

2016-17 World's Best Workforce Report Summary

District or Charter Name: ACGC Public School

Grades Served: PK-12

Contact Person Name and Position: Nels Onstad, 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 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.

If you have questions while completing this summary, please feel free to email 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://acgc.k12.mn.us/District/WBWF.aspx>

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.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
- Monday, October 24, 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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Amdahl, Jennifer	Parent, Community Member
Busskohl, Michelle	Parent, Community Member
Grimsgard, Melissa	Parent, Community Member
Kaisner, Randy	Parent, Community Member
Lilleberg, Barb	Community Member
Morrison, Megan	Board Member
Thyen, Heather	Parent, Community Member
Meyer, Maggie	Student
Melberg, LeAnn	Parent, Community Member
Lilleberg, Kristi	Parent, Community Member
Beerman, Andrew	Parent, Community Member
Jill Oslund	Paraprofessional

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 School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>The goal of ACGC is to continue to have 80% of the current ACGC preschool population (attending ACGC Kindergarten in the Fall) meeting target in spring of 2017 according to FAST benchmark testing.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>During the 2016/2017 school year, ACGC PK FAST Assessment, conducted by MN Reading Corps, was discontinued in October 2016. ACGC decided to collect data on the incoming Kindergarten students (who attended PK at ACGC) via baseline testing in the Fall of 2017.</i></p> <p><i>GOAL: 80% of all students attending Kindergarten at ACGC, who attended ACGC Preschool, will score 60% or higher on their baseline Kindergarten test.</i></p> <p><i>Result: 95% of students entering were above 60% on the Fall, 2017 Kindergarten Baseline test.</i></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 (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>ACGC will go from having 50% of students meeting their expected growth targets in 2016 to 75% of students meeting their expected growth targets in 2020.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>At least 75% of the students in 3rd grade made growth toward proficiency during the 2016/2017 school year as measured by STAR data.</i></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 (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>ACGC will decrease the average growth score gap between free and reduced students and non-free and reduced students from greater than 0.15 average growth score gap in 2016 to less than .10 gap for the district and 0.15 for ACGC Elementary, ACGC 5/6 and ACGC Secondary individually in 2020.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>Achievement Gap Letter from the Commissioner of Education stating we met our target for decreasing the achievement gap between 2012-2017 by 50%</i></p> <p><i>As a DISTRICT, ACGC:</i></p> <p><i>Free and Reduced vs. Non-Free and Reduced</i> <i>-Math 17.6% (state 32.9%)</i> <i>-Reading 12.6% (state 31.6%)</i></p> <p><i>Special Education vs. Non-Special Education</i> <i>-Math 31.4% (state 33.5%)</i> <i>-Reading 46.4% (state 34.7%)</i></p>	<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><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>ACGC will decrease the average growth score gap between free and reduced students and non-free and reduced students from greater than 0.15 average growth score gap in 2016 to less than .10 gap for the district and 0.15 for ACGC Elementary, ACGC 5/6 and ACGC Secondary individually in 2020.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>Achievement Gap Letter from the Commissioner of Education stating we met out target for decreasing the achievement gap between 2012-2017 by 50%</i></p> <p><i>As DISTRICT, ACGC:</i></p> <p><i>Free and Reduced vs. Non-Free and Reduced</i> <i>-Math 17.6% (state 32.9%)</i> <i>-Reading 12.6% (state 31.6%)</i></p> <p><i>Special Education vs. Non-Special Education</i> <i>-Math 31.4% (state 33.5%)</i> <i>-Reading 46.4% (state 34.7%)</i></p>	<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><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p><i>According to the MN Department of Education, ACGC is above target (90%) in graduation requirements therefor no goal is needed at this time.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p><i>According to the MN Department of Education, ACGC is above target (90%) in graduation requirements therefor no goal is needed at this time.</i></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 (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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

In meeting with our DAC, administration and school board, ACGC had the needs to continuing to:

- *Increase math and reading scores*
- *Provide opportunities for students to grow*
- *Provide opportunities to create well-rounded students*

ACGC bases their needs on the following data:

- *All students PK-1 are assessed using FAST (Formative Assessment System for Teachers) and students 2-12 are assessed using STAR Enterprise. ACGC went with STAR and FAST to have assessments that data collection, prediction for state testing, interventions and enrichment.*
- *MCA (Minnesota Comprehensive Assessment)- annual test given by the state of Minnesota which is used to show growth, achievement gap closure and proficiency of all students in grades 3-8, 10 and 11.*
- *OLPA- ACGC gives this test to all students in grades 3-8 as a way to measure current growth and success in meeting grade level expected standards on MCAs.*
- *ASPIRE- 100% of juniors take this test as a placement test as well as a college and career readiness test to support class choices and graduation rates.*
- *PSAT- A test ACGC offers to all students as an option to aid in their college and career readiness.*
- *ACCESS- Given to 100% of students qualifying under ELL to provide data as to what supports are needed.*

From the above listed data ACGC provides:

- *All students K-6 receive WIN (What I Need) time each day for 30 minutes. Students who are not meeting grade-level standards are in small groups with a licensed teacher receiving 6 weeks on intervention.*
- *In addition, Students that are not meeting grade-level standards (as a result of their FAST/STAR/MCA/teacher and parent recommendation) will receive schoolwide Title I services K-4*
- *At minimum, bi-monthly progress monitors the interventions in place.*
- *ACGC SAT (Student Assistance Team) meets monthly to discuss and review data of students who are not at grade-level*
- *Early identification through FAST, STAR testing, AR, MCA and individual teacher assessments is key to getting students on track to read at grade level by 3rd grade.*

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.*
- *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
- *Process to disaggregate data by student group.*
- All students PK-1 are assessed using FAST (Formative Assessment System for Teachers) and students Grade 2-12 are assessed using STAR Enterprise. ACGC went with STAR and FAST to have assessments that data collection, prediction for state testing, interventions and enrichment. STAR and FAST:
 - Provides information on screening, progress-monitoring, instructional planning, state standards, CCSS standards, and state performance
 - Offers greater depth of assessment, to assist in instructional planning, and to provide the most accurate, valid, and reliable information in the fastest amount of time.
 - Shows if a student is on track to reach proficiency or in need of intervention.
 - Allows for intervention and referral data
 - Through their Lexile number- to chart growth as their lexile number goes up.
- Research based, standard aligned curriculum- baseline test at beginning of year and end of year testing to chart growth along with a multitude of charting student progress on a weekly basis.
- AR (Accelerated Reader)- level reading program geared towards individual goal setting
- Formal and informal teacher based assessments
- Minnesota Math and Reading Corps will provide additional testing and intervention for students not meeting grade level reading
- MCA (Minnesota Comprehensive Assessment)- annual test given by the state of Minnesota.
- ACGC Data Mining Team mines students groups, specifically gaps in free and reduced vs, non-free and reduced populations as well as special education vs. non-special education
- All students K-6 receive WIN (What I Need) time each day for 30 minutes. Students who are not meeting grade-level standards are in small groups with a licensed teacher receiving 6 weeks on intervention.
- In addition, Students that are not meeting grade-level standards (as a result of their FAST/STAR/MCA/teacher and parent recommendation) will receive schoolwide Title I services in elementary. Schoolwide Title I offers any student in need of additional support to meet grade-level standards. Students receive weekly-monthly testing to progress monitor the interventions in place.
- ACGC SAT (Student Assistance Team) meets bi-monthly to discuss and review data of students who are not at grade-level academics.
- Early identification through FAST, STAR testing, AR, MCA and individual teacher assessments is key to getting students on track to read at grade level by 3rd grade.
- Monthly Data Digs to Review student data and growth and special populations specifically special education and free and reduced.

4b. Teachers and Principals

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

ACGC reviews the effectiveness of:

- Instruction
 - Yearly Fidelity checks
 - MTSS where 80% of students are achieving
 - Marzano Art and Science of Teacher and Administrator Evaluation via iObservation (part of our teacher evaluation process)
 - STAR and FAST testing, curriculum testing, data mining, growth scores, student evidence
- Curriculum
 - MTSS where 80% of students are achieving
 - Students scoring a 3 (Meeting State Standards) on their formal scales and report cards
 - Curriculum review cycle evaluated by administration
 - STAR and FAST testing, curriculum testing, data mining, growth scores, student evidence
- Teacher evaluations and principal evaluations
 - STAR and FAST testing, curriculum testing, data mining, growth scores, student evidence
- PLC's
 - Meet bi-monthly
 - Data Driven collaboration on strategies used in the classroom
 - Resource Training and Solutions PLC training was attended throughout the school year by all our administrators and lead teachers.
 - All staff trained at required PLC training
- Job Embedded Professional Development
 - All staff trained through Resource Training and Solutions five times throughout the school year
 - Instructional Rounds four times throughout the school year
 - Guided by trainers, administrations and teachers
 - Peer Reviews conducted by staff
 - Demonstration School Training
 - Board Approved District Goals that are represented by board, administration and staff goals that are shared and discussed monthly at board meetings and city council meetings throughout the school year in Atwater, Cosmos and Grove City communities.
 - Marzano Art and Science of Teacher and Administrator Evaluation via iObservation
 - Growth Model through Resource Training and Solutions to guide and grow teachers and administrators

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

Collaborative Professional Culture

- District Professional Development calendar that allows for five full professional development days that do not come at a cost of lost student time due to cancelling schools
- PLC's meet bi-monthly and collaborate to set building goals
- PLC's meet to create strategies on how to achieve goals along with student goals and data collected to support goals
- Formal Scales to need standards driven instruction
- Deep and rich professional development calendar that is job embedded and relevant to student outcomes
- Updated infrastructure to accommodate technology needs
 - WiFi district wide
 - 9-12 1:1 iPads
 - Computer labs updated and increased in number to accommodate student and teacher needs
- Data driven decision making
- Networking with local districts through achievement and integration collaborative by creating obtainable math goals to increase student achievement, decrease achievement gaps all together to create a rigors curriculum based on recommendations by the National Council of Teachers of Mathematics (NCTM) and research supported by Principals to Action

Technology

- 1:1 Chromebooks for Grades 9-12
- Chromebook carts for Grades K-8
- Multiple Computer Labs in each building
- Smartboard in each classroom
- iPads in grades K-8

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.*
 - As required by MN teacher evaluation, teachers need to provide growth data on the students they are educating and provide support and guidance to teachers and students in ensuring positive growth is occurring. In addition, ACGC looks for diversity in teacher placement, male/female ratios in grade-levels and departments, additional supports to classrooms with greater need (Title I, Special Education, and Interventionist) and small class sizes.
 - ACGC uses Title I funding to provide teacher and paraprofessional support to students using free and reduced numbers and test scores as a guide for the success of our strategies. In addition, ACGC hired an ESL teacher to support the needs of students meeting the criteria to be services under ESL.
 - DAC is consulted about elementary programming as well as class sizes and electives.
 - All certified staff are fully licensed and therefore are appropriately licensed for their assignment.
 - The district identifies specific student needs including the tracking of experiences and qualifications of previous teachers to ensure our most at-risk students do not have inexperienced or unqualified teachers two consecutive years.