

2018-2019 WBWF SUMMARY REPORT WARROAD PUBLIC SCHOOLS

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.

All students at Warroad Public Schools have equal access to experienced teachers. At the elementary and high school there were no teachers who were considered out-of-field. Due to the size of our school and the personal relationships we have with our students, we are able to approach scheduling based on what is best for the student. 100% of our returning teachers evaluated in 2018-19 were either proficient or highly effective.

What equitable access gaps has the district found? What are the root causes contributing to your equitable access gaps?

A gap was determined in the pre-K where Head Start students were operating on a different schedule than non-Head Start students. This gave an unfair advantage to non-Head Start students. The district adjusted the schedule and all pre-K students operate under the same schedule.

In the High School a gap was determined in the additional service of non-Sped students. We had a large number of students failing courses in grades 7-9 due to missing courses. To remedy we applied for and received an ADSIS grant to provide more services to non-Sped students.

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?

In 2018-19 we were able to replace out of license teachers with appropriately licensed teachers. Starting in grade 3 all students have the same teacher for reading and math. This ensures that all students receive the exact same instruction. We are continuously providing opportunities for teachers to grow in these areas by encouraging content specific professional development.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

6.5% of our students are American Indian. Approximately 2 additional Native American teachers would increase our licensed teacher staff to 6.5% staff identifying as Native American to be reflective of our population.

8% of our students are Asian. Approximately 5 additional Asian teachers would increase our licensed teacher staff to 8% staff identifying as Asian to be reflective of our population.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

Our rural community historically has a difficult time attracting applicants. Some positions sit with zero applicants for months. Many of our students, while encouraged to go into education, choose to pursue other interests.

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 have increased the number of places we advertise for jobs hoping to attract a broader applicant pool. We provide opportunities for teachers to educate students on their cultures and provide professional development for all staff to better understand the cultures of our community.

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.

DISTRICT DID NOT REPORT IN 2018-2019, BUT WILL IN 2019-2020

All Students Ready for School

GOAL

100% of children between their 3rd birthday and the beginning of their kindergarten school year will be screened for school readiness by September 30th, 2019.

RESULT

100% of children were screened.

NARRATIVE

Strategies used were personal letters sent in mail, publish on school website, personal phone calls were made, announcements published in paper, and advertised on radio. The benefit of a small district and census data is we are able to easily locate all students.

All Students in Third Grade Achieving Grade-Level Literacy

GOAL

90% of 3rd graders in ISD 690 will Meet or Exceed Standards on the 2019 MCA-III Reading Exam.

RESULT

63% of 3rd graders Met or Exceeded Standards.

NARRATIVE

We have used MCA tests and benchmark reports to identify needs of all students. We have used the Minnesota Report Card to break down results by student group. We currently have SPED and Title Services along with Reading Corp

Close the Achievement Gap(s) Between Student Groups

2018-19 SMART GOALS - HIGH SCHOOL

High School - 30% of Asian and 40% of American Indian students will Meet or Exceed Standards on the 2019 MCA-III Math Standards. 50% of Asian and 57% of American Indian students will Meet or Exceed Standards on the 2019 MCA-III Reading Standards.

RESULTS

25% of Asian, 23% of American Indian and students Met or Exceeded Standards on the Math Exam. 50% of Asian and 45.5% American Indian students met or exceeded standards on the Reading Exam.

NARRATIVE

The goal was not met. Unfortunately the small population numbers can skew results dramatically. Better measures will be taken to identify students entering high school that will need additional supports. Data will be taken from 6th and 7th grade scores to identify specific students.

2018-19 SMART GOALS - ELEMENTARY

62% of Asian and 57% of American Indian students will Meet or Exceed Standards on the 2019 MCA-III Reading Exam. On the Math MCA-III 49% of Asian and 57% American Indian will Meet or Exceed Standards.

RESULTS

61% Asian and 52% American Indian students met or exceeded standards on the Reading Exam. 43% of Asian students and 28% of Native American students Met or Exceeded standards on the Math exam.

NARRATIVE

We have added Reading Corp to the elementary along with providing Title and Sped services to our students. We also STAR test our students to keep track of their gains and determine areas of need.

All Students Career- and College-Ready by Graduation

GOAL

100% of grade 7-12 students will participate in the Ramp-Up college and career readiness program.

RESULT

Goal Met

NARRATIVE

This is a district directive that has been implemented into all Homeroom classes. Each student is enrolled in a homeroom, therefore each student is receiving instruction.

All Students Career- and College-Ready by Graduation

GOAL

All Juniors in High School will have taken either the ASVAB or ACT plus Writing Exam.

RESULTS

100% of students participated in either of the two exams.

NARRATIVE

With our low enrollment numbers it is easy to determine exactly who needs to take an exam if they had not yet. The information is communicated to parents using a variety of electronic and paper methods.

All Students Graduate

GOAL

95% of our High School Students will graduate in 2019.

RESULT

92.3% Graduated. (This is a best estimate as data was not yet available on the MN Report Card at the time of this report)

NARRATIVE

We are giving students the opportunity at earlier interventions through credit recovery. We have also established an SST team to track students weekly. Homeroom is scheduled for all students four days a week to provide a check-and-connect. This may not be reaching our goal, but the fidelity in which our program is now being implemented is far greater than previous years with higher percentages.