

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Hendricks Public Schools

Grades Served: K-12

Contact Person Name and Position: Bruce Houck, 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 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](mailto: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.hendrickspublicschools.org](http://www.hendrickspublicschools.org)

#### 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.]

- *November 15, 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.]

Bruce Houck	Superintendent	
Sharon Evert	Teacher	
Jess Jordahl	Teacher	
Angie Schumacher	Board Member	
Tom Olson	Parent	

## 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>By spring 2016, to impact all students ready for Kindergarten Hendricks Public School will expand preschool programming to include 3- and 4-years olds while continuing ECFE improvements and outreach strategies with families.</p>	<p>Hendricks Public School did expand preschool programming to include 3- and 4-year olds. Participation during the 2015- 2016 school year was strong.</p>	<p><i>Check one of the following:</i>  <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>  <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p>By spring 2016, Hendricks Public School 3rd grade students will increase reading proficiency from 81% in 2015 to 80% in 2016 as measured by the Reading MCA-III.</p>	<p>Hendricks Public School 3rd grade students achieved 81% proficiency on the Spring 2016 Reading MCA-III.</p>	<p><i>Check one of the following:</i>  <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>  <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p>By spring 2016, Hendricks Public School Free/Reduced Priced Lunch students will increase math proficiency from 50% in 2015 to 55% in 2016 as measured by the Math MCA-III.</p> <p>By spring 2016, Hendricks Public School Free/Reduced Priced Lunch students will increase reading proficiency from 52.1% in 2015 to 50% in 2016 as measured by the Reading MCA-III.</p>	<p>Hendricks Public School FRP students achieved 50% proficiency on the Spring 2016 Math MCA-III.</p> <p>Hendricks Public School FRP students achieved 50% proficiency on the Spring 2016 Reading MCA-III.</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>

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

Goal	Result	Goal Status
<p>By spring 2016, all Hendricks Public School grades 9-12 students will have access to a minimum of 12 college credits while one college- level course will be required. Hendricks Public School will continue partnerships with Southwest MN State University and the MN Virtual School for Success to provide post-secondary courses.</p>	<p>Hendricks Public School grades 9-12 students had access to 13 college credits. Partnerships are continuing.</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**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>By spring 2015, the number of students graduating from e Hendricks Public School District within 4-years will be at or above 60%.</p>	<p>2015 Graduation Results based on 4-Year Rate (8 students):</p> <ul style="list-style-type: none"> <li>• Graduate 63.5%</li> <li>• Drop 25%</li> <li>• Unknown 11.5%</li> </ul>	<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 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.]

- Needs for the 2015-2016 school year were identified using the following data:
  - Elementary Needs (K-6)
    - Multiple Measurements Rating (MMR) & Focus Rating (FR) • 2014 MMR 82.42% (41/50)
    - Reward School ○ Proficiency Points 25/25
    - Math—All & White Students were above Index Target
    - Reading—All & White Students were above Index Target
    - Math—Low Growth, Average Growth Score -1.12
    - Reading- High Growth Score 0.5
    - Combined—Low Growth, Average Growth Score -0.56
    - Achievement Gap Points NA (less than 20 students)
    - 2015 FR No Score Available, less than 20 students
    - Achievement Gap Points NA (less than 20 students)
    - Focused Proficiency Points NA (less than 20 students)
    - Secondary Needs (7-12)
      - Multiple Measurements Rating (MMR) & Focus Rating (FR)
      - 2015 MMR No Score Available, less than 20 students
      - No Designation
      - Proficiency Points NA (less than 20 students)
        - Math— NA (less than 20 students)
        - Reading—All Students were above Index Target
      - Growth Points NA (less than 20 students)

- Math— NA (less than 20 students)
  - Achievement Gap Points NA (less than 20 students)
  - Graduation Points NS (less than 20 students)
- 2015 FR No Score Available, less than 20 students
  - Achievement Gap Points NA (less than 20 students)
  - Focused Proficiency Points NA (less than 20 students)
  - District Needs (K-12)
- MCA-III • All Students
  - Math Proficiency 62.5%
  - Reading Proficiency 71.4%
- White Students
  - Math Proficiency 62.5%
  - Reading Proficiency 71.4%
- Special Education Students
  - Math Proficiency 30.2%
  - Reading Proficiency 45.0%
- Free/Reduced Price Lunch Students
  - Math Proficiency 50.0%
  - Reading Proficiency 55.1%
- Male Students
  - Math Proficiency 62.1%



- Reading Proficiency 61.3%
- Female Students
- Math Proficiency 58.3%
- Reading Proficiency 69.6%

## **4. Systems, Strategies and Support Category**

### **4a. Students**

➤ The district provides Title I support services in small group or one-to-one tutoring and instruction. Special Education services are also provided to students who qualify for a one-to-one paraprofessional or teacher. These services are monitored and evaluated through the implementation of the following plans:

- Local Literacy Plan
- Title I Plan
- School Readiness Plan
- Student Transition Plan to College & Career Readiness
- Q-Comp
- Educator Evaluation
- Principal Evaluation
- School Improvement Plan
- Continuous Improvement Monitoring Progress Plan
- Integration Plan

### **4b. Teachers and Principals**

- School as a Learning Community:
  - Recognize the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional and developmental growth of all students.
  - Indicators of student growth will include standardized test data to meet accountability requirements.
- Evaluation Process:
  - Provide feedback to promote a high level of performance and support personal and professional growth.
- Continuous Progress & Goal-Setting:
  - Support district continuous progress and connect with our Q-Comp school and district improvement goals.
  - Align building and district goals with the vision of the school district. ○ Accomplished through data collection and student engagement.

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#### **4c. District**

- The District Advisory Committee advises the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues.
- Staff development/instructional goals:
  - Four main staff development and general instructional goals continue to be addressed.
    - Developing Professional Learning Communities
    - Increasing the use of technology in the classroom
    - Aligning each teacher's instruction with the Minnesota State Standards
    - Using the Formative Assessment process.
  - These goals are addressed and reviewed at all staff development workshops as a means of improving instruction and student learning and ultimately to improve test scores.

## 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.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
- *Our staff has a data mine each year to review the data from the MCA III, AIMSWEB, STAR MATH and READING. Since we are one section school this has no impact on the equitable distribution of teachers*
- *The data from the data mine is used in each PLC for review and strategies to increase the scores from the previous year. Since we are one section school there is no issue of equitable to excellent teachers, all of our teachers are excellent teachers.*