



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Worthington School District 518

Grades Served: K-12

Contact Person Name and Position: Dr. Katie Clarke, Director of Teaching and Learning

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](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) (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.]

➤ This document can be found at [www.isd518.net](http://www.isd518.net)

#### 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.]

There were two public meetings held on November 14th and 21st, 2017, to review progress made during the 2016-2017 school 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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Dr. Katie Clarke	Director of Teaching and Learning
Mr. Jeff Luke	Principal
Mr. Tony Hastings	Assistant Principal
Mrs. Cathy Mrla	Assistant Principal
Mrs. Laura Kerkaert	Teacher
Mrs. Patricia Henkels	Teacher
Ms. Erin Dumke	Teacher
Mrs. Tasha Raymo	Teacher
Mrs. Julie Linder	Teacher
Mr. Mark Prunty	Teacher
Mrs. Gail Holinka	Teacher
Mrs. Susan Hagen	Teacher
Mr. Barry Fischer	Parent
Mr. Tom Ahlberg	Support Staff, Technology
Mrs. Lori Dudley	Community Member
Mr. Linden Olson	Community Member
Miss Joslin Gonzeles-Mejia	Student
Miss Mitzi Guizar	Student



## 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
The percentage of children who participate in the district preschool program will increase in kindergarten readiness from 80% to 85% as measured by scoring a 29 or less on a Kindergarten Entry Profile tool.	<i>There were 75.5% of students (37/49) who earned a 29 or less on the Kindergarten Entry Profile tool.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<i>The percentage of third graders proficient on the Reading MCA assessments will increase from 43.9% to 46.1% from 2015-2016 to 2016-2017.</i>	<i>There were 48.9% of 3<sup>rd</sup> grade students who were proficient on the 2016-2017 Reading MCAs.</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

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

Goal	Result	Goal Status																																																						
<p>The percentage of students in each student-group will increase from the current proficiency rate to 60%, as measured by the MN Comprehensive Assessments in Math and Reading.</p>	<table border="0"> <tr> <td>Reading</td> <td>2015-2016</td> <td>2016-2017</td> </tr> <tr> <td>ALL</td> <td>46.9</td> <td>43.7</td> </tr> <tr> <td>LEP</td> <td>13.2</td> <td>14.4</td> </tr> <tr> <td>FRP</td> <td>39.1</td> <td>35.8</td> </tr> <tr> <td>SPED</td> <td>14.4</td> <td>19.0</td> </tr> <tr> <td>HISP</td> <td>36.1</td> <td>36.1</td> </tr> <tr> <td>BLK</td> <td>41.7</td> <td>33.7</td> </tr> <tr> <td>Asian</td> <td>35.3</td> <td>35.6</td> </tr> <tr> <td>Cauc</td> <td>67.3</td> <td>60.8</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Math ALL</td> <td>41.8</td> <td>38.3</td> </tr> <tr> <td>LEP</td> <td>20.3</td> <td>21.1</td> </tr> <tr> <td>FRP</td> <td>34.4</td> <td>31.8</td> </tr> <tr> <td>SPED</td> <td>16.7</td> <td>13.8</td> </tr> <tr> <td>HISP</td> <td>33.6</td> <td>31.0</td> </tr> <tr> <td>BLK</td> <td>39.3</td> <td>30.5</td> </tr> <tr> <td>Asian</td> <td>35.2</td> <td>33.3</td> </tr> <tr> <td>Cauc</td> <td>56.7</td> <td>53.1</td> </tr> </table>	Reading	2015-2016	2016-2017	ALL	46.9	43.7	LEP	13.2	14.4	FRP	39.1	35.8	SPED	14.4	19.0	HISP	36.1	36.1	BLK	41.7	33.7	Asian	35.3	35.6	Cauc	67.3	60.8				Math ALL	41.8	38.3	LEP	20.3	21.1	FRP	34.4	31.8	SPED	16.7	13.8	HISP	33.6	31.0	BLK	39.3	30.5	Asian	35.2	33.3	Cauc	56.7	53.1	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p>The percentage of students at Worthington High School who are college and career ready will increase from 50% to 75%, as measured by having career goals in a written format, completing a career assessment, having 90% or higher attendance rate, and meeting all graduation requirements.</p>	<ul style="list-style-type: none"> <li>93% of students have a 90% or higher attendance rate.</li> <li>77% of students have career goals listed in a written format and completed a career assessment.</li> <li>89% of students met all graduation requirements.</li> </ul>	<p>Check one of the following:</p> <p><input type="checkbox"/> XGoal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

## 2e. All Students Graduate

Goal	Result	Goal Status
<p>The 2014-2015 graduation rate for Worthington High School was 87.9%. The rate for all students will increase for the 2015- 2016 report to 90%, as measured by the Annual Yearly Progress Report.</p>	<p><i>The 2015-2016 graduation rate at Worthington High School was 91.2%</i></p> <p><i>NOTE: The 2016-2017 graduation rate has not been released.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>xGoal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

### 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.]

- All teachers, leadership teams, district committees, administration, and school board reviewed the following data at the start of the school year: MCA Math: (38.2%), MCA Reading: (43.7%), MCA Science: (39.5%) of students earned proficient or exceeds on these assessments.
- ACT: District Composite: 18.2 State: 21.5. English: 16.0, Math 19.1, Reading 18.5, Science 18.7. The district scored lower than the state in all areas.
- ACCESS: L1 (16%), L2 (18.1%), L3 (37.7%), L4 (25.2%), L5 (2.9), L6 (0.2%).
- Teacher teams disaggregated the data and it revealed that there was a significant gap between EL students compared to all students. EL student results Math: (22.3%), Reading: (15.7.), Science: (12%).
- The elementary school completed a comprehensive needs assessment with their teacher leadership team and root cause analysis. This work revealed the need for specific and targeted efforts in the areas of academic talk and math talks.
- Based on this data, the district determined that there was a continued need to focus on EL best practice strategies, highly functioning PLCs, and curriculum alignment.

### 4. Systems, Strategies and Support Category

#### 4a. Students

There are several ways that teachers in the district assess and evaluate student progress towards state and local academic standard proficiency. They include:

- MCAs, locally developed common formative assessments, STAR, FAST.
- The district uses Schoology in grades 5-12 and teachers tag the MN standards to assessment questions.
- At the elementary level, the report cards are partially standards-based.
- Teacher teams reviewed/developed curriculum that aligned courses to the standards.
- The district disaggregated data by student group. The process included reviewing the overall classroom scores and then disaggregated by student group and demographic. This was completed during team time and PLC meetings.

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## 4b. Teachers and Principals

There was a curriculum review cycle and framework that was implemented in all curricular areas. Curriculum was reviewed by teacher leaders in each content area, from grades K-12. The model for review included representatives from each school building meeting quarterly to review the vertical alignment. Additional meetings and work in identifying gaps and overlaps in curriculum occurred on a weekly basis within grade level and department professional learning communities. The curriculum cycle includes specific tasks for the area to complete during each year.

The district reviews and evaluates the effectiveness of curriculum by utilizing student data results, a curriculum review checklist, reviewing the scope and sequence, pacing guide, curriculum maps, and lesson plans. This is facilitated for content areas by teacher leaders throughout the district.

The School District implemented the district approved teacher evaluation process that was established, beginning in the 2013-2014 school year. The review system included the following:

- Each teacher in the third year of their professional growth cycle had a formal evaluation by district licensed administrator.
- Each teacher within their first three years of teaching had three formal evaluations by a district licensed administrator.
- All continuing contract teachers who were not in the third year of their professional growth cycle and did not have a formal evaluation, participated in peer coaching which included a pre-observation, observation, and post observation.
- All principals were evaluated based on the criteria and legislative requirements for principal evaluation. Principals wrote SMART goals, sent surveys to stakeholders for professional growth feedback, and monitored their building academic progress.



#### 4c. District

District level support was provided for teachers in the following areas:

- Professional Learning Communities (PLCs)– all teachers participated in PLCs on a weekly basis during contracted work hours.
- Technology Integration – All teachers and students had district-owned tablets. A district-wide Digital Learning Coordinator provided group and individualized training to provide high-quality instruction and rigorous curriculum through the use of the tablets. These trainings were job-embedded and occurred during school hours.
- English Learner Support – The district employed an English Learner (EL) Coordinator. This position supported EL teachers with data disaggregation in the EL area, best practice instructional strategies, and curriculum review.
- The district hosted Anthony Muhammed, a world-wide speaker focused on closing the achievement gap. As a result of the presentation, several teachers ordered his book to continue with a book study. Other teachers began configuring available time to offer interventions for students.
- Progress indicators of evidence included: all staff attended the national speaker training, Tech lead teachers were utilized at each school and established goals with the Digital Learning Coordinator. The EL Coordinator routinely met with EL teachers and teacher leaders from each school.
- All staff who work at the High School were provided training in the area of culture, climate, and implicit bias.

The supports listed above aligned with the district improvement plan strategies which included: establishing and implementing high functioning PLCs and innovative lesson design and delivery strategies.

### 5. 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.

The Worthington School District has established practices that ensure student access to experienced and qualified teachers is equitable for all students. Practices include:

- Priority is given and every attempt is made to hire a licensed teacher who meets the highly-qualified requirements by the State of Minnesota.
- When a resignation occurs in the system, the position is posted and new hire placed in the vacated position.
- Occasionally, teachers request to transfer positions within the district. Administration reviews the request and potentially will allow the shift, if equitable distribution can be maintained.
- Since 67.7% of the student body is diverse, these students are in every building and every classroom. All K-4 students attend the same school and are heterogeneously dispersed among classrooms. Data used for student placement includes ACCESS data, formative assessments, teacher recommendation, and parent recommendation.
- The school district reviews teacher licensure data and identifies those who are on a variance. These individuals are placed throughout the system as to not create disparities due to distribution.

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