



## 2017-18 WBWF Summary Report

District or Charter Name: Independent School District #4

Grades Served: PreK-12

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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.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@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.

> <http://www.mcgregor.k12.mn.us/cms/One.aspx?portalId=160653&pageId=423647>

## 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.

> *September 17, 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)
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Paul Grams	Superintendent/Elementary Principal	
Carrie White	Title One	
Lisa Kruse	Community Education	
Sara Moser	Teacher	
Sarah Pylvanen	ECSE	
Heather Sorensen	School Board Member	
Heather Simenstad	Teacher	
Jordan Pierce	Teacher	
Sara Warner	Parent	
Kelsey Tessier	School Guidance Counselor	

## 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
  - 97% of our teachers have more than 3 years of teaching experience.
  - 95% of our teachers are teaching within their licensure areas.
  - Students have access to effective teachers: Teacher scores average from local teacher evaluation

data averages 3.75 scale of 1-4.

- High School and Elementary Principal and Indian Parent Advisory Committee meets annually to discuss equitable access data.
- Our biggest gap is in the area of diverse teachers. We give equal opportunity to all applicants, but rarely receive diverse applicants that reflect the minorities in our school population. We are in a very small, rural area. Our school student population is currently 71% White, 24% Native American, 2% two or more races, and 1% each in other areas.
- McGregor employs an Indian Education Liaison that is available throughout the school day for student support. Culture classes are provided weekly to all Native American students.
- There is a shortage of certified teachers and have had difficulty finding qualified teaching candidates, much less teachers that would be considered diverse.
  - Applications of teachers who reflect the diversity of our students are given additional consideration for teaching positions as received.

## 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

☐ WBWF Goal <b>Only</b> ☐WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
The percentage of preschoolers showing a 10 point gain or higher on their entry to exit assessments will increase from 88% in 2017 to 90% in the spring of 2018.	In 2017-2018, 90% of student assessment results showed a 10 point gain in assessment scores.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>☐ On Track ☐ Not On Track</p> <p><b>One-Year Goal</b></p> <p>☐ <i>Goal Met</i> ☐ <i>Goal Not Met</i></p> <p>☐ <i>District/charter does not enroll students in kindergarten</i></p>

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

- Fall assessment entrance data aggregated and compared to spring exit data for all students.
- Teachers will use ongoing assessment data to adjust instruction breaking down the strands and focusing on weakness areas.
- Administration and staff will use assessment data to assist in choosing professional development opportunities for teachers and staff.
- Teachers will share instructional strategies in monthly meetings and 3 day Early Childhood conference.
- Student assessment data will be used to evaluate ongoing progress.

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

☑ WBWF Goal <b>Only</b> ☑WBWF /A & I Goal	Result	Goal Status
The percentage of 3rd graders proficient on the reading MCA will increase from 48.5% in 2017, to 65% in the spring of 2018.	56.7% of all 3rd graders were proficient on the Reading MCAs in the spring of 2018, missing our goal of 65%.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>☑ On Track ☑ Not On Track</p> <p><b>One-Year Goal</b></p> <p>☑ Goal Met ☑ Goal Not Met</p> <p>☑ District/charter does not enroll students in grade 3</p>

*Bulleted narrative is appreciated. 200 word limit.*

- MCA testing data was used to identify whether or not we met the goal for students in 3rd grade. FASTbridge data was used to identify student successes and concerns in grades K-2. Student data was segregated by student groups and gaps were identified. Goals have been set for identified student groups to close the gaps.
- Student data is reviewed regularly throughout the school year to identify student needs. Students are given additional support based on need through a variety of interventions and support such as Title One, ADSIS, and Reading Corps.
- We work closely with the support staff to identify student needs on a regular basis. We are always working to improve.
- Screening and progress monitoring of students is done regularly to monitor student growth.

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

☑ WBWF Goal <b>Only</b> ☑WBWF /A & I Goal	Result	Goal Status
The percent of Native American students enrolled on or before October 1, 2017 in grades 3-12 in Mcgregor Public School who earn an achievement level of Meets the standards or Exceeds the standards on the <b>Math</b> MCA will increase from	20.0% of Native American students in grades 3-12 enrolled on or before 10/1/17 met proficiency on the MCA math test in 2017-18.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>☑ On Track ☑ Not On Track</p>

<p>26.7% to 30%.</p> <p>The percent of Native American students enrolled on or before October 1, 2017 in grades 3-12 in McGregor Public School who earn an achievement level of Meets the standards or Exceeds the standards on the <b>Reading</b> MCA will increase from 26.2 % to 35%.</p>	<p>25.5% of Native American students in grades 3-12 enrolled on or before 10/1/17 met proficiency on the MCA reading test in 2017-18.</p>	<p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>
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*Bulleted narrative is appreciated. 200-word limit.*

- Students in grades K-6 are screened using FASTbridge three times during the school year in reading and math, as well as proficiency measured through MCA testing of all students in grades 3-6. Data is disaggregated using MCA and Fast data. Student groups scoring below proficient on MCAs are identified, and strategies to help support these students are incorporated. Our various school teams through our MTSS work throughout the school year to help support students in the identified areas.
- Native American student groups and Special Education students have been identified as needing additional support. Our school is working to integrate cultural experiences into the regular curriculum and school day. We also have an Indian Education Liaison on staff. Behavior support is one of our biggest goals to help support all our students, including our special education students. We are in the process of incorporating restorative practices.
- We are in the beginning stages of incorporating Restorative Practices. We are working to improve how we integrate culturally relevant curriculum and otherwise beneficial and efficient strategies into our school.
- We consistently review individual student progress and progress by student groups during the course of the school year to measure increases in achievement towards our goals using data from FAST, STAR, and teacher input.

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

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>The percentage of 8th grade students who score proficient on the 8th grade MCA in math will increase from 25.7% in 2016-17 to 28% in 2017-18.</p>	<p>55.2% of 8<sup>th</sup> grade students were proficient in Math in 2016.</p> <p>25.7% of 8<sup>th</sup> grade students were proficient in Math in 2017.</p> <p>30.3% of 8th grade students were proficient in Math in 2018.</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>

		<input type="checkbox"/> Goal Not Met
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*Bulleted narrative is appreciated. 200 word limit.*

- What data have you used to identify needs in this goal area? MDE reports of MCA results on 8th grade mathematics test.
- What strategies are in place to support this goal area? Teachers being aware of MCA math subjects covered. Teachers given MCA dates well in advance to best prepare the students on subject areas before the test.
- How well are you implementing your strategies? Allowing teachers the flexibility and suggestions on when testing time should take place based on curriculum benchmarks.
- How do you know whether it is or is not helping you make progress toward your goal? By pulling data from the tests results we receive each year.

## All Students Graduate

<input 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>The percentage of students who graduate in 4 years will maintain at a 90% or higher graduation rate.</p>	<p>Graduation rate for the 2017-2018 year was 90.91%.</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 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? Based on number of students who receive a diploma.
- What strategies are in place to support this goal area? Students are allowed to take credit recovery at our alternative school to get back on track if they fall behind. Counselor does credit checks at the end of each semester to see if a class was failed and needs to be made up. Students are involved in their education process.



- How well are you implementing your strategies? Consistency is key in making sure students are on track to graduate so that we have a higher overall graduation percentage. Between the counselor and help from the principal, students are unable to slip between the cracks and not get noticed if they are not on track.
- How do you know whether it is or is not helping you make progress toward your goal? Based on graduation rates, we are able to see how many students were on track each year.