

2015-2016 World's Best Workforce Report Summary

District or Charter Name: NRHEG Public School

Grades Served: PreK - 12

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 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

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.]

The direct website link to the district's WBWF annual report is included below.

<http://nrheg.k12.mn.us/pages/NRHEG>

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.]

The World's Best Workforce summary was presented at the NRHEG School Board WBWF Annual Public Meeting held on Monday, October 17, 2016 at 5:45 p.m. in New Richland Media Center. The agenda included an opportunity for public questions and comments.

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.]

- Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

The members of the WBWF Action Planning Committee include representation from: District Staff Development Committee, Community Education Advisory Board, Strategic Planning Committee and Student Council. Representatives include: administrators, teachers, support staff, students, parents and community members.

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><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>The NREHG School District will increase Kindergarten Readiness from 74% to 77% as measured by the Early Readiness Composite Assessment in FAST.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>74.2% of students tested were Kindergarten Ready as measure by the Early Readiness Composite Assessment in FAST.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><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><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>The NRHEG School District will increase proficiency in 3rd Grade Reading from 74% to 77% as measured by the MCA III Reading Assessment.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>71.4% of 3rd Grade students were proficient as measured by the MCA III Reading Assessment.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><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																								
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Our goal was to increase proficiency by 5% in Reading and Math for all 3 groups (ALL, SPED, and FR/P).</p>	<p><i>All three groups increased their proficiency by 5% or more as measured by the Reading MCA III Assessment.</i></p> <table border="1" data-bbox="743 394 1230 537"> <thead> <tr> <th>Reading</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>54.5%</td> <td>60.6%</td> </tr> <tr> <td>SPED</td> <td>20.7%</td> <td>27.7%</td> </tr> <tr> <td>FR/P</td> <td>38.8%</td> <td>45.5%</td> </tr> </tbody> </table> <p><i>Only the SPED group increased proficiency by 5% as measured by the Math MCA III Assessment.</i></p> <table border="1" data-bbox="743 701 1230 844"> <thead> <tr> <th>MATH</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>67.5%</td> <td>67.1%</td> </tr> <tr> <td>SPED</td> <td>29.8%</td> <td>34.9%</td> </tr> <tr> <td>FR/P</td> <td>58.4%</td> <td>54.3%</td> </tr> </tbody> </table>	Reading	2015	2016	ALL	54.5%	60.6%	SPED	20.7%	27.7%	FR/P	38.8%	45.5%	MATH	2015	2016	ALL	67.5%	67.1%	SPED	29.8%	34.9%	FR/P	58.4%	54.3%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met - Reading</p> <p><input checked="" type="checkbox"/> Goal Not Met - Math</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
Reading	2015	2016																								
ALL	54.5%	60.6%																								
SPED	20.7%	27.7%																								
FR/P	38.8%	45.5%																								
MATH	2015	2016																								
ALL	67.5%	67.1%																								
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FR/P	58.4%	54.3%																								

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>42% of NRHEG juniors taking the ACT will score 21 or better.</p> <p>The NRHEG 8th Grade MCA III Math proficiency scores will increase from 47% to 52%.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>50% (23/46) of NRHEG Juniors took the ACT and scored 21 or better.</i></p> <p><i>54.7% of the 8th grade students were proficient on the Math MCA III Assessment.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal 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 Graduates

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>The NRHEG District will maintain a 95% graduation rate.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>The NRHEG District's graduation rate for 2016 was 91.89%.</i></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.]

After analyzing the 2015 MCA data for Reading and Math the NRHEG District identified two areas of need listed below:

1. *Reading and Math proficiency for all students in identified grade levels and demographic groups.*
 - *Reading Proficiency for all NRHEG students increased from 2014 to 2015 by 1.4% and is below the state average*
 - *Math proficiency for all NRHEG students increased from 2014 to 2015 by 11.2% and is above the state average.*

2. *Achievement Gap Reduction in Reading and Math for our special education and free/reduce student demographic groups.*
 - *Special Education Reading proficiency decreased from 2014 to 2015 by 15.7%*
 - *Special Education Math proficiency decreased from 2014 to 2015 by 4%*
 - *Free/Reduced Reading proficiency decreased from 2014 to 2015 by 7.6%*
 - *Free/Reduced Math proficiency increased form 2014 to 2015 by 8.8%*

*Include only the key data used to determine identified needs.
Limit response to 200 words.*

READING	2014	2015	2016
<i>ALL</i>	<i>53.1%</i>	<i>54.5%</i>	<i>60.6%</i>
<i>SPED</i>	<i>36.4%</i>	<i>20.7%</i>	<i>27.7%</i>
<i>FR/P</i>	<i>46.4%</i>	<i>38.8%</i>	<i>45.5%</i>

MATH	2014	2015	2016
<i>ALL</i>	<i>56.3%</i>	<i>67.5%</i>	<i>67.1%</i>
<i>SPED</i>	<i>33.8%</i>	<i>29.8%</i>	<i>34.9%</i>
<i>FR/P</i>	<i>49.6%</i>	<i>58.4%</i>	<i>54.3%</i>

Achievement Groups: All Students (ALL); Special Education (SPED); Free-Reduced Population (FR/P)

1. Systems, Strategies and Support Category

4a. Students

The process for assessing and evaluating student progress towards meeting state and local academic standards includes the following but is not limited to:

- FAST benchmarking three times per year (Fall – Winter – Spring) for reading and math. This data is used to group students for RtI, differentiating instruction and tracking student growth.
- OLPA Assessments was used in grades 3 – 8 in Reading and Math to determine student strengths and weaknesses.
- Local math Common Student Assessments are aligned to the state standards and are used to track student progress as well as inform classroom instruction.
- Students are provided appropriate Tier II and III interventions when needed throughout the school year.
- Tier III math and reading students receiving interventions are progress monitored weekly.
- Targeted Services are provided during the school year and summer for subgroups/struggling learners to close the achievement gap.
- Providing WIN (what I need) time for 6 – 12 students to receive interventions.
- Secondary students are monitored every four weeks to identify students needing additional support.
- Minnesota Reading Corps provides interventions for K – 3 struggling readers.
- Title I Program assists students in reading and math throughout the school year.
- SAT committee meets monthly to ensure that struggling students are receiving the appropriate interventions.

Process to disaggregate data by student group.

The MCA III Assessment data for Reading and Math is analyzed to determine if the MN Standards are met by all groups of students. Assessment results are disaggregated by grade level, teacher, Free-Reduced/Population and Special Education. This data is used by teachers during grade level data meetings to examine individual test items that require improvement and collaborate to plan their instruction and make adjustments to better meet the needs of all students.

4b. Teachers and Principals

Teacher Evaluations - During the 2015 – 2016 school year the Teacher Development and Evaluation and peer review implementation continued. This system includes:

- Marzano Framework in conjunction with the iObservation teacher evaluation tool is used to address professional practice.
- Licensed teachers are informally observed during the school year by a trained peer coach.
- All teachers receive a summative evaluation every three years.
- Teachers create individual growth plans to support an increased emphasis on student achievement.

Principal Evaluations are completed annually using Peer Solutions. This follows the MN state model for administrators and includes self-evaluations, creating SMART goals, getting stakeholder feedback and monitoring student achievement goals.

Instruction – To increase student achievement and reduce the academic gap the actions steps included:

- Teachers for grades K – 8 spent 3 days creating standard-based Common Student Assessments (CSAs) for Math incorporating increased DOK (depth of knowledge).
- Secondary teachers began the process of creating ELOs (essential learner outcomes) for reading or their specific content are to improve core instruction.
- Marzano Framework training.
- Began restructuring the Title I Program and trained support staff as interventionists to better meet the needs of our Tier III students in reading.
- Developed a Systems Change committee in the secondary building to discuss the implementing of Rtl and adding additional classes to meet the needs of struggling students.
- Student Assistance Teams (SAT) at both sites closely monitor at risk students as well as those that excel and provide teachers with research based interventions and resources for those students.
- Elementary Rtl provides all students with individualized and/or small group instruction to help those students who may need additional targeted instruction to be successful. Tier III students are progress monitored weekly to determine the effectiveness of the intervention.

Curriculum – NRHEG uses a curriculum review cycle process to ensure alignment of curriculum, instruction, and assessments. This process provides consistency through grade levels and content areas and gives students access to the same essential learning opportunities.

- Math is currently under review with plans to adopt a new series in 2018.
- Literacy and Math committees meet twice a year to evaluate the effectiveness of our curriculum.
- Teachers collaborate and use data to determine if our curriculum is aligned with the Minnesota State standards and what improvements need to be made in order for our students to show academic growth from year to year.

Monitoring Progress –

- Administrative formal evaluations and informal walkthroughs.
- Administrative participation in and feedback to PLCs.
- Data Retreats involving the teachers working on the Student Achievement portion of the NRHEG District Strategic Action Plan and World’s Best Workforce.

4c. District

Technology – Technology integration is intended to support high-quality instruction and curriculum.

- NRHEG is a 1:1 mobile device district. In kindergarten through 8th grade, all the students have an iPad. Students in grades 9-12 are using chromebooks.
- Students are able to gain access anywhere, and at anytime. Students and teachers are able to individualize learning, practice self-paced learning, and provided student/teacher feedback in a timely manner.
- Teachers access apps to, enrichment and formative assessments are used to support and enhance their curriculum.
- Schoology, our learning management system, is used district wide to support our many teaching methods and embrace a digital teaching and learning environment.
- Many of our textbooks and resources in all curriculum areas are accessible as an app or online, to provide that integration within and outside the classroom.

Collaborative professional culture

NRHEG District calendar committee (includes teachers, support staff and administration) schedules 12 days in the school calendar that are used for Professional Development, teacher PLCs (Professional Learning Communities), student data meetings, curriculum review and staff training.

- **Professional Development and staff training** opportunities included but were not limited to: training on creating rigorous math common students assessment that are aligned to state standards, teacher and paraprofessional training on researched based K – 3 literacy interventions and training on the Marzano iobservation teacher evaluation system.
- **PLC** – teachers meet monthly as a grade level with Title I interventionists to review data, intervention effectiveness and revise to best meet student needs. Teachers also meet two or more times a month to discuss learning targets, lessons and assessments and their effectiveness and share ideas and best practices to improve instruction. Finally, teachers are creating Essential Learner Outcomes for Reading in grades PreK – 12 and those not teaching reading are creating ELOs for their specific content area.
- **District community members, teachers, support staff, students and administration** worked together to create the NRHEG District Strategic Action Plan that will be used to guide our decision making process and assist in evaluating the effectiveness of those decisions.

2. 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 NRHEG District student population is 920 and 94.1% of these students are of White/non Hispanic Origin, 1.7% Black/non Hispanic Origin, 3.2% Hispanic, 0.5% Asian/Pacific Islander and 0.4% American Indian/Alaskan.

The district reviews data to examine the equitable distribution of elementary teachers.

Data is collected at each grade level for every student in the following categories to ensure the equitable distribution of teachers. Teachers use data to equally distribute students across grade level classrooms.

- Title I services for math and/or reading
- Special Education for math and/or reading
- 504 Plan
- Level of energy
- Academic Level
- Social Worker services

Because the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, students of all abilities and socioeconomic basis are placed with highly qualified teachers. NRHEG employs certified instructional staff that is licensed or receives Minnesota Department of Education permission for instruction in their field of instruction.

NRHEG Licensed Teachers

- Student to teacher ratio is 15 to 1
- 100% of teachers meet the Federal Highly Qualified Requirement.
- 59% have a Bachelor's Degree
- 41% have a Master's Degree
- 61% have more than 10 years experience
- 26.5% have 3 to 10 years experience
- 12.5% have less than 3 years experience