

2016-17 World's Best Workforce Report Summary

District or Charter Name: NRHEG School District #2168

Grades Served: PreK - 12

Contact Person Name and Position: Dr. Dale Carlson - 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.]

- The direct website link to the district's WBWF annual report is included below.

http://nrheg.k12.mn.us/files/_jNjLx_/044560ba3edb91103745a49013852ec4/Report_on_WBWF_Goals_16-17.pdf



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.]

- The World's Best Workforce summary was presented at the NRHEG School Board Meeting that was held on Monday, September 18, 2017 at 6:00 in the Ellendale Elementary Media Center. The agenda included an opportunity for public questions and comment.

1c. District Advisory Committee

District Advisory Committee Member	Role in District
Dr. Dale Carlson	Superintendent
Mr. David Bunn	Secondary Principal/Parent/Community Resident
Mr. Doug Anderson	Elementary Principal/Community Resident
Terri Engel	Teacher/Parent/Community Resident
Stacy Stork	Teacher/Parent/Community Resident
Shawn Larson	Teacher/Parent/Community Resident
Kathy Meyer	Teacher/Community Resident
Joanie Olson	Teacher
Ben Lewer	Student
Kelsey Pederson	Teacher/Parent/Community Resident
Deb Bently	Teacher
Theresa Buendorf	Teacher/Parent/Community Resident
Pat Theuer	Support Staff/District Data Coordinator/Community Resident
Rachel Collins	Student
Shelly Mangskau	Teacher/Community Resident
Dena Summer	Teacher
Darlyne Dahle	Teacher/Parent/Community Resident

2. Goals and Results

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><i>By June 2021 80 % of NRHEG Kindergarten students will be Kindergarten ready as measured by the Kindergarten Readiness Assessment Tool which will be developed by the Early Childhood and Kindergarten staff during the 2016 – 2017 school year.</i></p> <ul style="list-style-type: none"> <i>Benchmark Goal for 2016-2017: Create a district specific Kindergarten Readiness Assessment Tool by the end of the 2016-2017 school year.</i> 	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>We met this goal. The Kindergarten Readiness Assessment Tool was developed by the Early Childhood and Kindergarten staff during the 2016 – 2017 school year. This tool will include the following data: 1) Preschool FAST Assessments, 2) Preschool Kindergarten Ready Checklist, and 3) Ages and Stages Questionnaire.</i></p> <p><i>We have met all of the Minnesota’s School Readiness requirements.</i></p> <p><i>100% of NRHEG Kdgn students are at least 5 years of age by September 1 of the child’s enrollment year.</i></p> <p><i>100% of NRHEG Kdgn students have received early childhood screening.</i></p> <p><i>100% of NRHEG Kdgn students have received medically acceptable immunizations.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></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><i>By 2021, the NRHEG School District will increase proficiency to at least 82% as measured by the MCAIII Reading Assessment.</i></p> <ul style="list-style-type: none"> <i>Benchmark goal for 2016 – 2017: 74% of our 3rd grade students will be proficient on the MCA III Reading Assessment.</i> 	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>We did not meet our 3rd grade Reading proficiency goal for the 2016 – 2017 school year. The MCA III Reading Assessment showed 65.2% of 3rd grade students were proficient on the MCA III Reading Assessment.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></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></p> <p>District Goal for ALL Students:</p> <p><i>By June 30, 2021 all NRHEG students will increase yearly growth by 1.5% each year in Math and 2% each year in Reading as measured by MDE.</i></p> <p>District Goal for Special Education Students:</p> <p><i>By June 30, 2021 all NRHEG students will increase yearly growth by 2% in Math and Reading as measured by MDE.</i></p> <p>District Goal for FRP Students:</p> <p><i>By June 30, 2021 all NRHEG students will increase yearly growth by 2% in Math and Reading.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>District Goal for ALL Students:</p> <p><i>We did not meet our District Reading growth goal for the 2016 – 2017 school year. Our growth decreased by 2.1%.</i></p> <p><i>We did not meet our District Math growth goal for the 2016 – 2017 school year. Our growth decreased by 2.5%.</i></p> <p>District Goal for Special Education Students:</p> <p><i>We did not meet our District Reading growth goal for the 2016 – 2017 school year. Our growth decreased by 3.3%.</i></p> <p><i>We did meet our District Math growth goal for the 2016 – 2017 school year. Our growth increased by 5.5%.</i></p> <p>District Goal for FRP Students:</p> <p><i>We did not meet our District Reading growth goal for the 2016 – 2017 school year. Our growth decreased by 1.9%.</i></p> <p><i>We did not meet our District Math growth goal for the 2016 – 2017 school year. Our growth increased by 0.5%.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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><i>#1 By 2021, 60% of students taking admission tests for post-secondary education will score 21 or higher an ACT tests.</i></p> <ul style="list-style-type: none"> <i>Benchmark Goal: By June 30, 2017 – 52% of students taking the ACT Test will score a 21 or higher.</i> <p><i>#2 By 2021, 67% of students taking the sophomore MCA reading test, 70% of those taking the junior MCA math test, and 65% of students taking the sophomore MCA science test will achieve a rating of proficient or higher.</i></p> <ul style="list-style-type: none"> <i>Benchmark Goal: By June 30, 2017 at least 59% of sophomores taking the MCA III Reading Assessment will be proficient, at least 62% of juniors taking the MCA III Math Assessment will be proficient, and at least 57% of sophomores taking the MCA III Science Assessment will be proficient.</i> 	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>Benchmark Goal for #1: We did not meet this goal. Fifty percent of our students achieved a score of 21 or higher on the ACT.</i></p> <p><i>Benchmark Goal for #2: We did not meet this goal. Forty-seven percent of Sophomores taking the MCA III Reading Assessment were proficient, 39.4% of Juniors taking the MCA III Math Assessment were proficient, and 40.6% of Sophomores taking the MCA III Science Assessment were proficient.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (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><i>By 2021 the NRHEG District will achieve and take steps to maintain a graduation rate of at least 97%.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>We are on track to meet our multi-year goal. The 2016 graduation rate for NRHEG was 95.3%.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (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

- *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.*

After analyzing the 2016 MCA data for Reading and Math the NRHEG District identified the following areas of need. (In 2015 – 2016 we changed our focus from proficiency to growth in the area of Achievement Gap Reduction.)

1. Increase MCA reading proficiency scores at Grade 3

- *Reading Proficiency for 3^d grade NRHEG students decreased from 2015 to 2016 by 6.2% as measured by the MCA Reading Assessment.*

2. Achievement Gap Reduction in Reading and Math for our special education and free/reduce student demographic groups.

- *Special Education Reading growth increased from 2015 to 2016 by 0.1%.*
- *Special Education Math growth increased from 2015 to 2016 by 3.8%.*
- *Free/Reduced Reading growth decreased from 2015 to 2016 by 2.6%.*
- *Free/Reduced Math growth decreased from 2015 to 2016 by 10.5%.*
- *All NRHEG students Reading growth decreased from 2015 to 2016 by 0.9%.*
- *All NRHEG students Math growth decreased from 2015 to 2016 by 3.5%.*

- **Systems, Strategies and Support Category**

4a. Students

The 2016 – 2017 process for assessing and evaluating student progress towards meeting state and local academic standards in Reading and Math includes the following but is not limited to:

- *STARs benchmarking three times per year (Fall – Winter – Spring) for reading and math students in grades 3 - 12. This data is used to group students for RTI, differentiate instruction, track student growth and inform classroom instruction.*
- *FAST benchmarking three times per year (Fall – Winter – Spring) for reading and math students in grades K - 2. This data is used to group students for RTI, differentiate instruction, track student growth and inform classroom instruction.*
- *Local Math Common Student Assessments are aligned to the state standards and are used to track student progress as well as inform classroom instruction.*
- *Students are provided appropriate Tier II and III interventions when needed throughout the school year.*
- *Tier III math and reading students receiving interventions are progress monitored weekly.*
- *Targeted Services are provided during the school year and summer for subgroups/struggling learners to close the achievement gap.*
- *Minnesota Reading Corps provides interventions for K – 3 struggling readers.*
- *Title I Program assists students in reading and math throughout the school year.*
- *SAT committee meets monthly to ensure that struggling students are receiving the appropriate interventions.*

Admin Additions:

Process to disaggregate data by student group.

- *The MCA III Assessment data for Reading and Math is analyzed to determine if the MN Standards are met by all groups of students. Assessment results are disaggregated by grade level, teacher, Free-Reduced/Population and Special Education. This data is used by teachers during grade level data meetings to examine individual test items that require improvement and collaborate to plan their instruction and make adjustments to better meet the needs of all students.*

4b. Teachers and Principals

Teacher Evaluations - During the 2016 – 2017 school year the TD&E and peer review implementation continued.

- The iObservation teacher evaluation tool addresses professional practice.
- Licensed teachers are informally observed during the school year by a trained peer coach.
- Teachers receive a summative evaluation every three years.
- Teachers create individual growth plans.

Principal Evaluations are completed annually using Peer Solutions. This follows the MN state model for administrators and includes self-evaluations, creating SMART goals, getting stakeholder feedback and monitoring student achievement goals.

Instruction – To increase student achievement and reduce the academic gap the actions steps included:

- Teachers for grades K – 8 created standard-based Common Assessments for Math incorporating increased DOK.
- Secondary teachers created ELOs for reading or their specific content are to improve core instruction.
- Restructured Title I Program and trained support staff to better meet the needs of our Tier III students in reading.
- Developed a Systems Change committee to discuss the implementing of RTI and adding additional classes to meet the needs of struggling 6 - 12 students.
- Student Assistance Teams at both sites closely monitor at risk students as well as those that excel and provide teachers with research based interventions and resources for those students.
- Elementary RTI provides all students with individualized and/or small group instruction for those who need additional targeted instruction. Tier III students are progress monitored weekly to determine intervention effectiveness.

Curriculum – NRHEG uses a curriculum review cycle process to ensure alignment of curriculum, instruction, and assessments. This process provides consistency through grade levels and content areas and gives students access to the same essential learning opportunities.

Monitoring Progress –

- Administrative formal evaluations and informal walkthroughs.
- Administrative participation in and feedback to PLCs.
- Data Retreats involving the teachers working on the Student Achievement portion of the NRHEG District Strategic Action Plan and World's Best Workforce.

4c. District

Technology

- NRHEG is a 1:1 mobile device district. All students in kindergarten through 5th grade have an iPad. Students in grades 6-12 are using chrome books.
- Students are able to gain access anywhere, and at anytime. Students and teachers are able to individualize learning, practice self-paced learning, and provided student/teacher feedback in a timely manner.
- Teachers access apps for enrichment and formative assessments are used to support and enhance their curriculum.
- Schoology, our learning management system, is used district wide to support many teaching methods and our digital teaching and learning environment.
- Many of our textbooks and resources in all curriculum areas are accessible as an app or online, to provide that integration within and outside the classroom.

Collaborative professional culture

NRHEG District calendar committee (includes teachers, support staff and administration) schedules the equivalent of 12 days in the school calendar that are used for Professional Development, teacher PLCs, data meetings, curriculum review and staff training.

- **Professional Development and staff training** opportunities included but were not limited to:
 - teacher and paraprofessional on researched based K – 3 literacy interventions
 - Marzano iObservation teacher evaluation system
 - Writing ELA Priority Standards and Learning Targets and assessments in grades PreK-12
- **PLC** –monthly grade level meetings with Title I interventionists to review data, intervention effectiveness. Teachers also meet two or more times a month to discuss learning targets, lessons and assessments and their effectiveness and share ideas and best practices to improve instruction.
- **District community members, teachers, support staff, students and administration** worked together to create the NRHEG District Strategic Action Plan that will be used to guide our decision-making process and assist in evaluating the effectiveness of those decisions.

• **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 NRHEG District student population is 926 and 3.6% of these students are Hispanic/Latino, 0.2% American Indian/Alaska Native, 0.3% Asian, 0.9% Black/African American, 93.6% are White, and 1.4% are two or more races.

The district reviews data to examine the equitable distribution of elementary teachers.

Data is collected at each grade level for every student in the following categories to ensure the equitable distribution of teachers. Teachers use data to equally distribute students across grade level classrooms.

- Title I services for math and/or reading
- Special Education for math and/or reading
- 504 Plan
- Level of energy
- Academic Level
- Social Worker services

Because the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, students of all abilities and socioeconomic basis are placed with highly qualified teachers. NRHEG employs certified instructional staff that is licensed or receives Minnesota Department of Education permission for instruction in their field of instruction.

NRHEG Licensed Teachers

- Student to teacher ratio is 15 to 1
- 100% of teachers meet the Federal Highly Qualified Requirement.
- 98.9% are licensed teachers and 1.1% with special permission
- 58.8% have a Bachelor's Degree
- 41% have a Master's Degree
- 61% have more than 10 years experience
- 26.6% have 3 to 10 years experience
- 12.5% have less than 3 years experience

