

Math Program: Our math program serves the needs of our students well. Our 7th graders all begin in 7th grade math. Then students have choices about what level of course suits them best. The majority of 8th graders now take Algebra 1, while some opt for the more fundamental approach of 8th grade math. Our high school curriculum consists of 2 options for each required course: Algebra 1 or Basic Algebra, Plane & Solid Geometry or Plane Geometry, Algebra 2 or 11th Grade Algebra. As students progress through the program, they are guided toward the courses that would best meet their needs. We also have 4 college courses in our program to fit the needs of our advanced students. The college courses are College Algebra, Precalculus, Elementary Statistics, and Survey of Calculus.

As we look toward the future, we plan to fully implement the requirement for Algebra 1 content for all 8th graders and Algebra 2 content for all 11th graders.

In Automotive Mechanics and Consumer Car Care we teach students the fundamentals of the various components of vehicles. Students learn about the drive train, transmissions, brakes, tires, wheels, cooling systems, exhaust system, starting and charging system, financing, insurance and purchasing vehicles. Students are trained in the up to date procedures for each component. Students also learn about the various fields of employment in the automotive industry. The future of the program is looking into updating text books and training manuals. We are always trying to secure new equipment and tools.

The Agriculture / Automotive Department: These are vocational programs that prepares students to continue their education in many vocational fields. The goal of the Osakis Agriculture / Automotive program is to introduce students to many diverse career opportunities in the fields of agriculture, natural resources, power equipment and automotive technologies.

The Osakis Agriculture / Automotive Department is continually evaluating how to improve the overall quality of information taught, instruction techniques, instructor knowledge, and equipment used for hands on learning.

The Osakis Agriculture / Automotive Department is utilizing text in Automotive Repair, animal Science Small Gas Engines, Agriculture Mechanics, Small Animal Care, House Wiring, and AgriScience. We are in need of new Automotive Mechanics / Repair texts as the current ones used are outdated and not current to the new technology of the Automotive Industry. We also could use texts for Welding as we do not have a current Welding textbook.

Text updates for Automotive Mechanics / Repair would be beneficial for the 2008 - 2009 School Year.

Social Studies: Our Social Studies Program has increased in size and offering this year. We added a 6/7 staff and have expanded our program to include two elective classes, Sociology and Psychology, and some college level classes. The college level classes are a part of a broader program implemented by the school to offer more college level classes. The college level class that will be offered are College American History. Each year we try to improve the delivery of the material we teach. The past three years we have added projectors to our rooms to improve how we deliver lectures and one Smart Board has been added for this year, possibly one for next year. One of the goals of our program is to offer a wide range of perspectives on issues and ideas pertaining to History, Geography, Economics, Government, Sociology, and Psychology and to develop a world view with our students. This means we place an emphasis on student development of their own independent thinking and world view development. We do this through various methods of delivery, which includes lecture, discussion, research, issue analysis and reading of a wide range of materials.

Student Achievement and Minnesota Standards

The “No Child Left Behind Act” (NCLB), the federal education law, requires states to develop academic standards and test students’ progress toward achieving the standards. The law requires students be tested in reading and math in grades 3-8 and one year in high school. In 2007-08, NCLB began to require annual tests for science in grades 5, 8, and once in HS—Osakis tests in grade 10.

Minnesota uses the Minnesota Comprehensive Assessments (MCA-II) to meet this requirement. In the spring of 2006, students in grades 3-8 took the reading and math assessments. Grade 9 takes the writing test. Students in grade 10 were tested in reading and in grade 11 in math. Results of the Minnesota Comprehensive Assessments are used to determine whether a school makes Adequate Yearly Progress (AYP). AYP is the minimum level of improvement that schools must achieve each year as determined under NCLB. In Minnesota, three areas determine whether a school has made Adequate Yearly Progress: participation, proficiency, and attendance or graduation rate. The Osakis School District has made Adequate Yearly Progress in all areas in the past, however this year, along with over 700 other schools, AYP was not made in Special Education. The Special Education department has made an improvement plan.

Students completed the Explore and Plan tests this year. These tests give direction to high school planning and are predictive of how well students will do on the ACT test. Explore was utilized in the 8th grade Careers class. Both Explore and Plan are also used for college preparation and to determine skill level and career preparation.

GRAD Tests and Basic Skills Tests (BSTs)

The MCA-II/GRAD is a set of high school tests in reading, mathematics and writing that all students entering 8th grade in 2005-06 or later must pass in order to graduate from a public high school in Minnesota. The GRAD component of the MCA-II has replaced the BST for these students. The BSTs are now given only to students who were in 8th grade in 2004-05 or earlier and have not yet passed them. Students, beginning with the class of 2010, will take the writing test in 9th grade, the reading test in 10th grade, and the math test in 11th grade. After the 2008-09 school year, the BSTs will no longer be used.

The GRAD measures the reading, writing, and mathematics proficiency of high school students. By requiring high school graduates to reach a specified level on each of these assessments, Minnesota is making sure its students are on track to have the essential skills and knowledge necessary for graduation in the 21st century.

This variety of assessment tools to ensures that Osakis students are learning and determines whether the instructional program is effective. Assessment results compared over time help teachers monitor individual student achievement as well as help the district evaluate its academic programs and plan for improvement.

Basic Skills Test (BST) Summary

Grade	Enrolled via MARSS Report	Passing BST’s on Retakes Math Reading Writing
12	68	All Passed except 1 in math(spring move-in)
11	62	All Passed
10	62	First Class to take MCA-II 10 did not pass reading
9	54	3 did not pass in writing

High School Graduation Requirements

Required Subjects for Grades 10-11-12:

6 semesters of English:

2 semesters of English 10 (Literary Survey I, II)

2 semesters of English 11 (American Literature I, II)

2 semesters of English 12 (Composition, Media/
Communications/Speech, World Literature)

2 semesters of Physical Education, Health

2 semesters of U.S. History Survey

1 semester of World History

2 semesters of Senior Social will include Government

4 semesters of Math

1 semester of Science include dynamics of nature and animal science

2 semesters of Biology

20 Required semesters

13 Electives

33 Total Graduation Requirements

In addition to the required classes and electives, beginning with the class of 2000, all students must pass the Minnesota Graduation Basic Standards tests in Reading and Mathematics, and beginning with the class of 2001 all students must pass the tests in Reading, Mathematics, and Written Composition.

Beginning with the class of 2002, in addition to the required classes and electives, all graduating seniors will complete the 20 measured units of Profile of Learning. The first class that will be under the rules of the Minnesota Academic Standards will be the Class of 2008.

Secondary school certificates, indicating the completion of the secondary school period may be given to pupils who do not have the ability to meet all the requirements for graduation, provided each pupil has:

- a. Been in regular attendance in 10th, 11th, and 12th grade years in classified secondary school.
- b. Enrolled in at least three subject courses.
- c. Completed not less than nine subject courses.
- d. Demonstrated the qualities of good citizenship, as indicated by their attitude toward their schoolwork and toward the general welfare of the school.

Graduating seniors are expected to wear caps and gowns and are also expected to dress appropriately. Examples of appropriate attire for girls include: dresses, skirts, slacks, blouses, and shoes. For boys: Suits, sport coats, slacks, shirts, socks and shoes. Examples of inappropriate attire include: shorts, tank tops, and tennis shoes. Seniors not dressed appropriately will not participate in the graduation ceremony.

Junior High Retention Policy

All Students will pass all of the core classes - English, Math, Social Studies, and Science. Students who fail one of the four core classes will repeat the entire class in which the failure occurred. Students who fail two core classes in any grade will repeat the entire grade.

Students must attain at least a 1.00 average in each core class over the two semesters in order to pass the course. In addition, students who fail the two semesters will fail the course.

Osakis School District Testing

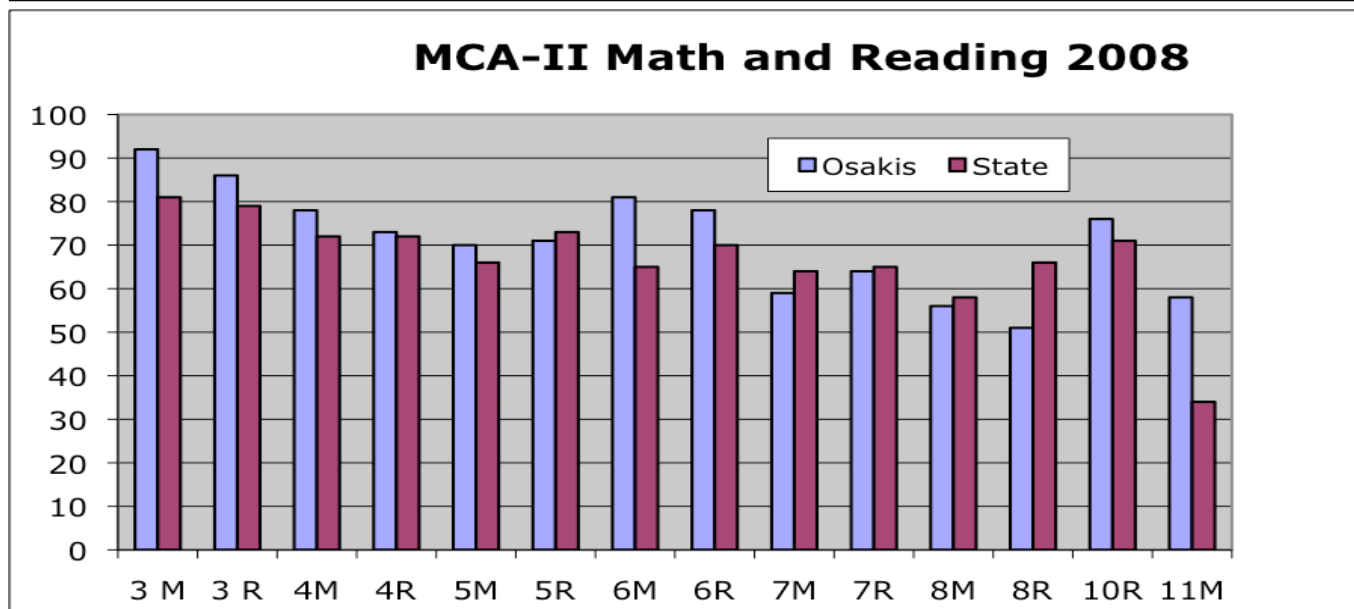
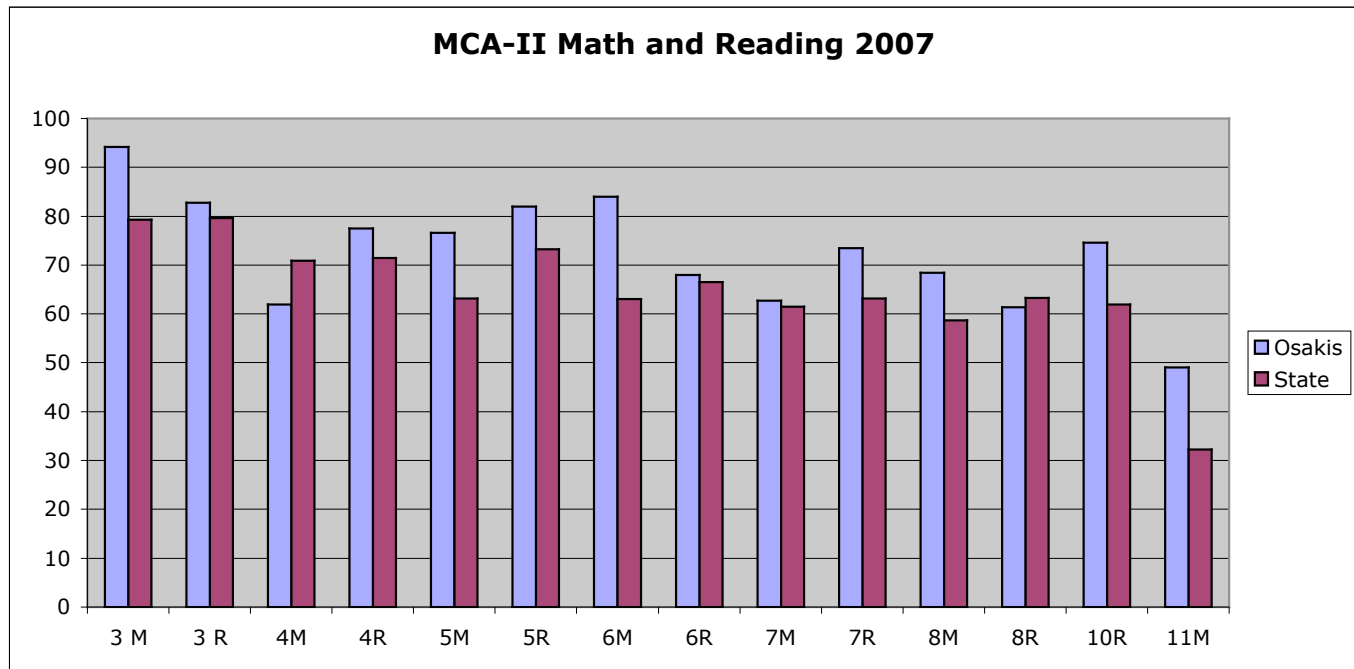
OBJECTIVES	TEST	GRADE
To monitor student achievement and make curriculum and instructional decisions for all students To assess the curriculum and guide curriculum planning and instruction To place students in special programs	Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) tests	K-6
To measure student progress toward achievement of the MN Academic Standards To generate information for school improvement and school accountability To guide curriculum planning and instruction To place students in special programs	Minnesota Comprehensive Assessments (MCA-II) Reading and Math Reading Math	3-8 10 11
To certify students for graduation	Basic Skills Tests (BST): Reading and Math Writing	9-12 10-12
To determine student aptitudes, interest To assist students with post-secondary planning	EXPLORE PLAN Armed Services Vocational Aptitude Battery (ASVAB)	8 10 11
To serve the needs of college bound students	Preliminary Scholastic Aptitude Test (PSAT) (Voluntary) ACT (Voluntary)	11 11,12

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) legislation requires that districts meet state-established levels of proficiency on the Minnesota Comprehensive Assessments (MCAs). In 2005-2006 students were given the MCA-IIs, which are aligned with the new state standards. The Osakis School District in 2008 has again met regular education AYP goals! Students were tested in the following grades and subject areas:

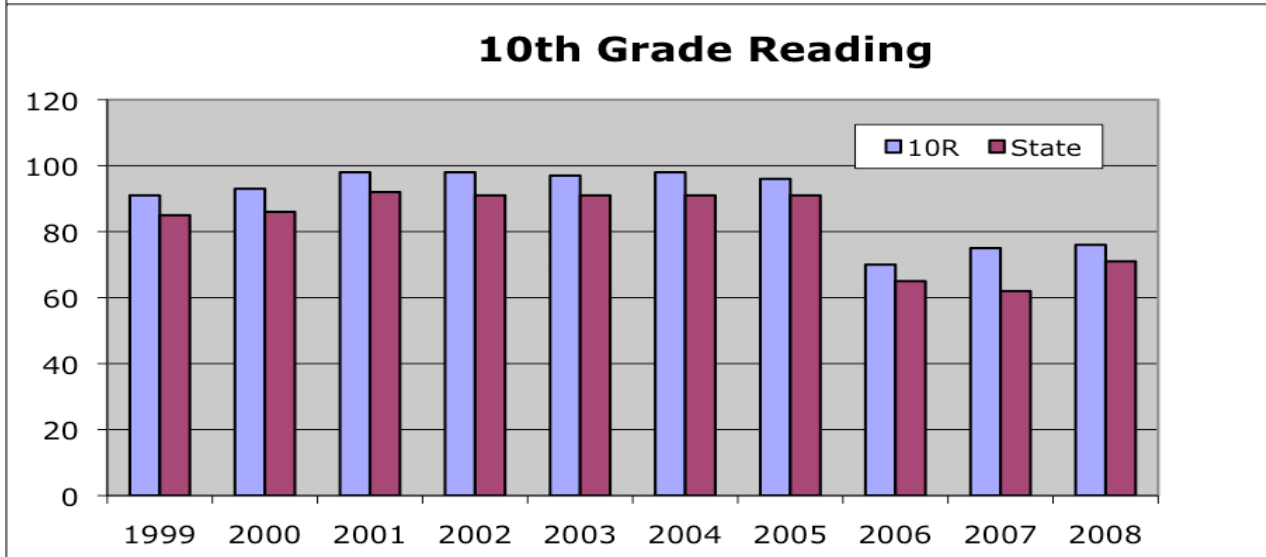
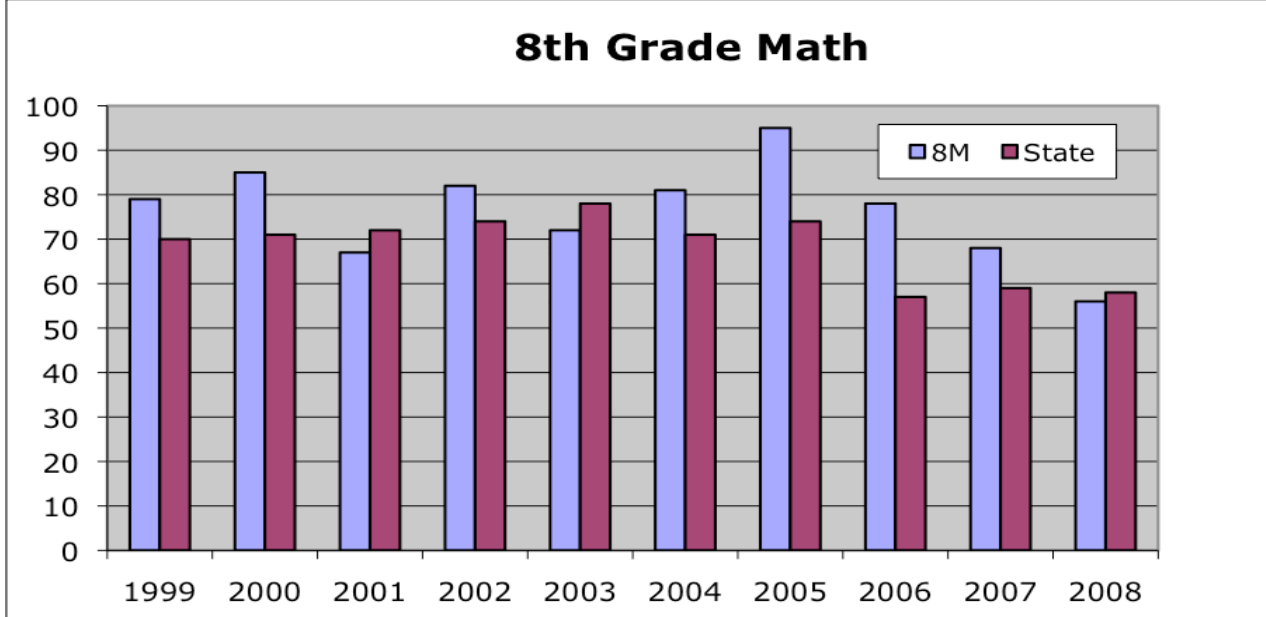
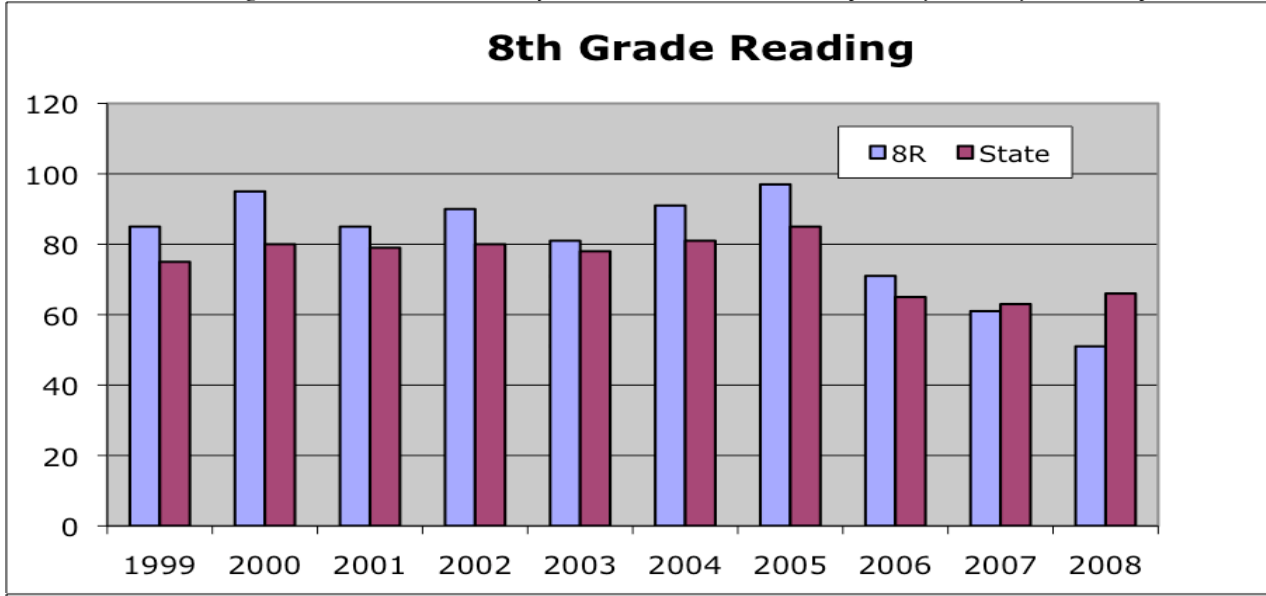
Grades 3 through 8, reading and mathematics
Grade 5, 8 and HS Science Field Test
Grade 10, reading and writing
Grade 11, mathematics

The MCAII state results are found at the Department of Education Web site
<http://education.state.mn.us/mde/index.html>



Historical Data for 8th Grade Reading, Math and 10th Grade Reading

Note: MCA-IIs begin in 2006 — new test format so cannot directly compare to previous years.

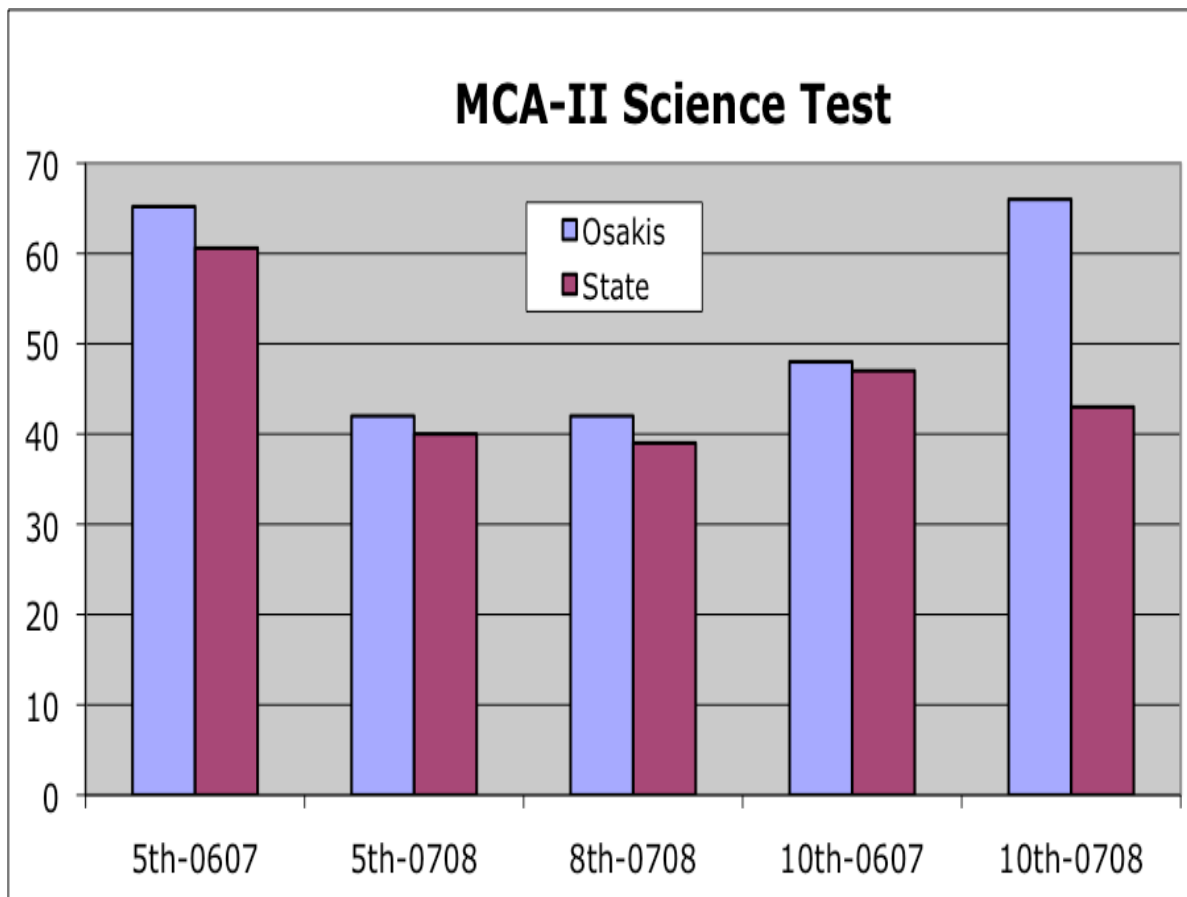


Minnesota Comprehensive Assessments-Series II
Science Field Test

Minnesota Online Testing, 2007-2008: MCA-II-SCIENCE

As of spring of 2008 under No Child Left Behind legislation, science testing is required for students in grades 5, 8, and one high school grade (Osakis tests in grade 10). The MCA-II science test is an innovative, computer-delivered assessment that presents a series of science scenarios to students in grades 5, 8 and high school. As students are watching scenarios on computers, they listen on headphones to audio content and respond to multiple choice, constructed-response, and the new figural-response items (e.g., drag and drop, creating a bar graph, etc.). Note that headphones must be provided for all students.

Results of Science Test 2006-2008 (includes Field Tests in 06-07):



Study Island

Study Island is a completely web-based program. Students simply logon to www.studyisland.com to access the program. It covers topics that are built from the Minnesota Academic Standards. The program is organized into topics covering all of the Minnesota Academic Standards that are tested on the state-mandated **Minnesota Comprehensive Assessments - Series II (MCA-II)** in grades 3 through 8. Students master topics built from the **Minnesota Academic Standards** and tested on the **MCA-II**.

Each topic contains a straightforward lesson and assessment questions with detailed explanations that provide automated instruction. Students can choose between traditional tests or interactive games as their learning method.

Teachers have access to a private page where they can view detailed real-time progress reports for an individual student as well as their class as a whole, which makes it easy to identify deficiencies. In addition, teachers can compare their students' performance against other students in Minnesota (School Site License only).

Because Study Island is completely Web based, students can use it at school or home and can study and learn at their own pace. There is no software to download or install; all you need is an Internet connection.

Dynamic Content - Not only are there several thousand questions in the Study Island program, but each question is also constantly changing. The answers to the multiple choice questions are continuously changing position, and the numbers in the math questions are randomly chosen. This causes the students to learn the concepts, not just memorize the answers.

Skills-Specific - Study Island's lessons and practice tests are based solely on the Minnesota Academic Standards and are specifically designed to prepare students for the MCA-II. Study Island covers each and every Standard that will be tested on the MCA-II.

Question Style Similar to the MCA-II - The question style on Study Island is similar to the style on the actual MCA-II. This allows students to get comfortable with the testing style; therefore, test-taking mistakes will be reduced and scores will improve.

Self-paced - Every student learns at a different pace. Study Island allows the student to learn at their own pace.

Multiple Study Modes - In addition to allowing students to learn at their own pace, Study Island lets students choose their style of learning. Students can choose between a standard test format and several interactive games for their study sessions.

Real-time Reporting - Study Island records statistics for each user session in a real time report card. Teachers have access to a private page where they can view

Real-time Reporting - Study Island records statistics for each user session in a real time report card. Teachers have access to a private page where they can view usage statistics and results for each student and the school as a whole. Real-time

Title Program 2007-2008

90 students were served in the Title I program for the 2007-2008 school year. Most students received services for both math and reading. Students received services from Title I and Title II Paraprofessionals. Students received services from one or a combination of aides. Students were entered into the program as needed and dismissed from the program when they were making adequate progress.

	Reading	Math
Kindergarten	12	12
Grade 1	11	12
Grade 2	17	12
Grade 3	15	13
Grade 4	13	13
Grade 5	14	14
Grade 6	8	12

Also served were 5 students in the Reading Recovery Program during this time period. These 5 students were included on the Title I list, so this will bring the total for Title I and Reading Recovery to 95 students.

NWEA Testing

The Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test results can be used to adjust instruction to better meet student needs. The MAP test is a computer-based growth model testing instrument that can be given up to four times a year to assess individual academic growth. It is our hope that students will recognize what their scores mean and strive for improvement. The NWEA MAP tests will be used for grades K-6.

Measures of Academic Progress (MAP) are a series of computerized adaptive tests that measure student's general knowledge in reading, language usage, and math. In a computerized adaptive test, the difficulty of the test is adjusted to the student's performance so each student sees different test questions. The difficulty of each question is based on how well the student has answered the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. Students take MAP beginning in kindergarten and again every

Year in the fall and spring through Grade 6.

•How does our school use Measure of Academic Progress?

These tests measure actual student's progress or growth in school unlike other norm referenced tests in reading, language usage, and math skills.

•How do the tests measure growth in learning?

The Measures of Academic Progress use scores to measure student achievement status and growth in reading, language usage, and math. Scores(RIT / achievement scales) depend on two things: How many questions are answered correctly and, the difficulty of each question.

• What do the tests cover?

Each Measure of Academic Progress is made up of parts, which are called goals strands that Are similar to these:

1. Reading

- Word Meaning
 - Literal Comprehension
 - Inferential Comprehension
 - Evaluative Comprehension
2. Language Usage
- Writing Process
 - Grammar and Usage
 - Punctuation and Capitalization
3. Mathematics
- Estimation and Computation
 - Number Sense
 - Geometry and Spatial Sense
 - Measurement
 - Data Analysis, Statistics, and Probability
 - Patterns, Functions, and Algebra
 - Problem Solving

These tests are important because they keep track of progress or growth in the basic skills. They let teachers know where students' strengths are and if help is needed in any specific areas. NWEA scores are used to predict students' future BST Math and Reading success.

Use of these tests in the District: Data is used to organize classes, pin-point areas of strengths/weaknesses, track instruction, and for identification of Title students.

A Final Word on Testing

The State Tests, BST and MCAs, as required by the No Child Left Behind legislation, and the NWEAs, which are voluntarily given by the District, give the impression that education is all about testing. The tests in general are useful for determining where students and the District are academically positioned and this in turn assists in curriculum development and adjustment. The District provides a wide variety of experiences that help to develop our students for life beyond our walls. We will continue to work with our educators and community to help with ongoing student achievement.