mn DEPARTMENT OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

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 (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.]

> ➢ Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
>
> ➢ Hcpak12.org
>
> ➢ http://hcpak12.org/menus/world-best-work-force-plan.html

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.

> ➢ July 19, 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
Dr. Christianna Hang	District Superintendent
Pao Yang	Chief Operating Officer
Danijela Duvnjak	Director of Teaching & Learning 6-12
Krista Skoglund	K-5 Assistant Director of Teaching & Learning
Jenee Nordstrom	Assistant Director of Operations
Lisa Berken	Master Teacher
Cecelia Lee	Director of Counseling and Student Services
Lisa Yang	Parent/Community Member
Jason Helgemoe	Board Chair
Rochelle Rank	Master Teacher
Ryan Lester	Master Teacher
Abram Hedtke	Master Teacher

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
Provide the established SMART goal for the 2016-2017 school year. By the start of the 2016-17 school year, 70% of students will meet kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete pre-k screenings.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* *At the start of the 2016-17 school year, 85% of students met kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete pre-k screenings.*	*Check one of the following:* X *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. *By the spring of 2017, 55.47% of our 3rd grade students will achieve grade level literacy as evidenced by proficiency on the 3rd grade reading MCA.*	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* *In the spring of 2017, 29.9% of our 3rd grade students achieved grade level literacy as evidenced by proficiency on the 3rd grade reading MCA.*	*Check one of the following:* ☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

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

Goal	Result	Goal Status

Provide the established SMART goal for the 2016-2017 school year.	Provide the result for the 2016-2017 school year that directly ties back to the established goal.	Check one of the following:
By the end of the 2016-17 school year, students in grades 3-8 will increase their proficiency in reading from 28.2% to 60% as measured by the Minnesota reading accountability assessments. By the end of the 2016-17 school year, students in grade 10 will increase their proficiency in reading from 49.1%to 60% as measured by the Minnesota reading accountability assessments. By the end of the 2016-17 school year, students in grades 3-8 will increase their proficiency in math from 38.6% to 68.8% as measured by the Minnesota math accountability assessments. By the end of the 2016-17 school year, students in grade 11 will increase their proficiency in math from 38.2% to 55% as measured by the Minnesota math accountability assessments.	By the end of the 2016-17 school year, students in grades 3-8 increased their proficiency in reading from 28.2% to 31.4% as measured by the Minnesota reading accountability assessments. By the end of the 2016-17 school year, students in grade 10 increased their proficiency in reading from 49.1%to 42.7% as measured by the Minnesota reading accountability assessments. By the end of the 2016-17 school year, students in grades 3-8 increased their proficiency in math from 38.6% to 41.6% as measured by the Minnesota math accountability assessments. By the end of the 2016-17 school year, students in grade 11 increased their proficiency in math from 38.2% to 51.3% as measured by the Minnesota math accountability assessments.	☐ *Goal Met* X *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status

Provide the established SMART goal for the 2016-2017 school year. *By the spring of 2017, 56.5% of our 8th grade students will show career-and-college readiness as evidenced by proficiency on the 8th grade math MCA.*	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* *In the spring of 2017, 61.1% of our 8th grade students will show career-and-college readiness as evidenced by proficiency on the 8th grade math MCA.*	*Check one of the following:* X *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. *By the spring of 2020, 90% of our 12th grade students will be able to graduate in four years as evidenced by making one year's growth in reading and math as measured by NWEA MAP (district requirement) and will graduate as evidenced by completing MN State graduation credit requirements*	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* *In spring 2017, 87% of our 12th grade students were able to graduate in four years as evidenced by making one year's growth in reading and math as measured by NWEA MAP (district requirement) and graduated as evidenced by completing MN State graduation credit requirements*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

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.]

➢ *Performing below grade level in math and reading as measured by MAP scores:*

MAP Data for 2016-2107

	2016-17 Fall to Spring READING RIT Growth						
	Fall 2016 RIT - Median	Fall 2016 GLE of RIT - Median	Spring 2017 RIT - Median	Spring 2017 GLE of RIT - Median	Fall to Spring Growth - Median	Fall to Spring RIT Growth by GLE - Median	Was a year's growth made (0.9) based on Median? (Y/N)
K	129.5	<0	152	#N/A	22.5	0.7	No
1	148	#N/A	165	#N/A	17	0.9	Yes
2	166	#N/A	184	#N/A	18	1.3	Yes
3	171	#N/A	191	#N/A	20	1.6	Yes
4	190	#N/A	200	#N/A	10	1.1	Yes
5	197	#N/A	206.5	5.3	9.5	1.4	Yes
6	204	#N/A	211	#N/A	7	1.2	Yes
7	213	#N/A	218	#N/A	5	1.8	Yes
8	215	#N/A	220	#N/A	5	>1.7	Yes
9	220	#N/A	223	#N/A	3	>1	Yes
10	221	#N/A	223	#N/A	2	1	Yes
11	225	>12	227	>12	2	>1	Yes
12	224	#N/A	225	>12	1	>1	Yes
						1.21 Years Growth	Yes

	2016-17 Fall to Spring MATH RIT Growth	

	Fall 2016 RIT - Median	Fall 2016 GLE of RIT - Median	Spring 2017 RIT - Median	Spring 2017 GLE of RIT - Median	Fall to Spring Growth - Median	Fall to Spring RIT Growth by GLE - Median	Was a year's growth made (0.9) based on Median? (Y/N)
K	127	<0	156	#N/A	29	0.7	No
1	153.5	0.7	177	#N/A	23.5	1.3	Yes
2	171	#N/A	190	#N/A	19	1.4	Yes
3	181	#N/A	199	#N/A	18	1.5	Yes
4	193.5	3.3	209.5	4.9	16	1.6	Yes
5	204.5	4.3	222	#N/A	17.5	2.5	Yes
6	212	#N/A	225	#N/A	13	2.4	Yes
7	224	#N/A	234	#N/A	10	4.7	Yes
8	231	#N/A	235	>12	4	>2.7	Yes
9	233	#N/A	239	>12	6	>1	Yes
10	238	>12	242	>12	4	>1	Yes
11	241.5	>12	247.5	>12	6	>1	Yes
12	242	>12	250	>12	8	>1	Yes
						1.66 Years Growth	Yes

➢ *K-8 school has been designated a Focus School and had a 2016 MMR of 42.03%.*
  MCA reading and math data (listed above) have contributed to the Focus School designation, and our school goals are driven by student growth and proficiency on MCAs.
➢ *Benchmark assessments (mastery attainment of state standards through classroom assessments).*
➢ *Instructional quality as measured by CODE teacher evaluation data. Overall instructional score was 3.1 on a 1-5 rubric scale. Specifically, the lowest area was the indicator of Grouping and Student Accountability.*

4. Systems, Strategies and Support Category

4a. Students

- ➢ All teachers review fall MAP data to identify specific reading and math skills, grade level equivalents, and strand data.

- ➢ All reading and math teachers review spring MCA benchmark data reports from MDE to identify specific standards that need to be targeted. The leadership team reviews these reports to identify trends in 3-10 to inform field testing of cross-curricular strategies to target problem-solving (math) and vocabulary skills (reading, standard 4).

- ➢ All teachers meet with a master teacher or administrator monthly to review recent benchmark assessment data and identify which specific students are not mastering state standards as evidenced through the classroom benchmark assessments. Remediation plans are discussed and targets for underperforming students are created.

- ➢ Mid-year all reading and math teachers conference with students individually to discuss their spring MAP and spring MCA goals.

- ➢ As part of our school's PBIS program, monthly merit (positive behavior rewards) and demerits are reviewed to identify trends, target students who are not making positive decisions, and reward students who are making positive choices.

- ➢ College Prep class offers daily curriculum that cumulates in a graded end of the year capstone project; all lessons align to American School Counselor Association (ASCA) standards.

4b. Teachers and Principals

- ➢ The district implemented TAP (Teacher Advancement Program) which includes weekly PLCs centered on best instructional practices and targeting cross-curricular academic strategies based on data from MCAs and classroom assessments.

- ➢ All teachers are evaluated four times per year. Coaching plans are created and supported by administrators and master coaches for teachers who are not showing proficiency on our district's instructional rubric. The rubric has 19 different indicators of instructional practices, based on an empirically-validated rubric, and each teacher is scored on a 1-5 scale for each indicator. All evaluation data is tabulated and quarterly the leadership team identifies top areas of strength and weakness throughout the school. Areas of weakness are targeted through weekly modeling by a leadership team member in the weekly PLC.

- ➢ All evaluation scores are entered into CODE (Comprehensive Online Data Entry system). The TAP mentor and master teachers use the CODE data to plan upcoming PLCs.

- ➢ Leadership team members are also evaluated four times a year on instruction, and evaluated once a year by career teachers on their leadership and coaching capacities. Principals are evaluated once per year by all teachers on their leadership and administrative capacities using the Val-ed survey.

4c. District

> Each week mentor/master teachers lead career teachers through a protocol of reviewing student work samples: describe, interpret, and reflect. This process guides the career teachers to identify areas of refinement. Teachers update their Individual Growth Plans weekly with student work outcomes. The TLT adjusts the cluster plans based on student data, teacher feedback through the IGP, and CODE data as needed.

> Teachers bring student samples to cluster each week showing student performance. Teachers organize these based on characteristics of the work and develop a plan to refine the strategy in order for students to achieve success with the comprehension strategy.

> All evaluation scores are entered into CODE (Comprehensive Online Data Entry system). The TAP mentor and master teachers use the CODE data to plan upcoming cluster meetings; areas that score consistently low are integrated into upcoming cluster meetings. If a teacher scores low on a formal evaluation in an area deemed critical for instructional impact, the mentor and master teachers create a Targeted Support Plan so that teachers get intense instructional support in order to improve teaching.

> All students have a Chromebook and a hot spot to access work. Schoology is our district's learning management system.

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.

- ➢ The majority of our district's students are free and reduced lunch. Every classroom has low-income and minority children. All teachers are evaluated four times a year and provided triaged coaching depending on their proficiency in applying instructional best practices. As part of TAP we received a federal Teacher Incentive Fund grant and along with Q-Comp offer performance based compensation.

- ➢ Administration reviews all evaluations to ensure that teachers who need support to build their instructional capacity are receiving high quality coaching from a master coach or administrator.

- ➢ Our school's hiring system ensures that we attract teachers who exhibit a growth mindset and are passionate about working with students representing minority communities. Resumes and lesson plans are reviewed by an administrator and master coach before an interview is scheduled; this helps to identify people who bring knowledge of how to differentiate curriculum for students. Interview questions have been developed to identify teachers who have a strong content knowledge but also knowledge in building students' overall comprehension, regardless of subject matter.