



# Minidoka County School District #331

*"Empowering Students for Success"*

## State of the District – January 2019

Dr. Ken Cox, Superintendent (with central office support)

This report has been prepared to share with the Board, our staff, students, parents and patrons the progress made in the District and the challenges that lie ahead. It is my opinion that the general status of the District is positive. We have seen significant improvements in several areas during my tenure in the District. This past year we have continued to provide growth in the areas of curriculum, professional development, policy clarification and had notable improvement in the availability and use of technology.

I have the distinct privilege of being the Chief Executive Officer of the District and am proud of what we do in our District, but the successes that have been accomplished are not mine. We are successful as a District because of the combined effort of our entire administrators, department heads, our many dedicated teachers, and the ongoing work of our support staff in all areas of District operations. It is their daily efforts, dedication and concern for our children and the environment that we provide for their learning that makes our District great!

The State of Idaho has recently released their new report card for schools and Districts. Our District Report Card can be accessed here: <https://idahoschools.org/districts/331>. Highlights from the online document are shared in the Data Summary Section.

## Highlights from the past year

### **Bond Decision**

In December the Board passed a resolution to ask our patrons for \$21 million to help support a number of projects throughout the District. The list of projects was developed through a series of Town Hall meetings that began last February. Some of the major projects on the list are: the addition of six classrooms to West Minico, Paul and Heyburn; a new larger gym at Heyburn; revisions to parent drop-off and parking at our elementary schools; HVAC upgrades at a number of different buildings; a new Ag building, gym floor and concessions at the softball fields at Minico.

The completion of these projects over the next couple of years will place the District on firm foundation for moving into the future by preparing for the growth that is expected due to increased housing in our various communities.

### **Minico Laptops**

In December we met our goal of every student at Minico with an assigned laptop a year early! By purchasing some replacement laptops for the middle schools. With this change and by providing incoming freshmen students with laptops for the past three years we have made the use of technology completely one-to-one at Minico. Throughout the District we actually have nearly a thousand more devices (5,000) than students (4,250).

### **GEAR UP 3 Grant**

In October the Minidoka County School District was awarded the GEAR UP 3 grant. The grant is a cohort model and will serve students for a total of 7 years, starting with 347 7th graders from all middle schools

this year. Next year it will include approximately 334 7th graders and these same students as 8<sup>th</sup> graders for a total of approximately 681 students in the cohort over the next 6 years.

GEAR UP 3 in Minidoka County is unique in that it serves all middle schools within the district, due to all students feeding into Minico High School as well as Mt. Harrison High School as an alternative placement. GEAR UP 3 will provide students with an opportunity for exposure to post-secondary placement including college and career. Some of the grant objectives include activities and exposure in the following areas: Mentoring, STEM, College and Career Awareness, Financial Literacy, Life Skills, Individual Planning, Service Learning, Parent Involvement and Professional Development.

### **Advanced Opportunities**

Through the effective work of Brooke Claridge and Jacoby Sneddon we have had a significant upsurge in the number of students taking advantage of this program. At a recent College Application Day at Minico we had a completion rate of 96% of seniors from both Minico High School and Mt. Harrison High School, once again the highest percentage for any high school of our size in the state. We currently have students taking over 840 dual credit courses, and over 400 courses through Idaho Digital Learning Academy (IDLA). By our students taking these courses we are on course for 23 seniors who will graduate with their Associates Degree **before** they receive their High School Diploma from Minico this year!

### **ARTEC/ARTEI**

This year the District was instrumental in expanding the Advanced Regional Technical Education Consortium (ARTEC) and creating the Advanced Regional Technical Education Industrial (ARTEI) Regional Technical School. ARTEC had reached its 200 student capacity and there were 19 programs in 9 high schools throughout Region IV.

By working with the State Department of Education and the Idaho Career Technical Education (ICTE) Department we were able to start this new school this year. Allowing for 200 students in each school, which provides additional funding for the participating districts. There are now 16 ARTEC programs, some with multiple teachers, in 9 high schools and 18 ARTEI programs, some with multiple teachers, in 9 high schools across the region. Of these 34 programs some were added at two high schools that weren't participating last year.

Here are the programs at Minico (new programs in bold italics):

**ARTEC: *Media, taught by Mr. Ryan*** and Health Occupations taught by Ms. Gregersen.

**ARTEI: *Ag Welding, taught by Mr. Bird***; Construction, taught by Mr. Brown; IT taught by Ms. Cameron; and Diesel and **Auto Body**, taught by Mr. Tate.

### **Minico Ag Program Expansion**

As we look to better provide services in this area that is such a vital part of our community, the District purchased nine acres of land just east of Minico. It is our hope with the passage of a bond in March we will be able to begin building an Ag campus to better serve our students with an interest in this area.

### **Northwest Literacy Co-Op**

The Northwest Literacy Co-Op is a partnership between Minidoka School District, Education Northwest (EdNW), and several other school districts across the state. The purpose of the Co-Op is to improve literacy outcomes through collaboration with other districts, sharing what's working and collectively

brainstorming solutions to common challenges through evidence-based research. The goal of the Co-Op is to improve capacity of coaches and teachers in literacy instruction which will directly impact the reading proficiency of all students. This year, the focus is on the implementation of Wonders Reading Curriculum, using IRI data to inform instruction, and building collective efficacy. Each of the elementary schools has created a school literacy team, which is comprised of the administrator, instructional coach and two teachers. This team will become literacy leaders for the school providing training, support, and direction for all teachers.

## **Transportation RFP**

Since last January we went through the process of determining whether moving to contract busing would save the District any money. We had two companies submit proposals and after many hours of comparing their proposals with our current budget we determined that the savings to the District would be minimal and that making the change could be detrimental to our employees. For these reasons we decided to remain with our current system of busing. However, this process did help us determine a number of ways that we can improve the Transportation Department.

## **District Overview**

In January 2016 the Board approved the following Mission and Vision Statements after reviewing various options with administrator, staff and parent input.

### **District: Mission**

Empowering Students for Success Today and Tomorrow

### **District: Vision**

The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence characterized by mutual respect, shared responsibility for learning, academic rigor and technology, which facilitates success in all aspects of life.

### **District: Priority Focus**

During the 2015-16 school year the District focused on:

**Improving Communication and Supporting Student Success.**

During the 2016-17 school year the District focused on:

**Effective Instruction as indicated by Posted Learning Objectives, Meaningful Student Engagement, and Effective Use of Formative Assessments.**

During the 2017-18 school year the District focused on:

**Effective Instruction as indicated by Reading & Writing in every lesson, Lesson Structure and Meaningful Interactions.**

This year the Administrative Team again refined the District Priority Focus this year to better fit the needs of our staff and students. The District's current priority focus is:

**Collective Efficacy as demonstrated by classroom discussions.**

“Collective Teacher Efficacy (CTE) refers to a staff's shared belief that through their **collective** action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.” Because “CTE is ranked as the *number one* factor influencing student achievement (Hattie, 2016)” the administrative team felt that this should be our focus not just this year but for the next few years, with a focus this year on classroom discussions.

## **District: Environment**

We are again continuing the ‘**You Matter**’ theme for the District. I believe that this focus is beginning to help our staff and students realize that they are important to us as teachers and administrators and that all our staff recognize that we as administrators and leaders appreciate them and recognize their hard work and dedication to the District.

We have increased our **building level security** in the District this year by installing the Raptor visitor system in all of our buildings. We have also taken the initiative to put two-way radios in the hands of every classroom teacher and administrator in the district as a means of providing effective, reliable communication throughout the building and with emergency first-responders. The Idaho Office of School Safety and Security has committed to donating repeaters to further enhance our two-way radio communications across the district. Our future security focus is to improve building entrance security and provide radios to para-professionals and all staff in the transportation department.

The **District Safety Committee** and the **Health and Wellness Committee**, under the direction of Michele Widmier our School Improvement Director, have continued to meet regularly throughout the year. In addition to the visitor badging system and the radios, the **District Safety Committee** is working closely with the Idaho Office of School Safety and Security to ensure that our building safety response procedures are consistent and effective. This year the District Safety Committee also distributed Emergency Response backpacks to every classroom. Each bag is filled with common items, including a first-aid kit, that can be used to respond to a variety of emergency situations and wound-care. These will be updated annually by each Building Safety Coordinator. The **Health and Wellness Committee** has taken a fresh approach to promoting health and wellness among staff this year. Each month the committee is sponsoring a different wellness event. Staff can choose which events work best for them and participate in the ones that suit them best. Each time a staff member participates in an event they are given a participation ticket to be drawn for a Grand Prize in May. The Grand Prize is a trip for two to one of three destinations: Sun Valley, Jackpot, or Boise. Each destination will include mileage to and from the destination, a hotel room, dinner for two, and one of the following: golf for two, movie tickets for two, or a spa treatment for two. There will also be a variety of smaller prizes for participants during the May Grand Prize Drawing ceremony. Below is a list of the monthly events:

- **October:** River Run for Type I - *"You Matter" a 5K fundraising event for the Juvenile Diabetes Research Foundation*
- **November:** Wellness Wednesdays Yoga for Beginners
- **January:** Free Health Screenings & Nutrition Class
- **February:** Wellness Wednesdays Yoga Meditation Classes & Thursday Nutrition Classes
- **March:** Make-up Health Screening & Wellness Wednesdays Yoga & Meditation continued
- **April:** Wellness Wednesdays - Massage Raffles
- **May:** Wellness Grand Prize Drawings

Both committees will survey staff in March to determine priorities for the 2019-2020 school year.

We are in the process of developing a **District Behavior Program** to address the **mental health** needs of our students. There was concern expressed by our teachers during negotiations about the behavior problems we are having in the District. This has raised our concern over the unmet mental health needs of our students. Some of the challenges our students face include anxiety, depression, grief, peer relationships, suicide, homelessness and loss. To assist our students in dealing with these increasing issues, we have contracted with licensed mental health counselors to provide therapy opportunities in the district. Students are typically referred by an administrator or teacher but can also be referred by a parent. These services are funded by Medicaid for those eligible and by the District for those students who are not served through Medicaid. District administrators and staff are also informing families of the **Youth Empowerment Services (YES)** project in Idaho. The YES project is a new Idaho system of care which provides coordinated services for children with mental health needs and their families. In addition, our school psychologists are holding weekly groups with students who can use support but who do not need the higher level of service provided by mental health counselors.

### **District: Mentoring**

It is a goal of MCS D to provide quality, effective support for all new teachers. Through the past four years, the district has made it a goal to improve the mentoring provided to all new teachers. New teachers receive the following support:

#### *First year teachers*

- A mentor assigned by the building administrator to provide support.
- District-provided professional development specifically for new teachers. Training includes topics such as classroom management, behavior support, special education, and curriculum.
- Unlimited support from Teresa Lowder on student behaviors.

#### *Second year teachers*

This year started the implementation of structured continued support for second year teachers.

- District-provided professional development specifically for second year teachers. Training includes topics such as classroom management, curriculum, grading, and Charlotte Danielson evaluation framework.
- Two and a half days of training in Teaching with Love and Logic with one-on-one support from the facilitator.

This year we also implemented one-on-one mentoring support from a retired elementary teacher. The retired teachers works with two or three teachers in their first or second year of teaching focusing on classroom management, routines, and procedures. Because this is the first year for this support, the program is still in development and adjustments are made based on feedback of the teacher, administrator, and mentor.

### **District: Parental Outreach**

We continue to strive to provide opportunities for patrons and parents to be informed about the District. We have held a number of **Town Hall** meetings in the past year and have offered multiple **Parenting with Love and Logic** classes in both English and Spanish and we continue to meet monthly with the **Parent/Patron Advisory Team** to discuss issues, celebrate successes, and gather input on policies, programs and budgets, and future plans. In addition, each building sends out building level newsletters, texts and emails to parents.

## **District: Minidoka County Education Association (MCEA) Relations**

We continue to have good relations with the MCEA. I meet with their co-presidents nearly every month to discuss concerns and ways they can be addressed. We will begin preparing for another round of interest-based bargaining later this month. Last year we were able to significantly reduce the number of meetings we held having only seven (7) sessions in 2018 versus thirteen (13) the year before.

## **District: Challenges**

While I have seen significant improvements in many areas in the District, I still believe that at the root of many of our challenges is the lack of more effective **communication**.

The majority of the parent and personnel challenges that I deal with are due to a misunderstanding of communications between a teacher, student and their parent/guardian; confusion on the way discipline was handled or perceived unprofessionalism by a parent with regard to their interaction with an administrator; or the day to day challenges of employees getting along with their peers.

Another area that we continue to work on is that of **employee morale**. I have met a number of times with MCEA leaders to discuss the gathering of information that will help us address this concern, especially among veteran staff and our new teachers who are feeling overwhelmed.

# **Technology**

I would like to again express appreciation to Ashley Johnson, Elementary Student Achievement Director, for her leadership in the improved use of technology in the District. Ashley meets monthly with the Executive Technology Committee, trains school Technology Integration Specialists and quarterly with the District Technology Committee, which has representation from all schools and the Technology Department. Brittni Darrington is the Secondary Technology Integration Coach at the District and we have given leadership stipends to two others to assist these two in expanding the use of technology in the District. Ashley and Brittni have met with many teachers and numerous hours in classrooms modeling and demonstrating the effective use of technology.

## **Technology: Professional Development**

Having technology in classrooms is only a small portion of the work happening in the district in regards to technology. Our focus this year has been to provide teachers with quality effective professional development to they can use the provided technology effectively in their classrooms.

Rather than mandating specific professional development for teachers, this year we designed PD that allowed teachers more choice and variety in the PD they completed. All teachers are required to complete eight hours of technology PD, which they select from a menu of options based on their interests and preferences. Professional Development opportunities include, but are not limited to; district-wide book study, Kyte Learning modules, Ditch Summit online conference, subject specific cohorts (Math, Language Arts, Science), in-person trainings, our first ever EdCamp, technology coaching with Ashley and Brittni and more. We again offered the Learn.Teach.Change technology cohort to those teachers who wanted to improve their understanding and use of technology in the classroom. The intent for all the PD opportunities is to increase teachers' effective use of technology in the classroom.

## Technology: Use Data

The following charts show information relevant to the effective use of technology in the District.



### Teacher-reported frequency of student computer use in the classroom

#### Minidoka County Joint District

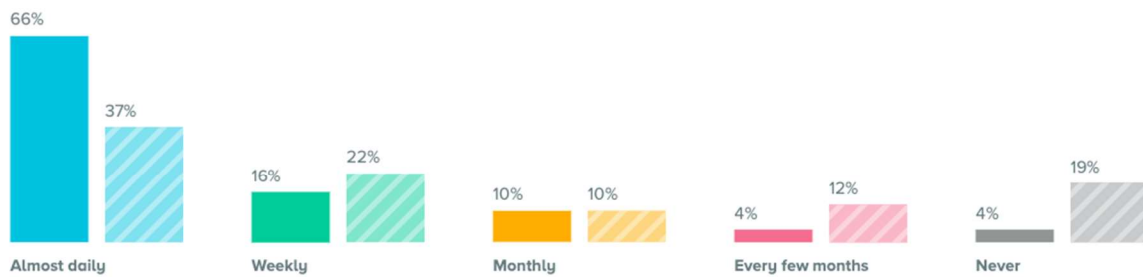
FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2018 To Dec 31, 2018

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Use Of The 4Cs

VARIABLE: Teacher Frequency Of Computer Use In The Classroom



COMPARE

Jul 1, 2018 to Dec 31, 2018  
Solids

Jul 1, 2013 to Dec 31, 2013  
Stripes

#### Why This Matters

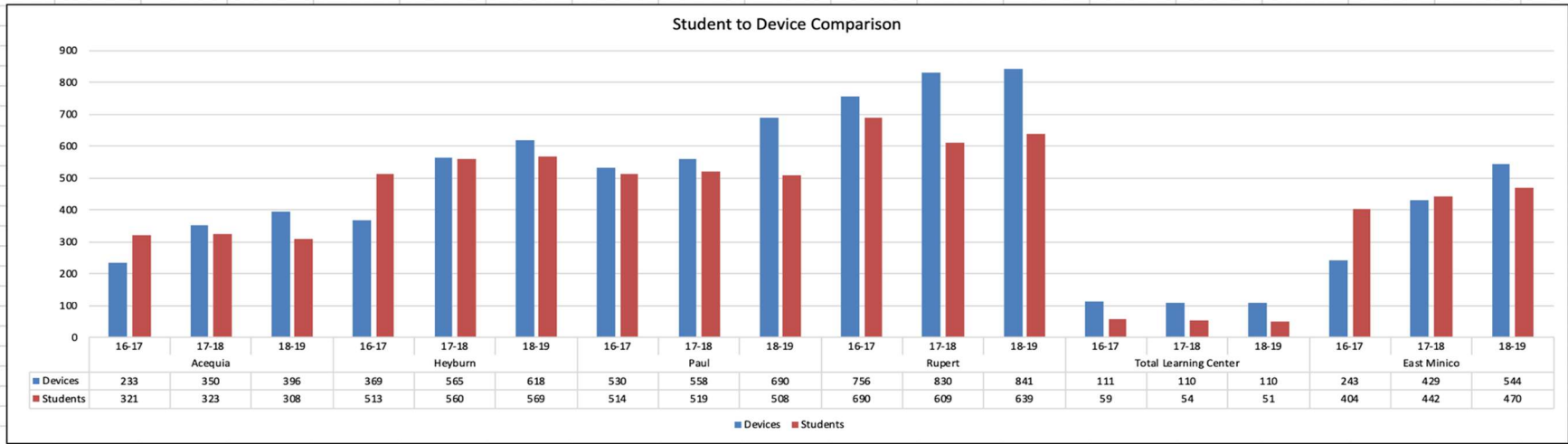
The problems of the digital divide, wherein wealthier students have more technology and access to high-speed internet than students living in poverty, makes access and use of student computers in the classroom all more important (Barone, 2012).

#### Citation

Barone, D. (2012). Exploring home and school involvement of young children with web 2.0 and social media. "Research in the Schools, 19"(1), 1-11.

### Chart 1 Brightbytes Frequency of Computer Use

As you can see our use of computers in the classroom have significantly increased over the past few years.



**Chart 2 Student to Device ratios by building (past three years)**

This chart compares student enrollment to the number of devices by building for this year (as of January 5, 2018) and last year.

	Acequia			Heyburn			Paul			Rupert			Total Learning Center		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Student iPads	218	343	396	329	554	618	524	552	590	600	690	721	81	80	80
Lab Computers	60	59	59	60	61	61	61	61	61	88	90	90	15	15	15
Classroom Computers	15	7	7	40	11	11	6	6	6	66	20	20	0	0	0
Student Laptops											30	30	30	30	30
Chromebooks										90	90	90			
<b>Total</b>	<b>293</b>	<b>409</b>	<b>462</b>	<b>429</b>	<b>626</b>	<b>690</b>	<b>591</b>	<b>619</b>	<b>657</b>	<b>844</b>	<b>920</b>	<b>951</b>	<b>126</b>	<b>125</b>	<b>125</b>

	East Minico			West Minico			Mt. Harrison High School			Minico High School			Total		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Student iPads	60	116	231	103	133	203	18	18	80	60	115	115	1993	2601	3034
Lab Computers	102	106	106	91	91	91	52	54	54	285	295	295	814	832	832
Classroom Computers	30	25	25	15	16	16	4	4	4	70	70	70	246	159	159
Student Laptops	150	285	285	150	255	325	110	110	110	300	600	1038	740	1310	1818
Chromebooks	3	3	3	42	60	60				60	90	0	195	243	153
<b>Total</b>	<b>345</b>	<b>535</b>	<b>650</b>	<b>401</b>	<b>555</b>	<b>695</b>	<b>184</b>	<b>186</b>	<b>248</b>	<b>775</b>	<b>1170</b>	<b>1518</b>	<b>3988</b>	<b>5145</b>	<b>5996</b>

**Chart 3 Total number of devices in the District (past three years)**

This chart gives you the total number of devices in the district by building.





## Time spent per year teaching about creating an online presence

### Minidoka County Joint District

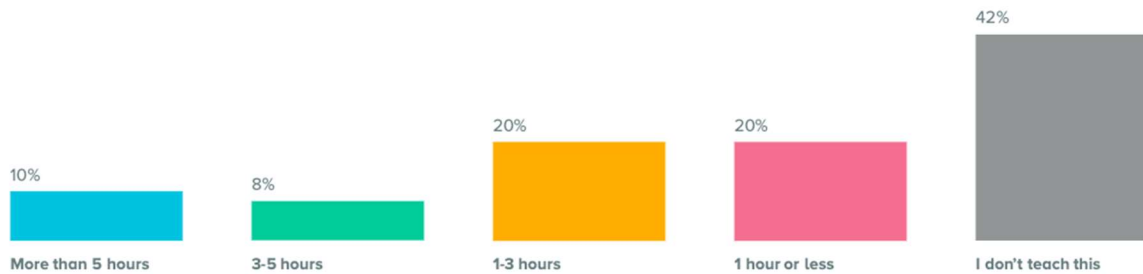
FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2018 To Dec 31, 2018

DOMAIN: Classroom

SUCCESS INDICATOR: Teacher Digital Citizenship

VARIABLE: Teacher Yearly Time Spent Teaching Digital Citizenship



### Why This Matters

Creating a character education program that addresses the digital worlds of youth conveys the message that the responsibilities that they have in digital communities do not stop beyond the school walls (Ohler, 2011).

#### Citation

Ohler, J. (2011). Digital citizenship means character education for the digital age. \*Kappa Delta Pi, 48\*(1), 25-27.

DATA HIGHLIGHT



82%

of teachers spend 3 hours or less on this per year

### Chart 4 Brightbytes Digital Citizenship

We continue to make significant strides in the past few years in teaching our students about Digital Citizenship and being careful on the Internet.

### Technology: Challenges

Over the past few years we have been able to place technology into the hands of the students within our district. Our students are comfortable with using the technology and use it daily. However, their daily personal use is different than using it as a tool for learning during their school day. Our focus now must shift to ensuring teachers are comfortable with the technology and how to effectively use it in

their instruction to improve student learning. Several changes faced in effective technology use are helping teacher make the most appropriate and effective use of technology, and an increased focus and awareness by staff and students on Digital Citizenship throughout the District.

## Data Summary

It is imperative that we examine the data that is available to us on a regular basis. This is how we determine if students are learning and whether staff and students are following policy. Data helps us identify areas that we need to improve and those in which we should be proud of our accomplishments. The following is a sampling of relevant data about the students and staff in our District.

### Data Summary: Staffing

The most important assets that the District has are our employees. They are the ones who work with our children, get them to school, make sure they are fed, ensure a clean learning environment, and provide leadership so that each building in the District operates safely and effectively.

<b>Staff Changes in Relation to Enrollment</b>				
Year	Enrollment	Certified	Admin	Classified
2005-06	4112	257.25		
2006-07	4032	249.33		
2007-08	4011	248.8		
2008-09	3991	245.8		
2009-10	3996	244.25		
2010-11	4026	236.5	15	258
2011-12	4087	236	15.5	252
2012-13	4057	213.5	15.5	242
2013-14	4141	219	14.5	242
2014-15	4186	227.5	15.5	237
2015-16	4233	231.4	18.4	236
2016-17	4259	241.8	19.35	242
2017-18	4251	246	18	248
2018-19	4317	248.25	18.37	241

### Chart 6 Staffing History

This chart shows our staffing history for the past 14 years.

In order for us to educate our students effectively we need good teachers. Over the past few years we have had a number of retirements and have had some difficulty in getting highly qualified teachers. This is a challenge that is not unique to our District and we have been very fortunate in hiring the teachers we have in the past few years.

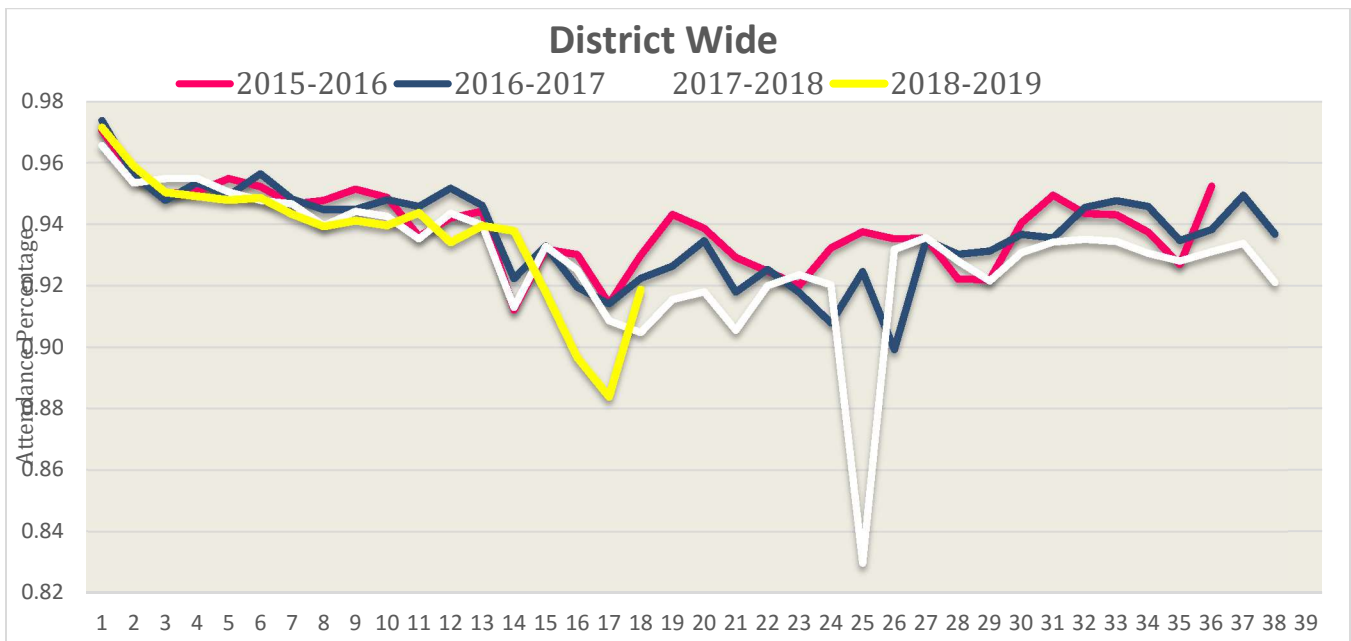
Certified Hiring History			
Year	New Hires	Highly Qualified	Percent HQ
2014-15	35	22	63%
2015-16	34	17	50%
2016-17	33	17	51%
2017-18	26	10	38%
2018-19	26	10	38%

**Chart 7 Certified Hiring History**

This chart shows the number of recent new hires we have made in the past five years. Highly qualified here means that the teacher had or was eligible to receive a teaching certificate when hired.

**Data Summary: Attendance**

Attendance is critical for the District in that we are paid from the State based on our Average Daily Attendance (ADA). Typically we average 92% attendance for the year. You can see that attendance this year was lower for weeks 6 - 11 than in previous years. The very poor attendance in week 26 of last year last year when we had concerns over the online threats in the area that were actually from out of state.



**Chart 8 Current Attendance History**

This chart shows attendance data from the past four years.

## Data Summary: Enrollment

The Minidoka County School District began the year with additional students in almost all of our schools resulting in a 2% growth over last year. At its highest point this year, District enrollment (not counting preschool) was 4,297. We have lost a few students and our current enrollment is at about 4,260 students. Prior to this year we had held steady at about 1% growth from year to year. With the housing opportunities in the District we anticipate growth that we had been having prior to this year.

Minidoka County School District has a diverse population of students. We have implemented many programs to address the needs of these students. Our current ethnicity is 51% white and 46% Hispanic.

Student Data											
Year	Enrollment	White		Hispanic		Other Races		Homeless		Migrant	
2014-15	4186	2178	52.00%	1873	44.70%	135	3.20%	57	1.40%	180	4.30%
2015-16	4233	2197	51.90%	1910	45.10%	126	3.00%	142	3.40%	215	5.10%
2016-17	4259	2196	51.60%	1926	45.20%	137	3.20%	171	4.10%	206	4.80%
2017-18	4251	2123	49.90%	1991	46.80%	137	3.20%	129	3.00%	230	5.40%
2018-19	4317	2194	50.82%	1972	45.68%	151	3.50%	92	2.13%	294	6.81%

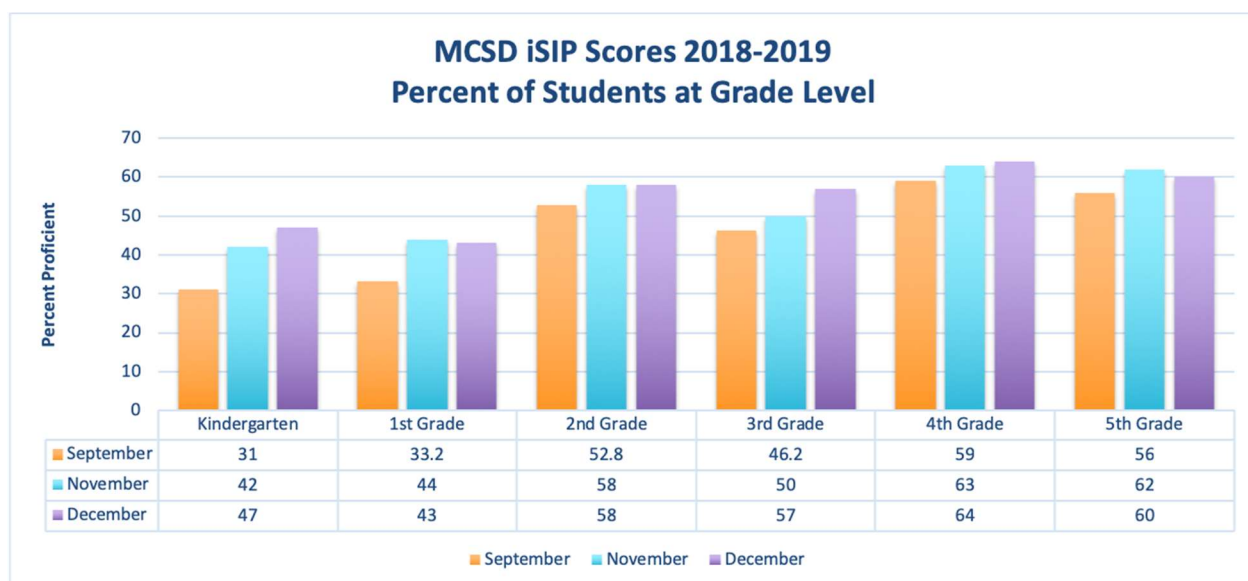
### Chart 9 Student Populations

This chart shows the breakdown of students in the District based on ethnic, economic and other factors.

## Data Summary: Student Achievement

The purpose of our existence as a District is to educate students. Their scores on assessments are often used to evaluate whether we have been successful as a District. We will present some of those scores here. However, I believe that a true 'education' is more than test scores, it is helping our children learn to help each other, to be cooperative with each other, and to contribute to society.

We have been using the new iSIP assessment for our early elementary grades. Here are the results of this assessment so far this year:



The new **Idaho State Report Card** for our district shows that:

- Of our students in grades 4-8 the following are improving enough to be proficient on the ISAT in three years:
  - 57.7% in English Language Arts
  - 45.1% in Mathematics
- We are currently an average of 9.8% below the state average in students who are proficient on the ISAT for English, Math and Science.
- We have made significant progress between the fall IRI testing and the spring where we move from being 17% below the State average to only 4.6% on the spring assessment.
- We are making excellent progress with our English Language Learners in that the report card shows that we are very nearly on par (59.3%) with the state average (59.6%) of students who will be proficient in English within seven years.
- Our College and Career Readiness is a somewhat brighter spot for the District with our :
  - participation 92.3% being above the State average 86.3%.
  - Enrollment in 8th grade math 93.5% being on par with the State average 93.7%.
  - Enrollment in 9th grade math 92.9% being much higher than the State average 82.6%.

Increased rigor in state standards has resulted in changes to the tests that the State uses. Across the State student scores have been lower than on previous tests. We are working in increase our scores in all areas.

<b>2017-18 State &amp; District K-3 IRI Percent Proficient Comparison</b>				
	<b>K % Proficient</b>	<b>1st Grade % Proficient</b>	<b>2nd Grade % Proficient</b>	<b>3rd Grade % Proficient</b>
<b>State</b>	79.9%	66.9%	68.5%	74.6%
<b>District</b>	85.5%	65.1%	53.5%	68.2%

**Chart 10 IRI Scores**

The Idaho Reading Index (IRI) is a fluency test that is administered in grades K – 2 twice during the school year. This data represents the last Legacy IRI scores, all future IRI scores will be from the new iStation Indicators of Progress (ISIP) Early Reading testing program. ISIP is a sophisticated, computer-adaptive testing (CAT) system that assesses a student’s ability in the critical domains of reading. It provides educators with a much more detailed assessment of reading strengths and weaknesses.

<b>2017-18 State &amp; District Grade Level Proficiency Comparison on ELA Summative ISAT 2.0</b>								
	<b>All Students</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>10th</b>
<b>State</b>	54%	50%	50%	55%	54%	54%	54%	59%
<b>District</b>	45%	44%	43%	54%	37%	39%	47%	42%

**Chart 11 Grades 3-10 State & District English Language Arts Proficiency Comparison**

2017-18 State & District Grade Level Proficiency Comparison on Math Summative ISAT 2.0								
	All Students	3rd	4th	5th	6th	7th	8th	10th
<b>State</b>	45%	52%	48%	42%	44%	44%	40%	33%
<b>District</b>	37%	48%	46%	45%	27%	30%	28%	17%

**Chart 12 Grades 3-10 State & District Math Proficiency Comparison**

Math Historical ISAT All Grades	SP 2014-15	SP 2015-16	SP 2016-17	SP 2017-18	Growth in Proficiency from 2014-15 to 2017-18
<b>State</b>	39.3%	41.7%	41.8%	45%	5.700%
<b>District</b>	29.5%	33.6%	33.1%	37%	7.500%

**Chart 13 ISAT Math Scores – Historical Comparison of State & District Percent Proficient & Growth**

ELA Historical ISAT All Grades	SP 2014-15	SP 2015-16	SP 2016-17	SP 2017-18	Growth in Proficiency from 2014-15 to 2017-18
<b>State</b>	51.1%	52.9%	52.0%	54%	2.90%
<b>District</b>	40.2%	44.6%	43.5%	45%	4.80%

**Chart 14 ISAT ELA – Historical Comparison of State & District Percent Proficient & Growth**

Graduation Rates	SP 2014-15	SP 2015-16	SP 2016-17	SP 2017-18
<b>State</b>	78.90%	79.70%	79.70%	TBD
<b>District</b>	67.70%	73.90%	73.00%	76.80%
<b>MHHS</b>	15.00%	25.30%	25.90%	32.50%
<b>Minico</b>	87.40%	89.90%	89.60%	90.90%

**Chart 15 Historical State & District Graduation Rate Comparison**

This chart shows graduation rates for the past four years. AS you can see we are improving. What I find impressive are the graduation rate gains that Mt. Harrison is having with their students!

### Data Summary: Challenges

#### Staffing

There continues to be concern statewide over the lack of highly qualified teachers available to hire. I believe that we have effectively addressed this issue by establishing our robust **mentoring program** over the past four years that is helping those teachers who have not come to the professional through

the traditional college prep route. Both the College of Southern Idaho and the University of Idaho have stepped up providing additional opportunities for those who are interested in coming into the profession. We will continue to monitor this issue and explore ways to address it.

### **Attendance**

The Board may consider raising the District attendance bar back up to 95% to see if that would help our attendance. With the State moving toward enrollment based funding rather than attendance based this may not be necessary.

### **Student Achievement**

Although our reading and math proficiency scores lag behind State scores, the good news is our growth trend exceeds that of the State. What has contributed to this discrepancy in proficiency has been old curriculum not well aligned to Idaho Core Standards. We anticipate that recent curriculum purchases and training will continue to improve our scores and bring them more closely in alignment with the State.

Further analysis of our reading data over time represents what *was* a shift away from fidelity to our curriculum and best practices. There were many factors that contributed to this shift: high staff turnover, more rigorous standards not well align to our curriculum, and an increasing number of new teachers teaching under alternative authorizations. Our current work with the Literacy Co-Op is providing much needed training to administrators and instructional coaches to help them train and support elementary teachers as they implement effective instructional practices with fidelity. Our **mentoring program** is also helping to support teachers new to the profession be more effective in the classroom. A new reading curriculum more closely aligned to our State Standards this year, in combination with more effective instructional practices are sure to improve our reading scores in the elementary grades.

In analyzing our math data over time we saw a similar trend; a shift away from fidelity to our curriculum and best practices. 2014-15 math scores reflect more rigorous standards and poor curriculum alignment. Over the past five years we have provided a great deal of high-quality math PD and new math curriculums. District scores indicate a positive jump and a significant gain from the spring of 2017 to the spring of 2018, it is anticipated continued PD and consistent instructional practices are likely to improve these scores over time.

# Financial

The District is in good health financially. Thanks to an emphasis on K-12 education at the State level we have had an increase in revenues for each of the past four years. We have been able to increase the number of teachers in the District even though federal funding has decreased. Thanks to the diligent nature of our Business Manager, Michelle Deluna, we keep close tabs on our finances.

Minidoka County School District #331 Various Funds Balance Data											
Year	Total Budget	General Fund	Contingency	Title IA	Title IC	Title IIA	Title III	Title IVB	Rural Ed	Food Service	Other*
2015-16	\$30,136,000	\$24,830,000	\$800,000	\$740,000	\$167,000	\$225,000	\$39,000	\$876,000	-	\$2,530,000	\$768,000
2016-17	\$31,287,455	\$26,389,000	\$1,000,000	\$850,000	\$169,000	\$223,000	\$37,500	\$876,000	\$81,000	\$1,930,000	\$769,455
2017-18	\$32,766,900	\$27,324,000	\$1,000,000	\$867,000	\$234,000	\$166,000	\$42,000	\$887,000	\$78,000	\$1,855,000	\$1,313,900
2018-19	\$34,735,700	\$28,804,000	\$800,000	\$926,600	\$232,000	\$143,000	\$44,800	\$915,000	-	\$2,430,000	\$1,240,300
	<b>Title IA</b>	Reading & Math Support									
	<b>Title IC</b>	Migrant			*Other Funds include CTE, Preschool, Technology, Grants, etc.						
	<b>Title IIA</b>	Professional Development									
	<b>Title III</b>	English Language Learners									
	<b>Title IVB</b>	Special Education									

## Chart 16 Fund Balance Trends

This chart shows our various fund balance for the past four years.

## Financial: Bonds

The District has an excellent bond rating (A1) and has a bonding capacity of approximately \$78.5M. We currently have three bonds totaling nearly \$14M that District patrons are paying on. One bond will end in 2021, another in 2026, and the final bond will be paid off in 2028.

We are currently considering a new \$21M bond to add classrooms, a new Ag facility at Minico and other upgrades throughout the District. This would mean an increase of only \$50 per \$100,000 per year to taxpayers.

When we pay off the oldest of these bonds in 2026 we will have additional bonding capacity with no increase to taxpayers.



## **Financial: Facilities Plant Supplemental Levy**

Last year we increased our Facilities Plant Supplemental Levy from \$3.9M to \$4.5M for this biennium (2018-2020). These funds are only used for: facility & site maintenance, improvements and equipment; technology infrastructure, internet access, software, devices and security upgrades; and bus lease financing.

Some of the projects completed with our current levy funds were:

- Minico: new irrigation pump, kitchen remodel, parking lot patched and sealed
- Acequia Elementary flooring
- Paul Elementary lights upgraded to LED lighting throughout (in process)
- Food Service Building remodel and roof replaced
- Freshman laptops (300-2016, 260-2017, 300-2018)
- Additional Wifi access points and security cameras throughout the District
- Digital lock system on all exterior school building doors
- Replacement HVAC controllers in various buildings
- Replacement intercom system at East Minico
- Replacement maintenance vehicles (2 pickups) and equipment

I would like to once again express a heartfelt and sincere **thank you** to the patrons of our District who have committed to paying into this levy so that we can provide these vital services and the continued upkeep of our buildings!

## **Financial: Challenges**

As a District we continue to budget as conservatively as possible and still meet the commitments we currently face as a District. Last year our ending fund balance was estimated at \$1,400,000, we budgeted \$600,000 of those funds to obtain a balanced budget, beginning this year with a contingency of \$800,000.

This year we budgeted revenues based on 204 units of funding from the state. Our estimate for units to date is 207.3 units. This is due to our increased enrollment and we are grateful for the new students that have moved into the District or have begun coming to school. These additional units have generated additional funds (\$101,472/unit) for the District.

Our currently anticipated ending fund balance is \$1,200,000, which means we will need to look for ways to reduce our current spending in order to have a balanced budget for next year.

We have noticed that some students leave the District to attend an online school, which is something we may consider looking into in the future.

## Plant Facilities

In general, our buildings are in very good shape. Last fall we contracted with the Facility Planners to come in and complete a Long Range Facility Plan (LRFP) for the District, which scored our buildings based on a state mandated rubric. The following information is from that study.

### School Building Age, Size and BCEF Score

Schools	Age	Sq. Footage	Rating	BCEF Scores
Acequia Elementary	9	44,010	Good	97
Heyburn Elementary	9	50,733	Good	97
Paul Elementary	40	56,748	Fair	80
Rupert Elementary	33	57,283	Fair	84
East Minico Middle	48	70,955	Fair	80
West Minico Middle	48	67,400	Fair	78
Minico Main	63	190,756	Fair	70
Minico Aux Gym	16	24,035	Fair	88
Minico Vo-Tech	41	14,199	Fair	63
Minico English Bld	60	20,471	Fair	69
Mt Harrison	57	29,085	Fair	72
<b>Totals &amp; Averages</b>	424	625,675	Fair	80

### School Building Enrollments vs Capacities

Grades	Elementary	Middle	MHS	MtHHS	Totals
K	318				318
1	343				343
2	339				339
3	333				333
4	373				373
5	329				329
6		332			332
7		334			334
8		299			299
9			292	19	292
10			262	26	262
11			334	55	334
12			307	66	307
<b>TOTAL ENROLL.</b>	2,035	965	1,195	166	4,195
<b>Estimated Bldg. Cap.</b>	2,003	1,364	1,311	168	4,846
<b>% Cap (2018-19)</b>	102%	71%	91%	99%	87%

As you can see from the above information our elementary schools are above their current capacity which is the primary purpose for our reaching out to patrons to pass a bond in March to add some capacity to our schools.

### **Plant Facilities: Challenges**

We hope to be able to address the majority of our facility challenges with the passage of the bond and our continued use of Supplemental Levy funds. Some future projects that are slated for Supplemental Levy funds are:

- Replace windows at Mt. Harrison High School
- Replace single pane windows through the District
- Replace hollow-core interior doors throughout the District
- Continue to upgrade and add to video security system

## **Conclusion**

As I have visited with patrons about the facility needs in the District, I am encouraged by the positive feedback I have received about the current state of the District. We have an excellent administrative team that works well together and is supportive of each other. I believe that we have become a leading district in the state in the implementation of technology and regional districts will be looking to our expertise in the Northwest Literacy Cooperative starting next year.

We will continue to strive to improve communication with parents, patrons, between staff and administration, and between the central office and buildings. We need to focus on working together better as a District and making sure that we show each of our employees and students how much we value them and their contributions.

We live in a great area, with great families, communities that care about our schools, and staff who have dedicated their lives to making the best possible learning environment for our children. I am honored to be considered part of the Minidoka County School District!