

2014-2015 World's Best Workforce Report Summary

District or Charter Name Lewiston-Altura Public Schools 0857-01

Contact Person Name and Position Jeff Apse, Superintendent of Schools

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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

- *The "Striving for the World's Best Workforce" bill was passed in 2013 (Minnesota Statutes 2013, section 120B.11) to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:*
 - *All children are ready to start kindergarten.*
 - *All third-graders can read at grade level.*
 - *All achievement gaps between students are closed.*
 - *All students are ready for career and/or postsecondary education.*
 - *All students graduate from high school*
- *A school district's success in reaching the World's Best Workforce goals will be measured by student performance on the National Association of Education Progress (NAEP); the reduction of the academic achievement gaps by specific student subgroups; student performance on the Minnesota Comprehensive Assessments; high school graduation rates; and career and college readiness under Minnesota Statutes section 120B.30 subdivision 1*
- *Lewiston-Altura ISD 857's World's Best Workforce Plan along with copies of our progress reports can be found at: <http://www.lewalt.k12.mn.us/page/2669>.*

Annual Public Meeting

- *The School District reviewed the District's progress from 2014-2015 and the 2014-2015 World's Best Workforce Report along with District and Site Goals for 2015-2016 during the November 2, 2015 World's Best Workforce Advisory Committee meeting. The meeting was held in the high school media center at*

6:00 p.m. Prior to holding the meeting, the meeting was posted and advertised to the public as a special meeting per procedures defined by District Policy 205 Open and Closed Meetings.

District Advisory Committee

- Per District Policy 616 School District System Accountability, our District Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be: a Principal, School Board Member, Student Representative, One teacher from each building or instructional level, Two parents from each building or instructional level, Two residents without school-aged children non-representative of local business or industry, Two residents representative of local business or industry, and our School District Test Administrator.
- The following people were identified as Advisory Committee members and were invited to attend District Advisory Committee meetings on November 3, 2014, February 2, 2015, and April 13, 2015:

Name	Role
Lori Anderson	District Test Administrator
Jeff Apse	Superintendent
Connie Frank	Parent
Melissa Meisch	School Board
Janel Pecinovsky	School Board
Dave Riebel	Elementary Principal/Parent
Anne Sullivan	School Board
Jim Ziegler	Southeast Tech/Community Member
Mitch Schiltz	High School Principal
Mari Jo Starks	Elementary Teacher/Parent
Lauren Daley	Student
Hunter Herber	Student
Gwendolyn Peterson	Student
Bruce Ramsdell	Winona State Univeristy
Mariann Miller	St. Mary's University
Michelle Herber	Parent
Craig Porter	Community Business Partner
Larry Rupprecht	Community Member

Goals and Results

- The table below illustrates the progress the District made toward achieving its goals that focused exclusively on World's Best Work Force requirements. The complete list of District and Site goals for 2014-2015 and the full 2014-2015 Site Improvement Plans can be found at <http://www.lewalt.k12.mn.us/page/2685>.

World's Best Work Force Requirements	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<p><i>Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement in order for 85% of our Early Childhood students to meet Kindergarten Readiness by the end of the 2014-2015 school year.</i></p>	<p><i>The preschool and kindergarten staff were able to plan, implement and utilize our Kindergarten Readiness assessment tool in order to collect data about students who were enrolled in our Kindergarten Readiness preschool classes. In the spring, near the end of their School Readiness classes, 34 students were assessed by our preschool teacher who was able to utilize the Google Form created to assess and collect the data per child. The data collected will allow for program analysis over time and help staff identify future areas for improvement. The data collected illustrated that 100% of students assessed were at the 70% proficiency level or higher.</i></p>
All Students in Third Grade Achieving Grade-Level Literacy	<p><i>Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement in order for all third grade students to achieve grade level literacy by the end of the 2014-2015 school year.</i></p>	<p><i>Aimsweb RCBM for 3rd Graders in 2014-2015 Fall-49% Above Benchmark Winter-50% Above Benchmark Spring-56% Above Benchmark</i></p> <p><i>NWEA Measures of Academic Progress for 3rd Graders in 2014-2015 Reading Fall-77% Above Benchmark Reading Spring-85% Above Benchmark</i></p> <p><i>Language Fall-89% Above Benchmark Language Spring-92% Above Benchmark</i></p> <p><i>Minnesota Comprehensive Assessment 3rd Grade Proficiency 2015 Lewiston-Altura 65% State of MN 59%</i></p> <p><i>MDE World's Best Workforce Data Grade 3 Reading Proficiency 2013: All L-A Students 52.31% FRP L-A Students 44.45% White L-A Students 56.67%</i></p> <p><i>Grade 3 Reading Proficiency 2015: All L-A Students 64.91% FRP L-A Students 59.26% White L-A Students 64.58%</i></p> <p><i>Grade 3 Reading Proficiency Goals for L-A for 2017 set by MDE: All L-A Students 76.15% FRP L-A Students 72.73% White L-A Students 78.33%</i></p> <p><i>Overall Grade 3 Reading Growth from 2014 to 2015 Grade 4 2015 All L-A Students -.03 Grade 4 2015 FRP L-A Students -.23 Grade 4 2015 SPED L-A Students -.05 Grade 4 2015 White L-A Students -.07</i></p>

World's Best Work Force Requirements	2014-2015 Goals	2014-2015 Goal Results
<p>Close the Achievement Gap(s) Among All Groups</p>	<p><i>Certified staff members will pursue staff development in order to complete a backwards designed curriculum mapping process utilizing the Standards Insights tool for the Reading/Language Arts and Mathematics Grade Level Standards by the completion of the 2014-2015 school year.</i></p>	<p><i>MDE World's Best Workforce Data-Math Achievement Gaps</i></p> <p><i>SPED L-A Students</i> 2015 Proficiency Index 55.93 2015 Proficiency Index Target 49.77 Difference between Index Achieved and Target +6.16 Number of Students Earning One Full Point Needed to reach 2014 Target=0 Number of Students Earning One-Half Point Needed to reach 2014 Target=0</p> <p><i>FRP L-A Students</i> 2015 Proficiency Index 64.53 2015 Proficiency Index Target 60.56 Difference between Index Achieved and Target +3.97 Number of Students Earning One Full Point Needed to reach 2014 Target=0 Number of Students Earning One-Half Point Needed to reach 2014 Target=0</p> <p><i>MDE World's Best Workforce Data-Reading Achievement Gaps</i></p> <p><i>White L-A Students</i> 2015 Proficiency Index 70.26 2015 Proficiency Index Target 78.09 Difference between Index Achieved and Target -7.83 Number of Students Earning One Full Point Needed to reach 2014 Target=28 Number of Students Earning One-Half Point Needed to reach 2014 Target=55</p> <p><i>SPED L-A Students</i> 2015 Proficiency Index 48.11 2015 Proficiency Index Target 46.87 Difference between Index Achieved and Target +1.24 Number of Students Earning One Full Point Needed to reach 2014 Target=0 Number of Students Earning One-Half Point Needed to reach 2014 Target=0</p> <p><i>FRP L-A Students</i> 2015 Proficiency Index 64.97 2015 Proficiency Index Target 57.61 Difference between Index Achieved and Target +7.36 Number of Students Earning One Full Point Needed to reach 2014 Target=0 Number of Students Earning One-Half Point Needed to reach 2014 Target=0</p>
<p>All Students Career- and College-Ready by Graduation</p>	<p><i>Align rigorous curriculum to ensure each student is prepared to take an appropriate College/Career assessment for their individual future path.</i></p>	<p><i>The junior class of 2015 took the ACT.</i></p> <p><i>The average ACT composite score for the junior class of 2015 was 20.7.</i></p> <p><i>To help measure Career and College Readiness Before Graduating from High School MDE uses 8th grade MCA math results as an indicator of career or college readiness.</i></p> <p><i>MDE World's Best Workforce Data-Career and College Readiness</i></p> <p><i>All L-A Students</i> 2011 Grade 8 Math Proficiency 35.55% 2015 Grade 8 Math Proficiency 47.36% 2017 Grade 8 Math Proficiency Goal 67.78%</p>

World's Best Work Force Requirements	2014-2015 Goals	2014-2015 Goal Results
		<p><i>FRP L-A Students</i> 2011 Grade 8 Math Proficiency 11.11% 2015 Grade 8 Math Proficiency 55.56% 2017 Grade 8 Math Proficiency Goal 33.33%</p> <p><i>White L-A Students</i> 2011 Grade 8 Math Proficiency 37.20% 2015 Grade 8 Math Proficiency 68.60% 2017 Grade 8 Math Proficiency Goal 48.09%</p>
All Students Graduate	<p><i>All teachers will utilize systems for monitoring individual student progress toward achieving the local, state, and national standards delivered through the curriculum they teach by using Formative and Summative assessments to align instruction.</i></p>	<p><i>To help students reach their potential, Minnesota has a goal to reach a 90 percent graduation rate by the year 2020 with no student group below 85 percent. The data below provides the 2014 graduation rates for each student group with at least 10 students. Note that this data uses a 90 percent goal for all student groups; however, Minnesota's 2020 goal is to reach a 90 percent graduation rate overall with no group below 85 percent.</i></p> <p><i>In addition to a four-year graduation rate, Minnesota also uses a five-year and six-year graduation rate. The five-year graduation rates below represent the class of 2013, and provide the percent of students that graduated in 2013 or 2014. The six-year graduation rates below represent the class of 2012, and provide the percent of students that graduated in 2012, 2013 or 2014</i></p> <p><i>MDE World's Best Workforce Data-Graduation</i></p> <p><i>All L-A Students</i> 2014 Four Year Count 64 2014 Four Year Percent 91.43% Increase Needed to reach 90% Goal by 2020 is 0 2014 Five Year Count 55 2014 Five Year Percent 88.71% 2014 Six Year Count 59 2014 Six Year Percent 93.65%</p> <p><i>White L-A Students</i> 2014 Four Year Count 62 2014 Four Year Percent 91.18% Increase Needed to reach 90% Goal by 2020 is 0 2014 Five Year Count 54 2014 Five Year Percent 91.53% 2014 Six Year Count 59 2014 Six Year Percent 93.65%</p> <p><i>FRP L-A Students</i> 2014 Four Year Count 19 2014 Four Year Percent 82.61% Increase Needed to reach 90% Goal by 2020 is 7.39% 2014 Five Year Count 19 2014 Five Year Percent 82.61% 2014 Six Year Count 15 2014 Six Year Percent 88.24%</p>

Identified Needs Based on Data

➤ District Needs

- *The District will strive to provide the best possible educational programs.*
 - *By the 2014-2015 School Year, all teachers will implement systems for monitoring individual student progress toward achieving the local, state, and national standards delivered through the curriculum they teach.*
 - *Through the use of technology, the District will communicate with families and community members to increase parent and community engagement in the schools.*
 - *The District will regularly update and maintain its technology program to promote student engagement through the regular use of 21st Century Tools and Resources in the classroom.*
- *The District will strive to hire, develop and maintain the best possible staff.*
 - *By the 2014-2015 school year, Lewiston-Altura Public Schools will implement and maintain a system for teacher evaluations aligned with state requirements.*
 - *By the 2015-2016 school year, Lewiston-Altura Public Schools will develop and implement a system for support staff evaluations that align with clear expectations and current job descriptions.*
 - *Support and encourage results oriented staff development that promotes student achievement.*
- *The District will strive to maintain a positive emotional and safe climate for learners and staff.*
 - *Support district staff in pursuing development opportunities such as Responsive Classroom, PBIS, Love and Logic, and Mental Health training to improve district and site climate.*
- *The District will strive to maintain and improve the district infrastructure.*
 - *Support the district technology committee to increase student access and staff in understanding and implementation through training and curriculum implementation.*
 - *Support staff in data analysis by providing access through JMC and TIES Data Warehouse to be used to formatively guide instruction and support teacher PLC's.*

➤ Elementary/Intermediate School Needs

- *The District will strive to provide the best possible educational programs.*
 - *Certified staff will pursue staff development in order to complete a backwards designed, curriculum mapping process utilizing the Standards Insights tool for the Reading/Language Arts and Mathematics grade level standards by the completion of the 2014-2015 school year.*
 - *Certified staff members will implement a handwriting print curriculum for grades PreK-2nd grade by the start of the 2014-2015 school year.*

- *Certified staff members will pursue staff development in order to determine a cursive handwriting curriculum process for grades 3-6 to be used for the 2014-2015 school year and beyond.*
- *Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement in order for 85% of our Early Childhood students to meet kindergarten readiness by the end of the 2014-2015 school year.*
- *Certified staff members will continue best practice instruction, pursue staff development and monitor student achievement in order for all of our third grade students to achieve grade level literacy by the end of the 2014-2015 school year.*
- *The District will strive to hire, develop, and maintain the best possible staff.*
 - *Pursue staff development so that 100% of the certified instructional staff of the Pre K-6 receive training for the JMC online grading systems throughout the 2014-2015 school year.*
 - *Pursue staff development so that 75% of the instructional staff have participated in training in the Responsive Classroom theory and practices by the end of the 2014-2015 school year.*
 - *Pursue staff development so that certified staff receive training for best practice approaches to team teaching by the spring of 2015.*
- *The District will strive to maintain a positive emotional and safe climate for learners and staff.*
 - *Pursue staff development so that 100% of our Pre K-6 certified, support staff and students have received training in fostering a Growth Mindset within our schools by the end of the 2014-2015 school year.*
- *The District will strive to maintain and improve the district infrastructure.*
 - *Utilize a paperless system of communication with parents.*

➤ *High School Needs*

- *The District will strive to provide the best possible educational programs.*
 - *All teachers will utilize systems for monitoring individual student progress toward achieving the local, state, and national standards delivered through the curriculum they teach by using Formative and Summative assessments to align instruction.*
 - *Increase the percentage of students taking courses with the opportunity to obtain college credits while at LAHS through AP courses, articulation agreements, and concurrent enrollment agreements.*
 - *Align rigorous curriculum to ensure each student is prepared to take an appropriate College/Career assessment for their individual future path.*
 - *Provide all teachers with differentiation and intervention strategies through training aligned with Rtl framework to reduce the achievement gap.*
- *The District will strive to hire, develop, and maintain the best possible staff.*
 - *Increase and improve 21st Century learning and teaching skills through technology, career education, and digital citizenship.*
 - *Develop content area literacy programs within the core areas of Science, Math, Social Studies, and English Language Arts.*

- *The District will strive to maintain a positive emotional and safe climate for learners and staff.*
 - *LAHS will improve on being a Welcoming and Friendly place as determined by student survey results by increasing from 72.8% to over 80%.*
- *The District will strive to maintain and improve the district infrastructure.*
 - *Identify capital and facility needs.*

Systems, Strategies and Support Category

Students

- *Student Support Systems*
 - *The Goals and Reports and Identified Needs Based on Data sections of this report illustrate our site focus areas for 2014-2015, the strategies we used, and the results we achieved. Lewiston-Altura provides a variety of programs to support students of all abilities. Prior to the start of each school year, our Site Staff Development Committees use student achievement data to set our focus areas for each year. Even though we have a set of focus areas for each year, we have a number of programs that we have in place and that consistently produce positive results. Summaries of the student support programming that we have in place to improve student achievement can be found at: <http://www.lewalt.k12.mn.us/page/2674>.*

Curriculum, Instruction, Teachers and Principals

- *Curriculum and Instruction Evaluation and Review*
 - *The table below illustrates the District's Curriculum Review Schedule. The schedule was created by referencing rules for state academic standards, national trends, and local expectations. During year one of the cycle, curriculum review teams made up of teachers from the specific curricular areas review state and national standards, curriculum materials, and curriculum delivery methods. The teams work to align our local curriculum with state and national updates while also working in local standards that our District has defined as important pieces of the curriculum necessary to help prepare our students to be productive members of their communities, our nation, and the world. Teams present their recommended updates to the District Curriculum Advisory Committee who in turn reviews the recommendations and brings them forward to the School Board for adoption. After the School Board adopts the recommendations, it is the responsibility of the curriculum review teams to implement, adjust, and monitor the curriculum preparing for the next time it is up for official review.*

School Year	Year 1	Year 2	Year 3	Year 4	Year 5
2014-2015	Business Education, Physical Education, Health	Fine Arts, Career Education, Economics	Social Studies	Language Arts	Science, Technology Education, Foreign Language, Ag. Ed
2015-2016	Technology Education,	Business Education,	Fine Arts, Career	Social Studies	Language Arts

	Foreign Language, Ag. Ed	Physical Education, Health	Education, Economics		
2016-2017	Language Arts	Technology Education, Foreign Language, Ag. Ed	Business Education, Physical Education, Health	Fine Arts, Career Education, Economics	Social Studies
2017-2018	Social Studies, Mathematics	Language Arts	Technology Education, Foreign Language, Ag. Ed	Business Education, Physical Education, Health	Fine Arts, Career Education, Economics
2018-2019	Fine Arts, Career Education, Economics	Social Studies, Mathematics	Language Arts	Technology Education, Foreign Language, Ag. Ed	Business Education, Physical Education, Health
2019-2020	Science, Business Education, Physical Education, Health	Fine Arts, Career Education, Economics	Social Studies, Mathematics	Language Arts	Technology Education, Foreign Language, Ag. Ed

➤ *Teacher Evaluation*

- *The Lewiston-Altura Teacher Evaluation System is a three track system that allows our District to target the specific needs of our non-tenured teachers (Track I), our Tenured Teachers (Track II), and our Tenured Staff in Need of Improvement (Track III). The evaluation system provides all teachers with the opportunity to conduct a Self-Assessment, to gather data and information to provide them with an opportunity to set a professional growth goal for the year, to prepare a professional growth plan with a SMART Goal focused on improving student achievement, to be formally evaluated by their supervising administrator, and to collect input and feedback from their colleagues through professional learning communities. All teachers are responsible for developing a professional growth plan focused on guiding their professional improvement so that they can help improve student achievement. All teachers are required to submit their plans at the start of the year, submit a progress report at mid-year, and to submit a final progress report to their supervising administrator at the end of the year. Along with their professional growth plans Track I teachers will be formally evaluated by their supervising administrators three times during the course of each school year using Danielson's four domains as a framework to guide supervisors' observations and evaluations. Track II teachers will be formally evaluated by their supervising administrators a minimum of one time per every three years, and Track III teachers will be evaluated as necessary per their individual improvement plan. Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations. We began piloting our revised teacher evaluation system during the 2013-2014 school year to help insure that it aligns with state statute. We officially implemented the system during the 2014-2015 school year.*

➤ **Principal Evaluation**

- *The Lewiston-Altura Principal Evaluation System provides our principals with the opportunity to develop an annual professional growth plan and to be formally observed and evaluated by the Superintendent of Schools. The principals conduct a self-assessment and they also collect feedback from the staff they supervise regarding their performance during the course of the school year. Our evaluation tools are adapted from the North Dakota Lead Center's 21st Century School Administrator Skills Assessment. Using this information along with data summarizing the progress made to achieve site improvement goals, the principals develop their professional growth plans. They work with the Superintendent to schedule a formal observation within a setting that relates to the goals they have established for themselves. The principals report on their individual progress along with the progress their sites are making toward achieving their site improvement goals at mid-year and at the end of each school year. Our principal evaluation system has been in place since 2012-2013 and has improved each year since our initial pilot.*

District

➤ **District Support for Achieving District Goals**

- *District and Site Needs, Goals, Strategies to Achieve the goals, and the results we achieved during the 2014-2015 school year are illustrated throughout the each of the sections of this report. Our District has a long history of using professional learning communities to foster a collegial environment for improving student achievement, and our District has made the commitment to allocate the resources necessary for our staff to work toward achieving our goals.*

Equitable Access to Excellent Teachers

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.