

# 2009-2010 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. 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 9-12

The GRAD is a set of tests measuring the reading, writing, and mathematics proficiency of high school students. By determining 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 9<sup>th</sup> grade, the GRAD Reading Test in 10<sup>th</sup> grade, and the GRAD Math Test in 11<sup>th</sup> 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 the writing and reading GRAD tests, as well as meet West Central Area's 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 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. This temporary exemption affects students through the Class of 2014 at which time revised graduation requirements will be in place. 100% of WCA seniors met this requirement.

### GRAD Writing, Reading and Math Tests 2010 Results Percent of Students Passing

GRADUATING CLASS	WRITING	READING	MATH
Class of 2013 (Grade 9)	100%		
Class of 2012 (Grade 10)	95.8%	85.9%	
Class of 2011 (Grade 11)	98.3%	87.9%	70.7%
Class of 2010 (Grade 12)	100%	100%	92.3%

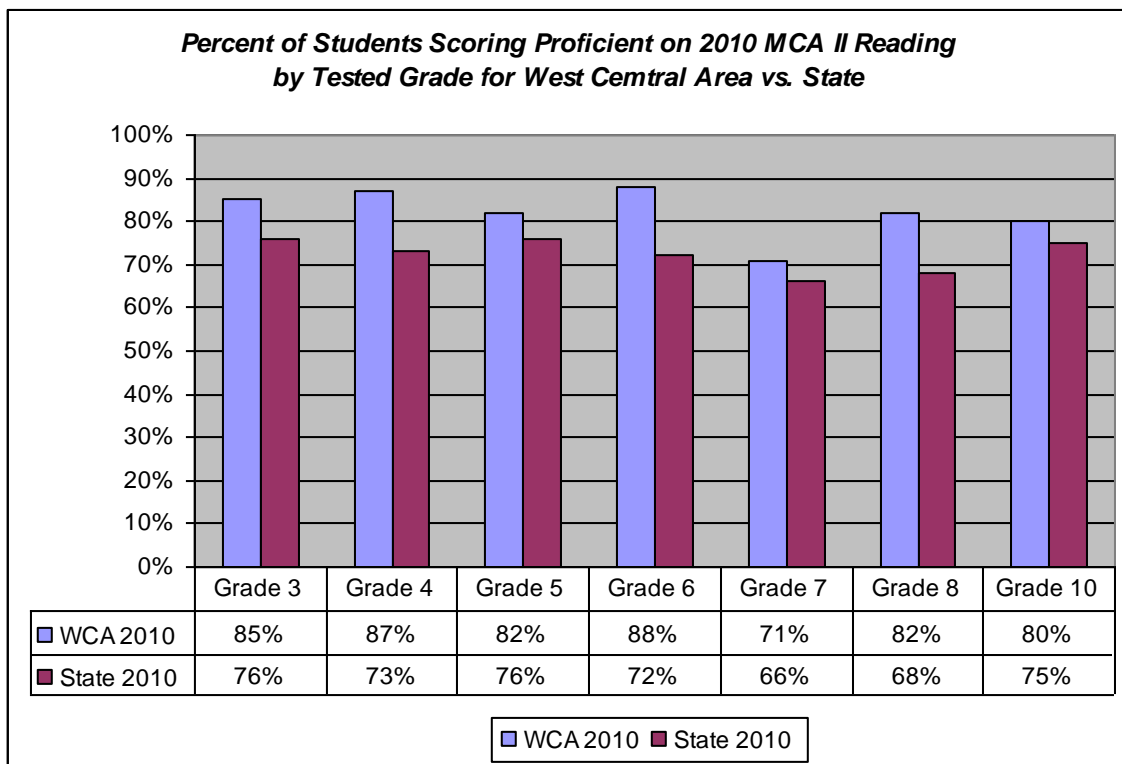


## Minnesota Comprehensive Assessments – Series II (MCA-II) Results

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 graphs show the results for 2010, and the tables that follow show results over the past five years. Students who meet or exceed the state standards are counted as proficient.

### Reading

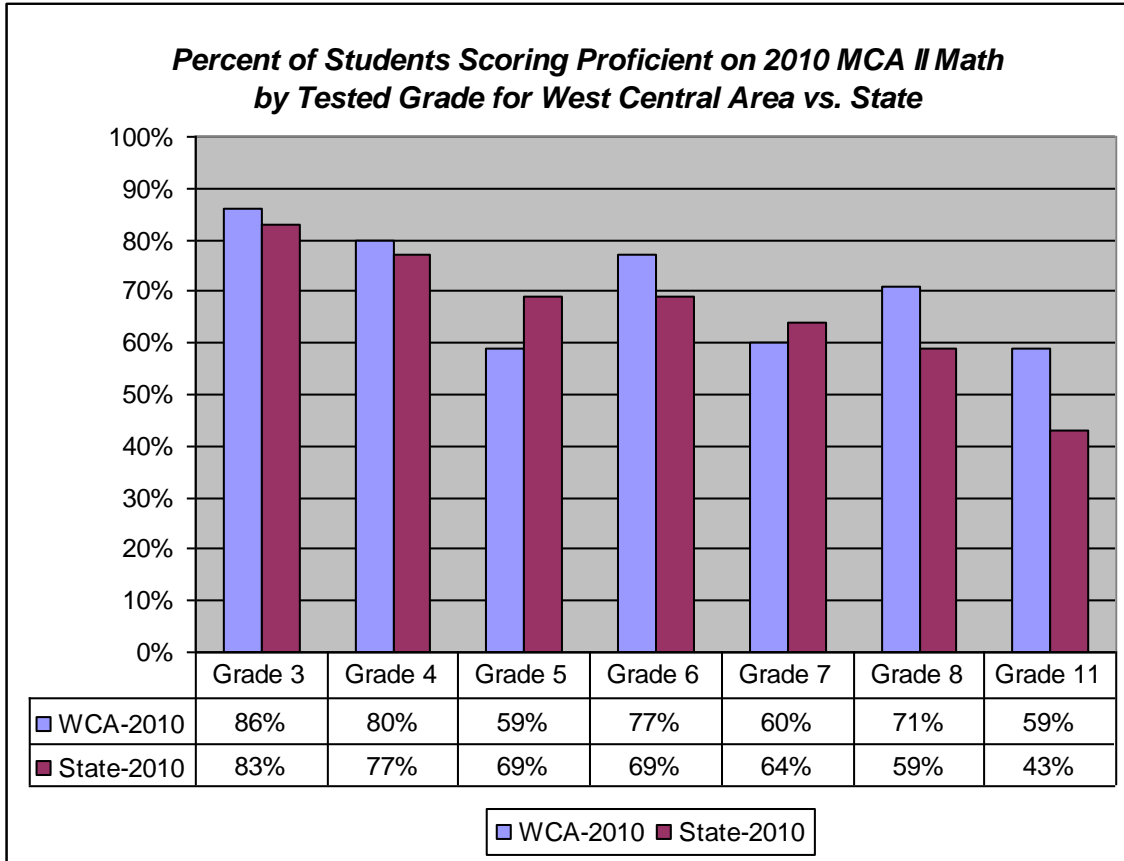
The percent of WCA students meeting or exceeding the MN State Reading Standards exceeds the state percentage at all grade levels in 2010. This continues a trend of almost every grade exceeding or being close to the state percentage for the past five years.



### **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%
WCA 2010	85%	87%	82%	88%	71%	82%	80%
State 2010	76%	73%	76%	72%	66%	68%	75%

**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%
WCA-2010	86%	80%	59%	77%	60%	71%	59%
State-2010	83%	77%	69%	69%	64%	59%	43%

## 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 below shows results for 2008, 2009, and 2010. WCA 8<sup>th</sup> grade and high school students made steady gains in scores over the three-year period.

### **MCA-II Science Results Percent of Students Scoring Proficient**

	WCA 2008	State 2008	WCA 2009	State 2009	WCA 2010	State 2010
Grade 5	28%	39%	52%	45%	31%	46%
Grade 8	38%	38%	44%	43%	53%	48%
Biology	27%	43%	36%	50%	53%	52%



### **West Central Area District and Schools Make Adequate Yearly Progress**

West Central Elementary and Secondary Schools as well as the district as a whole made Adequate Yearly Progress in all areas despite the increases in the reading and math AYP targets leading to the requirement of 100% proficient by 2014. 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.

## **STUDENT ACHIEVEMENT GOALS**

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. More specifically, goals for 2009-2010 were: **WCA grades K-4 goal:** 80% of students in grades 2-4 will meet their individual RIT growth on the spring 2010 math NWEA MAP assessment. **WCA grades 5-12 goals:** 1. West Central Area will meet AYP in all subgroups as measured by the MCA II exams and 2. West Central Area will score at or above the state average in Math as measured by the MCA II exams.

## 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 the Media (Library) Program and the science curriculum.

### Media (Library) Review and Improvement Plan

Media directors in the Pomme de Terre schools reviewed their programs this year. As part of the review, they heard a presentation on "21<sup>st</sup> Century Media Centers." The purpose of Library Media Programs is to ensure that students and staff are effective users of ideas and information. The Media Program is an integral part of the educational process.

#### Program Evaluation

Mrs. Kirkpatrick surveyed teachers and Mrs. Hanson surveyed teachers and students to determine strengths and weaknesses of the media program. The Advisory Committee discussed the results of the surveys and viewed "Library Media Programs Make a Difference," a DVD based on the Minnesota Standards for Effective School Library Media Programs. The Advisory Committee cited the following:

#### **Strengths:**

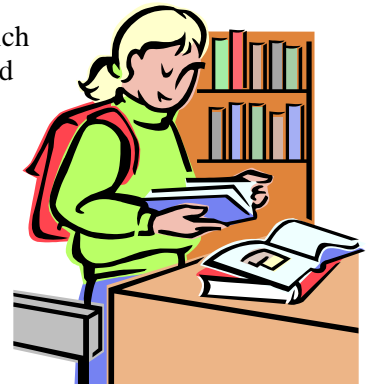
- The libraries are well stocked with up-to-date books and resources.
- Students have access to many resources outside of the school buildings. In addition to the many electronic databases, resources can be secured through interlibrary loan with the Viking Library and the Elbow Lake Library.
- The atmosphere in the libraries is bright, colorful, quiet and inviting.
- Continuing the instruction of library skills in 5<sup>th</sup> and 6<sup>th</sup> grade through a class that meets every 4 days throughout the year and is graded is an asset to students' education.
- The Media Center at the secondary school is open and staffed throughout the day.
- Both media directors are licensed media specialists.
- Mrs. Hanson self-evaluates the media program each year and meets with the principal to discuss needs.

#### **Concerns:**

- Lack of full-time media director staffing in the media centers. The reduced staffing has limited access to the media directors. However, teachers and students do seem to be able to access their services when needed. The limited access has made the teachers more accountable for assisting students with resource and research needs.
- The media center at North Elementary is located away from the classrooms, which makes it difficult for teachers and students to use the library except for scheduled library class times. (The media center at South Elementary is located among the classrooms; thus it is more accessible to teachers and students during the entire day.)
- Students have no access to computers in the elementary media centers.

#### **Recommendations:**

- ✓ Explore ways to provide more student access to the media center catalogs at the elementary libraries.
- ✓ Look into ways to make the North Elementary media center more accessible to students and staff. If possible, move the media center so that it is adjacent to the classrooms.



## Science Review and Improvement Plan

The WCA science committee began their review with a presentation on the newly revised Minnesota Academic Standards in Science. They then determined the alignment of their current curriculum with the standards with an eye toward any gaps or overlaps. The K-6 teachers found that their current curriculum, FOSS, addressed most of the standards. Where needed, each grade will supplement with curriculum materials from Scott Foresman. The 7-12 teachers identified and prioritized their science needs as follows:

1. New textbooks
2. Access to technology tools (projectors, online simulations, software)
3. Keeping class sizes low in grades where testing is done if possible
4. Possibly implementing science fair (starting with 5th grade)

## FOLLOW-UP TO 2009 IMPROVEMENT PLAN

Each year the Annual Report includes an update on progress toward the previous year's Improvement Plan. Last year WCA reviewed the Business Education Program. Recommendations were addressed as follows:

- Technology changes and upgrades are currently under discussion, so technology recommendations have not yet been completed.
  - Printers in the high school computer lab were not networked
  - A scanner and additional printers for Computer Applications and a SMART board in the business classroom were not purchased
  - Computers in the high school computer lab were not replaced
- The WCA administration and school board have been very supportive in keeping the business program in place. All previous classes have been offered, and two additional classes, Personal Finance and Computer Applications, were added this year.
- Personal Finance was added this year and is on the schedule again for next year. The curriculum meets the goals specified by the Advisory Committee.
- The one-year accounting curriculum at WCA does not provide enough information for students to do well on the CLEP (college credit) test. We are continuing to offer articulated credits through Alex Tech and are pursuing an articulation agreement with M-State Fergus Falls. We are also looking into AP Accounting, which is just getting underway in Minnesota.
- WCA received approval in August for the Business Program from Minnesota Department of Education Career and Technical Education. The program of study was approved in March enabling the district to receive funding from the Perkins program for a number of items including a digital camera, multi-media projector and cart, document projector, Quickbooks for accounting, and curriculum for our ninth grade careers class. Over the summer we hope to get funding for Office 2010.



### STAFF DEVELOPMENT GOALS 2009-2010

1. Continue to use the SMART Goal process to write district, building and individual academic achievement goals.
2. 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.

## WEST CENTRAL AREA DISTRICT TESTING PROGRAM 2009-20010

District 2342 uses a variety of assessment tools to ensure its students are learning and to determine whether its instructional program is effective. Assessment results compared over time help teachers monitor individual student achievement as well as help the district evaluate its academic programs and plan for improvement.

OBJECTIVES/USE OF RESULTS	TEST	GRADES
Monitor student achievement and inform instructional decisions Assess the curriculum and guide curriculum planning and instruction Place students in special programs Generate information for school improvement	Northwest Evaluation Association's Measures of Academic Progress (MAP) tests  AIMSweb	K-9 (K-1 winter and spring only)  K-6
Comply with federally-required accountability Measure student progress toward achievement of the MN Academic Standards Generate information for school improvement and school accountability Guide curriculum planning and instruction Place students in special programs	Minnesota Comprehensive Assessments (MCA-II): Reading and Math Reading Math Science	3-8 10 11 5, 8, 10
Certify students for graduation	Graduation Required Assessments for Diploma (GRAD)* Writing Reading Math	9 10 11
Determine student aptitudes, interest Assist students with post-secondary planning	EXPLORE PLAN Armed Services Vocational Aptitude Battery (ASVAB)	9 10 11
Serve the needs of college bound students	Preliminary Scholastic Aptitude Test (PSAT/NMSQT) (Voluntary) ACT (Voluntary)	11  11-12

\*Students who do not achieve a passing score on the first administration of the GRAD assessments are allowed to retest through their senior year, so these assessments may also be given in grades following the initial administration.

### Review of the Testing Program

Since the testing program was last reviewed in 2007-2008, WCA added AIMSweb, a formative assessment system that assesses student academic performance on a regular basis in order to monitor progress, evaluate the effectiveness of instruction, and inform instructional decisions. AIMSweb allows the teachers to monitor student progress more often than with NWEA testing alone. Minnesota Reading Corp staff rely heavily on data from AIMSweb to make decisions on the effectiveness of interventions and on when students are ready to be released or graduate from this program. Teachers of grades K-1 rely on AIMSweb data because NWEA assessments are not given to students in these grades in the fall. As of spring 2010, the district dropped the language usage section of NWEA as the results proved not as useful as other data available to teachers. With no English Language Learners (ELL) in 2009-10, the district did not need to administer the Minnesota tests that determine academic needs and track the progress of ELL students.

## CURRICULUM ADVISORY COMMITTEE

Thanks to the following people who reviewed the Media (Library) program:

Gail Hedstrom, *Parent, Elbow Lake Library Director*

Daryl Amundson, *Parent/School Board*

Shelby Drier, *Student*

Melissa Bergman, *High School English teacher*

Pat Hanson, *Media Director*

Nels Onstad, *Secondary Principal*

Mikayla Paulson, *Student*

Shirley Kassenborg, *Elementary Teacher*

Dede Kirkpatrick, *Media Director*

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 physical education and health in 2010-11.

## 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.

