

# 2016-17 World’s Best Workforce Report Summary

District or Charter Name: Hancock Public School ISD #0768

Grades Served: Pre-K-12

Contact Person Name and Position: Timothy A. Pahl Pre-K-12 Principal

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), 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.]

| * www.hancock.k12.mn.us |
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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.]

| * October 16, 2017 |
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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.]

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| * 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** | | --- | --- | | Loren Hacker | Superintendent | | Tim Pahl | Principal | | Kaci Millette | Parent | | Sandy Nelson | Parent | | Ana Chavira | Student | | Tess Steiner | Student | | Steph Flaten | Elementary Teacher | | Kalee Nuest | High School Teacher | | Jill Steiner | School Nurse | | Lexi Nohl | Paraprofessional | | Reed Peterson | Business Owner | | Darby Greiner | Farmer | | John Goll | Farmer | |

## 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(s)** | **Result** | **Goal Status** |
| --- | --- | --- |
| Kindergarten-80% of Hancock Elementary School kindergarten students will meet target for the FAST Composite score or will increase their fall 2016 FAST Composite score to spring 2017 FAST Composite score by a minimum of 15 points.  Preschool-80% of Hancock Elementary School preschool students will meet their spring 2017 target FAST scores for Letter Name Fluency. | Kindergarten did meet their goal. 66% of the students met target in the spring, however 94% of the students increased composite score over 15 points from fall to spring.  The preschoolers did not meet their goal.  On the spring Fast test for letter names, 17 out of 22 students met the target score of 14 letters named in one minute; therefore only 77% of the targeted preschoolers met the Fast spring target score. | *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 Kindergarten* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Hancock Elementary School’s 2016-17 3rd grade class will maintain a reading proficiency that is at least 20 points above the State average at the same level as based on the reading proficiency results from the spring 2017 MCA results. | 72.7 % of HES 3rd grade students scored at the proficient level on the 2017 MCA Reading Test. The average proficiency on the 2017 MCA Reading Test across the State was 56.5%. HES 3rd grade students score 16.2% above the state average on the 2017 MCA Reading Test . Therefore, HES did not meet its 3rd grade goal. | *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 3* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Hancock Elementary School’s Achievement Gap Reduction Points will increase from 12.52 points in 2016 as indicated on the MDE website and calculated using May, 2016 MCA test scores, to 16 points as calculated using May, 2017 MCA test scores. | Unknown at this time. Unable to find data on MDE website to determine outcome. Did receive a letter from Dr. Brenda Cassellius stating that we had met Minnesota’s goal of reducing the achievement gap by 50% in both math and reading. | *Check one of the following:*  *Unknown*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)* |

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| 100% (20/20) of students who are juniors at Hancock High School in 2016-17 will take the Armed Services Vocational Aptitude Battery (ASVAB) in October 2016. | All juniors 20/20 completed the Armed Services Vocational Aptitude Battery (ASVAB) test offered on October 3, 2016. | *Check one of the following:*  *Goal Met*  *Goal Not Met*  *Goal in Progress (only for multi-year goals)* |

### 2e. All Students Graduate

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| In May of 2017, 100% (21/21) of Hancock High School seniors will graduate. The Minnesota Department of Education’s graduation data as reported through the MARSS system will be used to determine if the goal has been met. | All Students that were members of the Class of 2017, graduated on May 19 of 2017. Evidence can be found on the MDE website under Minnesota Report Card. <http://rc.education.state.mn.us/#graduation/orgId--10768020000__graduationYearRate--4__p--1> | *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* |

## Identified Needs Based on Data

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 2a.   Kindergarten-During the fall of 2016, 7 of 32 kindergarten students didn’t meet target according to the FAST test composite score. The composite score includes the following scores: Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Segmenting, Nonsense Words, Sight Words, Sentence Reading, and CBM Reading.  Preschool-During the fall of 2016, 17 of 21 preschool students did not meet target for FAST Letter Name Fluency (LNF) (Only 4 years by September 1, 2016).   * 2b.   Due to consistently high third grade reading scores, our goal is always to remain at least 20 points above the state average of students proficient in reading on the MCA’s.   * 2c.   Hancock Elementary School is showing a need to reduce the achievement gap. Over the last four years our AGR score has remained relatively flat.  Data from 2012, 2013, 2014, 2015, and 2016 MMR results indicate our Achievement Gap Reduction Score is relatively flat. One significant factor in this is Special Education and Free and Reduced Price Lunch student performance on the MCA Assessments.     |  |  | | --- | --- | | * Year | * AGR Points | | * 2012 | * 24.41/25 | | * 2013 | * 15.13/25 | | * 2014 | * 12.89/25 | | * 2015 | * 13.97/25 | | * 2016 | * 12.52/25 |  * 2d.   The Hancock Public School has chosen to give the ASVAB test as part of the College and Career Readiness component for several reasons.  First, the program provides tools to help students learn more about career exploration and planning.  Next, not only does the ASVAB test mathematics, word knowledge, paragraph comprehension, and arithmetic reasoning, it also tests areas that focus on technical careers such as auto information, shop information, electronic information, and mechanical comprehension.  Thus, it is tailored to help students wanting to attend 4-year schools as well as those wanting to attend technical colleges.   * 2e.   According to MDE, our graduation rate for 2016 was 93.3% (14/15). Our expectation is a 100% graduation rate. \*\*It should be noted that the only reason our graduation rate was 93.3% and not 100% is because one of our students was coded incorrectly. He did graduate in 2016. After contacting MDE, HHS was informed that it was too late to change this mistake.\* |

## Systems, Strategies and Support Category

### 4a. Students

| * + FAST (Formative Assessment System for Teachers) is a suite of assessment progress monitoring tools designed to help educators screen, monitor progress, and analyze reading skills of students from kindergarten to fifth grade. The FAST test is administered in the fall and the spring.   + NWEA reading, math, and science testing takes place 2-3 times per year for all students in grades K-11.   + Accelerated Reader is used throughout the year for students in grade K-8.   + Title I is an academic intervention program for reading in grades K-6.   + Pre-K and K-3 Reading Corp programs provide individualized, data-driven instruction and one-on-one attention to improve literacy.   + Catch-Up Club is an after school help program available to all students in grades 4-12 who need more individual or small group assistance.   + Implemented new Wonders reading curriculum Pre-K-6.   + Implemented a new academic intervention program. Each elementary teacher receives three half-hour long intervention periods per week. Interventions are based on MCA, NWEA, and FAST data. |
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### 4b. Teachers and Principals

| * Teacher Development and Evaluation Plan (TDE Plan). * Eight PLC dates allowed staff to create IGDP goals for their classrooms, review testing and curriculum data, and analyze and share instructional strategies. As part of the Hancock Teacher Evaluation Plan, staff must participate in PLC’s, and IGDP goals are evaluated, scored and included in the final summative evaluation. * Curriculum mapping alignment takes place on a regular three-year rotation. * Staff Development funds were used to allow staff to meet during the summer to review test data and develop strategies for strengthening weak areas. * In August, 100% of juniors and seniors met with Principal Pahl to discuss credits, testing, and college and career planning.   + - The career counselor met monthly with seniors to ensure that they were applying for scholarships and applying to the postsecondary institutes that they were thinking about attending. |
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### 4c. District

| * Hancock Public School District is dedicated to supporting best practice instructional techniques and initiatives that are valuable in maintaining a continuous improvement process. The Hancock School Board and administration are committed to providing the funding necessary to ensure the academic success of all the students in the District and continued professional development of the District’s staff. Some of the specific ways that we have supported our achievement goals have been:   + Adding 8 late start days to allow for the Implementation of Professional Learning Communities.   + Providing funding to allow teaching staff to collaborate during the summer.   + Providing funding to add hours to some of our teaching staff.   + Creating a Leadership Team to review district strengths, weaknesses, and brainstorm strategies to improve instruction. * Bring in speakers at least once a year to discuss new technology-During the 2016-17 school year it was Google Classroom presented by Brittany Haugen. |
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## 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.

| The Principal reviews student achievement results including MCA and NWEA test data. He also looks at teaching assignments and staff evaluations. The Principal examines data that indicates gaps in student achievement for free and reduced, ethnically diverse, and special needs students and then determines what staff development activities are necessary to reduce these gaps. Presentations by specialists, peer review, mentorship, and “best practice” instructional strategies are just a few of the activities that have been used in the past.   * + All but three teaching staff at Hancock Public School are highly qualified.   + We are a single section school at the high school level.   + We are primarily a single section school at the elementary level.   + ALL students have equal access excellent educators. |
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