DEPARTMENT OF EDUCATION

2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: McGregor ISD #4

Grades Served: K - 12

WBWF Contact: Carrie White
Title: Title 1
Phone: 218-768-5163
Email: cwhite@isd4.org

A and I Contact: Lisa Kruse
Title: Community Education
Phone: 218-768-5133
Email: lkruse@isd4.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

☐ Yes   No

Click here for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

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:*
> *http://www.mcgregor.k12.mn.us/cms/One.aspx?portalId=160653&pageId=24450791*
>
> *Provide the direct website link to the A&I materials:*
> *http://www.mcgregor.k12.mn.us/cms/One.aspx?portalId=160653&pageId=24450816*

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.

> *June 17, 2019*

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 2018-19 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)
Paul Grams	Superintendent/Elementary Principal	
Carrie White	Title One	
Lisa Kruse	Community Education/Early Childhood	
Sara Moser	Teacher	
Heather Sorensen	School Board Member	
Kari Horbacz	Parent	
Kelsey Tessier	School Counselor	
Ryan Dillner	Dean of Students	

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.
Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- *How did the district examine equitable access data? What data did you look at? How frequently do you review the data?*
- *Who was included in conversations to review equitable access data?*
- *What equitable access gaps has the district found?*
- *What are the root causes contributing to your equitable access gaps? What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?*
- *What goal(s) do you have to reduce and eventually eliminate equitable access gaps?*
- Equitable Access to Experienced, Effective, and In-Field Teachers
    - We utilized data from the MDE website to evaluate the diversity of our staff as well as data from teacher evaluations. This data is reviewed annually.
    - 83.33% of our teachers have more than 3 years of teaching experience in 2019.
    - 95.87% of our teachers are teaching within their licensure areas in 2019.
    - Students have access to effective teachers: Teacher scores averages from local teacher evaluation data averages 3.70 scale of 1-4.
    - High School and Elementary Principal and Indian Parent Advisory Committee meets bi-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 74% White, 23% Native American, 2% two or more races, and 1% each in other areas in 2019.
    - 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 PreK-12.
    - There is a shortage of certified teachers and we have had difficulty finding qualified teaching candidates, including 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.
> ▪ Our goal is to actively work with surrounding communities to communicate and build relationships to create a network of resources to help meet the needs of all of our students. Our district is a part of the NASC committee, which includes all surrounding schools and provides many opportunities for collaboration.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

> *Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.*
> o *Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?* **Native American**
> o *How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?* **10 teachers would represent our 20% Native American student population.**
> o *What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?* **Lack of teachers in general, specifically those of diversity. We do not regularly receive applications from diverse populations. We do hire highly qualified staff to meet the needs of all learners.**
> o *What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?* **We advertise that we are an equal opportunity employer. We will be working with local Universities (UMD, Bemidji, U of W-Superior) that graduates teachers of color and actively recruit. McGregor school guidance counselor encourages students of color (American Indian) to actively pursue a degree in education .**

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X 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.

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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

Goal	Result	Goal Status

Provide the established SMART goal for the 2018-19 school year.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	*Check one of the following.*
The percentage of preschoolers showing a 10 point gain or higher on their entry to exit assessments will increase from 88% in 2018 to 90% in the spring of 2019.	In 2018-2019, 91% of student assessment results showed a 10 point gain from fall entry assessments to spring exit assessments. (DRDP).	On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)*
The percentage of McGregor students enrolled in Kindergarten that score at or above the letter sound benchmark score (8) on Formative Assessment System for Teachers (FAST) reading will increase from 37% in 2017-2018 to 40% in Fall 2018-2019. *Note: (FASTBridge altered their benchmark fall target score from 8 to 3 on the Letter Sound Fluency assessment.)*	71% of McGregor students entering Kindergarten in the fall of 2019 were on target, and out of "some" and "high risk" areas according to FASTBridge letter sound assessment. 37% of McGregor students entering Kindergarten in the fall of 2019 were on target according to the target score of 8 as the goal was initially written. (see SMART goal Note) *Note: Goal was met according to the letter sound fluency FASTBridge target for 2019-2020.*	Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in kindergarten*

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

McGregor ISD #4 Preschool students are assessed every spring and fall using the DRDP assessment tool. DRDP data is used to define areas of improvement. Curriculum and instruction is adjusted to reflect these areas. Teachers use Creative Curriculum combined with Fontas and Pinnell to embed a high quality learning environment. Teachers design learning experiences around the ECIP's creating a classroom setup for developmentally appropriate expectations. McGregor employs a licensed preschool teacher. Kindergarten students are measured in the fall using FASTBridge letter sound fluency target as another way to measure readiness. McGregor offers two full VPK sessions reporting over 80% of all students registered in the district in attendance.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The percentage of 3rd graders proficient in reading will increase from 56.7% proficient in 2018 to 58.7% proficient in the spring 2019.	The percentage of 3rd graders proficient in reading according to the MCAs was 27% in the spring of 2019.	***Check one of the following.*** ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in grade 3*

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* **We are using FAST aReading to screen and progress monitor students in all grades. Scores from the fall of 2019 show that 44% of 3rd graders were proficient in the spring of 2019. We are working to enter more detailed student data into our FAST account so that we can better disaggregate student groups. We have also added BAS testing to help better target student needs if they score significantly below the benchmark targets.**
- *What strategies are in place to support this goal area?* **Students in grades K-6 are monitored using FAST. Student data is analyzed each quarter to identify how to best distribute student support from ADSIS, Title One, and Reading Corps. Our CSI plan includes improvements to reading including purchasing Fountas and Pinnell Classroom and LLI for grades K-6, creating a schedule that allows for WIN time, hired a Dean of Students to allow help increase classroom learning, and increased core instruction time for the year 2019-20.**
- *How well are you implementing your strategies?* **We have a Comprehensive School Improvement Committee that meets bi-weekly to implement strategies for improvement. McGregor is shifting to Standards Based Grading System which focuses on student proficiency guiding teacher instruction in**

order to monitor student achievement.

- *How do you know whether it is or is not helping you make progress toward your goal?* **We will continue to monitor students using MCA scores and FAST as well as assessments used to inform teaching. After newly implementing Standards Based grading, we will have a better picture of student progress towards meeting standards. We are currently collecting data from LLI using reading records and BAS, attendance, and behavior to show trends and make ongoing improvements for the 2019-20 school year and beyond.**

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status

Provide the established SMART goal for the 2018-19 school year.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following.
The percentage of all students enrolled October 1, 2018 in grades 3-12 in McGregor Public School in grades 3-12. who earn an achievement level of Meets or Exceeds the Standards on the Math MCA III will increase from 42% in 2018 to 44% in 2019.	34.6% of McGregor Public School students in grades 3-12 enrolled on or before 10/1/2018 met or exceeded proficiency standards on the MCA Math test in spring 2019.	☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) Met Some (multiple goals) ☐ Met None (multiple goals)
The percentage of Native American students enrolled October 1, 2018 in grades 3-12 in McGregor Public School who earn an achievement level of Meets or Exceeds the Standards on the Math MCA III will increase from 20% in 2018 to 22% in 2019.	17.2% of Native American students 3-12 enrolled on or before 10/1/2018 met proficiency on the MCA Math test in 2019.	
2018-19 Goal: 69% of Native American Students will have consistent attendance (90% of school days) in 2022.	62.5% of Native American students in grades K-12 attended school consistently (90% of school days or more) in 2018-2019.	
The percentage of all students enrolled October 1, 2018 in grades 3-12 in McGregor Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 49.2% in 2018 to 51.2% in 2019.	50.2% of McGregor Public School students in grades 3-12 enrolled on or before 10/1/2018 met or exceeded proficiency standards on the MCA Reading test in spring 2019.	
The percentage of Native American students enrolled October 1, 2018 in grades 3-12 in McGregor Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 25% in 2018 to 27% in 2019.	36.2% of Native American students 3-12 enrolled on or before 10/1/2018 met proficiency on the MCA Reading test in 2018-2019.	

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

Students in grades K-6 are screened using FastBridge three times per school year in reading and math. Proficiency is also measured through MCA testing of all students in grades 3-6. Data is disaggregated using MCA and FastBridge data. Students and groups scoring below proficient on assessments are identified, and strategies to help support these students are incorporated. Our MTSS school teams work throughout the school year to help support students in the identified areas.

- *What strategies are in place to support this goal area?*
  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 have hired a Dean of Students this year to help address behavioral needs.

- *How well are you implementing your strategies?*
  With the help of our CSI plan, we are improving how we integrate culturally relevant curriculum and otherwise beneficial and efficient strategies into our school. We have made staffing and programming changes to reflect this and support our strategies.

- *How do you know whether it is or is not helping you make progress toward your goal?*
  We consistently review individual and student group performance levels throughout the school year to measure achievement toward our goals using data from FastBridge, progress reports, and teacher input.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. Of the percentage of the McGregor students who take the ACT during their Junior year, the percentage who meet at least one ACT college-ready benchmark (reading, English, math, or science) will increase from 55% in 2018 to 58% in 2019.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* Of the percentage of students who took the ACT during their Junior year of the 2018-2019 school year, 53% of students met at least one ACT college-ready benchmark (reading, English, math or science).	***Check one of the following.*** ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)

Narrative is required. 200 word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Each year, McGregor offers the ACT test free of charge to all Juniors. McGregor strongly encourages every Junior to take the exam regardless of their post-secondary options, providing a strong turn out rate. The ACT provides a College and Career Readiness benchmark for each subject area tested. We use this benchmark to assess if our students are testing at a college career readiness level.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. An analysis of McGregor's four-year rate shows that most non-graduates are continuing their education, but are behind in credits. The percentage of students who are on-track with credit completion at the end of 11th grade will increase from 60% in 2018 to 65% in 2019.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* 82.35% of students were on track with credit completion at the end of their 11th grade year (2019).	***Check one of the following.*** ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in grade 12*

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

McGregor keeps credit check-lists on each student that are updated after each semester grades are posted. If a student fails a core class (Math, English, Science, Social Studies), they are considered deficient in credits as they need to make up that class for graduation. To support this goal, McGregor offers an Alternative Learning Program where students can attend to make up the failed credit and get back on track. The school counselor does weekly credit checks to make sure students are attending the Alternative Learning program and making progress towards getting back on track to graduation.

Part B: Achievement and Integration Progress Report

This portion is only required for districts with an approved A & I Plan during the 2018-19 school year.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

Narrative is required. 200-word limit. ● *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* ● *What strategies are in place to support this goal area?* ● *How well are you implementing your strategies?* ● *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?

Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ☐ Achievement Goal ☐ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check **one** of the following: ☐ On Track ☐ Not on Track ☐ Goal Met

Narrative is required. 200-word limit. ● *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* ● *What strategies are in place to support this goal area?* ● *How well are you implementing your strategies?* ● *How do you know whether it is or is not helping you make progress toward your goal?*

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 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Racially Identifiable Schools

If your district's 2017-20 A & I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on this list with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* *Achievement Goal* *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* *On Track* *Not on Track* *Goal Met*

Narrative is required. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.