

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Virginia Public Schools ISD #706

Grades Served: Pre k-12

Contact Person Name and Position: Brian Hake, Assistant Principal

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.

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.]

See WWW.vmps.org for a link to the World's Best Workforce Report Summary on the left side of the tool bar.

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.]

The School board held its annual public meeting to address the WBWF on 11/28/2016

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.]

District Advisory Committee:

Daren Stender- Supt.
Lisa Perkovich- VHS Principal
Willie Spelts- Roosevelt Principal
Mike Krebsbach- Parkview Principal
John Vukmanich- Assistant Principal
Allie Williams- Parkview VEA
Carolyn Peterson- Parkview VEA/Parent
Darren Kramer- Parkview VEA/Parent
Karie Seaman- Parkview AFSCME
Steph Aho- Roosevelt VEA/Parent
Stacie L. Aune- Roosevelt VEA/Parent
Sam Caddy- Roosevelt VEA
Kelly Maickelson- Roosevelt AFSCME
Dawn Savela- High School VEA
Troy Caddy- High School VEA
Cara Pond- High School VEA/Parent
Liz Sorlie- High School AFSCME
Julie Johnson- Parkview Parent
Tammie Pietrini- Roosevelt Parent
Eric Peterson- High School 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>1-Continue with 1 class of all day everyday Pre-K from the pilot program in 2014-2015 with looking toward expansion in 2016-2017</p> <p>2- Increase the percentage of Virginia Kindergarten students who attended a kindergarten prep program from a goal of 90% in 2014-2015 to 92% in 2015-2016.</p>	<p>1-2015-2016 there was one class of 21 students in Pre-K. Plans to expand were solidified and building additions will be completed with space for more Pre-K classes for 16-17 school year.</p> <p>2- 95% of Virginia Kindergarten children attended a kindergarten prep program.</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 Kindergarten</p>

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

Goal	Result	Goal Status
<p>75% of all third grade students will achieve a scaled score of 429 on the spring 2016 STAR Reading Test which correlates to meeting or exceeding proficiency on the MCA III Reading Test</p>	<p>76% of all third grade students achieved a scaled score of 429.</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 3</p>

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

Goal	Result	Goal Status
<p>1-Roosevelt will decrease its achievement gap from earning 10 points in 2015 on the MMR to earning 12 points in 2016.</p> <p>2-Virginia High School will decrease its achievement gap from earning 12.5 points in 2015 on the MMR to earning 13 points in 2016</p>	<p>Roosevelt received 11.37 in 2016 on achievement gap reduction. An increase but did not meet goal.</p> <p>Virginia High School received and Achievement Gap Reduction score of 11.97, which fell short of target.</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>

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

Goal	Result	Goal Status
The percentage of 9 th grade students initiating a personal portfolio and completing a college and career inventory will increase from 0% in 2014-2015 to 85% by the end of 2015-2016.	91% of 9 th graders initiated a personal portfolio and completed a college and career inventory by the end of the 2015-2016 school year. Additionally, 96% of 10 th graders did the same.	<p><i>Check one of the following:</i></p> <p>X <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>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
4-year graduation rate for the free/reduced subgroup will increase from 83.3% in spring 2015 to 90% in 2016 while maintaining a percentage higher than 90% in all other sub groups.	Graduation rates for the 2015-2016 school year are not available as of this report. The information that we do have is that we were at 83.33% for the FRP population for 2015 and the 5-year graduation rate is above 90% for the FRP population and the All Student population. So at this point the Goal is in Progress.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p>X <i>Goal in Progress</i></p> <p><i>(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: To continue to work on improving achievement gap MMR scores on MCA testing, increase the percentage of third graders exceeding proficiency on the Reading MCA, and increase the graduation rate of the FRL subgroup.

Independent School District #706 Virginia uses data from the MCA's, ACT, and STAR assessments as well as local data such as graduation rates, attendance rates, free/reduced lunch population, Mental health/chemical assessments, truancy and enrollment in credit recovery programs to determining district needs.

4. Systems, Strategies and Support Category

4a. Students

Student progress is assessed using STAR testing in reading and mathematics at a minimum of three times a year. Student progress is also assessed during grade level and subject level PLC meeting using data from MCA's, STAR, and local assessments. After careful analysis of the data, each student receives individualized and targeted instruction to address their needs. PLC groups also focus in individual groups of students who are struggling in specific areas. Staff access data from STAR assessments, MCA data and local assessments to formulate plans.

4b. Teachers and Principals

Curriculum is annually reviewed and compared to standards and sub strands on MCA assessments. Academic subjects are updated through the curriculum review cycle and supplemented as needed. Effective instruction is ensured through the district's teacher evaluation model which ties student learning goals (35%), student engagement (10%) and effective instruction/teacher practice (55%) together as a part of the evaluation process. Principal effectiveness is also evaluated through a set evaluation process that is on-going throughout the tenure of each Principal.

4c. District

The Virginia School District ensures high-quality instruction by integrating standards-based curriculum tied to student achievement through multiple data measures including local assessments, MCA, ACT, and STAR assessments. Virginia School District utilizes 1 District Technology Coordinator, 2 Curriculum Instruction and Technology Integration Coordinators, and 1 Network Administrator. Our district has a one to one I pad initiative with a high level of staff support for the integration of technology into curriculum. We have also established Professional Learning Communities that meet every week during the school year to assess curriculum, analyze data, and plan using differentiated lessons. Recent district initiatives also include increased School Readiness with new facility, in-house staff development opportunities, and region wide trainings. We have many programs to assist students to ensure success in their academics including gifted and talented programs in the Math area.

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.

Administration examines the data from MCA and STAR assessments to determine the effectiveness of curriculum and teaching styles. All children have equitable access to quality teachers as ensured by the teacher evaluation plan of the Virginia School District. Probationary teachers are evaluated 3 times per year. All teachers are peer evaluated every year except the year they are due for a Summative evaluation by administration. PLC's are also employed to enhance teaching techniques and to examine data to determine individualized learning plans to reach a diverse set of learners.