



2014-2015 World's Best Workforce Report Summary

District or Charter Name: NRHEG, District #2168

Contact Person Name and Position: Dr. Dale Carlson, Superintendent

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

Newspapers: The New Richland Area StarEagle- PO Box 248, New Richland, MN 56072
The Steele County Times- PO Box 247, Blooming Prairie, MN 55917

School website: nrheg.k12.mn.us

Annual Public Meeting

This World's Best Workforce summary will be presented at the NRHEG School Board Meeting that will be held on Monday, November 16th at 6:30 in the NRHEG Ellendale Media Center. The agenda will include an opportunity for public comment.

District Advisory Committee

The members of the District Staff Development committee, Community Education Advisory Board, Strategic Planning Committee, Student Council and PTO have all given input to this summary. The above named committees include administrators, teachers, support staff, students, parents and community members.

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results									
All Students Ready for Kindergarten	70% of all NRHEG Kindergarten students will achieve a target score of 32 or better on the 2014 FAST Early Reading Composite assessment.	74% of all Kindergarten students achieved the target score of 32 or better on the 2014 FAST Early Reading Composite assessment.									
All Students in Third Grade Achieving Grade-Level Literacy	At the end of the 2014-2015 school year, 65% of NRHEG 3 rd graders will be reading at grade level as determined by the MCA assessment.	Our 3 rd grade MCA results in 2014 were at 60.5%. The 2015 results are at 74.3%- showing an increase of 13.8%, therefore exceeding our target of 65%.									
Close the Achievement Gap(s) Among All Groups	The NRHEG School district will increase growth across all student demographic groups in Reading and Math by at least 5% for the 2014- 2015 school year.	<table border="1"> <thead> <tr> <th>Increase in Growth-Dist. #2168</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Proficient w/ med.to high growth</td> <td>Math (39.8%); Reading (32.7%)</td> <td>Math (51.5 %); Reading (36.9%)</td> </tr> <tr> <td>Not Proficient w/med. to high growth</td> <td>Math (25%); Reading (34.7%)</td> <td>Math (30%); Reading (34.8%)</td> </tr> </tbody> </table>	Increase in Growth-Dist. #2168	2014	2015	Proficient w/ med.to high growth	Math (39.8%); Reading (32.7%)	Math (51.5 %); Reading (36.9%)	Not Proficient w/med. to high growth	Math (25%); Reading (34.7%)	Math (30%); Reading (34.8%)
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All Students Career- and College-Ready by Graduation	By Spring of 2015 40% of NRHEG High School juniors will achieve a composite score of 21 or higher on the ACT assessment.	41% of NRHEG juniors achieved a composite score of 21 or higher on the 2015 Spring ACT assessment. *As measured by the 2014-2015 state mandated ACT assessment for all high school juniors.									
All Students Graduate	The NRHEG School District will increase their graduation rate from 85%(2013- 2014) to at least 90% by the end of the 2014-2015 school year.	The NRHEG School District graduation rate for 2014-2015 is 95.03%.									

Identified Needs Based on Data

- *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.*

Our district's needs were identified by using the 2013- 2014 MCA results in Reading, Math and Science as well as the AYP (Adequate Yearly Progress) summary. We determined our needs to be:

- Reading proficiency for all grade levels and demographic groups.
- Math proficiency for all grade levels and demographic groups
- Achievement gap reduction in both reading and math for all grade levels and demographic groups.

Data that was reviewed:

- District Reading MCA score for 2013-2014- 53.1%
- District Math MCA score for 2013-2014- 56.3%
- District Science MCA score for 2013-2014- 48.3%

AYP achievement by groups: All Students (ALL); Special Education (SPED); Free- Reduced Price lunch(FRP)

Category- Proficiency	2014-15 Data			2014 – 2015 Goals/Targets			2014 – 2015 Goal/ Results Comparison		
	Group	Math	Reading	Group	Math	Reading	Group	Math	Reading
Close Achievement Gap/s All Groups (NRHEG)	ALL	76.53	66.18	ALL	75.38	73.05	ALL	1.15	-6.87
	SPED	46.67	35.81	SPED	51.65	48.78	SPED	- 4.98	-12.97
	FRP	70.38	52.51	FRP	61.70	58.11	FRP	8.68	-5.60

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*

The support we offer students across all grade levels includes but is not limited to:

*Student Assistance Teams at both sites who closely monitor at risk students as well as those that excel and provide teachers with scientifically based interventions and resources for those students.

*Rtl provides all students with individualized instruction and uses progress monitoring to help those students who may need additional targeted instruction to be successful.

*Summer School/Targeted Services gives at-risk students additional instruction outside the school year to increase their retention of foundational math and reading skills.

*The Title I Program supports students struggling with reading and math.

*Minnesota Reading Corp support in grades Pre-K-3 at the Elementary level.

*At the secondary level we offer CIS courses to students who are college bound and for enrichment purposes. PLAN, Explore and ACT results are reviewed.

Teachers and Principals

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

The NRHEG School District:

*Instituted data days (PLC Team Meetings) focused on individual student performance and ways to increase support and achievement.

*Teachers, School Board members and Administration worked collaboratively to redesign and approve the new teacher development and evaluation model. The Danielson Model is used to observe/evaluate teachers.

*Provided support to develop and implement the use of essential learning outcomes.

*Both teachers and principals participate in the evaluation process and created individual Growth Plans to support an increased emphasis on student achievement.

*Probationary teachers are formally observed three times per year during their first three years. Tenured teachers will be formally observed every three years. A summative evaluation will include elements of the observations that document standards of effective practice. It will also include longitudinal data on student engagement.

During years in which a formal observation is not taking place, teachers will participate in peer review.

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*

The NRHEG School District Provided the following support for the district:

*Professional Learning Communities (PLCs) met at least twice a month.

*Staff training and professional development provided for licensed and non-licensed staff.

*Established the position of Director of Curriculum and Instruction to support staff with curriculum development and implementation.

*Rtl and PBIS Leadership Teams were named for planning and reflection.

*Collaboratively developed and implemented individual growth plans and site goals including SMART goals, activities, benchmarks and evaluation strategies.

- *Used technology to encourage parental involvement and improve communications.
- *Provided students and teachers with technology resources to support curriculum.
- *Utilized technology integration to support and enhance curriculum and instruction.
- *Provided technology for delivery of school resources.