

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Worthington School District 518

Grades Served: PK-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 fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to:

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

### 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.]

➤ *Two public meetings were held on November 9<sup>th</sup> and 15<sup>th</sup>, 2016 to review progress made during the 2015-2016 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.]

Members included:

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. Janet Haren, Teacher  
Mrs. Julie Linder, Teacher  
Mrs. Jodi Hansen, Teacher  
Mr. Mark Prunty, Teacher  
Mrs. Gail Holinka, Teacher  
Mrs. Susan Hagen, Teacher  
Mrs. Liezl Butzon, 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 Kindergarten

Goal	Result	Goal Status
<p>Of the 258 identified PK-4 children, 80% or 206, will have an early childhood experience, as measured by enrollment in a pre-school program within the community or school district.</p> <p>NEW GOAL: 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.</p>	<p>88% or 227 PK-4 children identified by the school district had an early childhood experience in a community pre-school program or school district program.</p>	<p>Check one of the following:  <input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress (only for multi-year goals)  <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p>The percentage of third graders proficient on the Reading MCA assessments will increase from 46.2% to 53% from 2014-2015 to 2015-2016.</p>	<p>There were 43.9% of 3<sup>rd</sup> grade students who were proficient on the 2015-2016 Reading MCAs.</p>	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress (only for multi-year goals)  <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
The achievement gap between the EL student group and non-EL student group will be reduced by 5% as measured by the change in proficiency gap using MCA data from the 2014-2015 and 2015-2016 school year.	The achievement gap between EL learners and non-EL learners went from 43.8% in the 2014-2015 school year to 44.0% in the 2015-2016 school year, as measured by the change in proficiency gap using MCA data from the 2014-2015 and 2015-2016 school year. The gap increased by 0.2%.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

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

Goal	Result	Goal Status
<p>The percentage of students at Worthington High School and Alternative Learning Center who have a personal learning plan will increase from 25% to 50%, as measured by having career goals in a written format and completing a career assessment.</p> <p>NEW GOAL: The percentage of students at Worthington High School and Alternative Learning Center 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>	There are 50% of students at Worthington High School and Alternative Learning Center who developed a personal learning plan, as evidenced by having career goals in a written format and completing a career assessment.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

**2e. All Students Graduate**

Goal	Result	Goal Status
<p>The Worthington High School will have a 90% graduation rate (4-year) as measured by the Annual Yearly Progress report.</p> <p>NEW GOAL: The 2013-2014 graduation rate for Worthington High School was 92%. The rate for all students will increase for the 2014-2015 report to 95%, as measured by the Annual Yearly Progress Report.</p> <p>*NOTE: Graduation rate is calculated one year behind. This data was provided on the 2014-2015 and 2015-2016 AYP reports.</p>	<p>The 4-year graduation rate for Worthington High School, as listed on the 2016 AYP report was 87.9%.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" 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.]

At the start of the 2015-2016 school year, teachers, school board members, and administrators reviewed the MCA data at all levels. In addition, ACCESS data was reviewed to determine needs for EL students. The data revealed that the largest achievement gap was between the EL student group and non-EL students.

The district implemented EL focused strategies identified in the District Improvement Plan.

- Sheltered Instruction Observation Protocol (SIOP) training was provided for all new staff.
- An EL consultant conducted a needs assessment of the English Learner Program at Prairie Elementary. Findings indicated the school needed to address the areas of service delivery, scope and sequence, and curriculum. The EL team developed an action plan to address the findings.
- Due to low academic achievement of newcomer EL students, a need at Worthington Middle School for a newcomer program was identified. The EL team and administration developed a plan for implementing this program.
- Focusing on EL students was identified at Worthington High School. An EL leadership team, composed of classroom teachers, EL teachers, the EL coordinator, and administrator was developed. The identification of this focus area was based on ACCESS and MCA scores.

## 4. Systems, Strategies and Support Category

### 4a. Students

During the 2015-2016 school year, all teachers participated in Professional Learning Communities. Following DuFour's model of PLC implementation, teachers collaborated about students' needs and determined re-grouping and interventions, based on formative assessment data. Interventions were arranged and offered at all grade levels. Examples included:

- Additional individual instruction
- After school program
- Credit recovery program
- Homework help
- Intervention classes
- Small group work

Several assessments were administered to determine student progress towards meeting state and local academic standards and were a factor in determining additional support (listed above) for students. Assessments included: MCA, STAR, DIBELS, OLPA, ACCESS, and Common Formative Assessments.

Additionally, teachers worked in PLCs to disaggregate the data from the assessments listed above. This was completed through reviewing student work to reach a root-cause for error and analyzing classroom trends over similarly assessed standards.

The District also disaggregated the summative MCA assessment and ACCESS score data and provided to teachers for interpretation and evidence in lesson planning. Specifically the MCA benchmark reports were used to identify lower than and higher than expected student performance.

The District was aware of the assessments and data discussions of student progress, by reviewing the PLC meeting minutes from each week.

### 4b. Teachers and Principals

There was a curriculum review cycle and framework 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 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.
- 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.
- Flexible Learning Year (FLY) – The district was a member of the Southwest MN FLY Consortium. As a member, all teachers and administrators attended presentations by nationally known speakers including Todd Whitaker, and Cassandra Erkens.

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.

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 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.