



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name:

Grades Served:

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**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A & I Requirement:** Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*
- *Provide the direct website link to the A & I materials.*

### Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- *December 12<sup>th</sup>, 2018*

### District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jeff Drake	Superintendent, K-6 Principal Curriculum Director, Parent	X
Ryan Severson	7-12 Principal, District Assessment Coordinator, Technology Coordinator	X
Patsi Kugler	Kindergarten Teacher, Rti Chair	X
David Marso	Science Teacher, Parent	X
Kari Dorn	Business Teacher	X
Amy Severson	Elementary Special Education Teacher, Parent	X
Stacy Lundquist	Elementary Math Teacher	X
Anne Cline	2 <sup>nd</sup> Grade Teacher	X
Theresa Lopez-Moen	Special Ed. Para, Parent	X

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective,

inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

*Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.*

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
    - *Who is included in the conversations to review equitable access data and when do these occur?*
    - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
    - *What are the root causes contributing to your gaps?*
    - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
  - *Access to Diverse Teachers*
    - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
    - *What efforts are in place to increase the diversity of the teachers in the district?*
- **Our district is comprised of roughly 32 full or part-time teachers the vast majority of whom are in mid-career with most holding a Master's degree.**
  - **In the elementary, our sections vary year to year from either one or two. When we do have two sections, it is common for students to have instruction from both teachers e.g. one teaching math and one teaching literacy.**
  - **At the high school, each course is typically taught by only a single teacher. If you want to take a course, everyone is going to take it from the same instructor.**
  - **I cannot say that ongoing work is taking place to increase the diversity of teachers in the district. Given the relative scarcity of highly qualified applicants for positions, we are thrilled when any strong candidates apply for openings within the district.**

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

### All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
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<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>85% of students in our 4-year-old pre-school program will be ready for kindergarten based on demonstrating proficiency on the developmental standards of the Creative Curriculum.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>We had 29 students attend our 4s program in 2017-18. 24 (83%) were determined to be kindergarten-ready at the end of the school year.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

*We assess student readiness for kindergarten based on the benchmarks that are established through the Creative Curriculum. Our focus has been on meeting the developmental needs of each individual child at the preschool level rather than disaggregating data.*

- *What strategies are in place to support this goal area?*

*Much of the learning at this age is play-based. Activities take place at various learning centers within the classroom. Some students simply need another year of preschool and the issue is just part of the normal developmental process of children – especially if they are a young four-year old in the program. In some cases, students are evaluated and qualify for special education services under the category of developmentally delayed.*

- *How well are you implementing your strategies?*

*The program is grounded in the benchmarks from the Creative Curriculum, the instructional strategies are age and developmentally appropriate. The district has an effective process in place to identify students who may qualify for special education support.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

*We receive feedback from the kindergarten teachers on the preparedness of the children entering kindergarten. The kindergarten teachers also do comprehensive evaluations of their students in the fall. The preschool teacher and the kindergarten teacher also communicate frequently.*

### All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>80% of all third grade students will be proficient on the MCA III for Reading.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>50.3% of all third grade students were proficient on the MCA III Reading.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p>

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
		<input checked="" type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

*Bulleted narrative is appreciated. 200 word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

*We utilize the results of the MCA III and STAR tests to identify students who are below grade level/not proficient. The data is disaggregated using a data warehouse product called Viewpoint which allows us many options for disaggregation. Due to our small enrollment, the major achievement gap we monitor is between socio-economic groups.*

- *What strategies are in place to support this goal area?*

*Curriculum alignment.*

*Highly qualified teachers.*

*Reading Corps*

*Title I Rti for Reading and supplemental support for math primarily K-3<sup>rd</sup> grades.*

- *How well are you implementing your strategies?*

*Reading Corps has been in place for 10 years now and is working well.*

*Title I shifted to an Rti model nearly 10 years ago and is working well.*

*The 3<sup>rd</sup> grade proficiency results in reading are a sharp departure from our typical results. It may simply be the result of an outlier class. It is an area that the district will continue to monitor.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

*We receive feedback from the state assessments annually.*

*Both Reading Corps and our Rti program through Title I utilize strategies that are frequently evaluated for effectiveness. Student progress is tracked. If students are making adequate progress the interventionist will switch to a different instructional strategy.*



### Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>The discrepancy between Free/Reduced and Non Free/Reduced proficient students on the MCA III Reading will be less than 15%</i></p> <p><i>The discrepancy between Free/Reduced and Non Free/Reduced proficient students on the MCA III Math will be less than 15%</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Non F/R Proficient Reading: 73.6%</i></p> <p><i>F/R Proficient Reading: 61.1%</i></p> <p><i>Discrepancy: 12.5%</i></p> <p><i>Non F/R Proficient Math: 78.8%</i></p> <p><i>F/R Proficient Math: 64.8%</i></p> <p><i>Discrepancy: 14%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

*We utilize the results of the MCA III and STAR tests to identify students who are below grade level/not proficient. The data is disaggregated using a data warehouse product called Viewpoint which allows us many options for disaggregation.*

- *What strategies are in place to support this goal area?*

*Curriculum alignment.*

*Reading Corps*

*Title I Rti for Reading and supplemental support for math primarily K-3<sup>rd</sup> grades.*

*Odysseyware software to allow students extra practice and instruction.*

- *How well are you implementing your strategies?*

*Reading Corps has been in place for 10 years now and is working well.*

*Title I shifted to an Rti model nearly 10 years ago and is working well.*

*This was our first year using Odysseyware and we continue to become more familiar with its capabilities.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

*We receive feedback from the state assessments annually.*

*Both Reading Corps and our Rti program through Title I utilize strategies that are frequently evaluated for effectiveness. Student progress is tracked. If students are making adequate progress the interventionist will switch to a different instructional strategy.*

*Odysseyware tracks student progress/mastery of the learning objectives.*

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>The following percentages of students will be ready for College-Level coursework based on the ACT.</i></p> <p><i>College English Composition: 60%</i></p> <p><i>College Algebra: 50%</i></p> <p><i>College Social Science: 50%</i></p> <p><i>College Biology: 40%</i></p> <p><i>Meeting All Four: 30%</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>College English Composition: 53%</i></p> <p><i>College Algebra: 33%</i></p> <p><i>College Social Science: 47%</i></p> <p><i>College Biology: 33%</i></p> <p><i>Meeting All Four: 25%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200 word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

*ACT test results. "Your District" vs "State" results*

*English Composition: 18*

*College Algebra: 22*

*Social Science: 22*

*Biology: 23*

- *What strategies are in place to support this goal area?*

*Encourage a larger percentage of students to take more of our most challenging academic courses. We currently house 33 college-credit courses in our school. We know that students that take our most rigorous academic courses are very likely to be ready for college-level material.*

- *How well are you implementing your strategies?*

*The district needs to assess what approaches will be the most successful in encouraging students to take a challenging schedule through high school. There is still work to be done to limit the number of students who do not push themselves as hard as they could.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

*We can assess our progress by monitoring the percentage of each class that takes our most rigorous academic courses. Note – we do have a strong need for vocational/trades employment in our area as well. We need to have a balance between pushing students towards a 4-year college preparatory academic program vs. one suited towards the trades. Both are viable options.*

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p><i>100% of the seniors enrolled during the entire school year in 2017-2018 will fulfill all diploma requirements on time.</i></p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p><i>88.2% of the seniors fulfilled their diploma requirements on time.</i></p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

*Students fail classes most commonly due to poor attendance and missing assignments.*

- What strategies are in place to support this goal area?

*We discuss seniors who are in danger of not graduating at our Student Assistance Team meetings. In addition, the high school principal and counselor meet with the students.*

- How well are you implementing your strategies?

*The strategies were implemented, they just weren't very effective. When a student doesn't graduate, there are often circumstances in the student's life that the district has very little control over.*

- How do you know whether it is or is not helping you make progress toward your goal?

*Strong student attendance and students who are turning in all assignments are two key indicators.*

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p>Provide the SMART goal statement here.</p> <p><i>Battle Lake sixth grade students will increase their knowledge of Chinese culture and U.S. and Chinese civil war history by 75% over a baseline established by a pre-assessment (Chinese Culture and American/Chinese Civil War Exam) at the beginning of the school year.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Provide the baseline starting point here.</p> <p><i>23%</i></p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p><i>92%</i></p> <p><i>This is a 300% increase.</i></p>	<p>Check <b>one</b> of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

*The goal was selected due to its ties to the Minnesota history state standards, access to a local Civil War History Museum that also very specifically ties into our own local community, their development of an educational curriculum for upper elementary students and the similarities and differences between the American Civil War, Chinese Civil War and the experiences that students attending Pelican Rapids Public School may have had before making a decision to relocate to the United States.*

- *What strategies are in place to support this goal area?*

*Students cover Civil War history as part of the 6<sup>th</sup> grade history curriculum. In addition, the students attended an educational program at the Prospect House Civil War museum in Battle Lake. The curriculum was written specifically for 6<sup>th</sup> grade students through a grant.*

- *How well are you implementing your strategies?*

*We attended the educational program and taught the civil war content as part of our Minnesota history curriculum.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

*The increase noted in the pre vs. post-test data indicate the educational experience was highly successful.*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
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<p>Provide the SMART goal statement here.</p> <p><i>Cultural awareness will increase by 10% over a baseline established in the fall of 2017 on a cultural awareness assessment in Battle Lake 8<sup>th</sup> grade students by 2020.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Provide the baseline starting point here.</p> <p><i>64%</i></p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p><i>84%</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>
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*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

*The primary data we used in establishing this goal is demographic data. We do not have much diversity in our district. The opportunity to meet students with diverse cultural backgrounds is a tremendous learning experience for our students.*

- *What strategies are in place to support this goal area?*

*In addition to the curriculum, the primary strategy is to bring Somalian students to Battle Lake to talk to our students about their culture.*

- *How well are you implementing your strategies?*

*This is an annual event for us. We will continue it as long as it works for Pelican Rapids.*

- *How do you know whether it is or is not helping you make progress toward your goal?*

*We have our assessment results, but also, anecdotally, we can see the level of engagement with questions and participation from our students when the Somalian students are presenting.*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.



We have been partners with the Pelican Rapids Public School District on integration for many years. We felt the plan going into the 2017-18 school year was our strongest to date. It brought students together to learn about history tied to state standards, but also tied to personal experiences students may have endured. Unfortunately, the Pelican Rapids 6<sup>th</sup> graders were unable to attend the educational program at the Prospect House Civil War Museum. Hopefully, this will work out in the future. The classroom visit the Somalian students make each year to our school is one of the highlights of the year for us. Much is learned and a deeper appreciation for the viewpoints of other cultures is gained.