

Annual Report on Curriculum, Instruction and Student Achievement

For the 2008-09 school year

Prepared by the parents, educators and community members of the System Accountability Committee and approved by the school board on September 22, 2009.

SYSTEM ACCOUNTABILITY COMMITTEE FINDINGS

- The percentage of students scoring at proficient levels on the MCA-II is comparable to state averages and is very high for some subgroups of students and significantly lower for others.
- Minnesota statute requires that students pass the reading, writing and mathematics diploma tests before they are handed a high school diploma. Ninety-nine percent of the graduating class of 2008 passed the state reading test, 99% passed the writing test, and 98% passed in mathematics by graduation day. The remaining few students who did not pass took the test again in July.
- The continuous improvement process was completed for elementary reading, business education, art education, and the secondary teacher student assistance team process. The System Accountability Committee authorized implementation of the recommendations from these study groups.
- The continuous improvement process was begun for instrumental music, the IB and AP programs, the Spanish immersion program, and the Title I program. These groups will present their final reports to the committee during the 2009-10 school year.

...AND RECOMMENDATIONS

The System Accountability has determined they will continue to monitor the following:

- The district's optional all-day, everyday kindergarten initiative
- The district's STEM initiative (science, technology, engineering and mathematics)
- The Robbinsdale Professional Development Academy
- The percentage of students and students within subgroups reaching the proficiency level on the state assessments, as well as the percentage of students and students within subgroups scoring at the highest levels on the state assessments
- The district's five-year strategic plan

COLLEGE ENTRANCE EXAM RESULTS

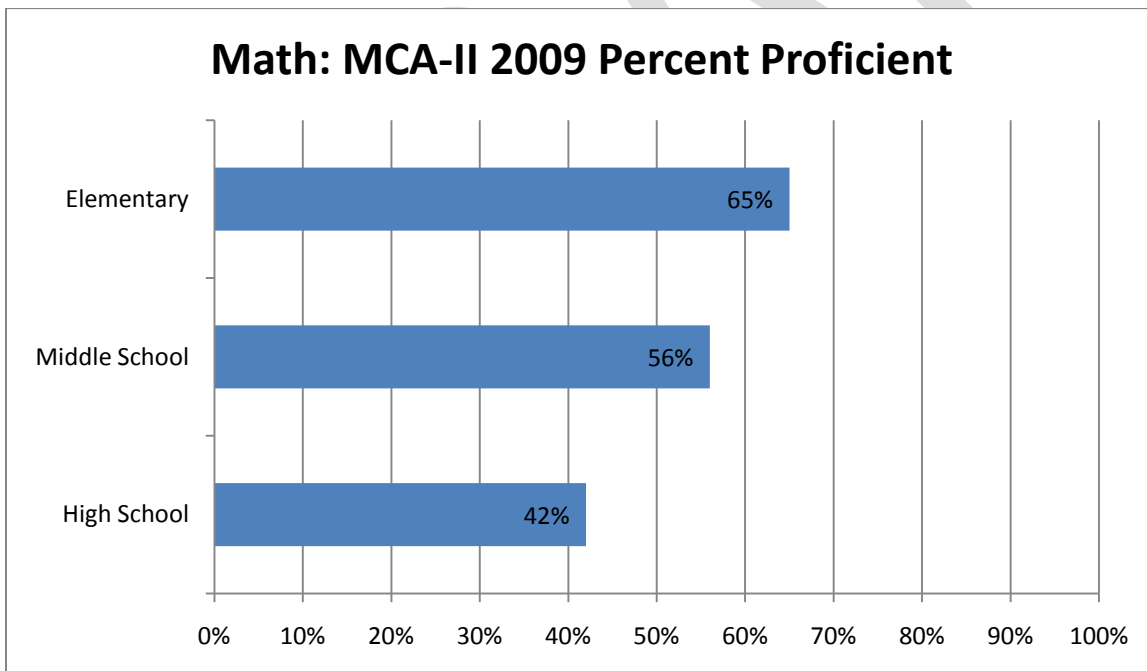
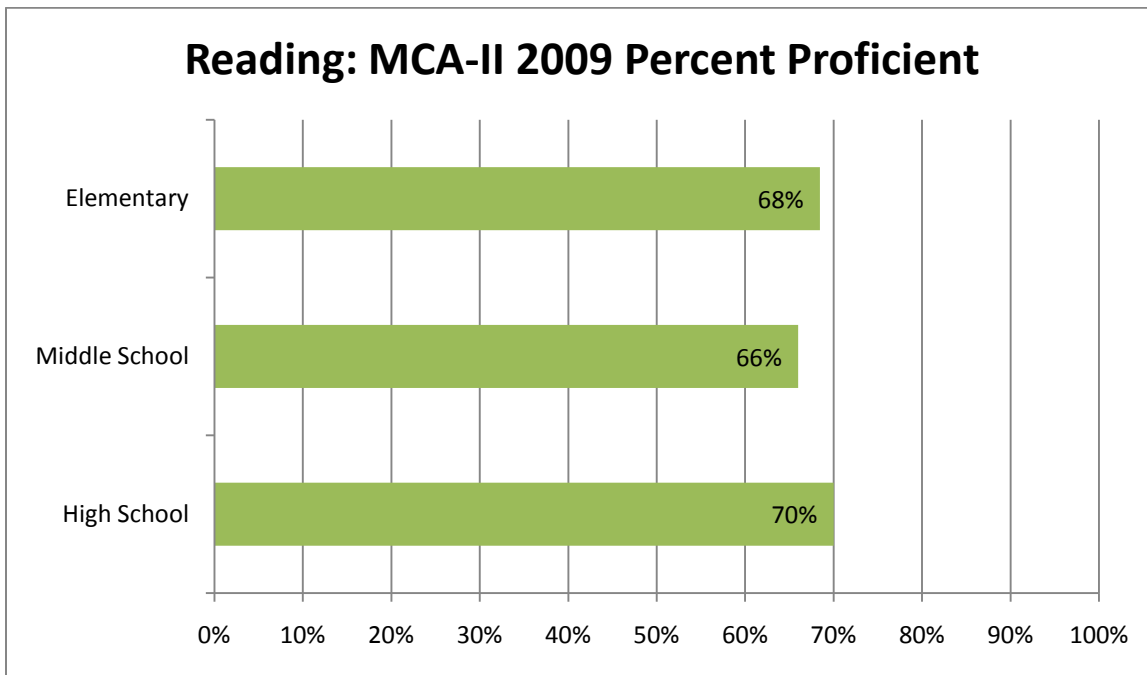
College-bound students in the Robbinsdale Area Schools earned a composite ACT score of 22.4, higher than the national average of 21.1, but lower than the state average of 22.7. The Minnesota average is a high target to reach. Among the 26 states where at least 50 percent of the students took the ACT, Minnesota was the top scoring state in the nation for the fifth consecutive year.

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RESULTS OF THE MINNESOTA COMPREHENSIVE ASSESSMENTS

The Minnesota Comprehensive Assessments (MCA II) measure student progress on the Minnesota Academic Standards. All states are required to develop academic standards and associated state tests in response to the federal No Child Left Behind Act (NCLB).

The following graphs reflect the district's results:

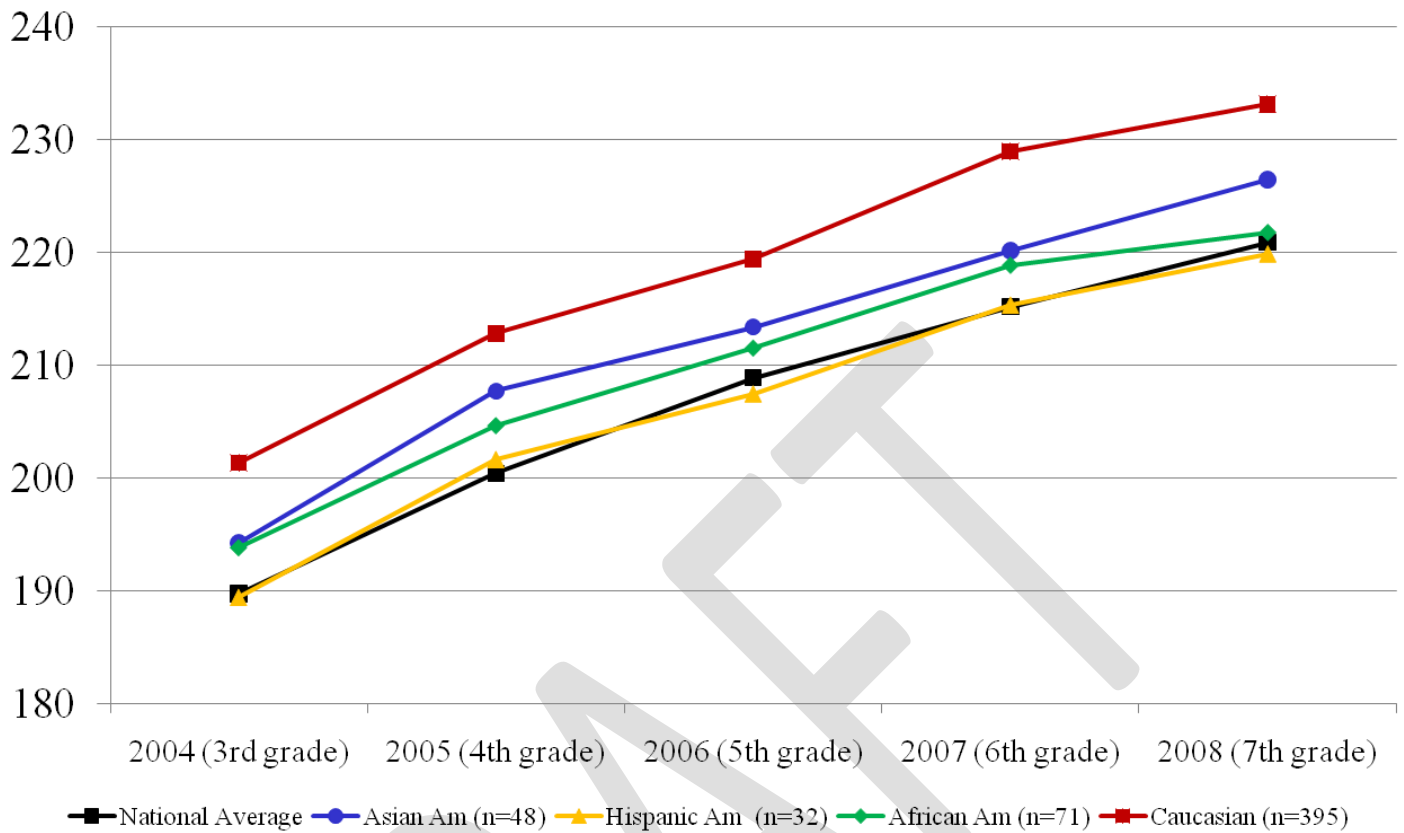


ADEQUATE YEARLY PROGRESS

Federal NCLB legislation requires that all students and students within various subgroups score at proficient levels on state reading and math tests by 2014. Schools and their district must demonstrate adequate yearly progress (AYP) toward that goal. AYP includes more than the reading and math test scores. Student participation in these assessments, high school graduation rates, and elementary and middle school attendance rates are combined to determine whether a school or district has made AYP.

	Math							Reading						
	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
All students							B							
American Indian							B							
Asian American														
Hispanic American						B	B						B	B
African American		B		B	B	B	B		B			B		
White														
Limited English Prof				B	B		B							B
Special Education		B		B	B	B	B				B	B	B	B
F/R Priced Lunch						B	B		B			B		

**Continuously Enrolled Students
Math: CALT scores**



A district wide assessment given to students in grades 3 through 7 indicates that students who are enrolled in the district for five consecutive school years are scoring above the national average and are generally making typical growth each year. Although an achievement gap is still evident between students from different ethnic backgrounds, on average, students from each of the ethnic groups is scoring at or above the national average in math. In reading, the picture is similar except that Hispanic American students whose first language is not English are scoring slightly below the national average.

DIPLOMA ASSESSMENTS

Graduating Class of 2009 and the Basic Skills Tests

Students who graduated in the spring of 2009 were required to pass the Minnesota Basic Skills Test (BST) before earning a diploma. The table shows the percentage of students who passed the BST tests by graduation day. It also shows the number of students who qualified for an exemption because of participation in special education or in the English Language Learner (ELL) program. Most students in special education and ELL are required to pass the tests.

Number of Students	Reading	Math	Writing
Percentage passing by graduation day	99%	98%	99%
Number exempt for Special Education	6	7	6
Number exempt in ELL	6	11	6

Graduation Required Assessments for Diploma: GRAD

The Basic Skills Tests (BST), previously taken in grade 8, are being phased out and replaced with a new set of minimum competency requirements referred to as GRAD. Students in the class of 2010 and beyond will need to pass GRAD tests in writing, reading and mathematics in order to be eligible for a diploma. The writing GRAD is first taken in ninth grade; 85% of the district's ninth grade students passed this assessment in 2009. The reading GRAD is first taken in tenth grade; 73% of district's tenth grade students passed this assessment in 2009. The math GRAD is first taken in eleventh grade; 55% percent of the district's eleventh grade students passed this assessment in 2009.

CONTINUOUS IMPROVEMENT

An in-depth study was completed for several programs and services, including elementary reading, business education, art education, and the secondary teacher student assistance team process. The findings and recommendations were approved by the System Accountability Committee. Once approved, the study group prepares a three to five-year plan for implementation that includes resource acquisition and staff training.

Elementary Reading

- Adopt a core reading curriculum that meets the needs of a variety of learners
- Ensure that supplemental programs and intervention components are closely connected to classroom instruction
- Provide ample professional development in the area of reading
- Work with the district Continuing Education and Professional Development Advisory committees to create a reasonable clock hour requirement for licensure renewal
- Increase student access to print materials
- Provide each elementary building with a literacy coach

Business Education

- Update business education instructional materials
- Continue to encourage females to enroll in business education
- Continue to introduce new business classes
- Upgrade business education computer labs
- Implement Minnesota Career Information System
- Require a personal finance course for every student

Secondary Visual Arts

- Include more non-western and contemporary artwork in curriculum with an emphasis on diverse artists
- Continue collaboration with district advocacy groups such as CAPP and SAAC to help support the visual arts
- Allocate professional days for art teachers to attend state and national conferences in art education
- Integrate visual arts into other subject areas
- Prepare students for careers in art

Teacher Student Assistance Team (TSAT)

- ▶ Develop district-wide Positive Behavior Support (PBIS) and RtI (Response to Intervention) programs; implement in phases
- ▶ Evaluate TSAT purpose, process, membership, documentation and streamline across schools
- ▶ Communicate the relationship between RtI and TSAT
- ▶ Increase parent/family involvement early in the intervention process
- ▶ Support district-wide teacher training on implementing and documenting classroom interventions

ASSESSMENT PLAN

A committee of over 30 individuals reviewed and revised the district's assessment plan during the spring of 2009. The plan was presented to the System Accountability Committee on August 20, 2009, and will be included in the final report.

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Robbinsdale Area Schools' Annual Report Card is developed by the System Accountability Committee, charged by Minnesota statute to communicate information on student goals and district improvement plans.

Members of the 2008-09 System Accountability Committee included:

Third-Year Members Lynn LeMoine, parent Virgie Robinson, community member Second-Year Members Bruce Beidelman, principal Patrick Smith, principal Karma Unverzagt, teacher First-Year Members Candace Oathout, community member Shirley Kampa, specialist	Continuing Membership Jasmine Carlstrom, parent Graham Hartley, parent Alice Hodgson, parent Eddie Senay, parent School Board Linda Johnson Tom Walsh
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District Representatives

Gayle Walkowiak, Assistant Superintendent, Teaching and Learning
Steve Urbanski, Program Director for Curriculum, Instruction, and Education Standards

If you have questions about this report, or are interested in becoming a member, please call the Education Service Center at 763-504-8079. Applications for membership are due by January 2010. Committee members serve a three-year term, and generally meet on the last Thursday of each month, January through August.