

2014-2015 World's Best Workforce Report Summary

District or Charter Name Braham Area Schools ISD #314

Contact Person Name and Position Ken Gagner / Superintendent of Schools

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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

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.]

- No formal plan was created for the 2014-2015 school year. The only written document referencing the plan was the summary report. This report is available at: <http://brahamhs.ss5.sharpschool.com/cms/One.aspx?portalId=3118167&pageId=11938548>

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.]

- Because no formal plan was created for the 2014-2015 school year the district has instead embarked on creating a District Advisory Committee composed of district and community members that will be meeting on regular basis to write the 2015-2016 plan. Invitations to join this committee:
 - Hardcopies posted around school: November 16, 2015
 - Electronic message sent to all district employees and PreK-12 families: Nov. 17, 2015
 - Published in local newspaper (Braham Journal): Dec. 1, 2015

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.]

- See response from above

Goals and Results

**Please note data collected – although shared only once - is often applicable in more than one category.*

2014-2015 Goal Results																				
All Students Ready for Kindergarten	Four Year Old - Kindergarten Readiness Skills																			
	<table border="1"> <thead> <tr> <th colspan="3">Picture Naming ~ identify 26 in 1 minute</th> </tr> <tr> <th></th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>% at or above target</td> <td>44</td> <td>97</td> </tr> <tr> <td>% close to target</td> <td>44</td> <td>0</td> </tr> <tr> <td>% far from target</td> <td>12</td> <td>3</td> </tr> </tbody> </table>	Picture Naming ~ identify 26 in 1 minute				Fall	Spring	% at or above target	44	97	% close to target	44	0	% far from target	12	3				
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All Students in Third Grade Achieving Grade-Level Literacy	2014-2015 MMR 53.93% Celebration Eligible [2 nd highest rank]																			
	2014-2015 Proficiency Level 25 out of 25 points scored																			
	<table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="3">Reading</th> <th colspan="3">Math</th> </tr> <tr> <th>Braham</th> <th>State</th> <th>+/-</th> <th>Braham</th> <th>State</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>49.2%</td> <td>58.7%</td> <td>-9.5%</td> <td>72.3%</td> <td>70.9%</td> <td>+1.4%</td> </tr> </tbody> </table>	Grade	Reading			Math			Braham	State	+/-	Braham	State	+/-	3	49.2%	58.7%	-9.5%	72.3%	70.9%
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	Braham	State	+/-	Braham	State	+/-														
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2014-2015 Goal Results

Reading Fluency:

Assessment ->	CBMR (2014-2015)				
	Fall		Spring		Growth
Grade:	Braham	Target	Braham	Target	
1	17	21	69	70	52
2	52	64	108	105	56
3	83	95	125	129	42

Reading Comprehension:

Assessment ->	aReading (2014-2015)				
	Fall		Spring		Growth
Grade:	Braham	Target	Braham	Target	
1	440	433	469	468	29
2	468	464	492	484	24
3	489	480	502	501	13

Math Comprehension:

Assessment ->	aMath (2014-2015)				
	Fall		Spring		Growth
Grade:	Braham	Target	Braham	Target	
1	190	188	197	196	7
2	195	196	204	199	9
3	202	203	209	211	7

Attendance rate:

- K 95%
- 1 95.1%
- 2 94.8%
- 3 96.2%

Close the Achievement Gap(s) Among All Groups

2014-2015 MMR (Elem.) 8.14 out of 25 points possible

Group	# of Students	Closing Achievement Gap			
		Reading (+ = ⊕)		Math (+ = ⊕)	
Special Ed	21	No	-0.6207	No	-0.4569
Free & Reduced	83 / 84	No	-0.2384	No	-0.3571

2014-2015 Goal Results

2014-2015 MMR (HS) 7.87 out of 25 points possible

Group	# of Students	Closing Achievement Gap			
		Reading (+ = ⊕)		Math (+ = ⊕)	
Special Ed	31	No	-0.5843	No	-0.4445
Free & Reduced	71 / 78	No	-0.4968	No	-0.5028

Attendance rates:

- 4 96%
- 5 95.5%
- 6 95.5%
- 7 95.4%
- 8 95.3%
- 9 96.3%
- 10 96.2%
- 11 95.7%
- 12 93.3%

All Students Career- and College-Ready by Graduation

Individual Learning Plans: None completed in 2014-2015. Students in 9th grade will be doing the career cluster inventory, interest profiler, IDEAS, SKILLS and work importance locator (MCIS). When completed, students will create a Personal Learning Plan, which they will keep up-to-date throughout their high school careers.

16% of juniors and seniors took at least one college level course.

66% of students in grades 9-12 enrolled in at least one CTE course.

Grade	Reading			Math			Science		
	Braham	State	+/-	Braham	State	+/-	Braham	State	+/-
4	53.2%	57.9%	-4.7%	77.8%	77.0%	+0.8%			
5	73.7%	63.7%	+10.0%	65.5%	59.7%	+5.8%	70.2%	59.1%	+11.1%
6	70.4%	63.9%	+6.5%	71.8%	57.6%	+14.2%			
7	35.3%	55.7%	-20.4	36.8%	55.0%	-18.2			
8	42.6%	56.2%	-13.6	36.1%	58.0%	-21.9	34.4%	45.9%	-11.5
10	50.9%	57.2%	-6.3				49.1%	54.9%	-5.8
11				42.6%	48.7%	-6.1			

2014-2015 8th Grade EXPLORE assessment

Subject	English	Math	Reading	Science
Braham	14.4	15.1	13.7	15.6
National	14.7	15.5	14.6	16.6

		2014-2015 Goal Results																																																	
		ACT: Scores from Braham Area Juniors																																																	
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2015	18	46,862	21.9	21.8	22.7	22.8	22.7	23.0	22.8	22.7	22.7	22.7																																							
All Students Graduate	2014-2015 MMR (HS) 25 out of 25 points possible 5 year average graduation rate meets 90% graduation rate target Actual 2015 rate: 89.58%																																																		

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.]

- *Again, as no plan was created, this report is based on data collected. This data included:*
 - Attendance
 - FAST
 - MCA
 - MMR
 - PLAN
 - EXPLORE
 - ACT
 - Local

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
 - First-Step and Kinderstep programs: either on a 2 or 3-day rotation.
 - Title I, reading intervention teacher, SMART room, W.I.N. time and RTI
 - After school program called Bomber Boost – targets reading and math (gr. 1-6)
 - Math Corps at the 7th and 8th grade
 - National Honor Society provided tutorial and mentorship support for gr. 7 - 8
 - Targeted math class (extra dose) for students of need in grades 7 and 8
 - OLPA, FAST, MCA, and teacher input data was collected to determine needs. Progress monitoring through FAST was utilized to assess progress. MMR data was used for disaggregation

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
 - Staff Development funds are available for all staff members to increase instructional effectiveness
 - Twenty-four opportunities were granted for workshop attendance
 - Two contract days were devoted to in-house staff development
 - Teachers receive four half-day opportunities to develop and refine curriculum
 - Teachers receive five work days per contract year
 - Teachers participate in two structured PLC's meetings per month (18 total)
 - A stipend is provided for every PLC leader
 - Time (one opportunity per teacher – non cycle A) is provided for peer review
 - A stipend is provided for peer reviewers
 - All teachers are formally evaluated once per year and receive feedback from walkthroughs. Probationary staff and Cycle 'A' (part of a three year process) teachers receive three formal evaluations per year.
 - 120 formal evaluations completed
 - 93 walkthrough documents completed
 - Principals participate in an annual evaluation [*no formal evaluations completed in 14-15*]

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
 - See data from above
 - PLC goals were set by each group and focused on some aspect of improved student achievement or school climate.