

2008-2009 Annual Report on Curriculum, Instruction and Student Achievement

WEST CENTRAL AREA SCHOOLS, ISD #2342

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Welcome to the *Annual Report on Curriculum, Instruction, and Student Achievement*. This report is West Central Area Schools' opportunity to keep residents informed on developments in curriculum and student achievement. The WCA Board of Education approved this report at their regular meeting September 21, 2009. If you have questions concerning any part of this report, contact Principal Nels Onstad at 320-528-2650.

DISTRICT ASSESSMENT RESULTS

GRAD Test Results Grades 9-11

The GRAD is a set of tests measuring the reading, writing, and mathematics proficiency of high school students that all students beginning with the 2008-09 11th graders must pass in order to graduate from a public high school in Minnesota. By requiring high school graduates to reach a specified level on each of these assessments, Minnesota is making sure its students are on track to have the essential skills and knowledge necessary for graduation in the 21st century. Students take the GRAD Writing Test in 9th grade, the GRAD Reading Test in 10th grade, and the GRAD Math Test in 11th grade. The reading and math GRAD tests are included with the reading and math MCA-II tests taken in those grades. Students need to pass all three GRAD tests, as well as meet West Central Area credit requirements, to receive a diploma. Students who do not pass on the first try will have opportunities for remediation and retesting to meet the requirement for graduation. Legislation approved in 2009 allows students in the classes of 2010 and 2011 to receive a diploma without passing the Math GRAD if they participate in remediation, attempt a retest at least twice, and meet all other district graduation requirements.

GRAD Writing, Reading, and Math Tests 2009 Results Percent of Students Passing

GRADUATING CLASS	WRITING	READING	MATH
Class of 2012 (Grade 9)	82%		
Class of 2011 (Grade 10)	97%	83%	
Class of 2010 (Grade 11)	94%	82%	67%

Basic Skills Test Results Grade 12

Seniors of 2009 are the last class required to pass the Basic Skills Tests (BSTs) in reading, mathematics, and writing in order to get a diploma from a Minnesota high school. Students with an IEP or 504 Plan can pass at the Individual Level or be exempted from testing at the discretion of their IEP or 504 Team. All (100%) of WCA's 2009 seniors passed all the BSTs. Additionally, no students from the previous 12th grade class were denied a diploma because of failure to pass one of the tests.

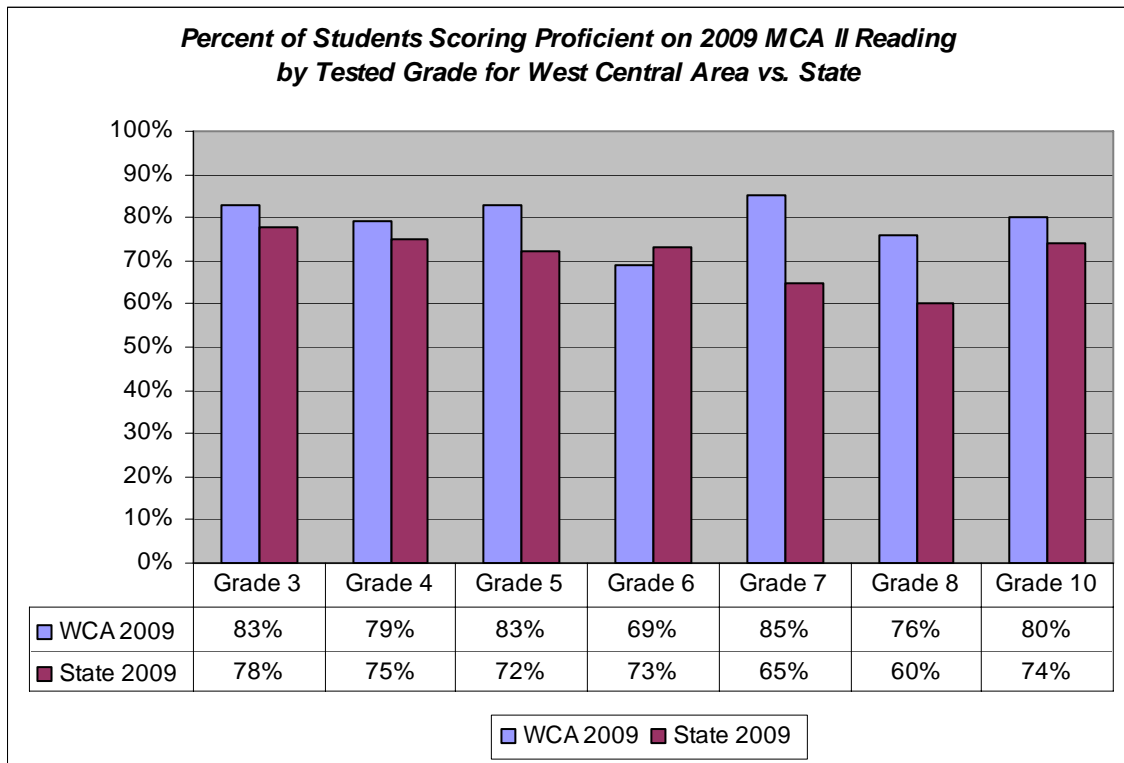


Minnesota Comprehensive Assessments – Series II (MCA-II) Results

The Minnesota Comprehensive Assessments – Series II (MCA-IIs) are the state reading, math, and science tests and meet the requirements of the federal No Child Left Behind Act (NCLB). The MCA-II reading and math assessments, first administered in 2006, are aligned to Minnesota’s academic standards. Students statewide in grades 3-8, grade 10 (reading) and grade 11 (math) complete the MCA-II reading and math assessments each spring. Students in grades 5, 8 and 10 complete the science assessments. Results are shown below. The bar graph shows the results for 2009, and the table that follows shows results over the past four years. Students who meet or exceed the state standards are counted as proficient.

Reading

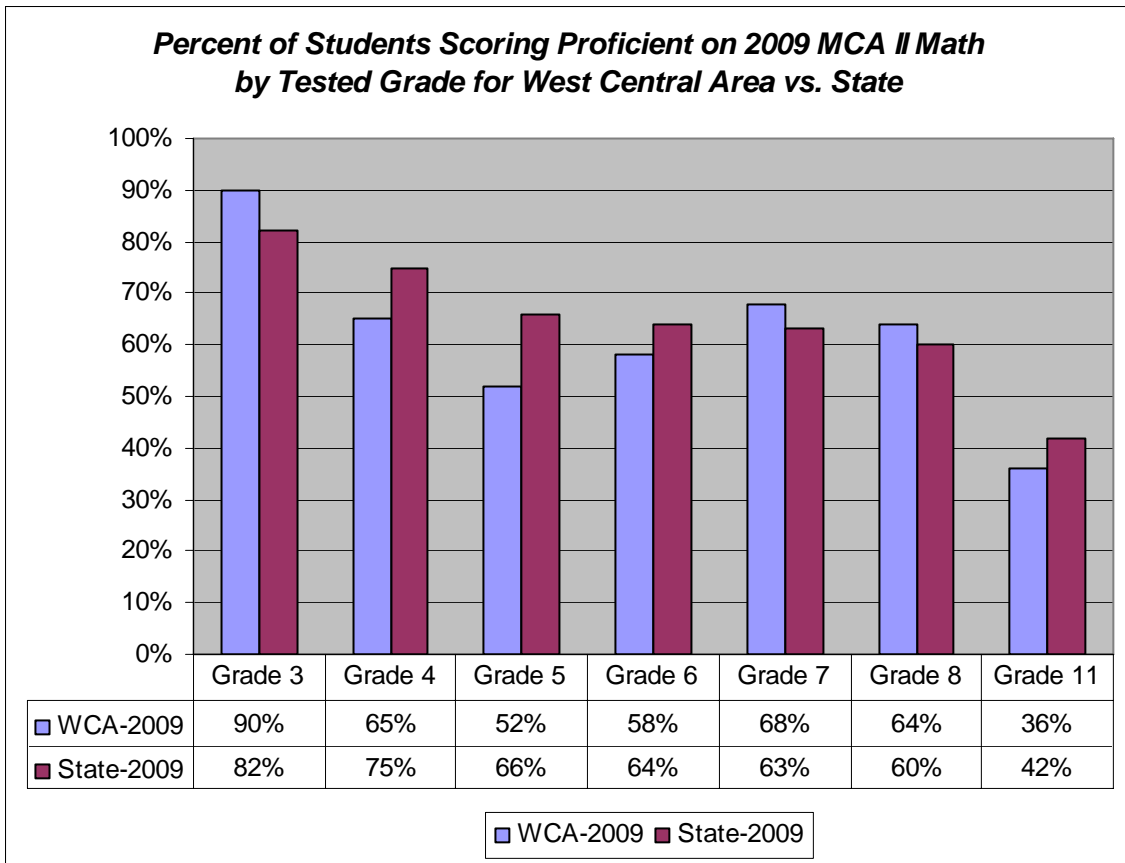
The percent of WCA students meeting or exceeding the MN State Reading Standards exceeds the state percentage for six out of seven grade levels in 2009. This continues a trend of almost every grade exceeding or being close to the state percentage for the past four years.



Reading MCA-II Results – Percent of Students Meeting or Exceeding State Standards

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
WCA-2006	76%	87%	82%	71%	82%	64%	75%
State-2006	82%	77%	77%	72%	67%	65%	65%
WCA-2007	83%	76%	88%	85%	65%	71%	68%
State 2007	80%	71%	73%	67%	63%	63%	62%
WCA 2008	80%	88%	68%	83%	80%	70%	76%
State 2008	79%	72%	73%	70%	65%	66%	71%
WCA 2009	83%	79%	83%	69%	85%	76%	80%
State 2009	78%	75%	72%	73%	65%	60%	74%

Mathematics



Math MCA-II Results – Percent of Students Meeting or Exceeding State Standards

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
WCA-2006	84%	73%	62%	71%	74%	77%	33%
State-2006	78%	69%	59%	59%	58%	57%	30%
WCA-2007	75%	50%	67%	72%	67%	78%	44%
State-2007	79%	71%	63%	63%	61%	59%	32%
WCA-2008	76%	65%	58%	66%	69%	52%	27%
State-2008	81%	72%	66%	65%	61%	58%	34%
WCA-2009	90%	65%	52%	58%	68%	64%	36%
State-2009	82%	75%	66%	64%	63%	60%	42%

Science

Beginning in 2008, students in grades 5, 8 and high school completed the MCA-II science assessment. The high school test is a life science test given to students as they complete their biology course. The computer-based assessment is designed to be interactive and allows students to simulate experiments and provide responses online. The science test results do not count toward student graduation requirements or the federal No Child Left Behind Act. The table at the right shows results for 2008 and 2009.



MCA-II Science Results 2008 & 2009
Percent Proficient

	WCA 2008	State 2008	WCA 2009	State 2009
Grade 5	28%	39%	52%	45%
Grade 8	38%	38%	44%	43%
Biology	27%	43%	36%	50%

STUDENT ACHIEVEMENT GOALS

Adequate Yearly Progress

Adequate Yearly Progress (AYP) is the means of measuring, through standards and assessments, progress toward the achievement of the federal NCLB goal of 100 percent proficient by 2014. Minnesota uses the results of the Minnesota Comprehensive Assessments to determine whether a school makes AYP. In Minnesota, three areas determine whether a school has made Adequate Yearly Progress: participation, proficiency, and attendance or graduation rate. AYP is calculated for the elementary school, the secondary school, and the district as a whole.

Furthermore, NCLB requires schools and districts to break data into nine different subgroups giving teachers and administrators a clearer picture of student performance. Targets are set for different racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged students as measured by participation in free and reduced-price meals. Only subgroups with sufficient numbers of students are measured for each school and district. Schools and districts make AYP if the students in these subgroups meet the targets for the percent of students meeting or exceeding the standards on the state assessments in reading and mathematics as well as meeting the participation and the attendance or graduation requirements.

The West Central Area district was measured on 18 subgroups (9 for math and 9 for reading). All subgroups except special education math (17 of 18 groups) made AYP. Of 15 subgroups, WCA Secondary School and North Elementary made AYP on 14; the exception was special education math. WCA South made AYP on all 11 subgroups measured. WCA's *student achievement goal* for meeting the Minnesota state academic standards is to make Adequate Yearly Progress by increasing the number of students whose scores on the MCA-II math and reading assessments show they are meeting or exceeding the standards.

CONTINUOUS IMPROVEMENT PROCESS

Curriculum improvement is an ongoing process for the West Central Area School District. The district follows a curriculum review cycle to periodically review and evaluate each subject area to guide district instruction and curriculum improvement. This process keeps the district's curriculum current and effective. This year WCA reviewed Business Education.

Business Education Review and Improvement Plan

Program Evaluation

Students (51) in business courses completed a survey with items based on the Minnesota Department of Education Career and Technical Education (CTE) Program Quality Assessment Rubrics. Mr. Hunter also responded to the survey items. The Business Advisory Committee reviewed results of these evaluations, discussed issues and trends in business education, and cited the following:

Strengths

- The variety of business courses comprises a well-rounded curriculum. The addition of Computer Applications for high school students in 2009-2010 adds to the extensive scope of the curriculum.
- Keyboarding instruction in 5th and 6th grades, added for 2009-10, by a teacher trained to deliver the instruction enhances the curriculum. Students will learn correct and efficient keyboarding skills before they develop too many bad habits.
- The school store and web page give students the opportunity to apply business skills in real-world work situations.
- The 9th grade Careers class provides an opportunity for students to start systematically thinking about their future at the age when this exploration should begin.

Areas of Concern

- Computers are outdated and slow, which limits what students can accomplish in class and handicaps them when they are out in the work world.
- Access to be able to do more is limited.
- The number of computers in the computer lab limits the number of students who can enroll in a class or requires students to double up on computers.
- The program lacks some equipment that is necessary to deliver the curriculum such as a scanner and a printer that works well networked with computers. A Smart board would enhance instruction.
- Computers are not networked to printers so students have to transfer files to a flash drive and then stand in line to print.

Improvement Goals:

- ✓ Network the printers in the high school computer lab.
- ✓ Purchase equipment needed to deliver courses offered in 2009-2010, particularly a scanner for Computer Applications and additional printers. A Smart board in the business classroom would enhance the courses offered in that room.
- ✓ Phase in replacement of the out-of-date computers in the high school computer lab.
- ✓ Keep the business program in place. The program teaches skills that all students need regardless of their future career plans.
- ✓ Offer a personal finance class. The business people on the Advisory Committee recommended that if there was only one required class that every student should take, it should be Personal Finance. In the business community there is much counseling with clients that do not understand how to manage credit and the long-term effects of bad credit. Several other area high schools in the Pomme de Terre schools already offer such a class. This class could replace Business Management or Business Statistics rather than be an additional class in the curriculum.
- ✓ Look into making CLEP testing for college credit an option for business courses.
- ✓ Submit the business program for Minnesota Department of Education Career and Technical Education approval in order to access federal Perkins funding as an additional source of program support.

FOLLOW-UP TO 2008 IMPROVEMENT PLAN

Each year the Annual Report includes an update on progress toward the previous year's Improvement Plan. Last year WCA reviewed the CTE programs – Agricultural Education, Industrial Technology, and Family Consumer Science – and Math. Recommendations were addressed as follows:

Agricultural Education

- New textbooks were purchased for 9th grade Agriculture Exploration along with some new DVDs.
- The departmental budget remains the same as in previous years.

Industrial Technology

- Funding remains a concern. The district is developing a long-term plan for equipment replacement and maintenance. Carl Perkins CTE as a source of funding is in the works.
- The move of 5th and 6th grades and their resources from the elementary libraries to Barrett should provide ample materials for reaching students at a younger age with information on industrial technology-related careers.

Family Consumer Science

- To increase recruitment strategies for FCCLA, middle-school students presented their STAR Events to elementary students. In the fall, the FCCLA president made invitations to give 7th graders to come to the first FCCLA meeting. Each 7th grader received a pencil with the FCCLA logo to remind them about FCCLA and a promotional video was shown to the 7th grade FACS class.
- A grant to purchase a SMART Board was awarded from Carl Perkins funds. The SMART Board, installed in February, continues to enhance the use of technology in FCS classes. New textbooks for Consumer Foods and Creative Foods classes were requested for 2009-10.

Math

- The K-5 teachers implemented the Scott Foresman enVision math curriculum. The teachers especially like the technology component that helps them identify which skills and concepts each student needs to work on. This Technology component has also been useful as a Pre-Teaching tool. The students have made good gains from fall to spring on the NWEA math assessments.
- Grade 6-8 teachers implemented curriculum published by McDougal Littell to better prepare students who, beginning with those in 8th grade in 2010-11, will be required to take Algebra in 8th grade.

CURRICULUM ADVISORY COMMITTEE

The Business Education Advisory Committees reviewed the Business Program. Members of this committee are:

Kevin Hammer, *Farmers State Bank, Hoffman/ Parent*

Joyce Amundson, *Project Central, Elbow Lake/ Parent/School Board*

Andrea Hulzelbos, *Student*

Amanda Gruenes, *Student*

Kraig Hunter, *Business Teacher*

Sue Norlien, *Business Teacher*

Nels Onstad, *Secondary Principal*

Karen Lundstrom, *Curriculum Director*

Terms of committee membership are for one year with reappointment. The committee accepts new members at any time of the year. Interested citizens can call the district office at 320-528-2650 to volunteer. The administration selects committee members from those who volunteer and by contacting potential members in order that the committee includes a representative group of community people. The district will review the Media Program (Library) and Science in 2009-10.



STAFF DEVELOPMENT GOALS 2009-2010

1. Continue to use the SMART Goal process to write District, Building and Individual academic achievement goals.
2. To utilize Professional Learning Teams to learn, practice and develop strategies to teach Math concepts across the curriculum.
3. Continue to use NWEA Measures of Academic Progress data to improve classroom instruction based upon findings of the data.

SCHOOL REPORT CARD

The Minnesota Department of Education publishes a School Report Card that offers a comprehensive look at each school and district in the state. Information on academic and other school opportunities, student and staff characteristics, assessment results, and district finances can be found at <http://education.state.mn.us>. Click on School Report Cards under Academic Excellence and choose a district or school from the alphabetical list. Data can be easily compared between and among all schools and districts in the state.

