

Ada-Borup Public School District #2854

World's Best Workforce Summary Report 2013-14

A Message from Superintendent Mike Kolness:

On its committed path to continuous improvement, the Ada-Borup School District board members, faculty and community members worked cooperatively to build a solid blueprint for the future. The planning sessions help pave the way for several new initiatives, with the ultimate goal of providing an outstanding education for our young people.

- Members of the school board, faculty, student body and community were guided through two Value Definition Workshops with assistance of Johnson Controls Inc. The process provided an open forum for discussion and opportunities to condense a long list of priorities into three primary goals.
 - **Increase Program Offerings** (4-5 day per week Pre-school, vocational technology, art, language course electives, enhanced mental health specialist, reading specialist, gifted programs, after school program)
 - **Expand Technology** (Better access/bandwidth for WiFi, Ipad1:1, more technology in classrooms, newer textbooks, cutting edge technology and innovation)
 - **Update Facility** (Add walls in elementary, modernize décor, lockers, elementary library, improved heating and cooling, more gym space)

- The rolling out a 1:1 iPad initiative for six grades levels. Over three-hundred devices were purchased, continuous staff development was provided, and major changes were made the wireless network.
- The School District formed a partnership with the Freshwater School District to provide a Targeted Services and Credit Recovery Program.
- The final formulation of an enhanced teacher evaluation plan resulting from the hard work of teachers, administrators and board members.
- The installation of a controlled access system to both buildings main entrances and updated security camera system to enhance the security system and safety of our children and staff.

These initiatives are in addition to the ongoing emphasis on the worth of the individual child and the pursuit of high student achievement in the Ada-Borup School District. The following reports and summaries will provide further evidence of the enduring efforts of the Ada-Borup school system to address its aims of...

1. High Student Achievement for Lifelong Learning and Career Success
2. A Safe, Secure and Welcoming Environment
3. Efficient and Effective Operations

My personal thank you goes out to every student, staff member, school board member, parent, and community member for their part in the success of the Ada-Borup School District.

Mike Kolness

Mike Kolness – Superintendent of Schools



Ada-Borup ISD #2854

“World’s Best Workforce”

District Advisory Committee

Nancy Merkens	-	School Board Chair
Mike Kolness	-	Superintendent/High School Principal
Sam Marek	-	Elementary Principal - DAC
Kelly Anderson	-	Dean of Students/Activities Director
Amanda Brown	-	Counselor
Kris Sterton	-	Social Worker
Jordan Johnson	-	Teacher/Parent
Kenley Wahlin	-	Teacher
Mike Gullingsrud	-	Teacher/Parent
Nathan Purrington	-	Teacher/Parent
Judy Hanson	-	Support Staff/Parent
Kelsey Balzum	-	Early Childhood staff
Janet Brainerd	-	Parent
Amy Kroshus	-	Parent
Cindy Heitman	-	Parent
Amy Kroshus	-	Parent
Dave Solseng	-	Parent/Business
Bernadette Birkemeyer	-	Parent

*** Annual Public meeting – September 22, 2014

*** Public Value Definition Meetings – April 16, 2014 & May 28, 2014

*** Yearly Stakeholder survey - May

Ada-Borup ISD #2854

Plan Components/Activities

District/Site Achievement Benchmarks

- District Systems Accountability report
- District Performance/Goals
- District Staff Development report

Assessment/Evaluation of Student Progress toward Career/College Readiness

- Read Well By 3rd Grade Plan
- Career Portfolio – (Grades 9-12)
- Growth/Achievement record – (Grades (P-6)
- Advanced Course offerings – College in High School

Evaluation of Effectiveness of Curriculum/Instruction

- Teacher Evaluation system
- Principal Evaluation system
- District Staff Development Plan

Strategies for Improving Instruction, Curriculum, and Student Achievement

- District Staff Development Report
- Teacher Evaluation Plan
- Principal Evaluation Plan
- Read Well By 3rd Grade Report

Ada-Borup School District Mission Statement

“The mission of the Ada-Borup School District is to educate and prepare all students for a successful tomorrow through academics, activities, arts and attitude.”

Purpose of the World’s Best Workforce Plan:

Minnesota Schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world’s best workforce is a goal that must be addressed early on in every child’s life. This legislation mandates that districts will develop goals to address identified issues locally. The comprehensive strategic plan that districts create under this legislation is intended to serve as a foundational document to align district educational initiatives from pre-kindergarten to post high school graduation and can serve as a blueprint to create a quality workforce equipped with skills for the 21st Century. The plan is to be developed with involvement and input from district stakeholders including administrators, Board members, teachers, parents, students, business leaders and community members.



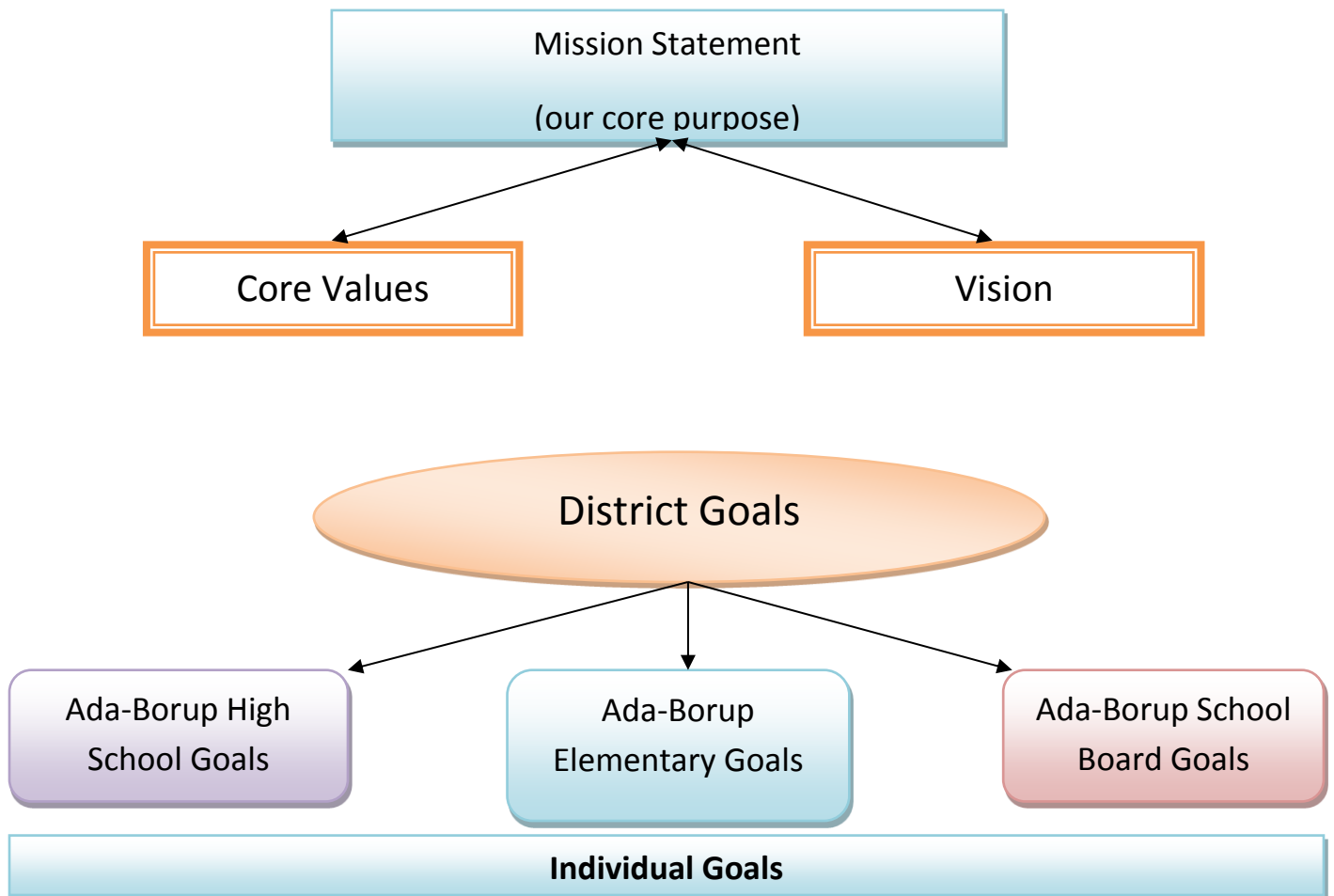
Students are more likely to reach this goal if they:

- are ready for school upon entering kindergarten
- achieve grade level literacy by grade three
- close the achievement gap between all racial and ethnic groups and between students living in poverty and students not living in poverty
- attain career and college readiness before graduating from high school
- graduate from high school

Identify Needs Based on Data

The Ada-Borup School District develops its goals based on achievement data (including national, state and local assessments), perception data (including survey results), and demographic data (including student enrollment patterns and attendance). Input is obtained from all stakeholders and goals are developed. Once district goals and key initiatives are put in place, site goals are developed by the MEEP Teams from each building.

Ada-Borup Public Schools – Goal Development Chart



Ada-Borup ISD #2854 Core Belief's

- **Ada-Borup ISD #2854** will encourage all students to demonstrate the ability to reason, problem solve, apply knowledge, and communicate effectively.
- **Ada-Borup ISD #2854** will provide an atmosphere conducive to the educational development of every student.
- **Ada-Borup ISD #2854** will improve student achievement in all areas of curriculum to better prepare students to succeed on the Minnesota Comprehensive Assessments.
- **Ada-Borup ISD #2854** will prepare all learners to function in an ever-changing world through the use of technology.
- **Ada-Borup ISD #2854** will provide all students the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, and the performing arts.
- **Ada-Borup ISD #2854** will promote physically active individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity through physical education and athletics.
- **Ada-Borup ISD #2854** will promote professional development activities that will lead to improved knowledge and skills needed to instruct and prepare all students for the future.
- **Ada-Borup ISD #2854** will continue to increase the number of business and community partnerships and implement related programs for the mutual benefit of both groups.
- **Ada-Borup ISD #2854** will promote professionalism and teamwork among administration, staff and community.
- **Ada-Borup ISD #2854** will strive for communication among district employees, students, parents and the community at-large that is accurate, consistent, timely, effective and interactive.
- **Ada-Borup ISD #2854** will effectively teach and model violence prevention policies and curriculum that address early intervention alternatives, issues of harassment, and teach non-violent alternatives for conflict resolution

Ada-Borup High School Staff Goals 2013-14

1. To provide help sessions to all learner to function in our ever-changing world through the use of technology.
2. Promote, teach and demonstrate good digital citizenship
3. To promote and develop good physical and mental health
4. Incorporate the ALC with the Success Academy
5. Ensure that ALL students can demonstrate the essential skills needed to be successful in today's world – Reading, Literature, Writing, Listening, Speaking, Viewing, Computation and Technology
6. To promote, demonstrate and promote critical thinking and problem solving skills for all students
7. To plan a day of community service projects and investigate requiring all seniors to do a community service as a graduation requirement
8. To promote character education and bring in at least one speaker for a student lyceum
9. To continue to improve and enhance a 1:1 technology program
10. To be at or above the State average in 90% areas of tested on the MCA and ACT tests in grades 7-12 and the entire HS as a whole.
11. To increase technology training time for staff and students.
 - a. Dedicate at least a 1/2 day per month and weekly short sessions before or after school to focus on technology training for staff members.
 - b. To presenter, discuss, implement, and practice new activities.

2013 - 2014
Staff Development Priorities / Goals
Ada-Borup Elementary

- **Grades 3 - 6 Reading scores will exceed the Minnesota State average on the MCA III Test**
- **Grades 3 - 6 Math scores will exceed the Minnesota State average on the MCA III Test**
- **Grade 5 Science scores will exceed the Minnesota State average on the MCA III Test**
- **75% of students in grades 1 – 6 will either meet their spring reading NWEA RIT target score or score above the 50th percentile on their NWEA reading test.**
- **75% of students in grades 1 – 6 will either meet their spring math NWEA RIT target score or score above the 50th percentile on their NWEA math test.**
- **Explore additional science curriculum ideas- develop scientific concepts**
- **Explore Every Day Math program**
- **Continue to align MN Standards to the curriculum.**
- **Implement a talent development program, K - 6, that gives students additional opportunities for academic enrichment.**
- **Continue to develop RTI at the elementary level.**
- **Continue to offer fitness and wellness opportunities for our students**
- **Explore and evaluate the middle school concept**
- **Grades K - 6 will incorporate technology into the curriculum using iPads**

“World’s Best Workforce”

2013-14 Performance/Goals

1) Achievement Gap – Free & Reduced Lunch/Poverty

- Decrease the percentage of students achieving proficiency on the MCA-III reading assessment, when comparing the free/reduced meal eligible population vs. non-free/reduced eligible population, from 17.3% to 15.0%.
- Decrease the percentage of students achieving proficiency on the MCA-III math assessment, when comparing the free/reduced meal eligible population vs. non-free/reduced eligible population, from 20.5% to 17.5%.

Summary: The District did not meet either goal in 2013-14 and the proficiency achievement gap in both area increased by 5%. This area will be a high priority in 2014-15 for the school district.

2) Kindergarten Readiness

- All students will be provided a high quality Early Childhood program/education as measured by Parent Aware System rating and/or other local assessments.

Summary: The Ada-Borup Early Childhood program started the process for becoming ParentAware certified during the 2013-14 school and expects its completion by the of end of the 2014-15 school year. During the 2013-14 school year, the program used the following criteria to determine if a student is ready for kindergarten.

- Accumulative assessment on each child three times a year that consists of letter recognition, rote counting, 1:1 correspondence (object counting), name writing, shape recognition, number recognition, self-portraits, understanding of basic concepts like size, position words, patterns etc.
- The information is compiled in a folder for each child, shared over the course of the year, and finally passed on to parents at the end of the school year.

- Individual Growth and Development Indicators (IGDI's) are measured for early literacy skills like alliteration, rhyming, and picture naming for vocabulary. The measurement is completed at least 4 times per year. The IGDI's use a scoring system to determine if a child has met a Pre-Kindergarten goal solely for literacy.
- Social and emotional development is also measured through observations of the child in the school environment.
- Students also complete some basic readiness tasks that are then passed onto the Kindergarten teachers via the cumulative folders that follow them through elementary.

3) Read Well By 3rd Grade

- Ada-Borup 3rd grade students will be at or above the MN State Average for proficiency as measured by the Minnesota Comprehensive Assessments in Reading.

Summary: The goal was met in 2013-14 by the Ada-Borup 3rd Grade students.

Grade	Subject	2014 Results	2014 State Results
Grade		A-B	State
3	Math	71.4	71.9
	Reading	62.9	58.2

- 80% of K-2 students that demonstrate 85% of greater regular attendance during their school year will demonstrate growth in reading and math as measured by Northwest Educational Assessment and local assessments.

Summary: The goal was met by all six sections of grades K-2 in 2013-14

K	Math	41	45	91%
K	Reading	36	45	80%
1st	Math	32	32	100%
1st	Reading	29	32	91%
2nd	Math	31	34	91%
2nd	Reading	30	34	88%

4) Career and College Readiness

- All students will take EXPLORE Assessment (8th), Careers Class (9th), PLAN (10th), and ACT (11th) to prepare career/college plan.

Summary: All of the exams were administered to the Ada-Borup students and the results are listed on page 14 of this document.

- All Ada-Borup 9th grade students will be enrolled in a Careers class the second semester of the school year and take part in the MCIS curriculum and job shadowing program. The student data will be used during individual annual meetings with the school. All students will be provided a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, elective career exploration, and College in the High School opportunities.

Summary: The goal was met by all Ada-Borup 9th grade students. ABHS has required a 9th Grade Careers class for several years and every student must pass the class in order to graduate from Ada-Borup High School. The data from the class is used for career planning and course selection.

- All Ada-Borup 11th grade students will take the ASVAB test and review the results with trained military personnel.

Summary: The goal was met in 2013-14. All of the 11th grade students were administered the ASVAB test and the results were shared with them by military personnel.

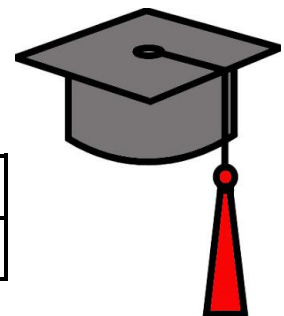
5) High School Graduation

- 100% of students that begin at Ada-Borup High School in 9th grade and demonstrate 85% or better regular attendance will graduate prepared for career and college opportunities.

Ada-Borup 4-Year Graduation Rates

Percent of students graduating in four years from ABHS

	2013	2014
Ada-Borup	94.50	97.73
State Average	79.84	81.87

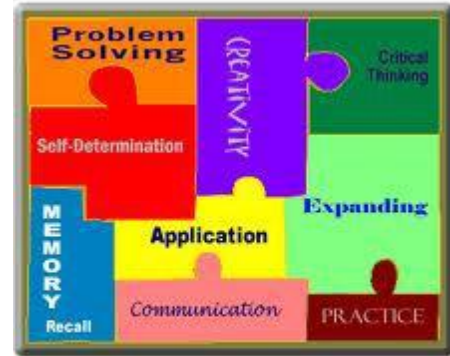


Summary: The goal of a 100% graduation rate was not met in 2013-14. One student did not complete the requirements.

Key Indicators of Implementation Progress

Assessments in the Ada-Borup Schools are administered by staff members for several specific reasons, in order to:

- Universally assess all students to systematically evaluate student learning and growth over time
- Diagnose needs that will guide teacher instruction
- Identify possible interventions



2014 MCA III Test Results

Perecent Proficient in Math, Reading & Science 2014 & Trend Data															
Ada-Borup Data											Other District Comparisons				
Grade	Subject	2014 Results	2014 State Results	2013 Results	2012 Results	2011 Results	2010 Results	2009 Results	2008 Results	2007 Results	Meets standards scores 2014				
Grade		A-B	State	A-B	A-B	A-B	A-B	A-B	A-B	A-B	A-B	F-B	Hawley	NCE	NCW
3	Math	71.4	71.9	67.6	75	66	92.5	81.5	82.7	84.4	71.4	88.2	87.5	68.2	82.6
	Reading	62.9	58.2	61.8	78.1	85.1	83.3	85	83.9	97	62.9	67.6	75	36.4	73.9
4	Math	78.4	70.3	91.3	74.5	69.8	85.3	78.2	83.9	86.2	78.4	92.1	88.6	76.0	76.5
	Reading	81.1	55.2	70.8	78.7	81.8	82.9	73.5	71.9	81.5	81.1	81.6	60.8	60	52.9
5	Math	56.5	60.9	60.4	61	41.5	69	62.8	57.9	47	56.5	57.1	73.3	42.9	60.9
	Reading	56.5	67.0	60.4	85	75.6	74.2	69.5	66.6	75.5	56.5	67.9	74.7	57.1	78.3
	Science	73.9	61.4	70.8	82.5	36.5	26.7	54.3	NA	NA	73.9	64.3	70.7	42.9	73.9
6	Math	55.3	56.1	55.3	60	45.7	91.2	57.5	66.7	61	55.3	71.1	76.1	56.5	59.5
	Reading	66.0	60.3	62.2	86.7	85.3	75.7	76.2	75	69.8	66.0	65.8	56.3	43.3	67.6
7	Math	51.3	55.6	59	59.4	64.7	73.0	62.8	76.1	81.4	51.3	67.6	66.2	42.9	73.7
	Reading	46.2	55.8	55	65.6	70.6	71.8	68.6	83.7	83.7	46.2	55.9	57.1	52.4	63.2
8	Math	54.8	58.2	58.1	77.1	48.7	61.7	48.8	71.1	62.5	54.8	51.7	69.7	36.8	40
	Reading	59.5	55.6	46.7	75	68.6	73.5	74.4	86.7	78.1	59.5	55.2	64.5	42.9	21.1
	Science	50.0	45.4	43.8	44.4	39.5	42.9	36.6	48.9	NA	50	44.8	55.3	31.6	31.6
10	Reading	74.3	60.0	69.4	80.4	80.5	83.0	82.9	83.7	73.6	74.3	54.1	71.9	76.7	77.3
	Science	80.0	53.4	71.4	55.3	78.6	69.4	65.9	81	NA	80.0	43.2	64.1	43.3	54.5
11	Math	57.1	49.8	59.1	51.3	63.9	48.7	55.9	48.6	52.4	57.1	33.3	66.7	80	57.7
District	Reading	64.0	58.8	60.6	79	79	77.9	76.3	79.0		64.0	64.3	65.4	53.6	63.8
	Math 3 - 8	60.5	60.5	63.4	65.3	65.3	72.3	63.2	68.9		60.5	68.0	75.1	60.7	63.6
	Science	66.0	53.4	63.5	61	61	NA	52.1			66.0	50.0	63.3	40	54.7

Summary: A continuous district goal is to score at or above the State of MN average for proficiency in all tested areas of the MCA III exams. As a whole, the district met the goal in Reading, Math and Science. The five subgroups highlighted above in pink did not meet the goal. The chart also compares the Ada-Borup ISD 2854 scores to four area school districts.

College and Career Readiness Assessments 2013-2014

Explore Test - Grade 8

Percent of students who met the college readiness benchmark

	English	Reading	Mathematics	Science
Ada-Borup	71	39	51	37
National	67	36	36	37

Summary: Ada-Borup students scored equal to or above the national average in all areas.

Plan Test - Grade 10

Percent of students who met the college readiness benchmark

	English	Reading	Mathematics	Science
Ada-Borup	88	56	53	38
National	64	40	36	28

Summary: Ada-Borup students scored above the national average in all areas.

ACT Test Results for 2014

Percent of students who met the college readiness benchmark

	English	Reading	Mathematics	Science
Ada-Borup	67	41	56	44
State	77	41	61	53
National	64	44	43	37

Summary: Ada-Borup had record number of students take the ACT test in 2013-14, which had an impact on the overall results. Several students who had not been enrolled in the College in the High School and other rigorous courses in Math, Science and English, elected to take the ACT. The students who had not taken the advanced classes did not perform as well as those who had taken the rigorous coursework and the overall numbers declined. Ada-Borup students scored above the national average for college readiness benchmarks, but below the State of MN average. A yearly goal at ABHS is to always beat the State of MN average.

Cumulative ACT Test Data

2000-2014 ACT Comparison Chart											
Year (AB)	# Tested	English		Mathematics		Reading		Science		Composite	
		Local	State	Local	State	Local	State	Local	State	Local	State
2000-2001	23	21.0	21.3	20.4	21.9	21.2	22.4	21.3	22.3	21.2	22.1
2001-2002	35	19.7	21.2	20.3	22.0	21.5	22.5	21.5	22.3	20.9	22.1
2002-2003	19	19.7	21.2	17.0	21.8	20.4	22.4	19.2	22.2	19.2	22.0
2003-2004	30	21.2	21.4	20.7	22.0	22.9	22.6	21.2	22.3	21.6	22.2
2004-2005	25	20.4	21.6	19.6	22.1	22.1	22.7	21.0	22.4	20.9	22.3
2005-2006	37	19.9	21.6	19.4	22.1	20.2	22.6	20.5	22.3	20.2	22.3
2006-2007	33	20.3	21.8	21.4	22.5	22.2	22.8	21.9	22.5	21.5	22.5
2007-2008	30	22.3	21.9	22.1	22.6	20.7	23.0	22.2	22.5	22.0	22.6
2008-2009	26	21.2	22.0	22.8	22.7	22.6	23.1	23.2	22.6	22.5	22.7
2009-2010	33	22.2	22.3	22.4	22.9	23.4	23.2	22.2	22.8	22.7	22.9
2010-2011	31	23.3	22.3	22.0	23.0	22.8	22.9	23.4	22.8	23.1	22.9
2011-2012	35	22.3	22.1	22.7	23	23.1	22.9	22.5	22.7	22.8	22.8
2012-2013	30	21.0	22.2	22.8	23.1	23.3	23.1	23.4	22.9	22.7	23.0
2013-2014	39	20.2	22.1	21.7	23.0	21.6	23.1	21.6	22.9	21.4	22.9

Goal: To be at or above the State average in 90% areas of tested on the MCA and ACT tests in grades 7-12 and the entire HS as a whole.

Summary: A goal of being at or above the State of MN in 90% of the areas tested on the MCA and ACT tests was developed by the ABHS MEEP Team using data from previous years. Ada-Borup students did not reach the goal in 2013-14, but did have a record number of students take the test, which had an impact on the results. Several students who had not been enrolled in the College on the High School and other rigorous courses in Math, Science and English elected to take the ACT test. The students who had not taken the advanced classes did not perform as well on the test as those who had taken the classes and the overall numbers declined. Every junior will take the ACT test in 2014-15 and slight decrease in the numbers is anticipated.

2013-14 NWEA Test Data

Grade	Subject	Students Achieving Benchmark	Students Tested	Percentage
K	Math	41	45	91%
K	Reading	36	45	80%
1st	Math	32	32	100%
1st	Reading	29	32	91%
2nd	Math	31	34	91%
2nd	Reading	30	34	88%
3rd	Math	33	34	97%
3rd	Reading	25	34	74%
4th	Math	34	35	97%
4th	Reading	34	35	97%
5th	Math	21	23	91%
5th	Reading	17	23	74%
6th	Math	42	46	91%
6th	Reading	39	46	85%
All	Math	234	249	94%
All	Reading	210	249	84%

Goals:

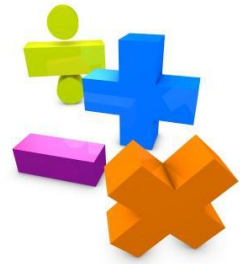
- **75% of students in grades 1 – 6 will either meet their spring reading NWEA RIT target score or score above the 50th percentile on their NWEA reading test.**
- **75% of students in grades 1 – 6 will either meet their spring math NWEA RIT target score or score above the 50th percentile on their NWEA math test.**

Summary: The Ada-Borup Elementary MEEP Team used data from previous years to set the goals of over 75% of students in grades 1-6 to reach their target scores on the NWEA Math and Reading Tests. 94% of the students met their target in Math and 84% in Reading.

CLOSING ACHIEVEMENT GAP

Title I

Title I is a federally funded program designed to provide supplemental help to children who are having learning challenges in the areas of math and/or reading. Title I paraprofessionals work under the direction of classroom teachers with individual students and/or small groups providing reinforcement of reading and/or math skills according to their individual needs. The model for delivering instruction used at Ada-Borup Elementary School is a combination of push-in and pull-out.



The School District has ramped up its after school targeted services program to help meet the needs of disadvantaged students in an attempt to decrease the achievement gap.

Staff Development/ Professional Learning Teams

The District Staff Development Committee is comprised of teachers from each building, a special education teacher, a non-licensed staff member, a school board member and administrators. The committee meets four times a year to approve the site staff development plans and budget. Best Practice Grants were implemented to support strategies to improve reading and college & career readiness.

Curriculum Development

In the 2013-2014 school year, the Mathematics and Science Committees were scheduled to review content standards and mapped out the curriculum taught to students. Some of the work was completed, but due to the reduced administrative staff the last four months of the school year, the adoption was moved to the 2014-15 school year. All areas of curriculum continue to clarify essential learning outcomes, improve common assessments and improve teaching strategies in their Professional Learning Teams.

Principal Evaluation

Ada-Borup Public Schools began used and adopted principal evaluation model during the 2013-14 school year. The Framework is based on 21 principal responsibilities and practices that have statistically significant effects on student achievement. The three major areas of principal responsibilities are a Focus on Leadership, Managing Change, and Building a Purposeful Community. Principals collect artifacts that demonstrate their work in each area of responsibility.

Teacher Evaluation

During the 2013-14 school year, a district committee comprised of teachers and administrators, met regularly throughout the year to develop Ada-Borup Public School's Teacher Evaluation Plan. After reviewing a variety of prominent models, Ada-Borup selected a model plan based upon growth and proficiency. The Ada-Borup Plan does not completely follow the Marzano or Danielson models, but pulls pieces from both. There are four domains assessed and evaluated in this Framework: Classroom Strategies and Behavior, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism. The Ada-Borup Plan will be used for formal/summative teacher evaluations during the 2014-15 school year. The district committee also created forms to use for the components required by Minnesota law including the Individual Growth and Development Plan (IGDP). Finally, the district committee decided the corresponding weight to be calculated for the various components required for Minnesota's Teacher Evaluation Plan. The teachers, administrators and school board members agreed to the created district plan. Implementation of the plan will begin in the 2014-15.



