Minnesota Department of

Educati☉n

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Centennial School District #12
Grades Served: PreK-12
Contact Person Name and Position: Caleb Drexler Booth, Director of Curriculum & Instruction

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.]

> *https://www.isd12.org/academics-activities/worlds-best-workforce-district-plan*

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.]

> *Systems Accountability Committee – October 6, 2016*

> *Systems Accountability Committee – November 3, 2016*

> *School Board Work Study Session – November 14, 2016*

> *School Board Regular Meeting – November 14, 2016*

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.]

LOCATION & ROLE	NAME
1. Student	Victoria Jennrich
2. Student	Shae Erlandson
3. Student	Tyler Jamison-Ekeling
4. Blue Heron Staff	Dave Benson
5. Golden Lake Elementary Staff	Jen Wenzel
6. Early Childhood Staff	Laurie Nelson
7. Senior High Principal	Tom Breuning
8. Rice Lake Elementary Staff	Carolyn Ruhnow
9. School Board Member	Kathy Timm
10. Middle School Staff	Rick Woodrow
11. Centerville Elementary Staff	Carrie Leisch
12. CALC/Pines Staff	Jill Doherty
13. Senior High Staff	Nicole Walker
14. Elementary Principal	Kathy Kaiser
15. Rice Lake Elementary Parent	Kelly Ascheman
16. Senior High Parent	Michele Erding
17. Centennial Elementary Staff	Robyn Hendrickson
18. Community At-Large	Amy Minear
19. Community-At-Large	Ann Summerfield
20. School Board Alternate	Ray Culp
21. Community At-Large	Kimberly Jansa
22. Middle School Principal	Bob Stevens
23. Early Childhood Parent	Amanda Baumann
24. Blue Heron Parent	Sue Linser
25. Middle School Parent	Stephanie Carlson
26. Community At-Large	Debbie Rogan
27. Gifted Services	Patricia Christiansen

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
Children participating in ECFE and ECSE who are eligible to attend kindergarten by 9/1/16 will increase their skills in the area of literacy. Final data will show an increase of 11.3% average growth from fall 2015 to spring 2016 on the lowest growing sub-strands from 2014-15 test data, Picture Naming and Letter Sounds. *90% of KC Preschool students will master skills in 8 of 11 domains on the DRDP-PS spring 2015 assessment.*	Picture naming increased by 19.9% Letter sounds by 14.4%. In 2015-16, all preschoolers showed growth in all areas. 93% families surveyed felt KC Preschool is helping their child be fully or mostly prepared for Kindergarten.	*Check one of the following:* ☒*Goal Met* ☐*Goal Not Met* ☐*Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
The percent of 3rd grade students reaching grade level proficiency on the MCA-Reading assessment will increase from 70.8% in 2015 to 72.8% by spring 2016.	*69.8% of 3rd grade students met grade-level proficiency.*	*Check one of the following:* ☐*Goal Met* ☒*Goal Not Met* ☐*Goal in Progress (only for multi-year goals)* ☐*District/charter does not enroll students in grade 3*

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

	Goal				Result		Goal Status
Subgroup	**2015 Math Results**	**2016 Math Target***	**2015 Reading Results**	**2016 Reading Target***	**2016 Math Results**	**2016 Reading Results**	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*
English Learners	*45.0%*	*46.8%*	*26.8%*	*30.5%*	*27.1%*	*26.4%*	
Special Education	*51.4%*	*56.3%*	*45.9%*	*51.9%*	*50.7%*	*44.1%*	
Free/Reduced Priced Meals	*57.4%*	*59.9%*	*50.0%*	*52.4%*	*54.0%*	***50.9%***	
American Indian	*55.3%*	*59.8%*	*64.7%*	*58.7%*	***58.3%***	*55.3%*	
Asian	*82.0%*	*73.7%*	*62.4%*	*61.8%*	***80.3%***	***66.0%***	
Black	*60.4%*	*59.9%*	*51.2%*	*55.3%*	*59.1%*	***59.5%***	
Hispanic	*51.1%*	*60.1%*	*51.0%*	*53.9%*	*44.4%*	*47.4%*	
White	*77.2%*	*78.0%*	*70.7%*	*70.6%*	*77.2%*	*70.4%*	

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

Goal	Result	Goal Status
The average composite score of 11th grade students taking the ACT will increase from 23.8 in 2015 to 24.0 in 2016 *The percent of Advanced Placement exams resulting in a 3 or will increase from 68.5% in 2015 to 70.0% by spring of 2016.*	*The 2016 ACT composite score was 22.9.* *68.1% of AP exams resulted in a 3 or higher.*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
The 4-year graduation rate will increase from 93.2% in 2014 to 95% in 2015. *The 5-year graduation rate will increase from 95.0% in 2014 to 96.5% in 2015.*	*The 4-year graduation rate for 2015 was 91.9%.* *The 5-year graduation rate for 2015 was 94.2%.*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

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.]

> ➢ *Data from MCA and NWEA-MAP testing show continued need for improvement efforts in the areas of reading and mathematics. Specific areas of emphasis include reducing the achievement gaps in federal subgroup categories and also the gender gap with males underperforming female peers.*

3. Systems, Strategies and Support Category

4a. Students

> ➢ *Title I Reading and Mathematics interventions at Golden Lake Elementary and Centennial Elementary schools (Tier III).*
>
> ➢ *Centennial Early Reading Foundation (ADSIS) at all elementary schools (Tier II).*
>
> ➢ *MN Mathematics and Reading Corps in all elementary schools (Tier II). Promise Fellows at Centennial Middle School (Tier II).*
>
> ➢ *Targeted Services and Kids Club to provide after school care and additional academic assistance.*
>
> ➢ *Programming through Early Childhood Family Education, KC Preschool, and Early Childhood Special Education to support the early childhood needs of students.*
>
> ➢ *Academic support classes at the secondary schools to build core skills and knowledge.*
>
> ➢ *Advancement Via Individual Determination (AVID) at Centennial High School to support students traditionally underrepresented in higher education.*
>
> ➢ *Cougar Café at Centennial High School to provide academic support and credit remediation.*
>
> ➢ *English Learner program*
>
> ➢ *Gifted Services program with school-within-a-school Odyssey Program housed at Rice Lake Elementary and programming at each elementary school and the middle school.*

4b. Teachers and Principals

> *Professional Development: All teachers, paraprofessionals and principals participated in a robust professional development program. This programming was designed to provide staff with the knowledge and skills they needed to maximize their impact on student learning and the culture for learning. The goals of professional development represented a collaborative effort involving the Department of Teaching and Learning, all building principals, and a staff development teacher representative from each school. Staff development goals were aligned K-12 and focused on the central needs of staff and the students they serve. The district has employed teacher leaders to coordinate the connection between staff development, professional learning communities, and the district's Q-Comp program. All teachers within their first three years in Centennial schools receive support through their assigned mentor and the mentor coordinator.*

> *Site Leadership Teams: Each school site utilized a site leadership team to work with the building administration on setting goals and outcomes for the site. This team also helped coordinate programming and the identification/implementation of instructional strategies.*

> *Building Staff Development Committee: Each school utilized a professional development committee to work with building administration to identify the needs and priorities for staff development. A member of each of these building teams served on the District Staff Development Committee, thus resulting in a coordinated and collaborative process for identifying district needs and priorities.*

> *Professional Learning Communities (PLCs): All teachers at all schools served as members of a PLC. The purpose of each PLC was to provide learning opportunities and collegial support with the primary role being the improvement of student learning.*

4c. District

> *Teacher Evaluation and Charlotte Danielson Framework: Recognizing the importance of teacher evaluation and the impact this process can have on the quality of our teaching force, the district has invested heavily on providing training and support to all of our building principals and district administrators.*

> *Teacher Leader Training: Similar to our principals, approximately 100 teachers having some form of leadership responsibility in the district have been provided multiple days of training on the Framework for Quality Teaching. The district Q-Comp Coordinator designed additional framework training that was part of each professional learning community.*

> *Instructional Review: Each department in the Centennial School District engages in a review of their curriculum and educational best practices in a continuous improvement model. These reviews include an alignment to Minnesota (or other governing) standards as appropriate to the needs of the department and the state schedule for revising academic standards.*

> *Quality Steering Committee: The district QSC is chaired by the Superintendent of Schools and has membership including: School Board, building principals, district administrators, and teachers from all levels. The purpose of this committee is to examine and bring to resolution challenging issues that may require some in-depth study.*

> *Principal Evaluation: Consistent with Minnesota statute, the Centennial School District has redesigned its principal evaluation process to align with this legislation. An important part of this process includes accountability for student academic growth.*

> *Anti-bullying Efforts: In recognition that safe schools are important for student learning, the Centennial School District has adopted a new school board policy along with procedures and practices that will enhance the learning environment for all staff and students*

4. 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 director of human resources will conduct a review of the licensed teacher demographic distribution across the district every three years in conjunction with the required Pay Equity Implementation Report. This review will consist of a statistical analysis test comparing the racial composition of teaching staff to the racial composition of the student body for each school. A second analysis test will compare the teaching qualifications and experience levels of teachers assigned to each building paying special attention to the distributions for schools with larger populations of low-income and students of color.*