

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Fillmore Central Schools, ISD 2198

Grades Served: PK-12

Contact Person Name and Position: Richard Keith, Superintendent

1. Stakeholder Engagement

1a. Annual Report

*The Fillmore Central WBWF annual report is posted on the school district website at:
www.fillmorecentral.k12.mn.us*

1b. Annual Public Meeting

The annual meeting communicating the Fillmore Central WBWF plan was held November 22, 2016.

1c. District Advisory Committee

*Michelle Breitsprecher, Staff
Connie Berg, Staff
Darla Ebner, Community
Mary Hershberger, Parent
Angi Kaase, Parent
Richard Keith, Staff
Tonya Keim, Parent
Cheryl Krage, Parent
Shannon Love, Parent
Chris Mensink, Staff
Heath Olstad, Staff
Rick Prinsen, Parent
Dan Schoepski, Parent
Jason Sethre, Community
Allisa Stepflug, Parent
Michelle Van Hee, Parent*

2. Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<i>The percentage of students who are eligible to enter kindergarten in the fall of 2016 who are “Ready” according to School Readiness assessments (social and cognitive readiness) or on the Kindergarten Readiness Test (cognitive readiness) will be maintained at least at 90% in 2016.</i>	<i>100% of the students eligible to enter kindergarten in the fall of 2016 were “Ready” according to School Readiness assessments (social and cognitive readiness) or on the Kindergarten Readiness Test (cognitive readiness). Note that some students scoring as “Marginally Ready” chose to attend another year of preschool.</i>	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

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

Goal	Result	Goal Status
<i>The percentage of third-grade students scoring as proficient on the Minnesota state reading assessment will be at least 74% in the spring of 2016.</i>	<i>The percentage of third-grade students scoring as proficient on the Minnesota state reading assessment in the spring of 2016 was 68.33%.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3

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

Goal	Result	Goal Status
<i>The proficiency gap between the non-free and reduced price lunch (non-FRP) and the free and reduced price lunch (FRP) students enrolled the full academic year in grades 3-8 and 10 at Fillmore Central on all state reading accountability tests (MCA, MOD, MTAS) will decrease from 24.8% in 2015 to 16.0% in 2016 by increasing the proficiency rate of the groups as follows:</i> a) <i>non-FRP students from 69.9% in 2015 to 73% in 2016 and</i> b) <i>FRP students from 46.1% in 2015 to 57% in 2016.</i>	<i>The proficiency gap between the non-free and reduced price lunch (non-FRP) and the free and reduced price lunch (FRP) students enrolled the full academic year in grades 3-8 and 10 at Fillmore Central on all state reading accountability tests (MCA, MOD, MTAS) increased from 24.8% in 2015 to 26.2% in 2016:</i> a) <i>non-FRP students from 69.9% in 2015 to 77.6% in 2016 and</i> b) <i>FRP students from 46.1% in 2015 to 51.4% in 2016.</i>	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)

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

Goal	Result	Goal Status
<p><i>The percentage of eighth-grade students scoring as proficient on the Minnesota state math assessment will be at least 56% in the spring of 2016.</i></p>	<p><i>The percentage of eighth-grade students scoring as proficient on the Minnesota state math assessment in the spring of 2016 was 48.78%.</i></p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>The 4-year graduation rate for all students at Fillmore Central will be at least 90% for 2015.</i></p>	<p><i>The 4-year graduation rate for all students at Fillmore Central was 93.1% for 2015.</i></p>	<p>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

The School Readiness assessment results were positive. 100% of our students scored ready for kindergarten with only 9% marginally ready and 0% not ready.

AIMSweb data for reading skills in grades K-3 showed a need to enhance reading instruction, especially in grades K (letter naming fluency) and 1 (reading comprehension). Both significantly lower than our goal. This area of need was supported with our MCA 3rd grade reading scores. Although there was slight improvement, the proficiency level was 9% below our goal of 79%.

MCA math scores for 8th grade show we are still lagging behind in math proficiency. Our goal for 2015 was 61.67% and we scored at 48.88% proficient.

Minnesota Report Card data was used to analyze achievement gap deficiencies. This data showed a need to decrease the gap in reading achievement between our FRP students and non-FRP students. Our goal was to close the gap to 20% in 2015 by increasing the proficiency percentages in both groups. Both groups showed slight improvement but the gap remained high at 24.3%.

Four-year graduation rate data for 2013 was over 90% and we hoped to keep it at that level. 88.1% we were slightly under our goal.

4. Systems, Strategies and Support Category

4a. Students

During the 2015-16 school year we offered support programs at every level of learning to assist students in our effort to meet our goals. At the pre-kindergarten level students and parents were offered ECFE, ECSE, preschool classes and Head Start. We also began offering a preschool Plus program through the Pathway program. In the elementary we offered SRBI, RTI, Title I, special education, SAT, and homework help. In the high school we offered PBIS, special education, TNT, SADD, SAT and homework help. Students are monitored throughout the school year with a variety of assessments to track progress towards goals. These assessments include classroom observations and assessments as well as formal assessments such as AIMSweb and DRA.

Our school is not very diverse culturally with nearly 100% of our students white. However, we do disaggregate our assessment data to study our achievement gaps within SES and special education statuses.

Having students kindergarten-ready continues to be a success. Since our growth in reading and math achievement remains relatively small our school board committed funding to implement the Action 100 reading program beginning in the fall of 2016.

4b. Teachers and Principals

Our teaching staff along with our principal is on a three-year evaluation cycle that is focused on the Danielson model. Years 1 and 2 are formative in nature as we utilize informal observations, peer observations, and PLC groups to work on individual, building, and school-wide goals. Year 3 includes the same components of years 1 and 2 plus formal observations and a summative evaluation.

All staff had access to online professional learning modules to support their goals. We utilized the Infinitec and PD360 Edivate programs for trainings and professional development. Through these programs staff were able to personalize their learning opportunities to match both their individual needs as well as the needs of the district to address our WBWF goals.

In addition to peer observations and professional learning, our PLC groups also met for the purpose of reviewing curriculum and student performance.

4c. District

A review and study of assessment data showed a need to focus on enhancing our math and reading instruction throughout the district. We attempted to accomplish this through supports for students and staff at all levels. Fillmore Central provided additional instructional support for students showing deficiencies in math and reading throughout the year with various educational programs. Staff had unlimited access to two online professional development programs – Educational Impact and Infinitec – that directly linked to their personal professional goals, the goals of their PLC groups, individual building goals, and district-wide WBWF goals.

Our school board has generously supported infusion of technology throughout the district. Our K-4 students have 1:1 access to iPads and our 5-12 students have 1:1 laptop computers. In addition to a full-time technology director, we also employ a half-time technology integrationist in each building.

During the 2015-16 school year our school board committed to significant purchase of the Action 100 reading program. This program was adopted in our preschool programs in January 2016. Implementation and in grades K-6 will take place in the fall of 2016 with ongoing professional development throughout the 2016-17 school year. This program will enhance both reading and math proficiency.

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.

Fillmore Central makes a concerted effort to hire outstanding educators for all positions. Although we are a small school we make every attempt to ensure all teachers are qualified for the classes they are teaching and that they do not teach classes that are out of their field. Since we are a small school we typically only have two or three class sections per grade level. As we assign teachers to grade levels we attempt to spread our staff according to experience and effectiveness based on student needs.

As we assign students to classes, we take into account the teacher's experience and effectiveness and we attempt to place students in classes where we expect to see the greatest success.

We utilize district FRP data and student achievement data as a guide for teacher assignments. During the 2015-16 school year we had 10.64% of our teachers designated as "Inexperienced Teachers", 0% of our classes taught by "Unqualified" teachers, and 0% of our classes taught by teachers teaching "Out of their Field".