



2015-2016 World's Best Workforce Report Summary

District or Charter Name: ISD #300 La Crescent-Hokah Public Schools
Grades Served: Early Childhood - 12th
Contact Person Name and Position: Kevin Cardille, 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 fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to: MDE.WorldsBestWorkForce@state.mn.us.

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.] <http://www.isd300.k12.mn.us/>

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.

To be determined when completed and posted. This will be done when the board approves the report on November 16, 2016.

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.]

On September 28, 2016 the district held their annual review of the World's Best Workforce. The advisory committee listed below were in attendance.

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.]

Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

WBWF Members:

Kevin Cardille Superintendent

Ruth Nissen Board member

Chuck Dockendorff Board member

Nicole Ellis Parent

Kelly Fabian Parent / PTO

Merry Kocar Adsis teacher

Linda Larson Community Member

Curt Murray Community Member / Building and Grounds Committee

Rebecca Siegersma Teacher

Julie Arentz Support staff

In addition to these members attending meetings, there were 8 public meetings regarding the future of the district and district needs regarding facilities, curriculum, and preparation for future employment and education. We had 120 community members take part in those meetings. The dates were as follows; December 17, Feb. 15 and 29, March 14 and 29, April 11 and 25, and May 9. The powerpoints for these meetings were put on the district website and the results of the discussions and surveys as we went along also. In the fall , September 28, we held a WBWF Committee meeting to go over our progress and success stories. Our focus was on school offerings, budget issues, declining enrollment, facility needs and improvements and the impact these things have on student and school success. We examined our test score data from MCA tests, NWEA, and ACT tests. Sharing these scores with the committee members and community help to promote our continued success and bring a light to the areas that we feel we need to make changes. One area that we did not like is our continued inconsistency with our MCA scores. For that reason for the 2016-2017 school year we hired a

consultant, Quintin Petigrew to work with our staff on curriculum alignment, PLC targets and discussions and focus on improving student learning.

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 Kindergarten

Goal	Result	Goal Status
<p><u>ISD 300 School Readiness Program</u> <u>Goals:</u> Goal 1: Using the Minnesota Reading Corps instructional framework, 93% of the District's four year old preschool students will be at or near target for letter names according to the Formative Reading Assessment for Teachers (FAST) assessment by the spring benchmarking period.</p> <p>Goal 2: Using the Minnesota Reading Corps instructional framework, 86% of the District's four year old preschool students will be at or near target for letter sounds according to the Formative Reading Assessment for Teachers (FAST) assessment by the spring benchmarking period.</p> <p>Goal 3: Using the Minnesota Reading Corps instructional framework, 88.4% of the District's four year old preschool students will be at or near target for rhyming according to the Individual Growth and Development Indicators (IGDIs) for Literacy assessment by the spring benchmarking period.</p> <p>Goal 4: Using the Minnesota Reading Corps instructional framework, 58.1% of</p>	<p><u>ISD 300 School Readiness Program Goal Results:</u> <i>Goal 1 Results: Using the Minnesota Reading Corps instructional framework, 97.7% of the District's four year old preschool students were at or near target for letter names according to the Formative Reading Assessment for Teachers (FAST) assessment at the spring benchmarking period.</i></p> <p><i>Goal 2 Results: Using the Minnesota Reading Corps instructional framework, 81.4% of the District's four year old preschool students were at or near target for letter sounds according to the Formative Reading Assessment for Teachers (FAST) assessment at the spring benchmarking period.</i></p> <p><i>Goal 3 Results: Using the Minnesota Reading Corps instructional framework, 95.3% of the District's four year old preschool students were at or near target for rhyming according to the Individual Growth and Development Indicators (IGDIs) for Literacy assessment at the spring benchmarking period.</i></p> <p><i>Goal 4 Results: Using the Minnesota Reading Corps instructional</i></p>	<p><i>Check one of the following:</i> SR Goal 1: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p> <p>SR Goal 2: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p>SR Goal 3: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p>SR Goal 4: <input checked="" type="checkbox"/> Goal Met</p>

<p>the District's four year old preschool students will be at or near target for alliteration according to the Individual Growth and Development Indicators (IGDIs) for Literacy assessment by the spring benchmarking period.</p> <p>Goal 5: Using the Minnesota Reading Corps instructional framework, 100% of the District's four year old preschool students will be at or near target for picture naming according to the Individual Growth and Development Indicators (IGDIs) for Literacy assessment by the spring benchmarking period.</p> <p><u>ISD 300 Kindergarten Goals:</u></p> <p>Goal 1: The percentage of La Crescent-Hokah Elementary kindergarten students scoring at or above average on the fall NWEA MAP Reading assessment will increase from 72.4% to 74.4% over the prior year.</p> <p>Goal 2: The percentage of La Crescent-Hokah Elementary kindergarten students scoring at or above average on the fall NWEA MAP Math assessment will increase from 77.6% to 79.6% over the prior year.</p>	<p><i>framework, 58.1% of the District's four year old preschool students were at or near target for alliteration according to the Individual Growth and Development Indicators (IGDIs) for Literacy assessment at the spring benchmarking period.</i></p> <p><i>Goal 5 Results: Using the Minnesota Reading Corps instructional framework, 100% of the District's four year old preschool students were at or near target for picture naming according to the Individual Growth and Development Indicators (IGDIs) for Literacy assessment at the spring benchmarking period.</i></p> <p><u>ISD 300 Kindergarten Goal Results:</u></p> <p><i>Goal 1: The percentage of La Crescent-Hokah Elementary kindergarten students scoring at or above average on the fall NWEA MAP Reading assessment increased from 72.4% to 81% over the prior year.</i></p> <p><i>Goal 2: The percentage of La Crescent-Hokah Elementary kindergarten students scoring at or above average on the fall NWEA MAP Math assessment increased from 77.6% to 83.9% over the prior year.</i></p>	<p><input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p>SR Goal 5: X Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p>Kindergarten Goal 1: X Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p>Kindergarten Goal 2: X Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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2b. All Students in Third Grade Achieving Grade-Level Literacy - [Literacy Plan](#)

Goal	Result	Goal Status
<p>The percentage of all students in grades K-4 at La Crescent-Hokah Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 62.7% in spring 2015 to 64.7% in spring 2016.</p>	<p>59.0% of students in grades K-4 met or exceeded their fall 2015 to spring 2016 individual RIT Growth Projections on the NWEA MAP in reading.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <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>Elementary Reading Goal for ADSIS:</i></p> <p>61.8 percent of students receiving ADSIS direct services for reading at La Crescent-Hokah Elementary will exceed their fall to spring RIT score growth projection as measured by the NWEA-MAP reading assessment.</p>	<p>51 of 79 students we served in ADSIS reading grades K-4, met or exceeded their RIT growth projection which was 65% of the students.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
<p><i>Elementary Math Goal for ADSIS:</i></p> <p>60.4 percent of students receiving ADSIS direct services for math at La Crescent-Hokah Elementary will exceed their fall to spring RIT score growth projection as measured by the NWEA-MAP reading assessment.</p>	<p>71 of the 85 students we served in ADSIS math grades K-4, met or exceeded their RIT growth projection which was 84% of the students.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
<p><i>Middle School Reading Goal for Reading:</i></p> <p>The percentage of students receiving ADSIS services for reading in grades 5 through 8 in the middle school that show more than 1 years growth on NWEA MAP tests will increase from 55% in 14-15 to 60% in 15-16.</p>	<p>23 of 34 students made more than a years worth of growth on the NWEA reading test for 68% of total students served</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

<p><i>Middle School Math Goal for Math:</i></p> <p><i>The percentage of students receiving ADSIS services for math in grades 5 through 8 in the middle school that show more than 1 years growth on NWEA MAP tests will increase from 62% in 14-15 to 67% in 15-16.</i></p>	<p><i>27 of the 39 students receiving services in math demonstrated one or more years of growth on NWEA for a 69% total which allowed us to reach our goal of 67%.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <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>Goal: The percentage of students who take the ACT and meet or exceed the benchmark score for all 4 categories will increase by 2% from the 2015 measure (47%) to 49% for the 2016 measure. This will be based on the graduating class.</i></p>	<p><i>Our students declined from 47% to 36% meeting benchmark in all 4 subjects. This was also the first class that had 100% participation as required by the state. This decline was also reflected statewide in a decline from 39% to 29% of all students meeting benchmark in all 4 subjects.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Goal: The percentage of students who graduate will increase or remain the same from 97.3% from the 2015 to 2016 school year using the 4 year cohort.</i></p>	<p><i>Result: The percentage of students graduating in the 2016 cohort was 98%.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 12</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 2015-2016 school year and the data the needs were based upon.

Include only the key data used to determine identified needs.

Limit response to 200 words.

2015-2016 Site Goals:

Elementary: The percentage of all students in grades K-4 at La Crescent-Hokah Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 62.7% in spring 2015 to 64.7% in spring 2016.

Middle School: The percentage of all students enrolled October 1 in grades 5 through 8 at La Crescent Hokah Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in Math on all state accountability tests (MCA and MTAS) will increase from 48.2% in 2016 to 50.2% in 2017.

High School: The percentage of all students in grades 11 at La Crescent Hokah High School who meet or exceed college benchmark on the ACT test in all 4 subject areas will increase from 36.0% in 2016 to 38.0% in 2017.

4. Systems, Strategies and Support Category

4a. Students

Describe the areas below. Include only the district focus areas for the 2015-2016 school year.

Limit response to 200 words.

- o Process for assessing and evaluating student progress toward meeting state and local academic standards.*
- o Process to disaggregate data by student group.*

ISD 300 provides a number of programs and services to support all students. ISD 300 has implemented a Multi-Tiered System of Supports across the elementary and middle levels.

Tier 1 supports are available for students within general education settings. General education teachers work to differentiate curriculum to meet a wide variety of student needs (using strategies for whole group, small group and individual instruction).

Tier 2 supports are available for students qualifying for reading, math and/or behavioral supports in ADSIS or Title 1 Programming. ADSIS and Title 1 Intervention staff use research based strategies/programs to support students in areas of need based on the criteria listed below.

Tier 3 supports are available for students who qualify for special education services. Individual Education Plans are developed to meet the specific needs of students who qualify.

La Crescent-Hokah Public Schools currently use multiple criteria to determine individual needs for interventions. Classroom and school-wide assessments include: Running Records, AIMSweb measures (letter recognition, letter names and sounds, nonsense words, fluency), Northwest Evaluation Association's Measure of Academic Progress tests (NWEA-MAP), MCAs and teacher observations within the qualification process.

4b. Teachers and Principals

Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.

- o *System to review and evaluate the effectiveness of:*

- *Instruction*

It was determined that we had some alignment problems with curriculum in the 2015-16 school year. It seemed that our MCA scores showed one consistent problem, the scores were inconsistent. This lead us to believe that what we were teaching was not having an impact on the test scores most likely good or bad. For this reason we decided we needed to focus on effective instruction and focus of instruction controlled by curriculum alignment.

- *Curriculum*

During the 2015-16 school year we examined our standardized test scores, MCA, NWEA, and ACT. We determined that we did not see a consistency between the scores which indicated that we probably had some misalignment with standards. For the 2016-17 school year we hired a consultant to help work with team leads, staff and PLC's to work on aligning standards and making sure that we are teaching the correct standards at the appropriate grade level.

- *Teacher evaluations*

The district is a QComp district and we have a lot of leadership opportunities available to staff. One leadership position is being a teacher coach or peer mentor. This is part of the three year evaluation process developed by the school district in conjunction with the staff. Staff establish annual goals for themselves, building level, and students. They measure student engagement through surveys and measure impact of teaching through test scores in various assessment formats.

- *Principal evaluations*

Each year the superintendent meets with the Principals and works with them to set building and personal goals. We discuss progress toward those goals during admin meetings. At the end of the year we do a quick summary and reflection of the year and how things went while also discussing plans for the following years goals. Feedback is received through parent feedback and staff input.

4c. District

Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.

- o *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*

- *Technology*

The district has established Lancer Learning HD. This is a technology rich learning method in which the students in grades 5-12 are in a 1:1 learning environment and the K-4 student have about a 60% personal computer access available daily in their classroom. The teachers have been trained and use Moodle and Edmoto as teaching/learning platforms to deliver and receive content and learning objectives. We are working on collaboration labs and classrooms for teachers to use on days when high tech collaboration equipment is needed and appropriate for the delivery of curriculum and student work.

- *Collaborative professional culture*

The direction that we continue to look to is to find ways to provide a interest into a career pathway and purpose in the education of our students. We continue to have conversations regarding ways to get students prepared for entry level positions in the world of work as well as prepare them for post secondary education options. We are looking to develop internships as well as a 1+1 program where our students will graduate with college credits in areas that might be of interest to them and they will have one year of a two year associates or diploma program completed when they leave our school system. Our goal is to help transision them to the next level.

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
- *Include how the district reviews data to examine the equitable distribution of teachers.*
During the 2015-16 school year the district examined the use of data. It was determined that we had more data than we had been using. In a simple survey of staff at curriculum, oversight, and staff development meetings it was determined that we needed to consider having positions in the district where staff would be paid a stipend to be data crunchers and provide more useful compiled data for our PLC groups. It was decided that we would hire two data coaches for each building level, six in all. The plan will be do use the data to improve student learning, we will also look to match teaching skills with the needs of the students.
 - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
Our PLC groups monitor student success. La Crescent - Hokah Public Schools has an Adsis program which uses data to identify students who need help and provide the help in the areas that they need.
When putting together class lists, staff meet at the end of the school year to assist with putting together the class lists for next years teaching staff. The staff matches staff/student personality, interests, and the skill set of the teacher with the needs of the student. They examine, NWEA, MCA, and as well as teacher assessments to determine the best placement for each student.

Our plan is to make appropriate connections for students to help make their educational time here at La Crescent - Hokah purposeful and directed.

- o Limit response to 200 words.*