



ELK RIVER | OTSEGO | ROGERS | ZIMMERMAN

Our mission is to **educate**, **inspire** and **empower** our diverse learners, to shape their futures, to accomplish their dreams and to contribute positively to our local and global communities.

www.isd728.org



2017-2018

WORLD'S BEST WORKFORCE

ABOUT ISD 728

11500 193rd Ave. NW, Elk River, MN 55330

763.241.3400

www.isd728.org

Independent School District 728, the eighth largest school district in Minnesota, is a high-performing district located 35 miles northwest of Minneapolis. We proudly serve more than 13,000 neighborhood students and more than 60,000 lifelong learners in the areas of Albertville, Baldwin, Big Lake, Burns, Dayton, Elk River, Livonia, Nowthen, Orrock, Otsego, Ramsey, Rogers, Stanford, St. Michael and Zimmerman.

We have 10 elementary schools, 5 middle schools and 5 high schools. We also offer Science, Technology, Engineering and Math (STEM) magnet programs at Rogers Elementary School and Salk Middle School. Our Community Education program serves learners of all ages from birth to senior citizens.

Everything we do is aligned with our mission: to **educate**, **inspire** and **empower** our diverse learners.



OUR MISSION

Our mission is to **educate**, **inspire** and **empower** our diverse learners, to shape their futures, to accomplish their dreams and to contribute positively to our local and global communities.

OUR 7 CORE VALUES

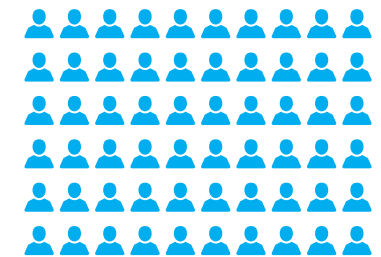
1. ALL people have value.
2. Valuing and respecting differences strengthens the individual and the community.
3. People thrive when they feel connected, supported and affirmed.
4. Everyone can learn.
5. Hope inspires and empowers.
6. Lifelong learning is essential for personal growth.
7. Change is an opportunity for growth.



**OVER
13,000
STUDENTS**



**OVER
60,000
LIFE-LONG
LEARNERS**



10 **ELEMENTARY
SCHOOLS**

5 **HIGH
SCHOOLS**

5 **MIDDLE
SCHOOLS**

2 **STEM MAGNET
SCHOOLS**

WORLD'S BEST WORKFORCE

In 2013, the State Legislature passed a bill called the World's Best Workforce to ensure every school district within the state is making strides to increase student performance. This bill is a strategic plan that is to be implemented in every school district which addresses the five goals below. In this report, you will see highlights of the progress made in these specific areas within ISD 728 during the 2017-2018 school year.

5 GOALS

All children are ready for school.

All third-graders can read at grade level.

All racial and economic achievement gaps between students are closed.

All students are ready for career and college.

All students graduate from high school.

WORLD'S BEST WORKFORCE COMMITTEE

The purpose of the World's Best Workforce Committee is to address continuous improvement, community involvement and annual public reporting on curriculum, instruction and student achievement. This committee is comprised of parents from district schools, community members, teachers, administration and district office personnel to ensure that a broad range of issues and viewpoints are examined and discussed. The 2017-2018 committee members are listed below.

Location	Position	Name
DO	Paraprofessional	Wendy Schwab
DO	Director	Kelly Stanton
DO	Teacher	Lisa Willman
DO	Teacher	McKayla Loveland
RSVP	Community	Charlotte Strei
ER Chamber	Community	Debbi Rydberg
ELEM	Principal Rep	Scott Lempka
MIDDLE	Principal Rep	Marcia Welch
HIGH	Principal Rep	Bryan Scherr
RMS	Parent	Ena Rassmussen
ERHS	Parent	Joshua Purcell
HE	Parent	Jim Pereda
HFC	Parent	Becky Hanson
ISCS	Parent	Michelle Nesbitt
LE	Parent	Karen Wingard
ME	Parent	Chris Borum
OE	Parent	Zonja Matushenko
PE	Parent	Julie Bollinger
RE	Parent	Shannon Ajibesin
RHS	Parent	Kristen Scott
RMS	Parent	Tracy Smith
SMS	Parent	Leah Kotzer
TLE	Parent	Jessie Keckeisen
VMS	Parent	Kristina Nelson
ZE	Parent	Nate Vassar
ZMHS	Parent	Donna MacGregor

WORLD'S BEST WORKFORCE

GOALS AND RESULTS (AT A GLANCE)

MINNESOTA WORLD'S BEST WORKFORCE GOAL	ISD 728 2017-2018 GOAL	ISD 728 2017-2018 RESULTS	ISD 728 2018-2019 GOAL	EXAMPLES OF STRATEGIES TO ACHIEVE THIS GOAL
All Children Are Ready For School	We will increase the overall 'Meets or Exceeds Expectation' percentage of Spring early childhood student development assessments from 96.5% to 97.5%	We decreased the overall "Meets or Exceeds Expectation" percentage of Spring early childhood student development assessments from 96.5% to 93%.	We will increase the overall 'Meets or Exceeds Expectation' percentage of Spring early childhood student development assessments from 93% to 97%.	Marketing outreach, free programming, parent education, expand Discovery Learning Extra, expand DLX, utilize digital tools
All Third-Graders Can Read at Grade Level	We will increase Minnesota Comprehensive Assessment proficiency on the grade 3 reading test from 72% to 74%.	We decreased Minnesota Comprehensive Assessment (MCA) proficiency on the grade 3 reading test from 72% to 66%. In addition: We are scoring 10% above the state average for grade 3. Of the top 10 largest school districts we score third in overall reading.	We will increase Minnesota Comprehensive Assessment proficiency on the grade 3 reading test from 66% to 72%.	Title I, Multi Tiered System of Support, English Language Learner support, Minnesota Reading Corps, What I Need Time, ADSIS Program
All Racial And Economic Achievement Gaps Between Students Are Closed	We will close the achievement gap of at-risk learners from 28% to 22% based on reading and math Minnesota Comprehensive Assessment results.	The achievement gap of at-risk learners increased from 28% to 30% based on reading and math from Minnesota Comprehensive Assessment results. In addition: The state overall achievement gap for at-risk learners is 36%. In Reading and Math we decreased the gap in race, ethnicity and SPED.	We will close the achievement gap of at-risk learners from 30% to 22% based on reading and math Minnesota Comprehensive Assessment results.	AVID Program, Equity Specialists, ADSIS Program, Minnesota Reading Corps, Minnesota Math Corps, STEM Programming, What I Need Time
All Students Are Ready For Career and College	We will increase percentage of students meeting at least one of the ACT readiness standards from 76% to 83%.	The percentage of students meeting at least one of the ACT readiness standards increased from 76% to 78%. In addition: On average our students score 21.8 on ACT, this compares to 21.3 for Minnesota and 20.8 at the national level.	We will increase percentage of students meeting at least one of the ACT readiness standards from 78% to 83%.	Minnesota Career Information System, College Prep Courses, Online Blended Learning, AVID, Vocational Courses, Internship opportunities, Career and College Fairs, Evening of Exploration, Cool Jobs tours, 28 Advanced Placement and College level courses
All Students Graduate From High School	We will improve the four year graduation rate from 89% to 92%.	The percentage of the four year graduation rate increased from 89% to 91%. In addition: Our graduation rate is more than 8% higher than the state of Minnesota.	We will improve the four-year graduation rate from 91% to 93%.	Online and Blended Learning, Seesaw, Schoology, COMPASS Program, AVID, Digital Resources, Ivan Sand Community High School

GOAL 1: ALL CHILDREN ARE READY FOR SCHOOL

Parents are a child's first and most important teacher. Strong school-based early learning environments and programs are intended not to replace the parent(s), but to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high quality early learning experiences can close achievement gaps for at-risk children before they begin their K-12 careers.

EARLY CHILDHOOD SCREENING

Early Childhood Screening is an ISD 728 program providing free screening to preschool children ages 3 and older. Early screening can reveal concerns with vision, hearing, speech and language, cognition, fine and gross motor skills and social and emotional issues. Early detection provides the opportunity to intervene and address issues that could affect later learning. In Minnesota, this screening is mandated prior to a child attending public school kindergarten.



Of the 1,003 children screened, 308 had one referral area, 98 had multiple referral areas identified and 597 had no referrals.

69 REFERRALS to School Readiness

53 REFERRALS to ECFE and parenting classes

1,003 SCREENED CHILDREN

61% 3-year-olds

24% 4-year-olds

14% 5-year-olds



2017-2018 PARTICIPATION



1,396
CHILDREN



1,687
ADULTS



500
HOME VISITS

EARLY CHILDHOOD FAMILY EDUCATION

Early Childhood Family Education (ECFE) combines parenting and early childhood education through classes, home visits and other services. ECFE enhances and supports parents by providing education and quality early learning environments for children birth to age 5.

GOAL 1: ALL CHILDREN ARE READY FOR SCHOOL

SCHOOL READINESS

School Readiness, which includes Discovery Learning (DL) programs, provides preschool education, along with parent involvement, for children between the ages of 3 to 5.

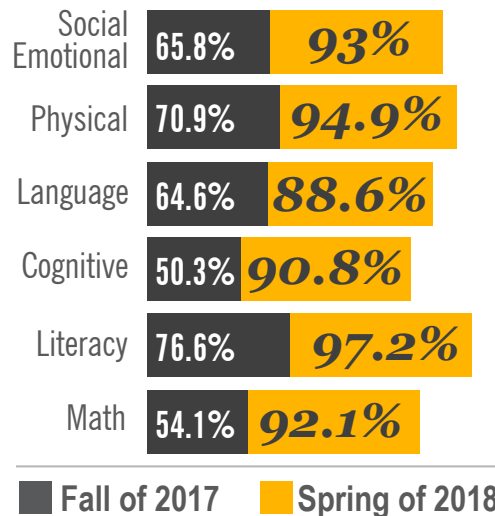
School Readiness uses a strong research-based curriculum, the same Professional Learning Committees and Response to Intervention approaches as the District's K-12 programs; Minnesota Reading Corps volunteers; and Teaching Strategies GOLD, an authentic and comprehensive assessment program that is aligned with state guidelines. This assessment tool is tailored to support and monitor all types of learners. School Readiness is also a vehicle for inclusion of Early Childhood Special Education (ECSE) preschool children with non-ECSE peers.



108 of the 500 Discovery Learning Preschool students were children with Individual Educational Plans (ECSE students).

MEET/EXCEEDS EXPECTATIONS

All children were benchmarked at entry to the program in the fall, with a mid-year assessment in the winter and a final assessment in spring.

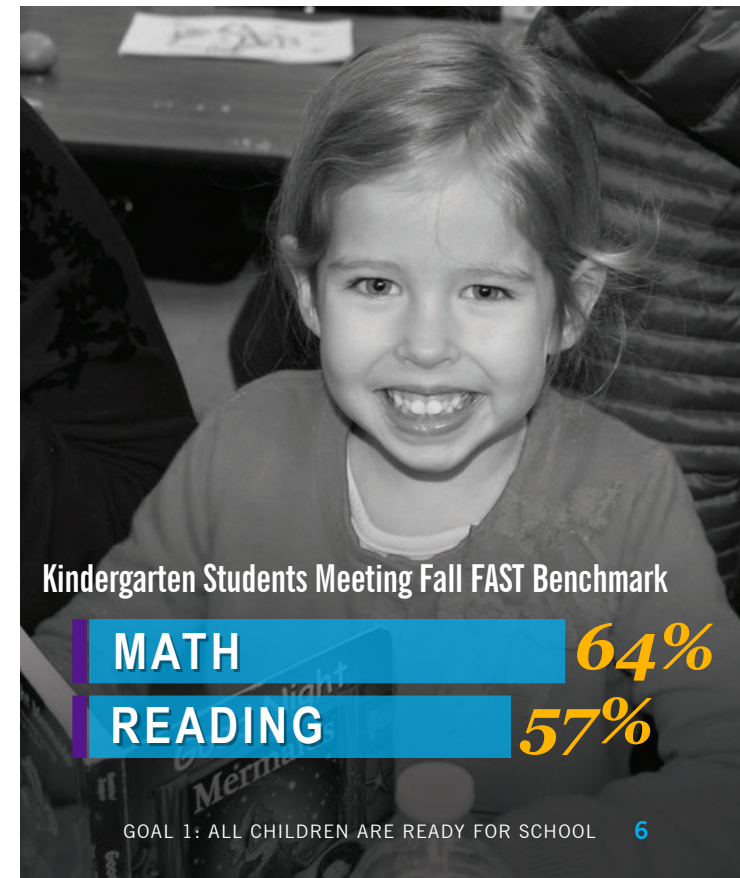


KINDERGARTEN

Kindergarten provides an essential bridge between pre-kindergarten and the primary grades. It enables children to develop the academic, social and emotional skills they need to be successful.

To measure academic readiness the District uses FASTBridge EarlyReading and EarlyMath tests. These research-based tests were developed by the University of Minnesota and are administered during the first three weeks of school.

The goal of the FASTBridge system is to have at least 60% of the students meeting the fall benchmark.



Kindergarten Students Meeting Fall FAST Benchmark



GOAL 2: ALL THIRD GRADERS CAN READ AT GRADE LEVEL

THE READ WELL BY THIRD GRADE LITERACY PLAN

ISD 728 is dedicated to the success of all of our students. The Read Well by Third Grade Literacy Plan describes the current goals, practices, and supports for students in grades E-3 so that all students are reading at or above grade level no later than the end of third grade.

District and building teams met regularly to promote and ensure implementation of the ISD 728 Literacy Plan, serve as communication conduits between buildings and the District Leadership Team, and promote family-school-community partnerships. This plan addresses District and Building Leadership Teams, Interventions, Assessments, Parent Notification and Involvement, Curriculum and Instruction and Professional Development. Visit www.isd728.org/LiteracyPlan for more information.

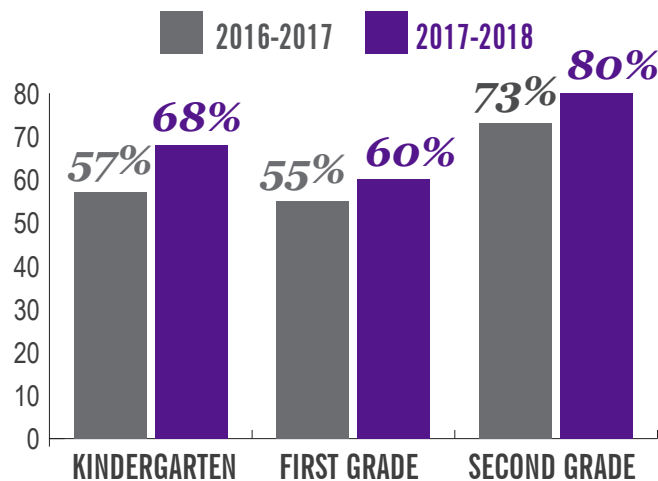
One measure of the success of our literacy plan is the level of proficiency on the third grade MCA reading test. As a district, we have continually outperformed the state by a wide margin; in 2018 our proficiency was 10% higher than state.



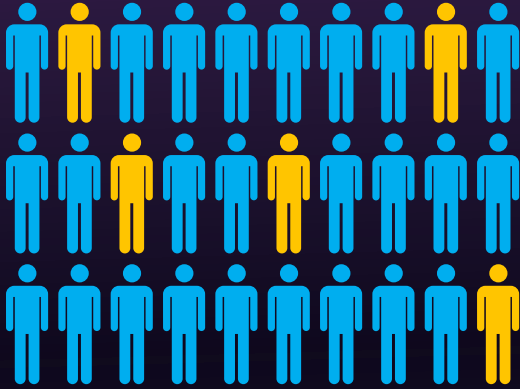
FAST ASSESSMENTS

ISD 728 uses FASTBridge assessments as the benchmark goals associated with FAST are set at a high level and are aligned with state standards. Students in grades K-5 are assessed three times per year to determine which students are not on track.

BENCHMARK GOALS ON SPRING FAST ASSESSMENTS



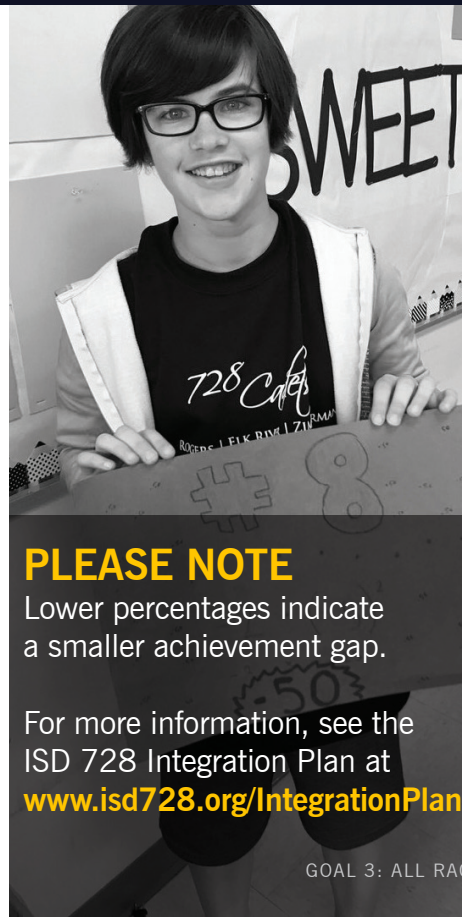
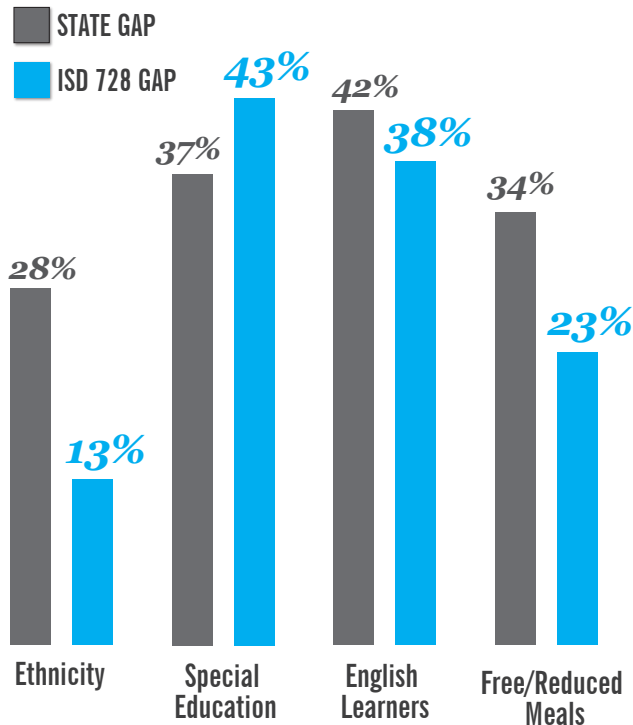
GOAL 3: ALL RACIAL AND ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED



Closing the achievement gap was a focal point for the district well before the state made it a priority. The district made a commitment to the phrase “ALL means ALL” when it adopted the philosophy of Effective Schools Research over 8 years ago. For more information on Effective Schools Research visit www.isd728.org/EffectiveSchools-Research. To view the ISD 728 audit visit www.isd728.org/EdAudit.

To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of four different groups on both the MCA math and MCA reading tests. To effectively measure all students, the results from grades 3-11 are combined to measure the math gaps and grades 3-10 are used to measure the reading gaps. Results from achievement gap analysis indicate that ISD 728 is effectively closing the gap in three of the four areas.

2018 Achievement Gaps in Math

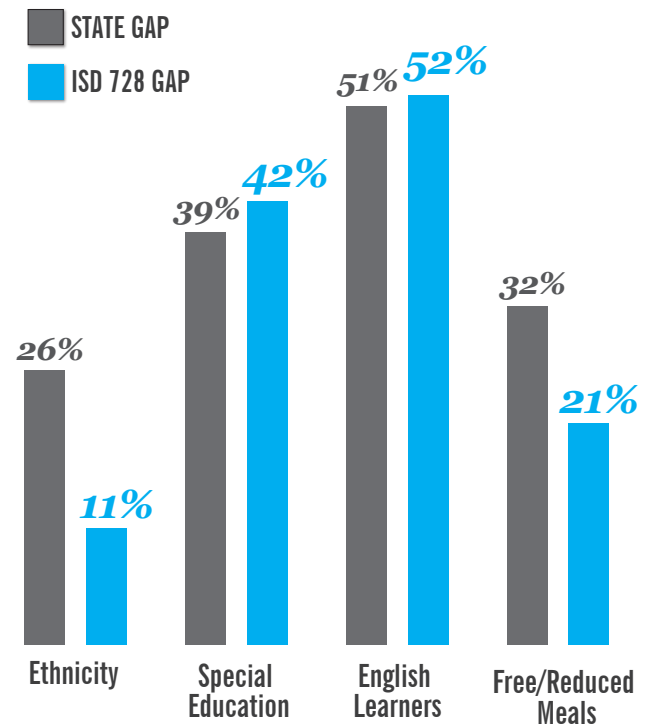


PLEASE NOTE

Lower percentages indicate a smaller achievement gap.

For more information, see the ISD 728 Integration Plan at www.isd728.org/IntegrationPlan.

2018 Achievement Gaps in Reading



GOAL 3: ALL RACIAL AND ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

ACHIEVEMENT AND INTEGRATION (AI)

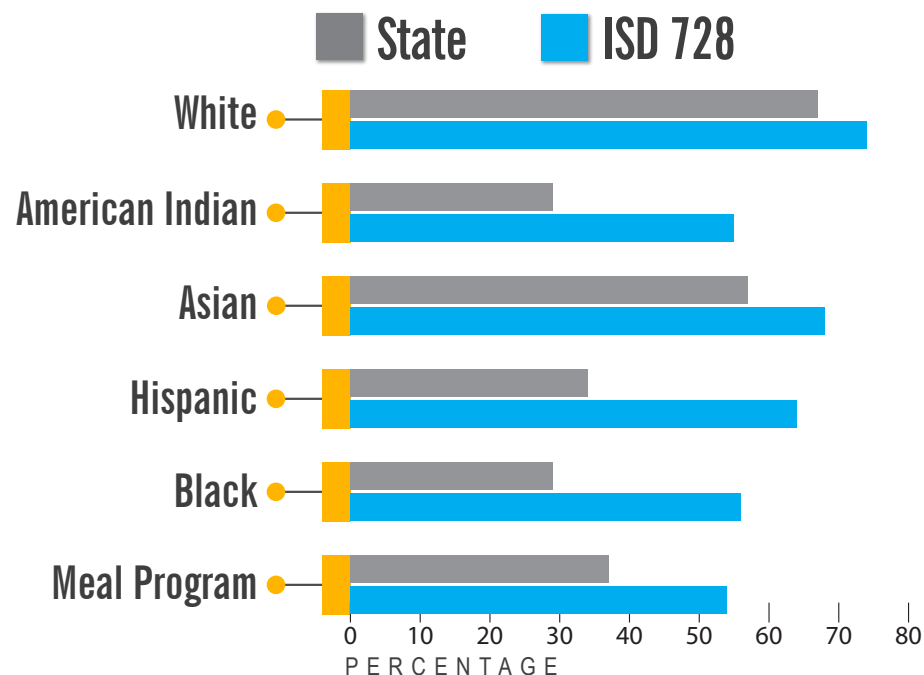
The purpose of the Achievement and Integration program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

The Achievement and Integration leadership team collected and analyzed a vast assortment of data which included stakeholder surveys, classroom observations, building walk-throughs, test scores, enrollment and attendance records, and graduation rates. Based on what was learned about student growth and proficiency, we identified achievement gaps and looked for trends. A new 3-year plan was written to further increase student achievement and create equitable educational opportunities. The 2018-2020 AI Plan was approved by the Minnesota Department of Education in March of 2017 and we began implementing it in the fall of 2018. In addition to closing the achievement gap in reading by increasing the proficiency of students of color and students receiving free/reduced price meals, we also plan to ensure students and families benefit from equitable and high quality educational programs by providing access, increasing participation, expanding representation, and achieving positive outcomes.

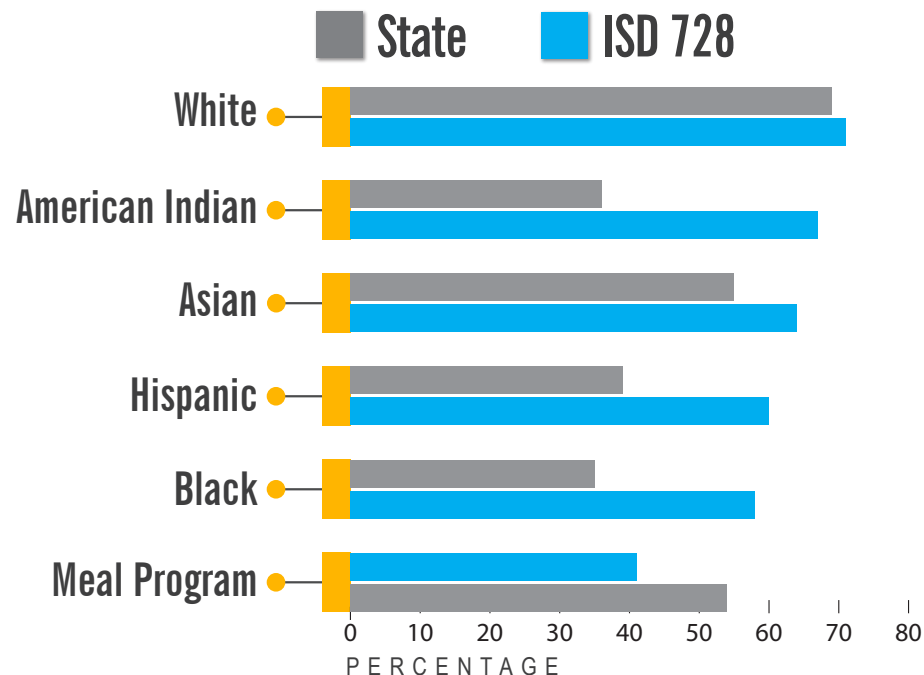
Out of the 10 school largest districts in Minnesota, ISD 728 is the ONLY district that met all of the reading and math goals for each ethnic group.



2018 PROFICIENCY RATES IN MATH



2018 PROFICIENCY RATES IN READING



GOAL 3: ALL RACIAL AND ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

SCHOOL ENROLLMENT CHOICE

STRATEGIES

- » Continue magnet schools for racial integration and educational choice for all students.
- » Meet requirements to qualify for student incentive revenue.
- » Stay committed to keeping magnet Schools at 80-100% of capacity.
 - 325 out-of-district students attended magnet schools.
- » Monitor through lottery and school reporting.

STUDENT ENGAGEMENT/ SCHOOL CONNECTION

STRATEGIES

- » Provide direct service programming for students both inter-district and intra-district programming.
- » Maintain Equity Specialists.
- » Offer a variety of clubs and groups.
- » Provide 8th grade boys Step Up.
- » Reach out to community via surveys, meetings, social media.
- » Link to MN Student Survey data, student data, community feedback.
- » Provide community events such as the Cultural Potluck.

ACADEMIC ACHIEVEMENT

STRATEGIES

- » Further embed Advancement Via Individual Determination (AVID) in seven secondary schools.
- » Provide AVID training for teachers. AVID elective courses for 6-12th grade students.
- » Provide College coursework opportunities.
- » Leverage Professional Learning Committees (PLC) and Multi-tiered Systems of Support (MTSS) structures to identify students for intervention and monitor achievement gaps.
- » Inform and train administrators and teacher groups about achievement gap data.
- » Monitor progress through AVID Certification system, achievement gap data (MCA).

COLLEGE AND CAREER READINESS

STRATEGIES

- » Maintain College and Career Readiness Specialists.
- » Grow partnerships with local businesses.
- » Assist in creating Individual Student Plans for post-high school using MCIS.
- » Maintain and grow College Career Centers.
- » Host college and career fairs.
- » Participate in college field trips.
- » Provide ACT/SAT preparation for students.
- » Arrange classroom presentations/guest speakers.
- » Provide an array of opportunities to meet the needs of all learners.

In addition, we used the World's Best Workforce Plan to leverage all educational programming and created community conversations regarding specific student groups.

GOAL 4: ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

Adequately preparing students for career and college readiness is a major component of the World's Best Workforce legislation. Presently, the district is gaging its success by using two different measures. One measure is by tracking the percentage of students who attend some form of post-secondary education by using data from the National Student Clearinghouse.

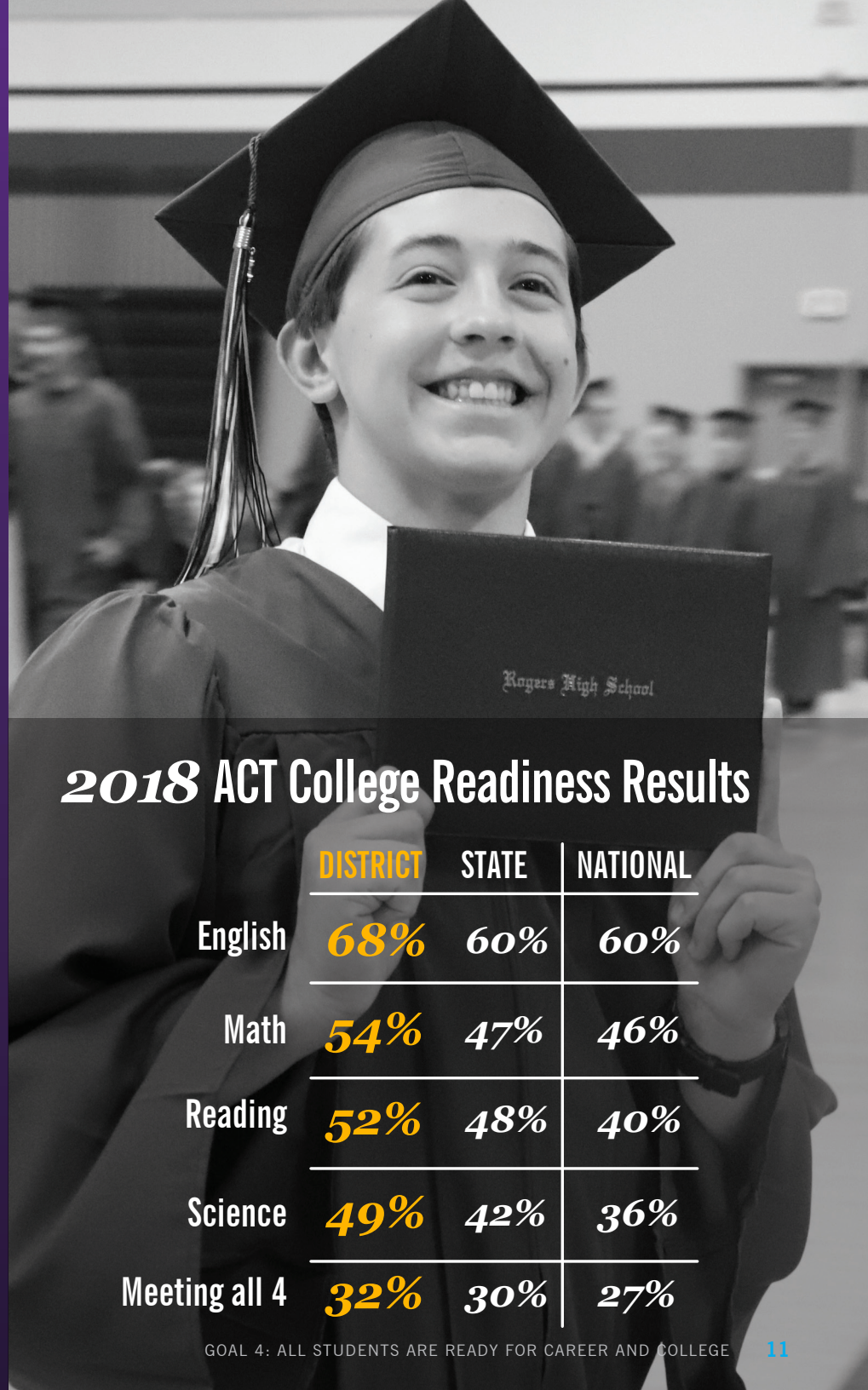
The National Student Clearinghouse data tracks participation in post-secondary school and/or training, not readiness. Therefore, this data serves as a proxy until a clearer data source is identified. Currently, 80% of our graduating students attend some form of formal post-high school training or education within two years of their graduation.

The other measure that the district uses is the percentage of students who earn "College Readiness" scores on the ACT exam. College Readiness scores reflect the minimum score needed in a subject area to ensure that a student will be successful on college-level work.

As a district, the percentage of our ACT examinees who meet the college readiness benchmark on each of the four subject areas of the ACT exceeds both the state and the national percentages.

80%

Of our graduating students attend some form of formal post-high school training or education within **2 years** of their graduation.



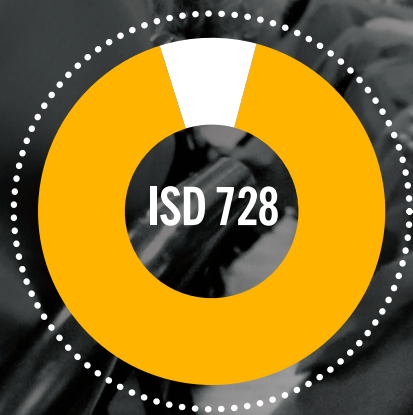
2018 ACT College Readiness Results

	DISTRICT	STATE	NATIONAL
English	68%	60%	60%
Math	54%	47%	46%
Reading	52%	48%	40%
Science	49%	42%	36%
Meeting all 4	32%	30%	27%

GOAL 5: ALL STUDENTS GRADUATE FROM HIGH SCHOOL

Ensuring that all students graduate on time is imperative to both ISD 728 and to the state of Minnesota. The 4-year graduation rate for ISD 728 has increased by 2%.

The 2017 rate was 91%, more than 8% higher than the state of Minnesota's rate of 82.7%, indicating a strength for ISD 728.



91%

of students graduate on time in ISD 728. State average is 82.7%.



STRATEGIES TO ATTAINING GOALS

COMMON CORE STATE STANDARDS

ISD 728 utilizes the Common Core State Standards for Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects in order to help ensure that all students are college and career ready in literacy when they graduate. The standards outline a vision of what it means to be a literate person in the 21st century and guide instruction so skills are developed in reading, writing, speaking, and listening.

STANDARDS-BASED GRADING AND REPORTING

In 2017-2018, the District began to review and revise its implementation of standards-based report cards at elementary level by having specialists review the reporting standards they used on report cards. In addition, middle school teachers began to implement standards-based grading techniques that focused on evaluating progress toward meeting the standards at each grade and subject. Compared to simply averaging scores to get a grade, evaluating students on standards provides a clear picture as to whether or not a student is learning grade level material.

EQUITY SPECIALISTS

We currently have four educators who contribute to the mission of the district by building bridges at all school sites to promote culturally competent learning environments. Equity Specialists, formerly known as Cultural Liaisons, provide services throughout the school district working primarily with students, families and assisting staff members, working to close the achievement gap at all levels. Specialists construct partnerships between families, communities and schools in the elementary levels to develop and implement programs to facilitate cultural exploration and develop awareness. Students in the secondary schools participate in various groups lead by the Equity Specialists to increase understanding of social issues and influences, access to resources and opportunities as well as build capacity for leadership and advocacy for self and others.

STRATEGIES TO ATTAINING GOALS

ED SERVICES AND BUILDING STRATEGIC ACTION PLANS

The district Strategic Action Plan sets forth the direction and goals of ISD 728, as well as the strategies to achieve these goals. In addition, the district provides an Educational Services Plan, which allows building principals to create a Strategic Action Plan that aligns with the district. Each building has a data team that periodically reviews assessment, attendance, grading and behavior data. These teams evaluate the progress toward meeting the building goals in the Strategic Action Plans and determine the effectiveness of the strategies that they are using.

DATA RETREAT/DATA REVIEWS

Each building has a data team that periodically reviews assessment, attendance, grading and behavior data. These teams evaluate the progress toward meeting the building goals in the Strategic Action Plan and determine the effectiveness of the strategies that they are using.

EDUCATIONAL EFFECTIVENESS AUDIT

The Educational Effectiveness Audit is a comprehensive analysis of the academic and achievement levels of our students. The audit is conducted every three years, and it compares the performance of ISD 728 to schools that share our demographic make-up both across the state and across the nation. The audit provides the district with benchmark measures that serve as the goals for the next 3-year period. The most recent audit can be found at www.isd728.org/EdAudit.

PROFESSIONAL DEVELOPMENT

ISD 728 has a total of four district staff development days to build the capacity of licensed staff members. The District Staff Development Committee surveys the professional development needs of staff members and makes a final recommendation to the leadership team. In 2017-2018 the focus was on developing strategies for supporting a positive mental health. Professional development occurred across the district regarding these topics in addition to an OnDemand day in which staff self selected a topic to study using a blended learning approach.

