DEPARTMENT OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name: Yellow Medicine East School District
Grades Served: Pre K ~ 12
Contact Person Name and Position: Rick Clark, 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 (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://www.isd2190.org/userfiles/3/my%20files/2016%20wbwf%20summary%20template.docx.pdf?id=600

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. October 30, 2017

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
Dr. Rick Clark	Superintendent
Mrs. Lisa Hansen	Principal
Mr. Ryan Luft	Principal
Mrs. Robin Henderson	Integration and Success Coordinator
Yellow Medicine East School Board Directors	
Yellow Medicine East Community Members	
Yellow Medicine East Staff	

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
Provide the established SMART goal for the 2016-2017 school year. 75% of children entering kindergarten in the fall, will be able to complete 80% or more of the readiness skills as noted on the BRE Kindergarten Readiness Skills document.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* BRE Kindergarten Readiness Skill document 71.4% of children entering kindergarten in the fall were able to complete 80% or more of the readiness skills as noted on the BRE Kindergarten Readiness Skills document.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* **X *Goal in Progress*** *(only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. In May of 2017, 75% of exiting second graders will be at the 50th percentile or higher on the Star Reading Assessment prior to entering third grade in September 2017.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* Star Assessment Summary Report 54 students completed the Star Assessment, of which 21 of the 54 (39%) scored at the 50th percentile or higher.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* **X *Goal in Progress*** *(only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. All students enrolled on October 1st will increase their proficiency on the MCA Reading by 6%. All students enrolled October 1st will increase their proficiency on the MCA Math by 6%.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* *Integration Report*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* x☐ *Goal in Progress (only for multi-year goals)*

A. Reading Proficiency INCREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Increase
All students	43.7%	48%	48.0%	✔	51%	48.3	☐		54%	48.5	☐	4.8%
Protected Class	27%	31.3%	25.6%	☐	35.6%	29.6	☐		39.9%	29.9	☐	2.9%
American Indian	28.1%	32.4%	25.8%	☐	36.7%	30.6	☐		41%	25.0	☐	-3.1%
Asian				☐			☐				☐	
Hispanic	27.1%	31.4%	27.3%	☐	35.7%	28.3	☐		40%	37.8	☐	10.7%
Black				☐			☐				☐	
White	50.5%	52.8%	57.9%	✔	55.1%	57.1	✔		57.4%	57.1	☐	6.6%
Non-FRP	55.3%	57.6%	60.4%	✔	59.9%	60.2	✔		62.2%	60.4	☐	5.1%
FRP	31.2%	34.2%	32.7%	☐	37.2%	30.4	☐		40.2%	32.4	☐	1.2%

B. Reading GAP DECREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Decrease
All students				☐			☐				☐	
Protected Class	23.5%	19.6%	32.3%	☐	15.7%	27.5	☐		11.8%	27	☐	-3.5%
American Indian	22.4%	18.7%	32.1%	☐	15%	26.5	☐		11.3%	32.1	☐	-9.7%
Asian				☐			☐				☐	
Hispanic	23.4%	19.5%	30.6%	☐	15.6%	28.8	☐		11.7%	19.3	☐	4.1%

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Decrease
Black				☐			☐				☐	
White				☐			☐				☐	
Non-FRP				☐			☐				☐	
FRP	24.1%	20.1%	28%	☐	16.1%	25.4	☐		12.1%	28.1	☐	-4.0%

A. Mathematics Proficiency INCREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Increase
All students	42.8%	45%	43.5%	☐	47.2%	43.5	☐		49.3%	47.3	☐	4.5%
Protected Class	17.3%	20%	26.9%	☑	22.7%	29.9	☑		26.4%	31%	☑	13.7%
American Indian	25%	27.7%	27.0%	☐	30.4%	28.6	☐		33.1%	30.6	☐	5.6%
Asian				☐			☐				☐	
Hispanic	13.3%	16%	27.9%	☑	18.7%	31.8	☑		21.4%	31.7	☑	18.4%
Black				☐			☐				☐	

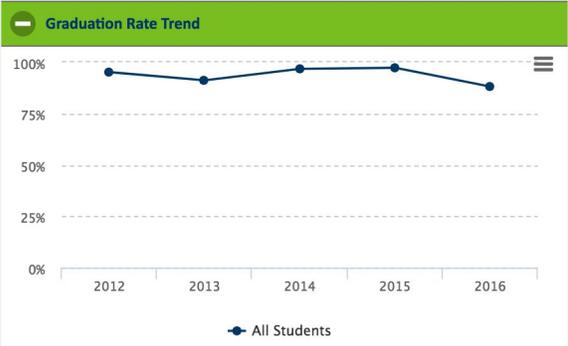| Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Increase
White	50.6%	52.3%	51.2%	☐	54%	49.4	☐		55.7%	54.4	☐	3.8%
Non-FRP	55%	56.7%	53.1%	☐	58.4%	54.4	☐		60.1%	56.6	☐	1.6%
FRP	29.1	31.8%	31.3%	☐	34.5%	31.4	☐		37.2%	35.6	☐	6.5%

B. Mathematics GAP DECREASE:

Name of District	Baseline data	Year 1 2014-15 Goal	Actual	On Track? Check box if yes	Year 2 2015-16 Goal	Actual	On Track? Check box if yes	On Track	Year 3 2016-17 Goal	Actual	Met Goal? Check box if yes	Total Decrease
All students				☐			☐				☐	
Protected Class	33.3%	27.8%	24.3%	☑	22.2%	19.5	☑		16.6%	23.3%	☐	10%
American Indian	25.6%	21.3%	24.2%	☐	17%	20.8	☐		12.7%	23.8%	☐	1.8%
Asian				☐			☐				☐	
Hispanic	37.3%	28.1%	23.3%	☑	21.9%	17.6	☑		15.7%	22.6%	☐	14.7%
Black				☐			☐				☐	
White				☐			☐				☐	
Non-FRP				☐			☐				☐	
FRP	25.9%	21.6%	21.7%	☑	17.3%	24.1	☐		13%	21%	☐	4.9%

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. *80% of Students in the Class of 2016 will graduate college and career ready in English* *80% of Students in the Class of 2016 will graduate college and career ready in Math*	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:* ☐x *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

Yellow Medicine East High School
High School (HS) Graduation Year : 2015

Developmental Education Enrollment

Percent of HS Graduates Enrolled in Developmental Education During First Two Years

Type	Statewide	Yellow Medicine East	Yellow Medicine East High School
Percent of HS Graduates Enrolled in Developmental Education in First or Second Fall Term	21%	19%	19%
Average Number of Developmental Credits	5.45	4.86	4.86

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. *95% of Yellow Medicine East students in the Class of 2016 will graduate*	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* **Graduation Rate Trend** (graph showing All Students graduation rate trend 2012-2016) 	Demographic	Year	Graduated Count	Graduated %
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All Students	2012	79	95.2%
	2013	62	91.2%
	2014	60	96.8%
	2015	73	97.3%
	2016	45	88.2%		*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* **x☐ *Goal in Progress* (only for multi-year goals)** ☐ *District/charter does not enroll students in grade 12*

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.*

- The Yellow Medicine East School District has reviewed a variety of data points to ensure student success in the classroom. The annual review of the MCA III Math and Reading shows Bert Raney Elementary School has risen above the state average in math but falls below the state average in reading. YME Middle School and YME High School falls below the state average in math and reading. The district staff development committee as well as both building level leadership teams have identified specific areas to help our students achieve growth in both areas.
- Reading: Bert Raney Elementary School, YME Middle School and YME High School - need to increase the reading proficiency scores as measured by the MCA III assessment.
- Math: YME Middle School and YME High School - need to increase math and reading skills as measured by the MCA III assessment.

	Reading - School Proficiency/State Proficiency	Math - School Proficiency/State Proficiency
Bert Raney Elementary School	48.8% / 60.1%	65.7% / 58.6%
Yellow Medicine East Middle School	34.9% / 60.2%	47.4% / 58.7%
Yellow Medicine East High School	46.3% / 60.5%	29.8% / 48.4%
District	48.1% / 60.2%	47.4% / 58.7%

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.*
>> o *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
>> o *Process to disaggregate data by student group.*

- Support strategies included: Reading and Math interventions, full-time American Indian and Hispanic Liaison, full time Success Coach and Career Coordinator as well as study tables that were offered three times per week for students.
- Support strategies for Bert Raney Elementary School included:
    - MCA data reviewed, subgroups, strengths and challenges were identified
    - Staff meetings and staff development related to improvement of instruction based on STAR results
    - Common language arts and math times
    - Organization and implementation of grade level meetings to discuss reading expectations
    - Staff development to develop cross classroom instruction
    - Implementation of intervention strategies for reading and math
    - Increase of reading opportunities through the updating of our library
    - Development and support of a 3-5 homework room
    - Development and support of early morning homework support
    - Implementation of daily journals for paraprofessionals to support student learning
    - Organization and implementation of two book studies (What Do You Do with a Child Like This?: Inside the Lives of Troubled Children & Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom)
    - Strengthened questioning and wait time techniques in the classroom
    - Organized and support of SPED staff meetings with classroom teachers to review student goals and interventions
    - Identified through various forms of assessment a weak area of instruction: phonics
    - Researched, hired, and utilized phonics instructor for certified staff to improve phonics instruction
    - Provided phonics in service and follow up days for assessment
- Several assessments were administered throughout the year: MCA III, ACCESS, ACT Prep, ACT, ASVAB, PSAT, DRAs and STAR 360. Students, teachers, and parents received the data

and recommendations from the assessments.

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.*
>   o   *System to review and evaluate the effectiveness of*
>   ▪   *Instruction*
>   ▪   *Curriculum*
>   ▪   *Teacher evaluations*
>   ▪   *Principal evaluations*

- YME uses staff development time to strengthen instructional strategies and techniques in the K-12 classroom.
- YME adopted the PLC model, with certified staff members meeting 1-2 times per month to work on improving student achievement and reducing the gap within our subgroups.
- YME is a Q-Comp school. All teachers receive three formative evaluations annually, with both the Administration and Peer Observers providing support.
- YME has adopted a curriculum review cycle that is reported to the board of education each July. This process allows departments to review curriculum and support materials to determine standards achievement and better determine what areas are in need of attention and support.
- Principals are evaluated annually.

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.*
>   o   *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
>   ▪   *Technology*
>   ▪   *Collaborative professional culture*

Yellow Medicine East School Board of Education has dedicated funds for the next two school years to implement a 1-to-1 technology initiative for all students. The planning for this effort is embedded into our staff development activities and the collaborative professional development days with the Minnesota River Valley Education District and the Southwest/West Central Service Coop.

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.*
>   o *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.*
>   o *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Yellow Medicine East School District employs experienced, effective and certified or variance teachers in all areas of instruction. The instructional areas of Special Education, English Language Arts, and K-12 ELL positions received licensure permission through the Minnesota Department of Education. As a rural district, it is often difficult to fill positions, especially in the areas of Special Education, ELL, and English Language Arts. Our district consists of two buildings who are fully staffed with equitable distribution of teachers in our K-12 system.