

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Perham-Dent Public Schools

Grades Served: PreK-12

Contact Person Name and Position: Mitch Anderson, 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.]

- www.perhamschools.org

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.]

November 16th, 2016 at 5:00 P.M. @ Perham High School Student Union

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).

Ali Braukman	SPED Teacher/Parent	Deanna Kovash	Teacher/Integrationist/Parent
Darrin Swanson	Community Resident	Jeff Morris	Tech Integration/Parent
Michelle Bormann	Instructional Coach/Parent	Kaylee Krebs	Interventionist
Sandra W-Matthews	Integration Coordinator	Jen Hendrickson	Elem Principal/Parent
Scott Bjerke	MS Principal/Parent	Ehren Zimmerman	HS Principal/Parent
Mitch Anderson	Superintendent/Parent	Tamara Detloff	Parent
Crystal Shepersky	Parent	Fred Sailer	Community Resident
Tim Birkeland	Community Resident/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 Kindergarten

Goal	Result
Our goal for the 2015-16 school year, is 70% of our students are kindergarten ready as determined by the FAST letter sound fluency assessment.	Goal Not Met, 68% of our students were proficient entering kindergarten according to the FAST Early Reading Assessment

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

Goal	Result
Third grade students will perform at or above third grade state proficiency level.	Goal Met. In 2016, 60% of third grade students were proficient on the MCA reading test with the state average being 57%.

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

Goal	Result															
The District will score above the state average in all Achievement Gap groups (All, White, SPED, FRP).	<p>This goal was met.</p> <table border="1" data-bbox="727 1171 1031 1339"> <thead> <tr> <th></th> <th>Perham</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>65.5%</td> <td>59.9%</td> </tr> <tr> <td>White</td> <td>70.6%</td> <td>67.8%</td> </tr> <tr> <td>FRP</td> <td>54.1%</td> <td>40.9%</td> </tr> <tr> <td>SPED</td> <td>33.6%</td> <td>30.4%</td> </tr> </tbody> </table>		Perham	State	All	65.5%	59.9%	White	70.6%	67.8%	FRP	54.1%	40.9%	SPED	33.6%	30.4%
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2d. All Students Career- and College-Ready by Graduation

Goal	Result
All students will have completed grade level benchmarks for Career and College Ready plans with use of MCIS. All ACT tested graduates will have a score at or above the State composite average ACT score.	Goal Met. Each student in 9th - 12th classes completed benchmarks per their grade level in four year Career College Readiness Plans. Graduating seniors completed all necessary benchmarks for Career College Readiness plans through MCIS. Goal Not Met. The state average was 21.1% and our district average was 20.2%.

2e. All Students Graduate

Goal	Result
95% or more PHS Seniors will graduate during the 2015-16 school year.	Goal met. 96% of PHS seniors graduated in 2016.

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 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs. Limit response to 200 words.*

From Early Childhood Screening, MCAs, STAR Reading, STAR Math, and ACT data as well as high school credit completion and graduation rates, we have identified the following needs – increase proficiency in reading, mathematics, science at the elementary and secondary levels for all students.

Needs:

- Increase Kindergarten Readiness based on FAST Early Reading Assessment.
- We will continue to increase reading and math proficiency in grades K-3 to ensure all students are at reading proficiency by third grade. We use FAST progress monitoring data, along with grade level common formative assessments to determine which students need intervention and enrichment.
- We continue to have a need to increase reading and math proficiency in grades 5-8. We are using STAR Reading and STAR Math in grades 5-8 to frequently monitor student progress to identify students who are and are not on track for MCA proficiency.
- Increase composite average ACT (English, reading, math, science) scores for ACT tested graduates. For the 2015-2016 school year, we have implemented the ACT practice test and John Baylor Course Prep for our students.

4. Systems, Strategies and Support Category

4a. Students

Preschool student needs are addressed through Early Learning Scholarships, Get Set for School, Reading Corps and flexible grouping.

Elementary student needs are being addressed through flexible grouping for reading and mathematics; Regular curriculum review and revision; iPad and Chromebook technology available on a daily basis to support and individualize instruction; Response to Intervention (RtI) support; Above the Line, Below the Line Behavior; Multi Tier Systems of Support (MTSS); special education and English Learner instruction; Reading Corps; after school and summer school programming.

Middle and Secondary student needs are being addressed through differentiated courses for language arts, mathematics and science; 1:1 iPad technology available 24/7 for individualized student instruction, research and collaboration; 9-12 Academic and Career Pathways (School and Community Related), RTI, (REACH Program) Relationships, Education, Accountability, Character, Hard Work ; High School Area Learning Center (ALC) after school and summer Targeted Services and independent study; special education and English Learner instruction; After school and summer programs.

4b. Teachers and Principals

Implementation of comprehensive principal development and evaluation system; collaborative planning for new comprehensive teacher development and evaluation system; comprehensive teacher and principal professional development program; weekly job-embedded professional learning communities (PLCs) for all teaching staff and weekly administrative PLCs; Access to and training for effective use of technology for instruction and collaboration offered during the school year and throughout the summer; daily support for teachers by technology integrationists; Feedback and coaching provided by Instructional Coaching for support in instructional planning, implementation, and reflection; Access to academic data analytics software and support from District Assessment Coordinator; Collaborative responsibility for development of site improvement plans, including SMART goals, activities, benchmarks and evaluation strategies.

4c. District

Weekly job-embedded Professional Learning Communities (PLCs); Staff training and professional development for licensed and non-licensed staff, using professionals and PD 360; contingency funding to address unexpected staffing needs; access to personal technology; Resources and collaboration from the District Assessment Coordinator, Instructional Coaches for planning and reflection; Collaboratively developed and implemented Site Improvement Plans and Site Progress Reports for each building and program including SMART goals, activities, benchmarks and evaluation 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 Perham-Dent School District process to examine the distribution of experienced and qualified teachers across the district and within school sites is based on a review of a variety of information.

ISD 549 employs certified instructional staff that is licensed or receives Minnesota Department of Education permission for instruction in their field(s) of instruction. As the State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, the unbiased and unfiltered student placement with highly qualified teachers satisfies the equitable distribution of teachers to and for students of all abilities and socioeconomic basis.

- MCA data and individual growth goals are analyzed by grade level comparing the percent of student meeting or exceeding the standards and meeting expected growth goals.

- Teachers are placed in a grade level or teaching assignment based on a balance of experience and advanced degrees.