

MS 120B.11 requires the school board to adopt the prior year World's Best Workforce Report Summary. **I recommend adopting the 2017-18 World's Best Workforce Report Summary.**



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

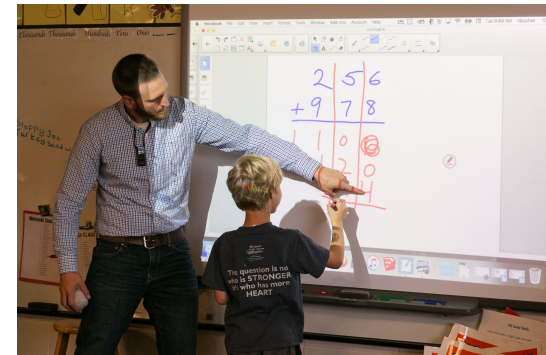
Becker School District #726

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 2017 - 2018

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



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 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 trends data on achievement and progress of groups of students. This enables administrators and teachers to evaluate the effectiveness of curriculum and instruction.

The [2017 – 2018 District Assessment Plan](#) details the various assessments used. Student achievement data is housed in the Viewpoint data warehouse system for ease of access. Additional information on students assessment can be found [here](#)



All Students Ready for Kindergarten

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

This table indicates the percentage of Becker students entering Kindergarten with adequate early literacy skills

	Number of Students	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

GOAL: To increase the percentage of students scoring in the 'low risk' category and decrease the percentage of students scoring in the 'high risk' category on Fastbridge Early Literacy Assessments.

STRATEGIES AND ACTION STEPS 2014 - 2018

1. A school district assessment task force researched four systems recommended by the Minnesota Department of Education and selected Fastbridge Learning for use in Pre-Kindergarten and Kindergarten. This system can be used to screen students at risk in Early Literacy and Mathematics and can also be used to monitor student acquisition of important Developmental Milestones.
2. 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.
3. Systems were developed to integrate early childhood Fastbridge into the school district warehouse system.
4. Ongoing efforts build capacity for data usage by analyzing winter and spring data to determine the success of the literacy intervention and appropriately expand use of this tool and using these data for planning purposes.
5. Ongoing efforts align early learning standards and essential outcomes to K-5 programming through lead staff attendance and collaboration at curriculum meetings.
6. Determine changes that may need to be made to School Readiness curriculum, instruction, and scheduling based on data.

All Students in Third Grade Achieving Grade Level Literacy

The tables below indicate the percentages of Becker School District students scoring at or above proficiency on Reading Minnesota Comprehensive Assessments (MCA III) for all grade levels from 2013 - 2018.

Reading

YR	All Grades		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	State	Dist	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST
2013	57.8	64.9	55.9	57.4	59.5	54.2	67.7	63.1	71.4	58.8	67.6	53.9	63.9	53.8	68.2	62.2
2014	59.1	68.5	71.7	58.2	52.2	55.2	76.6	66.9	70.0	60.2	71.7	55.8	67.7	55.6	67.0	60.0
2015	59.5	65.0	62.7	58.9	65.1	57.9	62.1	66.7	73.3	63.9	66.5	55.7	61.5	56.2	62.6	57.2
2016	59.9	69.1	73.1	57.5	64.5	58.4	73.0	67.7	75.5	62.3	71.7	56.7	65.3	57.3	61.5	59.1
2017	60.2	71.5	67.3	56.8	72.5	57.0	75.1	67.5	78.9	63.4	66.7	57.6	74.6	58.9	64.5	60.5
2018	60.4	69.2	64.1	56.2	62.9	56.2	77.1	67.4	73.2	64.9	74.7	58.7	67.5	59.1	62.9	59.9

The percentage of Becker students meeting or exceeding proficiency *at all grade levels* has been greater than the statewide percentage for the last three years

For 2018:

- Grade 3 Becker +7.9%
- Grade 4 Becker +6.6%
- Grade 5 Becker +9.7%
- Grade 6 Becker +8.3%
- Grade 7 Becker +8.4%
- Grade 8 Becker +8.4%
- Grade 10 Becker +2.5%



The tables below provides information on the percentage of Becker students scoring at or above proficiency on Minnesota Comprehensive Assessments (MCA III) in **Science** and **Mathematics** for all grade levels for the given years.

Mathematics

YR	All Grades		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	State	Dist	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST	Dist	ST
2013	60.2	70.9	78.9	71.5	77.6	71.3	65.9	59.1	70.0	55.9	71.4	54.3	77.1	57.3	52.7	51.5
2014	60.5	69.6	83.2	71.9	71.0	70.3	69.6	60.9	66.8	56.1	72.4	55.6	71.6	58.2	54.7	49.8
2015	60.2	71.7	80.4	70.9	73.4	70.0	66.5	59.7	74.5	57.9	70.5	55.0	76.0	58.0	60.6	48.7
2016	59.5	73.5	82.8	69.6	75.6	68.8	63.8	58.8	78.3	56.1	76.3	56.2	75.9	58.2	60.8	47.2
2017	58.7	73.6	76.9	68.1	78.0	66.8	61.8	57.1	76.0	55.5	79.2	54.9	86.2	58.2	55.3	48.4
2018	57.7	70.7	73.8	57.7	69.1	65.5	66.4	55.3	71.0	54.3	76.6	55.0	81.6	57.9	58.6	47.9

Science

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
2017	64.5	60.0	67.2	46.2	67.3	56.3
2018	70.7	58.7	63.7	45.7	68.5	52.9

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.

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

College and Career Readiness Benchmarks are the minimal ACT test scores required for students to have a high probability of success in credit-bearing college courses in English, Social Sciences, Algebra and Biology.

	# Students tested		English		Math		Reading		Science		Met All Four	
	BHS	State	BHS	State	BHS	State	BHS	State	BHS	State	BHS	State
2013	115	44,676	78	78	62	62	55	57	47	52	37	39
2014	138	45,305	80	77	54	61	55	56	52	53	31	39
2015	123	46,862	82	74	72	58	60	57	58	53	40	39
2016*	215	64,145	60	61	52	46	48	45	43	40	31	29
2017	218	61,101	58	63	51	48	41	50	39	42	22	31
2018	205	61,253	57	60	44	47	49	48	41	42	26	30

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

Percentage of students enrolled in postsecondary education fall of graduating year*

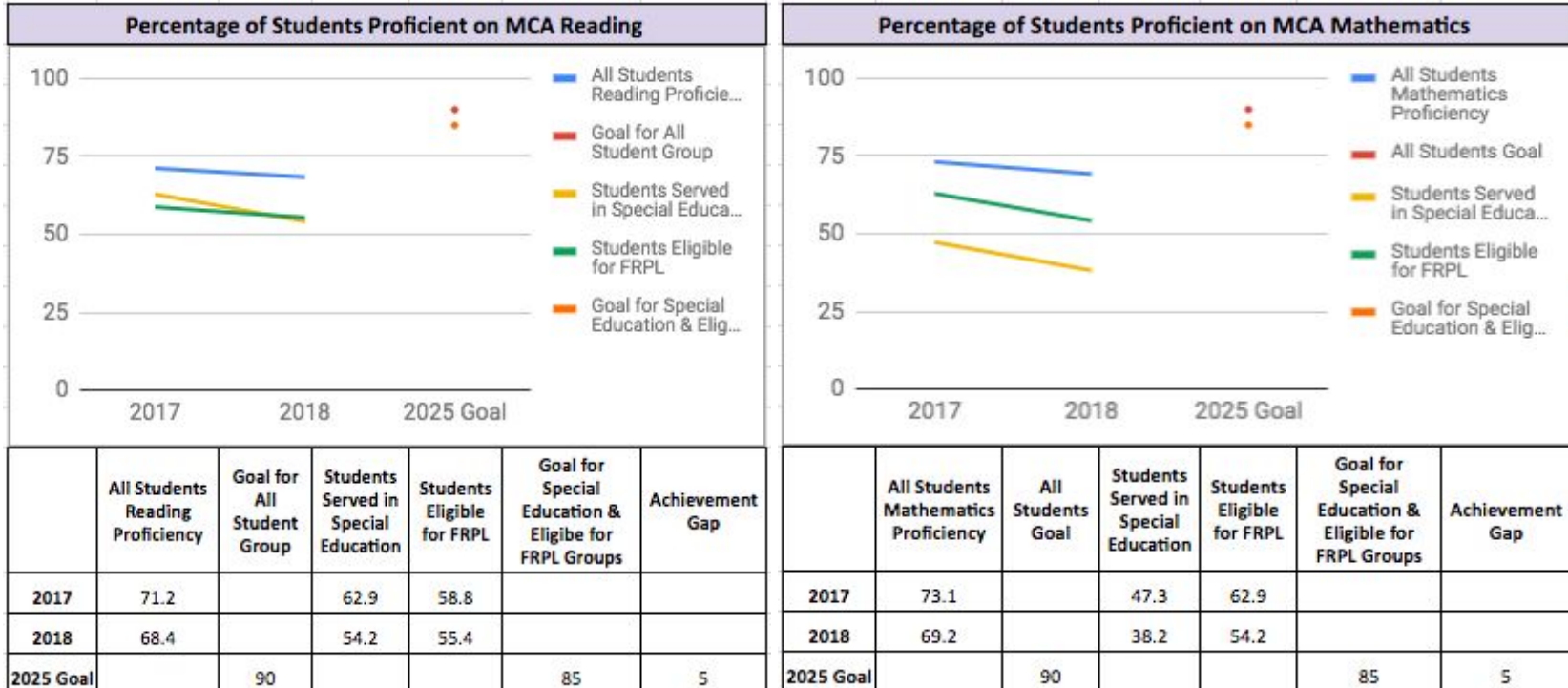
	2011	2012	2013	2014	2015	2016	2017	2018
Becker	68	69	67	76	73	72	68	N/A
State	68	70	70	69	74	70	70	N/A

*These data are obtained from the [National Student Clearinghouse](#). Reports are provided to the school district twice-annually.

Closing the Achievement Gap

- Between students living in poverty and those that are not
- Between students receiving special education services and those that do not

The graphs below indicate the percentages of students proficient in reading and math in each group in 2017 and 2018. 2025 proficiency goals for each group have been set by the Minnesota Department of Education. These goals are designed to increase the proficiency of all students and reduce the achievement gap.



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 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. Beginning 2017-2018 a licensed reading teacher was hired to provide reading intervention in grades 9 and 10.

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. 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 Support (MTSS) program can be found at this link:

<https://sites.google.com/a/isd726.org/curriculum/response-to>

Curriculum Review Process

The school district [Curriculum Review Process](#) ensures continuous evaluation and review of curriculum and instruction. During 2017 - 2018 school year new material were selected for grades 7 and 8 Mathematics, grades 6 - 8 English Language Arts, high school World History, and the special education area of developmentally and cognitively delayed (DCD).

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

[Reading Coach](#)

In order to support teachers in the delivery of effective research-based reading instruction the school district approved 1.0 FTE reading coach beginning 2017 - 2018. The school district also entered into a consulting contract with a reading expert to work with middle and high school English and Reading teachers on curriculum and instruction and all high school teachers on content area reading strategies and vocabulary. This will continue in 2018 - 2019

[District Instructional Framework](#)

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

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 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 Advisory Committee reviewed this report on November 26, 2018.

The Becker School Board reviewed this report at a public meeting on December 3, 2018.

A summary will be submitted to the Commissioner of the Minnesota Department of Education by December 15, 2018.

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.

