

2015-2016 World's Best Workforce Report Summary

District or Charter Name: *Butterfield-Odin, ISD 836*
Grades Served: *Pre-Kindergarten through grade 12*
Contact Person Name and Position: *Allen Stoeckman, Interim 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.

1. Stakeholder Engagement

1a. Annual Report

The World's Best Work Force Annual Report for Butterfield-Odin School may be found on the school district's website at www.butterfield.k12.mn.us.

1b. Annual Public Meeting

The Annual Public Meeting for the Butterfield-Odin School District was held Monday, November 21, 2016 at 5:30 PM.

1c. District Advisory Committee

Lisa Shellum, Superintendent/Principal; Barry Schmidt, Associate Principal; Tammi Samuelson, Guidance Counselor; Kristin Haseman, School Board Member; Renae Meyer, School Board Member and Parent; Ana Rodriquez, Paraprofessional and Parent, Allen Hoffman, Acting Superintendent.

2. Goals and Results

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p><i>The percent of students tested in the Winter of 2016 achieving the cut score or above on Early Numeracy sub tests will increase to 40%.</i></p> <p><i>The percent of students tested in the Winter of 2016 achieving the cut score or above on Early Literacy sub tests will increase to 40%,</i></p>	<p><i>Number Naming = 12%</i> <i>Oral Counting = 66%</i> <i>Quantity Comparison = 100%</i></p> <p><i>Alliteration = 100%</i> <i>Picture Naming = 80%</i> <i>Sound ID = 100%</i> <i>Rhyming = 57%</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <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>The number of students identified as proficient on the MCA Reading at the 3rd grade level will increase from 45% in 2015 to 50% in 2016.</i></p>	<p><i>On the 2016 Reading MCA, 22.7% of third grade students were proficient. This was a decrease of 22.3 percentage points.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <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>The proficiency gap between Hispanic and White students on the MCA Reading for all grades tested will decrease from 19.1% to 11%.</i></p>	<p><i>On the 2016 Reading MCA for all grades tested, the gap between Hispanic and White students increased to 25.4%.</i></p>	<p><i>Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal in Progress</i></p>
<p><i>The proficiency gap between Butterfield-Odin FRP students and MN FRP students on the 2016 MCA Reading for all grades tested will decrease by 5%.</i></p>	<p><i>On the 2016 Reading MCA for all grades tested, the gap between Butterfield-Odin FRP and MN FRP students increased from 9.4% to 13.8%.</i></p>	<p><i>(only for multi-year goals)</i></p>
<p><i>The proficiency gap between Hispanic and White students on the MCA Math for all grades tested will decrease from 13.4% to 7%.</i></p>	<p><i>On the 2016 Math MCA for all grades tested, the gap between the Hispanic and White students increased to 18.4%.</i></p>	
<p><i>The proficiency gap between Butterfield-Odin FRP students and MN FRP students on the 2016 MCA Math for all grades tested will decrease by 7%.</i></p>	<p><i>On the 2016 Math MCA for all grades tested, the gap between the Butterfield-Odin FRP students and MN FRP students increased from 15.2% to 23.5%</i></p>	

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

Goal	Result	Goal Status
<p><i>The percent of students meeting benchmark scores for the Plan/ASVAB/ACT/Accuplacer will increase from 65% to 70%</i></p>	<p><i>84 % of graduating seniors met the benchmark scores.</i></p>	<p><i>Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</i></p>
<p><i>All students will attend at least 90% of college and career preparation activities.</i></p>	<p><i>100 % of students attended college and career preparation activities.</i></p>	<p><i>Goal in Progress (only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>The percent of students graduating will increase from 91.3% to 95%.</i></p>	<p><i>In 2016, 94% of students in grade 12 graduated.</i></p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" 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 (limit of 200 words)

Data indicated a need for local assessment:

- *IGDIs (Individual Growth and Development Indicators) pre-school*
- *OLPA (Optional Local Purpose Assessment) reading and math*
- *FAST (Formative Assessment System for Teachers)*

Data indicated a need for further assistance in Reading and Math:

- *ALEKS (Assessment and LEarning in Knowledge Spaces) for math skills help online*
- *Study Island for math and reading skills help online*

Data indicated further support for College and Career Readiness:

- *Accuplacer (reading, writing, math, and computer skills needed for college)*
- *ACT (English, math, reading, and science)*
- *EXPLORE (interests of students in grade 8)*
- *PLAN (course selection based on interests for students in grade 10)*
- *ASVAB (Armed Services Vocational Aptitude Battery)*

Data indicated a need to continue to collect data on student performance and increase interventions where homework is tracked and missing assignment are completed.

4. Systems, Strategies and Support Category

4a. Students (limit of 200 words)

- Better communication with the Early Childhood Family Education program.
- A more comprehensive Pre-school screening program to identify needs prior to students arriving at school.
- Increase the number of School Readiness day in the four year old program to 5 days a week and in the three year old program to 3 days a week.
- A Title I program that provides effective interventions to increase proficiency in reading and math.
- Child Study Team to identify at-risk students.
- Implement "Daily Five" to increase independent reading, transition instruction from whole group, to small group, to individual focusing on learning goals displayed in the classroom.
- Reading Specialists come twice a month to meet with teachers in Professional Learning Communities to discuss reading strategies.
- A Reading Strategies Class and a Math Strategies Class are offered in grades 7, 8, & 9.
- Adding individual classroom libraries to increase independent reading and reading "endurance".
- An ICU Homework room for high school students in which they make connection with advisors and are held accountable for completing homework.
- Saints Time", for high school students and advisors to meet to set academic goals.
- Development of a Personal Learning Plan for each high school student.
- Job Shadowing opportunities in technical careers.

4b. Teachers and Principals (limit of 200 words)

Teachers: The Butterfield-Odin School District has in place a Teacher Evaluation process that includes formal and informal formative evaluations done by the Principal and Superintendent. These evaluations are focused on research based effective instruction as outlined in the book Teach Like a Champion. This book was used in PLC work as a book study and then served as the basis for the formative evaluations and professional conversations with both the Principal and Superintendent.

The district also utilizes a teacher evaluation system based on the Marzano model in which 41 elements of effective, research based, teaching and learning are studied. These elements are presented and refined during PLC time. Teachers are evaluated holistically as well as on specific elements. The link below connects to the Observation tool used and contains all the elements that are required by MN Statute <http://www.marzanocenter.com/Teacher-Evaluation-2014-Model.pdf>.

Principal: The Superintendent has ongoing formative evaluations and conversations about performance, including strategies to improve effectiveness with teacher and student relationships.

The Butterfield-Odin School is using the Marzano Evaluation System based on MN Statute pertaining to the Systematic Evaluation of Principals, by using I-Observation software with accompanying curriculum for the purpose of Principal evaluation.

4c. District (limit of 200 words)

There are in place numerous supports aligned with the goals of the district to increase the likelihood of increased teacher effectiveness and student achievement:

- *Weekly 90 minute PLC meetings held on Wednesdays after students are dismissed for an "Early Out" at 2:00 PM.*
- *New teacher induction and mentorship.*
- *Strategic planning for Staff/Admin/Board to review and revise goals.*
- *Pre-referral process to identify students who are scoring below grade level and determine interventions for student success.*
- *Cross grade level and content area meetings to discuss curriculum alignment.*
- *Technology training for teachers and staff to provide up-to-date tools to implement instructional strategies and techniques.*
- *Study of domains and elements of effective teaching using The Art and Science of Teaching by Marzano.*

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.

The Butterfield-Odin School District:

- *uses a scored hiring rubric to determine the most qualified candidate.*
- *uses iObservation to create growth plans, monitor teacher progress, and create a summative evaluation.*
- *has teachers video record themselves for self-reflection with school administration.*
- *Identifies focus areas of improvement based on assessment strands within the MCA.*