



World's Best Workforce

2014 - 2015 Annual Report Summary



What is the World's Best Workforce?

The “Striving for the World’s Best Workforce” bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance.

WHY WBWF?

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.

Each District Must Develop a Plan to....

Address 5 Goals

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

Identified Needs Based on Data

- Reading proficiency for all grade levels and demographic groups.
- Math proficiency for all grade levels and demographic groups
- Achievement gap reduction in both reading and math for all grade levels and demographic groups.

Adequate Yearly Progress (AYP) by Groups

Groups:

All Students (ALL); Special Education (SPED); Free-Reduced Price Lunch (FRP)

Category- Proficiency	2014-15 Data			2014 - 2015 Goals/Targets			2014 - 2015 Goal/ Results Comparison		
	Group	Math	Reading	Group	Math	Reading	Group	Math	Reading
Close Achievement Gap/s All Groups (NRHEG)	ALL	76.53	66.18	ALL	75.38	73.05	ALL	1.15	-6.87
	SPED	46.67	35.81	SPED	51.65	48.78	SPED	-4.98	-12.97
	FRP	70.38	52.51	FRP	61.70	58.11	FRP	8.68	-5.60

All Students Ready for Kindergarten

2014-2015 Goals

70% of all NRHEG Kindergarten students will achieve a target score of 32 or better on the 2014 FAST Early Reading Composite assessment.

2014-2015 Goal Results

74% of all Kindergarten students achieved the target score of 32 or better on the 2014 FAST Early Reading Composite assessment.

All Students in Third Grade

Achieving Grade-Level Literacy

2014 - 2015 Goal	2014 - 2015 Goal Result
<p>At the end of the 2014-2015 school year, 65% of NRHEG 3rd graders will be reading at grade level as determined by the MCA assessment.</p>	<p>Our 3rd grade MCA results in 2014 were at 60.5%. The 2015 results are at 74.3%- showing an increase of 13.8%, therefore exceeding our target of 65%.</p>

Close the Achievement Gap(s)

Among All Groups

2014 - 2015 Goal

The NRHEG School district will increase growth across all student demographic groups in Reading and Math by at least 5% for the 2014- 2015 school year.

2014 - 2015 Goal Result

Increase in Growth-
Dist. #2168

2014

2015

Proficient w/ med.
to high growth

Math (39.8%);
Reading (32.7%)

Math (51.5 %);
Reading (36.9%)

Not Proficient
w/med. to high
growth

Math (25%);
Reading (34.7%)

Math (30%);
Reading (34.8%)

All Students Career and College Ready by Graduation

2014-2015 Goals	2014-2015 Goal Results
<p>By Spring of 2015 40% of NRHEG High School juniors will achieve a composite score of 21 or higher on the ACT assessment.</p>	<p>41% of NRHEG juniors achieved a composite score of 21 or higher on the 2015 Spring ACT assessment. *As measured by the 2014-2015 state mandated ACT assessment for all high school juniors.</p>

All Students Graduate

2014-2015 Goals	2014-2015 Goal Results
<p>The NRHEG School District will increase their graduation rate from 85% (2013- 2014) to at least 90% by the end of the 2014-2015 school year.</p>	<p>The NRHEG School District graduation rate for 2014-2015 is 95.03%.</p>

Systems, Strategies and Support Category - Students

The support we offer students across all grade levels includes but is not limited to:

- Student Assistance Teams (SAT) at both sites
- Response to Intervention
- Summer School/Targeted Services
- Title I Program
- Minnesota Reading Corps
- CIS Courses

Systems, Strategies and Support Category - Teachers & Principals

The NRHEG School District:

- Instituted Data Days (PLC Team Meetings) (Verbally Describe?)
- Approved the new Teacher Development and Evaluation model
- Developed and implemented the use of essential learning outcomes.
- Participated in the evaluation process and created individual growth plans to support an increased emphasis on student achievement
- Teacher Observation of Non-tenured happens 3 times per year and tenured once every three years
- Peer Review Observations are conducted with tenured staff during the years when a formal observation is not taking place.

Systems, Strategies and Support Category - District

The NRHEG School District Provided the following support for the district:

- Professional Learning Communities met at least twice a month.
- Staff training and professional development provided for licensed and non-licensed staff.
- Established the position of Director of Curriculum and Instruction
- RtI and PBIS Leadership Teams were named for planning and reflection.
- Collaboratively developed and implemented individual growth plans and site goals

Systems, Strategies and Support Category - District Continued...

The NRHEG School District Provided the following support for the district:

- Used technology to encourage parental involvement and improve communications.
- Provided students and teachers with technology resources to support curriculum
- Utilized technology integration to support and enhance curriculum and instruction.
- Provided technology for delivery of school resources.

Looking ahead to 2015 - 2016

World's Best Workforce Plan

Planned/List of Strategies and Supports

- Increase PreSchool Attendance
- Bridges
- Systems change
- iObservation
- New Science Curriculum
- Renewed commitment/focus to PD and PLCs

Stakeholder Communication & Engagement

- Newspapers
 - ◆ StarEagle
 - ◆ Steele County Times
- School website
 - ◆ nrheg.k12.mn.us
- Annual Public Meeting
- District Advisory Committee
 - ◆ District Staff Development Committee, Community Education Advisory Board, Strategic Planning Committee, Student Council and PTO

Public Input

Questions & Comments

