

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

District or Charter Name: Roseau Public Schools  
Grades Served:

Pre-K - 12

WBWF Contact: Ivan Hirst

Title: Principal

Phone: 218-463-6343

Email: Ivan\_Hirst@roseauschool.org

A and I Contact: Ivan Hirst

Title: Principal

Phone: 218-463-6343

Email: Ivan\_Hirst@roseauschool.org

### 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.

- [www.roseau.k12.mn.us](http://www.roseau.k12.mn.us)

#### 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.

- *Approved at the October 15, 2018 School board meeting.*

## 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)
Amy Bassingthwaite	Parent	
Pete Kvien	Parent / School Board	
Craig McMillin	Parent	
Becky Hayden	Title I Coordinator	
Wade Hinson	K-6 teacher	
Shelly LaPlante	K-6 teacher	
Ann Olson	7-12 teacher	
Jeff Swanson	7-12 teacher	
Dan Urness	School Counselor	
McKenna Schumacher	Student Council 12 <sup>th</sup> grade	
Daniel Wensloff	Student Council 11 <sup>th</sup> grade	
Vonda Danielson	School Board	
Thor Didrikson	School Board	
Todd Brandt	School Board	
Stu McFarlane	School Board	

Micky Hulst	School Board	
Larry Guggisberg	Superintendent	
Amy McGuire	Elementary Principal	
Kelsey Johnson	High School Assistant Principal	
Ivan Hirst	High School Principal	
Cheryl Hirst	Special Education Director	

## 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*
- Roseau Secondary and Elementary has very small sub-groups of students of color or American Indian students; as 92.7% of the students enrolled have been self-identified as white.
- 32.6% of the students at Roseau Elementary School currently receive free or reduced price lunch.
- There was a 26% achievement gap between Roseau Elementary students who received free or reduced price lunch and those who did not on their Math MTAS-MOD-MCAIII scores in 2016-2017.
- There was a 25% achievement gap between Roseau Elementary students who received free or reduced price lunch and those who did not on their Reading MTAS-MOD-MCAIII scores in 2016-2017.
- *Access to Diverse Teachers*
- Roseau Secondary and Elementary strives to train and hire people from within the community so that teaching staff reflect the general population of the community and the student body.
- Roseau Elementary also explores hiring teaching and administrative staff from outside the community in an effort to provide diversity of perspectives.

## 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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<ul style="list-style-type: none"> <li>• <i>Provide the established SMART goal for the 2018-19</i></li> <li>• 24% of students entering kindergarten in the fall of 2018-2019 at Roseau Elementary performed at the Tier 1 Proficiency level on their early learning composite.</li> <li>• Roseau will go from 24% of kindergarten students performing in the Tier 1 Proficiency level of the Total Early Literacy Composite Score as measured by aimswebPlus in the fall of 2018-2019 to 50% in the spring of 2019.</li> </ul>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> <li>• 49.4% of students entering kindergarten in the fall of 2018-2019 at Roseau Elementary performed in the Tier I proficiency level in Letter Naming Fluency as measured by Fall AIMSweb benchmark data.</li> <li>• 79.4% of students entering kindergarten in the fall of 2018-2019 at Roseau Elementary performed in the Tier I proficiency level in Letter Sounds Fluency as measured by Fall AIMSweb benchmark data.</li> </ul>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>X 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 kindergarten</p>

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

- Students are assessed when entering kindergarten on letter naming fluency, as well as letter sounds fluency. Teachers make decisions regarding kindergarten instruction and intervention based on that baseline data.
- Students are able to access early reading skills through the district's learning readiness program.
- Students who are identified in preschool screenings as low-performing are provided support within the school district through programs including, but not limited to ECSE.

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <ul style="list-style-type: none"> <li>The percentage of all students in third grade at Roseau Elementary enrolled by October 1, 2017, who are proficient on the Reading MCA will increase from 69.7% in 2017 to 75% in 2018.</li> <li>The AIMSweb Tier I Oral Reading Fluency percentage of third grade students at Roseau Elementary will increase from 55.8% in the Fall of 2018 to 75% in the Spring of 2019.</li> </ul>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> <li>69.7% of Roseau Elementary third grade students received proficient scores on the Spring 2018 Reading MCA assessment. The proficiency levels of third grade students in Reading were above the goal by 4.7%.</li> <li>Roseau Elementary students with Tier I Oral Reading Fluency AIMSweb percentage increased from a Fall 2017 score of 57.8% to a Spring 2018 score of 61.0%. Third grade students exceeded the goal by 3.2%.</li> </ul>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>X 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 3</p>

*Bulleted narrative is appreciated. 200 word limit.*

- Roseau used AIMSweb assessments to monitor student reading goals throughout the year.
- MAP testing was conducted in the spring to further monitor progress towards this goal.
- There was a 38% achievement gap between Roseau Elementary students who received free or reduced price lunch and those who did not on their Reading MTAS-MOD-MCAIII scores in 2017-2018.
- Students are placed in tiered levels of support based on student benchmark data that is examined and disaggregated by grade-level teachers and other licensed staff.
- Students receive reading instruction that is specific and data driven twice a day; in addition to daily curriculum/content instruction.

-

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

X WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <ul style="list-style-type: none"> <li>• Roseau Public Schools students will improve student academic percent proficient performance in the Special Education subgroup by 2% annually on MCA reading and mathematics assessments from math (district) 27.9%to 29.9% and reading (district) 29.5% to 31.5%</li> <li>• Roseau Public Schools students will improve student academic percent proficient performance in the Free and Reduced subgroup by 2% annually on MCA reading and mathematics assessments from math (district) 50.6% to 52.6% and reading 49.1% to 51.1% (district).</li> </ul>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> <li>• Roseau Elementary Special Education subgroup percent proficient performance increased by 7.0% on the Reading MCA assessment from Spring 2017 to Spring 2018.</li> <li>• Roseau Elementary Special Education subgroup percent proficient performance decreased by 1.8% on the Math MCA assessment from Spring 2017 to Spring 2018.</li> <li>• Roseau Elementary Free and Reduced subgroup percent proficient performance increased by 6.6% from the Spring 2017 to Spring 2018 on the MCA Reading assessment.</li> <li>• Roseau Elementary Free and Reduced subgroup percent proficient performance increased by 2.3% on the Mathematics MCA from Spring 2017 to Spring 2018.</li> <li>• Roseau High School Special Education subgroup percent proficient performance increased by 7.1% on the Reading MCA from Spring 2017 to Spring 2018.</li> <li>• Roseau High School Special Education subgroup increased percent proficient performance by 0.8% on the Math MCA from Spring 2017 to Spring 2018.</li> <li>• Roseau High School Free and Reduced subgroup</li> </ul>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>X 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>increased percent proficient performance by 3.6% on the Reading MCA in Spring 2017 to Spring 2018.</p> <ul style="list-style-type: none"> <li>• Roseau High School Free and Reduced subgroup decreased percent proficient performance by 9.6% on the Mathematics MCA from Spring 2017 to Spring 2018.</li> </ul>	
--	---	--

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

- There was a 26% achievement gap between Roseau Elementary students who received free or reduced price lunch and those who did not on their Math MTAS-MOD-MCAIII scores in 2016-2017.
- There was a 25% achievement gap between Roseau Elementary students who received free or reduced price lunch and those who did not on their Reading MTAS-MOD-MCAIII scores in 2016-2017.
- There was a 38% achievement gap between Roseau Elementary students who received special education services and those who did not on their Math MTAS-MOD-MCAIII scores in 2016-2017.
- There was a 25% achievement gap between Roseau Elementary students who received free or reduced price lunch and those who did not on their Reading MTAS-MOD-MCAIII scores in 2016-2017.
- Students are placed in tiered levels of support based on student benchmark data that is examined and disaggregated by grade-level teachers and other licensed staff.
- Students receive reading instruction that is specific and data driven twice a day; in addition to daily curriculum/content instruction.
- Grade-level teams meet at least twice a year to review student benchmarking data.
- *English and Math departments meet annually to review data and set goals for the new year.*
- *Special Education staff and Special Education Director also participate in setting goals and reviewing data.*



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

X 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> <ul style="list-style-type: none"> <li>• Roseau Public Schools' students will be College or Career ready (CCR) upon graduation as demonstrated by meeting 100 % of district graduation requirements and completion of the MCIS Curriculum for each individual student upon their graduation.</li> <li>• 100% of Roseau Public Schools' students in grades 7-12 will review course plans with school staff two times each school year to receive guidance in course selection based upon student interest in post-secondary or vocation interests.</li> <li>• 100% of Roseau Public Schools' students will annually make CCR plans including career research, goals setting, and plans for their future.</li> </ul>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> <li>• Roseau Public School students in grades 7-12 completed 100% of the following CCR plan requirements in each of the prescribed content areas:               <ul style="list-style-type: none"> <li>• Roseau students complete the MCIS or MCIS Jr. at each grade level 7-12.</li> <li>• Students meet twice a year to develop individual electronic portfolios. Included in the electronic portfolios are career interest inventories, college preparatory courses taken at Roseau high school.</li> <li>• Nationally normed assessments are administered to students during the specified grade level placement to meet Roseau Public Schools' requirements: PLAN, EXPLORE, ACT, PSAT, ASVAB, Accuplacer.</li> </ul> </li> <li>• 100% of Roseau Public Schools' students in grades 7-12 review course plans with school staff at least twice a year to guide them in course selection for the next year based upon student interest in post secondary or vocational interests.</li> <li>• 100% of Roseau Public Schools' students annually review individual career plans including research of careers, setting goals, and making plans.</li> </ul>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>X 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>

*Bulleted narrative is appreciated. 200 word limit.*

- *There CCR committee meets multiple times per year to review the district plan and staff update curriculum strategies. Our district uses the MCIS system for individual student accounts*
- *Our students are exposed financial aid night, manufacturing day, occupational fair, college fairs,*
-

- 100% of Roseau Public Schools' students in grades 7-12 will review course plans with school staff two times each school year to receive guidance in course selection based upon student interest in post-secondary or vocation interests.

All Students Graduate

X 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>Roseau Public Schools will go from 97.8% in Spring of 2018 of eligible students for graduation to 100% of students eligible for graduation in the spring of 2019.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Roseau Public Schools' student graduation rate for students eligible for graduation in the spring of 2018 was 97.8%.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p>X 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.*

- *Student assistance team and PASS team reviews all student who are failing*
- *Assurance of Mastery (AOM) is available for all students 7-9 who struggle academically*
- *Area Learning Program(ALP) is available throughout the school year and summer for credit recovery for student grades 9-12.*
- *We know this is making an impact on our student as the number of student who are on track for graduation in all groups and subgroups are identified.*

## 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?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i>  <input type="checkbox"/> On Track  <input type="checkbox"/> Not on Track

*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?*
- *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 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i>  <input type="checkbox"/> On Track  <input type="checkbox"/> Not on Track

*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?*
- *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 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.