



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Le Sueur Henderson School District

Grades Served: PK-12

Contact Person Name and Position: Christine McDonald, Director of Curriculum and 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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

### 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.]

- Website URL: [http://www.isd2397.org/district/about\\_le\\_sueur-henderson\\_schools/world\\_s\\_best\\_workforce](http://www.isd2397.org/district/about_le_sueur-henderson_schools/world_s_best_workforce)

#### 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.]

- September 18, 2017
- November 6, 2017

### **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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

<b>District Advisory Committee Member</b>	<b>Role in District</b>
Chris Berndt	Parent, Community Member
Crystal Genelin	Parent, Support Staff
Julie Boyland	Community Member
Layne Wilbright	Community Member, Parent, Community Education Coordinator
Gretchen Rehm	Parent, Community Member
Ryan Wolf	Parent, Community Member
Erin Schultz	Student
Kelsey Berndt	Student
Victoria Flores	Student
Gretchen Dwyer	Student
KaSondra Wiederich	Student
Joanna Worthen	Parent/ Support Staff
Adina Gupton	Parent/Teacher
Becki Hawkins	Staff - ALC
Julie Determan	Support Staff
Karyl Engel	Early Childhood Coordinator
Stacy Carpenter	Teacher
Alexis Frischmon	Teacher
Sherri Fritz	Teacher

## 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 School

Goal	Result	Goal Status
<p>At the start of the 2016-2017 school year, 72% of all incoming Kindergarteners will demonstrate proficiency on the NWEA Fall 2016 Primary Literacy Test.</p>	<p>At the start of the 2015-2016 school year, 71.2% of all incoming Kindergarteners demonstrated proficiency on the NWEA Fall 2015 Primary Literacy test.</p> <p>At the start of the 2016-2017 school year, 78% of all incoming Kindergarteners demonstrated proficiency on the 2016 Primary Literacy Test.</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</i> <i>(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
During the 2016-2017 school year, 65% of all third graders will demonstrate proficiency as measured by the Spring 2017 Reading MCAs.	63.2% of all Le Sueur-Henderson third graders demonstrated proficiency on the 2015-2016 Spring Reading MCAs.  51.7% of all Le Sueur-Henderson third graders demonstrated proficiency on the 2016-2017 Spring Reading MCAs.	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" 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 3</i>

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

Goal	Result	Goal Status
<p>The proficiency gap between the “ALL” student group and “Free and Reduced” student group will be less than 18% as measured by the 2017 Spring Reading MCAs.</p>	<p>During the 2015-2016 school year, 58.8% of “ALL” students were proficient, while 39.1% of “Free and Reduced” students were proficient as measured by the 2016 Spring Reading MCAs. This is a 19.1% gap in student proficient between the “ALL” and “Free and Reduced” student groups.</p> <p>As measured by the 2017 Spring Reading MCAs, 56.8% of “All” students were proficient. 35.1% of “Free and Reduced” students were proficient. This is a 21.1% gap in students proficient between the “All” and “Free and Reduced” student groups.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i>  <input checked="" type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress</i>  <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p>The overall ACT composite score for 2016-2017 Le Sueur Henderson 11<sup>th</sup> graders, taking the examine, will be 19.5 as measured by the Spring 2017 ACTs.</p>	<p>The overall ACT Composite score for all 2015-2016 Le Sueur Henderson 11th graders was 19.0 as measured by the Spring 2016 ACTs.</p> <p><i>As measured by the 2016-2017 ACTs, the overall composite score for Le Sueur-Henderson 11<sup>th</sup> graders, who took the examine was 20.4.</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</i> <i>(only for multi-year goals)</i></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
<p>The Le Sueur Henderson School District will maintain the four year graduation rate cohort model of 95% in the 2016-2017 school year based on the state AYP report.</p>	<p>In the 2015-2016 school year, 95% of all eligible seniors gradated in the spring of their senior year.</p> <p>As of December 11, 2017, the Minnesota Department of Education has not released the 4 year graduation rate for the 2016-2017 school year.</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 type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><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.]

*The following are the needs developed by the Le Sueur Henderson School District at the start of the 2016-2017 school year:*

- **Reduce the Achievement Gap between the “ALL” and “Free/Reduced” student groups.** As measured by the Spring 2016 Reading MCAs, 58.8% of the “ALL” student group was proficient while 39.1% of the “Free/Reduced” student group was proficient. This is a 19.7% gap between the “All” and “Free/Reduce” student groups.
- **Increase the overall ACT composite score.** As measured by the 2015-2016 ACTs, the overall composite score for the Le Sueur Henderson School District was 19.0. The overall ACT composite for the state of Minnesota was 21.1.
- **Increase the percentage of third graders proficient as measured by the Spring Reading MCAs.** As measured by the 2016 Spring Reading MCAs, 63.2% of Le Sueur Henderson’s third graders were proficient. The state average was 59.7%.
- **Improve the academic alignment to the Minnesota State Stands, raise the level of academic rigors and increase the number of academic interventions in all academic areas.** As measured by the Spring 2016 Reading MCAs, Le Sueur Henderson’s overall percent proficient was 57.6%, compared the state average of 59.7%. As measured by the Spring 2016 Math MCAs, Le Sueur Henderson’s overall percent proficient was 53.3%, compared to the state average of 59.4%.



## 4. Systems, Strategies and Support Category

### 4a. Students

The Le Sueur-Henderson School District monitored, assessed, and evaluated student progress through the use of:

- Daily and weekly common assessments directly linked to Minnesota State Standards
- Fountas and Pinnell Fluency and Comprehension Benchmarking three times a year for all kindergarten through fifth graders
- NWEA Assessments two times a year for all Kindergarten through 8<sup>th</sup> graders
- OLPA in January for grades fourth through eighth grade to identify trends of proficiency based on each Minnesota State standard.
- Each licensed staff member participated in weekly Professional Learning Communities to identify trends in student learning and develop methods of instruction to meet the needs of learners
- Used weekly and monthly data from the Tier II reading intervention program (Leveled Literacy Intervention) in grades kindergarten through fifth grade.
- Teachers extensively evaluated the student results on the MCAs and NWEAs to identify trends of success and areas of concerns.

The Le Sueur-Henderson School District disaggregates its student results through the software program, Viewpoint. Viewpoint allows each educator to disaggregate student results by each student group. By disaggregating the data, it was evident that Le Sueur-Henderson School District has various rates of student proficiency when comparing the numerous student groups.

## 4b. Teachers and Principals

### Instruction:

The Le Sueur Henderson School District implemented the following programs:

- Coaching- All teachers received coaching from a trained cognitive coach/teacher three times a year.
- Mentoring – All first and second year teachers were paired with a Teacher on Special Assignment.
- All Kindergarten through Fifth grade teachers received researched based professional development from the Fountas and Pinnell program.
- All licensed staff received professional development based on the work of John Hattie and Charlotte Danieslon.

### Curriculum:

The Le Sueur-Henderson School District has been doing extensive research on the curriculum development of our schools. Our findings conclude that many of the courses/materials are not aligned to the Minnesota Standards which is likely contributing to our below state average performances on the MCAs and ACTs. Therefore:

- All Wednesday Morning PLCs are designated to curriculum work (standards, ELOs, common assessments, evidence of proficiency and academic rigor).
- All Two-Hour Late Starts are designated for PreK-12 content department curriculum work.
- The Three (3) In-service Days were composed of all PreK-12 licensed staff to work and learn as one district. The inservice days were composed of intensive sessions regarding best practices in teaching and learning, grounded in the research from John Hattie and Charlotte Danielson. Additional professional development sessions were focused on embedded technology into instruction, and creating and using formative and summative assessments.

### Evaluations:

All licensed teachers and principals use the district created Teacher Growth and Evaluation Plan (TGEP) to review and evaluate the effectiveness of instruction and curriculum. *See attachments – Teacher and Administrator Evaluation Plans*

The Teacher Growth and Evaluation Plan is closely linked to student achievement goals, instructional goals and student engagement goals.

Principals are evaluated by the Superintendent.

All licensed and support staff evaluate principals through a 360 degree survey, assessing all components of the principal's role: communication with parents, students and staff, educational leadership and managerial components.

#### 4c. District

The Le Sueur-Henderson School District's continued its main focus of curriculum alignment for the 2016-2017. As mentioned in a previous section of this document, it was identified that many of our content areas were not in alignment with the Minnesota State Standards. The Le Sueur Henderson School District believes the lack of curriculum alignment is a major contributor to our below state average performance on the MCAs and ACTs. Therefore the following professional development time was designated to curriculum work:

- All Wednesday Morning Professional Learning Communities were focused on identifying Essential Learning Outcomes, developing common assessments and implementing academic rigor.
- Six (6) Two Hour Late Starts allowed for all PreK-12 departments to collaborate on the scope and sequence of a program/content from preschool through 12<sup>th</sup> grade. Discussions were centered on developing appropriate learning benchmarks to ensure students were prepared for future years.
- Three (3) In-service Days – The entire PreK-12 Staff learned together on our three (3) inservice days. The inservice days were composed of break out sessions on John Hattie's research on the top effective practices in education, best practices in teaching and learning as outlined by Charlotte Danielson's work, and embedding technology into daily learning.
- Throughout the school year, and with an emphasis of training during our inservice days, teachers received professional development and guidance to embed technology into their classrooms. Training was provided on using iPads, Chromebooks and Smartboards. Software Training was focused on The Google Suite, IXL, Moby Max, Viewpoint, and ThinkCentral.

### 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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

The Le Sueur-Henderson School District has adopted a standardized interview process ensuring that all staff hired are in accordance with district expectations and qualifications. Additionally, all students have equal access to support staff regardless of need; however, financial hardships or issues involving diversity of any kind are a focus for building leaders, teachers, counselors, social workers, and psychologists.

- All but three (3) of Le Sueur-Henderson District Teachers are Highly Qualified as categorized by the state of Minnesota.
- The three (3) areas of provisional licensure or variance are as followed: Industrial Technical Education, K-5 Library/Media, and Biology.
- The Le Sueur Henderson School District does not ability group students based on ethnic or socio-economic status. The Le Sueur-Henderson School District is composed of approximately 1,000 students with all students of similar grade attending the same school/building with access to the same teachers.
- The Le Sueur-Henderson Education Association (LSHEA) has contractual language that states, "Newly employed, inexperienced teachers shall be assigned when possible the lowest class size at their teaching level and shall be assigned not more than three (3) preparations per semester. No Elementary teacher in said teacher's first year of teaching experience in the School District shall be assigned more than one (1) low ability group."