



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name:

Grades Served:

WBWF Contact: Ryan Nielsen

A and I Contact: Ryan Nielsen

Title: Superintendent

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

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: 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.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools 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.

World's Best Workforce

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.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

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)
Kari Harding	School Board Member	X
Allyson Pesek, Nick Kockelman, Judy Berckes	Elementary Staff	
Zach Traphagen, Laurie Kallhoff, Barb Antony	High School Staff	
Melanie Gohring	Special Education	
Monica Wilke	Paraprofessional	
Ryan Nielsen	Superintendent	X
Dr. Robert Slaba	High School Principal	X
Ryan Arndt	Elementary Principal	X

Equitable Access to Excellent and Diverse Educators

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? *All students at Canby Public Schools have equal access to all teachers hired by the district. All teachers are highly qualified and meet all requirements by PELSB and MDE. We also review all the scheduling of all students and requests from parents when scheduling students.*
 - Who was included in conversations to review equitable access data? *The administration reviews the teaching assignments and teaching licenses on an annual basis. When interviewing teachers for position current teachers are included in the process. This provides more feedback and input on the candidates that are recommended to be hired for the position. When hiring a new teacher equity and other factors are discussed to make sure we hire the best candidate to meet the needs of our students.*
 - What equitable access gaps has the district found? *None.*
 - What are the root causes contributing to your equitable access gaps? *There aren't any due to the size of our school and class sizes.*
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? *At the elementary school we use Title funds to reduce the size of the classrooms. The goal is to keep the classes below 25 students. We currently have one grade level, 5th grade, that is split into three sections. Through our integration we also work hard to make sure our classrooms and curriculum are not bias toward a social economic status, ethnicity or color.*
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps? *At this time no gaps have been identified as it pertains to access to equitable faculty and staff. Our goal is to always have highly qualified staff for all students regardless of race/ethnicity.*

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.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? African American, Hispanic, Asian and Native American
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? 4 Teachers
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? The diversity of the applicant pool does not provide access to these teachers.
 - 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? The candidate pool is so small we are happy to find a teacher to fill the position. The district is exploring other resources to recruit teachers. This is also a part of our strategic plan.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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.

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.

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
In 2018/2019 100% of all students enrolling in any district program between the ages of three and four will be screened.	<i>The team screened 100% of all eligible three and four year old students that are on file according to the census.</i>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p>

Goal	Result	Goal Status
		<input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> 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? *The district uses a state approved assessment to assess our students age 3-5. The results of these assessments informs the team what skills the students are lacking. This information is provided to the classroom teachers, special education and parents so a plan can be developed to help the student with his/her kindergarten preparedness.*
- What strategies are in place to support this goal area? *Depending on the results of the assessments, different goals may be developed for each student, or if there is an area that stands out the teachers may develop a class goal for the year.*
- How well are you implementing your strategies? *We have a strong pre-school program that consistently uses formative assessments to monitor their student's progress. They work well with Head Start and other programs to make sure they are screening all children eligible to be screened*
- How do you know whether it is or is not helping you make progress toward your goal? *The formative and summative assessments throughout the school year will inform the teachers and administration is the goals are being met.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>By the spring of 2019, students will increase their reading proficiency from 51% to 60% as measured by the Reading MCA-III.</p> <p>*The long-term goal is to have 100% of third graders proficient.</p>	<p><i>The third grade class did meet its goal this year. The class was 62.9% proficient.</i></p>	<p>Check one of the following:</p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> 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? *The school transitioned back to AIMSWEB as it did not find the new assessment tool as helpful and informative as AIMSWEB. The school also uses MCA and other classroom assessments to monitor student achievement in reading throughout the year.*
- What strategies are in place to support this goal area? A new curriculum adoption, review of the RTI teams, and screening tools. Interventions were also reviewed and changed by staff.
- How well are you implementing your strategies? *The teachers work hard to implement strategies on a daily basis for our students. They individualize their reading instruction and students are provided interventions through the R.T.I. Framework and other classroom interventions created by the classroom teachers.*
- How do you know whether it is or is not helping you make progress toward your goal? *Formative assessments and the data we get from them inform the teachers how their students are doing on a weekly basis.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The Achievement Gap between FRP and Non-FRP students will decrease by 1.5% in each of the next three years by increasing the proficiency of the FRP students by 1.5% each year while maintaining or increasing the proficiency of non-FRP students as measured by the MCAs.</p>	<p><i>The over all achievement gap between FRP and Non-FRP decreased has decreased by more than 3%.</i></p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input checked="" type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)</p>

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 use the MCA III data to identify areas that are in need of improvement. The pivot tables desegregate the data according to socioeconomic status, ethnicity and ESL, and color. The schools use this data to drive instruction and make curriculum decisions.*
- What strategies are in place to support this goal area? *The high school is continuing to implement PLC groups. The focus this year is on rigor and assessments. The elementary is focusing on T.A.T. referral process and the implementation of their new language arts curriculum.*
- How well are you implementing your strategies? *The person leading the PLC groups is no longer with the district so we are in a transition mode until we hire a new school improvement specialist.*
- How do you know whether it is or is not helping you make progress toward your goal? *Assessments like AIMSWEB, MCA III, Accelerated Reader, ACT, provide the schools with the information they need to monitor progress.*

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>In 2019 100% of all eligible students in grades 7, 9 and 11 (ASVAB) will take the ASPIRE and ASVAB tests.</p>	<p><i>98% of all students in grades 7 and 9 took the ASPIRE.</i></p> <p><i>100% of all students in grade 11 took the ASVAB test.</i></p> <p><i>Due to illness one student did not take the ASPIRE test.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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? *The high school uses attendance data to determine who needs to take the assessment. The goal is to make sure all students have the opportunity to take this assessment regardless of gender, race or social economic status.*
- What strategies are in place to support this goal area? *The school communicates with the parents and students to inform them why they are taking the test and how it can help them. All students are notified they will take the test.*
- How well are you implementing your strategies? *This test is important to the career and college readiness for our students as they plan and prepare for post-secondary careers or college.*
 - How do you know whether it is or is not helping you make progress toward your goal? *The parents support the assessment and want their child to take it.*

All Students Graduate

Goal	Result	Goal Status
<p><i>In 2019, 95% of all seniors will graduate from Canby High School.</i></p>	<p><i>The 2019 graduating class had 1 student not graduate.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

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? *Graduating numbers.*
- What strategies are in place to support this goal area? *The school encouraged the student to pursue the graduation incentive program offered by the state of Minnesota. The school provided resources and counseling for the student.*
- How well are you implementing your strategies? *The administration and counselors work hard to make sure all students have the Graduation Incentive Program and other credit recovery programs available to them if they choose to use them.*
- How do you know whether it is or is not helping you make progress toward your goal? *If they graduate or do not graduate from the Incentives program or if they return to CPS to retake the credits they do not have to graduate.*

Achievement and Integration

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

[View list of participating districts.](#)

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
90% of all students in Canby ISD 891 will attain career and post-secondary readiness by June 2020.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	80%	<i>Over 90% of students in grades 9-12 attending career and college readiness programs.</i> <i>Post – Secondary</i> <i>Free and Reduced:</i> <i>100% enrolled in 2 or 4 year</i> <i>Break out of graduates attending school, military or workforce.</i> <i>2 Year: 47%</i> <i>4 Year: 51%</i> <i>Military: 0% All students who entered military are also attending college.</i> <i>Workforce: 2%</i>	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> 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? *The high school office tracks the Career and College readiness programs students attend each year. The high school office also tracks the path Canby graduates take after graduating from high school. How is this data disaggregated by student groups? It is disaggregated by economic status, homeless, SPED, and race.*
- What strategies are in place to support this goal area? *The high school works with the collaborative to provide students with opportunities to learn about post-secondary options including two and four year schools along with CTE fields.*

- How well are you implementing your strategies? *The collaborative is providing some great programming to the students and Canby High School offers additional career and college readiness in addition to what is offered through the collaborative. For example the ASPIRE and ASVAB test and the district pays for all students to take the ACT assessment.*
- How do you know whether it is or is not helping you make progress toward your goal? *Canby high school graduates are most likely to attend some type of post-secondary education. The experiences provided to the students has a positive impact on preparing students for life after high school.*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<p>The Achievement Gap between FRP and Non-FRP students will decrease by 1.5% in each of the next three years by increasing the proficiency of the FRP students by 1.5% each year while maintaining or increasing the proficiency of non-FRP students as measured by the MCAs.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>See goal above</p>	<p>See goal above</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

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 use data from the MCA assessments.
- What strategies are in place to support this goal area? Schoolwide Title 1 program, RTI and other interventions.
- How well are you implementing your strategies? We consistently review our programs and interventions.
- How do you know whether it is or is not helping you make progress toward your goal? By reviewing the data.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables 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: The YMIC collaborative has developed a great program over the past few years providing students an increased awareness to cultural diversity. Canby public schools is primarily white not Hispanic and the collaborative events provide our students the time to needed to experience integration and have discussions with other students their age that may be of a different race or ethnicity.

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 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> 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: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

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