DEPARTMENT OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name: Buffalo-Hanover-Montrose Schools
Grades Served: K-12
Contact Person Name and Position: Jennifer Wykle District Assessment Coordinator

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by **electronic means on the district website**.]

Link to District Website: 2016-2019 Multi-Year Plan

http://www.bhmschools.org/departments/teaching-learning/mca-ii-test-results-2009/worlds-best-workforce-2015

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.

- Jenny Wykle (DAC) and Susan Burris (MDE) have discussed the approach to this report as an opportunity to continue to develop a healthy process for continuous improvement. The template of the summary of progress for the past year has been completed and will be submitted to MDE by December 15th. Jenny has planning meetings scheduled with the BHM Superintendent and Curriculum Director in January. In February, Jenny will meet with the District and Community Teaching and Learning Councils before bringing any adjustments to the 2016-2019 multi-year plan to the school board meeting on February 26th.
- This was the first review Jenny has done on a multi-year WBWF plan. We recognize the timeline for the annual meeting is later than originally intended. After speaking with Susan Burris, the plan for next year will be to schedule the annual review in the fall to better align with the December 15th date. During conversations between Jenny and Susan, it has been established that a healthy continuous improvement process is in progress for this year.

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

Director of Teaching & Learning	Pam Miller	District-wide
Director of Special Education Services	Amy Green	*BCMS & BHS parent also
Hanover Elementary School Principal	Jeff Olson	
Buffalo Community Middle School Principal	Matt Lubben	*TES & BCMS & BHS parent also
BHM Teacher: Discovery Elementary	Bev Koopman	
School Board Member	Bob Sansevere	*PES & BHS parent also
School Board Member	Stan Vander Kooi	
Hanover Elementary Parent	Consuelo Silbernagel	
Montrose Elementary Parent	Melissa Gudvangen	
Northwinds Elementary Parent	Sam Sandsness	
Parkside Elementary Parent	Phil Giddings	*TES & BCMS & BHS parent also
Tatanka Elementary Parent	Matt Nichols	*BCMS also
Buffalo Community Middle School Parent	Kim Thompson	*BHS parent also
Buffalo Community Middle School Parent	Angela Laho	*TES & BCMS & BHS parent also

Buffalo High School Parent	Kayla Johnson	*BCMS parent also
Buffalo High School Parent	Angela Miller	
Buffalo High School Parent	Beth Davis-Salonek	*TES parent also
Buffalo Community Representative	Dave Rietveld	*BHS & BCMS parent also
Hanover Community Representative	Elyse Phillips	Pre-K parent
Montrose Community Representative	Gregg Sarkinen	*TES & BCMS parent also

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. The percentage of all 4-5 year olds in the BHM Schools Readiness program who are 4 by October 1, 2016 and have attended 20 or more weeks will be able to name and recognize 3-10 letters or more at program exit, as measured by the Teaching Strategies Gold Assessment Literacy Domain, will increase from 92% in 2016 to 93% in 2017.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* 123 of 125 (98%) of of all 4-5 year olds in the BHM Schools Readiness program who are 4 by October 1, 2016 and have attended 20 or more weeks were able to name and recognize 3-10 letters or more at program exit, as measured by the Teaching Strategies Gold Assessment Literacy Domain.	*Check one of the following:* x *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *Goal Met* ☐ Goal Not Met

The percentage of BHM students enrolled Oct. 1 in grade 3 who earn an achievement level of "Meets" or "Exceeds" standards will increase from 72% in 2016 to 73% in 2017 on all reading accountability tests (MCA and MTAS).	The percentage of BHM students enrolled Oct. 1 in grade 3 who earn an achievement level of "Meets" or "Exceeds" standards is 64.1% in 2017 on all reading accountability tests (MCA and MTAS).	x *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. All Achievement Gap Reduction (AGR) z-Scores for each student group will decrease, therefore indicating BHM students in all student groups are making strides towards reducing the achievement gap. These numbers will be reported through the Multiple Measures Rating (MMR) based on the MCA data in reading and math.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* Because of changes in reporting from MDE, AGR and MMR data is not available at this point so this goal can not be measured. We will be establishing a baseline using MAP/NWEA data to use instead of these scores.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. **a.**The district will increase proficiency on All Accountability Tests in Reading from 65.6% in 2016 to 69.6% in 2017. The proficiency in math will increase from 68.2% in 2016 to 72.2% in 2017. **b.** Demonstrate positive average z-score growth at grade levels 4-11 in both reading and math as measured by the MMR data which indicates	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* **a.**The district proficiency % on All Accountability Tests in Reading in 2017 is 66.3% in 2017. The proficiency in math is 68.9% in 2017. **b**. Data not available at this point so this goal can not be measured. MAP/NWEA data	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* x *Goal in Progress (only for multi-year goals)*

students are making higher than anticipated growth. **c.** The senior class of 2017 will increase their average ACT score from 21.4 to 22.0	will be used once a baseline is established. **c.** The senior class of 2017 had an average ACT score of 21.1	

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. Using MDE's 4 year graduation rate (MDE reports on the prior school year) BHM students will increase from 93.7% in 2015 to 95% in 2016.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal* Using MDE's 4 year graduation rate (MDE reports on the prior school year) BHM students in 2016 have aa a graduation rate of *92.4%*.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* X *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- While consistently scoring above state averages, MCA scores in both math and reading have increased only minimally at BHM over the past four years. The district's math proficiency rate for all accountability tests was 66.9% in 2014, 67.9% in 2015, and 68.6% in 2016 and 68.9% in 2017. The BHM reading proficiency rate was 63.1% in 2014, 63.1% in 2015, and 65.6% in 2016 and 66.3% in 2017. The upward trend is positive and as a result, district achievement goals were adopted to raise proficiency rates in both subjects by a minimum of 4%.
- This fall, the BHM district began using the MAP/NWEA Nationally Normed Test. We will establish baseline data and develop an academic growth goal in both reading and math. The goal will include grades 2-8. Grade 2 will measure fall-spring and grades 3-8 will be measured fall-fall.

3. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
    - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
    - *Process to disaggregate data by student group.*
- BHM uses a comprehensive process to assess and evaluate student progress toward graduation and college and career readiness. The layered system incorporates local, state, and national assessments that provide a complete profile of achievement by individual student, student group, school, and district.
- Students are assessed to determine instructional level, measure basic skills, evaluate student progress towards achieving state academic standards, and to evaluate program effectiveness. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, diagnose learning difficulties, determine professional development needs, and inform parents of student progress.

- BHM has adopted a new nationally normed test for math and reading at Grades 2-8. We began using the MAP/NWEA online assessments that provide teachers with information on how their students are performing compared to the nation, and provide a correlation for how students are progressing on Minnesota Standards. BHM also uses elementary screeners in reading and math, and Guided Reading Benchmarks in reading to periodically check on student progress on state standards. Students in Grades 6-8 are administered the Scholastic Reading Inventory two or three times a year which provides grade-level information used to monitor student progress.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

    - *System to review and evaluate the effectiveness of*
        - *Instruction*
        - *Curriculum*
        - *Teacher evaluations*
        - *Principal evaluations*

o   BHM employs a comprehensive system to evaluate the effectiveness of all district curriculum and instruction. The cyclic review involves teacher collaboration, parent/community member input, reflective inquiry, and decision making based on best practices, current research, district data, and state/federal mandates. The goal is to develop a guaranteed and viable curriculum which BHM recognizes to have a strong correlation to student achievement.

o   Each building also develops Site Improvement Plans (SIP) designed to improve student achievement, programming and instruction within their individual building. SIPs outline explicit staff development strategies to ensure professional growth opportunities specific to the building's student achievement goals. SIPs ensure all students remain on track to graduate from high school and attain career and college readiness before completing high school. Strategies for improving instruction and student achievement vary among buildings but are directly connected to established district goals.

o   BHM regularly evaluates probationary and tenured teachers to assess performance in the instructional domains and provides support for the development of high performing teachers. BHM also uses a comprehensive evaluation system for principals based on school performance data, state level and school performance measures, and feedback from staff and parents. We have an extensive PPD program (QComp) that leads to teacher improvement and effectiveness.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
    o *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
        · *Technology*
        · *Collaborative professional culture*
    o   All BHM staff development activities emphasize high-quality instruction, rigorous curriculum, and a collaborative professional culture. In an effort to assure quality of instruction and increase student achievement the district adopted a QComp plan (PPD) starting in 2015-16. As a result, job-embedded collaborative work with instructional coaches is at the heart of BHM professional development and efforts to improve teacher quality. Several of the district's top teachers have moved to the coaching positions to assist teachers in reaching their goals.

- o In addition, all teachers belong to Professional Learning Communities (PLCs). At these meetings teachers, along with instructional coaches, review common formative assessment data, assist in facilitating the use of this data to inform instruction, and develop skills to identify highly effective practices and strategies which can be emulated in classrooms.

- o BHM has also adopted Data-Driven Dialogue, a process for looking at and analyzing student data in an objective way to see areas of strength and areas that need work. DDD provides a technique for teachers and administrators to work hand-in-hand to make sure all students receive appropriate instruction at their level.

- o Technology integration is a priority at BHM Schools. The district has adopted board approved K-5 Tech Skills and provides teacher support and professional development by providing technology integrationists K-12.

4. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
   - o *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
     - · *Include how the district reviews data to examine the equitable distribution of teachers.*
   - o *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*
- Our district's most valuable asset for improving student achievement is the classroom teacher. Buffalo Hanover Montrose Schools, ISD 877 employs certified instructional staff that are licensed or receives Minnesota Department of Education permission for instruction in their field(s) of

instruction. As the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, the unbiased and unfiltered student placement with highly qualified teachers satisfies the equitable distribution of teachers to and for students of all abilities and socio-economic basis.

- MCA data is analyzed by grade level comparing the percent of students meeting or exceeding the standards in Reading, Math and Science. Data is also reviewed at each grade level to determine the percent of students meeting expected growth goals.

- This year we adopted MAP/NWEA which is a nationally normed test. We are establishing baseline data and will set goals for student growth from fall-fall for grades 3-8 and fall-spring for grade 2.

- The District Advisory Committee recommends the continued support for the district Mentorship Program. The goal of the district mentoring program is to support, guide and encourage new teachers as they enter the teaching profession and to advance their skills and knowledge using reflective assessment and continuous collaboration of experienced district teachers in relation to the Minnesota Standards of Effective Practice for Teachers. Improving classroom practices, developing reflective teachers, and building an understanding of student diversity in classrooms are the primary focuses of the program.

- The Districts PPD program (Q Comp) supports the continued improvement of teacher skills including, but not limited to, advancing knowledge and skills in instructional strategies, curriculum planning, classroom management, student diversity, improving student achievement, understanding and creating formative assessments, ongoing self-assessment and reflection, and collaboration among teachers.