



*Preparing self-directed learners to thrive in
a changing global community*

Becker School District #726

The Becker School District [World's Best Workforce Plan](#) is a comprehensive, long-term strategic plan designed to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. This plan serves as a foundational document that aligns current district initiatives and plans that serve students Pre-K through High School.

World's Best Workforce Report 2015 - 2016

World's Best Workforce Plan Goals:

- All students ready for kindergarten
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating from high school
- All students graduate from high school
- Close the achievement gap:
 - Between all racial and ethnic groups of students
 - Between students living in poverty and those that are not
 - Between students receiving special education services and those that do not

School Board Goals 2015 – 2016

- Grades 1-8, 10 and 11 will increase achievement by a positive Z Score in reading and math comparing the actual to expected growth as determined by testing in the Fall of 2015 for NWEA to the Spring of 2016 and Spring of 2015 to Spring of 2016 for MCA.

Growth Results: Math



Growth Results: Reading



Performance Measures

Annual progress towards the goals indicated in the WBWP is measured through the school district's assessment plan and other data collected. The [2016 – 2017 District Assessment Plan](#) details the various metrics used to ensure student success.

Student achievement data is housed in the Viewpoint data warehouse system for ease of access and reviewed on a regular basis by the superintendent, principals, and directors of curriculum and instruction and instructional technology. These data are used for program planning at all levels – classroom, school and district and to monitor individual student progress.

Minnesota Multiple Measures Rating

As part of the Minnesota Accountability System all schools are assigned an annual Multiple Measure Rating (MMR). The MMR consists of four measurements: **Proficiency**, **Growth**, **Achievement Gap Reduction**, and **Graduation**. There are 25 possible points for each of these areas.

The **proficiency** score is based on number of students proficient on the MCA IIIs.

The **growth** score is calculated based on student's growth from the last assessment results.

Achievement gap reduction is based on the academic performance of students of color, English language learners, students in poverty, and students receiving special education services.

Graduation is based on numbers of students successfully graduating from High School.

Minnesota Multiple Measure Rating
Score Details (Reading and Math Score Combined by Minnesota Department of Education)

| Site | | Proficiency Points | Growth Points | Achievement Gap Points | Graduation Points | Total Points | MMR |
|---------------------|------|--------------------|---------------|------------------------|-------------------|--------------|--------|
| Intermediate School | 2013 | 25 | 14.81 | 16.00 | N/A | 55.8/75 | 74.41% |
| | 2014 | 25 | 12.12 | 12.56 | N/A | 49.68/75 | 66.23% |
| | 2015 | 16.37 | 10.08 | 9.24 | N/A | 47.58/75 | 47.58% |
| | 2016 | 11.02 | 10.23 | 7.52 | N/A | 28.78/75 | 38.37% |
| | | | | | | | |
| Middle School | 2013 | 25 | 22.50 | 23.18 | N/A | 70.68/75 | 94.24% |
| | 2014 | 25 | 17.41 | 17.30 | N/A | 59.71/75 | 79.61% |
| | 2015 | 25 | 17.57 | 18.30 | N/A | 60.87/75 | 81.16% |
| | 2016 | 23.35 | 21.12 | 22.80 | N/A | 67.27/75 | 89.70% |
| | | | | | | | |
| High School | 2013 | 25 | 11.65 | 11.78 | 25 | 73.43/100 | 73.43% |
| | 2014 | 25 | 11.76 | 12.94 | 25 | 74.70/100 | 74.70% |
| | 2015 | 13.89 | 11.13 | 9.89 | 25 | 59.91/100 | 59.91% |
| | 2016 | 8.06 | 8.49 | 7.87 | 25 | 49.41/100 | 49.41% |
| | | | | | | | |

Percentages of Students Proficient in Reading, Math, and Science

Reading Proficiency on Minnesota Comprehensive Assessment (MCA III)

| YEAR | State All Gr. | District | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|------|---------------|----------|---------|---------|---------|---------|---------|---------|---------|----------|
| 2013 | 57.6 | 65.0 | 55.9 | 59.5 | 67.7 | 71.4 | 67.6 | 63.9 | | 68.2 |
| 2014 | 58.8 | 68.5 | 71.7 | 52.2 | 76.6 | 70.0 | 71.7 | 67.7 | | 67.0 |
| 2015 | 59.5 | 65.0 | 62.7 | 65.1 | 62.1 | 73.3 | 66.5 | 61.5 | | 62.6 |
| 2016 | 59.9 | 69.1 | 73.1 | 64.5 | 73.0 | 75.5 | 71.7 | 65.3 | | 61.5 |

Mathematics Proficiency on Minnesota Comprehensive Assessments (MCA III)

| YEAR | State All Gr. | District | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|------|---------------|----------|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| 2012 | 61.3 | 74.5 | 83.6 | 78.9 | 64.7 | 73.9 | 80.9 | 84.0 | | | 40.7 |
| 2013 | 60.2 | 70.9 | 78.9 | 77.6 | 65.2 | 70.0 | 71.4 | 77.1 | | | 54.4 |
| 2014 | 60.5 | 69.9 | 83.2 | 71.0 | 73.8 | 66.8 | 72.4 | 71.6 | | | 54.7 |
| 2015 | 60.2 | 71.8 | 80.4 | 73.4 | 62.1 | 74.5 | 70.5 | 76.0 | | | 62.4 |
| 2016 | 59.5 | 73.5 | 82.8 | 75.6 | 68.5 | 78.3 | 76.3 | 75.9 | | | 62.3 |

Science Proficiency on Minnesota Comprehensive Assessments (MCA III)

| YEAR | Becker Gr. 5 | State Gr. 5 | Becker Gr. 8 | State Gr. 8 | Becker HS | State HS |
|------|--------------|-------------|--------------|-------------|-----------|----------|
| 2013 | 65.2 | 59.9 | 42.0 | 44.3 | 65.9 | 53.1 |
| 2014 | 73.8 | 61.4 | 56.8 | 45.4 | 62.9 | 53.4 |
| 2015 | 62.1 | 59.3 | 61.9 | 45.9 | 63.1 | 54.9 |
| 2016 | 68.5 | 61.6 | 61.3 | 47.5 | 69.3 | 55.8 |

All Students Ready for Kindergarten

| | Percentage of entering Kindergarten Students at or above benchmark on Early Literacy Assessments |
|------------------|---|
| Fall 2014 | 21.0% - DIBELS Early Literacy Assessments |
| Fall 2015 | 31.5% - DIBELS Early Literacy Assessments |
| Fall 2016 | 25.6% - Fastbridge Early Literacy Assessments |

Goals 2015 - 2016

- 1) Build capacity for data collection by identifying and adopting a valid and reliable assessment tool for use in Early Childhood, School Readiness, and Kindergarten.
- 2) Increase the numbers of students entering kindergarten at or above benchmark on early literacy assessments.

STRATEGIES AND ACTION STEPS 2015 - 2016

- a) The district assessment task force researched four systems recommended by the Minnesota Department of Education. Fastbridge Learning was selected for use. This advantages of this system are that it can be used to screen students at risk in Early Literacy and Mathematics, can also be used to monitor student acquisition of important Developmental Milestones in Early childhood, could be used for social, emotional and behavioral screening.
- b) The Early Learning Scholarship Pathway II application was written to provide 6 hours a day of Literacy Intervention for students at-risk on early literacy assessments beginning Fall 2016.

College and Career Readiness

In order to meet the goal of all students *graduating college and career ready* the [Ramp-Up to Readiness](#) Curriculum has been implemented in Grades 6-12 since 2012. As part of this program every high school student develops a post-secondary plan for success. Beginning 2014-2015 all students in Grade 11 took the ACT college ready assessments. These data provide a clear picture of Becker students' academic college and career readiness in the future. In addition National Student Clearinghouse data and Minnesota SLEDS track post-secondary enrollment and persistence rates of Becker High School graduates.

Percentage of Grade 11 students meeting College and Career Readiness Benchmarks*

| | English | Reading | Math | Science |
|--------------------|---------|---------|-------|---------|
| 2014 - 2015 | 59% | 45.7% | 50.5% | 41.4% |
| 2015 - 2016 | 55.8% | 36.1% | 51.2% | 38.2% |

Percentage of students enrolled in post-secondary education fall of graduating year

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------|------|------|------|------|---------------|
| Becker | 68% | 71% | 76% | 81% | 74% |
| State | 68% | 70% | 70% | 69% | Not Available |

*A College and Career Ready score represents the level of achievement required for students to have a 50% chance of obtaining a B or higher or a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. (www.act.org)

BEST PRACTICE STRATEGIES AND ACTION STEPS

Ensuring Individual Student Success Multi-Tiered System of Support – use of Response to Intervention

In order to continuously evaluate the progress of all students towards meeting state and local academic standards, teachers and grade level teams supported by building MTSS teams and building principals monitor the progress of all student using multiple data points. The **Title I** and **Alternative Delivery of Specialized Instructional Services (ADSIS)** programs provide Tier 2 and Tier 3 behavior and reading intervention in this system. Grade level teams review the progress of all students in core curriculum in weekly Professional Learning Communities. The progress of students receiving Tier 2 support is reviewed every six weeks in a PLC meeting facilitated by intervention staff.

A detailed plan is written for all students receiving Tier 3 support. This plan includes the results of the district problem-solving process and records diagnostic assessments, evidence-based programs used, fidelity checks completed, and student response to the intervention. The progress of students served in Tier 3 is reviewed every 6 weeks by the building Tier 3 team that includes a School Psychologist and Special Education Staff. If a student does not respond to Tier 3 intervention he/she may be referred for special education testing.

Curriculum Review Process

The [Curriculum Review Process](#) ensures continuous evaluation and review of curriculum and instruction. 2015 – 2016 areas of focus include:

- ~ K-5 Reading/English Language Arts HMH Journeys Curriculum – first full year of implementation
- ~ Review of K-5 Mathematics culminating in the selection of new instructional materials – McGraw Hill Everyday Math 4
- ~ High School Geometry, Marketing, Economics, and AP Biology – review and selection of new materials
- ~ In Grades 7-11 the process of embedding College & Career Readiness Standards (ACT) in addition to Minnesota State Standards in English, Math, and Science classes continued

Principal and Teacher Evaluation

In Spring 2014 the Becker School Board and the Becker Education Association approved a Teacher Evaluation Plan compliant with MS 122A.40. The plan was implemented beginning 2014-2015 and includes the following components:

- Individual growth and development plan
 - Teachers set an annual professional development goal
- Student survey to measure student engagement
 - Teachers survey a class of students annually and submit a reflection based on the results
- Student academic growth
 - Based on the content area taught each teacher monitors student growth on building goals, small group goals, and state or standardized testing
- Summative evaluation
 - Every third year teachers are provided with a summative evaluation by a licensed principal
- Optional portfolio
 - Teachers have the option of submitting a professional portfolio

Educational Effectiveness

[District Instructional Framework](#)

The Becker Public Schools Instructional Framework is based on the research of Dr. Robert Marzano and provides many opportunities for teacher professional growth in research-based instructional strategies. This framework is used in peer and principal observations for both new and veteran teachers.

Digital Learning Mentors

Under the leadership of the Director of Instructional Technology, Digital Learning Mentors provide professional development opportunities for teachers to plan and implement learning experiences to develop and enhance students' [Communication, Collaboration, Critical Thinking, and Creativity](#) skills. This program is supported by 1-1 iPad learning environment in grades 7-12 and iPad carts in grades K-6.

Professional Learning Communities

The [Professional Learning Community \(PLC\)](#) model is utilized to ensure a collaborative professional development culture with a focus on continuous clarification of standards-based essential student outcomes and common formative and summative assessments. PLCs meet weekly on Wednesday mornings and the work of these departments and grade level teams is tightly interwoven with curriculum review and instructional technology.

Reporting and Communication

Becker Public Schools District Advisory Committee will review this report on November 21, 2016

The Becker School Board will review this report at a public meeting on December 5, 2016

A summary of this report will be submitted to the Commissioner of the Minnesota Department of Education by December 15, 2015

In order to communicate with all constituents the World's Best Workforce Report will be displayed on the school district website. Additional copies will be available on request from the District Office.