

2014-2015 World's Best Workforce Report Summary

District or Charter Name: Becker Public Schools

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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 World's Best Workforce Plan and Annual Reports are posted on the Becker School District website at this link: <https://sites.google.com/a/isd726.org/curriculum/>*

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.]

- *Each year The Board of Education gathers stakeholder input from parents, staff, and community members during the months of Jan-April. District goals are set based on input from these groups and current level of student performance.*
- *The Becker Schools District Advisory Committee will review this World's Best Workforce Report on October 27th, 2015. The District Board of Education will review this report on December 7th, 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 School District Advisory Committee included eight community representative and parents, two teacher representatives, two Board of Education representatives and the Director of Curriculum and Instruction.*

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>The percentage of students entering Kindergarten scoring at or above benchmark on DIBELS Early Literacy Indicators will increase from 21% in Fall 2014 to 25% in Fall 2015.</i>	<i>In Fall 2015 31.5% of students entering Kindergarten scored at or above benchmark on DIBELS Early Literacy Indicators.</i>
All Students in Third Grade Achieving Grade-Level Literacy	<i>The percentage of students scoring proficient or above on MCA III reading at the end of 3rd Grade will increase from 71.7% in Spring 2014 to 75.7% in Spring 2015.</i>	<i>In Spring 2015 62.7% of 3rd grade students scored proficient or above on MCA III reading.</i>
Close the Achievement Gap(s) Among All Groups	<i>The economic achievement gap in reading proficiency on MCA IIIs will reduced by 2% from the Spring 2014 percentage of 15.8%</i>	<i>In Spring 2015 the economic achievement gap in reading proficiency on MCA IIIs was 16.4%.</i>
All Students Career- and College-Ready by Graduation	<i>The percentage of 2015 graduating seniors enrolled in</i>	<i>Data on Fall 2015 post-secondary enrollment is not yet</i>

	<p><i>a post-secondary institution the fall immediately following high school graduation will remain at or above 76%. (76% of 2014 graduating seniors were enrolled - this percent was a 7% increase over the previous 5-year trend.</i></p> <p><i>The average ACT score of senior students who took the ACT exam will improve from 22.5% in Spring 2014 to 22.7% in Spring 2015.</i></p>	<p><i>available.</i></p> <p><i>In Spring 2015 the average ACT score of senior students who took this exam was 23.4%</i></p>
All Students Graduate	<p><i>By Spring 2015, the 6 year count will indicated 95% of students will graduate successfully from Becker High School.</i></p>	<p><i>In Spring 2015, the 6 year count indicated 95.20% of students graduated from Becker High School.</i></p>

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.]

- *List and describe the district's needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 200 words.*
- *In Summer 2014 district and building administrators analyzed MMR data to determine proficiency and growth of all students and district progress in closing the achievement gap. The Dynamic Indicators of Early Literacy (DIBELS) and NWEA Measurement of Academic Progress were analyzed to determine the readiness of all students for Kindergarten and annual growth of students in grades 1-8. In addition, National Student Clearinghouse and SLEDS information combined with College and Career Readiness Assessments (ACT) and Graduation Rates from MDE provided information on district progress in preparing all students for postsecondary success. This analysis reveal the following needs:*
 - *Improvements have been made in post-secondary enrollment of graduating seniors.*

- o *Improvements have been made in ensuring all students are ready for kindergarten however there is significant room for continued growth.*
- o *Special Education students make less annual growth than the general population of students.*
- o *Special Education student 6 year graduation rate is 83.33%*
- o *Economically disadvantaged students are less likely to score at or above proficiency*
- o *Additional progress needs to be made in elementary literacy in order to ensure all students are reading at grade level by the end of grade 3.*

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
 - o *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - o *Include the process to disaggregate data by student group.*
 - o *Include key indicators of progress to demonstrate evidence of implementation.*
 - o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- *In order to address the needs detailed above 14-15 efforts focused on the following:*
 - o *Improving the district and building infrastructure that is critical for effective implement of a seamless K-12 Multi-Tiered System of Support. This infrastructure included building teams and PLC analysis of the progress of each individual student. Analysis of student by student data helped ensure the needs of all students were correctly identified, limited intervention resources were used for the most critical students, and that students were placed in the correct research-based intervention program. As part of MTSS the progress of these students was monitored at least bi-weekly.*
 - o *As part of the ongoing curriculum review progress NWEA, DIBELS, and MCA data was disaggregated by student groups. This provided opportunity for grade level teams and High School departments to make necessary changes to curriculum.*
 - o *Continued analysis of student progress and growth on DIBELS, MCA, and NWEA serve as indicators of student progress for each of these areas. Principal classroom observations, both informal and as part of the Teacher Evaluation Plan along with and implementation work and observations of curriculum teams led by Director of Curriculum and Instruction served as Key Indicators of Progress for levels of implementation.*

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*

- o *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
- o *Include key indicators of progress to demonstrate evidence of implementation.*
- o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- *The support offered to teachers and principals during the 2014-2015 school year is detailed in the District section below.*
- *Student progress and growth on DIBELS, NWEA, and MCA IIIs serve as indicators of progress for these strategies. Evidence of implementation was measured through principal observations (both formal and informal).*

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
 - o *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
 - o *Include key indicators of progress to demonstrate evidence of implementation.*
 - o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- *In order to support building principal efforts to ensure effective teaching practices are implemented in all classrooms the District provided principals and teachers with the ongoing training necessary in the district Instructional Framework. Building principals worked with building leadership teams to plan details of this implementation.*
- *District leadership facilitated the curriculum review process which resulted in the selection of research-based programs for K-5 English Language Arts and Special Education and Tier 3 reading for grades 6-8. As part of this process teachers were trained and follow-up implementation challenges have begun to be addressed. District also facilitated year 2 of Special Education and Tier 3 math intervention curriculum for grades 6-8.*
- *District leadership provided staff training designed to improve the efficiency and effectiveness of the Multi-Tiered System of Support. In addition the district application for ADSIS funding provided additional highly qualified personnel for this goal.*
- *District technology leadership efforts are focused on improving student achievement through alignment with grade level essential outcomes.*

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.