Minnesota Department of

Education

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Delano Public Schools   ISD 879
Grades Served: Pre-K - 12
Contact Person Name and Position: Joe Vieau, Director of Teaching and Learning

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.]

> ➢ Annual Report Link

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.]

> ➢ Agenda
> ➢ Minutes

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.]

District Advisory Committee (DAC) Membership 2015-16
Matt Schoen, Superintendent
Joe Vieau, Curriculum Director
Darren Schuler, Elementary Principal
Barry Voight, Middle School Principal
Steve Heil, High School Principal
Steve Schauberger, Middle School Assistant Principal
Mark Larson, School Board Representative
Bill Weis, Community Member
Nina Nieman, Parent
Jon Ness, Parent
Lisa Dalberg, Parent
Laura Weber, Parent
Jolene Soderberg, Parent
Brian Seveigny, Parent
Gary Hellmeich, Parent
Ray Cordes, Teacher
Jeff Olson, Teacher
Marcie Ludwig, Teacher
John Fitzer, Teacher

The DAC met four times last year on the dates of Sept. 24, Nov. 12, Feb. 4 and Apr. 14.

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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
All preschool children attending Delano Community Education preschool programs will be ready for Kindergarten.	16.6% of students who participated in our Tiger Kids Club and Pre-Tiger Kids Club programs required remedial services	*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 Elementary School will increase the percentage of third grade students earning a proficient score on the MCA Reading Assessment from 79.6% in 2015 to 81.6% in 2016.	**Result: 79.9%**	*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
Elementary School 1) The Elementary School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Math score from -0.1001 in 2015 to -0.02 in 2016. 2) The Elementary School will reduce the Achievement Gap by decreasing the Achievement Gap Reduction Reading score from 0.4574 in 2015 to 0.0000 in 2016.	**Elementary School** 1. Result: -0.099; Not Met 2. **Result:0.0974; Not Met**	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* *Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*
Middle School 1) The percentage of FRP students in grades 5-8 at Delano Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 60.3% in the spring of 2015 to 64.3% in the spring of 2016. 2) The percentage of SPED students in grades 5-8 at Delano Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 42.9% in the spring of 2015 to 49% in the spring of 2016.	**Middle School** 1) **Result: 73.2%; Met** 2) **Result:52.8%; Met**	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* *Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*
High School 1) The achievement gap will be reduced by decreasing the Achievement Gap Reduction combined score of mathematics and reading from .0627 in 2015 to .0227 in 2016.	**High School** 1) **Result: 0.0114; Met**	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

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

Goal	Result	Goal Status
Middle School The percentage of all students in grades 5-8 at Delano Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 74.6% from the spring of 2015 to the spring of 2016 to 75.1%	**Results: 79.8%; Goal MET**	*Check one of the following:* ☒*Goal Met* ☐*Goal Not Met* ☐*Goal in Progress (only for multi-year goals)*
High School 100% of Delano High School students who attend classes on Delano Public School's Campus will participate in a Career Interest Inventory	**Results: 100%; Goal MET**	*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
High School 100% of Delano High School seniors who attend classes on Delano Public School's Campus will graduate.	**Result: 100% 157/157** (There was 1 student who was already in the 18+ DCD program and 1 student dropped out but that person did not begin the school year on campus. Therefore, 157 of 157 graduated)	*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*

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.]

Delano Public Schools determined through is 5-year Strategic Improvement Plan that we need a vertically and horizontally aligned curriculum. To that end, we have implemented Professional Development time to complete curriculum maps across the district. At the beginning of the 2015-16 school year we had nearly 100 maps to complete. Therefore, staff utilized contract time to work toward completion.
Delano Public Schools also engages in a rigorous analysis of data collected from the MCA's and FAST testing system. A very detailed summary of our growth, proficiency, achievement gap reduction, graduation benchmarks are more specifically examined. Progress toward benchmark achievement is monitored with the use of FAST information. Appropriate interventions are implemented as necessary. Additionally, building and district goals are established based on the analysis of the results from the previous year.

4. Systems, Strategies and Support Category

4a. Students

The district utilizes a couple of different devices to monitor student progress. In grade K-6 the Formative Assessment for Students and Teachers (FAST) is used. Fountas and Pinnell Leveled Literacy Intervention is also used in the primary grades as another metric for progress monitoring. The data, along with other data points, are collected and utilized in our Student Success Teams to determine the optimal intervention as necessary. At the upper grade levels, analysis of the MCA's continues as well as AP, ACT and PSAT. MCA analysis includes examining student proficiency rates, growth scores, achievement gap analysis, and examination of the benchmark reports. This creates a very clear picture of our students' progress toward meeting our state and local standards. Further information is gleaned from the MCA by analyzing our Special Education and Free Public Lunch populations. These two categories are the only two with cell sizes large enough for reporting results at Delano Public Schools.

4b. Teachers and Principals

A review cycle for curricular programs assures that instructional practices are aligned with rigorous, internationally benchmarked student outcomes as highlighted on their curriculum map. Specific curriculum and program review areas in the 2015-16 school year included FACS, World Language, K-12 Art and Business Education. These areas were presented to our District Advisory Committee (DAC) for review and recommendations for approval.

The 2015-16 school year reviewed the instructional effectiveness by analyzing student growth from two data points (MCA growth data and FAST progress monitoring). Summary data are scrutinized by the principals from each of our three buildings to determine instructional effectiveness.

A robust system of teacher evaluation (a combination of the Danielson and Marshall models) and principal evaluation (leadership competency model), aligned with research based effective practices, exist for teachers and principals. Qualitative measures of teacher and principal effectiveness, observational data, and measures of student achievement are all considered in the teacher and principal evaluation processes. Delano Public Schools is a Q-Comp district. Tenured teachers are formally evaluated every three years with mini-observations performed during the off years. Non-tenured staff are evaluated annually with several mini-observations and two formal observations. Principals are evaluated annually by the Superintendent.

4c. District

Delano Public Schools is committed to a continuous improvement process that emphasis the four areas of Technology, Professional Development, Curriculum, and Facilities in our strategic improvement plan. The 2015-16 school year was the third year of this five-year strategic plan which stresses training staff and allowing staff time to examine their curriculum. Specified times were allocated by our Professional Development Committee dedicating 4 different dates for curricular areas to collaborate on mapping curriculum and/or curriculum alignment. Additional collaboration time was also provided through teacher Q-comp groups. Technology training in the area of Google Education was also provided on three of the four Staff Development dates which culminated in a Technology Demo-Slam during our March Professional Development day. According to our survey results, staff requested more time to begin implementing the technology ideas discovered during the Demo-Slam. This will be implemented for the 2016-17 school year.

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.

Delano Public Schools is made up of three buildings; an Elementary School (Grades K-4); a Middle School (Grades 5-8); and a High School (Grades 9-12). We have a very small turnover rate among our staff and students from year to year. In the 2015-16 School year, we had 12% of our staff inexperience and only 0.5% unqualified and 1.2% of classes being taught out of licensing field. Classroom teachers in the primary grades examine information such as grades, FAST scores and reported behavior incidences to assign students their next teacher. These assignments also distribute special population students and allow equal access to a high quality educational environment. The upper grades see only one or two teachers teaching any given course therefore, teacher assignments for all are random.