



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

District or Charter Name:

Grades Served:

WBWF Contact: Matt Grose  
Title: Superintendent  
Phone: 218-246-3412  
Email: mgrose@isd317.org

A and I Contact: NA  
Title: NA  
Phone: NA  
Email: NA

**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.

➤ <http://www.isd319.org/o/nashwauk-keewatin/browse/7453>

### 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 19, 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)
Troy Grunenewald	High School Teacher	NA
Linda Saumer	High School Teacher	NA
Brian Gangl	Elementary Teacher	NA
Laura Lee Raukar	Elementary Teacher	NA
Chris Lysaker	Elementary Teacher	NA
Shelly Flaten	Elementary Teacher	NA
Derek Gabardi/Paul Brainard	High School Principal	NA
Annie Olson-Reiners	Elementary Principal	NA
Matt Grose	Superintendent	NA

## 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?
    - *Teachers, counselors, and school administrators consider classroom placements in the spring of the year.*
  - 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?
    - *Keewatin School District has two buildings: a PK-6 building and a 7-12 building. Each grade has two sections. Decisions about student placement are made in the spring of the year taking into account achievement and behavior data, social and emotional factors, student needs, demographics, and teacher recommendations.*
  - What are the root causes contributing to your gaps?
    - *We have not found gaps that are statistically significant.*
  - 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?
    - *Equitable placement for students and developing support for new 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?
    - *Almost 90% of the students in Nashwauk-Keewatin are white, so almost all students are able to access teachers that reflect the student body*
  - What efforts are in place to increase the diversity of the teachers in the district?
    - *The district places a priority on interviewing and hiring teachers that are diverse and will be partnering with a local collaborative in a grow-your-own program that includes recruitment strategies for American Indian students.*

## 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	Result	Goal Status
<b>Goal 1:</b> 98% of five year old children entering Kindergarten with in the Nashwauk-Keewatin Schools district will participate in early childhood screening before the 2017-18 school year.	<i>95% of 5 year olds were screened</i>	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met
<b>Goal 2:</b> Preschool students' oral language scores measured by the KLST2 will show a growth of 44% between fall 2017 and spring 2018 scores.	<i>Growth was 23%</i>	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met
<b>Goal 3:</b> Preschool students' letter sound scores measured by the FAST will show a growth of 57% between fall 2017 and spring 2018 scores.	<i>Growth was 52%</i>	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
		<b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met
<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> <li>• What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?             <ul style="list-style-type: none"> <li>○ <i>Data from the KLST2 and FAST assessments are used and disaggregated.</i></li> </ul> </li> <li>• What strategies are in place to support this goal area?             <ul style="list-style-type: none"> <li>○ <i>Literacy and numeracy instruction for children and training for staff. Progress monitoring.</i></li> </ul> </li> <li>• How well are you implementing your strategies?             <ul style="list-style-type: none"> <li>○ <i>Very well.</i></li> </ul> </li> <li>• How do you know whether it is or is not helping you make progress toward your goal?             <ul style="list-style-type: none"> <li>○ <i>The progress monitoring helps us know what kind of progress is being made.</i></li> </ul> </li> </ul>		

### 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
<b>Goal 1:</b> The percentage of all students in grade 3 at Keewatin Elementary School who earn achievement levels of Meets or Exceeds the Standards on the Reading MCA-III will increase from 39.6% to 47.6% from 2017 to 2018.	The percentage of all students in grade 3 at Keewatin Elementary School who earn achievement levels of Meets or Exceeds the Standards on the Reading MCA-III increased from 39.6% to 43.2% from 2017 to 2018.	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

<p><i>Bulleted narrative is appreciated. 200 word limit.</i></p> <ul style="list-style-type: none"> <li>• What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?             <ul style="list-style-type: none"> <li>○ <i>We've used the MCA III data from the Minnesota School Report card that can be disaggregated across many categories.</i></li> </ul> </li> <li>• What strategies are in place to support this goal area?             <ul style="list-style-type: none"> <li>○ <i>Professional development in standards-based instruction, improving the use of data, professional learning communities.</i></li> </ul> </li> <li>• How well are you implementing your strategies?             <ul style="list-style-type: none"> <li>○ <i>We are making improvements in our use of data and professional learning communities as well as follow through from professional development.</i></li> </ul> </li> <li>• How do you know whether it is or is not helping you make progress toward your goal?             <ul style="list-style-type: none"> <li>○ <i>Teacher efficacy is increasing and data shows growth.</i></li> </ul> </li> </ul>		
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## 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
<b>Goal 1:</b> The district's FRP proficiency gap as measured by the Reading MCA III will decrease by 2% from 2017 to 2018.	The district's FRP proficiency gap between the FRP group and the all group as measured by the Reading MCA III decreased from 6.6% to 6.3% from 2017 to 2018.	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met
<b>Goal 2:</b> The district's FRP proficiency gap as measured by the Math MCA III will decrease by 4% from 2017 to 2018.	The district's FRP proficiency gap between the FRP group and the all group as measured by the Math MCA III increased 1.9% from 2017 to 2018.	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

*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've used the MCA III data from the Minnesota School Report card that can be disaggregated across many categories.*
- What strategies are in place to support this goal area?
  - *Professional development in standards-based instruction, improving the use of data, professional learning communities.*
- How well are you implementing your strategies?
  - *We are making improvements in our use of data and professional learning communities as well as follow through from professional development.*
- How do you know whether it is or is not helping you make progress toward your goal?
  - *We did not make progress on our goal*

### 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
<b>Goal 1:</b> The percentage of ACT-Tested students meeting all four benchmarks will increase from 7% to 11% from 2017 to 2018.	The percentage of ACT-Tested students meeting all four benchmarks increased from 7% to 16% from 2017 to 2018.	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p><i>Bulleted narrative is appreciated. 200 word limit.</i></p> <ul style="list-style-type: none"> <li>• What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?             <ul style="list-style-type: none"> <li>○ <i>ACT report that indicates the percentage of students meeting benchmark scores in English, Algebra, Social Science, and Biology. This data is not disaggregated.</i></li> </ul> </li> <li>• What strategies are in place to support this goal area?             <ul style="list-style-type: none"> <li>○ <i>ACT preparation offered and paid for by the school district</i></li> </ul> </li> <li>• How well are you implementing your strategies?             <ul style="list-style-type: none"> <li>○ <i>Very well</i></li> </ul> </li> <li>• How do you know whether it is or is not helping you make progress toward your goal?             <ul style="list-style-type: none"> <li>○ <i>Student survey feedback and ACT results</i></li> </ul> </li> </ul>		

### All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<b>Goal 1:</b> The Nashwauk-Keewatin High School graduation rate will increase from 85.1% to 89.1% from 2016 to 2017 (data lags a year).	The Nashwauk-Keewatin High School graduation rate decreased from 83.3% to 79.1% from 2016 to 2017 (data lags a year).	<b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track  <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met



*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 are using the graduation trend data available on the Minnesota Report Card. We have looked primarily at graduation rates for all students.*
- What strategies are in place to support this goal area?
  - *The district has an on-site ALP and a full-time counselor.*
- How well are you implementing your strategies?
  - *We need to continue to improve the ability to track and monitor student progress towards graduation as well as the effectiveness of the ALP.*
- How do you know whether it is or is not helping you make progress toward your goal?
  - *We did not make progress on our goal.*

## **Part B: Achievement and Integration Progress Report**

**Not Applicable**