



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

District or Charter Name: Bagley Public School District

Grades Served: Pre-K through 12

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Title: Superintendent

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A and I Contact: N/A

Title: Enter title.

Phone: Enter phone number.

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (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.

If you have questions while completing the WBWF portion of the summary, please feel free to email 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.

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.

To appraise all stakeholders, the Bagley Public Schools posts the World’s Best Workforce (WBWF) District Plan and the MDE WBWF annual report at www.bagley.k12.mn.us on the School District’s website. From the main webpage, under the heading “Curriculum” and pull down to the World’s Best Workforce. “Click” on the link for the WBWF Documents for Bagley Public Schools.

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.

The District held a special public meeting of the School Board on Monday, November 5, 2018 beginning at 7:30 PM and ending at 8:30 PM in the Bagley High School Room 101. The agenda included an overview of the District’s current strategic planning process and a World’s Best Workforce presentation. The presentation included a review and discussion of the WBWF progress from the 2017-2018 school year as well as the proposed WBWF goals, objectives and strategies set by the District for the 2018-2019 school year. There were opportunities provided by the School Board for community input during the 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 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)
Steve Cairns	Superintendent	
Tony Kerr	High School Principal	
Kristi Moritz	Elementary Principal	
Jenny Fraley	Support Staff	
Kim Halverson	Support Staff	
Brenda Dukek	Support Staff/Parent	
Mia Reynolds	Teacher/Parent	
Kristie O' Beirne	Teacher/Parent	
Amy Kent	Parent	
Corrie Uhlir	Parent	
Becca Halverson	Parent	
Stephanie Anderson	Parent	
Dixie Boe	Parent	
Carol Vik	Parent	
Brittany Natrass	Parent	
Shane Auginaush	Parent	
Izabell Gerbracht	Student	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Tessa Tramm	Student	
Jeremy Davies	Community Member	
Don Nordlund	Community Member	

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.

- The Bagley School District has a planning process in place to ensure students have a non-discriminatory and equitable access to excellent teachers. There are three committees within the District, WBWF district advisory committee and two building level leadership teams, which are ensuring the equitable distribution of teachers. The three committees plan and implement School District Policy 601, the 2018-2023 District Strategic Plan and the Teacher Development and Evaluation plan. These documents are in place to ensure equitable distribution of excellent teachers and safeguard that low income and/or minority students are not taught at higher rates by inexperienced, ineffective, or out-of-field teachers.
- There are currently no ineffective Pre-K through 12 grade teachers in the Bagley School District. No teachers have been placed on improvement plans or corrective actions.
- All K-12 students are taught by fully licensed in-field teachers in their academic core subject classes. The only out-of-field teachers on Tier 1 or Tier 2 licenses are located in Special Education and Physical Education. These teachers are enrolled in college coursework to obtain a Tier 3 or 4 teaching licensure.
- There are 12 out of 74 teachers in the Bagley K-12 system who are inexperienced. The strategies used and implemented by teachers, administration, and leadership committees to impact root causes and learning gaps, include; PLCs, mentorship, annual teacher evaluations, Planbook lesson planning tool, PEER observations, use of the Indian Education Department support staff, and professional development.
- The School District is constantly reviewing data to monitor the intended outcomes and goals. It will be communicated by posting plans and goals on the district website. The district ensures access to diverse employees having well defined hiring process. The interview teams are made up of administration, teachers, support staff, and culturally diverse members. The questions are predetermined and the interview team scores the candidate based on a rubric. This process ensures teacher quality and equity. Bagley School District continually looks for opportunities to maintain balance of culturally diverse staff.

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 Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
The percentage of all Bagley Elementary School kindergarteners assessed during the first month of school will demonstrate an improved preparedness for kindergarten, based on KEP Assessment (Gold), improving from 42.5% over six domains in 2017 to 47% over the same six domains in 2018.	<u>Results:</u> Bagley Elementary Kindergarten students demonstrated an average preparedness rate of 27.7% in 2018 as compared to 42.5% in 2017.	<i>One-Year Goal</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i>

Kindergarten Readiness is determined by the KEP assessment. This is administered during the first month of Kindergarten. As a team, we analyzed the data by assessment area. The six areas are social emotional, physical, language, cognitive, literacy, and mathematics. Our strategies are providing sufficient preschool opportunities, administer KEP in preschool to find the areas of concern and teach to those areas, and provide communication between preschool and kindergarten. We are making progress towards our goal by using PLC time for Kindergarten and preschool teachers to collaborate on a weekly basis. Bagley is also planning to create another section of preschool in order to reduce the number of students on the waiting list.

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Smart Goal: The percentage of all Bagley Elementary School 3 rd grade students in Reading achievement levels, based on MCA Reading Assessments, will improve from 34.2% in 2017 to 38% in 2018.	<u>2018 3rd Grade Results:</u> Bagley Elementary 3 rd Grade students' achievement levels, based on MCA Reading Assessments, scored 44% in 2018 and increased when compared to 35.7% in 2017.	One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p><u>Math</u></p> <p>➤ The achievement gap between White students and American Indian students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 27.3% in 2017 to 24.57% in 2018.</p> <p>➤ The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 13.2% in 2017 to 11.88% in 2018.</p> <p>➤ The achievement gap between Special Education and Non-Special Education students in grades 3-8 & 11 on all State accountability tests for Math will decrease from 24.6% in 2017 to 22.14% in 2018.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>The actual achievement gap between White students and American Indian students in grades 3-8 & 11 on all State accountability tests in Math was 20.6% in 2018.</p> <p>The actual achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-8 & 11 on all State accountability test in Math was 17.9% in 2018.</p> <p>The actual achievement gap between Special Education and Non-Special Education students in grades 3-8 & 11 on all State accountability test in Math was 20.5% in 2018.</p>	<p>Check one of the following: All Goals are One-Year Goals.</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>➤ The percent of White students enrolled on October 1 in grades 3-8 & 11 who earn an achievement level of at least meets the standards in Math on all State accountability test will increase from 48.1% in 2017 to 53% in 2018.</p> <p>Reading</p> <p>➤ The achievement gap between White students and American Indian students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 26.5% in 2017 to 23.85% in 2018.</p> <p>➤ The achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 14.7% in 2017 to 13.23% in 2018.</p> <p>➤ The achievement gap between Special Education and Non-Special Education students in grades 3-8 & 10 on all State accountability tests for Reading will decrease from 29% in 2017 to 26.1% in 2018.</p> <p>➤ The percent of White students enrolled on October 1 in grades 3-8 & 10 who earn an achievement level of at least meets the standards in Reading on all State accountability test will increase from 46.7% in 2017 to 51.73% in 2018.</p>	<p>The actual percent of White students enrolled on October 1 in grades 3-8 & 11 who earned an achievement level of at least meets the standards in Math on all State accountability test was 46.6% in 2018.</p> <p>The actual achievement gap between White students and American Indian students in grades 3-8 & 10 on all State accountability test in Reading was 32.9% in 2018.</p> <p>The actual achievement gap between Free & Reduced Lunch and Non-Free & Reduced Lunch students in grades 3-8 & 10 on all State accountability test in Reading was 20.1% in 2018.</p> <p>The actual achievement gap between Special Education and Non-Special Education students in grades 3-8 & 10 on all State accountability test in Math was 27.8% in 2018.</p> <p>The actual percent of White students enrolled on October 1 in grades 3-8 & 10 who earned an achievement level of at least meets the standards in Reading on all State accountability test was 56.9% in 2018.</p>	<p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

- The both the high school and the elementary school receive direction and support from the Regional Center of Excellence Northern Star. Comprehensive needs assessments have been conducted. Data has been correlated from MCA proficiencies, NWEA tests, demographic groups data from the Minnesota Report Card, credit deficiencies, student grades, attendance, and graduation rates.
- Strategies include: Leveled Literacy, Reading Recovery, Math and Read 180, ALP credit recovery, check and connect, American Indian staff support, afterschool tutoring, SEL, mental health support, interventionist support, positive phone calls, learning style inventories, 1 to 1 computer devices for all students in grades K-12, staff development and teacher PLCs.
- The strategies are well implemented and reviewed weekly through PLC time and through professional development.
- We know progress is being made through periodic assessment, MCA and NWEA proficiencies, fewer credit deficiencies and better average daily attendance, higher graduation rates, and achievement gap reduction between groups.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <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>Bagley High School will improve ACT College readiness Benchmark Proficiency by 3.5 % in the 2017-2018 school year to a 21.5% average.</p> <p>100% of the students from grades 8-12 will participate by taking the Minnesota Career Information System (MCIS) Inventory for career exploration and tracking high school course completion for college readiness.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>18% of students who took the ACT met the readiness benchmarks. We did not meet our goal of 21.5% average.</p> <p>100% of the 8-12 grade student are participating in this program.</p>	<p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

- *What data have you used to identify needs in this goal area?*
ACT, Pre-ACT, ASVAB, On-Line Portfolio with MCIS.
- *How is this data disaggregated by student groups?*
All data aside from the MCA scores, is individualized per pupil
- *What strategies are in place to support this goal area?*
- Minnesota Career Information System (MCIS) is used with students in grades 8-12 during designated classroom time, under the instruction of classroom teachers and with the guidance of the school counselor, to prepare an online personal learning plan and complete tasks related to college and career ready activities.
- Online college in the High School for eligible 10-12th grade students offered each semester through Distance Minnesota.
- Postsecondary Enrollment Options (PSEO) available to eligible 10-12th grade students via area colleges and universities.
- Field trips to area businesses and industry. College visits and orientation tours.
- *How well are you implementing your strategies?*
- All strategies and activities are implemented regularly and with fidelity.
- *How do you know whether it is or is not helping you make progress toward your goal?*
- We have many students participating in the on and off site activities and all students are met with regularly for MCIS with the school guidance counselor.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <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>90% of all senior students will graduate from high school in 2017-2018 school year.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>81.7% of the senior students graduated. Goal not met.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" 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.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- Conducted a comprehensive needs assessment correlating data sets from credit deficiencies, attendance, graduation rates, demographics and credit completion. We also correlated MCA demographic data for proficiency to high school graduation.
- *What strategies are in place to support this goal area?*
- ALP credit recovery (PLATO), in house credit recovery (PLATO), check and connect, afterschool tutoring, SEL- positive phone calls, learning style inventories, relationship/ connection study.
- *How well are you implementing your strategies?*
 - The strategies are well implemented and reviewed weekly through PLC time and professional development. The attention to these strategies are ongoing with all staff.
- *How do you know whether it is or is not helping you make progress toward your goal?*
- We will have fewer credit deficiencies as the students who fail to earn a needed credit will be placed in credit recovery immediately. Average daily attendance is 92.52%.

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"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<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"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<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"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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.