

**MARSHALL COUNTY CENTRAL SCHOOLS
WORLDS BEST WORKFORCE REPORT
2017-2018**

Section 1: District Engagement

The school district did not conduct strategic planning in 2017-2018. Process was initiated at the beginning of 2018-2019 school year. Dates of those meetings were:

October 29, 2018
November 15, 2018
December 17, 2018

An Open forum is also provided at each regularly scheduled school board meeting. Dates for school board meetings for 2017-2018 were:

July 18, 2017
August 15, 2017
September 19, 2017
October 17, 2017
November 21, 2017
December 19, 2017
January 16, 2018
February 12, 2018
February 20, 2018
March 20, 2018
April 17, 2018
May 15, 2018
June 19, 2018

District participants in the strategic planning process organized in 2018 include:

(CM = Community Member)

(P = Parent)

School Board Members include:

Mark Carlson (CM), Rob Anderson (CM/P), Jessica Jacobson (CM/P), Craig Bakke (CM/P), Mark Knutson (CM), Melanie Boe (CM/P), and Robert Hestekind (P).

Administrators include:

Jeffrey Lund (CM/P), Brian Longerbone (P), Matthew Nelson

School Support Staff include:

Greg Hestekind (CM) (bus driver), Darwin Nelson (CM) (head custodian), Adam Lokstad (CM) (P) (transportation), Karin Garthus (CM) (P) (head cook)

Teachers include:

Ashley Loe (P/CM), Trista Lund (P/CM), Matthew Sundberg, Tom Maki (CM), Shelby Thoreson (CM), Michelle Skjerven (CM), Molly Rustad

Parents: Jill Edin, Melinda Dunrud, Kayla Nelson, Nicole Homme, Paul Buck

Community Members: Bruce Elseth

Student Members: Lisa Olson (Student Board Member) and Serena Ratzlaff (Student Board Member)

The district also relies on district staff development committee for strategic planning, monitoring of teacher evaluation, and on-going growth and development initiatives. Members of the staff development committee include:

Viking Elementary: Rachel Bigalk and Carissa Hufnagle

Newfolden Elementary: Becky Brodersen and Ashley Loe

High School: Barry Busacker, Katie Melgaard, and Terri Peterson

Administration: Jeffrey Lund, Brian Longerbone, and Matthew Nelson

School Board: Mark Knutson

Annual Public Meeting for Report/Summary:

December 19, 2018 at 6:30 p.m. in High School Library.

Goals and Results:

Goal 1: All Students Ready for Kindergarten

Goal is to get 100% of our children 3 to 5 years old, not yet in kindergarten through preschool screening in order to identify possible special education needs and examine if children are making social and learning targets relative to age.

Results:

Screening was held twice in 2017-2018. Dates were October 19, 2017 and April 2, 2018. We were able to screen all known children that entered kindergarten this year prior to arriving except the one mentioned. Our teacher screened that child in the first three weeks of school this year.

Last year we were able to screen all our resident students except one. That child was not caught in our systems for finding children as family had moved into district without our knowledge and had not contacted us via our newsletter advertisement. Ultimately our goal is get the full 100% screened as young as possible.

Goal 2: All Students Read by Grade 3

Improve percentage of grade 3 students obtaining proficiency on MCA testing. Goal is to obtain a proficiency target of 63.7%.

Summary Results:

In 2017-2018, we obtained 55.1% proficiency. This fell short of us making an improvement from the 63.7% earned in 2017-2018 and forced us to revise our goal path. We are still making progress as our long term trend is upward. (2015-2016 we had 47.6% proficiency). We are hopeful with increased collaboration time and the hire of a veteran third grade teacher will help us improve and continue positive trend.

For K-3 literacy plan data results:

Kindergarten: 2 out of 25 in at risk category

First Grade: 4 out of 2 in at risk category

Second Grade: 5 out of 27 in at risk category

Third Grade: 3 out of 38 in at risk category

Link to Literacy Plan: <https://goo.gl/4mg6ye>

Goal 3: Closing the Achievement Gap

We shifted our goal from trying to improve free-reduced student proficiency compared to our district average to trying to improve free-reduced student proficiency compared to students that are not free-reduced lunch. Reason for the shift is that the average also includes free-reduced students and by trying to shoot for that target would leave us falling short.

This year we studied data and established baseline targets for next year. The 2018-2019 goal will be: To remain on path next year we would have the following goals:

- Reading: Reduce gap from 10.8% to 8.5%
- Math: Reduce gap from 15.5% to 12%
- Science: Reduce gap from 35.4% to 28%.

Summary Results:

Proficiency Results by cells (all other cells lack a population necessary for ear-marking):

Reading:

Grade Level	# F/R	F/R Proficient	% Proficient F/R	# not F/R	% Proficient not F/R	% Proficient not F/R	Gap
3	10	5	50	27	16	59.25925926	9.259259259
4	15	10	66.66666667	23	14	60.86956522	-5.797101449
5	7	5	71.42857143	20	14	70	-1.428571429
6	9	7	77.77777778	24	23	95.83333333	18.05555556
7	11	6	54.54545455	21	13	61.9047619	7.359307359
8	10	3	30	24	14	58.33333333	28.33333333
10	7	3	42.85714286	17	11	64.70588235	21.8487395
	69	39	56.52173913	156	105	67.30769231	10.78595318

Math:

Grade Level	# F/R	F/R Proficient	% Proficient F/R	# not F/R	% Proficient not F/R	% Proficient not F/R	Gap
3	10	5	50	27	18	66.66666667	16.66666667
4	16	13	81.25	23	18	78.26086957	-2.989130435
5	8	5	62.5	20	12	60	-2.5
6	9	4	44.44444444	24	19	79.16666667	34.72222222
7	10	5	50	21	11	52.38095238	2.380952381
8	10	1	10	24	12	50	40
11	11	1	9.090909091	14	4	28.57142857	19.48051948
	74	34	45.94594595	153	94	61.4379085	15.49196255

Science:

Grade Level	# F/R	F/R Proficient	% Proficient F/R	# not F/R	% Proficient not F/R	% Proficient not F/R	
5	8	5	62.5	20	15	75	12.5
8	10	3	30	24	16	66.66666667	36.66666667
HS	8	1	12.5	16	11	68.75	56.25
	26	9	34.61538462	60	42	70	35.38461538

Goal 4: All Students Career and College Ready by Graduation

We will have 100% participation in our schools Ramp-up-to-Readiness program for 2017-2018 School year. In addition, we will have 100% participation by students in a grade 8 and grade 11 careers course. Included in the careers course we will have 100% participation in a job shadowing program. We will have 100% participation by students taking the ACT college entrance exam.

A new goal we have implemented in addition to all this is to improve our ACT score each year. We will have 100% participation by students in the Jon Baylor Test Prep Program.

We established a baseline for ACT for future years based on recent data.

A new smart goal for our school is to achieve 22.0 composite by 2022. In order to make progress towards this goal we will set a target of 20.5 for the 2018-2019 school year.

Note if a student is exempt from on off the programs due to IEP, student will not count against 100%. Transition program for college and career readiness will be approved by IEP team as part of student plan.

Results Summary:

100% of students in grades 7-12 participated in the Ramp-up-to-Readiness program.

100% of our 8th grade students participated in a career exploration/college exploration course.

100% of our 11th grade students were able to participate in a job shadow experience in their career interest area.

100% of our 11th grade students were able to complete the ACT test.

100% of our 11th grade students participated in Jon Baylor Test Prep program.

Composite scores in recent years:

2014 – 19.9 (only college bound students)

2015 – 18.3 (only college bound students)

2016 – 18.8 (all students)

2017 – 19.5 (all students)

2018 – 19.4 (all students)

Goal 5:

100% of MCC Seniors will graduate at the end of the school year by scheduled graduation date.

In addition we would like to maintain our 4 year graduation rate at 100%.

Next year we would like to raise our 7 year graduation rate from 93.6% to 96%.

Results:

We had 30/30 (100%) of our MCC seniors graduated at the end of the school year by the scheduled graduation date. We were able to maintain our 4 year graduation rate at 100%.

Needs Assessment:

Based on assessment results (see above under goal 3):

Reading:

- Expand Accelerated Reader participation/requirements through grade 9
- Peer Coaching in Language arts to share best practices over all grades
- Shape instruction and school work to meet students specific learning needs
- Monitor fluency, vocabulary acquisition and comprehension
- Provide supports when students need additional assistance

Math:

The district's key priorities:

- Ensure students have a strong foundation in basic mathematical skills and pre-algebra skills in mathematics.
- Use Star Testing to diagnostic test student need and Accelerated Math to help students meet needs.
- Instructors will continue to monitor each student's progress and use new tools (Star Math and Accelerated Math) to help each individual child improve their skills.
- Provide support staff to help students not meeting progress goals
- Track areas carefully to ensure standard benchmarks are being taught and student outcomes show achievement

Systems, Strategies, and Support Information:

Student Support:

Our district provides supports to help learners at all levels. We utilize star assessments in reading and mathematics to identify students in need of additional practice or referrals for more service. Students scoring in a high-risk range are provided with extra practice, referred to Title I services, After School program services, closely monitored, and their parents are provided with guidance for home help. Star assessments are aligned to state standards and help teachers target skills practice. Students are assessed quarterly, more often if progress monitoring is occurring. Students and parents are provided with gradebook access. This access can send alerts when students receive low scores or are missing work. This has greatly increased communication between parents and teachers. If students need additional services beyond our classroom support, Title I support, or after school program support, we implement a student assistance team that included teacher, support staff, administration, parents, and child (if applicable) to work on a plan for further support. Often this results in special education referral and services are provided if child qualifies. If child does not qualify team develops interventions and monitors progress continually meeting as necessary.

Teacher and Principal Support:

Our school district provides support for teachers. One key support is our teacher evaluation plan involving self-directed goals, peer coaching support, and feedback from classroom observations. We ask all teachers to mentor new staff. The peer coaching program helps facilitate this mentorship. Our administrators frequently visit classrooms providing prompt feedback using Marzano's best practices from Classroom Instruction that Works as a guide. Teachers receive a comprehensive evaluation with includes a combination of mini-observations, classroom observations, and professionalism monitoring. Marzano's work and rubrics

adapted from Danielson are the framework for the evaluation. Our administrators receive comprehensive evaluation based on self-directed goals, staff survey to guide growth, and observational feedback provided by superintendent. The superintendent receives feedback from the school board administrative committee. The administrator evaluation plan was built based on state model but adapted for local use. Curriculum is examined on a cyclical basis. We just went through a comprehensive review of mathematics and in the implementation year for that curriculum. Next year science will be the core curriculum reviewed. The primary goal of all our evaluation is to encourage best practice teaching and to develop and refine a comprehensive plan that fosters the growth of skills in our teachers and administrators.

Link to Teacher Evaluation Plan:

http://www.newfolden.k12.mn.us/uploads/7/9/7/7/7977970/mcc_schools_teacher_evaluation_plan_2018-2019_-_google_docs.pdf

District:

Our district has a strong staff development program encouraging development from within and by allowing teachers, administrators, and support staff the opportunity to seek high quality professional development to build knowledge and skills. Staff return from these experiences sharing the knowledge they learn with others to promote learning.

We have embraced technology in our district and are utilizing technology tools to assist in student learning, parent communication, communication within the district, and to encourage collaboration. Staff experts have conducted many trainings to build capacity within staff. We have called on experts to assist in comprehensive trainings of all staff. We participate in regional technology trainings through our area service cooperative.

Progress of staff development is monitored by a representative committee of administrators, teachers, support staff, a board member, and a parent member. This group meetings every other month and site representatives share growth. The committee guides all groups making recommendations to promote overall staff development. A technology committee monitors technology growth. The technology coordinator and superintendent survey staff each year to identify needs and monitor growth.

Equitable Access to Excellent Teachers:

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An inexperienced teacher is defined as a licensed teacher who has been employed for three or less years.
- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.
- Our school board has a representative that sits on the hiring team along with our administrators. We all place a high emphasis on obtaining a properly licensed, effective teacher.

Demographics

We are a very small school in a remote region of the state. Geography and existing demographics do provide a barrier to our students of color. Our current demographic breakdown of students is: 94.6% White; 2.2% Hispanic; 1.2% two or more races; 1.0% Black or African American, 0.7% Asian; 0.2% American Indian or Alaska Native; 0% Native Hawaiian or Other. In terms of special populations we have: 13.1% special education and 36.1% Free/Reduced Price Lunch students. To help ensure those populations have effective, experienced teachers we have hired highly qualified, licensed special education teachers and a licensed Title I teacher to support learning needs. We are also a member of the Northwest Regional Inter-district Council Special Education cooperative to provide us access to specialists to help serve our students' needs.

- A root cause of any gap would be distance from larger urban or more diverse areas. Although Native American populations exist near us, our local district demography reflects very few Native American residents. We encourage our staff to attend workshops to help learn more about cultures and teaching. The area Northwest Service Cooperative provides some of these trainings.
- We have not made specific efforts to increase the diversity of teachers for our students. We do openly promote we are an equal opportunity employer and promote our openings on the statewide system. We would provide equal opportunity to prospective teachers and hire the best person based on experience, references, interview, and credentials. If we have difficulty finding applicant with license in field, we seek out lists of graduates from area colleges or repost the job allowing out-of-field applicants. This does not happen often but has occurred in shortage areas.
- We are aware demographics statewide are changing. Our nearby regional center of Thief River Falls has seen a rapid change in their demographic breakdown due to a large employer and their business expansion. We have added staff trainings to help our teachers be better prepared including trainings on English language learners, learning styles, Adaptations and Curriculum Modifications, ACES (adverse childhood experience).

Local Reporting of Teacher Equity Data

All of our teachers are highly qualified either licensed in their teaching category or by obtaining proper authorization from the Minnesota Department of Education for proper out of field placement.

All of our paraprofessionals meet the highly qualified standards.

Student Achievement Results for 2017-2018 compared to recent previous years

Reading

Grade	15-16 Prof.	16-17 Prof.	17-18 Prof.	15-16 Index	16-17 Index	17-18 Index
3	47.6	62.5	55.3	61.9	71.9	61.8
4	61.3	50.0	63.1	75.7	65.9	73.7
5	76.0	86.7	67.9	86.0	91.7	78.6
6	69.0	62.1	90.9	79.35	79.35	93.9
7	60.5	48.4	57.6	69.6	56.45	69.7
8	48.3	50.0	50.0	58.65	60.3	63.2
10	53.1	48	58.3	65.6	64.0	72.9
Dist. Avg.	59.4	58.6	63.7	70.97	69.95	73.7

Math

Grade	15-16 Prof.	16-17 Prof.	17-18 Prof.	15-16 Index	16-17 Index	17-18 Index
3	42.9	69.7	60.5	59.55	80.3	72.4
4	61.3	60.9	79.4	75.7	73.9	84.6
5	72.0	80.0	60.7	84	90	69.6
6	60.7	51.7	69.7	75.0	65.5	81.8
7	48.4	45.2	51.6	66.6	59.7	66.1
8	37.9	29.4	38.2	53.4	55.9	48.5
11*	36.7	38.7	20.0	41.7	58.1	38
Dist. Avg.	51.4	53.1	56.1	65.1	68.7	67.3

Science

Grade	15-16 Prof.	16-17 Prof.	17-18 Prof.	15-16 Index	16-17 Index	17-18 Index
5	92.0	86.7	71.4	96.0	91.7	80.4
8	35.7	41.2	55.9	53.55	60.3	69.1
HS	59.4	54.2	52.2	68.8	64.6	67.4
Dist. Avg.	62.37	60.2	59.3	72.78	72.15	71.6