

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Detroit Lakes Public School District

Grades Served: PreK-12

Contact Person Name and Position: Renee Kerzman, Director of Curriculum, Instruction and Technology

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

[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.]

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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.]

- **March 14, 2016**

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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.]

FIRST NAME	LAST NAME	Building/Program	Role
Joe	Carrier	District	Native American Programming Coordinator/ American Indian Parent Committee
Pam	Daly	District	Instructional Coach
Mike	Suckert	Middle School	Principal
Rhonda	Fode	District	Instructional Coach/ American Indian Parent Committee
Doug	Froke	District	Admin
Barb	Groth	Roosevelt	Parent / Para/ American Indian Parent Committee
Renee	Kerzman	District	Admin
Jason	Kuehn	Rossmann	Principal
Amy	Lakin	High School	Teacher
Peter	Lundin	ALC	Principal
Trish	Mariotti	Roosevelt	Principal
Rob	Nielsen	District	Instructional Coach
Karen	Nudell	District/ Special Ed	Admin
Jill	Perkins	District	Instructional Coach
Joyce	Schweigert	Middle School	Parent/Para
Darren	Wolf	High School	Principal
Maggy	Doll	Middle School	Teacher
Karilee	Traurig	Roosevelt	Teacher
Nick	Alton	Rossmann	Teacher
Cara	Myers	ALC	Teacher
Jackie	Buboltz	School Board	Parent
Brenda	Muckenhirn	School Board	Community Member
Vern	Schnaethorst	High School	School to work coordinator

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 Kindergarten

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>All students ready for kindergarten. 85% of kindergarten students attended preschool. 51% of kindergarten students were assessed as ready for kindergarten according to fall assessments</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>88.5% of kindergarten students attended preschool. 46% of kindergarten students were assessed as ready for kindergarten according to fall assessments. This is an increase from 85% attending preschool but 5% decrease of being ready for kindergarten.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Our third grade students performed slightly below state average at 56.5% proficiency in 2015. Detroit Lakes District goal will be to increase to 70% proficiency in 2015 -16. The 2015 third grade state average was 58.9%.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Our third grade students performed above state average at 59.4% proficiency in 2016. Detroit Lakes District goal was to increase to 70% proficiency in 2015-16. The 2015-16 third grade state average was 57.5% so Detroit Lakes 3rd graders were above state average by nearly 2%.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Our goal for each of our schools is to have our MMR ratings to increase:</p> <p>Roosevelt Elementary 41.27% Rossman Elementary 50.25%, Detroit Lakes Middle School 50.96% Detroit Lakes Senior High is 56.78% (includes additional points for graduation rates)</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Our goal for each of our schools was to increase our MMR ratings:</p> <p>Roosevelt Elementary 52.50% Rossman Elementary 41.71% Detroit Lakes Middle School 27.01% Detroit Lakes Senior High is 75.40 (includes additional points for graduation rates)</p> <p>2 out 4 schools met the goal of increasing the Multiple measurement ratings.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Increase the Average ACT Scores from 2016 graduate score of 19.3 to 2017 score of 19.4+</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Average ACT score of a 2017 graduate increased to 20.5 with the two schools have varying final results: DLHS 21.2 DL ALC 15.2</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>We will increase the district graduation rate from 83% for the 2014 graduates to +84% for the 2015 graduates.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>DLPS graduation rates for 2015 are 85.1 which is an increase of 2.1% from the 2014 graduates.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input 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

[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 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs.
Limit response to 200 words.*

Detroit Lakes Public Schools utilizes numerous data sources to identify both student groups and individual achievement of students. Students are targeted by academic and behavioral need. The most commonly known data sources used during the 2015-2016 school year were STAR assessment, OLPA, MMR, and previous years' MCA data. We used locally developed common assessments to evaluate student progress and inform our instruction. Using our data, we identified alignment between grade level standards needing improvement. As a result, we collaborated weekly and assigned an instructional coach to act as liaison for all grade levels. We recognized reading proficiency is an ongoing concern, so we designed a three year plan to improve professional learning and reading instruction.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
- *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*

Flexible grouping was utilized based on the initial fall data, OLPA data, STAR data, and common assessments. Past MCA data is used in initial, fall design. Kindergarten students have an individual appointment with teachers to do skill assessments before they come to school. K-3 teachers assessed all students using the DRA2 or Fountas & Pinnell assessments so that they have accurate instructional and independent reading levels for all students. Interactive read alouds became an essential teaching strategy in the elementary classrooms. Knowledge and utilization of benchmark reports, achievement level descriptors, test specification and alignment of standards are systematic approaches utilized to ensure our students received quality core instruction.

Using Data Director, we disaggregated our data and provided direct intervention and services as necessary to provide personalized learning and interventions. This data was shared with PLC teams, individual teachers, interventionists and administrators. Instructional coaches met with PLCs to discuss data and respond to any additional data requests. We utilized our Native American Coordinator and paraprofessionals to provide additional direct services to our Native American students. We offer after school and summer Targeted Service programming for students.

4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
 - System to review and evaluate the effectiveness of:
 - Instruction
 - Curriculum
 - Teacher evaluations
 - Principal evaluations

Curriculum and Instruction: Through our ELO process our curriculum and instruction is continually evaluated and revised. The chart below illustrates our curriculum cycle.

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Math, K-5 Music Art	Science K-5 Business FACS Careers & Guidance	Math 6-12	PE World Language	ELA K-5	ELA 6-12	Science 6-12 Ag Industrial Tech
2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Social K-5 Health	Social 6-12	Math, K-5 Music Art	Science K-5 Business FACS Careers & Guidance	Math 6-12	PE World Language	ELA K-5

Teacher evaluations utilize the Charlotte Danielson domains and components; the Danielson Group provided training for our administrators and instructional coaches. Teachers are evaluated on a three year cycle: the first year uses the Danielson model and the teachers work with their building principals; the second year, the teachers work with an instructional coach on a goal that the teacher created with principal input; the third year, the teachers work independently on enhancing student-engagement in their classrooms with assistance from instructional coaches. Goals are created for further professional development.

Principals developed and discussed their professional growth plans with the superintendent. Principals utilized survey data for reflection on their leadership and the culture of their building. Principals provided data reports to the superintendent and MCA and MMR scores are reported to the Detroit Lakes Public School Board.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*

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

PLCs guide instruction and professional learning in our district. Teachers met weekly for job embedded professional learning through PLCs. Instructional coaches collaborated one-on-one with teachers and led district wide professional learning on teacher requested topics in order to personalize the professional development. We addressed teacher requirement needs through our district wide in-service structure. We had eight differentiated district in-service opportunities and one teacher choice professional learning day. We had a three day summer opportunity that allowed for deeper learning and evaluation of ELOs and assessments with PLCs and instructional coaches. We utilized Bright Bytes consulting to evaluate our student and teacher technology needs and based future planning on the results. To increase digital citizenship and guide our 1- to-1 initiative we developed building technology teams for guidance and implementation. Technology integration is embedded in each in-service opportunity as well as systematic professional learning designed to increase teachers' skills in this area. The district has four full time instructional coaches that work with teachers and administration to provide job embedded support and ongoing professional learning including utilizing lesson video to reflect and peer coach.

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.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
 - *Limit response to 200 words.*

In our Human Resource department required STAR and other personnel reports are created each year. As an administrative team, hiring and transfer processes are completed with the student and district needs in mind. Attention is given to creating an equalization of experience and diversity for students in all buildings across the district when possible. Our hiring practices and mentoring program support our teachers to provide excellence in the classroom to ensure positive learning experiences for all learners. Due to teacher shortages, retention issues, and union contracts, it is sometimes difficult to ensure equalization of staffing across the district.

District Name	Inexperienced Teachers	Classes Unqualified	Classes out of Field	Poverty Quartile	Minority Quartile
DETROIT LAKES PUBLIC SCHOOL DIST.	11.52%	2.66%	4.79%	n/a	n/a