



2016-17 World's Best Workforce Report Summary

District or Charter Name: [Wabasha-Kellogg School District #811](#)

Grades Served: [PreK-12](#)

Contact Person Name and Position: [Jim Freihammer, Superintendent](#)

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkforce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- 2016-17 World's Best Workforce Summary – [Click Here](#)

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year. **DECEMBER 20, 2017**

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Jim Freihammer	Superintendent
Jon Stern	PreK-6 Principal
Rob Stewart	7-12 Principal
Mary Jo Bussian	Board Member
Rita Rabehl	Board Member
Mary Funk	Board Member
Heather Kosik	Counselor
Neil Hedquist	IT Teacher
Ed McBride	Parent
Sharon Roemer	Parent
Sandy Wolfe	Parent

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The percent of students that attend Preschool at W-K demonstrating readiness for kindergarten as assessed by the OWL's curriculum, Work Sampling, and teacher summative assessments will increase by 5% from 82.5% to 87.5% by the conclusion of the 2016-2017 four year old program.</p> <p>The 2017-18 goal will remain at 87.5% of students demonstrating readiness skills for kindergarten.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal</i></p> <p>The 2014-2015 preschool 4 year old class had 80.6% demonstrating readiness skills for kindergarten. The 2015-2016 preschool 4 year old class had 82.5% demonstrating readiness skills for kindergarten. The 2016-2017 preschool 4 year old class had 86% demonstrating readiness skills for kindergarten.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The percent of students meeting or exceeding third grade reading standards as measured by the MCA-III Reading Assessment will increase from 52.6% to 76% and the percentage of students not meeting any part of the standard will decrease by 2.3% from 26.3% to 24% at the conclusion of the 2017 MCA-III Third Grade Reading Assessment.</p> <p>The 2017-2018 MCA-III Goal is...</p> <p>75% Meet or Exceed 25% Partially Meet or Not Meet at All</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>The 2017 MCA-III results indicated 59.0% met or exceeded state standards with 29.3% of the students not meeting any part of the standard.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status																																																																																																																																																
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i> <u>The combined Achievement Gap in the areas of math and reading among the student groups of (Black, Special Education and Free and Reduced Price Lunch) will decrease by .1 on the average gap reduction score from the MMR Report by the end of the MCA III math and/or reading testing window for the 2017 school year.</u></p> <p>The 2017-2018 Achievement Gap Goal is...</p> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: M-FRP</td> <td>67.86</td> <td>64.42</td> <td>3.44</td> </tr> <tr> <td>2017: M-FRP</td> <td>69.51</td> <td>69.27</td> <td>.24</td> </tr> <tr> <td>Goal</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018: M-FRP</td> <td>72.00</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: M-SPED</td> <td>51.96</td> <td>54.82</td> <td>-2.86</td> </tr> <tr> <td>2017: M-SPED</td> <td>59.00</td> <td>60.52</td> <td>-1.52</td> </tr> <tr> <td>Goal</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018: M-SPED</td> <td>63.00</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: R-FRP</td> <td>62.23</td> <td>62.35</td> <td>.12</td> </tr> <tr> <td>2017: R-FRP</td> <td>69.28</td> <td>68.02</td> <td>1.26</td> </tr> <tr> <td>Goal</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018: R-FRP</td> <td>72.00</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: R-SPED</td> <td>46.30</td> <td>54.87</td> <td>-8.57</td> </tr> <tr> <td>2017: R-SPED</td> <td>53.26</td> <td>60.75</td> <td>-7.49</td> </tr> <tr> <td>Goal</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018: R-SPED</td> <td>56.00</td> <td></td> <td></td> </tr> </tbody> </table>		Index	Target	Difference	2016: M-FRP	67.86	64.42	3.44	2017: M-FRP	69.51	69.27	.24	Goal				2018: M-FRP	72.00				Index	Target	Difference	2016: M-SPED	51.96	54.82	-2.86	2017: M-SPED	59.00	60.52	-1.52	Goal				2018: M-SPED	63.00				Index	Target	Difference	2016: R-FRP	62.23	62.35	.12	2017: R-FRP	69.28	68.02	1.26	Goal				2018: R-FRP	72.00				Index	Target	Difference	2016: R-SPED	46.30	54.87	-8.57	2017: R-SPED	53.26	60.75	-7.49	Goal				2018: R-SPED	56.00			<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i> <u>Due to ESSA, the data we receive from MDE is different and therefore, our goals will reflect this.</u> <u>We have four groups that will apply to achievement gap:</u> <u>Reading: FRP Math: FRP</u> <u>Reading: Special Math: Special</u></p> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: M-FRP</td> <td>67.86</td> <td>64.42</td> <td>3.44</td> </tr> <tr> <td>2017: M-FRP</td> <td>69.51</td> <td>69.27</td> <td>.24</td> </tr> <tr> <td>Met</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: M-SPED</td> <td>51.96</td> <td>54.82</td> <td>-2.86</td> </tr> <tr> <td>2017: M-SPED</td> <td>59.00</td> <td>60.52</td> <td>-1.52</td> </tr> <tr> <td>Reduced difference</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: R-FRP</td> <td>62.23</td> <td>62.35</td> <td>.12</td> </tr> <tr> <td>2017: R-FRP</td> <td>69.28</td> <td>68.02</td> <td>1.26</td> </tr> <tr> <td>Met</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Index</th> <th>Target</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2016: R-SPED</td> <td>46.30</td> <td>54.87</td> <td>-8.57</td> </tr> <tr> <td>2017: R-SPED</td> <td>53.26</td> <td>60.75</td> <td>-7.49</td> </tr> <tr> <td>Reduced difference</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Secondary; the 2016 average gap reduction score for the combined subjects of math and reading was .2570. In 2016 the score decreased by .0577 to .1993.</u> <u>Elementary; the 2015 average gap reduction score for the combined subjects of math and reading was - .1384. In 2016 the score increased by .3903 to .2519.</u></p>		Index	Target	Difference	2016: M-FRP	67.86	64.42	3.44	2017: M-FRP	69.51	69.27	.24	Met					Index	Target	Difference	2016: M-SPED	51.96	54.82	-2.86	2017: M-SPED	59.00	60.52	-1.52	Reduced difference					Index	Target	Difference	2016: R-FRP	62.23	62.35	.12	2017: R-FRP	69.28	68.02	1.26	Met					Index	Target	Difference	2016: R-SPED	46.30	54.87	-8.57	2017: R-SPED	53.26	60.75	-7.49	Reduced difference				<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> <u>Goal Met</u> <input type="checkbox"/> <u>Goal Not Met</u> <input type="checkbox"/> <u>Goal in Progress</u> <i>(only for multi-year goals)</i></p>
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2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>In accordance with legislation (120B.125) “Planning for Students’ Successful Transition to Postsecondary and Employment,” the Wabasha Kellogg School District will develop career and college ready checklists for all grade levels (K-12) and also ensure that every 9th grade student has a Personal Learning Plan that includes key elements like academic scheduling, career exploration, career and employment related skills, and community partnership during the 2016-2017 school year.</p> <p>The 2017-2018 school year goal(s)...</p> <p>Continue with same goals as last year.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Throughout the 2016-2017 school year, the Wabasha-Kellogg School District developed and implemented career and college ready checklists for all grade levels (K-12) and all 9th grade students created their own Personal Learning Plan (PLP) working document that they will continue to utilize and refine throughout their high school career.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i></p> <p><i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The Wabasha-Kellogg School District will have a 100% graduation rate for the 2016-2017 school year.</p> <p>The Wabasha-Kellogg School District will have a 100% graduation rate for the 2017-2018 school year.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>For the 2016-2017 school year, the Wabasha-Kellogg School District had a graduation rate of 91.11%.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i></p> <p><i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

- Close the achievement gap between identified sub-groups (SPED and Free/Reduced). In various content areas and grade levels, an achievement gap exists between the SPED/Free-Reduced sub-groups and the base group.
- Improve the number of students that meet and exceed state standards on state assessments in math, reading, and science. In various content areas and grade level, the level of students meeting or exceeding state standards on state assessments fall below a level that should be able to be achieved annually.
- Improve reading proficiency level across all grade levels especially focusing on reading literacy by third grade.
- Create alternative courses/pathways that lead to high school graduation and college/career readiness. Increase CTE opportunities, provide additional access to college level courses and provide a variety of academic support to students so they are successful in their secondary education.
- Create opportunities for all families to access pre-school by removing financial, transportation and other barriers. Increase the time that preschool age students can access School Readiness.
- Data accessed on Minnesota School Report Card on MDE Website, Fastbridge protocols, enrollment numbers in pre-school, grades and course selection thru student management system.
- Increase opportunities for parents and birth to five students to learn and grow together through Early Childhood Family Education programming.
- Increase Parent Engagement opportunities that build rapport and communication between home and school while creating an inclusive education team.
- Improve ACT scores to be above the state average in every category.

Math SPED**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	37.8%	14	37
2012	40.5%	15	37
2013	43.2%	16	37
2014	51.4%	18	35
2015	42.4%	14	33
2016	25.8%	8	31
2017	43.3%	13	30

Reading SPED**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	41.0%	16	39
2012	45.5%	15	33
2013	32.4%	11	34
2014	37.1%	13	35
2015	35.1%	13	37
2016	24.2%	8	33
2017	37.0%	10	27

Science SPED**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	7.1%	1	14
2012	46.7%	7	15
2013	42.9%	6	14
2014	CTSTR	CTSTR	CTSTR
2015	28.6%	4	14
2016	33.3%	6	18
2017	CTSTR	CTSTR	CTSTR

Green – High
 Grey – Current

Math F/R**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	53.3%	65	122
2012	61.3%	68	111
2013	55.4%	56	101
2014	55.6%	50	90
2015	46.6%	41	88
2016	55.7%	44	79
2017	55.4%	46	83

Reading F/R**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	71.7%	86	120
2012	80.2%	89	111
2013	58.6%	58	99
2014	55.2%	53	96
2015	57.7%	45	78
2016	46.6%	41	88
2017	61.3%	49	80

Science F/R**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	56.0%	28	50
2012	58.2%	32	55
2013	41.5%	17	41
2014	60.0%	27	45
2015	53.8%	14	26
2016	45.5%	20	44
2017	54.8%	17	31

Green – High

Grey – Current

Math ALL**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	63.6%	206	324
2012	73.2%	232	317
2013	65.6%	206	314
2014	68.7%	189	275
2015	65.0%	171	263
2016	64.8%	175	270
2017	69.9%	186	266

Reading ALL**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	81.4%	267	328
2012	81.4%	267	328
2013	63.0%	182	289
2014	65.9%	182	276
2015	65.1%	175	269
2016	59.1%	165	279
2017	69.2%	180	260

Science ALL**Wabasha-Kellogg Public School Dist.**

Year	Percent Proficient	Number Proficient	Number Tested
2011	64.1%	100	156
2012	59.2%	90	152
2013	55.8%	77	138
2014	66.7%	88	132
2015	56.6%	64	113
2016	53.9%	76	141
2017	65.0%	76	117

Green – High
 Grey – Current

MCA Percent Proficient - Reading

Test

Year	3R	4R	5R	6R	7R	8R	10R
2014	61.8%	68.2%	65.7%	78.6%	61.0%	67.3%	58.7%
2015	64.5%	63.3%	88.0%	80.6%	52.9%	68.9%	52.3%
2016	52.6%	74.3%	73.5%	87.5%	36.6%	44.0%	64.7%
2017	59.0%	71.1%	82.9%	75.0%	67.6%	55.0%	76.2%

MCA Percent Proficient - Math

Test

Year	3M	4M	5M	6M	7M	8M	11M
2014	73.5%	86.4%	51.4%	61.9%	87.8%	71.4%	54.5%
2015	90.3%	80.0%	50.0%	55.6%	61.5%	77.8%	44.4%
2016	68.4%	80.0%	58.8%	50.0%	65.9%	73.2%	50.0%
2017	74.4%	76.3%	71.4%	72.7%	70.6%	75.0%	53.2%

MCA Percent Proficient - Science

Test

Year	5S	8S	10S
2014	94.3%	62.5%	52.2%
2015	79.1%	48.9%	52.5%
2016	77.1%	40.0%	53.8%
2017	85.7%	52.5%	59.5%

Blue - High

MCA **Percent Proficient - Reading**

Test

Year	3R	4R	5R	6R	7R	8R		10R
2014	61.8%	68.2%	65.7%	78.6%	61.0%	67.3%		58.7%
2015	64.5%	63.3%	88.0%	80.6%	52.9%	68.9%		52.3%
2016	52.6%	74.3%	73.5%	87.5%	36.6%	44.0%		64.7%
2017	59.0%	71.1%	82.9%	75.0%	67.6%	55.0%		76.2%

MCA **Percent Proficient - Math**

Test

Year	3M	4M	5M	6M	7M	8M		11M
2014	73.5%	86.4%	51.4%	61.9%	87.8%	71.4%		54.5%
2015	90.3%	80.0%	50.0%	55.6%	61.5%	77.8%		44.4%
2016	68.4%	80.0%	58.8%	50.0%	65.9%	73.2%		50.0%
2017	74.4%	76.3%	71.4%	72.7%	70.6%	75.0%		53.2%

MCA **Percent Proficient - Science**

Test

Year	5S		8S		10S
2014	94.3%		62.5%		52.2%
2015	79.1%		48.9%		52.5%
2016	77.1%		40.0%		53.8%
2017	85.7%		52.5%		59.5%

ACT Summary

17	6		English		Math		Reading		Science		Composite	
Juniors		W-K #	W-K	State	W-K	State	W-K	State	W-K	State	W-K	State
2000-2001	89	35	19.5	21.3	20.7	21.9	20.4	22.4	20.8	22.3	20.4	22.1
2001-2002	56	49	19.0	21.2	21.4	22.0	21.5	22.5	21.9	22.3	21.1	22.1
2002-2003	68	38	18.9	21.2	20.8	21.8	20.2	22.4	22.0	22.2	20.6	22.0
2003-2004	57	46	21.1	21.4	21.9	22.0	21.6	22.6	21.7	22.3	21.7	22.2
2004-2005	65	35	20.6	21.6	21.5	22.1	21.0	22.7	21.8	22.4	21.4	22.3
2005-2006	66	36	19.0	21.6	20.7	22.1	19.8	22.6	21.5	22.3	20.4	22.3
2006-2007	61	38	18.4	21.8	20.3	22.5	20.0	22.8	20.4	22.5	19.9	22.5
2007-2008	58	34	20.4	21.9	20.8	22.6	20.1	23.0	21.7	22.5	20.9	22.6
2008-2009	57	40	20.1	22.0	20.9	22.7	20.8	23.1	22.3	22.6	21.2	22.7
2009-2010	51	25	21.8	22.3	22.5	22.9	22.4	23.2	23.9	22.8	22.8	22.9
2010-2011	53	33	20.9	22.3	21.8	23.0	22.2	22.9	23.0	22.8	22.1	22.9
2011-2012	54	35	21.1	22.1	22.9	23.0	22.6	22.9	23.1	22.7	22.6	22.8
2012-2013	66	35	21.0	22.2	21.9	23.1	22.2	23.1	23.1	22.9	22.3	23.0
2013-2014	45	47	19.5	22.1	20.2	23.0	21.2	23.1	21.4	22.9	20.8	22.9
2014-2015	46	31	19.9	21.8	21.1	22.8	22.4	23.0	21.9	22.7	21.5	22.7
2015-2016	47	45	18.6	20.0	20.2	21.2	20.2	21.3	21.8	21.3	20.3	21.1
2016-2017	49	42	18.3	20.4	20.4	21.5	21.1	21.8	21.0	21.6	20.4	21.5
Total	988	644	338.1	367.2	360	380.2	359.7	385.4	373.3	381.1	360.4	380.6
Average	58.12	37.88	19.9	21.6	21.2	22.4	21.2	22.7	22.0	22.4	21.2	22.4
FLY			118.4		126.7		129.7		132.3		127.9	
			19.73		21.12		21.62		22.05		21.32	
Growth			-0.24		-0.09		0.71		0.14		0.18	
Pre FLY			19.97		21.21		20.91		21.91		21.14	
			219.7		233.3		230.0		241.0		232.5	

	Required of all juniors
	Optional for all juniors

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*
- The Wabasha-Kellogg School District strives to offer support to students in order to achieve established local and state goals.
 - Benchmark Assessment Tools
 - Fastbridge - Administered to all students in the area of reading for grades Kindergarten through ninth grade and in the area of math for grades Kindergarten through ninth grade in the fall, winter, and spring.
 - PLCs - The data that is collected is disaggregated and utilized by the various Professional Learning Communities. The Primary Grade Level PLC will use the obtained data to determine if students demonstrated academic skills indicative of being ready for kindergarten. Curriculum is discussed and modifications are made to facilitate academic growth to further prepare students for Kindergarten. The data for the older students is also analyzed to determine if students are on track to achieve third grade level literacy. Prior year outcomes from the third grade MCA results are utilized to determine a need for curriculum modifications. This analysis is facilitated by the instructors using the MDE Benchmark Report which looks at the W-K students' reading performance broken down into four domains including literature and informational text. Efforts to close the achievement gap among groups represented at W-K as well as providing support for all students are maximized through three programs at W-K.
 - Interventions - Title One addresses the needs of younger students in the K-1 primary, ADSIS addresses the needs of students first through ninth grade, and the established MTSS (RTI) helps to focus the continuum of service for all students at W-K across many levels.
 - High School Homework Program – grade 7-12
 - Indicators of Progress for Readiness
 - ❖ Kindergarten – Readiness would be obtained through Spring Work Sampling, OWL's assessment, and teacher summative assessments completed at the end of preschool.
 - ❖ Literacy by Third Grade - The predominant key indicators for third graders achieving grade level literacy and closing the achievement gap are the results obtained from the MCA assessments in reading.
 - ❖ Career and College Ready - The portfolios created for all students coupled with the work of the secondary PLCs are key indicators for all students being career and college ready by graduation as well as enhancing the potential for all students graduating.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of Instruction, Curriculum, Teacher evaluations and Principal evaluations*
- The Wabasha-Kellogg School District is proactive in offering a variety of supports to teachers and principals.
 - Instruction and Curriculum: PLC: One example would be our district wide implementation of Professional Learning Communities (PLC's). Our current PLC structure allows our teachers to work in teams on a weekly basis and we have adapted our master schedule to allow for an early release time increasing the effectiveness of our collaboration. As district PLC teams, our teachers and principals examine a variety of areas; including instructional strategies, curriculum mapping, standards alignment, assessments, classroom management, student engagement, teacher evaluations and student learning goals. In addition, we examine a wealth of student data across all tier levels and use this data to drive instruction and establish continual progress monitoring supports.
 - Evaluation Processes: The Wabasha-Kellogg School District has worked diligently at establishing an effective evaluation system for our teachers and principals. We were a pilot school for the Minnesota teacher evaluation system and have implemented the state mandated components of the teacher and principal evaluation process with fidelity. In addition, we have continued to modify and adjust our evaluation systems to better meet our district needs through refining evaluation documents, by implementing staff surveys and by incorporating online tools through Edivate and the School Improvement Network.
 - Data Analysis: Examination of formative & summative assessments, teacher created or vendor created (OWLS, ACT, Work Sampling, MCAs & Fastbridge) is on-going. This on-going analysis guides instruction, professional development and curriculum improvement efforts.
 - Professional Development: Individual and school-wide training is made available through our staff development committee. Our focus is to provide training at our site through outside and in-house experts, through individual opportunities via webinars, on-line programs such as Edivate and also attendance at training at other locations outside the school district.
 - 2017-18 Focus: Math and Reading Curriculum and Instruction

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate: Technology & Collaborative professional culture*
- In-House Professional Development Opportunities were provided to faculty throughout the school year on the following topic:
 - Individual Professional Development Opportunities (Edivate), A.L.i.C.E.
 - iPads, Schoology, Action 100, Mental Health & Suicide Prevention, MTSS (Fidelity Inventory), MCIS, Using Technology Programs (Apps) for Formative Assessment
- Technology
 - Implementation of iPads as Learning Tools
 - Utilization of Schoology as a Communication & Dialogue Framework
 - Integrating of the iPad and Schoology combined to create a robust and interactive work flow cycle
- Professional Learning Communities
 - School district provided a consistent time for Professional Learning Community Teams to meet on a weekly basis by shortening the student day by 15 minutes and then requiring an additional 20 minutes of after school time.
 - 35 minute weekly meetings
 - 100% of professional staff participate in professional learning communities.
- Key Purchases
 - Year 4: School District invested a large sum of funds in a new reading program and professional development specifically for the implementation of Action 100
 - Odysseyware, purchased; provides alternative means to take courses, earn credit, differentiate, remediate, credit recovery, etc.
 - Year 2: 100% of students that used Odysseyware for credit recovery were successful
 - Year 3: Schoology Enterprise increased teacher, student and parent engagement in learning activities.
 - Year 3: Edivate was added to the Staff Development program as a tool for individual & focused professional development and as a tool for teacher evaluation.
 - Year 1: iPads 1:1 Program – Grades K-6
 - Year 1: Chrome Books 1:1 Program – Grades 7-12
- Teacher Evaluation
 - School District worked collaboratively with the teacher bargaining group in piloting and developing an effective teacher evaluation model designed to improve instruction.
 - 100% of teachers participated in the formal evaluation process.
 - 100% of principals participated in the formal evaluation process.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Wabasha-Kellogg is a small two-section School District. In the elementary school, each grade level is served by two faculty who meet the license requirements of their assigned positions. Additionally, each specialist and special education teacher is appropriately licensed for their assignment.

The process for assigning students to teachers is based on creating a heterogeneous classroom that distributes students equitably among them. Energy level, achievement, strengths & challenges of students, English as a Second Language, special needs, strengths & limitations of staff, etc. It is the goal that individual class rosters reflect school and grade level demographics.

Faculty are hired with a focus on obtaining the best qualified applicant licensed in the area they will be assigned. Sometimes, candidates with proper licensure are not available, and in those cases we hire the best teacher that would work under a variance.

Class rosters in the elementary will be examined by an administrative team consisting of administration and administrative support personnel prior to final approval for distribution. Examination will include a review of students per classroom that are either low-income or minority or both.

In the secondary, students are assigned to teachers based on a master schedule that is the same for all students in grades 7-8. There is one teacher for each content area. In grades 9-12, students are assigned to teachers by a master schedule of required and elective courses. There is one teacher for each course offered. Our goal at the secondary is to hire appropriately licensed teachers for all assignments in which they teach. All teachers in the secondary are appropriately licensed.

At Wabasha-Kellogg, the problem of accessibility to qualified and experienced for low-income and minority students is not considered a concern at this time.

COLLEGE & CAREER READY

Every student needs a plan for high school and beyond. For many teens, planning the future can be a challenge. How do they choose a career that is right for them? *College and Career Ready* helps students to review and update their educational and career plans. It will assist them in the transition from high school to post-secondary, implementing a plan for attaining their personal goals. It is important to review the classes you will need to achieve your education and career goals, continue career exploration, research post-secondary schools, costs and eligibility for scholarships and financial aid, and create a plan for your future.

There are many options available for students to prepare for their options beyond high school, including:

- one - or two - year degrees and programs
- four - year college degrees
- job – based internships
- industry certifications
- military service and education
- internships and apprentice programs

Guest speakers and The Minnesota Career Information System (MCIS) will facilitate students in this decision making process. And, to help students score higher on standardized achievement tests, PrepMe, ACE Brain Fitness, and Peterson’s Academic Test Prep are additional resources used in the class. Students will continue to work on their Personal Learning Plan to provide greater coherence, focus and purpose to the choices and decisions that they make as they monitor and adjust their progress toward transition to post-secondary. Students with a plan are more likely to succeed every step of the way!

CURRICULUM IMPROVEMENT

We established the following District Curriculum Improvement Goals for 2017-18 school year:

1. Continue with the maintenance of standards based education as mandated by federal and state law.
2. Explore alternative ways to offer programs that will provide options for students.
 - A. CIS Course Offerings
 - Anatomy and Physiology
 - Math Modeling
 - Spanish
 - Physics
 - Composition
 - B. AP Courses
 - Psychology
 - History
 - Composition/Literature
 - C. On-line College in the High School
 - 20+ available courses
 - D. Career and Technical Education Courses/Certificates
 - E. Blended Learning/In-House On-Line Options

F. Gifted and Talented/Enrichment

- Spelling Bee
- STEM Fair
- Young Writer's Conference
- Math Team
- Principal's Math Challenge
- Speech Team
- Expand and Growing: Chess, Book Club... Create a document for the program...

G. Supplemental On-Line Courses Via Falcon View Connections Academy

3. Explore and communicate ways that grades transfer from CIS to colleges.
4. Seek to develop avenues to increase math proficiency leading to acquisition of developmental milestones.
5. Examination of Number Sense Strategies.
6. Develop methods to facilitate the decline of the effects of summer regression in reading and math for elementary students.
7. Utilize existing data to determine departmental coursework selection by students.
8. Given MCA testing for reading in grades 3-8 and 10; math grades 3-8 and 11; and science in grades 5,8, and 10, the number of students meeting or exceeding grade level standards will increase.
9. A survey will be developed to gain information concerning graduates of Wabasha-Kellogg. Response of 14 out to 75 students from the Class of 2014 responded to the survey.
10. Staff development will examine ways to increase awareness of and proficiency of use of available data collected.
11. Full implementation of Multiple Tiered Interventions and Strategies.
12. Core Course Instruction Rigor, Relevance, Standard Review and Fidelity and Methodology.
13. Core Content Standards – Matching Standards to Instruction – Student Learning.
14. Examination of Reading Instruction Methodology.
15. Differentiating Instruction in the General Education Classroom.
16. Curriculum Writing (Faculty) – Math and Reading.
17. Strengthen our Career and Tech Ed Committees.