

# Annual Report On Striving to Create the World's Best Workforce

WABASHA-KELLOGG  
PUBLIC SCHOOL  
DISTRICT #811



## What is the Education Advisory Committee?

The Education Advisory Committee is a group of community people who meet periodically to advise the district about matters relating to curriculum. It offers guidance and direction regarding curriculum improvement plans. Membership on the Education Advisory Committee is on a volunteer basis. Advertising for new members is done in this report. Members representing the school board are selected at their annual reorganization meeting.

### 2013-2014 Members

<b>Jon Stern</b>	<b>Mary Jo Bussian</b>	<b>Rita Rabehl</b>
<b>Roland Kallstrom</b>	<b>Sandy Wolfe</b>	<b>Rob Stewart</b>
<b>LaLena Blaschko</b>	<b>Beth Hajek</b>	<b>Neil Hedquist</b>
<b>Sharon Roemer</b>	<b>Holly Diepenbrock</b>	

The 2014-2015 meeting dates are December 17, 2014, January 14, 2015, and March 4, 2015. The meetings begin at 4:30 p.m. in the high school IMC.

### How to join the Education Advisory Committee?

Our school district strives to keep communication lines open to and from our community. If any resident is interested in serving on the Education Advisory Committee, please contact Ann Meyer, Principal's Secretary at 651-565-3559, extension 251.

## CURRICULUM IMPROVEMENT

We established the following District Curriculum Improvement Goals for 2014-2015:

- Continue with the maintenance of standards based education as mandated by federal and state law.
- Explore alternative ways to offer programs that will provide options for students.
  - CIS Course Offerings
    - Anatomy and Physiology
    - Algebra
    - Physics
    - Spanish
    - Political Science
    - Examine adding Psychology and Writing Studio
- Interactive Television Courses explored;
- Seek to develop avenues to increase math proficiency leading to acquisition of developmental milestones.
- Develop methods to facilitate the declination of the effects of summer regression in reading and math for elementary students.

- Utilize existing data to determine departmental coursework selection by students.
  - New scheduling system implemented Fall of 2011.
- Personalized Learning Plan developed for all students by Grade 9 to facilitate career and college readiness.
- Given MCA testing for reading in grades 3-8 and 10 and math grades 3-8 and 11, the number of students meeting or exceeding grade level standards will increase.
- Given MCA testing for science in grades 5, maintain the number of students meeting or exceeding grade level standards while grades 8 and 10 that meet or exceed grade level standards will be increased.
- Narrow the achievement gap (as defined by the state) by 50% by the year 2017 for identified subgroups.
- Analyze data from the MCAs to determine need for improvement.
- A survey will be developed to gain information concerning graduates of Wabasha-Kellogg.
- Staff development will examine ways to increase awareness of and proficiency of use of available data collected.
  - Formative and Summative Assessment
  - Standards Insight Tool
- Continue to improve all areas of curriculum in order to provide for a well balanced education for students in all grades.

## District Testing Program 2014-2015

TEST	DATE & PLACE ADMINISTERED	GRADE LEVEL	TYPE OF TEST
Northwest Evaluation Association (NWEA)	August-September 2014 Spring, 2015 In-School	2 – 10 Reading, Math (LA optional) 11-Math	Achievement
AIMSWEB	Fall, Winter, and Spring for all K-10 In-School	K-10	Achievement
Preliminary Scholastic Aptitude Test (PSAT) \$14.00	October 15, 2014	11	College Entrance
American College Test (ACT) \$38.00 \$54.50 Writing	Varied...Obtain information from Secondary Office	11 12	College Entrance
Scholastic Aptitude Test (SAT) Variable Costs	Varied...Obtain information from Secondary Office	11 12	College Entrance

## PSAT

### (Preliminary Scholastic Aptitude Test)

Six juniors (class of 2015) took the PSAT in October of 2014, representing 9% of the class. The PSAT is designed to measure a student's aptitude for higher level learning and is also the qualifying test for the National Merit Scholarship. The scores are based on 20-80 scale (80 being perfect).

		<u>Critical Reasoning</u>	<u>Math</u>	<u>Writing</u>
W-K avg.	2009	49.1	49.5	46
W-K avg.	2010	50.75	56.56	48.75
W-K avg.	2011	48.67	52.50	46.17
W-K avg.	2012	32.17	40.67	37.17
W-K avg.	2013	47.67	50.0	44.5

## ACT

### (American College Testing)

Forty-seven students took this assessment during the 2013-2014 school year. The ACT is a college entrance exam used by the majority of Midwestern colleges. The primary use of

the ACT by colleges is to assess the ability a student has for higher learning in four key academic areas. Scores are based on a 1-36 scale (36 being perfect).

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
W-K	19.5	20.2	21.2	21.4	20.8
MN	22.1	23.0	23.1	22.9	22.9
Nat'l	20.2	20.9	21.1	20.7	20.9

Averages over the past 5 years:

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
W-K	20.88	21.8	21.62	22.82	21.96
MN	22.1	22.86	23.06	22.7	22.8
Nat'l	20.48	21.0	21.3	20.84	21.04

### Narrow the achievement gap for identified subgroups

The State of Minnesota recognizes eight student groups to be monitored as potential indicators of achievement gap disparity. The eight student groups are American Indian, Asian, Hispanic, Black, White, LEP, Special Education and Free/Reduced Price Lunch. Some districts do not have all eight student groups. That is the case with Wabasha-Kellogg. In order to have a subgroup, a district must have at least 20 students in a group for that group to be included in the data. Wabasha-Kellogg for 2014 had large enough numbers to have the white, Free/Reduced Price Lunch, and Special Education subgroups.

**Proficiency Index:** The proficiency index rate is the district's actual performance in the analysis year.

**Proficiency Index Target:** This is the performance we hope to see from each student group in a district if we are to reach our goal of reducing the achievement gap by 50 percent by 2017. The targets become more rigorous every year.

Minnesota's goal is to reduce the academic achievement gap by 50 percent by 2017. Every year, the department of education releases data that show whether school districts are on track to meet that goal. A district is on track if all its student groups score above an established proficiency target on standardized tests.

2014 Achievement Gap Indicators

Math	Proficiency Index	Target
White	81.62	75.01
Special Education	60.87	46.05
Free/Reduced	70.35	54.31
Reading		
White	76.95	74.03
Special Education	46.74	39.58
Free/Reduced	68.62	50.87

As indicated, Wabasha-Kellogg is on-target for narrowing the achievement gap as defined by the State of Minnesota.

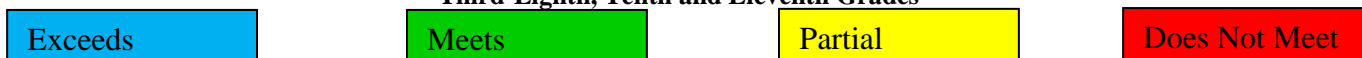
## Routes to Meeting State Graduation Assessment Requirements

This table outlines the different routes for meeting graduation assessment requirements that are dependent on when students first enrolled in grade 8. Districts will determine what routes will be offered and used to meet requirements.

Student first enrolled in grade 8 through 2009–10 (Class of 2014)	Student first enrolled in grade 8 in 2010–11 or 2011–12 (Class of 2015)	Student first enrolled in grade 8 in 2012–13 and later (Class of 2016+)
Meet or have met Graduation-Required Assessments for Diploma (GRAD) requirements in written composition, reading, and mathematics by: achieving proficiency on high school Title I assessments; passing GRAD retests; and/or meeting GRAD alternate routes <b>OR</b> Take or have taken ACT / WorkKeys / Compass / Armed Services test <b>OR</b> Have or receive score on equivalent assessment (district determined)	Meet or have met Graduation-Required Assessments for Diploma (GRAD) requirements in written composition, reading, and mathematics by: achieving proficiency on high school Title I assessments; passing GRAD retests; and/or meeting GRAD alternate routes (except math alternate pathway) <b>OR</b> Take or have taken ACT / WorkKeys / Compass / Armed Services test <b>OR</b> Have or receive score on equivalent assessment (district determined)	Take Grade 8 Career and College Assessment <b>AND</b> Take Grade 10 Career and College Assessment <b>POSSIBLY</b> Take College Placement Diagnostic Assessments <b>AND</b> Take Grade 11 College Entrance Assessment <b>OR</b> MTAS (for grades above)

### MINNESOTA COMPREHENSIVE ASSESSMENTS

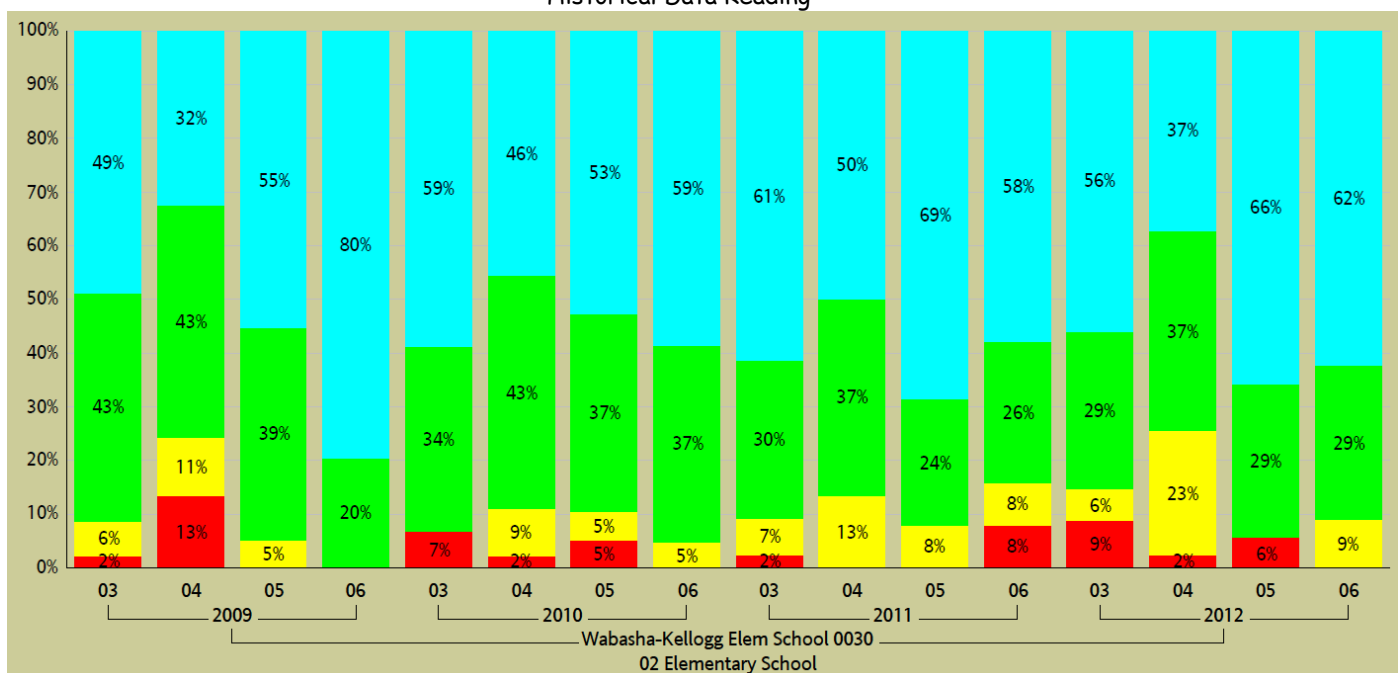
#### Third-Eighth, Tenth and Eleventh Grades

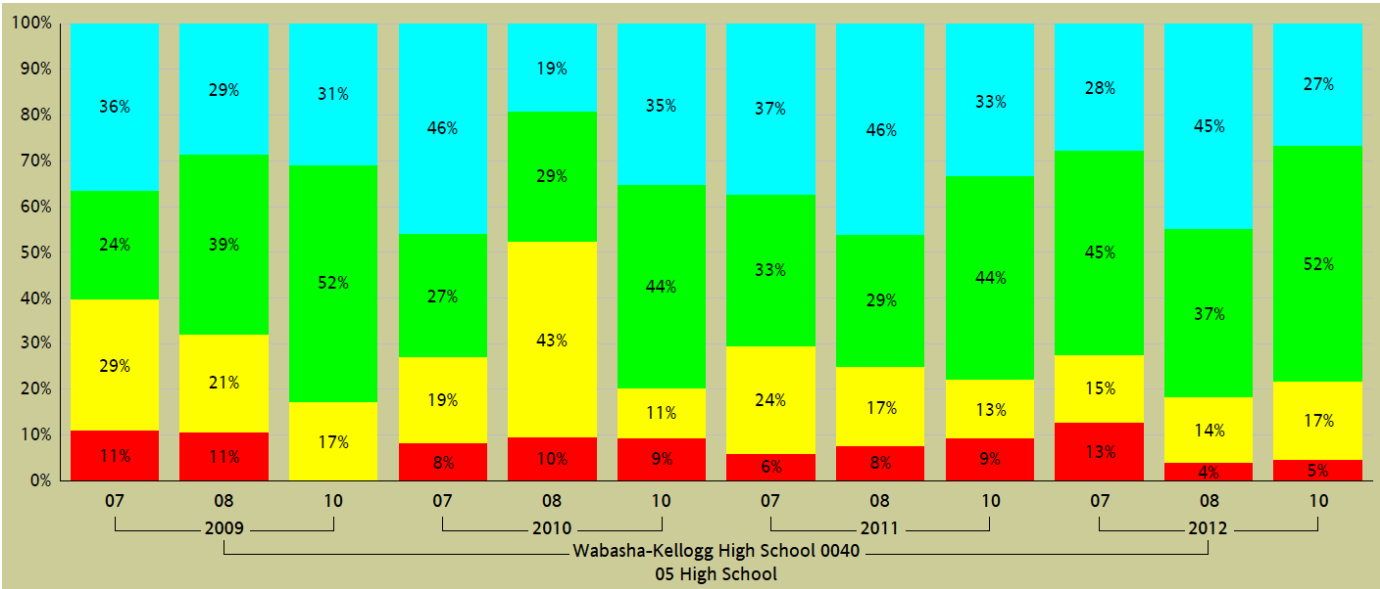


In April 2014, all public school students in grades three through eight took math and reading tests. Fifth, eighth, and tenth grade students also took the Science MCA test. These tests measure student performance against Minnesota's High Standards for the primary and intermediate level.

Student performance on the test is broken down into four achievement levels. In order to demonstrate proficiency, students need to perform at the exceed or meet standards level.

Historical Data Reading

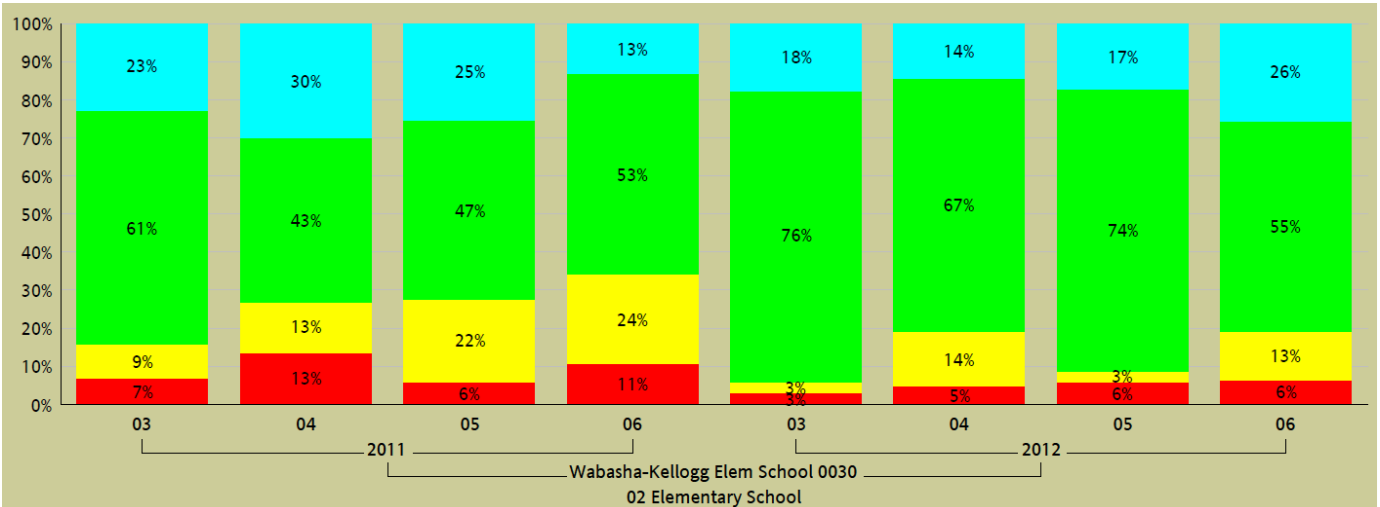


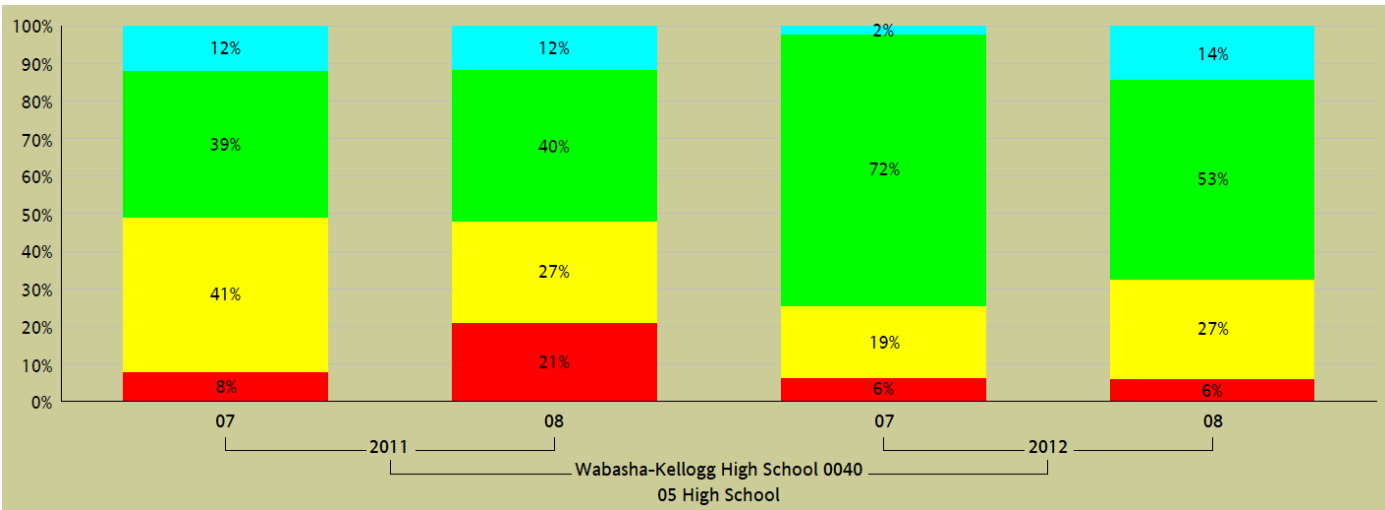


### Reading 2013 and 2014 Percents at Each Level

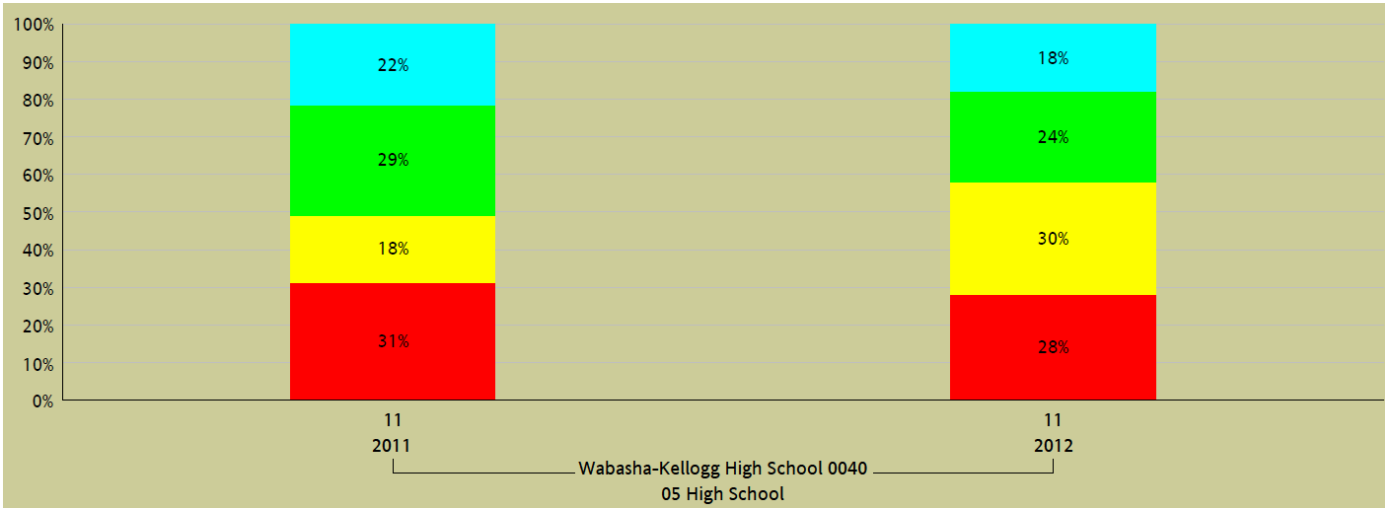
2013	Exceeds	Meets	Partially Meets	Does Not Meet	2014	Exceeds	Meets	Partially Meets	Does Not Meet
Third	13%	44.2%	17.3%	25.6%		14.7%	47.1%	11.8%	26.5%
Fourth	14.7%	38.2%	35.3%	11.8%		18.2%	50%	22.7%	9.1%
Fifth	15.6%	44.4%	35.6%	4.4%		22.9%	42.9%	25.7%	8.6%
Sixth	33.3%	48.5%	15.2%	3%		28.6%	50%	16.7%	4.8%
Seventh	25%	40.4%	17.3%	17.3%		14.6%	46.3%	22%	17.1%
Eighth	10.4%	31.3%	27.1%	31.3%		18.4%	49%	16.3%	16.3%
Tenth	19%	45.2%	19%	16.7%		17.4%	41.3%	26.1%	15.2%

### Historical Data Math MCA III





### Historical Data Math MCA II



### Math 2013 and 2014 Percents at Each Level

2013	Exceeds	Meets	Partially Meets	Does Not Meet	2014	Exceeds	Meets	Partially Meets	Does Not Meet
Third	45.8%	54.2%	0%	0%		32.1%	39.7%	15.3%	12.9%
Fourth	11.8%	61.8%	17.6%	8.8%		13.6%	72.7%	9.1%	4.5%
Fifth	6.8%	38.6%	31.8%	22.7%		11.4%	40%	34.3%	14.3%
Sixth	39.4%	48.5%	6.1%	6.1%		14.3%	47.6%	21.4%	16.7%
Seventh	38.5%	32.7%	23.1%	5.8%		26.8%	61%	4.9%	7.3%
Eighth	33.3%	37.5%	20.8%	8.3%		49%	22.4%	24.5%	4.1%
Eleventh	13.6%	31.8%	39.4%	15.2%		15.9%	38.6%	25%	20.5%

## Science MCA (Percent Proficient)

2008-2009

	Fifth	Eighth	High School
W-K	76.3%	37.5%	47.1%
MN	45.0%	42.6%	49.5%

2009-2010

	Fifth	Eighth	High School
W-K	81%	36%	60%
MN	46%	48%	51%

2010-2011

	Fifth	Eighth	High School
W-K	73%	52%	70%
MN	46%	44%	54%

2011-12

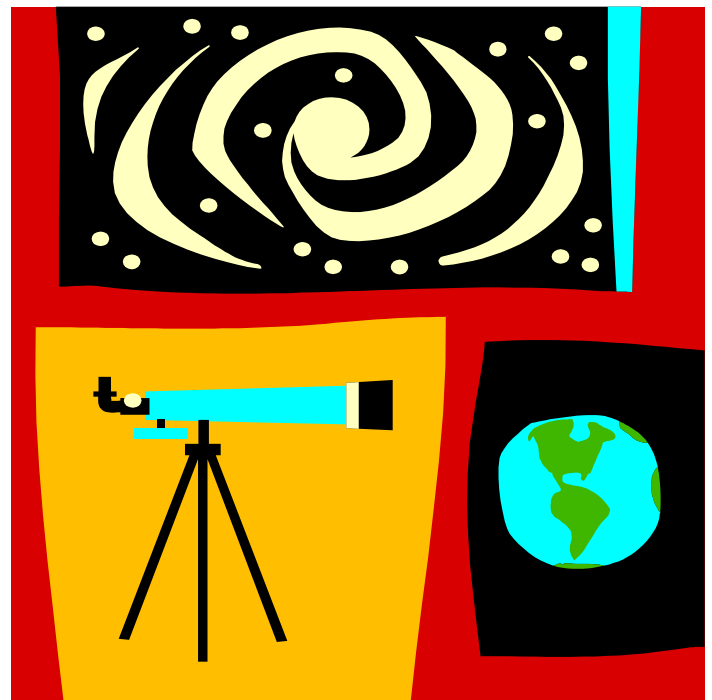
	Fifth	Eighth	High School
W-K	94%	44%	53%
MN	57.7%	41.9%	51.7%

2012-2013

W-K	68.2%	55.1%	42.9%
MN	59.7%	43.8%	53.0%

2013-14

	Fifth	Eighth	High School
W-K	94.3%	62.5%	52.2%
MN	61.2%	45.0%	53.2%



## 2014-2015 STATEWIDE TEST SCHEDULE 3<sup>RD</sup> - 11<sup>TH</sup> GRADE

GRADE	TEST	SUBJECT AREA	DATES
3 <sup>rd</sup> - 8 <sup>th</sup> 10 <sup>th</sup> Rdg 11 <sup>th</sup> Math	Statewide Assessments	Reading (on-line) Mathematics (on-line) Science (on-line)	March 9, 2015 – May 8, 2015
8 <sup>th</sup>	Explore		November 3-21, 2014
10 <sup>th</sup>	Plan		November 3-21, 2014
11 <sup>th</sup>	ACT plus Writing		April 28, 2015