

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



## **World's Best Workforce Report 2022-2023 SY**

### **Becker School District #726**

The Becker School District [Strategic 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.

Goals for WBWF and Achievement & Integration can be found [here](#).

#### **World's Best Workforce Plan Goal Areas:**

All children are ready for school.

All third-graders can read at grade level

\*Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

All racial and economic achievement gaps between students are closed.

All students are ready for career and college.



### **Performance Measures**

Annual progress towards the goals indicated in the World's Best Workforce Plan is measured through the school district's assessment system. Each spring, district and school leaders develop an assessment plan with input from school leadership teams for the following year. Decisions regarding which assessments will be used for each grade level and building are guided by the following needs:

1. To ensure the availability of information regarding annual growth and achievement for each student. This enables building MTSS teams to make informed decisions about placement and programming for every student.
2. To ensure the availability of trend data on achievement and progress of groups of students. This enables administrators and teachers to evaluate the effectiveness of curriculum and instruction.

The [2022-2023 District Assessment Plan](#) details the various assessments used. Student achievement data is housed in the eduCLIMBER data warehouse system for ease of access. Additional information on student assessment can be found [here](#).



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## All Students Ready for School

The Becker School District is committed to partnering with parents and community agencies to ensure ALL students enter Kindergarten ready to learn.

This table indicates the percentage of Becker students entering Kindergarten with adequate early literacy skills as measured by Fastbridge eReading assessment.

\*Due to COVID, a Tier 1 intervention was administered before students' were assessed.

	Number of Students Screened	Percentage Low Risk	Percentage Some Risk	Percentage High Risk
Fall 2017	193	71.5	21.2	7.3
Fall 2018	208	63.9	27.4	8.7
Fall 2019	222	80.0	18.0	2.0
Fall 2020	184	85.0*	12.0*	3.0*
Fall 2021	197	80.0	18.0	2.0
Fall 2022	192	75.0	21.0	4.0
Fall 2023	222	86.7	16.0	2.0

**GOAL:** 80% of students enrolled in BPS early learning programs who are eligible to enter kindergarten in the fall of 2023 will be on track to score in 'low risk' as measured by the FastBridge earlyReading assessment in the Spring of 2023.

### **STRATEGIES AND ACTION STEPS 2022 - 2023**

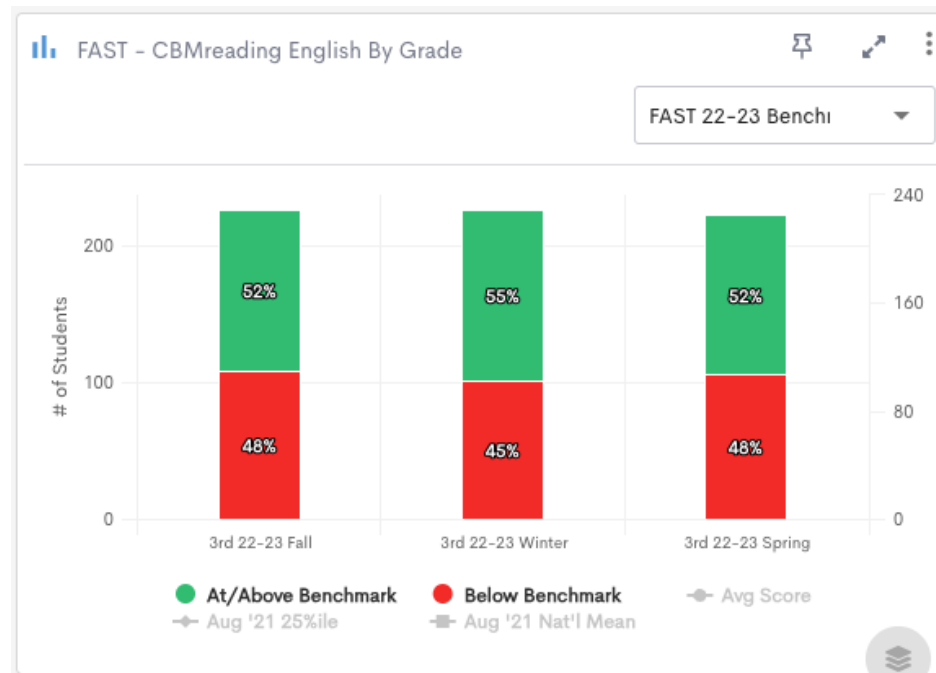
1. Implementation of curriculum aligned with the Science of Reading Pre-K
2. Professional development opportunity in the Science of Reading for all licensed staff
3. Ongoing efforts align early learning standards and essential outcomes to K-5 programming through lead staff attendance and collaboration at curriculum meetings.
4. Determine changes that may need to be made to School Readiness curriculum, instruction, and scheduling based on data.

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### All Students in Third Grade Achieving Grade Level Literacy

The bar graph below indicates the percentages of Becker School District 3rd grade students scoring in the 'Low Risk' or 'On Track' levels according to the FastBridge CBMReading assessment in the Spring of 2023.



**GOAL:** 70% of third grade students will score 'On Track' or 'Low Risk' as measured by the FastBridge CBMReading assessment in the Spring of 2023

#### STRATEGIES AND ACTION STEPS 2022 - 2023

1. Implementation of curriculum aligned with the Science of Reading K-2
2. Professional development opportunity in the Science of Reading for all licensed teachers who teach reading.



## All Students Career and College Ready

All Minnesota students need to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options.

**The table below indicates the percentage of Grade 11 students meeting College and Career Readiness Benchmarks on the ACT.**

\*Note that beginning in 2015 - 2016 the ACT test was taken by all 11th grade Becker Students during school hours.

	# Students tested		English		Math		Reading		Science		Met All Four	
	BHS	State	BHS	State	BHS	State	BHS	State	BHS	State	BHS	State
<b>2013</b>	115	44,676	78	78	62	62	55	57	47	52	37	39
<b>2014</b>	138	45,305	80	77	54	61	55	56	52	53	31	39
<b>2015</b>	123	46,862	82	74	72	58	60	57	58	53	40	39
<b>2016*</b>	215	64,145	60	61	52	46	48	45	43	40	31	29
<b>2017</b>	218	61,101	58	63	51	48	41	50	39	42	22	31
<b>2018</b>	205	61,253	57	60	44	47	49	48	41	42	26	30
<b>2019</b>	208	59,186	60	61	48	47	46	48	36	42	23	30
<b>2020</b>	167	56,706	65	59	59	46	46	48	46	42	29	30
<b>2021</b>	121	41,924	74	61	68	48	63	52	62	45	44	32
<b>2022</b>	117	47304	48	52	50	34	46	42	37	35	25	21
<b>2023</b>	143	47158	59	56	55	39	45	47	42	41	28	21

**Percentage of students enrolled in postsecondary education fall of graduating year or 16 months post graduation (after 2019).**

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Becker</b>	68%	69%	67%	76%	73%	72%	68%	71%	74%	76%	67%
<b>State</b>	68%	70%	70%	69%	74%	70%	70%	63%	71%	69%	67%

\*These data from 2011 - 2019 are obtained from the [National Student Clearinghouse](#).

Reports are provided to the school district twice-annually. Data after 2019 are from the MN Report Card.

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**GOAL:** 100% of students who complete the 21st Century course will develop a post-graduation plan demonstrating career and college readiness by Spring 2023.

### **STRATEGIES AND ACTION STEPS 2022 - 2023**

1. Middle school students are introduced to many career pathways through Career Day, integrated personal finance in Mathematics classes, along with Social Emotional Learning and digital citizenship units embedded into their advisory.
2. Every high school student is provided an opportunity to select from multiple Career and Tech Ed courses and is required to develop a post-secondary plan for success in the 21st Century course.



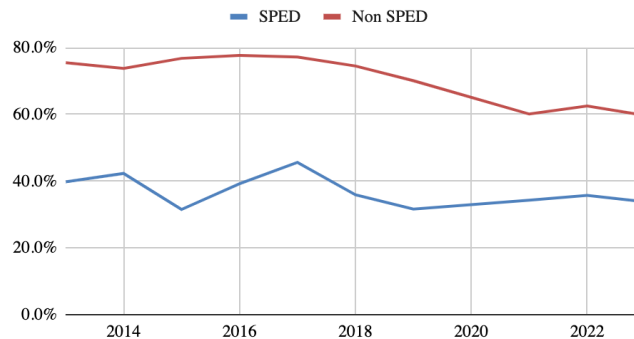
## Closing the Achievement Gap

The 'achievement gap' is the difference in academic achievement or educational outcomes among different groups of students. The Minnesota Department of Education (MDE) administers four initiatives that include addressing the achievement gap among their statutory goals:

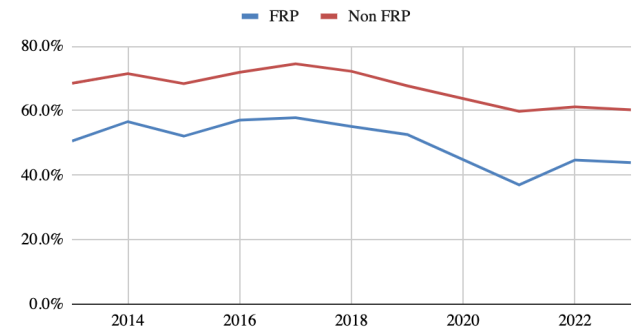
**World's Best Workforce  
Achievement and Integration for Minnesota  
American Indian Education  
Regional Centers of Excellence (Resource Training and Solutions)**

Becker Public Schools focuses on the achievement gap in two areas: Students living in poverty compared to those not living in poverty and students receiving Special Education services compared with those not receiving Special Education services. The graphs below indicate the percentages of students proficient in reading and math in each group for multiple years. Goals are designed to increase the proficiency of all students and reduce the achievement gap.

Achievement Gap - Reading



Achievement Gap - Reading



Percent of Students Proficient on MCAIII Reading				
Year	Non-SpEd	SpEd	Non-FRPL	FRPL
2019	70.1%	32%	67.7%	52.6%
2020	No Data due to COVID			
2021	60.1%	34.3%	59.8%	37.0%
2022	62.5%	35.7%	61.2%	44.7%
2023	59.7%	33.8%	60.3%	43.9%

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**GOAL:** The achievement gap in Reading between students eligible for free and reduced lunches and students not eligible for free or reduced lunches will decrease from a baseline of 22.8% in 2021 to 18.8% in 2023 as measured by the MCA III Reading assessment (while increasing scores for both groups).

**GOAL:** The achievement gap in Reading between students receiving Special Education services and students not receiving Special Education services will decrease from a baseline of 25.8% in 2021 to 21.8% in 2023 as measured by the MCA III Reading assessment (while increasing scores for both groups).

### **STRATEGIES AND ACTION STEPS 2022 - 2023**

1. K-10 Reading intervention for students performing under target on universal screening assessments
2. Professional development in data analysis
3. Training in assessment fidelity



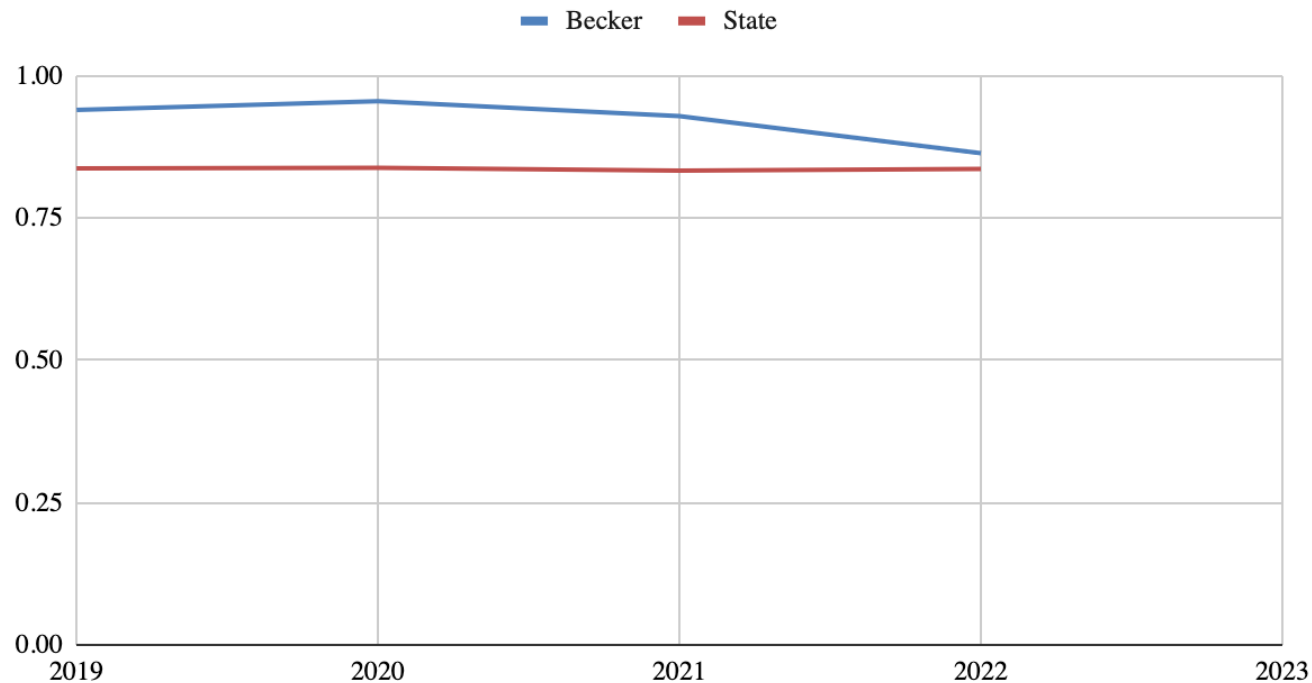


### BECKER GRADUATION RATES

The graph below indicates the percentage of students who have graduated from 2019 to 2022. Graduation rates for 2023 have not been released at the time this report was written.

Data is found on the Minnesota Report Card.

#### Graduation Rate



**GOAL:** The percentage of Becker students graduating from high school in four years will remain at or above 90% in 2023.

#### STRATEGIES AND ACTION STEPS 2022 - 2023

1. Professional development and implementation of consistent grading practices
2. Multi-tiered System of Supports (MTSS)



## **BEST PRACTICE STRATEGIES AND ACTION STEPS**

### **Ensuring Individual Student Success: Multi-Tiered System of Support (MTSS)**

In order to continuously evaluate each student's progress towards meeting state and local academic standards, teachers and grade level teams supported by building MTSS teams and building principals monitor the progress of each student using multiple data points. The **Title I** and **Alternative Delivery of Specialized Instructional Services (ADSIS)** programs support a Multi-Tiered System of Support. The progress of all students in the core curriculum is reviewed during data meetings and PLCs. The progress of students receiving Tier 2 support is reviewed every six weeks in a PLC meeting facilitated by intervention staff.

An individualized plan is written for all students receiving Tier 2 and Tier 3 support. This plan documents the research-based intervention used, fidelity checks, progress monitoring, data-based decision making, and student response to intervention. The progress of students served in Tier 3 is reviewed on a frequent basis by a Tier 3 team that includes the School Psychologist and Special Education Staff.

Complete information on the district Multi-Tiered System of Supports (MTSS) can be found at this link: [Multi-Tiered System of Support \(MTSS\)](#).

### **Curriculum Review Process**

The purpose of the curriculum review process is to evaluate and improve the educational materials and instructional strategies used in schools. Curriculum includes the materials, resources, lesson plans, assessments and instructional practices teachers use to ensure all students master the state standards. This [presentation](#) articulates the process Becker Public Schools uses to determine priorities, gather stakeholder input, and select new curriculum. The Curriculum Review Cycle can be found [here](#).



## **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

In order to ensure effectiveness, this plan is evaluated annually by a district team which includes teachers and administrators. Changes and adjustments are made based on the recommendations of this team.

## **Educator Effectiveness**

### **District Instructional Framework**

The Becker Public Schools Instructional Framework based on the research of Dr. Robert Marzano and provides many opportunities for teacher professional growth in research-based instructional strategies.

### **Equitable Access to Effective and Diverse Teachers**

WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to

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teachers who reflect the racial and ethnic diversity of students. All teachers at Becker public School meet the criteria as an effective teacher. 10.5% of teachers are considered to be inexperienced (taught for three or fewer years). Currently Becker Public School has 1% of teachers teaching out-of field.

### **Digital Learning Mentors**

Under the leadership of the Director of Instructional Technology, Digital Learning Mentors provide opportunities for teacher growth in the development of Communication, Collaboration, Critical Thinking, and Creativity in students. This program is supported by a 1-1 iPad learning environment in grades K-12.

### **Professional Learning Communities**

The Professional Learning Community (PLC) model of Professional Development 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. Instructional Technology is tightly aligned to essential curriculum and continuous improvement of instruction to improve student engagement and achievement.





### Reporting and Communication

The Becker School District Curriculum Advisory Committee reviewed this report on **December 4, 2023**.

The Becker School Board will receive this report at a public meeting on **December 4, 2023**.

A summary will be submitted to the Commissioner of the Minnesota Department of Education by **December 15, 2023**.

In order to communicate with all constituents, the World's Best Workforce report will be displayed on the school district website. Additional copies can be requested from the District Office.

