



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

District or Charter Name: Zumbrota-Mazeppa ISD 2805

Grades Served: PreK-12

Contact Person Name and Position: Michael Harvey, Superintendent

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

➤ [www.zmschools.us](http://www.zmschools.us)

#### 1b. Annual Public Meeting

➤ Date of the school board annual public meeting to review progress from the 2016-17 school year:  
**November 27, 2017**

## 1c. District Advisory Committee

<b>District Advisory Committee Member</b>	<b>Role in District</b>
Michael Harvey	Superintendent
Dave Anderson	7-12 Principal
Quinn Rasmussen	PreK-6 Principal
Wendy Ahern	Ass't Principal/SPED Coordinator
Jen Burfeind	Community Ed Director
Rebecca Sjolander	Achievement/Integration Coordinator
Laura Skogen	Staff Development Coordinator
Kelsey Bradley	Middle/High School Teacher
Angela Hunstad, Tony Brown, Kari Gunhus	Middle/High School Parent
Pamla Langley, Jamie Quam	Elementary Teacher
Brittney Thomforde	Elementary Parent
Roxanne Webster	Primary Teacher
Layla Sjolander, Stephanie Everly	Students
Rich Meyerhofer, Mary Graves, Jeanette Richardson	Community
Dirk Niles, Jean Roth, Angie Bredehoft	School Board

## 2. Goals and Results

### 2a. All Students Ready for School

Goal	Result	Goal Status
<p>1. All students entering Kindergarten in the fall of 2017 will score at nine or better on letter naming fluency as measured by FASTbridge.</p>	<p>62.2% of the students met the goal.</p>	<p><input checked="" type="checkbox"/> Goal Not Met</p>
<p>2. Every student in the ZM Learning Readiness Preschool will be screened within 45 days of their first day of school.</p>	<p>All students were screened within the 45-day timeframe.</p>	<p><input checked="" type="checkbox"/> Goal Met</p>

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

Goal	Result	Goal Status
<p>1. By the end of the 2016-17 school year, all students in 3<sup>rd</sup> grade will meet proficiency as outlined by FASTbridge.</p>	<p>3<sup>rd</sup> grade: 81% as 3<sup>rd</sup> graders overall, K-3: 77% are on target.</p>	<p><input checked="" type="checkbox"/> Goal Not Met</p>
<p>2. During the 2016-17 school year, K-7 teachers will identify student needs related to literacy and implement strategic intervention plan to ensure all students achieve one-year's growth in one year.</p>	<p>"On track" growth based on MCAs Reading: 61.9% Math 60.1%</p>	<p><input checked="" type="checkbox"/> Goal Not Met</p>

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

Goal	Result	Goal Status
<p>1. During the 16-17 school year, the achievement gap will reduce to 10% for all subgroups.</p>	<p>Goal not met, some narrowing of gap in Hispanic students in math. See chart below.</p>	<input checked="" type="checkbox"/> Goal Not Met
<p>2. 2017 MCA proficiency scores for 3-11 in reading, math, and science will rank in top 20% (top 3) of a 15 area comparable schools.</p>	<p>In comparison, ZM ranked 1<sup>st</sup> in science, 3<sup>rd</sup> in math, and 4<sup>th</sup> in reading. See chart in Section 3.</p>	<input checked="" type="checkbox"/> Goal Not Met
<p>3. During 2016-17, STEAM will be incorporated into the weekly elementary schedule.</p>	<p>Teachers are striving to incorporate more STEAM activities.</p>	<input checked="" type="checkbox"/> Goal Met

### MCA SUB-GROUP DATA

Subgroup	READING			MATH		
	# Students	Reading Prof	State Ave	# Students	Math Prof	State Ave
<b>White, No Hispanic Origin</b>	2016: 405/556	2016: 72.8%	2016 :67.8%	2016: 411/538	2016: 76.4%	2016: 68%
	2017: 420/583	2017: 72.0%	2017: 68.8%	2017: 395/540	2017: 73.15	2017: 67.6%
<b>Asian/Pacific Islander</b>	2016:12/15	2016: 80%	2016: 55.6%	2016: 12/16	2016: 75%	2016: 58.7%
	2017: NA	2017: NA	2017: NA	2017: NA	2017: NA	2017: NA
<b>Hispanic</b>	2016: 14/20	2016: 70%	2016: 37.6%	2016: 10/19	2016: 52.6%	2016: 36.1%
	2017: 9/19	2017: 47.4	2017: 37.9%	2017: 10/18	2017: 55.6%	2017: 35.2%

<b>Black, not Hispanic Origin</b>	2016: 4/17 2017: NA	2016: 23.5 2017: NA	2016: 34.6% 2017: NA	2016: 7/20 2017: NA	2016: 35% 2017: NA	2016: 30.9% 2017: NA
<b>Sp Ed</b>	2016: 18/63 2017: 15/68	2016: 28.6% 2017: 22.1%	2016: 26.1% 2017: 26.2%	2016: 18/62 2017: 16/67	2016: 29% 2017: 23.9%	2016: 26.2% 2017: 22.1%
<b>Free/Reduced Price Lunch</b>	2016: 90/147 2017: 77/144	2016: 61.2% 2017: 53.5%	2016: 40.2% 2017: 40.2%	2016: 83/146 2017: 72/130	2016: 56.8% 2017: 55.4%	2016: 39% 2017: 37.9%
<b>Limited English Proficiency</b>	Not enough students for subgroup					

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

Goal	Result	Goal Status
1. <i>ZM students will participate in post high school planning, including the Ramp Up to Readiness program weekly.</i>	<i>All students participated weekly in Ramp Up to Readiness program.</i>	<input checked="" type="checkbox"/> <i>Goal Met</i>
2. <i>ZM curriculum committee will expand College in the Schools offering during the 2016-17 school year</i>	<i>One new college credit class was added</i>	<input checked="" type="checkbox"/> <i>Goal Met</i>

## 2e. All Students Graduate

Goal	Result	Goal Status
<p>1. ZM's graduation rate will exceed 93% in 2017, 97% in 2018, and 100% in 2019.</p>	<p>2015: 85.6%</p> <p>2016: 88.2%</p> <p>2017: data not available on MDE. Internal graduation rate of 98.6%</p>	<p><input checked="" type="checkbox"/> Goal Not Met</p>

## Q Comp Goals

Goal	Result	Goal Status
<p>1. <i>Primary: 80% of grade 2 students will show an improvement of at least one point on their scale score on the aMath FAST Assessment, in its first year of use, from the fall of 2016 to the spring of 2017.</i></p>	<p>Average growth was 6 points</p>	<p><input checked="" type="checkbox"/> <i>Goal Met</i></p>
<p>2. <i>Elementary: 80% of grade 3-6 students will show improvement of at least one point on their scale score on the aMath FAST Assessment, in its first year of use, from the fall of 2016 to the spring of 2017.</i></p>	<p>Average growth was 9 points</p>	<p><input checked="" type="checkbox"/> <i>Goal Met</i></p>
<p>3. <i>Middle/High School: The average scale score of all students in grades 7-11 will improve on the Star Math Assessment from the fall of 2016 to the spring of 2017 by a minimum of 2%.</i></p>	<p>Average growth was at least 2%</p>	<p><input checked="" type="checkbox"/> <i>Goal Met</i></p>

### 3. Identified Needs Based on Data

#### MCA SUB-GROUP DATA

	READING			MATH		
Subgroup	# Students	Reading Prof	State Ave	# Students	Math Prof	State Ave
<b>White, No Hispanic Origin</b>	2016: 405/556	2016: 72.8%	2016 :67.8%	2016: 411/538	2016: 76.4%	2016: 68%
	2017: 420/583	2017: 72.0%	2017: 68.8%	2017: 395/540	2017: 73.15	2017: 67.6%
<b>Asian/Pacific Islander</b>	2016:12/15	2016: 80%	2016: 55.6%	2016: 12/16	2016: 75%	2016: 58.7%
	2017: NA	2017: NA	2017: NA	2017: NA	2017: NA	2017: NA
<b>Hispanic</b>	2016: 14/20	2016: 70%	2016: 37.6%	2016: 10/19	2016: 52.6%	2016: 36.1%
	2017: 9/19	2017: 47.4	2017: 37.9%	2017: 10/18	2017: 55.6%	2017: 35.2%
<b>Black, not Hispanic Origin</b>	2016: 4/17	2016: 23.5	2016: 34.6%	2016: 7/20	2016: 35%	2016: 30.9%
	2017: NA	2017: NA	2017: NA	2017: NA	2017: NA	2017: NA
<b>Special Education</b>	2016: 18/63	2016: 28.6%	2016: 26.1%	2016: 18/62	2016: 29%	2016: 26.2%
	2017: 15/68	2017: 22.1%	2017: 26.2%	2017: 16/67	2017: 23.9%	2017: 22.1%
<b>Free/Reduced Price Lunch</b>	2016: 90/147	2016: 61.2%	2016: 40.2%	2016: 83/146	2016: 56.8%	2016: 39%
	2017: 77/144	2017: 53.5%	2017: 40.2%	2017: 72/130	2017: 55.4%	2017: 37.9%
<b>Limited English Proficiency</b>	Not enough students for subgroup					

Based on MCAs from 2016, ZM has identified achievement gaps between

- Students participating in free/reduced price lunch reading & math
- Hispanic students reading & math
- Special Education students reading & math



ZM ranked in the top 3 when compared to area schools in math and science. ZM's District proficiency rate was consistently above the state average as noted below.

**2017 ZM DISTRICT MCA DATA**

Tested Area	ZM Student Proficient	State Average	Percentage Point Above Average	Ranking
Math	71.1%	58.6%	+12.5	ZM ranked third
Reading	70.4%	60.1%	+10.3	ZM ranked fourth
Science	71.1%	53.9%	+17.2	ZM ranked first

**Identified Areas of Focus and Need**

Using information from PLCs, staff meetings, District Leadership Team meetings, grade/department level meetings, and the World's Best Workforce meeting, the following areas of focus and action steps have been identified:

- Expand and implement enrichment offerings for students P-12,
- Explore and establish personalized learning opportunities for students,
- Further research and revise grading, homework, and relearning opportunities and philosophies,
- Expand implementation of standards based grading and report cards beyond second grade,
- Reduce achievement gap in subgroups, and improve graduation rate,
- Continue to raise proficiency rate of all students at ZM.
- Review, revise, and update curriculum maps and expand opportunities for teachers to examine vertical alignment of curriculum,
- Maintain vibrant PLCs,
- Research and expand ways to implement STEAM offerings into current curriculum and expand College in School offerings.

ZM's goal is to have each student meeting grade level, district, state, and national proficiency standards. Teachers continually measure student progress, review data, and conduct quarterly data meetings (PreK-Grade 8) using a data wall to determine Tier I, II, and III students.

## 4. Systems, Strategies and Support Category

### 4a. Students

ZM uses a variety of processes for assessing and evaluating student programs. Student progress is identified through data obtained from MCAs, Fastbridge, formative and summative assessments, and student academic performance. P-8 teachers review this data five times a year (DATA wall meetings) in grade level terms to establish appropriate student interventions. Students identified through this process can be placed in:

- Flexible groups within classroom
- ADSIS Program
- Title I
- Targeted Services After School Program (Grade 1-8)
- Targeted Services Summer Program
- WIN Time (What I Need) K-6
- Power Hour (Grades 7-8)

High school students are identified through MCA data and student academic performance. Interventions available include:

- Classroom intervention
- Advisor/advisee support
- ALP, Credit Recovery

Students needing additional intervention are referred to the Multiple Tiered System of Support.

Student data is also reviewed by disaggregating data by subgroups in PLCs, site teams, and district advisory committee. Students in subgroups have access to the above intervention; plus ZM's Achievement & Integration Plan and Equity Plan each address additional goals and support.

Through monthly PLC meetings, classroom assessments are aligned to Minnesota Standards, assessment data is reviewed, and teaching/learning strategies are discussed to improve all student learning. All teachers identify small groups (1-3 students) to develop a case study where teachers are focused on increasing student achievement through personalized learning.

During 2016-17, ZM teachers examined their philosophy and practices on grading, homework, and assessment. In order to monitor and report student progress towards meeting academic standards, teachers are moving towards standard-based report cards. The implementation of Schoology is assisting in this process, allowing students and parents, as well as teachers, to see student progress and attainment. Pre and post assessment, based on Minnesota Standards, shows student growth as well as providing teacher information on student attainment of standards, allowing for re-teaching or redesigning teaching strategies.

## 4b. Teachers and Principals

Through PLCs, teachers regularly examine national, state, and/or local standards, as well as benchmarks, and align curriculum maps. Teachers are re-examining the value of homework, opportunities for multiple reassessments and standards-based grading. Through in-services and PLCs, teachers have opportunities to observe, study, and implement best practices in instruction.

In order to review and evaluate effectiveness of instruction, ZM uses peer coaches through Q Comp to improve teaching practices, delivery methods, strategies, student engagement, classroom management, and student learning. Through observation and reflection, the teacher and coach work on creating change, gaining new perspectives, and to improving teacher practices.

ZM Schools has established a curriculum review process where each grade level/department will examine its current needs for updating materials, resources, and curriculum on an annual basis. Curriculum review is based on student performance on pre and post-standards based assessments. When student attainment of a standard is low, curriculum resources, materials, and strategies are reviewed and revised to maximize student learning. MCA strand data also provides data for curriculum review. ZM is moving towards standards-based curriculum developed and organized by teacher(s) rather than purchased curriculum or textbook series.

ZM's three-year cycle for teacher evaluation is based on the Charlotte Danielson Framework and uses personalized feedback. The Danielson Framework addresses four domains of quality teaching and allows for principals and teachers to discuss effective instruction within the assigned curriculum. All ZM teachers annually write a Growth and Development Plan and have a triennial summative evaluation.

ZM administrators set growth goals, which are reviewed with the superintendent multiple times during the school year. The Kim Marshall Administrator Evaluation Rubric is used as a tool for administrators to establish goals and monitor progress.

#### 4c. District

ZM's number-one priority is high functioning PLCs. PLCs are able to address many areas of student achievement, including instruction, curriculum, and interventions for those who may need it. PLCs meet monthly and have set agenda items related to these areas. Administrators are able to follow up with facilitators who update the district as a whole on progress, needs, and additional staff development that may be necessary. This approach is beneficial in monitoring the integrity of our curriculum. Interdisciplinary units and co-teaching are encouraged and supported at ZM. Collaborative curriculum writing is supported, across grade levels, through summer curriculum development opportunities.

ZM Schools strives to develop 21<sup>st</sup> century learning skills in all students through rigorous curriculum that embraces and integrates technology tools throughout all grade levels. From 1:1 devices to online anywhere, everywhere delivery of rich digital content and assessment tools, ZM strives to personalize learning for our students and actively engage them in learning. At the same time, ZM has recognized and has embraced STEAM and the inquiry-based instruction it represents. From coding to robotics, simulations, construction, and an ever-changing variety of hands on learning activities, our students learn that education is about doing as much as it is about knowledge. Technology is a vital tool in the process as ZM continues to provide students with the skills they need, whether they choose post-secondary education or move to the workforce.

### 5. Equitable Access to Excellent Teachers

Zumbrota-Mazeppa Public Schools believes it is important 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. ZM's administrative team will review yearly student achievement results, teaching assignments, staff evaluations, and staff experience when determining teaching assignments and purposeful placement of students. ZM employs high quality teachers, but because of our small size and rural location, numerous classes do not offer multiple teacher section options; however, ZM uses a variety of information to assure classes are balanced. This includes the use of academic data, information from previous teachers and student support personnel, as well as information about student needs and learning style provided by parents. Based on the data for low-income and minority students, as well as all student groups, ZM will continue to provide staff development opportunities, peer reviews, mentorship for new teachers (2-year program) and best practice instructional strategies (PLCs) for all staff.

## 6. Links to Zumbrota-Mazeppa ISD 2805 Plans

<a href="#">Achievement and Integration</a>	Teacher Development and Evaluation
<a href="#">Staff Development</a>	School Readiness
<a href="#">Literacy</a>	Technology
<a href="#">Q Comp</a>	

### Gifted and Talented

#### Process to Assess and Identify Students for Participation in Gifted and Talented Programs:

ZM believes that the identification of students for a Gifted and Talented Program is a complex, multi-faceted process that requires many sources of information. Identification can take place at any time in a student's learning years with nomination for consideration coming from parents and teachers. Information is gathered to provide a comprehensive view of the student's talents and gifts. Data gathered can include standardized tests of cognition and achievement, teacher observations, rating scales, grades, performances, work samples, and questionnaires. After analysis of student information, families are notified of the team's decision. ZM is in the process of redesigning its gifted and talented program, both in the identification process, and in exploration of moving to a level of service model.

#### Levels of Service

Level 1: Services are intended for ALL students and could include a variety of academic competitions and school-wide enrichment opportunities.

Level 2: Services are intended for MANY students, meaning that any student may take advantage of the option but not everyone will.

Level 3: Services are for SOME students who require additional rigor and challenge. Students need to qualify for these services based on observational, academic, and cognitive data.

Level 4: Services are for FEW students who require highly individualized services. Students need to qualify for these services based on observational, academic, and cognitive data.

#### Acceleration

ZM shall consider grade or course acceleration in rare and extreme cases. Teachers are urged to utilize levels of instruction, which broaden the interests, and achievement of those students who are academically superior and use acceleration only in an extraordinary situation. Individual requests for acceleration will be reviewed, and will include additional cognitive and achievement assessments and individual student data. During the 2017-18 school year, ZM's Enrichment Committee will be revising its Gifted and Talented Education (including acceleration and early admission to kindergarten and first grade) policies and procedures.

### **Early Admission to Kindergarten and First Grade:**

In the event that parents wish to enroll children who have not had their fifth birthday by September 1 of the school year involved, they will follow the following procedure:

- 1) Parents or guardians must complete an application requesting early entrance. Forms are available from the primary principal at the primary office.
- 2) Applications may be made any time after April 1 of the year the parent or guardian wishes the child to enter kindergarten and must be completed no later than June 1 of that year. The primary principal shall be responsible for the initial application.
- 3) The child must be 4 years old on or before September 1 of the year in which early entrance is requested. A copy of the birth certificate is required.
- 4) The school will schedule an evaluation for the child by personnel from the Goodhue County Education District.
- 5) The Education District will conduct a criteria-based assessment of the child.
- 6) The Education District will:
  - a. Consult with the school concerning curriculum requirements and student expectations; and
  - b. Provide a written report of findings and recommendations, with copies to the parent or guardian, the primary principal, and the early educational coordinator within 15 days of completion of the evaluation.
- 7) Children who qualify after the assessment and other criteria may be enrolled for a six-week trial period to determine the appropriateness of the placement. During this trial period, the student's cognitive abilities and motor development, as well as social and emotional maturity, shall be observed and compared with the previous assessment findings. A staffing with the parent shall be held to determine if the child is to continue as a regular kindergarten student. The principal, school psychologist, and teacher shall determine the appropriateness of the placement.
- 8) The final decision shall normally rest with the superintendent of schools and/or the primary principal; however, an appeal may be made to the Board of Education.