

2015-2016 World's Best Workforce Report Summary

District or Charter Name: West Central Area School District #2342

Grades Served: PreK - 12

Contact Person Name and Position: Charles D. Cheney, 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.]

www.westcentralareaschools.net

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.]

December 5, 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.]

The District Advisory Committee is comprised of members of our District Leadership Teams including elementary and secondary teachers as well as administrators, support staff and community members.

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
<p><i>80% of students Kindergarten eligible will meet defined requirements to enter Kindergarten as defined by WCA</i></p>	<p><i>*The WCA School Board has increased school contact time for 3 yr. olds by 200%. (From 1 half day to 3 half days) Student fees are no longer charged.</i></p> <p><i>*School contact time for 4 yr. olds has been increased by 100% (From alternate half days to alternate full days) and student fees have been eliminated.</i></p> <p><i>*The above significant contact time has paid dividends in student adjustment to school routines and on-task behavior. Parental involvement and support of educational goals are clearly noted.</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 Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>All students at WCA will demonstrate proficiency in reading as measured by the MCA 111's by the end of 3rd grade.</i></p>	<p><i>*Based on the MCA 111 Reading assessment, 76.5% of all 3rd grade students demonstrated proficiency.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" 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>WCA is committed to closing the achievement gap by half by 2017.</p>	<p>*Based on MCA 111 Reading assessments, <u>71.7%</u> of <u>All</u> grade levels demonstrated proficiency as compared to <u>66.4%</u> of <u>FRP</u> students and <u>46.2%</u> <u>Special Education</u> students.</p> <p>*Based on MCA 111 Math assessments <u>65.7%</u> of <u>ALL</u> grade levels tested demonstrated proficiency as compared to <u>52.4%</u> of <u>FRP</u> students and <u>23.9</u> of <u>Special Education</u> students.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p>100% of the graduates will be career and college ready.</p>	<p>*All 7-12 students meet with an academic advisor and reviewed their academic goals.</p> <p>*Composite ACT scores increased from 22.1 to 22.5 and more students were tested.</p> <p>*Junior parent meetings were held focusing on college and career readiness.</p> <p>*All seniors completed a job shadowing experience during their Senior Seminar requirement.</p> <p>*All 9th graders were enrolled in a semester long career exploration class and 7/8 students explored career opportunities during their required FACS course.</p> <p>*All students completing College Algebra and Calculus were administered the College Level Examination Program (CLEP) exam. 75% passed.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>WCA will maintain a graduation rate of 98%.</i></p>	<p><i>*WCA's 2016 Graduation rate was 96%. (49 of 51 students graduated with their classmates) *2015 Graduation rate was 98%.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <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.]

Since August of 2014 the District has been focused on Math and Reading. Using MCA 111 testing we strive for meeting and exceeding the goals of proficiency in Math at 65% and Reading at 70%. WCA goals related to WBWF continue to be those listed in this report. We have fully embraced the research based reality that early childhood programming pays dividends for all students. The WCA School Board has increased programming for all District 3 and 4 year olds. These programs are fully funded by the District. Data from MCA and curriculum based testing show an on-going need for keeping our focus on the areas of literacy and mathematics. Math in the upper elementary grades and the later years of high school are of particular concern to this district.

4. Systems, Strategies and Support Category

4a. Students

- *Elevated emphasis on appropriate data disaggregation in all tested areas.*
- *Improved goal setting for pre-school student learning*
- *Additional academic support for elementary students in Mathematics*

4b. Teachers and Principals

- *Staff Development in support of student learning*
- *More meaningful parental involvement and support in student learning*
- *Instructional feedback through quality teacher evaluation, observation of master teachers, and peer review/coaching*
- *Administrative leadership focused on student achievement and over all student well being*
- *English/Literacy curriculum review and possible realignment at the secondary level*
- *Site leadership teams are actively working to impact student learning outcomes and reinforce a positive school culture*
- *Staff development efforts are focused on grade level, school level, and curricular areas*
- *Professional Learning Communities are focused on individual teacher development in support of student learning*

4c. District

- *The WCA District continues to focus on developing Essential Learning Outcomes based on Minnesota State Standards*
- *We are proud to support 1 to 1 technology with our students. Continued integration of all appropriate technology tools will support student learning at all grade levels.*

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.

*We are a smaller district with two PreK-4 sites and one 5-12 site. The needs and makeup of the elementary sites are essentially the same.
While rural communities may find that having abundant, quality teacher candidates can be troublesome, we have no difficulty with equitable distribution of qualified teachers.*