



2014-2015 World's Best Workforce Report Summary

District or Charter Name: Medford Public Schools, ISD #763

Contact Person Name and Position: Rich Dahman, 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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

Website Link Here

Annual Public Meeting

➤ October 19, 2015

District Advisory Committee, 2014-15

Mary Cronin	Parent, Co-Chair	Carolyn Kanne	Parent
Dayna Gerlach	Nurse, Parent, Co-Chair	Diane Larson	Support Staff, Parent
Allison Janke	Board Member, Parent	Carrie Heiderscheidt	Parent
Jennifer Jones	Board Member, Parent	Marie Sexton	Community Member
Rich Dahman	Superintendent	Lucas Cronin	Student
Mark Ristau	Principal	Aly Noble	Student
Chris Ovrebo	Principal	Brittney Lemke	Student
Kim Goblirsch	Teacher	Alyssa Butterfield	Student
Jeannie Ness	Teacher	Jesse Deering	Student
Amanda Lannoye	Teacher	Wyatt Volkman	Student
Angie Finholdt	Parent		

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	During the 2014-15 school year, staff will begin the process of aligning curriculum, identifying best practice, and adopting an assessment tool to establish a baseline and monitor progress.	Goal met. Staff piloted and selected ESGI as an assessment and progress-monitoring tool. In 2015-16, baseline data will be determined.
All Students in Third Grade Achieving Grade-Level Literacy	For students registered as of October 1, 2014, there will be 68% proficiency as measured on the 3 rd Grade Reading MCA in spring 2015.	Goal not met. Overall, 55.6% of Medford 3rd graders enrolled on October 1, 2014 were proficient on their Reading MCA in spring, 2015. The All, FRP, and White student groups did not meet their targets on this assessment.
Close the Achievement Gap(s) Among All Groups	Average annual pace, based on Spring 2013 levels, will be made which will close the achievement gap in reading and math by 50% for all student groups by 2017, as measured by Reading and Math MCA and growth scores.	Goal not met. On the 4 th Grade Reading MCA from spring 2015, the All, FRP, and White groups had a growth z-score between 0 and -0.1 (slightly below expected growth). Overall, growth targets were met in Math by Hispanic and LEP students and in Reading by LEP students. Growth targets were not met in Math by White, Special Education, or FRP groups and were not met in Reading by Hispanic, White, Special Education, and LEP students.
All Students Career- and College-Ready by Graduation	For students registered as of October 1, 2014, there will be 46.5% proficiency as measured on the 8 th Grade Math MCA in spring 2015.	Goal met. On the 8 th Grade Math MCA in spring 2015, the students enrolled by Oct 1, 2014 had 47.4% proficiency. Special Education and White groups did not meet their growth targets.
All Students Graduate	There will be a 90% four-year graduation rate for the 2014-15 school year, with no student groups below 85%.	Goal met. The four-year graduation rate for all students was 90.74%, with every measured student group above 89%.

Identified Needs Based on Data

Entering the 2014-15 school year, we had seen improvement in the overall Math and Reading results from the previous year, with percent of students proficient that were nearly equal to the state averages after many years of lagging below the state average (Reading = 57.7% and Math 58.7% proficient on MCAs in spring 2014).

Even with the improved results, when looking at student group and grade-level data, we identified areas of focus for 2014-15, as the following student groups scored below the state average: Hispanic (Math and Reading), LEP (Math), Special Education (Math).

The grade-levels that were identified as areas of focus for 2014-15 included Grade 5 (Reading), Grade 7 (Math), Grade 8 (Reading and Math), Grade 10 (Reading), and Grade 11 (Math). Of particular concern, based on the low levels of proficiency, were Hispanic students in Reading (35.8% proficient and decreasing trend), LEP students in Math (26.9% proficient and decreasing trend), and Special Education students in Math (15.4% proficient and decreasing trend).

We also identified a strong need for improvement in middle level math, with both Grade 7 (47.4%) and Grade 8 (41.2%) showing a low percent proficient and a decreasing trend.

Systems, Strategies and Support Category

Students

Staff members regularly assessed students' progress toward state/local standards. Classroom teachers utilized summative classroom assessments, aligned to the standards. Students in grades 1-8 were given the AIMS-WEB throughout the year, with the Rtl process and Child Study Teams used to inform instruction and determine necessary interventions for individual students and student groups (LEP, Special Ed, Hispanic). Students in grade levels that don't have MCA/OLPA testing took NWEA tests, with teachers analyzing growth data. The OLPA was given in Math (twice) and Reading (once), with student data compared to individual expected growth. Classroom teachers regularly used formative classroom assessments to monitor student progress toward standards.

On Data Days, teachers utilized Viewpoint and the MDE website to analyze data, both for individual students and student groups. This data was then used to determine placement in Math/Reading intervention groups, with flexible grouping utilized as students demonstrate mastery of the standards.

Specific tiered interventions included:

- * Summer programming for Special Education/LEP students, offered at school/neighborhoods
- * Bilingual paraprofessional (English/Spanish) to assist with instruction and parent communication
- * Additional Math/Reading time for middle-level students, as identified through our Rtl process
- * Individual plans for graduation for all students in Grades 7-12 (Ramp Up to Readiness).

Teachers and Principals

Our teacher development & evaluation process includes Individual Growth Plans for all teachers, PLCs, Job-Embedded Professional Development, and a Mentoring Program. Every teacher works with their principal and Peer Coach to set individual goals, reflecting on progress during multiple contacts throughout the year. We utilize the Danielson Framework for Effective Teaching, with all teachers receiving training on developing growth plans. Progress is measured using detailed rubrics that define effective instruction, with formative feedback provided throughout the year and summative evaluation at the end of the year. Our Peer Coach and principals also received training on using reflective questions to promote growth.

Our principal evaluation model incorporates seven core competencies for school leaders, which emphasize improved teaching and learning. Principals develop individual goals, then work with the superintendent throughout the year to achieve these goals. Monthly meetings are held to look at evidence of progress toward goal achievement and to reflect on the process, in an effort to improve instructional leadership.

In our comprehensive curriculum review process, school stakeholders examine best practice, student achievement data, and state standards to evaluate the effectiveness of our curriculum and instruction. Professional Development is provided to ensure alignment between the standards, curriculum, instruction, and assessment.

District

With our K-12 students and our district office all in one building, there is regular, ongoing integration between our district staff and our schools. We utilize a continuous improvement model, with the belief that all work should be regularly evaluated to identify areas to improve. District-wide staff, who work with all teachers, include a Peer Coach, Technology Integration Specialist, and Math and Reading Interventionists.

District initiatives that began or continued during the 2014-15 school year included PLCs, Data Days, Teacher and Principal Development and Evaluation, and a 1-to-1 iPad Initiative. Each of these initiatives are used with every teacher at every grade level.

All teachers meet in PLCs twice monthly, with tasks including identifying target standards, analyzing student data, and implementing systematic interventions. Teachers have received training on working together collaboratively, in an effort to make effective use of our PLC efforts.

Our Site Leadership teams utilize the district goals and school data to develop building goals. They also review instructional and curriculum effectiveness, and determine professional development needs. With our continuous improvement model, there is consistent monitoring of our district, building, and grade-level goals, for all students and for our student groups and individual students.