

2016-17 World's Best Workforce Report Summary

District or Charter Name: Lac qui Parle Valley Schools – ISD #2853

Grades Served: preK – Grade 12

Contact Person Name and Position: Gregory A. Schmidt - Superintendent

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.

If you have questions while completing this summary, please feel free to email 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

➤ <http://www.lgpv.org>

1b. Annual Public Meeting

➤ October 10, 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).

District Advisory Committee Member	Role in District
Jill Arnold	Parent
Alyssa Besonen	Teacher
Brenda Bormann	Parent
Scott Conn	Parent & Board member
Dawn Hegland	Parent
Maureen Heinecke	Principal
Amber Molden	Parent
Scott Sawatzky	Principal
Greg Schmidt	Superintendent
Jake Sieg	Parent
Kipp Stender	Principal

2. Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
<i>All Students meet student readiness goals as evidenced by Spring 2017 Assessment Data.</i>	<i>Results are in the table below.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

Teaching Strategies Gold- Assessment Growth Chart

Lac qui Parle Preschools- 2016-2017

Domain	Town	Fall			Spring		
		Below	Meeting	Exceeding	Below	Meeting	Exceeding
Social-Emotional	Appleton 1	77.8%	22.2%		33.3%	55.6%	11.1%
	Appleton 2	100.0%			14.3%	78.6%	7.1%
	Appleton 3/4	50.0%	50.0%			100.0%	
	Madison 1	62.5%	37.5%		37.5%	62.5%	
	Madison 2	25.0%	75.0%			50.0%	50.0%
Physical	Appleton 1	44.4%	55.6%			100.0%	
	Appleton 2	100.0%				100.0%	
	Appleton 3/4	57.1%	42.9%			57.1%	42.9%
	Madison 1	50.0%	50.0%		12.5%	87.5%	
	Madison 2	40.0%	60.0%			60.0%	40.0%
Language	Appleton 1	22.2%	77.8%		11.1%	88.9%	
	Appleton 2	100.0%				100.0%	
	Appleton 3/4	37.5%	62.5%		25.0%	25.0%	50.0%
	Madison 1	75.0%	25.0%		50.0%	50.0%	
	Madison 2	40.0%	60.0%			80.0%	20.0%
Cognitive	Appleton 1	33.3%	66.7%		22.2%	77.8%	
	Appleton 2	100.0%				100.0%	
	Appleton 3/4	100.0%				100.0%	
	Madison 1	62.5%	37.5%		25.0%	75.0%	
	Madison 2	60.0%	40.0%			60.0%	40.0%
Literacy	Appleton 1	44.4%	55.6%		11.1%	88.9%	

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

Goal	Result	Goal Status
<i>In 2016-17 all 3rd grade students achieve grade level literacy as evidenced by MCA scores.</i>	<p><i>Appleton-Milan Elementary School Reading</i></p> <ul style="list-style-type: none"> - 14 of 32 students Met or Exceeded the goal - 4 students Exceeded - 10 students Met - 6 student Partially Met - 10 students Did Not Meet <p><i>Madison-Marietta-Nassau Elem. School Reading</i></p> <ul style="list-style-type: none"> - 17 of 26 students Met or Exceeded the goal - 2 students Exceeded 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Goal	Result	Goal Status
	<ul style="list-style-type: none"> - 15 students Met - 3 students Partially Met - 6 students Did Not Meet 	

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

Goal	Result	Goal Status
<p><i>In 2016-17, Close the Academic Achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty.</i></p>	<p><i>White, Not Hispanic</i> 2015 Math 66.4 Reading 61.0 2016 Math 67.8 Reading 62.2 2017 Math 67.0 Reading 60.9</p> <p><i>All Non-White</i> 2017 Math 31.5 Reading 29.2</p> <p><i>Free & Reduced</i> 2015 Math 42.9 Reading 39.3 2016 Math 46.3 Reading 43.0 2017 Math 47.7 Reading 45.1</p> <p><i>Non-Free & Reduced</i> 2015 Math 74.6 Reading 68.7 2016 Math 79.7 Reading 69.5 2017 Math 73.0 Reading 67.76</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status																		
<p><i>In 2016-17--All Students are College and Career Ready as evidenced by improvement in ACT scores.</i></p>	<table border="0"> <thead> <tr> <th></th> <th><u>2016</u></th> <th><u>2017</u></th> </tr> </thead> <tbody> <tr> <td>English</td> <td>17.9</td> <td>18.1</td> </tr> <tr> <td>Math</td> <td>20.3</td> <td>21.3</td> </tr> <tr> <td>Reading</td> <td>19.8</td> <td>21.0</td> </tr> <tr> <td>Science</td> <td>21.7</td> <td>21.1</td> </tr> <tr> <td>Composite</td> <td>20.1</td> <td>20.6</td> </tr> </tbody> </table>		<u>2016</u>	<u>2017</u>	English	17.9	18.1	Math	20.3	21.3	Reading	19.8	21.0	Science	21.7	21.1	Composite	20.1	20.6	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>
	<u>2016</u>	<u>2017</u>																		
English	17.9	18.1																		
Math	20.3	21.3																		
Reading	19.8	21.0																		
Science	21.7	21.1																		
Composite	20.1	20.6																		

2e. All Students Graduate

Goal	Result	Goal Status								
<p><i>In 2016-17--All students Graduate from High School as evidenced by graduation rates.</i></p>	<table> <tr> <td>2014</td> <td>100%</td> </tr> <tr> <td>2015</td> <td>92.6%</td> </tr> <tr> <td>2016</td> <td>95.4%</td> </tr> <tr> <td>2017</td> <td>97.7%</td> </tr> </table>	2014	100%	2015	92.6%	2016	95.4%	2017	97.7%	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" 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 grade 12</i></p>
2014	100%									
2015	92.6%									
2016	95.4%									
2017	97.7%									

3. Identified Needs Based on Data

Need: Increasing math/reading achievement

The percentage of students' proficient on MCA math assessments in 2016 compared to the state.

LqPV—3^d-71.4% 4th-71.4% 5th-51.9% 6th-64.5% 7th-67.3% 8th-59.6% 11th-43.6%
State—3^d-68.1% 4th-66.7% 5th-57.1% 6th-55.2% 7th-54.9% 8th-58.0% 11th-48.3%

The percentage of students' proficient on MCA reading assessments in 2016 compared to the state.

LqPV—3^d-56.1% 4th-55.7% 5th-56.9% 6th-65.1% 7th-64.7% 8th-51.9% 10th-51.1%
State—3^d-56.5% 4th-56.8% 5th-67.5% 6th-63.4% 7th-57.5% 8th-58.7% 10th-60.3%

Need: Closing the achievement gap

The difference in the percent of White students enrolled Oct. 1st and Asian/Pacific Islander students enrolled Oct. 1st proficient on the state math assessments were:

2012-45.8% 2013-46.8% 2014-39.1% 2015-34.8% 2016-43.8% 2017-45.6%

The difference in the percent of White students enrolled Oct. 1st and Asian/Pacific Islander students enrolled Oct. 1st proficient on the state reading assessments were:

2013-48.3% 2014-17.8% 2015-39.6% 2016-25.3% 2017-39.2%

The difference in the percent of Minnesota Special Ed. students compared to LqPV Special Ed. students proficient on the Reading MCA's were:

2013—7.3% 2014—14.5% 2015—9.1% 2016—6.1% 2017 -4.3%

4. Systems, Strategies and Support Category

4a. Students

Significant strategies and services were offered LqPV students during the 2016-17 school year. These supports were intended to address academic needs, achievement gaps, kindergarten readiness, graduation rate and college and career readiness.

- *Reading and Math interventions*
- *Three bi-lingual teaching assistants were employed to provide academic support; one at the K-4 level and two at the 5-12 level*
- *Continued to work with our three counties on truancy and attendance issues: Chippewa, Lac qui Parle and Swift.*
- *LqPV Special education teachers and administration reconstructed the Special Ed. delivery model. Their goal was to better meet the individual needs of each student. This new system emphasizes reading, study skills and life skills.*

Several assessments were administered throughout the school year to assess student progress toward meeting state and local academic standards and post-secondary preparation. The following assessments were administered: FAST, STAR, MCA, OLPA, EXPLORE, PLAN and ACT/ASVAB/ACCUPLACER

The District disaggregated the summative MCA assessment by student groups and that data was reviewed by the District Leadership Team, School Board and PLCs. In addition, all of the assessments listed above are reviewed to determine needs of groups of students along with the needs of individual students.

4b. Teachers and Principals

The following are support services offered to our teachers and principals to address identified needs.

- *Implementation of Q-comp plan—focused PLC, building PLC, peer and lead teacher observations/reflections*
- *Implementation of Teacher Growth and Development Evaluation Plan that is supported via our Q-comp plan.*
- *Implementation of the State of Minnesota's model Principal Evaluation Plan*
- *New Teacher induction and mentoring program for the first year teachers*
- *Teacher mentorship for teachers in their 2nd and 3rd year of teaching*
- *Grade level and department bi-weekly PLCs*
- *Ongoing professional development is offered to teachers, support staff and principals on professional development days, on-going early morning technology trainings*
- *Professional Learning Communities meeting biweekly and are focused on student learning. Q-comp Focus Groups and individual teacher professional learning goals related to the Literacy and Math instructional goals.*
- *Exemplary grants are available for teacher groups to research and implement innovative strategies.*

4c. District

The District Office is committed to the empowerment of teacher leaders in establishing a system of strategies to facilitate ongoing student academic growth. Specifically, the District encourages teacher empowerment through the q-comp program. The District-wide Leadership Team made up of teacher leaders and administration work together to monitor and enhance the PLCs and bi-weekly grade level and subject matter PLCs as they address curriculum, instruction, technology integration and professional development. This happened within the contract day through: PLCs and Grade Level/Content Area Team meetings held weekly, regular technology integration sessions focused on the integration of technology for the 1 to 1 devices for 6-12 and Chromebook and iPad use at the K-5 levels. A comprehensive Teacher Induction program, Alignment of Title I, Title II, Title III and a comprehensive Q-comp and Teacher Evaluation system focused on continual growth of teachers and effective instructional strategies designed to increase student achievement.

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.

In rural schools like ours, we work diligently to make sure all students have access to excellent teachers. While options are limited due to the low number of available sections, our administration strives to ensure that all students, regardless of race or income levels, will not have an inexperienced, ineffective, or out-of-field teacher two years in a row.

Each year, at a meeting of all district administrators, we review staffing in each of our buildings. We review experience, qualifications, and effectiveness based on our teacher evaluation model. After reviewing the data, changes in assignment are considered. Administrators use this data as part of the criteria when assigning students to teacher classrooms.