

Menahga Public Schools District 821
Annual Report on Curriculum, Instruction and Student Achievement
Academic Year 2008-2009

Menahga Public Schools Annual Report on Curriculum, Instruction and Student Performance is produced to keep residents informed of developments in curriculum and student performance levels throughout the district. A copy of this report is also required in order for the Minnesota Department of Education to monitor the districts adherence to standards determined under Minnesota Statute.

What is Curriculum

Curriculum is the actual content that's covered in individual subject areas. Curriculum is reviewed and revised continually throughout the school year as determined by individual instructors. Once every 5 years our district curriculum committee reviews and rewrites curriculum as appropriate prior to purchasing new materials. Our 5 year departmental curriculum review cycle is outlined below for your reference:

Sebeka and Menahga Curriculum Review and Development Cycle - Approved by Teacher Advisory Committee - October 4, 2007					
	Research and Review	Appropriate Materials & Instruction	Implementation	Implementation Monitor and Adjust	Assessment and Evaluation of Improvements
2007/08	Mathematics World Languages				
2008/09	Arts Career and Technical Education	Mathematics World Languages			
2009/10	Science Physical Education Health	Arts Career and Technical Education	Mathematics World Languages		
2010/11	Language Arts	Science Physical Education Health	Arts Career and Technical Education	Mathematics World Languages	
2011/12	Social Studies Information Technology K-12	Language Arts	Science Physical Education Health	Arts Career and Technical Education	Mathematics World Languages
		Social Studies Information Technology K-12	Language Arts	Science Physical Education Health	Arts Career and Technical Education

The purpose of the District Curriculum Committee

District 821 has established the Curriculum Committee with that committee having duties and responsibilities of an instructional and curriculum advisory committee under state system and accountability requirements. The committee shall:

- ensure active community participation in all phases of planning and improving instruction and curriculum;
- to the extent possible, reflect the diversity of the district and its learning sites;
- include teachers, parents, support staff, pupils and other community residents;
- make recommendations to the school board to improve progress towards district wide education standards, assessments and program evaluations.

New members are hired through advertisement based upon the recommendations from community or previous members. Positions are filled as vacancies occur. Those interested in serving should contact the district office. The members this instruction year were:

Members of this committee are as follows:

Jeannie M
Mary K
Joleen D
Brian J
Kristi L
Bruce B
Emily P
Sue K
Mim B
Kerry W
LaRae A
Brenda S

What are the Menahga Public Schools Independent District 821 Student Achievement Goals?

Students in Grades 3-8, 10 and 11 took the Minnesota Comprehensive Assessment II (MCA-II) test in the Spring of 2009. The MCA-II test is a yearly exam that was introduced in 2006 by the Minnesota Department of Education (MDE). The MCA-II tests will be given yearly by the MDE to measure student performance on our state standards and to assure meeting the requirement of the No Child Left Behind Act. This test has replaced the BST test, which was a former requirement for graduation. The class of 2010 and further on, will need to pass the MCA-II in order to meet graduation requirements. Once results are received by the district, they will be analyzed by staff, and individual student reports will be sent home for parents to review. Schools use this information to improve teaching and learning.

Other assessments that are given are Grade 9 GRAD writing assessment. The students must get a passing score on this test for graduation. There are retake opportunities throughout the year. Students in grades 5, 8, and once in HS will take the science MCA-II, which is an online assessment. This test does not yet require a passing score for graduation.

Goal 1: Menahga Students will increase their math index rate by 10% from 69.7% to 77% by spring 2010.

Goal 2: Menahga students in special education will increase their math index rate by 10% from 55.32% to 62% on the MCA's by spring 2010.

Goal 3: Menahga elementary students in special education will increase their math index rate by 10% from 55.32% to 61% on the MCA's by spring 2010.

Goal 4: Menahga students will increase their reading index rate by 10% from 80.42% to 88% by focusing on literature sub strand by spring of 2010.

Goal 5: Menahga elementary students in special education will increase their reading index rate by 10% from 57.45% to 64% on the MCA's by spring 2010.

MCA-II Test Result Summary

<u>Grade 3</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Reading	17%	7%	33%	43%
2009 Reading	10%	10%	31%	50%
2009 State Average	11%	11%	28%	51%

2008 Math	5%	23%	48%	23%
2009 Math	4%	15%	52%	29%
2009 State Average	4%	14%	44%	38%

<u>Grade 4</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Reading	9%	17%	41%	33%
2009 Reading	9%	24%	31%	37%
2009 State Average	11%	15%	37%	38%

2008 Math	11%	22%	46%	20%
2009 Math	9%	32%	47%	12%
2009 State Average	8%	17%	45%	30%

<u>Grade 5</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Reading	10%	18%	52%	20%
2009 Reading	6%	26%	55%	15%
2009 State Average	10%	18%	44%	29%

2008 Math	18%	20%	46%	16%
2009 Math	20%	33%	29%	18%
2009 State Average	14%	20%	25%	30%

2008 Science	31%	37%	33%	0%
2009 Science	18%	44%	33%	5%
2009 State Average	25%	30%	38%	7%

<u>Grade 6</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Reading	15%	13%	44%	29%
2009 Reading	11%	26%	30%	32%
2009 State Average	12%	15%	35%	37%

2008 Math	15%	22%	53%	11%
2009 Math	17%	21%	45%	17%
2009 State Average	15%	21%	42%	22%

MCA-II Test Result Summary

<u>Grade 7</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Reading	20%	22%	26%	32%
2009 Reading	11%	26%	39%	24%
2009 State Average	16%	20%	27%	38%

2008 Math	24%	24%	40%	12%
2009 Math	19%	25%	40%	17%
2009 State Average	16%	22%	42%	21%

<u>Grade 8</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Reading	20%	16%	36%	27%
2009 Reading	15%	19%	38%	28%
2009 State Average	14%	19%	31%	36%

2008 Math	23%	20%	43%	14%
2009 Math	13%	26%	52%	9%
2009 State Average	18%	22%	38%	22%

2008 Science	18%	55%	27%	0%
2009 Science	24%	35%	30%	11%
2009 State Average	20%	37%	30%	13%

<u>Grade 10</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Reading	8%	21%	43%	29%
2009 Reading	7%	11%	37%	46%
2009 State Average	9%	17%	35%	40%

<u>Grade 11</u>	<u>Does Not Meet</u>	<u>Paritally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
2008 Math	53%	14%	22%	12%
2009 Math	44%	22%	17%	17%
2009 State Average	36%	22%	24%	18%

2008 HS Science	19%	52%	27%	2%
2009 HS Science	17%	38%	44%	2%
2009 State Average	20%	30%	40%	9%

District Improvement Plans: (2009)

- 1) Staff will examine data and set an achievement benchmark that will show an improvement in area(s) of concern.
- 2) Effectively communicate the need for additional space and its financial impact to address growth needs of our school district.
- 3) To continue to invest in professional development opportunities for staff to provide students with online courses and college in the classroom so that 20% more Menahga 10th-12th grade students will take online courses.
- 4) Continue to maintain a stable fund balance with a minimum of three months operating balance.
- 5) Develop a plan to implement the integration of SMART boards to preK-12 classrooms.

Staff Developments Goals: (2009)

District Goals:

- 1) Teachers will utilize research-based instructional strategies to increase student achievement in core and elective courses through research-based instructional strategies.
- 2) Increase staff awareness and knowledge of specific behavior modifications that can be used to meet students' needs by de-escalating violent behaviors.
- 3) We will use student assessment data to determine instructional strategies to increase student achievement for all learners. This data will assist staff as they make instructional decisions as to core and intervention services for students.
- 4) We will review our current curriculum to ensure daily instruction meets the Minnesota State Standards.

Elementary Goals:

- 1) All staff will study research on effective instructional strategies, review student assessment data and implement these strategies to increase student achievement.
- 2) Increase staff awareness and knowledge of specific behavior modifications that can be used to meet students' needs by de-escalating violent behaviors.
- 3) We will use student assessment data to determine instructional strategies to increase student achievement for all learners. This data will assist staff as they make instructional decisions as to core and intervention services for students.

Secondary Goals:

- 1) Teachers will attend trainings and utilize research-based instructional practices to increase student achievement in core and elective courses through research-based instructional strategies.
- 2) We will review our current curriculum to ensure daily instruction meets the Minnesota State Standards.
- 3) We will use NWEA assessment data to determine instructional strategies to increase student achievement for all learners. This data will assist staff as they make instructional decisions and intervention plans for students. Staff will meet with students three times per year and assist students in setting goals and making plans for improvement in areas of concern.

Progress to Previous Improvement Plans

1. Ensure that all staff has adequate training on how to use the technology effectively in their classroom, acquire appropriate technology for classroom base presentations.
 - a. Progress: On-going
2. Use strategic planning to guide funding properties. Assure a competitive compensation package of salaries and benefits, within the financial capabilities of the school district, for the entire staff; maintain the excellent financial status of the school district, including the retention of a minimum three month operating fund balance.
 - a. Progress: on-going
3. Study the feasibility of a bond issue for the purpose of building: a) additional adequate, safe physical education facilities; including gym, practice areas, and locker rooms. Assess the school's handicapped accessibility throughout the building and grounds and make modifications to meet required state and federal standards, plus assess other needs.
 - a. Progress: Ongoing with a referendum put on the Nov. 3rd ballot.

Other Accomplishments of Menahga Public Schools:

- Curriculum changes (including maps for each grade or academic area.)
- Pre-K & K programs
- Rising enrollment
- Pairing with neighboring district
- Security cameras
- Reading First
- Meaningful Staff Development
- Creative use of limited space

3501.0160 District Reporting Requirements:

- 1) The number of students enrolled at each grade level 9-12 according to end of the year MARSS:
 - a. 9-45
 - b. 10-50
 - c. 11-55
 - d. 12-52
- 2) Number of students at each grade level 9-12 passing each basic requirement at the state standard level:
 - a. See the Test Result Summary previously in this report.
- 3) The number of students at each grade level 9-12 passing each basic requirement at an individualized level under an IEP and a section 504 accommodation plan:
 - a. Students who have 504 plans in place were provided modifications, if they were established in their plan to complete these tests. During the 2007-2008 assessment period, no student on a 504 requested modifications as a result of the individual 504 plan.
 - b. 52.9 percent of students on an IEP passed the Reading/Math MCA-II's.
- 4) The number of students at each grade level 9-12 passing tests in each basic requirement that has been translated into a language other than English:
 - a. No students used a test in a language other than English.
- 5) The number of students at each grade level 9-12 exempt from testing in each basic requirement:
 - a. During the 2008-2009 school year, five students were exempt from taking the reading and math MCA-II's, based on their ability levels and educational needs as outline on their IEP (Individual Education Plan.)
- 6) For grade 12 of the previous year, the number of students currently denied a high school diploma because of not passing the state standard for a basic requirement when all other graduation requirements have been met:
 - a. No students in the class of 2009 were denied a diploma as a result of not passing one or more of the BST assessments.

Other Student Demographics

Total enrollment for the district for the 08-09 school year was 748 students. The district was reported 49% free and reduced, with 190 students open enrolled and 98% ethnicity. Also 13% of the students in our district are reported to receive special education services.