

2014-2015 World's Best Workforce Report Summary

District or Charter Name: **Buffalo-Hanover-Montrose**
Contact Person Name and Position: **Jack Brady/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 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

[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.]

- *The full Buffalo-Hanover-Montrose WBWF Report will be posted on the district's website on December 15 at <http://www.bhmschools.org/>*

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.]

- *The Buffalo-Hanover-Montrose School Board will review progress from 2014-2015 on December 14, 2015.*

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.]

- *The **BHM Community Teaching & Learning Council** meets monthly from October through May. The membership for 2015-16 includes Pam Miller (Director Teaching & Learning), Amy Green (Director Special Education Services), Don Metzler (Elementary Principal), Matt Lubben (Secondary Principal), Bev Koopman (Elementary Teacher), Jenny Wykle (Secondary Teacher), Sue Lee (School Board Member), and ten parents and community members: Phil Giddings, Melissa Gudvangen, Kayla Johnson, Angela Laho, Angela Miller, Matt Nichols, Elyse Phillips, Beth Davis-Salonek, Tom Stanforth and Jeff Trout.*

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<i>BHM does not have an established district goal related to kindergarten readiness for 2014-15.</i>	<i>67% of BHM kindergarten students assessed using TIES “Letter Sound Fluency” in September 2015 scored at benchmark level placing them approximately “at grade level.”</i>
All Students in Third Grade Achieving Grade-Level Literacy	<i>The percentage of BHM students enrolled Oct. 1 in grade 3 who earn an achievement level of “Meets” or “Exceeds” standards will increase from 62.2% in 2014 to 66.2% in 2015 on reading MCA-III.</i>	<i>63.4% of BHM Grade 3 students achieved proficiency as measured on Minnesota state reading assessments administered in the spring of 2015. On the spring 2015 Dibel’s “Oral Reading Fluency” screener, 84% of third graders scored at grade level or above. On the Performance Series reading assessment administered in the spring of 2015, 63.9% of BHM Grade 3 students scored above national norms.</i>
Close the Achievement Gap(s) Among All Groups	<i>Achievement Gap Reduction (AGR) z-Scores for all student groups will be reported as a negative number, therefore indicating all groups are making strides towards reducing the achievement gap in reading and math.</i>	<i>BHM did not reach its goal as most lower performing student groups continued to demonstrate less growth than their comparison groups. BHM has made some strides towards reducing the achievement gap. While not all student groups registered a negative number, six of seven student groups (American Indian, Black, Hispanic, English Learners, special education and students of poverty) registered improved AGR scores in reading when compared to 2014.</i>

	2014-2015 Goals	2014-2015 Goal Results
All Students Career- and College-Ready by Graduation	<p>1. Proficiency <i>Students will demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the math and reading MCAs.</i></p> <p>2. MCA Growth <i>All students will have positive average z-score growth at all grade levels in both reading and math as measured by the MMR data which indicates students are making higher than anticipated growth</i></p> <p>3. Performance Series Growth <i>60% or more of BHM students at grades 2-5 will demonstrate above average growth in both reading and math as measured by Performance Series national norms for fall to spring growth</i></p> <p>4. ACT Composite <i>The senior class of 2015 will attain an average ACT composite score of 23.0</i></p>	<p>1. Proficiency <i>While BHM students continue to score above MCA state averages at most grades and subjects, the district did not meet its reading or math proficiency goals in 2014-15.</i></p> <p><i>The reading goal strived for 66.9% but only 62.7% of students scored in the proficient range. In math, the goal called for 71.1% but 67.3% of BHM students were proficient.</i></p> <p>2. MCA Growth <i>BHM did not attain its rigorous goal for MCA growth for 2014-15. The average BHM z-score was -0.031 in math and -0.043 in reading. While most BHM students demonstrated significant growth they did grow slightly less than typical Minnesota students.</i></p> <p>3. Performance Series Growth <i>BHM met its goal for 60% or more of students to scoring above Performance Series growth norms in both reading and math. 73.7% of district elementary students scored above national growth norms in math, and 61.1% in reading during 2014-15.</i></p> <p>4. ACT Composite <i>BHM seniors last year met the district ACT goal with a composite score of 23.3 (up from 23.1 in 2013-14).</i></p>
All Students Graduate	<i>95% of seniors will graduate on time using MDE's 4-year graduation rate.</i>	<i>BHM met its graduation goal. The most current data shows 95.0% of BHM students graduating on time in 4 years. The only student group that fell below the 90% target was students receiving special education services with a 72% rate.</i>

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 stagnated in BHM the past three years. The district's math proficiency rate for all accountability tests was 67.3% in 2015 (compared to 66.6% in 2013 and 66.5% in 2014). The BHM reading proficiency rate was 62.7% in 2015 (compared to 62.2% in 2013 and 62.9% in 2014). As a result, district achievement goals were adopted to raise proficiency rates in both subjects by a minimum of 4% and to increase growth (z-scores).*
- *BHM is no longer "on target" to meet the 2017 goal of reducing the achievement gap by 50%. While the district met achievement gap targets during 2013-14, three student groups did not during 2014-15: white students, students receiving special education services, and students receiving free or reduced lunch. It is important to recognize, however, five traditionally lower performing student groups (Asian, American Indian, Black and Hispanic) did meet established proficiency targets for 2014-15. BHM has a district goal to reduce the achievement gap by increasing the growth of traditionally lower-performing student groups.*

Systems, Strategies and Support Category

Students

- *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 utilizes Performance Series tests in math and reading at Grades 2-8. These online assessments provide teachers with information on how their students are doing compared to the nation, and provide detailed information on 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.*

Teachers and Principals

- *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.*
- *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.*
- *BHM regularly evaluates probationary and tenured teachers to assess performance in the instructional domain and provide 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.*

District

- *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 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 during 2015-16. Several of the district's top teachers have left the classroom to assist teachers in reaching their goals.*
- *In addition, all teachers belong to 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.*
- *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.*
- *During 2015-16 BHM will review its district goal setting process and consider revising previously adopted goals to better align with the WBWF initiative.*
- *It is hoped these activities, along with other best practices employed by BHM teachers will raise proficiency and growth rates in all subjects.*

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.