



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

District or Charter Name:

Grades Served:

Contact Person Name and Position:

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.]

- 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://www.edline.net/pages/Waseca\\_Public\\_Schools\\_ISD\\_829](http://www.edline.net/pages/Waseca_Public_Schools_ISD_829)
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#### 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.]

- As a school district, we have attempted several meetings for a variety of reasons including a proposed \$30 million capital bond. Our experience has taught us that no one shows up for these meetings. Therefore, we incorporate the World's Best Workforce report at School board meetings which are filmed for community television and placed on our website. This year's meeting is December 14, 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.]



## 2a. All Students Ready for School

Goal	Result	Goal Status
<i>95% of incoming Kindergarteners will be Ready for K compared to the 90% in 2016, as measured by our Kindergarten Readiness Assessment, other benchmark data and teacher observation.</i>	<i>89% met the Ready for K criteria</i>	<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</i> <i>(only for multi-year goals)</i>

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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<i>70% of all 3<sup>d</sup> grade students will demonstrate proficiency on the 2017 MCA Reading Assessment compared to the 69% in 2016.</i>	<i>71% of third grade students were deemed proficient.</i>	<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</i> <i>(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**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
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<p>The percent of <b>All</b> students who earn levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 52.7 % in 2016 to 55% in 2017.</p>	<p><i>55.7% of all students were proficient in math.</i></p>	<p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>All</b> students who earn levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 57.8% in 2016 to 60% in 2017.</p>	<p><i>60.4% of all students were proficient in reading.</i></p>	<p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>Hispanic</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 44% in 2016 to 45% in 2017.</p>	<p><i>34.5% of Hispanic students were proficient in math.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>Hispanic</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 41% in 2016 to 45% in 2017.</p>	<p><i>40% of Hispanic students were proficient in reading.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>Free/Reduced Price Lunch</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 44% in 2016 to 50% in 2017.</p>	<p><i>40% of Free and Reduced lunch students were proficient in math.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>Free/Reduced Price Lunch</b> students who earn levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 47% in 2016 to 50% in 2017.</p>	<p><i>48% of Free and Reduced lunch students were proficient in reading.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>EL</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MTASS in Waseca Public Schools will increase from 21% in 2016 to 25% in 2017.</p>	<p><i>23.3% of EL students were proficient in math.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>EL</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MTAS in Waseca Public Schools will increase from 25% in 2016 to 30% in 2017.</p>	<p><i>26.3% of EL students were proficient in reading.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>

<p>The percent of <b>Special Education</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 32% in 2016 to 35% in 2017.</p>	<p><i>28% of Special Education students were proficient in math.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>Special Education</b> students who earn levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 38% in 2016 to 40% in 2017.</p>	<p><i>28% of Special Education students were proficient in reading.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>Black</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA in Waseca Public Schools will increase from 57% 2016 to 60% in 2017.</p>	<p><i>42% of black students were proficient in math.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>
<p>The percent of <b>Black</b> students who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA in Waseca Public Schools will increase from 58% in 2016 to 60% in 2017.</p>	<p><i>49% of black students were proficient in reading.</i></p>	<p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress</p>

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

Goal	Result	Goal Status
<p><i>85% of graduating seniors will report they are ready for college/career on the Senior Exit Survey conducted in May, 2016</i></p>	<p><i>When asked on an exit survey, "How well do you feel prepared for your transition to college, the workplace or the military", graduating seniors responded:</i></p> <p><i>25.41% Excellent</i></p> <p><i>41.8% Good</i></p> <p><i>24.59 % Average</i></p> <p><i>8.2% Either below average or needs improvement.</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></p>
<p><i>70% of graduating seniors will report they are headed to either a 4 year or 2-year post-secondary school upon graduation.</i></p>	<p><i>86% of graduates reported plans to attend a 4 year (68%) or 2-year (18%) post-secondary school.</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></p>

## 2e. All Students Graduate

Goal	Result	Goal Status
<p><i>The District's Graduation rate * will improve from 90.5% in 2016 to 92% in 2017.</i></p> <p><i>*Waseca's graduation rate includes students from the Waseca High School and the ALC. Our ALC population includes students from other districts (WEM, JWP and NRHEG).</i></p> <p><i>The Waseca High School graduation rate will improve from 96% in 2016 to 97% in 2017.</i></p>	<p><i>As of December 2017, the data is not available from the MDE. Our data indicates 97% graduation rate at the high school. The ALC had 25 12<sup>th</sup> grade students. Of these, 10 graduated and 7 of 10 were graduating on time. All total, we estimate 89.5% graduation rate.</i></p> <p><i>As of December 2017, the data is not available from the MDE. Our data indicates 97% graduated.</i></p>	<p> <input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input checked="" type="checkbox"/> Goal in Progress         </p> <p> <input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress         </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.]

As a district we review all of our assessment data including MCA, NWEA, FAST, grades, attendance, behavior, credit recovery, etc. We utilize this data at the building level to identify students for intervention (RTI). At the district and building levels, we look for trends both in content area and in each NCLB group. Curricular and instructional practices are adjusted based on the data.

We have traditionally maintained superiority to the State of Minnesota as a whole in both reading and math. The last couple of years we are maintaining our historic advantage in reading but have come down to the state average in math. Therefore, improving our math performance became a primary need. Because we are responsible for all students in all content areas, our smart goals are written as such. However, we were in the second year of a math curriculum adaption and internally put more emphasis on math to avoid the predictable “slump” often brought on in the first couple of years of an adoption. The key MCA data is identified above. The NWEA data is more an assessment for learning so we utilize this data more frequently and also use other progress monitoring tools as formative assessment.



## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - Our focus has been to identify students at risk for not meeting WBWF goals and provide appropriate intervention. Intervention teams at each building disaggregated the data at their buildings to identify students in need of academic intervention, behavioral intervention (including attendance). Title 1 staff, Intervention Specialists (Reading and Math) put together specific plans for these students to be implemented and monitored. Systemically, we have mature RTI and PBIS models in place. We have created structures like tutorials within the school day to assist when formative data indicates students need re-teaching, more time or enrichment. We have embarked on a curriculum review cycle that assures alignment to state standards. Our PLC's meet monthly on early out days to review relevant data to support learning. We have provided other structures like common prep time at the primary level to assure the delivery of a guaranteed and viable curriculum. Our Board has initiated 3 District wide committees to review practices like assessment, homework and grading to also assure a guaranteed and viable curriculum. Our data is housed in a data warehouse, Viewpoint. We can access our NWEA data by strand, skill and by student to identify students who need specific assistance.

## 4b. Teachers and Principals

➤ Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.

- System to review and evaluate the effectiveness of:
  - Instruction
  - Curriculum
  - Teacher evaluations
  - Principal evaluations

➤ All of our evaluation systems are aligned to the State requirements. First, we utilize the Danielson framework for teaching with our instructional staff. This model assures the review of four domains (Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities). Tenured teachers are formally evaluated every three years with peer review, utilizing the framework, on the off years. We have developed forms specific for different jobs within the teacher unit. Additionally, all staff use student surveys to gather information regarding their effectiveness in the classroom.

➤ All of these forms can be found at:  
[http://www.edline.net/pages/Waseca\\_Public\\_Schools\\_ISD\\_829/Departments.Resources/3346463820845995906](http://www.edline.net/pages/Waseca_Public_Schools_ISD_829/Departments.Resources/3346463820845995906)

Instruction is evaluated both informally and formally (through principal evaluation of staff, peer review and use of summative data). Principal evaluations align with the State recommended process and include the development of specific goals and objectives. It also includes a February survey of staff. These forms and process can be found at:

<https://drive.google.com/drive/folders/0B6eoV41DLZe5ZHUN0ZDalp0OW8>

Curriculum is reviewed annually for alignment and effectiveness but the formal curriculum cycle is:

<i>Subject</i>	<i>Year of Standards Work</i>	<i>Year of Materials Review</i>	<i>Year/Implementation</i>
<i>SS/PE/Health</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>
<i>World Lang/Art</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
<i>IT/Ag/Business</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
<i>Reading/LA</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
<i>Math</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>
<i>Science</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2023-24</i>

As you can see we have a 3-year process, which is described in our review process document:

<https://drive.google.com/drive/folders/0B6eoV41DLZe5Y0RwTElwUzRwcUU>



#### 4c. District

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
  - Include the district practices around high-quality instruction and rigorous curriculum which integrate:
    - Technology
    - Collaborative professional culture
- We have a five-year Staff Development Plan that focuses on the following: curriculum content, improve core instruction (student engagement), leveraging technology for learning, understanding our changing population of students and families. Additional to these, we are focused on managing change (new clientele, new facilities, new curriculum, new technologies and new instructional practices).
- Below you will find a link to the components of the former staff development report:  
<https://drive.google.com/drive/folders/0B1lo6REtqFiiMGlvUkV3ST11VUE>
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### 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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers*

This is a difficult requirement in Waseca. We are experiencing difficulty finding qualified teachers. We are actively recruiting teachers through attendance at Job Fairs, and through a partnership with MSU-Mankato. Additionally, all of our primary students go to one school, Hartley Elementary School. All of our students grades 4-6 go to one school, Waseca Intermediate School. All of our students in grades 7-12 go to one school, Waseca Junior/Senior High School. Therefore, we are assuring the equitable distribution of teachers to all of our students.