



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: Ray Hassing

A and I Contact: Soom Chandaswang

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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)
Ray Hassing	Superintendent/Principal	X
Nancy Remmert	RTI Specialist	
Charlene Wintz	Title Teacher/Teacher Induction Coordinator	
Joan VanDeKamp	Intervention Teacher	
Lon Eichenberger	Assessment Coordinator	
Dawn Haberman	Parent	
Soom Chadaswang	NCIC Coordinator	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? We examine student progress and data every other month with teacher data meetings, and teachers have daily Professional Learning Communities where they look at data weekly.
 - Who was included in conversations to review equitable access data? Superintendent, Title Teacher, Intervention Teachers, ELL Teachers, Classroom Teachers, and RTI Specialist.
 - What equitable access gaps has the district found? All students are addressed on an individual basis.
 - What are the root causes contributing to your equitable access gaps? Students coming new to our country that do not speak English.
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? All of our teachers are licensed professionals.
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps? Continue working with all students on an individual basis at their level.

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? Black Americans, and Laos Americans.
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? 2
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? Lack of applicants.
 - 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 post jobs. We have two Hispanic teachers on staff, and would like to hire more, but we have limited applicants.

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
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>100% of students will be ready for Kindergarten at the end of the 2018-19 School Year.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>59/60 (98.3%) students were ready for Kindergarten based upon the Kindergarten Readiness Assessment given at the end of the school year.</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 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 kindergarten</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 have had a 4 year old preschool program for 9 nine years, which has done an outstanding job of preparing students for Kindergarten. All students are assessed.
- What strategies are in place to support this goal area? All students. We have been awarded as a 4 star rating for being a Parent Aware School.
- How well are you implementing your strategies? Very Well.
- How do you know whether it is or is not helping you make progress toward your goal? The assessment tells us if students have the required skills to be successful in Kindergarten.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>The percentage of students who are proficient in reading for third grade will increase from 33% in 2-17-18 to 72.9% in 2018-19.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>26.7% (12/45) of RLB third graders were proficient in reading literacy for the 18-19 school year. This is a decrease of 6.6% from 2017-18.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" 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 3</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? MCA Assessments, FAST Assessments, and classroom benchmark assessments through running records. Each individual student's progress is addressed.
- What strategies are in place to support this goal area? Student interventions, and data day schedules to address student learning. WE are a schoolwide title school.
- How well are you implementing your strategies? Very well.
- How do you know whether it is or is not helping you make progress toward your goal? Unfortunately, the MCA Assessments are a one time deal, and if a student does poorly they can't retake it until next year. We look at all data, and look for a minimal of one year's growth for each student. We have a very high free and reduced lunch count of students at above 70%, and the majority of our students are Spanish speaking. We have many newcomers to our Country and school.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>RLB School District 2907 will increase its' percentage of students, who meet or exceed proficiency on the MCA Reading Test from 59.1% in 2018 to 65% in 2019.</i></p> <p><i>RLB School District 2907 will increase its' percentage of students, who meet or exceed proficiency on the MCA Math Test from 50% in 2018 to 65% in 2019.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>RLB scored 45.7% in reading proficiency for the 2018-19 school year.</i></p> <p><i>RLB scored 39% math proficiency for the 2018-19 school year.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" 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? MCA Assessments, and Benchmark Assessment from Pearson 2.0 Envision Math Curriculum.
- What strategies are in place to support this goal area? Interventions, and data meetings with all staff.
- How well are you implementing your strategies? Effectively
- How do you know whether it is or is not helping you make progress toward your goal? We see student growth in their assessments.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>Our goal would be to have 100% of our students career and college ready by graduation, if we had a high school. At this time, since our grades 9-12 students are on secondary tuition agreements, we do not have a smart goal that addresses this. Since reading is a necessity across all areas, the district's reading proficiency will be measured to show growth in this area.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>RLB scored 45.7% proficiency on reading proficiency for the 2018-19 school year.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" 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? Grades 3-8 MCA Assessment Data.
- What strategies are in place to support this goal area? Interventions and Data meetings with teachers, and professional learning communities.
- How well are you implementing your strategies? Effectively.
- How do you know whether it is or is not helping you make progress toward your goal? Student Data.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>100% of all students will graduate that are classified as seniors.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>100% of students graduated at the end of the 2018-19 school year.</i></p>	<p>Check one of the following:</p> <p><input 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? WE contact the high schools where we have secondary tuition agreements.
- What strategies are in place to support this goal area? NA
- How well are you implementing your strategies? NA
- How do you know whether it is or is not helping you make progress toward your goal? If the student graduates.

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?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>The percentage of students who are proficient in reading will increase from 55.9% in 2013 to 72.9% in 2019 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 7.8% in 2013 to 4.8% in 2019, which the district has achieved in 2017.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>45.7% proficient overall, and 30% gap in 18-19 after meeting this goal in 2017.</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>45.7% proficient overall, and 30% gap in 18-19 after meeting this goal in 2017.</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 all assessment data from MDE Data Reports and Analytics. We look at each individual student's assessment scores and growth.
- How well are you implementing your strategies? WE have student data meetings, and professional learning communities set up to review student data on a weekly basis.
- How do you know whether it is or is not helping you make progress toward your goal? Student benchmark assessments and running records throughout the year beyond the MCA Assessments.



Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>All students in grades K-8 will have at least one integrated cross district learning experience each year, which focusses on increasing cultural understanding and competency.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>We have done this every year, since joining the NCIC.</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>Students in grades 45678 did retreats with schools in the NCIC. Also, during the summer school program, there is an integration activity the last day of the program for students in K-grade 8.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input checked="" 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? Continued work with NCIC, and promoting cross district learning experiences for all students.
- What strategies are in place to support this goal area? Administration and NCIC staff plan this out, as it is a part of the NCIC budget each year.
- How well are you implementing your strategies? Effectively.
- How do you know whether it is or is not helping you make progress toward your goal? Student’s attendance.

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:

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?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>The percentage of students who are proficient in reading will increase from 55.9% in 2013 to 72.9% in 2019 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 7.8% in 2013 to 4.8% in 2019, which the district has achieved in 2017.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>45.7% proficient overall, and 30% gap in 18-19 after meeting this goal in 2017.</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>45.7% proficient overall, and 30% gap in 18-19 after meeting this goal in 2017.</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?
- 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?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>All students in grades K-8 will have at least one integrated cross district learning experience each year, which focusses on increasing cultural understanding and competency.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>We have done this every year, since joining the NCIC.</p>	<p>Students in grades 4-5-6-7-8 did retreats with schools in the NCIC. Also, during the summer school program, there is an integration activity the last day of the program for students in K-grade 8.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input checked="" 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?
- 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: Our integration activities have brought our students together through these experiences.

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