

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Braham Area Schools ISD #314
Grades Served: K-12
Contact Person Name and Position: Ken Gagner, Superintendent of Schools

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.]

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.

- <http://brahamhs.ss5.sharpschool.com/cms/One.aspx?portalId=3118167&pageId=11938548>

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 2015-2016 school year.

- October 12, 2016
6:00 p.m.
- November 7, 2016
7:45 a.m. & 8:45 a.m

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.]

Mary Adam - community / parent	Jeff Eklund - principal / parent	Ken Gagner - superintendent	Chris Thielen - support staff
Robert Hughes - community	Shawn Kuhnke - AD / C.ED. / parent	Matt Lattimore - principal	Luke Becker - teacher
Ken Lindgren - community / parent	Allison Londgren - board / parent	Trina Olson - community / parent	Karen Prigge - teacher
Ursula Scheele - teacher	Mike Thompson - board	Jake King - community / parent	
Hunter Richmond - student	Ryan Riesing - student	Holly Olson - support staff / parent	

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
1. Preschool Reading: The percentage of students entering kindergarten from Braham Area pre-school programming who meet early reading/math target scores will meet or exceed state averages in the following categories: <ol style="list-style-type: none"> a. Picture naming (IGDI) b. Rhyming (IGDI) c. Alliteration (IGDI) d. Letter naming (FAST) e. Letter sounds (FAST) f. Match quantity (FAST) g. Number identification (FAST) 2. All students entering kindergarten will have received preschool screening.	<ol style="list-style-type: none"> 1. District met or exceeded state averages on items a, b, and g. 2. 97% of students were screened prior to the first day of kindergarten. 	<i>goal partially met (3 of 8 targets)</i>

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

Goal	Result	Goal Status
<ol style="list-style-type: none"> 1. The % of students in grade three reaching MCA proficiency levels in reading will meet or exceed the state average 2. The % of students in grade three reaching MCA proficiency levels in math will meet or exceed the state average 3. 4th grade reading growth scores as measured by the MCA's will show improvement as compared to spring 2015. 4. Average growth for grades 1-3 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the 2014-2015 year average 	<ol style="list-style-type: none"> 1. District did not meet or exceed state average: 56.3% vs. 57.3% 2. District met or exceeded state average: 77.1% vs. 69.4% 3. 4th grade reading growth scores (MCA) showed improvement as compared to spring 2015. *all students: -0.10 vs. -0.54 *F & R: 0.02 vs. -0.64 *Sp. Ed.: -0.08 vs. -0.74 4. District avg. growth on FAST aReading and aMath for grades 1-3: 19 in '15-'16 vs. 14.8 in '14-'15 	<p>goal partially met (3 of 4 targets)</p>

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

Goal	Result	Goal Status
<ol style="list-style-type: none"> 1. Elementary and High School Achievement Gap Reduction Scores will show improvement as compared to the three year average taken from MMR Braham School District reports. 	<p>2013-2015 three year avg: 7.18 Elem. / 10.14 HS / 8.7 District</p> <p>2014-2016 three year avg: 8.58 Elem. / 11.27 HS / 9.92 District</p>	<p>Goal Met (2 of 2 targets)</p>

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

Goal	Result	Goal Status
<ol style="list-style-type: none"> 1. The percentage of students in grade 3-8, and 10 reaching proficiency levels in reading will meet or exceed the state average as measured by the MCA's 2. The percentage of students in grade 3-8, and 11 reaching proficiency levels in math will meet or exceed the state average as measured by the MCA's 	<ol style="list-style-type: none"> 1. District did not meet or exceed state average: 58.1% vs. 59.7% 2. District did not meet or exceed state average: 53.9% vs. 59.4% 3. District avg. growth on FAST aReading & aMath for grades 1-3: 15.3 in '15-'16 vs. 17 in '14-'15 4. District did not meet or exceed 	<p>Goal partially met (2 of 11 targets)</p>

<ol style="list-style-type: none"> 3. Average growth for grades 4-6 (combined) in reading and math, as measured by the FAST A series assessments, will meet or exceed the 2014-2015 year average 4. The percentage of students in grade 5, 8, and 10 reaching proficiency levels in science will meet or exceed the state average as measured by the MCA's 5. The composite score for students taking the ACT will meet or exceed state averages 6. Percentage of juniors and seniors taking at least one college level course will increase as compared to 2014-2015 data. 7. Percentage of students in grades 9-12 enrolled in at least one CTE (Career and Technical Education) course will meet or exceed 2014-2015 data. 8. Maintain or exceed three year average on proficiency as measured on elem. and high school MMR reports. 9. Maintain or exceed three year average on growth scores as measured on elem. and high school MMR reports. 	<p style="text-align: right;">state average: 51.2% vs. 54.7%</p> <ol style="list-style-type: none"> 5. District ACT composite scores did not meet or exceed state averages (19.1 vs. 21.1) 6. College Level Course: (2015-2016) 12% vs. (2014-2015) 16% 7. CTE Course: (2015-2016) 53% vs. (2014-2015) 66% 8. <ol style="list-style-type: none"> a. 2013-2015 three year avg: 25.00 Elem. / 9.84 HS / 17.42 District b. 2014-2016 three year avg: 21.06 Elem. / 4.41 HS / 12.73 District 9. <ol style="list-style-type: none"> a. 2013-2015 three year avg: 8.70 Elem. / 8.32 HS / 8.51 District b. 2014-2016 three year avg: 8.89 Elem. / 9.07 HS / 8.98 District 	
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2e. All Students Graduate

Goal	Result	Goal Status
<ol style="list-style-type: none"> 1. District will continue to reach state graduation target rates as measured by high school MMR reports. 2. Increase actual graduation rate compared to spring 2015. 3. Attendance rate will meet or exceed 95% in Elementary and 90% in HS 4. Fall Parent-Teacher Conference rates will: <ol style="list-style-type: none"> i. exceed 95% in grades K-6 ii. will increase 5% in grades 7-12 	<ol style="list-style-type: none"> 1. District scored 25/25 points on graduation target rates 2. (2015-2016) rate 97.5% vs. (2014-2015) rate 89.58% 3. Elem. attendance rate 95.8% and HS attendance rate 95.8% 4. Elem. P-T Conf. rate at 98% and HS 42% 	<p>Goal Met (4 of 4 targets)</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.]

Needs were based primarily on results of the MMR, FAST, ACT, IGDI, and locally collected data. Specific scores are shown in the results section of 'goals and results' (above). Items of note included:

- Zero proficiency points for the HS on the MMR report
- Declining proficiency points for the Elementary on the MMR report
- Declining ACT scores compared to our own and state data
- Declining kindergarten readiness skills as identified by IGDI and FAST data
- Lack of standardized measurable data regarding student assistance teams, culture, participation rates, and program effectiveness indicators

4. Systems, Strategies and Support Category

4a. Students

Braham Area Schools collects data from FAST, MCA, MMR, ACT, IGDI, and local sources. Data is analyzed and published annually in the Braham Assessment Data report (available upon request). Data is shared with all staff, WBWF committees, school board, and interested members of the public. Data is disaggregated by race, income, LPE, Sp. Ed., and transient populations through the use of MMR, Demographic Score Variation Report from Schoolfinances.com, ACT, and WBWF profile reports. Data is used to drive decision making through building leaders, professional development, instruction, curriculum, and PLC tasks.

4b. Teachers and Principals

- Braham Area Schools has a robust Teacher Development and Evaluation system which includes individual goal setting directly tied to student achievement, personal reflection, active participation in PLC groups and peer review, three walkthroughs, and structured classroom observations. 15% of the final score is based entirely on WBWF progress and 35% is based on student achievement.
- A robust principal evaluation system is conducted annually with 35% tied to WBWF progress, 15% tied to individual goals, and 50% tied to performance standards as identified in the MN Principal Evaluation Model.
- WBWF progress drives decision making related to instruction and curriculum. The district revises curriculum on an annual basis with portions of five days devoted to the task. In addition, staff may request staff development funds for additional time. Curriculum mapping ensure adopted standards are up-to-date and resources/activities/assessments reflect actual practice. Maps should include when the standard will be taught, how the standard will be delivered, and how student learning will be assessed. We continually check key sources of data to ensure students are making adequate progress by asking: "Do we need to change instructional practices?" and, "Do we need to change or supplement curriculum?"

4c. District

- **Professional Learning Communities:** PLC's consisting of licensed instructional staff meet twice monthly during the school year (45 minute sessions) working collaboratively with a shared vision to reflect on current practice and learn new and better approaches to enhance student learning. PLC goals must be tied directly to WBWF progress. An additional PLC leadership team meets on a monthly basis.
- **Technology:** Braham Area Schools is committed to using all available tools to promote increased student engagement and learning. The use of technology is one of the key pieces of this tool kit. District #314 is proud to say that all 5th-12th grade students are provided individual Chromebooks while K-4 students have significant access to Ipad carts at every grade level. Budgeting priority is developed to ensure resources are kept up-to-date.

5. Equitable Access to Excellent Teachers

ISD #314 tracks the placement of all low-income and minority students to ensure a disproportional number are not served by inexperienced (or staff utilizing a variance) as compared to their peers. Braham is a relatively small district with no more than three teachers serving any one department or grade level. Complete data - which includes teacher experience and student race and income - is available upon request at the Superintendent's office.