

Midkota Public School Comprehensive Needs Assessment 2021-2022

Determine the Current Reality

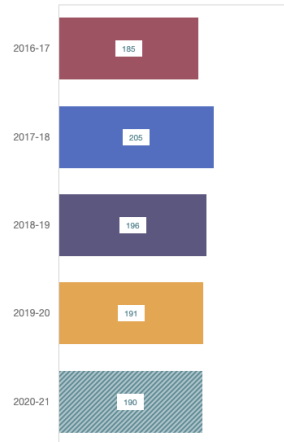
Midkota Public School District Demographic Data

District

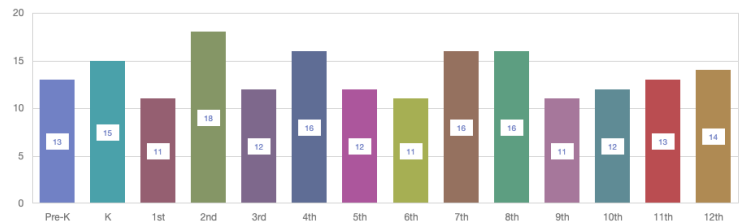
(All)

School

(All)



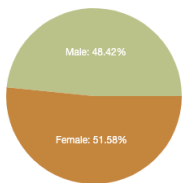
Grade Level



Race

(W) White	174
(I) American Indian or Alaska Native	10
(P) Native Hawaiian / Other Pac Islander	2
(H) Hispanic	2
(B) Black or African American	2

Gender



10

21st

17

Late Enrollment

25

With Disabilities

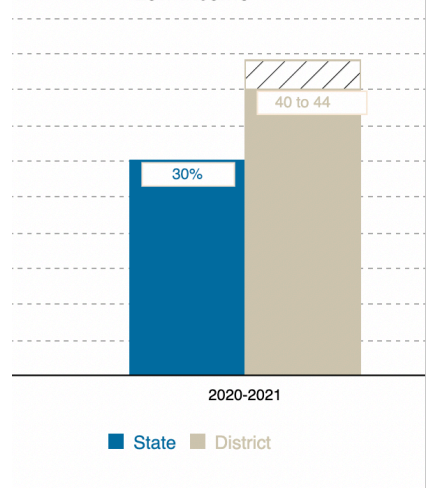
165

Title I

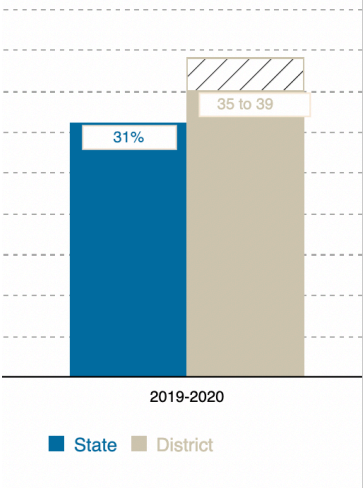
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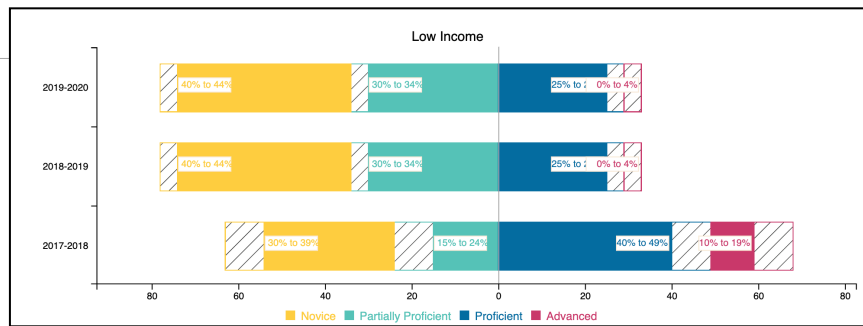
Section 504

Low Income



Low Income

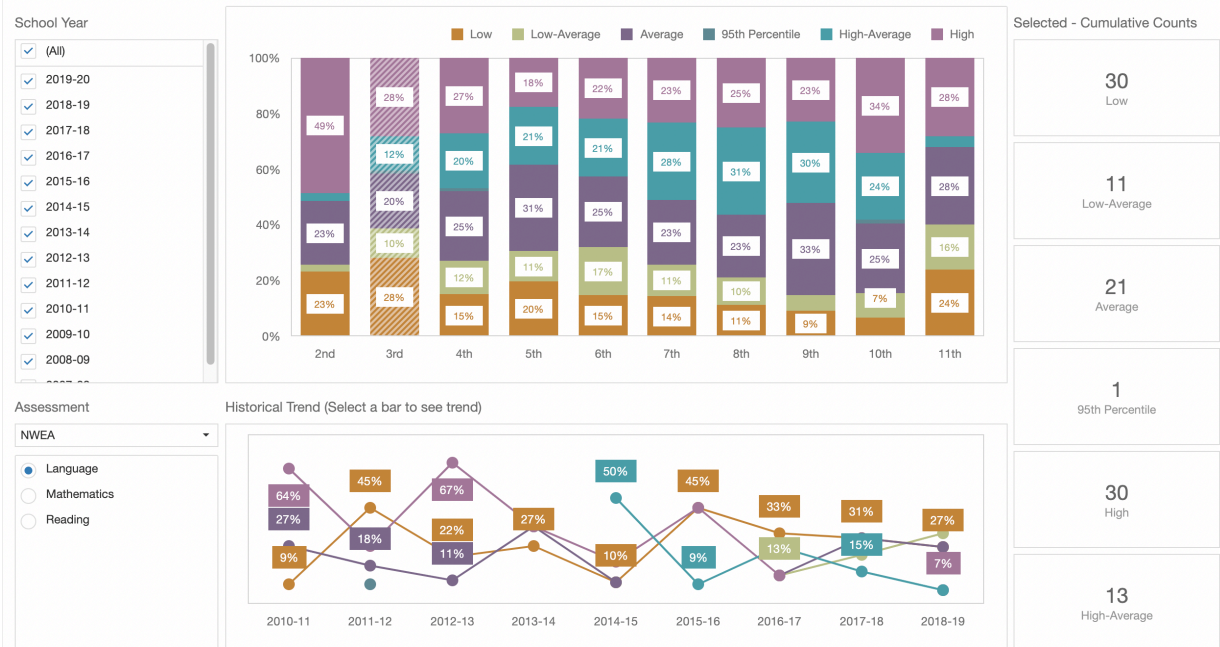




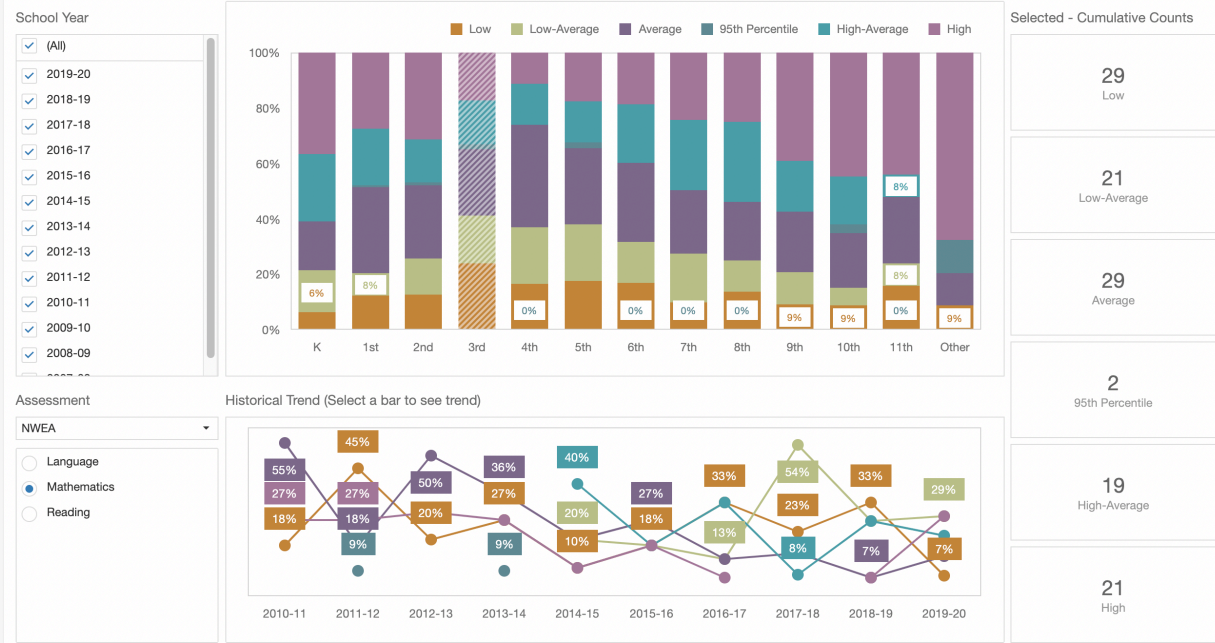
NWEA Reading Percent Proficient by Grade								2021-2022	
						2020-2021		K	
2017-2018		2018-2019		2019-2020 (Winter, COVID)		K	85.72		
				K	58.9	1	77.77		
		K	59.5	1	58.4	2	81.25		
K	100	1	63.6	2	74.9	3	88.88		
1	61.11	2	73.1	3	54.3	4	64.28		
2	61.54	3	46.6	4	48.7	5	70		
3	46.15	4	48.3	5	51.5	6	63.63		
4	60	5	46.3	6	43.2	7	54		
5	62.5	6	52.4	7	39.7	8	63		
6	60	7	60.8	8	50.5	9	88		
7	41.67	8	63.8	9	61.7	10	59		
8	50	9	62.3	10	56.9	11	N/A		
9	57.14	10	67.3	11	48.5				
STAR- Reading Percent Proficient Spring Scores						2020-2021		2021-2022	
				2019-2020				1	
						1	83.33	2	
2018-2019				1	77.3	2	82.35	3	
1	68.8			2	56.1	3	88.24	4	
2	59.8			3	58.9	4	69.44	5	
3	42.6			4	51.9	5	58.33	6	

4	54.3	5	52.1	6	72.73	7	
5	43.8	6	38.6	7	28.57	8	
6	37.2	Fall 7	40	8	25	9	
7	N/A	Fall 8	40	9	33.33	10	
8	N/A	Fall 9	26.67	10	25	11	
9	N/A	Fall 10	41.67	11	27.27		
10	N/A	Fall 11	33.33				
11	N/A						

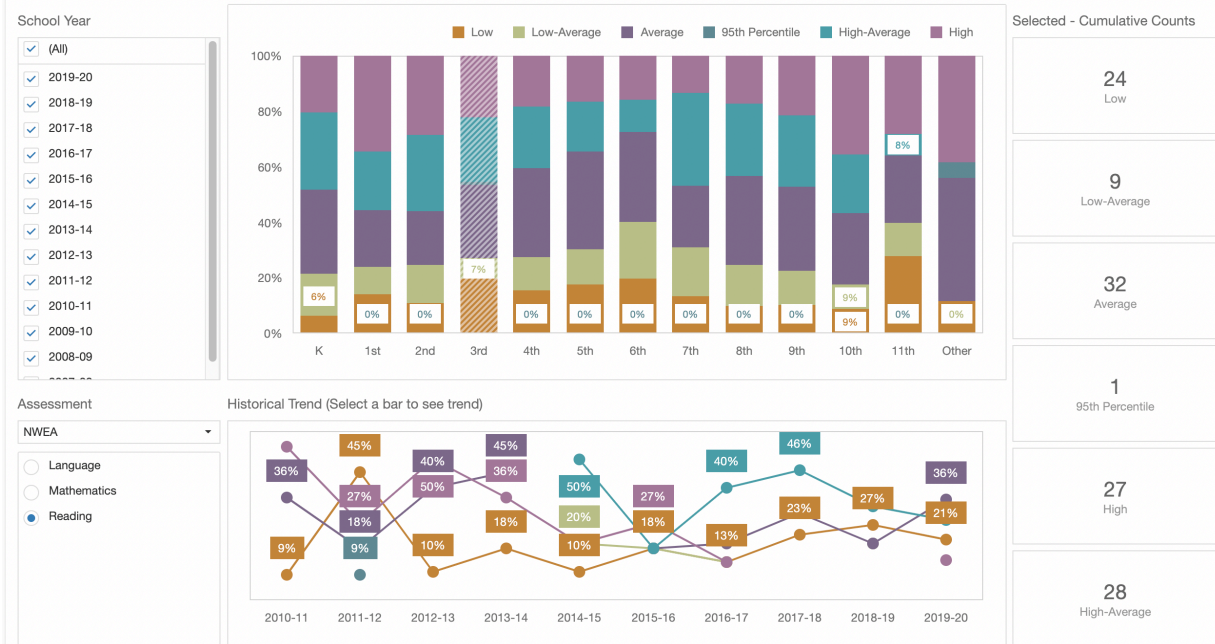
NWEA Language Data



NWEA Math Scores



NWEA Reading Scores



What We Learned from the Data

Learner

This year we are primarily looking at NWEA data as NDSA data at this time is ever changing and even non-existent for some years. At the high school level we see that each grade level achieved brings more students into the proficient and above average skill level. We still note that we are seeing scores below state average and need to improve in ELA, reading and math skills across the board. At the elementary, we rely more heavily on the STAR test as we can give that one monthly and NWEA is three times per year. At the elementary level adjustments need to happen more quickly when reading skills are advancing at critically rapid rates. Quarterly data meetings are held to ensure student growth is on track.

NWEA testing has remained the most consistent for Midkota over the years. Reading had been a goal for Midkota. We identified weaknesses and chose evidence-based core curriculum and interventions. We know that there have been many changes in recent years as well as a pandemic and that these things will need to be considered when analyzing data. We have spent two years now focusing on MTSS A and interventions. This work has paid off. We see good data coming out of our elementary. We believe at the HS level students are not taking STAR testing seriously and will need to work on ways to incentivize or emphasize the importance of these tests.

Institution & Community

The Midkota Consortium was formed in 1990 when three area school districts in East Central North Dakota met to discuss the opportunities and challenges of forming a new district. The original districts were comprised five communities: Binford, Glenfield- Sutton-McHenry (GSM) and Grace City. Residents from the communities of Juanita, ND and Jessie, ND are also included in the district's population. Today, residents from Tolna, ND, Kensal, ND, Hannaford, ND, Cooperstown, ND, Hamar, ND are also part of the district's student population.

The consortium originally operated two elementary buildings in Grace City and Binford, one middle school in McHenry and a high school in Glenfield. Declining enrollment and financial issues eventually resulted in the closing of the school buildings in McHenry and Grace City. The class of 1992 was the first Midkota graduating class. The official consolidation took place in 1993. The district currently operates two buildings a K-6 elementary in Binford, ND and a 7-12 high school in Glenfield, ND with a distance of approximately 20 miles between buildings. The unique factor about these buildings is that each is located in a different county, the elementary in Griggs County and the high school in Foster County.

The Midkota School District encompasses 593.6 square miles. The area economy within the district is agriculturally based. Each of the communities has family owned and community owned businesses providing limited goods and services. The majority of households not engaged in agricultural pursuits or community based business, work in the neighboring larger communities of Carrington or Cooperstown. Some parents travel to Jamestown and Devils Lake to work as well. The City of Binford has the largest population with just under 200 people. The remaining six communities have populations of less than 100 each. All the communities have an increasing elderly population. There is not much ethnic diversity throughout the district.

In 2019 Midkota convened a team composed of administrators, teachers, parents and community members to evaluate district successes, weaknesses, and provide direction and goals.

The following are areas analyzed:

- Current strategic and operational plans
- District policies which pertain to operational practices
- Advanced Reports
- ND Insights review – DPI dashboard
- Internal academic measurements and metrics
- District demographic trends
- Review of current district initiatives

In addition to the review of these documents, the Strategic Planning Committee engaged in a strength, weaknesses, opportunities, and threats or SWOT analysis activity.

Strengths

Strengths are internal factors which represent the things your organization/school district does well. We have reviewed this list annually to identify new strengths and weaknesses.

- Student to teacher ratio.
- Dedicated staff.
- Parent involvement.
- Highly invested in individual student needs.
- STEM in K-6.
- Willing to give feedback.
- Community interest.
- PD Opportunities.
- School culture.
- New facility at the high school.
- 3rd generation of families.
- Sense of belonging by students and staff.
- Caring environment.
- Listen to the needs of stakeholders.
- Staff willingness to collaborate to meet the needs of students.
- Priority on relationships.
- Students want to learn.
- Unique sense of spirit and persistence.
- Extended day programs.
- Tutoring program.
- Summer school.
- Dual credit/LEAP program.

Weaknesses

Weaknesses are internal factors which hinder progress. They inhibit your district/ organization from functioning effectively.

- Communication – internal and external.
- Understaffed/overstaffed – right sizing.
- Some resistance to change because of fear or lack of knowledge of what is being required or where change is leading.
- Lack of advanced degrees.
- K-6/7-12 disconnect due to location and challenges presented in collaboration between buildings.
- Some divisions in communities.
- Human resource capacity – limitation, i.e., finding highly qualified teachers.
- Lack of financial resources.
- Rural location with fewer services.

Community Opportunities

Opportunities are external factors which when considered could help your school district/ organization enhance overall effectiveness. By identifying possible external opportunities, the school district/organization can be proactive in their approach to communicating and collaborating with external resources. The following is a list of opportunities identified by the strategic planning committee.

- Agriculture community personnel.
- Pasta Plant.
- Grandparents program.
- Increase in enrollment.
- People are moving back home to the farm.
- SCDRC- South Central Dakota Regional Council
- Local businesses volunteers.
- Enrollment on the increase.
- Open Enrollment.
- Use local resources for CWE.
- Federal and State initiatives.
- Current trends.
- Research grant \$\$.
- Use local resources more effectively.
