A road map for Accountability

2011-2012 Annual Report on Curriculum, Instruction and Student Achievement
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School Board
Mark Wheeler, Chair
Voicemail: 651-748-7507
mark_wheeler@isd622.org

Theresa Augé, Vice-Chair
Voicemail: 651-748-7501
theresa_auge@isd622.org

Amy Coborn, Treasurer
Voicemail: 651-748-7504
amy_coborn@isd622.org

Pam Cunningham, Clerk
Voicemail: 651-748-7505
pam_cunningham@isd622.org

Steve Hunt, Director
Voicemail: 651-748-7502
steve_hunt@isd622.org

Nancy Livingston, Director
Voicemail: 651-779-3222
nancy_livingston@isd622.org

Michelle Yener, Director
Voicemail: 651-748-7506
michelle_yener@isd622.org

A message from the School Board:
“To achieve great things, two things are needed: a plan and not quite enough time.”
—Leonard Bernstein, conductor and composer

Great things are happening in the North St. Paul-Maplewood-Oakdale School District. From impressive math gains to shrinking achievement gaps, School District 622 has a plan for success that is helping all students achieve.

This Annual Report highlights our road map for accountability and student achievement. Every year, public school districts across the state are required to complete an Annual Report to share with their communities. In addition to test scores and achievement goals, we also want to use this opportunity to share with you the ways in which our students aren’t just meeting standards - but exceeding them.

Each of our schools is required to set achievement goals and improvement plans as part of our annual commitment to helping all students learn and grow. As a School Board, we also have a plan in place - our Strategic Road Map - which guides our decisions and allows us to focus our work around six Strategic Directions:

1. Focus on Individual Student Growth and High Achievement
2. Focus on Attitude and Actions that Assure Success for All
3. Align Schedule and Structure to Meet Student Needs
4. Modernize Technology to Increase Productivity, Improve Learning and Better Prepare Students for the “Real World”
5. Engage in Professional Development to Improve Leadership and Quality of Instruction
6. Secure and Manage Money Resources Well Enough to Focus on Mission

This past year we celebrated some amazing accomplishments in our District. Under the state’s new measurement of school performance, the Multiple Measurement Rating (MMR), Carver Elementary School was identified as a Reward School in 2012, and is eligible to apply for Celebration School status this school year. In addition, the District was notified in August that Webster Elementary School received the Reward School designation for this school year.

Reward Schools are the highest-performing 15 percent of Title I schools in the state. This designation reflects the gains both Carver and Webster have made in proficiency, growth and achievement gap reduction. It is also a reflection of our staff’s tireless efforts to improve outcomes for students. Because of this designation, the Minnesota Department of Education is working with Carver and Webster to identify the best practices that have contributed to the schools’ designations as Reward Schools and share those best practices across the state.

Also inside this Annual Report, you will find information about our students’ progress, which provides the community with an overview of the district’s academic progress as a whole. District 622 uses a number of assessment tools to measure academic progress. While no single assessment can give a complete picture of our students’ performance, the combined results provide our best way for measuring progress.

Inside you will find test results from the 2011-2012 school year, curriculum information and a report on our accomplishments from 2011-2012.

We are proud of our students and staff in District 622 and we’re delighted to share their stories with you.

The District 622 School Board,
Ready for tomorrow

The North St. Paul-Maplewood-Oakdale School District is “A community collaborative dedicated to educating and empowering all learners to excel in our changing world.”

Located in the east metro area, School District 622 includes all or portions of seven communities — North St. Paul, Maplewood, Oakdale, Lake Elmo, Landfall, Pine Springs and Woodbury.

- Nine elementary schools (K-5)
- Three middle schools (6-8)
- Two high schools (9-12)
- Early childhood education center
- Alternative learning center
- Special education transition center
- Senior center

District 622 is committed to the success of every student, and we are committed to your success.

District 622 offers:
- Free All-Day Everyday Kindergarten
- Science Technology Engineering and Math (STEM) Specialists at every elementary school
- Four-year-old Pre-K program at two elementary buildings
- Middle school world language
- Technology integration with SMARTBoards in almost all classrooms.

A message from the Assistant Superintendent

Dr. Troy Miller
Assistant Superintendent
Tel: 651-748-7482
tmiller@isd622.org

District 622 continues to be a great district and a leader in the state.

Two of our schools have already been identified as among the highest-performing Title I schools in the state. Both Carver and Webster elementary schools have earned the designation of Reward Schools from the Minnesota Department of Education, which takes into account academic proficiency, student growth, and achievement gap closure. This award was possible because of the teamwork that occurs among staff, students and families. This level of partnership and success is happening throughout our district.

One way we assure excellence and continuous improvement is through our rigorous site improvement planning. We spend an enormous amount of time and energy studying data and creating individual school plans that meet the needs of all students. Each building uses its resources and staff leaders to craft a precise plan that is monitored and adjusted throughout the year. Each plan is approved at the District level and monitored throughout the school year - with exceptional results.

Thank you for your continued support and collaboration - both played a huge part in making the 2011-2012 school year such a huge success. At any time throughout the year, please feel free to call or e-mail me with questions or concerns. You can also contact your building principal, or program coordinators with your questions or concerns. I look forward to another great school year.

Pursuing excellence:
Achievements from 2011-2012

A complete list of all of our student and staff achievements from the past year would be too long to print on these pages. Below is just a sampling of how our students and staff are not just pursuing excellence, but achieving it.

Carver and Webster Elementary Schools were designated as Reward Schools by the Minnesota Department of Education following the release of the state’s new Multiple Measurement Rating (MMR) system. The classification places them in the Top 15 percent of Title I schools across the state. Carver earned the award in the first round of designations and Webster was given the honor in August.

The Tartan High School Relay for Life Event was one of the Top 10 Events in the nation for 2012 and consistently raises more money for the American Cancer Society than any other school in the state. This year the school topped the $1 million mark in total fundraising over the past 10 years.

North High graduate Jessica Johnson, who is considering a possible career in mathematics, received the National Merit University of Minnesota Scholarship.

Tartan High School made the Top 50 list of U.S. News and World Report’s “Best High Schools in Minnesota.” The school took 41st place in the list of the best public high schools in Minnesota—and was ranked 1,678 in the country—by U.S. News and World Report.
During 2011-2012, elementary and middle school students at every grade level in District 622 saw a gain in proficiency on the MCA exam in Mathematics.

Math continues upward trend

- Achievement for elementary mathematics students continues to outpace statewide achievement in mathematics.

- Grades 3-5 in School District 622 saw a six point gain and grades 6-8 saw a 13 point gain in proficiency on the MCA in mathematics.

This high growth continued through grades 6-8 in all District 622 middle schools.

- District 622 teachers collaborated throughout the summer and school year to assure students were prepared for the transition from elementary to middle school. Professional learning for teachers supports academic growth for students.

- All District 622 fifth grade teachers participated in a three-day Mathematics Academy that emphasized the rigorous algebraic skills and critical thinking skills in the Minnesota Mathematics Academic Standards.

- Mathematics curriculum work focused on identifying common outcomes for all students based on the standards. The development and use of these common assessments is used to assure student learning.

Note: In 2011, the Minnesota Department of Education introduced the more rigorous math test. The dotted lines on the graphs below marks the switch from the old math test to the new one.
Elementary schools lead efforts to reduce achievement gap

The North St. Paul-Maplewood-Oakdale School District has been making progress towards reducing the race-based achievement gap. The achievement gap is the difference in proficiency between white students and students of color.

District 622 has set a goal that by the spring of 2015, the largest race-based achievement gap will be no more than 10 percent.

During the 2011-2012 school year, District 622 saw a continued decline to its achievement gap. At the same time, achievement for all students continued to increase. Elementary schools once again continued to drive down the achievement gap and in 2011-2012, middle schools also joined the gap-reducing trend.

Widest MCA Math Proficiency Gaps

Exceeding expectations

Each year, School District 622 looks at not only how each student does on that year’s standardized tests, but also how much growth the student made in math, language arts and science.

High growth is achieved when students exceed their expected growth targets.

Students in School District 622 continue to achieve high growth on the state accountability tests. And in many areas and grade levels, District 622 students are far surpassing the state average of students who achieve high growth. Elementary math is one of the subject levels leading this upward trend.

Middle school math joined the trend this year, with eighth grade students in District 622 ranking third in the metro, with 55 percent of students making high growth.

Pre-K classrooms using innovative math program

School District 622’s high achievement in mathematics begins in our Pre-K programs.

Oakdale Elementary and Richardson Elementary both have Pre-K programs serving a total of 80 4-year-olds.

District 622 is one of six early childhood programs entering its second year of partnership with “Numbers Work!,” an early math initiative of the Saint Paul Foundation.

“Numbers Work!” is a three year project which funds on-going training and mathematics coaching for the classroom teachers as well as classroom and family math resources.

Children who participated in the first year of “Numbers Work!” demonstrated significant growth in mathematics. Results also showed the program had a positive effect on narrowing the achievement gap.

The program is funded in part by the F. R. Bigelow Foundation and Mardag Foundation.
In 2011-2012, District 622 students saw gains in reading proficiency on the MCA exam.

Language Arts:
Increasing achievement and focusing on professional growth
- District 622 saw slight gains at the elementary, middle and high school levels, with the strongest gains taking place in grades 3, 4 and 8 on the MCA Reading test for the 2011-2012 school year.
- In June 2012, all K-12 Language Arts outcomes were approved by the School Board. The new District 622 outcomes include all of the 2010 Minnesota Academic Standards in Language Arts and Common Core.
- More than 200 reading and language arts teachers in grades K-8 have logged more than 20 hours each in on-going professional learning in Balanced Literacy instruction.
- Forty District 622 teachers took part in a four-day Hamline Institute for Literacy training with colleagues from around the state and leading researchers.
“Every Child, Every Day” is a goal that elementary and middle school Language Arts teachers talk about, think about and implement every day when planning lessons for students in School District 622. To meet this goal teachers tailor instruction to reflect the children in their classrooms. Individualizing these lessons helps engage students, ensuring they become successful readers and writers.

The elements that make certain these needs are met include: ongoing formative assessments, allowing students choice in the texts that they read and write, providing access to a wide range of reading materials, allowing opportunities to engage in sustained reading and writing time, providing small group instruction for students, encouraging opportunities to socially interact with others about the text they are reading or writing, and providing constructive teacher feedback.

Balanced Literacy includes the content areas of reading, writing and word study. Balanced Literacy lessons include: Interactive Read Aloud; Shared Reading; and Reading Workshop.

Reading Workshop includes a daily focus lesson, independent reading, small group instruction, partnerships, book clubs and a teacher share. Students engage in whole group learning, small group learning with students and teacher, and instruction one-to-one with child and teacher.

Teachers also model reading, writing, and word analysis strategies using books that reflect the students in their classrooms. Students talk with their peers and teacher to deepen their understanding of how to read and to widen their understanding of the texts they are reading.

When you walk into a Balanced Literacy classroom, you will notice the classroom is designed to foster collaboration and a sense of community. There is an area for kids to meet together to discuss books and a classroom library area for students to select books.

Students meet together for Reading Workshop lessons that teach them the steps needed to build a better understanding of what they are reading. The students have time to read the books they have chosen, while the teacher confers with individual students or holds instruction with small groups of students. Students also spend time writing and talking about what they are learning.

Through this process, children start see themselves as readers and writers who can engage with other readers and writers in a literate community.

Balanced Literacy helps all students learn.

Minnesota State Accountability Tests

Minnesota’s system of accountability consists of three types of assessments:

- **MCA (Minnesota Comprehensive Assessment)** for Math, Reading and Science — The MCA is taken by the vast majority of our students. The test is made up mostly of multiple choice test items, and additional question types that vary by subject and test method (paper or online).

- **MTAS (Minnesota Test of Academic Skills)** for Math, Reading and Science — The MTAS is a highly modified, task-based, individually administered assessment intended for our special needs students with the most significant cognitive disabilities.

- **The MCA-MODIFIED (Minnesota Comprehensive Assessment - Modified)** for Math and Reading — The MODIFIED test serves special needs students on standards-based IEPs (Individual Education Plans) who have scored at the lowest achievement level of the MCA for two consecutive test years. Like the MCA, it is made up of mostly multiple choice questions.

Results from all of these tests are combined into a single proficiency rate for each subject.

For more information about District and State assessments visit [www.isd622.org/assessment](http://www.isd622.org/assessment).
Middle School science teachers were awarded Ingenuity Grants from both HB Fuller and 3M for digital probes, molecular model kits, computerized laser timers and stream tables.

Adding STEM

During the 2011-2012 school year, planning began for the implementation of STEM (Science, Technology, Engineering & Mathematics) for all K-5 elementary students.

Elementary students receive classroom instruction in Minnesota Science Academic Standards, including: Nature of Science & Engineering; Physical Science; Life Science; and Earth and Space Science.

This fall, all K-5 elementary students are receiving additional science instruction with a STEM specialist that emphasizes the inquiry process of engineering.

This additional science instruction is supported by a $70,000 grant from 3M to support the purchase of Engineering is Elementary (EiE) resources from the Boston Museum of Science.

In addition to the purchase of materials, 3M continues to support 622 science programs with a fourth year of a fellowship with the University of Minnesota STEM Education Center. All elementary STEM specialists participated in 40 hours of training in June. This training was led by STEM professor, Dr. Tamara Moore, and STEM graduate student, Kristina Tank.
During the 2011-2012 school year, nearly every elementary and middle school in the North St. Paul-Maplewood-Oakdale School District implemented an anti-bullying program - The Olweus Bullying Prevention Program (OBPP).

Olweus was chosen for District 622 students because it is the most researched and best-known bullying prevention program. With more than 35 years of research and successful implementation all over the world, OBPP is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.

Named after its founder, Dr. Dan Olweus (pronounced ol-VEY-us) of Norway, OBPP is a multi-component program used at the school, classroom, and individual levels. It also includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program.

The goals of the program are to reduce existing bullying problems among students, to prevent the development of new bullying problems, and to achieve better peer relations at school. OBPP is not a classroom curriculum. It is a whole-school, systems-change program.

OBPP was originally designed for students in elementary and middle schools. All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions.

OBPP has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations, involving more than 40,000 students, have documented results with average reductions of 20 to 70 percent in student reports of being bullied and bullying others.

Integration Equity: Helping all students succeed

- The Office of Educational Equity initiated a collaborative effort with our Human Resources Department to hire a Multicultural Recruiter for District 622.

- The AVID Program (Advancement Via Individual Determination) is a program designed to identify historically under-represented students and place them on a college-readiness path. Last year, AVID supported a total of 157 students in seventh and eighth grades. AVID was extended to the high schools in 2012-2013.

- The Office of Educational Equity initiated an Affinity Group for staff of color in the District. The group offers networking and professional learning opportunities for staff of color.

- The Young Scholars Program is an elementary high potential program that identifies historically under-represented students and places them in an accelerated learning opportunity. Last year Young Scholars served a total of 565 students in grades 1-5. Young Scholars was extended to the middle schools (6th grade) in 2012-2013.
Students earning college credit

High school students at North and Tartan continue to take advantage of college credit programs. Advanced Placement (AP) classes are college-level courses and exams that allow students to earn college credit while still in high school. College in the Schools (CIS) delivers University of Minnesota courses to high-achieving high school students for college credit.

AP and CIS Courses Offered

During the 2011-2012 school year, high school students at North and Tartan could choose between 25 different Advanced Placement or College in the Schools courses:
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Programming
- AP European History
- AP English Language and Composition
- AP English Literature and Composition
- AP Macroeconomics
- AP Microeconomics
- AP Statistics
- AP US Government & Politics
- AP US History
- AP World History
- CIS College Composition
- CIS Communications
- CIS French IV
- CIS French V
- CIS German IV
- CIS German V
- CIS Intro to Literature
- CIS Math Modeling & Prediction
- CIS Spanish IV
- CIS Spanish V
- CIS Speech

During the 2011-2012 school year, students at North and Tartan:
- Took 971 AP exams; and
- 437 graduating seniors, or 56.7 percent, earned at least one AP or CIS credit.

Graduation Rates

As part of the No Child Left Behind waiver, the Minnesota Department of Education replaced the system used to calculate graduation rates to a more rigorous graduation rate system. The new system requires districts to calculate the graduation rates for all students who attended high school in the District, taking into account those students who left for other districts, or who dropped out at any time during their high school career.

In addition, the graduation rate targets were raised from 85 percent to 90 percent.

A district’s graduation rate is one of the factors the Minnesota Department of Education uses to determine its Multiple Measurement Rating. Statewide graduation rates are not available until the middle of the following school year, which is why 2011 is the last year reported.

Four Year Graduation Rates

![Graph showing four year graduation rates for District 622, MN, and Metro Districts from 2007 to 2011.](image)

- District 622
- MN
- Metro Districts

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<th>Year</th>
<th>District 622</th>
<th>MN</th>
<th>Metro Districts</th>
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<tr>
<td>2007</td>
<td>80.1%</td>
<td>79.1%</td>
<td>76.9%</td>
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<tr>
<td>2008</td>
<td>80.1%</td>
<td>79.1%</td>
<td>76.9%</td>
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<td>2009</td>
<td>80.1%</td>
<td>79.1%</td>
<td>76.9%</td>
</tr>
<tr>
<td>2010</td>
<td>80.1%</td>
<td>79.1%</td>
<td>76.9%</td>
</tr>
<tr>
<td>2011</td>
<td>80.1%</td>
<td>79.1%</td>
<td>76.9%</td>
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Fiscal Accountability
A breakdown of the costs to educate one student (2010-11 Profiles Report)

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<td><strong>Operating Expenditures</strong></td>
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District 622
By the numbers
District 622 employs a highly qualified and dedicated staff.

- Teachers with a master's degree: 76.2%
- Teachers with more than 10 years experience: 67.8%

Student Population

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<td>2011-2012</td>
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<tr>
<td>ECSE/TEEP*</td>
<td>188</td>
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<td>Elementary</td>
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<td>Secondary</td>
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*Early Childhood Special Education (ECSE); Therapeutic Elementary Education Program (TEEP)

District 622 Staff Development Goals for 2011-2012

- **Professional Learning Communities**
  Teachers will meet regularly as a team to study data, to analyze current levels of achievement, set achievement goals, identify essential student learning, develop common formative assessments, share strategies and research best practices.

- **Advisory Staff Development Committee**
  Teachers will collaborate to design ongoing staff development, based on principles of best practices and directed by assessed needs, which align with district goals to increase student learning. These best practices will include culturally competent instructional strategies, Assessment for Learning strategies, and balanced literacy instructional strategies.

- **Subject Area Committees**
  Teachers will actively participate in curriculum design to create an articulated set of K-12 learning outcomes and assessments to support student learning of Minnesota Academic Standards.

- **New Teacher Trainings**
  Teachers who are new to the district will engage in formal structures to support their first year’s work.

Looking for more information?
Student achievement goals for each building as well as information about district and school progress on past improvement plans are available online at [www.isd622.org/assessment](http://www.isd622.org/assessment).
Enrolling Your Student

School District 622 has a centralized Student Enrollment Center at the District Education Center, 2520 East 12th Avenue, in North St. Paul.

The Enrollment Center is open Monday through Friday from 7:30 a.m. to 4 p.m. at the District Education Center.

For information, or to register, call 651-748-7550.

Patty Phillips, Superintendent
Dr. Troy Miller, Assistant Superintendent
Sharon Burrell, Curriculum Coordinator
Paul Brashear, Evaluation Coordinator
Joe Slavin, Supervisor of Educational Programs

This Annual Report is published by the North St. Paul-Maplewood-Oakdale School District. For information about the Annual Report, please contact the Communications Office at 651-748-7620.

www.isd622.org