



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Tri-County School District 2358

Grades Served: PK-12

Contact Person Name and Position: Nick Amb, PK-12 Dean of Students

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](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email

[MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) ([susan.burris@state.mn.us](mailto: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.]

- Report is available electronically at [www.tricounty.k12.mn.us](http://www.tricounty.k12.mn.us)

#### 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.]

- November 15, 2018 @ 7:30 PM in the TCS Meeting Room

### 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.]

<b>District Advisory Committee Member</b>	<b>Role in District</b>
Ryan Baron	Supt/Principal
Nick Amb	Dean of Students/AD
Denise Sollund	School Board
Jena Duray	School Board
Melissa Thompson	Secondary Faculty
Beth Budziszewski	Parent
Susan Budziszewski	Support Staff
Jennifer Klegstad	Special Ed.
Heidi Hanson	Title I
Justina Pietruszewski	Arts Faculty
Brad Thompson	CTE Faculty
Roberta Green	Community Representative
Matthew Dehnert	Clergy Representative
Abigail Kautzman	Student Council
Alison Undeberg	Student Council
Sarah Budziszewski	Student Council
Tucker Krantz	Student Council
Melissa Anderson	Preschool

## 2. Goals and Results

### Executive Summary:

Tri-County had a very good year to report in terms of meeting progress toward the goals set last December.

\*All Students Ready For School: Tri-County continues to offer a top-notch preschool program four days a week. Early diagnostics for literacy allow teachers to catch developmental literacy issues before students get too far behind.

\*All Students Reading at Grade Level by Grade 3: We fell just short of an ambitious goal this year, with just under 80% showing proficiency. The early childhood numbers are great, with nearly 98% of our kids showing growth at those levels.

\*The district continued to close any achievement gaps that exist. Our biggest area of concern will be to continue to push all student subgroups to the same success level as our entire student population. District wide, 82% of our kids are on track for success in math and about 59% are on track for success in reading. Literacy needs to continue to be a focus area.

\*The district did have 100% of students who began school in 2013 and remained in the district graduate from TCS on time.

\*Our students are ready for the challenges of college and career. We have an average ACT score of 21. We continue to offer rigorous online and in-classroom college coursework, as well as technical coursework to meet all student needs. We provide exposure to a wide range of career and college counseling opportunities from TRIO to College Fairs.



## 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
<p><i>All students will be provided a high quality Early Childhood program/education. All students entering Kindergarten will meet their age appropriate color band as measured by Teaching Strategies assessments and Creative Curriculum assessments in the following areas:</i></p> <p><i>Physical Development</i></p> <p><i>The Arts</i></p> <p><i>Personal Development</i></p> <p><i>Language and Literacy</i></p> <p><i>Mathematical Thinking</i></p>	<p><i>Students were assessed 3 times during the year for pre-school skills with a battery of assessments from Teaching Strategies and Creative Curriculum. All students met their age appropriate color band as measured by these assessments.</i></p> <p><i>Students were also assessed with Early Star Literacy Tests.</i></p> <p><i>PT Conferences were held Fall, Mid-Winter, and Spring.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <b>Goal Met</b></p> <p><input type="checkbox"/> <b>Goal Not Met</b></p> <p><input type="checkbox"/> <b>Goal in Progress</b> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <b>District/charter does not enroll students in Kindergarten</b></p>

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

Goal	Result	Goal Status
<p>A. 87.5% of 3<sup>rd</sup> Grade students that demonstrate 85% or greater attendance during grades K-3 will meet proficiency as measured by Minnesota Comprehensive Assessments and the Star Reading Report.</p> <p>B. 87.5% of K-2 Students that demonstrate 85% or greater attendance during the school year will demonstrate growth as measured by the Star Early Literacy Report and the Star Reading Report.</p>	<p>77.8 percent of those students met proficiency as measured by the Minnesota Comprehensive Assessments and the Star Reading Report.</p> <p>97.6% (42/43) of K-2 students demonstrated growth on the Star Early Literacy/Star Reading Reports</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> <b>Goal Not Met</b></p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><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>The school district will continue to close the achievement gap in reading and mathematics. (WBWF goals 2c)</p>	<p><i>Achievement gaps have all but disappeared.</i></p> <p>A. <i>Free/Reduced students in our district were nearly as likely to be on track for success as the general population.</i></p> <p><b><u>Karlstad Elementary Data</u></b></p> <p><i>% on Track</i></p> <p><b><u>Math</u></b></p> <p><i>All Students 72.3, F/R 70.6</i></p> <p><b><u>Reading</u></b></p> <p><i>All students 62.1 F/R 53</i></p> <p><b><u>TC Secondary Data</u></b></p> <p><i>% on Track</i></p> <p><b><u>Math</u></b></p> <p><i>All students 82% F/R 73.9%</i></p> <p><b><u>Reading</u></b></p> <p><i>All Students 55.6 F/R 50.0</i></p> <p><b><u>District Wide</u></b></p> <p><i>M 82% F/R 78%</i></p> <p><i>R 58.5% F/R 51.3</i></p> <p><i>The numbers are tightening. We still need to push to bring F/R students up to the same level as all of our students.</i></p> <p><i>Counts for special Ed and other subsets are too small to report or bear statistical significance.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <b>Goal Met</b></p> <p><input type="checkbox"/> <b>Goal Not Met</b></p> <p><input type="checkbox"/> <b>Goal in Progress</b> <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p>The school district will offer a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, career exploration, and college level opportunities.</p>	<p><i>During the 2016-17 school year,</i></p> <p><i>73% of our 2015 graduates enrolled in an IHE (institution of higher learning)-most recent data available from MDE</i></p> <p><i>Average ACT score was a 21.</i></p> <p><i>Tri-County utilizes an Upward Bound/Trio program leader through the University of ND who does work with classes grades 6 through 12 in college preparation, study skills, and career exploration.</i></p> <p><i>Tri-County requires a careers course in grade 10.</i></p> <p><i>During the 2016-17 school year, 9 students earned 54 college credits in through the OCHS program. These courses are vital to preparing students for the college experience in terms of rigor and preparation.</i></p> <p><i>7 students earned 64 credits through our own CIHS programs offering college coursework through University of Minnesota Crookston (Physics) and Northland Community/Technical College (Anatomy and Physiology)</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <b>Goal Met</b></p> <p><input type="checkbox"/> <b>Goal Not Met</b></p> <p><input type="checkbox"/> <b>Goal in Progress</b> <i>(only for multi-year goals)</i></p>

## 2e. All Students Graduate

### Goal

100% of students who begin 9<sup>th</sup> grade and stay in our district graduate on time.

### Result

*MDE provided numbers for most recent class indicate that 23 out of 25 students in the 2016 cohort who did not move out of the area graduated with TCS. (92%)*

*District supplied data for the class of 2017 indicates that 13 of 13 students in the 2017 cohort who did not move out of the district graduated on time with TCS.*

*Progress indicators:*

*Graduation:*

*2014*

*District 88.9%, State 79%*

*2015*

*District 88.2%, State 81.2%*

*2016*

*District 81.8 State 82.2*

*2017*

*District 88.89%, State 82.2*

*Data source: Six year count as distributed by MDE 10-26-16*

***TCS Internal Data:***

*13/13 graduated in 2017, 100%*

### Goal Status

*Check one of the following:*

**Goal Met**  
 **Goal Not**

**Met**

**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.]

Based on State Assessment data, as well as Early Childhood Screening, STARS, EXPORE, PLAN, and ACT data, high school credit completion and graduation rates, we have identified the following needs –

\*increase proficiency in reading and mathematics at the elementary and secondary levels for all students.

\*reduce the readiness and achievement gaps between all students and free/reduced students

\*increase proficiency in literacy from 58% on track to 64% on track district wide.



### 4. Systems, Strategies and Support Category

#### 4a. Students

- *Tri-County Schools utilizes information from Star Literacy Testing, Teaching Strategies, and test results from Minnesota Comprehensive Assessments each year to determine level of goal achievement.*
- *The process involves individual teachers making determinations on placements in guided reading groups, and title placement once per quarter in the elementary. Notifications are sent to parents if students are not meeting expectations. This information is kept in the student's cum. File.*
- *In the HS, system wide look at determining results begins when we get preliminary results in each MCA group to determine if goals have been achieved. At both levels, the student data is reviewed by the Dean of Students and the Supt/Principal.*
- *Recommendations are then made to the TCS Leadership team and data is shared with the team in August. This data is used to determine achievement gaps, proficiency rates with various groups, and determining possible curriculum gaps which can be corrected.*

#### 4b. Teachers and Principals

**We have a number of supports in place at the teacher/principal level to ensure success.**

\*Locally developed strong model of teacher evaluation with a three year cycle to include observation, colleague observation, goal setting, and reflection.

\*Evaluation of curriculum and instruction through reviewing data in leadership team, PLCs, administrative level, and advisory committee.

\*Professional Learning Communities provide a focus for our teachers to grow and develop based on current needs. For example, this year, the focus goal in the 7-12 is student engagement. PK-6 is studying effective methods of reaching all students, including those who may be growing up in poverty.

\*Principal evaluation completed by the Superintendent, looking at pre-selected criterion for effective school leadership. As we transition to a Supt/Principal model, a new system is being developed to ensure the Dean of Students and Supt/Principal are both evaluated based on these goals.

\*Tri County has expanded Title I to a targeted school community grades K-12.

\*Principal and Dean attend professional development regularly, including northern division principal association meetings, legal seminars, and state conference.

\*CPI training is done not only for student and staff safety, but to reinforce conflict de-escalation strategies.

#### **4c. District**

Tri-County focuses on a high degree of personal attention to each learner. In many cases, core classes are split into small sections to allow a greater degree of 1:1 interaction with the teacher.

Tri-County has a strong PLC model district wide which is based on a culture of professional collaboration and learning. These include 3 staff wide and 12 split PLC meetings. The content and focus of these meetings for the year is based on the goals set by the leadership team.

1:1 I-Pad initiative allows students in grades 9-12 to fully utilize technology in all of their coursework.

Peer helper/positive role model program.

Accelerated Reader

Read Across America

Artist in Residence Programs

Community Education programs are being revitalized to strengthen a key core value of our school— learning is truly for life. It does not stop at graduation.

Spelling Bee

Digital Citizenship Training

Trio Program/College Readiness

College/Career Readiness and Exposure. Career exposure opportunities such as Manufacturing Day, Field Trips, College Fairs, etc.

## 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.

- o Tri-County School District 2358 operates a PK-6 Elementary and a 7-12 school at the same physical site.
- o A teacher in the district is available to all students in that particular grade level/subject without regard to geography, building location, or family income status.
- o The data from MDE reflects that TCS has rates of inexperienced and out of field teachers on par with many schools in the region. TCS hires licensed, highly qualified teachers in their field of study. Teachers who are temporarily assigned out of field assignments are assigned those as a last resort, based on unavailability of other licensed personnel.

2016-17 Data from MDE

Tri-County

Our staff is highly experienced. 95% have more that 3 years experience. 85.5% have more than 10 years experience.

Only 3.5% of our teachers are assigned to an area outside of their license with special permission. This variance percentage does not affect students based on income or ethnicity. It impacts every student in our district equally.

30.5% of our staff has a Master's Degree.

Often, a barrier to finding fully licensed personnel is the remote setting of Tri-County. This is particularly true in highly technical subject fields such as math or science.



## ACADEMIC GOALS FOR 16-17 YEAR

### Tri-County High School and Karlstad Elementary School

1. To increase *percentage on track* in all groups and subgroups. (Goal 2c)
2. Elementary Reading Proficiency 82% (Goal 2b)
3. Grade 8 Math Proficiency of 86.11% (Goal 2d)
4. 100% of students who begin 9<sup>th</sup> grade and stay in our district graduate on time. (Goal 2e)
5. 82% of kids tested in grade 3 are reading proficient. (Goal 2b)

## BOARD APPROVED DISTRICT WIDE GOALS

### District #2358 Goals as adopted

1. All children in our school district will start school ready to learn. 95% of our early learners will show growth as determined by the administration of the STAR early literacy and Reading Street assessments. These students will enter third grade reading at grade level. (WBWF goals 2a, 2b)
2. 82% of grade three students will meet proficiency targets (meets or exceeds) as determined by the administration of the Grade 3 MCA test in reading. (WBWF goal 2b)
2. **The district will continue to close any achievement gaps that may exist between racial, ethnic, or socioeconomic groups.**

Tri-County will raise our *percentage on track for success* in the elementary in math from 72% to 75%, and free/reduced students from 70.6% to 73%, closing the achievement gap by a point.

Tri-County will raise our *percentage on track for success* in the elementary in reading from 62% to 66%, and raise free/reduced on track percentage to 60%, closing the achievement gap by 3 points.

Tri-County will raise our *percentage on track for success* in math at the high school level for all students from 82% to 84%, and for free/reduced students from 73.9% to 77%, closing the achievement gap by two points.

Tri-County will raise our *percentage on track for success* in reading at the high school level for all students from 55.6% to 62%, and for free/reduced

students from 50% to 58%, closing the achievement gap by one point.

As a district, Tri-County will raise the percentage on track in math from 82% to 84% for all students, and from 78% to 82%, closing the achievement gap district wide by two points.

As a district, Tri-County will raise the percentage on track for success in reading from 58.5% to 63%, and from 51 to 58% for free and reduced students, thereby closing the achievement gap in reading district wide by two points.

3. The school district will continue offer a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, career exploration, and college level credit opportunities. This will be demonstrated by a net increase in college credits earned per student at the end of the academic year.  
(WBWF goals 2d, 2e)
4. Teachers will have access to the professional development and technology needed to help them prepare all their students for the future. (WBWF Goal 4b)
5. Our school will ensure that all students learn to use their minds well so they may be prepared for responsible citizenships, further learning, and productive employment in our modern economy. (WBWF goals 2d)
6. Our school will provide a violence and drug free environment for all students, staff and administration, offering a disciplined environment conducive to learning. (WBWF goal 4a)