

East Central Public Schools #2580 World's Best Workforce Plan

This plan complies with Minnesota Statute section 120B.11

Reviewed September 18, 2023

East Central Public Schools #2580

World's Best Workforce Plan

COVID-19 Pandemic Statement:

East Central Public School District, like all school districts in the state of Minnesota, has faced some unique challenges due to the Covid-19 pandemic. The relentless uncertainty of the pandemic has had lasting effects on academic performance, attendance rates and overall student wellbeing. Throughout this plan there may be gaps in data, due to incomplete testing and regression of progress due to the effects of the pandemic on students and staff alike.

Mission:

East Central Public Schools, in partnership with families and community, is dedicated to achieving educational excellence by developing in all students the confidence, knowledge, and responsibility to succeed.

Our Report to Our Community:

Each year the evaluation activities of the World's Best Workforce Plan will be prepared for the community. It is a comprehensive plan to support and improve teaching and learning with the goal of creating the world's best workforce. The goal of this plan is to align educational initiatives servicing students in grades pre-k through twelve. The plan is based on five performance measures:

1. Closing the Achievement Gap(s)
2. All students ready for Kindergarten
3. All students in third grade at or above grade level literacy
4. All students attaining career and college readiness before graduation.
5. All students graduating from high school

**This plan was presented to the East Central Board of Education for review and adoption on September 19, 2022. It is posted for all district residents on the school's website with the intent of informing the public of student achievement and the impact of the curriculum and instruction throughout the past year. A summary of this plan is sent to the Minnesota Commissioner of Education for review.

Closing the Achievement Gap(s):

Achievement Gap is measured by the schools ability to get higher levels of growth from lower-performing subgroups than statewide average growth for higher-performing groups. We want to see growth at or above the state growth levels. The majority of the areas show growth lower than the state average.

2023 MCA Scores (percent proficient) by subgroup as compared to the State:

Student Population	Reading	Math
State Average	49.9%	45.5%
East Central All Students	39.6%	39.5%
White	41.8%	40.6%
American Indian/ State Definition	32.6%	32.5%
FRL	33.3%	30.3%

Goal 2023-2024: East Central School District will decrease the FRL and American Indian proficiency gaps by 5% in 2024 as measured by MCAs compared to their white peers.

Actual Changes: East Central met its goal of reducing the achievement gap by 5% in the areas of math and reading for free and reduced lunch students and in reading for American Indian students. There was a reduction in the achievement gap of 1.6% in the area of math for American Indian students. There was improvement in each identified area.

Math	2022-Gap	2023-Gap		+/- Gap Change 2022 to 2023
American Indian	9.7%	8.1%		-1.6%
Free and reduced	18.1%	10.3%		-7.8%
Reading				
American Indian	21.4%	9.2%		-12.2%
Free and reduced	13.9%	8.5%		-5.4%

All students ready for Kindergarten:

East Central Public Schools expanded preschool programming for four year old students during the 2013-2014 school year and again in the 2017-18 school year. These expansions doubled the amount of preschool offered to our four year old students as compared to 2012. The intent of this expansion is to prepare all preschoolers with the school readiness skills necessary to be successful in Kindergarten.

In 2018-19 East Central Preschool switched measurement tools to TS Gold. Below is the baseline data with this new measurement system:

TS GOLD	Below Expectations	Meets Expectations	Exceeds Expectations	% Meet+Exceed
Social-Emotional	11.76%	52.94%	35.29%	88.23%
Cognitive	15.79%	73.68%	10.53%	84.21%
Literacy	15.79%	73.68%	10.53%	84.21%

Results from Spring 2022:

TS GOLD	Below Expectations	Meets Expectations	Exceeds Expectations	% Meet+Exceed
Social-Emotional	11.40%	88.6%	0%	88.60%
Math	5.70%	82.90%	11.40%	94.30%
Literacy	0%	77.10%	22.90%	100%

Results from Spring 2023

TS GOLD	Below Expectations	Meets Expectations	Exceeds Expectations	% Meet+Exceed
Social-Emotional	11.8%	85.3%	2.9%	88.2%
Math	5.9%	79.4%	14.7%	94.1%
Literacy	2.9	79.4%	17.6%	97%

Goal 2023-2024: East Central Elementary will have 100% of preschool students meeting or exceeding all goals areas as measured by the above assessments at the end of the 2023-24 school year.

Goal 2022-23: East Central Elementary will have 100% of preschool students meeting or exceeding all goals areas as measured by the above assessments at the end of the 2022-23 school year.

All third grade students at or above grade level literacy:

Overview of East Central Read Well Literacy Plan: (Please refer to the plan document for more information)

The East Central School District 2580 is fully committed to having all students' grades Kindergarten through Grade three be proficient readers. Literacy development starts at an early age, and is the basis for all academic success. Our goals are to use the Reading Well by Third grade to ensure that our students have the solid foundation of literacy skills needed to prosper in the 21st Century. Research based instruction will assist students to expand their understanding of what they have read. This instruction will create opportunities for all students to be prepared for college and in the workplace. The sustained efforts needed to forge quality literacy environments in all of our schools will be paramount to our success of the Reading Well by Third Grade Literacy Plan.

Assessment Plan

The purpose of the East Central district assessment plan is to identify students who are not currently reading at grade level. The assessment data is used to help plan and implement instructional needs of the students. Interventions are tailored to accelerate growth and achieve grade level performance. The East Central District implements literacy screening for all enrolled students three times each school year. These assessments help identify students who may be at risk for having difficulty meeting grade level expectations. Criterion referenced target scores have been established for each measure at each administration time that reflect expected grade level performance for that measure. These target scores are set to predict a high likelihood of success on the upcoming Minnesota Comprehensive Assessment (MCA) state test. East Central District uses the target scores collected and established by the St. Croix River Education District (SCRED). SCRED establishes annual target scores that are aligned to the state MN Comprehensive reading assessments and/or the FAST aReading and Fast aMath.

Four Types of Assessments for Literacy and Reasons for their use:

1. Screening or Benchmark Assessments – Assessments conducted 3-4 times per year in grades Pre K through grade 8 to determine which students may be at risk or need of additional instructional support.
2. Diagnostic Assessment – Informal assessments conducted so that targeted information can help determine specific instructional needs.
3. Progress Monitoring Assessments – Assessments used between screening or benchmark periods on students who are receiving interventions. Typically, the benchmark assessment and the progress monitoring assessment are aligned so there is a consistent tool used throughout the year.
4. Summative or Outcome Assessments - Assessments used at the end of learning to determine if students have made outcome targets. MN state assessments (MCA) are outcome assessments based upon state standards.

3rd Grade Reading MCA Proficiency Data:

Year	Actual (Percent Proficient)	Goal (Percent Proficient)
2013	42.9%	-
2014	43.5%	-
2015	50.0%	-
2016	52.8%	53.0%
2017	50.0%	57.0% (goal not met)
2018	51.1%	57.0% (goal not met)
2019	46.4%	58.0% (goal not met)
2020	Not Tested Due to COVID-19	Not Tested Due to COVID-19
2021	38.4%	60%
2022	51%	55%
2023	39.3%	60%
2024		45%

Goal 2023-2024: East Central third graders will score at or above 45% proficient as measured by the MCA Reading (all accountability) tests.

Goal 2022-23: East Central third graders will score at or above 60% proficient as measured by the MCA Reading (all accountability) tests.

All students achieving career and college readiness before graduation:

All students attending East Central Schools take part in a career planning and exploration process. This process is as follows...

Early Elementary (K-3): Our early elementary students will learn about community helpers. Students will be able to identify the helping volunteers and professionals in their community.

Intermediate Elementary (4-6): Students in the intermediate elementary grades will have the opportunity to learn about their interests, through investigation and exploration. Students will be exposed to a variety of college and career pathways through various classroom activities.

7th Grade: Students in 7th grade start the college and career planning process by exploring who they are which include their likes, dislikes, and exploring that college is available for all. Students use “Choosing a College” booklet by Minnesota Office of Higher Education that they will keep in 7-9th grades.

8th Grade: Students in 8th grade continue to use the “Choosing a College” booklet to complete activities which include learning about career interest personalities, levels of colleges, introducing ways to pay for college, and earning college credits in high school. They create a profile on Minnesota Career and Information System to explore their interest personalities relating them to a career and starting the Individual Learning Plan.

9th Grade: Students in 9th grade start their career folders which is a paper copy of their Individual Learning Plan. It allows them to track their college planning process over the next four years as well as keep track of extracurricular activities and work experience. Students learn how to read their transcripts. Students are also enrolled in a 9th grade Future Prep course which they continue to use the MCIS program to explore their interests, and start college exploration. In Future’s prep students participate in mock job interviews with community volunteers and local business owners.

10th Grade: Students in 10th grade participate in MCIS. Two college field trips take place for 10th graders: FDLTCC Career Fair and a college visit. Time is spent updating career folders. Students complete a resume and cover letter in their English classes.

11th grade: Students in 11th grade attend to field trips: a college visit and Pine Tech College Fair (also available to them is attendance at the National College Fair). Students use MCIS to explore college options. During College Knowledge month they receive a presentation on Paying for College and begin learning the financial aid terminology.

12th Grade: College knowledge month is designed around the senior class. They attend the Pine Tech College Fair, attend a Paying for College presentation, and meet with professionals in careers they are interested in. All students participate in college application day. In late February, students and parents attend a financial aid night to complete their FAFSA’s.

This process is designed to help students make an informed decision about their post high school plans. East Central Public Schools strives to have each and every student ready to be college and/or career ready. We understand students have varying abilities so we strive to meet each individual's needs and maximize their potential. Pine Technical and Community College has received enough foundation donations to offer the first year of college for free to all students in the class of 2019. This will provide a great jump start for first generation college students who typically site cost as a deterrent for attending college.

College and Career Readiness Data:

2023 ACT Results

ACT Results – Average Scores

	Total Tested		English		Math		Reading		Science		Composite	
Year	EC	State	EC	State	EC	State	EC	State	EC	State	EC	State
2013	27	44,676	21.0	22.2	21.5	23.1	21.7	23.1	22.4	22.9	21.8	23.0
2014	25	45,305	21.2	22.1	22.6	23.0	22.6	23.1	21.3	22.9	21.1	22.9
2015	18	46,862	21.4	21.8	23.3	22.8	22.1	23.0	23.2	22.7	22.6	22.7
2016	52	64,145	18.0	20.0	19.4	21.2	19.0	21.3	19.4	21.3	19.1	21.1
2017	32	61,101	19.3	20.4	20.7	21.5	23.0	21.8	21.5	21.6	21.3	21.5
2018	39	61,253	16.5	20.2	18.1	21.4	18.8	21.7	18.2	21.4	18.0	21.3
2019	38	59,186	19.4	20.3	22.5	21.4	20.9	21.7	22.4	21.6	21.4	21.4
2020	Data not available due to COVID-19 School Closures											
2021	51	41,924	15.7	20.2	17.5	21.5	17.9	22.2	17.2	22.0	17.2	21.6
2022	34		16.8	21.3	18.4	20.7	18.8	21.7	18.2	21.4	18.2	21
2023	34		15.7		18.3		17.9		18.5		17.7	

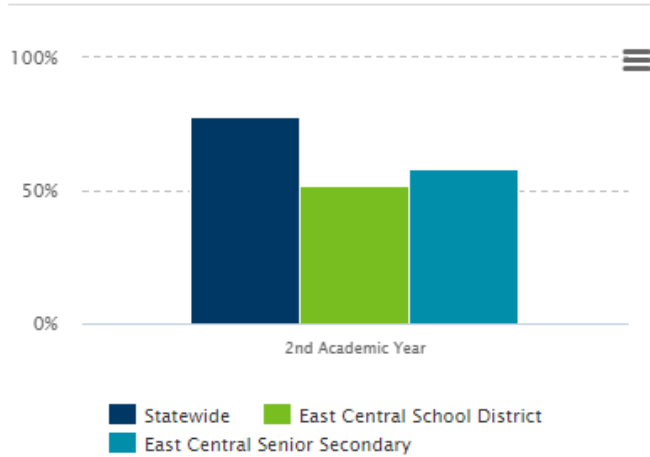
Goal continued for 2023-2024: East Central students will score at or above 20 as measured by the composite score on the ACT school summary report.

Goal continued for 2022-23: East Central students will score at or above 20 as measured by the composite score on the ACT school summary report.

College Persistence Data - SLEDs Website <http://sleds.mn.gov/#>

2020 Data

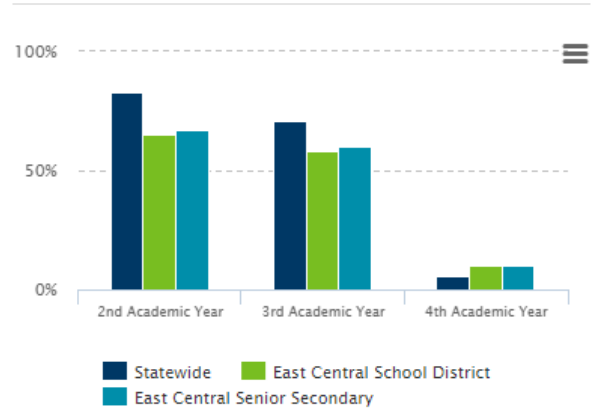
Percent of HS Graduates Starting College and Persisting or Graduating as of:



Type	Statewide	East Central School District	East Central Senior Secondary
2nd Academic Year	32,594 (78%)	11 (52%)	11 (58%)
Students Enrolled Year 1	41,968	21	19

2019 Data

Percent of HS Graduates Starting College and Persisting or Graduating as of:



Type	Statewide	East Central School District	East Central Senior Secondary
2nd Academic Year	36,916 (83%)	20 (65%)	20 (67%)
3rd Academic Year	31,528 (71%)	18 (58%)	18 (60%)
4th Academic Year	2,505 (6%)	3 (10%)	3 (10%)
Students Enrolled Year 1	44,261	31	30

All students graduating from high school:

It is the goal of East Central Public Schools to have all students graduate from high school. Due to small class sizes graduation rates can fluctuate greatly if 1-2 students are categorized as ‘continuing’ or 1-2 students do not graduate on time.

The following data reflects the district’s historical graduation rates....

Year	Graduation Rate
2011	81.4%
2012	92.6%
2013	75.0%
2014	61.2%
2015	97.0%
2016	84.4%
2017	86.1%
2018	93.0%
2019	93.5%
2020	80.6%
2021	81.6%
2022	81.6%
2023	Not Yet Released

Goal 2023: Goal: East Central High School has held a fairly stable graduation rate, following a drop in graduation rate in 2020. Our goal is to get back to and maintain a minimum graduation rate of 90%.

Goal 2022: East Central Schools will get back to and maintain a minimum of a 90% graduation rate.

Student Achievement Benchmarks

2023 MCA Data – the chart below lists the percentage of students that “meet” or “exceed” the testing standards at each grade level.

GR		Reading 2023	Math 2023	Science 2023
3	District	39.3%	60%	N/A
3	MN	47.4%	59.1%	N/A
4	District	41.2%	62.7%	N/A
4	MN	48.4%	57.1%	N/A
5	District	64.3%	42.9%	41.5%
5	MN	58.7%	44.4%	48.4%
6	District	54.3%	47.8%	N/A
6	MN	53.4%	39.6%	N/A
7	District	40.3%	29.0%	N/A

7	MN	45.2%	39.7%	N/A
8	District	16.0%	20.0%	8%
8	MN	44.8%	40.3%	27.6%
10	District	33.3%	N/A	25.5%
10	MN	51.7%	N/A	41.8%
11	District	N/A	22.4%	N/A
11	MN	N/A	36%	N/A

Identification of Needs

What needs are present based on the above data:

Based on our previous system of measurement, our students continue to experience learning loss effects in high school. We will continue to identify our struggling students through MTSS and work on meeting their academic and behavioral needs. Our MCA result dropped a significant percentage in the high school and we need to quickly regroup and refocus on core instruction to catch our students up. The elementary school data is comparable to state averages. We will continue to identify struggling students and support them through MTSS as well.

What processes are in place for assessing and evaluating student progress? Included students meeting academic standards...

Student achievement data is monitored closely so we can make changes to student programming. Teachers work in grade levels to examine student work and prioritize instructional changes. Students not meeting academic standards are provided with research based interventions through Title I programming, ADSIS programming, and special education services. Teachers work to differentiate instruction in the general education setting and are evaluated by school administration as to its effectiveness.

What systems are in place to review the effectiveness of curriculum and instruction? Include teacher & principal evaluation.

The district evaluates teachers every school year. Non-tenured teachers are evaluated a minimum of three times per school year and tenured staff a minimum of once per year. Additionally, several walkthroughs are conducted to add data points to all teacher evaluations. Teacher performance is based on student achievement, professional collaboration, and contributions to the school district. Non-tenured Teachers who are deemed ineffective do not have their contracts renewed. Tenured teachers not making progress are placed on improvement plans and monitored closely by school administration for further support. Equitable access to quality instruction is not an issue at East Central Schools because only quality teachers remain employed at our school district.

What steps are we taking to ensure a collaborative professional culture?

We have followed the advice of the Centers of Excellence closely and thus our PLC's are highly effective. We problem solve alongside our teachers to try and meet the needs of our students. The pandemic forced educators to learn and evolve rapidly, our teachers did a great job stepping up.

How does technology promote high-quality instruction?

The use of instructional technology has increased the access our students have to an education. During the pandemic it was the only way for us to reach students during distance learning. Technology has allowed for increased interaction with teachers both in the classroom and outside the classroom. The pandemic highlighted the need for better broadband access in rural areas like ours. Students have access to interventions and applications that meet their specific learning needs.

How does the district ensure equitable access to effective teachers?

All students have equitable access to highly effective teachers at East Central Schools.

Student Achievement Goals continued for 2023-2024

East Central Elementary:

East Central Elementary School will have 75% of all students that are tested in grades 1-6 make typical/aggressive growth in the Fastbridge math assessment, as measured from fall 2023 to spring 2024.

East Central Elementary School will have 65% of all students that are tested in grades 1-6 make typical/aggressive growth in the Fastbridge reading assessment, as measured from fall 2023 to spring 2024.

East Central Elementary School will have a 2% increase on the MCA math and reading tests at the school level when taking the assessment in the spring of 2024.

East Central Secondary:

East Central Secondary School will increase the number of students' proficient on the Math MCA by 4% at each grade level in 2024.

East Central Secondary School will increase the number of students' proficient on the Reading MCA by 2% at each grade level in 2024.

East Central High School will see at or above growth on the FastBridge assessments, as measured from fall to spring, in grades 7 and 8 of 60% or higher.

ACTION STEPS for 2023-2024

East Central Elementary:

Student Outcomes

- Structured Literacy implementation
- Vocabulary routines
- Accountable Talk

Social Emotional Learning (SEL)

- Scope and Sequence PreK-6
- Continued implementation - Be Good People, Second Step

East Central Secondary:

Student Outcomes-

- Increase the correlation between grade level curriculum and the Minnesota State Standards
- Differentiate instruction and recognize that students have diverse learning needs and remain flexible and responsive to student needs
- Develop clear and specific learning objectives based on the standards. These objectives will articulate what students should know and be able to do by the end of the lesson or unit.
- Incorporate active learning experiences, such as group discussions, problem-solving, hands-on activities, and projects that align with the standards.
- Learning recovery and credit recovery

Social Emotional Learning

- SEL Curriculum - Be Good People and successful student habits with the focus on implementing new habits each Monday to be practiced throughout the week incorporated into each classroom.
- PBIS Expectations taught and posted in all classrooms
- Eagle Pride tickets for grades 7-12

District Long Term Student Achievement Goals

Reading: By 2024 East Central Schools will continue to improve the percentage of students proficient in Reading as measured by the Minnesota Comprehensive Assessments (all accountability tests).

Year by year benchmarks are as follows:

2014-2015 = 45.3% (base year)

2015-2016 = 49.2% (goal was 50.0%) Growth was 3.8%

2016-2017 = 53.6% (goal was 55.0%) Growth was 4.4%

2017-2018 = 54.4% (goal was 60.0%) Growth was 0.8%

2018-2019 = 51.8% (goal was 63.0%) Decrease of 2.6%

2019-2020 = NA due to COVID-19 Pandemic

2020-2021 = 40.4 % (Pandemic Learning Loss)

2020-2021 = 55.0%

2021-2022=40.5% (Goal to increase by 10% by elementary cohort and 10% by senior high grade level)

2022-2023= 39.6%

2023-2024= 42%

Math: By 2024 East Central Schools will continue to improve the percentage of students proficient in Math as measured by the Minnesota Comprehensive Assessments (all accountability tests).

Year by year benchmarks are as follows:

2014-2015 = 40% (base year)

2015-2016 = 47.9% (goal was 45.5%) Growth was 7.9%

2016-2017 = 50.4% (goal was 52.9%) Growth was 2.5%

2017-2018 = 49.3% (goal was 57.9%) Decrease was 1.1%

2018-2019 = 46.6% (goal was 60.0%) Decrease was 2.7%

2019-2020 = NA due to COVID-19 Pandemic

2020-2021 = 33.3% (Pandemic Learning Loss)

2021-2022 = 55.0%

2022-2023= 36% (Goal to increase by 10% by elementary cohort and 10% by senior high grade level)

2022-2023= 39.5%

2023-2024= 42%

Northstar Accountability Designation: The East Central Elementary School has been identified as a school in need of continuing comprehensive support. Our students in special education are the only subset of students that did not meet the growth requirements to warrant removal from the school improvement list.

