

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name: Kittson Central ISD #2171

Contact Person Name and Position: Bob Jaszczak, 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](mailto: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.]

- *Provide the website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

[www.kittson.k12.mn.us](http://www.kittson.k12.mn.us)

#### 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 report was approved at the Nov. 23, 2015 school board meeting. The public meeting was held Oct. 9, 2015.*

- *Optional: Attach relevant annual public meeting documents (i.e. agenda, minutes) to this submission.*

#### 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 Kittson Central WBWF Advisory Committee consisted of representatives of the following groups: administration, district assessment coordinator, school board, teachers, parents, and early childhood staff. Eight of the eleven members were parents.*

## 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.]

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	<i>All students would be ready for kindergarten based upon the locally developed Developmental Progress Report and Parental Conference.</i>	<i>Screening was held in the fall and again in the spring. 20 of 21 or (95%) of four-year old preschool students met criteria and began kindergarten in the fall of 2015. Screening of 3 and 4-year old children has been well attended.</i>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>100% of 3<sup>rd</sup> grade students would be deemed proficient in reading as measured by the MCA assessments.</i>	<i>87% of 3<sup>rd</sup> grade students met or exceeded standards. 6.5% partially met standards, and 6.5% did not meet standards.</i>
<b>Close the Achievement Gap(s) Among All Groups</b>	<i>70% of students qualifying for free and reduced lunch will meet proficiency standards as measured by the MCA in reading.</i>	<i>This was an overly ambitious goal. The 70% mark was met in the elementary school for both math and reading, but only 29% met reading criteria in the secondary school. The results for mathematics were better in the secondary with 40% meeting criteria.</i>
<b>All Students Career- and College-Ready by Graduation</b>	<i>100% of students will take the ASVAB. All students will use the MN Career Information System (MCIS).</i>	<i>100% of graduating seniors met both goals. Students are building knowledge as the transition to postsecondary and employment plans are implemented. All eighth grade students took the Explore exam, all 10<sup>th</sup> grade students completed the PLAN and the juniors all took the ASVAB and the ACT. All students in grades 8-12 had regular access to the Minnesota Career Information System (MCIS)</i>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Graduate</b>	<i>The goal of Kittson Central Schools is that 100% of students graduate.</i>	<i>100% of students graduated.</i>

## 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.* The primary focus remains reading proficiency. This is particularly true in the elementary where the goal is to have all students reading at proficiency level by the end of 3<sup>rd</sup> grade as measured by the MCA. The district purchased the Fountas and Pinnell Literacy Intervention system as a tool to help students who are not at grade level for reading.
- *Include only the key data used to determine identified needs and limit response to 200 words.* Data sources included MCA and NWEA assessments.

## Systems, Strategies and Support Category

### Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.* Student assessments vary according to grade level. MCA and NWEA results are used throughout the system to monitor student progress. The NWEA tests provide more detailed results. The MCA test results work well for an overall picture of student progress.
  - *Include the process to disaggregate data by student group.* The filters found in the test results available on the MDE website are used to differentiate between student groups. The student population is ethnically quite homogenous. The ethnic minority groups are quite small. The other primary student group is that of poverty as noted by free and reduced lunch counts. There are no additional supports specifically for students of special student groups. If a student needs additional assistance it is provided to all students within the framework of the system.
  - *Include key indicators of progress to demonstrate evidence of implementation.* All students in grades K-11 take the NWEA tests. The rest of the testing schedule is determined by MDE. Career and transition plans are being implemented. A scope and sequence of career and college readiness is being refined. As time passes, each subsequent class of students will have received more career and college readiness training.
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.* The primary focus was to maintain past performance of exceeding State

averages as measured by the MCA tests, while continuing to focus on reading performance. Mathematics instruction continues to be a strength, particularly when examining the scores of the 11<sup>th</sup> grade MCA test.

### **Teachers and Principals**

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
  - *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.* The Kittson Teacher Evaluation Plan is being fully implemented. The teachers are on a three-year rotation on the plan. The system allows for introspection by the teachers as well as evaluation from an administrator. A key component is self-evaluation and goal setting. Overall, the system is proving to be an effective element in furthering individual and group teaching processes. Teachers also have the opportunity to observe other teachers from outside the district as in many cases the Kittson Central teachers are a department of one or two.
  - *Include key indicators of progress to demonstrate evidence of implementation.* All of the teachers maintain a personal binder that includes the components of the plan, where they are on the plan, and the results of observations, personal and student goals.
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.* Continued progress towards full implementation of the Teacher Evaluation Plan.

### **District**

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
  - *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.* Due to the size of the system, the school and district practices are essentially the same. The most important component is being able to hire and retain qualified teachers. During the 2014-15 school year, due to lack of fully licensed applicants, we had a higher number of teachers working outside of their license area under variances than has been common. Fortunately, those individual teachers were able to collaborate with other teachers in the system. This proved to be very beneficial for all teachers as well as the students. Technology is a valuable tool, but teachers are the most important component in successful education. Technology can assist a great teacher, but the most important part is still the teacher.
  - *Include key indicators of progress to demonstrate evidence of implementation.* Due to a commitment to increasing technology instruction, Kittson Central was able to assist a teacher in becoming licensed in technology education. This allowed several classes to be added to the high school curriculum. The teacher also was able to assist elementary teachers, so the entire district was able to benefit.
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.* Hiring and maintaining a quality staff in order to be able to offer a broader set of elective classes.

### **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.