



2016-17 World's Best Workforce Report Summary

District or Charter Name: Kittson Central

Grades Served: K-12

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 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.

If you have questions while completing this summary, please feel free to email 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.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders. The report can be found at the school website: www.kittson.k12.mn.us. The link to the specific report is:

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.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year. The report was reviewed and approved at the Nov. 27, 2017 regular school board meeting. The public meeting was held Friday, Oct. 6th.

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
Bob Jaszczak	Superintendent
Mark Christenson	HS Math Teacher – KCEA President
Jillayne Kraska	Teacher – 6 th grade
Paul Blomquist	Parent & Business Owner
Tim Gustafson	Business Owner
Emily Kuzel	Parent
Karen Soliah	Parent
Becky Kuznia	Parent
Lynn Mattson	Parent & Paraprofessional
Jennifer Ristad	Parent

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
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>All students are ready for kindergarten based upon locally developed Developmental Progress Assessments and parental conference, making allowances for students with special education needs.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>19 of 21 were considered fully ready for kindergarten. 21 of 21 kindergarten students received early childhood screening in April of 2017. Part of the screening process is to review immunizations.</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 Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>85% of 3rd grade students are proficient in reading as measured by the MCA III assessments calculated by the proficiency index.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>11 of 14 achieved a level of Proficient on the MCA III. 2 students were Partially Proficient, and one Does Not Meet. The three students who did not fully meet standards are making progress and experienced in excess of one year of growth as measured on other assessments. The proficiency index calculates to 85.7%.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal 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 3</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>This goal is for the Free & Reduced Lunch/Poverty category.</i></p> <p><i>60% of students will meet proficiency as measured by the Minnesota Comprehensive Assessments. The measure is calculated by the proficiency index.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>Kittson Central exceeded the goal by a significant margin. In the elementary the proficiency index for math was 80.65% and for reading it was 87.1%.</i></p> <p><i>The F/R lunch population is the only group that has sufficient cell size.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal 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>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>All students will take the EXPLORE Assessment in 8th grade, and the ASVAB in 11th grade. All students will be provided a challenging, rigorous and relevant curriculum that includes basic skills/knowledge, elective career exploration, and College in the High School opportunities.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>Of the 22 graduates in 2016, all met the goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal 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>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>The Kittson Central School District expects all students to graduate. The goal is to have a graduation rate of 100%.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>Of 24 students who began 9th grade together, 22 graduated. There were two students who dropped out of school as soon as they turned 17.</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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

Even though Kittson Central students consistently perform better than the groups of state students, Goals are set at a high level. We are in the third year of the Fountas and Pinnell Literacy Intervention system and early readers will continue to be a focal point. 85.7% of 3rd grade students met MCA reading standards as measured by the proficiency index. The goal is that 100% of 3rd grade students meet the standards. Small sample sizes may result in significant shifts in percentages from year to year. The students in the district are making progress and as a result, the overall goals have not seen much change.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.* Kittson Central has a wide variety of assessments to determine progress including the MCA, NWEA, and Fountas and Pinnell. Achievement in the district overall is good, but growth is the primary consideration. The aggregate data is examined for each student and interventions are implemented based on need.
 - *Process to disaggregate data by student group.* The student population at Kittson Central is quite homogenous. The primary groups examined include special education and poverty. The expectations for those in the poverty subgroup are exactly the same as those not in poverty. There is very little difference in achievement between those in the poverty subgroup and the student population as a whole.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

Kittson Central is a very small district that is essentially one section. Instruction, curriculum and teacher evaluation have significant overlap and are covered in the teacher evaluation plan. The principal evaluation is similar as there is only one licensed administrator in the district that handles the duties of superintendent and principal.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

There is a technology team that consists of administration, school board, and teachers. Technology needs are assessed and prioritized according to budget. In 2016-17, the identified need was for additional laptops for high school students. An additional 30 MacBook Pro laptops were purchased. Teachers collaborate throughout the district based on student level. There is a weekly elementary staff meeting, and a similar secondary staff meeting. In addition, early out and late start staff development sessions contribute to collaboration.

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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Kittson Central is a one-section school in the elementary and the secondary has multiple sections in core content areas of math, language arts, and science. As such, all students within the district have access to the same teachers. The teacher population is representative of the population as a whole.